

Q.2 Make a précis of the following passage and suggest a suitable title. (25)

Not all the rulers signed the Instrument of Accession at once. Afraid that the Socialist Congress Party would strip him of his amusements, flying dancing girls and conjuring delights which he had only just begun to indulge since he had only recently succeeded his father to the throne, the young Maharajah of Jodhpur arranged a meeting with Jinnah. Jinnah was aware that both Hindu majority and geographical location meant that most of the Princely states would go to India, but he was gratified by the thought that he might be able to snatch one or two from under Patel's nose. He gave Jodhpur a blank sheet of paper. 'Write your conditions on that,' he said, 'and I'll sign it.' Elated, the Maharaja returned to his hotel to consider. It was an unfortunate move on his part, for V. P. Menon was there waiting for him. Menon's agents had alerted him to what Jodhpur was up to. He told the young ruler that his presence was requested urgently at viceroy's House, and reluctantly the young man accompanied him there. The urgent summons had been an excuse, and once they had arrived, Menon had to go on a frantic search for Viceroy, and tell him what had happened. Mountbatten responded immediately. He solemnly reminded Jodhpur that Jinnah could not guarantee any conditions he might make, and that accession to Pakistan would spell disaster for his state. At the same time, he assured him that accession to India would float automatically mean end of his pleasure. Mountbatten left him alone with Menon to sign a provisional agreement.

Conspiracies Regarding Instrument of Accession

The young Maharajah of Jodhpur being nervous for the end of his pleasures, delayed the sign on Instrument of Accession. He met Jinnah, who assured him the fulfillment of all his conditions. Therefore, he eagerly decided to consider his proposal. but Mountbatten already knew about whole situation. So, he deceitfully took him to Viceroy's house. Mountbatten cleverly warned the young man that accession to Pakistan would not only bring consequences for him but also for his state. Then, he left him to sign a provisional agreement.

(89 Words)

Total Words: 265 Words
(Given)

پیراگراف نمبر 1: اور اگر تمہارا ہاتھ تمہارا کہا نہ مانے تو اسے کاٹ کر پھینک دو۔ تمہارے لئے زخمی حالت میں زندہ رہنا بہتر ہے، بہ نسبت اس
کہ تم اپنے دونوں ہاتھوں کے ساتھ جہنم میں داخل ہو جہاں ایسی آگ ہے جسے کم نہیں کیا جاسکتا۔

• Present

Passive

And if your hand is not under your control, then cut it off. It is better for you to stay alive as injured than to enter in hell with both of your hands where such a fire is present, that cannot be quenched.

پیراگراف نمبر 2: نوجوان راجپوت آیا اور شہنشاہ کے قدموں میں جھک گیا۔ "جناب! آپ بہادر انسان ہیں، میں آپ کو قتل کرنا چاہتا تھا لیکن آپ نے مجھ پر ثابت کر دیا کہ زندگی تباہ کرنے سے بہتر اسے بچانا ہے۔" شہنشاہ نے اس کی طرف دیکھا اور کہا "تم بھی دلیر آدمی ہو جو مجھے بتا رہے ہو کہ تم مجھے قتل کرنے آئے تھے۔ لیکن میں تمہاری جان بخشی کرتا ہوں بالکل اسی طرح جس طرح تم نے میری جان بخشی کر دی۔ میں شاہی حفاظتی دستے میں تمہیں سپاہی کے طور پر نوکری دیتا ہوں۔"

Day _____
The young Rajput came and fell down at the emperor's feet.

"Sir! you are a brave man, I wanted to kill you but you proved to me that it is better to save a life than to destroy it." The emperor looked at him and said "You are also a brave man as you are telling me that you had come to kill me." But I spare your life like you spared mine. I appoint you as a soldier in royal security troop."

1. He has no worry other than daughters.
He has no worries other than daughters.
or

He has no worry other than a daughter.

2. A quarter in this city costs really high.

The quarters in this city costs really high.

3. He owns an expensive quarter.
He owns the expensive quarters.

4. He was not expecting such a high emolument at the start of his career.

He was not expecting such high emoluments at the start of his career.

or

He was not expecting so much high emoluments at the start of his career.

or

He was not expecting so high/high emoluments at the start of his career.

5. The finance of the school/house is really mismanaged now a days.

The finances of the school/house is really mismanaged now a days.

6. The finance system of my house is really disturbed.

The finances / financial system of my house is really disturbed.

7. My study is really tedious for me.

My studies is really tedious for me.

8. The helping materials that I have got from new website are very helpful.

The helping material that I have got from new website is very helpful.

9. The police were late in coming.

The police was late in coming.

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10- I have been advised to eat a
lot of green vegetables.

I have been advised to eat green
vegetable.

Modern education systems have undoubtedly made significant strides in imparting knowledge and skills to students, but they often leave a major gap that hinders holistic development and preparedness for the complexities of life in the 21st century. (A good idea for topic sentence)

This gap lies in the neglect of essential life skills, emotional intelligence, and a narrow focus on academic achievement to the detriment of broader personal and societal needs. One glaring omission in modern education is the insufficient emphasis on teaching life skills. While students are rigorously trained in subjects like math, science, and history, they often graduate without basic life skills such as financial literacy, time management, communication, problem-solving, and critical thinking. Consequently, many graduates find themselves ill-equipped handling real life situations such as time management, discipline and making healthy relationships.

As a result, individuals may experience emotional turmoil and difficulty in adapting to the demands of the modern workforce and society.

Moreover, the modern education often perpetuates a one-size-fits-all approach, failing to cater to the diverse needs and talents of students. The emphasis on standardized testing and grades can stifle creativity and discourage students from pursuing their passions. This narrow focus on academic achievement can leave students feeling unfulfilled and disengaged from the learning process, ultimately hindering their personal growth and potential. (This affects the learning process of students that hinders their personal growth and potential)

Furthermore, the gap in modern education extends to the neglect of essential life topics such as mental health, nutrition, and well-being. (Neglects importance of mental and physical HEALTH) These subjects are critical for maintaining a healthy and balanced lifestyle, yet they are rarely integrated into the curriculum. Students graduate without a fundamental understanding of how to take care of their mental and physical health, which can have long-term consequences for their well-being. The dire need of filling this gap is now felt more than ever and failure to address this demand of the time is detrimental to future generations and humanity at large. We must hope

that educators and educational institutions realize the need of this most significant human need without which humans are mere objects and the objects cannot deal with world's complexities. It is only the humans who have this capability to deal with complexities of the world only if they are prepared as humans.

Loopholes in Modern Education Systems

The modern education systems have efficiently embellished students with knowledge but have some loopholes. These loopholes lie in the neglect of essential life skills, emotional intelligence and narrow focus on academic achievement. Due to lack of these skills, graduates fail in handling real life situations and building meaningful relationships. This leads to emotional stress and difficulty in adopting social norms. Moreover, this system focuses on one-size-fits-all approach that discourages the talents of students. The most devastating shortcoming of this system lies in the neglect of importance of mental and physical health; that can have long-term consequences for humanity. Today, there is a dire need of modification

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of modern education system that
can prepare humans for the challenges
of life.

(124 words)

Given words : 364 words

Write a précis of the following passage and also suggest a suitable title.

All the evils in this world are brought about by the persons who are always up and doing, but do not know when they ought to be up nor what they ought to be doing. The devil, I take it, is still the busiest creature in the universe, and I can quite imagine him denouncing laziness and becoming angry at the smallest waste of time. In his kingdom, I will wager, nobody is allowed to do nothing, not even for a single afternoon. The world, we all freely admit, is in a muddle but I for one do not think that it is laziness that has brought it to such a pass. It is not the active virtues that it lacks but the passive ones; it is capable of anything but kindness and a little steady thought. There is still plenty of energy in the world (there never were more fussy people about), but most of it is simply misdirected. If, for example, in July 1914, when there was some capital idling weather, everybody, emperors, Kings, arch dukes, statesmen, generals, journalists, had been suddenly smitten with an intense desire to do nothing, just to hang about in the sunshine and consume tobacco, then we should all have been much better off than we are now. But no, the doctrine of the strenuous life still went unchallenged; there must be no time wasted; something must be done. Again, suppose our statesmen, instead of rushing off to Versailles with a bundle of ill-digested notions and great deal of energy to dissipate had all taken a fortnight off, away from all correspondence and interviews and what not, and had simply lounged about on some hillside or other apparently doing nothing for the first time in their energetic lives, then they might have gone to their so-called peace conference and come away again with their reputations still unsoiled and the affairs of the world in good trim. Even at the present time, if half of the politicians in Europe would relinquish the notion that laziness is crime and go away and do nothing for a little space, we should certainly gain by it. Other examples come crowding into mind. Thus, every now and then, certain religious sects hold conferences; but though there are evils abroad that are mountains high, though the fate of civilization is still doubtful, the members who attend these conferences spend their time condemning the length of ladies' skirts and the noisiness of dance bands. They would all be better employed lying flat on their backs somewhere, staring at the sky and recovering their mental health.

The World in Chaos / Conflicts in the World Lack of Consistent Ideology

All the conflicts of the world are emerged by the immoral and unprincipled people. They do not allow anyone else to do anything against them. The writer argues that laziness is wrongly considered to be the actual reason for the chaos in the world rather than the lack of humanity and (lack of) consistent ideology. There is a lot of energy in this world but it is being used in a wrong way. As in 1914, all the influential personalities were doing nothing, but the writer criticizes the inconsistency of his statesman which let the war unchallenged. Despite having power, the statesman had done nothing due to lack of consistent ideology. Similarly, various religious sects despite knowing that the fate of their civilization

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is under threat waste their time in useless conferences. Even today, if European politicians realize that the actual loophole lies in their inconsistency instead of their laziness, the Europe will definitely glorify.

(156 Words)

Given: 453 Words

PART-II

Q. 2. Write a précis of the following passage and also suggest a suitable title:

(20)

I think modern educational theorists are inclined to attach too much importance to the negative virtue of not interfering with children, and too little to the positive merit of enjoying their company. If you have the sort of liking for children that many people have for horses or dogs, they will be apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social endeavours, or what amounts to the same thing as an outlet for power-impulses. No child will be grateful for an interest in him that springs from the thought that he will have a vote to be secured for your party or a body to be sacrificed to king and country. The desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, without any ulterior purpose. Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage.

Unfortunately, it is utterly impossible for over-worked teachers to preserve an unobtrusive liking for children; they are bound to come to feel towards them as the proverbial confectioner's apprentice does towards marzipan. I do not think that education ought to be anyone's whole profession: it should be undertaken for at most two hours a day by people whose remaining hours are spent away from children. The society of the young is fatiguing, especially when strict discipline is avoided. Fatigue, in the end, produces irritation, which is likely to express itself unallowably, whatever theories the harassed teacher may have taught himself or herself to believe. The necessary strictness cannot be preserved by self-control alone. But where it exists, it should be unnecessary to have rules in advance as to how "naughty" children are to be treated, since impulse is likely to lead to the right decision, and almost any decision will be right if the child feels that you like him. No rules, however wise, are a substitute for affection and tact.

(20)

Q. 3. Read the following passage carefully and answer the questions that follow:

(20)

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Importance of Unconditional Love

The writer argues that educational theorists wrongly prefer interfering with children's life rather than enjoying their company. The children will behave respectfully, if they feel that they are being loved unconditionally. It is ^{quite} useless to have conditional love for them, as they will not respond optimistically, if they (feel) feel that they are being loved conditionally. The delightful interest lies in having self-less love for children. Teachers with this quality have psychological understanding with students. But it is not possible for over-burdened teachers to show affection for

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Students. Although the company of the young is tiring, but there is no need to have strict discipline in a friendly environment to control students, as rules can never be alternative of love and affection.

(125 words)

Given: 371 words