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## PART-II

**Q. 2. Write a précis of the following passage in about 120 words and also suggest a suitable title: (20)**

It is in the temperate countries of northern Europe that the beneficial effects of cold are most manifest. A cold climate seems to stimulate energy by acting as an obstacle. In the face of an insuperable obstacle our energies are numbed by despair; the total absence of obstacles, on the other hand leaves no room for the exercise and training of energy; but a struggle against difficulties that we have a fair hope of over-coming, calls into active operation all our powers. In like manner, while intense cold numbs human energies, and a hot climate affords little motive for exertion, moderate cold seems to have a bracing effect on the human race. In a moderately cold climate man is engaged in an arduous, but no hopeless struggles and with the inclemency of the weather. He has to build strong houses and procure thick clothes to keep himself warm. To supply fuel for his fires, he must hew down trees and dig coal out of the earth. In the open air, unless he moves quickly, he will suffer pain from the biting wind. Finally, in order to replenish the expenditure of bodily tissue caused by his necessary exertions, he has to procure for himself plenty of nourishing food.

Quite different is the lot of man in the tropics. In the neighbourhood of the equator there is little need of clothes or fire, and it is possible with perfect comfort and no danger to health, to pass the livelong day stretched out on the bare ground beneath the shade of a tree. A very little fruit or vegetable food is required to sustain life under such circumstances, and that little can be obtained without much exertion from the bounteous earth.

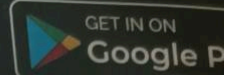
We may recognize must the same difference between ourselves at different seasons of the year, as there is between human nature in the tropics and in temperate climes. In hot weather we are generally languid and inclined to take life easily; but when the cold season comes, we find that we are more inclined to vigorous exertion of our minds and bodies.

Q. 3. Read the following passage and write a précis of it in about 120 words. (20)

36%

OF TOTAL  
ALLOCATIONS  
BY NOAINS

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avid paditres

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(3)

Rule of Thumb

Climate has visible effects on human activities. Moderate cold weather stimulates activity. While, intense cold results into passivity. Similarly, the author believes that extremely hot weather leaves one with no motivation to perform laborious work. Moreover, the people living in moderate climate areas enjoy to be engaged in an agreeable struggle, which is not challenging. They do not need much efforts to sustain their lives. So, they have relaxed approach towards life. Individuals observe the same effects on themselves in different seasons of the year.

Title: Impact of Climate on Human's Activities



**FEDERAL PUBLIC SERVICE COMMISSION**  
**COMPETITIVE EXAMINATION – 2023 FOR RECRUITMENT TO**  
**POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT**  
**ENGLISH (PRECIS & COMPOSITION)**

Roll Number

**TIME ALLOWED: THREE HOURS**

**PART-I(MCQS): MAXIMUM 30 MINUTES**

**PART-I (MCQS)**

**PART-II**

**MAXIMUM MARKS = 20**

**MAXIMUM MARKS = 80**

**NOTE: (i) Part-II is to be attempted on the separate Answer Book.**

**(ii) Attempt ALL questions from PART-II.**

**(iii) All the parts (if any) of each Question must be attempted at one place instead of at different places.**

**(iv) Write Q. No. in the Answer Book in accordance with Q. No. in the Q.Paper.**

**(v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed.**

**(vi) Extra attempt of any question or any part of the question will not be considered.**

**PART-II**

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

**(20)**

On the question of freedom in education there are at present three main schools of thought, deriving partly from differences as to ends and partly from differences in psychological theory. There are those who say that children should be completely free, however bad they may be; there are those who say they should be completely subject to authority, however good they may be; and there are those who say they should be free, but in spite of freedom they should be always good. This last party is larger than it has any logical right to be; children, like adults, will not all be virtuous if they are all free. The belief that liberty will ensure moral perfection is a relic of Rousseauism, and would not survive a study of animals and babies. Those who hold this belief think that education should have no positive purpose, but should merely offer an environment suitable for spontaneous development. I cannot agree with this school, which seems to me too individualistic, and unduly indifferent to the importance of knowledge. We live in communities which require co-operation, and it would be utopian to expect all the necessary co-operation to result from spontaneous impulse. The existence of a large population on a limited area is only possible owing to science and technique; education must, therefore, hand on the necessary minimum of these. The educators who allow most freedom are men whose success depends upon a degree of benevolence, self-control, and trained intelligence which can hardly be generated where every impulse is left unchecked; their merits, therefore, are not likely to be perpetuated if their methods are undiluted. Education, viewed from a social standpoint, must be something more positive than a mere opportunity for growth. It must, of course, provide this, but it must also provide a mental and moral equipment which children cannot acquire entirely for themselves.

The author highlights three perspectives on freedom of education. The first group advocates complete freedom for children regardless of their behaviour. The second school of thought believes that there should be complete authority no matter how the child behave. However, the third group believes that there should be freedom, but with the expectation of moral perfection. The author argues that education from a social ~~pers~~ perspective should provide opportunities for growth and mental development. Mental and moral development can not be achieved by children on their own. The author disagree with the third group. According to him it is too individualist and it also neglect the importance of knowledge.

Title: schools of thoughts on Freedom of Education