

## Precis 2023

According to the author, on the freedom in education, he denies the school of thought that ~~believes~~ <sup>believes on</sup> education have no positive purpose. This seems to cater too individualistic and uninterested ~~ed~~. ~~According~~ He believes that <sup>instance</sup> large population on a limited area is only possible by getting education i.e. awareness to science and technique. Education not only provides opportunity for growth, but also <sup>ensures</sup> ~~provides~~ a mental and moral equipment. It plays a key role in entire life. According to author people live in communities which require cooperation that can be better achieved by getting proper education.

Total Words: 325

Summarized Words: 100

TOPIC

Education: A Key To Success.

## Precis (2023 special)

Television commercials are not getting so real. They used to show fanciful ads to public that appeared funnier and sometimes inviting. For instance, a footballer started scoring goals after having an energy drink, ~~and~~ a manager ~~suddenly~~ abruptly ~~team~~ left meeting and went to grab cookies, etc. ~~There~~ <sup>There</sup> might be one of the reasons that high number of viewers used to encourage ~~and~~ for the manufacturers of products or manufacturers got attracted by ~~deep~~ <sup>no</sup> ~~many~~ <sup>many</sup> people. ~~that~~ This allow them to advertise such type of ads to promote their products to this audience. However, these ads appeared so entertaining.

Unrealistic Advertisements Appeared as Comical.

Total Words: 260

Summarized Words: 94

(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.

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

**(20)**

Despite complaints from viewers, television commercials are not getting any more realistic. Their makers continue to present idealized people in unreal situations. The wide gaps between their fanciful depiction and the mundane realities of life in most cases make them appear funny as well as repulsive. A footballer suddenly starts scoring goals after consuming a particular energy-drink. A would-be groom avoids hugging his father-in-law because he recalls not having used a particular shampoo that morning. A busy manager leaves an important meeting to grab a dozen packets of his favourite cookies, and so on. The advertisers also persist in showing a version of male-female relationships that can hardly exist in two households in an entire city. A wife panics simply because a meddlesome neighbor points out that her husband's shirt is dirty, while another fears for her marriage because her finicky husband doesn't like her coffee. What do the advertisers know about us, or how we see ourselves, that make them continue to plunge millions of dollars into these kinds of commercials? They probably don't know that these glamorous and noisy clips in no way promote the product for which they are aired. The reported number of viewers may be heartening and tempting for the manufacturers of the products. It might also be the main reason for them to keep on hiring the advertisers for promoting these products. In fact, however, these advertisements are mostly watched either to laugh at, or because the viewers are unable to skip them by changing the channel as soon as they start.

**Q. 3. Read the following passage carefully and answer the questions given at the end.**

**(20)**

During the past two decades, there has been a mushroom growth of universities and other degree-awarding institutions in Pakistan, which our policy makers consider a source of pride and prestige. This increase in the number of universities and the students enrolled therein has been recurrently projected as a major parameter for quantifying national development. No one can deny the pivotal importance of education for the progress and prosperity of a nation. In the contemporary world human resource has emerged as the greatest asset of unequivocal primacy, and education aims at creating and enhancing that resource. But can it be done through higher education only, or even primarily through higher education? Looking at the developed countries of the world—almost all having progressed by virtue of better human resource—one can easily explore that they don't encourage massive enrolment in universities. In other words, they don't want the domain of higher education open to every member of the population. After completing the 12-year school education (which is both compulsory and free for everyone), students are counseled and assessed for choice of further studies according to interest and aptitude. Those with true interest in academics and research, along with the requisite scholarly aptitude, are encouraged to undertake long-term academic pursuits in universities, while the rest—an overwhelming majority—opt for short-term courses leading to certificates and diplomas in colleges and training institutes. The admission criteria and fee structure of these colleges and institutes vary according to a number of factors. The latter class acquire practical skills in their chosen areas of utilitarian nature, without any undue burden of theoretical discourses. Consequently, due to these marketable skills and practical training, they easily get employed, earn for themselves and contribute to national economy. On the other hand, we produce an unskilled lot of university graduates without even a basic understanding of their subject. They consider themselves highly qualified, but have no meaningful knowledge. Hence, instead of becoming an asset, they become a social and economic liability. We need to realize that, unlike the fundamental right of basic education, higher education should be treated as a privilege of the deserving ones. This realization is imperative for enabling our universities to produce scholars, scientists and researchers as done by the developed world.

**Questions:**

**(4 marks each)**

1. What can be inferred from the passage as the main goal of education?
2. What is the benefit of guiding students in the choice of careers?
3. Is the only direct question in the paragraph answered affirmatively or negatively?
4. Which sentence do you think to be the topic sentence of this paragraph, capturing its central point?
5. Which sentence looks redundant and out of place in the context of the paragraph, seeming a later addition rather than part of the original?

## Comprehension (2023 Special)

Q1 Students with true interest in their academics and research work should pursue ~~and encouraged to~~ long-term academic pursuits in universities, while rest of the majority can opt short-term courses, according to their interest, in colleges and institutes.

Q2 The benefit of guiding them is that they will continue their studies according to their interest for <sup>their</sup> better career. In this way they acquire practical skills ~~and get~~ in their chosen areas, and they easily get employed.

Q4 One might think that topic sentence of this paragraph could be, ~~after comparing~~  $\rightarrow$  students/people should have the freedom of education in a sense that according to their interest, they should pursue their further higher studies.

Q5

~~The admission criteria~~ The paragraph discusses about the admission criteria and fee structure of colleges and institutes in our way according to a number of factors. This seems to be redundant in the content of the paragraph.