

## PART-II

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.

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3. Read the following passage carefully and answer the questions given at the end. (20)

Q#2

On the of freedom in education... entirely for themselves

## Education; a tool to combat

Currently, educational worldviews are derived from various approaches on freedom in education. Some advocate children's freedom regardless of the repercussions, some require accountability despite ~~of~~ their goodness and some freedomfight but if goodwill would be promised. Later lot is more than ~~what logic approves~~ only because they won't be a saint if <sup>set</sup> free. The theory of freedom with morality is delusional because it appears too individualistic to the writer and incompatible to the essence of knowledge. Because a community is based on wording where they live. Like science which compresses more in less, this education produces the qualities of trained intellect which cannot be just produced. Education is hence a gateway to produce more than a mere opportunity of growth.

Approx words of the passage = 370  
 words of the precis = 120

Disjointed precis. Avoid cutting. Avoid using informal words such as doesn't, can't etc.