

**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.

**PRECIS: 2023**

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Three different viewpoints ~~exist~~ regarding freedom in education. First one advocates complete freedom, while second one advocates authority; irrespective of the nature of children. Contrarily, the third viewpoint, with greater standing, advocates the virtues of goodness along with freedom. Proponents of this belief expect education to serve towards spontaneous development only. But freedom does not necessarily ensure moral perfection. This individualistic viewpoint, ~~undermines~~ rooted in Rousseauism, undermines the importance of knowledge and does not ensure the cooperation required for community life. The virtues of success like self control and trained intelligence, are hardly met ~~with~~ <sup>under</sup> complete freedom. Thus, aligned with social viewpoint, education must inculcate mental and moral capacities in children along with growth opportunities. ✓

**Title:** Freedom and Virtues in Education: Differing Viewpoints

total words : 311

precis : 108.

main idea is picked and discussed over all content is fine

1st sentence start is not correct

rest is fine and satisfactory

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