

PART-II

(20)

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

Manto was a victim of some kind of social ambivalence that converged on self-righteousness, hypocrisy, and mental obtuseness. His detractors branded him as vulgar and obscene and implicated him into a long-drawn legal battle questioning the moral validity of his writings. Without being deterred by their negative tactics, he remained firm in his commitment to exploring the stark realities of life offensive to the conservative taste of some self-styled purists. In the line of Freud, he sought to unravel the mysteries of sex not in an abstract, non-earthly manner but in a palpable, fleshy permutation signifying his deep concern for the socially disabled and depressed classes of society, like petty wage-earners, pimps, and prostitutes.

For Manto, man is neither an angel nor a devil, but a mix of both. His middle and lower middle class characters think, feel and act like human beings. Without feigning virtuosity, he was able to strike a rapport with his readers on some of the most vital sociomoral issues concerning them. As a realist, he was fully conscious of the yawning gap between appearance and reality; in fact, nothing vexed him more than a demonstrable duality in human behaviour at different levels of the social hierarchy. He had an unjaundiced view of man's faults and follies. As a literary artist, he treated vulgarity discreetly — without ever sounding vulgar in the process. Like Joyce, Lawrence, and Caldwell, in Manto's work too, men and women of the age find their own restlessness accurately mirrored. And like them, Manto was also 'raised above his own self by his sombre enthusiasm'.

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Precie

MANTO: AN UNCONVENTIONAL WRITER

Manto was a victim of social hypocrisy based on duplicity and mental ~~ob~~ bluntness. Critics accused him of vulgarity and immorality. Unaffected by their harsh criticism, he explored the sex passions of oppressed class like labourers and prostitutes and greatly sympathized with them. His characters are realistic humans with a mixture of positive and negative tendencies that connected well with the readers. He despised the duplicity of social classes. He treated vulgarity in an artistic manners. His writings reflect the vestive passions of men and women of the age.

(88 words)

Total words: 260

- Q. 7. Translate the following into English by keeping in view figurative/idiomatic expressions. (10)
- دنیا کی ہر قوم کا نظام تعلیم اپنی قوم کے مزاج سے ہم آہنگ ہوتا ہے جو قومی اور ملی مقاصد کی تشکیل و تکمیل کرتا ہے۔ اور قوم مطلوبہ مقاصد کے لیے سرگرم عمل رہتی ہے۔ چنانچہ کسی قوم کا نظام تعلیم وہ ہمہ گیر نظام تربیت ہے جس کے تحت قوم کے افراد کی ذہنی صلاحیتوں کو پروان چڑھانے اور ان کی سیرت و کردار کی تعمیر میں مدد ملتی ہے۔ نظام تعلیم افراد کی تربیت اس انداز سے کرتا ہے کہ افراد قوم کی تقدیر بدل دیتے ہیں۔

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The education system of every nation of the world is aligned with its national character which creates and ~~can~~ accomplishes the national and collective goals and the nation remains active in pursuit of set objectives. Hence, the education system of a nation is a training mechanism which develops the mental capabilities of individuals and helps in their character building. Education system trains individuals in such a way that they change the fate of the nation.