

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.

School of thoughts and Freedom In Education:

There are mainly three prevalent believe about freedom in education. One, who advocates for freedom regardless of result. Second, who advocates for full authority. However, third believes in full freedom with believe that it will give good result. This believe is illogical, and will not stand against study of children. They think that only purpose of education is to provide learning environment. The author argues that he do not agree with this belief. He says that education from societal point of view provides certain moral and cognitive skills, which cannot be achieved by children themselves. Therefore, this believe is too individualistic and ~~can~~ do not give due importance to purpose of education.

(word count:
111)

- (v) Compliment, Complement
- (vii) Faint, Feint

- (vi) Eminent, Imminent
- (viii) Immigrant, Emigrant

Translate the following into English by keeping in view figurative/idiomatic expressions. (10)

بزرگ نے بتایا کہ جنگل کے پار ایک پہاڑ ہے جہاں وہ پھول اگتا ہے جس کی خوشبو سے آنکھوں کی کھوئی ہوئی روشنی لوٹ آتی ہے، مگر پہاڑ بہت بلند ہے اور اس پر بے شمار چٹانیں ہیں، کانٹے دار جھاڑیاں ہیں اور بڑے بڑے پتھر ہیں جو راستہ روک لیتے ہیں۔ اس پہاڑ پر جانے کے لیے کئی لوگ آئے اور چلے گئے مگر ایسا کوئی شخص نہیں آیا جو پھول تک پہنچا ہو۔ شاید اسی لیے دنیا میں دکھ اور تکلیف ہے اور انسان روشنی کی تلاش میں ہے۔

The sage told that there is a mountain across the forest. where that flower grows whose fragrance can cure the blindness, But the ~~mountain~~ high rising mountain, rocks, thorny bushes and huge stones block the path. A lot of people has try but no has reached the flower. That is why the world is in pain and humans are looking for cure.