

**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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## Translation

The Education system of each nation in world is in harmony with the nature of its nation which does the formation and completion of National objectives. And the nation is active for desired objectives. So, the education system of any nation is that all rounder training system under which it helps to nurture mental capabilities and to build character and conduct of nation's individuals. Education system trains individuals the way individuals change the destiny of nations.

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**Q.2.** Make a précis of the following passage and suggest a suitable heading.

**(20+2=22)**

Probably the only protection for contemporary man is to discover how to use his intelligence in the service of love and kindness. The training of human intelligence must include the simultaneous development of the empathic capacity. Only in this way can intelligence be made an instrument of social morality and responsibility – and thereby increase the chances of survival.

The need to produce human beings with trained morally sensitive intelligence is essentially a challenge to educators and educational institutions. Traditionally, the realm of social morality was left to religion and the churches as guardians or custodians. But their failure to fulfil this responsibility and their yielding to the seductive lures of the men of wealth and pomp and power are documented by history of the last two thousand years and have now resulted in the irrelevant “God Is Dead” theological rhetoric. The more pragmatic men of power have had no time or inclination to deal with the fundamental problems of social morality. For them simplistic Machiavellianism must remain the guiding principle of their decisions – power is morality, morality is power. This over-simplification increases the chances of nuclear devastation. We must therefore hope that educators and educational institutions have the capacity, the commitment and the time to in-still moral sensitivity as an integral part of the complex pattern of functional human intelligence. Some way must be found in the training of human beings to give them the assurance to love, the security to be kind, and the integrity required for a functional empathy.

## Declining Morality

Today's man preservice is to recognize use of intelligence in affection. Training of human intellect must be empathic. This can make intelligence a saving grace for norms and obligations in society. To induce moral sensitivity is a challenge for education system. Normally, social morality is dependent on religious sectors which failed badly to accomplish their duty, in result social values get compromised. Sensibally powerful men does not show interest in social morality. They are devious in their decision. Thus, considering both power and morality same causes destruction. We expect from education system to induce moral sensativity in human intelligence. Some steps must be taken to taught empathy to human being.

Total words  $\Rightarrow$  112