



COMPETITIVE EXAMINATION - 2023
FOR RECRUITMENT TO POSTS IN BS-17
UNDER THE FEDERAL GOVERNMENT

ENGLISH (PRECIS & COMPOSITION)

TIME ALLOWED:	THREE HOURS	PART-I (MCQS)	MAXIMUM MARKS = 20
PART-II (MCQS):	MAXIMUM 30 MINUTES	PART-II	MAXIMUM MARKS = 80
NOTE:	(i) Part-II is to be attempted on the separate Answer Book. (ii) Attempt ALL questions from PART-II. (iii) All the parts (if any) of each Question must be attempted at one place instead of at different places. (iv) Candidate must write Q. No. in the Answer Book in accordance with Q. No. in the Q. Paper. (v) No Page/Space be left blank between the answers. All the blank pages of Answer Book must be crossed. (vi) Extra attempt of any question or any part of the attempted question will not be considered.		

PART-II

Q.2. Write a précis of the following passage in about 120 words and also suggest a suitable title: (20)

On the question of freedom in education there are at present three main schools of the night, 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.

Title: Freedom in Education

While discussing 'freedom in education', the debate is divided amongst three schools of thought. One believes in complete freedom; second, in full authority; third in, setting students free and still expecting good behavior. The last party seems idealistic as they believe that education should only provide good atmosphere. In ^{writer's} opinion, they do not ^{emphasize} enough upon knowledge, which is essential for co-existence. The educators who believe in third scheme, are missing the point that if they want favorable outcome, there is a need to keep a balance. From an ^{outsider's} point, alongside opportunities, education must also focus on children's cognitive and moral aspects.

(Word count : 105)