

# A CSS-2019 Preci

## Affection: The Only Way of Handling Children

According to author, the modern educational theorists have paid little attention to the positive aspects of interaction with children.

If people start admiring the children in a way they like their pets; children will feel more inclined towards them.

Besides, no children want to be ruled under strict authority. They only want affection. Furthermore, teachers should learn to handle children

with kindness and without affecting their mental health. Ironically, it is not possible for a hard-pressed

teachers to build genuine emotional connections with children. Moreover,

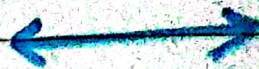
people need to spend some time with children by taking a break

from their jobs, especially in a frustrated society. In order to maintain

discipline, teachers must handle

mischievous children with kindness

inspite of strict rules.





ENGLISH (PRECIS & COMPOSITION)

TIME ALLOWED: THREE HOURS

PART-I(MCQS): MAXIMUM 30 MINUTES

PART-I (MCQS)

PART-II

MAXIMUM MARKS = 20

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) 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 question will not be considered.

PART-II

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

ethical (20)

I think modern educational theorists are inclined to attach too much importance to the negative virtue of not interfering with children, and too little to the positive merit of enjoying their company. If you have the sort of liking for children that many people have for horses or dogs, they will be <sup>suitable, likely</sup> apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured <sup>complain</sup> grumbling, but without <sup>bitterness, irritation</sup> resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social <sup>attempt to work</sup> endeavour, or what amounts to the same thing as an <sup>way out</sup> outlet for power-impulses. No child will be grateful for an interest in him that springs from the thought that he will have a vote to be secured for your party or a body to be sacrificed to king and country. The <sup>desirable</sup> sort of interest is that which consists in spontaneous pleasure in the presence of children, without any <sup>underlying</sup> ulterior purpose. Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage.

see or strength

Unfortunately, it is utterly impossible for over-worked teachers to preserve an instinctive liking for children; they are bound to come to feel towards them as the proverbial <sup>sells sweets or mentee</sup> confectioner's apprentice does towards <sup>biscuits</sup> macarons. I do not think that education ought to be anyone's whole profession: it should be undertaken for at most two hours a day by people whose remaining hours are spent away from children. The society of the young is fatiguing, especially when strict discipline is avoided. Fatigue, in the end, produces irritation, which is likely to express itself somehow, whatever theories the <sup>hard-pressed/stressed</sup> harassed teacher may have taught himself or herself to believe. The necessary friendliness cannot be preserved by self-control alone. But where it exists, it should be unnecessary to have rules in advance as to how "naughty" children are to be treated, since impulse is likely to lead to the right decision, and almost any decision will be right if the child feels that you like him. No rules, however wise, are a <sup>replacement</sup> substitute for affection and <sup>sensitivity/consideration</sup> tact.