



FEDERAL PUBLIC SERVICE COMMISSION
COMPETITIVE EXAMINATION – 2023 FOR RECRUITMENT TO
POSTS IN BS-17 UNDER THE FEDERAL GOVERNMENT
ENGLISH (PRECIS & COMPOSITION)

Roll Number

TIME ALLOWED: THREE HOURS	PART-I (MCQS)	MAXIMUM MARKS = 20
PART-I(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) 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 suggest a suitable title:

(20)

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.

Dreus 2023

There are three main school of thoughts on the freedom in education which are psychology related having a very little difference between them. Among these some say children should be free, no matter how bad they are, another say children should be ~~parents~~ bound to officials no matter if they are good as well some say one should be free inspite of freedom. The last one is large and right that children would not be good as older if they are free. Moral perfection of freedom is a sign of Rousseau. The people who has faith that education has no positive impact but order a surrounding for development. I do not agree with the ~~school~~ individualistic group and opposite of the importance of knowledge. We need co-operation in our communities and this will be utopian to expect co-operation in the result of spontaneous movement. Only through science and technology large population can be managed in small area. This is why the education is important. The Educators who allows freedom are men. They are succeeded on the base of kindness, self-discipline and intelligence which can be born hardly. Education is more important than an opportunity for growth. It must provide moral things for childrens which they cannot completely obtain for themselves.