

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 میں 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 اس لیے دنیا میں دکھ اور تکلیف ہے اور انسان روشنی کی تلاش میں ہے۔

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The old man said that across the forest, there is a mountain where a flower grows whose fragrance brings back the lost light of eyes. But the mountain is very high and it has so many rocks, thorny bushes and huge stones that create hindrance in the way. So many people came and went to climb the mountain but no one ever reached that flower. Perhaps that is why there are sorrows and pain in his world and man is in search of light.

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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 source 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. **(312 words)**

Date _____

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Title = Freedom in Education to the children

The author discuss the three perspectives on freedom in education to the children. First believes in complete freedom, ~~second believes in absolute authority~~ regardless of their behaviour. Second believes in absolute authority. However, third and largest group believes in freedom but expects the moral perfection from children which is unrealistic and not supported by animal and babies observations. These believers consider education merely as environment for spontaneous development. Whereas, the author disagree with this school of thought and said education should not solely rely on such impulse but for vital cooperation in communities education must impart scientific and technical ~~common~~ knowledge. Educators who provide freedom must be kind selfcontrolled and selftrained which is very rare to find. Education from societal standpoint must provide ~~moral and~~ ~~moral~~ cognitive growth that children can not acquire on their own.

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