

## PART-II

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

**(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 apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment. It is no use to have the sort of liking that consists in regarding them as a field for valuable social endeavour, or what amounts to the same thing as an 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 desirable sort of interest is that which consists in spontaneous pleasure in the presence of children, without any 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.

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 confectioner's apprentice does towards 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 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 substitute for affection and tact.



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Title : ~~Thoughts of a Modern Educational~~

The modern educational theorists think that it is positive virtue to not interfere with children; rather <sup>enjoying</sup> than ~~enjoy~~ their company. ~~For example, many people likes dogs and cats. So, same is the case with children, teacher likes them by not considering them as a social endeavour for their own party. A teacher can enjoy ~~their~~ children company by not <sup>imposing</sup> his own agenda. But, it is <sup>not</sup> possible for <sup>an</sup> a overworked teacher. ~~He <sup>considers</sup> himself as a sweet like macarons to the children.~~ On the other hand, fatigue is common in the young due to lack of discipline. A stressed teacher faces this problem by not want it. A solution is to show an impulses lead the right decision. A right decision should be taken by a wise tactics such as build a belief in a child about his interest.~~

Total words = 138.

Do not include examples in precis. Subject verb disagreement found. Mistakes identified.