

CSS-2020

Manto: Society's Mirror

Manto, a victim of society's dual nature, was criticized for his works. Nonetheless, he was undeterred and worked to show the grim realities of society. He wrote about the plight of the marginalized and exploited classes. His character possessed both middle and lower class traits; that struck a balance between his readers. As a realist, he was aware of the social and class divide. He approached societal ills delicately. Like his predecessors, his works also mirrored the contemporary dilemmas of society. Similarly, like them, he rose to excellence through devotion.

CSS-2022

Greek Soothsayers: Mortal get Divine bridges

Human beings pale in comparison to nature. They believe that nature and their own fates are decided by divine powers. The knowledge of their wishes were seen as a sign of guidance. These wishes were decoded; from patterns of nature to the rituals of animal sacrifices; as given by the soothsayers. In many instances, the gods revealed themselves through intermediaries. They would be overcome by a divine mania;

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where they would deliver a message. The Greek oracles were properly organized and associated with gods. The soothsayers at both Delphi and Dodona received messages from Zeus.

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The Life of Nizar Hassan.

Nizar Hassan was born in 1960's Mashhad, Maserath. He studied Anthropology from Haifa University and later went to work in television and film. He made a film, Independence, which revolved around the absurd notion of Israeli independence. The author also reviewed a director's cut of Nizar's film, before the Israeli annexation of some Palestinian land, via email. He went on to say that a poetic salvation awaited the Palestinian cause from the Zionist colonisers. Similarly, Nizar's latest documentary was one such example: it gave a Palestinian perspective on the Israeli encroachment. The film was also broadcast on AlJazeera in public, however like a pilgrimage in the author's eyes, it must be made in one go.

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Freedom and Purpose of Education

Freedom in education is split between three approaches: complete freedom, complete authority, complete freedom with a condition of children always being virtuous. The author believes that the last approach is idealistic, based on old relics of Roussevism and it is individualistic. As the proponents believe education is a medium for developing an environment of spontaneous development. However, they negate their importance of education. Man depends on science and technology for which education is a must. Teachers are trained professional; whereas children left unsupervised, cannot reap the full benefits of education. Education must provide children with the tools and opportunities for growth in life.