

17-05-25

main idea is picked but there is no clarity and coherence in the  
precis not satisfactory  
basic grammar and sentence structure needs attention  
not satisfactory 3/20

## English Precis 2023

title is unclear

### Education- relic of rousseauism

There are three different school of thoughts about freedom in education.

They say children should be completely free, however bad they may be. They should be subjected to authority, however good they may be. They should be free but always be good.

They are not virtuous at all but liberty ensures rousseauism in them.

Nowadays, education is mere an act of development. We live in societies and societies demand co-operation.

Benevolent, self-controlled and intellectual men are asset to successful societies.

Education is more than an opportunity for growth rather it helps children explore their moral and mental approach.

(world) word count: 101/312

there is no coherence in these sentences and they which one who is who???

this is not maths  
write proper sentence  
words in precis  
words in passage



## Rough Work

### Topic sentence:

3 school of thoughts on education/ Freedom in education.

① Argument: Children should be completely, however bad they may be. Children should be completely subject to authority, however good they may be. Should be free but they should be always good.

### ① Supporting sentence:

Children like adults will not all be virtuous, if they are all free.

-Liberty will ensure moral perfection is a relic of rousseauism.

② Argument: Education should have no positive purpose & just offer ~~stat~~ spontaneous development.

② Supporting sentence: we live in societies & societies require co-operation. Men who allow freedom are benevolent, self-controlled & intelligent. Their success is efficient/worthy due to concentrated efforts.



conclusion:

Education is sth more than opportunity for growth rather it helps children explore their mental & moral approach.

104/  
312

— Linear Paragraph—

There are three school of thoughts about education. Children should be free, however bad they may be, subjected to authority, however good they may be, should be free but must be good. They are virtuous at all but liberty ensure rousseauism in them. Nowadays, education is just an act of development. The fact we live in co-operation demanding society, benevolent, self controlled & intellectual men are perpetuated for (worthy) concentrated success. Educ.



## **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.