

Unit 2 Responsibilities of the Youth in Nation-Building

Synonyms

Paragraph 1

Calls on: Pay a visit to someone

Address: Formal talk

Affection: Fondness

Congratulate: Commend

Immense: Huge

Fulfilment: Completion

Scholastic: Academic

Career: Profession

Paragraph 2

Sovereign: Independent

Qualified: Skilled, trained

Implications: Effects

Revolutionary: Radical

Predecessor: Ancestors

Fortunately: Luckily

Threshold: Entrance

Shackles: Chains

Paragraph 3

Militant spirit: Fighting spirit, zeal

Constructive spirit: Positive attitude

Overcome: Defeat, overpower

Mercilessly: Cruelly

Butchered: Killed

Inception: Beginning

Upheaval: Disorder, confusion

Chastened: Humbled, disciplined

Uprooted: Displaced

Paragraph 4

Fairness: Justice

Equip: Prepare

Asset: Advantageous strengths

Economic: Financial

Destined: Fated

Paragraph 5

Vigilant: Alert

Beware: Be careful

Fifth columnist: Traitors

Exploit: Manipulate

Unselfish: Selfless

Paragraph 6

Progressively: Gradually

Mentality: Mindset

Miserable: Dejected

Rut: Mentality

Menial: Tedious

Paragraph 7

Demoralized: Disheartened

Channels: Paths

Manual: Physical labour

Prosperous: Wealthy

Corporation: Company

Opportunities: Chances

Commercial: Marketable, profitable

Dingy: Grim

Commerce: Business

Question Answers**1.What do you already know about Quaid-e-Azam?**

Ans: Quaid-e-Azam Muhammad Ali Jinnah was the founder of Pakistan. He was born on 25th December 1876. He was a barrister. He was a great leader who worked untiringly for a separate homeland for Muslims of India and turned this idea into reality. He became the first Governor General of Pakistan. He died on 11th September 1948 in Karachi.

2.What kind of leadership qualities is he remembered for?

Ans: Quaid-e-Azam is remembered for his hard work, honesty, determination and wisdom. He remained firm in face of difficulties. He believed in unity, faith and discipline. Through his hard work and dedication, he changed the idea of Pakistan into reality.

3.What do you think Jinnah expected from the young people of Pakistan?

Ans: Jinnah expected the youth of Pakistan to be honest and diligent and to focus on their studies. He wanted them to play their role in nation building and making Pakistan a great nation. They should be a source of strength and pride for the State. He wanted them to join the fields of trade, commerce, banking in order to become self-reliant.

4. Why does Quaid-e-Azam explain the nature of his speech at the beginning? What does it show about his priorities?

Ans: Quaid-e-Azam explained that he was not delivering a formal academic speech but fulfilling his promise to address the students and told them the nature of his speech to show honesty and simplicity. It reflects that his priorities were duty, practicality, and direct communication rather than formality. His speech is a message to the youth to help them face life's challenges and become self-reliant.

5. How does the speaker's tone reflect his expectations of the graduates, and what can we infer about his feelings towards their future?

Ans: The speaker's tone is encouraging and guiding, showing that he expects the graduates to work hard, explore wider opportunities, and not just rely on government jobs. We can infer that he is hopeful and confident about their future, believing they can succeed and lead the nation towards prosperity.

6. What do the challenges after independence (like the Punjab and Delhi violence) reveal about Pakistan, and how might they shape his message to the youth?

Ans: The challenges after independence, such as the Punjab and Delhi violence, reveal that Pakistan was born in crisis and faced instability, insecurity, and immense struggles. These difficulties shaped Quaid-e-Azam's message to the youth by urging them to stay united, work hard, and take responsibility in rebuilding the nation with c

7. Based on the speaker's words, what does he believe about the value of government jobs for graduates? What can you infer from his statement on this matter?

Ans: The speaker believes government jobs are limited, low-paying, lead to helplessness and not the best path for graduates. From his statement, we can infer that he wants the youth to break this narrow mindset and pursue wider fields like industry, trade, law, and technical work, which he sees as more valuable for their future and for Pakistan's progress.

8. How does Quaid-e-Azam describe the transformation that came with the independence of Pakistan? Why does he stress the importance of understanding its implications?

Ans: Quaid-e-Azam describes the change from colonial rule to self-government as transformation. He stresses that it is important to understand its implications as it requires more hard work, unity and discipline to make Pakistan a great nation. He emphasizes that now we need constructive spirit and not militant spirit.

9. Discuss the contrast he draws between the militant spirit of pre-independence days and the constructive spirit required in a sovereign state. Why is the latter more challenging?

Ans: Before independence, people needed a fighting spirit to win freedom. After independence, citizens need a building spirit to shape a sovereign Pakistan. This new phase is harder because it requires steady daily work, self-reliance, and deep watchfulness.

10. Discuss how two of the speaker's main ideas youth's responsibility and economic self-reliance interact with one another. How does this interaction help reinforce the overall message of the text? Use at least two textual references.

Ans: Speaker's main ideas youth's responsibility and economic self-reliance interact with one another as he urges them not to only seek government jobs but also join trade, commerce, industry and technical education as it will promote national development and as a result the nation will achieve economic self-reliance. Two textual references are:

He says, "a great responsibility rests on you",

"Only thus can you assist it in solving the great social and economic problems that confront it and enable it to reach its destined goal among the most progressive and strongest nations of the world."

11. Explain the significance of the speaker's criticism of the colonial education system. What mindset did it create among students?

Ans: He criticizes the colonial education system as it created a mentality of pursuing government clerical jobs and did not allow students to join trade, commerce and industry which is very important for a country's development. It created a mindset of seeking government clerical jobs.

12. Why does Quaid-e-Azam discourage the pursuit of government service as the sole ambition of graduates? What problems does he foresee with this trend?

Ans: Quaid-e-Azam discourages the pursuit of government service as the sole ambition of graduates because government cannot provide jobs for all the graduates. Moreover, they are restricted to only becoming clerks. The problem he foresees is that those who fail to get government jobs may become demoralized and be exploited by selfish people.

13. What does Quaid-e-Azam mean when he says that 'freedom does not mean license'? Explain in your own words.

Ans: Quaid-e-Azam says that 'freedom does not mean license'. He means to say that freedom doesn't allow you to show careless behaviour, disorder and lawlessness. It requires citizens to be more responsible and organized. Freedom requires responsibility towards other people and the State.

14. How does the idea of responsible citizenship connect with the idea of self-reliance and career diversification? Discuss how Quaid-e-Azam develops both ideas throughout his speech.

Ans: The idea of responsible citizenship connects with the idea of self-reliance and career diversification as seeking diverse jobs in banking, trade, commerce and industry will lead to self-reliance. Quaid-e-Azam develops both ideas throughout his speech by discussing the challenges faced by Pakistan, need for self-reliance which could be achieved by career diversification.

15. Track the development of the speaker's argument about government jobs and their impact on the mindset of the youth. How does this idea evolve and support the broader message about nation-building?

Ans: Quaid-e- Azam begins by stating that colonial mindset led youth to hanker for government jobs. He then states its limitations as youth get demoralized when they don't get these jobs. Finally, he encourages students to explore other avenues promoting industry and self-reliance.