

The Smart Study Notes

Unit 2: "Responsibility of the Youth in Nation-Building"

Questions with answers

Box Question

Box 1: Why does Quaid-e-Azam explain the nature of his speech at the beginning? What does it show about his priorities?

Ans. He explains that his speech is informal and not academic because he wants to speak directly and sincerely to the students. This shows that he values connection over formality and places priority on honest, heartfelt guidance rather than ceremonial traditions.

Box 2: How does the speaker's tone reflect his expectations of the graduates, and what can we infer about his feelings towards their future?

Ans. His tone is encouraging, firm, and visionary, reflecting high expectations. He sees graduates as builders of the nation and believes in their potential to shape Pakistan's future positively. He feels hopeful and confident about their role in national progress.

Box 3: 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. These challenges reveal that Pakistan's early days were painful and unstable, yet the nation showed resilience. This shapes his message to the youth by urging them to be disciplined, united, and constructive, as their role is crucial in stabilizing and strengthening the country.

Box 4: 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. He believes that government jobs are limited and not the only path to success. He discourages dependence on them and urges youth to explore industry, trade, and technical fields. From his statement, we infer that he promotes economic independence and innovation as key to both personal and national growth.

Short Question's

1. 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?

Answer: Quaid-e-Azam describes independence as a revolutionary transformation where Pakistanis have broken the shackles of slavery and become a free and sovereign people. He emphasizes that the government is now their own, accountable to the people, and working for their welfare.

He stresses the importance of understanding this change because with freedom comes responsibility. The youth must realize they are nation-builders, not just citizens under colonial rule. Recognizing this shift is essential for maintaining independence and progressing as a united, strong state.

2. 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?

Answer: Quaid contrasts the militant spirit (used during the struggle for independence) with the constructive spirit needed in a free nation. He argues that while it is easier to protest, fight, or go to jail, it is far more difficult to build institutions, govern effectively, and solve social and economic problems. The constructive spirit requires discipline, unity, vision, and sustained effort, making it more challenging but essential for progress in a sovereign Pakistan.

3. 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.

Answer: The ideas of youth's responsibility and economic self-reliance are deeply interconnected. Quaid-e-Azam tells students:

“Your main occupation should be... to devote your attention solely to your studies.”

This reflects the responsibility of youth to prepare for the future.

He also states:

“There is no shame in doing manual work and labour... We want technically qualified people very badly.”

This promotes economic self-reliance and urges youth to seek diverse careers rather than depend solely on government jobs.

Together, these ideas reinforce the message that nation-building depends on responsible, self-reliant youth who contribute to the economy and serve the state beyond traditional roles.

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

Answer: Quaid-e-Azam criticizes the colonial education system for producing “well-qualified clerks” instead of leaders or innovators.

He explains that this system was designed to support British rule by creating a servile mentality where students aimed only for government jobs.

This mindset discouraged creativity, independence, and national service, which are essential in a free and sovereign Pakistan.

He urges youth to break out of this rut and adopt a broader, more entrepreneurial outlook.

5. 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?

Answer: He discourages this trend because government jobs are limited and cannot absorb thousands of graduates.

He foresees that the race for such jobs leads to disappointment, frustration, and a lack of direction among youth. He warns that such frustrated individuals become vulnerable to exploitation by selfish elements. Quaid calls for a shift toward technical education, industry, banking, and commerce as alternate paths to national and personal progress.

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

Answer: By saying “freedom does not mean license”, Quaid-e-Azam means that independence does not give people the right to act irresponsibly or selfishly, ignoring the rights of others or the needs of the state. True freedom comes with discipline, lawfulness, and responsibility.

Citizens must think of the greater good, not just personal desires, if they wish to preserve and benefit from their freedom.

7. 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.

Answer: Responsible citizenship means contributing positively to society — not relying solely on the government. Self-reliance and career diversification are practical ways of fulfilling this duty. Quaid develops this idea by urging youth to:

Focus on education (responsibility)

Avoid dependency on government jobs

Explore fields like banking, law, commerce, and industry

He shares a real example of a young man who chose banking over civil service, succeeded, and helped the economy — showing how personal growth and national service go hand-in-hand.

8. 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?

Answer: At first, Quaid acknowledges that students naturally desire government service after graduation — a mindset inherited from colonial rule.

He then critiques it as a limiting and outdated mentality, leading to unemployment and dissatisfaction. Later, he explains how this pursuit stifles national development and urges students to explore alternative careers. By the end, he provides examples and appeals to youth to contribute to Pakistan’s economy, thus reinforcing his broader message: nation-building requires educated, enterprising, and forward-thinking citizens, not just clerks in a government office.