

# 2 UNIT

## Responsibility of the Youth in Nation-Building

*(Excerpts from the speech of Quaid-e-Azam delivered at the  
Dhaka University Convocation on 24<sup>th</sup> March 1948)*

### Learning Outcomes:

**By the end of this unit, the students will be able to:**

- speak confidently and fluently in a wide range of contexts, for example, (conflict resolution, panel discussion, role-play, dialogue etc.) to fulfil different purposes (exposition, argumentation etc.).
- ask and answer higher-order questions to guide/assess reading (e.g., why is the author saying this right now? why did the author choose this word? how is this different from what I read somewhere else? what would have happened if...? what would I/you do if...?)
- read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
- read, view and analyse a variety of readings grade-appropriate and high-interest books and texts from print and non-print sources: expositions (e.g., reviews, arguments).
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- use all types of tenses correctly in speech and writing.
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### Pre-reading:

- What do you already know about Quaid-e-Azam Muhammad Ali Jinnah?
- What kind of leadership qualities is he remembered for?
- What do you think Jinnah expected from the young people of Pakistan?

1. "Mr. **Chancellor**, Ladies and Gentlemen, When I was approached by the Vice-Chancellor with a request to deliver the Convocation Address, I made it clear to him that there were so many calls on me that I could not possibly prepare a formal

### While-reading

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

Convocation Address on an academic level with regard to the great subjects with which University deals, such as arts, history, philosophy, science, law and so on. I did, however, promise to say a few words to the students on this occasion, and it is in fulfilment of that promise that I will address you now. First of all, let me thank the Vice-Chancellor for the flattering terms in which he referred to me. Mr. Vice-Chancellor, whatever I am, and whatever I have been able to do, I have done it merely as a measure of duty which is **incumbent** upon every Mussalman to serve his people honestly and **selflessly**.

2. In addressing you I am not here speaking to you as Head of the State, but as a friend, and as one who has always held you in **affection**. Many of you have today got your diplomas and degrees and I congratulate you. Just as you have won the laurels in your University and qualified yourselves, so I

#### While-reading

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

wish you all success in the wider and larger world that you will enter. Many of you have come to the end of your scholastic career and stand at the threshold of life. Unlike your predecessors, you fortunately leave this University to enter life under a sovereign, Independent State of your own. It is necessary that you and your other fellow students fully understand the implications of the revolutionary change that took place on the birth of Pakistan. We have broken the shackles of slavery; we are now a free people. Our State is our own State. Our Government is our own Government, of the people, responsible to the people of the State and working for the good of the State.

3. Freedom, however, does not mean license. It does not mean that you can now behave just as you please and do what you like, irrespective of the interests of other people or of the State. A great responsibility rests on you and, on the contrary, now more than ever, it is necessary for us to work as a united and disciplined nation. What is now required of us all is constructive spirit and not the militant spirit of the days when we were fighting for our freedom. It is far more difficult to construct than to have a militant spirit for the attainment of freedom. It is easier to go to jail or fight for freedom than to run a Government. Let me tell you something of the difficulties that we have overcome and of the dangers that still lie ahead. Thwarted in their desire to prevent the establishment of Pakistan, our enemies turned their attention to finding ways and means to weaken and destroy us. Thus, hardly had the new State come into being when came the Punjab and Delhi **holocaust**. Thousands of men, women and children were mercilessly butchered, and millions were uprooted

#### While-reading

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?

from their homes. Over fifty lakhs of these arrived in the Punjab within a matter of weeks. The care and rehabilitation of these unfortunate refugees, stricken in body and in soul, presented problems, which might well have destroyed many a well-established State. But those of our enemies who had hoped to kill Pakistan at its very inception by these means were disappointed. Not only has Pakistan survived the shock of that upheaval, but also it has emerged stronger, more chastened and better equipped than ever.

4. There followed in rapid succession other difficulties, such as withholding by India of our cash balances, of our share of military equipment and lately, the institution of an almost complete economic **blockade** of your Province. I have no doubt that all right-thinking men in the Indian Dominion **deplore** these happenings, and I am sure the attitude of the mind that has been responsible for them will change, but it is essential that you should take note of these developments. They stress the importance of continued **vigilance** on our part...

5. Your main occupation should be in fairness to yourselves, in fairness to your parents and indeed in fairness to the State, to devote your attention solely to your studies. It is only thus that you can equip yourselves for the battle of life that lies ahead of you. Only thus will you be an asset and a source of strength and of pride to your State. 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.

6. My young friends, I would, therefore, like to tell you a few points about which you should be vigilant and beware. Firstly, beware of the fifth columnists among us. Secondly, guard against and weed out selfish people who only wish to **exploit** you so that they may swim. Thirdly, learn to judge who are really true and really honest and unselfish servants of the State, who wish to serve the people with heart and soul and support them...

7. There is another matter that I would like to refer to. My young friends, hitherto, you have been following the rut. You get your degrees and when you are thrown out of this University in thousands, all that you think and hanker for is Government service. As your Vice-Chancellor has rightly stated the main object of the old system of education and the system of Government existing, hitherto, was really to have well-trained, well-equipped clerks. Of course, some of them went higher and found their level, but the whole idea was to get well-qualified clerks. Civil Service was mainly staffed by the British and the Indian element was introduced later on, and it went up progressively. Well, the whole principle was to create a mentality, a psychology,

#### While-reading

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?

and a state of mind that an average man, when he passed his B.A. or M.A. was to look for some job in Government. If he got it, he thought he had reached his height I know, and you all know what has been really the result of this. Our experience has shown that an M.A. earns less than a taxi driver, and most of the so-called Government servants are living in a more miserable manner than many menial servants who are employed by well to do people. Now, I want you to get out of that rut and that mentality, as, now, we are in free Pakistan.

**8.** Government cannot absorb thousands-impossible. But in the competition to get Government service most of you will be demoralized. Government can take only a certain number, and the rest cannot settle down to anything else and being **disgruntled** are always ready to be exploited by persons who have their own axes to grind. Now I want that you must divert your mind, your attention, your aims and ambition to other channels and other **avenues** and fields that are open to you. There is no shame in doing manual work and labour. There is an immense scope in technical education for we want technically qualified people very badly. You can learn banking, commerce, trade, law, etc., which provide so many opportunities now. Already you find that new industries are being started, new banks, new insurance companies, new commercial firms are opening, and they will grow as you go on. Now these are avenues and fields open to you. Think of them and divert your attention to them, and believe me, you will, there, benefit yourselves more than by merely going in for Government service and remaining there, in what I should say, a circle of clerkship, working there from morning till evening, in most dingy and uncomfortable conditions. You will be far more happy and far more-prosperous with far more opportunities to rise if you take to commerce and industry and will thus be helping not only yourselves but also your State. I can give you one instance. I know a young man who was in Government service. Four years ago, he went into a banking corporation on two hundred rupees, because he had studied the subject of banking and today, he is Manager in one of their firms and drawing fifteen hundred rupees a month in just four years. These are the opportunities to have, and I do impress upon you now to think in these terms... "

### Theme

The text "Responsibility of the Youth in Nation-Building" by Quaid-e-Azam Muhammad Ali Jinnah revolves around the central theme of nation-building through responsible citizenship and purposeful education. Addressing young graduates, Jinnah urges them to recognise the significance of living in a free, independent state and the responsibilities that come with it. He emphasises the importance of discipline, unity, and hard work, encouraging youth to move away from the colonial mentality of seeking only government jobs and instead explore opportunities in fields such as commerce, industry, law, and technical education. The speech highlights the need for constructive action in a time of national development and warns against complacency, exploitation, and internal threats. Overall, the message calls on students to use their education not only for personal gain but also to serve the nation with sincerity, selflessness, and vision.

## Glossary:

Words	Meanings
affection	the feeling of liking or loving somebody/something very much and caring about them
avenue	a choice or way of making progress towards something
blockade	the action of surrounding or closing a place, especially a port, in order to stop people or goods from coming in or out
chancellor	the official head of a university
deplore	to criticize something, especially publicly, because you think it is very bad
disgruntled	annoyed or disappointed because something has happened to upset you
exploit	to treat somebody unfairly by making them work and not giving them much in return
holocaust	a situation in which many things are destroyed and many people killed, especially because of a war or a fire
incumbent	a person who has an official position
selflessly	in a way that shows that you are thinking more about the needs, happiness, etc. of other people than about your own
vigilance	great care that is taken to notice any signs of danger or trouble

## Reading and Critical Thinking

### A. Answer the following questions:

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?
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?
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.

4. Explain the significance of the speaker's criticism of the colonial education system. What mindset did it create among students?
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?
6. What does Quaid-e-Azam mean when he says that 'freedom does not mean license'? Explain in your own words.
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.
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?

**B. Choose the correct option for each question.**

1. Why does Quaid-e-Azam begin his address by clarifying the informal nature of his speech?
  - a) to apologise for being unprepared
  - b) to highlight his dislike for universities
  - c) to connect with the students on a personal level
  - d) to announce policy changes
2. What does Quaid-e-Azam identify as a major outcome of gaining independence?
  - a) increased foreign investment
  - b) the end of student protests
  - c) a free government responsible to its people
  - d) the reopening of colonial offices
3. What warning does Quaid-e-Azam give about the misuse of freedom?
  - a) It can lead to wealth without effort .
  - b) It might cause laziness among students.
  - c) It should not be mistaken for lawlessness.
  - d) It guarantees success.
4. How does Quaid-e-Azam describe the early days of Pakistan?
  - a) smooth and full of promise
  - b) peaceful and organised
  - c) challenging but full of hope
  - d) prosperous from the start
5. Which historical event does Quaid-e-Azam reference to highlight Pakistan's struggle?
  - a) the Quit India Movement
  - b) the Punjab and Delhi riots
  - c) the Bengal famine
  - d) the Kashmir conflict

6. Why does Quaid-e-Azam stress the importance of students focusing on their studies?
  - a) to avoid political activism
  - b) to build a strong and self-reliant nation
  - c) to keep universities functioning
  - d) to meet international academic standards
7. What mentality does Quaid-e-Azam criticise in students seeking only government jobs?
  - a) It promotes political instability.
  - b) It reflects colonial influence and limits growth.
  - c) It benefits the economy.
  - d) It builds national pride.
8. What alternative paths does Quaid-e-Azam encourage students to consider?
  - a) travel and tourism
  - b) political campaigning
  - c) manual work, trade, industry, and technical fields
  - d) teaching and social work only
9. What example does Quaid-e-Azam share to support his message?
  - a) his own educational background
  - b) a student who joined the military
  - c) a young man who left government service and succeeded in banking
  - d) his friend's success in farming
10. What is the overall tone of Quaid-e-Azam's message to the students?
  - a) humorous and casual
  - b) stern and authoritarian
  - c) encouraging and visionary
  - d) dismissive and critical

**C. Fill in the blanks using the correct forms of the words in the parenthesis.**

1. Quaid-e-Azam believed in promoting \_\_\_\_\_ efforts over mere protest or rebellion. (*construct / constructive / construction*)
2. The students were encouraged to be \_\_\_\_\_ in choosing career paths beyond government service. (*realistic / reality / realise*)
3. He warned against those who aim to \_\_\_\_\_ the youth for their own gain. (*exploit / exploitation / exploitive*)



4. Pakistan's survival after partition was seen as a \_\_\_\_\_ of its people's resilience. (*test / testimony / testify*)
5. It is important to stay \_\_\_\_\_ to the developments around the State. (*vigilant / vigilance / vigilantly*)

## Vocabulary and Grammar

- A. Use a dictionary to explore how each given word changes in form. Then complete the chart by identifying the base word, its noun, adjective, and adverb forms.**

Base Word	Noun Form	Adjective form	Adverb Form
free			
serve			
construct			
responsible			

- B. Write sentences using each form of the word "construct".**
- C. Read the sentence and choose the meaning of the bold word based on how it's used in the text.**
1. The speaker praised the **laurels** earned by the graduating students.  
a) punishments    b) achievements    c) decorations    d) misunderstandings
  2. He urged the youth not to be swayed by **selfish** individuals who seek personal gain.  
a) generous    b) humble    c) self-centred    d) respectful
  3. Quaid-e-Azam referred to the **threshold** of life as the point where students enter the real world.  
a) boundary    b) ending    c) origin    d) entrance
  4. He emphasised that **constructing** a nation is harder than fighting for independence.  
a) creating    b) demolishing    c) declining    d) decorating
  5. The **upheaval** caused by partition tested the strength of the new nation.  
a) celebration    b) stability    c) disruption    d) entertainment



## Tenses

Tense	Function	Example
<b>Simple Present</b>	Describes habitual actions or general truths.	"He teaches mathematics at the university."
<b>Simple Past</b>	Describes actions that happened at a specific time in the past.	"They attended a concert last night."
<b>Simple Future</b>	Describes actions that will happen at a specific time in the future.	"She will start her new job next Monday."
<b>Present Continuous</b>	Describes actions that are happening right now or around the current time.	"He is preparing dinner in the kitchen."
<b>Past Continuous</b>	Describes actions that were ongoing in the past.	"She was walking in the park when it started to rain."
<b>Future Continuous</b>	Describes actions that will be ongoing in the future.	"They will be studying for their exams all night."
<b>Present Perfect</b>	Describes actions that happened at an unspecified time in the past or continue to the present.	"She has completed three courses this semester."
<b>Past Perfect</b>	Describes actions that were completed before another action in the past.	"They had already left by the time we arrived."
<b>Future Perfect</b>	Describes actions that will be completed before a specific time in the future.	"By this time next year, she will have visited ten countries."
<b>Present Perfect Continuous</b>	Describes actions that started in the past and are still continuing, emphasizing the duration.	"He has been working on his thesis for the past six months."
<b>Past Perfect Continuous</b>	Describes actions that were ongoing in the past before another past action, emphasizing duration.	"She had been practicing piano for hours before the recital."
<b>Future Perfect Continuous</b>	Describes actions that will continue up to a specific time in the future, emphasizing duration.	"By next month, they will have been living in this city for five years."

**D. Read the following passage adapted from Quaid-e-Azam's speech. Underline the verbs and identify their tenses.**

*"We have broken the shackles of slavery. We are now a free people. Our Government is our own Government, responsible to the people and working for the good of the State. We must work as a united and disciplined nation. We will overcome our difficulties if we continue with determination and dedication."*

**E. Write a journal entry imagining you are a student attending the convocation where Quaid-e-Azam delivered this speech. Use at least five different tenses to reflect on the past, present, and future of your role in nation-building.**

**F. Read the events below. Identify the tense of each sentence and place them on a timeline based on the verb tenses and sequence.**

**Events:**

1. Pakistan had faced massive refugee crises immediately after its independence.
2. We broke free from colonial rule in 1947.
3. The youth must remain vigilant and committed to national progress.
4. Students are dedicating their time to productive learning.
5. The nation will thrive if its citizens work together sincerely.

**G. Choose the correct form of the verb to complete each sentence.**

1. Pakistan \_\_\_\_\_ independence in 1947.  
a) has gained      b) had gained      c) gained      d) gains
2. Since its creation, Pakistan \_\_\_\_\_ many challenges.  
a) faced      b) has faced      c) is facing      d) faces
3. Students must \_\_\_\_\_ their attention to building the nation.  
a) focus      b) focused      c) focusing      d) have focused
4. By the end of the year, the government \_\_\_\_\_ new industries.  
a) establishes      b) will have established  
c) is establishing      d) was established
5. Quaid-e-Azam \_\_\_\_\_ students to seek careers beyond government jobs.  
a) encouraged      b) encourages  
c) encouraging      d) had encouraged
6. Many young people \_\_\_\_\_ in technical education now.  
a) are enrolling      b) enrolled      c) will enroll      d) has enrolled
7. Pakistan's leaders \_\_\_\_\_ for the betterment of the people.  
a) work      b) worked      c) had worked      d) are working
8. In his speech, Quaid-e-Azam \_\_\_\_\_ the importance of national unity.  
a) is stressing      b) has stressed      c) stressed      d) had stressing

## Oral Communication

### A. Group Discussion on Pakistan's Early Struggles and Triumphs

- i. Divide into small groups, each discussing a theme from Quaid-e-Azam's address (e.g., freedom, unity, or national responsibility).
- ii. Practice active listening by maintaining eye contact, nodding, and summarizing others' points. Discuss:
  - Why is unity crucial for nation-building?
  - What early challenges did Pakistan face?
- iii. Present findings to the class with clear pronunciation and intonation.
- iv. Engage in a class discussion, comparing insights from different groups.
- v. Respect diverse perspectives on Pakistan's early struggles and their relevance today.

### B. Short Story and Role-Play Response

- i. Research a key historical figure (e.g., Quaid-e-Azam).
- ii. Narrate a short story about their challenges and vision. Practice active listening when peers share their stories.
- iii. Role-play a scene from the figure's life, ensuring proper pronunciation and intonation.

### C. Debate on Unity in Nation-Building

- i. Debate on "The Importance of Unity in Nation-Building," using Quaid-e-Azam's ideas.
- ii. Engage in the debate, presenting arguments with clear pronunciation, and responding thoughtfully to counterarguments.
- iii. Summarize the discussion, reflecting on how active listening improved understanding and responses.

## Writing Skills

### A. Write an Argumentative essay on "The Role of Education in Nation-Building".

#### Instructions:

Write a well-structured argument to support the claim that education is essential for nation-building, drawing evidence from Quaid-e-Azam's address to the youth. In your argument:

1. **Introduce the topic:** Provide a brief overview of Quaid-e-Azam's speech and his emphasis on education as a key factor in shaping the future of Pakistan.
2. **Make your claim:** Clearly state your position on the role of education in nation-

building.

3. **Support your claim with evidence:** Use valid reasoning and relevant evidence from Quaid-e-Azam's address to support your argument. Refer to key moments or quotes from the speech that emphasize the importance of education for youth in contributing to the nation's growth.
  4. **Use logical reasoning:** Provide reasoning as to why education is critical for personal development and the development of the nation. Discuss how education fosters critical thinking, innovation, and responsibility among the youth, which are essential for nation-building.
  5. **Conclude your argument:** Summarize your points and reiterate why education is integral to the progress and stability of any nation, particularly in the context of Quaid-e-Azam's vision for Pakistan.A.
- B. Translate the following passage into Urdu:**

Your main occupation should be in fairness to yourselves, in fairness to your parents and indeed in fairness to the State, to devote your attention solely to your studies. It is only thus that you can equip yourselves for the battle of life that lies ahead of you. Only thus will you be an asset and a source of strength and of pride to your State. 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.

