

Social and Cultural Transition; A Key Factor to Educational Development.

Education system does not develop independently but social contemporary changes. Future education will entirely be dependent on its tools and external influencing factors. All educational institutions will be reformed to answer some fundamental questions regarding education system as well as to impart intelligence as a fundamental ingredient in education system as its importance has been revealed by Horace Mann in generating human capital. Goals of education; to improve basic skills and to teach different subjects, will remain unchanged. Importance of education will boom quest for education across the borders that may lead to cultural tensions among and within states. Today social science does not

Seem to assimilate cross border
cultures.



Q.1 Make a Précis of the following in about 125 words and suggest a suitable title:

“Education does not develop autonomously; it tends to be a mirror of society and is seldom at the cutting edge of social change, it is retrospective, even conservative, since it teaches the young what others have experienced and discovered about the world. The future of education will be shaped not by educators, but by changes in demography, technology and the family. Its ends are likely to remain stable, but its means, are likely to change dramatically.”

“Schools, colleges and universities will be redefined in fundamental ways: who is educated, how they are educated, where they are educated all are due for upheaval. But their primary responsibility will be much the same as it is now: to teach knowledge of languages science history, government, economics, geography, mathematics and the arts, as well as the skills necessary to understand today’s problems and to use it technologies. In the decades ahead, there will be a solid consensus that, as Horace Mann, an American educator, wrote in 1886, “(Intelligence is a primary ingredient in the wealth of nations.” In recognition of the power of this idea, education will be directed purposefully to develop intelligence as a vital national resources.”)

“Even as nations recognize the value of education in creating human capital, the institutions that provide education will come under increasing strain. State system of education may not survive demographic and technological change. Political upheavals in unstable regions and the ease of international travel will ensure a steady flow of immigrants, legal and illegal, from poor nations to rich ones. As tides of immigration sweep across the rich world, the receiving nations have a choice; they can assimilate the newcomers to the home culture, or they can expect a proliferation of cultures within their borders. Early this century, state systems assimilated newcomers and taught them how to fit in. Today social science frowns on assimilation, seeing it as a form of cultural coercion, so state systems of education are likely to eschew cultural coercion.”

(CSS 1994)