

## PRÉCIS

## Central Superior Services Examination (CSS) 1994

## Passage.

"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. It sends - to prepare students to live and work in their society - 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 the technologies. In the decades ahead, there will be a solid consensus that, as Horace Mann, an American educator, wrote in 1846, "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 resource." Even as nations recognize the value of education in creating human capital, the institutions that provide education will come under increasing strain. State systems 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 imposition. In effect, the state schools may encourage trends that raise doubts about the purpose or necessity of a state system of education". (Diane Ravieh).

13/10/2019

13/10

## Cultural Influence on State's education

rephrase the sentence  
its meaning is not  
complete

Education is not independent of society. It acts like a mirror, and reflects the past and guides individuals of means to be effective. With technological and demographical changes, the future of education is likely to change. Though the basic goal would be the same, the institutes would be redefined. The state would realize the importance of intelligence and hence cultivating it would be key focus. This would put a lot of pressure on institutes as people from other nations will migrate towards rich ones. These nations would have a choice to either allow multi-cultural environment or teach the new comers to conform to theirs. The later is disliked by the social sciences as it is based on coercion. In future even education would encourage critique of it's own system.

suggested titles

too long!

- 1) State System of Education: A ~~peak into upcoming changes and consequences~~
- 2) Future of education and State
- 3) State System of Education: The possible future
- 4) ~~Socio-cultural impositions/ on state~~ education influence

**Remarks by Examiner**

**In main précis**

	Yes	No
1. Main idea is picked	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Main aspect(s) of an idea is/are covered	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Written in student's own language structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Cohesion/rhythm/organization needs improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Spelling(s) mistakes are found	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Need for improvement in grammar	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Is length per Requirement?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**In Title**

	Yes	No
1. Title matches with précis/main idea	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Language of title is weak/incorrect	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Length of title as per standard	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Marks**

Main Précis: 5 / 15      Title: 3 / 5

**Remarks**

main idea is picked and discussed  
 over all content is ok and acceptable  
 write sentences complete in meaning  
 avoid picking phrases from the main passage

8/20  
 over all need improvement