

Précis 29: CSS 1994

"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 resource.")

"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 them 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.

PRECI 1994 CSS

Topic:

Dismangement of State Education System

Education doesnot evolve independently. It is inclined to social factors which greatly affects the essence of Education. Some reforms are necessary for Educational institutes. The academic discipline should be of multiple subjects. Horace Man, intensified the importance of intelligence in education. Although the state acknowledged the worth of education but can't manage properly. This is because state institutions are under strain due to political instability and migration of people from third world country. However this creates cultural diversity which may not fit easily. In response social sciences look down. Therefore education system of state should renounce cultural coercion.

(100 words)