KINZA BATCH-60

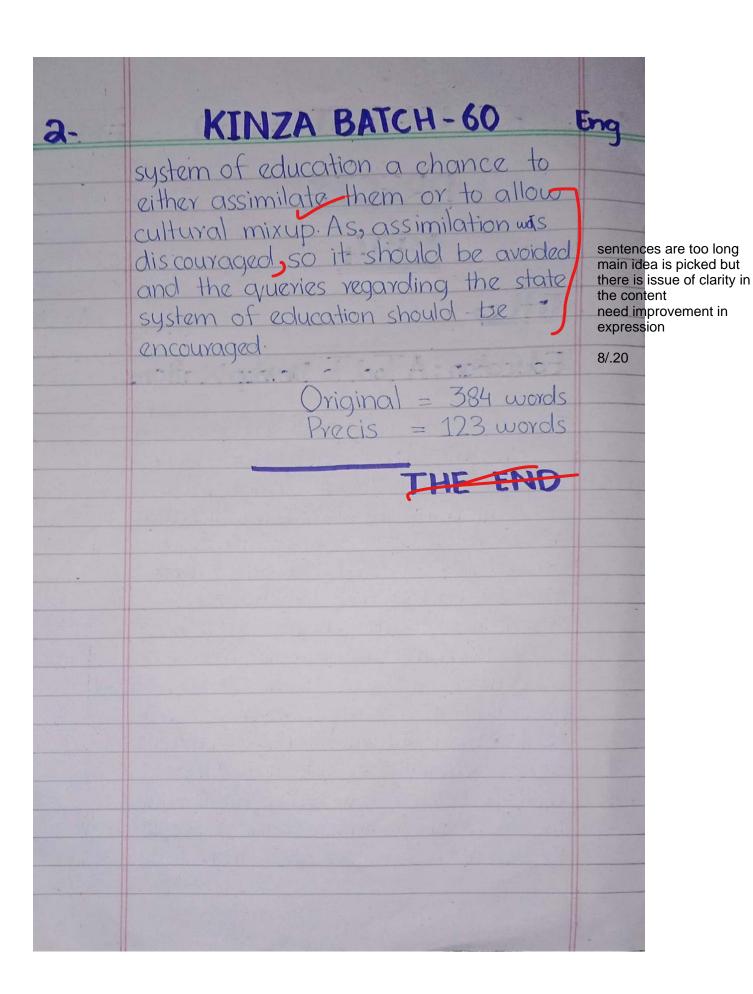
PRECIS 1994

NOTE: Asalm o Alikum Sir! I was unable to understand the passage so I consult google for the meanings only. Hope it is fine (as a beginner •••)

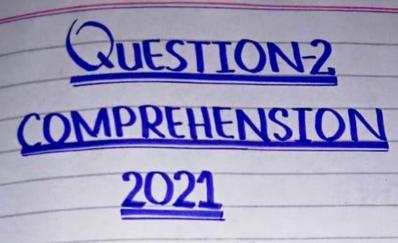
"Education does not develop autonomously (with the freedom to act independently): it tends to be a mirror of society and is seldom at the cutting edge of social change. It is retrospective (looking back on or dealing with past events or situations), even conservative (traditional), since it teaches the 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 (the study which illustrates the changing structure of human populations), technology and the family. Its sends -- to prepare students to live and work in their society -- are likely to remain stable, but its means are likely to change dramatically."

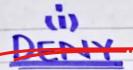
"Schools, colleges and universities will be redefined in fundamental ways: who is educated, how they are educated, where they are educated - all are due for upheaval (a violent or sudden change or disruption to something). But their primary responsibility will be much the same as it is now: to teach knowledge of languages, science, history, government, economics, geography, mathematics and the arts, as well as the skill necessary to understand today's problems and to use its 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 (stress). State systems of education may not survive demographic and technological change. Political upheavals in unstable regions and the case 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 (comprehend) newcomers and taught them how to fit in. Today social science frowns (glare) on assimilation, seeing it as a form of cultural coercion (the practice of persuading someone to do something by using force or threats), so state systems of education are likely to eschew (give up) 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)

KINZA-BATCH 60 ENG <u>PRECIS</u> 1994 Litte: Education: A Tool To Develop Nations it presents the society and is vesponsible for social change Today, education is out-dated/traditional as it teaches about the events and discoveries of past But, in future the education will be shaped according to the change in technology and human's temperament Moveover educational institutions will be ve-modeled providing their purpose remain same ie teaching the knowledge Too, it will be a general consent that the incorrect sentence structure real power of nations is intelligence The increasing immigration of people to the rich nations gives their state



1. KINZA-BATCH 60 litte: Manto; A Realistic Writer replace this word Manto was labelled as an offensive writer and drawn into Manto remained stick to his passion of exposing dark realities of society, expressing concern for lower-middle class. For Manto, main is a combination of good and bad. The thing that confused him the most was the dual personality of man at different levels of society. As an artist, he wrote about vulgarity carefully and like other fellow writers, his writing reflected the individual's problems of time. Mords: - 81 words better than previous one 8/20





The neo-imperial America denys sentence is space to counselling because it may fatsify reject, the right of pre-emptive strike. This not only effect the dominance of America but also effects its emphasis over the world. That is why the doctrine of power his denied they space to counselling.

Cross Purpose

Yes, Europe and US are at cross purpose over the concept of war. It is because Europe believes

in "counselling". On the other hand US has a strong motive of "the right of pre-emptive strike". So, these two nation can never be same

TONY Bloir

In the view of Tony Blair, wise consel is meant by the engagment in debate at UN to find out the solution through global consensus. But, unfortunetly it was did not prevailed

No Peace

The occupied countries that are under the tutelage of hyperpower have no peace because the country is ruled by the non-state actors and democracy is not

sentence is too long

4.

practiced. That's why they have no peace.

Moral Equivalence

Unable to understand the Question ----

ans are short and need improvement 8/20