

Secondary Level Education Objectives

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Abstract

Organizations and their expansion in the knowledge, skills, views and values gained before the level of previous education. Give students basic knowledge about their country and nation so that they can properly assess its progress and achievement. Helping students acquire master's proficiency in Bangla and English languages. Understand the importance of the information and communication technologies of the students and in this case, assist in achieving the technical skills of this technology. Helping students to acquire the skills of judicial literacy so that they can verify the accuracy of the information source. To understand the importance of stable life system for long-term development and understanding the role of individuals and society in achieving its goals.

Keywords: Application of Knowledge; Analysis; Synthesis; Logical Sequencing; Problem Solving Approaches.

1. Introduction

Secondary school education offers basic education that student must learn before going to the higher studies, when we say secondary education they have common subjects such as science, mathematics these all the basic subject which are used to improve the education system for children who wanted to have better education when they are going to next education system.

2. Idea of Secondary School

Secondary education is education beyond the elementary grades; provided by a high school or college preparatory school. A secondary school is both an organization that provides secondary education and the building where this takes place. A secondary school locally may be called high school or senior high school. In some countries there are two phases to secondary education (ISCED 2) and (ISCED 3), here the junior high school, intermediate school, lower secondary school, or middle school occurs between the primary school (ISCED 1) and high school. Some secondary schools can provide both lower secondary education and upper secondary education, but these can also be provided in separate schools, as in the American middle and high school system. Education designed to support early development in preparation for participation in school and society. Programs designed for children from age 3 to the start of primary education. Programs typically designed to provide students with fundamental skills in reading, writing and mathematics and to establish a solid foundation for learning. First stage of secondary education building on primary education, typically with a more subject-oriented curriculum. Second/final stage of secondary education preparing for tertiary education or providing skills relevant to employment. Usually with an increased range of subject options and streams. Programs providing learning experiences that build on secondary education and prepare for labor market entry or tertiary education. The content is broader than secondary but not as complex as tertiary education. Short first tertiary programs that are typically practically based, occupationally specific and prepare for labor market entry. These programs may also provide a pathway to other tertiary programs. Each country will have a different education system and priorities. Schools need to accommodate students, staff, storage, mechanical and electrical systems, storage, support staff, ancillary staff and administration. The number of rooms required can be determined from the predicted roll of the school and the area needed. The building providing the education has to fulfil the needs of: The students, the teachers, the non-teaching support staff, the administrators and the community. It has to meet general government building guidelines, health requirements, minimal functional requirements for classrooms, toilets and showers, electricity and services, preparation and storage of textbooks and basic teaching aids. Government accountants having read the advice then publish minimum guidelines on schools. These enable environmental modelling and establishing building costs. Future design plans are audited to ensure that these standards are met but not

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exceeded. Government ministries continue to press for the 'minimum' space and cost standards to be reduced. In the UK, secondary school is for pupils age 11–16 or school years 7–11. It is school after primary school and before college/sixth form. In secondary school here, you are mainly taught for your GCSE exams (now grades- or bands being, 9–1) which will give you your basic qualifications for jobs and to get into college. In years 7–8 students study all subjects and in year 8, they pick a certain amount of subjects which they will carry on studying at GCSE (my school required you to pick three) with all these sciences (physics, chemistry, biology), math, English, R.E etc. Secondary school is for pupils aged 10-12 years or school years 6-8. It is school after middle school and before higher secondary school. These years set a base for the upcoming years. Secondary school is an educational institution where the second stage of the three schooling periods, known as secondary education and usually compulsory up to a specified age takes place.

3. Importance of Secondary School

Education is the most basic necessity. It is the most treasured privilege that one can have. It is the extremely important for an individual's mental and social growth. Education in general is very very important and everybody must get the access to basic education right from their childhood. Secondary school is important because those are the years before entering the bigger and serious part of education that is CAREER.

It is extremely important to focus during these years. Students get into their teenage and are all excited about so many things. Secondary school gives the student a wider scope and perspective about the education and what career choice to make in the future.

They get a detailed knowledge about intermediate courses, college options, entrance exams, etc. They're basically being prepared for the longer run.

Right from counselling in school to studying from the boards and picking the right subjects for 11th and 12th. This entire process is extremely important. It leads the students towards a brighter and successful future.

Hence, secondary school education is important.

If you are in the secondary school and looking for some basic counselling about your future or have already entered high school and looking for guidance regarding your career choices, please feel free to connect with University. Secondary Education is important because it provides a broad education to everyone. We already live in a world which evolution, global warming, and basic statistics are doubted and people's lack of knowledge about other cultures and our own government are used to manipulate them. I feel much better that we have a secondary education system that tries to educate everyone. Imagine how much worse if people did

not get to study science, history, and literature. It might not be the best, but it at least offers a panacea against further ignorance.

4. Some Objectives of Secondary Level Education

Secondary education requires teachers to master a specific subject and be able to train their students not only in content areas but in critical thinking so they may be college ready. As a secondary teacher of 25+ years, it is essential to keep abreast of educational state mandates as they are constantly changing. The state curriculum helps to narrow where to begin in formulating objectives for every lesson and the skills students are expected to master. Training in specific subject matters is also essential i.e. Advanced Placement courses given by the College Board. These organizations provide excellent curriculum outlines and also establish skill expectations. Teachers must also invest in outside institutions to constantly expand their own skills i.e. membership with historical associations, to be able to provide fresh materials and creative ways to reinvent older ones. The teacher that never stops learning will always be on the cutting edge of successfully achieving helping their students reach all curriculum goals.

5. Problems of Secondary Education and Solutions to Them

The present secondary education in our country is not congenial to effective, democratic and productive citizenship which is the need of the hour. We need able, dutiful and self-dedicated citizens for making our infant democracy a success, who are imbued with the spirit of intelligent patriotism contributing to the rapid prosperity of the country. Our secondary education does not help to develop ci-vic sense in children and to shoulder gallantly multifarious civic duties and responsibilities. Independent India requires citizens trained in democratic values of life and citizenship. Different committees and commissions before and after independence have mentioned various aims of secondary education. But secondary educational institutions in practice do not try to materialize those aims. The so-called aims are practically paper-aims. During pre-independence days the only aim of secondary education was to secure white-collar jobs, this is no doubt a very narrow aim. Development of social efficiency is not possible in the present set-up of secondary education in our country. Every individual has a so-cial self. For an integrated personality development of this social self is essential which is neglected by our secondary education. There is also close relationship between education and society. If social aspect of education is neglected no society can prosper and at-tain the desired growth. Secondary education today neglects co-curricular activities. Mere curricular activities cannot help to develop all round personality of an individual. Here lies the need of organization of a co-curricular activities. Physical education is not emphasized by the present system of sec-ondary education in our country. Today we need Spartan outlook. Human beings are essentially psycho-physical in nature.

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National security depends to a large extent on its able bodied citizens. Sound mind is not possible without sound body. Swami Vivekananda greatly emphasized physical education. “We can reach God even through football”, Swamiji remarked. Most of the secondary schools of our country possess minimum facilities for physical education. Many of them have no play-grounds. This is particularly true in cities where the students play in the streets. 60% of secondary students suffer from malnutrition. However, new Education Policy (1986) has emphasized physical education. Many secondary schools still suffer from the inadequate number of able and trained teachers. Training is a pre-requisite condition for successful teaching and professional growth. Able and suitable teachers are also not available everywhere particularly in rural Areas. Our secondary teachers’ training program is also faulty and has made the problem crucial. Teachers should be trained in basic and vocational curriculum also. Teachers are like the spinal cord of the school. The school cannot function well if the teachers are inefficient and inadequate in number. Today the schools have few able teachers. Now we need urgently vocationally trained teachers to make the scheme of vocational of secondary education a success. Still many secondary teachers are untrained. Dearth of efficient and properly trained teachers is a peculiar feature of present-day secondary schools. The teaching profession does not attract talented students. Conditions of work and service of teachers should be improved. Private tuition by teachers should also be discouraged. The curriculum poses a great problem in the field of secondary education. It is difficult to have a universally accepted curriculum because the needs of one state differ from the others. Our country is a multi-lingual and multi-religious country. The NCERT and the All India Council for Secondary Education are trying to forge out a universally accepted curriculum. In recent years the Secondary School Curriculum is almost uniform with some variations according to local needs. In spite of this, there are some inherent defects in the curriculum. Both the Mudaliar and Kothan Commissions made some fruitful suggestions to make the secondary-school curriculum up-to-date and useful. But these have not produced the desired results. Many defects still persist in the curriculum and new defects have appeared. It does not properly reflect the needs of the individual as well as the society. It is narrowly conceived and is largely of unilateral character. There is not sufficient variety and elasticity. It is theoretical, bookish, impractical and not life-centered. “The education imparted in most secondary schools is, generally speaking, of the academic type leading at the end of the school course to university admission rather than entry into a vocation”. The curriculum is heavy and overloaded particularly at the plus-two stage. The curriculum still lays great emphasis on the acquisition of the knowledge and comparatively little on the building up of those skills, aptitudes, values and interests which are essential for the full development of the student personality”. There is little scope for vocational training which is essential for rapid economic development, proper utilization of natural and human resources of the country. The curriculum has intimate connection with the method of teaching. The method followed by most of the secondary teachers is stereotyped, obsolete and

un-psychological. Modern activity-centered methods are not applied by the teachers. Many of them are not familiar with these methods and as such they fail to attract the attention of the students. As a result the lessons become unproductive and the effects are far from satisfactory. There are practical difficulties also in way of applying modern methods of teaching in our school situations. Many schools are not properly equipped with laboratory and library facilities, necessary teaching aids and appliances. Most of the secondary schools are over-crowded, ill-staffed and suffer from inadequate number of teachers and accommodation. The average teacher-pupil ratio is 1: 50. But for effective and creative teaching it should be 1: 30. There is little scope for tutorial work. No fruitful teaching is possible without personal contact between the teacher and the taught. 16) Next comes the problem of text-books which is also intimately connected with the problem of curriculum and methodology of teaching. Many students suffer from want of text-books which are very costly. Text-books are often changed. This has added fuel to the fire. 45% of the population in our country lives below the subsistence level. It is not possible for them to purchase text-books for their children and to supply necessary stationery needed for educational purposes. They cannot bear other educational expenses of their wards. It might have been better if text-books could be supplied free of cost. In many socialistic as well as capitalistic countries text books are supplied free of cost upto secondary level. But our educational system has not yet been nationalized and the budgetary provision for education is very scanty. It is only 2½ %. Under the circumstances, the Govt. should give financial assistance to the private publishers so that the prices of text-books may be kept at reasonable level. Due to competition the private publishers also will be forced to maintain the reasonable quality or standard. The entire system of education is vitiated by examination. The educational achievements of students are measured by the single measuring rod known as examination. The prevailing essay-type examination dominates the educational arena. But it has developed a large number of defects and as such it is no longer regarded as the only measuring rod for determining the academic achievements of students. The main charge against the essay-type examination is that it is vitiated by subjectivity. For this reason, along with essay-type examination which has its own intrinsic merits objective type tests and short-answer type tests have been introduced. But the latter two are not entirely free from defects. It is true that these have improved the examination process and made the system more scientific and reliable. We cannot reject the essay type examination altogether. But it should be reformed in the desired channels. Some reforms are needed after careful thinking and a good deal of research. The Radhakrishna Commission, the Hartog Committee, the Mudaliar Commission and the Kothari Commission all have made important recommendations and observations in respect to examination reform. Many of these have been put into operation and still many are under consideration. External examination alone should not be accepted as a tool for measuring the academic achievements of students. Even secondary education is not complete by itself. It is a stepping-stone for admissions in colleges and universities.

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Secondary education is thus re-garded as a passport for higher education. Hence the main defect of secondary education is its aimlessness. Secondary education must have definite aims related to practical life and the secondary schools should try to realize those aims in every possible manner. Secondary education is theoretical, bookish, narrowly conceived and unpractical. It creates social misfits and does not fulfill the needs of life. It is not life-centered. It should not increase unemployment and should help to produce able, self-dependent and patriotic citizens. The current secondary education has aggravated the unemployment problem. Therefore we have to make our secondary education so useful that the students having passed this stage do not run only for admission to universities and unemployment does not increase and they become economically independent by having acquired some vocational skills of productive nature.

The present secondary education is not related to productivity. In most of the western countries secondary education is highly related to productivity. But this is not so in our country. Secondary education in India does not help to augment national production both in agricultural as well as in industrial. Both the Mudaliar Commission (1952-53) and the Kothari Commission (1964-66) strongly recommended for making secondary education productive. But this has not been achieved at the desired level. The schemes of core periphery and work experience have failed miserably and the plus-two stage has not yet been vocationalized as proposed. The secondary education in our country is not helpful for economic development of the nation and rapid social transformation. No man-power training is possible in the present set-up of secondary education in India. Secondary education must prepare an adolescent for India's technical and industrial growth through proper utilization of the natural resources. There is little scope for character training in the present system of secondary education. Character is the crown of life. Value education is essential for character training but our secondary education does not attach much importance to education for values such as toleration, cooperation, fellow-feeling, truthfulness, modesty, respect to teachers or elders, spirit of self-respect, faith in national cultural tradition, secularism etc. Since independence our society is confronted with crisis of character and rapid erosion of eternal values. The administration of the secondary schools does not appear to be efficient. Education administration in India is a three-tier process – Central, State and district. Secondary education is for all practical purposes under the control of the State Govt. though the Central Govt. formulates general policy and guidelines applicable all over the country uniformly. But there is a dual administration over secondary schools in each state – the Department of Education and the State Board of Secondary Education. The Board determines the nature of the curriculum, text books and conducts examinations. The Department formulates general policies, allocates funds and takes measures for professional efficiency and training of teachers. Because of this dual control the secondary schools are not achieving their purposes, because of lack of harmony and co-ordination between the officers of these two controlling units. In fact, there should be a mutual cooperation between the two for

achieving the objectives of secondary education. Unusual delay takes place in taking important decisions and in disposing files. Red-tapism is the order of the day. Due to ill decisions or delay in decisions schools and their teachers had to suffer tremendous financial hardships. At least 25,000 litigations are pending in West Bengal. These cases should be disposed of at an early date in the interest of education irrespective of political affiliation of teachers. Supervision is a part of administration. Secondary schools are not properly supervised by school inspectors. Inspection is almost a far cry in the field of secondary education. There are different graded Govt. Inspectors, but the number of inspectors is not sufficient. The inspectors are so busy with their files in their offices that they get little time for supervision and inspection of schools under their charge. Moreover, the attitude of the inspectors in respect of teachers is below the norm. Their attitude appears to be that of a master. But they should know that they are co-partners of teachers. Their attitude should be democratic and they should try to solve the difficulties of the teachers and problems of the schools. Since independence quality of secondary education has suffered a set-back. This is caused by various reasons such as paucity of funds want of suitable equipment's, ever increasing pressure on enrolment, dearth of able and dedicated teachers and faulty planning. There is large number of sub-standard secondary schools in the country. A good number of superfluous schools also exist. Many schools are devoid of minimum infrastructural provision. Secondary education is still the weakest link in our educational chain. Wastage is mounting in secondary level also due to failures. Only qualitative improvement of secondary education can reduce this huge wastage. Quantity and quality should go hand in hand. The secondary school stage is the suitable stage for the cultivation of those values. Our main purpose is to produce youths of character. Our education has not only to impart bookish knowledge but to give such a knowledge which may contribute to personal, social and national prosperity. We want all-round development of our children-physical, mental, moral, spiritual etc.

6. Ideas about Some Related Terms

Comprehension=ability to comprehend the meaning of material. The lowest level of understanding; examples of verbs to be used in writing this level of objectives: classify, explain, summarize, convert, predict, and distinguish between

Application= ability to use material that has been learned in new and defined situations and problems; examples of verbs to be used in writing this level of objectives: demonstrate, compute, solve, modify, arrange, operate, relate, adapt, apply, implement

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Analysis=the ability to break material down into its component parts and to understand its underlying structure; examples of verbs to be used in writing this level of objectives: differentiate, diagram, estimate, separate, infer, order, and subdivide

Synthesis=the ability to combine parts to form a new whole, to synthesize a variety of elements into an original and significant whole; examples of verbs to be used in writing this level of objectives: combine, create, formulate, design, compose, construct, rearrange, revise

Evaluation=the ability to evaluate a total situation, to judge the value of material for a certain purpose, combining the elements of all the other categories and also value judgements based on defined, fixed criteria; examples of verbs to be used in writing this level of objectives:: judge, critique, compare, justify, conclude, discriminate, support, justify

7. Idea of Logical Sequencing

In more general terms, logical sequence refers to any order of events or things that makes sense. For a very basic example, the logical sequence for getting dressed is to first put on the underclothes, then pants, shirt, socks, and shoes. It's a valid statement in a closed logical system. If you want a formal answer.

A bit more elaborate there are for any question inside a formal system many if not infinite answers. But only the simplest one is the right answer and the answer you are looking for.

1, 2, 3, 4, 5... and be described by a polynomic of five grades (LaGrange) or just by an arithmetic sequence $s_{(n+1)} = s_{(n)} + 1$. It's very general term used for any discipline... in statistics, Logical sequence is just opposite of stochastic process or randomness. If you can estimate nth or even immediate future term with 100% accuracy, we can say that is logical sequence. Logical Sequence Of Words - Verbal Reasoning Questions and Answers with solutions or explanation for interview, entrance tests and competitive exams. Practice online quiz, fully solved examples with detailed answers. Logical sequence of words is all about Consistent arrangement which is the important course of action of words as per the characteristic laws and all around acknowledged ideas. Certain between related words are given and numbered, followed by different groupings of the numbers meaning them, as options.

8. Knowledge Management

It can be defines as

- a) perform activities involved in discovering, capturing, sharing, and applying knowledge
- b) enhance the impact of knowledge on the unit's goal achievement
- c) in cost-effective ways

9. Some Suggestions for Secondary Level Education

Secondary education should provide the learner with opportunities to:

- a) acquire necessary knowledge, skills and attitudes for the development of the self and the nation
- b) promote love for and loyalty to the nation
- c) promote harmonious co-existence among the peoples of Kenya
- d) develop mentally, socially, morally, physically and spiritually
- e) enhance understanding and respect for own and other people's cultures and their place in contemporary society
- f) enhance understanding and appreciation of interrelationships among nations
- g) promote positive environmental and health practices
- h) build a firm foundation for further education and training
- i) develop ability for enquiry, critical thinking and rational judgment
- j) develop into a responsible and socially well-adjusted person
- k) promote acceptance and respect for all persons
- l) enhance enjoyment in learning
- m) One of the main functions of secondary education should be to release the sources of creative energy in the students so that they may be able to appreciate their cultural heritage, to cultivate rich interests which they can pursue in their leisure and so contributes, in later life, to the development of this heritage.
- n) identify individual talents and develop them
- o) build a foundation for technological and industrial development
- p) develop into a self-disciplined individual who appreciates work and manages time properly
- q) As secondary education would be the end of all formal education for the majority of students, it must assume the responsibility of providing the necessary training for this purpose. So education should generate in the students the sense of responsibility to tackle the controversial situations of the country and foster in them the sense of belongingness.

10. Conclusion

Finally, I want to add that I have been researching public education for decades. And, there is one issue that cuts across urban, suburban, and rural districts that does not seem to be improving--that issue is the disempowerment of teachers. Internally, teacher authority is routinely thwarted by a standardized testing and

administrative practices aimed at controlling and limiting teacher creativity and decision making. So the authority must focus on this and many problems.

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