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# Objectives of Secondary School Teaching with Special Reference to Economics

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**ABSTRACT**

*This paper highlights the objectives of teaching secondary school teaching with special reference to teaching of economics. Over the past years, many changes have been occurred in secondary school teaching .Some of the people and commission from abroad stated the various objectives at the secondary school teaching by Herbert spenser (1960), The Commission on the Reorganisation of Secondary Education, Washington (1918), Alexander J. Inglis (1918), Franklin Bobbitt:, National Education Association, Washington (1982) , The Education Policies Commission, Washington (1938), The Education Policies Commission, Washington (1961), There are several commission and policies in India stated the objectives of secondary school teaching since independence. The Secondary Education Commission (1952-53), Kothari Education Commission (1964-66), National Policy on Education (1986), Programme of Action (1986), CABE Committee on Policy (1992). The paper also highlights the objectives of teaching economics at secondary stage like awareness about economic problems, participation in national reconstruction, economic efficiency, contribution of agriculture in Indian economy, developing understanding the potentialities of physical ,and human resources, and the different sections of Indian economy,the role consumer in the society,applying capacity in problem solving skills etc.*

**KEYWORDS: Objectives, Commission, Policies, Secondary, School, Economics**

**Objectives of Secondary School Teaching with Special Reference to Economics**

The objectives are precise statements of general purpose. Each objective has only one activity for the completion within stipulated time. Objectives are based on the following criteria for their construction:

1. Availability of Time
2. Availability of Resources
3. Priority of needs
4. The capacity of the human resources to be utilized.

The objectives are the base for carrying on teaching learning process. They are very helpful to complete teaching learning process within given time. They provide clearcut directions to the teachers for effective instruction in well organized classroom environment. They have an intentional approach for the teaching work and pre-specified desire outcome of the students at different level of schoolings.

Over the past many years, the change in the secondary school teaching has been great. The people of India and abroad tried to formulate objectives of teaching economics at secondary stage as under:

**1. Herbert Spencer (1860):**
**Herbert Spencer stated objectives of teaching at secondary stage:**

1. To do activities which help to make self preservation of various values, interest, attitude etc. for better economy.
2. To do activities which help to fulfil the necessary of life.
3. To do activities which help to rear and make discipline in offspring.
4. To do activities which are helpful to maintain outstanding social and political relations.
5. To do miscellaneous activities which are helpful to utilize the leisure part of life for gratifying the tastes and feelings.

**2. The Commission on the Reorganisation of Secondary Education, Washington (1918)**
**The following objectives were formulated by the Commission :**

1. To maintain health
2. To command of fundamental process
3. To maintain worthy home membership
4. To create vocation
5. To develop civic education
6. To make the worthy use of leisure
7. To develop ethical character

**3. Alexander J. Inglis (1918)**
**Alexander constructed the indispensible aims of secondary school teaching in his 'Principles of Secondary Education' are as under:**

1. To make the individual as a prospective citizen and cooperating member of society.
2. To prepare the individual for prospective producer in the society.
3. To make the development of the individual for the use of their leisure time.
4. To make the allround development of individual.

**4. John Franklin Bobbitt:1918**
**Franklin included ten activities as the objectives of secondary school teaching in his "How to make a Curriculum" are as under :**

1. To make language activities for better social inter communication.
2. To perform physical activities for good health.
3. To do activities for good citizenship.
4. To maintain general social activities.
5. To complete spare time activities like amusements and recreations.
6. To engage in activities maintaining mentally fit.
7. To evolve in religious activities for maintaining spiritual values.
8. To maintain parental activities.
9. To perform non-vocational practical activities, and
10. To make ready for the labour of one's calling.

**5. National Education Association, Washington (1982) :**
**There are ten socio-economic goals of secondary school teaching as stated by NEA, Washington as under :**

1. To develop hereditary strength
2. To maintain physical security
3. To participate in culture
4. To develop an active personality
5. To train for suitable occupation
6. To enhance economic security
7. To develop and protect mental security
8. To provide equal opportunity
9. To provide freedom
10. To create the situation of fair play.

**6. The Education Policies Commission, Washington (1938)**
**There are four broad objectives of secondary school teaching listed as under :**

A. To develop self realization
B. To maintain human relationship
C. To increase economic efficiency
D. To develop civic responsibility

**7. The Education Policies Commission, Washington (1961):**
The major of objective of this commission for secondary school teaching must develop and improve the rational thinking of the students.

**8.USA Commission Staff Working Document Progress Towards the Common European objectives in Education and Training :Indicators and Benchmark 2010/2011:**
Reflecting the strategic framework for future European cooperation in

education and training adopted by the

Council in May 2009, the report stated thefour strategic objectives of the Framework, as follows:

1. Making lifelong learning and mobility a reality;
2. Improving the quality and efficiency of education and training;
3. Promoting equity, social cohesion and active citizenship;
4. Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

**Objectives of Secondary School Teaching in India**

There are several commission and policies in India stated the objectives of secondary school teaching since independence.

**1. The Secondary Education Commission (1952-53) :**

The importance objectives were stated by the Commission as under:

A. To develop democratic value
B. To develop democratic citizenship
C. To improve vocational efficiency
D. To develop all round personality
E. To develop good leadership.

**2. Kothari Education Commission (1964-66):**
**The commission listed the following objectives :**

A. To improve economic growth and full employment
B. To maintain social and national integration.
C. To make the development of human resources.
D. To provide education for social change.
E. To integrate education with life, needs and aspirations of the people.
F. To make education strong for productivity
G. To provide vocational education
H. To provide education for modernization
I. To provide education for social, moral and spiritual values
J. To provide education for maintaining secularism and religion.
K. To provide education for democratic values.

**3. National Policy on Education (1986)**
**The objectives of secondary school teaching stated by NPE are as under:**

1. To expose students to the differentiated role of science, the humanities and human science.
2. To provide children with a sense of history and national perspective.
3. To provide opportunities to understand their constitutional duties and rights as citizens.
4. To develop conscious internationalization of a healthy work ethics.
5. To improve the values of a humane and composite culture.
6. To vocationalize education through specialized institution.
7. To provide valuable manpower for economic growth

**4. Programme of Action (1986)**

PoA stated that "Secondary and higher secondary education is on the one hand terminal for those who enter the world of work after this stage. For such people a strengthened vocational scheme should form the main plank of strategy. For the rest it is preparatory to higher education and therefore, a good ground in the subject area should be provided along with learning orientation".

**5. National Policy on Education Review Committee (1990)**
**According to NPERC the education objectives are –**

A. "Provide a techno-informative or a sound knowledge base
B. To empower the person through knowledge and on which one can build later on,
C. To provide opportunities to acquire skills, through engaging the students in a variety of processes and situations.
D. To provide a climate for the nurture of values both as a personalized set of values forming one's character.
E. To play an interventionist and catalytic role too for promoting national cohesion and unity empowering the students to become agents of social change".

**6. CABE Committee on Policy (1992):**
**CABE stated :**

A. To improve the participation of girls and students of disadvantaged sections, particularly in science stream.
B. To remove inequalities in secondary school teaching.
C. To make the expansion of secondary education.
D. To fulfil the needs of equalization of educational opportunities.

**Objectives of Teaching Economics at Secondary Stage**
**Some of the important objectives of secondary school teaching of Economics are as under:**

1. To acquaint students with the contemporary economic problems and solve at national level.
2. To encourage students to participate in national reconstruction.
3. To cope with the stress and strain occurs in national reconstruction.
4. To understand the potentialities of physical and human resources.
5. To develop attitude towards conservation and proper use of natural resources.
6. To understand different sections of Indian economy.
7. To develop a passion for social justice.
8. To acquaint about terminology and ideas of economics.
9. To acquire skills in interpreting statistical data.
10. To train in economic citizenship.
11. To provide vocational training for a good career.
12. To understand the role of consumer in daily life.
13. To enable for transmission of a cultural heritage.
14. To understand the significant contribution of agriculture to national income, employment, state revenues, industries, food equipment and importance of foreign trade in Indian economy.
15. To draw diagrams, tables, charts and graphs useful for showing data on the different sectors of Indian economy.
16. To understand statistical techniques and tools for the good analysis od data

In India N.C.E.R.T NATIONAL CURRICULUM FRAMEWORK (2005) stated that "The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of History, geography, political science, economics, sociology and anthropology. Social Science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society. The content should aim at raising students' awareness through critically exploring and questioning of familiar social reality.The possibilities of including new dimensions and concerns, especially in view of students' own life experiences, are considerable. Selecting and organising material into a meaningful curriculum, one that will enable students to develop a critical understanding of society, is therefore a challenging task. Because the social sciences tend to be considered non-utility subjects and are given less importance than the natural sciences, it is necessary to emphasise that they provide the social, cultural, and analytical skills required to adjust to an increasingly interdependent world, and to deal with political and economic realities. It is believed that the social sciences merely transmit information and are text centred. Therefore, the content needs to focus on a conceptual understanding rather lining up facts to be memorized for examinations. Reiterating the recommendations of 'Learning Without Burden (1993), emphasis has to be laid on developing concepts and the ability to analyse sociopolitical realities rather than on the mere retention of information without comprehension. There is also a peception that not many career options are open to students specialising in the social sciences. On the contrary, the social sciences are becoming increasingly relevant for jobs in the rapidly exapanding service sector, and also in developing skills of analysis and creativity. In a pluralistic society like ours, it is important that all regions and social groups be able to relate to the textbooks. Relevant local content should be part of the teaching-learning process, ideally transacted through activities drawing on local resources."

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