TAXONOMY OF TEACHING OBJECTIVES
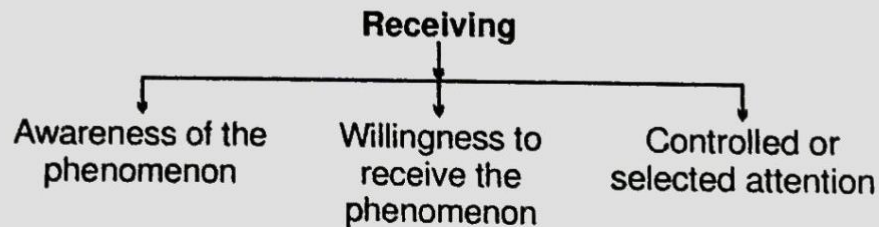
IN THE AFFECTIVE DOMAIN

## Taxonomy of Teaching Objectives in the Affective Domain

Bloom and his associates (Krathwohl and Maria, 1964) presented the classification of objectives of affective domain from lower level to higher level.

For it, they made the concept of internalization as its basis. Under it are included the objectives of development of interest, aptitude, value aestheticism and coordination. It is a difficult task to give description of the behaviours of this aspect. They are generally not much used in the mathematics subject.

**1. Receiving or Attending :** Receiving is the desire to receive something or sensitivity towards a stimulus. It has three levels :

Receiving

| Awareness of the phenomenon | Willingness to receive the phenomenon | Controlled or selected attention |

2. Responding : Active expression towards a stimulus is responding. It is somewhat similar to interest. It has the following levels :

Responding

| Acquiescence in responding | Willingness to responding | Satisfaction in responding |
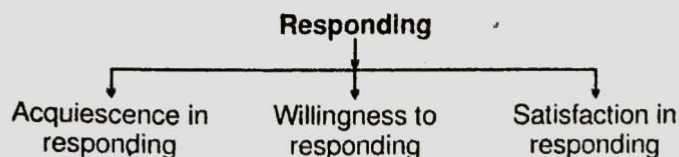
3. Valuing : It includes student's behaviour by which he expresses his feelings towards an object, fact, incident, good behaviour, values and qualities. It is related with dedication to values. So it includes approval, favourableness and loyalty towards specific values. Naturally it has three steps :

Valuing

| Acceptance of a value | Preference for a value | Commitment or conviction |
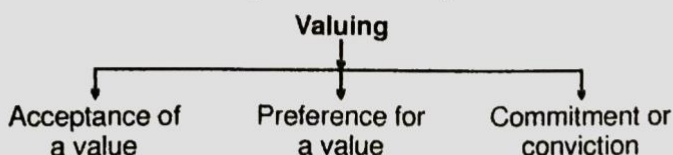
4. Conceptualisation : The basis of construction of concepts or thinking is similarity or dissimilarity. When the students construct concepts on the basis of similarity, difference and relationship in the above constructed values, their behaviour is included under this objective. Due to diversity of values, the concept formation for problem-solving is included under it.

5. Organisation : Orderly adjustment of selected values for concept formation is included under it. Organisation is the construction of value norms after having ordered the constructed concepts on the basis of suitable selected values. It has the following steps under it :

    (a) Conceptualisation of a value.

    (b) Organisation of a value system.

6. Characterisation : Specification of controlled values, concepts and loyalties in relation to human behaviour are included under it. It includes that behaviour of the students by which they govern their behaviours to form their life style according to the constructed value norms. It has the following steps under it :

    (a) Generalised set   (b) Characterization

Thus, we see that Bloom and his associates have classified the educational objectives of affective domain into five classes, which has been clarified under the following table :

Affective Objectives

Sl No.	Class	Achievement
1.	Receiving	Awakening, desire, controlled attention.
2.	Responding	Approval of response, satisfaction and desire.
3.	Valuing	Approval, favourableness and organisation in value condition.
4.	Organisation	Conception of values and organisation of value system.
5.	Characterisation of value complex	General group, specification.