

TAXONOMY OF
TEACHING
OBJECTIVES
IN THE
AFFECTIVE DOMAIN
(2)

They are analysed as follows :

1. Receiving or Attending : This process is as follows :

- (a) The human values have to be experienced first from the viewpoint of affective development.
- (b) One or the other type of stimulus is needed for experiencing.
- (c) It is necessary for the students to be attracted to this stimulus necessarily.
- (d) The students must have desire to respond toward it.

The teacher's functions in this regard are as follows :

- (a) To attract the students towards the presented subject matter sufficiently.
- (b) To motivate the students in a manner that the students arouse sufficient desire in them towards receiving human values.
- (c) The condition of arousal of desire and attention should last for a suitable time and suitable effort should be made towards it.

2. Responding : The relationship of the second level of affective development is with the proper response of the students. The above mentioned level functions as the basis of receiving for this class. The response made by the students is identified from the following situation :

- (a) When the students have sufficiently aroused the desire to receive the values properly.
- (b) When they start to take part in the educational activities with interest.

The following functions must be performed in order to make responding proper:

- (a) The students must be prepared for responding.
- (b) Desire should be aroused in them for responding.
- (c) In order to let the students feel sufficient satisfaction in responding, necessary efforts should be made in this direction.

It is clear from the above discussion that this class helps the students in the development of self-expression, self-development and the satisfaction derived from it.

3. Valuing : The activities of this class are based on the activities of the two classes and their result. After having attracted a student towards an object or concept to make him respond to it; the value of the object or concept is as much as the students think is sufficient for the fulfillment of his purpose. Besides, the social value of the object or concept is also evaluated.

Thus, the concerned behaviour of the students is affected by the viewpoint of realization of individual and social values. At this level, the teacher makes planned effort to make the students receive and feel concern or express interest towards a specific value for following it.

4. Organisation : The student, while keeping in view the value of object or concept, learns to make responses as related to his behaviour, also receives individual or social values. Sometimes it appears that the values are mutually contradictory.

In the above situation, there are two necessities :

- (a) First, to prevent their confrontation, and
- (b) Second, to impart knowledge about the form and concept of values for being received well.

After this knowledge, they are systematized and organized. For it, the teacher ought to make effort in the following direction :

- (a) To suitably coordinate, keeping in view the individual and social welfare of different values, that the social values are realized while being in conformity with individual welfare.
- (b) Having understood the mutual relationship of values, organize them into such a system by which the strong character of the students is formed.

It is clear that the achievement of this level is possible only after the achievement of the above three objectives.

5. Characterisation by a Value or Value Complex : By this level of affective domain development by which the objectives of the prior four classes have been achieved. Having reached this level, the student has formed a specific value system or character that has originated from the coordination of students' individual and social values. Now, the role of that value system or character is attempted to give a specific form.

This character related level is extremely important. This level is the permanent and individual form on the basis of which the personality of an individual is identified. Thus, the individual assimilates different values within him to achieve the high level of affective development. This is the reason that characterization or specification is considered to be the highest among all objectives of the affective domain. 7

