



# **FORMULATING OBJECTIVES :-** **GENERAL AND SPECIFIC**

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# Definition

- Objectives are the behaviour to be displayed by a learner as the result of a specific learner and teacher activity which is a two way process.

## PURPOSE:-

- Gives direction to an educational program
- Helps to communicate to all concerned
- Facilitate the education planning and decision making
- Improve evaluation of whole program
- Develop further responsibility to all concerned



# Qualities of objectives

- Relevant
- Feasible and achievable
- Measureable
- Observable
- Unequivocal
- Logical



# Levels of Objectives

- ▶ **Institutional level:-** It is a objective which describe the overall aspects of an organisation.
- ▶ **Intermediate level:-** These are developed from the institutional objectives. It is broader than the specific objective.
- ▶ **Instructional level:-** They are specific, precise and narrow.

# Types of Objectives

1. **General/central objective:-** It is the class central learning product desired and gives clarity. **Example:-** At the end of the class students will be able to gain knowledge about fever, develops positive attitude towards the fever patient and acquire skills necessary for care of patient with fever.
2. **cecificc/contributory objective:-** These objectives help in the attainment of the central objective. It is dependent on certain understanding skills, attitudes and appreciation which are known as contributory.

## **Example :-**

The Student will be able to:-

- define objective
- classify objective
- point out purpose

# How to state objectives

- Any objective should start in action verb that should prescribe the specific activity of the learner.
- Follow the action verb with content reference that describes the subject being treated.
- End with performance standard that indicates the minimum acceptable and measurable terms

➤ **Example:-** To define fever

To define – action verb

Fever – content reference



# Bloom's taxonomy of educational objectives

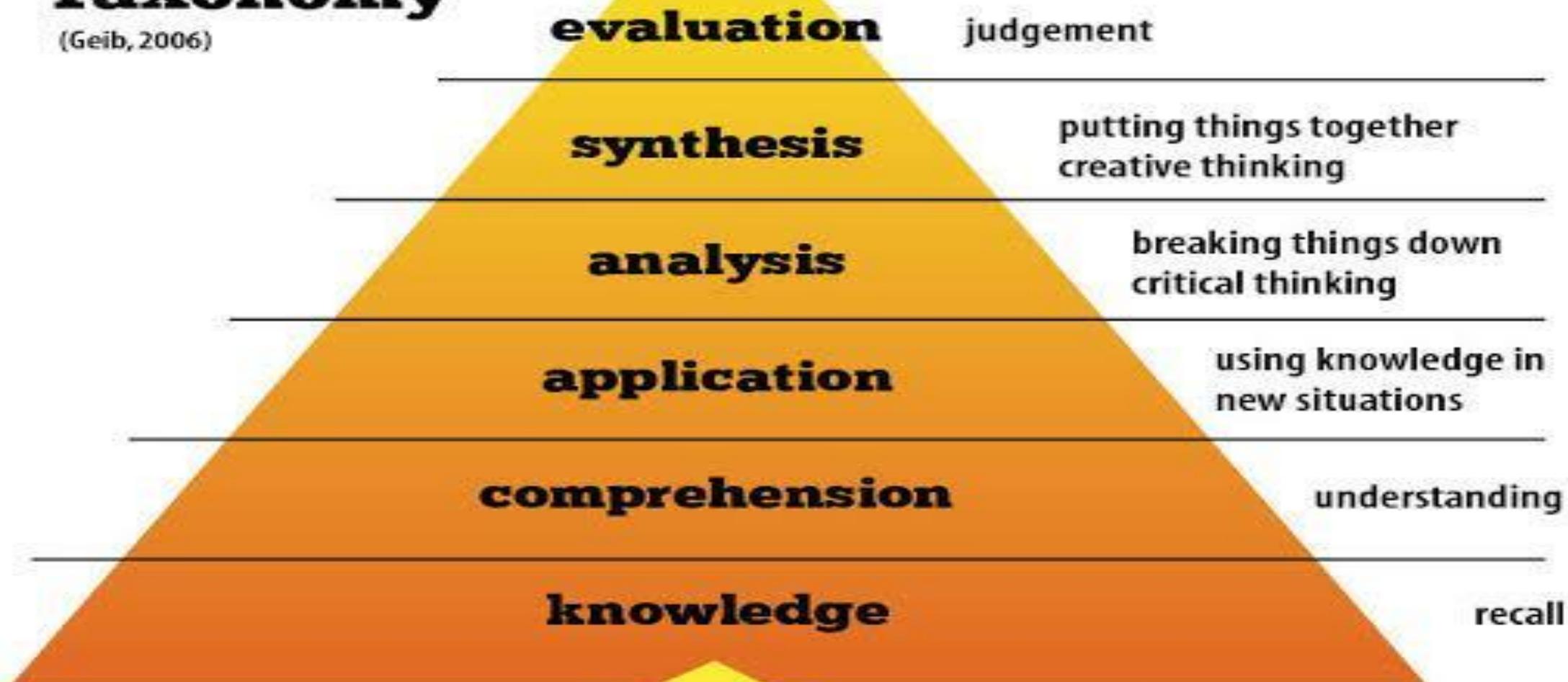
- Taxonomy was created by Benjamin Bloom in 1956.
- It categorizes a continuum of educational objectives.
- Bloom's taxonomy divides it into three types, which are as follows:-
  1. Cognitive domain
  2. Affective domain
  3. Psychomotor domain

# Cognitive domain

- It involves knowledge and the development of intellectual skills or mental skills.
- The verbs which used are asks, selects, answers, joins, alerts, displays, gains etc.
- There are six levels in the cognitive domain moving through the lowest to highest:-
  1. Knowledge
  2. Comprehension
  3. Application
  4. Analysis
  5. Synthesis
  6. Evaluation

# Bloom's Taxonomy

(Geib, 2006)



Knowledge Retention  
Foundation for higher order thinking



# Affective domain

- It includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, motivations, attitudes etc.
- There are five levels in the affective domain moving through the lowest to highest:-
  1. Receiving
  2. Responding
  3. Valuing
  4. Organizing
  5. Characterizing

# Psychomotor domain

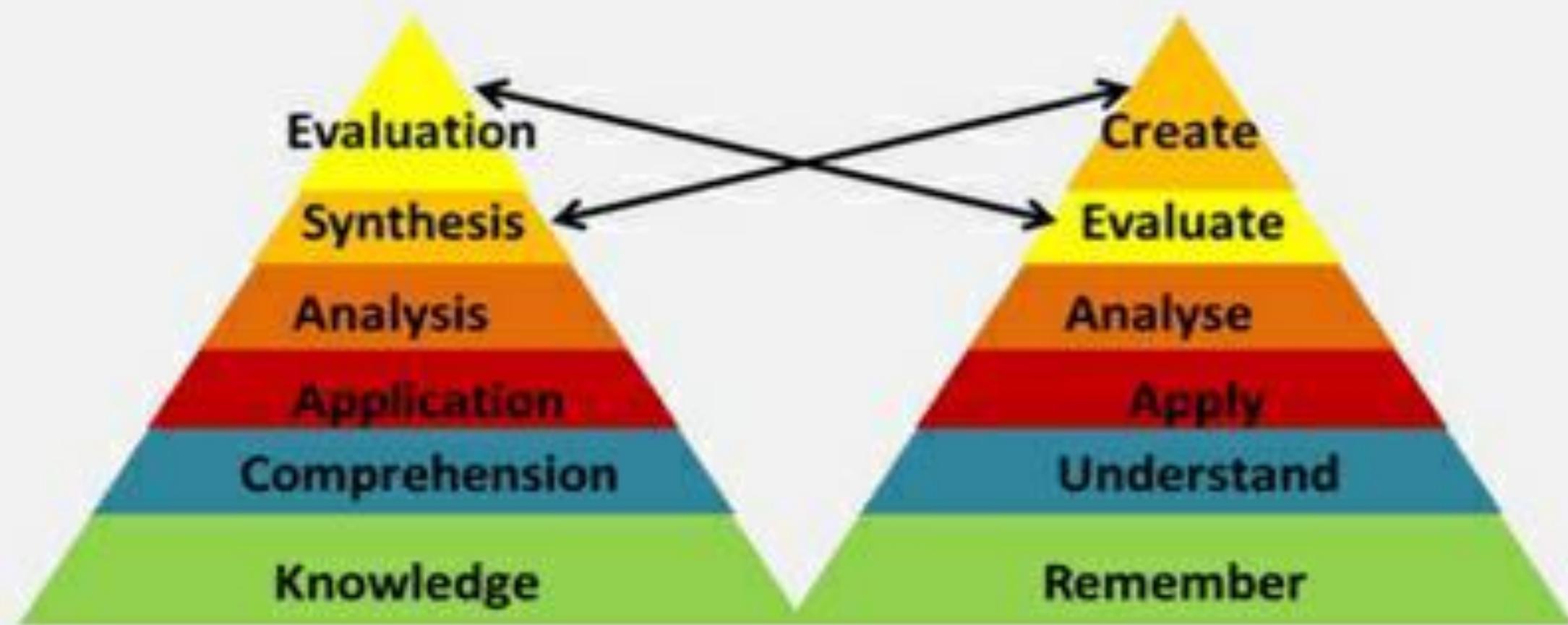
- It includes physical movement, coordination and use of the motor skill areas.
- It requires practice to develop these skills.
- Verbs used are chooses, carries out, calculates, performs, detect etc.
- There are five levels :-
  1. Imitation
  2. Manipulation
  3. Precision
  4. Articulation
  5. Naturalization

# Bloom's revised taxonomy

- ▶ Lorin Anderson, a former student of Bloom, revised the cognitive domain in the learning taxonomy in the mid-nineties and made some changes.
- ▶ The new taxonomy are as follows:-
  1. Remembering
  2. Understanding
  3. Applying
  4. Analyzing
  5. Evaluating
  6. Creating

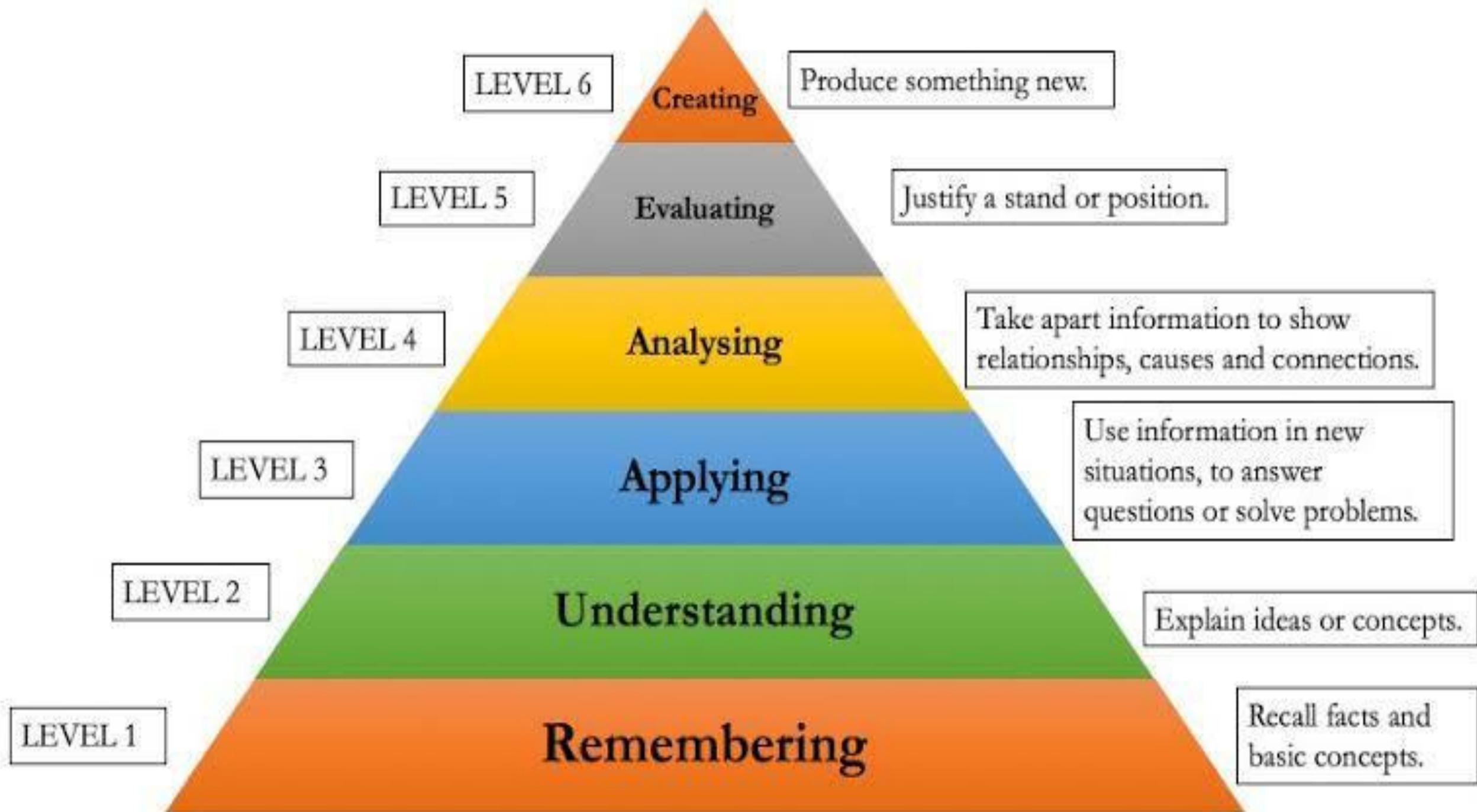
1956

2001



**NOUN**

to **VERB** Form





**THANK YOU !!!**