Direction for use:

In the following pages you will come across certain statements concerning the objectives of teaching mathematics at secondary stage which are divided into three main categories, i.e., I-Cognitive domain, II-Affective domain and III-Psychomotor domain. Each statement expresses an objective of teaching mathematics. Keeping in view the OBJECTIVES OF TEACHING MATHEMATICS EXPECTED TO BE ATTAINED - You are requested to indicate your agreement or disagreement on five-point scale in respect of each statement. The response given by you SHOULD NOT REFLECT YOUR PERSONAL OPINION. BUT IT SHOULD BE AN EVALUATION OF THE BEHAVIOURAL OBJECTIVE as expressed by each statement. The response categories as indicated in the scale represent the following:

KEY:  
VMA represent very much Agree  
MA represent Much Agree  
A represents Agree  
DA represents Disagree  
VMD represents very Much Disagree

With each statement, five responses are given on the right hand side. If you feel that you very MUCH AGREE with the objective as expressed in a particular statement, please circle VMA on the space provided for this purpose, for example. Similarly suppose the same way in case you DISAGREE with the objective as expressed in a particular statement, please circle DA, for example. In the same manner response to other statements may also be written according to your objective judgement.
OBJECTIVES OF TEACHING MATHEMATICS AT THE SECONDARY STAGE

I. Cognitive Domain

1. To enable the student to acquire the knowledge of the language of mathematics (in terms of symbols, formulae, figures, diagrams, technical terms and definitions.

2. To help the students to acquire the knowledge of development of the subject and contribution of mathematicians.

3. To help the student to acquire the knowledge of the inter-relationship among different topics and branches of mathematics.

4. To help the student to acquire the knowledge of the basic nature of the subject of mathematics.

5. To help the student to develop the ability to perform calculations orally or mentally.

6. To help the student to develop the ability to think correctly, to draw inferences and to generalize.

7. To enable the students to solve the problems of mathematics independently.

8. To help the student to acquire the knowledge of concepts, principles, ideas, tools and processes and use these in everyday life activities.

9. To help the student to develop the ability to make use of mathematics learning in learning of other subjects.

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17. To help the student to equip himself for higher mathematical studies.

II. Affective Domain:
1. To help the student to analyse the problem.
2. To help the student to develop the habit of systematic thinking, reasoning and originality.
3. To enable the student to develop heuristic attitude and tries to discover the facts or solve the problems with his own independent efforts.
4. To help the student to express his/her opinion precisely, systematically and logically without any biases and prejudices.
5. To help the student to develop personal qualities regularity, punctuality, honesty, neatness, truthfulness and hardwork.
6. To help the student to develop self-confidence for solving the mathematical problems.
7. To help the student to appreciate the role of mathematics as the science of all sciences and art of all arts in understanding environment.

III. Psychomotor Domain:
1. To help the student to develop speed, precision, brevity and skill of accuracy and neatness in computation and calculation work.
2. To help the student to develop the skill of using mathematical apparatus and tools skillfully.
3. To help the student to develop the essential skill in drawing geometrical figures.

4. To enable the student to develop essential skill in drawing, reading and interpretation of graph and statistical tables.

5. To help the student to develop the skill to estimate and check the results.