BLOOM'S TAXONOMY

Following the 1948 Convention of the American Psychological Association, B Bloom took a lead in formulating a classification of "the goals of the educational process" Three "domains" of educational activities were identified. The first of these, named the Cognitive Domain, involves knowledge and the development of intellectual attitude and skills. The other domains are the Affective Domain and the Psychomotor Domain.

Benjamin Bloom created this taxonomy in 1956 for categorizing level of abstraction of questions that commonly occur in educational settingsThe taxonomy provides useful structure in which to categorize test questions, since professors will characteristically ask questions within particular levels, and if you can determine the levels of questions that will appear on your exams, you will be able to study using appropriate strategies.

LEARNING DOMAINS OR BLOOM'S TAXONOMY

The Three Types of Learning-There is more than one type of learningA committee of colleagues, led by Benjamin Bloom, identified three domains of educational activities:

- Cognitive: Mental skills (Knowledge)
- Affective: Growth in feelings or emotional areas (Attitude)
- Psychomotor: Manual or physical skills (Skills)

Since the work was produced by higher education, the words tend to be a little bigger than we normally use. Domains can be thought of as categories. Trainers often refer to these three domains as KSA (Knowledge, Skills, and Attitude). This taxonomy of learning behaviours can be thought of as "the goals of the training process." That is, after the training session, the learner should have acquired new skills, knowledge, and/or attitudes.

The committee also produced an elaborate compilation for the cognitive and affective domains, but none for the psychomotor domain. Their explanation for this oversight was that they have little experience in teaching manual skills within the college level.

This compilation divides the three domains into subdivisions, starting from the simplest behavior to the most complex. The divisions outlined are not absolutes and there are other systems or hierarchies that have been devised in the educational and training world. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today.

OBJECTIVES OF COMPUTER EDUCATION

The objectives of computer education are classified as under:

1. Knowledge objectives.

2. Understanding objectives.

3. Skill objectives.

4. Application objectives.

5. Attitude objectives.

6 .Appreciation objectives

7. Interest objectives

The objectives of any teaching subject are always expressed in testable form, which is called as in behavioural terms. This means that they must be able to measure the change in behaviour of students which comes after teaching the subject or a particular topic. This thing is kept in mind while describing or enlisting the objectives of computer education.

1. **Knowledge objectives**- Through computer education students must be made able to recall the knowledge related to

1. The language of computer such as symbols, binary, octal, Hexadecimal, flowcharts, algorithm and technical terms.
2. Various computer related concepts such as hardware, software, internet, etc.
3. Development of computer and its contribution to society
4. Basic nature of computer.
5. Different parts or peripheals of computer system
6. Software, its concept, development, types and uses.
7. Setting related to computer environment such as control panel, desktop screen saver, date and time setting etc.
8. Components of software i.e. types and their uses, characteristics, features advantages.
9. Various programming techniques like structures, flowcharts, algorithms, loops, languages etc.
10. Concept of internet, its advantages, terminology, uses, limitations etc.

2. **Understanding objectives**- Understanding objectives are related to power of saying the concept according to their own insight. The understanding objectives of computer education is to enable the students to:

1. Seek relationship between various concepts of computer such as hardware and software; system software and application software.
2. Cite example related to computer concepts like input devices, output devices, languages, operating systems, word processors, spreadsheets, presentations and databases etc
3. Discriminate between concepts like assembler, compiler and interpreters; system and application softwares, similar commands with different functioning etc
4. Classify hardware, software, languages, networks, etc into their respective
5. Interpret the results of computer output, functioning or processes etc.
6. Verify the facts related to computers.
7. Explain internal working of computer system.

3. Skill objectives- Computer is practical subject and certain skill are to be developed. Skill objectives of computer education are to develop skills to:

1. Turn on and shut down computer system properly.
2. Performing various functions on computer.
3. Speed, accuracy, neatness and precision in computer work.
4. Problem solving among the students.
5. Use various computer devices according to their requirements.
6. Connect the components or peripherals of a computer system.
7. Browse internet and use it as per their need such as search engines, chatting, mailing etc.
8. Operate different types of operating systems and softwares like DOS, Windows, Word, Excel, PowerPoint etc.
9. Perform various file operations on DOS and Windows.
10. Change the basic setting related to computer and its display.
11. Develop a logic for some problem.
12. Analyse the problem related to computers.

4. Application objectives- Application objectives are related to application or practical use of knowledge and skill gained. The application objectives of computer education are to enable the students to:

1. Solve problems on computer
2. Make use of computer in their daily life.
3. Use various techniques like flowcharts, algorithms etc.
4. Develop programs on computer using certain languages like C, C++, VB, Oracle etc.
5. Use computer education in learning of other subjects and higher studies in computer itself.

6. Think and reason out exactly and systematically.

5. Attitude objectives- A correct or positive attitude towards computer is need of hour. It is an objective of computer education to develop an attitude to :

1. Analyse the problems.

2 Think systematically rationally and objectively.

3. Discover solutions, facts etc with independent efforts (i.e. Heuristic attitude).

4. Recognize adequacy or inadequacy of data or information for solving problems.

5. Verify the results

6. Understand and appreciate logical and rational thinking of others.

7. Express systematically.

8. Be confident in solving problems.

9. Be original and creative in ideas for solution of problems on computer.

6. Appreciation objectives- To enable the students to appreciate:

1. The role of computer in everyday life environment, development of society etc.

2. Contribution of scientists and engineers in development of computer.

3. The asethetic value of computer by watching its entertainment uses,

4. Vocational role of computer in one's life.

5. Computer for its exactness, precision, truthfulness like qualities.

6. Computation power of computer.

7. Interest objectives- Interest objectives of computer education are to develop an interest of students in:

1. Learning computer subject.

2. Activities in computer laboratory.

3. Cocurricular activities related to computer.

4. Independent study on computer, internet etc.

5. Hobbies related to computer, their generations etc.