Taxonomy of Cognitive Domain as Presented by Bloom-Explanation

We can clarify the above classification of Bloom regarding the cognitive aspect:

1. Knowledge : The following are included under knowledge :

> (a) Attempt to develop recognition and recall of specific facts, terms , conventions, use, criteria, methods. classes, laws, principles,generalizations and structures of subject matter to the students.

> (b) To create proper circumstances in the classroom

2. Comprehension : The following are included under it:

(a) Comprehension of the facts, terms, classes, conventions, laws, etc. included under the cognitive aspect so that the students are able to translate the acquired knowledge into their own words, and

(b) The students are able to interpret and extrapolate.

3. Application: This task is possible only after knowledge and comprehension of a thing:

(a) Generalise the facts, laws and principles related to the thing.

(b) Diagnose its weaknesses or shortcomings,

(c) Use the subject matter.

Only under this situation, the students would be able to use that knowledge in their individual circumstances as per their ability. Thus, knowledge and comprehension function as the basis for application.

4. Analysis: The students perform the following tasks under this:

> (a) Analysis of facts, laws and principles, etc.
> (b) Analyse their relationships.
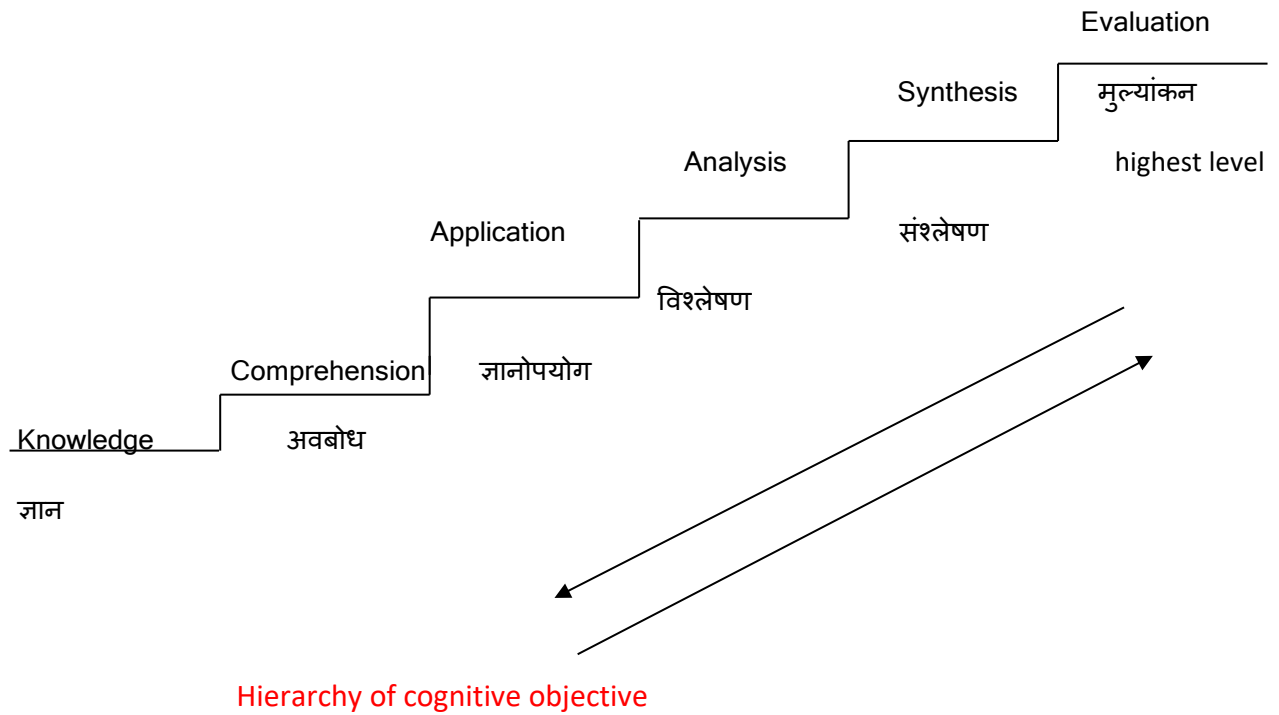> © Analyse them into organized principles.

It is clear that the above objectives of knowledge, comprehension and application are necessary for separating and establishing their mutual relationship

5. Synthesis : The students attain this ability after having obtained the objectives of the above four classes, by which they are in the position to form a new concept, plan or draft on the basis of the learned subject matter for its facts, laws and principles

6. Evaluation : The basis of teaching work is the ability of students to take decision whether the learning that they have acquired is useful or useless from the viewpoint of value. Thus, it is clear that

decision-making plan is developed on the basis of evidences and external criteria as related to facts, principles and laws.

it is clear from the above discussion that effort is made to develop the cognitive aspect with the help of facts, principles, etc. for objectives from knowledge to

Evaluation

Synthesis   मुल्यांकन

Analysis   highest level

Application   संश्लेषण

विश्लेषण

Comprehension   ज्ञानोपयोग

Knowledge   अवबोध

ज्ञान

Hierarchy of cognitive objective

शिक्षण उद्देश्यो का वर्गीकरण
Taxonomy of Teaching Objective

S.No.	ज्ञानात्मक पक्ष **Cognitive Domain**	भावात्मक पक्ष **Affective Domain**	मनोशारीरिक पक्ष **Psycho-motor Domain**
	वर्ग(Category) (Bloom)(1956)	वर्ग(Category) (Karthwohl)(1964)	वर्ग(Category) (Simpson)(1969)
१.	ज्ञान (Knowledge)	आग्रहण (Receiving)	उद्दीपन (Impulsion)
२.	बोध (Comprehension)	अनुक्रिया (Responding)	कार्य-करना (Manipulation)
३.	प्रयोग (Application)	अनुमुल्यन (Valuing)	नियत्रण (Control)
४.	विश्लेषण (Analysis)	प्रत्ययीकरण (Conceptualisation)	समन्वय (Coordination)
५.	संश्लेषण (Synthesis)	व्यवस्थापन (Organisation)	स्वाभाविकरण (Naturalisation)
६.	मूल्यांकन (Evaluation)	चरित्र-निर्माण (Characterisation)	आदत निर्माण (Habit formation)