Bloom's Classification of Teaching and Instructional Objectives

According to this classification, instructional objectives fall under one of the following three categories:

1. **Cognitive Domain:** It is related to the development of intellectual capability (i.e., thinking or knowledge) and it is the core learning domain. The other domains (affective and psycho-motor) also require the cognitive domain. Bloom has given us the following components (Bloom's taxonomy) in context of cognitive domain.
   (a) **Knowledge:** It is basically about recalling information or contents.
   (b) **Comprehension:** It is the ability to grasp the meaning of a material.
   (c) **Application:** It converts abstract knowledge into practice.

(d) **Analysis:** It involves breaking down a communication into its constituent parts in such a manner that the relationship between ideas is understood better.

(e) **Synthesis:** It is basically about combining the constituent parts to make it a whole. It is the antonym of analysis.

(f) **Evaluation:** It involves judgement made about the value of methods and materials for particular purposes.

Anderson, a former student of Bloom, and David Krathwohl rearranged the the six levels in the following manner by making changes in 'evaluation' and 'synthesis'.

(i) **Remembering:** Recall or retrieve previous learned information.

(ii) **Understanding:** Comprehending the meaning, translation, interpolation and interpretation of instructions and problems. State a problem in one's own words.

(iii) **Applying:** Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

(iv) **Analysing:** It separates a material or concepts into component parts so that its organizational structure may be understood. It distinguishes between facts and inferences.

(v) **Evaluating:** Make judgments about the value of ideas or materials.

(vi) **Creating:** Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.

2. **Affective domain:** Man is a rational animal endowed with human qualities of love, sympathy, tolerance, co-operation, fellow-feeling and similar things. The term 'affects' has a literary meaning of feeling, emotion and having preference for some object, issue, notion, etc. Affect is also treated as a response to different social, political and economic issues in the form of attitudes.

An individual has to develop and nurture desirable positive attitudes and interests for his or her better adjustment in the society.

Thus, the effective domain deals with attitude, motivation, willingness to participate, valuing what is being learned and ultimately incorporating the values of discipline into a way of life. It asks for better student participation and includes the following levels:

(a) **Receiving:** Willingness to listen
(b) **Responding:** Willingness to participate
(c) **Valuing:** Willingness to be involved
(d) **Organizing:** Willingness to be an advocate of an idea
(e) **Characterization:** Willingness to change one's

Affective education takes a long time to achieve the objectives. For example, any desirable change in the learner's affective behaviour cannot be accomplished through a singular learning situation.

As per one finding, an individual's emotional and rational components of the brain are somewhat independent of each other and operate separately. But there are times when both the components work in harmony with each other.

When the individual is faced with a problem or dilemma and is required to make a decision, the emotional center of the brain functions first while the rational brain is yet to start functioning.

This implies that the educational process should provide the individual with adequate knowledge about the situation to enable him or her to use reasoning to mould emotional behaviour in a desirable form. Daniel Golemann (1995) calls this type of mental functioning 'Emotional Intelligence', which enables the individual to deal intelligently with various social problems that one faces in life situations.

An individual's affective behaviour or learning is influenced by both emotional intelligence and cognitive learning.

Therefore, the implication for the educational process is that cognitive learning and affective learning should be planned to go hand in hand.

Affective flattening is a kind of schizophrenia. This means that the person doesn't have the full range of emotional expression that others do. They are relatively immobile, show unresponsive facial expressions, have poor eye contact. Disorders such as catatonia and alogia show inability to spea.

3. **Psychomotor Domain:** It is mainly concerned with the acquisition of technical skills. Following are the five different levels of instructional objectives in psychomotor domain.

   (a) **Imitation:** It includes the demonstration of a skill by a skilled person, and the learner tries to follow the same.

   (b) **Manipulation:** A learner tries to experiment various aspects, such as manipulating machinery, equipment, etc.

   (c) **Precision:** Accuracy in performing various acts increases with practice.

   (d) **Articulation:** Achieving a desired level of efficiency and effectiveness through practice.

   (e) **Naturalization:** Skill is internalized, and an individual is able to adapt, modify or design new techniques, methods or procedures according to the requirements of a situation.

Thus, we can see that learning takes place through the three different channels, cognitive, psychomotor and affective, and it takes place as one process.

The three types of learning are not mutually exclusive, the differentiation among them is warranted because of the nature of the behavioural outcomes.