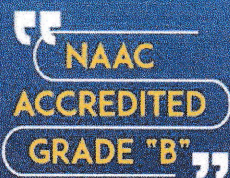


# GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA, BORAWAN



TEH-KASRAWAD, DISTRICT-KHARGONE (M.P.)

Recognized by NCTE, Affiliated by Devi Ahilya Vishwavidyalaya Indore



Academic Session: 2021-2022

## Report on “Taxonomy of Teaching Learning & Online Assessment” (26 February, 2022)

Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan organized a Workshop on Taxonomy of Teaching Learning & Online Assessment 26 February, 2022. The objectives of the workshop were to focus on developing competencies related to different types of assessment, outcome-based assessment, developing tools for assessment, outcome-based assessment, question paper setting, evaluation of answer scripts etc.

### *Session 1:*

The first session of the workshop was orientation for the participants and it was deliberated by Nikita Yadav, Assistant Professor Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan. The main objectives of the Mission for which the center came into exist as well as of the objectives and need behind the training programmes like Assessment and Evaluation in teaching learning processes were stated by him. It was followed by the introduction of the participants and there they expressed their expectations from this workshop.

### *Session 2:*

Post-lunch sessions were taken by Dr. Parinita Ratnaparknhi, Assistant Professor Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan on Test Standardization & Assessment in Affective and Psychomotor Domain. Educational objectives are not only the goals towards which the curriculum is shaped and towards which instruction is guided, but they are also the goals that provide the detailed specification for the instruction and use of evaluation technique. The taxonomy of educational objectives is divided into three major areas: Cognitive Domain, Affective Domain, Psychomotor Domain. Cognitive Domain is concerned with knowledge outcomes, intellectual abilities and skills. It includes activities such as remembering and recalling, thinking, problem solving and creativity etc. Affective domain includes the objectives which describes the change in attitude, interest, appreciation and mode of adjustment. Psychomotor domain includes objectives related to perceptual and motor skill areas. It requires a higher order of thinking ability and doing. It deals with areas involving varied types of muscular skills and coordination. These activities are related to practical skills and habits.



Prof. S.K. Tiwari  
**Principal**

Swa. Gulab Bai Yadav Smriti  
Shiksha Mahavidhyalaya



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NAAC  
ACCREDITED  
GRADE "B"

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End of the session was an activity session where participants presented the review report of the model question paper which they had set in previous activity class of the program & participants gave their valuable feedback and suggestions and the workshop successfully ended with the valedictory speech from Prof. S.K. Tiwari, Principal, Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan.

PRINCIPAL

Prof. S.K. Tiwari  
**Principal**  
Swa. Gulab Bai Yadav Smriti  
Shiksha Mahavidhyalaya  
BORAWAN (M.P.)





# Gulab Bai Yadav Smriti Shiksha Mahavidyalaya, Borawan

**Organized:**

**One Day Seminar on**

**“ Taxonomy of Teaching Learning &  
Online Assessment ”**

**Resource Person**



**Nikita Yadav & Dr. Parinita Ratnaparkhi**

Assistant Professor of GBYSSM College, Borawan



**Date:**

**26/02/2022**

**Time:**

**01:00 AM**

**Venue:**

**Seminar Hall, GBYSSM Borawan**





# GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAY, BORAWAN "Taxonomy of Teaching Learning & Online Assessment"

Taxonomy of Teaching Learning & Online Assessment" 26/02/2022

\* Indicates required question

1. Email \*

2. Bloom's Taxonomy Question 1:

\* 1 point

Statement I: Bloom's Taxonomy is a framework for organizing and categorizing different levels of learning objectives.


Statement II: Bloom's Taxonomy is primarily used to assess students' prior knowledge and identify areas where additional instruction is needed.

In light of the above statements, choose the most appropriate answer from the options given below:

*Mark only one oval.*

- 1. Both Statement I and Statement II are correct
- 2. Both Statement I and Statement II are incorrect
- 3. Statement I is correct but Statement II is incorrect
- 4. Statement I is incorrect but Statement II is correct



  
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3. **Bloom's Taxonomy Question 2:**

\* 1 point

In the mid-twenties Anderson, Krathwohl et. al. revised the six category of cognitive domain of Bloom's taxonomy. Which of the following represents the revised one?

Mark only one oval.

- 1. Remembering, understanding, applying, analysing, synthesizing, evaluating
- 2. Remembering, understanding, applying, analysing, evaluating, creating
- 3. Knowing, comprehending, applying, analysing, synthesizing, creating
- 4. Remembering, understanding, applying, analysing, creating, evaluating

4. **Bloom's Taxonomy Question 3:**

\* 1 point

Repair of double strand breaks made during meiosis in the yeast *Saccharomyces cerevisiae*

Mark only one oval.

- 1. occurs mostly by non-homologous end joining.
- 2. occurs mostly using the sister chromatid as a template.
- 3. occurs mostly using the homologous chromosome as a template.
- 4. is associated with a high frequency of mutations.

5. **Bloom's Taxonomy Question 4:**


\* 1 point

Receiving, responding, valuing, organizing and characterizing are the levels of which of the following domain?

Mark only one oval.

- 1. Affective
- 2. Revised Taxonomy
- 3. Psychomotor
- 4. Cognitive



  
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6. **Bloom's Taxonomy Question 5:**

\*

1 point

Application, analysis and synthesis are examples of-

*Mark only one oval.*

- 1. higher-order thinking skills.
- 2. lower-order thinking skills.
- 3. declarative knowledge.
- 4. procedural knowledge.

7. **Bloom's Taxonomy Question 6**

\*

1 point

Which of the following is **NOT** a higher-order thinking skill?

*Mark only one oval.*

- 1. Analysis
- 2. Evaluation
- 3. Creation
- 4. Recall

8. **Bloom's Taxonomy Question 7**

\*


1 point

Application, analysis and synthesis are examples of-

*Mark only one oval.*

- 1. higher-order thinking skills.
- 2. lower-order thinking skills.
- 3. declarative knowledge.
- 4. procedural knowledge.



  
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9. Bloom's Taxonomy Question 8

\* 1 point

Assertion (A) : Humans are able to learn and remember new things in motor and cognitive domains throughout their life span.

Reason (R) : Outcome of a severely deprived childhood can be easily changed in later years.

Choose the correct option.

Mark only one oval.

- 1. Both (A) and (R) are true and (R) is the correct explanation of (A).
- 2. Both (A) and (R) are true but (R) is not the correct explanation of (A).
- 3. (A) is true but (R) is false.
- 4. Both (A) and (R) are false.

10. Bloom's Taxonomy Question 9

\* 1 point

Which domain or aspect of student's behaviour is related to his interests and attitudes?

Mark only one oval.

- 1. Cognitive domain
- 2. Intelligence domain
- 3. Psychomotor domain
- 4. Emotional domain



  
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11. Bloom's Taxonomy Question 10

\* 1 point

What is the correct sequence from lower to higher, for indicating learning outcomes related to affective domain?

- (A) Receiving
- (B) Valuing
- (C) Responding
- (D) Organization
- (E) Characterization

Choose the correct answer from the options given below:

*Mark only one oval.*

- 1. (A), (B), (C), (D) and (E)
- 2. (A), (C), (B), (D) and (E)
- 3. (C), (D), (E), (A) and (B)
- 4. (B), (C), (A), (D) and (E)

12. Bloom's Taxonomy Question 11


\* 1 point

Which of the following is considered as the objective of application?

*Mark only one oval.*

- 1. Use vocabulary
- 2. Read effectively
- 3. Put central words in your own words
- 4. Define statement



  
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13. [Bloom's Taxonomy Question 12](#)

\* 1 point

"Automated, unconscious mastery of activities and related skills at strategic level" with reference to classification of objectives of learning in the psychomotor domain proposed by R.H. Dave means

Mark only one oval.

- 1. Manipulation
- 2. Articulation
- 3. Naturalization
- 4. Precision

14. [Bloom's Taxonomy Question 13](#)

\* 1 point

Which of the following assessment area of learning outcomes will belong to the category of lower level?

Mark only one oval.

- 1. ability to analyse the facts and information
- 2. ability to create and synthesize various facts together
- 3. mastery of facts and information as shown in reproducing them when asked for
- 4. ability to use standards and arriving at decisions

15. [Bloom's Taxonomy Question 14](#)

\* 1 point

Which of the following learning strategies are not developed by B.S. Bloom ?

Mark only one oval.

- 1. Division of contents into units
- 2. Diagnose the learning difficulties
- 3. Attain mastery level by teachers
- 4. Administering unit test



  
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16. [Bloom's Taxonomy Question 15](#)

\* 1 point

Which of the following learning outcome-based behaviours belong to the category of being high in terms of taxonomic categories in cognitive domain?

- a) Analysis
- b) Application
- c) Comprehension
- d) Creation
- e) Critical thinking
- f) Knowledge

Select the correct answer from the following options.

Mark only one oval.

- 1. (a), (c) and (e)
- 2. (a), (d) and (e)
- 3. (b), (d) and (f)
- 4. (c), (d) and (e)

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