

Global Objectives of quality Education – Possibilities and Challenges

Dr. NakhatNasreen¹, TazyeenBano²

¹Associate Professor A.M.U., Aligarh

²Research scholar, A.M.U., Aligarh

Abstract: Objectives are the foundations upon which any system rests. They not only form the base of any system but also provide direction to specific and controlled movements. In the present time when the world has been perceived as a global village, people are thinking about global objectives so as to give global dimension to education. DFID (Department for International Development) an international body, in its goals of millennium development has laid a great emphasis on education. It is working closely with the governments of poor countries to improve both the access to and the quality of schooling. It recognizes the need to work with partner governments and the international community. Targeting to attain universal primary education and gender parity, it also aims at sustaining the achievement of these goals as the basis for expanding and developing all levels of education system and contributing to economic growth. Universal primary education, gender equality, access and inclusion, education quality are some of the important mentions among its policy priorities. At this juncture, when people have started taking efforts towards global objectives at school level the question arises, “Can there be global objectives of school education? Can there be same quality education and universal quality objectives for all countries? If not, how can equity be brought about? The term quality generally means a high degree of excellence, but in specific situations one may find variations in its meaning. For instance, ISO 9000 defines quality as, “degree to which a set of inherent characteristic fulfills requirements”. Quality is a relative term. It has no specific meaning unless related to a specific function. Quality is a perceptual, conditional and subjective attribute. So far as the objectives of quality schooling are concerned, there is a need of global objectives, for we share a common earth. We are facing some global challenges now a day, like global environmental problems, poverty, gender inequality, child labour etc. These global problems have their solutions in joint global efforts. The present investigator, therefore, would try to formulate global objectives at school level. It intends to answer the above mentioned questions. In the quest of formulating global objectives, the guidelines would be taken from Bloom’s taxonomy. The paper would also discuss the possibilities of framing such objectives which are necessary for quality schooling on a universal basis. These objectives would serve as a template for the evaluation of training, teaching, learning and development within every aspect of school education in global perspectives. The investigator intends to develop a model of objectives covering all the three domains of Bloom’s taxonomy. A detailed table of objectives along with their behavioural outcomes will be designed. The flexibility of these objectives would also be considered in order to satisfy the specific needs and to meet the challenges of varying situations in the global scenario.

Key Words: Global objectives, Quality education, Bloom’s taxonomy

I. Introduction

Education has always been concerned with a broader sense of humanity, quality of life and development of the best out of a human personality. It has always been recognized as an instrument to achieve the objectives of social, economic and political development of a nation. A nation’s development is determined by its economics, social and technological status and underlying these parameters is the human resource development which is dependent upon education. Education thus is the heart of development process and the enhancement and the advancement of entire life on earth depends upon the education of good quality.

Education is a source of generating new knowledge. It acts like energy and a potential in empowering mankind, opening up new opportunities and widening the horizons of thought and mind.

The main objectives of education are summarized below:

- To train the mind for over all development of personality.
- Character-Building.
- To make a man, a human being.
- To train for skilled personal and the cooperative spirit. (We have to endeavour to train our youth in the skills we need and give a new direction to their lives.)
- To generate in people the consciousness of the environment.

- To inculcate in children the habits of prudence, economy and self- improvement.
- To equip an individual with knowledge a wisdom both.
- To enhance quality of life of an individual.
- To develop positive attitudes towards life and being (during formative years as these permit throughout life.)
- To acquaint the people with deride level of knowledge information.
- To promote universally shared values in children.
- To improve, their ability to think and equip them with specialized skills useful in different areas of trade, commerce, industries & services.
- To inculcate fundamental human values.
(So that one may face the challenges of practical life and prove to be a worthy citizen of his family, society, country & the entire work).
- To inculcate in him basic values of life, like livelihood through work, simple living, high thinking non-violence & peace and at the same time it helps in human salvation by removing the darkness of false ego and pride. Consequently, the evil souls are turned into noble souls, and noble souls enjoy the peace, while those who are already in peace are liberated, and liberated souls help others to liberate.

People acquire serenity from knowledge. The serenity helps in further developing the skills to distinguish between good & evil, right & wrong, duty & non duty. The education cannot be considered complete without developing this fundamental skill.

As mentioned before too, education has always been recognized as an important instrument to achieve the objectives of social, economic and political development of a nation. School education equips the society with the enlightened work force. Today we are living in an era which is being operated by new knowledge, generated information communicated through internet. Knowledge has now become a tool for development. The rapid growth of elementary education over the year sometimes has resulted in the dilution of its quality and standards. Quality, impact and relevance are the important criteria. Today's competitive environment demands better quality of education. There may be different opinion about the concept of quality in education but one thing is true that it is a never ending multi-dimensional process. The answer to question of improving quality is not so simple. The process of globalization is causing shift in the values of our educational goals:-

- Man making & nation building.
- Education as means of human growth.

Quality Education - Concept And Meaning :-

According to the Oxford Dictionary, quality means 'degree of excellence'. Quality is a value. It is multiple rather, than unitary in nature. It is abstract than concrete. It has a flexible nature. It is transitory and not static. It cannot be one and the same for everywhere and in every situation.

When considered in the context of education, quality means perfection, standard and excellence in terms of learner's satisfaction as well as fulfillment of the needs of the society. The quality education is one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living.

Education is a process and a service for mankind the result of which is complex and multifaceted; quality of education reflects itself in multiple facets of life transcending from individual through national to international roles of an individual. If we compare the qualitative aspects of material things and education, we find that the quality of any product can be quantified, measured and compared with other products but the quality of education can not be measured easily, for education is expressed in service, in behavior and duties. Its effects are long lasting and long term.

Quality education opens up new vistas of development of humanism. It transforms human being into noble souls and an asset to the universe. The quality education enhances dignity and self-respect of human beings.

Education, as John Ruskin explained in lovely diction "Is not teaching the youth the shapes of letters and the tricks of numbers, and leaving them to turn their arithmetic to roguery and their literature to lust. It means on the contrary training them into the perfect exercise and kingly continence of their bodies and souls. It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept and by praise, but above all, by example. As Gandhiji also said: "Real education consists in drawing the best out of you. What better book can there be than the book of humanity?" The above two statements explain the true meaning of quality education.

Need Of Quality Education- Individual , National And Global Perspectives.

It is a general affirmation that development of a nation is directly related to the development of its people who form the work force of that nation. In the fast developing era, today, we have to bring change in the education system to cope up with the emerging needs of individuals and society.

With the changing time the role of schools and institutions should also change. They have to prepare individuals who could readily serve the society and humanity. It is true that the present time is a time of competition, but only competitive ambition of students would not serve the purpose; they would have to develop in them the sense of responsibility towards their society and a sense of service to the entire mankind. The need of quality education is felt for the purpose of producing knowledge makers, not only knowledge seekers.

Addressing a Seminar on Good citizenship and Role of education Gen. Rodrigues impressed upon the educationists and intellectuals, the need to combine academic excellence with a sense of social responsibility and value based education to produce complete and good citizens to enable them to discharge their duties to the nation as concerned individuals. The process of motivating the students with the focus on discipline in life, self-confidence, a sense of morality and concern for the common man, must start at the primary stage with appropriate follow up, innovative programmers in colleges and universities. He further emphasized that we must educate our children to shed the thought of 'we' and 'they' and develop the concept of us to serve the country with a sense of belongingness to the nation and our people.

Today the world has turned into a knowledge hub contributing effectively to the growth of nations and the entire humanity. No doubt such an information revolution has made unbelievable break-through in our lives, but at the same time it has failed to prevent breakdowns in social –moral order or to control the erosion of human, ethical, social, cultural and spiritual values.

Though we as a universal whole have alleviated the world on economic grounds, yet we have failed in alleviating human condition. There is a big challenge before the world today, to bring peace and development in harmony with each other. There is a need of redefining values and reviving some of the age old values, which we have ignored and forgotten.

The world today is burning with numerous grave issues like terrorism, violence, poverty, hunger, child labor and child abuse, female feticide, increase in juvenile crime and addiction, ethnic conflicts, earth, environment decline and so on. It is high time now that we change our attitudes values, behavior and way of life. This is possible only through education as education has the power to bring changes in true sense. Take a look on the importance of education:

- **Education beats poverty:** one extra year of schooling increases a person's earnings by up to 10%. 171 million people could be lifted out of poverty if all students in low-income countries left school with basic reading skills.
- **Education promotes gender equality** by helping women control how many children they have. In Mali, women with secondary education or higher have an average of three children, while those with no education have an average of seven children.
- **Education reduces child mortality:** a child born to a mother who can read is 50% more likely to survive past age five. In Indonesia, child vaccination rates are 19% when mothers have no education and 68% when mothers have at least secondary school education.
- **Education contributes to improved maternal health:** women with higher levels of education are most likely to delay and space out pregnancies, and to seek health care and support.
- **Education helps combat HIV, malaria and other preventable diseases.** In addition, it facilitates access to treatment and fights against stigma and discrimination.
- **Education encourages environmental sustainability.** It allows people make decisions that meet the needs of the present without compromising those of future generations. The UN Decade of Education for Sustainable Development (DESD), launched in 2005, urges countries to rethink education, curricula and teaching practice in ways that complement the drive to achieve EFA.
- **Education helps global development.** An estimated \$16 billion in aid is needed annually to reach the EFA goals in poor countries. However, in 2008 poor countries received only \$2 billion in aid for basic education. The worldwide military expenditure for 2009 was \$1.5 trillion.

It is quite clear that with the help of education we can beat numerous problems at local, regional, national and global level. But it should be kept in mind that not only education but a quality education is required for it. A lot of efforts have been taken at International level to provide each and every children world-wide.

World-Wide Efforts For Quality Education

Education is a right, like the right to have proper food or a roof over your head. Article 26 of the 1948 Universal Declaration of Human Rights states that “everyone has the right to education”.

Education is not only a right but a passport to human development. It opens doors and expands opportunities and freedoms. It contributes to fostering peace, democracy and economic growth as well as improving health and reducing poverty.

The EFA movements took off at the World Conference on Education for All in 1990. Since then governments, non-governmental organizations, civil society, bilateral and multi-lateral donor agencies and the media have taken up the cause of providing basic education for all children, youth and adults.

The UNESCO in its medium – term plan of 1992-1998 emphasized on Value Education to be an integral part of basic education.

Ministers of Education of more than a hundred nations, including India, signed the 1994 Genève Declaration and Framework for action on "Education for Peace, Human Rights and Democracy", for their respective countries.

The Delors commission in their 1996 report to UNESCO, learning the treasure within has proposed the new educational paradigm of lifelong education as a solution of all problems existing throughout the globe. According to his Report learning is based on the four pillars of education.

- Learning to know
- Learning to do
- Learning to live together and
- Learning to be.

The World Education Forum in Dakar, Senegal, in April 2000 held ten years after the meeting in Jomtien, re-affirmed a broad and comprehensive view of basic education and its critical role in empowering people and transforming societies. In the year 2000, the world's governments adopted the six EFA goals and the eight Millennium Development Goals (MDGs), the two most important frameworks in the field of education. The education priorities of the United Nations Educational, Scientific and Cultural Organization (UNESCO) are shaped by these objectives.

The Forum's core messages are: universal access to learning; focus on equity, emphasis on learning outcomes; broadening the means and the scope of basic education; enhancing the environment for learning, and strengthening partnerships. Six goals drawn from the outcomes of the regional EFA conferences and the international development targets constitute the Framework of Action. Two of these aims are directly related to quality education for all.

The two sets of goals are an ambitious roadmap for the global community to follow. They offer a long-term vision of reduced poverty and hunger, better health and education, sustainable lifestyles, strong partnerships and shared commitments.

The EFA goals and MDGs are complementary: as Irina Bokova, UNESCO's Director-General, says: “When you fund education, you are securing progress towards all the Millennium Development Goals”.

As the lead agency in charge of coordinating the multiple partners in the EFA movement, UNESCO monitors global progress towards the six EFA goals, in particular by publishing an annual EFA Global Monitoring Report that tracks the achievements of countries and the international community.

Global Monitoring Report , 2005 :

On gender disparity all countries have pledged to eliminate gender disparities in primary and secondary education by 2005. According to the new edition of the EFA Global Monitoring Report, 54 countries are at risk of not achieving this goal on present trends.

Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girl's full and equal access to and achievement in basic education of good quality. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

UNESCO (UIS) Survey Report 30.05.08 On Equal learning on opportunities. A study by Unesco's Institute for statistics (UIS) highlight the strong effect of social inequality on primary education systems in many countries and the challenges to provide all children with equal learning opportunities.

Entitled, “A view Inside Primary Schools “, the report represents the result of a survey under taken in 11 countries in Latin America, Asia and North Africa. The questionnaire that was used for collecting data basically inquired about school function how teaches teach, learning conditions and the support available to teachers and principals.

The report reveals about a no. of facts related to the quality, equality and social disparity in Primary Education. Some of the facts as discovered by this report are mentioned below:-

- Major gaps are noticed in resources between urban and rural schools. In India 27% of village schools have electricity compared to 76% of schools in town and cities. Only about half of these rural schools have enough toilets for girls and less than 4% have a telephone.

-In Peru, less than half of village schools are equipped with electricity, a library or toilets for boys or girls. Yet in urban areas, nearly all schools have electricity, 65% have enough lavatories and 74% have libraries.

- The peoples in village were more likely to come from disadvantaged homes. So the inequalities in school resources are linked to their socio-economic status.

EFA Global Monitoring Report 2009

The 2009 Education for All Global Monitoring Report warns that unacceptable national and global education disparities are undermining efforts to achieve international development goals. Pointing to the poor quality of education, the Director General of UNESCO Koichiro Matsuura said, "When education systems fail, the consequences are less visible, but no less real. Unequal opportunities for education fuel poverty, hunger, and child mortality, and reduce prospects for economic growth. That is why governments must act with a greater sense of urgency." In particular, the report notes that:

-193 million children in developing countries reach primary school age having their brain development and education prospects impaired by malnutrition

-75 million children of primary school age are not in school.

The bad news is that the world is not on course for achieving the international development target of universal primary education by 2015. According to partial projections, at least 29 million children will still be out of school in 2015. This figure is an under-estimate as it does not include conflict affected countries such as the Sudan and the Democratic Republic of Congo. In all, 12 countries will have over half a million out of school children in 2015.

Entitled "Teachers and Educational Quality: Monitoring Global Needs for 2015" the report provides global and regional assessments on the state of teachers and education quality by highlighting trends in teacher quantity and quality. It explores the policy, implications of bridging the gap between the two, especially in developing countries.

According to this report, countries across the world will need to recruit more than 18 million teachers over the next decade. The greatest challenge is in sub-Saharan Africa which will need to expand its teaching force by 68% over this period. By 2015, countries like Chad will need almost four times as many primary teachers, from 16,000 to 61,000, while Ethiopia must double its stock to achieve universal primary education.

Global Monitoring Report (2000-2015)- Main Findings Regarding Quality Of Education:

-Since 1990, countries' interest in improving education quality through assessing learning achievements has risen significantly. In 1990, only 12 learning assessments were conducted according to national standards; this increased to 101 assessments in 2013.

-Expanding opportunity for education does not necessarily impact quality: In Kenya, the proportion of children reaching the end of primary school increased from 42% in 2000 to 62% in 2007, while at the same time, learning outcomes for children from both poor and rich households also improved.

- The quality and availability of teacher training, scarcity of textbooks and resources, and class size remain serious challenges affecting education quality.

Globally, just one third of countries have achieved all of the measurable Education for All (EFA) goals set in 2000. Only half of all countries have achieved the most prominent goal of universal primary education. Now, new education targets are being set for the year 2030. An extra \$22 billion a year is needed on top of already ambitious government contributions to ensure we achieve them.

These are the key findings of UNESCO's 2015 EFA Global Monitoring Report (GMR) "Education for All 2000-2015: Achievements and Challenges", which has tracked progress on these goals for the past 15 years.

Goal 1: Expand Early Childhood Care And Education

Globally, 47% of countries achieved universal pre-primary enrolment and another 8% were close, including India. 20% of countries were very far from the goal. Yet, in 2012, around the world nearly 2/3 more children gained access to pre-primary education than in 1999.

Goal 2: Achieve Universal Primary Education

52% of countries achieved the target of universal enrolment in primary education, including India; 10% are close and the remaining 38% are far or very far from achieving it. This leaves almost 100 million children still not completing primary education. A lack of focus on the marginalized has left the poorest five times less likely to complete a full cycle of primary education than the richest and over a third of out of school children living in conflict affected zones.

There have been important successes: Around 50 million more children are enrolled in primary school now than were in 1999. Education is still not free in many places, but interventions such as cash transfer programmes and school feeding programmes have enabled the poor to increasingly gain access to school.

Goal 3: Ensure Equal Access To Learning And Life Skills For Youth And Adults.

46% of countries reached universal lower secondary enrolment. Globally, numbers in lower secondary education increased by 27% and more than doubled in sub-Saharan Africa. Nonetheless, 61 million adolescents remain out of school and one third of adolescents in low income countries will not complete lower secondary school in 2015.

Goal 4: Achieve A 50 % Reduction In Levels Of Adult Illiteracy

Only 25% of countries reached this goal; 32% are very far from it, including India. Globally the percentage of adults with minimal literacy skills fell from 18% in 2000 to 14% in 2015, but this is almost entirely attributed to more educated young people reaching adulthood. Women continue to make up almost 2/3 of the adult population denied the right to literacy; in India the percentage is 68%.

Goal 5: Achieve Gender Parity And Equality

Gender parity will be achieved at the primary level in 69% of countries by 2015, including India. At secondary level, only 48% of countries will reach the goal. Child marriage and early pregnancy continue to hinder girls' progress in education as does the need for teacher training in gender sensitive approaches.

Goal 6: Improve The Quality Of Education And Ensure Measurable Learning Outcomes For All

The numbers of pupils per teacher decreased in 83% countries between 1990 and 2012 at the primary level, but 4 million more teachers are still needed. Trained teachers remain in short supply in one third of countries; in several sub-Saharan African countries, less than 50% are trained.

India has made striking progress towards reaching the measurable 'Education for All' goals, according to a new UNESCO global education report being launched today at an event hosted by the Ministry of Human Resource Development in New Delhi.

Since 2000, when countries committed themselves to the global education goals, India has reduced its out of school children by over 90% and Universal Primary Education has been achieved. This year India is predicted to be the only country in South and West Asia to have an equal ratio of girls to boys in both primary and secondary education.

India Specific Notes:

- Minister Smriti Zubin Irani, Minister of Human Resource Development, India: "India has successfully moved towards reaching the EFA goals, especially in ensuring near Universal Elementary Education and enrolment of girls. India's efforts have been backed by the Right of Children to Free and Compulsory Education Act, 2009 and the national Sarva Shiksha Abhiyan programme. To ensure continued participation of girls in education, Beti Bachao Beti Padhao (Save the Girl, Educate the Girl) initiative has recently been launched in India."
- India has made progress in increasing the net enrolment ratio of children in primary education by redistributing more economic gains in the education sector. The elementary education budget increased more than twofold between 2007/08 and 2012/13. However, there could be more improvement in allocating appropriate funds to schools as there are several cases of banking delays and cases of cash transfers not reaching schools.
- Between 2003 and 2010, rural India saw substantial improvement in nearly all aspects of school facilities and infrastructure. 45% of schools now have electricity compared to 20% and 78% of roads are paved within 1 kilometre of schools versus 63%. Education outcomes subsequently increased with the availability of paved roads and electricity.
- Government policies have not only changed children's lives, but have altered adult lives through various second-chance programmes for life-long education. India has been excelling in this area by introducing institutions such as the National Institute of Open Schooling and Pratham Open School of Education (available

in seven states) propose vocational and technical courses, certification for secondary and higher secondary education, as well more specialised courses such as personality development and enhancement of soft skills.

- Women represent the majority of illiterate adults. India's nationwide government-sponsored literacy programme, Saakshar Bharat Mission, is making a strong effort to empower women and reach an 80% literacy rate.

- India has reached gender parity for primary and lower secondary school enrolment. (2011) Factors contributed to this achievement include: free textbooks for all girls, back-to-school camps, bridging courses, add-on curriculum addressing gender, health and violence and the recruitment of female teachers. Much more focus has been dedicated to girls from poor and remote areas.

- The one measurable Education for All goal that India did not reach was to reduce its adult illiteracy rate by 50%. Since 2000, India has reduced its adult illiteracy rate by 26%.

It is quite clear that there is a great need to devise such a strategy that can be helpful in removing all the hindrances, out of which we are failed to provide quality of education. Before going ahead, there is a need to find out global challenges so that we can make global objectives of education.

Identification of Global Challenges In Order To Formulate Global Objectives

Today we are living in a global village. There is a need of global objectives of quality schooling, for we share a common earth. We have come across with some global problems which have their solutions in joint global efforts. Thus we feel the need of global objectives. We have to develop global thinking in our children to combat the global challenges: these are as follows:

- i. Environmental problems.
- ii. Value crisis.
- iii. Poverty.
- iv. Gender inequality.
- v. Child Labor.
- vi. Sustainable development.
- vii. Global warming.
- viii. Eradication of Illiteracy.

The entire world is facing the aforesaid challenges. Education is the single instrument that can help us to overcome these problems. We have to form global objectives of education so that we can develop such thinking, skill, values in our children that they may face these challenges boldly and skillfully.

Global objectives of education are essential because of the following reasons:

- To provide a framework for guiding the students about their studies.
- To inform students of what is expected of them in their programs of study.
- To prepare them for assessment.
- To acquaint the children with the skill with which they can search knowledge.
- To transform children into autonomous learner-self-directed, self- controlled lifelong learners.
- To develop them into a creative person. (He becomes capable to produce some new thing by his intelligence).
- To develop curiosity, confidence, courage and constancy.

Possibilities: achieving global objectives through bloom's taxonomy

Global objectives of education can be achieved by modifying the process of teaching and learning. There is a great need to modify all the components of education such as:

- Structure of courses of studies.
- Quality infrastructure.
- Competent & dedicated teaching faculties.
- Proper learning resources and enriched learning atmosphere.
- Need based flexible curriculum.
- Provision of advanced learning material with the use of technology.
- Provision of teaching aids and multi-media.

Bloom's taxonomy can be helpful in this regard. Bloom's taxonomy has been expanded over many years by Bloom and other contributors (notably Anderson and Krathwhol in 2001) and the work is still going on the concepts which make up the whole Bloom taxonomy have proved to be very useful and relevant to the planning and design of school. They also serve as a template for the evaluation of training, teaching, learning and development within every aspect of school education.

In 1956, Benjamin Bloom along with a group of like-minded educators developed a framework for classifying educational goals and objectives into a hierarchical structure representing different forms and levels of learning. This framework was published as Bloom's Taxonomy of Educational Objectives and consisted of the following three domains:

The Cognitive Domain – knowledge-based domain, consisting of six levels, encompassing intellectual or thinking skills

The Affective Domain – attitudinal-based domain, consisting of five levels, encompassing attitudes and values

The Psychomotor Domain – skills-based domain, consisting of six levels, encompassing physical skills or the performance of actions

Each of these three domains consists of a multi-tiered, hierarchical structure for classifying learning according to increasing levels of complexity. In this hierarchical framework, each level of learning is a prerequisite for the next level, i.e., mastery of a given level of learning requires mastery of the previous levels. Consequently, the taxonomy naturally leads to classifications of lower- and higher-order learning.

In higher education, the cognitive domain has been the principal focus for developing educational goals and objectives while the affective and psychomotor domains have received less attention. Bloom's taxonomy has stood the test of time, has been used by generations of curriculum planners and college and university professors, and has become the standard for developing frameworks for learning, teaching, and assessment.

The Original Taxonomy of the Cognitive Domain

Bloom's original 1956 Taxonomy of Educational Objectives identified the following levels of cognitive learning (arranged from lower-order to higher-order levels of learning):

Knowledge – The remembering of previously learned material; this involves the recall of a wide range of material, from specific facts to complete theories.

Comprehension – The ability to grasp the meaning of previously-learned material; this may be demonstrated by translating material from one form to another, interpreting material (explaining or summarizing), or by predicting consequences or effects.

Application – The ability to use learned material in new and concrete situations; this may include the application of rules, methods, concepts, principles, laws, and theories.

Analysis – The ability to break down material into its component parts so that its organizational structure may be understood; this may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved.

Synthesis – The ability to put parts together to form a new whole; this may involve the production of a unique communication (thesis or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information).

Evaluation – The ability to judge the value of material for a given purpose; the judgments are to be based on definite internal and/or external criteria.

For each level in each domain, Bloom identified a list of suitable verbs for describing that level in written objectives. For each level in the cognitive domain, the following table provides a list of sample verbs to use in writing intended student learning outcomes that are appropriate for that cognitive level of learning. In the table, the learning levels are arranged from lower-order learning to higher-order learning.

Bloom's Taxonomy provides a clear and robust tool for guiding the development of teaching and learning and achieving global objectives of education. Bloom's Taxonomy is helpful in:

- Accurately measuring students' abilities requires an understanding of the different levels of cognition that are critical for learning.
- Important to establish intended learning outcomes in professor/student interactions so that both parties understand the purpose of the interactions.
- Developing intended student learning outcomes according to Bloom's Taxonomy helps students understand what is expected of them.
- Using Bloom's Taxonomy to develop intended student learning outcomes helps professors to plan and deliver appropriate instruction.

- Developing intended student learning outcomes using Bloom's Taxonomy helps faculty to design and implement appropriate assessment tasks, measures, and instruments.
- Having intended student learning outcomes based on Bloom's Taxonomy helps to ensure that instruction and assessment are appropriately aligned with the intended outcomes.

II. Conclusion

There is a great need to make joint efforts to solve the global issues i.e. possible only through quality education. There are great flaws in education system world-wide. There is a need to create centralized educational guiding body that addresses all issues concerning education all over the world. Though this is not an easy task due to diversity, yet by setting up global educational objectives, the condition of education can be improved. These objectives can be achieved through effective planning. The core of education is teaching-learning process. By employing Bloom's taxonomy teaching-learning process can be made easier and understandable. It can be effective in developing scientific, reflective and creative thinking among the students. To achieve these targets, we need to be sincere in our purpose, in our vision and conviction to do our duty. A detailed plan of objectives may be designed on the pattern of Bloom's taxonomy by covering all the three domains.

References

- [1]. "Bloom's Taxonomy of Educational Objectives and Writing Intended Learning Outcomes Statements" International Assembly for Collegiate Business Education, 11374 Strang Line Road Lenexa, Kansas 66215, USA Ibid.
- [2]. Jaques Delors at al: UNESCO Report of the International commission on Education for the Twenty-first century learning. The treasure within, Paris NESCO 1996.
- [3]. Mukherji, R. "Goals of Education", University News, Vol. 45 No. 30 PP 18-19 University News , Vol.46 No. 06 PP-15
- [4]. Munshi , M.M. "Quality of Education and TQM" University News, Vol. 46 No. 47 pp 12-15
- [5]. Shah Beena, University News, Vol. 46 No. 22 PP.
- [6]. Singh, S.K. Q.E. & the H.D. University, News Vol. 46 No. 06 pp 10-11.
- [7]. Singh, S.K. "Quality Education and the Univ. News Vol. 46 No. 06 Human Development "
- [8]. UNESCO, Education, culture , Human Rights and International Understanding. The Promotion of Humanistic , Ethical and Cultural Value in Education , Frances Best 1990
- [9]. Upadhyaya Vachaspati" The purpose of Education ." University News , Vol. 45 No. 11 PP 21
Web source:
- [10]. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- [11]. http://www.ei-ie.org/en/news/news_details/3719
- [12]. Wikipedia, the free encyclopedia.
- [13]. http://www.unesco.org/new/en/newdelhi/about-this-office/single-view/news/education_for_all_2000_2015_india_is_first_in_the_race_to_reduce_out_of_school_children/#.VoQBRf97IU