INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION AND MANAGEMENT

CONTENTS

Sr. No.	TITLE & NAME OF THE AUTHOR (S)	Page No.
1.	CHALLENGES AND OPPORTUNITIES OF TECHNOLOGY TRANSFER MANAGEMENT *ARMIN MAHMOUDI*	1
2.	DETERMINANTS OF MARKET ENTRY STRATEGY CHOICE OF INDIAN FIRMS ON GCC SOIL *DR. RUCHI AGARWAL & BABEET GUPTA*	4
3.	STUDENTS' PERCEPTIONS OF ACADEMIC STAFF SERVICE QUALITY IN ETHIOPIA: A CASE STUDY OF COLLEGE OF BUSINESS AND ECONOMICS, MEKELLE UNIVERSITY *DR. TESFATSION SAHLU DESTA*	11
4.	MANPOWER REQUIREMENT OF MANUFACTURING INDUSTRIES: INPUT TO CURRICULUM DEVELOPMENT *MA. TEODORA E. GUTIERREZ*	22
5.	A STUDY ON 3G & USB MODEM INTERNET SERVICES USERS IN CHENNAI *DR. GEETA KESAVARAJ, V. PADMINI & V. S. JAYARAJ*	27
6.	A RISK RETURN PERCEPTION OF SENSEX AND NIFTY STOCKS *C. RADHAPRIYA, R. ANITHA & R. VIJAYAKUMAR*	33
7.	PUBLIC-PRIVATE KEY PAIR MANAGED BY CENTRALIZED OFFLINE SERVER IN MISSION-CRITICAL NETWORKS *DR. S. R. SURESH, P. SATHISH SARAVANAN, D. B. SHANMUGAM & T. KARTHIKEYAN*	42
8.	CORPORATE SOCIAL RESPONSIBILITY IN INDIAN TEXTILE INDUSTRY *M. GURUSAMY & DR. N. RAJASEKAR*	48
9.	A STUDY ON EXCEPTIONAL AND OUTSTANDING HR PRACTICES IN AUTOMOBILE INDUSTRY *DR. N. SHANI & P. DIVYAPRIYA*	51
10.	A CONCEPTUAL FRAMEWORK FOR ORGANIZATIONAL COMMITMENT FACTORS *P. NA. KANCHANA & DR. N. PANCHANATHAM*	56
11.	WOMEN'S SUSTAINABILITY THROUGH SHGs-BANK LINKAGE PROGRAMME - A STUDY OF CHITTOOR DISTRICT IN ANDHRA PRADESH *DR. K. SUDARSAN, DR. M. NARASAMMA, DR. V. MURALI KRISHNA & DR. D. HIMACHALAM*	60
12.	EMOTIONS: A TACTICAL DEVICE IN NEGOTIATION STRATEGY *SHANWAL, V.K. & SINGHAL, N.*	70
13.	JUDICIAL CONSUMER DISPUTES REDRESSAL AGENCIES UNDER THE CONSUMER PROTECTION ACT, 1986 *DR. N. SUNDARAM & DR. G. VELMURUGAN*	74
14.	VIRTUALIZATION- UNLOCKING HIDDEN CLOUD CAPABILITIES *NITIN SARASWAT*	78
15.	THE APPLICATION OF REVISED BLOOM'S TAXONOMY FOR JAVA PROGRAMMING ASSESSMENT *M. SIVASAKTHI & DR. R. RAJENDRAN*	84
16.	A STUDY ON THE EFFECTS OF MERGER & ACQUISITIONS IN THE INDIAN BANKING INDUSTRY *DR. JASKIRAN ARORA & SHILKA ABRAHAM*	88
17.	A STUDY OF CREATION OF INNOVATION AND INCREASING SERVICE QUALITY IN COURIER INDUSTRY OF INDIA BY APPLYING MCRM TOOLS AND APPLICATIONS *DR. M. P. THAPLIYAL & SANDEEP KAUTISH*	97
18.	RELATIONSHIP OF FII INFLOWS WITH SPREAD OF STOCK MARKET INDICES IN INDIA *SILKY JANGLANI, DEEPAK AGRAWAL & DHEERAJ NIM*	103
19.	ROLE OF PANCHAYATS IN RURAL WATER SUPPLY AND SANITATION: A CASE STUDY OF WEST BENGAL *DR. NIRANJAN MANDAL*	108
20.	MULTIPROGRAMMING AND REAL TIME SYSTEMS: FUNCTIONAL REQUIREMENTS *DEVENDRA KUMAR TIWARY*	116
21.	A JOURNEY FROM CONSUMER SATISFACTION TO CONSUMER DELIGHT: CASE STUDY OF AN INDIAN PRIVATE SECTOR BANK *SMITA SHARMA, RASHMI BANSAL & SHWETA SHARMA*	121
22.	MODELING NIFTY VOLATILITY USING GARCH *SANTANU DUTTA*	125
23.	BANKING IN JAMMU AND KASHMIR: AN OVERVIEW *DR. DARAKHSHAN ANJUM*	129
24.	SELF HELP GROUPS: AN INTEGRATED APPROACH OF EMPOWERMENT FOR SHE ENTREPRENEURS *V. V. DESAI*	133
25.	MULTILEVEL DETERMINANTS OF DROP OUT AT ELEMENTARY LEVEL IN INDIA *ARIJIT DAS*	137
	REQUEST FOR FEEDBACK	144

CALL FOR MANUSCRIPTS

We invite unpublished novel, original, empirical and high quality research work pertaining to recent developments & practices in the area of Computer, Business, Finance, Marketing, Human Resource Management, General Management, Banking, Insurance, Corporate Governance and emerging paradigms in allied subjects like Accounting Education; Accounting Information Systems; Accounting Theory & Practice; Auditing; Behavioral Accounting; Behavioral Economics; Corporate Finance; Cost Accounting; Econometrics; Economic Development; Economic History; Financial Institutions & Markets; Financial Services; Fiscal Policy; Government & Non Profit Accounting; Industrial Organization; International Economics & Trade; International Finance; Macro Economics; Micro Economics; Monetary Policy; Portfolio & Security Analysis; Public Policy Economics; Real Estate; Regional Economics; Tax Accounting; Advertising & Promotion Management; Business Education; Business Information Systems (MIS); Business Law, Public Responsibility & Ethics; Communication; Direct Marketing; E-Commerce; Global Business; Health Care Administration; Labor Relations & Human Resource Management; Marketing Research; Marketing Theory & Applications; Non-Profit Organizations; Office Administration/Management; Operations Research/Statistics; Organizational Behavior & Theory; Organizational Development; Production/Operations; Public Administration; Purchasing/Materials Management; Retailing; Sales/Selling; Services; Small Business Entrepreneurship; Strategic Management Policy; Technology/Innovation; Tourism, Hospitality & Leisure; Transportation/Physical Distribution; Algorithms; Artificial Intelligence; Compilers & Translation; Computer Aided Design (CAD); Computer Aided Manufacturing; Computer Graphics; Computer Organization & Architecture; Database Structures & Systems; Digital Logic; Discrete Structures; Internet; Management Information Systems; Modeling & Simulation; Multimedia; Neural Systems/Neural Networks; Numerical Analysis/Scientific Computing; Object Oriented Programming; Operating Systems; Programming Languages; Robotics; Symbolic & Formal Logic; Web Design. The above mentioned tracks are only indicative, and not exhaustive.

Anybody can submit the soft copy of his/her manuscript **anytime** in M.S. Word format after preparing the same as per our submission guidelines duly available on our website under the heading guidelines for submission, at the email addresses, infoijrcm@gmail.com or info@ijrcm.org.in.

GUIDELINES FOR SUBMISSION OF MANUSCRIPT

1. **COVERING LETTER FOR SUBMISSION:**

DATED: _____

THE EDITOR

IJRCM

Subject: **SUBMISSION OF MANUSCRIPT IN THE AREA OF** _____.

(e.g. Computer/IT/Finance/Marketing/HRM/General Management/other, please specify).

DEAR SIR/MADAM

Please find my submission of manuscript titled '_____' for possible publication in your journal.

I hereby affirm that the contents of this manuscript are original. Furthermore it has neither been published elsewhere in any language fully or partly, nor is it under review for publication anywhere.

I affirm that all author (s) have seen and agreed to the submitted version of the manuscript and their inclusion of name (s) as co-author (s).

Also, if our/my manuscript is accepted, I/We agree to comply with the formalities as given on the website of journal & you are free to publish our contribution to any of your journals.

NAME OF CORRESPONDING AUTHOR:

Designation:

Affiliation with full address & Pin Code:

Residential address with Pin Code:

Mobile Number (s):

Landline Number (s):

E-mail Address:

Alternate E-mail Address:

2. **INTRODUCTION:** Manuscript must be in British English prepared on a standard A4 size paper setting. It must be prepared on a single space and single column with 1" margin set for top, bottom, left and right. It should be typed in 8 point Calibri Font with page numbers at the bottom and centre of the every page.
3. **MANUSCRIPT TITLE:** The title of the paper should be in a 12 point Calibri Font. It should be bold typed, centered and fully capitalised.
4. **AUTHOR NAME(S) & AFFILIATIONS:** The author (s) full name, designation, affiliation (s), address, mobile/landline numbers, and email/alternate email address should be in italic & 11-point Calibri Font. It must be centered underneath the title.
5. **ABSTRACT:** Abstract should be in fully italicized text, not exceeding 250 words. The abstract must be informative and explain the background, aims, methods, results & conclusion in a single para.
6. **KEYWORDS:** Abstract must be followed by list of keywords, subject to the maximum of five. These should be arranged in alphabetic order separated by commas and full stops at the end.
7. **HEADINGS:** All the headings should be in a 10 point Calibri Font. These must be bold-faced, aligned left and fully capitalised. Leave a blank line before each heading.
8. **SUB-HEADINGS:** All the sub-headings should be in a 8 point Calibri Font. These must be bold-faced, aligned left and fully capitalised.
9. **MAIN TEXT:** The main text should be in a 8 point Calibri Font, single spaced and justified.
10. **FIGURES &TABLES:** These should be simple, centered, separately numbered & self explained, and titles must be above the tables/figures. Sources of data should be mentioned below the table/figure. It should be ensured that the tables/figures are referred to from the main text.
11. **EQUATIONS:** These should be consecutively numbered in parentheses, horizontally centered with equation number placed at the right.
12. **REFERENCES:** The list of all references should be alphabetically arranged. It must be single spaced, and at the end of the manuscript. The author (s) should mention only the actually utilised references in the preparation of manuscript and they are supposed to follow **Harvard Style of Referencing**. The author (s) are supposed to follow the references as per following:

- All works cited in the text (including sources for tables and figures) should be listed alphabetically.
- Use (**ed.**) for one editor, and (**ed.s)** for multiple editors.
- When listing two or more works by one author, use --- (20xx), such as after Kohl (1997), use --- (2001), etc, in chronologically ascending order.
- Indicate (opening and closing) page numbers for articles in journals and for chapters in books.
- The title of books and journals should be in italics. Double quotation marks are used for titles of journal articles, book chapters, dissertations, reports, working papers, unpublished material, etc.
- For titles in a language other than English, provide an English translation in parentheses.
- The location of endnotes within the text should be indicated by superscript numbers.

PLEASE USE THE FOLLOWING FOR STYLE AND PUNCTUATION IN REFERENCES:

BOOKS

- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

JOURNAL AND OTHER ARTICLES

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITE

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on July 05, 2011 http://epw.in/user/viewabstract.jsp

THE APPLICATION OF REVISED BLOOM'S TAXONOMY FOR JAVA PROGRAMMING ASSESSMENT

M. SIVASAKTHI
RESEARCH SCHOLAR
DEPARTMENT OF EDUCATION
NITTTR (MINISTRY OF HRD)
CHENNAI

DR. R. RAJENDRAN
ASSOCIATE PROFESSOR
DEPARTMENT OF EDUCATION
NITTTR (MINISTRY OF HRD)
CHENNAI

ABSTRACT

Learning of Java programming is a challenge for undergraduate students, particularly with application and analysis levels. A study has been conducted in this regard to analyse the learning difficulties of Java programming in six cognitive levels of Revised Bloom's Taxonomy (RBT); Remember, Understand, Apply, analyse, evaluate and create. Multiple Choice Questions (MCQs) have been constructed according to RBT from the subject of programming paradigm of undergraduate Computer Science and Engineering (CSE), affiliated colleges of Anna University, Chennai. 220 responses were received from four engineering colleges. We analyzed the answers provided by the students. The results show that the higher order skills (analyse level) is harder than the lower order skills (Remember, understand and apply) of Revised Bloom's taxonomy. Further, students feel that the concurrent programming (init-v) of Java is more difficult to learn when compare to the Object Oriented Programming (OOP) -fundamentals (unit-I), OOP-Inheritance (unit-II), Event driven Programming (unit-III) and generic programming (unit-IV).

KEYWORDS
Assessment, Java Programming, Revised Bloom's Taxonomy.

INTRODUCTION

Bloom's taxonomy was first described as a hierarchical model for the cognitive domain (Bloom et al, 1956). Anderson and others revised the major categories in Bloom's Taxonomy to suit the emerging educational institutional needs of the new century (Anderson et al, 2001). The revised Bloom's Taxonomy maintained the original ideas of Bloom, being the levels of cognition, but made changes within the categories, expanding them and explaining them better in the context of general education. In our study, we use the Revised Bloom's Taxonomy as we are classifying programming ability and find that it is capable of explaining the ability or skills required by students to answer each multiple-choice question (MCQ). The six thinking levels in revised version of Taxonomy is *Remember, Understand, Apply, Analyse, Evaluate and Create* Bloom's taxonomy has been applied to the education domain of computer science for course design and evaluation (Scott 2003), structuring assessments (Lister et al, 2003) and comparing the cognitive difficulty level of computer science courses (Oliver et al, 2004). Assessment of learning outcomes for Java programming course can be improved effectively through proper application of taxonomy. This study aims at applying the Revised Bloom's Taxonomy for Java programming assessment and find out the deficiency of students learning on various levels of taxonomy and unit wise as well.

RELATED WORK

Applying the taxonomy in summative assessment is a difficult task (Thompson et al, 2008). A number of studies have applied Bloom's Taxonomy to programming tasks. Scott explained some links between programming questions and Bloom's Taxonomy when he demonstrated how the taxonomy works in programming tests and provided some sample questions for each category of the taxonomy (Scott, 2003). Oliver and others claimed that their Programming 1 course rated as 3.9 applying Bloom's Taxonomy, but, in their analysis, only assignments were rated according to the Bloom's Taxonomy (Oliver et al.2004). There was no evaluation made of examination questions based on Bloom's Taxonomy as due to the course designed, there is no final examination for Programming.

Lister & Leaney identified the weak, middle and strong programming students in their study based on criterion-referenced grading (grades which were assigned according to criteria, irrespective of the resultant grade distribution). Different treatments, depending on the level within the taxonomy, were applied in order to obtain the various different grades. They proposed a scale based on the students' performances to determine their progression to the semester. Furthermore, the study concluded that multiple-choice questions should not be seen as being too easy in the exam, since one third to one half of the class failed to achieve the 70% pass figure on their first attempt. However, they still believe that multiple-choice questions can provide a solid test of a student's knowledge and comprehension (Lister& Leaney 2003).

Nurul Naslia Khairuddin and others outline software engineering assessment using Bloom's Taxonomy, sample multiple choice questions are given and categorized according to the relevant Bloom's Taxonomy levels (Nurul Naslia Khairuddin et al, 2008). Shusaida shuhidan and others found that it is very difficult to classify questions on the final exam paper using Bloom's Taxonomy It is hard to distinguish between the categories as the original Bloom's Taxonomy was written to suit the education field generally (Shusaida shuhidan et al, 2009). Further they recommended the two additional measures as we have seen that there exist questions which are low level in complexity as determined by the instructors, but the novices found them very difficult to solve. In a study, Satu Alaoutinen and Kari Smdander shows that the scale using Revised Bloom's Taxonomy for students self assessment in a programming course gives a quite good general picture of students knowledge level (Satu Alaoutinen et al, 2010).

METHODOLOGY

Our data source is the answer to questions on the subject 'Programming Paradigm' of undergraduate students of CSE branch in affiliated colleges of Anna University, Chennai. Tool consist a total of 80 marks for 80 questions, all of which are MCQs. The time allocated to complete the paper was 3 hours plus an extra 15 minutes of reading time. On this basis the expected, estimated time to answer each multiple choice questions is approximately three to four minutes. In total there were 220 submissions received from the students. We analyzed the answers of the 80 questions. In each multiple-choice question there is only one correct answer and three incorrect answers, denoted as distracters. In the remainder of this section we present descriptions of our approaches to construct test questions according to Revised Bloom's Taxonomy.

METHODOLOGY FOR MCQ CONSTRUCTION

We outline the Revised Bloom's Taxonomy upon which we have based our categorization of the multiple-choice questions (Table 1). In terms of cognitive complexity, Remembering is the lowest level category and relates to memorizing information and being able to recall definitions. As the scale of complexity moves up, the cognitive factor increases, meaning that greater use is being made of the students' mental capabilities. Creating is the highest level of cognition and relates to the creating, developing and writing of ideas and abstractions. The Applying level 3 is the one where we believe most of the programming code questions from our test paper have been pitched.

TABLE 1: REVISED BLOOM'S TAXONOMY

Skill	Sample prompts	Purpose	Level
Remembering	*recognize, list, describe, identify, retrieve, name*	memorize and recall facts	LOWER
Understanding	*describe, explain, estimate, predict*	understand and interpret meaning	
Applying	*implement, carry out, use, apply, show, solve*	apply knowledge to new situations	
Analyzing	*compare, organize, cite differences, deconstruct*	break down or examine information	HIGHER
Evaluating	*check, critique, judge hypotheses, conclude, explain*	judge or decide according to a set of criteria	
Creating	*design, construct, plan, produce*	combine elements into a new pattern or product	

We discussed primarily the construction of 80 multiple choice questions, by applying Revised Bloom's Taxonomy for given five units and analyse this with students' level of learning difficulty of Java Programming.

METHODOLOGY FOR APPLICATION OF REVISED BLOOM'S TAXONOMY TO MCQ

We examined the Multiple Choice Questions and distracters, constructed them according to Revised Bloom's Taxonomy outlined in the previous section, and present these results in Table 2. We delimit that the content of the multiple-choice questions may be constructed into three lower levels of Revised Bloom's Taxonomy: Remember, Understand, Apply and one Higher level of Revised Bloom's Taxonomy: Analyse. Since this is an undergraduate programming course, we would expect that the test instrument should test performance at the lower level skills. The questions are equally taken for all the five units of the subject and four Taxonomy levels.20 questions from each level (20x4=80 questions).

The construction of MCQ to various cognitive levels is done based on cognitive-level-keyword mapping (Renumol V G, 2001). Revised Bloom's Taxonomy in cognitive domain provides a set of keywords for each cognitive level. Remember the syntax, package are comes under *Remember* level. Ability to understand the concept, flow of execution, interprets the given code for *Understand* level. Ability to use the syntax, concepts in unfamiliar situation comes for *Apply* level. Checking the ability of logical thinking comes under *Analyse* level.

TABLE 2: REVISED BLOOM'S TAXONOMY AND THE NUMBER OF MCQ IN EACH LEVEL

Level	Category	Unit-I	Unit-II	Unit-III	Unit-IV	Unit-V	Total no. of question on each level
6	Create	-	-	-	-	-	-
5	Evaluate	-	-	-	-	-	-
4	Analyse	4	4	4	4	4	20
3	Apply	4	4	4	4	4	20
2	Understand	4	4	4	4	4	20
1	Remember	4	4	4	4	4	20
Total no. of questions on each unit		16	16	16	16	16	80

STUDENTS' LEVEL OF DIFFICULTY

In the test paper construction, it is considered that the level of difficulty faced by the students. According to the nature of multiple-choice questions, they have four possible responses (A, B, C or D), only one correct answer and three distracters. Constructed MCQ in two levels, one is easy which consist of vary easy and easy, another one is difficult which consist of difficult and very difficult.

ANALYSIS AND DISCUSSION

The Percentage of marks secured by students in Programming paradigm subject on unit wise and the level of Revised Bloom's Taxonomy is presented in bar chart in Fig.1.

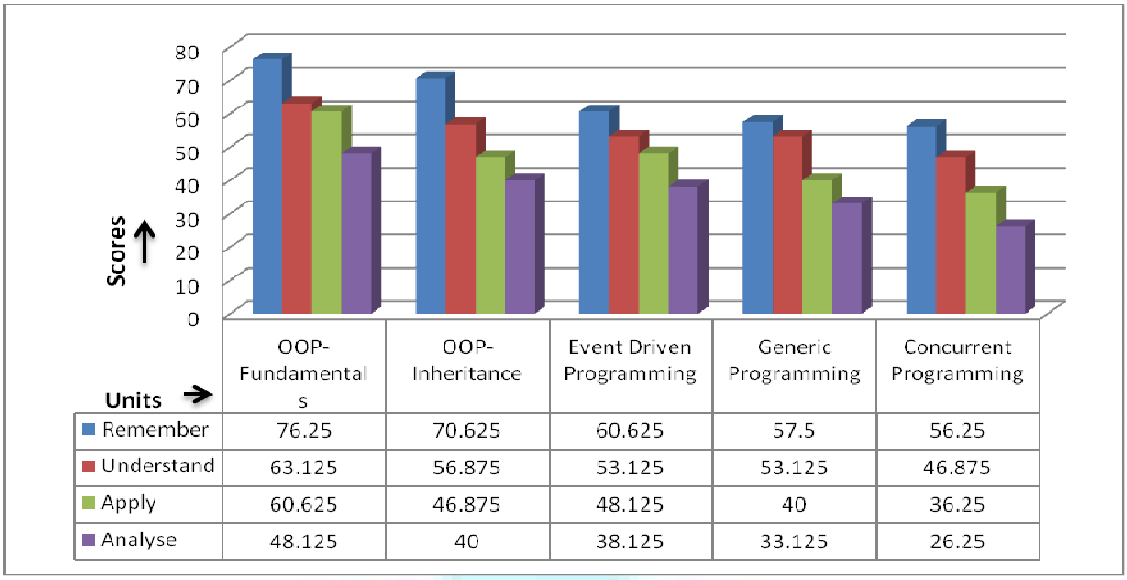
The least performance of students is:

- Analyzing the concurrent programming (26.25%)
- Analyzing the generic programming (33.13%)
- Applying the concurrent programming (36.25%)

The highest performance of students is:

- Remembering the OOP-Fundamentals (76.25%)
- Remembering the OOP-Inheritance (70.63%)
- Understanding the OOP-fundamentals (63.13%)

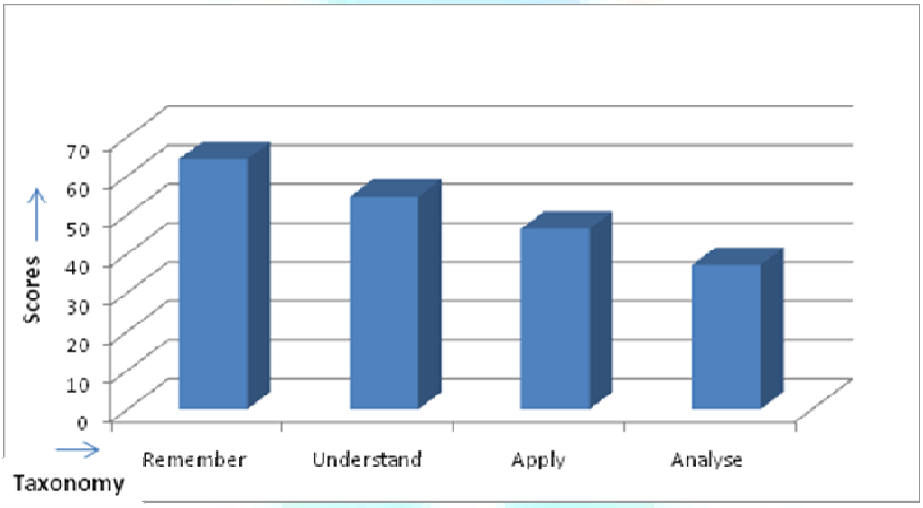
FIG.1: PERFORMANCE OF STUDENTS ON TEST OF JAVA PROGRAMMING: TAXONOMY AND UNIT WISE



Units	OOP-Fundamentals	OOP-Inheritance	Event Driven Programming	Generic Programming	Concurrent Programming
Remember	76.25	70.625	60.625	57.5	56.25
Understand	63.125	56.875	53.125	53.125	46.875
Apply	60.625	46.875	48.125	40	36.25
Analyse	48.125	40	38.125	33.125	26.25

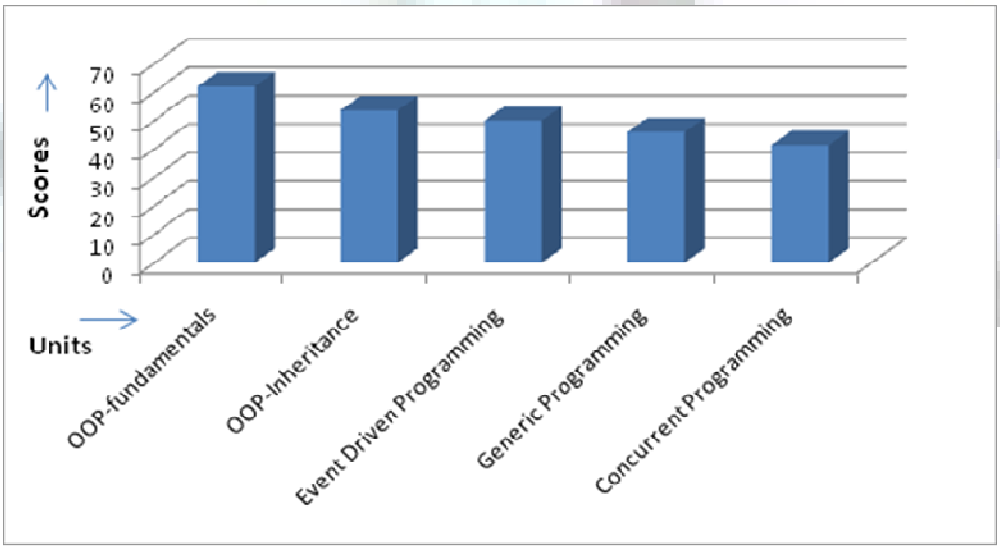
The performance of students in programming paradigm subject according to Revised Bloom's Taxonomy is shown in fig.2. The students' performance is decrease when moving to the next level of taxonomy, which indicates the emerging need of concentration on teaching and learning of programming paradigm subject.

FIG.2: PERFORMANCE OF THE STUDENTS ON TEST OF JAVA PROGRAMMING: TAXONOMY WISE



Unit wise performance of students in learning of Java programming has shown in Fig.3. Subsequence of students' performance on taxonomy wise, here Students' performance is decrease when moving to the next unit of the subject. This point out to give attention on teaching and learning process of Java programming.

FIG.3: PERFORMANCE OF THE STUDENTS ON TEST OF JAVA PROGRAMMING: UNIT WISE



The analysis of various data revealed that the students have the lack in all four levels of Revised Bloom's Taxonomy. Primarily with the analyse level of Revised Bloom's Taxonomy is difficult for learning of Java programming. Also, the concurrent programming is considered difficult unit to learn.

CONCLUSION

In order to apply the Revised Bloom's Taxonomy and to analyse the learning difficulties of Java Programming, this paper analyzed the answers of MCQ from a group of undergraduate engineering students. This study shows that the students have difficulties on all levels (taken only first four; Remember, understand, apply, analyse) of Revised Bloom's Taxonomy, particularly in the applying and analyzing level, also it reports that the concurrent programming (unit-v) is difficult unit compare to other units. Further, it shows the analyse level of concurrent programming is most difficult of Programming paradigm subject.

REFERENCES

1. Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Bloom, B. S., Cruikshank, K. A., Pintrich, P. R. & Mayer, R. E. (2001), "A taxonomy for learning, teaching and assessing," complete edition edn, Addison Wesley Longman, Inc, pp. 67–68.
2. Bloom, B. S. (1956)," Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain," New York: David McKay Co Inc., chapter Part II, pp. 62–197.
3. Lister, R. & Leaney, J. (2003), "Introductory programming, criterion-referencing, and bloom," SIGCSE Bull. 35(1), 143–147.
4. Lord, F. M. (1952), "The relation of the reliability of multiple-choice tests to the distribution of item difficulties in 'Psychometrika'," SpringerLink, pp. 181–194.
5. Nurul Naslia Khairuddin and Khairuddin Hashim (2008), "Application of Bloom's Taxonomy for software Engineering assessment," Proceeding of the 8th WSEAS International conference on Applied Computer Science.
6. Oliver, D., Dobele, T., Greber, M. & Roberts, T. (2004), "This course has a bloom rating of 3.9, in 'ACE '04, Proceedings of the sixth conference on Australasian computing education, "Australian Computer Society, Inc., Darlinghurst, Australia, Australia, pp. 227–231.
7. Oman, P. W., Cook, C. R. & Nanja, M. (1989), "Effects of programming experience in debugging semantic errors," J. Syst. Softw. 9(3), 197–207.
8. Renumol V.G, Jayaprakash s and Janikiram D, (2001)," Classification of Cognitive difficulties of students to Learn Computer Programming," Technical Report, IIT Madras
9. Satu Alaoutinen and Kari Smdander (2010), "Student Self-assessment in a Programming Course using Bloom's Revised Taxonomy," ITiCSE.
10. Scott, T. (2003), "Bloom's taxonomy applied to testing in computer science classes," J. Comput. Small Coll. 19(1), 267–274.
11. Shusaida Shuhidan, Margaret Hamilton and Daryl D' Souza (2009), "A Taxonomic Study of novice programming summative assessment," Australian Computing Education (ACE) conference
12. Smith, D. C., Cypher, A. & Tesler, L. (2000), "Programming by example: novice programming comes of age," Commun. ACM 43(3), 75–81.
13. Thompson, E., Luxton-Reilly, A., Whalley, J. L., Hu, M. & Robbins, P. (2008), "Bloom's taxonomy for cs assessment, " , 'ACE '08: Proceedings of the tenth conference on Australasian computing education, Australian Computer Society, Inc., Darlinghurst, Australia, Australia, pp. 155–161

REQUEST FOR FEEDBACK

Dear Readers

At the very outset, International Journal of Research in Computer Application and Management (IJRCM) acknowledges & appreciates your efforts in showing interest in our present issue under your kind perusal.

I would like to request you to supply your critical comments and suggestions about the material published in this issue as well as on the journal as a whole, on our E-mails i.e. **infoijrcm@gmail.com** or **info@ijrcm.org.in** for further improvements in the interest of research.

If you have any queries please feel free to contact us on our E-mail **infoijrcm@gmail.com**.

I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

Academically yours

Sd/-

Co-ordinator