

Bloom's Taxonomy Categories in the Economy of Literature Teaching-Learning Process

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Abstract

This article critically examines the scope and implementation of Bloom's Taxonomy in the assessment and teaching-learning process. Bloom's revised taxonomy consists of six categories: remember, understand, apply, analyze, evaluate, and create. The objective of this article is to explore the extent to which the application of Bloom's Taxonomy categories in English literature students helps develop their cognitive and knowledge skills. This outcome-based literature teaching-learning process aims to enhance their analyzing skills, allowing them to evaluate literature and generate their ideas, which can be implemented in various ways. Additionally, this article seeks to promote outcome-based higher education in language and literature. While it is relatively easy to achieve this in language education through exercises and grammar topics, it becomes more challenging when it comes to literature. However, by applying Bloom's Taxonomy categories in the literature teaching-learning process, outcome-based education can be effectively implemented. The process of teaching literature is a crucial aspect of education. It involves analyzing and interpreting various literary works to help students develop critical thinking skills and a deeper understanding of the human experience. The taxonomy consists of six levels: remembering, understanding, applying, analyzing, evaluating, and creating. Each level builds upon the previous one, with the goal of promoting higher-order thinking skills in students. By using Bloom's Taxonomy, educators can design more effective lesson plans and assessments that encourage critical thinking and problem-solving abilities in their students.

Keywords: Bloom's Taxonomy, Cognitive Skills, Literature, Outcome-Based Education, Teaching-Learning Process.

Introduction

In this article, we will discuss outcome-based education in Bloom's taxonomy and how to implement it in the literature. Here we have a question why is outcome-based education used globally? How it is going to be applied in literature? Where are they used? What are the difficulties they have? What will be the outcome result at the final stage? With the help of these questions, we will discuss outcome-based education in the literature. Through this, we understand how we can learn literature with the help of six categories of Bloom's taxonomy. Many authors discussed Bloom's taxonomy.

Patricia, a critic, says "In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: Taxonomy of Educational Objectives. Familiarly known as Bloom's Taxonomy, this framework has been applied by generations of K-12 teachers and college instructors in their teaching" (1). Teaching literature with the help of Bloom's taxonomy is a

creative and effective way that students can learn creatively. Here we use Bloom's revised taxonomy. Bloom's revised taxonomy has six categories such as remember, understand, apply, analyze, evaluate, and create. Through these six categories, we will explain how to explore literature. What are the outcomes and through which way we are going to implement the taxonomy in literature? What are the challenges we are going to face while applying the taxonomy in literature? Outcome-based education is also implemented in the new education policy of Our Country. It is used in engineering, technology, and general studies. Now they start to implement it in all the studies and expect better results from the students.

Applying outcome-based education in the language is possible and will get the expected result but it is not the same in the literature. So here we use Bloom's taxonomy in outcome-based education in literature. "Matthew Omee Iwuchukwu tells about Bloom's Taxonomy in literature "Essentially, the purpose of research is to

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study a subject or product carefully to discover new facts about it. Hence, the close correlation between research and development in various fields of human endeavor" (2).

We will examine the questions and the barriers involved while we teach literature through Bloom's Taxonomy. What are the different ways to teach literature? What will be the outcome after they learn the literature? So the main part of the article is to focus on outcome-based learning in literature. Students need to learn literature and through that, they need to show outcomes like improvement in mannerism, activity, behavior, and respect. The OBE (Outcome Based Education) by adding Bloom's taxonomy will result in quality education. Now let us see the challenges of teaching literature in OBE.

This research mainly deals with Bloom's Taxonomy which has been analyzed through Jhumpa Lahiri's novel *The Namesake*. Many writers speak about Bloom's Taxonomy and its uses. David R. Krathwohl said "Objectives that describe intended learning outcomes as the result of instruction are usually framed in terms of some subject matter content and a description of what is to be done with or to that content. Thus, statements of objectives typically consist of a noun or noun phrase—the subject matter content—and a verb or verb phrase—the cognitive process" (3). Outcome-based education is expecting the outcome from what we teach and what they learn through that. Writer Faouzi Bouslama said that OBE is what they do after we teach "Outcome-based education is a method of teaching that focuses on what students can do after they are taught. All curriculum and teaching decisions are made based on how best to facilitate the desired outcome. This leads to a planning process that is different from the traditional educational planning" (4). Outcome-based education will develop knowledge and skills for the students. The process of studying OBE will help teachers to make students feel comfortable. "Outcome-based education made its way exactly when the ruckus about decentralization within educational institutions was going on. Without question, OBE is a specific keyword mapped to all higher education industries. It assesses students' success as their outcomes, based on their values, skills, and knowledge. A good Learning Management System (LMS) system will fit well with the performance,

providing space for development and efficiency" (5). In OBE staff need to teach literature with full effort and then only students can understand it without any difficulty "The real test was to develop the courses to support the programmed objectives and outcomes. This is where the staff may depart from the OBE concept to only apply the traditional way of doing things i.e. giving lectures. The Department decided to approach it from "bottom-up", i.e. developing the course learning outcomes, and then grouping them into course outcomes based on their similar categories as defined by pedagogical taxonomy for cognitive, psychomotor, and affective learning" (6).

OBE method should build the knowledge and right choices in determining teaching and learning strategies to facilitate students to achieve their aim. Teachers need to expand the opportunities for students to learn literature. It will help them to learn as well as make students more confident and increase their learning ability. Teachers must have a clear focus and planning on what they are going to teach. Their teaching model will bring the outcome from the students after they finish the novel. OBE is a planning and delivery process.

The main part is teachers need to plan in what way they need to take the class and what activities they are going to use in the classroom. It must be in a clear and outcome-based education teaching "Although outcomes may become all-important in QBE, objectives remain an integral part of the practice. Objectives are specified beforehand to provide direction for the instructional process by indicating both the behaviors to be developed and the applicable areas of content or life. Outcomes, on the other hand, are the end products of the instructional process. They may be either observable or internal changes in the learner" (7). The literature will change the internal and external quality of the student. They should change their lifestyle after they learn literature.

Challenges Faced

Outcome-based education is a difficult task in literature. It is possible in the engineering and science field. They will get the outcome through research and technical knowledge. However, it is not possible for literature students. We face many challenges to get the outcome as we don't have any scientific research and lab research to know about the student's outcome. Teachers need to teach literature with involvement and need to impose

the character's life on the students. Through the character's life, they need to teach them manners and good behavior to the students. "Each learning outcome is a statement of the results that students need to achieve at the end of the teaching process, where it is assessed to obtain qualifications. However, each change will lead to side effects at the implementation stage" (8).

There should be a peculiar focus on literature to get better results through outcome-based education. We use Bloom's Taxonomy here to get the result in OBE in literature. Teachers need to focus on the six categories to teach literature. For Research, we use the literature novel *The Namesake* written by Jhumpa Lahiri to examine Bloom's Taxonomy to know about the result of outcome-based education. The story tells about the life of a migrated parent and their son and their life in the USA. In this story, a young Bengali couple Ashoke and Ashima Ganguli are living in Calcutta, and for their work, they are moved to the USA. There they see a lot of changes in and around them. They start to adapt to the situation and culture. Through this story, we teach students and ask them to analyze the story as their own and see the outcome. In the East-Asian Primary Science Curricular, an overview using revised Bloom's Taxonomy Yew and co-authors said "They explained that when students are engaged in a new task or unfamiliar ideas, they always go through the initial process of cognition, that is, students perceive and pay attention to the task and ideas. This step is called a self-system. Then later, students pay attention to what they would like to learn and how they achieve their goals" (9).

Teaching literature to the students is not an easy task and after that, we don't get an expected result because not all the students will be the same in mind. Here we will see the challenges of teaching literature. Here we use Bloom's Taxonomy with six categories remember, understand, apply, analyze, evaluate, and create. It will develop their critical thinking and analyze the situation according to their knowledge. "It was also highlighted that the ability to have critical and creative thinking requires students to have more than the cognitive ability but other ability sets such as positive values, befitting the aspiration to develop holistic students. In other words, to be critical is not only to be able to ask and answer questions based on the six domains in Bloom's Taxonomy" (10).

This could be achieved by relating the novel with the OBE and using Bloom's Taxonomy. Teachers teach the novel with focus and need to get the OBE through the students. The outcome will be to know about literature in a detailed way. They start to remember, analyze, create, implement, and respect. With all these things the outcome will be perfect for students. In OBE this is the main part and they need to apply the novel to their life so that we can see the outcome from the students. It may be good or bad. In the novel *The Namesake* we have gone through many characters' behavior and the teacher needs to explain the character's good qualities. So that the student will get inspired by the character and start to follow in their footsteps. In this novel, Ashoke finished his studies at MIT and plans to migrate to the USA and start to lead a well-settled life so the teacher needs to inspire students with the example of Ashoke how he studied, and how he went to the USA. It should be in a way to motivate students. The way they read literature and the way how they present the character and enact it memorably. Applying to literature novels will make them mentally strong and achieve goals.

The character should have good quality and they need to motivate students to achieve. Applying is the main task in Bloom's Taxonomy. Without applying we will not be able to get the outcome from students. Teachers need to impose character in the students' minds. By applying the novel to their life the student needs to calculate the value of the characters' good quality, they need to predict whether it is right or wrong. We should demonstrate character in our lives. Then only it will be useful for us. After applying literature, students should be models for their families, friends, and society. Applying literature in Bloom's Taxonomy will get the OBE result. By the end of this application process, the students will be able to apply the characteristic behavior in their daily lives.

Analyzing the novel will be a critical skill for students. They need to analyze the character's behavior and attitude. In the novel *The Namesake* students need to analyze the characters Ashoke, Ashima, and their son Nikhil Ganguli. Here we can analyze Nikhil's character at the beginning of his school days his name is Gogol. Later he is not good with that name and he tries to change his name. He changes it into Nikhil Ganguli. It is because of his

bad experience in school. He feels that it is an Indian name. So he changes his name in his college days. So here the students can analyze the character. How he is in his school days and how he feels when they call his name Gogol. What was in his mindset when he came to India? Through this, the teacher needs to develop the analyzing skills of the student "Writing is a distinctly important language output skill. Students can organize and process the learned language knowledge through writing to realize the re-creation of knowledge in language instruction. Outcome-based education originated in the United States in the 20th century. It is represented by Spicer, based on the four basic principles of clear objectives, expanded opportunities, high expectations, and reverse design" (11).

The teacher needs to debate with the students about the character analysis so that the students can easily understand the novel. Here students can classify the difference between how they feel when they are in India and how they feel when they migrate to the USA. The teacher can classify and categorize them with different opinions from the student's point of view. Analysis of the character will make them strong and students will be attracted by the character's skill. In the OBE system analyzing skills will develop students' criticizing capacity. In Bloom's Taxonomy analyzing skill is the main point to deliver the OBE. This will help the teacher to make them understand the novel and develop literature between students. By the end of this analyzing skill, the session student should be able to analyze the character and narrate from his point of view.

In OBE evaluation is another main task without evaluating the novel we will not get the expected result. The teacher needs to evaluate the student's knowledge by teaching it and after that, they need to raise the question to check whether they understand the novel and go with the teacher's flow. Students need to evaluate the novel based on the character list. By evaluating every character so that they can get the outcome knowledge from literature. In this novel, they can evaluate the structure of the family. How it was constraining. Students can evaluate each character in the novel. By evaluating the novel they can judge the person's behavior. Through evaluation, students can support their character.

Methodology

Here we will see reading literature with the novel in the point of Bloom's six categories such as remember, understand, apply, analyze, evaluate, and create, and see how outcome-based education is used "These shifts in educational thinking, accompanied by such related movements as performance-based education, competency-based education, and programmed instruction, evolved into the present-day conceptualization of Outcome-Based Education" (12). In this part, we analyze the novel *The Namesake* and find the outcome. This will lead us to see the challenges and easy ways to teach literature in class.

First, we will see about remembering and how it is going to be imposed with literature. Remembering is Retrieving the knowledge already have. Then recalling relevant knowledge from long-term memory. Remembering is just an outline, definition, and list for the leading story. By applying the novel *The Namesake* in the view of remembering we will have a memory of the story teachers need to make a recall to the students about literature and the short story what they had already learned in the school days. So it will be easy for them to reconnect with the present literature. While teaching this novel they need to make the students recollect the school stories and make the students eager to read the novel. In the story, the Bengali couples Ashoke and Ashima Ganguli went to the USA so the teacher needs to connect it with the old stories and make them curious so that they will be comfortable in the class and it should not be in a boring way. The class must be the realistic way the teacher needs to explain the Ashoke character and the Ashima character in a lively manner. They need to ask students to remember what they taught in the early classes. Through the story, the students need to explain what they have learned and they need to remember the story who is Ashoke who is Ashima at the beginning what do they do? Where do they go? Ending the class with a question will make the students curious to wait for the next class.

Second, we will discuss understanding the novel. The novel *The Namesake* was written in a way to easily understand what the character means. The teacher needs to make the students understand what type of character is Ashoka. In the understanding, part literature is a little difficult to

understand so the teacher needs to describe the novel *The Namesake* about the character Ashoke and Ashima's background study. What they did in the early stage, how they plan to travel to the USA. Then explain how they get married explain the gist of the story and make sure that they need to come along with you in the novel. Literature is interesting when it is easy to understand because we will have a lot of characters in the novel but once we do not cope with the flow of the novel it will be difficult to come back. If the student is not clear with the points, then teachers need to restate the novel and give them a small intro about the previous class. Literature is good when teachers give original examples for the characters. They come across many characters and they link with the novel character so that the students can recall it. The teacher should discuss with the students and they need to raise the question of why Ashoka went to America. To whom did he go? The discussion makes the students strong in literature. It will help them to argue why and how in any place. They become bold to face the question and answer the question. The literature will help them to stand firm in their view and know what is right and wrong in life.

Results

During the 1990s a former student of Bloom's, Lorin Anderson, led a new assembly that met to update the taxonomy, hoping to add relevance for 21st-century students and teachers. This time "representatives of three groups were present: cognitive psychologists, curriculum theorists and instructional researchers, testing and assessment specialists" (13). These people revised Bloom's old version into the new version they changed the types and methods into new ones such as remember, understand, apply, analyze, evaluate, and create. This will help students to learn and recreate in their way. With the help of these six categories, we will discuss outcome-based education in the new education policy.

Under the guidance of Bloom's Taxonomy, the question papers are framed. Every student should understand the question, analyze what they have learned, and apply the methods in the subject. This is the pattern of framing questions in education. So that students start to analyze everything while learning. There should be some activity only then will they not forget what they have learned.

Outcome-based education was used worldwide and they added it as a new education policy. Rao said that "outcome is the ability what students acquire at the end of a learning experience. Learning Outcomes are also referred to as Intended Learning Outcomes, Instructional Objectives, Educational Objectives, Behavioral Objectives, Performance Objectives, Terminal Objectives, Subordinate Skills, Subordinate Objectives, General Instructional Objectives, Specific Learning Outcomes, and Competencies" (14).

Applying outcome-based education in Bloom's taxonomy will be a creative way to teach students. Applying Bloom's taxonomy will be helpful for teachers and students as they will learn and teach practically. Students need to understand the topics and then analyze the topic in their way of thinking. Outcome-based education will help them to see what they have understood and what will be the result. i) Remember: students need to recollect and remember what they are going to learn. ii) Understand: they should understand what the teachers are teaching without understanding they can't remember what they have learned. Iii) Apply: after they understand the topics and classes they need to apply it in the tests and assignments only then it will be in their mind. iv) Analyze: they need to analyze what is wrong and right by their mistakes so that they will not be repeated next time. v) Evaluate: Students should evaluate themselves by their marks and results. To know the improvements, they need to take. 6. Create: this is the main point in outcome-based education here we see the results of the outcome that they have learned earlier. Through this, we can get enough knowledge.

Marie Fe D. De Guzman said that OBE is recognized as the most important educational system based on the society and economy "OBE is being recognized as the most important educational component of societies with a knowledge-based economy. In the case of Canadian higher education, Hejazi revealed that the institution started to show a significant shift toward this new course to stay globally competitive" (15). Bloom's Taxonomy's main aim is to make quality education. Let us see the six categories in outcome-based education learning.

The main concept of the OBE system is to create. At the end of literature studies, they can understand what the novel is. After students read the novel *The Namesake* the outcome will be realized. The reality behind why his dad named him Nikhil was and what was the purpose of the name. Initially, he was not aware of it and was rude towards his parents. But after knowing the full story he self-realizes himself and understands his father. So teaching literature with Bloom's Taxonomy will surely create an impact among them. We can get the outcome as self-realization, respect, humanity, and behavior. These things will change the students' mentality when they read literature. By the end of this class, students can create a good society and humanity in them. OBE will have a good effect on teaching literature. The teacher needs to teach with full focus to get the result. It was a challenging task to teach literature to get the outcome as a result. But we can expect the student to act and live with literature.

Discussion

Support in the form of whether they are right being wrong. The teacher needs to relate the characters, Ashoke and Gogol. How many bonds do they have? What was their relationship status? If students start to know about the full details of the character, they can defend his point. What mistake he has made? What are the challenges he has faced? Through this evaluation, the students will gain knowledge. By knowing the full story, they can judge the person in real life. It will be useful for their life. Evaluating the character in the aspect of comparison they know their mindset. What they feel when they are alone. Most of the time Gogol was in a hastening state of mind. He doesn't like India and his Indian name. Later he evaluates himself after the purpose of the name. His father named him because he was saved once when he met with an accident. But Gogol did not know that. After knowing the original reason, he realizes his mistakes. Literature novels make the student argue their point. It should be developed by the teacher. They need to justify and support their valid point. The literature will make students convince anyone because they learn it through the novel reading and understand the novel characters. Evaluation will be the outsourcing result in the OBE process. By the end of this lesson, the student will be able to determine whether

using literature in his daily life will be motivational and inspirational to self-evaluate. This Bloom's Taxonomy will help students to analyze themselves and self-evaluate themselves by the learning characters in the novel and literature.

In OBE creating is the next main focus. The teacher expects the students to understand and implement literature in their lives. Out of all the six categories in Bloom's Taxonomy creation was the last task. It is based on the student's knowledge of what they have learned. Their implementation and following the life of a character is the outcome in literature. Students learn the behavior and the manners of the character and they will follow their steps. By learning literature students will gain knowledge and focus on their goals. Literature inspires students to achieve their aims in life. It all depends on the hand of the teacher "The preceding sections have identified several issues. Firstly, the learning of English Literature involves the processing of Bloom's bottom low-order thinking skills, being aware that students are non-native English speakers who live in a non-English speaking environment. The teaching and learning of English Literature should foster creative and critical thinking skills instead of English language proficiency" (16).

Conclusion

Through Bloom's Taxonomy, we discuss the six categories. How it deals with OBE and how teachers teach literature with the help of Bloom's Taxonomy. Here we see the outcome when they learn literature and how it helps them to develop their life with humanity and behavior. OBE will teach the students to learn literature with passion and they understand it to impose in their day-to-day lives. This article concludes that teaching literature with the aim of OBE will lead to a successful outcome. The students have different mindsets so teachers need to find it out and bring it back to encourage students. Bloom's Taxonomy is used to teach literature efficiently and is one of the latest trends in the educational field. OBE is a step-by-step method to develop student eagerness towards literature. Through that, we can make them learn literature.

Abbreviations

OBE: Outcome Based Education

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Nil.

Author Contributions

Kathiravan Ravichandran: Conceptualized the idea and drafted the article; Dr. B. Anita Virgin: supervision and editing.

Conflict of Interest

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