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Applying the Framework of Bloom's Taxonomy and NEP 2020 To Evaluate the Course Objectives and Course Outcomes of a BA English Course

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Abstract

This study aims to compare and match the similarities or differences resulting in the Course Objectives and Course Outcomes of the BA English course at a university. It also aims to evaluate the Course Objectives and Course Outcomes of a BA English Course against the framework of Bloom's Taxonomy and principles of NEP 2020. The current education system is more marks-oriented. This pushes the teachers to the level of only completing the syllabus rather than paying attention to the understanding levels of the students. The very basics of understanding the course objective and focusing on the course outcome by the teachers often take a backseat and do not seem to exist at all. Therefore, the study hypothesizes that the course objectives and the course outcomes do match, and secondly, the illustrative verbs in Bloom's Taxonomy align with the principles of NEP 2020. It is also clear that Bloom's Taxonomy is the blueprint of the NEP itself.

Introduction

The effort of paying attention to the student's understanding levels is not new to the teachers of educational institutions. All that they need to do is comprehend the importance of the course objective and ensure that this effort produces the expected course outcome. A course objective will, "specify a behavior, skill or action that a student can demonstrate, if they have mastered the objective" (https://teaching.charlotte.edu). This study is to show or analyze whether the course objective and course outcome of every course match each other, and whether it is designed based on the principles of Bloom's Taxonomy and National Education Policy 2020. This introduction is divided into four parts,

1. Statement of the Problem

   The statement of the problem may be defined as the identification of the area that requires research. This study sets out to achieve the following:

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1) Match the course objective and course outcome of a BA English course and present the similarities or differences.
2) Evaluate the course objective and course outcome of a BA English course with the framework of Bloom's Taxonomy and principles of National Education Policy 2020.

2. Objectives

Objectives may be termed as the aim towards which one's research is progressing. This study aims:

1) To compare course objectives and course outcomes
2) To evaluate course objectives and course outcomes by a) Bloom's Taxonomy
   b) National Education Policy 2020

3. Research Question

The research question directs one toward research and helps the researcher to narrow down the topic to a particular perspective. The central question that this study aims to answer is:

RQ 1: Do the course objectives and course outcomes of the selected course align with the principles of Bloom's Taxonomy and NEP 2020?

4. Research Design

The research design helps both the researcher and the reader to understand the design of the work. This acts as a blueprint for the research study. The framework of this study is:
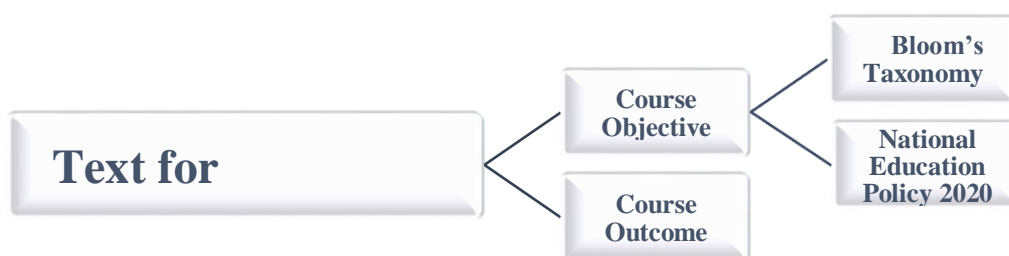
Background Study

Principles of Bloom's Taxonomy

Bloom's Taxonomy is a collection of three hierarchical models, that are used to categorize educational learning objectives into levels of complexity and specificity. The three sets of models include the learning objectives in cognitive, affective, and psychomotor domains. The first draft and model of Bloom's Taxonomy was designed and developed in the year 1956, in the book titled *Taxonomy of Educational Objectives* by the American educational psychologist Benjamin Bloom. The central aim of Bloom's Taxonomy is to categorize the learning stages from remembering the data to creating new ideas based on the acquired knowledge. The major principles of the taxonomy are to remember, understand, apply, analyze, apply, evaluate, and create.

Principles of National Education Policy 2020

The National Education Policy of India 2020 was started by the Union Cabinet of India on 29th July 2020. This outlines the vision of the new education system in India. NEP 2020 is an extensive framework from grade school education to university education, which is also

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designed for vocational training for both rural and urban India. Like the replacement after 1986, this policy is likely to reform India's educational system by 2030. Shortly after the release of this policy, the Government of India ensured that no one will be forced to study any other language and the medium of instruction will not be shifted from English to any other regional language. This policy replaced the principles of the National Educational Policy of 1986.

- ➢ Flexibility
- ➢ Emphasis on conceptual learning
- ➢ Creativity
- ➢ Critical thinking
- ➢ Value-based education
- ➢ Life skills
- ➢ Use of Technology
- ➢ Continuous review process

Course Objective

The course objective is the basis of any course and syllabus design. This throws light on behavior, skill, knowledge, or an action that a student can put into practice if they have reached proficiency in the objective. Hence, the objective must be written in such a way that it can be evaluated through some kind of test. The course objective usually differs from subject to subject. For a technical subject, the choice of illustrative verbs will vary from that of the language subject. For example, if we are attempting to write a course objective for English, the verbs used will be understanding, development, creativity, etc.

Importance of Course Objective

The best learning paves the way for the students to take, as they acquire new knowledge, abilities, and attitudes. Hence it is always better to pull out a few minutes before students' session, to write down the short-term goals, which helps both students and the teacher to attain a successful learning experience.

- ➢ It will always force you to read or revise again.
- ➢ Framing your objectives will help you to trim the unwanted content.
- ➢ With these objectives, every session will fall on track.
- ➢ These course objectives will help in creating a more challenging experience.
- ➢ Finally, they can be a guideline to students.

Course Outcome

Course Outcomes are particular and assessable statements that define the knowledge, skills, and attitudes that learners will demonstrate by the completion of a course. Learning Outcomes are written with a verb phrase and declare a demonstrable action within a given time frame, such as by the end of the course. Writing an effective outcome that is measurable involves the structuring of two parts, a verb, and an object. The verb phrase describes the intended cognitive process or what the learner intended to do, and the object phrase describes

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the knowledge students are expected to acquire or construct (Anderson & Krathwohl, 2001).

Literature review

The literature review, one of the major steps in comprehensive research, explains the validity of the work one has done. As mentioned earlier, the teacher should put effort into understanding the course objective and in turn ensure that the course outcomes are satisfying and achievable. Everybody is a mastermind in something or another. But if you judge a fish by its ability to climb a tree, it will remain its entire life believing that it is stupid. Though traditional education policies and learning methodology fit everything together, now there is a pressing need for reframing the course based on the mindset of the students belonging to the current generation. Hence, holistic learning is the need of the hour, and this is the aim of Bloom's Taxonomy and National Education Policy 2020. When it comes to holistic learning, not only the objective of the learning matters but also its outcome matters too. This study's literature review attempts to show why the topic has been taken for evaluation.

The table below explains the various evaluations done using the principles of Bloom's Taxonomy in various

fields. The table forms the heart of the research, which is the most important one, that will make both the readers and the researchers clear about their objective for taking up the research.

A) Bloom's Taxonomy:

Authors	Title of the paper	Findings
A.Mehdi Riazi Narjes Mosalanejad	Evaluation of Learning objectives in Iranian High-School and Pre-University English Textbooks	Evaluation is done on learning objectives alone.
Darcy haag Granello	Encouraging the Cognitive Development of Supervisees: Using Bloom's Taxonomy in Supervision	Evaluation of Cognitive Development of Supervisees
Arthur James Swart Marllene Daneti	Analyzing learning outcomes for electronic	Analyzing learning outcomes for electronic

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	fundamentals using Bloom's taxonomy	fundamentals
Arthur James Swart	Evaluation of Final Examination Papers in Engineering: A Case Study Using Bloom's Taxonomy	Evaluation of Final Exam Engineering Papers

The first article written by Mehidi Riazi and Narjes Mosalanejad, titled, "Evaluation of Learning Objectives in Iranian High-School and Pre-University English Textbooks Using Bloom's Taxonomy," evaluates the learning objectives of the high school and pre-university English syllabus of Iran, using the illustrative words of the

Bloom's taxonomy. The methodology used for this research is a coding scheme, where the English textbooks from three high schools and one pre-university level were used. To find out if the pattern is repeated at level, Chi-Square methods were used. The findings include the discussion and the results that followed. On the aspect of text length, it is found that all four textbooks taken for the evaluation for this research were found to be in logical order. The overall result given by these authors after their research is that the lower-order cognitive skills were more frequent than higher-order cognitive skills, that is knowledge, comprehension, and application. This is then followed by the paper titled, "Encouraging the Cognitive Development of Supervisees: Using Bloom's Taxonomy in Supervision", by Darcy Haag Granello. This paper analyses the psychological development of all the supervisees. The analysis is done using the Qualitative method. The findings show how Bloom's taxonomy's illustrative verbs are useful in guiding educational objectives across different levels. Five examples of how Bloom's Taxonomy's illustrative verbs are used in the field of supervision. These examples also show that supervision need not always be questions or interventions.

The next paper "Analysing learning outcomes for electronic fundamentals using Bloom's Taxonomy" is penned by Arthur James Swart and Marllene Daneti. The core objective of this paper is to evaluate the learning outcomes of an Electronic fundamental module, that is offered in Romania and South Africa within the framework of Bloom's Taxonomy. The analysis is done using a descriptive qualitative study, which is a non-experimental study.

The results of these findings include that two lower-level verbs of Bloom's taxonomy, that is knowledge and

comprehension contributes more than half a percentage at both universities. The rest of the verbs, rather equally contribute to the research. The most significant recommendation of this research is to encourage more collaboration between academics offering similar modules at

different universities to determine higher-level cognitive development. Penned by the same author, the next paper titled, "Evaluation of Final Examination Papers in Engineering: A Case Study Using Bloom's Taxonomy," aims to analyze the evaluation of the final exam papers of engineering using Bloom's Taxonomy. This study is an example of historical research, where past events are used to predict the situations happening in the present. The main aim of this research is to differentiate between Higher-order questions (Hoq) and lower-order questions (Loq). According to the research, the Hoq was evaluated through higher-order illustrative verbs, and the latter was evaluated through lower-order illustrative verbs. Carefully note that, the entire papers mentioned above attempt to evaluate only the learning outcome alone, and that too only with the technical subjects using Bloom's Taxonomy. Similarly, the table below describes the evaluation done based on the principles of National Education Policy 2020, and even on NEP 2020 itself. The first paper by, Anjana Neira Dev, titled "The Challenges of Linking Theory to Practice: NEP 2020, NHEQF and the Undergraduate English Classroom," aims to analyze the results or the effects that would impact, when the theoretical knowledge is put into action. This study enables the readers to find whether the syllabus or the course framework is designed according to the basic principles of National Education Policy 2020. The method used for this research is descriptive policy analysis. The findings include the practical difficulties. The second paper by P Nithish, titled "Nep 2020: Highlights the Role of Technology in Shaping Higher Education," highlights the importance of stressing the role of technology, in enhancing the learning of the students, as one of the major principles of NEP 2020, includes this aspect. The research methodology is qualitative analysis, as the research was done with a wide range of students. The findings result in holistic development in the students and encourage them to use them wisely. The third paper is the most interesting fact. The paper titled, "NEP 2020: A Critical Examination," aims to analyze the principles of NEP 2020 itself. As we all know, the NEP 2020 was framed entirely as learner-centric. This aspect of critical analysis is necessary to thoroughly analyze the principles of NEP 2020, as it is also designed based on Bloom's Taxonomy. The method was qualitative, as many did not even report their findings. The final paper of my study includes the analysis of chemical education and the scope of its research in India. The paper titled, "Chemical Education and Research in India: Challenges, Perspectives, and Future Opportunities in Line with the National Education Policy 2020," by Subhadip Senapati, Herur. S. Nagaraja, and Tayur N. Guru Row. This paper attempts to prove that the rarest study such as chemical education and the research of this field, is also in line with the National Education Policy 2020. The research methodology includes qualitative analysis. The findings include what betterment of the work is done using the NEP 2020 to explore the different positions and the challenges faced by chemistry education in India and explore different opportunities based on this new NEP 2020, to extract the full potential of chemistry education in India.
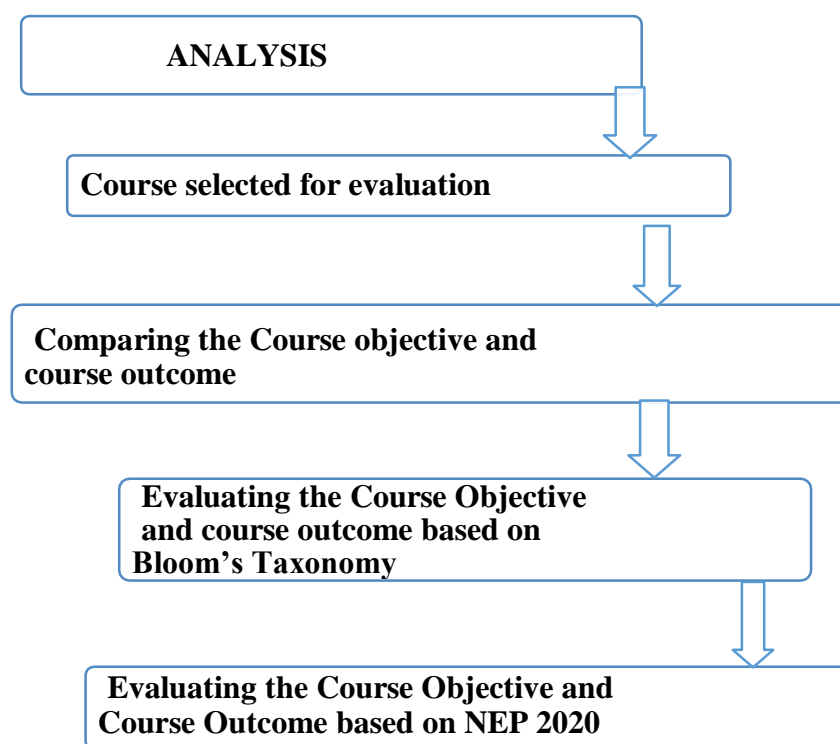
B) NEP 2020:

Authors	Title of the paper	Findings
Anjana Neira Dev	The Challenges of Linking Theory to Practice: NEP 2020, NHEQF and the Undergraduate English Classroom	Analysis done on the challenges
P Nithish	Nep 2020: Highlights the Role of Technology in Shaping Higher Education	Highlighted the role of technology
R. Govinda	NEP 2020: A Critical Examination	Analyzing the NEP 2020 itself
Subhadip Senapati , Herur. S. Nagaraja, and Tayur N. Guru Row	Chemical Education and Research in India: Challenges, Perspectives, and Future Opportunities in Line with the National Education Policy 2020	Evaluating the scope for research in the chemical industry

Research Gap

The research gap is something that explains the purpose of your study and the reason why this topic is being studied by the researcher. The above articles have shown more weightage and depth in their research findings. The limitations are none of them had analyzed, whether the course objective course outcome match, whether both course objective and course outcome match the illustrative verbs of Bloom's taxonomy, as it is considered the most important guideline for all educational institutions, and whether the former mentioned both match with the National Education Policy of 2020, as this forms an important guideline for the entire country. The method used to evaluate was that of qualitative, where the text of the III-year Advanced English course was taken. The results of this research were observable, measurable, and reliable. The finding also proved that it is designed from the learner's perspective and hence it is a learner-centered one.

Analysis

Yet another important branch in the field of research is analysis. Technically speaking, this section streamlines the research and helps the researcher to narrow down his process of research. This study's analysis goes about in the following ways:

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│                  ANALYSIS                     │
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        │     Course selected for evaluation │
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    ┌───────────────────────────────────────────┐
    │   Comparing the Course objective and       │
    │   course outcome                           │
    └───────────────────────────────────────────┘
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      ┌─────────────────────────────────────────┐
      │   Evaluating the Course Objective        │
      │   and course outcome based on            │
      │   Bloom's Taxonomy                       │
      └─────────────────────────────────────────┘
                                          │
        ┌─────────────────────────────────────────┐
        │   Evaluating the Course Objective and    │
        │   Course Outcome based on NEP 2020       │
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Course selected for Evaluation: The syllabus selected for evaluation for the study is III BA Advanced English course. The course title of the course mentioned above is English for Specific Purposes.

1) Comparing Course Objective and Course Outcome:

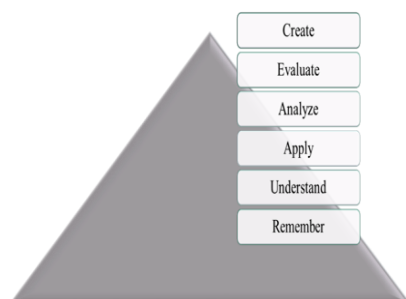| COURSE OBJECTIVE	COURSE OUTCOME
Introduce the concept of English for a specific Purpose	Familiarity with the process of writing for varied Fields
Distinguish language requirements in different fields of human activity	the flair to write in various forms
Highlight the difference in styles of writing in different areas of knowledge	been prepared specifically for different writing needs for the media

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provide practice in the specific use of language in varied professions	------

Findings

The course objective on the left-hand side of the above table denotes the course objective, and the other is the course outcome. For every syllabus, the course objective should always match with the course outcome to satisfy the sole purpose of the course. In the above table, the course objective partially matches with the course outcome. Only the third objective stands equalized. When we trace back to the syllabus, the course is designed in such a way that it to a maximum extent, makes the learner prepared specifically for the different writing needs of the media. The other two course outcomes, that is, familiarity with the process of writing for varied fields and the

flair to write in various forms, will be successfully achieved only when there is experiential learning. Though making projects can help them to get familiarized with the content and technique, practical experience can give you some experience.

Bloom's Taxonomy - Evaluating the Course Objective and Course Outcome

The diagram below denotes the illustrative verbs of Bloom's Taxonomy

(Figure: 2: Bloom's Taxonomy Pyramid- Levels of Taxonomy)
 (Source: Knowledge Hub)

COURSE OBJECTIVE	VERBS OF BLOOM'S TAXONOMY
Concept of English for specific purposes.	Understand- Review/ Relate
Distinguish language requirements in different fields of human activity	Analyze- Categorize

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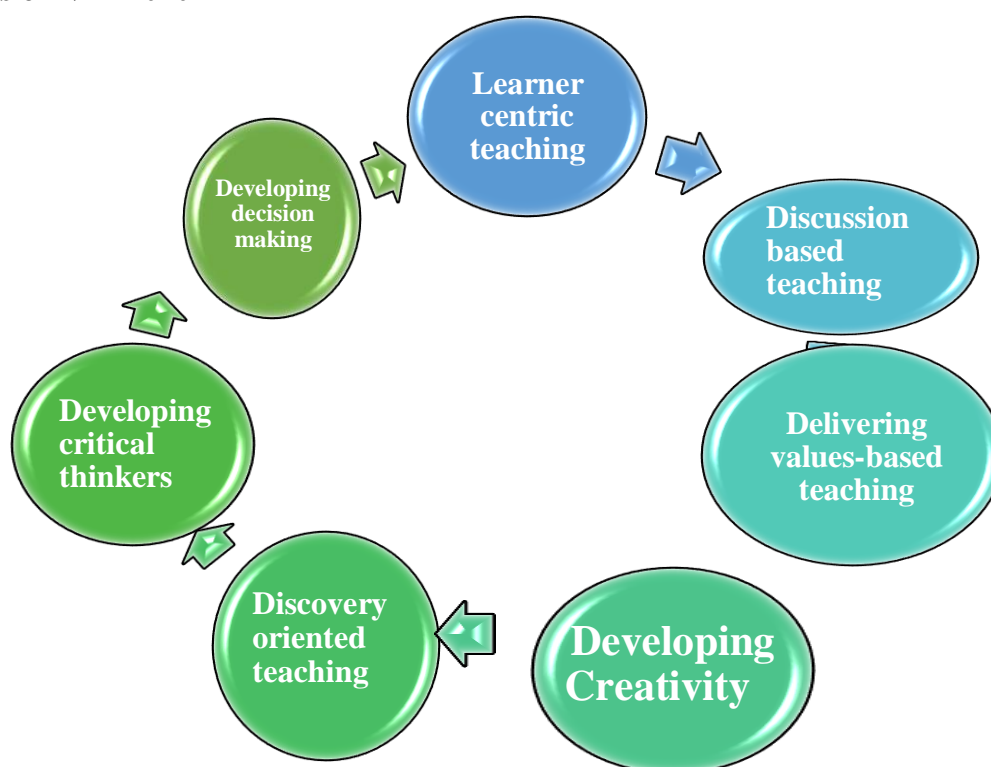**Indexed in**: Cosmos, Google &International Scientific Indexing (ISI) etc

Highlight the difference in styles of writing in different areas	Evaluating- Justify
Provide practice in the specific use of language in varied profession	Apply- Construct

The above table describes which of the illustrative verbs of Bloom's Taxonomy does the course objective match. Similarly, the table below describes which of the illustrative verbs of Bloom's Taxonomy the course outcome matches.

COURSE OUTCOME	VERBS OF BLOOM'S TAXONOMY
Familiarity with the process of writing for varied Fields	Understanding- Grasp
Flair to write in various forms	Apply- Demonstrate/ Knowledge-Relate
Highlight the difference in styles of writing in different areas	Evaluation- Formulate

National Education Policy -2020- Evaluating Course Objective and Course Outcome by the Attributes of NEP 2020

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(Image Source: https://www.creatrixcampus.com/blog/The-National-Education-Policy-NEP-2020)

COURSE OBJECTIVE	ATTRIBUTES OF NEP 2020
Concept of English for specific purposes.	Developing decision-making/ Developing creativity
Distinguish language requirements in different fields of human activity	Learner-centric teaching
Highlight the difference in styles of writing in different areas	Discussion-based teaching
Provide practice in the specific use of language in varied professions	Developing critical thinkers

The above table describes which of the attributes of NEP 2020 the course objective matches.

COURSE OBJECTIVE	ATTRIBUTES OF NEP 2020
Familiarity with the process of writing for varied Fields	Developing decision making
the flair for writing in various forms	Developing creativity
been prepared specifically for different writing needs for the media	Developing critical thinkers

The above table describes which of the attributes of NEP 2020 the course outcome matches.

Conclusion

The purpose of this study is to present an ***analysis and evaluation*** of the course objectives and course outcome, course objective and outcome with the illustrative verbs of Bloom's Taxonomy and Course objective and course outcome with the principle of National Education Policy 2020. This course was evaluated regarding the three requirements, that is ***being clear, observable, and measurable.*** These three requirements should be met, for the benefit of both students and teachers. Fortunately, the course objective and course outcome of the III-year BA Advanced English syllabus of Sri Sathya Sai Institute of Higher Learning match both the principles of Bloom's Taxonomy and National Education Policy 2020. The one thing that can be added to the entire syllabus is the practical experience or fieldwork which is called ***experiential learning.***

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