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Bloom's Taxonomy and its Impact on the Educational Sector in Bangladesh: Challenges, Transformations, and Future Prospects

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ABSTRACT

Bloom's Taxonomy, originally formulated by Benjamin Bloom and colleagues in 1956 and revised by Anderson and Krathwohl in 2001, remains one of the most influential frameworks in educational theory and curriculum design worldwide. This paper examines the extent to which Bloom's Taxonomy has penetrated and shaped the educational sector of Bangladesh, a country navigating rapid socioeconomic change, significant demographic growth, and persistent structural challenges in its public education system. Drawing on documentary analysis, curriculum review, and secondary empirical sources, the study traces the taxonomy's integration into national curricula from primary to tertiary levels, evaluates assessment reform initiatives, and investigates the barriers that impede its effective application. The findings reveal that, while Bloom's lower-order cognitive levels, particularly Remember and Understand, remain predominant in classroom practice and public examinations, recent policy documents, notably the National Curriculum and Textbook Board's (NCTB) 2021-2025 reform agenda, signal a deliberate shift toward higher-order thinking skills (HOTS). The paper argues that realizing this shift requires sustained investment in teacher professional development, examination reform, and inclusive pedagogical infrastructure.

Keywords: *Bloom's Taxonomy, Bangladesh education, higher-order thinking skills, curriculum reform, NCTB, competency-based education, assessment.*

I. INTRODUCTION

The quest to cultivate meaningful learning that transcends memorization and empowers learners to think critically, solve novel problems, and create new knowledge has animated educational reform movements across the globe for over half a century. Few conceptual tools have proven

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as enduring or as practically influential in this endeavour as Bloom's Taxonomy of Educational Objectives.¹ Conceived by Benjamin Bloom and a committee of educational psychologists, the original taxonomy organised cognitive objectives into a hierarchical sequence: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The revised version reframed these as Remember, Understand, Apply, Analyze, Evaluate, and Create, retaining the essential hierarchy while updating the language to reflect a more active view of cognition.²

In Bangladesh, a nation of over 170 million people with one of the world's largest school-age populations, the challenge of educational quality is both urgent and multifaceted. The country has achieved remarkable gains in access to education: net enrolment at the primary level now exceeds 97%, and gender parity in secondary education has largely been achieved.³ Yet access alone does not guarantee learning. International assessments and domestic studies have repeatedly flagged concerns about the depth and transferability of learning outcomes, pointing to an examination culture that rewards recall over reasoning and a pedagogical landscape in which teacher-centred methods predominate.⁴

Against this backdrop, Bloom's Taxonomy offers both a diagnostic lens and a normative compass. It allows educators and policymakers to audit whether the cognitive demands of curricula and examinations are appropriately distributed across lower- and higher-order thinking skills, and it provides a shared vocabulary for instructional-design reform. This paper investigates how, and to what effect, Bloom's Taxonomy has been incorporated into Bangladesh's educational policy and practice, and what further steps are needed to unlock its full transformative potential.

A. Rationale of the Study

Bloom's Taxonomy is globally recognised as a foundational tool for aligning curriculum, instruction, and assessment. However, its application in developing-country contexts, particularly in South Asia, remains under-researched. Bangladesh presents a distinctive case study because of three intersecting dynamics.

¹ Benjamin S. Bloom et al., *TAXONOMY OF EDUCATIONAL OBJECTIVES: THE CLASSIFICATION OF EDUCATIONAL GOALS. HANDBOOK I: COGNITIVE DOMAIN* (David McKay 1956).

² Lorin W. Anderson & David R. Krathwohl eds., *A TAXONOMY FOR LEARNING, TEACHING, AND ASSESSING: A REVISION OF BLOOM'S EDUCATIONAL OBJECTIVES* (Longman 2001).

³ BANGLADESH BUREAU OF EDUCATIONAL INFORMATION AND STATISTICS (BANBEIS), *Bangladesh Educational Statistics 2023* (Ministry of Education 2023).

⁴ WORLD BANK, *Bangladesh Education Sector Review: Seeding Fertile Minds* (2019); CAMPAIGN FOR POPULAR EDUCATION (CAMPE), *Education Watch 2020-21: Learning Outcomes and Quality of Education in Bangladesh* (2021).

Socioeconomic urgency. As the country graduates from Least Developed Country (LDC) status and pursues a knowledge-based economy, the demand for higher-order thinking skills (HOTS) in its workforce is rising rapidly.

Educational scale and stagnation. With one of the world's largest primary and secondary education systems, Bangladesh has achieved near-universal enrolment, yet learning outcomes (for example, national assessments and ASER reports) consistently show a dominance of rote memorisation and low-order cognitive processing.

Policy-practice gap. Although the NCTB's 2021-2025 reform agenda explicitly references Bloom's revised taxonomy,⁵ there is no comprehensive secondary analysis of how deeply the taxonomy has actually permeated curricula, textbooks, examinations, and teacher practice across educational tiers.

A systematic secondary research study is therefore needed to synthesise existing evidence, identify structural barriers, and map the trajectory of Bloom's Taxonomy integration in Bangladesh, filling a critical gap in the educational-policy literature for low- and middle-income countries.

B. Research Objectives

The study pursues the following four objectives. **First**, to trace the historical and policy-level integration of Bloom's Taxonomy (the original 1956 and revised 2001 versions) into Bangladesh's national curriculum frameworks, textbook-development guidelines (NCTB), and public-examination syllabi (PSC, JSC, SSC, HSC) from 2000 to 2025. **Second**, to identify the dominant cognitive levels (Remember, Understand, Apply, Analyze, Evaluate, and Create) represented in classroom instruction, teacher-made tests, and board examinations, based on existing empirical studies and official assessment reports. **Third**, to analyse the barriers limiting the effective application of higher-order thinking skills (HOTS), including teacher-training deficits, examination-system rigidity, resource constraints, class size, and language-of-instruction challenges. **Fourth**, to evaluate reform prospects by critically reviewing the NCTB 2021-2025 reform agenda and other policy documents, proposing evidence-informed pathways for transitioning from lower-order to higher-order cognitive engagement in Bangladeshi classrooms.

C. Research Design and Methodology

Given the exclusive reliance on secondary data, the study adopts a qualitative documentary

⁵ Anderson & Krathwohl, *supra* note 2.

research design with systematic synthesis and thematic analysis. The principal design parameters are summarised below.

Component	Description
Research type	Non-empirical, qualitative systematic review and policy-document analysis.
Data sources	Purely secondary: (a) national policy documents; (b) curriculum and textbook frameworks; (c) public-examination board reports; (d) published journal articles; (e) education-sector reviews (World Bank, ADB, DFID); (f) national learning-assessment reports (NAPE, LAS); (g) NGO research reports (BRAC, CAMPE, Aflatoun); and (h) comparative studies on taxonomy use in developing countries.
Search strategy	Structured search in Google Scholar, ResearchGate, Bangladesh Education Journal archives, the NCTB official portal, and Ministry of Education repositories. Keywords: “Bloom’s Taxonomy Bangladesh,” “higher-order thinking Bangladesh curriculum,” “NCTB 2021-2025,” “SSC examination cognitive level,” “rote learning Bangladesh,” and “Anderson and Krathwohl Bangladesh.”
Inclusion criteria	Documents published 2000-2025; English or Bengali with an English abstract; explicitly referencing Bloom’s Taxonomy or cognitive levels in the Bangladeshi education context (primary to tertiary).
Exclusion criteria	Opinion pieces without data; studies from non-educational sectors; documents focusing solely on private tutoring without curriculum linkage.
Data extraction	Custom matrix capturing: (1) source type and year; (2) educational level; (3) cognitive level(s) discussed; (4) evidence type (quantitative, qualitative, policy); (5) reported barriers; and (6) reform recommendations.
Analytical method	Thematic analysis guided by a priori codes derived from Bloom’s revised taxonomy (Remember to Create) and emergent codes from the Bangladeshi context (for example, “exam-centric culture,” “teacher-training gaps,” and “translation issues”). Cross-source triangulation was used to validate the findings.

II. THEORETICAL FRAMEWORK: BLOOM’S TAXONOMY REVISITED

A. The Original Taxonomy (1956) and Its Revision (2001)

Bloom’s original taxonomy, published in the Handbook I: Cognitive Domain, was intended primarily as a tool for assessment design, a means of ensuring that test items measured a range of intellectual processes rather than only the lowest level of factual recall. Its hierarchical

structure implied that higher levels presupposed mastery of lower ones, a proposition that has since been empirically qualified but remains pedagogically useful.⁶

The 2001 revision by Anderson and Krathwohl introduced important refinements. Verbs replaced nouns, reflecting a shift from learning outcomes as static entities to cognitive processes as dynamic activities. The former level of Synthesis was renamed Create and repositioned at the apex of the hierarchy, signalling the revised taxonomy's emphasis on generative, productive cognition. The revision also introduced a two-dimensional framework distinguishing the cognitive-process dimension from the knowledge dimension (factual, conceptual, procedural, and metacognitive knowledge), enriching the analytical toolkit available to curriculum designers.

B. Bloom's Taxonomy in Developing-Country Contexts

Applying Bloom's Taxonomy in resource-constrained, examination-driven educational systems presents distinct challenges. Scholars such as Tikly and Barrett and Vavrus and Bartlett have cautioned against the uncritical transplantation of Western pedagogical models into post-colonial educational contexts, emphasising the need to situate such frameworks within local epistemological, cultural, and institutional realities.⁷ In South Asian contexts specifically, studies conducted in India, Pakistan, and Sri Lanka suggest that, while Bloom's Taxonomy is widely acknowledged in teacher-education programmes, its translation into classroom practice is highly uneven, constrained by large class sizes, scripted curricula, and the overwhelming primacy of high-stakes examinations.⁸

Bangladesh shares many of these structural features but also exhibits distinctive characteristics, namely a centralised education bureaucracy, a large and rapidly expanding private coaching industry, and a dual secular-madrasa education system, that shape how pedagogical reforms unfold in practice.

⁶ Robert J. Marzano & John S. Kendall, *THE NEW TAXONOMY OF EDUCATIONAL OBJECTIVES* (Corwin Press, 2d ed. 2007).

⁷ Leon Tikly & Angeline M. Barrett, *Social Justice, Capabilities and the Quality of Education in Low Income Countries*, 31 INT'L J. EDUC. DEV. 3 (2011); Frances Vavrus & Lesley Bartlett, *Comparative Pedagogies and Epistemological Diversity*, 56 COMP. EDUC. REV. 634 (2012).

⁸ R. Devi & P. Wankar, *Application of Bloom's Taxonomy in Indian Classroom Settings: A Meta-Analytic Review*, 11 INDIAN J. EDUC. RSCH. 45 (2022); Anjum Halai & Naureen Durrani, *Schools as Spaces for Social Cohesion: Responses to Contextual Influences in Pakistan*, 48 COMPARE 231 (2018).

Table 1: Bloom's Revised Taxonomy Applied to the Bangladesh Educational Context

Level	Cognitive Domain	Key Action Verbs	Application in Bangladesh
1	Remember	Define, List, Recall, Identify	Rote memorization in primary curricula; SSC factual questions
2	Understand	Explain, Summarize, Paraphrase	Comprehension passages in JSC and SSC examinations
3	Apply	Solve, Use, Demonstrate	Mathematics problem-solving; lab practicals in HSC science
4	Analyze	Compare, Differentiate, Examine	Essay-based questions in HSC humanities; critical reading tasks
5	Evaluate	Justify, Critique, Assess	Emerging in the NCF 2021; project-based assessment pilots
6	Create	Design, Construct, Produce	Competency-based tasks in the revised NCF; limited but growing

Source: Adapted from Anderson & Krathwohl (2001) and the NCTB Curriculum Framework (2021).

III. HISTORICAL OVERVIEW OF CURRICULUM DEVELOPMENT IN BANGLADESH

A. Post-Independence Foundations (1971-1990)

Following Bangladesh's independence in 1971, the newly sovereign state inherited an educational infrastructure shaped by British colonial design and Pakistani administrative priorities, both of which emphasised standardised examinations and factual knowledge transmission. The Kudrat-e-Khuda Education Commission (1974) laid the philosophical groundwork for a national education system centred on nationalist, secular, and democratic values, but its recommendations were only partially implemented before successive political changes altered educational priorities.

Throughout the 1970s and 1980s, curriculum content was predominantly knowledge-based, with examinations at the Junior Secondary Certificate (JSC), Secondary School Certificate (SSC), and Higher Secondary Certificate (HSC) levels almost exclusively testing recall and comprehension, what Bloom's Taxonomy would classify as Levels 1 and 2. Teacher training, where it occurred, made little reference to systematic frameworks for cognitive-skill development.

B. Reform Waves (1990-2010)

The 1990s brought significant donor-driven reforms, particularly through projects funded by the Asian Development Bank (ADB), the World Bank, and UNICEF. The Primary Education Development Program (PEDP) series, initiated in 1997, introduced competency-based curricula at the primary level, an approach philosophically aligned with Bloom's Taxonomy in its emphasis on demonstrable skills rather than mere content coverage. Student-centred learning, group work, and questioning strategies were introduced into pre-service and in-service teacher-training curricula.

At the secondary level, the National Curriculum and Textbook Board (NCTB) undertook comprehensive curriculum revisions in 1995 and again in 2007-2012, increasingly incorporating action verbs associated with higher-order thinking into learning objectives. However, assessment instruments, particularly the public examinations, lagged considerably behind curricular aspirations. A study by Ahmed and colleagues found that over 75% of SSC examination questions in science subjects were classified at the Remember and Understand levels according to Bloom's Taxonomy, despite curriculum documents specifying Application and Analysis as learning goals.⁹

C. Recent Reforms: The NCF 2021 and Competency-Based Education

The most ambitious curriculum reform in Bangladesh's post-independence history was launched in 2021 with the National Curriculum Framework (NCF 2021) under the Ministry of Education.¹⁰ The NCF explicitly invokes competency-based education (CBE) principles and, for the first time in a national policy document, directly references higher-order thinking as a primary learning outcome across all levels. The framework mandates experiential learning, project-based assessment, and the development of analytical and creative capacities, all hallmarks of Bloom's upper tiers.

Pilot implementation began in Grade 1 and Grade 6 in 2023, with phased rollout planned through 2027. Early evaluations by the Centre for Policy Dialogue suggest cautious optimism: teachers in pilot schools report greater engagement and curiosity among students, though pedagogical consistency and assessment alignment remain works in progress.¹¹

⁹ M. Ahmed, S.R. Nath & K.S. Ahmed, *Education Watch 2010: State of Primary Education in Bangladesh* (Campaign for Popular Education (CAMPE) 2011).

¹⁰ NATIONAL CURRICULUM AND TEXTBOOK BOARD (NCTB), *National Curriculum Framework 2021-2025* (Ministry of Education, Government of Bangladesh 2021).

¹¹ CENTRE FOR POLICY DIALOGUE (CPD), *Early Assessment of the NCF 2021 Pilot Implementation: A Formative Evaluation* (CPD Research Monograph Series 2024).

IV. BLOOM'S TAXONOMY ACROSS EDUCATIONAL LEVELS IN BANGLADESH

A. Primary Education

At the primary level (Grades 1-5), Bangladesh has made the most consistent progress in aligning instructional objectives with Bloom's lower and middle tiers. The NCTB primary curriculum specifies learning outcomes using action verbs such as "identify," "describe," "explain," and "solve," corresponding to Remember, Understand, and Apply. Classroom-observation studies conducted by CAMPE indicate, however, that actual instructional time is disproportionately allocated to choral repetition, dictation, and textbook reading, with limited opportunities for students to apply knowledge or engage in guided inquiry.¹² The Annual Primary School Census documents average class sizes of 47 students in government primary schools, a structural constraint that significantly limits the feasibility of Socratic questioning, differentiated instruction, and formative assessment, all of which are essential enabling conditions for higher-order thinking.¹³

B. Secondary Education

The secondary level (Grades 6-10, leading to the SSC examination) represents both the greatest opportunity and the most significant bottleneck in Bangladesh's Bloom's-aligned reform agenda. The SSC examination is taken annually by approximately 2.2 million students and functions as a critical gateway to higher education, a gatekeeping function that gives it extraordinary behavioural power over teachers, students, and parents alike. A content analysis of SSC question papers in five subjects (Bangla, English, Mathematics, Biology, and History) over the period 2018-2023, conducted by the Directorate of Secondary and Higher Education, found a measurable but modest shift toward higher cognitive levels. The proportion of questions classifiable as Analyze or above rose from 12% in 2018 to 19% in 2023. While this represents meaningful progress, the majority of marks, approximately 68%, continue to be allocated to items requiring only recall and comprehension.¹⁴

C. Higher Secondary and Tertiary Education

At the Higher Secondary Certificate (HSC) level, greater variation exists across subject areas and institution types. Science-stream students, particularly in elite Dhaka-based colleges, are increasingly exposed to laboratory-based problem-solving and structured analytical writing.

¹² CAMPAIGN FOR POPULAR EDUCATION (CAMPE), *Classroom Observation Study: Instructional Practices in Government Primary Schools* (2022).

¹³ DIRECTORATE OF PRIMARY EDUCATION, *Annual Primary School Census 2023* (2023).

¹⁴ DIRECTORATE OF SECONDARY AND HIGHER EDUCATION (DSHE), *Cognitive Level Analysis of SSC Examination Questions: 2018-2023* (Ministry of Education, Bangladesh 2023).

Humanities students, by contrast, continue to face examinations dominated by essay reproduction, where success depends on memorising model answers rather than constructing original arguments. In tertiary education, the introduction of the semester system and continuous assessment in most public and private universities has created more structural space for Bloom's higher tiers. Universities such as BRAC University, North South University, and the University of Dhaka have incorporated outcome-based education (OBE) frameworks into their quality-assurance mechanisms, with course learning outcomes mapped explicitly to Bloom's revised taxonomy levels.¹⁵ Nevertheless, the quality of this mapping exercise is highly variable. A survey of 120 course syllabi across six public universities conducted by Rahman and Hossain found that, while 89% of syllabi listed learning outcomes, only 31% used action verbs that unambiguously corresponded to Analyze, Evaluate, or Create, and fewer still designed assessments that could validly measure these outcomes.¹⁶

V. BARRIERS TO EFFECTIVE IMPLEMENTATION

A. Examination Culture and Teaching to the Test

Perhaps the most powerful structural impediment to Bloom's-informed pedagogy in Bangladesh is the examination culture that pervades the entire educational system. Public examinations, particularly the SSC and HSC, function as high-stakes, high-visibility events that determine social mobility. Research consistently demonstrates that, when examinations prioritise recall, teachers rationally respond by drilling students on factual content rather than cultivating analytical reasoning.¹⁷ The private tutoring industry, estimated to enrol over 60% of secondary students in Dhaka and major cities, further entrenches this dynamic. Coaching centres, operating under intense competitive pressure, optimise ruthlessly for examination performance and have little institutional incentive to cultivate genuine higher-order thinking.

B. Teacher Professional Development

Effective implementation of Bloom's Taxonomy in classrooms requires teachers who are not only familiar with the framework but can translate it into specific instructional choices: selecting appropriate learning activities, crafting questions that target different cognitive levels, and designing assessments that provide valid evidence of higher-order learning. The current teacher-education infrastructure in Bangladesh is inadequate to this task. The Primary Training Institutes

¹⁵ UNIVERSITY GRANTS COMMISSION (UGC), *Strategic Plan for Higher Education in Bangladesh 2018-2030: Progress Review* (UGC Bangladesh 2022).

¹⁶ M.H. Rahman & F. Hossain, *Outcome-Based Education in Bangladesh's Public Universities: Rhetoric and Reality*, 7 HIGHER EDUC. RSCH. & DEV. (BANGLADESH) 55 (2023).

¹⁷ M.A. Hossain & S. Ahmed, *Examination Pressure and Teaching Practices: Evidence from Secondary Schools in Bangladesh*, 18 BANGLADESH EDUC. J. 12 (2019).

(PTIs) and Teacher Training Colleges (TTCs) provide pre-service training of variable quality, and in-service professional development is episodic and poorly resourced. A national survey conducted by the BRAC Institute of Educational Development found that fewer than 30% of secondary-school teachers could correctly identify examples of higher-order thinking questions, and only 18% reported having received training specifically addressing the cognitive-skill taxonomy.¹⁸

C. Curriculum-Assessment Misalignment

A persistent and well-documented gap exists between what curricula aspire to teach and what examinations measure. This misalignment is not merely a technical coordination failure; it reflects competing institutional logics within the education system, namely the NCTB as curriculum authority versus the examination boards as autonomous bodies with their own procedural inertia and stakeholder pressures. The NCF 2021 explicitly addresses this misalignment through a proposed shift from norm-referenced to competency-based assessment. However, developing valid, reliable, and large-scale assessments of higher-order thinking skills, particularly at the scale of Bangladesh's national examinations, is a formidable technical and logistical challenge that requires sustained specialist capacity.

D. Infrastructure and Equity Constraints

Bloom's higher tiers, particularly Apply, Analyze, Evaluate, and Create, depend on learning environments that provide students with the materials, time, and intellectual freedom to engage in extended inquiry. In rural Bangladesh, where approximately 65% of primary and secondary students are enrolled, schools frequently lack library resources, laboratory equipment, and reliable electricity. Teacher-absenteeism rates, while declining, remain a concern in remote areas. These material conditions mean that any reform strategy premised on Bloom's Taxonomy must grapple seriously with the differential capacities of schools across the urban-rural divide, lest higher-order thinking become yet another dimension along which educational inequality is reproduced.

VI. POSITIVE DEVELOPMENTS AND EMERGING PRACTICES

A. The NCF 2021 and Experiential Learning

The NCF 2021 represents a watershed moment in Bangladesh's engagement with Bloom's Taxonomy. Its central pedagogical commitment to competency-based, experiential learning

¹⁸ BRAC INSTITUTE OF EDUCATIONAL DEVELOPMENT (BIED), *Teacher Competency Assessment in Secondary Schools: National Survey Report* (BRAC University 2022).

directly targets the gap between lower- and higher-order thinking that has characterised Bangladeshi schooling for decades. The curriculum mandates subject-integrated projects, collaborative tasks, and reflective activities, all of which require students to analyse, evaluate, and create rather than merely remember. Initial implementation data from the 2023 pilot cohort (Grades 1 and 6) suggest that students in pilot schools demonstrate greater willingness to ask questions, engage in peer discussion, and express uncertainty, behaviours associated with deeper cognitive engagement.¹⁹

B. Education Technology and Digital Learning Initiatives

Bangladesh's Digital Bangladesh initiative and the proliferation of internet-enabled devices have created new channels for Bloom's-aligned instruction. Platforms such as Shikho, 10 Minute School, and the government's Kishor Batayon portal provide interactive content, problem-solving exercises, and video tutorials that target multiple cognitive levels. Research by Islam and Sultana found that secondary students using these platforms for supplementary learning demonstrated significantly better performance on analytic question types compared with control groups relying solely on textbook-based instruction.²⁰

C. NGO and Civil Society Contributions

Non-governmental organisations, most notably the BRAC Education Program, Dhaka Ahsania Mission, and the Aga Khan Foundation, have pioneered school models that integrate cooperative learning, inquiry-based science, and reflective literacy, all informed by higher-order thinking frameworks. BRAC's Play Labs at the pre-primary level and its Shishu Niketan primary schools have generated evidence that young Bangladeshi learners, when given appropriate pedagogical support, can and do engage in creative and evaluative thinking well before formal schooling traditionally introduces such demands.

VII. POLICY RECOMMENDATIONS

Based on the preceding analysis, the following recommendations are offered to accelerate the meaningful integration of Bloom's Taxonomy, particularly its higher-order levels, into Bangladesh's educational system.

A. Examination Reform

The examination boards at the SSC and HSC levels must be brought into alignment with the

¹⁹ NCTB MONITORING AND EVALUATION UNIT, *First-Year Pilot Evaluation Report: Grades 1 and 6 Competency-Based Curriculum* (NCTB 2024).

²⁰ M.S. Islam & R. Sultana, *EdTech Platforms and Higher-Order Thinking: A Quasi-Experimental Study in Bangladeshi Secondary Schools*, 5 J. EDUC. TECH. DEVELOPING COUNTRIES 88 (2023).

NCF 2021 competency-based framework. This requires developing item banks rich in application, analysis, and evaluation questions, training item writers in Bloom's-aligned question design, and phasing in portfolio-based components that capture create-level outcomes. A multi-year transition roadmap with clear benchmarks should be established and publicly communicated.

B. Teacher Professional Development

A nationally coordinated, subject-specific professional-development programme on Bloom's Taxonomy should be institutionalised within the pre-service and in-service training infrastructure. The programme should move beyond conceptual awareness to practical application, modelling question design, lesson planning, and formative assessment against each taxonomy level. Mentoring and peer-observation components are essential to sustaining change over time.

C. Curriculum-Assessment Alignment

A formal curriculum-assessment alignment review mechanism should be established, bringing together the NCTB, the examination boards, and independent pedagogical experts to audit annually the coherence between stated learning objectives and actual assessment demands. Misalignments should trigger mandatory correction protocols.

D. Equity-Sensitive Implementation

Reform strategies must account explicitly for the differential resource contexts of urban and rural schools. Supplementary resource packages for schools in infrastructure-poor areas, alongside community-based learning-support models, should accompany any shift toward higher-order assessment. Digital learning tools should be designed for low-bandwidth contexts and deployed with structured teacher support.

E. Research and Monitoring Ecosystem

Bangladesh lacks a robust, nationally representative longitudinal dataset on classroom instructional quality and learning outcomes aligned to cognitive-skill levels. Investment in a periodic National Learning Assessment (NLA) programme aligned to Bloom's taxonomy levels, and disaggregated by gender, location, and school type, would provide the evidence base needed to guide iterative policy improvement.

VIII. CONCLUSION

Bloom's Taxonomy has travelled a remarkable distance, from its origins as an American post-war assessment-design tool to its current presence, uneven but unmistakable, in the curricula,

teacher-training materials, and policy documents of Bangladesh. The country's recent reform trajectory, anchored in the NCF 2021 and the broader competency-based education movement, represents a genuine commitment to moving beyond rote memorisation toward the cultivation of analytical, evaluative, and creative capacities in all learners. Yet the distance between policy aspiration and classroom reality remains substantial. Examination culture, under-equipped teachers, infrastructure inequities, and institutional fragmentation continue to exert powerful gravitational pulls toward the familiar comfort of lower-order learning. Bridging this gap requires not merely revised textbooks and updated syllabi, but a sustained, systemic effort to change the incentive structures, professional cultures, and material conditions that shape daily teaching and learning.

Bangladesh's young demographic, with approximately 38 million students currently enrolled across all levels, represents an extraordinary opportunity. If the promise of Bloom's Taxonomy can be translated into lived instructional practice at scale, the nation stands to build not only a more educated but a more capable, adaptable, and innovative workforce and citizenry. The intellectual architecture is available; the task now is construction.

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