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## THE IDEAS OF BLOOM'S TAXONOMY IN A FIFTEENTH-CENTURY TREATISE IN SRI LANKA

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**Faiz Marikar<sup>1</sup>, & Ahamed Zayan<sup>2</sup>**



<sup>1</sup> Ph.D., Director, Staff Development Centre at General Sir John Kotelawala Defence University, Ratmalana, Sri Lanka.


✉ E-Mail: [faiz@kdu.ac.lk](mailto:faiz@kdu.ac.lk)

 <https://orcid.org/0000-0003-4579-7263>



<sup>2</sup> Student at Wesley College, Borella, Sri Lanka.

✉ E-Mail: [WC16557@wesleycollege.lk](mailto:WC16557@wesleycollege.lk)

 <https://orcid.org/0009-0005-6467-528X>

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### ABSTRACT

**Purpose.** The purpose of this article is to study the relationship between Bloom's Taxonomy and Kawyasekara. According to some, the first instance of Bloom's Taxonomy was recorded by Benjamin Bloom in 1956, while Kawyasekara was written by Thotagamuwe Sri Rahula Thera in 1449.

**Methodology.** Modern concepts of three hierarchical models, which differ from other types of educational concepts, did not develop until the fifteenth century, according to the critics. In this paper, it is shown how the concept we now refer to as Bloom's Taxonomy was first presented in a similar manner in a text from the Kotte Era in Sri Lanka, written in the fifteenth century by Thotagamuwe Sri Rahula Thera.

**Results.** This manuscript demonstrates that Thotagamuwe Sri Rahula Thera deserves praise for distinguishing educational notions from other kinds of educational conceptions. Thotagamuwe Sri Rahula Thera categories, which were much more recently discovered, are given special consideration.

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**Conclusions.** *This document considering contemporary scientific findings and pedagogy exposes instructional ideas that have been around for centuries. These findings' theoretical are also examined.*

**KEYWORDS:** *Bloom's Taxonomy, Kawyasekara, Thotagamuwe Sri Rahula, Sri Lanka.*

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## INTRODUCTION

The desire to comprehend behavior and education may be as old as the earliest written records created by man. As a result, it should not be surprising to discover descriptions of educational concepts in ancient works (Demirel and Yildiran, 2013). Since social context has a significant influence on how people perceive mental development, teaching likely evolved differently because of the educational situation in the past (Scharfe, 2018). Information on earlier cultures can be found in historical manuscripts. Ancient texts come in a variety of forms, including paper, palm leaf, stone, and metal carvings. Lack of effective conservation techniques is the reason for the abundance of well-preserved manuscripts (Sahoo, 2016).

Before the invention of paper, palm leaf manuscripts were regarded as one of the fundamental sources of written information. The first publication on educational concepts, or pedagogy, dates to the year 1872 (Figure 1), discusses palm tree writing, which dates to 1449 and is therefore over 570 years old. The authors will demonstrate that Bloom's first volume of the taxonomy of educational objectives, a masterpiece of educational theory published in 1956, was influenced by Kawyasekaraya.

### **Thotagamuwe Sri Rahula Thera (1408–1491)**

The Buddhist monk and illustrious scholar Thotagamuwe Sri Rahula Thera flourished in Sri Lanka in the fifteenth century. A polyglot, he was given the moniker "Shad Bhasha Parameshwara" for his proficiency in six eastern languages that were widely spoken in Sri Lanka and on the Indian subcontinent. Sangharaja Thotagamuwe Sri Rahula Thera was a renowned author, accomplished astrologer, and skilled ayurvedic doctor (Gamlath, 2014).

There are numerous folktales about Sri Rahula Thera's life, from his youth through his passing. Despite being a young genius, he had a mischievous personality and a thirst for adventure. One well-known tale claims that he drank a full bottle of "Saraswathi oil," a therapeutic oil that improves memory, despite the fact that only a drop should be used. It is thought that Thotagamuwe Sri Rahula Thera's remarkable memory throughout his life was the result of the effects of this therapeutic oil. According to local tradition and folklore, Thotagamuwe Sri Rahula Thera was also an exorcist who used mantras to command demons to perform manual labor (Gamlath, 2014).

In the Sri Lankan district of Kegalle, in Dematana, a village close to Dedigama, Sri Rahula Thera was born in 1408. Jayaba was his real name. Although his parents are unknown, some accounts claim that his mother was the older sister of Keerawelle Kumari, the queen who served as King Parakkramabahu VI of Kotte's principal consort. If this is correct, Prince Wickramabahu was his father and Princess Seelawathi was his mother. Prince Jayaba was raised by King Parakkramabahu VI and his wife after his mother passed away while he was a little child. Uthurumula Rahula Thera and Wilgammula Thera, who were also related to Prince Jayaba, served as his primary teachers. Prince

Jayaba was consecrated as a novice Buddhist monk and given the monastic name Wachissara Rahula Thera (Gamlath, 2014).

Young Rahula Thera relocated to the Wijayabha pirivena of Thotagamuwa for his further education after receiving his ordination as a monk. The best-known and best-liked educational institution during the Kotte era was Vijayaba Pirivena, located at Thotagamuwa, Hikkaduwa, in the Galle District of Sri Lanka. The Polonnaruwa monarch King Vijayabahu I founded this illustrious pirivena, which gave the nation numerous oriental academics. Young Rahula Thera quickly amassed a vast grasp of literature, eastern languages, and Buddhist teachings. He entertained his professors and the king by fluently reciting the entire Tripiaka by heart. Sri Rahula Thera spent the majority of his life at Vijayaba Pirivena, where he also produced some of his best-known literary works. As main prelate of Vijayaba, he later succeeded his grandfather's Uthurumua Rahula Thera and Galthurumula Thera. The title of Sangharaja, bestowed upon Thotagamuwe Sri Rahula Thera by King Parakramabahu VI, was also a first for a Sri Lankan Bhikkhu (De Silva, 2017).

A key figure in Sri Lankan literature, Sri Rahula Thera produced a number of highly regarded Sinhala literary works. Some of his major compositions are Buddhagajjaya (1430), Uruthamala Sandesaya (1435), Paravi Sandeshaya (1445), Gira Sandeshaya, Salalihini Sandeshaya (1447), Kawyashakaraya (1449), Parakumba Siritha, Panchika Pradeepaya (1457), Buddhipasadiniya (1480), Sakaskada, and Mawula Sandesaya (Madhusanka, 2015).

Sri Lankan traditional poetry has a lengthy history. The earliest manuscripts that have survived were created under Parakrama Bahu I's rule (1153–1186). It is reported that he built 128 libraries across his empire. Prose treatises on religion, morals, medicine, and science were among the first Sinhalese writings written on olas, but there were many more poems than prose works (Madhusanka, 2015).

Between the middle of the fifteenth century and the middle of the nineteenth century, there was a difficult time characterized by conflicts between groups and invasions from the West; this was an unfavorable time for the development of poetry. Some historians and critics believe that the uncorrupt body of Thotagamuwe Sri Rahula Thera, which was transported by the Portuguese from the isolated town of Ambana in Southern Sri Lanka, is what is maintained in the Basilica of Bom Jesus in Goa, India (Nissanka, 2017).

A fifteen-canto lyrical composition, Kawyasekara is believed to have been written after the author was invited to do so by Ulakudaya, a queen in ancient Sri Lanka. The goal of Venerable Totagamuve Sri Rahula Thera's visit was to increase the queen's understanding of Buddhism. The work honors the Buddha's wisdom and is based on a story from the Jataka book, a literary work that describes the Buddha's former incarnations. The Sattubhatta Jataka story paints a detailed picture of how the Buddha mesmerized his family and well-wishers with his astonishing insight. The Jataka tales' key moments are described by Venerable Rahula Thera in clear Sinhala, using a variety of similes and metaphors.

### **Benjamin Bloom**

*The Taxonomy of Educational Objectives: The Classification of Educational Goals*, which Benjamin Bloom published in 1956, classified learning objectives based on a framework

that has come to be known as Bloom's Taxonomy (Bloom and Krathwohl, 2020). It was one of the earliest attempts to objectively categorize cognitive functioning levels and it brought structure to gifted students' otherwise fluid thought processes. According to the 1981 study "Significant Writings That Have Influenced the Curriculum," by Harold G. Shane and the National Society for the Study of Education, Bloom's Taxonomy continues to be a cornerstone of the academic profession. Also credited to him is Bloom's 2 Sigma Problem (Adams, 2015).

Benjamin Bloom studied students' academic performance. Bloom and his colleagues observed aspects both inside and outside of the school environment that can affect how children learn through performing a range of investigations (Sivaraman and Krishna, 2015). The lack of variety in instruction is one example. Bloom postulated that children could learn more effectively if teachers tailored their lesson plans to the unique needs of each student. As a result, the Bloom's Mastery Learning process was developed (Bhargav et al., 2016). Teachers divide up concepts and skills into lessons that last one to two weeks as a result of this procedure. The student is given an assessment at the conclusion of the unit that offers helpful criticism on what the student has learned. Corrective assignments based on the material they had problems understanding is given to students who did not understand some of the unit's key ideas. After that, students take a second evaluation that concentrates solely on the knowledge and abilities they were told to exercise. This guarantees that each student receives tailored education at the rate the child requires to learn effectively. It is advised that students who demonstrate mastery of the subject matter get enrichment exercises to extend their learning. These activities are self-selected by the student and may come in the form of academic games, reports, special projects, etc. (Marzano, 2001).

The original Bloom's cognitive taxonomy consisted of six distinct domain levels: knowledge, understanding, application, analysis, synthesis, and evaluation. The knowledge and cognitive processes were the fundamental themes of each Bloom domain. The affective domain, which is concerned with students' interests, attitudes, and feelings, was later the focus of the American educational psychologist David Krathwohl and several of his colleagues (Bloom and Krathwohl, 2020). A different American educational psychologist created the psychomotor domains, which cover a wide range of motor skills. The emphasis on the cognitive in Bloom's work was a major selling point. Even though in his work he frequently explored the entire range of "entry" traits (cognitive and affective) that students demonstrate when they first start their schooling, Bloom came to be closely linked with the cognitive dimension.

### **Explanation of Sections 48–53 in the Kawyasekaraya**

Extracts from sections 48–53 in the Kawyasekara were taken from a publication done in the year 1872 (Figure 1) by Mohottiwatte Gunanda himi, though the book was initially published by Thotagamuwe Sri Rahula Thera in 1449. On the left the extracts are written in the Sinhala language and on the right is a direct translation.

The **purpose** of this article is to study the relationship between Bloom's Taxonomy and Kawyasekara.

**METHODOLOGY**

The study used a general scientific method that facilitated the analysis, comparison, and systematization of archival materials and scientific literature; the historical and pedagogical method provides information on the development of the study’s structure.

The study provides a definition of traditions and innovations in the directions and content of adult pedagogical education during a certain period; terminological analysis, which provides the definition of basic concepts in accordance with the subject of the research; and prognostics, which make it possible to outline the prospects for using, at the present stage, the experience of the “Knowledge” Society of Sri Lanka in the organization of adult education.

**Figure 1**

*Kawayasekeraya publication (A: palm tree, and B: printed page).*



**RESULTS**

**Knowledge in section 48**

48		
භූරූඝින නොදීද	වා	Without hurting teachers mind
වේලාව නොවරද	වා	Works on time
බැභිපෙම් උපද	වා	Embed love with kindness
අකුරුඋගනී කුමරු නොද වා		Learn from a king with solid basics

Section 48 explains respectful and considerate behavior: treat teachers with respect and consideration, appreciating their knowledge and work. Avoid saying or doing anything that can offend them or make them feel insecure. Time management: stress the value of working quickly and finishing projects on time. To ensure timely completion of work, encourage teachers to prioritize activities, create attainable goals, and manage their time well.

Create a culture of love and kindness within the school community to cultivate a caring atmosphere. Encourage educators to show compassion, empathy, and understanding for their students and coworkers. Encourage generosity and appreciation. Building on a

solid foundation: encourage teachers to improve their instructional techniques by taking advice from more seasoned teachers who have a firm grasp of the fundamentals. Stress the value of learning the **fundamentals of knowledge** before examining more sophisticated methods or approaches.

By adhering to these values, we may support teachers without endangering them, encourage a punctual and effective work ethic, build a climate of love and kindness, and promote ongoing education from knowledgeable mentors with a solid background in their profession. All three domains – **Knowledge, Skill, and Attitude** – were explicated in this section.

**Comprehension in section 49**

49		
කෙලෙහි ගුණ ද	න්නා	A person with solid gratitude
සීඛ්‍යයන්ගේ	න්නා	Who learn quickly what teacher taught
සුවසංගීතය	න්නා	A person with well sound education
කුමරු ලන්දේ ගුරුවරයන්		Reflect what they learned from the teacher

In this description, a person is shown to have a deep sense of gratitude for their professors and to cherish the teachings they have taught them. This person is portrayed as being able to pick up new information quickly and enthusiastically. The person is also described as having a well-rounded education, implying that they have a thorough understanding of several different courses or fields of study. They have had a wide variety of educational opportunities and have built a strong foundation of abilities and knowledge.

Furthermore, the person reflects upon what they have learned from their teachers. They take time to contemplate and internalize the lessons, **understanding their significance and relevance** in their own life. This reflective process allows them to integrate the knowledge into their own thinking and behavior.

The person recognizes and values the influence their professors have had on their academic and personal development. They cherish the advice and assistance their professors gave them, and they show their appreciation for them by using the knowledge and skills they have learned in productive ways. The description highlights this person’s commitment to lifelong learning and their profound respect for the role that teachers play in their intellectual development. It also highlights their thankfulness, quick learning capacity, strong education, and reflective character.

**Application in section 50**

සූර්යයා		
කාමී සිතින්	නි	Mindfulness with subject knowledge
වැඩකරමින්	නි	Saturated with work positivity
ගුරු සිතලෙස	නි	Behavioral change as a lecturer
කුමරු සම්පත		Graduation on time.

Important elements of preserving job positivity, encouraging behavioral change in lecturers, and assuring on-time graduation are highlighted. Combining mindfulness with topic knowledge requires being totally focused and present when performing teaching or research work. It involves approaching the topic with curiosity, engaging in self-reflection, and keeping up with current research and debates.

Saturated in work positivity: it's important to keep a positive outlook on work for both productivity and well-being. This entails finding meaning and purpose in your career, practicing appreciation, surrounding yourself with inspiring people, and giving self-care activities first priority. Change in behavior as a lecturer: as a lecturer, you must foster a supportive learning atmosphere, encourage active learning, offer helpful feedback, and set a good example for your students if you want them to modify their behavior. **It involves encouraging pupils to think critically and empathically while creating a safe space for them to express themselves and what they have learned by application.**

Graduation on time: providing support services, monitoring progress, and clearly communicating program requirements to students will help them graduate on time. Academic advising will also assist with course preparation. Students can finish their degrees successfully and on schedule if faculty members support them in using school resources and dealing with any academic or personal challenges. Teachers may help students succeed academically and personally by introducing mindfulness practices, upholding a positive outlook, encouraging behavioral change, and providing support. This will ultimately help students graduate on time.

**Analysis in section 51**

<p>පැහැයෙන් සුවඳිනු          මෝරණ සපුකැනුම ව          රැවින් ගුණ නැතිනු          වැඩිනි මහසන්වෙමින් පරසිදු</p>	<p>ස          ස          ධ          ධ</p>	<p>Saturated with the smell of the color          Matured flower which smell all over          features as iconic figure          Becomes a legend in his field.</p>
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A vibrant canvas emerges in the world of art, where the aroma of color dances in scented spaces. An iconic figure with an unmatched presence, its aroma fills the air like that of a ripe flower. With each stroke, he establishes himself as an industry legend and an artist whose skill leaves us speechless and overcome. His works go beyond the commonplace and everyday, elevating the canvas to unimaginable worlds.

His creations are on display all over the world, a monument to his talent and the pure joy of being an artist. His vision and talent leave an enduring impression, and his name reverberates through art galleries, museums, and people's emotions. He creates a symphony through the use of brush and palette, weaving together unseen tales, feelings, and fantasies. **With each brushstroke and line, he catches the essence of life, captivating and entrancing us with his work.**

As fans and detractors congregate, filled with wonder and sadness, the aroma of his ability remains in the air. Because legends are created, not born. The phrase conjures up the idea of an artist whose works are drenched in vivid hues and perfumed with enticing scents. As they develop into a mature flower-like artist, they become an iconic figure in

their industry, making an impression on both fans and detractors. They transcend borders and become legends in the field of art thanks to their extraordinary talent and mastery.

**Synthesis in section 52**

52		
සිව් වේ විදුදස	ව	Knowledge skills attitudes and mindset
සව් සිව්කලා සිව්සා	ව	Acquired all the educational concepts
සන් ආගම ඇම	ව	As well as seven religious concepts
ඉතා නිපුණය කුමරු කීම	ව	Skillfully person like a king who produced from the process

The cornerstones of personal development and growth are knowledge, skills, attitudes, and mindset. People develop a broad understanding of many areas and disciplines through the acquisition of educational concepts. They are given the intellectual tools necessary to successfully traverse the world’s complexity thanks to this knowledge. Religious concepts, in addition to educational ones, are important in forming a person’s viewpoint and values. These ideas can provide people a moral compass and help them live lives with meaning if they understand and embrace the ideas.

But knowledge on its own is insufficient. People can apply their knowledge in real-world circumstances more successfully by developing their talents. Through repetition, experience, and ongoing learning, skills are polished. **A skilled person may invent, innovate, and lead with competence just like a king who controls the industrial process as synthesis.** Beyond information and abilities, attitudes and mindset are essential elements of personal development. Positive attitudes that help people overcome obstacles and failures include perseverance, flexibility, and resilience. A growth mentality, on the other hand, encourages confidence in one’s capacity to learn, develop, and seize new possibilities.

Individuals have the potential to be potent agents of growth and change when all these factors come together. They have a comprehensive education, a grasp of religious ideas, refined skills, and an optimistic outlook. Such individuals have the ability to create, to inspire, and to have a significant impact on their own lives as well as on the lives of others, much like a monarch who has undergone a transformative process. Acquiring knowledge, honing abilities, forming good attitudes, and creating a growth mindset all contribute to personal development. Religion offers moral guidance and ideals while education provides a basis of knowledge and comprehension. Individuals can apply their information more successfully by developing their skills, and attitudes like tenacity and flexibility help people get through obstacles. A growth mindset encourages ongoing learning and development. Individuals are given the power to create, to inspire, and to have a significant impact on their lives and on the world when all these factors come together.

**Evaluation in section 53**

53		
පෙනෙල්ලෙන් ඇවු	එ	Lighten up the place with the knowledge
පහනෙව් වතුන් අලුක	එ	With the shining all the object
ගුරුණුදු නොමග ස	එ	Gained knowledge from the teachers what was taught
කුමරු සතදන සසින්සුලකුම්	එ	Live the entire life as a king

Knowledge enlightenment makes the world a more pleasant place to live. It shines on everything like a ray of light, blazing the way to understanding. Valuable information is taught through the leadership of teachers and mentors, laying the groundwork for growth and learning. With this understanding, one can make wise and self-assured decisions in life. Every experience becomes a chance to put the knowledge gained to use and choose wisely. In this way, armed with the wisdom they have attained, a person can live their entire life as a monarch.

Similar to how a king rules over his realm, a person who has gained knowledge has the ability to control their own destiny. They have the capacity to make informed decisions, follow their passions, and advance society. They possess the capacity to motivate and guide, resulting in favorable change in their surroundings. Living like a king has nothing to do with having power or tangible money; it has everything to do with the way one thinks and lives. It involves accepting information, pursuing improvement constantly, and employing that knowledge to have a significant influence. With this outlook, one can shine brightly and make a lasting impression on the world.

The world is made lighter and brighter by information accumulation. Individuals acquire information through teachers and mentors, which equips them with crucial insights to make their way through life. ***They are better able to make wise decisions and contribute to society as a result of this knowledge, which gives them a sense of aristocratic living by evaluation.*** Using knowledge to lead, motivate, and effect positive change is what it means to be a “king” in this context. It is not about having a lot of money; rather, it is about embracing information, continuing to improve, and leaving a lasting impression on the world.

This clearly maps with Bloom’s taxonomy, one to one. Therefore, Thotagamuwe Sri Rahula Thera wrote a masterpiece that we need to value.

## DISCUSSION

In our opinion, public associations can serve as platforms for testing, and for implementing innovative methods and tools for organizing nonformal education. In particular, to promote the adaptation of education to the new realities of the fifteenth century, where nonformal education, as stated in the Memorandum of Continuing Education long before the Bloom’s Taxonomy by Thotagamuwe Sri Rahula Thera.

In our opinion, the “Knowledge Society” is a positive example of the organization of nonformal education, namely in the implementation and development of the organization of pedagogical education of adults in the Kawyasekara.

At the same time, we share the opinion of Benjamin Bloom (1956) that the development of adult education in the mid-twentieth century was due to political and economic realities. However, in our opinion, the pedagogical education of adults, which was established in the fifteenth century by Thotagamuwe Sri Rahula Thera, is evidence based proved it.

## Limitations

There are numerous restrictions when doing a historical analysis of the idea of obsessions. For instance, because they were written in Pali, Sanskrit, and Sinhala, manuscripts of this type from the scholastic era are difficult to access. This made it

difficult for us to evaluate Thotagamuwe Sri Rahula Thera's contributions in comparison to those of his contemporaries. When manuscripts were available, discussions on the idea of obsessions tended to be brief and dispersed, which could result in unintentional omissions.

## CONCLUSION

The view of education in Thotagamuwe Sri Rahula Thera's book, which dates back to the height of Buddhism, is surprisingly more akin to contemporary views of education than those of his contemporaries. The writings of Thotagamuwe Sri Rahula Thera raise several interesting questions, one of which is how closely our modern conceptions of education resemble those of his generation in many respects. It's likely that it has taken close to a millennium for people to acknowledge and value the precocious talent of Thotagamuwe Sri Rahula Thera's work.

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## CONFLICT OF INTERESTS

The authors declare that there are no conflicts of interests regarding the publication of this paper.

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#### АНОТАЦІЯ / ABSTRACT [in Ukrainian]:

##### ІДЕЇ ТАКСОНОМІЇ БЛУМА В ТРАКТАТІ 15 СТОЛІТТЯ НА ШРІ-ЛАНЦІ

**Метою** цієї статті є вивчення зв'язку між таксономією Блума та трактатом Кав'ясекарою. За деякими даними, перший екземпляр таксономії Блума був записаний Бенджаміном Блумом у 1956 році, трактат Кав'ясекара (1449) був написаний Тотагамуве Шрі Рахула Тера.

**Методологія.** На думку деяких дослідників, сучасні концепції трьох ієрархічних моделей, які відрізняють їх від інших типів освітніх концепцій, не розвивалися до 15 століття. У цій статті показано, як концепція, яку ми зараз називаємо таксономією Блума, була вперше представлена подібним чином у тексті трактату епохи Котте на Шрі-Ланці, написаному в 15 столітті Тотагамуве Шрі Рахула Тераю.

**Результати.** Відкриття цього рукопису демонструє, що Тотагамуве Шрі Рахула Тера заслуговує схвалення за розрізнення освітніх понять від інших видів освітніх концепцій. Категоріям Тотагамуве Шрі Рахула Тера, які були досліджені набагато пізніше, приділяємо особливу увагу.

**Висновки.** Читання трактату з огляду на сучасні наукові відкриття та педагогіку визначає академічні ідеї, які існували століттями. Також розглядаються теоретичні та практичні наслідки цих результатів.

**КЛЮЧОВІ СЛОВА:** таксономія Блума, Кав'ясекара, Тотагамуве Шрі Рахула Тера, Шрі-Ланка.

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