NEP 2020: LINKING EMOTIONAL INTELLIGENCE AND BLOOM'S AFFECTIVE DOMAIN CATEGORIES TO NEW PEDAGOGICAL AND CURRICULAR STRUCTURE

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\textbf{ABSTRACT}

\textbf{Purpose:} To establish a linkage in theory and in practice for strengthening the emotional intelligence skills among students throughout their school life with the help of opportunities available through NEP 2020 and the given affective domain categories as per Bloom’s Taxonomy.

\textbf{Theoretical framework:} Strengthening emotional intelligence skills among children is possible through a rigorous and focused effort right from the elementary level of education. New pedagogical and curricular structure as proposed through NEP 2020 can be integrated with the affective domain components given by Bloom to establish the linkage and strengthen the emotional intelligence skills.

\textbf{Design/Methodology/Approach:} This study is based on the guidelines given in NEP 2020 for strengthening the affective domain component among students. Hence NEP 2020 and Bloom’s Taxonomy are integrated to develop a model for imparting the education and skills related to emotional intelligence.

\textbf{Findings:} The steps taken for strengthening the emotional intelligence right from the lowest grade to the highest grade in schools will ensure the systematic development of emotional intelligence skills among students and will make them ready for the life challenges in future.

\textbf{Originality/Value:} The current concept paper is based on recommendations as per NEP 2020 and affective domain components as per Bloom’s Taxonomy.

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\textbf{NEP 2020: VINCULANDO A INTELIGÊNCIA EMOCIONAL E AS CATEGORIAS DE DOMÍNIO AFETIVAS DE BLOOM À NOVA ESTRUTURA PEDAGÓGICA E CURRICULAR}

\textbf{RESUMO}

\textbf{Objetivo:} Estabelecer uma ligação na teoria e na prática para fortalecer as habilidades de inteligência emocional entre os alunos ao longo de sua vida escolar com a ajuda de oportunidades disponíveis através da NEP 2020 e as categorias de domínio afetivo dadas conforme a Taxonomia de Bloom.

\textbf{Estrutura teórica:} O fortalecimento das habilidades de inteligência emocional entre as crianças é possível através de um esforço rigoroso e focado desde o nível elementar de educação. A nova estrutura pedagógica e curricular proposta pela NEP 2020 pode ser integrada com os componentes do domínio afetivo dados pela Bloom para estabelecer a ligação e fortalecer as habilidades de inteligência emocional.

\textbf{Projeto/Metodologia/Abordagem:} Este estudo baseia-se nas diretrizes dadas na NEP 2020 para fortalecer o componente afetivo do domínio entre os alunos. Assim, a NEP 2020 e a Taxonomia de Bloom estão integradas para desenvolver um modelo de transmissão de educação e habilidades relacionadas à inteligência emocional.

\textbf{Constatações:} Os passos dados para fortalecer a inteligência emocional desde a nota mais baixa até a mais alta nas escolas garantirão o desenvolvimento sistemático de habilidades de inteligência emocional entre os alunos e os prepararão para os desafios da vida no futuro.

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Originalidade/Valor: O atual documento conceitual baseia-se em recomendações de acordo com a NEP 2020 e componentes de domínio afetivo de acordo com a Taxonomia da Bloom.


NEP 2020: VINCULACIÓN DE LA INTELIGENCIA EMOCIONAL Y LAS CATEGORÍAS DE DOMINIO AFECTIVO DE BLOOM CON LA NUEVA ESTRUCTURA PEDAGÓGICA Y CURRICULAR

RESUMEN
Finalidad: Establecer un vínculo en la teoría y en la práctica para fortalecer las habilidades de inteligencia emocional entre los estudiantes a lo largo de su vida escolar con la ayuda de las oportunidades disponibles a través de NEP 2020 y las categorías de dominio afectivo dadas según la Taxonomía de Bloom.

Marco teórico: El fortalecimiento de las habilidades de inteligencia emocional entre los niños es posible a través de un esfuerzo riguroso y enfocado desde el nivel elemental de educación. La nueva estructura pedagógica y curricular propuesta a través de NEP 2020 puede integrarse con los componentes del dominio afectivo otorgados por Bloom para establecer el vínculo y fortalecer las habilidades de inteligencia emocional.

Diseño/Metodología/Enfoque: Este estudio se basa en las directrices dadas en NEP 2020 para fortalecer el componente de dominio afectivo entre los estudiantes. De ahí que NEP 2020 y Bloom’s Taxonomy se integren para desarrollar un modelo de enseñanza y habilidades relacionadas con la inteligencia emocional.

Hallazgos: Las medidas adoptadas para fortalecer el derecho de inteligencia emocional desde el grado más bajo hasta el más alto en las escuelas asegurarán el desarrollo sistemático de habilidades de inteligencia emocional entre los estudiantes y los prepararán para los desafíos de la vida en el futuro.

Originalidad/Valor: El presente documento conceptual se basa en recomendaciones según NEP 2020 y componentes afectivos de dominio según la Taxonomía de Bloom.

Palabras clave: PEN 2020, Inteligencia Emocional, la Taxonomía de Bloom.

INTRODUCTION

National Education Policy 2020 (NEP 2020) focuses not only on the development of cognitive, problem solving and critical thinking abilities but also on development of affective domain abilities. With the onset of 21st century and introduction of NEP 2020, school education has started taking shape in accordance with the guidelines provided in NEP. NEP 2020 envisage the traditional 10+2 structure to be replaced with 5+3+3+4 with a dedication to create a strong base of early childhood education. Though various conscious steps are taken for building the foundational abilities such as numeracy, literacy and higher order cognition resulting in a tremendous growth in strengthening the cognitive and psychomotor development of child right from the early school days, still the paramount need that remains unaddressed is to identify the steps for strengthening affective development in child.

It is observed that the counselling facilities such as professional counselling, academic counselling or career counselling are made available to children at secondary and higher secondary level, but no such provision exists at lower levels of educational system. As stated in NEP 2020, in humans approximately 85% of brain development occurs by age of 6, it is
essential to take careful steps for healthy development and growth of brain since the early childhood till the age of adolescence in order to nurture emotional intelligence among children.

According to Benjamin Bloom, affective abilities comprise of person’s attitude, feelings and emotions. Bloom has also provided hierarchical categories of Affective Domain starting with the lowest level category of Receiving, followed by Responding, Valuing, Organization moving towards the highest level of category named as Characterization.

The lowest level Receiving deals with becoming aware of and passively paying attention to the phenomenon, material or certain ideas. The second level Responding involves the participants to actively participate in the process of learning. In this level the phenomenon of Stimuls & Response works effectively. The third level Valuing enhances the ability to understand the worth or value of something and effectively expressing it. The fourth level of Organization enables people to put together the available ideas, information and values and then eventually relate them to one’s own belief system. This process is expected to lead towards creation of one’s own value system which is unique to everyone. The highest level of Characterization is about ‘behaving in accordance with the internalized value system.

**LITERATURE REVIEW**

Kalyani, P. (2020) attempted to study the unmapped potential skills of children and older people so that they can identify the right success path. This attempt was made with the help of the technique named Dermatoglyphics. The study focuses on existence of hidden potential in every child and need to attempt to manifest those skills. Through the study it can be inferred that if the child’s hidden potential is discovered, then their success path can be crafted easily.

Dr, Rahul Pratap Singh Kaurav, Prof. K.G. Suresh, Dr. Sumit Narula, Ruturaj Baber (2020), stated in their work that NEP 2020 has adopted multi, inter and trans-disciplinary approach to humanize the education which provides opportunities to students to choose humanities related subjects. Such an opportunity to choose from diverse pool of courses will enable students to develop not only cognitive intelligence but also will contribute in the development of affective domain.

According to B. Venkateshwarlu (2021), the system of higher education will transform itself as student centric system accompanied by the freedom to select core and allied subjects within a discipline and across disciplines. This freedom of choice is expected to supplement the cognitive as well as affective growth of individuals.
A research work done by Hemlata Kumawat, Dr. Manju Sharma (2021), urges that there is an urgent need to invest in educational sector and government should prioritise on this need. Thoughtful investments in educational sector can lead to several benefits not only to uplift the quality of education but also the life of students.

Work done by Sathya, A. ., & Velmurugan, V. P. . (2022) indicates the difference between emotional intelligence among arts and science students which in turn is affecting their personality. This actually should not be the case as every student should get an equal opportunity to develop their personality through developing the emotional intelligence.

Further, the work done by Prasad, K., Mookerjee, R., Rani, R., & Srinivas, V. (2022) indicates a direct relationship between the stress level of students and their academic performance and psychological well being, indicating the need to strengthen emotional intelligence skills among school children.

As NEP 2020 is still a new perspective, hardly any research is done in the areas to integrate the current curricular framework and affective domain categories given by Bloom. As no attempt is made to link the Bloom’s Affective Domain categories – Emotional Intelligence and New Pedagogical & Curricular Structure, hence the same is considered as a research gap for the proposed conceptual paper.

DATA AND METHODOLOGY

NEP 2020 serves as a basic guideline for the proposed model of study, wherein the major focus would be on developing the emotional intelligence skills right from the young age and from elementary level. The current research aims at integrating the Bloom’s Affective domain categories with new pedagogical and curricular structure in introduced as per NEP 2020. This integration will facilitate to strengthen the emotional intelligence skills viz. the affective domain skills throughout the educational life of a student.

The methodology and data for the proposed theoretical framework is based on systemative review of NEP 2020 and the affective domain components offered as per Bloom’s Taxonomy.

RESULTS AND DISCUSSION

Proposed Conceptual Model

The current conceptual paper attempts to establish sound proposition to introduce the concept of Emotional Intelligence right from Foundation level till the secondary level of
Emotional Intelligence is considered as a skill as well as an ability to manage one’s own emotions as well as that of others. As EI is not a trait which is present by birth neither it is gifted through heredity, hence it should be nurtured throughout the educational system.

Further reference is taken from Bloom’s Affective Domain Categories which is a hierarchical structure used for arranging feelings from Simple to Complex level. An attempt is made to link the levels of Bloom’s Affective Domain Categories to the New Pedagogical & Curricular Structure by incorporating the traits of Emotional Intelligence at various educational levels. Figure 1 indicates the conceptual model of linkage between Bloom’s Affective Domain categories – Emotional Intelligence and New Pedagogical & Curricular Structure.

Figure 1: Bloom’s Affective Domain categories – Emotional Intelligence and New Pedagogical & Curricular Structure

Source: Compilation in line with https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

The attempt of linking Bloom’s Affective Domain components to New Pedagogical & Curricular Structure through strengthening the Emotional Intelligence Traits results in
identifying various abilities and skills to be focused during the different levels of education. Table 1 indicates the summary of emotional intelligence traits which should be developed from the Foundation level till the Secondary level of education.

**Table 1: Linkage of Bloom’s Affective Domain categories – Emotional Intelligence and New Pedagogical & Curricular Structure**

<table>
<thead>
<tr>
<th>Level</th>
<th>New Pedagogical &amp; Curricular Structure</th>
<th>Traits of Emotional Intelligence</th>
<th>Affective Domain Categories</th>
</tr>
</thead>
</table>
| SECONDARY      | 4 Class 9 to 12 (Ages 14 – 18)          | • Establish a connect between different emotions  
• Decide the socially-desirable emotions to be displayed  
• Predict the outcome of displayed emotions  
• Suggest the alternatives for destructive emotions  
• Explain the reasons for displayed emotions  
• Elaborate on the reason given to justify the displayed emotions  
**Evaluate Emotions**  
• Evaluate the Felt vs displayed emotions  
• Provide explanation for displayed emotions  
• Point out the factors causing negative and positive emotions  
• Identify the problems associated with negative emotions  
• Imbibe the habit of experiencing positive emotions | CHARACTERIZATION |
| MIDDLE         | 3 Class 6 to 8 (Ages 11 – 14)           | **Apply EI for life adjustments**  
• How to control emotions?  
• What to do when encountered with extreme emotions?  
• How to help fellow students to manage their emotions?  
**Analyse Emotions**  
• Actions to be taken while experiencing extreme emotions.  
• Develop emotionally intelligent arguments.  
• Choose actions / Take decisions that does not lead to emotional disturbance  
• Modify thought processes to experience desirable or stable emotions  
• Solve life problems with emotional intelligence | ORGANIZING |
| PREPARATORY    | 3 Class 3 to 5 (Ages 8 – 11)            | **Understanding and Appreciating Emotions**  
• Classify emotions  
• Compare emotions  
• Contrast emotions  
• State the felt emotions  
• Explain / Describe the emotions  
• Translate the emotion into words  
• Name the emotion  
• How to express emotions  
• Empathize with others | RESPONDING |
| FOUNDATIONAL   | 2 years Class 1 & 2 (Ages 6 – 8)        | **Awareness of basic Emotions**  
• Identify the basic emotions like Happy, Sad, Angry, Surprised, Scared, Disgusted etc.  
• Remember emotions | RECEIVING |
|                | 3 years Anganwadi / Pre-School (Ages 3 – 6) |                                                                                  |                                  |

Source: Compilation in line with https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
The baby steps for introducing the awareness of Emotional Intelligence should start at Foundation level in Anganwadi or Preschools, 1st and 2nd standards. The main focus should be on creating emotional awareness among kids and introducing them to the basic emotions such as being Happy, Sad, Angry, Surprised, Scared, Disguised etc. This attempt will enable the kids to remember the emotions and the behavioural displays associated with the same. This in a way will successfully create the awareness of basic emotions and an ability to passively receive the emotions.

At the preparatory level i.e. in the classes from 3rd to 5th, the focus should be on enabling kids to respond and value emotions. Kids can be taught to classify, compare and contrast emotions they encounter with. At this level it is important to help the kids to translate the felt emotion/s into words and describe the same effectively. This will enable children to not only express their emotions but also value and respond to the emotions of others. Learning how to respond to emotions of self and that of others is a skill which children should learn at the very early stage of their life.

In the Middle level of education i.e. during the 6th to 8th standard, the focus should be on helping kids to organize their emotions. By now the children should understand organizing and analysing emotions for life adjustments. The concept of being an emotionally intelligent individual can be introduced and build from this level. Children should be taught to manage their own extreme emotions and also help the fellow students to manage theirs. Children should now start understanding the significance of being emotionally intelligent to solve life problems.

At the highest level of school education viz. in the secondary level where the child belongs to standard 9th to 12th, the process of characterization begins. At this level the focus of education should be on establishing a connect between various emotions and display the socially desirable emotions. Being in adolescent stage it is very important to understand how to deal with the flood of emotions felt frequently and decide the course of action when faced with adverse emotions. Children should be enabled to effectively deal with the felt emotions and decide upon the socially desirable displayed emotions. The process of characterization should train the children to identify problems associated with negative emotions and imbibe the habit of experiencing positive emotions.

CONCLUSION

The proposed conceptual model of linking Emotional Intelligence and Bloom’s Affective Domain Categories to New Pedagogical and Curricular Structure is worth
understanding and adopting as development of affective domain is equally important in comparison with development of cognitive and psychomotor domain. Emotional Intelligence is an ability to understand self as well as others and regulate the emotions in the most favourable manner. EI needs to be developed among young children and the process of development is a long term process. As emotional intelligence is a life skill, it is the responsibility of Educational institutes to nurture the skill among children right from the earliest level of education. The journey of awareness of basic emotions to facing the life challenges is complex and involves a lot of emotional struggle. Having a systematic approach to strengthen the emotional skills will ensure the development of affective domain among children. This will support the achievement of aim given by NEP 2020.

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