



## A CRITICAL ANALYSIS OF NEP-2020 IN SCHOOL EDUCATION IN RELATION TO EMOTIONAL COMPETENCE

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### Abstract

The paper is thematic in nature. It throws light on the New Educational Policy after a long wait of thirty-four years. It is a well-known fact that Education helps in bringing about development in the holistic development of individuals which consequently helps in national development. But education needs to be renewed timely according to the present needs. A look at previous policies reveals no contribution to the emotional development of the individuals. This paper deals with emotional development and how it is important for an individual. NEP -2020 is the result of the committee constituted in June 2017 which further submitted its report on 31 May 2019. This study focuses on the role of NEP -2020 in emotional development. The new pattern of 5+3+3+4 school education helps in the holistic development of children which includes emotional development. ECCE provides flexible, multi-faceted, multi-level, activity, play, and inquiry-based learning that aids in developing children socio-emotionally and ethically. Accessibility to all, multilingual, flexibility in courses, etc. played their part in developing children emotionally. After the critical analysis, it can be concluded that school education plays a vital role in emotional development which helps develop a harmonious relationship and in the development of a nation.

Keywords: NEP-2020, school education, emotional development, social development.

### Introduction:

According to John Dewey, Education is defined as a life and not the preparation for life (Sarna et al.2021). It is the human right of a person that contributes to the physical, social, cognitive, and emotional development of a person. It is key to changing the mindset of the people and replacing it with positive thoughts. Education works as a means to change the world for a better place to live in. It helps in individual development by identifying and developing the innate abilities of a person, turning it into a skillful and knowledgeable person thus contributing to the development of society and consequently of a nation. Similarly, Emotional development is of utmost importance as it helps to understand oneself and others in maintaining a healthy and harmonious relationship with others and making a place a peaceful one to live in with unity. After the independence, of our country in 1947, from time to time the Indian government has formulated various policies so as to make the education sector a developed one by raising the quality and quantity of education. Some policies aimed at providing education to all, while some others provide vocational education, adult education, education for the disabled, computer literacy, and much more. In this way, different objectives have been formulated from time to time according to the situation at that particular time. All these objectives contribute to the development of individuals, society, and the nation. But there is an important development that has been neglected so far - emotional

development. Social and Emotional Learning has not been of much importance before as today through NEP-2020. The School Education in NEP-2020 has many aspects that result in the emotional development of the children by developing values and skills so that they can live peacefully with harmony in society with a feeling of love and brotherhood in the heart.

**Conceptual understanding:****Emotional Competence**

The word Emotional Competence is formed from the combination of the two words ‘emotions and ‘competence’. The word emotions mean is defined as agitation or the disturbance of feelings, minds or an excited mental state. There are two way of doing things- doing it or doing it in the best way. The other word ‘competence’ means the ability to do a work in its best way. So, combining these two meanings as words, we can say that Emotional Competence is the ability to deal with different emotions and situations effectively, in the best possible way so that harmonious relationships can be maintained in the environment. Thus, Emotional competence can be defined as the ability of an individual to express his or her emotions with full freedom. Emotional competence is a higher form of emotional intelligence and is derived from emotional intelligence. It is the ability to identify one’s own emotions and that of others. This also includes the ability to maintain and control emotions and adapt. Emotional Competence can be trained or can be learned. It aids in interacting constructively with others. There are few dimensions that makes up emotional competence. This includes assertiveness, cooperation, responsibility, self-control and empathy (Salovey & Sluyter,1997).In other words, the skills of emotional competence are related to social factors, that exercise all values that foster emotional competence (Saarni,2000).

Emotional competence is the ability to understand our feelings and emotions, to self-maintain the emotions to express them in a appropriate manner according to the situation. Emotional competence is very important now a days for all individuals. Emotional competence tells the individuals about how they can use their feeling and emotions for solving problems. Emotional competence gives us the ability to understand the emotions of ourselves and of others also. It is the ability which gives us the power to know the emotions of others which helps us to make the relationship with society. It helps us to build strong relationship with others. Emotional Competence helps the people to adapt in different situations.

Emotional Competence is the ability that makes the people capable to live in different situations and learn how to behave with other people according to their emotions. Emotional Competence improves the communication process with others. People who are having the high ability of emotional competence have the better empathy skills than the people having the low ability of emotional competence. People act with integrity having emotional competence. Emotional Competence makes the people capable to get respect from other people.

Emotional Competence is important for the people because it improves the career prospects in their future. Emotional Competence helps the people so that they can manage the changes in their emotions and feelings more confidently without hesitating. Emotional Competence is also very important for the teachers also. It plays a important role in teacher education. Because if teachers cannot recognize their own emotions it leaves them at the mercy of other people and creates feelings of distress. As teachers plays a significant role in the students life they have to take care of the student’s emotions besides giving the stress on the academic excellence.

### Theoretical Framework of Emotional Competence

**Goleman's framework of Emotional Intelligence:** Daniel Goleman defines Emotional Intelligence as the capacity to recognize the feelings of ourselves as well as those of others, motivate ourselves, managing our emotions in ourselves as well as in our relationships. The first model of Emotional Intelligence was given by Goleman in 1998 that focuses on performing leadership performance. The initial framework consists of the bases of five construct that includes 25 competencies. These five bases or dimensions were - Self -Awareness, Self-regulation, Social -ability, Motivation, and Empathy. Later on, in the year 2002, the dimensions were further reduced by Richard Buyatzis (Goleman, Boyatzis, and McKee, 2002) in four domains. These four domains are self-awareness, self-management, social-awareness, and relationship management.

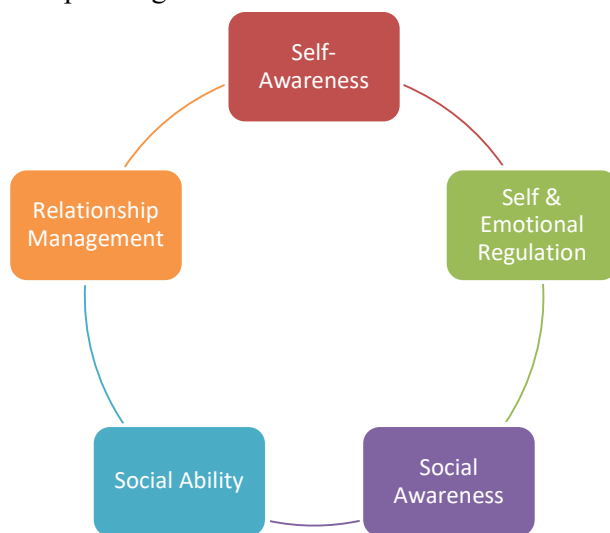


Figure 1, Domains of Emotional Intelligence by Goleman

### National Education Policy (NEP- 2020):

The New Education Policy of 2020 is the first education policy of the 21 century and has replaced the thirty-four years old National Education Policy of 1986 which was further modified in 1992. It is the result of the Committee formed by Human Resource Development under the chairmanship of eminent scientist Padma Vibhushan Dr. K. Kasturirangan. The committee was constituted in June, 2017 and submitted its report after an intensive study on 31 May, 2019. The previous policies focus on improving education by the use of Information Technology and giving importance to teacher education, adult literacy, and early childhood care (Banerjee et al.2020). It also aimed to improve educational services. But all of them failed to meet those expectations. So, NEP 2020, has come to compensate for all the failures of the previous policies. NEP 2020 breaks away from its predecessors due to its many unique features.

It stands on five ground pillars. These are access, equity, quality, affordability, and accountability. The policy aims and recognizes, identify and encourage the uniqueness of each and every child and their promotion by teachers leading to their development. It allows students to choose their course and curriculum according to their abilities and also inherit human and constitutional values – like empathy, freedom, equality, civility justice, etc. NEP 2020 also focuses on the use of technologies to enhance teaching and learning by removing the barrier of language and effective planning and administration. The policy also talks of formative evaluation as it promotes regular learning over

summative evaluation. In order to avoid the detrimental hierarchy between various domains of learning present NEP 2020, has removed these divisions. NEP 2020, introduces the framework of “Light but tight” to maintain the integrity of the educational system, openness, and efficiency of resources through auditing and public disclosure thus promoting independence, good governance, and empowering innovations.

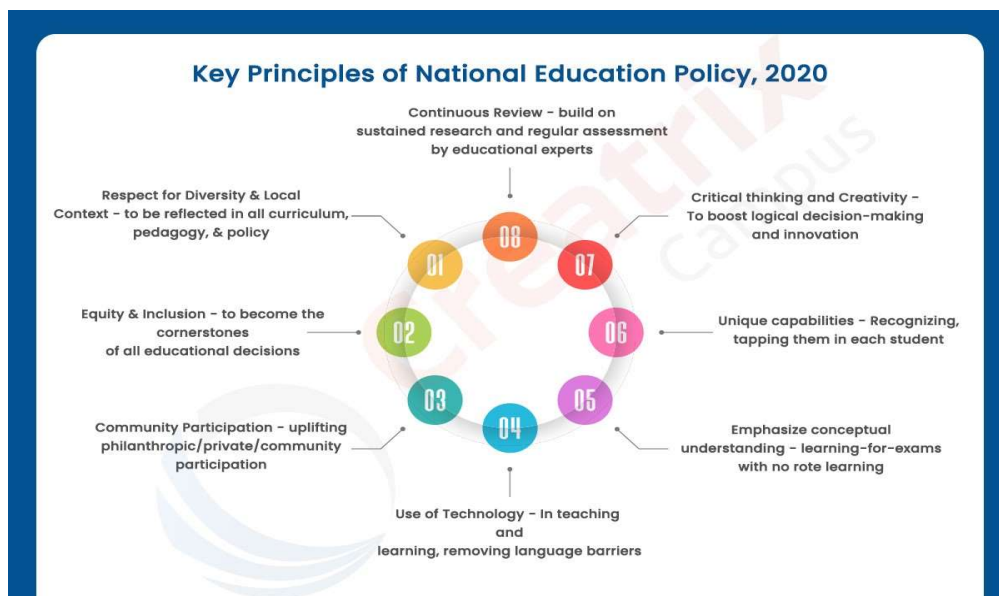


Figure 2, Principles OF NEP-2020

The New Education Policy of 2020, aims at converting India into Bharat by transforming the education system to one that is rooted in Indian ethos. It makes education equitable to all society thus providing quality and global knowledge. The vision of this policy is to instill in each individual the pride of being an Indian now only in words but in spirit too, develop knowledge, skills, and values that will lead to human rights and sustainable development and living and global well-being thus turning into a true global citizen.

### School education in NEP- 2020:

The New Education Policy of 2020 covers school education, higher education, teacher education, vocational education, professional and adult education, technology use, promotion of language culture, and much more. But many of the educational policies in past have not given any place to social and emotional learning which means developing skills of understanding one's own emotions as well as the emotions of others, controlling emotions, and managing conflicts thus maintaining healthy and harmonious relationships thus making able to make social decisions. As academic skills are important, similarly social and emotional skills are important as it makes an individual manage their feelings and behave appropriately in different social situations thus contributing in making a good citizen of the nation.

The new educational policy focuses on social and emotional learning by fostering skills during this school education. The policy replaces the structure of the school from 10+2 to 5+3+3+4 thus covering students from ages 3 to 18 years. In addition to this structure, the new structure is embedded with new pedagogical skills and curriculum. In the previous structure, the students of ages 3-6 years were not

included. But the new structure of school education includes students of age 3 years by the Early Childhood Care and Education (ECCE). This will lead to overall learning and development.

### ***Early Childhood Care and Education (ECCE)***

It is true that 85% brain of a child develops till the age of 6 years but still there are crores who do not have early childhood care and education. So, through NEP -2020 focus has been given to early and childhood care and education i.e ECCE. This allows children to participate and flourish in the education system through their care and development during the early periods. This will ensure their entry into Grade 1.

ECCE ensures that each child during their early periods gets flexible, multi-faceted, multi-level, activity, play, and inquiry-based learning which comprises of alphabets, language, numbers, counting, colors, shapes, puzzles, learning through different plays that help in fostering logical thinking, problem-solving and creativity. It also helps in inculcating social capacities, sensitivity, good behavior and values, ethics, teamwork and cooperation. Thus ECCE helps in attaining physical, motor, and cognitive development. It also helps in developing children socio-emotionally and ethically. This also improves the early language and communication of the children. All this will contribute in developing emotional competence among the children.

In order to access ECCE, Anganwadis are well equipped with good infrastructure, equipment to play, and well-trained teachers through the systematic efforts developed through the pedagogical framework developed by NCERT. Also, it accesses Ashrams and so as to achieve the aim of access of ECCE to all.

### ***Restructuring School Curriculum and Pedagogy***

The old curricular and pedagogical structure 10+2 of school education has been replaced by a 5+3+3+4 design which consists of four stages. First is the Foundational Stage (3-8 years) which consists of five years of ECCE flexible play and activity-based learning. The Second stage is the Preparatory Stage which includes education of three years from 8-11 years in which students learn through play and activities and discovering. The third is The Middle Stage which again comprises of three years of education for children of age 11-14 years with a pedagogical and curricular style of the preparatory stage here the students learn about abstract concepts of science, maths, social science, and humanities through different subject teachers. The last stage is the Secondary Stage which comprises four years of education from 14-18 years. In this stage, children gain in-depth knowledge, develop critical thinking, greater flexibility and aspiration to life, and flexibility in the choice of subjects. Since education is imparted by the various pedagogical and curricular frameworks it takes students toward a real understanding of subjects and away from rote learning. This helps in attaining the aim of education to develop children not only cognitively but also developing their character thus turning them into holistic and all-round individuals. Since this pattern brings about the holistic development of children which includes social and emotional development so it can be concluded that it helps in bringing about emotional development.

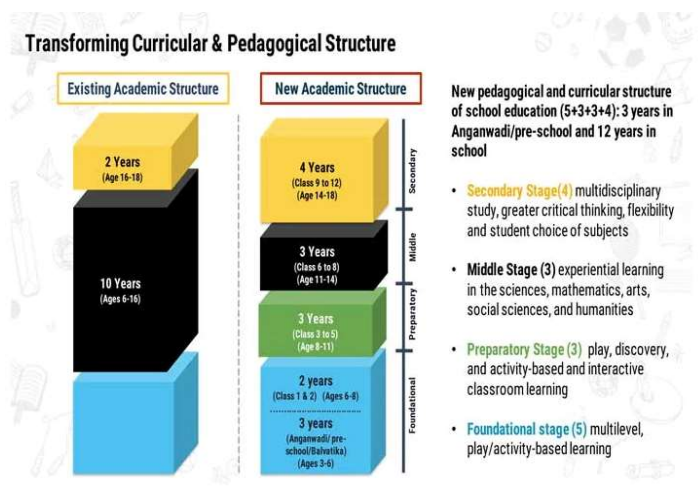


Figure3, New Structure of School Curriculum

### ***Flexibility in Course Choices***

Students are provided with greater flexibility in choosing their subjects so that they may design their life and career paths themselves. With the effect of NEP -2020, secondary education consists of new features to provide a wide variety of subjects to students with the aim to attain holistic development which includes attaining social and emotional development. Now there is no segregation amongst curricular, extracurricular, co-curricular arts, science and humanities, language, and vocational subjects. Due to the availability of this flexibility in the choice of subjects students can develop independently according to their wishes and dreams in this will able learn more and develop more according to their skills and interest. This will keep them away from tensions, and stress thus making them emotionally developed. Moreover, the content is reduced to core essentials so as to make the opportunity for critical thinking and holistic development. Board exams are made easier so that anyone who must be attending school regularly and putting his basic effort will be able to much additional effort.

### ***Curricular Integration of essential subjects, skills, and capacities***

In this, Students are taught about right and wrong and a logical framework is developed amongst students so that there are able to make decisions according to ethics. They are also introduced to some positive subjects such as tolerance, sacrifice, justice, gender sensitivity, respect for elders, empathy, compassion, and non-violence and on the other hand made aware about cheating, violence, plagiarism etc. Children are also provided with the opportunity to read original stories, Inspiring stories as well as some parts of the Indian constitution which helps in inculcating social, emotional, and constitutional values amongst students.

### ***Conclusion:***

It can be concluded from the above the study that National Education Policy (NEP-2020), the new or the first education policy of the twenty-first century is the one that has given major importance to emotional and social learning through school education which will result in the emotional development of the children. This can be attained through early childhood care and education which ensures learning through play and activities and is multifaceted. Similarly, the new school design of 5+3+3+4, flexibility in courses provided to the students as well as the opportunity to develop empathy, and values help in attaining this aim. So, this will help in social and emotional understanding with oneself and others and have empathy for others and the world will be a better and more developed place to live in.





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### Web Resources

<https://beyou.edu.au/fact-sheets/social-and-emotional-learning/emotional-development>