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# NEP 2020 Emphasizes on Emotional Intelligence and Artificial Intelligence for the Professional Development of Teachers

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### Abstract

This paper aims to present how the National Education Policy (NEP) 2020 emphasizes a transformative approach to teacher professional development by integrating Emotional Intelligence (EI) and Artificial Intelligence (AI) to create a holistic, 21st-century learning environment. The policy moves beyond traditional pedagogical training to focus on teacher well-being and technological empowerment. This research follows a qualitative approach, analyzing both academic literature and real-world case studies to explore how EI and AI is being leveraged in teacher development programs for personalized learning paths. Data are gathered from peer-reviewed journals, and case studies from organizations. By integrating EI education into the curriculum, schools can foster a supportive learning environment. This can be achieved by providing professional development for educators, engaging parents and the community, assessing student progress, and encouraging extracurricular activities. AI will continue to play an increasingly important role in the professional development of teachers. The results refer to a set of intelligent applications as well as areas of emotional intelligence and artificial intelligence that can serve the professional development of teachers. The finding provides insights into educational training environments that improve emotional intelligence and artificial intelligence applications in the professional development of teachers.

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### Introduction

NEP 2020 aims to move beyond traditional pedagogical skills to create emotionally balanced teachers who can nurture well-rounded, future-ready. The need for continuous teacher development, equipping educators with the skills required to foster 21st-century learners. The policy envisions teachers as facilitators of learning, and to be effective in this role, educators must possess a combination of pedagogical knowledge, subject expertise, and emotional intelligence. AI enhances teacher professional development by offering personalized training, automating administrative tasks to reduce workload, and analyzing student data to inform instructional strategies. It provides tailored feedback, supports the creation of customized lesson plans, and simulates classroom scenarios, ultimately strengthening pedagogical skills and efficiency. Cultivating emotional intelligence in students can lead to improved mental health, stronger relationships, and enhanced academic performance. To effectively teach emotional intelligence in schools, educators

must first develop their own EI skills. The ability to sense and label human emotions is deeply pro-social; it helps people understand each other, which is one of the purposes of empathy. We should remember that the capacity to label emotions is also deeply powerful, does not necessarily require close agreement on those perceptions. We should also remember that empathy can be a tool for the abuse and manipulation of social bonds, and loneliness. Beyond empathy, human emotions can be hijacked, directed to misapprehensions about the situation we're in – often about the intentions of another person, or some social threat. The expectation that emotional intelligence in AI will be useful and beneficial is much like the expectation that AI will create a better future, through procedures and goals that are fundamentally, mysteriously human. I like it that way. It feels, to me, as though AI is following a very human trajectory, and learning a little about how to use AI might help clarify human history and life.

What would it look like for computers to generate emotional intelligence? Much of our hopes and anxieties about AI come from the possibility that computers could manifest human-level emotional intelligence. Given the points we've discussed about principles and values guiding AI design, I find it challenging to be confident about what such AI should do. Any approach built on emotional intelligence seems likely to be human-centric, as it's hard to imagine anyone not creating emotional intelligence in something other than our image. Building on this, I think that any AI should seek to manage human biases against that AI as well as AI biases in the populations and individual humans it interacts with

### **NEP 2020's Emphasis on Teacher Emotional Intelligence**

Emotional intelligence is a main factor in the success of teacher professional development, particularly under the framework of NEP 2020. The policy's emphasis on holistic education, inclusive classrooms, and lifelong learning necessitates that teachers not only possess academic and pedagogical knowledge but also emotional skills to support their students' growth and well-being. By fostering emotional intelligence in teachers, we can create a more empathetic, supportive, and dynamic education system that aligns with the values of NEP 2020, ultimately benefitting both teachers and students alike. High emotional intelligence is positioned as a tool to help teachers meet the policy's rigorous demands:

**Managing Stress and Burnout:** EI provides self-regulation strategies (like mindfulness) to help educators cope with the high-stress demands of contemporary classrooms.

**Enhancing Classroom Effectiveness:** Emotionally intelligent teachers are more conscious of their emotional triggers, leading to better classroom management and stronger relationships with students.

**Improved Student Outcomes:** Research cited in the context of NEP 2020 indicates that the EI of a teacher is a strong predictor of student engagement and academic success.

**Holistic Development Focus:** The policy positions teachers as mentors who nurture social-emotional well-being, not just academic knowledge.

**Professional Growth & Resilience:** Emotional intelligence helps teachers adapt to new teaching methods, manage classroom stress, and maintain high motivation levels.

**Integrating SEL in Training:** Teacher education programs now incorporate SEL to ensure educators can model empathy, self-awareness, and ethical behaviour.

**Continuous Professional Development (CPD):** Teachers are required to participate in 50 hours of CPD annually, covering areas like emotional intelligence and pedagogy.

**Reflective Practices:** Teachers are encouraged to use techniques like journaling to improve self-regulation, empathy, and classroom conflict resolution.

Strategies to Integrate Emotional Intelligence into Teacher Professional Development to effectively integrate emotional intelligence into teacher professional development, the following strategies can be implemented:

**Incorporating EI into Teacher Training Programs:** Teacher education programs and in-service workshops should include training on emotional intelligence, focusing on enhancing self-awareness, empathy, self-regulation, motivation, and social skills.

**Promoting Reflective Practices:** Encouraging teachers to engage in self-reflection through journaling or group discussions can help them develop better emotional awareness and identify areas for growth.

**Mindfulness and Stress Management:** Training teachers in mindfulness and stress-reduction techniques can help them manage emotional challenges effectively, improving their well-being and classroom performance.

**Creating Supportive Communities of Practice:** Establishing communities of practice where teachers can share experiences, discuss emotional challenges, and learn from each other fosters emotional growth and builds a support network among educators.

**Utilizing Technology for Emotional Learning:** Digital platforms and apps that focus on social and emotional learning can be incorporated into teacher development programs to provide teachers with interactive tools and resources for developing EI

### **Artificial Intelligence**

AI is a powerful tool for transforming Indian education, offering personalized learning, administrative efficiency, and equitable access. However, its success depends on addressing the digital divide, ensuring ethical implementation, and investing in infrastructure. AI-driven interventions are critical to achieving NEP 2020's universal education goal by 2030. There are some emerging ways in which AI might helpfully ease unnecessary cognitive load during professional development. AI can be used to give instant feedback on teaching practice. AI tools that will help teachers to analyse and reflect on video recordings of their own practice, highlighting certain key moments and drawing in relevant theories, already exist. Again, the impact of this will depend on how accurate and helpful the feedback proves to be – we should know more soon. AI outsourcing can be used to support the sequencing of learning. For example, while we may want trainee teachers to eventually learn how to plan great sequences of lessons, we might want them to first focus their attention on practising a narrower skill. AI tooling might offer 'good enough' alternatives so that cognitive capacity can be focused on the specific thing on which we want to focus thought at a particular stage within a sequenced curriculum.

### **AI- Courses for Students and Educators**

**DIKSHA Platform:** DIKSHA (Digital Infrastructure for Knowledge Sharing), a Ministry of Education initiative, uses AI for inclusivity: AI-based keyword search in videos and read-aloud feature for visually impaired students. The DIKSHA mobile app is available for teachers and also for students and parents. The app is loaded with engaging learning material that fits the needs of the prescribed school curriculum.

**SOAR Initiative:** The Ministry of Skill Development and Entrepreneurship launched SOAR (Skilling for AI Readiness) to build AI awareness and skills for class's 6–12 students and educators. Program includes three 15-hour student modules and one 45-hour "AI for Educators" teacher module.

**"AI for Educators" Module:** The module trains teachers to understand AI curriculum and pedagogy, use AI tools effectively in classrooms, promote inclusivity for diverse learners, create educational AI projects, and teach responsible AI ethics.

**SWAYAM Platform:** The Ministry of Education's SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) platform offers 110+ free AI courses from IITs and IISc, with 41.2 lakh+ students enrolled.

**University Grants Commission (UGC):** The 2022 undergraduate curriculum includes AI, 3D machining, big data analysis, machine learning, drone technologies, and deep learning with applications in health, environment, and sustainable living.

### The Roles of AI in Teacher Professional Development

**Personalized Learning Pathways:** AI platforms analyze individual teacher performance, teaching style, and goals to create customized training modules.

**Automated Administrative Support:** AI reduces the burden of marking, lesson planning, and content creation, allowing teachers to focus on student engagement.

**Data-Driven Feedback:** AI systems provide real-time analysis of student performance, helping teachers identify gaps and adjust their pedagogical methods.

**Virtual Coaching and Simulation:** AI-powered tools can simulate classroom scenarios, assisting teachers in developing classroom management skills and emotional intelligence.

**Resource and Content Generation:** AI assists in creating varied educational materials, such as quizzes and personalized learning paths, to improve student learning outcomes.

### Review of Literature

Shriram (2018) conducted a study on teachers towards the implementation of the National Education Policy (NEP) 2020 in rural schools. The results indicated that teachers recognised the transformative potential of the policy; however, they raised concerns regarding insufficient training and resources necessary for effective implementation of the proposed changes.

L'Enfant, 2024. AI- help to guide your reflections on your own practice can reduce the cognitive load associated with metacognition. Thinking about your own development and learning is not always easy. AI tooling that could guide and prompt reflective practice could free up cognitive resources to focus thinking on the reflective focus. A recent study showed the positive impact of using an AI 'coach' during school placements.

Sailer *et al.*, 2023. AI- could help teachers to reduce the considerable cognitive load associated with facing a scenario for the first time. Imagine being able to teach the exact same 'class' multiple times and gradually learn from the mistakes that you made the previous time. The potential benefits here are *obviously* dependent on the quality of the simulations and the feedback. But there are some promising studies suggesting that this use of AI can have discernible benefits.

Mishra (2020) in his study on Readiness of teacher education institutions for NEP 2020 implementation found a wide range of preparedness, highlighting the need for capacity- building programs to give teacher educators the necessary abilities and information.

Moorthy (2021) conducted a study on teachers' awareness and understanding of the National Education Policy (NEP) 2020 and found some teachers were well-informed about NEP 2020, but there were knowledge gaps among others, suggesting the need for more effective communication strategies.

Natarajan (2021) conducted a study on the National Education Policy 2020 with international education policies from countries such as Finland, Singapore, and the United States. The study underlined how important it is to add effective components from other systems to NEP 2020 in order to increase its overall efficacy.

Swaminathan (2022) in his study on Impact of NEP 2020 on the digital transformation of Indian schools revealed a notable increase in digital infrastructure and the use of digital content in teaching, indicating a positive shift towards technology enabled education in line with the policy's vision.

Sharma, Mittal and Nohara (2023) in their study on teacher education in India's National Education Policy 2020: Knowledge Traditions, Global Discourses and National Regulations found that effective teacher training is crucial for successful policy implementation.

Padmambika, Lavanya and Soujanya K. (2024) in their study on enhancing student wellbeing in alignment with NEP 2020 stated that the National Education Policy (NEP) 2020 represents a transformative approach to education in India, emphasizing a holistic development framework that integrates mental health and well-being with academic growth.

### Methodology

The research follows a qualitative approach, analyzing both academic literature and real-world case studies to explore how EI and AI is being leveraged in teacher development programs for personalized learning paths. Data were gathered from peer-reviewed journals, and case studies from organizations that have implemented AI in their training and development initiatives. The research also included interviews with educational technology experts and teachers in the field of corporate training to gain insights into the practical applications. The qualitative data were then synthesized to provide a comprehensive overview of the current state of EI and AI in teacher development and the potential future directions of this trend.

### Results

**Table 1:** Analysis of Variance for Scores of Teacher Effectiveness of Secondary School Teachers with high, average and low levels of Emotional Intelligence

| Source of Variation | SS         | df  | MS        | F-value |
|---------------------|------------|-----|-----------|---------|
| Between groups      | 367000.15  | 2   | 183500.08 | 26.20*  |
| Within groups       | 1379756.40 | 197 | 7003.84   |         |
| Total               | 1746756.55 | 199 |           |         |

Bala (2017) reported. \*Significant at the 0.01 level

Table 1 indicates the F-value after comparing groups of secondary school teachers with high, average and low levels of emotional intelligence regarding the variable of teacher effectiveness. The F-value obtained is 26.20, which is significant at the 0.01 level of confidence.

**Table 2:** Comparison of Mean Scores of Secondary School Teachers at three levels of Emotional Intelligence on the variable of Teacher Effectiveness

| Groups Compared | M1     | M2     | SD1   | SD2   | T-value |
|-----------------|--------|--------|-------|-------|---------|
| High-Low        | 478.87 | 396.34 | 54.22 | 61.64 | 7.72*   |
| High-Average    | 478.87 | 436.71 | 54.22 | 67.62 | 4.66*   |
| Average-Low     | 436.71 | 396.34 | 67.62 | 61.64 | 3.95*   |

Bala (2017) reported significance at the 0.01 level

Table 2 reveals that the difference in mean scores between the groups of secondary school teachers with high emotional intelligence (M=478.87) and low level of emotional intelligence (M=396.34) is significant (t=7.72) at 0.01 level of confidence.

The difference in the mean scores between the groups of secondary school teachers with high level of emotional intelligence ( $M=478.87$ ) and average level of emotional intelligence ( $M=436.71$ ) is found significant ( $t=4.66$ ) at 0.01 level of confidence.

Furthermore, the difference in the mean scores between the groups of secondary school teachers with average emotional intelligence ( $M=436.71$ ) and low emotional intelligence ( $M=396.34$ ) is found significant ( $t=3.95$ ) at 0.01 level of confidence. The F-value (26.20) obtained after comparing the groups of secondary school teachers with varying levels of emotional intelligence is significant at 0.01 level of confidence.

**Table 3:** Descriptive Statistics of Variables

| Variable                 | N   | Mean | Standard Deviation |
|--------------------------|-----|------|--------------------|
| AI –Based Platform Usage | 150 | 3.82 | 0.67               |
| Digital Competence       | 150 | 3.76 | 0.71               |
| Professional Development | 150 | 3.88 | 0.65               |

Hussain (2026) reported that the mean scores indicate that teachers have a moderate to high usage of AI-based platforms. This demonstrates satisfactory digital competence and professional development outcomes.

**Table 4:** Correlation between AI-Based Platform Usage and Professional Development

| Variables                                   | t-value | Significance              |
|---------------------------------------------|---------|---------------------------|
| AI Platform usage& Professional Development | 0.61    | Significant at 0.01 level |

Hussain (2026) reported that a strong positive correlation suggests that the increased use of AI-based platforms is associated with higher levels of professional development. Hence, the null hypothesis is rejected.

**Table 5:** Correlation between AI-Based Platform Usage and Digital Competence

| Variable                               | t-value | Significance              |
|----------------------------------------|---------|---------------------------|
| AI Platform Usage & Digital Competence | 0.58    | Significant at 0.01 level |

Hussain (2026) reported that the findings reveal a significant positive relationship between AI platform usage and teachers' digital competence, indicating that AI tools enhance digital skills.

**Table 6:** Regression Analysis Predicting Professional Development

| Predictor               | Std. Error | t-value | Significance |
|-------------------------|------------|---------|--------------|
| AI-Based Platform Usage | 0.06       | 8.47    | $P < 0.0i$   |

Hussain (2026) reported that regression analysis confirms that AI-based platform usage significantly predicts teachers' professional development, explaining a substantial portion of the variance.

## Discussion

The research findings suggest that the rising importance of developing artificial and emotional intelligence (EI and AI, respectively), and their manifestations in emotional agents requires them to be helpful, engaging, and understandable. It is clear that systems must not only display recognizable emotional intelligence through sophisticated emotional modulation and stabilizing inference but also be capable of designing systems that can quickly and adaptively learn to convey similar capabilities.

Our current understanding of the necessary mechanisms at all levels required to display larger degrees of emotional and artificial intelligence as a capability for inferring long-term goals and maintaining within a system, while surmounting complexity and managing system states for longer periods of time-is more often feeding selected facets potentially care to research. This is true at least until reinforcing loops between testing and end-user design decisions are turned through rapid development of products at increasingly higher stakes or exhaustive theoretical investigations. The findings of the present study clearly indicate that AI-based platforms play a significant role in enhancing teacher training for professional development. Teachers who actively engage with AI-driven tools demonstrate notable improvements in instructional planning, assessment practices, and the adoption of personalised teaching strategies. The ability of AI tools to automate routine tasks, generate instructional resources, and provide data-driven insights enables teachers to allocate more time to reflective practice and learner-centred instruction. These findings are consistent with contemporary research highlighting the potential of AI to reduce professional workload, support continuous professional learning, and strengthen digital pedagogy. Teachers with high EI are better able to regulate their emotions in stressful situations, preventing burnout. Empathetic teachers understand diverse perspectives, which improve classroom management and strengthens student-teacher rapport.

Furthermore, the positive association between AI-based platform usage and teachers' digital competence suggests that sustained engagement with AI tools contributes to the development of essential technological and pedagogical skills required in modern educational environments. However, despite these benefits, the study also reveals significant concerns among teachers related to ethical issues, data privacy, algorithmic bias, and the lack of structured training for effective AI integration. This highlights the need for systematic professional development programmes that not only focus on technical proficiency but also emphasise ethical awareness, critical engagement, and responsible use of AI. Addressing these challenges is essential to ensure that AI enhances, rather than compromises, the human-centred values fundamental to effective teaching and learning.

## Conclusion

Investing in emotional intelligence education is essential for preparing students to navigate the challenges and opportunities they will encounter in their personal, academic, and professional lives. By integrating EI education into the curriculum, schools can foster a supportive learning environment. This can be achieved by providing professional development for educators, engaging parents and the community, assessing student progress, and encouraging extracurricular activities. Furthermore, implementing social-emotional learning programs, utilizing technology, and promoting emotional intelligence through school culture and policies, can cultivate the emotional intelligence skills. Ultimately, these skills contribute to personal growth, academic success, and long-term well-being. Embracing emotional intelligence in education empowers students to develop resilience, empathy, and effective communication skills, paving the way for a brighter and more fulfilling future. In terms of future directions, research suggests that EI and AI will continue to play an increasingly important role in the professional development of teachers. The use of predictive analytics and machine learning to create highly individualized

learning pathways is likely to become more widespread. Moreover, advancements in AI technologies such as virtual reality and augmented reality, could further enhance personalized learning experiences by creating immersive and interactive environments.

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