

Effects Of New Education Policy On Students' Emotional Growth

Dr. NEETA PANDEY

Associate Professor in the Department of English,
Shri Shankaracharya Professional University Junwani Road Bhilai

DOI: 10.29322/IJSRP.16.01.2026.p16907
<https://dx.doi.org/10.29322/IJSRP.16.01.2026.p16907>

Paper Received Date: 20th November 2025
Paper Acceptance Date: 29th December 2025
Paper Publication Date: 6th January 2026

Abstract

The first Director-General of World Health Organization (WHO), Dr Brock Chisholm said, "Without mental health, there can be no true physical health." The National Education Policy (NEP) 2020 in India emphasizes the crucial bondage between mental well-being and all-round development of the students. It intends to integrate mental fitness with education system, emphasizing professional counseling, and promoting a congenial environment for both students and teachers. In higher education Institution (HEI), NEP 2020 promotes institutional autonomy-- multidisciplinary education, quality research, teacher professional development, technology integration, internalization, and emphasizes on the teaching of life skills at every educational level. Life-skills are the competencies we need to effectively handle the responsibilities and challenges we face in day-to-day life. At the nutshell, NEP 2020 aims to align education with the goals of 21st-century learning while preserving India's cultural heritage, and maintaining emotional intelligence.

Keywords:

National Education Policy, Counseling, Higher Education Institution, Internalization, Emotional Intelligence, Faculty Development Programs

1.INTRODUCTION

Youth are the most significant assets for India, which comprise almost 20% of total youth population in the world. If this human resource is properly utilized, India can surely become a superpower in next 25 years. Universities are one of the key setters, outside home, where youth can acquire new knowledge, attitudes and skills to grow into productive and capable citizens, who can be involved to support and help their communities to grow and prosper. NEP 2020 focuses on promoting student wellness such as their fitness, good health, psycho-social well- being, and sound ethical grounding, which is non-negotiable for high-quality learning. It further states that professional, academic and career counselling should be made available to all students, as well as counsellors need to ensure physical, psychological and socio-emotional well- being. UGC promotes Sports, Meditation, Yoga and conduct of other activities, so that the students are able to maintain good physical and mental health.

2. LITERATURE REVIEW

1. Swarup Das and S K Amruddin Digital Education, Mental Resilience and Emotional Well- being of the Students of HEIs:

2. Catalytic Effect of NEP 2020 towards Emotional Well-Being *Shreemayee Pati1,

Sthitaprajna2<https://danielgolemanemotionalintelligence.com/ei-overview-the-four-domains- and-twelve-competencies/> EI

Overview: The Four Domains and Twelve Competencies

3. OBJECTIVES

1. To emphasize on mental fitness along with physical fitness with regard to NEP 2020
2. To analyze the impact of a mentor's sensitivity on a student's over-all performance

4. RESEARCH METHOD

The study is based on descriptive science, and qualitative research approach. In the secondary source, individual's statistical reports, newspapers, magazines, and internet sources have been used and analyzed. The study attempts to explain the Opportunities and Challenges so as to pronounce the role of Emotional Intelligence on learner's performance.

5. DATA EVALUATION AND INTERPRETATION

By acknowledging learners' expectations, hopes, anxieties, and other concerns, teachers can assist students in achieving healthier brain states for learning, which in turn has a good impact on how they feel. In his 1995 book, "Emotional Intelligence,--EI" Goleman makes a point about how much EI influences our personal and professional lives more than classical intelligence, or IQ. According to Goleman, there are five core components of EI: self-awareness, self-regulation, motivation, empathy, and social skills. NEP is based on attaining these goals.



Fig: 1 Daniel Goleman's Model of EI Source: Google Image

6. CHALLENGES

- Academic pressure
- Financial worries
- Social isolation
- Transition to new environment
- Concerns about confidentiality
- Time Management
- Training on Sensitivity

7. OPPORTUNITIES

Roy T Bennett rightly said "Do not be pushed around by the fears in your mind. Be led by the dreams in your heart." The WHO defines mental health as, "a state of well-being where individuals can cope with life's stresses, work productively, and contribute to their

community.” It finally leads to academic success of an individual. NEP 2020's Focuses on:

- **Integrated Development:**

The policy recognizes that academic success is intertwined with mental and emotional well-being.

- **Collaborative Mental Health:**

NEP 2020 advocates for incorporating mental health support into the curriculum and school environment.

- **Mentor Support:**

NEP 2020 emphasizes creation of motivated, energized, and capable faculty. As central sector scheme, "Malaviya Mission Teacher Training Centre (MMTTC)" set up at 116 institutions in India is working for Faculty Development Programs (FDP's).

- **Counselling Services:**

NEP 2020 calls for the provision of professional academic and career counseling, as well as counselors to address students' mental health needs.

- **Promoting Student Wellness:**

The policy highlights the importance of promoting fitness, good health, psychosocial well-being, and ethical grounding, all essential for high-quality learning.

- **Peer Support:**

Initiatives like training students as "Peer Counsellors" are encouraged to promote mental health awareness and support among students.

- **Addressing Diverse Needs:**

NEP 2020 acknowledges that some students may face additional challenges related to mental health due to factors like poverty, discrimination, and social exclusion, and calls for targeted interventions.

8. CONCLUSION

Almost all adolescents who attend HEIs spend around 7-10 hours every day in the learning environment need to be provided with best practices of holistic health education. Such integration can best be achieved by active involvement and collaboration of faculty, students and parents etc. HEIs can therefore facilitate the health of staff, families and community members along with the wellbeing of youth. Workshops on Mental Wellness & Stress Management, needs to be organized regularly to train the teachers to develop 'Sensitivity' for the students so as to make them realize what A.P. J. Abdul kalam said "Every moment of life is precious and has to be lived to the fullest."

LIST OF REFERENCES

Integrated Approach to Promoting Positive Mental Health, Resilience & Wellbeing in HEIs. Retrieved from <https://www.cuj.ac.in/file/Concept%20Note%20-%20Promoting%20Positive%20Mental%20Health,%20Resilience%20and%20Wellbeing%20in%20HEIs%205-7%202024%20PN-II%20dt.%2022.04.2024.pdf>

Swarup Das 1 and S K Amruddin 2 Digital Education, Mental Resilience and Emotional Well-being of the Students of HEIs: Addressing Mental Health in the Light of NEP 2020. Retrieved from https://www.researchgate.net/profile/Sk-Amiruddin/publication/378333473_Digital_Education_Mental_Resilience_and_Emotional_Wellbeing_of_the_Students_of_HEIs_Addressing_Mental_Health_in_the_Light_of_NEP_2020/links/65d4b7fee7670d3