



PROSPECTS OF ARTIFICIAL INTELLIGENCE (AI) AND PERSONALIZED LEARNING IN INCLUSIVE EDUCATION INTEGRATED TO THE NATIONAL EDUCATION POLICY (NEP) - 2020

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Chief Editors

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**Mr.A.Prakalathan | Dr.D.Saranya | Dr.M.Nirmala
Dr.P.V.Nandhini | P.Divya Bharathi**



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EMOTIONAL INTELLIGENCE AND LEADERSHIP EFFECTIVENESS IN AI-DRIVEN ORGANIZATIONS: A NEP 2020 PERSPECTIVE

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Abstract

The rapid diffusion of Artificial Intelligence (AI) across organizational functions has significantly altered leadership roles, decision-making processes, and employee relationships. While AI-driven systems enhance efficiency, accuracy, and strategic insight, they also intensify challenges related to workforce adaptation, emotional well-being, ethical governance, and human-machine interaction. In this context, Emotional Intelligence (EI) has emerged as a critical determinant of leadership effectiveness. This paper examines the role of emotional intelligence in enhancing leadership effectiveness within AI-driven organizations from the perspective of India's National Education Policy (NEP) 2020. Using a conceptual and literature-based methodology, the study reviews established emotional intelligence models, leadership theories, and recent research on AI-enabled workplaces. The paper highlights how emotionally intelligent leadership facilitates adaptability, ethical decision-making, employee engagement, and organizational sustainability. It further argues that NEP 2020's emphasis on holistic education, socio-emotional learning, and leadership development provides a strong foundation for preparing future leaders to balance technological competence with human values. The study concludes that emotional intelligence is indispensable for effective leadership in AI-driven organizations and should be systematically integrated into leadership development and educational frameworks.

Keywords: Emotional Intelligence, Leadership Effectiveness, Artificial Intelligence, NEP 2020, Organizational Behavior

1. Introduction

The contemporary organizational landscape is increasingly shaped by Artificial Intelligence (AI), which has transformed traditional business models, management practices, and leadership responsibilities. AI applications such as predictive analytics, automation, algorithmic decision-making, and intelligent human resource systems are now integral to organizational operations. While these technologies improve productivity and efficiency, they also pose significant challenges related to employee displacement, emotional stress, ethical dilemmas, and reduced interpersonal interaction.

Leadership effectiveness in AI-driven organizations therefore demands more than technical or cognitive competence. Leaders are required to manage complex emotional dynamics, guide employees through technological transitions, and ensure ethical and inclusive work environments. Emotional Intelligence (EI), defined as the ability to perceive,

understand, regulate, and utilize emotions effectively, has emerged as a vital leadership competency in this context.

India's National Education Policy (NEP) 2020 acknowledges the growing importance of socio-emotional skills, ethical leadership, and holistic human development in a technology-driven society. The policy emphasizes the integration of emotional, social, and ethical competencies alongside digital and technical skills. This alignment makes NEP 2020 a relevant framework for examining emotionally intelligent leadership in AI-driven organizations.

This paper aims to analyze the relationship between emotional intelligence and leadership effectiveness in AI-enabled organizational environments, with special reference to the principles and vision of NEP 2020.

2. Objectives of the Study

The specific objectives of the study are:

1. To examine the concept of emotional intelligence and its relevance to leadership effectiveness.
2. To analyze leadership challenges in AI-driven organizations.
3. To explore the role of emotional intelligence in enhancing leadership effectiveness in AI-enabled workplaces.
4. To examine NEP 2020's perspective on emotional intelligence and leadership development.
5. To suggest the importance of integrating emotional intelligence into leadership education and organizational practices.

3. Scope of the Study

The scope of the study is confined to a conceptual and theoretical examination of emotional intelligence and leadership effectiveness in AI-driven organizations. The study focuses on management, organizational behavior, and educational perspectives relevant to AI-enabled workplaces. It does not involve empirical data collection but relies on secondary sources such as academic journals, policy documents, and authoritative reports. The discussion is aligned with the Indian educational and organizational context, particularly in relation to NEP 2020, while maintaining relevance to global organizational practices.

4. Methodology

The study adopts a descriptive and conceptual research design based on secondary data. Relevant literature was collected from peer-reviewed journals, books, policy documents, and reputed publications related to emotional intelligence, leadership theories, artificial intelligence, and NEP 2020. The collected literature was systematically reviewed, analyzed, and synthesized to develop a coherent theoretical framework linking emotional intelligence, leadership effectiveness, and AI-driven organizational contexts.

5. Review of Literature

Salovey and Mayer (1990) introduced emotional intelligence as the ability to perceive, understand, manage, and utilize emotions effectively. Goleman (1995) expanded this concept by linking emotional intelligence to workplace success and leadership performance, emphasizing competencies such as self-awareness, empathy, motivation, and social skills.

Boyatzis, Goleman, and Rhee (2000) demonstrated that emotionally intelligent leaders exhibit superior interpersonal effectiveness, ethical judgment, and adaptability. Côté and Miners (2006) found that emotional intelligence complements cognitive intelligence in predicting job performance, especially in complex work environments.

With respect to AI-driven organizations, Davenport and Ronanki (2018) observed that while AI improves decision-making efficiency, it cannot replace human judgment, empathy, and ethical reasoning. Wilson and Daugherty (2018) highlighted the need for leaders to combine technological expertise with emotional and social skills to manage human-AI collaboration effectively.

NEP 2020 emphasizes holistic education, socio-emotional learning, leadership skills, and ethical values, aligning closely with emotional intelligence frameworks (Ministry of Education, 2020). The literature collectively supports the view that emotional intelligence is a crucial enabler of leadership effectiveness in AI-driven organizational contexts.

6. Theoretical Framework and Conceptual Discussion

6.1 Emotional Intelligence Models

The Ability Model of Emotional Intelligence proposed by Salovey and Mayer (1990) views EI as a cognitive ability involving emotional perception, understanding, regulation, and application. This model emphasizes the learnable nature of emotional intelligence.

Goleman's Mixed Model of Emotional Intelligence integrates emotional competencies with leadership behaviors, identifying self-awareness, self-regulation, motivation, empathy, and social skills as core components of effective leadership.

6.2 Leadership Theories in AI-Driven Contexts

Transformational Leadership Theory emphasizes inspiration, vision, and emotional connection with followers. Emotionally intelligent leaders are better equipped to inspire trust and commitment during technological change.

Adaptive Leadership Theory focuses on managing uncertainty and change, which is critical in AI-driven environments. Emotional intelligence enables leaders to manage emotional resistance and organizational stress.

Socio-Technical Systems Theory highlights the integration of social and technical systems, reinforcing the need for leaders to balance AI technologies with human emotions and organizational culture.

6.3 Conceptual Framework

Emotional Intelligence and Leadership Effectiveness in AI-Driven Organizations

Emotional Intelligence → Leadership Behaviors → Leadership Effectiveness → Positive Organizational Outcomes

7. NEP 2020 and Leadership Development

NEP 2020 strongly advocates the development of emotional, ethical, and social competencies alongside technical skills. The policy promotes interdisciplinary education, leadership training, and value-based learning. These objectives align with the requirements of AI-driven organizations, where emotionally intelligent leadership is essential for ethical governance, employee engagement, and sustainable growth.

8. Conclusion

The growing integration of Artificial Intelligence into organizational systems has fundamentally altered leadership expectations. While AI enhances efficiency and analytical capability, it also amplifies the need for emotionally intelligent leadership to manage human emotions, ethical challenges, and organizational change. This study concludes that emotional intelligence is a critical determinant of leadership effectiveness in AI-driven organizations.

From the perspective of NEP 2020, emotional intelligence aligns with the policy's emphasis on holistic education, socio-emotional learning, and leadership development. Preparing future leaders for AI-driven workplaces requires a balanced integration of technological competence and emotional intelligence. Emotionally intelligent leadership is therefore essential for fostering trust, adaptability, innovation, and sustainable organizational performance in the era of artificial intelligence.

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