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Nipun Bharat and Holistic Learning: The Role of Study Motivation and Social-Emotional Competence among Upper Primary Students

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Abstract

NIPUN Bharat is a national initiative of the Government of India that focuses on foundational literacy and numeracy (FLN). Holistic learning extends beyond basic academic skills and includes students' cognitive, social, and emotional development. At the upper primary level, study motivation and social-emotional competence can support students' engagement, self-regulation, and continued learning. This theoretical paper examines the role of study motivation and social-emotional competence in promoting holistic learning among upper primary students in the broader context of NIPUN Bharat. The paper discusses the importance of foundational learning while considering the continuing academic, social, and emotional needs of students as they progress through the upper primary stage.

Keywords: *NIPUN Bharat, Holistic Learning, Study Motivation, Social-Emotional Competence, Upper Primary Students, Foundational Literacy and Numeracy.*

Introduction

Education aims at the overall development of learners. NIPUN Bharat, launched in 2021, focuses primarily on developing foundational literacy and numeracy competencies. Strong foundational learning provides an important basis for students' subsequent educational development.

At the upper primary level, students experience increasing academic, social, and emotional demands. Therefore, academic learning needs to be supported by motivation, emotional regulation, self-confidence, cooperation, and positive relationships. These factors can contribute to students' participation and continuity in learning.

Holistic learning provides a broader educational perspective in which academic competencies are developed together with students' motivation, emotional development, social interaction, and learning skills. In this context, study motivation and social-emotional competence are relevant to the continued development of upper primary students.

Objectives of the Study

- To understand the concept and educational significance of NIPUN Bharat.
- To examine the importance of holistic learning among upper primary students.
- To understand the role of study motivation in students' learning.
- To examine the significance of social-emotional competence in holistic student development.
- To discuss the relevance of study motivation and social-emotional competence to academic development.

NIPUN Bharat and Holistic Learning

NIPUN Bharat focuses on foundational literacy and numeracy, particularly during the foundational stage of schooling. These competencies provide an essential base for future learning. However, student development is a continuous process. As students move to upper primary classes, they need opportunities to develop academic, social, and emotional competencies along with subject knowledge.

Thus, holistic learning can be viewed as a broader educational perspective in which foundational academic competencies are strengthened along with students' motivation, emotional development, social interaction, self-regulation, and learning skills.

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The transition from foundational learning to later stages of schooling therefore requires continued attention to the wider dimensions of student development.

Role of Study Motivation

Study motivation encourages students to participate actively in learning activities and persist when they experience difficulties. Motivated students are more likely to set learning goals, complete academic tasks, and develop interest in learning.

At the upper primary level, teachers can strengthen study motivation through meaningful learning experiences, encouragement, appropriate feedback, active participation, and opportunities for independent learning. Such practices can help students develop a positive attitude towards learning and maintain effort towards academic goals.

Role of Social-Emotional Competence

Social-emotional competence refers to students' ability to understand and manage emotions, maintain positive relationships, demonstrate empathy, and make responsible decisions. These competencies can help students manage academic stress, cooperate with classmates, communicate effectively, and respond constructively to challenging situations.

Social-emotional competence can therefore contribute to both social-emotional development and learning engagement. Students who can regulate their emotions and interact positively with others may be better prepared to participate in classroom learning and continue their efforts when they face difficulties.

Study Motivation, Social-Emotional Competence and Academic Development

Study motivation and social-emotional competence represent important dimensions of students' learning experiences. Motivation can encourage persistence and active participation, whereas social-emotional competence can support emotional regulation, interpersonal relationships, and constructive responses to difficulties.

Together, these factors may contribute to students' engagement in learning and their academic development. They are therefore relevant to the broader idea of holistic learning at the upper primary level. Academic development can be strengthened when students are provided with learning environments that support both their motivational and social-emotional needs.

Role of Teachers

Teachers can promote holistic learning through the following practices:

- Creating a positive and supportive classroom environment.
- Encouraging active student participation.
- Supporting students' confidence and self-regulation.
- Recognising individual differences among learners.
- Providing constructive feedback.
- Connecting classroom learning with students' experiences.

These practices can help create classroom conditions that support academic learning together with students' emotional and social development.

Educational Implications

Schools should give importance not only to academic outcomes but also to students' motivation, emotional development, and social relationships. Learning activities that encourage participation, cooperation, reflection, self-regulation, and goal setting can support holistic development.

The educational approach should recognise that foundational academic competencies provide an important base for later learning, while students' continued development also depends on their motivation, emotional regulation, social interaction, and learning habits. Therefore, these dimensions should receive appropriate attention in school education.

Conclusion

NIPUN Bharat provides an important foundation for children's literacy and numeracy development. Although its primary focus is foundational learning, students' educational development continues at the upper primary level. Study motivation and social-emotional competence can support students' continued engagement, adjustment, persistence, and academic development.

Therefore, integrating academic learning with social-emotional and motivational dimensions is important for promoting holistic learning among upper primary students. A broader educational perspective can help ensure that foundational competencies are accompanied by the development of the skills and dispositions required for continued learning.

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Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of thesis paper.

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