

# Emotional Dynamics of Action and Core Involvement: A new theoretical perspective for designing development strategies in schools

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**ABSTRACT** – This whitepaper emphasizes on how schools play a pivotal role in determining a child’s consciousness. The psychological patterns determining communication between a child’s internal and external settings and his level of self-awareness get shaped in school. And these psychological patterns define the EDA and CI of the individual. This whitepaper proposes EDA and CI are measurable and they can help analyze the impact of schools on the life of a child and his innovative capacities further ahead in life. EDA and CI can be instrumental in designing developmental strategies in schools.

Key words: Education, Child Care, Schooling

## I. Introduction

Schools are essentially learning communities and are designed to facilitate learning! But more essentially schools empower an individual with values, skills, knowledge and behavioral patterns that facilitate or enable lifelong learning and development. However in the same school setting, a child impacted by various internal and external factors, can construct very opposite values and patterns that can demotivate or hinder his/her life-long learning process.

In a school setting, primarily a classroom and above all the whole premises, system of education, principles, approach and methodologies of teaching, teachers and their behavioral patterns together make this external learning environment.

The internal learning environment gets determined by the psychological parameters, the emotional make-up as well as the unique-individual construct of the child. The internal and the external, interact to produce a unique individual and his unique consciousness parameters that define his/her Emotional Dynamics of Action (EDA) and this EDA defines his Core Involvement!

These external and internal parameters of a child are linked through the bridge of values, knowledge and attitudes that a teacher ‘communicates’ to the child and because of this paradigm a teacher play a very important role in a child’s development. This linkage between a child’s internal and external factors fundamentally determines the degree of self-awareness, that determines success and innovation in life. Schools as learning communities thus become a fundamental

ground on which a child’s life-long learning patterns get constructed.

The teacher-taught relationship plays an essential role in addressing the self-awareness of a child. A teacher acts as a mirror and teaches and leads by example not just by the book in his/her hand.

An individual’s life-long Emotional Dynamics of Action (EDA) and his/her Core Involvement in what he/she aspires to do, in what he/she takes up, in whatever he/she achieves is all based on these. Life is essentially a process facilitating learning and a process facilitating the work-application of not only learned principles but also attitudes evolving or devolving learning behaviors.

The aim of this paper is to on a fresh construct define how schools play a pivotal role in determining a child’s consciousness. The psychological patterns determining communication between a child’s internal and external settings and his level of self-awareness get shaped in school. And these psychological patterns define the EDA and CI of the individual.

This paper proposes EDA and CI are measurable and they can help analyze the impact of schools on the life of a child and his innovative capacities further ahead in life. EDA and CI can be instrumental in designing developmental strategies in schools.

## II. Schools as learning communities and the complexities of childhood!

Childhood is the most potent phase in the development of an individual's consciousness. And schools are ecosystems that are designed to nurture human consciousness and help children gain a constructive and contributing role in society once they grow into adults. Any constructive development process requires change - transformation from something old to something new, ability to resolve problems, providing constructive solutions requires strength of character, knowledge base and motivation that gets largely shaped inside school. An adult is basically constructed in childhood!

The journey from childhood to adulthood is marked by many life-experiences and the only factor that remains constant is change. How does a child cope up with change? A child has to be lead through a constructive development process but how does that happen? What are the tools available with a learning community?

According to Centre on the Developing Child, Harvard University, achieving widespread change in the early childhood field requires tackling an interrelated set of complex social problems. To solve these problems, the field needs a strong community of learning and practice that will work to identify multiple intervention strategies for different groups of children and families.

This paper aims to introduce this learning and practice community with a new and potent behavioural theory - EDA and CI Behavioural Theory! This paper proposes that EDA and CI Behavioural Theory can become key in identifying and developing multiple intervention strategies for different groups in learning communities defined as schools.

### **III. EDA and CI Behavioural Theory can help build development intervention strategies in schools!**

Emotional Dynamics of Action (EDA) is a behavioural parameter of action that is defined by the emotional make-up of an individual. EDA defines the core involvement (CI) of the individual in his work and relationships and thus can become a very important instrument of measuring and constructing interventions for development. According to Behavioural scientist, Dr. Debilal Mishra the proponent of the theory, the basic prepositions of EDA and CI Behavioural theory are:

EDA is instrumental to any kind of behavioural motivation and achievement - The beliefs and values that sustain motivation and enable an individual to meet challenges with solutions!

Everyone's EDA is unique - it evolves through a unique set of life linkages, relationships and unique internal parameters of an individual.

But one EDA affects another EDA in a group or community leading to mutual understanding, communication, action - In a group it becomes more complex as communication becomes fundamental to how the collective EDA evolves. Leadership also becomes extremely significant in this context.

Core Involvement plays a major role in understanding an EDA - Does someone give his/her 100 percent to what he/she takes up! How much heart does one invest in what one aims at? How assertive someone is to addressing a problem within to find a solution outside. Does 'someone not know something' and thus 'give it up' or does someone go from not knowing something to knowing how to do it? CI is at the crux of all of this!

Core Involvement signifies a condition of deeper awareness and character-centric approach to the activities - Character is a measure of not only the values one adopts to live but also the ability to sustain one value system when faced with lures and challenges.

CI helps to understand the EDA in a related context. Knowing the nature of EDA is vital since there can be both Positive EDA and Negative EDA - Positive and negative EDA are interchangeable into each other. However to develop 'positive EDA' can be practised and CI can be cultivated.

A positive change requires a positive EDA - And this is fundamental to every individual and institutional development process.

This paper suggest these prepositions can be a key to analyse the effectiveness of schools as learning communities and in measuring if schools are ideally placed at nurturing innovation.

### **IV. How EDA and CI impact innovation!**

We generally take innovation as industrial innovation! Schools are generally designed to meet the needs of industrial growth. But innovation is not limited to these! Innovation is a prime need in every facet of life. Progress and development in any sphere of life or any field of study requires innovation. Individual and social development requires innovation as much as industrial development does! In fact without individual development there's no possibility of any other kind of development. That's why schools and what they do with children become extremely important in shaping up 'innovative societies'.

Fundamentally innovation is a need based creative process to explore solutions to an external problem or to search solution to an external problem within.

"Innovation comes from the Latin *innovatio*, noun of action from *innovare*. The Etymology Dictionary further explains *innovare* as dating back to 1540 and stemming from the Latin



innovatus, pp. of innovare “to renew or change,” from in- “into” + novus “new”. Change and newness is the prime facet of every process of development and this is innovation.

The ability and motivation to cope up with complexities that propel change and innovation depend upon the EDA of an individual. An individual’s EDA is greatly impacted in childhood and more importantly in a school setting where a lot of his psychological construct, his skills, his learning attitudes get shaped up.

By measuring the CI of teachers and students we can understand their respective EDA. Their respective EDAs can give us a measure of their communication types and vice versa and this can help us in devising constructive, case specific strategies for intervention.

Common standards in schools develop a standardised core involvement where EDA is defined by competition and not by uniqueness of the individual

School systems in general are an essential framework for mass education and this framework is largely governed by common standards. Schools define these core standards with respect to the development period of the child within school and what the whole period of schooling wants to achieve. In the current context this objective is mostly linked to academic and professional objectives. Schools aim to create doctors, engineers, scientist, diplomats, social scientist and other professionals.

While the current schooling system in India is successful in delivering a concrete standardised knowledge dissemination framework, it largely fails at propelling innovation. It fails in many ways to ensure the emotional health of a child. The emotional health of a child and the factors impacting it are fundamental to creating a child’s life-long learning attitudes. These learning attitudes throughout life keep evolving and devolving the individual’s life skills and the contributions he/she makes to the society!

The paper proposes that if we understand that schools are fundamentally learning communities and we start to understand the various parameters that impact the EDA and CI of children, teachers and others within this community, we can start to understand how they interact for learning goals.

EDA and CI can help us to define and design new measuring tools for quality analysis of the learning happening.

## V. Conclusion

Learning communities are significant to an innovative society. Since schools are the most widely existing learning communities in every society, they have to change to be able to

develop the ‘next future’. EDA and CI are an important construct that can help us to analyse, transform, sustain and evolve our school learning communities.

The uniqueness parameter of EDA and CI theory makes it extremely dynamic. The theory has the capacity to accept every circumstantial parameter and this makes it capable to determine dynamic development solutions and approaches.

The ‘Next Future’ of humanity is a future where humanity would become aware of the internal parameters of its psyche and starts delving into itself, taking responsibility for itself and finding solutions to its impending problems. Every persistent problem resolved is a step towards a responsible and sustainable future - innovativeness will thus always remain a motivation for better future.

If sustainability is a major global goal, approaches constructed on EDA and CI can help build and sustain it. Since schools are the basic construct of every society and children its future, EDA and CI can play significant role in developing schools and innovation and thus supporting our vision for the new world.

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