

## National Education Policy 2020: Implementation and Monitoring

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### I INTRODUCTION

**“Education is the Tree whose roots are bitter, but fruits are sweeter.” – Aristotle**

It's a known fact that most of the schools have fixed curriculum, set schedules and rigorous exam system being implemented in CBSE, SSC, ICSE, IB or GCSE patterns across India. Though Indian education system has its own value among the world countries, there are still some gaps here and there.

This article focuses on some of the aspects which need more attention in our present education system such as Need-based Courses, Skill Development and Evaluation aspects of our education system. Usually, there are weekly, monthly, quarterly, half-yearly and annual exams in our schools. Generally, we test the ability of the learners in terms of knowledge or conceptual understanding. In other words, we are just testing the mere academics that too reading, writing, memorizing and speaking skills. The above are important but sometimes tested at the cost of other important skills which are left unnoticed or untested.

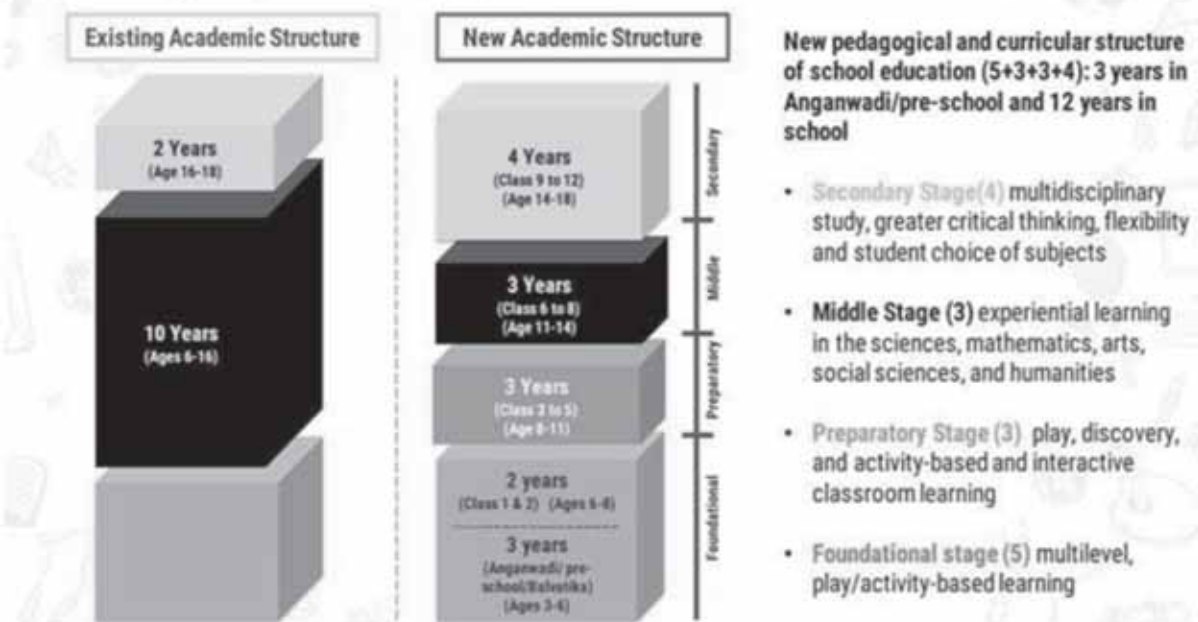
### II EXPLANATION

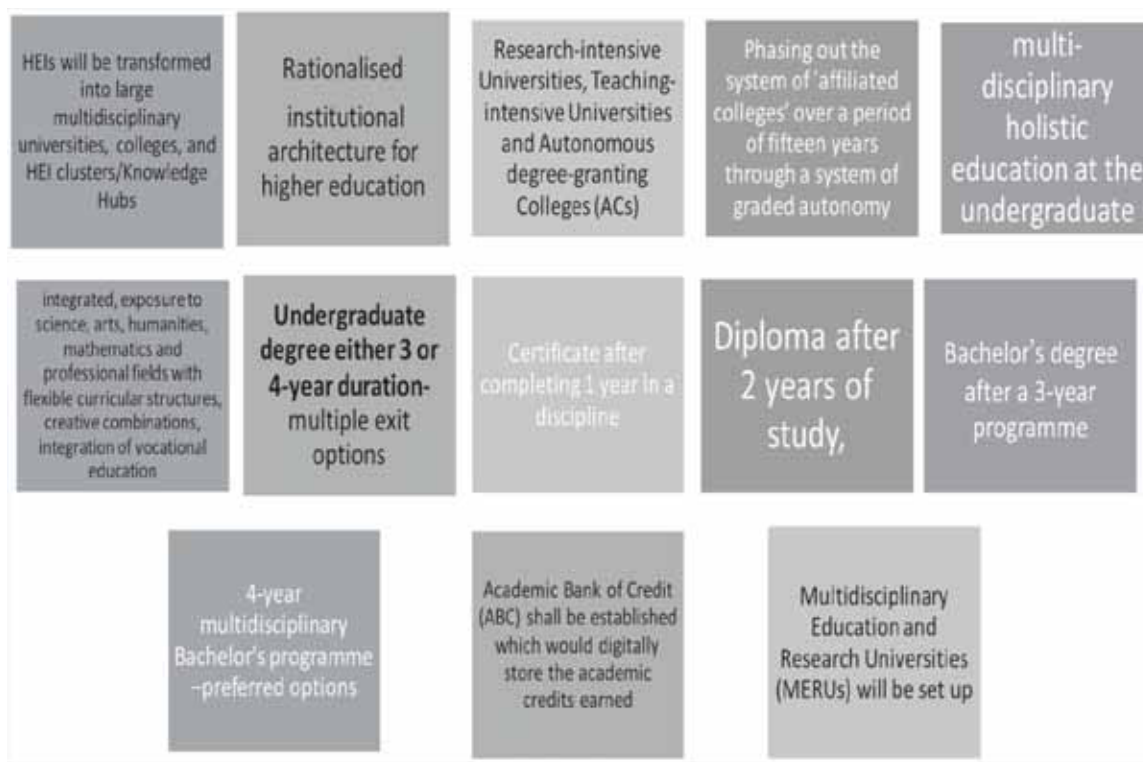
As a Researcher and Teacher having worked in India and other foreign countries, I wonder as to why we are not focussing much on other aspects (such as Emotional Intelligence, Lateral Thinking, Critical Thinking and Creative Thinking) of learning too at any level of education.

I am glad to hear the recent buzz words and phrases like Draft National Educational Policy 2019, NEP 2020, Outcome-based Learning, Project-based Learning, Interdisciplinary Studies, Multidisciplinary Courses and Integration of Skills into Curriculum. These things are much discussed now across the country and abroad in the webinars, workshops, seminars and orientation programmes that I deliver and attend, but how much they are implemented is the question!

The highlights of New Education Policy 2020 are given below.

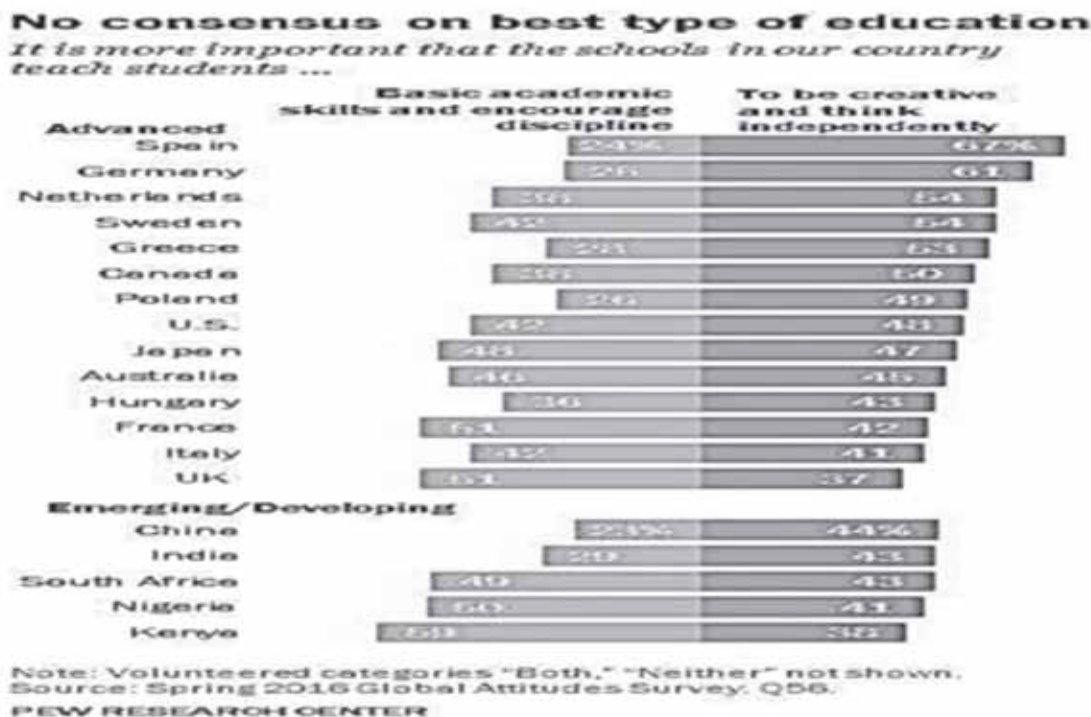
### Transforming Curricular & Pedagogical Structure





Source: NEP 2020

The following chart shows the comparison of theory and practice in Education system of few countries.



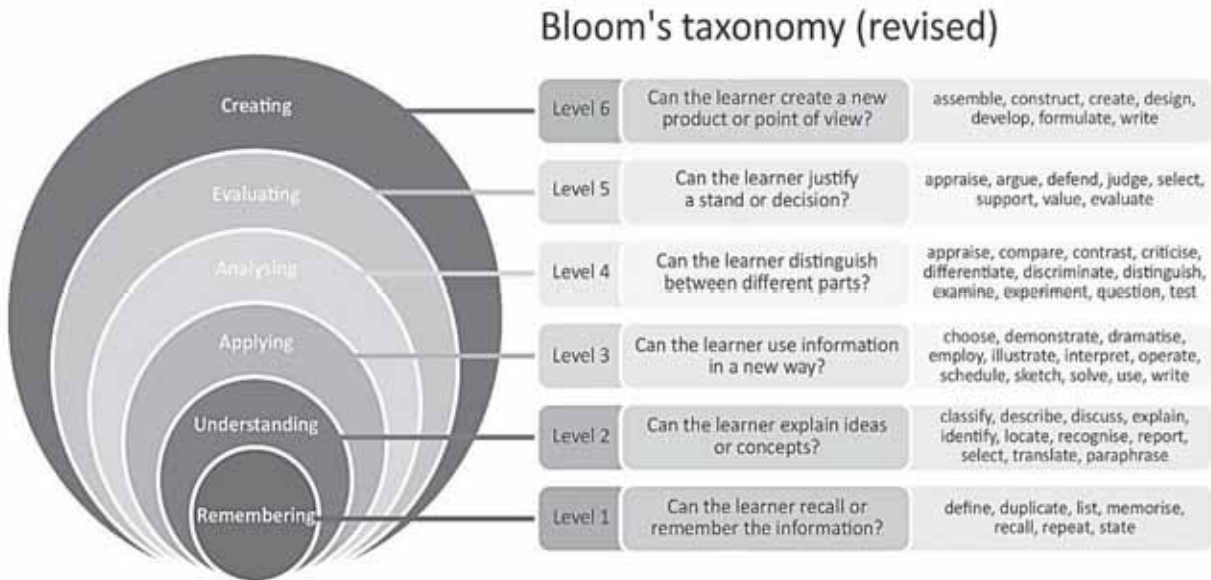
Source: Global Attitudes Survey, Spring 2016, PEW Research Centre

As we are discussing about the Implementation and Monitoring of NEP 2020, think of the following. If we start analysing our current education system with reference to the above, many changes can happen which would benefit our generation in the present and future as well. Then let's look at implementation and

evaluation criteria. For example, observe some concepts and theories in education such as Bloom's Taxonomy (Benjamin Blooms, 1956) and Multiple Intelligence Inventory (Howard Gardner, 1983) proposed by the above eminent psychologists, philosophers and educationists.

The figure below explains about Bloom’s Taxonomy which shows the system of Learning and Testing. Bloom talks about 3 Domains – Cognitive, Affective and Psychomotor – in his Taxonomy. Most of the

institutions usually work upon Cognitive Domain. Actually, all these aspects must be incorporated into our Education system, if we talk about standardisation.



Source: [www.niallmculty.com/2017/11/blooms-digital-taxonomy](http://www.niallmculty.com/2017/11/blooms-digital-taxonomy)

Any standard test or exam has to follow the above for assessing the learning of the students at schools, colleges and universities. But we all know how it is implemented in our system.

The next aspect to focus upon is Multiple Intelligence (Howard Gardner, 1983) who talks about the 9 Intelligences of individuals. He argues that human intelligence cannot be seen as a single ‘general ability’ but as different and ‘specific modalities’. He proposes that there are different abilities/intelligences in a human being namely: Verbal-Linguistic; Mathematical-Logical; Musical; Visual-Spatial; Bodily-Kinaesthetic; Interpersonal; Intrapersonal; Naturalist and Existential intelligences.



Source: <https://blog.adioma.com/9-types-of-intelligence-infographic/>

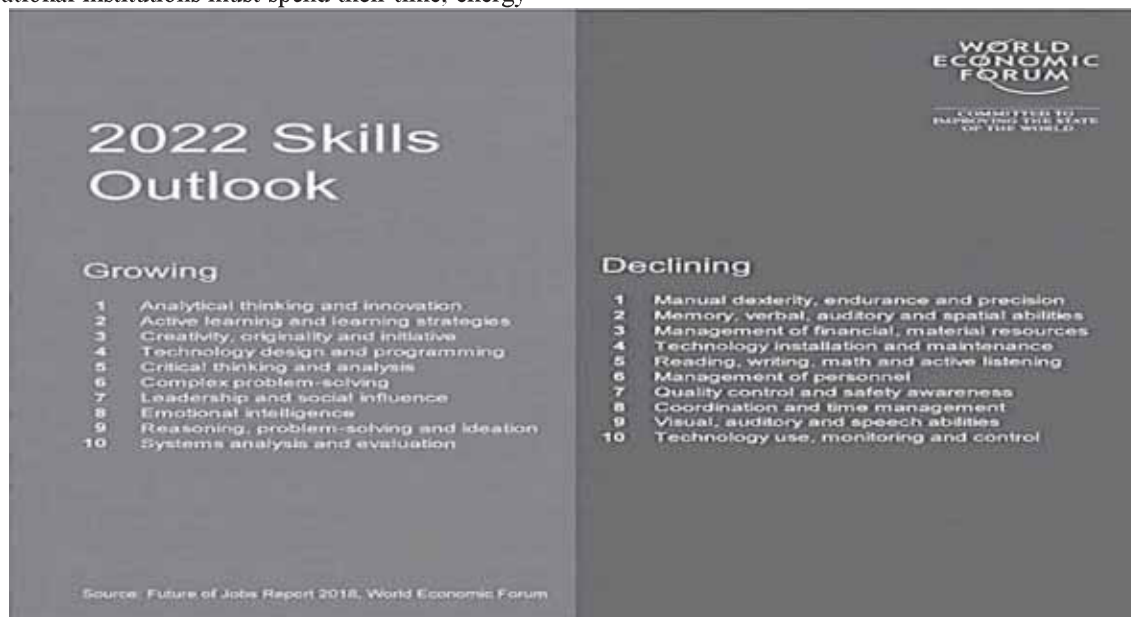
Actually, our institutions can try to capture as many Intelligences as possible during an academic year across the levels of education, before they go unnoticed and unassessed.

The above psychological and philosophical theories based on practical studies and scientific findings are very useful if practised and implemented properly in schools and colleges in India.

As per the recent Future Jobs Report by World Economic Forum 2018, the following skills are a must for today's generation by 2020, hence educational institutions must spend their time, energy

and money on upgrading the skills of the learners and Teachers too.

Administrators and Management boards have to be cooperative, flexible and proactive rather than reactive to achieve these mega goals, if they would like to compete and coexist in the present world of wisdom-based economy.



Source: Future of Jobs Report 2018, WEF

Table 1  
Activity for Future

Course	Objectives	Outcomes	Existing Skills	Expected Skills	Evaluation Criteria	Remarks

(Source: Author's own design)

If we try to integrate the above skills into various curricula and syllabi across India, we can surely become competitive. This is the way forward which can keep Indian education on par with the Western education indeed.

### III CONCLUSION AND SUGGESTIONS

Based on the above views, observations and issues, there are many challenges posed for the Higher Educational Institutions (HEIs) in India. Hence, it is advisable to be prepared for future. This is where the Implementation and Monitoring of NEP 2020 comes into picture. It is better to start taking care of the following at HEIs:

- (a) **Develop Teaching Intensive Universities**
- (i) Revise and upgrade existing Methods, Materials and Testing
  - (ii) Identify existing lacunae and adjust further
  - (iii) Train the staff in grey areas like Edu Tech-Software and Tools
- (b) **Develop Research Intensive Universities**
- (i) Plan new Research areas each Domains and Interdisciplinary fields
  - (ii) Improve Research methods
  - (iii) Learn and teach Data Collection and Analysis tools like SPSS, R, Python
  - (iv) Train the staff
  - (v) Encourage Paper Presentations at Conferences by sponsoring Faculty
  - (vi) Encourage Publications and support with incentives
- (c) **Develop Multidisciplinary Education and Research University (MERU)**
- (i) Identify new subjects areas which have future demand
  - (ii) Create new combinations of courses in research
  - (iii) Design Curriculum as per the future
  - (iv) Develop Materials suitable to new courses
  - (v) Develop new Assessment and Evaluation criteria
- [7] <http://www.businessballs.com/howardgardnermultipleintelligences.htm>.
- [8] Highlights of New Education Policy-2020, Ministry of Education, Sept 2020
- [9] Howard Gardner. (2010). Multiple Intelligences.
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- [13] <http://www.thirteen.org/edonline/concept2class/mi/index.html>
- [14] <https://www.multipleintelligencesoasis.org/resources>

Finally, keep publishing what changes are happening from time to time so that the world know our progress.

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- [4] *Bloom, B. S.; Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York: David McKay Company.*
- [5] Bloom et al. 1956, p. 4: "The idea for this classification system was formed at an informal meeting of college examiners attending the 1948 American Psychological Association Convention in Boston. At this meeting, interest was expressed in a theoretical framework which could be used to facilitate communication among examiners.
- [6] Businessballs.com (2009). Howard Gardner's multiple intelligences. Retrieved from: