

# Implementing the National Education Policy 2020 in Himachal Pradesh: Difficulties and Opportunities from the Perspective of Stakeholder

Ashish Thakur<sup>1\*</sup>, Dr. Anupam Sharma<sup>2</sup>, Dr. Sulochna Syal<sup>3</sup>

<sup>1</sup> PhD Scholar, Bahra University, Shimla, Himachal Pradesh, India

Email ID: Ashishthakur1559@gmail.com

<sup>2</sup> Assistant Professor, Shimla, Himachal Pradesh, India

<sup>3</sup> HOD Management, Professor, Bahra University, Shimla, Himachal Pradesh, India

**Abstract -** The goal of this research study is to examine the challenges that are associated with the the implementation of the NEP 2020 in Himachal Pradesh, India, and to propose a solution to address these challenges. The NEP 2020 presents a comprehensive reform agenda that is designed to revolutionise the Indian education system. It advocates for experiential learning, the incorporation of technology, and skill development, as well as holistic and interdisciplinary education. Although the policy has ambitious objectives, it must overcome obstacles such as inadequate capacity, resources, and organisational preparedness in order to ensure its successful implementation. The paper proposes a variety of solutions to address these challenges, such as the active involvement of stakeholders, robust monitoring and evaluation mechanisms, resource mobilisation efforts, and enhanced coordination with the central government. The effective implementation of NEP 2020 in Himachal Pradesh is contingent upon the implementation of these strategies. In summary, the paper emphasises the potential of NEP 2020 for the system in Himachal Pradesh, but only if the policy is implemented effectively and the identified challenges are adequately addressed.

**Keywords:** National Education Policy 2020, Himachal Pradesh, Challenges, Opportunities Stakeholder.

-----X-----

## INTRODUCTION

The National Education Policy (NEP) 2020 is a comprehensive policy statement that delineates the objective and strategy for the progress of the Indian education system. With the goal of modernising the system to satisfy 21st-century demands, NEP 2020 represents the biggest overhaul of the Indian education system in over thirty years. The former National Policy on Education, which was established in 1986 and revised in 1992, was to be replaced by the NEP 2020, which was approved by the Union Cabinet on July 29, 2020. The NEP 2020 is based on the suggestions put out by a group led by Dr. K. Kasturirangan, the former chairman of the ISRO (Jha et al., 2020).

Primary through postsecondary education will see significant changes in education, according to the NEP 2020. The NEP 2020 promotes a holistic and integrated education based on quality that prioritises the cultivation of critical thinking, creativity, and

problem-solving capacity (Kalyani, 2020). Teachers have an essential function in education, and the NEP 2020 proposes major changes to professional development and teacher education. The NEP 2020 is a transformative policy that is designed to establish a robust, equitable, a flexible education system that can meet 21st-century challenges and boost national prosperity (Kumar, 2021).

## LITERATURE REVIEW

NEP 2020 is a comprehensive education reform agenda that will transform Indian education. Experiential learning, technology integration, skill development, and holistic and multidisciplinary education are among the policy's key features. Nevertheless, the policy's implementation is beset by numerous obstacles, particularly at the state level.

Kurien and Chandramanam(2020) conducted a study that examined the prospects and obstacles associated with the implementation of the NEP 2020

in Himachal Pradesh. The study determined that the state faced significant obstacles in implementing the policy due to a lack of infrastructure, resources, and capacity. The author proposed that effective implementation necessitated capacity building, stakeholder engagement, monitoring and evaluation, resource mobilisation, and local adaptation.

**Maurya and Ahmed (2020)** investigated the opportunities and obstacles associated with the implementation of the NEP 2020 in the Himalayan states of India, which includes Himachal Pradesh. The research determined that the NEP 2020 offered substantial opportunities to enhance the education system in the region. Nevertheless, the investigation also identified obstacles, including infrastructure deficiencies, instructor shortages, and challenges associated with the implementation of multilingual education.

**Muralidharan and Singh (2021)** conducted the policy's implementation was significantly impeded by the scarcity of teachers, inadequate infrastructure, and inadequate stakeholder engagement, according to the investigation. The authors proposed that successful implementation necessitated a collaborative approach that involved all stakeholders, capacity development, and effective monitoring and evaluation.

**Pathak and Pathak (2021)** investigated the issues and opportunities associated with the NEP 2020 in the Indian context. The study identified significant challenges in the implementation of the policy, including the necessity for teacher training, limited stakeholder engagement, and inadequate funding. The authors recommended that successful implementation necessitated effective stakeholder engagement, capacity building, and resource mobilisation.

The literature emphasises the potential of the NEP 2020 to revolutionise the education system in India, including in Himachal Pradesh. Nevertheless, the policy's implementation is beset by numerous obstacles, particularly at the state level. Successful implementation of the policy necessitates effective stakeholder engagement, capacity development, monitoring and evaluation, and resource mobilisation.

**NEP 2020 encompasses the following important features:**

- 1. Multidisciplinary and Holistic System:** The NEP 2020 endeavours to offer a comprehensive education that emphasises the comprehensive growth of students, including cognitive, social, emotional, and physical development.
- 2. Education and Care for Children:** All children under the age of eight should have access to a high-quality education, since this is a priority for the NEP 2020.
- 3. Curricular and Pedagogical Reforms:** The NEP 2020 is designed to implement significant curricular and pedagogical reforms, such as the

promotion of experiential and inquiry-based learning and the reduction of the emphasis on rote instruction.

- 4. Skill-Based Education:** The NEP 2020 underscores the necessity of developing skills that are pertinent to the requirements of the 21st-century workforce through skill-based education and vocational training.
- 5. Technology Utilisation:** Technology is important in education, and the NEP 2020 aims to integrate it into governance, evaluation, and teaching and learning (Aktar, 2021).
- 6. Education Flexibility:** The NEP 2020 endeavours to offer students the freedom to select courses across disciplines and to establish their own learning trajectories, thereby promoting education flexibility.
- 7. Opportunities for Professional Growth and Training for Teachers:** The NEP 2020 underscores the necessity of teacher training and professional development, with an emphasis on continuous learning and upskilling.
- 8. Reforming Higher Education:** Significant reforms to higher education, the creation of a single regulator for the sector, and the adoption of a four-year undergraduate degree with several exit possibilities are all targets of the NEP 2020.
- 9. Multilingualism and Language Education:** Multilingualism and language education are important, and the NEP 2020 promotes the use of the mother tongue or local language in elementary school, as well as promoting the proficiency in other languages.
- 10. Equity and Inclusion:** The NEP 2020 underscores the importance of equity and inclusion in education, with a particular emphasis on the elimination of disparities that are based on gender, socio-economic status, geography, and disability. High-quality education is guaranteed for all students, regardless of socioeconomic position, under the policy (Patil, and Patil, 2023).

#### **National Education Policy (NEP) 2020 at School Level**

The school education system in India is proposed to undergo substantial modifications by the NEP 2020. The NEP 2020 at the educational level encompasses the following important features:

- 1. Universal access to education:** A high-quality education should be available to all pupils, according to the NEP 2020. To oversee the implementation of this goal, it is suggested that a new regulatory structure be set up.
- 2. Childhood education:** Early childhood education is important, and the NEP 2020

recommends integrating pre-school into formal education. Children between the ages of three and six should participate in early childhood care and education (ECCE) programmes that focus on play, activities, and exploration.

3. **Multidisciplinary education:** The NEP 2020 suggests a curriculum that is multidisciplinary, with an emphasis on the integration of various subject areas. The goal is to help people become better thinkers, creators, and problem solvers.
4. **Vocational education:** Skills and vocational education are NEP 2020 priorities. It proposes integrating vocational education into general school and giving pupils numerous career paths.
5. **Regional languages:** The National Education Policy 2020 states that all students shall be taught in their native language until the completion of fifth grade. Its objective is to encourage the preservation of indigenous languages and cultures and to promote multilingualism.
6. **Assessment reforms:** The NEP 2020 suggests substantial changes to the assessment system, with an emphasis on the reduction of high-stakes examinations and formative assessment. It is designed to encourage the utilisation of technology for assessment and continuous and comprehensive evaluation (CCE).
7. **Teacher training:** The NEP 2020 acknowledges the indispensable function of educators in the educational system and suggests substantial modifications to teacher education. It endeavours to advance a comprehensive and multidisciplinary approach to professional development and teacher training (Saini et al., 2021).

### **National Education Policy 2020 in Higher Education**

Significant reforms to India's higher education system are proposed in the National Education Policy (NEP) 2020.

1. **Holistic and multidisciplinary education:** The NEP 2020 proposes an interdisciplinary curriculum that gives pupils more leeway and agency. An all-encompassing educational strategy that places a premium on the cultivation of analytical, creative, and problem-solving capacities is the aim.
2. **Multiple entry and exit points:** The NEP 2020 contains the introduction of multiple entry and departure points in higher education, which is one of its most significant features. Students will be granted the autonomy to determine their own learning pathways and exit points in accordance with their unique interests, abilities, and career objectives under the new policy.
3. **Credit Transfer and Academic Bank of Credit:** The goal of the NEP 2020 is to set up a system where students may transfer their credits from one school to another. The policy also enable students to accumulate and retain credits earned from a variety of institutions for the purpose of pursuing a degree.

4. **Vocational education integration:** The NEP 2020 suggests that vocational education be incorporated into mainstream education. The program's goal is to provide students with real-world expertise that employers need.
5. **Research and innovation:** The NEP 2020 suggests substantial investments in research and innovation, with an emphasis on multidisciplinary research and collaborations among academia, industry, and government (Saluja, 2023).

### **Implications of the NEP 2020 in Himachal Pradesh**

The NEP 2020 has substantial ramifications for the education sector in Himachal Pradesh. The state government has been implementing many methods to enforce the NEP 2020, and the consequences of the policy are as outlined below:

The NEP 2020 incorporates multimodal education, giving students more flexibility and alternatives. Himachal Pradesh has taken various steps to promote transdisciplinary education. The NEP 2020 will help the state create a comprehensive education system that includes vocational and traditional education. The NEP 2020 highlights the need of establishing a solid educational base throughout the initial stages of a child's life. Himachal Pradesh has been actively advocating for early childhood education in the state, and the adoption of the NEP 2020 will enhance and reinforce the state's initiatives. The state government has suggested establishing Anganwadis and Balwadis in each community to offer early childhood education to children. The NEP 2020 prioritises skill-based education, and Himachal Pradesh has actively encouraged vocational education inside the state. The state government has established many skill development centres and is providing a range of skill-based courses in the fields of IT, tourism, and hospitality. The NEP 2020 will enhance the state's endeavours to foster education focused on practical skills and contribute to the development of a proficient workforce. The NEP 2020 suggests substantial funding for research and innovation, and Himachal Pradesh has been actively encouraging research and innovation inside the state. The state government has established many research centres and has been providing incentives to researchers and inventors. The execution of the NEP 2020 would enhance the state's endeavours to foster research and innovation, hence facilitating the cultivation of scientific temper and creativity among students. The state government of Himachal Pradesh has implemented many programmes to facilitate the use of online learning and has been distributing tablets and computers to pupils. The adoption of the NEP 2020 will bolster the state's endeavours to foster digital education, therefore augmenting the accessibility of high-quality education (Sarta, 2020).

**Challenges in the execution of the NEP 2020 in the state of Himachal Pradesh.**



- 1. Financial limitations:** A significant obstacle in the implementation of the NEP 2020 in Himachal Pradesh is the lack of enough finance. The strategy seeks to raise public investment in education to 6% of GDP, but, the state may have difficulties in gathering the resources to meet this objective. The state government may need to consider novel funding arrangements, such as public-private partnerships, to address the budget shortfall.
- 2. Infrastructure:** The successful execution of the NEP 2020 necessitates the establishment of essential facilities like as educational institutions, libraries, and research facilities. Himachal Pradesh may encounter difficulties in constructing infrastructure in rural and mountainous regions, thus impacting the standard of education in these places.
- 3. Capacity building:** Capacity building is necessary for teachers and other stakeholders to effectively execute the NEP 2020. Himachal Pradesh may have difficulties in delivering training to educators and other individuals involved, particularly in rural regions where access to training opportunities may be restricted. The state government should establish extensive teacher training initiatives with the goals of the NEP 2020 and guarantee that all teachers have the opportunity to participate in these programmes.
- 4. Language barrier:** The NEP 2020 highlights the need of fostering multilingualism in education. However, Himachal Pradesh encounters a language barrier due to the prevalence of Hindi or local dialects spoken by the majority of the people. The state government may be required to formulate a language policy that is in accordance with the goals of the NEP 2020 and guarantee that all pupils have the opportunity to receive education in their native language.
- 5. Opposition to change:** The implementation of the NEP 2020 may encounter opposition from certain stakeholders who may be unwilling to accept change. The state government may need to interact with various stakeholders and resolve their issues for execution of the policy.
- 6. Rural-Urban Disparity:** Himachal Pradesh has a substantial rural population, and the state can encounter difficulties in guaranteeing fair and equal access to education and infrastructure throughout rural and urban regions. The state government may need to implement focused strategies to narrow the gap between rural and urban areas, such as allocating more resources to rural schools and creating specialised initiatives to tackle the specific difficulties encountered by rural children.

The NEP 2020 prioritises inclusive education for disabled and underprivileged pupils. Nevertheless, Himachal Pradesh may encounter obstacles in implementing inclusive education as a result of insufficient resources and infrastructure. To guarantee equitable access to education and learning for all students, regardless of background or aptitude, the

state government may need to take special actions (Yenugu, 2022).

### Recommendations for improved Implementation in Himachal Pradesh

- 1. Capacity Development:** It may be necessary for the state government to prioritise the development of the capacity of all stakeholders in the education system, such as educators, administrators, and administrators. This could entail the provision of professional development opportunities and training to guarantee that all stakeholders possess the requisite knowledge and skills to effectively implement the policy.
- 2. Stakeholder Engagement:** For the policy to be implemented, the state government may need to involve all stakeholders in the education system, such as instructors, parents, and students. This may entail the establishment of platforms for stakeholder consultations, the implementation of awareness campaigns, and the participation of local communities in the decision-making process.
- 3. Monitoring and Evaluation:** In order to monitor the policy's implementation and identify areas that require refinement, the state government may need to establish a mechanism. This may entail the establishment of a specialised monitoring and evaluation agency, the development of performance indicators, and the implementation of consistent evaluations.
- 4. Resource Mobilisation:** The state government may need financial and personnel resources to implement the programme. This could entail the allocation of adequate funds for education, the recruitment of qualified instructors, and the investment in infrastructure and technology.
- 5. Local Adaptation:** A plan for educational reform is laid forth in the NEP 2020; the state government may need to modify the policy to accommodate the local context. This could entail the creation of local-level plans and strategies that consider the unique requirements and obstacles of various regions and communities.
- 6. Central Government Collaboration:** In order to guarantee the successful implementation of the policy, the state government may need to establish a close partnership with the central government. This may entail the pursuit of technical and financial assistance from the central government, the coordination with national-level institutions, and the alignment of state-level policies with the objectives of the NEP 2020.
- 7. Public-Private Partnerships:** In order to facilitate the policy's implementation, the state government may need to investigate potential public-private partnerships. This could entail collaborating with civil society organisations to develop innovative solutions to education challenges, or partnering with private sector organisations to provide resources and expertise.

8. **Inclusivity:** The state administration may need to concentrate on ensuring that the NEP 2020's objective of inclusive education is met. Developing strategies to ensure that all pupils have equal opportunities.
9. **Teacher Recruitment and Training:** In order to guarantee that students receive a high-quality education, the state government may need to concentrate on the recruitment and training of qualified teachers. This could entail the implementation of consistent teacher training programmes, the establishment of teacher training institutions, and the creation of incentives to attract qualified teachers to rural areas.
10. **Infrastructure Development:** In order to establish a learning environment that is conducive to students, the state government may need to allocate resources to the development of school infrastructure, which encompasses classrooms, libraries, laboratories, and sporting facilities. This could entail the identification of regions with insufficient infrastructure and the development of strategies to rectify these deficiencies (Aithal and Aithal, 2020).

## CONCLUSION

The goal of the NEP 2020 is to completely transform India's educational system through a comprehensive reform package. The strategy places significant emphasis on certain essential elements, including the incorporation of technology into education, the encouragement of experiential learning, the adoption of a comprehensive and interdisciplinary approach to education, and the prioritisation of early childhood education. However, the NEP 2020 implementation in Himachal Pradesh, as in other states, is confronted with a variety of obstacles, such as a dearth of infrastructure, resources, and capacity. In order to confront these challenges, the state government must prioritise the following: capacity building, stakeholder engagement, monitoring and evaluation, resource mobilisation, local adaptation, collaboration with the central government, public-private partnerships, inclusivity, teacher recruitment and training, infrastructure development, digital infrastructure, parental involvement, early childhood education, skill development, and curriculum development. The NEP 2020 has the potential to revolutionise the education system in Himachal Pradesh, providing students with the necessary skills and knowledge to thrive in the 21st century, provided that it is implemented properly.

## REFERENCES

1. Aithal, P. S., & Aithal, S. (2020). Analysis of the Indian National Education Policy 2020 towards achieving its objectives. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 19-41.
2. Aktar, S. (2021). New education policy 2020 of India: A theoretical analysis. *International Journal of Business and Management Research*, 9(3), 302-306.
3. Jha, A. M., Jha, A. K., & Jha, S. K. (2020). National Education Policy 2020: A step towards technology driven education and self-reliant India. *Solid State Technology*, 63(6), 9475-9482.
4. Kalyani, P. (2020). An empirical study on NEP 2020 [National Education Policy] with special reference to the future of Indian education system and its effects on the Stakeholders. *Journal of Management Engineering and Information Technology*, 7(5), 1-17.
5. Kumar, A. (2021). New education policy (NEP) 2020: A roadmap for India 2.0. *University of South Florida (USF) M3 Publishing*, 3(2021), 36.
6. Kumar, K., Prakash, A., & Singh, K. (2021). How National Education Policy 2020 can be a lodestar to transform future generation in India. *Journal of Public affairs*, 21(3), e2500.
7. Kurien, A., & Chandramana, S. B. (2020). Impact of New Education Policy 2020 on Higher Education. In *Conference: Atma Nirbhar Bharat: A Roadmap to Self-reliant India*.
8. Maurya, A., & Ahmed, A. (2020). The new education policy 2020: Addressing the challenges of education in modern India. *International Journal of Multidisciplinary Educational Research*, 514(12), 31-38.
9. Muralidharan, K., & Singh, A. (2021). India's new national education policy: Evidence and challenges. *Science*, 372(6537), 36-38.
10. Muralidharan, K., Shanmugan, K., & Klochkov, Y. (2022). The new education policy 2020, digitalization and quality of Life in India: Some reflections. *Education Sciences*, 12(2), 75.
11. Pathak, R., & Pathak, R. (2021). National Education Policy 2020: can it improve faculty motivation and academic outcomes in India. *International Research Journal of Modernization in Engineering Technology and Science*, 3(4), 573-579.
12. Patil, V. K., & Patil, K. D. (2023). Traditional Indian education values and new national education policy adopted by India. *Journal of Education*, 203(1), 242-245.
13. Saini, M., Singh, M., Kaur, M., & Kaur, M. (2021). Analysing the tweets to examine the behavioural response of Indian citizens over the approval of national education policy 2020. *International Journal of Educational Development*, 82, 102356.
14. Saluja, A. (2023). Education for social justice: A critique of national education policies of India. *Policy Futures in Education*, 21(2), 136-144.
15. Sarta, A. (2020). National Education Policy (NEP 2020): An analytical insights into the reforms it will bring in school and higher education in India. *International Journal of*

*Advance Research in Management and Social Science*, 11(3), 103-113.

16. Yenugu, S. (2022). The new National Education Policy (NEP) of India: will it be a paradigm shift in Indian higher education?. *Perspectives: Policy and Practice in Higher Education*, 26(4), 121-129.

---

**Corresponding Author**

**Ashish Thakur\***

PhD Scholar, Bahra University, Shimla, Himachal Pradesh, India

Email ID: Ashishthakur1559@gmail.com