



# IMPACT OF NEW EDUCATION POLICIES ON TEACHERS & STUDENTS IN THE STATE OF GOA

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## ABSTRACT:-

On July 29, 2020, our esteemed Prime Minister Narendra Modi presented in Parliament the new education policy (NEP 2020) that had been suggested by the ministry of human resource development. This was the third significant revision to India's education system. Under the administrations of Rajiv Gandhi and Indira Gandhi, the first and second education policies were created in 1968 and 1986, respectively.

This study focuses on the views and impact of NEP in Higher Education in Goa. Data from both primary and secondary sources were gathered using a descriptive research methodology. The 2020 New Education Policy will aid the next generation of Goans in "preparing for life" and navigating unpredictable futures by emphasising problem-solving and critical thinking abilities. The Goa government made the decision to establish a cluster to manage the NEP structure throughout the state. Joint programmes, and certificate courses can be floated through the clusters . In addition to enhancing the working and implementation of NEP, this study indicates that faculties and students are ready for such a change.

The study will use questionnaires and interviews as its research tools. 189 students and 60 Faculties made up the sample using a simple random sampling procedure. The data will be tested using the proper statistical methods.

52% and 32% of the 189 Students and 60 Faculties participants who participated in the study's questionnaire reported being men, while 48% and 68% reported being women. According to our findings, there is a positive association between the stress that NEP causes for students and faculties . At the same time the adoption of new education policy contains many good methods that leads to a significant shift in the prospective student's career in this competitive globe. In order to increase the effectiveness of this New Education Policy, we have offered several recommendations. .Due to the interdisciplinary nature of the NEP method, Goa students would benefit from its implementation by DHE across the whole degree programme.

Keywords :- NEP , Directorate of Higher Education , Goa , Education, Degree Programs

## INTRODUCTION:-

“Some of the brightest minds in the country sit on the last seats of the classroom”.- Dr. APJ Abdul Kalam

The 34-year-old Nation Education Policy 1986, created by Rajiv Gandhi, was replaced by THE NEW EDUCATION POLICY (NEP) 2020. Speaking of the education strategy put forward in India, we already know that owing to the poor quality, there will be many difficulties for us and our children. Additionally, the student's grades are the only thing that are prioritised in the current educational strategy; knowledge is not. Numerous of our friends, as well as the entire country, experience unemployment as a result of inadequate training and expertise.

Directorate of Higher Education of Goa decided to implement NEP structure in the Higher Education ie for all Degree program in the state of Goa . DHE and Goa University will launch a number of programmes, including skill development, research, innovation, affiliations, and multi-disciplinary and holistic education, Academic Bank of Credits (ABC), multiple entry-exit, and multiple entry-exit.

This study examines the impact that the implementation of NEP 2020 will have on teachers and students in the state of Goa, since the Directorate of Higher Education has planned to implement NEP from the current academic year.

## OBJECTIVE:-

1. The efficiency of the implementation of a new education policy will be determined.
2. Teachers and students' reactions to the new educational policies in Goa

## HYPOTHESIS:-

### STUDENT'S PERSPECTIVE:-

Ho: Implementation of NEP is a positive step on the part of the Directorate of Higher Education Goa

H1:- The students of Goa believe that this is not the right time to implement NEP

### TEACHER'S PERSPECTIVE:-

Ho :- The Teacher's Perspective will benefit further from the NEP implementation.

H1: The Goa teachers feel that the current period is not appropriate to introduce NEP.

## PROBLEM IDENTIFICATION:-

Multiple entry and exit was the NEP's dilemma. In this case, the Colleges should award certificates to students who drop out after one year, diplomas after the second year, and degrees after the third. This is the primary drawback of this policy. If it is put into practise, the students' focus on their careers would undoubtedly be impacted. since the human mind often changes from day to day. If there is a multiple entrance system, students will attempt all the departments they are interested in without having a better understanding of any of them. However, it has to be examined and upgraded to a superior system with all the characteristics that allow the students to get more information in the disciplines they choose. In Goa, colleges form clusters to provide students with knowledge from colleges across the cluster.

## LITERATURE REVIEW:-

Mr. Sachin J. Sakhare (2020) in their studies “NEP 2019: Features of NEP and Role of Teacher” stated that to understand NEP 2019's essential elements. discuss the NEP 2019 Features. to discuss how educators ought to behave in light of NEP 2019. to talk about the core NEP 2019 observations. The NEP 2019 qualities and the teacher's role are discussed in this conceptual paper, which is based on it.

Dr Netaji Jadhav (2022) in their studies “Issues and Challenges of National Education Policy (NEP) 2020 implementation in Teacher Education” stated that The National Policy on Education (NPE), 1986, is replaced by NEP 2020, the first education policy of the twenty-first century. The educational system as well as teacher preparation undergo several fundamental changes as a result. The framework of the educational system and teacher preparation are two of the modifications. Convergence will produce some challenges that require more intellectual approaches to address.

Dr Hemlata Verma and Adarsh Kumar (2021) in their studies stated that “New Education Policy 2020 of India: A Theoretical Analysis” stated that In this contingency plan, education is essential and crucial. Thus, the National Education Policy 2020 has been repurposed as the foundation for this reform, which might aid in the development of a new educational system in the nation as well as the improvement of those economic and social indices. That still requires improvement. Through independent colleges and interdisciplinary universities, NEP 2020 offers top-notch higher education. In this study, we have critically analysed the policy and suggested modifications to facilitate a smooth transition between it and its predecessor as well as to increase its significance. The examination of the NEP 2020 provisions and management practises at the university level is included in the current article. For the development and use of NEPs, recommendations are offered.

Ajay Kurien(2021) in their studies “Impact of New Education Policy 2020 on Higher Education” stated that In light of the issues brought on by the Covid- 19 epidemic, the Government of India's New Education Policy (NEP 2020) was a welcome shift and piece of fresh news. The NEP 2020 news came as a complete shock to many. Many education professionals never anticipated the adjustments that NEP 2020 has suggested. Although both high school and college education have been touched by the education policy, this article primarily concentrates on NEP 2020 and its effects on higher education. This essay also discusses the key NEP components and examines how they impact the current educational system.

P. S. Aithal(2019) in their studies “Analysis of Higher Education in Indian National Education Policy Proposal 2019 and its Implementation Challenges” stated that Due to the fact that education promotes societal advancement, a nation's ability to provide school and higher education depends on its system of educational policy. The stages of the school and college education cycle vary amongst different countries' varying educational systems. A new education strategy was recently presented to the government of India by a group of experts led by Dr. K. Kasturirangan, a former leader of the Indian Space Research Organisation (ISRO). The group provided instructions for an effective implementation across the nation by 2030 and advised both minor and significant adjustments to the country's current education policy. This is also consistent with the fourth Sustainable Development Goals' objectives to ensure that all individuals have access to high-quality education through the fourth Educational Industry Revolution (EIR 4.0) in the country.

### **NEED FOR THE STUDY:**

In order to enhance multidisciplinary approaches and promote youth-oriented education policies, the Directorate of Higher Education implemented NEP. The NEP focuses on increasing the quality of education by giving students more than just information by teaching them skills that will increase their employability. NEP makes it quite evident that instructors are essential to high-quality education in order to achieve this. In addition to pursuing the entire development of students' intellects, character, and human values, NEP 2020 is a policy that is especially created to help students develop their skills and increase their employability. This necessitates a focused approach to teaching at all learning levels. It urges the development of teachers' skills as well as the improvement of learning environments and facilities, giving students a greater variety of alternatives and chances. a plan that plans for significant infrastructure and human resource development. Governments are now expected to serve as facilitators rather than regulators for the accomplishment of diverse educational goals.

**SCOPE OF THE STUDY:-**

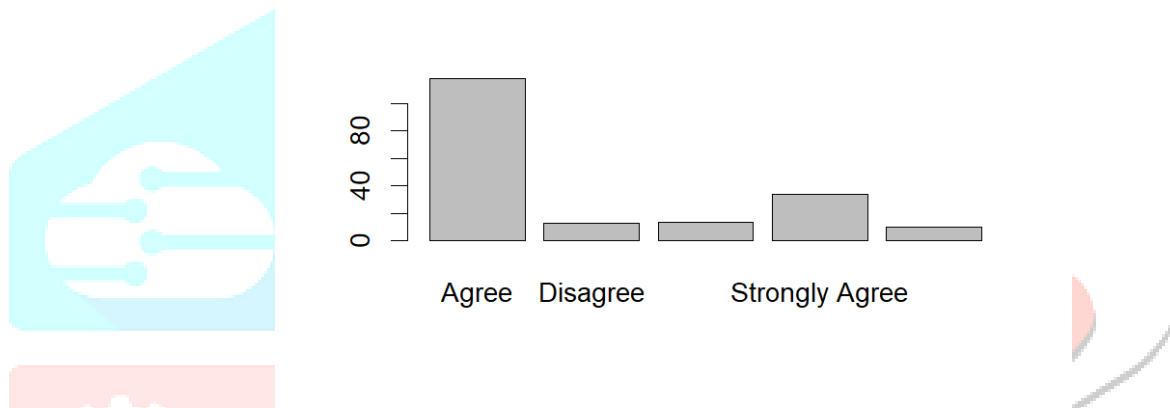
This study's primary objective is to identify issues with NEP 2020 elements including work studies, multiple entrance and exit, etc. and to offer insightful recommendations to improve the plan. As a citizen of India, we should be able to understand the benefits and impacts that this policy will have on our children as well as the future development of our nation in comparison to other nations because this is something that has been in the works for long 36 years and will be our future education policy. We can obtain more recommendations to make the NEP better and more effective by identifying the issues with this plan.

**RESEARCH METHODOLOGY:-**

According to the requirements of the present topic, 189 Students and 60 Faculties from different colleges under Goa University were surveyed. A survey was conducted among college-going youngsters and faculties to find out the Impact of new education policies on Teachers and Students in the State of Goa.

**DATA INTERPRETATION AND RESULT:-**

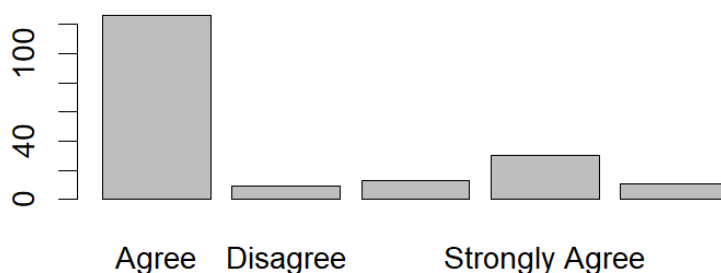
**1. STUDENT PERSPECTIVE**



**Fig 1: data\$NEP.will.improve.the..skill.and.competency.development**

**Table 1:-details of skills and competency development**

	<b>N</b>	<b>Percentage</b>
Agree	118	62%
Disagree	13	7%
Neutral	14	7%
Strongly Agree	34	18%
Strongly Disagree	10	6%



**Fig 2: data\$Make.the.students.future.ready.by.building.21st.century.skills.**

Table 2: Students future ready by building 21<sup>st</sup> century skills

	N	Percentage
Agree	126	67%
Disagree	9	5%
Neutral	13	6%
Strongly Agree	30	16%
Strongly Disagree	11	6%

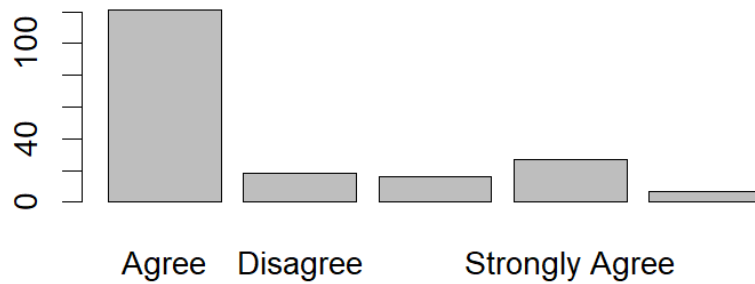


Fig 3 :- data\$Make.students.focus.on.both.academic.and.non.academic.pursuits.

Table 3: Make student focus on both academics and non academics pursuit

	N	Percentage
Agree	121	64%
Disagree	18	10%
Neutral	16	8%
Strongly Agree	27	14%
Strongly Disagree	7	4%

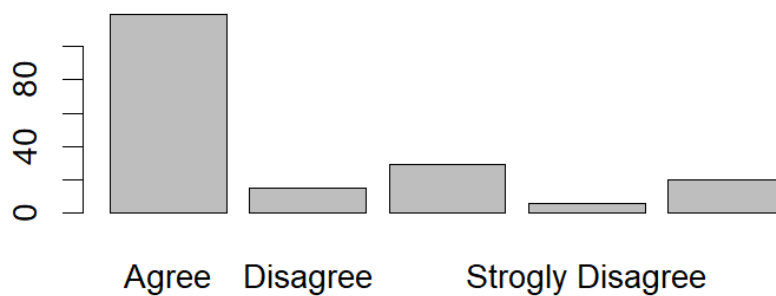


Fig 4:- data\$Do.you.agree.NEP.will.help.in.developing.skills.for.future.jobs

Table 4:-Do you agree NEP will help in developing skills for future jobs

	N	Percentage
Agree	119	63%
Disagree	15	8%
Neutral	29	15%
Strongly Agree	20	11%
Strongly Disagree	6	3%

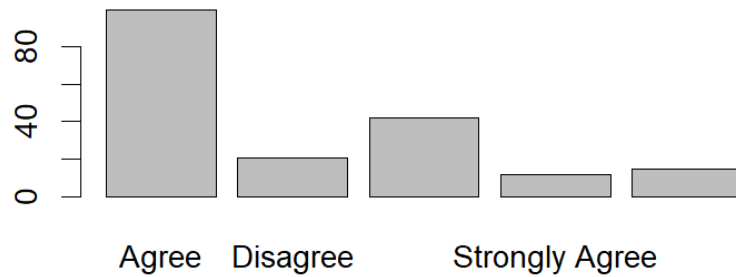


Fig 5: data\$Students.demonstrate.competency.in.multiple.ways

Table 5: Student demonstrate competency in multiple ways

	N	Percentage
Agree	99	53%
Disagree	21	11%
Neutral	42	22%
Strongly Agree	12	6%
Strongly Disagree	15	8%

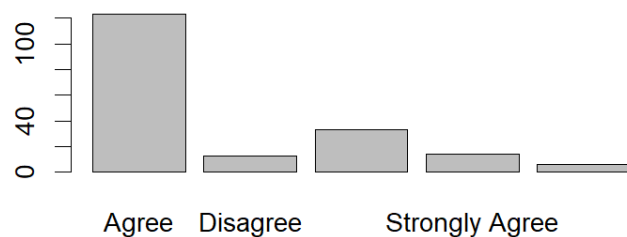


Fig6:-data\$Ability.to.demonstrate.learning.and.competency.through.multiple.opportunities.in.an.ongoing.manner

Table 6 :-Ability to demonstrate learning and competency through multiple opportunities in an ongoing manner

	N	Percentage
Agree	123	65%
Disagree	13	7%
Neutral	33	18%
Strongly Agree	14	7%
Strongly Disagree	6	3%

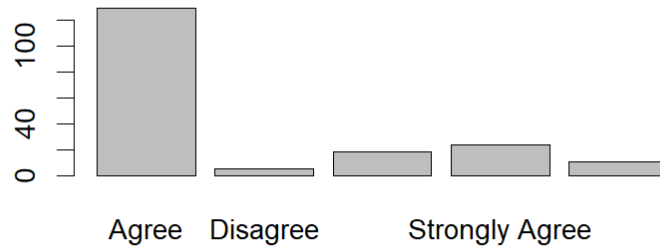


Fig 7: data\$Greater.flexibility.for.students.for.course.choices.and.pace.of.study

Table 7:Greater flexibility for students for course choice abd pace of study

	N	Percentage
Agree	129	68%
Disagree	6	3%
Neutral	19	10%
Strongly Agree	24	13%
Strongly Disagree	11	6%

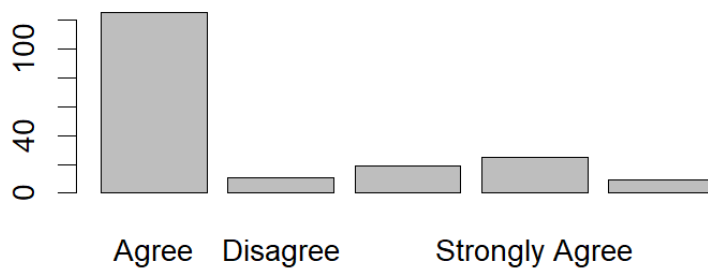


Fig8:Hands.on.learning.and.practical.exposure.through.short.term.skill.certificates..internships..research.based.curriculum.etc

Table 8: Hands-on learning and practical exposure through short term skill certificates

	N	Percentage
Agree	125	66%
Disagree	11	7%
Neutral	19	10%
Strongly Agree	25	13%
Strongly Disagree	9	4%

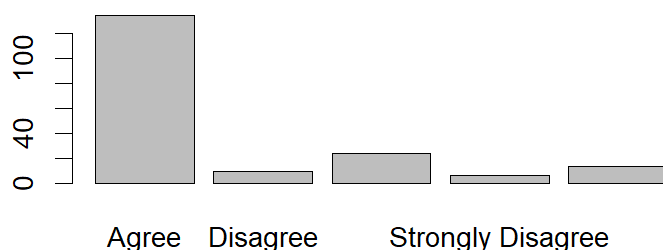


Fig 9 :- data\$Multiple.entry.exit.facilities.for.students

Table 9 : Multiple entry exit facilities for students

	N	Percentage
Agree	134	71%
Disagree	10	6%
Neutral	24	13%
Strongly Agree	14	7%
Strongly Disagree	7	3%

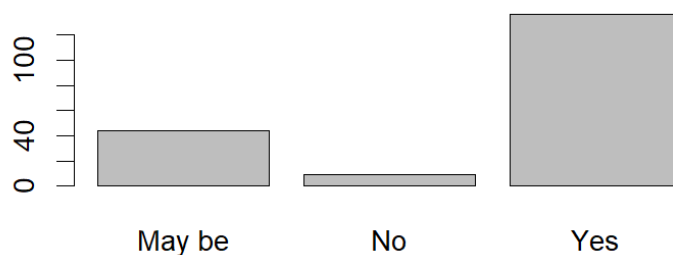


Fig 10:- data\$Do.u.happy.with.NEP.implementation.in.Goa

Table 10: Do you happy with NEP implementation in Goa

	N	Percentage
Yes	136	72%
No	9	5%
May be	44	23%



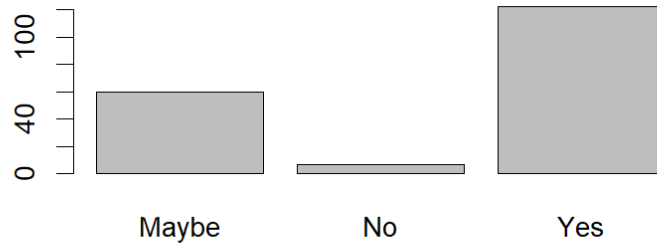


Fig 11:- data\$Is.NEP.2020.a.visionary.education.policy.

Table 11:-Is NEP 2020 a visionary education policy

	N	Percentage
Yes	122	65%
No	7	4%
May be	60	31%

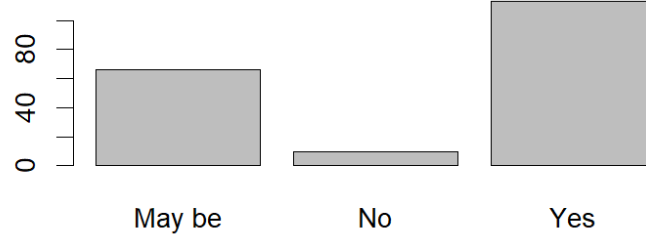


Fig 12: data\$Is.cluster.idea.is.good.for.Goan.Education.System.under.NEP.

Table 12:Is cluster is goof for Goan education system under NEP

	N	Percentage
Yes	113	60%
No	10	5%
May be	66	35%

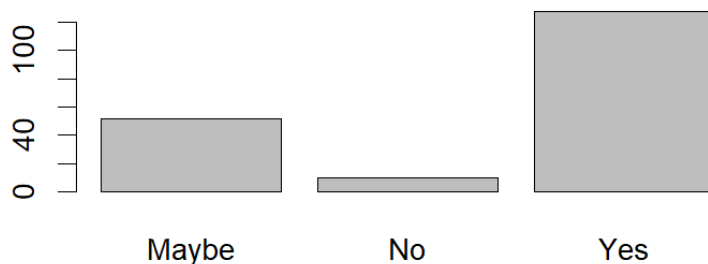


Fig -13 data\$Do.you.feel.that.its.good.move.from.Govt.to.implement.in.Goa.

Table 13: Do you feel that its good move from Govt to implement in Goa

	N	Percentage
Yes	127	67%
No	10	5%
May be	52	28%

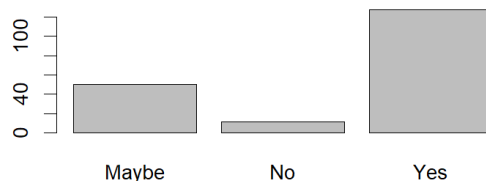
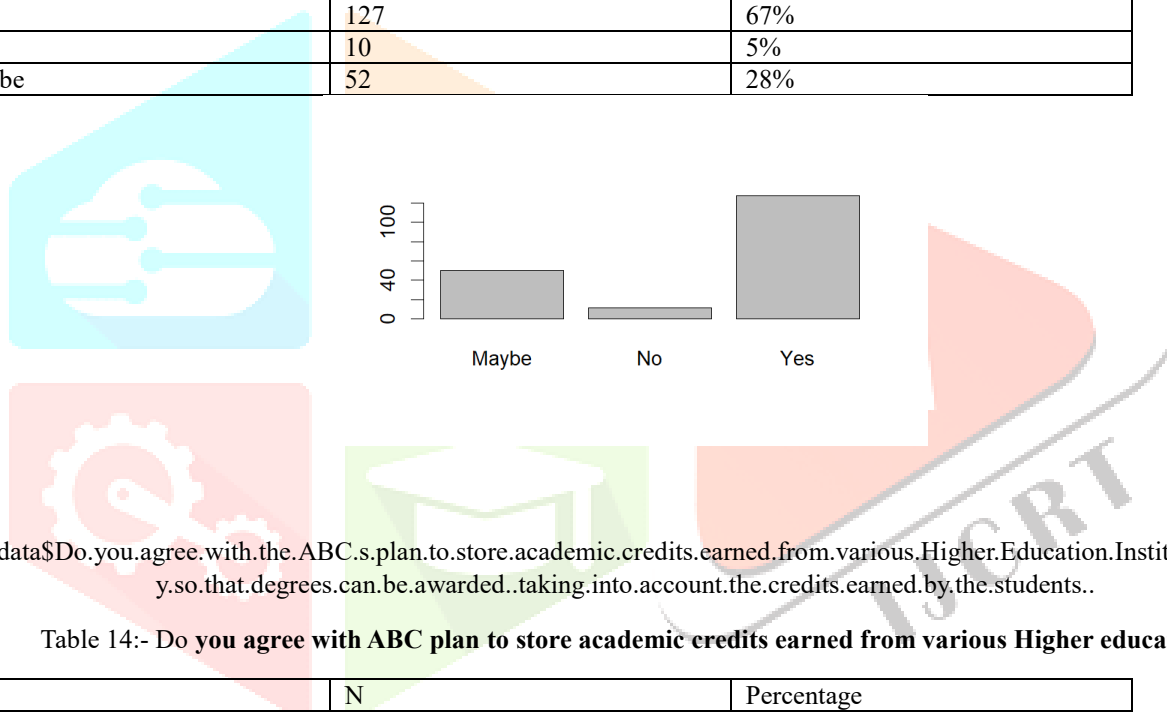


fig14:data\$Do.you.agree.with.the.ABC.s.plan.to.store.academic.credits.earned.from.various.Higher.Education.Institutions.digitally.so.that.degrees.can.be.awarded.taking.into.account.the.credits.earned.by.the.students..

Table 14:- Do you agree with ABC plan to store academic credits earned from various Higher education

	N	Percentage
Yes	127	67%
No	12	6%
May be	50	27%

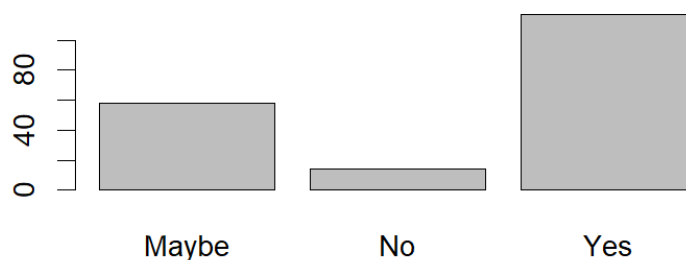


Fig 15:- data\$Do.u.feel.GOA.is.ready.for.NEP.implementation..

Table 15: Do you feel Goa is ready for NEP implementation

	N	Percentage
Yes	117	62%
No	14	7%
May be	58	31%

**TEACHER’S PERSPECTIVE :-**

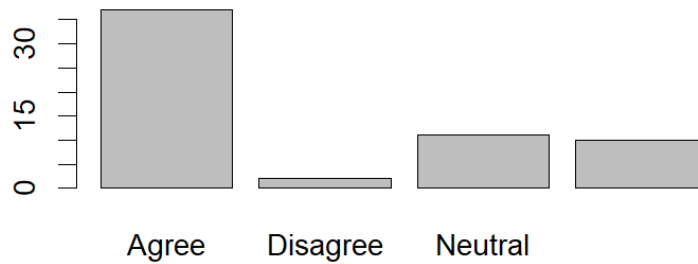


Fig 16: data\$NEP.will.improve.the..skill.and.competency.development.of.Teacher

Table 16: NEP will improve the skills and competency development of Teacher

	N	Percentage
Agree	37	62%
Disagree	2	3%
Neutral	11	18%
Strongly Agree	10	17%
Strongly Disagree	-	-

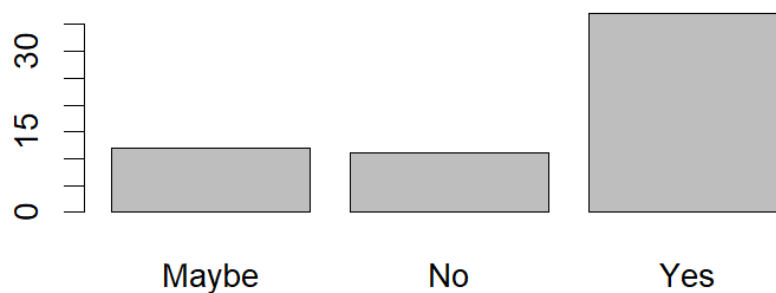


Fig 17 :- data\$Do.you.feel.this.is.right.time.to.Implement.NEP.in.Goa.

Table 17 : Do you feel this is right time to implement NEP in Goa

	N	Percentage
Yes	37	62%
No	11	18%
May be	12	20%

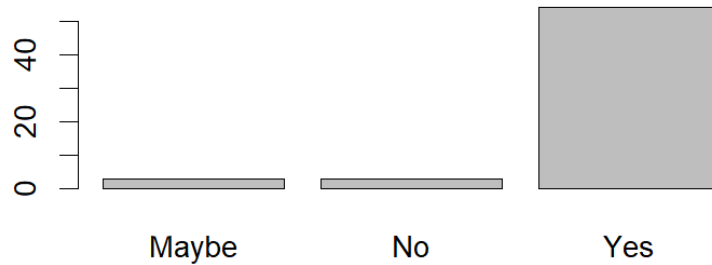


Fig 18 :- data\$As.a.Teacher...are.you.ready.to.take.this.opportunity..

Table 18 As a Teacher are you ready to take this opportunity

	N	Percentage
Yes	54	90%
No	3	5%
May be	3	5%

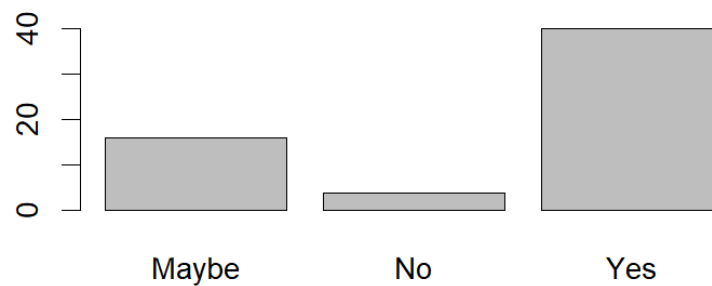


Fig 19 : data\$Do.you.feel.that.NEP.improve.Teacher.s.Effectiveness..

Table 19: Do you feel that NEP improve Teacher’s Effectiveness

	N	Percentage
Yes	40	67%
No	4	7%
May be	16	26%

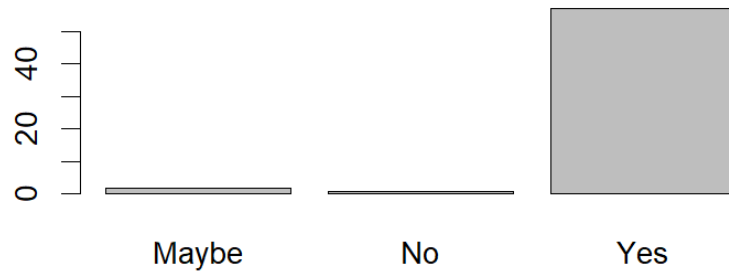


Fig 20:- data\$As.a.Teacher...Do.you.feel.innovative.Teaching.must.be.added.in.curriculum.to.work.with.NEP.structure..

Table 20 : Do you feel innovative Teaching must be added in curriculum to work with NEP structure.

	N	Percentage
Yes	57	95%
No	1	2%
May be	2	3%

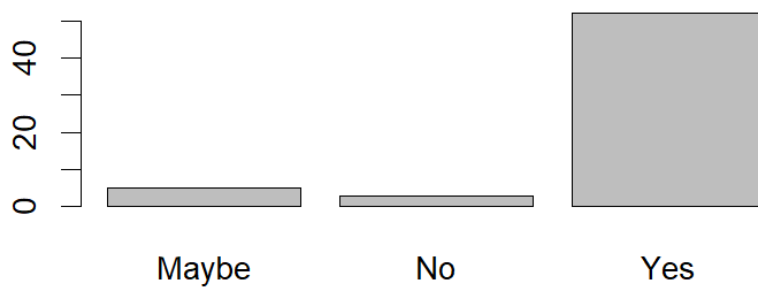


Fig 21:- data\$Do.you.feel.as.a.teacher...Dhe.Should.give.you.proper.Training.to.handle.NEP.structure..

Table 21 Do you feel as a teacher ... Dhe should give you proper Training to handle NEP struture

	N	Percentage
Yes	52	87%
No	3	5%
May be	5	8%

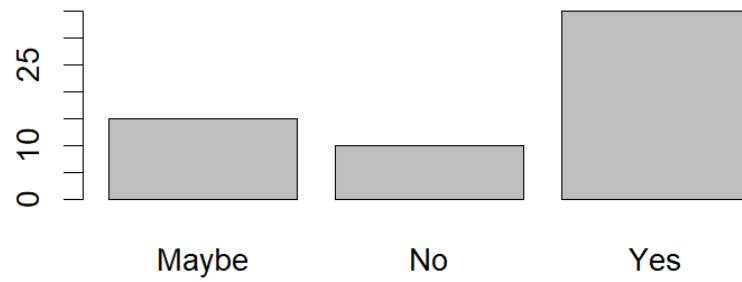


Fig 22: data\$After.Covid.Pandamic...Do.you.feel.this.is.best.time.to.Implement.NEP.in.the.state.of.Goa..

Table 22: After Covid Pandamic.. Do you feel this is besr time to implement NEP is the state of Goa

	N	Percentage
Yes	35	58%
No	10	17%
May be	15	25%

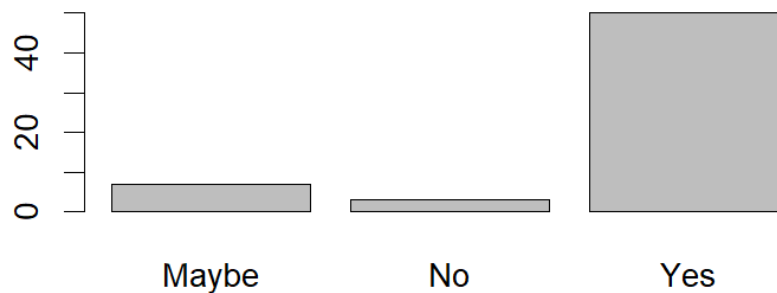


Fig 23:- data\$NEP.talks.about.Strengthen.the.Teacher.Training...Do.you.feel.FDP.is.must.every.year.to.work..with.NEP.now..

	N	Percentage
Yes	50	83%
No	3	5%
May be	7	12%

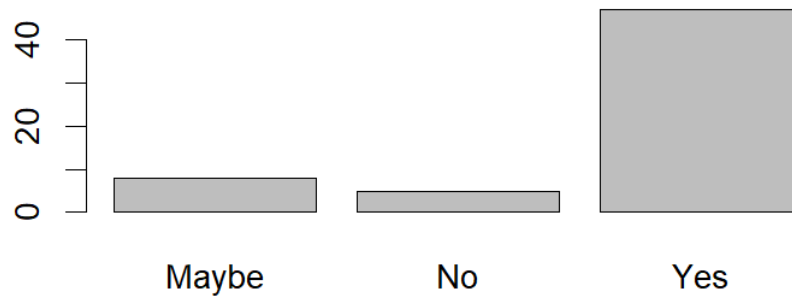


Fig 24:- data\$As.a.Teacher...Do.u.feel.its.good.move.on...MULTI.DISCIPLINARY.APPROACH...in.NEP..

Table 24: As a Teacher . Do you feel its good move on Multi Disciplinary approach in NEP

	N	Percentage
Yes	47	79%
No	5	8%
May be	8	13%

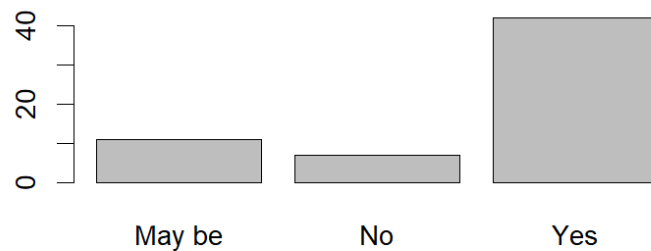


Fig 25:- data\$Multiple.exit.points.are.valid.move.under.NEP...your.opinion.as.Faculty..

Table : Multiple Exit points are valid move under NEP your opinion as Faculty

	N	Percentage
Yes	42	70%
No	7	12%
May be	11	18%

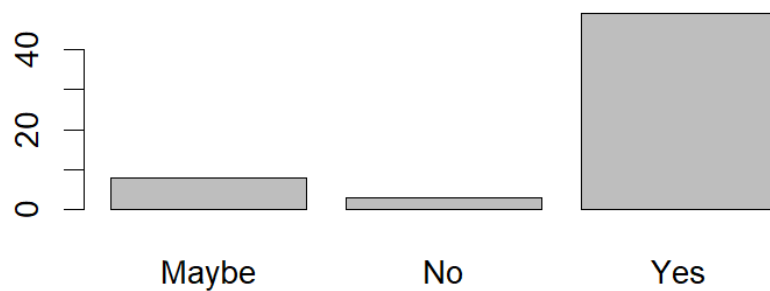


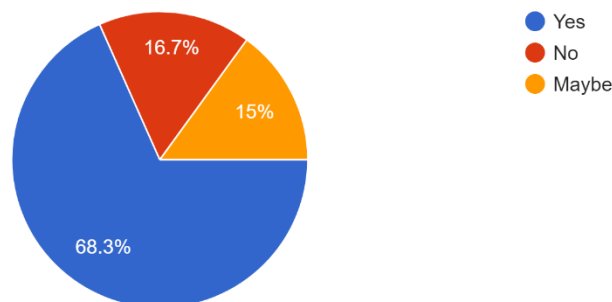
Fig 26:- data\$Academic.Flexibility.best.option.for.NEP...Do.you.agree.with..this..

Table 26: Academic Flexibility best option for NEP , do you agree with this

	N	Percentage
Yes	49	82%
No	3	5%
May be	8	13%

Do you agree with the idea of a multi-entry and multi-exit program which allows students to move between HEIs and interdisciplinary/multidisciplinary... with an appropriate "credit transfer" mechanism?

60 responses



## TESTING OF HYPOTESIS

### Student’s Perspective:-

Hypothesis Ho- Implementation of NEP is a positive step on the part of the Directorate of Higher Education Goa

- Q1) NEP will improve the skill and competency development
- Q2) Make the students future-ready by building 21st-century skills.
- Q3) Make students focus on both academic and non-academic pursuits.
- Q4) Do you agree NEP will help in developing skills for future jobs
- Q5) Students demonstrate competency in multiple ways
- Q6) Ability to demonstrate learning and competency through multiple opportunities in an ongoing manner
- Q7) Greater flexibility for students for course choices and pace of study



Q8) Hands-on learning and practical exposure through short-term skill certificates, internships, research-based curriculum etc.

Q9) Multiple entry-exit facilities for students

Q10) Do you agree with the ABC's plan to store academic credits earned from various Higher Education Institutions digitally so that degrees can be awarded, taking into account the credits earned by the students?

Q11) Do you agree with the idea of a multi-entry and multi-exit program which allows students to move between HEIs and interdisciplinary/multidisciplinary academic programs with an appropriate "credit transfer" mechanism?

H1:- The students of Goa believe that this is not the right time to implement NEP

Q1) Do u feel GOA is ready for NEP implementation ?

Q2) Do you feel that its good move from Govt to implement in Goa ?

Q3) Is cluster idea is good for Goan Education System under NEP?

Q4) Is NEP 2020 a visionary education policy?

Q5) Do u happy with NEP implementation in Goa?

#### **Teacher's Perspective:-**

Ho:- The Teacher's Perspective will benefit further from the NEP implementation

Q1) NEP will improve the skill and competency development of Teacher

Q2) As a Teacher , are you ready to take this opportunity ?

Q3) Do you feel that NEP improve Teacher's Effectiveness ?

Q4) As a Teacher , Do you feel innovative Teaching must be added in curriculam to work with NEP structure ?

Q5) Do you feel as a teacher , DHE Should give you proper Training to handle NEP structure ?

Q6) As a Teacher , Do u feel its good move on " MULTI DISCIPLINARY APPROACH" in NEP ?

Q7) Multiple exit points are valid move under NEP , your opinion as Faculty ?

Q8) Academic Flexibility best option for NEP , Do you agree with this ?

H1:- The Goa teachers feel that the current period is not appropriate to introduce NEP.

Q1) NEP talks about Strengthen the Teacher Training . Do you feel FDP is must every year to work with NEP now ?

Q2) After Covid Pandamic , Do you feel this is best time to Implement NEP in the state of Goa ?

Q3) Do you feel this is right time to Implement NEP in Goa?

**DISCUSSION:-****Students' Perspective :-**

Hypothesis Ho- Implementation of NEP is a positive step on the part of the Directorate of Higher Education Goa

H1:- The students of Goa believe that this is not the right time to implement NEP

**1.Z- Test :-**

```
data$Do.u.happy.with.NEP.implementation.in.Goa
```

```
data2<-c(136,9,44)
```

```
data2
```

```
#perform one sample z-test
```

```
z.test(data2, mu=60, sigma.x=15)
```

**One-sample z-Test**

```
data: data2
```

```
z = 0.34641, p-value = 0.729
```

```
alternative hypothesis: true mean is not equal to 60
```

```
95 percent confidence interval:
```

```
46.02621 79.97379
```

```
sample estimates:
```

```
mean of x 63
```

**Interpretation:-** Since this p-value is not less than .05, we do not have sufficient evidence to reject the null hypothesis.

**2.Welch's t-test Using R**

```
Sample1=data$Is.NEP.2020.a.visionary.education.policy
```

```
Sample2=data$Is.cluster.idea.is.good.for.Goan.Education.System.under.NEP.
```

```
sample1<-c(122,7,60)
```

```
sample2<-c(113,10,66)
```

```
t.test(sample1, sample2)
```

**Welch Two Sample t-test**

**data: sample1 and sample2**

**t = 0, df = 3.9526, p-value = 1**

**alternative hypothesis: true difference in means is not equal to 0**

**95 percent confidence interval:**

**-124.4644 124.4644**

**sample estimates: mean of x mean of y 63 63**

**Interpretation :-** The null hypothesis for a Welch's t-test is that the population means are equal. If the t-value is 0, then the difference between the sample means is also 0, and there is no evidence to reject the null hypothesis.

**Teacher's Perspective:-**

Ho :- The Teacher's Perspective will benefit further from the NEP implementation.

H1: The Goa teachers feel that the current period is not appropriate to introduce NEP.

**Z Test :-**

**#data\$As.a.Teacher...are.you.ready.to.take.this.opportunity..**

**data3<-c(54,3,3)**

**data3**

**z.test(data3, mu=30, sigma.x=15)**

**One-sample z-Test**

**data: data3**

**z = -1.1547, p-value = 0.2482**

**alternative hypothesis: true mean is not equal to 30**

**95 percent confidence interval:**

**3.026214 36.973786**

sample estimates:

mean of x 20

**Interpretation:-** Since this p-value is not less than .05, we do not have sufficient evidence to reject the null hypothesis.

## 2.Mann-Whitney U Test:-

```
sample1<-c(40,4,16)
```

```
sample2<-c(57,1,2)
```

```
wilcox.test(sample1, sample2)
```

Wilcoxon rank sum exact test

data: sample1 and sample2

W = 6, p-value = 0.7

alternative hypothesis: true location shift is not equal to 0

Interpretation:- The p-value is still greater than 0.05, we would still fail to reject the null hypothesis.

Suggestions:-

- a. Create a task force to manage the NEP's implementation. Representatives from various higher education stakeholders, including educators, students, administrators, and business executives, should make up this task committee. The task group should be in charge of creating a thorough strategy for putting the NEP into action, as well as keeping track of its development and proposing suggestions for enhancements.
- b. Give colleges and institutions financial support so they can implement the NEP. The NEP mandates major curricular, instructional, and infrastructural improvements for colleges and universities. The Directorate of Higher Education should give these institutions financial support to enable them to make these adjustments.
- c. Educate educators and administrators about the NEP. In higher education, the NEP provides a lot of fresh ideas and methods. In order for these changes to be successfully implemented, it is crucial that administrators and instructors are aware of them. Teachers and administrators should get NEP training from the Directorate of Higher Education.
- d. Join forces with business to give students access to internship and work-study opportunities. The NEP places a strong emphasis on experiential learning. The Directorate of Higher Education should collaborate with business to offer students work-study and internship opportunities so they may obtain experience in their chosen fields.
- e. Encourage the use of technology in education. The NEP promotes technology integration in the classroom. In order for students to take advantage of the most recent educational technology, the Directorate of Higher Education should encourage the use of computers, tablets, and other digital devices in teaching and learning.
- f. Promote higher education research and innovation. The NEP places a strong emphasis on the value of innovation and research in higher education. Colleges and universities should be encouraged to do research and create cutting-edge programmes and curricula by the Directorate of Higher Education.

**CONCLUSION :** The findings of this study suggest that faculty and students in higher education in Goa are pleased with the implementation of the NEP framework. To properly improve this policy, the Directorate of Higher Education must take a few significant actions, like :

- a. Lack of Funding:-The Directorate of Higher Education will likely lack the money necessary to carry out all of the reforms required by the NEP. The NEP calls for considerable investments in education.
- b. opposition to change. transition in education is frequently met with resistance, and the NEP represents a significant transition. In order to overcome this opposition and persuade stakeholders of the NEP's advantages, the Directorate of Higher Education will need to put up some effort.
- c. capacity limitations. The NEP mandates major curricular, instructional, and infrastructural improvements for colleges and universities. These institutions' ability to implement these modifications must be confirmed by the Directorate of Higher Education.
- d. adherence to other policies. The NEP is just one of several laws that have an impact on Goa's educational system. The National Education Plan (NEP) must be in line with other programmes, such as the National Digital Education Mission and the National Skills Development Mission, according to the Directorate of Higher Education.

The NEP's adoption in Goa is a step in the right direction overall. The state government supports the crucial actions that the Directorate of Higher Education has made. To properly execute the NEP, the Directorate will need to overcome a few significant issues, though.

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