

Sub-Theme: Pedagogical Approaches in Effective Learning

Title: Fostering Future-Ready Learners: An Exploration of Heutagogy as a Catalyst for 21st-Century Skill Development for Effective Learning

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Abstract

The purpose of this research study was to investigate the role of heutagogy as a catalyst for developing 21st-century skills in learners and its potential impact on effective learning. With the rapid advancements in technology and the increasing complexity of the modern world, traditional educational approaches are no longer sufficient in preparing learners for the demands of the future. Heutagogy, a learner-centred approach that emphasizes self-determined learning, has emerged as a promising alternative to traditional pedagogical methods. This study aims to explore the ways in which heutagogy can foster the development of 21st-century skills in learners, enabling them to become future-ready individuals with reference to NEP 2020. The study aims to answer the following questions: [1] How does heutagogy influence the development of 21st-century skills in learners? [2] What are the perceptions and experiences of learners regarding the impact of heutagogy on their skill development? [3] What factors contribute to effective learning outcomes in the context of heutagogical approaches? [4] How heutagogy aligns with NEP 2020 goals for enhancing learning?. To address these research questions, a comprehensive literature review was conducted to provide a theoretical framework for understanding the concepts of heutagogy, 21st-century skills, and effective learning. The review identified existing research gaps and highlight the significance of this study in contributing to the current knowledge base. The qualitative data was obtained through focus group discussion, interviews and extensive literature review and analyzed using thematic analysis, allowing for the identification and interpretation of recurring patterns, themes, and relationships. The findings are presented in a narrative format, providing rich descriptions and direct quotations from participants to enhance the credibility and validity of the study. This research is expected to contribute to the field of education by deepening our understanding of the potential of heutagogy in fostering the development of 21st-century skills in learners. The findings will inform educators, policymakers, and curriculum developers on the effectiveness of heutagogical approaches and their implications for designing educational interventions that better align with the needs of the modern world. Ultimately, this study aims to empower learners to become future-ready individuals equipped with the essential skills required for success in the 21st century.

Keywords: Heutagogy, 21st-century skills, NEP2020