



PARADIGM SHIFT IN HIGHER EDUCATION PROPOSED BY NEP 2020: A HUMANISTIC APPROACH

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Abstract

The Indian education system has followed the traditional way of execution without any significant reform since a long past. The ongoing system of education forced the students to select from only a few career options in front of them. As of this, they do have not many more opportunities to think within the limited boundaries of the restricted areas of their career. In this fast-changing society, it is essential to free the students from the stereotypical ideas and thoughts of the past and inculcate the power of creative and innovative thinking within them. Under the chairmanship of K Kasturiranjana, the National Education Policy (NEP) 2020 was framed after 35 years of hard work to bring significant changes in education system of Indian. It is a holistic document that envisions outstanding quality education in the domain of elementary education, school education and higher education. The current article tried to review the proposals of NEP 2020 and its implementation in higher education system followed by a humanistic approach. The objectives of the study were to study the relationship between humanistic approach and learning, to examine the relationship between heutagogy and learning, to explore the purpose of implementing heutagogy in higher education system, and to find out how NEP 2020 incorporate heutagogical approach. The study was purely based on the secondary sources of information. It is a desktop study and qualitative in nature. The study concluded that the NEP 2020 has envisioned a multidimensional approach for higher education incorporating the requirements of twenty-first century learners. The National Education Policy is a milestone towards self-reliant India. The vision of quality education and excellence in higher education can be achieved using the principles of andragogy and heutagogy.

Keywords: *Education, NEP 2020, Higher Education, Heutagogy, Indian Education System*

Introduction

The Indian education system has followed the traditional way of execution without any significant reform since a long past. The ongoing system of education forced the students to select from only a few career options in front of them. As of this, they do have not many more opportunities to think within the limited boundaries of the restricted areas of their career. In this fast-changing society, it is essential to free the students from the stereotypical ideas and thoughts of the past and inculcate the power of creative and innovative thinking within them. (Kumari, 2022). Under the chairmanship of K Kasturiranjana, the National Education Policy (NEP) 2020 was framed after 35 years of hard work to bring significant

changes in education system of Indian. It is a holistic document that envisions outstanding quality education in the domain of elementary education, school education and higher education. There had not been such a sweeping change in the Indian education system. It took a while for NEP 2020—a brand-new, innovative, and comprehensive policy—to be introduced after the National Policy on Education (NPE) 1986. Most importantly, it is a comprehensive policy strives to make India a knowledge hub by giving its facilitators and learners excellent knowledge, skills and expertise. The whole education system, starting from early childhood education to higher education, as well as teacher education programs and adult education, is encompassed under the current policy of NEP 2020. It called for certain radical changes to the Indian educational system. The policy has emphasized experiential learning as well as it has a focus on 21st-century skills that will enrich the problem-solving and critical thinking of the students within this education system (Kumari, 2022)

After the unveiling of NEP 2020, the main initiative is to focus on its implementation to secure the scope of the country as a major producer of new knowledge and applications. Historical witness explains that higher education in our country has gained more attention in the last decade than in the past. It is now identified as a major tool of socio-economic development (Bhat, 2020). A step in this regard is NEP 2020, which aims to improve the India's teaching and learning outcomes while also taking steps to make education readily accessible to children in every part of the nation. In order to foster and encourage the distinctive qualities of each and every student, NEP2020 acknowledges that the pedagogy used in the education system of India needs to change to make education more learner-centred, holistic, integrated, experiential, inquiry-driven, discovery-oriented, discussion-based, flexible, as well as joyful. The core beliefs of NEP-2020 are equity, accessibility, quality, relevance, accountability, and affordability. It also adheres to the 2030 Agenda for Sustainable Development, which was adopted by India and all other UN Members in 2015. The report of NEP2020 has a major focus on transforming our country into a knowledge society. This transformation can be brought with the incorporation of humanitarian and constitutional values, creativity, innovative and critical thinking, use of modern technologies in the schools and higher educational sectors. To reach this goal philanthropic private as well as community participation are needed though education should be recognized as a public service (Bhat, 2020).

Some studies related to the critical analysis of NEP 2020 and its recommendations are furnished below:

Paras (2022) conducted a Study on National Education Policy 2020: A Short Review where he emphasizes that education plays a powerful role in building a nation as well as it secure economic and social progress. It is also helpful for the development of decisions about the future of the country. The NEP 2020 aims at making India as a global knowledge superpower and to provide a multidisciplinary as well as interdisciplinary liberal education to every aspirant. The researcher found that the proposals of National Education Policy (NEP) 2020 would affect all the stakeholders through the holistic changes in school and higher education levels. He believed that creation of favorable environment for student centric, knowledge centric, skill centric, competency centric, experimental centric and research centric higher education are the main objectives of this NEP. Sawant and Sankpal. (2021) stated that NPE 2020 is a significant step towards the modernization of the Indian education system. This giant change will transform the education system into an equitable and progressive one. In this research work, the researchers have examined all of the features, areas of impact, and opportunities of the stakeholders. After that, they conclude that this is an amazing road map of giant changes in the Indian education system but this all-inclusive education system needs proper execution and implementation. Umachagi et al. (2023) investigated on Salient Features of NEP 2020: Higher Education. Reform of the UGC and AICTE are significant recommendations of NEP, along with the opening of Indian higher education to international universities. The establishment of the Higher Education Commission of India will be an umbrella agency that will carry out the role of all the current regulatory agencies in the field of higher education. This regulatory framework will apply to all higher education institutions. The policy's long-term goal is to

abolish the current structure of colleges that are linked with universities and merge numerous small, financially burdensome institutions with larger HEIs. The NEP 2020 wants to overcome a number of drawbacks in India's educational system, and it is anticipated that this policy will help our country to meet the Sustainable Development Goal-2030 by ensuring comprehensive and equitable access to high-quality.

Patel (2018) administrated a study on the paradigm shift from pedagogy to andragogy to heutagogy in higher education. To the researcher, the present higher education sector is proof of alteration continuous journey from pedagogy to andragogy. The term Heutagogy coined in recent times is a process of self-determined learning approach connected with andragogy through its practices and principles related to higher education. In this approach, the learners are the controllers of their own learning process and the role of the teacher is a navigator. The author advocated that this autonomous and self-determined teaching and learning approach emphasized the development of the capacity and capability of the students to prepare for the recent complicated workplace. Researcher argued that though initially heutagogy has been introduced as a theory for applying innovative technologies in distance education but now it opens a perspective of discussion as a theory for leading the use of emerging technologies in higher education. Umashankar and Charitra (2016) investigated how adults learn and the various steps of the learning process. They looked at Andragogy and Heutagogy and how they are important in schools today. They also talked a lot about Bloom's Taxonomy, which is a way to understand the learning process. 180 students were chosen to gather information for the study. Additionally, the survey results show that professionals prefer Andragogical/Heutagogical learning methods over traditional classroom learning. As students go through school, they are now being taught in a way that focuses more on the needs of the students, rather than the needs of the teachers. This is called andragogy and it is becoming more common as students get older. Additionally, many professionals are showing a lot of interest in Heutagogy. Gupta and Gupta (2022) studied on heutagogy in higher education in self-reliant India. This paper outlines the importance of implementing heutagogy and its alignment with NEP 2020, along with a discussion of the benefits, challenges, and strategies for successful implementation. The study suggested that universities and colleges should use heutagogy to help students learn better, as well as, to tackle the obstacles posed by those involved. It's important for them to do this to keep up with the needs of the people they serve. Students who are able to make their own choices about what they learn will find it more meaningful and important. The NEP 2020 rules can be put into action well. In education, it is the responsibility of leaders and teachers to spearhead the shift from traditional teaching methods to a more student-centered approach. The students need to be ready to keep learning for their whole lives.

Additionally, Kurien et al. (2020) oversaw a study on the effect of NEP 2020 on higher education. In the midst of all the negativity surrounding the world owing to the issues brought by the Covid-19 pandemic, the announcement of the New Education Policy 2020 by the Government of India was a welcome shift and fresh news. The key components of NEP are also described in this paper, along with an analysis of how they impact the current educational framework. The paper concludes that the policy has made many changes and is very forward-thinking. It understands the current economy and future challenges. The education system must change in response to the evolving economy and integrate new skills to stay relevant in the digital age.

Kumar (2022) analyzed the role of NEP 2020 in education. The aim of this paper is to understand the core concerns and objectives of NEP 2020. The NEP-2020 is a new plan for education that has both good and bad points. It aims to give a good education to all and focus on research and overall development. This paper talks about NEP-2020 and looks at its good and bad points in higher education and research. It also gives ideas for how to put the policy into action and discusses different ways to make it work. The paper also has a lot of ideas about improving universities and colleges, changing how they are set up, giving students more support and better learning environments, changing the rules for higher education, using technology more, and offering online classes. The author concluded that the primary focus of NEP is on

getting many children who are not in school to enrol and keeping current students from leaving. To make the school work easier, it's important to focus on vocational and environmental education, which are well included in the NEP. Rani (2022) stated that the new guidelines will serve as a replacement for the previous 1986 educational regulations. The National Education Policy 2020 (NEP 2020) is a blueprint for the new education system in India, which was given the green light by the Union Cabinet on 29 July 2020. The policy is a plan for education from primary school to college, and also for job training in rural and city areas of India. A good education policy is important for a country's schools and colleges because it helps the country to develop and improve economically and socially. The policy wants to change India's education system by 2021. Soon after the new policy came out, the government said that no one will have to learn a specific language and that they will still be taught in English, not a regional language. In India, education is managed by both the central government and the state governments. Himachal Pradesh is the first state to start using the new education policy for 2020.

Objectives of the Study: The Objectives of the study are:

- To review the proposals of NEP 2020 about higher education
- To study the relationship between humanistic approach and learning
- To examine the relationship between heutagogy and learning
- To explore the purpose of implementing heutagogy in higher education
- To find out how NEP 2020 incorporate heutagogical approach

Methodology: The study was purely based on the secondary sources of information. Then the researchers analyzed the information to meet up the objectives of the study. It is a desktop study and qualitative in nature.

Analysis and Discussions: NEP 2020 is a treasure of guidelines about implementation of the contemporary urges in the field of education. In our country, in the field of higher education some contemporary corrections are essential. Recently humanistic approach has drawn the most attentions of the stakeholders connected with this field. Researchers analyzed the viewpoints of the NEP 2020 about higher education and tried to find out the connection or alignment of the report towards humanistic approach more specifically heutagogical approach in education. The discussions are as follows:

1. NEP 2020 and Higher Education

The world is experiencing fast change. With things changing, education needs to be changed and reorganized. To meet society's needs and do a good job, teachers need to be able to make important changes. Education becomes valuable when it aligns with the changing needs of the society. For many years, education has been like a bank, dumping lots of information into students' minds. And the focus was on telling the students. This isn't what education is really about. It is important to understand that information and education are not the same. True education should bring about a transformation in the students, just like water turns into vapour, a seed turns into a plant, a plant turns into a tree, a bud turns into a flower, and a flower turns into a fruit. (Bharti, 2022). The major focus of NEP 2020 is on higher education in India. It has implemented a number of other initiatives, which includes emphasizing a multidisciplinary approach in Higher education institutions (HEIs), fostering research, holistic development, as well as providing global citizenship education alongside value-based instruction that will be based on dharma, shanti, ahimsa, life skills, and enhancing students' participation in seva karya, or social service. This is an endeavour to instil in students not only the principles that make one a better citizen and human being, but also the vision to become a global citizen by grasping the value of interconnection to deal with the changes of the twenty-first century. NEP 2020 is humanistic in its approach because it takes into account the unforeseen situation that student can confront in life while studying. To remove a hurdle of wasting a year due to circumstances it has been decided to do away with this. It has been made a provision to provide undergraduate degree with multiple entry and exit options,

which will do away with the issues of year wastage due to a break in education. Student will be given chance to continue their studies without any structural impediment. Structural flexibility is a sigh of relief for students; this will again help students in fulfilling their dream of education despite having a bad time. (Sharma, 2020).

UGC (2021) stated that NEP 2020 aims to alter the existing college education system by focusing on its key aspects:

- Advancing towards universities and colleges that teach a variety of subjects, with more schools across India that teach in local/Indian languages.
- Transitioning to a more diverse undergraduate curriculum with a variety of subjects.
- Moving closer to giving teachers and schools more autonomy and independence.
- Confirming that the faculty and leaders of the institution are honest and trustworthy in creating a National Research Foundation.
- The running of universities by independent boards that have the freedom to make academic and administrative decisions on their own.
- A uniform set of regulations provided by one governing entity for colleges and universities.
- More people can use, be treated fairly, and be included.

The plan is to provide a well-rounded education at the college level, with a variety of different courses and options for students to choose from. The goal is to offer a mix of different subjects and hands-on training, and to allow students to enter or leave the program at different times. This way, students can get a thorough education in science, arts, humanities, math, and careers. Students will gain vital 21st century skills through a comprehensive education that encompasses arts, languages, sciences, and other disciplines. These skills will also involve being able to work well with others, communicate effectively, and be good at debating. It also means being very specialized in a specific area or areas. Eventually, all college programs, including ones for specific jobs, will start using a complete approach to education.

2. Humanistic approach and learning

Moh. Mukhlas believed that education is a process that helps people become critical thinkers, make good choices, be respectful, and have strong morals and values. (Firdaus, 2017). Educational value depends on the process of learning and learning occurrence conditions. The aim of education is to enable individuals to cultivate a liberated and receptive mindset, enabling them to understand their own learning patterns and to continue learning. (Jingna, 2012). When, through education, a pupil can achieve self-understanding, self-realization, and self-actualization then the process of education becomes a process of humanizing the human (Firdaus, 2017). The Contemporary society places more emphasis on self-actualization rather than achieving academic purposes and this is the prime perspective of the humanistic approach. (Arifi, 2017). Self-actualization will get its structure if students have their own choice of spaces for revealing their potential to meet their aim in the school environment (Ali Guney and Selda Al, 2012). The behaviouristic approach develops addiction in the form of positive reinforcement to the students but the humanistic approach brings satisfaction within the individual through self-learning and attained self-actualization (Nath, 2017). According to Freire, a truly egalitarian society only can be made if education becomes a practice of freedom (Firdaus, 2017). Humanistic approach gives emphasis to human needs and interests (Ali Guney and Selda Al, 2012). This approach advocated that the role of a teacher should be a facilitator and the students will control their own learning in a learning environment (Bentham, 2002). This approach also emphasizes the reliable learning environment that should be supplied by teachers who have empathy and acceptance of different outlooks (Frias, 2019). The outcomes of the humanistic approach in education assure to restore the ethical, moral values and tolerance of students as well as teachers. This approach brings a breakthrough to the adverse social issues and promotes equality, quality education and inclusive growth of human beings (Nath, 2017). Huitt (2009) in his research work of system framework

of human behaviour described that humanistic education process is guided by the regulatory system and the affective system. Through the regulatory system, filter connection is used to acquire knowledge from the environment, thoughts, or feelings whereas the affective system is used for shaping the acquired knowledge.

Gage and Berliner (1991) came up with some main ideas for the humanistic approach:

- Students will learn best according to their need.
- It's more important to focus on how we learn than on how much we know.
- Self-evaluation means when a student evaluates their own work.
- Emotional needs are very important.
- Non-threatening environment is best for students' learning.

This student-centered approach encouraged learners to take charge of their own learning where the motivation comes from intrinsically, rather than extrinsically (sharp, 2012). The term, Heutagogy denoted a shift of learning from teacher-centered to learner-centered. On the other hand, learner-centered learning is the central theme of the humanistic concept in the educational process (Nikolovska, 2019). Humanistic theory in education forms the basis of the Heutagogy or student centered self-determined learning process (Hase, 2016 & Bansal, 2020).

3. Heutagogy and Learning

Learning involves acquiring new knowledge or understanding and then applying it to modify one's behavior or beliefs. The heutagogical approach to learning focuses on developing students' abilities through active participation and taking responsibility for their own learning. The learning process is primarily propelled by students, and the outcome is influenced by their individual experiences.(Hase & Canyon, 2007). The Heutagogical approach empowers individuals to take control of their own learning while being physically distant from the teacher. It focuses on self-directed learning and teaching, and comes from the pedagogical roots. Self-defined learning structures are a type of distance education that includes things like contract learning. Previous studies have examined how this could promote educational equity for mature students. Especially, the self-directed learning approach has the potential to be useful in distance education. New ideas to improve the way adults learn online using new technology. For example, using new tools to help with distance learning. Zoom and Schoology are online tools that help with virtual learning and communication. (Wismaningrum, Prayitno & Supriyanto, 2020). Canning (2010) said heutagogy includes things like being motivated from within, knowing how to think and learn, getting better at things, having a positive attitude towards growing, learning in different ways, making your own learning space, having choices in what you learn, working together with others, learning in different ways, being confident in what you do, being able to make your own decisions, and using digital tools.

Hase and Kenyon (2007) talked about different ways to use heutagogical thinking when designing how people learn:

- Acknowledging that learning is never static, the curriculum should be flexible enough to evolve with the learner's development.
- The learner's involvement plays a critical role in this dynamic curriculum.
- Recognising that knowledge and skill acquisition, and learning are separate processes and need different approaches;
- Identification of learning activities/processes by the learner not just the teacher.
- Using action research and action learning as meta-methodologies in the learning experience.
- Involvement of the learner in the design of assessment, self-diagnosis and application of knowledge in real life contexts.

- Collaborative learning;
- Coaching for individual learning needs and application.

4. Purpose of Implementing Heutagogy in Higher Education

Heutagogy encompasses the benefits of theories of humanism, constructivism, capability, connectivism, system thinking, complexity, neuroscience of learning, and reflective learning (Gupta & Gupta, 2022). In India, the use of SWAYAM and the establishment of a virtual university will change the learning approach of everyone as it is providing access to everyone at any time. The heutagogy is successfully implemented in engineering and science in higher education. (Gupta & Gupta, 2022)

5. Heutagogical Approach in NEP 2020

According to Uday (2019) the idea of heutagogy is still developing the context of higher education. Numerous interchangeable names, such as self-directed learning, self-determined learning, and autonomous learning, are used in literature. The NEP 2020 has envisioned a multidimensional approach for higher education incorporating the requirements of twenty-first century learners (MHRD, 2020). There has been continuous research on the learning process in different contexts for achieving different purposes. In different contexts, many theories and models have evolved which have been used for years. The well-established philosophies are pedagogy and andragogy, which are used for child learning and adult learning respectively. The heutagogy is emerging as a new philosophy of learning in the education and training for twenty-first-century learners. (Gupta & Gupta, 2022). The National Education Policy is a milestone towards self-reliant India. The vision of quality education and excellence in higher education can be achieved using the principles of andragogy and heutagogy (MHRD, 2020).

The policy promotes heutagogy through transforming the Higher Education system by providing optimal learning environments and support for learners (UGC, 2021):

- Within a broad framework of higher education qualifications, institutions and faculty will have the autonomy to experiment on curriculum, pedagogy, and evaluation.
- All assessment systems shall also be decided by the HEI, including those that lead to final certification. The Choice Based Credit System (CBCS) will be revised for instilling innovation and flexibility.
- HEIs must transition to a criterion-based grading system that evaluates student achievement in relation to the learning objectives for each program.
- HEIs must also shift away from high-stakes exams and toward more continuous and comprehensive assessment.
- Each institution will incorporate academic initiatives ranging from curriculum enhancement to classroom transaction quality into its bigger Institutional Development Plan (IDP).
- All students will have access to high-quality support centers as well as expert academic and career counseling.
- Norms, standards, and guidelines for systematic development, regulation, and accreditation of ODL will be developed, as will a framework for ODL quality that will be mandatory for all HEIs.
- All programs, courses, curricula, and pedagogy across topics, including those delivered in-person, online, and through ODL, as well as student support, will strive to meet global quality standards.
- Open and distant learning will be expanded, contributing significantly to reaching the 50% Gross Enrolment Ratio. To ensure that it is on par with the top quality in-class programs, measures such as online courses and digital repositories, research funding, improved student services, credit-based recognition of MOOCs, and so on will be implemented.
- 'Lok Vidya', i.e., important vocational knowledge developed in India, will be made accessible to students through integration into vocational education courses.

- Establishment of incubation centre in premier institutions is an example of use of heutagogy.

Conclusion

Educational leaders, administrators and faculty members must shift their thinking from believing that students cannot create learning goals and study on their own. The faculty cannot teach the pupil as a whole. Teachers might cultivate a learning atmosphere. It is the obligation of learners to develop and exhibit their skill and proficiency. NEP2020 has provided ample opportunities for heutagogical implementation in higher education. Higher education institutions must use their autonomy to make decisions and create an environment conducive to self-directed learning.

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