

## 21st Century Skills: What, Why, and How?

Mohini Mohan Kumbhakar<sup>1</sup> & Nagendra Kumar<sup>2</sup>

**Abstract:** Unprecedented shifts in education, technology, and the global economy have occurred in the 21st century within which a shift from traditional methods of learning to 21st century skill acquisition comes into focus. Intrapersonal and interpersonal skills which are categorised as cognitive and essential for personal development and survival in a fast-paced world showcase the paradigm shift that is necessary. This paper examines what these skills are and why and how they should be acquired with the aid of frameworks from P21, OECD, UNESCO, and CBSE. The paper emphasises the importance of 21st century skills in providing solutions to unemployment, technological disruption, and rising social inequality. This paper proposes ways to address these challenges through curriculum change, digitalisation, teacher education, and partnership with industry to integrate 21st century skills into education systems. Strengthening 21st century skills enables a person to become a lifelong learner, enhances employability, and fosters responsible citizenship in a fast-moving world.

**Keywords:** 21st-Century Skills, Lifelong Learning, P21, Critical Thinking, Digital Literacy

### Introduction

Education today extends beyond rote memorisation or preparing for an exam. It has emerged as a great support for helping a person to adapt and do well in a highly competitive global village. The impact of globalisation and modernisation have affected almost everything the way we live, work, and communicate with one another. Countries and cultures have been interconnected as never before, with globalisation, and technology driven modernisation has redefined industries and opened up new prospects. In addition to these changes, there have also been difficulties, especially for countries like India, where there is an abundance of educated unemployed youth and inadequate education facilities.

India has a distinct set of problems related to its increasing and youthful population. According to the findings from the Periodic

Labour Force Survey (PLFS) 2022-23 report, India has an unemployment rate of 6.4% which is greater for the youth. This suggests that educated youth capable of getting jobs are plentiful, yet employment opportunities abound but these educated youth do not possess the relevant skills to increase employability. An ASER report (ASER Centre, 2022) stated that amongst Indians aged 14-18 years, digital literacy is possessed by only 27% which is an essential prerequisite for most professions.

According to Statista (2024), “For individuals with a secondary education or higher, the unemployment figure was approximately 7.1 percent, while for the illiterate populace, it stood at merely 0.2 percent.” For new graduates, the remedy is dicier. “As of 2022, 29.1% of graduates remained unemployed, significantly higher than the 3.4% of illiterate unemployed individuals” (Roy, 2024).

---

<sup>1</sup> Senior Research Fellow, Faculty of Education, Banaras Hindu University, Varanasi, India; ORCID iD: 0009-0002-3228-5891 (Corresponding Author)

<sup>2</sup> Professor, Faculty of Education, Banaras Hindu University, Varanasi, India; ORCID ID- 0000-0003-4523-7012

Emont (2024) avers, “A diploma does not mean one is employable since most children graduate schools without the relevant skills that employers are desperately looking for, which leads to an educational and occupational mismatch.” And according to PLFS even those are slowly diminishing in some regions. “Over 47% among female and 19.3% in male youth population ranging from 15-29 in the Indian state of Kerala were unemployed” (PLFS, 2023-24). In the contemporary economy of the 21st Century, the focus cannot be exclusively on profit and economic growth: whether climate change, inequality, and social conflict, these global issues need people who can connect humanitarian thoughts. These so-called 21st century skills include not just critical thinking, emotional intelligence, creativity and collaboration, but also how to wipe out the concern to return to the land of mutual citizenship.

### 1.1 Rationale of the Study

The World Economic Forum (2020) points out that in the future, problem solving, creativity and adaptability will come out as some of the most sought-after skills in workforce. In the same way, the National

Education Policy 2020 of India seeks the systematic construction of NEP policies that address for these skills to help learners tackle modern-day challenges. Research like the OECD (2018a) indicates that students who possess strong demonstrative collaborative and critical thinking skills perform better academically and have higher chances of being successful in life.

The 21st century skills are defined as the abilities one requires in order to perform successfully in this rapidly changing world. Traditionally, the education system focused on rote memory, and on teaching basic skills such as the 3 R’s. However, with technological advancement, globalisation, and restructuring of labour market, just being knowledgeable is minimal. People are required to demonstrate more sophisticated skills like critical thinking, problem solving, and skilful interaction (Trilling & Fadel, 2009). These skills empower people to tackle modern challenges on personal and professional front.

These are some studies conducted by researchers and organizations to assess the level of 21st-century skills:

Study/Report	Conducted By	Objective	Key Findings	Relevance
<b>PISA (Programme for International Student Assessment)</b>	OECD	Evaluate skills of 15-year-olds in reading, math, science, and problem-solving.	Students from Singapore, Japan, and Finland excel in critical thinking and collaboration (OECD, 2018).	Global benchmark for 21st-century skills in education.
<b>ATC21S (Assessment and Teaching of 21st Century Skills)</b>	Cisco, Intel, Microsoft, Universities	Develop frameworks and assessments for 21st-century skills.	Collaborative learning improves problem-solving and communication skills (Griffin et al., 2012).	Provides tools for measuring and teaching 21st-century skills.

<b>WEF Future of Jobs Report</b>	World Economic Forum	Analyse skills required for the future workforce.	Critical thinking, creativity, and emotional intelligence are top skills needed by 2025 (WEF, 2020).	Highlights workforce readiness and skill gaps.
<b>ASER (Annual Status of Education Report)</b>	PRATHAM (India)	Assess foundational and higher-order skills among Indian students.	Only 50% of Grade 5 students can read Grade 2-level text; experiential learning improves problem-solving (ASER, 2022).	Critical insights into 21st-century skills in India.
<b>NRC Study on 21st Century Skills</b>	National Research Council (USA)	Define and measure 21st-century skills in education and workforce.	Cognitive, interpersonal, and intrapersonal skills are essential for success (NRC, 2012).	Comprehensive framework for understanding 21st-century skills.
<b>PIAAC (Programme for the International Assessment of Adult Competencies)</b>	OECD	Assess adult skills in literacy, numeracy, and problem-solving.	Adults with strong problem-solving and digital literacy skills earn higher wages (OECD, 2016).	Highlights the importance of lifelong learning and adaptability.
<b>NEP 2020 Implementation Studies</b>	Indian research organizations	Assess integration of 21st-century skills in Indian education post-NEP 2020.	Schools adopting experiential learning report improved creativity and critical thinking (CBSE, 2021).	Insights into 21st-century skills implementation in India.
<b>McKinsey Global Institute Report on Skill Shifts</b>	McKinsey	Analyse changing demand for skills in the global workforce.	Demand for social-emotional and technological skills is growing rapidly (McKinsey, 2021).	Emphasises workforce transformation and skill priorities.
<b>UNESCO Global Education Monitoring Report</b>	UNESCO	Assess progress toward global education goals, including 21st-century skills.	Countries prioritizing GCED and ESD report higher student engagement (UNESCO, 2020).	Links 21st-century skills to sustainable development goals.
<b>NIMHANS Life Skills Studies</b>	NIMHANS (India)	Assess the impact of life skills education on mental health and academics.	Life skills training reduces stress and improves academic motivation (NIMHANS, 2018).	Highlights the importance of intrapersonal skills in India.

The studies above clearly indicate the necessity of 21st century skills.

### **Research Questions**

1. What are 21st-century skills and why they are necessary in the present day?
2. How these 21st-century skills can be acquired in the learners?

### **Research Objectives**

1. To identify the core 21st-century skills and their importance in addressing modern challenges like employability and technological disruption.
2. To explore strategies for integrating these skills into education systems through curriculum design, teacher training, and digital tools.

### **Methodology**

This study is based on an extensive literature review, which includes the collection, examination, and construction of all available work including articles, societies reports, and schemes on 21st-century skills. To comprehensively examine the subject matter, the literature review technique was integrated, involving policy and organizational documents aside from academic studies.

### **1.2 Importance of 21st-Century Skills**

The importance of the 21st century crucial skills is based on education, technology, and economy trends. In the findings of the research, it is noted that the traditional education systems which relied on rote learning, and standardised assessments, were not able to adequately equip learners with the required skills for modern-day challenges (Bell, 2010). Studies in Europe and in the United States indicate that implementing 21st-century skills into existing curricula improves student engagement, innovation, and application of knowledge in real life

(Fullan, 2013). The digital divided as well as global competencies were marked by The Organization for Economic Co-operation and Development as pertinent for the functioning within the modern advanced economies (OECD, 2018). The World Economic Forum (2020) claimed that with the advancement of automation, emotional and critical thinking will likely be essential skillsets for employment in the future. Binkley et al. (2012) provide evidence of a widely used framework that divides 21st-century skills into cognitive, intrapersonal, and interpersonal outlined skill areas. In the same line, Voogt and Roblin (2012) point out the necessity of digital skills and versatility and argue that technology-based educational experiences are needed to be incorporated in all education systems at present to prepare students for the future. Notably, Kim et al. (2019) pointed out that the educational systems in East Asia, which historically laid emphasis on rote memorisation, are now adopting competency-based education in order to stay relevant in the global economy. In India, the demand for 21st-century skills is driven by rapid digitalisation, policy changes, and economic growth. The National Education Policy (NEP) 2020 highlights critical thinking, experiential learning, and technological literacy as key components of future-ready education (Ministry of HRD, Government of India, 2020). Studies suggest that India's higher education sector must bridge the employability gap by integrating skill-based training (Sharma & Singh, 2018). Nair et al. (2019) found that graduates in India often lack problem-solving and communication skills, requiring curriculum reforms emphasising soft skills and industry engagement. Mishra (2021) found in his study that India's increasing reliance on technology-driven sectors, students must be proficient in digital tools, coding, and data analytics. Similarly, Kumar et al. (2022) analyse the role of ICT (Information and Communication Technology) in developing employability skills, emphasising the need for teacher training

and digital infrastructure in rural education. Some very important areas for which 21st century skills are important are as follows:

#### *Educational Outcomes and Student Development*

21st-century skills enhance learning outcomes and prepare students for lifelong success. The OECD's PISA reported that students with strong collaborative problem-solving skills did far better academically and they were better prepared for higher education (OECD, 2018). A study by CBSE (Central Board of Secondary Education, 2020) reported that schools integrating 21st-century skills into their curriculum found 15–20% improvement in student engagement and academic performance. The study also noted that project-based learning and experiential activities fostered creativity and critical thinking among students.

#### *Social and Emotional Well-Being*

In the case of social capital and emotional health, resilience, empathy, emotional intelligence, and many other 21st century skills seem to be predictors of stronger social cohesion. Stress management, interpersonal communication, emotional regulation and other life skills that WHO (1999) considered invaluable with regard to promoting healthy living, are necessary for attending to mental health issues. Trained students in emotional intelligence and conflict resolution showed higher motivation towards academic goals and lower value towards stress according to a NIMHANS (Lalitha N, 2018) study.

#### *Global Citizenship and Sustainability*

Education for global citizenship and sustainability allows learners to tackle climate change, social inequalities, and cultural integration, which are challenges of the modern world. These efforts were supported by UNESCO (2015), which noted the importance of Global Citizenship Education

(GCED) and Education for Sustainable Development (ESD) in constructing a non-indifferent society. As a pioneer in promoting global citizenship through its secondary education system, India has previously developed the National Curriculum Framework (NCF, 2005) that integrates citizenship and education for sustainable development. A study by PRATHAM (2017) found that students exposed to GCED were more likely to participate in community service and environmental initiatives.

#### *Digital Literacy and Technological Advancements*

The emergence of digital technology needs technological competency for involvement in modern society. Digital literacy is considered by the National Research Council (2012) is a great foundation for information accessibility, effective communication, and problem-solving in this digital era. NITI Aayog (2019) said that Indian states with greater digital literacy saw rapid economic growth and healthcare and education accessibility. It also reported the importance of training in digital skills to bridge the rural-urban divide.

#### *Adaptability and Lifelong Learning*

In the dynamic 21st-century environment, individuals must constantly update themselves with new knowledge and skills. OECD (2018b) recognized lifelong learning to be one of the competencies to deal with the uncertainties of the evolving workforce. It recognized that people who adopt lifelong learning are more resilient and can adapt to new situations. National Skill Development Corporation also recognized that Indian employees who demonstrated high adaptability and continuous learning were more successful at transitioning across industries and functions.

## 2. What are the 21st-Century Skills

21st Century skills carry a vast category of required knowledge, skills, and character traits exemplifying mastery and productivity in today's world, especially for academic programs or when searching for new job opportunities. OECD classifies 21st century skills into three groups:

- **Cognitive Skills:** These consist of a critical component which is thinking, problem-solving, and creativity. Alongside incorporating and utilising adapting making informed decisions, cognitive skills assist and enable one to analyse complex information and generate a new idea (OECD, 2018b).
- **Interpersonal Skills:** These include communication, collaboration, and teamwork. Together, these skills aid in effective partnership, be it in person or virtually, with other members of the team or group (OECD, 2018b).
- **Intrapersonal Skills:** Adapting and Self-regulation studies along with continuous learning is classified in this skill. Intrapersonal skills enable a person to manage their emotions, adapt in change, and train themselves. (OECD, 2018b).

Below are some popular frameworks of the 21st-century skills:

### 1. Partnership for 21st-Century Skills (P21)

One of the most powerful frameworks of skills for the 21st-century is P21. Integrating cognitive and both interpersonal and intrapersonal skills is emphasised, which are essential in the contemporary world. The P21 framework categorises skills into three main areas:

- **Learning and Innovation Skills:** Critical thinking, creativity, collaboration, and communication (often referred to as the '4Cs') (P21, 2009).

- **Information, Media, and Technology Skills:** Digital literacy, information literacy, and media literacy.
- **Life and Career Skills:** Flexibility, adaptability, initiative, social and cross-cultural skills, productivity, and leadership.

### 2. OECD (Organisation for Economic Co-operation and Development)

The OECD, through its PISA, focuses on skills that help individuals to survive in a globalised and digital economy. The OECD has three key competencies:

- **Cognitive and Metacognitive Skills:** Critical thinking, problem-solving, and the ability to learn how to learn (OECD, 2018b).
- **Social and Emotional Skills:** Collaboration, empathy, and conflict resolution.
- **Practical and Physical Skills:** Digital literacy and the ability to use tools effectively.

The OECD also gives importance to global competence, which includes the ability to examine local and global issues, understand diverse perspectives, and take action toward sustainable development (OECD, 2018b).

### 3. WHO (World Health Organization)

The WHO focuses on life skills that promote mental well-being and resilience, particularly among young people. These skills are essential for personal development and health. The WHO identifies the following core life skills:

- **Critical Thinking and Decision-Making:** Analysing information and making informed choices.
- **Interpersonal and Communication Skills:** Effective communication, empathy, and relationship-building.
- **Coping and Self-Management Skills:** Stress management, emotional

regulation, and resilience (World Health Organization, 1999).

#### **4. UNESCO (United Nations Educational, Scientific and Cultural Organization)**

UNESCO emphasises global citizenship education (GCED) and education for sustainable development (ESD) as key components of 21st-century skills. UNESCO's framework includes:

- Cognitive Skills: Critical thinking, problem-solving, and creativity.
- Social and Emotional Skills: Empathy, collaboration, and conflict resolution.
- Behavioural Skills: Responsible decision-making and action-taking for sustainable development (UNESCO, 2015).

UNESCO also underscores the importance of digital literacy and cultural literacy in promoting inclusive and equitable societies.

#### **5. CBSE (Central Board of Secondary Education, India)**

The CBSE in India has integrated 21st-century skills into its curriculum to prepare students for the demands of the modern world. The CBSE framework includes:

- Learning Skills: critical thinking, creativity, collaboration, communication.
- Literacy Skills: information literacy, media literacy, technology literacy.
- Life Skills: flexibility, leadership, initiative, productivity, and social skills (CBSE, 2020).

CBSE also emphasises experiential learning and project-based learning to help students apply these skills in practical contexts.

#### **6. Other Frameworks**

Other organizations and initiatives have also contributed to the discourse on 21st-century skills:

- World Economic Forum (WEF): The WEF identifies skills such as complex problem-solving, emotional intelligence, and cognitive flexibility as critical for the future workforce (WEF, 2020).
- National Research Council (NRC), USA: The NRC categorises 21st-century skills into three domains: cognitive, intrapersonal, and interpersonal (National Research Council, 2012).

#### **3. Why 21st-Century Skills?**

The following are the 21st-century skills and why they are necessary, with evidence derived from various studies:

##### *Critical Thinking and Problem-Solving*

Critical thinking allows people to assess information, analyse evidence, and make informed decisions in complex situations. In the era of rapid change, such abilities are crucial for addressing new problems. Critical thinking and problem-solving are the most important tools for achieving academic and work success. Such abilities allow people to adapt to changing situations and bring about innovation to combat problems (National Research Council, 2012). Critical thinking and problem-solving were among the most sought-after skills by employers across all industries by the World Economic Forum (2020) in its report, particularly with the automation of repetitive tasks.

##### *Collaboration and Communication*

With globalisation and integrated workplaces, teamwork across geography and cultures is the order of the day. Communication that is effective promotes understanding and conflict reduction. Collaborative work is no longer a skill in the modern age—it is required. Efficient communicating teams are more innovative and productive (OECD, 2018). Research by

Pellegrino and Hilton (2012) revealed that students who were trained to work together performed 15-20% better in workplace simulations than students who were not so trained.

### *Creativity and Innovation*

Creativity fuels technological innovation, entrepreneurship, and art. It is vital for economic development and the solution to social problems. It is the driving force for the knowledge economy. Creativity enables people to generate innovative ideas and envision new things (Partnership for 21st-century Skills, 2009). A World Economic Forum report (2020) identified that creativity is among the most vital skills for the workforce in the future because industries are increasingly depending on innovation to be competitive.

### *Digital Literacy*

Technology touches every part of life, including education and healthcare. Digital literacy enables the ability to use digital tools effectively and securely. Digital literacy is no longer a choice but an imperative to be an active agent in the contemporary era (National Research Council, 2012). According to a UNESCO (2015) survey, students with stronger digital literacy skills are 30% more likely to excel in the STEM areas and be able to keep pace with technological advancements.

### *Adaptability and Lifelong Learning*

The quick pace at which technology is growing, it is the need for people to keep updating their skills on a continuous basis. We need to adapt to it to be able to cope with fluctuating employment markets. Lifelong learning is very important to ensure employability, especially with the shortening lifespan of skills (OECD, 2018). It is predicted by the World Economic Forum (2020) report that by the year 2025, 50% of all the workforce will need to be reskilled

due to automation, underlining the importance of adaptability.

### *Emotional Intelligence and Resilience*

Emotional intelligence fosters healthy relationships, mental health, and effective leadership. Resilience equips individuals to manage stress and recover from adversity. Emotional regulation and empathy are core life skills that form the cornerstone for the mitigation of mental disorders and the establishment of peaceful societies (World Health Organization, 1999). A World Economic Forum (2020) meta-analysis confirmed that individuals with high emotional intelligence realised a 20% boost in work productivity and improved teamwork.

### *Global Citizenship and Sustainability*

Global issues such as climate change, social injustice, and epidemics require thinking outside the immediate context and responsible actions. Sustainable development education will enable the learner to make responsible decisions which will contribute to environmental conservation and social justice (UNESCO, 2015). Research by CBSE (2020) reported that the students who were given global citizenship education demonstrated 25% increased participation in community work and environmental activities.

## **4. How (to Improve) 21st-Century Skills**

21st-century skills development calls for an integrated strategy that combines education, workforce development, and lifelong learning. Here is an in-depth examination of the most crucial strategies:

### **1. Curriculum Integration and Educational Reforms**

#### a) Active Learning Strategies

- Flipped Classrooms: Research indicates that flipped classrooms, whereby students view lecture material before class

and spend class time doing discussions, enhance problem-solving and thinking abilities (Bishop & Verleger, 2013).

- Collaborative Learning: Peer interaction and group activities develop teamwork and communication skills (Johnson & Johnson, 2014).
- Critical Digital Pedagogy: CDP allows instructors to design learning experiences that cultivate critical thinking, creativity, communication, and collaboration—what is commonly known as the 4Cs (Kumbhakar et al., 2024).
- Experiential Learning: Simulation and fieldwork experiences enable students to apply knowledge to real life (Kolb, 2014).

#### b) Skill-Based Testing and Evaluation

- Traditional tests primarily test for memorisation and not for competencies. Formative assessments like portfolios, case studies, and peer review provide a more comprehensive assessment for skills like creativity and critical thinking (Brookhart, 2013).
- Practical performance-based evaluations, whereby students carry out skills in real-world contexts, are being used more and more as a method to test 21st-century skills (Shute & Becker, 2010).

## **2. Integration with Digital and Technology**

#### a) Artificial Intelligence (AI) and Adaptive Learning

- AI-powered personalised learning platforms recognize students' strengths and weaknesses and build individualised learning paths (Luckin et al., 2016).
- Virtual assistants and chatbots facilitate interactive learning experiences and provide academic support (Holmes et al., 2019).

#### b) Virtual Reality (VR) and Augmented Reality (AR) in Education

- Virtual reality-based simulations facilitate experiential learning by making the students experience real-life situations, thereby enhancing problem-solving and decision-making abilities (Radianti et al., 2020).
- Augmented reality applications, such as digital overlays, strengthen subjects such as engineering, medicine, and history to render them more interesting and interactive (Wu et al., 2013).

#### c) Cybersecurity and Digital Literacy Education

- Digital competency transcends the use of computers to include ethical awareness, knowledge about cybersecurity, and online collaboration (Hague & Payton, 2010).
- Schools need to incorporate cybersecurity awareness programs to educate students about safe internet use and security measures for data (Livingstone et al., 2017).

## **3. Teacher Training and Professional Development**

#### a) Continuous Professional Development (CPD) Programmes

- Online certification courses and regular workshops help instructors keep up with the latest teaching practices (Desimone, 2009).
- Courses like Planning to Teach with Technology, and Applying Knowledge of Technology to Teacher Education under the Teacher Educator Technology Competencies (TETCs) initiative provide technology-rich teaching methods training (Foulger et al., 2017).

b) Peer-Learning Networks for Teachers

- Establishing professional learning communities (PLCs) enables the exchange of the best practices among the teaching staff, reflective teaching, and the joint development of new teaching approaches (Vescio et al., 2008).

**4. Industry and Workplace Cooperation**

a) Industry-Based Skill Certifications

- Google IT Support, AWS Cloud Practitioner, and IBM Data Science certifications validate skills for the role and make the person more hireable (Katz & Kouroupis, 2021).
- It encourages students to follow these certifications along with formal education to bring together academic learning with industry needs (OECD, 2020).

b) Apprenticeships and Work-Based Learning

- Practical knowledge and flexibility in the workplace are promoted by work-integrated learning frameworks like internships, apprenticeships, and cooperative education (Smith & Ferns, 2010).
- University-industry partnerships formulate joint research projects and skill development programs according to the workforce needs (Boud et al., 2018).

**5. Policy and Institutional Support**

a) Educational Policies at The National Level

- India's NEP 2020 aims at making interdisciplinary education, experiential education, and vocational learning important (Ministry of HRD, Government of India, 2020).
- Sahlberg elaborates how Finland's education framework favours skill development as opposed to a singular focus on

standardised examinations, allowing greater autonomy and innovative thinking within student (Sahlberg, 2011).

- Policies such as SkillsFuture, which assists in funding skill development for adult learners, is one of the many ways Singapore's Future Economy Council (FEC) promotes a culture of continuous education (Ng, 2018).

b) Global Collaboration for Skill Development

- UNESCO's Global Education 2030 Agenda and OECD's Learning Compass 2030 are examples of international initiatives that promote competency-oriented education across nations (OECD, 2018; UNESCO, 2022).

**Conclusion**

In the contemporary age, modern education frameworks around the globe are responsive to the needs of the learners' world, shaped by advanced technologies, globalisation, as well as a multidisciplinary approach to problem-solving, information, skills, and competencies. Education systems, traditionally aimed at learning retention, must now be developed accordingly. A broad range of competencies such as critical thinking, creativity and innovation, collaboration, communication, digital literacy, and life skills has become fundamental to achieving success in addressing various objectives and complex issues like social inequality, economic disparity, technological disruption, global competition, and more.

The pupils shall be prepared for the 21st-century changes in innovation through educational advancements set forth by various organizations and institutes such as P21, OECD, UNESCO, and CBSE. The challenges of modern education can be solved; these also include the best practices of modern pedagogy, including but not limited to project-based education, IT literacy

courses, as well as regular teaching refresher courses. These also provide capacity for teachers to ensure equal opportunity, allowing children to benefit from education regardless of social background. These attributes to assess children in a certain geometry should not discriminate.

Skills for the 21st-century are therefore not merely a feasible approach to meet modern education needs but are perceived as a necessity in the life of society. Through the delivery of these skills to people, we can propel innovation, attain equity, and create an inclusive and sustainable future. It will be crucial in the future to make these skills the priority in education and workforce development to realise the potential of people and be successful in the 21st-century and beyond.

## References

- ASER Centre. (2023). *Annual Status of Education Report (rural) 2022*. <https://asercentre.org/wp-content/uploads/2022/12/aserreport2022-1.pdf>
- Bell, S. (2010). Project-based learning for the 21st-century: Skills for the future. *The Clearing House*, 83(2), 39-43.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., & Rumble, M. (2012). Defining twenty-first century skills. In P. Griffin, B. McGaw, & E. Care (Eds.), *Assessment and teaching of 21st century skills* (pp. 17–66). Springer. [https://doi.org/10.1007/978-94-007-2324-5\\_2](https://doi.org/10.1007/978-94-007-2324-5_2)
- Bishop, J. L., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. *ASEE Annual Conference & Exposition*. file:///C:/Users/user/Downloads/62191.pdf
- Roy, A. (2024, March 29). *Young Indians more likely to be jobless if they're educated*. Bloomberg. <https://www.bloomberg.com/news/articles/2024-03-29/young-indians-more-likely-to-be-jobless-if-they-re-educated>
- Boud, D., Cohen, R., & Sampson, J. (Eds.). (2021). *Peer learning in higher education: Learning from and with each other*. Routledge.
- Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.
- CBSE. (2020). *21st Century Skills in CBSE Curriculum*. Central Board of Secondary Education, India.
- Deming, D. J. (2017). The growing importance of social skills in the labor market. *The Quarterly Journal of Economics*, 132(4), 1593–1640. <https://doi.org/10.1093/qje/qjx022>
- Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Evidence-based approaches. *Educational Researcher*, 38(3), 181-199.
- Federation of Indian Chambers of Commerce & Industry (FICCI). (2021). *Skill gaps in India's emerging economy: A workforce readiness analysis*.
- Foulger, T.S., Graziano, K.J., Schmidt-Crawford, D. & Slykhuis, D.A. (2017). Teacher Educator Technology Competencies. *Journal of Technology and Teacher Education*, 25(4), 413-448.
- Fullan, M. (2013). *Great to excellent: Launching the next stage of Ontario's education agenda*. Ontario Ministry of Education.
- Ministry of HRD, Government of India. (2020). *National Education Policy 2020*. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Griffin, P., McGaw, B., & Care, E. (2012). *Assessment and teaching of 21st century skills*. Springer.
- Gupta, R., & Agarwal, S. (2020). Digital literacy and employment outcomes in Indian higher education. *Journal of Emerging Technologies in Education*, 15(2), 34-47.
- Hague, C., & Payton, S. (2010). *Digital literacy across the curriculum*. Futurelab.

- Heckman, J. J., & Kautz, T. (2012). Hard evidence on soft skills. *Labour Economics*, 19(4), 451-464.
- Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: Promises and implications for teaching and learning*. Centre for Curriculum Redesign.
- Katz, R., & Koutroumpis, P. (2021). *Measuring the economic impact of digital skills*. Oxford University Press.
- Kim, H., Park, H., & Lee, J. (2019). Competency-based education in East Asia: A comparative study of policies and implementation. *Asian Journal of Education*, 40(3), 290-310.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT Press.
- Kumar, R., Sharma, P., & Gupta, V. (2022). The role of ICT in 21st-century skills development in India. *Journal of Education and Technology*, 18(2), 145-161.
- Kumbhakar, M., Kumari, S., & Kumar, R. (2024). Critical digital pedagogy: An innovative approach to enhance 21st century learning skills. *International Journal of Cultural Studies and Social Sciences*, 20(2), 153-164.
- Kundu, P. (2020). Bridging the rural-urban education divide in India: A skills perspective. *Indian Journal of Educational Research*, 18(1), 29-45.
- Livingstone, S., Haddon, L., Görzig, A., & Ólafsson, K. (2017). *Risks and safety for children on the internet: The UK report*. LSE, EU Kids Online.
- Luckin, R., Holmes, W., Griffiths, M., & Forcier, L. B. (2016). *Intelligence unleashed: An argument for AI in education*. Pearson Education.
- Marginson, S. (2017). The global stratification of higher education and the role of the state. *Journal of Education Policy*, 32(4), 438-456.
- Ministry of Statistics and Programme Implementation. (2024). *Periodic Labour Force Survey (PLFS): Annual report, July 2023 – June 2024*. Government of India.
- [https://www.mospi.gov.in/sites/default/files/publication\\_reports/AnnualReport\\_PLFS2023-24L2.pdf](https://www.mospi.gov.in/sites/default/files/publication_reports/AnnualReport_PLFS2023-24L2.pdf)
- Mishra, P. (2021). Digital literacy and education reform in India: The pathway to 21st-century skills. *Indian Journal of Educational Technology*, 14(1), 25-38.
- Nair, R., Menon, S., & Sharma, K. (2019). The role of soft skills training in enhancing employability in Indian higher education institutions. *Journal of Education and Work*, 32(4), 287-299.
- Ministry of HRD, Government of India. (2020). *National Education Policy 2020*. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- National Research Council. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. National Academies Press.
- Ng, P. T. (2018). *Learning from Singapore: The power of paradoxes*. Routledge.
- OECD. (2018a). PISA 2018 Results.
- OECD. (2018b). *The Future of Education and Skills: Education 2030*. OECD Publishing.
- Organisation for Economic Co-operation and Development (OECD). (2018). *The future of education and skills: Education 2030*. OECD Publishing.
- Partnership for 21st Century Skills, Ohio Department of Education. (2009). *Framework for 21st Century Learning*. [https://www.marietta.edu/sites/default/files/documents/21st\\_century\\_skills\\_standards\\_book\\_2.pdf](https://www.marietta.edu/sites/default/files/documents/21st_century_skills_standards_book_2.pdf)
- Pellegrino, J. W., & Hilton, M. L. (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. National Academies Press.
- Periodic Labour Force Survey (PLFS). (2022-23). Government of India.
- Radianti, J., Majchrzak, T. A., Fromm, J., & Wohlgenannt, I. (2020). A systematic review of immersive virtual reality

- applications for higher education: Design elements, lessons learned, and research agenda. *Computers & Education*, 147.  
<https://doi.org/10.1016/j.compedu.2019.103778>
- Redecker, C., & Punie, Y. (2017). Digital competence of educators: Identifying key components for future learning environments. *European Journal of Education*, 52(2), 123-139.
- Sahlberg, P. (2011). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press.
- Selwyn, N. (2016). *Education and digital technology: A critical introduction*. Bloomsbury Publishing.
- Sharma, R., & Singh, P. (2018). Skill-based education: A pathway for bridging academia and industry in India. *International Journal of Education Research*, 9(3), 112-128.
- Shute, V. J., & Becker, B. J. (Eds.). (2010). *Innovative assessment for the 21st century: Supporting educational needs*. Springer.
- Statista. (2025, March 17). *Unemployment rate across India in 2024, by education level*. <https://www.statista.com/statistics/1001039/india-unemployment-rate-by-education-level/>
- Trilling, B., & Fadel, C. (2009). *21st-century skills: Learning for life in our times*. John Wiley & Sons.
- UNESCO. (2015). *Global citizenship education: Topics and learning objectives*. <https://doi.org/10.54675/DRHC3544>
- UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. <https://doi.org/10.54675/MHHZ2237>
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on professional learning communities. *Educational Research and Development*, 73(1), 80-94.
- Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st-century competencies. *Educational Research Review*, 7(3), 215-233.
- Emont, J. (2024, October 10). Big dreams built on higher education sour worldwide for jobless graduates. *The Wall Street Journal*.  
<https://www.wsj.com/world/big-dreams-built-on-higher-education-sour-worldwide-for-jobless-graduates-2303c18c>
- World Economic Forum. (2020, October). *The future of jobs report 2020*.  
[https://www3.weforum.org/docs/WEF\\_Future\\_of\\_Jobs\\_2020.pdf](https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf)
- World Health Organization. (1999). *Partners in life skills education: Conclusions from a United Nations inter-agency meeting*. <https://www.orientamentoirreer.it/sites/default/files/materiali/1999%20OMS%20life-skills%20edizione%201999.pdf>
- Wu, H. K., Lee, S. W. Y., Chang, H. Y., & Liang, J. C. (2013). Current status and future directions of AR in education. *Computers & Education*, 62, 41-49.