

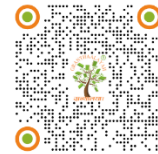
Original Article

REIMAGINING 21ST CENTURY SKILLS IN THE LIGHT OF NEP 2020: A TRANSFORMATIVE FRAMEWORK FOR HOLISTIC EDUCATION

Paonam Suhela Devi ¹, Dr. Neha Rawat ^{2*}

¹ PhD Scholar, Department of Teacher Education, Nagaland University, Kohima Campus, Nagaland, India

² Assistant Professor, Department of Teacher Education, Nagaland University, Kohima Campus, Nagaland, India



ABSTRACT

The present study aims to examine the necessary components of the 21st Century Skills framework within the context of NEP 2020 by probing its alignment with major global frameworks of 21st century skills. For this the study employed a methodology of a systematic analysis of policy documents and related literature establishing a comparative and comprehensive picture among the 21st century skills frameworks of ATC21S, OECD (2009), P21, and NEP 2020. A comparative table of identifying and giving “emphasis” on the skills from the different frameworks using a four-point scale (4 = Very High, 3 = High and 2 = Moderate emphasis) has been done. The findings show that the 21st Century Skills highlighted in NEP 2020 exhibit a strong alignment with the P21 framework. However, NEP 2020 distinguishes itself by placing a significantly greater emphasis on moral and ethical dimensions of education, extending beyond the scope of P21 and other international frameworks.

Keywords: 21st Century Skills, 21st Century Competencies, ATC21S, P21, Framework for OECD Countries (2009) and NEP 2020

INTRODUCTION

The traditional models of imparting education globally, mainly focus on content acquisition and rote learning. Their conventional ways are increasingly becoming inadequate in preparing learners for the complexities of 21st century life. The transformations of the 21st century education, influenced by globalization, technological advancement, and socio-economic changes, have extensively redefined the processes and purposes of education. Consequently, there has been an emergent worldwide emphasis on the development of *21st century skills*, encompassing critical thinking, creativity, collaboration, communication, and ethical reasoning, among others. Various international frameworks, such as ATC21S, OECD (2009), and P21, have explained the skills of 21st century necessary for 21st century education. In the Indian perspective, the beginning of the National Education Policy (NEP) 2020 marks a significant paradigm shift towards multidisciplinary, holistic, and skill-oriented education. NEP 2020 envisages a globally proficient education system that not only nurtures cognitive development but also emphasizes social, emotional, and ethical aspects of education by developing of 21st century skills of learners and teachers. NEP 2020 envisions an internationally competent educational system that prioritizes social, emotional, and ethical aspects of education in addition to supporting cognitive development by enhancing students' and teachers' 21st century skills. At the center of NEP 2020 is the development of **thinking skills**, particularly **critical and analytical thinking** to question, and interpret information rather than passively memorize content. This approach promotes **problem-solving and informed decision-making skills**, which are vital for addressing real-world challenges. Similarly vital is the nurturing of **creativity and innovation**. NEP advocates for multidisciplinary and experiential

*Corresponding Author:

Email address: Dr. Neha Rawat (neha@nagalanduniversity.ac.in)

Received: 06 February 2026; Accepted: 23 March 2026; Published 22 April 2026

DOI: [10.29121/granthaalayah.v14.i4.2026.6862](https://doi.org/10.29121/granthaalayah.v14.i4.2026.6862)

Page Number: 6-10

Journal Title: International Journal of Research -GRANTHAALAYAH

Journal Abbreviation: Int. J. Res. Granthaalayah

Online ISSN: 2350-0530, Print ISSN: 2394-3629

Publisher: Granthaalayah Publications and Printers, India

Conflict of Interests: The authors declare that they have no competing interests.

Funding: This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Authors' Contributions: Each author made an equal contribution to the conception and design of the study. All authors have reviewed and approved the final version of the manuscript for publication.

Transparency: The authors affirm that this manuscript presents an honest, accurate, and transparent account of the study. All essential aspects have been included, and any deviations from the original study plan have been clearly explained. The writing process strictly adhered to established ethical standards.

Copyright: © 2026 The Author(s). This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

With the license CC-BY, authors retain the copyright, allowing anyone to download, reuse, re-print, modify, distribute, and/or copy their contribution. The work must be properly attributed to its author.

learning, where students engage in design, arts, cultural studies and inquiry-based activities. The NEP 2020 also emphasizes the importance of **digital skills** recognizing the integration of digital tools, coding, and computational thinking into education. In addition, NEP 2020 strongly emphasizes **values and ethical development**. It aims to develop empathy, respect for diversity, constitutional values, and environmental awareness for responsible citizens. The NEP 2020 also stresses the development of **life skills as soft skills**, in the form of communication, collaboration, leadership, and emotional intelligence.

Despite the importance of 21st century skills in policy discourse, there is a need to critically examine how NEP 2020 defines and conceptualizes these 21st century skills in relation to major international frameworks of 21st century skills. Understanding the convergences and divergences among these major 21st century skills frameworks is essential for contextualizing India's educational developments within the global landscape and for identifying unique contributions of NEP 2020. To achieve this, the current study aims to investigate the essential components of the 21st century skills framework within NEP 2020 by comparatively analyzing it with the ATC21S, framework for [OECD countries \(2009\)](#), and P21 frameworks. By identifying core 21st century skills and examining the degree of emphasis placed on each, the study seeks to provide a nuanced understanding of how NEP 2020 reimagines 21st century skills.

OBJECTIVE AND METHODOLOGY OF THE STUDY:

To create a comparative description of different frameworks of 21st Century skills, and to explore the essentials for 21st Century Skills framework in National Education Policy (NEP) 2020. For this, the study employs the methodology of content analysis of published documents and related literature.

UNDERSTANDING 21ST CENTURY SKILLS IN GLOBAL SCENARIO

21st century skills are a collection of capabilities and competencies that are considered essential for success in the modern world, particularly in the 21st century. Possessing these skills is often seen as crucial for an individual to thrive in the rapidly changing and interconnected world. Let us outline some prominent definitions of 21st century skills.

"21st century skills are a set of abilities that students need to develop in order to succeed in the information age. They can be defined as a combination of core academic subjects with essential skills such as creativity, critical thinking, communication, and collaboration, along with information, media, and technology skills necessary for success in work and life" [Partnership for 21st Century Learning \(2019\)](#).

The Organization for Economic Co-operation and Development (OECD) states that 21st century skills are "a set of skills that are essential for the demands of the 21st century, including skills related to digital literacy, problem-solving, creativity, and social and emotional intelligence."

According to the Assessment and Teaching of 21st Century Skills (ATC21S) project, these "skills include ways of thinking (creativity, critical thinking), ways of working (communication, collaboration), tools for working (ICT literacy), and skills for living in the world (citizenship and personal responsibility) [ATC21S \(2012\)](#)".

21st Century Skills or "21st century competences" are "an overarching concept for the knowledge, skills, and dispositions that citizens need to be able to contribute to the knowledge society [Voogt and Roblin \(2010\)](#)."

[Wagner \(2008\)](#) identifies "key survival skills for the 21st century, including critical thinking, collaboration, agility, initiative, effective communication, accessing and analyzing information, and curiosity".

[Kay and Greenhill \(2011\)](#) highlight that "21st century skills integrate academic knowledge with higher-order thinking, technology skills, and life and career skills required for global competence".

The above definitions highlight the importance of a wide range of skills, which are often integrated into educational curricula and training programs to equip individuals to meet the demands of the 21st century. 21st Century Skills have been the focus of educational reform in several countries, including the U.S., Australia, Finland, and Singapore. Especially in the U.S., the focus on 21st Century Skills is the core of educational reform [Eguchi \(2014\)](#). The concept of 21st century skills has been explained by different countries through their educational frameworks. In the **United States**, the Partnership for 21st Century Learning framework defines 21st century skills as a mix of critical thinking, creativity, collaboration, communication, digital literacy, and life skills [Partnership for 21st Century Learning \(2019\)](#). In **OECD countries**, the Organization for Economic Co-operation and Development describes the 21st century skills as the key competencies that combine knowledge, skills, attitudes, and values to deal with real-life challenges [OECD \(2005\)](#). The **European Union** and its European Union Key Competences Framework, highlights digital skills, personal development, and active citizenship for lifelong learning as necessary 21st century skills [European Union \(2018\)](#). In **Singapore**, the national framework emphasizes critical thinking, communication, and global awareness as essential skills for successful living in a multicultural society [Ministry of Education Singapore \(2010\)](#). In **Australia**, the Australian Curriculum focuses on general capabilities and skills as ethical understanding, intercultural awareness, and creative thinking [ACARA \(2018\)](#). In **India**, the National Education Policy 2020 stresses critical thinking, creativity, digital literacy, and values-based education for holistic development [Government of](#)

[India \(2020\)](#). Overall, these perspectives show that 21st century skills refer to a combination of cognitive, social, digital, and ethical abilities needed to succeed in modern global society.

MAJOR INITIATIVES IN THE DEVELOPMENT OF FRAMEWORKS OF 21ST CENTURY SKILLS

Several global initiatives have significantly contributed to the development of 21st century skills by redefining educational priorities toward competency-based education. U.S. Department of Labor in 1994 stated [SCANS \(1994\)](#) report focused primarily on thematic competencies such as Communication and Collaboration, Information Acquisition and Research, Productivity and Problem Solving, and Creativity and Innovation as necessary 21st century skills. Across several leading 21st century skills frameworks, common competencies include information and communication technology, communication, collaboration, creativity, problem-solving, critical thinking, and social skills. The most thorough thematic summary of major “21st century skills/competencies”, including Core Competencies, was proposed by the Partnership for 21st Century Learning (P21) in 2002 [Partnership for 21st Century Learning \(2016\)](#). Other major platform is [OECD \(2018\)](#) that identifies three “transformative competencies” by distinguishing three different types of skills: cognitive and metacognitive; social and emotional; and practical and physical and the third is ATC21S.

In the United States, the Partnership for 21st Century Learning developed a extensively recognized framework emphasizing the *4Cs—critical thinking, creativity, communication, and collaboration*—along with *digital literacy and life skills* [Partnership for 21st Century Learning \(2019\)](#). Similarly, the Organisation for Economic Co-operation and Development identified *key competencies that incorporate knowledge, skills, attitudes, and values* necessary for addressing complex real-life challenges through its DeSeCo project [OECD \(2005\)](#). The European Union introduced the Key Competences for Lifelong Learning framework, focusing on digital competence, personal development, and active citizenship [European Union \(2018\)](#). Globally, the UNESCO has promoted initiatives such as *Education for Sustainable Development and Global Citizenship Education*, which stress peace, sustainability and intercultural understanding [UNESCO \(2017\)](#). Furthermore, the Assessment and Teaching of 21st Century Skills (ATC21S) project has influenced defining and assessing *collaborative problem-solving and digital skills* in educational contexts [Griffin et al. \(2012\)](#). In Asian context, Singapore’s national framework emphasizes *communication, critical thinking and global awareness* as indispensable competencies for students of 21st century [Ministry of Education Singapore \(2010\)](#). In India, the National Education Policy 2020 represents a major reform initiative that integrates *critical thinking, creativity, digital literacy, and holistic development* into the education system [Government of India \(2020\)](#).

21ST CENTURY SKILLS FRAMEWORKS FOR ATC21S, P21 AND 21ST CENTURY SKILLS AND COMPETENCIES FRAMEWORK FOR OECD COUNTRIES (2009)

Assessment & Teaching of 21st Century Skills (ATC21S), an organization with international collaboration based in Australia [Griffin et al. \(2012\)](#) in 2010, organized 21st Century Skills into ways of Working, Ways of Thinking, Skills for Living in the World, and Tools for Working. The organization emphasized the importance of creativity, critical thinking, communication and collaboration (4Cs) as key of success in the 21st century. [Ananiadou and Claro \(2009\)](#) presented a preliminary framework for the study on 21st Century Skills and Competencies for New Millennium Learners in OECD Countries, aiming to investigate whether and how OECD countries teach and assess 21st century skills in August 2009. The framework was termed as 21st Century Skills and Competencies. Though they clearly stated the relation between skills and Competence in their report, they used both terms “skills and competencies” and also used them interchangeably as different countries use them. [Figure 2](#) shows their proposed framework. In all frameworks, the Partnership for 21st Century Learning framework (often called the **P21 Framework**) is one of the most influential models for defining and organizing 21st century skills in education. The Learning framework for 21st Century skills of P21 highlights essential competencies for modern learners, particularly the 4Cs—critical thinking, creativity, communication, and collaboration—along with digital literacy. It also integrates life and career skills with core academic subjects to prepare learners for success in a global, technology-driven world. Let us compare and comprehend each of these major frameworks through following [Figure 1](#), [Figure 2](#) and [Figure 3](#).

Figure 1

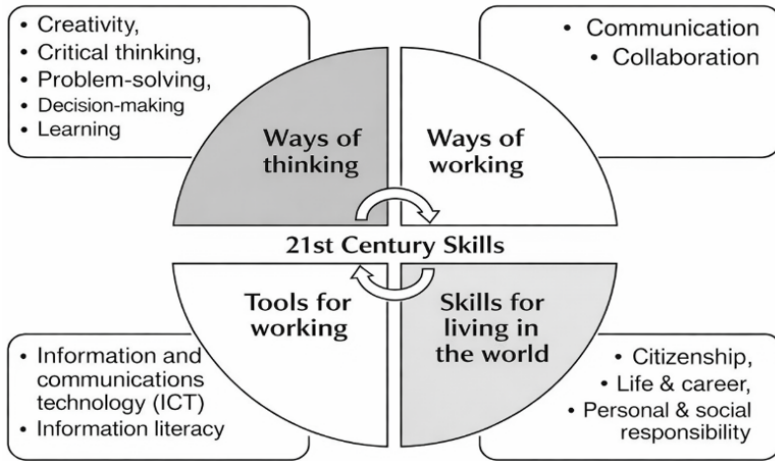


Figure 1 21st Century Skills Framework. Redrawn Based on the ATC21S Framework Proposed by Binkley et al. (2010)

Figure 2

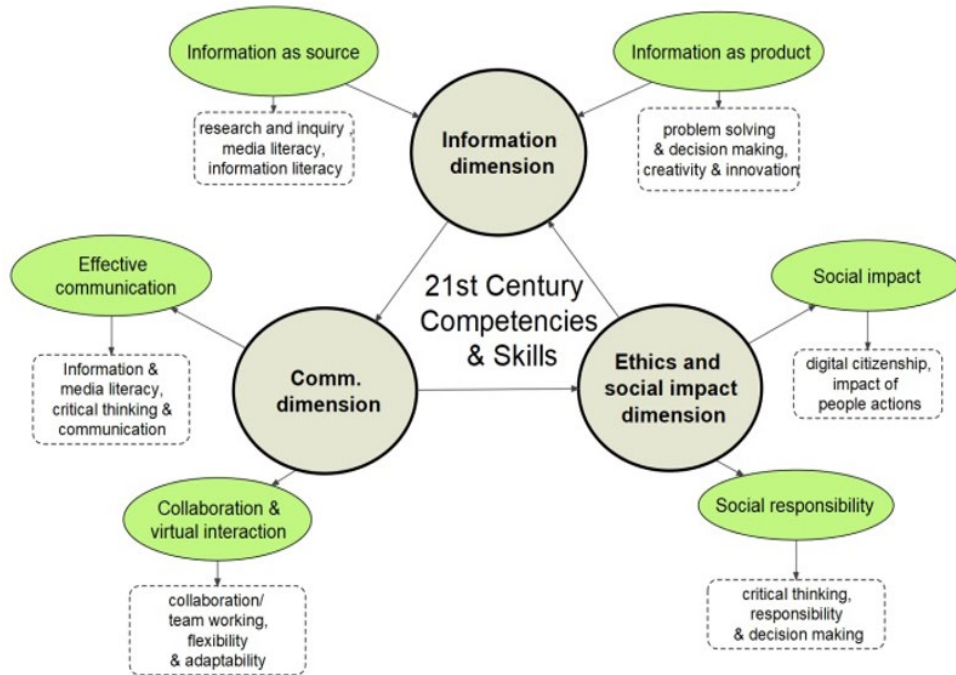


Figure 2 21st Century Skills and Competencies Framework for OECD Countries (2009) Proposed by Ananiadou and Claro (2009)

Figure 3

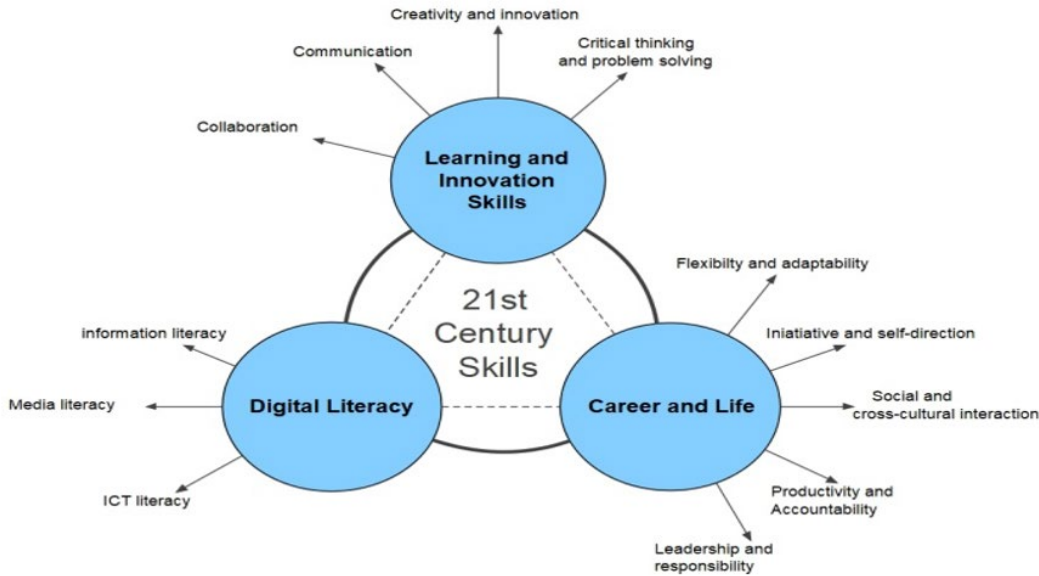


Figure 3 21st Century Skills Framework of P21, Adapted from Framework for 21st Century Learning

21ST CENTURY SKILLS IN NATIONAL EDUCATION POLICY (NEP) 2020

National Education Policy 2020 also envisages the necessity of holistic development of students by inculcating 21st Century Skills. It mandates the creation of globally competent and all-rounder individuals equipped with key 21st Century Skills. The policy emphasized developing these skills in various paragraphs of the document. The National Education Policy 2020 emphasizes the development of 21st century skills to prepare learners for a dynamic, knowledge-based, and technology-driven world. It shifts the focus of education from rote memorization to the cultivation of **critical thinking, problem-solving, and analytical abilities** through inquiry-based and experiential learning (NEP 2020, paras 4.4, 4.5). The policy highlights the importance of **creativity and innovation** by promoting multidisciplinary and holistic education, integrating arts, sciences, and vocational subjects (NEP 2020, paras 4.6, 11.8). It also underscores the need for effective **communication and collaboration skills** through interactive and participatory pedagogies (NEP 2020, paras 4.4, 4.7). In addition, NEP 2020 stresses **digital literacy, technological competence, and computational thinking**, along with the integration of ICT in education (NEP 2020, paras 23.2, 23.3). The policy further incorporates **life skills** such as **adaptability, leadership, resilience, and ethical decision-making**, along with values like **empathy, respect for diversity, and constitutional ideals** (NEP 2020, paras 1.3, 4.4). By encouraging **competency-based learning and global citizenship**, NEP 2020 aims to develop well-rounded individuals equipped with the knowledge, skills, and attitudes necessary for the 21st century (NEP 2020, paras 4.4, 6.1).

From the above discussion, it is evident that a framework of 21st Century Skills based on NEP 2020 is taking shape by analyzing and reflecting on what and which skills the policy felt necessary to be developed. The study also identifies and creates the proposed framework of 21st century skills of NEP 2020 in its next section.

RELATIONSHIP BETWEEN 21ST CENTURY SKILLS FRAMEWORKS OF ATC21S, FOR OECD COUNTRIES (2009), P21 AND NEP 2020

Though there is not any single sufficiently agreed upon listing of skills for 21st century skills globally but some of the core skills that commonly occurred as skills or associated skills across major frameworks of 21st century skills can be recognized as significant skills defining 21st century skills. The study attempts to list all such skills as taken from major frameworks with respect to framework for OCED countries (2009), **ATC21S (2010)**, P21, and NEP-2020 shown in the following **Table 1**. The following **Table 1** gives number (1, 2, 3, 4) under each framework to each skill based on the degree of “emphasize” on that skill. The skills in the frameworks are described on the four-point scales as ranging from 4-Very high emphasis, 3-High emphasis and 2-Moderate emphasis. Let us study the comparative emphasize in each of the frameworks as follows:

Table 1

Table 1 Comparative Emphasize in Number on Each Skill Across Various Frameworks of the Study

Framework of 21 st Century Skills and Competencies	ATC21S (2010)	for OECD countries (2009)	P21	NEP 2020
---	---------------	---------------------------	-----	----------

Sub-Skills				
Critical thinking & Problem solving	4	4	4	4
Creativity & Innovation	4	4	4	4
Communication	4	4	4	4
Collaboration	4	4	4	4
Information literacy	4	4	4	4
Media Literacy	3	4	4	3
ICT Literacy	4	4	4	4
Flexibility & Adaptability	4	4	4	4
Initiative & Self-direction	3	3	4	4
Social & Cross-cultural Innovation	3	4	4	4
Productivity & accountability	3	3	4	4
Leadership & Responsibility	3	3	4	4
Inter personnel	3	3	4	4
Moral & Ethics	3	4	3	4

(4-Very high emphasis, 3-High emphasis and 2-Moderate emphasis)

DISCUSSION AND INTERPRETATION

The comparative [Table 1](#) presents a cross-framework analysis of four prominent models of 21st century skills—[ATC21S \(2010\)](#), [OECD \(2009\)](#), Partnership for 21st Century Learning, and NEP 2020. The numerical values indicate the degree of emphasis placed on each sub-skill (with higher values representing stronger emphasis).

A clear pattern emerging from the table is the **strong consensus across all four frameworks on core cognitive and learning skills**. The skills **creativity & innovation, critical thinking & problem solving, collaboration, communication, information literacy, and ICT literacy** consistently achieve the highest rating (4) across all the 21st century skills frameworks of the study. This highlights a “universal recognition” that these competencies form the basis of 21st century education. These skills are essential for navigating complex, technology-driven, and knowledge-based societies. Let us further understand the complete picture each skill wise as follows:

1) Critical thinking & problem-solving skills

With ACT21S, both critical thinking & problem solving are emphasized as key skills under ‘Ways of thinking’. With 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#), Critical thinking was included as a key skill for the sub-dimension effective communication under the Communication dimension and problem-solving thinking was included as a key skill for the sub-dimension Information as a product under the Information dimension. Regarding P21 frameworks, critical thinking & problem solving were emphasized as key skills in the 4C’s (Critical Thinking and Problem Solving) under Learning and Innovation. Regarding NEP-2020, critical thinking & problem-solving were emphasized as key skills on page no.4 of the policy document.

2) Creativity & innovation skills

All the frameworks discussed here and NEP-2020 emphasized Creativity & innovation skills. With ACT21S, both Creativity & innovation skills are under ‘Ways of thinking’. For 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#), both skills are included in the sub-dimension ‘Information as product’ under the ‘Communication dimension’. Regarding P21 frameworks, both were emphasized as key skills in the 4C’s (Critical Thinking and Problem Solving) under Learning and Innovation. Regarding NEP-2020, both skills were emphasized as key skills in para 11.2 of page no.46 of the policy document.

3) Communication Skills

Communication is included under ‘Ways of working’ in ACT21S. For 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#), it was included as a key skill for the sub-dimension of effective communication under the Communication dimension. Regarding P21 frameworks, it was included as a key skill in the 4C’s (Critical Thinking and Problem Solving) under Learning and Innovation. Relating to NEP-2020, communication skills were emphasized often as key skills in page no.5, para 1.2, 4.24, 11.1,11.2, 11.4,11.6,15.9 and 22.1 of the policy documents.

4) Collaboration Skills

Collaboration was included under ‘Ways of working’ in the case of ACT21S. For 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#), it was included as a key skill for the sub-dimension ‘Collaboration and virtual interaction’

under the 'Communication dimension'. In NEP-2020, collaboration skills were emphasized as key skills in para 4.8, 4.24, and 5.11 of the policy documents.

5) Information Literacy

In ACT21S, information literacy was included as 'information literacy' under 'Tools for working'. While 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#), it was included as a key skill for the sub-dimension 'Information as source' under 'Information dimension'. Regarding P21 frameworks, information literacy was included as 'information literacy' under 'Digital Literacy'. For OECD countries, it was included as a key skill for the sub-dimension 'Effective communication' under the 'Communication dimension'. Social & cross-cultural interaction Social skills are related to its' theme 'Skills for living in the world'. However, cross-cultural interaction is not evident.

6) Information and communications technology (ICT) and information literacy

It is also called as Media Literacy. Media Literacy is a key skill in the 4C's (Critical Thinking and Problem Solving) under Learning and Innovation. ICT literacy was included under "Tools for working" in ACT21S and as 'Digital citizenship' under 'Social impact sub-dimension' for 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#). Regarding NEP-2020, "ICT Literacy" was emphasized as digital literacy as a key skill in para 4.24 and 21.5 of the policy document.

7) Flexibility & adaptability

It is related to the sub-theme 'Skills for living in the world' under 'Tools for working' in ACT21S and as Social & cross-cultural interaction. Social skills are related to its' theme, "Skills for living in the world". However, cross-cultural interaction is not evident in ACT21S. These skills are observed as related to the social responsibility sub-dimension under the ethics and social impact dimension for 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#). Relating to NEP-2020, cross-cultural interaction is evident as cultural awareness, expression, and empathy were emphasized as key skills in para 22.2, 22.4, 22.8, 25.1, and 26.2 of the policy document.

8) Interpersonal Skills

Interpersonal is related to its' theme, "Skills for living in the world," in the case of ACT21

9) Moral & ethics

Moral & ethics are covered under the Ethics and social impact dimension in 21st Century Skills and Competencies framework established for [OECD countries \(2009\)](#). Moral and ethics are also one of the important skills of NEP-2020.

In nutshell, **all four frameworks emphasize on core skills such as critical thinking & problem solving, creativity & innovation, communication, collaboration, information literacy, and ICT literacy** constantly giving them the highest rating (4) across all frameworks. Though, deviation is evident in **media literacy skills**. While ATC21S, it is rated as (3), for [OECD countries \(2009\)](#), P21 and NEP 2020 frameworks give it very high importance (4). This imply that past frameworks like ATC21S may not have fully estimated the fast expansion of digital media, whereas more recent frameworks, especially NEP 2020, strongly accept the importance of media awareness in fighting misinformation and fostering digital citizenship.

Another significant divergence is seen in **self-direction, productivity & accountability, and leadership & responsibility**. These are clearly emphasized (3) in ATC21S and for [OECD countries \(2009\)](#), but receive strong emphasis (4) in P21 and NEP 2020. This indicates a change from thinking skills to **life and career skills**, highlighting the growing importance of learner's responsibility, autonomy, and leadership in 21st century modern education systems.

The skills of **social and cross-cultural interaction** also reveal contrasting preferences viz (3) with ATC21S, whereas for [OECD countries \(2009\)](#), P21 and NEP 2020 highlight this skill strongly (4). This may signify differing relative priorities, with NEP 2020 particularly stressing inclusivity, cultural sensitivity, diversity aligning with the Indian socio-educational ethos.

Additionally, skills like **moral & ethical values** demonstrate noteworthy variation. For [OECD countries \(2009\)](#) and NEP 2020 allot high importance (4) to these competencies, aligning with a **holistic and value-based educational approach**. In contrast, ATC21S put relatively less emphasis on these aspects rated (3) for ATC21S and suggesting a more skill-centric rather than value-oriented perspective.

Overall, the interpretation of the table highlights an **evolution in 21st century skills frameworks**. Earlier framework ATC21S primarily focused on cognitive and technological competencies. In contrast, later frameworks like P21 and NEP 2020 adopt a more **comprehensive and integrated approach**, incorporating life skills, ethical values, and socio-cultural skills and competencies.

The Emerging Framework of 21st Century Skills in NEP 2020

From the above discussion it is evident that among all, NEP 2020 emerges as the most holistic framework, balancing **cognitive, technological, social, and ethical dimensions**, thereby aligning education with the demands of the 21st century and the broader goal of developing responsible global citizens.

A comparative analysis of NEP 2020, shows that the **higher-order cognitive skills** encompass within them sub skills *Critical thinking and problem-solving, creativity and innovative thinking*. Similarly, **Soft Skills** comprise *Cultural awareness and empathy, perseverance and grit, collaboration and teamwork, leadership, and communication* within them. Lastly, **Digital Skills** of NEP 2020

comprised of sub-skills *digital literacy, coding, and computational thinking*. NEP 2020 also mention **Life skills** are, specifying the components as *cooperation, teamwork, communication, and resilience* (Para 4.24.). However, most components of Life skills (e.g. teamwork, communication and resilience as perseverance and grit) are covered under Soft Skills at NEP 2020.

It is evident from the discussion that those skills relating to 21st Century Skills of NEP-2020 has closer similarity to the 21st Century Skills framework of P21. However, NEP-2020 goes deeper with Morals and ethics than P21 or any other framework. In this light, the study proposes the following framework of 21st century skills in special context of NEP 2020 by selecting certain skills and delimiting some skills mentioned in the NEP 2020.

Figure 4

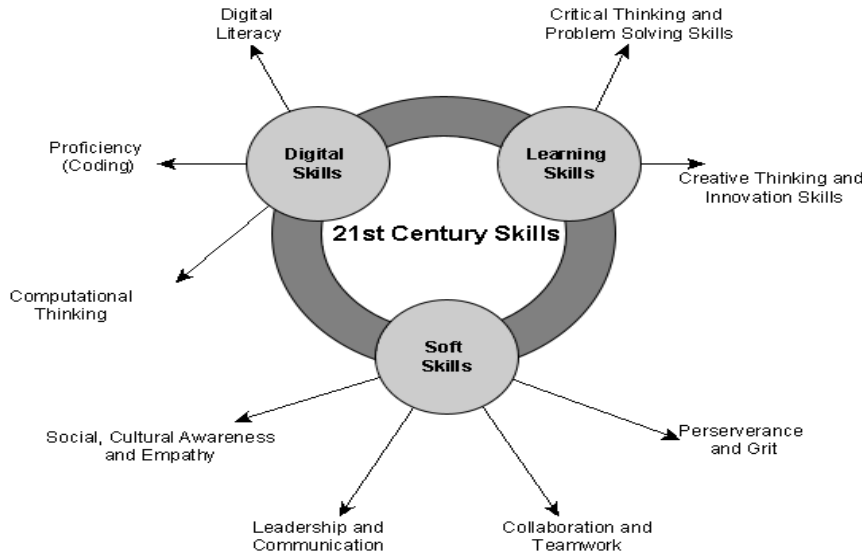


Figure 4 21st Century Skills Proposed Transformative Framework of NEP-2020 for Holistic Education

CONCLUSION

The analysis of the study reveals that the 21st Century Skills articulated in **NEP 2020** are closely aligned with globally recognized frameworks, particularly that of the Partnership for 21st Century Learning (P21), in emphasizing core competencies such as critical thinking, creativity, communication, and collaboration. Among all the frameworks NEP 2020 being the latest one proposes a holistic framework for 21st century skills necessary for 21st century education. It implements a **holistic and value-oriented approach**, wherein **moral reasoning, ethics, constitutional values, and socio-emotional development** are central to the formation of 21st century education. The NEP 2020 intensely envisages that learners of 21st century skills not only have employability skills but can also be responsible and empathetic, and sensible global citizens. Additionally, the NEP 2020 redefines and expands the scope of **soft skills** by including them within a concept of **life skills**. However the effective implementation of NEP 2020's 21st century skills will need adequate financial investment, teacher preparedness, curriculum reforms, and constant collaboration among stakeholders. Overall, NEP 2020 presents a transformative framework that has the potential to redefine education by harmonizing global competencies with indigenous values and ethical foundations.

ACKNOWLEDGMENTS

None.

REFERENCES

- Ananiadou, K., and Claro, M. (2009). 21st Century Skills and Competences for New Millennium Learners in OECD Countries (OECD Education Working Papers No. 41). OECD Publishing. <https://doi.org/10.1787/218525261154>
- Assessment and Teaching of 21st Century Skills. (2012). Defining Twenty-First Century Skills. Springer.
- Binkley, M., et al. (2010). Defining 21st Century Skills. In Assessment and Teaching of 21st Century Skills (White Paper 1). University of Melbourne. https://doi.org/10.1007/978-94-007-2324-5_2
- Eguchi, A. (2014). Educational Robotics for Promoting 21st Century Skills. Journal of Automation, Mobile Robotics and Intelligent Systems, 8(1), 5–11. https://doi.org/10.14313/JAMRIS_1-2014/1

- Griffin, P., McGaw, B., and Care, E. (Eds.). (2012). *Assessment and Teaching of 21st Century Skills*. Springer. <https://doi.org/10.1007/978-94-007-2324-5>
- Kay, K., and Greenhill, V. (2011). Twenty-First Century Students Need 21st Century Skills. In G. Wan and D. M. Gut (Eds.), *Bringing Schools Into the 21st Century* (pp. 41–65). Springer. https://doi.org/10.1007/978-94-007-0268-4_3
- Kothari, D. S. (1966). *Education and National Development, Report of the Education Commission, 1964–66*. NCERT.
- MHRD. (2020). *National Education Policy 2020*. Ministry of Human Resource and Development, Department of Education.
- Organisation for Economic Co-operation and Development. (2018). *The Future of Education and Skills: Education 2030*. OECD Publishing.
- Partnership for 21st Century Learning. (2019). *Framework for 21st Century Learning*. Battelle for Kids.
- Partnership for 21st Century Skills. (2004). *Partnership for 21st Century Skills - Score Content Integration*. Department of Education, Ohio.
- Voogt, J., and Roblin, N. P. (2010). *21st Century Skills*. University of Twente.
- Wagner, T. (2008). *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need- And What We Can Do About It*. Basic Books.