Teaching the Skills of the 21st Century

Abstract

The intellectual underpinning of this study is the idea that the educational system needs to change as a result of the demands of the twenty-first century. The transition from an industrial to a knowledge-based society that characterised the 21st century is made possible by the advancement of technology. In order to prepare students for success in the 21st century and amazing deeds, schools are set up in every country in the world. The primary objective of the study, which used the descriptive-correlational technique of research, was to evaluate teachers' abilities, routines, and difficulties in imparting 21st century skills in both Grant in aid  and private high schools in the region of Gujarat. It was discovered that there are notable differences between how teachers from grant in aid and private schools are evaluated in terms of their ability, practises, and problems. Additionally, it was discovered that private school teachers perform at a higher level than their counterparts in grant in aid schools. Additionally, it was discovered that teachers in grant in aid schools had it harder than those working in private institutions. The practises of teachers in imparting 21st century skills are also somewhat strongly correlated with their levels of competency.