

NEP LECTURE SERIES

Situating Life Skills Education in NEP 2020 for Transformative Learning

LECTURE# 2

Theme: **Imbibing International Vocational Education and the Future with Reference to NEP in India.**

Date: **October 29, 2025**

Online Platform: **Google Meet**

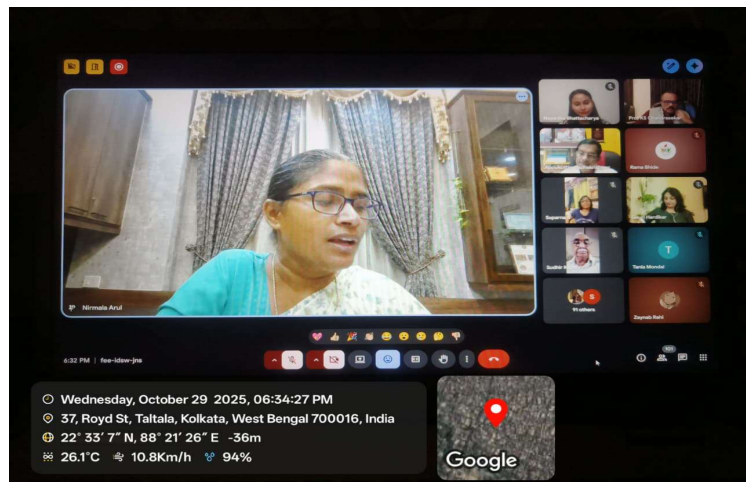
Organised by: **Indian Association of Life Skills Education (IALSE), Chennai & Centre for Life Skills, Loreto College, Kolkata**

EVENT REPORT

The second lecture in the NEP Lecture Series, organised by the Indian Association of Life Skills Education (IALSE), in association with the Centre for Life Skills, Loreto College, Kolkata, was held online on October 29, 2025. The theme of the NEP Lecture Series is 'Situating Life Skills Education in NEP 2020 for Transformative Learning.'

Ms. Nayanika Saha, Assistant Professor, Dept. of Psychology, and Member, Centre for Life Skills, Loreto College, Kolkata initiated the proceedings of Lecture 2, highlighting the aim of the series—to situate life skills education within the broader vision of the National Education Policy (NEP) 2020, with emphasis on holistic, value-based, and skill-oriented learning.

Delivering the Welcome Address, **Sr. (Dr.) A. Nirmala**, representing both Loreto College, Kolkata, and IALSE, extended warm greetings to the dignitaries, speakers, faculty, and participants. She expressed



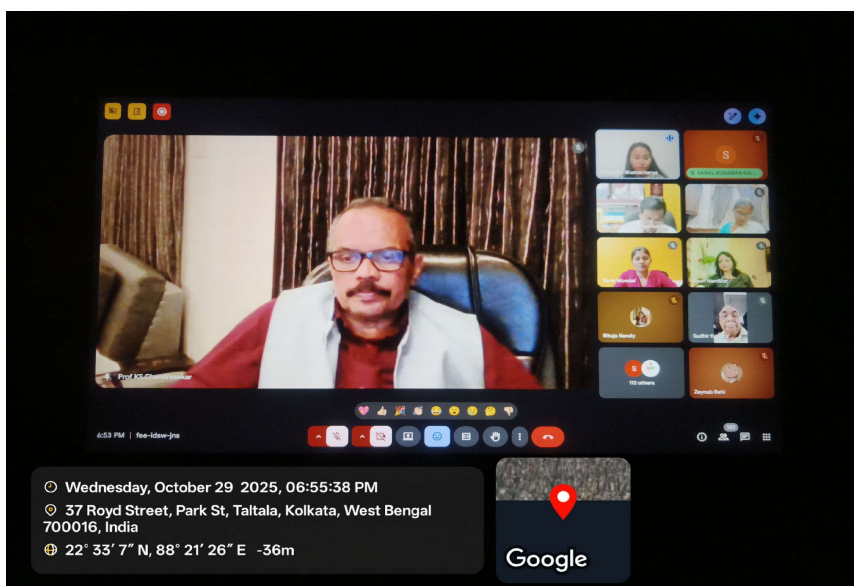
gratitude for the continued collaboration between Loreto College and IALSE in advancing the NEP Lecture Series as a platform for dialogue on policy translation into practice. She also reiterated the commitment of Loreto College to promoting transformative education that integrates life skills with academic and vocational learning, aligning with NEP 2020's vision of producing well-rounded, competent, and compassionate learners.

In his Presidential Address, **Dr. A. Radhakrishnan Nair**, President of IALSE, emphasized the growing importance of social and emotional skills in contemporary education.

Referring to the India Skills Report 2025 and OECD 2023 Report, he observed that employers increasingly value empathy, ethics, teamwork, and communication above technical competencies.

He noted that such attributes form the backbone of life skills education and are central to employability and productivity in a rapidly changing world. Dr. Nair further discussed the UGC's Life Skills Syllabus 2.0, which includes an eight-credit program on social and emotional learning, already implemented by universities like Delhi Rajan College and the University of Kerala. He called for embedding social and emotional learning within institutional culture and urged educational institutions to align their curricula with life skills frameworks to foster individuals who are both professionally competent and socially responsible.

The keynote address was delivered by **Dr. K. S. Chandrashekhar**, Vice Chancellor of Cluster University, Jammu, on 'Imbibing International Vocational Education and the Future with Reference to NEP in India.'



Dr. Chandrashekhara compared vocational systems in France, England, and Germany, highlighting strong industry-academia partnerships and early career pathways. He emphasized how structured diplomas and dual-training models abroad offer lessons for strengthening India's own vocational ecosystem. By examining models in the US, Russia, Japan, and South Korea, he showed how countries blend academic and vocational routes to enhance employability. This global perspective set the foundation for understanding how NEP 2020 seeks to modernize India's education system through holistic and flexible learning.

Prof KS Chandrasekar (Presenting, annotating)

FRENCH GRADES & US EQUIVALENTS

by frenchlearner.com

Age	DAYCARE	Preschool	LA	La crèche
2-3	PRESCHOOL	Preschool	MATERNELLE	Petite Section
3-4		Preschool		Grande Section
4-5		Kindergarten		Cours Préparatoire
5-6		1st grade		Cours élémentaire 1
6-7		2nd grade		Cours élémentaire 2
7-8		3rd grade		Cours élémentaire 3
8-9		4th grade		Cours moyen 1
9-10		5th grade		Cours moyen 2
10-11		6th grade	LE COLLÈGE	6ème
11-12		7th grade		5ème
12-13		8th grade		4ème
13-14		9th grade		3ème
14-15		10th grade	LE LYCÉE	2ème
15-16		11th grade		1ère
16-17		12th grade		Terminale

18:55 | NEP Lecture Series - Lecture #2

Prof KS Chandrasekar (Presenting, annotating)

WENR World Education News + Reviews

EDUCATION IN THE UNITED STATES

QUICK FACTS

- Population: 327,700,000
- Compulsory Education: Age 16 to 18, depending on the state
- Language of Instruction: English
- Academic Year: Mid-August to Mid-May

TOTAL NUMBER OF FOREIGN STUDENTS IN THE U.S. (ALL COUNTRIES)

2015/2016: Total 104,505 (41% increase from 2014/2015)

2016/2017: Total 107,802 (3% increase from 2015/2016)

GRADING SCALE

Most Common Higher Education Grading Scale in the U.S.

Grade	Letter Grade	GPA
A	A	4.0
B	B	3.0
C	C	2.0
D	D	1.0
F	F	0.0

WES CANADA DOCUMENT REQUIREMENTS

Document Requirements

- Secondary Education: Certificate/Diploma - submitted by the applicant.
- Academic Transcript: sent directly by the institution attended.
- Higher Education: Academic Transcript - sent directly by the institution attended.

EDUCATIONAL SYSTEM

Wes.org

NEP Lecture Series - Lecture #2

Dr. Chandrashekhkar explained how the NEP 2020's 5+3+3+4 structure, multilingual approach, and multidisciplinary vision are transforming India's learning ecosystem. He elaborated on reforms such as the integration of vocational education at all levels, multiple entry and exit options, and alignment with the National Skills Qualification Framework (NSQF).

He emphasized the NEP's target of providing vocational exposure to 50% of learners by 2025 and highlighted the need for developing analytical thinking, empathy, leadership, digital literacy, and ethical awareness. While acknowledging AI's growing role in education, he cautioned against over-reliance, stressing that human intuition and ethical judgment must remain central to learning.

The screenshot shows a Zoom lecture interface. The main slide is titled "HURDLES IN IMPLEMENTING NEP 2020" and lists several challenges:

- **Challenges with retention rates:** E.g., it stands 45.6% for higher secondary (classes I to XII), (Economic Survey 2024-25)
- **Teachers facing technical barriers** including difficulties in connecting laptops to smart boards etc.
- **Opposition from states like Tamil Nadu** regarding the imposition of **Three-Language Formula**.
- **Lack of effective learning time** (only 35 minutes per day) on Early Childhood Education
- **Implementation of Four-Year Undergraduate Degrees** faces challenges due to infrastructural and faculty constraints.

The slide is presented by Prof KS Chandrasekar, who is visible in a video window on the right. The bottom of the screen shows the Zoom interface with a timestamp of 19:12 and the title "NEP Lecture Series - Lecture #2".

He encouraged educators to prepare students for emerging fields such as AI, robotics, analytics, and green technologies while maintaining emotional balance and a humane approach to work culture.

The screenshot shows a Zoom lecture interface. The main slide is titled "NCF Framework Developed By" and displays a diagram of the National Curriculum Framework (NCF) structure. The diagram is organized into three main columns:

- School Education:** CBSE (Central Board of Secondary Education), NCERT (National Council for Education, Research & Training), NIOS (National Institute of Open Schooling).
- Higher Education:** UGC (University Grants Commission), AICTE (All India Council for Technical Education).
- Vocational Education:** NCVET (National Council for Vocational Education and Training), DGT (Directorate General of Training).

On the right side of the diagram, there is a section for **Overall Representation** by the **MoE** (Ministry of Education) and **MSDE** (Ministry of Skill Development and Entrepreneurship).

The slide is presented by Prof KS Chandrasekar, who is visible in a video window on the right. The bottom of the screen shows the Zoom interface with a timestamp of 19:20 and the title "NEP Lecture Series - Lecture #2".

19:25 | NEP Lecture Series - Lecture #2

During the interactive question-and-answer session, the panelists raised several pertinent queries that enriched the discussion. Dearra Nath initiated the dialogue by asking how life skill education can enhance employability and adaptability in the face of rapid technological change.

In response, Dr. K. S. Chandrasekar emphasized that as technology evolves, life skills such as communication, cooperation, decision-making, and teamwork become increasingly vital, and are now being integrated across various academic programs, including engineering, to prepare students for dynamic work environments. Building on this, Amiya Kar inquired about the integration of artificial intelligence into vocational skill training for new-age learners. Dr. Chandrasekar explained that while AI can automate routine tasks and support decision-making, it should not replace critical or intuitive thinking, cautioning that excessive dependence on AI tools may hinder students' natural cognitive development.

Following this, Sr. Dr. Nirmala Arul posed two questions. First, she asked how schools could help students develop emotional strength and life skills from an early age. Dr. Chandrasekar highlighted the NEP's strong emphasis on early childhood education, noting that the foundational years between ages three and six provide an important window to instill emotional resilience, traditional Indian knowledge systems, and holistic values. In her second question, she sought guidance on introducing new skill-based courses such as data science and AI in a liberal arts setup, and aligning existing certificate courses with NSQF norms. Dr. Chandrasekar advised working closely with the State Sector Skill Council to determine relevant skill sectors, structure blended learning models, and calculate credits based on NSQF requirements.

The discussion then moved to equity and access, with Mishrioshi Gosami asking how rural youth, who often lack technological resources, could benefit from NEP initiatives. Dr. Chandrasekar explained that Public Management Committees (PMCs), CSR funding, and institutional collaborations are helping schools in remote areas access digital infrastructure such as power banks and generators. He added that rural youth often possess strong indigenous skill sets, and by directing them towards ITIs and polytechnics through NSQF pathways, they can be equipped for essential vocational roles.



Finally, Neesha Ramchandani raised a concern regarding the use of AI to foster moral values in children. Acknowledging the fear and resistance among teachers, Dr. Chandrasekar stated that moral guidance must come with responsible use of technology, warning against excessive dependence on AI and social media. He noted that the NEP addresses these concerns by embedding ethical, moral, and empathetic values throughout the curriculum, helping shape students' behaviour and judgement.

He emphasized that life skills education must evolve alongside technology, nurturing empathy, ethics, and adaptability as essential competencies in the age of automation.

The session concluded with a Vote of Thanks delivered by **Dr. Gauri Hardikar**, Vice President, IALSE. She expressed gratitude to Dr. Chandrashekhar for his insightful lecture, to Dr. Radhakrishnan Nair for his leadership, and to Sr. (Dr.) Nirmala and the organizing team for sustaining the NEP Lecture Series as a vibrant academic forum.





Lecture 2 of the NEP Lecture Series successfully underscored the transformative potential of integrating life skills and vocational education in India’s educational framework. It reflected the NEP 2020’s vision of nurturing learners who are creative, empathetic, and prepared for global challenges.

REPORT PREPARED BY:

Ms. Tania Mondal, Coordinator, Centre for Life Skills, Loreto College, Kolkata.