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Title: NEP 2020 AND LIFE SKILLS EDUCATION: TOWARDS HOLISTIC AND FUTURE-READY LEARNERS.

Recommendation:

Accept as it is .....

Accept after minor revision.....

Accept after major revision .....

Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality	✓			
Clarity	✓			
Significance	✓			

Reviewer Name: Dr. Mithilesh kumar shukla

Reviewer's Comment for Publication:

This conceptual paper examines how India's NEP 2020 and life skills education relate and reinforce each other. It reviews NEP 2020's vision, 5+3+3+4 structure, curriculum and assessment reforms, then defines life skills using WHO, SEL and learning-theory perspectives. The paper argues life skills should be an integrated learning architecture, not a separate timetable subject; that curriculum, pedagogy, assessment, teacher learning and school culture must align; and that future readiness includes agency, well-being, ethics, adaptability, digital judgment and lifelong learning, not only employability. It proposes an original five-domain NEP-Life Skills Framework, a policy-to-practice chain, an implementation cycle, a competency-mapping matrix, assessment principles, institutional recommendations and a research agenda for Indian school education.

Recommendation: Accept after minor revision.

Detailed Reviewer's Report

STRENGTHS:

1- The paper directly connects NEP 2020 with life skills education, addressing a significant gap between national policy aspirations and classroom practice in India.
2- It treats NEP 2020 and life skills education as mutually reinforcing rather than as separate topics,
3- It draws on the WHO psychosocial framework, clarifies that life skills are transferable and learnable, and distinguishes them from related constructs.
4- The paper links life skills development to social learning and self-efficacy, experiential learning, sociocultural theory and self-determination theory, giving the argument a coherent pedagogical basis.
5- The paper moves from policy philosophy to curriculum, pedagogy, assessment and learner dispositions, making the relationship between NEP 2020 and classroom practice more concrete.

WEAKNESSES:

1- The paper proposes a framework, policy-to-practice chain and research agenda but does not collect data or pilot the model,
2- Implementation feasibility is underdeveloped.
3- Limited critical engagement with NEP 2020's implementation gaps.