ARTICLES SECTION

NEP 2020 and ICT in Education: A Brief Analysis

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E- Learning is a learning system based on formalized teaching but with the help of electronic resources. While teaching can be based in or out of the classrooms, the use of computers and the internet forms the major component of E- learning. It encompasses online courses, digital platforms, virtual classrooms and mobile applications, allowing students to learn at their own pace and convenience.

The National Education Policy 2020 has emphasized on the importance of E-learning and its integration in the transaction of education in India. This is a transformational blueprint in revamping the Indian educational system to the meet the needs of the 21st century. Acknowledging the importance of technology in education, the policy envisions the integration of digital learning tools and resources to make education more holistic and equitable. NEP 2020 acknowledges the need to make education accessible to all, geographically and socio- economically. E-learning platforms are a key to delivering quality resources to students in remote and underserved areas. To drive technology in education, the policy introduced the National Educational Technology Forum (NETF) a platform to share best practices, shape policies and drive innovation in e-learning. AI driven personalized and adaptive learning systems take this further by tailoring content to individual student needs, building confidence by addressing strengths and weaknesses. The policy also empowers educators through targeted professional development programs, workshops and training so teachers can effectively use e- learning tools and deliver dynamic and interactive experiences. NEP 2020 also advocates multilingual digital content to cater to India's linguistic diversity so students can learn in their mother tongue. This approach not only promotes inclusivity but also bridges cultural and linguistic divides.

E- learning has been seen as a game changer in education, promising to make learning flexible, inclusive and accessible to all. It aims to provide quality education to every corner of the country regardless of a student's location or background. But when we look at its real impact, the situation is not as smooth as expected. The biggest promise of e-learning is personalized education. Students can learn at their own pace, revisit lessons and explore topics of their interest. Online platforms allow learners to access global knowledge from the comfort of their homes, making education more flexible and convenient.

But the reality tells a different story. Digital divide remains one of the biggest challenges in India. Many students especially in rural areas, lack access to devices, stable

internet or even electricity. This makes it hard for them to benefit from e- learning. Another challenge is student engagement. Virtual classrooms cannot fully replace the personal connection of a physical classroom. Without interaction and support many students feel isolated and unmotivated. Health concerns like long screen hours and a lack of physical activity also add to the problems. Apart from students' challenges, teachers also do not have adequate expertise in using digital tools and also have limited access to internet or devices, especially in rural areas. For teachers, keeping students engaged online is yet another challenge. Online evaluation methods may not be suitable for students. Additionally, inequality among students, with some having better access to devices and internet than others, creates learning gaps. All these challenges make e- learning a tough transition for students.

Putting E- learning into action runs into big infrastructure hurdles especially in rural and far-off areas that don't have good internet or reliable power. A lot of schools don't have the basic digital tools they need, like computers or high-tech classrooms. Many problems make it hard to keep devices working and up to date. What's more, the lack of local e-content and inadequate server capacity for large scale online learning makes things even trickier. To fix these issues, we need better digital infrastructure, internet that people can afford and clear plans to give everyone an equal shot.

However, E- learning also offers benefits. The blended learning mode promoted by NEP 2020 set to change education by mixing old school teaching with digital tools lets students learn at a speed that suits them, while still getting face to face help from teachers. This method helps close gaps in access making sure students in far off or less served areas can use good digital stuff along with classroom lessons.

The use of e- learning in NEP 2020 is a significant step toward modernizing education in India. By adopting digital tools, the policy aims to make education more accessible, flexible and inclusive for all learners. However, I believe there are significant challenges that need to be addressed. One of the major concerns, in my view, is over-dependence on Artificial Intelligence (AI). Of course, AI is helpful but at the same time, it might hamper creativity. Too much reliance on technology in education by students leads them to miss developing critical thinking and problem-solving skills that are required for creativity and growth. In my view, this can limit their ability to think independently and explore new ideas. The other issue I see is the abuse of the internet and mobile devices in the name of e-learning. What was supposed to be a tool for education often turns out to be a source of distraction. Instead of focusing on studies, students get caught up in social media,

games or misinformation, which not only affects their academic progress but also harms their relationship with technology. I also believe that the language barrier remains a major challenge in e- learning. Most e- learning platforms are centered around English, which can be difficult for students of non-English speaking backgrounds. It is due to a lack of localized content or proper translation options that complicate learning for these students, hence it becomes hard for them to grasp concepts properly.

However, NEP 2020's vision of integrating e- learning is not about replacing traditional classrooms but enhancing them with technology. By combining the strengths of both traditional and digital education, it can create a balanced learning experience. With the collective efforts to address the challenges, e- learning under NEP 2020 has the potential to transform education, providing equal opportunities and preparing students to succeed in a rapidly changing digital world. It is a bold step towards a future where every learner is empowered and ready to thrive.

Here are a few suggestions to strengthen E- learning in India:

- Bridge the digital divide by providing subsidies to students in data, e- device purchase etc.
- Emphasize on development of e- learning material in regional language.
- Provide robust e- learning infrastructure in schools and colleges situated in remote areas.
- Government should regulate networks on addictive games and other such harmful e material.
- Strengthen the teaching of English language at the school level.
- Provide mandatory training to school teachers in remote area specially in ICT use in teaching.

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Indian Knowledge System in NEP 2020: Reclaiming the Roots

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India's intellectual and cultural heritage is vast, spanning a wide range of disciplines such as Ayurveda, yoga, mathematics, literature, and architecture. This rich tradition, honed over millennia, reflects the depth of Indian thought and the holistic understanding of life. The Knowledge Systems of India, including the ancient 14 vidyas and 64 Kalas, encompass fields like philosophy, arts, science, and social organization, which have shaped not only Indian society but also contributed to the global intellectual pool. Traditionally, this heritage was preserved through oral transmission and inscriptions on palm leaves. However, over time, this wealth of knowledge faced the risk of being overshadowed by modern educational systems and the aftereffects of colonization.

A significant turning point in this shift was Lord Macaulay's education policy introduced in 1835, which sought to replace traditional Indian learning with Western education. Macaulay, in his infamous Minute on Indian Education, stated, "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect." This policy led to the decline of indigenous knowledge systems, as it prioritized English as the medium of instruction and undermined traditional forms of learning, such as Sanskrit and Persian scholarship. As a result, Indian Knowledge Systems (IKS) were gradually marginalized, and the education system became detached from India's cultural and intellectual roots.

Recognizing this historical disruption, ***the National Education Policy (NEP) 2020 seeks to revitalize IKS, ensuring its integration into contemporary education. This transformation aims to blend ancient wisdom with modern methods, creating a more inclusive and culturally rooted learning environment.*** The NEP 2020 acknowledges the importance of the Indian Knowledge System as a guiding principle for the country's educational reforms. It emphasizes the need to reconnect with the traditional knowledge embedded in the Vedas, Upanishads, and other texts, alongside modern scientific progress. This integration is not just about preserving the past; it is about applying time-tested wisdom to modern challenges in health, well-being, community development, and the environment. The revival of interest in Ayurveda and yoga during the COVID-19 pandemic highlighted the significance of these ancient practices in promoting immunity, mental health, and overall

well-being. By introducing IKS into education, the policy aims to foster a holistic approach to learning, one that values experiential knowledge, critical thinking, and innovation.

The NEP 2020 defines IKS as follows:

Indian: It refers to *Akhanda Bharata*i-e undivided Indian Subcontinent. It Covers the area that spans from Burma on the east, modern-day Afghanistan on the West the Himalayas on the north and the Indian Ocean on the South.

Knowledge: It refers to tacit knowledge gained by insights into personal experiences and life Situations.

System: It refers to a structured methodology for accessing Knowledge.

The IKS is the systematic transfer of ancient and Contemporary Knowledge from one generation to another. It covers ancient Knowledge from various domains to address current and future Challenges. This knowledge exists in both literary and non-literary works. Literary resources cover Vedic and allied literature mainly in the Sanskrit Language, resources on other religious traditions Buddhism and Jainism and knowledge that exists in Indian languages and dialects. Non-literary resources are found in oral traditions available throughout the country.

NEP 2020 integrates the Indian Knowledge System (IKS) into modern education by incorporating Indian heritage subjects like classical arts, yoga, Ayurveda, and ancient sciences into the curriculum. It promotes traditional knowledge through language by emphasizing Sanskrit and regional tongues, ensuring access to indigenous wisdom. The policy establishes centers for the study, documentation, and promotion of IKS while empowering teachers with the necessary tools to teach it effectively. Additionally, it focuses on preserving ancient texts through digital platforms and highlights the global relevance of IKS in areas such as wellness, sustainability, and innovation.

The Indian Knowledge System (IKS) is important in NEP2020 because it helps students understand their Cultural roots and develop holistically. It helps students develop holistically by integrating traditional Knowledge with modern Science. It helps students develop wisdom and ethics to tackle the challenges of the modern world. It helps students understand the relationship between traditional and modern Knowledge. Furthermore, IKS helps in preserving India’s heritage and inspires pride in its Cultural legacy, enabling students to develop a balanced worldview.

The implementation of IKS in NEP 2020, thus, covers various initiatives of preservation and incorporation of ancient wisdom in India to the modern learning structure. In that regard, it focuses on the digitization of ancient texts with programs Such as the

National Mission for Manuscripts, with a focus on texts related to Ayurveda, yoga, and astronomy. Institutions like KK Handique Library plays an important role. IKS is being introduced into curricula, Such as Vedic Mathematics, Yoga, and Ayurveda, to improve analytical thinking and well-being in students. Specialized research Centers are being established under AICTE to promote interdisciplinary Studies, such as the integration of *vastu Shastra* with modern architecture or ancient astronomy with contemporary Science . This policy further promotes regional languages and traditional arts such as *Kathakali* and *Bharatanatyam* by infusing them into education for the celebration and preservation of cultural diversity.Collaborations with traditional Knowledge holders through workshops and internships ensure that IKS is kept relevant, dynamic, and accessible to future generations.

However, there are many challenges in preserving and integrating Indian Knowledge Systems (IKS). Many people, especially future generations, struggle to access and understand these systems as they have been marginalized in favor of Western scientific knowledge. This has led to a lack of awareness and recognition of their depth and relevance in urban and academic spaces. Furthermore, most traditional knowledge is recorded in languages like Sanskrit, Pali, or ancient regional dialects, making it difficult for modern learners to engage with these texts. There is also a lack of interdisciplinary research, as limited collaboration exists between traditional knowledge practitioners and modern scientists or researchers. Additionally, the modern education system prioritizes Western frameworks, often sidelining indigenous knowledge systems and reducing their influence in contemporary learning and problem-solving.

The following measures can be taken for integration of IKS:

- Offering courses on Indian history, philosophy, arts and literature.
- Encouraging the study of regional languages.
- Encouraging interdisciplinary research that blends traditional Knowledge with modern scientific approaches.
- Establishing research centres dedicated to studying ancient Indian knowledge systems.
- Providing funding and support for projects exploring the practical applications of the Indian Knowledge System across various fields.

While I was a child, I often witnessed my grandparents practicing age-old traditions that seemed both fascinating and mysterious. My grandmother would prepare herbal remedies for minor ailments using ingredients from our backyard, and my grandfather would

narrate stories from the Vedas and Upanishads, emphasizing moral and ethical lessons. At that time, I did not fully comprehend the depth of this knowledge, but I was intrigued by its practicality and wisdom.

As I grew older and entered formal education, I noticed that much of what was taught in schools leaned heavily on Western perspectives, with minimal emphasis on India's indigenous knowledge systems. The richness of Ayurveda, yoga, astronomy, metallurgy, and even linguistic traditions seemed relegated to informal spaces rather than structured learning. It was only through independent exploration that I began to appreciate the vast intellectual wealth embedded in Indian Knowledge Systems (IKS).

NEP 2020 recognizes the immense value of India’s intellectual and cultural heritage, embedded in the Indian knowledge system(IKS). It integrates ancient wisdom from disciplines such as Ayurveda, yoga, mathematics, and the arts with modern scientific approaches to create a culturally rested, holistic education framework. This integration not only ensures the preservation of India’s rich traditions but also applies time-tested knowledge to Contemporary challenges like health, Sustainability, and innovation. NEP 2020, despite Challenges like language barriers, lack of awareness, and bias towards western education frameworks, is a progressive step towards bridging the gap through Curriculum inclusion, digital preservation and interdisciplinary research .Regional languages are promoted, research Centres are established, and collaborations are fostered by NEP2020 in order to revive IKS, inspiring pride in India's Cultural legacy and equipping students with a balanced, ethical, and innovative worldview. Ultimately, the NEP 2020 envisions an education system where Traditional and modern Knowledge coexist harmoniously, ensuring sustainable growth and global recognition of India's intellectual Contributions.

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Academic Bank of Credits: Revolutionizing Higher Education Mobility in India

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Defining 'Credit':

In the context of education, 'credit' refers to a unit of measurement that represents the amount of learning or academic work a student has completed. As students complete courses and assessments, they earn credits. The number of credit required to earn a degree varies across institution and program. For example in many bachelor's degree programs, students must accumulate a certain number of credits to graduate, which is set by the institution itself. Credit brings great opportunities for the students by allowing them to take course from different disciplines, institutions or even online platforms. Academic credit is a standardized unit of measurement that reflects the amount of learning a student has completed within a specific course or program. It serves as a quantifiable metric for assessing student's workload, including instructional hours, assignments and assessments.

The credit system is widely used in higher education institutions to track academic progress and determine degree completion requirements. Academic credit is typically assigned based on the total number of instructional hours a student spends in class and on coursework. Generally, one semester credit corresponds to approximately one hour of classroom instruction per week. One of the significant advantages of the credit system is the flexibility it offers students. Many universities allow students to earn credits from various sources, including different disciplines, institutions, or even online platforms.

This flexibility enables students to personalize their education, explore interdisciplinary studies and transfer credits between institutions. Online learning platforms, such as Coursera and edX, and SWAYAM portals (in Indian context) provide credit-bearing courses recognized by accredited universities, further broadening educational opportunities. The academic credit system plays a vital role in structuring higher education, ensuring students meet necessary learning outcomes, and offering them opportunities for academic exploration. By earning and accumulating credits, students progress toward degree completion while having the option to diversify their studies through cross-disciplinary courses, credit transfers and online learning.

Academic Bank of Credits (ABC):

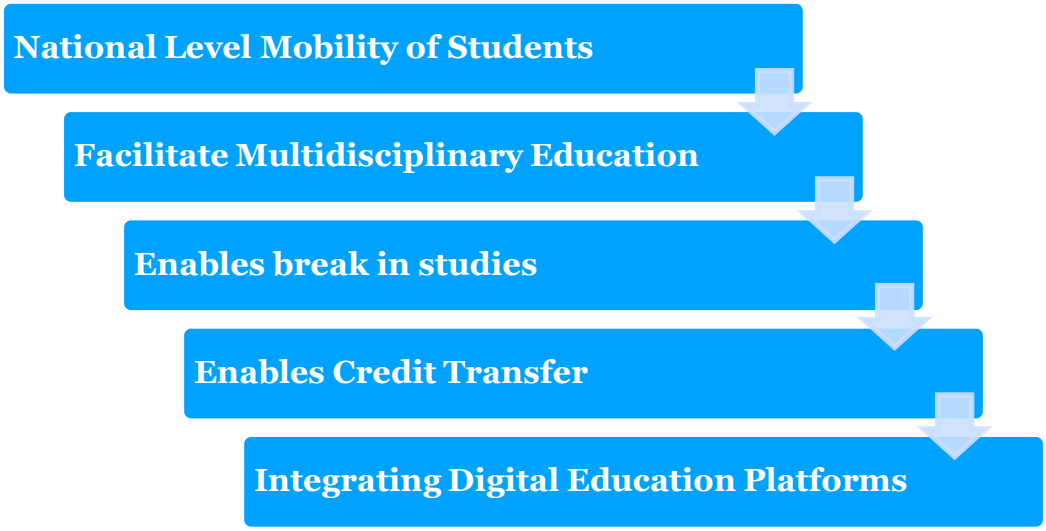
The Academic Bank of Credit (ABC) is a key component of the National Education Policy NEP 2020 introduced by the Government of India. It is an initiative designed to promote flexibility, mobility and a more student centric approach to education. The primary goal of the ABC is to enhance flexibility in Higher Education by allowing students to take courses from different institutions, create a personalised learning path and eventually complete their degree by accumulating required credits. ***The Academic Bank of Credit is a pivotal initiative, aimed at reforming the higher education landscape by fostering flexibility and mobility for students. The ABC operates as a digital credit repository that allows students to accumulate, store and transfer academic credits across different higher education institutions.*** This initiative seeks to dismantle rigid structures in the education system, offering students the freedom to pursue interdisciplinary learning and design personalized academic pathways. By leveraging digital platforms, the ABC ensures that learners can access a diverse range of courses while maintaining their academic progress without institutional constraints. The NEP 2020 document, published by the MHRD, Government of India mentions, "An Academic Bank of Credit (ABC) shall be established which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned" (37).

Credits in CBCS and NEP System:

This system provides unprecedented flexibility in higher education by enabling students to take breaks, change institutions, or pursue interdisciplinary learning while maintaining their earned credits. Under the ABC system, students can accumulate credits from different universities, autonomous colleges and online platforms. These credits remain valid and can be transferred to another institution, allowing learners to complete their degrees at their own pace. The CBCS system, implemented under UGC guidelines before NEP 2020, allowed students to choose elective courses within a fixed credit structure but lacked a mechanism for credit storage or mobility. Students under CBCS were bound to a single university/institution and credit transfers were highly restricted. Additionally, CBCS did not formally recognize credits earned from online courses, limiting opportunities for learners to explore multidisciplinary education beyond their institution's offerings. Unlike CBCS, where credits were institution-specific, ABC under NEP 2020 seeks to enable a

national-level credit transfer system, ensuring that students can continue their education seamlessly across different universities.

Objectives of Academic Bank of Credit:



The ABC allows national level mobility of students. This objective allows students to pursue educational opportunities across different institutions and region within the country. It ensures that credits earned by students at one institution can be easily transferred to another institution, if students are willing to change the institution. This key feature of the ABC in facilitating student mobility between institutions, both within and beyond disciplinary boundaries is a positive change in the educational scenario. Under this system, students can earn credits from different universities, autonomous colleges, or even recognized online education platforms, thus making education more inclusive and dynamic.

This feature further aligns with NEP 2020's broader vision of promoting a multidisciplinary and holistic approach to education, allowing students to engage with diverse subjects beyond their primary field of study. The policy acknowledges that the future of education lies in interdisciplinary learning and skill diversification, which the ABC framework actively supports by permitting credit transferability across institutions. Academic Bank of Credit provides an opportunity to the student to take up multidisciplinary courses. For example, if a student from Arts or Commerce stream is willing to take subjects like Mathematics or Physics, i.e., subject from Science stream, they are allowed to take it. ABC focuses on students' desire of subject selection or course selection. The implementation of the Academic Bank of Credit represents a transformative shift in India's Higher Education system, moving towards a student-centric and outcome-based model. By

enabling credit accumulation and transfer, the ABC encourages flexibility, personalization and lifelong learning, in alignment with global educational standards. This initiative is expected to bridge gaps between formal education, skill-based training and employability, ensuring that students can tailor their educational journey according to their aspirations and career goals. As the policy continues to evolve, the success of the ABC will largely depend on its effective implementation, institutional cooperation, and student awareness.

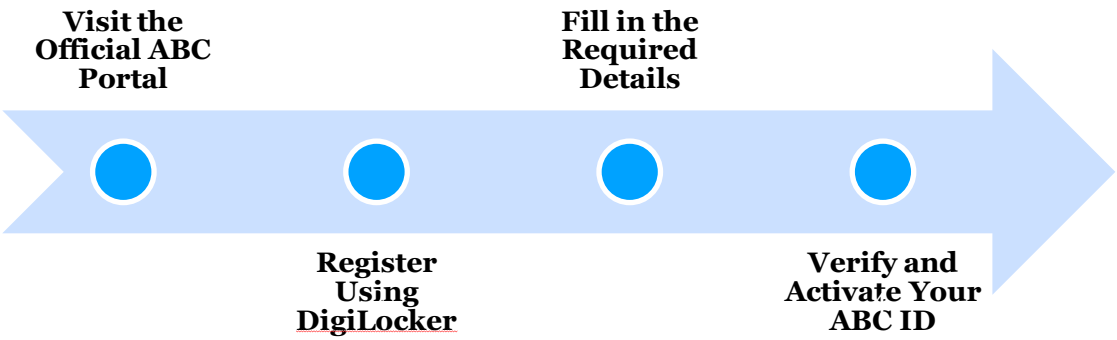
ABC enables a break in studies. This objective allows students to take a break from their present studies to pursue other interest, opportunities or personal obligations. It provides students with a chance to rest and recharge reducing the risk of burnout and improving their overall mental health and well-being. It also enables students to take a break to gain practical experience, explore career options and build their professional network. Moreover, the ABC framework addresses dropout rates and learning discontinuity by enabling students to pause their education without losing their accumulated credits. In traditional education models, students discontinuing their studies due to personal or financial constraints often find it difficult to rejoin the system. However, with the ABC, credits remain valid for a designated period, allowing learners to resume their education at a later stage without starting from scratch. This feature is particularly beneficial for working professionals, individuals facing financial crunch, and those seeking to upskill over time.

It is designed to give student more flexibility and control over their learning. It allows student to pursue employment after earning a certificate or diploma and return to school later to our degree. It also enables the student to transfer credit between institution and resume their studies later. Since NEP 2020 is designed in such a manner, it allows multiple entry and exit at various points. Therefore, if a student is willing to put a break in his academic career, he can do it and the credits will remain in the academic bank. Later on one can again resume the study and start gaining credits, which will be added to the previously earned credits.

Another significant aspect of the ABC is its integration with digital education platforms. The system is designed to accommodate credits earned through online learning modules, including those offered by platforms such as *SWAYAM, NPTEL, and MOOCs*, which are recognized by the *University Grants Commission (UGC).* This expansion of credit sources ensures that students can take advantage of global and national educational resources while maintaining a structured degree program. The initiative thus fosters a

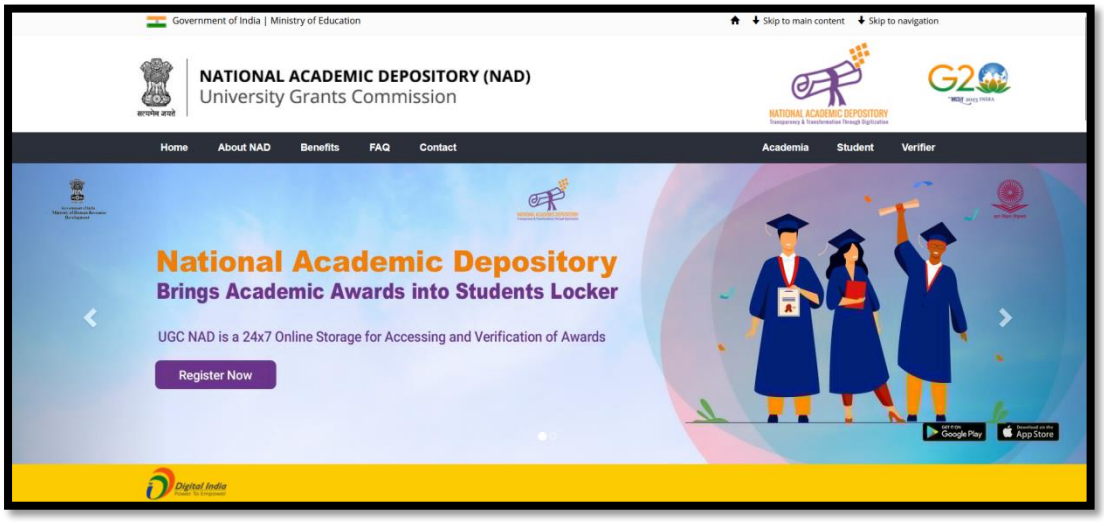
lifelong learning culture, empowering students to engage with continuous education beyond traditional institutional frameworks.

Steps to enroll in ABC:



To enroll in the Academic Bank of Credits (ABC)**,** one needs to follow the following steps:

Step 1: Visit the Official ABC Portal:



- Go to the National Academic Depository (NAD) website: https://www.abc.gov.in
- Click on “Student Login/Sign Up”.

Step 2: Register Using DigiLocker:

- Sign up using Aadhaar-linked DigiLocker credentials.
- If you don’t have a DigiLocker account, create one at https://digilocker.gov.in

Step 3: Fill in the Required Details:

- Enter Name, Date of Birth, Mobile Number, and Email ID.
- Provide Educational Details (University, Course Name, Year of Admission, etc.).

Step 4: Verify and Activate Your ABC ID:

- The system generates a unique ABC ID.
- Verify details and activate the account.

Step 5: Start Earning and Managing Credits:

- Once enrolled, the university will credit earned academic points to your ABC account.
- You can access, track, and transfer credits digitally.

Operationalisation of Academic Bank of Credit:

The operationalisation of the Academic Bank of Credit involves creating a national level facility that allows students to accumulate transfer and utilize academic credits across institutions. The Academic Bank of Credit serves as a digital platform where students can store their academic credits earned from recognized Higher Education Institution or HEIs. Institutions must register on the Academic Bank of Credit portal and create accounts for the students. HEIs should promote the Academic Bank of Credit system to students through various channels, including social media and institutional websites. It facilitates students to avail facilities of Academic Bank of Credit and become an account holder. Student can easily switch institutions without losing their academic progresses. The greater flexibility is the ability to choose courses and institutions allows student to customize their education to their needs.

The Academic Bank of Credit has several academic aspects that enables students to earn, store and transfer academic credits. A student must earn minimum credits in the core subject area which is necessary for a degree. The credits accumulated in the Academic Bank of Credit are valid for a maximum of seven years. This means that students have a timeframe of seven years to utilise the credits they have earned and stored in the Academic Bank of Credit. This policy motivates students to complete their degree programs within a reasonable timeframe by setting a seven year validity period for credit accumulated in the

Academic Bank of Credit. The system aims to strike a balance between flexibility and relevance, ensuring that students' skills and knowledge remain current and valuable.

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CBCS & NEP 2020: Redefining the Architecture of Indian Education

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From CBCS to NEP 2020: Transforming Higher Education in India:

Higher education in India has historically been characterized by rigid curricula, limited flexibility and a lack of interdisciplinarity. Initially, institutions emphasized discipline-specific learning, leaving little room for innovation or creativity. To address these gaps, reforms like CBCS were introduced in 2015. ***CBCS provided students with some flexibility in course selection, though it retained a discipline-centric focus. However, challenges such as limited interdisciplinary, inadequate skill development, etc. led to the introduction of the NEP 2020, which aims to create a student-centric, flexible, and globally competitive education system.*** Both frameworks aim to modernize and improve the quality of education by incorporating flexibility, interdisciplinarity, and student-centric approaches. However, the two systems differ in their philosophies, structures and overall goals.

CBCS and NEP 2020: Mapping Similarities

1. **Flexibility in Learning:** Both Choice-Based Credit System (CBCS) and National Education Policy (NEP) provide students with the opportunity to shape their educational journeys according to their interests and carrier goals. The emphasis is on flexibility, allowing students to choose from a range of elective and core courses. This flexibility ensures that learners are not confined to one subject, rigid academic structures and can explore diverse areas of knowledge.
2. **Credit-Based System:** A fundamental similarity between the two systems is their reliance on a credit-based system. Students earn credits for completing specific courses, which can be accumulated to fulfill degree requirements. This approach facilitates measurable academic progress and ensures a modular structure for learning.
3. **Interdisciplinary Approach:** Both CBCS and NEP encourage interdisciplinary learning. Under these frameworks, students have the freedom to opt for courses beyond their core discipline, enabling them to develop a broader understanding of various fields and foster a multidisciplinary outlook.
4. **Continuous Assessment:** Both systems emphasize continuous evaluation as a replacement for the traditional reliance an end-term examinations. Through

assignments, quizzes, presentations, and mid-term exams, continuous assessment provides a comprehensive understanding of student's progress and enhances the learning process.

CBCS and NEP 2020: Mapping Differences:

Feature	CBCS	NEP 2020
Philosophy	Discipline-focused, limited interdisciplinarity	Holistic, flexible, and multidisciplinary
Duration	Fixed 3-year undergraduate program	Multiple exit options: 1-year (certificate), 2-year (diploma), 3-year (degree), 4-year (research)
Multiple Entry & Exit	Not available	Available
Focus on Research	No research component in UG programs	Strong emphasis on research, 4th-year research specialization
Curriculum Design	Traditional academic framework	Skill-based, vocational training, and multidisciplinary education
Global Perspective	Limited international collaboration	Academic Bank of Credits (ABC), global credit transfer, international partnerships

While CBCS and NEP share some commonalities, their foundational philosophies and implementation strategies differ significantly.

1. Philosophy: The NEP is designed to be holistic, flexible, and multidisciplinary, emphasizing the integration of vocational education, life skills, ethics, and values into the academic framework. It aims to create well-rounded individuals prepared for the complexities of the modern world. In contrast, CBCS, while offering flexibility within disciplines, primarily focuses on traditional academic structures. The interdisciplinary approach of CBCS is limited when compared to the broader and more exclusive vision of the NEP.

2. Duration: A major point of distinction is the duration and flexibility of undergraduate programs. The NEP introduces multiple options, allowing students to

complete their education in 1 year (certificate), 2 years (diploma), 3 years (degree), or 4 years (degree with research). This flexibility accommodates diverse student needs and career aspirations. Conversely, CBCS mandates a fixed 3-year undergraduate program, offering no variations in duration or exit points.

3. Multiple Entry and Exit Options: The NEP introduces the concept of multiple entry and exit points in undergraduate programs. Students can leave the program after completing specific milestones and earn corresponding qualifications - a certificate after one year, a diploma after two years, a degree after three years, and a research specialization after four years. In contrast, CBCS lacks this provision and requires students to complete the full program to earn a degree.

4. Focus on Research: The NEP places a strong emphasis on research and innovation. By offering a 4-year undergraduate program with research opportunities, the NEP encourages students to engage in advanced studies, develop critical thinking skills, and contribute to knowledge creation. CBCS, however, does not integrate research components into undergraduate programs, limiting opportunities for students to engage in meaningful research at the early stages of their education.

5. Curriculum design: Under the NEP, the curriculum is holistic and skill-based, with a focus on vocational training and multidisciplinary education. The NEP also prioritizes equipping students with skills relevant to the 21st century, such as critical thinking, communication, and problem-solving. In comparison, CBCS primarily adheres to traditional academic framework, with limited integration of vocational or skill-based components.

6. Global perspective: The NEP incorporates a global perspective by encouraging credit transfers through the Academic Bank of Credits (ABC). This system enables students to transfer credits between institutions, including international universities, fostering a more internationalized curriculum. Additionally, the NEP aims to establish partnerships with global institutions to enhance the quality of education in India. On the other hand, CBCS has a limited global outlook and does not emphasize credit transfer or international collaboration to the same extent.

In essence, while CBCS laid the groundwork for flexibility in higher education, its scope remained discipline-centric and structurally rigid. NEP 2020 builds upon this foundation, offering a more inclusive, research-driven, and internationally aligned framework. By addressing the shortcomings of CBCS and embracing a holistic approach, NEP 2020 aims to modernize India’s education system, making it more adaptable to the evolving demands of the global landscape.

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