



Curriculum Redesign and Pedagogical Innovation under NEP 2020: A Roadmap for Transforming Higher Education in Andhra Pradesh

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ABSTRACT

The National Education Policy (NEP) 2020 represents a comprehensive reform framework aimed at transforming India's higher education system into a flexible, multidisciplinary, skill-oriented, and research-driven ecosystem. The policy aligns education with the national vision of Viksit Bharat @ 2047 by emphasizing Outcome-Based Education (OBE), Academic Bank of Credits (ABC), Four-Year Undergraduate Programme (FYUGP), experiential learning, and digital transformation.

This paper examines curriculum redesign and pedagogical innovation under NEP 2020 with special reference to Andhra Pradesh. The study adopts a conceptual and policy-analytical methodology based on NEP provisions, UGC guidelines, APSCHE reports, and contemporary educational theories. The theoretical framework integrates Outcome-Based Education, Constructivist Learning Theory, Experiential Learning Model, and Human Capital Theory.

The paper analyses the implementation of NEP reforms in Andhra Pradesh, including skill development integration, internships, multidisciplinary electives, research orientation, and digital infrastructure initiatives in Government Degree Colleges. It identifies institutional, faculty, and infrastructural challenges in implementation and proposes a strategic roadmap for sustainable transformation.

The study concludes that systematic curriculum redesign, supported by faculty development, infrastructure strengthening, research culture promotion, and industry-academia collaboration, can significantly enhance employability and academic excellence. Andhra Pradesh has the potential to emerge as a model state in NEP implementation, contributing meaningfully to India's long-term developmental vision.

Keywords: National Education Policy 2020, Curriculum Redesign, Pedagogical Innovation, Outcome-Based Education, Andhra Pradesh, Higher Education Reform, Viksit Bharat 2047.

1. Introduction

NEP 2020 marks the first major education reform in India after three decades. It shifts the focus from rote-based instruction to competency-driven, multidisciplinary, and research-oriented learning. The policy aims to increase Gross Enrolment Ratio (GER) to 50% by 2035 and promote flexible academic pathways.

In Andhra Pradesh, higher education institutions operate under APSCHE and affiliated universities. Traditional curricula were largely examination-centric and theory-oriented. NEP-driven reforms such as CBCS revision, FYUGP implementation, skill integration, internships, and digital learning initiatives aim to modernize the academic framework and align education with employment and innovation needs.

2. Review of Literature

Existing studies highlight that multidisciplinary education enhances creativity and critical thinking. Outcome-Based Education ensures measurable learning outcomes and academic accountability. Experiential learning through internships improves employability skills. Human Capital Theory suggests that investment in education leads to economic growth.

However, literature indicates implementation gaps in state-funded colleges, especially regarding infrastructure and faculty preparedness. There is limited state-specific analysis of NEP implementation in Andhra Pradesh, which this study attempts to address.

3. Research Gap

While several studies discuss NEP 2020 at the national level, limited research focuses on state-level implementation analysis, particularly in Andhra Pradesh. There is also a lack of integrated discussion combining theoretical foundations with policy execution in Government Degree Colleges. This paper addresses this gap by providing a structured analytical perspective.

4. Objectives of the Study

1. To examine the key provisions of NEP 2020 relating to curriculum redesign.
2. To analyze theoretical foundations supporting pedagogical innovation.
3. To evaluate NEP implementation in Andhra Pradesh.
4. To identify challenges in institutional execution.
5. To propose a strategic roadmap for effective transformation.

5. Methodology

The study adopts a conceptual and analytical approach. Data sources include NEP 2020 policy documents, UGC guidelines on ABC and FYUGP, APSCHE curriculum reports, and secondary academic literature. The analysis synthesizes theoretical perspectives with policy-level implementation.

6. Theoretical Framework

Outcome-Based Education (OBE) focuses on measurable programme and course outcomes. Constructivist theory emphasizes learner-centered education. Kolb's Experiential Learning Model promotes practical engagement through internships and projects. Human Capital Theory links education investment to productivity and economic development.

7. Andhra Pradesh-Specific Implementation

Key initiatives include FYUGP with research option, Academic Bank of Credits, mandatory skill enhancement courses, community service projects, internship mandates, and digital classroom infrastructure. These reforms aim to enhance flexibility, mobility, employability, and research orientation among students.

8. Pedagogical Innovations

Innovative teaching approaches include flipped classrooms, case study methods, project-based learning, blended learning models, ICT-enabled instruction, and continuous internal assessment systems. These methods promote analytical thinking, communication skills, and collaborative learning.

9. Challenges in Implementation

Challenges include faculty readiness, ICT skill gaps, rural digital divide, infrastructure limitations, funding constraints, and need for stronger industry linkages. Administrative coordination between universities and colleges also requires strengthening.

10. Policy Implications and Strategic Roadmap

Effective implementation requires continuous faculty development programmes, infrastructure investment, research funding support, structured industry partnerships, startup incubation promotion, and inclusive education mechanisms for first-generation learners.

11. Future Research Directions

Future studies may conduct empirical surveys on student employability outcomes, faculty perception analysis, and comparative state-level studies on NEP implementation effectiveness.

12. Conclusion

Curriculum redesign under NEP 2020 represents transformational change rather than structural adjustment. Andhra Pradesh has initiated progressive reforms; however, sustained success depends on coordinated implementation, faculty empowerment, and infrastructure modernization. With systematic execution, the state can emerge as a leader in higher education transformation.

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