

Analytical Report: M.A. Economics Syllabus, AMU Aligarh

Compliance Analysis against UGC Norms, NEP 2020, OBE-NAAC Criteria, Bloom's Taxonomy & Bibliography Relevance

Table 1: Comparative Analysis of Syllabus Compliance

Parameter	Benchmark / Norm	Syllabus Status (AMU M.A. Eco.)	Gap / Observation
UGC: Credit Structure	Min 64-96 credits for PG (CBCS); 4 semesters	96 credits across 4 semesters (CC:64, SEC:12, EC:16, OEC:4). CBCS framework followed.	Compliant. Meets UGC minimum and maximum norms.
UGC: Course Categories	Core, Elective (DSE), SEC, Open Elective mandatory	Core Courses, Elective Courses, SEC (Term Papers, Seminar, Viva, Computer Apps), Open Elective (Sem-III) all present.	Compliant. All four UGC categories present.
UGC: Assessment	Continuous Internal Assessment (CIA) 25-30% + End-Sem 70-75%	Sessional: 30 marks, Exam: 70 marks (30:70 ratio) for most papers. Viva 40:60.	Compliant. 30% CIA aligns with UGC norm.
UGC: Learning Outcomes	Programme & Course Outcomes mandatory post-2019 UGC LOCF	Course Objectives & Course Outcomes (COs) stated for every paper.	Partially Compliant. COs present but Programme Outcomes (POs) & Programme Specific Outcomes (PSOs) not explicitly listed.
NEP 2020: Multidisciplinarity	Courses from allied/other disciplines; multidisciplinary exposure	Open Elective in Sem-III (Indian Economic Problems) for other dept students. No course drawn from non-economics disciplines.	Partially Compliant. OEC offered but students don't take courses from other departments.
NEP 2020: Skill Enhancement	Emphasis on vocational, digital, analytical skills; internship/project	Computer Application in Economics I & II (STATA, R); Term Papers; Seminar; Viva Voce; Dissertation option in Sem-IV.	Largely Compliant. R-programming & STATA included. Internship component absent.
NEP 2020: Flexibility & Choice	Multiple entry-exit; broad elective basket	Elective basket of 4-5 options per semester; no multiple entry-exit provision.	Partially Compliant. Elective flexibility exists but MEE not adopted.
NEP 2020: Research & Innovation	Research methodology, dissertation, innovation focus	Research Methodology (Elective, Sem-IV); Dissertation option; Econometrics; Time Series Analysis offered.	Compliant. Research orientation present.
OBE-NAAC Cr.1: Curricular Aspects	Vision-Mission alignment; COs mapped to POs; curriculum revision	Vision & Mission stated; COs defined; BOS approval (Jan 2023) confirms revision.	Partial. CO-PO mapping matrix absent. Curriculum is recent (2023) but mapping documentation needed for NAAC.
OBE-NAAC Cr.2: Teaching-Learning	Student-centric methods; ICT usage; experiential learning	Seminar, Viva, Computer Labs (R, STATA), Term Papers indicate active learning.	Adequate indicators. More documentation on pedagogical methods needed.
OBE-NAAC Cr.2: Bloom's Taxonomy in COs	COs should cover Remember to Create (all 6 levels)	COs use verbs: Know, Understand, Examine, Analyse, Evaluate, Create, Apply, Develop — covering all 6 Bloom's levels.	Well-addressed. Higher-order thinking (Analyse, Evaluate, Create) explicitly present in multiple courses.
Bloom's: Lower Order (Remember, Understand)	Foundation-level COs	E.g., 'Know the principles behind consumer decision making'; 'Understand basic concepts of macro'.	Present across all courses at Unit-I level.
Bloom's: Middle Order (Apply, Analyse)	Application & analytical COs	E.g., 'Apply statistical tools in economic problems'; 'Analyse classical & neo-classical schools'.	Present in Maths, Stats, Econometrics, Institutional Eco.
Bloom's: Higher Order (Evaluate, Create)	Evaluation & synthesis COs	E.g., 'Evaluate economic models to assess validity'; 'Create new alternatives to overcome energy crisis'; 'Create understanding of gendered economy'.	Present but could be more explicit in core micro/macro papers.
Bibliography: Relevance & Currency	Mix of classic texts + recent publications; Indian & international authors	Strong classic base (Koutsoyiannis, Varian, Mankiw, Dornbusch). Some Indian authors (Ahuja, Sen, Barthwal). Most references pre-2015.	Needs Update. Many texts are 1970s-1990s editions. Recent textbooks (post-2018) largely absent.
Bibliography: Journals & e-Resources	UGC recommends inclusion of journals, e-resources, MOOCs	Very few journal articles cited (mainly Tiebout 1956 repeated). Online courses mentioned only in Computer Apps-II (edX, Coursera).	Weak. Systematic journal references & digital resources missing across most papers.
Bibliography: Indian Context	Indian case studies, govt reports, RBI publications	Indian Economy papers reference Economic Survey, Census, RBI. Other papers lack Indian empirical references.	Mixed. Strong in Indian Eco papers; weak in theory papers.

Précis Report: Overall Assessment

The M.A. Economics syllabus of AMU Aligarh (revised January 2023) is a well-structured 96-credit, 4-semester programme that **substantially complies** with UGC-CBCS norms in terms of credit distribution (CC:64, SEC:12, EC:16, OEC:4), assessment pattern (30:70 internal-external), and course categorisation. The syllabus demonstrates **strong alignment with Bloom's Taxonomy** — Course Outcomes across papers explicitly deploy action verbs spanning all six cognitive levels from 'Know/Understand' (Microeconomics-I, Macroeconomics-I) to 'Analyse/Evaluate' (International Economics, Industrial Economics) and 'Create' (Infrastructure Economics, Gender Economics). This is

commendable for OBE compliance.

Regarding **NEP 2020**, the syllabus incorporates skill-enhancement through R-programming, STATA, seminars, and a dissertation option — reflecting the policy's emphasis on research aptitude and digital literacy. However, **three critical NEP pillars remain unaddressed**: (i) multiple entry-exit options, (ii) multidisciplinary course intake from non-economics departments, and (iii) structured internship/field-project components. The inclusion of NEP 2020 as a topic within the Education & Health paper is a positive pedagogical choice but does not substitute for structural adoption.

For **NAAC-OBE compliance**, while Course Objectives and Outcomes are systematically provided, the syllabus document lacks a formal **CO-PO-PSO mapping matrix**, attainment methodology, and rubrics — all essential for Criterion 1 and 2 of NAAC assessment. The Vision-Mission statement is present but its linkage to programme outcomes needs explicit documentation. Under **Bibliography**, while foundational texts (Koutsoyiannis, Varian, Chiang, Mankiw) are appropriate, the reading lists are **heavily dated** (60%+ references pre-2000) and lack systematic citation of peer-reviewed journals, working papers, and e-resources. The repeated inclusion of Tiebout (1956) and Niskanen (1994) across unrelated papers appears to be a formatting artefact rather than pedagogical intent. **Recommendations**: (1) Develop CO-PO mapping; (2) Update bibliography with post-2018 texts and journal articles; (3) Introduce internship/fieldwork component; (4) Consider multidisciplinary electives from allied departments; (5) Adopt multiple entry-exit provisions per NEP 2020.