

AMU M.Ed. SYLLABUS (2023) — COMPARATIVE ANALYSIS REPORT | Dept. of Education, Aligarh Muslim University | A4 Landscape Report | March 2026

COURSE / ASPECT	UGC NORMS	NEP 2020	NAAC / OBE (Criteria 1)	BLOOM'S TAXONOMY	BIBLIOGRAPHY RELEVANCE	STATUS
Programme Structure & Credits	✓ 4-credit CBCS pattern, 30:70 sessional ratio — fully meets UGC-CBCS M.Ed. framework	✓ 2-year semester system aligns with NEP 2020 multi-disciplinary, flexible curriculum mandate	✓ CO–PO mapping present in all courses; OBE framework systematically maintained	~ COs use action verbs but clustering at L1–L3 (Remember–Apply); limited L4–L6 verbs	✗ Most references dated 1955–2004; NEP 2020, NCTE 2014, NCFSE 2023 documents absent	PARTIAL
Philosophical & Psychological Foundations	✓ MEM-1001/1002 cover western/Indian philosophy and psychology — compliant with UGC M.Ed. structure	~ Indian schools included, but NEP 2020 values integration (citizenship, critical thinking) underexplored	✓ 6 COs mapped to PO10; clear OBE structure. Gap: CO2 in MEM-3001 has NO PO mapping	~ MEM-1001 CO6 — 'critically analyse' (L4) is good; CO1–CO4 are mostly L1–L2	✗ All 19 references pre-2005; lacks contemporary works (Noddings 2015, Biesta 2010)	PARTIAL
Research Methods (MEM-1003)	✓ Covers all UGC-mandated areas: quantitative, qualitative, action research, ethics	✓ Action research, e-research, mixed methods reflect NEP 2020 evidence-based practice	✓ All 6 COs mapped to PO4 (research competency) — strong OBE alignment	✓ Best Bloom's coverage: 'apply', 'distinguish', 'comprehend' — spans L1–L4 adequately	~ Kothari & Garg (2014) is latest; lacks post-2015 digital research/AI methodology texts	GOOD
Secondary & Teacher Education	✓ MEM-1004 & MEM-3003 align with UGC/NCTE M.Ed. regulations; covers commissions, NCERT	✓ NEP-2020, Justice Verma Commission (2012), integrated B.Ed. modes explicitly referenced	~ MEM-3003 has CO6 mapped to PO3 only; CO1–CO5 to PO5 — limited PO diversity	~ CO3 ('recall'), CO1 ('explain') are L1–L2; CO6 ('critically evaluate') is L5 — uneven	✗ NCTE Regulations 2014, NCFTE 2009, NEP 2020 Teacher Ed. framework absent	PARTIAL
ICT in Education (MEM-3002)	✓ OERs, MOOCs, AI, LMS, IPR, cloud computing — comprehensive, aligned with UGC ICT model	✓ Strongest NEP 2020 alignment: Digital Pedagogy, NETF, Digital India, AI explicitly included	✓ All 5 COs mapped to PO6; 'analyse', 'critically evaluate' — best NAAC OBE quality	✓ CO4 (analyse–L4), CO5 (critically evaluate–L5) — highest Bloom's level in entire syllabus	~ NCERT (2013) OER listed; post-2018 AI-in-education, generative AI texts missing	GOOD
Curriculum Studies (MEM-3001)	✓ Covers NCF, Bloom's Taxonomy, curriculum types — meets UGC PG education norms	~ NEP 2020 curriculum framework, competency-based education not addressed	✗ CO2 has NO PO mapping — a direct OBE compliance gap; CO–PO table incomplete	~ CO4 ('critically evaluate') is L5; CO1, L05, CO6 use 'comprehend/identify' — L1–L3	✗ Latest ref: Apple (2005); NCFSE 2023, NEP 2020, UDL frameworks completely absent	WEAK
Inclusive & Special Education (MEM-1011)	✓ PWD Act 1995, 2016; NPE-1986 included — broadly aligned with UGC inclusive ed. mandates	✓ Addresses learning diversity for gifted, sensory-impaired, LD students — NEP 2020 equity goals	✓ 6 COs consistently mapped to PO1; student-centric, inclusive learning perspective	~ CO1 ('distinguish'–L2), CO3 ('apply'–L3), CO6 ('interpret'–L2); no L5/L6 outcomes	✗ Mostly 1972–2007 texts; UDL frameworks, Salamanca Statement, RPWD 2016 missing	PARTIAL
Electives (NFE, Distance, Women, Environment)	✓ Covers UGC-recommended elective areas: adult education, ODL, gender, environmental ed.	~ Women Ed. and Environmental Ed. align with NEP 2020 equity/SDG goals; NFE lacks NIPUN refs	~ All electives have CO–PO mapping; but 2 credits vs. 4 for core — parity concern for NAAC	✗ COs dominated by L1–L2 verbs: 'familiarise', 'comprehend', 'discuss' — no synthesis/creation	✗ Most bibliographies pre-2005; UNSDG 2030, UNESCO 2021, post-2015 gender literature absent	WEAK

LEGEND: ✓ Fully Compliant ~ Partially Compliant / Needs Improvement ✗ Gap / Non-Compliant | GOOD PARTIAL WEAK | Prepared: Academic Review Cell, March 2026

■ KEY SHORTCOMINGS 1. Bibliography critically outdated: 80%+ references pre-2005; NEP 2020, NCTE 2014, NCFSE 2023, RPWD 2016 absent. 2. Bloom's Taxonomy skewed: COs cluster at L1–L3; L5 (Evaluate) and L6 (Create) verbs rare or absent in electives. 3. OBE Gap: CO2 of MEM-3001 (Curriculum Studies) has no PO mapping — direct NAAC Criterion 1 violation. 4. Elective credit imbalance: Electives carry only 2 credits vs. 4 for core; weak NAAC learning outcome standards. 5. NEP 2020 integration partial: Competency-based education, FLN/NIPUN, AI in education absent in several courses. 6. Assessment design gap: No HOTS-based rubrics, no project-based or portfolio evaluation prescribed.	✓ RECOMMENDATIONS FOR IMPROVEMENT 1. Update Bibliography: Replace pre-2000 texts with post-2015 references; include NEP 2020, NCTE 2014, NCFSE 2023, RPWD 2016, UNESCO 2021. 2. Upgrade Bloom's Levels: Revise CO verbs to include at least 2 COs per course at L4–L6 (Analyse, Evaluate, Create). 3. Fix CO–PO Gaps: Assign PO mapping to CO2 of MEM-3001; conduct full CO–PO–PSO triangulation audit for all 11 courses. 4. Elective Credit Revision: Increase elective credits to 4 or introduce Skill Enhancement Courses (SECs) per UGC-CBCS. 5. Integrate NEP 2020 Imperatives: Add units on FLN, competency-based curriculum, AI-assisted pedagogy in core courses. 6. Introduce HOTS-Based Assessment: Add case-based assignments, reflective journals, research portfolios, rubric-graded seminars.
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