



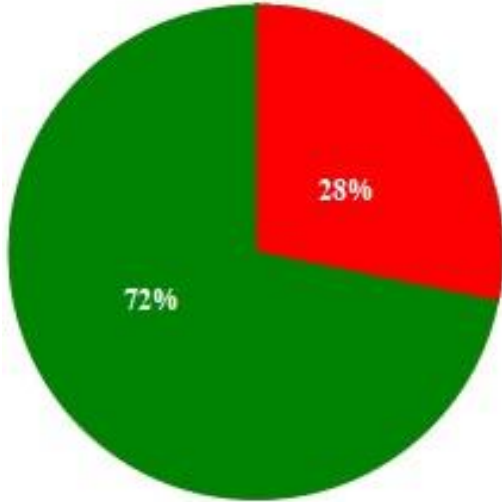
مولانا آزاد نیشنل اردو یونیورسٹی  
مौلانا آزاد نیشنل اردو یونیورسٹی  
**MAULANA AZAD NATIONAL URDU UNIVERSITY**  
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A central University Accredited 'A' Grade by NAAC

### All Departments Teachers' Feedback

Feedback Form	Teachers' Feedback	Period	Dec 2017
School	All Schools	Department	All Departments
Teacher(s)	All Teachers	Course(s)	All Courses

1. Did you devise the course that you taught?

1. کیا آپ نے جو کورس پڑھایا اس کی تشکیل کی

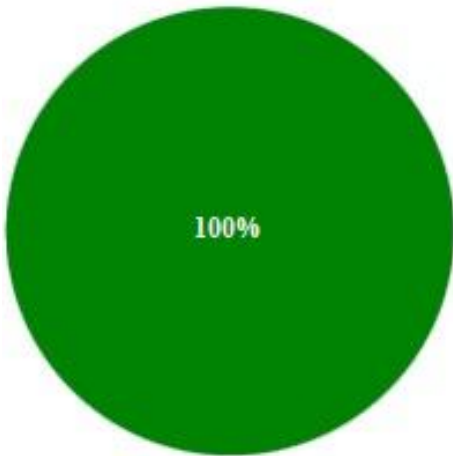


Did you devise the course ...

■ No  
■ Yes

2. Did you cover the entire course/syllabus assigned to you?

2. کیا آپ نے اس کورس کے نصاب کا مکمل احاطہ کیا / نصاب کو مکمل پڑھایا



Did you cover the entire c...

■ Yes

### 3. How do you wish to revise the course?

3. آپ کس طرح سے اس کورس میں تبدیلی لانا چاہیں گے

Increase student participation through tutorials and problem solving.
It should be more relevant
As the students are to be given updated knowledge on Sociological understanding, the same is required to place in syllabus
Through Critical Analysis
No perceived need
No
It is fine
Content
More involvement of Teachers in course designing
Remedial and doubt clearing class
More practical, implementable, coordinated, comprehensive
By making it more than just theoretical
No
Remedial classes
Remedial Classes
By comparing curriculum with other high performing universities in India
workshop on the topics to be included, or revise
No need already as per NCTE
No
By feedback from subject teacher
Eliminate overlapping
Adding more practical orientation in topics
By incorporating the contemporary issues and space for innovations with constructivist approach and skill development.
As per NCFTE 2009
*I taught the paper of Research Methodology & Statistics at Ph.D. level. The paper needs to be revised and may be sequenced in a more effective manner particularly Unit 3 and Unit 4.
*I taught Curriculum Studies paper in M.Ed III sem. The syllabus is very basic of the level of B.Ed. A unit of Curriculum management may be incorporated from Administration paper of M.Ed Sem IV.
*I taught Communicative English Paper at B.Ed. level. The paper is very theoretical. I tried personally to motivate them to practice more and more. Our CTEs require a modern language lab which will motivate and support students and teachers in improving their communication skills. In fact I suggest instead of theory paper there should be an elongated internal oral and written viva in this 50 marks paper to enable learners work hard on their oral English.
Reviewing current curriculum as per the objective determined and outline the current and relevant topics.
It should be more skill based
Yes . would like to add SPSS practical part in the syllabus

group discussion and questioning
No need
No need
Blending with Technology
By clearing students doubts
As per NCF
Compose a syllabus that contains an expanded discription of the course it's objectives and requirements
Not required by this moment
Curriculum revision committee in workshop mode
By organising work shops and experts views
By adding practical components.
By adding practical components.
Updating the Course and discussion
Yes, as per UGC guidelines
On the base of Internal Assessment
As per need of the Depwhats at.
As per rquirement
According to the needs of toime new topics are added.
I taught Pedagogy of Urdu in B. Ed I sem and Teacher Education in M. Ed I sem. The syllabus of Teacher Education is lengthy it may be cut one unit and total four unit may be spread into five unit
We wish to revise the course as per the Industry advancement.
It's satisfactory
Brain storming
Through BOS
Through BOS
yes
skills
as per NCFTE
in view of feed back from students and in the light of changing scenario.
Yes
bring coherence in the course content
by taking questions from students and by presenting summary of the course
some minor changes needed in the course content
I felt the course was up to date and di not need any major revision.
Pedagogy papers should have one specific full unit related with the school subject content.
Pedagogy papers should have one specific full unit related with the school subject content.
According to competitive exam
CBCS system has been introduced for both UG and PG level courses. Some new topic have been added in the course.
Updated the syllabus by incorporating new topics in Public Policy and Introduction to Indian Constitution

This is where the course improvement process begins. which indeed gives more confidence to students
by including the latest emerging areas
It should be skills based and multidisciplinary
Feedback from students, faculty members, employers and Alumni
Already revised
regularly
every Semester
Addition of aaplets
Appropriate course content
Tests seminar projects and discussion
Modification done during semester. So not needed
By adding some content which is the requirement of the industry.

#### 4. Which ICT tool or technique did you employ for rendering the course?

4. اس کورس کی تدریس میں کس معلوماتی اور تربیتی ٹیکنالوجی کا آپ نے استعمال کیا

Overhaul projector and ppts
Projector, Laptop etc.
OHP
OERs, Shodhganga portal, ePG Pathshala
ppts
Power point presentation
PPT
Google classroom
Internet, Projector and Power Point
Power point presentation, smart class
watsapp, PPT, web, internet
PPT
E mail, WhatsApp, and pdf documents, e resources.
PowerPoint presentation
ICT based Teaching and PPTs
Language Lab and online resources
ppt videos
Computer laptop mobile power point
Computer laptop mobile power point presentation
PPT
PowerPoint
Power point, educational videos

No facility Available
Ppt
Mobile the most important and frequently used tool. I used my personal Laptop also very frequently and consistently during my teaching learning. Whatsapp group were frequently used among faculty members and students also for different academic purposes both during classes beyond that and during internship and community projects and works.
Slide Presentation and sharing videos related to the topic.
Desktop, laptop, projector and mobile
Few links of Videos of Quantitative analysis will be shown and shared .
powerpoint
Projector
Projector
Google Classroom, Google Meet, YouTube, Web 2.0 Tools etc.
Powerpoint presentation
Computer Based Teaching
Projector, laptop etc
Not used
Web resources, videos, PPT,
Power point
Power Point Presentations.
Power Point Presentations.
OHP, LCD Projector, Computer and Laptop
Google, SPSS
Laptop PPT presentation
Pictures internet PPT.
Available tools in the Dept.
Intert is widely used
Power point, WhatsApp, google
We deliver the lectures through presentations using laptops and projectors in addition to traditional classroom teaching aids using white/black boards etc.
Powerpoint presentation
Ppt
Google meet
NO
blackboard teaching
swayam, classroom
PPT
Projector and PPT
Projector
online content
PPT presentation on projector
Online material, E-content, you Tube videos/movies/ documentaries, and prepared video lessons at IMC MANUU for the students
Youtube videos, e-IR web.

PowerPoint presentations, Free web resources, Educational CDs, Personal Smart phone, LCD Projector, Public Address System.
PowerPoint presentations, Free web resources, Educational CDs, Personal Smart phone, LCD Projector, Public Address System.
PPT
e-content, E-pathshala, IMC Video lessons, Power point Presentation, Youtube, Movies and documentaries
Video lesson is prepared on Panchayat Raj and uploaded by the IMC, MANUU. It can be accessed by the following link, <a href="https://www.youtube.com/watch?v=7CxAlYxGOCc">https://www.youtube.com/watch?v=7CxAlYxGOCc</a>
Projector, Power point presentation etc
computer
Laptop, Mobile, Desktop and Projector etc.
PPT
PPT and spreadsheet
laptop
smart class
Geogebra Software
PowerPoint presentation, videos
PPT and Educational Apps
PPT Video demonstration
google classroom, youtube, google meet and other social media tools.

##### 5. How do you evaluate the class/students that you taught?

5. کس طریقہ سے آپ طالب علموں کی جماعت کا محاسبہ کریں گے جن کو آپ نے پڑھایا؟

Good
Discussions, paper test, presentation, debate and competitive writing test.
Pro active and motivated to acquire more knowledge
Formative Tests(Classroom group discussion, Internal Assessment Paper pencil Test) Assignment and Project Method
Assignments, presentations and tests
By Assignments, term end examination, practicals, work book, MCQs, Viva, projects
Assignment, Sessional, Observation Presentation
Assignments Tests Seminar
Formative evaluation that includes Class tests, Assignments, Practicum
Written, Oral, viva and presentation
Good
Assignments Tests and projects
Assignment and exams, teaching internship and field work
Written, oral, Project

Written, Oral and presentations
Formation assessment
group discussion, seminars
Continuous internal evaluation
Continuous internal evaluation
Unit test
CCE
CCE
Sincere and hardworking
Through seminars and tutorials
Internal Tests, Practicum supported by presentations and submissions
Evaluate the students through test and assignment and discussion.
I would like to evaluate through presentation, assignment and written test
By giving assignments and conduct internal exams & External examinations
test,questioning
Test Assignments Seminars
Test Assignments Seminars
Formative and Summative Evaluation
Internal oral and written test
Written,oral&Pray
Using classroom assessment techniques
By providing test, assignment and seminars
Internal test, assignment, observation, project, viva-voce, seminar presentation etc
Group discussion and presentation
Internal exams and Assignments.
Internal Assessment and Assignments.
Assignment, Test, Seminar, Group Discussion and Colloquium
Q A session
Examination and observations
Personal involvement with the students
Apart from assignments seminars with personal contacts.
By means of personsl contact and watching their behaviour
Test, Assignment, Viva-voce, seminar presentation
We take classroom feedback from students during teaching and discuss the concepts by regular question & answer sessions. We take two sessional exams and one End Semester Examinations to evaluate our students.
Interaction, assignment, seminars and internal assessment
Formative assessment
Through assignments , presentation and internal test.
Through Assignments, presentation and internal test.
class test
Presentation, written assignment and group discussion.

good
students presentation and assignments.
Class Test
Test, discussion, assignment , presentation
through conversation during class and by taking different types of tests
Class test, assignment, seminar
Assignments and exam.
Class tests, Assignments, Seminar presentations, Group Discussions, Term end exams (Semester System)
Class tests, Assignments, Seminar presentations, Group Discussions, Term end exams (Semester System)
Assignments and Presentation
two class test, one assignment and presentation
Seminars, Assignments, Tests and Quiz
Assignment, Internal , quiz, task and presentation
Through assignments seminar presentations test and also discussions
Presentation, Discussion, Seminar, MCQ and Written test etc.
Group presentations, assignments
Good. By conduct of direct and indirect assessments.
Internal Assessments ,Tests, Presentations group discussions, End Semester Exams
Internal Assessments ,Tests, Presentations group discussions, End Semester Exams
Good
Quiz, tests and presentations
Tests Seminar and projects
Test, Seminar, Assignment
By asking Questions from a taught topic, By written test, by Assignment etc

6. Any other comment that you wish to make about course content, methodology, students etc

6 کوئی اور رائے آپ دینا چاہیں گے کورس کے مواد یا تدریس کے طریقہ کار یا طالب علموں کے بارے میں

No
The university should provide all the means to improve in all over learning process among students
Nil
Course e-content in Urdu may be developed
no
No
It is relevant



Nil
It should be more students centric and include local needs
Blended learning, flipped learning and inductive methods
Nil
Yes it need to be more practicable
No
Demonstration cum lecture method
Modern teaching techniques
Students need additional input in English
no
No
No
NA
Development of E content
Reconsidering the course content with short time span . Give more practical orientation
Needs revision
No
<p>*The PRACTICUM in each theory paper has been evolved after a long rigorous discussions and discourses but in practice they are undermined because our university has evolved a separate uniform pattern of internal test and assignment that do not fit B.Ed programme. As a result of which hardly practicum is supported with any kind of award and finally remains undermined. I hope B.Ed and M.Ed requires a separate startegy and mechanism of internal assessment and evaluation which differs a little from other liberal B.A B.Sc courses.</p> <p>*Further we need to evolve an innovative method of external examination which shpuld be a nice blend of oral presentations, open book exams including applied questions, time bound quick responding multiple choices and obviously a written exam of long essays.</p> <p>*As an innovative and best practice a third exclusive component with concrete weightage of Socially useful community and field based activities and planned working and reporting on that should be included in our B.Ed. programme.</p>
Focuses on equal weightage on theory as well as practical part.
To enhance critical and analytical Thinking among Students
Nothing specific
nil
No
No
Gaining of experiance with updating of Knowledge and Skill
Latest topic must be included
Flip learning method
Compose a syllabus that contains an expanded discription of the course it's objectives and requirements
No
No

No
No comments.
No comments.
Course content should be update
Research methodology must be updated
No
I revised myover stock book for reprint
Apat from revision of my one book iwrote anew book.
I revised another book
Methodology is quite well and behavior of students is good
--
Educational visits
Syllabus revision
NO
NO
no
no
more emphasis on practical
students should be trained to be able to express their views.
No
update the course
it is better if we adopt new tools in class
Few changes required in the syllabus
None
Making teaching practice and internship component of the B.Ed. (R) programme more structured with respect to the time and different activities so that there can be uniformity in its execution and transaction.
Making teaching practice and internship component of the B.Ed. (R) programme more structured with respect to the time and different activities so that there can be uniformity in its execution and transaction.
No
Course content is good it covers all the relevant topic. students need to study more books both in Urdu and English and taken to the Historical places for first hand experience of Historical Monuments. For Project work students have been assigned to work on Historical sites.
Students are encouraged to learn from online sources like IMC MANUU online lectures and MOOCS.
no
course content has emerging areas.
No
participation
No
computer Lab
computer Lab
None

Appropriate course content, discussion and demonstration methods used, motivated students
Good methods
No
Course content need to be industry oriented so that student should not get difficulty in future.