مولانا آزاد نیشنل اردو یونیورسٹی

मौलाना आज़ाद नेशनल उर्दू यूनिवर्सिटी

MAULANA AZAD NATIONAL URDU UNIVERSITY

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Web: http://www.manuu.ac.in
A central University Accrediterd 'A' Grade by NAAC

All Departments
Teachers' Feedback

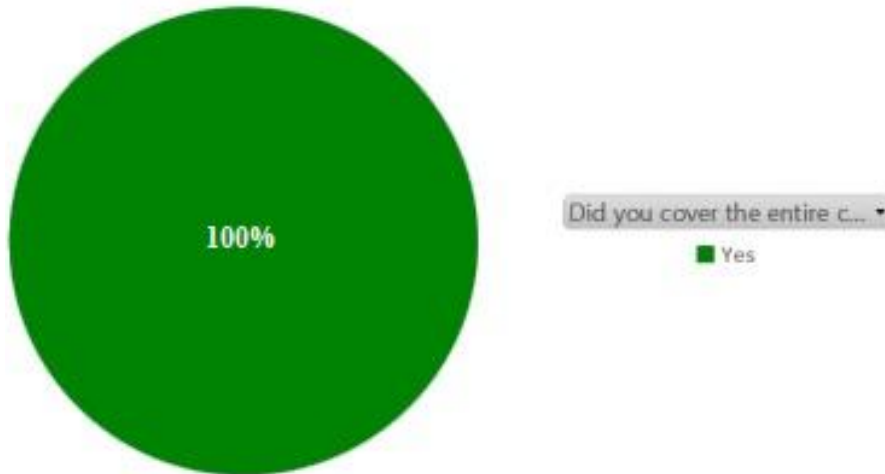| Feedback Form	Teachers' Feedback	Period	May 2018
School	All Schools	Department	All Departments
Teacher(s)	All Teachers	Course(s)	All Courses

1. Did you devise the course that you taught?

1 . کیا آپ نے جو کورس پڑھایا اس کی تشکیل کی
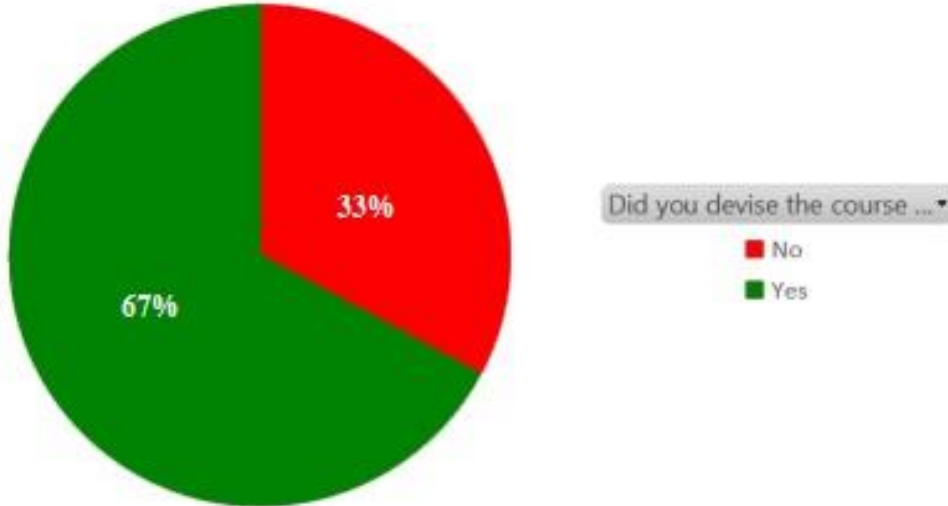
2. Did you cover the entire course/syllabus assigned to you?

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

3. How do you wish to revise the course?

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3. آپ کس طرح سے اس کورس میں تبدیلی لانا چاہیں گے
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Increase student participation through problem solving.
More concise and specific
Based on the requirement of the course an updated syllabus will be developed
Through ICT integration in terms of OER
Always motivating my students for asking questions for their doubts and if they want more clarification on specific topic I do my best also promotes group discussion.
No
No need perveived
No
No
Revised
It is good
Yes
More involvement of Teachers in course designing
By reviewing time to time by experts of the concerned fields
As per need of students we taken remedial and doubt classes
Overall it's excellent
Based on professional and learners needs
By making it more and more practicable
No
Doubt clearing sessions or Remedial classes
Remedial Classes
By comparing curriculum with other high performing universities in India
update of the syllabus
For having better understanding for myself or to the students sake
No need already as per NCTE
By feedback from subject teacher
ICT enabled
Giving more practical orientation, reducing the course content
By incorporating the contemporary issues and space for innovations with constructivist approach and skill development.
As per NCFTE 2009

* At M.Ed. Level I taught the paper of Educational Administration, Management and Leadership in Elementary Education. The paper needs inclusion of topics such as Brief History and evolution of Educational Administration. A topic needs to be incorporated as Educational Supervision. Unit on Management of curriculum may be shifted in curriculum development paper and its repetition in this paper may be avoided. The paper need incorporoation of more practical based approach and some case studies.

* At B.Ed level I taught paper of Assessment for Learning very crucial paper from pospective teachers perspective. How ever the paper is too over loaded taking into account semester duration and internship activities in the same semester. Units such as POLICY PERSPECTIVES AND REFORMS ON EVALUATION and Data Analysis may be withdrawn from this paper. Remaining content should be spead across five uniform units. In fact B.ED syllabus requires a separate paper on fundamental statististics instead of merging the same in one unit in the name of DATA ANALYSIS, FEEDBACK AND REPORTING in this paper of Assessment for learning Paper.

* I as a faculty of MANUU CTE Darbhanga was assigned to work on the syllabus of M.Ed Educational Measurement and Evaluation and I submitted the same at that very time which was as under

Proposed Syllabus and

Class- M. Ed.

Course Title: Educational Measurement and Evaluation
Course Code- MMED302CCT

Total Marks: 100 Total Credit: 3
(For Classroom Teaching: 3 and For Practicum: 1)
Total Contact Hours-80
(For Classroom Teaching: 48 and For Practicum: 1)
Objectives:
1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skill and competencies in constructing and standardizing a test.
5. To aware the Current Issues in Measurement and Evaluation
Unit- 1 Basic concept of Educational Evaluation
1.1 Concept, Scope, Need & Importance of Educational measurement and evaluation.
1.2 Principles of Measurement and Evaluation
1.3 Different Types of Measurement and Evaluation
(I) Formative & Summative, Internal & External, Qualitative & Quantitative, NRT (Norms-reference test) & CRT (Criterion-reference test), Subjective & Objective
(II) Achievement Test, Aptitude Test, Opinion Test, Perception Test, Attitude Test & Interest Inventory.
1.4 Constructivism and Measurement and Evaluation
Unit- 2 Theories and Models of Measurement and Evaluation
2.1 Generalisability Theory
2.2 Item Response theory
2.3 Time Score Model
2.4 Latent Trait Model
2.5 Rasch Measurement Model

Unit-3 Tools and Technique of Evaluation
3.1 Characteristics of good measuring tools.
i. Validity- Meaning of Validity, Types of validity in different context.
ii. Reliability- Meaning of Reliability, How to find out the reliability?
iii. Norms- Meaning of Norms, How to develop the Norms.
iv. Usability

3.2 Test standardization, Scaling Standard Scores- Z- Score, T-Score & C-Score

3.3 Interpretation of test-scores and methods of feedback to student

3.4 Preparation of Subjective and Objective test, Scale, Questionnaire, Schedule, Inventories, and Performance test.

3.5 Construction of Achievement Test, Aptitude Test, Opinion Test, Perception Test, Attitude Test & Interest Inventory.

Unit- 4 Examination and Evaluation: Policy Perspectives

4.1 NCTE-2014, NCFTE-2009

4.2 NCERT Position paper on Examination reforms, NCF-2005

4.3 CBSE on Grading System, CCE (Continuous and comprehensive Evaluation)

4.4 Secondary Education Commission- 1952-53 (Mudaliar Commission) & NPE-1964-66(Kothari Commission)

4.5 NPE-1986 & POA-1992,

Unit- 5 Current Issues in Measurement and Evaluation

5.1 E- evaluation- Uses of Computer in Evaluation, computer assisted learning, computer Instructional Learning

5.2 Blended learning, Online Assessment and Evaluation

5.3 Open Book System of Evaluation & Question Bank

5.4 Issues- Transparency and feedback system in Evaluation

5.5 Recent trends and good Practices in Assessment and Evaluation

5.6 Ethics in Measurement and Evaluation

Practicum (Any Two)

1. Review one tool related to Aptitude Scale and prepares a report having brief history methodology and interpretation technique.

2. Review one tool related to Attitude scale and prepares a report having brief history methodology and interpretation technique.

3. Review one tool related to Perception Scale and prepares a report having brief history methodology and interpretation technique.

4. Survey and opinionniare on Non detention policy of Government of India

5. Survey good and innovative practices in examination and evaluation in B.Ed. colleges of your area.

6. Conduct a survey to find out the attitude of B.Ed students towards teaching profession and prepare a report.

7. Conduct a survey to find out the aptitude of B.Ed students towards reading comprehension and prepare a report.

8. Conduct a survey to find out the perception of B.Ed students towards PTM and prepare a report.

Brainstorming session should be conducted with all the faculty members who taught the same course and innovative and updated course may be develop. Practical course and recent and relevant topics should also be included in the course.
It should be more relevant and comprehensive
Yes would like to revise the course by adding latest concepts .
feedback, discussion and reteach
According to students interest and capability
No neef
Course is fine. It includes all the domains of learning..
Blending with Technology
As per need of students
To have some recent developed topic in the paper
Through curriculum revision committee
The course may be updated and red3signed to include the current trends in education...p
Experts views
By adding practical components.
By updating course material and discussion

.
As per UGC guidelines
Base of Internal Assessment
Concise and clear
After academic year workshop should be organised with all the concerned subject teacher
9according to requirement
M. Ed II Sem paper MMED212CCT Historical Political and Economic perspective of Education is lengthy. The course content may be reduced for semester.
Add project based learning to the syllabus
We wish to revise the course as per the Industry advancement.
It's satisfactory
By workshops
Course content development workshops
Through BOS
yes
skills
NCFTE
in view of feed back from students and in the light of changing scenario.
Yes
thematic order
by taking questions from students and by presenting summary of the course
Some minor changes need to be made in order to make it more comprehensive.
with some new ideas and themes
By increasing the conceptual content in the paper and reducing historical aspects
Pedagogy papers should have one specific full unit related with the school subject content.
As per competitive exam
CBCS system has been introduced for both UG and PG level courses. Some new topic have been added in the course.
The papers; Public Policy and NGOs and Development are updated to incorporate new areas to make it compatible with the developments in the respective fields.
once after completed whole syllabus, by analyzing the need of topic which needed.
By incorporating the the emerging areas
It should be skills based and multidisciplinary.
Feedback from students, faculty members, employers and Alumnii
Twice in a year
every year
NA
Remove overlapping topics incorporate new topics
Tests seminars Projects and discussion
By conducting extra classes
Not required
By adding content which I have learn while working in industry.

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

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4. اس کورس کی تدریس میں کس معلوماتی اور ترسیلی ٹیکنالوجی کا آپ نے استعمال کیا
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Power point
Projector, Laptop .
OHP
What's app application, LCD projector, OERs
Power point presentation with the help of projector and pc and mobile phone
ppts
ppts
Power point presentation videos documentary etc
Power point presentation videos documentary etc
OHP
PPT
Google classroom
Internet, Projector and Power Point
Computer, Google forms, Google class
Power point presentation
Open education resources
Watts app, mails, PPT, videos
PPT
E mail, WhatsApp group, YouTube, pdf documents and e resources.
PPT , ICT based Teaching
PPTs and ICT based Teaching
Language Lab and free online resources using mobile and projector
ppt and vidoes
Google forms, Google classroom, Google meet,Zoom etc
Computer laptop mobile power point
PPT
Projector
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 in fact initiated by me in the college and 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, Practical work in ICT Lab and sharing needful content and videos link.
Laptop, Mobile, desktop and Projector
Few Videos and related websites will be shared
PPT and smartboard
Power point

Projector google meet
Microsoft Applications, YouTube vedios and other softwares..
Google Classroom, Google Meet, YouTube, Web 2.0 Tools etc.
Smart Board Technology
Not used
PPT, web resources, video
Presently using Android phone WhatsApp, Google Classroom, online Classroom, emails and online invigilation and evaluation as ICT tools...
Power point
Power Point Presentations.
OHP, LCD Projector, Computer, Laptop and Smartboard
Google Classroom
Google
Laptop PPT presentation
Ppts and video
Web resources, videos,
Internet sources are shared to th students
Power point, whattsApp, google, Mobile, laptop
Powerpoint presentations
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 Googleclasses
Ppt
NO
projector
swayam, discussions
PPT LCD Projector
Projector and PPT
Projector
documentaries, photograpghs, online content material
ppt prentation on projector
I used the PPT and E-content along with the Youtube content, movies and documentaries.
Online material, E-content, You Tube videos/movies/documentaries and video lessons prepared at IMC MANUU
e-IR web content, youtube, e-resources (MANUU library).
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
PPT and Video lessons
ICT tools such as zoomit, pen marker, ppts, projectors etc
computer
Laptop, Mobile, Desktop and Projector etc.
PPT

Ppt and spreadsheet
smart class
NA
PowerPoint presentation, videos
PPts OHPs
Black board
Video, PPT
you tube, google meet, google classroom, WhatsApp etc.

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

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

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Good
Through Class Test, Presentation, Debate and Discussions
Very good learners
Formative, Summative and Observations on Group Discussion among Students
Internal written and oral test and presentation on specific topic
Assignments, presentations and tests
Assignments, presentations and tests
By Assignments, term end examination, practicals, work book, MCQs, Viva, projects
By Assignments, term end examination, practicals, work book, MCQs, Viva, projects
GOOD
Assignment,Sessional,Observation,Presentation
Assignment Tests Seminar Discussion
Formative evaluation that includes Class tests, Assignments,Practicum
By observing them in the class, by taking surprise tests some time and by evaluating their answer scripts.
Written, Orel, viva, presentation
Good
good
Projects and assignments
Assignment and exams, teaching internship and field work.
Written, Oral , project
Written, Oral and projects
Formative assessment
group discussion, seminars,
I would be having a sense of students right from their administration till the end of the course and meantime I would be having thier past academic performance also and of course this probably will trigger greatly a comprehension and simultaneously having assessment of thier progress as well.
Continuous internal evaluation

Unit test
CCE
Tests, CCE
Sincere and responsible
Through seminar and tutorials
Internal Tests written oral presentations Group activities continuous monitoring punctuality dedication and responsiveness etc
Evaluating through tests and conducting seminar presentation
I would like to evaluate through assignment, discussion, quiz and presentation
Seminars and internal examinations
discussions and tests
Good
Test Assignments Seminars
Students were enthusiastic, intelligent and active participants..
Formative and Summative Evaluation
Written,Oral& Practical
By providing test, assignment and seminars
Seminar presentation, internal test, assignment, project, viva-voce, observation, etc
By allowing them to do Presentations of Seminars online, evaluating Assignments and Tests sent through Google Classroom and observations through phone camera (Video)while they do Teaching Practice and other Teaching Learning activities..
Exam and group discussion
Internal Assessment and Assignments.
Assignment, Test, Seminar, Group Discussion and Colloquium
Both in formative and summative ways
QA session
Internal assessment and observations
Dedicated
Seminar presentation, test, observation
By personal care of the students
Test, Assignment, Viva-voce, Seminar Presentation
Through continuous evaluation
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
Formative assessment
Through Assignments, presentation and internal test.
class test
Presentation, written assignment and group discussion.

good
Presentation and Assignments.
Class Test
test. discussion, assignm,ent, presentation
through conversation during class and by taking different types
Class tests, assignment and presentation together with their overall participation in the classroom discussion.
Class test, Assignment and Seminar
Group project, article review and exam.
Class tests, Assignments, Seminar presentations, Group Discussions, Term end exams (Semester System)
Assignments and Presentation
two class test, one assignment and presentation
Seminars, Assignment, Tests and Quiz
Mini projects ,Assignment, Internal and presentation
conducting seminars giving assignments and tests
Discussion, Seminar, Presentation, MCQ and Written test etc.
assignments, presentations
Good. By conduct of direct and indirect assessments.
Internal Assessments ,Tests, Presentations group discussions, End Semester Exams
Good
Quiz,tests and presentations
Tests seminars and projects
By Conducting test / giving assignment
Test, Seminar, Presentation
By taking Surprise test, class debate, By taking Written exam

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

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

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No
A workshop should be organise to improve teaching methodologies and aptitude
Nil
Course Content is comprehensive.

Course content must be updated and more freedom given to the teachers for opting evaluation tool
no
no
No
No
Teaching should be bilingual but students prefer to listen the lecture in urdu rather than bilingual.
it is relevant
Nil
It should be more students centric
No
ICT, Demonstration, blended and flipped learning
Good
Nil
It need to be revised
No
Discussion, lecture Method
Inductive and Deductive methods
Students need additional input in English language teaching
no
Content which we teach obliviously has to pretty good perceptions on students future as well as on the social and national requirements to be enriched.
No
NA
Development of E content
The course content should be less to give more practical experience. To use more activities and participatory learning strategies. The students should be selected by interview besides the entrance test.
Needs revision
The course assigned to the teacher must be part of his/her areas of interest
*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. *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. *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.
Some student based individual well as group activities should be included in each course.
No
Compulsory Mini project should be part of Evaluation

nil
Na
No
B.Ed course content was prepared as per NCTE norms
Gaining of experience with updating of Knowledge and Skill
Latest method
No
No
Teachers need lots of practical training in using ICT tools..
No
No comments.
Course Materia should be update
None
research method be updated
No
No
No
I wrote 22 books in Urdu in Social sciences. Apart from this i contributed 4 chapters to MNUU DDE BOOK IN POL. SC.ntill now
Methodology is good. Course content developed in the light of NCTE guidline
The course content is according to NET and GATE, but students sometimes skip classes which makes it difficult for them to grasp
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Educational visits
New teaching methods based on constructivism
Adoption of sustainable development goals
NO
no
no
good practices need to be included.
Teaching should be as to make students having strong grip on their core subject.
No
update course
it is better if we adopt new tools in class
No.
Some minor changes needed in the PG paper.
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.
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 e-sources and also to prepare for competitive exam and NET exam.
UHV, improving Student club etc
students are motivated
No
participation
Excellent course content and methodology.
computer Lab
None
Appropriate course content, discussion and demonstration methods used, motivated students
good methods
We should conduct test once in a week or atleast 2 times in a month
None
Course Content need to be updated with the change in the industry requirements. we should use more digital platform , smart classroom etc.