

## **Maulana Azad National Urdu University**

### **Manual Students' Feedback 2014-2015 & 2015-2016**

| Department                | Programme | Semester        | No. of Students provided feedback |
|---------------------------|-----------|-----------------|-----------------------------------|
| English                   | MA        | I (2014-2015)   | 41                                |
| English                   | MA        | III (2014-2015) | 11                                |
| English                   | MA        | II (2015-2016)  | 38                                |
| English                   | MA        | IV (2015-2016)  | 38                                |
|                           |           |                 |                                   |
| School of Sciences        | B.Sc.     | I (2014-2015)   | 12                                |
| School of Sciences        | B.Sc.     | I (2015-2016)   | 14                                |
| School of Sciences        | B.Sc.     | III (2015-2016) | 12                                |
| School of Sciences        | B.Sc.     | II (2015-2016)  | 17                                |
| School of Sciences        | B.Sc.     | IV (2015-16)    | 7                                 |
|                           |           |                 |                                   |
| Mathematics               | M.Sc.     | I (2014-2015)   | 5                                 |
| Mathematics               | M.Sc.     | III (2014-2015) | 6                                 |
| Mathematics               | M.Sc.     | I (2015-2016)   | 7                                 |
| Mathematics               | M.Sc.     | II (2015-2016)  | 7                                 |
| Mathematics               | M.Sc.     | III (2015-2016) | 6                                 |
| Mathematics               | M.Sc.     | IV(2015-2016)   | 6                                 |
|                           |           |                 |                                   |
| Education (CTE Darbhanga) | M.Ed.     | II (2015-2016)  | 31                                |
| Education (CTE Darbhanga) | B.Ed.     | II (2015-2016)  | 62                                |
|                           |           |                 |                                   |
|                           |           |                 |                                   |
| History                   | MA        | II (2015-2016)  | 12                                |
|                           |           |                 |                                   |

|                       |        |                 |     |
|-----------------------|--------|-----------------|-----|
| Islamic Studies       | MA     | II (2015-2016)  | 12  |
| Islamic Studies       | MA     | IV (2015-2016)  | 07  |
| Islamic Studies       | MPhil  | II (2015-2016)  | 07  |
|                       |        |                 |     |
| Political Science     | MA     | I (2015-2016)   | 10  |
|                       |        |                 |     |
| Public Administration | PhD    | (2015-2016)     | 3   |
| Social Work           | MSW    | I(2015-2016)    | 18  |
| Social Work           | MSW    | III (2015-2016) | 16  |
|                       |        |                 |     |
| School of Arts & SS   |        |                 |     |
| Women Studies         | MA     | I               | 2   |
| ACSSEIP               | MPhil  | II (2015-2016)  | 3   |
| ACSSEIP               | PhD    | (2015-2016)     | 9   |
|                       |        |                 |     |
| Management            | MBA    | II (2015-2016)  | 53  |
| Management            | MBA    | IV (2015-2016)  | 53  |
|                       |        |                 |     |
| MCJ                   | MA MCJ | II (2015-2016)  | 20  |
| Total                 |        |                 | 545 |

### **Manual Feedback Analysis of 2014-2015 and 2015-2016**

In 2014-2015 & 2015-2016 the Feedback of the students was taken manually. The feedback was sought in respect of three components, namely 1) Course Content, 2) Teaching Process and 3) Teachers (skill and competence). For the first component 'Course Content', students were required to grade the courses/papers that they studied in their programme on three point scale as (1) being least important, (2) being important and (3) being very important. The students were required to provide the grade for each course/paper in seven variables, namely 1) relevance and its applicability, 2) job oriented, 3) knowledge gained is useful, 4) encourages and

broadens analytical ability, 5) access to reference material, 6) course is progressive and innovative and 7) course is motivating for higher studies.

For the second component 'Teaching Process', the students were supposed to mark their feedback in terms of 1) least satisfied, 2) satisfied and 3) highly satisfied. The responses were sought for 1) syllabus, 2) conceptual clarity, 3) coverage of the syllabus, 4) library services, 5) books, journals and reference materials, 6) teachers' communication skills, 7) satisfaction with the teaching methods, 8) satisfaction with the internal assessment, 9) satisfaction with course outline and other information provided, and 10) ICTs application.

For the third component 'Teachers' the students were required to provide the names of the teachers the course/paper numbers, and their grading on three point scale in terms of 1) least satisfied, 2) satisfied and 3) very satisfied. The teachers skills and competence for which grading had been done were 1) communication skills, 2) efficiency in explanation, 3) sincerity/commitment 4) completion of the syllabus, 5) student-teacher interaction, 6) ability to design appropriate evaluation method and 7) role model.

In all, about 399 PG students and 22 MPhil and PhD scholars and 124 UG students participated in the feedback.