

Internal Quality Assurance Cell

Feedback Analysis of All the Stakeholders (2014 to 2019)

1) Students' Feedback Analysis

- Manual Students' Feedback Analysis, 2014-2015
- Manual Students' Feedback Analysis, 2015-2016
- Students' Feedback Analysis 2016-2017
- Students' Feedback Analysis 2017-2018
- Online Students' Feedback Analysis, December 2018
- Online Students' Feedback Analysis, May 2019
- Online Students' Feedback Analysis December 2019

2) Teachers' Feedback Analysis

- Teachers' Feedback Analysis, December 2014
- Teachers' Feedback Analysis, May 2015
- Teachers' feedback Analysis, December 2015
- Teachers' Feedback Analysis, May 2016
- Teachers' Feedback Analysis, December 2016
- Teachers' Feedback Analysis, May 2017
- Teachers' Feedback Analysis, December 2017
- Teachers' Feedback Analysis, May 2018
- Online Teachers' Feedback Analysis, December 2018
- Online Teachers' Feedback Analysis, May 2019
- Online Teachers Feedback Analysis, December 2019

3) Alumni Feedback Analysis

- Alumni Feedback Analysis, 2014-2015
- Alumni Feedback Analysis, 2015-2016
- Alumni Feedback Analysis, 2016-2017
- Online Alumni Feedback Analysis, 2018
- Online Alumni Feedback Analysis, 2019

4) Employers' Feedback Analysis

- Employers' Feedback Analysis, 2014-2019

5) Parents' Feedback Analysis

- Online Parents' Feedback Analysis, 2018
- Online Parents' Feedback Analysis, 2019

1) Students' Feedback Analysis

Manual Students' Feedback Analysis 2014-2015

In 2014-2015 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 (competence, skill and performance). 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 being (1) least important, (2) important and (3) very important. The students were required to provide the grade for each course/paper in seven areas/dimensions, 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 required 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 feedback was sought on teachers' competence, skills and performance in terms of 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.

Furthermore, the 2014-2015 manual students' feedback is presented in pie chart by first feeding the responses solicited in feedback in Excel and Word files and then by converting the responses into pie charts for assessment and understanding. The systematic sampling was employed to represent and analyse the data.

With respect to the various components of 'Course Content' 54% feedback response marked 'very important' and 42% responded as 'important'. This indicates that MANUU has been keeping itself updated with respect to the relevance of its courses in the market, and higher studies besides making the courses innovative and motivating.

In respect of 'Teaching Process', the feedback suggests that 46% of the students were 'satisfied', 30 % were 'highly satisfied' and 20 % were 'least satisfied'. Library services and availability of books, journals and reference material had been the cause for concern; nevertheless, it was noticed that this was due to the non-availability of reference material in Urdu.

The feedback on Teachers and their performance had been very encouraging as 54% were 'very satisfied' and 41% were 'satisfied'.

Total number of the representative samples used to present the data in pie chart in Feedback were 55. Since the feedback for 'Course Content' has been solicited for all the courses/papers, the average of all the courses/papers is taken to mark the grade for each response.

As specified above the feedback obtained from students regarding the curriculum, course content, evaluation of the teaching process and teachers is analyzed and used to bring about improvements in the study programmes. The Heads of the Departments and Deans of Schools periodically appraised their colleagues about any specific feedback on methods of teaching, quality of course content etc.

The University had also elicited feedback by inviting experts at its Board of Studies, School Board and Academic Council meetings where curriculum changes, revision and updating was structured and formalized. The University had also appointed consultants with expertise in different areas to recommend and guide in its policies for curriculum development. Academic experts helped in designing courses. Revision for running courses was done regularly, and external members' comments were implemented after discussions

Manual Students' Feedback Analysis 2015-2016

Like the previous year, in 2015-2016 also 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 (competence, skill and performance). The same feedback form was rendered to the students to seek the feedback. About 112 UG students, 332 PG students, and 22 MPhil & PhD scholars had participated and responded to the feedback.

Just as the previous year, the 2015-2016 manual students' feedback is also presented in the pie chart to maintain symmetry in the presentation and attempt an appropriate understanding of the feedback responses. The systematic sampling was employed to represent and analyse the data.

With respect to the various components of 'Course Content' 52% feedback response marked 'very important' and 43% responded as 'important'. This indicates that MANUU has been keeping itself updated with respect to the relevance of its courses in the market, and higher studies besides offering courses that are innovative and motivating.

In respect of 'Teaching Process', the feedback suggests that 54% of the students were 'satisfied' 28 % were 'highly satisfied' and about 16 % were 'least satisfied'. Again, Library services and availability of books, journals and reference material in Urdu had been the cause for concern.

The feedback on 'Teachers' and their performance had been very encouraging as 54% were 'very satisfied' and 44% were 'satisfied'. Total number of representative samples used to present the data in pie chart in Feedback were 60.

The students seemed to have graded by and large as 'very important' the course content with respect to its relevance, being innovative and motivating; and responded as highly satisfied with respect to the teaching process, syllabus, its conceptual clarity, evaluation process and so on. And the students also showed high satisfaction with the teachers and graded them as competent, efficient, and as possessing good communication skills.



Students' Feedback Analysis 2016-2017

For 2016-2017, the feedback of the students was taken through Google Form. The student feedback was sought in respect of three components as was done in the case of manual feedback of previous years, namely 1) Course Content, 2) Teaching Process and 3) Teachers (skill and competence).

With respect to the various components of 'Course Content' 58% students marked response as 'very important', 44% as 'important', and 8% as 'least important'. Comparing to the previous years there had been an improvement in the 'very important' and 'important' responses.

In respect of 'Teaching Process', the feedback suggests that 46% of the students were 'satisfied', 34 % were 'highly satisfied' and about 18 % were 'least satisfied'.

The feedback on 'Teachers' suggests that 49% were 'satisfied', 41% were 'very satisfied', and 13% were 'least satisfied.' Total number of representative samples used to present the data in pie chart in Feedback were 19.

Students' Feedback Analysis 2017-2018

For 2017-2018, also the feedback of the students was taken through Google Form. The student feedback was sought in respect of three components as was done in the case of manual feedback of previous years, namely 1) Course Content, 2) Teaching Process and 3) Teachers (competence, skill and performance).

With respect to the various components of 'Course Content' 69% students marked the response as 'very important', 26% as 'important', and 3% as 'least important'.

In respect of 'Teaching Process', the feedback suggests that 50% of the students were 'highly satisfied' 39% were 'satisfied' and 9 % were 'least satisfied'.

The feedback on teachers and their performance indicates that 55% were 'very satisfied', 37% were 'satisfied', and 6% were 'least satisfied.' Total number of representative samples used to present the data in pie chart in Feedback were 33.

Online Students' Feedback Analysis, December 2018

This was the first Online Feedback conducted by the University. It was held in the month of December 2018, through releasing a notification. One thousand one hundred and sixty two (1162) responses were received for the Overall University performance on curriculum aspects, teaching and learning. The first question, 'Did you learn the course/paper according to the objective it specified' received 1085 'Yes' responses out of a total of 1162 responses, which makes it 93% ; and 77 'No' responses which makes it 6%. This makes the objectives set by the University for all its courses are in accordance with the learning that took place.

The second question, 'Do you feel the course/paper will be of any help to you in your career progression (for example, employment or higher studies)?' received 1121 'Yes' responses out of a total of 1162

responses, which makes it 96%; and 41 'No' responses which makes it 3% percent. This makes the courses and their relevance in terms of employability, market needs and higher studies are super effective and up to date.

The third question, 'Have you had easy access to the course material (for example in the University Library or in market)?' received 976 'Yes' responses out of a total of 1162 responses, which makes it almost 84%; and 186 'No' responses which makes it 16%. Though positive responses appear very good, the fact that 16% responses came negative suggests that this area ought to be given attention. The reason is obvious that the courses are taught in Urdu and hence the material is required to be made available in Urdu.

The fourth question, 'How do you evaluate the teacher who taught you the course?', received the responses as follows:

Excellent: 755, Good: 273, Average: 81, Poor: 53, Total: 1162

From the figures above it is obvious that from the teachers who taught courses, almost 65% received 'excellent' assessment/grade; 23% received 'good' as grade; about 7% received 'average' grade, and about 5% received 'poor' grade.

The fifth question 'Any other comment that you wish to make about your course or teacher or learning resources etc.' is an open-ended question, wherein the students have been provided freedom to make any comments with respect to course, teacher and learning. All the teachers have been given access to the comments made by the students on the courses that they taught.

Online Students' Feedback Analysis, May 2019

For the Semester, the examinations of which were held in May 2019, total responses received were 2049. The first question, 'Did you learn the course/paper according to the objective it specified' received 1879 'Yes' responses out of a total of 2049 responses, which makes it 91%; and 170 'No' responses which makes it 8%. This makes the objectives set by the University for all its courses and the learning that took place thereof, again were clearly in agreement.

The second question, 'Do you feel the course/paper will be of any help to you in your career progression (for example, employment or higher studies)?' received 1978 'Yes' responses out of a total of 2049 responses, which makes it 96%; and 71 'No' responses which makes it 3%. This indicates that the courses and their relevance in terms of employability, market needs and higher studies are super effective and up to date.

The third question, 'Have you had easy access to the course material (for example in the University Library or in market)?' received 1614 'Yes' responses out of a total of 2049 responses, which makes it 78%; and 435 'No' responses which makes it 21%. Though positive responses appear very good, the fact that 21% responses came negative suggests that this area still requires improvement.

The fourth question, 'How do you evaluate the teacher who taught you the course?', received the responses as follows:



Gachibowli, Hyderabad, Telangana, India

Phone: 040-23001214-16

Website: www.manuu.edu.in

Registrar

Maulana Azad National Urdu University

Gachibowli, Hyderabad-500 032.

Excellent: 1220, Good: 551, Average: 179, Poor: 99, Total: 2049

From the figures above it is obvious that from the teachers who taught courses, 59% received 'excellent' assessment/grade; 26% percent received 'good' as grade; 8% received 'average' grade, and 4% received 'poor' grade.

The fifth question 'Any other comment that you wish to make about your course or teacher or learning resources etc.' is an open-ended question, wherein the students are provided freedom to make any comments with respect to course, teacher and learning. All the teachers have been given access to the comments made on the courses that they taught.

Online Students' Feedback Analysis, December 2019

For the Semester, the examinations of which were held in December 2019, the total feedback responses received were 3353. The participation of the students this semester appeared very encouraging, though it was not made mandatory thus far.

The first question, 'Did you learn the course/paper according to the objective it specified' received 3201 'Yes' responses out of a total of 3353 responses, which makes it 95%; and 152 'No' responses which makes it 4%. This makes the objectives set by the University for all its courses and the learning that took place thereof, again were clearly in agreement. And there was marked increase in the percentage of positive responses comparing to the previous feedback responses for this query. The increase suggests that the departments and the faculty were working towards matching the objective set and the learning imparted thereon.

The second question, 'Do you feel the course/paper will be of any help to you in your career progression (for example, employment or higher studies)?' received 3254 'Yes' responses out of a total of 3353 responses, which makes it 97%; and 99 'No' responses which makes it almost 3%. For this question also the responses are highly positive and the increase in the percentage from the last semester suggests the commitment of the departments of studies to make their courses relevant in terms of employability and higher studies.

The third question, 'Have you had easy access to the course material (for example in the University Library or in market)?' received 2978 'Yes' responses out of a total of 3353 responses, which makes it 88%; and 375 'No' responses which makes it 11%. For this query also this time positive responses increased distinctly and negative responses decreased. It shows that the feedback system has been having a very positive effect on different aspects of teaching, learning and learning resources.

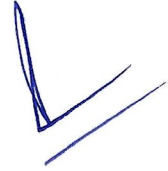
The fourth question, 'How do you evaluate the teacher who taught you the course?', received the responses as follows:

Excellent: 2489, Good: 603, Average: 185, Poor: 76, Total: 3353

From the figures above it is obvious that from the teachers who taught courses, 74% received 'excellent' assessment/grade; 18% received 'good' as grade; 5% received 'average' grade, and 2% received 'poor' grade.

This feedback pertaining to the evaluation of the teachers has been very positive comparing to all the previous semesters' feedback responses. There is almost 14 percent increase in the 'excellent' grade category from the previous semester feedback responses. And there is marked decrease in the 'poor' grade category from 4% to 2%.

The fifth question 'Any other comment that you wish to make about your course or teacher or learning resources etc.' is an open-ended question. All the teachers have been given access to the comments made on the courses that they taught.



Registrar
Maulana Azad National Urdu University
Gachibowli, Hyderabad-500 032

2) Teachers' Feedback Analysis

Maulana Azad National Urdu University (MANUU) has developed 'teachers' feedback system' to receive suggestion and assessment of teachers on curriculum, learning and students progress. MANUU has sought feedback through Google Form for the years 2014, 2015, 2016, 2017 and 2018. However from December 2018 onwards the feedback system has completely gone online and is made part of the MANUU's integrated University Management System (iUMS).

The following questions are asked in the Feedback:

- 1 Did you devise the courses that you taught? Yes/no
- 2 Did you cover the entire syllabus in the courses that you taught ? Yes/No
- 3 How do you wish to revise the courses that you taught?
- 4 Which ICT tool or technique did you employ for rendering the courses?
- 5 How do you evaluate the class/students that you taught?
- 6 Any other comment that you wish to make about course content, methodology, students etc.

The first question was asked to find out that in any given semester how many courses are there that are taught by the teachers who devised or co-devised the courses. The second question is about the course coverage. The third question seeks to find out how many teachers want the revision of the syllabus of the courses. The first and third question can be compared and analysed to find out as to how many or what percentage of teachers devised the courses and what percentage of teachers want the courses to be revised and so on, which shall ultimately help the department to improve upon its curriculum.

The first two questions are required to be answered in yes and no. But third, fourth, fifth and sixth questions are open-ended. The responses to these questions are expected to impact the decision making authorities such as Board of Studies and Academic Council etc. in respect of curriculum, and teaching-learning methodologies.

Given below is the analysis of the Teachers' Feedback:

Teachers' Feedback Analysis, December 2014

Fifty three responses were received in the teachers' feedback. Of these 62 percent of the teachers devised the courses that they taught. About 98 percent of the teachers claimed to have completed their syllabus in time. The teachers felt that the syllabus must have more practical orientation, technology blending, skills orientation, and the revision of the courses must carry practical components, and so on. The revision must also take into account components of competitive exams like NET/CTET etc. Most of the teachers have employed some technology tool or other, from laptops to mobile phones; they used projectors, OHP, web-resources, YouTube, WhatsApp etc. for rendering their teaching. The teachers have assessed their classes through class tests, quizzes, seminar presentations, written assignments, discussion, debate and so on.

Teachers' Feedback Analysis, May 2015

Sixty three responses of teachers were received. Sixty six percent of the teachers had devised the courses that they taught during this semester. About 98 percent of the teachers claimed that they had completed the

syllabus. Feedback carries the comment that the revision of the syllabus could be done by 'creating opportunities for project based learning'. It is also commented that the syllabus must be more 'value based' must be relevant to industry requirements and so on. The teachers have used ICT tools and resources such as PPT, Web-links, Online study material, E-contents, You Tube videos/ movies/ documentaries, IMC video lessons etc. The teachers assess and evaluate their classes through Formative evaluation that includes Class tests, Assignments, Practicum and Tutorials etc.

Teachers' Feedback Analysis, December 2015

Seventy three responses from the teachers received for this semester. Sixty eight percent teachers devised the course that they taught. 100 percent teachers claimed that they have completed the entire syllabus. Some of the comments of the teachers with respect to course were as follows:

'Brainstorming session should be conducted with all the faculty members who taught the same course and innovative and updated course may be develop.'

'Reducing the lengthy syllabii & enriching the practical component.'

'B.Ed. course of all the four semesters have possibilities of improvement. Particularly the course contents of pedagogy of social studies taught in first and second semesters have major ambiguities and arbitrariness. You would find even the topics getting repeated across units. This is so unfortunate that the very important course on 'Peace Education' which was earlier offered in 3rd semester of B.Ed. has been removed. Likewise the course on Minority Education which is a promising subject at least for the students coming from the minority communities also no longer exists. B.Ed. course comprises a great deal of practical experiences to be provided to the pupil teachers. But, so far this aspect of the program goes just in haywire and carried out in an unorganized manner.'

Teachers' Feedback Analysis, May 2016

Seventy responses were received from the teachers. Sixty six percent of the teachers who taught the course devised it. 100 percent teachers claimed that they have completed the syllabus. Some of the suggestions of the teachers were as follows:

'I taught pedagogy of Urdu, and for MEd Historical, Political and Economic perspective of Education. MEd syllabus may be reduced because it is too lengthy for a semester.'

'The course shall be designed that must be linked to the life of the learner, challenging but attainable and inspire both the learner and the teacher.'

'Students need additional input in the English language.'

'Involvement of internship school needs to be strengthened for effective training of the students.'

Teachers' Feedback Analysis, December 2016

Seventy responses were received from the teachers. Seventy percent of the teachers who taught the course devised it. Ninety nine percent teachers claimed that they have completed the syllabus. Some of the comments of the teachers are as follows:



‘Further we need to evolve an innovative method of external examination which should 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.’

Teachers' Feedback Analysis, May 2017

Seventy responses were received from the teachers. Sixty seven percent of the teachers who taught the course devised it. 100 percent teachers claimed that they have completed the syllabus. Some of the suggestions given by the teachers to revise the course were as follows:

‘By incorporating the contemporary issues and space for innovations with constructivist approach and skill development.’

‘At MEd. level I taught the paper titled Curriculum, Pedagogy and Assessment in Elementary Education which includes its first Unit as Principles and organization of Curriculum construction which is a total repetition from Curriculum Studies paper from M.Ed. III semester.’

‘At BEd level I taught paper of Assessment for Learning very crucial paper from prospective teachers perspective. However 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 spread across five uniform units. In fact BEd syllabus requires a separate paper on fundamental statistics instead of merging the same in one unit in the name of Data Analysis, Feedback and Reporting in this paper of assessment for learning...’

The teachers use ICT tools and resources as follows: Google Classroom, Google Meet, YouTube, Web 2.0 tools, e-content, E-pathshala, IMC Video lessons, Power point Presentation, Youtube, Movies and documentaries.

Teachers' Feedback Analysis, December 2017

Seventy eight responses were received from the teachers. Seventy two percent of the teachers devised the course that they taught. 100 percent teachers claimed that they have completed the syllabus. Some of the suggestions given by the teachers to revise the course were as follows:

‘As the students are to be given updated knowledge on Sociological understanding, the same is required to place in syllabus.’

‘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.’



Teachers' Feedback Analysis, May 2018

Eighty five responses were received from the teachers. Sixty Seven percent of the teachers devised the course that they taught. 100 percent teachers claimed that they have completed the syllabus. Some of the suggestions given by the teachers to revise the course were as follows:

'Teaching should be bilingual but students prefer to listen the lecture in Urdu rather than bilingual.'

'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.'

Online Teachers' Feedback Analysis, December 2018

For the semester, the examination of which were held in December 2018, the total responses from the teachers were 177. Out of these, for the first question, 'Did you devise the courses that you taught?' 126 responded with 'Yes' and 51 responded with 'No', which suggest that 71.18 percent teachers who devised the courses, had taught the courses.

The second question, 'Did you cover the entire syllabus in the courses that you taught?' received 176 'Yes' responses from teachers out of 177 total responses, which makes course coverage to be 99 percent.

Few responses of the teachers are presented below for the the third question 'How do you wish to revise the courses that you taught?'

- 1 'Make some minor changes in the course content through departmental workshop.'
- 2 'The course should be more practical and interactive with the industry exposure that shall provide the applications of the concept learned.'
- 3 'The course should be at par with the industry requirement, by incorporating some new methodology.'
- 4 'No revision required.'
- 5 'To simpler concepts.'

Some of the responses for the fourth question, 'Which ICT tool or technique did you employ for rendering the courses? are:

- 1 PPT
- 2 Power point
- 3 None
- 4 'I believe learning to be interactive and two ways therefore, I use presentation of the topic on PPT and use lecture method simultaneously, as the Wifi facility is also provided to us, the Youtube is also used for direct exposure and real exposure.'
- 5 PPTs, Videos, WhatsApp, LCD projector, Online Resources etc.'

For the fifth question, 'How do you evaluate the class/students that you taught?' the following responses are presented:

- 1 'Students were really enthusiastic about learning new things.'
- 2 'Very inquisitive.'
- 3 'Students are from different locations and regions with different IQ levels, a blend of bright and average students are found.'
- 4 'Through Formative Evaluation.'
- 5 'The students were motivated, enthusiastic and eager to learn.'



Some responses for the sixth questions are as follows:

- 1 'I wish the library were to provide more study material in Urdu language.'
- 2 'Course content is bulky.'
- 3 'Course contents should be revised according to the requirements.'
- 4 'The content is good but few modern approaches, and courses can be added. We are having mentorship where students can be divided and placed under different faculty members, this can be done in all departments too.'
- 5 'Student should be more regular, visit to NGOs, more congenial atmosphere in BoS in devising the course.'

Online Teachers' Feedback Analysis, May 2019

For the semester, the examination of which were held in May 2019, the total responses from the teachers were 170. Out of these, for the first question, 'Did you devise the courses that you taught?' 120 responded with 'Yes' and 50 responded with 'No', which suggest that 70 percent teachers who devised the courses, had taught the courses.

The second question, 'Did you cover the entire syllabus in the courses that you taught?' received 168 'Yes' responses from teachers out of 170 total responses, which makes course coverage to be 98 percent.

Some of the responses received for the third question 'How do you wish to revise the courses that you taught?' are as follows:

- 1 'Trim down the bulky syllabus and made as per the standard keeping in mind other universities syllabus'
- 2 'Update the syllabus so as to include contemporary and relevant topics.'
- 3 'I think it is up to date and also relevant.'
- 4 'Focus should be not on quantity of content but rather than on content which have some social implications. Units should not be bulky and it should be restricted to three to four units.'
- 5 'Keeping in view the social and market demand we can revise by adding extra skills improving chapters.'
- 6 'A little more specification on scope of the topics to be covered would be helpful.'
- 7 'Internship and SIP programmes should have common format for activities.'
- 8 'I will try to revise the course by learner centered method and inquiry based learning method and may be change according topic and student.'
- 9 By introducing the students with sme latest research based developments in the relevant fields.
- 10 'I would like to revise the course by getting feedback from different stake holders.'

Some of the responses for the fourth question, 'Which ICT tool or technique did you employ for rendering the courses? are:

- 1 Smart Board & PPT
- 2 Web 2.0 tools
- 3 Power Point Presentations, E-resources, Videos, Pdf notes, E-learning
- 4 Laptop, Projector, Google Classroom, You Tube, Social Networking sites, Digital media
- 5 Projector and Computer

For the fifth question, 'How do you evaluate the class/students that you taught?' the following responses are presented:

- 1 'Assignment, seminar, presentations, internal test, theory based practical etc.'



Gachibowli, Hyderabad, Telangana, India

Phone: 040-23001214-16
Website: www.manuu.edu.in

Registrar

Maulana Azad National Urdu University
Gachibowli, Hyderabad-500 032.

- 2 Through internal assessment and class test.'
- 3 'Formative and Summative.'
- 4 'Good.'
- 5 In the end, I am asking the students about their personal feedback about my teaching and paper.'

Some responses for the sixth questions are as follows:

- 1 Again, it would have been more desirable had the Library been rich in terms of availability of study material in Urdu language.'
- 2 'Course content should not be bulky, avoid overlapping of content.'
- 3 I think it is utmost important that what is the local, national and global demand, based on it course must be designed. I think filling the minds with loads of content would not help them to develop good reflective teachers. As far as covering syllabus is concerned it is very difficult to justify the bulky syllabus within a span of 4 months. Students used to cram up the things rather than reflect upon.'
- 4 'It's satisfactory.'
- 5 'Yes, please reduce the syllabus according to the duration of the semester.'

Online Teachers' Feedback Analysis, December 2019

For the semester, the examination of which were held in December 2019, the total responses from the teachers were 176. Out of these, for the first question, 'Did you devise the courses that you taught?' 125 responded with 'Yes' and 51 responded with 'No', which suggests that 71 percent teachers who devised the courses, had taught the courses.

The second question, 'Did you cover the entire syllabus in the courses that you taught?' received 171 'Yes' responses, and 05 'No' responses from teachers, out of 176 total responses, which makes course coverage to be 97 percent.

Some of the responses received for the third question 'How do you wish to revise the courses that you taught?' are as follows:

- 1 'The syllabus for the course that I taught during this semester is fairly rich in terms of topic covered.'
- 2 'Requires a true blend of theory and practice, there is mismatch between time provided to theory papers and internship activity in B.Ed. programme. There is dearth of variety in teaching and learning strategies. Efforts should be made to make classroom interactions more dynamic and less theoretical bookish and written.'
- 3 'The English syllabus for BA students is effective but for B.Com. Students, it needs to be devised according to their needs and field.'
- 4 'I think it is not outdated or irrelevant.'
- 5 'No revision required.'

Some of the responses for the fourth question, 'Which ICT tool or technique did you employ for rendering the courses? are:

- 1 'I used to send reading material to students via mail, whatsapp and often sent the web links for various articles and papers pertaining to the course material.'
- 2 'Online quizzes on Kahoot and Socrative.'

- 3 'Movies.'
- 4 'Pen drive, scanners, microphones, projectors, text magnifiers, videos etc.
- 5 'Projector, e-content and documentaries.'

For the fifth question, 'How do you evaluate the class/students that you taught?' the following responses are presented:

- 1 'Very well behaved and always seeking to learn the subject thoroughly.'
- 2 'Students need a lot of improvement in basic communication skills in English for employability.'
- 3 'Internal examination and assessment.'
- 4 'Bright and committed.'
- 5 'By taking quiz/test/assignment every unit of syllabus.'

Some responses for the sixth questions are as follows:

- 1 'Urgent need to revisit syllabus with a holistic perspective, many things are repetitive, not properly sequenced, unequal weightage, huge disparity in time distribution and allocation, talks a lot about child centredness in many cases is teacher centred.'
- 2 'Due to the abrogation of article 370 and 36(A) of J&K, the entire academic schedule got disrupted, hence none of the teachers in MANUU ASCW could complete the syllabus as students were not able to attend the classes.'
- 3 The suggested books in the reading list of the course are not available in the Urdu language particularly in the social science. Those books need to be translated.'
- 4 'I wish you take up project based teaching and learning; I wish to initiate learner autonomy through online resources.'
- 5 'All the classrooms should be made ICT complaint to facilitate teaching with ICT.'



Registrar
Maulana Azad National Urdu University
Gachibowli, Hyderabad-500 032.

3) Alumni Feedback Analysis

Alumni Feedback Analysis 2014-2015

MANUU has taken feedback from the alumni through Google Form for 2015 passed out students. The alumni were requested through emails and SMS by IQAC to provide feedback. Whatever the response received has been analysed as follows:

The following questions have been asked from the alumni in their feedback:

1 Did the programme that you pursued in the University help you progress in your career (employment or higher studies)? Yes/No

2 Will you recommend the University to your friends, relatives etc. for pursuing their higher education? Please give your comments below:

3 In which area would you recommend change, for example, curriculum, teaching methodology, facilities etc.? Please give your comments below:

4 Have you progressed to PG/PhD programme after completing the course from this university? If yes, please provide the details below:

- a) Name of the programme
- b) Name of the Institution/University

5 Are you employed? If yes, please provide the details below:

- a) Name of Company/Institution
- b) Position/Designation
- c) Address

The first question is required to be answered in yes and no, but the remaining questions are open ended. The reason is to elicit varied suggestion for overall quality improvement of the University.

Only nine alumni provided the feedback. For the first question, 'Did the programme that you pursued in the University help you progress in your career (employment or higher studies)?' All the respondents said 'Yes'.

For the second question, 'Will you recommend the University to your friends, relatives etc. for pursuing their higher education?' most of the alumni replied in affirmative.

For the third question, 'In which area would you recommend change, for example, curriculum, teaching methodology, facilities etc.?' The alumni recommended improvement in curriculum and hostel facilities etc.

The fourth question pertains to finding out details of higher education, that the pass-out students of MANUU pursuing in other universities or in MANUU itself. The information sought was: 'Have you progressed to PG/PhD programme after completing the course from this university? If yes, please provide the details below:'



- a) Name of the programme
b) Name of the Institution/University

Three students were pursuing higher education.

The fifth question pertains to the employment of the alumni after the completion of any programme in MANUU. The information sought was: 'Are you employed? If yes, please provide the details below:

- a) Name of Company/Institution
b) Position/Designation
c) Address

Five students were employed out of which three were working as Assistant Professors.

Alumni Feedback Analysis 2015-2016

MANUU has taken feedback from the alumni through Google Form for 2016 pass out students. The alumni were requested through emails and SMS by IQAC to provide feedback. Whatever the response received has been analysed as follows:

Only eight alumni provided the feedback. For the first question, 'Did the programme that you pursued in the University help you progress in your career (employment or higher studies)?' All the respondents said 'Yes'.

For the second question, 'Will you recommend the University to your friends, relatives etc. for pursuing their higher education?' most of the alumni replied in affirmative except two.

For the third question, 'In which area would you recommend change, for example, curriculum, teaching methodology, facilities etc.?' The alumni recommended improvement in curriculum and facilities.

The fourth question pertains to finding out details of higher education, that the pass out students of MANUU pursuing in other universities or in MANUU itself. The information sought was: 'Have you progressed to PG/PhD programme after completing the course from this university? If yes, please provide the details below:

- a) Name of the programme
b) Name of the Institution/University

Three alumni were pursuing PhD, one MPhil and one B.Ed. programmes.

The fifth question pertains to the employment of the alumni after the completion of any programme in MANUU. The information sought was: 'Are you employed? If yes, please provide the details below:

- a) Name of Company/Institution
b) Position/Designation
c) Address

One employed at Genpact, one at UNFPA and one was self-employed.

Registrar

Maulana Azad National Urdu University

Gachibowli, Hyderabad-500 032

Gachibowli, Hyderabad, Telangana, India

Phone: 040-23001214-16

Website: www.manuu.edu.in

Alumni Feedback Analysis 2016-2017

MANUU has taken feedback from the alumni through Google Form for 2017 passed out students. The alumni were requested through emails and SMS by IQAC to provide feedback. Whatever the response received has been analysed.

Only 21 alumni provided the feedback. For the first question, 'Did the programme that you pursued in the University help you progress in your career (employment or higher studies)?' 20 alumni responded as 'Yes' and one as 'No'.

For the second question, 'Will you recommend the University to your friends, relatives etc. for pursuing their higher education?' most of the alumni replied in affirmative except two.

For the third question, 'In which area would you recommend change, for example, curriculum, teaching methodology, facilities etc.?', some of the comments received were as follows:

- 1 'Teaching-- add some classes for reasoning for fresher student and take every week end test for fresher student take a job'
- 2 'Teaching methodology and Faculty Members.'
- 3 'Teaching Methodology.'
- 4 'Curriculum.'
- 5 'Lab and other related R&D facilities.'

The fourth question pertains to finding out details of higher education, that the passed out students of MANUU pursuing in other universities or in MANUU itself. The information sought was: 'Have you progressed to PG/PhD programme after completing the course from this university? If yes, please provide the details below:

- a) Name of the programme
- b) Name of the Institution/University

Eight alumni were pursuing PhD and five were pursuing Post Graduation programmes.

The fifth question pertains to the employment of the alumni after the completion of any programme in MANUU. The information sought was: 'Are you employed? If yes, please provide the details below:

- a) Name of Company/Institution
- b) Position/Designation
- c) Address

Eight alumni were employed. The names that the alumni provided where they are employed are:

- 1 'Inzerotech India.'
- 2 'ICICI Bank Ltd.'
- 3 'L.F.C.S Ghosi Mau.'
- 4 'Presidency School Patna.'
- 5 'Asian Paints Ltd.'



Registrar
Maulana Azad National Urdu University
Gachibowli, Hyderabad-500 032.

Online Alumni Feedback System, 2018

From 2018 onwards the feedback was sought online through Integrated University Management System (IUMS); only 18 alumni provided the feedback in this session. For the first question, 'Did the programme that you pursued in the University help you progress in your career (employment or higher studies)?' 17 alumni responded as 'Yes' and one as 'No'. This suggests 94.4 percent felt the programmes in MANUU were worth pursuing.

For the second question, 'Will you recommend the University to your friends, relatives etc. for pursuing their higher education?' most of the alumni replied in affirmative except one.

For the third question, 'In which area would you recommend change, for example, curriculum, teaching methodology, facilities etc.?' some of the comments received were as follows:

- 1 'Teaching methodology'
- 2 'Teaching style, facility for placement.'
- 3 'Hostel accommodation for new students.'
- 4 Facilities
- 5 'Method of teaching should be changed, make it more democratic, more pleasant.'

The fourth question pertains to finding out details of higher education, that the passed out students of MANUU pursuing in other universities or in MANUU itself. The information sought was: 'Have you progressed to PG/PhD programme after completing the course from this university? If yes, please provide the details below:

- a) Name of the programme
- b) Name of the Institution/University

Some students provided the names of the programmes that they are pursuing for example, MA, MEd., etc. some put question marks and some replied 'no'. The reason could be the fifth question in the feedback which is about employment.

The fifth question pertains to the employment of the students after the completion of any programme in MANUU. The information sought was: 'Are you employed? If yes, please provide the details below:

- a) Name of Company/Institution
- b) Position/Designation
- c) Address

Some names that the alumni provided where they are employed are:

- 1 'Empower Paragati.'
- 2 'Emirates Integrated Telecommunication Company, Dubai, UAE.'
- 3 'Bihar Government.'
- 4 Al Qalam Academy.'
- 5 Panchayati Raj Department.'


Registrar
Maulana Azad National Urdu University
Gachibowli, Hyderabad-500 032

Online Alumni Feedback System 2019

Fifty alumni provided the feedback in this session. For the first question, 'Did the programme that you pursued in the University help you progress in your career (employment or higher studies)?' 49 alumni responded as 'Yes' and one as 'No'. This suggests 98 percent felt the programmes in MANUU helped them progress in their career.

For the second question, 'Will you recommend the University to your friends, relatives etc. for pursuing their higher education?' most of the alumni replied in affirmative.

Some comments were:

- 1 'Yes I suggest [to] many students.'
- 2 'We admitted our neighbor to MANUU. I am so glad to pass out from MANUU.'
- 3 'Insha Allah Zaroor (If Allah wills, definitely).'
- 4 'Yes already I have suggested [to] my many friends to get higher education in MANUU.'
- 5 'Yes because this is one of the best institute[s] for B.Ed. students.'

For the third question, 'In which area would you recommend change, for example, curriculum, teaching methodology, facilities etc.?' some of the comments received were as follows:

- 1 'Syllabus'
- 2 'Facilities.'
- 3 'I think technology and project writing can be add on.'
- 4 'All CTEs should provide residency.'
- 5 'Teaching methodology and undemocratic environment by the teachers.'

The fourth question pertains to finding out details of higher education, that the passed out students of MANUU pursuing in other universities or in MANUU itself. The information sought was: 'Have you progressed to PG/PhD programme after completing the course from this university? If yes, please provide the details below:

- a) Name of the programme
- b) Name of the Institution/University

Students provided the names of the programmes that they are pursuing and some students replied 'no'. The reason could be the fifth question in the feedback which is about employment.

The fifth question pertains to the employment of the students after the completion of any programme in MANUU. The information sought was: 'Are you employed? If yes, please provide the details below:

- a) Name of Company/Institution
- b) Position/Designation
- c) Address

Some names that the alumni provided where they are employed are:

- 1 'Piramal Foundation for Education Leadership.'
- 2 'UNFPA.'
- 3 'Raza Online.'
- 4 'Accenture.'
- 5 'Mahindra and Mahindra.'



Registrar
Maulana Azad National Urdu University
Gachibowli, Hyderabad 500 081



4) Employers' Feedback Analysis

Employers' Feedback Analysis (2014-2019)

For the years 2014-2019, MANUU had also taken Feedback from the employers manually. Most of the respondents were the school principals, headmasters, and department' heads who had employed MANUU alumni. The manual feedback form solicited information pertaining to the 'number of students worked/working; and a tabular form that seeks information pertaining to the performance of the students against attributes like 'ethics, commitment, regularity & punctuality, knowledge & skills, and enthusiasm to learn and adapt. The employers were asked to assess the attributes of the students/alumni in terms of being poor, satisfactory, good, and excellent. All the employers graded the students/alumni of MANUU as either good or excellent. None of them graded them poor.

Prior to this, the feedback of the employers had been sought through Google form which mostly carried open-ended questions. The alumni of MANUU had been requested to seek their employers' respective feedback. The responses had been analysed as follows:

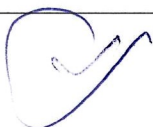
Only thirty six responses were received. For the first question 'Are the students of Maulana Azad National Urdu University that you employed carrying out the duties assigned to them according to your satisfaction? which was answerable in yes and no, 91.7 percent students responded in 'yes' and 8.3 percent responded in 'no'. This suggests that the students of MANUU have been carrying out their jobs to the satisfaction of their employers.

For the second question, 'What aspects of education do you think should be imparted to the students in addition to the courses they study?' some responses were as follows: 1) 'Personality development and spoken English'. 2) 'Students should be taught in detail about Rural and Urban Management'. 3) 'Life skills and 21st century skills'. 4) 'Two papers should be added, 'Hospital Management and Hospital Administration.' 5) 'Personality Enhancement and Development Skills.'

For the third question 'What will you recommend to improve the quality of students so that they can be relevant to the market and can become easily employable?' some of the responses were: 1) 'Need to focus on few critical skills & competencies in competing the market. i) Complex problem solving ii) Advanced Excel iii) Designing and facilitation iv) Growth Mindset (learnability), not fixed mind.' 2) 'Need to focus on standard report writing, Proposal writing, data analysis and data visualization, develop empathy and patience.' 3) '(In the contest of MANUU) Need to focus on English speaking, IT and soft skill also.' 4) 'Minimum theoretical part and more practical/ need based approach. To support students to prepare as per market need.' 5) 'Project design skills.'

And for the fourth point 'Any other suggestions', some of the suggestions received were: 'Department also can organise alumni workshops and session with new comers that will help students to understand the challenges and opportunities in the field of social sector. How to mitigate these challenges by using different tools and techniques in the field of social work Practice.' 'Interview skill and presentation.'

The responses were relatively very low, however, they lay emphasis on soft skills, English communication and so on.



5) Parents' Feedback Analysis

Online Parents' Feedback Analysis, 2018

A total of 11 responses received from the parents. For the query, 'Has your son/daughter learnt the courses according to your expectation? 10 responses were 'Yes' and one response was 'No'.

For the second question, 'Has your son/daughter got the job after completing the programme?', five responses were 'Yes' and six were 'No'. This makes employment percentage around 45.5. However, the application of this percentage to present the employment ratio in general for the entire University appears unreasonable given a very low participation in the Feedback.

The third question, 'Has your son/daughter got admission into higher studies after completing the programme?' is also answerable through 'yes' and 'no' responses. In the webpage that displays the percentages, the responses for question are not presented in pie chart. Nevertheless, the parents responded in yes and no and in question marks in the comments section. Out of 11 responses, five responses were 'Yes' and two were 'No', one response was 'NA', one response was 'PhD', and two responses carried question marks.

For the fourth question, 'What aspect of education do you think should be taught to your son/daughter in addition to the courses he/she studied?' Some of the responses received from the parents are as follows:

- 1 Spoken English
- 2 'Professional Education.'
- 3 'Encourage Teaching Skills.'
- 4 'No'
- 5 'Yes'

Online Parents' Feedback Analysis, 2019

A total of 38 responses received from the parents. For the query, 'Has your son/daughter learnt the courses according to your expectation? 37 responses were 'Yes' and one response was 'No'.

For the second question, 'Has your son/daughter got the job after completing the programme?' 11 responses were 'Yes' and 27 were 'No'. This makes employment percentage around 27.

The third question, 'Has your son/daughter got admission into higher studies after completing the programme?' is also answerable through 'yes' and 'no' responses. In the webpage that displays the percentages, the responses for question are not presented in pie chart. Nevertheless, the parents responded in yes and no and in question marks in the comments section. Out of 38 responses, 15 responses were 'Yes' 10 were 'No', and some responses carried the name of the programmes etc.

For the fourth question, 'What aspect of education do you think should be taught to your son/daughter in addition to the courses he/she studied?' Some of the responses received from the parents are as follows:

- 1 'Hostel Fee very high and course fee also, please reduce all fees, only MANUU Urdu University asking huge fees not other national universities.'
- 2 'Vocational education must conduct surely.'
- 3 'University need to give admission in M.Ed. after D.El.Ed'



مولانا آزاد نیشنل اردو یونیورسٹی
MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

(Accredited with Grade "A" by NAAC)



4 'Technical and skilled base courses'

5 'Value education and peace education.'

6 'They should be prepared for competitive exams. At least the common paper should be made easily accessible. Like research aptitude, gen knowledge, logic and reasoning etc.'

✓



✓

Registrar

Maulana Azad National Urdu University
Gachibowli, Hyderabad-500 032.