مولانا آزاد نیشنل اردو یونیورسٹی

मौलाना आज़ाद नेशनल उर्दू यूनिवर्सिटी

MAULANA AZAD NATIONAL URDU UNIVERSITY

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A central University Accrediterd 'A' Grade by NAAC

All Departments
Teachers' Feedback

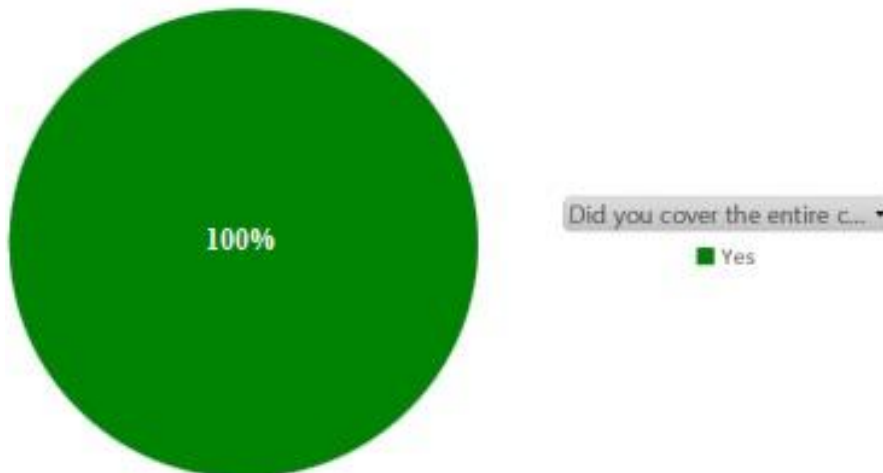| Feedback Form	Teachers' Feedback	Period	May 2017
School	All Schools	Department	All Departments
Teacher(s)	All Teachers	Course(s)	All Courses

1. Did you devise the course that you taught?

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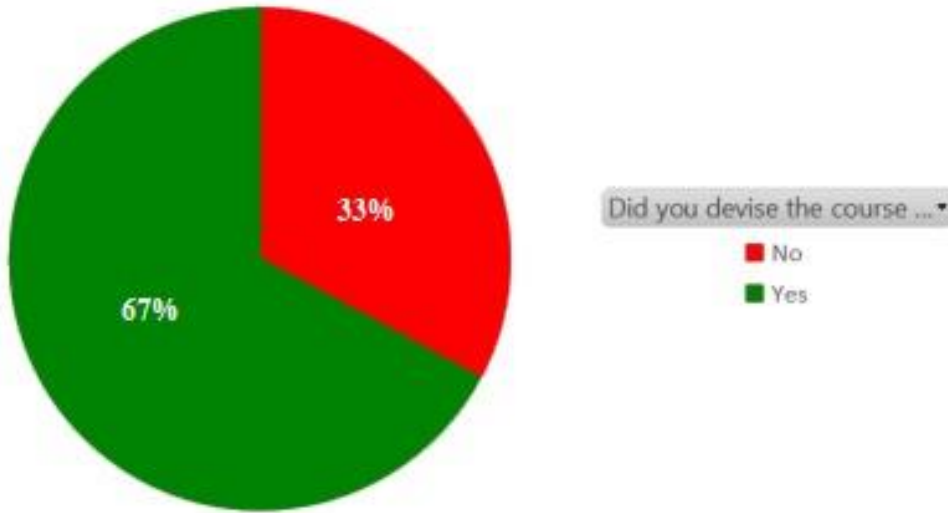
2. Did you cover the entire course/syllabus assigned to you?

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

3. How do you wish to revise the course?

<div dir="rtl">

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

</div>

No
As it is developed based on wide consultations, only a stipulated percentage of syllabus is felt to be revised in due course of time
No changes required
No
25%
It is good
Incorporating updated content
More involvement of Teachers in course designing
Remedial and doubt clearing class
following multiple perspectives of students, teachers, learners,school teachers,and infrastructural facilities.
By making it more and more practicable
No
Doubt clearing sessions
Discussion and Doubt Clearing Sessions
By comparing curriculum with other high performing universities in India
clear instruction in implementation of the course activites
No
By feedback from subject teacher
ICT enabled
Adding innovative and socially relevant topics
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 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 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 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 Paper.
Reviewing current curriculum and recent and relevant topics should be included in the course.
It should be more relevant and comprehensive
Adding latest concepts and
seminar,discussion
No need
Blending with Technology
Remedial class

As per need of students
Compose a syllabus that contains an expanded discription of the course it's objectives and requirements
Not required at this moment
Workshop, discussion, curriculum revision committee
Experts opinion
By adding practical components.
By updating the course material
I taught paper Minorities Education B. Ed 4 , Pedagogy of Urdu B. Ed II and Perspective Issues and Research in Teacher Education. Overall Course is satisfactory and prepared on the basis of NCTE guidline.
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To make it more easy and concise
After academic year workshop should be organised with all the concerned subject teacher
We wish to revise the course as per the Industry advancement.
It's satisfactory
By experts discussions and workshops
Through BOS
Through BOS
yes
skills
as per NCFTE
in view of feed back from students and in the light of changing scenario.
Yes
by taking questions from students and by presenting summary of the course
Introduce new themes
with some thematic changes
Reducing the lengthy syllabii & enriching the practical component
All the syllabus should be revised on CBCS system.
NGOs and Development course is updated by incorporating new topics like Public Private Partnership and Corporate Social Responsibility
once after completed whole syllabus, by analyzing the need of topic which needed.
course haslatest topicscomputer
It should be more relevant and and skills based
Feedback from students, faculty members, employers and Alumnii
Already revised
regularly
NA
Appropriate course content
Tests Seminars, projects and discussion
Topic wise discussion
No

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

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

Ppts
OHP and other ict enabled soft technologies
ppts
Power point presentation videos documentary etc
Overhead Projector
PPT
Powerpoint presentation Google classroom
Internet, Projector and Power Point
ICT and power point presentation
PPT, Weblinks, internet
PPT
E mail WhatsApp and pdf documents
PPT
PPTs and ICT based Teaching
Language Lab
ppt and videos
Computer laptop mobile power point
PPT
PowerPoint
Power point
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. Whats-app groups 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 pdf content and videos link through mobile.
Desktop, laptop and Projector
e-learning recourses will be shared
MS word,Excel, MS powerpoint
Projector
Google Classroom, Google Meet, YouTube, Web 2.0 Tools etc.
Power point presentation
PPP & computer
Smart boards, Projector etc

Not used
Web resources, PPT, videos etc
Power point
Power Point Presentations.
OHP, LCD Projector, Computer and Laptop
Power point, Whatts App, google, laptop
Google Classroom
Google Classroom
Google Classroom
Ppts and video
Web resources, videos, smart board
We deliver the lectures through presentations using laptops and projectors in addition to traditional classroom teaching aids using white/black boards etc.
Powerpoint presentations
Ppt Googleclasses
Google meet
NO
blackboard teaching
classroom, projector, swayam
PPT
Projector and PPT
Projector
PPT presentation
Films, docuemnetaries and other online source material
Online material, E-content, You Tube videos/movies/documentaries, and prepared IMC MANUU video lessons
PowerPoint presentations, Free web resources, Educational CDs, Personal Smart phone
e-content, E-pathshala, IMC Video lessons, Power point Presentation, Youtube, Movies and documentaries.
PPTs through LCD
zoomit, pen marker, ppts, projectors etc
computer
Laptop, Mobile, Desktop and Projector etc.
PPT
PPT and spreadsheet
laptop,webcam
NA
PowerPoint presentation, videos
PPT and Educational Apps
Black board
PPT, Video material

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
Very enthusiastic and participated in teaching learning process
Assignments, presentations and tests
By Assignments, term end examination, practicals, work book, MCQs, Viva, projects
Good
Assignment, Sessional,Observation,Presentation
Tests Assignments Discussion Presentations
Formative evaluation that includes Class tests, Assignments,Practicum and Tutorials
Written and Orel
Good
Viva voce Tests
Assignment and exams, teaching internship and field work
Written or Oral
Written, Oral and projects
Formative assessment
project work, group discussion, seminars
Continuous internal evaluation
Unit test
CCE
CCE
Sincere, responsible
Through seminars and tutorials
Internal Test both oral and written, group presentations and work, Practicum activities reporting, Field based activities, data collection analysis etc.
Evaluate the students through test and assignment and presentation.
I would like to evaluate through debate, discussion, quiz, presentation and written test
Presentations , Seminars apart from internal and External examination.
brain storming and tests
Test Assignments Seminars
Formative and Summative Evaluation
Written test
Written, Practical & by activities

Using classroom assessment techniques
By providing test, assignment and seminars
Seminar, internal test, project, assignment, viva-voce, observation and others
Exam
Internal exams and Assignments.
Assignment, Test, Group Discussion, Seminar
Test, Assignment, viva-voce, Seminar presentation
Both formative and summative ways
Both formative and summative ways
Both in formative and summative ways
Hardworking but lacking in language proficiency
Seminar, test
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
Summative and formative assessment
Through Assignments, presentation and internal test.
Through Assignments, presentation and internal test.
class test
Presentation, written assignment and group discussion.
Good
By seminar presentation and Assignments.
Class Test
through conversation during class and by taking different types of tests
test, presentation, assignment , discussion
Class tests, assignments, seminar
Class tests, Assignments, Seminar presentations, Group Discussions, Term end exams (Semester System)
two class test, one assignment and presentation
Seminars, Assignments, Tests and Quiz
Assignment, Internal , quiz and presentation
Through seminar presentations tests assignments discussions in the class and final exams
Presentation, Discussion, Seminar, Debate, MCQ and Written test etc.
presentations, debates, Group discussions
Good. By conduct of direct and indirect assessments.
Internal Assessments ,Tests, Presentations group discussions, End Semester Exams
Good
Quiz, tests and presentations

Tests Seminar projects
By giving assignment or conducting test of MCQ
Test, seminar, Assignment

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

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

No
Ni
No
No
16 week practice teaching is too long.12 week is enough
It is relevant
Nil
It should be more students centric
Inductive and deductive methods, ict based learning
Relevant
Yes
No
Discussion
Inductive and Deductive methods
Students need additional input in English language
no
No
NA
Development of E content
Adding more practical aspects, socially relevant and innovative topics in courses
Needs revision
No

*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.

NO Comment
No
No specific comment
nil
No
Gaining of experience with updating of Knowledge and Skill
Must be included flipped and blended learning
Latest method
Work democratically with students and develop self confidence among them
No
No
No
No comments.
By updating Course Material
Course content, methodology and students were good
None
None
None
No
No
--
Field visits
Adoption of sustainable development goals
No
NO
no
no
New papers be introduced
Course revision should be done only after a period of minimum three years of teaching.
No

I will try to improve more in teaching, research and utilizing the ICT tools
Make it more relevent by introducing new themes
some themes to be added
Making the course less lengthy by reducing by the less relevant theoretical content. Making practical component (TP&I) more structured with reference to the time & activities.
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.
Lectures were arranged on topic of general knowledge like RTE and Social Justice as part of Monthly Lecture Series.
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students are motivated
No
participation
No
computer Lab
None
Appropriate course content, discussion and demonstration methods used, motivated students
Good methods
Topic wise discussing and by providing class notes
no