



UNIVERSITY OF MADRAS
INTERNAL QUALITY ASSURANCE CELL (IQAC)
Alumni's Feedback for the year 2017-2018

About University of Madras

University of Madras is one of the three affiliating institutions established by the British in 1857. The University was organised on the model of London University. It takes pride in being the mother to all Universities in South India. The enactment of the Madras University Act, 1923 greatly encouraged the research and teaching functions of the University. Keeping in line with the motto of this great institution 'Doctrina Vim Promovet Insitam' which means Learning Promotes one's own innate knowledge, the University has been striving to deliver quality higher education to the masses for the past 164 years. Keep furtherance of knowledge in various disciplines and subjects as its primary goal, the University with 73 Departments offers Post Graduate courses as well as research and development activities through Post-Doctoral (D.Sc./D.Litt./LLD), Doctoral and M.Phil. degrees to the students. The prime objectives of the University are to encourage and support continuously: (a) socially relevant education, (b) improvement of the quality of education and (c) an equitable access to all sections of the society to higher education.

The University under the capable leadership of the Vice-Chancellor supported by the Syndicate, Senate, Academic Council and the faculty of the Departments take holistic decisions and actions bearing in mind its primary goal. The mission and vision statements are framed such as to remain accountable to all the stake holders including the students, teachers, employees, employers, alumni, the society as a whole and the Government. The Vision statements of the University are

- To inculcate values of Equality, Unity and Justice.
- To make our education relevant and excellent.
- To promote educational programmes in various disciplines of knowledge with synergistic interaction with society and industry.
- To contribute to the advancement of knowledge through research, publication and disseminations.

- To provide leadership in higher education by imparting quality and socially relevant knowledge.
- To develop aptitudes and skills of students to equip them to face the challenges and needs of fast changing society.
- To give greater opportunity to women in order to prepare them to be effective leaders.
- To make students to be conscious of their duty to the country and to fellow human beings.

University of Madras is one of the top ranked Universities in India. To maintain the quality standards and to carry out periodic checks to the education system, the University Authorities conduct the Academic Audits, Student Feedbacks and so on every year through the Internal Quality Assurance Cell (IQAC), for the Students, Research Scholars, Faculty and Administrative Staff. This periodic internal assessment helps in updating the Syllabus/curriculum on a timely basis and also addresses any shortcomings in the academic process. During the year 2017-18 the IQAC audit and feedback mechanism was carried out using questionnaires in the print format. The feedback data was analysed and the results are discussed in the following sections.

The subsequent section details about the IQAC and its functions at the University of Madras.

About IQAC

The National Assessment and Accreditation Council (NAAC) proposes that all accredited institutions must establish Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since, quality enhancement is a continuous process; the IQAC is a part of the institution's system and work towards realization of the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institutions.

In line with the NAAC mandate, the University of Madras has established IQAC with effect from 01.07.2005. The University has been accredited by NAAC with 5-star status in 2000 followed up the IInd and IIIrd Cycle with 'A' grade in 2007 and 2014 respectively.

The IQAC plays a vital role in the re-accreditation process, as the cell reviews the quality of education in the University in following ways:

➤ **Conduct of Academic Audit:**

The IQAC conducts academic audit for all the University Departments, by inviting subject experts from other Universities/Institutions to review the syllabus, question paper and answer scripts of the students of the respective Department. The report submitted by the expert is placed before the IQAC Advisory Committee and the same also placed before the Syndicate. Following which, as per the recommendation of the Syndicate, the report submitted by the experts will be sent to the Heads of the concerned Departments for further action.

➤ **Feedback Mechanism:**

The IQAC being at the helm of maintaining Quality at the University has a robust feedback mechanism in place. Feedback is collected from all stakeholders including Students, Scholars, Faculty, Administrative Staff, Employers and Alumni. Feedback is collected in the form of questionnaires. The questions are designed to quantitatively assess the performance and quality indicators of the process and infrastructure at the University. The periodic feedback assessment helps to maintain quality and foster a healthy environment between the stakeholders. The feedback is based on 5-point scale. This feedback is again scrutinized and placed before the IQAC Advisory Committee and the same is placed before the Syndicate. Subsequently the scrutinized feedback is sent to all faculty through the Heads of the Departments.

➤ **Annual Quality Assurance Report**

As per the direction of NAAC, the Annual Quality Assurance Report (AQAR) must be submitted according to the prescribed format every year. The AQAR consists of the data of the University for the academic year, which includes details of academic activity, research activity, financial resources, publications details and etc. IQAC prepares the report diligently.

➤ **Career Advancement Scheme (CAS) for faculty:**

IQAC provides supports the promotion activities of faculty in various cadres under Career Advancement Scheme, by screening applications according to the API (Academic Performance Indicators) guidelines provided by the UGC.

➤ **Capacity Building Activities:**

From time to time, the IQAC conducts programmes for faculty regarding promotion under CAS. It also conducts programmes for IQAC Coordinators and Principals of affiliated colleges as well as for faculty members of the Departments of the University.

All the reports prepared by the Cell are scrutinised by the IQAC Advisory Committee and the same is placed before the Syndicate. Thus, the IQAC ensures the quality of the institution is maintained and helps for the betterment of the students. University of Madras adheres to the NAAC mandate and the IQAC team coordinates and tenaciously works to uphold the quality at the University level.

Scope of IQAC

The major aim of IQAC is to ensure quality at the university level, the IQAC team collects feedback from various stakeholders including Students, Faculty, Administrative Staff, Employers and Alumni. The feedback is collected using various questionnaires designed to assess the performance based on a Likert scale. From the academic year 2017-18 onwards, the student feedback is collected through the Online mode, prior to this the student feedback was collected through printed questionnaires for the academic years 2016-17 and 2017-18. The significance of IQAC, University of Madras are listed below:

- IQAC at the University of Madras acts as the nodal agency to ensure quality teaching, research and extension activities.
- It enhances adoption and dissemination of best practices.
- It warrants periodic conduct of academic and administrative audit and its follow up.
- Builds an organised system of documentation and internal communication.
- Enhances dynamic changes to quality improvement and assists in decision making for the University Departments.

Limitations

1. Although IQAC attempts to collect data from all sectors, there are certain limitations to the survey that is carried out. Some of the limitations are listed below:
2. Since the survey is not mandatory, hence achieving 100% participation from all stakeholders is not possible.
3. The questions are designed as closed response rating scales, hence the analysis is more quantitative in nature.
4. The rating scale is prone to subjective evaluation and hence sometimes provides unreliable results.
5. The rating scale questionnaire may not reveal accurate results.

Methodology

The methodology adopted to determine the quality includes data collection using questionnaire and data analysis using appropriate techniques. The IQAC collects data from all stakeholders to analyse the performance and to ensure quality for all University Departments/Centres. There are separate questionnaires that are prepared to analyse the performance and effectiveness of the various stakeholders. Each questionnaire is thoughtfully prepared to quantitatively assess the quality indicators. The questionnaires are closed ended responsive, which provides the respondent to choose from the best possible options to reveal their thoughts and feelings. The questionnaire consists of statements to assess the quality of infrastructure and relationship between the administrative staff and the University. The options are on a 5-point rating scale, similar to a Likert scale that ranges from 1-5 as defined below:

1- Strongly Disagree ; 2- Disagree; 3- Neutral; 4- Agree; 5- Strongly Agree

The questionnaire helps to measure the satisfaction levels and acts as an input measure to make necessary changes towards improvement of academic activities at the University. The various questionnaires are analysed and the results are documented and discussed in the forthcoming sections.

Analysis:

The questionnaire to assess the Alumni Feedback for the academic year 2017-18 consists of 13 closed ended questions on a 5-point scale of rating from 1 representing “Strongly Disagree” to 5 representing “Strongly Agree”. The analysis of these 13 questions has been presented and discussed further.

1. Course content were related to the programme

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were 2% were neutral, 10% for agreeing and 88% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Course content were related to the programme. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

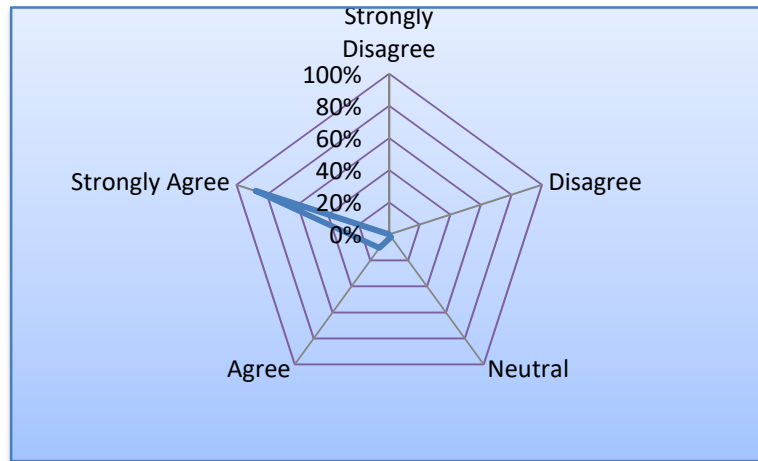


Figure 1: Course content were related to the programme

2. Course of the study was relevance to the real life application

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 2% for disagreeing, 8% were neutral, 19% for agreeing and 71% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Course of the study was relevance to the real life application. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

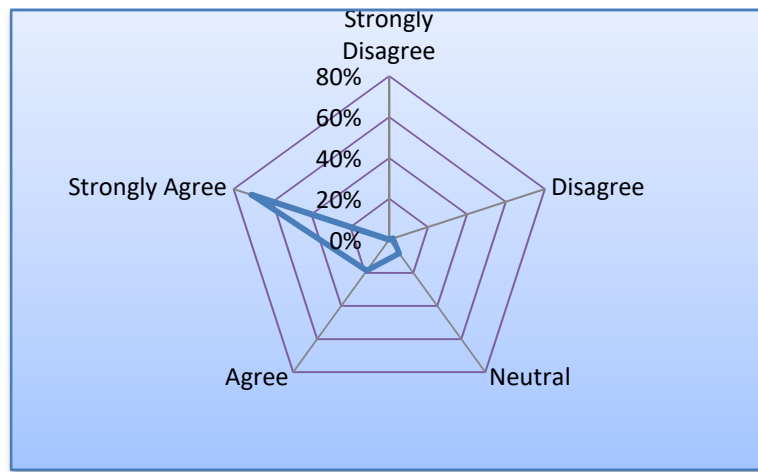


Figure 2: Course of the study was relevance to the real life application

3. Courses create interest to pursue research

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 4% were neutral, 21% for agreeing and 75% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Courses create interest to pursue research. In order to arrive to

comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

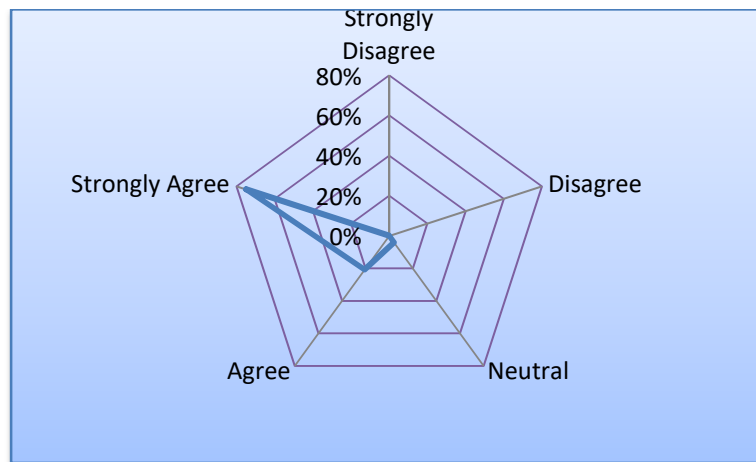


Figure 3: Courses create interest to pursue research

4. Skill related courses were included in the programme

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 2% for disagreeing, 11% were neutral, 30% for agreeing and 57% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Skill related courses were included in the programme. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

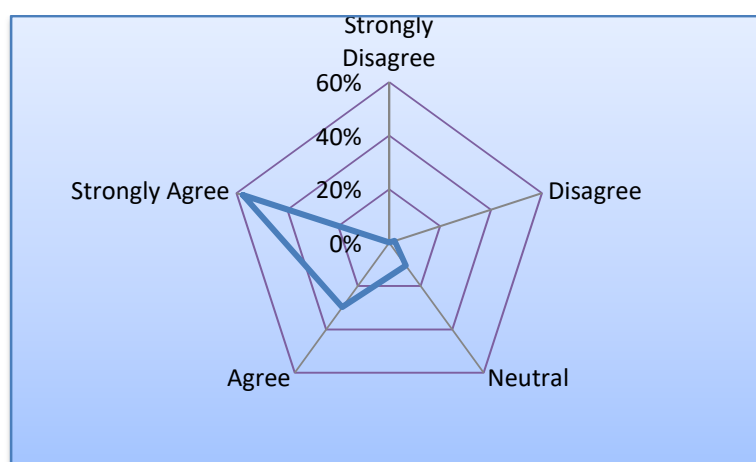


Figure 4: Skill related courses were included in the programme

5. Reading materials were available in the library/internet/others

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were 4% were neutral, 31% for agreeing and 65% were

rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Reading materials were available in the library/internet/others. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

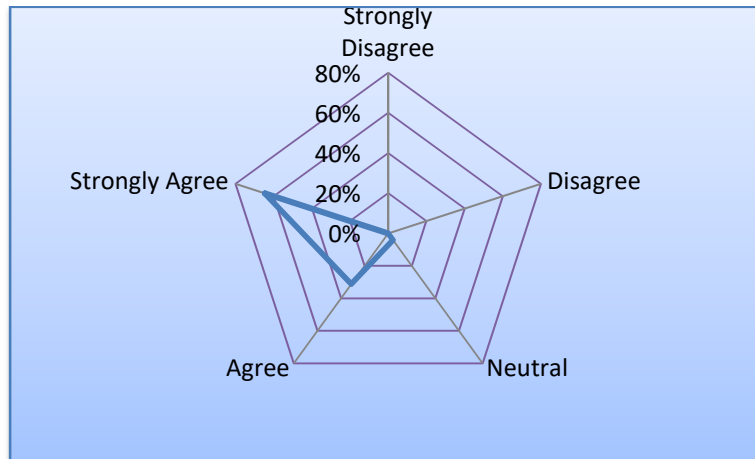


Figure 5: Reading materials were available in the library/internet/others

6. Courses were related to the current job market

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 9% were neutral, 25% for agreeing and 66% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Courses were related to the current job market. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

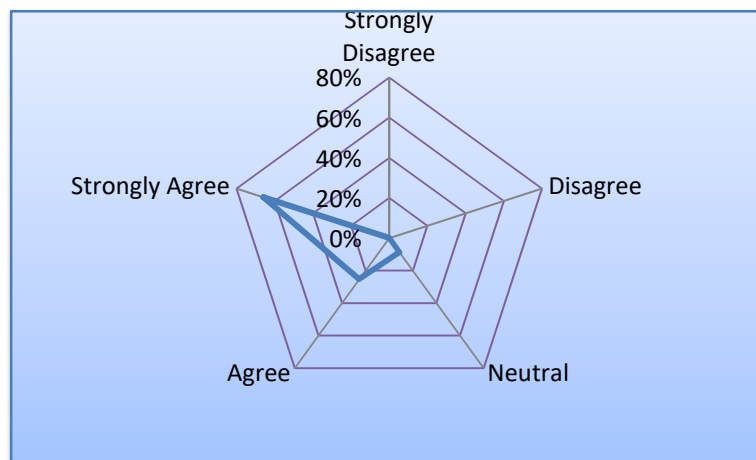


Figure 6: Courses were related to the current job market

7.Career counseling and guidance were effective

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 4% for disagreeing, 21% were neutral, 23% for agreeing and 51% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Career counseling and guidance were effective. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

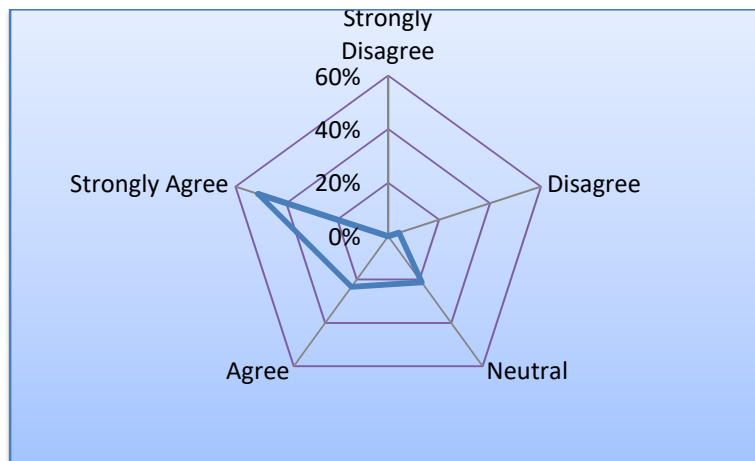


Figure 7: Career counselling and guidance were effective

8.Teaching practices were innovative

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 2% for disagreeing, 6% were neutral, 28% for agreeing and 64% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Teaching practices were innovative. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used. Overall it is encouraging to note that the large majority have rated for the outstanding experience.

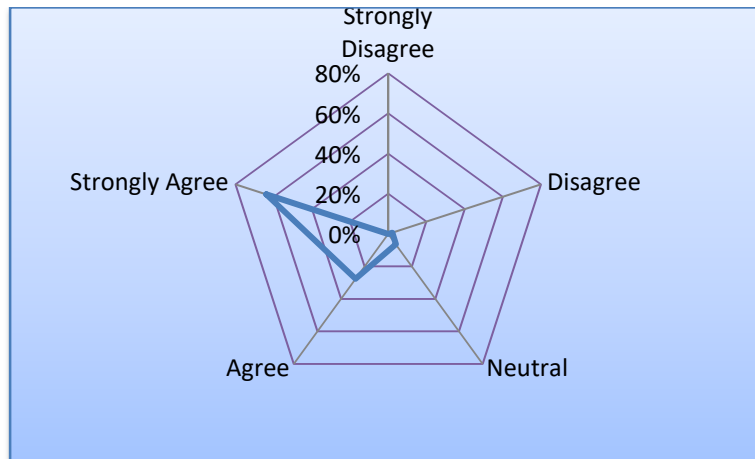


Figure 8: Teaching practices were innovative

9.Learning experience in terms of teaching and learning was good

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 2% were neutral, 23% for agreeing and 75% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Learning experience in terms of teaching and learning was good. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

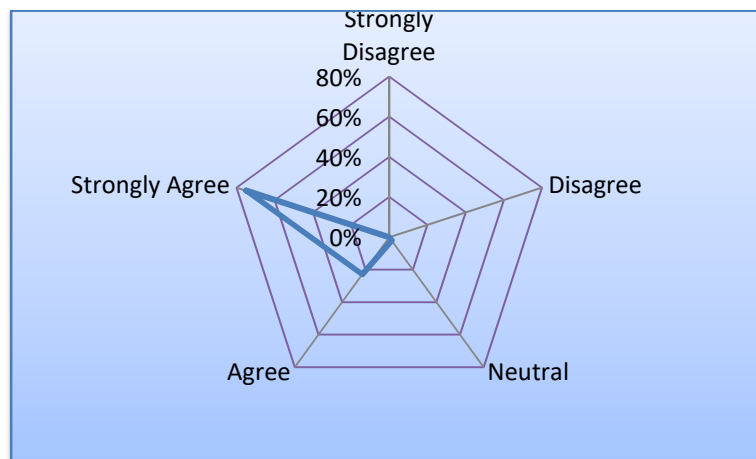


Figure 9: Learning experience in terms of teaching and learning was good

10.The labs and infrastructure were excellent

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 2% for disagreeing, 13% were neutral, 25% for agreeing and 60% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the labs and infrastructure were excellent. In order to

arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

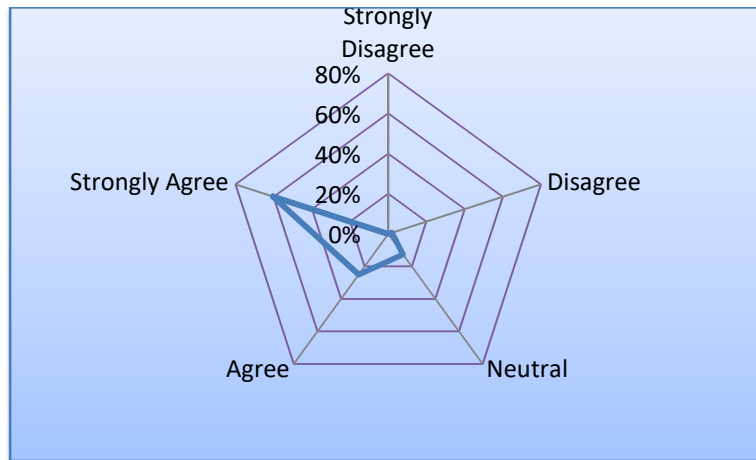


Figure 10: The labs and infrastructure were excellent

11. Employability skills were enhanced during my internship

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 6% for disagreeing, 21% were neutral, 27% for agreeing and 46% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Employability skills were enhanced during my internship. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

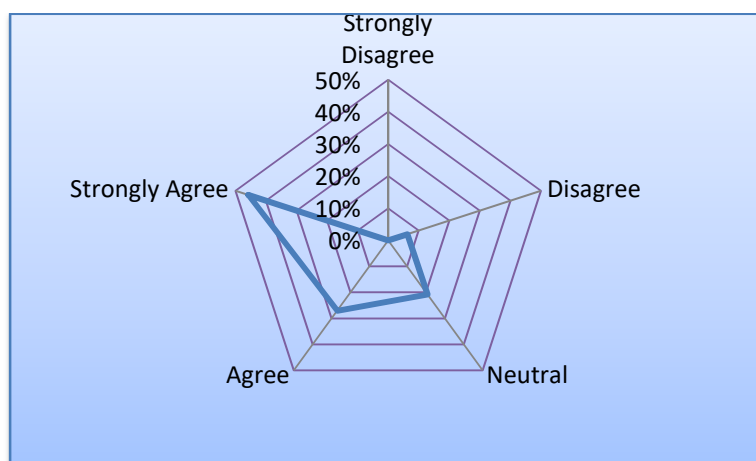


Figure 11: Employability skills were enhanced during my internship

12. Innovative and application-driven project works were undertaken

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 10% for disagreeing, 25% were neutral, 63% for agreeing and 2% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Innovative and application-driven project works were undertaken. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

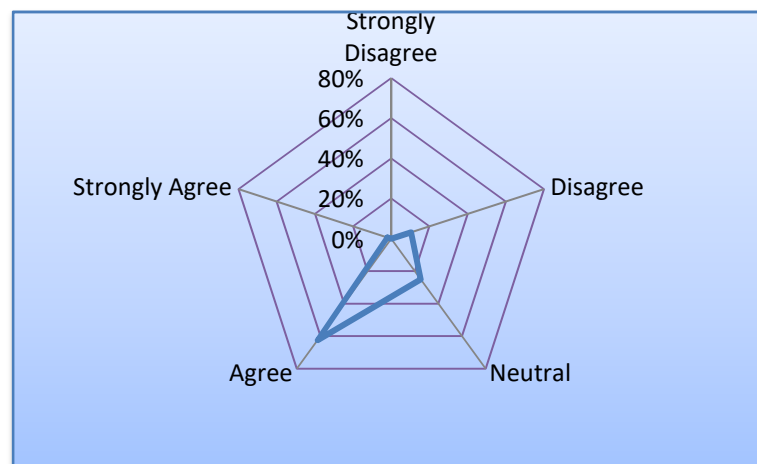


Figure 12: Innovative and application-driven project works were undertaken

13. Fieldwork provided real-time problem-solving experience

The Feedback report for the year 2017-2018, which was conducted in Offline mode. The aspects of the feedback were rated 4% for strongly disagreeing, 2% for disagreeing, 17% were neutral, 19% for agreeing and 57% were rated for strongly agreeing. The overall responses were positive and negative for the total of 100% regarding the Fieldwork provided real-time problem-solving experience. In order to arrive to comprehensive results, useful statistical tools like percentage, etc. have been used. For the effective presentation of the data, various types of graphs have been used.

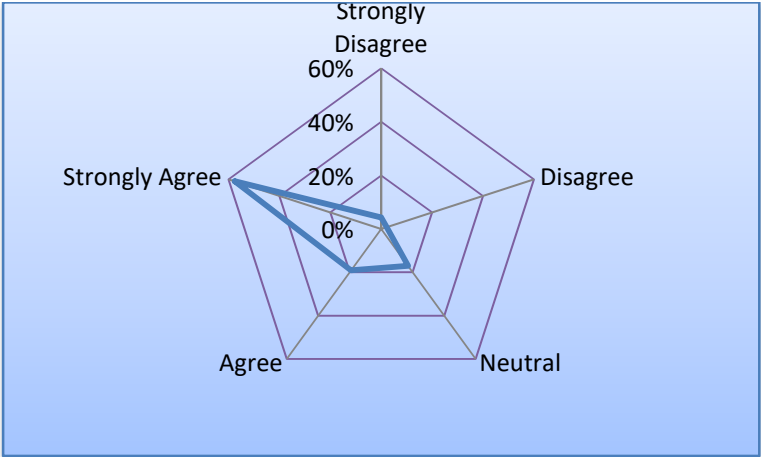


Figure 13:Fieldwork provided real-time problem-solving experience