



UNIVERSITY OF MADRAS
INTERNAL QUALITY ASSURANCE CELL (IQAC)
Student Satisfaction Survey 2021 - 22

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. The recently released Quacquarelli Symonds (QS) rankings, which is a London-based higher education analytics firm has ranked University of Madras in the 541-550 band. It is ranked one among the 41 Indian Universities featured in the list and 2nd in the State of Tamil Nadu. In 2021, it was ranked at 28th position among the top 100 Universities by NIRF while it was ranked at 22nd position out of 100 in 2020. The university is ranked at 47th for the overall category by NIRF 2021. 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 address any shortcomings in the academic process. During the year 2020-21 the IQAC audit and feedback mechanism was carried out using questionnaires in the online 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 Internal Quality Assurance Cell (IQAC) Committee was reconstituted on 14.01.2020 and the members of the IQAC are nominated as per the guidelines of the NAAC. 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 provide 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 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

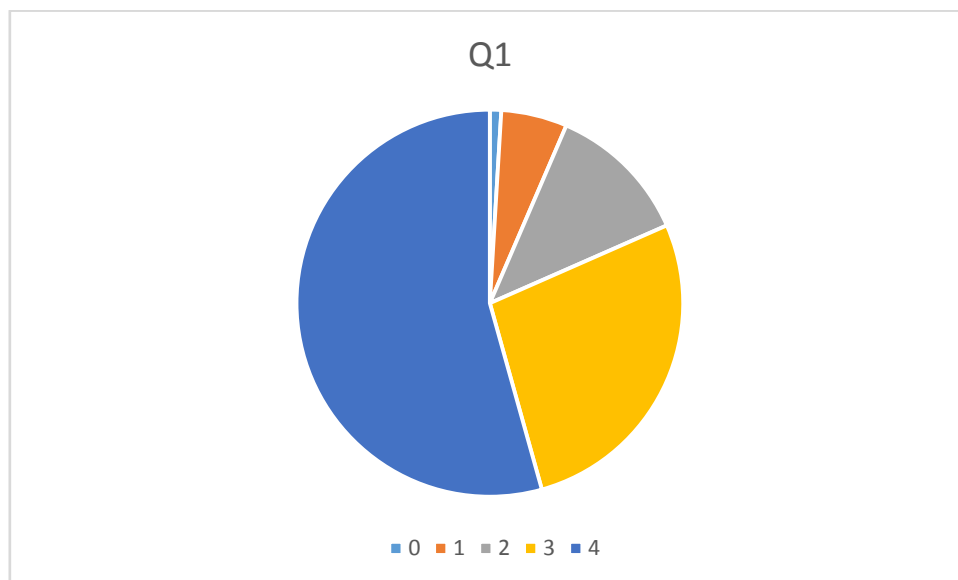
The survey on student satisfaction with the teaching-learning process was taken for the academic year 2020 – 2021. It covers a wide range of aspects such as syllabus coverage, preparation by the teachers, their communication skills, approaches to teaching and evaluation processes used, provision for an internship, field visits and student exchanges, use

of ICT facilities to teach, and the like. The parameters employed to assess students' rating were different. The report below provides detailed analysis on each of the aspects.

Analysis

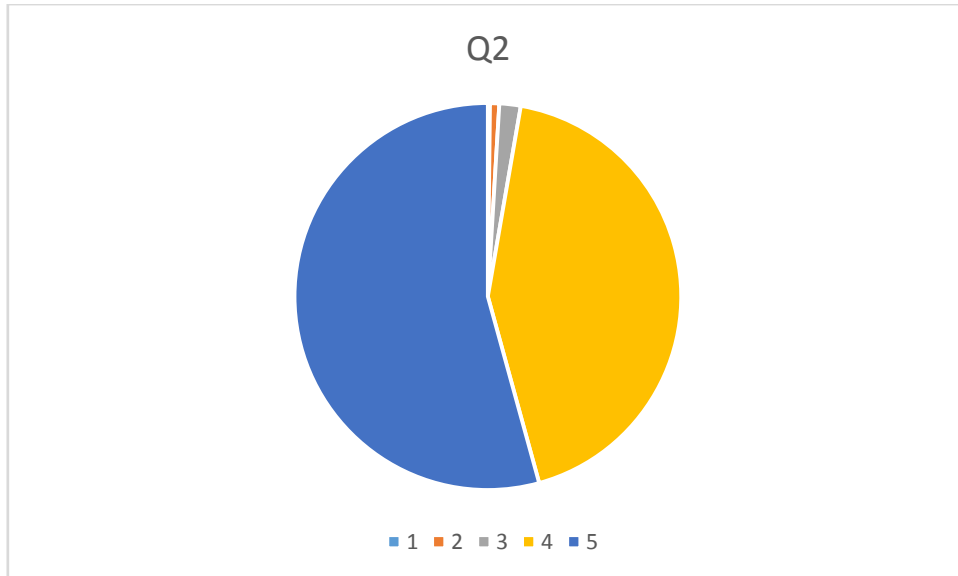
Several pertinent aspects of the survey on student satisfaction were covered for this academic year. Aspects like syllabus coverage, communication skills, and fairness in evaluation process, provision for internship, skill development, extracurricular activities and the like were asked. Also, a different set of parameters were used to evaluate their perception in order to enlist objective views to enable the university to take measures to rectify as appropriate. The report below provides some details of each of these aspects.

1. How much of the syllabus was covered in the class?



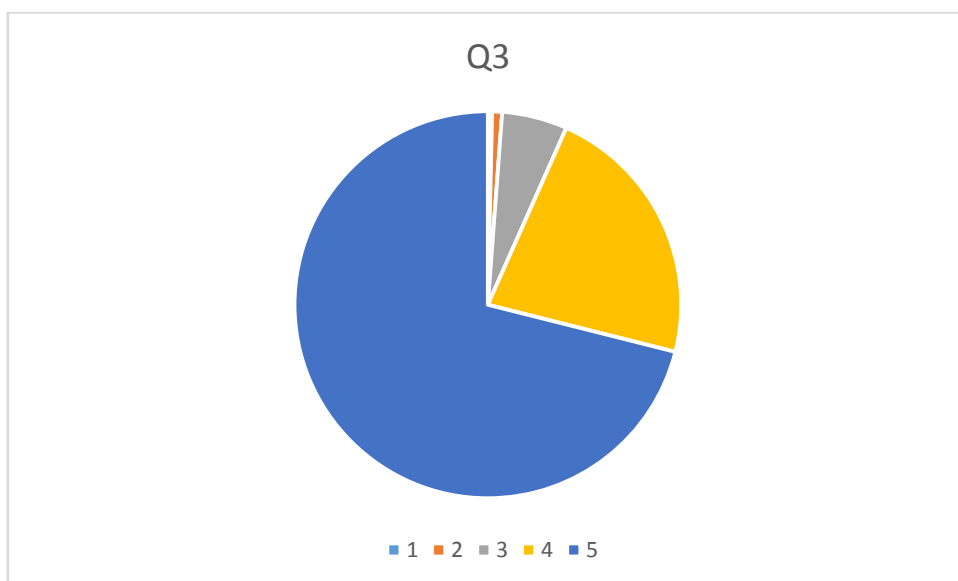
Analysis: The feedback to this important question on coverage of syllabus provides a favourable disposition as reflected in the chart above. A strong support is given by 54% of the students with another 27% agreeing adding up to a total of 81%. This is a strong indication in favour of the faculties at the University of Madras who, with the all the difficulties notwithstanding, have been able to accomplish the syllabus as approved. The percentage of those with moderate view stands at 12% with a negligible 1 % rating as '0'.

2. How well did the teachers prepare for the classes?



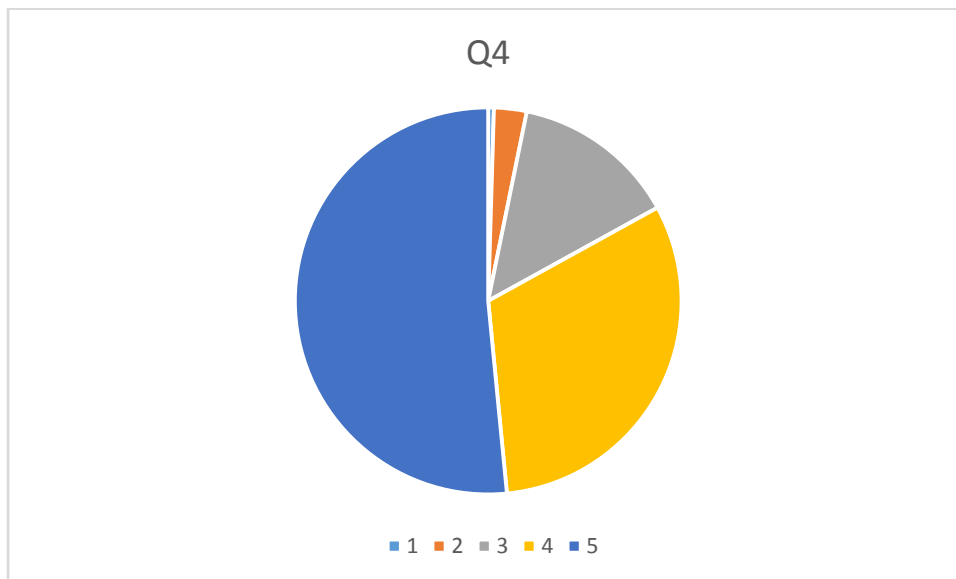
Analysis: To this aspect of the survey there is an extremely high level of support provided by the students. As indicated by the chart above a total of 87% of them have voiced their views in support of their teachers with 54% of them giving a full 5 points and 43% of them giving 4 points amounting to the parameter of strongly agree and agree. Those neutral are a marginal 3% and an insignificant number disagreeing. This again is telling feature of the capacity of the faculties at University of Madras to impart high standard of teaching.

3. How well were the teachers able to communicate?



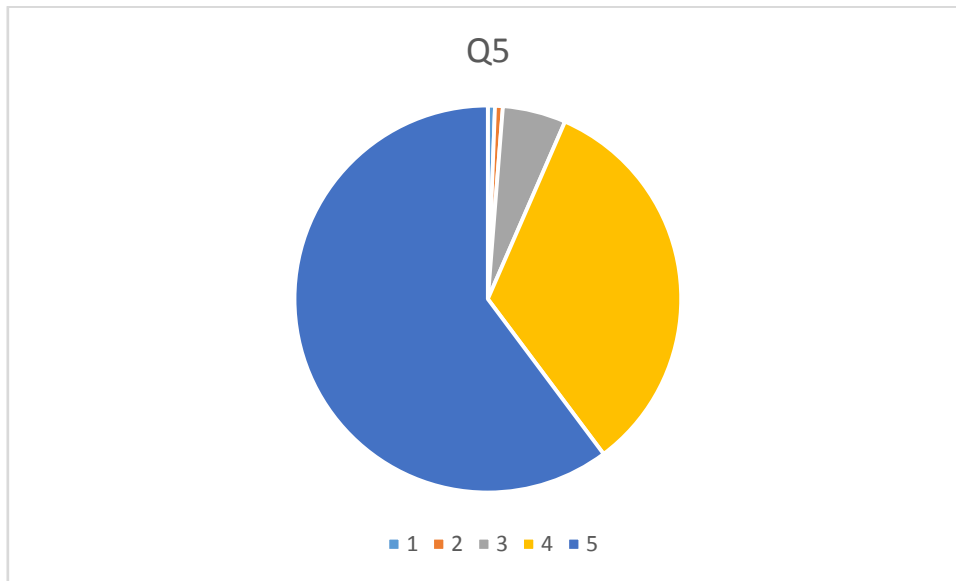
Analysis: Effective communication skills are an integral part of teaching – learning process particularly at higher institutions of learning. To this question there is an overwhelming majority of students tending to agree with 71% of them giving a full 5 points and 22% of them giving 4 points - in all totalling to 93% of those surveyed. Again those remaining neutral are a marginal 5% of them.

4. The teacher’s approach to teaching can best be described as:



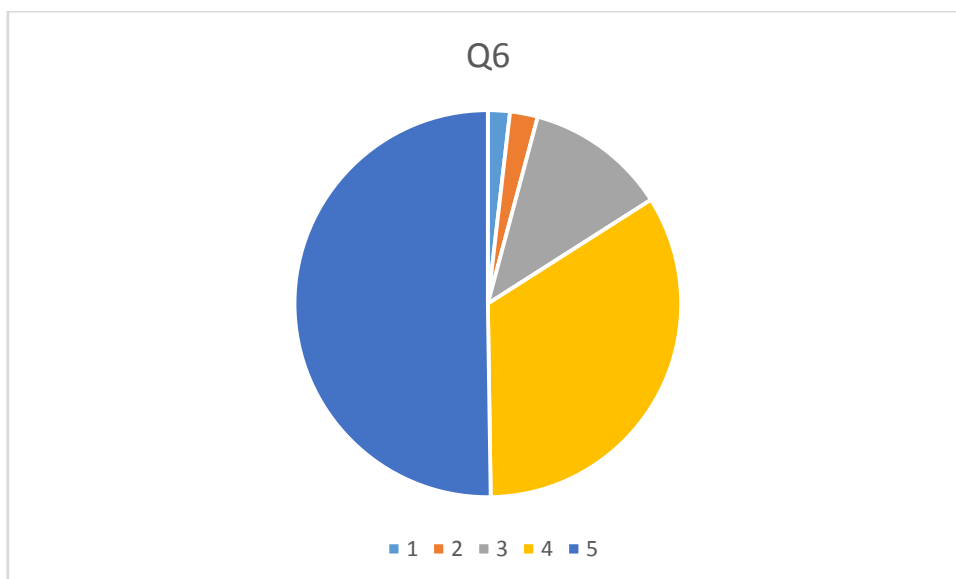
Analysis: It is evident from the chart above that the perception of the students is one of significant majority in support of the teachers approach with 52% marking as excellent and 31 % marking as very good rating totalling to 83% favourable rating. 14% of them have rated as good while a marginal 3% have given a fair rating. This again is yet another indicator of the strength of the teaching community in Madras University who are in large numbers favourably disposed to the different student communities who come from different walks of life.

5. Fairness of the internal evaluation process by the teachers



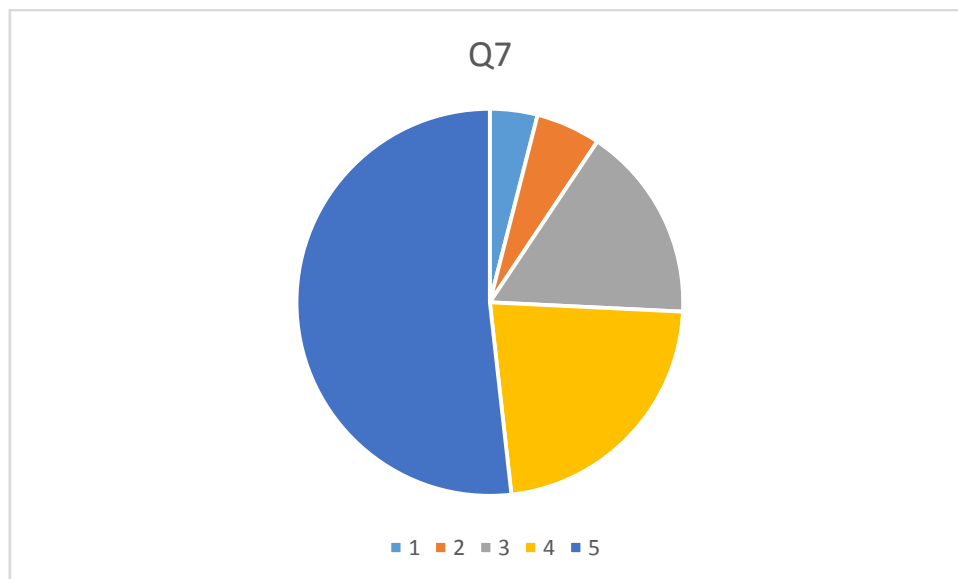
Analysis: The question of fairness in evaluation is an important measurement of learning and maintenance of objective standards. The survey reveals that quite a large number of 60 % of students have voted as always fair and another 33% usually fair totalling to 93%, which is a significant majority of those surveyed. 5% of them have opined as sometimes unfair which is a marginal number only.

6. Was your performance in assignments discussed with you?



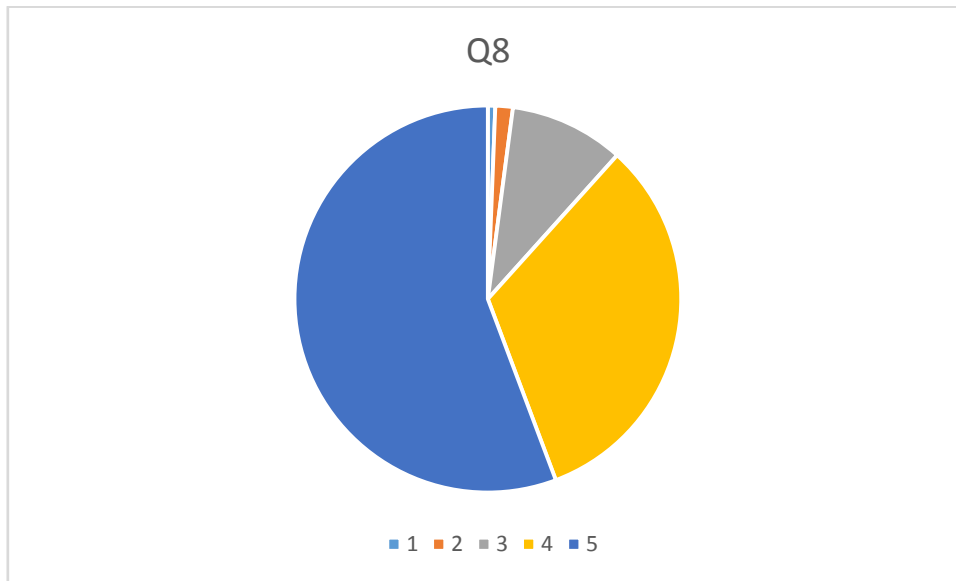
Analysis: To this question 50% of the students have agreed that discussions on assignments is done every time and 34% usually undertaken. Even if the percentage of those voicing their complete support is only 50% yet, adding to the 34% of those who also opine that discussions are usually undertaken totals to 84% of them. 12% of them have felt that it is sometimes done where as 2% of them have differed saying it is rarely done. In any case there is a majority of view in support of the survey question indicating that evaluation methods adopted for assignments are discussed with students for them to assess their drawbacks thereby provide scope for improvement.

7. The institute takes active interest in promoting internship, student exchange, field visit opportunities for students



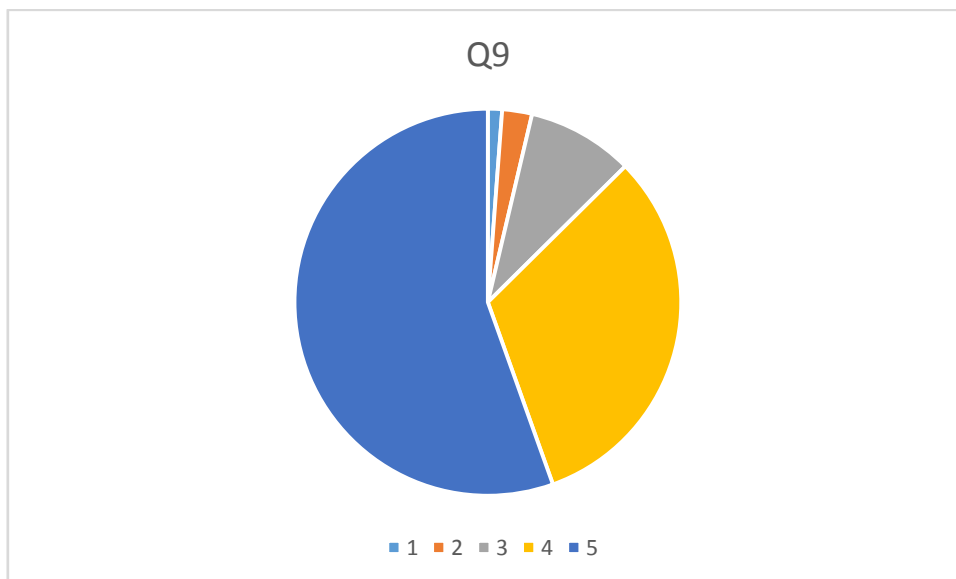
Analysis: Promoting practical training activities to enhance knowledge skills by way of encouraging field visits, providing scope for internship and student exchange programmes was also surveyed. The results have provided a positive trend with 74% in total agreeing that there is a constant support and opportunities extended to students. The chart above depicts 52% for regularity and another 22% of them rating as often happening. However 16% of them have stated as 'sometimes' and 5% of them have said 'rarely' with another 4% of them as 'never'. Although the overall perception is positive, yet, measures needs to be taken to extend such provisions to all.

8. The institution provides multiple opportunities to learn and grow



Analysis: As the above chart reveals 56% of students have strongly agreed to the question of provision for multiple opportunities for growth where as 33% of them have agreed to it. 10% of them have chosen to remain neutral and 1% have disagreed. Put together of those strongly agreeing and agreeing gives us a tally of 89% which is a large majority of students who have complimented the University.

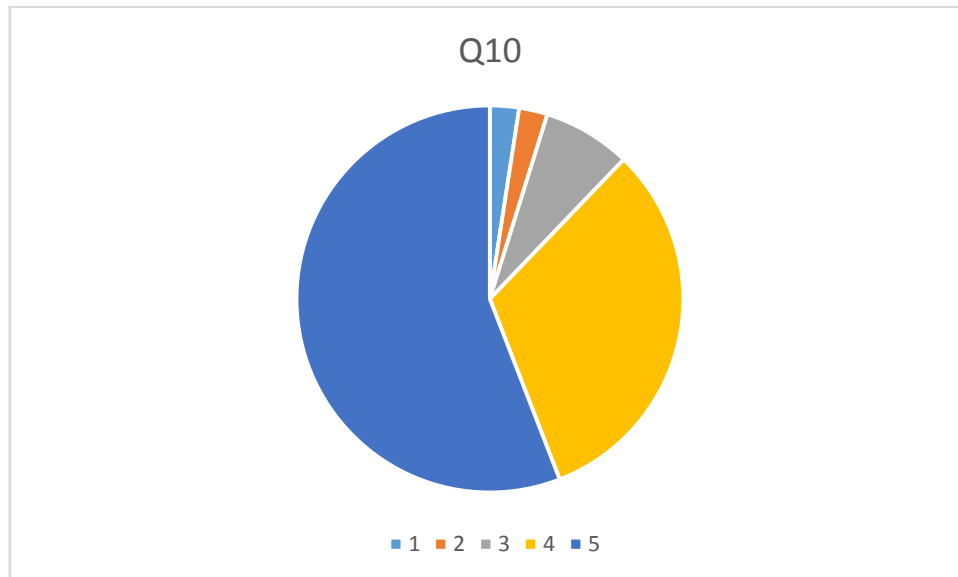
9. Teachers inform you about your expected competencies, course outcomes and programme outcomes



Analysis: The chart above shows that an overwhelming majority of 87 % of students' views is tilted in favour of usually and every time. This indicates that the students are inclined to

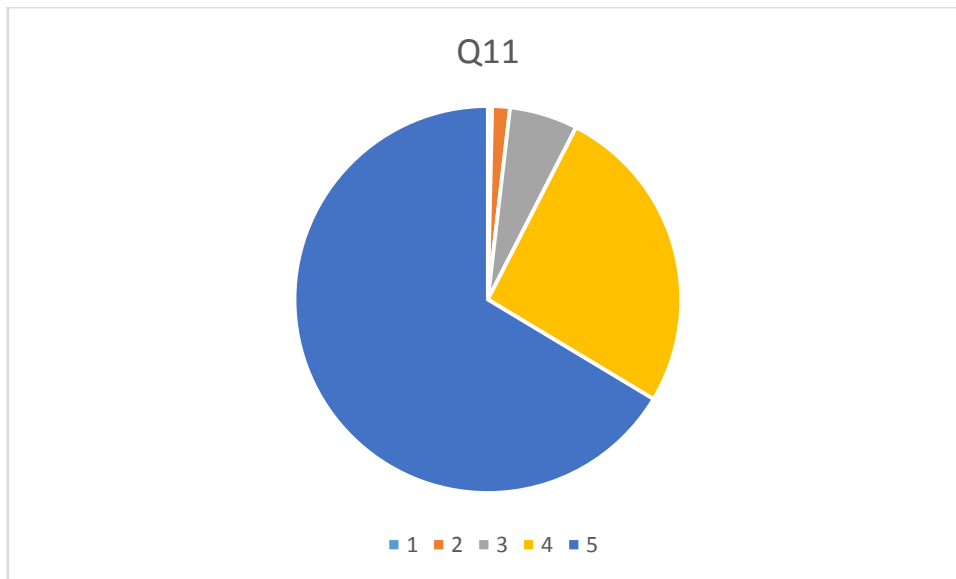
supporting the question raised that they have been informed about what is expected of from them to successfully complete the course and the outcomes of the programme offered to them. The remaining 13 % have scattered to occasionally, rarely and never.

10. Your mentor does a necessary follow up with an assigned task to you



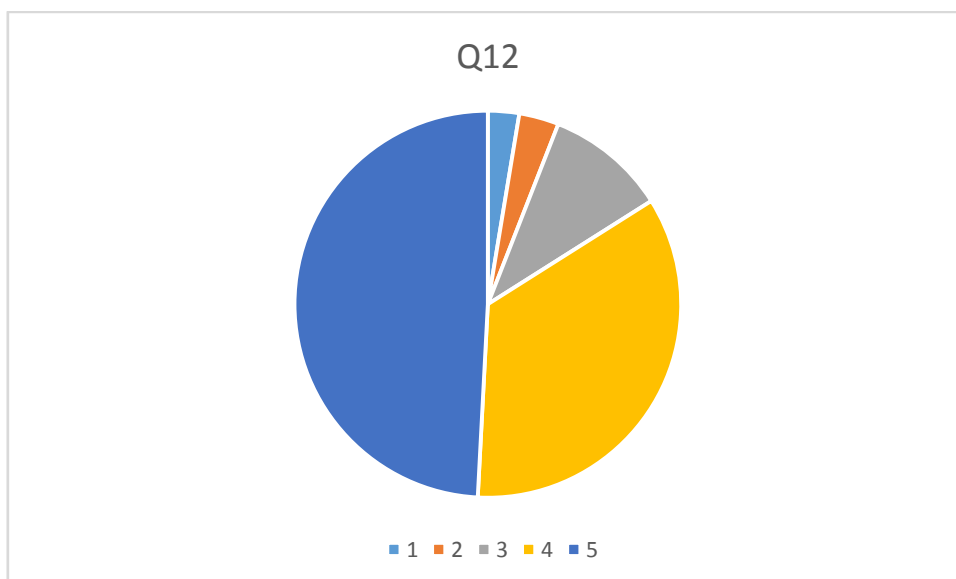
Analysis: The analysis to this aspect reveals that there is a marked increase in the percentage of students who are inclined to supporting the view that the teacher follows up with assigned tasks promptly as compared to that of the previous year. For example, while the percentage of students supporting to this view stood at 54% and 30% for the academic year 2021-2022 the percentage for this year has increased to 56% and 32 % respectively. This means the number of those disagreeing has also marginally decreased. This is once again a positive feedback given by the students and tells us the extent of satisfaction they have on this. It is of no doubt that follow up of tasks assigned to students is a necessary part of learning to help guide them in the right direction and hence the results to this survey question is an encouraging one indeed.

11. The teachers illustrate the concepts through examples and applications



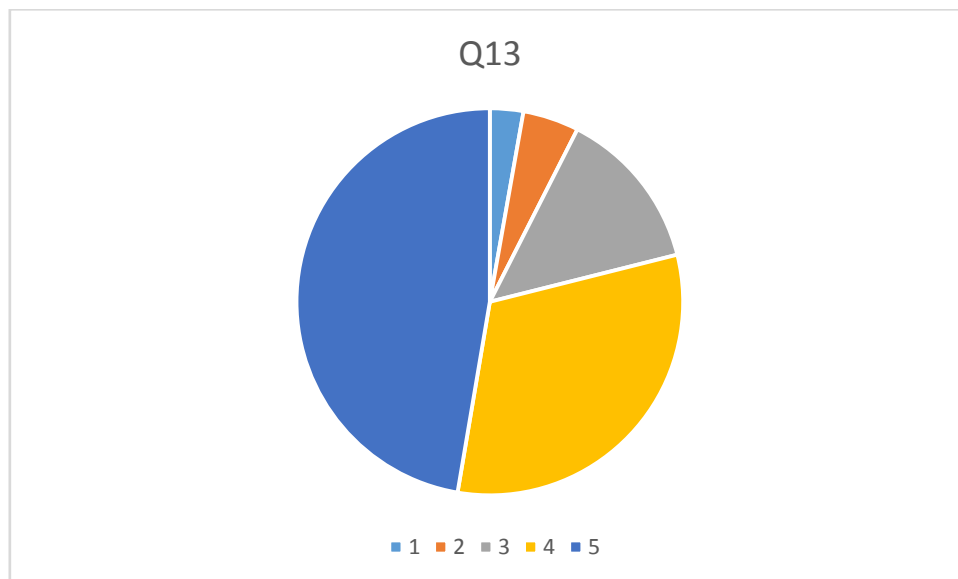
Analysis: Once again, in comparison to the previous year, there is not only a clear majority of views expressed in support to this aspect of learning process with a solid 92% in favour of it – 66% of those supporting every time and 26% of them usually put together but also an increase in percentile. This question was rated on a scale of never, rarely, occasionally/sometimes, usually and every time. The chart is also telling of the kind of position taken by the students. This assessment is encouraging enough as it tells that the teaching capabilities of the University faculties have a wide acceptance level on the part of the students

12. The teachers identify your strengths and encourage you with providing right level of challenges



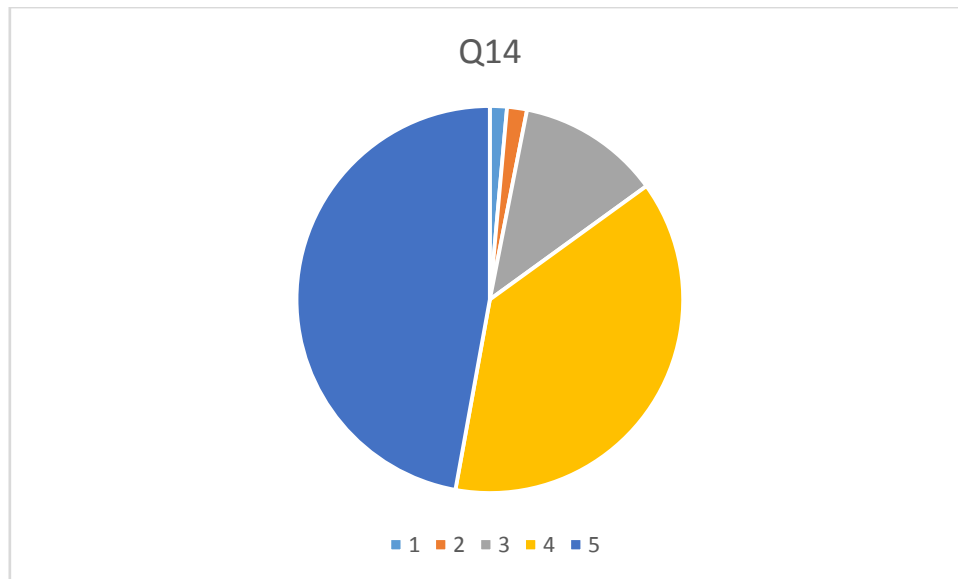
Analysis: The survey on identifying strengths and mentoring them shows an improvement once again as compared to the previous year. This time again the perception has increased to 49% and 35% respectively on the parameter scale of supporting fully and reasonably as compared to the previous year of 47% and 32%. Even if this is only a small improvement, yet, it is a positive indicator of the commitment on the part of the University faculties to put in all their effort to student community.

13. Teachers are able to identify your weaknesses and help you overcome them



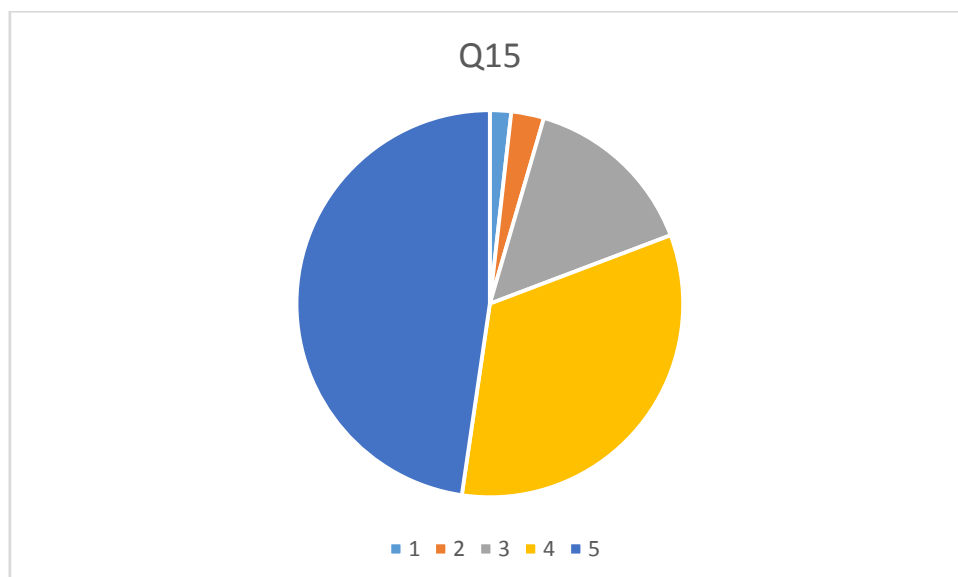
Analysis: On this aspect also a marked increase in percentage of students who are appreciative of the teachers' commitment in identifying their weaknesses could be seen from that of the previous year with 79% in total agreeing to it on a five point parameter scale of every time, usually, occasionally/sometimes, rarely and never. 14% of them have rated as occasionally/sometimes and 5% of them have expressed as rarely done. Those opining as never has come down to 3% as compared to that of 4% during last academic year.

14. The institution makes effort to engage students in the monitoring, review and continuous quality improvement of the teaching.



Analysis: The survey on the effort taken by the institution to engage them in monitoring, review and quality improvement of teaching with the parameters as strongly agree, agree, neutral, disagree and strongly disagree has also produced a good majority of them supporting to this view. 47% have strongly agreed while 38% have agreed with 12% staying neutral. The interpretation from this data is obvious from the results displayed above on the large acceptance of students to this aspect.

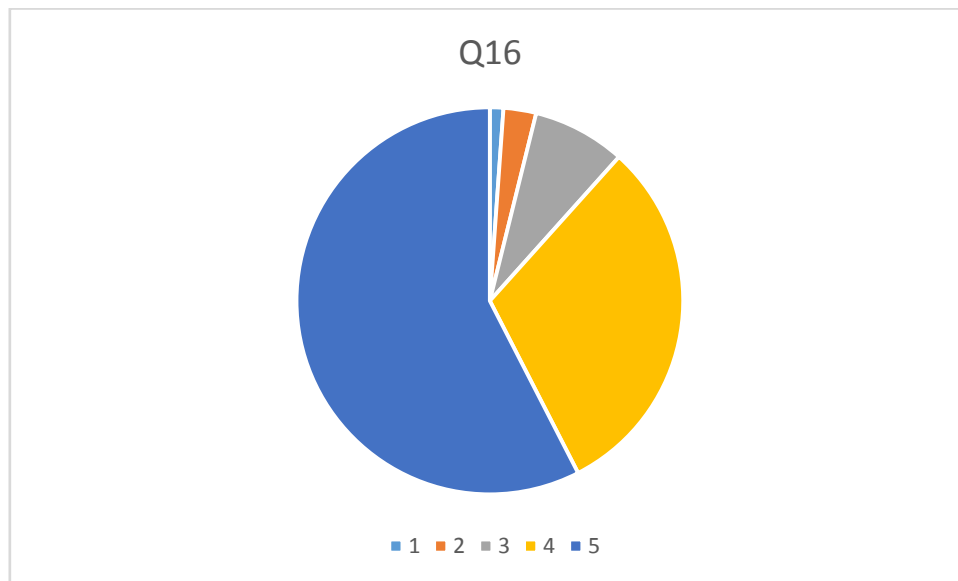
15. Teachers encourage you to participate in extracurricular activities



Analysis: The survey question on this important aspect of encouragement to participate in extracurricular activities has not only produced a positive view but also a marginal improvement in percentage of students supporting it as compared to that of the previous

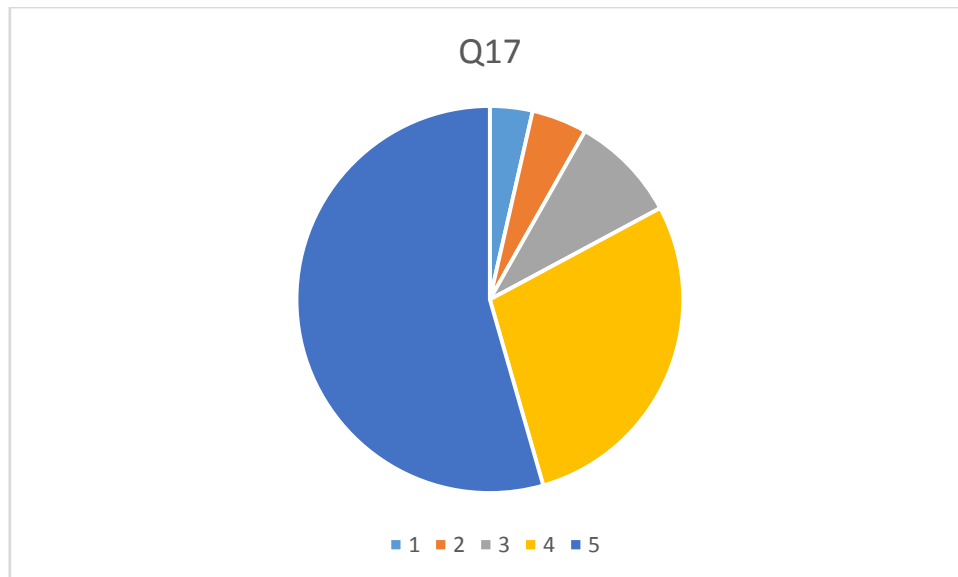
academic year. For example, this time around it has been 48% and 33% of those strongly supporting and supporting respectively as compared to 47% and 32% in the previous academic year. The rating to this question was taken on a five point parameter scale of Support to extracurricular activities was another important aspect of strongly agree, agree, neutral, disagree, strongly disagree. 15% have expressed satisfaction while 3 % and 2 % have differed to this view.

16. Efforts are made by the institute/teachers to inculcate soft skills, life skills and employability skills to make you ready for the world of work



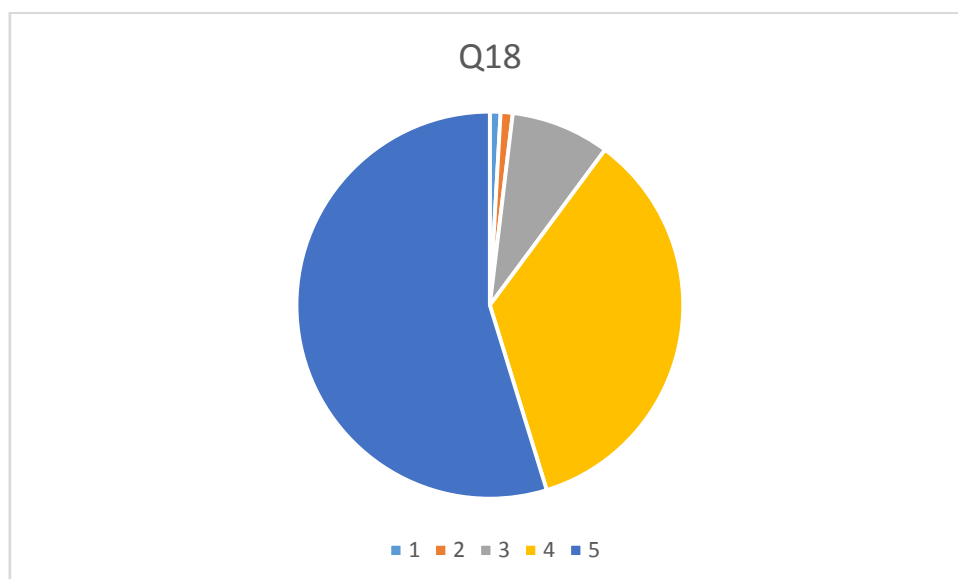
Analysis: The chart above gives a clear picture of the large majority of those agreeing to the assessment which is encouraging indeed to take note of. This aspect of the survey is an indicator on the extent to which institution of higher learning engages in not only knowledge dissemination but also capacity building in terms of holistic skill enhancement to enable students to face the outside world confidently. As far as students perception on this aspect goes we can see that 58% of them have opined as to a great extent while 31% have rated as moderate level of support. Those falling under moderate, very little and not at all stands at 8%, 3% and 1% respectively.

17. What percentage of teachers use ICT tools such as LCD projector, multimedia etc., while teaching



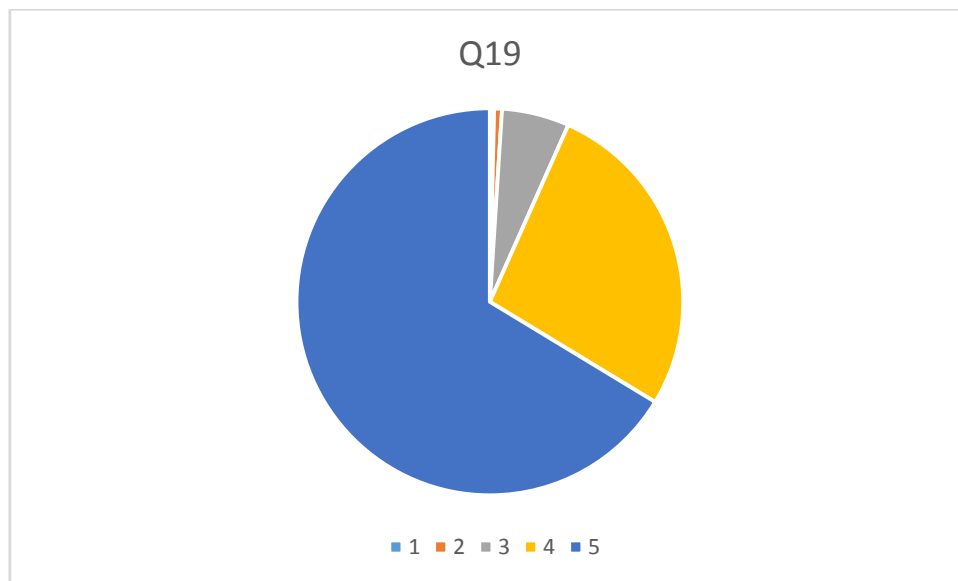
Analysis: To the question on use of ICT tools 54% of them have said such devices were used by more than 90% of teachers where as 28% of them have said that the use of such tools by teachers fall within the range of 70% to 89%. Put together about 82% of them have in all accepted that a large number of teachers make use of ICT tools for teaching and learning processes, which is very encouraging. About 9% have said that the number of teachers who use ICT is between 50-69% and 5% of the students have rated as falling between 30-49% and almost 4% have rated the usage of ICT as below 29%. This again indicates that there is a strong use of ICT tools for teaching by the University faculties.

18. The overall quality of teaching-learning process in your institute is very good



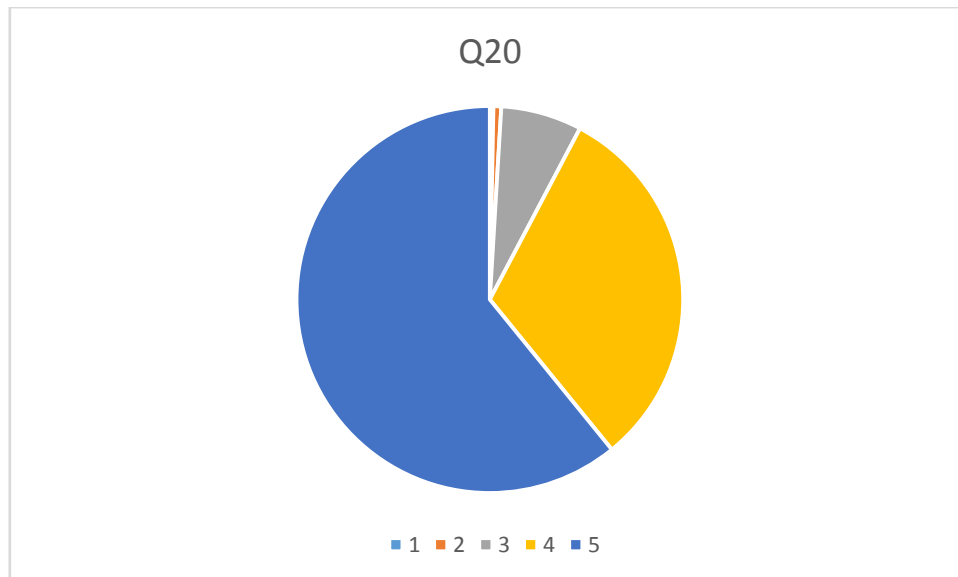
Analysis: Students were also asked to rate on the overall quality of teaching learning process to which a significant majority of 90% of them have strongly agreed and agreed (55% + 35%) respectively. This perception is indeed heartening to note suggesting that the quality of teaching learning process has been of high standard. Only 8% have expressed satisfaction with neutral stand and the remaining 1 % and 1 % have differed disagreeing and strongly disagreeing respectively.

19. The teacher encourages questions and discussions



Analysis: The issue of classroom participation by students in the form of discussions and encouraging questions is another important dimension of teaching learning process. The survey on this aspect produced once again a strong support to the teachers at the University of Madras with a 93% of students in total opining as strongly agreeing and agreeing – 66% strongly agreeing and 27% agreeing respectively. This is indicative of the quality of teaching imparted to students, which is commendable.

20. The question paper covered all units of the syllabus



Analysis: The chart above is skewed largely in favour of the positive side and hence depicts a clear picture as to the kind of interpretation that could be made from it. Accordingly, one can see that about 92% of the students in total have inclined to strongly agree and agree to the view that the question paper issued to evaluate the student performance covers the entire syllabus without any discrepancy. This again is indicative of the regulations of the University to be abided by all teachers to which the results of the survey from the student community have also attested to.

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