



**UNIVERSITY OF MADRAS**  
**INTERNAL QUALITY ASSURANCE CELL (IQAC)**  
**STUDENTS FEEDBACK 2015 -2016**

**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 2016-17 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. 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 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 student feedback for the academic year 2015-2016 covers several important aspects on the teaching learning process long been practiced at the University of Madras. It includes aspects such as coverage of syllabus, discussion on the topics to be taught, knowledge of the teachers as perceived by the student, timeliness of coverage, evaluation methods adopted, fair treatment in

evaluation and the like. The assessment was done on a five point scale with Strongly Agreed as the highest 5 point and strongly disagreed as the lowest point of 1. The assessment was done physically which students were asked to fill in directly and submit. The following analysis provides some details on each aspect of the feedback.

### **1. The teacher covers the entire syllabus**

Of the total responses received an overwhelming majority of 92% of students have positively rated this leaving the rest 8% undecided. Such overwhelming support of 92% with 57% strongly agreeing and 35% agreeing is indeed indicative of the large acceptance by students and the kind of dedication and commitment by the University faculties to education.

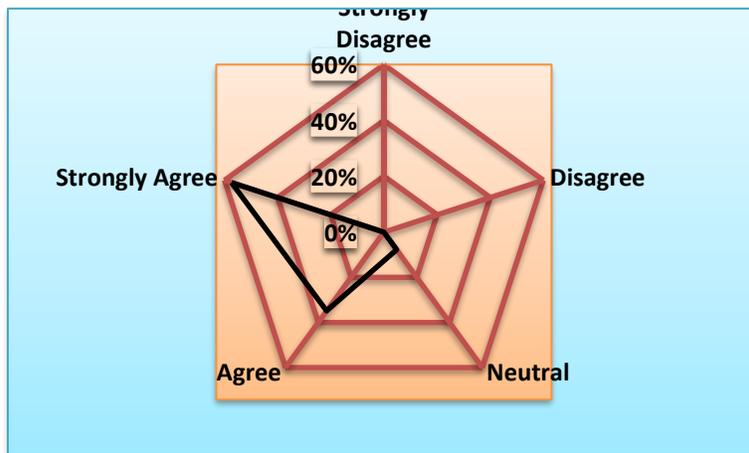


Figure 1: The teacher covers the entire syllabus

### **2. The teacher discusses topics in detail**

On this aspect 56% have agreed and some 38% undecided staying neutral with 5% and 1% disagreeing and strongly disagreeing respectively. Although one can infer that this feedback can be taken as a majority support, yet, the 38% neutral rating is equally worrisome, which needs to be taken note of. The percentage of those strongly agreeing to this statement is ‘none’ which is also a cause of concern but noteworthy in this is the free expression made by the students voicing their perception without any inhibition.

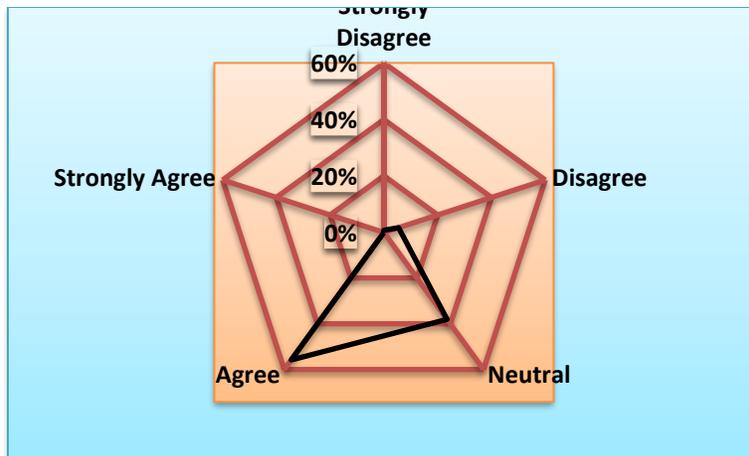


Figure 2: The teacher discusses topics in detail

### **3. The teacher possesses deep knowledge of the subject taught**

Here again one can note the trend although is a majority of 63% agreement but those rating strongly agreed is none here again with 27% staying undecided and about 11% disagreeing to this statement. It is the large acceptance on the domain expertise of the teachers and also reflective of the University standard of its faculty members. Yet, it must be underlined that the 27% neutrality is a concern which needs to be addressed as well.

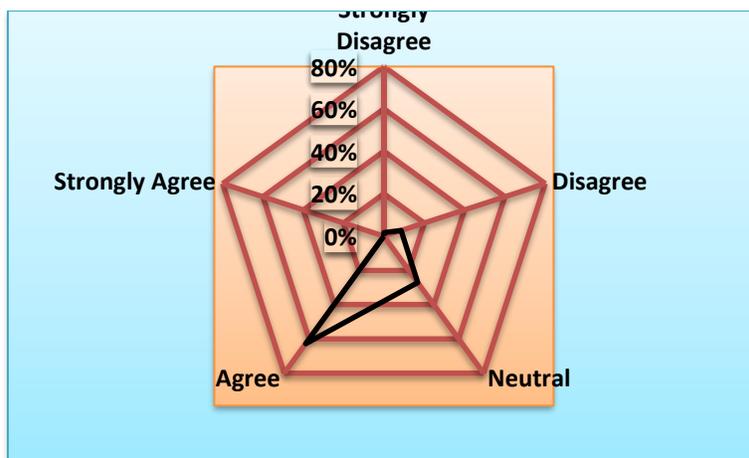


Figure 3: The teacher possesses deep knowledge of the subject taught

### **4. The teacher inspires me by his/her knowledge in the subject**

Assessment on this dimension has revealed a majority of 51% acceptance and those disagreeing 9% leaving the rest 40% undecided. Once again on the category of 'strongly agreeing' one can note that it is none and another aspect is the increase in percentage of neutrality with 40%. Even though there is an indication of majority support for teachers level of inspiration and their

expertise yet again the indecisiveness of some 40% is worrisome as also the blank expression on the 'strongly agree' category.

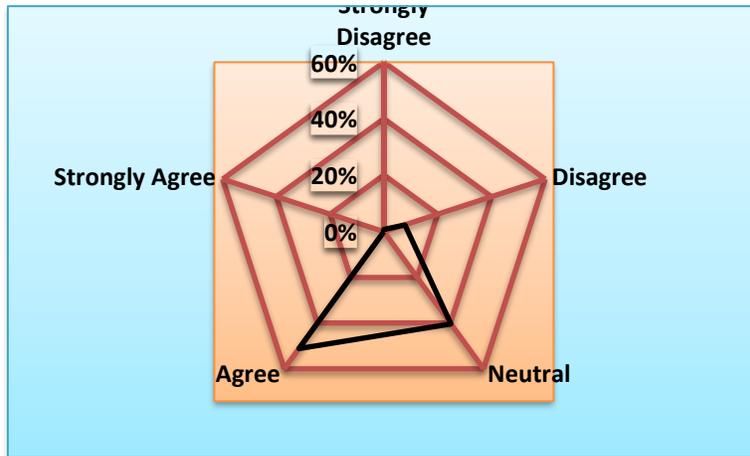


Figure 4: The teacher inspires me by his/her knowledge in the subject

### **5. The teacher is rarely punctual to the class**

To this negative statement that was deliberately posed to know the level of critical thinking and voice their perception those disagreeing and strongly disagreeing was 15% and 2% respectively meaning that about 17% of them do not accept that teachers are rarely punctual where as the data shows that a large number of 40% have agreed to this with equally large number of 44% staying neutral. This again is something to be noted seriously by the University and tackled as punctuality is also integral to the overall learning process.

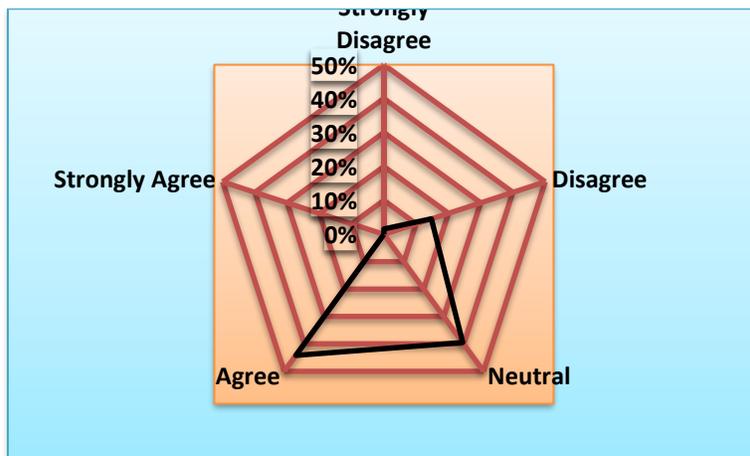


Figure 5: The teacher is rarely punctual to the class

## **6. The teacher engages the class for the full duration and completes the course in time**

The data for this is: 57% agreeing; 36% neutral and 7% disagree. The strongly agree category is none. Inference from this is that a) large majority acceptance b) strong emphasis laid down by the University and the ethos that is followed by the teachers and c) those 36% undecided needs clarity and reworking to remove the 7% disagreement.

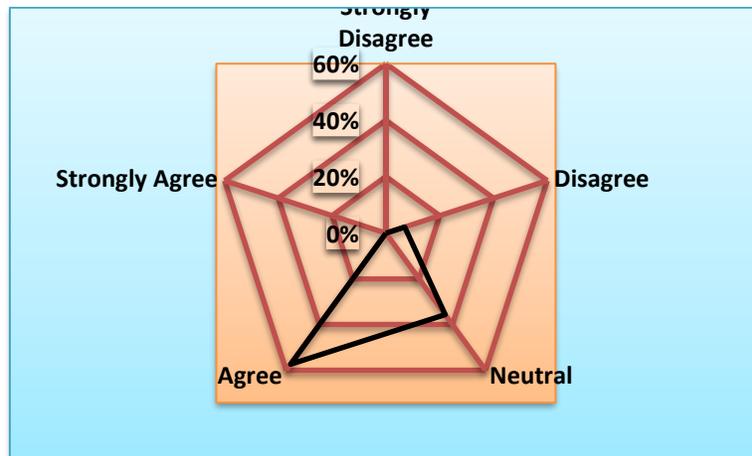


Figure 6: The teacher engages the class for the full duration and completes the course in time

## **7. The teacher comes fully prepared for the class**

Preparation for class-room teaching is another integral aspect of the teaching learning process which was assessed with the above statement to which the data, as shown in the chart above, indicates a majority of 55% acceptance with only 6% disagreeing while 39% undecided. Preparation is accomplished through lecture notes and presentations and is also indicative of the extensive reading that the teachers have on the subject matter. With 55% acceptance this indeed can be taken as a positive rating by the students and again pointing out the need to remove the large gap that is also seen in terms of those neutral ratings who are undecided.

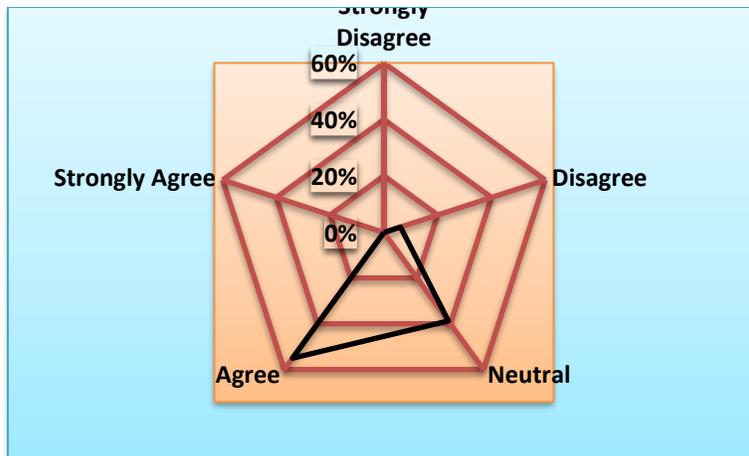


Figure 7: The teacher comes fully prepared for the class

### **8. The teacher occasionally provides guidance counselling in academic and non-academic matters in/outside the class**

Guiding and mentoring students is another important indicator of teaching learning particularly at a higher level and hence requires strong support by the teachers to the students. On this the rating has not been very encouraging since the question is posed negatively using ‘occasionally’ in order to ensure critical understanding. The data, as shown in the chart above, tells us that on this aspect there is not much of acceptance as about 58% have agreed to it while those neutral were 35% with a mere 7% disagreeing.

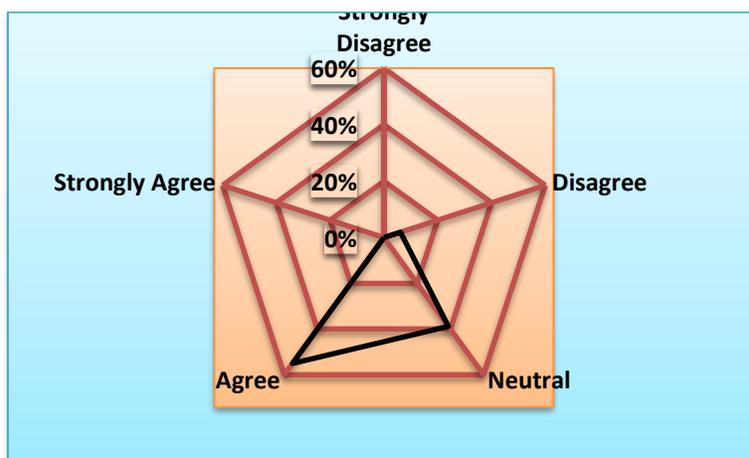


Figure 8: The teacher occasionally provides guidance counselling in academic and non-academic matters in/outside the class

## **9. The teacher encourages participation and discussion in class (Teacher-Student, Student-Student)**

Here the data shows that only 40% have agreed to this statement with 47% neutrality and 13% disagreement. There is a blank in the highest parameter of 'strongly agreeing'. What can be discerned is that the low level of acceptance needs to be accepted on the part of the University and steps to be taken to remove the huge gap. The 47% neutral rating is another cause of concern that requires serious efforts to change the perception with emphasis on participation and discussion method of learning encouraged and monitored through appropriate evaluative steps.

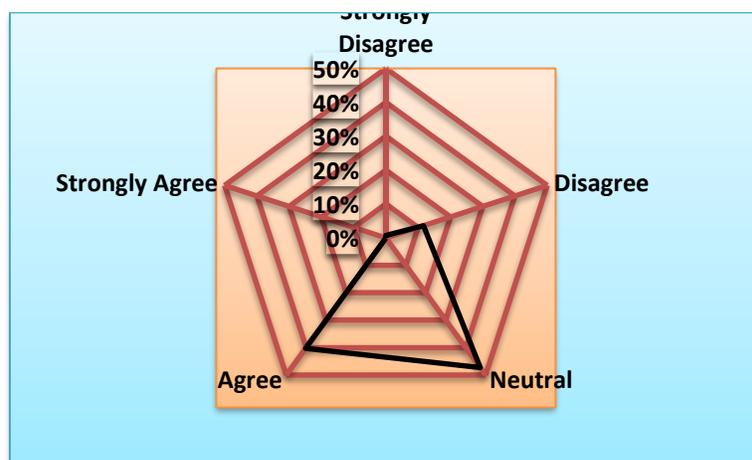


Figure 9: The teacher encourages participation and discussion in class (Teacher-Student, Student-Student)

## **10. The teacher encourages and values disagreement**

The issue of independent thought and action is something that students at a higher level of learning need to acquire. On this another important aspect the feedback was: 0% strongly agreeing; 47% agreeing; 43% neutral; 9% disagree and 1% strongly disagreeing. It is clear that there is indeed a high level of acceptance on the part of the students in the encouragement provided by teachers for different ideas to emerge although the equally high level of neutrality is worrisome and needs to be expanded and practiced by all.

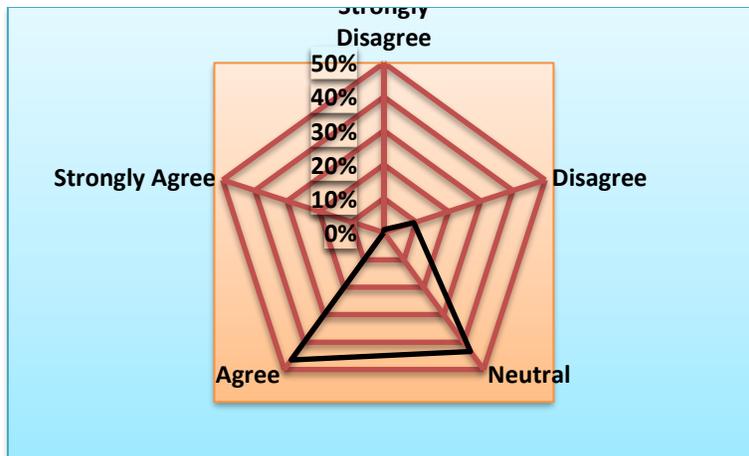


Figure 10: The teacher encourages and values disagreement

### **11. The teacher uses modern teaching aids/gadgets, handouts, suggestion of references, PPT, web-resources (Any other)**

The use of modern gadgets and ICT enabled teaching has been another area of increasing importance. The assessment on this important aspect has revealed a 36% agreement with 52% neutral and 11% and 1% perceiving it as disagreeing and strongly disagreeing respectively. The interpretation is that the use of such methods is clearly less and needs further support on the part of the University to reverse this and needs large improvement.

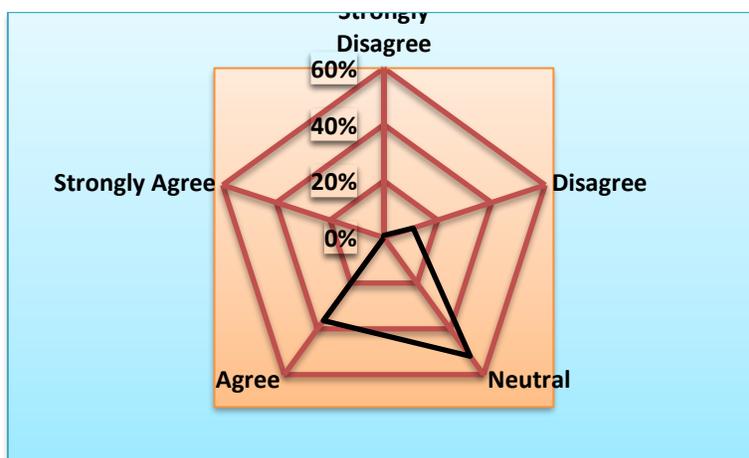


Figure 11: The teacher uses modern teaching aids/gadgets, handouts, suggestion of references, PPT, web-resources (Any other)

## **12. The teacher provides additional information and relate the course material with real worlds situations**

About 19% have disagreed to this statement in total and 47% have stayed neutral while 35% marked their support to this yet another important dimension of teaching learning process. This is nothing but a mixed response on the part of the students both supporting and indecisiveness put together. However, the 19% opposition is again to be taken note of and action should be taken to reverse this.

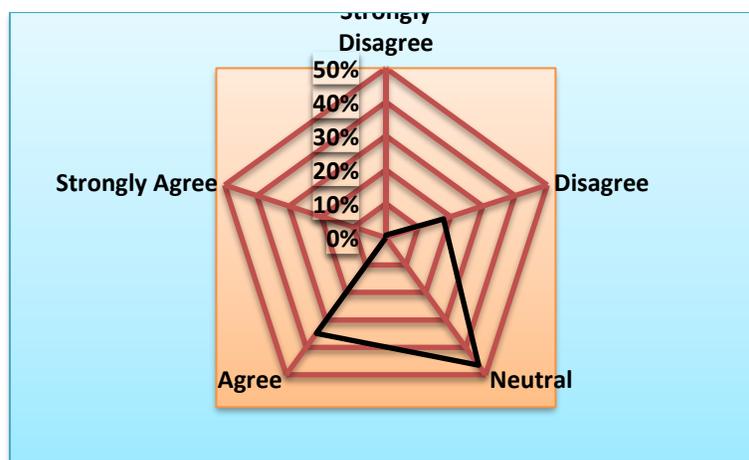


Figure 12: The teacher provides additional information and relate the course material with real worlds situations

## **13. Teacher discusses the evaluation procedure in the beginning of the semester**

The chart above shows yet again a mixed response with some 38% agreeing and 44% undecided where as about 18% have disagreed. There is a blank on the highest parameter of 'strongly agreeing'. The importance of awareness on the evaluation procedure is as important as learning to enable students to stay focused and help prepare themselves to score. However, it is important that this less percentage of acceptance is changed to the better with strict adherence by the University faculties to informing students on the evaluation aspects

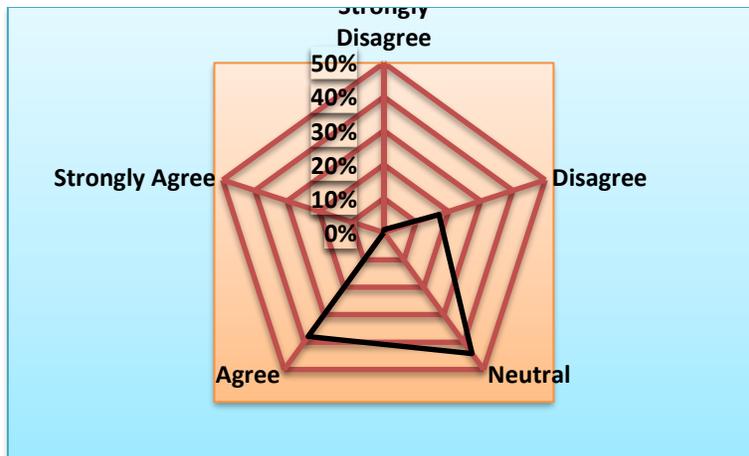


Figure 13: Teacher discusses the evaluation procedure in the beginning of the semester

#### **14. Periodical assessment tests (Sessional I & II) were conducted as per schedule**

With regard to assessing the perception on the conduct of sessional tests students have rated with 47% agreement and 43% neutral with only 10% disagreement. There is a marked departure in this aspect as more number have shown their acceptance as compared to the other ones noted earlier. The undecided rating requires some introspection and strict compliance to be followed.

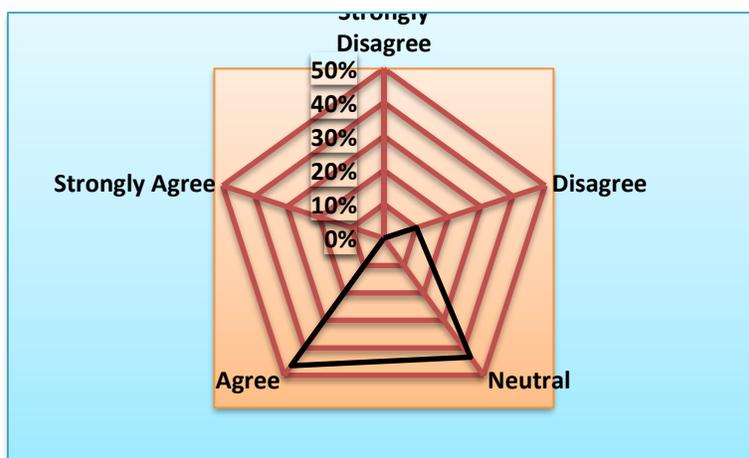


Figure 14: Periodical assessment tests (Sessional I & II) were conducted as per schedule

#### **15. The teacher returned back the semester test papers and discussed the answers**

With only 10% disagreement on this important issue and a majority of 56% support level with 35% neutrality the assessment reveals a good trend and is indicative of the importance given to feedback on their performances in order to help improve upon and score high.

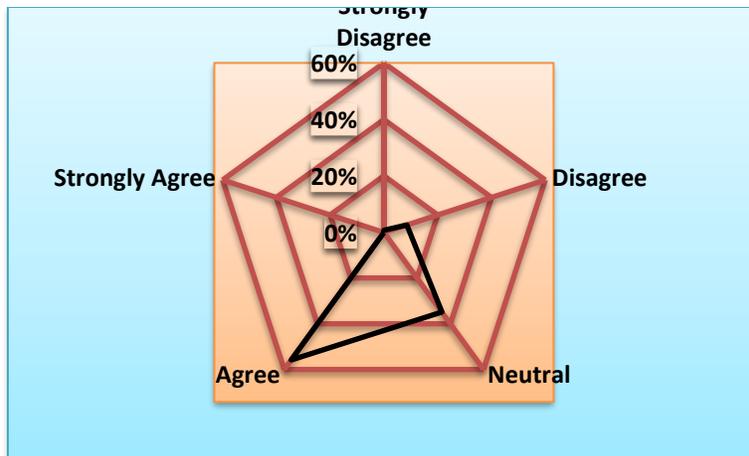


Figure 15: The teacher returned back the semester test papers and discussed the answers

**16. The teacher used non-traditional methods of evaluation like Quiz, Seminars, Assignments, Classroom presentation/participation (Any other)**

The chart above tells us that on this aspect of evaluation there is a majority level acceptance with 55% agreeing and 41% undecided leaving the rest 4% rejecting it. A large level of adhering to use of multiple methods of evaluation by the teachers can be noted in this assessment.

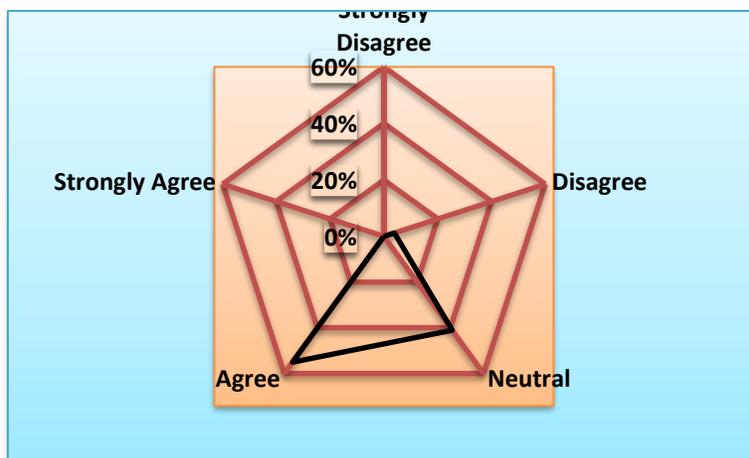


Figure 16: The teacher used non-traditional methods of evaluation like Quiz, Seminars, Assignments, Classroom presentation/participation (Any other)

**17. The question paper covered all units of the syllabus**

Assessment on how students perceive the syllabus coverage in question papers has produced a mixed response. 33% have agreed to this statement; 1% have rated strongly agreeing; 57% of them are undecided and the remaining 9% have disagreed. In other words the students generally

agree that teachers do cover all units in the courses taught but the 57% of neutrality show some amount of dissatisfaction, which needs to be taken note of.

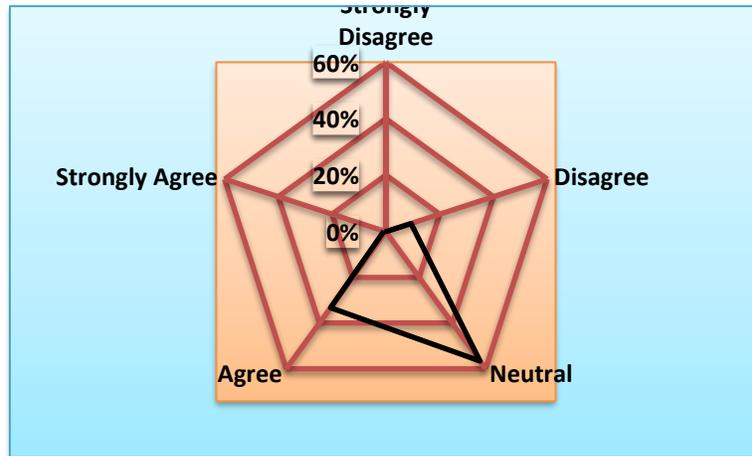


Figure 17: The question paper covered all units of the syllabus

### **18. The teacher is hesitant to discuss the individual performance of students in tests and exams**

The feedback on the extent to which the teacher discusses individual performance was assessed using a negative statement to which there is a large level of acceptance with 58% agreeing and 38% staying neutral. Only 4% have disagreed which in effect means that this small percentage only have rejected the negative statement. The large level of acceptance to the hesitancy is indeed a serious concern which the University needs to strategize and strengthen this important aspect.

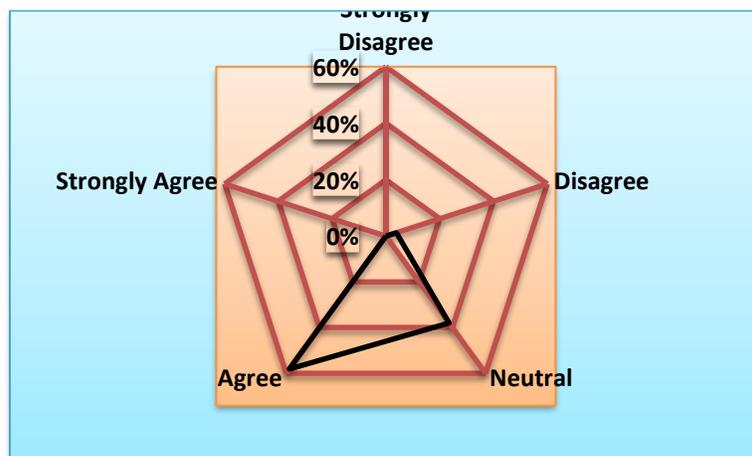


Figure 18: The teacher is hesitant to discuss the individual performance of students in tests and exams

### **19. According to my view, the examination is fair and transparent**

The feedback on transparency and fairness of treatment has revealed a majority support with 53% agreeing to this and 42% undecided while 5% rejecting it. The interpretation is that transparency in examination is largely practiced and adhered to in the University system but however needs to be widely practiced and emphasized to remove the undecided perception.

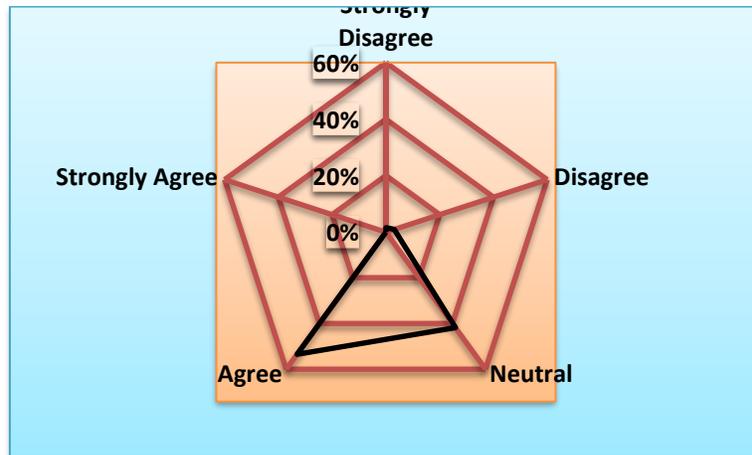


Figure 19: According to my view, the examination is fair and transparent

### **20. The level of question paper is very high**

52% have agreed to this final assessment statement that establishes a high level of standard being maintained in the University system. However, the 39% undecided and 10% disagreement cannot also be ignored and calls for appropriate action on the part of the University to reverse this.

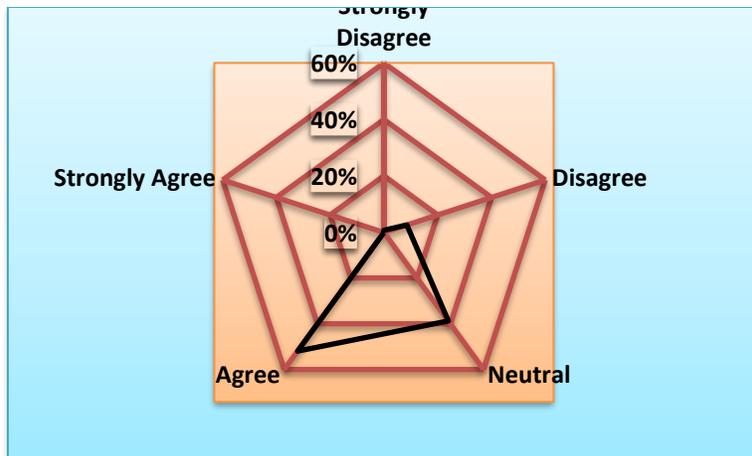


Figure 20: The level of question paper is very high