UNIVERSITY OF MADRAS
INTERNAL QUALITY ASSURANCE CELL (IQAC)
Students Feedback 2017-18

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 feedback assessment for the academic year 2017-18 is based on several aspects of teaching learning process such as coverage of syllabus, punctuality, knowledge domain, communication skill etc. For all these a five point scale with strongly agree, agree, neutral, disagree and strongly disagree as parameters of evaluation. The students have rated according to their perception and have given their feedback. The following analysis is depicted in some detail.

1.The Teacher Covers Entire Syllabus

Teachers strive to cover the syllabus as per the guidelines of the University and department as well, for which 61% of students agreed. Here sincerity of reflection is maximized.   But in this assessment year the 'disagree percentage' is thought very less. Focus needs to given to address the less percentage of students who are dissatisfied to improve upon.
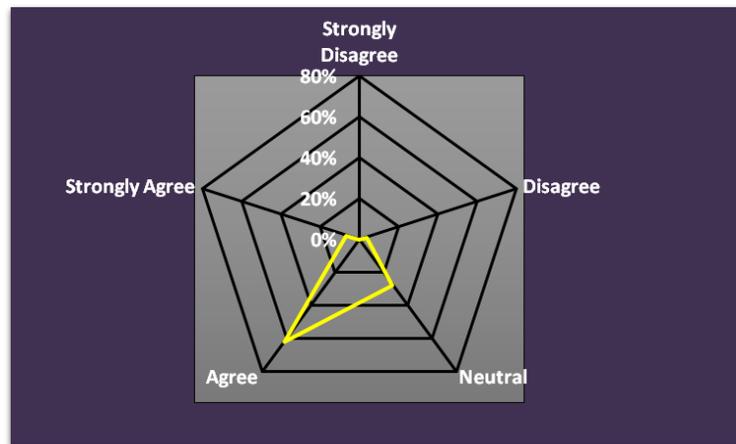

Figure 1: The Teacher Covers Entire Syllabus

2.The Teacher discuses topics in detail.

Detailed discussion on the subject matter taught as a priority in class room teaching has been accepted by 61% students who have agreed to this statement. Less percentage of 4% disagree which needs to be taken as a priority by the departments to minimize this earnestly.
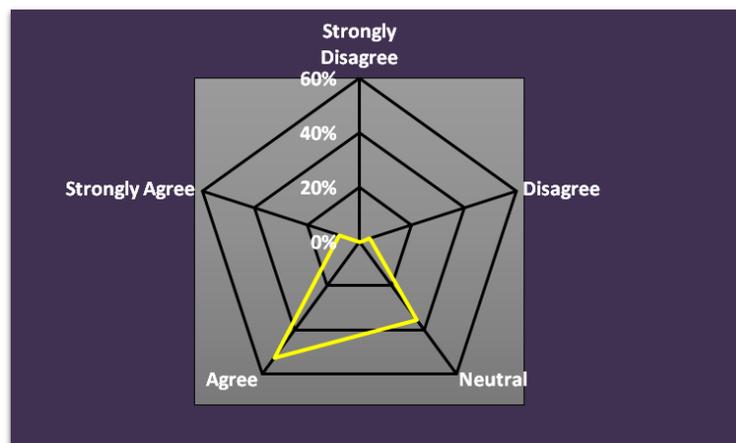
Figure 2: The Teacher discuses topics in detail.

3.The Teacher possesses deep knowledge of the subject taught

As per this assessment the student's interaction with the teachers and the pedagogy they used are exhibited as best with 72% of the students agreeing and strongly agreeing to it. This is indicative of the teachers knowledge as best as per the curriculum and programme of the study. Though very negligible percentage (1%) of students disagrees the initiative needs to be carried out to meet out this resentment
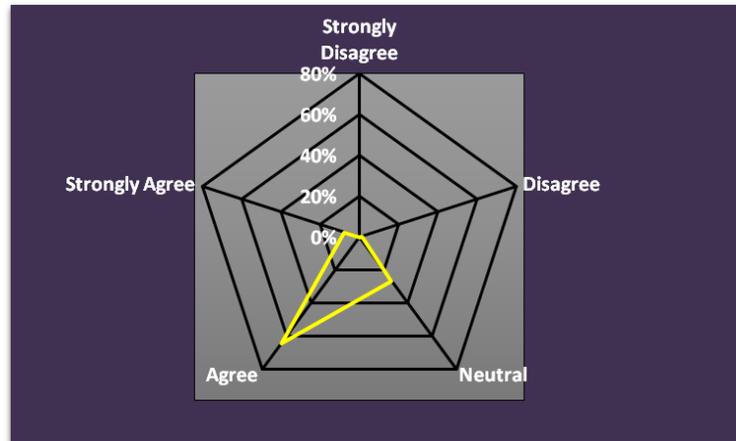
Figure 3: The Teacher possesses deep knowledge of the subject taught

4.The Teacher inspires me by his/her knowledge in the subject.

The teacher as a role model and inspiration to students and desiring to disseminate the best of his/her capacity is largely accepted by the students with 55% of the students in favour of teacher's inspiration and 7% strongly agreeing to the same. This predominance of inspiration through the knowledge of teachers has overshadowed the percentage (1%) of disagreement in this session. But through constructing feedback, departments will try to instill the happiness among the disagreed students.
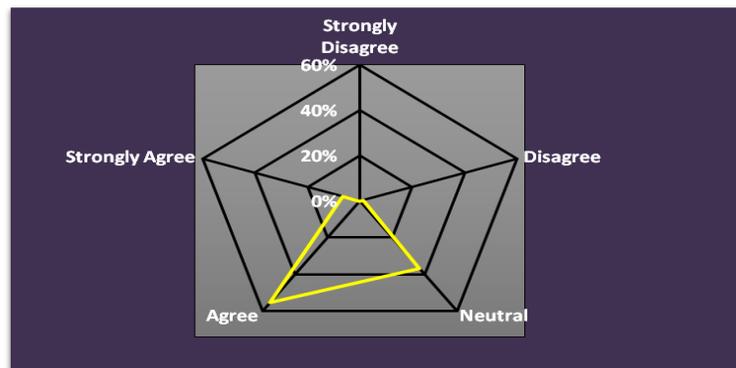
Figure 4: The Teacher inspires me by his/her knowledge in the subject.

5.The Teacher is rarely punctual to the class.

On this 7% students strongly agree and 46% agree indicating that the punctuality is not maintained by the teacher. One interpretation is that the students may not have understood the negativity of the statement. However, but this attitude with corrective steps can be reversed back by the 'University Administration' with concrete promise. 8% of the students have disagreed to the statement.
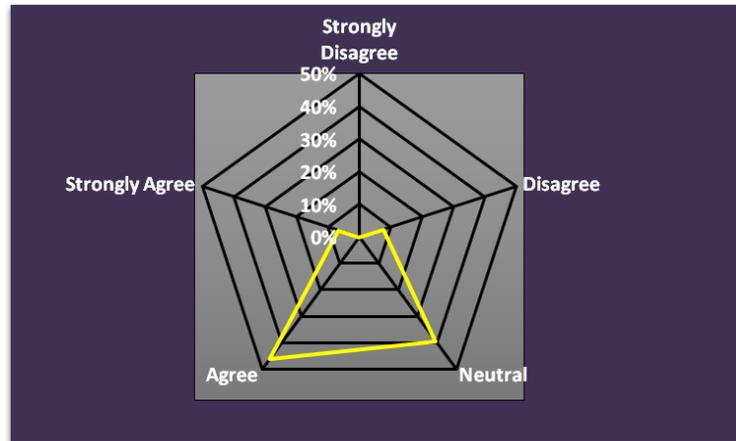

Figure 5: The Teacher is rarely punctual to the class.

6.The Teacher engages the class for the full and completes the course in time

The assessment on this reveals that the allotted time for teacher is dedicated to students' learning to a large extent. Demonstration, completion of assignments, communication, review and feedback and collaborative learning by the peer group, exhaust the class time genuinely in the University level in order to complete their course in time as per the schedule of the University. 8% students say by utilizing the full class time teachers complete their course. And it was seconded by 62% who agree for this. However 3% who disagree can be taken into examination and help can be extended to accomplish what academically they longed for.
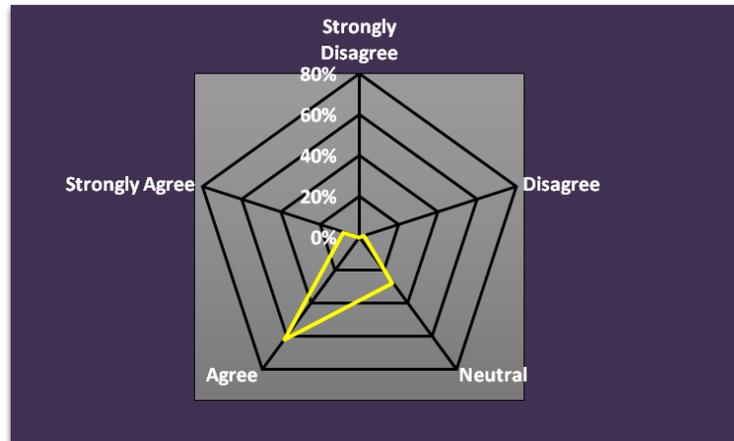
Figure 6: The Teacher engages the class for the full and completes the course in time

7.The Teacher comes fully prepared for the class.

On this issue 68% of the students have agreed with 8% strongly agreeing that teachers come to class fully prepared. This indicates that the teachers come to class with full preparation to support the pedagogy to impart and share quality learning in order to establish the central idea behind the theme. However 3% of the students who disagree needs to be noted too and can be successfully reversed back by looking into the methodology of teaching by the department.
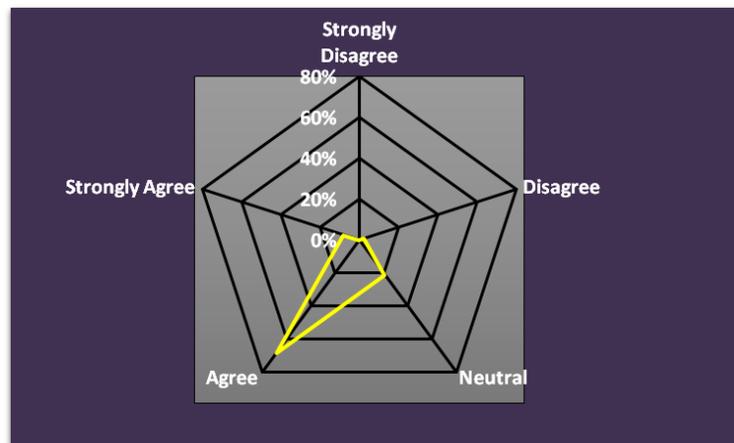
Figure 7: The Teacher comes fully prepared for the class.

8.The Teacher occasionally provides guidance counseling in academic and non-academic matters in/outside the class

This negative statement has produced large level of acceptance with 71% in total agreeing to it indicating that there is a general lacking in guidance counseling in academic and non-academic matters that needs to be taken care of seriously. Only 3% have disagreed to this statement where as 5% have strongly agreed.
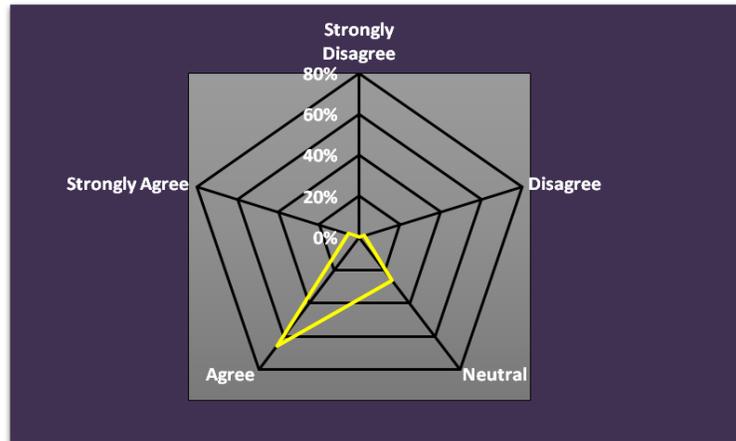
Figure 8: .The Teacher occasionally provides guidance counseling in academic and non-academic matters in/outside the class

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

Feedback on classroom participation and discussion have received wide acceptance on the part of the students with 5% strongly agreeing and a large majority of 6% agreeing to this. The introvert students' problems are even dissipated by this method of participation and presentation and seminars where as the discreet students should be given more emphasis to remove the 5% dissatisfaction. The docile students who has respectively rated 49% to agree and 5% strongly agree over the question can be reviewed as satisfactory and positivity. But focus and locus to organize more seminars with collaborative teaching can increase the percentage of satisfaction among the students.
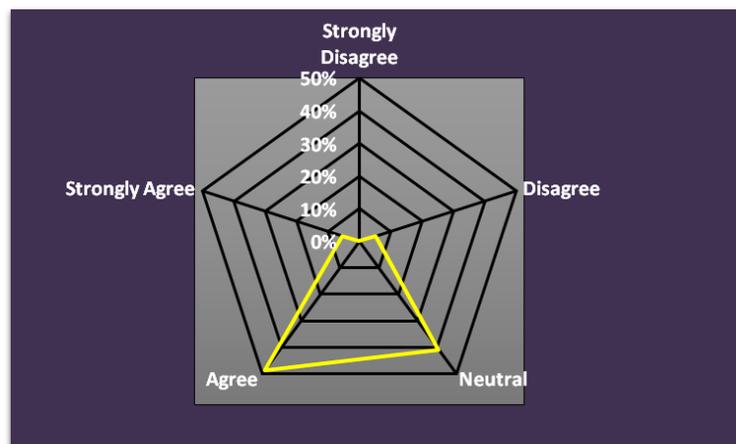
Figure 9: The Teacher encourages participation and discussion in class (Teacher-Student, Student-Student)

10.The Teacher encourages values and disagreement.

Encouragement and values are always for the vast learning of the students. So it can be reviewed over the rating that 49% of the students agree and 4% of the students strongly agree over values and encourage. However no encouragement is deliberately done for disagreement. Improvement can be made to ease this situation.
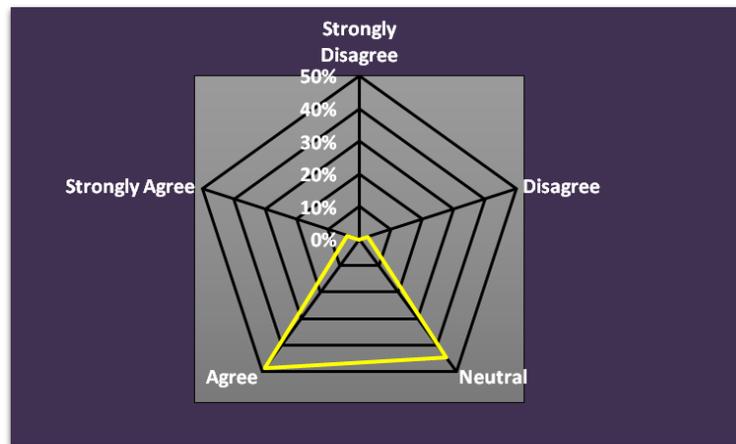

Figure 10: The Teacher encourages values and disagreement.

11.The Teacher uses modern teaching aid/gadgets, handouts, suggestion of references, PPT, web-resources(Any other).

The effectiveness of teaching learning method depends very much on the extent to which environmental adjustments are made by the teachers. Sometimes it is supported and sometimes not. The present reflection shows that only 36% agree and 5% strongly agree on this question. The assessment shows focus is to be given to increase the learning pedagogy with the help of teaching aid as pointed out in the statement.
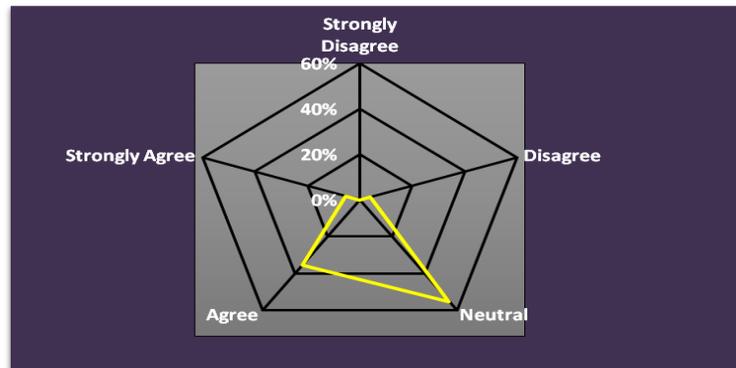

Figure 11: The Teacher uses modern teaching aid/gadgets, handouts, suggestion of references, PPT, web-resources(Any other).

12. The Teacher provides additional information and relate the course material with real worlds situations.

On the issue of how reality works and to provide linkages to the theory with reality additional information apart from the text book and using examples with real life situations are used for greater effectiveness. On this 39% agree and 4% of students strongly agree indicating all positive but only 8% students disagree which can be focused and noted upon to remove this gap.
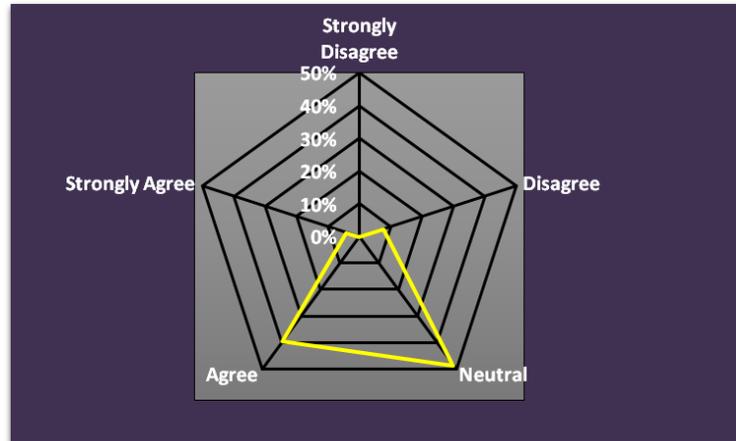

Figure 12: The Teacher provides additional information and relate the course material with real worlds situations

13. The Teacher discusses the evaluation procedure in the beginning of the Semester

The teachers are prone to discuss all academic matter including evaluation system at the beginning of the session. This is shown in the chart above that 39% of the students have positivity towards this and only 5% disagree where as 4% are strongly agree. This means that only 43% have accepted where as a large percentage of 54% rating neutral. This aspect cannot be ignored and needs attention and efforts made to ensure that all of students are provided with explanation on the evaluation procedure.
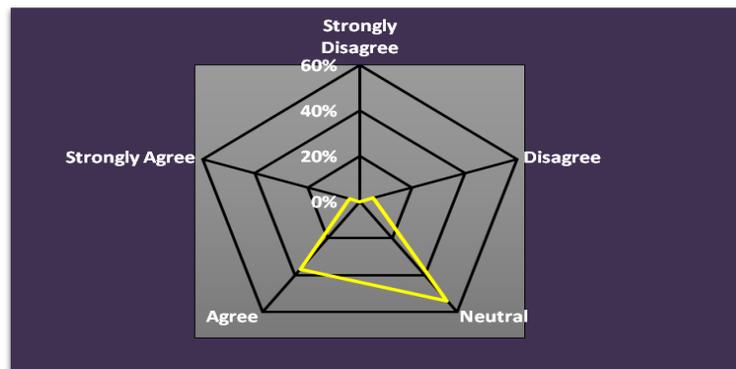

Figure 13: The Teacher discusses the evaluation procedure in the beginning of the Semester

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

On the issue of periodical assessments 47% have agreed with an additional 5% strongly agreeing whereas 5% have expressed their disagreement. Also the neutrality rate is marginally high with 42% which needs to be noted and action taken to overcome this in the years ahead.
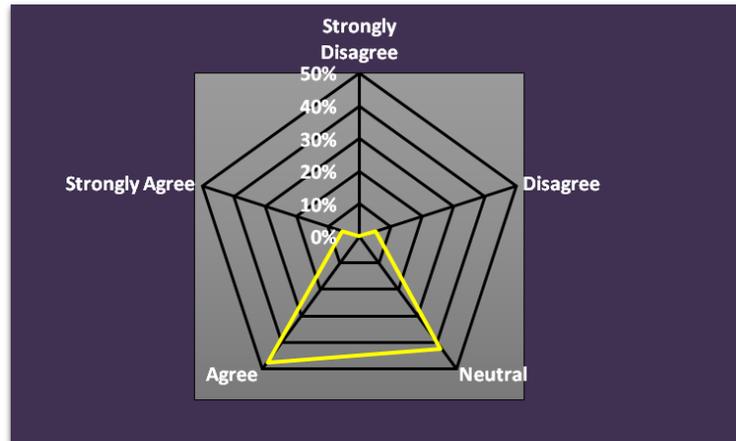

Figure 14: Periodical assessment tests (Sessional I &II) were conducted as per schedule.

15.The Teacher returned back the semester test paper and discussed the answers.

As the chart above indicates the statement on assessment and evaluation system is supported here with 54% of the students agree and 7% strongly agreeing. However, 3% students have expressed their displeasure by disagreeing to it which again needs to be noted.
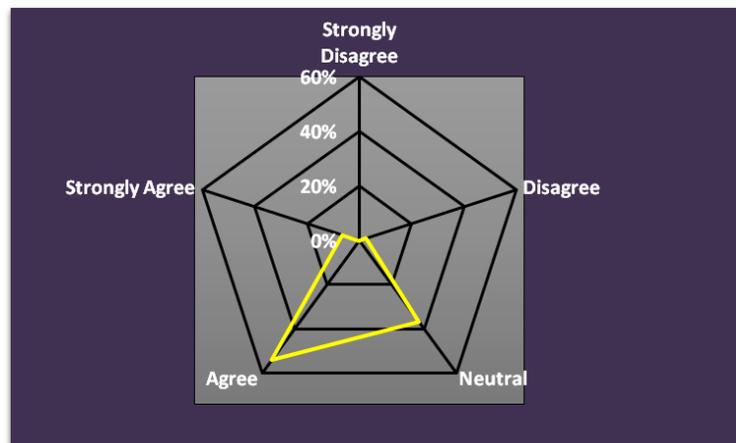

Figure 15: Teacher returned back the semester test paper and discussed the answers.

16.The Teacher used non-traditional methods of evaluation like quiz, seminars, assignments, classroom presentation/participation (any other)

The assessment and evaluation system is always supported here for which students should know their assessment reflected in their papers. 54% of the students agree on this question and &7% are

strongly agree. This graph shows it is positive to note. But 3% students disagree which can be reduced by discussion.
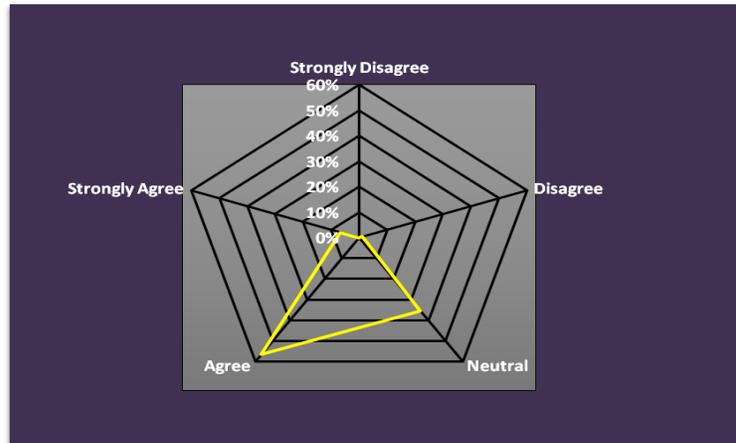

Figure 16: The Teacher used non-traditional methods of evaluation like quiz, seminars, assignments, classroom presentation/participation (any other)

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

On the issue of coverage of question paper 38% students have rated positively with 5% strongly agreeing. It indicates that only 43% in total have expressed their satisfaction on this aspect with a high rate of 50% remaining neutral and 7% disagreement. So it shows though positive side still there is scope for lot of improvement and overcome the large number of neutrality and dissatisfaction.
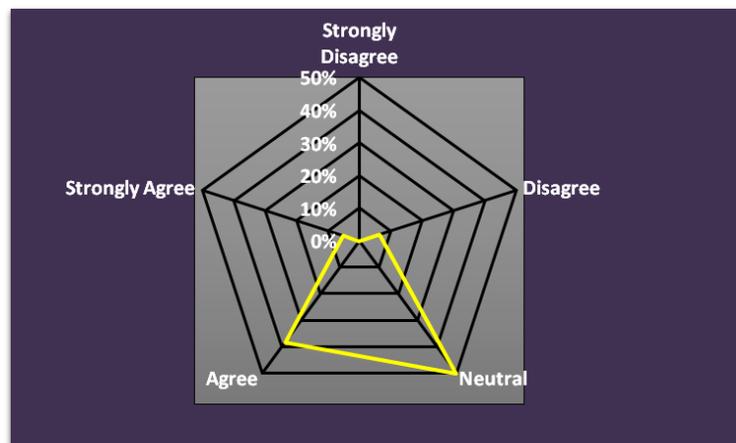

Figure 17: The question paper covered all units of the syllabus

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

The feedback result to this negative statement shows that a large number of them are dissatisfied on the issue with 64% agreeing and 7% strongly agreeing to it. A lot of introspection needs to be made on the part of the teachers and efforts needs to be taken to provide avenues for discussion on individual performance. However 3% have disagreed with 26% neutrality.
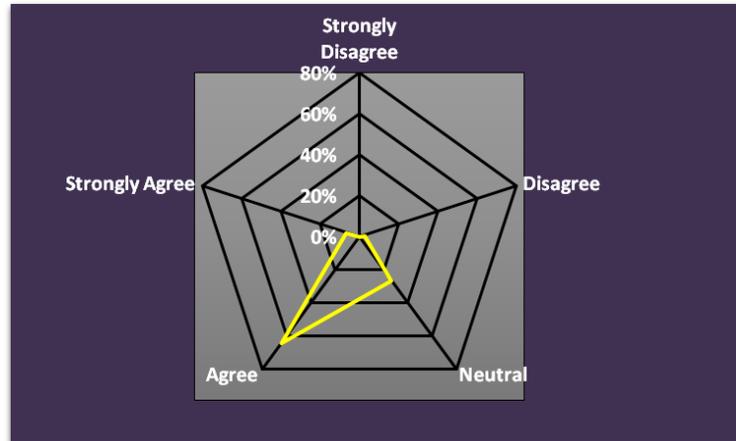

Figure 18: The teacher is hesitant to discuss the individual performance of students in tests and examination.

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

Student feedback on fairness of examination and transparency has been rated as 57% agreeing and 8% strongly agreeing totaling 65% as a majority view. A marginal 1% has disagreed to this with about 34% neutrality. Again, this is indicative of the fact that not all of them have opined favorably and hence action needs to be taken to rectify this.
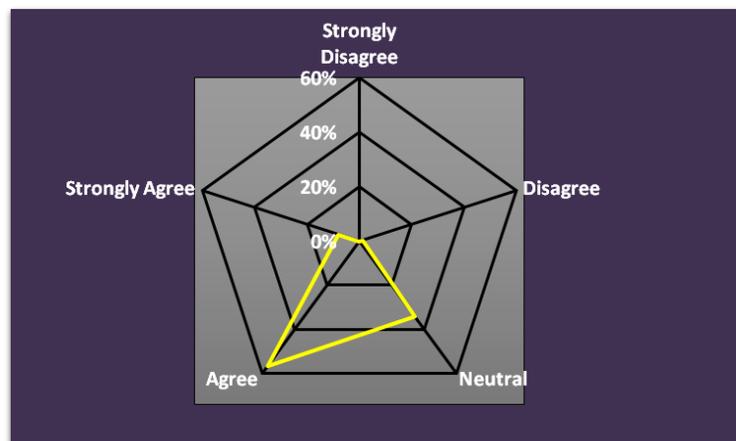

Figure 19: According to my view, the examination is fair and transparent

20.The level of question paper is very high.

With only 1% disagreement and 41% staying neutral the remaining 58% have accepted that the question paper level is high. Although the acceptance level is only marginally high, yet, it is reflective of the general acceptance on the part of the students towards the maintenance of high education standards by the University so as to ensure that the students live up to the standards and prepare themselves for University level learning.
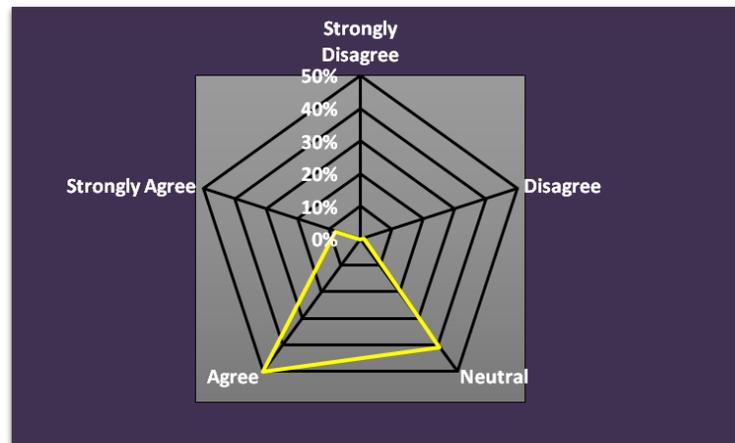

Figure 20: The level of question paper is very high