



UNIVERSITY OF MADRAS
INTERNAL QUALITY ASSURANCE CELL (IQAC)
TEACHERS FEEDBACK REPORT 2016 -2017

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 questionnaire to assess the Teachers Feedback for the academic year 2016-17 consists of 10 closed ended questions with a 5 point rating. The feedback is not a compulsory task however it is the choice of the teachers. This tool enables to measure the satisfaction levels of the teachers and give a lead for corrective actions. The related questionnaires are analysed and the results are documented as follows:

1. University encourages updating the curriculum regularly and conducting the research projects.

Delivering the recent trends and advancement to the learners is the central theme of any curriculum. 77% of the faculty members have strongly agreed upon the encouragement rendered by University of Madras in regular update of curriculum and conducting research projects. On the other hand 22% of the faculty members have rated agreed. Remaining 1% comprises of incomplete response sheet and strongly disagree respondent.

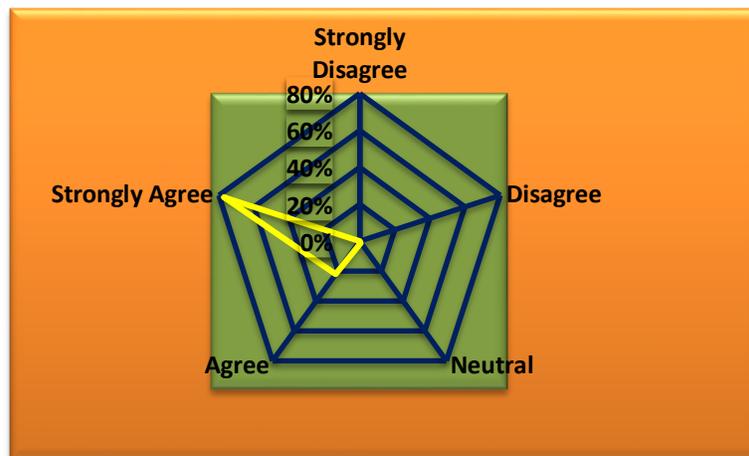


Figure 1: University encourages updating the curriculum regularly and conducting the research projects.

2. Curriculum has academic flexibility

The powerful curriculum embrace regular updates and it requires academic flexibility for its best practice. Though the teachers may disseminate the same content of knowledge to all learner however academic flexibility is appreciated in order to cater to the need of the individual learners. Unanimously 98% of the faculty members are supporting this view. Among the respondents, 76% of the faculty members rated strongly agreed and 22% of the faculty members rated agreed in support of academic flexibility. 1.7% rated as neutral and remaining (less than 0.5%) rated strongly disagrees.

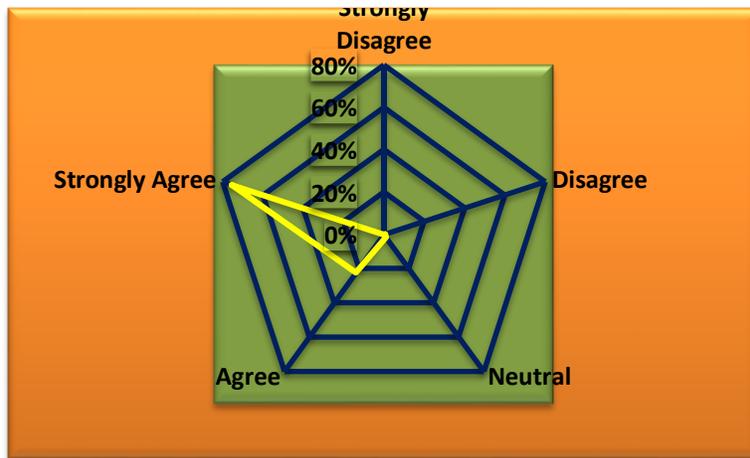


Figure 2: Curriculum has academic flexibility

3. Course content fulfils the need of students and ensures employability

The ultimate aim of any course is to get employability. Feeling employability is the assurance developed among the students when their needs are fulfilled through the content. In this connection, about 72% of the faculty members strongly agreed on the stated view and 24% of the faculty members rated agreed. This view also secured 3% of neutral rating. Remaining 1% of rating was equally shared among strongly disagree and incomplete data sheet

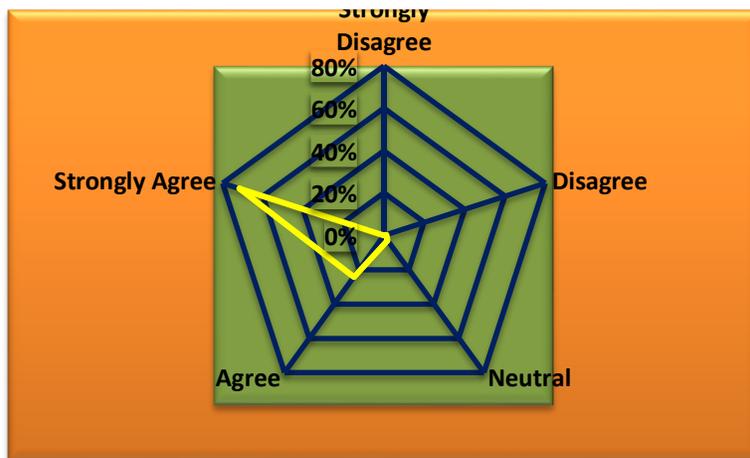


Figure 3: Course content fulfils the need of students and ensures employability

3. Syllabus review carried out at regular intervals

As part of the academic commitment and quality enhancement, University of Madras insists the departments to invite experts to review the syllabus in periodic intervals. 64% of the faculty members have strongly agreed this notion and 32% of the

teaching faculty expressed their rating as agreed. 2% opted for neutral and again 2% of the teaching faculty opted for strongly disagreed. One response sheet has omitted to answer the concerned item.

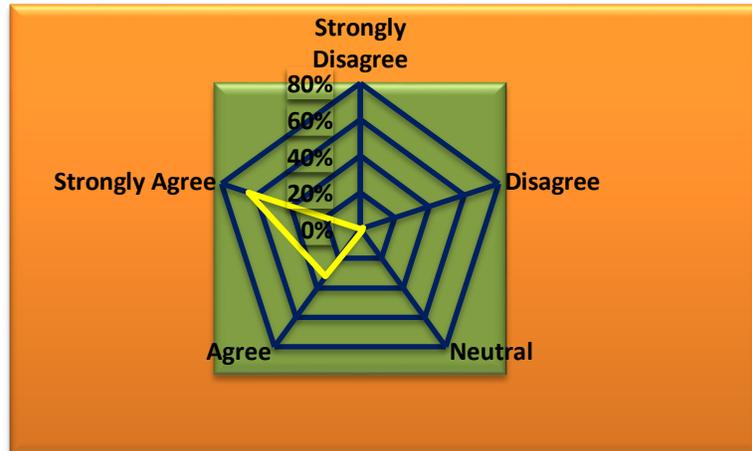


Figure 4 : Syllabus review carried out at regular interval

5. ICT and other computational facilities are available

To ensure the availability of ICT, Faculty members were asked to rate their opinion on a five point scaling.51% of the faculty members strongly agreed upon the availability of ICT and 42% of the faculty members rated agreed on the same.5% stood with neutral and 2% of the faculty members expressed their rating as disagree. However there was a strong disagreement found in the midst of 1% of the faculty members. Hope this would be taken care in the future.

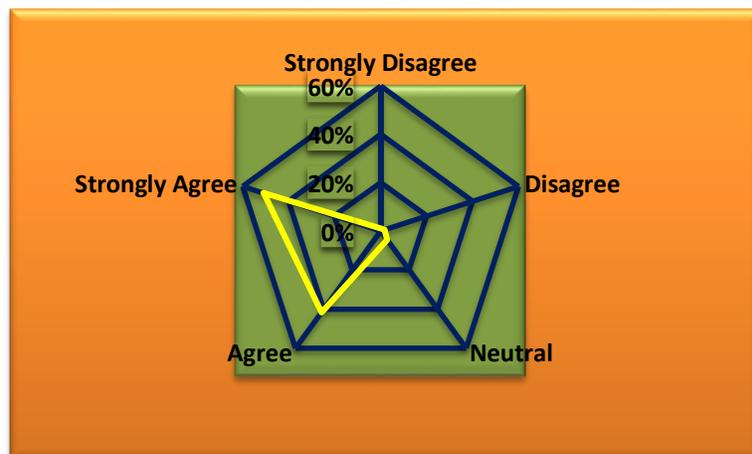


Figure 5: ICT and other computational facilities are available

6. Libraries, classrooms, laboratories, rest rooms are well maintained

The foremost wanted basic amenities of a Higher Education institute are Libraries, classrooms, Laboratories and rest rooms. The feedback from teachers about the good maintenance of such amenities was listed as follows: 46% of the teaching faculty strongly agreed on the good maintenance and 43% of the teaching faculties rated with agreed.9% stood up with neutral .The remaining 2 % is the representation of strongly disagreed members and incomplete respondent.

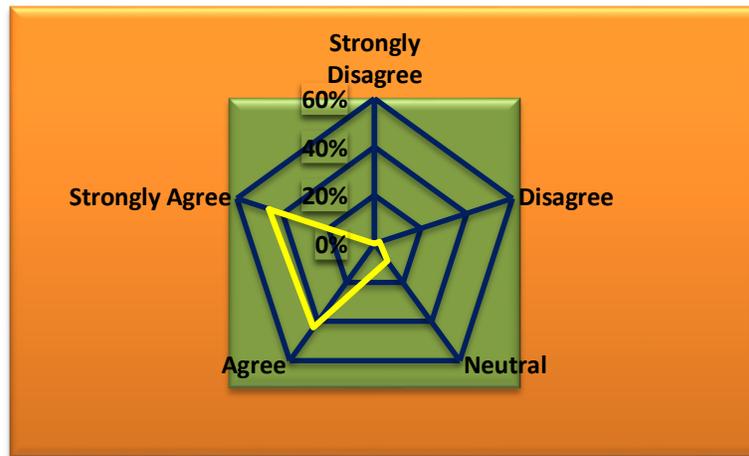


Figure 6: Libraries, classrooms, laboratories, rest rooms are well maintained

7. Adequate facilities are available for teaching and research

Feedback of teaching faculty members pertaining to adequate facilities for teaching and research were gathered and presented as follows: 60% of the members strongly agreed and 33% of the teachers agreed .The voice of the teachers with neutral point indicated with 5% .Only 0.6% of vote secured for disagree and 1.14% of the teachers stood against strongly disagree. Corrective actions need to be taken to set right the 2% of the teachers who are working with disagreement.

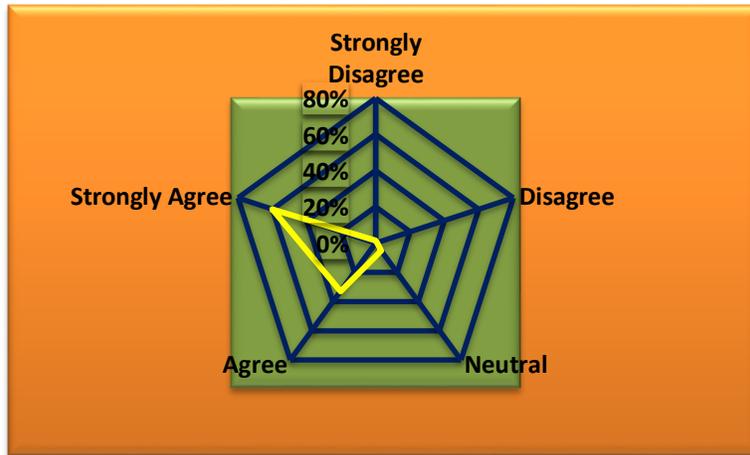


Figure 7: Adequate facilities are available for teaching and research

8. The Head / Director of the department/ centre is teacher friendly

It was quite good to witness from the teacher's feedback that 68% of the faculty members strongly agrees that their heads and Directors associated with University of Madras are teachers friendly. This creates a friendly atmosphere and ensures that the mental well being of the faculty members on the campus. 22% of the teacher respondents stood up with agrees. Neutral vote secured with 8% and only 2% of the teaching members claimed strongly disagreement which includes incomplete data sheets too.

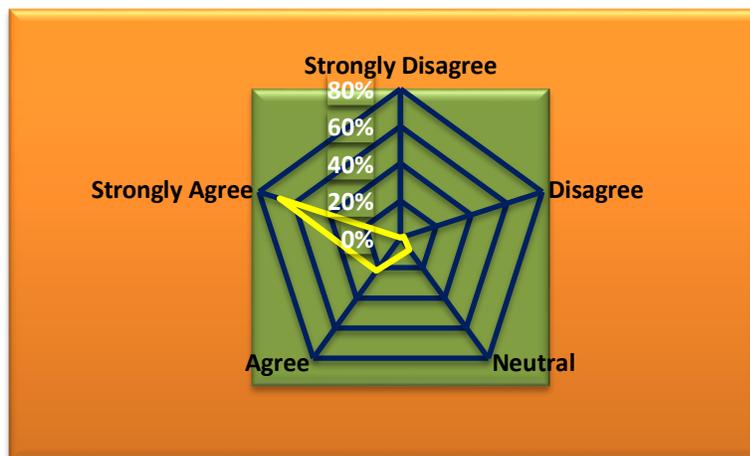


Figure 8: The Head / Director of the department/ centre is teacher friendly

9. There is a recognition/ appreciation for the work accomplished

Yes, 52% of the faculty members expressed their view as strongly agreed with relevant to their appreciation and recognition earned in their service. 38.5% of the faculty members rated for agreed. There are members stood up with neutral rating with 7.5%. Only 2% of the members expressed their views under strongly disagree category which includes few incomplete data sheets.

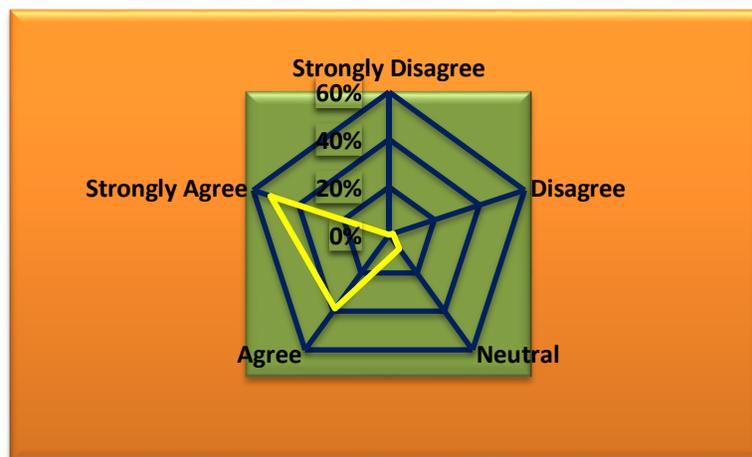


Figure 9: There is a recognition/ appreciation for the work accomplished

10. University Environment is Persons with Disabilities Friendly

Institutions are the best ground to sow the seed of inclusiveness in the society and the teacher's stakeholdership is essential to instigate disabled friendly environment. 52% of the faculty members strongly agreed on the disabled friendly environment of University of Madras. 40% of the faculty members agreed on the same. 6% of the members expressed their neutrality. 2% disagreed of the faculty members are align with disagree and 1% of faculty members stood with strongly disagreement. This will be taken into consideration and for corrective actions.

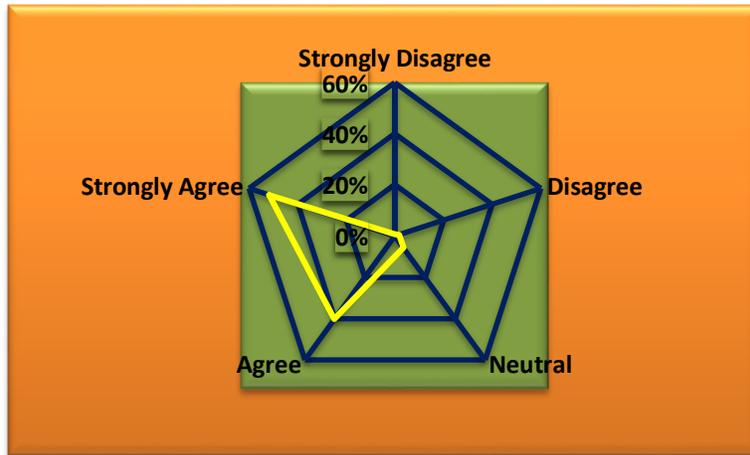


Figure 10: University Environment is Persons with Disabilities Friendly

Overall Conclusion:

The above data were collected from 174 Teachers as feedback for the academic year 2016-2017 and the following points are taken to the concern authorities for corrective actions:

1. Departments are asked to maintain log book to record periodic syllabus review at regular interval.
2. Suggestions to improve disabled friendly environment can be reach out through the Campus Directors /respective committees.
3. Faculty members are requested to fill the feedback form with precaution to avoid unattended questions/invalid data.