UNIVERSITY OF MADRAS
INTERNAL QUALITY ASSURANCE CELL (IQAC)
Teachers 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 questionnaire to assess the Teachers Feedback for the academic year 2017-18 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.**

Creative research project are the fruits of sound curriculum. As part of quality assurance, University of Madras encourages the faculty members to update the curriculum regularly. Teacher Feedback for the academic year 2017-2018 reported that78% of the teachers have strongly acknowledged the fact and 20% of the faculty members have scored for agreed. It was found that 1% of the members stood neutral and 1% opted strongly disagreed.
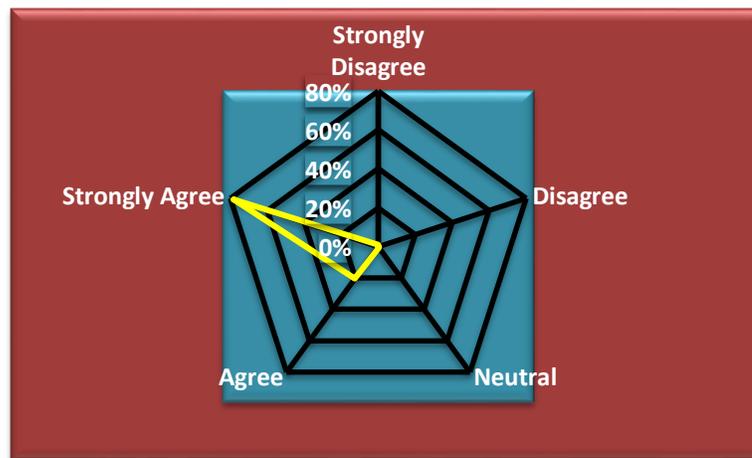
Figure 1: University encourages updating the curriculum regularly and
Conducting the research projects.

2. **Curriculum has academic flexibility**

Academic flexibility is an added advantage for the effective transaction of curriculum. 69% of the teaching faculty strongly agreed upon the academic flexibility being practiced in the curriculum. Compare to last academic year this notion have lost 7% of voting however the scoring of agreed is increased by 5% and stood at 27% Therefore on the whole 96% of the faculty members vouched for curriculum with academic flexibility. It has to be noted that 3% of the voting supported neutral and 1% opted for strongly disagree.
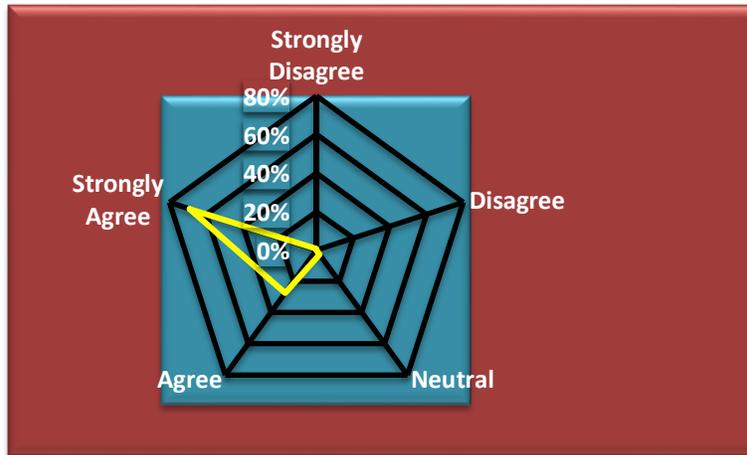
Figure 2: Curriculum has academic flexibility

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

Employability is the expected outcome of any course in higher education. The feedback collected from the key stakeholders – Teaching faculty members are listed as follows: 70% of the teaching faculty strongly agreed and 25% of the teachers agreed where as the remaining 5% consist of neutral voters (4%) and disagreed members at 1%
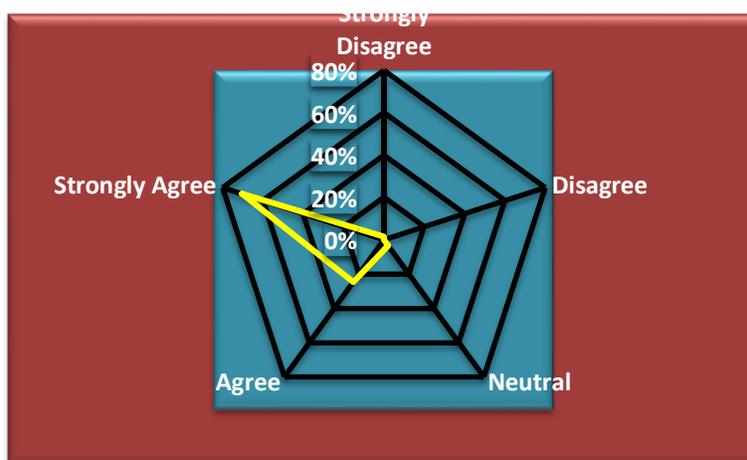

Figure 3: Course content fulfils the need of students and ensures employability

4. **Syllabus review carried out at regular intervals**

Considering of the syllabus related activities, 65% of the teaching faculty strongly agreed upon the review carried out by the academician at regular interval and 30% of the academicians

rated agreed. While analyzing the rest 5% , neutral rating were also secured from teachers at the rate of 3.5% and remaining 1.5% represents strongly disagreed group.
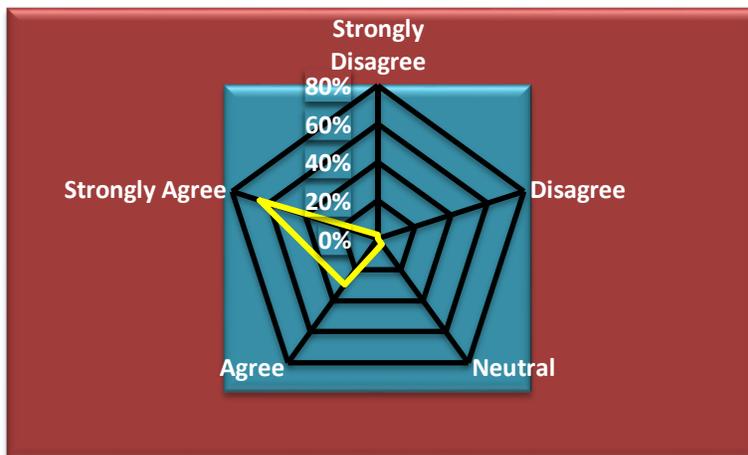

Figure 4: Syllabus review carried out at regular intervals

5. ICT and other computational facilities are available

ICT plays a major role in knowledge revolution. Being higher educational institution University of Madras, have benefited to a great extend through ICT. 51% of the faculty members strongly agreed upon the usage of ICT and other computational facilities available in the campuses. This notion is also agreed by 40% of the teaching faculty. Nevertheless 4% of the members scored for neutral. Discussing about the disagree and strongly disagree options, teachers have also opted those scoring at the rate of 2% and 1% respectively.
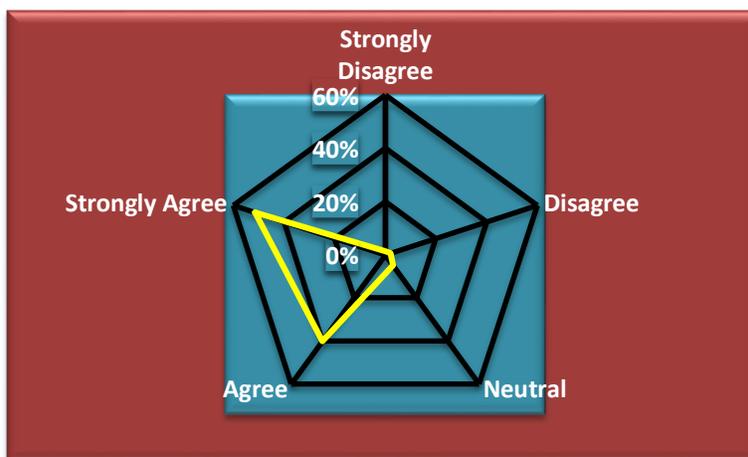

Figure 5: ICT and other computational facilities are available

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

With effect from 1857 until now the infrastructure facilities are expanded and maintained for the benefit of all stakeholders. This survey enables to identify the opinion of the teachers about the well maintenance of libraries, classrooms, laboratories and rest room.48% of the teachers strongly agreed the well maintenances and 40% of the teachers opted for agreed.9% of the teachers opted for neutral and 2% for strongly disagree.
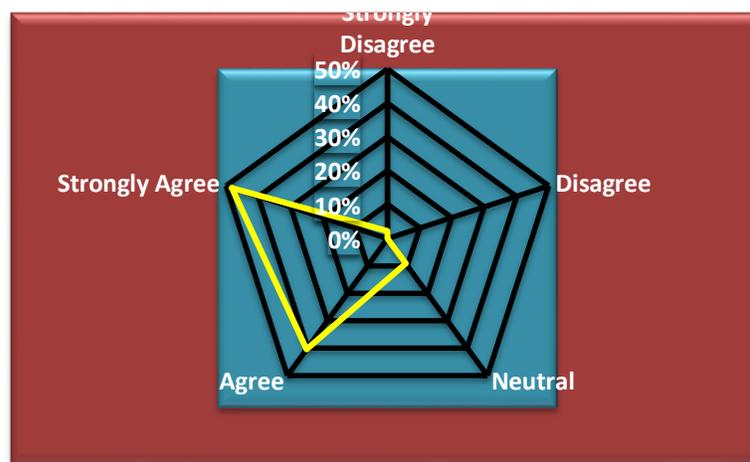

Figure 6: Libraries, classrooms, laboratories, rest rooms are well maintained

7. Adequate facilities are available for teaching and research

While focusing on the adequate facilities available for teaching and research, 55% of the faculty members of University of Madras confirm their strongly agreed rating and 36% of the faculty members have chosen agreed rating. There are 6% of the members go with neutral whereas disagree and strongly disagree was opted at the rate of 1% each.
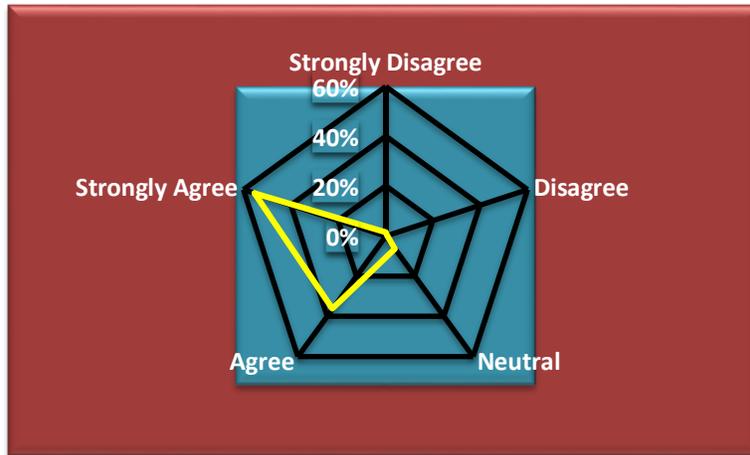
Figure 7: Adequate facilities are available for teaching and research

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

Assurance of well being is the fore most duty of the employer. Cordial relationship creates friendly environment. While checking the status of teacher friendly environment,67% of the teaching faculty members strongly agreed the stand point and 37% of the teachers have chosen agreed in their rating scale. Only 7% of the members stood with neutral opinion. Disagree and strongly disagree stand firm with 1% and 3% respectively
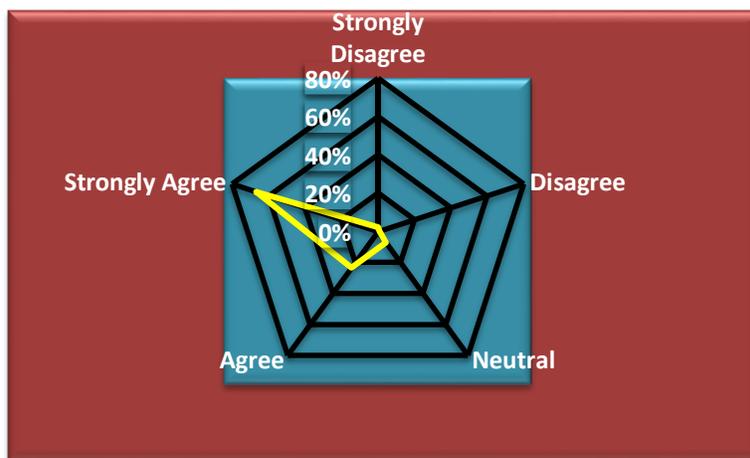

Figure 8: The Head / Director of the department/ centre is teacher friendly

9. There is a recognition/ appreciation for the work accomplished
It is quite human nature to expect recognition for the work .52% of the teaching members have strongly agreed that their work is being recognized and the next voting of 37% is secured by agreed category. There are few people who do not want to be judged or

recognized by other, this category represents disagreement or strongly disagreed with 1% and 2% respectively
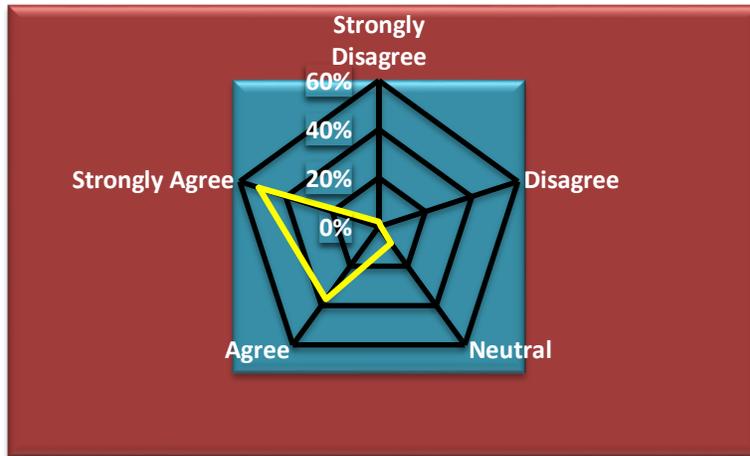

Figure 9: There is a recognition/ appreciation for the work accomplished

10. <u>University Environment is Persons with Disabilities Friendly</u>

Facilitating disabled friendly environment is the first step for inclusion in higher education.49% of the teaching faculty has strongly agreed about the university friendly environment with disabled people. The second position was held by those who have opted for agreed (41%). There was 7% of the faculty members stood with neutral. Only 2% with disagreement and 1%with strongly disagree.
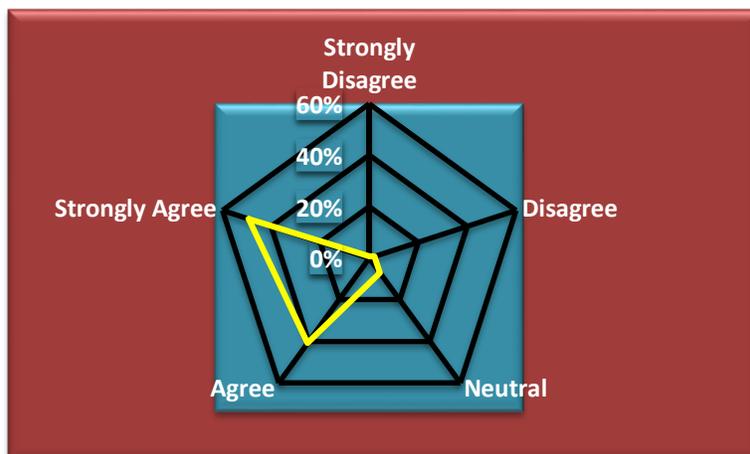

Figure 10: University Environment is Persons with Disabilities Friendly

Overall Conclusion:

The above data were collected from 142 Teachers as feedback for the academic year 2017-2018 and the following points are taken to the concern authorities for corrective actions:

1. Compare to the last academic year, there was drastic declines of 5% found among the teachers of strongly agreed category with pertain to adequate facilities available for teaching and research. Serious corrective action need to be taken to control the drop off.
2. Ensure to provide disabled friendly environment in all Campuses.