



UNIVERSITY OF MADRAS
INTERNAL QUALITY ASSURANCE CELL (IQAC)
TEACHERS FEEDBACK REPORT 2018 -2019

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 address any shortcomings in the academic process. During the year 2018-19 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 Internal Quality Assurance Cell (IQAC) Committee was reconstituted on 14.01.2020 and the members of the IQAC are nominated as per the guidelines of the NAAC. The IQAC plays a vital role in the re-accreditation process, as the cell reviews the quality of education in the University in following ways:

➤ **Conduct of Academic Audit:**

The IQAC conducts academic audit for all the University Departments, by inviting subject experts from other Universities/Institutions to review the syllabus, question paper and answer scripts of the students of the respective Department. The report submitted by the expert is placed before the IQAC Advisory Committee and the same also placed before the Syndicate. Following which, as per the recommendation of the Syndicate, the report submitted by the experts will be sent to the Heads of the concerned Departments for further action.

➤ **Feedback Mechanism:**

The IQAC being at the helm of maintaining Quality at the University has a robust feedback mechanism in place. Feedback is collected from all stakeholders including Students, Scholars, Faculty, Administrative Staff, Employers and Alumni. Feedback is collected in the form of questionnaires. The questions are designed to quantitatively assess the performance and quality indicators of the process and infrastructure at the University. The periodic feedback assessment helps to maintain quality and foster a healthy environment between the stakeholders. The feedback is based on 5-point scale. This feedback is again scrutinized and placed before the IQAC Advisory Committee and the same is placed before the Syndicate. Subsequently the scrutinized feedback is sent to all faculty through the Heads of the Departments.

➤ **Annual Quality Assurance Report**

As per the direction of NAAC, the Annual Quality Assurance Report (AQAR) must be submitted according to the prescribed format every year. The AQAR consists of the data of the University for the academic year, which includes details of academic activity, research activity, financial resources, publications details and etc. IQAC prepares the report diligently.

➤ **Career Advancement Scheme (CAS) for faculty:**

IQAC provides supports the promotion activities of faculty in various cadres under Career Advancement Scheme, by screening applications according to the API (Academic Performance Indicators) guidelines provided by the UGC.

➤ **Capacity Building Activities:**

From time to time, the IQAC conducts programmes for faculty regarding promotion under CAS. It also conducts programmes for IQAC Coordinators and Principals of affiliated colleges as well as for faculty members of the Departments of the University.

All the reports prepared by the Cell are scrutinised by the IQAC Advisory Committee and the same is placed before the Syndicate. Thus, the IQAC ensures the quality of the institution is maintained and helps for the betterment of the students. University of Madras adheres to the NAAC mandate and the IQAC team coordinates and tenaciously works to uphold the quality at the University level.

Scope of IQAC

The major aim of IQAC is to ensure quality at the university level, the IQAC team collects feedback from various stakeholders including Students, Faculty, Administrative Staff, Employers and Alumni. The feedback is collected using various questionnaires designed to assess the performance based on a Likert scale. From the academic year 2017-18 onwards, the student feedback is collected through the Online mode, prior to this the student feedback was collected through printed questionnaires for the academic years 2016-17 and 2017-18. The significance of IQAC, University of Madras are listed below:

- IQAC at the University of Madras acts as the nodal agency to ensure quality teaching, research and extension activities.
- It enhances adoption and dissemination of best practices.
- It warrants periodic conduct of academic and administrative audit and its follow up.
- Builds an organised system of documentation and internal communication.
- Enhances dynamic changes to quality improvement and assists in decision making for the University Departments.

Limitations

1. Although IQAC attempts to collect data from all sectors, there are certain limitations to the survey that is carried out. Some of the limitations are listed below:
2. Since the survey is not mandatory, hence achieving 100% participation from all stakeholders is not possible.
3. The questions are designed as closed response rating scales, hence the analysis is more quantitative in nature.
4. The rating scale is prone to subjective evaluation and hence sometimes provide unreliable results.
5. The rating scale questionnaire may not reveal accurate results.

Methodology

The methodology adopted to determine the quality includes data collection using questionnaire and data analysis using appropriate techniques. The IQAC collects data from all stakeholders to analyse the performance and to ensure quality for all University Departments/Centres. There are separate questionnaires that are prepared to analyse the performance and effectiveness of the various stakeholders. Each questionnaire is thoughtfully prepared to quantitatively assess the quality indicators. The questionnaires are closed ended responsive, which provides the respondent to choose from the best possible options to reveal their thoughts and feelings. The questionnaire consists of statements to assess the quality of infrastructure and relationship between the administrative staff and the University. The 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 2018-19 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 to update the curriculum regularly and conduct the research projects.

79% of the faculty members strongly agreed upon the encouragement rendered by the University of Madras in connection with curriculum update therefore research projects are undertaken with full fledged. It is quite surprising to know the fact figure that remaining 21% of the faculty members agreed the same. This depicts the initiatives and corrective actions taken in the recent past.

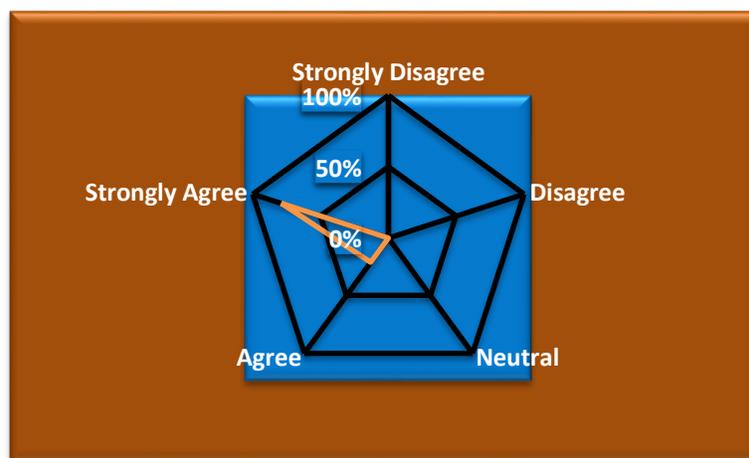


Figure 1: University encourages to update the curriculum regularly and conduct the research projects

2. Curriculum has academic flexibility

Academic flexibility is the stepping stone for progress. It was quite good to note that 82% of the faculty members strongly agreed on the academic flexibility followed in the University of Madras during the academic year 2018-19. From the remaining 18%, faculty members opted for agreed option with 17% and neutral stood at 1%

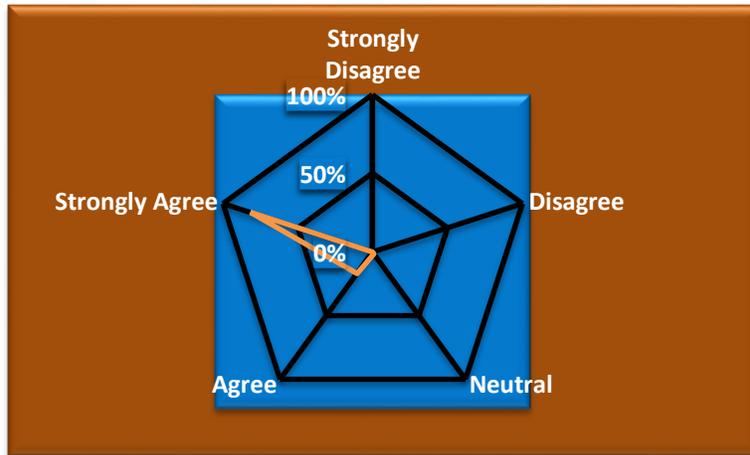


Figure 2: Curriculum has academic flexibility

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

Cater to the need of the students is the stand alone agenda of any curriculum. Perhaps it should ensure employability. This view is strongly agreed by 79% of the faculty members. 19% of the faculty members have agreed the same. Among the other option of scoring, neutral and disagree were endorsed by the faculty members at the rate of 1% each.

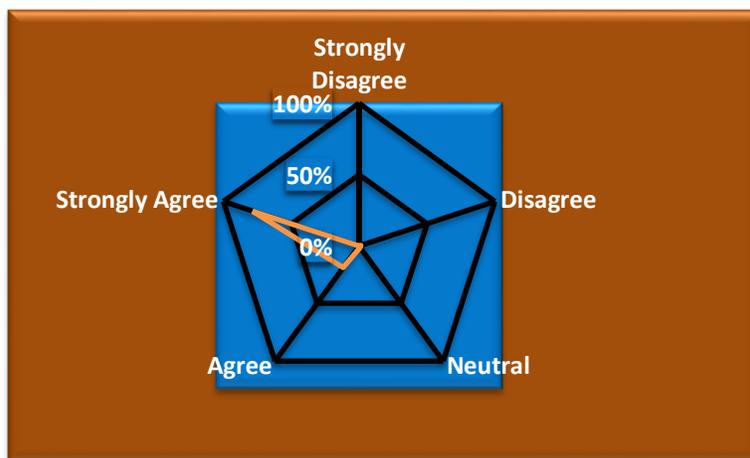


Figure 3: Course content fulfils the need of students and ensures employability

4. Syllabus review carried out at regular intervals

The corrective actions taken in the past have raised the effectiveness in certain aspects. And one among them is syllabus review carried out at regular intervals. Comparatively there is a high of 5% found from the response of faculty members who opted for strongly agreed. 26% of the

faculty members have opted for agreed. The next positioning was given to disagree with 3%. Here we found 1% for neutral

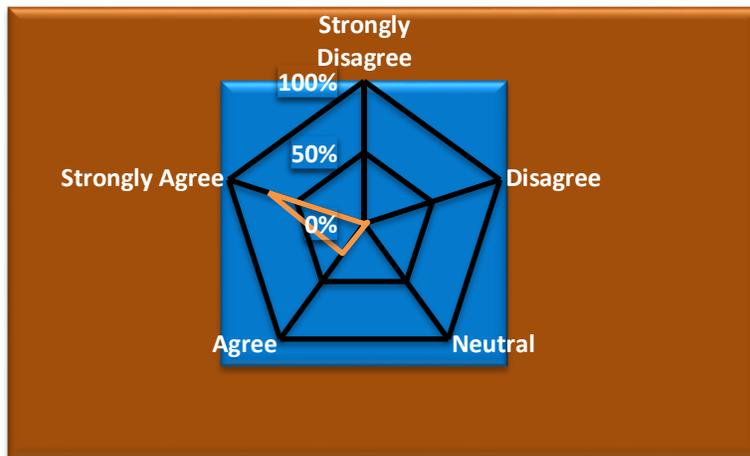


Figure 4: Syllabus review carried out at regular intervals

5. ICT and other computational facilities are available

55% of the Teaching faculty has strongly agreed upon the availability of ICT and computational facilities where as 38% of the faculty members have opted for agreed .Only 5% of the scores stood for neutral and 1% for disagreement. Therefore considering the need of the hours, it is recommended to give extra mile focus to improve the availability of ICT .

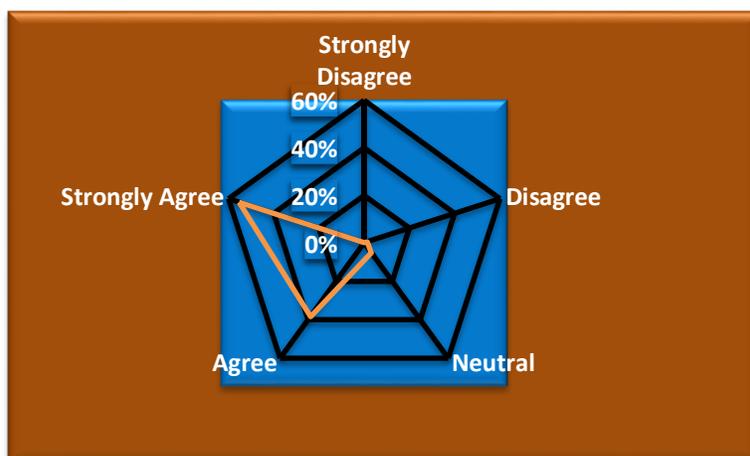


Figure 5: ICT and other computational facilities are available

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

There is a hike in strongly agreed category pertaining to the well maintenances of libraries, classrooms, laboratories and rest rooms. Initially it was 48% in the last academic year and it has

been increased to 56% which indicates the effectiveness of corrective actions. 35% of the teaching faculty has agreed to the notion of well maintenance, in spite of 8% of neutrals scoring. Also to be noted that 1% of the scorers stood up to show the disagreement.

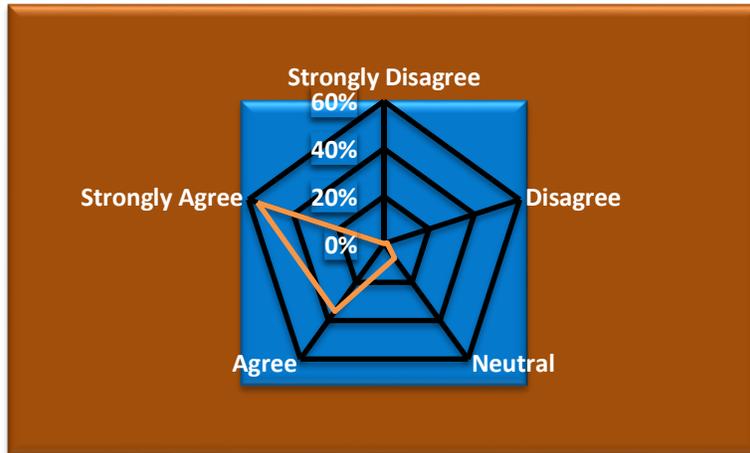


Figure 6: Libraries, classrooms, laboratories, rest rooms are well maintained

7. Adequate facilities are available for teaching and research

Yes, adequate facilities are available for teaching and research. This has been supported by 68% of faculty members who have strongly agreed. The next highest scoring was obtained by agreed category at the rate of 21% though there was a neutral scoring of 9% and disagrees with 1%

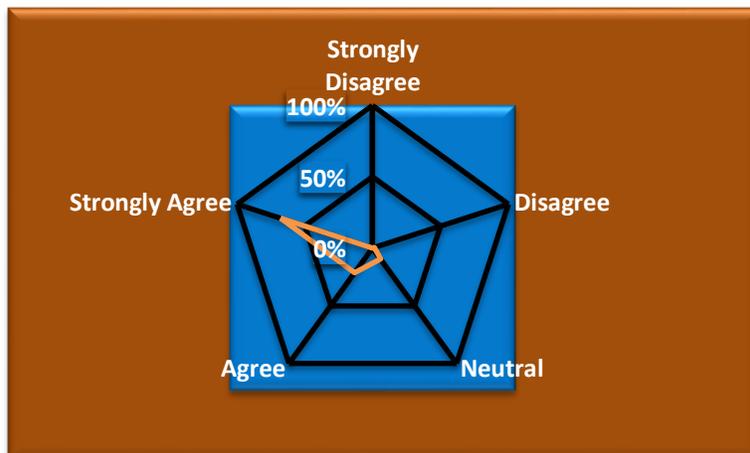


Figure 7: Adequate facilities are available for teaching and research

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

Institution excels when the team works without losing its spirit.68% of the teaching faculty strongly agrees the friendly nature of their Heads and Director of the concern departments. Again 21% of the faculty members agree the same inspite of having 9% of neutral voters. However there is 1% of disagreement found among them on the whole.

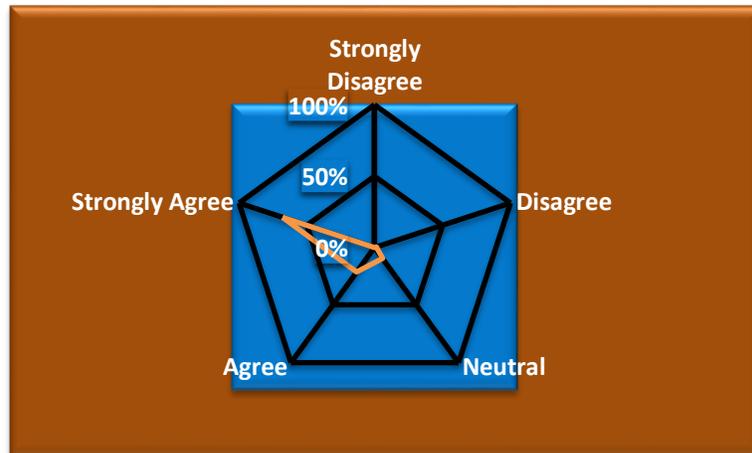


Figure 8: The Head / Director of the department/ centre is teacher friendly

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

Appreciation means a lot for a person who sincere discharges their duties.65% of the teachers working in the University of Madras have strongly agreed about the fact that they are being recognized and appreciate for their work This is again reestablished by 27% of the faculty members who have also agreed on the same .However the neutral people are 4% .Another 4% consist of disagreed and strongly disagreed people with 1% and 3% respectively.

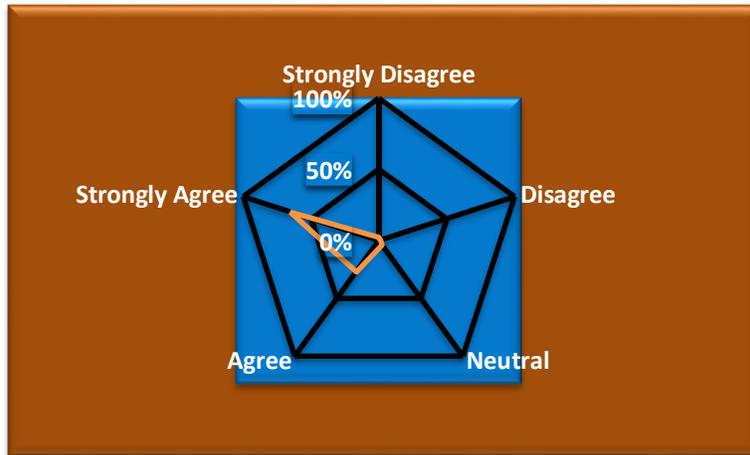


Figure 9: There is a recognition/ appreciation for the work accomplished

10.University Environment is Persons with Disabilities Friendly

Taking into consideration of the university environment, 55% of the teachers strongly agreed that the university of Madras is maintaining disabled friendly environment. 39% of the same status people have also agreed the same point. After initiating steps for two consecutive years it was found zero in disagree and strongly disagree whereas neutral voters stood at 5%.

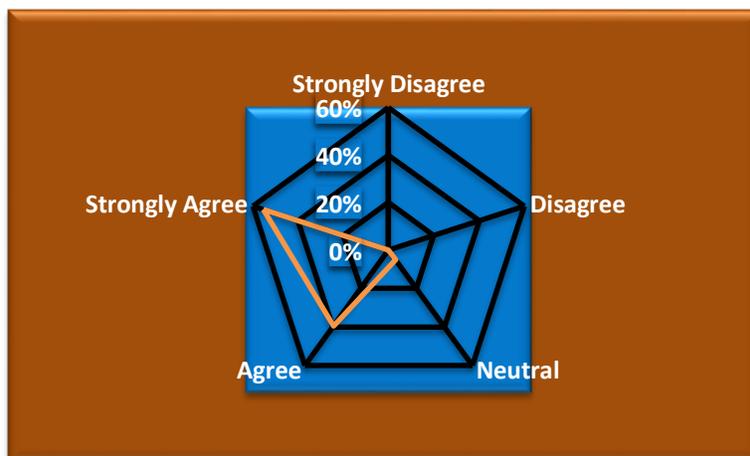


Figure 10: University Environment is Persons with Disabilities Friendly

Overall Conclusion:

The above data were collected from 159 Teachers as feedback for the academic year 2018-2019 and the following points are taken to the concern authorities for corrective actions:

1. Departments are asked to ensure adequate facilities are being maintained for teaching and research.
2. Appreciation to the respective desk/ Campus Directors /respective committees,
Who have initiated zero disagreement and improved the disabled friendly environment.