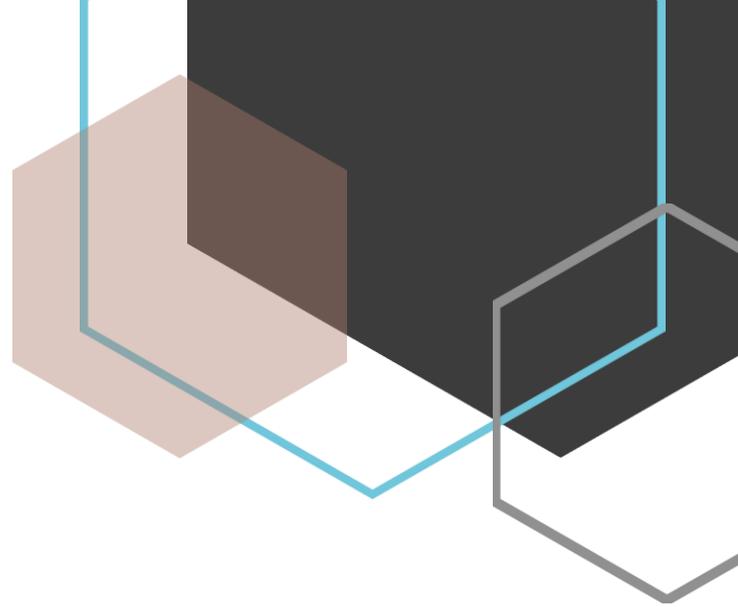




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INITIAL STAKEHOLDER PERCEPTION SURVEY Results

UNIVERSITY OF MADRAS, INDIA



**Integrating Talent Development into Innovation Ecosystems in Higher Education
Ecosystems in Higher Education**

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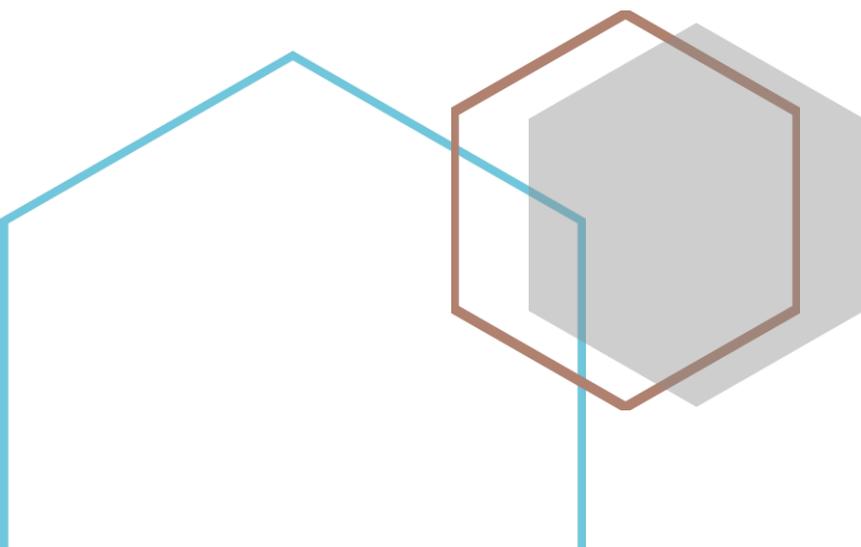




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Each INNOTAL Partner University in Asia has carried out a survey campaign aimed at mapping the initial positions and perceptions of key University stakeholders on issues of relevance to the project.

Representatives of administration and management have been asked to give their opinion about the way graduates' employability and relations with external stakeholders are currently handled at their University.

Students have provided feedback about the state of current student representation at the University, which is an important determinant of the ability of the institution to attract and retain talent.

Faculty members have been asked to share their interest in, and expectations from, future plans to embed employability in the various activities and operations at the University, to further develop talent development and improve the quality and relevance of education.

This document presents and analyses the results from this survey.

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Introduction

In order to study the perceptions of various stakeholders at the University, a survey was carried out by the INNOTAL project implementation team at University of Madras. 327 respondents were involved, including 85 representatives of management and administration, 126 students and 116 faculty members.



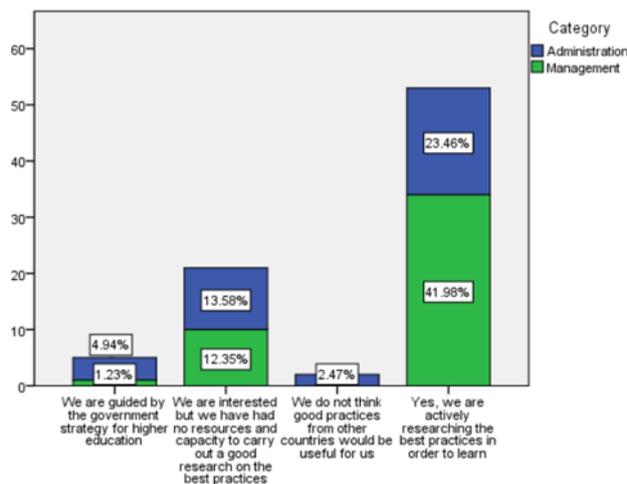
Detailed Results

Responses from Management and Administration

How much University of Madras is involved in Employability and Talent Acquisition curriculums?

The world nowadays is undergoing an enormous technological revolution, which is fundamentally changing our way of living. In this era of high end competition among the youths, the security of education does not suffice. This is how the concepts of Talent Acquisition and Employability have entered into the domain of Higher Educational Institutions. Beneath is a study of responses collected among the Administrative and Management representatives of University of Madras. It helps understand the present scenario and assess whether the employability opportunities for the students are satisfactory in the Institution.

Around the globe, most of the higher educational institutions are becoming increasingly alert on ensuring employability to the graduates and on establishing mutually beneficial links with business and industry. Keeping the above note in focus, we wanted to know **if Madras University is taking enough initiative in actively looking for examples and best practices.**

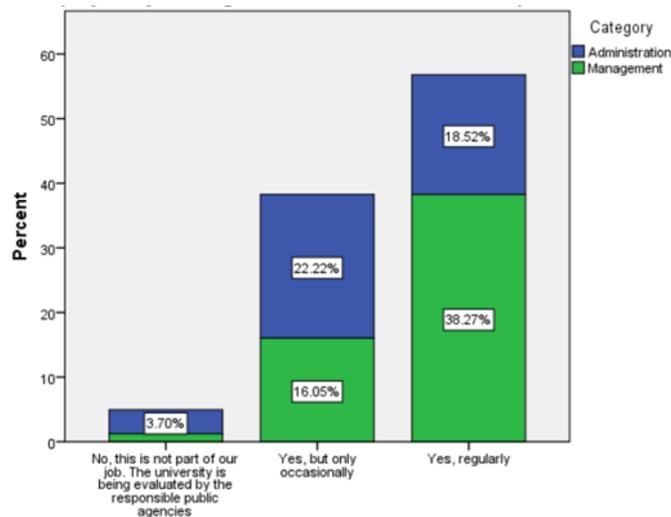


To the question, around 65 percent on the respondents, consisting of roughly 42 percent of Management representatives and 24 percent of Administration representatives, indicated that the university is actively involved in researching the best practices in order to learn. That clearly accounts for a clear majority. Beyond this, around 25 percent of the respondents, expressed their level of interest in the idea, but have also admitted to lack of the resources and capacity to carry out robust research on best practices. This leaves a small cluster of 8 percent of respondents to argue in a

different way. About 1/4th of that cluster feels good practices from other countries would not be of much use to the university, and the rest argue that the university should rely on, and follow, the Government’s strategy for higher education.

We also wanted to learn internal stakeholders’ opinion on **whether the university assesses to what extent it is able to ensure graduates’ employability and on how well it cooperates with business**

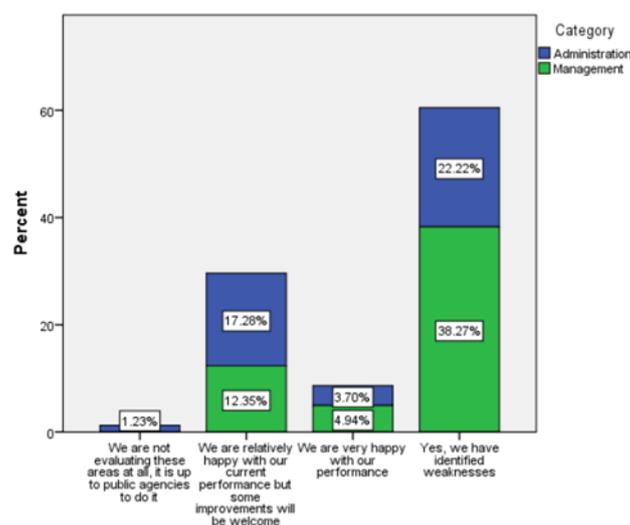
More than 56 percent of the respondents, comprising of roughly 38 percent of management and 18 percent of administration representatives suggested that the university performs assessment to validate its efforts at ensuring students’ employability and its cooperation scale with business, on a regular basis. We found a roughly equal ratio of both categories of respondents, summing to a rough 38 percent, to indicate that the university performs the above activity not too frequently. This leaves only around 3 percent of respondents who claim that the university does not perform the activity at all.



The results clearly indicate that the university is active in strategically and quality assessments when it comes to employability.

Is the university well aware of any weakness in relation to employability with graduates and cooperation with business?

It turns out that nearly 40 percent of the respondents claim to be happy with the performance of the university. It should be noted that 30 percent of the respondents are relatively happy with the present performance but nevertheless suggest that there remains enough room for improvements. On the other hand, another 60 percent - 38 percent of the management and 22 percent of the administrative representatives, claim that the university has weaknesses in this area and is aware of them.

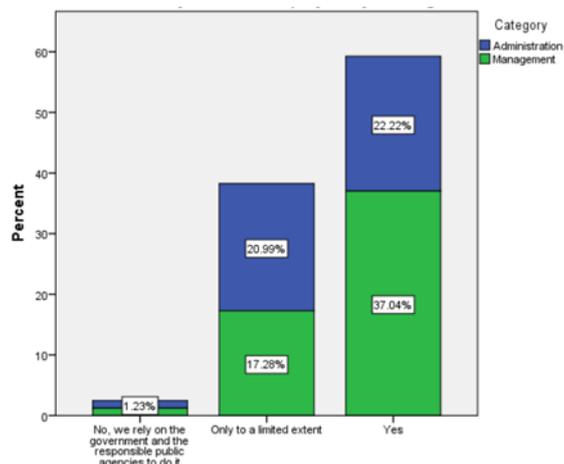


This leaves behind a small cluster of 1.2 percent of the administration who refrain from the responsibility, and claim that this is the responsibility of the public bodies.

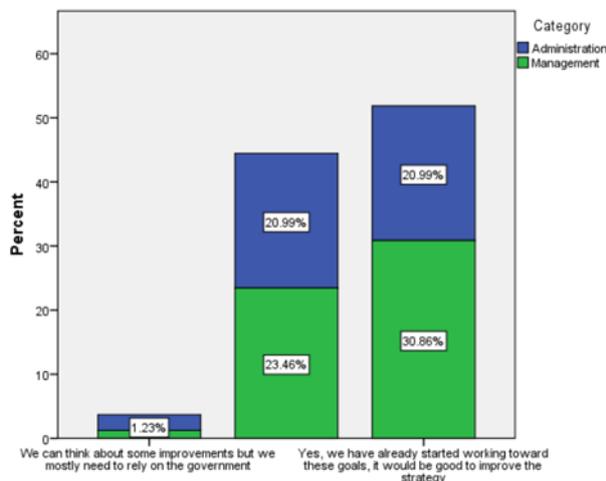
Thus the responses clearly suggest that there is room for improvement in the process, even if the university is putting some amount of effort.

We attempted to learn if **the university is monitoring the external conditions in the economy and society that may affect the employability of the graduates.**

A clear majority of around 60 percent claimed that the university meets the above requirement. Another 38 percent of the respondents claimed that the university does it, but only to a limited extent. To dig further, the majority of the management people claimed the former, and the admin people have taken both positions in almost an equal proportion. A negligible proportion of 1.23 percent claims that the university does not undertake any monitoring activity, and they are happy with relying on the government and the responsible public agencies to do that instead of the University of Madras.



Perceptions on whether the university will benefit from developing a more coherent internal strategy for improving graduates' employability and links with business and industry



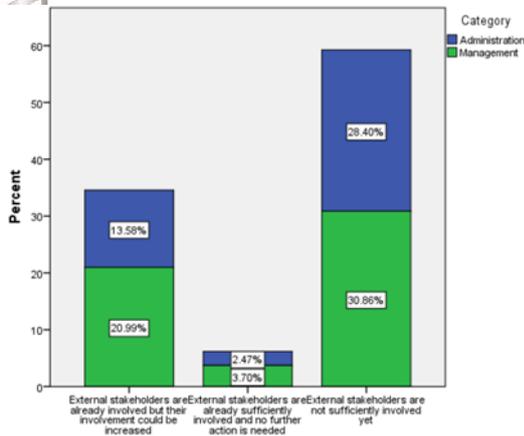
On asking the above question to our recipients, we got an almost equal proportion claiming two different arguments. A little more than 50 percent claim that the University has already started working towards such a goal, but accept that improvement on such strategy would help in the objective of ensuring employability to the students. Around 44 percent of the respondents claim that the University already possesses a coherent strategy, but has not yet started implementing it. Yet again a small cluster of a little over 1 percent firmly denies these responsibilities for the university and continues to rely on the Government to do the

job.

Stakeholder opinion on involving external stakeholder's in the design, delivery and evaluation of the curriculum

We asked our recipients if external stakeholders should be invited to actively contribute towards the design delivery and evaluation of courses and curricula and if this would benefit the university.

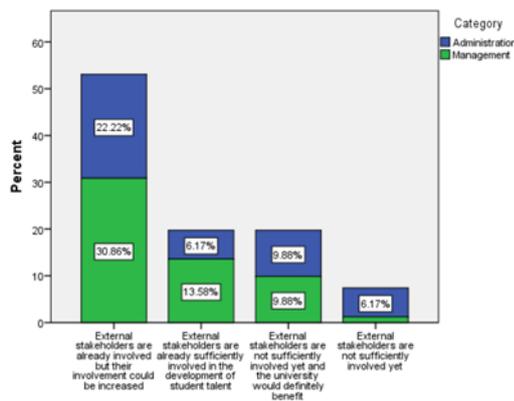
A majority of 60 percent, comprising of a roughly equal proportion of both the respondent categories, accepted that the involvement of the external stakeholders in design and delivery of curricula is not yet sufficient. Another major group of roughly 34 percent, with dominating 21 percent of management, claims that the involvement of external stakeholders is already a reality but admits that there is room for enhancing their involvement.



A small cluster of around 6 percent claims that the present involvement of external stakeholders is sufficient.

The prevalent opinion thus seems to be that external stakeholders are not sufficiently involved in the design delivery and evaluation of courses and curricula, and that there remains much potential for improvement.

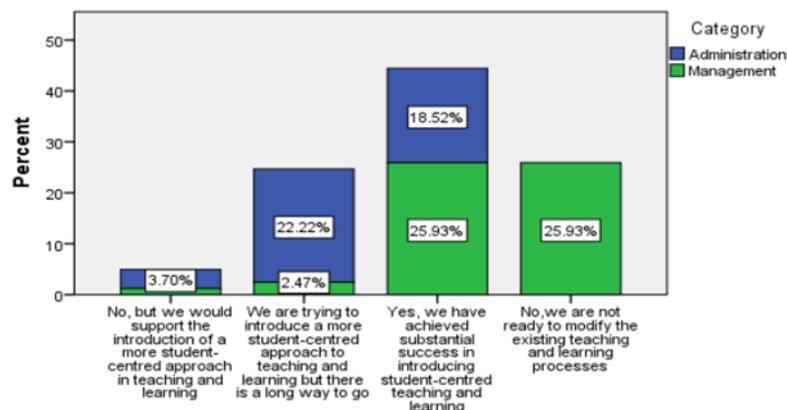
In order to dive a bit deeper in understanding the situation, a more particular question was asked to both the respondent categories, namely **if the University would benefit from involving external stakeholders more actively in the development of student talents.**



Once again half of the respondents acknowledged that there is already involvement of external stakeholders, but also accepted that there are rooms for enhancing this involvement. There remains an evident group of nearly 20 percent, with equal representatives from both categories, suggesting that the involvement of stakeholders is not sufficient at present and agrees that it could be scaled up as this would allow the university and the students to benefit. Another small yet remarkable group of 6 percent, led by the administrative representatives, suggests that external stakeholders are not sufficiently involved in

the development of student talent. On a whole, we have 80 percent of the respondents, who accepts that the involvement of external stakeholders can be increased, and 93 percent of them strongly believe that such a measure would surely benefit the university. This leaves behind a small fraction of 20 percent of the respondents, who believes that the involvement of the external stakeholders is sufficient already.

Finally, we asked the admin and the management representatives, **if the teaching and learning approach presently practiced in the university is sufficiently student-centred**



In response to the question, we have a cluster of only 44 percent of the respondents, led by the management, who claim that the university has achieved substantial success in introducing student – centred approaches in teaching and learning. This obviously leaves the majority with the claim that not enough has been done to achieve a sufficiently student centred curriculum. Out of this majority, around 37 percent, dominated by the administration group by 89 percent, admits that the university is currently trying to introduce such an approach, but there remains a



long way to go. Another small cluster of around 4 percent, again dominated by the administration group, says that there is no such measure taken yet, but they are open to support the idea. This leaves behind a fraction of around 26 percent, consisting only of management representatives, who strongly put forward their opinion that they are not ready to bring in any change in the present teaching and learning processes.

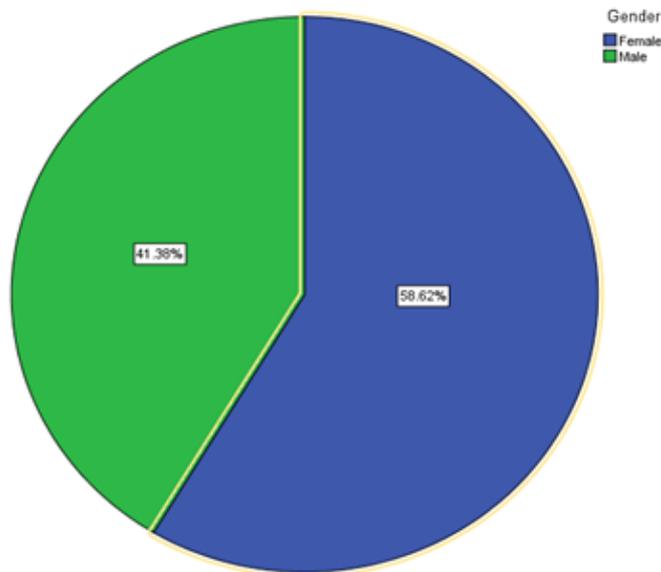
Finally, to summarise our study, we can indicate the following key points:

- The university is actively researching the best practices of improving the employability of students
- The university regularly assesses its performance in ensuring graduates' employability and its linkages with business
- The university is aware of weaknesses in its ability to ensure graduates' employability, but are ready to take up improvement measures
- The university is flexible and open to taking up various kinds of improvement measures that would help increase the employment opportunities of graduates and their employability skills
- Thus we see that University of Madras is aware that there is much room for the improvement in terms of graduates' employability approaches and strategies, and the majority of university stakeholders are prepared to work towards such improvement.



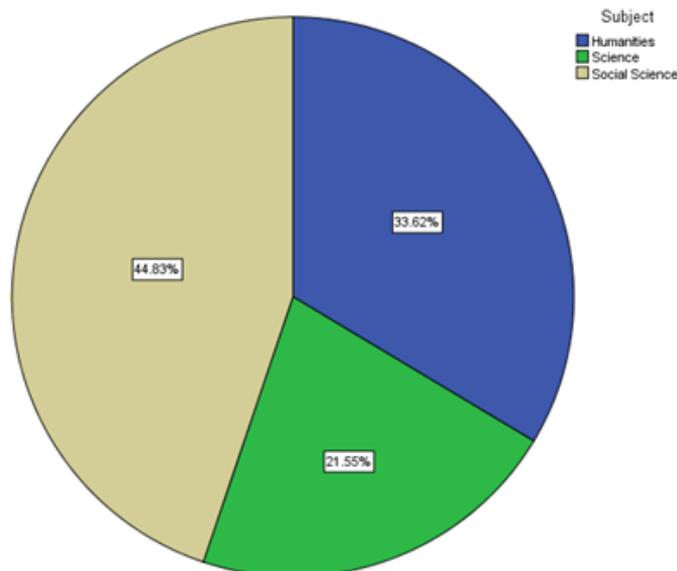
Opinions and Perceptions of Faculty Members

Gender Classifications of respondents:



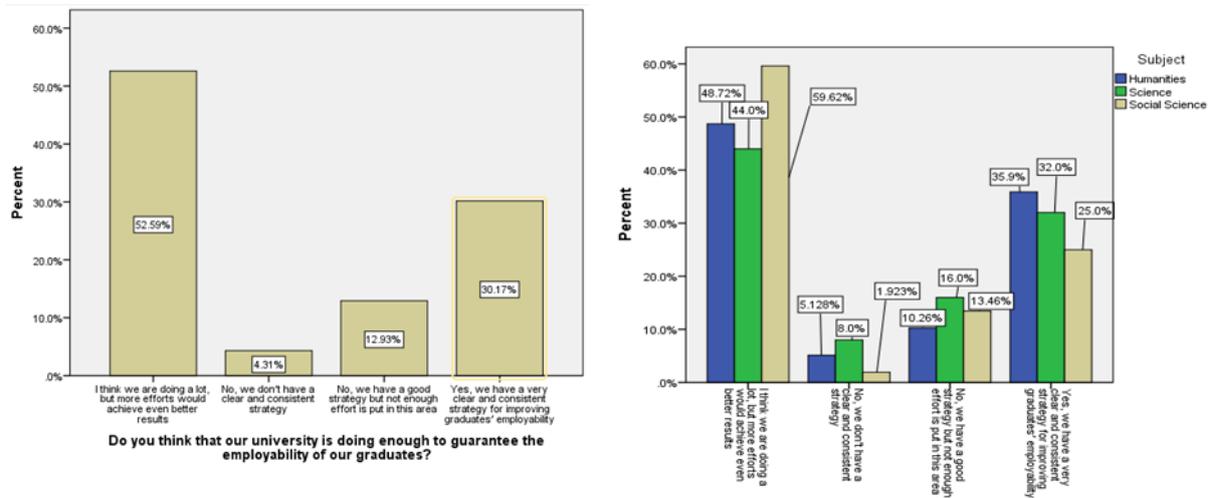
At the start of our study, we attempted to record the gender of the respondents, and found out that female respondents dominate the male respondents by 17.24 percent.

Main teaching and research areas of the respondent faculty members:



We tried to record the disciplines that each respondent identifies with. The result is that 44.83 percent of the respondents come from the Social Science Faculty, 32.32 percent identify themselves in Humanities, and the rest identify themselves in the areas of Science.

Faculty perceptions about the extent to which the University is able to guarantee the employability of graduates



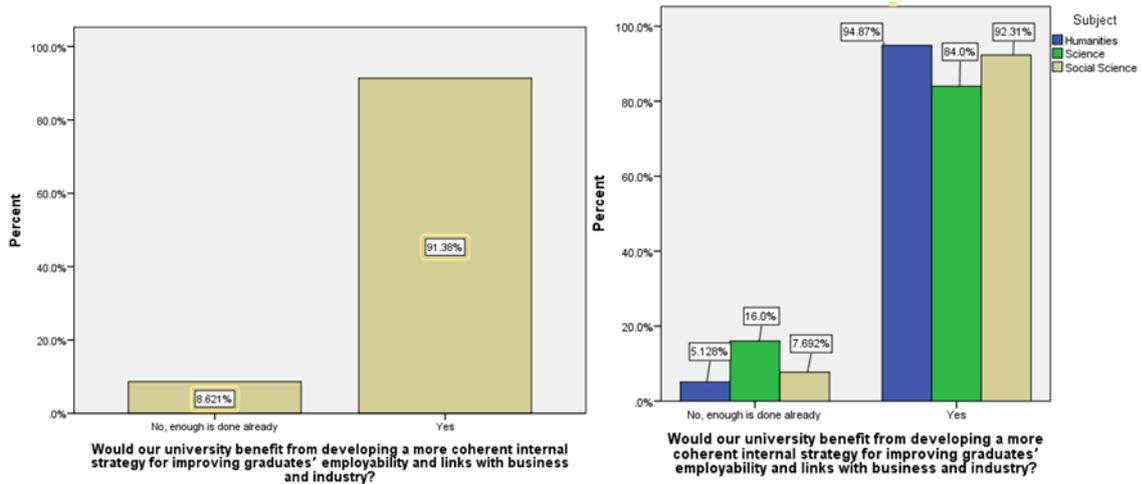
When asked directly about their individual opinion about whether Madras University is sufficiently equipped to guarantee the employability of graduates, almost 53 percent of the respondents feel that despite the great efforts of the university, there is still room for more efforts to be achieved in order to provide better outcomes for the students and to increase their employability. Nearly 18 percent of the respondents feel that the strategy followed by the university is not adequate enough to guarantee the employability of graduates. Thus, only around 30 percent feel that the strategy followed by the university is clear and sufficient to meet the intended goal.

On the whole, the prevalent opinion is that the university is working towards the employability of graduates but more efforts will be welcome.

Beyond this, we also discovered that almost 60 percent of the social science respondents, 44 percent from the science faculty and 49 percent of the humanities faculty feel that the efforts of the university are good but can be enhanced. This supports the prior findings.

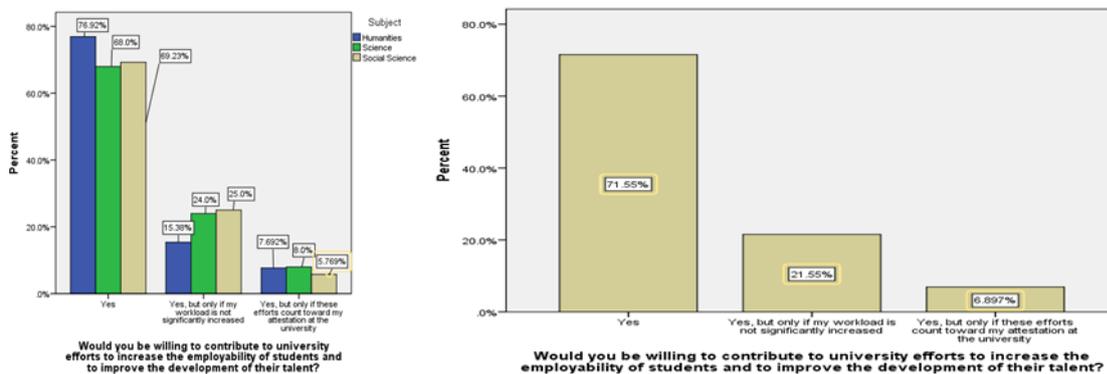
Faculty perceptions about the extent to which the University would benefit from developing a more coherent internal strategy for improving graduate's employability and links with business and industry

The faculty were asked to give their opinion on the above question. After analysing the results, it was evident that most of them would welcome an enhanced strategy and accept that such a measure will benefit the university. This leaves a very small proportion of respondents who reject the idea as unfounded.



When we examined the difference across disciplines, it turned out that 94 percent of the humanities, 84 percent of science and 92 percent of the social science respondents favour the idea of an enhanced strategy. Comparatively, a slightly higher proportion of the science pool rejected the idea.

Faculty attitude toward contributing to the Universities' effort to improve students' employability

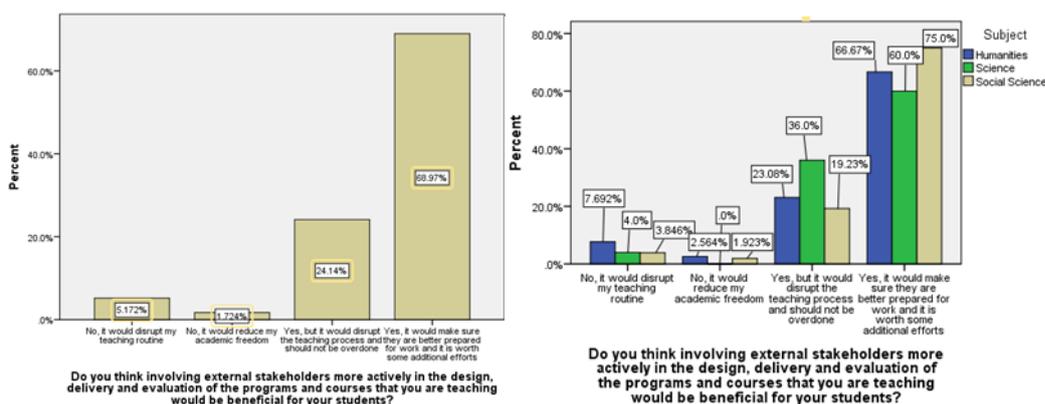


After receiving a remarkably broad acceptance of an enhanced employability strategy, we looked at how many of the faculty members would actually be prepared to volunteer to support employability enhancing initiatives of the university. 72 percent of the respondents accepted responsibility with a simple “Yes”, leaving behind a small cluster of 28 percent with ambiguity.

| | | Would our university benefit from developing a more coherent internal strategy for improving graduates' employability and links with business and industry? | | |
|---|--|---|------------|------------|
| | | No, enough is done already | Yes | Total |
| Do you think that our university is doing enough to guarantee the employability of our graduates? | I think we are doing a lot, but more efforts would achieve even better results | 4 | 57 | 61 |
| | No, we don't have a clear and consistent strategy | 2 | 3 | 5 |
| | No, we have a good strategy but not enough effort is put in this area | 1 | 14 | 15 |
| | Yes, we have a very clear and consistent strategy for improving graduates' employability | 3 | 32 | 35 |
| Total | | 10 | 106 | 116 |

We wanted to find out if there is any correlation between a positive answer to the enhanced strategy idea and a positive answer to this question about willingness to make a personal contribution to the implementation of such a strategy. 93 percent of the respondents who welcomed an enhanced strategy for improving graduates' employability did indeed agree to personally contribute to efforts in this direction. Even 91 percent of the respondents who were content with the present strategy of the university were also willing to participate in any improvement initiatives. 85 percent of the respondents who strongly believed that the strategy of the university is not adequate yet were also willing to participate in improvement measures. The results show that the faculty are predominantly flexible to participate in any efforts aimed at improving the University's strategy for the employability of the students. The willingness of the faculty members to participate and volunteer for activities that would strengthen the employability of students is a very positive sign.

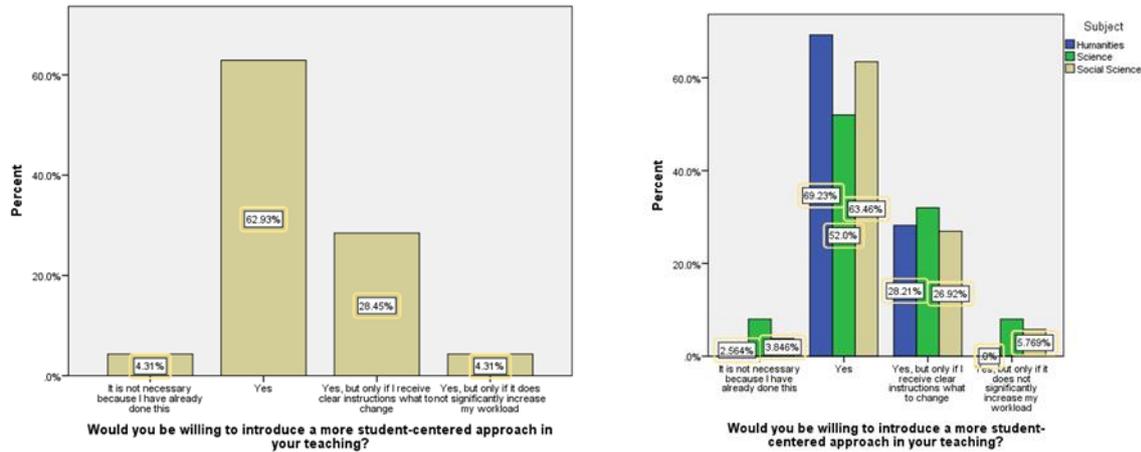
Faculty perceptions about the extent to which involving external stakeholders in the design and delivery of courses and curricula would be beneficial for the students



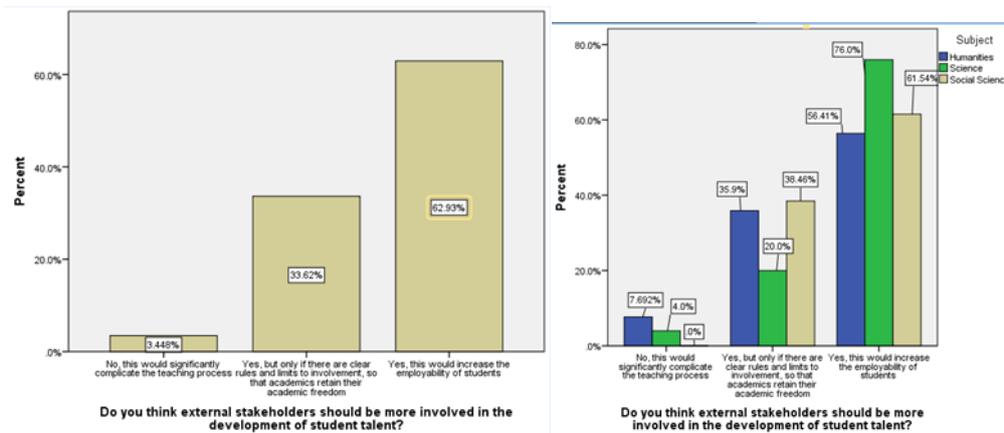
We asked the faculty to put forward their opinion on whether involving the external stakeholder in course and curriculum design and delivery would benefit students. A 70 percent majority of the respondents supported the idea, while around 83 percent of the remaining respondents agreed to the idea on condition that it should not be overdone as it could disrupt the learning process. A more detailed analysis showed that 75 percent of the social science respondents, 60 percent of the science respondents, and 67 percent of the humanities group accept the idea. The science group is more likely than the rest to accept the idea with limitations attached.

Willingness to introduce a more student-centred approach in teaching

We asked the faculty if they were willing to adapt a more student-centred approach in teaching. About 63 percent answered with a unconditional “yes”. A closer look at the data shows that the Science stream faculty were relatively less likely to fall in this group when compared to the other streams. Approximately 30 percent of the respondents voted for introducing a student-centric approach to teaching on condition that they receive guidance about what changes are intended and expected. We are left with only 10 percent who negate the idea. On the whole, most of the respondents thus favour the idea.



Faculty perceptions about the extent to which external stakeholders should be involved in the development of students’ talent



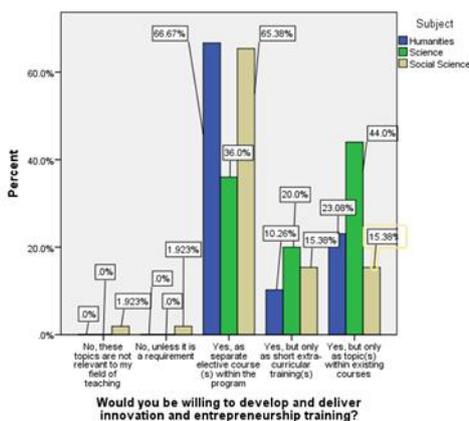
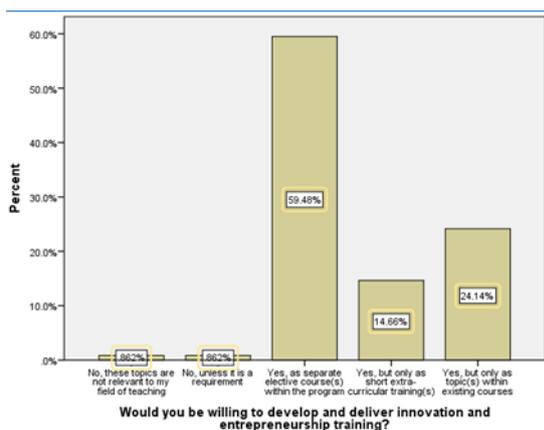
Yet again we received a broad acceptance of the idea from 96 percent of the respondents. Out of those, 65 percent readily accepted that such a measure will improve the employability of graduates, while the rest accepted on the condition that academic freedom would be preserved. The science stream faculty was more likely than the other streams to accept the idea without any conditions.

Willingness to develop and deliver innovation and entrepreneurship training



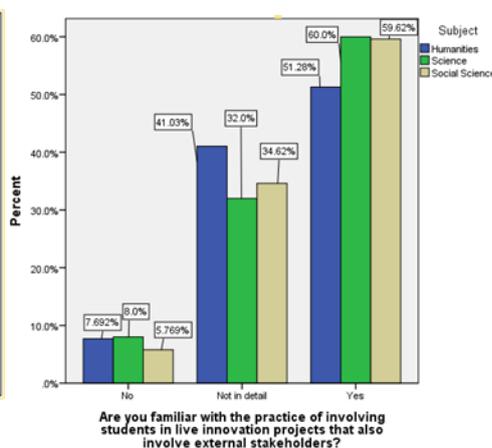
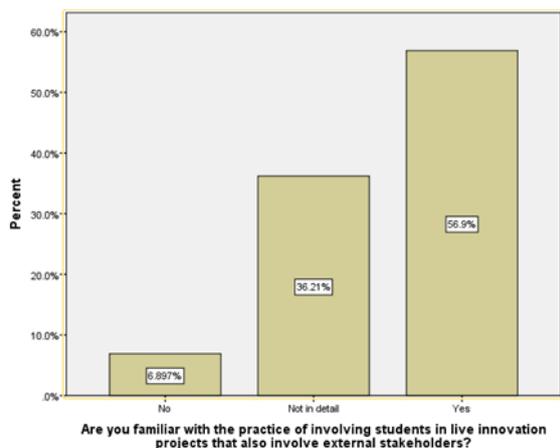
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Nearly 60 percent of the respondents expressed agreement to deliver innovation and entrepreneurship training as a separate elective course, with humanities and social science faculty dominating this group, leaving the science pool to stand out with a low 38 percent. 24 percent of the respondents agreed to provide such training as a topic within existing courses, and the science stream faculty members dominate this group with a 44 percentage of votes. Another 15 percent of the respondents agree to provide such training as a short extracurricular activity, and again the science stream dominates this group with 20 percent. All in all, more than 98 percent of the faculty members accept the idea of providing innovation and entrepreneurship the training, albeit with a different mode of delivery. A tiny cluster of 2 percent negates the idea completely.

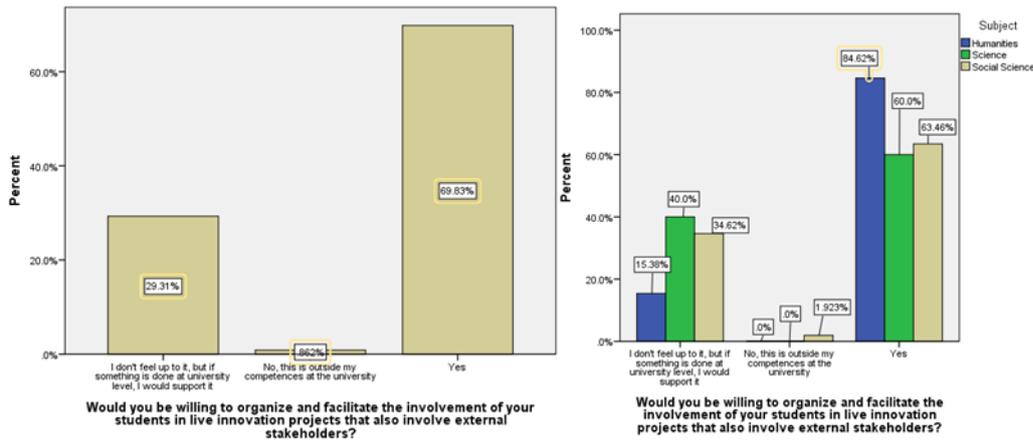
Familiarity with the practice of engaging students in live innovation project that involve external stakeholders



60 percent of the faculty confidently answered “yes” to the question whether they were familiar with the concept of live innovation projects. Around 36 percent of the respondents are not familiar with the phenomenon in details, and only around 6 percent are not familiar with it at all. As we dive deeper, we find that only around 50 percent of the humanities stream faculty is familiar with the process, which is slightly less when compared to the other groups. Clearly – and understandably, the faculty from science and social science streams appear to be more familiar with the practice of involving students in live innovation projects that involve external stakeholders.

Willingness to organise or facilitate student participation in live innovation projects





Since a clear majority of the faculty appeared to be familiar with the concept of a live innovation project, we attempted to understand how many of them are ready to practice the project with their own students. A high percentage of 70 percent expressed willingness to do it, among which maximum votes are counted within the humanity stream faculty. Nearly 30 percent of the respondents responded somewhat ambiguously that they are not prepared for it but would support the idea is any such initiative is taken at the university level. 40 percent of the responding science stream faculty fall in this category.

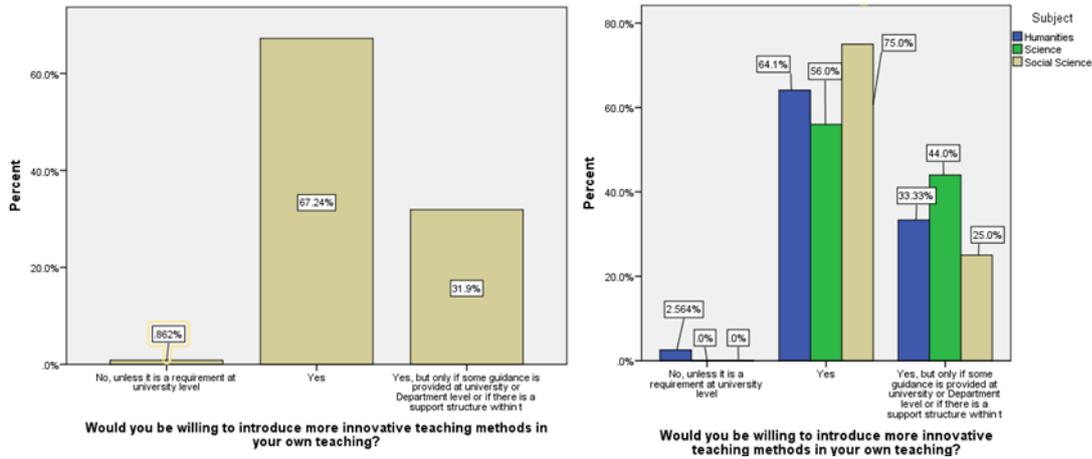
We further looked for correlation between familiarity and acceptance of the concept and actual willingness to practice it:

| | | Would you be willing to organize and facilitate the involvement of your students in live innovation projects that also involve external stakeholders? | | | Total |
|---|---------------|---|--|-----|-------|
| | | I don't feel up to it, but if something is done at university level, I would support it | No, this is outside my competences at the university | Yes | |
| Are you familiar with the practice of involving students in live innovation projects that also involve external stakeholders? | No | 4 | 0 | 4 | 8 |
| | Not in detail | 15 | 0 | 27 | 42 |
| | Yes | 15 | 1 | 50 | 66 |
| Total | | 34 | 1 | 81 | 116 |

75 percent of the faculty who are familiar with the phenomenon are willing to practice it with their students. 64 percent of the faculty who are not familiar with such a practice in detail are also ready to practice it. Interestingly, 50 percent of the faculty who are not familiar with the concept are nevertheless willing to practice it. This results in almost 70 percent of faculty who are ready to practice the phenomenon. The readiness of the faculty to organize and facilitate the involvement of students in live innovation projects involving external stakeholders is a positive sign for the University.

Willingness to innovate in one's own teaching approach





Innovations have always been associated with progress. Therefore, we attempted to know if the faculty of the university are willing to innovate in their own teaching approach. 67 percent of the respondents indicated a clear agreement, science stream falling back comparably. Around 32 percent of the respondents agreed to innovate but only under proper guidelines, with the science stream dominating this group. In sum, almost 98 percent of the faculty accept to innovate in their teaching approach.

To summarize the study, we have arrived to the broad understanding that the faculty of the university on a whole is quite flexible and open to any new ideas and to their implementation in practice. This quality can be positively exploited, so as to bring improvement in the strategy of the university towards enhancing graduates' employability.

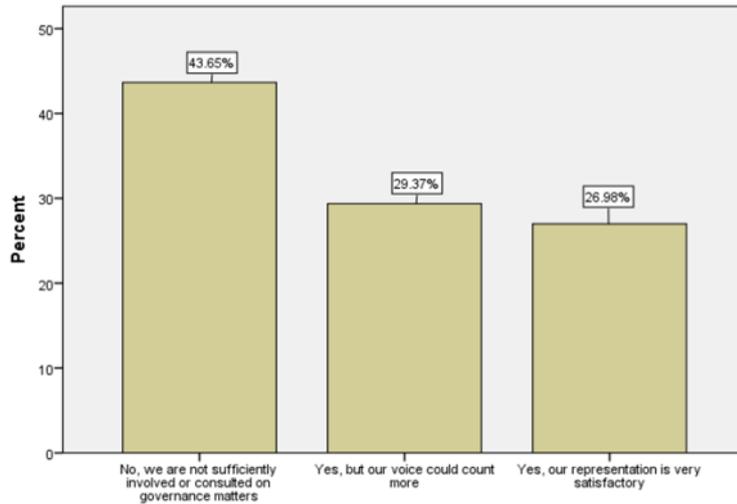
Beneath we give is a tabulated format the above discussion

| Particulars | Classification | No of Respondents | Percentage |
|---|--|-------------------|------------|
| Gender | Female | 68 | 58.6 |
| | Male | 48 | 41.4 |
| Subject | Humanities | 39 | 33.6 |
| | Science | 25 | 21.6 |
| | Social Science | 52 | 44.8 |
| Do you think that our university is doing enough to guarantee the employability of our graduates? | I think we are doing a lot, but more efforts would achieve even better results | 61 | 52.6 |
| | No, we don't have a clear and consistent strategy | 5 | 4.3 |
| | No, we have a good strategy but not enough effort is put in this area | 15 | 12.9 |
| | Yes, we have a very clear and consistent strategy for improving graduates' employability | 35 | 30.2 |
| Would our university benefit from developing a more coherent internal strategy for improving graduates' employability and links with business and industry? | No, enough is done already | 10 | 8.6 |
| | Yes | 106 | 91.4 |
| Would you be willing to contribute to university efforts to increase the employability of students and to improve the development of their talent? | Yes | 83 | 71.6 |
| | Yes, but only if my workload is not significantly increased | 25 | 21.6 |

| | | | |
|--|--|----|------|
| | Yes, but only if these efforts count toward my attestation at the university | 8 | 6.9 |
| Do you think involving external stakeholders more actively in the design, delivery and evaluation of the programs and courses that you are teaching would be beneficial for your students? | No, it would disrupt my teaching routine | 6 | 5.2 |
| | No, it would reduce my academic freedom | 2 | 1.7 |
| | Yes, but it would disrupt the teaching process and should not be overdone | 28 | 24.1 |
| | Yes, it would make sure they are better prepared for work and it is worth some additional efforts | 80 | 69.0 |
| Would you be willing to introduce a more student-centered approach in your teaching? | It is not necessary because I have already done this | 5 | 4.3 |
| | Yes | 73 | 62.9 |
| | Yes, but only if I receive clear instructions what to change | 33 | 28.4 |
| | Yes, but only if it does not significantly increase my workload | 5 | 4.3 |
| Do you think external stakeholders should be more involved in the development of student talent? | No, this would significantly complicate the teaching process | 4 | 3.4 |
| | Yes, but only if there are clear rules and limits to involvement, so that academics retain their academic freedom | 39 | 33.6 |
| | Yes, this would increase the employability of students | 73 | 62.9 |
| Would you be willing to develop and deliver innovation and entrepreneurship training? | No, these topics are not relevant to my field of teaching | 1 | .9 |
| | No, unless it is a requirement | 1 | .9 |
| | Yes, as separate elective course(s) within the program | 69 | 59.5 |
| | Yes, but only as short extra-curricular training(s) | 17 | 14.7 |
| | Yes, but only as topic(s) within existing courses | 28 | 24.1 |
| Are you familiar with the practice of involving students in live innovation projects that also involve external stakeholders? | No | 8 | 6.9 |
| | Not in detail | 42 | 36.2 |
| | Yes | 66 | 56.9 |
| Would you be willing to organize and facilitate the involvement of your students in live innovation projects that also involve external stakeholders? | I don't feel up to it, but if something is done at university level, I would support it | 34 | 29.3 |
| | No, this is outside my competences at the university | 1 | .9 |
| | Yes | 81 | 69.8 |
| Would you be willing to introduce more innovative teaching methods in your own teaching? | No, unless it is a requirement at university level | 1 | .9 |
| | Yes | 78 | 67.2 |
| | Yes, but only if some guidance is provided at university or Department level or if there is a support structure within t | 37 | 31.9 |

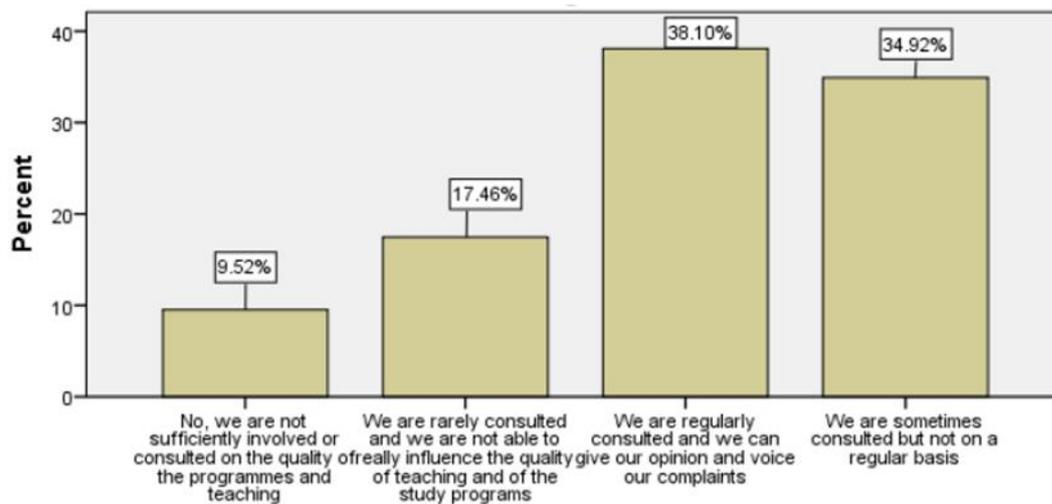
Opinions and Perceptions of Students

Students' representation in official decision making bodies at the University



On the question if the students felt that they were sufficiently represented in the official decision making bodies at the university, only around 27 percent of the respondent said they are satisfied with their participation. More than 70 percent of the students are not completely satisfied with their participation.

Students' participation in evaluating the quality of the programs and teaching



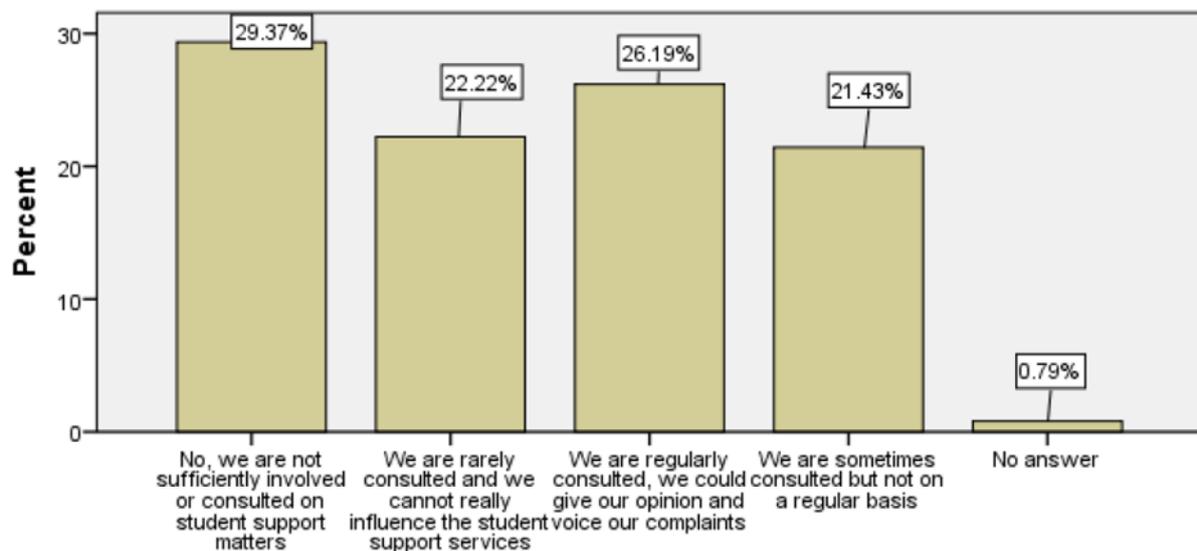
About 70 percent of respondents state that they are consulted on the quality of programs and teaching, while a minority has an overall negative opinion.

We further made an attempt to dive deeper and understand the relation between students' perceptions with regard to their representation in governance and their participation in evaluating the quality of the programs and teaching.

| Count | | 2. Do you feel that students are consulted on the quality of the programs and teaching? | | | | Total |
|---|---|---|---|---|---|-------|
| | | No, we are not sufficiently involved or consulted on the quality of the programmes and teaching | We are rarely consulted and we are not able to really influence the quality of teaching and of the study programs | We are regularly consulted and we can give our opinion and voice our complaints | We are sometimes consulted but not on a regular basis | |
| 1. Do you think students are properly represented in official decision-making bodies at the university? | No, we are not sufficiently involved or consulted on governance matters | 11 | 16 | 6 | 22 | 55 |
| | Yes, but our voice could count more | 0 | 6 | 17 | 14 | 37 |
| | Yes, our representation is very satisfactory | 1 | 0 | 25 | 8 | 34 |
| Total | | 12 | 22 | 48 | 44 | 126 |

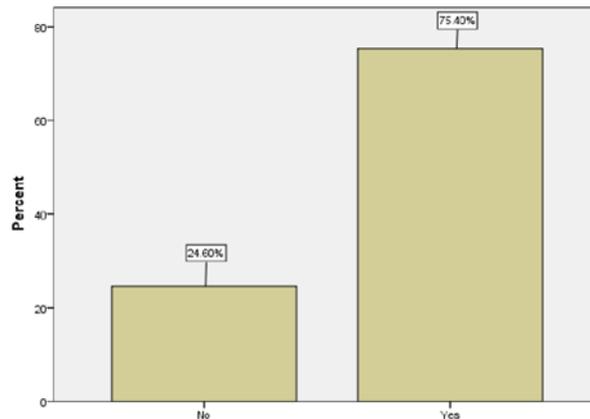
If we look closely at the above table, there are about 27 percent of the respondents who have given a negative opinion on both questions, which is a small proportion. On the other hand, more than 50 percent of the total respondents have a positive opinion on both questions.

Students’ participation in evaluating student support services at the university, including financial assistance, accommodation, health services and social life



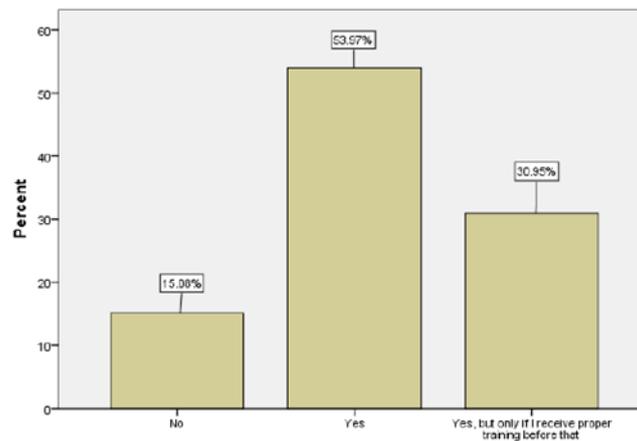
On this issue the responses are fairly diverse. About 29 percent of the respondents indicated that they have not been sufficiently consulted on student support matters, 22 percent feel they have been rarely consulted and have not been able to really influence these issues, 26 percent feel they have been regularly consulted, and 21 percent feel they have been consulted sometimes but not on a regular basis. We can conclude that around 70 percent of the students feel that they have been consulted on student support issues, albeit to a different degree.

Students’ perceptions of the ability of the University to attract and retain talented students



More than 75 percent of the respondents have agreed that the university is able to attract and retain the talented students.

Students’ confidence and preparedness to become involved in an innovation or research project together with the professors



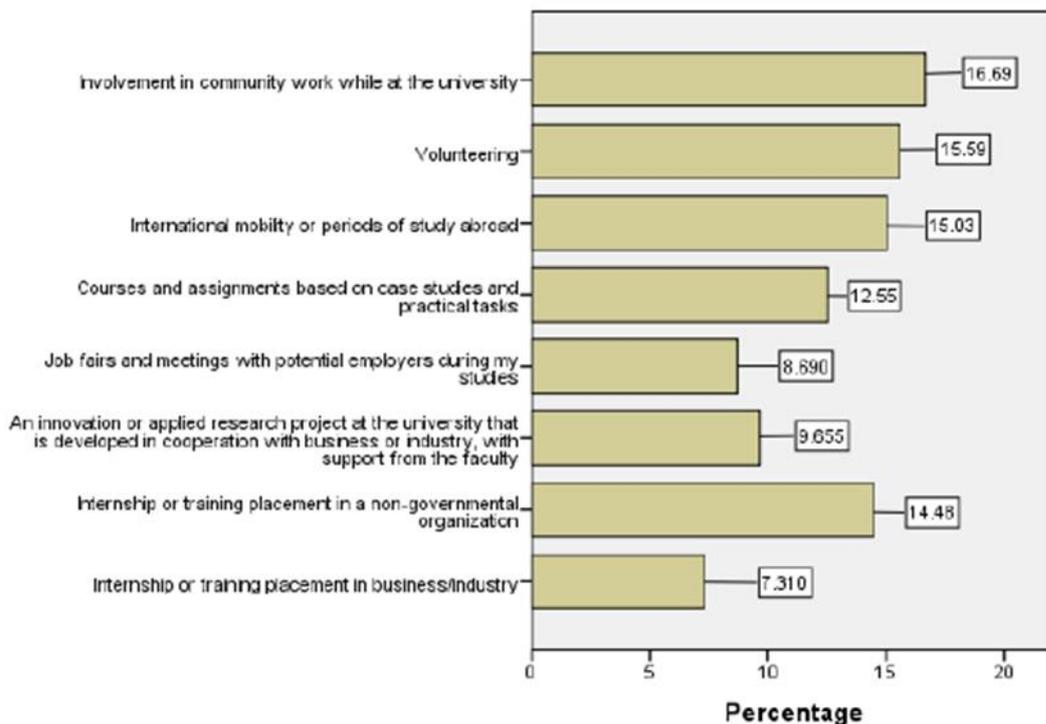
Approximately 54 percent of the respondents reacted to the idea positively without any conditions. 31 percent reacted positively but require training beforehand. This significantly large proportion of confident and prepared students leaves as us with only 15 percent of the respondents who are yet to reach that confidence level.

Beneath, we look at how the perception of the University’s ability to retain talented students correlates with the student’s confidence and preparedness to work with Professors in innovation or research projects.

| | | 5. Do you feel confident and prepared to become involved in an innovation or research project together with your professors? | | | Total |
|---|-----|--|-----|--|-------|
| | | No | Yes | Yes, but only if I receive proper training before that | |
| 4. Do you feel that your university attracts and retains talented students? | No | 10 | 8 | 13 | 31 |
| | Yes | 9 | 60 | 26 | 95 |
| Total | | 19 | 68 | 39 | 126 |

Such correlation is apparent. Almost 48 percent of students have responded positively to both questions. The students with overall positive response account for 68 percent, which is almost 2/3rd of the total respondents.

Students’ view on what type of activities would best serve to improve their employability



When the students were asked to share their view on what type of activity would best serve to improve their employability, approximately 17 percent voted for involvement in community work, 16 percent for Volunteering, 15 percent for international mobility, 14 percent for internship and training placement for non-governmental organizations. These are the activities which got the most of the students’ votes.

All in all, we perceive a healthy relation between students and teachers at the University of Madras.