

Department of Mathematics

Feedback Summary and Action Taken Report

Academic Year 2025–2026

Curriculum Feedback Analysis Report

UG courses - Total Responses: 165

1. Executive Summary

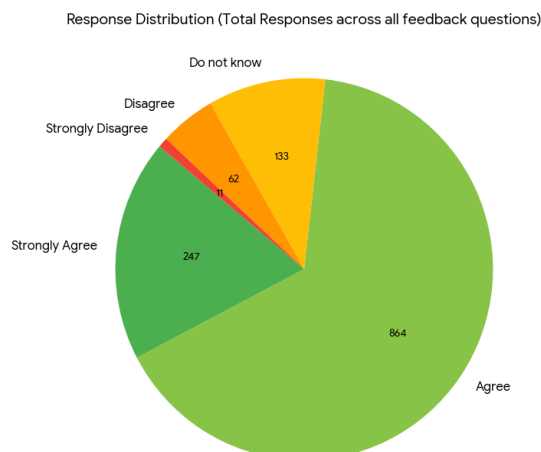
The curriculum evaluation for the Undergraduate Mathematics courses shows a strong positive consensus, with an **overall average satisfaction score of 3.97 out of 5.00**. Students feel most confident about the total hours allocated to the curriculum (4.10) and its relevance to higher studies (4.08). While the majority of responses fall under "Agree" or "Strongly Agree," the analysis identifies minor gaps in how effectively assessments measure learning and the extent to which course objectives meet student expectations. Qualitative feedback highlights a need for more rigorous content (proofs) for some, while others suggest a slower teaching pace for complex topics.

2. Average Feedback Score

Calculated on a 5-point scale (Strongly Agree = 5, Strongly Disagree = 1)

Feedback Category	Average Score
OVERALL AVERAGE FEEDBACK SCORE	3.97
Sufficiency of allocated hours for the Mathematics curriculum	4.10
Scope for higher studies provided by the curriculum	4.08
Sufficiency of hours allocated for each unit	4.00
Coverage of topics by learning resources	3.99
Learning outcomes summarizing course scope	3.96
Assessment criteria meeting learning objectives	3.95
Course objectives meet expectations	3.84
Assessment criteria perfectly measure learning	3.82

3. Response Distribution



4. Suggestions Given by Students

The following points summarize the qualitative feedback and comments provided by the respondents:

- **Rigor & Depth:** Increase the academic rigor of the coursework, specifically focusing more on mathematical proofs and advanced topics.
- **Pacing:** Slow down the instruction of complex subjects to ensure all students can keep up; some students feel the current pace is "rushed."
- **Practical Application:** Incorporate more problem-solving sessions led by teachers during regular hours.
- **Workload Balance:** Some students perceive the number of hours as being too high relative to the amount of coursework being covered.
- **Diverse Learning Needs:** Adopt teaching methods that cater to different mathematical backgrounds and learning speeds.
- **Clarity on Future Paths:** Provide more explicit links between the current curriculum and its application in higher education and research.

5. Outcome Action Mapping

Feedback Outcome	Observation	Action Taken (Recommended)
Assessment Alignment	Lowest score (3.82) in "perfectly measuring learning."	Review and redesign assessment patterns to include more diagnostic and application-based tasks.
Expectation Management	Score of 3.84 regarding course objectives.	Host an introductory session for each course to clarify objectives and their industry/academic relevance.
Instructional Pace	Students noted that important subjects feel rushed.	Introduce mid-semester "Review Weeks" to revisit difficult concepts and ensure foundational understanding.
Curriculum Rigor	Mixed feedback on difficulty; some request more focus on proofs.	Offer tiered assignments (Standard and Advanced) to provide more challenge to students aiming for higher studies.
Resource Sufficiency	High satisfaction but some "Do not know" responses (133 total).	Centralize and digitize all learning resources early in the semester to ensure higher visibility and access.

PG Mathematics - Total Responses: 31

1. Executive Summary

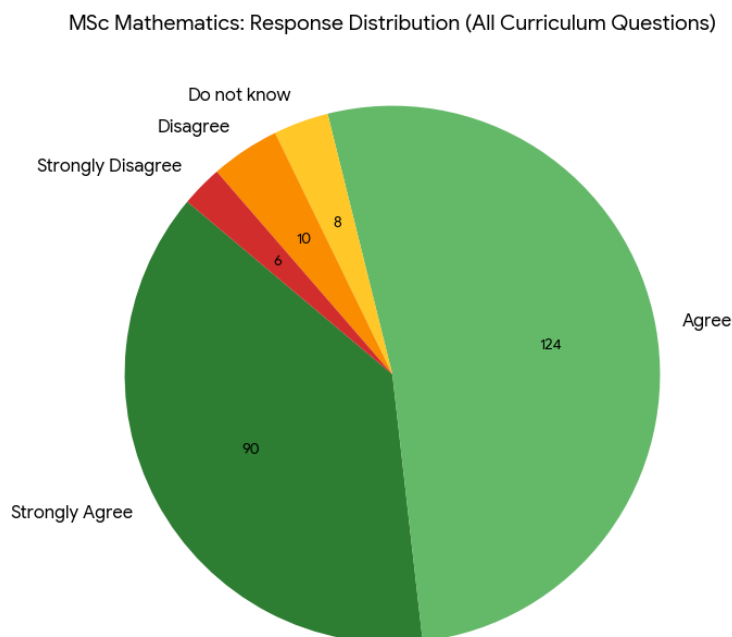
The MSc Mathematics curriculum feedback reflects high levels of academic satisfaction, with an **overall average score of 4.18 out of 5.00**. Students strongly believe the curriculum provides an excellent scope for higher studies (4.39) and that course objectives align well with their expectations (4.23). The primary area for improvement identified is the allocation of hours for specific units within the courses (3.87), indicating that some segments of the syllabus might require more instructional time or a redistribution of content.

2. Average Feedback Score

Calculated on a 5-point scale (Strongly Agree = 5, Strongly Disagree = 1)

Feedback Category	Average Score
OVERALL AVERAGE FEEDBACK SCORE	4.18
The curriculum provides scope for higher studies.	4.39
The specified learning outcomes summarize the course scope.	4.26
Learning resources cover all specified topics.	4.26
Course objectives meet expectations.	4.23
Total hours allocated for the entire curriculum is sufficient.	4.23
Assessment criteria meet the learning objectives.	4.13
Assessment criteria perfectly measure my learning.	4.10
The number of hours allocated for each unit is sufficient.	3.87

3. Response Distribution



4. Suggestions Given by Students

The qualitative feedback for this programme was limited, but the following points were identified:

- **Curriculum Amendments:** Students expressed a need for specific "amendments" to the current structure, though there is uncertainty regarding how these changes would be implemented.
- **Unit Pacing:** The numerical data suggests a need to re-evaluate the time allocated to individual units, as several respondents feel the current hours per unit are less than sufficient compared to the overall curriculum hours.

5. Outcome Action Mapping

Feedback Outcome	Observation	Action Taken / Recommended
Unit Hour Allocation	Lowest score (3.87) recorded for "hours per unit" sufficiency.	Review course plans to identify high-density units and redistribute hours from lighter units to more complex ones.
Higher Studies Alignment	Highest score (4.39) indicates a major program strength.	Maintain current rigorous standards and include more seminars on specialized research areas to support this path.
Assessment Precision	Score of 4.10 for "perfectly measuring learning."	Introduce diverse assessment methods (e.g., viva-voce, project-based labs) to more accurately capture individual learning progress.
Learning Resources	Strong score (4.26) but with occasional disagreement.	Audit existing digital repositories to ensure every sub-topic listed in the syllabus has a corresponding high-quality reference link.
Implementation Feedback	Students mentioned "amendments" but were unsure of process.	Conduct a focus group session with class representatives to clarify the specific amendments suggested by the student body.

Teachers' Curriculum Feedback Analysis Report (Total Responses - 8)

1. Executive Summary

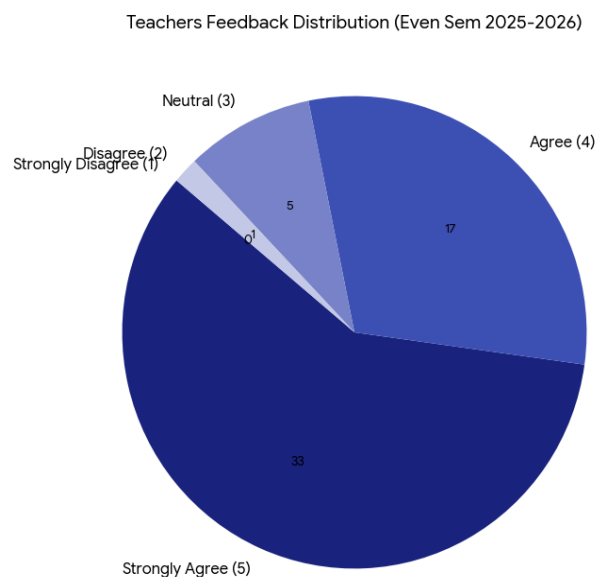
The feedback from the teaching faculty indicates a very high level of satisfaction with the current curriculum, achieving an **overall average score of 4.46 out of 5.00**. Teachers feel most strongly that the syllabus successfully satisfies the stated objectives and learning outcomes (4.63). There is also a strong consensus that the syllabus promotes research-inclusive teaching and independent thinking (4.50). While all areas scored above 4.3, the feedback suggests that involving more industry experts in faculty and student training could further bridge the gap between academic theory and real-life application.

2. Average Feedback Score

Calculated on a 5-point scale (5 = Highest, 1 = Lowest)

Feedback Category	Average Score
OVERALL AVERAGE FEEDBACK SCORE	4.46
Syllabus satisfies stated objectives and learning outcomes	4.63
Effectiveness in developing independent thinking	4.50
Effectiveness of departmental expert committee reviews	4.50
Syllabus demand for research-inclusive teaching	4.50
Knowledge enhancement in the subject area	4.38
Processes to propose/incorporate new syllabus topics	4.38
Enabling students to apply knowledge in real life	4.38

3. Response Distribution



4. Suggestions Given by Teachers

Based on the qualitative comments provided in the feedback forms:

- **Industry Integration:** Increase the involvement of industry experts in the training of both faculty members and students.
- **Faculty Development:** Utilize industry partnerships to provide more specialized training to stay current with practical applications of mathematics.
- **Positive Reinforcement:** Several faculty members noted that the current curriculum is "Good" and well-structured for the current academic needs.

5. Outcome Action Mapping

Feedback Outcome	Observation	Action Taken / Recommended
Industry Readiness	Average of 4.38 for real-life application; qualitative request for industry experts.	Organize a series of guest lectures or workshops led by industry professionals for each core module.
Outcome Alignment	Highest score (4.63) achieved for meeting stated objectives.	Maintain the current mapping process between course content and CLOs (Course Learning Outcomes).
Syllabus Updates	Strong score (4.38) on the process for incorporating new topics.	Formalize a semester-end "New Topic Proposal" window to ensure emerging mathematical trends are captured.
Research Integration	Score of 4.50 for research-inclusive teaching.	Encourage faculty to integrate their own recent research or case studies into their teaching modules to sustain this trend.
Independent Thinking	High satisfaction (4.50) with the development of independent thought.	Introduce more open-ended project work and exploratory assignments that do not have a single "correct" answer.

Alumni Curriculum Feedback Analysis Report (Total Responses - 8)

1. Executive Summary

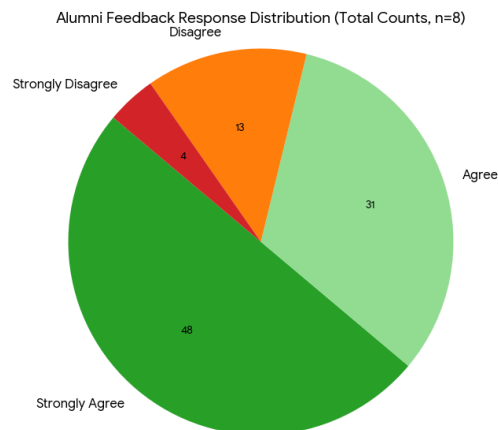
The alumni feedback highlights a strong positive relationship between the Mathematics department and its students, with an **overall average satisfaction score of 4.10 out of 5.00**. Alumni highly value the support received from faculty, particularly noting the personal interest teachers took in their progress and their availability for assistance (both scoring 4.63). While the curriculum is effective at motivating students for further studies (4.50) and developing critical thinking (4.25), there is a noted opportunity to better integrate global issues and cross-disciplinary connections into the core mathematical instruction.

2. Average Feedback Score

Calculated on a 5-point scale (Strongly Agree = 5, Strongly Disagree = 1)

Feedback Category	Average Score
OVERALL AVERAGE FEEDBACK SCORE	4.10
Faculty interest in student progress	4.63
Teacher availability for assistance outside class	4.63
Motivation for further studies in Mathematics	4.50
Critical thinking skills improvement	4.25
Fair administration of CIA and academic policies	4.25
Intellectual challenge of major courses	4.25
Understanding connections with other disciplines	4.13
Effectiveness in written and oral communication	4.00
Appropriateness of courses required for the major	4.00
Likelihood to recommend the course	3.88
Understanding basic principles and methodologies	3.63
Connecting the discipline to global issues	3.13

3. Response Distribution



4. Suggestions Given by Alumni

- **Global Context:** Alumni feedback suggests a need for the curriculum to more explicitly link mathematical theories to global issues and contemporary world challenges.
- **Foundational Clarity:** Some alumni noted that the understanding of basic principles and methodologies could be strengthened to ensure a more solid transition into the workforce or advanced research.
- **Peer Recommendation:** While the experience was largely positive, alumni suggested minor refinements to the course structure to increase the "recommendation" value for future students.

5. Outcome Action Mapping

Feedback Outcome	Observation	Action Taken / Recommended
Global Integration	Lowest score (3.13) regarding connections to global issues.	Introduce "Global Math Perspectives" into the curriculum, showing how modeling and data affect international policy and environmental issues.
Faculty Mentorship	Highest score (4.63) for personal interest and availability.	Continue the existing "Open Door" policy and faculty mentorship programs which are clearly a hallmark of the department.
Foundational Principles	Score of 3.63 for understanding methodologies.	Implement "Bridge Modules" at the start of the final year to reinforce core methodologies and perspectives within the discipline.
Interdisciplinary Links	Healthy score of 4.13.	Foster more joint seminars with the Science and Economics departments to further illustrate the cross-disciplinary power of Mathematics.
Motivation Research	High score (4.50) for further study motivation.	Create an "Alumni-Student Research Network" where current students can see the success paths of alumni in higher education.

Parents' Curriculum Feedback Analysis Report (Total Responses - 8)

1. Executive Summary

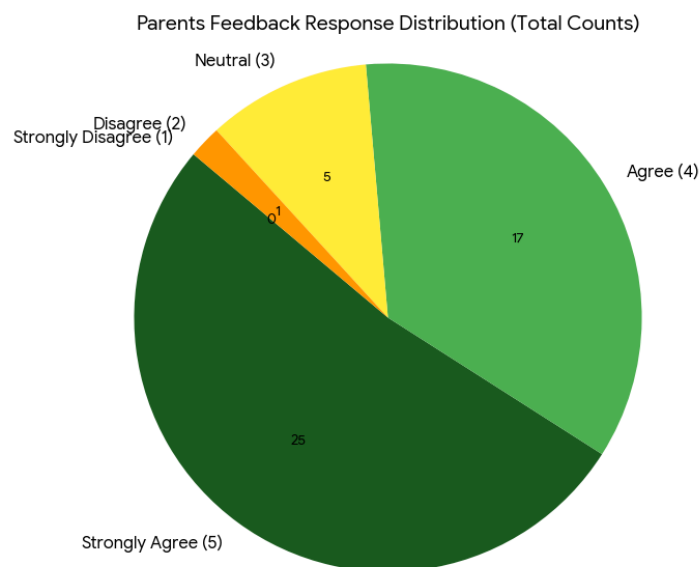
The feedback from parents indicates a high level of satisfaction with the university's curriculum and holistic approach, achieving an **overall average score of 4.38 out of 5.00**. Parents particularly praised the curriculum's focus on **Value-Based Education (4.63)**, its relevance to **Societal Needs (4.63)**, and its ability to promote a **Research Attitude (4.63)**. While the general sentiment is very positive regarding personality development and social responsibility, the feedback suggests a desire for stronger alignment with **corporate/industry requirements** and a shift toward **application-based assessments** to move away from rote learning.

2. Average Feedback Score

Calculated on a 5-point scale (5 = Highest, 1 = Lowest)

Feedback Category	Average Score
OVERALL AVERAGE FEEDBACK SCORE	4.38
Component on Value-Based Education	4.63
Components serving the Needs of Society	4.63
Promotion of Self-Study and Research Attitude	4.63
Orientation towards Higher Education	4.25
Helping students Enhance their Personality	4.25
Weightage given to Employability	3.88

3. Response Distribution



4. Suggestions Given by Parents

Based on the qualitative feedback, parents highlighted the following areas for improvement and appreciation:

- **Application-Based Learning:** Move away from rote learning toward assessments that measure the application of theoretical frameworks, particularly in deep subjects like Economics.
- **Corporate Relevance:** Include more course components that are directly relevant to current corporate and industry standards to improve employability.
- **Structured Support:** Implement "Concept Clinics" and regular feedback sessions to help students navigate conceptually challenging topics.
- **Holistic Exposure:** High appreciation for the personality development and exposure provided to students, as well as the voluntary social programs.

5. Outcome Action Mapping

Feedback Outcome	Observation	Recommended Action
Employability Gap	Lowest score (3.88) was in the weightage given to employability.	Introduce industry-certified modules and workshops focused on corporate-relevant skills (e.g., Data Analytics, Financial Modeling).
Assessment Style	Qualitative feedback suggested rote learning is a concern.	Revise assessment rubrics to include more case-study analysis, project-based evaluations, and real-world problem-solving tasks.
Learning Support	Parents requested structured guidance for deep concepts.	Launch "Concept Clinics" or peer-tutoring hours specifically for the Economics and Mathematics components of the EMS program.
Societal Impact	Perfect alignment (4.63) with social needs and values.	Maintain and expand the current voluntary and community outreach programs as they are highly valued by stakeholders.
Research Orientation	Strong score (4.63) for promoting research attitudes.	Incentivize student publications or participation in undergraduate research conferences to build on this strength.



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