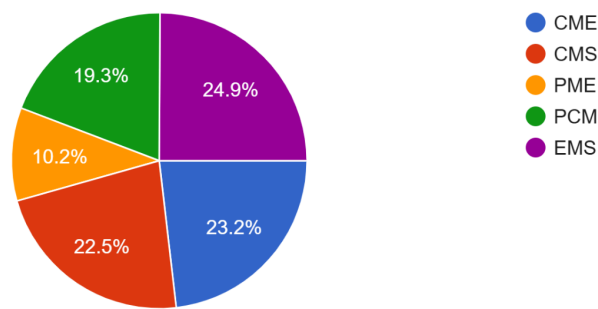


Feedback Summary 2024-2025

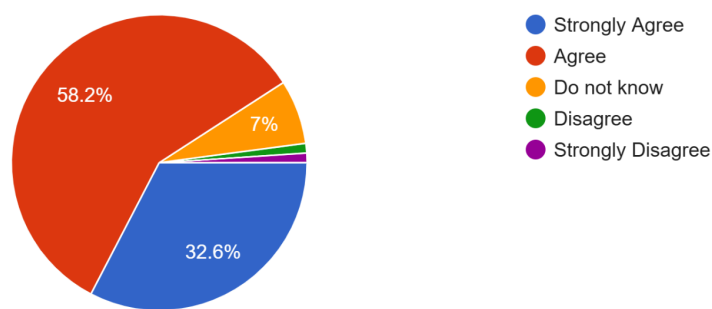
My Programme

285 responses



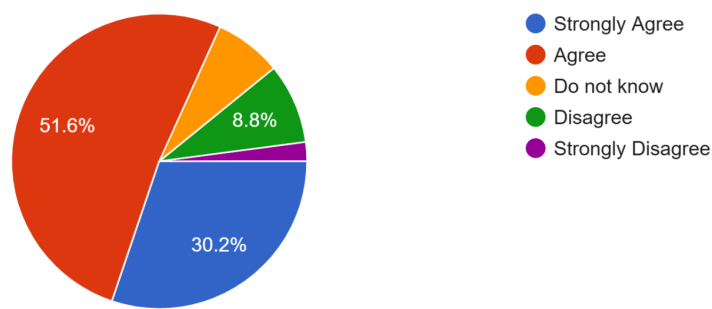
The curriculum provides scope for higher studies.

285 responses



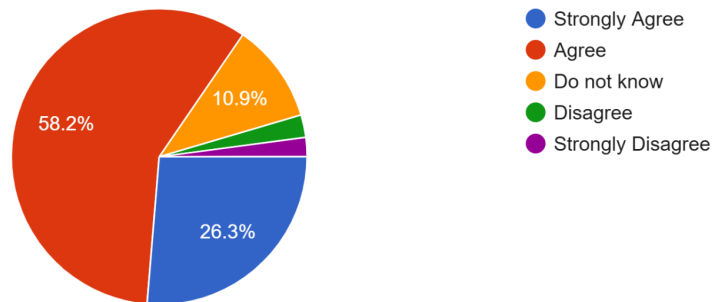
The total number of hours allocated for the entire Mathematics curriculum in the programme is sufficient.

285 responses



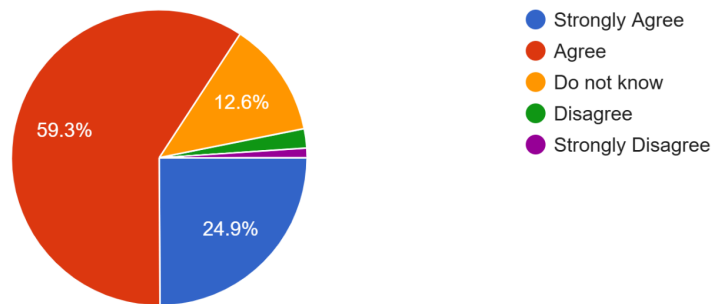
The course objectives meet my expectations.

285 responses



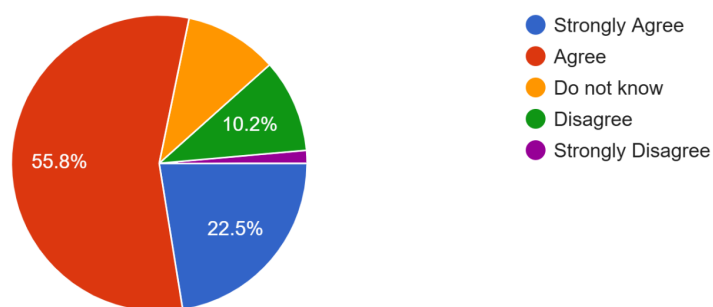
The specified learning outcomes rightly summarize the the scope of the course.

285 responses



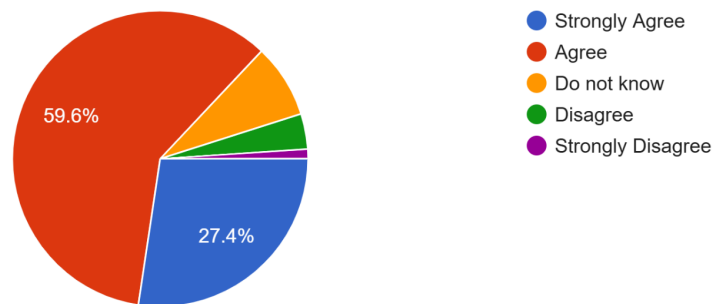
The number of hours allocated for each unit of the course is sufficient.

285 responses



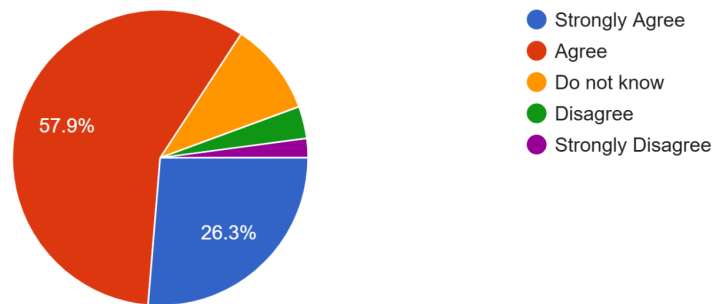
The learning resources provided cover all the topics specified in the course.

285 responses



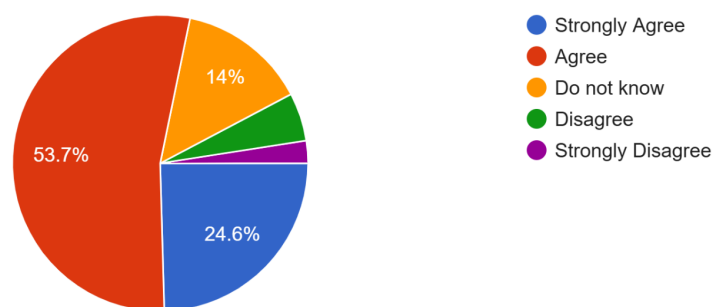
The assessment criteria meet the learning objectives of the courses.

285 responses



The assessment criteria perfectly measure my learning.

285 responses



Feedback Analysis: Positive and Negative Comments (Students)

Positive Comments:

- **Faculty:** The faculty is praised for being kind, passionate, and supportive.
- **Course Structure:** The course is well-structured, taught methodically, and provides a strong theoretical foundation.
- **Course Content:** The curriculum is considered beneficial for understanding the theoretical aspects of mathematics and is seen as valuable for future careers.
- **Learning Experience:** Students appreciate the opportunity to learn abstract algebra, find the course interesting, and express satisfaction with the overall learning experience.

Negative Comments:

- **Curriculum:** Some students find the curriculum too theoretical, lengthy, or lacking in practical applications. They also express a desire for more focus on computer science-related topics and a reduction in proofs.
- **CIA Project:** The CIA project was perceived as challenging and beyond the understanding of some students.
- **Assessment:** Students criticise the rote nature of exams and suggest a shift towards more challenging, application-based questions.
- **Time Management:** Some students feel that the allotted time for courses is insufficient, leading to rushed teaching at the end of semesters and extra classes.
- **Assessment Criteria:** Students express concerns about unfair assessment criteria and the repetition of questions in exams.

Overall, while the faculty is generally appreciated, there are several areas where the curriculum and assessment could be improved to better meet the needs and preferences of the students.

Action Taken Report:

During the academic year 2024-2025, members of the faculty were asked to follow certain guidelines and are listed below:

Curriculum:

- prioritize practical applications and real-world examples.
- reduce the emphasis on theoretical proofs, focusing instead on concepts that are directly relevant to the needs of the undergraduate programme.
- explore opportunities to incorporate more programme-related topics into the curriculum.

Improved CIA project guidance:

- Provide more comprehensive project guidelines with clear expectations and deliverables.
- Offer additional resources and support, such as tutorials and examples.
- Schedule regular check-in meetings to provide feedback and guidance.

Time Management:

- prioritize core concepts
- optimize teaching methods
- provide additional support resources
- seek regular feedback from students to continuously improve teaching practices and address the students' needs effectively.

Assessment:

Problem-Solving Tasks: incorporate some problem-solving tasks that require students to apply their knowledge in novel situations.

Case Studies: Use case studies to assess students' ability to analyze complex scenarios and draw relevant conclusions.

Mini-Projects: Assign mini-projects that involve research, analysis, and presentation, fostering a deeper understanding of the subject matter.

Diversify Question Formats:

Essay Questions: Include essay questions that encourage critical thinking and analysis.

Short Answer Questions: Use short answer questions to assess understanding of key concepts and definitions.

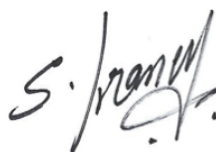
Multiple-Choice Questions: Incorporate multiple-choice questions with varying difficulty levels to test both knowledge and comprehension.

Review and Revise Assessment Criteria:

Alignment with Learning Outcomes: Ensure that assessment criteria are aligned with the course learning outcomes.

Focus on Understanding: Prioritize assessments that evaluate students' understanding of concepts, rather than just their ability to memorize facts.

Feedback and Revision: Provide timely and constructive feedback on assessments, and revise criteria as needed to improve their effectiveness.



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