

DEPARTMENT OF MATHEMATICS

Action Taken Report on Curriculum Feedback

The Department of Mathematics offers BSc and MSc programmes. The two syllabus revisions which the department conducted during the last five years necessitated the strengthening and systematisation of its feedback system. Though the department has been collecting feedback from all the stakeholders since the first NAAC accreditation, the department shifted to structured feedback system in 2014. Since 2014, the department has been taking feedback through structured feedback system from all stakeholders on syllabi and curriculum. The main stakeholders are students, teachers, employers and alumni. On the basis of the analysis of the feedback collected from these stakeholders, the department effected appropriate changes in the syllabus and policy decisions have been made to ensure continuous improvement in the curriculum. The feedback form is common to all the departments having a structured format with relevant questions regarding the syllabi and curriculum. The student format has 12 questions, alumni feedback has 9 questions, employer feedback has 8 questions and teachers' format has 12 questions. The questions pertain to different aspects of curriculum like its relevance, its ability to meet industry requirement, develop leadership qualities, communication skills, professional ethics, extra-learning, gender equity and care for nature and environment.

The Department also has other avenues to collect feedback from its stakeholders. The Department collects teacher evaluation feedback from the students after every semester, before the issue of hall tickets. This is a mandatory requirement for every student to download the hall ticket. This is a comprehensive evaluation about the teaching learning process in the department.


The department collects exit evaluation where the students express their genuine feeling about the programme and the way the department conducted the programme. The exit survey includes questions about the curriculum, teaching-learning, infrastructure, employability, skill development, conduct of examination, grievance redressal mechanism and service learning programme in the college. The department and the college have been making use of the feedback system to provide the students an opportunity to record their appreciations as well as to suggest improvements.


Programme: B.Sc. Mathematics

Year of Curriculum Revision: 2018-19

Year of Curriculum Implementation: 2019-20

Sl.No.	Feedback	Action taken
1	The curriculum is not appropriate for the students to address issues such as gender equality, environment and sustainability, ethics and other values.	A new course on environment and sustainability is introduced in the Vth semester.
2	The learning objectives of each course in the syllabus are not well defined.	Learning objectives have been defined. An outcome based syllabus has been designed
3	The curriculum is designed to develop ability to analyse real life issues	More applications are included in the syllabus as extra learning
4.	The curriculum designed for the programme encourages extra learning /self- learning.	Seminars are made compulsory for every course to promote extra/self-learning. Also final semester project also promotes extra learning
5	The difficult level of the syllabus is fair	The topics are rearranged to make the courses more easy


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