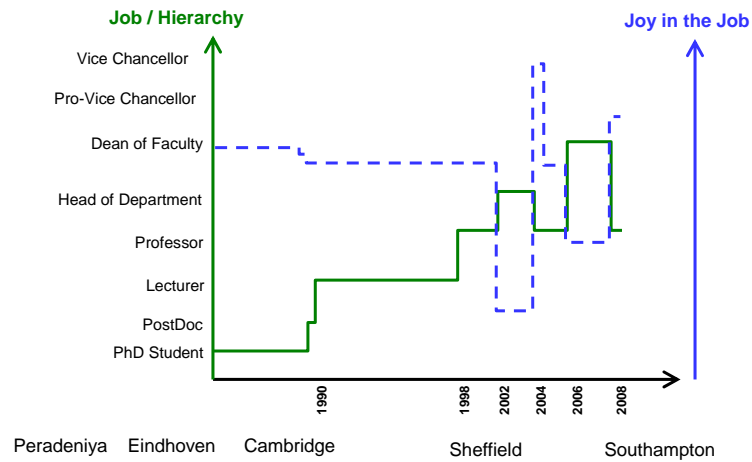


# Mahesan Niranjan



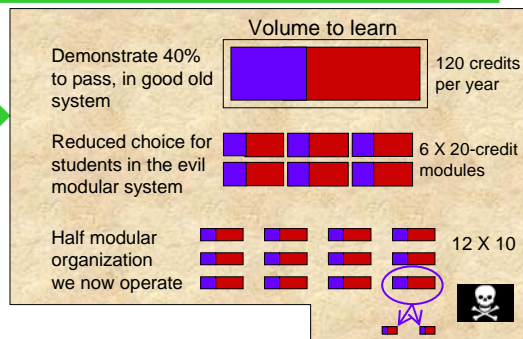
ISIS Group MN @ ECS

My trajectory...



## Why Sheffield was bad? They pretended not to understand me!

- Crowded timetable
- Complex regulations
- Excessive assessment
- Overlaps in teaching
- Excessive bureaucracy



The culture they encouraged is bad

- bite size learning
- work in exchange for credits

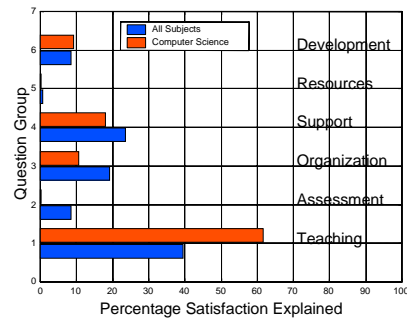
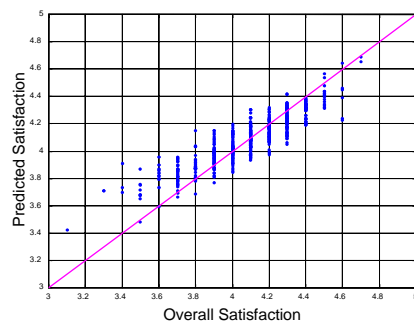
Re-sit probability:  
 $1 - (1 - 0.05)^{12} = 0.46$

How similar is Southampton ?

## Why Sheffield was bad II: They didn't want to believe me!

National Student Satisfaction Survey 2005

22 questions in six groups  
23<sup>rd</sup> on overall satisfaction



Strongly worded letters were sent to two departments demanding Action Plans on how to improve scores on Assessment Feedback.... and they wrote such plans!

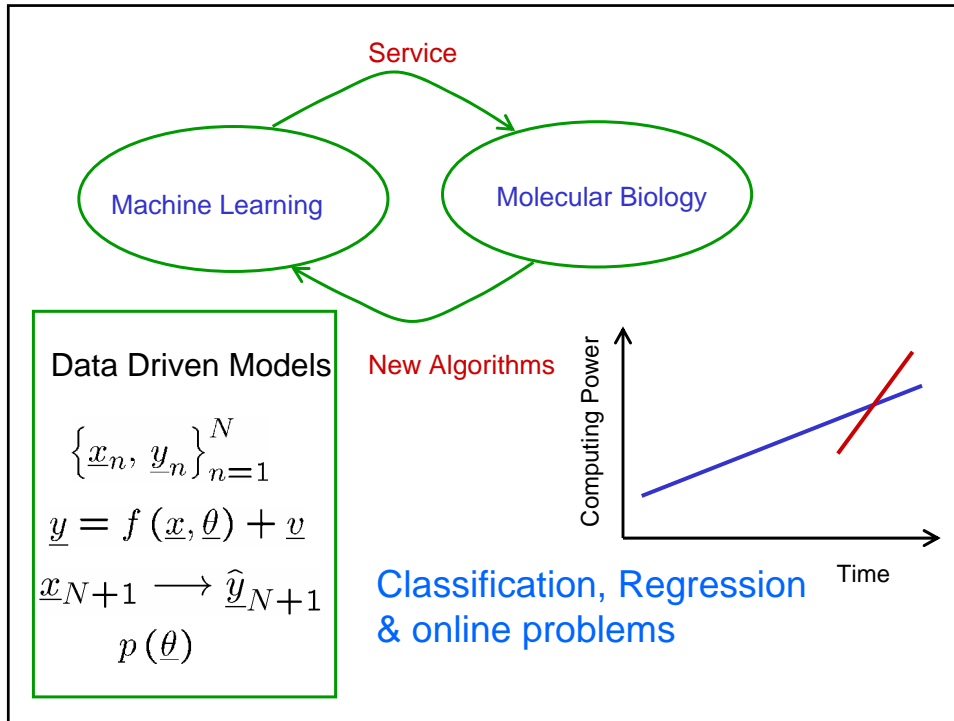
Useful lesson from NSS: just make your courses interesting & challenging

## Why Sheffield was bad III : They didn't take my religion seriously!

- Teaching should not be a “necessary evil” for “rising stars”
- Teaching should be (roughly) equally shared amongst faculty
- Professors should teach, and share teaching of entry-level courses
- Exam boards are a waste of time
- Staff should not teach the same course over and over again (sabbatical is a way of rotating)
- Curriculum and content should change with time

[ there is a module in DCS where the tutorial problem has been the same for the last 17 years! ( and the subject is not History! ) ]

How similar is Southampton?



My research ambition for the next few years

**From:**

*“I will email you some biological data  
- would you please cluster it for me?”*

(“I will make you co-author”)

**To:**

*“According to my model, concentration  
of protein P will be X molecules per cell  
in the developing embryo at stage 5,  
– would you please measure it for me”*

(“I will make you co-author”)