Teachers Feedback on Curriculum 2024-25

28 responses

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Name of the teacher

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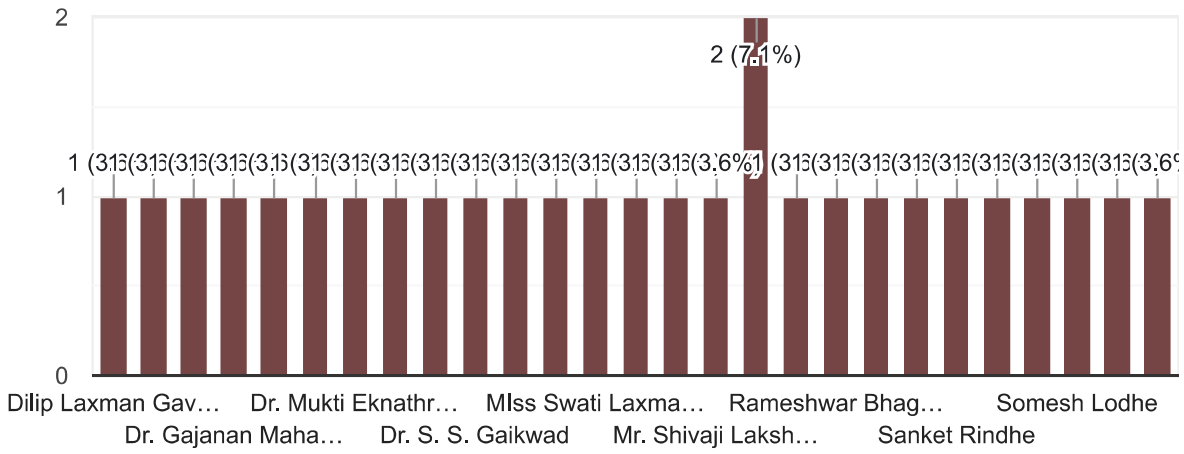

Department

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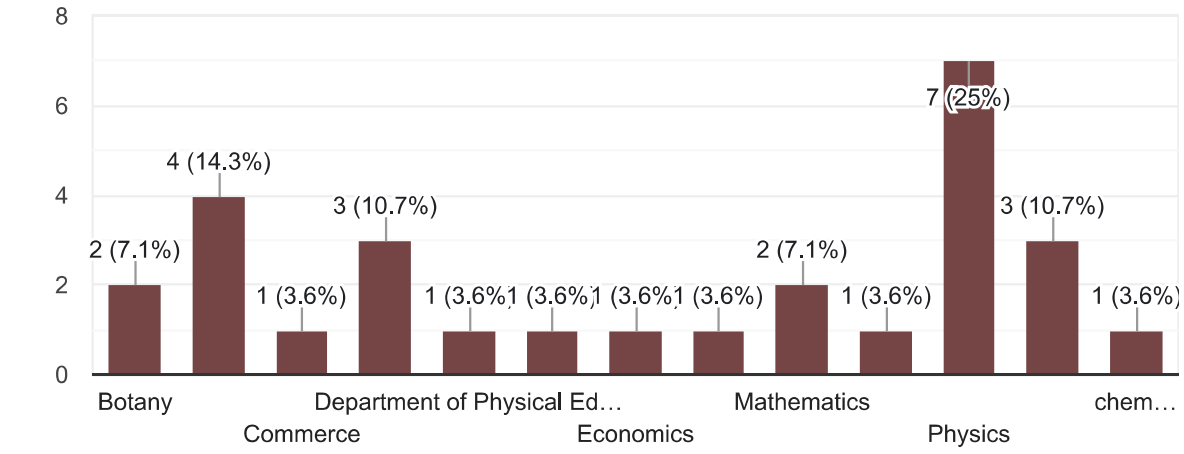

Contact No.

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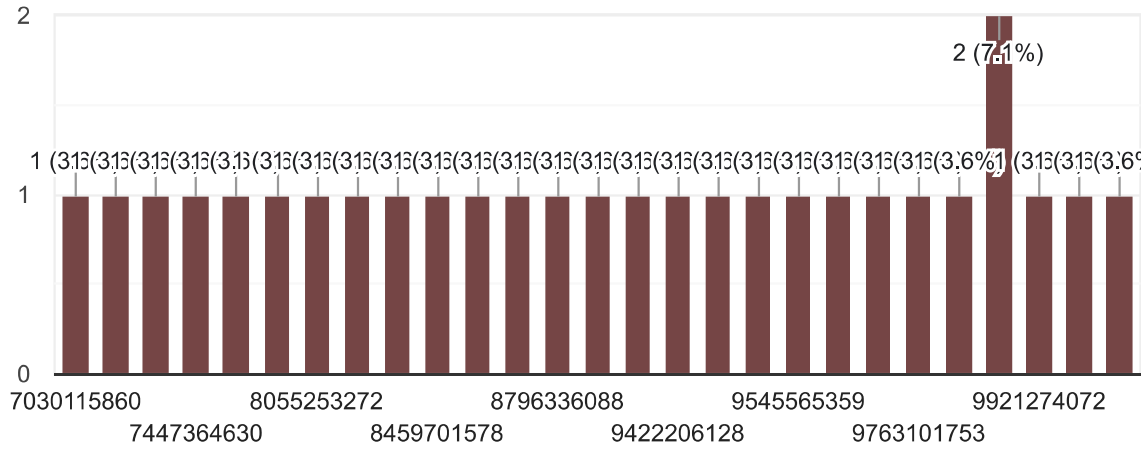

Designation

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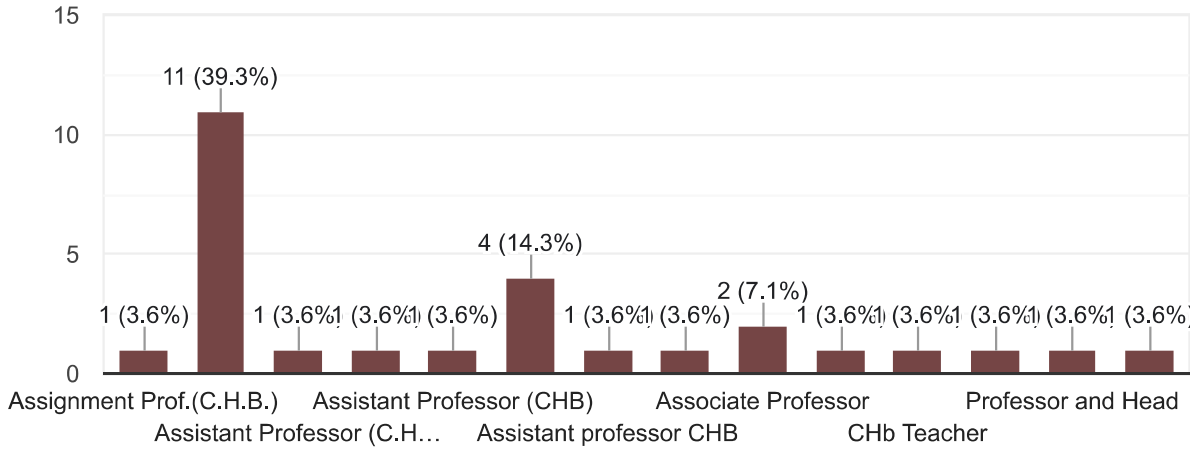

Syllabus is suitable to the course

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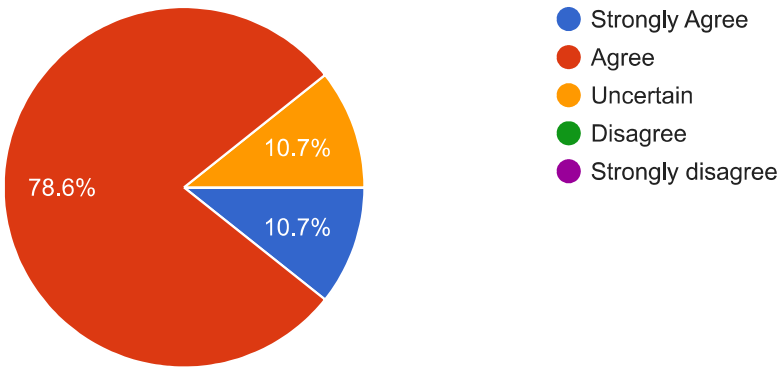

Syllabus is need based and job ready

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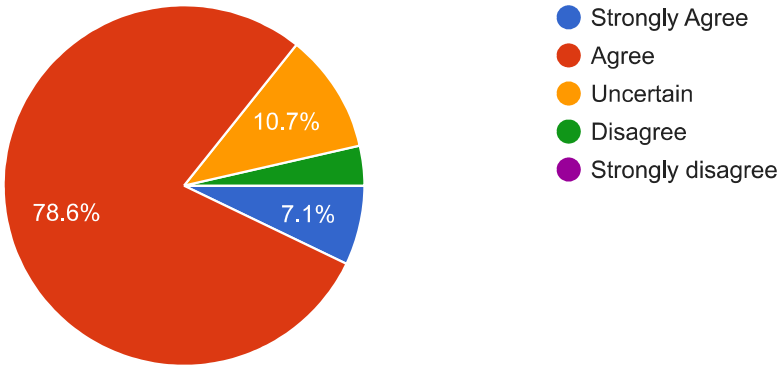

Aims and objectives of the syllabi are well defined

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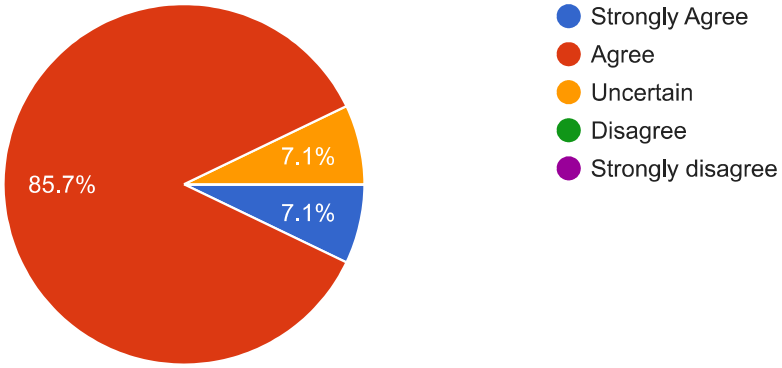

The course has a good balance between theory and Practical (question for teachers having practical based subjects)

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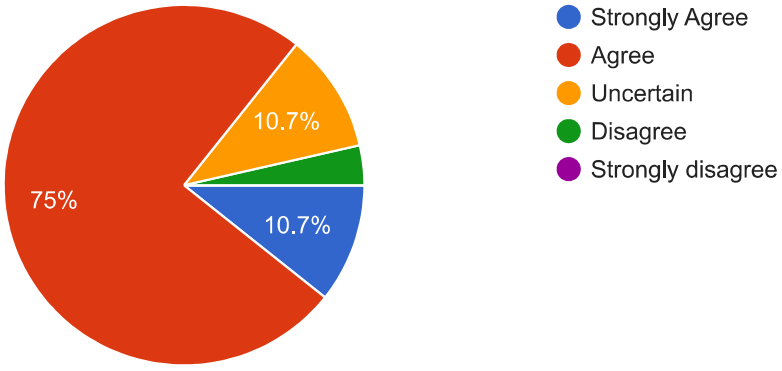

Curriculum is skill oriented and develops innovative thinking

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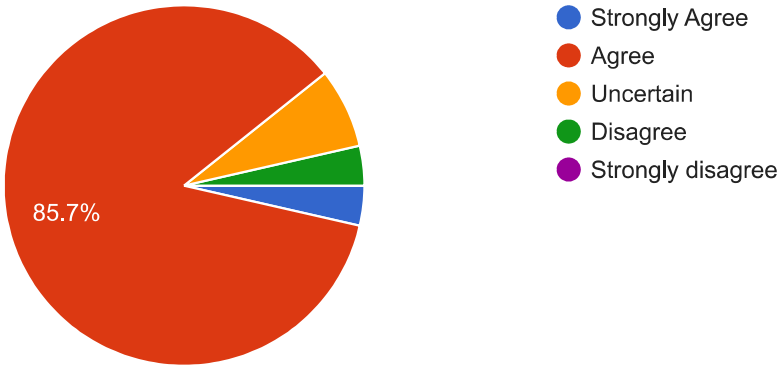

The curriculum helps in developing personality by inculcating soft skills, life and employability skills

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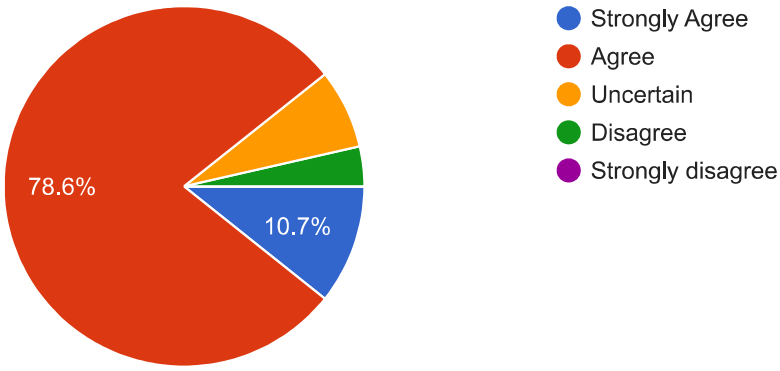

The syllabus helps the students face competitive exams

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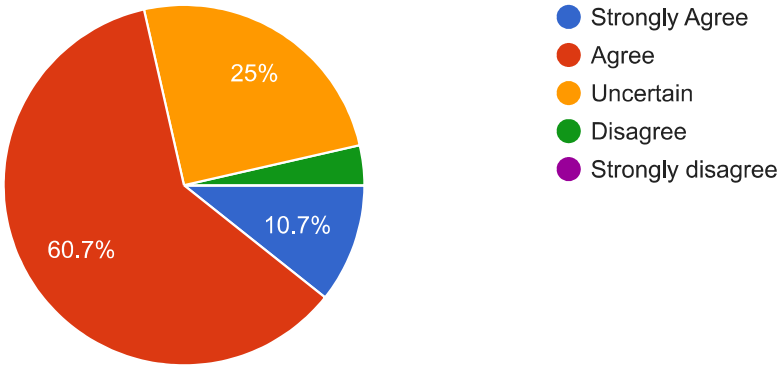

The course/syllabus has increased my knowledge in the subject area

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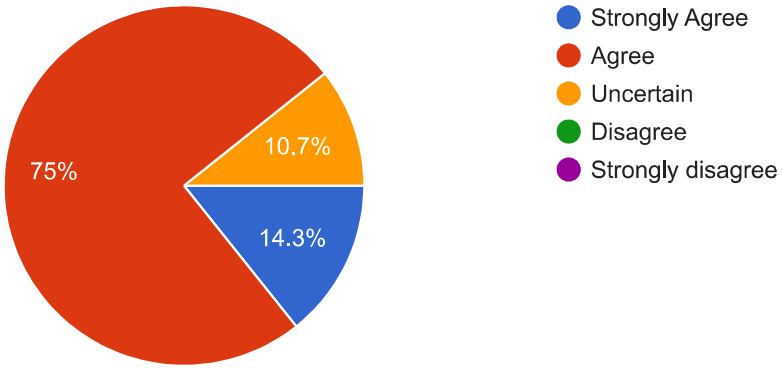

Curriculum has relevance to real life situations, reflects current trends and practices in the respective disciplines

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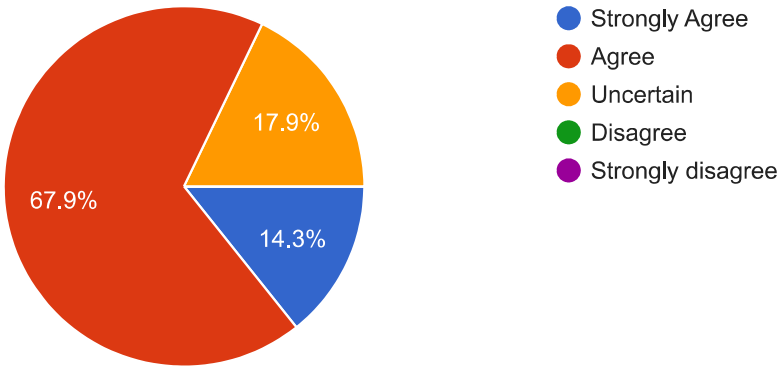

The curriculum fulfills industrial and societal needs

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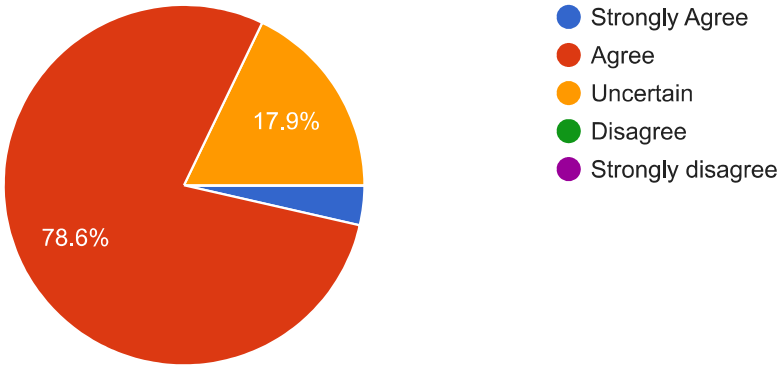

Curriculum addresses issues relevant to values and ethics

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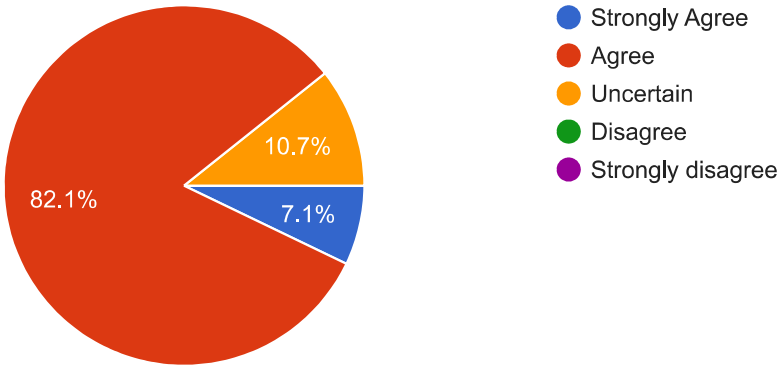

Periodical revision of curriculum is undertaken

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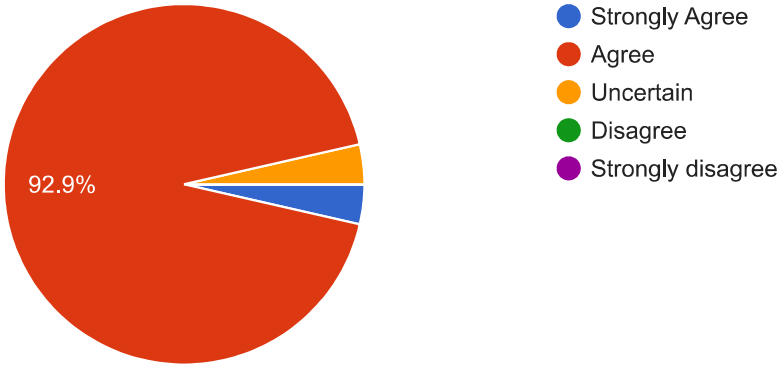

There is a need for review of the syllabus

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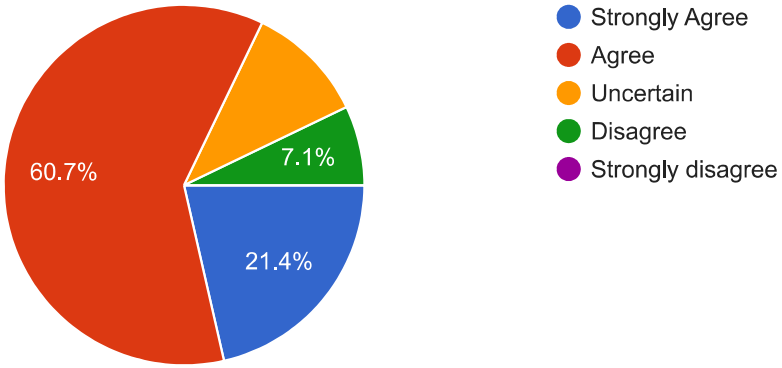

The ICT infrastructure is well developed for effective teaching and learning

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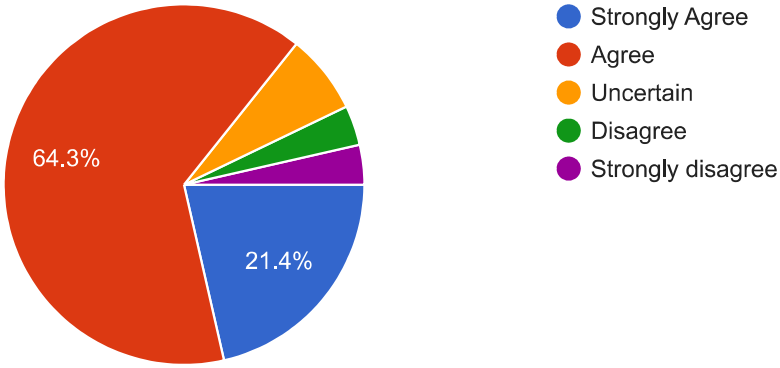

Teachers get adequate time for the completion of syllabus during the semester

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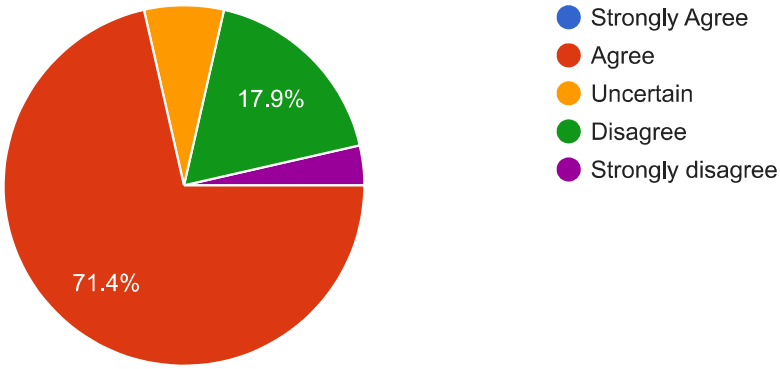

The teacher has the freedom to adopt new techniques of teaching such as seminars, GD, presentations etc.

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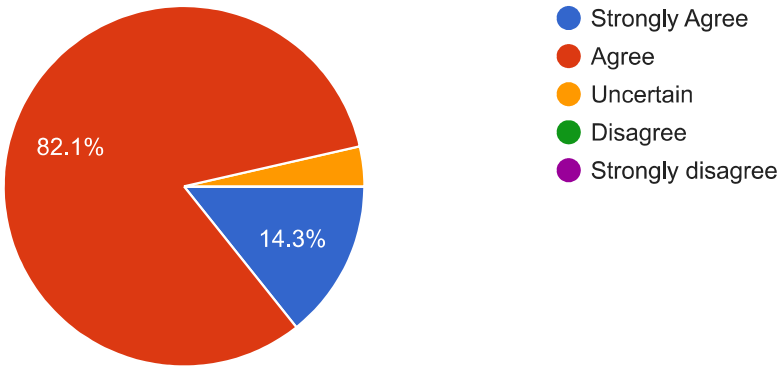

Tests and exams can be conducted well in time and syllabus can be covered on time

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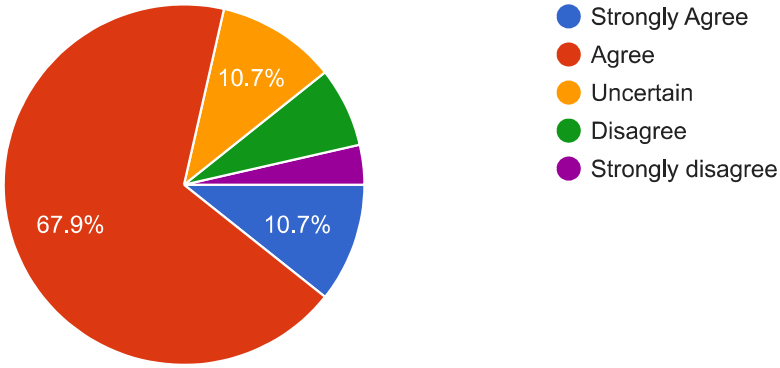

The teacher has the freedom to adopt/adapt new techniques for testing and evaluation

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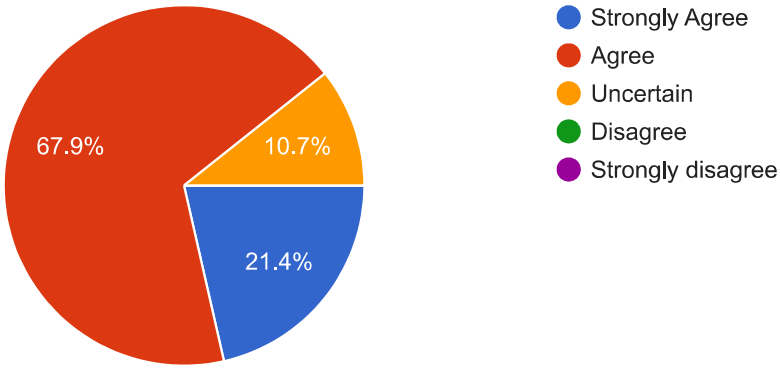

Any suggestion?

28 responses

No

Few changes are needed in current syllabus

Syllabus should be shift from learning to case studies and real-world problem-solving.

Reduce time of examinations

Good syllabus

Revise NEP

1. As a teacher, I suggest that the B.Sc. 2024–2025 curriculum should be designed as a dynamic, learner-centric ecosystem that balances core scientific rigor with real-world application.
2. The design must strictly adhere to the Curriculum and Credit Framework (CCFUP), ensuring that at least 50% of credits are dedicated to the Major to maintain academic depth, while the remaining credits are used for Minors and Open Electives that encourage cross-disciplinary "out-of-the-box" thinking—such as a Physics student minoring in Economics.
3. We must transition from rote-heavy syllabi to Learning Outcomes-based Curriculum Frameworks (LOCF), integrating mandatory vocational training and internships to bridge the employability gap.
4. Crucially, for the four-year Honours with Research track, the curriculum should introduce research methodology early to foster scientific inquiry.
5. From a pedagogical standpoint, I recommend embedding AI-driven tools, virtual simulations, and the Indian Knowledge System (IKS) into daily teaching to make science both globally competitive and culturally rooted, ultimately shifting the teacher's role from a lecturer to a facilitator of critical thinking and problem-solving.

N/A

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Syllabus must be related to competative exam and skill based.

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No Suggestion

NEP syllbus is not suitable for teachers and student

No

Remove NEP

Revise the any NEP scheme

Execution n of NEP not feasible at all.

Change semester to annual examination pattern

No suggestions

Introduced skill based program

Infermative

NA

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