





## Stakeholders' Assessment of Revised and New MA/MSc Courses

### Revised/New Course

| SNo | Assessment Criteria   | Summative Indicator  | Observations |
|-----|---|--|--------------|
| 1.  | Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at ground level              | <ol> <li>Curriculum content aligns to baseline Survey output</li> <li>Expected skill set as part of learning outcome</li> <li>Assessment frequency prescribe in curriculum</li> </ol>                                | Excellent    |
| 2.  | Positioning of courses in Curricula for combining science with practices  | <ol> <li>Experimentation credits attach to the defined skill</li> <li>Encouraging the Learning integrated work practices; field visits in hours</li> <li>Reflection evaluation on field visit</li> </ol>             | Excellent    |
| 3.  | Suitability of Marks Allocated  |  | Excellent    |
| 4.  | Suitability of recommended Teaching<br>Learning Material in context of<br>curriculum objective sustainable<br>mountain development    | <ol> <li>Encouragement of<br/>Off-campus learning</li> <li>Textbook has the<br/>instructor<br/>recommendation</li> <li>Platform for outside<br/>textbook learning<br/>(Journals, Research<br/>Paper etc.)</li> </ol> | Excellent    |
| 5.  | Suitability of the assessment procedure to support transferable skills among stakeholders   |  | Excellent    |
| 6.  | Appropriateness of Course Contents<br>for imparting adequate knowledge of<br>Sustainable Development of Mountain<br>Areas to Students |  | Excellent    |
| 7.  | Overall Assessment  |  | Excellent    |







| 8. | Compatibility between course syllabus and rationale and goals of the project.                                | 2.                     | Curriculum meets URGENT project theme e.g. urban forestry etc. Credits score of the project | Excellent |
|----|--|------------------------|---|-----------|
| 9. | Designing the syllabus in collaboration with the relevant stakeholder including members of the project team. | <ol> <li>2.</li> </ol> | Based on any form of survey Curricula meets national academic policy                        | Excellent |

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### Revised/New Course

| SNo | Assessment Criteria   | Summative Indicator  | Observations |
|-----|---|--|--------------|
| 1.  | Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at | Curriculum content     aligns to baseline     Survey output                  | Very Good    |
|     | ground level  | Expected skill set as part of learning outcome                               | Very Good    |
|     |   | 3. Assessment frequency prescribe in curriculum                              | Very Good    |
| 2.  | Positioning of courses in Curricula for combining science with practices                                    | Experimentation credits attach to the defined skill                          | Excellent    |
|     |   | 2. Encouraging the Learning integrated work practices; field visits in hours | Very Good    |
|     |   | Reflection     evaluation on field     visit                                 | Very Good    |
| 3.  | Suitability of Marks Allocated  |  | Very Good    |
| 4.  | Suitability of recommended Teaching<br>Learning Material in context of                                      | Encouragement of     Off-campus learning                                     | Very Good    |
|     | curriculum objective  | Textbook has the instructor recommendation                                   | Very Good    |
|     |   | 3. Platform for outside textbook learning (Journals, Research Paper etc.)    | Very Good    |
| 5.  | Suitability of the assessment procedure to support transferable skills among stakeholders                   |  | Good         |
| 6.  | Appropriateness of course contents for imparting adequate knowledge to Students                             |  | Good         |
| 7.  | Overall Assessment  |  | Very Good    |









| 8. | Compatibility between course syllabus and rationale and goals of the project.                                | 2.                     | Curriculum meets URGENT project theme e.g. urban forestry etc. Credits score of the project | Good Very Good    |
|----|--|------------------------|---|-------------------|
| 9. | Designing the syllabus in collaboration with the relevant stakeholder including members of the project team. | <ol> <li>2.</li> </ol> | Based on any form of survey Curricula meets national academic policy                        | Good<br>Very Good |

Signature

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## Stakeholders' Assessment of Revised and New MA/MSc Courses

### Revised/New Course

| SNo | Assessment Criteria   | Summative Indicator   | Observations |
|-----|---|---|--------------|
| 1.  | Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at | <ol> <li>Curriculum content<br/>aligns to baseline<br/>Survey output</li> </ol> | Excellent    |
|     | ground level  | <ol><li>Expected skill set as<br/>part of learning<br/>outcome</li></ol>        | Very Good    |
|     |   | 3. Assessment frequency prescribe in curriculum                                 | Very Good    |
| 2.  | Positioning of courses in Curricula for combining science with practices                                    | Experimentation credits attach to the defined skill                             | Excellent    |
|     |   | 2. Encouraging the Learning integrated work practices; field visits in hours    | Very Good    |
|     |   | <ol> <li>Reflection<br/>evaluation on field<br/>visit</li> </ol>                | Very Good    |
| 3.  | Suitability of Marks Allocated  |   | Excellent    |
| 4.  | Suitability of recommended Teaching<br>Learning Material in context of                                      | <ol> <li>Encouragement of<br/>Off-campus learning</li> </ol>                    | Excellent    |
|     | curriculum objective  | <ol><li>Textbook has the<br/>instructor<br/>recommendation</li></ol>            | Very Good    |
|     |   | 3. Platform for outside textbook learning (Journals, Research Paper etc.)       | Very Good    |
| 5.  | Suitability of the assessment procedure to support transferable skills among stakeholders                   |   | Excellent    |
| 6.  | Appropriateness of course contents for imparting adequate knowledge to Students                             |   | Excellent    |
| 7.  | Overall Assessment  |   | Excellent    |









| 8. | Compatibility between course syllabus and rationale and goals of the project.                                | 1.       | Curriculum meets URGENT project theme e.g. urban forestry etc. | Not Applicable           |
|----|--|----------|--|--------------------------|
|    |  | 2.       | Credits score of the project                                   | Very Good                |
| 9. | Designing the syllabus in collaboration with the relevant stakeholder including members of the project team. | 1.<br>2. | Based on any form of survey Curricula meets national academic  | Not Applicable Very Good |
|    |  |          | policy   |                          |

Signature:

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## Stakeholders' Assessment of Revised and New MA/MSc Courses

### Revised/New Course

| SNo | Assessment Criteria   | Summative Indicator  | Observations |
|-----|---|--|--------------|
| 1.  | Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at | Curriculum content     aligns to baseline     Survey output                  | Very Good    |
|     | ground level  | 2. Expected skill set as part of learning outcome                            | Good         |
|     |   | Assessment     frequency prescribe     in curriculum                         | Good         |
| 2.  | Positioning of courses in Curricula for combining science with practices                                    | Experimentation credits attach to the defined skill                          | Excellent    |
|     |   | 2. Encouraging the Learning integrated work practices; field visits in hours | Very Good    |
|     |   | 3. Reflection evaluation on field visit                                      | Very Good    |
| 3.  | Suitability of Marks Allocated  |  | Very Good    |
| 4.  | Suitability of recommended Teaching<br>Learning Material in context of                                      | Encouragement of     Off-campus learning                                     | Very Good    |
|     | curriculum objective  | Textbook has the instructor recommendation                                   | Good         |
|     |   | 3. Platform for outside textbook learning (Journals, Research Paper etc.)    | Good         |
| 5.  | Suitability of the assessment procedure to support transferable skills among stakeholders                   |  | Good         |
| 6.  | Appropriateness of course contents for imparting adequate knowledge to Students                             |  | Good         |
| 7.  | Overall Assessment  |  | Very Good    |









| 8. | Compatibility between course syllabus and rationale and goals of the project.                                | 1.                     | Curriculum meets URGENT project theme e.g. urban forestry etc.       | Good              |
|----|--|------------------------|--|-------------------|
|    |  | 2.                     | Credits score of the project   | Very Good         |
| 9. | Designing the syllabus in collaboration with the relevant stakeholder including members of the project team. | <ol> <li>2.</li> </ol> | Based on any form of survey Curricula meets national academic policy | Good<br>Very Good |

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## Stakeholders' Assessment of Revised and New MA/MSc Courses

### Revised/New Course

| SNo | Assessment Criteria                     | Summative Indicator Obser             | rvations   |
|-----|---|---------------------------------------|------------|
| 1.  | Appropriateness of Course Contents      | Curriculum content                    |            |
|     | to cater the learning outcomes and      | aligns to baseline Howeve             | •          |
|     | skills development of the students at   | Survey output inclusion               |            |
|     | ground level                            | '                                     | e diseases |
|     |   | part of learning specially            |            |
|     |   |                                       | ncluded.   |
|     |   | 3. Assessment Good                    |            |
|     |   | frequency prescribe                   |            |
| 2   | Decitioning of courses in Course le for | in curriculum                         |            |
| 2.  | Positioning of courses in Curricula for | 1. Experimentation Very God           | oa         |
|     | combining science with practices        | credits attach to the                 |            |
|     |   | defined skill                         |            |
|     |   | 2. Encouraging the Good               |            |
|     |   | Learning integrated                   |            |
|     |   | work practices; field visits in hours |            |
|     |   | 3. Reflection Good                    |            |
|     |   | evaluation on field                   |            |
|     |   | visit                                 |            |
| 3.  | Suitability of Marks Allocated          | Good                                  |            |
| 4.  | Suitability of recommended Teaching     | 1. Encouragement of Very Goo          | od         |
|     | Learning Material in context of         | Off-campus learning                   |            |
|     | curriculum objective                    | 2. Textbook has the Good              |            |
|     | ,                                       | instructor                            |            |
|     |   | recommendation                        |            |
|     |   | 3. Platform for outside Good          |            |
|     |   | textbook learning                     |            |
|     |   | (Journals, Research                   |            |
|     |   | Paper etc.)                           |            |
| 5.  | Suitability of the assessment           | Fair                                  |            |
|     | procedure to support transferable       |                                       |            |
|     | skills among stakeholders               |                                       |            |
| 6.  | Appropriateness of course contents      | Very Go                               | od         |
|     | for imparting adequate knowledge to     |                                       |            |
|     | Students                                |                                       |            |
| 7.  | Overall Assessment                      | Very Go                               | od         |









| 8. | Compatibility between course syllabus and rationale and goals of the project. | 1. | Curriculum meets URGENT project theme e.g. urban forestry etc. Credits score of the | Good      |
|----|---|----|---|-----------|
|    |   |    | project   | 0004      |
| 9. | Designing the syllabus in collaboration with the relevant stakeholder         | 1. | Based on any form of survey   | Very Good |
|    | including members of the project team.  | 2. | Curricula meets national academic   | Very Good |
|    |   |    | policy  |           |

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## Stakeholders' Assessment of Revised and New MA/MSc Courses

### Revised/New Course

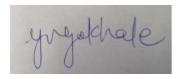
| SNo | Assessment Criteria   | Summative Indicator  | Observations |
|-----|---|--|--------------|
| 1.  | Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at ground level              | <ol> <li>Curriculum content aligns to baseline Survey output</li> <li>Expected skill set as part of learning outcome</li> <li>Assessment frequency prescribe in curriculum</li> </ol>                                | Excellent    |
| 2.  | Positioning of courses in Curricula for combining science with practices  | <ol> <li>Experimentation credits attach to the defined skill</li> <li>Encouraging the Learning integrated work practices; field visits in hours</li> <li>Reflection evaluation on field visit</li> </ol>             | Excellent    |
| 3.  | Suitability of Marks Allocated  |  | Excellent    |
| 4.  | Suitability of recommended Teaching<br>Learning Material in context of<br>curriculum objective sustainable<br>mountain development    | <ol> <li>Encouragement of<br/>Off-campus learning</li> <li>Textbook has the<br/>instructor<br/>recommendation</li> <li>Platform for outside<br/>textbook learning<br/>(Journals, Research<br/>Paper etc.)</li> </ol> | Excellent    |
| 5.  | Suitability of the assessment procedure to support transferable skills among stakeholders   |  | Very good    |
| 6.  | Appropriateness of Course Contents<br>for imparting adequate knowledge of<br>Sustainable Development of Mountain<br>Areas to Students |  | Excellent    |
| 7.  | Overall Assessment  |  | Excellent    |







| 8. | Compatibility between course syllabus and rationale and goals of the project.                                | 2. | Curriculum meets URGENT project theme e.g. urban forestry etc. Credits score of the project | Very good |
|----|--|----|---|-----------|
| 9. | Designing the syllabus in collaboration with the relevant stakeholder including members of the project team. | 1. | Based on any form of survey Curricula meets national academic policy                        | Very good |



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