

**Special Centre for Disaster Research  
Jawaharlal Nehru University, New Delhi, India**

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

**Revised/~~New~~ Course**

**Remote Sensing, GIS for Disaster Management**

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	1. Curriculum content aligns to baseline Survey output 2. Expected skill set as part of learning outcome 3. Assessment frequency prescribe in curriculum	Excellent
2.	Positioning of courses in Curricula for combining science with practices	1. Experimentation credits attach to the defined skill 2. Encouraging the Learning integrated work practices; field visits in hours 3. Reflection evaluation on field visit	Excellent
3.	Suitability of Marks Allocated		Excellent
4.	Suitability of recommended Teaching Learning Material in context of curriculum objective sustainable mountain development	1. Encouragement of Off-campus learning 2. Textbook has the instructor recommendation 3. Platform for outside textbook learning (Journals, Research Paper etc.)	Excellent
5.	Suitability of the assessment procedure to support transferable skills among stakeholders		Excellent
6.	Appropriateness of Course Contents for imparting adequate knowledge of Sustainable Development of Mountain Areas 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. 2. Credits score of the project	Excellent
9.	Designing the syllabus in collaboration with the relevant stakeholder including members of the project team.	1. Based on any form of survey 2. Curricula meets national academic policy	Excellent

NB: Observations could be Excellent, Very Good, Good, Fair, Poor

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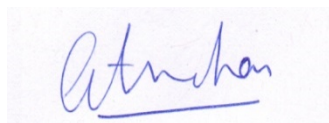
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1.	Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at ground level	1. Curriculum content aligns to baseline Survey output 2. Expected skill set as part of learning outcome 3. Assessment frequency prescribe in curriculum	Excellent  Very Good  Very Good
2.	Positioning of courses in Curricula for combining science with practices	1. Experimentation credits attach to the defined skill 2. Encouraging the Learning integrated work practices; field visits in hours 3. Reflection evaluation on field visit	Very Good  Good  Very Good
3.	Suitability of Marks Allocated		Very Good
4.	Suitability of recommended Teaching Learning Material in context of curriculum objective	1. Encouragement of Off-campus learning 2. Textbook has the instructor recommendation 3. Platform for outside textbook learning (Journals, Research Paper etc.)	Very Good  Good  Good
5.	Suitability of the assessment procedure to support transferable skills among stakeholders		Very Good
6.	Appropriateness of course contents for imparting adequate knowledge to Students		Very Good
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. 2. Credits score of the project	Very Good  Good
9.	Designing the syllabus in collaboration with the relevant stakeholder including members of the project team.	1. Based on any form of survey 2. Curricula meets national academic policy	Good  Very Good

NB: Observations could be Excellent, Very Good, Good, Fair, Poor



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2.	Positioning of courses in Curricula for combining science with practices	1. Experimentation credits attach to the defined skill 2. Encouraging the Learning integrated work practices; field visits in hours 3. Reflection evaluation on field visit	Excellent  Very Good  Very Good
3.	Suitability of Marks Allocated		Excellent
4.	Suitability of recommended Teaching Learning Material in context of curriculum objective	1. Encouragement of Off-campus learning 2. Textbook has the instructor recommendation 3. Platform for outside textbook learning (Journals, Research Paper etc.)	Excellent  Very Good  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. 2. Credits score of the project	Not Applicable  Good
9.	Designing the syllabus in collaboration with the relevant stakeholder including members of the project team.	1. Based on any form of survey 2. Curricula meets national academic policy	Not Applicable  Very Good

NB: Observations could be Excellent, Very Good, Good, Fair, Poor

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2.	Positioning of courses in Curricula for combining science with practices	1. Experimentation credits attach to the defined skill 2. Encouraging the Learning integrated work practices; field visits in hours 3. Reflection evaluation on field visit	Very Good  Very Good  Very Good
3.	Suitability of Marks Allocated		Very Good
4.	Suitability of recommended Teaching Learning Material in context of curriculum objective	1. Encouragement of Off-campus learning 2. Textbook has the instructor recommendation 3. Platform for outside textbook learning (Journals, Research Paper etc.)	Very Good  Very Good  Very Good
5.	Suitability of the assessment procedure to support transferable skills among stakeholders		Very Good
6.	Appropriateness of course contents for imparting adequate knowledge to Students		Very Good
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. 2. Credits score of the project	Very Good  Good
9.	Designing the syllabus in collaboration with the relevant stakeholder including members of the project team.	1. Based on any form of survey 2. Curricula meets national academic policy	Very Good  Very Good

NB: Observations could be Excellent, Very Good, Good, Fair, Poor



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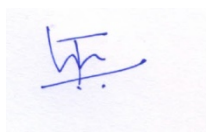
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1.	Appropriateness of Course Contents to cater the learning outcomes and skills development of the students at ground level	1. Curriculum content aligns to baseline Survey output 2. Expected skill set as part of learning outcome 3. Assessment frequency prescribe in curriculum	Excellent Include GNSS, Crowd sourcing and Sentinel Asia program.  Very Good
2.	Positioning of courses in Curricula for combining science with practices	1. Experimentation credits attach to the defined skill 2. Encouraging the Learning integrated work practices; field visits in hours 3. Reflection evaluation on field visit	Excellent  Very Good  Very Good
3.	Suitability of Marks Allocated		Good
4.	Suitability of recommended Teaching Learning Material in context of curriculum objective	1. Encouragement of Off-campus learning 2. Textbook has the instructor recommendation 3. Platform for outside textbook learning (Journals, Research Paper etc.)	Excellent  Very Good  Very Good
5.	Suitability of the assessment procedure to support transferable skills among stakeholders		Fair
6.	Appropriateness of course contents for imparting adequate knowledge to Students		Very good (as above)
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. 2. Credits score of the project	Very Good     Good
9.	Designing the syllabus in collaboration with the relevant stakeholder including members of the project team.	1. Based on any form of survey 2. Curricula meets national academic policy	Good   Very Good

NB: Observations could be Excellent, Very Good, Good, Fair, Poor



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NB: Observations could be Excellent, Very Good, Good, Fair, Poor

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