

Standards for enhancing meaningful engagement of youth in evaluation

Self reporting assessment sheet for academia

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Scorecard

Please do not type in the Scorecard section. The values will be added here automatically as you fill out the assessment.

Total rating	78	Exceeding Minimum Requirement
1. Leadership and accountability	18	
2. Practice	15	
3. Advocacy and capacity development	12	
4. Knowledge management and communication	16	
5. Human resources	12	
6. Financial resources	5	

Overall performance of the academic institution based on the total rating

Overall rating 0 to 24 – missing minimum requirement
 Overall rating 25 to 48 – approaching minimum requirement
 Overall rating from 49 to 72 – meeting minimum requirement
 Overall rating from 73 to 96 – exceeding minimum requirement

Start here

Quick links & guidance on how to use the assessment sheet

[Youth in Evaluation standards overview](#)

[Standards for academia](#)

[This assessment sheet is created for you to self-assess your organization's implementation of Youth in Evaluation standards. Choose the value from the drop down menu in the next section to start your assessment.](#)

[If you have any questions reach out to contact@eval4action.org.](mailto:contact@eval4action.org)

Fill out below

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Reporting year 2025-26

1. Leadership and accountability

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Comments
1.1 Academic institution commitment to the youth in evaluation manifesto	1.1.1 Academic institution declares commitment to meaningful engagement of youth in evaluation by signing the Youth in Evaluation manifesto	1.1.2 The academic institution takes action to deliver on the commitment	1.1.3 The academic institution reports the progress on the commitment		The Department upholds the Manifesto by integrating its requirements into our operational framework. Through this commitment, young learners gain the expertise to drive evaluation processes, utilizing them to assess, design, and measure the impact of innovative social interventions.
Click on the cells and select drop-down >	1	2	3	6	
1.2 Leadership support for the institutional policy on teaching evaluation	1.2.1 Leadership support the development of an institutional policy on teaching evaluation in undergraduate courses irrespective of discipline	1.2.2 Availability of institutional policies on academic development, quality control, and research and training that integrate evaluation	1.2.3 Availability of an action plan led by the leadership at the institutional level to orient students on evaluation, following the policy		Monitoring and Evaluation (M&E) constitutes a core pillar of the Department's academic framework. Our curriculum integrates specialized coursework in Research Methodologies and Program Development & Evaluation at both the undergraduate and postgraduate levels, ensuring students develop a robust foundation in evidence-

Click on the cells and select drop-down >	1	2	3	6	based practice.
1.3 Leadership support for the policy on evaluation courses	1.3.1 Leadership support the policy decision on standalone courses on evaluation offered by the institution	1.3.2 Academic institution takes initiative to develop and offer standalone courses on evaluation	1.3.3 Academic institution incorporates modules on evaluation into existing courses		Feedback from our alumnae and industry partners underscores the profound practical utility of our evaluation curriculum. Graduates consistently report that the skills acquired are directly transferable, enabling them to drive impactful results across a diverse range of professional sectors and leadership roles.
Click on the cells and select drop-down >	1	2	3	6	
Total points for leadership and accountability				18	

2. Practice

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
2.1 Curriculum development on evaluation	2.1.1 Curriculum on evaluation is developed by the institution as (1) a module in existing courses and/or (2) a standalone course	2.1.2 Inclusion of core and elective courses in the curriculum that offer a basic understanding of evaluation, including methods and tools	2.1.3 Teaching faculty is oriented/trained to undertake curriculum on evaluation		Our pedagogical approach is anchored in industry relevance and experiential learning. The curriculum provides a rigorous exploration of the project lifecycle and M&E, encompassing the Theory of Change, diverse evaluation frameworks, and the development of robust indicators. Students gain hands-on proficiency in data collection and analysis, all while adhering to established global evaluation standards and ethical
Click on the cells and select drop-down >	1	2	3	6	
2.2 Capacity-building on academic courses	2.2.1 Courses related to development, governance and public policy offer adequate teaching on evaluation in the related fields	2.2.2 Capacity-building workshops are organized by institutions that are beyond the formal curriculum of the academic programmes conducted by the institution	2.2.3 A long-term academic programme is launched to build the capacities of students in evaluation		Through strategic collaborations with distinguished academicians and industry leaders, the department facilitates specialized sessions that provide students with vital practical exposure. These initiatives are designed to bridge the gap between academic theory and real-world application, preparing students for the complexities of professional practice.
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2.3 Establishment of academic units	2.3.1 Institutions take the initiative to establish academic units for evaluation	2.3.2 Institutions establish academic units for evaluation	2.3.3 Academic units for evaluation offer and manage courses on evaluation		
Click on the cells and select drop-down >				0	
2.4 Young graduates from diverse groups are considered for learning opportunities on evaluation	2.4.1 Learning opportunities on evaluation incorporate diversity considerations for participation of young graduates	2.4.2 Diverse youth participate in learning opportunities on evaluation	2.4.3 Young graduates from diverse groups get an opportunity to engage in evaluation		By integrating internships and hands-on evaluation projects into the student experience, the department fosters a diverse learning environment that transcends the classroom. These opportunities, alongside student exchange programs, empower young learners to refine their expertise and maintain alignment with contemporary industry standards.
Click on the cells and select drop-down >	1	2	3	6	
Total points for practice				15	

3. Advocacy and capacity development

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
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3.1 Create opportunities for evaluation experience	3.1.1 Design an academic-industry/policy/market/ government interface mechanism through which students can be exposed to the real-world evaluation experience	3.1.2 Engage students with evaluation stakeholders through formal and informal interactions in the form of events, workshops and lecture series	3.1.3 Students get internships in the industry/development sector/government on evaluation assignments to gain hands-on experience		he department maintains strategic linkages with an extensive network of stakeholders, including government bodies, NGOs, bilateral organizations, media houses, and the corporate sector. These high-level partnerships are central to our mission of providing hands-on experiential learning, facilitating robust internship programs that refine the professional competencies of both undergraduate and postgraduate students.
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3.2 Advocacy for academic courses on evaluation	3.2.1 Institutions advocate with the university regulatory body (e.g. University Grants Commission) to promote academic courses on evaluation	3.2.2 University regulatory body approves academic courses on evaluation	3.2.3 Academic courses on evaluation are initiated		It is recognised by Univerity Grants Commission.
Click on the cells and select drop-down >	1	2	3	6	
Total points for advocacy and capacity development				12	

4. Knowledge management and communication

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
4.1 Stakeholder engagement for knowledge management	4.1.1 Institutions engage with stakeholders in the evaluation ecosystem to produce knowledge on evaluation, including on meaningful youth engagement in evaluation	4.1.2 Knowledge on evaluation that is produced, including on meaningful youth engagement in evaluation, is widely disseminated to provide broad access to all stakeholders	4.1.3 The evaluation community, including youth and YEEs, utilizes the knowledge on evaluation, including on meaningful youth engagement in evaluation		The department actively bridges the gap between academia and professional practice by fostering expansive networks with government agencies and evaluation practitioners. A cornerstone of this effort is our robust partnership with ECOI, which facilitated the meaningful participation of PhD scholars and postgraduate students in EvalFest2024 and EvalFest2026. Beyond event participation, our scholars provide ongoing technical support to ECOI through website management and newsletter publication, while students drive development initiatives and Evaluation projects.
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4.2 Encourage research on topics related to evaluation	4.2.1 Institutions encourage research on evaluation topics through academic programmes including undergraduate/ masters/PhD programmes conducted by the faculty	4.2.2 Institutions encourage supervision of research on evaluation topics through academic programmes including undergraduate/ masters/PhD programmes conducted by the faculty	4.2.3 Institutions publish research on evaluation		A core strength of the department lies in its commitment to rigorous scholarly inquiry. Our postgraduate and doctoral researchers consistently produce peer-reviewed work that evaluates the efficacy of large-scale programs, offering sophisticated critiques of both public policy and private-led developmental interventions.
Click on the cells and select drop-down >	1	2	3	6	
4.3 Communication and advocacy on topics related to youth in evaluation	4.3.1 Speeches on evaluation and youth engagement in evaluation are made at events held at the university	4.3.2 Speeches on evaluation and youth engagement in evaluation are made at external events	4.3.3 The academic institution hosts evaluation conferences focused on the theme of youth in evaluation		The department is an official partner of EvalFest2026 and will be hosting various workshops and technical panels during the event within its campus which will enable young learners and youth to participate.
Click on the cells and select drop-down >	1	2	3	6	
Total points for knowledge management and communication				16	

5. Human resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
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5.1 Placement of students in evaluation jobs	5.1.1 Institutions include organizations that work on monitoring and evaluation (M&E) and hire M&E professionals in their placements database and invite them to hire fresh graduates	5.1.2 Evaluation-focused organizations/firms participate in the placements process	5.1.3 Evaluation-focused organizations/firms recruit the graduates for M&E-related roles		Department has strong partnerships with various developmental organizations including Government organisations, Non-Government organizations (NGOs), bilateral organizations and VOPEs through young learners are able to get internship, placement and consultancy opportunities.
Click on the cells and select drop-down >	1	2	3	6	
5.2 Teaching faculty with capacity in evaluation	5.2.1 Institutions decide to hire faculty staff with experience in teaching evaluation	5.2.2 Institutions hire faculty staff with experience in teaching evaluation	5.2.3 Capacity-building for faculty staff provided by institutions		Our faculty actively contribute their expertise to diverse evaluation projects, ensuring a strong link between theory and practice. To maintain this edge, the department hosts Faculty Development Programs (FDPs) and specialized M&E workshops, aligning our pedagogical approaches with evolving industry standards
Click on the cells and select drop-down >	1	2	3	6	
Total points for human resources				12	

6. Financial resources

Minimum requirement	Approaching minimum requirement	Meeting minimum requirement	Exceeding minimum requirement	Total points	Notes and comments
6.1 Financial support for academic research	6.1.1 Provisions for financial support for students who undertake innovative work/internships/research in the evaluation domain	6.1.2 Financial support for students becomes part of the annual budgetary exercise/allocations of the institution	6.1.3 The institution rewards those students who undertake evaluation-related work/internships/research		
Click on the cells and select drop-down >				0	
6.2 Resource allocation for academic courses	6.2.1 Institutions include allocations for academic courses on evaluation in annual budgets	6.2.2 Academic courses on evaluation are sufficiently resourced	6.2.3 Academic courses on evaluation have resources on a regular basis		The department has demonstrated a robust commitment by integrating evaluation as a core pillar of its academic framework. The department consistently invests in updated pedagogical tools, orienting students to various data analysis tools and guest lectures from industry experts, ensuring that the curriculum remains at the forefront of contemporary practices. Further, the department embeds evaluation modules across its undergraduate and postgraduate programs to promote student capacity building.
Click on the cells and select drop-down >		2	3	5	
Total points for financial resources				5	