

**DISCIPLINE SPECIFIC ELECTIVE COURSE**  
**DSE HH 7A2: ASSESSMENT AND EVALUATION IN HUMAN DEVELOPMENT**

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title & Code	Credits	Credit Distribution of the Course			Eligibility Criteria	Pre-requisite of the Course (if any)
		Lecture	Tutorial	Practical		
Assessment And Evaluation In Human Development DSE HH7A2	4	2	0	2	Studied Semester VI	Nil

### Learning Objectives

- To understand the meaning and purpose of various assessment methods in the context of Human Development and Childhood Studies
- To study concept of developmental assessment and develop an awareness of the critical role of assessment and evaluation
- To acquire a range of skills necessary for effectively working with children and adults across different settings

### Learning Outcomes

The students will be able to:

- Develop skill to use techniques and methods suited for different person situations and contexts
- Be familiar with standardised tests/protocols for the study including assessment of individuals, families/settings
- Develop skills in recording fieldwork

### SYLLABUS OF DSC HH 7A2

**THEORY**  
**(Credits 2; Periods 30)**

**Unit I: Methods for Studying Children and Their Contexts**

**12 Hours**

- Observational study of children and their life settings using ethnographic methods
- Interviewing of children and relevant adults
- Focus group discussions
- Participatory Learning and Action (PLA) Techniques

- Theatre based techniques and activities

## **Unit II: Understanding Developmental Norms and Assessment**

**8 Hours**

- Concept of Developmental Assessment
- Understanding Principles of Screening, Assessment and Evaluation
- Study tests, assessment protocols and developmental norms
- Tests of cognition, language, Social Development, Aptitude, and Projective techniques

## **Unit III: Evaluation design and methods**

**10 Hours**

- Principles of Evaluation and learning in a pre-school (for one subject / thematic area).
- Evaluating Foundational Literacy and Numeracy
- Principles of Design a programme evaluation for a small project / programme.
- Career Guidance

### **PRACTICAL (Credit 2; Periods:60 )**

1. Conduct an observational study of children in various settings and record observations using the narrative method/ ethnographic account
2. Study tests, assessment protocols and developmental norms (any three)- Ages & Stages Questionnaire, DASII, DAT, WISC, WPPSI, PORTAGE, DSS, Ravens Progressive Matrices, Seguin form board any other
3. Social emotional assessment  
Self concept inventory, Vineland Social Maturity Scale, DAS scale, CAT, TAT, HOME inventory, any other
4. Develop and execute a theatre-based activity (e.g., role-plays, improvisations) aimed at exploring children's thoughts, emotions, and behavioral patterns
5. Short placements within organizations and industry interactions with functionaries at different organizations
6. Conduct a thematic evaluation of principles of learning and assessment in a preschool setting, focusing on areas such as foundational literacy and numeracy or classroom practices.
7. Learn to use ECQAS scale for evaluating ECE programmes developed by Ambedkar University
8. Undertake a detailed evaluation of a National-level initiative such as ICDS, Pratham, or Mobile Creches. Review the programme's goals, implementation strategies, and outcomes, and provide recommendations for improvement based on secondary data or reports

### **Essential Readings**

- Anandalakshmy,S., Chaudhary, N. & Sharma,N. (Eds.). (2008). *Researching Families and Children: Culturally Appropriate Methods*. New Delhi: Sage
- Beaty, J. J. (2013). *Observing development of the young child* (8th ed.). Pearson.

- Epstein, A. S. (2014). *The intentional teacher: Choosing the best strategies for young children's learning* (Revised ed.). National Association for the Education of Young Children (NAEYC).
- Fivush, R., & Haden, C.A. (2003) (Eds.). *Autobiographical Memory and the Construction of the Narrative Self*. Mahwah, N.J.: Lawrence Erlbaum.
- Wortham, S. C., & Hardin, B. (2015). *Assessment in early childhood education* (6th ed.). Pearson

### **Suggested Readings**

- Adharshila and Navchetna: <https://www.nipccd.nic.in/publications-Early#gsc.tab=0>
- ASER reports <https://asercentre.org/>
- Ethnographic Practice in Classrooms. *Qualitative Research*, 5.
- Gordon, T., Holland, J. Lahelma, E. and Tolonen, T. (2005). *Gazing with Intent*:
- Hart, C. (1998). *Doing a Literature Review: Releasing the Social Science Research Imagination*. London: Sage.
- Mishler E. (1991) *Research Interviewing: Context and Narrative*. Harvard University Press, Cambridge, MA.
- Paul Kline (2000) *The Hand book of Psychological testing*, 2nd edition, Routledge Taylor and Francis Group

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time**