**BPHES’**

**CSRD Institute of Social Work and Research  
Ahmednagar, Maharashtra**

***Teaching Plan***

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***Course Summary***

**Course Number:** URCD 3

**Course Title:** Management of Community Projects (syllabus downloadable at www.csrd.edu.in)

**Semester & Year:** III, 2019-20

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**Course Description:** This course on Management of Community Projects helps students of URCD specialisation to become more knowledgeable and skilful in conception and management of community development projects

**Course Objectives (learners):**

1. To understand various perspectives & approaches for community development
2. To understand process and components of project management
3. To develop application skills for effective community development project management.

**Expanded Description:**

Management of Community Projects is the third compulsory elective paper for Urban and Rural Community Development specialisation. It renders knowledge and skills in the formulation and management of community development projects for urban, rural and tribal communities. By learning this course, the students shall understand the concept and meaning of development, including sustainable development. Development is synonym for freedom, justice, peace and stability. This course enlightens the learners with different perspectives in project development and management in relation to freedom, justice, peace and stability. Women are important stakeholders in community development. This course will deepen the learners’ understanding about various perspectives of women in development (WID), women and development (WAD) and gender and development (GAD).

There are broadly four types of community projects. They are service oriented, development oriented, action oriented and organizational support oriented. This course teaches in detail these four types of community projects.

Every project has a life cycle. The project life cycle consists of conceptualization phase, formation phase (preparing project proposals), operational phase, termination or withdrawal phase. There is also an important component of planning for each phase. By undergoing this course the students will learn each phase of project life cycle and the planning required in each phase.

Project management is as important as project formulation. Participatory methods have been widely used for project management in these days. This course will teach the students various processes of participatory project management. The students who take this course will get the opportunity to learn the participatory methods and techniques for need assessment, planning and impact assessment, such as, Community Need Assessment (CNA), Participatory Rural Appraisal (PRA), Participatory Resource Mapping (PRM) and Micro-planning. Sharing the assessment reports with community and the use of assessment results in program planning and reviews is a significant aspect of participatory project management. The learners of this course shall learn this aspect of project management also.

There are certain scientific methods and strategies for project planning, monitoring and evaluation in implementing development projects. The students of this course will learn the meaning and importance of project planning, monitoring and evaluation techniques. Log frame analysis (LFA), project evaluation and review technique (PERT) and critical path method (CPM) are the most popular project planning, monitoring and evaluation techniques used by social planners and professionals today. The learners of this course shall learn these methods in detail.

Monitoring, evaluation and documentation are the final aspects of project management. This course will teach the learners the methods and mechanism of developing monitoring indicators. Mid-term (concurrent) evaluation is a useful strategy for correction in the project implementation. The students shall learn different types of evaluation and its process by taking this course. Reporting and documentation is the final part of project management. There are different types of documentation such as monthly report, annual report and project report.

The learners of this course will become familiar with the essential skills and techniques of managing community projects. The students will improve their expertise in preparing community based projects through practical and field based assignments. To complete the learning process, the learners will be reminded of certain theoretical as well as practical limitations of project management. In order to optimise the learning process, theoretical input will be supplemented with field based assignments and experiential sharing. This course will help the students to become competent and confident project managers.

***Readings:***

**Recommended Readings:**

* + 1. Choudhury, S. (1990) *Project Management*, New Delhi, Tata McGraw – Hill Publishing Company Ltd.
    2. Fernandes, Walter Tondon, Rajesh (Ed) (1981) *Participatory Research and Evaluation*, New Delhi: Indian Social Institute
    3. Goel, B. B. and Faculty of Arts, Punjab University (1987) *Project Management- A Development Perspective,* New Delhi: Deep and Deep Publication
    4. Marsden, David, Oaklay, Peer (Ed) (1990) *Evaluating Social Development Project*; Oxford, UK: Oxfam
    5. Mukharjee, Amitava (2004) *Participatory Rural Appraisal- Methods and Applications in Rural Planning*, New Delhi: Concept Publishing Company
    6. Mukharjee, Neela (2002) *Participatory Learning and Action with100 Field Methods*, New Delhi: Concepts Publishing Company
    7. Mukherjee, Neela (1996) *Participatory Rural Appraisal and Questionnaire Survey*, New Delhi: Concept Publishing Company
    8. Nail, B. M. (1985) *Project Management – Scheduling and Monitoring By PERT/CPM*, New Delhi: VANI Educational Books
    9. PRIA (1995) *A manual for participatory Training Methodology in Development*, New Delhi: PRIA
    10. Sachs Wolfgang (Ed.) (1992) *The Development Dictionary- A Guide to Knowledge as Power,* London, New Jersey: Zed Books
    11. Somesh Kumar (2002) *Methods for Community Participation*, New Delhi: Vistar Publication
    12. Virmani, B. R. (1998) *Management Training and Development – An Education Approach*, New Delhi: Indian Society for Training and Development

**E books (available for free download)**

*Eb*1 concept of development

*Eb*2 Amrtya Sen

*Eb*2 Development as freedom

*Eb*4 Community needs assessment guide

*Eb*4 Community needs assessment manual

*Eb*4 Micro-planning

*Eb*4 Participatory resource mapping

*Eb*4 PRA facilitator manual

*Eb*4 PRA for forest management

*Eb*4 PRA for gender tools

*Eb*4 PRA training manual

*Eb*4 PRA

*Eb*5 Basic guide to program evaluation

*Eb*5 Logical FA

*Eb*5 PERT\_CPM

*Eb*5 Project evaluation

*Ignou*01 Rural development project

*Ignou*02 Project identification & formulation

*Ignou*03 Multi level planning

*Ignou*04 Project appraisal economic

*Ignou*05 Project appraisal financial

*Ignou*06 programme implementation

*Ignou*07 Monitoring development project

*Ignou*08 Project evaluation

*Ignou*09 Project analysis

*Ignou*10 Concept and significance

*Ignou*11 Project management overview

*Ignou*12 Project management

*Ignou*13 Project planning

*Ignou*14 Project preparation & cycle

*Ignou*15 Project monitoring & control

*Ignou*16 Monitoring & evaluation

*Ignou*17 Project monitoring

*Ignou*18 Project management techniques

*Ignou*19 Project appraisal

*Ignou*20 Project cost & benefits

*Ignou*21 Project completion

**General References:**

* + 1. Bhatia, S. K. Insert: Management of Change and Organisation Development, New Delhi: Deep and Deep Publication
    2. Bhatia, S. K.: Training and Development, New Delhi: Deep and Deep Publication
    3. Cornwall, Andrea (2000) Making a Difference - Gender and Participatory Development, IDS Discussion Paper 378, Brighton: Institute of Development Studies
    4. Cracknell, Basil (2000) Evaluating Development Aid – Issues, Problems and Solutions, New Delhi: Sage Publication
    5. Deborah, Eade and Suzanne, Williams (1995) The Oxfam Handbook of Development and Relief, UK: Vol.1, 2, 3, Oxfam
    6. Feuerstein, Marie (1986) Partners in Evaluation, Evaluating Development and Community Programmes with Partners, Macmillan Publishers.
    7. Hebsur, R. K. (Ed.) (1996) Social Intervention for Justice, Mumbai: Tata Institute of Social Sciences.
    8. Kabeer, Naila (1994) Reversed Realities: Gender Hierarchies in Development Thought, New Delhi: Kali fro Women
    9. Krishna, Sumi (Ed.) (2007) Women’s Livelihood Rights: Recasting Citizenship for Development, New Delhi: Sage
    10. Naqvi, Nauman (Ed) (Undated) Rethinking Security, Rethinking Development - An Anthology of Papers from the Third Annual South Asian NGO Summit, Islamabad: Sustainable Development Policy Institute
    11. Norgaard, Richard B. (1994) Development Betrayed- the end of progress and a co evolutionary provisioning of the future, London, New York: Routledge
    12. Oxaal, Zoe, Baden Sally (1997 revised) Gender and Empowerment: definitions, Approaches and Implications, Brighton: Institute of Development Studies
    13. Reeves, Hazel & Baden Sally (2000) Gender and Development - Concepts and Definitions, Brighton: Institute of Development Studies
    14. Singh, P.N. (1984) Training for Management Development, Bombay: Xavier Institute of Management
    15. Spinach, L. S. (1989) PERT and CPM Principles and Applications – Anticipated East, New Delhi: West Press Pvt. Ltd.
    16. The World Bank (2006) Managing the Implementation of Development Projects, Washington: World Bank Institute
    17. Thyagarajan, M. (1982) Project Management trough Network Techniques (PERT/CPM), New Delhi: Indian Institute of Public Administration
    18. Tondon, Rajesh (Ed) (2002) Participatory Research Revisiting the Roots, New Delhi: Mosaic Books
    19. Vedeld, Trend (2001) Participation in Project Preparation, Washington: The World Bank Institute
    20. Wach, Heike & Reeves, Hazel (2000) Gender and Development: Facts and Figures (Report No. 56), Brighton: Institute of Development Studies

**Teaching Methods**

This course will be taught with a combination of teaching methods such as lecture with audio visual supplements, group discussion, role plays, buzz groups, field based assignment and presentations by students, guest lectures, library assignments and field exposures. Students may collect all the power point presentations and the e-resources (e-books) of the course from the course instructor in advance. Students are expected to come prepared in the class by reading the essential course materials. They may also get familiarised with the slides prior to attend the lectures, so that they can participate in the discussions meaningfully.

All students are expected to share responsibility for taking up various assignments and participating in discussions. At least half of every class will be spent in small group assignments, experiential activities and group discussions; therefore, regularity and punctuality for classes are crucial. Assigned and independently selected readings, field based assignments, class room presentations, structured (written) assignments, screening of documentaries, and the lectures supported with audio-visual aids will provide the material necessary for learning about project management.

**Lecture plan**

Each session will have a specific plan. The plan of session will include the introduction of topics, objectives, methods of lectures, conclusion and review questions.

**Attendance and class participation**

Students are graded for the class participation through the assignment presentation and related activities. The lecture hours heavily rely on classroom discussion and students are required to participate wholeheartedly in the discussions without any hesitation. Students are expected to read and refer to the reading materials and references given. Active listening, respect and tolerance for views of others and a stance of curiosity will all contribute to a safe and stimulating learning environment.

Students shall observe the class timings scrupulously. Students shall be regular for classes. At least 80 per cent attendance in every class is necessary for appearing for semester end examination. As per the institute’s policy, every absence has to be informed and get approved by the class coordinators. If the student is continuously absent for three or more days, he or she shall be allowed to sit in the class only after getting permission from director in writing.

**Class room environment**

The development of supportive learning environment is essential for the success of the teaching and learning. This environment is created taking into consideration the values and principles of social work profession. Every student in the class must learn to listen to others’ views and ideas, respect each other and thereby, create a healthy environment for sharing and learning from each other. Being able to understand and appreciate the views that are different from each other is an important factor of healthy classroom environment. It gives a positive motivation for class participation. Every student shall express their views, linking practice to theory. Field based experiences will be shared through classroom assignments. Each student will be appreciated for fostering a contribution in progressive, optimistic, safe and respectful class learning and growth. Students’ behaviour should be humble and always open to add new learning.

**Course evaluation pattern / grading mechanism**

Assignments 25 %

Internal Exam 25 %

External Exam 50 %

***Total 100 %***

**Assignments and Evaluation**

The criterion for evaluation of the course is as follows:

***Term End University Examination (External): 50 marks***

* Que. 1. Essay type questions: write any one of the two (15 marks)
* Que. 2. Short essay type questions: attempt any two out of four (2x10 = 20 marks)
* Que. 3. Short note: attempt any three out of six (3 x 5 = 15 marks)

***Internal assessment: 50 marks***

* Mid term internal test (written): 25 marks
* Multiple Choice Questions (MCQ): 10 marks
* Individual assignment: 10 marks
* Group assignment & Presentation: 05 marks

Mid term internal test will be conducted in the second half of the term which gives the students an experience of undergoing external examination. The date of the examination is already given in the academic calendar and is also available on the institute website. It checks the theoretical understanding of the students on the course and their ability to present their understanding logically. It also gives the students to familiarise with the term end examination format.

**Individual assignment**

Individual assignment is based on literature review and or field experience of successful project management. The students shall prepare either a project completion report (based on field experience) or a project proposal for a new community development project. The guidelines for individual assignments are given separately and displayed on the notice board of the office of course instructor. General structure of individual assignment is the project title, project background (theoretical and geographical), need assessment, objectives of the project (log frame), methods (intervention strategies), monitoring mechanism, outcome or impacts assessed (or expected), sustainability, future prospects and concluding remarks. The students need to submit the project in the form of a term paper having at least 10 references in APA format.

**Last date for submission of individual assignment in the office: 21 October 2019**

**Group Assignment: Field based project presentation**

Field based project preparation (or ongoing project) and presentation of the same will be the group assignment. General structure of the group assignment is the project title, project background (theoretical and geographical), need assessment, objectives of the project (log frame), methods (intervention strategies), monitoring mechanism, outcome or impacts assessed (or expected), sustainability, future prospects and concluding remarks. The students need to submit the project in the form of a term paper having at least 10 references in APA format. There will be a group presentation and a critical discussion on the project presentation which will optimise the peer learning.

**Groups for group presentation and group assignment:**

***Roll Nos:***

1-10

11-20

21-30

31-40

41-50

51-60

61-70

71-80

81-90

91-100

101-114

**Last date for submission of group assignment: 04 November 2019**

**Policy on incomplete and late assignments**

No late submission of assignment is accepted. If assignment is late or not submitted without prior approval student will lose the grade. All the incomplete assignments shall be governed by the policy of evaluation set by the examination department. If the assignments are found unsatisfactory, the students shall be required to submit the assignment again and again, until a satisfactory one is submitted. If any student fails to attend the internal examination on valid reason, he or she shall be given chance to appear for it again.

**Policy on academic dishonesty**

Students shall write the assignments honestly. They should refrain from plagiarism. Inappropriate use of assistance in preparing assignment or in the case of plagiarism the students will be asked to rewrite individually within the stipulated time.

The person shall be liable for the following if found in the case of plagiarism under the policy of plagiarism of Savitribai Phule Pune University dated 14/05/2012:

1. Fine or warning,

2. Rustication for limited period or permanent,

3. Withdrawal of degree.

In the case of mischievous behaviour during the lecture hours the student will have to leave the lecture hall and will be allowed to sit only on providing a written explanation and permission from the director to attend for further lectures.

**Policy on accommodating the differently abled**

Differently abled students who face difficulties in effective participation in class may inform the office and request for special assistance for special guidance.

**Class Schedule and Readings**

**Week One: 23 July 2019 – Introduction to the course**

* Screening of documentary
* Brainstorming and buzz group on the concept of community project and project management
* Explain the learners’ objectives
* Explain the course structure and teaching plan
* Introduce the reading materials
* Explain the internal and external evaluation criteria
* Explain the assignment plan
* Discuss the scope of community project management in some social work agencies visited during the orientation programme

**Week Two: 29 July 2019 – Concept, Meaning and Perspectives in project development and management**

* Concept and Meaning of Development, including sustainable development.
* Perspectives in project development and management in relation to freedom, justice, peace and stability
* Perspective of WID, WAD and Gender & Development

***Reading required:***

* *Eb*1 concept of development
* *Eb*2 Amrtya Sen
* *Eb*2 Development as freedom
* *Ignou*01 Rural development project
* *Ignou*02 Project identification & formulation
* *Ignou*09 Project analysis
* *Ignou*10 Concept and significance

**Week Four: 5 Aug. 2019 - Types of Community Projects**:

* 1. Service oriented
* 2. Development oriented
* 3. Action oriented
* 4. Support organizations

***Reading required:***

* *Ignou*01 Rural development project
* *Ignou*02 Project identification & formulation
* *Ignou*09 Project analysis
* *Ignou*10 Concept and significance

**Week Five: 12 Aug. 2019 - Project Life Cycle**

* Project Life Cycle - Conceptualization phase, formation phase (preparing project proposals), operational phase, termination/ withdrawal phase
* Components of planning for each phase

***Reading required:***

* *Ignou*09 Project analysis
* *Ignou*10 Concept and significance
* *Ignou*11 Project management overview
* *Ignou*12 Project management
* *Ignou*13 Project planning
* *Ignou*14 Project preparation & cycle

**Week Six: 19 Aug. 2019 - Project Life Cycle**

* Project Life Cycle - Conceptualization phase, formation phase (preparing project proposals), operational phase, termination/ withdrawal phase
* Components of planning for each phase

***Reading required:***

* *Ignou*09 Project analysis
* *Ignou*10 Concept and significance
* *Ignou*11 Project management overview
* *Ignou*12 Project management
* *Ignou*13 Project planning
* *Ignou*14 Project preparation & cycle

**Week Seven: 26 Aug. 2019 - Participatory methods for need assessment, planning and impact assessment:**

* Community Need Assessment (CNA),
* Participatory Rural Appraisal (PRA)
* Participatory Resource Mapping (PRM),

***Reading required:***

* *Eb*4 Community needs assessment guide
* *Eb*4 Community needs assessment manual

**Week Eight: 2 Sep. 2019 – Participatory methods for need assessment, planning and impact assessment:**

* Community Need Assessment (CNA),
* Participatory Rural Appraisal (PRA)
* Participatory Resource Mapping (PRM),

***Reading required:***

* *Eb*4 PRA facilitator manual
* *Eb*4 PRA for forest management
* *Eb*4 PRA for gender tools
* *Eb*4 PRA training manual
* *Eb*4 PRA

**Week Ten: 14 Oct. 2019 - Participatory methods for need assessment, planning and impact assessment:**

* Micro-planning
* Sharing assessment reports with community & Use of assessment results in program planning and reviews

***Reading required:***

* *Eb*4 Micro-planning
* *Ignou*03 Multi level planning

**Week Eleven: 21 Oct. 2019 - Project Planning, Monitoring and Evaluation in implementing Development Projects**

* a) Meaning and importance
* b) Log frame Analysis

***Reading required:***

* *Eb*5 Basic guide to program evaluation
* *Eb*5 Logical FA
* *Ignou*04 Project appraisal economic
* *Ignou*05 Project appraisal financial
* *Ignou*06 programme implementation

**Week Twelve: 28 Oct. 2019 - Project Planning, Monitoring and Evaluation in implementing Development Projects**

* PERT /CPM,

***Reading required:***

* *Eb*5 Basic guide to program evaluation
* *Eb*5 PERT\_CPM
* *Ignou*11 Project management overview

**Week Thirteen: 04 Nov. 2019 – Project Planning, Monitoring and Evaluation in implementing Development Projects**

* c) Developing monitoring indicators and mechanism, Mid-term (concurrent) evaluation and correction
* e) Types of evaluation and its process

***Reading required:***

* *Eb*5 Basic guide to program evaluation
* *Eb*5 Project evaluation
* *Ignou*06 programme implementation
* *Ignou*07 Monitoring development project
* *Ignou*08 Project evaluation
* *Ignou*15 Project monitoring & control
* *Ignou*16 Monitoring & evaluation
* *Ignou*17 Project monitoring
* *Ignou*18 Project management techniques

**Week Fourteen: 11 Nov. 2019 – Project Planning, Monitoring and Evaluation in implementing Development Projects**

* d) Reporting and documentation: monthly report, annual report and project report.

***Reading required:***

* *Eb*5 Basic guide to program evaluation
* *Eb*5 Project evaluation
* *Ignou*06 programme implementation
* *Ignou*08 Project evaluation
* *Ignou*21 Project completion

**Week Fifteen: 18 Nov. 2019 – Concluding session**

* Feedback on internal test
* Class room assignment (activity – role play) for revision
* Group discussion and group presentation on important topics
* Discussion on previous question papers and orientation for term end examination