

## Project Design and Management course Syllabus

|                                       |   |                  |                 |           |                   |              |
|---------------------------------------|---|------------------|-----------------|-----------|-------------------|--------------|
| <b>Program</b>                        | Social Anthropology   |                  |                 |           |                   |              |
| <b>Course Title</b>                   | Project Design and Management   |                  |                 |           |                   |              |
| <b>Course Code</b>                    | SoAn3113  |                  |                 |           |                   |              |
| <b>Degree Program</b>                 | BA in Social Anthropology   |                  |                 |           |                   |              |
| <b>Module Name</b>                    | Application of Anthropological Knowledge  |                  |                 |           |                   |              |
| <b>Module Code</b>                    | SoAn-M3111  |                  |                 |           |                   |              |
| <b>Course Chair</b>                   | Consultation hour:  |                  |                 |           |                   |              |
|                                       |   |                  |                 |           |                   |              |
| <b>Instructor/Tutor</b>               | Consultation hour:  |                  |                 |           |                   |              |
|                                       |   |                  |                 |           |                   |              |
| <b>ECTS</b>                           | 5   |                  |                 |           |                   |              |
| <b>Contact Hours</b>                  | <b>Lecture</b>  | <b>Practical</b> | <b>Tutorial</b> | <b>HS</b> | <b>Assessment</b> | <b>Total</b> |
|                                       | 40  | 20               | 0               | 40        | 35                | 135          |
| <b>Lecture Days, Hours &amp; Room</b> |   |                  |                 |           |                   |              |
| <b>Tutorial Days &amp; Hours</b>      |   |                  |                 |           |                   |              |
| <b>Target Group</b>                   | Third Year Social anthropology students   |                  |                 |           |                   |              |
| <b>Year/Semester</b>                  | Year III, Semester II   |                  |                 |           |                   |              |
| <b>Pre-requisite</b>                  |   |                  |                 |           |                   |              |
| <b>Status of the Course</b>           | Core  |                  |                 |           |                   |              |
| <b>Mode of delivery</b>               | Parallel  |                  |                 |           |                   |              |
| <b>Course Description</b>             | <p>The intention of this course is to equip students with the fundamental skills needed for project cycle management. Project management is a growing discipline that has to do with the application of knowledge, skills, tools and techniques to the broad ranges of activities like education, manufacturing, healthcare, agriculture, etc.</p> <p>The course comprised of interrelated conceptual frameworks which include project identification, project design/formulation, project monitoring to make sure that the project is on track, project reviewing to see whether each level of objective leads to the next and whether any change is warranted and project evaluation to assess impacts.</p> |                  |                 |           |                   |              |
| <b>Course Objectives</b>              | <p>At the end of the course, the students will be able to ...</p> <ul style="list-style-type: none"> <li>○ Understand the meaning and trends of project related concepts.</li> <li>○ Point out how to formulate needs and capacity assessment.</li> <li>○ Develop a clear picture how research and problem analysis formulated to a particular project.</li> <li>○ Examine how project implementation and assessment going on.</li> <li>○ Critically analyze when and how project monitoring and reviewing conducted.</li> <li>○ Describe how project evaluation controls the sustainability of a</li> </ul>  |                  |                 |           |                   |              |

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|  | project. |
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### SCHEDULES OF LECTURE TOPICS, ACTIVITIES AND READING

| Week | Lecture (hrs) | Conceptual Focus  | Activities/Tasks   | Readings  |
|------|---------------|---|--|---|
| 1    | 3             | <b>Topic 1</b><br><b>Introduction</b><br>-meaning and concepts of project management/planning | -Listen to lectures and take notes on the major elements of the lesson.<br>-take part on discussions regarding the need for a project  | Blackman R. project Cycle Management. Pp.5-18<br>Davidson J. project Management. Pp1-12 |
| 2    | 3             | <b>Topic 2</b><br>Need assessment   | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions<br>-assignment preparation.                                 | Blackman R. pp. 19-33<br>Project Planning and analysis. Pp.23-34                        |
| 3    | 3             | <b>Topic 2 cont</b><br>Capacity assessment  | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions<br>-assignment submission and discussion                    | Blackman R. pp. 19-33<br>Project Planning and analysis. Pp.23-34                        |
| 4    | 3             | <b>Topic 3</b><br>Project design<br>-stakeholder analysis                                     | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions   | Blackman R. pp. 27-33<br>Project Planning and analysis. Pp.29-34                        |
| 5    | 3             | <b>Topic 3 cont</b><br>Research   | -Listen to lectures and take notes on the major elements of the lesson<br>-home assignment   | Blackman R. pp. 27-33   |
| 6    | 3             | <b>Topic 4</b><br>Problem Analysis<br>-problem tree and objective tree                        | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions<br>-discussion on the given home assignment and reflections | Blackman R. pp. 34-37   |
| 7    | 3             | <b>Topic 4 cont</b><br>Logical framework<br>-indicators, evidence and assumption              | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions   | Blackman R. pp. 38-43<br>Project Planning and analysis. Pp.38-43                        |
| 8    | 3             | <b>Topic 5</b><br>Action plan<br>-activity plan and schedule                                  | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions   | Blackman R. pp. 27-33<br>Project Planning and analysis. Pp.29-34                        |

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|-----------|---|--|---|--|
|           |   |  | -reading assignment and reflections on the major elements of the given assignment   |  |
| 9         | 3 | <b>Topic 5 cont...</b><br>Project budget   | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions<br>-preparation of paper and seminar | Blackman R. pp. 27-33<br>Project Planning and analysis. Pp.29-34 |
| 10        | 3 | <b>Topic 6</b><br>Project implementation and assessment<br>-project monitoring and reviewing | -Listen to lectures and take notes on the major elements of the lesson<br>-submission of paper and group discussion   | Blackman R. pp. 65-70<br>Project Planning and analysis. Pp.48-67 |
| 11        | 3 | <b>Topic 6 cont...</b><br>Project evaluation and celebrating success                         | -Listen to lectures and take notes on the major elements of the lesson.<br>-answering and questioning on all confusing and doubtful elements of lecture topics and discussions<br>-final paper preparation          | Blackman R. pp. 71-76<br>Davidson J. pp. 158-165                 |
| 12        | 3 | Paper presentation   | - -group discussion and reflections   |  |
| 13        | 3 | Paper presentation   | -answering and questioning on all confusing and doubtful elements of lecture topics and discussions<br>-paper preparation and seminar   |  |
| 14        | 3 | Paper presentation   | answering and questioning on all confusing and doubtful elements of lecture topics and discussions  |  |
| 15 and 16 |   | Exam week and feedback   |   |  |

## Learning Activities and Teaching Methods

### Learning Activities

Students are expected to undertake among others the following major learning activities:

- Engage in learning by doing (independent study, group assignments, presentation, report writing, and etc...)
- Participation and note takings during class lectures and debates and discussions;
- Analysis, summarization and presentations of chapter/article, motions on selected civic and ethical issues;

### Teaching Methods

- The course facilitator is expected to lecture for introducing concepts and topics, and give references, facilitate discussions, ask questions, give and correct assessments,
- Arrange and facilitate seminar sessions by inviting professionals for public lectures or debates on subject related issues as linked to civics and ethics.

## **Roles of Instructors and Students**

Instructors and students will have their respective roles as indicated hereunder:

### **Roles of Instructors**

The instructor will be expected to:

- Be a facilitator (introduce the subject; give guidance, moderate discussions, etc.)
- Read and comment assignments of students on time;
- Prepare his/her lessons and deliver lectures;
- Provide available and necessary reference materials
- Encourage active participation of students in the teaching learning process;
- Assist students with learning difficulties;

### **Roles of Students**

Students are expected to:

- Engage in learning by doing (independent study, project work; group work, etc.)
- Be active learners (participate effectively in group assignments, make presentations, write reports, etc.);
- Critically assess journal articles and related topics from book chapters.

### **Method of assessments**

|                                      |     |
|--------------------------------------|-----|
| 1. Assignment 1 and 2.....           | 20% |
| 2. Paper presentation.....           | 10% |
| 3. Quiz 1.....                       | 10% |
| 4. Quiz 2.....                       | 10% |
| 5. Participation and attendance..... | 10% |
| 6. Final Exam.....                   | 40% |

#### **Practical assessments**

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| 1. Mock Problem identification and designing(group)..... | 40% |
| 2. Presentation .....                                    | 10% |
| 3. Mock implementation, monitoring and evaluation .....  | 30% |
| 4. Designing strategic planning .....                    | 20% |

## **COURSE POLICY**

All students are expected to abide by the code of conduct of students throughout this course. Academic dishonesty, Cheating, fabrication and plagiarism are strictly forbidden. If the students seek to read the article, they can get a copy of it from their advisor.

The students are expected to actively participate on discussions, presentations and to ask and raise questions. On the other hand, they are expected to accomplish, submit or present the given assignments according to the given time table.

As far as the class attendance concerned, the students expected to attend classes regularly, the instructor will take attendances in every class. If the students miss class repeatedly, his/her grade will be affected. If the students miss more than 20% of the class attendance, he / she will not sit for the final exam. Please try to be on time as much as you can.

Assignments, quizzes, mid and final exams are derived from the lectures and discussions that are dealt in the classroom. In addition , the students have to be prepared enough and expected to equip with the necessary provided reading materials and expected to respond positively for the given assignments and evaluations.

Cell phones are disruptive and annoying to us in the classroom, please make sure that your cell phone is turned off before class.

### **REQUIRED REFERNCES**

Blackman R. 2003. **Project Cycle Management**. England, Tear Fund.

Davidson J. 2005. **Project Management: Ten Minutes Guide**. Volume 4. USA, Penguin

Group INC.

Morris P. 1998. **The Management of Project**. England, Thomas Telford.

Management Institute. 1999. **Project Planning and Analysis**. Bahir Dar.