



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)

Subject: Project Planning and Management	
Course Code: BDS. 471	Year: IV
Credit Hours: 3 (45 hours)	Semester: VII

Course Description:

This course provides an introduction to the fundamental concepts and techniques of project planning and management. Students will learn about the lifecycle of a project, from initiation to closure, and acquire skills in planning, execution, monitoring, and controlling projects. Emphasis will be placed on practical applications of project management principles in various fields, including rural development, business and social sciences.

Teaching Pedagogy:

The course will use a mix of instructional methods to create a well-rounded learning experience. Classroom lectures will cover essential skill, knowledge and concepts of project planning and management. Students will engage in case analysis to apply these skills to real-world situations, enhancing their understanding of project complexities. A key part of the course will involve designing and conducting field surveys, allowing students to practice research methods and analyze relevant data. The findings will be discussed in class and presented in both individual and group formats. Instructors will act as facilitators, guiding discussions and providing feedback, while encouraging active student participation to prepare them for real-world project management challenges.

Learning Objectives:

The general objective of this course is to provide theoretical and practical knowledge about project management. The course provides basic knowledge and skills required to manage project. The specific objectives of this course are as follows:

1. To understand the key concepts and processes of project management.
2. To develop a comprehensive project plan, including scope, time, cost, and quality management.
3. To apply project management tools and techniques to real-world projects.
4. To analyze risks and develop risk management strategies.
5. To evaluate project performance and apply corrective actions when necessary.
6. To understand ethical and sustainable practices in project management.

Unit - 1: Introduction to Project Management (8 Hrs.)

- 1.1. Definition and Concept of Project and Project Management
- 1.2. Importance of Project Management for Project Sustainability
- 1.3. Overview of Project Life Cycle (Formulation, Planning, Implementation, Monitoring and Evaluation, Benefit Sharing, and Termination)
- 1.4 Project Environment (Internal, Stakeholder and External environment)

Unit - 2: Project Feasibility and Impact Analysis (10Hrs.)

- 2.1. Feasibility Analysis
- 2.2. Stakeholder Analysis
- 2.3. Cost- Benefit Analysis
- 2.4. Social Impact Assessment
- 2.5. Environment Impact Assessment
- 2.6. SWOT Analysis
- 2.7. Risk Analysis

Unit - 3: Project Planning and Performance Management (10 Hrs.)

3.1. Time Management

- 3.1.1. Gantt Charts
- 3.1.3. Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT)

3.2. Cost Management

- 3.2.2. Estimating Costs and Budgeting
- 3.2.3. Budgeting Tools and Techniques

3.3. Quality Management

- 3.3.1. Quality Planning and Assurance
- 3.3.2. Quality Control Techniques

3.4. Communication Management

- 3.4.1. Communication Planning and Information Distribution
- 3.4.2. Tools for Effective Communication

3.5. Risk Management

- 3.5.1. Identifying Project Risks
- 3.5.2. Risk Control and Contingency Planning

Unit - 4: Project Resource Management (10 Hrs.)

4.1. Human Resource Management

- 4.1.1. Human Resource: Recruitment Process
- 4.1.2. Roles and Responsibilities in Project Teams
- 4.1.3. Team Development and Leadership
- 4.1.4. Conflict Resolution and Motivation in Teams

4.2. Procurement Management

- 4.2.1 Procurement Planning and Contracting
- 4.2.2. Supplier Selection and Management
- 4.2.3. Contract Types and Legal Considerations
- 4.2.4. Managing Procurement Risks

Unit - 5: Project Monitoring, Evaluation and Closing (7 Hrs.)

5.1. Project Monitoring and Control

- 5.1.1. Monitoring and Evaluation for Project Performance
- 5.1.2 Participatory M & E and Third- Party Evaluation
- 5.1.3. Project Control Techniques

5. 2. Project Closure

- 5.2.1. Closing Processes and Procedures
- 5.2.2. Final Project Documentation and Reporting

Mode of Evaluation

- 1. Internal Examination-----40%
- 2. External Examination (Office of Examination Control) -----60%

The internal evaluation will be conducted as follows (40 marks):

- 1. Class Attendance/Regularities-----5 marks
- 2. Class Work/Participation/Discipline-----5 marks
- 3. First Assignment (Presentation/Leadership (Group work) skill-----10 marks
- 4. Second Assignment (Mid-term examination) -----10 marks
- 5. Third Assignment (Term paper/Field visit/Case analysis) -----10 marks

Modality of the External End-Semester Exam:

The end semester exam will adhere to the specification question grid prescribed by FWU. Exceptions will be made only under unavoidable circumstances. The examination will primarily consist of the following two types of questions with scientific weightage system:

- Seven (7) Questions (Out of 8) having 10 marks = $7*10=70$ marks
- Two (2) long questions (analytical questions) (out of 3) having 15 marks
= $2*15=30$ marks

Specific References

- Agrawal, G.R. (2003). *Project Management in Nepal*, Kathmandu: M.K. Publishers.
- Crawley, K. D. (2017). The six-sphere framework: A practical tool for assessing monitoring and evaluation systems. *African Evaluation Journal*, 5(1), 8. <http://aejonline.org/index.php/aej/article/download/193/313>
- Handrianto, C., & Rahman, M. A. (2019). Project Based Learning: A Review of Literature on Its Outcomes and Implementation Issues. *LET: Linguistics, Literature and English Teaching Journal*, 8(2), 110-129. <http://jurnal.uin-antasari.ac.id/index.php/let/article/viewFile/2394/1704>
- Lary, R. (2008). *Project management step by step*. New Delhi: Sultan Chand & Sons.
- Massawe, S. (2019). *The role of project cycle management on project success* (Doctoral dissertation, Mzumbe University). <http://scholar.mzumbe.ac.tz/bitstream/handle/11192/3386/MSC-PPM-FSS-Massawe-Selestine.%202019.pdf?sequence=1>
- Meredith, J. R., Shafer, S. M., & Mantel Jr, S. J. (2017). *Project management: a strategic managerial approach*. John Wiley & Sons. <https://www.academia.edu/download/30240879/42a8009c3d9c5.pdf>
- PM4DEV. (2015). The Project Management Cycle. <https://www.pm4dev.com/resources/free-e-books/8-the-project-management-cycle/file.html>
- Prasanna, C. (2006). *Projects planning, analysis, selection, financing, implementation and review (6th ed)*. New Delhi: Tata-McGraw-Hill Publishing Company Ltd.
- Project cycle management guideline, European Commission to Ethiopia (2019). https://eeas.europa.eu/archives/delegations/ethiopia/documents/eu_ethiopia/resources/pcm_manual_en.pdf
- Pollack, J. (2007). The changing paradigms of project management. *International journal of project management*, 25(3), 266-274. <https://opus.lib.uts.edu.au/bitstream/10453/4844/1/2007002462.pdf>
- Radujković, M., & Sjekavica, M. (2017). Project management success factors. *Procedia engineering*, 196, 607-615. https://www.sciencedirect.com/science/article/pii/S1877705817331740/pdf?md5=5f61431ded9f936c77ffdfc5116c0e79&pid=1-s2.0-S1877705817331740-main.pdf&_valck=1
- Richardson, G. L. (2010). *Project management theory and practice*. Crc Press. <https://www.academia.edu/download/50033863/611246791.pdf>
- Richardson, G. L. (2010). *Project management theory and practice*. Crc Press. <https://www.academia.edu/download/50033863/611246791.pdf>
- Schwalbe, K. (2009). *Introduction to project management*. Boston: Course Technology Cengage Learning. <https://www.academia.edu/download/44752493/5e-ch-1.pdf>
- Schwindt, C., & Zimmermann, J. (Eds.). (2015). *Handbook on project management and scheduling vol. 1*. Springer International Publishing. <http://ndl.ethernet.edu.et/bitstream/123456789/33450/1/127.Christoph%20Schwindt.pdf>



Far Western University
Faculty of Humanities and Social Sciences
Bachelor in Development Studies (BDS)

Subject: Gender Equality and Social Inclusion (GESI)	
Course Code: BDS. 472	Year: IV
Credit Hours: 3 (45 hours)	Semester: VII

Course Description:

This course provides an in-depth understanding of the concepts of Gender Equality and Social Inclusion (GESI). It explores the theoretical foundations, key issues, and practical applications of GESI in various sectors. The course aims to equip students with the knowledge and skills to critically analyze and address gender and social inequalities in society. The course is allocated for 3 credit hour (45 teaching hours) and consists of five subsequent units. Students will engage with interdisciplinary approaches to analyze how intersecting identities—such as gender, caste, ethnicity, religion, and disability—compound social inequalities. Through the study of real-world case studies, students will gain insights into the effectiveness of different GESI strategies across sectors like education, health, governance, and development. The course encourages critical thinking and reflexivity, urging students to question dominant narratives and consider alternative perspectives, as much as being embedded in the context of socio-cultural construct of Sudurpashchim Province.

Teaching Pedagogy:

The course will use a mix of lecture methods and participatory learning methods. It will follow four types of pedagogical interventions: lecture, discussion, project assessment, assignment and presentation. Through lectures, case studies, and interactive discussions, students will learn to apply GESI principles in policy-making, development projects, and everyday practice.

Learning Objectives:

The general objective of this course is to provide theoretical and practical knowledge about the GESI. By the end of this course, students will be able to:

1. Understand the fundamental concepts and theories related to gender equality and social inclusion.
2. Analyze the historical and contemporary issues of gender and social inequalities.
3. Evaluate the impact of GESI policies and programs in various sectors.
4. Apply GESI principles in policy-making, project design, and community interventions.
5. Critically assess the role of different stakeholders in promoting GESI.

Unit - 1: Introduction to Gender Equality and Social Inclusion (GESI) (9 Hrs.)
1.1. Key concepts: Gender, social inclusion, equity, equality, and intersectionality 1.2. Definition and scope of ‘GESI’ and GEDSI 1.3. Historical evolution of gender and social inclusion movements 1.4. International frameworks and agreements on GESI (e.g., CEDAW, SDGs) 1.5. Importance of GESI in development and governance
Unit - 2: Theoretical Foundations of GESI (9 Hrs.)
2.1 Feminist approach and their relevance to GESI 2.2 Social inclusion theories and approaches 2.3 Intersectionality and its application in GESI 2.4 Power dynamics and structures of oppression
Unit - 3: GESI in Policy and Practice (9 Hrs.)
3.1 Integrating GESI in policy-making and governance 3.2 GESI in education, health, and employment sectors 3.3 Case studies of successful GESI interventions (case of Sudurpashchim Province) 3.4 Monitoring and evaluation of GESI outcomes)
Unit - 4: GESI in the Global and Local Contexts (9 Hrs.)
4.1 GESI in the global development agenda (e.g., SDGs, UNDP) 4.2 GESI in Nepal (Policy and development sector; government and non-governmental 4.3 Localizing GESI: challenges and opportunities (In context of Nepal with reference to Local Government’s GESI Policy & GESI Audit)
Unit - 5: Emerging Issues and Future Directions in GESI (9 Hrs.)
5.1 Monitoring and Evaluation for Project Performance 5.2 Digital gender divide and social inclusion 5.3 GESI in humanitarian and emergency settings (case of natural hazards in Nepal,) 5.4 Innovations and new approaches in promoting GESI

Mode of Evaluation

1. *Internal Examination*-----40%
2. *External Examination (Office of Examination Control)* -----60%

The internal evaluation will be conducted as follows (40 marks):

1. Class Attendance/Regularities-----5 marks
2. Class Work/Participation/Discipline-----5 marks
3. First Assignment (Communication/Presentation/Leadership (Group work) skill-----10 marks
4. Second Assignment (Mid-term examination) -----10 marks

5. Third Assignment (Term paper/Field visit/Case analysis) -----
10 marks

Modality of the External End-Semester Exam:

The end semester exam will adhere to the specification question grid prescribed by FWU. Exceptions will be made only under unavoidable circumstances. The examination will primarily consist of the following two types of questions with scientific weightage system:

- Seven (7) Questions (Out of 8) having 10 marks = 7*10=70 marks
- Two (2) long questions (analytical questions) (out of 3) having 15 marks =2*15=30 marks

Recommended Readings

I-Core Texts:

- Cornwall, A., & Rivas, A. M. (2015). From 'gender equality and 'women's empowerment' to global justice: reclaiming a transformative agenda for gender and development. *Third world quarterly*, 36(2), 396-415.
https://eprints.soas.ac.uk/29974/1/Cornwall%20From%20Gender%20Equality.pdf?utm_source=summari
- Kabeer, N. (2016). Gender equality, economic growth, and women's agency: the "endless variety" and "monotonous similarity" of patriarchal constraints. *Feminist economics*, 22(1), 295-321.
<https://doi.org/10.1080/13545701.2015.1090009>
- Rao, A., Sandler, J., Kelleher, D., & Miller, C. (2015). *Gender at work: Theory and practice for 21st-century organizations*. Routledge.
<https://doi.org/10.4324/9781315693637>
- Local Government Operation Act, 2017 (स्थानीय सरकार संचालन ऐन, २०७४),
<https://faolex.fao.org/docs/pdf/nep209136.pdf>
- Wahid, S., Cuddy, S. M., Bastola, A., Shrestha, A., & Almeida, A. (2024). Gender equality, disability and social inclusion in water modelling: A practitioners' toolkit. CSIRO Canberra Australia and ICIMOD Kathmandu Nepal.
https://www.researchgate.net/profile/Shahriar_Wahid/publication/382492970_Gender_equality_disability_and_social_inclusion_in_water_modelling_A_practitioners'_toolkit/links/66a07b0d8be3067b4b152455/Gender-equality-disability-and-social-inclusion-in-water-modelling-A-practitioners-toolkit.pdf

II-Supplementary Readings:

Buchy, M., & Shakya, S. (2023). Understanding the gap between the gender equality and social inclusion policy and implementation in the energy sector: The case of

- Nepal. *Energy for Sustainable Development*, 76, 101297.
<https://doi.org/10.1016/j.esd.2023.101297>
- Dulal, T. D. (2023). Gender Equality and Social Inclusion Policies: Considerations in Health Sectors in Nepal. *Patan Pragya*, 12(02), 106-119.
<https://nepjol.info/index.php/pragya/article/download/64210/48661>
- GESI Framework of ADB for South Asia. (2023).
https://un.org.np/sites/default/files/doc_publication/2019-01/GESI%20Framework_English%2020.07.2017_opt.pdf
- GESI Framework Published by International Development Partner Group (UN Women). (2017). https://un.org.np/sites/default/files/doc_publication/2019-01/GESI%20Framework_English%2020.07.2017_opt.pdf
- GESI Framework, Ministry of Federal Affairs and General Administration Provincial and Local Governance Support Program (PLGSP). (2021).
<https://plgsp.gov.np/sites/default/files/2023-02/PLGSP%20Gender%20Equality%20and%20Social%20Inclusion%20%28GESI%29%20Strategy%202021%E2%80%932023.pdf>
- Gurung, O. (2019). Social inclusion/exclusion: Policy discourse in Nepal. *Including the excluded in South Asia: Power, politics and policy perspectives from the region*, 39-55. https://doi.org/10.1007/978-981-32-9759-3_4
- Marit, H., & Aasland, A. (2016, May). Exploring dimensions of women's social exclusion and inclusion in Nepal. In *Forum for Development Studies* (Vol. 43, No. 2, pp. 281-309). Routledge. <https://oda.oslomet.no/oda-xmlui/bitstream/handle/10642/4605/RESUBMISSION%20FINAL%20without%20TC.pdf?sequence=1>
- Nelly, S. (2021). Gender equality and social inclusion (GESI) in village development. *Legal Brief*, 10(2), 245-252.
<https://jpas.ub.ac.id/index.php/jpas/article/download/175/150>
- Sapkota, M., & Dahal, K. (2022). Gender and politics: A feminist critique of the State. *Journal of Political Science*, 22, 75-91.
<https://www.academia.edu/download/88413404/32655.pdf>