

**Department of Gender Studies**  
**Faculty of Behavioral and Social Sciences**  
**University of the Punjab, Lahore**  
**Course Outline**



<b>Program</b>	<b>BS Gender Studies</b>	<b>Course Code</b>	<b>GS-132</b>	<b>Credit Hours</b>	<b>3</b>
<b>Course Title</b>	<b>Gender Project Cycle Management</b>				
<b>Course Introduction</b>					
<p>Project Cycle Management (PCM) is the process of effectively planning and managing projects, programmes and organizations. It is used widely in the development and humanitarian sectors. This course will focus on the development of project proposals as well as on the management of projects. This will allow to provide a clear and precise work methodology in terms of progression/ dimension/ elements, based on best practices. Moreover, the course will Analyse key concepts and guidelines for an effective project management through tangible examples based on lessons learned.</p>					
<b>Learning Outcomes</b>					
<p style="text-align: center;">After completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Enhance their understanding of the concept of Project Cycle Management;</li> <li>• Know the instruments, actors, procedures, participatory planning, methods, and tools in Project Cycle Management;</li> <li>• Assess a logical framework: objectives, assumption, indicators, main features of budgeting and assessment of budgets Gender sensitivity and project cycle management.</li> </ul>					
<b>Course Content</b>				<b>Assignments/Readings</b>	
<b>Week 1</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Project Cycle Management: Concept and Meaning</li> </ul>				
<b>Week 2</b>	<p><b>Introduction (Continued)</b></p> <ul style="list-style-type: none"> <li>• Steps in participatory project design <ul style="list-style-type: none"> <li>○ Inclusion</li> <li>○ Collaboration</li> </ul> </li> </ul>			<p>Derbyshire, Helen (2003). Gender Manual: A Practical Guide for Development Policymakers and Practitioners. <i>Social</i></p>	

		<i>Development Division, DFID, UK.</i>
	<ul style="list-style-type: none"> <li>○ Empowerment</li> <li>○ Iteration</li> <li>○ Contextual understanding</li> <li>○ User advocacy</li> </ul>	
<b>Week 3</b>	<p><b>Problem Identification and Analysis: Gender perspective</b></p> <ul style="list-style-type: none"> <li>● Different tools of problem identification, prioritization, and analysis</li> </ul>	
<b>Week 4</b>	<p><b>Problem Identification and Analysis: Gender perspective (Continued)</b></p> <ul style="list-style-type: none"> <li>● Ranking matrix, pie chart, transit walk social mapping etc.</li> </ul>	
<b>Week 5</b>	<p><b>Vision, Goal and Objectives: Gender perspective</b></p> <ul style="list-style-type: none"> <li>● Writing Strategic Objectives</li> <li>● Consistency with identified problem</li> </ul>	
	<ul style="list-style-type: none"> <li>● Acceptability in community</li> <li>● Addressing practical and strategic needs</li> </ul>	
<b>Week 6</b>	<p><b>Vision, Goal and Objectives: Gender perspective (Continued)</b></p> <ul style="list-style-type: none"> <li>● Selection of intervention strategies and steps</li> </ul>	
<b>Week 7</b>	<p><b>Introduction of Logical Framework</b></p> <ul style="list-style-type: none"> <li>● Developing intervention logic</li> </ul>	

	<ul style="list-style-type: none"> <li>Assessing feasibility, external factors, and risks</li> </ul>	
<b>Week 8</b>	<b>Local visit to an organization</b>	
<b>Week 9</b>	<b>Risk Matrix</b> <ul style="list-style-type: none"> <li>Assumptions and mitigation plans</li> </ul>	
	<ul style="list-style-type: none"> <li>Indicators and its importance</li> </ul>	
<b>Week 10</b>	<b>Monitoring</b> <ul style="list-style-type: none"> <li>Monitoring Process</li> </ul>	
	<ul style="list-style-type: none"> <li>Difference between monitoring and evaluation</li> </ul>	
<b>Week 11</b>	<b>Monitoring (Continued)</b> <ul style="list-style-type: none"> <li>Impact assessment</li> </ul>	
	<ul style="list-style-type: none"> <li>Output and Outcome</li> </ul>	
<b>Week 12</b>	<b>Introduction to Budgeting</b> <ul style="list-style-type: none"> <li>Activity and result based budgets</li> </ul>	
	<ul style="list-style-type: none"> <li>Gender Budgeting</li> </ul>	
<b>Week 13</b>	<b>Gender and Project Cycle Management</b> <ul style="list-style-type: none"> <li>Different steps of gender sensitive project development</li> </ul>	Pinkerton, W. (2003). <i>Project Management</i> . McGraw Hill. World
	<ul style="list-style-type: none"> <li>Gender mainstreaming in project cycle management</li> </ul>	

<b>Week 14</b>	<b>Gender and Project Cycle Management (Continued)</b> <ul style="list-style-type: none"> <li>• Gender Need Assessment</li> </ul>	
<b>Week 15</b>	<b>Gender and Project Cycle Management (Continued)</b> <ul style="list-style-type: none"> <li>• Gender and Planning</li> </ul>	
	<ul style="list-style-type: none"> <li>• Gender and monitoring and evaluation</li> </ul>	
<b>Week 16</b>	<b>Overview of the course</b>	
<b>Textbooks and Reading Material</b>		
<p>Derbyshire, Helen (2003). <i>Gender Manual: A Practical Guide for Development Policymakers and Practitioners</i>. <i>Social Development Division, DFID, UK</i>.</p> <p>GEM (2012). <i>Gender Evaluation Methodology</i></p> <p>Meredith, J. K., Mantel, S. J. &amp; Shafer, S. M. (2016). <i>Project Management: A managerial approach</i></p> <p>Pinkerton, W. (2003). <i>Project Management</i>. McGraw Hill. World</p>		
<b>Teaching Learning Strategies</b>		
<ol style="list-style-type: none"> <li>1. Working on Assignments</li> <li>2. Presentations</li> <li>3. Group Discussions</li> <li>4. Individual Assessment</li> <li>5. Quizzes.</li> </ol>		
<b>Assignments: Types and Number with Calendar</b>		
<ol style="list-style-type: none"> <li>1. Assignments: Week 1, week 6</li> <li>2. Quizzes: Week 3, week 12</li> <li>3. Group presentations and project submission: Week 15 and week 16</li> </ol>		

### Assessment

Sr. No.	Elements	Weightage	Details
•	Midterm Assessment	35%	Written Assessment at the mid-point of the semester.
•	Formative Assessment	25%	Continuous assessment includes: Classroom participation, assignments, presentations, viva voce, attitude and behavior, hands-on-activities, short tests, projects, practical, reflections, readings, quizzes etc.
•	Final Assessment	40%	Written Examination at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.