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**TRAINING  
MODULE ON  
“PROJECT  
FORMULATION,  
IMPLEMENTATION,  
MONITORING &  
EVALUATION” –  
WATER SUPPLY AND  
DRAINAGE SERVICES**

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## **Training Module On :**

# **“PROJECT FORMULATION, IMPLEMENTATION, MONITORING & EVALUATION” – Urban Water Supply & Drainage Services**

### **Contributions:**

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### **Aim**

Broadly the aim of the training programme is to sensitize, provide skills and to give an orientation to Project Implementing Officers from Karnataka Urban Water Supply & Drainage Board, government of Karnataka.

### **Objectives:**

After the Training Course, Trainee Participants will be able to;

- Define project, project management, project cycle, project formulation,
- Collate their own project experiences to SAPM(Systematic Approach to Project Management),
- Describe the steps in project formulation,
- Use Gantt Chart and network techniques to solve project management problems,
- Explain the concept of public private partnership in project development and management,
- Explain the process of procurement, contracting and bidding (single and two stages etc.),
- Describe the process of project monitoring and evaluation.

## **Modules :**

- Module 1:** Project - why, what - difference between project and programmes - types of projects, Project Management (time, cost, quality, human resource, scope, project communication, risk management), Project Cycle
- Module 2:** Project formulation and steps in formulation
- Module 3:** Project Feasibility Analysis (technical, social, environmental, financial) and viability (financial and economic)
- Module 4:** Project Appraisal: Social, technical, financial and economic,
- Module 5:** Activities and exercises on appraisal : group work
- Module 6:** Project Monitoring- Process monitoring, input and output monitoring, (at different levels)
- Module 7 :** Group work on a Project tasks and teams/organizational structures
- Module 8 :** Network techniques (PERT and CPM) for project implementation, coordination and monitoring
- Module 9 :** Procurement procedure and contract procedures as per KTPP Act
- Module 10 :** Managing Resources –
- Module 11 :** Project Evaluation (Ex-post & Ex-ante): Tools for evaluation: Case studies of development projects, Documentation of practices (success and failure).
- Module 12:** Impact analysis
- Module 13 :** Case study – ( in Groups – give details and present the project)
- Module 14 :** Field visit to a project

## **OUTCOME:**

It is expected that the project implementing team would be able to appreciate problems and also would be able to implement different projects in more effective and efficient ways.

## **METHODOLOGY:**

The capacity building training programme shall be in workshop mode. It is based on:

- Lectures
- Field Visits
- Panel Discussions
- Case Studies
- Interactive and participatory methods
- Group work
- Networking game

Reading Material and handouts shall be provided during the course period.

## **PROGAMME DESCRIPTION:**

- Five days, sponsored by KUWS&DB, GOK.
- Each day, course commences at 9.30 am, and may go up to 5.30 pm
- Boarding and lodging facilities at A.T.I hostel are provided during the course period.

## Training Design

### *Session: ONE*

<b>Session: ONE</b>	
<b>Content</b>	<b>Introductory Activities</b>
<b>Sub Content</b>	<b>Eliciting Expectations from the Participants</b>
<b>Session objectives / purpose</b>	To brief the Objectives of the Training course. To obtain expectations from the participants
<b>Expected outcome</b>	After the session, entry behavior of the trainees will be known.
<b>Method/ process</b>	<p>Interactive. The course coordinator after self introduction welcomes the participant trainees. After brief individual introduction (entry behavior) by all the trainees, the course coordinator presents the objectives of the programme, explain the purpose of the course and initiate participation. Then expectations from individual participant shall be elicited and written on charts. Expectations shall be summed up at the end of the session.</p> <p>The Resource Person using charts / white board elicit the understanding of PIME among the participants, and lists the same. Then with the help of power point presentation / white board, he/she defines PIME. Then the Resource Person will compare the points listed by the participant trainees with the points made by him / her. The session is open for discussion.</p>
<b>Aids/Materials:</b>	<b>Charts – White Board -</b>
<b>(Time/Duration)</b>	One Hour
<b>(Handouts/FAQ )</b>	--

### *Session: TWO*

<b>Session: TWO</b>	
<b>Content</b>	<b><i>Ice Breaking (Role Play)</i></b>
<b>Sub content</b>	<b><i>Goal - Trust – Good Relationship - Hard Work</i></b>
<b>Session objectives/purpose</b>	After the session, trainees will be comfortable with each other as also with the Resource Person. They will interact freely among themselves, as also with Resource Persons.
<b>Expected outcome</b>	The trainees will participate freely.
<b>Method/ process</b>	<p>The resource person himself / herself mixes up with the trainees, and the trainees will be asked to make pairs among themselves, and share maximum information among themselves about each other. Then pairs can be interchanged during the next round.</p> <p>Then the resource person places four charts in different directions—1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> written with Goal, Trust, Good</p>

	Relationships and Hard work respectively. Each trainee will be asked to stand near one chart of his / her choice. Then the resource person explains the idea behind each concept and the relationship of the individual trainee with his / her choice.
<b>Aids/Materials:</b>	Charts, White Board, Clippings
<b>Time/Duration</b>	One Hour
<b>Handouts/FAQ</b>	---

<b><i>Session: Three</i></b>	
<b>Content</b>	<b>What is ‘Project’? Systematic Approach to Project Management</b>
<b>(Sub content)</b>	<b>Project Management, Project Cycle, Benefits of Project Management and Roles and Responsibilities.</b>
<b>(Session objectives/purpose)</b>	After the session, the trainees will be able to define project management, explain project cycle, and benefits of project management.
<b>(Expected outcome)</b>	After the session, trainees understand scientific management of projects.
<b>(Method/ process)</b>	Presentations, case studies and interactive session. The resource person asks and elicits reactions of the participants on the definition of project, project management, project cycle, roles of project manager and project charter and organization He/she will list the responses on white board. Based on the reactions, the resource person will make a short power point presentation on the above aspects and linking them to project formulation, steps in project formulation, viability of project, how to decide on the project etc.
<b>Aids/Materials:</b>	Charts, films, slides, white board
<b>(Time/Duration)</b>	Two to Three Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Four</i></b>	
<b>Content</b>	<b>Project Formulation (Planning) and Implementation: Project Management Skills</b>
<b>(Sub content)</b>	<b>Project Planning and Implementation: Gant Chart, CPM and PERT Networks in Projects</b>
<b>(Session objectives/purpose)</b>	After the session, the trainees will be able to explain project planning and implementation.

<b>(Expected outcome)</b>	Trainees can plan and implement projects.
<b>(Method/ process)</b>	The Resource Person checks the understanding among trainees by asking a few questions on network techniques such as Bar Chart, PERT or CPM and their practical usage in their day to day works. Based on the responses, a power point presentation is made on the Project planning and implementation techniques such as Bar chart, CPM and PERT networks. The session is conducted step by step with a PPT on bar chart followed by an exercise of a real problem example. After this, power point presentation on CPM networks is made and the same example is used to develop CPM network and calculation of project completion time and other floats. Presentations, case studies and interactive session.
<b>Aids/Materials:</b>	Charts, films, slides, white board
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Five</i></b>	
<b>Content</b>	<b>Procurement Procedure - KTPP Act and Rules</b>
<b>(Sub content)</b>	Definitions, Exemption clauses, Quotations, Tender bulletin, Pre qualification, Evaluation, Award etc
<b>(Session objectives/purpose)</b>	To orient and familiarize the trainee officers about the issues involved in and the procedures to be followed as per KTPP Act and Rules. To know the Processing of tender without any flaw.
<b>(Expected outcome)</b>	After the session, the trainees will be able to define KTPP Act and Rules, and also tender procedures.
<b>(Method/ process)</b>	<b>Presentation, clarifications, interactive session.</b> The resource person introduces the topic with the help of charts / white board, and then asks the participants as to how much they know about tender procedures as also about KTPP Act and Rules. Based on this, the resource person tries to explain step by step the salient features of KTPP Act and Rules, and the tender procedures. He / She will explain in detail how the KTPP Act and Rules to be followed, and once followed, how best the officers can maintain transparency as also their safety. The resource person makes power point presentation on KTPP Act and procedures adopted in tendering under different slabs. Criteria for goods, services and works and different cover systems including a few critical examples and frequently asked questions will be discussed in the session. This will be followed by a question and answer session on problems faced by the participants while preparing and awarding of tenders. Presentations, case studies and interactive.

<b>Aids/Materials:</b>	Power point presentation, charts, white board
<b>(Time/Duration)</b>	Two to Four Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Six</i></b>	
<b>Content</b>	<b>Project Management – Case Studies of Water Supply and Drainage Services Projects</b>
<b>(Sub content)</b>	<b>Project Planning, Implementation, Monitoring and Evaluation – water supply and drainage services. Success as well as Failure Project Cases (Lessons to be learnt).</b>
<b>(Session objectives/purpose)</b>	The trainees will be able to: <ul style="list-style-type: none"> <li>- Explain the causes for success or failure of projects.</li> <li>- Analyze and explain the process of project management</li> </ul>
<b>(Expected outcome)</b>	After the session, the trainees will be able to explain how a project shall be either successful or a failure. And the lessons learnt.
<b>(Method/ process)</b>	<b>Presentation, clarifications, interactive session.</b> The resource person introduces the project/s as a case study with the help of charts / white board, power point presentation, and then asks the participants as to how much they know about such projects and their management. The resource person then tries to explain step by step the salient features of the project, and the procedures being followed. He / She will explain in detail how the procedures to be followed, and once followed, how best the officers can manage and implement the project. The resource person shows the details of a project as a case study, and how it is being implanted / implemented. This will be followed by open house discussion and understanding. Finally, the resource persons based on the discussion, list out the positive as well as negative points of the project implementation.
<b>Aids/Materials:</b>	Power point presentation, charts, white board
<b>(Time/Duration)</b>	Two to Four Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Seven</i></b>	
<b>Content</b>	<b>Right to Information Act and Transparency in Administration</b>
<b>Sub content</b>	Salient features of Right to Information Act, Role of Public Information Officers (PIOs), Transparency in Administration.

	As Right to Information Act is becoming an important tool / weapon to ensure good governance, transparency in administration and service delivery, it becomes imperative that the officers should be thorough on its features, contents, approaches, clauses and implantation.
<b>(Session objectives/purpose)</b>	The trainees will be able to: Define RTI and the Act related to it, also pros and cons, compliance and penalties etc related to RTI.
<b>(Expected outcome)</b>	After the session, trainees will be able to explain the salient features of Right to Information Act, its relevance, and consequences.
<b>(Method/ process)</b>	Lecture Method – discussions and interactive : The resource person should take the trainees into interactive mode of presentation, and through interactions and questions and answers, ensures that the trainees are well versed with the Act, its contents, features etc. Role Play Exercise: Responsibilities of PIOs and PAs as per RTI Act in providing information on project documents/inspection etc. The resource person would conduct a question and answer session on the roles and responsibilities of PIOs and PAs for disposal of applications. At this stage, a simulated applicant seeking information on tender documents and plans of school building being constructed by PWD is given to participants, a few participants would be picked up randomly to play their roles as APIO, PIO, appellate authority etc., The resource person give his feedback based on the role plays by the participants.
<b>Aids/Materials:</b>	Power point, films, slides, white board, Charts
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Eight</i></b>	
<b>Content</b>	<b>Capacity Mapping and Personality Development</b>
<b>(Sub content)</b>	Motivation, Communication skills, Negotiation skills, conflict resolution, Change management, Relationship Management.

<b>(Session objectives/purpose)</b>	The trainees will be able to: Demonstrate positivism among them and define their roles and responsibilities, which are linked to their attitude, motivation and team work.
<b>(Expected outcome)</b>	Trainees will be able to enhance their performance.
<b>(Method/ process)</b>	Power point presentation, role plays, Group work, discussions activities, interactive session. The resource person through role plays, examples, short stories, anecdotes etc. motivate the trainees towards positive thinking. He / She will explain the features, benefits of team work, and the role of good leadership in management.
<b>Aids/Materials:</b>	Charts – Films, Slides – Clippings – Group Work, Charts – White Board
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

### *Session: Nine*

<b>Content</b>	<b>Project Development and Implementation based on PPP models</b>
<b>(Sub content)</b>	<b>Project Development – PPP Model</b>
<b>(Session objectives/purpose)</b>	The trainees will be able to: Define public private partnership, and also be able to explain projects under PPP models.
<b>(Expected outcome)</b>	Trainees will be familiar with PPP models and projects.
<b>(Method/ process)</b>	Elicit responses of participants on what is PPP, what is public and private sector, and What they know about different models of PPP. Ask a few examples of PPP based projects in Karnataka. After listing the responses on white board, clarify the gaps and make a power point presentation on the above points. A few examples of projects initiated in Karnataka are to be explained to the participants for clarity. Presentations, case studies and interactive.
<b>Aids/Materials:</b>	Charts, films, slides, white board
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Ten</i></b>	
<b>Content</b>	<b>Monitoring and Evaluation</b>
<b>(Sub content)</b>	<b>Tools in Monitoring and Evaluation</b>
<b>(Session objectives/purpose)</b>	After the session, trainees will be able to explain the tools used in monitoring and evaluation of a project.
<b>(Expected outcome)</b>	Trainees will be able to do monitoring and evaluation of a project.
<b>(Method/ process)</b>	The resource person will make a power point presentation on the tools used for monitoring and evaluation of development schemes. The lessons learnt based on the evaluation would be presented and discussed. Presentations, case studies and interactive.
<b>Aids/Materials:</b>	Charts, films, slides, white board
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Eleven</i></b>	
<b>Content</b>	<b>Appraisal of Projects</b>
<b>(Sub content)</b>	<b>Benefit Cost Ratio (BCR), Net Present Value (NPV), Economic &amp; Internal Rate of Return (ERR &amp; IRR), Human Development Indicators</b>
<b>(Session objectives/purpose)</b>	After the session, trainees will be able to define BCR, NPV and IRR in project appraisal.
<b>(Expected outcome)</b>	Trainees will be clear on BCR, NPV and IPR.
<b>(Method/ process)</b>	Presentations, case studies and interactive session. The resource person will make presentation on the need for appraisal of projects. After the power point presentation and clear understanding of the tools of appraisal, Participant groups will be given live example of a project for assessing its viability after working out the NPV, IRR, BCR for project.
<b>Aids/Materials:</b>	Charts, slides, white board
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Twelve</i></b>	
<b>Content</b>	<b>Concurrent Social Audit</b>
<b>(Sub content)</b>	<b>Monitoring and Evaluation Through People's Participation</b>
<b>(Session objectives/purpose)</b>	After the session, trainees will be able to explain the salient features and relevance of social audit.
<b>(Expected outcome)</b>	Trainees will be able to explain 'social audit' and can adopt in project management.
<b>(Method/ process)</b>	The Resource Persons makes the presentation with the help of power point presentation / charts / white board highlighting the salient features of 'social audit', its procedures, and relevance. The resource person can also uses clippings / films/ examples / cases of social audit in project management and appraisal. As the session will be interactive, the resource person interacts with the trainees and writes down the question / doubts raised by them on charts / white board. After the presentation, the Resource Person clarifies the points raised along with the trainees. At the end he/she will sum up the points as FAQs in social audit.
<b>Aids/Materials:</b>	Charts, white board, power point presentation
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Thirteen</i></b>	
<b>Content</b>	<b>Group Exercise</b>
<b>(Sub content)</b>	Case study, Demo project development, Developing Tasks, Project Organization, Project Teams
<b>(Session objectives/purpose)</b>	After the session, trainees will be able to work in groups on project development and project organization.
<b>(Expected outcome)</b>	Trainees will be able to work in groups on projects.
<b>(Method/ process)</b>	Participants are divided into five to Six groups, each group with 6 to 7 members. Resource person make a PPT on importance of teams in Project Management and distinction between Group and a Team in a project. Now, each group will be assigned one project. Groups are asked to PLAN THE DETAILS AND CREATE TEAM. Groups would make presentations of their plans. The resource person will give feedback.
<b>Aids/Materials:</b>	Charts, white board
<b>(Time/Duration)</b>	Two Hours
<b>(Handouts/FAQ )</b>	Handouts

<b><i>Session: Fourteen</i></b>	
<b>Content</b>	<b>Project Work</b>
<b>(Sub content)</b>	Visits to Project Sites / Areas – Project Studies
<b>(Session objectives/purpose)</b>	After the field visits to project areas, the trainees will be able to design and structure projects in their areas
<b>(Expected outcome)</b>	The trainees will be able to design good projects.
<b>(Method/ process)</b>	<p>Visiting one or two project areas. The resource person will be a facilitator, and allows the trainees to interact with the managers / implementing officers / stakeholders of project. Trainees visit the project area with a check list. In addition to observations and discussions, the trainees record the points (lessons / doubts / observations etc) in a note book. The project manger can make a brief presentation on the project particularly focusing on the reasons for projects, benefits / costs, planning, stakeholders, returns, risks, financial sources etc.</p> <p>After field visits, the trainees shall be divided into groups, and each group make the presentation on topic/s assigned to them – topics: project planning, financial structuring, stakeholders, risks involved, gestation period, costs and benefits etc.</p>
<b>Aids/Materials:</b>	Charts, white board
<b>(Time/Duration)</b>	Full / Half Day
<b>(Handouts/FAQ )</b>	Check Lists

<b><i>Session: Fifteen</i></b>	
<b>Content</b>	<b>Evaluation of the Training Course Feed back and Concluding Sessions</b>
<b>(Sub content)</b>	<b>Effects – lessons Learnt – Scope for Improvement Session objectives/purpose</b>
<b>(Session objectives/purpose)</b>	To get the feed back from the trainees so that the training course can be designed and training imparted on much better ways
<b>(Expected outcome)</b>	Quality of the training programme can be improved.
<b>(Method/ process)</b>	Evaluation sheets will be given to each trainee. The trainees have to rank (1 to 4) each session covering the content, method, relevance, delivery, presentation. They also have to make their comments on the overall course.
<b>Aids / Materials:</b>	IRQ – Evaluation Sheet – Delphi Test
<b>(Time/Duration)</b>	Two Hours