

Course: Population Education-II (6574)
Semester: Autumn, 2021

ASSIGNMENT No. 1

Q.1 What is meant by ‘Planning’? Discuss different kinds of planning their constraints in population education.

There are several models of the planning process. This lesson will focus on program planning as it applies to public or government planning processes.

Definition:

Planning can be viewed as an approach to problem solving. It provides a systematic way of viewing problems and developing short- and long-term solutions. It can also be viewed as a decision-making process used to help guide decisions concerning future needs.

Stages of the Planning Process

Use as a guide to develop 5-10 year program plans, or to revise existing plans

Stage 1: Identify problems and needs

Stage 2: Develop goals and objectives

Stage 3: Develop alternative strategies

Stage 4: Select strategies and develop a detailed plan

Stage 5: Design a monitoring and evaluation plan

The advantages of using this sequence of decision-making steps include:

- Clarification — Serves as a communication tool to inform the community, village or town about future activities.
- Control — Minimizes uncertainties since the planner must carefully weigh alternative courses of action.
- Management — A useful method of allocating limited resources.
- Evaluation — Encourages periodical assessments of progress in meeting intended objectives.

Identification of the Problem

At this stage, the planner(s) and community leaders collect information to assess problems and needs. A variety of techniques may be used:

- Conduct surveys — Using a complete census of a given area, or sample surveys that focus on problems/concerns
- Hold community, village or town meetings — Identify key problems and issues
- Conduct interviews — With others who are involved or concerned such as other government agencies, non-government organizations, and community groups
- Use secondary data — Census or prior survey data to identify problems and needs
- The planner and team see that many problems exist. The planner must work with staff and residents to select problems requiring attention. The planner needs to ask a number of questions at this stage to clarify the problem(s):

- What is the main problem of concern?
- Why is it a problem?
- Are existing resources available to eliminate the problem?
- Is another agency or organization trying to solve the problem?
- How severe is the problem?

It is important to realize that problems are not always what they seem to be at first glance. Detailed investigations, in addition to a consensus with community members, are needed prior to proceeding to the next stage.

Goals and objectives

Once the problems have been identified and agreed upon, the planner develops goals and objectives to alleviate the problem or needs. Goals are usually accompanied by detailed and specific objectives.

Definition: Goals are broad statements of desired accomplishments. Goals are usually accompanied by detailed and specific objectives.

In general, objectives can be defined as specific, measurable accomplishments to be achieved within a given time period. Developing clear objectives provides the guidelines for measuring progress and achievements.

Objectives are written best if they are S.M.A.R.T.

S.M.A.R.T. Objectives

- Specific — Indicates the target population for given services.
- Measurable — Indicates how many will be targeted.
- Area-specific — Indicates the geographic location of the target population or community.
- Realistic — Takes into account existing resources, and has the support of the target population or community involved.
- Time-Bound — Should indicate the time period when accomplishments will be achieved.

Examples of goals and objectives:

- Goal — Improve the quality of housing in the Nkoranza District
- Objective — Build homes for 30 citizens in the Nkoranza District by January, 2005

- Specific

Build new homes for citizens

- Measurable

30 citizens

- Area-specific

Nkoranza District

- Realistic
- Household surveys have been conducted

- Citizen meetings have taken place
- Resident interest has been determined
- Funding has been obtained from the government and a non-profit organization such as Habitat for Humanity.

- Time-boundary — Achieve in a set number of years

Development of Alternative Solutions

There are several ways to achieve goals and objectives. At this stage the planner working with staff and community leaders, comes up with a list of alternative strategies to achieve the goals and objectives. There are 3 basic ways to collect information for this activity:

1. Investigate ways that other agencies and communities are achieving similar objectives.
2. Have staff and others generate ideas based on their personal experience.
3. Use knowledge gained from demonstration or pilot projects that offer possibilities in achieving the intended goals and objectives.

Once alternative strategies have been identified, evaluate each to determine which is the most appropriate for achieving goals and objectives. There are a number of ways to evaluate each alternative strategy.

- Financial considerations
How much would it cost to implement?
- Available resources
Are staff, money, and time to implement available?
- Target population
Will the target population accept the given strategy?
- Social costs
What are the long term positive and negative consequences of the strategy to the target population?
- Intended objectives
Will it achieve the intended objectives?

Selection of Strategies and Development of Detail Plan

Once a strategy (or group of strategies) has been selected, a detail plan to implement the strategy is developed.

The development of the plan requires four types of activities:

1. Programming: Identify the activities or tasks that need to be completed in order to reach the desired objectives. In many cases, several major tasks or activities are required to achieve each objective. Activities then need to be put into the order in which they should be completed.
2. Allocating resources: Determine and assign the resources needed to implement the activities. Resources are normally divided into three general categories: human, physical (materials, facilities and equipment) and financial. In planning, both internal as well as external resources are identified. While it is

important to identify resources within the organization to carry out specified activities, other public and private sector agencies can also play major roles in implementing the plan. Community members can also contribute to planning and implementation activities.

3. Scheduling: Establish the required time needed to complete each activity. This will involve an assessment of how long each task takes to be completed.
4. Fixing accountability: Determine specific individual and/or agencies/institutions responsible for the accomplishment of activities. Simple devices can be used to indicate tasks and planned completion time such as Gantt charts, which indicate tasks vertically (Y-axis) and time horizontally (X-axis).

Monitoring and Evaluation

Monitoring and evaluation help guide the following kinds of decisions:

- Continue or discontinue a program or component of a plan
- Improve existing programs/plans
- Add or drop a component or an entire program
- Institute a similar program elsewhere
- Reallocate resources among competing programs or program components

There are two types of evaluations:

1. Process evaluation: Helps program managers and policy makers redirect program activities to achieve desired goals. Process evaluation is concerned with the efficient use of resources such as personnel and equipment, and focuses on reducing waste and making more productive use of scarce resources. It is primarily concerned with finding better ways of implementing the plan.
2. Impact evaluations: Measure whether or not the plan is having an impact on the target population or environment. It is concerned with program effectiveness, that is, whether or not the plan is achieving its objectives.

Some people also refer to monitoring programs as a form of evaluation. Monitoring simply tracks the progress of program implementation and operation. It usually entails the development of an information system that is updated periodically to meet reporting requirements of certain activities, such as the expenditure of funds, the number of participants, allocation of staff to given tasks, and the completion of given tasks. Evaluation, however, is more concerned with addressing specific decisions concerning program success.

Program evaluations are successful if the following three conditions are met:

1. Program objectives are well defined in terms of specific measures of program performance
2. Intended uses of evaluations are well-defined, and
3. Monitoring and evaluation plans are developed.

Include an evaluation strategy in the plan to determine if goals and objectives are being achieved. The plan should include a time frame and budget for monitoring and evaluation.

Developing a Simple Monitoring and Evaluation Plan

1. Time Frame: Develop a schedule for monitoring and evaluating the plan. Determine how often it is necessary to monitor and evaluate progress in achieving each objective. For example, should it be quarterly, at the end of each year, or every 3 years?
2. Indicators: Develop indicators to measure progress in achieving each S.M.A.R.T. objective. If one of the objectives is to build 30 homes for residents, an indicator or measure of success could be the number of homes built.
3. Data sources: Indicate the types of information needed to measure indicators. How will the information be collected? Are service statistics, census data, sample surveys, and/or community focus group meetings.
4. Means of analysis: Once data are collected, identify ways to analyze it and produce reports.
5. Reporting: Identify ways to present the findings to different audiences within the community, village and/or regional office. Which method will be used to report findings? ...In addition verbal reports in meetings? Written reports? In addition, determine who will receive the reports.
6. Assigning responsible person(s): Identify and train, if necessary, individuals to implement the monitoring and evaluation strategy.

Q.2 How can the coordination be achieved in population education programmes through formal and non-formal systems?

” The principles of management, then, are the means by which you actually manage, that is, get things done through others—individually, in groups, or in organizations. Formally defined, the principles of management are the activities that “plan, organize, and control the operations of the basic elements of [people], materials, machines, methods, money and markets, providing direction and coordination, and giving leadership to human efforts, so as to achieve the sought objectives of the enterprise.” The fundamental notion of principles of management was developed by French management theorist Henri Fayol (1841–1925). He is credited with the original planning-organizing-leading-controlling framework (P-O-L-C), which, while undergoing very important changes in content, remains the dominant management framework in the world. See H. Fayol, *General and Industrial Management* (Paris: Institute of Electrical and Electronics Engineering, 1916). For this reason, principles of management are often discussed or learned using a framework called P-O-L-C, which stands for planning, organizing, leading, and controlling.

Managers are required in all the activities of organizations: budgeting, designing, selling, creating, financing, accounting, and artistic presentation; the larger the organization, the more managers are needed. Everyone employed in an organization is affected by management principles, processes, policies, and practices as they are either a manager or a subordinate to a manager, and usually they are both.

Managers do not spend all their time managing. When choreographers are dancing a part, they are not managing, nor are office managers managing when they personally check out a customer’s credit. Some employees perform only part of the functions described as managerial—and to that extent, they are mostly

managers in limited areas. For example, those who are assigned the preparation of plans in an advisory capacity to a manager, to that extent, are making management decisions by deciding which of several alternatives to present to the management. However, they have no participation in the functions of organizing, staffing, and supervising and no control over the implementation of the plan selected from those recommended. Even independent consultants are managers, since they get most things done through others—those others just happen to be their clients! Of course, if advisers or consultants have their own staff of subordinates, they become a manager in the fullest sense of the definition. They must develop business plans; hire, train, organize, and motivate their staff members; establish internal policies that will facilitate the work and direct it; and represent the group and its work to those outside of the firm.

In both the traditional and contemporary views of management, however, there remains the need for different types of managers. Top managers are responsible for developing the organization's strategy and being a steward for its vision and mission. A second set of managers includes functional, team, and general managers. Functional managers are responsible for the efficiency and effectiveness of an area, such as accounting or marketing. Supervisory or team managers are responsible for coordinating a subgroup of a particular function or a team composed of members from different parts of the organization. Sometimes you will hear distinctions made between line and staff managers.

A line manager leads a function that contributes directly to the products or services the organization creates. For example, a line manager (often called a product, or service manager) at Procter & Gamble (P&G) is responsible for the production, marketing, and profitability of the Tide detergent product line. A staff manager, in contrast, leads a function that creates indirect inputs. For example, finance and accounting are critical organizational functions but do not typically provide an input into the final product or service a customer buys, such as a box of Tide detergent. Instead, they serve a supporting role. A project manager has the responsibility for the planning, execution, and closing of any project. Project managers are often found in construction, architecture, consulting, computer networking, telecommunications, or software development.

A general manager is someone who is responsible for managing a clearly identifiable revenue-producing unit, such as a store, business unit, or product line. General managers typically must make decisions across different functions and have rewards tied to the performance of the entire unit (i.e., store, business unit, product line, etc.). General managers take direction from their top executives. They must first understand the executives' overall plan for the company. Then they set specific goals for their own departments to fit in with the plan. The general manager of production, for example, might have to increase certain product lines and phase out others. General managers must describe their goals clearly to their support staff. The supervisory managers see that the goals are met.



The direct relationships with people in the interpersonal roles place the manager in a unique position to get information. Thus, the three informational roles are primarily concerned with the information aspects of managerial work. In the monitor role, the manager receives and collects information. In the role of disseminator, the manager transmits special information into the organization. The top-level manager receives and transmits more information from people outside the organization than the supervisor. In the role of spokesperson, the manager disseminates the organization's information into its environment. Thus, the top-level manager is seen as an industry expert, while the supervisor is seen as a unit or departmental expert.

The unique access to information places the manager at the center of organizational decision making. There are four decisional roles managers play. In the entrepreneur role, the manager initiates change. In the disturbance handler role, the manager deals with threats to the organization. In the resource allocator role, the manager chooses where the organization will expend its efforts. In the negotiator role, the manager negotiates on behalf of the organization. The top-level manager makes the decisions about the organization as a whole, while the supervisor makes decisions about his or her particular work unit.

The supervisor performs these managerial roles but with different emphasis than higher managers. Supervisory management is more focused and short-term in outlook. Thus, the figurehead role becomes less significant and the disturbance handler and negotiator roles increase in importance for the supervisor. Since leadership permeates all activities, the leader role is among the most important of all roles at all levels of management.

So what do Mintzberg's conclusions about the nature of managerial work mean for you? On the one hand, managerial work is the lifeblood of most organizations because it serves to choreograph and motivate individuals to do amazing things. Managerial work is exciting, and it is hard to imagine that there will ever be a shortage of demand for capable, energetic managers. On the other hand, managerial work is necessarily fast-paced and fragmented, where managers at all levels express the opinion that they must process much more

information and make more decisions than they could have ever possibly imagined. So, just as the most successful organizations seem to have well-formed and well-executed strategies, there is also a strong need for managers to have good strategies about the way they will approach their work. This is exactly what you will learn through principles of management.

Q.3 Discuss different kinds of training programmes related to population education. Also discuss the role of evaluation in population education programmes.

Inquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas.

Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion. Just like experiential learning, inquiry-based learning actively engages students in the learning process. Students aren't just hearing or writing what they are learning. Instead, students get the chance to explore a topic more deeply and learn from their own first-hand experiences. We retain 75% of what we do compared to 5% of what we hear and 10% of what we read. Inquiry-based learning allows students to better understand and recall material by actively engaging with it and making their own connections. Now that you know more about this learning approach, let's take a look at the advantages and benefits of inquiry-based learning.

1. Enhances learning experiences for children

Sitting in a classroom taking notes isn't always the most effective (or fun) way to learn. Rather than memorizing facts from the teacher, inquiry-based learning enhances the learning process by letting students explore topics themselves.

2. Teaches skills needed for all areas of learning

As they explore a topic, students build critical thinking and communication skills. The cognitive skills that students develop can be used to improve comprehension in every subject, as well as in day-to-day life.

3. Fosters curiosity in students

An inquiry-based learning approach lets students share their own ideas and questions about a topic. This helps foster more curiosity about the material and teaches skills students can use to continue exploring topics they are interested in.

4. Deepens students' understanding of topics

Rather than simply memorizing facts, students make their own connections about what they are learning. This allows them to gain a better understanding of a topic than they would get by just memorizing and recalling facts.

5. Allows students to take ownership of their learning

Students have the opportunity to explore a topic, giving them more of a sense of ownership over their learning. Instead of the teacher telling them what they should know, students are able to learn in a way that works for them.

6. Increases engagement with the material

As a form of active learning, this approach encourages students to fully engage in the learning process. By allowing students to explore topics, make their own connections, and ask questions, they are able to learn more effectively.

7. Creates a love of learning

Inquiry-based learning is designed to teach students a love of learning. When students are able to engage with the material in their own way, not only are they able to gain a deeper understanding—they are able to develop a passion for exploration and learning.

Q.4 Elaborate different types of monitoring. What are essential conditions for establishing successful monitoring system for effective implementation of the projects?

The more effort you put into monitoring your progress and evaluating results, the more you will get from each endeavor. However, not all M&E processes are the same and there are different types of monitoring and evaluation process options one can choose from.

We have done some research to find as many different types of M&E resources for you as possible. Once you understand the difference, you will be able to apply them to the right programs. Having the right process running for the right program will give you accurate results and these results are also more reliable.

Different Types Of Monitoring & Evaluation

Each type will have a different purpose and as we mentioned, the right purpose for an M&E process will enable better accuracy, while encouraging you to do much better with your data analysis. We hope that the following breakdown will ensure that you have the right understanding of these processes and help you get the best results:

Monitoring

First, we will start with monitoring. You will notice that there are 7 different types of monitoring processes. Each of these processes can give you a different type of outcome. These outcomes will enable you to have direct access:

Process monitoring

The process monitoring is generally done at the front-end of any program. The process allows you to look at some of the initial resources that are implemented. Once these resources are implemented, you can keep track of them to monitor their effectiveness.

Compliance Monitoring

Delving a bit deeper into the legal side of the process, compliance monitoring is to ensure that you and your donors comply with all the rules and regulations. The process is often implemented at the start of the research process.

Context Monitoring

Once everything is implemented, you will need to keep a close eye on the situation. Context monitoring allows you to track the development of the situation and simply act upon each situation as it presents itself.

Beneficiary Monitoring

Since most of your funds are from donors and these donors will stipulate a few beneficiaries for their funds, beneficiary monitoring allows you and the donors to see who the recipients of a given project are. It is the perfect way to keep donors happy and perhaps find more funds.

Financial Monitoring

Financial Monitoring is exactly what the name suggests. It links to resources and will show you how the financial side of the project is running. It is the most common form of monitoring implemented to ensure that funds do reach their intended recipients or goal.

Organizational Monitoring

Over time, you will notice that your organization will develop and evolve with your projects. The main goal of organizational monitoring is to see how your organization has developed and which changes could be made. It is a great time to perhaps hire more volunteers.

Results Monitoring

Monitoring the results is generally used for projecting and tracking your goals. While it does not directly link to evaluation, you will continuously monitor the results of a project to see if it is viable for your needs.

Evaluation

Once the monitoring side of the process is done and your project has come to an end, you will need to evaluate the results to establish the efficiency of the project. There are numerous evaluation aspects one needs to keep in mind. However, we have identified the five most useful evaluation processes for your NGO:

Formative Evaluation

Formative evaluation can be linked to market research and it is often implemented before you set up the project. The goal of this evaluation is to give you an idea of how effective a project can potentially be. It is a great way to project results for later comparison.

Process Evaluation

Once the process is started, you have a process evaluation, which links to monitoring. The process evaluation will allow you to continuously see how your program or project is performing. You can use the formative evaluation results for comparing them.

Impact Evaluation

This forms part of the process evaluation and can be broken down into milestones and real-time evaluation. These forms are useful for when you need immediate information and can be a great way to keep your donors happy when they ask.

Outcome Evaluation

One of the final parts of the process will be the outcome evaluation. During this process, you will focus on using all the data from monitoring and evaluation programs to find a conclusion. You can use some of the formative evaluation data for a clear comparison to see how effective your program is.

Meta-Evaluation

You will finish the process with something we call Meta-Evaluation. Meta-evaluation is the process of evaluating the evaluation process. You can use it to find any errors you might have made and refine some of the information.

Wrap-Up

While you don't need to implement all of these processes, it can make a big difference if you do decide to implement them. Having an effective M&E strategy will ensure that you get the best results from each project and help you get ready for the next projects you have lined up. It could also boost your donor relationships.

Q.5 Differentiate between the terms monitoring and evaluation. Discuss the evaluation models and steps in designing the project evaluation.

Concept and Meaning of Test Evaluation and Measurement

1. **Test:-** in the class –room situation, the word ‘test’ means to judge the knowledge understanding and intelligence of the students. A test can be held in short After completing the chapter a teacher can take a test of his students to know about their grasping power. Thus the test can be informal.
2. **Measurement:-**Measurement is a limited term and has a shorter area of measurement some limited behavioral dimensions of the learners. In measurement we measurement only the quantitative ability of the learner.
3. **Evaluation:-** Evaluation is a broader term than ‘test’. It includes all types and examinations in it. Its purpose is not only to check the knowledge of the learner. But all the aspects of the learner.

Definitions of Evaluation (by different authors)

According to Hanna- “The process of gathering and interpreted evidence changes in the behavior of all students as they progress through school is called evaluation”.

Muffat says – “Evaluation is a continuous process and is concerned with than the formal academic achievement of pupils. It is interpreted in the development of the individual in terms of desirable behavioral change relation of his feeling, thinking, and actions”.

Goods define– “Evaluation is a process of judging the value or something by certain appraisal.”

Characteristics of evaluation in education

1. **Continuous process:-**Evaluation is a continuous process. It leads together with Teaching-learning process.

2. Comprehensive:-Evaluation is comprehensive as it includes everything can be evaluated.
3. Child-Centered:-Evaluation is a child-centered process which gives importance to the learning process, not to the teaching process.
4. Remedial:-Evaluation comments on the result which helps in remedial work it is not a remedy Evaluation is remedial in nature.
5. Cooperative process:-Evaluation is a cooperative process involving students, teachers parents, and peer-groups.
6. Teaching Methods:-Effectiveness of teaching methods is evaluation.
7. Common practice:-evaluation is a common practice among the proper growth of the child mentally and physically.
8. Multiple Aspects:-it is concerned with the total personality of students.

Importance of evaluation in education

Evaluation in education has great importance in teaching-learning process, following the common purpose of evaluation.

1. Diagnostic:-Evaluation is a continuous and comprehensive process helps the teacher in finding out the problems, it helps a teacher in cutting the problem of his students.
2. Remedial:-By remedial work we mean, the proper solution after identifying the problems a teacher can give proper solution for a desirable change in learners behavior and to develop a personality.
3. To clarify the objectives of education:-An another importance of evaluation is to clarify the objectives of education. The objective of education is to change in learner's behavior. By evaluation, a teacher can prove of change to learner's behavior.
4. It provides Guidance:-if a teacher has the proper knowledge and about his learners only than he can guide him. And guidance can only after proper evaluation which involves all dimensions abilities, aptitude, interest, and intelligence, etc.
5. Helpful in classification:-Evaluation is a source by which a teacher know the various levels of his students as intelligence, ability, and interest on this basis he can classify his students and provide them guidance.
6. Helpful in Improvement of Teaching and Learning process:- By evaluation is a teacher could not only improve the personality and learner but he is also able to know the level of his teaching and can improve it. Thus it is helpful in the improvement of the teaching and learning process.

Principles of Evaluation

Evaluation is based on the following principles:-

1. Principle of continuity:- Evaluation is a continuous process, which goes on continuously as long as the student is related to education. Evaluation is an important part of the teaching-learning process. Whatever the learner learn, it should be evaluated daily. Only then the learner could have better command on language.

2. Principle of comprehensiveness:- By comprehensiveness we means to assess all aspects of the learner's personality.it concerned with all-round development of the child.
3. Principle of Objectives:- Evaluation should be based on the objectives of education. It should be helpful in finding out where there is a need for redesigning and refraining the learner's behavior.
4. Principle of Learning Experience:- Evaluation is also related to the learning experiences of the learner. In this process, we don't evaluate only the curricular activities of the learner but his co-curricular activities are also evaluated. Both types of activates are helpful in increasing learners experiences.
5. Principle of Broadness:- Evaluation should be broad enough to cover all the aspects of life.
6. Principle of Child – Centeredness:- Child is in the center, in the process of evaluation. The behavior of the child is the central point for assessment. It helps a teacher to know the grasping power of a child and usefulness of teaching material.
7. Principle of Application:- During the teaching and learning process the child may learn many things, but it may not be useful in his daily life. He can't apply it, then it is useless to find. It can be known through evaluation. Evaluation judges that student is better to apply his knowledge and understanding in different situations in order to succeed in life.