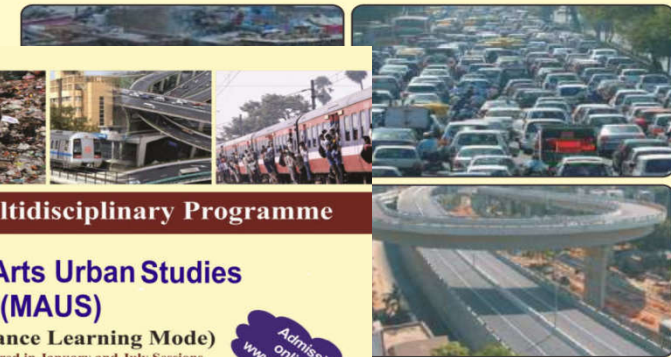


Induction Meeting – July 2022 Session
IGNOU Regional Centre- Ahmedabad (Nodal RC)
(15th February 2023)



Launches New Multidisciplinary Programme
Post Graduate Diploma in Urban Planning and
Development (PGDUPDL)
(Open Distance Learning Mode)

Information Brochure



PG Diploma in Urban Planning and Development
(PGDUPDL)
&
MA (Urban Studies)
(MAUS)

Prof. P.V.K.Sasidhar

School of Extension and Development Studies

Indira Gandhi National Open University

New Delhi-110068 (www.ignou.ac.in)



IGNOU THE PEOPLE'S UNIVERSITY

Launches New Multidisciplinary Programme

Master of Arts Urban Studies
(MAUS)
(Open Distance Learning Mode)
Programme Offered in January and July Sessions
Eligibility - Any Graduate
Duration - Minimum 2 Year & Maximum 4 Years
Fee - ₹7200/- First Year &
₹7200/- Second Year Plus Registration Charges
Medium - English

Admissions online at: www.ignou.ac.in

Scope/Job Opportunities

Master of Arts (Urban Studies) is an innovative programme offered through ODL mode utilizing multiple media such as self-instructional print materials, information and communication technologies and personal contact sessions. Master of Arts (Urban Studies) programme is located in and launched by the School of Extension and Development Studies (SOEDS) in IGNOU. The programme aims at promoting professional development and capacity building in the area of Urban Development. It is meant for any graduate and others with higher qualification who is presently employed or not i.e. it is for both in-service and pre-service persons:

- Functionaries of Corporations, Municipalities and Nagar Panchayats.
- Architects (Bachelors and Master in Architecture, Planning and Related Disciplines).
- Civil Engineers, Corporate real Estate Professionals.
- Employees of the Government Institutes/NGOs, Private or Corporate sectors Research Organizations working in various Urban Planning and Development Sectors.
- Programme Officers, Project Officers, Research Investigators, and Research Assistants dealing with Urban Planning and Development in various International and National Organizations.
- Any Graduate interested to pursue carrier in Urban Planning and Development.

For Further Information Contact

Nearest IGNOU Regional Centre OR

Programme Coordinators

Prof. Nehal A. Farooque	Ph: 011-29571664, 9968713002
E-mail: nafarooq001@ignou.ac.in	
Prof. B. K. Pattanik	Ph: 011-29571662, 9717033945
E-mail: bkpatanik@ignou.ac.in	
Dr. Grace Don Neuching	Ph: 011-29571669
E-mail: gdonemching@ignou.ac.in	

School of Extension and Development Studies
Indira Gandhi National Open University
Maidan Garhi, New Delhi – 110 068 (India)
Website: www.ignou.ac.in

Development Studies
Indira Gandhi National Open University
New Delhi – 110 068 (India)
www.ignou.ac.in

MAUS & PGDUPDL Online Counselling Sessions - July 2022 Session (from SOEDS, IGNOU HQrs).

FACULTY	PROGRAMME CODE	COURSE CODE	MODE OF COUNSELLING	DATE	START TIME	END TIME
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	INTROUCTORY SESSION	GOOGLE MEET	15-12-2022	12:00 PM	01:00 PM
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	MEDS- 41	GOOGLE MEET	22-12-2022	12:30 PM	01:30 PM
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	MEDS- 41	GOOGLE MEET	04-01-2023	12:30 PM	01:30 PM
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	MEDS- 41	GOOGLE MEET	24-01-2023	12:30 PM	01:15 PM
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	MEDS- 43	GOOGLE MEET	03-02-2023	12:30 PM	01:15 PM
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	MEDS- 44	GOOGLE MEET	07-02-2023	12:30 PM	01:15 PM
PROF. B.K. PATTANAİK	MAUS, PGDUPDL	MEDS- 44	GOOGLE MEET	14-02-2023	12:30 pm	01:30 pm

IGNOU at a Glance

- Programmes on offer : **288**
- July 2022 Session Students: **5.00 Lakhs (PGDUPDL-503; MAUS-106)**
- Students on Roll: **4 Million**
- Schools of Studies : **21**
- Regional Centres / LSCs: **67 / 2158 (India)**
- No. of Countries with IGNOU Operations: **16**
- Academic Counselors: **51881**
- Degrees / Diplomas Awarded (35th Convocation): **2.91 Lakhs**



ODL & Objectives of IGNOU

- Inclusive Education, Empowerment, Self-enrichment & Diversification
- Increase the capacity of current facilities & faculty
- Increased flexibility, convenience & TEL
- Continuing education & professional development - KOSA Changes
- Allow learners to acquire knowledge & skills at:
 - Less cost
 - While still maintaining the employment.



Launches New Multidisciplinary Programme

Post Graduate Diploma in Urban Planning and Development (PGDUPDL)

(Open Distance Learning Mode)

Programme Offered in January and July Sessions

Eligibility - Any Graduate

Duration - Minimum 1 Year & Maximum 3 Years

Scope/Job Opportunities

Postgraduate Diploma holders will be fully equipped to serve various Government and Non-Government organizations dealing with Urban Planning and Development. The programme will also strengthen the efficiency and effectiveness of in-service personnel working in Government and Non-Government Organizations, Private or Corporate Sectors, Urban Local Bodies handling various urban development projects and programmes viz:

- Functionaries of Municipal Corporations, Municipal Councils and Nagar Panchayats.
- Architects (Bachelors and Masters in Architecture, Planning and Related Disciplines).
- Civil Engineers, Corporate Real Estate Professionals.
- Employees of the Government Institutions/NGOs, Private or Corporate Sectors, Research Organizations working in various areas of Urban Planning and Development.
- Programme Officers, Project Officers, Research Investigators, Research Assistants and faculty members dealing with urban development in various International and National Level Organizations.
- Any Graduate interested to pursue carrier in Urban Planning and Development.

For Admission Contact

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Regional Centre

OR

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- Prof. B.K. Pattanaik : Ph.: 011-29571662
E-mail : bkpattanaik@ignou.ac.in
- Dr. Nehal A Farooquee : Ph.: 011-29571664
E-mail : nafarooquee@ignou.ac.in
- Dr. P.V.K. Sasidhar : Ph.: 011-29571665
E-mail : pvksasidhar@ignou.ac.in

School of Extension and Development Studies
Indira Gandhi National Open University

Maidan Garhi, New Delhi – 110 068 (India)

Website: www.ignou.ac.in

Instructional System

- SLM -Self-instructional print materials
- Audio-video programmes
- Assignments
- Counselling / contact sessions
- Optional activities / CYP within SLM
- Teleconferencing and IRC

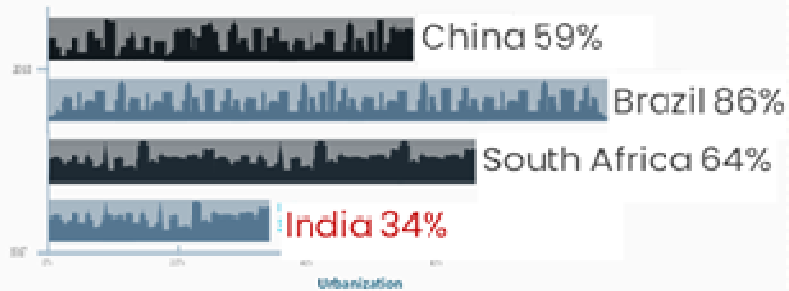
- *Gyan Darshan*
- *Gyan Vani* FM Radio
- *Gyandhara* Internet Radio
- LMS
- 4 SWAYAMPRAKASH Channels



Urban Development Issues

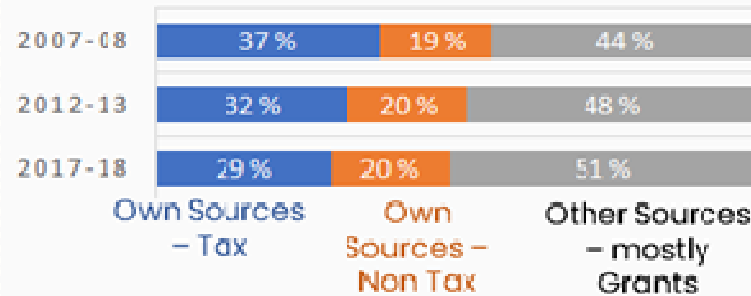


Low Urbanization



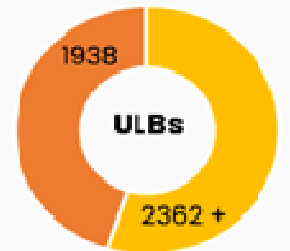
Weak Municipal Finances

- Increasing dependence on Grants

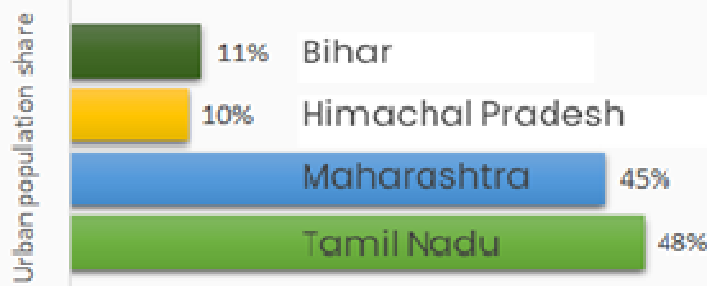


Weak Urban Planning

- 1938 of 4300+ ULBs have **Master Plans**
- **Weak enforcement** of planning tools (LAP/TPS, TDR, TOD, GIS, etc.)



Asymmetric Urbanization



Infrastructure Deficit



60% waste processed



63% HH water connections



1/6th of required buses available



Lack of Capacities

- Weak Governance / Institutional capacity
- About 1% of ULBs have **Investment Grade 'A -'** & above credit rating

Urbanization will be major contributor in India's journey towards US\$ 5 Trillion economy by 2024

Urban Development in ODL

Global

- By 2025, 2/3rd of mankind will be urbane.

India

- 30 % urban population- 2nd largest urban system
- 43% by 2035
- 33 % lives in urban slums
- 2% land area: 70 % GHGs & 80 % GDP from 600 cities

Excessive Urbanization Problems:

- Transportation
- Poverty
- unemployment
- Unauthorized housing , slums and squatter settlements etc.

Less Emphasis on Urban Development Issues in the Academic Curriculum at the UG and PG levels.

PGDUPDL & MAUS will be useful for the people involved in the urban development programmes and to the scholars who wish to pursue urban development as a career.

Urban Planning and Development in Open and Distance Learning: Findings from Needs Assessment Study in India

P.V.K. SASIDHAR, B.K. PATTANAIK AND NEHAL A FAROOQUEE
Indira Gandhi National Open University, New Delhi, India

Abstract: The objectives of this study are two fold – to assess the demand for the urban planning and development programme in open and distance learning (ODL) and to identify the major content to be covered under the programme. The study was undertaken following the survey method and data was collected from 120 respondents. The key survey questions focused on: need and reasons for urban planning and development education through ODL; entry level qualifications; job/career prospects; duration of the programme, and suggestions on broad course contents. The results revealed that, the majority of respondents felt the need for a one year post-graduate level ODL programme on urban planning and development with associated reasons. The important career prospects perceived by respondents include: promotional opportunities in the current job; employment in urban development institutions/programmes/projects, and; self employment. The important content areas suggested by the respondents include: urban development – concept, theories, and evolution; urban development in India and selected other countries; urban planning and governance; challenges in urban development and management of urban services; urban development policies and programmes; planning, monitoring and evaluation of urban programmes/projects. In the light of the findings of the study and related discussion, it is recommended to develop a post-graduate level programme on urban planning and development in ODL and online modes to meet the continuing education needs of various stakeholders in the urban development sector.

Keywords: Open and distance learning, Urban planning and development, Need assessment, India

Introduction

Urbanization is a process by which people instead of living in predominantly dispersed agricultural villages, start living in towns and cities dominated by industrial and service functionaries (Mishra, 1998). Globally it is projected that two-thirds of the population will live in urban areas by 2025. India is the second largest urban system in the world with more than 30 per cent of urban population. Population residing in urban areas in India, according to the 1901 census, was 11.4 per cent (Singh, 1978). This count increased to 28.53 per cent according to 2001 census, and crossed 30 per cent as per 2011 census, standing at 31.16 per cent (Datta, 2006; Census of India, 2011; Business Standard, 2012). According to a 2007 survey by UN State of the World Population Report, by 2030, 40.76 per cent of the country's

Indian Journal of Open Learning, 2013, 22(3), 193-198
ISSN 0971-2690, Printed in India, © Indira Gandhi National Open University



Photo Credit: Somashekara GRN @The Hindu

PGDUPDL & MAUS

Programme	Relevance	Learning Outcomes
<p>PG Diploma in Urban Planning and Development (PGDUPDL) (First in ODL) Launched in 2014 (English) & 2018 (Hindi)</p>	<p>Demand driven (Request from Ministry of Housing & Urban Affairs, GOI)</p>	<p>Expand capacities of the urban development professionals & elected representatives of ULBs on various theoretical & practical aspects of urban development.</p>
<p>MA (Urban Studies) (MAUS) (First in ODL) Launched in January 2022</p>	<p>Multi-Disciplinary</p>	<p>Develop skills in formulation, M&E of urban development projects & programmes.</p>
<p>PGDUPDL to MAUS 2nd year (From January 2023)</p>	<p>Local, National & Global Focus</p>	

PGDUPDL Curriculum

Codes	Courses	Credits
MEDS-041	Introduction to Urban Development (Urbanization; Urban Theory; Urban Planning; Urban Governance; Urban Management; Participatory Urban Development, etc.)	6
MEDS-042	Issues and Challenges in Urban Planning and Development (Urban Challenges; Urban Infrastructure; Urban Poverty and Inequality; Sustainable Urban Ecology and Environment, etc.)	6
MEDS-043	Dynamics of Urban Planning and Development (Sustainable Development; Urban Development Plans, Policies and Programmes; Urban Reforms; Municipal Finance; Disaster Management, etc.)	6
MEDS-044	Monitoring and Evaluation of Projects and Programmes (Project Formulation and Management; Monitoring and Evaluation; Measurement and Sampling; Data Collection and Analysis, etc.)	6
MEDSP-045*	Project Work	6
MEDSE-046*	Development : Issues and Perspectives (Basic Issues in Development; Population, Poverty, Inequality, Unemployment; Marginalization, Disparities, Inclusive Development; Sectoral Issues in Development; Core Issues in Development, etc.)	6
	Total Credits	32

* Elective courses - One out of two to be selected

MAUS Curriculum

1st Year (32 Credits)		
Course Code	Course Title	Credits
MEDS-041	Introduction to Urban Development	6
MEDS-042	Issues and Challenges in Urban Planning and Development	6
MEDS-043	Dynamics of Urban Planning and Development	6
MEDS-044	Monitoring and Evaluation of Projects and Programmes	6
MEDSP-045	Project Work *	8
MEDSE-046	Development: Issues and Perspectives*	8
*Electives. One of the two has to be selected.		
2nd Year (Choose 32 Credits)		
MEDS-047	Ecology, Environment and Urban Development	8
MEDS -048	Sustainable Development and Smart Cities	8
MEDS-049	Dynamics of Development in Urban Construct	8
MHI-10	Urbanization in India	8
MPA-016	Decentralization and Local Governance	8
Total		64

Characteristics of SLM

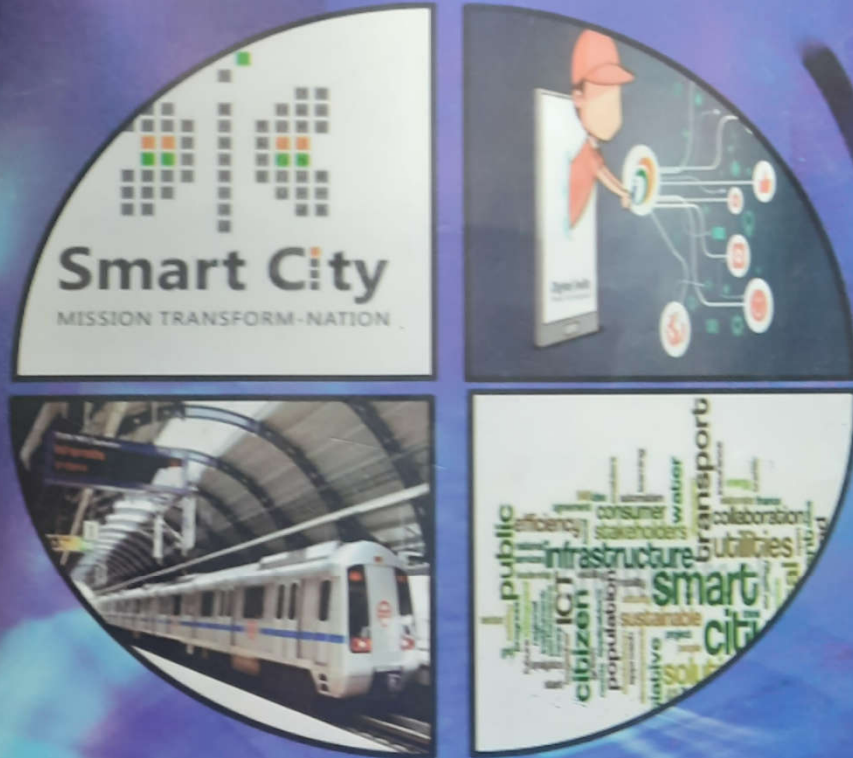
Self-Explanatory: Learner can understand without external support

Self-Contained: Learner may not need additional materials

Self-Directed : Learner is given guidance & access devices are provided in the material

Self-Motivating: Arouse curiosity, raise questions and relate to familiar situations with the knowledge gained and make learning meaningful

Self Evaluating : SAQs, exercises, activities, unit-end questions etc for evaluation / feedback



Access Devices

Cover Page



Division of
Content



UNIT 1 SUSTAINABLE DEVELOPMENT: AN OVERVIEW

Structure

- 1.1 Introduction
- 1.2 Definition and Conceptual Understanding
- 1.3 Fundamentals of Sustainable Development
- 1.4 Sustainable Development Indicators
- 1.5 Steps for Sustainable Development
- 1.6 Let Us Sum Up
- 1.7 References and Selected Readings
- 1.8 Check Your Progress - Possible Answers

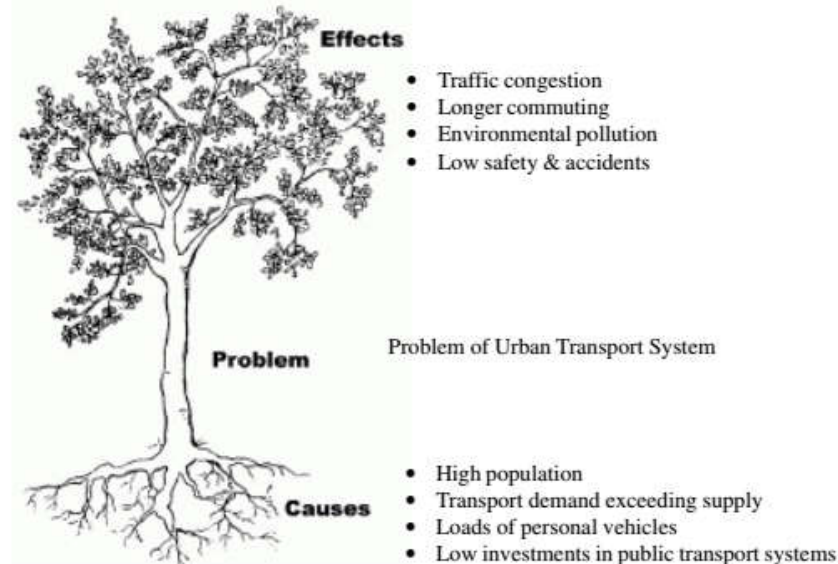


Fig. 3.2: Problem Tree of Urban Transport System

Illustration



PGDUPDL & MAUS Learning Activeness Examples

Writing (CYP Exercises)

Check your Progress: 1

Note:

- a) Write your answer in about 50 words.
- b) Check your answer with possible answers given at the end of the unit

1. What is the need for sustainable development?

Answer:.....
.....
.....

2. What do you mean by sustainable development?

Answer:.....
.....
.....

Doing (practical / activities)

Activity 1

Visit a nearby any development department and enquire about urban development programmes. Write your observations.

.....
.....
.....
.....
.....

Operational Schedule (PGDUPDL July 2022 Session)

Project Proposal (If applicable) to the School – As soon as possible (No Deadline)

March / April 2023:

- Term- end Examination Form – Online
- Project Report (If applicable) – To the Project Section, IGNOU Hqrs, New Delhi (Online or Offline)
- Assignments – At Study Centre

June 2023: Term-end Examinations & Completion of the Programme

Flexibility

- 2 Years More Validity (upto June 2025 to complete the programme)

Operational Schedule (MAUS July 2022 Session)

1st Year MAUS (Same as PGDUPDL)

Project Proposal (If applicable) to the School – As soon as possible (No Deadline)

March / April 2023:

- Term- end Examination Form – Online
- Project Report (If applicable) – To the Project Section, IGNOU Hqrs, New Delhi (Online or Offline)
- Assignments – At Study Centre

June 2023: Term-end Examinations & Completion of 1st Year

2nd Year MAUS

May /June 2023

Re-registration for 2nd Year & payment of 2nd Year Fee

March / April 2024:

- Term- end Examination Form – Online
- Assignments – At Study Centre

June 2024: Term-end Examinations & Completion of 2nd Year & Programme

Flexibility

- 3 Years More Validity (upto June 2026 to complete the programme)

Questions / Comments ?

Thank you

pvksasidhar@ignou.ac.in

**PG Diploma in Urban Planning and Development (PGDUPDL) &
MA (Urban Studies) (MAUS)
(15th February 2023)**

**Monitoring and Evaluation of Urban Development
Programmes and Projects - Concepts and Tools
(MEDS -044)**

Prof. P.V.K.Sasidhar

School of Extension and Development Studies

Indira Gandhi National Open University

New Delhi-110068 (www.ignou.ac.in)



Outline

- **Why MEL in Urban Development?**
- **Monitoring**
 - Purpose
 - Scope
 - Basic Concepts
 - Elements
 - Indicators
- **Evaluation**
 - Why Evaluation Competencies are Essential?
 - What Are We Evaluating?
 - Types & Designs of Evaluation
- **M&E Implications for Accountability and Learning**
- **Target, Total Reach & Impact of Programmes**

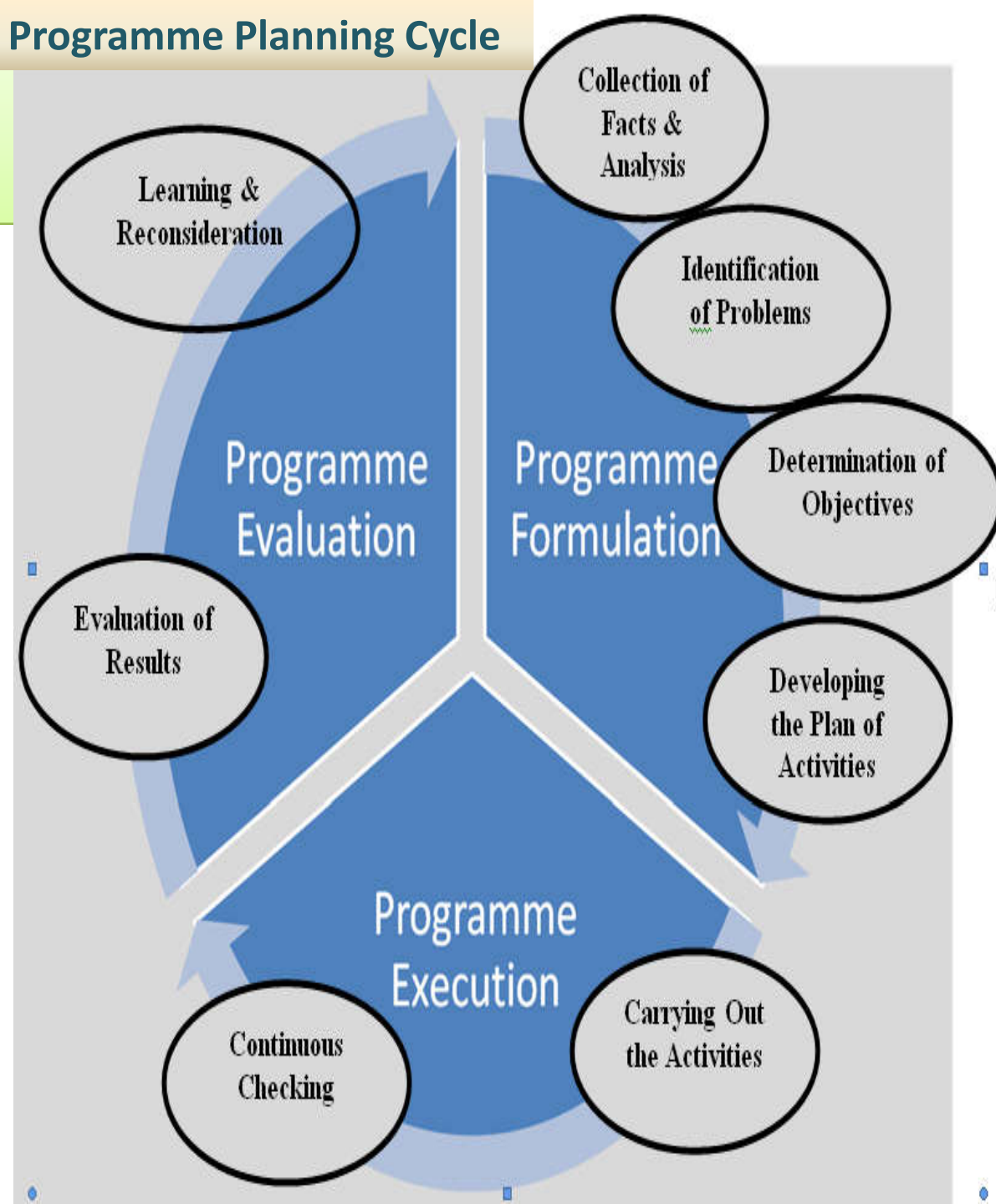
Why MEL?

- **Your responsibility:** Implementing Urban Development Programmes / Projects with:
 - Efficiency
 - Accountability
 - Resource Allocation
- Administrators of **funding agencies** look for your expertise to **monitor, evaluate and assess the impact** of projects & programmes in line with:
 - Vision
 - Goal
 - Objectives
 - Strategies

Policies of your organizations

Key Weakness: Lack of MEL processes & skills

Programme Planning Cycle



Monitoring

Monitoring: Continuous review & surveillance at every level of the implementation of urban development activities to ensure:

- Input deliveries
- Work schedules
- Targeted outputs
- Other required actions



According to Plan

Purpose:

- Learning from the experiences
- Accounting internally & externally for the resources & outputs
- Taking decisions.

Scope of Monitoring

What?	Check / review / follow-up of the:	Progress in implementation of core programme activities w.r.t. action plans .
Why?	To ensure successful implementation of the core activities by identifying: <ul style="list-style-type: none">• Shortfalls• Deviations• Problems and• The reasons	Take appropriate corrective action to keep the activities on track.
When?	During the implementation of the activity continuously/ periodically.	From inception till completion
Who?	By your organization's team at different levels	Including beneficiaries (participatory monitoring)

Basic Concepts and Elements in Monitoring

Concepts

- **Operational Investment** (e.g., inputs per activity (physical, human, financial), which are directly proportionate to outputs).
- **Operational Efficiency** (e.g., Number of meetings /workshops /year).
- **Technical Efficiency** (e.g., Number of users)
- **Programme Induced Changes** (e.g., Productivity due to increased capacities).

Elements

- Input
- Results
 - Output (Immediate results)
 - Effect (Intermediate results /outcomes)
 - Impact (Long term)

Evolve monitoring mechanism in every activity that:

- **Necessary conditions prevail**
- **Assumptions come true**
- **Effects of risks are reduced.**

Monitoring Indicators

Type of Indicators	Description	Programme Example	Indicators
Quantitative	Numeric information about change in a situation.	<i>Strengthening Infrastructure</i>	Number of Workshops organized to review the progress
Direct	Information relates to what is being measured.	<i>Knowledge Management</i>	Number of Working Papers / Policy Briefs published / year on Urban Development
Indirect	Information to serve as proxy for difficult to measure questions.		Number of downloads, citations.
Process	Information on various processes involved in programme implementation	<i>Policy Dialogue</i>	Processes involved in developing policy (e.g. planning, collaboration with partners, funding)
Progress	Monitor the changes against stated targets in programmes.	<i>Networking</i>	Percentage change in activities in terms (e.g. Collaborations / MoUs)
Qualitative	Descriptive statements about processes and outcomes.	<i>Capacity Development</i>	How capacity needs are assessed?

Evaluation

- Systematic collection and analysis of information about the characteristics & outcomes of a programme as a basis of:
 - Judgment to improve its effectiveness and/or
 - Inform decisions about current or future programming
- One of the essential core competencies to establish accountability of Urban Development programmes/projects.

(USAID, 2011).

Key Evaluation Competencies

- Integration of evaluation in programme planning & implementation
- Management of the evaluation process
- Facilitation of knowledge building & sharing evaluation findings / reports

Why Evaluation **Competencies** are Essential?

MEL Questions by Funding Agencies

- Why should we continue to fund urban development programmes?
- Are the programmes effective?
- Who benefited & what impacts were made?
- How would you improve / terminate ineffective programmes?

**To be Relevant, We Need to Have / Acquire
Evaluation Competencies**



Process Skills and Competency Tools

WHAT EVERY EXTENSION WORKER SHOULD KNOW
— CORE COMPETENCY HANDBOOK —

By Murari Suvedi and Michael Kaplowitz, Michigan State University

MEAS Handbook

February 2016



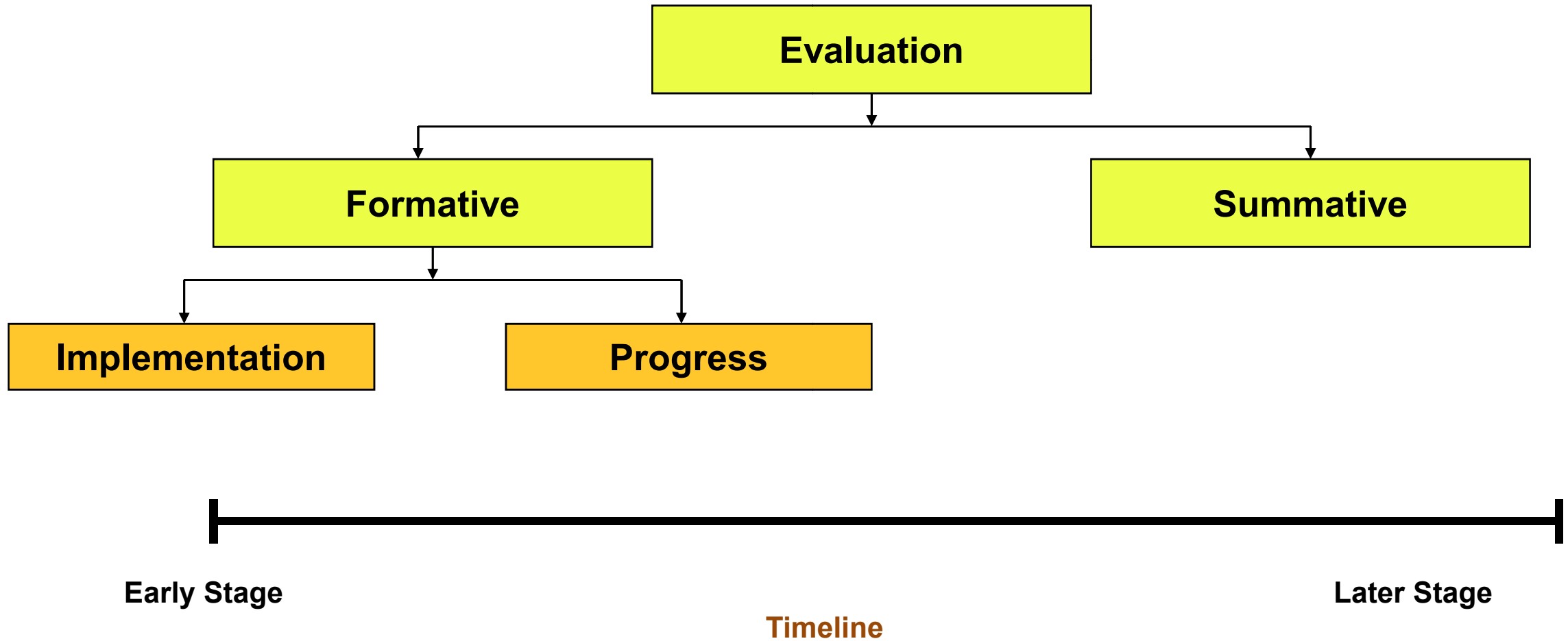
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UNIVERSITY



What Are We Evaluating?

- **Relevance** - Addressed the problems as viewed by stakeholders / beneficiaries?
- **Effectiveness:** Planned outputs / expected changes have been achieved?
- **Impact:** Overall consequences of the programme for the intended beneficiaries.
- **Efficiency:** Amount of outputs created & their quality in relation to the resources invested.
- **Sustainability:** Maintenance / augmentation of programme positive achievements.
- **Replicability:** Feasibility of repeating the programme or parts of it, in another context.

Types of Evaluation



Types of Evaluation

Baseline Evaluation (e.g. Needs assessment)

- Perceived needs/expectations from the programme
- Establish baseline data to compare programme results later

(e.g., Assessing Capacity Development Needs of Extension and Advisory Services: A Review (Prasad *et.al.*, 2015 <http://www.aesanetwork.org/crisp-aesa-working-paper/>).

(e.g., Urban Planning and Development in Open and Distance Learning: Findings from Needs Assessment Study in India <http://journal.ignouonline.ac.in/index.php/IJOL/article/view/232>

Urban Planning and Development in Open and Distance Learning: Findings from Needs Assessment Study in India

P.V.K. SASIDHAR, B.K. PATTANAİK AND NEHAL A FAROOQUEE
Indira Gandhi National Open University, New Delhi, India

Abstract: The objectives of this study are two fold – to assess the demand for the urban planning and development programme in open and distance learning (ODL) and to identify the major content to be covered under the programme. The study was undertaken following the survey method and data was collected from 120 respondents. The key survey questions focused on: need and reasons for urban planning and development education through ODL; entry level qualifications; job/career prospects; duration of the programme, and suggestions on broad course contents. The results revealed that, the majority of respondents felt the need for a one year post-graduate level ODL programme on urban planning and development with associated reasons. The important career prospects perceived by respondents include: promotional opportunities in the current job; employment in urban development institutions/programmes/projects, and; self employment. The important content areas suggested by the respondents include: urban development – concept, theories, and evolution; urban development in India and selected other countries; urban planning and governance; challenges in urban development and management of urban services; urban development policies and programmes; planning, monitoring and evaluation of urban programmes/projects. In the light of the findings of the study and related discussion, it is recommended to develop a post-graduate level programme on urban planning and development in ODL and online modes to meet the continuing education needs of various stakeholders in the urban development sector.

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Types of Evaluation (Cont..)

Formative Evaluation (Process/mid-term/concurrent evaluation in long term projects):

- Undertaken during the programme implementation stage.
- Determine whether the programme is going as per plan, and changes, if any, are required to meet the objectives.

(e.g., Formative Evaluation of TE -SSSs using Internet Radio - Implications for Scaling-up and Policy Decisions” (PGDUPDL)

<http://journal.ignouonline.ac.in/index.php/IJOL/article/view/816>

(e.g., USAID /India Health of the Urban Poor Project - Mid term Evaluation Report

https://pdf.usaid.gov/pdf_docs/PDACU382.pdf

Formative Evaluation of Technology Enabled Student Support Services Using Internet Radio - Implications for Scaling-up and Policy Decisions

P.V.K. SASIDHAR

Indira Gandhi National Open University, New Delhi, India

Abstract: Internet Radio or Gyandhara is a technology enabled interactive radio counselling (IRC) initiative of Indira Gandhi National Open University (IGNOU). The Gyandhara programmes were initiated in 2016 on pilot basis and later in full-fledged scale from 2017 onwards. The objectives of this formative evaluation were three fold – (a) to assess student’s participation in IRC sessions broadcasted for PG Diploma in Urban Planning and Development (PGDUPDL), (b) to suggest appropriate ways to enhance student’s participation, and (c) to compare the economics and suggest interventions to reduce students support services cost. The experiment was conducted in two phases – (i) In October 2016 a pilot broadcast of eight sessions was transmitted targeting 826 PGDUPDL students admitted in July 2016, (ii) During October to December 2017, a full-fledged 26 IRC sessions were transmitted

targeting 1041 PGL benefit of students were repeat broadcast copies, the digital schedule were sent before and uploaded also sent to all students chat questions. After students logged on of questions asked. to sessions on an regular face-to-face turnout of students a-a-vis face-to-face University can save face-to-face counsel interventions suggest support services cost curriculum based IR education resource programmes.

Keywords: ODL, services

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ISSN 0971-2690, P



EVALUATION

USAID/India Health of the Urban Poor Project
Mid-Term Evaluation Report

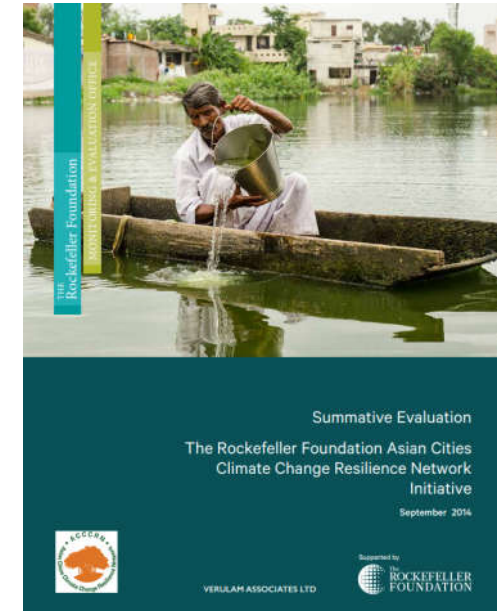
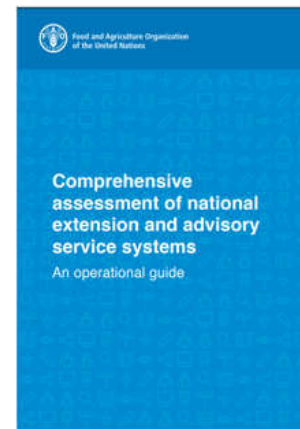
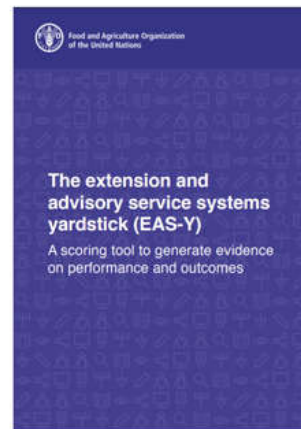
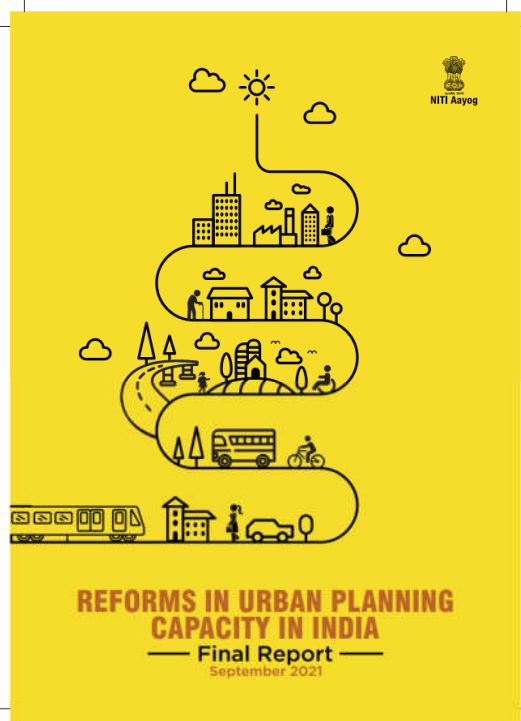
October 2012

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Types of Evaluation (Cont..)

Summative Evaluation (Terminal / ex-post evaluation):

- Undertaken once the programme achieves a stable state of operation / end of a programme.
- Assess results, effectiveness, impact and further course of action.
- Help to make decisions on programme continuation, modifications, further expansion or closure.



<https://www.niti.gov.in/sites/default/files/2021-09/UrbanPlanningCapacity-in-India-16092021.pdf>

<https://www.rockefellerfoundation.org/wp-content/uploads/ACCCRN-Final-Evaluation-Reissued-Dec-2016.pdf>

Types of Evaluation (Cont..)

Follow-up Evaluation:

- Undertaken long after completion of the programme to see whether there are any long-term changes among beneficiaries.

Longitudinal Evaluations:

- Follow-up evaluations are repeated at set time intervals to study:
 - Long term benefits
 - Sustainability of results & outcomes

OIE PVS Follow-up Evaluation of the Veterinary Services of Cambodia

7 – 18 May 2018

Dr. John Weaver (New Zealand-Team Leader)
Dr. Ronello Abila (Philippines)
Dr. Julie Punderson (USA)
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Disclaimer

This evaluation has been conducted by an OIE PVS Evaluation Team authorised by the OIE. However, the views and the recommendations in this report are not necessarily those of the OIE.

The results of the evaluation remain confidential between the evaluated country and the OIE until such time as the country agrees to release the report and states the terms of such release.

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Evaluation Designs

1. "Pre - Project" Vs. "Post-Project" Evaluation

Survey on present situation and situation prior to programme (suffers from 'memory or recall bias' of the respondents).

‘Baseline /Bench Mark’ study and ‘Post-Project’ study. Unfortunately in most projects, baseline studies are not undertaken or when available it is inadequate.

2. With-Without Project

- beneficiary -non-beneficiary (Control Group)

Combination of both - most appropriate

M&E Implications for Accountability and Learning in programmes

Accountability

- Using funds effectively & efficiently.
- Accountable to donors, partners & service providers.
- Objectively verifiable measurement of impact as per vision, mission and objectives.

Learning

- Make sure and improve the quality of work
- Ensure that current programmes work best to achieve enduring impact for service providers.
- Learn from the experiences, expand into new areas and do more for improving service delivery.

Target, Total Reach & Impact of Programmes

Target

Professionals whose knowledge and capacities are expected to be improved through M&E programmes

Target

Total Reach

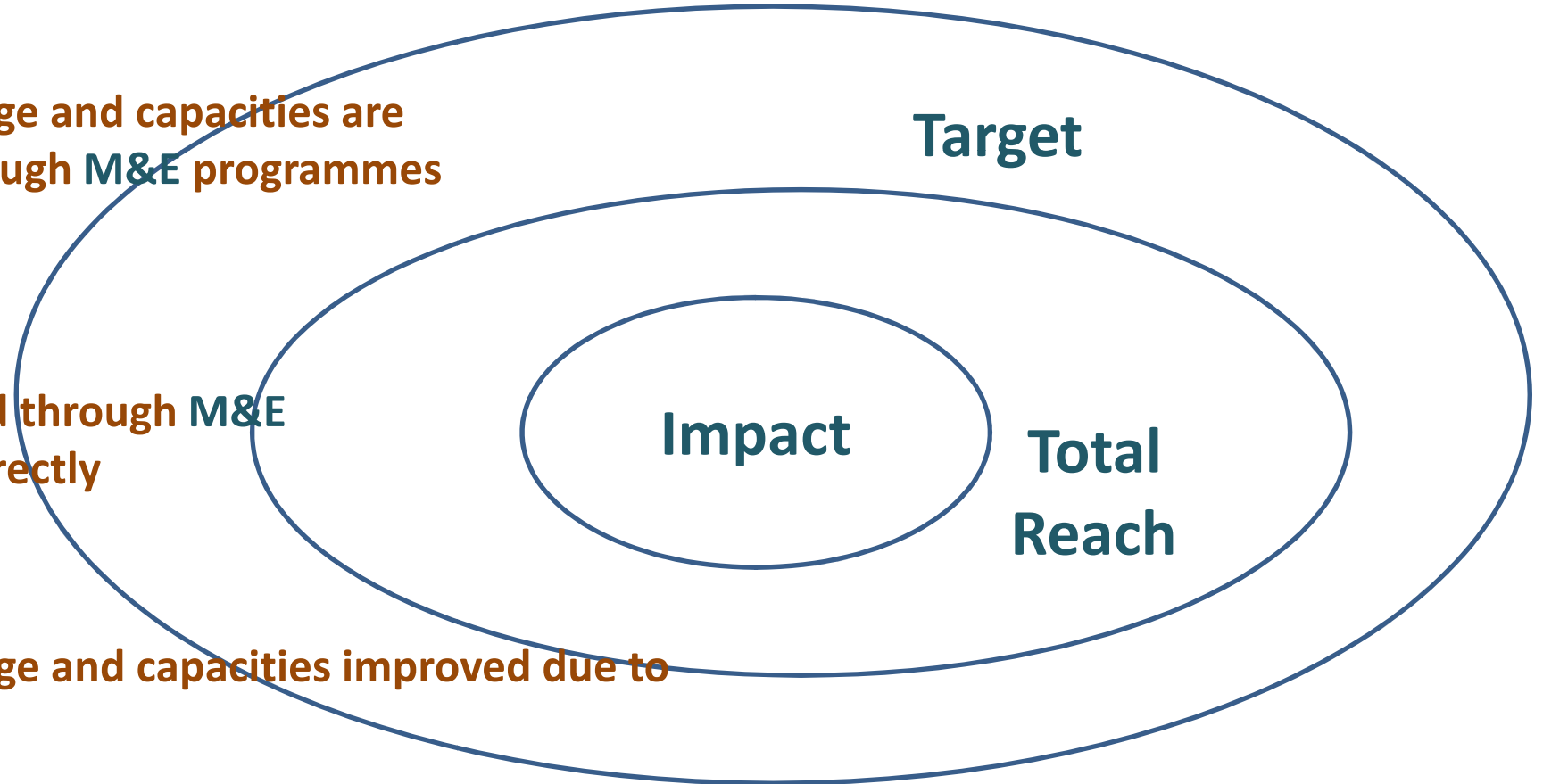
Professionals who are reached through M&E programmes - directly or indirectly

Impact

Total Reach

Impact

Professionals whose knowledge and capacities improved due to M&E programme activities



Appraisal - Monitoring - Evaluation - Impact Assessment

Appraisal - Critical examination of programme proposal, normally before implementation & funding w.r.t. **economic viability, technical feasibility / social desirability etc.**

Monitoring	Evaluation
Continuous: Starts and ends with a programme.	One shot operation: At a point of time (usually at completion or mid way of programme)
Required for immediate use and mid-course correction	Used for future planning/ replication/ expansion of programmes
Done by internal personnel	Usually by outside agency
Quick but covers all units	In-depth; covers a sample
Correcting / Managing	Learning process
Symptomatic, early warning system	Diagnostic

AME focus on the processes & direct results **of programmes.**

Building on these, 'Impact Assessment' focuses on long-term & wide-ranging changes, beyond the immediate results **of the programme.**

Summary

- Monitoring indicators provide information on extent of progress on the implementation of an ongoing project / programme.
- Evaluations aim to appraise the results of ongoing or completed programmes / projects, which generally means a stronger focus on outcomes, and in some cases impacts.
- Learning requires the development of systems and procedures to reflect and act on the M&E information.

Questions / Comments ?

Thank you

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