

CHAPTER-1

INTRODUCTION

- * General and Specific Objectives**
- * Trainer's Notes and Guidelines**
- * Self-Learning Package for the Trainees and Assignments**

GENERAL OBJECTIVE

The participant will appreciate the dimensions of project management.

SPECIFIC OBJECTIVES

The participant will -

- (a) appreciate the need for project management.
- (b) describe certain project patterns in reality.
- (c) list macro skills that are crucial to effective management of projects.

TRAINER'S NOTES AND GUIDELINES

INTRODUCTION

THEME OF THE CHAPTER

Projects for youth and community welfare are being continually planned and implemented. Some of them are quite successful and some others not so successful. However, effectiveness of project planning and implementation of most projects could be improved through application of project management techniques. This Chapter elaborates on the need for project management based on the project patterns in reality and suggests a list of useful macroskills for managing projects.

PREREQUISITES

- (a) The participant should have some experience in project planning and implementation.
- (b) The Tutor should have managed a few projects.

PREPARATORY ACTIVITIES FOR TUTOR

- (a) The Tutor should have gone through all the Chapters of the Learning Package on Project Management.
- (b) The Tutor should be prepared to illustrate the project patterns in reality through practical examples.

INSTRUCTIONAL GUIDELINES

(a) The participant may be provided time to read the Chapter.

(b) The Tutor will then have a discussion on the Theme of the Chapter with the participants, using OHP Transparency 1.1.

(c) The schedule of activities for 1 1/2 hours suggested for this Chapter is given below.

Sl. No.	Activity	Time in Hours
1.	Introduction of Tutor and participants.	1/2
2.	Self - Learning from package	1/4
3.	Tutor presents Project Patterns in Reality through OHP Transparency 1.1 and discusses the salient aspects of the Chapter with the participants through narrating examples and inviting narrations from participants	3/4

(d) One OHP Transparency 1.1 on Project Patterns in Reality has been provided to enable the Tutor to initiate discussion on macroskills crucial to effective management of projects.

**SELF-LEARNING PACKAGE
AND
TRAINEE'S ASSIGNMENTS**

INTRODUCTION

Projects are specific time-bound schemes or programmes. They are undertaken with an improvement or development motive. They can be of short or long duration depending on the goals of development conceived and finalized. They are specific to organisations (communities can also be thought of as organisations) and are normally confined to a few sections of organisation life (specific in purpose).

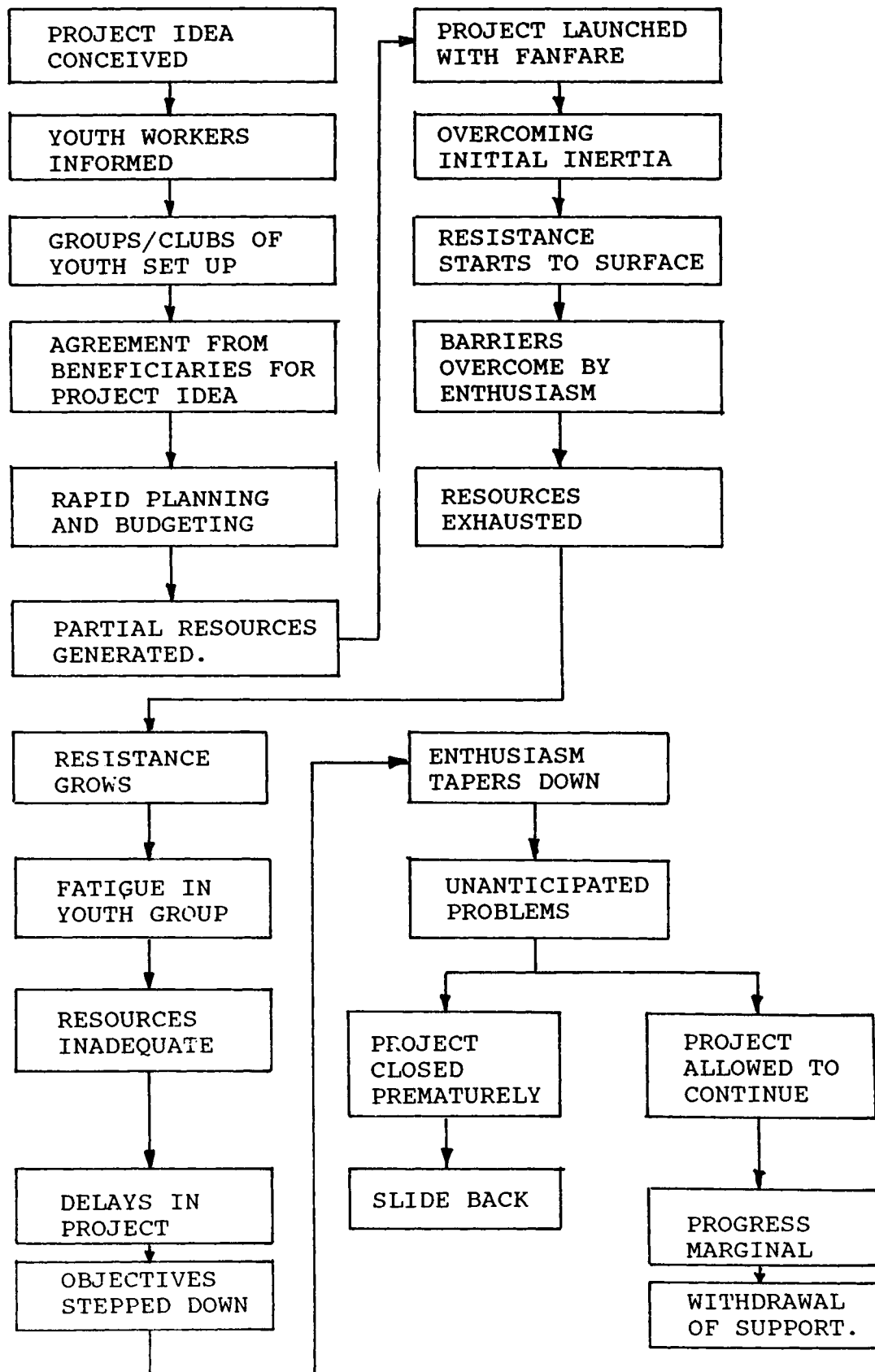
Projects have to be managed to bear fruits and to result in positive developments. The managing of projects can be conceived basically as PLANNING and IMPLEMENTATION endeavours.

The spheres of youth and community development have been accommodating a large number of projects in recent years. Unlike technical projects like high-rise building construction, dam construction, developing parks and forests that dot landscapes and are easily visible, the projects and programmes concerning youth and community life and development are more 'abstract and ambiguous'. For example, an organized youth group activity like an 'adventure trek' appears to result in only a few visible and many invisible outcomes.

Further it must be conceded that at least in the early stages when youth decide to launch a 'self-help' programme for themselves or for the community in which they live it would be difficult to know precisely what could be the goals or ultimate targets of the conceived development. Another distinguishing feature that surrounds youth development is the uncertainty that plagues projects. One can neither be certain that a strategy will succeed, nor the outcomes acceptable to the proposed beneficiaries.

Under these circumstances, when projects pertaining to youth life and development are pregnant with ambiguity and uncertainty it becomes all the more necessary to plan and implement them with greater care and caution. In other words Project Management has to be undertaken in all its profundity and seriousness and cannot be treated casually.

When youth or community development project experience is examined it is a matter of concern that in only a few cases (probably the less abstract and ambiguous cases) was success total and accomplishment to the fullest extent. Most of the other attempts either failed or ended in partial fulfillment. When correlating these less-than satisfactory results with the in-project experiences, a curious pattern emerges, the substance of which is depicted on the next page.



Such experiences or patterns inevitably suggest the need to employ a range of suitable techniques to manage projects. These techniques are required to 'enrich' both the Planning and Implementation phases.

The techniques and approaches associated with Project Management in the Youth Development sphere are not far different from those that are used in technical projects. But the MANNER in which the techniques are to be employed definitely is different. Secondly, the diversity is much more in the Youth and Community Development sphere and the scope for use of techniques increases.

The Learning Package on Project Management introduces many useful techniques. It also extends the techniques into a variety of applications mainly in the Youth Clubs and Youth Services area.

THE CHAPTERS TO FOLLOW:

