Monitoring and Evaluation

BFXU-03-BCM-GCE3500

Spring Semester

Course Information

Course Duration: 3.5 months
Credit Hours: 60 hours
Meetings: 2 classes per week
Location**:**
Prerequisites: NA
Equivalent Courses: NA
Exclusive Courses: NA

Instructor Information

Instructor: Prof Siddharth Upreti
Biography: Prof Siddharth is an alumnus of King's College London, where he studied Public Policy and Management. Prior to joining O.P Jindal Global University, he worked at PricewaterhouseCoopers Pvt Ltd (PwC). During his stint at PwC, he worked for an array of projects wherein his deliverables were specifically related to regulatory affairs in the energy sector. Previously, he has also worked for the Electricity Regulatory Commission, a public statutory institution, and the third sector. His research interests include but are not limited to energy policy, sustainability and behavioral change.
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Office: Room 04, South, Third Floor, SJFOB.
Office Hours: To be announced once timetable is released.

1. Course Description

This course will elucidate upon the introductory elements of evaluation and monitoring and its application in the real world. In this course, students will acquire insights on an array of evaluation and monitoring techniques. Select evaluation/monitoring studies/reports from Development Monitoring and Evaluation Office, NITI Aaayog, Evaluation Offices of inter-governmental and supranational organizations will be a part of the curriculum. The course will touch upon qualitative and quantitative techniques used for monitoring and evaluation. Emphasis will be laid on tools of data collection and their application with respect to M&E studies. The course will also focus on presentation, communication and dissemination of the information through monitoring and evaluation.

2. Course Intended Learning Objectives(Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
Introductory concepts and theories pertaining to Monitoring and Evaluation	May include lectures, case study, short videos, research articles and class presentations	In-class quizzes, student polls, presentations, mid term and end term
Role of M&E process through real world cases	May include lectures, case study, short videos, research articles and class presentations	In class- quizzes, student polls, presentations, mid term and end term
Qualitative and quantitative techniques used in Monitoring and Evaluation	May include lectures, and class presentations	In class- Quizzes,student polls, presentations, mid term and end term
Presenting, communicating and disseminating information gathered through Monitoring and Evaluation	May include lectures, short videos, research articles, case study, and class presentations	In class-quizzes, student Polls, presentations, mid term and end term

3. Scheme of Evaluation and Grading

Evaluation breakup

Internal breakup

Assessment Task	Weightage	Nature	Week of Assessment
Mid-Semester	40	Individual	TBA
Presentation 1 (Focused on Evaluation)	15	Group	TBA
Presentation 2 (Focused on Monitoring)	15	Group	TBA

Components

Mid-Semester

The Mid Semester Exam will be conducted in the 8th week and will be held in-class in a pen-and-paper, closed-book format. The exam will cover all topics discussed from Week 1 to Week 7. It will carry a total of 40 marks and will have a duration of 1 hour and 30 minutes. The question paper will be divided into two sections: Section A will contain two questions worth 10 marks each, out of which students must attempt one question, and Section B will include three questions worth 15 marks each, from which students must answer two questions. Students are encouraged to include diagrams, definitions, and case studies discussed in class, and to use examples that demonstrate the application of theoretical concepts in real-world contexts.

Evaluation Rubric

Criteria	Description	Weightage
Content	Accuracy, clarity, and depth of concepts presented; correctness of definitions and logical flow.	**25%**
Comprehensiveness of the Answer	Coverage of all relevant aspects, inclusion of key points, sub-points, and complete explanation.	**25%**
Comprehension and Understanding of the Topic	Demonstrates strong conceptual understanding, analytical thinking, and interpretation of key ideas.	**25%**

Relevance to Class Material	Ability to connect answers to lectures, readings, discussions, and class examples.	**15%**
Real-world Application	Integration of practical examples, diagrams, and case studies to illustrate theory in context.	**10%**

Presentation 1 and Presentation 2

Students will need to choose topics/case studies prior to the presentation. The presentations will mainly focus on aspects related to evaluation or/and its techniques for Presentation 1 . Likewise, presentations will focus on aspects related to monitoring for Presentation 2.

End Term

Students will be need to appear for an in-class exam.

External breakup – End Term exam

Assessment Task	Weightage	Nature	Week of Assessment
A4: End Term	30	Individual	End of Semester

Grade Definition

Grade Sheet:

The schema of the grade sheet may change. Students will be informed well in advance of any changes in the schema of the grade sheet.

Letter Grade	Percentage Of marks	Grade Value	Grade Definitions
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75-79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70-74	7	Very Good: Sound knowledge of the subject matter,

Letter Grade	Percentage Of marks	Grade Value	Grade Definitions
			excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65-69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60-64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55-59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50-54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45-49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40-44	1	Pass 2: Pass with Rudimentary understanding of the subject matter. (Not applicable to Bachelor of Architecture)
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.
P	Pass		'P' represents the option of choosing between Pass/Fail grading system over the CGPA grading system in the COVID 19 semester in Spring 2020. The option is provided when students attain a minimum of 40 percentage marks under the current grading structure in a given subject.
I	Incomplete		Extenuating circumstances preventing the student from completing coursework assessment, or taking the examination; or where the Assessment Panel at its discretion assigns this grade. If an "I" grade is assigned, the

Letter Grade	Percentage Of marks	Grade Value	Grade Definitions
			Assessment Panel will suggest a schedule for the completion of work, or a supplementary examination.

4. Academic Integrity

Academic Honesty, Cheating, and Plagiarism.

Academic Integrity and Plagiarism:

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

Participation/Attendance Policy

Attendance requirement is as per the university rules and regulations, revised from time to time.

Use of phone/ texting/ laptop

Use of phone/ texting is not allowed during class hours. Use of laptop is allowed to study the course content during class.

5. Keyword Syllabus

Monitoring, Evaluation, Monitoring and Evaluation, Project Evaluation, Project Monitoring, Benchmarking, Theory of Change, Indicators, Results Framework, Quantitative Techniques of Monitoring and Evaluation, Qualitative Techniques of Monitoring and Evaluation

6. Course Material

Text Book / Other Readings (Tentative List)

1. Chandurkar, D., Dutt, V. and Singh, K., 2017. *A practitioners' manual on monitoring and evaluation of development projects*. Cambridge Scholars Publishing. [Core Reading]
2. Kusek, J.Z. and Rist, R.C., 2004. *Ten steps to a results-based monitoring and evaluation system: a handbook for development practitioners*. World Bank Publications.
3. Busjeet, G., 2013. Planning, monitoring, and evaluation: methods and tools for poverty and inequality reduction programs. [For Case Studies]

Other Readings

News articles, policy briefs etc. will be provided via email as the course progresses.

7. Session Plan

Session	General Topic	Readings	**Approach / Pedagogy**
Session 1-2 (Week 1)	Introduction to Monitoring and Evaluation	Ch 1 of Core Reading	Core concepts of Monitoring and Evaluation are introduced through instructor-led sessions supported by visual material and interactive class discussions to build foundational understanding.
Session 3-4 (Week 2)	Designing Projects	Ch-2 of Core Reading	The process of project design is explored using structured explanations, visual presentations, and guided discussions encouraging students to connect theory with real-world examples.
Session 5-6 (Week 3)	Understanding M&E	Ch-3 of Core Reading	Key elements and logic of M&E systems are explained through conceptual presentations and in-class discussions, encouraging students to analyse frameworks through short exercises.
Session 7-8 (Week 4)	Results framework	1. USAID Technical Note : https://www.usaid.gov/sites/default/files/2022-05/_508_RF_Technical_Note_Final_2013_0722.pdf	The concept of results frameworks is examined using USAID and OECD resources, followed by analytical class discussions to link theoretical understanding with applied cases.

		2. https://www.oecd.org/dac/peer-reviews/WB%202012%20designing%20results%20framework.pdf	
Session 9-12 (Week 5 and 6)	Theory of Change	Ch 9 of Core Reading	The Theory of Change is introduced through concept-based sessions supported by examples and group discussions to relate ideas to development practice.
Session 13-14 (Week 7)	Constructing Theory of Change	Ch 9 of Core Reading UNDAF Companion Guidance: Theory Of Change - https://unsdg.un.org/sites/default/files/UNDG-UNDAF-Companion-Pieces-7-Theory-of-Change.pdf	Construction of a Theory of Change is demonstrated using the UNDAF guidance document, with students engaging in collaborative discussions and applied exercises.
Session 15-18 (Week 8&9)	Brief Overview of Qualitative Techniques Used in M&E	https://publications.iom.int/system/files/pdf/IOM-Monitoring-and-Evaluation-Guidelines-Chapter-4_0.pdf	Qualitative research techniques in M&E are explained through instructor-led presentations, with class discussions and case reflections enhancing understanding of field applications.
Session 19-22 (Week 10&11)	Brief Overview of Quantitative Techniques Used in M&E	Ch-6 in Core Reading	Quantitative approaches to M&E are discussed through structured explanation and guided data interpretation exercises supported by class discussions.
Session 23-26 (Week 12&13)	Monitoring Approaches and Tools	Ch-4 and Ch-5 of Core Reading	Monitoring tools and approaches are examined through explanatory sessions combined with participatory discussions on their practical use in project contexts.
Session 27-28 (Week 14)	Benchmarking, Data and M&E	Benchmarking: https://core.ac.uk/download/pdf/6481393.pdf	The use of benchmarking and data in M&E is explored through conceptual explanations and critical discussions on

		Data and M&E: Ch 9 of Core Reading	applying data for policy evaluation.
Session 29-30 (Week 15)	Revision Week	Revision	The course concludes with review sessions and open discussions focused on consolidating key ideas, theories, and linkages across all topics.