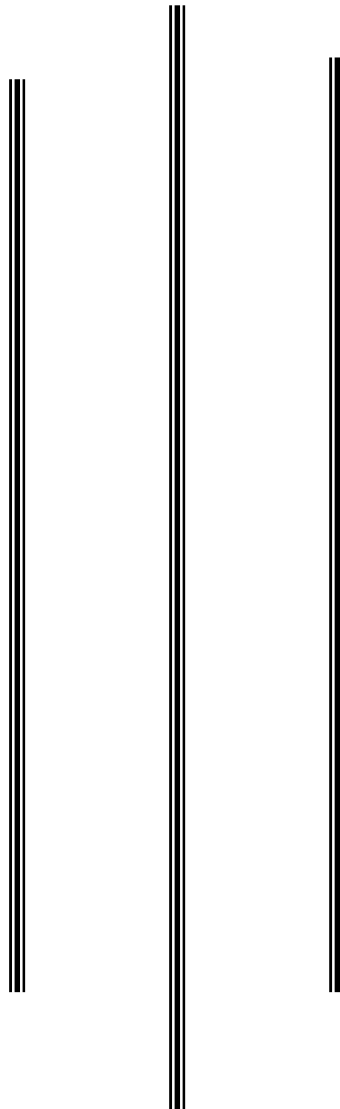


**Curriculum Guide**  
For  
**Social Mobilization**  
(TSLC Level)



Council for Technical Education and Vocational Training  
**Curriculum Development Division**  
Sanothimi, Bhaktapur  
2003

## **Course aim:**

- Enable the participants to work with the rural as well as urban communities in different development activities.
- Empower the participants with the tools of different community development practices.
- Expose participants to the techniques, methods and process of social mobilization in Nepal.
- Familiarize the participants with the basic concept of decentralized governance and its practice in Nepal.
- Familiarize the participants with the basic concept and practices of project cycle management (need assessment, planning, programming, implementation, monitoring and evaluation).
- Develop coordinating skill of the participants in different development activities in cooperation with different stakeholders.
- Enhance the communication skill of the participants to ensure efficient and effective delivery of the message of development.
- Generate awareness among participants on different issues related with environment, human/child rights, peace and justice, conflict and other current issues.
- Supervise the participant to facilitate the community to recognize and prepare of local resources for the community development.

## **Course Description:**

The course, social mobilization is designed for the people, who are interested to work in the society as a community development agent but they have no idea and skill and knowledge to work in this field. For that they need some training with skills. The course deals with theory and skills, which are needed for the social mobilization and community development workers. The course is based on the development principle. There are some main subjects followed by other relevant subjects. Languages, agro forestry, personal management, project design management, community development and social mobilization, Entrepreneur development, community empowerment and community health, training & facilitation and environment are the main subjects. Conflict management, facilitation, micro finance are followed by sub subjects such as environment and development, gender issue, advocacy and right base approach, emergency and disaster management, violence against women, anti trafficking, globalization, communication, coordination with others, professionalism, right and security, etc.

It is managed that while instructing the course instructor has to instruct the trainees in the appropriate environment, such as in class, workshop and lab, or in the field. The trainees will be capable to perform their jobs through right procedures in right place and in right discipline.

## **Duration of the course:**

- a) 15 month (40 hrs. /week X 39 week a year = 1560 hrs. or one year class and 3 month, OJT)
- b) Full marks of 1300 of which 1000 for theory and practical and 300 for OJT.
- c) Pattern of attendance: 40 hours/week for 39 weeks and 90% attendance is required to complete the course.
- d) Selection Procedure: As per to CTEVT rules and regulations

## **Evaluation Criteria**

- a. Internal Assessment: 50% of the marks by the training institutions
- b. Final Examination: 50% of the marks by CTEVT
- c. On-The-Job Training: 3 month (300 hrs.)
- d. 80 % marks are allocated to the practical work and 20 % to the technical knowledge in each practical nature subject.

### **Grading will be as follows:**

<b><u>Overall marks</u></b>	<b><u>grading</u></b>
A. Above 75 %	1 <sup>st</sup> Division
B. 65 to below 75 %	2 <sup>nd</sup> Division
C. Minimum pass mark to Below 65 %	3 <sup>rd</sup> Division

Note: - Trainees should pass in theory and practical separately in both Evaluation (Internal Assessment and Final Examination)

## **Instructor/teacher qualifications**

### **a) Principal:**

#### **Essential:**

- Graduate in related field and 5 years experience in relevant field.
- Relevant trainings attended.
- Trainings conduction experiences in the related subjects.

#### **Preferable:**

- Post Graduate in related field.
- 3 years experience in training field or community development .
- Trained on instructional skill.
- Familiar in basic computer skill with electronic communication System .

**b) Trainer:**

**Essential:**

- Graduate in related field with 1 year training experience or two weeks TOT training.

**Preferable:**

- Master degree in related field.
- Teaching experiences in related subject/s.
- Training on instructional skills.

**c) Assistant trainers:**

**Essential:**

- Diploma in related subjects.
- Teaching experience in related subjects.
- Training on instructional skills.

**Preferable:**

- Graduate in related field
- Teaching experiences in related subject/s.

**List of Equipment, machine and Materials:**

(For 40 trainees)

<b>S. No</b>	<b>Name</b>	<b>Quantity</b>	<b>Remarks</b>
1	Computers with one printer/ Typewriter	4	
2	Over Hear Projector	1	
3	Cassette Player	1	
4	TV set	1	
5	Soft /pin board	2	
6	White board /Black board	1	
7	Clip/flip board	1	
8	General table	10	
9	Camera	1	
10	Telephone set	1	
11	Kitchen set	2	
12	Hostel facilities		

**List of Preferable Equipment, machine**

<b>S. No</b>	<b>Particular</b>	<b>Quantity</b>	<b>Remarks</b>
1	Fax	1	
2	Photocopy	1	

**List of Furniture**

<b>S. No</b>	<b>Particular</b>	<b>Quantity</b>	<b>Remarks</b>
1	Chair for students	40	
2	Chair for staffs	15	
3	Office table	10	
4	Cupboard	2	
5	Filing cabinet	1	
6	Sofa set	2	

# List of Books

## Subject: Social Agro Forestry

S.N.	Name of Books	Author's Name	Remarks
1	Managing Agro biodiversity	Tej Partap, B. Sthapit	
2	Statistical information on Nepalese		
3	Investing the future	Mahesh Banskota	
4	Grassland ecology and manage.	Gamille Richard	
5	Livestock in mixed farming systems	Pradeep Man Guachan	
6	Widening Horizons		
7	The living Platue	Nico van Wageningen	
8	Agro forestry in Asia and the Pacific	W. Millink	
9	User group forestry in the far Western region of Nepal	Ram B. Chhetri	
10	Evaluation of mountain farming systems	Sugandha Shrestha	
11	Agricultural systems modeling and simulation	Robert M Peart	
12	Agroforestry in the humid Tropices	Dr.Nicomedes Mr. Napoleon	
13	Contribution of Livestock to Mountain livelihoods		
14	Forest plants of Nepal	Bam Prasad Shrestha	
15	Buildings Partnerships in Community Forestry	Archana S Ram	
16	Agriculture Development In the Hindu Kush Himalaya		
17	बाली उत्पादन		
18	सामान्य बागवानी उत्पादन	Dilli Ram Baral	
19	वातावरणीय कृषि	Dilli Ram Baral	
20	पशुपालन र व्यवस्थापन	Krishna Raj Tiwari	
21	पशुपालन र व्यवस्थापन	Krishna Raj Tiwari	
22	कृत्रिम गर्भाधान	Nir Bahadur Jirel	
23	पशुपोषण तथा आहार	Krishna Raj Tiwari	
24	कृषि प्रविधि निर्देशिका	Ishwori P. Sangraula	
25	नेपाली खाद्य कन्दमुलहरु	Malla & Rajbhandari	
26	अंगोरा खरायो पालन प्रविधि	Damodar Sedai	
27	Villagers, Forests and foresters	D.A. Gilmour	
28	Bee Flora of the H.K.H.	Uma Partap	
29	Applied Ethno botany in Natural	Ajay Rastogi	
30	Resource Management Gardens	Archana Godbole	

1	ENCARTA English Dictionary		
2	Cambridge International Dictionary of En.		
3	Critical theory since Plato	Edited Hazard Adams	
4	A History of English Literature	J.N.& S.C.Mundra	
5	English Literature an Introduction for	R.j. Rees	
6	foreign readers		
7	Linguistics for student Literature	Elizabeth closs Traug-	
8		ott Mary louise pratt	
9	M.A. English 504 -1		
10	Test of English as a foreign language	Michel A.Pyle, Marry	
11	[Guide) TOFEL	Ellen	

12	A History of American Literature	Malcolm Bradbury Richard Ruland	
14	Essays in Honar of Kenntheble	Feroza Jussawalla	
15	Intermediate English Grammer	Raymond Murphy	
16	Lehers from A father or his Daughter	Jawaharlal Nehru	
17	An Intrducation to the Study of Litetrture	W.H .Hudson	
18	Everyday Complete letter Writer		
19	Word power made easy	Norman Lewis	
20	War and Peace	Leo Tolstoy	
21	ANNA KARENINA	Leo Tolstoy	
22	School Essays and Letters	Madhav Prd.Marahatta	
23	Classroom English for Teachers	Chandika prd.Bhattarai	
24	A Glossary of Literary Terms	M.H. Abrams	
25	Wuthering Heights	Emily Bronte	
26	The use of English [Second Edition]	Randolph Quirk	
27	The Return of the Native	Thomas hardy	
28	How to win Friends and Fnflu. People	Dale Carngie.	
29	Roget Pocket the Saurus		
30	Tales If all Times (2)	P.V. Ramacjandran	
31	English for further Education	Beerendra Pandey	
32	English for further Education	Longman	
33	Developing English skill		
34	The English we use	R.A. Close	
35	Rapid English Speaking Course		
36	Rapid English Speaking Course		
37	David Copperfield	Charles Dickens	
38	Advance with English	D.H.Howe...	
39	Our English book-7		
40	Speedy English Grammer	R.K.P. Shrestha	
41	Nepali to English Dictionary	Chandra Lal Singh	
42	Teach Yourself Japanese	H.Ballhatchet & S.Kai.	
43	Higher level English Grammer and composition	Choodamani Gautam	
45	Compulsory English PCL 1st Year	Bastakoti	
46	Heart of Darkness	Joseph Conrad	
47	The Words book	Isutomu Nishimura	
48	General English B.Ed.	Bastakoti	
49	English Errors Committed by Neplese	Surendra Raj Ojha	
50	Students	Hari Prasad Sapkota	
1	Management of Irrigation System: Guiding Principle	Huppert, Walter	
2	Agricultural Extension	Bolligar, Ernst	
3	Agricultural Extension	Reinhard, Peter	
4	Agro-mechanical Diffusion in a backward Region	Basnet, Rakesh	
5	Beyond Farmer First: Rural people's knowledge	Thompson, Joan	
6	Community Development	Anju, B.N.	
7	Community Development and Extension	Basnyat, Birendra Bir	
8	Employment Creation & income Generation in Rural Region	Tiwari, Indra P.	
9	Activities and Intervension in Nepal	Chambers Robert	
10	Foundations and Changing Practices in Extention	Blackburn, Donald J.	
11	The Future of Community Lands: Human Resources	Ndione Emmanuel	

12	Gramin Prabidi: Ek Sangalo		
13	Group Promoter's Srot Pustika	Wagle Mohan Prasad	
14	Human Resource Development	Rao, T.V.	
15	An Introduction to Rapid Rural Appraisal for Agr. Dev.	Mc Cracken	
16	An Introductory Course in Teaching & Training Methods for Management Dev. Jamkhed	Arole, Mabele	
17	Mountain Tourism for Local community Development in Nepal	Baskota, Kamal	
18	Participatory Monitoring and Evaluation	Alexandra, Stephens	
19	Participatory Rapid Appraisal for Community Development	Theis, Joachim	
20	Participatory Rapid Appraisal Methods and Applications in rural Planning	Mukharjee, Amitava	
21	Participatory Technology Development in sustainable Agriculture:		
22	People nad Participation in Sustainable Development	Shivakoti, Ganesh	
23	PRA talim sahayak-Pustika	Fuyal, Kamal	
24	Rural Development Approaches in Nepal	Gurung, Sir	
25	The Rural Development Construction Management Manual	Boch-Isaacs	
26	Rural Development in India	Maheshwri	
27	Rural Development Series Agricultural Extension Volume 2:		
28	Rural Development Series Rural Finance:		
29	Sahavagimulak Gramin Lekha (PRA)		
30	Tools for Community Participation : Manual For ToT		
31	Training for Transformation		

### List of Physical Facility

S n	Infrastructure for training center.	Qty	
1	Training hall	1	
2	Library	1	
3	Office room	4	
4	Meeting hall	1	
5	Hostel Preferable		
6	Kitchen Preferable		
7	Dinning hall Preferable		



## Course Structure of Social Mobilization

S. No	Subject name	Nature	Cr. Hr. / Week	Total Cr. Hr.			Full Mark	Evaluation								Module Code	
				T	P	Total		Internal				Final					
				Marks		Time hours		Marks		Time hours							
				P	T	P		T	P	T	P	T					
1	Applied English	T	3 + 0	117	-	117	75	-	35		2	-	40	3	3	AE	
2	Applied Nepali	T	2 + 0	78	-	78	50	-	25		2	-	25	3	3	AN	
3	Community Development & Social Mobilization	P	3 + 4	117	156	273	175	68	17	3	3	72	18	3	3	CDSM	
4	Project Management	P	2 + 2	78	78	156	100	40	10	2	2	40	10	3	3	PDM	
5	Training & Facilitation	P	2 + 2	78	78	156	100	40	10	2	2	40	10	3	3	TF	
6	Entrepreneurship Development	P	2 + 2	78	78	156	100	40	10	2	2	40	10	3	3	ED	
7	Social /Agro Forestry	P	2 + 3	78	117	195	125	48	12	2	2	52	13	3	3	SAF	
8	Community Health & Environment	P	1 + 2	39	78	117	75	28	7	2	2	32	8	3	3	CHE	
9	Community Empowerment,	P	2 + 2	78	78	156	100	40	10	2	2	40	10	3	3	CE	
10	Office Management	P	2 + 2	78	78	156	100	40	10	2	2	40	10	3	3	OM	
<b>Total</b>			<b>22+19</b>	<b>819</b>	<b>741</b>	<b>1560</b>	<b>1000</b>	<b>344</b>	<b>146</b>	<b>17</b>	<b>21</b>	<b>364</b>	<b>156</b>	<b>30</b>	<b>30</b>		
11	On the Job Training 3 months	CTEVT 100, + Respective Institute 100, + Employer organization 100.					<b>300</b>										<b>OJT</b>
<b>Total marks</b>							<b>1300</b>										

Cr. Hr. = Credit Hour, T = Theory/Supportive Knowledge, P = Practice/Field Work

# Applied English (AE)

**Total Hour: 117 (Theory)**

## Objectives:

This course provides the English language skills to the trainees. Mainly the course gives emphasis to use correct English in the field of social mobilization. Communication is the backbone of this course, which is only possible when language is used correctly. Most of the books of social mobilization are published in English; the course makes the trainees able to use reference printed materials in English. Moreover, preparing sentence structure in writing and speaking, careful listening, composing the ideas, developing questionnaires, preparing reports, corresponding & other documents, developing speaking skills and reading technical publications are emphasized

## At the end of the course the trainee will be able to:

1. Listen instructions given in English languages.
2. Understand the rules, regulations and instructions given in English language.
3. Read instructions given in English languages and follow them.
4. Read labels in English.
5. Write descriptions using appropriate words and punctuation.
6. Correspond in English to related institutions.
7. Write reports, memos, instructions, and work procedures, essays.
8. Prepare plans, questionnaire, speeches, and dialogues.
9. Develop reading and speaking skills.
10. Communicate their feelings and knowledge to other.

S. N.	Main Topics	Sub Topics	Cr. hrs.	Marks
1	<b>Languages</b>		<b>4</b>	
		1. Introduction of language		
		2. A glimpse of English language		
		3. Use and importance of English		
2	<b>Grammar</b>		<b>23</b>	15
		1. Parts of speech		
		2. Adjectives		
		3. Noun/pronoun		
		4. Verb		
		5. Adverb		
		6. Number / Gender		
		7. Tense		
		8. Voice		
		9. Reported speech		
		10. Causative verb		
		11. Formation of words		
		12. Punctuation		

3	Composition		90	85
		1. Introduction		
		2. Paragraph writing	14	5
		a. Introduction		
		b. Types		
		c. Writing practices		
		- Description		
		- Process		
		- Summary		
		- Note making		
		3. Letter writing	24	10
		a. Introduction		
		b. Types		
		c. Personal letter practice		
		d. Official letter practice		
		e. Job application practice		
		f. Business letter practice		
		g. Condolence letter practice		
		h. Invitation /greeting practice		
		i. Complaint letter practice		
		j. Memo writing practice		
		k. Notice writing practice		
		4. Essay writing	10	10
		a. Introduction		
		b. Types and components		
		c. Essay writing practice		
		5. Dialogue writing	3	10
		a. Introduction		
		b. Dialogue writing practice		
		6. Speaking	10	10
		a. Introduction and importance		
		b. Speaking practice		
		7. Comprehension	7	15
		a. Introduction		
		b. Comprehension practices (6)		
		8 Curriculum Vitae (CV)	3	5
		a. Introduction		
		b. CV writing practices		
		9 Job description (JD)		5
		a. Introduction		
		b. JD writing practices		
		8. Report writing	19	15
		a. Introduction		
		b. Contents of report		
		c. Daily diary writing practice		
		d. Memory writing practice		
		e. Field visit report writing		
		f. Training report writing		
		g. Activities report writing		

## व्यावहारिक नेपाली (AN)

कूल पाठ्य घण्टा: ७८ (सैद्धान्तिक)

### उद्देश्य:

यस पाठ्यचक्रवस्तुले प्रशिक्षार्थीलाई नेपाली भाषामा व्यावहारिक दक्षता प्रदान गर्दै नेपाली भाषाका साथै नेपालमा बोलिने अन्य भाषिकाका विषयमा समेत ज्ञान प्रदान गर्दछ । यस अतिरिक्त यस पाठ्यक्रममा राखिएका विषय वस्तुले नेपालमा सामाजिक विकासका लागि काम गर्न चाहिने भाषिक क्षमताका साथै सामाजिक सेवामा आवश्यक पर्ने शब्दावलीको समुचित प्रयोग गर्ने दिशामा प्रशिक्षार्थीलाई क्षमता प्रदान गर्दछ । नेपाली संचारमा आवश्यक पर्ने उपयुक्त वाक्य गठन, स्थानीय स्तरमा प्रयोग गरिने शब्द र तिनको प्रयोगबाट प्रशिक्षार्थीलाई समाज तथा समाजका लागि आवश्यक विविध ज्ञानका साथै चारै किसिमका भाषिक सीप(सुनाई, बोलाई, पढाई र लेखाई)को विकास गर्दछ ।

### यो कोर्ष पूरा गरेपछि प्रशिक्षार्थीहरू देहायका कार्य गर्न सक्षम हुनेछन्:

१. नेपाली भाषामा दिइएका निर्देशनहरू प्रष्टसंग बुझ्न ।
२. नेपाली भाषाका नीति, नियम संग परिचित हुन ।
३. नेपाली भाषामा प्रदान गरिएका विविध निर्देशनहरू पढेर बुझ्न ।
४. नेपाली भाषामा देखिएका विभिन्न निर्देशन तथा लेबलहरू बुझ्न ।
५. उपयुक्त शब्दहरूको प्रयोग गरी आफूले जानेका कुराहरू लेख्न ।
६. नेपाली भाषामा विभिन्न किसिमका पत्राचारका काम गर्न ।
७. नेपालीमा योजना तयार गर्न, प्रश्नावली बनाउन, भाषणहरू लेख्न, संवाद तयार गर्न ।
८. आफूले काम गर्ने समुदायको भाषिक स्तर अनुसार नेपालीमा बोल्न र समुदायका व्यक्तिहरूलाई आफूले जाने बुझेका कुराहरू स्पष्टसंग राख्न ।
९. नेपाली भाषामा उचित किसिमले संचार गर्न ।
१०. नेपाली भाषामा लेखिएका सामाजिक विकास सम्बन्धी किताब तथा पत्रपत्रिका पढेर बुझ्न ।

सि.नं	इकाई	विषय वस्तु	पाठ्यघण्टा	अंक भार
१	भाषा र साहित्य		१५	५
	भाषा	१) भाषाको चिनारी		
		२) नेपाली भाषाको चिनारी र विकास		
		३) नेपाली भाषा र भाषिका		
		४) नेपालमा बोलिने अन्य भाषाको चिनारी		
	साहित्य	१) साहित्यको परिचय		
		२) साहित्यको वर्गीकरण		
		३) यात्रा साहित्यको चिनारी		
		४) नियत्रा लेखन		
	व्याकरण		२५	१५
		१) वर्ण र पदवर्गको चिनारी र वर्ग विभाजन		
		२) नाम		
		३) सर्वनाम		
		४) विशेषण		
		५) क्रिया		

		६) अव्यय शब्द (क्रियाविशेषण, नामयोगी, विस्मयादिबोधक, निपात, संयोजक, अनुकरणात्मक शब्द)		
		७) वचन		
		८) लिङ्ग		
		९) पुरुष		
		१०) काल		
		११) पक्ष		
		१२) भाव		
		१३) वाच्य		
		१४) वाक्य		
		१५) करण, अकरण		
		१६) उक्ति परिवर्तन		
		१७) हिज्जे तथा शुद्धाशुद्धी		
		१८) श्रुतिसम भिन्नार्थक शब्द, पर्यायवाची शब्द, विपरीतार्थक शब्द		
		१९) शब्द बनोट प्रक्रिया (प्रकृति प्रत्यय, उपसर्ग, द्वित्व र समास)		
		२०) पदसंगति (पदयोग तथा पदवियोग)		
		२१) चिन्ह परिचय र प्रयोगको अभ्यास		
	<b>बोध तथा स्वतन्त्र रचना</b>		<b>३८</b>	<b>६०</b>
		१) पत्र रचना		१०
		अ) व्यक्तिगत		
		आ) व्यापारिक		
		इ) कार्यालय		
		ई) संस्मरण पत्र (Memo)		
		२) टिप्पणी लेखन		
		अ) टिप्पणीको चिनारी		
		आ) टिप्पणी लेखनमा ध्यानदिने कुरा र अभ्यास		
		३) व्यक्तिगत विवरण		५
		अ) व्यक्तिगत विवरणको चिनारी		
		आ) व्यक्तिगत विवरण लेखनमा अभ्यास		
		४) वक्तृता		५
		अ) वक्तृताको चिनारी		
		आ) वक्तृतामा ध्यान दिने कुरा र अभ्यास		
		५) कार्य विवरण		५
		अ) कार्य विवरणको चिनारी		
		आ) कार्य विवरण लेखन अभ्यास		
		६) कार्य तालिका		
		अ) कार्य तालिकाको चिनारी		
		आ) कार्य तालिका लेखन अभ्यास		
		७) वादविवाद		
		अ) वादविवादको चिनारी		

		आ) वादविवादमा ध्यान दिने कुरा र अभ्यास		
		८) संवाद		
		अ) संवादको परिचय		
		आ) संवादमा ध्यान दिने कुरा र प्रयोग		
		९) बुंदा टिपोट		
		अ) बुंदा टिपोटको चिनारी		
		आ) बुंदा टिपोटमा ध्यान दिने कुरा र अभ्यास		
		१०) प्रतिवेदन लेखन		१०
		अ) प्रतिवेदनको चिनारी		
		आ) प्रतिवेदनमा ध्यान दिने कुरा र अभ्यास		
		११) उद्घोषण		१०
		अ) उद्घोषणको चिनारी		
		आ) उद्घोषणमा ध्यान दिने कुरा र अभ्यास		
		१२) बोध		
		अ) बोधको चिनारी		
		आ) बोधमा ध्यान दिने कुराहरु र अभ्यास		
		१३) अनुच्छेद लेखन		
		अ) अनुच्छेदको चिनारी		
		आ) अनुच्छेद लेखनको अभ्यास		
		१४) संक्षेपीकरण		५
		अ) संक्षेपीकरणको चिनारी		
		आ) संक्षेपीकरणमा ध्यान दिने कुरा र अभ्यास		
		१५) बैठक संचालन प्रक्रिया (निमन्त्रणा, प्रस्ताव तयारी बैठकको निर्णय लेखन र प्रेषण)		
		१६) सम्पादन		५
		अ) सम्पादनको चिनारी		
		आ) सम्पादनमा ध्यान दिने कुरा र अभ्यास		
		१७) कार्यशाला		
		अ) कार्यशाला योजना		
		आ) कार्यशाला व्यवस्थापन		
		इ) कार्यशाला संचालन प्रक्रिया अभ्यास		

# **Community Development & Social Mobilization (CDSM)**

**Total Hour: 273**

**(Theory: 117+ Practical: 156)**

## **Objectives:**

Generally this course delivers the skills and knowledge of creating environment to work in the community. The trainees will get the hands on practice towards effective social mobilization tools and techniques. To make them able, the course helps the trainees understand the community development concept and participants will be aware about the tools and technique of social mobilization for that participant studies social structure, culture, tradition, economic and educational status and other aspect of the communities of Nepal. This is the very beginning of the social mobilizers to start to work in the community, so that the community people accept them as their assistant. The principal task of social mobilizers is to create environment to work in the community according to the situation and status of community.

## **At the end of the course the trainee will be able to:**

1. Define development, components of development, hindrances of development
2. Find out the methods of entering into the community.
3. List out the strengths and weaknesses of the community people and organizations
4. Find out the expectations of the community
5. Explore the composition of community and their organization
6. Examine the ways of community awareness and motivation techniques
7. Identify the areas of team work for better performance
8. Prepare the action plan for the community works
9. Design the normal community programs
10. Manage the groups and group members for the community mobilization

## Theoretical parts:

- a. Concept of community and Society** **14 hrs**
- Community**
1. Define community
  2. List the characteristics of a community
  3. Identification of socio- culture life & practice of the people
  4. Describe the problems of community
  5. Explain the methods of solution of community problems
  6. Define community organization
  7. Describe the methods of community organization
  8. List the steps in organizing a community program
  9. List the role of CD worker in community organization.
  10. Ethnic composition & characteristics of the people's importance of their analysis.
  11. Describe community relations
    - (a) Rapport building with - What? , Methods & procedures of rapport building
    - (b) Rapport building with men, woman, Leaders, Authorities & other village
- Society**
1. Society -definition, characteristics & components
  2. The Structure of Nepali society.
- b. Concept of Development** **4 hrs**
1. Describe different concept of development.
  2. Explain different Approaches of development
  3. List different purposes of development
  4. Describe development process
- c. Concept of community Development** **5 hrs**
1. Describe CD concepts
  2. Formulate objectives of CD
  3. Formulate philosophies of Development
  4. List Essential principles of CD
  5. Describe Appropriate forms of CD
- d. Concept of Social Mobilization** **20 hrs**
1. Introduction Social mobilization -
  2. Concept of social mobilization
  3. Major objectives of social mobilization
  4. Scope of social mobilization
  5. Characteristics of social mobilization
  6. How social mobilization
  7. Social mobilization - a continuous process
  8. Principles of social mobilization



**Local Governance Program:**

1. Definition of Village Development Program (VDP)
2. Objectives of VDP
3. Advantages of local governance
4. Strategy and implementation of VDP
  - Program strategy
  - Program implementation provision

**Autonomous organization:****5 Hours**

1. Concept of autonomous organization
2. Characteristics of autonomous organization

First characteristics: Legal administration and self-rights

Second characteristics: Common decision

Third characteristics: Conflict resolution

Fourth characteristics: Power balance

Fifth characteristics: Multipurpose organization

**e. Economic and social empowerment Approaches and methods****7 hrs**

1. Explain integrated rural poverty and empowerment
2. Explain Paulo Freire's work on critical awareness
3. Explain Robert chambers theory for rural development (APA)
4. Explain people centered development
5. Explain the Gramin bank approach of empowerment Describe HMG/N's policy and plan of poverty alleviation.
6. Discuss limitation of empowerment models and apply suitable models to poverty alleviation.

**f. Basic community management skills****8 hrs**

1. Develop positive attitude as a development worker
2. Demonstrate meeting management
3. Apply one networking skills in CD
4. Apply principles of leadership development.
5. Develop conflict resolution skills
6. Explain diffusion and adoption process
7. Apply techniques of group dynamics
8. Explain the VDC management system

**g. Community management skills****5 hrs**

1. Mobilize community
2. Solve problems
3. Make decision
4. Manage time
5. problem posing Code

**h. Community and Social work****10 hrs**

1. Meaning, objective & Importance's Principle of social work.
2. Define community profile & methods of Preparing community profile

3. Community needs assessment. Tools & techniques of need assessments.
4. Community needs prioritization criteria. Pair wise needs \Problem prioritization.
5. Starting a work in community -its stages.
6. Group\ committee formation- purpose & methods
7. Problems & challenges in implementation of community program.
8. Principles & methods for conducting community education & awareness raising program
9. Areas & scopes of community education & awareness rising.
10. Concept of community visit and home visit.

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

Task 1: Observe the Sites	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Prepare the materials as pen, diary for the field visit</li> <li>2. Depart to the potential field area</li> <li>3. Start to observe the things from the training center</li> <li>4. Take a bird eye view taking it neither good nor bad</li> <li>5. Go through the broader areas as much as possible just to be familiar with the area</li> <li>6. Note down the name of places, political boundary (VDC, Ward, Tole, District, and Zone)</li> <li>7. Note down local resources</li> <li>8. Write the special features of the place</li> <li>9. Collect important information (caste, population, religion, tradition) of the places</li> <li>10. Collect information of the places.</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Observe the Sites</p> <p><b><u>Standard:</u></b> Observed sites and collected necessary data</p>	<ul style="list-style-type: none"> <li>• Political boundary,</li> <li>• Social Structure, Caste, Religion, tradition, rituals, social relations, economic analysis, resources etc.</li> <li>• May be develop or format &amp; fill up it</li> </ul>

**Tools:** Pen/ diary / bag / drinking water / umbrella or raincoat / map of Nepal

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 60  
**Practical:** 5 Hrs  
**Theory:** 55 Hrs

<b>Task 2:</b> Select Community Sites	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect different information about the observed field</li> <li>2. Study the information collected from the site observation</li> <li>3. Study secondary data (publication)</li> <li>4. Verify the data and information gathered about the field sites by observing and discussing the related community people</li> <li>5. Discuss with the community people to explore their interest / attitudes</li> <li>6. Discuss with the colleagues / supervisor for the final selection of the field to work in the future</li> <li>7. Compare data and information, interest and attitude of people of different places you have visited</li> <li>8. Select the community sites for future field work</li> <li>9. Share with the colleagues / supervisor / concerned community people about the site selection and make a commitment to work for the betterment of the community in the future</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Select Community Sites</p> <p><b><u>Standard:</u></b> Select the appropriate community site</p>	<ul style="list-style-type: none"> <li>• Political boundary,</li> <li>• Social Structure, Caste, Religion, tradition, rituals, social relations, economic analysis, resources etc.</li> </ul>

**Tools:** Pen/ diary / bag / drinking water / umbrella or raincoat / map of Nepal

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

Task 3 Build Rapport	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Get at least only a few information about the target community</li> <li>2. Visit the community</li> <li>3. Salute / greet community with humble way</li> <li>4. Tell your real motto to come to the community</li> <li>5. Ask less and tell more about you, your objective, profession,</li> <li>6. Request them to ask more questions about your plan</li> <li>7. Start to speak taking the example of current issues of related community as farming, manure, weather, their children, diseases, education, employment etc.</li> <li>8. Reply every questions they asked in the positive way</li> <li>9. Never express irritation, hesitation, tiredness, confusion, negligence to the community people while talking with them</li> <li>10. Never give any word to do in the future from your side when they expect something to be done by you in the future</li> <li>11. Encourage to speak particularly to the women, disadvantaged and marginalized people</li> <li>12. Say good bye (Namaste) at the time of departing from them</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Built rapport</p> <p><b><u>Standard:</u></b> Formed the community group and conducted the mass meeting</p>	<p>Political boundary, Social Structure, Caste, Religion, tradition, rituals, social relations, economic analysis, resources etc.</p>

**Tools:** Pen/ diary / bag / drinking water / umbrella or raincoat / map of Nepal

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**

**Modular: Community Development & Social Mobilization**

**Duty: Create Work Environment**

**Time (Hour): 20**

**Practical: 16 Hrs**

**Theory: 4 Hrs**

<b>Task 4:</b> Prepare Village Profile	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information as much as possible about the target village from the secondary sources</li> <li>2. Discuss with the representatives of the community people for the possible village profile</li> <li>3. Request them to help to collect the real data for the village profile</li> <li>4. Make the questionnaire to collect the information from the community / village</li> <li>5. Test and finalize the questionnaire discussing with the community representatives, colleagues / supervisor</li> <li>6. Fill in the questionnaire visiting the concerned household / people / groups / organizations</li> <li>7. Make the tabulation of the data collected from the household survey (questionnaire)</li> <li>8. Prepare the community / village profile comparing the data collected from the community and secondary sources.</li> <li>9. Present the profile in the plenary of group representatives, colleagues, supervisor</li> <li>10. Get comments / feed back from the expert</li> <li>11. Finalize the profile and print out them from the computer</li> <li>12. Distribute the profile to the community</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field and office</p> <p><b><u>Task:</u></b> Prepare Village Profile</p> <p><b><u>Standard:</u></b> Prepare the village profile accorders the given criteria/ format.</p>	<p>Political boundary, Social Structure, Caste, Religion, tradition, rituals, social relations, economic analysis, resources, questionnaire preparation, filling in the questionnaire, tabulation of data, statistical know-how, etc.</p>

**Tools:** Pen / diary / computer / printer / publications / calculator /

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

<b>Task 5:</b> Collect information from other organizations about their activities	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Make the list of organizations that are working in the concerned community</li> <li>2. Collect more information from outside about the target organizations</li> <li>3. Visit the organizations</li> <li>4. Discuss with their responsible figure for their VMGO (?) and other activities</li> <li>5. Collect the publications of the concerned organizations regarding to their organizational functions</li> <li>6. Review the publications of the concerned organizations</li> <li>7. Compare the activities of the organizations that were visited last time as a line agencies of the community</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Collect Information from Other Organizations about Their Activities</p> <p><b><u>Standard:</u></b> Described the VMGO and other activities of at least 5 organizations</p>	<p>Organo gram of different government offices, purpose of the Non Government Organizations, Vision, Mission, Goal and Objective of the organizations</p>

**Tools:** Pen / Diary / Computer / Printer

**Safety:**

**Develped by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**

**Modular: Community Development & Social Mobilization**

**Duty: Create Work Environment**

**Time (Hour): 10**

**Practical: 8 Hrs**

**Theory: 2 Hrs**

<b>Task 6:</b> Analyze current status of target Group	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the data from household survey</li> <li>2. Collect the information from the secondary sources (from other organizations and persons)</li> <li>3. Make the tabulation of the data collected from primary and secondary sources</li> <li>4. Dig out the major needs (problems) of the community analyzing the data tabulation</li> <li>5. Find out the causes and effects of the problems</li> <li>6. Make the final report of the community status currently maintaining by the community from the data analysis</li> <li>7. Present and explain the current status of the community in the group / community meeting / gathering</li> <li>8. Offer the chance of asking questions from the community people and the development expert for the further improvement of the analysis skills</li> <li>9. Incorporate the comments and suggestions in the report and make the final report</li> </ol>	<p><b><u>Condition:</u></b></p> <p>In the classroom and Classroom &amp; field</p> <p><b><u>Task:</u></b></p> <p>Analyze Current Status of Target Group</p> <p><b><u>Standard:</u></b></p> <p>Present the result of the community analysis</p>	<p>Knowledge of socio-economic, educational, social, traditional, religious aspects of the community</p>

**Tools:** Pen / Diary / Computer / Printer

**Safety:**

**Developed by:** Tej Prasad Dhakal



## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

<b>Task 7:</b> Analyze Historical Cases	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the data from household survey</li> <li>2. Collect the information from the secondary sources (from other organizations and persons)</li> <li>3. Make the tabulation of the historical data collected from primary and secondary sources</li> <li>4. Dig out the major activities done by the community before</li> <li>5. Find out the positive and negative aspects of the previous activities performed by community</li> <li>6. Prepare the list of the learning from the historical activities of the community</li> <li>7. Suggest some points to improve the previous drawbacks</li> <li>8. Make the final report of the historical analysis of the community</li> <li>9. Explain the historical status of the community in the group / community meeting / gathering</li> <li>10. Offer the chance of asking questions from the community people and the development expert for the further use of historical learning to improve the community performance</li> <li>11. Incorporate the comments and suggestions in the report and make the final report</li> </ol>	<p><b><u>Condition:</u></b></p> <p>In the classroom and Classroom &amp; field</p> <p><b><u>Task:</u></b></p> <p>Analyze Historical Cases</p> <p><b><u>Standard:</u></b></p> <p>Present the result of the historical analysis</p>	<p>Knowledge of socio-economic, educational, social, traditional, religious aspects of the history of the community</p>

**Tools:** Pen/ plain sheet / computer / printer / photocopy machine /

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 40  
**Practical:** 8 Hrs  
**Theory:** 32 Hrs

<b>Task 8:</b> Conduct Household Survey	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community and discuss with the leading figure and stakeholders and share the objectives of the household survey</li> <li>2. Make the questionnaire for the household survey</li> <li>3. Get the questionnaire checked by the expert / supervisor / colleagues</li> <li>4. Incorporate the suggestions from the expert / supervisor / colleagues and make the questionnaire ready for the test</li> <li>5. Test the questionnaire in the community taking some sample household and check its drawbacks</li> <li>6. Make the necessary changes in questionnaire and finalize the questionnaire</li> <li>7. Fill up the questionnaire visiting the individual households</li> <li>8. Make the questionnaire complete for tabulation</li> <li>9. Make the tabulation of the data collected from the household survey</li> <li>10. Print out the result of household survey and disseminate it</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Conduct Household Survey</p> <p><b><u>Standard:</u></b> Submitted the findings of household survey</p>	<p>Preparation of questionnaire, tabulation, data entry, calculation, filling up the questionnaire</p>

**Tools:** Pen/ plain sheet / computer / printer /questionnaire / calculator / pencil / eraser / pencil cutter / bag etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

<b>Task 9:</b> Conduct Individual Interview	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Set the goal and objectives of the interview</li> <li>2. Make the checklist for the interview</li> <li>3. Make some questions for the interview</li> <li>4. Visit the field for individual interview</li> <li>5. Meet the community people individually and greet them</li> <li>6. Explain your objectives of arrival and request the person to spend some time for him</li> <li>7. Start the interview with the current issues to attract his/her attention</li> <li>8. Ask the questions based on checklist</li> <li>9. Check the questions and checklist whether the required information is got or not</li> <li>10. Give thanks for his/her time and valuable information</li> <li>11. Enter the information collected from individual interview in the tabulation format</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Conduct Individual Interview</p> <p><b><u>Standard:</u></b> Presented the output of the individual interview.</p>	<p>Preparation of checklist, questionnaire, development history/strategy/ Government policy etc</p>

**Tools:** Pen/ plain sheet / computer / printer /questionnaire / calculator / pencil / eraser / pencil cutter / bag etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Community Development & Social Mobilization  
**Duty:** Create Work Environment

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

<b>Task 10:</b> Conduct Group Interview	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Set the goal and objectives of the interview</li> <li>2. Make the checklist for the interview</li> <li>3. Make some questions for the interview</li> <li>4. Invite people in a certain place for group interview</li> <li>5. Greet / salute the group in the beginning</li> <li>6. Explain your objectives of arrival and request the group to spend some time for him</li> <li>7. Start the interview with the current issues to attract their attention</li> <li>8. Ask the questions based on checklist</li> <li>9. Encourage the less active participants to speak something as his opinion</li> <li>10. Check the questions and checklist whether the required information is got or not</li> <li>11. Give thanks for their time and valuable information</li> <li>12. Enter the information collected from group interview in the tabulation format</li> </ol>	<p><b><u>Condition:</u></b> Classroom &amp; field</p> <p><b><u>Task:</u></b> Conduct Group Interview</p> <p><b><u>Standard:</u></b> Presented the output of group interview.</p>	<p>Preparation of checklist, questionnaire, development history/strategy/ Government policy etc</p>

**Tools:** Pen/ plain sheet / computer / printer /questionnaire / calculator / pencil / eraser / pencil cutter / bag etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

# **Project Management (PM)**

**Total Hour: 156**

**(Theory: 78 + Practical: 78)**

## **Objectives:**

The course aims to provide the basic concept of management to the trainees to accomplish the development activities successfully in the community. As a development activist, the trainees can get much from this course. This course covers management of project, groups, conflicting situations, individual and other relevant areas of community works. The success of every project depends on its management. This provides them the practical skill as well as theoretical knowledge and for the mobilization of the community resources to sustainable development. Social mobilization is meant to manage the community development activities through participatory ways. Mostly community development activities named project (community project) and their cycle and implementation discussed under this course.

## **At the end of the course the trainee will be able to:**

1. Explain the concept, importance, and components of management.
2. Compare the traditional and improved management system for the better result
3. Demonstrate the management strategy for the maximum mobilization of the resources especially the human resources.
4. Analyze the community needs
5. Define plan, program and project and their importance.
6. Present the project cycle management in sequential order
7. Design the project in the community level
8. Make the action plan for community project implementation
9. Set the project monitoring norms for the sustainable output of the project
10. Make the clear understanding of project evaluation
11. Find out the conflicting situation raised in the community
12. Explore the causes of conflict and analyzing techniques
13. Make the clear path of resolute the conflicting situation

## Theoretical parts:

- |   |               |
|---|---------------|
| <b>1. Definition: differences between plan, program &amp; project</b> | <b>2 hrs</b>  |
| <b>2. Components of project</b>                                       | <b>1hrs</b>   |
| <b>3. Concept of project cycle</b>                                    | <b>1 hrs</b>  |
| <b>4. Concept of base line survey</b>                                 | <b>1 hrs</b>  |
| <b>5. Overview/concept/terminology</b>                                | <b>1hrs</b>   |
| <b>6. Community needs prioritization</b>                              | <b>7 hrs</b>  |
| ▪ Feasibility study   |               |
| ▪ Detail study  |               |
| ▪ Birds eyes view   |               |
| ▪ Definition of survey  |               |
| ▪ Develop questionnaire   |               |
| ▪ Conduct Interview   |               |
| ▪ Tools   |               |
| ▪ Ranking   |               |
| <br>  |               |
| <b>7. Participatory Rural appraisal</b>                               | <b>14 Hrs</b> |
| <b>Concept:</b>   |               |
| ➤ Participation, Empowerment  |               |
| ➤ Needs, demands, desire, problems, expectation etc .                 |               |
| ➤ Stake holders beneficiariers  |               |
| ➤ Participatory Approach  |               |
| ➤ PRA, RRA  |               |
| <b>Tools:</b>   |               |
| ▪ Maps and Diagram  |               |
| ▪ Ranking   |               |
| ▪ Discussion / interviews   |               |
| ▪ Analysis  |               |
| <b>Application:</b>   |               |
| ▪ Limitation and danger   |               |
| ▪ Use   |               |
| <b>Reporting:</b>   |               |
| ▪ Interpret the data / report   |               |
| ▪ Present the report to the concerned authorities.                    |               |
| <br>  |               |
| <b>8. Project cycle management</b>                                    | <b>12 hrs</b> |
| ▪ Concept of triple 'A' (Assessment, Analysis and Action)             |               |
| ▪ Causality analysis  |               |
| ▪ Concept of community planning                                       |               |
| ▪ Sustainability of project   |               |
| ▪ Develop indicators of development                                   |               |
| ▪ Programming the activities  |               |
| ▪ Linkages with the line agencies and stakeholders                    |               |
| ▪ Implementation  |               |
| ▪ Action planning   |               |
| ▪ Monitoring  |               |
| ▪ Evaluation  |               |
| ▪ Follow up   |               |

<b>8. Identify local community resources</b>		<b>1 hrs</b>
<b>9. Local resources mobilization</b>		<b>1 hrs</b>
<b>10. Roles of community resources in community development</b>		<b>1 hrs</b>
<b>11. Terminologies related project management</b>		<b>1 hrs</b>
<b>12. Designing the community level project</b>		<b>1 hrs</b>
<b>13. Concept of proposal writing</b>		<b>7 hrs</b>
<ul style="list-style-type: none"> <li>▪ Define proposals and its importance</li> <li>▪ Components of proposals</li> <li>▪ Concept of Logical Frame work</li> <li>▪ Define concept paper</li> <li>▪ Different between concept paper and Proposals</li> <li>▪ Develop format and write proposal</li> </ul>		
<b>14. Roles of community people to design community level project</b>		<b>1hrs</b>
<b>15. Roles of line agencies, stakeholders to design community level project</b>	<b>project</b>	
<b>16. Roles of social mobilizers to design community level project</b>		<b>2hrs</b>
<b>17. Manage conflict</b>		<b>7hrs</b>
<ul style="list-style-type: none"> <li>▪ Concept of conflict &amp; peace</li> <li>▪ Causes of conflict</li> <li>▪ Components of conflict</li> <li>▪ Conflict mapping</li> <li>▪ Conflict resolution</li> <li>▪ Negative and positive effect of conflict</li> <li>▪ Global trends</li> <li>▪ History (recognition) of Conflict in Nepal</li> <li>▪ Contributing factors for rapid growth of "people's War"</li> <li>▪ Effects of conflict</li> <li>▪ What need to be done</li> </ul>		

# Manage Project

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Project**

**Time (Hour): 18**  
**Practical: 12 Hrs**  
**Theory: 6 Hrs**

<p align="center"><b>Task 1:</b> Identify the needs</p>	<p align="center"><b>Terminal Performance Objective</b></p>	<p align="center"><b>Related Technical Knowledge</b></p>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the stakeholders\target group.</li> <li>2. Conduct mass meeting of target group.</li> <li>3. Explain all identified list of needs.</li> <li>4. Ask to analyze the all needs.</li> <li>5. Ask to analyze cause and effect of each &amp; every needs.</li> <li>6. Analyze the contribution will be given from the target people to implement the project to solve the problem.</li> <li>7. Analyze the recourses available to solve the problem.</li> <li>8. Analyze the required time &amp; duration to implement the project.</li> <li>9. Analyze the future impact of the needs.</li> <li>10. Prioritize the need democratically.</li> <li>11. Select first priority needs to be solved.</li> <li>12. Get target group consensus on the selected need.</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Identify the needs</p> <p><b><u>Standard:</u></b> Identified at least 5 real needs of the community</p>	<ol style="list-style-type: none"> <li>1. Define first priority needs</li> <li>2. Explain the process of needs prioritization</li> <li>3. Explain the purpose of needs prioritization</li> <li>4. Explain stakeholders</li> </ol>

**Tools:** Pen / diary / questionnaire / pencil / cutter / calculator / computer / printer etc.

**Safety:**

**Developed by:**



## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Project**

**Time (Hour): 14**  
**Practical: 10 Hrs**  
**Theory: 4 Hrs**

<b>Task 2:</b> Write proposals	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect resources / materials</li> <li>2. Write background</li> <li>3. Write introduction</li> <li>4. Write general objectives</li> <li>5. Write specific objectives</li> <li>6. Write strategy</li> <li>7. Write major activities</li> <li>8. Break down the activities (work break down structure)</li> <li>9. Estimate materials / tools / equipment needed</li> <li>10. Estimate human resources needed</li> <li>11. Estimate budget required</li> <li>12. Identify the sources of resources</li> <li>13. Formulate follow-up / monitoring / evaluation and reporting tools</li> <li>14. Prepare action plan</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Write proposals</p> <p><b><u>Standard:</u></b> Prepared a normal proposal</p>	<ul style="list-style-type: none"> <li>- Define project</li> <li>- Explain components of project</li> <li>- Explain stakeholders of the project</li> <li>-</li> </ul>

**Tools:** Pen / diary / questionnaire / pencil / cutter / calculator / computer / printer etc

**Safety:**

**Developed by:** Raj Bahadur Giri.

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Project**

**Time (Hour): 15**  
**Practical: 10 Hrs**  
**Theory: 5 Hrs**

<b>Task 3: Implement Project</b>	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Study the project proposal</li> <li>2. Make the implementation (action) plan</li> <li>3. Divide the responsibilities</li> <li>4. Make aware all the responsible persons</li> <li>5. Make a mechanism of supervision of the project</li> <li>6. Suggest the workers to make the work better</li> <li>7. Motivate the workers</li> <li>8. Punish the workers who made lots mistake</li> <li>9. Coordinate with stakeholders</li> <li>10. Visit the project site frequently</li> <li>11. Evaluate the project</li> <li>12. Make the report after the completion of project</li> <li>13. Submit the report to the stakeholders</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Implement project</p> <p><b><u>Standard:</u></b> Actively participated in management of project</p>	<ul style="list-style-type: none"> <li>- Define proposal</li> <li>- Explain components of proposal</li> <li>- Analyze present situation</li> <li>- Explain Vision, Mission, Goal, Objectives (VMGO)</li> <li>- Explain general and specific objectives</li> <li>- Explain target population</li> <li>- Explain assumption, Risks, Norms, and Values etc.</li> </ul>

**Tools:** Pen / diary / questionnaire / pencil / cutter / calculator / computer / printer etc

**Safety:**

**Developed by:**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty : Manage Project**

**Time (Hour): 14**  
**Practical: 10 Hrs**  
**Theory: 4 Hrs**

<b>Task 4:</b> Monitor the project	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect resources and materials required</li> <li>2. Prepare monitoring tools</li> <li>3. Identify monitoring methods               <ol style="list-style-type: none"> <li>1) Monitoring by observation</li> <li>2) Monitoring by questionnaire</li> <li>3) Monitoring by discussion</li> <li>4) Monitoring by workshop</li> </ol> </li> <li>4. Analyze the information obtained</li> <li>5. Prepare monitoring report</li> <li>6. Give feedback or suggestion to the implementer</li> <li>7. Submit report</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Monitor the project</p> <p><b><u>Standard:</u></b> Actively participate in the monitoring of the project</p>	<ul style="list-style-type: none"> <li>• Define monitoring</li> <li>• Importance of monitoring</li> <li>• Methods of monitoring</li> <li>• Tools for monitoring</li> <li>• Drawbacks of monitoring</li> </ul>

**Tools:** Pen / diary / questionnaire / pencil / cutter / calculator / computer / printer etc

**Safety:**

**Developed by:**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Project**

**Time (Hour): 16**  
**Practical: 10 Hrs**  
**Theory: 6 Hrs**

<b>Task 5:</b> Evaluate the project	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the resources / materials</li> <li>2. Review project document</li> <li>3. Prepare schedule for evaluation</li> <li>4. Prepare tools for evaluation</li> <li>5. Conduct evaluation workshop with stakeholders</li> <li>6. Discuss about implementation procedure</li> <li>7. Find out success</li> <li>8. Find out the obstacles</li> <li>9. Analyze the causes of obstacles</li> <li>10. Analyze impact of activities</li> <li>11. Analyze the findings of the evaluation</li> <li>12. Formulate recommendations</li> <li>13. Prepare report</li> <li>14. Debrief the report to the concern</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Evaluate the project</p> <p><b><u>Standard:</u></b> Actively participate in the evaluation of project</p>	<ul style="list-style-type: none"> <li>- Define evaluation</li> <li>- Differentiate follow up / monitoring / supervision and evaluation</li> <li>- Explain purpose of evaluation</li> <li>- Explain time and duration of evaluation</li> <li>- Explain the stakeholders' role in evaluation</li> <li>- Explain the role of evaluator</li> <li>- Explain what should be evaluated or why evaluation</li> </ul>

**Tools:** Pen / diary / questionnaire / pencil / cutter / calculator / computer / printer etc

**Safety:**

**Developed by:**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Project**

**Time (Hour): 13**  
**Practical: 9 Hrs**  
**Theory: 4 Hrs**

<b>Task 6:</b> Follow up the project	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect resources / materials</li> <li>2. Review the related project documents</li> <li>3. Identify techniques of follow-up</li> <li>4. Prepare tools for follow up</li> <li>5. Conduct follow-up according to prescribed tools</li> <li>6. Analyze findings</li> <li>7. Provide consultative follow up- suggestion to the concern</li> <li>8. Formulate recommendation</li> <li>9. Prepare report</li> <li>10. Debrief the report to the concern</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Follow up the project</p> <p><b><u>Standard:</u></b> Actively participated in the follow up of project</p>	<ul style="list-style-type: none"> <li>- Define follow up</li> <li>- Explain the purpose of the follow up</li> <li>- Explain time and duration of follow up</li> <li>- Explain tools / techniques of follow up</li> <li>- Explain methods of follow up</li> </ul>

**Tools:** Pen / diary / questionnaire / pencil / cutter / calculator / computer / printer etc

**Safety:**

**Developed by:**

# Manage Conflict

## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Project Management  
**Duty:** Manage Conflict

**Time (Hour):** 10  
**Practical:** 7 Hrs  
**Theory:** 3 Hrs

<b>Task 1:</b> Find out the issue	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<b><u>Steps (Learning Procedures):</u></b>  1. Contact with clients 2. Ask their problems 3. Find out the root causes of problem 4. Use onion model 5. Determine the types of conflict / issue 6. Present some example of other places to explore more reasons and issues.	<b><u>Condition:</u></b> In the classroom / office / field  <b><u>Task:</u></b> Find out the issue  <b><u>Standard:</u></b> Presente an issue of any conflict	- Overview of conflict - Types of conflict - Nature of conflict - Sources of conflict

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by:** Yam Bahadur Basnet

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Conflict**

**Time (Hour): 5**  
**Practical: 3 Hrs**  
**Theory: 2 Hrs**

<b>Task 2:</b> Meet the target group / Analyze stakeholders	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. List different actors and stakeholders of conflict</li> <li>2. Categorize the overlapping interest, needs and position of conflicting parties</li> <li>3. List types of relationship between the conflicting parties</li> <li>4. Collect different interpretations</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Meet the target group /analyze stakeholders</p> <p><b><u>Standard:</u></b> Explained the nature of target group</p>	<ul style="list-style-type: none"> <li>- Overview of Stakeholders</li> <li>- Give overview of onion model</li> <li>- Importance / advantages</li> </ul>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Yam Bahadur Basnet**

## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Project Management  
**Duty:** Manage Conflict

**Time (Hour):** 5  
**Practical:** 4 Hrs  
**Theory:** 1 Hrs

<b>Task 3:</b> Conduct conflict mapping	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>7. Contact with clients</li> <li>8. Ask their problems</li> <li>9. Find out the root causes of problem</li> <li>10. Use onion model</li> <li>11. Determine the types of conflict / issue</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Conduct conflict mapping</p> <p><b><u>Standard:</u></b> Presented a conflict map</p>	<ul style="list-style-type: none"> <li>- Introduction of conflict mapping</li> <li>- Purpose, advantages / importance of conflict mapping</li> </ul>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Yam Bahadur Basnet**



## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Conflict**

**Time (Hour): 10**  
**Practical: 6 Hrs**  
**Theory: 4 Hrs**

<b>Task 4:</b> Perform scenario planning	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Make list of actors involved directly or indirectly in a conflict</li> <li>2. Note the working environment at the political level</li> <li>3. Note the working environment at the economic level</li> <li>4. Note the working environment at the socio cultural level</li> <li>5. Note the working environment at the institutional level</li> <li>6. Analyze all these changes at the different levels.</li> <li>7. Assess indicators for their respective level and assess consequences they might have on other levels</li> <li>8. Assess the meaning for the own work: how might it be directly or indirectly affected.</li> <li>9. Develop strategies.</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Perform scenario planning</p> <p><b><u>Standard:</u></b> Made and presented the overall scenario</p>	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Objectives</li> <li>- Content or factors of different sectors (eg. Political sector, economic sector, socio-cultural sector) and institutional sector</li> </ul>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Yam Bahadur Basnet**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Conflict**

**Time (Hour): 10**  
**Practical: 6 Hrs**  
**Theory: 4 Hrs**

<b>Task 5:</b> Conduct dialogue (Counseling)	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Arrange the logistics for dialogue events</li> <li>2. Clarify the agenda to the participants</li> <li>3. Communicate about the dialogue program (start time, end time, location, list of participants, materials)</li> <li>4. Discuss the hopes and fears of the participants</li> <li>5. Make participatory ground rules</li> <li>6. Ensure that the meeting is dialogue</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Conduct dialogue (Counseling)</p> <p><b><u>Standard:</u></b> Presented the report of a dialogue between two conflicting parties</p>	<ul style="list-style-type: none"> <li>- Introduction of dialogue</li> <li>- Importance of dialogue</li> <li>- Points to be consider during dialogue</li> <li>- Different between dialogue and debate</li> </ul>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Yam Bahadur Basnet**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Project Management**  
**Duty: Manage Conflict**

**Time (Hour): 10**  
**Practical: 6 Hrs**  
**Theory: 4 Hrs**

<b>Task 6:</b> Follow up the dialogue	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Make the plan of follow up</li> <li>2. Make the questionnaire</li> <li>3. Make the check list</li> <li>4. Inform the clients</li> <li>5. Talk with them in informal environment (but not to remind the past conflict) about the future planning and current activities</li> <li>6. Ask the questions prepare in questionnaire</li> <li>7. Observe the environment</li> <li>8. Talk with the neighboring agents / parties</li> <li>9. Prepare the report</li> <li>10. Disseminate the report</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Follow up the dialogue</p> <p><b><u>Standard:</u></b> Presented the report of follow up</p>	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Objectives</li> <li>- Questionnaire preparation</li> </ul>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Yam Bahadur Basnet**

# **Training & Facilitation (TF)**

**Total Hour: 156**

**(Theory: 78 + Practical: 78)**

## **Objectives:**

This course provides the trainees overall management of training and facilitation while working with the community. From the training need assessment to training follow up, most of the matters of training cycle are dealt practically to make the trainees capable as a community trainer. They learn the methods and materials management of training to be conducted in the community level. On the other hand, the methods of facilitation of community events/activities are also submitted here in this course. The speech power is to be developed for the perspective social mobilizers to motivate and encourage the community people for their own development practices. There are lots of group handling situations in the community that is to be dealt with the social mobilizers for the group consensus. Some anticipated practical knowledge and skills of group events are to be achieved by the social mobilizers during this course.

## **At the end of the course the trainee will be able to:**

1. Explain the definition, importance, components, and principles of training and facilitation.
2. Describe the methods of Training Needs Assessment (TNA) in the community and Community Based Organizations (CBOs).
3. Present the designed training course to be conducted in the community.
4. Make the list of training materials needed to conduct the training in the community.
5. Demonstrate the training and facilitation methods suitable to the community people.
6. Conduct the training events in the community.
7. Prepare the framework for monitoring of training and facilitation.
8. Make the procedures of conducting any events in the community.
9. Prepare the plan of training and community events.
10. Demonstrate the programs of training and facilitation that is to be done in the community.

## **Theoretical Parts:**

**78 hours**

- 1. Conduct Training Needs assessment** **10 hrs**
  - Introduce to community Training Needs Assessment (TNA)
  - Differentiate between Needs Assessment and TNA
  - Explain purpose of community TNA
  - Methods of TNA
  - Apply Different techniques of TNA
  
- 2. Design of training** **22 hrs**
  - Define training
  - Explain the purpose of training
  - Identify the problem, analyze the causes of problem, determine the problems can be solved by training
  - Design training cycle.
  - Formulate training objectives
  - Identify the contents, strategies, approaches, methods
  - Prepare training schedule, lesson plan and session plan
  - Implement training by applying adult learning principles and participatory methods
  - Conduct formative and summative evaluation
  
- 3 Develop training Materials** **10hrs**
  - Apply adult learning principle and approach.
  - Identify appropriate training materials to match training objective and methods.
  - Develop users friendly training materials
  - Use learners' developed training material
  
- 4 Organize training** **10hrs**
  - Deliver the training sessions
  - Apply facilitation skills in group work
  - Apply techniques of communication
  - Evaluate training course
  - Follow up training course
  
- 5. Facilitate the group** **10 hrs**
  - Define facilitation
  - Difference between training and facilitation
  - Manage small group in group work
  - Components of training and facilitation
  - Importance of training and facilitation
  - Questioning techniques
  - Listening skill
  - Assign group work
  - Role of facilitator in training / workshop
  
- 6 Importance of training and facilitation in CD-** **10hrs**
  - Roles of training in social mobilization
  - Roles of facilitation in social mobilization

- Qualities / traits of good trainer/facilitator
- Difference between training, teaching and facilitation
- Difference between child learning (pedagogy) and adult learning (Andragogy)
- Principles of learning
- Components of learning
- Concept of HRD in community development

**7. Write training report**

**5 hrs**

- Concept of report
- Component of report
- Prepare Report
- Present report
- Documented the report

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 1:</b> Conduct Training needs assessment	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Develop Questionnaires.</li> <li>2. Create environment for meeting Conduction</li> <li>3. Conduct individual interview for individual level analysis</li> <li>4. Conduct interview for organizational level analysis</li> <li>5. Conduct job level analysis</li> <li>6. Prepare report</li> <li>7. Recommend training for community</li> <li>8. Prepare report for documentation</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom</p> <p><b>Task:</b></p> <p>Conduct Training needs assessment</p> <p><b>Standard:</b></p> <p>Presented at least 5 training needs</p>	<ul style="list-style-type: none"> <li>➤ Concept of training need assessment</li> <li>➤ Process of training needs assessment</li> <li>➤ Types of training need assessment.</li> <li>➤ Oral questioning techniques</li> <li>➤ Interview</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

Formats

Safety

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 2:</b> Coordinate with resource persons for training facilitation	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Identify the resource persons</li> <li>2. Select the resource person</li> <li>3. Prepare agreement of resource persons</li> <li>4. Orient the resource person about the organization policy and norms</li> <li>5. Prepare action plan with the stakeholder</li> <li>6. Create file of the resource persons</li> <li>7. Record report and document it</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / in the field</p> <p><b>Task:</b></p> <p>Coordinate with resource persons for training facilitation</p> <p><b>Standard:</b></p> <p>Presented at least 5 resource persons for the concerned training</p>	<ul style="list-style-type: none"> <li>➤ Concept of coordination</li> <li>➤ Role and responsibility of trainer</li> <li>➤ Concept of (TOR)</li> <li>➤ Identify the resources</li> <li>➤ Importance of coordination and resources mobilization.</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

Formats

Safety



## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 2 hrs.  
**Theory:** 2 hrs.

	<b>Task 3:</b> Develop training objectives	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Study the training need assessment report</li> <li>2. Discuss with the stakeholder</li> <li>3. Meeting with the community</li> <li>4. Observe the situation</li> <li>5. Analyze the situation</li> <li>6. Setting goal and SMART Objectives</li> <li>7. Read organizational policy</li> <li>8. Match the organizational objective</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / in the field</p> <p><b>Task:</b></p> <p>Develop training objectives</p> <p><b>Standard:</b></p> <p>Reported a training name with at least 2 training objectives</p>	<ul style="list-style-type: none"> <li>▪ Concept of Training objectives</li> <li>▪ Steps of setting training objectives</li> <li>▪ Importance of training objectives</li> <li>▪ Process of preparing Training objectives</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

Formats

Safety

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 4:</b> Assist to develop lesson / session plan	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Study the training need assessment report</li> <li>2. Discuss with the stakeholder</li> <li>3. Meeting with the community</li> <li>4. Observe the situation</li> <li>5. Analyze the situation</li> <li>6. Setting goal and SMART Objectives</li> <li>7. Read organizational policy</li> <li>8. Match the organizational objective</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / in the field</p> <p><b>Task:</b></p> <p>Assist to develop lesson / session plan</p> <p><b>Standard:</b></p> <p>Reported at least 5 lesson plans</p>	<ul style="list-style-type: none"> <li>▪ Concept of lesson plan</li> <li>▪ Importance of lesson plan</li> <li>▪ Steps of prepare lesson plan</li> <li>▪ 7 questions of preparing lesson plan</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

Formats

Safety

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 2 hrs  
**Practical:** 1 hrs.  
**Theory:** 1 hrs.

	<b>Task 5:</b> Prepare training schedule	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b> 1. Collect require materials 2. Design format of training schedule 3. Prepared training schedule 4. Give individual assignment for preparation schedule 5. Create file for training schedule 6. Record it 7. Document it	<b>Condition:</b> In the classroom / in the field  <b>Task:</b> Prepare training schedule  <b>Standard:</b> Reported at least 1 training schedule	<ul style="list-style-type: none"> <li>▪ Concept of training schedule</li> <li>▪ Importance of training schedule</li> <li>▪ Use of training schedule</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 6 hrs  
**Practical:** 4 hrs.  
**Theory:** 2 hrs.

	<b>Task 6:</b> Apply training methods	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b> 1. Analyze training objectives. 2. Select training method according to the KSA analysis. 3. Select training method 4. Collect materials according to method. 5. Applying training method. 6. Evaluate training method successes or failure.	<b>Condition:</b> In the classroom / in the field  <b>Task:</b> Apply training methods  <b>Standard:</b> Demonstrated at least 5 training methods	<ul style="list-style-type: none"> <li>▪ Concept of training methods</li> <li>▪ Types of training methods</li> <li>▪ Explanation of training methods</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

**Safety:**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 6 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 7:</b> Conduct training	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Collect require materials</li> <li>2. Select training hall</li> <li>3. Inform to Resource person</li> <li>4. Greet to the training participants.</li> <li>5. Registered the training participants</li> <li>6. Introduce with the participants</li> <li>7. Shared the training objectives</li> <li>8. Coordinate the resource person</li> <li>9. Evaluate training</li> <li>10. Reported it</li> <li>11. Document it</li> </ol>	<b>Condition:</b> In the classroom / in the field  <b>Task:</b> Conduct training  <b>Standard:</b> Conducted at least 3 sessions of any training	<ul style="list-style-type: none"> <li>▪ Concept of training</li> <li>▪ Introduce the topic</li> <li>▪ Main body and conclude the session</li> <li>▪ Day briefing</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

**Safety:**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 2 hrs  
**Practical:** 1 hrs.  
**Theory:** 1 hrs.

	<b>Task 8:</b> Procure training materials	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1 List out the materials</li> <li>2 Estimate the materials cost</li> <li>3 Identify the stationery shop</li> <li>4 Verify the cost of materials</li> <li>5 Demand the require materials</li> <li>6 Collect the ordered materials</li> <li>7 Entry the procure materials</li> <li>8 Issued the training materials</li> <li>9 Record the training materials</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / in the field</p> <p><b>Task:</b></p> <p>Procure training materials</p> <p><b>Standard:</b></p> <p>Listed at least 15 training materials</p>	<ul style="list-style-type: none"> <li>▪ List out the training materials</li> <li>▪ Marketing ideas</li> <li>▪ Size of training materials</li> <li>▪ Preparing the training materials</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

**Safety:**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 9:</b> Prepare training materials	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. List out the training materials</li> <li>2. Collect require materials</li> <li>3. Setting objective</li> <li>4. Layout the materials</li> <li>5. Cut your appropriate size</li> <li>6. Write your matter</li> <li>7. Finalize it</li> <li>8. Place used materials</li> <li>9. Document the prepared materials</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / the field</p> <p><b>Task:</b></p> <p>Prepare training materials</p> <p><b>Standard:</b></p> <p>Conduct a training (at least 2 sessions)</p>	<ul style="list-style-type: none"> <li>➤ Techniques of preparing training materials</li> <li>➤ Name of the training materials.</li> </ul>

**Tools/Equipment Machines/Materials:**

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**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 2 hrs  
**Practical:** 1 hrs.  
**Theory:** 1 hrs.

	<b>Task 10:</b> Keep participants attendance record	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b> 1. Collect pen and register 2. Identify the participants 3. Registered the participants 4. Verify the participants name and address 5. Report to the management 6. Document the registered	<b>Condition:</b> In the classroom / the field  <b>Task:</b> Keep participants attendance record  <b>Standard:</b> Submit the participants' attendance record	<ul style="list-style-type: none"> <li>- Attendance record, its importance</li> <li>- Format of taking attendance</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

**Safety**



## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 11:</b> Monitor the training	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b> <ol style="list-style-type: none"> <li>1. Observed the training participants</li> <li>2. Verify the registered participants</li> <li>3. Discuss with the participants</li> <li>4. Verify the training</li> <li>5. Check the training schedule</li> <li>6. Supervise the training management system</li> <li>7. Give feedback</li> <li>8. Make agreement on action plan</li> </ol>	<b>Condition:</b> In the classroom / the field  <b>Task:</b> Monitor the training  <b>Standard:</b> Present the report of any training monitoring	<ul style="list-style-type: none"> <li>❖ Concept of monitoring</li> <li>❖ Importance of monitoring</li> <li>❖ Duration of monitoring.</li> </ul>

**Tools/Equipment Machines/Materials:**

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**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 3 hrs  
**Practical:** 2 hrs.  
**Theory:** 1 hrs.

	<b>Task 12:</b> Provide feedback to the participants	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Observed the training participants</li> <li>2. Verify the registered participants</li> <li>3. Discuss with the participants</li> <li>4. Verify the training</li> <li>5. Check the training schedule</li> <li>6. Supervise the training management system</li> <li>7. Give feedback for proper management</li> <li>8. Agree the action plan</li> <li>9. Apply the action plan</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / the field</p> <p><b>Task:</b></p> <p>Provide feedback to the participants</p> <p><b>Standard:</b></p> <p>Facilitated to give the feedback to the participants</p>	<ul style="list-style-type: none"> <li>- Concept of feedback</li> <li>- Importance of feedback</li> </ul>

**Tools/Equipment Machines/Materials:**

**Developed by:** Raj Bahadur Giri

**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 3 hrs  
**Practical:** 2 hrs.  
**Theory:** 1 hrs.

	<b>Task 13:</b> Estimate budget for training	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b>  1. List out the require materials 2. Identify the shops 3. Agreed the price with shop holder 4. Calculate the cost and fixed it 5. Estimate the cost 6. Record it 7. Document it	<b>Condition:</b>  In the classroom / the field  <b>Task:</b> Estimate budget for training  <b>Standard:</b> Presented the proposed budget for any training	<ul style="list-style-type: none"> <li>▪ Concept of budgeting</li> <li>▪ Importance of Budgeting</li> <li>▪ Role of budgeting.</li> </ul>

**Tools/Equipment Machines/Materials:**

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**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 3 hrs  
**Practical:** 2 hrs.  
**Theory:** 1 hrs.

	<b>Task 14:</b> Evaluate the training	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>Steps:</b>  <b>Summative and formative evaluation</b>  1. Develop the Criteria 2. Develop the formats 3. Observed the participants 4 Give format and fill up it 5. Record and document it	<b>Condition:</b>  In the classroom / the field  <b>Task:</b> Evaluate the training  <b>Standard:</b> Present the report of training and gives feedback	<ul style="list-style-type: none"> <li>▪ Concept of evaluation</li> <li>▪ Importance of Evaluation</li> <li>▪ Advantages of Evaluation.</li> </ul>

**Tools/Equipment Machines/Materials:**

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**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 15:</b> Prepare training report	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1 Collect require materials</li> <li>2 Revised the training schedule</li> <li>3 Collect the information of training delivery</li> <li>4 Develop report format</li> <li>5 Write report according to the implemented activities</li> <li>6 Include participants' and students' evaluation</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / the field</p> <p><b>Task:</b></p> <p>Prepare training report</p> <p><b>Standard:</b></p> <p>Prepare the training report according report format.</p>	<ul style="list-style-type: none"> <li>▪ Importance of training report</li> <li>▪ Procedure of report</li> <li>▪ Components of a report</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 16:</b> Follow up the training	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Review the action plan</li> <li>2. Identify the participants</li> <li>3. Meet the participants</li> <li>4. Discuss with participants</li> <li>5. Ask question for when you feel the difficulty in your work</li> <li>6. Record for the reporting</li> <li>7. Forward to the supervisor</li> <li>8. Recommend the findings</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / the field</p> <p><b>Task:</b></p> <p>Follow up the training</p> <p><b>Standard:</b></p> <p>Submit the training follow up report</p>	<ul style="list-style-type: none"> <li>▪ Concept of Follow up</li> <li>▪ Importance of follow up</li> <li>▪ Types of follow up</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

**Safety**

## Task Analysis Sheet

**Course Title:** Social mobilization  
**Modular:** Training & Facilitation  
**Duty:** Manage Training

**Time:** 4 hrs  
**Practical:** 3 hrs.  
**Theory:** 1 hrs.

	<b>Task 17:</b> Assist to sell training bi-products	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. List the training bi-product</li> <li>2. Identify the possible market</li> <li>3. Analysis the market</li> <li>4. Observed the market</li> <li>5. Discuss with the stakeholder</li> <li>6. Orient the Product materials</li> <li>7. Introduce the training product</li> <li>8. Keep the record of sell materials</li> </ol>	<p><b>Condition:</b></p> <p>In the classroom / the field</p> <p><b>Task:</b></p> <p>Assist to sell training bi-products</p> <p><b>Standard:</b></p> <p>Present the possible market of the training bi-product</p>	<ul style="list-style-type: none"> <li>▪ Identify the market</li> <li>▪ Linkages of marketing</li> <li>▪ Marketing of the product</li> </ul>

**Tools/Equipment Machines/Materials:**

Developed by: Raj Bahadur Giri

## Facilitate Group Events

Credit Hours: 40

### Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 1:</b> Develop Action Plan	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<b><u>Steps (Learning Procedures):</u></b> <ol style="list-style-type: none"><li>1. Inform the target group for meeting to make action plan</li><li>2. Conduct meeting</li><li>3. Inform about the decision to implement the project its duration and strategy</li><li>4. List out the sources of materials (local &amp; external) to complete the project</li><li>5. Present the tentative time table asking with community people</li><li>6. Divide the implementation activities fit with the time table</li><li>7. Discuss for the activity wise responsibility division</li><li>8. Discuss for the local resources mobilization (human as well as materials)</li><li>9. Fill the action planning table including target groups contribution</li><li>10. Read the final action plan for the users information</li></ol>	<b><u>Condition:</u></b> In the field (group meeting)  <b><u>Task:</u></b> Develop action plan  <b><u>Standard:</u></b> Prepared action plan	Format of action plan, meeting conduction & facilitation, project proposal, cost estimation etc.

**Tools:** Pen/ plain sheet / computer / printer / format of action plan

**Safety:**

**Developed by:** Tej Prasad Dhakal



## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 2:</b> Estimate Annual Budget	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Invite the executive members of group for the meeting</li> <li>2. Facilitate to review the activities of the year to be finished soon.</li> <li>3. Ask them to present their (members) view on finished activities.</li> <li>4. Facilitate them to discuss the activities to be done in the coming year</li> <li>5. Assist them to finalize the forthcoming activities.</li> <li>6. Facilitate them to propose the tentative cost of every activity including internal resources</li> <li>7. Assist them to estimate the logistics and office management cost</li> <li>8. Facilitate them to list down the development and administrative activities with activity wise proposed budget</li> <li>9. Help them to finalize the budget</li> </ol>	<p><b><u>Condition:</u></b> In the field (group meeting)</p> <p><b><u>Task:</u></b> Estimate the annual budget</p> <p><b><u>Standard:</u></b> Prepared logical / reliable budget</p>	<p>Administrative know-how, group activity, tentative market price, financial policy of the organization</p>

**Tools:** Specimen budget of any organization / pen / register / budget format sheet etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 11**  
**Practical: 9 Hrs**  
**Theory: 2 Hrs**

<b>Task 3:</b> Form Community Groups	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community</li> <li>2. Find out the community people with same interests that have separate identity / existence (As child, women, tailor, goldsmith, farmer, students etc.)</li> <li>3. Visit the community again and discuss with the aforementioned group about their interest and problems</li> <li>4. Invite them in a separate meeting and discuss on their concern</li> <li>5. Encourage all of them to say something on their issues</li> <li>6. If they are interested and ready, facilitate to form a group</li> <li>7. Divide the responsibility and form a committee for its function</li> <li>8. Facilitate them to make the legislation, laws and by-laws if necessary</li> <li>9. Facilitate them to get legality from the concerned government body</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Form community groups</p> <p><b><u>Standard:</u></b> Formed at least one group in the community</p>	<p>Social structure, socio-economic condition of group, facilitation skill, dispute settling capacity</p>

**Tools:** Pen / diary / register etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 3**  
**Practical: 2 Hrs**  
**Theory: 1 Hrs**

<b>Task 4:</b> Conduct Group Discussion	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Invite the community people / group representatives for the meeting</li> <li>2. Salute / greet them</li> <li>3. Explain the purpose of the meeting</li> <li>4. Present the topic for group discussion</li> <li>5. Divide the participants into 2 to 5 groups and ask them to discuss on the topic within the given time</li> <li>6. Facilitate the individual group to make the maximum participation</li> <li>7. Ask the groups to present the findings of the discussion group wise and allow the other groups to comment the presentation</li> <li>8. Discuss in the plenary and make the necessary changes in the group findings</li> <li>9. Make the final lists of the findings of the group discussion</li> <li>10. See off the participants and give thanks for their valuable suggestion and participation</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Conduct group discussions</p> <p><b><u>Standard:</u></b> Presented the logical methods of group discussion</p>	<p>Telephone, Computer, Internet, E-mail use Internet /email connection Communication skill in Nepali and English</p>

**Tools:** Pen / plain sheet / board / marker / flip chart / masking tape / scissor / Meta card etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 5:</b> Assist to Prepare Meeting Minute	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Facilitate to start the meeting with salutation</li> <li>2. Assist to write down the presence of the participants in the register</li> <li>3. Facilitate to present the agenda in the meeting and note down in the register after the presence</li> <li>4. Help them to discuss on agendas one by one and put down the decision after the agenda in the register</li> <li>5. Assist them to write all the decision made by the meeting</li> <li>6. Ask them to read the minute carefully and ask the meeting participants to give suggestions if any</li> <li>7. Request the participants to sign in the register</li> </ol>	<p><b><u>Condition:</u></b> In the field (group meeting)</p> <p><b><u>Task:</u></b> Assist to prepare meeting minute</p> <p><b><u>Standard:</u></b> Made a copy of group meeting minute</p>	<p>Minute writing skill, Communication skill in Nepali and English</p>

**Tools:** pen / register / stamp pad

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 6:</b> Assist to Prepare Income Expenditure Format	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the income and expenditure format from the other organization / prepare yourself</li> <li>2. Facilitate to collect the income and expenditure record of the group</li> <li>3. Assist to separate the income record and expenditure record</li> <li>4. Help them to present the format of income and expenditure</li> <li>5. Facilitate them to make the copy of the format and fill it up with the income and expenditure of the group</li> <li>6. Facilitate them to finalize the format the present in the group meeting and get consensus from the participants</li> </ol>	<p><b><u>Condition:</u></b> In an office</p> <p><b><u>Task:</u></b> Assist to Prepare Income Expenditure Format</p> <p><b><u>Standard:</u></b> Prepared the income expenditure sheet</p>	<p>Financial policy, format preparation of income and expenditure, Government financial policy, tax, VAT etc.</p>

**Tools:** computer / printer / paper / pen / calculator / income expenditure format

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 3**  
**Practical: 2 Hrs**  
**Theory: 1 Hrs**

<b>Task 7:</b> Assist to Conduct Village Campaign	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Assist to review the report of need assessment</li> <li>2. Facilitate to find out the awareness building programs</li> <li>3. Assist them to make the slogan for the campaign</li> <li>4. Inform the community people to participate in the village campaign in the fixed venue and date</li> <li>5. Facilitate to make the necessary preparation for the campaign</li> <li>6. Facilitate the group to observe the beginners of the campaign and ask the confused matter</li> <li>7. Allow the people to practice in the spot for the further activities</li> <li>8. Facilitate them to follow the slogan / activities independently</li> <li>9. Assist them to monitor and supervise the campaign to meet the objectives</li> <li>10. Help them to close the campaign giving thanks and fare well to the participants</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Assist to conduct village campaign</p> <p><b><u>Standard:</u></b> Participated in the village campaign</p>	<p>Current issues of the society, development and matter for people to aware</p>

**Tools:** Pen/ plain sheet / bag / diary / banner / VCD / VCR / monitor / musical instrument etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 8:</b> Collect Relevant Publication	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Fix the area of intervention in community development</li> <li>2. Visit the organizations / group working towards the same category of development work</li> <li>3. Collect the publications from the related stakeholders</li> <li>4. Discuss with the stakeholders for the further publications</li> <li>5. Visit the government, non-government and private organizations, company for the publications</li> <li>6. Facilitate to study the publications and find out whether they are relevant or not for the community development and their issues</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Collect relevant publication</p> <p><b><u>Standard:</u></b> Listed the name of at least 10 publications</p>	<p>Development issues, strategy, VMGO of the organizations / groups etc.</p>

**Tools:** publications / name list of relevant organizations and publications

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 9:</b> Develop Materials to Publish	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Review the accomplished activities</li> <li>2. Review the report of the evaluation of the development activities</li> <li>3. Find out the learning / lesson learnt from the implementation</li> <li>4. Consult with the expert to put the materials in the publication from the learning of the development activities</li> <li>5. Draft the publication</li> <li>6. Give the draft to read and make necessary comments to the experts / stakeholders / group representatives</li> <li>7. Make the changes according to the suggestions and finalize the materials</li> <li>8. Send it to the press to publish it</li> <li>9. Disseminate the publications to the groups / stakeholders and other relevant body</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / field</p> <p><b><u>Task:</u></b> Develop materials to publish</p> <p><b><u>Standard:</u></b> Published at least one materials</p>	<p>Writing the publications, management of publication</p>

**Tools:** Relevant publications / pen / diary etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal



## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

<b>Task 10:</b> Facilitate Inter-group Discussion (sharing)	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Inform the target groups for inter group discussion</li> <li>2. Prepare the agenda for discussion</li> <li>3. Make the logistical provision</li> <li>4. Start the meeting for discussion</li> <li>5. Present he agenda (sharing the experiences)</li> <li>6. Provide the chance to present the experience of one group and allow the other group to ask questions</li> <li>7. Give the group to clarify the questions</li> <li>8. Provide the chance to present the experience of another group and allow the next group to ask questions</li> <li>9. Make the lessons / learning from the experiences of the groups for the mutual benefit in the future</li> <li>10. Close the discussion</li> </ol>	<p><b><u>Condition:</u></b> In the field (group meeting)</p> <p><b><u>Task:</u></b> Facilitate Inter-group Discussion (sharing)</p> <p><b><u>Standard:</u></b> Presented at least 5 lessons from the group sharing</p>	<p>Meeting conduction &amp; facilitation,</p>

**Tools:** Pen / plain sheet / board / marker / flip chart / masking tape / scissor / Meta card etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 3**  
**Practical: 2 Hrs**  
**Theory: 1 Hrs**

<b>Task 11:</b> Organize Cross Visit	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss with the group for the visit to next groups to know / observe something new</li> <li>2. Make the plan</li> <li>3. Inform the community people to go for cross visit to the nearer places</li> <li>4. Manage the logistics and other required things</li> <li>5. Take the selected people to the target place</li> <li>6. Facilitate them to observe the development activities and ask with the people about the activities</li> <li>7. Facilitate to share their own experiences with them</li> <li>8. Ask them to find out the differences</li> <li>9. Facilitate the participants to prepare the report including lessons learnt from the visit</li> <li>10. Ask them to share the learning in the group meeting</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Organize cross visit</p> <p><b><u>Standard:</u></b> Made the plan for cross visit</p>	<p>Management of observation / cross visit activities</p>

**Tools:** Pen / diary / bag / transportation / first aid etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 3**  
**Practical: 2 Hrs**  
**Theory: 1 Hrs**

<b>Task 12:</b> Assist to Prepare Legislation	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss with the group for the inconveniency of the development activities without getting legality from the authorized government body</li> <li>2. Facilitate them to write the group mobilization laws and by-laws they are practicing in the group as a process of getting legalization</li> <li>3. Get a specimen legislation of other registered group and present it in the group meeting</li> <li>4. Provide the group representative to study the legislation</li> <li>5. Assist them to draft the legislation</li> <li>6. Present the drafted legislation in the group meeting and ask the participants to make the necessary comments</li> <li>7. Incorporate the comments and finalize the legislation</li> <li>8. Submit the ready legislation to the authorized government body to get the legal authority to move and manage the groups</li> <li>9. Get advice from the concerned body</li> <li>10. Share the major points of legislation after getting legality from the concerned authority</li> <li>11. Facilitate the group to follow the legislation</li> <li>12. Facilitate the group to make laws and by-laws based on the legislation to manage the group effectively</li> </ol>	<p><b><u>Condition:</u></b> In the field (group meeting)</p> <p><b><u>Task:</u></b> Assist to prepare legislation</p> <p><b><u>Standard:</u></b> Prepared at least one legislation</p>	<p>Legislation, laws, by-laws, legal provision of government to register group etc.</p>

**Tools:** Pen/ plain sheet / computer / printer / specimen legislation of another group / other legal documents etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate Group Events**

**Time (Hour): 3**  
**Practical: 2 Hrs**  
**Theory: 1 Hrs**

<b>Task 13:</b> Assist to Prepare Plan	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Facilitate the group to assess the needs</li> <li>2. Assist them to prioritize the needs</li> <li>3. Help them to make the plan for their future activities based on the prioritized needs</li> <li>4. Facilitate the group to understand the components of plan</li> <li>5. Help them to discuss about the different components of plan separately to be clear (Goal, Objectives, program, implementation plan, monitoring / evaluation mechanism etc)</li> <li>6. Ask them to prepare the plan using their own resources and external resources</li> <li>7. Facilitate the group to present the plan and take the comments from the group members</li> <li>8. Help them to finalize the plan</li> <li>9. Facilitate them to disseminate the plan to the different stakeholders</li> </ol>	<p><b><u>Condition:</u></b> In the field (group meeting)</p> <p><b><u>Task:</u></b> Assist to prepare plan</p> <p><b><u>Standard:</u></b> Prepared at least one plan of a group</p>	<p>Components of plan, resources mobilization, monitoring, evaluation, implementation plan etc.</p>

**Tools:** Pen/ plain sheet / computer / printer / format of plan

**Safety:**

**Developed by:** Tej Prasad Dhakal

Facilitate for Resource Mobilization – 40 hrs.

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Training & Facilitation  
**Duty:** Facilitate for Resource Mobilization

**Time (Hour):** 4  
**Practical:** 3 Hrs  
**Theory:** 1 Hrs

Task 1: Assist to Identify Local Resources	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community and list out the resources as many as possible through the observation</li> <li>2. Conduct meeting in the community and request for maximum participation</li> <li>3. Facilitate to name the things (land, animal, human, jungle, water, mineral etc) available in the community</li> <li>4. Help to discuss participants in the group or in the plenary to find out the maximum resources the community people benefited from</li> <li>5. Assist them to find out the use / benefit of the local resources</li> <li>6. Facilitate to find out the previous use of local resources in the community development work</li> <li>7. Make the participants clear about the future use of local resources for the community development</li> <li>8. Make the actual list of local resources</li> </ol>	<p><b><u>Condition:</u></b> In the field (group meeting)</p> <p><b><u>Task:</u></b> Assist to identify local resources</p> <p><b><u>Standard:</u></b> Found at least 10 name of local resources</p>	<p>Resources (local and external) use of resources in development work Facilitation skill</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor / etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate for Resource Mobilization**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

<b>Task 2:</b> Identify Skilled Manpower in the Community	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community and observe the development activities closely and list out the accomplished activities in the diary</li> <li>2. Call on the meeting of the community people</li> <li>3. Facilitate them to name the completed development activities before</li> <li>4. Encourage them to find out the participation of local people in the aforementioned activities</li> <li>5. Based on no.1-4 categorize the skills of the people (carpenter, mason, tailor, goldsmith, farmer, teacher, doctor, engineer, lawyer etc)</li> <li>6. Assist the participants to find the number of the skillful people and general people</li> <li>7. Facilitate them to find out the contribution the skillful manpower made to the community development</li> <li>8. Encourage the participants to calculate the benefit of using local human resources in the community development work compare to the use of external human resources</li> <li>9. Facilitate them to make the final list of locally available human resources</li> </ol>	<p><b><u>Condition:</u></b> In the field and group meeting</p> <p><b><u>Task:</u></b> Identify skilled manpower in the community</p> <p><b><u>Standard:</u></b> Listed out the available human resources in the community</p>	<p>Skill of local people, use of local skill in the development work, development activities in the community</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor / etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate for Resource Mobilization**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

<b>Task 3:</b> Assist to Maintain Personal Hygiene	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community and observe the people and their hygiene closely</li> <li>2. Meet some individual and ask them about their personal hygiene</li> <li>3. Facilitate to conduct meeting to find the real status of personal hygiene of the people</li> <li>4. Encourage them to share their experiences to maintain the personal hygiene from the long ago</li> <li>5. Facilitate them to realize the importance of personal hygiene to a healthy people and importance of healthy people in community development</li> <li>6. Help them to find out that their personal hygiene practices are suitable for this situation or not.</li> <li>7. Then Encourage them to find out the proper way of maintaining personal hygiene for the healthy development environment</li> <li>8. Facilitate to make some remarkable points to remember for ever to maintain the personal hygiene</li> <li>9. Organize the cross visit to observe the maintaining personal hygiene in a specimen place</li> <li>10. Share the example of such places</li> <li>11. Facilitate the mechanism of monitoring to maintain personal hygiene</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Assist to maintain personal hygiene</p> <p><b><u>Standard:</u></b> Conducted discussion for personal hygiene</p>	<p>Personal hygiene, community health, first aid, nutrition, balance diet etc.</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor / etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Training & Facilitation  
**Duty:** Facilitate for Resource Mobilization

**Time (Hour):** 6  
**Practical:** 4 Hrs  
**Theory:** 2 Hrs

<b>Task: 4</b> Conduct Market Survey	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>8. Visit the community and observe the marketable products available in the community</li> <li>9. Facilitate to conduct the meeting for finding different products available in the community</li> <li>10. Facilitate to find out the products that can be sold in the market easily</li> <li>11. Make the list of marketable products available in the community</li> <li>12. Assist them to find out the actual demand of the products available in the community</li> <li>13. Facilitate them to discuss with market expert and make the questionnaire for market survey</li> <li>14. Help them to fill up the questionnaire and observe the market closely</li> <li>15. Assist them to tabulate the data and analyze the real market status</li> <li>16. Facilitate the group to find out the list of marketable products produced by the community</li> <li>17. Share the findings in the community people and make the people aware about the market and products</li> </ol>	<p><b><u>Condition:</u></b> In the field an group meeting</p> <p><b><u>Task:</u></b> Conduct market survey</p> <p><b><u>Standard:</u></b> Disseminated the findings of market survey</p>	<p>Preparation of questionnaire, marketing policy, strategy products selling scheme etc</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor / questionnaire etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal



## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate for Resource Mobilization**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

<b>Task 5:</b> Assist to Create Fund for Local Resources Mobilization	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community and closely observe the possibilities of fund creation from the community</li> <li>2. Facilitate to conduct meeting in the community for creating funds form the community (selling forest products, getting levy, rent the public property etc.)</li> <li>3. Facilitate the community to make the participatory plan and send the plan to the stakeholders for their information</li> <li>4. Assist them to conduct the stakeholders' meeting to raise the funds</li> <li>5. Help the community to develop the proposal for the potential project</li> <li>6. Assist them to visit the stakeholders, donors and talk with them for the future potential joint programs to mobilize the local resources</li> <li>7. Facilitate to develop the mechanism / strategy of mobilizing local resources using the donors' fund</li> <li>8. Facilitate the group to make the group activities transparent</li> <li>9. Assist the group to explore the alternative ways of creating fund</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Assist to create fund for local resources mobilization</p> <p><b><u>Standard:</u></b> Made a fund in the community with the participation of community people</p>	<p>Proposal / report writing, fund creating mechanism / strategy etc</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor / questionnaire etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title:** Social Mobilization  
**Modular:** Training & Facilitation  
**Duty:** Facilitate for Resource Mobilization

**Time (Hour):** 4  
**Practical:** 3 Hrs  
**Theory:** 1 Hrs

<b>Task 6:</b> Assist to Purchase Machine / Tools	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Review the program plan</li> <li>2. Select the activity that needs machines / tools</li> <li>3. Facilitate to make decision to buy the tools for the development activities</li> <li>4. Assist the group to make the financial policy</li> <li>5. Help them to contact the machine / tools seller and collect the quotation</li> <li>6. Facilitate to discuss in group after getting the quotation and make the decision</li> <li>7. Help them to pay the certain percentage of the total payment and deliver to the location</li> <li>8. Assist them to pay the rest of the payment through bank</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Assist to purchase machine/tools</p> <p><b><u>Standard:</u></b> Made the policy for purchasing machine/tools for the community group</p>	<p>Financial policy of the organization and HMG tentative market price of the machine / tools</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor / questionnaire etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate for Resource Mobilization**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

<b>Task 7:</b> Assist to Sell Local Products	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Assist to conduct the meeting</li> <li>2. Facilitate to list out the marketable products produced in the community</li> <li>3. Help them to explore the tentative quantity to be sold from the community</li> <li>4. Assist to negotiate with the dealer to sell the products</li> <li>5. Help them to fix the price</li> <li>6. Help them to maintain the quality of the products</li> <li>7. Facilitate to avoid the unhealthy competition</li> <li>8. Facilitate to form the monitoring committee for the continuous market access of the community products</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Assist to sell local products</p> <p><b><u>Standard:</u></b> Listed the products that have market and also price</p>	<p>local products, market price etc</p>

**Tools:** Pen/ diary / marker / board / flip chart / masking tape / scissor

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate for Resource Mobilization**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

<b>Task 8:</b> Create Awareness to Continue Traditional Work	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community to observe the traditional work</li> <li>2. Discuss with the group representatives and traditional worker</li> <li>3. Assist them to find out the real status of the traditional work in the community</li> <li>4. Facilitate to conduct the meeting of group representatives and traditional workers for the planning to create awareness on traditional work</li> <li>5. Assist to conduct campaign</li> <li>6. Facilitate to disseminate the importance of traditional work for the sustainable development</li> <li>7. Help the group to motivate and encourage the traditional work by giving prizes / training / visit etc.</li> <li>8. Facilitate to form a monitoring mechanism / strategy for its continuation</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Create Awareness to Continue Traditional Work</p> <p><b><u>Standard:</u></b> Conducted awareness campaign</p>	<p>Importance of traditional work, sustainability of any activity, awareness creating skill</p>

**Tools:** Pen/ diary / bag / calculator etc.

**Safety:**

**Developed by:** Tej Prasad Dhakal

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Training & Facilitation**  
**Duty: Facilitate for Resource Mobilization**

**Time (Hour): 6**  
**Practical: 4 Hrs**  
**Theory: 2 Hrs**

<b>Task 9:</b> Facilitate to Introduce Improved Technologies	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the community and observe the technologies using in the community</li> <li>2. Facilitate to explore the technologies being used in the community currently in the meeting</li> <li>3. Facilitate to compare the benefit of the technology being used and to be used (new) for the better service and production</li> <li>4. Encourage them to carry the new technology in the competitive commercial era of 21st century</li> <li>5. Explain some examples of group who got better service and production</li> <li>6. Assist the group to make the comparison of sustainability / efficiency of new technology</li> <li>7. Facilitate to organize the study / visit program</li> <li>8. Facilitate to share the lesson / learning from the other places where new technologies were introduced</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Facilitate to Introduce Improved Technologies</p> <p><b><u>Standard:</u></b> Presented some appropriate technology to the community people</p>	<p>New technology, benefit of new technology, sustainability</p>

**Tools:** Pen/ diary / bag / calculator etc

**Safety:**

**Developed by:** Tej Prasad Dhakal

# **Entrepreneurship Development (ED)**

**Total Hour: 156**

**(Theory 78 + Practical 78)**

## **Objectives:**

Now the development activities are examined through the economic return for better livelihoods. No other ways are there to be carried out to work for the community people. To make the development activities for the economic benefits, some skills development provisions are added here in this social mobilization course. Mainly the techniques of developing business schemes for the rural poor people to make their livelihoods better are the major concerns of this subject. Primarily the course caters the concept and skills of group formation, and then the entrepreneurship development activities are practiced. To attract the attention of community people, this course helps the trainees to make small business plan for income generating activities. This entrepreneurship development for better livelihoods is the primary concern of modern development model. For this motto, this course is added for the social mobilization trainees to make them aware on the commercial oriented development for this 21st century.

## **At the end of the course the trainee will be able to:**

1. Tell the definition, importance, components, and principles of group and teamwork.
2. Mention the methods of group formation.
3. Present the vision of group formation
4. Identify the ways of better livelihoods after the group work for income generating activities.
5. Present the small business schemes to be presented against the community people focusing women, dalits and down trodden people
6. Make the network for market promotion to sell the products of the community entrepreneurship groups.
7. Demonstrate the strategies to encourage/motivate community people to make the group among themselves.
8. Explain the comparative status of investment and return condition of business activities to be conducted in the community
9. Explore the economic potentialities of Nepalese rural /urban communities from the available resources.
10. Seek and present the ways of self-sustaining strategies to be handed over to the community people.

## Theoretical Parts:

**40 credit hours**

1. Concept of group, team work
2. Importance of group formation
3. Scope of group work for better livelihoods
4. Nature of people uniting into the groups
5. Concept of focus group
6. Legality of group
7. Concept of CBOs existing in the community
8. Government policy about focus group, CBOs and other people living in the community
9. Modern trends of development through group mobilization
10. Concept of group mobilization
11. Potential strengths and weaknesses of the community groups
12. Concept and definition of business schemes
13. Importance of business schemes
14. Components of business schemes
15. Scope of business schemes
16. Theory of investment-return entity
17. Concept, importance and scope of Income Generating Activities (IGA)
18. Possible IGA activities in the Nepalese communities
19. Methods of Need Identification
20. Analysis the system of causes and consequences
21. Analyze the inter-group and inter-personal activities
22. Concept of savings, cooperatives and credit groups
23. Concept of micro/macro finance
24. Importance of micro finance to boost up the macro finance
25. Concept of different funds (e.g. revolving)
26. Sources of funds for groups mobilization
27. Different funds:
  - PAF
  - Revolving fund
  - Local Development Fund
  - Gramin Bank

# Manage Micro Finance

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 12**  
**Practical: 8 Hrs**  
**Theory: 4 Hrs**

<b>TASK 1:</b> Assess the community	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<b>STEPS (Learning Procedures)</b>  1. Study the VDCs history, periodic plan, objectives, programs and services.  2. Study the role of other organizations (government and non government) working in the area.  3. Study the administrative structure of the organization (VDC) and its personnel.  4. Study the response of the organization in relation to problem situation.  5. Study the role of social mobilizer in the community and develops task (social work intervention) in relation to problem situation.  6. Identify causes and assess the magnitude of the problem.	<b>CONDITION</b> In the field  <b>TASK</b> Assess the community  <b>Standard</b>  Assessed at least one community	1. Development issues 2. Approaches 3. Partnership 4. Networking 5. Facilitation 6. Economic analysis

**Tools/Equipments Machines/Materials:**

**Safety**

**Developed By: Samesh Adhikari**



## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 15**  
**Practical: 10 Hrs**  
**Theory: 5 Hrs**

	<b>TASK 2:</b> Explore issues and imitate best practices	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>STEPS (Learning Procedures)</b></p> <ol style="list-style-type: none"> <li>1. Revise the various tools of fact finding.</li> <li>2. Establish working relationships</li> <li>3. Identify ways of mobilization of community resources in relation to the problem</li> <li>4. Participates in the planning, organizing, coordinating, implementing of the programs</li> <li>5. Present the ability to maintain time and an organized work load</li> <li>6. Practice the office procedures and participation in agency meetings and conferences</li> <li>7. Interpret the role of social worker and other staff in the agency.</li> <li>8. Use recordings as a tool for learning</li> </ol>	<p><b>CONDITION</b></p> <p>In the field</p> <p><b>TASK</b></p> <p>Explore issues and imitate best practices</p> <p><b>Standard</b></p> <p>Presented at least two issues from the community to practice</p>	<ol style="list-style-type: none"> <li>1. Development issues</li> <li>2. Approaches</li> <li>3. Partnership</li> <li>4. Networking</li> <li>5. Facilitation</li> <li>6. Economic analysis</li> </ol>

**Tools/Equipments Machines/Materials:**

### 5. Safety

**Developed By: Samesh Adhikari**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 14**  
**Practical: 10 Hrs**  
**Theory: 4 Hrs**

	<b>TASK 3:</b> Assist for Banking process	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<b>STEPS (Learning Procedures)</b> <ol style="list-style-type: none"> <li>1. Explain the financial policy</li> <li>2. Demonstrate the methods/ways of opening bank account</li> <li>3. Prepare a voucher to post the income and expenditure</li> <li>4. Assist to prepare the check</li> <li>5. Assist to get signature for the drawing money from the bank</li> <li>6. Demonstrate the system of drawing the money and balancing the money in the bank account</li> <li>7. Get the balance sheet from the bank</li> </ol>	<b>CONDITION</b> In the classroom and in the field  <b>TASK</b> Assist for Banking process  <b>Standard</b> Demonstrated the banking process (at least one way system)	<ul style="list-style-type: none"> <li>- Financial policy</li> <li>- Check preparation</li> <li>- Voucher preparation</li> </ul>

**Tools/Equipments Machines/Materials:**

**Safety**

**Developed By: Samesh Adhikari**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 16**  
**Practical: 10 Hrs**  
**Theory: 6 Hrs**

	<b>TASK 4:</b> Assist for book keeping	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>STEPS (Learning Procedures)</b></p> <ol style="list-style-type: none"> <li>1. Explain the financial policy of organization</li> <li>2. Explain the financial policy of HMG Nepal</li> <li>3. Demonstrate the different formats (saving, investment, minuting, voucher, check, passbook, balance sheet etc.)</li> <li>4. Explain banking process</li> <li>5. Demonstrate the process of making day to day income expenditure record (logbook)</li> </ol>	<p><b>CONDITION</b></p> <p>In the classroom and in the office/field</p> <p><b>TASK</b></p> <p>Assist for book keeping</p> <p><b>Standard</b></p> <p>Demonstrated a maintained logbook and monthly balance sheet</p>	<ul style="list-style-type: none"> <li>▪ Financial policies</li> <li>▪ Logbook maintaining</li> <li>▪ Balance sheet preparation</li> <li>▪ Check/voucher preparation</li> </ul>

**Tools/Equipments Machines/Materials:** Check, voucher, formats of different financial records, marker, board etc.

**Developed By: Samesh Adhikari**

**Safety**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 10**  
**Practical: 6 hrs**  
**Theory: 4 hrs**

	<b>TASK 5:</b> Assist to prepare loan flow structure	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. Explain the financial policy</li> <li>2. Describe the areas of business that the organization/cooperatives/bank/group can provide loan to the members</li> <li>3. Demonstrate the time frame of clearing loan</li> <li>4. Assist to prepare the schemes to get the loan</li> <li>5. Facilitate to make the loan refunding/ payment policy</li> <li>6. Help the group to make the policy of utilizing revolving fund</li> <li>7. Assist to make the fund security policy</li> <li>8. Facilitate them to make the sustainability of the financial mobilization of the group</li> </ol>	<p><b>CONDITION</b></p> <p>In the classroom and in the office/field</p> <p><b>TASK</b></p> <p>Assist to prepare loan flow structure</p> <p><b>Standard</b></p> <p>Demonstrated a concrete structure of loan flow in the community people</p>	<ul style="list-style-type: none"> <li>▪ Financial policies</li> <li>▪ Logbook maintaining</li> <li>▪ Balance sheet preparation</li> <li>▪ Check/voucher preparation</li> <li>▪ Business schemes</li> <li>▪ Sustainability</li> </ul>

**Tools/Equipments Machines/Materials:** Check, voucher, formats of different financial records, marker, board etc

**Developed By: Samesh Adhikari**

**Safety**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 20**  
**Practical: 14 Hrs**  
**Theory: 6 Hrs**

	<b>TASK 6: Mobilize fund</b>	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. Explain the financial policies of the government and organizations</li> <li>2. Demonstrate the possible areas of fund investment (income generating activities)</li> <li>3. Brief the cost benefit analysis of every business activity that can be done under the group/community</li> <li>4. Assist the group to make the financial policy of the group fund mobilization</li> <li>5. Describe some ways of external linkage of group with the bigger house of financial dealing (bank)</li> <li>6. Explain the ways of some risk management system of any business</li> </ol>	<p><b>CONDITION</b></p> <p>In the classroom and in the office/field</p> <p><b>TASK</b></p> <p>Mobilize fund</p> <p><b>Standard</b></p> <p>Presented the solid ways of mobilizing fund of the group</p>	<ul style="list-style-type: none"> <li>▪ Financial policies</li> <li>▪ Business schemes</li> <li>▪ Sustainability</li> <li>▪ Key areas of fund utilization</li> </ul>

**Tools/Equipments Machines/Materials:**

Check, voucher, formats of different financial records, marker, board etc

**Developed By: Samesh Adhikari**

**Safety**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Entrepreneurship Development**  
**Duty: Manage micro finance**

**Time (Hour): 29**  
**Practical: 20 hrs**  
**Theory: 9 hrs**

	<b>TASK 7:</b> Assist the IGA implementation	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. Describe the financial policy</li> <li>2. Demonstrate some schemes of IGA prepared before</li> <li>3. Assist to prepare some guidelines of IGA implementation</li> <li>4. Explain some case study of IGA implemented area of the other community</li> <li>5. Describe some monitoring and evaluation tools of IGA implementation</li> <li>6. Facilitate them to make the action plan of IGA implementation</li> <li>7. Help them to make the report to submit to the concerned organizations</li> </ol>	<p><b>CONDITION</b></p> <p>In the classroom and in the office/field</p> <p><b>TASK</b></p> <p>Assist the IGA implementation</p> <p><b>Standard</b></p> <p>Demonstrated an example of successfully implemented IGA of any community</p>	<ul style="list-style-type: none"> <li>▪ Financial policies</li> <li>▪ Business schemes</li> <li>▪ Sustainability</li> <li>▪ Action planning</li> <li>▪ Monitoring and evaluation</li> </ul>

**Tools/Equipments Machines/Materials:**

Check, voucher, formats of different financial records, marker, board etc

**Developed By: Samesh Adhikari**

# **Social/Agro Forestry (S/AF)**

**Total Hour: 195**

**(Theory: 78 + Practical: 117)**

## **Objectives:**

This course provides the trainees the concept of social forestry development with its related field in the community. Mainly the issues simultaneously raised in the community related agriculture and forestry are dealt in this subject. The Agroforestry based development activities are accumulated in this subject where the trainees get the clear-cut ideas to coordinate the community for their sustainable development particularly in the context of Nepal. The roles and responsibilities of agricultural and forestry related government organizations are catered here to the trainees. On the other hand, the major practices as forest (private and community forest), agriculture, Agroforestry and livestock are dealt in this subject. Coordination for resource mobilization is the principal dealings of this subject. For this very task, the diversified topics of the development are gathered as roles and responsibilities of forest, agriculture, livestock and Agroforestry offices of government and other non-government organizations. Very basic know-how of Agroforestry as forestry, livestock agriculture and Agroforestry will be disseminated through this course.

## **At the end of the course the trainee will be able to:**

1. Tell the definition, importance, components, and principles of Agroforestry development.
2. Identify the major organizations (stakeholders of the community) of government and others related Agroforestry (agriculture and forestry) to the community people.
3. Describe the roles and responsibilities of the GOs and NGOs, working for the community people in agriculture and forestry
4. Demonstrate the ability of dealing in Agroforestry, Agriculture and livestock that is the very concerns of Nepalese people.
5. Recommend the organizations for the support of community people for their concerns of daily life as forests, livestock, and agriculture.
6. Explain the basic approaches of planning of development activities of the community
7. Assist to make the plan of mobilizing the resources for the benefit of the people seemingly lacking in the community especially in the backward community
8. Analyze the development activities through the point of view of agriculture, forestry, livestock, etc.
9. Describe the various ways of mobilizing the agricultural and forestry resources available in the community.
10. Present the schemes of economic growth through social mobilization of the community based on agriculture and forestry.

<b>S. No.</b>	<b>Content</b>	<b>Sub-content</b>	<b>Credit hours/week</b>
	<b>Agriculture</b>		<b>40</b>
		Concept, importance of agriculture (Agronomy, horticulture)	2
		History of agriculture	1
		Branches of agriculture and importance in agriculture development	3
		(Agronomy, horticulture)	1
		Scope of agriculture	1
		Inter relationship among components of agriculture system	2
		Constraint in agricultural production	1
		Difference between extensive and intensive agriculture system (characteristics and importance)	1
		Traditional agricultural practices and their disadvantages	1
		Improved agricultural practices and their implementation on Nepalese context (scope + advantages)	2
		Types of Nepalese farming system (limitations and opportunities)	2
		Sustainable agriculture (concept + importance)	2
		Principle of organic farming and its advantages	2
		Principle of permaculture and potential for implementation	1
		Integrated pest management for sustainable agriculture production	2
		Integrated nutrient management for sustainable agriculture production	2
		Role of irrigation and fertilizer for sectoral development of agriculture	2
		Agriculture Prospective Plan (APP) and its role in agriculture development	4
		Organogram + organizations involved in agriculture sector (GOs, I/NGOs)	3
		Roles and responsibilities of JTA, JT, AO, DAO and their activities	2
		Activities of service center, sub-service center	2
		Approach of agriculture development in Nepal and role of social mobilizer	1
	<b>Forestry</b>		<b>43</b>
		Definition and concept of forestry and farm forestry	1
		Importance and scope with respect to soil and water conservation	1
		Inter-relationship between forest, soil and agriculture	1



	Types of forest in Nepal	2
	Factors involved in forest degradation and deforestation in Nepal and suggested remedies	2
	Challenges of Nepalese forest management	2
	Policies to manage forest	1
	Concept of private forestry, leasehold forestry, government forest, protected forest, community forest	4
	Mobilization of forest based community resources and utilization	2
	Community forestry (concept and importance)	2
	Hand over the forest to the forest users group	4
	Importance of community forest in community development	2
	Advantage and disadvantage of community forest	1
	Preparation of operational plan and legislation of CFUG	2
	Soil conservation and forest	1
	Bio-diversity + forest relationship	1
	Bio-mass production	1
	Hindrances in forest management	1
	Non-timber forest production and mobilization	2
	Organizations involved to promote forests	1
	Government sector + forest Organogram	1
	Strategy to protect and promote forest	2
	Roles and responsibilities of DFO, AFO and Ranger (district forest office)	1
	NGOs and INGOs in forest sector	2
	<b>AGROFORESTRY</b>	<b>50</b>
	Definition and concept of Agroforestry	1
	Introduction to Agroforestry scope and importance in Nepalese context	4
	Preparation of model of Agroforestry for Nepalese farmer	10
	Institution related with Agroforestry and their works	4
	Terminology related with Agroforestry	2
	Agroforestry species (forest, fodder, grass, fruits)	4
	Seed orchard, mother tree selection	2
	Seed collection	2
	Seed processing	3
	Seed packaging	2
	Nursery establishment	5
	Nursery management	2
	Plantation	2
	Plantation management	4
	Training, pruning, thinning, cleaning	3

	<b>Livestock</b>		<b>23</b>
		Concept, importance of livestock	1
		History of livestock	1
		Scope of livestock	1
		Inter relationship among components of agriculture system	2
		Constraint in livestock production	1
		Traditional livestock practices and their disadvantages	1
		Improved livestock practices and their implementation on Nepalese context (advantages)	2
		Types of Nepalese livestock farming system (limitations and opportunities)	2
		Sustainable livestock farming (concept + importance)	2
		Principle of organic farming in livestock	1
		Nutrient management for livestock production	2
		Fodder management	2
		Organogram + organizations involved in livestock sector (GOs, I/NGOs)	2
		Activities of service center, sub-service center of livestock	2
		Approach of livestock development in Nepal and role of social mobilizer	1

# **Community Health & Environment (CHE)**

**Total Hour: 117**

**39 theory + 78 practical**

## **Objectives:**

This course provides the trainees the concept of community health and environment that is the daily concern of people. During the period of peoples' awareness, the most important factor is the health and hygiene of people in the community. For this the course aims to equip the trainees well with the general information of health, hygiene and environment of the rural as well as urban community. The subject deals with the basic community health that provides know how of being healthy with one's own effort. The trainees will learn the currently burning issues regarding health, hygiene and environment to aware community people. Mainly family planning, vaccination, health organizations of GOs and I/NGOs, medical, hospital, pollution as water, air, sound etc are dealt here.

## **At the end of the course the trainee will be able to:**

1. Tell the definition, importance, components, and principles of community health and environment.
2. List out the major causes of environment pollution
3. Define the major areas of community health they have to deal in the community
4. Explore the areas of improvement in health and environment
5. Tell the roles of health and environment in sustainable development
6. Describe the benefit the healthy people for healthy society
7. Identify the organizations (GOs and I/NGOs, private) working for the betterment of the community in health and environment sector
8. Report the roles of social mobilizers maintaining healthy environment in the community
9. Explain the ways of mitigating health and environment problems
10. Describe the relation of population, health, environment and development
11. Determine the contribution to be given to the nation through community

## Contents:

S.N.	Topics	Credit Hours 39 hours
	<b>Community Health</b>	
1	Concept of health, illness, diseases and public health	
2	Concept of medical professional/community health worker & their responsibilities	
3	Community health problems and their preventive measures	
4	Concept of treatment (preventive and curative)	
5	Concept of disease prevention	
6	Importance of personal hygiene	
7	Concept of epidemiology	
8	Health affecting factors	
9	Definition and importance of first aid	
10	Some communicable diseases	
11	First aid services (roles of social mobilizers)	
12	Concept of vital sign	
13	Concept of immunity and importance of immunization	
14	Concept and importance of nutrition	
15	Definition of Primary Health Care (PHC)	
16	Elements and principles of PHC	
16	Introduction of health care delivery system in Nepal	
17	Basic concept of primary health services	
18	Introduction to methods, strategies & evaluation of health services delivery system	
19	Basic concept of health education	
20	Use of methods and media in health education	
21	Basic concept of health hazards	
22	Introduction to family planning and its importance	
23	Methods of family planning <sup>2</sup>	
24	Roles of social mobilizers in raising awareness on family planning	
25	Family planning programme in Nepal (GOs, I/NGOs and private)	
26	Some facts about population in Nepal	
27	Concept of population education in Nepal	
28	Introduction to Maternal Child Health (MCH)	
29	Importance of MCH	
30	Concept of Antenatal Care, Labour and Post Natal Care	
31	Common child health problems	
	<b>HIV/AIDS</b>	
32	Definition of HIV/AIDS	
33	HIV/AIDS in Nepal	
34	Causes of HIV/AIDS	
35	Way of preventing HIV/AIDS	
36	Rights of People Living Without HIV/AIDS.	
37	<b>8 different Day Celebration (Environment Day, Condom Day etc.)</b>	
	<b>S.N. Environment and Development</b>	
1	Basic concept of environment with current environmental issues	
2	Causes of environment pollution	

3	Measures of reducing environment pollution	
4	Environmental problem and mitigating measures, (local + national issues)	
5	Efforts (national + community) to protect environment	
6	Relationship between environment and sustainable development	
7	EIA (Environment Impact Assessment)	
8	Role of social mobilizer in environmental issues	
9	Organizations working in environment protection	
10	Roles of protected areas (national parks, conservation areas, watershed areas and hunting/wild life) reserves to protect environment in Nepal	
11	Some concept of climate and weather	
12	Energy	
13	Fuel wood	
14	Alternative / Renewable Energy Electricity, Solar, Biogas, Briquette, Coal, Others	
15	Organizations/Institutions/Companies working for Alternative Energy	

# Community Empowerment, Legal & Advocacy (CELA)

**Total Hour: 156**

**78 theory + 78 Practical**

## **6. Objectives:**

This course will provide clarity to the concept and key features of the Community Empowerment and Legal Advocacy especially on the Rights Based Approach to Development. In many respects the rights based approach represents a new way of thinking, seeing and doing. The course deals with empowering communities to secure their rights themselves; this is another key aspect of the social mobilization. It is interesting to note that '*Strengthening peoples' organizations*' and '*promoting social movements*' have been added as new jargons in the recent development discourses. Therefore, the trainees will be equipped with all kinds of emerging development issues and jargons. Ultimately the course aims to make the able development advocate for the advocacy of community development in Nepal.

### **At the End of the course the trainee will be able to:**

1. Identify current development issues and define these issues.
2. Provides a sound legal and moral basis for addressing those issues in their working areas.
3. Identify links between programme and advocacy work, micro-macro links and clarifies the roles of different actors- particularly the state and INGOs.
4. Organize Right Holder's group.
5. Encourages long term and sustainable solutions because it focuses on systematic denial and violation of rights, has a legal and moral foundation, focuses on the causes of poverty, and development is defined by the oppressed themselves
6. Promotes self reliance and dignity of people- instead of being passive recipients of services; but does not exclude the possibility of emergency response when necessary
7. Define that the rights based approach attempts to address not just the effects of poverty, marginalized, injustice, denial and violation of rights, but also their causes
8. Determine and incorporate in their action plan the rights based approach and advocacy gives choices and entitlements to individuals and communities to determine their own needs and development. They will be responsible for choosing their own development path.

Contents	Credit Hours	
	Theory	Practical
<b>1. Advocacy and Rights Based Approach</b>	<b>11</b>	<b>5</b>
1.1 Definitions of Advocacy and Rights based Approach	2	
1.2 Importance of Advocacy and Rights Based Approach	1	
1.3 Organizing People	2	
1.4 Campaigns and Movements	1	
1.5 Identifying Issues	2	
1.6 Lobbying and Influencing	1	
1.7 Media Advocacy	1	
1.8 Individual Rights	1	
<b>2. Emergency and Disaster Management</b>	<b>7</b>	<b>5</b>
2.1. Definition of Emergency and Disaster Management	1	
2. 2. Emergency and Disaster Management in Nepal (Situation)	1	
2.3. Type of Disaster	1	
a. Natural:		
- Flood /Landslides/river cutting		
- Earthquake		
- Epidemic		
- Fire		
b. Social	1	
- Political Conflict and insurgencies		
- Refugee/ Internal Displacement:		
2.4. Disaster Response Functions in Nepal:	0.5	
2.5. National Policies	0.5	
a. National Action Plan on Disaster Preparedness, Response, Mitigation, Reconstruction and Rehabilitation	1	
2.6. Impact and Challenges	0.5	
2.7 Linkage with Advocacy and Rights based Approach	0.5	
<b>3. Gender</b>	<b>11</b>	<b>5</b>
3.2 Definition of Gender	2	
3.3 Gender and Development	3	
3.4 Current Situations/Status of Gender Issue in Nepal	2	
3.5 Govt. Policies for Women (National and International Laws and Policies)	1	
3.5 Power Dynamics of Society	1	
3.5 Gender Mainstreaming	2	
<b>4. Violence Against Women (VAW)</b>	<b>2</b>	<b>5</b>

4.1 Definition of VAW	0.5	
4.2 Current Situations/Status of VAW in Nepal	0.5	
4.3 Legal Provisions against VAW (National and International Laws and Policies)	0.5	
4.5 Linkages with Rights Based Approach	0.5	
<b>5. Anti-trafficking</b>	<b>2</b>	<b>5</b>
5.1 Definition of Anti-Trafficking	0.5	
5.2 Current Situations/Status of Trafficking in Nepal	0.5	
5.3 Legal Provisions against Anti-trafficking (National and International Laws and Policies)	0.5	
5.5 Linkages with Rights based Approach	0.5	
7.5 Legal Provisions	0.5	
<b>8. Good Governance</b>	<b>10</b>	<b>8</b>
8.1 Concepts of Local Governance	2	
8.2 Historical Perspectives of Local Governance in Nepal	1	
8.3 Key Players on Strengthening Local-Governance	2	
8.4 Local Self Governance Act 2056	4	
8.5 LSG and Decentralization in Nepal	1	
<b>9. Globalization</b>	<b>6</b>	<b>5</b>
9.1 Definition of Globalization	1	
9.2 Globalization in South Asia and Nepal	0.5	
9.3 What is new about the present phase of Globalization (New Markets, New actors, New Rules and Norms)	1	
9.4 World towards corporation	0.5	
9.5 Disparities between North and South	0.5	
9.6 Opening up "globalization" in policy terms	0.5	
9.7 Gainers and Losers of Globalization	0.5	
9.8 Privation and Liberalization	1	
9.9 Who benefits from liberalization	0.5	
<b>10. Food Rights/ Security</b>	<b>4</b>	<b>5</b>
10.1 Definitions of Food Security	0.5	
10.2 Food Rights as Human Rights: Some International Legal Instruments on Food Rights	0.5	
10.3 National Scenario on Food Security	1	
10.4 Existing Policies and Acts Related to Food and Agriculture in Nepal	0.5	
10.5 Impact of Globalization and Liberalization on Food Security (Nepal's Trade Scenario and Nepal's Access to WTO)	1.5	
<b>11. Disability</b>	<b>3</b>	<b>5</b>
11.1 Definition Of Disability	1	
11.2 Classification of disability	0.5	
11.3 Legislative Provisions (National and International)	0.5	



11.4 Issues in Disabilities	0.5	
11.5 Link with Rights based Approach	0.5	
<b>12. Non formal Education</b>	<b>4</b>	<b>5</b>
12.1 Concepts of Non formal Education	1	
12.2 NFE as a entry point for development activities	0.5	
12.3 Roles and responsibilities on NFE social mobilization	1	
1.4 Supervise and facilitation on NFE	0.5	
12.3 Education as a Rights	1	
<b>13. Dalits</b>	<b>4</b>	<b>5</b>
13.1 Definition of Dalits of Nepal	0.5	
13.2 Current Situation of Dalits of Nepal	1	
13.3 Linkage between Human Rights and Dalit	0.5	
13.3 Dalit Rights Movement	1	
13.4 Rights Perspective on Dalit	1	
<b>14. Human/Child Rights</b>	<b>3</b>	<b>5</b>
14.1 Concepts Evolution of Human/Child Rights	1	
14.2 International Laws and Policy on /Human Child Rights	1	
14. 3 Rights Perspective on Human/Child Rights	1	
<b>15. Kamaiya</b>	<b>3</b>	<b>5</b>
15.1 Definition of Kamaiya of Nepal	1	
15.2 Current Situation of Kamaiya of Nepal	0.5	
15.3 Linkage between Human Rights and Kamaiya	0.5	
15.3 Kamaiya Rights Movement	0.5	
15.4 Rights Perspective on Kamaiya	0.5	
<b>Total</b>	<b>78</b>	<b>78</b>

## **Office Administration & (OA)**

### **Objectives:**

The modern trends of skills upgrading programs, diversified field of competency are anticipated to develop for the perspective product. Like the same way, the social mobilizer course also aims to develop the competency in Office Administration for its products 'social mobilizers' in the forthcoming days. For this, the course provides the necessary skills and knowledge in communication including letter writing, internet, email, computer works, memos, notice, meeting minuting etc for the office management and effective communication. Like the same way, to be competitive and efficient in the job market, for professionalism development is also submitted. The overall objective of this course is to develop the multi dynamic development cadres to facilitate the community development.

### **At the end of the course the trainee will be able to:**

1. Tell the definition, importance, components, and principles of office management and .
2. Describe the office procedures for the effective office management.
3. Present the official documents in the logical order to use at the required time.
4. Prepare letters, memos, notice, meeting minutes and self-development procedures.
5. Make the process the using Internet and email for the office communication purpose.
6. Develop the criteria for effective communication.
7. Develop the standard filing system for office management.
8. List out the institutions for skill upgrading for the social mobilizers.
9. Make the list of books, publications and journals for the personal study.
10. Develop the system of office management for effective programming.

## Theoretical Parts:

1. Definition of office administration
2. Definition of
3. Scope of office administration
4. Importance of office administration
5. Importance of
6. Features of a good managed office
7. Components of office management
8. Components of
9. Concept of stakeholders, line agencies,
10. Concept of coordination, communication
11. Components of communication
12. Barriers of effective communication
13. Roles of office management in community development
14. Relation of development, communication and office management
15. Importance of communication for social mobilizers
16. Documentation
  - Write letter, memos, notice, report, application, bio-data, minute
17. Manage events
  - Manage meeting, workshop, seminar, general assembly, general gatherings
18. Manage self
  - Study the related publications, journals, books, booklets
  - Plan the future activities
  - Report the performed activities
  - Seek the future career development opportunity
19. Manage office
  - Manage fillings,
  - Manage office accessories
  - Manage staff

## Office Administration and Human Resource Management

**78 hours**

### Course of study

- I) Meaning and Definition of Management .....1**
- a. Definition and Meaning
  - b. Importance
  - c. Functions
- II) Planning.....3**
- a. Definition and Meaning
  - b. Planning Cycle
  - c. Prepare Work Plan, Annual Plan, Monthly Plan, Weekly Plan (work schedule)

**III) Organization .....2**

- a. Meaning and Definition
- b. Static and Dynamic organization
- c. Formal and Informal organization
- d. Committee organization
- e. Preparation of Organogram (organization structure of VDC, DDC, NGO's and INGO's)

**IV) Staffing .....5**

- a. Meaning and definition
- b. Manpower planning
- c. Recruitment
- d. Job description
- e. Career opportunity of Social Mobilizer
- f. Training .....2
  - o Meaning
  - o Importance
  - o Objectives of training to staff
  - o Types of training
  - o Training need identification
  - o Criteria for trainee selection

g. Leave .....2

**V) Direction .....11**

- a. Meaning and definition
- b. Giving order
- c. Motivation .....1
  - Meaning and definition
  - Important
  - Types
  - How to motivate community people and employees
  
- d. Leadership .....1
  - Meaning and definition
  - Functions of leader
  - Types of leader and their merit demerit
  
- e. Supervision .....2
  - Meaning and definition
  - Objectives of supervision
  - Tools and techniques for supervision
  - Preparation for checklist for supervision
  
- f. Communication .....7
  - 1. Meaning and definition
  - 2. Importance
  - 3. Process of communication
  - 4. Kinds of communication
    - Formal

- Informal
  - Oral
  - Written
5. Meeting
- Meaning and Importance
  - Types of meeting
  - Steps of meeting
  - Minuting
6. Letter Writing, Memo, Note taking, Report Writing, Proposal Writing etc.
- VI) Coordination .....1**
- a. Meaning and definition
  - b. Need for coordination
  - c. Types of coordination
  - d. Methods of coordination
- VII) Budgeting .....3**
- a. Meaning and definition
  - b. Budgeting process
  - c. Budgeting process in Nepal
  - d. Types of budget
  - e. Principles of budgeting
  - f. Prepare personal budget and budget for small size office
- VIII) Control .....2**
- a. Meaning and definition
  - b. Objectives
  - c. Process of controlling
  - d. Essential for effective control
  - e. How to control the activity of community actions program
- IX) Recording and Reporting .....1**
- a. Meaning and definition
  - b. Types of record and report
- X) Office Procedure and Management .....10**
- a. Time Management
  - b. Space Management (Office Layout)
  - c. Material /Inventory /Logistic Management .....3
    1. Meaning
    2. Types of materials (Machines, Equipment and Furniture) in office
    3. Major functions of material management
      - Demand Forecasting
      - Purchasing
      - Storage
      - Issuing /Requisition
      - Control
    4. Various Forms used in inventory control
  - d. Management Information System .....5

i. Meaning and definition

ii. Importance

iii. Functions of MIS

- Recording
  - a. Types of record
  - b. Filing and Indexing
- Preparation of chart and graph to present various record and activities
- Reporting

## Develop Professionalism

### Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Office Administration**  
**Duty: Develop Professionalism**

**Time (Hour): 6 Hrs.**  
**Practical: 4 Hrs.**  
**Theory: 2 Hrs.**

<b>Task 1:</b> Study Job Related Publications	<b>Terminal Performance Objective</b>	<b>Related Technical Knowledge</b>
<b><u>Steps (Learning Procedures):</u></b>  1. Make a list of publications 2. Collect the related materials from newspaper and magazine 3. Study the materials 4. Consult the library 5. Make a list of book catalogue 6. Study the books 7. Note down the important points for future use	<b><u>Condition:</u></b> In the classroom / library / office / field  <b><u>Task:</u></b> Study job related publications  <b><u>Standard:</u></b> Made the name list of job related books	Book management, catalogue use

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Office Administration**  
**Duty: Develop Professionalism**

**Time (Hour): 4**  
**Practical: 3 Hrs.**  
**Theory: 1 Hrs**

Task 2: Imitate the best practices	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Visit the different places</li> <li>2. Observe the development practices well</li> <li>3. Meet with development practitioner</li> <li>4. Talk with them to find out the merits and demerits of the practices</li> <li>5. Study the situations</li> <li>6. Imitate the best practices</li> <li>7. Observe its benefit and drawbacks</li> <li>8. Imitate the practices done by others</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / library / office / field</p> <p><b><u>Task:</u></b> Imitate the best practices</p> <p><b><u>Standard:</u></b> Imitated at least one best practice of others</p>	<p>Observation skills, development issues</p>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Tej Prasad Dhakal**



## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Office Administration  
**Duty:** Develop Professionalism

**Time (Hour):** 8  
**Practical:** 7 Hrs.  
**Theory:** 1 Hrs

Task 3: Visit communities of other districts	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. List out the major activities of different communities</li> <li>2. Make the comparison chart</li> <li>3. Discuss with the supervisor / colleagues to know more</li> <li>4. Take your current issues</li> <li>5. Relate the issues to the related communities</li> <li>6. Visit the communities</li> </ol>	<p><b><u>Condition:</u></b> In the field</p> <p><b><u>Task:</u></b> Visit communities of other districts</p> <p><b><u>Standard:</u></b> Visited at least one community of other districts</p>	<p>Observation skills, development issues</p>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Office Administration**  
**Duty: Develop Professionalism**

**Time (Hour): 6**  
**Practical: 5 Hrs.**  
**Theory: 1 Hrs**

Task 4: Share the experiences with seniors	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Remember your experience and expertise</li> <li>2. Note down experiences and expertise</li> <li>3. Study the others' experience through publications</li> <li>4. Share the experiences with colleagues</li> <li>5. Get feedback from them</li> <li>6. Share the experiences with seniors</li> <li>7. Get feedback</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / library / office / field</p> <p><b><u>Task:</u></b> Share the experiences with seniors</p> <p><b><u>Standard:</u></b> Shared the experiences and got feedback</p>	<p>Observation skills, development issues, facilitation skill</p>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Office Administration  
**Duty:** Develop Professionalism

**Time (Hour):** 4  
**Practical:** 2 Hrs.  
**Theory:** 2 Hrs

Task 5: Participate in debate program	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Study the logical documents on different issues</li> <li>2. Make your own opinion on the related ideas / issues</li> <li>3. Collect the reasons / logics to support your opinion</li> <li>4. Practice your logical expression among colleagues in informal way</li> <li>5. Get feedback</li> <li>6. Participate in debate program</li> <li>7. Get feedback</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / library / office / field</p> <p><b><u>Task:</u></b> Participate in debate program</p> <p><b><u>Standard:</u></b> Participated in debate program</p>	<p>Observation skills, development issues Presentation, speaking</p>

**Tools:** Pen/ diary / books / newspaper

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Office Administration**  
**Duty: Develop Professionalism**

**Time (Hour): 8**  
**Practical: 6 Hrs.**  
**Theory: 2 Hrs**

Task 6: Participate in training program	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Get information about training</li> <li>2. Make plan to participate in training program</li> <li>3. Seek support (decision) for training from authority</li> <li>4. Register to participate in the training</li> <li>5. Participate in the training</li> <li>6. Be clear on every issues of training</li> <li>7. Find out the strengths and weaknesses of the training</li> <li>8. Make a report of training</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / field</p> <p><b><u>Task:</u></b> Participate in training program</p> <p><b><u>Standard:</u></b> Participated in at least one training program</p>	<p>Observation skills, development issues, training, facilitation</p>

**Tools:** Pen/ diary /

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Office Administration**  
**Duty: Develop Professionalism**

**Time (Hour): 8**  
**Practical: 6 Hrs.**  
**Theory: 2 Hrs**

Task 7: Participate in Workshop	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Get information about workshop</li> <li>2. Make plan to participate in workshop</li> <li>3. Seek support (decision) for workshop from authority</li> <li>4. Register to participate in the workshop</li> <li>5. Participate in the workshop</li> <li>6. Be clear on every issues of workshop</li> <li>7. Find out the strengths and weaknesses of the workshop</li> <li>8. Make a report of workshop</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / field</p> <p><b><u>Task:</u></b> Participate in Workshop</p> <p><b><u>Standard:</u></b> Participated in at least a workshop</p>	<p>Observation skills, development issues, training, facilitation</p>

**Tools:** Pen/ diary /

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Office Administration  
**Duty:** Develop Professionalism

**Time (Hour):** 2  
**Practical:** 1 Hrs.  
**Theory:** 1 Hrs

Task 8: Seek higher education	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the information about the colleges or university to join for higher education</li> <li>2. Contact with the college</li> <li>3. Consult with the colleagues</li> <li>4. Get suggestions from supervisor / seniors / guardians</li> <li>5. Apply to get scholarship or financial support and decision</li> <li>6. Get admission in the college or university</li> <li>7. Study in the college / university</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / field</p> <p><b><u>Task:</u></b> Seek higher education</p> <p><b><u>Standard:</u></b> Tried to join in higher education</p>	<p>Lacking Observation skills, development issues, training, facilitation</p>

**Tools:**

**Safety:**

Dhakal

Developed by: Tej Prasad

## Coordinate with Stakeholders

### Task Analysis Sheet

**Course title: Social Mobilizer**

**Time (Hour): 5**

**Modular: Office Administration**

**Practical: 4 Hrs.**

**Duty: Coordinate with stakeholders**

**Theory: 1 Hrs**

Task 1: Identify stakeholders	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>8. Visit the community</li> <li>9. Discuss with the representatives</li> <li>10. Visit the local organizations existed</li> <li>11. Visit the district level organizations</li> <li>12. Conduct meeting in the community</li> <li>13. Find out the development activities completed and being completed</li> <li>14. Explore the assistance provided by different organizations in different activities</li> <li>15. Make a list of possible stakeholders on the task 1-7</li> <li>16. Discuss with the community to finalize the list of stakeholders</li> <li>17. Make a final name list of stakeholders</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / library / office / field</p> <p><b><u>Task:</u></b> Identify stakeholders</p> <p><b><u>Standard:</u></b> Made the name list of stakeholders</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title:** Social Mobilizer

**Modular:** Office Administration

**Duty:** Coordinate with stakeholders

**Time (Hour):** 8

**Practical:** 6 Hrs

**Theory:** 2 Hrs

Task 2: Assist to develop program plan	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>10. Identify the needs of the community</li> <li>11. Prioritize the needs</li> <li>12. Assist to explore the resources for the problem solving</li> <li>13. Divide the resources as local and external for the development</li> <li>14. Facilitate to select the program</li> <li>15. Assist to develop the goal / objectives of the program</li> <li>16. Help to develop the strategy of the program implementation</li> <li>17. Facilitate to make the monitoring / evaluations strategy</li> <li>18. Assist them to prepare the budget for</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / library / office / field</p> <p><b><u>Task:</u></b> Assist to develop program plan</p> <p><b><u>Standard:</u></b> Prepared the concrete program plan</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- How to develop program plan</li> <li>- Drawbacks of program plan</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**



## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Office Administration  
**Duty:** Coordinate with stakeholders

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

Task 3: Implement partnership program	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Prepare the plan of concerned organization / group / community</li> <li>2. Visit the possible stakeholders</li> <li>3. Organize a sharing program to interact about the plan</li> <li>4. Discuss on the possible area of partnership program</li> <li>5. Explore the resources needed for the mentioned programs</li> <li>6. Divide the responsibilities of the program implemented</li> <li>7. Share within the organizations about the partnership</li> <li>8. Make an implementation (action) plan in the presence of possible partners</li> <li>9. Develop a mechanism of monitoring and evaluation</li> <li>10. Facilitate the implementation of partnership program</li> <li>11. Assist to evaluate the program and report presentation</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / library / office / field</p> <p><b><u>Task:</u></b> Implement partnership program</p> <p><b><u>Standard:</u></b> Explained the strategy of partnership program</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- Strategy</li> <li>- Responsibility</li> <li>- Monitoring</li> <li>- Evaluation</li> <li>- Reporting</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilizer**  
**Modular: Office Administration**  
**Duty: Coordinate with stakeholders**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

Task 4: Organize interaction program	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss with the supervisor / colleagues / organization head to fix the date venue and topics of the interaction program</li> <li>2. Invite the stakeholders</li> <li>3. Facilitate the program to conduct</li> <li>4. Greet / salute the participants</li> <li>5. Present the topics /issues</li> <li>6. Encourage the participants to present their plan on the related topics</li> <li>7. Facilitate them to comment on the one another's' issues</li> <li>8. Summarize the program</li> <li>9. See off the participants</li> <li>10. Prepare a report</li> <li>11. Submit the report</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Organize interaction program</p> <p><b><u>Standard:</u></b> Submitted the report of interaction program</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- Strategy</li> <li>- Reporting</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title:** Social Mobilizer

**Modular:** Office Administration

**Duty :** Coordinate with stakeholders

**Time (Hour):** 6

**Practical:** 5 Hrs

**Theory:** 1 Hrs

Task 5: Participate in stakeholders program	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the stakeholders</li> <li>2. Explore the possible activities of stakeholders</li> <li>3. Compare the activities of organization / group and different stakeholders</li> <li>4. Find out some similar activities</li> <li>5. Get program schedule</li> <li>6. Request to participate in the activities</li> <li>7. Do not interfere on any stages</li> <li>8. Explore the strengths and weaknesses</li> <li>9. Share the learning</li> <li>10. Invite the stakeholders to participate in your own activities</li> </ol>	<p><b><u>Condition:</u></b> In the office / field</p> <p><b><u>Task:</u></b> Participate in stakeholders program</p> <p><b><u>Standard:</u></b> Participated in the stakeholders' activities</p>	<ul style="list-style-type: none"> <li>- Strategy</li> <li>- Reporting</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Office Administration  
**Duty:** Coordinate with stakeholders

**Time (Hour):** 10  
**Practical:** 8 Hrs  
**Theory:** 2 Hrs

Task 6: Organize Exposure Visit	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Fix the objectives of the visit</li> <li>2. Discuss with the people / staff</li> <li>3. Fix the area of visit</li> <li>4. Inform the participants and host organizations</li> <li>5. Manage the logistics / transportation / accommodation</li> <li>6. Make a schedule</li> <li>7. Depart to the target area</li> <li>8. Encourage the participants to learn more</li> <li>9. Make a report</li> <li>10. Submit the report</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Organize Exposure visit</p> <p><b><u>Standard:</u></b> Participated and submitted the report of exposure visit</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- Strategy</li> <li>- Reporting</li> <li>- Management</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor / vehicle / first aid materials

**Safety:**

**Developed by: Tej Prasad Dhakal**

# Task Analysis Sheet

**Course title: Social Mobilizer**

**Modular: Office Administration**

**Duty: Coordinate with stakeholders**

**Time (Hour): 4**

**Practical: 3 Hrs**

**Theory: 1 Hrs**

Task 7: Lead informal discussion	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Greet the participants</li> <li>2. Present the topics / issues</li> <li>3. Seek the opinion from the participants</li> <li>4. Encourage them to share more experiences</li> <li>5. Facilitate to create new ideas</li> <li>6. Be neutral</li> <li>7. Get ideas as many as possible</li> <li>8. Conclude the discussion</li> <li>9. See off them</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Lead informal discussion</p> <p><b><u>Standard:</u></b> Participated in informal discussion and reported the view of participants</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- Reporting</li> </ul>

**Tools: Pen / diary**

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title:** Social Mobilizer  
**Modular:** Office Administration  
**Duty:** Coordinate with stakeholders

**Time (Hour):** 8  
**Practical:** 7 Hrs.  
**Theory:** 1 Hrs

Task 8: Assist to prepare periodic plan	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Discuss the activities</li> <li>2. Discuss the steps</li> <li>3. Divide the activities</li> <li>4. Divide the time / period</li> <li>5. Explore the resources</li> <li>6. Make the strategy of implementation</li> <li>7. Prepare the plan</li> <li>8. Submit the plan</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Assist to prepare periodic plan</p> <p><b><u>Standard:</u></b> Submitted the periodic plan</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- Strategy</li> <li>- Planning</li> <li>- Reporting</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilizer**

**Time (Hour): 8**

**Modular: Office Administration**

**Practical: 6 Hrs**

**Duty: Coordinate with stakeholders**

**Theory: 2 Hrs**

Task 9: Conduct Meeting / workshop	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Select the topics / agenda</li> <li>2. Inform the participants</li> <li>3. Conduct the meeting</li> <li>4. Share the objectives / topics / agenda</li> <li>5. Ask them to change if any</li> <li>6. Facilitate to discuss one by one</li> <li>7. Make the decision and minute it</li> <li>8. Conclude the meeting / workshop</li> <li>9. Get the signature</li> <li>10. Close the meeting / workshop</li> </ol>	<p><b><u>Condition:</u></b> In the classroom / office / field</p> <p><b><u>Task:</u></b> Conduct meeting / workshop</p> <p><b><u>Standard:</u></b> Submitted the report/ minute of the workshop / meeting respectively</p>	<ul style="list-style-type: none"> <li>- Definition</li> <li>- Importance</li> <li>- Strategy</li> <li>- Reporting</li> </ul>

**Tools:** Pen / diary / flip chart / marker / masking tape / scissor

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Communicate with Others

### Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

Task 1: Prepare / publish notice	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information /get advice</li> <li>2. Make an overview of collected information</li> <li>3. Write subject of notice</li> <li>4. Write the main body of notice</li> <li>5. Write the closing of notice</li> <li>6. Consult with the colleagues / authority for suggestion</li> <li>7. Make a final copy of notice</li> <li>8. Duplicate the copy if necessary,</li> <li>9. Get signature</li> <li>10. Stamp necessary</li> <li>11. Maintain notice record</li> <li>12. Place the notice in related places.</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Class room</li> <li>• Office practice</li> </ul> <p><b><u>Task:</u></b> Publish notice</p> <p><b><u>Standard:</u></b> Prepared a notice with 85% linguistic accuracy</p>	<ul style="list-style-type: none"> <li>• Typing skill</li> <li>• Notice writing technique</li> <li>• Photo Copying Skill</li> <li>• Communication skill in (Nepali and English)</li> <li>• Notice composition skill</li> <li>• Parts of Notice.</li> <li>• Types of Notice.</li> <li>• Use of local words &amp; language</li> <li>• Object of notice</li> <li>• Type of notice</li> </ul>

**Tools:** Pen/ plain sheet / computer / printer / photocopy machine / stamp pad and stamp / notice board

**Safety:** Proper word were used  
 Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**



## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate with others**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

Task 2: Write letters to stakeholders	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information / get advice, guidance</li> <li>2. Make an overview of collected information</li> <li>3. Write subject of letter</li> <li>4. Write address of letter (salutation if needed)</li> <li>5. Write the main body of notice, sharp and direct</li> <li>6. Write the closing of letter</li> <li>7. Draft a letter in sequential order in proper format.</li> <li>8. Consult with the colleagues / authority for suggestion</li> <li>9. Make necessary correction</li> <li>10. Finalize letter</li> <li>11. Computerize letter</li> <li>12. Make duplicate copy of letter as many as needed</li> <li>13. Get signature from your supervisor</li> <li>14. Get stamp.</li> <li>15. Print the address on envelop</li> <li>16. Place the letter in the envelop and stick</li> <li>17. Deliver the letter through proper channel</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• In an office</li> </ul> <p><b><u>Task:</u></b> Write letters to stakeholders</p> <p><b><u>Standard:</u></b> Prepared letters in appropriate subject matter with 90% linguistic accuracy</p>	<ul style="list-style-type: none"> <li>• Typing skill</li> <li>• Writing skill</li> <li>• Copying</li> <li>• Letter composition skill</li> <li>• Language skill (Nepali and English)</li> <li>• Parts of letter.</li> <li>• Types of letter.</li> <li>• Use of Local words &amp; language</li> </ul>

**Tools:** Pen/ plain sheet / computer / printer / photocopy machine / stamp pad and stamp / envelop / issuing register

**Safety:** Proper word were used  
Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1 Hrs**

Task 3: Communicate by telephone	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information / get advice, guidance</li> <li>2. Prepare message to send /ask for</li> <li>3. Hold on the receiver</li> <li>4. Dial destination number / Response to the dialer (say hello! Office name and your name)</li> <li>5. Inquire for the concerned person / ask message from the dialer.</li> <li>6. Convey message /get message</li> <li>7. Note down the message / date / time / purpose of calling/ if necessary for further information</li> <li>8. Say "good bye"</li> <li>9. Keep receiver.</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Office reception</li> </ul> <p><b><u>Task:</u></b> Communicate by telephone</p> <p><b><u>Standard:</u></b> Sent and received the message without missing any information</p>	<ul style="list-style-type: none"> <li>• Telephone set and its different Keys (hands free, Redial, Flash, Transfer, mute etc.) and their function</li> <li>• Redialing</li> <li>• Extension system</li> <li>• EPABX</li> <li>• Mobile</li> <li>• Pager</li> <li>• E-phone</li> <li>• Communication skill in Nepali and English</li> </ul>

**Tools:** Telephone set / pen / EPABX / mobile / pager / computer / internet

**Safety:** Proper word were used  
 Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 5**  
**Practical: 4 Hrs**  
**Theory: 1 Hrs**

Task 4: Receive/Collect e-mail information	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information / get advice, message, guidance</li> <li>2. Open Computer</li> <li>3. Open Internet Explorer/ Outlook Express</li> <li>4. Connect internet / e-mail in computer</li> <li>5. Check the mail in the inbox</li> <li>6. Select new message</li> <li>7. Print new message</li> <li>8. Disconnect the internet / e-mail</li> <li>9. Shut down the computer</li> <li>10. Sent e-mail message to the appropriate person</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Office reception</li> </ul> <p><b><u>Task:</u></b> Collect e-mail information</p> <p><b><u>Standard:</u></b> Printed out the incoming Mail / e-mail message</p>	<ul style="list-style-type: none"> <li>➤ Telephone,</li> <li>➤ Computer,</li> <li>➤ Internet,</li> <li>➤ E-mail use</li> <li>➤ internet /email connection</li> <li>➤ Communication skill in Nepali and English</li> </ul>

**Tools:** Pen / plain sheet / computer / telephone / internet / e-mail connection

**Safety:**

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 4**  
**Practical: 3 Hrs**  
**Theory: 1 Hrs**

Task 4: Sent Message through e-mail	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information / get advice, message, guidance</li> <li>2. Open Computer</li> <li>3. Open Internet Explorer/ Outlook Express</li> <li>4. Connect internet / e-mail in computer</li> <li>5. Compose the message / type the receiver's email address using to, cc and bcc</li> <li>6. Attach the file having more information</li> <li>7. Send the message</li> <li>8. Re-compose the message and send them again</li> <li>9. Check send message, through the outbox</li> <li>10. Disconnect the internet / e-mail</li> <li>11. Shut down the computer</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Office reception</li> </ul> <p><b><u>Task:</u></b> Sent Message through e-mail</p> <p><b><u>Standard:</u></b> Sent the e-mail message</p>	<ul style="list-style-type: none"> <li>➤ Telephone,</li> <li>➤ Computer,</li> <li>➤ Internet,</li> <li>➤ E-mail use</li> <li>➤ Internet /email connection</li> <li>➤ Communication skill in Nepali and English</li> </ul>

**Tools:** Pen / plain sheet / computer / telephone / Internet / e-mail connection

**Safety:** Proper word were used  
 Language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 2**  
**Practical: 1 Hrs**  
**Theory: 1Hrs**

Task 5: Send message through messenger (Katuwal)	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect information / get advice, message, guidance and make sure the message to send for</li> <li>2. Compose message</li> <li>3. Consult with colleagues / authority to make final message, if necessary.</li> <li>4. Correct message / information to send</li> <li>5. Finalize the message / information</li> <li>6. Handover the message to the messenger (Katuwal)</li> <li>7. Get the feedback from the messenger / receiver for the effectiveness of the message and messenger</li> <li>8. Disconnect the internet / e-mail</li> <li>9. Shut down the computer</li> </ol>	<p><b><u>Condition:</u></b> In the classroom and in the field</p> <p><b><u>Task:</u></b> Send message through messenger (Katuwal)</p> <p><b><u>Standard:</u></b> Sent information through messenger</p>	<ul style="list-style-type: none"> <li>• Message preparation skill and</li> <li>• Communication skill in Nepali and English</li> </ul>

**Tools:**

**Safety:** Proper word were used  
 Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 5**  
**Practical: 4 Hrs**  
**Theory: 1 Hrs**

Task 6: Type letters in word program	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Check the electricity and boot on the computer</li> <li>2. Open the MS Word program (Software)</li> <li>3. Type the prepared Documents (letters)</li> <li>4. Format letters</li> <li>5. Set the printer up</li> <li>6. Check the document and make the necessary correction</li> <li>7. Print the document prepared in the computer</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Office reception</li> </ul> <p><b><u>Task:</u></b> Type letters in word program</p> <p><b><u>Standard:</u></b> Printed out the letters / matters in different styles in a considerable time period</p>	<ul style="list-style-type: none"> <li>• Typing</li> <li>• Computer operation,</li> <li>• Booting on and close the computer</li> <li>• Communication skill in Nepali and English</li> <li>• Printing in MS Word program</li> </ul>

**Tools:** computer / printer / paper etc

**Safety:** Distance of eye, use proper electric volt.

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 5**  
**Practical: 4 Hrs**  
**Theory: 1 Hrs**

Task 7: Prepare field visit reports	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the point / information written during the field visit</li> <li>2. Remember the necessary points that were not written.</li> <li>3. Collect the things that were taken from the field</li> <li>4. Draft a report in sequential order</li> <li>5. Review the drafted report and make necessary correction consulting with the colleagues / trainers</li> <li>6. Finalize the report</li> <li>7. Type the report</li> <li>8. Submit the report</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> </ul> <p><b><u>Task:</u></b> Prepare field visit report</p> <p><b><u>Standard:</u></b> Prepared a normal field report</p>	<ul style="list-style-type: none"> <li>• Sequential order of format of report,</li> <li>• Components of report</li> <li>• Communication skill in Nepali and English</li> </ul>

**Tools:** Pen/ plain sheet / computer / printer / photocopy machine /

**Safety:** Proper word were used  
 Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**

## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 5**  
**Practical: 4 Hrs**  
**Theory: 1 Hrs**

Task 8: Prepare report	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Collect the information (written, objects, statements, memory etc) &amp; get advice, guidance</li> <li>2. Make an overview of collected information</li> <li>3. Draft a report from the collected information</li> <li>4. Check the drafted report &amp; make the necessary correction</li> <li>5. Make a final copy of report</li> <li>6. Submit the report</li> </ol>	<p><b><u>Condition:</u></b> in the classroom</p> <p><b><u>Task:</u></b> Prepare a report</p> <p><b><u>Standard:</u></b> Prepared a general report using the maximum components of report</p>	<ul style="list-style-type: none"> <li>• Sequential order of format of report,</li> <li>• Components of report</li> <li>• Communication skill in Nepali and English</li> </ul>

**Tools:** Pen/ plain sheet / computer / printer

**Safety:** Proper word were used  
 Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**



## Task Analysis Sheet

**Course title: Social Mobilization**  
**Modular: Office Administration**  
**Duty: Communicate With Others**

**Time (Hour): 2**  
**Practical: 1 Hrs.**  
**Theory: 1 Hrs**

Task 9: Write memos	Terminal Performance Objective	Related Technical Knowledge
<p><b><u>Steps (Learning Procedures):</u></b></p> <ol style="list-style-type: none"> <li>1. Get the message / advice from the colleagues / trainers / authority</li> <li>2. Write the receiver's name and post to address for the concerned message</li> <li>3. Write down the memo</li> <li>4. Place the memos on related places, i.e. notice board, table of the concerned person and other reliable sources (mediums)</li> <li>5. Get feedback</li> </ol>	<p><b><u>Condition:</u></b></p> <ul style="list-style-type: none"> <li>• Classroom</li> <li>• Office reception</li> </ul> <p><b><u>Task:</u></b> Write memos</p> <p><b><u>Standard:</u></b> Prepared a memo to give the message accurately</p>	<ul style="list-style-type: none"> <li>• Definition of memo</li> <li>• Objective of memo</li> <li>• Format of memo</li> <li>• Memo Writing skill</li> <li>• Communication skill</li> <li>• Language (Nepali and English) skill</li> </ul>

**Tools:** Pen/ plain sheet / format of memo / glue stick / thumb pin etc.

**Safety:** Proper word were used  
 Local language vocabulary used properly.

**Developed by: Tej Prasad Dhakal**

## Curriculum Development team

S.No	Name		
	Mr. Krishna Prasad Neupane	Executive Director	
	Chetnath Tripathi,		
	Krishna Babu Joshi,		
	Fatik Bahadur Thapa		
	Tej Prasad Dhakal	Executive Member / Trainer	
	Gorakh Bahadur Bogati		
	Raj Bahadur Giri	Program Coordinator	
	Padma Shakya	Training Coordinator	
	. Krihsna Prasad Thapaliya	Trainer	
	Raksha Shah	Trainer	
	Devi Lama	Executive Director	Nepal Girls' Care Center (NGCC)
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	Samesh Adhikari		
	Netra Neupane		Ministry of Local Development
	Dinesh Thapaliya		
	Yam Bahadur Basnet		
	Muna Balami		
	Komal Dhamala		National Development Volunteer Service
	Bramha Dhwoj Gurung		Nepal Swiss Community Forestry Project (NSCFP) SDC
	Harishchandra Sapkota	Community Development Organizer Graduate	
	Asmita Tamang	Community Development Organizer Graduate	
	Laxmi Lama	Community Development Organizer Graduate	
	Ganesh Lama	Community Development Organizer Graduate	
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1. Mr. Krishna Prasad Neupane

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2. Chetnath Tripathi,

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3. Krishna Babu Joshi,

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5. Tej Prasad Dhakal

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- Post: Program Coordinator  
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8. Padma Shakya  
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15. Dinesh Thapaliya  
 Contact: Ministry of Local Development  
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 Agroforestry Technician Certificate (A/F)  
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17. Muna Balami  
 Staff Nurse (ISC Nursing)

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|--|--|
| <p>Contact:</p> <p>18. Komal Dhamala</p> <p>Academic Qualification:</p> <p>Contact:</p> <p>19. Bramha Dhwoj Gurung</p> <p>Contact:</p> <p>20 Harishchandra Sapkota</p> <p>Qualification:</p> <p>Contact:</p> <p>21. Asmita Tamang</p> <p>22. Laxmi Lama</p> <p>23 Ganesh Lama</p> <p>24. Roshani Lama</p> <p>25. Pandav K.C.</p> | <p>5525756</p> <p>National Development Volunteer Service</p> <p>M.B.A./M.A./B.L., B Ed.</p> <p>4262922</p> <p>M.Sc. in Agriculture and Research</p> <p>Nepal Swiss Community Forestry Project (NSCFP)</p> <p>SDC</p> <p>5551702/5551703/5551704</p> <p>Bachelor in Technical Education (BTE)</p> <p>6630187</p> <p>Community Development Organizer Graduate</p> <p>Community Development Organizer Graduate</p> <p>Community Development Organizer Graduate</p> <p>Community Development Organizer Graduate</p> <p>BA (Diploma in community development)</p> |
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## Technical Expert Team

<b>S.N.</b>	<b>Name</b>	<b>Organization</b>	<b>Remarks</b>
1.	Ganga Datta Awasthi	Ministry of Local Development	
2	Larry Asher	United Mission to Nepal	
3	Raghu Shrestha	LGP/PDDP Bridging Phase	
4	Bhulai Chaudhary	TITI	
5	Sagar Mani Lamsal	CTEVT	
6	Brahma Dhoj Gurung	Nepal Swiss Community Forestry Project	
7	Tej Prasad Dhakal	Kathmandu Training Center	
8	Samesh Adhikari	Kathmandu Training Center	
9	Sita Ram Subedi	Kathmandu Training Center	
10	Raj Bahadur Giri	Kathmandu Training Center	
11	Fatik Bahadur Thapa	Kathmandu Training Center	
12	Padma Shakya	Kathmandu Training Center	
13	Krishna Prasad Neupane	Nepal Agro Forestry Foundation	
14	Devi lama	Nepal Girls Care Center	