

Advanced Course on Administration and Development

Course Guidelines



Bangladesh Public Administration Training Centre

Planning, Programming and Recording Department

Savar, Dhaka 1343

www.bpatc.org.bd

Date of Publication: July 2018

ABBREVIATIONS

ADC	Additional Deputy Commissioner
ATT	Attendance
BASC	Bangladesh Administrative Staff College
BCS	Bangladesh Civil Service
BPATC	Bangladesh Public Administration Training Centre
BS	Bangladesh Studies
CA	Course Adviser
CC	Course Coordinator
CD	Course Director
CMT	Course Management Team
COTA	Civil Officers Training Academy
CT	Class Test
DC	Deputy Commissioner
DS	Development Studies
FGD	Focus Group Discussion
FTC	Foundation Training Course
GDP	Gross Domestic Product
GE	Group Exercise
GNI	Gross National Income
GP	Group Presentation
GR	Group Report
GS	Guest Speaker
HRD	Human Resource Development
HRM	Human Resource Management
IA	Individual Assignment/Assessment
IAP	Individual Action Plan
ICS	Individual Case Study
IE	Individual Exercise
IIR	Individual Inspection Report
IR	Individual Report
L & D	Lecture and Discussion
L & E	Lecture and Exercise
L & P	Lecture and Practice
LGI	Local Government Institution
MDS	Member Directing Staff
MS	Management Studies
NIPA	National Institute of Public Administration
NNP	Net National Product
PA	Public Administration

PR	Presentation
PT	Practical Test
RA	Reading Assignment
RW	Report Writing
SA	Secretariat Attachment
SD	Skill Development
SMART	Specific, Measurable, Achievable, Rational and Time-bound
SSC	Senior Staff Course
STI	Staff Training Institute
SWOT	Strength, Weakness, Opportunity and Threat
TQM	Total Quality Management
UNO	Upazila Nirbahi Officer
WE	Written Examination
Ws	Workshop

Table of Content

1.0	Introduction	1
2.0	BPATC at a Glance.....	1
2.1	<i>Vision</i>	2
2.2	<i>Mission</i>	2
2.3	<i>Core Values</i>	2
3.0	Advanced Course on Administration and Development (ACAD).....	4
4.0	Course Modules	4
5.0	Objectives of the Course	5
6.0	Expected Results from the Course.....	5
7.0	Training Duration.....	6
8.0	Tentative Daily Schedule of Sessions*	6
9.0	Active Participation by the Participants.....	6
10.0	Training Methods	7
11.01	<i>Attachment to Organization/ Organization Visits</i>	7
11.02	<i>Foreign Exposure Visit</i>	7
11.03	<i>Group Work</i>	7
11.04	<i>Role Play/Simulation</i>	7
11.05	<i>Case Study</i>	7
12.0	Medium of Instruction	8
13.0	Expectation from the Participants.....	8
14.0	Evaluation Method.....	8
15.0	Distribution of Marks	9
16.0	Grading	10
17.0	Accommodation	10
18.0	Food.....	10
19.0	Dress Code	10
20.0	Physical Exercise and Games.....	11
21.0	Library Facilities	11

22.0	ICT Facilities.....	11
23.0	Telephone Facilities	11
24.0	Medical Facilities	11
25.0	Recreation	12
26.0	Prayer.....	12
27.0	Clearance before Departure	12
28.0	Miscellaneous	12
	Annex 1: COURSE CONTENTS.....	13
	Annex-2: Guideline for Writing a Seminar Paper	22
	<i>General Structure of a Seminar Paper.....</i>	<i>22</i>
	<i>Structure of a Final Seminar Paper</i>	<i>25</i>
	Annex 3: Suggested Readings	28-35
	Annex 4: Guideline for Foreign Exposure Visit	36-38

1.0 Introduction

The spirit of our liberation war in 1971 was to build a glorious, developed and prosperous Bangladesh free from all sorts of exploitations and injustices. In order to achieve the goal, a group of well groomed, professional and skilled civil servants in all tiers is a must. National commitment is to build up a digital Bangladesh by 2021. We need hardware, software and human resources to achieve the target. Human Resource is the most important to ensure digital Bangladesh. BPATC can be treated as the nursing home of human resources. BPATC mandate is to provide highest quality training, to groom up the officers of entry level, mid-level and even at the senior-level as the best administrative leaders of the soil. Bangladesh Public Administration Training Centre (BPATC) is relentlessly working to perform their assigned duties properly. We believe any training institution is a preaching and practicing house of good governance. Therefore, we try to encourage the participants by saying the best words and by demonstrating the best practices. We would like to reiterate that we religiously believe in transparency, accountability, justice and fairness. Our humble expectation from our participants is that they will also avail the opportunity to reinforce their positive attitude, proactiveness and working spirit through the training received here. We are always with our esteemed participants to provide the best services as much as we can. The participants of ACAD are mid-level administrative leaders. They are to carry out at least two-fold responsibilities. One is to do the best deeds by their own and the other is to ensure doing the best by their sub-ordinates. We sincerely desire the participants of ACAD will utilize their time here to gather experience so that they can perform their responsibilities efficiently showing highest professionalism.

2.0 BPATC at a Glance

- Bangladesh Public Administration Training Centre (BPATC) has been established on 28 April 1984 as an autonomous body with substantial autonomy in both financial and administrative matters.
- BPATC is located at 28 kilometres north-west from Dhaka in a lush natural environment especially marked for its ever-green, clean and serene speciality.
- A twelve-member Board of Governors (BoG) chaired by the Hon'ble Finance Minister provides necessary advice to run the Centre smoothly and smartly.
- The Centre is headed by a Rector who is a Secretary to the Government assisted by six Member Directing Staff (MDS) of the rank of Additional Secretary/Joint Secretary to the Government. Each MDS leads a Division.
- Each division consists of a number of departments headed by a Director of the rank of Deputy Secretary. Below them are Deputy Directors, Assistant Directors, Evaluation Officers and Research Officers.
- BPATC has four Regional Centres called Regional Public Administration Training Centre (RPATC) located at four old Divisional Headquarters namely Dhaka,

Chittagong, Rajshahi and Khulna. Establishment of RPATC at other Divisional Headquarters is under process.

- BPATC conducts both career-oriented training courses and skills-oriented short training courses.
- Career-oriented and core courses of BPATC include Foundation Training Course (FTC), Advanced Course on Administration and Development (ACAD), Senior Staff Course (SSC) and Policy Planning Management Course (PPMC).
- FTC is designed for the new entrants to Bangladesh Civil Service including officers of Judicial Service, ACAD for Deputy Secretary and their equivalent level officers from Defence Services and public sector departments. SSC is for the Joint Secretary to the government and their equivalent level officers from Defence Services, while PPMC is for the Additional Secretary to the government.
- BPATC conducts research in the relevant fields.
- Providing consultancy services to the government is another integral function of BPATC.

2.1 Vision

BPATC becomes a Centre of Excellence for developing patriotic, competent and professional civil servants dedicated to public interest.

2.2 Mission

We are committed to achieving the shared vision through:

- developing competent and professional human resources by imparting quality training and development programmes;
- conducting research, publishing books and journals and extending consultancy services for continuous improvement of public service delivery system;
- establishing effective partnership with reputed institutions of home and abroad for developing organizational capacity; and
- promoting a culture of continuous learning to foster a knowledge-based civil service.

2.3 Core Values

BPATC cherishes the spirit of our great liberation war, fundamental principles of state policy and patriotism; and strives to infuse those among the stakeholders effectively in all spheres of activities.

BPATC's operating principles are built on core values of discipline, integrity, inclusiveness, professionalism, innovation, team spirit and learning for results. These values influence how we work together, how we serve our clients, how we make decisions and how we determine our priorities. They strengthen our respect for the people we serve, our colleagues, and ourselves. As a public sector human resource development organization, we value:

Discipline

We maintain discipline of highest order in every step of our activities. We believe in mutual respect and human dignity. We are committed to creating an environment where all views, opinions and inputs are encouraged and valued.

Integrity

We demonstrate patriotism and ethics in our activities. We do what we say. We practise integrity by ourselves and encourage our trainees to uphold it in their activities.

Inclusiveness

We are committed to achieving a diverse and highly professional workforce at all levels of the organisation and to ensuring equity and equal opportunities for all irrespective of faith, creed, ethnicity, language, age, race, gender and physical infirmity. We promote social inclusion and a culture of tolerance and peace.

Professionalism

We show leadership and strive for excellence in our activities by means of professionalism and competencies. We are passionate about the work we do and foster pro-people attitude.

Learning for results

We impart training for results and take follow up actions to stay relevant. We value and maintain an enabling environment for continuous learning for our clients and ourselves.

Innovation

We draw inspiration from our shared history and tradition. We are equally committed to finding creative and sustainable solutions to problems in an ever-changing global context. We highly regard innovations in governance and public management.

Team spirit

We foster *spirit de corps* in our activities and share our achievements as well as failures among ourselves. We consider every individual of the organization as a valued member of the team where contribution by everybody is recognized. We take careful initiatives to instil team spirit among participants of our programmes.

3.0 Advanced Course on Administration and Development (ACAD)

Advanced Course on Administration and Development (ACAD) is designed for the Deputy Secretary to the government and equivalent level officers from Defence Services and public sector departments to enhance their leadership skills and knowledge to discharge their duties more effectively. Updating of the course contents in light of the fast changing environment of public management is highly significant.

The role of mid-level officers, i.e. Deputy Secretary and equivalents, is very important in the overall businesses of the government. They work as the bridge in between the senior and junior levels in public organizations. Moreover, it is their moral obligation to groom up the junior level officers. Therefore, they should be equipped with the necessary skills and knowledge that are vital for the dynamism of the government machinery. Keeping these in view, the contents and methodologies of this course have been designed.

In order to ensure steady growth and development, effective civil-military relationship is important. Continuous civil-military interaction will result in exchange of knowledge as well as healthy relationship based on trust and goodwill. Through participation in this course, participants will get scope to review and assess present methods, techniques, and problems of public administration in the context of socio-economic development of Bangladesh. They will get opportunity to share their ideas, experiences and insights with fellow-participants. The course will make opportunity to acquaint the participants with new approach and emerging concepts of administration and human relations. The participants will review the problem of national development with reference to specific plans and approaches with emphasis on socio-economic development of the country. They will be exposed to develop modern outlook and strategic thinking ability which will contribute to their enhanced analytical ability. This, in turn will capacitate them in formulating and implementing time-befitting strategies.

4.0 Course Modules

The course is designed with the following modules (Details of the course contents are shown in Annex 1)

1. Behavioral Governance & Spirit of Liberation War
2. Seminar Paper Preparation and Presentation
 - a. Basics of Research
 - b. Seminar Paper
3. Policy Analysis and Governmental Business Process
4. Public Service Management
5. Achieving Sustainable Development Goals
6. Project Management
7. Procurement Management

8. Conflict Management and Negotiation
9. Verbal Competency and Development Debate
10. ICT & e-Governance
11. Exposure Visit
 - a. Internal Exposure Visit
 - b. Foreign Exposure Visit
12. Fitness of Body and Mind
13. Contemporary Issues

5.0 Objectives of the Course

The general objective of ACAD is to develop leadership competencies of the participants for managing their own organization strategically.

The Specific Objectives of ACAD

After completion of the Course, the participants will be able to

- Facilitate apex authority of public organizations in policy making process after analyzing the socio-economic contexts of the national and international arena and implement, monitor and evaluate those public policies in a professional way.
- Apprehend the current SDG implementation scenario and identify the challenges of achieving SDGs in Bangladesh.
- Formulate strategic plan after analyzing internal and external environments of the organization using different tools and technique and implement thereof effectively and efficiently.
- Assess and review existing public service delivery system and devise simple, innovative, effective and efficient ways of service delivery (using ICT wherever needed) for the clients.
- Identify and analyze the issues of development priorities of government and to design development projects, implement and manage them properly.
- Build intra vis-à-vis inter-institutional networks and deal trans-border trade and aid negotiation effectively for upholding organizational and national interests.

6.0 Expected Results from the Course

The course is designed to achieve the following expected results-

- Capacity of the participants to analyse the relationships of institutions, systems and processes of social, political, economic, cultural and environmental dynamics enhanced;
- Problem solving, decision making and communicating skills of the participants improved;
- Capacity of the participants to deal with decision makers and other key stakeholders developed;

- Capacity of the participant to effectively deal with issues of intellectual discourse enhanced;
- Attitudes of the participants towards innovativeness in governance inculcated.

7.0 Training Duration

ACAD is a 70 days training programme and distributed in the following manner:

Sl. No.	Activities	Days
1	Registration, Course briefing, Opening and Closing	02
2	Days for Training Sessions to share Knowledge, Experience and Ideas	30
3	Attachment/Organization Visits Programme	03
4	Data Collection for Seminar Paper	03
5	Total Working Days	38
6	Foreign Exposure Visit	7*
Total		45 (Tentative)
Weekends and Public Holidays – 25 days, Total Duration – 70 days		

* 03 more days from weekend and public holiday will be included in the foreign exposure visit

8.0 Tentative Daily Schedule of Sessions*

Time	Sessions
06:00-07:00*	Morning Physical Exercise
08:30-09:30	1 st Session
09:40 – 10:40	2 nd Session
10:40 – 11:05	Health Break
11:05 – 12:05	3 rd Session
12:15 – 13:15	4 th Session
13:15 – 14:15	Lunch & Prayer
14:15 – 15:15	5 th Session
16.00 – 17.00*	Games
19:15 – 20:45*	Evening Session (not regular)

*Schedule may be Changed (if needed)

9.0 Active Participation by the Participants

We put much value on trainee's participation in discussion, review on previous day's sessions (**Recap**) & learning experience, role play and other mode of knowledge sharing. Although lecturers are used to give lecture in a certain way, the Course Management highly encourages interactive session through active participation (two-way traffic). To make class more

attractive, interesting, fruitful and participatory, session speakers are requested to take part in discussion.

10.0 Training Methods

Lecture and Discussion, Exercise, Workshop, Role Play, Case Study, Group Work, Panel Discussion, Field Visit, Foreign Exposure Visit, Film Show, Reading Assignment and Other Experiential Learning methods will be used in the training sessions.

11.01 Attachment to Organization/ Organization Visits

As many as 3 days for 3 separate organisation visit will be arranged in private organizations/corporate houses/NGOs /defence services' institutions. The participants have to prepare group report and make presentation based on their attachment. Each member of the group has to participate during group presentation.

11.02 Foreign Exposure Visit

There is a provision for foreign exposure visit for participants to give them exposure about how other countries manage the works of civil service as well as help them acquire how to provide services to citizens. This exposure visit will be supported by the Ministry of Public Administration (MOPA). The schedule of the foreign exposure visit will be announced by MOPA. MOPA and BPATC will contact all participants once the schedule is finalized. The participants are required to prepare a group report on assigned topics and have to make a presentation in host organization abroad and in a feedback seminar at the BPATC after return from the exposure visit.

11.03 Group Work

We believe in team work. Several groups will be formed to enhance interactions among the members of a group to do a particular task. Generally, each group consists of 5-6 participants. Each participant is responsible individually and collectively for the quality of the report prepared by the group. Each group will present the report in a plenary session and every member of the group has to participate in presentation.

11.04 Role Play/Simulation

Role Play/Simulation method will be applied to enable the participants for the reinforcement of their learning on particular subjects like negotiation/conference techniques and prepare them in such a way that they can apply the knowledge and skills in real life situation.

11.05 Case Study

Case Study method may be used to develop participants' problem-solving skill and support learning in the relevant subject.

12.0 Medium of Instruction

English will be the medium of communication and instruction in all sessions. Participants are expected to interact in English during classes as well as in other course activities. The report and seminar paper must be written in English.

13.0 Expectation from the Participants

- Must stay in the dormitory room allotted to participant at the BPATC campus.
- Wear formal dresses during academic sessions and official functions.
- Follow official manners and etiquette.
- Be punctual in attending classes and all other activities prescribed for the course.
- Follow table manners at the cafeteria/dining during their meal.
- Ensure 100% attendance as per schedule.
- Undertake attachment/organization visits, prepare professional papers, reports and perform other tasks as assigned by the Course Management Team (CMT) and resource persons.
- Must speak in English on BPATC premises [during communication with Course Management Team (CMT), faculty members/resource persons and also with other participants of the course]. BPATC creates the opportunity for ACAD participants to practice speaking in English during their 2 months stay. Any deviation of it will be seriously dealt with.
- Participants are not allowed to leave BPATC premises without the permission of Course Management Team. Leave without permission will be considered as a misconduct and the participant will be released from the course and reported to the controlling authority to take disciplinary action against him/her.
- No leave will be allowed during the course tenure except otherwise mentioned in the Training Evaluation Policy of the Centre. Participants are advised not to nag with course management team for leave and in case of such incidences, it will be dealt with seriously – leave will not be allowed and also mark will be deducted for this kind of act.

14.0 Evaluation Method

BPATC has a prescribed system of evaluation. Participants will be evaluated as per the latest Training Evaluation Policy of the Centre. Participants' activities will be evaluated based on their individual performance and their role in the group activities. The participants will also evaluate the speakers, CMT and other aspects of the Course. The participants' views will be taken into consideration in redesigning the course curricula in future.

15.0 Distribution of Marks

Sl. No.	Title of the Modules	Evaluation Methods and Marks		
		Individual	Group	Total
1.	Behavioural Governance and Spirit of Liberation of War	50	-	50
2.	Seminar Paper Preparation and Presentation			
	a. Basics of Research	25	-	25
	b. Seminar Paper	125	-	125
3.	Policy Analysis and Governmental Business Process	50	-	50
4.	Public Service Management	25	-	25
5.	Achieving Sustainable Development Goals	-	75	75
6.	Project Management	-	75	75
7.	Procurement Management	-	75	75
8.	Conflict Management and Negotiation	-	75	75
9.	Verbal Competency and Development Debate (Individual presentation 25+ *recap 50)	25+50	-	75
10.	ICT & e-Governance	25	-	25
11.	Exposure Visit			
	a. Internal Exposure Visit	-	50	50
	b. Foreign Exposure Visit			
	i) Evaluation by BPATC (Individual Contribution- 50 and Coverage of the Report and Presentation- 50)	100	50	150
	ii) Evaluation by Host Organization (50)			
12.	Fitness of Body and Mind			
	a. Morning Exercise and Yoga			
	b. Afternoon Games and Sports			
	<i>Indicators of Evaluation:</i>	50	-	50
	i. Attendance 25 ii. Dress Code 10 iii. Other Activities 15			
13.	Contemporary Issues	25	-	25
14.	Evaluation by Evaluation Department			
	i) Attendance (15)	25	-	25
	ii) Speaker Evaluation (10)			
15.	Evaluation by CMT		-	
	i) Punctuality (5)		-	
	ii) Table Manners (5)		-	
	iii) Dress (5)			
	iv) Overall Conduct and Discipline(5)	25	-	
	v) Participation in co-curricular activities (5)		-	
Grand Total		600	400	1000

*In Recap sessions each participant will review previous day's academic session(s) and make presentation to the plenary.

16.0 Grading

Percentage of Marks	Grading
95 and above	A+ (Outstanding)
90 - <95	A (Excellent)
85- < 90	A- (Very Good)
80- <85	B + (Good)
70- <80	B (Satisfactory)
60- <70	B- (Above Average)
50- <60	C (Average)
<50	Fail

Please note that, any participant securing less than 50% mark in any of the module, will be considered ‘failed’ in that module. An unsuccessful participant will get maximum one chance to re-appear in the module/paper/subject s/he fails. In such circumstances, the participant will be required to stay at the Centre for at least additional seven days, and prepare for reassessment to be arranged in a suitable time fixed by BPATC authority.

17.0 Accommodation

This is a residential training course and the course requires all the participants to compulsorily stay in the dormitory. It is a fast-moving course with intensive curricular activities. The pressure is so heavy that one has always to run against the time and spend the evening or even the leisure hours in reading, interacting and preparing the individual or group works.

18.0 Food

The participants will take their breakfast, lunch, evening tea, and supper during the scheduled time at the dining room in the dormitory. The schedule will be provided during course briefing. A food management committee will be formed comprising the participants to manage their meal from training allowances.

19.0 Dress Code

Participants must wear formal dress in all formal course activities. Male participants must wear full-sleeved shirts and neck tie (supplied by the CMT) with or without suit during academic session. It is advisable to wear formal suit during guest night, official dinner, official function and other formal occasion. Table manners and etiquette of participant will be observed, noted and evaluated. Participants who are unwilling to wear tie on religious ground may wear *Sherwani or Panjabi with Koti*. Lady participants may wear *Sharee or Shalwar-Kameej* during academic session and must wear *Sharee* on formal occasion. **Wearing neck**

tie supplied by CMT for male participants is mandatory; no other tie is allowed to wear in the session.

20.0 Physical Exercise and Games

Physical Exercise and Games are compulsory for all participants. The Centre will provide participants with facilities for physical exercise, sports and games both indoor and outdoor. During physical exercise and games, participants are advised to use white coloured sports dress and keds.

21.0 Library Facilities

The BPATC Library is equipped with various books, journals and audio-visual aids. There are 1,30,000 books for circulation to the readers. Participants of this course will have ready access to the reading facilities. There is a corner for reading daily newspapers; almost all national dailies, published are available there. Photocopying facilities are also available on payment. Library remains open from 08:00 hrs to 22:00 hrs in week day (Sunday to Thursday) and 16:00 hrs to 18:00 hrs on Friday and 18:00 hrs to 22:00 hrs on Saturday.

22.0 ICT Facilities

Language Lab, Computer Lab and Internet facilities are available at BPATC. Participants can avail the BPATC Computer Centre for practice and other purposes which remains open 08:30 hrs to 21:30 hrs on all normal working days. Participant can also use the computer lab of the dormitory. Using laptop in the classroom is strictly restricted with exception of Information and Communication Technology classes and any exercise and presentation and group work sessions. e-Learning platform will be used for message, notice and training resources.

23.0 Telephone Facilities

The telephone exchange of BPATC remains operative from 07:30 hrs to 24:00 hrs in normal schedule. To contact anyone inside BPATC, please press **9** and take help of the operators. Participants can make personal telephone calls from the dormitory on payment.

24.0 Medical Facilities

BPATC maintains a small Clinic with limited medical facilities. Participants are given free medical consultation, prescription and limited primary medical care. Specialized Medicines are not available at the Clinic. If any medicine is required, it must be purchased by a participant at his/her own cost.

25.0 Recreation

Every dormitory has TV with cable network. Participants can enjoy TV programmes during leisure. Participants are encouraged to arrange cultural evening on the occasion of their mess night. Spouse of the participants and guests may be invited on cultural evening, guest night and closing ceremony.

26.0 Prayer

There is a beautiful mosque within the premises of the centre, but no separate prayer room in the dormitory. Participant can use the mosque for prayer.

27.0 Clearance before Departure

Participants are advised to complete the requisite formalities before they obtain their release order. Before receiving the release order, each participant must obtain clearance certificate from the dormitory, computer centre and library.

28.0 Miscellaneous

List of faculty members, important telephone number, participants list and suggested readings are included in the brochure.

COURSE CONTENTS

Module-01: Behavioural Governance & Spirit of Liberation War

Evaluation: Individual Exercise (50 Marks)

Objectives: The participants will be able to:

- discover self for achieving improvement goal
- maintain integrity at workplace and
- internalize spirit of liberation war.

Session code	Session hour(s)	Topic Title	Speaker	Training Method
01.01	03	Know Thyself: Understanding self for achieving improvement goals	Rector	L&E
01.02	02	Prevention of Corruption and Unethical Behavior	GS	L&GD
01.03	03	National Integrity Strategy(NIS) : Implementation Challenges	Faculty	Workshop
01.04	02	Strategies for Implementing Spirit of Liberation War	GS	L& D

Module-02: Seminar Paper Preparation and Presentation

A) :Basics of Research

Evaluation Method: Individual Assessment (25)

Objectives: The participants will be able to:

- prepare research proposal
- collect and analyse data and
- Write research report.

Overall Task: A **three day** workshop will be conducted where trainees will be acquainted with the basics of research, how to prepare research proposal, conduct research, collect data, analyse data and prepare research report. 3 days will be allocated for data collection. Besides, participants will be able to understand the writing techniques of seminar paper i.e., Title, Objectives, Problem Statement, Research Questions and Methodology.

Research Workshop

Day	Sessions	Areas
Day-1	1 st Session	Writing seminar paper proposal [Contents/structure of the Seminar Proposal, How to write each section of Proposal will be explained briefly later on]
		How to write seminar paper proposal [Contents of seminar paper will be explained briefly later on]
	2 nd Session	Writing Title and Introduction of the seminar paper proposal (Title, Background information, Problem Statement, Objectives, Rationale and Limitations etc.)
		Writing Literature Review of the Seminar Paper Proposal
	3 rd Session	Writing Methodology for Seminar Paper Proposal
	4 th Session	Writing Seminar Proposal Criteria for Seminar Proposal
		Conclusions, Lessons Learned and Recommendations
		Writing references
		Research Ethics
	5 th Session	Summarize the Deliberation and Discussion & Submission of the Draft Title of Proposal
Day-2	1 st , 2 nd and 3 rd Sessions	Seminar Paper Proposal Writing by the Participants and Preparation of Presentation Slides
	4 th and 5 th Sessions	Writing Seminar Paper: • Contents of the Seminar Paper • Writing Chapter-1; Introduction of Seminar Paper • Writing Chapter-2; literature Review in Seminar Paper • Writing Chapter-3; Methodology of Seminar Paper • Writing Chapter-4; Data processing, analysis, results and Discussion • Writing Chapter-5; Findings, Conclusions and Recommendations, Sustainability. • Writing references of Seminar Paper • Summarise the Session
Day-3	5 Sessions	Proposal Presentation

B) :Seminar Paper**Evaluation: Preparation of Seminar Paper and Presentation (125 Marks)**

Objectives: The participants' will be able to:

- use research method in writing seminar paper
- understand logical sequence of a seminar paper
- improve their professional writing and presentation skills
- sharpen their analytical and problem solving competence
- develop innovative ideas that may influence public policy-making and
- respond productively to the writing of others.

Session code	Session hour(s)	Topic Title	Speaker	Training Method
02.01	15	Session with Mentors	All Mentors	Panel Discussion
02.02	01 Day	Academic Writing	Guest Speaker	Workshop
02.03	10	Seminar Paper Presentation	External and Internal Evaluators	Presentation

***Detailed guideline of seminar paper writing is at Annex-2.**

Module 03: Policy Analysis and Governmental Business Process**Evaluation: Individual Assignment (50 Marks)**

Objectives: Participants will be able to:

- analyse public policy process and
- simplify governmental business process.

Session code	Session hour(s)	Topic Title	Speaker	Training Methods
03.01	03	Public Policy Process and Policy Exercise	Faculty	L & E
03.02	02	Policy Implementations Models and Evaluation Techniques.	Faculty	L & E
03.03	01	Inter-ministerial Consultation	Faculty /GS	L&D
03.04	02	Preparing Answers to the Parliamentary Questions	GS	D&E
03.05	02	Dealing with Civil Cases and Strategies for Protecting Public Rights	GS	D & Case Study
03.06	02	Exercise on Preparing Summary	Faculty /GS	D&E
03.07	02	Exercise on Preparing and managing Citizen Charter	Faculty/GS	Briefing &E
03.08	02	Preparing, Implementing and Monitoring of Annual Performance Agreement (APA)	GS	Briefing &E

Module 04: Public Service Management

Evaluation: Individual Assignment (25 Marks)

Objectives: Participants will be able to:

- identify and analyse the role of government in the context of public service management and
- use analytical tools to review policies/programme of the government in a changing world.

Code	Session hour (s)	Topic Title	Speaker	Training Methods
04.01	01	Changing Trends of Public Service Management and Reform Initiatives	Faculty	L & D
04.02	01	Leadership for Effective Public Management	GS	L & E
04.03	02	Exercise on Team Building	Faculty	D&E
04.04	02	TQM for Improving Public Service Delivery: Exercise on SIP	Faculty/GS	Briefing & Exercise
04.05	01	Concept and Process of Strategic Management	Faculty	L & D
04.06	02	Techniques of Strategic Planning: SWOT, PEST Analysis and Devising Strategy	Faculty	GE and Presentation
04.07	02	Grievance Redress System	GS	L & E

Module 05 Achieving Sustainable Development Goals

Evaluation Method: Group Exercise (75)

Module Objectives: To enable the participants to:

- apprehend the current SDG implementation scenario in Bangladesh;
- identify the challenges of achieving SDGs in Bangladesh;
- help in policy formulation with regards to SDG implementation
- analyse major issues of environmental management and sustainable development;

Session code	Session hour (s)	Topic Title	Speaker	Training Methods
05.01	02	Overview of SDGs: Background, Evolution, Goals and Targets	GS/Faculty	L & D
05.02	02	Indicators of SDGs	GS/Faculty	L&D
05.03	02	Concept of Social Sustainability: Mapping the Targets of SDGs with NSSS	GS/Faculty	WS
05.04	02	Disaster Management for SDGs	GS/Faculty	L & E
05.05	02	SDGs as a Catalyst in Poverty Reduction in Bangladesh	GS/Faculty	L&E
05.06	01	Food Security of Bangladesh With Reference to SDG 2	GS/Faculty	L&D
05.07	02	Climate Change Addressing the Targets and Indicators of SDG 13	GS/Faculty	L& E
05.08	02	Workshop on Building effective, inclusive and accountable Public Administration System	Faculty	WS
05.09	02	Mapping of Ministries by SDG Targets	GS/Faculty	WS
05.10	02	Implementation Challenges of SDGs	GS/Faculty	L & D

Module 06: Project Management

Evaluation: Group Assignment (75 Marks)

Objectives: Participants will be able to deal with the issues of project management effectively.

Session code	Session hour(s)	Topic Title	Speaker	Training Methods
06.01	02	Results-Based Management	Faculty	L & GE
06.02	02	Project Preparation and Approval Process	Faculty	L & E
06.03	01	Steps in Project Management and Implementation	Faculty	L&D
06.04	02	Monitoring and Evaluation of Projects	Faculty	L & GE
06.05	02	Challenges of Project Management	Faculty	L&D
06.06	02	Management of Mega Projects: The Case of Padma Bridge	GS	L& GE
06.07	02	Financing for Development in Bangladesh	GS	L&D
06.08	02	Public Private Partnership	GS/Faculty	L&E

Module 07: Procurement Management

Evaluation: Group Exercise (75 Marks)

Objectives: Participants will be able to explain the general features, processes and methods of public procurement and manage public procurement in a transparent way.

Session code	Session hour(s)	Topic Title	Speaker	Training Methods
07.01	1 Day Workshop	Overview on PPA 2006 and PPR 2008	Faculty	Workshop
07.02		Steps of Public Procurement: Works, Goods and Services		
07.03		Tender and Proposal Evaluation		
07.04		Exercise on Proposal Evaluation		
07.05	02	Writing Summary for Cabinet Committee on Government Purchase (CCGP) and Economic Affairs Committee(EAC)	GS	L&E

Module 08: Conflict Management and Negotiation

Evaluation: Group Exercise (75 Marks)

Objectives: Participants will be able to

- explain the concepts and issues of conflict and negotiation
- understand the nature and complexity of multi-level conflicts and negotiations
- apply effectively and efficiently essential skills and techniques for managing conflict and negotiation and
- lead trade/aid negotiations with full confidence.

Session code	Session hour (s)	Topic Title	Speaker	Training Methods
08.01	02	Understanding Organizational Conflict & Conflict Resolution	Faculty	L & Case study
08.02	02	Techniques of Writing MoU and Agreement	Faculty	L & E
08.03	02	Local Negotiation (with Cases)	GS	L&E
08.04	02	Bilateral Negotiation (with Cases)	GS	L&E
08.05	02	Multilateral Negotiation (with Cases)	GS	L&E
08.06	03	Simulation on Negotiation	GS	Simulation
08.07	02	International Trade Challenges and Opportunities: WTO Perspective	GS	L&D
08.08	02	Maritime Boundary Dispute between Bangladesh-India and Bangladesh-Myanmar	GS	L&D

Module 09: Verbal Competency and Development Debate

Evaluation: Individual Presentation (25) + *Recap (50) [75 Marks]

Objectives: Participants will be able to communicate in English more confidently and use Bangla appropriately.

Session code	Session hour(s)	Topic Title	Speaker	Training Methods
Recap*	20	Recap	CMT	Presentation/Writing
09.01	01	Art of Public Speaking	Faculty	L&E
09.02	02	Techniques of Enhancing Professional English	Faculty	L&D
09.03	02	Professional English Writing Skills: Exercise	Faculty /GS	Exercise
09.04	02	English Listening Skills: Exercise	Faculty	Exercise
09.05	02	English Speaking Skills: Exercise	Faculty /GS	P & E
09.06	01	Briefing on Development Debate	Faculty /GS	Briefing
09.07	05	Development Debate	Faculty /GS	Presentation
09.08	10	Extempore Speech	Faculty /Masum	Presentation

*Recap sessions will be evaluated by CMT in 50 Marks

Module 10: ICT & E-Governance

Evaluation: Individual Assignment (25 marks)

Objectives: Participants will be able to:

- develop ICT Skills and contribute towards e-Governance
- develop capacity in public sector for improving delivery of public service through ICT and
- adopt organisational changes in public service related to technology, strategies and policies.

Session code	Session hour (s)	Topic Title	Speaker	Training Methods
10.01	01	Digital Bangladesh: Making Vision a Reality	GS	L & D
10.02	02	Information Literacy for e-Governance	Rector	L & E
10.03	04	Innovation in Public Service	GIU/ Faculty	Workshop
10.04	02	Exercise on Business Process Simplification	GS	L&E/Case Study
10.05	02	Service Delivery through ICT in Bangladesh: National Web Portal & UDC	A2i, Faculty	Exercise
10.06	02	e-Nothi	Faculty	L & P
10.07	04	e-GP	CPTU	Workshop
10.08	1	Trouble Shooting	Faculty	Exercise

Module 11: Exposure Visit

(A): Internal Exposure Visit

Duration: 3 Days (3 days for 3 Separate Organisation Visit)

Evaluation Method: Group Report 50 Marks

Objectives: To enable the participants to

- use different tools and techniques for analyzing organization and
- Identify and solve organizational problems.

Overall Task: Visit to Private Organizations/Corporate Houses/NGOs /Defence Services' Institutions. After coming back to BPATC based on their practical experience, participants have to submit a group report.

(B): Foreign Exposure Visit

Duration of Visit: Ten (10) Days

Evaluation Method: Group Report Preparation and Presentation-150 [Host Organization presentation-50, Lessons Learned Workshop in BPATC-100 (Coverage of the Report and Presentation-50, Individual Participation-50)]

Objectives: To enable the participants to observe how the visiting country's economy which started with a developmental base equal to or worse than Bangladesh has out-performed the Bangladesh economy. If a participant unable to go abroad because of unavoidable reasons must submit a special assignment as instructed by the CMT instead of Lessons Learned Workshop presentation..

Overall Task: Participants will visit one country under the auspices of Ministry of Public Administration. The purpose of this visit is to enhance the capacity of the participating officers through sharing experiences of policies, strategies, practices in the public service delivery of the visiting country.

Methodology of Implementation of Foreign Exposure Visit:

- i) Group formation and Topic (area/field) will be made by the CMT.
- ii) CMT will organise the Lessons Learned Workshop with the presence of internal and external evaluator
- iii) CMT will monitor and evaluate the participants' individually and group as well.
- iv) Report will be made by group; however, evaluation will be done individually.

Note on Group Reports: Participants will have to present group reports in the host country under the arrangement of designated Institution/Organization. These reports will reflect the comparative situations of the visiting country with that of Bangladesh and the presentation will carry **50** marks. However, on return they will present group reports in a "Lessons Learned Workshop" on experiences and learnings obtained from host country. The probable themes for the group presentations are as follows:

- i. Good Governance: Role of Right to Information Act
- ii. HRM Practices in Indian Civil Service
- iii. e-Governance for better service delivery
- iv. Challenges of State and District Level Administrations in India
- v. Innovative Service Delivery in Land Management of Telangana

Other than those specified themes the host organization is requested to arrange exposure visits to Office of the Commissioner of E-Service Delivery, Ministry of Personnel and Training, Department of Panchayats Raj and Rural Development Planning, Office of the Collector for observing Mee Seva Services and Office of the Chief Commissioner of Land Administration.

In "Lessons Learned Workshop" the group must give focus on key learning points, best practices, policy implications of those learning and their replicability in Bangladesh context. Each group will be given 10 minutes for presentation and 20 minutes for open discussions followed by question and answer. The participants will be evaluated individually considering their contribution in preparation of report and participation in question answer session. The visiting members of the course management team will be attached to extend support in preparing group reports. Presentation at BPATC will be evaluated out of **100** marks.

Module 12: Fitness of Body and Mind

Evaluation: Individual (50 Marks)

Objectives: To make participants mentally and physically sound to perform their work.

Code	Hrs	Topics	TM	RP
12.01	1	Sedentary Life Style and Effects	L & D	FM
12.02	1	Occupational pain and its management	L & D	FM

(A): Morning Exercise and Yoga

Note: At the 1st week of the course, Yoga sessions will start on Saturday and continue up to Sunday noon. These sessions will be conducted by invited resource persons. Faculty Members of Physical Education section of the Centre will remain present in the Yoga sessions and develop expertise to run the Yoga sessions on their own in future.

(B): Afternoon Games and Sports.

Module 13: Contemporary Issues*

Evaluation Method: Individual Assignment (25 Marks)

Objectives: To enable the participants to

- identify and analyze issues of national importance and
- explore opportunities to apply new learning to practical life.

Session Code	Session hour(s)	Topic	Resource person	Training Method
13.01	02	FDI Challenges in Bangladesh	GS	L & D
13.02	02	LDC Graduation: Bangladesh Perspective	GS	L & D
13.03	02	Sustainable Use of Marine Resources	GS	L & D
13.04	02	Politics-bureaucracy Interface	GS	L & D
13.05	02	Media Relations	GS	L & D
13.06	02	Dimensions of Rohingya Crisis: Political, Social, Diplomatic	GS/ Faculty	L & D
13.07	02	Financial Inclusions: Challenges and Opportunities	GS	L & D
13.08	02	Financial Sector Reforms	GS	L & D
13.09	02	Water Governance: Transboundary Water Resources Management	GS	L & D
13.10	02	Autism	GS	L&D
13.11	02	Right to Information (RTI)	Faculty/GS	L&D

*** Subject to include or exclude.**

Guideline for Writing a Seminar Paper

Introduction

‘Writing seminar paper’ is an integral part of Advanced Course on Administration and Development. Each participant is required to write a seminar paper and present the paper before a panel of evaluators comprising faculty members of BPATC and renowned relevant professionals. This brief guideline is expected to facilitate the participants of the training courses in writing a seminar paper.

Seminar

A *seminar* is an occasion where a group of interested people known as participants, key note speaker/presenter, discussant(s), moderator and rapporteur assemble to discuss/share/disseminate a particular issue of concern.

Seminar Paper

A seminar paper is a complete record of works on the topic, the author has studied to disseminate/present before the targeted group of people. A seminar paper is a record of what the author wishes to disseminate to the group about a topic studied. A seminar paper may be a research proposal/report/project/thesis/article/in any area of interest. It is expected that the participants shall make an original contribution to the field.

Purpose

The purpose of this assignment is to facilitate the participants to do practice in technical writing which will enrich the skills of the participants when writing a seminar paper in their service life.

General Structure of a Seminar Paper

Title

The title of a seminar paper should state topic exactly in the smallest possible number of words so that a reader can visualize a complete picture of what the paper contains. A seminar paper title should be simple, short and easy to understand.

Author's Name

Put your name, designation, your serial number, course name, the name of your institution i.e. BPATC below the title on the cover page.

Executive Summary

The executive summary should state the most important facts and ideas in the paper. It should be complete in itself. The length of the executive summary should be about 200 to 300 words.

Do not put information in the executive summary which is not in the main text of your paper. Do not put references, figures, or tables in the executive summary

Text

The main text of your paper should be divided into sections, each with a separate heading. The first section should be an introduction to your topic. This section should review the background of your topic and give an outline of the contents of your paper.

You may collect information/data for your paper from various sources, such as books, journals, reports, lecture notes, etc. You must write the paper yourself using information. *You must not copy text written by other authors.* Instead, select only the information/data you need and summarize this information in your own words, give your own analysis. When you use other's ideas or findings or information, you must give recognition by citing reference. You must avoid plagiarism. The final section of your paper should summarize your conclusions.

The sections of the seminar paper should be numbered 1, 2, 3, the sub-sections in the sections should be numbered 1.1, 1.2..., 2.1, 2.2 ..., 3.1, 3.2, ... , etc.).

1. Section: Introduction

Introduction is like a brain of a human being that guides thought process, imagination, ideas, actions etc. It should provide motivation for the reader to read your entire paper. Reader should know what the paper is going to be about by reading introduction.

This section consists of-

- The general background of your work,
- The objective of your own work,
- The reasons why your work is interesting and useful
- Define issues and any key terms
- Limit scope as necessary
- State problem by defining the gap
- Explain how present study attempts to fill the gap.
- End with idea and outline of the rest of the paper

2. Section: Literature Review

Literature review is the most critical part of any intellectual discourse. Literature is the source of knowledge or stock of knowledge like an ocean. The purpose of literature review is to critically analyse the existing concepts, thoughts, ideas, and theories to identify the gaps.

- Indicate the current state of the issue/problem/topic
- Define or qualify terms
- Engage sources in analyzing the issue.

3. Section: Methods and Materials

This section should contain sources of information/data, how information/data shall be collected, what method shall be used to collect data, why certain method is being applied and why certain method is relevant etc.

4. Section: Data Analysis/Argument/Discussion

- Examine issue
- Argue how issue can be mitigated, mediated, or dealt with
- Provide evidence and support
- Make some lively commentary along the way

5. Sections: Conclusion

- Conclusion is the wheel of a vehicle that leads the reader move on i.e. the way forward derived from the findings. It should not be the copy of abstract or introduction or results rather findings and recommendations are discussed here.
- Summarize research question
- Qualify argument/discussion if you need to explain where we go now
- End well

On the basis of conclusion and findings, you should give suggestions which must be supported by your findings, arguments and logic. You must establish linkage with your research issue/question, objective(s) and findings. You should not write too many recommendations which are too general and not supported by your findings and arguments.

6. Section: References

Writing reference is an art. A participant is required to follow strictly the style that he/she has chosen. The most common citation style is the Harvard Style. BPATC does not impose any restriction on citation style. However, it is expected that the participants should follow specific reference style (preferably Harvard reference style). Double check — is everything listed on the works cited?

7. Appendix

You can attach questionnaire or any relevant document to your paper as annexure.

8. Miscellaneous

Tables

Tables must have a number and a caption above the table. The reader should be able to understand the table by reading the caption without looking at the main text. Every table must be mentioned in the main text.

Figures

Figures must have a number and a caption below the figure. The reader should be able to understand the figure by reading the caption without looking at the main text. Every figure must be mentioned in the main text.

Structure of a Final Seminar Paper

I. Preliminaries

Cover Page: Title of your seminar paper, Institution's Name, Course Name, Your Name, ID Number, Roll Number, and Date of Submission

Acknowledgement

Table of Contents

Lists of tables/figures etc

Abstract

Lists of Abbreviations/Acronyms

II. Main Text

Chapter-1: Background/Introduction:

- Problem Statement/Research Questions/Research Issue/Conceptual Framework of the Study,
- Objectives,
- Scope,
- Rationales,
- Limitations
- Outline of the Study

Chapter-2: Literature Review (Details of sub-heads will be worked out by the participants)

Chapter-3: Methods and Materials (Details of sub-heads will be worked out by the participants)

Chapter-4: Data Processing and Analysis (Details of sub-heads will be worked out by the participants)

Chapter-5: Findings, Conclusion and Recommendation(s) (Details of sub-heads will be worked out by the participants)

III. References

IV. Appendix

Seminar Paper Evaluation Criteria

The Seminar Papers will be evaluated on the basis of following criteria:

Seminar Report Writing (60%)			Overall Command & Analytical Ability (40%)			Total (100%)
Format/ Structure/ Linkage of the Report (15%)	Language, References and Style (15%)	Internal Consistency and Relevance of Contents (30%)	New Insights/Ideas (5%)	Oral Presentation (20%)	Question/ Answer (15%)	Total (100%)
(18.75)	(18.75)	(37.50)	(6.25)	(25)	(18.75)	(125)

Please note that figures within parenthesis indicate marks allocated for each relevant criterion. Every Seminar paper will be evaluated by two resource persons; one from the member of the relevant faculty and the other will be an eminent resource person from outside.

Mentoring Seminar Paper

Seminar paper writing and presentation is an individual assignment. One faculty member will be assigned as ‘**Mentor**’ for 5 participants to assist and guide in conducting research, preparing seminar paper and making final presentation. Each participant will identify an issue relevant to his/her work/office and will collect data from his/her office and relevant organizations. Participants will get two days to collect data from his/her office and relevant organizations. The Module Director will collect the proposed title from each participant and will assign one Mentor for 5 participants. After finalization of the seminar title, participants will have to meet their assigned Mentor for guidance and advice. It should be noted that no Mentor will be assigned in the evaluation processes of his/her own group but no seminar paper will be accepted without a clearance certificate of the relevant Mentor.

Mentors will ensure that participants follow the schedule and deadline of submission of progress report and final report, and also make progress presentation and also final presentation. If any participant, unable to submit progress report on time and unable to make progress presentation, he/she will not be allowed to make final presentation. Thus, he/she will be considered as ‘failed’ in seminar paper, as well as will not be allowed to attend foreign exposure visit.

The schedule of progress reporting/progress presentation and final report/final presentation is shown below:

1st week (Thursday): Seminar Paper proposal submission and proposal presentation
(Presentation)

2 nd week (Thursday):	Progress report (draft of Chapter-I: Background/Introduction) Submission.
3 rd Week (Thursday):	Progress report submission (Revised version of Chapter-I: Background/Introduction and Draft of Chapter -2: Literature Review).
4 th week (Thursday): (Presentation)	Progress report submission (Final version of Chapter-I: Background/Introduction, Revised version of Chapter -2: Literature Review and Draft of Chapter 3: Materials and Methods) and Progress presentation
5 th week (Thursday):	Field visit and Data collection
6 th week (Thursday):	Progress report submission (Final version of Chapter-I: Background/Introduction, Chapter -2: Literature Review, and Chapter 3: Materials and Methods and Revised version of Chapter 4: Data Processing and Analysis; Draft of Chapter-5: Findings, Conclusion and Recommendation).
7 th week (Thursday): (Presentation)	Progress report submission (prepare draft of final report) (Final version of Chapter-I: Background/Introduction, Chapter -2: Literature Review, Chapter 3: Materials and Methods and Chapter 4: Data Processing and Analysis; Revised of Chapter-5: Findings, Conclusion and Recommendation(s) and prepare cover page, Acknowledgement, Tables/Figures, Abstract, List of Abbreviations/Acronyms, References and Appendix) and final Progress presentation
8 th Week (Sunday): (Monday, Tuesday & Wednesday) (Final Presentation)	Submission of Final Report and Presentation before the Evaluator (External &Internal)

Suggested Readings

Module 01: Behavioural Governance and Spirit of Liberation War

Abelson, R., & Rosenberg, M. (1958). Symbolic psycho-logic: A model of attitudinal cognition. Behavioral Science, Volume 3, Issue 1, pp. 1-13.

Bodolica, V. & Spraggon, M. (2011) Behavioral Governance and Self-Conscious Emotions: Unveiling Governance Implications of Authentic and Hubristic Pride, Journal of Business Ethics, Volume 100, Issue 3, pp 535–550

Jolls, C. (2009). Behavioral Law and Economics (Working Paper No. 130). Yale Law School.

Dr.Grif. How to be CEO.

Principal Secretary of Malaysia, Civil Service of Malaysia.

আন্দোলন ও সাফল্য।

Sirajul Islam [Ed.], History of Bangladesh, 3 Vols. Asiatic Society of Bangladesh.

Nihar Ranjan Roy, History of Bangladesh.

J.N Sarker, History of Bengal, Vol. II: Muslim Period, DU, 1972

R.C. Majumder, History of Bengal, Vol. I: Hindu Period, DU, 1963

বাংলাদেশের স্বাধীনতা যুদ্ধ দলিলপত্র (১৫ খন্ড), সম্পাদনা: হাসান হাফিজুর রহমান, হাক্কানী পাবলিশার্স, ঢাকা।

বাংলাদেশ সরকার ১৯৭১, লেখক: এইচ.টি.ইমাম, আগামী প্রকাশনী।

বাংলাদেশের ইতিহাস ১৭০৪ – ১৯৭১, সম্পাদনা: সিরাজুল ইসলাম, এশিয়াটিক সোসাইটি অব বাংলাদেশ।

বাঙালির মুক্তি সংগ্রাম ও জাতির জনক বঙ্গবন্ধু, লেখক: হারুন-অর-রশিদ, ঢা.বি.।

তাজউদ্দীন আহমদের ডায়রী (১ ও ২ খন্ড), সম্পাদক: সিমিন হোসেন রিমি।

Bangabandhu Sheikh Muzib: A Leader with a difference, লেখক: ওবায়দুল হক, Radical Asia Publications.

The Awami League, লেখক: Shyamali Ghosh, Academic Publications. (বাংলা সংস্করণ, ইউপিএল প্রকাশিত)।

লেখকের রোজনামাচার চার দশকের রাজনীতি - পরিক্রমা ১৯৫৩-৯৩, লেখক: আবদুল হক, ইউপিএল।

বাংলাদেশের মুক্তি সংগ্রামের ইতিহাস ১৯৪৭-১৯৭১, সম্পাদনা: সালাহউদ্দীন আহমদ ও অন্যান্য, আগামী প্রকাশনী।

বঙ্গবন্ধু শেখ মুজিবকে ঘিরে কিছু ঘটনা ও বাংলাদেশ, লেখক: এম.এ. ওয়াজেদ মিয়া, ইউপিএল।

স্বায়ত্তশাসন থেকে স্বাধীনতা ১৯৬৬-১৯৭১, লেখক: কামাল হোসেন, অঙ্কুর প্রকাশনী।

Bangladesh Documents (Vol. 1 & 2), সম্পাদনা: Sheendndra Kumar and others, BNK press, Madras (বাংলাদেশ, ইউপিএল)

মুক্তিযুদ্ধে বাংলাদেশ, মূল লেখক: মেজর জেনারেল কে.এম. শফিউল্লাহ, আগামী প্রকাশনী মূলধারা ৭১, লেখক: মঈদুল হাসান, ইউপিএল।

বাংলাদেশের রক্তের ঋণ, মূল: এছনী ম্যাসকারেনহাস, হাক্কানী পাবলিশার্স।

মুক্তিযুদ্ধের নয় মাস: অবরুদ্ধ রাজ-বিশ্ববিদ্যালয়, লেখক: আমানুল্লাহ আহমদ, হাক্কানী পাবলিশার্স।

লক্ষ প্রাণের বিনিময়ে, লেখক: রফিকুল ইসলাম বীর উত্তম, অনন্য।

Module-02 : Seminar Paper Preparation and Presentation

Abedin, M. Z. (1996) A Hand Book of Research for the Fellows of M. Phil and Ph.D. Programmes. Dhaka, Book Syndicate.

Adams, G. R. and Schvaneveldt, J. D. (1985) Understanding Research Methods. New York, Longman.

Aminuzzaman, M. S. (1991) Introduction to Social Research. Dhaka, Bangladesh Publishers.

Babbie, E. (1986) The Practice of Social Research. California, Wadsworth Publishing Co.

- Brenner, M., Brown, J., and Canter, D. (1987) *The Research Interview: Uses and Approaches*. London, Academic Press Inc. Ltd.
- Bynner, J. and Stribley, K. M. (1986). *Social Research: Principles and Procedures*. New York, The Open University Press.
- Creswell, J. W. (1998) *Qualitative Inquiry and Research Design*. New Delhi, India.
- Douglas, J. D. (1976) *Investigative Social Research*. London, UK.
- Ghosh, B. N. (1985) *Scientific Method & Social Research* (3rd edition). New Delhi, India.
- Goode, W. J. and Poul, K. H. (1981) *Methods in Social Research*. Singapore, McGraw-Hill Book Company.
- Gupta, S. (1993) *Research Methodology and Statistical Techniques*. New Delhi, Deep and Deep Publications.
- Hannagan, T. J. (1986) *Mastering Statistics*. 2nd edition. London, Macmillan.
- Hobbs, N. (1968) "Ethical Issues in the Social Science," in David Sills (ed.), *International Encyclopaedia of the Social Science*, (Volume 5). New York, The Macmillan Company and the Free Press.
- Iyengar, T.K.S., Rao, R. M. and Chary, S.L.V. (ed.). (1978). *Techniques of Technical Report Writing*. New Delhi, Allied Publishers Private Limited.
- Khaleque et. al. (1990) *A text book on Research Methodology in Social Science*. Dhaka, Hasan Book House.
- Langer, E. (1966). Human Experimentation: New York Verdict Affirms Patient's Rights. *Science* 152:663-666.
- Mian, M. A. (1984) *An Introduction to Statistics*. 4th ed. Dhaka, Ideal.
- Mostafa, M.G. (1981) *Methods of Statistics*. 2nd ed. Dhaka, Anwari-2.
- Naiman, A. (1977) *Understanding Statistics*. 2nded. New York, McGraw-Hill.
- Sharma, R. D. (1988) *Research Methodology in Social Sciences*. 1st ed. New Delhi, India.

Module -03: Public Policy and Governmental Business Process

- Anderson, J.E. 1979, *Public Policy Making*, Holt, Rinehart and Winston, New York
- Bardach, E. 2000, *A Practical Guide for Policy Analysis: The Eightfold Path to More Effective Problem Solving*, Chatham House, New York.
- Birkland, T. A. 2010, *An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy Making*, Routledge, New York.
- Constitution of the People's Republic of Bangladesh, Government of Bangladesh, Ministry Law, Justice & Parliamentary Affairs, Dhaka.
- Davila, T., Epstein, M. & Shelton, R. 2012, *Making Innovation Work*, FT Press, New Jersey.
- Drucker, P. F. 2006, *Innovation and Entrepreneurship*, New York: Harper and Row Publications
- Halim, M. A. 2008, *Constitution: Constitutional Law and Politics*, CCB Foundation, Dhaka.
- Kamal, M. 1994, *Bangladesh Constitution: Trends and Issues*, University of Dhaka, Dhaka.
- Kraft, M. E. & Furlong, S.R. 2012, *Public Policy: Politics Analysis and Alternatives*, SAGE Publications, London.
- Nye (Jr.) J.S. & Donahue, J. D. (eds) 2000, *Governance in a Globalizing World*, Brooking University press

Perry, J. L. & Toonen, T. A. J. 1996, *Civil Service in Comparative Perspective*, Indiana University Press, Indiana.

Raadschelders, J. C. N., Tooner, T.A. J. & Meer, F.M.V. (eds) 2007, *The Civil Service in The 21st Century: Comparative Perspective*, Palgrave Macmillan, New York.

Weimer, D. L. & Vining, A. R. 1999, *Policy Analysis: Concepts and Practice*, Prentice Hall, New Jersey.

Module-04: Public Service Management

Brown, K. and Waterhouse, J. (2003), 'Change Management practices is a hybrid Public Sector Management, 6 (3), pp. 230-241.

Brunetto, Y. and Farr-Wharton, R. (2005), 'The impact of NPM on the job satisfaction of Australian public sector employees', *Asian Pacific Journal of Human Resources*, 43, pp.289-304.

Brunetto, Y. and Farr-Wharton, R. (2008), 'Service delivery by local government employees post the implementation of NPM A social capital perspective', *International Journal of Productivity and Performance Management*, 57 (1), pp. 37-56.

Budd, L. (2007), 'Post-bureaucracy and reanimating public governance A discourse and practice of continuity?', *International Journal of Public Sector Management*, 20 (6), pp. 531-547.

Halligan, J. (2006), 'Global Paradigms of Public Sector Reforms: Responses and Lessons' Paper presented in 'International Conference on Administrative Reforms in South and Southeast Asia' held in Bangladesh Public Administration Training Centre (28-29 June).

Hill, C.W.C. and Jones, G.R. (2001), *Strategic Management: An Integrated Approach*, (Fifth Edition), Boston, Houghton Mifflin Company.

Hughes, O.E. (2003), *Public Management and Administration*, (Third Edition), New York, Palgrave-MacMillan.

Johnson, G., Scholes, K. and Whittington, R. (2008), *Exploring Corporate Strategy*, (Eighth Edition), London, Prentice Hall.

Khan, M. M. (1998) *Administrative Reforms in Bangladesh*, Dhaka, The University Press Limited.

Flynn, J. (2007), 'From New Public Management to Public Value: Paradigmatic Change and Managerial Implications', *Australian Journal of Public Administration*, 66 (3): Pp.353-366.

Luthans. F. (2011), *Organizational Behavior*, (Twelfth Edition), New York, McGraw-Hill, Irwin.

Osborne, S.E.(2010), *The New Public Governance*, London, Taylor & Francis Ltd.

PARC (2000), *Public Management for 21st Century: Report of the Public Management Reform Commission*, Bangladesh, Dhaka.

Porter, M. E. (1990), 'The Competitive Advantage of Nations', *Harvard Business Review* (March-April), Pp. 72-91.

Porter, M. E. (1998), 'Clusters and the New Economics of Competition', *Harvard Business Review* (November-December), Pp. 71-90.

Porter, M. E. (1998), *Competitive Advantage: Creating and Sustaining Superior Performance*, New York, Free Press.

Stoker, G. (2006), 'Public Value Management' *American Journal of Public Administration*, 36 (1): 41-57.

Schacter, M. (2000), *Public Sector Reform in Developing Countries: Issues, Lessons and Future Directions*, Policy Branch, Ottawa, CIDA, Ottawa.

Schick, A. (1998) 'Why Most Developing Countries Should Not Try New Zealand's Reforms', *World Bank Research Observer*, 13(1), Pp. 85-92.

UN (2003), '*Leadership and Social Transformation in the Public Sector: Moving from Challenges to Solutions*', Department of Economic and Social Affairs, Division for Public Management and Development Management, New York, United Nations.

UNDP (1993), '*Report on Public Management Sector Study in Bangladesh*', New York, United Nations Department of Development Support and Management Services, New York, United Nations Development Program.

Module 05: Achieving Sustainable Development Goals

Buell (1996). *Sustainable democracy: individuality and the politics of the environment*. (1st ed.) California: Sage Pub.

Burgess (1997). *The challenge of sustainable cities: neoliberalism and urban strategies in developing countries*. London: Zed Books.

Chapman (1995). *Water and the quest for sustainable development in the Ganges Valley*. London: Mansell Pub.

Chaturvedi (1997). *Sustainable energy supply in Asia*. New Delhi: Concept Pub.

Clark (1986). *Sustainable development of the biosphere*. Cambridge: C.U.P.

Cleveland (1981). *The management of sustainable growth*. New York: Pergamon.

Corner (1981). *Quest for a sustainable society*. N.Y: Pergamon Press.

David (1988). *Economics, growth and sustainable environments: essays in memory of Richard Lecomber*. (Reprint ed.). London: MacMillan.

Farrington (1993). *Non-governmental organizations and the state in Asia: rethinking role in sustainable agricultural development*. New York: Routledge.

General Economics Division (2015). *Delta Vision, Goals and Strategies*. Bangladesh: Dhaka.

General Economics Division (2015). *Seventh Five Year Plan FY 2016-FY2020: Accelerating Growth, Empowering Citizens*. Bangladesh: Dhaka

General Economics Division (2016). *Mapping of Ministries by Targets in the Implementation of SDGs aligning with 7th Five Year Plan (2016-20)*. Bangladesh: Dhaka.

General Economics Division (2017). *Data Gap Analysis for Sustainable Development Goals (SDGs) Bangladesh Perspective*. Bangladesh: Dhaka.

Gotlieb (1996). *Development, environment and global dysfunction: toward sustainable recovery*. (Reprint ed.). Florida: St. Lucie Press.

Hossain (1993). *Sustainable media-term development for Bangladesh*. Dhaka: Centre for Economic Social and Environmental Research.

Huq (1991). *Towards sustainable development: rural development and NGO activities in Bangladesh*. Dhaka: IUCH.

Iqbal (1991). *Towards sustainable development industries of Bangladesh*. Dhaka: IUCN.

Islam (1991). *Towards sustainable development: energy and mineral resources of Bangladesh*. Dhaka: ICUN.

Jain (1997). *Environmental stewardship and sustainable development*.: New Delhi: FES.

Khalid (1991). *Towards sustainable development: essays on system analysis of national policy*. Lahore: Progressive Pub.

Leelamma (1994). *Empowering women for sustainable development*. New Delhi: Ashish.

Macdonald (1998). *Agendas for sustainability: environment and development into the twenty first century*. (Reprint ed.). London: Routledge.

Marcus (1997). *Moving ahead with ISO 14000: improving environmental management and advancing sustainable development*. New York: John Wiley and Sons.

Patel (1995). *Women and sustainable development: an international dimension*. New Delhi: APH.

Prime Minister's Office (2017). *SDG Tracker: Bangladesh's Development Mirror*. Bangladesh: Dhaka (URL: www.sdg.gov.bd/)

Quddus (1996). *Environment and sustainable agriculture in rural development: a handbook or a regional training programme*. Kotbari : BARD.

Rahman (1988). *Environment and poverty: key linkages for global sustainable development* Dhaka: UPL.

Rahman (1991). *Towards sustainable development Land Resources in Bangladesh*. Dhaka: IUCN.

Rashid (1994). *Environmental and ecological aspects of poverty and implications for sustainable development in Bangladesh*. Dhaka: CIRDAP.

Redcliff (1987). *Sustainable development: exploring the contradictions*. London: Methuen.

Richard (1997). *Energy and environment policies for a sustainable future*. New Delhi: Allied Pub.

Sharafuddin (1991). *Towards sustainable development: environmental awareness and education in Bangladesh*. Dhaka: IUCN, 1991.

Sinha (1996). *Dimensions of global sustainability*. (Reprint ed.). New Delhi: Commonwealth.

Sinha (1998). *International encyclopaedia of sustainable development*. New Delhi: Anmol.

Smith (1997). *Environmental sustainability: practical global implications*. Google Pub.

United Nations (2015). *Sustainable Development Knowledge Platform*. (URL: <https://sustainabledevelopment.un.org/>).

United Nations World Commission on Environment and Development (1987). *Our Common Future*. Oxford: Oxford University Press.

Vangilo (1995). *Empowerment for sustainable development: toward operational strategies*. London: Zed Books.

World Bank (1992). *Sustainable development concepts: an economic analysis*.

World Bank (1993). *Environmental economics and sustainable development*.

World Bank (1993). *Forestry management of for sustainable development*.

World Bank (1993). *Is growth in Bangladesh's rice production sustainable?*

World Bank (1995). *Defining and measuring sustainability: the biogeophysical foundations*.

World Bank (1995). *Toward sustainable management of water resources*.

World Bank (1997). *Advancing sustainable development: the World Bank and Agenda 21*.

Module 06: Project Management

British Standards Institution, 2013, *BS 6079-1: 2010 Project Management Principles and Guidelines for the Management of Projects*, viewed 17 December 2017, from <http://shop.bsigroup.com/ProductDetail/?pid=0000000000030170007>.

Farid, S. M., 2002, *Problems of Project Management in Bangladesh*, Planning Commission, Dhaka.

Imam, K. H., 2005, *Designing A Comprehensive Framework for Combating Development Project Management Problems in Bangladesh*, BPATC, Dhaka.

IMED, 2018, *Development Project Formulation Process* viewed 10 February 2018, from <http://www.imed.gov.bd>.

IMED, 2018, *IMED Formats*, viewed 10 February 2018, from <http://www.imed.gov.bd>.

Maylor, H., 2010, *Project Management*, Fourth edition, Pearson Education Limited, Harlow.

OGC, 2009, *Managing Successful Projects with PRINCE2*, 5th edition, The Stationary Office, Norwich.

Planning Division, 2018, *Formation & Functions of ECNEC* viewed 10 February 2018, from <http://www.plandiv.gov.bd/site/page/79e85bc7-ad23-40de-acf4-2c5a6bab052f/Formation-&-Function>.

PMI, 2013, *A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*, fifth edition, Project Management Institute, Pennsylvania.

Module 07: Procurement Management

Government of the People's Republic of Bangladesh (2003). : *Public Procurement Regulation 2003*, Dhaka

Government of the People's Republic of Bangladesh (2006). : *Public Procurement Act 2006*, Dhaka

Module 8: Conflict Management and Negotiation

Avruch, K., P. Black, and J. Scimecca. 1991. *Conflict Resolution: Cross-Cultural Perspectives*. New York: Greenwood Press.

Brams, Stevens J. (1999), *The win-win solution*, U.K., W.W. Norton.

Carpenter, S.L. and Kennedy, W.J., 1988. *Managing public disputes: A practical guide to handling conflict and reaching agreements* (p. 5). San Francisco, CA: Jossey-Bass.

CDD (1999), *CDD Negotiating Strategies for the Development*, Dhaka, CDD.

Chase, K. Pamela (2004), *Earth Negotiation*, USA, U.N University Press.

Clements, Benedict et al (2005), 'Can Debt Relief boost Growth in Poor Countries', *Economic Issues-11*, IMF

Evans. Erio (2003), *Mastering Negotiations*, India, Viva Books

Fleming, Peter (2003), *Negotiating is a week*, UK, Hodder & Straights

Hampson, F.O. and Hart, M., 1999. *Multilateral negotiations: Lessons from arms control, trade, and the environment*. JHU Press.

Kremenyuk, V.A. (ed.) 1991. *International Negotiation: Analysis, Approaches, and Issues*. San Francisco: Jossey-Bass.

Lewthwaite, Julie (2003), *Negotiate to Succeed*, India, Viva Books.

Likert, R. and Likert, J.G., 1976. *New ways of managing conflict*. McGraw-Hill.

Pruitt, D.G. and Carnevale, P.J., 1993. *Negotiation in social conflict*. Thomson Brooks/Cole Publishing Co.

Rahim, M.A., 2010. *Managing conflict in organizations*. Transaction Publishers.

Rahman, M.N., 1997. *Protocol Management and International Etiquette*.

Schinasi, G. J (2005), 'Preserving Financial Stability', *Economic Issues-34*, IMF

Stevens, C. and Phillips, L., 2007. *A Handbook. Experimental Psychology*.

https://www.wto.org/english/res_e/booksp_e/anrep_e/anrep14_chap5_e.pdf

Slaughter, Mathew J (1997), 'Does Globalization Lower wages and Export Jobs', *Economic Issues-11*, IMF

Borisoff, D., and D.A. Victor. *Conflict Management: A Communication Skills Approach*, 2nd ed. Boston: Allyn and Bacon, 1998.

Daft, R.L. *Organizational Theory and Design*. St. Paul, MN: West, 1992.

Miller, G.R., and M. Steinberg. *Between People: A New Analysis of Interpersonal Communication*. Chicago: Science Research Associates, 1974.

Nurmi, R., and J. Darling. *International Management Leadership*. New York: International Business Press, 1997.

Deutsch, Morton. 1973. *The Resolution of Conflict: Constructive and Destructive Processes*. New Haven, CT: Yale University Press.

Shelton, C.D., and J.R. Darling. "From Chaos to Order: Exploring New Frontiers in Conflict Management." *Organizational Development Journal* 22, no. 3 (2004): 22-41.

Terry, P.M. "Conflict Management." *Journal of Leadership Studies* 3, no. 2 (1996): 3-21.

Thomas, K.W., and R.H. Kilmann. *Thomas-Kilmann Conflict Mode Instrument*. Sterling Forest, NY: Xicom, Inc., 1974.

Guide to preparing an MoU:

<http://www.helpmegrow.ohio.gov/professional/~-/media/3EBF3E5E54EA46A68DFFE2EADF933703.ashx>

<https://aspe.hhs.gov/basic-report/guide-memorandum-understanding-negotiation-and-development>

<http://www.doc.govt.nz/Documents/getting-involved/in-your-community/community-conservation-guidelines/mou-example.pdf>

Module 9: Verbal Competency and Development Debate

O'Hair, Dan. (2013). *A pocket guide to public speaking*. Boston : Bedford/St. Martin's.

Deanna D. Sellnow (2000) *Public Speaking A Process Approach*, Thomson Wadsworth: USA

Gimson, A.C (1989) *An Introduction to the Pronunciation of English*, Fourth Edition, ELBS, London.

Greenbaum (1985). *A Comprehensive Grammar of English Language*, London.

Hornby, A.S (2009) *Oxford Advanced Learner's Dictionary of Current English*, OUP: Oxford.

Munter, Mary; Russel, Lynn (2000) *Guide to Presentations*, Person: Delhi

Osborn, Osborn (2000) *Public Speaking*, Houghton Mifflin Company: USA

Rivers, Wilga M. (1968). *Teaching Foreign Language Skills*, Chicago: The University of Chicago Press

Module 10: ICT and e- Governance.

Bouwman, H et al (2005). *Information & Communication Technology in Organizations*. London: SAGE.

Imran, A, Gregor, S and Turner, T. (2013) *eGovernment Management for Developing Countries*. Canberra: NCISR.

Murray, K (2006). *First Look 2007 Microsoft Office System*. Washington: Microsoft Press.

Module 13: Contemporary Issues

Abdin, M., 2015. Foreign Direct Investment (FDI) in Bangladesh: Trends, Challenges and Recommendations.

Ali, F.A., Fiess, N. and MacDonald, R., 2010. Do institutions matter for foreign direct investment?. *Open Economies Review*, 21(2), pp.201-219.

Hussain, M.G., Failler, P., Karim, A.A. and Alam, M.K., 2017. Major opportunities of blue economy development in Bangladesh. *Journal of the Indian Ocean Region*, pp.1-12.

Islam, K.A., 2015. Foreign Direct Investment (FDI) in Bangladesh: Prospects and Challenges and Its Impact on Economy. *Asian Business Review*, 4(1), pp.24-36.

Khan, M.M. and Islam, S., 2013. Politics-Bureaucracy Interface in Bangladesh: A Civil Service Management Perspective. *Dynamics of Public Administration*, 30(1), pp.12-20.

Murad, M.H. and Hoque, K.A., 2012. The Right to Information Act in Bangladesh: An Analysis in the Light of Johannesburg Principles of Freedom of Information Legislation. *IIUC Studies*, 7, pp.73-90.

Rahman, M.S., 2015. *Politics-Bureaucracy Relations, Governance and Development in Bangladesh: The Case of Local Government* (Doctoral dissertation).

Rahman, A., 2012. Foreign direct investment in Bangladesh, prospects and challenges, and its impact on economy. *Asian Institute of Technology, Khlong Luang*.

Guidelines for Foreign Exposure Visits

Purpose of the FEV

The purpose of the Foreign Exposure Visits (FEVs) is to enable the participants to expose a case study of a civil service organization (and a country and its government) which has been developed significantly. The BPATC expects that the FEV will be a very effective and successful learning journey. The FEV would help the participants to identify the perceived reasons for the need for reform, the change management process and development goals and how the host country/organization attempted to reach those goals.

The effective and fruitful participation in Foreign Exposure Visit is one of the important requirements of successful completion of the respective training course. Mere observation and stock taking of the outstanding achievements and best practices of host country/organization are not sufficient to meet the requirement. Rather the visiting participants must know that there are some underlying reasons for their development and outstanding success. The inquisitiveness to know the reasons for their success, searching about the underlying strategies of their success, making questions about the exceptional process of the reform and change management styles would help them to learn effectively.

Moreover, in order to effective learning, the participants are requested to ask question to host organizations about the issues, such as: what were the processes, tools, strategies, and techniques they followed and how the host organizations attempted to reach the development goals; why these tools and strategies were selected; what impacts were achieved by the various policies and strategies and finally, overall outcomes and results of transformation.

The visiting participants would also be able to compare and contrast conditions in the host country with relevant conditions in Bangladesh.

The superficial observations and shallow conclusions about the success of host country in Presentation are not expected. Rather, the participants are suggested to apply their inquisitiveness and apply their best efforts to search out and identify the following issues:

- i. The nature of the impacts and outcomes of improved situations of host country/organization;
- ii. The effects of the tools, techniques, policy interventions and strategies utilized in development process of the host country/organization;
- iii. The challenges to integrate Agenda 2030 with on-going development plan and undertaken strategies and mechanism for implementation of SDGs;
- iv. The reasons for overall sustainability of the achievements and outcomes of the host county/organization;
- v. The specific key learning points, the best practices and processes relevant to Bangladesh, arising from the foregoing inquiries;
- vi. The policy implications and replicability of those learnings and best practices in Bangladesh context.

About presentation

The FEV is a part and parcel of the core course of BPATC (specifically for ACAD, SSC and PPMC) and it will be evaluated applying specified mechanism and criteria under concerned Module. A percentage of marks is allocated for host organization. The host organization will observe the level of participation in different academic activities (class room session, study visits and preparation as well as presentation of group works) for evaluation purpose. After coming back to the BPATC, all the groups have to present their group presentation in a Lessons Learned Workshop on the specified themes which is also a part of evaluation under Module titled “Exposure Visits”.

Coverage of Presentation in Host Organization

Each group has to present a group presentation on specified theme in Lessons Learned Workshop. The presentation will cover the following issues:

- a. The perceived outcomes of improved situations of host country/organization;
- b. The perceived effects of the tools, techniques, policy interventions and strategies utilized in development process of the host country/organization;
- c. The perceived challenges to integrate Agenda 2030 with development plans and undertaken strategies and mechanism for implementation of SDGs in host country;
- d. The perceived reasons for sustainability of the achievements and outcomes of the host country/organization;and
- e. A comparative analysis of perceived situations of host country with relevant conditions in Bangladesh.

Coverage of Presentation in Lessons Learned Workshop

After coming back from the FEV, the participants have to make group presentations on respective themes. Each group will get 10 minutes for presentation and 20 minutes for discussion including question and answer session. The Lessons Learned Workshop will be participated by the participants of on-going other batches of BPATC (like FTC, ACAD, SSC). The objectives of the Lessons Learned Workshop are to disseminate the lessons learned in FEV as well as evaluation of the level of individual learning from the exposure visit.

The coverage of the group-presentation will be as follows:

- a. The perceived outcomes of improved situations of host country/organization;
- b. The explored effects of the tools, techniques, policy interventions and strategies utilized in development process of the host country/organization;
- c. The revealed challenges to integrate Agenda 2030 with development plan and undertaken strategies and mechanism of implementation of SDGs in host country;
- d. The internalized reasons for sustainability of the achievements and outcomes of the host country/organization;

and as the conclusions

- e. The specific key learning points, the best practices and processes relevant to Bangladesh;
- f. The policy implications and replicability of those learnings in Bangladesh context.

In the Lessons Learned Workshop, each participant will be evaluated individually according to his/her contribution in presentation, response to the questions and comments. The evaluation criteria are as follows:

Name of the Participants	Individual Contribution 50%			Coverage of the Presentation 50%					
	Number of Question answered	Quality of answer (Clarity of answer and communication skill)	Number of supplementary question answered	Perceived outcomes.....	Explored Effects of Tools....	Revealed challenges to SDGs imple	Internalized reasons for sustain.....	Key Learning Points	Policy implication & replicability