

Government of the People's Republic of Bangladesh  
Technical and Madrasah Education Division (TMED)  
Ministry of Education

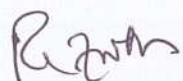
Costed action plan for operationalizing blended  
TVET Teacher Training

**Under**

TVET Teachers for the Future (TTF) Program

Directorate of Technical Education  
Dhaka, Bangladesh

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# 1 Purpose

## 1.1 Current Blended Training System

A Learning Management System (LMS) is currently operational under the DTE with limited capacity, developed during the COVID-19 pandemic under the DTE's own initiative. A total of 60 digital contents were created to deliver online training.

The current DTE database system also has limitations in providing the training and teacher-related data required for the TTF Program. Additionally, the DTE lacks a system to manage and administer training in a systematic and timely manner. To address these challenges, the DTE has provisioned developing a comprehensive training database management system, known as the Blended Teaching and Training System (BTTS), to manage and deliver the training under the program.

Currently, the DTE does not have any organizational arrangements to design and develop eLearning content for delivering blended training. The ongoing process of developing eLearning content is occurring on an ad hoc basis. The content management and development system need to be institutionalized as per the National Blended Education Master Plan.

The DTE has provisioned an upgrade of its LMS under the TTF program to make it suitable for delivering and managing the planned training programs outlined in the Development Program Proforma (DPP) of the TTF program.

An eLearning Center will be established at TTTC, Dhaka, for designing and developing digital content on various technologies, skills, and trades for teachers from polytechnic institutions, technical schools, and vocational institutions.

## 1.2 The project

The TVET Teacher for the Future (TTF) Program, under the Directorate of Technical Education (DTE), aims to prepare TVET teachers to equip students with 21st-century skills. To achieve this, the TTF program offers various training courses in technology and trades for nearly 55,338<sup>1</sup> teachers from polytechnic institutions, technical schools and colleges, and vocational institutions. These training programs must be delivered timely to meet the requirements of Disbursement Linked Indicators (DLIs) and Results Framework Indicators.

Currently, the only available Technical Teachers Training College (TTTC) cannot accommodate such a large number of training programs, especially while other technical teacher training colleges are still under construction.

To address these challenges and align with the National Blended Education Master Plan, the TTF program will deliver the training through a blended approach, combining both virtual and face-to-face modalities.

For this, the TTF program has provisioned the establishment of an eLearning Center at TTTC, Dhaka, for developing training content. Additionally, it has planned to develop a comprehensive digital platform called the Blended Teaching and Training System (BTTS) to manage and deliver the training programs in a timely and systematic manner. The eLearning Center will upload the

<sup>1</sup> Source: Planning and Development Wing, date 12 December 2024



content to the BTTS. The Training Cell<sup>2</sup> of the DTE and Program Implementation Unit (PIU) of TTF will administer the training online using these contents. The eLearning Center will be piloted, and based on the results, similar centers will be established in other TTTCs.

A series of interlinked activities need to be executed in a timely manner for the pilot program of the eLearning Center operationalization. These activities will be controlled by multiple points—some by the TTTC in Dhaka and others by the PIU of the TTF program. Since a significant amount of cost is involved in executing these activities, a comprehensive action plan with detailed costing is urgently needed to ensure successful completion.

The document below describes the components of the eLearning center, the BTTS modules, the relations between eLearning center and BTTS, the planning of implementation and budget. It will be adjusted when the program steering committee of the project will be set up and a consulting firm recruited.

## 2 An eLearning center to prepare and manage eLearning Modules

### 2.1 Introduction

The Blended Education Master Plan emphasizes the development of interactive and engaging content to enhance the effectiveness of training programs. It provides specific guidelines for creating high-quality educational content tailored to teacher education. In alignment with these guidelines, the TTF Program will be dedicated to developing high-quality training curriculum content for teacher development. This content will be interactive, informative, and accessible, leveraging advanced digital tools to create a dynamic learning experience. The TTF Program aims to ensure the content is reusable, affordable, and continuously improved to stay relevant with the latest technical educational practices, thereby significantly contributing to the professional development of teachers and enhancing the overall quality of education.

The eLearning Center will develop content for the training programs to deliver blended training for technical teachers. Under TTF, 200 e-Learning contents<sup>3</sup> in technical skills, and pedagogy will be developed. The Learning Management System (LMS) will house these contents, supported by a robust server system for storage and security.

The five technological areas concerned are: Mechanical Engineering, Electrical and Electronic Engineering, Civil Engineering, Computer Science and Engineering and Agriculture and Food Processing.

The eLearning center will be established on the campus of the Technical Teachers Training College (TTTC) in Dhaka.

Once these e-Learning contents are developed, they will be uploaded onto the BTTS platform for conducting training online. The system includes a Learning Management System (LMS), Synchronous Virtual Training Room, Teacher and Trainer database, and harmonization with other systems of DTE and BTEB. The Program Support Unit (PSU) and Training Cell will initially operate

<sup>2</sup>The lack of a dedicated wing to administer and manage the training programs under the TTF will pose a challenge to implementing the training programs provisioned by the TTF. ( [অর্গানিজড়ার কার্যক্রম - কার্যক্রম শিক্ষা অধিদপ্তর - \(techedu.gov.bd\)](http://techedu.gov.bd) )

<sup>3</sup> e-learning contents for three courses from the areas of technical skills (level-2), pedagogy, and Diploma in technical education will be developed.



and administer the BTTS. Subsequently, the system will be integrated with the DTE database system to ensure interoperability and sustainability.

## 2.2 Human resources

Below are presented the human resources that could be needed to support production and management of eLearning modules. Based on an ADB report<sup>4</sup>, it could be adjusted when the Program steering committee will be set up and a consulting firm will be recruited.

Positions	Type of recruitment/ deployment	Number	Key Responsibility
Principal (additional charge)	Additional duties and responsibilities	1	Principal of Dhaka TTTC will oversee the operations of the eLearning Center (eLearning center that will establish at TTTC Dhaka).
Learning Management System (LMS) and Digital Repository Administrator	Deployment on deputation	1	create the course space in the learning management system, manage learners' subscriptions and provide technical support
Online Facilitators, Tutors, and Mentors	Teachers will be invited from polytechnic institute and TSC	5	Support participants' learning activities, motivate learners during the course and facilitate and mediate participants' exchanges
Instructional Designers	Deployment on deputation from polytechnic institute and TSC	5	Develop digital content based on the selection of the modules requested by training curriculum specialists. Provide expertise in mobile learning (how to mix theory presentation, games, exercises, video, etc in an interactive way), eLearning development, storyboard
Training Curriculum Development Specialist	Invitation based, they are in TTC and will be called based on needs	5	Review or create the competency-based curricula (long and short courses) Select modules that will be made online and provide the requirement to the Instructional Designers Check the quality of eLearning modules to ensure that the digital training content produced aligns with the training curriculum.
Subject Matter Expert	Teachers will be invited from polytechnic	5	Experienced teachers covering five technology areas, providing theory, exercise types linked to their technology

<sup>4</sup> ADB. TA-9966 BAN: Supporting Technical Education and Skills Development Facility Report on Options for a Virtual TVET Training Delivery Platform for TVET Teachers as part of the proposed TVET Teachers for the Future (TTF) Project. 2023. Annex 3



Positions	Type of recruitment/ deployment	Number	Key Responsibility
	institute and TSC		and that should be included as eLearning content
Learning Courseware Developers	Teachers will be invited from polytechnic institute and TSC	4	Develop digital content based on instructional designers' storyboards. Use the production studio
Graphic Designers,			Create visual elements of the eLearning modules, including graphics, illustrations, and layout designs
Content editor			Write, edit, and proofread the learning content to ensure clarity, consistency, and grammatical accuracy.
Multimedia specialist			Develops multimedia elements such as video, audio, and animations to enrich course content and engage learners
Administrative staff (additional charge)	Additional duties and responsibilities	1	Provide logistical support to key stakeholders of the eLearning Center.

International and national consultants will be hired to build the capacity of the team through training and coaching.

## 2.3 Equipment

### 2.3.1 Rooms and infrastructure

The facilities will include:

- One room for the five training Instructional Designers
- One room for the part time curriculum development specialists
- One room for the part time subject matter experts
- One production studio

These rooms will be equipped with air conditioners to maintain a dust-free environment and suitable temperature for the high-quality digital equipment. The rooms will be carefully selected on the first or second floor of the building to minimize noise, dust, and rainwater. Additionally, the rooms will be soundproofed to create a quiet and controlled environment, allowing the training curriculum development specialists to focus on their tasks without interruptions. Ensuring a clean, quiet, and stable environment is crucial for producing high-quality e-learning content and supporting the efficient operation of the e-Learning Center.

### 2.3.2 Studio for Content Development

A full-fledged studio for producing quality content will be established within the e-Learning Center at TTTC, Dhaka. This studio will enable the production of engaging and interactive digital content, fostering an innovative learning environment. It will support various types of content creation, including video lectures, tutorials, and interactive modules.



Establishing this state-of-the-art production studio for content development will involve several core features to ensure high-quality output and an efficient workflow.

These features include:

1. High-definition cameras, professional lighting, green screens, soundproofing materials, and high-performance computers with specialized software for video editing, animation, and graphic design.
2. Air conditioning and ventilation systems to maintain a dust-free environment and optimal temperature for both equipment and personnel.
3. Ergonomic furniture and layout design to ensure comfort and productivity for content creators, editors, and other staff.
4. Effective soundproofing to minimize external noise and ensure clear audio recording, enhancing the overall quality of video and audio content.
5. Reliable high-speed internet connectivity for seamless uploading, downloading, and streaming of content, as well as for real-time collaboration.
6. Integrated tools and software for team collaboration, project management, and communication, enabling efficient coordination among team members.
7. Modular and adaptable spaces that can be reconfigured for different types of content production, such as recording, filming, editing, and live streaming.
8. Secure and robust data backup and storage systems to protect content and ensure easy retrieval of files.
9. Advanced security measures to protect equipment, data, and intellectual property from theft or unauthorized access.

The list of equipment with estimated cost is in the budget chapter.

### 3 Development of BTTS Platform

#### 3.1 Description

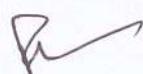
The Bangladesh government has emphasized the importance of blended teaching and training for the continuous professional development of teachers across all streams of education. The government has provided a specific outline for blended teaching and training in the Blended Education Master Plan. Following this outline, the TTF Program has provisioned the development of an integrated platform for the Blended Teaching and Training System (BTTS) to deliver quality teacher education in the technical sub-sector.

The BTTS is a comprehensive platform with the following responsibilities:

- Enhance the management and delivery of blended training under the TTF Program
- Serve as a repository for training content, resources, and teacher education materials, all tailored to support the professional development of technical teachers.
- Gather and organize data related to training programs, teachers, and trainers, which will be instrumental in planning and administering training activities.
- Evaluate the effectiveness of the training programs conducted under the TTF Program and monitor teacher performance in the classroom.

The system's integration with the DTE and the BTEB databases will ensure timely access to relevant data. This integration will facilitate comprehensive analysis, enabling the evaluation of training outcomes, teacher effectiveness, and student learning.

The BTTS integrates several key software modules to streamline various aspects of the training process. Together, these components create a robust and efficient system that supports



scheduling, tracking, content storage, live virtual training, teacher data management, and online training accessibility.

These software modules are described below:

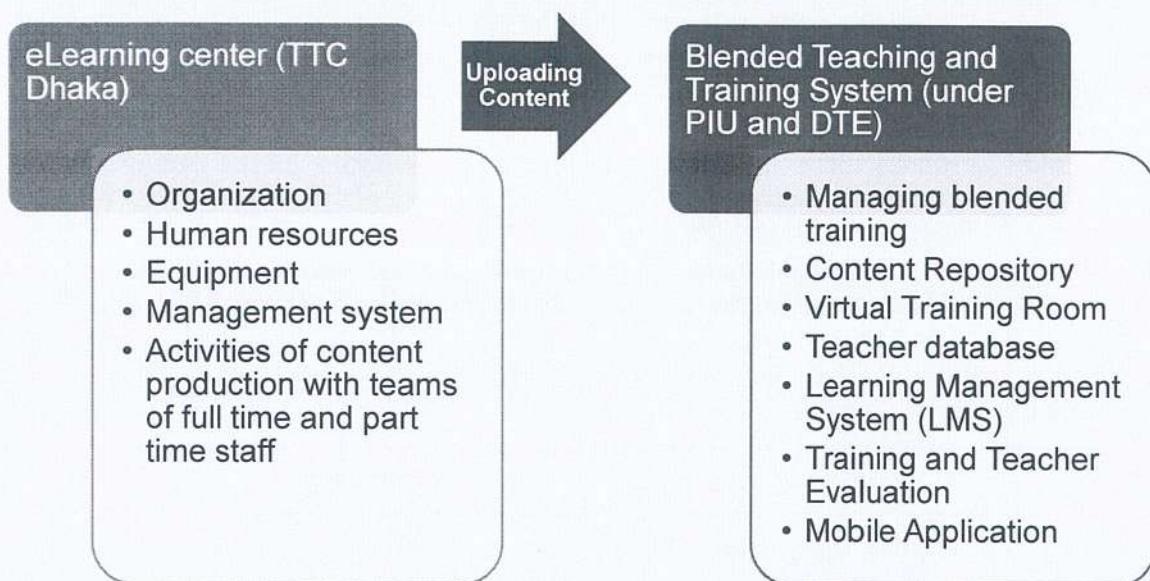
- **Managing blended training:** This module will manage, deliver, and administer the blended training provided under the TTF Program. It will handle scheduling, tracking, and reporting of training activities to ensure efficient delivery and administration.
- **Content Repository:** The content developed by the e-Learning Center will be stored in this module. In addition to the e-Learning Center's content, other materials related to technical education can also be stored here. This includes knowledge documents for teacher education, making it a central repository for all relevant educational content.
- **Virtual Training Room:** This module will be used to deliver synchronous training programs online. It will facilitate live virtual classrooms, webinars, and interactive sessions, enabling real-time engagement between trainers and participants.
- **Teacher database:** This module will store data related to teachers and training necessary for the TTF Program. It will maintain comprehensive records of teacher profiles, training-related time series data, and certifications, supporting efficient management and planning of training activities.
- **Learning Management System (LMS):** This module will be utilized to deliver blended training. The existing LMS will be upgraded under the TTF Program to enhance its capabilities, including integration with other modules, better user interface, and improved tracking and reporting features.
- **Training and Teacher Evaluation:** The BTTS will include a module designed to evaluate the effectiveness of training programs and teacher performance in the classroom. This module will collect data from both training sessions and classroom activities, analyzing it to assess overall effectiveness and teacher performance. Training Curriculum Specialists, along with national and international consultants, will collaborate to develop the content for this module, ensuring it meets high standards and effectively supports teacher development.
- **Mobile Application:** This module will be used for delivering online training. It will allow teachers to participate in online training even in areas with limited internet access. This module will enable teachers to download training resources for offline access, ensuring continuous learning opportunities. (asynchronous online content)

By incorporating these modules, the BTTS will create a robust and integrated platform that supports efficient management and delivery of blended training, ensuring that educators have access to high-quality resources and training opportunities.

A national firm will be hired at the initial stage of the TTF Program to develop the Blended Teaching and Training System (BTTS). This firm will also assist the eLearning center in developing eLearning content.

### 3.2 Relation eLearning Center and BTTS

The schema below shows the relation between the eLearning center and the BTTS.



## 4 Capacity Development Plan

To ensure the effective utilization and sustainability of the eLearning center, a comprehensive capacity-building training package has been designed for people involved in the eLearning center. Below are the brief descriptions of each training module that could be implemented based on the ADB report of 2023.<sup>5</sup>

This capacity building for e-content development for teachers is embedded into the consultant firm support to BTTS.

The number and qualifications of participants will be defined in the beginning of the implementation when the firm is selected.

Training Title	Objective and Topics Covered
1. <sup>6</sup> eLearning Basic and Principles	Objectives: Understand eLearning principles and benefits. Topics Covered: – Fundamentals of eLearning – Benefits and challenges of eLearning – Overview of Blended Learning – Introduction to the Blended Teaching and Training System (BTTS)
2. Digital Pedagogy	Objectives: Design digital learning experiences. Topics Covered: – Instructional design principles for eLearning – Designing engaging and interactive content

<sup>5</sup> TA-9966 EdTech Report, chapter 4.

<sup>6</sup> eLearning Basic and Principles and Digital Pedagogy training programs will be integrated with the pedagogical training program.

Training Title	Objective and Topics Covered
	<ul style="list-style-type: none"> <li>– Adapting traditional curriculum for digital platforms</li> <li>– Assessment and feedback in eLearning environments</li> </ul>
3. <sup>7</sup> Content Development Tools and Techniques	<p>Objective: Use digital tools for content creation.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> <li>– Introduction to content development software (e.g., Articulate Storyline, Adobe Captivate, adapt learning, H5P, Blender, Synfig Studio, Scribus, Office Docs )</li> <li>– Basics of multimedia design (graphics, audio, video)</li> <li>– Using authoring tools to create interactive eLearning content.</li> <li>– Best practices for video recording and editing</li> </ul>
4. <sup>8</sup> Studio Equipment and Usage:	<p>Objective: Use studio equipment for high-quality content production.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> <li>– Overview of studio setup and equipment</li> <li>– Operating high-quality cameras for video recording</li> <li>– Audio recording techniques and sound system usage</li> <li>– Digital audio-video editing tools and techniques</li> <li>– Soundproofing and managing the sound lock system.</li> </ul>
5. Learning Management Systems (LMS) and BTTS Operation:	<p>Objective: Use the LMS and BTTS for managing and delivering eLearning.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> <li>– Overview of the Learning Management System (LMS)</li> <li>– Uploading and managing eLearning content on BTTS</li> <li>– Navigating and utilizing the Synchronous Virtual Training Room</li> <li>– Database management for teachers and trainers</li> <li>– Integration and harmonization with DTE and BTEB systems</li> </ul>
6. eLearning Center Management and Collaboration:	<p>Objective: Oversee content development projects.</p> <p>Topics Covered:</p> <ul style="list-style-type: none"> <li>– Basics of content management in educational settings</li> <li>– Planning and scheduling content development projects</li> <li>– Collaboration tools and techniques for remote teams</li> <li>– Managing timelines and deliverables</li> </ul>

## 5 Planning

A draft action plan is described in annex.

The main steps are:

- Action plan endorsed
- Operationalization of the eLearning center
- Content creation
- Implementation
- Operationalization of BTTS

<sup>7</sup> This training will be provided during module development by the Instructional Designers and Subject Matter Experts.

<sup>8</sup> The IT consulting firm will provide training on Studio Equipment and Usage, Learning Management System (LMS), and eLearning Center Management and Collaboration.



## 6 Budget

The budget is split in two parts: equipment, personnel and eLearning development.

### 6.1 Equipment set up

The following table outlines the detailed budget allocation for the establishment and operationalization of the eLearning Center under the TTF program.

Item	Description	Unit cost (BDT)	Total Cost (BDT)
E-Learning Center Setup	Renovation of three rooms, including the necessary furniture and installation of six 2-ton air conditioners, to create a comfortable and efficient environment for the eLearning Center.	6,000,000.00	6,000,000.00
IT Equipment for E-Learning Centre	Acquisition of 10 powerful computers or laptops for content creation and delivery, along with 1 photocopier for document management, 1 color laser printer for high-quality color printing, and 1 standard laser printer for regular printing needs.	2,800,000.00	2,800,000.00
Studio Setup	Installation of a high-quality camera for professional video recording, digital audio-video editing tools for post-production, a quality sound system for clear audio output, and a sound lock system to ensure soundproof recording.	2,200,000.00	2,200,000.00
Equipment cost for training cell	Procurement of 3 laptops for administrative and training purposes, 1 photocopier for duplicating training materials, 1 color laser jet printer for printing high-quality color documents, and 1 standard laser printer for regular printing tasks.	1,250,000.00	1,250,000.00



## 6.2 E-learning Content development

Total cost for 200 eLearning content development is as below. Details are in the annex.

Sl. No.	Description	Cost For 20 Module	Cost For 1 Module	Cost For 200 Module	Total taka in lakh taka
1	E-Content development (1st Phase-Face to Face-10 Days)	1536000	76800	15360000	153.6
2	E-Content development (2nd Phase Online-20 Days)	517000	25850	5170000	51.7
3	E-Content development validation (Face to Face-2 Days)	551400	27570	5514000	55.14
4	E-Content Dissemination (Online-5 Days)				392.5
<b>Total Cost</b>					<b>652.94</b>

## 6.3 Total budget for the eLearning Center Set Up, BTTS development, Content Development and Capacity Development

The section consolidates the financial requirements for establishing the eLearning Center, developing high-quality eLearning content across five technological areas, and implementing capacity development initiatives. The budget is designed to ensure that both the physical infrastructure and the human resources are adequately supported for sustainable operations.

Cost Area	Description	Total Cost (BDT in lac)
National Consultant (1)	National Expert for E-learning center (20 person-months)	90.00
International Consultant (1)	International Expert for E-learning center (08 person-months)	112.00
IT Consulting firm	National firm for system development and integration and Training	360.00
Production Studio setup	High-quality digital production infrastructure	122.5
eLearning content development	Development of 200 modules across five technology areas	652.94
<b>Grand Total</b>		<b>1337.44</b>

This budget framework ensures that the eLearning Center is operationalized effectively, supporting the TTF Program's blended training initiatives and contributing to the long-term enhancement of technical and vocational education.

## 7 Risks and ways to mitigate risks

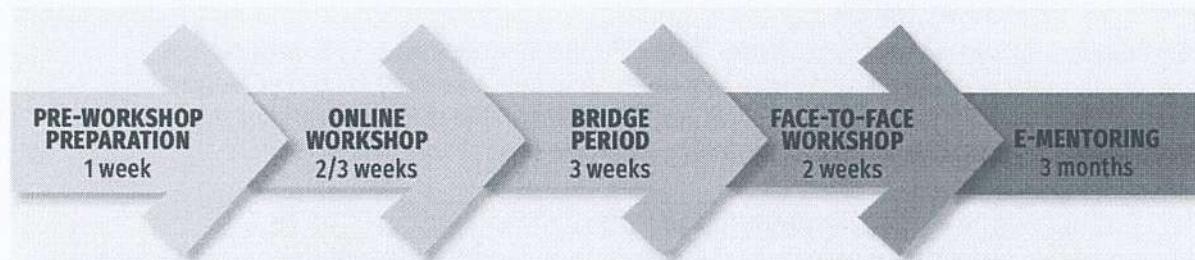
The successful implementation of the eLearning Center Pilot Program under the TTF program is crucial for advancing technical education in Bangladesh. However, this initiative may face challenges, that need to be addressed to ensure its effectiveness and sustainability. The table below lists these risks and mitigation measures.

Risk	Mitigation measures
Knowledge and skills gap of the persons involved as it is a new concept	Capacity building program, long term coaching
Resistance of the persons to use new learning modalities	Regular information sessions, training, with involvement of the top management at ministry and institutes levels Ensure the first eLearning modules have a good quality
Technical or quality issues especially at the beginning	Implementation of feedback loop with evaluation during the first years of the project. Preparation of a quality management manual to define procedures.
Lack of dedicated wing to administer the large amount of training programs	TTF PSU involvement as soon as the project starts



## Annexes

### Annex: Sample Course Structure for Blended Learning Arrangements<sup>9</sup>



- **PRE-WORKSHOP PREPARATION:** Participants are asked to describe their professional role and areas of expertise. This helps facilitators to tailor the activities to participants' profiles and allows participants to understand each other's roles and responsibilities.
- **ONLINE WORKSHOP (CORE COMPONENT):** Participants interact, via a collaborative learning platform, to learn the basic concepts and fundamentals, and initiate a participatory analysis of the country or regional context. In the online component, there is support from a tutor to guide participants' learning experience. Participants are encouraged to use social learning, through blogs and discussion forums, to interact and complete assignments. Performance measurement criteria and assignments are included to assess participants' performance and ensure that they meet the prerequisites for attending the face-to-face workshop.
- **BRIDGE PERIOD:** This is a period between the two core components of the course. Online support is provided to participants to help complete their preparation prior to the F2F workshop.
- **FACE-TO-FACE WORKSHOP (CORE COMPONENT):** Based on the performance evaluation, following the online workshop, only successful participants attend a face-to-face workshop. This workshop is designed based on the results of the online activities, with the overall objective of enabling participants to apply the competences acquired in the online workshop, and to jointly develop realistic action plans at national or regional level.
- A final online **MENTORING PHASE** completes the blended learning programme. In the mentoring period, learners are encouraged to apply learned skills and share the challenges, doubts and issues that they are facing at country level, with the other geographically dispersed participants. This is known as peer-to-peer support, and the tutor provides mentoring, guidance and advice. In this phase, therefore, participants receive support for implementation of the action plans designed in the face-to- face workshop, and maintain collaboration and dialogue with other participants.

<sup>9</sup> Ibid. ADB. 2023

## Annex: Detailed budget of E-Content development

### E-Content development (1st Phase-Face to Face-10 Days) Number of Participants: 20

Sl. No.	Description	Unit	No of Unit	Unit cost Taka	No of Day	Total Taka
1	Travelling Allowance	Round trip	20	12000	2	480000
2	Daily allowance for Trainees	Persons	20	1500	10	300000
3	Local Daily Transportation Allowance/Night Stay Allowance	Persons	20	2000	10	400000
4	Refreshment and Fooding	Persons	20	1200	10	240000
5	Local Management, Supervision & Coordination Committee (2Persons @taka 500 per day)	Persons	2	500	3	3000
6	Workshop Materials (Pen, folder, Pad, Pencil, Cutter, Eraser, Photocopy etc.) (800/- x 30 persons)	Persons	20	800	1	16000
8	Honorarium: Rate					0
8.1	Resource Person	Persons	2	3000	10	60000
8.2	Chief Guest	Persons	1	4000	1	4000
8.3	Special Guest	Persons	3	3000	1	9000
8.4	Chairpersons	Persons	2	4000	3	24000
						1536000

### E-Content development (2nd Phase-Online-20 Days) Number of Participants: 20

Sl. No.	Description	Unit	No of Unit	Unit cost Taka	No of Day	Total Taka
1	Honorarium for Trainees	Persons	20	1000	20	400000
2	Mobile Data	Persons	20	100	20	40000
3	Honorarium: Rate					0
4	Resource Person	Persons	2	1000	20	40000
5	Chief Guest	Persons	1	4000	1	4000
6	Special Guest	Persons	3	3000	1	9000
7	Chairpersons	Persons	2	4000	3	24000
						517000



**E-Content development validation (Face to Face-2 Days) Number of Module: 20**

Sl. No.	Description	Unit	No of Unit	Unit cost Taka	No of Day	Total Taka
1	Travelling Allowance	Round trip	20	12000	1	240000
2	Daily allowance for Trainees	Persons	20	1500	2	60000
3	Local Daily Transportation Allowance/Night Stay Allowance	Persons	20	3500	2	140000
4	Refreshment and Fooding	Persons	20	1200	2	48000
5	Local Management, Supervision & Coordination Committee (2Persons @taka 500 perday)	Persons	2	1500	2	6000
6	Workshop Materials (Pen, folder, Pad, Pencil, Cutter, Eraser, Photocopy etc.) (800/- x 30 persons)	Persons	20	800	1	16000
8	Others Honorarium					
8.1	Resource Person	Persons	2	3000	2	12000
8.2	Chief Guest	Persons	1	4000	1	4000
8.3	Special Guest	Persons	3	3000	1	9000
8.4	Chairpersons	Persons	2	4000	2	16000
	Supporting staff		2	100	2	400
	Total Cost					551400

**E-Content Dissemination (Online-5 Days) Number of Participants: 20**

Sl. No.	Description	Unit	No of Unit	Unit cost Taka	No of Day	Total Taka
1	Honorarium for Trainees	Persons	20	1000	5	100000
2	Mobile Data	Persons	20	100	5	10000
3	Others Honorarium					0
4	Resource Person	Persons	2	1000	5	10000
5	Chief Guest	Persons	1	4000	1	4000
6	Special Guest	Persons	3	3000	1	9000
7	Chairpersons	Persons	2	4000	3	24000
	Total Cost					157000
Total Dissemination Cost for 1 (one) Teachers						7850
Total Dissemination Cost for 5000 Teachers						39250000



**Annex: GANTT chart to implement the eLearning system**

Output Activity	Year 1				Year 2				Year 3				Year 4				Orga. In charge
	Q1	Q2	Q3	Q4													
<b>Action plan endorsed</b>																	
Recruitment of consultants																	
Selection of a partner institute that will support the eLearning center on a long term																	
Formation and endorsement of a eLearning Steering committee (Task force)																	
Definition of the vision, mission, strategy of the eLearning Center																	
Adjustment of the present Action Plan																	
Endorsement of the detailed budgeted Action Plan																	
<b>Operationalization of the eLearning center</b>																	
Establishment of the eLearning Center (renovation, equipment, rooms, production studio)																	
Recruitment of full time and part-time staff in the eLearning Center																	
Capacity building of permanent and non-permanent staff																	

*AN*

Output Activity	Year 1				Year 2				Year 3				Year 4				Orga. In charge
	Q1	Q2	Q3	Q4													
Preparation of the management manual of process and procedures																	
Endorsement of the manual to operationalize the eLearning center																	
<b>Content creation</b>																	
Building or selection of the blended learning programs with identification of eLearning modules to be prepared																	
Creation of templates, structure of eLearning modules																	
Design and realization by assigned teams of eLearning modules with all components (storyboard, media, video production, etc.) , engaging content (videos, animations, infographics, etc.) and interactive elements (quiz, forums, etc.)																	
<b>Implementation</b>																	
Pilot implementation of the blended learning programs prepared eLearning modules with selected teachers																	
Feedback collection on the efficiency and easiness of using eLearning modules																	

Output Activity	Year 1				Year 2				Year 3				Year 4				Orga. In charge
	Q1	Q2	Q3	Q4													
Adjustment of the pilot program with reviewed eLearning modules																	
Dissemination with step-by-step integration in the BTTS																	
<b>Operationalization of BTTS</b>																	
Deployment of the eLearning on BTTS with uploading content and configuring the platform																	
Development of all BTTS software modules to ensure operationalization																	



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