



# Annual Report 2016-17



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**Bangladesh Academy for Rural Development (BARD)**  
Kotbari, Comilla, Bangladesh

# *Annual Report* **2016-17**

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**Bangladesh Academy for Rural Development**  
**Kotbari, Comilla**

# ***Annual Report*** ***(2016-17)***

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## FOREWORD

We have once again had a very busy and prolific year at BARD. For about six long decades, the Academy has been privileged to be able to serve millions of rural poor through training, research, action research, policy advocacy and advisory services. This Annual Report for 2016-17 provides an epitomic brief on the activities of the Academy and presents visions for rolling out future programs of action.

During 2016-17, BARD launched 162 training programs, conferences, workshops, seminars, dialogues and discourses, etc., where number of participants were 5496. The Academy conducted 11 researches on various aspects of rural development; and implemented five action research projects in the field of livelihoods improvement at Lalmai-Moinamoti hill areas, development of physical facilities and automation schemes at BARD, introduction of dairy farm, women in development and ICT-based Union Information Centers. The Academy also offered solution to governance issues in development by organizing a two-day long international seminar on “Governance in Transition.” The seminar, organized in collaboration with *Insearch*, brought together policy makers, professionals and researchers from all over the world. Ninety research papers were presented in this seminar on a wide array of topics. Another international seminar was convened on micro-credit and micro-savings with a particular focus on governance in service delivery. This was a collaborative effort jointly organized with African Asian Rural Development Organisation (AARDO). The Academy also pursued its mandated administrative functions as intended in its charter of duties and strategic plan, which includes, *inter alia*, functions related to recruitment and placement of a group of staff members. Furthermore, this Annual Report presents a resume of activities undertaken by its faculty members collectively as well as individually.

This year the BARD (represented by its Director General) was elected the Chair of the Technical Committee of Centre on Integrated Rural Development for Asia and the Pacific (CIRDAP). The Academy gracefully hosted the 32<sup>nd</sup> Session of the CIRDAP’s Technical Committee at the BARD Campus. The Academy and the CIRDAP opened their Liaison Offices in the CIRDAP and BARD Campuses respectively.

As we reflect on the past year, we offer our sincere thanks to all our colleagues and our stakeholders for their commitment and dedication, and respectful compliments to our Hon’ble Minister, Hon’ble State Minister and the respected Secretary of our Administrative Ministry for their unyielding support and continuous guidance.



**(Maududur R. Safdar)**  
Director General



## **EDITORIAL**

Bangladesh Academy for Rural Development (BARD) believes in transparency, accountability and participation. To ensure these, BARD has been publishing Annual Reports since its inception. The first Annual Report of the Academy was published by the Founder Director Dr. Akhter Hamed Khan on 27<sup>th</sup> May 1960. BARD has been continuing this luminous tradition of good governance till now. Publishing the Annual Report 2016-17 is such an initiative of BARD which includes the performances of the Academy in the field of Training, Research and Action Research respectively of the previous year. Apart from these, it also focuses the performance of administrative activities of the previous year so that the stakeholders may know ins and outs of the Academy. Traditionally, academic activities of BARD of the previous year are presented in the Annual Planning Conference (APC). These are reviewed by the participants of the APC coming from different government and non-government organisations and Faculty members of BARD. Following this participating process, plan of BARD for the current year is prepared. And all the constructive suggestions made by the learned participants are properly documented and published.

We are happy that active participation of the distinguished participants in every event of the APC made the conference successful to have a pragmatic plan of action for the Academy. We would like to express our gratitude to all the participants. We would like to convey our gratitude to the Director General, BARD for his continuous guidance in organizing the APC and publishing the Annual Report 2016-17. We also express our appreciation to the Faculty Members of BARD for their valuable supports in many ways to make the APC a success and subsequently get the Annual Report 2016-17 published. We do acknowledge the contributions of the officials of concerned divisions of BARD for preparing the working papers in time. Different service sections of BARD also deserve thanks for their involvement in various kinds of activities of the APC.

Finally, we do believe that the Annual Report 2016-17 of BARD would be helpful to the academicians, policy planners, rural development professionals and practitioners, different government and non-government organisations, international agencies and general readers for having useful knowledge on various activities of BARD as well as the salient features of rural development of the country.

**Md. Mizanur Rahman**  
**Editor in Chief**

**Sk. Mashudur Rahman**  
**Editor**

**Md. Tanvir Ahmed**  
**Editor**



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**CHAPTER – ONE**  
**INTRODUCTION**



## **1.1 Introduction**

The Bangladesh Academy for Rural Development (BARD) is a centre of excellence in training, research and action research in rural development. The Academy was established in 1959 to train government officials and representatives of the local government and village organisations on various subjects relating to rural development. The founding Chief Executive of BARD was Dr. Akhter Hameed Khan, an internationally renowned social scientist. It is an autonomous institution governed by a Board of Governors of which the Minister for Local Government, Rural Development and Cooperatives is the Chairperson. Administratively, it functions under the purview of Rural Development and Cooperative Division, the Ministry of Local Government, Rural Development and Cooperatives. The Director General acts as the Chief Executive of the Academy and he is assisted by the Additional Director General and nine Directors. The activities of the Academy are carried out by its Faculty Members working in nine Divisions, each of which is headed by a Director. The Academy is famous for its evolved model “Comilla Approach to Rural Development” which is well-known at home and abroad. BARD received Independence Day Award in 1986 for its remarkable contribution to rural development. The Founder Director of the Academy Dr. Akhter Hameed Khan received Magsaysay Award in 1963 for evolving a viable pattern for rural reform. He was also conferred Honorary Doctorate by the Michigan State University for his pioneering role in evolving the Comilla Approach to Rural Development.

## **1.2 Functions of the Academy**

1. Conduct research in rural development and related fields.
2. Conduct training of Government officials and others concerned with rural development.
3. Test and experiment concepts and theories of development and replicate them where appropriate.
4. Formulate, implement and evaluate projects programmes relating to rural development.
5. Provide advisory and consultancy service to the government and other agencies.
6. Guide and supervise national and foreign students and fellows in conducting research and field work, including higher level discourses.
7. Conduct national and international seminars, conferences and workshops.
8. Help policy planners in the field of Rural Development.

## **1.3 Training**

The Academy is a designated national training institute. Its training clientele includes both officials and non-officials. Officials comprise civil servants, officers of nation building departments and international participants of development organisations while the non-officials are local councilors, local leaders and members of co-operatives, students of educational institutions and members of voluntary

organisations. Besides, a large number of international clientele including scholars, fellows, consultants, government officials, members of diplomatic corps and international agencies visit to the Academy.

#### **1.4 Research**

The academy has been conducting socio-economic research since its inception. Research findings are used by the Academy as training materials and inputs for initiating, action research, information materials and policy inputs by the Ministries, Planning Commission and Policy Makers for undertaking development programmes. In some particular cases, these are also disseminated among the international agencies and institutions.

#### **1.5 Action Research**

BARD conducts experimental projects to develop models of improved institutions, administrative structures as well as coordination and methods of production. The project activities usually involve the villagers, development institutions, local councils and government officials. So far the Academy has conducted more than 50 experimental projects on various aspects of rural development. Through these pilot experimentations, it has been able to formulate the following rural development models that have already been replicated throughout the country as components of the Comilla Approach to rural development:

1. Two-tier Cooperatives;
2. Thana (Presently Upazila) Training and Development Centre (TTDC);
3. Rural Works Programme (RWP); and
4. Thana (Presently Upazila) irrigation Programme (TIP).

Besides, government has been replicating two recent models of BARD in various part of the countr, which are: Comprehensive Village Development Programme (CVDP) and Small Farmers and Landless labourar Development Project, later transformed into Small Farmers Development Foundation (SFDF).

#### **1.6 Facilities at BARD**

Facilities have been developed at the campus to meet the needs of the trainees, visitors and campus residents. There are seven hostels as well as various categories of guest houses with a total capacity of 400 seats. For organising training, workshops, seminars, symposiums and conferences, there are five AC classrooms, four AC conference halls and IT Lab, two AC auditoriums and a library with about 65,000 titles of books. There are a bank, a post office, a consumers cooperative store, a medical centre and a sports complex with a variety of sports facilities. Adequate residential quarters have been built at the campus for the faculty and other employees.

**CHAPTER – TWO**  
**ANNAUL REPORT ON TRAINING**  
**2016-17**



## **2.1 Introduction**

Bangladesh Academy for Rural Development (BARD) has been providing training to various types of development functioning ranging from government and non-government officials to leaders of village level cooperative societies since its inception in 1959. Training as the main activity of BARD led to Academy's engagement in two other major activities - research and action research. Both research and action research played useful role in providing first hand experiences to the trainees. This unique combination of training, research and action research helped the Academy become a nationally and internationally reputed institution in the field of development and rural development in particular. Dr. Akhter Hameed Khan, the towering personality and a great reformer in the field of social science internalised this innovative process. The dynamic leadership of Dr. Khan and his dedication towards humanity made it possible to transform BARD as an outstanding organisation in the field of rural development. Following this unique tradition, BARD continues its training activities through capacity building of different stakeholders involved in rural development. In fact, the mandate of BARD guides the whole process of training in line with national and international context and ever changing demand of clientele.

With the passage of time, the focus of training has been shifted to various areas in keeping with the changing global and national perspectives. BARD has been involved in designing new training courses and also updating the previous courses considering institutional mandate, multi disciplinary expertise of its faculty members, national and global priorities, administrative and political realities and aspiration of clientele. BARD regularly organises its Annual Planning Conference (APC) for reviewing its activities of the preceding year and preparing plan of action for the current year. This report contains detailed performance of training against the plan of 2016-17.

## **2.2 Changing Training Thoughts and Curriculum at BARD**

In the sixties and the seventies, Academy's training contents and curricula were determined mostly by the needs and demands created by the nation-wide replication of the 'Comilla Model'. During this period, almost all the training courses were designed on the basis of the job requirements of the officials, who were directly entrusted with the responsibilities of implementing the components of 'Comilla Model'.

In the eighties, Academy's training was concentrated on orientation of the officials and people's representatives who were involved in the process of decentralised administration under the 'Upazila System'. From 1987-88 onward, the academy was entrusted with the responsibility of organising 'Special Foundation Training Courses' for the cadre officials of BCS (Health and Public Works) and for the officials of Local Government Engineering Department (LGED).

In the nineties, Academy searched new priority areas of training in rural development. From 1998 onward, BARD also initiated Foundation Training Courses for the agricultural scientists of different research organisations under National Agricultural Research System (NARS) on request of Bangladesh Agricultural Research Council (BARC). Very recently, BARD got involved in conducting six month long Foundation Training Course for different Cadre Officials under the Ministry of Public Administration (MoPA) and successfully completed three batches i.e. BA-61, BA-62 and BA-63. Moreover, BARD has been organising BA-64 Foundation Training Course since 24 May 2017. BARD organised regional training courses for the participants of the Asia-Pacific and African-Asian countries with the sponsorship of the Commonwealth Secretariat and African Asian Rural Development Organisation (AARDO) respectively. BARD also organised some training courses and workshops under SAARC and CIRDAP as a link institution in the eighties and the nineties.

At the beginning of 21<sup>st</sup> century, new thrusts of Academy's training included gender and development, development communication, management development, environment development and sustainability, disaster management, climate change, institution building, good governance and micro-credit. Since July 1988, BARD has been offering 17 various self-initiated training courses for the officials of government and non-government organisations and universities on different issues of rural development.

BARD organised training courses for the grassroots level beneficiaries of 'Palli Progati Prokalpa' of BRDB as per the request of the concerned authority in 2006. Almost at the same time, Academy got involved in organising training courses for the UP Chairmen, Members and Service Providers as per the request of Local Government Division of the Ministry of LGRD&C. From the year 2007-08, BARD has also been involved in organising series of training courses on Preparation of Poverty Reduction Plan for the beneficiaries of Water Management Cooperatives under Small Scale Water Resource Development Sector Project (SSWRDSP) and Capacity Building of the Field Functionaries of Sunamgonj Community Based Resource Management Project (SCBRMP) of LGED. In the year 2011-12, BARD organised a series of training courses for Upazila Resource Team (URT) members under Local Governance Support Project-II (LGSP-II) of Local Government Division of the Ministry of LGRD&C. BARD also conducted series of training courses for the elected representatives of Upazila Parishad, UNOs and - officials of selected departments under Upazila Governance Project (UZGP) of the Local Government Division of the Ministry of LGRD&C. Since 2013-14, BARD has also organised one month long foundation training courses titled Fast Track Future Leaders (FTFLs) with the support of LICT Project of Bangladesh Computer Council (BCC) under the Ministry of Posts, Telecommunication and Information Technology. The course was organised for the fresh graduates on soft and hard skills in the field of ICTs to achieve the goal of vision 2021, the Digital Bangladesh.

BARD as a leading institute in the field of rural development, entered into an agreement with Manusher Jonno Foundation (MJF) to organise 64 training courses on “Grievance Mechanism” for the project officials of partner institutes of MJF, representatives of local government bodies and officials of nation building departments. In the period of July 2016 to January 2017, 59 training courses (one resource pool workshop, two ToT courses, six courses for the forum members, six courses for the government officials and forty four courses for the elected local government representatives from the local government Institutes) were organised on Governance of Social Protection and Grievance Redress Mechanism.

Like the previous year, BARD is expecting similar load of imparting Special Foundation Training Courses for the BCS (Health) Cadre officials and LGED Engineers and short courses for different sponsoring agencies in the current financial year. In the current year, the Academy is planning to launch e-Learning courses. Initially some free online courses will be conducted. The Academy understands the necessity of dissemination of knowledge. The improvement in information and communication technologies (ICTs) in creating a supporting environment for wider knowledge dissemination. The Academy will use the full potential of ICTs to disseminate the rural development knowledge to national and international clientele. The Academy believes that this will add value to its activities.

### **2.3 Clienteles of BARD’s Training Programme**

BARD has no permanent clientele for its training programme. For this reason, it depends on the demand of different organisations in the country for getting trainees. This has created an opportunity to BARD to be competitive and innovative in designing and organising training courses to attract its stakeholders. In this regard, potential organisations are DGHS, LGED, MoPA, BCC, BARC, PKSf, FAO, UNDP and AARDO. The clientele are heterogeneous, who come from both government and non-government organisations. The clientele comprise officials of the Nation Building Departments (NBDs), elected representatives of the Local Government Institutions (LGIs), students of universities and colleges, international delegates, diplomats and foreign students. Concerned departments/organisations request BARD to organise both professional and skill development training for their officials and stakeholders. BARD also organises a large number of orientation and visit programmes for the students of different colleges and universities of the country.

### **2.4 Training Calendar**

BARD publishes a training calendar every year incorporating different training programmes, which is finalised on the basis of requests of the sponsoring agencies prior to the commencement of the Annual Planning Conference (APC) or places in

the APC or even immediately after the APC. The training calendar contains Academy's self initiated training courses and the training courses sponsored by different organisations of the country. However, subsequent requests from different institutions are also accommodated on the basis of availability of scope in training calendar.

## 2.5 Training Methods

Effectiveness of any training course largely depends on the appropriateness and systematic use of various training methods and materials. For addressing the changed focus of rural development and progressive needs of the clientele, continuous efforts have been made by BARD through updating and improving its training methods, materials, techniques and thoughts. To change the attitude of the participants and make the training courses more effective, attractive and enjoyable, the Academy practices participatory training techniques and methods like lecture-cum-discussion, group discussion, group exercise, seminar, workshop, brain storming, syndicate, visualisation in participatory planning (VIPP), field attachment, field survey, book review, case study, report presentation, games and simulation techniques, debate, role play and documentary film show etc. **Recently government has been emphasizing on using participatory training methods in all training courses as much as possible to reduce one way lecture method.** The Academy uses various training materials like multimedia projector, white board, flip chart, VIPP card, etc. to make the training courses effective, practical as well as enjoyable.

## 2.6 Training Management

Training Division is responsible for overall coordination of training activities. It is headed by Director, who is assisted by one Joint Director, one Deputy Director and two Assistant Directors. This Division is also supported by one Training Assistant, one Training Super and a number of other supporting staff to carry out the day-to-day functions of this Division. Training Division initiates and maintains regular correspondence and negotiates with sponsoring organisations/agencies for organising training courses, preparation of training budget, time schedule, release of fund etc. Course Administration of each training course under annual plan is selected in a participatory way at the beginning of the year. For smooth implementation of the training courses, Training Division proposes course management team consisting of Course Director and Associate/Assistant Course Director (s) from the Faculty Members of different divisions of the Academy to the Director General for approval.

The Director General plays the role of Advisor for each training course. As per the mandate, this Division coordinates and monitors training programmes, provides necessary inputs/materials and other logistic services for smooth running of the training programmes. The process of any sponsored training programme starts with

the request made by the sponsoring organisation/agency followed by negotiations regarding the terms and conditions of the course, schedule, mode of implementation of the course as well as adjustment of expenditures. The process ends with the submission of course completion report along with financial statement to the respective sponsoring agencies.

## 2.7 Training Performance during 2016-17

The Academy organised a total of 143 courses against a target of 157 and the actual number of participants of those courses was 5660 against the target of 4775 in 2016-17. Participation of female was around 32%. The achievement of course organisation against the target was 84.56%. In case of number of participants, the achievement was 106.20%. In case of mandays, the achievement was 131.43% (Table-1). One international training workshop was organised on “Achieving Sustainable Development Goals: Financial Inclusion and Rural Transformation”. It was jointly sponsored by BARD and African Asian Rural Development Organisation (AARDO) where 28 participants from 17 different countries attended.

**Table-1: Detailed Achievement of Courses, Participants and Mandays against the Plan in the Year 2016-17**

| Sl. No.                 | Nature of Course  | Target <sup>1</sup> |                    |               | Achievement      |                        |                   |
|-------------------------|---|---------------------|--------------------|---------------|------------------|------------------------|-------------------|
|                         |   | Course (No.)        | Participants (No.) | Mandays (No.) | Course (No. & %) | Participants (No. & %) | Mandays (No. & %) |
| <b>A. International</b> |   |                     |                    |               |                  |                        |                   |
| 1.                      | Training Course   | -                   | -                  | -             | -                | -                      | -                 |
| 2.                      | Workshop/Seminar/Conference                                     | 01                  | 20                 | 180           | 02 (200%)        | 50 (250%)              | 424 (236%)        |
| 3.                      | In search BARD/DU/Stamford University                           | 01                  | 120                | 240           | 01 (100%)        | 140 (117%)             | 280 (117%)        |
| 4.                      | Orientation Programme   | 06                  | 75                 | 450           | 01 (100%)        | 81 (108%)              | 81(18%)           |
| <b>Sub-total:</b>       |   | <b>08</b>           | <b>215</b>         | <b>870</b>    | <b>04 (50%)</b>  | <b>271 (126%)</b>      | <b>785 (90%)</b>  |
| <b>B. National</b>      |   |                     |                    |               |                  |                        |                   |
| 1.                      | Foundation Training Course for Different Cadre Officials of BCS | 02                  | 100                | 18000         | 03 (150%)        | 133 (133%)             | 23940 (133%)      |

<sup>1</sup> On the basis of Annual Plan 2016–17, BARD, Comilla

| Sl. No. | Nature of Course   | Target <sup>1</sup> |                    |               | Achievement          |                        |                         |
|---------|--|---------------------|--------------------|---------------|----------------------|------------------------|-------------------------|
|         |  | Course (No.)        | Participants (No.) | Mandays (No.) | Course (No. & %)     | Participants (No. & %) | Mandays (No. & %)       |
| 2.      | Special Foundation Training Course for BCS (Health) Cadre Officials  | 04                  | 100                | 6000          | 07<br>(175%)         | 289<br>(289%)          | 17340<br>(289%)         |
| 3.      | Special Foundation Training Course for LGED Engineers  | 01                  | 40                 | 2400          | 01<br>(100%)         | 40<br>(100%)           | 2400<br>(100%)          |
| 4.      | Attachment Training Course on Rural Development and Poverty Reduction for Different Cadre Officials of BCS | 06                  | 600                | 7200          | 06<br>(100%)         | 559<br>(93%)           | 6708<br>(93%)           |
| 5.      | Attachment Training Course on Rural Development and Poverty Reduction for University Students              | 05                  | 400                | 1600          | 05<br>(100%)         | 467<br>(117%)          | 1925<br>(120%)          |
| 6.      | Orientation on Rural Development Programme and summer live in Field Experience (LFE) for IUB Students      | 01                  | 100                | 1200          | -                    | -                      | -                       |
|         | <b>Sub-total:</b>  | <b>19</b>           | <b>1340</b>        | <b>36400</b>  | <b>22<br/>(116%)</b> | <b>1488<br/>(111%)</b> | <b>52313<br/>(144%)</b> |
| 7.      | <b>Professional Training Course</b>  |                     |                    |               |                      |                        |                         |
| 7.a     | Self-initiated Training Course   | 15                  | 250                | 2000          | 06<br>(40%)          | 83<br>(33%)            | 565<br>(28%)            |
| 7.b     | Sponsored by Other Organisations   | 76                  | 2110               | 6350          | 66<br>(87%)          | 1869<br>(89%)          | 4544<br>(72%)           |
| 8.      | Workshop/Seminar/Conference  | 04                  | 210                | 310           | 05<br>(125%)         | 359<br>(171%)          | 463<br>(149%)           |
| 9.      | Project Level Training Course  | 15                  | 300                | 900           | 12<br>(80%)          | 603<br>(201%)          | 1287<br>(143%)          |
| 10.     | Orientation Programme/Guided Visit   | 25                  | 750                | 750           | 18<br>(72%)          | 723<br>(96%)           | 729<br>(97%)            |
| 11.     | Basic Training Course  | -                   | -                  | -             | 04                   | 100                    | 1850                    |
|         | <b>Sub-total:</b>  | <b>135</b>          | <b>3620</b>        | <b>10310</b>  | <b>111<br/>(82%)</b> | <b>3737<br/>(103%)</b> | <b>9438<br/>(92%)</b>   |
|         | <b>Grand Total:</b>  | <b>162</b>          | <b>5175</b>        | <b>47580</b>  | <b>137<br/>(85%)</b> | <b>5496<br/>(106%)</b> | <b>62536<br/>(131%)</b> |
|         | <b>Achievement against Plan (%)</b>  | -                   | -                  | -             | <b>84.56%</b>        | <b>106.20%</b>         | <b>131.43%</b>          |

Among the national level training courses, eight Special Foundation Training Courses for the BCS Health Cadre officials and similar one for LGED Engineers were organised. Three six-months long Foundation Training Courses were also organised for different Cadre Officials of BCS under the sponsorship of MoPA. Around 79 percent of the training courses were short in nature, where emphasis was given on professional development of the government and non-government officials. Major areas of these short courses were: Two days training on Governance of Social Protection and Grievance Redress Mechanism, Planning for Poverty Reduction under SSWRDP, Training Course on Office Management, Monitoring and Evaluation of Development Project etc. The sponsoring agencies were- MJF, LGED and Comilla District administration etc.

BARD also designed and organised some self-initiated training courses. In 2016-17, BARD organised six (6) self-initiated training courses for 83 participants of different organisations. The contents of these courses were prepared in line with the priority areas of the Vision 2021, Seventh Five-Year Plan and important development issues of the country. The major areas of self-initiated training courses were: Research Methodology for Social Science Researchers, Monitoring and Evaluation of Development Projects, Development Management, Development Project Planning and Management, Climate Change Issues and its Adaptation and Quality Education System and Development of School Management.

As a national training institute, BARD has the obligation to undertake some programmes according to the priority of the government. After the promulgation of the Public Administration Training Policy 2009, the demand for the Foundation Training Courses for the officials of various departments has increased. BARD had to respond to the request of various government departments for conducting Foundation Training Courses, since there are only a few institutions in the country having experiences in this regard. So, efforts were made in organising the Foundation and Special Foundation Training Courses. MoPA, LGED and Directorate General of Health Services (DGHS) sponsored these training courses.

Huge demand has come from different educational institutions to orient their students on rural development and activities of BARD. Due to training load of the Academy, sometimes it became difficult to accommodate the students at the Academy according to their demand. But BARD believes that this type of interaction is essential for dissemination of rural development messages to the new generation. For that reason, BARD always tries to accommodate their request by organising short orientation courses on rural development. About Twelve (12) percent of the programmes were orientation in nature for the students. Besides, six attachment courses on Poverty Studies and Rural Development were organised for BCS Cadre officials and five attachments on the same issue were organised for the students of different universities in 2016-17. Theoretical sessions on rural development and methods of data collection followed by guided field visits and report writing were included in these attachment programmes. Moreover, project level training courses were also organised for the beneficiaries of BARD's own

Action Research Projects. Twelve (12) training courses were organised for the beneficiaries of own action research projects.

## 2.8 Training Involvement of the Faculty Members

During 2016-17, Faculty Members organised 143 training/orientation courses. The training accomplishment and sessions conducted by them in 2016-17 is given in Annexure-1 & 2 respectively. In 2016-17, the lowest and the highest number of training courses organised by each Faculty Member were 01 and 08 respectively. The average number of training sessions conducted by each Faculty Member was 47 in 2016-17. BARD always tries to ensure rational distribution of training courses and sessions among the Faculty Members considering their academic background, specialisation, experiences and other involvement. Training involvement of the Faculty Members in 2016-17 is shown in the Annexure-2.

## 2.9 Self-initiated Training Courses

BARD offers various professional training courses for the officials of government and non-government organisations and students of different educational institutions. Intended organisation/individual having requisite qualification can attend any course offered by BARD by paying required course fee. Different divisions of BARD prepare training brochures consisting of course objectives, curriculum/contents, methodology, duration, course fee etc. On behalf of BARD, Training Division takes the necessary measures for advertising the courses in the well-circulated national dailies, so that the probable clientele can know the information regarding the courses. On the basis of experience and considering the present need, BARD designed 18 courses to be organised each year. A list of self-initiated training courses of BARD can be seen in Table-2.

**Table-2: BARD Initiated Training Courses**

| Sl. No. | Name of the Training Course                              | Duration (Working Days) | Course Fee/ Per Participant | Responsible Divisions                  |
|---------|--|-------------------------|-----------------------------|--|
| 1.      | Development Project Planning and Management(DPPM)        | 05                      | 5,000                       | Project                                |
| 2.      | Monitoring and Evaluation of Development Project         | 05                      | 5,000                       |  |
| 3.      | Gender, Nutrition and Reproductive Health                | 05                      | 5,000                       | Rural Education and Social Development |
| 4.      | gubm=Z wk¶v`vb c×wZ l we`ij q e`e`rcbv Dbqtb tKŠkj       | 04                      | 3,500                       |  |
| 5.      | ¶`r` cyp Riii c l cwi tek Dbqtb ebrqb l JIwa e¶¶i e`envi | 05                      | 5,000                       |  |
| 6.      | Training of Trainers (ToT)                               | 05                      | 5,000                       | Training                               |

|     |   |    |        |   |
|-----|---|----|--------|---|
| 7.  | Research Methodology for Social Science Researchers       | 21 | 12,000 | Research                                  |
| 8.  | Development Communication                                 | 05 | 5,000  | Administration                            |
| 9.  | Irrigation Management and Land Use Development Planning   | 05 | 5,000  | Agriculture and Environment               |
| 10. | Climate Change Issues and Its Adaptation                  | 05 | 5,000  |   |
| 11. | Food adulteration and way out                             | 05 | 5,000  |   |
| 12. | Dairy development   | 05 | 5,000  |   |
| 13. | Development of Micro-Entrepreneurship                     | 05 | 5,000  | Rural Economics and Management            |
| 14. | Development Management                                    | 05 | 5,000  |   |
| 15. | Rural Development for Bank Officials                      | 05 | 5,000  |   |
| 16. | Participatory Rural Development and Management            | 05 | 5,000  | Rural Sociology and Demography            |
| 17. | Team Building, Leadership Development and Mind-Set Change | 05 | 5,000  |   |
| 18. | Governance, Sustainable Development and Poverty Reduction | 05 | 5,000  | Rural Administration and Local Government |

## 2.10 Use of Physical Facilities of BARD

Physical facilities of BARD like hostel, cafeteria, classroom, conference hall, and auditoriums can be used on a rental basis by government and non-government organisations. These facilities are also offered to national and international organisations/agencies for arranging training courses, workshops, seminars and conferences. The priority of providing physical facilities is given to the national and international organizations, those which are actively involved in development activities. There was huge demand for using physical facilities of BARD from outside agencies in 2016-17. Many requests from outside agencies for using the facilities could not be entertained due to pre-occupation of the physical facilities by training programmes of BARD and other organisations. In the reporting year, 40 institutions used physical facilities of BARD.

## 2.11 Actions taken as per Suggestions of the Last APC

Some measures were taken in the year 2016-17 in response to the suggestions and comments of the participants of the last Annual Planning Conference. Some of the mentionable measures can be seen in Table-3.

**Table-3: Measures Taken as per Suggestions of the Participants of the Last APC**

| <b>Major Suggestions</b>   | <b>Measures Undertaken</b>   |
|--|--|
| <ul style="list-style-type: none"><li>▪ Two self-Initiated training courses were suggested:<ul style="list-style-type: none"><li>- Quality Education for attaining SDGs</li><li>- More training for the grass-roots level people were suggested.</li></ul></li></ul> | <ul style="list-style-type: none"><li>▪ One self initiate training course and One sponsored Course were organised on quality education</li><li>▪ Twelve training courses were organised for the people from grass-roots level.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ The house suggested conducting training for village leaders, elected representatives and officials of NBDs</li></ul>   | <ul style="list-style-type: none"><li>▪ About 56 training courses on “Governance of Social Protection and Grievance Redress Mechanism” were organised where most of the participants were from Union Parishad and Upazila level (Elected representatives) and officials of NBDs.</li></ul> |

## **2.12 Some Observations**

- a) BARD keeps training slot for the sponsoring agencies according to their written demands. But sometimes, the sponsoring agencies did not keep their commitments. Such failure resulted underutilisation of time and facilities
- b) BARD does not have any permanent clientele group for training. In most cases, training is imparted on the basis of demand placed by different organisations. But BARD has huge potentials in providing training on rural development and poverty reduction.
- c) For effective utilisation of training resources all sponsoring agencies including different divisions of BARD are requested to maintain their training schedules for organising training. Concerned authorities are requested to send their training demand before finalisation of training plan and maintain their training schedule as decided.
- d) BARD gives high importance to conducting self-initiated training courses. Faculty Members develop training courses considering the national priorities and policy of the government. BARD also expects to take part in imparting training for different stakeholders of “One House One Farm” programme of the government. BARD Faculty can contribute significantly by organising training, workshop, seminar and symposium on various aspects of rural development at the sponsorship of “One House One Farm” programme of the government.

## **2.13 Some Achievements in 2016-17**

- a. On 5<sup>th</sup> April 2017, Delegates from 150 countries visited BARD who joined the 136<sup>th</sup> Inter-Parliamentary Union (IPU) Assembly in Dhaka. An orientation on rural development initiatives of BARD was held on this occasion.

- b. A 12-day long International Training Workshop on “Achieving Sustainable Development Goals: Financial Inclusion and Rural Transformation” was organised under the sponsorship of the Government of Bangladesh and African-Asian Rural Development Organisation.
- c. The three-day long International Conference on “Governance in Transition” was organised at BARD campus jointly by BARD, Dhaka University and Stamford University, Dhaka.
- d. Several important topics were included in various training courses in accordance with government instruction as follows:
  - i. Sessions on ICTs (E-Governance Basics; E-Filing; National Web Portal; ICT in Development; E-Service at District, Upazila and Union Levels; Innovation in Service Delivery).
  - ii. Sessions on National Integrity Policy.

## **2.14 Suggestions for Consideration**

In most cases, training at BARD is imparted on the basis of demand placed by different organisations. But BARD has huge potentials in providing training on rural development and poverty reduction. The capacity of BARD in this regard can be utilised for effective implementation of projects under ADP like Ekti Bari Ekti Khamar, Lalmai Project and others.

For effective utilisation of training resources, all sponsoring agencies including different divisions of BARD are requested to maintain their training schedules for organising training. Concerned authorities are requested to send their training demand before finalisation of training plan and maintain their training schedule as decided.

## **2.15 Conclusion**

BARD attaches high importance to conducting self-initiated training courses. BARD has conducted 6 self-initiated training courses against a target of 15 last year. BARD will continue its endeavour in future too. Faculty Members develop training courses considering the national priorities and policy of the government. BARD also keeps its commitments for conducting FTC and SFTC of government officials of different government organisations. BARD conducted FTCs for the Fast Track Future Leaders (FTFLs) of BCC and through these foundation courses BARD became the honored partner in the process of ICT expert development of the country. BARD wishes to continue this foundation course in future too. BARD also expects to take part in imparting training for different stakeholders of “One House One Farm” programme of the government. BARD Faculty can contribute significantly by organising training, workshop, seminar and symposium on various aspects of rural development.

## Detailed Training Performance of BARD in 2016-17

| SL. No.   | Title of the Course  | Sponsor                                    | No. of Courses | Male       | Female    | Total Participants | Duration (Days)                      | Man-days   | Types of Participant   | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|-----------|--|--|----------------|------------|-----------|--------------------|--------------------------------------|------------|--|--|
| 1         | 2  | 3  | 4              | 5          | 6         | 7                  | 8                                    |            | 9  | 10   |
| <b>I.</b> | <b>International</b>   |  |                |            |           |                    |                                      |            |  |  |
| A.        | International Training Courses   |  |                |            |           |                    |                                      |            |  |  |
| B.        | International Orientation Courses  |  |                |            |           |                    |                                      |            |  |  |
| C.        | International Attachment Course  |  |                |            |           |                    |                                      |            |  |  |
| <b>D.</b> | <b>International Workshop</b>  |  |                |            |           |                    |                                      |            |  |  |
| 1.        | International Training Workshop on "Achieving Sustainable Development Goals: Financial Inclusion and Rural Transformation" | BARD<br>AARDO                              | 1              | 22         | 6         | 28                 | 27<br>February -<br>10 March<br>2017 | 336        | Senior and Mid Level Officials from Govt. Autonomous Bodies. Research & Training Institution of Asia and Africa Region | Dr. Kamrul Ahsan<br>Mr. Benzir Ahmed<br>Ms. Sharmin Shahria          |
|           | <b>Sub-Total:</b>  |  | <b>1</b>       | <b>22</b>  | <b>6</b>  | <b>28</b>          |                                      | <b>336</b> |  |  |
| <b>E.</b> | <b>Seminar/<br/>Conference</b>   |  |                |            |           |                    |                                      |            |  |  |
| 1.        | 3 <sup>rd</sup> International Integrative Research Conference on Development Governance and Transformation Seminar         | BARD &<br>Stamford<br>University,<br>Dhaka | 1              | 117        | 23        | 140                | 27-28<br>December<br>2016            | 280        | Professional High Officials  | -  |
| 2.        | Thirty -Second Annual Meeting of CIRDAP Technical Committee (TC-32)  | CIRDAP                                     | 1              | 17         | 5         | 22                 | 03-06 May<br>2017                    | 88         | High Officials   | -  |
|           | <b>Sub-Total:</b>  |  | <b>2</b>       | <b>134</b> | <b>28</b> | <b>162</b>         |                                      | <b>368</b> |  |  |

| SL. No.    | Title of the Course   | Sponsor                           | No. of Courses | Male      | Female    | Total Participants | Duration (Days)                     | Man-days     | Types of Participant       | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director          |
|------------|---|-----------------------------------|----------------|-----------|-----------|--------------------|-------------------------------------|--------------|----------------------------|---|
| <b>F.</b>  | <b>International Guided Visit</b>   |                                   |                |           |           |                    |                                     |              |                            |   |
| 1.         | Visit Programme for the Distinguished Delegates of the Association of Secretary General of Parliaments (ASGP) | Bangladesh Parliament             | 1              | 60        | 21        | 81                 | 05 April 2017                       | 81           | Members of Parliaments     | -   |
|            | <b>Sub-Total:</b>   |                                   | <b>1</b>       | <b>60</b> | <b>21</b> | <b>81</b>          |                                     | <b>81</b>    |                            |   |
| <b>II.</b> | <b>National Level Course</b>  |                                   |                |           |           |                    |                                     |              |                            |   |
| <b>A.</b>  | <b>Foundation Training Courses</b>  |                                   |                |           |           |                    |                                     |              |                            |   |
| 1.         | BA62 <sup>nd</sup> Foundation Training Course for BCS Cadre Officials   | Ministry of Public Administration | 1              | 30        | 13        | 43                 | 17 July 2016-<br>12 January 2017    | 7740         | BCS Cadre Officials        | Dr. Md. Shafiqul Islam<br>Mr. Md. Anwar Hossain Bhy.<br>Mr. Md. Reaz Mahmud   |
| 2.         | BA63 <sup>rd</sup> Foundation Training Course for BCS Cadre Officials   | Ministry of Public Administration | 1              | 29        | 15        | 44                 | 25 September 2016-<br>23 March 2017 | 7920         | BCS Cadre Officials        | Dr. Masudul Haque Chy.<br>Dr. Jillur Rahman Paul<br>Ms. Farida Yeasmin        |
| 3.         | BA64 <sup>th</sup> Foundation Training Course for BCS Cadre Officials   | Ministry of Public Administration | 1              | 29        | 17        | 46                 | 24 May –<br>19 November 2017        | 8280         | BCS Cadre Officials        | Mr. Milan Kanti Bhattacharjee<br>Mr. Abdullah Al Hussain<br>Mr. Anas Al Islam |
|            | <b>Sub-Total:</b>   |                                   | <b>3</b>       | <b>88</b> | <b>45</b> | <b>133</b>         |                                     | <b>23940</b> |                            |   |
| <b>B.</b>  | <b>Special Foundation Course</b>  |                                   |                |           |           |                    |                                     |              |                            |   |
| 1          | Special Foundation Training Course for BCS (Health) Cadre Officials (124 <sup>th</sup> Batch)                 | DGHS                              | 1              | 27        | 16        | 43                 | 24 July –<br>21 September 2016      | 2580         | BCS Health Cadre Officials | Dr. A. K. Sharifullah<br>SK. Mashudur Rahman<br>Ms. Azma Mahmuda              |

| SL. No.           | Title of the Course   | Sponsor | No. of Courses | Male       | Female     | Total Participants | Duration (Days)                    | Man-days     | Types of Participant        | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director    |
|-------------------|---|---------|----------------|------------|------------|--------------------|------------------------------------|--------------|-----------------------------|---|
| 2.                | Special Foundation Training Course for BCS (Health) Cadre Officials (125 <sup>th</sup> Batch) | DGHS    | 1              | 23         | 16         | 39                 | 01 August-29 September 2016        | 2340         | BCS Health Cadre Officials  | Dr. S. J. Anowar Zahid<br>Mr. Salah Uddin Ibne Syed<br>Mr. Junaed Rahim |
| 3.                | Special Foundation Training Course for BCS (Health) Cadre Officials (126 <sup>th</sup> Batch) | DGHS    | 1              | 23         | 19         | 42                 | 26 September - 25 November 2016    | 2520         | BCS Health Cadre Officials  | Dr. Kamrul Ahsan<br>Ms. Afrin Khan                                      |
| 4.                | Special Foundation Training Course for LGED Engineers (127 <sup>th</sup> Batch)               | LGED    | 1              | 39         | 1          | 40                 | 13 November 2016 - 11 January 2017 | 2400         | Assistant Engineers of LGED | Dr. Swapan Kumar Dasgupta<br>Dr. Bimal Chandra Karmakar                 |
| 5.                | Special Foundation Training Course for BCS (Health) Cadre Officials (128 <sup>th</sup> Batch) | DGHS    | 1              | 31         | 19         | 50                 | 15 January - 15 March 2017         | 3000         | BCS Health Cadre Officials  | Mr. Md. Mizanur Rahman<br>Kazi Sonia Rahman                             |
| 6.                | Special Foundation Training Course for BCS (Health) Cadre Officials (129 <sup>th</sup> Batch) | DGHS    | 1              | 25         | 12         | 37                 | 19 February- 19 April 2017         | 2220         | BCS Health Cadre Officials  | Mr. Md. Abdul Quader<br>Mr. Md. Abdul Mannan                            |
| 7.                | Special Foundation Training Course for BCS (Health) Cadre Officials (130 <sup>th</sup> Batch) | DGHS    | 1              | 31         | 12         | 43                 | 19 March- 17 May 2017              | 2580         | BCS Health Cadre Officials  | Dr. Abdul Karim<br>Mr. Md. Tanvir Ahmed                                 |
| 8.                | Special Foundation Training Course for BCS (Health) Cadre Officials (131 <sup>st</sup> Batch) | DGHS    | 1              | 23         | 12         | 35                 | 02 April- 31 May 2017              | 2100         | BCS Health Cadre Officials  | Mr. Md. Shafiqul Islam<br>Mr. Benzir Ahmed                              |
| <b>Sub-Total:</b> |   |         | <b>8</b>       | <b>222</b> | <b>107</b> | <b>329</b>         |                                    | <b>19740</b> |                             |   |





| SL. No. | Title of the Course  | Sponsor              | No. of Courses | Male | Female | Total Participants | Duration (Days)         | Man-days | Types of Participant                                  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|----------------------|----------------|------|--------|--------------------|-------------------------|----------|---|--|
| 4.      | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মনোবৈজ্ঞানিক<br>কর্মসম্পন্ন কর্মসূচি<br>মূল্যায়ন (4-সপ্তাহ), তদন্ত<br>কর্ম    | গবেষণা রত্ন<br>দেউলভ | 1              | 17   | 13     | 30                 | 27-28 July<br>2016      | 60       | গবেষণা রত্ন<br>দেউলভ-গি তদন্ত<br>কর্ম                 | Mr. Abul Kalam Azad<br>Dr. Jillur Rahman Paul                        |
| 5.      | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মনোবৈজ্ঞানিক<br>কর্মসম্পন্ন কর্মসূচি<br>মূল্যায়ন (5-সপ্তাহ), তদন্ত<br>কর্ম    | গবেষণা রত্ন<br>দেউলভ | 1              | 24   | 7      | 31                 | 30-31 July<br>2016      | 62       | গবেষণা রত্ন<br>দেউলভ-গি তদন্ত<br>কর্ম                 | Mr. Milan Kanti<br>Bhattacharjee<br>Kazi Sonia Rahman                |
| 6.      | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মনোবৈজ্ঞানিক<br>কর্মসম্পন্ন কর্মসূচি<br>মূল্যায়ন (6-সপ্তাহ), তদন্ত<br>কর্ম    | গবেষণা রত্ন<br>দেউলভ | 1              | 21   | 5      | 26                 | 01-02<br>August<br>2016 | 52       | গবেষণা রত্ন<br>দেউলভ-গি তদন্ত<br>কর্ম                 | Mr. Md. Abdul Quader<br>Ms. Farida Yeasmin                           |
| 7.      | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মনোবৈজ্ঞানিক<br>কর্মসম্পন্ন কর্মসূচি<br>মূল্যায়ন (BDনগর<br>স্বাস্থ্য কেন্দ্র) | গবেষণা রত্ন<br>দেউলভ | 1              | 20   | 10     | 30                 | 06-07<br>August<br>2016 | 60       | গবেষণা রত্ন<br>দেউলভ-BDনগর<br>স্বাস্থ্য কেন্দ্র       | Dr. Abdul Karim<br>Dr. Jillur Rahman Paul                            |
| 8.      | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মনোবৈজ্ঞানিক<br>কর্মসম্পন্ন কর্মসূচি<br>মূল্যায়ন (BDনগর<br>স্বাস্থ্য কেন্দ্র) | গবেষণা রত্ন<br>দেউলভ | 1              | 26   | 4      | 30                 | 08-09<br>August<br>2016 | 60       | গবেষণা রত্ন<br>দেউলভ-গি<br>BDনগর স্বাস্থ্য<br>কেন্দ্র | Dr. Swapan Kumar<br>Dasgupta<br>Ms. Saifun Nahar                     |

| SL. No. | Title of the Course  | Sponsor            | No. of Courses | Male | Female | Total Participants | Duration (Days)         | Man-days | Types of Participant                       | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|--------------------|----------------|------|--------|--------------------|-------------------------|----------|--|--|
| 9.      | আবৃত্তিমূলক উন্নয়ন<br>গ্নাং মগ্নমক ময়্য<br>কিহুং মগ্নমক ময়্য<br>মেলক কয়্য কয়্য<br>3গে'প (BDউত্তম<br>মবে'প ময়্য)  | গিব'লি রব'<br>দিউক | 1              | 24   | 8      | 32                 | 10-11<br>August<br>2016 | 64       | গিব'লি রব'<br>দিউক-BDউত্তম<br>মবে'প ময়্য  | Dr. Kamrul Hasan<br>Mr. Md. Abdul Mannan                             |
| 10.     | আবৃত্তিমূলক উন্নয়ন<br>গ্নাং মগ্নমক ময়্য<br>কিহুং মগ্নমক ময়্য<br>মেলক কয়্য কয়্য<br>4_গে'প (BDউত্তম<br>মবে'প ময়্য) | গিব'লি রব'<br>দিউক | 1              | 27   | 7      | 34                 | 13-14<br>August<br>2016 | 68       | গিব'লি রব'<br>দিউক- BDউত্তম<br>মবে'প ময়্য | Mr. Newaz Ahmed Chy.<br>Ms. Afrin Khan                               |
| 11.     | আবৃত্তিমূলক উন্নয়ন<br>গ্নাং মগ্নমক ময়্য<br>কিহুং মগ্নমক ময়্য<br>মেলক কয়্য কয়্য<br>5গে'প (BDউত্তম<br>মবে'প ময়্য)  | গিব'লি রব'<br>দিউক | 1              | 22   | 6      | 28                 | 17-18<br>August<br>2016 | 56       | গিব'লি রব'<br>দিউক- BDউত্তম<br>মবে'প ময়্য | Mr. Abdullah-Al- Mamun<br>Mr. Benzir Ahmed                           |
| 12.     | আবৃত্তিমূলক উন্নয়ন<br>গ্নাং মগ্নমক ময়্য<br>কিহুং মগ্নমক ময়্য<br>মেলক কয়্য কয়্য<br>6গে'প (BDউত্তম<br>মবে'প ময়্য)  | গিব'লি রব'<br>দিউক | 1              | 21   | 5      | 26                 | 20-21<br>August<br>2016 | 52       | গিব'লি রব'<br>দিউক- BDউত্তম<br>মবে'প ময়্য | Mr. Ranjan Kumar Guha<br>Dr. Bimal Chandra<br>Karmakar               |
| 13.     | আবৃত্তিমূলক উন্নয়ন<br>গ্নাং মগ্নমক ময়্য<br>কিহুং মগ্নমক ময়্য<br>মেলক কয়্য কয়্য<br>7গে'প (BDউত্তম<br>মবে'প ময়্য)  | গিব'লি রব'<br>দিউক | 1              | 21   | 6      | 27                 | 22-23<br>August<br>2016 | 54       | গিব'লি রব'<br>দিউক-BDউত্তম<br>মবে'প ময়্য  | Mr. Md. Mizanur Rahman<br>Kazi Sonia Rahman                          |

| SL. No. | Title of the Course   | Sponsor   | No. of Courses | Male | Female | Total Participants | Duration (Days)            | Man-days | Types of Participant  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|---|---|----------------|------|--------|--------------------|----------------------------|----------|---|--|
| 14.     | ArfthiM ub®uñEi<br>gva`tg migwRK mjy`v<br>KihEitg mjamb cãZõv<br>nel qK cãk`yY tKim®<br>8g e`vP (BDibqftbi<br>ibe#PZ cãZubie)   | gibyl i Rb`<br>dvDtÜkb  | 1              | 22   | 5      | 27                 | 27-28<br>August<br>2016    | 54       | gibyl i Rb`<br>dvDtÜkb-BDibqftbi<br>ibe#PZ cãZubieMY            | Dr. Shishir Kumar Munshi<br>Ms. Fouzia Nasreen<br>Sultana            |
| 15.     | ArfthiM ub®uñEi<br>gva`tg migwRK mjy`v<br>KihEitg mjamb cãZõv<br>nel qK cãk`yY tKim®<br>9g e`vP (BDibqftbi<br>ibe#PZ cãZubie)   | gibyl i Rb`<br>dvDtÜkb  | 1              | 22   | 5      | 27                 | 29-30<br>August<br>2016    | 54       | gibyl i Rb`<br>dvDtÜkb-BDibqftbi<br>ibe#PZ cãZubieMY            | Ms. Nasima Akhter<br>Ms. Farida Yeasmin                              |
| 16.     | gibm=Z ik`y`v` ib<br>c×iZ, ik`y`v` cãZõv<br>e`e`icbri l cix`y`v`<br>cãi Pij b`v` nel qK<br>cãk`yY tKim®                         | eisj vt`k<br>jevW®Ae<br>BDbix GÜ<br>Avqje#K<br>imt`÷gm Ae<br>tgmMmb | 1              | 41   | 9      | 50                 | 21-24<br>August<br>2016    | 200      | eisj vt`k`jevW®Ae<br>BDbix G`vÜ<br>Avqje#K imt`÷g A_®<br>tgmMmb | Ms. Nasima Akhter<br>Ms. Saifun Nahar                                |
| 17.     | ArfthiM ub®uñEi<br>gva`tg migwRK mjy`v<br>KihEitg mjamb cãZõv<br>nel qK cãk`yY tKim®<br>10g e`vP (BDibqftbi<br>ibe#PZ cãZubie)  | gibyl i Rb`<br>dvDtÜkb  | 1              | 22   | 6      | 28                 | 04-05<br>September<br>2016 | 56       | gibyl i Rb`<br>dvDtÜkb-BDibqftbi<br>ibe#PZ cãZubieMY            | Ms. Irin Parvin<br>Ms. Sharmin Shahria                               |
| 18.     | ArfthiM ub®uñEi<br>gva`tg migwRK mjy`v<br>KihEitg mjamb cãZõv<br>nel qK cãk`yY tKim®<br>11Zg e`vP (BDibqftbi<br>ibe#PZ cãZubie) | gibyl i Rb`<br>dvDtÜkb  | 1              | 24   | 9      | 33                 | 04-05<br>September<br>2016 | 66       | gibyl i Rb`<br>dvDtÜkb-BDibqftbi<br>ibe#PZ cãZubieMY            | Dr. Swapan Kumar<br>Dasgupta<br>Dr. Bimal Chandra<br>Karmakar        |

| SL. No. | Title of the Course  | Sponsor                | No. of Courses | Male | Female | Total Participants | Duration (Days)            | Man-days | Types of Participant                                 | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|------------------------|----------------|------|--------|--------------------|----------------------------|----------|--|--|
| 19.     | আবৃত্তি মিলন<br>গোষ্ঠী মিলন<br>কিছু কিছু মিলন<br>এক কক্ষ<br>12Zg e'P (BDIbq'tbi<br>ibe'PZ c'Zibie) | গিব্বী Rb'<br>didi'Ukb | 1              | 25   | 6      | 31                 | 19-20<br>September<br>2016 | 62       | গিব্বী Rb'<br>didi'Ukb-BDIbq'tbi<br>ibe'PZ c'ZibieMY | Dr. Masudul Hoque Chy.<br>Mr. Benzir Ahmed                           |
| 20.     | আবৃত্তি মিলন<br>গোষ্ঠী মিলন<br>কিছু কিছু মিলন<br>এক কক্ষ<br>13Zg e'P (BDIbq'tbi<br>ibe'PZ c'Zibie) | গিব্বী Rb'<br>didi'Ukb | 1              | 28   | 5      | 33                 | 19-20<br>September<br>2016 | 66       | গিব্বী Rb'<br>didi'Ukb-BDIbq'tbi<br>ibe'PZ c'ZibieMY | Mr. Md. Shafiqul Islam<br>Mr. Md. Abdul Mannan                       |
| 21.     | আবৃত্তি মিলন<br>গোষ্ঠী মিলন<br>কিছু কিছু মিলন<br>এক কক্ষ<br>14Zg e'P (BDIbq'tbi<br>ibe'PZ c'Zibie) | গিব্বী Rb'<br>didi'Ukb | 1              | 22   | 9      | 31                 | 21-22<br>September<br>2016 | 62       | গিব্বী Rb'<br>didi'Ukb-BDIbq'tbi<br>ibe'PZ c'ZibieMY | Mr. Md. Abdul Quader<br>Ms. Saifun Nahar                             |
| 22.     | আবৃত্তি মিলন<br>গোষ্ঠী মিলন<br>কিছু কিছু মিলন<br>এক কক্ষ<br>15Zg e'P (BDIbq'tbi<br>ibe'PZ c'Zibie) | গিব্বী Rb'<br>didi'Ukb | 1              | 25   | 9      | 34                 | 25-26<br>September<br>2016 | 68       | গিব্বী Rb'<br>didi'Ukb-BDIbq'tbi<br>ibe'PZ c'ZibieMY | Mr. Milan Kanti<br>Bhattacharjee<br>Dr. Bimal Chandra<br>Karmakar    |
| 23.     | আবৃত্তি মিলন<br>গোষ্ঠী মিলন<br>কিছু কিছু মিলন<br>এক কক্ষ<br>16Zg e'P (BDIbq'tbi<br>ibe'PZ c'Zibie) | গিব্বী Rb'<br>didi'Ukb | 1              | 29   | 6      | 35                 | 27-28<br>September<br>2016 | 70       | গিব্বী Rb'<br>didi'Ukb-BDIbq'tbi<br>ibe'PZ c'ZibieMY | Mr. Abul Kalam Azad<br>Ms. Fouzia Nasreen<br>Sultana                 |

| SL. No. | Title of the Course  | Sponsor                | No. of Courses | Male | Female | Total Participants | Duration (Days)          | Man-days | Types of Participant                                | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|------------------------|----------------|------|--------|--------------------|--------------------------|----------|---|--|
| 24.     | ArfthiM ub@uiEi<br>gva'ig migwRK mjy'v<br>KihEitg mjamb cãZõv<br>iel qK cãky'Y tKim®<br>17Zg e'ip (BDibqãbi<br>ibe#PZ cãZibãe) | gibyl i Rb"<br>diDtÜkb | 1              | 27   | 6      | 33                 | 02-03<br>October<br>2016 | 66       | gibyl i Rb"<br>diDtÜkb-BDibqãbi<br>ibe#PZ cãZibãeMY | Mr. Md. Mizanur Rahman<br>Ms. Azma Mahmuda                           |
| 25.     | ArfthiM ub@uiEi<br>gva'ig migwRK mjy'v<br>KihEitg mjamb cãZõv<br>iel qK cãky'Y tKim®<br>18Zg e'ip (BDibqãbi<br>ibe#PZ cãZibãe) | gibyl i Rb"<br>diDtÜkb | 1              | 28   | 7      | 35                 | 04-05<br>October<br>2016 | 70       | gibyl i Rb"<br>diDtÜkb-BDibqãbi<br>ibe#PZ cãZibãeMY | Dr. Abdul Karim<br>Ms. Sharmin Shahria                               |
| 26.     | ArfthiM ub@uiEi<br>gva'ig migwRK mjy'v<br>KihEitg mjamb cãZõv<br>iel qK cãky'Y tKim®<br>19Zg e'ip (BDibqãbi<br>ibe#PZ cãZibãe) | gibyl i Rb"<br>diDtÜkb | 1              | 20   | 6      | 26                 | 16-17<br>October<br>2016 | 52       | gibyl i Rb"<br>diDtÜkb-BDibqãbi<br>ibe#PZ cãZibãeMY | Dr. Kamrul Hasan<br>Mr. Md. Anowar Hossain<br>Bhy.                   |
| 27.     | ArfthiM ub@uiEi<br>gva'ig migwRK mjy'v<br>KihEitg mjamb cãZõv<br>iel qK cãky'Y tKim®<br>20Zg e'ip (BDibqãbi<br>ibe#PZ cãZibãe) | gibyl i Rb"<br>diDtÜkb | 1              | 18   | 4      | 22                 | 18-19<br>October<br>2016 | 44       | gibyl i Rb"<br>diDtÜkb-BDibqãbi<br>ibe#PZ cãZibãeMY | Mr. Newaz Ahmed Chy.<br>Mr. Md. Reaz Mahmud                          |
| 28.     | ArfthiM ub@uiEi<br>gva'ig migwRK mjy'v<br>KihEitg mjamb cãZõv<br>iel qK cãky'Y tKim®<br>21Zg e'ip (BDibqãbi<br>ibe#PZ cãZibãe) | gibyl i Rb"<br>diDtÜkb | 1              | 28   | 6      | 34                 | 23-24<br>October<br>2016 | 68       | gibyl i Rb"<br>diDtÜkb-BDibqãbi<br>ibe#PZ cãZibãeMY | Mr. Abdullah Al Mamun<br>Ms. Saifun Nahar                            |

| SL. No. | Title of the Course   | Sponsor               | No. of Courses | Male | Female | Total Participants | Duration (Days)                       | Man-days | Types of Participant  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|---|-----------------------|----------------|------|--------|--------------------|---------------------------------------|----------|---|--|
| 29.     | mgwRK ibi vcEv<br>KgPmgfn mjamb<br>ibwZKi tYi j ty<br>AurfthiM cZKvi<br>e e icbr iel qK<br>cK yY tKim mi Kvi x<br>KgRZP (1g e iP) | gibyl i Rb<br>diDtUkb | 1              | 19   | 9      | 28                 | 24-25<br>October<br>2016              | 56       | DctRj v fiBm<br>tPqi g'vb/tPqi g'vb/<br>BDGbI /DctRj v<br>cK i ev'evqb<br>KgRZP | Dr. S. J. Anowar Zahid<br>Mr. Salah Uddin Ibne<br>Syed               |
| 30.     | AurfthiM ub unEi<br>gia tg mgwRK mjyv<br>KvhEtg mjamb cZov<br>iel qK cK yY tKim<br>22Zg e iP (BDibqtb<br>ibePZ cZibie)            | gibyl i Rb<br>diDtUkb | 1              | 22   | 7      | 29                 | 26-27<br>October<br>2016              | 58       | gibyl i Rb<br>diDtUkb-BDibqtb<br>ibePZ cZibieMY                                 | Dr. Shishir Kumar Munshi<br>Kazi Sonia Rahman                        |
| 31.     | AurfthiM ub unEi<br>gia tg mgwRK mjyv<br>KvhEtg mjamb cZov<br>iel qK cK yY tKim<br>23Zg e iP (BDibqtb<br>ibePZ cZibie)            | gibyl i Rb<br>diDtUkb | 1              | 23   | 7      | 30                 | 29-30<br>October<br>2016              | 60       | gibyl i Rb<br>diDtUkb-BDibqtb<br>ibePZ cZibieMY                                 | Ms. Nasima Akhter<br>Ms. Sharmin Shahria                             |
| 32.     | AurfthiM ub unEi<br>gia tg mgwRK mjyv<br>KvhEtg mjamb cZov<br>iel qK cK yY tKim<br>24Zg e iP (BDibqtb<br>ibePZ cZibie)            | gibyl i Rb<br>diDtUkb | 1              | 18   | 6      | 24                 | 31 October-<br>01<br>November<br>2016 | 48       | gibyl i Rb<br>diDtUkb-BDibqtb<br>ibePZ cZibieMY                                 | Dr. Md. Mizanur Rahman<br>Mr. Junaed Rahim                           |
| 33.     | mgwRK ibi vcEv<br>KgPmgfn mjamb<br>ibwZKi tYi j ty<br>AurfthiM cZKvi<br>e e icbr iel qK<br>cK yY tKim mi Kvi x<br>KgRZP (2q e iP) | gibyl i Rb<br>diDtUkb | 1              | 19   | 1      | 20                 | 02-03<br>November<br>2016             | 40       | DctRj v fiBm<br>tPqi g'vb/tPqi g'vb/<br>BDGbI /DctRj v<br>cK i ev'evqb<br>KgRZP | Dr. A. K. Sharifullah<br>Ms. Azma Mahmuda                            |

| SL. No. | Title of the Course   | Sponsor                   | No. of Courses | Male | Female | Total Participants | Duration (Days)           | Man-days | Types of Participant                         | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|---|---------------------------|----------------|------|--------|--------------------|---------------------------|----------|--|--|
| 34.     | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মন্ত্রণালয়<br>কর্তৃপক্ষের অধীন<br>নেত্রকোণা জেলা<br>স্বাস্থ্য কেন্দ্র (বিদ্যমান<br>বিভাগে) | গণপ্রজাতন্ত্রী<br>রাষ্ট্র | 1              | 24   | 6      | 30                 | 05-06<br>November<br>2016 | 60       | গণপ্রজাতন্ত্রী<br>রাষ্ট্র-বিদ্যমান<br>বিভাগে | Ms. Irin Parvin<br>Dr. Bimal Chandra<br>Karmakar                     |
| 35.     | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মন্ত্রণালয়<br>কর্তৃপক্ষের অধীন<br>নেত্রকোণা জেলা<br>স্বাস্থ্য কেন্দ্র (বিদ্যমান<br>বিভাগে) | গণপ্রজাতন্ত্রী<br>রাষ্ট্র | 1              | 22   | 5      | 27                 | 07-08<br>November<br>2016 | 54       | গণপ্রজাতন্ত্রী<br>রাষ্ট্র-বিদ্যমান<br>বিভাগে | Mr. Ranjan Kumar Guha<br>Mr. Junaed Rahim                            |
| 36.     | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মন্ত্রণালয়<br>কর্তৃপক্ষের অধীন<br>নেত্রকোণা জেলা<br>স্বাস্থ্য কেন্দ্র (বিদ্যমান<br>বিভাগে) | গণপ্রজাতন্ত্রী<br>রাষ্ট্র | 1              | 22   | 5      | 27                 | 09-10<br>November<br>2016 | 54       | গণপ্রজাতন্ত্রী<br>রাষ্ট্র-বিদ্যমান<br>বিভাগে | Dr. Md. Shafiqul Islam<br>Mr. Md. Anwar Hossain<br>Bhy.              |
| 37.     | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মন্ত্রণালয়<br>কর্তৃপক্ষের অধীন<br>নেত্রকোণা জেলা<br>স্বাস্থ্য কেন্দ্র (বিদ্যমান<br>বিভাগে) | গণপ্রজাতন্ত্রী<br>রাষ্ট্র | 1              | 21   | 6      | 27                 | 12-13<br>November<br>2016 | 54       | গণপ্রজাতন্ত্রী<br>রাষ্ট্র-বিদ্যমান<br>বিভাগে | Mr. Md. Shafiqul Islam<br>Mr. Md. Abdul Mannan                       |
| 38.     | আবৃত্তিমূলক উন্নয়ন<br>গবেষণা মন্ত্রণালয়<br>কর্তৃপক্ষের অধীন<br>নেত্রকোণা জেলা<br>স্বাস্থ্য কেন্দ্র (বিদ্যমান<br>বিভাগে) | গণপ্রজাতন্ত্রী<br>রাষ্ট্র | 1              | 19   | 5      | 24                 | 14-15<br>November<br>2016 | 48       | গণপ্রজাতন্ত্রী<br>রাষ্ট্র-বিদ্যমান<br>বিভাগে | Mr. Abul Kalam Azad<br>Mr. Md. Anwar Hossain<br>Bhy.                 |

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|---------|--|-------------------|----------------|------|--------|--------------------|--|----------|---|--|
| 39.     | আবৃত্তিমূলক<br>গ্নাং মগ্নমক ময়্য<br>কথিত মগ্নমক<br>মেলক কয়্য কিম<br>30Zg e'P (BDibqbtbi<br>ibe#PZ cizibna)     | গিব্দি Rb<br>দিউক | 1              | 22   | 5      | 27                 | 16-17<br>November<br>2016                | 54       | গিব্দি Rb<br>দিউক-BDibqbtbi<br>ibe#PZ cizibnaMY | Dr. Md. Mizanur Rahman<br>Ms. Azma Mahmuda                           |
| 40.     | আবৃত্তিমূলক<br>গ্নাং মগ্নমক ময়্য<br>কথিত মগ্নমক<br>মেলক কয়্য কিম<br>31Zg e'P (BDibqbtbi<br>ibe#PZ cizibna)     | গিব্দি Rb<br>দিউক | 1              | 16   | 5      | 21                 | 21-22<br>November<br>2016                | 42       | গিব্দি Rb<br>দিউক-BDibqbtbi<br>ibe#PZ cizibnaMY | Mr. Md. Mizanur Rahman<br>Mr. Benzir Ahmed                           |
| 41.     | মগ্নমক মবি<br>কগ্নমগ্নমক<br>মবি<br>আবৃত্তিমূলক<br>মেলক কয়্য কিম<br>কগ্নমক (3g e'P)                              | গিব্দি Rb<br>দিউক | 1              | 23   | 4      | 27                 | 27-28<br>November<br>2016                | 54       | দিউক<br>কগ্নমগ্নমক/BDGbl/Dc'Rj<br>কগ্নমক        | Dr. A. K. Sharifullah<br>Mr. Salah Uddin Ibne<br>Syed                |
| 42.     | আবৃত্তিমূলক<br>গ্নাং মগ্নমক ময়্য<br>কথিত মগ্নমক<br>মেলক কয়্য কিম<br>32Zg e'P (BDibqbtbi<br>ibe#PZ cizibna)     | গিব্দি Rb<br>দিউক | 1              | 29   | 6      | 35                 | 28-29<br>November<br>2016                | 70       | গিব্দি Rb<br>দিউক-BDibqbtbi<br>ibe#PZ cizibnaMY | Dr. Md. Abdul Hamid<br>Dr. Jillur Rahman Paul                        |
| 43.     | আবৃত্তিমূলক<br>গ্নাং মগ্নমক ময়্য<br>কথিত মগ্নমক<br>মেলক কয়্য কিম<br>33 Zg e'P<br>(BDibqbtbi ibe#PZ<br>cizibna) | গিব্দি Rb<br>দিউক | 1              | 25   | 8      | 33                 | 30<br>November<br>01<br>December<br>2016 | 66       | গিব্দি Rb<br>দিউক-BDibqbtbi<br>ibe#PZ cizibnaMY | Mr. Milan Kanti<br>Bhattacharjee<br>Mr. Junaed Rahim                 |

| SL. No. | Title of the Course  | Sponsor            | No. of Courses | Male | Female | Total Participants | Duration (Days)           | Man-days | Types of Participant                                   | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|--------------------|----------------|------|--------|--------------------|---------------------------|----------|--|--|
| 44.     | আবৃত্তি মডিউল<br>গ্নাং মগ্নমক ময়্য<br>কিহুং ময়ম চিও<br>ইলক চিক্যই কিম<br>34 জগেইপ<br>(বিভাগেই বেপে<br>চিও) | গিব্দি রবি<br>দিউক | 1              | 19   | 5      | 24                 | 03-04<br>December<br>2016 | 48       | গিব্দি রবি<br>দিউক-বিভাগেই<br>বেপে চিও                 | Mr. Md. Abdul Quader<br>Ms. Farida Yeasmin                           |
| 45.     | আবৃত্তি মডিউল<br>গ্নাং মগ্নমক ময়্য<br>কিহুং ময়ম চিও<br>ইলক চিক্যই কিম<br>35 জগেইপ<br>(বিভাগেই বেপে<br>চিও) | গিব্দি রবি<br>দিউক | 1              | 18   | 5      | 23                 | 05-06<br>December<br>2016 | 46       | গিব্দি রবি<br>দিউক-বিভাগেই<br>বেপে চিও                 | Dr. Md. Kamrul Hasan<br>Ms. Sharmin Shahria                          |
| 46.     | মগ্নমক মডিউল<br>কগ্নমগ্ন ময়ম<br>ইউজিকিই জই<br>আবৃত্তি চিও<br>ইইলক ইলক<br>চিক্যই কিম মিকি<br>কগ্নেই (4_ইপ)   | গিব্দি রবি<br>দিউক | 1              | 18   | -      | 18                 | 04-05<br>December<br>2016 | 36       | ডিইই বিই<br>ইইই/ইইই/ইইই/<br>বিইই/ডিইই<br>ইইই<br>কগ্নেই | Dr. Masudul Hoque Chy.<br>Mr. Md. Junaed Rahim                       |
| 47.     | মগ্নমক মডিউল<br>কগ্নমগ্ন ময়ম<br>ইউজিকিই জই<br>আবৃত্তি চিও<br>ইইলক ইলক<br>চিক্যই কিম মিকি<br>কগ্নেই (5গেইপ)  | গিব্দি রবি<br>দিউক | 1              | 19   | -      | 19                 | 07-08<br>December<br>2016 | 38       | ডিইই বিই<br>ইইই/ইইই/ইইই/<br>বিইই/ডিইই<br>ইইই<br>কগ্নেই | Dr. Kamrul Ahsan<br>Kazi Sonia Rahman                                |
| 48.     | আবৃত্তি মডিউল<br>গ্নাং মগ্নমক ময়্য<br>কিহুং ময়ম চিও<br>ইলক চিক্যই কিম<br>36 জগেইপ<br>(বিভাগেই বেপে<br>চিও) | গিব্দি রবি<br>দিউক | 1              | 22   | 6      | 28                 | 14-15<br>December<br>2016 | 56       | গিব্দি রবি<br>দিউক-বিভাগেই<br>বেপে চিও                 | Mr. Abdullah Al Mamun<br>Ms. Farida Yeasmin                          |

| SL. No. | Title of the Course   | Sponsor                | No. of Courses | Male | Female | Total Participants | Duration (Days)           | Man-days | Types of Participant  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|---|------------------------|----------------|------|--------|--------------------|---------------------------|----------|---|--|
| 49.     | AwfthiM ib®uñEi<br>gva'tg migmRK myjyv<br>KvhPitg mjamb cñZör<br>iel qK cñkyY tKim®<br>37 Zg e'ip (BDibqftbi<br>ibe®PZ cñZibieMY)   | gibyl i Rb"<br>diDtÜkb | 1              | 18   | 7      | 25                 | 17-18<br>December<br>2016 | 50       | gibyl i Rb"<br>diDtÜkb-BDibqftbi<br>ibe®PZ cñZibieMY                              | Mr. Ranjan Kumar Guha<br>Kazi Sonia Rahman                           |
| 50.     | AwfthiM ib®uñEi<br>gva'tg migmRK myjyv<br>KvhPitg mjamb cñZör<br>iel qK cñkyY tKim®<br>38 Zg e'ip (BDibqftbi<br>ibe®PZ cñZibieMY)   | gibyl i Rb"<br>diDtÜkb | 1              | 19   | 8      | 27                 | 19-20<br>December<br>2016 | 54       | gibyl i Rb"<br>diDtÜkb-BDibqftbi<br>ibe®PZ cñZibieMY                              | Mr. Newaz Ahmed Chy.<br>Ms. Fouzia Nasreen Sultana                   |
| 51.     | migmRK ibi vcEv<br>Kg®Pmgfn mjamb<br>ibñZKi tYi j tÿ"<br>AwfthiM cñZKvi<br>e'e'vcbr iel qK<br>cñkyY tKim®mi Kvi x<br>KgRZ®(6ö e'ip) | gibyl i Rb"<br>diDtÜkb | 1              | 15   | 3      | 18                 | 19-20<br>December<br>2016 | 36       | DcñRj v fiBm<br>tPqvi g'vb/tPqvi g'vb/<br>BDGbl /DcñRj v<br>cñK' ev'brqb<br>KgRZ® | Dr. S. J. Anowar Zahid<br>Mr. Benzir Ahmed                           |
| 52.     | AwfthiM ib®uñEi<br>gva'tg migmRK myjyv<br>KvhPitg mjamb cñZör<br>iel qK cñkyY tKim®<br>39 Zg e'ip (BDibqftbi<br>ibe®PZ cñZibieMY)   | gibyl i Rb"<br>diDtÜkb | 1              | 17   | 3      | 20                 | 21-22<br>December<br>2016 | 40       | gibyl i Rb"<br>diDtÜkb-BDibqftbi<br>ibe®PZ cñZibieMY                              | Ms. Nasima Akhter<br>Mr. Salah Uddin Ibne syed                       |
| 53.     | cvenñmi gva'tg `mi`<br>nimKi Y cñi Ki br<br>cñqY iel qK cñkyY<br>tKim®(23 Zg e'ip)  | PSSWRSP<br>LGED        | 1              | 29   | 13     | 42                 | 15-18<br>January<br>2017  | 168      | cvenm migmZf³<br>m`m`MY   | Dr. Kamrul Ahsan<br>Mr. Md. Anowar Hossain Bhy.                      |

| SL. No. | Title of the Course   | Sponsor                      | No. of Courses | Male | Female | Total Participants | Duration (Days)          | Man-days | Types of Participant  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|---|------------------------------|----------------|------|--------|--------------------|--------------------------|----------|---|--|
| 54.     | cvemtmí gva'íg`vii`<br>nmKiY cii Kí br<br>cñqY ñel qK cñk`yY<br>tKím®(24 Zg e'ip)   | PSSWRSP<br>LGED              | 1              | 25   | 11     | 36                 | 16-19<br>January<br>2017 | 144      | cvemm mignZF³<br>m`mMY  | Mr. Milan Kanti<br>Bhattacharjee<br>Ms. Sharmin Shahria              |
| 55.     | AurfthiM ub®unEi<br>gva'íg mignRK mjy'v<br>KihEitg mjamb cñZÖv<br>ñel qK cñk`yY tKím®<br>40 Zg e'ip<br>(BDibqñbi ñbeñPZ<br>cñZibñe) | gibñl i Rb`<br>diD:tÜkb      | 1              | 19   | 5      | 24                 | 21-22<br>January<br>2017 | 48       | gibñl i Rb`<br>diD:tÜkb-BDibqñbi<br>ñbeñPZ cñZibñeMY            | Dr. Shishir Kumar Munshi<br>Mr. Salah Uddin Ibne Syed                |
| 56.     | AurfthiM ub®unEi<br>gva'íg mignRK mjy'v<br>KihEitg mjamb cñZÖv<br>ñel qK cñk`yY tKím®<br>41Zg e'ip (BDibqñbi<br>ñbeñPZ cñZibñe)     | gibñl i Rb`<br>diD:tÜkb      | 1              | 18   | 5      | 23                 | 23-24<br>January<br>2017 | 46       | gibñl i Rb`<br>diD:tÜkb-BDibqñbi<br>ñbeñPZ cñZibñeMY            | Ms. Irin Parvin<br>Ms. Afrin Khan                                    |
| 57.     | AurfthiM ub®unEi<br>gva'íg mignRK mjy'v<br>KihEitg mjamb cñZÖv<br>ñel qK cñk`yY tKím®<br>42Zg e'ip (BDibqñbi<br>ñbeñPZ cñZibñe)     | gibñl i Rb`<br>diD:tÜkb      | 1              | 10   | 3      | 13                 | 25-26<br>January<br>2017 | 26       | gibñl i Rb`<br>diD:tÜkb-BDibqñbi<br>ñbeñPZ cñZibñeMY            | Sk. Mashudur Rahman<br>Mr. Junaed Rahim                              |
| 58.     | XiKv DEi imiU<br>Kñcñi kñbi ñbeñPZ<br>Kivñj i MñYi Rb`<br>ñibñq mi Kvi cññZ l<br>eñññKihEitg<br>AeññZKi Y Kgñj v<br>(1g e'ip)       | XiKv DEi<br>imiU<br>Kñcñi kb | 1              | 13   | 6      | 19                 | 08-11<br>January<br>2017 | 76       | XiKv DEi imiU<br>Kñcñi kñbi ñgñi,<br>Kivñj i l DañZb<br>KgñZñe; | Mr. Md. Shafiqul Islam<br>Mr. Benzir Ahmed                           |
| 59      | XiKv DEi imiU   | XiKv DEi                     | 1              | 18   | 6      | 24                 | 22-25                    | 96       | XiKv DEi imiU   | Dr. Swapan Kumar   |

| SL. No. | Title of the Course  | Sponsor                | No. of Courses | Male | Female | Total Participants | Duration (Days)           | Man-days | Types of Participant                                | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|------------------------|----------------|------|--------|--------------------|---------------------------|----------|---|--|
|         | Křc#i křbi ube#PZ<br>KřDřYj i MřYi Rb`<br>řbřq mi Kři cřřZ I<br>eřřKřhřg AemZKI Y<br>Kgřřj v (2q eřP)                        | řmř/<br>Křc#i kb       |                |      |        |                    | January<br>2017           |          | Křc#i křbi řgqi,<br>KřDřYj i I DřřZb<br>KgřřZř;     | Dasgupta<br>Ms. Fouzia Nasreen<br>Sultana                            |
| 60.     | Ařřřřm řb`řmřEi<br>gřřřg řmřřRK řjřřv<br>Křhřřg řjřmb cřřZřv<br>řel qK cřřřY řKřm`<br>43 Zg eřP (BĐřbřřbi<br>řbe#PZ cřřZřbř) | gřbřř i Rb`<br>dřĐřřKb | 1              | 15   | 4      | 19                 | 28-29<br>January<br>2017  | 38       | gřbřř i Rb`<br>dřĐřřKb-BĐřbřřbi<br>řbe#PZ cřřZřbřMY | Dr. Abdul Karim<br>Dr. Bimal Chandra<br>Karmakar                     |
| 61.     | Ařřřřm řb`řmřEi<br>gřřřg řmřřRK řjřřv<br>Křhřřg řjřmb cřřZřv<br>řel qK cřřřY řKřm`<br>44 Zg eřP (BĐřbřřbi<br>řbe#PZ cřřZřbř) | gřbřř i Rb`<br>dřĐřřKb | 1              | 19   | 2      | 21                 | 30-31<br>January<br>2017  | 42       | gřbřř i Rb`<br>dřĐřřKb-BĐřbřřbi<br>řbe#PZ cřřZřbřMY | Dr. Md. Shafiqul Islam<br>Ms. Sharmin Shahria                        |
| 62.     | cřemřmi gřřřg řmř`ř<br>řmřKi Y cřř ři bř<br>cřřqř řel qK cřřřY<br>řKřm` (25 Zg eřP)  | PSSWRSP<br>LGED        | 1              | 29   | 14     | 43                 | 04-07<br>February<br>2017 | 172      | cřemř řmřřřZřř<br>m`m`MY                            | Dr. Md. Mizanur Rahman<br>Ms. Fouzia Nasreen<br>Sultana              |
| 63.     | cřemřmi gřřřg řmř`ř<br>řmřKi Y cřř ři bř<br>cřřqř řel qK cřřřY<br>řKřm` (26 Zg eřP)  | PSSWRSP<br>LGED        | 1              | 30   | 16     | 46                 | 05-08<br>February<br>2017 | 184      | cřemř řmřřřZřř<br>m`m`MY                            | Dr. Abdul Karim<br>Mr. Md. Abdul Mannan                              |
| 64.     | cřemřmi gřřřg řmř`ř<br>řmřKi Y cřř ři bř<br>cřřqř řel qK cřřřY<br>řKřm` (27 Zg eřP)  | PSSWRSP<br>LGED        | 1              | 29   | 17     | 46                 | 11-14<br>February<br>2017 | 184      | cřemř řmřřřZřř<br>m`m`MY                            | Mr. Md. Abdul Quader<br>Ms. Afirn Khan                               |
| 65      | cřemřmi gřřřg řmř`ř  | PSSWRSP                | 1              | 33   | 9      | 42                 | 26                        | 168      | cřemř řmřřřZřř                                      | Dr. Shishir Kumar Munshi   |





| SL. No. | Title of the Course                    | Sponsor  | No. of Courses | Male | Female | Total Participants | Duration (Days)         | Man-days | Types of Participant                    | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|--|----------------|------|--------|--------------------|-------------------------|----------|---|--|
|         | <b>Courses</b>                         |  |                |      |        |                    |                         |          |   |  |
| 1.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | ইবিএলসিএসসিএস<br>ইউইসইমইবি   | 1              | 21   | -      | 21                 | 06 August<br>2016       | 21       | ইবিএলসিএসসিএস<br>ইউইসইমইবি<br>ইবিএলসিএস | Ms. Saifun Nahar   |
| 2.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | সিএডব্লিউ<br>জিএফইউইএস   | 1              | 26   | -      | 26                 | 08 August<br>2016       | 26       | সিএডব্লিউ<br>জিএফইউইএস<br>ইউইসইমইবি     | Ms. Fouzia Nasreen<br>Sultana  |
| 3.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | ইএমজিএসসিএস<br>জিএফইউইএস   | 1              | 20   | 6      | 26                 | 30 August<br>2016       | 26       | ইএমজিএসসিএস<br>জিএফইউইএস<br>ইউইসইমইবি   | Mr. Ranjan Kumar Guha  |
| 4.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | Institute of<br>Child of<br>Mother Health<br>Matuail,<br>Dhaka     | 1              | 26   | 14     | 40                 | 27<br>September<br>2016 | 40       | ইএমজিএসসিএস<br>জিএফইউইএস                | Ms. Saifun Nahar   |
| 5.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | ইবিএলসিএসসিএস<br>ইউইসইমইবি   | 1              | 26   | -      | 26                 | 17 October<br>2016      | 26       | ইবিএলসিএসসিএস<br>ইউইসইমইবি<br>ইবিএলসিএস | Mr. Ranjan Kumar Guha  |
| 6.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | Institute of<br>Child &<br>Mother Health<br>Matuail,<br>Dhaka      | 1              | 25   | 15     | 40                 | 18 October<br>2016      | 40       | ইএমজিএসসিএস<br>জিএফইউইএস                | Ms. Saifun Nahar   |
| 7.      | এইচডিপি ক্রিয়াকলাপ<br>আইনজিকিইয়োগমপি | BDS Students<br>of Dental<br>Unit. Syhlet<br>MAG Osmani<br>Medical | 1              | 30   | 15     | 45                 | 15<br>November<br>2016  | 45       | Student of Dental<br>Unite              | Ms. Saifun Nahar   |

| SL. No. | Title of the Course             | Sponsor   | No. of Courses | Male | Female | Total Participants | Duration (Days)        | Man-days | Types of Participant   | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|---------------------------------|---|----------------|------|--------|--------------------|------------------------|----------|--|--|
|         |                                 | Collage   |                |      |        |                    |                        |          |  |  |
| 8.      | ewtWp KihPug<br>AeinZKi Y KgmiP | Institute of<br>Child &<br>Mother<br>Health<br>Matuail,<br>Dhaka  | 1              | 30   | 10     | 40                 | 19<br>December<br>2016 | 40       | ewmGm ~P~<br>K'vWti i KgRZPe;                                    | Dr. Bimal Chandra<br>Karmakar  |
| 9.      | ewtWp KihPug<br>AeinZKi Y KgmiP | Bangladesh<br>Bank  | 1              | 50   | 15     | 65                 | 25<br>January<br>2017  | 65       | eisj vt`k e`isk-Gi<br>beibhy mrvKvi x<br>cwi Pij KMY             | Dr. Bimal Chandra<br>Karmakar  |
| 10.     | ewtWp KihPug<br>AeinZKi Y KgmiP | Institute of<br>Child &<br>Mother<br>Health,<br>Matuail,<br>Dhaka | 1              | 60   | 20     | 80                 | 31<br>January<br>2017  | 80       | ewmGm ~P~<br>K'vWti i KgRZPe;                                    | Dr. Bimal Chandra<br>Karmakar  |
| 11.     | ewtWp KihPug<br>AeinZKi Y KgmiP | tbvqLvj x<br>cuj k tUlbs<br>tmUvi                                 | 1              | 20   | -      | 20                 | 08<br>February<br>2017 | 20       | ibi mtcuj k cwi`kR<br>I mtrRuj cuj k<br>tUlbs tmUvi<br>tbvqLvj x | Dr. Bimal Chandra<br>Karmakar  |
| 12.     | ewtWp KihPug<br>AeinZKi Y KgmiP | XiKv Kij R  | 1              | 60   | -      | 60                 | 10<br>February<br>2017 | 60       | XiKv Kij tRi<br>BwZnm weftMi QvT-<br>QvTxe;                      | Dr. Bimal Chandra<br>Karmakar  |
| 13.     | ewtWp KihPug<br>AeinZKi Y KgmiP | South-East<br>University,<br>Dhaka                                | 1              | 32   | 13     | 45                 | 16<br>February<br>2017 | 45       | Students of South-<br>East University                            | Dr. Bimal Chandra<br>Karmakar  |
| 14.     | ewtWp KihPug<br>AeinZKi Y KgmiP | Army Head<br>quater,<br>Dhaka                                     | 1              | 19   | -      | 19                 | 20<br>February<br>2017 | 19       | Student Officers<br>Basic Intelligence<br>Course-57              | Mr. Milan Kanti<br>Bhattacharjee                                     |
| 15.     | ewtWp KihPug<br>AeinZKi Y KgmiP | Institute of<br>Child &<br>Mother<br>Health,                      | 1              | 26   | 14     | 40                 | 06 April<br>2017       | 40       | ewmGm ~P~<br>K'vWti i KgRZPe;                                    | Dr. Bimal Chandra<br>Karmakar  |

| SL. No.     | Title of the Course   | Sponsor                                 | No. of Courses | Male       | Female     | Total Participants | Duration (Days)          | Man-days   | Types of Participant                           | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|-------------|---|---|----------------|------------|------------|--------------------|--------------------------|------------|--|--|
|             |   | Matuail,<br>Dhaka                       |                |            |            |                    |                          |            |  |  |
| 16.         | খাদ্য নিরাপত্তা<br>আইনজীবন  | Bangladesh<br>Agriculture<br>University | 1              | 11         | 6          | 17                 | 26 April<br>2017         | 17         | কৃষি মন্ত্রণালয়<br>আইন-জীবন<br>কোর্স          | Dr. Bimal Chandra Karmakar   |
| 17.         | খাদ্য নিরাপত্তা<br>আইনজীবন  | Bangladesh<br>Agriculture<br>University | 1              | 75         | 32         | 107                | 27 April<br>2017         | 107        | কৃষি মন্ত্রণালয়<br>আইন-জীবন<br>কোর্স          | Dr. Bimal Chandra Karmakar   |
|             | <b>Sub-Total:</b>   |   | <b>17</b>      | <b>557</b> | <b>160</b> | <b>717</b>         |                          | <b>717</b> |  |  |
| <b>3.</b>   | <b>Guided Visit<br/>Programme</b>                                     |   |                |            |            |                    |                          |            |  |  |
| 1.          | Visit Programme of<br>Director General<br>and Director's of<br>CIRDAP | BARD,<br>CIRDAP                         | 1              | 6          | -          | 6                  | 02-03<br>October<br>2016 | 12         | Director General<br>and Directors of<br>CIRDAP | Mr. Ranjan Kumar Guha  |
|             | <b>Sub-Total:</b>   |   | <b>1</b>       | <b>6</b>   | <b>-</b>   | <b>6</b>           |                          | <b>12</b>  |  |  |
| <b>VII.</b> | <b>Workshop/Seminar/Conference</b>                                    |   |                |            |            |                    |                          |            |  |  |
| <b>1.</b>   | <b>Workshop</b>   |   |                |            |            |                    |                          |            |  |  |
| 1.          | Training Module<br>Development<br>Workshop                            | Manusher<br>Janno<br>Foundation         | 1              | 34         | 7          | 41                 | 12 August<br>2016        | 41         | খাদ্য নিরাপত্তা<br>গবেষণা<br>আইনজীবন<br>কোর্স  | Dr. Kamrul Ahsan<br>Ms. Fouzia Nasreen<br>Sultana                    |
| 2.          | গবেষণা<br>কর্মসূচী<br>(GUAIB) তৈরির<br>আইনজীবন<br>কোর্স               | GUAIB<br>তৈরির<br>আইনজীবন<br>কোর্স      | 1              | 20         | 2          | 22                 | 30-31 May<br>2017        | 44         | খাদ্য নিরাপত্তা<br>কোর্স                       | Mr. Md. Shafiqul Islam<br>Sk. Mashudur Rahman                        |
| 3.          | গবেষণা<br>কর্মসূচী<br>আইনজীবন<br>কোর্স                                | জীবন<br>গবেষণা<br>কোর্স                 | 1              | 140        | 30         | 170                | 18 June<br>2017          | 170        | মি. কবি<br>ডক্টর<br>কোর্স                      | Dr. Md. Shafiqul Islam   |

| SL. No.      | Title of the Course   | Sponsor         | No. of Courses | Male       | Female    | Total Participants | Duration (Days)     | Man-days   | Types of Participant  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|--------------|---|-----------------|----------------|------------|-----------|--------------------|---------------------|------------|---|--|
|              | <i>Kul R cKti i mibv<br/>KgRij v</i>  |                 |                |            |           |                    |                     |            |   |  |
|              | <b>Sub-Total:</b>   |                 | <b>3</b>       | <b>194</b> | <b>39</b> | <b>233</b>         |                     | <b>255</b> |   |  |
| <b>2.</b>    | <b>Seminar</b>  |                 |                |            |           |                    |                     |            |   |  |
| 1.           | Seminar on Research Highlights of BARD: 2017  | BARD            | 1              | 39         | 5         | 44                 | 19 June 2017        | 44         | <i>ewl R Ab'ib' ms'vi<br/>KgRZle;</i>   | Dr. Kamrul Ahsan<br>Ms. Fouzia Nasreen Sultana<br>Ms. Rakhi Nandi    |
|              | <b>Sub-Total:</b>   |                 | <b>1</b>       | <b>39</b>  | <b>5</b>  | <b>44</b>          |                     | <b>44</b>  |   |  |
| <b>3.</b>    | <b>Conference</b>   |                 |                |            |           |                    |                     |            |   |  |
| 1.           | 49 <sup>th</sup> Annual Planning Conference   | BARD            | 1              | 70         | 12        | 82                 | 20-21 July 2016     | 164        | <i>ewl R KgRZle; I<br/>mi Kmi /temi Kmi<br/>clZoti D'P I<br/>ga'g chiqi<br/>KgRZle;</i> | Dr. Swapan Kumar Dasgupta<br>Mr. Benzir Ahmed<br>Kazi Sonia Rahman   |
|              | <b>Sub-Total:</b>   |                 | <b>1</b>       | <b>70</b>  | <b>12</b> | <b>82</b>          |                     | <b>164</b> |   |  |
| <b>VIII.</b> | <b>Project Level Course</b>   |                 |                |            |           |                    |                     |            |   |  |
| <b>1.</b>    | <b>BARD Action Research Project Courses</b>   |                 |                |            |           |                    |                     |            |   |  |
| 1.           | <i>ewl R cmi Ki br<br/>mt'g b (2016-17)</i>   | WEINIP,<br>BARD | 1              | 35         | 205       | 240                | 10 August 2016      | 240        | <i>gukAvC D cKti i<br/>mgl j ifiMMY I<br/>ewl R KgRZle;</i>                             | Ms. Nasima Akhter<br>Ms. Saifun Nahar                                |
| 2.           | <i>KYviki I nek'iki<br/>ii em Dcj ty' ubhZb<br/>clZti va I AwaKvi<br/>Dbqib mIMVtbi<br/>Ki Yiq kul R KgRij v</i>      | WEINIP,<br>BARD | 1              | 05         | 50        | 55                 | 10 October 2017     | 55         | <i>gukAvC D cKti i<br/>mgl j ifiMMY</i>   | Ms. Nasima Akhter<br>Ms. Saifun Nahar                                |
| 3.           | <i>cmi emi K ubhZb<br/>clZti va/OU I<br/>AurthiM ubi mb cluqv<br/>Ges AMni AvBub<br/>ik'yi nel qK cik'Y<br/>iKim'</i> | WEINIP,<br>BARD | 1              | -          | 24        | 24                 | 01-03 November 2016 | 72         | <i>gukAvC D cKti i<br/>mgl j ifiMMY</i>   | Ms. Nasima Akhter<br>Ms. Saifun Nahar                                |
| 4.           | <i>cRbb 'f', Li' cD</i>   | WEINIP,         | 1              | -          | 24        | 24                 | 13-16               | 96         | <i>ewl R g'Wj 'g,</i>   | Ms. Nasima Akhter  |

| SL. No. | Title of the Course  | Sponsor  | No. of Courses | Male | Female | Total Participants | Duration (Days)             | Man-days | Types of Participant                                  | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|---------|--|--|----------------|------|--------|--------------------|-----------------------------|----------|---|--|
|         | l cmi tek Dbqbb<br>iel qK clikyY tKim®   | BARD   |                |      |        |                    | November<br>2016            |          | gukAvcd I mufwinc<br>cKif³ Gjikvi<br>ie`yj tqi ikYKMY | Ms. Farida Yeasmin   |
| 5.      | iekjgibewaKvi I<br>imtiWv ir em Dcj ty`<br>ihSZK Ges brix I iki<br>ibhfZb cIZti va msiko<br>tj iKR agifms`uZK<br>Kihpig iel qK clikyY<br>KgRij v | WEINIP,<br>BARD  | 1              | 02   | 37     | 39                 | 28<br>December<br>2016      | 39       | gukAvcd cKif i<br>m`m`e`                              | Ms. Nasima Akhter<br>Ms. Farida Yeasmin                              |
| 6.      | 8 gipAvSRuZK brix<br>ir em Dcj ty` brix I<br>iki t` i AaKvi Dbqbb<br>Ges ibhfZb cIZti va<br>Mlg msMVibi figKv<br>kxR clikyY KgRij v              | WEINIP<br>BARD   | 1              | 17   | 48     | 65                 | 08 March<br>2017            | 65       | gukAvcd cKif³<br>m`m`e` I etWP<br>KgRZPKgPv`ie`       | Mrs. Nasima Akhter<br>Ms. Farida Yeasmin                             |
| 7.      | bixi` i Avq exIZ<br>Mitgum gibcdKpms<br>Kihpig I Dt`v³v<br>Dbqbb iel qK clikyY<br>tKim`  | WEINIP,<br>BARD  | 1              | -    | 26     | 26                 | 14-18 May<br>2017           | 130      | mufwincF³ I<br>gukAvcd cKif i<br>msj tFiMMY           | Ms. Nasima Akhter<br>Ms. Farida Yeasmin                              |
| 8.      | KiruDvvi Pj b,<br>tgievBj mufms Ges<br>cij ms`yZv Dbqbb<br>iel qK clikyY tKim`   | WEINIP,<br>BARD  | 1              | -    | 30     | 30                 | 23-25 May<br>2017           | 90       | gukAvcd cKif i<br>msj tFiMMY                          | Ms. Nasima Akhter<br>Ms. Farida Yeasmin                              |
| 9.      | KiruDvvi nWpq`vi<br>tgBbtUb`vY, tBUI qmKs<br>I Utej` i`Us iel qK<br>clikyY tKim`   | B-cmi I`<br>cKif<br>eW®  | 1              | 15   | -      | 15                 | 28 May –<br>06 June<br>2017 | 150      | tRvo Kivb (ce)<br>BDibqbtbi msj tFiMx<br>Zi`bMY       | Ms. Afrin Khan<br>Kazi Foyez Ahmed                                   |
| 10.     | temK KiruDvvi<br>GwicKkb I AvBimU<br>iel qK clikyY tKim®<br>(1g e`iP)  | Rural<br>Livelihood<br>Improvement<br>Through<br>Village Based | 1              | 10   | 20     | 30                 | 11 - 15<br>June 2017        | 150      | jvBfuj uW<br>Bgc`f`gU cKif i<br>msj tFiMMY            | Mr. Abdullah Al Mamun<br>Ms. Afrin Khan                              |

| SL. No.   | Title of the Course  | Sponsor  | No. of Courses | Male        | Female      | Total Participants | Duration (Days)      | Man-days     | Types of Participant                              | Course Director/<br>Asso. Course Director/<br>Asstt. Course Director |
|-----------|--|--|----------------|-------------|-------------|--------------------|----------------------|--------------|---|--|
|           |  | Organisation and Union Parishad Project  |                |             |             |                    |                      |              |   |  |
| 11.       | ইমক কিউডিবি<br>গুরুত্বপূর্ণ অবিভাজিত<br>মৌলিক চাকর্য তক্রম<br>(২৭ এপি) | Rural Livelihood Improvement Through Village Based Organisation and Union Parishad Project | 1              | 9           | 21          | 30                 | 18 - 22<br>June 2017 | 150          | জীবন উন্নয়ন<br>ব্যক্তিগত চাকরি<br>মসজিদ কর্মসূচি | Mr. Abdullah Al Mamun<br>Ms. Afrin Khan                              |
| 12.       | মফিজুল আলম<br>ইমক চাকর্য<br>তক্রম                                      | এমসিও<br>লিগি<br>চক্রি   | 1              | 14          | 11          | 25                 | 12 - 13<br>June 2017 | 50           | মফিজুল আলম<br>চক্রি<br>লিগি কর্মসূচি              | Dr. Bimal Chandra Karmakar   |
|           | <b>Sub-Total:</b>  |  | <b>12</b>      | <b>107</b>  | <b>496</b>  | <b>603</b>         |                      | <b>1287</b>  |   |  |
| <b>2.</b> | <b>Course Conducted by KTCCA Ltd./ TTDC</b>                            |  |                |             |             |                    |                      |              |   |  |
|           | <b>Grand Total:</b>  |  | <b>137</b>     | <b>3761</b> | <b>1735</b> | <b>5496</b>        |                      | <b>62536</b> |   |  |

## Training/Orientation Programmes Organised by the Faculty Members in 2016-17

| Sl. No.   | Name of the Faculty Members    | Number of Course Organised         |                             |                  | Training Session Conducted | Training Class/Session                   |   |                |             |            |
|-----------|--------------------------------|------------------------------------|-----------------------------|------------------|----------------------------|--|---|----------------|-------------|------------|
|           |                                | Orientation/Project Level Training | Workshop/Seminar/Conference | Training Courses |                            | Project Level Training Session Conducted | Book Review/Field Study/Session Chairperson | Rappor-teuring | Field Guide | Total      |
| 1         | 2                              | 3                                  | 4                           | 5                | 6                          | 7  | 8   | 9              | 10          | 11         |
| <b>A.</b> | <b>Director General</b>        |                                    |                             |                  |                            |  |   |                |             |            |
| 1.        | Mr. M. Maududur Rashid Safdar  | -                                  | -                           | -                | 44                         | 4  | -   | -              | -           | 48         |
|           | <b>Sub-total:</b>              | -                                  | -                           | -                | <b>44</b>                  | <b>4</b>                                 | -   | -              | -           | <b>48</b>  |
| <b>B.</b> | <b>Addl. Director General</b>  |                                    |                             |                  |                            |  |   |                |             |            |
| 1.        |                                | -                                  | -                           | -                | -                          | -  | -   | -              | -           | -          |
|           | <b>Sub-total:</b>              | -                                  | -                           | -                | -                          | -  | -   | -              | -           | -          |
| <b>C.</b> | <b>Training Division</b>       |                                    |                             |                  |                            |  |   |                |             |            |
| 1.        | Dr. Swapan Kumar Dasgupta      | -                                  | 1                           | 4                | 123                        | -  | 20  | -              | -           | 148        |
| 2.        | Mr. Ranjan Kumar Guha          | 3                                  | -                           | 5                | 115                        | -  | 20  | 2              | -           | 145        |
| 3.        | Mr. Salah Uddin Ibne Syed      | -                                  | -                           | 7                | 39                         | -  | 5   | -              | 17          | 68         |
| 4.        | Ms. Saifun Nahar               | 7                                  | -                           | 4                | 13                         | -  | -   | 1              | 13          | 38         |
| 5.        | Dr. Bimal Chandra Karmakar     | 10                                 | -                           | 6                | 9                          | 3  | -   | 1              | 22          | 51         |
|           | <b>Sub-total:</b>              | <b>20</b>                          | <b>1</b>                    | <b>26</b>        | <b>299</b>                 | <b>3</b>                                 | <b>45</b>                                   | <b>4</b>       | <b>52</b>   | <b>450</b> |
| <b>D.</b> | <b>Administration Division</b> |                                    |                             |                  |                            |  |   |                |             |            |
| 1.        | Dr. Kamrul Ahsan               | -                                  | 3                           | 4                | 125                        | -  | 20  | -              | -           | 152        |
| 2.        | Mr. Milan Kanti Bhattacharjee  | 1                                  | -                           | 6                | 107                        | -  | 20  | 1              | 5           | 140        |
| 3.        | Shekh Masudur Rahman           | -                                  | 1                           | 3                | 28                         | -  | 14  | -              | 7           | 53         |
| 4.        | Kazi Sonia Rahman              | -                                  | 1                           | 7                | 52                         | 5  | -   | -              | 15          | 80         |
| 5.        | Mr. Md. Nazmul Kabir           | -                                  | -                           | -                | 22                         | -  | -   | -              | 14          | 36         |
| 6.        | Mrs. Sharmin Shahria           | -                                  | 1                           | 6                | 1                          | -  | -   | -              | -           | 8          |
| 7.        | Kazi Foyez Ahmed               | 1                                  | -                           | -                | -                          | -  | -   | -              | -           | 1          |
| 8.        | Mr. Md. Saleh Ahamed           | -                                  | -                           | -                | -                          | -  | -   | -              | -           | -          |
| 9.        | Mr. Abdullah Al Mamun          | -                                  | -                           | -                | -                          | -  | -   | -              | -           | -          |
| 10.       | Dr. Tanzim Shataz              | -                                  | -                           | -                | -                          | -  | -   | -              | -           | -          |
| 11.       | Mr. Faruk Hossain              | -                                  | -                           | -                | -                          | -  | -   | -              | -           | -          |
|           | <b>Sub-total:</b>              | <b>2</b>                           | <b>6</b>                    | <b>26</b>        | <b>335</b>                 | <b>5</b>                                 | <b>54</b>                                   | <b>1</b>       | <b>41</b>   | <b>470</b> |

| Sl. No.   | Name of the Faculty Members                                  | Number of Course Organised                |                                     |                     | Training Class/Session           |   |  |                    |                |            |
|-----------|--|---|-------------------------------------|---------------------|----------------------------------|---|--|--------------------|----------------|------------|
|           |  | Orientation/<br>Project Level<br>Training | Workshop/<br>Seminar/<br>Conference | Training<br>Courses | Training<br>Session<br>Conducted | Project Level<br>Training<br>Session<br>Conducted | Book Review/<br>Field Study/<br>Session<br>Chairperson | Rappor-<br>teuring | Field<br>Guide | Total      |
| 1         | 2  | 3   | 4                                   | 5                   | 6                                | 7   | 8  | 9                  | 10             | 11         |
| <b>E.</b> | <b>Project Division</b>                                      |   |                                     |                     |                                  |   |  |                    |                |            |
| 1.        | Mr. Md. Mizanur Rahman                                       | -   | -                                   | 3                   | 110                              | -   | 20   | -                  | -              | 133        |
| 2.        | Mr. Abdul Karim  | -   | -                                   | 8                   | 105                              | -   | 20   | 1                  | 5              | 139        |
| 3.        | Mr. Md. Tanvir Ahmed   | -   | -                                   | 1                   | 1                                | -   | -  | -                  | 1              | 3          |
| 4.        | Mr. Anas Al Islam  | -   | -                                   | 1                   | -                                | -   | -  | -                  | 1              | 2          |
|           | <b>Sub-total:</b>  | -   | -                                   | <b>13</b>           | <b>216</b>                       | -   | <b>40</b>  | <b>1</b>           | <b>7</b>       | <b>277</b> |
| <b>F.</b> | <b>Research Division</b>                                     |   |                                     |                     |                                  |   |  |                    |                |            |
| 1.        | Dr. Kamrul Ahsan   | -   | -                                   | -                   | -                                | -   | -  | -                  | -              | -          |
| 2.        | Mr. Newaz Ahmed Chowdhury                                    | -   | -                                   | 5                   | 67                               | 2   | 20   | 2                  | 4              | 100        |
| 3.        | Mr. Abdullah Al Hossain                                      | -   | -                                   | 1                   | -                                | -   | -  | 2                  | 1              | 4          |
| 4.        | Ms. Rakhi Nandi  | -   | 1                                   | -                   | -                                | 4   | -  | -                  | -              | 5          |
|           | <b>Sub-total:</b>  | -   | <b>1</b>                            | <b>6</b>            | <b>67</b>                        | <b>6</b>  | <b>20</b>  | <b>4</b>           | <b>5</b>       | <b>109</b> |
| <b>G.</b> | <b>Rural Economics &amp; Mgt. Divn.</b>                      |   |                                     |                     |                                  |   |  |                    |                |            |
| 1.        | Dr. Md. Shafiqul Islam                                       | -   | 1                                   | 3                   | 112                              | -   | 20   | -                  | 2              | 138        |
| 2.        | Dr. Md. Mizanur Rahman                                       | -   | -                                   | 5                   | 80                               | -   | 20   | 1                  | 2              | 108        |
| 3.        | Mr. Benzir Ahmed   | -   | 11                                  | 8                   | 47                               | -   | -  | 2                  | 12             | 80         |
| 4.        | Dr. Jillur Rahaman Paul                                      | -   | -                                   | 6                   | 56                               | -   | -  | 1                  | 17             | 80         |
| 5.        | Mr. Md. Abu Taleb  | -   | -                                   | -                   | 1                                | -   | -  | -                  | -              | 1          |
| 6.        | Mr. Md. Sharifur Rahman                                      | -   | -                                   | 1                   | -                                | -   | -  | -                  | -              | 1          |
|           | <b>Sub-total:</b>  | -   | <b>12</b>                           | <b>23</b>           | <b>296</b>                       | -   | <b>40</b>  | <b>4</b>           | <b>33</b>      | <b>408</b> |
| <b>H.</b> | <b>Rural Education &amp; Social<br/>Development Division</b> |   |                                     |                     |                                  |   |  |                    |                |            |
| 1.        | Dr. Masudul Hoq Chowdhury                                    | -   | -                                   | 4                   | 95                               | -   | 20   | -                  | -              | 119        |
| 2.        | Mr. Md. Abdullah Al Mamun                                    | 2   | -                                   | 5                   | 85                               | 6   | 20   | 1                  | 2              | 121        |
| 3.        | Mr. Md. Abdul Mannan   | -   | -                                   | 8                   | 18                               | -   | 4  | -                  | 11             | 41         |
| 4.        | Ms. Afrin Khan   | 3   | -                                   | 9                   | 36                               | 7   | -  | 4                  | 31             | 90         |
|           | <b>Sub-total:</b>  | <b>5</b>                                  | -                                   | <b>26</b>           | <b>234</b>                       | <b>13</b>   | <b>44</b>  | <b>5</b>           | <b>44</b>      | <b>371</b> |

| Sl. No. | Name of the Faculty Members  | Number of Course Organised                |                                     |                     | Training Class/Session           |   |  |                    |                |             |
|---------|--|---|-------------------------------------|---------------------|----------------------------------|---|--|--------------------|----------------|-------------|
|         |  | Orientation/<br>Project Level<br>Training | Workshop/<br>Seminar/<br>Conference | Training<br>Courses | Training<br>Session<br>Conducted | Project Level<br>Training<br>Session<br>Conducted | Book Review/<br>Field Study/<br>Session<br>Chairperson | Rappor-<br>teuring | Field<br>Guide | Total       |
| 1       | 2  | 3   | 4                                   | 5                   | 6                                | 7   | 8  | 9                  | 10             | 11          |
|         | <b>Rural Sociology &amp; Demography<br/>Division</b>               |   |                                     |                     |                                  |   |  |                    |                |             |
| 1.      | Dr. Md. Abdul Hamid  | -   | -                                   | 1                   | 27                               | -   | 11   | 2                  | -              | 41          |
| 2.      | Dr. Md. Kamrul Hasan   | -   | -                                   | 4                   | 97                               | -   | 20   | 1                  | -              | 122         |
| 3.      | Ms. Nasima Akhter  | 8   | -                                   | 6                   | 91                               | -   | 20   | -                  | 3              | 128         |
| 4.      | Ms. Irin Parvin  | -   | -                                   | 3                   | 32                               | -   | 12   | 1                  | -              | 48          |
| 5.      | Mr. Md. Junaed Rahim   | -   | -                                   | 8                   | 35                               | -   | -  | 4                  | 9              | 56          |
|         | <b>Sub-total:</b>  | <b>8</b>                                  | <b>-</b>                            | <b>22</b>           | <b>282</b>                       | <b>-</b>  | <b>63</b>  | <b>8</b>           | <b>12</b>      | <b>395</b>  |
|         | <b>J. Agriculture &amp; Environment<br/>Division</b>               |   |                                     |                     |                                  |   |  |                    |                |             |
| 1.      | Dr. A. K. Sharifullah  | -   | -                                   | 3                   | 135                              | -   | 20   | -                  | -              | 158         |
| 2.      | Mr. Abul Kalam Azad  | -   | -                                   | 6                   | 86                               | -   | 20   | 1                  | 4              | 117         |
| 3.      | Dr. Shishir Kumar Munshi   | -   | -                                   | 4                   | 75                               | 2   | 18   | 1                  | 3              | 103         |
| 4.      | Mr. Md. Anowar Hosain Bhuyan                                       | -   | -                                   | 5                   | 35                               | -   | 1  | -                  | 20             | 61          |
| 5.      | Mr. Md. Reaz Mahmud  | -   | -                                   | 4                   | 3                                | -   | -  | 1                  | 17             | 25          |
| 6.      | Mr. Kamrul Hasan   | -   | -                                   | 1                   | -                                | -   | -  | -                  | -              | 1           |
| 7.      | Mr. Md. Babu Hossain   | -   | -                                   | -                   | -                                | -   | -  | -                  | -              | -           |
|         | <b>Sub-total:</b>  | <b>-</b>                                  | <b>-</b>                            | <b>23</b>           | <b>334</b>                       | <b>2</b>  | <b>59</b>  | <b>3</b>           | <b>44</b>      | <b>465</b>  |
|         | <b>K. Rural Administration &amp; Local<br/>Government Division</b> |   |                                     |                     |                                  |   |  |                    |                |             |
| 1.      | Mr. Md. Shafiqul Islam   | -   | 1                                   | 5                   | 120                              | -   | 20   | -                  | -              | 146         |
| 2.      | Mr. Md. Abdul Quader   | -   | -                                   | 6                   | 99                               | -   | 20   | -                  | 4              | 129         |
| 3.      | Ms. Fouzia Nasreen Sultana   | 1   | 2                                   | 8                   | 52                               | -   | 2  | 2                  | 13             | 80          |
| 4.      | Ms. Azma Mahmuda   | -   | -                                   | 4                   | 29                               | -   | -  | -                  | 6              | 39          |
| 5.      | Ms. Farida Yeasmin   | 2   | -                                   | 5                   | 3                                | -   | -  | -                  | 16             | 26          |
|         | <b>Sub-total:</b>  | <b>3</b>                                  | <b>3</b>                            | <b>28</b>           | <b>303</b>                       | <b>-</b>  | <b>42</b>  | <b>2</b>           | <b>39</b>      | <b>420</b>  |
|         | <b>Grand Total<br/>(A+B+C+D+E+F+G+H+I+J+K):</b>                    | <b>38</b>                                 | <b>23</b>                           | <b>193</b>          | <b>2410</b>                      | <b>33</b>   | <b>407</b>   | <b>32</b>          | <b>277</b>     | <b>3413</b> |



**CHAPTER – THREE**  
**ANNUAL REPORT ON RESEARCH**  
**2016-17**



### **3.1 Introduction**

Rural development is a multi dimensional issue that includes the well being of the rural people. In Bangladesh most of the development interventions were targeted to increase the standard of living of the people of rural areas. The rural areas of Bangladesh still need development interventions. Research, in this regard, plays the most vital role for identifying the prevailing socio-economic problems of the rural areas. Research could give a concrete way out to the solutions of the rural problems. BARD has been playing a significant role since its inception through conducting effective research in the field of rural development. Some successful rural development interventions were undertaken in this country through the recommendations of a number of researches conducted by BARD in the sixties and the seventies. Literally research helps generate new knowledge and thus recasts, refurbishes and modifies theories. In fact, social research looks for viable solutions to prevailing social problems.

The Academy is mandated to conduct researches on diversified socio-economic issues of the country. The major purpose of the researches of BARD is to bring viable and sustainable development of the rural areas. The Academy emphasises on the participation of the rural people in the development activities and believes that their problems should be viewed from their point of view. The feedback of the rural poor is emphasised in the research activities of the Academy. The research at BARD is sometimes action-oriented leading to action research/pilot projects. The renowned “*Comilla Model*” was the result of the action researches of the Academy that changed the rural scenario of the country radically. Existing projects are also evaluated through research programmes that help to modify or upgrade the project activities. The research findings and results of pilot experimentations provide valuable data and information to the policy planners for formulating rural development programmes and strategies. The Faculty Members use research findings as training materials and share their views with the trainees, which enriches the training programmes of the Academy and helps the participants to be equipped with the knowledge of real situation of rural areas.

### **3.2 Research Plan and Implementation**

The researches of BARD are under taken through following definite steps. The process generally starts with submitting research proposal to Research Division and ends with the publication. The Faculty Members of BARD conduct researches on various socio-economic problems every year in keeping with their fields of specialisation. Research Division (RD) of BARD coordinates, advises, collaborates and provides necessary intellectual and logistic supports to the researchers. The Division enjoys the status of a service division with strength of 25 personnel. Prior to the Annual Planning Conference (APC), the Division invites research proposals from the Faculty Members through a pre-structured proforma. Accordingly, research issues

and proposals are initiated individually or jointly by them and submitted to the Research Division for consideration in the next year's research plan. The Division then refers the proposals to the Annual Planning Conference (APC) for seeking opinion of invited professionals, academicians, policy planners, research collaborators from various national as well as international organisations. After a thorough discussion on the proposals by the learned participants, these are provisionally recommended for inclusion in the research plan. The collaborative research proposals from other agencies are also considered in the APC for inclusion in the next year's plan. After inclusion in the plan, the concerned researchers prepare their research proposals and present the proposals in the Faculty Council Meeting of BARD. Incorporating the suggestions of the Faculty Council Meeting and review of the proposal, the proposal is processed for approval by the Director General of BARD. Prior to the planning exercise, the working paper on the research activities of the previous year is also presented in the conference and the participants also review the progress of research studies.

### **3.3 Research Budget and Collaboration**

The research activities of the Academy are mostly performed under the revenue budget received from the government on an annual basis. It also conducts collaborative research with financial support from different national and development partners.

### **3.4 Dissemination of Research Findings**

The research findings of the academy assist the policy planners by providing grass-roots data and feedback on rural problems with their casual factors and probable solutions. On an average, BARD generally conducts 10 researches every year addressing issues and problems of rural development. The findings of the researches are disseminated through organising seminars and workshops so that BARD could share its experiences with the policy planners. Moreover, the research

*BARD has recently organised a Seminar on Research Highlights where 10 research papers were presented by the respective researchers. Mr Abul Kalam Azad, Principal Coordinator, SDGs, Prime Minister's Office inaugurated the seminar. In total, 44 Officials from different GOs and NGOs including BARD participated in the Seminar.*

results of the Academy are disseminated through publishing reports, newsletters and journals. In the reporting period, printed research reports, annual report, annual plan, BARD newsletters (both Bangla and English) and special news bulletin have been circulated to different universities, research institutes, government departments, ministries and other think tank organisations. A list of major publications during the last year is attached in **Annexure- 1**.

### 3.5 Research Progress 2016-2017

During the financial year 2015-16 and 2016-17 a total of 11 completed research reports were submitted to the research division and those are now under different stages. The list of these completed researches is given in Table - 1:

**Table 1: List of Completed Research during 2015-2016 and 2016-2017**

| Sl. No. | Research Title   | Researchers   | Present Status           |
|---------|--|---|--------------------------|
| 1.      | Revisiting Family Planning Activities in Bangladesh  | Dr. Md. Kamrul Hasan<br>Sk. Mashudur Rahman<br>Md. Abdul Mannan                                     | Review stage             |
| 2.      | Access to e-Services at Upazila Level: Experience of Comilla and Moulavibazar Districts                          | Dr. Jillur Rahaman Paul<br>Kazi Sonia Rahman  | Review stage             |
| 3.      | Role of Rural Local Government in Service Delivery and Participatory Development: Case of Three Union Parishads. | Junaed Rahim  | Under Publishing Process |
| 4.      | Performance and Opportunities of Upazila Central Cooperative Association (UCCA): An Analysis of Selected UCCAs   | Md. Shafiqul Islam<br>Ranjan Kumar Guha<br>Abu Taleb  | Under Publishing Process |
| 5.      | Effects of Extreme Events of Climate Change on the Livelihoods of Coastal Areas of Bangladesh                    | Dr. Masudul Hoq Chowdhury<br>Abul Kalam Azad<br>Dr. Shishir Kumar Munshi<br>Dr. Jillur Rahaman Paul | Review stage             |
| 6.      | A Situation Analysis of Water, Sanitation and Hygiene in Selected Areas of Bangladesh                            | Dr. Masudul Hoq Chow.<br>Abdullah Al Mamun<br>Afrin Khan<br>Saifun Nahar                            | Review stage             |
| 7.      | Cattle Rearing and Organic Farming: A Situational Analysis at Selected Areas of Comilla                          | Anowar Hossain Bhuyan<br>Md. Reaz Mahmud<br>Dr. Bimal Chandra Karmakar                              | Review stage             |
| 8.      | Impact of Micro-credit Programme of DYD in Bangladesh  | Dr. S. J. Anwar Zahid<br>Dr. S. K. Dasgupta<br>Newaz Ahmed Chowdhury<br>Ranjan Kumar Guha           | Under Publishing Process |
| 9.      | Remittance Flow and its Impact on Rural Society  | Dr. Kamrul Hasan<br>Sk. Mashudur Rahman<br>Farida Yeasmin<br>Md. Abu Taleb                          | Review stage             |

| Sl. No. | Research Title   | Researchers                                   | Present Status |
|---------|--|---|----------------|
| 10.     | Trends of Socio-economic Change of Indigenous Fishermen Communities and their Potentialities in Selected Areas of Bangladesh | Sk. Mashudur Rahaman<br>Salah Uddin Ibne Syed | Review stage   |
| 11.     | Quality Education and Gender Perspectives in Rural Schools: A Case Study of GoB Project                                      | Nasima Akhter<br>Saifun Nahar                 | Review stage   |

The major findings of a few of these completed researches are given in **Annexure -2**. Some research studies are ongoing and at different stages of stipulated work plan, which are mainly taken as per recommendations in the last Annual Planning Conference (APC). The list of these researches is given in Table-2.

**Table -2: Present Status of Ongoing Research of BARD**

| S.I. No. | Research Title   | Researchers  | Present Status   |
|----------|--|--|--|
| 1.       | Micro Credit Operation by the Public Sector in BD: Origin, Performance and Replication.                    | M Maududur Rashid Safdar<br>Dr. Swapan Kumar Dasgupta<br>Ranjan Kumar Guha<br>Benzir Ahmed<br>Abdullah Al Hussain    | Literature review and Draft<br>Questionnaire Preparation Stage |
| 2.       | Ektee Bari Ektee Khamar (EBEK) Project: Challenges and Potentialities                                      | Dr. Md. Shafiqul Islam<br>Milan Kanti Bhattacharjee<br>Md. Abdul Karim<br>Newaz Ahmed Chowdhury<br>Md. Tanvir Ahmed  | Questionnaire Finalisation Stage                               |
| 3.       | Agricultural Practices, Problems and Potentials of Farmers in Comilla                                      | Dr. Md. Shafiqul Islam<br>Abul Kalam Azad<br>Newaz Ahmed Chowdhury<br>Anowar Hossain Bhuyan<br>Dr. Bimal C. Karmaker | Report Writing Stage   |
| 4.       | Challenges and Prospects of Jute Cultivation: A Study on Farmer's Response in Selected Areas of Bangladesh | Dr. Shishir Kumar Munshi<br>Benzir Ahmed<br>Junaed Rahim   | Tabulation Stage   |
| 5.       | Empowerment and Food Security among Vulnerable Women Group in Selected Districts of Bangladesh             | Abdullah Al Mamun  | Report Writing Stage   |
| 6.       | River Bank Erosion and its Effects on Rural Society in Bangladesh  | Dr. A. K. Sharifuallah<br>Md. Reaz Mahmud  | Questionnaire Finalisation Stage                               |

| S.I. No. | Research Title  | Researchers  | Present Status              |
|----------|---|--|-----------------------------|
| 7.       | <i>BDmbqb WmRUij tmUvfi i RbmStó I KvhRvni Zv weřk- IY: PÆMwg wefiřMi Dci GKñU mgrřv</i>                                    | ড. জিলুর রহমান পল<br><i>KvRx tmmbqv ingvb</i>              | Report Writing Stage        |
| 8.       | <i>wej ř UUGnj Gj vKvi Av_-mvgmRK Ae~v mbi " cY </i>  | Dr. Kamrul Hasan<br>Sk. Mashudur Rahman<br>Junaed Rahim    | Report Writing Stage        |
| 9.       | Education Safety Nets in Bangladesh: A Snapshot on Elite Capture  | Md. Shafiqul Islam<br>Nasima Akhter<br>Abdullah Al Hussain | Tabulation Stage            |
| 10.      | Paradox and Dynamics of Women Leadership at the Grassroots Based Local Government: The Case of Union Parishad in Bangladesh | Dr. Md. Mizanur Rahman                                     | Data Collection Stage       |
| 11.      | Creativity and Innovations in Rural Development: A Study on Some Selected Interventions                                     | Dr. Md. Mizanur Rahman                                     | Proposal Finalisation Stage |
| 12.      | Reaping Demographic Dividends through ICT: A Case of LICT Project   | Ranjan Kumar Guha<br>Afrin Khan                            | Data Collection Stage       |
| 13.      | Changing Land Use Pattern of Some Selected Villages in Bangladesh   | Salahuddin Ibne Syed                                       | Data Collection Stage       |
| 14.      | Challenges and Potentialities of Youth Entrepreneurship Development in Rural Areas of Bangladesh: A Case of Two Districts   | Abdullah Al Mamun<br>Afrin Khan<br>Azma Mahmuda            | Data Collection Stage       |
| 15.      | Grievance Redress Management at Local Level in Bangladesh   | Abdul Karim  | Proposal Finalisation Stage |
| 16.      | Potentialities and Strategies of Public Private Partnership in Rural Development of Bangladesh                              | Abdul Karim<br>Afrin Khan                                  | Proposal Finalisation Stage |
| 17.      | Changing Pattern of Public Administration in Rural Bangladesh   | Fouzia Nasreen Sultana                                     | Proposal Finalisation Stage |
| 18.      | Family and Human Development Aspirations: Socialization at Bangladesh Transforming Villages                                 | Dr. M. Kamrul Hasan  | Proposal Approved           |

| S.I. No. | Research Title   | Researchers   | Present Status                  |
|----------|--|---|---------------------------------|
| 19.      | Village Court and its Potentialities in Grievances Reduction of Bangladesh | Nasima Akhter<br>Azma Mahmuda<br>Farida Yeasmin         | Data Collection Completed       |
| 20.      | Cost Benefit Analysis of Mechanized and Labour Intensive Crop Production   | Abul Kalam Azad<br>Md. Tanvir Ahmed<br>Md. Babu Hossain | Questionnaire Development Stage |

### 3.6 Action Taken Against the Suggestions of Last APC

| Sl. No | Major Suggestions  | Actions Taken  |
|--------|--|--|
| 1.     | The brief research proposals for APC should be in a uniform format and presented to help group discussion. | A format has already been developed and is usually supplied by Research Division to researchers to formulate research proposal.                    |
| 2.     | Research works should be completed in time.  | Measures are being taken to ensure the in-time completion of researches.   |
| 3.     | Workshop on Research Highlights to be organised to disseminate the findings of research.                   | A Seminar on Research Highlights has recently been organised by BARD.  |
| 4.     | The details of completed research should be uploaded electronically in the website.                        | Measures are being taken to upload summary of completed important researches in BARD website.  |
| 5.     | Collaborative research with BFRI should be conducted.  | This has not started yet due to lack of definite proposal. But BARD always encourages collaborative researches with BFRI and any other institutes. |

### 3.7 BARD as Link Institute of CIRDAP

ARD acts as the link institute of CIRDAP in Bangladesh. Research division is the link desk of CIRDAP. This division coordinates in development works and collaborative research, provides country data and status of rural development as and when required by CIRDAP. BARD conducted a number of studies in collaboration with CIRDAP since its inception.

*In the reporting period, Director General of BARD was nominated as Chairperson of 32<sup>nd</sup> TC meeting of CIRDAP which was held during 3-4 May, 2017 at BARD Campus. Director General of BARD chaired a 3-day long important meeting on operational Manual and Strategy Plan of CIRDAP at CIRDAP office, Dhaka.*

### 3.8 Linkage with National and International Organisations

BARD has very good linkage with nationally and internationally reported organisation. Since inception it has been continuing its stronger relationship with various national and international organisation. Very recently, during the Bhutan visit by honorable Prime Minister of Bangladesh (16-19 April 2017), an MoU was signed between Royal University of Bhutan and BARD for mutual exchange and co-operation in the field of Rural Development.

Moreover, BARD has recently organised a photo exhibition of historical importance with the joint collaboration of Haor Development Board and Department of Archeology in honour of Inter Parliamentary Union (IPU) Delegates at the ground floor of library at BARD.

### 3.9 Research and Higher Study Fellowship

Recently BARD has initiated “*Research and Higher Study Fellowship*” to promote social researches on the recent problems of the country. BARD believes that the best way to address the social issues of the country is to conduct “*Evidence-based Research*”. With this end in view, it is expected that the newly initiated Research Fellowship will create a new generation of researchers in the country. The fellowship programme has already got huge response from young and interested researchers in the country. In 2016-17, BARD started to provide fellowships to the selected professionals and MPhil/PhD students. The detailed numbers of awarding fellowships are given in the following Table-4:

**Table-4: Status of Higher Study and Professional Fellowship**

| Types of Fellowship     | No of Awarded Proposals |
|-------------------------|-------------------------|
| Professional Fellowship | 3                       |
| PhD Fellowship          | 1                       |
| M-Phil Fellowship       | 3                       |

### 3.10 Organisation of Training Course on Research Methodology

Following the instruction of the administrative Ministry, Research Division completed one training course on “*Research Methodology for Social Science Researchers*” in the reporting period. The main objective of this training course was to equip the young researchers with the research methods, data collection and analysis techniques using statistical software. The training course was held from 07-27 February 2017. The course was attended by students, university teachers, development professionals and new faculty members of BARD.

### 3.11 International Seminar on Governance in Transition

BARD organises International Seminar on “Governance in Transition” in collaboration with Department of Public Administration, University of Dhaka and Stamford University on a regular basis. The 3<sup>rd</sup> of this kind of seminar took place at BARD during 27-28 December 2016 where 107 research papers were presented by scholars across the globe. The next International Seminar will take place at BARD during 18-19 December 2017.

### 3.12 Rapid Assessment of Flash Flood in Haor Areas

Rapid Rural Appraisal (RRA) for assessing the losses incurred due to sudden early flood in Haor Areas of Sunamgonj: A nine member team under the leadership of Director General of BARD took the initiative of conducting RRA in Sunamgonj Haor Areas after the massive flash flood took place there during 11-14 May 2017. The research team carried out number of discussions with different stakeholders at the division, district, upazila and village levels. The team also visited flood affected areas and talked with the flood victim people. The research team has already prepared a comprehensive report on the basis of RRA conducted and review of secondary materials. A national level seminar will be conducted at Dhaka soon on the findings of the research work.

### 3.13 Capacity Building of BARD Faculty Members

BARD regularly takes initiatives to strengthen its Faculty Members through training and higher studies. In the reporting period two Faculty Members have enrolled in their PhD and another two Faculty Members have been continuing Masters program in South Korea. The details are:

#### a) PhD Programme

| Sl. No. | Name of the Institute/University                       | Nature of Degree | Name of the Faculty Members      |
|---------|--|------------------|----------------------------------|
| 1.      | Institute of Bangladesh Studies<br>Rajshahi University | PhD              | Md. Abu Taleb<br>Deputy Director |
| 2.      | Institute of Bangladesh Studies<br>Rajshahi University | PhD              | Benjir Ahmed<br>Deputy Director  |

**b) Masters Programme**

| <b>Sl. No.</b> | <b>Title of the Programme</b> | <b>Name of the Institute/University</b> | <b>Nature of Degree</b>                          | <b>Name of the Faculty Members</b> |
|----------------|-------------------------------|---|--|------------------------------------|
| 1.             | Public Policy and Leadership  | Yeungnam University, South Korea        | Masters of Public Policy in Economic Development | Irin Parvin<br>Joint Director      |
| 2.             | Public Policy and Leadership  | Yeungnam University, South Korea        | Masters of Public Policy in Economic Development | Saifun Nahar<br>Assistant Director |

**3.14 Others**

One of the important mandates of BARD is to guide the students of different universities in preparing dissertation/ thesis and research reports. In relation to this mandate, Research Division has been providing academic support to the students of different universities in both at home and abroad.

**Publications of BARD (2016-17)**

| Sl. No.  | Researchers/<br>Editors                                   | Publications  |
|--|---|---|
| <b>Published</b>                                       |   |   |
| 1.   | <i>tgvnv=§ Ave`j Kv`i<br/>Avdi xb Lvb</i>                 | <i>cj - x Dbqb: evsj vt`k cj - x Dbqb GKvtWgxi eml R<br/>Rvbff , 2015 (1422 e½vā), 19Zg msL`v</i>   |
| 2  | Dr. Kamrul Ahsan<br>Benjir Ahmed<br>Sharmin Shahria       | Proceedings of the International Training Workshop on Achieving Sustainable Development Goals: Financial Inclusion and Rural Transformation |
| <b>Under Publication Procedure (Work Order Issued)</b> |   |   |
| 1  | Ranjan Kumar Guha   | Relationship of Farmers and Intermediaries on Vegetable Supply Chain in Bangladesh  |
| 2  | Md. Shafiqul Islam<br>Ranjan Kumar Guha<br>Abu Taleb      | Performance and Opportunities of Upazila Central Cooperative Association (UCCA): An Analysis of Selected UCCAs                              |
| 3  | Junaed Rahim  | Role of Rural Local Government in Service Delivery and Participatory Development: Case of Three Union Parishads                             |
| 4  | Dr. Kamrul Ahsan<br>Fouzia Nasreen Sultana<br>Rakhi Nandi | Proceedings of Seminar on Research Highlights 2017  |

## **Highlights of Some Completed Research Studies**

### **1. Title: Impact of Micro-credit Programme of Department of Youth Development in Bangladesh**

*Dr. S. J. Anwar Zahid  
Dr. Swapan Kumar Dasgupta  
Newaz Ahmed Chowdhury  
Ranjan Kumar Guha*

#### **a. Objectives**

The general objective of the study was to examine the effectiveness of the programme interventions and to assess their impact on beneficiaries. The specific objectives of the study were to: identify the socio-economic conditions of the respondents (both of SEP and FBP at pre and post programme); examine the effectiveness of interventions and use of loan fund; assess the impact of the SEP and FBP on social, and economic conditions of the respondents in terms of various indicators; identify the problems faced in implementing the programmes, make recommendations to overcome the problems; and to indicate future scope of expansion of the credit programmes.

#### **b. Research Methods**

The areas that have been covered in this study were – examine the existing situation of the DYD micro-credit programmes; assessed the extent and coverage of the programmes; explored beneficiaries' perceptions on the programme, facilities and services availed by them. A total of 390 respondents for SEP and another 390 respondents for FBP were interviewed, thus the grand total of 780 respondents were selected and interviewed from 15 Upazilas from 8 districts of seven administrative divisions. The impact on households in case of for self-employment programme and in case of family based programme was analysed separately because of their differences in terms and conditions and systems of operation. In addition to in-depth survey, fifteen Focus Group Discussions (FGDs) were conducted in all the selected Upazilas under this study. A few cases on success story of beneficiaries have been furnished in the study report as practical examples. Both quantitative and qualitative data were collected and analysed in this evaluation study. Individual beneficiary level data were collected by face to face interview and information from Upazila level officials collected through FGD. Data collected from the field were verified by the Field Supervisors and Study Team Members through spot-checking of filled in interview schedules and FGD schedules. MS Access 2000 was used to develop the data entry programme, while Statistical Package for Social Science (SPSS)/ Version 16.00 was used for processing and analysing the data.

## **c. Major Findings**

### **Socio-economic Characteristics**

- The mean household size was lower in case of FBP beneficiaries (4.98) than SEP (5.23). Moreover, it is to be noted here that the mean number of household members were also lower under FBP than SEP.
- The mean age of the male and female beneficiaries in case of SEP were 35.1 years and 32.42 years respectively where as the mean age for male and female were 40.84 and 37.07 years respectively in case of FBP. More than one-third of the beneficiaries were of above 44 years in case of FBP.
- More than one-fourth of the beneficiaries of the SEP were having educational level of HSC or equivalent, whereas over one-third (35.64%) of the beneficiaries of the FBP were having the level in between class VI-IX. The percentages of beneficiaries having education level above graduate were almost double for male (23.81%) than the female (13.23%) in case of SEP.
- Among all the beneficiaries of SEP, highest percentages of male (61.3%) were involved in business whereas 42.7% of the female beneficiaries were housewives. In case of FBP, the highest percentage (66%) of male had occupation of business but in case of SEP, 62.8% females were the housewives.
- About 26.5% of SEP and 60.5% of the FBP beneficiaries had less than 0.50 acres of owned land. Only 4.4% of SEP and 5% of the FBP beneficiaries had over 7.50 acres of owned land.
- The maximum number of households (around 66% of the SEP and above 75% of the FBP) had less than Tk. 3000 annual income from the agriculture sector. It means that majority of the households could not earn much from the agriculture sector which had an impact on their household income.
- It was found that majority of the beneficiaries (89.23% of the SEP and 80.26% of the FBP) had the surplus food supply year round. Only 2.29% beneficiaries of the SEP and just 3.08% households of the FBP had occasional deficiency of food.
- Most of the respondents both from SEP and FBP deposited their savings in group and bank account. The mean deposited amount per beneficiary of the SEP and FBP were Tk 6,413 and Tk 68,660 respectively.
- It was found that just over half of the programme beneficiaries (53.60% of the SEP and 56.41% of the FBP respectively) invested annually in their business enterprises amounting below Tk. one lakh. Only 7.43% of the SEP and 6.41% of the FBP beneficiaries had invested annually more than Tk. five lakh.
- The majority of the beneficiaries got loan from DYD though the amount was not quite sufficient. The mean loan amount from DYD was Tk. 64,232 for SEP and Tk. 42,428 for FBP.

## **Loan Disbursement and Its Utilisation**

- It can be mentioned here that the loan duration under SEP was 3 years and under FBP, it was for one year. More than one half of the SEP female beneficiaries got loan for the first time and 45% of the FBP beneficiaries got loan for the third time. Among the FBP beneficiaries, 42% in each case got 2<sup>nd</sup> and 3<sup>rd</sup> time loan compared to 39% and 23% beneficiaries of SEP programme respectively.
- The findings of the study imply that the sanctioned loan amount on average under SEP and FBP was lower than the loan limit mentioned in the guideline. On an average, the grace period was allowed 8 weeks for SEP and 2 weeks for FBP.
- As a whole 86% beneficiaries utilised their loan in the planned sector. Sector-wise loan disbursement and utilisation in SEP and FBP programmes also depicted that SEP concentrated more on agricultural production and FBP emphasized on small business sector for loan disbursement and utilisation.
- The average cost incurred for receiving one loan including conveyance, stamp cost, preparing documents was about Tk. 535 and Tk. 305 for SEP and FBP respectively. Stamp cost and collecting certificate from guarantor or document for collateral constitutes 70% and 53% of total cost for receiving one loan under SEP and FBP respectively.
- Among the beneficiaries who took loan from other sources, took on an average Tk. 77,578 from various sources. Average amount of loan from other sources was higher for SEP beneficiaries than the FBP beneficiaries.
- Thirty percent of SEP beneficiaries in each case opined that low rate of interest and provision of grace period were major strengths of the programme. In case of FBP, 38% and 22% beneficiaries opined that low rate of interest and provision of grace period respectively were the main strengths of the programme.
- It was observed from the FGDs that the main complexities related to distribution of loan were- loan was not granted to all unemployed youths who did join the training programme; loan was not granted immediately after training; documentary requirements of loan applicants were difficult to manage; the loan ceiling was not sufficient; political interference was a problem; total loan amount for each Upazila was less than the demand.

## **Performance of DYD Credit Programme**

- It was observed that each *Upazila* DYD office got donation of Tk. 99.60 lakh on an average annually for implementing SEP and FBP. There was a difference in the amount of donation between the Upazila DYD offices. The amount of donation for FBP was almost three times higher than that of the SEP.
- On an average each of the *Upazila* offices of DYD had an amount of Tk. 11.69 lakh as saving portfolio. In total, advance saving portfolio was found almost two

times higher than the personal saving portfolio. Advance saving portfolio under SEP was 5 times higher than the personal saving portfolio. While the advance saving portfolio under FBP was 1.5 times higher than the personal saving portfolio.

- The amount of loan varied from SEP to FBP widely although both programmes provided loan maximum three times to an individual. Generally, a trained person under institutional training programme was found to get Tk.50,000, Tk.75,000 and 100,000 for the first, second and third time respectively.
- On an average, 36 persons under SEP and 636 persons under FBP were found to get credit on a year from each of the *Upazila* DYD Offices. It was found that restriction on loan disbursement for maximum three times to a person constrained the initiatives to provide support to a prospective entrepreneur to sustain his\her initiative.
- No provision of Travelling Allowance (TA) and Daily Allowance (DA) during organisation of training course discouraged the beneficiaries in attending training course under FBP. Beneficiaries of credit programmes especially of SEP demanded more training for the utilisation of loan on a specific trade.
- It was found that cumulative recovery rate of credit for both programmes were 96.88% with a breakup of 97.54% for FBP and 93.42% for SEP. The overall recovery rate of current loan was recorded as 97.64% while the recovery rate under SEP was 98.49% and 97.02% under FBP.
- The overdue loan in case of SEP and FBP was Tk. 9.18 and 19.14 respectively. Although amount varies from one Upazila to another but it was observed that the amount of overdue loan was found higher in Khulna, Rangpur and Sylhet divisions. The major causes for loan defalcation lie with the beneficiaries of both programmes as well as with the weak monitoring of DYD. There was a common perception among the beneficiaries that government money not to be paid and there may not be any penalty if loan amount is not paid etc, which was the major causes of loan default by the beneficiaries. Non utilisation of loan in the productive sectors, inability to make profit from the investment due to idiosyncratic risk and covariate risks, lobbying by the influential persons for granting loan to some of the beneficiaries were other reasons of loan default. A good portion of beneficiaries stop to repay their loan when they came to know that there is no scope to get loan after 3<sup>rd</sup> term.
- It is quite evident from the analysis that productive sectors like poultry/livestock and fishery got priority in SEP loan compared to business sector for in FBP.
- For keeping records of financial transactions there were 9 separate Bank Accounts of each programme. Grant amount for loan were kept in the STD account and collected money were kept in the capital account.

### **Capacity Building through Training**

- More than 90% respondent beneficiaries received training from DYD, which was followed by other Nation Building Departments (NBDs). Most of the beneficiaries got training for more than 10 days duration mostly from *Upazila* and district levels.
- Among the beneficiaries of FBP, 55.71 per cent (239) beneficiaries (both male and female) received integrated (basic) training, which was followed by training on loan utilisation/awareness building (22.84%).
- Most of the FGD participants suggested that training allowance or TA/DA should be given to the participants of all types of training courses organised at the *Upazila* and district levels.

### **Impact of DYD Credit Programme**

- Majority of the beneficiary households had been able to establish their businesses/enterprises and their income by businesses/enterprises increased after participation in the micro-credit programme of DYD. It was also evident that number of enterprises had increased by 71 (382-311) after participation in the SEP in the study area. Similarly, the mean income of the beneficiary households under this programme also rose from Tk.81684.89 to Tk. 114637.96.
- It was found that 19% and 8% of beneficiaries of SEP and FBP respectively started their enterprise after receiving credit from DYD. In both the programmes, yearly profit earned by the entrepreneurs who had earlier business/enterprises was recorded higher than the entrepreneurs who had no enterprises before taking loan. Average yearly profit of SEP entrepreneurs having previous enterprises had 1.35 times higher profit than that of non-enterprises owner before. The entrepreneurs of FBP having earlier enterprises earned 1.48 times higher profit than the entrepreneurs who had no enterprises earlier.
- Mean value of enterprises and mean value of movable assets increased by more than Tk. 50,000, whereas savings at bank remained almost same after joining to SEP. The mean value of enterprise was Tk. 2,62,035 before joining the programme where as the mean value of enterprise was Tk. 3,20,644 after joining to FBP.
- It can be mentioned here that electricity connection in the beneficiaries houses under FBP increased by 11% after joining the programme.
- Food intake of the beneficiaries' households under SEP and FBP had increased in case of more than 94% of the households after participation in the activities of the credit programmes under DYD.

- More than 80% of the beneficiaries under SEP and more than 75% of the beneficiaries under FBP said that their importance in the family and society was increased after their participation in DYD credit programmes.
- More than 90% beneficiaries of SEP and FBP reported that their participation and confidence levels in household decision making were increased.

### **Problems and Probable Solutions of DYD Credit Programme**

- More than 87% beneficiaries of SEP and more 90% beneficiaries of FBP mentioned that small amount of loan was the major problem. High rate of interest, inadequate training and logistics and taking longer time in providing loan were the other major problems stated by the beneficiaries of SEP.
- Possible suggestions as mentioned by FGD participants were - documentary requirements of loan applicant can be reduced; TA/DA to the participants during training can be provided; the loan ceiling should be increased; loan amount should be increased as per the requirements of the clientele group.
- Regarding strengthening of the efficiency of SEP, most of the participants in FGDs reported that the loan amount should be increased and should be provided as per requirements of the beneficiaries; training allowance could be given during training programme; loan could be provided to prospective incumbents as soon as training programmes were completed; delay in loan approval should not be happened; rate of interest of loan should be decreased.
- Regarding strengthening of the efficiency of FBP, most of the participants of FGDs reported that selection of the beneficiaries should be proper; loan approval process should be made more easy; rate of interest/service charge may be decreased; center heads may be provided some allowance; TA/DA for the trainees during training and for credit supervisors during monitoring and supervision of the programme etc. should be provided.
- Monitoring the activities of CS need to be strengthened for recovery of overdue loan. However, vacant post of CS and UYO need to be filled up for ensuring proper monitoring. For reducing loan defalcation in future loan utilisation in productive sector and proper selection of beneficiaries need to be ensured.
- In case FBP, loan defalcation of a few a genuine causes i.e. death of beneficiaries were found as the disqualification of other members to get new loan. Beneficiaries regular savings and advance saving can also be utilised for reducing the amount of loan default as per approval of the authority. District office of DYD can be empowered to approve the proposal of overdue loan adjustment from the beneficiaries' savings and risk fund in case of deceased person's loan.

## **2. Title: Role of Local Government in Service Delivery and Promoting Participatory Development among Villagers: Problems and Prospects of Bangladesh Union Parishads**

*Junaed Rahim*

### **a. Objectives of the Study**

The general objective of the study was to identify the prevailing problems in local government institutions and future potentialities for participatory development.

The specific objectives were:

- to identify the prevailing problems in service delivery of the local government institutions and at the receiving end by the beneficiaries.
- to analyse the process of participation of the villagers, decision making and governance issues of the Union Parishad.
- to make recommendations on the basis of findings.

### **b. Research Methods**

The research was carried out following both qualitative and quantitative method. To fulfill the objectives of the study both primary and secondary data were used. The problem structure was formulated following the theoretical framework done by the literature review. This problem structure is validated and rationalized through the study findings as materialized by the primary data. A structured questionnaire was followed to collect data from the study area. The study was designed to comprehend and highlight the opinion of two sections of people: i. UP representatives that include Chairman, members and secretary and ii. rural villagers. Moreover, three case studies have been included to analyse the impact of government and non-government initiatives on UP service delivery and participation. Theoretical framework of service delivery and people's participation was designed through using secondary data that included a number of related vital issues. With this view previous research conducted on this area was used as a source for analysing the local governance situation in Bangladesh. Relevant newspaper articles and websites were also used as a secondary source.

Data was collected through random sampling. Three approaches were followed to collect data: questionnaire survey, in-depth interview and case study. The sample size was 132 (42 UP representatives and 90 villagers) from three UPs. Therefore, two questionnaires were developed: one for UP representatives and another for common villagers. Data has been presented through in-depth analysis. Results are presented through graphical explanation like pie chart, bar chart etc. which have given a

concrete insight of the situation of the study areas. In analysing the data MS Excel has been used as a tool for drawing simple percentage and graphs. Moreover, the content analysis is done depending on the secondary data that includes tabular and graphical explanation. The primary data analysis was also supplemented by secondary data to validate the actual happenings at the grassroots level.

### **c. Major Findings**

It is evident from the discussion that local government in Bangladesh is entrusted with manifold responsibilities with provision of services to be rendered to the local rural community. The government of Bangladesh along with the development partners has been focusing on strengthening local government with successive period of times. But in spite of all the efforts the local government bodies namely Union Parishad could not fulfill the desired objectives as vested upon it. The study attempted to find out three major issues: significance of local government for rural community, service delivery for the rural poor and participation of the rural grassroots in the development initiatives.

The majority of the people in Bangladesh (80%) belong to the rural areas. Although the country has achieved remarkable progress in combating poverty still the rural areas have a number of issues to be addressed. It is strongly believed that sustainable development can only be achieved when the local level institutions are strengthened. Therefore, in Bangladesh Union Parishad is thought to be the most potential platform through which government can reach to the doorsteps of the rural poor with its services. This in turn will increase their standard of living by absorbing the available resources rendered by the government and non-government partners. This is the most basic idea upon which the government along with its donor partners is trying to peruse the development targets.

But as discusses in the results of the study the service delivery at the local level of Bangladesh has a number of issues. These problems are uttered by both the villagers as well as the UP representatives. The study results reveal that the villagers demanded the increase of services to be delivered by UP. It is evident that the selection of beneficiaries at the grassroots level appears to be faulty. This has the possibility to create dissatisfaction among the villagers and distrust on UP. Moreover, political influence, lack of coordination between chairman and members and also between different service delivery departments, lack of funds, lack of commitment are some of the prevailing issues that reflected in the survey results. On the other hand the UP representatives opined that they have limited authority to run the development activities properly. For lack of adequate services they could not satisfy the demand of the rural villagers. They have to relay too much on the central government for funding and other regulatory issues. Assistance and coordination from the upper tier of the local government were very low as mentioned by the UP representatives. UP lacks

adequate and skilled manpower. Moreover, there are no incentives for performing responsibilities in the UP. 81% of the UP members of the study mentioned that they could not fulfill the demand of the services sought by the villagers. This is because of the lack of resources and also autonomy of the UP. Against this backdrop, the local government in Bangladesh faces serious drawbacks to perform responsibilities for the betterment of the rural poor. The study tried to identify the prevailing shortcomings in the local government of Bangladesh. With this view the UP was selected as unit of analysis.

#### **d. Recommendations**

- Keeping in mind the prevailing problems as discussed in the study findings the following recommendations are made for further consideration:
- UP should be given the opportunity to select development programmes on priority basis. The prevailing problems of the locality should be identified by the villagers along with the assistance of the UP committee. On the basis of that the development programmes should be initiated. In this regard a regular data base should be created so that development programmes could be updated accordingly.
- It is found in the study that UP lacks adequate and skilled manpower to run its necessary activities. It was seen that training organised earlier under the development projects of UNDP, USAID, World Bank etc. was useful for enhancing their skills. Skill enhancing training should be given more at the beginning of their taking responsibilities. For that service delivery related training and specific sector wise training could be organised. In this regard comprehensive approach could be followed.
- The selection of beneficiaries should be done with transparency. The list could be finalised with the consent of all the committee members. In this regard after finalising the list of beneficiaries it could be announced before the villagers so that they could provide feedback in this regard. A proper database could be created to render services to the rural poor. At present all the UPs have their own website where data could be preserved and utilised.
- UP should have adequate resources to maintain service delivery. At present a major portion of resources come from tax collection. But this is not adequate. UP could initiate some income generating programmes through which it could earn some revenue and utilise for further development. In this regard UISC could be a good example where service delivery is associated with income generation.
- The number and also amount in each of the services are not adequate. The poor and disadvantaged people of rural areas could not satisfy their need with the

amount of services provided by UP. In this regard a concrete set of services should be set up on priority basis based on the need of the people. Government should provide adequate amount of service product to the UP on annual basis. The disbursement of resources from central government to the UP should be channelized with strict maintenance of time and schedule.

- UP should be given meaningful autonomy so that it can provide services without any undue pressure both from political elites and bureaucrats from the upper tier of the government. In this regard new regulations can be enacted giving proper autonomy to the UP. The autonomy could include vesting defined responsibilities to each of the member of the UP. Moreover, pilot experimentation could be done in some of the UP following the successful model of autonomy being implemented in other countries like “*Panchayat Government*” in India.
- For ensuring people’s participation UP should play more active role. In this regard meeting with the villagers should be organised regularly. UP should ensure the attendance of the villagers and record the prevailing programmes properly. The announcement of the regular meeting should be disseminated properly. The discussion of the meeting and the follow up of the discussion should be followed precisely.

### **3. Title: Trends of Socio-economic Changes and Potentials of Indigenous Fishermen Communities in Some Selected Areas of Bangladesh**

*Sk. Mashudur Rahman  
Salah Uddin Ibne Syed*

#### **a. Objective of the Study**

The objectives of the study were to:

- (i) explore the present socio-economic conditions and trend/ change of fishing community;
- (ii) assess the indigenous knowledge and skills related to fish culture;
- (iii) find out the key barriers and driving forces in changing trend of occupation; and
- (iv) recommend the possible potentialities of their present socio economic condition.

#### **b. Study Methods**

The study was conducted in five different indigenous fishermen communities that were relatively fresh water prone areas in Dhaka and Chittagong Divisions. The sample size of the study was 250 as primary respondents and two stages stratified random sampling method was used. The first stage was *Upazilas* (sub-district) of

selected districts and the second stage was the villages. After selecting villages, all the households of indigenous fishermen were listed by villagers. From this list, a total of 50 indigenous fishermen from each of the selected villages were selected by using simple random sampling technique. In addition data were also collected from the representatives of local level institutions like Community Based Organisation (CBO), Local NGOs, *Union Parishads* (UPs), concerned *Upazila* officials and Chairmen or Vice Chairmen of *Upazila Parishads* (sub-district office). For primary data collection the study followed direct interview method by using pretested structured questionnaire from the indigenous fishermen of the five selected areas. Collected data were compiled, tabulated and analysed according to the research objectives. Primary data were processed for statistical inferences including quantitative and qualitative analysis with careful observation. The qualitative data was processed manually. Tabulation and analysis of data were carried out after collecting, editing and processing the same. Data were interpreted mostly using descriptive mode of analysis and using average, percentage, graphs etc.

### **c. Major Findings**

The study findings reveal that there are wide range of social discriminations in terms of income, occupation, land ownership, literacy rate, independency ratio, age at marriage and getting the government facilities in the study areas. About 90 percent of the respondents have no agricultural land and nearly 92 percent of the respondents have limited access to fishing practices. They are involved in fishing by giving labour to non fishermen communities' water bodies, transporting and selling fish. Along with that they are increasingly being forced to change their profession due to limited or no access to water body. About 28 percent of the fishermen with a number of difficulties were continuing their livelihoods depending on catching fish and most of them are labourers. Literacy rate of indigenous fishermen is still insignificant. After secondary education the access to tertiary education is very much limited and in Bagdi community no respondents were found having education above Secondary School Certificate (SSC). About one forth (25.69%) of the fishermen were youth but most of the youth were found interested in going abroad instead of running their traditional fishing business. In the changing circumstances of the socio economic status of the fishermen communities, most under the study were found poorer among the poor but almost all the fishermen (96%) confessed that they were deprived of the government safety net supports and other government and non-government supports.

Indigenous fishermen communities are rich in ecological knowledge on fishing. The fishermen communities of Dhaka and Chittagong divisions (sweet water based) mentioned that 43 different species of fishes were available in nature and out of them nearly 14 different species of fishes were endangered through extinction in near future. All respondents thought that summer is the best growing season for fish species and there are 17 types of fishes capable of reproduction in water bodies. Fish

can also be used for curing the diseases like blood deficiency, gas-embolism, malnutrition, blindness, gouts, tumour etc. Some fishes are totally prohibited for eating and catching from the religious point of view. But now-a-days some of the prohibited fish species are caught randomly and sold in the markets. The fishermen have knowledge on water bodies and fish species of a particular place. The fishermen have identified 9 carnivore fishes and about 80 percent of the respondents mentioned that there is some utility of cultivating the carnivore fish for its highly reproductive capacity and faster growth. The fishermen feel that they had glorious past, and have knowledge on fish wise diseases and their symptoms and preventions. About 36 percent of the fishermen mentioned that water quality deterioration is the prime factor for fish mortality. Fish sanctuary is needed for the enhancement growth of fish but nearly 85 percent of the respondents viewed that now-a-days it is rear practice. Training is another mechanism for better fish cultivation but 96% of the respondents had no training. About 66% of the respondents listened to radio for weather and aquaculture news.

All indigenous fishermen communities develop intimate, detailed, and functional knowledge of the fresh water ecosystems and main species of fishes they target for harvesting. Nearly 90% of the respondents are still involved in any forms of fishing directly or indirectly. Still they have good knowledge on traditional fish catching instruments but they have little knowledge on modern fish catching techniques or equipment. Fish diversity has been declining due to increased fishing pressure, destructive fishing methods, degradation of habitat of fishes by the accumulation of silt, and also shortage of the appropriate habitat in the dry season. Much of the habitat degradation problems have been caused by nearby fields being converted to agriculture, whereby silt and chemicals run-off can pollute rivers and lakes. In this changing situation in order to increase the socio-economic conditions of indigenous fishermen, about 24 percent of respondents mention that they need training for producing more fishes in their existing resources. About 24 respondents comment that lack of congenial environment is another problem for fish growth. Most of the fishermen are poor and for this reason about 23 percent of the respondents suggest that arrangement of loan or capitals for fish production are essential. About 17 percent of the respondents recommend that it is urgent to ensure their security and revive the endangered fish. About 80% of the respondents mentioned that three aspects for reviving the extinct fishes in the water bodies need to be considered and these are- re-dredging the canal, providing leasing facilities for indigenous fishermen, and establishing sanctuary in the swamps or bogs areas. About 20% of the respondents mentioned that it is possible to revive the extinct fishes in the contemporary situation through creating awareness.

As the findings relating to the policy implications indicate, leasing out or creating access to the *Jalmahal* (open water bodies) and skill development training for

alternative income generation for the periods when fishing is restricted are essential for the fishermen. There should be government and NGO sponsored training and social welfare activities directed to the poor fishermen for increasing their awareness of fishing laws, health and sanitation, conservation of fishes, and other social issues. Donor agencies may take initiatives to investigate this further and adopt measures accordingly in order to make them more effective and fruitful. Indigenous fishermen cannot improve their livelihoods due to local money lending trap. The creation of special banks or other financial institutions can help them to get loans for developing their livelihoods and reducing unfair money-lending and exploitation. There is an urgent need to re-excavate the canals and rivers for enhancing the capacity of water bodies and reviving the indigenous fishermen communities.

#### **4. Title: Remittance Flow and its Impact on Rural Households: A Study on Six Villages of Bangladesh**

*Dr. Md. Kamrul Hasan  
Sk. Mashudur Rahman  
Farida Yeasmin*

##### **a. Objective of the Study**

The general objective of the study is to assess the utilisation of remittance in the area of rural life or society.

##### **b. Study Methods**

In order to collect village level in-depth data from the remittance recipient households, the study were conducted in six villages of six districts under three divisions of Bangladesh. All the villages have similar type of village community based organisation named Comprehensive Village Development Programme (CVDP) 2nd phase under BARD, a national project of the Government. Six villages from Narayanganj, Comilla, Nowakhali, Mowlobibazar, Hobigong districts under Chittagong, Dhaka, and Sylhet divisions were selected for field level data collection. These districts represent comparatively the high level or remittance prone area in the south-east Bangladesh (6th Five Year Plan, 2010). Fifty remittance recipient households from each village of each district were considered purposively, where many workers live in abroad and send the remittance regularly. Thus the study was covered the 300 remittance recipient households. A survey was conducted to find out remittance recipient and non-recipient households from the sample villages. Relevant information was collected through both primary and secondary sources. Primary data were collected through structured pre-tested interview schedule and checklist from the

randomly selected household heads of the remittance recipient sample households. Besides, opinion of the remittance non-recipient households on various issues of the study was collected through case study, Focus Group Discussion (FGD) and informal discussion with them. Secondary data were gathered through literature review, from different documents and reports like Census Reports, Research Works, Five Years Plan, etc.

### **c. Major Findings**

Respondent's education and health care expenditure has been increased after remittance earnings in foreign. Comparatively better land holding houses were able to recover their previous land with some additional land with the use of remittance. Land is most valuable assets and villagers were sustain their land ownership. In that case the relatively poor villagers had long hardship to increase the land. On the other hand land was very costly. Due to huge demand the market of land posed high price. Dwelling place or homestead of remittance receiving household were mostly thatch (47%) because of their short term duration at the foreign country and relatively disadvantaged position at the village. Almost all the respondents (98.67%) did not purchase land in the commercial areas, only 4 respondents purchased 1 to 20 decimal of land in the commercial area. Out of 300 households, 290 households did not purchase in any type of infertile or fellow land. Only 3.33% of the respondents bought 1 to 10 decimal of fellow land and this type of respondents was only found among the dwellers of Horinkhola of Hobigonj District.

Brokers was found major source of sending of labour to foreign countries in the study villages. About 52% expatriates had gone through brokers and the rate is highest (44 respondents) at Horinkhola in Sylhet division. Only 2.05% expatriates had gone through GoB agents whereas 34.31% expatriates had gone private organisation and 11.73% through others like kin, brothers and uncle.

At the time of going abroad as remittance earners people may be cheated through wrong personnel. some of failures has also reported and such rate was 4.33%. It is noted that in Sylhet division there is no failure case. On the other hand in terms of failure the rate is highest in Char Bishonath in Dhaka division.

At the time of going abroad people manage money in many ways. Sometimes the managing money doesn't go to the right personnel and the people felt as victim. the highest 1.47% victims manage money through/from borrow money from relatives and from own savings money. The failures and cheated persons who failed to go abroad was 0.88% and they collected money by selling own agricultural land and taking money by interest. Other (0.29%) victims manage money by selling ornaments, mortgaging the land and mortgaging the house.

People go abroad for the hope that they will earn more money and will expend it for the family. For this hope they invest/manage money in many ways at the time of going abroad. expatriates have to manage 2 to 4 lac taka at the time of going and the rate is highest at Horinkhola in Sylhet division. There were 0.88% expatriates had needed more than 10 lac to go abroad and in this case 2 expatriates from Char Bishonath in Dhaka division and one expatriates from Soigoria in Sylhet division.

There were 27.27% remittance earners of the study villages worked currently in Saudi Arabia and 14.66% remittance earners were in Malaysia and 12.02% expatriates are staying in Maldives as it neighboring country and easy to excess. Singapore is a country of growing economy and import manpower and about 2.35% respondents stay in Singapore. There is also a manpower market in South Africa and the rate was 1.47%.

The remittance earners earn money and send it to the country in every month or in two or three month's interval. Different channels used which remittance is sent to Bangladesh from abroad. Nearly 45% of the expatriates send money to the native country through the formal channel (bank account) and in this process the expatriates from the Dhaka division is in the top position. Transferring money through mobile is a new system and nearly 23% of the respondents use this system. It is noted that in every village there are some remittance earners so a significant number of expatriates (29.29%) send money by their relatives or known person during the visiting time of their native land. Informal channels like *hundi* used as remittance money sending by 2.72% expatriates.

Most of the remittance recipient households use the money for consuming daily commodities. But investment in productive sectors is also happened and the rate is not satisfactory at present. In the last year only 24% respondents invest their remittance in the productive sectors.

Among the investment sectors of remittance 11.73% respondents are found to invest it in rural land purchasing and the rate is highest in Soigoria in Comilla district. Other then land purchasing 5.28% respondents invest the remittance in constructing and repairing house and renting lands. Another 5.57% respondent use remittance for pretty business, paying DPS, cultivating fish, purchasing city land and cattle etc. Besides consuming assets, saving and investment the family members of the expatriates use the money for other purposes like paying tuition fees, buying clothes, food expenditure, paying loan etc.

Most of the remittance earner's family who succeed in foreign earnings by hard working getting social dignity due to change of their economic position and posing more purchasing power then the before.

Because of remittance the family of the remittance earners is dignified in the society. The remittance earners absented from their family for a long period of time. At that time the family faced many problems and challenges such as emotional stress

on spouse. Children were deprived sharing and caring guidance. However it treated as sacrifice of present time for future happiness. People those stay in many other countries for the sake of their family communicate with the family in different way such as cell phone and internet, which reduced the mental stress. Left the young wife at home was unbearable for the remittance earners however they bond to go and have dream to build the better family livelihood and wellbeing.

The remittance earners have some plans what they will do after coming from abroad. The choices wre diverse and business holds major areas to invest. Other probable areas to invest were agriculture, transport, and contractor. A skill person earned more money than the non skill. At the same time efficiency in English and local country language were important for them.

Remittance as well as migration has some positive and negative effects/views. The positive views emphasize the benefits arising from remittances, which for many countries are a precious source of foreign exchange as well as a major component of household income. There were evidences that in some places, community-based organisations such as hometown associations channel part of the remittance inflows into community development projects, such as schools, health centers and wells. Returned migrants bring back knowledge, ideas, skills and experience which termed as brain gain. Furthermore, anecdotal evidence suggests that, where decentralisation processes have transferred responsibilities to elected local governments, migrants have played an important role in helping mobilize resources for local development. On the other hand the negative views are that migration may entail the loss of scarce skilled labour (“brain drain”). Moreover, in agriculture-based economies where a significant portion of the adult population is away, labour shortages may make the local economy highly dependent on remittances, raising concerns for its sustainability in the longer term. It was suggested that policy support and institutional packages were important for better use of remittance in productive sectors. However the expenditure on social and consumption also accelerated the production system. To develop skilled human resource is big concern. However participation in technical education should be increased. At the same time language efficiency of local country simultaneously important. To harness demographic dividend in Bangladesh the human resource development and sustainable growth of production and employment are vital. The government aware on such matters and took several initiatives for socio economic development of Bangladesh. in this regard local level planning and comprehensive development plan is needed. The dominant trend come from Arabic speaking countries. However the values of European taste and modern outlook also mixing at the village and neighborhood. Veil has increased and fashionable veils has seen due to middle east counties impact in one hand and dominant Islamic religion and values on the other. Number of Was (delivering religious code of life at public meeting) has increased. It became festival at the village. The information flow of easier way to go abroad and to learn technical training are not good enough and lack of information to go abroad is seen at the villages. It was trend to shift family from

village to and rural to urbanization has been taken places. Therefore remittance contributing urbanization and new living styles which may called as rural-urban-rural -urban relations. However the remittance earners bring some of brain gain from the foreign countries and that mixes the culture. It may be recommended that information flow and nation building department's roles should be increased. To increase the proper knowledge and information flow will be essential for taking decision to go abroad. At the same time technical educational information list and facilities should be disseminated properly for safe and secured remittance earnings.

## **5. Title: Access to E-Services at Upazila Level: Experience of Comilla And Moulavibazar District**

*Dr. Jillur Rahaman Paul  
Kazi Sonia Rahman*

### **a. Objectives**

The general objective of the study was to analyse the status, prospects and challenges of e-Services at Upazila level of Comilla and Moulavibazar district. The specific objectives were:

- i. to analyse the current status of e-Services' availability at Upazila level;
- ii. to explore the prospects of e-Services for the rural people;
- iii. to identify existing challenges for providing e-Services at Upazila level; and
- iv. to suggest recommendations for establishing an effective e-Service delivery mechanism for the rural people of the country.

### **b. Research Methods**

#### **Nature of the Study**

The study was a survey research. Therefore, the survey was dependent on the opinion from different kinds of the respondents, which were collected through some suitable techniques.

#### **Selection of Methods**

To gain better understanding of the objectives of the study, content analysis, questionnaire survey, interview with checklists etc. had been applied.

#### **Study Area**

The study had been conducted in 10 Upazilas of Comilla and Moulavibazar district (five from each) where A2I project has covered to provide e-Services through Upazila web-portals. Homna, Muradnagar, Burichong, Debidwar and Sadar Dakshin from Comilla and Sadar, Sreemangal, Kamalganj, Kulaura and Rajnagar from Moulavibazar had been selected purposively for the study area.

## Population of the Study

All the web-portals, all UISC entrepreneurs and all designated/assigned officials of all Upazilas of Comilla Moulavibazar district, all nation building departments' officials and the service receivers/clienteles were the population of the study.

## Sampling Procedure

The respondents were five categories for the study. From the population, all web-portals of 10 Upazilas of Comilla and Moulavibazar and 10 assigned officials (one of each Upazila), 10 Union Information Service Centers (UISC), Entrepreneurs (one of each Upazila) were selected as sample purposively. A total of 25 Nation Building Departments (NBD) have been functioning at Upazila. Taking one official from each department 25 officials from each district were interviewed. In this way, a total of 50 NBD officials were selected from two districts. The departments were as such Upazila Nirbahi Office, Primary Education Directorate, Upazila Secondary Education, Directorate of Health, Livestock Directorate, LGED, Women Affairs Directorate, Agricultural Extension Division, Directorate of Social Welfare, Fisheries Directorate, DPHE, BRDB, Directorate of Family Planning, Relief and Rehabilitation Department, Land Registration Office, Anser and VDP, Police Department, Election Commission, Accounts and Audit Directorate, Directorate of Forestry, Bureau of Statistics, Water Development Board, Power Development Board, Cooperative Directorate, Roads and Highways and REB which were selected as sample. Finally from the service receivers category, 10 respondents from each Upazila were selected and a total of 100 respondents were taken randomly. The following table shows in a nutshell:

**Table-1: Distribution of Respondents**

| Sl. No. | Cluster of Respondents                                       | Sample Size |
|---------|--|-------------|
| 1.      | Designated/Assigned Official for Maintaining the web-portals | 10 (10)     |
| 2.      | Service Receiver   | 100 (100)   |
| 3.      | UISC Entrepreneurs   | 10 (10)     |
| 4.      | Nation Building Departments' Official                        | 50 (50)     |

Apart from these, 10 Upazila Web-portals had also been taken (from each Upazila) as sample which had been analysed according to all links given in the portals.

## **Sources of Data**

Both primary and secondary data were used for the study. Primary data were collected through questionnaire survey and interview. A structured questionnaire was prepared for face to face interview schedule which was pre-tested and edited accordingly. On the other hand, secondary data were collected from books, journals, websites, reports, web-portals, documents etc.

## **Data Analysing Tools**

The collected data were analysed through frequency distribution, percentage, descriptive interpretation according to the objectives.

## **Data Presentation Tools**

After analysing the data, the presentation was made through tables, graphs, charts, diagrams etc.

## **c. Major Findings**

### **Current Status of E-Services' Availability at Upazila Level**

- The current e-Services situation at Upazila level focusing broadly on availability indicator. It was explored that Upazila Web-portal has been providing various information services to the people. All nation building departments were included in this Web-portal.
- Analysing 10 Upazila Web-portals of the study area, it was found that a number of e-Services were delivered through it. Access to e-Book, infokosh (National e-tothayakosh), submission of citizen application, official application, true copy for land deed application to Deputy Commissioner's Office, e-Directory for contact number, Upazila Administration service process map, hotline for service, all nation building departments' service process maps, different information, educational information, training and loan facility, agricultural information services, information on improved varieties of different crops, dealership list of fertilizer distribution, education results and admission information, education board access, health care facilities information, free health care service hotline, notices and news about different issues of Upazila Parishad, downloading of 715 different Govt. forms, income tax registration access etc. are generally available from the Upazila Web-portal. These information services opportunities encourage the peoples' penetration and participation in government development activities more. Services at door-step initiative have been ensured through this Web-portal as well.

- On the other hand, people are getting 13 e-Services from UISC. Of them, 'Online Birth Registration' was found the highest number both in Comilla and Moulavibazar (86 and 88 percent).
- The cent percent of the respondents mentioned that they were fully benefited and satisfied. Ninety five and 94 percent of the respondents mentioned 'Low Cost Services' and 'Saving Time' as the factors of satisfaction. They mentioned the current role of Web-portal initiative as positive.
- The study also revealed that majority of the respondents from UISC entrepreneurs (70 percent in Comilla and 60 percent in Moulavibazar) were not using online application for settlement record to DC Office. None of the UNOs also sent any official application to DC Office through Web-portals. All the NBD office did not have internet connectivity.

### **Prospects of E-Services for Rural People**

- The study revealed the prospects of e-Services for the rural people of the country clearly. The findings indicated that new service receivers were coming to render e-Services from UISC. Cent percent of the service receivers in Comilla and Moulavibazar opined that e-Services saved time and money.
- Majority (88 percent) of the respondents mentioned 'e-Service Center's Closeness to Residence' as important factor for saving the time while 'No Need to Go to District/ Upazila Sadar' was opined as factor by 74 percent of the respondents. Eighty two percent of the respondents mentioned that e-Services are low cost. Moreover, the respondents had also accessibility to e-Services (96 percent in Comilla and cent percent in Moulavibazar) and they also demanded more e-Services. Majority of the respondents from (80 percent in Comilla and 86 percent in Moulavibazar) had been taking various e-Services from UISC.
- Thirty eight percent of the respondents mentioned 'Electricity Bill Pay' as extended e-Services. Moreover, 12 and 10 percent of the respondents mentioned 'Gas Bill Pay' and 'Computer Training' as e-Services. 'Settlement Records', 'Money Transfer', 'Agriculture Services' etc. were mentioned by 8, 7 and 6 percent of the respondents.
- The study identified six purposes of usage of Upazila Web-portals by UISC entrepreneurs. Majority of the respondents (75 percent) visited Upazila Web-portals for seeking information about the concerned district and Upazila which is followed by 'Settlement Record related Inforamtion and its Download' (60 percent). Apart from these, 'To have Mobile Phone Number for Communication' (30 percent), 'Agricultural Information Services' (25 percent), 'Different Information Seeking on Settlement' (15 percent) and 'Health Services' (10 percent) were mentioned by the respondent who visited the Upazila Web-portals for need of the clients.

- UNO and NBD officials had been taking various steps to providing smooth and adequate e-Services to the people. The majority of service receivers and UISC entrepreneurs had termed the initiatives ‘Excellent’ and ‘Very Good’ respectively. On the bases of all these analyses, it could be said that there is a huge prospects of e-Services for the people of the country.

### **Existing Challenges and Minimizing Measures For E-Services**

- The findings of the study indicated that there existed some challenges in providing smooth e-Services to the people. The Web-portals have technical and updating problems. From service receivers (75 percent) and UISC entrepreneurs’ (85 percent) point of view, lack of uninterrupted power supply and very slow speed of internet were mentioned as the dominant problems respectively along with others. In providing e-Service delivery through Upazila Web-portal, the majority of the respondents from UNO (60 percent) mentioned ‘Weak Network/Connectivity’ was the main challenges followed by ‘People’s Inadequate Access to e-Services’ (40 percent) and ‘Lack of Skilled Manpower’ (30 percent).
- UNO (90 percent) and NBD officials (46 percent) also mentioned the slow internet speed as major problem for updating the Upazila Web-portal. It was also a major cause for having some of the links of Upazila Web-portal dysfunctional sometimes which was mentioned by the respondents both from UNO and NBD official group (60 and 30 percent respectively). Apart from this, ‘Problem due to Central Server’ (40 percent) and ‘Technical Shortcomings’ (20 percent) were also causes mentioned by the respondents of UNO category.
- They all suggested to increase speed as main remedy (41 percent of service receivers, 70 percent of UISC entrepreneurs, 70 percent of UNO and 40 percent of NBD official respondents). In regard to dysfunctional of some of the links of the portals, the concerned officials thought that due to low internet speed this problem occurred.

#### **d. Recommendations**

The results of the study led to the following specific recommendations:

- The e-Service initiatives are very good effort of the government and its potentiality is high. Therefore, the scope of e-Services could be widely extended.
- The password of Web-portals could be given to concerned Nation Building Department (NBD) official under strict office secret rules and regulation for regular uploading and updating of their own office link and creating of new e-Service.
- Adequate infrastructure like broad band connectivity, uninterrupted power supply special to UISC etc. could be ensured.

## **6. Title: A Situation Analysis of Water, Sanitation and Hygiene in Selected Areas of Bangladesh**

*Dr. Masudul Hoq Chowdhury  
Abdullah Al Mamun  
Afrin Khan  
Azma Mahmuda*

### **a. Objectives of the Study**

The general Objective of the study was to find out the overall sanitation situation in Bangladesh considering the government policy of “Sanitation for all by the year 2015”.

The specific objectives of the research were:

- i. to assess the availability of water resources and its use at the household level in the study areas; to analyse the state of current toilet and its practice at the rural households;
- ii. to find out how the waste management is being carried out in rural areas of Bangladesh;
- iii. to determine the situation and behavioral practice of personal and environmental hygiene by the rural population;
- iv. and to make recommendations for the policy makers for the next step of water supply, sanitation and hygiene improvement.

### **b. Study Methods**

The study method included at the first stage, all the districts in each division were listed and one district was selected at random from each division (total of 7 districts). At the second stage, all the upazilas in the sample district was listed and 2 upazilas were selected purposively: one ‘better performing’ upazila and another upazila with poor performance. This was given a total of 14 selected upazilas from the 7 sample districts. At the third stage, from each sample upazila, two unions were selected randomly. This was given a total of 28 selected unions from the seven divisions. At the final stage, from each union 30 households were selected at random from each union where 50% households were poor. The special emphasis was given to select the households where in each household having at least one adolescent girl. Thus, a total of 840 households from 28 unions were covered under the present study.

### **c. Major Findings**

- The study indicated that in total 4403 household members reported during field survey from 840 respondents. The age of the family members below 5 years and more than 5 years were almost same which was varied from highest in Dhaka

5.28 and lowest 3.96 percent in Barishal division and 46.23 percent in Chittagong 44.62 percent in Rangpur respectively. Population below 5 years and more than 5 years were considered as they were habituated in different practices as well as their awareness level of sanitation and hygiene. According to the information collected from the respondents in Bangladesh, the household size of the 328 (39.05%) respondents out of total 840 belongs to the category of 6-8 people's family. The average household size was 6.28. Among the 7 divisions of Bangladesh the household average household size was highest in Rangpur division (7.12) and lowest in Rajshahi division (5.48) The average Household size was the Dhaka, Chittagong, Khulna, Rajshahi, Rangpur, Barisal, and Sylhet comprised by 6.34, 6.28, 6.13, 5.48, 7.12, 6.32 and 6.28 respectively.

- The study findings showed that people of different divisions were practice hand washing in different aspects. There were few common areas where the most people use soap for hand washing. In Dhaka division most of the studied households interested to use soap after defecation (20.83%), which were followed by Rajshahi (24.17%) and Khulna (19.17%) divisions, where responds of Chittagong (10.83%) and Sylhet (10.83%) divisions emphasized to use soap after eating. In case of Rangpur and Barishal divisions poor percentages had been found among the respondents about hand washing practices irrespective of using soap in different situations. Most of the food handlers (6.67%) use soap before feeding a child and after cleaning Childs anus in Barishal division, where as in Rangpur division only few (2.5%) food handlers use soap after disposal of child feces which indicate the poor hand washing practices both the divisions.
- It was surprising that almost all the respondents had used soap at least once in reporting 24 hours, but in Rangpur and Barishal division the hand washing practice with soap was still poor. If we compare among the divisions about soap users and ranks then Rajshahi division stands top of the list and Rangpur division was in lowest position. Dhaka division stands in medium position. Using soap by food handlers were insignificant in Rangpur division and this kind of practice was almost absent in poverty stricken area. Due to remote area and attitudinal problem the food handlers of Barishal division use soap in a limited way. As the respondents of Rajshahi and Khulna division lived in urban area, they were conscious about cleanliness and use of soap by the food handlers were found significantly high. In case of Chittagong division the people of hilly area use soap in a limited way. For this reason though they use soap after eating (10.83%) but in other activities the use of soap by the food handlers were in a limited way and the result was insignificant. The human beings usually try to use soap in different purpose. To remind these respondents were asked to answer the question for using soap in different purposes within last 2 days. It was found that 100% respondents used soap for washing clothes; 80.48% of respondents used soap for child's bath; 77.50% respondents used soap for their own bath and

only 3.45% of respondents used soap before preparing food which indicates unconsciousness about their health.

- The study findings showed that about 86.19% respondent households of the rural areas actually had used to Hand Tube Wells as the source of drinking water. In studied areas the findings of the use of the source of drinking water's breakdown is 86.19% tube wells; 5.36% underground water through electric motor; 3.45% pond water with purification; 2.02% shallow tube wells; and more than 3% deep tube well, rain water and springs. About 90% household in Dhaka division used water from hand tube well for drinking purposes and 4.17% used underground water through electric motor. For drinking purpose water of shallow tube well and pond water was used in a few cases. There were no findings about the rain water, spring or public tap used drinking purpose. Like Dhaka division most of the people of Chittagong (85.83%), Khulna (90.83%), Rajshahi (84.17%), Rangpur (80%), Barishal (90%) and Sylhet (82.50%) division used water of hand tube-well for drinking purpose. The other sources of drinking water plays insignificant role. The NGO workers and television channels specially the Bangladesh Television (BTV) have been playing important role for disseminating knowledge and awareness making regarding hygiene behavior and use safe water in rural areas of Bangladesh. It was found from the study that sources of message on safe water use and hygiene behaviour was 30.24% each from television and NGO activists. Government Health Assistants also playing important role on this awareness (18.33%).
- Menstruation is a normal biological process and a key sign of reproductive health, yet in many cultures it is treated as something negative, shameful or dirty. The continued silence around menstruation combined with limited access to information at home and in schools results in millions of women and girls having very little knowledge about what is happening to their bodies when they menstruate and how to deal with it. From the study it was found that the willingness of sharing menstrual hygiene practices to others among the adolescent girls in the study households were less in every division of Bangladesh. Even menstruation is a physiological matter and common around the world but the maximum adolescent girls among the study respondent's households gave the impression it as big problems in their life. Regarding the material use on the time of menstruation the adolescents usually use cloths (rag), sanitary pad, cotton and other materials like tissue paper. It was found that use of cloths during menstruation comprised the highest position (63.93%). The second position was the pad with is followed by cotton. About 10% adolescents refused to say what they were using during menstruation and they said it is their matter so, no need to express this dirty matters with others. Those adolescents' girls were using the cloths during their menstruation they were habituated with

old cloths (62.60%) among the respondents of Bangladesh. Only 24.95% adolescents were habituated with using the new cloths among the total adolescents and this figure was highest in Sylhet division (34.09%) and lowest in Khulna division (17.39%). The adolescent's girls usually use cloths during their menstruation but they need to change these cloths after some time. The place for changing cloths is one of the main problems for the adolescent girls in rural areas of Bangladesh, especially if there are no separate toilet and water facilities for the girls.

- It was found from the study that changing menstrual cloths was maximum 1-2 times per day (57.73%), changing 3-4 times was lower than that (39.29%). But it is require to wash and dry the menstrual cloths after each use and it was found that process of drying was so inquisitive and for repeated use the adolescents was trying to make dry inside the house but not in sunlight (51.77%) and it takes long time to dry. Some adolescents tried to dry the menstrual cloths for repeated use inside the house and is sunlight (21.97%) and others (26.26%) dried it outside the house and in sunlight. The place of keeping of menstrual cloths for repeated use is also important for them. If they keep them in dirty place then there is a probability of skin diseases. Therefore, it is require keeping the dried menstrual cloths in clean place. But it was found that, more than 60% adolescents kept their menstrual cloths for repeated use in dirty place and it was highest in Rangpur division (70.00%) and lowest in Khulna division (52.17%).
- Sanitation is the hygienic means of promoting health through prevention of human contact with the hazards of wastes as well as the treatment and proper disposal of sewage or wastewater. The conventional sewage systems are found in rural areas of Bangladesh which is popularly known as use of toilets. There are two types of toilets usually found in rural areas of Bangladesh. One is flush toilets using generally by the rich households and pit latrine which is most common in rural areas of Bangladesh. Even the people of rural areas of Bangladesh are mainly using the pit latrines but most of the pit latrines are not water sealed, so that these are unhygienic (36.07%). The most dangerous issue of these pit latrines is these latrines are connected to canal, ditch, or river (32.98%). The number of pit latrines varies from district to district and it was found that pit latrine with water sealed was highest in Rajshahi division (20.83%) and lowest in Rangpur division (1.67%).
- Pit latrines with no water sealed is very dangerous to human health because flies can carry bacteria and other germs which are mainly responsible for diarrhoea, dysentery and typhoid diseases. Therefore, these type of latrines are totally unhygienic and it was found from the study that these type of pit latrine with no water sealed was 36.07% among the study households in Bangladesh whereas it was highest in Sylhet division (45.00%) and lowest in Rangpur division

(21.67%). But the most significant drawback of the respondents living in Rangpur division was the practicing hanging latrines (24.17%) and using the pit latrines those were connected to somewhere else like canal which was 27.50%. The hanging latrines were also connected to ponds or canals and using these two types of latrines are very dangerous to human health and healthy environment is concerned so far. About one third of the toilets used by the study respondents households of Bangladesh were these types i.e., pit latrine connected to somewhere else (canal, river, ditch etc.).

- It is very rare to reuse the waste in rural areas of Bangladesh but it has huge potentialities of resource management and reuse. It was found from the study that about one third of the study households had no specific places for waste disposal. Availability of specific place was highest among the respondent's households in Rajshahi division (75.83%). The specific place where waste can be disposed properly i.e., drum or pit is quite low which were only 2.74% and 2.26% respectively in Bangladesh. The maximum number of households put/throws their garbage beside the homestead or beside the kitchen (42.86%) and it was followed by here and there throwing or putting (31.07%).
- The availability of drainage system is also important considering the safe sanitation. But it was found that 67.98% households had no proper drainage system which is responsible to fever like dengue and other health hazards. Those households had the available drainage system, these systems were almost not satisfactory in nature and it was found that 53.90% drainage systems were broken drain.
- Based on the findings of the survey it is conceivable that hand washing with water alone reduces disease transmission somewhat, but it is significantly important to wash both hands especially for the food handlers before cooking or preparing foods. Some demonstration programme can be undertaken in rural areas regarding the proper hand washing practices. The most important is to motivate people who do not know how to wash their hands effectively to acquire a hand washing habit. There are some aspects of hand washing practices, especially washing both hands and drying that would benefit from improved understanding. Both government agencies like Upazila and Union level health workers can play the vital role. For approval of any project of NGOs, NGO Affairs Bureau can impose this type of awareness raising programme to their respective projects.
- The defecation behaviour needs to improve through using hygiene toilets and washing hands after defecation. Soap use should be encouraged in rural areas before and after eating and mandatory after defecation. Awareness raising programme through village based schools can be undertaken for proper

defecation practices and soap use. The unhealthy toilets should be shifted by healthy and hygienic toilets. Both government organisations and NGO and especially through the direct coordination from the Union Parishad level can solve this problem. Proper monitoring is also necessary in rural households for ensuring installation of hygienic toilets. All wastes are resources and can be reusable even after some processes. Some wastes are degradable to compost fertilizer. Local level kitchen waste management programme can be undertaken to manage to wastes in rural areas. School awareness programme on waste management can also be started in schools situated in rural areas of Bangladesh.

- Adolescent's girls are the mother of upcoming generation. Therefore, it is important to teach them about the reproductive health. The need to aware what to do during menstruation periods. Adequate facilities should also be given in both households and school level for maintaining their menstrual hygiene. A special class on reproductive health and awareness can be arranged in all schools with the adolescent's girls. A special programme in both private and government channels should be broadcast at least in every week regarding the safe water use, sanitation, waste management, menstrual hygiene, and healthy toilets use with maintaining personal hygiene.

## **7. Quality Education and Gender Perspectives in Rural Schools: A Case Study**

*Nasima Akhter  
Saifun Nahar*

### **a. Objectives of the Study**

The general objective of the study is to assess the quality of education and gender perspectives at primary and secondary level schools in the rural areas under the PEDP-II/III and FSSAP-II projects implemented by GoB.

#### **The specific objectives of the study are to:**

- a) assess the socio-economic condition of respondents by gender;
- b) assess the availability of gender friendly facilities;
- c) describe students learning achievement, behavioral practice and environmental situation at primary and secondary level schools;
- d) analyse the educational management with respect to service delivery systems and the influence of supports in providing quality education;
- e) suggest recommendations based on the study findings.

## **b. Study Methods**

**Selection of the Sample Areas and Observation Method:** The study was conducted in nine schools of Comilla, Sonargaon Nawabgong and Rampura upazila covering three districts: Comilla, Narayangongr and Dhaka under the two divisions of Dhaka and Chittagong. From three district purposively these eight primary enclosed with secondary school selected where using the relevant intervention under PEDP- I/ II/III and FSSAP programme/projects.

**Selection of Respondents and Focus Group Discussion:** Selected nine(09) schools from four (04) Upzillas was studied and from each school 08 teachers, 08 SMC members, 12 students(Both male and female) and including 12 parents (09 X40=360) were selected as the respondents from nine Schools for the study. Moreover, opinions were taken from the Head Teachers, Assistant Teachers and members of the School Managing Committees regarding their behavioral practice and environmental situation. Focus group discussion was conducted in the study schools to clarify the issues of gender ideology, attitude towards self work, good practice, behavioral discrimination, using intervention and service delivery to attain equal learning achievement with quality. A checklist were also prepared for conducting FGDs/ and case study. All FGDs /and case study were conducted by the researchers themselves.

**Instrument for Survey Data Collection and Data Processing:** Relevant data were collected from both primary and secondary sources. Pre-tested structured questionnaires were administered to collect data from different respondents by selecting sample random basis and officials documents. Relevant published materials were used and reviewed for comparing the findings wherever possible. Data were collected by a group of trained investigator. Researchers were also involved in collecting data and supervising the data collection. Investigators and Tabulators of Research Division, BARD were engaged to tabulate the data under the direct supervision of the researchers.

## **c. Findings**

The Study was conducted in nine government affiliated primary attached secondary schools of three districts: Comilla, Narayangongr and Dhaka districts . The name of these nine high schools were Shalbon High School , Baltuly High School , Chuawara High School, Shoilorani High School, Bakhrabad Ideal School, Dhanashwar High School which were from Bijoypur, Jaganathpur, 12 No. ward sadar and Galiara Union and about 2 to 6 km. away from Comilla Sadar and Comilla sadar south upazila respectively. On the other hand, the rest three schools were Baidhar Bajar N,M High School,, Nawabgang Salla High School, Sheraj Miah School from Nawabgang ,Shonargaon, Rampura upazila which were about 2 to 5 km.

away from respective thana. In this study, the catchment areas of selected nine government primary with secondary schools were 03.30sq. km. Such a large catchment area is quite in conducive to the students of school going children. Because, it is difficult for the students to move for long distance of 7-12 k. m. for attending the school during rainy season, not speak about the Monsoon. Although all the nine schools included in the study were establishment at the local initiative at different points of time between 1945 to 1998. Data revealed that among the nine studied schools, Government laboratory high school in Comilla and Nawabganj Salla School in Dhaka region have comparatively better physical facilities such as the classrooms for students seating accommodation with electricity facilities /fan, adequate play ground, teaching equipment, availability of safe drinking water and healthy toilet facilities than that of other schools.

### **Communication and Transport Facilities**

There was pucca road connected with the schools. They have semi-pucca road inside these school area. Govt. Laboratory High School, Shalbon High School, Betali School, Hoscha Mia School, Bakhrabad Ideal School, Dhenashwar School of Comilla which linked the schools with the Dhaka Chittagong highway trunk road and the Comilla town. On the other hand Baiddar Bazar School, Nawabgang Salla School and Sheraj Miah School from Sonargaon and Dhaka have pucca road and Meghna river is very much helpful for the mobility of the people of Sonargaon area by suitable transports. In Nawabganj Salla School area it was not so easy for transfer from one place to another due to bad condition of roads.

### **Population**

The total number of respondent's households in the study schools area /villages was 360, of which 240 respondents were in Comilla, 120 were in Sonargaon Upazila of Nrayangong and Dhaka districts. These respondent households had a total population of 927male and 853 female i.e.1780 members with an average family size of 4.94 persons. It was slightly higher in comparison to national figure of 4.8 (BBS, 2015: 82).

### **Primary Education and Health Care Facilities**

All of the studied areas have at least one primary and secondary school as well as mosque and 'maktab', but in cases of health care services there were limited government medical facilities inside the villages. However, the village peoples attend doctors/paramedics in Thana health centre which is at least two kilometer away from the native village. From the table-01 it was found that the study schools are having lack of library and separate common room for girls, as well as no mid-day school meal facilities.

## **Educational status of the parents of Respondents**

Primary level: This group included persons who have attended up to five years of schooling. It is found that out of 108 parents literate was 95 in the study household and a total of 20 (27%) belonged to 01 to 5 years of schooling. In Sonargaon and Dhaka villages, a total of 08 (28%) had primary level of education.

Secondary level Class (vi-x): This group includes persons who have attended 6 to 10<sup>th</sup> grade of schooling including persons who have passed secondary school certificate (SSC) Dhakhil. Of the total 95 literate persons, 21(22%) had achieved secondary level of education. Twenty one percent in Comilla 21% and 17% Sonargaon and Dhaka have attained the same level.

Higher Secondary Certificate (HSC/Alim): Persons who have passed higher secondary certificates (HSC) and students attending 11<sup>th</sup> and 12<sup>th</sup> grade of schooling have also been included in this group. Data revealed that out of 95 literate, 21(22%) passed HSC level of schooling which was very low. Area wise data indicate that in Comilla village, 12 (16%) has passed HSC level. In case of Sonargaon and Dhaka it was 9(25%). This gives better picture than the 2011 census figure of 18% (BBS2011, 138).

Degree and above: According to BBS this group includes all degree holders including Bachelors, B. Sc, B Ag, Engineering , MBBS, Postgraduates, M, Sc, M. Phil, Ph. D, D.M Ag. etc. Data revealed that out of 108, overall 25 persons (23%) have achieved degree and higher level of education. Findings revealed that none of the illiterate is found in Dhaka area.

## **Teacher and Student Strength in the Study Schools**

The formal education system in Bangladesh includes five years of primary education. But in our country it is observed that in almost all the lower classes, the number of students both male and female are more, but in the upper classes (III to) student's participation is lower. Because some of the students discontinue before completing the five years schooling .In Bangladesh the percentage of children who completes five years of schooling was often as low as 30 to 40 percent of the total number entering in grade- 1 (BANBEIS, 2012,1992:12). Furthermore, according to BANBEIS in 2012, enrolled girl students dropping out from grade II was nearly 60 percent and in grade IV and V and above was about 19 and 10 percent respectively. Again , boy students dropping out from grade II was about 17 percent and in grade IV and V the corresponding figures were 18 and 09 percent respectively (BBS, 1969:49). This table-08 reveals that both primary and secondary schools having teacher student ratio is 1:45 in Comilla, 1:55 Sonargaon and 1:31 in Dhaka region.

### **Class-wise Number of Students**

Starting from class-I, there has been a steady decreasing trend in number of students in higher classes. Total number of students in class V was about 61 percent to that of other classes in the studied nine schools.

### **Number of Sex-wise Students**

According to the statistics of UNICEF in 2013 there were 54.09 percent boys and 45.97 percent girls students in primary schools of Bangladesh (UNICEF,2013: 12). In the nine schools studied, the percentage distributions between male- female students were on an average 48 and 52 respectively.

### **Accommodation Facilities and Attendance of the Students**

In Bangladesh, it is a common feature that actual attendance in rural schools and the accommodation facilities are not enough for ensuring proper education. In the study schools some problems regarding accommodation facilities were observed. The table No-6 showed that among the nine studied schools, Government laboratory high school in Comilla and Nawabganj Salla School in Dhaka region have comparatively better physical facilities with a good picture of class rooms and accommodation situation.

### **Attendance and Performance of the Students**

During the survey, actual attendance of the students were taken for a month of terminal examination and the average percentage of attendance were calculated (as per the record of the registers maintained in the school) by :

$$\frac{\text{Average of 30 days attendance by sex and class}}{\text{Total number of respective students According to attendance registrar}} \times 100$$

From the data it was observed that the class room attendance rate was 85 to 98% in Comilla and it was 83% to 95% in Dhaka which was found better in comparison to national statistics of 82%. From the data it was observed that total attendance rate and the attendance of female students in different classes of rural schools studied were found better in comparison to BBS statistics of 82% (BBS, 2013 : 351).

### **Teaching and Learning process**

Quality education is not an easy concept to qualify. Education International believes that quality teaching is essential for quality learning in education. At a time when we are discussing a quality education for all our learners it is important to take time to understand this concept. According to the Education for All: Global

Monitoring Report 2005 - (EFA: GMR), The Quality Imperative two principles as learners' cognitive and effective domain development for promoting values and attitudes of responsible citizenship and in nurturing creative and emotional aspects." (pp.8 and 17). From the above table it is found that the highest number of teachers in Comilla was 27 in Government Laboratory High School. Among them male is 11 and female is 16. The percentage of male is 42.30 and female is 57.70. On the other hand the the highest number of teachers in Dhaka region was 41 in Nawabganj Salla School. Among them male is 23 and female is 18 where in percentage of male and female teachers it was 44.45 and 55.55 respectively. It to mentionable that govt. schools have inclusiveness to appoint especially disabled teachers is 10% and female teachers 60% is encouraging.

### **Teachers training situation**

Teacher quality is the single most important factor, in a school, in influencing student engagement and achievement. The process of identifying, developing and retaining highly qualified teachers to support student learning, especially the learning needs of the most disadvantaged children, is a global challenge. Teachers training and quality teaching skill in creative education is a tool to improve students performance's with quality and it is identified as a key influence on high quality learning outcomes. Quality teaching is focused on raising student achievement (including social outcomes). Quality teaching facilitates the learning of diverse students and raises achievement for all learners. The table(9) shows that only 5 (12.19 %) teachers have masters degree and maximum (approx. 50%) are untrained. In the study Schools total trained teachers are 62. Among them male is 22 and female is 40. The percentages of trained male teachers are 64.54 and female is 35.48. On the other hand Teacher student ratio is more encouraging in BARD model School than that of Government Laboratory and Dhanwaish High School.

### **Student's performance**

In our country situation it is observed that in almost all the lower classes the numbers of students both male and female are more, but in the upper classes students' participation is lower. Because some of the students discontinue education cycle before completing their study at the school level of education. Under the recent creative education curriculum the Public Examination performance of the students are given in Table-11. This table shows more boys (145 out of 210) attend in the JSC examination with 100% passed in all category of examination.

This table shows no A+ in PSC and JSC examination, maximum students (257 out of 358 ) achieved other than A & A+ grade.

## **Prevalence of Eve-teasing/sexual harassment among Respondents in the Study Schools**

This table shows that 13 (43.33%) respondents declared Eve-teasing/sexual harassment occurred at these study schools. In this study, this table shows that 29 (7%) respondents attend with eve-teaser and 253 (70%) inform their teacher and Parents following an eve-teasing situation followed by legal support 41 (11%) to take protection from eve-teaser.

## **Role of School managing committee**

Generally several types of School management committee are found in the school. Such as Thana Primary Education Implementation Committee (TPEIC), Union Committee (UN), Ward Committee (WC), School Managing Committee (SMC) comprising 11 members, Parent-Teacher Association Committee (PTA) comprising 14 members etc. The teachers and the SMC members (N = 16X9 = 144) were found committed about the quality of education, make solution towards problems of education. Data revealed that the school has their working School Management Committee (SMC) who take responsibility for better management, planning, monitoring and arrange various co-curricular activities. School Management Committee (SMC) seats in a meeting at least one in a month. The committee also conducts regular PTA meeting with the concerned guardians and shared suggestions. The committee Monitor the academic activities and take necessary steps to improve SMC works addressing the Eve-teasing, awareness regarding gender equality and social activities. Opinion of Teachers/SMC members were found that local leaders strong support is needed to move all together against eve-teasing, prevent Eve-teasing or sexual harassment for correction of such behaviour, advised for moral education as well as execution of Social defense and legal Punishment.

## **Opinion of the Parents and Students to prevent Eve-teasing or sexual harassment**

The perception of the students and their guardians (N = 24X9 = 216) about the quality of education in gender perspective deserves praise. They are now very much vigilant about the quality of education in the school, activities of their children both at school time and other time passing at home. The most of the guardians maintain fair communication with the school always. The parents are anxious about the current problem of eve-teasing as well as children's mental and physical abuse and emotional blackmail from the surroundings, even from the male teachers /school staffs. They demanded proper monitoring and strong implementation of legal supports and laws practice. According to the opinion of students, it is necessary to inform teachers immediately and protests on the spot as well obey the religious values. In this study,

this table shows that 29 (7 %) respondents attend with eve-teaser and 253 (70%) inform their teacher and Parents following an eve-teasing situation followed by legal support 41 (11%) to take protection from eve-treasure.

#### **d. Recommendations**

Due to changing national and global condition there is a need for restructuring of our education system. From the researcher's point of view followings measures can be done –

1. We need a national education policy to implement the suggestions made by various education commissions in various times. Curriculum with learning materials and education level should be determined in relation with the need of the society and the nation.
2. Recognize the points for addressing gender inequalities, which include enrolment policies and practices, curriculum relevance, teacher deployment, learning environments, security, Using technology and allocation of resource in the primary and secondary school's.
3. The teacher-student ratio is moderate in both of all the study schools. The teacher-student ratio should be highly standard if it is 1:40 as compared to study schools in rural Bangladesh.
4. Training of teachers in every level and enhancing the responsibilities and respect of teachers. and integrate gender awareness components into pre-and in service teachers training programme. Develop indicators for teachers mind set change to better identify and measure progress toward gender equality in education.
5. In is necessary to incorporate subjects of teaching and training about obeying religious instructions followed by religious/moral values for both boys and girls including teachers.
6. Making of public of all the primary schools. From class 6-10 education to be one way without any specialization. Separate schools to be established and classes to be arranged for both boys and girl students. Modernization and development of madrasa education.by increasing facility and logistic supports.
7. Quality development, increasing the education scope in the villages by establishing of a model school in every Upazila. Taking of measures to Band notebooks, tuition, and coaching centre and stop the Students drop out from schools.
8. For the overall development of Bangladesh spreading of education is a must. We need an education system which will provide us courage and energy in our journey of life and also provide intensity in work. So if we can solve the existing problems in our education system there will be an increase of overall education rate as well as improvement in the moral ethics and human resource development

## **8. Title: Family Planning Activities and Behaviour: Study on Four Villages in Bangladesh**

*Dr. Md. Kamrul Hasan  
Sk. Mashudur Rahman  
Md. Abdul Mannan*

### **a. Objectives of the Study**

The general objective of the study is to review the family planning programme in Bangladesh and identify the strategies for accelerating the program.

The specific objectives are to:

- i. review the past and present situation of family planning activities in Bangladesh;
- ii. identify the constraints and their causal factors facing by the family planning program to achieve the desired result; and
- iii. develop recommendations for strengthening family planning program in Bangladesh.

### **b. Research Methods**

#### **Selection of Study area**

The present study was conducted in two separate geographical locations – one is relatively advance and the other one is relatively less advance in contraceptive prevalence rate. In order to collect village level data from the eligible couples, four villages, two from each of Dhaka and Sylhet division, were selected for in-depth household level data collection. The four selected villages were completely enumerated through structured schedule.

#### **Determination of Sample Size and Selection of Respondents**

About four hundred respondents were selected from four villages. Sample size were determined by using the formula.

$$n = \frac{z^2 \cdot p \cdot q}{e^2} = \frac{(1.96)^2 \cdot 5.5 \cdot .5}{(.05)^2}$$
$$= 384 \approx 400$$

Eligible couples, field workers, health centers, community clinics, concerned Upazila level officials, Headquarters of Family Planning Department were the key respondents of the study.

## Area wise Respondents

The study was conducted in two different socio-cultural geographical locations of Bangladesh-Dhaka and Sylhet. Location wise number of respondents is shown below.

### Area wise Female Respondents

| Division | District    | Upazila     | Union     | Village      | No. of respondents | %     |
|----------|-------------|-------------|-----------|--------------|--------------------|-------|
| Dhaka    | Narayanganj | Sonargaon   | Sonargeon | Dattopara    | 100                | 25.64 |
|          |             |             |           | Hatkopa      | 90                 | 23.08 |
| Sylhet   | Sylhet      | South Surma | Tetli     | Bodikona     | 100                | 25.64 |
|          |             |             | Daudpur   | West Daudpur | 100                | 25.64 |
| Total    | 2           | 2           | 3         | 4            | 390                | 100   |

Source: Field Survey 2014

## Methods of Data Collection

Relevant information was collected from both primary and secondary sources. Primary data were collected through structured questionnaire and checklist. In addition, qualitative data were generated through observation, focus group discussions (FGDs) and case studies. Secondary data were gathered through literature review from different documents and reports like Census Reports, Five Years Plans, etc.

## Data Processing and Analysis

Primary data were processed for analysis. Qualitative data were processed through manually. After collecting, editing and processing quantitative data were tabulated and analysed by using average, percentage, graphs etc.

### c. Major Findings

The present study is an evaluation of the ongoing activity of family planning and its effect in four villages of Dhaka and Sylhet division. Within this context, the study is designed mainly to review the family planning program in Bangladesh and identify the strategies for accelerating the program.

The study reveals that there are wide ranges of socio economic variation in terms of age structure, sex composition, marital status, capacity of letter writing, education and occupation, ownership of land, cultivable land, and household income

in both the study locations. It has been found that women's share in cash income of the household is very negligible. Most of them are housewives (95.13%). About 73.59% of respondents have no land at all and 94.87% of the respondents have no gardening land. In case of education, 22.31% of the eligible couples have no capacity of letter writing. Age at marriage is still remarkably lower for women than men. The socio-economic findings imply that between the two study locations, Dhaka is more developed in terms of socioeconomic and demographic characteristics.

The study reveals that fertility and mortality vary from area to area or population to population. During the last year 35 birth giving mothers were found and out of them 82.86% were house wife. Mentionable that all birth giving mothers' age range were from below 20 to 36 plus age. out of 35 infants, 21 were male and 14 were female. On the contrary 6 female and four male were died during the last year. Out of them three were infants and all were located in Dhaka division and the rest seven were the over 60. Infections, pneumonia, aged, heart problem and brain stroke are the major causes for death. The study also reveals that 390 married women product 570 male and female child in their whole life and out of them 290 are male and 280 are female. At present 555 are alive and out of them 280 are male and 273 are female.

Early marriage (7.18%) is still prevailed. About 84% of the brides' age at first marriage were 16 to 20 year. Cent percentage of the married couples adopted with different methods of family planning, though the number of permanent method is very poor. Nearly 18% of the female respondents adopted the ligation method. Now a days community clinic, family planning workers, family welfare centre and different media (television and media) are the significant sources for getting family planning related information. But the sad part is that still 20.77% of the respondents are not happy for the service of family planning. In the last month 68% of the respondents mention that no family planning workers did visit their home. It is revealed that the level of knowledge and satisfaction for all family planning methods and services among the women of Dhaka division is higher than the level of knowledge of Sylhet division.

Family planning method means the use of all techniques, practices, and medical devices that help a couple plan their family. Currently 61.54% eligible couples are taking different types of family planning methods. Out of 390 female respondents, 61.53% of the respondents use the temporary family planning methods. The study reveal that 390 household, 150 households do not use the family planning methods. There are many social, religious, psychological or physical cases for not using the family planning methods. Though permanent method is a long acting method but people are not feel comfort for using this method and most of the husband still think that permanent method is not for the male, it is for women's matter only. Out of 20 permanent method use of clients, 75% clients have got the prize or subsidy from the Government office. Regarding the source of getting contraceptives, 33.18% of the users mention that they got their contraception from the family planning workers.

There is a gender inequality by using the family planning methods. The major trends of using the method were pill and condom (92.86 altogether). After having one son 54.24% of the respondents adopt the family planning method in the four villages of Dhaka and Sylhet division. The study reveals that one or two child is not barrier for using the family planning method. In both cases, the percentage is almost same. But after having three daughters 13.25% respondents use family planning method. Regarding family planning materials the role of wife is very much important, 100% women are willingly taking the family planning method. The male members of the household still take most of the decisions including family planning.

Awareness is the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. About 99% know the slogan of no more than two child and only 3 inhabitants of Bodikona do not familiar with this slogan. Television and family planning workers are the major sources of information inflow or disseminations. Most of the respondents mention that advertisement should be accelerated and home to home delivery of family planning should be enhanced. The policy implications of the findings are that after well trained up on various family planning methods, the field workers should visit continuously.

#### **d. Recommendations**

To accelerate the family planning activities, the study has recommend the following suggestions

- Engage more manpower especially for the post of FWA and FWV
- Resolve the conflict between cadre and non-cadre
- Emphasis given on man adoption on family planning methods
- Increase to door to door approach
- Promoting family planning related message or advertisement signboard should be hung at the in front house of FWA, market places, or crowded areas
- Readjust the MIE and supply system
- To implement the national target, target should be fixed at Upazila and Union level
- co-curriculum and population Education should be included in the various stages of education.
- Family planning program can be integrated with the poverty reduction and other development programs.
- In the World Population Day certificate or award can be given for the best family planning worker through the prime minister, minister or Upazila chairman

**CHAPTER – FOUR**  
**ANNUAL REPORT ON ACTION RESEARCH**  
**2016-17**



## 4.1 Introduction

Action Research is an innovative component of rural development evolved by BARD in the sixties. The main feature of the action research is to experiment the new thoughts and ideas of development on a smaller scale to get more insights on the practical utility of the concepts before replicating those ideas in a wider scale. The purpose of the action research is to understand the different aspects of a problem or problems to discover visible and efficient solutions and ultimately to present a model which could be replicated easily by the respective departments. Dr. Khan advocated that the research work of BARD should have practical orientation through collaboration with other departments. BARD conducted several action researches in collaboration with the Planning Commission and evolved the much acclaimed “Comilla Model of Rural Development”. Subsequently, the model was replicated all over the country. Responding to the need of time and local people, BARD experimented two other projects, namely *Small Farmers & Landless Laborers Development Programme (SFDP)* and *Comprehensive Village Development Programme (CVDP)* in mid seventies and early eighties. The later one is now being implemented by four organisations in one Upazila of each Sixty Four Districts while SFDP is transformed as “Small Farmers Development Foundation (SFDF)”, a self sustaining organisation. BARD believes that development is a continuous process and it has continued its efforts to develop new model for rural development considering the need of local people and changed policies. However, the newly approved BARD Act, 2017 state that BARD can now undertake both experimental and larger development projects and programmes related to rural development across the whole country. The report narrates some performance of action research activities of BARD conducted during 2016-17.

## 4.2 Project Initiation and Approval Process at BARD

The project initiation process of BARD consists of several steps. At first the Faculty Members of BARD generate new ideas through conducting research, carrying out observation studies and consulting different policy documents. Subsequently the concept paper is presented in the Annual Planning Conference (APC). After getting approval of the APC the project proposal is prepared following different formats. Project Division of BARD facilitates their initiative by providing technical and administrative support and making liaison with the concerned Ministries/Divisions, Planning Commission, Implementation Monitoring and Evaluation Division (IMED), External Resources Division (ERD) and other relevant organisations. Considering the funding opportunities, generally three types of proposals can be formulated for conducting action research. The common funding opportunities are: i) Annual Development Programme (ADP), ii) Research Grant of BARD’s Revenue Budget, & iii) External Supported Project at home and abroad. Some projects are experimented through signing MoUs with different academic institutes and professional bodies and small projects under revenue budget got approval from the DG, BARD.

### **4.3 Performance of Project Activities during 2016-17**

Since inception in 1959, BARD has experimented 56 new ideas on different issues of rural development in order to develop models for improved institutions, administrative structures and methods of production. According to its mandated functions, BARD constantly attempts to generate new ideas for improvement of rural community. BARD has implemented 6 projects during 2016-17 (Table-1). Major features and achievement of on going projects have been presented in the following sections.

#### **A. Projects Under Annual Development Programme (ADP)**

##### **1. Improving Livelihood of Rural People of Lalmai-Mainamati Hill Areas of Comilla through Integrated Agricultural Farming (BARD part of Ektee Bari Ektee Khamar Project)**

The main focus of the project is to improve livelihood of poor community of Lalmai-Mainamati Hill areas of Comilla. In 2015, BARD proposed the project to the government under the title of Improving Livelihood of Rural People of Lalmai-Mainamati Hill Areas of Comilla through Integrated Agricultural Farming and it was approved finally in 21 November, 2016 as a part of national flagship project, Ektee Bari Ektee Khamar. The main features of the project are to familiarise new technologies to rural community with regard to agriculture practices and skill development on income generation activities. Details of the project has been presented in section 1 of *Annexure-I*.

##### **2. Development of BARD Physical Facilities**

Most of the physical infrastructure of BARD was constructed during early sixties. Recently, government has approved the project in order to improve its age-old facilities. The main activities of the project include construction of a modern hostel, conference hall, swimming pool, school building, vehicles and full automation of BARD operation. Details of the project has been presented in section 2 of *Annexure-I*.

##### **3. Comprehensive Village Development Project (CVDP)**

Under Annual Development Programme, BARD experimented 2<sup>nd</sup> phase of *Comprehensive Village Development Programme (CVDP)* along with three other organisations up to December 2015. In the second phase, BARD got involved in experimenting the project in sixteen Upazilas of 15 districts of 5 Divisions. Under this project, one organisation in one village is formed to cater all socio-economic needs of its members. Irrespective of age, sex and socio-economic conditions, village people can be members of a CVDP society. A total of 1020 comprehensive village

development cooperative societies with the participation of 1.58 lakh members were formed till December 2015. More than 158565 villagers from about 103101 households took the membership in the society. Cooperators include both male, female, youth, poor, landless, distressed women and so on. They practice cooperative principles & practices.

Members of the cooperative societies are provided both skill and management development training on cooperative management, development, leadership development, livestock development, gender development, entrepreneurship development, vermicompost and so on. So far, more than 50,000 members received a variety of training. A total of 1680 youth (male and female) received income generating training on tailoring, electrical house wiring, basic electronics, plumbing, solar panel. Now they have been engaged in self -employment. At present, the project is in the process of approval to continue for the third phase. Detailed performance of the project has been presented in section 3 of *Annexure-I*.

## **B. Projects Under BARD Revenue Budget**

### **1. Women's Education, Income and Nutrition Improvement Project (WEINIP)**

BARD undertook a number of projects to eliminate massive suffering of the females and to emancipate them to uphold their position in the society since 1961. In this regard, WEINIP was started in 1993 as a part of such efforts of BARD to improve status and empower females. The major features of the project include formation of village-based women society, accumulation of own capital, engagement of members in income generating activities and development of social awareness development and so on. In 2016-17, 1067 members in 24 societies accumulated a total of Tk. 10, 21,243 and provided Tk. 21, 60,000 as micro-credit from own capital among 120 members. Over the years, the societies accumulated Tk. 69,19,120 as their own capital. The interest rate of credit is 20%, however the accumulated interest is deposited in society and then distributed among members of the society as yearly earning or profit of the respective society. A number of training courses were organised for the members of the society. Detailed performance of the project has been presented in section 4 of *Annexure-I*.

### **2. E-Parishad for Better Service Delivery in Rural Areas**

Now-a-days, it is widely recognised that information and communication technologies (ICTs) an essentially important for accelerating developmental efforts. Promoting e-governance both at national and local level is one of the priority issues of the government. In this regard, BARD initiated an action research at one union for experimentation in 2010 in order to provide necessary services to the rural population

at their door steps for rural development and to improve their standard of living through promoting ICT based Platform at local level. Over the years, a soft-ware has been installed for improving efficiency of management of Union Parishad. In 2016-17, one training course on computer skill development organised for rural youths. Detailed performance of the project has been presented in section 5 of *Annexure-I*.

### 3. Management and Extension of Dairy Demonstration Farm

The project was undertaken by BARD in 2015. Initially it was established by the financial support of KOICA Bangladesh. Its main objective is to make demonstration of modern technology on dairy rearing as well as providing training to the village farmers. In 2016-17, more than 30 villagers received practical training on management of dairy farm and a number of students of universities visited the farm. Recently, a biogas plant was installed at the premises of demonstration plot for production of gas along with the bio slurry. Details of the project has been presented in section 6 of *Annexure-I*.

**Table 01: Ongoing Projects of BARD at a Glance**

| Category & Name of the Projects  | Duration                     | Total Project Cost<br>(in Lakh Tk.) |         | Project Personnel  |
|--|------------------------------|-------------------------------------|---------|--|
|  |                              | GOB                                 | Total   |  |
| <b>A. Projects Under ADP</b>   |                              |                                     |         |  |
| 1. Improving Livelihood of Rural People of Lalmai-Mainamati Hill Areas of Comilla through Integrated Agricultural Farming (BARD part of Ektee Bari Ektee Khamar Project) | July 2016 – June 2020        | 5055.00                             | 5055.00 | Dr. Shafiqul Islam<br>Mr. Salah Uddin Ibne Syed<br>Dr. Md. Anwar Hossain Bhy<br>Dr. Bimal Chandra Karmakar |
| 2. Development of BARD Physical Facilities   | January 2017 – December 2019 | 3439.65                             | 3439.65 | PD: Ranjan Kumar Guha<br>APD: Nazmul Kabir   |
| 3. Comprehensive Village Development Programme (CVDP) (BARD part)  | July 2009 - December 2015    | 310.00                              | 310.00  | DPD : Dr. Kamrul Hasan   |
| <b>B. Supported under BARD Revenue Budget</b>  |                              |                                     |         |  |
| 1. Women's Education, Income & Nutrition Improvement Project (WEINIP)  | July 2014 to June 2018       | 20.60                               | 20.60   | PD: Nasima Akhter<br>APD:Farida Yeasmin  |

| Category & Name of the Projects  | Duration              | Total Project Cost (in Lakh Tk.) |       | Project Personnel                       |
|--|-----------------------|----------------------------------|-------|---|
|  |                       | GOB                              | Total |   |
| 2. E-Parishad for Better Service Delivery in Rural Areas                   | July 2012 - June 2017 | 4.22<br>-                        | 4.22  | PD: Afrin Khan<br>DPD: Kazi Foyez Ahmed |
| 3. Establishment and Management of Dairy Demonstration Farm at BARD Campus |                       | 5.00                             | 5.00  | Dr. Bimal Chandra Karmakar              |

#### 4.4 Status of Proposed Projects in 2016-17

During the financial year 2016-17, two project proposals were formulated for ADP funding and sent to government for approval. At present, the projects are included in the ADP list as unapproved projects. Initiative has been taken for approval from the government. Brief summaries of the two projects are presented below:

##### 4.4.1. Ecological Farming for Sustainable Agriculture

*Proposed by: Dr. A. K. Sharifullah  
Dr. Shishir Kumar Munshi*

#### 1. Objectives:

The general objective of the project is to expand ecological farming practices and adopt appropriate strategies to institutionalise them for creating healthy environment and achieving sustainable agricultural development goals.

#### 2. The specific objectives of the project are as follows:

- i. Enhancement of ecological farming practices;
- ii. Improve surface and ground water utilisation status;
- iii. Preserve natural setting of the land and environment;
- iv. Increase organic agricultural production;
- v. Increase farm income;
- vi. Develop marketing facilities for organic products; and
- vii. Increase and conserve agricultural land productivity

#### 3. Components

- i. Training
- ii. Seminar/Conference

- iii. Base line survey
  - iv. Conserve and improve soil organic matter
  - v. Organic Seed & Plant development
  - vi. Implement water saving technologies
  - vii. Solar Electricity Unit
  - viii. Vermiculture & vermicompost
  - ix. Safe Water Supply system
- 4. **Project Location:** 5 Upazilas of Comilla District.
  - 5. **Project Cost:** Tk. 2060.00 lakh
  - 6. **Project Duration:** July 2017 – June 2022

#### **4.4.2. Livelihood Development through Promotion of Rural Micro Enterprise**

*Proposed by: Ranjan Kumar Guha*

##### **1. Background**

Micro enterprise (ME) is a small business endeavour by comparatively low educated and unskilled or semi skilled people which is contributing a good portion to the non-farm economy in Bangladesh. MEs constitute 90 percent of total enterprises in Bangladesh and employ three fourths total labour force of all enterprises. Ninety five percent of the enterprises in rural areas are small one. But the contribution of SMEs to the national GDP is only 5 percent. As a result, the value addition in terms of gainful employment creation both for the entrepreneurs and employees and product or service diversification is very small. A major part of the MEs is livelihood oriented i.e. concentrate on earning income for maintaining livelihood of entrepreneurs while a small portion is growth oriented that emphasise on employment generation by expanding their business. Most of the Micro entrepreneurs materialise their ideas by investing from their own or borrowing from the informal source of financial market. Lack of access to formal financial system, low management capacity, poor marketing linkage, little idea about technological advancement and poor networking capacity of ME's entrepreneurs are found as hindering factors for the livelihood oriented micro enterprises to be transformed into growth oriented micro enterprises. As a result, the growth of the micro enterprises becomes slow and micro enterprises failed to play its potential role in employment generation and enhancing income of Micro Entrepreneurs.

Lot of NGOs are working in the field of Micro Enterprise development by offering financial services to the Micro Entrepreneurs. These organisations provide loan to their graduate members as well as the non members. Moreover, they

concentrate on the trade sectors rather than the Manufacturing and Service Sector. There are very scanty programme to support the graduate members of poverty alleviation programme sponsored by government organisations. ADB (1997) suggested including one or more non financial service such as market information and development, marketing assistance, product development, technology upgradation and dissemination, technical and business training and assistance to securing access to raw materials according to the need of the subsectors. Non-crop agriculture, agro and food processing, manufacturing, trading, transportation and services are identified as potential sectors of micro enterprises. From that perspective the project was designed to develop a system for supporting ME's of manufacturing, service and trade sector with a package of development supports for sustaining its growth and thereby ensuring potential role of the MEs to the entrepreneur's household.

Enterprises having at least one to 10 full time employees including entrepreneur and fixed capital less than Tk.50 lakh other than land and building will be identified as Micro Enterprise. The graduated members of government sponsored poverty alleviation prgormme along with the micro entrepreneurs who have access to any development organisation will be the target group of this project.

## **2. Objectives of the Project**

**The specific objectives of the project are to**

- i. upgrade the technical know-how of key technical person of MEs;
- ii. strengthen managerial and marketing capacity of the ME's Entrepreneurs ;
- iii. develop strong networks among the entrepreneurs of related business;
- iv. increase access to information related to market demand and their competitors ;
- v. develop a system for taking loan in an affordable rate of interest from formal financial institutions;
- vi. develop a system of insurance to cover the risk of idiosyncratic shocks i.e. illness, loss of job, death or several other micro level shocks that adversely affect the consumption of household level or losses in business .

## **3. The major activities of the project are as follows:**

- i. **Group Formation:** Ten to fifteen persons irrespective of sex between 18-35 years age having visible micro enterprise will form a group at village/ward level. In each upazila total number of beneficiaries will be 350 to 400. At least one group will be formed for women and another one for the producers of specialized goods in the Upazila. If the number of female or entrepreneurs related to specialised products are smaller at village or ward level Union or Upazila based organisation will be organised for them.

- ii. **Contributory Savings:** Each entrepreneur will be advised to save at least Tk. 400 each month. Following the innovation of micro saving introduced in the Ekti Bari EktiKhamar Project each beneficiary will be provided maximum Tk. 400 each month for four years. If any beneficiary wants to leave the organisation they will get back their deposit with the bank interest.
- iii. **Insurance Fund:** An insurance fund will be developed ensuring the participation of the beneficiary and project. Each beneficiary will deposit Tk. 50 each month and project will provide the double for four years and keep it with the separate group account with the Bank. If any member incurs any loss due to personal or covariate risk they would be able to take loan from this fund with 4 percent annual interest and with flexible repayment schedule set by the managing committee of the group.
- iv. **Grant:** The group will be provided an amount of grant on half yearly basis to generate capital for providing loan from the society. The yearly grant for per member will be Tk. 5000. The project will provide the grant for three years. After one year the beneficiary will be entitled to use the grant along with fund deposited as contributory saving for taking credit. An MoU will be signed between a commercial Bank and Project to provide 150% credit against the group account.
- v. **Training of Trainers:** Four training courses will be organised for the Upazila level Officials to develop their capacity to organise management and marketing related training course for the beneficiaries at the grassroots level. At the initial stage of the project, two ToTs will be organised for transferring the knowledge of management and accounting related training course and other two courses will be organised in the third year for transferring the knowledge of marketing related training course.
- vi. **Training Course on Management and Accounts Keeping:** A total of 104 training course having participation of 30 persons in each course will be organised at the Upazila level. The participants will be trained to prepare business plan and keep accounts in a standard way.
- vii. **Training Course on Marketing Management:** Thirty percent of total beneficiaries with special emphasis on entrepreneurs of production and service sector will be provided training on improved marketing strategy of their products and services.
- viii. **Skill Training:** Entrepreneurs of production and service sector will be provided skill training for upgrading their skills according to demand of market. The

training course will be residential and necessary arrangement will be made to contact technical training institution or to organise the training at BARD by hiring professionals in the respective field. A total of 40 training courses having participation of 25 entrepreneurs in each batch will be organised. Training need of the entrepreneurs on different trade will be identified before organising the training course.

- ix. **Exposure Visit:** A total of 20 exposure visit will be organised having participation of 40 beneficiaries in each visit at the successful enterprise located in different districts of Bangladesh. Trade specific exposure visits will be organised for developing network among the entrepreneurs of Comilla district.
  - x. **Access to Information:** A digital information centre at each Upazila will be developed and a web page incorporating the basic information of each micro enterprise will be hosted. The information centre will develop a system for sharing the information related to each business with the Business Group and send information according to the need of respective enterprises.
- 4. **Duration of the Project:** July 2017- June 2022
  - 5. **Total Project Cost:** Tk.3094.00 Lakh
  - 6. **Project Area:** 8 Upazila of Comilla District

#### **4.5. New Project Proposals for 2017-18**

##### **4.5.1. Nutrition Security and Advancement of Adolescent Girls through Strengthening Community Clinics**

*Proposed By: Abdullah Al Mamun, Joint Director*

Rural people are still not getting adequate nutrition specially women and children. Considering the community clinic as a social hub not only for treatment but also for delivering the other basic health and nutritional services to the adolescent girls and under 5 year children. The major components of the proposed project are establishing solar panel at the clinic, monitoring nutritional status of the women and children, health and nutritional services to the adolescent girls, reproductive health of women etc. The proposed project will be implemented in all Upazilas of Bhola, Comilla and Noakhali districts. The general **objective** of the proposed project is to improve the health and nutritional status of all rural people specially the adolescent girls by strengthening the community clinics in the rural areas of Bangladesh.

#### **4.5.2. Title of the Project: Capacity Building of Youths to be Overseas Skilled Workers(CBYOSW)**

*Proposed By: Dr. Swapan Kumar Dasgupta, Director (Training)*

Bangladesh mainly participates in the semi- and unskilled labour market. Over the last 5 years, only 0.14% of its labour force belonged to the professional category, 26.15% were skilled and the remaining 73.69% were semi-skilled or low skilled. The major target group of the project is rural youths who have been becoming a potential workforce in near future. The general objective of the project is to transform youths as skilled and semi-skilled domestic and overseas workers.

The **specific objectives** of the project are to:

- i) transforming youths into active skilled/semi-skilled domestic and overseas workers by building their capacity through providing vocational training on technical trades;
- ii) changing attitude and mind-set of the rural youths by providing soft skills (manner and etiquette) training, so that they become able to work as positive workforce in country and overseas;
- iii) providing some basics of foreign language and culture to the rural youths, so that they can easily cope with foreign environment and culture;
- iv) orienting the youths on passport getting process, immigration process, custom clearance process, discipline on flight and conduct during transit;
- v) providing training on labor law and human rights, so that the overseas workforce can be able to work in a positive way; and
- vi) developing policy guidelines to provide future framework of nationwide programme implementation for utilising the demographic dividend that has become a new opportunity to Bangladesh.

**The following activities will be carried out under the project:**

- Developing a reliable labour market data and information system on youth– employment.
- Building employment services and centres for youth.
- Strengthening the capacity of the social partners and promoting tripartite solutions for youth employment at the local level.
- Providing entrepreneurship skills development programmes to promote youth entrepreneurship.
- Providing information sessions and training on migration for youths and supporting the creation a legal migration system to prevent exploitation of the Bangladesh workers abroad.

### **4.5.3. Ecological Sanitation- An Appropriate Technology for Sustainable Sanitation and Environmental Management in Bangladesh**

*Proposed By: Dr. Masudul Hoque Chy, Director (Rural Education)*

The prime objective of this project is to develop and promote sustainable sanitation in Bangladesh through capacity building and knowledge management. The specific objectives are;

- I. Awareness development, capacity building and manpower development through training and research, policy development and implementation of sustainable sanitation;
- II. Communications, networking and co-ordination to help mainstreaming sustainable sanitation and strengthen backward-forward linkages with the relevant agencies; and
- III. Involvement of relevant government, non-government and international organisations for rapid expansion of eco-toilets throughout the country.

The **major components** of the proposed project include Eco-toilet construction at Village/Union level, human resource development and dissemination, workshop, short term training courses, database development, research and demonstration, technology assessment, evaluating the benefits and associated risks etc. The project will bring benefits to its beneficiaries with regard to soil fertility improvement, food security and poverty alleviation, preventing nitrogen pollution and cost saving to the farmers.

### **4.5.4. Community Development Project for Achieving Sustainable Rural Development**

*Proposed By: Dr. Kamrul Ahsan, Director (Administration)*

The project intends to reduce the magnitude of poverty and building the capacity of the rural population through organising people, promoting savings, providing training on income based development activities. The overall objective of the project is to reduce the level of poverty through improving the quality of life of all the people by strengthening the capacity of village based organisations and physical infrastructure (road communication, primary school, sanitation etc.). The **specific objectives** of the project are to:

- i. Reduce poverty in the rural areas through increasing income;
- ii. Improve social and physical infrastructure of the rural community through participatory development approach; and
- iii. Establish participatory community development model for replicating in other areas.

The major components of the project include supplying agricultural equipments, installing deep tube-well (DTW), improving facilities of primary schools, promoting social development activities like leadership development, participation in decision making process in cooperative societies and involvement in far and non-farm activities. The expected outcome of the project are: a) increased income b) increased food production c) safe drinking water d) increased school enrolment and e) establishment of women rights.

#### **4.5.5. Advancement of Vulnerable Rural Women with Technical Support**

*Submitted by: Nasima Akter, Joint Director (Rural Sociology)  
Farida Yesmin, Assistant Director, (Rural Administration)*

The project aims at increasing women's active participation in decision making process, improving their creativity and socio-economic status, increasing their rate of literacy, developing their skills through formal and non-formal education and improving their health and nutritional status. The general objective of the project is to improve standard of living in a comprehensive way and reduce poverty of the vulnerable women in rural areas of the country. The specific objectives are to:

- a) improve socio-cultural status of the targeted women
- b) create self-employment opportunity and enhance their income in a planned way
- c) build the capacity through different training and technical support
- d) provide technology enable services to vulnerable rural area and
- e) ensure the linkage with different NBDs and provide legal support services.

The project will be implemented in 60 villages of 10 upazilas of Comilla, Noakhali and Narayanganj districts. The project is expected to improve socio-cultural status of the targeted women by building up the capacity through different training and technical supports. The services would help the vulnerable women to utilise their best potential opportunities. Through this project linkage with nation building departments would be established.

#### **4.5.6. Rural Technology Park & Model Museum Development and Digitalised Linking to Rural Societies**

*Proposed By: Dr. Abdul Hamid, Director (Rural Sociology)*

The activities of the project will be done in an integrated approach through familiarizing Rural Models/themes, agro-technologies, institutionalising innovative models and exercising good governance through forming or activating village co-

operative society in the villages. The main objective of the project is to reduce rural poverty through digitalised potential/promising rural technologies. The specific objectives are to:

- i. Identify and compile the available potential rural development models/themes, promising technologies and techniques to address problems like institutional governance, land and water scarcity/quality deterioration that have arisen mainly due to population pressure, mismanagement and over extraction of natural resources.
- ii. Organise the rural people and create awareness among them about rural potential models/resources, IGA related promising technologies, local institution & governance, input and service availability etc. for employment generation, poverty reduction and environment friendly sustainable development;
- iii. Mobilize the rural people under CVDP, WEINIP and One House One Farm and assist in formulating local development plans through active participation of the rural poor and utilising local resources;
- iv. Conduct action research on diversified use of potential models/themes/infrastructure resources and promising rural appropriate/sustainable agro-technologies to uphold income/IGAs (integrated and promising farming) and environmental development through ensuring safe drinking water, improving sanitation condition including other water quality conservation, organic farming for sustainable development and improved rural livelihood;
- v. Establish a Rural Technology Park (RTP)/model museum and Information Technology (IT) Centre at BARD campus and linking digitally to village societies, for continuous dissemination of the technologies/models/up to date information to villagers, trainees, delegates and visitors round the year; and
- vi. Develop an integrated adaptable/effective approach and policy guidelines for poverty reduction and sustainable local development.

Major components of the project are:

- a) **Rural Technology Park (RTP) & Museum:** A Rural Technology Park and rural development models/theme museum will be set up at BARD campus for demonstration, inspiration, dissemination and transfer of technology to the villagers/village societies and trainees/visitors coming to BARD round the year. The RTP Park/model museum and IT centre facilities at BARD will ensure digital linkage between the rural institutions as well as other establishments/institutions of Dr. Akhter Hameed Khan like Kotwali Thana Central Cooperative Association (KTCCA)/TCCA, The Comilla Cooperative Karkhana, (CCK), Comilla Industrial Cooperative Society (CICS) etc. to inspire/motivate and exchange of information to the rural people, trainees and

visitors in getting easy access to technology to enhance agricultural/rural development.

- b) **Action Research:** Experiments on rural agricultural/institutional practices and advanced ecological farming will be adopted. Crop cultivation like maize, summer onion and tomato, ginger, turmeric and mushroom production will be emphasised.

#### **4.5.7. Strengthening Village Based Organisation and Networking for Social Wellbeing**

*Proposed by: Dr. Md. Kamrul Hasan. Joint Director (Rural Sociology)*

The proposed project will be implemented initially 1020 villages of 16 Upazilas under 15 Districts of 4 Divisions. The project will harness village potentials and solving some of socio-economic challenges through tangible and intangible ways. The main objective of the project is to organise village people or local people under strengthening community organisation for social wellbeing through networking and proactive non-violence prosperous life. The specific **objectives of the project** can be spelled out as follows:

- i. Forming a village based self-help group for individual and community wellbeing;
- ii. Cultivate innovative ideas for reduction of poverty, caring, happiness and prosperity;
- iii. Prepare a information and plan book on various socio-economic indicators cum potentials of the village;
- iv. Increase financial capital formation through thrift deposit;
- v. Provision of small credit operation according to investment or individual plan;
- vi. Trained up village leadership;
- vii. Trained up village workers on various issues (health, agriculture, poultry, fishery, sanitation, environment, social support, social case work, economic, marketing, technical assistance and other felt need issues );
- viii. Create the self-help group office as rural based learning centre and linkages with the Nation Building Departments and Service Providers;
- ix. Promoting entrepreneurship;
- x. Establishing network for happy and prosperous village living;

The **main components** of the project are:

- Poverty reduction and economic solvency
- Gender development
- Training activities on various emerging issues such as ICT, renewable energy, writing the business and entrepreneurship plans, social work and etc

- Valuing social services and networking with NGOs, NBDs, Voluntary Organisation and Corporate Social Responsible wings
- Income Generating Training in technical and social service fields;
- Rural enterprise development
- Cultivate social responsibility and work

#### **4.5.8. Rural Production and Marketing System through Establishing SMART Union Township**

*Proposed By: Fouzia Nasreen Sultana,  
Deputy Director (Rural Administration)*

The proposed action research project will be implemented in six Upazilas of six districts namely Comilla, Noakhali, Brahman Baria, Cox's Bazar, Bandharban and Habiganj. The general objective of the project is to establish a preferred character for the town at union headquarters by the establishment of a defined commercial precinct to enhance commercial opportunities and services at the union level.

The **specific objectives of the project** are as follows-

- I. Accommodate a diverse range of residential and lifestyle opportunities whilst protecting agriculture, rural landscapes, rural character and environmental assets
- II. Facilitate all types of farm and non-farm producers with cooperative management to provide professional development opportunities for them, and to enhance profitability and long term viability of rural markets.
- III. Facilitate community based tourism engaging Union Parishad and the community.
- IV. Strengthen Union Parishad with service automation and for rural data management
- V. Develop strong linkage between the rural producers rural and national market

The **major components** of the project are:

1. Rural Cooperative Market Building at the Union Headquarter that will provide high profile market outlet for rural products and Coordinate market development assistance for cooperators, farmers and villagers
2. Establish SMART Union Parishad Complex with modern facilities such as library facilities, parks and venues, art and cultural centers, sport and leisure and Wi-fi support, automation and Data Management at Local Government Institution and provide affordable housing facilities for the target groups.
3. Promoting community-based tourism

**The project expects the following outputs;**

1. Poverty reduction
2. Employment Generation
3. Strong Local Government Institute
4. Economic development through new farm and non-farm activities
5. Reduced Migration
6. Reduced disparities between rural and urban Upward linkage for development

**4.5.9. Promoting Livelihood of Marginalized Communities in Comilla District**

*Proposed by: Milan Kanti Bhattacharjee, Joint Director (General Admin)  
Dr. Md. Kamrul Hasan, Joint Director (Rural Sociology)  
Salah Uddin Ibne Sayed, Deputy Director (Training)*

The proposed project will be implemented in two Upazilas of Comilla district. The main focus of the project is to mainstreaming the disadvantaged groups through social inclusion. Already, two Rapid Rural Appraisals (RRA) have conducted in two selected Upazilas to identify different occupational groups. About 20 ethnic occupational groups are exists in the proposed project areas. These are *Kamar* (potter), *Kumar* (blacksmith), *Tati* (weaver), *Jele* (fisherman), *Majhi* (boatman), *Maira* (misti maker), *Sutar* (Carpenter), *Napit* (barbar) etc. The general objective of the action research project is to upgrade the standard of livelihood of marginalized people of Comilla district through package interventions of economic and social development.

The **specific objectives** are to:

1. Enhance occupational skills of marginalized groups in the project area
2. Give appropriate occupational skills to ethnic people and socially neglected groups like third gender and physically handicapped people
3. Create a capital base for IGA promotion through savings generation, micro finance and seed capital support
4. Introduce alternative IGAs for marginalized groups where necessary
5. Facilitate greater access to institutional supports and services through establishing linkage between target groups and service providing institutions
6. Create and expand marketing opportunities for the products of target beneficiaries
7. Create entrepreneurs among the target beneficiaries.

The important **components** of the proposed project are formation of society, baseline survey, need assessment, technology improvement and transfer, market survey, product quality improvement, occupation specific skills development, managerial skills development, financial support and capital formation etc.

#### **4.5.10. Integrated Development of Upzailas**

*Proposed By: Dr. Abdul Karim, Joint Director (Project)*

The project is expected to improve rural development through effective and efficient functioning of Upazila Parishad and Union Parishad in an integrated approach and participatory development initiatives. The Project for Integrated Development of Upazilals will strengthen governance capacity of LGIs at the grass root level by practicing participatory governance process.

The main objective of the proposed project is to enhance the capacity of Upazila Parishad to deliver public services in collaboration with all stakeholders in its geographical territory. The **specific objective of the project** are to:

- 1) Increase capacity of Upazila Parishad to prepare community focussed five year and annual development plan;
- 2) Develop a participatory integrated development process at the Upazila;
- 3) Increase skills of local government representative including government and non-government official with regard to participatory decentralized local level planning;
- 4) Experiment community managed development initiatives at the local level;
- 5) Mobilise local resources for community development; and
- 6) Reduce poverty through human resource development

The **main components** of the project are:

- Training on participatory planning process at the local level;
- Integrated planning for economic and social development;
- Community need based project implementation;
- Adoption technologies for agriculture, fisheries and livestock development;
- Skill development training for child, youth and women; and
- Local development fund for local entrepreneurship.

#### **4.5.11. Sustainable Livelihoods of Rural Communities through Climate Change Resilient Agricultural Practices in Noakhali Char Areas/Chittagong Coastal Areas**

*Proposed By: Newaz Ahmed Chowdhury, Joint Director (Research)*

The proposed project is related to strategies of agriculture, environment and climate change. The general objective of this action research project is to improve the coping strategies of climate change effects of the char land people through various interventions in the field of agriculture and renewable natural resources. The **specific objectives** of the action research are as follows:

- i. Raise awareness regarding climate change effects and disaster management;
- i. Improve the livelihoods of coastal communities through climate change resilient cultivation practices;
- i. Uplift the socio-economic condition of the coastal communities by providing skill development training and necessary materials assistance to the project beneficiaries;
- i. Document the project success and lessons learned.

**The major components of the project are:**

- Introduction of salt/drought tolerant rice, HYV vegetables,
- Promotion of HYV fruit and medicinal plant varieties,
- Introduction of wind break and wood yielding timber trees,
- Supply of baby duck and black-bengal goat,
- Supply of Fish species for farming,
- Training on climate smart agricultural practices,
- Special grant for poor families for income generating activities (IGAs) for its target group.

The expected socio-economic benefits of the project are:

- Knowledge about climate change resilient agricultural practices improved.
- Renewable resources like wind break, timber, fruits, medicinal plant varieties developed.
- Household assets like (duck, black bengal goat, etc.) developed.
- Household income and consumption pattern developed.
- Generation of fish resources improved.
- Management of natural resource developed.

#### **4.5.12. Development of Bangladesh through Establishment of Digital Village**

*Proposed By: Dr. Jillur Rahman Paul, Deputy Director (Rural Economics)*

The general objective of the project is to ensure the utilisation of digital facilities in all stages of rural lives and developing the socio-economic conditions of rural people.

The **specific objectives** are:

1. Developing the socio-economic status of rural lives by ensuring the utilisation of digital technologies
2. Making daily life more comfortable by expanding the digital technologies in all stages of rural lives
3. Expanding the use of digital technologies in agricultural and livestock production

4. Digital village model development focusing the renewable energy and rural green economy concept
5. Demonstrate and expose the development of Bangladesh

The **main components** of the project are:

- Physical facility development
- Technology supply
- Training
- Solar panel setup
- Water supply to the households
- Motivational campaign for using digital facilities

#### **4.5.13. Developing Skills for the Potential Overseas Workers and Youth in the Rural Areas of Bangladesh**

*Proposed By: Junaed Rahim, Deputy Director (Rural Sociology)*

The main objective of the proposed project is to develop the demand driven technical skills of the potential overseas workers living in the rural areas of Bangladesh. The specific objectives are to;

1. Provide technical training to the rural youth through Upazila Technical Training and Development Centres
2. Increase the household income by helping the rural youth in choosing proper employment
3. Establishment of overseas employment information and training centre at Upazila level.

#### **4.5.14. Networking Village Based organisations Under CVDP of BARD for Social Wellbeing**

*Proposed by: Dr. Md. Kamrul Hasan, Joint Director (Rural Sociology)*

The main objective of the project is to organise the village people under village based organisation under CVDP for social wellbeing through component wise networking with different institutions. The specific objectives of the project can be spelled out as follows:

- i. To maintain continuity of the Comprehensive Village Development Cooperative Society (CVDCS)
- ii. To motivate the continuity of CVDP approach and self help;
- iii. Cultivate innovative ideas for reduction of poverty, caring, happiness and prosperity;

- iv. Prepare a information and plan book on various socio-economic indicators cum component work for the village people;
- v. Increase financial capital formation through thrift deposit;
- vi. Provision of small credit operation according to investment or individual plan;
- vii. Trained up village leadership and linked them to the different institutions;
- viii. Trained up village workers on various issues (health, agriculture, poultry, fishery, sanitation, environment, social support, social case work, economic, marketing, technical assistance and other felt need issues );
- ix. Create the self help group office as rural based learning centre and linkages with the Nation Building Departments and Service Providers;
- x. Promoting entrepreneurship;
- xi. Establishing network for happy and prosperous village living;

Major components of the project are:

- Open or inclusive membership for unity and progress
- Rapport and networking between villagers and service providers
- Journey to noble ideas for happiness and prosperity
- Poverty reduction and economic solvency
- Participatory planning
- Gender development with special emphasis on women and child development
- Conducting meeting and learning forum in the name of weekly, joint, and annual meetings
- Training activities on various emerging issues such as ICT, renewable energy, writing the business and entrepreneurship plans, social work and etc
- Valuing social services and networking with NGOs, NBDs, Voluntary Organisation and Corporate Social Responsible wings
- Business plan and marketing
- Rural enterprise development
- Medical and health campaign
- Counselling and psychosocial therapy
- Legal aid support and conflict resolution
- Cultivate social responsibility and work
- Community get together tea party and co curricular activities
- Awareness on art of living and prevention of drug abuse, juvenile delinquency
- Rural School and College programme with the renewal of *Sabuj Shongh* (youth and children organisation)

#### **4.5.15. ICT Centre and Language Club**

*Proposed By: Kazi Sonia Rahman, Deputy Director (Development Communication)*

The objectives of the project are:

- i). Develop skilled manpower on IT sector from both government and private sector
- ii). Exercise of foreign language as well as mother language
- iii). Participate to implement vision 2021 and digital Bangladesh

#### **4.5.16. Title of the Project: Women Entrepreneurship through Developing Resource Centre in Union Parishad**

*Proposed By: Afrin Khan, Deputy Director (Rural Education)*

The objectives of the project are:

- i) Creation of women entrepreneur through skill development;
- ii) Creating income earning opportunities for rural women;
- iii) Establishing rural women market for women entrepreneurs; and
- iv) Establishing union resource centres for rural entrepreneurs.

#### **4.5.17. Physical Education, Rural Sports for School and College Students for Good Health and Life Style Development**

*Proposed by: Md. Abdul Mannan, Deputy Director (Rural Education)*

The main focus of the project is to promote rural sports for health life and wellbeing of rural community. The specific objectives are to:

- I. Establish rural health clubs for all age of rural community;
- II. Provide skill development training to rural students for engaging in income generating activities;
- III. Accumulation own capital of students;
- IV. Organise games and cultural activities;
- V. Making students into entrepreneurs; and
- VI. Provide financial support to potential poor students for continue education;

The main activities of the project include:

- Establishment of gymnasium at Upazila level;
- Supply sports materials;
- Skill development training.

#### **4.5.18. Enhancement of Agricultural Production through Solar Power Irrigation System**

*Proposed by: Abul Kalam Azad, Joint Director (Agriculture and Environment)*

The main focus of the project is to develop a environment friendly model for improved irrigation system based on solar depended swallow irrigation pump. The

**specific objectives** are:

- i). Reducing the use of electric and fuel power in Irrigation system;
- ii). Use of solar energy as alternative renewable energy for irrigation;
- iii). Reducing the irrigation cost and increasing the agricultural production;
- iv). Expand the environment friendly agricultural production system

#### **4.5.19. Increasing Income and Nutritional Status of Rural People living in “Char” Land by Introducing Zink Fortified Rice Varieties and Vitamin “A” Enriched Crop Production**

*Proposed by: Md. Tanvir Ahmed, Deputy Director (Project)*

People living the char land of Bangladesh have lass access to the food particularly nutritious food. Considering the food security of the of the people living the char land the project will introduce high yielding and “Zink” & Vitamin A enriched rice and sweet potato in the project area. The objectives of the project are:

- i) Introduction and popularization of Zink fortified rice varieties in Char land of Bangladesh
- ii) Introduction and popularization of orange flashed sweet potato in Char land of Bangladesh
- iii) Develop the value chain of zink fortified rice and orange flashed sweet potato

#### **4.5.20. Promotion of Comprehensive Livelihoods forMarginal Indigenous Fishermen**

*Proposed by: Sk Mashudur Rahman, Joint Director (Development Communication)*

The overall objectives of the project is to promote comprehensive livelihood options and improve the standard of living of indigenous fishermen communities in rural areas of Bangladesh through providing secure and sustainable livelihoods by utilising their inherited knowledge and internal potentials. The specific objectives are:

- i. Increasing income opportunities of the indigenous fishermen in rural areas of Bangladesh
- ii. Creating opportunities for the fishermen to go for export oriented fish production
- iii. Improve the social security as well as diligence, self-help and cooperation spirit for empowering the indigenous fishermen

#### **4.5.21. Agricultural Insurance for Sustainable Crop Production**

*Proposed by: Md Mizanur Rahman, Director (Project)  
Salah Uddin Ibne Sayed, Deputy Director (Training)*

Considering effect of disaster and natural calamities on agricultural production, the proposed project is a protective measure for the farmers and producers. Implementing insurance system in agriculture is a challenge for both the government and non-government institutions in Bangladesh because of small and subsistence farming pattern. Hence the project will develop a mechanism suitable for the farmers of Bangladesh. The specific objectives of the project are:

- i) Introduction agricultural insurance among rural farmers
- ii) Development of sustainable framework for agricultural insurance

#### **4.5.22 Increasing capacity of Village Police to Enhance the Activities of Union Parishad**

*Proposed by: Md Abdul Quader, Joint Director (Rural Administration)*

The main focus of the project is to enhance capability of village police of Union Parishad in order to improve law and order in the rural areas. The specific objectives of the project are to:

- Evaluate the role of village police in conducting the activities of Union Parishad;
- increase capacity of village police;
- Organising special training for village police in relevant to the stakeholder's demand;
  - Bring transparency in recruiting village police; and
  - Make the village police economically solvent

#### **4.5.23. Title of the Project: Self-sustainable Local Government (Union Parishad)**

*Proposed By: Md Shafiqul Islam, Director (Rural Administration)*

The main objective of the project is to enhance capacity of Union Parishad to increase role Union Parishad in rural development. The specific objectives are:

- i. Identifying the tax payer at union level and take proper measures to collect tax from them;
- ii. Enriching the fund of Union Parishad by collecting substantial amount of tax;
- iii. Providing regular training to different committees and make them effective; and
- iv. Enhancing the monitoring system of to get potential benefits of budget expenditure.

#### 4.6. Actions Taken Responding to the Suggestions of APC 2016-17

| Suggestions   | Action Taken  |
|---|---|
| BARD could initiate some projects relating to livelihood improvement through aquaculture. | Aquaculture has already been included as a component of different projects.   |
| BARD can undertake ICT based agriculture and rural development at the Union level.        | The issue is being addressed in the project of E-Parishad for Better Service Delivery. On the other hand, some new projects will be taken in this regard. |
| Bio-gas plant could be installed at the dairy farm of BARD.                               | A bio-gas plant has already been installed at BARD Campus last year.  |

#### 4.7 Suggestions for Consideration

- i. Fund for action research under BARD revenue budget needs to be increased, so that BARD can expand its ongoing projects as well as to undertake more experimental projects to test new ideas.
- ii. Regular training programmes on project planning and management could be organised for the faculty members of BARD at home and abroad in order to improve their skills and capacity.
- iii. It is essential to build a strong linkage and networks with various development partners (both national and international) for taking collaborative experimental projects in different fields of rural development. In this regard some MoU can be signed with the research institutes and professional institutes at home and abroad.

#### 4.8 Conclusion

BARD is sincerely devoted to fulfilling hopes and expectations of the country. Since its inception, BARD has actively engaged its energy and potentialities to contribute in the process of development of rural areas of Bangladesh. As Bangladesh has shown remarkable achievement in MGDs, it will also be possible to realize the goals of SDGs and the vision 2021 of the government. BARD will extend its whole-hearted efforts in this regard. It requires more support, both financial and others, from the government. It is hoped that government would provide its kind support.

## **Ongoing Action Reserach Project Details**

### **1. Improving Livelihood of Rural People of Lalmai-Mainamati Hill Areas of Comilla through Integrated Agricultural Farming (BARD part of Ektee Bari Ektee Khamar Project)**

*Deputy Project Director: Dr. Shafiqul Islam, Director, BARD*

*Assistant Project Director: Dr. Md. Anowar Hossain Bhy, Deputy Director, BARD*

#### **1.1 Background of the Project**

Lalmai Hills north-south elongated low hill range of about 17 km long and 1-2.4 km wide and about 8 km westward from Comilla Township is called the Lalmai-Mainamati hill range. The northern part of the hill range is locally known as Mainamati, while the southern part is known as Lalmai. The Lalmai hill area lies between the latitudes 23°20'N to 23°30'N and longitudes 91°05'E to 91°10'E. The range extends from north to south for a distance of 17.71 km from Mainamati to Datya Dighi and is about 40.25 km in circumference. It covers an area of about 33 sq. km. The hills are flat with steep and strongly gullied sides, mainly consisting of unconsolidated sands with a clay capping. The old piedmont apron comprises a narrow fringe of foothills along with the Chittagong-Tripura hills in India with a gently flooding relief. It also comprises the foothills of Lalmai hills, mainly consisting of unconsolidated finer textured and moderately well-drained soils derived from weathered Tertiary or Pleistocene unconsolidated sands and soils. These strongly acid soils occur on gently rolling areas of the Lalmai hills. They have yellowish-brown topsoil overlying a strong brown to yellowish-red structured clay subsoil. Texture of the surface layer varies from sandy-clay-loam to clay-loam. These soils are moderately well-drained with medium to rapid runoff and medium internal drainage, which are droughty in the dry season. The forest enjoys a tropical climate characterized by a period of high precipitation from May to October and six months of relatively dry period from November to April. The agriculture of this area is not so developed.

The present context of agriculture in this area is not so sustainable due to the aftermath of unsustainable farming practices. Therefore, It is deemed necessary to conduct an Action Research in this hill area with modern agricultural technologies for improving their livelihood situation. There are a lot of modern agricultural technologies that have been evolved in different agricultural research organisations but most of them have remained in some confined areas. Massive dissemination of these technologies through Action Research is needed for sustainable agricultural development in Bangladesh.

Bangladesh Academy for Rural Development (BARD) since its inception in 1959 has been working in the field of rural development for evolving successful models of rural development through Action Research. Some of the successful models evolved by this Academy have already taken by the Government and replicated throughout the country. Thana Irrigation Programme (TIP) is one of them. Many of the research and action research activities of this Academy are mainly related to agriculture. BARD is always aware of the present problems of agriculture and rural development and willing to undertake Action Research to cope with defined problems. Complying with the national development priorities emanated from NADP and PRSP, BARD has attempted to undertake an Action Research related to improvement of livelihood of the people of Lalmai-Mainamati Hill area through integrated agricultural farming.

**Project Area :** 67 villages of Adarsha Sadar, Sadar South and Burichang Upazilas of Comilla District.

**Project Cost:** 5055.00 Lakhs

## 1.2 Objectives of the Project

The general objective of the Action Research is to improve the standard of living of the people of Lalmai-Mainamati hill areas of Comilla through comprehensive interventions in the field of agriculture.

The specific objectives of the Action Research are as follows-

- i. Increasing organic agricultural production and conserving agricultural land productivity;
- ii. Enhancement of agricultural farming practices;
- iii. Augmentation of improved cattle/dairy/poultry rearing;
- iv. Enrichment of scientific fish culture;
- v. Improving ground water distribution and utilisation system;
- vi. Developing marketing linkage and facilities for agricultural products; and
- vii. Evaluation of livelihood improvement of the people of Action Research areas.

## 1.3 Progress of the Project during 2016-2017

|    |                                     |   |             |
|----|-------------------------------------|---|-------------|
| ➤  | <b>Fund Released</b>                | : | 30 lakhs    |
| ➤  | <b>Fund Utilised</b>                | : | 28.53 lakhs |
| ➤  | <b>Procurement Activities Done:</b> |   |             |
| a) | DSLR Camera                         | : | 01 No.      |
| b) | Photocopier Machine                 | : | 01 No.      |
| c) | Video Camera                        | : | 01 No.      |
| d) | Cordless Amplifier                  | : | 01 Set      |
| e) | Laptop                              | : | 02 Nos.     |
| f) | Desktop Computer                    | : | 02 Nos.     |

- g) Almirah : 05 Nos.
- h) File Cabinet : 05 Nos.
- i) Office Table : 07 Nos.
- j) Office Chair : 25 Nos.
- k) Computer Table : 02 Nos.
- l) Computer Chair : 02 Nos.

- The inception workshop of the project was organised on 18 June 2017. In total 141 participants attended the workshop. High officials of Ektee Bari Ektee Khamar, DAE officials of Comilla district, officials of Fisheries and Livestock departments and relevant officials of Adarsha Sadar, Sadar south and Burichang Upazilas of Comilla district attended the workshop. The Upazila Chairman, Vice Chairman and Women Vice-Chairman of three Upazilas attended the workshop. Besides, Chairmen and members of 8 Unions attended the workshop. All the Faculty members of BARD also attended the workshop.
- Baseline survey of 10,000 households of 67 project villages has been completed.
- Preparation of Training Manual and Project Implementation Guidelines is on progress.

#### **1.4 Plan of the project for the Year 2017-2018**

- **Collection and Distribution of Seed/Saplings:**
  - Rice Seed : 10 MT among 1600 Farmers
  - Vegetables seeds/saplings : Among 1600 vegetable growers
  - Fruit sapling : 11250 No. among 150 farmers (75 saplings/person)
  - Dhaincha seed : 750 kg among 500 farmers
  - Establishment of Nursery : 20 Nos. among 20 farmers
  - Vermi composting : 2000 unit among 2000 farmers
  - Fingerlings : 5 lakhs among 500 farmers (1000 fingerlings /farmer)
  - One month old poultry birds : 75000 Nos. among 1500 farmers (50 Poultry birds/ farmer)
  - Baseline survey of 10,000 HH will be completed and village information book will be prepared.
  - 150 village development organisations will be formed.
  - Micro savings support will be given to 9000 beneficiaries.
  - Special Grant will be given to 1500 households.
  - Special grant will be given to 150 village development organisations.

- One mini bus, one micro bus, one pickup, 10 motor cycles, 17 by-cycles will be procured.
- 100 milk vita type containers will be given to 100 village development organisations.
- Five rice planters and 5 reapers will be procured and supplied to the village development organisations.

## **2. Development of Physical Facilities of BARD**

*Project Director: Ranjan Kumar Guha, Joint Director, BARD*  
*Assistant Project Director: Nazmul Kabir, Assistant Engineer, BARD*

### **2.1. Background of the Project**

Most of the physical infrastructure of BARD was constructed during early sixties. A limited renovation and construction works were carried out in mid nineties. To meet the growing need for organising national and international trainings, seminars, conferences the existing facilities are not adequate. The demand for organising national and international training courses is increasing day by day. On an average BARD conducts about 100 training courses including seminars and workshops in a year where about 5000 participants from home and abroad attend.

Moreover, various organisations i.e. Government, Non-government, private, socio-cultural organisations also use the physical facilities of BARD for organising their programme which create scope for earning revenue. The existing physical facilities of the Academy are not adequate to meet such increased demands of training and conducting other academic functions. So, expansion of the physical facilities and improving logistic support of the Academy is significantly important in the present context. The development of physical facilities of BARD project is to enhance the institutional capacity of BARD with regard to conducting more courses, workshops and seminars effectively.

### **2.2. Objectives of the project (Please specify):**

The main objective of the project is to strengthen the physical facilities of Bangladesh Academy for Rural Development (BARD) to increase its capacity to perform training, research and action research activities more efficiently.

The specific objectives of the project are to:

- i) expand and modernise physical facilities of BARD to meet up the requirements of professionals and trainees/participants of home and abroad;
- ii) develop support-services related to training, research and action researches of BARD ; and
- iii) expand accommodation facilities for trainees, venue users and staff of BARD

### 2.3. Major Components of the Project

- ✓ Procure one coaster and one Jeep
- ✓ Procure one Photo Copier and one Photo Printer
- ✓ Automation of Research, Training, Project and Different Sections of BARD
- ✓ Construction of one 5 storied conference hall cum classroom
- ✓ Construction of Three Storied School Building
- ✓ Construction of 5 Storied Hostel with Modern Facilities
- ✓ Construction of swimming pool
- Total Cost of the Project: 3439.65 lakh Tk.
- Project Period: January 2017-December 2019

### 2.4. Physical Progress and Plan

Two vehicles (one Jeep and one Coaster) have been purchased against plan of 2016-17. Besides this, one photocopier and one photo printer and three computers have also been procured during this period. During 2017-18 construction of school building, conference hall, hostel, and swimming pool along with BARD automation will be started. In the mean time, EOIs are invited from the consulting firm to provide consultancy service for physical infrastructure development.

### 2.5. Financial Progress and Plan

The financial progress during 2016-17 against plan and plan for 2017-18 is mentioned below:

|                     | In (lakh Tk) |          |         |
|---------------------|--------------|----------|---------|
|                     | 2016-17      |          | 2017-18 |
|                     | Plan         | Actual   | Plan    |
| Revenue Expenditure | 3            | 2.9098   | 50      |
| Capital Expenditure | 152          | 147.5152 | 950     |
| Total               | 155          | 150.425  | 1000    |

## 3. Comprehensive Village Development Programme (CVDP) – 2<sup>nd</sup> Phase

*Deputy Project Director: Dr. Md. Kamrul Hasan, Joint Director, BARD*

### 3.1 Background of the Project

Bangladesh has a long experience in the field of rural development. A series of rural development efforts like Co-operative Movement (1904), Rural Reconstruction Programme (1938), Village Agricultural and Industrial Development (V-Aid, 1952), Comilla Model of Rural Development (1959) etc. were made in different phases of time. Bangladesh Academy for Rural Development (BARD), Comilla in the mid'70s

took an endeavour to develop the socio-economic conditions of different professions, age, sex and economic standing-based rural population who earlier remained left out. With a view to developing a package programme for an integrated and total development of the villages by bringing all classes of people within one institutional framework, a new programme called the “Total Village Development Programme” (TVDP) was introduced by BARD in the mid nineteen seventies. It was renamed as “Comprehensive Village Development Programme” (CVDP) in the early nineteen eighties and remained only as an effort by BARD itself till 1988. In 1989 the project was included in the Annual Development Plan of the Government of Bangladesh and the Rural Development Academy (RDA), Bogra was chosen as a partner of BARD, Comilla to implement the project in 40 villages each in 1991-92.

The main thrust of CVDP is to promote overall development of all segments of population of a village by organising them into a more innovative and effective co-operative based organisational framework. It is a modest effort of experimentation that would pursue increase in production, employment, income, social development and equitable distribution of benefits based on local level planning within a common and single cooperative institution of all villagers. Another objective of the project is to evolve a replicable model for rural development. With this end in view, 40 Comprehensive Village Development Co-operative Societies (CVDCS) were formed in 1992-93 by BARD, Comilla in four Upazilas of Dhaka, Chittagong and Sylhet divisions. The demonstrative phase (July 1999 – June 2004) of the project completed in June 2004.

At the experimental phase CVDP was able to create some positive impact for the betterment of the rural people under the project. With the intention of extending its results throughout the country a series of discussions and seminars on the results, problems and potentials of CVDP were held in the Ministry of LGRD and Co-operatives and Planning Commission. Finally, the government was convinced to adopt CVDP as a model concept for rural development. Hence, it was decided for further implementation in 21 Upazilas of 19 districts for more four years on pilot basis before wider replication throughout the country.

The pilot phase of the project was started in July 2005 and supposed to close by June 2008. It is, indeed, extended up to June 2009. After completion, the government approved its 2<sup>nd</sup> phase with duration of six years including two years extension between July 2009 and December 2015. The project was sponsored by the Rural Development and Co-operative Division of the Ministry of LGRD & Co-operatives. BARD, RDA, BRDB and Co-operative Department are working as implementing agencies in a total of 66 Upazilas of 64 districts. BARD covers 1020 villages of 16 Upazilas under Chittagong, Sylhet, Dhaka, Barishal, and Khulna divisions. Accordingly there is a Comprehensive Village Development Co-operative Society in each village. These organisations are characterized by self-motivated, self-managed and self-financed.

### 3.2. Objectives of the Project

- i. Organise a village based Comprehensive Village Development Co-operative Society for total development of each village;
- ii. Create self-employment opportunity and enhance income in planned way according to the ability and potentiality of the youths, adolescents, women and men of all families in each village; and
- iii. Improve standard of living and reduce poverty of the villagers through comprehensive development.

### 3.3. Progress of the Project of CVDP 2<sup>nd</sup> Phase, BARD part

| Sl. No | Activities  | Achievement (2015-2016) |           | Cumulative Achievement |
|--------|---|-------------------------|-----------|------------------------|
|        |   | Physical                | Financial |                        |
| 1.     | Family Enrollment   | 2741                    | -         | 103101                 |
| 2.     | Member Enrollment   | 3372                    | -         | 158565                 |
| 3.     | Total Capital (Tk. in Lakh)                                   | -                       | 201.39    | 3212.21                |
|        | a) Savings of Cooperators (Tk. in Lakh)                       | -                       | 29.66     | 2315.43                |
|        | b) Paid up Share of Cooperators (Tk. in Lakh)                 | -                       | 171.73    | 896.78                 |
| 4.     | Investment of Credit from Societies Own Fund (Tk. in Lakh)    | -                       | 231.33    | 4758.07                |
| 5.     | Self-employment Generation through Training & Credit (Person) | 2992                    | -         | 50201                  |

### 3.4. Lessons Learnt

- Through this programme, an institutional structure following all cooperative laws has been established at each village ensuring the spontaneous participation of all people irrespective of class, sex, religion, profession, etc.
- Imparting training is the major thrust of CVDP activities rather providing credit. Technical training for income generation and self-employment are prime concerns for human resource development of CVDP.
- Preparation of annual development plan and participatory implementation ensured through village information book is an outcome of a realistic and effective implementation of development activities at the village level.
- CVDCS at the village level acts as a workable platform for the delivery of services of different nation building departments.
- Through CVDP programme, optimum use of local resources, own capital investment and assistance from different government and non-government organisations have made the 'village cooperative' a 'focal point of village development'.

## **4. Women's Education, Income and Nutrition Improvement Project (WEINIP)**

**Project Director: Nasima Akhter, Joint Director, BARD**  
**Assistant Project Director: Farida Yeasmin, Assistant Director, BARD**

### **4.1. Background of the Project**

A nation can never progress if its female folk remain in backward position. Based on this realisation, BARD undertook a number of projects to eliminate massive suffering of the females and to uphold their position in the society since 1961. WEINIP was started in 1993 as a part of such efforts of BARD to improve status and empower females and evolve a replicable model for the development of females in Bangladesh. This project is comprehensive in nature; provides a package programme to all socio-economic categories of females under the village societies.

### **4.2. Specific Objectives of the Project**

- i. Organise the rural female into groups and develop their managerial skill and leadership qualities for promoting women's empowerment;
- ii. Build capacity through training and education and adopt appropriate technologies for undertaking income and employment generation activities;
- iii. Form capital, provide credit to generate IGAs and institutional support for investing capital in entrepreneurship development;
- iv. Develop a group of female community extension agents involving them in the field of planning process including functional education, health and nutrition improvement, safe motherhood, gender rights practice and violence protection activities as complementary to the government agents in these fields; and
- v. Develop a viable model for replication throughout the country for improving conditions of females in Bangladesh.

### **4.3. Duration, Coverage, Cost and Source of Fund:**

The third phase of the project (July-2004 to June 2009) was experimented in 24 villages under three upazilas namely Comilla Sadar, Sadar South and Burichang of Comilla District which ended in June 2009. The project duration was extended first time upto June 2010. After that it was extended 4 times more and ended in June 2016. In this period one new upazila (Barura) and 2 Villages (Baraipur, Goheenkhal) were incorporated. The total budget for the year 2016-17 was Tk. 5.00 lakh.

**Achievement of the WEINIP Project during 2016-2017 & plan for 2017-2018**

| Sl. No.  | Activities   | July 2016 - June 2017 |                         | Cumulative Progress July 1993 – June 2017 | plan for July 2017- June 2018 |
|----------|--|-----------------------|-------------------------|---|-------------------------------|
|          |  | Target                | Achievement (%)         |   |                               |
| <b>A</b> | <b>Organisational Activities</b>                   |                       |                         |   |                               |
| 1.       | No of organisations                                | 24                    | 24(100%)                | 24  | 24                            |
| 2.       | Number of member enrolled                          | 40                    | 15 (38%)                | 1067                                      | 20                            |
| 3.       | Household coverage (Excluding Dropouts)            | 40                    | 15(38%)                 | 892                                       | 20                            |
| <b>B</b> | <b>Economic Activities ( in lakh)</b>              |                       |                         |   |                               |
| 4.       | Capital accumulation                               | 10,00,000             | 10, 21,243 (102%)       | 69,19,120                                 | 11,00,000                     |
|          | a) Shares  | 2,00,000              | 2, 58,596 (129 %)       | 21,60,589                                 | 3,00,000                      |
|          | b) Savings   | 8,00,000              | 7, 62,647 (95 %)        | 47,58,531                                 | 8,00,000                      |
| 5.       | Credit disbursed (Amount/ Person)                  | 20,00,000 (210)       | 21, 60,000 (108%) (120) | 1,58,59,600 (2384)                        | 22,00,000 (210)               |
|          | a) Own capital (person)                            | 0,00,000 (210)        | 21, 60,000 (108%) (120) | 1,44,83,600 (2253)                        | 22,00,000 (210)               |
|          | b) Revolving fund                                  | -                     | -                       | 13,76,000 (131)                           | -                             |
| 6.       | Credit realization                                 | 20,00,000 (210)       | 17, 97, 300 90%(146)    | 1,59,58,175 (2298)                        | 22,00,000 (210)               |
|          | a) Own capital                                     | 20,00,000 (210)       | 17, 97, 300 (90%) (146) | 1,59,58,175 (2298)                        | 22,00,000 (210)               |
|          | b) Revolving fund                                  | -                     | -                       | 13,76,000 (131)                           | -                             |
| <b>C</b> | <b>Human Resource Development</b>                  |                       |                         |   |                               |
| 7.       | Training   |                       |                         |   |                               |
|          | a) Regular training: Nos./ Participants            | 24 (1152)             | 24 (100%) (1090)        | 729 (17,116)                              | 24 (1152)                     |
|          | b) Special training Refreshers: Nos./ Participants | 04 (120)              | 04 (100%) (104)         | 65 (703)                                  | 04 (120)                      |

| Sl. No.  | Activities   | July 2016 - June 2017 |                  | Cumulative Progress July 1993 – June 2017 | plan for July 2017- June 2018 |
|----------|--|-----------------------|------------------|---|-------------------------------|
|          |  | Target                | Achievement (%)  |   |                               |
|          | c) Workshop/Seminar on observation of national & international days Nos./ Participants     | 03 (300)              | 03 (100%) (159)  | 69 (2477)                                 | 04 (300)                      |
| <b>D</b> | <b>Education &amp; co- curricular Activities</b>   |                       |                  |   |                               |
| 8.       | a) Signature Campaign & folk show, competition Nos./ Participants                          | 23 (1500)             | 28 (160%) (1654) | 175 (5680)                                | 28 (1600)                     |
|          | b) motivational programme on formal & non formal education for Children Nos./ Participants | 120                   | 122 (101%)       | 2226                                      | 125                           |
|          | c) Learning through weekly & Special meeting.  | 1290                  | 1128 ( 87% )     | 18423                                     | 1290                          |
| <b>E</b> | <b>Health &amp; Reproductive Rights</b>  |                       |                  |   |                               |
| 9.       | Primary reproductive health care services  | 1100                  | 1095 (99%)       | 5257                                      | 1100                          |
| 10       | Tube well /Supply water (Both)   | 186                   | 188(102%)        | 3047                                      | 200                           |
|          | - Organisation level (Tube well)   | 66                    | 63 (95%)         | 1123                                      | 70                            |
|          | - Village level (Tube well)  | 120                   | 125 (104%)       | 1924                                      | 130                           |
| 11.      | Sanitary latrine (Both)  | 200                   | 173(87%)         | 6111                                      | 200                           |
|          | - Organisation level   | 100                   | 78 (78%)         | 1163                                      | 100                           |
|          | Village level  | 100                   | 95 (95%)         | 4948                                      | 100                           |
| <b>F</b> | <b>Environment Development:</b>  |                       |                  |   |                               |
|          | a) Fruit, wood bearing and herbal trees plantation(Nos)                                    | 9700                  | 9690 (99%)       | 91,248                                    | 9,800                         |

| Sl. No.  | Activities   | July 2016 - June 2017 |                      | Cumulative Progress July 1993 – June 2017 | plan for July 2017- June 2018 |
|----------|--|-----------------------|----------------------|---|-------------------------------|
|          |  | Target                | Achievement (%)      |   |                               |
|          | b) Vegetable production (HHs Nos.)                                       | 610                   | 645 (106%)           | 7169                                      | 650                           |
|          | c) Nursery & seed shed   | 04                    | 04(100%)             | 36  | 06                            |
| 12.      | Nutrition garden (demonstration plot)                                    | 03                    | 03(100%)             | 36  | 04                            |
| 13       | Waste management campaign  | 01                    | 01(100%)             | 39  | 01                            |
| <b>G</b> | <b>Rights and Laws</b>   |                       |                      |   |                               |
| 14.      | Utahan Boithook & joint meeting  | 20                    | 22 (110%)            | 161                                       | 22                            |
| 15.      | Workshop on conflict management  | 03                    | 03 (100%)            | 45  | 03                            |
| 16.      | Preparation & distribution of IEC and BCC material (posters and leaflet) | 400                   | 407 (102%)           | 2945                                      | 420                           |
| <b>H</b> | <b>Planning, Dissemination and Documentation</b>                         |                       |                      |   |                               |
| 17.      | Annual planning conference (APC) related workshop:Nos./ Participants     | 01 (250)              | 01(100%)/ (240)(96%) | 18 (3780)                                 | 01 (250)                      |
| 18.      | Research evaluation Work, Monitoring & WID Reports                       | 50                    | 50 (100%)            | 262                                       | 52                            |
| 19.      | Rally and demonstration  | 03                    | 03(100%)             | 30  | 03                            |
| 20.      | Annual General Meeting (AGM): Nos./ Participants                         | 08 (600)              | 08 100%) 538 (90%    | 100 (6098)                                | 08(600)                       |

#### **4.4. Lessons Learnt from the Project**

1. Females groups accumulate micro savings which creates the opportunity for micro credit with low repayment rate. Women are now using large amount of credit successfully
2. Using own capital as credit with reasonable duration and flexibility increased economic empowerment of women.
3. Females skill training along with credit and technical support increased option of choice in production side and their bargaining power in selling goods.
4. Demonstration of females own produced goods promote their economic role and increased the capabilities to have access to the market channel.
5. More technical and ICT training with motivation for computer use increases women's capacity.
6. Protection of women against violence with Legal support and advocacy campaign in presence of lawyer at village level has positive impact on reducing gender violence.
7. Health, Nutrition and Environment Education of Women would be promoted by study visits and horizontal learning process

#### **4.5. Problems Felt by the Project Team**

- Inadequate resource, budget and logistics supports.
- Less monitoring and follow up activities by project management due to other academic responsibilities.
- Inadequate training materials and local resource.

### **5. E-Parishad for Better Service Delivery in Rural Areas**

*Project Director: Afrin Khan, Deputy Director, BARD*  
*Assistant Project Director: Kazi Foyez Ahmed, Assistant Director, BARD*

#### **5.1. Background of the Project**

Bangladesh is predominantly a rural country and 70 per cent of its population lives in rural areas. Unfortunately rural areas are underdeveloped than the urban areas. Therefore, rural development has become an important concern for Government and the development professionals. Rural Development and Cooperative Division (RDCD) of Ministry of Local Government, Rural Development and Cooperatives has the particular responsibility to develop the rural areas through providing supports to improve the livelihoods of rural people, such as institutional development for service delivery, human resource development and skill training for IGAs, awareness raising and organising the village community for their own development. Local governance is one of the strategic goals mentioned in the PRS of Bangladesh. It is widely recognised that information and communication technologies (ICTs) become inseparable for meeting the development need of the present century. ICTs are playing the leading

role for developing the livelihood of the population (by connecting them) in most of the countries. Bangladesh has much potential to use this ICT based opportunity to bring changes in livelihood and standard of living in rural areas. Promoting e-governance both at national and local level is one of the priority issues of the government. Therefore, application of information technology in the operation of local government is very essential for improving governance as well as service delivery. In this regard, BARD initiated an action research in one union for experimentation.

## **5.2. Objectives of the Project**

The main objective of the project is to provide necessary services to the rural population at their door steps for rural development and to improve their standard of living through promoting ICT based Platform at Local Level.

The specific objectives of the project are:

- i. Promoting ICT based platform at village and union level to support the general mass to get necessary services at their door steps;
- ii. Introducing a ICT based coordinated and efficient service delivery system to the villages from the Upazila through union parishad;
- iii. Developing a computerised rural development and service delivery database for union parishad; and
- iv. Supporting rural people with development knowledge to change their livelihood.

## **5.3. Duration, Coverage, Cost and Sources of Fund:**

Duration of the project was from January 2010 to June 2017 with a cost of Tk. 1.50 lakh from BARD revenue fund. The duration of the project has been extended up to June 2017 with an estimated cost of Tk. 5.00 lakh. The project has covered one Union Parishad of Sadar South Upazila of Comilla district.

## **5.4 Components of the Project**

The projects activities will mainly concentrate on database management of upazila resources and re-engineering the service delivery system through e-governance in union and upazila. The project will be implemented in three phases as: First Phase: Developing Union E-governance Centre; Second Phase: Establishing Upazila E-governance Centre and Third Phase: Activating ICT based Interaction and Process Automation. In the first phase Union Parishad (UP) will be developed as union e-governance center (Governance system facilitated by computer and internet technology). In the second phase the existing Upazila centre will be redesigned as upazila e-governance centre. In the third phase automation, digitization, standardization etc. will be done between UP e-governance centres and Upazila e-governance centres.

## 5.5 Progress of the Project

- From the beginning of the project a total of 06 training courses on Introduction to Computer and ICT and 01 course on Computer Hardware Maintenance have been organised for the rural youth. A total of 193 youth were trained through training.
- A website of the Union Parishad has been launched in 2010 where all information about the Union Parishad was incorporated.
- Socio-economic information on all households of the Union were collected and incorporated in a database and uploaded in the website. Through this database information about the Union Parishad and any household could be searched.
- Three computers with internet connection through modem were provided for the use of Union Parishad personnel and for rural youth.
- The project developed one software including all registers of Union Parishad to ease Union Parishad activities. The Union Parishad is using this software for their day to day transaction. It will be possible to produce a balance sheet from this software.
- A training course on Computer Hardware and Troubleshooting Course was organized for the rural youth.

### Progress of the Project during 2016-17

| Sl. No. | Major Activities   | July 2016-June 2017 |              |
|---------|--|---------------------|--------------|
|         |  | Target              | Achievements |
| 1.      | Monitoring the activities of Union Parishad working on UPMS Software | 100%                | 100%         |
| 2.      | Internet Security  | 100%                | 100%         |
|         | Upgradation of website   | -                   | -            |
| 3.      | ICT Training for Youth   | 01                  | 100%         |
| 4.      | Maintenance and supporting cost of computer & printer                | 100%                | 100%         |
| 5.      | Extension of project activities to other union parishad              | -                   | -            |
| 6.      | Develop linkage with Upazila Parishad                                | 100%                | 40%          |

## 5.6 Lessons Learnt

- More training and motivation on software use needed for UP Secretary.
- The Secretary is reluctant in using UPMS Software and using ICT devices.
- Budget Constraint.

## **5.7 Future Plan for 2017-18**

- Conduct orientation, workshop etc. at UP level.
- Extend UPM Software and the innovation in other Union Parishads.
- Arrange training for secretary of Union Parishad on execution of UPM software
- Build up linkage with Upazila Parishad for server facility for web based software.
- Arrange training for the rural youth on Basic Computer, Computer Hardware Maintenance, Troubleshooting and Networking, Outsourcing and freelancing for developing entrepreneurship.

## **6. Management and Extension of Dairy Demonstration Farm**

### **6.1 Background of the Project**

The project is being implemented by BARD since 2015, though initially it was established by the financial support of KOICA Bangladesh. Its main objective is to make demonstration of modern technology related to dairy rearing and providing training to the village farmers. By this time three training courses have been arranged for the rural farmers who are members of rural organizations, such as, Comprehensive Village Development Programme (CVDP) and Women Education, Income, Nutrition improvement Project (WEINIP). Besides, university students, project beneficiaries of different organisations were brought to orient the activities of the dairy farm. The milk has been sold to the BARD cafeteria and the faculty members and staff of BARD. A Biogas plant was also installed to demonstrate the manure gas production and use. Side by side, the bio slurry is used in the grass land of Dairy demonstration farm. BARD is now planning for extending its activities by installing a Goat rearing Unit in the farm premises. In near future, a quail rearing unit will be established in the farm. So after a short period of time, it will be an integrated demonstration farm.

### **6.2 Objectives of the Project**

The general objective of the Project is to demonstrate the ideal method of technology based dairy farming so that the rural farmers can be motivated and get skills for maintaining and initiating new projects.

The specific objectives are:

- I. to demonstrate the scientific method and basic way of dairy farming to the farmers, students and so on;
- II. to extend the horizon of research, training and project works of BARD on different aspects of dairy Development; and
- III. to adopt different technologies in dairy farming.

### Achievements against Target in 2016-2017

| Sl. No. | Target (2016-2017)                                    | Achievements              | Comments  |
|---------|---|---------------------------|---|
| 1       | Installation of Biogas plant                          | Installed in October 2016 |   |
| 2       | Recruitment of the worker (New)                       | June 2017                 |   |
| 3       | Production and cultivation of Napier and Jumboo grass | Continuous process        | Due to shortage of land area grass area could not be expanded |
| 4       | Buying Dairy cow                                      | No                        | Due to shortage of capital                                    |

### 6.3 Lesson learned from the project

- The workers do not want to stay in the farm for long time and they leave their job frequently that creates problems in managing the farm. The consolidated salary of the worker is Tk. 10000 per month. Within this fixed salary, the workers do not want to stay in the farm.
- **Problems encountered during project implementation**
  - Shortage of skilled worker having reading and writing skill
  - There are only 6 cows in the farm and two workers are involved in managing the 6 cows. So the cost of workers become high compared to the number of cows. So the number of cows needs to be increased to make balance between cost and return.

### 6.4 Plan for FY-2017-2018

BARD will also take following initiatives to increase the horizon of the project:

- Sheds for the heifer and calves will be set up for newly born calves.
- More training courses for the dairy farmers will be arranged.
- A unit for Black Bengal Goat will be created so that training on goat rearing can be incorporated. It will also extend the demonstration activities of the farm.

**CHAPTER – FIVE**

**ANNUAL REPORT ON  
ADMINISTRATION**

**2016-17**



## 5.1 Introduction

Among the nine divisions of BARD, the Administration Division headed by Director (Administration) provides necessary supports and services for effective implementation of training, research and action research activities of BARD. At the same time, the Division is responsible for internal discipline, welfare of employees, maintenance of office records and files, human resource management and management of physical and financial resources. The Director General of BARD acts as the Chief Executive of the organisation. Director General manages overall affairs of the Academy with the support of the Additional Director General and nine Directors. Total manpower of BARD is 365.

## 5.2. Faculty Strength under Administration Division

|                           | As per Organogram | Present Strength (30 June 2017) |
|---------------------------|-------------------|---------------------------------|
| <b>Director</b>           | <b>01</b>         | <b>01</b>                       |
| <b>Joint Director</b>     | <b>02</b>         | <b>02</b>                       |
| <b>Deputy Director</b>    | <b>01</b>         | <b>01</b>                       |
| <b>Assistant Director</b> | <b>04</b>         | <b>04</b>                       |
| <b>Accounts Officer</b>   | <b>01</b>         | <b>-</b>                        |
| <b>Assistant Engineer</b> | <b>01</b>         | <b>01</b>                       |
| <b>Medical Officer</b>    | <b>01</b>         | <b>01</b>                       |
| <b>Total =</b>            | <b>11</b>         | <b>10</b>                       |

## 5.3 Activities of Different Sections

There are 17 sections under the Administration Division. The activities of these sections are supervised by the section heads and coordinated and controlled by the Director (Administration). Activities accomplished by different sections of Administration Division as per plan for July 2016 – June 2017 are summarised below:

## 5.4 Establishment Section

(i) **Appointment:** At the faculty level, a total of 13 employees were directly recruited in the year of 2016-17 at different posts as presented below:

| Sl. no | Name of Post       | Number of Recruited Post |
|--------|--------------------|--------------------------|
| 1.     | Deputy Director    | 03                       |
| 2.     | Assistant Director | 09                       |
| 3.     | Medical Officer    | 01                       |
|        | <b>Total</b>       | <b>13</b>                |

(ii) **Promotion:** In the year 2016 – 2017, a total of 20 employees were promoted to different higher posts at the staff level as presented below:

| Sl. No. | Name of Post                   | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|--------------------------------|--------------------|-------------------------|--------------------|
| 1.      | Upper Division Assistant (UDA) | 02                 | 01                      | 02                 |
| 2.      | Stenographer                   | 02                 | 01                      | 02                 |
| 3.      | Steno-typist                   | 03                 | 03                      | 03                 |
| 4.      | Head Master                    | 01                 | --                      | 01                 |
| 6.      | Demonstrator                   | 02                 | 01                      | 02                 |
| 7.      | Field Assistant                | 01                 | 01                      | 01                 |
| 8.      | Inspector (Lady)               | 01                 | 01                      | 01                 |
| 9.      | Plumbing Foreman               | 01                 | --                      | 01                 |
| 10.     | Telephone Operator             | 02                 | 02                      | 02                 |
| 11.     | Driver                         | 02                 | 02                      | 02                 |
| 12.     | Mason                          | 01                 | 01                      | 01                 |
| 13.     | Head Attendant                 | 01                 | 01                      | 01                 |
|         | <b>Total</b>                   | <b>19</b>          | <b>14</b>               | <b>19</b>          |

(iii) **Training/Workshop/Seminar:** A total of 13 Faculty Members attended in different higher study courses, training courses, workshops and seminars in different countries while 33 faculty members and staff also attended various in-country training courses, workshops and seminars. Details of programmes attended by the Faculty Members in foreign countries are as follows:



| Sl. No. | Officer's Name & Designation                         | Description of Training   | Sponsoring Agency                       | Place of Training/ Workshop | Training Year | Training Period |            | Duration Year/ Month/ Days |
|---------|--|---|---|-----------------------------|---------------|-----------------|------------|----------------------------|
|         |  |   |   |                             |               | From            | To         |                            |
| 1       | 2  | 3   | 4                                       | 5                           | 6             | 7               | 8          | 9                          |
| 1.      | Mr. Salahuddin Mahmud<br>Director General (Ex)       | International Conference on Marginalisation, Poverty and Decentralisation                                 | CIRDAP-NIRD                             | India, KILA                 | 2016          | 19/11/2016      | 22/11/2016 | 04 days                    |
| 2.      | Mr. M. Maududur<br>Rashid Safdar<br>Director General | Strengthening Government through Capacity Development of the BCS Cadre Officials                          | Japan Debt Cancellation Fund (JDCE)     | USA                         | 2017          | 05/03/2017      | 19/03/2017 | 15 days                    |
|         |  | Technical Programme Committee (TPC)   | AARDO                                   | Khartoum, Republic of Sudan | 2017          | 08/07/2017      | 12/07/2017 | 5 days                     |
| 3.      | Dr. Kamrul Ahsan<br>Director                         | Global Saemaul Undong Leadership Forum  | Korea Saemaul Undong                    | Korea                       | 2016          | 17/10/2016      | 21/10/2016 | 5 days                     |
| 4.      | Md. Mizanur Rahman<br>Director                       | Chinese Academy of Agricultural Science   | Chinese Academy of Agricultural Science | Republic of China           | 2016          | 12/08/2016      | 05/09/2016 | 3Weeks<br>3 days           |
|         |  | Professional Diploma in Total Quality Management (TQM)" under the Malaysian Technical Cooperation Program | Malaysian Technical Cooperation Program | Malaysia                    | 2017          | 02/01/2017      | 28/01/2017 | 6 days                     |

| Sl. No. | Officer's Name & Designation            | Description of Training   | Sponsoring Agency      | Place of Training/ Workshop | Training Year | Training Period |            | Duration<br>Year/ Month/ Days |
|---------|---|---|------------------------|-----------------------------|---------------|-----------------|------------|-------------------------------|
|         |   |   |                        |                             |               | From            | To         |                               |
| 1       | 2                                       | 3   | 4                      | 5                           | 6             | 7               | 8          | 9                             |
| 5.      | Dr. Mohammed Shafiqul Islam<br>Director | Promotion of Micro-Enterprises for Sustainable Livelihood in Rural Areas  | AARDO                  | Islamabad, Pakistan         | 2016          | 22/08/2016      | 28/08/2016 | 6 days                        |
| 6.      | Mr. Abdul Karim<br>Joint Director       | Social Audit in Rural Development Programmes  | CIRDAP - NIRD & PR     | India                       | 2016          | 09/11/2016      | 18/11/2016 | 9 days                        |
| 7.      | Mr. Abdullha Al Mamun<br>Joint Director | Refresher Course on Designing and Facilitating Multi Stakeholder Partnership for Gender and Youth Sensitive Food Security | CDIWUR, The Netherland | India                       | 2016          | 14/11/2016      | 25/11/2016 | 12 days                       |
| 8.      | Sk Mashudur Rahman<br>Joint Director    | Training Methods and Skills for Managers  | AARDO<br>ITEC          | Hyderabad, India            | 2016          | 14/11/2016      | 06/01/2017 | 01 Month<br>03Weeks 2 days    |

| Sl. No. | Officer's Name & Designation                | Description of Training   | Sponsoring Agency     | Place of Training/ Workshop | Training Year | Training Period |            | Duration<br>Year/ Month/ Days |
|---------|---|---|-----------------------|-----------------------------|---------------|-----------------|------------|-------------------------------|
|         |   |   |                       |                             |               | From            | To         |                               |
| 1       | 2   | 3   | 4                     | 5                           | 6             | 7               | 8          | 9                             |
| 9.      | Ms. Saifun Nahar<br>Assistant Director      | Trainers Training on Entrepreneurship and Promotion of Income Generation Activities (TTEPIGA) | ITEC India            | Noida, India                | 2016-2017     | 05/12/2016      | 27/01/2017 | 01 Month<br>03 Weeks          |
|         |   | Master's in Public Policy and Leadership  | Yeungnam University   | Republic of Korea           | 2017-2018     | 25/02/2017      | 30/08/2018 | 1 Year 6 Month                |
| 10.     | Mr. Newaz Ahmed Chowdhury<br>Joint Director | Leadership Programme in Disaster Management   | Republic of Singapore | Singapore                   | 2017          | 06/02/2017      | 10/02/2017 | 5 days                        |
| 11.     | Salahuddin Ibne Syed<br>Deputy Director     | Workshop on the Development of Productive Rural Communities through Social Enterprises        | APO                   | Cambodia                    | 2017          | 05/02/2017      | 10/02/2017 | 6 Days                        |
| 12.     | Mrs. Irin Parvin<br>Joint Director          | Master's in Public Policy and Leadership  | Yeungnam University   | Republic of Korea           | 2017-2018     | 25/02/2017      | 30/08/2018 | 1 Year 6 Month                |
| 13.     | Md. Abdul Quader<br>Joint Director          | Human Resource Development for Rural Development  | CIRDAP-NIRA & PR      | India                       | 2017          | 14/03/2017      | 23/03/2017 | 10 Days                       |

(iv) **Transfer:** During the reporting period, 27 Faculty Members and 40 staff were transferred in different divisions and sections from their earlier places of posting.

(v) **PRL/Pension:** PRL/Pension of 01 Faculty Member and 10 staff were granted during this period.

(vi) **Celebration of National and Important Days:** All national and important days including 97<sup>th</sup> Birth Day of Father of the Nation Bangabandhu Sheikh Mujibur Rahman and National Children Day, 41<sup>st</sup> Death Anniversary of Father of the Nation and National Mourning Day, 58<sup>th</sup> Founding Anniversary of the Academy, 102<sup>nd</sup> Birth Day and 17<sup>th</sup> Death Anniversary of the Founder Director of BARD, Dr. Akhter Hameed Khan, Victory and Independence Day etc. were observed with due respect and importance.

(vii) **Support from the Welfare Fund:** A total 10 staff were granted financial assistance amounting to Tk. 77,000.00 in the year of 2016-17.

(viii) **Warning:** As disciplinary measures, 13 employees of the Academy were served warning for different incidents during this period.

(ix) **Promulgation of BARD Act:** Measures were taken to change BARD Ordinance 1986 into an Act. Through several revision of different stages, the draft Act was placed to the national parliament. After approval by the parliament and subsequent consent on it by the Hon'ble President, the Act was published in the Bangladesh Gadget on 19 February 2017 as Bangladesh Academy for Rural Development Act 2017.

## 5.5 Target and Achievement in 2015-16 and Target for 2016-17

### i) Establishment Section

| Sl. No.   | Activities                         | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|-----------|------------------------------------|--------------------|-------------------------|--------------------|
| A         | <b>BOG Meeting</b>                 | <b>02</b>          | <b>01</b>               | <b>02</b>          |
| <b>B</b>  | <b>Appointment in Vacant Posts</b> |                    |                         |                    |
|           | a) Class – 1                       |                    |                         |                    |
| 3         | Director                           | 01                 | 01                      | 01                 |
| 4         | Joint Director                     | --                 | --                      | --                 |
| 5         | Deputy Director                    | 03                 | 03                      | --                 |
| 6         | Assistant Director                 | 11                 | 09                      | 05                 |
| 7         | Medical Officer                    | 01                 | 01                      | --                 |
| <b>b)</b> | <b>Class – 3</b>                   |                    |                         |                    |
| 1         | UDA                                | 02                 | --                      | 02                 |
| 2         | Lady Health Visitor                | 01                 | --                      | 01                 |

| Sl. No.             | Activities                         | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------------------|------------------------------------|--------------------|-------------------------|--------------------|
| 3                   | Junior Artist                      | 01                 | --                      | 01                 |
| 4                   | LDA                                | 01                 | --                      | --                 |
| 5                   | Investigator                       | 01                 | 01                      | 01                 |
| 6                   | LDA-Cum-Computer Operator          | --                 | 02                      | 02                 |
| 7                   | Sales Man                          | --                 | --                      | 01                 |
| 8                   | Driver                             | --                 | --                      | 01                 |
| 9                   | ?                                  | --                 | --                      | 01                 |
| <b>c) Class – 4</b> |                                    |                    |                         |                    |
| 1                   | Weaving Master                     | 01                 | -                       | 01                 |
| 2                   | Knitting Master                    | 01                 | -                       | 01                 |
| 3                   | Sewing Master                      | 01                 | 01                      | --                 |
| 4                   | Assistant Investigator             | 01                 | 01                      | --                 |
| 5                   | Binder                             | 01                 | -                       | 01                 |
| 6                   | Electric Assistant                 | 03                 | -                       | 03                 |
| 8                   | Mason Assistant                    | --                 | --                      | 01                 |
| 9                   | Tri Wheeler driver                 | --                 | --                      | 01                 |
|                     | SMW                                | --                 | --                      | 02                 |
| 10                  | Peon/MLSS                          | 08                 | 04                      | 02                 |
| 11                  | Gardener                           | 02                 | --                      | 01                 |
| 12                  | Attendant                          | --                 | --                      | 01                 |
| 13                  | Bus Helper                         | 02                 | --                      | 02                 |
| 14                  | Organiser                          | --                 | --                      | 01                 |
| 15                  | Security Guard                     | 01                 | --                      | 02                 |
| C                   | Promotion                          |                    |                         |                    |
|                     | a) Class-01                        | 04                 | 01                      | 09                 |
|                     | b) Class-01 (Selection Grade)      | 06                 | 05                      | --                 |
|                     | d) Class -03                       | 14                 | 09                      | 11                 |
|                     | e) Class -04                       | --                 | 06                      | --                 |
| D                   | Foreign Training/ Workshop/Seminar | As per Need        | 15                      | 25                 |
| E                   | Higher Scale                       | As per Need        | 04                      | As per Need        |
| F                   | Local Training/Workshop/Seminar    | As per Need        | 21                      | As per Need        |

| Sl. No. | Activities                                 | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|--|--------------------|-------------------------|--------------------|
| G       | Transfer                                   | As per Requirement | 67                      | As per Requirement |
| HI      | PRL/Pension                                | As per rules       | 11                      | 09                 |
| I       | Celebration of National and Important Days | 08                 | 08                      | 08                 |
| J       | Support from the Welfare Fund              | As per Requirement | Tk. 77,000.00           | As per Requirement |
| L       | Warning/Penalty                            | As per Requirement | 13                      | As per Requirement |
|         | Departmental Proceedings                   | As per Requirement | 03                      | As per Requirement |

## ii) Accounts Section

### Budget Allocation : Targets and Achievements

| Sl. No. | Activities               | Target (2016-2017)     | Achievement (2016-2017) | Target (2017-2018)     |
|---------|--------------------------|------------------------|-------------------------|------------------------|
| 1       | Salary (Officer & staff) | 7,0900,000.00          | 7,0900,000.00           | 7,65,00,000.00         |
| 2       | Allowances               | 4,61,10,000.00         | 4,61,10,000.00          | 4,95,00,000.00         |
| 3       | Supply & Service         | 2,19,92,000.00         | 2,19,92,000.00          | 2,92,50,000.00         |
| 4       | Repair & Maintenance     | 81,50,000.00           | 81,50,000.00            | 1,07,00,000.00         |
| 5       | Pension & Gratuity       | 6,91,50,000.00         | 6,91,50,000.00          | 5,84,50,000.00         |
| 6       | Capital Expenditure      | 90,00,000.00           | 90,00,000.00            | 18,00,000.00           |
|         | <b>Total =</b>           | <b>22,53,02,000.00</b> | <b>22,53,02,000.00</b>  | <b>22,62,00,000.00</b> |
|         | Local Income =           | (-) 1,27,50,000.00     | (-) 1,27,50,000.00      | (-) 1,42,00,000.00     |
|         | <b>Grand Total =</b>     | <b>21,25,52,000.00</b> | <b>21,25,52,000.00</b>  | <b>21,20,00,000.00</b> |

## iii) Pension & Audit Section

| Sl. No. | Activities                    | Target (2016-17) | Achievement (2016-17) | Target (2017-18) |
|---------|-------------------------------|------------------|-----------------------|------------------|
| 1       | Finalisation of Pension Case  | 06               | 08                    | 09               |
| 2       | Settlement of Audit Objection | 21               | 01                    | 37               |

### v) Sports and Recreation Center

| SL. No | Activities   | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|--------|--|--------------------|-------------------------|--------------------|
| 1.     | Physical exercise for special foundation training courses (Health Cadre) | 08                 | 08                      | 08                 |
| 2.     | FTC for BCS Cadre Officials  | 02                 | 02                      | 02                 |
| 3.     | Physical exercise for special foundation training course (LGED)          | 01                 | 01                      | 01                 |
| 4.     | Self-initiated courses   | 11                 | 06                      | 11                 |
| 5.     | International Training Courses   | 02                 | 02                      | 02                 |
| 6.     | Attachment Courses   | 08                 | 08                      | 10                 |
| 7.     | Friendly Volleyball Matches  | 32                 | 32                      | 36                 |
| 8.     | Friendly Cricket Matches   | 16                 | 16                      | 18                 |
| 9.     | Organise different indoor and outdoor games                              | 30                 | 30                      | 32                 |
| 10.    | Repair and painting of basketball and lawn tennis ground                 | To be done         | Completed               | As per need        |

### vi) Maintenance Section

| Sl. No. | Activities   | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|--|--------------------|-------------------------|--------------------|
| 01.     | Repair works in toilet/bathroom, kitchen at different official & residential buildings | 23                 | 24                      | 28                 |
| 02.     | Roof repair works in different buildings   | 03                 | 03                      | 06                 |
| 03.     | False ceiling works done at conference hall, class room, library & different buildings | 03                 | 03                      | 05                 |
| 04.     | Drain Repair   | 13                 | 18                      | 05                 |
| 05.     | Repair and painting works of different building  | 16                 | 31                      | 18                 |
| 06.     | Toilet & Bath room repair & modernisation  | 03                 | 08                      | 10                 |
| 07.     | Brick Wall Construction & Repair   | 03                 | 07                      | 06                 |
| 08.     | Floor Repair of different buildings (Office & Residence)                               | 05                 | 12                      | 10                 |

| Sl. No. | Activities   | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018)   |
|---------|--|--------------------|-------------------------|----------------------|
| 09.     | Electric Underground Cable Line Repair at Office Area                        | As per Required    | 100%                    | --                   |
| 10.     | PABX Repair  | 01                 | --                      | 01                   |
| 11.     | Rain Water Pipe Supply & Fitting of Different Buildings                      | 05                 | 05                      | 03                   |
| 12.     | Repair Renovation of Hostel Building, Guest House                            | 03 Buildings       | 04                      | 07                   |
| 13.     | Repair and Painting of Mosque  | 02                 | 01                      | 01                   |
| 14.     | Repair of Walk Way   | As per Area        | --                      | As per Required Area |
| 15.     | Thai Aluminum Sliding Door & Windows   | 01                 | 01                      | 02                   |
| 16.     | Cleaning and Repair of Canal & Drain at BARD Campus                          | 05                 | 05                      | 03                   |
| 17.     | Steel Furniture Repair   | 24                 | 21                      | 15                   |
| 18.     | Wooden Furniture Repair  | 38                 | 32                      | 15                   |
| 19.     | Carpentry, Masonry, Electric, Plumbing, Sanitary & Sewarge Works and Service | 6250               | 5916                    | 6500                 |
| 20.     | Necessary Carpentry, Masonry, Electric, Sanitary Goods Purchasing            | 4 lots             | 4 lots                  | 4 lots               |

## vii) Communication Section

### 1. Equipment Use & Photocopy

| Sl. No. | Activities           | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|----------------------|--------------------|-------------------------|--------------------|
| 1       | PA System (Mike)     | 900                | 1140                    | 1250               |
| 2       | Cordless Mike        | 850                | 1088                    | 1200               |
| 3       | Multimedia Projector | 900                | 1050                    | 1100               |
| 4       | Laptop Computer      | 700                | 1002                    | 1100               |
| 5       | DVD                  | 100                | 111                     | 125                |
| 6       | Sound System         | 100                | 52                      | 75                 |
| 7       | Conference System    | 50                 | 34                      | 50                 |
| 8       | TV                   | 10                 | 02                      | 10                 |
| 9       | Photocopies          | 700000             | 139645                  | 400000             |
| 10      | Copy Printer         | 0                  | 5,67,908                | 700000             |

| Sl. No.                          | Activities             | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|----------------------------------|------------------------|--------------------|-------------------------|--------------------|
| <b>2. Photography</b>            |                        |                    |                         |                    |
| 1                                | Digital Photography    | 10000 Snaps        | 5990 Snaps              | 7000 Snaps         |
| 2                                | Video Works            | 50 Days            | 40Days                  | 50 Days            |
| 3                                | Photo Print            | 5000 Copies        | 3887 Copies             | 5000 Copies        |
| <b>Communication (ART Works)</b> |                        |                    |                         |                    |
| 1.                               | Banner Writing         | 100                | 54                      | 100                |
| 2.                               | Display + Welcome      | 200                | 85                      | 200                |
| 3.                               | Posters                | 100                | 81                      | 100                |
| 4.                               | Certificate Writing    | 2000               | 1463                    | 2000               |
| 5.                               | Wall Magazine          | 10                 | 09                      | 10                 |
| 6.                               | Sticker                | 1000               | 672                     | 1000               |
| 7.                               | Signboard + Name Plate | 30                 | 42                      | 30                 |
| 8.                               | Cultural Function      | 40                 | 16                      | 40                 |
| 9.                               | Chart                  | 60                 | 52                      | 60                 |
| 10.                              | Honor Board            | 10                 | 02                      | 10                 |
| 11.                              | Miscellaneous Works    | 1000               | 550                     | 1000               |

#### viii) Library Section

| Sl. No. | Activities                | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|---------------------------|--------------------|-------------------------|--------------------|
| 1.      | <b>Gift:</b>              |                    |                         |                    |
|         | English Book              | 120                | 97                      | 120                |
|         | Bangla book               | 90                 | 75                      | 90                 |
|         | Periodicals               | 60                 | 52                      | 60                 |
| 2.      | <b>Local Purchase:</b>    |                    |                         |                    |
|         | English Book              | 100                | 178                     | 100                |
|         | Bangla book               | 100                | 196                     | 100                |
|         | Periodicals               | 20                 | 06                      | 20                 |
| 3.      | <b>Exchange:</b>          |                    |                         |                    |
|         | Periodicals               | 15                 | 20                      | 15                 |
| 4.      | <b>Foreign Purchase:</b>  |                    |                         |                    |
|         | Periodicals               | 8                  | 04                      | 08                 |
| 5.      | <b>BARD Publications:</b> |                    |                         |                    |
|         | English Book              | 60                 | 10                      | 60                 |
|         | Bangla book               | 20                 | 0                       | 20                 |
| 6.      | Library readers:          | 4000               | 2172                    | 3000               |
| 7.      | Monthly Meeting           | 12                 | 3                       | 12                 |

| Sl. No.                      | Activities   | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|------------------------------|--|--------------------|-------------------------|--------------------|
| <b>Documentation Section</b> |  |                    |                         |                    |
| 1.                           | The number of cuttings and Preservation of Bangla and English Articles | 1500               | 2707                    | 2500               |
| 2.                           | Preservation of Folder on different Subjects                           | 41                 | 42                      | 42                 |

#### ix) Publication Section

| Sl. No. | Activities  | Target (2016-2017) | Achievement (2016-2017)   | Target (2017-2018) |
|---------|---|--------------------|---|--------------------|
| 1.      | Number of Published Books/Research Reports  | 08                 | 04  | 08                 |
| 2.      | Annual Plan   | 01                 | 01  | 01                 |
| 3.      | Annual Report   | 01                 | 01  | 01                 |
| 4.      | Gram Unnayan  | 04                 | 03  | 04                 |
| 5.      | BARD Newsletter   | 04                 | 04  | 04                 |
| 6.      | Bangla Journal  | 01                 | 01  | 01                 |
| 7.      | English Journal   | 02                 | 01  | 02                 |
| 8.      | Special Bulletin  | 01                 | 00  | 01                 |
| 9.      | Training Calendar   | 01                 | 01  | 01                 |
| 10.     | Reprint of Books/ Research Reports  | 05                 | 10  | 05                 |
| 11.     | Print of Money Receipt Book, Ledger Form, Furniture Form and Diary Register Form etc. | As per Demand      | 1. Form – 3000 Copies<br>2. Certificate - 1000 Copies<br>3. Inviting card – 1200 Pieces<br>4. Brochure – 1000 Pieces<br>5. Brochure – 2000 Copies<br>6. ACR – 1000 Copies | As per Demand      |
| 12.     | Sales of Publications   | 4,00,000.00        | No. 01- 15,502.00<br>No. 5594-20,694.00<br><hr/> Training = 562023<br>Total = 598219  | 5,00,000.00        |

**x) Hostel Section**

| <b>Sl. No.</b> | <b>Activities</b>   | <b>Target (2016-2017)</b> | <b>Achievement (2016-2017)</b> | <b>Target (2017-2018)</b> |
|----------------|---|---------------------------|--------------------------------|---------------------------|
| 1.             | Income from Accommodation Facilities                                    | 1,26,00,000.00            | 1,49,08,678.00                 | 1,27,00,000.00            |
| 2.             | Expenditure for Providing Services and Improvement of Hostel Facilities | 1,26,30,000.00            | 1,07,17,481.00                 | 1,30,00,000.00            |
| 3.             | Net Income  | 3,00,000.00               | 41,91,197.00                   | 40,00,000.00              |
| 4.             | Fixed Deposit   | 5,00,000.00               | N/A                            | N/A                       |
| 5.             | Purchase of Stationary Goods  | 2,50,000.00               | 1,21,045.00                    | 2,50,000.00               |
| 6.             | Plumbing Goods and Electric Purchase                                    | 5,50,000.00               | 4,22,867.00                    | 5,00,000.00               |
| 7.             | Purchase of TV  | --                        | 1                              | 25                        |

**xi) Development Communication/Computer Section**

| <b>Sl. No</b> | <b>Activities</b>  | <b>Target (2016-2017)</b> | <b>Achievement (2016-2017)</b> | <b>Target (2017-2018)</b> |
|---------------|--|---------------------------|--------------------------------|---------------------------|
| 1.            | Computer Training support to the Courses (FTC, SFTC & Others) and related services | 10 Course                 | 15 Course                      | 16 Course                 |
| 2.            | Unicode Training   | As per Demand             | 01 Group                       | As per Demand             |
| 3.            | Laser Printer Purchase   | 05 pcs                    | 07 pcs                         | 08 pcs                    |
| 4.            | Broadband Internet Connectivity and Wi-Fi  | 10                        | 05                             | As per Demand             |
| 5.            | Update of BARD Website   | Redesigning the Website   | Completed                      | Link with National portal |
| 6.            | Number of Replacement of Old Computers with LCD monitors (LAB/Others)              | 25 pcs                    | 30 pcs                         | 35 pcs                    |

| Sl. No | Activities                                   | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|--------|--|--------------------|-------------------------|--------------------|
| 7.     | Number of Transformer/Note Book              | As per Demand      | 03 pcs                  | As per Demand      |
| 8.     | Number of LAN connectivity for all Computers | All CPUs           | As per Demand           | As per Demand      |
| 9.     | Automation of library                        | -                  | Ongoing                 | Completion         |
| 10.    | CC Camera Installation                       | 16 pcs             | 08 pcs                  | 16 pcs             |
| 11.    | Creation of face book page for BARD          | Update Continue    | Update Continue         | Update Continue    |
| 12.    | face book Live                               | 02                 | 02                      | As per Demand      |
| 13.    | Video Conferencing                           | 02                 | 02                      | As per Demand      |

#### xii) Cafeteria

| Sl. No. | Activities               | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|--------------------------|--------------------|-------------------------|--------------------|
| 1.      | Income from Cafeteria    | Tk. 270 lac        | Tk. 323 lac             | Tk. 350 lac        |
| 2.      | Expenditure of Cafeteria | Tk. 240 lac        | Tk. 286 lac             | Tk. 305 lac        |
|         | Net Income               | 30 lac             | Tk. 37 lac              | 45 lac             |

#### xiii) Garden Section

| Sl. No. | Activities      | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|-----------------|--------------------|-------------------------|--------------------|
| 1.      | Fruit Trees     | 500                | 20                      | 200                |
| 2.      | Forest Trees    | 50                 | 11                      | 50                 |
| 3.      | Medicinal Plant | 50                 | --                      | 50                 |
| 4.      | Others          | 200                | 13                      | 100                |
| 5.      | Income          | 8,00,000/-         | 706814/-                | 9,40,000/-         |
| 6.      | Expenditure     | 6,50,000/-         | 5,06,133/-              | 7,13,000/-         |
| 7.      | Net Income      | 1,50,000/-         | 2,00,681/-              | 2,27,000/-         |

**xiv) Caretaking Section**

| <b>Sl. No.</b> | <b>Activities</b>                                | <b>Target (2016-2017)</b>   | <b>Achievement (2016-2017)</b>  | <b>Target (2017-2018)</b>   |
|----------------|--|---|---|---|
| 1.             | Transport Services to Different Training Courses | 250   | 250   | 270   |
| 2.             | Transport Services to Employees of BARD          | 1400  | 1350  | 1400  |
| 3.             | Convert Vehicles to CNG                          | 01  | 01  | --  |
| 4.             | Condemnation of Old Cars                         | 01  | --  | 02  |
| 5.             | Purchase of New Vehicle                          | 01  | 02  | 01  |
| 6.             | Servicing/Repair of Car and Add Necessary Tools. | 08  | 08  | 08  |
| 7.             | Providing Security                               | BARD Campus   | BARD Campus   | BARD Campus   |
| 8.             | Maintaining Cleanliness                          | Office Areas, Circular Road, Class Rooms, Auditoriums and Conference Rooms. | Office Areas, Circular Road, Class Rooms, Auditoriums and Conference Rooms. | Office Areas, Circular Road, Class Rooms, Auditoriums and Conference Rooms. |

**xv) Store Section**

| <b>Sl. No.</b> | <b>Activities</b>                | <b>Target (2016-2017)</b> | <b>Achievement (2016-2017)</b> | <b>Target (2017-2018)</b> |
|----------------|----------------------------------|---------------------------|--------------------------------|---------------------------|
| 1.             | Distribution of Summer Dresses   | 142 (Person)              | 130 (Person)                   | 142 (Person)              |
| 2.             | Distribution of Winter Dresses   | 42 (Person)               | 38 (Person)                    | 50 (Person)               |
| 3.             | Distribution of Umbrellas        | 142 (Person)              | 130 (Person)                   | 142 (Person)              |
| 4.             | Distribution of Shoes            | 142 (Person)              | 130 (Person)                   | 142                       |
| 5.             | Supply of Stationery Goods (Tk.) | 3,50,000/-                | 3,18,156/-                     | 3,50,000/-                |

**xvi) Medical Centre**

| Sl. No. | Activities  | Target (2016-2017) | Achievement (2016-2017) | Target (2017-2018) |
|---------|---|--------------------|-------------------------|--------------------|
| 1.      | Patients Visited  | 1200-1300          | 1100                    | 1200-1300          |
| 2.      | Treatment was given to the Patients at Resident and Hospital                | 1000-1200          | 886                     | 1000-1200          |
| 3.      | Patients Referred to Different Hospitals after Giving Preliminary Treatment | 10-15              | 16                      | 10-15              |
| 4.      | Treatments and Service were provided to the Patients at the Observation Bed | 20-25              | 17                      | 25-30              |
| 5.      | Children received vita: A Capsules & Polio Vaccine                          | 300-400            | 305                     | 300-400            |
| 6.      | Patients who blood Sugar Tested at  | 300-400            | 355                     | 300-400            |
| 7.      | Purchase of diabetics Test Stick  | 400-600            | 350                     | 400-600            |

**xvii) Bangladesh Pally Unnayan Academy Model School**

| Sl. No. | Activities   | Target (2016-17) | Achievement (2016-17) | Target (2017-18) |
|---------|--|------------------|-----------------------|------------------|
| 1.      | Monthly Exam   | 04               | 04                    | 04               |
| 2.      | Terminal Exam  | 02               | 02                    | 02               |
| 3.      | Annual Exam  | 01               | 01                    | 01               |
| 4.      | Annual Milad   | 01               | 01                    | 01               |
| 5.      | Annual Picnic  | 01               | 01                    | 01               |
| 6.      | Annual Sports  | 01               | 01                    | 01               |
| 7.      | Teachers and Guardians Meetings                            | 03               | 02                    | 02               |
| 8.      | Annual Prize Giving and Cultural Ceremony                  | 01               | 01                    | 01               |
| 9.      | Boi Utshob   | 01               | 01                    | 01               |
| 10.     | Literary and Cultural Program                              | 01               | 01                    | 01               |
| 11.     | National Day Celebration                                   | all              | all                   | all              |
| 12.     | Study Tour (All Classes)                                   | 01               | 01                    | 01               |
| 13.     | Making Annual Lesson Plan and Distribution (KG to Class 5) | 01               | 01                    | 01               |

## **5.6 Conclusion**

Administration Division is one of the vital divisions of this Academy. The Division is grateful to the Director General for his cordial support and guidance. The Division is also grateful to all employees of the Academy and seeks their continued support and cooperation.



**CHAPTER – SIX**

**ANNUAL REPORT ON PERFORMANCE OF  
THE FACULTY COUNCIL**

**2016-17**



## **6.1 Introduction**

Faculty Council of BARD is an academic forum that serves as a platform for professional development of the Faculty Members. The main objective of Faculty Council is to update the Faculty Members' knowledge on contemporary issues of rural development, review the progress of work in the fields of Training, Research and Action Research and organise socio-cultural activities for increasing interaction among the Faculty Members and their family members.

The Faculty Council usually organises two types of meetings. These are regular and special meetings. One regular meeting is organised in a month where Faculty Members share findings of their completed research, present journal articles from reputed journals, review progress of work in training, research and action research on a quarterly basis, and disseminate knowledge and experiences of training and higher studies at home and abroad while special meetings are convened to discuss urgent issues of rural development and chalk out follow up action. Scholars and professionals from home and abroad usually give talk to the Faculty in the special meetings.

## **6.2 Executive Committee for Faculty Council 2016-17**

The Executive Committee for Faculty Council 2016-17 was as follows:

1. Mr. Milan Kanti Bhattacharjee, Joint Director - Chairman
2. Ms. Irin Parvin, Joint Director - Secretary
3. Mr. Junaed Rahim, Assistant Director - Joint Secretary
4. Dr. Bimal Chandra Karmakar, Assistant Director - Sports and Recreation Secretary

## **6.3 Review of Faculty Activities**

The Executive Committee of the Faculty Council prepared a draft plan of activities for the year 2016-17, which was finalised by incorporating the feedbacks of the Faculty Members. The plan incorporated provisions for regular meetings, special meetings and social get-togethers. The average attendance of the Faculty Members in the regular meetings was 70 per cent. The numerical performance of the Faculty Council against plan can be seen in Table 01 while a summary of the presentations of regular meetings and special meeting organised during 2016-17 is furnished in Table 02 and Table 03 respectively.

**Table 01: Performance of Faculty Council against Plan**

| Event             | Plan (Number) | Achievement (Number) |
|-------------------|---------------|----------------------|
| Regular Meeting   | 12            | 06                   |
| Special Meeting   | 03            | 03                   |
| Social Activities | 05            | 04                   |

**Table 02: Summary of Presentations in the Regular Meetings of Faculty Council 2016-17**

| Meeting         | Date             | Title of The Presentation  | Presenter                                       |
|-----------------|------------------|--|---|
| 1 <sup>st</sup> | 05 July 2016     | <ul style="list-style-type: none"> <li>• Presentation on Tentative Plan of Actions of Faculty Council 2016-17</li> <li>• Presentation on Higher Study in South Korea</li> </ul>  | Ms. Irin Parvin<br>Mr. Salah Uddin Ibne Sayeed  |
| 2 <sup>nd</sup> | 01 November 2016 | <ul style="list-style-type: none"> <li>• E-Learning in Bangladesh: Implementation and Evaluation of a Pilot Project</li> <li>• Strategies and Measures for Capacity Building in Rural Development</li> </ul>   | Kaji Sonia Rahman<br>Dr. Bimal Chandra karmakar |
| 3 <sup>rd</sup> | 20 December 2016 | <ul style="list-style-type: none"> <li>• Presentation on Social Audit in Rural Development Programmes in NIRD, India</li> <li>• Presentation on Designing and Facilitating Multi Stakeholders Partnership (MPSs) for Gender and Youth Sensitive Food Security</li> </ul> | Dr. Abdul Karim<br>Mr. Abdullah Al Mamun        |
| 4 <sup>th</sup> | 19 April 2017    | <ul style="list-style-type: none"> <li>• Presentation on Strength, Weaknesses and Potentialities of Ektee Bari Ektee Khamar (EBEK) Project for Poverty Reduction in Rural</li> </ul>   | Dr. Md. Shafiqul Islam<br>Mr. Ranjan Kumar Guha |

| <b>Meeting</b>  | <b>Date</b>  | <b>Title of The Presentation</b>   | <b>Presenter</b>            |
|-----------------|--------------|--|-----------------------------|
|                 |              | Bangladesh<br><ul style="list-style-type: none"> <li>• Micro Credit Operation by the Public Sector in Bangladesh: Origin, Performance and Replication</li> </ul>   |                             |
| 5 <sup>th</sup> | 12 June 2017 | <ul style="list-style-type: none"> <li>• Faculty Council Election – 2017</li> <li>• Follow-up of the Work on Preparation of Project Concept Notes</li> <li>• Fixing date for Iftar Party of Faculty Council</li> </ul> |                             |
| 6 <sup>th</sup> | 19 July 2017 | <ul style="list-style-type: none"> <li>• Reception of New Executive Committee of Faculty Council 2017-2018</li> <li>• Presentation on draft speakers' panel for Special Foundation Training Courses</li> </ul>         | Mr. Salah Uddin Ibne Sayeed |

**Table 03: Summary of Presentations in the Special Meetings of Faculty Council 2015-16**

| <b>Meeting</b>  | <b>Date</b>      | <b>Title of The Presentation</b>   | <b>Presenter</b> |
|-----------------|------------------|--|------------------|
| 1 <sup>st</sup> | 01 February 2017 | • Reception of Director General of BARD, Mr. M. Maududur Rashid Safdar   |                  |
| 2 <sup>nd</sup> | 09 May 2017      | <ul style="list-style-type: none"> <li>• Discussion on Recent Disasters in Haor Areas: Probable Role of BARD</li> <li>• Followup of the Activities for Arranging 58th Anniversary of BARD</li> <li>• Followup of 10 Project Concept Papers to be sent to the Ministry</li> </ul> |                  |
| 3 <sup>rd</sup> |                  | • Farewell of Dr. S. J. Anwar Zahid, Director, BARD  |                  |

## 6.4 Social Activities

1. **Annual Picnic:** The Faculty Council organised a picnic in collaboration with Officers' Association of BARD at Ramgor in February 2017. Faculty Members along with their family members participated in the Picnic.
2. **Celebration of Bangla Naboborsho (New Year):** *Bangla Naboborsho* was celebrated at Amrakanon (Front side of Hostel No. 05) of BARD.
3. **Iftar Party:** The council in collaboration with Officers' Association of BARD organised an Iftar Party in the month of Ramadan for the Faculty Members and their family members.
4. **Farewell Reception:** One farewell reception was arranged for Dr. S. J. Anwar Zahid Director of BARD. Another farewell reception was arranged for Mr. Harun-Or-Rashid, Accounts Officer of BARD.

## 6.5 Conclusion

Rural development is a multidisciplinary issue. It covers wide range of activities in different fields of development. Faculty members of BARD having multidisciplinary academic and professional background get the opportunity to contribute through their active participation in the discussion. The Faculty Council creates opportunity to learn from each other and helps monitor the progress of planned activities of Training, Research and Action Research of BARD. The learning process facilitated by the Faculty Council helps faculty members keep updated with the changing concepts, thoughts and practices in the field of rural development.

## **Abbreviations and Acronyms**

|        |   |
|--------|---|
| AARDO  | African-Asian Rural Development Organisation                    |
| ADP    | Annual Development Programme                                    |
| APC    | Annual Planning Conference                                      |
| BARC   | Bangladesh Agricultural Research Council                        |
| BARD   | Bangladesh Academy for Rural Development                        |
| BARI   | Bangladesh Agriculture Research Institute                       |
| BRAC   | Bangladesh Rural Advancement Committee                          |
| BBS    | Bangladesh Bureau of Statistics                                 |
| BCC    | Bangladesh Computer Council                                     |
| BCS    | Bangladesh Civil Service  |
| BPATC  | Bangladesh Public Administration Training Centre                |
| BRB    | BARD Revenue Budget   |
| BRDB   | Bangladesh Rural Development Board                              |
| BRII   | Bangladesh Small and Cottage Industries Corporation             |
| BSTD   | Bangladesh Society for Training and Development                 |
| CAPI   | Computer Assisted Personal Interview                            |
| CBMS   | Community Based Monitoring System                               |
| CBO    | Community Based Organisation                                    |
| CBPO   | Capacity Building of People's Organisation                      |
| CDMP   | Comprehensive Disaster Management Programme                     |
| CIRDAP | Centre on Integrated Rural Development for Asia and the Pacific |
| CU     | Comilla University  |
| CVDP   | Comprehensive Village Development Programme                     |
| CVDCS  | Comprehensive Village Development Cooperative Society           |
| DC     | Deputy Commissioner   |
| DGHS   | Directorate General of Health Services                          |
| DoF    | Directorate of Fisheries  |
| DPHE   | Department of Public Health Engineering                         |
| DPP    | Development Project Proposal                                    |
| DPS    | Development Partners  |
| DYD    | Department of Youth Development                                 |
| ECNEC  | Executive Committee of National Economic Council                |
| ERD    | External Resources Division                                     |
| ESP    | External Supported Projects                                     |
| FAO    | Food and Agriculture Organisation                               |
| FC     | Faculty Council   |
| FGD    | Focus Group Discussion  |
| FMs    | Faculty Members   |
| FTC    | Foundation Training Course                                      |

|         |  |
|---------|--|
| FTFL    | Fast Track Future Leaders                                |
| FYP     | Five Year Plan   |
| GDP     | Gross Domestic Product                                   |
| GO      | Government Organisation                                  |
| GoB     | Government of Bangladesh                                 |
| GROVE   | Gender Rights Operation and Violence Elimination Project |
| HH      | Household  |
| HRD     | Human Resource Development                               |
| HSC     | Higher Secondary School Certificate                      |
| ICT     | Information & Communication Technology                   |
| IEC     | Information Education Communication                      |
| IGAs    | Income Generating Activities                             |
| IMED    | Implementation Monitoring and Evaluation Division        |
| IRDP    | Integrated Rural Development Programme                   |
| IUB     | Independent University of Bangladesh                     |
| JICA    | Japan International Cooperation Agency                   |
| KOICA   | Korean International Cooperation Agency                  |
| KTCCA   | Kotwali Tahna Central Cooperative Association            |
| LFE     | Live in Field Experience                                 |
| LGED    | Local Government Engineering Department                  |
| LGRD&C  | Local Government Rural Development & Cooperatives        |
| LGIs    | Local Government Institutions                            |
| LGSP-II | Second Local Governance Support Project                  |
| LICT    | Leveraging Information and Communication Technology      |
| LLPMS   | Local Level Poverty Monitoring System                    |
| MDG     | Millennium Development Goal                              |
| MoPA    | Ministry of Public Administration                        |
| MOU     | Memorandum of Understanding                              |
| MVRD    | Model Village in Rural Development                       |
| NAEM    | National Academy for Education Management                |
| NAPD    | National Academy for Planning and Development            |
| NAPE    | National Academy for Primary Education                   |
| NARS    | National Agricultural Research System                    |
| NBD     | Nation Building Department                               |
| NGOs    | Non-Government Organisations                             |
| NILG    | National Institute of Local Government                   |
| NSU     | North South University                                   |
| PEC     | Project Evaluation Committee                             |
| PKSF    | Palli Karma Shayak Foundation                            |
| PPP     | Public Private Partnership                               |
| PRA     | Participatory Rural Appraisal                            |
| PRS     | Poverty Reduction Strategy                               |

|         |  |
|---------|--|
| PPNB    | Project Proposal for Non Revenue Budget                    |
| RD      | Rural Development  |
| RDA     | Rural Development Academy                                  |
| RDCD    | Rural Development and Cooperative Division                 |
| RWP     | Rural Works Programme                                      |
| SAARC   | South Asian Association for Regional Cooperation           |
| SCBRMP  | Sunamgonj Community Based Resource Management Project      |
| SDC     | Swedish Development Cooperation                            |
| SDGs    | Sustainable Development Goals                              |
| SFDP    | Small Farmers and Landless Labourers Development Programme |
| SFDF    | Small Farmer's Development Foundation                      |
| SFTC    | Special Foundation Training Course                         |
| SSC     | Secondary School Certificate                               |
| SSRC    | Social Science Research Council                            |
| STW     | Shallow Tube Well  |
| SSWRDSP | Small Scale Water Resource Development Sector Project      |
| TBA     | Traditional Birth Attendant                                |
| TC      | Technical Committee  |
| TIP     | Thana Irrigation Programme                                 |
| TNA     | Training Need Assessment                                   |
| ToT     | Training of Trainers                                       |
| TQM     | Total Quality Management                                   |
| TTDC    | Thana Training and Development Centre                      |
| TVDP    | Total Village Development Programme                        |
| UCCAs   | Upazila Central Cooperative Association                    |
| UDC     | Union Development Committee                                |
| UISC    | Union Information Service Center                           |
| UN      | United Nations   |
| UNDP    | United Nations Development Programme                       |
| UNO     | Upazila Nirbahi Officer                                    |
| UPMS    | Union Parishad Management Software                         |
| UP      | Union Parishad   |
| URT     | Upazila Resource Team                                      |
| UZGP    | Upazila Governance Project                                 |
| V-AID   | Village Agricultural and Industrial Development            |
| VGD     | Vulnerable Group Development                               |
| VGf     | Vulnerable Group Feeding                                   |
| VIPP    | Visualisation in Participatory Planning                    |
| WEINIP  | Women Education, Income and Nutrition Improvement Project  |