Two Decades

Making an Impact

Annual Report 2020

BRAC UNIVERSITY

Inspiring Excellence

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BRAC UNIVERSITY
Inspiring Excellence

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A visionary dreamer

By Dr. Hossain Zillur Rahman, Chairperson of BRAC

Although no longer with us, Sir Fazle Hasan Abed KCMG continues to loom large in our imagination, inspiring us, exhorting us to work to fulfil the visionary dreams he set for himself and for all of us who followed. When he began the journey of change five odd decades ago, his unwavering focus on the human potential and how to nurture it and create the conditions for its unfettered flowering. The organization he founded and which went on to claim global renown was a pioneer in many fields.

BRAC's footprint in education began with the most fundamental of tasks – how to pull Bangladesh out of its fate of low literacy and the poverty of the future this entailed. From the beginning, Sir Fazle Hasan Abed viewed education as a crucial catalyst for change and also as a prerequisite for sustainable development. He himself had his higher education in London. In his youth, he was influenced by the teachings of his maternal grandfather, an education minister in the government of Bengal. Later he was inspired by the ideas of the likes of Brazilian educator Paulo Freire.

"BRAC's footprint in education began with the most fundamental of tasks – how to pull Bangladesh out of its fate of low literacy and the poverty of the future this entailed."

- Dr. Hossain Zillur Rahman
  Chairperson of BRAC

Sir Fazle Hasan Abed's very first plan for BRAC aimed to make the entire adult population of the village literate. The focus was to get primary dropouts back into school. He ensured that functional education was an underlying fundamental in BRAC's organising principles. Initially, this encompassed awareness building and literacy and numeracy skills for adults. Sir Fazle Hasan Abed ensured that BRAC aimed to make the entire adult population of the village literate. The focus was to get primary dropouts back into school. He ensured that functional education was an underlying fundamental in BRAC's organising principles. Initially, this encompassed awareness building and literacy and numeracy skills for adults. Sir Fazle Hasan Abed ensured that BRAC developed its own learning materials in the form of posters, flip charts etc. By the end of the 1970s, BRAC had developed a comprehensive educational system, including a community development and literacy and numeracy curricula, training, research and publishing. However, he soon realised that the functional education

for adults would not ensure sustainable progress for such a large population. For that, he believed there was a need to ensure primary level literacy for all children.

In 1974, BRAC started engaging with the primary education sector through a monthly magazine for children which was sent to all 45,000 public schools in the country. But poverty, distance and poor quality of education were keeping a large majority of children away from the public school system. So, in 1985, Sir Fazle Hasan Abed initiated a pilot non-formal primary education programme. He wanted to demonstrate that education could be made relevant, cost-effective and of a high quality and also retention rates could be improved and gender imbalance could be rectified.

In conducting this experiment, Sir Fazle Hasan Abed sought help from expert educators at local universities. What emerged was a revolutionary model in primary education – a one-room school where a teacher who is a member of the local community takes a class of 33 children through the entire 5-year primary curriculum in four years. The school's customised curriculum and books were designed using state-of-the-art teaching-learning methods and strong involvement of both parents.

A large majority of BRAC graduates in Bangladesh were going into the public system for higher education. Sir Fazle Hasan Abed then felt the need for harnessing the power of young people, and he thought it is possible through a well-rounded, quality higher education. Acting on this insight, he took the initiative of establishing a university. Under his guidance, BRAC set up a university in 2001 with the mission to educate and grow leaders for tomorrow. In addition to providing a comprehensive liberal education, Brac University has several institutes for post-graduate research and training to strengthen human capacity in areas critical to national development.

Sir Fazle Hasan Abed wanted to create a major university to educate leaders for Bangladesh and beyond. From the very beginning, Brac University has been a forward-looking institution and it aims to help students to develop the skills, creativity and resourcefulness to thrive through massive social changes. Here the students follow a US style liberal arts and sciences program for breadth and depth of education.

Sir Fazle Hasan Abed dreamt of turning Brac University into "the Harvard of South Asia". His message as the university's founder and chairperson emeritus reads, "We have focused on generating new knowledge and promoting critical thinking amongst our students. Our goal at Brac University is not only to provide the highest quality teaching in the region, but also to inculcate the values essential for tomorrow's leaders. Through a liberal education, we endeavor to produce graduates with the attributes needed to achieve personal success and make a valuable contribution to society. Our talented and dedicated faculty play a critical role in both these processes."

It feels wonderful to find Brac University passionately following Sir Fazle Hasan Abed's high hopes and dreams for this institution. It is rising up to a great reputation and having a global reach now. It is indeed a pleasure to see this university growing fast to take a leap and make its mark in the global map in the near future.

Continuing with the legacy

By Tamara Hasan Abed - Chairperson, Board of Trustees of Brac University

"Sir Fazle Hasan Abed wanted to create a university that would change established notions of education. He wanted to equip young people with a broad-based education, one that allowed them to develop as complete human beings with civic imagination, reflective about the world they live in and restless to find ways to solve real world problems."

- Tamara Hasan Abed
Chairperson, Board of Trustees of Brac University

This is the 20th year since the foundation of Brac University. To understand the University's aims and its journey since inception, one must understand BRAC and the philosophy and vision of its founder, Sir Fazle Hasan Abed. Sir Fazle aspired for a society, nation and world that worked for everyone: a world free from all forms of poverty and discrimination, where everyone could realise their potential. This became BRAC's vision, and the mission of Sir Fazle's life.

BRAC was born in a new country facing extreme challenges. Sir Fazle believed that education, more than anything else, determined the destiny of individuals and societies, and paved the way for inclusion, tolerance, and equality. He was convinced that education is the greatest equalizer and a crucial foundation for strong, sustainable, democratic communities.

This belief led to BRAC's relentless focus on putting education at the centre of its work in challenging inequality and poverty in Bangladesh and around the world. Over the past four decades, BRAC has run thousands of primary schools, 1200 NGOs in Bangladesh have adopted BRAC's school model, the Government of Bangladesh has adopted BRAC's second chance at education model and almost 14 million students have graduated from BRAC schools in Bangladesh, as well as in Africa and other countries in Asia.

Brac University was established in 2001 as a ground breaking extension of BRAC's work in education. Sir Fazle Hasan Abed wanted to create a university that would change established notions of education. He wanted to equip young people with a broad-based education, enabling their development as complete human beings with civic imagination, reflective about the world and restless to find ways to solve real world problems. He wanted them to rethink themselves and their surroundings, have an appreciation for diversity, culture, natural sciences, art and governance. He wanted learning to be values and ethics-based and experiential, where professors are not merely teachers, but co-learners.

To realise this vision, Sir Fazle reached out to educators from world-class universities in England, America, the Netherlands and around the world, to develop a progressive, world-standard curriculum. The university was envisioned as a hub where solutions to global challenges would be sought in poverty eradication, healthcare, educational approaches, or in reimagining communities and nations. The University would make its mark on the contemporary world by thinking creatively about challenges that affect everyone as global citizens.

Brac University is thus committed to three facets of vision - upholding human values, fostering knowledge creation and promoting sustainable development. This commitment is reflected through a curriculum that focuses on creating graduates who value diversity, schools with a strong focus on research, and the building of the new, green campus.

A key aspect of Brac University's mission is to transform students into leaders and practitioners who uphold human values and are deeply connected with the realities on the ground - public health specialists, trained paralegals, skilled midwives, early childhood development professionals and civil servants - all skilled professionals that Bangladesh and many other countries globally need to address social challenges. Today, both students and faculty engage in more multidisciplinary research than ever before, through institutes and schools which are increasingly global.

The James P Grant School of Public Health (JPGSPH), founded in 2004, has become one of the leading public health institutes in Bangladesh. The School has significantly contributed to health-related COVID-19 research in Bangladesh, which has been informing BRAC and the Government of Bangladesh's approaches to providing healthcare services during the pandemic.

The Brac University Institute for Governance and Development (BIGD) was recognized earlier this year as one of the world's top 120 social policy think tanks. The Institute has carried out breakthrough research studies throughout the pandemic, focusing attention on the emergence of the 'new poor' in Bangladesh. The Institute has fast become a powerful voice in regional and international discourses on democracy and development and is a source of crucial guidance shaping national policies and paving the way forward in a post-pandemic world.

The BRAC Institute for Educational Development (BIED) is a pioneering educational institute for early childhood development. Its award-winning Play Lab model, implemented through a coalition of partners across Uganda, Tanzania and Bangladesh, was adapted to create the Humanitarian Play Lab model, introduced to BRAC's learning centres inside the Rohingya camps and soon to become available in refugee camps in Uganda.

It is an exhilarating time to be part of the University's journey and watch the University's institutes, schools, departments and centres pursuing pioneering programs in areas critical to national and global development. The University continues to focus on the humanistic, moral and ethical pursuit of education, creating value leading to the greater good. This is work which could not be more relevant today, as COVID-19 shines a light on and deepens existing inequalities globally.

Similar challenges - inequality, rapid urbanization, climate change - are affecting countries across the world. There is much to share about how Bangladesh is facing these challenges, and there is much to learn from other countries. The University welcomed students from 29 countries to its undergraduate program in Spring 2021, is continually diversifying its faculty and has over 250 active international partnerships.

Reimagining a world after the COVID-19 pandemic will require a lens of self-awareness and empathy and the ability to solve problems in a participatory way. Brac University's internationalization, drive for sustainability, and broad-based curriculum inculcate these values within students so they can learn what it means to flourish as an integral part of the community. To that end, I believe the university is on its way to achieving Sir Fazle's vision.

I am proud of what Brac University has achieved since it was founded. The university remains steadfast in advancing its core mission, namely, building conscientious citizens who will contribute not only to the national development of Bangladesh but also lead global discourses with other great universities of the world on development and social progress. I shall end with one of my favorite quotes from Sir Fazle:

"Higher education should increase our freedom to lead a life of value. Only when we have the courage to look beyond our own self-interest can we begin to realize our true collective potential."

The New Horizon

By Professor Vincent Chang, Vice Chancellor of Brac University

When I accepted the role of the Vice-Chancellor of Brac University, I knew that we have to see beyond, have a fresh new outlook and go miles. The dream of its founder Sir Fazle Hasan Abed to take Brac University to newer heights and make a mark in the global arena would take all of us to find a new horizon. Our journey is towards that new horizon and we are passionately driving towards making Brac University a global institution from Bangladesh with a positive contribution to make the world a better place.

- Professor Vincent Chang
Vice Chancellor of Brac University

I consider myself a daydreamer – dreaming with my eyes wide open to visualize my dreams into reality. One of these dreams is that of late Sir Fazle Hasan Abed. Sir Fazle dreamt of turning Brac University into "the Harvard of South Asia". We know that the university is still far away from this goal, but nothing should stop us to start flying high into the new horizon, with the ambitions that we have. With that spirit we have pulled together experts from across the world in the new senior management of this university to manage all the schools and departments, as well as the central administration.

We believe the university's objectives and the vision and mission should ultimately define the university's journey into the future. We aim to achieve three main objectives in short to mid-term: to be Bangladesh's international university, to become a student centric university and to be a research university with impact.

With that aim, we have adopted the concept "BU 2.0", a concept signifying a rapid drive towards internationalization and a brand-new set of vision and mission. It includes new vision; to become a global institution from Bangladesh and to emerge as Bangladesh's Flagship University. To achieve this vision; our mission is to be: fostering knowledge creation, upholding human values and promoting sustainable development. International capability, student experience and impact are the core mandates in this journey.

If someone takes a deeper look, it could be evident that "BU 2.0" actually refers to a new outlook, a paradigm shift in the way we in Bangladesh see universities. Bangladesh itself has made tremendous advances in its socioeconomic development. Brac University has accordingly formulated and adopted "BU 2.0" to initiate a new beginning. BU 2.0 holds promises of opening a new horizon of opportunities for students and faculty members at Brac University. This reform involves changing people's perception and outlook of higher education. If you take universities as a corporation, you want to produce a "product". So we need to conduct research in order to create knowledge. That is the fundamental function of a university. The second responsibility I would say is to produce responsible citizens and thinkers for humanity. We need to educate our students in a way so that they can become critical thinkers and become responsible citizens. Most people think that students should go to universities to learn technical skills so that they can find a job. This is absolutely right. However, there is a difference between universities and vocational institutions: the vocational institutions focus especially on developing technical skills. But what is more important is that we need to teach them how to look at themselves, how to look at their relationship with society and the whole world.

That brings in point the concept of being a "global" university. Brac University does not want to limit itself to once being listed as one of the country's top universities. Bangladeshi universities are out of the map when it came to global ranking. We believe, quality education goes hand in hand with internationalization, for which Brac University had set a benchmark for itself to enhance student experiences and have far-fetching impacts that will make it stand out on the global map. We aim to be international in terms of having a global mindset, having international teachers, students and officials.

BU 2.0 is also a commitment for ensuring student experience. Brac University will become "Bangladesh's Student-Centric University." I believe that BU 2.0 is the first to be committed to fostering rewarding student experiences in the arena of higher education in Bangladesh. We have established a dedicated student life capability. This is the first in Bangladesh. We have offered affordable student transport services. Such services are never about money, they are all about student experiences. Most importantly, overhauling our general education liberal arts curriculum, which benchmarks against Harvard's and Yale's, was a significant initiative taken in recent days. And we are going to shift to a new campus, which is 10 times as big as our current campus. And the list goes on. I hope BU 2.0 student experience will help students to be true, be kind and curious. I also hope, upon completing the graduation, our students will be much more kind to people than they are today, and more curious about the world than they are now.

The mission of Brac University is also to become a university with impact. Our aim is to foster knowledge creation, uphold human values and promote sustainable development. All of these are deeply connected with research, and we are strongly committed to research work that is, primarily, most relevant to Bangladesh and also to the world. According to the annual report of the University Grants Commission (UGC), Brac University emerged as the leading Bangladeshi institution in research investment. This is one of the key indicators of our continuous drive for excellence. Our research activities will continue to focus on public health, poverty alleviation and humanitarian efforts as well as on the issues of climate change. Our research work will play a significant role in our continuing journey to make a positive impact towards building a better nation and capable citizens.

To support all these goals, we have created new senior positions in international, research and student life, which are unique in higher education sector in Bangladesh. We believe, attracting global partnerships and encouraging flow of new ideas will discover every student's true potential.

We intend to get Brac University noticed, to get on the map of international higher education. I admit that we, in Bangladesh, may not have as sufficient resources like other global institutions. We are also passing through a challenging period of the pandemic. However, I firmly believe that we should not be limited by our surrounding adversities, or the city's boundary, or the country's border, or even the sky. We shall not limit our imagination or determination. I firmly believe that the limit is not in the sky; the limit is in our mind. In a recent speech, I assured my students that Brac University's sky will never be the limit. Let's put Brac University on the map of international higher education and open a new horizon of opportunities in the next fewest possible years.

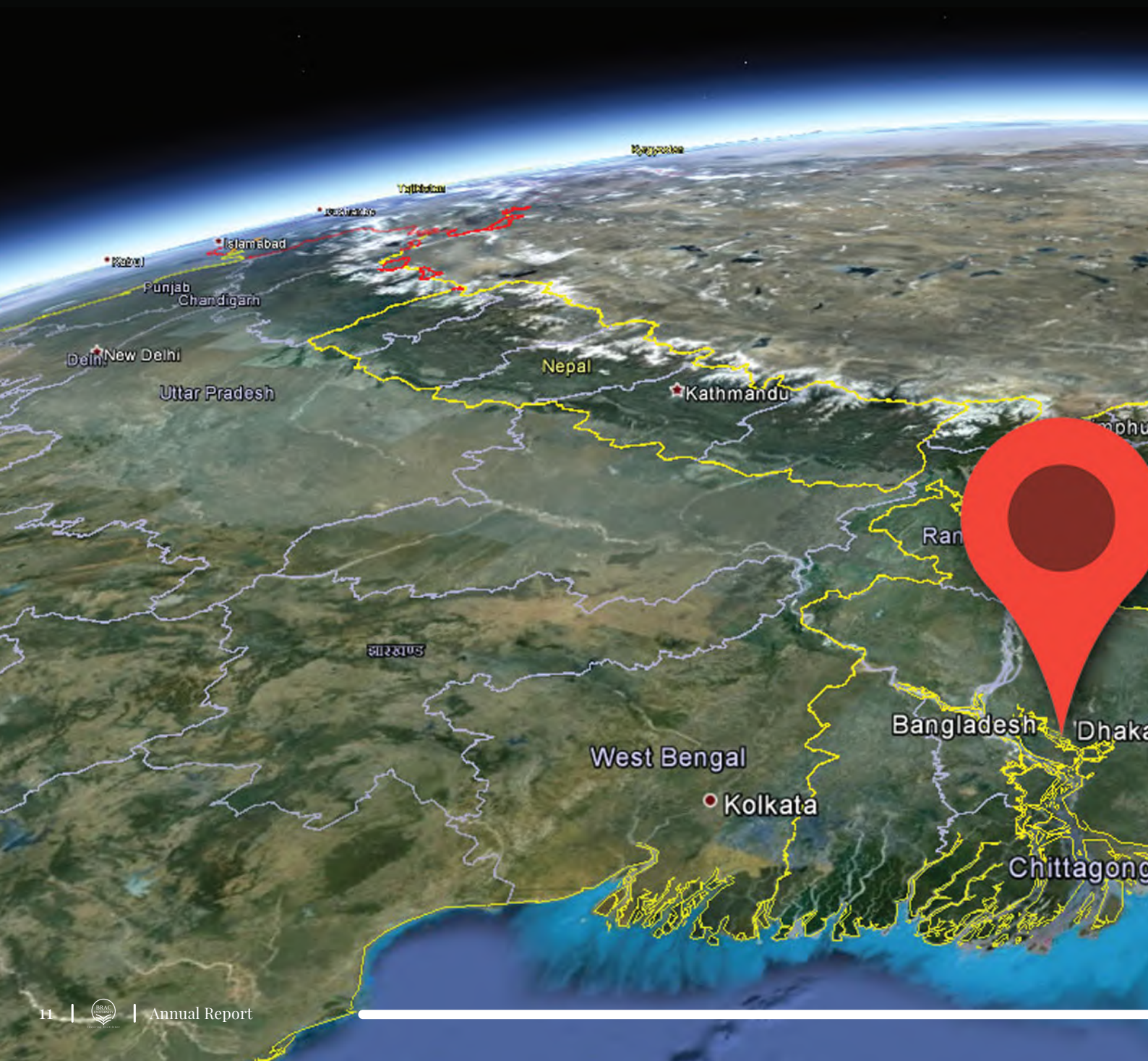
Building a Global Institution from Bangladesh

We, as an international university, will nurture global citizenship, engage with the international research community and attract talented students and faculty from around the world'.

We know that our graduates will work in an increasingly borderless world, characterised by rapidly changing patterns of international trade and capacity investment.

To succeed in a globalised labour market, graduates must be capable of working across national borders alongside colleagues from a range of cultural, ethnic, linguistic and religious backgrounds. Brac University has had global reach since its foundation and the international links are growing.

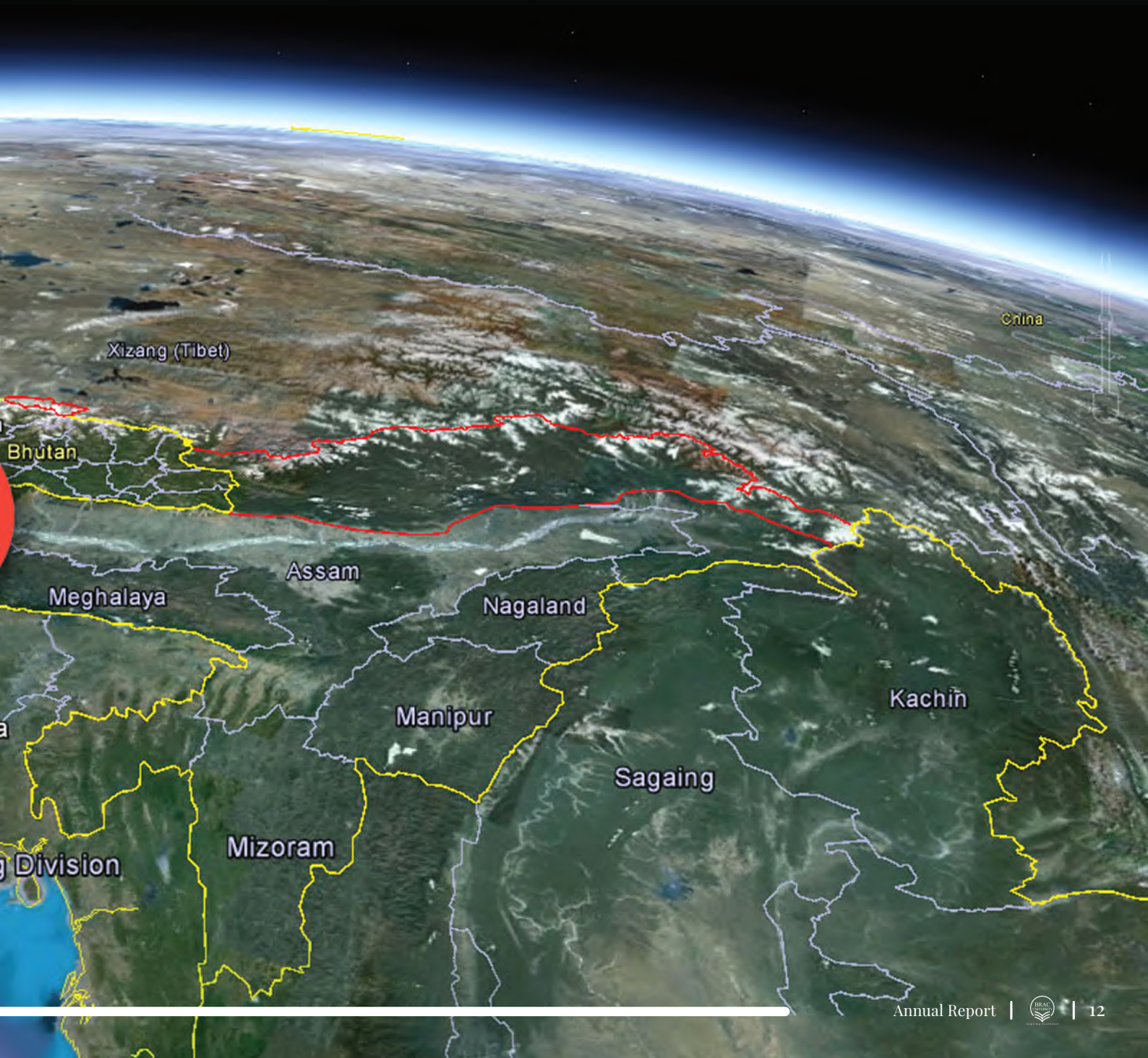
We, as an international university, will nurture global



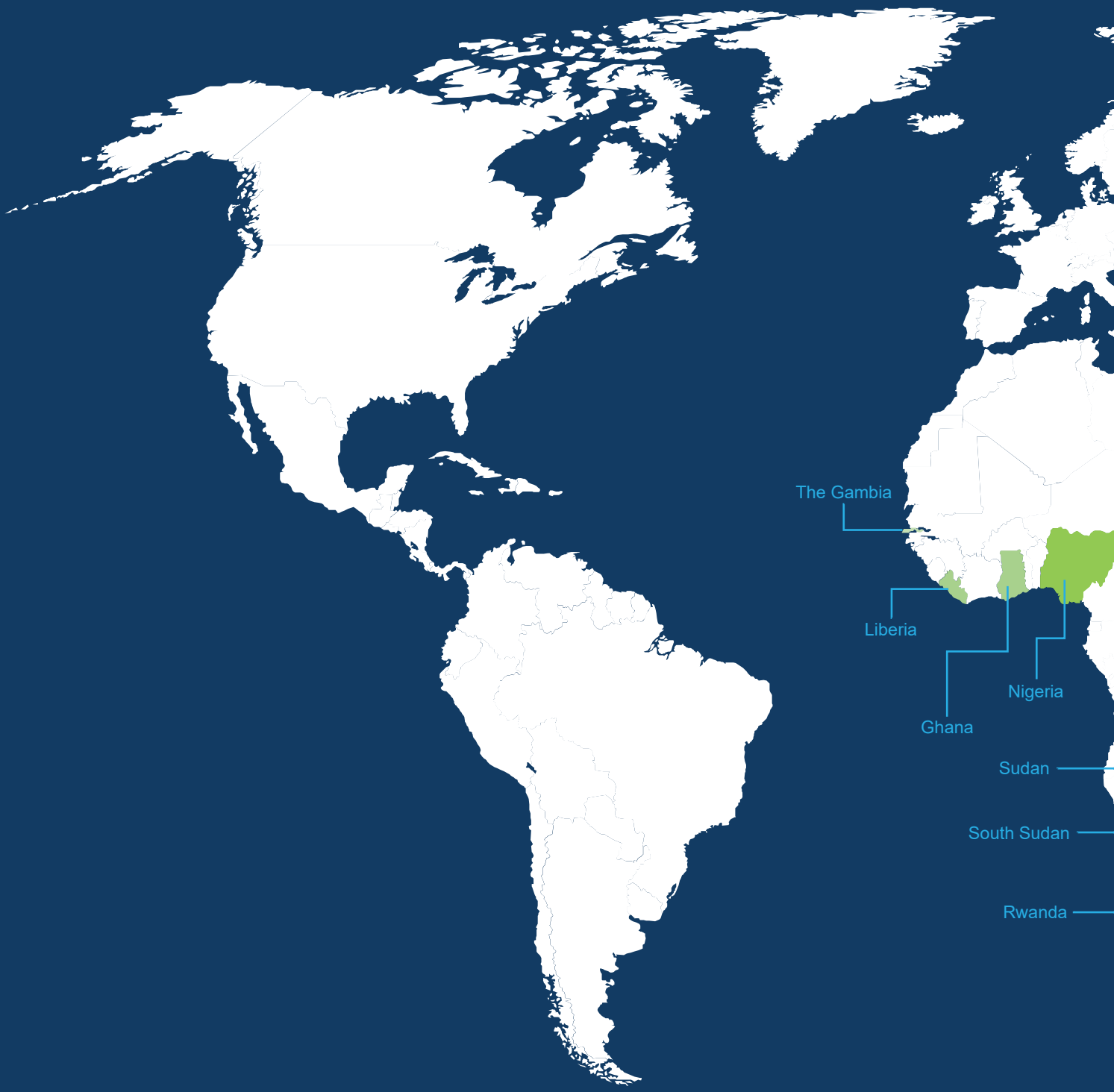
citizenship, engage with the international research community and attract talented students and faculty from around the world (University Internationalization strategy).

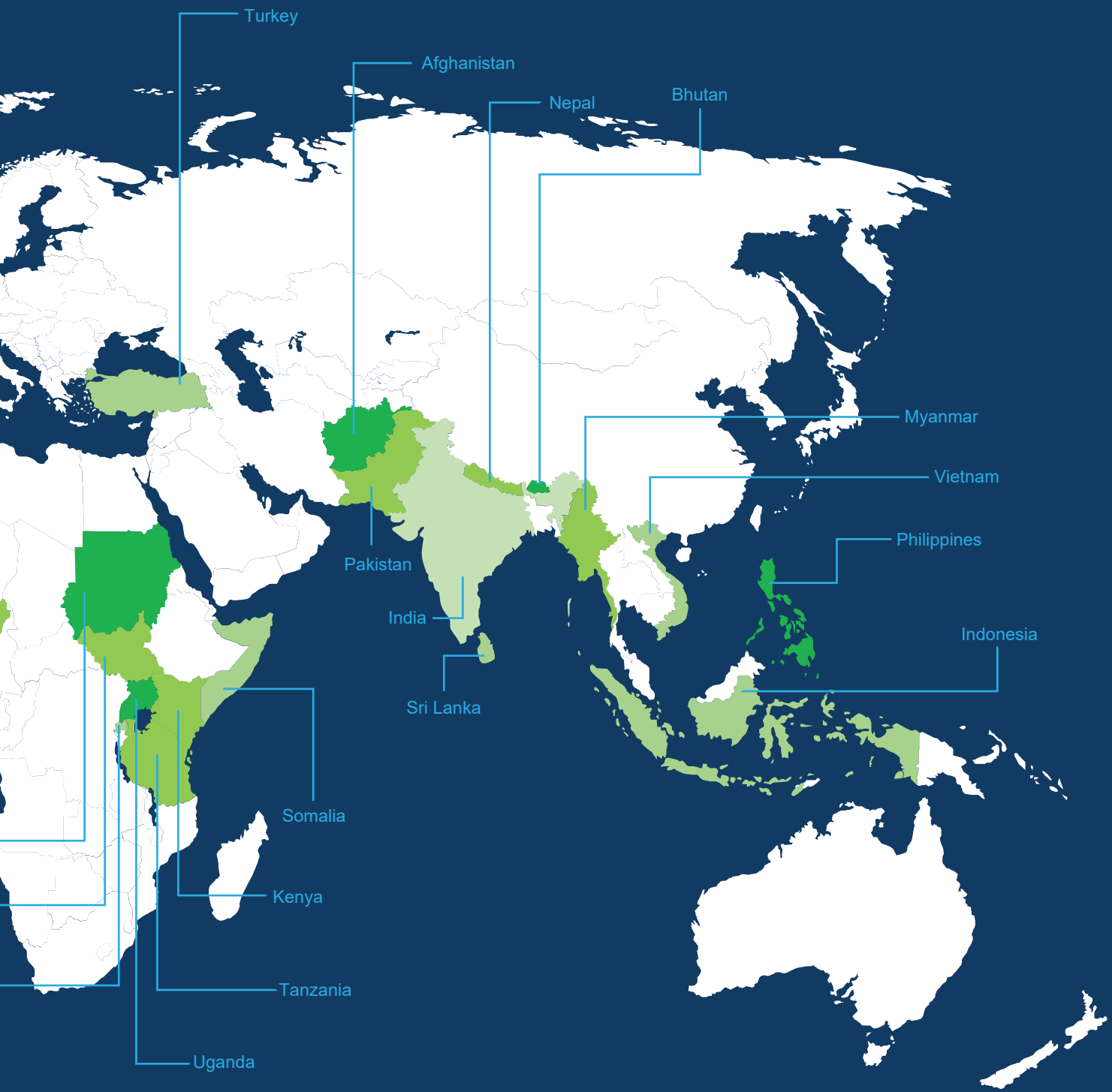
We know that our graduates will work in an increasingly borderless world, characterized by rapidly changing patterns of international trade and capacity investment. To succeed in a globalized labour market, graduates must be capable of working across national borders alongside colleagues from a range of cultural, ethnic, linguistic and religious backgrounds. We shall prepare all our students to become highly employable global citizens.

A truly international community of students is emerging. The student body is now drawn from twenty-eight countries. International students have been recruited into all the University's undergraduate programs and twelve of the sixteen master's programs. That such extraordinary growth has taken place during a global pandemic is a mark of the significant work of the Brac University International Office and the Registry team. Among the more significant beneficiaries are domestic students who have an opportunity to work across cultures and nationalities to enhance their lives and career prospects.



International students across the world




Turkey
Afghanistan
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Pakistan
India
Indonesia
Sri Lanka
Somalia
Kenya
Tanzania
Uganda

Broad and deep education: Preparing for the Fourth Industrial Revolution

Brac University was founded for the education of leaders who would serve Bangladesh and beyond.

Sir Fazle Abed's Liberals arts mode is about education as transformation of the lives of students individually. Students have to prepare for life and careers in a society undergoing massive social change: often called the Fourth Industrial Revolution. Students will need the skills and aptitudes that come from active learning inside and outside the classroom.

The university is preparing a 5 year plan to support students on their journey through the institution, informed by international and national good practice. That involves a dynamic approach to learning and teaching, leadership development through voluntary service, continuing to make good use of the opportunities offered by the Residential Semester at Savar, investment in student well-being and the growth of a diverse and multicultural community, where students become used to operating in a borderless world. The University can benefit from the use of technology to enhance learning and teaching.

STUDENT SKILLS
APTITUDES
SOCIAL RESPONSIBILITY

The University aims to be 'student centric'; that means a shift to see students as partners in their education, and deciding university policies on the basis of student interests. For exampe, recently in the pandemic the university has spent over **8m USD on financial assistance for students.**

From pre-admission to graduation and beyond

Learning and teaching links

Support inside the classroom and outside the classroom

Education as transformation

Student centricity

There will be significant investment in career and alumni development. Students need to become well educated and qualified graduates who are globally competitive, culturally aware and connected. They need to understand their strengths, know how to articulate their value to employers, and graduate with the confidence and insight to turn their aspirations into reality. We shall transform our relationships with alumni; they are lifelong members of our community, global ambassadors and agents of university and BRAC values.

Qualities for Fourth Industrial Revolution

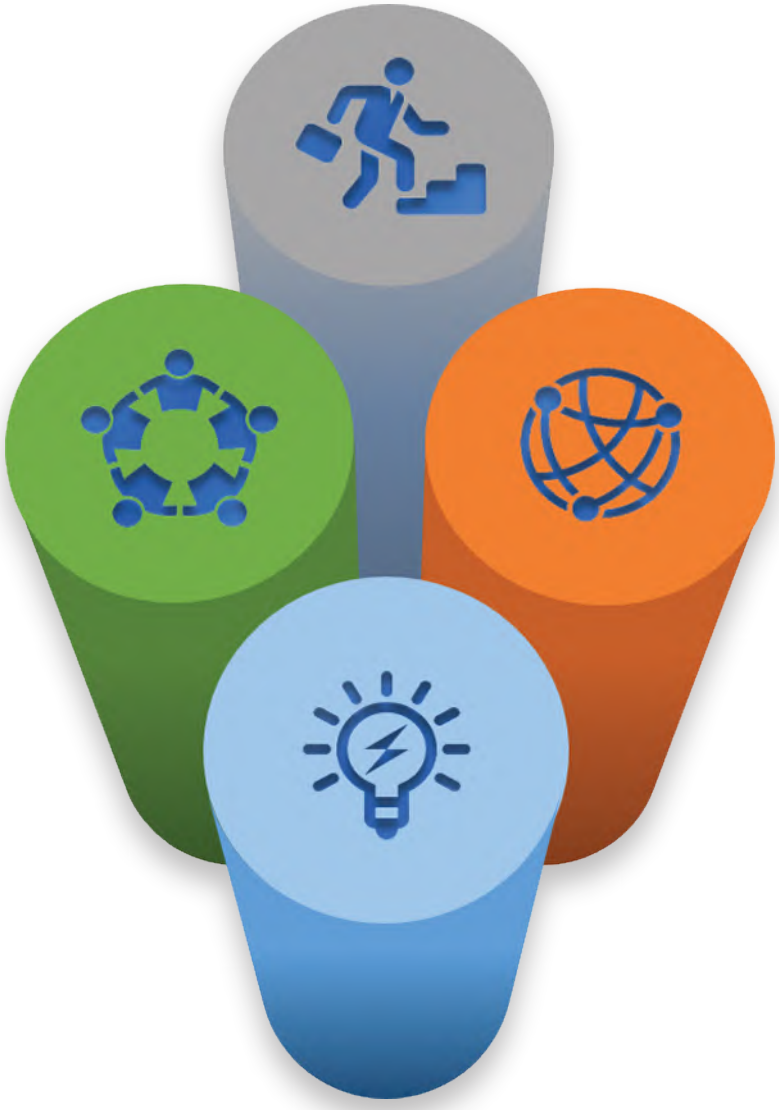
- Broad and deep education
- Versatility
- Ability to think critically, creatively and resourcefully
- Work effectively with others
- Become the graduates employers want
- To live fulfilling lives

Student well-being and Inclusive community

Career development and employability

Learning opportunities

Engagement and digital connectivity



Research with international impact towards humanitarian digital innovation

Amid the Covid-19 pandemic, accelerated climate change and looming economic crisis in Bangladesh, research at BRAC University focused on making a beneficial impact to the national and global society. The James P. Grant School of Public Health, for example, with its five Centers of Excellence and Humanitarian Research Hub tackled multiple projects in rural health and urban equity; infectious and non-communicable diseases; nutrition; maternal and child health; violence against women and children; gender sexual and reproductive health and rights; sustainable health coverage; vulnerable populations and human rights; health effects of climate change and migration; workforce health equity; health financing for poverty alleviation; health education and skill development; and program implementation, surveillance, implementation and scale-up. This research was supported by UK DFID and RIG CRF, UNFPA, UNICEF, NIHR, FAO, BMG (Germany), Wellcome Trust, the Embassy of Netherlands etc, and produced information to instigate action by Governments, NGOS, the civil society and its donors.

The BRAC Centre for Climate Change and Environmental Research was awarded three national projects for preparation of the National Adaptation Plan, the National Determined Contribution and the Sector Action Plan on Environment and Climate Change. This work enabled a capacity development program for civic officials; Climate Change Adaptation mainstreaming and Bankable Project development skills; and disaster risk reduction with early warning dissemination for Cyclone Amphan. The BRAC Centre for Peace and Justice established the Refugee Studies Unit at Cox's Bazar at the Rohingya camps, funded by FCDO, IDRC and UNDP. This contributed to bridging community and humanitarian responses to Covid-19; the roadmap to promoting gender, governance and localization; studying civil society and security dynamics; and navigating the margins of family, mobility and livelihoods. Relatedly, the BRAC Institute for Governance and Development operated a transparency and good governance think tank for research in social policy, addressing issues in inequality, education and policy in partnership with the University of Pennsylvania. The School of Law carried out research to promote non-discriminatory laws and policy in collaboration with the American Bar Association and the Lahore University of Management Sciences, via a grant from the Ministry of Law, Justice & Parliamentary Affairs.

Synergistically, the School of Architecture, through postgraduate programs in disaster management proposed research-based architectural design as inhabited sculpture; and data- and systems-mapping for improving developing country circular economies, jointly with the University of Sheffield as well as in Nigeria, Tanzania and Pakistan. The school led an investigation of urban vulnerability using climate change hotspot mapping, via a research grant for the Mongla Port municipality; winning a best paper award in the Sustainable Rural Built Environment conference (Malaysia). The BRAC Centre for Inclusive Architecture and Humanism also investigated urban development and environmental issues, including sanitation safety and gender-friendly hygiene among rural adolescent girls. The centre proposed soft engineering design in informal settlements in Karail and to counteract pollution in Banani Lake (jointly with the University of Liverpool). The centre also researched the feasibility of transforming Dhaka flyovers and elevated metro rails into multi-use infrastructure.

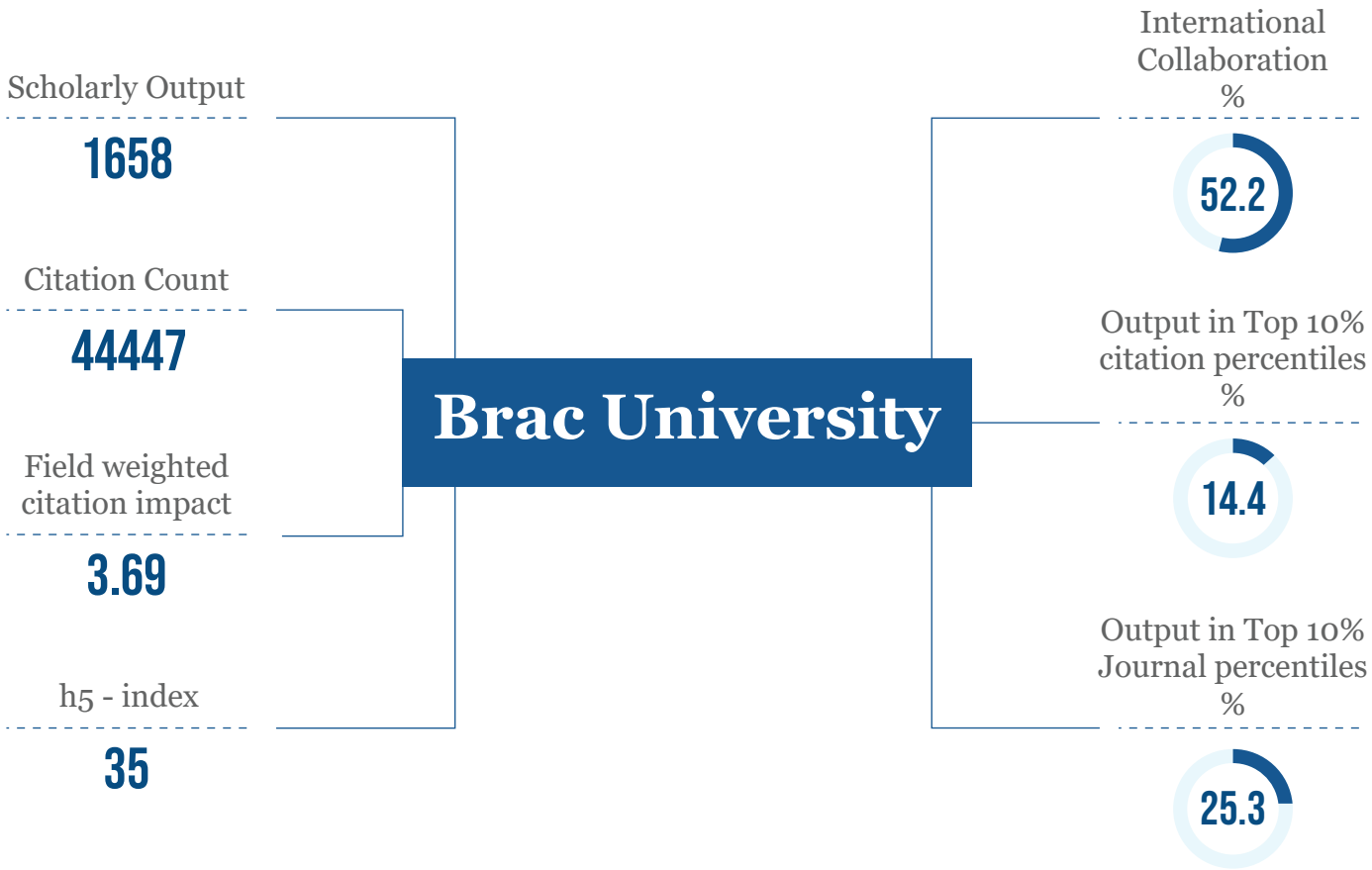
In parallel support of challenged populations, the BRAC Institute for Educational Development introduced a telecommunications-model for learning and well-being

through play (Pashe Acchi), enabling tele-learning, tele-counseling and tele-conversation in government-supported BRAC Play Labs, in partnership with the New York University Global Ties for Children and other programs in the UK, Japan and Australia. Relatedly, the BRAC Institute of Languages investigated applied linguistics and language education, by developing empathy among first-year undergraduates through English language courses; along with academic reading comprehension and understanding the EFL teachers' beliefs and practices in the classroom and online. The institute published many articles in high-impact journals, topping similar institutions in Bangladesh and S. Asia. The Department of Mathematics and Natural Sciences was also highly productive in international and national journal and conference publications and book chapters.

This focal research in human/health sciences was recognized by the international scholarly community, with BRAC University publications cited 3.69 times more than average in their areas (i.e. with field weighted citation impact FWCI=3.69 in 2020-21 according to Elsevier SciVal), surpassing Bangladesh as well as top international Universities. Similarly, BRAC University research attracted one of the widest global partnerships, with 52.2% of its publications produced jointly with international co-authors (i.e. International collaboration index ICI=52.2%), the highest in Bangladesh and one of the most enviable across the world, demonstrating further internationalization potential.

BRAC University took pioneering steps to establish the first Research Administration among private Universities in Bangladesh, along with a visionary research strategy framework. The strategy framework focuses on Humanitarian Digital Innovation, an emergent timely field of worldwide service towards underserved beneficiaries; aligning with the BRAC Founder's spirited tradition and gaining the interest of

Current State: Research Outputs



NGOs. Humanitarian art, science, technology and business address the special needs of underdeveloped areas of the world, and those afflicted by natural or anthropogenic disasters (pandemics, accidents, earthquakes, tsunamis, hurricanes, fires, acts of terror etc) in vital services and resources such as adobe, water, nutrition, sanitation, shelter, energy, transportation, communications, medications, health aids, education, operations management etc. These are to be provided in environments posing special challenges in the availability of human, material and technical resources, know-how and supply chain connectivity with the external world; often calling for in-situ service or goods suitable for transportation.

Such a contemporary initiative in humanitarian research and development for social and natural sustainability may relieve global disaster-afflicted and under-privileged areas, while creating international socio-political alliances, and preempting other expanding politico-economic influences. Humanitarian research aims at balancing military with philanthropic expenditures; it may open new global markets and communities with access to material, human and systemic resources. Brac University, with its academic mission, societal involvement and international network will be a natural leader in such a humanitarian sustainability initiative, with support from international sponsors such as Horizon Europe, B&M Gates Foundation, WHO, MSF/EWB, UNICEF, OSUN etc.

BRAC family: the University and BRAC NGO – how they reinforce each other

Sir Fazle Hasan Abed and BRAC aimed high through the creation of Brac University. They founded the university because of their conviction of the importance of higher education to nurture talented people to become leaders across society. They wanted transformative change in the standards and quality of higher education in Bangladesh and they saw the foundation of a university as a vital platform for nation building.

Sir Fazle Hasan Abed founded BRAC University in 2001. The BRAC NGO owns most of the buildings and sites of the university. BRAC has given the University a site at Hatirjheel as the location for a new campus. The BRAC NGO is a group of organizations, including, amongst others, BRAC Bangladesh, BRAC USA, BRAC UK and BRAC International, connected to BRAC Global.

The university institutes are an integral part of the university, while maintaining special links with BRAC; The institutes include the BRAC Institute of Educational Development (BIED); the BRAC Institute of Governance and Development (BIGD) and the BRAC James P Grant School of Public Health. BRAC is an enabler of productive relationships between the institutes and policy makers and a source of support for programme design as well as the creation of knowledge, research and practical action arising from the partnerships with the university.

The BRAC Institute for Governance and Development has worked closely with the NGO on the ultra-poor graduation programme, which is now a global flagship, evidence-based approach to tackling ultra-poverty.

The BRAC Institute of Educational Development was formed through a close partnership with the NGO. It explores new frontiers and is a resource for leadership through the reimagination of teaching and learning, play-based learning, mental health and humanitarian response. The models are informed by BRAC NGO 'on the ground' practices but draw on knowledge and research produced by the university. The Institute is a source of early childhood educational and mental health support for the Rohingya communities at Cox's Bazaar. The award of the Yidan Prize for Educational Development recognized the multiple achievements of the institute in Bangladesh and internationally. The Institute has collaborative partnerships with leading institutions across the world, including Cambridge, Columbia, New York University, Tokyo, and the Tavistock Institute London.

The James P Grant School on Public Health has been working on otherwise unmet public health challenges in Asia, Africa and South America. Since its foundation in 2004, it has made a substantial global contribution

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BRAC EDUCATION
PROGRAMME

to the needs of disadvantaged people. The school's status as a higher education institute has led to partnerships in public health research and practice with some of the foremost institutions, including Harvard, Stanford, McGill, Liverpool School of Tropical Medicine, the University of South Wales, and Makerere University, as well as links with the BRAC NGO, icddrb and other organizations. The World Health Organization featured the School as one of the top 6 public health schools in the region in 2007, and that prominence has continued with inclusion in Johns Hopkins University's Global Health Now as a top School in the region. The school is a leading partner in a 3-year project - TRANS4M-PH funded by ERASMUS+ under the European Union, which aims to develop contextualized teaching and learning methodologies in Public Health, with Independent University Bangladesh and Asian University of Women. The School has significant investment in professional skills development and advocacy for change in public policy.

The Centre for Peace and Justice was founded through the initiative of Sir Fazle Hasan Abed and the support of the NGO to promote global peace and social justice through the means of education and training, research and advocacy, including outstanding work to support the Rohingya communities at Cox's Bazaar, including the Refugee Studies Unit opened in Fall 2020 in the presence of His Excellency the UK High Commissioner and other leading diplomatic representatives. The Centre has a wide base of support and relationships and 20% of its working relationships remain with the BRAC NGO.

There are notable similarities of values and outlook between the NGO and the university. BRAC is a remarkable 'living laboratory' for research of global significance There is deeply impactful, shared work between the NGO and the university through their involvement in the advancement of learning, particularly technical and practice-based learning and social studies, as well as the creation of considerable material for research. The interest of BRAC in addressing the UN Sustainable Development Goals is shared by the University, which featured in the Global Top 50 in the Times Higher Impact Rankings 2020. The rankings showcased the university's performance on research in

poverty and support for poor students and citizens in the local community.

The university has its own distinctive focus as part of the BRAC family and the complementarity between the members of the BRAC family is clear and open to further development. The university has a particular role in the nurturing of what Sir Fazle Hasan Abed called 'enlightened elites.' More generally, a university is a focus for the advancement of knowledge, broad and deep education and the flourishing of human capabilities.

The vision of BRAC NGO is to build a world free from all forms of exploitation and discrimination where everyone has the opportunity to realize their potential. It aims to empower people and communities in situations of poverty, illiteracy, disease and social injustice.

The mission and vision of Brac University support BRAC's vision. Fostering knowledge creation, upholding human values and promoting sustainable development are among the central priorities of Brac University. "We want to produce responsible citizens and thinkers for humanity. We need to educate our students so that they can become critical thinkers...." said the Vice-Chancellor Professor Vincent Chang in a recent interview.

"Most people think that students should go to universities to learn technical skills so that they can find a job. This is absolutely right. However, there is a difference between universities and vocational institutions: The vocational institutions focus especially on developing technical skills. But what is more important is that we need to teach our students how to look at themselves, how to look at their relationship with society and the whole world."

Brac University draws on its heritage as it builds for the long term. Nearly 20 years since foundation, the university is committed to strategic and operational development, benchmarking against leading universities and having a major impact as part of the worldwide community of higher education institutions. Sir Fazle Hasan Abed believed in universities as enduring institutions that could thrive for hundreds of years, whilst other organizations, businesses and even countries disappeared. His far-seeing thought inspires BU as it forges its future.

Residential semester: A melting pot of knowledge and creativity

The Residential Semester (RS) of BRAC University is a distinctive offering and sets Brac University apart from all other universities in Bangladesh. It is a mandatory part of the Brac University experience, for all students in their third term. It is at the residential semester that students, for the first time, have an immersive, education experience, learning concurrently inside and outside the classroom and inculcating analytical, research, language, writing and leadership skills away from their familiar settings. RS is hosted amidst beautiful grounds, the staff are friendly and the faculty dedicated. With the first year culminating in RS, the term offers a fuller flavor of the interdisciplinary and civically engaged general education repertoire at Brac University. The distinctive features of RS are:

Residential Experience

First time away from home, it is at RS that students live and study amongst peers 24/7. They also learn to interact with dorm supervisors, staff and faculty members as a part of their everyday learning experience. This provides a unique opportunity for bonding, sharing, learning collectively and understanding the importance of empathy and mutuality. Students learn to take responsibility of each other and the small world around them.

Strong Academic Courses

RS provides a strong Humanities and Social Science orientation through courses in history, philosophy and

languages. All the courses have breadth and depth content, geared towards critical and analytical thinking, allowing students to develop their reading and writing skills incrementally. The courses introduce the fundamentals of research and research writing and also engage the world outside the class room in how lectures are delivered and assignments posed. The courses use films, engage external specialist speakers and other creative outlets to enrich the classroom learning.

Brac Orientation

As a sister organization of the NGO Brac, RS offers all students an orientation to Brac programs. Students meet program personnel and learn about the experience of "doing development" at the field level. The students also meet Brac beneficiaries, which allows an understanding of development from the perspective of the poor and the communities they seek to change.

Experiential Learning

With the Brac orientation setting the stage for field-based, community learning, RS offers a plethora of other learning opportunities that join personal and community flourishing connected to theoretical and historical narratives of change and transformation. Students visit the Liberation War Museum visit, Lalbagh Fort, they participate in the activities of the Social Learning Lab, host debates, enjoy poetry recitation, wellness activities, Script Writing & Film Making, Animated Film Making, Ikebana and more.

Civic Engagement

RS also has civic engagement activities where students are encouraged to develop, plan and execute activities that engage the community around them as a way of giving back. The civic engagement work at RS helps students to know their communities, understand the importance of engaged learning as a part of doing. The civic engagement cluster enables students to champion the needs of communities and to think and act as innovative and compassionate leaders of tomorrow.

Faculty Overview

Faculty members in RS are selected based on their academic excellence and individual expertise. They have expertise and research interests in history, public administration, governance, poverty and development, ethical theories and dilemmas, morality and moral virtue, and evolution of societal values. All the faculty members are deeply invested thinking about Higher Education in the 21st century in Bangladesh and beyond.

On- Campus Facilities

The infrastructure of the RS campus includes dormitory facilities, dining, classroom, hall room, computer labs, common rooms, library, medical services, psychosocial support and sports facilities. The campus has a resident doctor and staff nurses. The university also has institutional arrangements with Enam Medical College and Hospital, located in Savar, for medical emergencies. Moreover, there is a team of psychosocial counselors assigned to support students on RS Campus undergoing any kind of personal or social difficulties. Savar Campus has the infrastructure for students who wish to play football, cricket, basketball, table tennis, carom, handball, volleyball, or badminton. All these ensure a productive, happy and exciting stay in RS.

An institution cannot control where challenges come from and what kind of challenges they are, but it can certainly manage its responses. How it responds to the challenges defines the institution." (Professor Vincent Chang, speaking to Brac University students in 2020). Already a University with global reach, we are emerging from the pandemic as an expanding international community, with investment in new subject areas and a new direction in flexible online learning.

With many students leaving Dhaka to join their families in the rural areas of Bangladesh, the University responded quickly to the challenges of the pandemic, moving teaching and administrative activities online.

scholarship funds in the country, $1.7m in 2020/21. We have shared good practice with other universities across the country about how to support students financially during the Covid crisis.

The University has been contributing to the national effort to respond to Covid. We have hosted a treatment centre at Savar. while students have volunteered to help others in economic or social hardship. Professor Farzana Munshi, (Department of Economics and Social Sciences), is leading a project with the University of Birmingham, UK, on fast-tracking and designing mass scale COVID-19 vaccination in Bangladesh – addressing universal access to vaccines as a major challenge in low-income countries.

Growing through Covid-19 and emerging stronger

The University introduced buX – an online learning platform to enable students to learn in all locations and any device with internet connectivity. This platform is the basis for making learning interactive and dynamic. We are learning from the changes to teaching and learning methods.

We invested over $8m in special financial support for students in response to the pandemic. Adding to the support already available through scholarships; Brac University already has one of the largest university

Meanwhile, the University performed generally well with new student recruitment, with a 50% increase in enrolment in the summer 2020 compared to summer 2019 and an 80% increase in enrolment in Fall 2021 compared to Fall 2019, although delays in HSC results were a challenge to recruitment shared with other universities. The University also saw a notable increase in international students, despite the pandemic; there are reflections elsewhere in the annual report on the growing international profile of Brac University.

Despite Covid, the new campus development is making good progress and the University looks forward to moving into a magnificent campus. It will be one of the largest buildings in the country and a fine, modern, environmentally sensitive space for the university community.

Since Sir Fazle Hasan Abed founded Brac University 20 years ago, we have been committed to the development of students as leaders and thoughtful contributors to society. That is shown in the many opportunities for experiential learning, notably through the residential semester at Savar, through clubs and societies and growing opportunities for voluntary service. We are the first private university in Bangladesh to make the Duke of Edinburgh's International Award an essential part of student life. The award recognizes students for completing activities such as community voluntary service, developing social or practical skills, participating in sports or other physical fitness exercises, and undertaking expeditions. Students can gain a competitive edge by honing the soft skills in demand from employers, as well as enhancing their lives.

The university's clubs and societies have continued through the pandemic, creating a focus for community life and opening up valuable experiences for students. The Deputy Education Minister, Barrister Mohibul Hasan Chowdhury, inaugurated the Robotics Society festival for the Golden Jubilee of Bangladesh. A national, inter university competition - জয়যাত্রা'50 -TechFest- celebrated the inventive use of technology, coding and analytics. The competition was run with the encouragement of Professor Mohammad Kaykobad, a distinguished academic who has joined Brac University from BUET. Earlier, Brac University students ranked third globally in the URC 2020 competition after the University of Michigan and Stanford University, for their invention – Mongol Tori – a new generation Mars rover.

In 2019, the university's research spending stood at Tk 37.9 crore, or 9.25% of its total expenditure, the highest among all 125 public and private universities in Bangladesh. The university is creating a publicly available, online map providing a detailed industry-wise database of all apparel factories, which account for over

80 percent of Bangladesh's national exports. The Refugees Studies Unit of the Centre for Peace and Justice aims to support appropriate and empirically-informed responses by policymakers, donors and the humanitarian community that meet the needs of conflict affected populations and refugees, including Rohingyas.

The following pages are a pictorial record of some of the successes of schools, centres and institutes.

School of Architecture and Design

The School responded to the pandemic with a vibrant presence online and continuous effort to inspire creativity and search for the unknown. The student designed projects stressed thorough understanding of the aesthetic, functional, environmental and contextual considerations. Within the studios, the challenges of a rapidly developing country were dovetailed with the awareness of global trends in architecture and technology.

Globally connected; bringing the insights of renowned architects and designers to Bangladesh

The Department of Architecture hosted the Angan Lecture Series in 2020. The renowned Architect Yasmeen Lari, Pakistan's first female architect, talked insightfully about her work in Barefoot Social Architecture. Balkrishna Doshi, 2018 Pritzker Laureate and one of the pioneering names in Architecture in post-independence India had a Q&A session with the panellists. He discussed his memories, experiences and influences and how they helped shape his philosophy and designs. The architect, Dan Wheeler of Wheeler Kearns Architects, Chicago described his design philosophy, approach and methods. Brigitte Shim reflected on her practice in Canada, Shim-Sutcliffe Architects. Hanif Kara, Professor in Practice, Harvard Graduate School of Design shared his experience of working with world leading architects.

There were three seminars on Online Studio Teaching with Harvard University Graduate School of Design, the Department of Architecture, CEPT University, India, and the Department of Architecture, National University of Singapore. Hanif Kara, Professor in Practice, Harvard Graduate School of Design stressed that backstage orchestration is the foundation of successful online studio teaching. Chirayu Bhatt, Provost, Academics, CEPT University, Anjali Kadam and Ishaq Fahim were instrumental in changing the architectural studio teaching from face-to-face to a virtual system in only a few weeks by adopting a robust online platform. Wong Mun Summ, Professor in Practice, Department of Architecture, National University of Singapore appreciated the creativity of students of these times and that they too contribute to solving the problems of studio learning through innovative ideas.

The world renowned architect Anna Heringer shared her philosophy and experiences with students. She discussed indigenous architecture, usage of local materials and her design philosophy. Architect Heringer won the prestigious Aga Khan Award for Architecture in 2007 for her design of METI Handmade School in Bangladesh. She is known for her extensive works in the field of sustainable architecture.

There were several online Design Conversations, together with a Design Studio Exhibition where the 1st graduating batch of the course Certificate in Interior Design displayed their final projects. There was also a Design Workshop on Human Centered Design.

Professor Zainab Faruqui Ali, Chairperson, Brac University Department of Architecture was a chief guest in the GCGC Launch Press Webinar for Healthify Slums Project. Professor Zainab talked about the work of the students and teachers in upgrading the lives of slum dwellers, small towns, and disaster affected areas of Bangladesh.

The Department of Architecture will provide data collection support to Lancaster University, a leading UK institution, for the 'Living Deltas Hub' project. Dr Mohammad Faruk, Associate Professor, is the Brac University project coordinator.

Saiqa Iqbal Meghna, Assistant Professor, was a Panellist at the Online Discussion Program on 'Working From Home During Coronavirus Crisis - Sharing Experiences' organized by the Institute of Architects Bangladesh.

Saiqa Iqbal Meghna, Assistant Professor, gave the Keynote speech at the 'Knowledge Series IX' hosted by the Indian Institute of Architects, Odisha Chapter: 'Architecture as inhabited Sculpture'. - Dr Mohammad Faruk, Associate Professor, attended the "9th

International Conference on Building Resilience: Investing in Disaster Risk Reduction and Climate Change Adaptation for Building Resilient Cities" at Nusa Dua, Bali, Indonesia. Endorsed by UNISDR & ADPC, the conference was jointly organized by the Institute Technology of Bandung, Indonesia and the University of Huddersfield, UK.

- Tasfin Aziz, Lecturer, participated in the Frontiers of Development Symposium organized by the Royal Academy of Engineering. The network developed from the symposium led to a seed grant for a research project "Data and Systems-Mapping for Improving Developing Country Circular Economies" in collaboration with researchers from the University of Sheffield and the University of Edinburgh in the UK and Alex Ekwueme Federal University in Nigeria and two other researchers from Tanzania and Pakistan. Tasfin Aziz also participated in the BLOXHUB Summer School on Urban Resilience 2020 organized by Syddansk Universitet – University of Southern Denmark, Aalborg Universitet København - AAU CPH and Bloxhub and in the first Digital Alumni Strategy Workshop, organized by the German Academic Exchange Service, DAAD Regional Office New Delhi.

- Dilruba Ferdaus Shuvra, Assistant Professor, attended a live conversation with KAARWAN.india on instagram, where she discussed 'Culture and Architecture of Bangladesh'.

Professor Fuad H Mallick served as the Chair of the Board of Architectural Education of the Institute of Architects Bangladesh.

Research Activities, Grants and Awards

Research grant

Tasfin Aziz, Lecturer, received the BRAC University Research Grant as the Principal Investigator for the research project "Investigating Spatial Attributes of Urban Vulnerability using Climate Change Hotspots (CCHs) Mapping Approach: A Case Study of Mongla Port Municipality, Bagerhat, Bangladesh" with Co.PI Dr. Imon Chowdhooree, Assistant Professor.

Best paper award

- S M Kaikobad and Tasmia Kamal, Lecturers, received the Best Paper Award at the 1st International Symposium on 'Sustainable Rural Built Environment, Kualalumpur, Malaysia (SRBE2020): From Engagement to Impact jointly hosted by the School of Architecture and Built Environment, Deakin University in Geelong, Australia, and Kulliyyah of Architecture and Environmental Design, International Islamic University Malaysia in Kuala Lumpur, Malaysia. Their paper was titled "Habitat with people - A bottom up-top-down approach of low-Income housing design process and Proceeding Publication".

Publications

Book

Dr. Imon Chowdhooree and Shams Monsoor Ghani, Assistant Professors Department of Architecture have published their first edited book from Springer. The title of the book is "External Interventions for Disaster Risk Reduction: Impacts on Local Communities". It has been published as a volume of the book series "Advances in 21st Century Human Settlements", edited by Dr. Bharat Dahiya.

Book chapter

- Dr. Iftekhar Ahmed, Associate Professor of the Department of Architecture, published a book chapter titled 'Float' or 'Not': Cases of Amphibious Housing and Their Impacts on Vulnerable Communities of Jamaica in the edited book "External Interventions for Disaster Risk Reduction: Impacts on Local Communities" published by Springer as a volume of the book series "Advances in 21st Century Human Settlements", edited by Dr. Bharat Dahiya.

Conference paper

- Dr Mohammad Faruk presented two papers titled "State of WASH practices in urban informal settlements in Dhaka: A potential recipe for urban disaster?" and "An assessment of Urban Informal Settlement (UIS) fire incidents in Dhaka: Role of building regulations through stakeholder's views" (co-authored by S.A. Ashraf) at the 9th International Conference on Building Resilience - Investing in Disaster Risk Reduction and Climate Change Adaptation for Building Resilient Cities.

Other activities

PPDM activities

- Postgraduate Programs in Disaster Management (PPDM) collaborated with Community Development for Peace, a government registered organization of youth volunteers of Bangladesh and PLATFORM, an organization of expert medical team to develop an Online Training Course for volunteers' responder in COVID-19 awareness programs. Muhammad Ferdaus, Coordinator of PPDM organized a food and sanitizing goods distribution program among rickshaw puller and daily workers at Korail, Mohakhali and Banani area.

PPDM helped to provide training for young volunteers through under the project "Capacity Building on Disaster Risk Reduction for City Dwellers in Dhaka North City Corporation of Bangladesh" (collaboration with SEEDS Asia).

Alumni activities

- AAJO is a Covid19 voluntary initiative by alumni of the Department of Architecture. It has set up a telemedicine helpline for members of the departmental community.

- "Less is more" is a Covid19 humanitarian initiative to help underprivileged people with their basic needs. It is run by Ar. Shariful Haque Topu, an alumnus of the Department of Architecture and his friends and family.

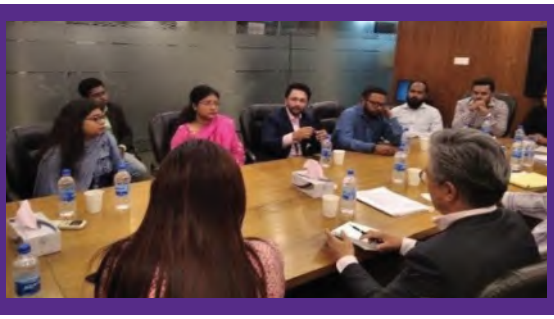
- Shazedul Islam Shuvro, also an alumnus, distributed relief to 490 families in Jessore's jobless community during Ramadan. Raihan Rafiq, a student of the Department of Architecture carried out a food distribution program, with the help of his friends, family and peers, in Kamrangirchar, Dhaka.

- Sumaita Tahseen, an alumnus, helped people through her art, raising more than BDT 50,000 in two months.

Brac Business School

In 2020, Brac Business School (BBS) embarked on an independent journey when Graduate School of Business (GSM) – an entity running only post graduate programs- was spun off from the long-standing BBS. The BBS mission and vision reflects the bold new stand it is taking to embrace the future.

BBS has engaged the stakeholders - alumni, faculty members, and industry (the future employers of BBS graduates) – to chart the course for a value driven business education that also responds to market needs. These stakeholders have given their insights to the development of the refreshed Business School curriculum.



A curriculum that is created with foresight, and conformity to international standards, is not only relevant for today but also future ready. The power of innovation and collaboration is the foundation of BBS.

The Brac University International Association of Business Communicators, has teamed up with a leading mobile financial services company in a social entrepreneurship initiative to feed the hungry who have been affected by Covid 19.

BBS provides thought leadership on the key questions of Bangladesh's fiscal policy and development. BBS professors publicly deliberate on Bangladesh's national budget each year; their commentaries attracted wide attention from opinion formers and the media.

Enabling undergraduate students to apply their knowledge and skills in real-life business scenarios, HSBC and BRAC Business School, along with Brac University Business Club (BIZ BEE), arranged the 2021 HSBC-BBS Business Case Competition. Top universities across the country sent the brightest teams to fight the battle. The grand finale of the HSBC- BRAC Business School Business Case Competition 2021 was the first ever virtual rendition of the esteemed competition. The finalist teams received a business case challenge on Ad Net Zero: Climate Change and presented their solutions and recommendations to a panel of judges.

Mr. Zunaid Ahmed Palak, Honorable Minister of State for the Information and Communication Technology Division in Bangladesh, was the Chief Guest at the Grand Finale.

Mr. Md Mahbub ur Rahman, the CEO of HSBC Bangladesh honored the event with his presence. The judging panel consisted of Mr. Derek Griffiths, Head of Trade and Investment for Bangladesh at the Department for International Trade of the British High Commission in Dhaka, Mr. Kevin Green, Country Head of Wholesale Banking at HSBC Bangladesh, Mr. Asif Saleh, Executive Director of BRAC, and Ms. Simeen Rahman, Group CEO of the Transcom Group. Among the sixty teams across Bangladesh, Team Hatti Ma Tim Team from Bangladesh University of Professionals won the Gold Award, and Team Barely Managing and Team Hardly Knows from IBA-JU won the Silver and Bronze Awards respectively. The winning team will represent Bangladesh in the regional finale hosted by Hong Kong.

School of Data and Sciences

Department of Computer Science and Engineering

The Department of Computer Science and Engineering (CSE) is now housed within the School of Data and Sciences (SDS) along with the Department of Mathematics and Natural Sciences (MNS). Worldwide, Computer Science has become an interdisciplinary, data-focused subject. The goal of the School of Data & Sciences is to become a hub in computer science, artificial intelligence, computation, data science, mathematics, statistics and other related sciences.

Tackling the Covid 19 pandemic

The department responded to the pandemic through the implementation of an effective online teaching platform.

- **buX – Online Teaching Platform**

Under the leadership of Professor Mahbub Majumdar, the CSE department created buX -- an online teaching and learning platform for the whole university based on the open edX platform. Ahmed Rafi and Tanzim Reza (CSE faculty) played a major role implementing the platform. That enabled the university to continue educating students efficiently from the beginning of the Covid19 crisis.

Online Teaching and Learning Resources

There are challenges in teaching and learning online for the first time. The CSE department provided various resources, video tutorials and one to one guidance to build online capacity across the university. The CSE department took the immediate initiative of providing most faculty with Wacom boards and microphones to improve the quality of the online course materials. That also helped to increase the efficiency of the live classes.

- **Redesigning the online teaching pedagogy**

The CSE department introduced team teaching to the university. Team teaching is a form of collaborative teaching where all faculty of a course collectively teach. The initiative has led to the better distribution of course loads whilst improving the online contents.

- **Revamping the role of student tutors**

The department hires over 100 Student Tutors each semester who are available for 11/7 to student support through Discord. The student tutors are encouraging junior students to engage with teaching and learning.

Process Automation

We identified that the key method to improve the performance level of the university would be to automate processes.

- **Online Advising**

By implementing a CSE Advising Discord Server by Arif Shakil, the previous in-person advising requests process was not only automated but the students also had the opportunity to have real time virtual contact with their respective advisors in a single platform.

- **BuSSO**

BuSSO is an SSO (Single Sign On) that enables access control for organizations to a single point and centralized authentication. Mobashir Monem, a CSE faculty, helped to build our own BuSSO to centralize the university authentication process. This enables the eradication of logins by any unauthorized personnel in the other platforms such as buX and Formstack.

- **Paperless automation of various inter departmental processes**

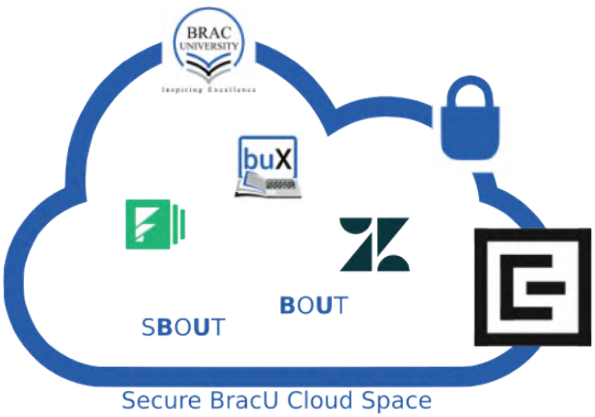
Arif Shakil helped to automate and create a paperless workflow of inter departmental processes by implementing formstack as a solution. The grade submission process is now paperless and through a single platform.

Research Areas

The CSE department encourages research in cutting-edge topics including AI, big data, bioinformatics, cloud services, computing research, crypto-currency, cyber security, machine learning, Internet of Things, self-driving cars, smartphones, and 5G wireless. CSE faculty and students contributed to over 35 conference and journal publications over the year.

Some Research Activities, Awards, Grants and Honorable mentions

- Dr. Muhammad Iqbal Hossain was a reviewer on IEEE Access, a PC Member of the 2nd International Conference on Advanced Information and Communication Technology and he was also an Evaluator of COVID-19 Combatant's unification competition, organized by IEEE Computer.



- Mr. Annajiat Alim Rasel received HPC resources sponsorship for the students of Parallel, Distributed, & High-Performance Computing (HPC) course under the European initiative (learnhpc). He was also recognized as the Best CS Student Branch Chapter Advisor by the IEEE Computer Society Bangladesh Chapter (SBC).

- Brac University ranked 3rd in University Rover Challenge, which is the world's premier robotics competition for college students. The team, BRACU Mongol-Tori, ranked the position jointly (93 points) with three other universities from Poland, Turkey, and the United States.

- 3rd position in KIBO programming challenge arranged by JAXA: The KIBO Robot Programming Challenge, organised by The Japan Aerospace Exploration Agency (JAXA) is an educational program for students where they solve problems by programming free-flying robots like Astrobee and Int-Ball in The International Space Station (ISS). This year (2021), 17 teams from Bangladesh took part in this challenge, and in the preliminary round, 'Enigma Systems,' led by Hashib Islam, came in 3rd in the second round after competing with 8 other countries including: Australia, Singapore, Taiwan, Thailand, New Zealand, Malaysia, Japan and Indonesia. Moreover, Hashib, a member of IEEE RAS BRACU SBC and the students of STEMX365 scored the highest points as well (58 points).

- Ipshita Bonhi Upoma is a lecturer in the School of Data and Sciences and an academic coordinator in the Bangladesh Mathematical Olympiad. She was awarded the Hatfield Lioness Scholarship-2020 to study MSc Particles, Strings and Cosmology at Durham University. She was also the Team Leader of Team Bangladesh which won a silver, and a bronze at 2021 European Girls' Mathematical Olympiad.

- Mirza MD. Tanjim Shorif Mugdho, also serving as a lecturer in the School of Data and Sciences, won a Bronze Medal in the 7th Iranian Geometry Olympiad (IGO). 47 countries participated in this 7th IGO. He has also served as 'Observer A' of Bangladesh National Math Team in International Mathematical Olympiad (IMO) -2020 where 616 contestants from 105 countries around the world participated and his team won a silver medal with five bronze medals. He also worked as a Trainer of National Math Campers in 2020 and 2021.

- Dewan Ziaul Karim, a lecturer in the CSE department, participated in the JICA-BCC ToT Training program for ITEE.

- Tonushree Dutta, a member of faculty, was a winner of the HONDA Y-E-S (Young Engineers and Scientists) award from Bangladesh. Her research paper was selected at the 3rd International Conference on Electrical, Communication and Computer Engineering.

The CSE faculty were also contributors to multiple international workshops, earned international certifications, mentored NASA Space Apps teams and served in the International Instructor Development Committee.

Department of Mathematics and Natural Sciences

The Department of Mathematics and Natural Sciences is one of the largest departments of BRAC University. MNS became part of the School of Data and Sciences in June 2020. Our departmental mission is to be an internationally recognized community of scholars who contribute fundamental new knowledge in science. We are committed to the intellectual and spiritual development of each of our students.

This year, our faculties and students have published research papers, in significant numbers, in both national and international journals of repute with high impact factors. They have also presented papers in national and international webinars.

This year a large number of international students enrolled in different programs which are a testimony of international recognition of the quality of our degree programs.

Effective communication of accurate information is vital during any public health emergency. COVID-19 pandemic presented a double burden of a disease spreading worldwide and spread of misinformation at the same time. As such, disseminating the right information as opposed to the fake news was really important. The MNS department was at the forefront with faculty making numerous TV appearances and contributions to the national newspapers.

School of Engineering

The School of Engineering is at the forefront of the strategic transformation of the University, supporting the drive for academic excellence and international linkage.

Launch of Outcome-Based Education (OBE):

The Department of Electrical and Electronic Engineering adopted the Outcome-Based Education (OBE) framework, a globally practised educational process, for the two undergraduate programs: Bachelor of Science in Electrical and Electronic Engineering (BSEEE) and Bachelor of Science in Electronic and Communication Engineering (BSECE). The OBE is student-centric and focuses on attributes and the learning outcomes graduates are expected to achieve after completion of an academic program. OBE helps students acquire the most sought-after skills and knowledge in the industry and embeds the elements of Continuous Quality Improvement in the curriculum as an inevitable consequence.

Involving Industry and Alumni in Academic Development Process:

The School of Engineering formed the first ever Industry Advisory Panel and Alumni Advisory Panel for the engineering programs. This initiative includes industry experts and alumni in the academic development process and as sources of feedback. The Industry Advisory Panel comprises industrial leaders from the power, energy, electronic and communication sectors of the country including DESCO, BREB, PGCB, DPDC, GP, Robi Axiata Ltd., BSCCL, BTRC, Summit Corporation, Rahimafrooz, Walton Hi-Tech, Incepta Pharmaceuticals, Siemens Healthcare, Filament Engineering, Ulkasemi, Neural Semiconductor, Samsung R&D, Max Group (Power), Energypac Power etc.

Enhancing Student Experience:

In 2020, the School of Engineering focused on enhancing student experience. The school took initiatives to provide student-centric services in course registration and advising, creating online portals.

The BRAC University Electrical and Electronic Club (BUEEC) has launched the 'BUEEC App'. This app will support students with study related materials and lab-associated guidance and other resources.

The School of Engineering created new co-curricular activities for students. The School opened the BracU Optics and Photonics Society, an affiliated student chapter of the Optical Society of America.

The School also established the Aerospace and Electronic Systems Society (AESS) under the IEEE BRACU Student Branch. Both the Optics and Photonic Society and the AESS are the 1st ever professional society/chapters in Bangladesh. Responding to the COVID-19 pandemic, the Optics and Photonics Society has developed UV-C Disinfectant Chambers for Filtering Face Piece Respirators (FFRs) in collaboration with the Optical Society of America USA, and Stanford University, USA.

Graduate School of Management

The newly launched Graduate School of Management (GSM) is central to Brac University's investment in high level executive education. GSM houses the Master of Business Administration (MBA) and Executive Masters of Business Administration (EMBA) Programs. These degrees are being redesigned, making way for some new specializations. GSM is in a strong position to respond to industry needs. GSM is pursuing the internationally prestigious AACSB accreditation.

GSM endeavors to educate managers and executives to promote quality, sustainability and entrepreneurship in a thriving South Asian capital city and beyond. Its vision is to be recognized as a vibrant player in the business school world.

Eileen Peacock, Ph.D was invited to Brac University earlier in 2020 as Executive Dean to manage GSM's development. Some of the finest teachers specializing in business education are working at the school and their endeavors are supplemented by high class practitioners.

GSM held its first International Conference:
Decentralized Electrification, Network Interconnection and Local Power Markets, organized jointly with Technical University Berlin, Carnegie Mellon University and the academic peer-reviewed journal Energy & Environmental Policy. The conference brought together eminent researchers, policy-makers, and practitioners from over 40 countries.

School of Humanities and Social Sciences

Department of Economics and Social Sciences

The Department of Economics & Social Sciences aims to develop students as well-rounded individuals with strong ethical values and critical thinking skills, prepared to compete effectively in the national and international job markets and to take opportunities for pursue graduate studies.

BRAC University fast-tracks cold-chain assessment, design of mass Covid-19 vaccination

A fast-track mass-scale COVID-19 vaccination in Bangladesh will require massive expansion and upgradation of the current cold-chain infrastructure, which will critically depend on understanding the current multi-layered vaccine supply-chain system. Brac University is collaborating with researchers from the University of Birmingham, Heriot-Watt University and BUET, to assess and develop a vaccine cold-chain infrastructure in Bangladesh. This project is funded by the UK Research and Innovation (UKRI) GCRF/Newton Fund Agile Response to address COVID-19 and the BracU team is led by Professor Farzana Munshi. The chain is project will identify the challenges and gaps in the existing cold-chain infrastructure 'digital twin' for the vaccine infrastructure. The identified solutions may be used to develop the cold-chain infrastructure of Bangladesh and other developing countries.

Professor Farzana contributed to the Five Year plan of Bangladesh by writing the chapter on "Education Sector Development Strategy". Her recent (coauthored) publication: *"Understanding the cold-chain challenge for Covid-19 vaccination"* was published by the Center for Sustainable Cooling, University of Birmingham. She has also published several newspaper articles including "Does Bangladesh have the infrastructure to vaccinate 130 ml people?" , "Covid-19 vaccine: Almost prepared is not good enough", "Covid-19 vaccine: Why a robust cold critical" and "The 4th IR and the changing patterns of employment: What should Bangladesh do?"

Professor Shahidur Rahman has published a book: "The Bangladesh Garment Industry and the Global Supply Chain: Choices and Constraints of Management". The book critically examines management strategies towards compliance and labour productivity, transnational governance, buyer-supplier relationships and power dynamics.

Seuty Sabur, Associate Professor has published several articles about civil society and human rights, include- "Saidpur to Shahabag: Uneasy intersections and the politics of forgetting". South Asia Chronicle, 2020 (10),

and "Civil society organisations and LGBT+ rights in Bangladesh: A critical analysis". Journal of South Asian Development, 15(2), 184–208; "The limits of radical politics in an unstable 'field': Rethinking Shahabag, Hefazat-e-Islam and the Women's Grand Rally" in 'Majoritarian and Populist Politics in South Asia,' Hot Spots, Fieldsights, Society for Cultural Anthropology. Eds. Radhika Govindrajan, Mubbashir Rizvi and Bhoomika Joshi.

Her book chapter on "Women's Rights and Social Movements in Bangladesh: The Changing Political Field," in Civil Society and Citizenship in India and Bangladesh, edited by Ed. Sarbeswar Sahoo and Paul Chaney was published in 2021 through Bloomsbury Publishing India. She has also written op-eds such as "Creating a 'safer' Bangladesh for women: It's time for us to change the narrative"; "A camaraderie thicker than blood: The legacy of Ayesha Khanam" as well as "The burning man, and our national addiction to violence" co-authored with Shehzad M Arifeen, Lecturer, "Rape, scopophilia and our collective rage" and "Covid-19: The ineptitude of power", co-authored with Shehzad M Arifeen.

Md. Aftab Alam, Lecturer, has social issues including the victimization of women and the brutal impact of COVID-19. Muhammad Abdur Raquib, Lecturer, had noteworthy publications *'Safeguarding Islam' in Modern Times: Politics, Piety and Hefazat-e- Islami 'ulama in Bangladesh. Critical Research on Religion, 8(3): 235-256* and *'This is not my cup of tea': Religion, ethnicity, nationalism and belongingness in contemporary Bangladesh. (Accepted in Journal of Asian and African Studies)*. Mr. Masnoon Khair, Lecturer, has published *"Impactful Advocacy Strategies for Tobacco Consumption in Rural Bangladesh: The Socio-Cultural Context"*, co-authored by Adnan Fakir and Aftab Alam (pre-print).

Student achievements: Linking research and teaching

The students of ESS, some in collaboration with faculty, have published several articles. Syeda Tasfia Tasneem's article on the RMG industry; Zamima Islam a COV-AID Student Engagement Award, a pilot grant program by the Open Society University Network and Talloires Network (Tufts University) responding to the global pandemic, Mr. Mahir Labib's recent publication "Stop Blaming the Victim" was co-authored with Aftab Alam, Lecturer at ESS.

Department of English and Humanities

International Research Projects

- Dr. Asifa Sultana joined a team for a Europe-based study on children's language development. The six-year project brings together child language data from 50 languages around the world to investigate the relationship between language and thought. The ten-million-euro project is supported by the European Research Council "Synergy Grant 2019". The project is hosted in The Centers for Advanced Studies in the Humanities, Berlin, and the University of Milan-Bicocca, Milan.

- Professor Firdous Azim and Dr. Asifa Sultana joined an international team of faculty researchers in a project on workplace sexual harassment. The project: 'The Gendered Price of Precarity: Workplace Sexual Harassment and young women's agency, is funded by the British Academy under its Youth Futures Grant. Universities based in the UK, Uganda, and Bangladesh are collaborating with the Institute of Development Studies (UK).

- Dr. Nahid Afrose Kabir (ENH faculty member and Visiting Researcher at Georgetown University), is continuing her research on "An Investigation into the Radicalization of Young American Muslims".

- Dr. Asifa Sultana, in collaboration with Professor Uli Sauerland and Dr. Natalia Gagarina, Leibniz-Center General Linguistics, Germany has applied for a research grant at the European Union for a project (2021- 2024) to collect and examine the Bangla child language data within the Global-scale Language Acquisition Science (GLAS) Project.

ENH Faculty becomes editor Goethe-Institut Magazine

- Seema Amin began a project of curating articles and artwork for a new magazine called Cassandra's Eyes (Feminism and its discontents), to be published in the Goethe-Institut's cultural page.

National Research Grants

- M. Mahmudul Haque's proposal titled 'Intercultural Communicative Competence and English Language Teaching at the Tertiary Level Education in Bangladesh' was the best proposal evaluated by external reviewers and funded by BRAC University Research Task Force in October 2020.

- Dr. Sabreena Ahmed completed a project titled "Implementing Higher Order Thinking Tasks in Secondary English Classrooms" under National Academy of Educational Management (NAEM), Bangladesh, Small Grant 2019-2020 as the chief investigator. Dr. Asifa Sultana was one of the investigators.

and Dr. Ahmed (ENH), with the teacher participants of the two-day workshop

Other Academic Achievements

- Anika Saba was awarded a Short-Term Research Fellowship by the Centre for the Study of Genocide and Justice, Liberation War Museum, Dhaka.

- M. Mahmudul Haque attended a course: Using English Language Technology in the English Language Classroom, arranged by the Online Professional English Network (OPEN), sponsored by the US Department of State and delivered by Iowa State University.

ENH Webinars

- Seminar: Teaching English as a Dynamic Language: Politics and Practices, the lecture was co-presented by Dr. Ahmar Mahboob, Associate Professor, Department of Linguistics, University of Sydney and Monaliza H. Mamac, research coordinator and programme manager of the Free Linguistics Conference.

- Webinar: Approaches to Critical Thinking in Education by Aida McLeod and Ian McLeod. The webinar focused on breaking the Critical Thinking (CT) field of knowledge and practice, down into a series of bite-sized chunks, each of them supporting a practical pedagogical activity to suit various student age-groups and learning contexts.

- Webinar: A Comparative Study Between the Selected Plays of Shakespeare and Tagore by Nahid Kaiser, Assistant Professor, Department of English, Daffodil University was the guest discussant.

Students' Achievements in Open Society Universities Network (OSUN) Courses

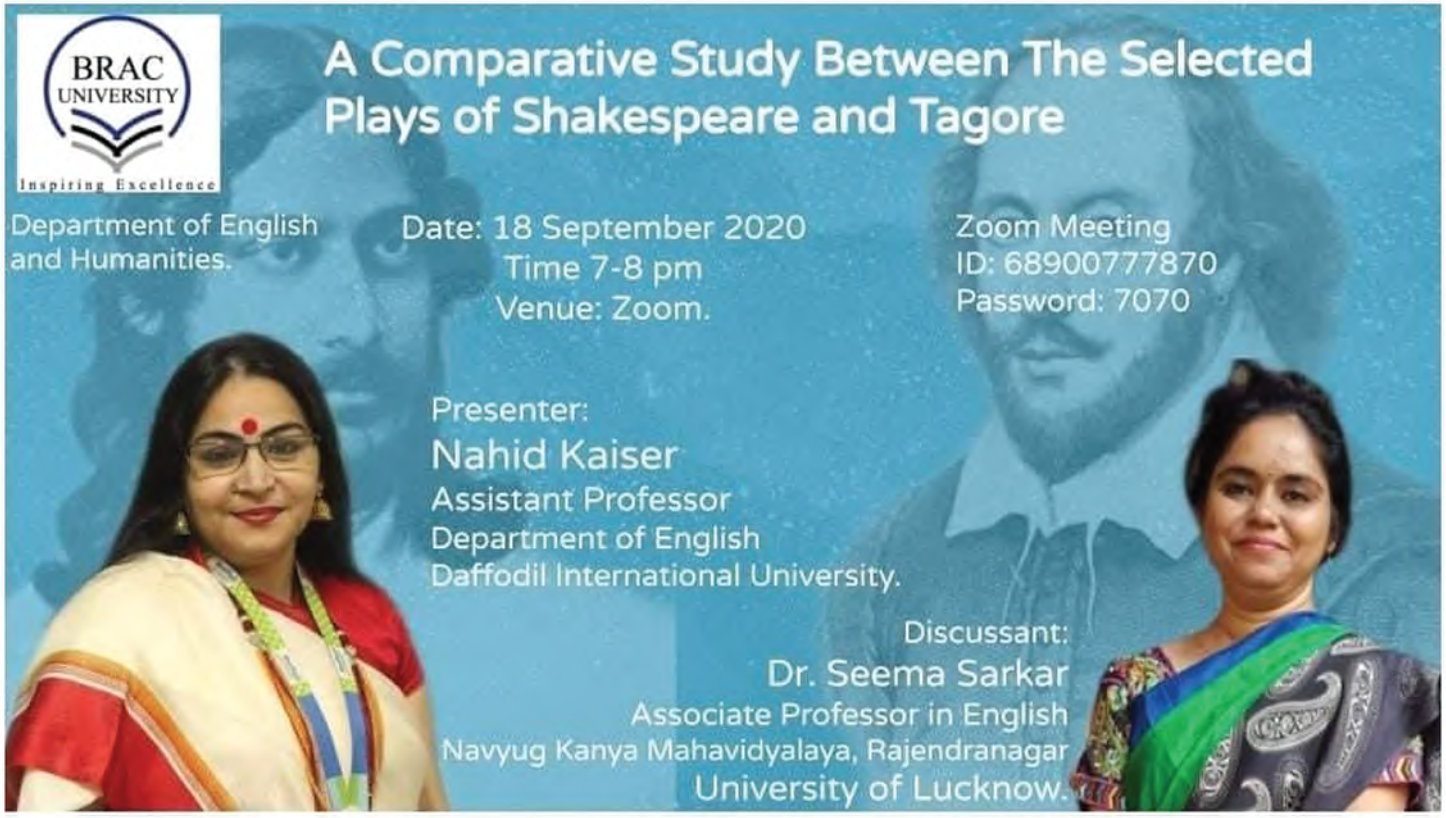
- Seven students were awarded the OSUN 2020 Summer Scholarship to participate in various virtual courses hosted by Bard College, New York. This prestigious scholarship has allowed Brac University students to collaborate with other students on a global platform. These courses will also enable students to enhance their critical thinking, be exposed to different cultural aspects, and examine issues such as freedom of expression, global citizenship, the power of the public intellectual, and human rights advocacy from an academic perspective.

New Directions

- 11 international students enrolled in the undergraduate ENH programme. ENH organised a special web-based orientation programme.

- A new course called "Alternate Worlds" was launched which brought together 'alternate' dimensions from the global South crossing linguistic, national and geographic borders. Students read a fascinating range of short stories and novels written in the local vernacular that came out in the last century from colonial West Africa (D.O Fagunwa and Amos Tutuola), the newly established Republic of China (Lao She) and the Bengali speaking regions of pre-independent India (Rokeya S Hossain, Hemendrakumar Roy and Jagadish Chandra Bose). The course explored the art of storytelling from the Global South and the relationship between imagination and 'reality' whilst asking what roles visions of utopian and dystopian world orders play in the current scheme of things.

- The World Civilisation and Culture course was reformulated under the Gen-Ed offerings of ENH. Its new focus is on the cultivation of critical reading and writing skills of students from a very early point in their careers.



BRAC James P Grant School of Public Health

Founded in 2004, BRAC James P Grant School of Public Health (JPGSPH), BRAC University, envisions being the leading global public health institute for the world's pressing health challenges affecting disadvantaged communities. The School builds capacity and contributes to Public Health by creating innovative public health leaders and solutions through cutting-edge, experiential **EDUCATION, TRAINING, RESEARCH** and **ADVOCACY**.

EDUCATION

The Master of Public Health (MPH) Programme

- Inception **in 2005**
- **1** Year-Long Full Time Programme
- **562** Graduates from **34** Countries Since Inception
- **13** International Visiting Faculty
- **24** Academic Partners
- **98** National Faculty and Practitioners

The 16th MPH Cohort (January to December 2020)

- **38** Students from **14** Countries
- **20** Female and **18** Men
- **19** National and **19** International

Students from UK, India, Philippines, Myanmar, Bangladesh, Nigeria, Nepal, Fiji, Indonesia, Sierra Leone, Afghanistan, Ethiopia and Maldives.

Developing Midwives Project (DMP)

- Inception in **2012**, the 1st Midwifery Education Initiative in Bangladesh's Private Sector
- **602** Graduates Since Inception
- **224** Graduates Serving in Rohingya Refugee Camps
- All students attended real time teaching and learning online in 2020

2020 HIGHLIGHTS

Online MPH Learning as of 2020

Introducing Real-Time Online Lectures, Online Debates, Q/A Session, Reflection write-up etc.

zoom moodle Google Classroom buX

Virtual Research on Infectious Diseases via Online Data from Countries

Nutrition Course: Virtual Hospital Tour at icddr,b

Working with COVID-19 Data Transcripts (urban and rural) for thesis

Transformative Competency-Based Public Health Education for Professional Employability in Bangladesh's Health Sector (Trans4m-PH)

A 3-Year (2019-22) Erasmus+ Project Funded by the European Commission

ASIAN UNIVERSITY FOR WOMEN · BRAC School of Public Health · ICCCAD

TECHNICAL PARTNERS

Maastricht University · IDS Institute of Development Studies · US University of Sussex

Johns Hopkins Bloomberg School of Public Health Global Health NOW

In 2020, the School was featured by **Johns Hopkins University's Newsletter** as One of the Top Schools in the Region

TDR For research on diseases of poverty

UNICEF · UNDP · World Bank · WHO

Special Programme for Research and Training in Tropical Diseases (TDR) Scholarships

As one of the 7 global academic institutions, 13 students from the 16th MPH cohort were awarded the TDR scholarship.

Employability & Doctoral Studies

Graduates have been recruited by international and national Public Health organisations.

40 alumni are currently pursuing their PhD and **12** have completed their Doctoral Degree

For More Visit www.jpgsph.org

TRAINING

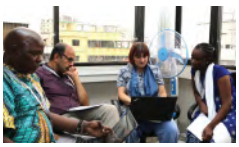
Centre for Professional Skills Development in Public Health (CPSD)

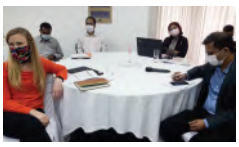
- Since inception in **2007**, the School's International Training Hub
- **190+** Skills Building Seminars and Workshops Since Inception
- **320+** Global Facilitators Since 2007
- **6200+** Professionals Trained Since 2007

2020 HIGHLIGHTS

57 Skills Building Seminars, Webinars and Workshops in 2020

- Capacity Strengthening for Community based Participatory Research (CBPR)
- Internal Trainings to Acknowledge the Public Health Emergency of COVID-19
- Orientation on Implementation Research: Bridging the Gaps Between Implementers and Researchers
- Research Skill Development: Developing Indicators for Monitoring and Evaluation in Humanitarian Settings
- Demand Analysis of Health Care Services Skills Demand Analysis of Health Care Services in Bangladesh





For More Visit www.jpgsph.org

RESEARCH

5 Centres of Excellences and a Humanitarian Hub:

- Gender and Sexual and Reproductive Health and Rights (Est. 2008)
- Health Systems and Universal Health Coverage (Est. 2012)
- Urban Equity and Health (Est. 2013)
- Science of Implementation & Scale-up (Est. 2016)
- Non-communicable Diseases and Nutrition (Est. 2017)

195+ Research Projects Undertaken Since 2005

680+ Peer-Reviewed Publications Till 2020

119+ Global and Local Partners and Networks

2020 HIGHLIGHTS

45 COVID-19 Rapid Quantitative and Qualitative Research Assessments

70 Multi-Country Research Projects

72 Peer-Reviewed Journal Publications

Globally Ranked in Research Publications: Professor Syed Masud Ahmed, Director, Centre of Excellences for Health Systems and Universal Health Coverage Ranked Among Top 2% Scientists according to the Stanford World Ranking of Scientist 2020.

BRACU Ranked 6th Among Bangladeshi Universities & Research Organisations for Highest Publications: 4 Faculty from BRAC JPGSPH, Professor Malabika Sarker, Associate Dean; Professor Syed Masud Ahmed; Dr Mehedi Hasan, Senior Lecturer & MPH Alumni; Rajat Das, Visiting facilitator & MPH Alumni ranked 3rd, 11th, 14th and 9th, respectively.

Bangladesh Health Watch (BHW) Launches **COVID-19 Research Repository** as BRAC JPGSPH Serves as the Secretariat of BHW.

Visit: r.bangladeshhealthwatch.org

For More Visit www.jpgsph.org

ADVOCACY: To Influence Programmes and Policies

214+ Active Engagements with Multi-Stakeholders Since Inception

37+ Webinars Organised Since 2020

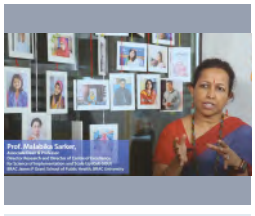
95+ Mainstream Media Publications and **21** New Blogs Posted since April 2020

2020 HIGHLIGHTS

In April 2020 launching the School's official COVID website as the platform for university-wide COVID-19 information and shared with networks/partners.

- **Seminar:** 'Outbreak of Coronavirus Disease 2019 (COVID-19)'
- **Video Documentary:** Medical Treatment Loan and Medical Treatment Loan Plus Programme
- **Webinar:** Health, Fitness, and Nutrition During COVID-19
- **Webinar:** Successes and Challenges of Public Health Measures and Medical Care in COVID-19 Pandemic and the Future

In 2020, the School Initiated the Public Health Consortium with 13 public health institutions to discuss research, curricula and find ways to support academics, collaborate and innovate home-grown practical and feasible solutions.



For More Visit www.jpgsph.org

School of Law

The School of Law has achieved publications, presentations, research grants, student participation in national and international moot court competitions and an international placement at the International Criminal Court.

The School of Law has entered a partnership with Lahore University of Management Sciences (LUMS) and the American Bar Association for research collaboration. The School of Law collaborated with the Shaikh Ahmad Hassan School of Law, LUMS for a conference: 'South Asian Perspectives on Business and Human Rights'. The event brought together Jindal Global Law School, India and Villa College of the Maldives as well as LUMS and Brac University.

The School of Law worked with the Bangladesh office of the UN High Commission for Refugees (UNHCR) to provide a four-month certificate course on refugee law for 25 Law students. UNHCR is interested in running the course annually at Brac University. Faculty won a research grant from the Ministry of Law, Justice and Parliamentary Affairs, to support the 'Legislative Research and Reform for Promoting and Enforcing Non-Discriminatory Laws and Policy.' This is part of the drive for UN Sustainability Development Goal 16b.

The School of Law hosted a regional webinar on 'Access to Justice during COVID-19: South Asian Perspectives and Practice'; as well as awareness-raising webinars on COVID-19 and violence against women and on how female humanitarian workers overcame challenges in the pandemic.

Formal Signing Of Research Contract With Ministry Of Law, Justice And Parliamentary Affairs,Government Of People's Republic Of Bangladesh

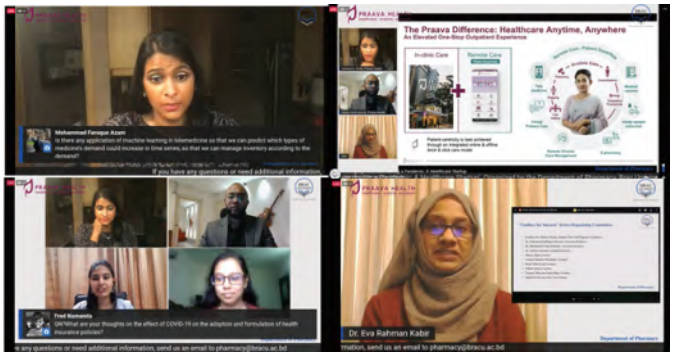
Brac University Moot Team wins the championship of Second International Humanitarian Law Moot Court Competition 2020

Department of Pharmacy

The Department of Pharmacy arranged three online short courses and five webinars as part of the 'Toolbox for Success' series as part of its response to the Covid-19 pandemic. The aim was to help students broaden their skills, their understanding of their field of interest and professionalism for their future careers, as well as to keep them motivated, engaged and focused during this global pandemic.

The Department of Pharmacy and Brac University Pharma Society (BUPS) made hand-sanitizers. An estimated total of 150 liters of hand sanitizers in three batches were prepared following the WHO Guidelines.

There was a webinar on 'Managing Trauma with Dignity'; a panel of three experienced psychotherapists from Canada shared insights on ways to empower individuals to increase their resilience and manage collective trauma with dignity. The webinar helped the audience better understand trauma and its impact on society through the lens of COVID-19.



Webinar on "Managing Healthcare during a Pandemic: A Healthcare Startup"

The Brac University Pharma Society (BUPS) also organized events for students:

Podcast: Covid-19: Then, Now and Hereafter

- Episode 1: COVID-19: What is Covid-19 and what are the ways of combating it?
- Episode 2: COVID-19: Current Treatment Options
- Episode 3: COVID-19: Hereafter way of life: Post COVID-19

Online competition: Pharma Quest 1.0

- Poster Presentation
- Idea Contest
- Pharma Olympiad

The department is investing increasingly in collaborations with renowned institutions around the world. A recently signed agreement with California NorthState University, College of Pharmacy will enable Brac University students to pursue an international Pharm.D. degree. The six year-long undergraduate degree will entail completing the first two years of study at the Department of Pharmacy, Brac University, and finishing the next four years at California NorthState University, USA. The collaboration will result in the attainment of a Pharm.D. certificate from California NorthState University. This is the first collaboration and joint Pharm.D. program of its kind in Bangladesh and is expected to create a successful avenue for both the universities.

Brac Institute of Educational Development

Pashe Achhi – A telecommunication model for learning and wellbeing

Pashe Achhi is an alternative learning model delivered mobile-to-mobile, providing mental health support and learning opportunities for children. The model has two components- Tele Learning (sharing playful learning activities) and Tele Counseling (providing psychosocial support for caregivers). By December 2020, Pashe Achhi phone calls reached 50,435 children in the Rohingya camp and 18,787 children outside camp all across Bangladesh. The success of Pashe Achhi indicated the need to ensure emotional wellbeing of the teachers in the community. Therefore, BRAC IED designed an intervention to support teachers in government primary schools through COVID-19. The approach was similar to the Pashe Achhi model and the teachers received support for mental health and approaches for playful learning. This intervention reached 3510 teachers including Head Teachers.

Scaling-up Mental Health and Socio-Emotional Development

Realizing the urgent need for providing psychosocial support during COVID-19 crisis, BRAC IED responded by developing the skills of facilitators- specifically Play Leaders who engage with mothers, children and others in the community, for capacity development in mental health and socio-emotional development to serve as frontline workers. BRAC IED also provided skills and capacity development for Para-counsellors (young, empowered women from the community). 1548 frontline workers and 307 Paracounsellors were trained.

Capacity Building of Faculty and Staff

BRAC IED has partnered with global experts and institutions to support our staff and faculty with skill development and capacity building. Dr. Nargis Islam, Clinical Psychologist (Consultancy) & Clinical Tutor of University of East London, has been working with BRAC IED on the mental health and psychosocial support models for MHPSS. Caroline Essame, Founder and CEO of CreateCATT, is a consultant for capacity building of BRAC IED staff. Trudy Klauber and Biddy Youell, Child and Adolescent Psychotherapists of Tavistock and Portman NHS Foundation Trust, UK, are consultants for our MHPSS team. Dr. Takashi Izutsu and Prof. Atsuro Tsutsumi, consultants specialized in MHPSS research at the University of Tokyo and Kanazawa University, Japan, are assisting in Paracounsellor model refinement along with Dr. Julie Stone, Infant, Child and Family Psychiatrist, Australia, are contributing to the Paracounsellor model evaluation. Dr. Justine Howard, Associate Professor of Public Health, Policy and Social Sciences, British Psychological Society, is consultant in ECD Research &

MHPSS. Dr. Cassie Landers, Assistant Professor of Population and Family Health, Columbia University, USA, is a consultant to develop BRAC's Global ECD Strategy.

Grants Awarded for Innovation

Yidan Prize Foundation grant for High Impact Scalable Solutions in Early Childhood Development (ECD): This fund of USD 3.9 million is being used to innovate further high impact and scalable ECD solutions by leveraging knowledge and expertise in ECD and early learning in Bangladesh, Uganda and Tanzania. This is the outcome of the award of the world famous Yidan Prize to BRAC IED.

UNHCR grant for MHPSS services in Cox's Bazar: BRAC IED received a grant of USD 8,00,000 from UNHCR in 2020 and another grant of the same amount in 2021 for the project Multi-sectoral emergency assistance for Rohingya in Cox's Bazar, Bangladesh.

Porticus grant for Pashe Achhi: A Telecommunication Model for Children and Caregivers: In 2021, BRAC IED received a grant of 315000 Euros from Porticus for the University of East London, has been working with BRAC IED since 2014 till present on the mental health and psychosocial support models for MHPSS. Caroline Essame, Founder and CEO of CreateCATT, is working as a consultant for capacity building of BRAC IED staff. Trudy Klauber and Biddy Youell, Child and Adolescent Psychotherapists of Tavistock and Portman NHS Foundation Trust, UK, are working as consultants for our MHPSS team. Dr. Takashi Izutsu and Prof. Atsuro Tsutsumi, consultants specialized in MHPSS research at the University of Tokyo and Kanazawa University, Japan, are assisting in Paracounsellor model refinement along with Dr. Julie Stone, Infant, Child and Family Psychiatrist, Australia, are contributing to the Paracounsellor model evaluation. Dr. Justine Howard, Associate Professor of Public Health, Policy and Social Sciences, British Psychological Society, is serving as consultant in ECD.

BRAC Institute of Governance and Development

BRAC Institute of Governance and Development (BIGD), Brac University was recognized in the Top 40 and the only Bangladeshi think tank in the 'Transparency and Good Governance Think Tanks' category, and as one of the Top 120 Social Policy think tanks worldwide, in the internationally renowned '2020 Global Go To Think Tank Index (GGTTI) Report' published by the Think Tanks and Civil Society Program (TTCSP) at the University of Pennsylvania.

The category 'Top Transparency and Good Governance Think Tanks' recognizes the top organizations marked by their independency, neutral voice, and expertise in governance research, while the category of 'Top Social Policy Think Tanks' ranks leading social policy institutions that excel in research, analysis and public engagement on a wide range of policy issues such as inequality, education, and poverty, with the aim of advancing debate, facilitating cooperation between key actors in policy making, and improving the overall quality of life.

Rankings from the year 2020 were compiled based on perceptions of nearly 4,000 policymakers, journalists, public and private donors, and functional and regional area specialists, which were then reviewed and ranked by an expert panel of hundreds of members from a wide variety of backgrounds and disciplines. BIGD was also the only Bangladeshi research organisation to be included in the transparency and good governance category of the report.

Women's Economic Empowerment and Digital Finance

WEE-DiFine is a research initiative that seeks to generate a comprehensive body of evidence that addresses the impact of digital financial services (DFS) on women's economic empowerment (WEE) and the causal mechanisms between the two by funding rigorous research across South Asia and Sub-Saharan Africa.

The economic empowerment of women is a crucial development issue, which DFS has the strong potential to advance. DFS can create economic opportunities for women and bridge the economic gender gap by increasing their participation in the financial system through several pathways: generating higher account ownership; facilitating greater opportunities to save or access credit formally; lowering risks associated with improved privacy, confidentiality, and safety; strengthening women's control over their own finances; reducing costs of transaction and time; and diversifying economic activities.

In June 2021, the WEE-DiFine initiative introduced its first round of research grants. Out of 75 submissions with proposed studies across 22 countries, 5 projects were selected for funding in Bangladesh, India, Tanzania, Kenya, and Burkina Faso, for an overall value of USD 755,294.

BRAC Institute of Languages

A product of the aspirations, vision, dedication and innovation of its pioneer and Senior Director, Lady Syeda Sarwat Abed and her team, the Institute has attained substantial achievements teaching English language courses to undergraduate students, academic English to graduate students, TESOL (Teaching English to Speakers of Other Languages) to professionals and foreign languages to learners from various backgrounds.

BIL aims to help students develop the language skills to succeed in graduate school and in professional life. The institute facilitates student-centred, creative language teaching techniques by developing modules based on students' proficiency levels. This eliminates the need for mixed-ability classes and ensures small classes with excellent interaction between teachers and learners. BIL is committed to academic language teaching and research, promoting creative teaching methodologies for diverse learner groups.

BIL Research Highlights

In 2020, BIL produced ground-breaking research in applied linguistics and language education. BIL met its target by publishing high-impact research output in international journals, ranked by SCOPUS and SSCI/ESCI. BIL intends to collaborate further with national and international researchers and research partners.

Significant Research Publications

Mr. Imam Zafar Numanee, Ms. Nazneen Zafar, Mr. Abdul Karim, Lecturers, and Dr. Shaik Abdul Malik Mohamed Ismail, Associate Professor at Universiti Sains Malaysia: "Developing empathy among first-year university undergraduates through English language course: A phenomenological study" in Heliyon, which is Elsevier's open-access journal (SCOPUS Indexed).

Mr. Abdul Karim, Lecturer, Md. Kamrul Hasan, Associate Professor at United International University (UIU), and Md. Didar Hossain, Assistant Professor at UIU:
"Assessing the Relationship and Prediction of Manifold Facets of Analytic Relations to Academic Reading Comprehension" in the Scopus-Indexed journal International Journal of Learning, Teaching and Educational Research.

Mr. Abdul Karim, Ms. Liza Reshmin, Mr. Faheem Hasan Shahed, and Mr. Mohammad Mosiur Rahman, along with Professor Muhammad Kamarul Kabilan and Mr. Manjet Kaur Mehar Singh, Universiti Sains Malaysia: "Understanding EFL Teachers' Beliefs and Practices in EFL Classrooms: A Phenomenological Approach to the Impact of Teacher Education Program in Bangladesh" TQR (The Qualitative Report).

International Conferences and Awards

Ms. Masura Kamal Peuly and Ms. Tarannum Fatema Chowdhury, were nominated as Award Leaders for the Duke of Edinburgh's International Award-Bangladesh. Ms. Farina Haque, presented a paper to the 8th International Conference on "New Trends in English

Language Teaching and Testing" (Canadian Institute for Knowledge and Development): "Enhancing English Speaking Skills to the Non-Native Learners of Developing Countries"

BIL Webinar Series

Online Bangla Course for Foreign Learners

This is an innovative program to help international students, staff, and faculty members of Brac University learn basic Bangla. There are plans to open the course for non-Brac University participants.

Faculty Development & Training

Two faculty members, Evita Umama Amin and Farina Haque completed the Cambridge Certificate in English Language Teaching to Speakers of Other Languages (CELTA). CELTA is a universally recognized English teaching certifications worldwide, awarded by the University of Cambridge Assessment English. Ms Amin and Ms Haque achieved top positions on the course. Md Mahbubul Islam, Moshiur Rahman and Mohammad Aminul Islam, contributed to the Faculty Development Training of Midwifery Programme (DMP-2, JPGSPH).

Community Service

Through its book drive project, "Harnessing Emerging Readers for Attainment, Language and Development (HERALD)" BIL donated 435 books to the GBC Christian Health Care Project. BIL also collected 400 books from Sunnydale School for outreach libraries/institutions.

Brac University Language & Communication Club Activities

- International Mother Language Day celebration.
- English Spelling Bee quiz
- "Communication-Lego series" hosted by the United International University Communication Society
- A webinar "মুক্তিযুদ্ধে নারীর অবদান" presented by Mr. Afsan Chowdhury and Mrs. Mahfuza Hilali:
- Appreciation of the role of women in the national Liberation War.

Centre for Climate Change and Environmental Research

C3ER, the Centre for Climate Change and Environmental Research creates synergy between BRAC and Brac University in their drive to address climate change and other environmental issues. Since foundation, BRAC University has conducted cross-sectoral research on climate change and disaster management in direct collaboration with BRAC.

Training and Academic Program

In 2020, C3ER conducted training programs forgovernment officials, youth groups, researchers and professionals on climate change and the environment, such as "Clean City, Green City and Resilient City", "Climate Change & Role of Youth in Climate Action" and "Introduction to Climate Change."

Achievements

- C3ER researchers published an article in Dovepress Medical Journal, two contributions to DAAD Internation al Conference on Climate Change and a book chapter in Springer Nature Singapore Pte Ltd.
- Networking with disaster management agencies including MJIIT, UTM and JICA, Bangladesh
- Organised local level stakeholder consultations on" Climate Change and Role of Local Communities in Climate Action".
- C3ER's resource person delivered a lecture on DRR & CCA at Postgraduate Programs in Disaster Managment (PPDM) of Brac University.
- C3ER, in partnership with BRAC Urban Program, BIP and BRAC Institute of Governance and Development, organised a webinar on CC and Resilient urban for 17 mayors of city corporations and municipalities.

Research Activities, Grants and Awards

In 2020, C3ER was awarded three national policy level projects on Preparation of National Adaptation Plan (NAP); Preparation of National Determined Contribution Environment and Climate Change (SAPECC). C3ER also conducted a capacity development program for the officials of city corporations and municipalities; as well as training on CCA Mainstreaming and Bankable Project Development Skills and a disaster risk reduction project on the implementation of an outcome survey of the BHP Early Warning Dissemination on the Cyclone Amphan.

Faculty/resource person overview

Dr Ainun Nishat is the Adviser of C3ER and he is recognised as a pioneering expert in water resource management and climate change in Bangladesh. He finished his PhD in Civil Engineering from the University of Strathclyde, Glasgow, U.K., in 1981. He has an M.Sc. in Civil Engineering from Bangladesh University of Engineering and Technology (BUET), 1975. He is the former Vice-Chancellor of BRAC University. He is engaged in diversified research projects in Climate Change, Natural Resource Management and the Environment. The Centre has a multidisciplinary pool of professionals from the disciplines of:

- Climate Change Adaptation, Mitigation
- Climate Change Finance and Sustainable Development
- Water Resources Management and Engineering
- Gender, Policy & Institution
- Natural Resource and Environment Management
- Business Development, Sustainable Management & Donor liaison
- Agriculture and Soil Science
- Remote Sensing, GIS and Data Management
- Economics, Sociology and Anthropology
- Disaster Management and Resilience

Departmental Leadership

Dr Ainun Nishat guides overall C3ER activities. The management, administration and research activity are supervised by Roufa Khanum. The training and capacity development programme is led by Sharmin Nahar Nipa.

Centre for Emotional Intelligence and Innovation

CEII aims to realize Sir Fazle Hasan Abed's vision of nurturing emotional intelligence through the education system. With partnership between Ashoka Innovators for the Public and Brac University, the National Empathy Lab was launched in 2019 to give priority to empathy as a key 21st century skill across all

educational levels.

CEII set up platforms for university students to launch socially responsible projects to address social and environmental issues. Incubated for 1-year, these projects were successful in bringing system-changing solutions to address issues such as domestic violence, violence against women, waste management etc. CEII brought together parents, influencers and students through a project called "Mind the Gap" with the objective of bridging gaps between young adults.

CEII carried out surveys to identify mental health issues among young adults and address them through dialogue and consultation in partnership with the counseling department. It has facilitated training sessions with new Brac University faculty. CEII also facilitates external training programmes on social emotional intelligence, including a two-day workshop for BRAC's communication department.

CEII launched a flagship programme under the banner of "School Outreach Programme" in partnership with BRAC community schools. The objective of this programme is to emulate its Empathy Lab initiative across all school levels. This initiative was featured in top 75 worldwide initiatives by Universities, and the only one from South Asia, by Ashoka's Millions of Changemakers campaign in 2020. CEII was on track to reach 100,000 students and 100 schools by June 2021, but due to the pandemic and funding limitations, however, inhibited the achievement of this goal; nevertheless by the end of 2019, 10 schools have been piloted through the initiative.

CEII is developing a credit course on 'Social Emotional Intelligence' targeted for first year university students. This is an experiential learning course designed to nurture key skills and behaviors among young individuals to face personal, professional and development challenges in the current environment. The course is inspired by the recognition of social emotional intelligence as a topic of interest by the United Nations. CEII has engaged UNESCO and are developing this course with several partners.

Centre for Entrepreneurship Development

centre for entrepreneurship development

Bangladesh iDEA Project

The Centre for Entrepreneurship Development (CED) is part of the largest national entrepreneurship development platform in Bangladesh, aiming to create an inclusive entrepreneurial ecosystem across the nation. CED signed a Memorandum of Understanding with the Government's ICT iDEA Project.

Women Entrepreneurship for Promoting Peace and Social Cohesion

The training program, funded by UNWomen, was organized by the BRAC Centre for Peace and Justice and facilitated by CED. The program helped to enhance female students to design a social business model for promoting peace, social cohesion and Covid-19 resilience. The training module presented a framework of characteristics and competencies of entrepreneurship in Bangladesh, designed to support aspiring female entrepreneurs to start and manage their entrepreneurial journey. 250 women attended the program.

Business Plan Competition (Round 5)

CED has been organizing the Business Plan Competition (BPC) since 2015. The 2020 competition attracted a record of over 120 aspiring entrepreneurs from Brac University. BPC includes an intensive training named "Triumph" to help participants refine their business ideas, business models, value propositions, and pitches. The teams "Bonton", "Unpossible book", "Pothorekha" and "Innovation Hub" were announced as the winners. These winners have qualified for enrolment to the Brac University Business Incubation Centre; they will receive business incubation services and interest-free seed loans (up to BDT 5 Lac each).

Mapped in Bangladesh (MiB) Webinars

CED, as a part of its MiB project, organized webinars with various national and International actors. The webinars addressed topics related to the RMG industry as a part of CED's outreach activities.

The Webinars were:

- National Budget '20-21 during Covid-19 and the RMG Sector
- State of the RMG Industry during the Pandemic: Is it on the Way to Recovery?
- Impacts of Coronavirus on Non-Member RMG Factories in Bangladesh
- Covid-19 Experience: Worker's Perspective
- MiB-CPD Webinar on Vulnerability, Resilience and Recovery in the RMG Sector

Centre for Inclusive Architecture and Urbanism

The Centre for Inclusive Architecture and Urbanism (CI+AU) has completed the design of eight BRAC Regional Offices across Bangladesh on behalf of BRAC Construction. Brac University also commissioned Ci+AU to design the interior of several buildings, located at the Residential Semester Campus in Savar on the outskirts of Dhaka.

In 2017, BRAC approached Ci+AU to reimagine the next generation of its regional offices in rural and peri-urban regions across Bangladesh. The BRAC commission offered us a unique opportunity to not only to imagine a sustainable office typology for our own times, but also examine the crucial intersection between social justice and architecture.

Ci+AU undertook a research project to study toilet hygiene among rural adolescent school girls. As part of this research the Center completed the construction of a toilet in Jhalakathi, Barishal (Southern Part of Bangladesh). Ci+AU also designed a low-cost children's school for Rohingya children in Cox's Bazar. The BRAC Education Program (BEP) undertook a humanitarian project to bring primary education to Rohingya refugee children in Cox's Bazar. BEP approached Ci+AU to design a temporary school building with minimal budget.

In 2019, Grameen Kalyan, a sister concern of Grameen Bank, approached Ci+AU to design its regional primary healthcare centers across Bangladesh. Grameen Kalyan's primary goal was to create a compact, functional, and aesthetically pleasing structure that would serve the primary health needs of the rural populace. Grameen Kalyan plans to build 300 primary health care centers and they are designing a prototype at Atharobari, Mymensingh.

In 2018, Aarong celebrated its 40th anniversary with an outdoor exhibition of products. Ci+AU was given the commission to create an exhibition master plan in Dhaka and design individual pavilions for iconic products, from Jamdani and silk fabric to jewelry and leather merchandise. Ci+AU also completed the design of Aarong Earth, a prototype display center for Aarong's herbal products to be used at all Aarong outlets.

Centre for Peace and Justice

Refugee Studies Unit

The Centre for Peace and Justice launched the Refugees Studies Unit at Cox's Bazar, in the presence of the UK High Commissioner, HE Robert Chatterton Dickson, Ms Laetitia van den Assum, former member of the Advisory Commission on Rakhine State chaired by Kofi Annan, and the Vice-Chancellor, Professor Vincent Chang. The unit aims to support empirically-informed responses by policymakers, donors and the humanitarian community to meet the needs of conflict affected populations and refugees.

CPJ has built a strong trust network among the host community and Rohingya refugees, particularly young people, by engaging them in research, training, and community outreach projects. This interactive methodology has enables participants to navigate the emerging concerns and needs of their own communities. CPJ has adopts an experiential learning approach to build the capacity of young people and civil society members in the camps to help bridge the gap between community members and humanitarian actors in Cox's Bazar. Notable initiatives to date include:

1. *Bridging Community and Humanitarian Responses to Covid-19 in Rohingya Camps*. Community feedback and research project funded by FCDO, 2020-2021.
2. *Bridging Communities in Cox's Bazar: Mitigating Risks and Promoting Gender, Governance and Localisation of Humanitarian Responses in Covid-19 Era*. Training and research project funded by IDRC, 2020 – 2023
3. *Rohingya Civil Society, Governance and Security Dynamics: A Changing Landscape of Cox's Bazar in 2020*. Research and analysis project funded by FCDO, 2020
4. *Navigating the Margins: Family, Mobility and Livelihoods Amongst Rohingya in Bangladesh*. A large-scale research initiative in partnership with The Asia Foundation under the X-Border Local Research Network funded by FCDO London, 2019 – 2021
5. *Formulation of Localisation Roadmap for Humanitarian Response in Cox's Bazar*. Policy research and strategy project funded by UNDP to support the national Localisation Task Force, 2019-2020.

Peace Cafés

Since 2018, CPJ has partnered with UN Women to implement the programme "Empowering Young Women for Promoting Peaceful, Cohesive and Prosperous Bangladesh." The project has engaged over 400 students across four universities in multiple regions of Bangladesh. In 2020, the project focused on civic engagement of women both in-person and online, promoting peace, social cohesion and Covid-19 resilience. The ripple effect of this capacity-building project has been seen across seventeen districts. Participating students and faculty have disseminated knowledge to their communities through a myriad of projects, engaging over 10,000 stakeholders. This is evidence of the impact CPJ has had within a section of the community that has often been disenfranchised.

Research conducted by CPJ was published by the UN Women Regional Office highlighting the significance of gender equality and equal opportunities for women and men as the single most critical element for social cohesion in Bangladesh. CPJ recommended that policymakers provide pathways for young people's engagement in public life, particularly strengthening the participation of young women to increase social cohesion, reduce conflict, and build sustainable peace.

Professional Development Centre

The Professional Development Centre (PDC) is an innovation of BRAC University dedicated to promoting excellence in education. The PDC strives to build a creative environment of pedagogical development and research that fosters innovation across the university. The focus of the centre is to keep the campus community updated with pedagogical developments, coordinate academic resources, support professional development and to contribute to successful student learning.

PDC mainly operates with two programs

- "PSEL in Higher Education" - PSEL: Pedagogical Strategies for Enhancing learning
- New faculty orientation

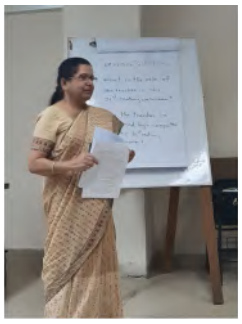
Merging with BRAC Institute of Educational Development

In January, 2019 PDC came under BRAC Institute of Educational Development and since then the programs have change significantly. The premise of the changes was to make the programs more interactive and to create a duplex and more convenient capacity development platform and PDC made the full use of the plethora of expertise provided by BRAC Institute of Educational Development to achieve the goal.

Milestones

Theories and Practices of Learning and Teaching (TPLT) TO "PSEL in Higher Education" (PSEL - Pedagogical Strategies for Enhancing Learning)

There was a milestone change in a key program of PDC, known as TPLT. The TPLT was a 13 week program for the faculty members. TPLT was transformed into "PSEL in Higher Education" (PSEL - Pedagogical Strategies for enhancing learning). Responding to the pandemic, the program was delivered online on the newly integrated Learning Management System, which made the contents accessible to students from any location.



Dr. Monica Gomes facilitating PSEL sessions

Participants doing individual tasks

PDC faculty orientation

PDC conducts orientation for new faculty members where they are introduced to best practices in learning and teaching.

The faculty are also introduced to the counselling unit and other resources to support the mental health of students and staff. Furthermore they are introduced to the department of HR and finally with the residential semester. The purpose is to give them insights and resources the processes that students go through.

Group work

Presentation and Feedback

A New Campus, a new dream

As one goes about a kilometer north from Bangladesh Television in Rampura, on the left rising rapidly is Brac University's new campus building. Scheduled for completion in late 2022, this will be the single largest university building in the country. With an area of 1.7 million square feet this building has 3 levels below ground and 13 above. The campus is designed to enhance the student experience in learning. Almost 50% of the area is left free for circulation and for students to gather and mix. While classroom teaching is important, the building recognizes the importance of exchanges between teachers and students and students themselves outside the classroom as significant for a well-rounded and complete education.

There is shortage of space in Dhaka. Open spaces in an ideal campus setting, with playing fields, gardens, open spaces for just wandering around are now vertically arranged in the building which stands on an area of about 6 acres. The student forum on the 6th level is the transition between the auditorium, multipurpose space and administrative spaces below and the teaching spaces above. The 6th level contains the cafeteria, student clubs and lounges, while the levels above are the classrooms, laboratories, studios and lecture galleries. The roof of about 100,000 square feet is a large grass field with a cricket pitch and swimming pool.

What could not be given on the ground, is compensated with this vast open space.

Students arriving at the ground level can go up directly to the student forum on the 6th level, via escalators instead of confined elevators. There is no waiting time and students can enjoy the spaces around them on their upward journey. Once there, they can navigate between

classrooms, galleries, laboratories and studios through large (or smaller) stairs and elevators. The emphasis is on the dynamics of movement through open spaces with trees, gallery-like stairs where students may also sit and chat, all the while enjoying the natural breezes that flow through them.

Sir Fazle Hasan Abed, the founder of the university, handpicked WOHA, amongst others as the architects of this building. WOHA is an award winning Singapore based practice, which specializes in green buildings in tropical settings. The building is also a state of the art example of environmental design. Transsolar, a German environmental design consulting firm teamed up with WOHA to design an air conditioning system, that covers only about half of the square footage, using a method called "adaptive comfort" where temperature settings can be notched up a few degrees above what is the norm, and comfort is achieved through adjusted air flow through the use of giant fans, saving a considerable amount of energy. Above the roof and at a distance from it are an array for photovoltaic panels, that almost covers the building footprint area and will provide one sixth of the energy requirement of the campus with clean and renewable energy. There are natural water bodies or bio ponds at ground level that harbor natural flora and fauna. The building is also a marvel in structural engineering, a diaphragm wall is used in the foundation, the first ever in Bangladesh. The 30 feet by 30 feet structural grid on the floors above is transferred to a 60 feet by 30 feet grid at ground level, where there is a state-of-the-art auditorium, along with a large multipurpose space.

Sir Fazle Hasan Abed wanted a campus that the students could be proud of and would also shape their character. With so many novel features, the building itself is something to learn from. The campus has a generous distribution of open spaces and the ability to be close to nature, even while negotiating the multiple levels. The openness of the building and honesty of its expression is a contribution to the shaping of the minds of an enlightened future generation.

Sky is not the limit

Over 13500 alumni have graduated since the foundation of Brac University. They are working across Bangladesh and all over the world. Many are living up to some of Sir Fazle Hasan Abed's aspiration, that they would benefit themselves from Brac University education while making a thoughtful, creative, sustained contribution to society.

Our alumni hold reputed positions in leading local and multinational companies, operating in diverse industries ranging from automotive, finance, FMCG, pharmacy, technology, and more, directly contributing to the economic development of the nation.

Many others are working in government, NGOs, not-for-profit and social entrepreneurship enterprises.

We celebrate many talented graduates who benefited from scholarships and financial aid at Brac University and are now dedicating their careers to the service of others as well as their own fulfilment - one of the notable ways that Brac University and its members have an incalculably valuable impact on society.

Our students designed and built 43 houses in Satkhira as Disaster Resilient Habitat for the families affected in the flood-prone area

Afsana Akhter, a BRAC Primary school student, came to study at BRAC University with full financial aid, learned Chinese at the BRAC Institute of Languages and got a scholarship to study medicine in China, which enabled her to fulfil her lifelong dream of becoming a doctor. Dr. Afsana is now a gynaecologist practicing in Jessore, Bangladesh.

Few of the many companies and organizations where Brac University alumni have made a mark

Audited Financial Statements

For the year ended 30 June, 2020

ACNABIN
Chartered Accountants

Brac University
Balance Sheet
As at 30 June 2020
Prepared using the Reporting Form-PUFR-III. A (a) prescribed by University Grants Commission (UGC) of Bangladesh

Particulars	Amount in Taka	
	30 June 2020	30 June 2019
ASSETS:		
Non-Current Assets	**13,260,289,176**	**7,727,118,745**
Property, Plant and Equipment	10,072,517,040	4,642,043,565
Donated Assets	3,007,547,136	2,990,075,180
Investment	180,225,000	95,000,000
Net Current Assets	**265,615,697**	**806,188,776**
Current Assets	3,142,163,959	2,755,059,854
Current Liabilities	2,876,548,262	1,948,871,077
FUND EMPLOYED (Non-Current Assets plus Net Current Assets)	**13,525,904,873**	**8,533,307,522**
FINANCED BY:		
Funds	**7,336,592,310**	**6,890,318,870**
Reserve Fund	50,000,000	50,000,000
General Fund	31,102,121	50,466,242
Special Fund	6,422,183,832	6,047,336,307
Excess of Income over Expenditure (Retained Earnings)	123,086,591	94,565,089
Accumulated Depreciation Fund	710,219,766	647,951,232
Liabilities	**6,189,312,563**	**1,642,988,652**
Long Term Liabilities	6,189,312,563	1,642,988,652
FINANCED BY (Funds plus Liabilities)	**13,525,904,873**	**8,533,307,522**

These Accounts should be read in conjunction with the annexed notes and schedule.

Chief Financial Officer

Vice-Chancellor

Chairperson of Board of Trustees

Date of Issue: 28 JAN 2021
Place of Issue: Dhaka, Bangladesh

ACNABIN
Chartered Accountants

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NETWORK MEMBER

ACNABIN
Chartered Accountants

Brac University
Income & Expenditure Statement
For the year ended 30 June 2020
Prepared using the reporting form PUFR-III. A (b) Prescribed University Grants Commission of Bangladesh

Particulars	Amount in Taka	
	Jul'19-Jun'20	Jul'18-Jun'19
A. Income - Academic	**2,049,910,720**	**2,102,182,967**
Academic Income	2,033,373,954	2,084,052,124
Admission Income (Sale of forms)	16,536,765	18,130,843
B. Expenditure -Academic	**2,115,187,002**	**1,752,786,370**
Academic Expenses	1,535,964,089	1,349,331,169
Admission Expenses	18,866,699	27,899,228
Academic Research Expenses	552,363,169	370,971,839
Publications Expenses	7,993,045	4,584,134
C. Excess of Income over Expenses–Academic (A-B)	**(65,276,282)**	**349,396,597**
D. Income -Non Academic	**875,496,307**	**688,792,649**
Non-Academic Income	875,496,307	688,792,649
E. Expenditure –Non Academic	**654,959,760**	**564,650,617**
Non Academic Expenses	654,959,760	564,650,617
F. Income over Expenditure-Non Academic (D-E)	**220,536,547**	**124,142,032**
G. Operating Income over Expenses (C+F)	**155,260,264**	**473,538,629**
H. Financial Income over expenses	**180,286,831**	**118,059,376**
Interest Income/Profit from Investment	181,385,741	119,266,603
Less: Financial Expenses	1,098,909	1,207,226
I. Net Excess of Income over Expenses Before Tax(G+H)	**335,547,096**	**591,598,005**
J. Income Tax (with adjustment)	**50,332,064**	**88,739,701**
K. Net Excess of Income over Expenses After Tax (I-J)	**285,215,031**	**502,858,305**

These Accounts should be read in conjunction with the annexed notes and schedule.

Chief Financial Officer

Vice-Chancellor

Jamara Abed
Chairperson of Board of Trustees

Date of Issue: 28 JAN 2021
Place of Issue: Dhaka, Bangladesh

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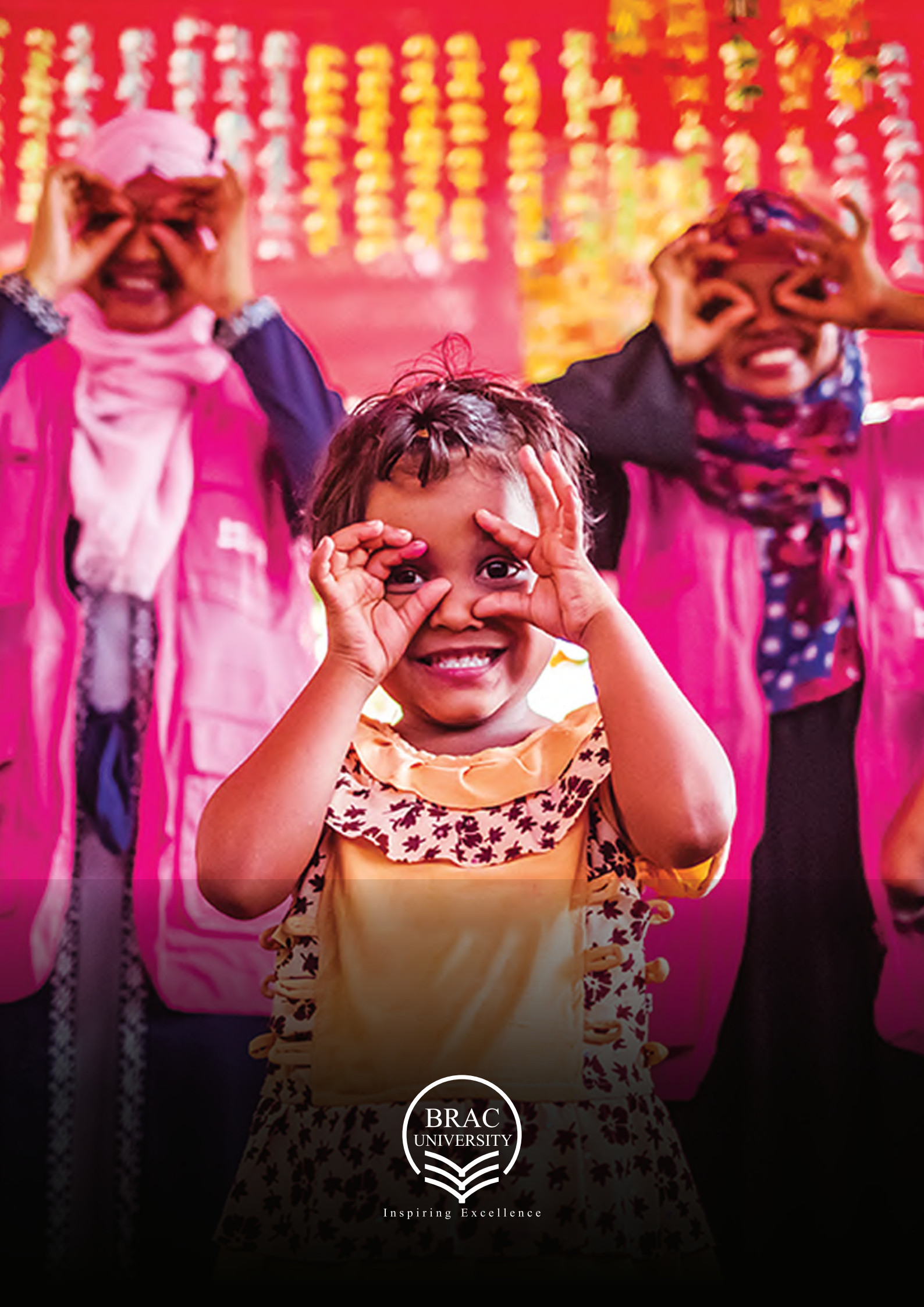
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