Project Completion Reports 2024-2025 (3rd Batch)

(1st January, 2024 to 31st December, 2025)

RSUF Skill Training (RST) Project

Paturia, Khalukhali, Rajbari, Bangladesh.



1. Basic Information:

1.1. **Name of organization**	: **Rahmatunnessa Shikkha Unnayan Foundation (RSUF)**
1.2. **Project title**	: RSUF Skill Training (RST) Project
1.3. **Batch no.**	: 3rd batch
1.4. **Project period**	: 01st January 2024 to 31st December 2025
1.5. **Reporting period**	*: **1st January 2024 to 31st December 2025***

Project Area:

RSUF Skill Training (RST) Project has been implemented at Kalukhali, Upazilla under Rajbari district, Bangladesh.

Introduction

The primary goal of this project is to enhance electrical skills among youth and create employment opportunities in rural areas by utilizing green energy solutions, specifically solar power. Below is a concise overview of the project's concept:

- **Selection Criteria**: Trainees will be selected based on the criteria outlined in the methodology section.
- **Training Program**: A comprehensive electrical training course will be conducted for 30 trainees over a period of 24 months.
- **Curriculum & Instructors**: Expert trainers will provide instruction on fundamental topics, equipping trainees with essential skills. Five expert teachers will be appointed to deliver the training, with a division of responsibilities between theoretical and practical instruction.
- **Service Provision**: Trainees will gain the capability to deliver basic electrical services effectively. The program will focus on enabling trainees to work with Electrical Installation & Maintenance, Computer & solar electrical systems in rural, commercial, and industrial settings.
- **Certification**: Each trainee will receive a certificate upon successful completion of the course.
- **Employment Opportunities**: Successful completion of the training course will open employment opportunities for all participants.

Implementation of the Project:

This report has been produced for the third batch of RST project students. The project is being executed according to the detailed plan and under the direct technical guidance of Mr. Jacob Schaub, Founder and Chairman of Shanti Switzerland. The training curriculum was developed collaboratively with the Chief Instructor, Assistant Instructor, and other key project personnel. The main goal of the project is to enhance '**Self-employment opportunities among targeted youth and promote rural economic development**'. The project plan is being meticulously followed, with target activities and progress being monitored on a monthly basis. This report covers the project activities for the 2024-2025 for the third batch of students. Below are the achievements of the project implementation activities during the reporting period:

Objectives of the Project:

1. **Professional Electrical Services:** Improve the quality and availability of professional electrical services in the area.
2. **Skill and Knowledge Improvement:** Elevate the electrical skills and knowledge among the youth.
3. **Electricity Awareness:** Increase awareness about the efficient and safe use of electricity.
4. **Adoption of Modern Appliances:** Promote the use of modern electrical appliances.
5. **Solar Power Awareness:** Raise awareness about the benefits and uses of solar power.
6. **Computer Education:** Enhance computer literacy and skills among trainees.
7. **Soft Skills Development:** Provide training in soft skills such as gardening, cultural programs, sports, meditation, cleanliness, event management, motivational skills, and professional behavior to help trainees become self-motivated and well-rounded individuals in daily life.

By achieving these objectives, the project aims to create a skilled workforce, promote sustainable practices, and foster a supportive environment for rural economic development.

Outputs and performance according to the yearly plan of operation

To accomplish the aforesaid results or outcomes of the project, the following activities were carried out during the reporting period.

SL	Particulars	Target	Achievement	Budget	Remarks
1.01	Furniture (Chair and Table for students, volunteer and office room)	As per need	As per need	**91%**	
1.02	Repairing (Building, Biogas and campus other repairing)	As per need	As per need	**90%**	
1.03	Health security fund (Students and staff)	As per need	As per need	**105%**	
1.04	Plantation (Green campus)	As per need	As per need	**107%**	
1.05	Color Printer (For education materials printing)	01 Time	01 Time	**90%**	
1.06	Practical wall construction	01 Time	N/A	**94%**	
1.07	Wall construction of charging station	01 Time	01 Time	**92%**	
1.08	Low energy consuming fan assembling	01 Time	N/A	**59%**	
1.09	Straw Card for Fund Raising (1200 pics)	01 Time	01 Time	**85%**	
1.10	School renovation	05 School	05 School	**95%**	
3.01	Students' Food and Nutrition	Need based	As per need	**81%**	
3.02	Entrepreneurship Training for the Students	01 Time	01 Time	**84%**	
3.03	Campaign on safe use of electricity	01 Time	01 Time	**77%**	
3.04	Kitchen materials	Need based	As per need	**92%**	
3.05	Learning materials	As per need	As per need	**94%**	
3.06	Electrical Instrument for Training (Old air cooler, refrigerator, motor, etc.)	As per need	As per need	**97%**	
3.07	Electrical instrument for training (Shipment and custom cost.)	01 Time	01 Time	**401%**	The cost was more than the estimated in this regard remaining budget from different head has adjusted with this cost.
3.08	PBS Training Cost	01 Time	01 Time	**84%**	
3.09	Industrial attachment	01 Time	01 Time	**83%**	
3.10	Tool box for each student	01 Time	01 Time	**66%**	We have purchase reasonable prices tools for tool boxes
3.11	Teachers Training (Different training as need)	As per need	As per need	**88%**	
3.12	Advertisement and Students Selection	As per need	As per need	**48%**	There was an excess allocation for 2024 but in 2024 it was not actually required for advertisement.

3.13	Exchange program (Study tour)	02 Time	01 Time	**32%**	The planned study tour was cancelled due to political instability.
3.14	Repairing and maintenance (Computer, electrical materials and equipment service)	As per need	As per need	**95%**	
3.15	Students dress	For 30 Students	For 30 Students	**73%**	
3.16	Learner Exam fee	03 Time	-	**27%**	Due to government issues NTVQF has hand over the course- (BTEB to NSDA). For this reason exam has not been held in time.
3.17	Promotional activities	As per need	As per need	**97%**	
3.18	Scholarship Cost	01 Time	01 Time	**100%**	
4	Project running costs	As per need	As per need	**98%**	
5	Unforeseen	As per need	As per need	**91%**	

Other's Target & Achievement

SL	Particulars	Target	Achievement	Progress	Remarks
1	Advertisement and Students Selection-	01 Time	01 Time	**100%**	Total of 30 students selected for the course
2	Arrange inaugural ceremony with the guardians & students	01 Time	01 Time	**100%**	Done in Jan-2024
3	Orientation Class	05 Days	05 Days	**100%**	Complete: 15 Jan to 20 Jan
4	1st Semester Introduction Class	05 Days	05 Days	**100%**	Complete: 20 Jan to 25 Jan
5	Educational Materials Distribution & Course Plan for 3rd Batch, Class Routine, Semester Overview.	02 Time	02 Time	**100%**	Done in time
6	Conduct theoretical and practical training sessions for 24 months course. There will be 540 working days according to 6 working days weekly. There will be classes for 8 working hours per day.	2024-2025 Working Day 540	260+230=490 working days	**91%**	Student selection Process delay, EID holyday (4 times) & Durga Puja Holyday (2 times) extended, 2 Govt. Election happed in this time, unrest situation over the country, Health & safety class, Firefighting training & campus maintenance work, Students are given the opportunity for industrial attachment one month prior to the scheduled time.
7	Tool Box & Certificate Distribution Program for 3rd Batch	01	01	**100%**	Tool box purchase had done, but due early job placement it was not possible to do it in time by February-March-2026 it will plan to arrange.
8	Computer short course (3rd batch) for non-residence students.	-	-	**-**	Outer Students don't want to attend regular classes but they want to enroll and earn a certificate without attending classes. So we are not agreeing with this condition. That is not our goal, to provide certificate without class. But the course can be started if the batch is filled properly and regular attention is given to the class.
9	NTVQF Exam	03	00	**0%**	NTVQF has hand over the course BTEB to NSDA. Our preparation is ongoing.
10	1st Semester Final Theory & Practical Examination.	01	01	**100%**	Due to transfer issue of Chief Instructor, the exam has been delayed and rescheduled at July-2024 (7th July 2024 to 18th July 2024).
11	2nd Semester Final Theory & Practical Examination.	01	01	**100%**	Done (21st Dec/24 to 31st Dec/24).
12	3rd Semester Final Theory & Practical Examination.	01	01	**100%**	Done (7th July/25 to 17th July/25).
13	4th Semester Final Theory & Practical Examination.	01	01	**100%**	Done (23th Oct/25 to 30th Oct/25).
14	Job placement of Students	27	27	**100%**	Done in Nov-Dec-2025
15	Reporting	Monthly- 12, Half yearly-1, Yearly-1 Project Completion-1	Monthly- 12, Half yearly-1, Yearly- 1 Project Completion-1	**100%**	Done

Students Collection: A targeted recruitment effort identified underprivileged youths with potential for success despite economic challenges. Candidates were selected based on talent and need, focusing on local observation and engagement. Participants received comprehensive training and motivational support to foster personal development and career aspirations. Early results show increased confidence and aspirations for higher education and skilled professions. This initiative demonstrates the transformative impact of targeted support in empowering underprivileged youths towards a brighter future.



Workshop on Curriculum: RSTI & DESI teacher's team has worked together to make necessary corrections of existing curriculum as per requirement of NTVQF/NSDA. The said workshop was taken place in Paturia, RSTI campus from 13th January 2024 to 18th January 2024 and shared a proposed curriculum with Jakob Schaub which is followed for ongoing students teaching.

Welcome Ceremony & Introduction: The ceremony concluded with a pledge to support each student's journey, ensuring they feel empowered and valued from day one. This event not only marked the beginning of their educational journey but also laid the foundation for a vibrant and inclusive learning environment.



3rd Batch Final Student's Information

SL.	St. ID.	Name of the student	Gender	Father's name	Father's Profession	Date of Birth	Study background	Remarks
1	1	Md. Tahasin Mahmud	Male	Md. Moslem Uddin	Farmer	13-Aug-05	SSC	Admitted in January 2024.
2	2	Nirab Kumar Biswas	Male	Lakshm Kanta	Farmer	6-Mar-07	SSC	Admitted in January 2024.
3	3	Shadhin Sheakh	Male	Janab Ali	Farmer	26-Apr-03	HSC	Admitted in January 2024.
4	4	Suvro Shikder	Male	Shamproshad Sikder	Small Business	18-Jul-07	SSC	Admitted in September 2024.
5	6	Sobuj Chandra Roy	Male	Sattendra Nath Roy	Farmer	18-Aug-06	SSC	Admitted in February 2024.
6	7	Rony Ram Devsharma	Male	Sharat Chandra Devsharma	Farmer	20-Jun-04	SSC	Admitted in November 2024.
7	8	Md. Mafujur Rahman	Male	Md. Khairul Islam	Farmer	25-Jul-07	SSC	Admitted in January 2024.
8	9	Jannatul Sheikh	Male	Md. Shihab Sheikh	Farmer	1-Feb-07	SSC	Admitted in July 2024.
9	10	Md. Tamim Iqbal	Male	Md. Sajahan Mollah	Farmer	1-Jan-05	HSC	Admitted in January 2024.
10	12	Monir Hossen	Male	Abu Musa	Job Holder	1/1/2008	SSC	Admitted in July 2024.
11	13	MD. Alameen Kazi Sipon	Male	Ripon Kazi	Job Holder	2-Jan-06	SSC	Admitted in January 2024.
12	14	Md. Reazul Islam	Male	Md. Sirajul Hauqe	Teacher	10-Jan-08	SSC	Admitted in March 2024.
13	15	MD. Mamun Molla	Male	MD. Monirul Islam	Farmer	11-Sep-02	SSC	Admitted in January 2024.
14	16	Apu Babu Roy	Male	Benoy Chandra Roy	Farmer	10-Oct-05	SSC	Admitted in January 2024.
15	17	Chayon Chandra Roy	Male	Dinesh Chandra Roy	Farmer	2-Dec-03	HSC	Admitted in January 2024.
16	19	Tagar Chandro Roy	Male	Sasi Roy	Farmer	8-May-03	SSC	Admitted in January 2024.
17	20	Prodip Dev Sharma	Male	Shanti Chandra Dev Sharma	Farmer	5-Mar-06	SSC	Admitted in January 2024.
18	21	Shanto Chandra Roy	Male	Chiru Chandra Roy	Farmer	11-Jul-05	SSC	Admitted in January 2024.
19	22	Tushar Chandra Dev Sharma	Male	Provat Chandra Dev Sharma	Truck Driver	21-Oct-04	SSC	Admitted in January 2024.
20	23	Mollik Chandra Roy	Male	Madhab Roy	Farmer	5-Jan-06	SSC	Admitted in January 2024.
21	24	Dipongkar Chandra Dev Sharma	Male	Prantosh Chandra Dev Sharma	Farmer	28-Feb-04	SSC	Admitted in January 2024.
22	25	Avijit Chandra Dev Sharma	Male	Shuvo Rajan Dev Sharma	Farmer	1-Jan-07	SSC	Admitted in January 2024.
23	27	Farzana Akter Ritu	Female	Ripon Kazi	Job Holder	18-Nov-08	SSC	Admitted in October 2024.
24	28	Mim Khatun	Female	Md. Hasan Ali	Farmer	5-May-02	SSC	Admitted in June 2024.
25	29	Protiva Biswas	Female	Sujit Biswas	Farmer	17-Jun-08	SSC	Admitted in January 2024.
26	30	Tania Khatun	Female	Md. Tariqul Islam	Farmer	3-Dec-99	HSC	Admitted in March 2024.
27	5	Md.Emran Sheikh	Male	Md. Helal Shekh	Farmer	29-Jan-06	SSC	He was granted admission in April 2025. His prior professional experience as an electrician provided a strong foundational skill for that he was considered to get admitted upon the vacant seat.

Note:

- 10 girls were admitted, 6 girls dropped out of the last batch, and 4 completed the course.
- 33 boys got admitted and 10 dropped out of the last batch, and 23 completed the course.

Theoretical and Practical Training session

During the reporting time student have learned about the following:

Captain Selection:



Students Captain Selection Election

The newly elected class captain was announced, marking a significant moment of trust and commitment from the students. This process promoted democratic values and encouraged active participation in shaping the educational experience, teaching students about leadership.

Introduction about Tools: Introducing tools to students is a pivotal aspect of their educational journey, aimed at equipping them with practical skills and knowledge. The process begins with a comprehensive overview of each tool's purpose, functionality, and proper usage. Hands-on demonstrations and guided tutorials allow students to familiarize themselves with the tools in a supportive environment. Interactive sessions encourage questions and exploration, ensuring a deep understanding of how each tool can be effectively applied to their studies and future endeavors. Through this introduction, students not only gain technical proficiency but also develop critical thinking and problem-solving abilities essential for their academic and professional growth. This approach fosters a proactive learning environment where students feel empowered to utilize tools confidently and innovatively.



Introduction about Tools

Basic Electricity: The Basic Electricity course provides a thorough understanding of electrical systems, beginning with an introduction to both direct current (DC) and alternating current (AC). Emphasis is placed on safety practices and the practical application of tools like oscilloscopes for analyzing electrical characteristics. Students learn about fundamental components such as resistors, inductors, and capacitors, and how these elements function within circuits. They gain practical experience in calculating and applying concepts such as current flow, voltage differences, resistance calculations, and Ohm's law.



Theoretical Class

Practical applications are central to the course. Students explore various circuit configurations including series, parallel, and mixed circuits and master calculations for series-parallel combinations. They also study different battery types, such as Lead-Acid, understanding their construction, operational principles, and how to connect them effectively in series and parallel setups.

Additionally, the course covers magnetism and electromagnetism, emphasizing their principles and practical applications in electrical systems. Students become proficient in using electrical measuring instruments like ammeters, voltmeters, and multi-meters, enhancing their ability to diagnose and troubleshoot electrical issues effectively.

Hands-on experience in maintaining solar power and bio-gas systems further enriches their understanding of sustainable energy practices and electrical system maintenance.

House Wiring: Part-1: The House classes provide students with a thorough understanding of residential electrical installations. It begins with channel/casing wiring techniques, covering essential tools, materials, and safety protocols. Students learn about electrical symbols, various wire types, and cable specifications, as well as practical testing methods for insulation, continuity, polarity, and earth continuity.

Practical applications include installing different house wiring circuits, setting up fluorescent lamps, and connecting energy meters for both single-phase and three-phase systems. Safety is paramount throughout, with a focus on accident prevention, first aid procedures, and equipment maintenance. Students have learned different use of safety instrument, detailed discussion of different types of House wiring as like Surface &

Channel wiring in RST campus. In this duration students have visited nearly Mosque at construction period to conduit wiring. Students are equipped with the knowledge and skills needed to perform safe and effective residential electrical installations and maintenance.

Part-2: Conduit wiring, estimating and costing, installing underground cables, and electrical components are all covered in this course. Students learn about protective and controlling devices, service entry configuration, electric meter grounding, and energy meter reading. Additionally, remote control switches, WiFi smart switches, and smart MCBs for home automation are introduced in the course. The Bangladesh Electric Act, power authority rules, and different lighting systems, such as gas discharge lights and lighting schemes, are also included. Students who complete this class will have the fundamental skills necessary for safe and effective electrical wiring.






House Wiring Practical Class

Electrical Engineering Drawing: Part-1: In Electrical Engineering Drawing, students learn the fundamentals of creating precise electrical drawings. They study tools, symbols, and standards essential for accurately representing electrical components and circuits. The course emphasizes hands-on practice to develop skills in interpreting and creating drawings used in electrical engineering applications.
Part-2: Advanced electrical layouts and diagrams are the main topic of this course. The creation and interpretation of single-line diagrams, schematic diagrams, and layout diagrams for buildings and substations are among the skills that students acquire. Their capacity to effectively design and analyze electrical systems is improved by this instruction, guaranteeing precision in real-world applications.

Electrical Appliance-1:
The principles, parts, and troubleshooting of numerous household electrical devices are covered in this course. Electric irons, rice cookers, induction ovens, water heaters, boilers, room heaters, microwave ovens, ceiling fans, table fans, pedestal fans, and rice cookers are among the items that students study. Electric blowers, vacuum cleaners, toasters, hair dryers, electric blenders, drill machines, and angle grinders are also included in the course. One of the main goals is to diagnose electrical appliance problems by identifying potential causes and selecting the most likely solutions. Students gain the skills necessary for maintaining and repairing appliances.




Electrical Engineering-1:

Basic electrical fundamentals, such as the properties of conductors and non-conductors and temperature coefficients, are covered in the Electrical Engineering-1 course. Students gain knowledge of how timers, relays, and magnetic contactors operate.

The course covers the basics of AC circuits, including alternating quantities, RMS values, and AC series circuits with resistance, inductance, and capacitance, as well as lightning protection and safety precautions for people, objects, and structures.



Electrical Engineering Class

Students also learn about power and power factor in AC circuits and get practical experience with electrical measurement devices like frequency meters, power logic meters, and power factor meters.

Social Education:

Part-1: In a life skills course, students learn essential competencies for personal and professional growth. They are learning about master goal setting, communication, time management, and problem-solving skills. Logical thinking and decision-making abilities are honed, alongside perseverance and initiative in the workplace. They also gain awareness about the impact of drug addiction, equipping them to navigate challenges effectively and succeed in various aspects of life.

Part-2: Essential workplace skills and responsibilities are the main subject of the Social Education-2 course. Students gain knowledge of worker responsibilities, employment sectors, and waste management. Gender awareness, job search tactics, including interview techniques, and social diversity in the workplace are also included in the course. In order to guarantee a secure and welcoming workplace, students are also taught to recognize and report dangerous situations.

Physics:

Students learn scientific inquiry steps, units of measurement (SI system), scientific notation, dimensions, and measurement tools (meter scale, Vernier calipers, etc.). They explore motion (scalars, vectors, and velocity), Newton's laws (inertia, force, and momentum), friction, and gravitational concepts (Newton's law of gravity, acceleration due to gravity). Through the exams, students gain skills in measurement, understanding, and problem-solving in physics.

Mathematic:

In this season, students learn basic mathematical skills including calculating decimals, solving fractions, percentages, ratio, and proportion problems. They also gain proficiency in unit conversion between Metric and British systems. Preparing them for basic mathematical studies and practical problem-solving in various disciplines.

Electrical Appliances – 2:

During the third semester, students explored both theoretical and practical aspects of widely used home and commercial electrical appliances. The course began with in-depth studies of air conditioners, refrigerators, and dehumidifiers, covering internal components such as compressors, condensers, evaporators, and sensors. Students learned to identify faults like gas leaks, cooling failure, and thermostat issues, along with basic troubleshooting and maintenance techniques. They also studied washing machines (semi-automatic and fully automatic), focusing on motor functions, control systems, and drainage mechanisms. Coffee



machines were introduced to explain heating elements, pump operations, and descaling methods for both household and small commercial units.

A major portion of the course was dedicated to understanding key appliance components—motors, capacitors, thermostats, timers, and control panels—and learning common fault detection and repair practices. Emphasis was placed on safety procedures, proper tool use, and testing with multimeters. In the later part of the semester, students were introduced to building transport systems including lifts, elevators, and escalators. They studied their mechanical and electrical systems, key parts such as motors, gears, and sensors, and learned emergency handling and preventive maintenance.
By the end of the semester, students had gained practical skills and theoretical knowledge essential for careers in appliance servicing, facility maintenance, and industrial support.

Electrical Motor and Generator:

In the third semester, students built strong theoretical and practical skills in the operation and maintenance of electrical motors and generators. The course began with DC motor fundamentals, covering commutation, field and armature windings, and various starting methods. Students also studied AC and DC generators, learning their construction, working principles, and real-world applications. Key motor types were explored, including DC generators, universal motors, and single-phase and three-phase induction motors. For each, students examined operational characteristics, efficiency, and use cases. Practical training included essential testing methods: insulation resistance, RPM, magnetic field, open/short circuit, and load testing critical for diagnosing motor health. Students practiced capacitor selection and connection for motors, gaining insight into torque control, phase balancing, and energy efficiency. They also trained in motor starting techniques such as Direct-On-Line (DOL), Star-Delta, Variable Frequency Drives (VFDs), and soft starters. In the final part of the course, students worked with Power Factor Improvement (PFI) systems, learning how to assemble, test, troubleshoot, and repair PFI panels. A key hands-on component was the rewinding of induction motors, including dismantling, coil rewinding, fault diagnosis, and reassembly.



By semester's end, students were well-prepared to install, test, troubleshoot, and maintain a wide range of motors and generators—skills essential for careers in industrial maintenance, electrical workshops, and power systems.

Electrical Engineering-2:

In the third semester, students explored advanced concepts in electrical engineering, focusing on the behavior of alternating current (AC) systems. The course began with AC waveforms—sinusoidal and cosinusoidal and their mathematical representations. Students learned to calculate RMS and peak values and studied effects like the skin effect in high-frequency conductors. Hands-on training included using oscilloscopes and frequency generators to analyze waveforms. The course covered resistance (R), capacitive reactance (Xc), inductive reactance (XL), and how they influence voltage, current, and phase relationships in AC circuits. Students also learned about impedance, admittance, and conductance, applying these to real-world circuit problems. Three-phase AC systems were introduced, covering generation, distribution, and practical applications. Students studied faults like neutral failure and floating neutral, learning how to troubleshoot unbalanced voltage issues. The course also trained students in using electrical measuring instruments such as phase sequence testers, voltmeters, ammeters, and power factor meters. Through





practical exercises, students developed skills in accurate measurement and safe operation. By semester's end, students had gained strong theoretical knowledge and practical experience in AC systems and were prepared for more complex challenges in electrical engineering.

Transformer:

In the third semester, students learn transformers, including types, construction, and working principles. The course began with electromagnetic induction and covered both single-phase and three-phase transformers, focusing on how core and winding designs affect performance. Students studied transformer losses—core (hysteresis, eddy current) and copper losses—and their impact on efficiency. Practical sessions included no-load, full-load, polarity, turns ratio, and insulation resistance testing using a Megger. Cooling methods like air natural, oil natural, and forced-air were discussed, along with voltage regulation and efficiency under various load conditions. Advanced topics included transformer banking, parallel operation, and specialized types like auto-transformers, CTs, PTs, and transformers used in electronics. The course also introduced applications in IPS, UPS, and welding transformers. Hands-on training with electrical testing tools enhanced practical skills and safety awareness. By semester's end, students were well-prepared for roles in power systems, electrical maintenance, and electronics support.

Power Stations:

Our student learn how to generate electrical energy from various sources such as coal, natural gas, nuclear, hydro, wind, and solar. Different types of power plants include thermal, hydroelectric, nuclear, gas turbine, and diesel plants. Turbines, which convert energy into mechanical motion to drive generators, come in steam, gas, hydraulic, and wind varieties. Diesel generators use diesel engines to produce electricity and are often used for backup power, while gas generators run on natural gas and are more efficient and cleaner. Substations transform voltage levels and distribute power; they can be indoor or outdoor, with indoor substations protected from weather and outdoor ones exposed. Substations also vary by use, serving industrial or commercial needs. Line protection devices like Automatic Circuit Reclosers (ACRs) help maintain power reliability by automatically isolating faults and restoring power after temporary disturbances.

Renewable Energy:

Renewable energy, especially solar energy, is gaining importance as a clean and sustainable power source. Solar energy harnesses sunlight using solar panels, which convert light into electricity. This electricity is often stored in batteries, where charging occurs when sunlight is available and discharging provides power when it is not. Proper battery connection and management are crucial for efficient energy storage and use. Solar system design involves calculating energy needs, panel capacity, battery size, and performing tests before and during installation to ensure optimal performance. Besides solar, other renewable sources like wind turbines, water turbines, and bio-gas systems also contribute to clean energy generation. Climate change is caused mainly by increased greenhouse gas emissions from burning fossil fuels, deforestation, and industrial activities. It leads to rising temperatures, sea-level rise, extreme weather events, and biodiversity loss. Renewable energy plays a vital role in mitigating climate change by reducing reliance on fossil fuels and lowering carbon emissions.

In Bangladesh, climate change affects many areas including increased flooding, river erosion, saline intrusion in coastal zones, changes in rainfall patterns, and more frequent cyclones. The adoption of renewable energy technologies helps reduce greenhouse gases, supports sustainable development, and builds resilience against climate impacts.

Transmission and Distribution:

This subject started by teaching students how electricity travels from Generating Station to Sub Station, our homes and factories, through the national grid system. They learned about the different type voltage step up and step down voltage and wires (conductors) used, comparing materials like ACSR and copper based on their strength, cost, and where they are best used a key skill for a utility job. They studied different types of electric poles and towers and learned how to choose the right one. Important concepts like voltage drop, the "corona effect" (which causes power loss and noise on high-voltage lines), and the "skin effect" were taught with real-world examples. Students also learned about underground



cables, how they are made, how to lay them in the ground, and how to join them safely. They finished the module by learning how to protect power lines from lightning strikes. Now, students understand the full picture of power distribution. This knowledge prepares them for jobs at organizations like PDB or BREB, with electrical contractors, or in the maintenance teams of large factories.

Electronics:



This subject connected the world of heavy electrical power with the world of small electronic signals and control. Students first learned to recognize electronic symbols and parts. Then, they did hands-on practice using a multimeter to test components like resistors, capacitors, and transistors. This is a basic but very important skill for fixing any electronic device. They were introduced to logic gates (AND, OR, NOT, etc.), which are the building blocks of all digital systems and very useful for the next subject, PLC. They explored how common modern devices work, like switch-mode power supplies (SMPS), different sensors, and inverters/converters used in solar systems. They also got a basic understanding of fiber optic technology. This subject gave students a practical, troubleshooting mindset. It opens up job opportunities in electronics repair shops, as assistants in solar companies, or in support roles in telecom and automation industries.

PLC (Programmable Logic Controller):



This was a very important and practical subject that took students into the world of factory automation. They used their knowledge of logic gates to write simple programs in "ladder logic," which is the language used to program PLCs. Using special software on computers, they practiced writing and testing programs to control machines—like starting a conveyor belt or a motor in a specific sequence. The real learning happened when they connected the PLC to actual machines. They learned how to wire real inputs (like push buttons and sensors) and outputs (like motors and lights) to the PLC. This complete experience—from writing code on a computer to making a real machine move—has given them a highly valuable skill. They are now ready for entry-level jobs as PLC assistants, automation helpers, or maintenance technicians in industries such as garments, pharmaceuticals, food processing, and other factories that use automated machines.

Computer:



This computer training program was designed to build students' computer skills from basic knowledge to job ready abilities in a smooth and practical way. Students first learned how computers work, including proper startup and shutdown, connecting peripherals, adjusting desktop settings, installing application software, and managing antivirus programs. Strong emphasis was given to document creation and formatting using Microsoft Word, where students learned to work with different file types, use various tabs, and design documents with tables, pictures, charts, and diagrams. They also developed spreadsheet skills in Microsoft Excel by preparing salary sheets, electricity bills, result sheets, and tax calculations. Networking basics were introduced, such as file sharing, email communication, online meeting setup, browser management, printer settings, and storage device handling. Along with software skills, students learned to design professional business presentations using Microsoft PowerPoint, including slide design, master slides, transitions, animations, and page setup, and they printed presentations with speaker notes. Basic computer, printer, and peripheral maintenance was also covered, including simple troubleshooting of system faults, software conflicts, driver issues, and printer or scanner problems. In the final stage of the training, students focused on advanced office work skills such as preparing professional reports, analyzing data with formulas, and creating high quality presentations. They were also trained on job preparation, including searching for jobs online and offline, creating and using

professional email accounts, and preparing effective CVs. By the end of the program, students became confident in using computers, ready for office work, and capable of independently finding and applying for jobs with professional skills and documents.

English:



English Class

The English training program was designed to gradually improve students' basic, technical, and workplace communication skills and prepare them for professional life. Students first learned the basics of English by studying syllables to improve pronunciation and word formation, building vocabulary, understanding word meanings, and learning correct sentence structure to express ideas clearly. Strong focus was given to reading and writing skills using general English texts, technical content, and NTVQF assessment sheets. Students practiced translation and simple conversations to improve accuracy, fluency, and confidence in everyday communication. As the course progressed, emphasis was placed on technical and vocational English, especially computer-related terms and workplace language, helping students understand manuals, documents, and assessment materials. In the final stage, English was taught as a practical career skill, with special focus on technical words used in electrical and electronic manuals, workplace conversations, and translations. Students also learned how to write job applications and professional CVs in correct English. By the end of the program, students were able to read, understand, and respond to English in academic, technical, and workplace situations, communicate more confidently, and use English effectively for employment and career opportunities.

Extra curriculum activities that's improve student's knowledge:

Fire Fighting Training: It is very much essential for everyone how to overcome during fire occurs happened, we learned our students about firefighting using ABC powder, safety of firefighting, PPE during firefighting. Our local government fire fighter team from Kalukhali Upazila fire station teaches our student professionally how to handle fire. Students are educated on the importance of assessing fire situations, understanding fire behavior, and implementing evacuation procedures when necessary.

In today's industrial environments, the demand for skilled firefighters is significant. This type of training necessary to handle emergency situation. They are well-positioned to pursue careers as active firefighters, ensuring they play a vital role in safeguarding industrial facilities and communities against fire hazards.





Fire Fighting Training

Study Tour: The 3rd batch of students participated in the study tour 2024 with the aim of bridging classroom learning with real-world experiences. The main highlight was a visit to BRB Cable Industries Ltd., Kushtia, which is one of the biggest electrical cable manufacturing companies in Bangladesh. Students toured the premises and saw how cables and fans are manufactured; they were shown the quality control and safety procedures in place. It also includes sessions on career motivations by BRB trainers, who provided an outlook on career growth in the manufacturing sector and underlined the need for technical competence, teamwork, and critical thinking. Networking opportunities provided the students with a chance to get in touch with industry professionals and learn about large-scale industrial operations.

Another important aspect of the tour was cultural exploration, which included visits to Lalon Shah's Shrine and Rabindranath Tagore's Kuthibari. Students at Lalon Shah's Shrine learned about the teachings of the

philosopher on equality, humanity, and spirituality. The visit to Kuthibari gave insights into the literary contributions of Tagore, with activities like quizzes being organized to make it more interactive for the students.

The outcomes of the tour were great. Students developed practical knowledge regarding cable and fan manufacturing processes; increased their appreciation for the cultural heritage of Bangladesh; and enhanced their ability to work in a team and communicate properly. Moreover, the tour was very inspirational in terms of career motivation, as it acquainted the students with real-life industrial environments. Special thanks to BRB Cable Industries and the faculty members for facilitating this memorable experience. BRB also showed interest in visiting the RSTI campus for a workshop on entrepreneurship sometime in future.







Safe Use of Electricity Campaign-1: In November 2024, the campaign on the safe use of electricity was conducted at Bikoya Secondary School, which is located close to the RSTI campus. This campaign was undertaken with a view to educate students on the responsible use of electricity on energy conservation, electrical safety, risk prevention, and reduction of wastage of electricity. This will give the student knowledge in using electricity in daily life. The campaign enlightened them about electrical hazards caused by faulty wiring, overloaded circuits, and misuse of electrical appliances. Moreover, the importance of switching off electrical devices not in use to prevent energy wastage and thereby reducing electricity bills.

This campaign went a long way in creating awareness among the students regarding the safe use of electricity. Many students learned new things and useful methods of house electrical safety that made them more aware and responsible users of energy. The campaign succeeded in creating a culture of mindfulness, enabling young learners to adopt safe and sustainable electricity practices for a better future.





Safe Use of Electricity Campaign-2: In May 22, 2025, a campaign on the safe use of electricity was conducted at Shahid Diyanat College in Mrigi Bazar. This year, our students took the initiative to brief both the college students and teachers on responsible electricity use, energy conservation, electrical safety, and risk prevention. They highlighted common electrical hazards such as faulty wiring, overloaded circuits, and improper use of appliances. Emphasis was also placed on switching off devices when not in use to prevent energy wastage and reduce electricity bills. The college community responded with great interest and motivation, making the campaign a success in raising awareness and encouraging safe and sustainable

electricity practices. This effort helped our students and fostered a stronger culture of mindful electricity use at the college.





Entrepreneurship Training: RSUF organized a three-day Entrepreneurship Training program for the trainees of its 3rd batch, held on 28th, 29th, and 30th June 2025. The main objective of this training was to enhance participants' knowledge and skills in entrepreneurship and encourage self-employment. Two experienced trainers conducted the sessions, covering a variety of topics essential for becoming a successful entrepreneur. During the training, students learned about the basics of entrepreneurship, idea generation, business planning, market analysis, financial management, and digital tools for business promotion. They were also introduced to case studies of successful entrepreneurs, which helped them better understand real-world challenges and solutions. In addition, interactive sessions and group activities boosted their confidence and critical thinking abilities. Overall, the training was a valuable step toward empowering the youth with practical knowledge and entrepreneurial mindset.





Guardian Meeting - 2025 (3rd Batch)

In January 2025, RSUF held a comprehensive Guardian Meeting for the students of the 3rd batch, with the aim of reviewing student progress, strengthening guardian engagement, and discussing future academic goals. During the meeting, our teacher's team presented a detailed overview of the students' academic and practical development, highlighting improvements in classroom participation, hands-on skills, and overall discipline. Special emphasis was given to the ongoing Entrepreneurship Training and the upcoming NTVQF certification exams, which are designed to enhance employability and real-world readiness. The importance of regular attendance, time management, and avoiding unnecessary leave was also discussed, urging guardians to be more involved in guiding their children at home.

Guardians were invited to share their observations, suggestions, and concerns. Many expressed satisfaction with their student's progress and praised RSUF for providing a good learning environment.





NSDA Visit and Course Approval:

Our institution was recently visited by a team from the National Skills Development Authority (NSDA). During their official inspection, they evaluated our facilities, training methods, and overall institutional standards. Following the visit, we are pleased to announce that RSUF received official approval to conduct courses and assessments in the following three trades: Electrical Trade, Computer Trade & Solar Trade.

This recognition by NSDA is a significant achievement for RSUF, as it validates the quality of our training programs and enables us to operate under a nationally recognized framework. The approval not only enhances the credibility of our courses but also opens up greater opportunities for our students in terms of certification, job placement, and future skill development.







School Renovation Project Implement by RSTI Students:

This project's initiative focuses on servicing electrical lines for 5 school. Total cost provides by RSUF. Our students & teachers visited the schools to identify the issues. After thorough market research, materials were purchased, and a student's team was formed to complete all the electrical line repair work at the schools. This project provided students with practical experience, market valuation skills, and responsible purchasing. It enhanced safety by preventing electrical hazards and fostered leadership and responsibility, reinforcing our commitment to hands-on training and a safer learning environment.

Project Implementation: Renovation work was carried out in five schools across Rajbari and Magura districts, covering electrical wiring, fan and light installations, switchboard repairs, and solar panel maintenance.

Outcomes:

- **Enhanced Safety:** Upgraded electrical systems reduced the risk of electrical hazards.
- **Practical Training:** Students gained hands-on experience in electrical work and maintenance.
- **Community Impact:** Strengthened RSUF's role in education and social responsibility.

The project not only improved school infrastructure but also provided **career-oriented practical learning** for students, reinforcing RSUF's commitment to safety and education.









[NB: During this electrical repairing work our students also taken care of cleaning & waste management.]

Repairing work at water line (Safe Drinking Water project): As a part of involved on plumbing work our students and teachers helped to repairing and maintained work under our safe drinking water project. During the reporting period total of 5 water point has been repaired while it was damaged by government road construction and other incident. Our students learn how to repair broken Hi-Pressure water pine & install different materials on it.



Support to Mosque construction Near by RSUF: During that period, our students install electrical line during the construction of the Paturia Mosque as field practical work. Through this work they gained real work experience and increased their practical knowledge. The teachers selected supervisors from the students and did this task with them. In this work, the spirit of cooperation among the students has increased in the society.



Contraction work at Paturia Mosque

Waste Management in Paturia Bazar: The students of RSUF organized a clean-up drive at the nearby Paturia Bazar. They did this voluntarily as part of their commitment to social responsibility and community service. On the day, the students cleaned up waste and garbage from various areas of the market. Their efforts helped create a cleaner and healthier environment for local residents and shopkeepers. This initiative showed their awareness of environmental cleanliness and inspired the local community to maintain hygiene and get involved in similar efforts. Through this work, RSUF students demonstrated leadership, teamwork, and a strong sense of civic duty. This aligns with the organization's values of personal growth and community involvement.



Volunteer Activities

Our volunteer Marc Fiechter has trained trainers and teachers on various issues during his visiting time. Most of time he helped the teachers to improve education system on modern electrification. Especially he trained our students and teachers about the first aid. In the first aid class provides essential skills and knowledge to handle emergency situations effectively. The class typically covers basic life-saving techniques such as CPR (Cardiopulmonary Resuscitation), treating burns, managing fractures, and recognizing signs of common medical emergencies like heart attacks and strokes. Our students learn through a combination of lectures, practical demonstrations, and hands-on practice. The trainees and trainers got an idea of what steps should be taken in the event of a sudden accident at work time. By the end of the class, attendees gain the confidence to respond to medical emergencies promptly and effectively, potentially saving lives. Marc Fiechter stayed at our RSTP campus from 13 March 2024 to 16 April 2024.





Conducting theoretical class and First AID Training with Volunteer

David Sprecher & Christina Grover Team Visit to RSUF:

David Sprecher, as a representative of Shanti Switzerland, recently visit RSUF. During the visit, he arranged some interactive classes for the students, wherein they were introduced to new concepts & skills. David also worked closely with the teachers for curriculum development, with a special focus on the NSDA (National Skills Development Authority) course. He spoke with him about issues of employment placements for students and was worried about the issue of low wages. He looked into the possible reasons and sought advice from the team on how to overcome such challenges and improve employment opportunities for the students. On the other hand, Christina Grover's team, representing Shetu Germany, led a group in a tour of the RSUF campus. She taught the students simple first aid procedures, with the focus being on quick response during emergencies. Christina also met with the RSUF team to discuss hospital and ambulance services and provided her input on the possibility of having a primary school within the community in order to enhance early schooling.






Donor Visit from Germany:



Date of Visit: 14 October 2025
Donor Organization: Shetu Germany
Visiting Delegates:

- Mr. Otwin Leopold Marzini (Chairman of Shetu Germany)
- Mr. Bernhard Wurm
- Mr. Thomas Christoph Winterer





Introduction: On October 14, 2025, a team from Shetu Germany visited the Rahmatunnesa Skill Training Institute. They came to check on the RSUF Skill Training Project. The goal of their visit was to see how the project is being run, the quality of the training, the condition of the buildings, and how much the project is helping the local community.

Activities during the visit: The delegation did a very deep review of everything happening at the RSUF. They went to the classrooms to watch both theory classes and practical hand on training. After looking around the campus, the guests had a long meeting with the project staff and management. They talked about how to manage the office efficiently and how to make sure the project can continue successfully in the future. The visitors also had a friendly meeting with the students. They talked to the trainees about how people work and live in Germany. They also make a power point presentation for the students. This was very helpful because it motivated the students to work hard and look for great job opportunities.





Field visits and new plans: The team did not just stay at the institute. They also went out into the local community to see other RSUF's work. They inspected new tube wells and housing projects built for poor families.
They also visited local workshops to start a new **Mechanical Trade** training program. There is a high demand for skilled mechanics in the area. They made a detailed plan for this new course:

- **Student Intake:** It will start with 15 students and slowly increase.
- **Location:** Part of the hostel will be turned into a workshop.
- **Equipment:** The workshop will have machines like drilling, welding, milling, and lathe machines.
- **Tools:** Every student will get their own set of tools, as suggested by Mr. Bernhard Wurm.

A very important part of the visit- RSUF give a new proposal to build a **1 MW Solar Power Plant** in the area. This will help the institute get its own electricity and getting extra income.







Feedback and Suggestions: The guests from Germany gave very positive feedback. They were very happy with how the project is being managed and how it is helping society. They praised the way teaches both practical skills and how to get a job. They noticed that the students were very confident and skilled. The delegation promised to keep supporting the project and told the institute to start even more courses that match what industries need.

Important Achievements of the Visit: The visit was very successful and made the friendship between Shetu Germany and RSUF stronger. The main achievements were:
This visit has made the institute more respected. It has opened new doors for using technology to teach skills that help the country and meet global goals.

Industrial Training & Job Placement:

Background and Strategic Decision: According to our training program, students must complete a one month Industrial Training after finishing their course. This phase is crucial for their professional growth. In November 2025, the upcoming political situation in the country became very unstable. We were worried that if the situation got worse, we might not be able to send the students to the factories at all. To ensure our students did not miss this opportunity, we took a proactive step and sent them for training one month earlier than scheduled. This decision was made to protect the students' future and guarantee their job placement.

Internship Placements: We successfully placed our students in several reputed industrial groups:

- **Aman Group of Bangladesh:** 15 students joined on 2 November 2025.
- **Tiger Cement:** 8 students joined on 11 November 2025.
- **Superstar LED Light Factory:** Total of 3 female students out of 4 were placed here on 30 November 2025 to learn the process of manufacturing LED lights.

Learning and Experience: This internship program allows students to experience a real professional environment. They are learning how to handle official tasks, follow factory discipline, and perform practical work on a large scale. Upon successful completion, every student will receive an official certificate, which will be very valuable for their future careers.

Employment Success and Challenges: It is a matter of great joy that the industrial training has turned into permanent employment for almost all participants. The companies were so impressed with our students that they hired them immediately.



- **Successful Placements:** Almost all students are currently continuing their jobs in these prestigious organizations.
- **Individual Cases:** One student named Tahsin Mahmud (ID: 01), completed the training but unfortunately could not accept the job due to stablish his new business. He return home & start his own business in nearest market.
- **Ongoing Support:** One female student is higher educated (Bachelor Pass) so after the attachment she left the companies and looking for higher salary job. Also we are very concerned about this and are working continuously to find a suitable position for her as soon as possible.

Despite the difficult political climate, our timely decision helped the students start their careers without delay. The fact that the industries have already hired them proves the high quality of training provided by the RSUF Skill Training Project.







RST Campus Renovation- In the last year 2024 is was strong cyclone caused in our area & a lot of damage occurred in our campus. Spicily the bamboo calling mats was damaged. Due to that with the concern of our Donor we have done some repairing work in our campus. The expert labor from outside did the renovation work, but our students also help to completed this work. Also there some ventilation problem in different room at our campus, that also be solved in this time.



Campus Renovation Work

Participant in Kalukhali Technology Fair: Our students always try to help their community, so they decided that they would showcase a new technique in their recent project, a demonstration model for a Digital Electrification House during the Appropriate Technology Fair in Kalukhali Upazila office.

To modernize the house further, they incorporated sensor-based systems along with remote controls, allowing us to reduce the risk of electrocution as we were able to eliminate the need to directly touch the wires. In the process we also ensured that the electric wiring was cost effective and functional.

To ensure the safety of the house further and make it more convenient, our students also incorporated a security alarm system in the garage alongside an automatic gate opener: all these features ensured seamless integration of smart technologies into the modern home. We helped our students connect with various government offices which allowed them to enhance their understanding and also gain valuable hands on experience in this event. Their participation further solidified their desire in exploring more innovations in electrical technology.





Some Mentionable work done by our students:

1. **Students making dustbin using bamboo-** *In this work students learn to make and use dustbin.*
2. **Students are repairing electric bike-** *In this job students got idea about electric bike's circuit, battery connection, light installation etc.*
3. **Fill up battery water, clean & maintenance time to time & routine maintenance work-** *In this work our students learn routine work, emergency work & time management.*
4. **Meditation, Morning work, Physical exercise-** *In this season students learn work planning, they gain ability to thinking, also physical exercise helps them to stay fit & healthy.*
5. **Hostel electric line repair-** *Students learn about electrification line from this work.*
6. **Scholarship Examination & distribution-** *Our students help to taking scholarship exam & distribution, in this work our students learn program management & social work.*
7. **Students are cutting their bed 2 into 1 & making stand for mosquito net.**
8. **Students help for store and office room rearrangement-** *In this work they learn about store management.*
9. **RST students help for gardening work-** *Students learn gardening from this work.*



Students Helping on Gardening



Students Helping to Manage wastage



Girls Students repair LED tube light



Students Repairing Drain Line





Students split their bed

RSUF and RSTP Staff Training- Workshop:

RSUF started its social work during 2006 having Society certificate by providing scholarships to the poor and talented students. And in 2018, NGO Bureau Registration has been received and started work by foreign donation fund. Although the institution is new in contributing to the development of the society especially in skill training sector but RSUF has exposed a notable change in its working area. In these circumstances now we must move forward; and for that we have to clear about our vision and mission of the organization and the donors.

To take it in our mind, RSTP has organized a workshop for the RSTP employees including the RSUF founder and chairman and the committee members. In the workshop it was the main objective to find out, presently where we are, from our destination? What's about our organizational management/administration? How will our future path to be smoother? What is the organizational strength and weakness and how we will use or eliminate them?

Regarding this all the participants made a SWOT analysis by following a group work and present their findings and solution about the organization strength, weakness, opportunity and thread. From the workshop all the employees have a good understanding about our organization and acquire more knowledge about obstacle and solution of implementing different activities of RSTP and RSUF.





Others Activities:





Celebrate Mother Language Day (21st February 2024)



Scholarship distribution among high school level students



Scholarship distribution among college & university level students (Local Funding)



Toolbox & certificate distribution among RSTI 2nd batch students



RSTI 2nd batch students

Student's Collection for the Next Batch:

Promotional Activities and Community Engagement: During the months of November and December 2025, we conducted a wide range of promotional activities. The main goal was to spread information about our training programs and collect applications for the upcoming new batch of students. We focused on building strong relationships with local leaders and organizations to reach people in every corner of the region.

Key Meetings and Networking: To ensure our message reached the right people, we organized several important meetings across the **Rajbari** and **Magura** districts:

- **NGO Representatives:** We held meetings with local NGO representatives from **15 different NGOs**. These organizations work closely with the community, making them excellent partners for finding motivated students.



- **Local Government (Union Parishad):** We met with **Village Police (Gram Police)** and **Union Parishad Members** from **15 different Unions**. Since they are local leaders, their support helps build trust among the villagers and encourages parents to send their children for skill training.





Publicity and Awareness Campaigns In addition to meetings, we launched a large-scale public awareness campaign to reach a wider audience. Our team used several methods:

- **Miking:** Public announcements were made via loudspeakers in busy marketplaces and residential areas.
- **Posters and Banners:** We displayed attractive posters and large banners at key locations, transport hubs, and community centers. These materials provided clear information about the admission process, course benefits, and contact details.





Results and Outcomes: These efforts have been successful. We have seen a significant increase in communication from interested candidates and their families. People are now more aware of the opportunities offered by RSUF, and the institute has established a much stronger presence in the Rajbari and Magura districts. This increased engagement will help us select the most deserving students for our next training session.

Some other's Project of RSUF (Local Funded):

1. **Monthly Scholarship Support Project:** The monthly education scholarship program has been (2024-2025) among a total of 37 students, college level students (Tk 2000 per month) and university level students (Tk 3000 per month). And the said students have been awarded education scholarship of **BDT.14,36,000/- (Fourteen lac thirty-six thousand only)** in 2024-2025 which support came from a local Donor. By this scholarship money the students can continue their study smoothly.

2. **Poverty Reduction of Poor families through economic empowerment Project (PRPP):**



This project's aims to economically empower 50 ultra-poor families in Shawrail union, Kalukhali upazila, Rajbari. The project, running from September 2023 & continues in 2024. Focuses on developing income sources, transferring productive assets like goats, sheep, cow, and promoting savings. Awareness training on hygiene, financial literacy, and women's rights also a part on this project. A total of 100 goats (goats) were given 2 each to 50 beneficiaries in the private funding/initiative of RSUF started last year, collecting fund from local donor. Total cost of this project was **BDT-5,09,000/- (five lac nine thousand only)**. The goats have doubled the current market value from previous value. As a result of this project, families are regaining their solvency & Beneficiaries are getting income and save money for forming their own capital.

3. **Food Distribution Project:**
Under the locally funded donor project, RSUF distributed essential food items to celebrate Ramadan and Eid-ul-Adha. Items such as rice, lentils, cooking oil, salt, potatoes, onions, dates, and cow meat were provided to selected beneficiaries. Before Ramadan, food support was distributed to 103 households at a total cost of BDT 3,00,230. During Eid-ul-Adha, 113 households received support at a total cost of BDT 2,03,041. The program prioritized ultra-poor, disabled, and elderly people, who expressed great satisfaction with the support. The initiative was highly appreciated by invited guests, RSUF executive committee members, and local community leaders.

In March 2025, RSUF organized a Ramadan Food Distribution Program to support 50 underprivileged families, including disabled, elderly, women-headed, and extremely poor households. A four-member RSUF team planned and implemented the program, with beneficiaries selected through field verification. Essential food items—rice, lentils, potatoes, onions, salt, and cooking oil—were purchased locally following RSUF procurement policy, packed at the RSUF campus, and distributed on March 25, 2025, using a token system. All beneficiaries received their food packages after signing the muster roll. The event was attended by RSUF officials, journalists, and community leaders. From a total donation of BDT 150,000, an amount of BDT 136,960 was spent, leaving a balance of BDT 13,040. The program was well appreciated, and beneficiaries expressed sincere gratitude to the donors.





4. **<u>Blanket Distribution Project:</u>** 125 families received warm blankets where total costing of this project was **BDT- 87,500/- (Eighty seven thousand five hundred only.)** the main objective of this project is improving poor community people's ability to cope with the winter cold. Beneficiary feedback indicated high satisfaction and improved winter health practices.



5. **<u>Tailoring Training (Dress Making) and Self-Employment Creation Project</u>**:
The project start with selecting 26 suitable candidates from rural areas, focusing on school dropouts and unemployed youths aged 17-30. A qualified trainer recruited to conduct a 4-month tailoring and dressmaking training at the RSUF Training Centre in Rajbari. The curriculum will cover essential skills, with regular assessments ensuring quality. Graduates will receive certification and support in finding employment or starting enterprises. As a result, trained youths will gain the skills needed to earn a sustainable income, support their families, and contribute to community stability. This project aims to create a pathway for youth employment and skill development, improving the living conditions of rural communities. Total budget has been allocated for this project is BDT-**2,31,000/- (Two lac thirty one thousand only.)** and the training conducted from July-October-2024.





6. Mobile Servicing Training- Self Employment Creation Project:



On 20 December 2025, RSUF started a 3 month Basic Mobile Servicing Course with the aim of developing technical skills among youth and creating opportunities for employment and self-employment. The course was started with 10 students and was designed mainly for unemployed and low income youth who are interested in technical trades. Through this training, students are receiving hands-on practical knowledge on basic mobile phone servicing, including identification of common hardware and software problems, basic troubleshooting, parts replacement, and routine maintenance. In addition to mobile servicing, the course also provides students with a basic understanding of computers, as modern mobile servicing often requires the use of computer systems for software-related tasks. This includes basic computer operation and essential software use related to mobile servicing. The training is conducted in a practical learning environment with close supervision to ensure skill development and confidence building.

By the end of the course, students are expected to be capable of starting small mobile servicing businesses on their own or seeking employment in mobile service centers. Through this initiative, RSUF is contributing to skills development, youth empowerment, and the promotion of sustainable livelihoods in the community.

7. Gift Distributing On School Children's:

Phase 1: On March 25, 2025, RSUF successfully conducted a Gift Distribution Program for 120 school children. Under the leadership of the RSUF Director, the purchase committee procured various gift items from Dhaka, strictly following the organization's financial and procurement policy. Teachers and students of RSUF prepared individual gift packets at the RSUF campus, each containing chocolates, biscuits, wafers, peanuts, and sweets—ten different items in total. The RSUF team visited the selected school and distributed the gifts among the students in the presence of teachers, guardians, the RSUF Chairman, GB and EC committee members, and other officials. The total cost of the project was BDT 19,200, fully covered by donor funding.

The children were delighted to receive the gifts, especially as they were fond of sweets and chocolates. The event was warmly appreciated by the students, teachers, guardians, and invited guests, who offered their heartfelt prayers and gratitude to the donor family.





Phase 2: After successfully 1st phase On April 23, 2025, RSUF organized a gift distribution program at Gopalpur Government Primary School, targeting 175 students. The RSUF purchase committee procured all gift items from Dhaka according to the budget plan and organizational procurement policy. Teachers and RSUF students helped in packaging the gift packets at the RSUF campus. Each packet included various chocolates, biscuits, wafers, and peanuts—10 different items in total.



The distribution was conducted in the presence of school teachers, guardians, school committee members, RSUF's Manager (Admin & Finance), GB members, and officials. Although the event was initially planned before Eid-ul-Fitr, it was held later due to school closure. The total cost was BDT 28,064, with BDT 28,000 funded by the donor and the remaining BDT 64 covered by RSUF.
The event brought joy to the students, who were thrilled to receive such a variety of treats. The program was appreciated by teachers and guardians alike, with many recommending that similar events be arranged in the future to uplift student morale. Gratitude and prayers were extended to the donor and their family for their generous support.

8. Religious Infrastructure: Mosque Renovation Projects

RSUF successfully managed two major mosque renovation projects to improve community worship facilities:

- **Electrical Renovation of Paturia Jame Mosque (Rajbari):**



The renovation of Paturia Jame Mosque was successfully completed between October 8 and October 17, 2025, with a total investment of 125,000.00 BDT. A standout feature of this project was the integration of technical education with community service, as the entire electrical wiring was performed by the students of RSTI Student's. This initiative served as a vital part of their practical apprenticeship, allowing students to apply their classroom learning to a real world infrastructure proje ct under expert supervision. The work included installing energy efficient lighting, fans and a safe internal wiring system to eliminate fire hazards. Demonstrating strong community ownership, the local residents contributed 25,000.00 BDT toward the costs. This project not only provided the worshippers with a safer and more comfortable environment but also empowered RSTI students with hands on technical experience and a sense of social responsibility.

- **Madiapara Jame Mosque (Magura):** The Madiapara Mosque Construction Support project is a collaborative initiative by the Rahamatunnessa Shikkha Unnayan Foundation (RSUF) to complete a two-story mosque in a remote community in Sreepur, Magura, which had stalled at the first-floor roof stage due to a lack of local funds. By optimizing a revised budget of 950,000 BDT through professional engineering assessments focusing on essential structural work, a dedicated ablution room, and electrical wiring rather than non-essential aesthetics the project aims to provide a safe prayer environment for 250 families. The financial structure relies on a strong community partnership where local villagers contribute 20% (200,000 BDT) of the costs, while RSUF facilitates the remaining 750,000 BDT through donor support. Managed by a dedicated 13-member committee of farmers and laborers, the project not only ensures the physical completion of the building but also establishes a sustainable operational model to support a full-time Imam, creating a lasting spiritual and social hub for the region.





9. Social Welfare & Environment: Housing and Greening Initiatives:

- **Housing for the underprivileged:** As part of its core humanitarian mission to provide dignified living standards for the underprivileged, RSUF successfully completed a housing and clean water project for **Chinta Khatun** in Charpara village, Shailkupa, Jhenaidah. After a meticulous selection process by the executive committee and local leaders, Chinta Khatun's family of five who previously lacked a permanent home and lived as



refugees on others' property was identified as the beneficiary. Between October 25 and November 5, 2025, RSUF constructed a secure tin shed house and installed a tubewell for safe drinking water at a total cost of 68,620.00 BDT. The project covered all essential materials, including high-quality tin, cement pillars, timber, and professional labor. This integrated support has provided the family with a sense of security, peace, and permanent shelter, significantly improving their health and social dignity. The beneficiary family expressed profound gratitude to the foundation and its contributors for this life-changing intervention.

- **Environmental Sustainability:** Greening Bangladesh Initiative The "Greening Bangladesh" project was successfully implemented as a large-scale environmental movement focused on fostering ecological stewardship among primary school students. Under this initiative, RSUF distributed 1,586 tree saplings among 793 students across six primary schools in Rajbari and Magura. The project was executed with an expenditure of 245,000.00 BDT. To ensure the project's long term sustainability, the foundation moved beyond simple distribution by institutionalizing "Green Clubs" in each participating school. Each club is comprised of two teachers and selected student representatives from various classes, providing a formal structure for environmental accountability. These clubs are responsible for a systematic monitoring mechanism, where members track the survival and growth of the saplings through regular peer-to-peer check and assembly time discussions. By integrating environmental care into the school system, RSUF has not only contributed to reforestation but has also empowered the next generation with a sense of responsibility toward climate resilience, turning a plantation drive into a sustainable, student-driven movement.





10. Tubewell Installation Project:

In 2024-2025, RSUF executed an extensive water supply project by installing a total of **201 tube wells** across Rajbari & Magura districts to ensure safe drinking water for thousands.

- **Phase 1 (50 Units):** Successfully installed in 10 unions of Shawrail, Kalukhali, Rajbari, serving 50 households.
- **Phase 2 (50 Units):** Successfully installed in 10 unions of Pangsha, Rajbari, serving 49 households and one school.
- **Phase 3 (25 Units):** Targeted 5 unions in Sreepur, Magura, benefiting 19 households, elderly citizens (Graybeards), local markets, and 2 schools.
- **Phase 4 (89 Units - Consolidated):** A large scale implementation across Sreepur, Magura, and various parts of Rajbari and Jhenaidah. This phase served a total of 78 households, 4 schools, and 2 mosques.

The total expenditure for these water projects amounted to nearly **3,642,860.00 BDT**. These installations have significantly reduced the risk of water borne diseases and eased the burden of water collection for rural families, schools, and religious institutions.







Results and Impact (RSUF's Other Project): The implementation of these diverse initiatives alongside RSUF's core programs has yielded significant socio-economic benefits. RSUF campus serves as the primary catalyst for expanding our reach. By utilizing the campus as a centralized hub for vocational training,

community workshops, and advocacy, we can effectively scale our activities across the targeted areas. This strategic use of our facilities ensures that RSUF remains at the forefront of sustainable development, empowering more individuals and fostering lasting regional growth. The installation of tube wells has effectively reduced the risk of water-borne diseases and eased the burden of water collection for rural families. The monthly scholarship program has ensured academic continuity for higher education students, the introduction of various short-term training courses has created new pathways for self-employment within the local community, while the housing project has restored social dignity and security for a previously homeless family. By involving RSTI students in different electrical renovations, the foundation successfully combined infrastructure development with vocational training, allowing students to gain vital hands-on experience. Moreover the environmental initiative has fostered long-term ecological awareness among primary students, creating a sustainable model for climate action. Collectively, these efforts have bridged critical gaps in public health, shelter, and education, fostering a more resilient and self-reliant community.

Implementing of local funding project

Impacts of RSTP:

Skill Development and Behavioral Changes: During the reporting period, it was observed that the trainees' electrical skills and technical knowledge increased significantly. Beyond their technical training, notable behavioral changes were documented, including improvements in openness, personal hygiene, and English speaking capacity. Students also learned the importance of time management and took responsibility for keeping the RST campus clean. Additionally, their computer literacy showed marked improvement. Many students successfully replaced previous negative habits with more productive behaviors after joining the campus.

Stakeholder Feedback: All stakeholders maintained a positive attitude toward the RST project's activities. They expressed a strong interest in seeing more related initiatives implemented in this area by RSUF and its donors. The general consensus among the community was one of support and appreciation for the ongoing development efforts.

Feedback for Industries: "Following the 3rd Batch Students industrial attachment at Aman Group BD, Tiger Cement Factory, and Super Star Group, all students received formal job offers due to their exceptional performance. The students have successfully transformed into full-time roles within these organizations. Furthermore, the employers have indicated that upon the successful completion of their probationary periods, the students will be eligible for salary increments based on their continued performance and dedication.

Staffing and Personnel Updates:

Internal Recruitment and Promotions: We are pleased to inform that during reporting time **Sharmin Khatun**, a female student from our first batch, was recruited as the **Storekeeper-cum-Practical Demonstrator**, **Shila Khatun** was recruited as the **Cashier-cum-Female Hostel In-charge** following the resignation of Rubel Hossain. **Rafiqul Islam** was appointed as the new **Night Guard** after the resignation of Rakib Mollah for the RST project. Additionally, **Jason Piash** was promoted to **Computer Instructor** following the resignation of Rupali Parvin.

Recent Resignations and Current Vacancies Toward the end of the reporting period, we experienced changes in our senior technical staff. **Roman Biswas** (who had previously replaced Hafizur Rahman as Chief Instructor) and **Jakir Hossain** both resigned in December 2025. In response, RSUF has published a new job circular to fill these essential positions and ensure the continuity of our programs.

Challenges:

Student Retention and Enrollment: A number of students dropped out during the reporting period, despite having attended their classes regularly at the start. Unfortunately, following the admission phase, some students showed a lack of interest, while others became physically unwell; as a result, we were required to release them from the course. Due to these circumstances, we decided to extend the admission process for a specific duration. To support this transition, teachers placed extra emphasis on assisting newly admitted and struggling students to help them catch up.

Cultural and Gender Dynamics Regarding female enrollment: Cultural factors in Bangladesh presented specific challenges. Traditionally, young women expressed less interest in becoming electricians, and many parents preferred to arrange marriages for their daughters at an early age. However, we observed that this culture was changing day by day. Our team continued to provide counseling and motivational outreach within the community to encourage female participation in technical trades.

Conclusion:

"In conclusion, the data and evidence provided in this report offer a comprehensive and rational representation of the RST project's various activities. We welcome any inquiries regarding the contents of this report and remain available to provide further clarification. Finally, we wish to express our sincere gratitude to Shanti-Switzerland and Shetu-Germany for their steadfast support and collaboration. Their commitment continues to be instrumental in the development of our beneficiaries, particularly the rural youth of Bangladesh."



(Mansur Helal)
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(Md. Jahidul Islam)
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