

**A Study for Enhancing enrolment and acceptability  
of SSC (Vocational), Dakhil (Vocational) and HSC  
(Vocational) courses**

**Final Report**

**Part B: Dakhil (Vocational)**

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## Acronyms

BBS	Bangladesh Bureau of Statistics
BNFE	Bureau of Non Formal Education
BTEB	Bangladesh Technical Education Board
CBT&A	Competency Based Training and Assessment
CS	Competency Standard
DTE	Directorate of Technical Education
EU	European Union
FGD	Focus Group Discussion
HSC	Higher Secondary School Certificate
ILO	International Labour Organization
MoE	Ministry of Education
SSC	Secondary School Certificate
NGO	Non Government Organization
NSDC	National Skills Development Council
NSPR	National Strategy for Accelerated Poverty Reduction
NTVQF	National Technical and Vocational Qualification Framework
SPSS	Statistical Program for Social Science
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
WTO	World Trade Organization

## **Executive Summary**

Technical and Vocational education in Bangladesh has the potentials in the development of our national economy through the creation and supply of mid-level skilled manpower. This ultimately contributes to the present growing demands of the national and global labor market. In line with this demand, the current technical and vocational education system at the secondary level in Bangladesh is one of the major among three streams. Under the policies, decisions and guidance of the Ministry of Education (MoE), the Directorate of Technical Education (DTE) currently provides different types of formal technical vocational education and training (TVET) i.e. Dakhil (Vocational) through its institutions over the country. In comparison to the existing scope of general education at secondary madrasa the enrolment in vocational and technical education in Bangladesh is still low. In this regard, this study undertook a comprehensive mapping and needs assessment of the scope and quality of training being currently provided by TVET institutions across the country.

The main aim of this study was to enhance enrolment and acceptability in the job market of the graduates of Dakhil (Vocational) courses. The aim is specified into two major objectives; (1) to make Dakhil (Vocational) courses more market responsive and practical oriented and social recognition of the courses and (2) to increase the interest of the learners in TVET. To achieve the above mentioned major objectives the following specific objectives was addressed in this study: 1. to analyze the existing status SSC (Vocational) courses; 2. to identify employment status of Graduates of Dakhil (Vocational) courses; 3. to measure the level of job satisfaction of these graduate; 4. to measure the level of satisfaction of the Employer on Graduates' performance; 5. to identify the job demand for Dakhil (Vocational) courses graduates; 6. to identify the changes need to incorporate in curriculum; 7. to identify the way of creating overseas and local career pathways; 8. to assess the trend of entering into higher education of Graduates of Dakhil (Vocational) courses and higher education pathway; and 9. to explore the way of supporting BTEB affiliated private institutes to capacity building.

The study integrated qualitative and quantitative approaches to explore the existing situation and both primary and secondary sources data collection approaches were applied in this study, however, special emphasize was given to the participatory approaches in all aspects of the study. Moreover, to ensure validity of data triangulation approach was also be employed. The data were mainly collected from Graduates of Dakhil (Voc.), Employers of graduates,

Principals/ Heads of Technical and Vocational Institutes or Schools, Instructors teaching in Technical and Vocational Institutes or Schools, Policy makers, TVET Curriculum developers, and Personnel of BTEB, DTE, BMET, and DT.

According to the sample estimation formula, the sample size was 358 for Dakhil (vocational) graduates. However, the actual number of sampled SSC vocational graduates was 355 for this study. The graduates were selected using random sampling strategy. The sample of other stakeholders was 29 superintendents; 225 Employer; 496 Instructor/ Teacher and 5 Experts/Policy makers. The data collected through several strategies was processed accordingly. The raw data that collected was processed under proper supervision of the study team and analyzed by applying computer software like SPSS.

## **Major findings**

### **- Existing status of Dakhil (vocational) courses**

Almost all the participants of Dakhil (voc) graduated from the Madrasahs attached with general education where more than half have MPO. Majority graduates selected their trade considering the opportunity to rapid income, social respect, opportunity to more income and job demand in local market. Very few graduates and about one third Superintendents confirmed existence of job placement cell at their Madrasahs. More than half of the graduates are informed about their professions and they received guidance during their study though it varies for trades. Less than half of instructors reported that vocational courses have moderate level of recognition in graduates' family and society while most experts reported low level of social acceptance. Stakeholders suggested several initiatives to increase recognition in family and society such as ensuring jobs in local market, developing community awareness etc.

### **- Employment status of Graduates of Dakhil (vocational) courses**

Most of the employed graduates of all trades are involved in temporary and part-time jobs in which majority are employed in private sector. While one third opportunities is in municipality and growth center areas, one fourth is available in villages. Time varies for trades in getting job. Graduates of Welding and Fabrication get job immediately after completing their degree while all the graduates of General Mechanics entered into jobs before starting their Dakhil (voc) course. More than half of employed graduates are demanding more skills during their Dakhil (voc) course while all the experts agreed on the average level of

skills of graduates. Moreover, majority of the employers think that achieved skills of the Dakhil (voc) graduates are not enough to fulfill their demand.

Graduates who are involved in self-employment, their enterprises are located mainly at Pourosova, Upazilla sadar, Growth center areas and village areas. The major reasons of involving in self-employment are mainly to create employment for own. More than half of the graduates arrange finance from own/family to establish their self-employment opportunities while others arrange bank loan, NGO loan or seek financial help from relatives. However, none of the self-employers received govt. loan. It is mentionable that vocational certificate does not assist graduates to get loan from any source.

#### - **Level of Satisfaction of the Graduates**

Most of the Dakhil (voc) graduates are not satisfied with their starting salary which is in between 3001.00-6000.00 taka though some of them earn 10001-15000 taka or more per month. However, employees who have overtime facilities are happy with the payment that starts from 75 taka to 100 taka per hour. All of working graduates are dissatisfied with workplace facilities. They showed their dissatisfaction towards company rules, weekly working days, daily working hours, salary, social recognition and promotion opportunity, relevancy of trade and work. Most of the graduates showed their high satisfaction towards job environment, awareness about sexual harassment, sex-separated toilets, pure water, health facilities for women and safety equipment. However, they expressed their average satisfaction towards housing, transport, canteen, insurance, medical facilities and special facilities for disable.

Majority graduates want to change their present job and reasons are: to start own business; to re-start higher education; to establish self-employment enterprise; to get higher salary. In most cases, present job is dignified to graduates' family and friends. However, self-employed graduates are not usually interested to change their present status due to lack of job sources, help to earn more and to be more skilled through their own works. Moreover, it is fully recognized to family members. Nevertheless, graduates have different level of satisfaction towards the facilities available for operating their self-employment enterprises in their working areas.

- **Level of satisfaction of the employer on graduates' performance**

Employers are satisfied with the knowledge, skills and performance of Dakhil (voc) graduates working in their industries or workshops they showed their concern about computer skills, mathematical and communication skills, understanding ability of tasks, creative thinking and interest to solve problems and in taking leadership. Most employers confirmed that the vocational graduates are comparatively more competent than general workers.

- **Job demand for Dakhil (Vocational) graduates**

Majority graduates informed about the existence of relation between studied trade and industry work. Works are available in the city corporation areas while there are some at pourosova and village areas. However, job opportunities are not adequate in all locations. Graduates, superintendents, instructors and employers reported that vocational degree has partial/low importance in the local job market. Employers identified reasons of low importance as: Lack of skills of graduates; poor technical knowledge; lack of practical experience etc. Majority graduates do not know about the available scopes of work in the international market. Graduates and instructors provided suggestions for creating job in local market through extended government initiatives; communication between industry-institution; increase private and government investment; policy instruction to recruit vocational graduates, awareness of the employers, opportunity to get easy bank loan.

• **Present status of Curriculum in different trades**

- **Graduates' Views**

Majority graduates of different trades of Dakhil (voc) agreed that their textbook is interesting, easy and well described, modern, have sufficient information, illustration is understandable, content is compatible with curriculum goal and are aligned with trade work, question in the exercises are compatible with learning outcome and their skills are evaluated properly through examination. They were also agreed with wide knowledge and skills of teachers, participatory teaching-learning, sufficient institutional opportunities for practical work and course operation. However, majority graduates in different trades found Dakhil (voc) program overloaded compare to Dakhil (gen). Nevertheless, the scenario is reported different in some trades on intuitional facilities, industrial attachment and practical work.

- **Instructor's view about the status of present Dakhil (voc) curriculum**

Major instructors agreed with easy language, relevant contents in textbooks, time for this course was sufficient, questions included in textbook exercises can justify learning outcomes. However, less than half of the instructors agreed with updated curriculum, sufficient information, well described, clear illustration, job relevant course content, sufficient trade-based subject. One third instructors agreed that the course load of vocational courses was higher than Dakhil (general). Majority of the instructors partially agreed that institutions have sufficient infrastructural facilities, enough opportunity and sufficient machineries for trade based skill development.

- **Superintendents' view about the status of present Dakhil (voc) curriculum**

Majority of superintendents agreed that vocational curriculum is updated considering present market demand. They also agreed that the teachers are efficient and skilled, teaching-learning methods are interesting to students, practical classes and internship are held appropriately, course load is higher than Dakhil (general) and monitoring is held for proper implementation. However, majority superintendents claimed that infrastructural facilities are not adequate in the Madrasahs.

- **Opinion of Experts on curriculum**

Some of experts commented that recent curriculum is up to date. They also noted that major changes take place in every five years. However, they reported some problems during its implementation. In contradictory, some experts think it is not very updated and they recommended reformation.

- **Classes and teachers of Dakhil (voc) courses**

According to graduates, classes were taken regularly though subject based teachers were not available in all Madrasahs. Besides, instructors and superintendents argued that scope for arranging hands-on activities is not sufficient and they do not have modern equipment in their lab/workshop. Experts reported that though there is scope of hands on experience in teaching learning in curriculum, there is lack of manpower to practice and monitoring, physical facilities and teachers' training. In contrary superintendents reported that monitoring and assessment of industrial training were occurred in majority cases. All the experts think that

current assessment system is valid and effective for assessing the students learning. However, CBT&A method is not much popular to the Dakhil (voc) graduates.

- **Strengths and Weaknesses of the Dakhil (voc) Curriculum**

The graduates, instructors, superintendents and employers identified several strengths and weaknesses of the existing curriculum. According to them the major strengths are: syllabus has included all important contents, scope of formative assessment during course, textbooks are written in Bangla and in easy language, scope of hands-on activities focusing on skills, scope of industry attachment for internships. Furthermore, they identified several weaknesses as well: syllabus is not updated, overloaded syllabus, Illustrations used in the books are not clear, gap between theory and practical, lack of monitoring etc.

• **Ways of creating overseas and local career pathways**

All the experts think that there is enough opportunity to work in this sector. However, to create a comprehensive career pathway instructors, superintendents, employers and experts suggested initiatives as: establishing industries to increase job sectors at locality and center, building effective linkage between institution and industry, start new trade according to the demand of job market, introduced assessment through NTVQF to label graduates' skills, provide bank loan to small business, establish new enterprises, and developing a comprehensive policy for govt. and non-govt. industries.

- **Trend of entering into higher education of Graduates of Dakhil (vocational) courses and higher education pathway**

Majority graduates of all trades continue their study at next or higher level including vocation and general education systems i.e. HSC (voc), HSC (general), Diploma Engineering. Graduates identified reasons behind this migration: to get better job; for self-establishment; to gain practical knowledge through hands-on activity; to become an engineer; more opportunity in job market. However, experts identified reasons for higher education as: the less quality of teaching-learning at Dakhil (voc); scarcity of opportunities of jobs; lack of social acceptability for vocational education.

- **Trades that play vital role to the expansion of higher education in vocational sector**

Dakhil (voc) graduates mentioned some trades that plays vital role to the expansion of higher education in vocational sector. The trades are: Electrical maintenance works; Food processing and preservation; Agro based food; Building maintenance; Civil construction; Fish culture and breeding; Computer and Information Technology

- **Incentives need to take by govt. or non-govt. organization to encourage higher education in vocational sector**

Several types of initiatives can be taken by govt. or non-govt. organizations to encourage higher education in vocational sector. The incentives are: increasing number of vocational institution; cost minimization and give adequate opportunity for higher education; creating job opportunity; providing government stipend; increasing government fund; arrange training; recruiting experienced and efficient teachers. However, there are obstacles for higher education in vocational areas: financial crisis; lack of adequate institution; early marriage; no HSC (voc) or Alim (voc) institution at local; limited number of stipend; lack of awareness about vocational education etc.

- **Ways of creating supporting BTEB affiliated private institutes to capacity building**

The instructors, superintendents, principals and head teachers suggested to create scope of monitoring of affiliated vocation institutes by the govt. institutes specially by the TSCs. Besides they suggested faculty exchange for taking class in Madrasahs at least twice in a month. The instructors and superintendents of the Madrasahs think that govt. institutions can take several initiatives for improving professional skills of them such as: introducing trade based training, sharing working experiences and equipment, mentoring by the chief and senior instructors of TSCs, arrange lab visits for teachers in TSCs, exchange faculty among institutes, sharing lab facilities, arrange seminar and discussion. Furthermore, the instructors and superintendents also recommended some policy initiatives as: appointing trade-based qualified teacher, industrial attachment and building collaboration with TSC in this regard.

## Recommendations

- All of the sampled graduates of Dakhil (voc) are from attached non-govt. Madrasahs. Independent technical and vocational Madrasahs are therefore needed to establish at local level. Initiatives need to be taken to establish and activate the ‘career guidance and counseling’ cell and ‘job placement’ cell at all institutes. The seat allocation for each trade could be re-organized for the trades based on market demand. Very few seats are reserved for the Dakhil (voc) graduates to enter into Diploma in Engineering. In this regard, easy access and more opportunities of vocational education at diploma level are needed to increase. Since Alim (voc) courses are not offering in any Madrasah it demands to establish more vocational institutes for Alim (voc) courses by both govt. and private sector. Poor Infrastructural facilities of Madrasahs are creating obstacle to run the Dakhil (voc) course. Necessary infrastructure and adequate lab facilities are therefore burning demands for the Madrasahs. Awareness campaign needs to be arranged through media to increase enrollment and acceptability among family and society.
- Dakhil (voc) graduates are currently employed in different jobs mostly in private sectors. A comprehensive investigation is required to identify the job opportunities for the Dakhil (voc) graduates and develop a policy for recruiting them in the job market. Job requirements and skills are needed to be aligned while designing the vocational courses through a situational analysis on present skills. Prioritize vocational certificate as a provision of sanctioning loan for encouraging more graduate to establish self-employment enterprises.
- Salary of the vocational graduates is inadequate to bear minimum expenses and there is no specific structure and incremental policy. Therefore, a salary structure for TVET graduates need to develop aligned with minimum national salary. In this regard national policy could be formulated for structuring standard salary at different job levels for the TVET graduates. Environment of the workplace is not suitable for the vocational graduates and they are not satisfied with the facilities available in their workplaces. Therefore policy is required for small to large enterprises to ensure physical, environmental, security, and insurance facilities at a minimum level.
- Employers confirmed that the vocational graduates are comparatively more competent than the general workers. According to the employers vocational graduates are well

known to the theories of different trade related jobs but they showed their less satisfaction towards their skills. Therefore, vocational curriculum needs to be aligned with the present market demand including both local and international market and maintain a balance between theory and practice in every course.

- Dakhil (voc) graduates do not found complete linkage between studied trades and their works in the industries. Thus, It is essential to review the existing curriculum to increase the job demand. Dakhil (voc) certificate does not get importance in the local job market. Review of existing job policy both for Govt. and Private sector is therefore required for giving preference to vocational graduates.
- All stakeholders are satisfied to the current textbooks for all trades. However, there is a scope to improve the languages used in the contents, clarity in description and illustrations. Exercises included in the textbooks are not sufficient to assess the learning outcome. The assessment policy is therefore needed to review for making it more aligned with skills of respective trades. The scarcity of trade-based full time and skilled teachers in the Madrasahs is hindering the quality teaching–learning practices in the vocational classes. Skilled and trade-based teacher is therefore required in each school to ensure effective teaching-learning. Since, the trade courses are integrated with general subjects it make the vocational curriculum heavier than general curriculum and students are feeling loaded. Careful review of course curriculum based on the competencies of Dakhil (voc) curriculum is therefore essentially required. Industry-institution attachment is therefore needed to be strengthened and monitored to ensure students’ hands-on learning and skill development relevant to particular courses. Lack of workshop and lab facilities in the Madrasahs hindering students opportunities to gather practical knowledge. Therefore, existing policy needs to be reviewed and enforced in the vocational institutions for ensuring adequate lab facilities for operating Dakhil (voc) courses.
- This study found that vocational institution-industry partnership is not yet been established. Therefore, identify local and international level enterprises and industries and build a cross-system partnership is highly required. It is required to encourage local employers to give priority to employ vocational graduates rather employing unskilled people. It is required to create job ladder for proceeding to the upper layer showing their

professional skills. Policy formulation is needed for getting bank loan easily for the vocational graduates to establish small business and enterprises.

- Majority of the Dakhil (voc) graduates moved to next level of higher education either in HSC (voc) or Diploma in Engineering courses. However, there is no opportunity to enter into Alim (voc) course as it is not available in Madrasahs. Advocacy and promotional activities are therefore required to keep the trend up as well as encourage more institutions to offer vocational courses at higher level. Alim (voc) courses are needed to be introduced for the Dakhil (voc) graduates in Alim Madrasahs. To expand higher education opportunities more institutions are needed to be established by govt. and non-govt. sectors.
- There is scarcity of trade-based full time and skilled teachers in the BTEB affiliated Madrasahs that is hindering the quality teaching–learning practices in the vocational classes. Thus, skilled and trade-based teacher is required in each school. Teachers of BTEB affiliated Madrasahs do not have academic and professional qualification on the particular trades they are teaching. Therefore, trade-based teacher recruitment for the Madrasahs is essential in each vocational institute and need to be included in the teacher education program and training. In this regard, existing policy of approving trades for each institute needs to be reviewed and executed for affiliation. Moreover, a central accreditation council like NTRCA (for gender education) could be established to certify teachers who are interested in teaching vocation courses. Professional sharing is not found among the teachers of vocational Madrasahs. It is required to create professional networking like regional Professional Learning Community (PLC) among the colleagues of same trade from different institutions including govt. and non-govt.

# **Chapter 1: Introduction**

## **1.1 Background of the study**

Technical and Vocational education in Bangladesh has the potentials in the development of our national economy through the creation and supply of mid-level skilled manpower according to the present growing demands of the national and global labor market. The current technical and vocational education system at the secondary level in Bangladesh is one of the major among three streams. Under the policies, decisions and guidance of the Ministry of Education (MoE), the Directorate of Technical Education (DTE) currently provides different types of formal technical vocational education and training (TVET) i.e. SSC (Voc), Dakhil (Voc), HSC (Voc) through its institutions over the country.

Due to a high competition in the international labor market, Bangladesh has no means than developing skilled manpower according to demand to compete in the international labor market as well as to get the highest benefit from this sector. Globalization and moving opportunities for trade are having an impact to the labor market and the general direction of employment is getting away from traditional activities. The dynamics of a modernizing economy warrant that particular attention should be paid to the vocational and technical education in Bangladesh to incorporate modern knowledge, skills and training for the graduates to meet up the present demands.

## **1.2 Rationale of the study**

In comparison to the existing scope of general education, and even to general madrasah education at secondary and higher secondary level, the enrolment in vocational and technical education in Bangladesh is still low. However, this sector has vital potentialities to contribute to our economic and national development. This is the stream which is more effective than other two streams to provide education with employment opportunities. However, one of the major challenges for TVET education is to overcome its inadequate orientation to the labour market. Appropriate policies and programs are important to make these courses market responsive and to motivate employers, parents and students to increase the enrolment as well as acceptance of such type of education.

Moreover, in Bangladesh, the vocational and technical education has been contributing to the development of human resources since 1960s. However the contemporary labour market is

yet shaped up with a large number of unskilled people. Although a small number of young workforce enter into the job market with vocational, technical, or skills development training; few of them have adequate technical and vocational skills or qualifications. Besides, a large number of young children in every year are attached to the labour forces without having educational background. Moreover, every year 250,000 Bangladeshis migrate abroad (World Bank, 2006) who are mainly non-skilled labours. Those workers can easily contribute more to the national economy if they go to other countries with adequate specialized knowledge, skills and training. Due to a high competition in the international labour market, Bangladesh has no means than developing skilled manpower according to demand to compete in the international labour market as well as to get the highest benefit from this sector. Globalisation and moving opportunities for trade are having an impact to the labour market and the general direction of employment is getting away from traditional activities. The dynamics of a modernising economy warrant that particular attention should be paid to the vocational and technical education in Bangladesh to incorporate modern knowledge, skills and training for the graduates to meet up the present demands.

However, based on the recent trends of increased local and international needs of the skilled workforces, Bangladesh Government has set highest importance on vocational education as to develop “students into competent manpower through vocational and technical education” (National Education Policy, 2010, p. 24). In relation to this, the government has determined the aims and objectives of technical and vocational education including new dimensions of skill development of TVET students and teachers. For this, 25 strategies have been planned for framing and strengthening the ability of vocational and technical education to build up competent manpower in view of national and international demands. To make these efforts effective a rigorous study is required to understand the existing situation of the graduates' job satisfaction, employer requirements, how far curriculum content suit national and international market demand, career pathway, and to understand their trend of mobility. In doing this, mapping and need assessment is needed for the current vocational education system in SSC, Dakhil and HSC level. Especially mapping and need assessment study is essential to enhance the enrolment and acceptance of vocational education in keeping pace with the demand of current market.

In this regard, this study undertook a comprehensive mapping and needs assessment of the scope and quality of training being currently provided by TVET institutions across the country. This study will help to analyse current employment status of graduates, to indicate their job satisfaction, and to explore pathways for local and international careers. It will

provide recommendations to address the required support for the government and private institutions which would assist them in providing quality education. Furthermore, this study will support to design a comprehensive program for both in public and private sectors to modify and adapt their programs towards a competency-based training curriculum to address the needs of the workforce in the national and global sectors.

### **1.3 Aim and objectives of the study**

The main aim of this study was to enhancing enrolment and acceptability in the job market of the graduates of Dakhil (Vocational) courses. The aim is specified into two major objectives;

- To make Dakhil (Vocational) courses more market responsive and practical oriented and social recognition of the courses and
- To increase the interest of the learners in TVET.

To achieve the above mentioned major objectives the following specific objectives was addressed in this study:

1. to analyze the existing status Dakhil (Vocational) courses;
2. to identify employment status of Graduates of Dakhil (Vocational) courses;
3. to measure the level of job satisfaction of these graduate;
4. to measure the level of satisfaction of the Employer on Graduates' performance;
5. to identify the job demand for Dakhil (Vocational) courses graduates;
6. to identify the changes need to incorporate in curriculum;
7. to identify the way of creating overseas and local career pathways;
8. to assess the trend of entering into higher education of Graduates of Dakhil (Vocational) courses and higher education pathway; and
9. to explore the way of supporting BTEB affiliated private institutes to capacity building.

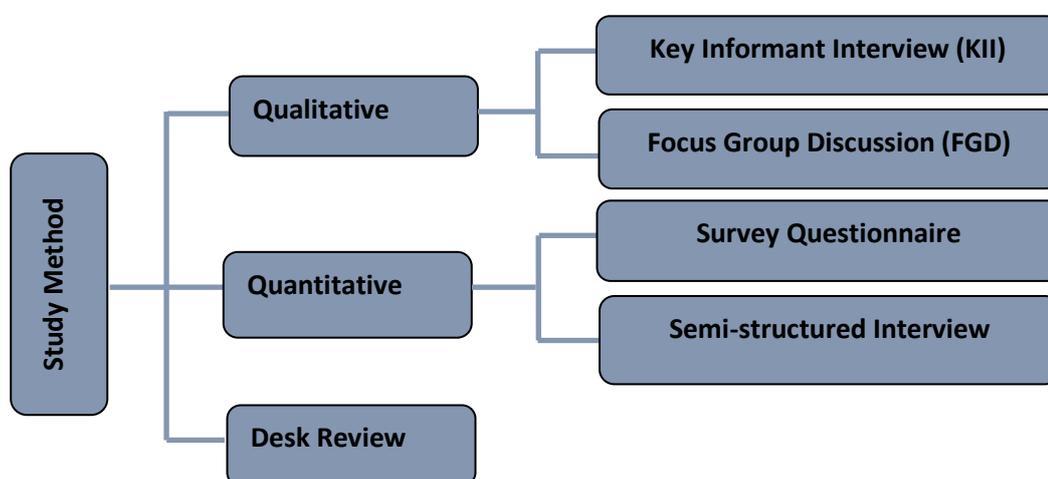
### **1.4 Scope of the study**

A total of 5,260 Dakhil (Vocational) graduates in 20 trades has been passed out from BTEB from 2005 to 2015 (BTEB Computer Cell); out of which male 3,839 and female 1,421. These graduates were come out from the different districts of our country. Employment opportunities available in the local and overseas job market, skills required by the industries, matching the curriculum with overseas and local competencies are the major scope of the study. Moreover, the career and higher education pathway are another two out comes need to be measured.

## Chapter 2: Methodology

### 2.1 Introduction

The study integrated qualitative and quantitative approaches to explore the existing situation of the graduates' present status, their satisfaction, performance, relevancy with jobs, quality output, demand of present job market, quality of curriculum, relevancy of contents and trades considering present market demand, updateness of course contents, alignment of course contents with international and national perspectives, future pathway, and so on. Both primary and secondary sources data collection approaches were applied in this study, however, special emphasize was given to the participatory approaches in all aspects of the study. Moreover, to ensure validity of data triangulation approach was also be employed.



### 2.2 Participant group

The following participants were considered as the participants for this study:

- Graduates of Dakhil (Voc.)
- Employers of graduates
- Parents of graduates
- Principals/ Heads of Technical and Vocational Institutes or Schools
- Instructors teaching in Technical and Vocational Institutes or Schools
- Policy makers
- TVET Curriculum developers
- Community members
- Personnel of BTEB, DTE, BMET, DT and so on.

## 2.3 Sample and Sampling strategy

### 2.3.1 Graduate Sample and selection strategies

To carry out survey with statistically representative sample size therefore following formula is used to calculate the sample size as,

$$n = \frac{Z^2 p(1-p)}{d^2}$$

Here,

**Z**= the standard normal deviate, usually set at 1.96 which corresponds to 95% confidence level

**P**= estimated value of the parameter; the proportion in the target population estimated to have a particular characteristic. Here the value of 'p' is considered .05

**d**= error margin usually set at  $\pm .05$

Using the above formula following sample size is calculated as,

$$n = \frac{Z^2 * (p) * (1-p)}{d^2}$$

According to the sample estimation formula, the sample size was 358 for Dakhil vocational graduates. However, the total data was collected from 355 Dakhil graduates across the country. The graduates were selected using random sampling strategy.

### 2.3.2 Other respondents and selection strategies

To meet the objectives of this study other stakeholder were also selected for both quantitative and qualitative data and evidences. The sample of other stakeholders and their selection techniques were as follows:

Respondent group	Selected	Sampling strategy
Superintendent	29	Conveniently
Employer	225	Purposively
Instructor/ Teacher	496	Purposively
Experts/Policy maker	5	Purposively

## **2.4 Data Collection Instruments**

### **2.4.1 Quantitative Technique**

#### **a) Survey Questionnaire**

Survey questionnaire was developed for the graduates of the Dakhil (Voc). The main focuses of this questionnaire were graduates' employment status, job satisfaction level, career pathway, trends of entering into higher education, change require in job's contents, and so on.

#### **b) Semi-structured Interview**

Semi-structured interview guidelines were developed for the curriculum developer, institutional head, employer and instructor. The focuses of this semi-structured interview were graduates' performance, employer's satisfaction, change require in job's content, trend of entering higher education, review of curriculum, exploring the ways to support private institutions for capacity building and so on.

### **2.4.2 Qualitative technique**

#### **a) Key Informant Interview**

Key Informant Interview schedule was developed for the policy maker. The focuses were review of curriculum, changes require in job contents, local and overseas career pathway, exploring the ways to support private institutions for capacity building and so on.

#### **b) Focus Group Discussion (FGD)**

Focus Group Discussion guides was developed for the parents and community members (service users). The focuses of FGD guides were the level of satisfaction on graduate's performance, employment status, job satisfaction, social recognition and so on.

## **2.5 Instrument Validation and Piloting**

The study team initially developed the instruments and then shared with the BTEB. After getting feedback from BTEB, the instruments had been revised. The revised instruments were presented in the 'Instrument Validation Workshop' arranged at IER, University of Dhaka on 08 October 2017. Different resource persons working in the TVET sectors including Instructor, Principal, Vice-Principal, Researcher, Consultant, Policy level officials, BTEB officials and Donor agency representatives were attended in the day-long workshop. Several

feedbacks were received during and after the workshop from the participants. The study incorporated most of the feedbacks given and started for piloting.

The study team highly emphasized on piloting of the developed instruments to make these more objective focused and user friendly. All the instruments were piloted in the Dhakil Madrasah offering TVE, and three industries located at Manikgonj and Dhaka City Corporation areas. The study team along with 10 research associates conducted the piloting on 14 October 2017 to all kind of sample and respondents of this study. The study team analyzed the responses got during piloting and modified the instruments accordingly. Modification of instruments include language of the question contents, revising alternatives, reducing redundancy, restructuring the open ended questions and so on. Actually, the piloting made the instruments smooth and easy to follow.

## **2.6 Training of Enumerators' and Supervisors**

The study team arranged a two-day training sessions for the data enumerators and field supervisors. The training was arranged on 21<sup>st</sup> and 22<sup>nd</sup> October 2017 at the IER premise. In the first day, the enumerators had gone through all the questions included in the instruments and exchange their views with the team and the participants as well. In the second day, the enumerators demonstrated the conduction all the instruments with the participants. After that the participants provided feedback on each of the conduction sessions. Finally, the team discussed on the demo conduction and provided strategies to ensure uniformity of thinking and process among all enumerators.

## **2.7 Field Mobilization and Supervision**

Overall 45 persons were involved in the data collection process. A total of 32 enumerators were involved data collection through one to one interaction approach and 08 field supervisors were involved in supervising the enumerators at field level. Moreover, the study team members were also monitored data collection activities at field as well as they took part of actual data collection from the respondents. The study team was emphasized on quality data collection through constant interaction and feedback to the field supervisors and data enumerators of this study.

## 2.8 Data Processing

The data collected through several strategies was processed accordingly. The raw data that collected was processed under proper supervision of the study team and analyzed by applying computer software like SPSS. The data processing of quantitative and qualitative data will be processed as follows:

### 2.8.1 Quantitative data processing

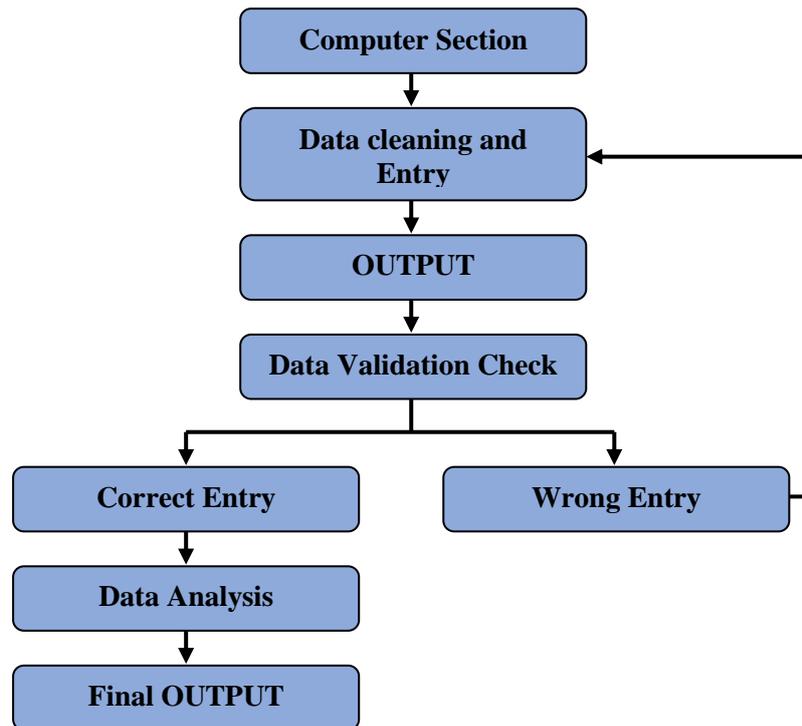


Figure 1: Quantitative data processing strategy

### 2.8.2 Qualitative data processing

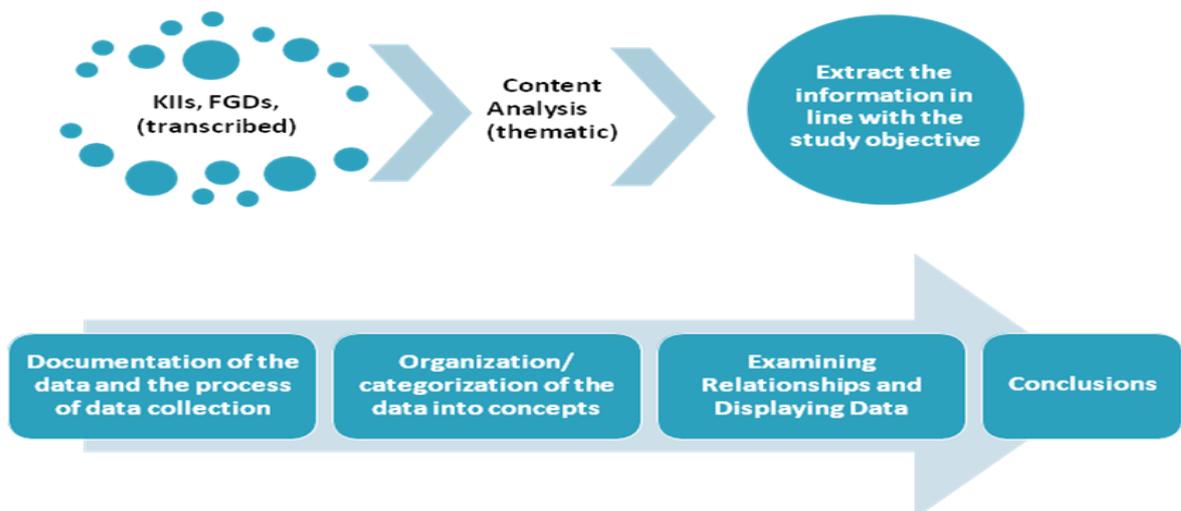


Figure 2: Qualitative data processing strategy

## **2.9 Data analysis**

Data was analyzed using a combination of both quantitative and qualitative manner where necessary. Quantitative data was analyzed through descriptive statistics while the narrative data was analyzed in qualitative approach focusing the objectives of the study and the emerged themes and concepts from the field data.

## Chapter 3: Results and Discussion

The study comprises of a range of instruments such as survey questionnaire, structured interview guide, semi-structured interview guide and FGD guide for different stakeholders. The findings are identified integrating both quantitative and qualitative data collected through those tools. The findings explored from those tools are presented according to some themes related to the identified objectives of the study.

### A. Existing status of Dakhil (Vocational) courses

- **Institutions surveyed**

**Table 1: Types of Institutes surveyed**

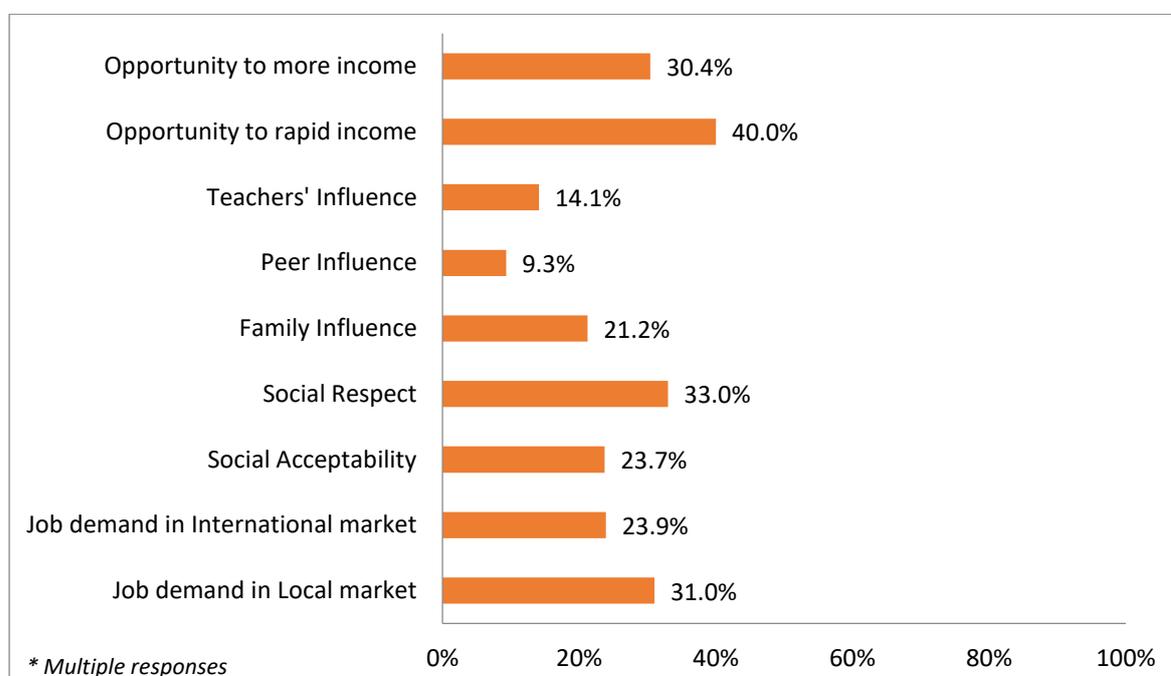
	Independent/Attached (%)		Management (%)	
	Madrasah Attached	Independent Vocational	Private MPO	Private Non-MPO
Agro Based Food	100.0	-	50.0	50.0
General Electronics	100.0	-	12.0	88.0
Automotive	100.0	-	-	100.0
Building Maintenance	100.0	-	100.0	-
Civil Construction	100.0	-	100.0	-
Computer and Information Technology	100.0	-	100.0	-
Dress Making	100.0	-	-	100.0
Electrical Maintenance Works	100.0	-	-	100.0
Farm Machinery	100.0	-	100.0	-
Fish Culture and Breeding	100.0	-	18.2	81.8
Food Processing and Preservation	100.0	-	51.9	48.1
General Mechanics	59.1	40.9	-	100.0
Poultry Rearing and Farming	100.0	-	91.7	8.3
General Electrical Works	100.0	-	100.0	-
Fruit and Vegetable Cultivation	100.0	-	100.0	-
Welding and Fabrication	100.0	-	37.5	62.5
Total	97.5	2.5	53.8	46.2

All the graduates of Dakhil (voc) graduated from the Madrasahs attached with general education except General Mechanics. Among the Madrasahs, more than half (53.8%) are non-government but MPO enjoyed while 46.2% of graduates graduated from Madrasahs which are not enjoying MPO and managing independently.

Among them, 15 trades run fully through Madrasah attached Institutes. These trades are Agro Based Food, General Electronics, Automotive, Building Maintenance, Civil Construction, Computer and Information Technology, Dress Making, Electrical Maintenance works, Farm Machinery, Fish Culture and Breeding, Food Processing and Preservation, Poultry Rearing

and Farming, General Electrical Works, Fruit and Vegetable Cultivation and Welding and Fabrication. Only General Mechanism, in a considerable amount, run through independent Institutions.

- **Reasons of selecting trades**



\* Graduate responses

**Figure 3: Reasons for selecting trade for Dakhil (voc) course**

Data reveals that majority of the Dakhil (voc) graduates selected their trade considering the opportunity to rapid income (40%), social respect (33%), opportunity to more income (30.4%) and job demand in local market (31%). Moreover, they also thought about job demand in international market, social acceptability and family choices for choosing their trades at Dakhil (voc) level.

**Table 2: Trade wise reasons for selecting trade**

	Demand of Local market job (%)	Demand of International market job (%)	Social Acceptability (%)	Social Respect (%)	Family Influence (%)	Peer Influence (%)	Teachers' Influence (%)	Opportunity to rapid income (%)	Opportunity to more income (%)
Agro Based Food	16.7	16.7	8.3	41.7	33.3	8.3	16.7	25.0	8.3
General Electronics	32.0	16.0	28.0	20.0	20.0	8.0	24.0	48.0	32.0
Automotive	28.6	38.1	9.5	33.3	47.6	23.8	9.5	23.8	33.3
Building Maintenance	33.3	28.6	23.8	28.6	-	4.8	14.3	38.1	19.0
Civil Construction	14.3	28.6	42.9	42.9	-	-	-	14.3	42.9

Computer and Information Technology	18.2	24.2	30.3	39.4	30.3	-	27.3	57.6	9.1
Dress Making	26.1		21.7	21.7	39.1	-	21.7	34.8	4.3
Electrical Maintenance Works	66.7	33.3	42.9	42.9	38.1	14.3	9.5	61.9	57.1
Farm Machinery	52.4	33.3	52.4	47.6	23.8	9.5	19.0	38.1	42.9
Fish Culture and Breeding	22.7	4.5	4.5	50.0	13.6	22.7	-	13.6	13.6
Food Processing and Preservation	40.7	14.8	33.3	37.0	14.8	7.4	22.2	40.7	33.3
General Mechanics	13.6	27.3	18.2	54.5	18.2	-	9.1	68.2	50.0
Poultry Rearing and Farming	8.3		33.3	16.7	-	16.7	8.3	25.0	41.7
General Electrical Works	16.0	20.0	4.0	16.0	4.2	4.0	4.0	16.0	64.0
Fruit and Vegetable Cultivation	62.5	50.0	25.0	25.0	50.0	37.5	12.5	75.0	37.5
Welding and Fabrication	68.8	81.3	-	6.3	-	-	12.5	62.5	6.3

\* Graduate responses

Several reasons were found according to the Dakhil (voc) graduate in selecting their trades during course and these are varied from trade to trade. The reasons are mainly as follows:

#### **Job demand in Local and International market**

Majority of the graduates of Electrical Maintenance works; Fruit and Vegetable Cultivation; Farm Machinery; and Welding and Fabrication trades selected their trade for demand of local market. A few of graduates of Poultry Rearing and Farming also select their trade for demand of local market.

Most of the graduates of Welding and fabrication and half of the graduates of Fruit and Vegetable Cultivation selected their trades considering the job demand in international market. Furthermore, a considerable number of graduates of Automotive, Electrical Maintenance works and Farm Machinery also selected their trades for the same reason.

#### **Social acceptability and Social respect**

Social acceptability is not major concern for selecting trades at Dakhil (voc) level. Data shows that a considerable amount of graduates of Civil Construction; Computer and Information Technology; Electrical Maintenance works; Food Processing and Preservation; and Poultry Rearing and Farming selected their trades considering the Social Acceptability. However, data also reveals that social respect is generally an issue of consideration for choosing trades at Dakhil (voc) level. The above table shows that around half of the graduates of General Mechanics and Fish Culture and Breeding and highest proportion of graduates of Agro Based Food selected their trades considering social respect.

### **Influence of others**

According to the considerable number of graduates of Dakhil (voc) influenced them to take particular trades. Around half of the graduates of Fruit and Vegetable Cultivation and Automotive choose their trades as family choices. Moreover, around one-third graduates choose Agro Based Food; Computer and Information Technology; Dress Making; and Electrical Maintenance Works as trade for Dakhil (voc) considering their family interest. However, the family members do not influence the graduates to take Building Maintenance; Civil Construction; Poultry Rearing and Farming; and Welding and Fabrication as trade for the Dakhil (voc) degree.

Peer influence is not found prominent for choosing the trades as part of the graduates Dakhil (voc) degree. Data shows that considerable amount of graduates of Fruit and Vegetable Cultivation (37.5%) select their trade based on peer influences. A less number of graduates of Agro Based Food (8.3%), General Electronics (8%), Building Maintenance (4.8%), Farm Machinery (9.5%) and Food Processing and Preservation (7.4%) also select their trade.

The teachers are not usually influence their students to take a particular trade as part of their Dakhil (voc) degree. It is found that around one-fourth students took Computer and Information Technology (27.3%) and General Electronics (24%) as trade considering teachers' influence. Besides, a poor number of graduates of Automotive (9.5%); Electrical Maintenance Works (9.5%); General Mechanics (9.1%); Poultry Rearing and Farming (8.3%); and General Electrical Works (4%) choose their trades as their teachers influence them.

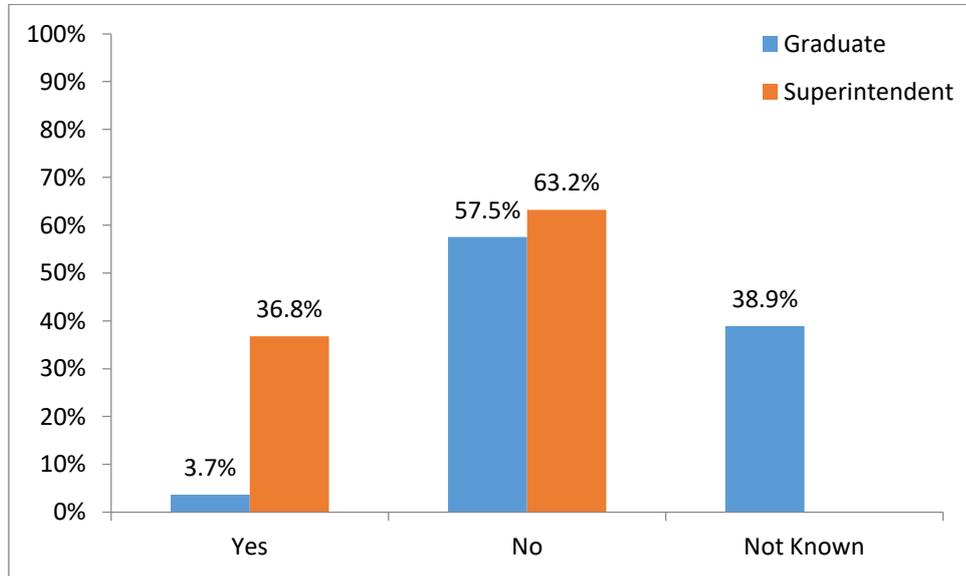
### **Income Opportunity**

Rapid income and more income opportunities attracted the Dakhil (voc) graduates to choose a particular trade. Majority of the graduates of Fruit and Vegetable Cultivation; General Mechanics; Electrical Maintenance Works; Computer and Information Technology; and General Electronics selected their trade for opportunity to rapid income. However, the graduates of Civil construction; Fish culture and Breeding; and General Electrical Works did not consider rapid income opportunity for selecting their trades.

Majority of the graduates of General Electrical Works (64%); Electrical Maintenance Works (57.1%) and General Mechanics selected their trades considering more earning opportunities. On the other hand, a few graduates of Agro Based Food (8.3%); Computer and Information

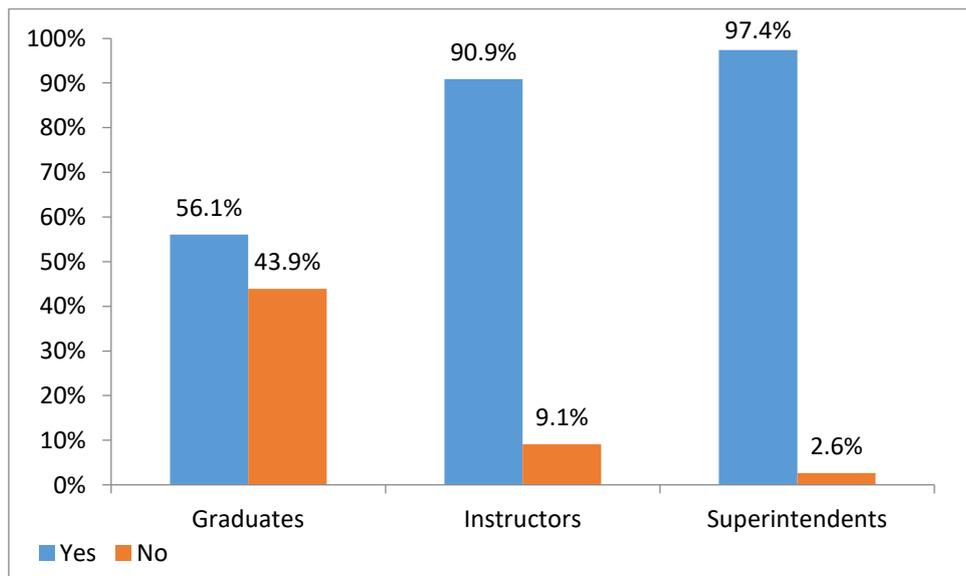
Technology (9.1%) and Welding and Fabrication (6.3%) choose their trades considering the same.

- **Guidance and information for graduates at institutes**



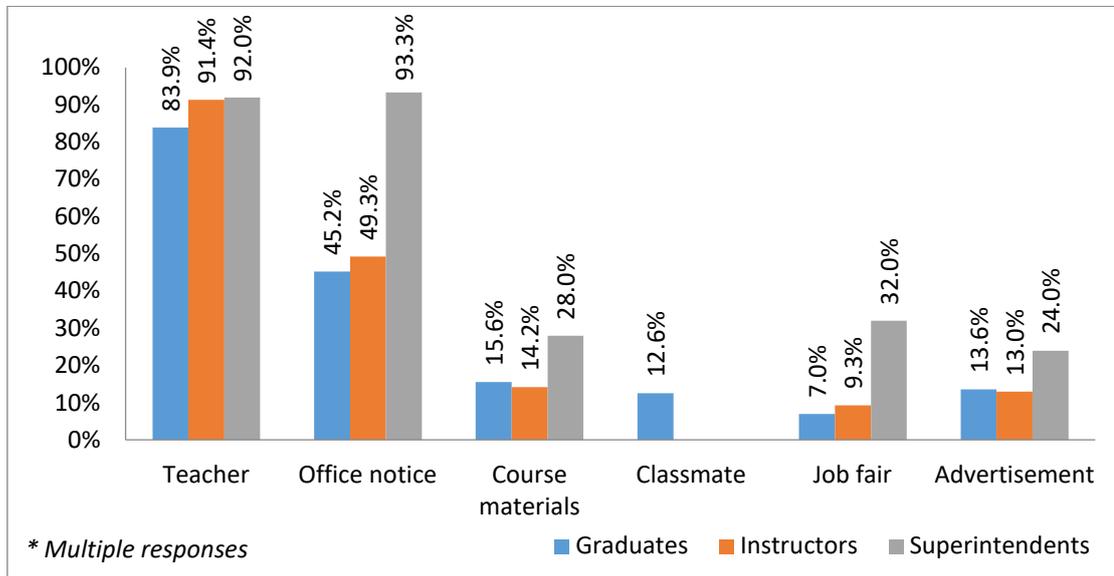
**Figure 4: Job Placement Cell at Institute**

Data proves the job placement cell is not established in most of the Madrasahs. It is found that only 3.7% of Dakhil (voc) graduates and 36.8% Superintendents confirmed the existence of Job Placement Cell at their Madrasahs while majority disagreed. It is also found that more than one-third (38.9%) graduates do not know about the existence of Job Placement Cell. This scenario is almost similar for trades and Madrasahs across the country.



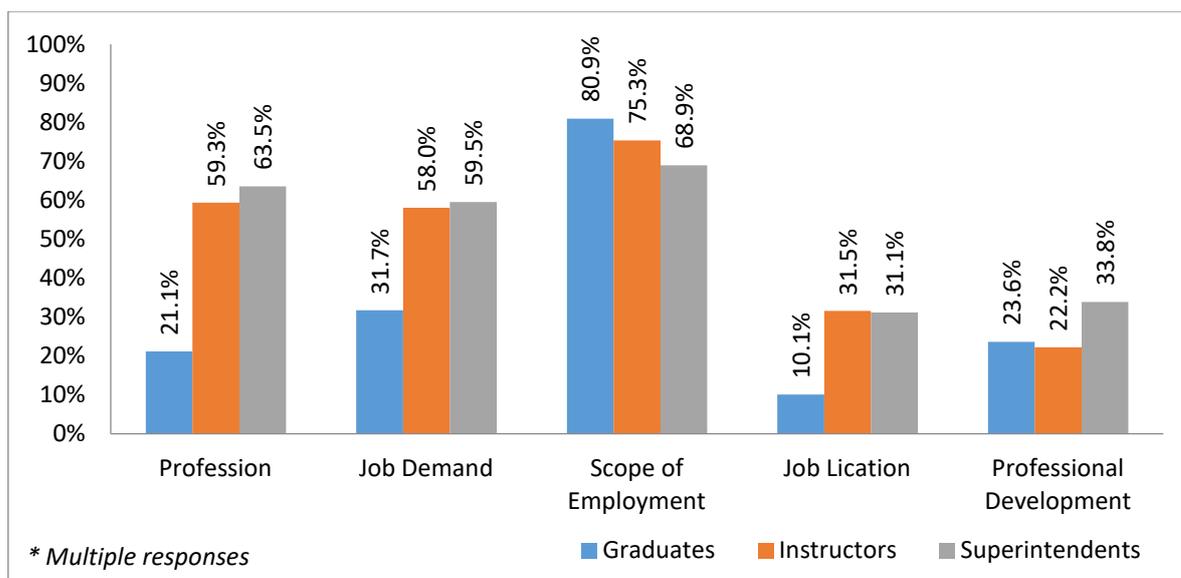
**Figure 5: Graduates are informed about profession during study**

Slightly more than half (56.1%) of the Dakhil (voc) graduates are informed about their professions during study while 43.9% are not informed. However, most of the instructors and Superintendents claimed that they the graduates were informed about their profession during courses.



**Figure 6: Source of information about profession during course**

The teachers are the main source of information about profession during Dakhil (voc) courses for the graduates. Besides, the Madrasahs also informed about professions to 45.2% graduates through different notices time to time. Furthermore, course materials, peers and different job advertisement are the other sources from whom the graduated became informed about job opportunities for the particular trades however those information were very limited.



**Figure 7: Types of information about profession provided to graduates during course**

According to the graduates it is found that 21.1% of the Dakhil (voc) graduates get information about profession, 31.7% of them get information about job demand, 80.9% of them get information about scope of employment, 10.1% of them get information about Employment address and 23.6% of them get information about Professional Development. However, majority of the instructors and superintendents claimed that the Dakhil (voc) graduates got information about profession, job demand and scope of employment during their courses. Furthermore, a considerable number of instructors and superintendents also noticed that the graduates received information about job location and professional development opportunities in the vocation sectors.

**Table 3: Types of information about profession provided to graduates during course**

	Profession (%)	Job Demand (%)	Scope of Employment (%)	Employer's Address (%)	Professional Development (%)
Agro Based Food	18.2	18.2	81.8	9.1	18.2
General Electronics	12.5	37.5	87.5	6.3	12.5
Automotive	-	16.7	75.0	8.3	25.0
Building Maintenance	25.0	50.0	37.5	12.5	12.5
Civil Construction	-	50.0	100.0	-	-
Computer & Information Technology	-	37.5	100.0	25.0	37.5
Dress Making	9.1	9.1	81.8	-	36.4
Electrical Maintenance Works	36.8	57.9	89.5	15.8	15.8
Farm Machinery	27.3	54.5	81.8	36.4	36.4
Fish Culture & Breeding	30.8	30.8	46.2	15.4	7.7
Food Processing & Preservation	28.6	14.3	71.4	28.6	57.1
General Mechanics	6.7	26.7	100.0	-	20.0
Poultry Rearing & Farming	75.0	50.0	75.0	25.0	50.0
General Electrical Works	16.7	27.8	83.3	-	5.6
Fruit & Vegetable Cultivation	100.0	100.0	50.0	-	100.0
Welding & Fabrication	31.3	18.8	93.8	6.3	25.0
Total	21.1	31.7	80.9	10.1	23.6

Data shows that all the graduates of Dakhil (voc) courses did not get same information in all Madrasahs across the country. The major types of information are:

**Information about profession and job demand:**

All of the graduates of Fruit and Vegetable Cultivation get information about profession from different sources. However, less number of graduates of Dress Making (9.1%) and General Electronics (6.7%) get information about profession.

All of the graduates of Fruit and Vegetable Cultivation also get information about job demand whereas half of the graduates of Building Maintenance; Civil Construction; and Poultry Rearing and Farming get information about job demand from different sources.

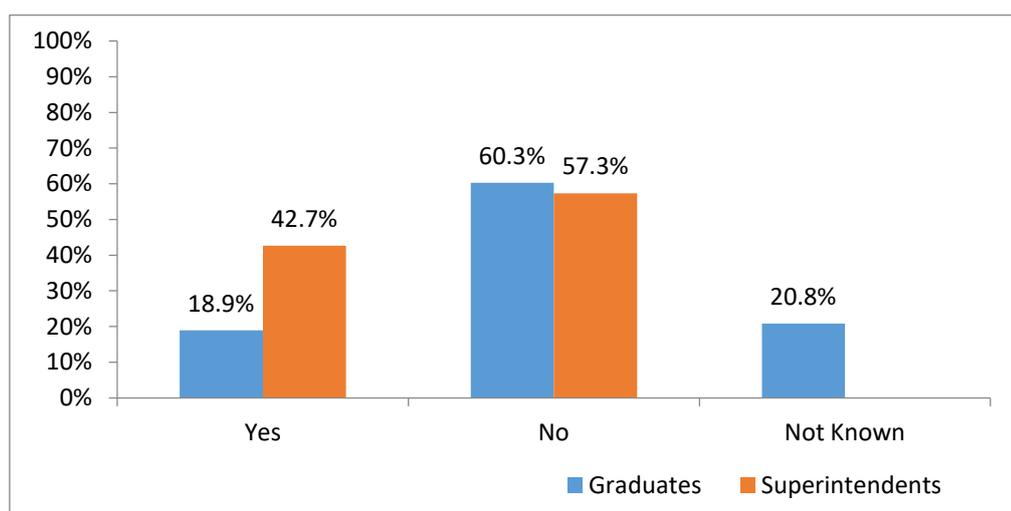
**Scope of Employment:**

All of the graduates of Civil Construction; Computer and Information Technology; and General Mechanics get information about scope of employment from different sources. Moreover, most of the graduates of Agro Based Food (81.3%); General Electronics (87.5%); Dress Making (81.8%); Electrical Maintenance works (89.5%); Farm Machinery (81.8%); and General Electrical Works (83.3%) get information about scope of employment.

Data also demonstrates that a good number of graduates of Farm Machinery (36.4%); Food Processing and Preservation (28.6%); Computer and Information Technology (25%); and Poultry Rearing and Farming (25%) get employer’s addresses from different sources. However, most of the Dakhil (voc) graduates of others trades did not get any employer’s addresses from any sources.

**Professional Development:**

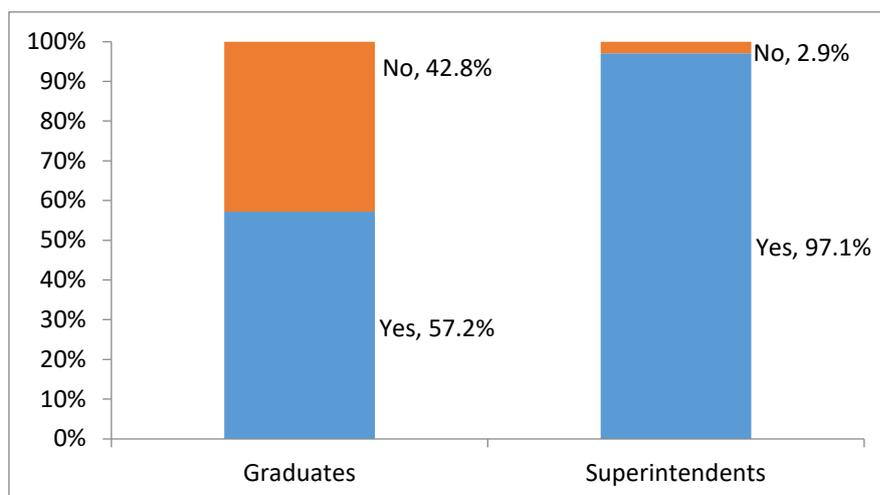
All of the graduates of Fruit and Vegetable Cultivation and half of Poultry Rearing and Farming get information about professional development from different sources. This indicates that most of the graduates of other trades did not get information about professional development from any sources.



**Figure 8: Existence of Counseling and Guidance Cell at institutes**

Data reveals that 18.9% of Dakhil (voc) graduates confessed the existence of Counseling and Guidance Cell in their Madrasahs while 60.3% disagreed. It is also found that one-fifth

(20.8%) of them do not know about this cell. However, 42.7% superintendents claimed that they have counseling and guidance cell at their Madrasahs although 57.3% disagreed.



**Figure 9: Students received guidance from counseling and guidance cell**

It is evident from data that majority of the Dakhil (voc) graduates received guidance about professions during their study from the Counseling and Guidance Cell in which it exists. According to 42.8% graduates they did not receive any guidance from that cell however only 2.9% superintendents agreed.

**Table 4: Trade wise students received guidance from counseling and guidance cell**

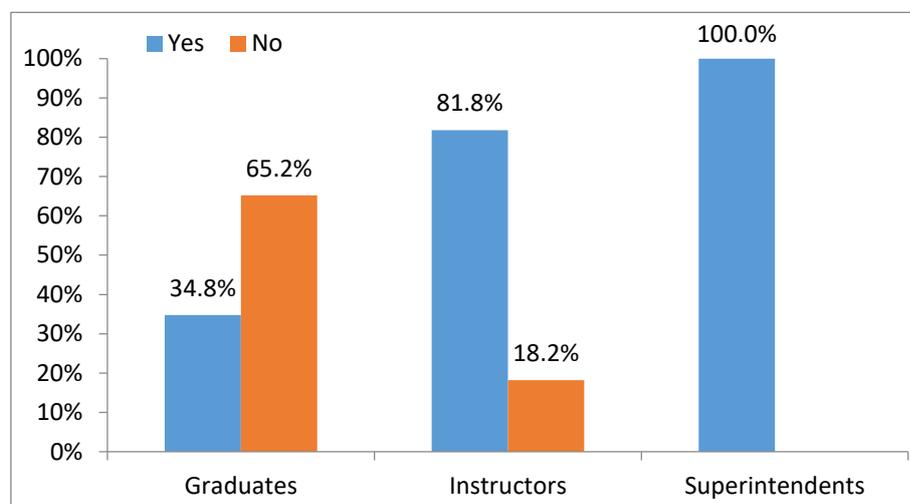
	Yes (%)	No (%)
Agro Based Food	91.7	8.3
General Electronics	68.0	32.0
Automotive	90.5	9.5
Building Maintenance	71.4	28.6
Civil Construction	57.1	42.9
Computer and Information Technology	66.7	33.3
Dress Making	91.3	8.7
Electrical Maintenance Works	33.3	66.7
Farm Machinery	52.4	47.6
Fish Culture and Breeding	50.0	50.0
Food Processing and Preservation	51.9	48.1
General Mechanics	31.8	68.2
Poultry Rearing and Farming	8.3	91.7
General Electrical Works	28.0	72.0
Fruit and Vegetable Cultivation	25.0	75.0
Welding and Fabrication	100.0	-
Total	57.2	42.8

\* Graduate responses

Data shows that all of the graduates of Welding and Fabrication trade received guidance about professions while most of the graduates of Agro Based Food (91.7%); Automotive

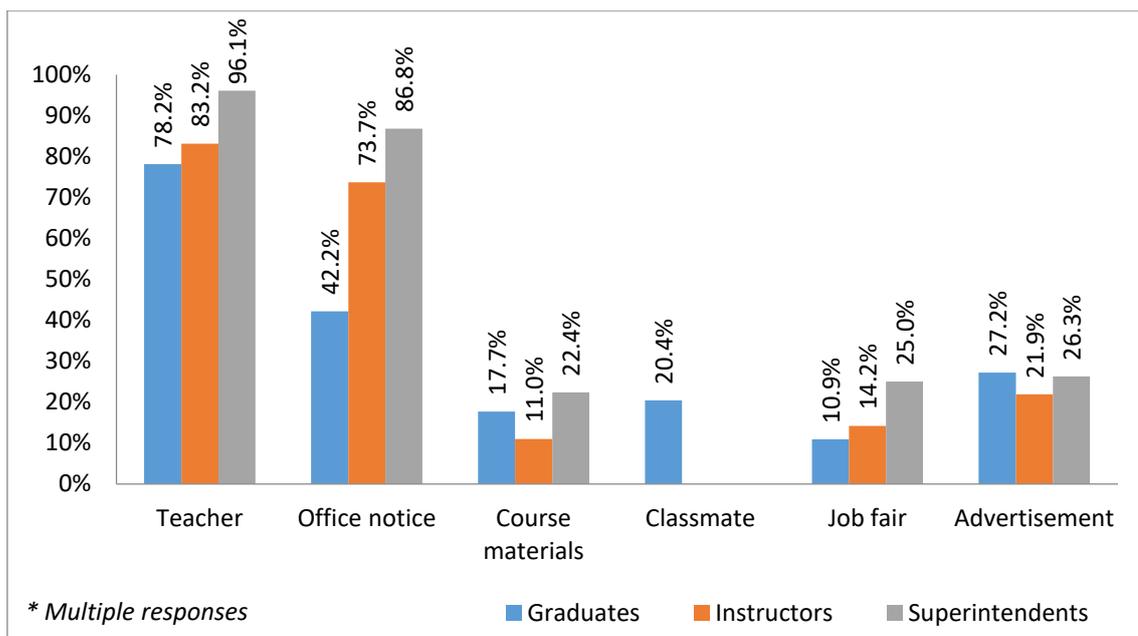
(90.5%); and Dress Making (91.3%) received similar guidance. However, most of the graduates of Poultry Rearing and Farming (91.7%) and majority of Fruit & Vegetable Cultivation (75%); General Electronic Works (72%); General Mechanics (68.2%) and Electrical Maintenance Works (66.7%) did not receive guidance for anyone about professions.

The graduates informed that their teachers are the main person who guides them about profession. Besides, the institutional system, textbooks, job circulars and peers are also act as guide for the Dakhil (voc) graduates' profession. Although Counseling and Guidance Cell is available in 18.9% Madrasahs, only 2.5% graduates received guidance from this cell.



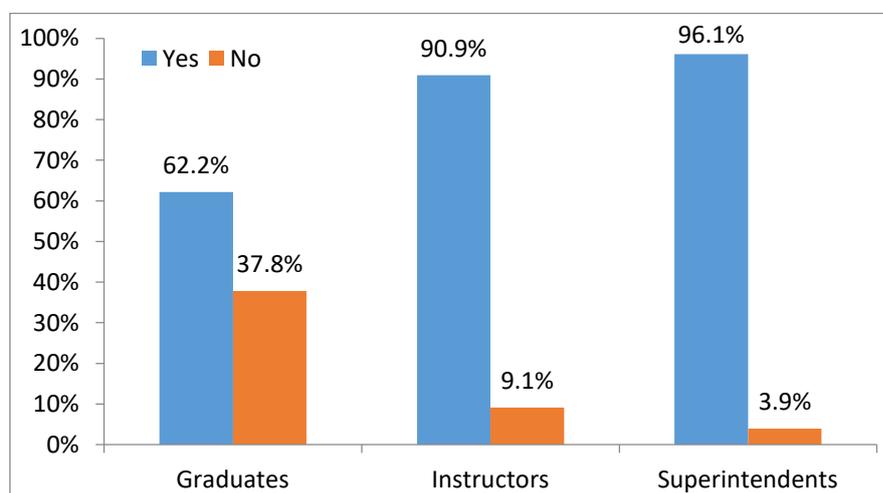
**Figure 10: Received information about scopes of job in local and international market**

According to most of the instructors and all superintendents the Dakhil (voc) students received information about job opportunities in the local and international market during their courses. However, majority (65.2%) graduates claimed that they did not get any information about scopes of job in local and international market during their courses. Data shows that only one-third (34.8%) graduates received such information during their study at Dakhil (voc) level.



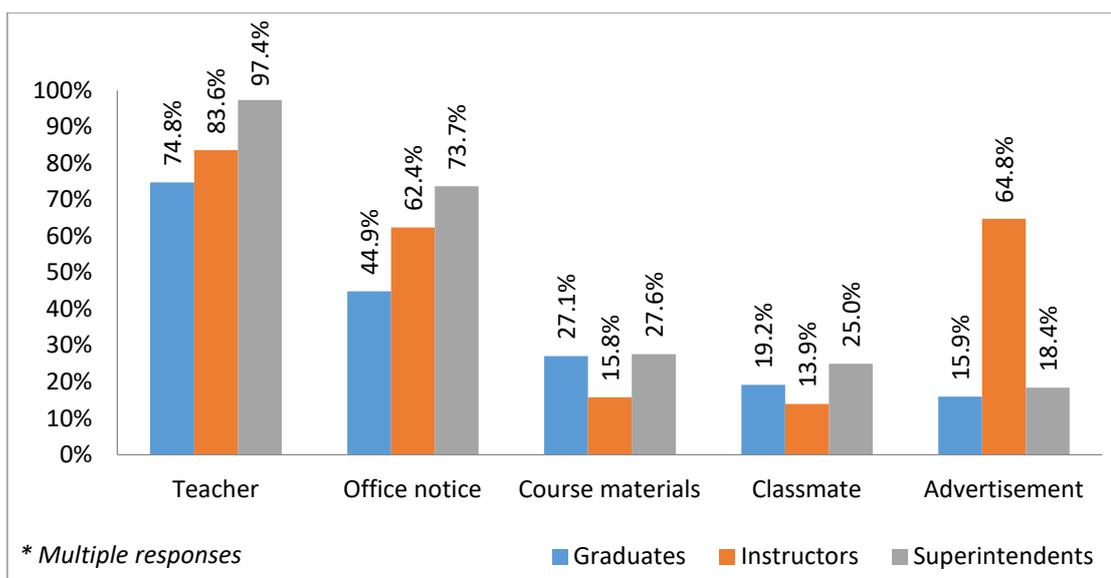
**Figure 11: Source of information about local and international job market**

Data shows that teachers are the main (78.2%) source of information about jobs in local market followed by the Madrasahs through notices. Apart from teachers and notices, different advertisement, textbooks and classmates are other sources from whom the graduates being informed about their job opportunities. The graduates received several information regarding their professions.



**Figure 12: Graduates received information about self-employment opportunities**

Data reveals that majority (62.2%) of the Dakhil (voc) graduates received information about self-employment opportunities from different sources. The instructors and superintendents of the Madrasahs also admitted that almost all the graduates got information about self-employment opportunities during their Dakhil (voc) courses.



**Figure 13: Source of information about self-employment**

The main sources of their information related to self-employment are the teachers and Madrasahs according to the Dakhil (voc) graduates, instructors and superintendents. Furthermore, some of the graduates also got information from their course materials, peers and several advertisements.

**Table 5: Information graduates received about self-employment opportunities during course**

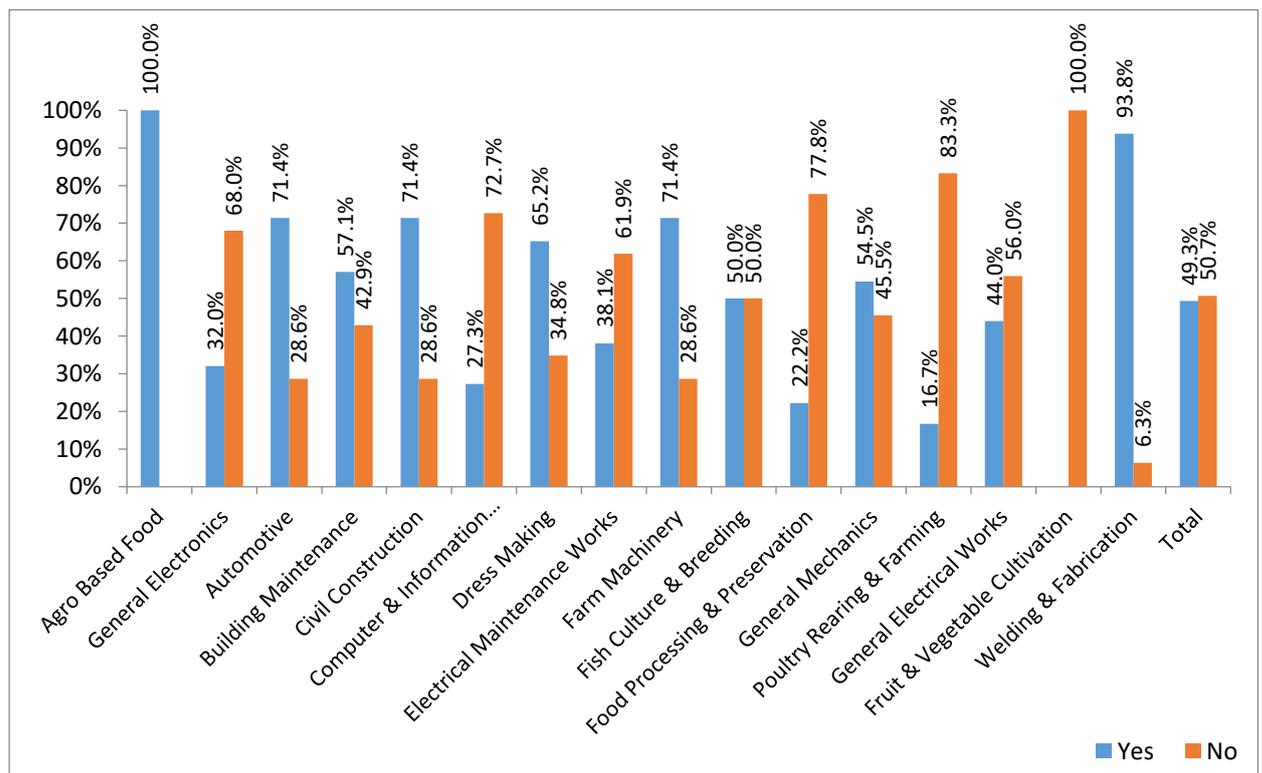
	Types of Self Employment (%)	Scope of Self Employment (%)	Future of Self Employment (%)
Agro Based Food	31.8	77.3	18.2
General Electronics	68.8	81.3	50.0
Automotive	47.4	84.2	57.9
Building Maintenance	25.0	25.0	75.0
Civil Construction	50.0	16.7	16.7
Computer & Information Technology	7.1	50.0	50.0
Dress Making	-	100.0	5.9
Electrical Maintenance Works	68.4	89.5	68.4
Farm Machinery	50.0	93.8	62.5
Fish Culture and Breeding	46.7	80.0	33.3
Food Processing & Preservation	45.5	63.6	54.5
General Mechanics	6.3	75.0	81.3
Poultry Rearing & Farming	33.3	33.3	66.7
General Electrical Works	18.2	100.0	27.3
Fruit & Vegetable Cultivation	100.0	100.0	-
Welding & Fabrication	35.7	78.6	35.7
Total	37.4	75.7	44.4

\* Graduate responses

Data shows that almost all the graduates of Dakhil (voc) got some information about self-employment opportunities related to their trades. Among them majority got information about

the scopes of self-employment while 44.4% graduates got information about the future of self-employment and 37.4% graduates got information about types of self-employment related to their particular trades.

The instructors of Dakhil (voc) courses also added that the graduates received several information about self-employment opportunities during their courses. The major information are the types of self-employment related to trades, loan opportunities for establishing self-employment enterprises and the future of self-employment in our context.



\* Graduate responses

**Figure 14: Guidance about creating self-employment opportunities**

Data reveals that around half (49.3%) of the Dakhil (voc) graduates received guidance on creating self-employment opportunities related to their trades. However, the other 50.7% graduates did not receive any guidance for doing the same. Data further shows that all the graduates of Agro Based Food; most of Welding & Fabrication and majority of Automotive; Civil Construction; Farm Machinery; and Dress Making trades received guidance for establishing self-employment enterprises. On the other hand, all graduates of Fruit and Vegetable Cultivation and majority of Poultry Rearing and Farming; Food Processing and Preservation; Computer and Information Technology; General Mechanics; and Electrical Maintenance Works did not receive any guidance on creating self-employment opportunities.

**Table 6: Source of information about creating self-employment opportunities**

	Institute (%)	Teacher (%)	Text book (%)	Notice (%)	Peers (%)	Job Fair (%)	Advertisement (%)
Agro Based Food	33.3	100.0	-	-	-	8.3	8.3
General Electronics	50.0	87.5	37.5	12.5	25.0	25.0	12.5
Automotive	28.6	100.0	66.7	-	33.3	6.7	42.9
Building Maintenance	16.7	66.7	25.0	8.3	33.3	-	8.3
Civil Construction	60.0	100.0	20.0	-	-	20.0	-
Computer & Information Technology	-	33.3	-	-	66.7	-	-
Dress Making	13.3	100.0	6.7	-	13.3	-	-
Electrical Maintenance Works	25.0	75.0	-	-	25.0	-	-
Farm Machinery	80.0	80.0	33.3	6.7	6.7	-	13.3
Fish Culture & Breeding	45.5	72.7	36.4	18.2	18.2	9.1	9.1
Food Processing & Preservation	50.0	83.3	16.7	-	-	16.7	-
General Mechanics	50.0	83.3	16.7	16.7	-	8.3	33.3
Poultry Rearing & Farming	-	100.0	50.0	-	50.0	-	-
General Electrical Works	27.3	36.4	-	9.1	36.4	-	27.3
Welding & Fabrication	60.0	73.3	66.7	13.3	13.3	13.3	26.7
Total	37.9	81.1	24.6	5.7	18.3	6.9	13.8

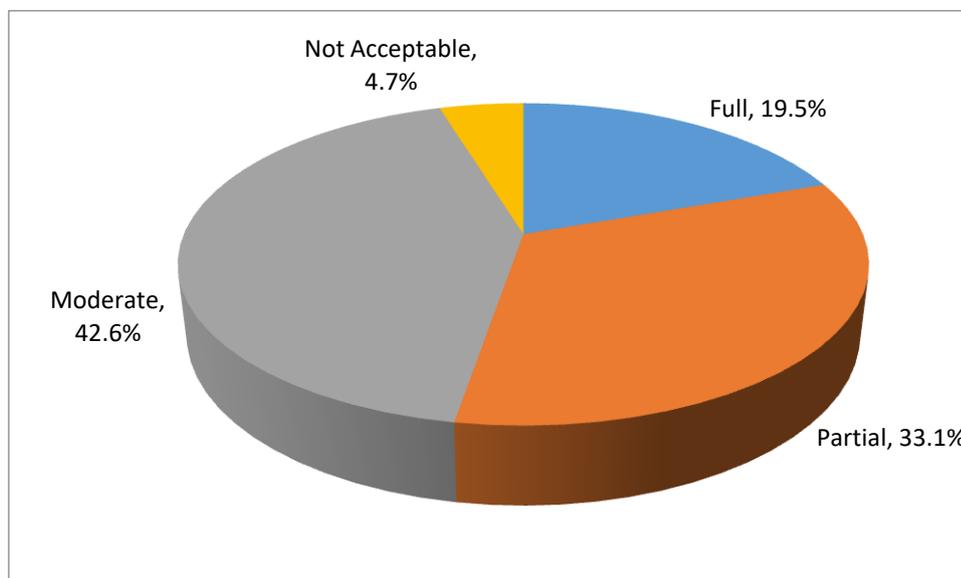
\* Graduate responses

Data reveals that the Dakhil (voc) graduates received guidance from several sources on creating self-employment opportunities. They received this guidance mainly from the teachers, Madrasahs and textbooks. Moreover, few of them also got information about establishing self-employment enterprises from their peers, different advertisement, job fair and several notices or circulars. The main source of such information is the teachers followed by Madrasahs and textbooks of particular trades except Computer and Information Technology. The peers are the main guide for creating self-employment opportunities for the graduates of Computer and Information Technology trade.

The superintendents thought that the Dakhil (voc) courses have several roles in creating self-employment opportunities for the graduates. According to them vocational courses develop skilled manpower through practical experiences and hands-on training. Therefore, job is not always necessary for them. The vocational graduates can create self-employment opportunities aligned with their completed trades considering the local needs. They also thought that a vocational graduate creates a self-employment enterprise not only for him/herself but also create job opportunities for others having skills. According to the superintendents, the Food Processing & Preservation, General Electronics, Electrical Maintenance Works, Computer & Information Technology, Poultry Rearing & Farming, General Mechanics, Dress

Making, and General Electrical Works trades have more roles in creating self-employment opportunities for the Dakhil (voc) graduates.

- **Recognition of vocational course at family and society**



\* *Instructor responses*

**Figure 15: Recognition of Dakhil (voc) course to family and society**

The instructors have different opinion regarding the recognition of the Dakhil (voc) course to the graduates' family and society. According to 42.6% instructors the Dakhil (voc) courses have moderate level of recognition in their graduates' family and society and one third instructors think it is partial. However, 19.5% instructors think the Dakhil (voc) courses have full recognition while about 5% think it has no recognition in the graduates' family and society. The instructors suggested several initiatives to increase recognition of Dakhil (voc) course at family and society. Their major suggestions are:

- Ensure jobs in local market through collaboration
- Develop awareness of community people
- Provide available higher education opportunities
- Create linkage between industry-institute collaboration
- Ensure quality education through hands on activities by qualified subject-based teacher
- Create opportunity for establishing self-employment
- Provide stipend for the vocational students

Moreover, the superintendents of the Madrasahs provided some suggestions to improve social recognition of the Dakhil (voc) courses. Their major suggestions are:

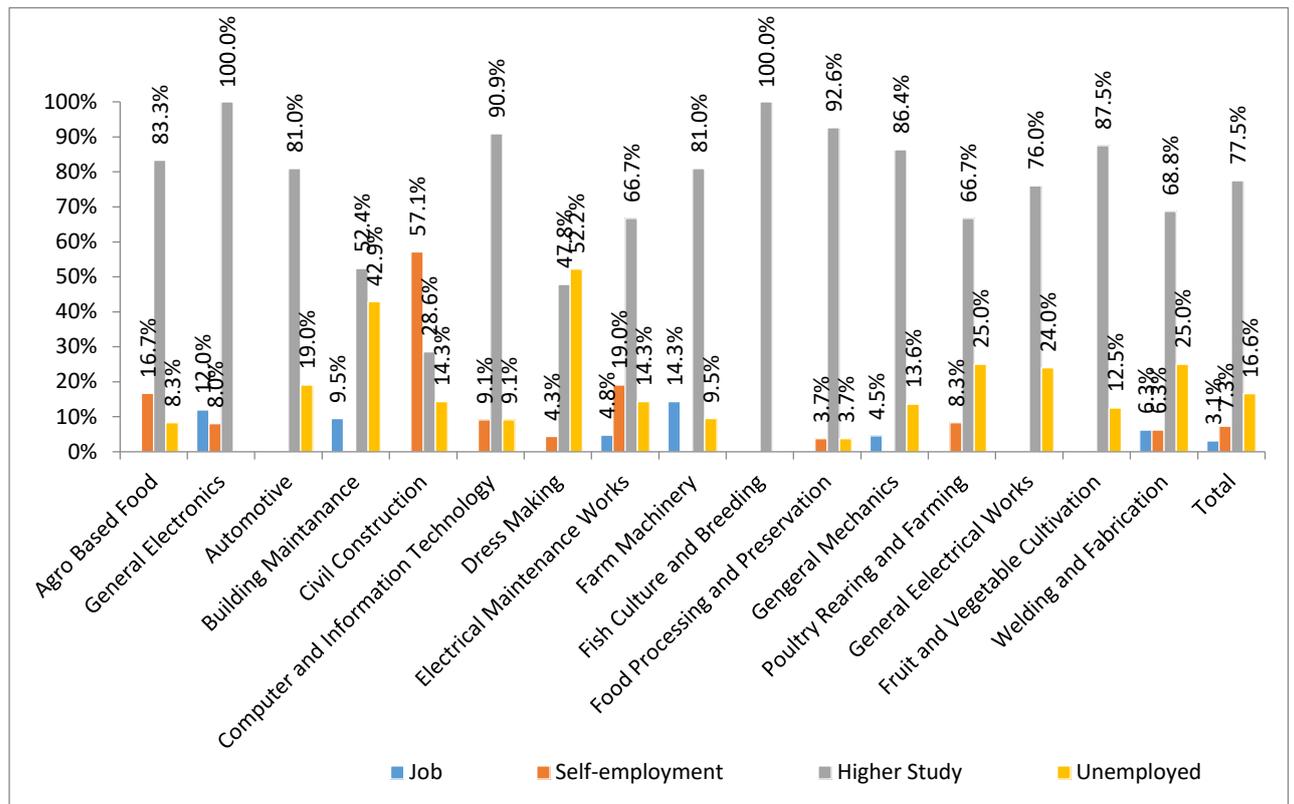
- Appoint trade-based efficient teachers in each Madrasah
- Increase promotion and campaign on the necessity of vocational education
- Increase awareness among community people
- Increase scholarship opportunity
- Ensure trade-based jobs in local market
- Provide support to establish self-employment enterprise
- Improve physical and workshop facilities in each Madrasah
- Increase salary structure for the vocational graduates
- Importance of vocational education needs to be noted in the textbooks
- Ensure MPO of the trade teachers of Madrasah

Most of the experts reported that in the rural settings only students with low grades enter into this education. It shows the low level of social acceptance of vocational education. That is why it is not believed to have much dignity. However, few experts claimed that nowadays, the acceptance and social regard for vocational education is pretty high. The experts also suggested some measures to increase the acceptance of Dakhil (voc) courses. The measures are:

- Need to raise the quality of teaching-learning
- Need more exclusive technical schools
- Govt. initiatives should be taken
- Awareness among community people must be raised
- Help to create examples of graduates of vocational education getting higher level positions
- New policies should be devised
- Scope of works must be widened
- Our mindset should be changed through refraining from the assumption that students in vocational education are not quality students.

## B. Employment status of Dakhil (Vocational) Graduates

- **Employment status**



\* Graduate responses

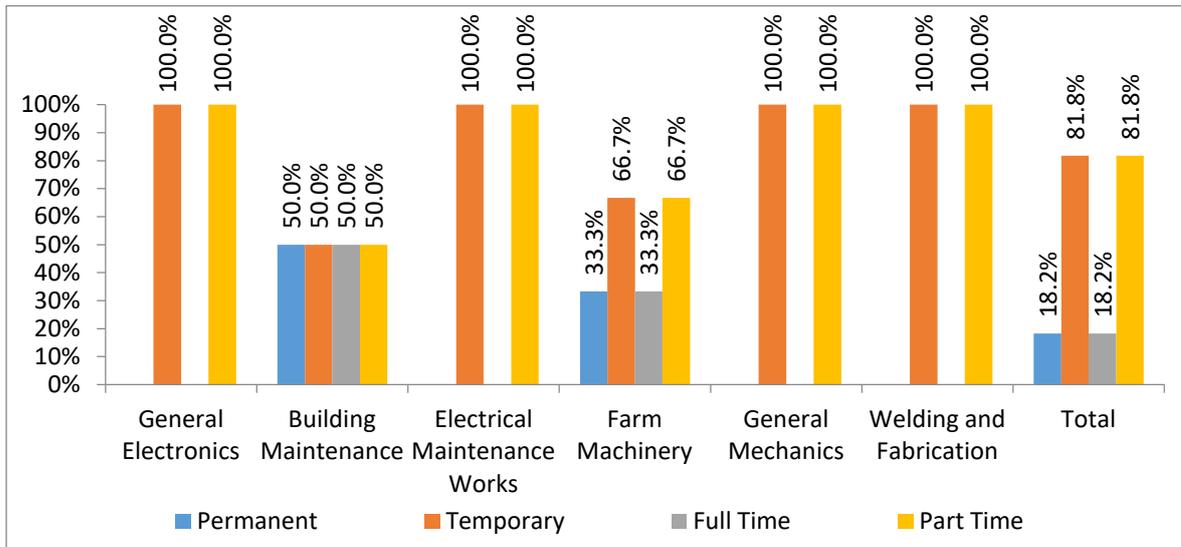
**Figure 16: Employment Status of the graduates**

Higher study is a common tendency of the Dakhil (voc) graduates considering all grades. The above table reflects that most (77.5%) of the sampled Dakhil (voc) graduates of all trades continue their study at next or higher level. Very few graduates are in Job (3.1%) and self-employment (7.3%). However, 16.6% graduates are neither doing any job nor studying at higher level.

Data shows that all (100%) graduates of General electronics; and Fish Culture and Breeding carry on their study at next or higher level. Most of the graduates of some trades are also studying at next level. Almost half of Graduates of Building Maintenance (52.4%) and Dress making (47.8%) are studying.

Graduates' employment rate is higher for Farm Machinery trade and it is only 14.3% while self-employment rate is higher for Civil Construction trade which is 57.1%. Unemployment rate is higher for the Dakhil (voc) graduates of Dress Making trade.

- **Job nature**

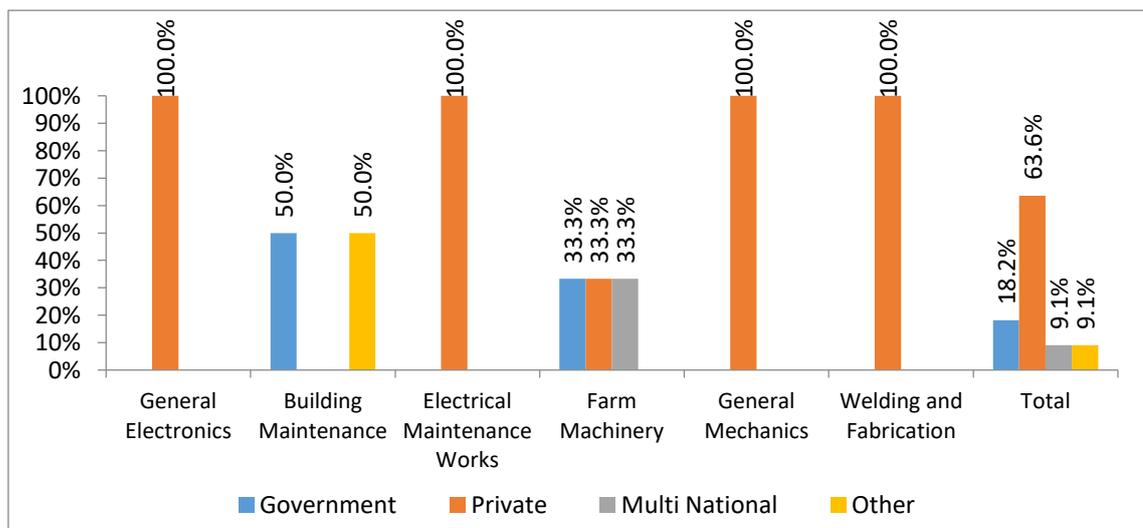


\* Graduate responses

**Figure 17: Type of jobs the Dakhil (voc) graduates doing**

Data shows that most (81.8%) of the employed Dakhil (voc) graduates of all five trades are involved in temporary and part-time jobs. However, less than one-fifth (18.2%) graduates of all trades choose permanent and these are full time job.

In particular, all (100%) employed graduates of General Electronics, Electrical Maintenance Works, General Mechanics and welding and Fabrication are doing temporary and part time jobs. Moreover, majority (66.7%) of graduates of Farm Machinery and half (50%) of Building Maintenance choose Temporary and part time jobs.



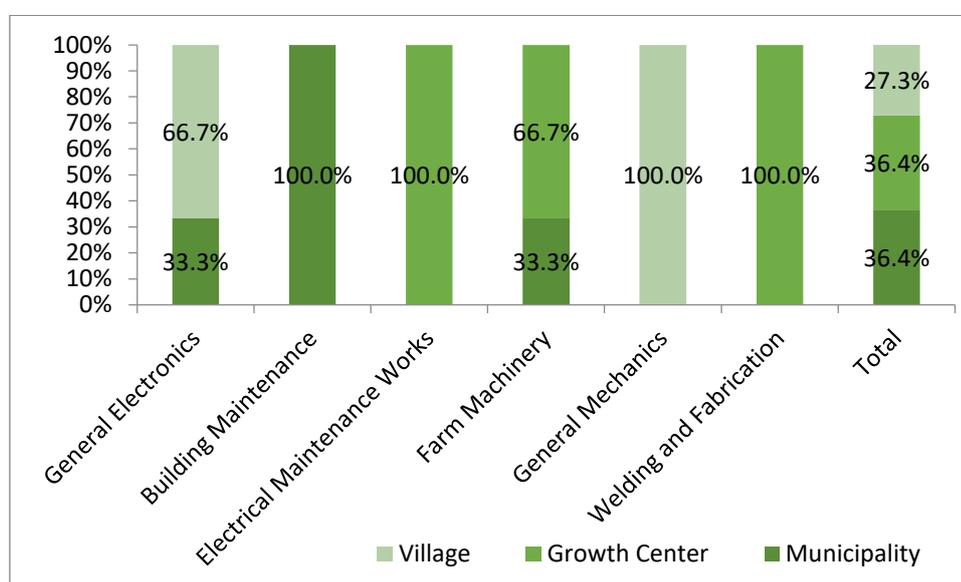
\* Graduate responses

**Figure 18: Nature of the graduates' employers**

Majority (63.6%) of sampled Dakhil (voc) graduates got employment in private sector while 18.2% got employment in government sector. Very few got jobs in Multi-National (9.1%) companies.

All (100%) the graduates of General Electronics, Electrical Maintenance Works, General Mechanics and Welding and Fabrication got private job. Besides, half of the graduates of Building maintenance and one-third (33.3%) graduates of Farm Machinery got Government job. Furthermore, one-third (33.3%) graduates of Farm Machinery got Multi-National jobs.

- **Job location**



\* Graduate responses

**Figure 19: Employment location of the graduates**

Data reveals that more than one-third (36.4%) of the employed Dakhil (voc) graduates are doing their jobs in both municipality and Growth Center areas while 27.3% graduates are involved in employment located in villages.

Employment location is in the municipality areas of all graduates of Building Maintenance; Electrical Maintenance Works; and Welding and Fabrication trades. Employment location is in the village areas of all the graduates of General Mechanics and majority (66.7%) graduates of General electronics trades.

- **Salary of the employed graduates**

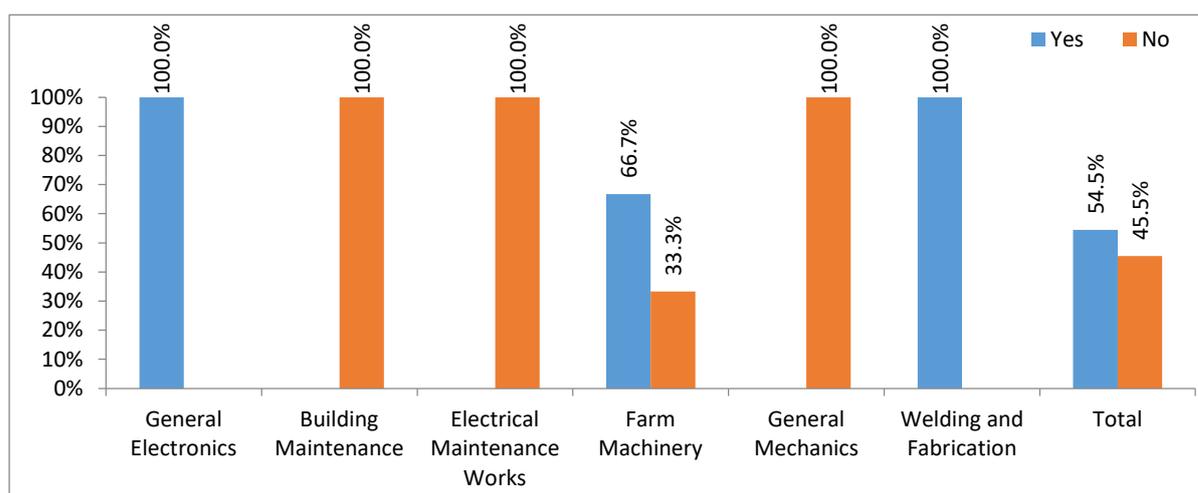
**Table 7: Time of getting first job**

	Before start of the course (%)	Within 1-3 months after end of course (%)	Within 4-6 months after end of course (%)	Within 6-12 months after end of course (%)
General Electronics	-	33.3	66.7	-
Building Maintenance	-	50.0	-	50.0
Electrical Maintenance Works	-	-	-	100.0
Farm Machinery	33.3	-	66.7	-
General Mechanics	100.0	-	-	-
Welding and Fabrication	-	100.0	-	-
Total	18.2	27.3	36.4	18.2

\* Graduate responses

Data reflects that the graduates of Welding and Fabrication get job immediately after completing their Dakhil (voc) degree while it is half (50%) for Building Maintenance trade and one-third (33.3%) for General Electronics trade. On the other hand, two-third (66.7%) graduates of Farm Machinery and General Mechanics got their jobs within 4-6 months after completing their course. However, all graduates of Electrical Maintenance Works and half of Building Maintenance got their jobs after 6 months from their course completion. It is noticeable that all the graduates of General Mechanics and one-third (33.3%) of Farm Machinery entered into jobs before starting their Dakhil (voc) course.

- **Skills for jobs and gaps**

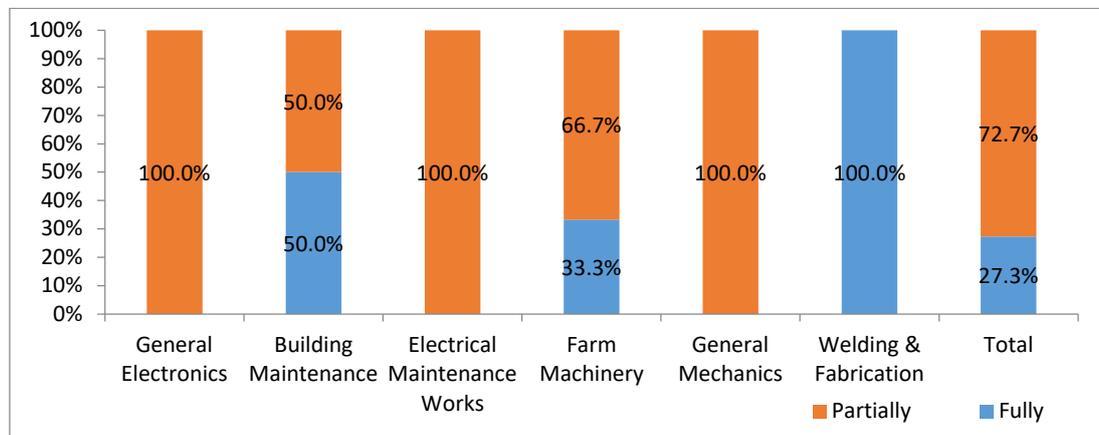


\* Graduate responses

**Figure 20: Trades need to include more skills**

Data proves that more than half (54.5%) of employed graduates are demanding more skills during their Dakhil (voc) course while 45.5% graduates declined. In particular, all the

graduates of General Electronics and Welding & Fabrication trades and majority of Farm Machinery admitted that they required more skills related to their jobs during their courses. However, all the graduates of Building Maintenance; Electrical Maintenance Works and General Mechanics disagreed.

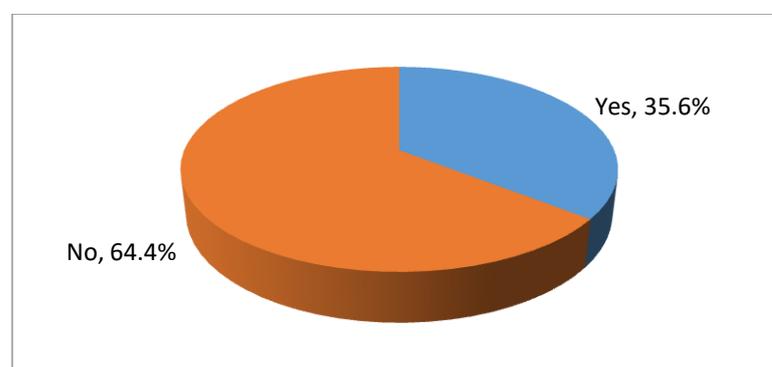


\* Graduate responses

**Figure 21: Extent of sufficiency of the achieved skills to fulfill employers' demand**

Only 27.3% Dakhil (voc) graduates think that they can satisfy the demand of their employers and clients using their learned skills although majority (72.7%) graduates think that they can satisfy them partially. The graduates of Welding and fabrication are fully confident to satisfy their employers and clients while it is 50% for Building Maintenance and 33.3% for Farm Machinery trade. On the other hand none of the graduates of General Electronics, Electrical Maintenance Works and General Mechanics is fully confident to serve the demand of the employers and clients. They think that they can satisfy them partially.

All the experts agreed that graduates of vocational education have average level of skills, it should be more enriched. They also noted that this level of skills won't help them to compete in their job sector.



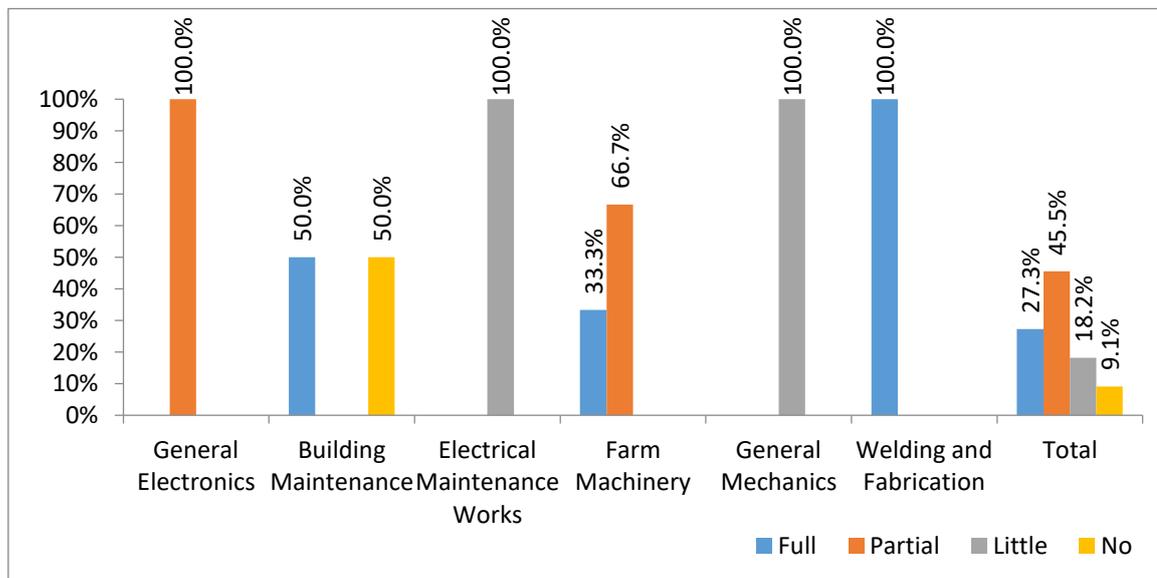
\* Employer responses

**Figure 22: Graduates' achieved skills are enough to fulfill employers' demand**

Majority (64.4%) of the employers think that achieved skills of the Dakhil (voc) graduates are not enough to fulfill their demand although one-third employers think oppositely. They also added some reasons behind it. The major reasons are:

- The graduates have subject knowledge but do not have proper skills
- The graduates have less knowledge about machinery tools and equipment
- The graduates do not have enough practical experience about their work
- Communication skill of the graduates is poor
- Less opportunity of applying the achieved skills in real job
- The skill coverage under the trades is not matched fully with the present job demand.

Experts have almost same opinions about the acceptance of Dakhil (voc) certificate. They think that this certificate is pretty acceptable in the internal job market. Graduates' skills are 70% up to mark. Vocational Certificate holders are at advantage as they have hands on experiences. However, opportunity of work is limited. Graduates do not seem to have service oriented mindset.



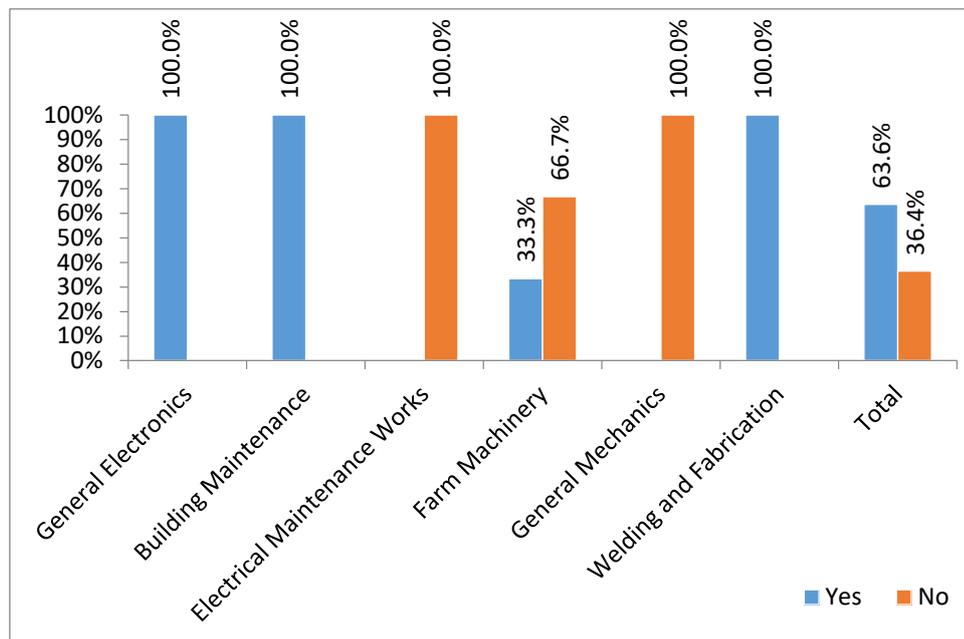
\* Graduate responses

**Figure 23: Recognition of Dakhil (voc) course to employers**

Data reveals that all the trades under Dakhil (voc) degree are not equally recognized in the job market. It is found that the Welding and Fabrication course is fully dignified to the employers while it is 50% for Building Maintenance and 33.3% for Farm Machinery. The General Electronics trades is partially recognized in the job market while it 66.7% for Farm Machinery. The Electrical Maintenance Works and General Mechanics trades have very little

recognition to the employers. However, 50% graduates of Building Maintenance reported that their degree does not have any recognition in the job Market.

Experts also provided their responses about the expectations of the employers. They think employers have too many expectations about the graduates. They noted that we are trying to make a combination between the expectations of the employers and the ability of the vocational graduates. One of the experts claimed that the expectations of the employers in workplace within the national job market are ordinary. However, it will be 20% in 2020 and 30% in 2030.



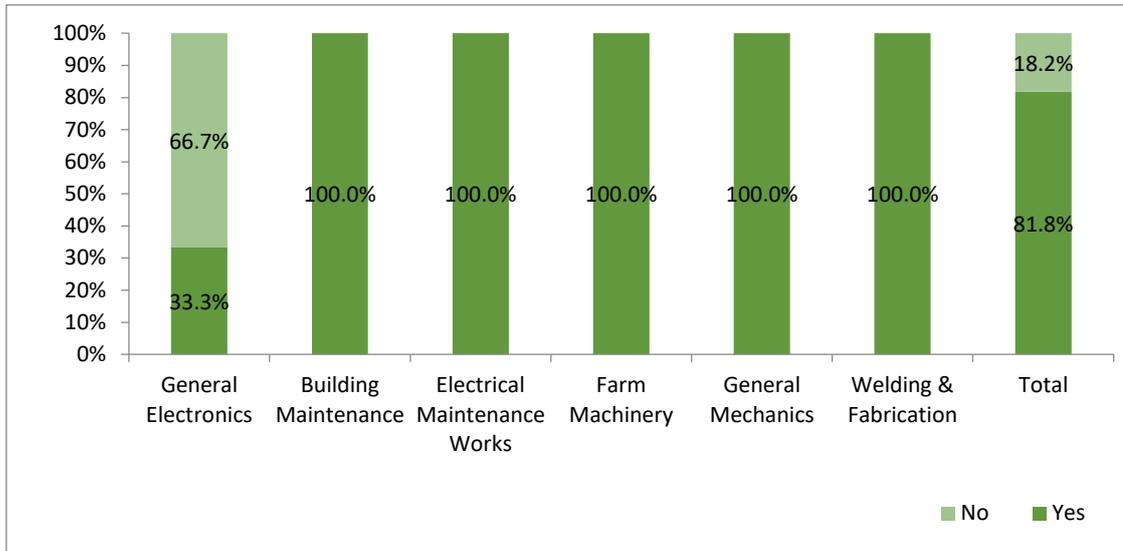
\* Graduate responses

**Figure 24: Graduates have enough freedom to apply skills in job**

The above figure reflects that only 63.6% of Dakhil (voc) graduates have freedom to apply their achieved skills in job while more than one-third (36.4%) graduates do not have freedom to apply skills in job. Among them, all graduates of General Electronics; Building Maintenance; and Welding and Fabrication trades have full freedom to apply their skills in job. On the other hand, all graduates of Electrical Maintenance Works and General Mechanics and majority of Farm Machinery trades have not any freedom to apply skills in job.

Some of the experts think that there is not enough opportunity to apply their skills freely. They also claimed that the employers do not allow the graduates to apply their skills by their own ways due to their less recognition to them. Some experts also claimed that the employers

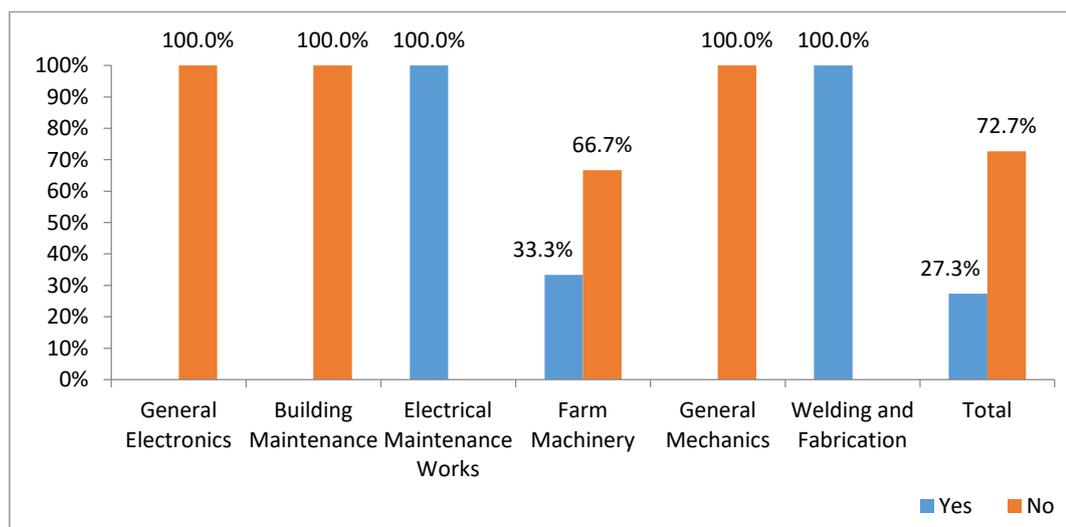
expect higher performance from the graduates while giving low salaries. However, other experts think there is scope to apply their skills in the internal job market.



\* Graduate responses

**Figure 25: Employers give direction in doing jobs**

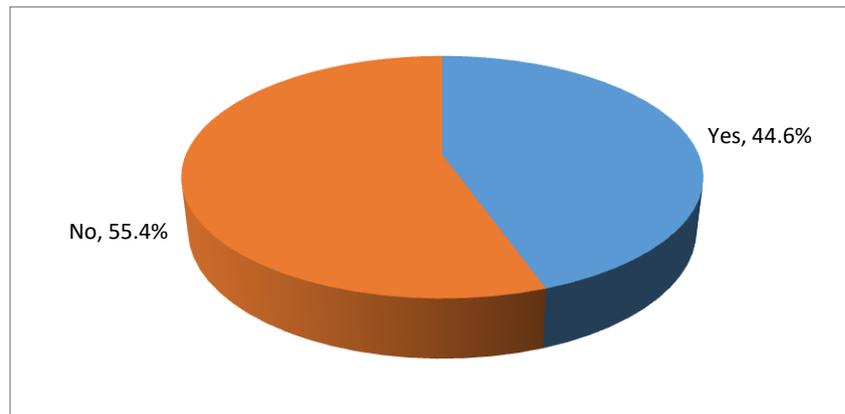
Most (81.1%) of the Dakhil (voc) graduates reported that the employers give them instruction or direction while the performing their jobs. Data shows that the employers of two-third graduates of General Electronics do not provide any directions to them while they are performing however one-third graduates of same trade have to carry out their jobs as their employers instruct. It is notable that all the graduates of other trades have to work according to their employers' instruction and guidance in doing their jobs.



\* Graduate responses

**Figure 26: Gap exists between graduates' achieved skills and employers' instruction**

Around one-fourth (27.3%) of the employed Dakhil (voc) graduates think that there are gaps between their achieved skills and their employer's instruction in performing their jobs. However, 72.7% of them disagreed. Data shows that all graduates of Welding & Fabrication and Electrical Maintenance Works and one-third of Farm Machinery trade identified the gaps between their skills and employers' instruction for a particular job. However, all the graduates of General Electronics, Building Maintenance, General Mechanics and two-third of Farm Machinery trade could not identify any gap.



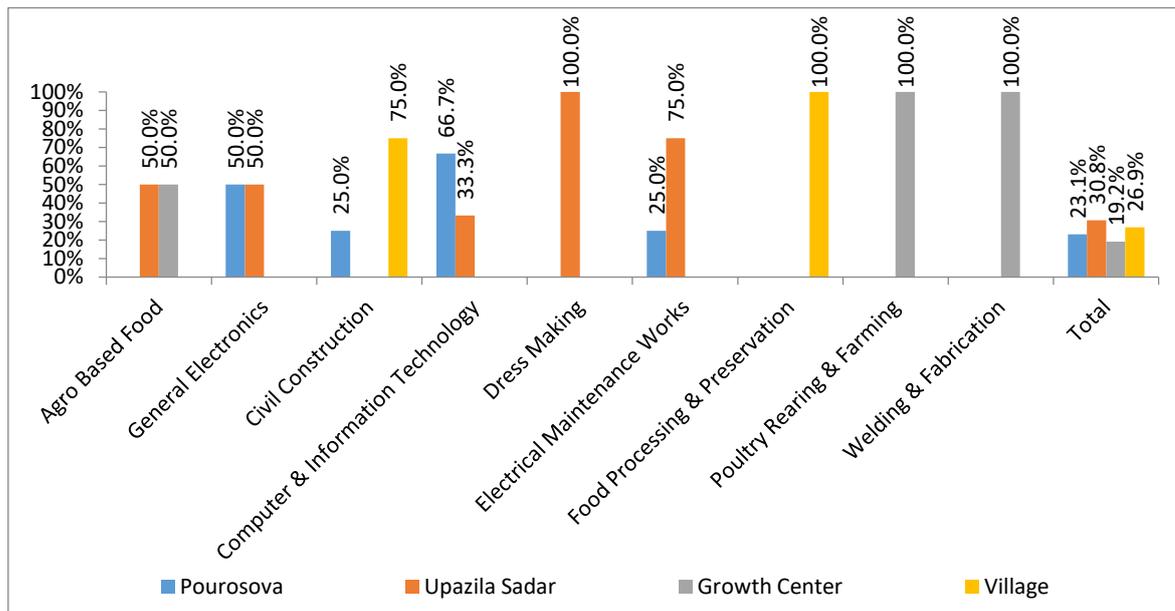
*\* Employer responses*

**Figure 27: Graduates' achieved skills differ from employers' instructions**

Around half (44.6%) employers claimed that the found differences between their instructions and the Dakhil (voc) graduates' achieved skills although 55.4% employers disagreed. According to them the major differences they found are:

- Perception about the nature of work
- Working styles
- Hands-on experiences
- Knowledge and skills about modern machineries
- Adapting with modern technology

- **Self-employment location**



\* Graduate responses

**Figure 28: Location of self-employment**

The Dakhil (voc) graduates established their self-employment enterprises at different areas. Data shows that 23.1% of graduates' self-employment location is at Pourosova, 30.8% of graduates' self-employment is at Upazilla sadar, 19.2% of graduates' self-employment location is at Growth center areas and 26.9% of graduates' self-employment location is at village areas.

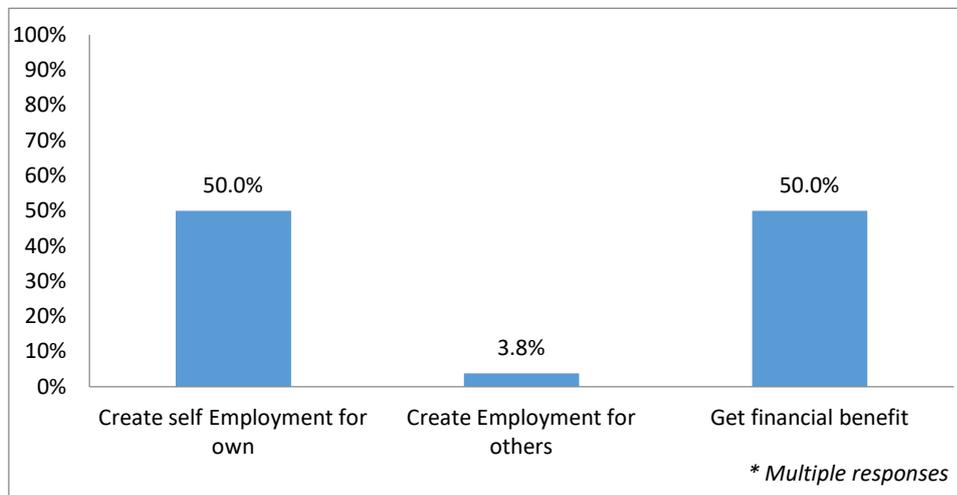
Among the graduates of Agro Based Food half (50%) established their self-employment enterprises at Upazilla sadar and half established at Growth Center areas. On the other hand, half of the graduates of General Electronics established their self-employment enterprises at Pourosova areas and half established at Upazilla sadar. One-fourth (25%) graduates of Civil Construction trade established their self-employment enterprises at Pourosova areas while 75% established at village areas.

Among the graduates of Computer and Information Technology, two-third (66.7%) established their self-employment enterprises at Pourosova areas while 33.3% established at Upazilla sadar. However, only 25% graduates of Electrical Maintenance Works established their self-employment enterprises at Pourosova areas while 75% established at Upazilla sadar.

All the self-employed graduates of Dress Making trade established their self-employment enterprises at Upazilla sadar areas. Unlikely, all graduates of Food Processing and Preservation trade established their self-employment enterprises at village areas. Furthermore, all graduates of Poultry Rearing & Farming and Welding & Fabrication trades established their self-employment enterprises at Growth Center areas.

Almost all the self-employed graduates of Dakhil (voc) course do not interested to change their present profession. However, the self-employed graduates of Poultry Rearing and Farming want to change this profession.

- **Reasons of self-employment**

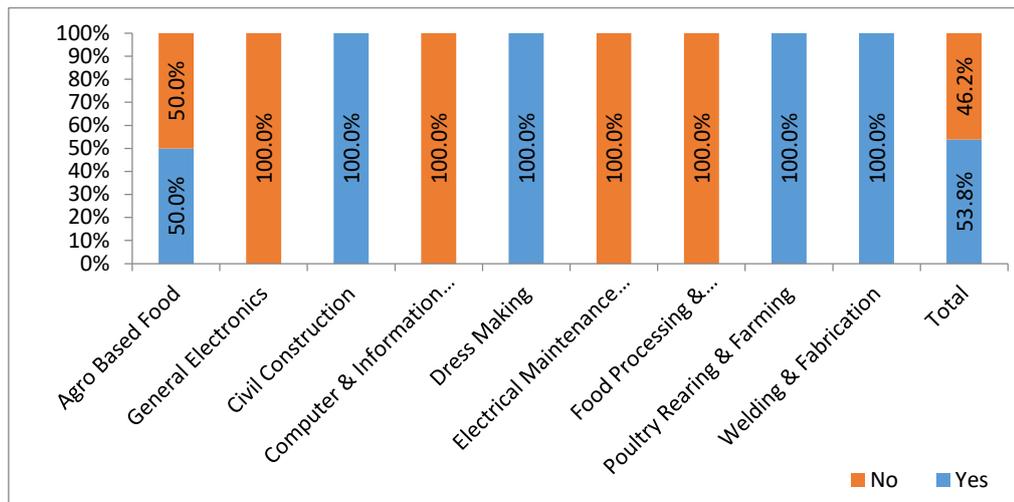


\* Graduate responses

**Figure 29: Reasons to involve in self-employment**

The major reasons of involving in self-employment are mainly to create employment for own and get financial benefits from such employment. Very few Dakhil (voc) graduates also though to create employment opportunities for others in establishing self-employment enterprises.

- **Skills for self-employment and gaps**

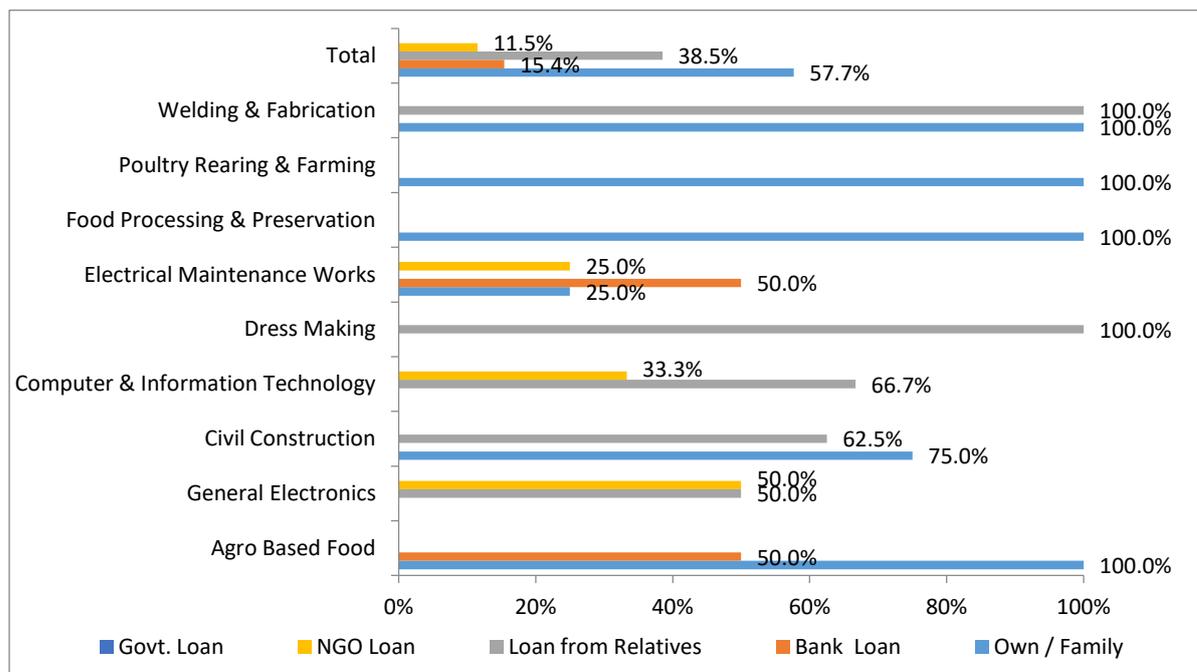


\* Graduate responses

**Figure 30: Skill needed for proper self-employment**

Data reflects that 53.8% of the self-employed Dakhil (voc) graduates need some skills to achieve during courses to establish self-employment although 46.2% disagreed. Among them, all of graduates of Civil Construction, Dress making, Poultry Rearing & Farming and Welding & Fabrication demands more skills during course. Moreover, half of the graduates of Agro based Food trades are agreed to have more skills during their Dakhil (voc) course.

- **Loan for establishing self-employment**



\* Graduate responses

**Figure 31: Sources of loan for Self-employment**

Financial investment is a common phenomenon for anyone to initiate self-employment enterprise. Data shows that 57.7% of Dakhil (voc) graduates arrange finance from own/family to establish their self-employment opportunities while 15.4% graduates arrange Bank loan, 38.5% arrange finance from relatives and 11.5% arrange finance from NGO loan. However, none of the self-employers take Govt. loan in establishing their self-employment enterprises. Getting Bank loan is higher for the graduates of Agro Based Food and Electrical Maintenance Works trades. However, getting loan from NGOs is higher for the graduates of General Electronics trade. It is also found that the Dakhil (voc) certificate does not generally assist the graduates to get loan from either govt. or non-govt. sources to establish self-employment enterprises.

- **Duration of unemployment and reasons**

**Table 8: Duration of unemployment of the Dakhil (voc) graduates**

	<b>0 to 6 months (%)</b>	<b>7 to 12 months (%)</b>	<b>1 year to 2 year (%)</b>	<b>2 years to 3 years (%)</b>	<b>More than 3 years (%)</b>
Agro Based Food	-	-	100.0	-	-
Automotive	-	25.0	25.0	25.0	25.0
Building Maintenance	-		55.6	11.1	33.3
Civil Construction	-			100.0	-
Computer & Information Technology	-	100.0	-	-	-
Dress Making	16.7	-	-	-	83.3
Electrical Maintenance Works	-	33.3	33.3	-	33.3
Farm Machinery	-	-	-	50.0	50.0
Food Processing & Preservation	-	-	-	-	100.0
General Mechanics	-	-	66.7	-	33.3
Poultry Rearing & Farming	-	-	-	66.7	33.3
General Electrical Works	-	66.7	-	16.7	16.7
Fruit & Vegetable Cultivation	-	100.0	-	-	-
Welding & Fabrication	25.0	-	-	-	75.0
Total	5.1	18.6	18.6	16.9	40.7

\* Graduate responses

Data reveals that a considerable number (40.7%) of Dakhil (voc) graduates remains unemployed for more than 3 years after completing their courses. Moreover, 16.9% graduates remain unemployed for 2/3 years while 18.6% graduates remain unemployed for 1/2 years. Among the unemployed graduates, the graduates of Food Processing & Preservation, Dress Making, Welding & Fabrication, Farm Machinery and Poultry Rearing & Farming trades remain unemployed for more times than that of others. This also indicates that opportunities

of job and self-employment are not much for the Dakhil (voc) graduates in the local job market. The graduates also identified several reasons for being unemployed after completing the Dakhil (voc) courses. The major reasons are:

- Lack of job opportunities in the local market
- Unavailability of industry and factory at local level
- Less opportunity to create self-employment
- Cannot effort the finance to establish self–employment enterprise
- Less value of certificate in the job market

During interview, the superintendents of the Madrasahs mentioned some reasons for unemployment of the Dakhil (voc) graduates. According to the superintendents, the major reasons are:

- Lack of jobs in the local market
- Lack of skills for doing job in practical field
- Insufficient practical training during course
- Lack of knowledge about modern technology
- Less opportunity for higher education at every places
- Not giving priority to vocational graduates in recruiting worker in industry
- Less value of certificate

### C. Level of job satisfaction of the Graduates

- Salary and satisfaction of the employed graduates

**Table 9: Starting salary and satisfaction of the graduates**

	Starting Salary (%)				Satisfaction (%)	
	1501-3000	3001-6000	6001-10000	10001-15000	Yes	No
General Electronics	-	100.0	-	-	-	100.0
Building Maintenance	-	50.0	-	50.0	50.0	50.0
Electrical Maintenance Works	100.0	-	-	-	-	100.0
Farm Machinery	-	66.7	33.3	-	33.3	66.7
General Mechanics	-	100.0	-	-	-	100.0
Welding and Fabrication	-	100.0	-	-	-	100.0
Total	9.1	72.7	9.1	9.1	18.2	81.8

\* Graduate responses

The above table shows that the starting salary is between 3001.00-6000.00 TK for most of the graduates of all trades except Electrical Maintenance Works which is 1501.00-3000.00 TK. The graduates of Building Maintenance earn higher than other trades. Data also shows that most of the Dakhil (voc) graduates are not satisfied to their starting salary or earning. Only 50% graduates of Building Maintenance and one-third (33.3%) of Farm Machinery expressed their satisfaction to their starting salary.

**Table 10: Current salary and satisfaction of the graduates**

	Current Salary (%)				Satisfaction (%)	
	3001-6000	6001-10000	10001-15000	15000 <	Yes	No
General Electronics	100.0	-	-	-	-	100.0
Building Maintenance	-	50.0	50.0	-	-	100.0
Electrical Maintenance Works	100.0	-	-	-	-	100.0
Farm Machinery	-	33.3	33.3	33.3	33.3	66.7
General Mechanics	100.0	-	-	-	-	100.0
Welding and Fabrication	-	100.0	-	-	-	100.0
Total	45.5	27.3	18.2	9.1	9.1	90.9

\* Graduate responses

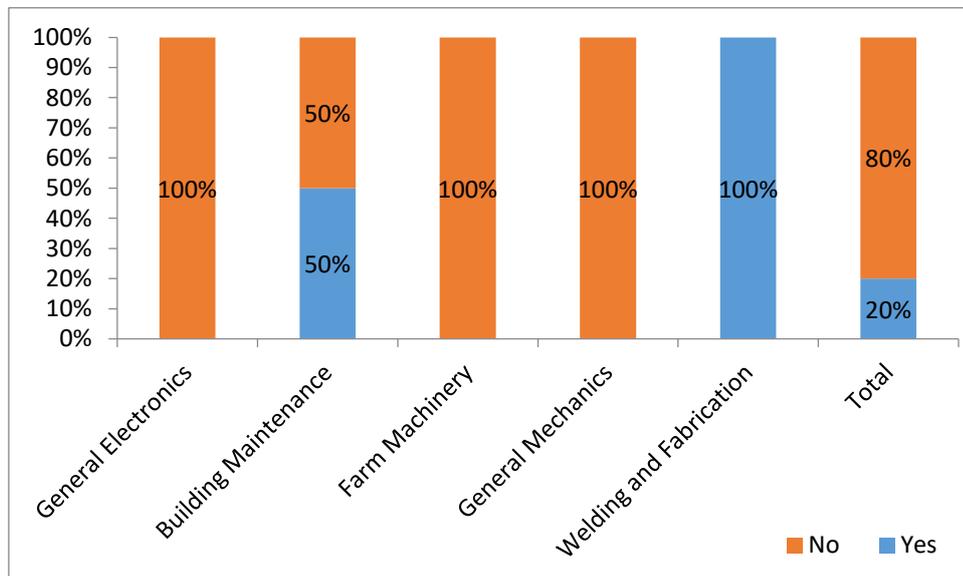
Data shows that 45.5% graduates are getting 3001-6000 Tk per month as salary while 27.3% graduates are getting 6001-10000 Tk and 18.2% graduates are getting 10001-15000 Tk. Few (9.1%) graduates are getting more than 15000 Tk per month as salary. Current salary is found higher for the graduates of Building Maintenance and Farm Machinery. Most of the graduates are not satisfied to their current salary although one-third (33.3%) graduates of Farm Machinery showed their satisfaction.

**Table 11: Scope of working overtime, payment and satisfaction of the graduates**

	Scope of overtime (%)		Overtime hours (%)		Hourly payment for overtime (%)			Satisfaction (%)
	Yes	No	2	4	75/=	99/=	100/=	No
General Electronics	33.3	66.7	100.0	-	100.0	-	-	100.0
Building Maintenance	-	100.0	-	-	-	-	-	-
Electrical Maintenance Works	-	100.0	-	-	-	-	-	-
Farm Machinery	33.3	66.7	-	100.0	-	100.0	-	100.0
General Mechanics	-	100.0	-	-	-	-	-	-
Welding and Fabrication	100.0	-	100.0	-	-	-	100.0	100.0
Total	27.3	72.7	66.7	33.3	33.3	33.3	33.3	100.0

\* Graduate responses

Data shows that overtime opportunity is not commonly available for all employers in the job market. It is found that only one-fourth (27.3%) Dakhil (voc) graduates have overtime facilities in their workplaces. Among them majority have 2 hours overtime options in a day while one-third have 1 hour. The payment for overtime is not enough as it starts from 75 Tk to 100 Tk per hour. Therefore, all the employees showed their dissatisfaction to the payment for overtime.



\* Graduate responses

**Figure 32: Jobs apart from regular job**

Data shows that only the graduates of Welding and Fabrication; and Building Maintenance trades do additional jobs apart from their regular job. Tendency of doing outside jobs is higher for the graduates of Welding and Fabrication in compare to Building Maintenance

trade. All the graduates doing extra job are doing these after their regular jobs. However, all the working graduates of other trades do not do any extra work out of their regular jobs.

- **Satisfaction towards the job facilities**

**Table 12: Satisfaction toward company or organization's rules**

Trade	Weekly Working Days	Weekly Holy days	Working Hours in a Day	Salary	Social recognition	Similarities between trade & work	Job security	Job's Rules	Promotion	WM*
Building Maintenance	4.00	3.50	3.50	3.50	4.00	3.00	3.50	3.50	4.00	3.61
Wood Working	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.67
Mechanical Drafting with CAD	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.67
Fish Culture & Breeding	2.50	3.00	2.00	2.00	3.00	2.50	2.00	2.50	2.50	2.44
Food Processing & Preservation	2.00	2.00	1.33	2.00	2.33	2.33	1.33	1.67	1.67	1.85
General Mechanics	2.83	3.00	2.00	2.50	3.33	3.17	1.83	1.67	2.33	2.52
Machine Tools Operation	1.00	1.00	1.00	1.00	2.00	3.00	1.00	2.00	2.00	1.56
Poultry Rearing & Farming	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.67
General Electrical Works	1.00	1.00	1.00	1.00	2.00	3.00	1.00	2.00	2.00	1.56
Fruit & Vegetable Cultivation	2.50	2.50	1.50	2.00	2.50	2.00	1.50	1.00	1.50	1.89
Weaving	3.00	4.00	4.00	4.00	4.00	4.00	3.00	3.00	4.00	3.67

\* 1.00–1.50=High satisfaction; 1.51–2.50= Average satisfaction; 2.51–3.50= Low satisfaction; 3.51–4.00= Dissatisfaction

All the Dakhil (voc) working graduates of Building Maintenance; Wood Working; Mechanical Drafting with CAD; Poultry Rearing & Farming; and Weaving are not happy with the facilities of their workplaces. They showed their dissatisfaction towards all the aspects of company rules in their job places. Unlikely the working graduates of General Mechanics less satisfaction to the job facilities while the graduates of Fish Culture & Breeding; Food Processing & Preservation; Machine Tools Operation; General Electrical Works; and Fruit & Vegetable Cultivation showed their high satisfaction.

The graduates of Building Maintenance showed their dissatisfaction towards weekly working days, social recognition and promotion opportunity. They also showed their low satisfaction towards weekly holyday, daily working hours, salary, relevancy of trade and work, job security and job rules at their work places.

The graduates of Wood Working expressed their dissatisfaction towards weekly holydays, daily working hours, salary, social respect, relevancy of job and trade skills, and promotion system. Furthermore, they showed low satisfaction towards weekly working days, job security and job rules of their work place.

The graduates of Mechanical Drafting with CAD showed their dissatisfaction weekly holyday, daily working hours, salary, social recognition, relevancy of trade and work, and promotion at their work place. Moreover, they expressed their low satisfaction towards weekly working days, job security and job rules.

The graduates of Fish Culture and Preservation trade showed their low satisfaction towards weekly holyday and social recognition at their work place. Furthermore, they expressed their average satisfaction towards weekly working days, daily working hours, salary, relevancy of trade and work, job security, job rules and promotion.

The graduates of Food Processing and Preservation trade showed their high satisfaction towards daily working hours and job security at their work place. Furthermore, they showed their average satisfaction towards weekly working days, weekly holyday, salary, social recognition, relevancy of trade and work, job rules and promotion at their work place.

The graduates of General Mechanics showed their more than average satisfaction towards daily working hours, salary, job security, job rules and promotion at their work place. Moreover, they expressed their low satisfaction towards weekly working days, weekly holyday, social recognition and relevancy of trade and work at their work place.

The graduates of Machine Tools Operation expressed their high satisfaction towards weekly working days, weekly holyday, daily working hours, salary and job security at their work place. Furthermore, they showed their average satisfaction towards social recognition, job rules and promotion at their work place and also expressed low satisfaction towards relevancy between course & work at their work place.

The graduates of Poultry Rearing and Farming trade showed dissatisfaction towards weekly holyday, daily working hours, salary, social recognition, relevancy of trade and work, and promotion at their work place. Furthermore, they expressed their average satisfaction towards weekly working days, job security and job rules at their work place.

The graduates of General Electrical Works showed their high satisfaction towards weekly working days, weekly holyday, daily working hours, salary and job security at their work place. Furthermore, they expressed their average satisfaction towards social recognition, relevancy of trade and work, job rules and promotion at their work place.

The graduates of Fruit and Vegetable Cultivation showed their high satisfaction towards daily working hours, job security, job rules and promotion at their work place. Moreover, they expressed their average satisfaction towards weekly working days, weekly holyday, salary, social recognition and relevancy of trade and work at their work place.

The graduates of Weaving trade showed their average satisfaction towards weekly working days, job security and job's rules at their work place. Furthermore, they expressed their low satisfaction towards weekly holy days, daily working hours, salary, social recognition, relevancy of trade and work and promotion at their work place.

**Table 13: Satisfaction towards environment of workplace**

Trade	Job Environment	Helpful environment for male and female	Safety environment for male and female	Awareness about Sexual harassment among colleagues	Scope to share opinion with colleague	Scope to share opinion with Employer	WM*
General Electronics	1.33	4.00	1.33	1.33	2.67	2.67	2.22
Building Maintenance	3.50	3.50	3.50	3.50	3.50	3.50	3.50
Electrical Maintenance Works	2.00	2.00	2.00	3.00	3.00	3.00	2.50
Farm Machinery	2.00	1.33	1.33	1.67	1.67	2.67	1.78
General Mechanics	1.00	1.00	3.00	4.00	1.00	1.00	2.00
Welding & Fabrication	1.00	4.00	4.00	4.00	1.00	1.00	3.00

\* 1.00–1.50=High satisfaction; 1.51–2.50= Average satisfaction; 2.51–3.50= Low satisfaction; 3.51–4.00= Dissatisfaction

Data reveals that the graduates are not fully satisfied to the environment of their workplaces. The graduates' satisfaction is found average to majority aspects while it is low to some issues.

The graduates of General Electronics trade showed their high satisfaction towards Job Environment, Safety Environment for male and female and Awareness about Sexual harassment among colleagues at their work place. Furthermore, they showed their average satisfaction towards Scope to share opinion with colleague and Scope to share opinion with Employer at their work place. Graduates also expressed their dissatisfaction towards Helpful environment for male and female at their work place.

The graduates of Building Maintenance trade expressed their low satisfaction towards all the aspect of Job Environment, Helpful Environment for male and female, Safety Environment for male and female, Awareness about Sexual harassment among colleagues, Scope to share opinion with colleagues and Scope to share opinion with Employer at their work place.

The graduates of Electrical Maintenance Works trade showed their low satisfaction towards Awareness about Sexual harassment among colleagues, Scope to share opinion with colleagues and Scope to share opinion with Employer at their work place. However, they expressed their average satisfaction towards Job Environment, Helpful Environment for male and female and Safety Environment for male and female of their work places.

The graduates of Farm Machinery trade showed their high satisfaction towards Helpful Environment for male and female and Safety Environment for male and female at their work place. However, they expressed their average satisfaction towards Job Environment, Awareness about Sexual harassment among colleagues, Scope to share opinion with colleagues and Scope to share opinion with Employer at their work place.

The graduates of General Mechanics trade showed their high satisfaction towards Job Environment, Helpful Environment for male and female, Scope to share opinion with colleagues and Scope to share opinion with Employer at their work place. On the other hand, they showed their average satisfaction towards Safety Environment for male and female and dissatisfaction towards Awareness about Sexual harassment among colleagues at their work place.

The graduates of Welding and Fabrication trade showed their high satisfaction towards Job Environment, Scope to share opinion with colleague and Scope to share opinion with Employer at their work place. However, they expressed their dissatisfaction towards Helpful Environment for male and female, Safety Environment for male and female and Awareness about Sexual harassment among colleagues at their work place.

**Table 14: Satisfaction towards infrastructural facilities at workplace**

Trade	Day care center	Sex-separated toilets	Facilities for pure water	Health facilities for women	Enough primary treatment facilities	Enough use of safety equipment	WM*
General Electronics	2.00	1.67	1.00	1.67	1.33	1.00	1.44
Building Maintenance	2.00	1.50	1.00	1.50	2.00	1.50	1.58
Electrical Maintenance Works	1.00	1.00	1.00	1.00	2.00	1.00	1.17
Farm Machinery	1.33	1.00	1.00	1.33	1.67	1.33	1.28
General Mechanics	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Welding & Fabrication	2.00	2.00	2.00	2.00	2.00	2.00	2.00

\* 1.00–1.50=High satisfaction; 1.51–2.50= Average satisfaction; 2.51–3.50= Low satisfaction; 3.51–4.00= Dissatisfaction

The Dakhil (voc) graduates showed their average to high satisfaction towards facilities available at their workplaces. Data shows that the graduates of General Electronics, Electrical Maintenance Works and Farm Machinery are highly satisfied with infrastructural facilities at their workplace while the graduates of Building Maintenance, General Mechanics and Welding & Fabrication showed average satisfaction.

The graduates of General Electronics trade showed their high satisfaction towards facilities for pure water, enough primary treatment facilities and enough use of safety equipment at their work place. Furthermore, they showed average satisfaction towards day care centre, sex-separated toilets and health facilities for women at their work place.

The graduates of Building Maintenance trade showed their high satisfaction towards sex-separated toilets, facilities for pure water, health facilities for women and enough use of safety equipment at their work place. Furthermore, they expressed average satisfaction towards Day care centre and enough primary treatment facilities at their work place.

The graduates of Electrical Maintenance Works trade showed their high satisfaction towards day care centre, sex-separated toilets, facilities for pure water, health facilities for women and enough use of safety equipment at their work place. However, they showed average satisfaction towards enough primary treatment facilities at their work place.

The graduates of Farm Machinery trade showed their high satisfaction towards day care centre, sex-separates toilets, facilities for pure water, health facilities for women and enough use of safety equipment at their work place. However, they expressed average satisfaction towards enough primary treatment facilities at their work place.

The graduates of General Mechanics and Welding & Fabrication trades showed average satisfaction towards all the contents of day care centre, sex-separated toilets, facilities for pure water, health facilities for women, enough primary treatment facilities and enough use of safety equipment at their work place.

**Table 15: Satisfaction towards other facilities at workplace**

Trade	Housing facilities	Transport facilities	Canteen	Insurance	Own Medical facilities	Special facilities for Disable	WM*
General Electronics	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Building Maintenance	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Electrical Maintenance Works	2.00	2.00	2.00	1.00	2.00	2.00	1.83
Farm Machinery	1.67	2.00	1.67	2.67	3.00	2.67	2.28
General Mechanics	4.00	1.00	1.00	2.00	2.00	1.00	1.83
Welding & Fabrication	2.00	1.00	2.00	2.00	2.00	2.00	1.83

\* 1.00–1.50=High satisfaction; 1.51–2.50= Average satisfaction; 2.51–3.50= Low satisfaction; 3.51–4.00= Dissatisfaction

The Dakhil (voc) graduates expressed their average satisfaction towards the other facilities available in their workplaces. Specifically, the graduates of General Electronics and Building Maintenance trades showed their average satisfaction towards all the issues of housing facilities, transport facilities, canteen, insurance, own medical facilities and special facilities for disable at their work place.

The graduates of Electrical Maintenance Works trade expressed their average satisfaction towards Housing facilities, Transport facilities, Canteen, Own Medical facilities and Special facilities for Disable at their work place. However, they showed high satisfaction towards insurance at their work place.

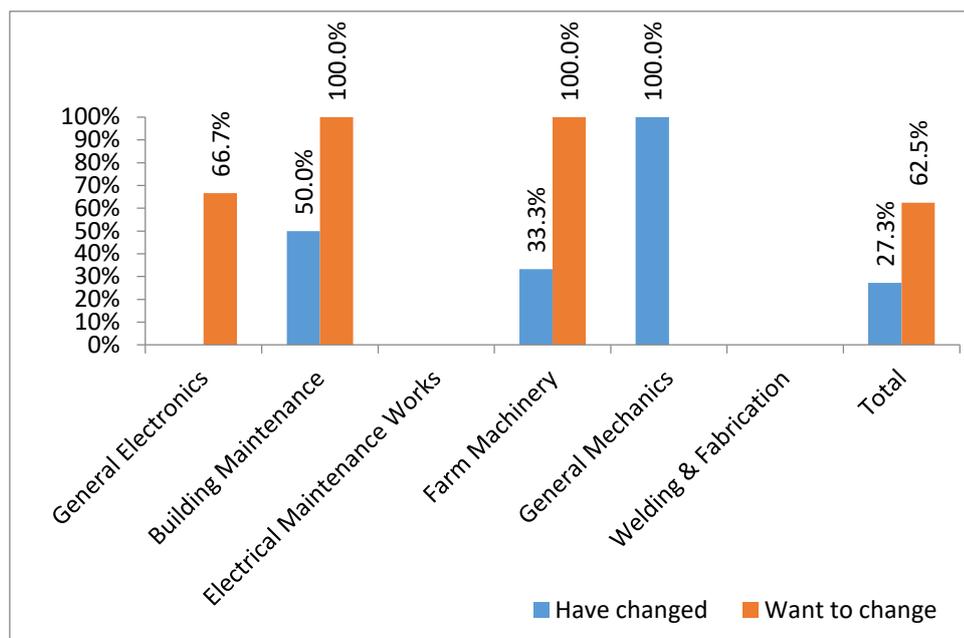
The graduates of Farm Machinery trade showed average satisfaction towards housing facilities, transport facilities and canteen at their work place. However, they showed their low

satisfaction towards insurance, own medical facilities and special facilities for disable at their work place.

The graduates of General Mechanics trade showed their high satisfaction towards transport facilities, canteen and special facilities for Disable at their work place although they have dissatisfaction towards the housing facilities. Furthermore, they showed average satisfaction towards insurance and own medical facilities at their work place.

The graduates of Welding and Fabrication trade showed their high satisfaction towards transport facilities at their work place. However, they showed average satisfaction towards housing facilities, canteen, insurance, own medical facilities and special facilities for Disable at their work place.

- **Tendency to change present jobs**



\* Graduate responses

**Figure 33: Tendency of changing job**

Changing job is a common occurrences found among the graduates. Dakhil (Voc) graduates change their job over the time. The above figure reflects the status of changing job and the intention of changing the current job of Dakhil (voc) graduates. Data reveals that 27.3% Dakhil (voc) graduates have already changed their previous jobs and majority (62.5%) want to change present job. This also shows that the graduates of Electrical Maintenance Works

and Welding and Fabrication did not change their jobs. These graduates even not interested to change it. The major reasons of changing jobs are:

- to start own business
- to re-start education in the next level
- to establish self-employment enterprise
- to get higher salary

- **Recognition of job at family and society**

**Table 16: Recognition of present job at family and friends**

	Recognition at family (%)			Recognition at friend circle (%)		
	Complete	Partial	Moderate	Complete	Partial	Moderate
General Electronics	-	100.0	-	-	-	100.0
Building Maintenance	100.0	-	-	100.0	-	-
Electrical Maintenance Works	-	-	100.0	-	-	100.0
Farm Machinery	-	33.3	66.7	-	33.3	66.7
General Mechanics	-	100.0	-	-	100.0	-
Welding & Fabrication	100.0	-	-	100.0	-	-
Total	27.3	45.5	27.3	27.3	18.2	54.5

\* Graduate responses

The above table reflects that the recognition of the present job of Dakhil (voc) graduates at family and friend circle. Data reveals that at family level, the present jobs of the graduates are completely dignified for 27.3% while it is partially dignified for 45.5% and moderately dignified for 27.3%. Similarly, at friend circle, their jobs are completely dignified for 27.3% while it is moderately dignified for 54.4% and partially dignified for 18.2%.

### **Recognition at family**

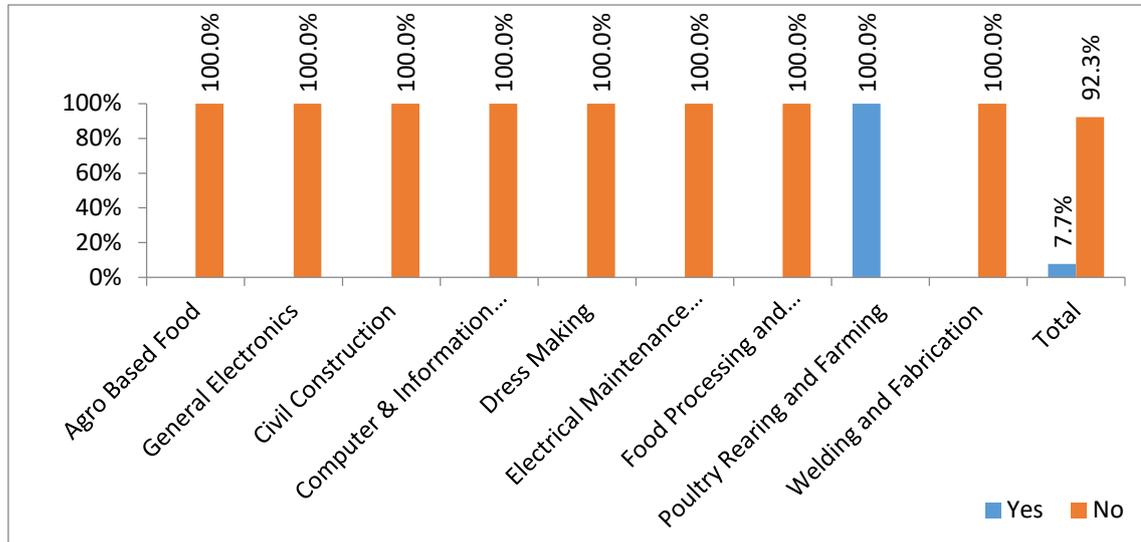
The present job of Building Maintenance, Welding and Fabrication of all the graduates (100%) are completely dignified at their families. However, the present jobs of General Electronics and General Mechanics are partially dignified. Similarly, Electrical Maintenance Work is moderately dignified at family level.

### **Recognition at friend circle**

The present jobs of Building Maintenance and Welding and Fabrication of all the graduates are completely dignified. However, General Mechanics of all graduates is partially dignified

at friend circle. Similarly, General Electronics and Electrical Maintenance Works are moderately dignified at this field.

- **Tendency to change present self-employment**



\* Graduate responses

**Figure 34: Tendency of changing self-employment**

After completing Dakhil (Voc) some of the graduates involve themselves in self-employment to make them self-dependent person. Data shows that the graduates are not usually interested to change their present self-employment status except the graduates of Poultry Rearing and Farming. Sometimes they change their self-employment status due to different reasons. Dakhil (Voc) graduates want change their self-employment because of their expectation of govt. job.

It is noted that most of the Dakhil (voc) graduates want to continue their present self-employment. They provided several reasons behind the continuation of their present self-employment status. The major reasons are:

- lack of job source
- to earn more income for family
- to be more skilled through their own works
- can earn more rather than salary from jobs

- **Recognition of self-employment to family and society**

**Table 17: Recognition of present self-employment**

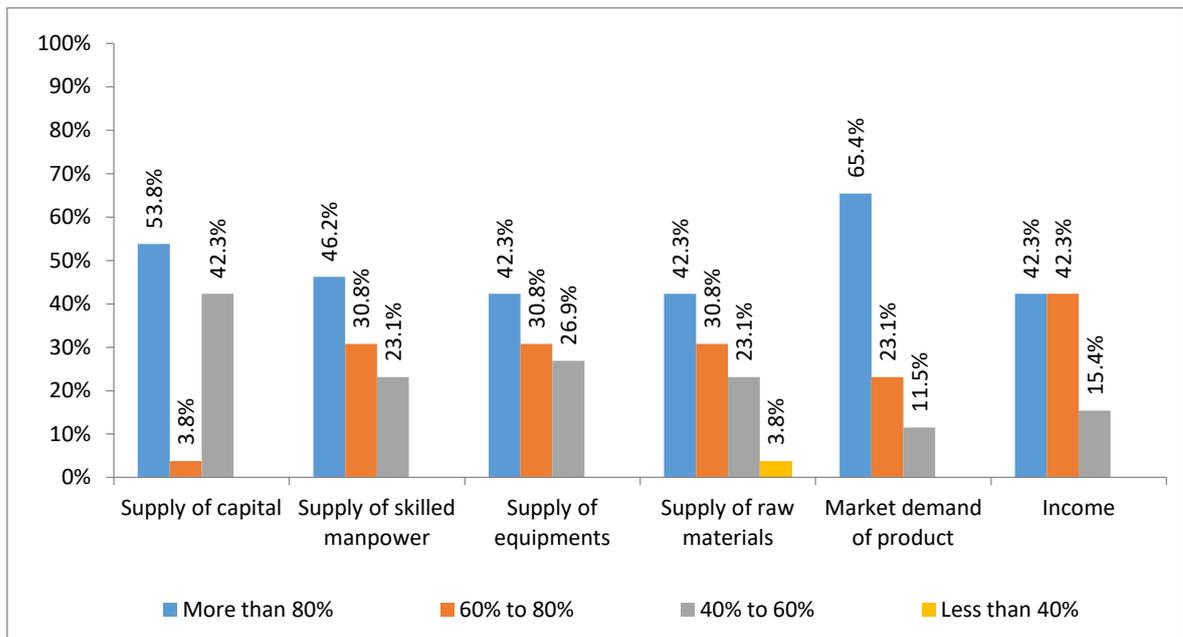
Trades	Recognition at family (%)			Recognition at friend circle (%)			
	Full	Partial	Moderate	Full	Partial	Moderate	No
Agro Based Food	100.0	-	-	50.0	50.0	-	-
General Electronics	-	50.0	50.0	-	-	50.0	50.0
Civil Construction	100.0	-	-	100.0	-	-	-
Computer & Information Technology	-	-	100.0	-	-	100.0	-
Dress Making	-	100.0	-	-	100.0	-	-
Electrical Maintenance Works	25.0	50.0	25.0	25.0	25.0	50.0	
Food Processing & Preservation	100.0	-	-	100.0	-	-	-
Poultry Rearing & Farming	-	-	100.0	-	100.0	-	-
Welding & Fabrication	-	-	100.0	100.0	-	-	-
Total	53.8	15.4	30.8	50.0	23.1	23.1	3.8

\* Graduate responses

Recognition of the present self-employment of the Dakhil (voc) graduates varies among the family members and friends depending on the trades. Data shows that the present self-employment is fully recognized to the family members for 53.8% graduates while it is 15.4% for partial recognition and 30.8% for moderate level of recognition. Similarly, their present self-employment is fully recognized to their friends for 50% graduates whereas it 23.1% for partial recognition and another 23.1% for moderate recognition.

The present self-employment of the graduates of Agro Based Food; Civil Construction; and Food processing & Preservation are fully recognized to their family members. Similarly, present self-employment of the graduates of Civil Construction; Food processing & Preservation; and Welding & Fabrication are fully recognized to their friends.

- **Satisfaction towards self-employment**



\* Graduate responses

**Figure 35: Satisfaction towards facilities of self-employment**

The self-employed Dakhil (voc) graduates have different level of satisfaction towards the facilities available for operating their self-employment enterprises in their working areas. Data shows that around half of the self-employed graduates are highly satisfied towards supply of capital while it is 46.2% towards supply of skilled manpower and 42.3% towards supply of equipments and supply of raw materials. It is also found that majority (65.4%) of the self-employed graduates are highly satisfied towards the marked demand of their product while 42.3% are highly satisfied towards income from their self-employment. Their less satisfaction is found more towards the supply of capital in compare to other aspects.

## D. Level of satisfaction of the employer on graduates' performance

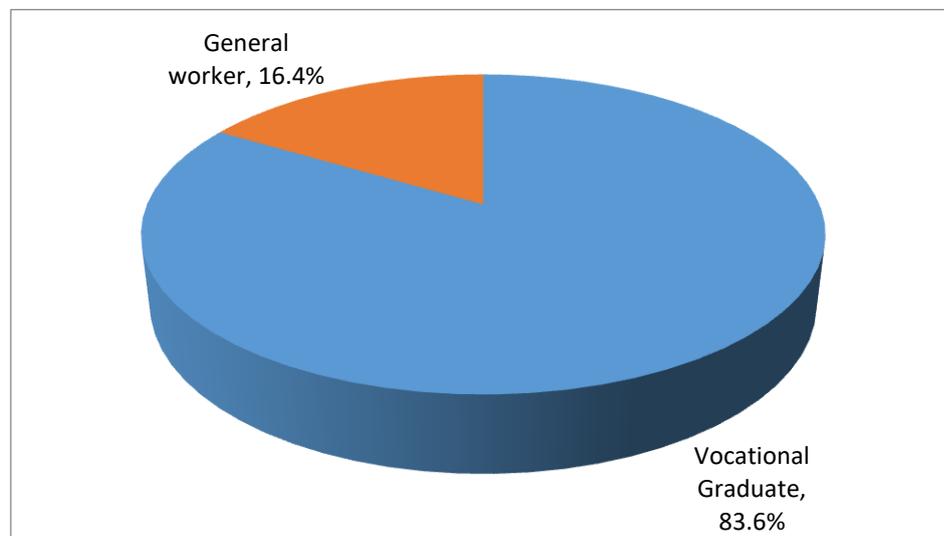
**Table 18: Employers' satisfaction level towards graduates' knowledge, skills and performance**

Knowledge, skills and performance of graduates	Level of satisfaction			
	Above 80%	60% - 80%	40% - 60%	Below 40%
Theoretical knowledge	24.4%	56.1%	18.6%	0.9%
Skill	23.6%	60.5%	15.5%	0.5%
Interest on work	28.5%	59.3%	11.8%	0.5%
Attitude	24.9%	58.8%	15.8%	0.5%
Computer skill	14.9%	37.6%	42.5%	5.0%
Mathematical skill	14.5%	40.7%	40.7%	4.1%
Communication skill	18.1%	47.1%	32.1%	2.7%
Ability to understand own task	21.5%	57.1%	21.0%	0.5%
Capability to handover assigned job timely	21.7%	60.6%	15.8%	1.8%
Creative thinking	14.9%	44.3%	37.1%	3.6%
Problem solving interest	16.0%	47.5%	34.2%	2.3%
Problem solving skill	17.2%	48.9%	32.1%	1.8%
Challenge taking	17.2%	51.1%	29.0%	2.7%
Innovative ideas	13.8%	45.4%	37.2%	3.7%
Quality of work	28.8%	48.4%	21.0%	1.8%
Productivity	31.1%	46.6%	21.9%	0.5%
Responsibility	33.2%	45.5%	20.9%	0.5%
Punctuality	36.5%	48.9%	14.2%	0.5%
Honesty	45.2%	44.7%	10.1%	0.0%
Discipline	41.6%	45.2%	12.7%	0.5%
Collegial relation	35.0%	50.9%	13.2%	0.9%
Leadership capacity	15.0%	55.9%	27.3%	1.8%
Respect to other	32.3%	55.0%	12.3%	0.5%
Adaptability	24.3%	52.3%	22.5%	0.9%
Interest on new training	33.5%	54.6%	9.6%	2.3%

\* Employer responses

The above table reflects the satisfaction about the knowledge, skills and capability of the graduates about their jobs. The data reveals that the employers are not dissatisfied to the knowledge, skills and performance of the Dakhil (voc) graduates working in their industries or workshops. Employers' higher satisfaction is found more to the theoretical knowledge, skill, interest on work, attitude towards work, capability to handover assigned job timely, punctuality, honesty, discipline, collegial relation, respect to others and interest to learning new skills. On the other hand, employers' satisfaction level is comparatively less to the computer skills of graduates, mathematical skills, communication skills, understanding ability of tasks, creative thinking, skill and interest to solve problems, challenge taking mentality,

innovative ideas, quality of performance, productivity, responsibility, leadership capacity and adaptation ability in new and unexpected situation.



\* *Employer responses*

**Figure 36: More competent workers**

Most (83.6%) of the employers confirmed that the vocational graduates are comparatively more competent than the general workers. They also provided several reasons behind their opinion. According to the employers the reasons are:

- Vocational graduates have basic knowledge and skills on trade related jobs
- Vocational graduates have skills, training and practical experience on related jobs
- Vocational graduates can understand their instructions easily
- Vocational graduates are more motivated to their works
- Vocational graduates can work fast than the general graduates
- Productivity of vocational graduates is higher than that of general workers.

## E. Job demand for Dakhil (Vocational) graduates

- **Relation between trades and jobs**

**Table 19: Have relation between studied trades and works and its level**

	Have relation (%)		Level of relation (%)			
	Yes	No	Full	Partial	Few	No
Agro Based Food	16.7	83.3	-	100.0	-	-
General Electronics	84.0	16.0	19.0	52.4	9.5	19.0
Automotive	90.5	9.5	52.6	21.1	21.1	5.3
Building Maintenance	52.4	47.6	40.0	60.0	-	-
Civil Construction	57.1	42.9	100.0	-	-	-
Computer & Information Technology	27.3	72.7	33.3	66.7	-	-
Dress Making	56.5	43.5	46.2	46.2	-	7.7
Electrical Maintenance Works	85.7	14.3	22.2	72.2	-	5.6
Farm Machinery	100.0	-	47.6	42.9	9.5	-
Fish Culture & Breeding	59.1	40.9	53.8	38.5	7.7	-
Food Processing & Preservation	44.4	55.6	16.7	41.7	16.7	25.0
General Mechanics	77.3	22.7	58.8	23.5	17.6	-
Poultry Rearing & Farming	50.0	50.0	33.3	33.3	-	33.3
General Electrical Works	28.0	72.0	-	28.6	14.3	57.1
Fruit & Vegetable Cultivation	100.0	-	75.0	12.5	-	12.5
Welding & Fabrication	62.5	37.5	80.0	10.0	10.0	-
Total	59.4	40.6	43.8	39.0	7.6	9.5

\* Graduate responses

Data reflects that 59.4% of Dakhil (voc) graduates informed about the existence of relation between studied trade and industry work although 40.6% graduates noticed that no relation between studied trade and industrial works exists. Moreover, 43.8% graduates noted that they found complete relation between their studied trades and their works in industries while 39% graduates noted it as partial, 7.6% noted as minimum and 9.5% noted it as none.

### **Relation between studied trade and industry work**

All of the graduates of Farm machinery and Fruit & Vegetable Cultivation informed that they found the relation between studied trade and industry works. Furthermore, most of the graduates of General Electronics; Automotive; Electrical Maintenance Works; and General Mechanics agreed about the relation while it is less according to the graduates of Agro Based Food; Computer & Information Technology; and General Electrical Works.

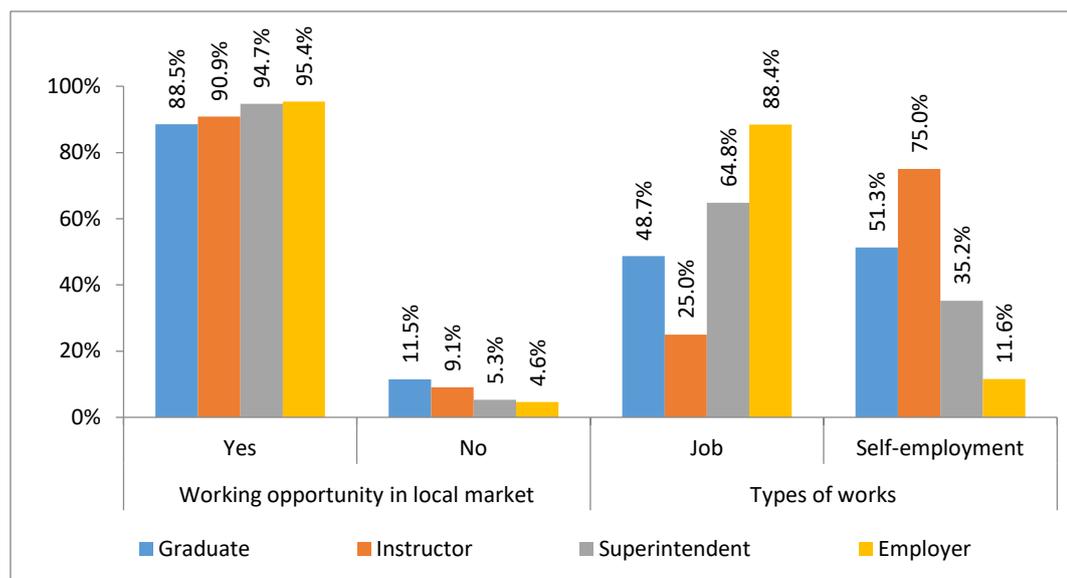
### **Level of Relation between studied trade and industry work**

According to all graduates of Civil Construction and majority of Fruit & Vegetable Cultivation; and Welding & Fabrication, the relation between studied trade and industry works is full. However, according to all graduates of Agro Based Food and majority of

Building Maintenance; Computer & Information Technology; and Electrical Maintenance Works, this relationship is partial. It is also found that majority graduates of General Electrical Works, one-third of Poultry Rearing & Farming and one-fourth of Food Processing & Preservation, no relation exists between studied trades and industry works.

Experts also provided their responses about the contents that have a relation with the local and international job sectors. Some of them think provided contents in the textbooks have a relation with the local and international job sectors. They also think proper implementation of the contents need to be ensured in the classroom and need to create students opportunities to make a relation their learning contents with the local and international job sectors. However, other experts think the contents provided in the textbooks there is a lack of relevancy with the local and international job sectors. Relevancy is not enough. In addition, there is a lot of criticism in this case and internal market is lagging behind compared to external market.

- **Opportunity to work in the local job market**



**Figure 37: Working opportunities at local market and types**

According to the most of the Dakhil (voc) graduates, instructors, superintendents and employers, there several works available in the local market related to the trades of Dakhil (voc) courses. The graduates think that job and self-employment opportunities are almost similar in the local market. However, the instructors think self-employment opportunities are much higher than jobs although the superintendents and employers think oppositely.

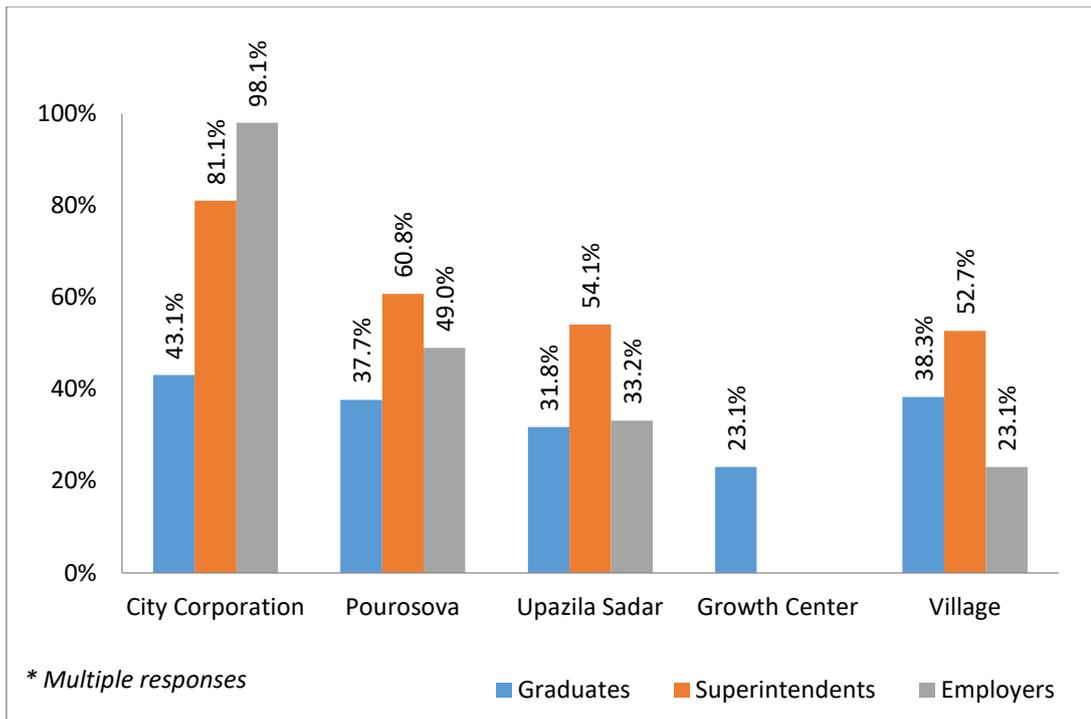
**Table 20: Trade-wise scope of works in local market and types**

	Scope of work in local market (%)		Type of working scope (%)	
	Yes	No	Job	Self-Employment
Agro Based Food	91.7	8.3	63.6	36.4
General Electronics	92.0	8.0	47.8	52.2
Automotive	76.2	23.8	62.5	37.5
Building Maintenance	81.0	19.0	70.6	29.4
Civil Construction	28.6	71.4	50.0	50.0
Computer & Information Technology	100.0	-	48.5	51.5
Dress Making	100.0	-	47.8	52.2
Electrical Maintenance Works	100.0	-	33.3	66.7
Farm Machinery	76.2	23.8	56.3	43.8
Fish Culture & Breeding	86.4	13.6	26.3	73.7
Food Processing & Preservation	85.2	14.8	47.8	52.2
General Mechanics	100.0	-	90.9	9.1
Poultry Rearing & Farming	91.7	8.3	9.1	90.9
General Electrical Works	88.0	12.0	22.7	77.3
Fruit & Vegetable Cultivation	100.0	-	75.0	25.0
Welding & Fabrication	93.8	6.3	40.0	60.0

\* Graduate responses

According to the most of the Dakhil (voc) graduates, there several works available in the local market related to their trades. Unlikely, the graduates of Civil Construction disagreed and only 28.6% think they have works in local job market. Availability of job and self-employment opportunities is almost same at local level job market. According to 48.7% Dakhil (voc) graduates, jobs related to their trades are available while 51.3% graduates noticed about the availability of self-employment opportunities.

Job opportunities are more for the graduates of General Mechanics; Fruit & Vegetable Cultivation; and Building Maintenance trades. On the other hand, self-employment opportunities are more for the graduates of Poultry Rearing & Farming; General Electrical Works; Fish Culture & Breeding; and Electrical Maintenance Works trades.



**Figure 38: Location of working opportunities for Dakhil (voc) graduates**

The Dakhil (voc) graduates have different opinion regarding the location of works related to their trades. Below half (43.1%) of the Dakhil (voc) graduates informed that works are available in the city corporation areas while around one-third informed that the working locations are the pourosova and village areas. However, most (81.1%) of the superintendents noticed that the Dakhil (voc) graduates have working scopes in the city corporation areas, majority think it in the pourosova and around have think it in the upazial sadar and village areas. Very likely, the employers informed that jobs related to the Dakhil (voc) courses are mostly available in the city corporation areas and then in the pourosova and upazila sadar areas. According to 23.1% employers, the job opportunities are also available in the village areas. It is clear from the data that job opportunities are more in the city corporation areas for the Dakhil (voc) graduates and less in the villages and growth center areas.

**Table 21: Trade wise location of more working opportunities**

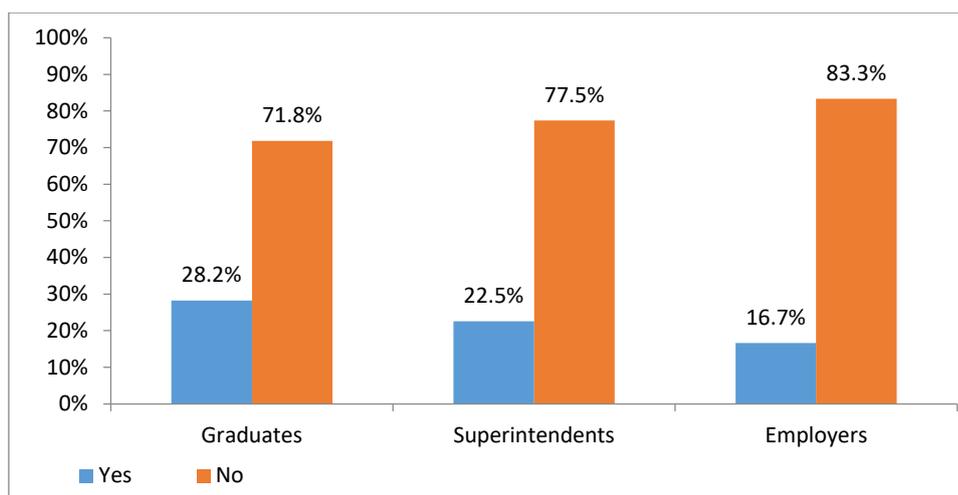
	City Corporation (%)	Pourosova (%)	Upazila sadar (%)	Growth Center (%)	Village (%)
Agro Based Food	8.3	25.0	16.7	8.3	41.7
General Electronics	12.0	28.0	52.0	4.0	4.0
Automotive	28.6	47.6	9.5	4.8	9.5
Building Maintenance	28.6	38.1	14.3	-	19.0
Civil Construction	28.6	-	57.1	-	14.3
Computer and Information Technology	63.6	-	27.3	9.1	-
Dress Making	30.4	21.7	8.7	21.7	17.4
Electrical Maintenance Works	52.4	23.8	14.3	-	9.5
Farm Machinery	47.6	14.3	23.8	9.5	4.8
Fish Culture and Breeding	4.5	27.3	9.1	-	59.1
Food Processing and Preservation	44.4	22.2	25.9	3.7	3.7
General Mechanics	9.1	13.6	40.9	18.2	18.2
Poultry Rearing and Farming	58.3	8.3	8.3	-	25.0
General Electrical Works	64.0	4.0	8.0	12.0	12.0
Fruit and Vegetable Cultivation	6.3	62.5	25.0	-	6.3
Welding and Fabrication	25.0	12.5	12.5	25.0	25.0
Total	33.8	20.8	21.7	7.3	16.3

\* Graduate responses

Data reveals that that a considerable amount (33.8%) of the graduates get maximum working opportunity in the City corporation areas while 20.8% graduates working opportunity in Pourosova, 21.7% graduates working opportunity in Upazila Sadar, 16.3% graduates working opportunity in villages and 7.3% graduates working opportunity at growth centers areas.

Working opportunities are more in the City Corporation areas for the graduates of Computer & Information Technology; Dress Making; Electrical Maintenance Works; Farm Machinery; Food Processing & Preservation; Poultry Rearing & Farming; and General Electrical Works trades. On the other hand, working opportunities are more at the Pourosova areas for the graduates of Automotive; Building Maintenance; and Fruit & Vegetable Cultivation trades.

Graduates' working opportunities are found more at Upazila Sadar areas for the General Electronics; Civil Construction; and General Mechanics trades. On the other hand, working opportunities at village areas are found more for the graduates of Agro Based Food and Fish Culture & Breeding trades. Data also shows that working opportunities for the Dakhil (voc) graduates are limited at the Growth Center areas although a considerable number of graduates of Dress Making, General Mechanics and Welding & Fabrication are working at these areas.



**Figure 39: Sufficiency of job opportunity**

The job opportunities are not adequate enough for the Dakhil (voc) graduates considering all locations. It is found that only one-fourth (28.2%) think that the job opportunities are sufficient while it is only 22.5% for the superintendents and only 16.7% for the employers.

**Table 22: Trade wise sufficiency of job opportunity**

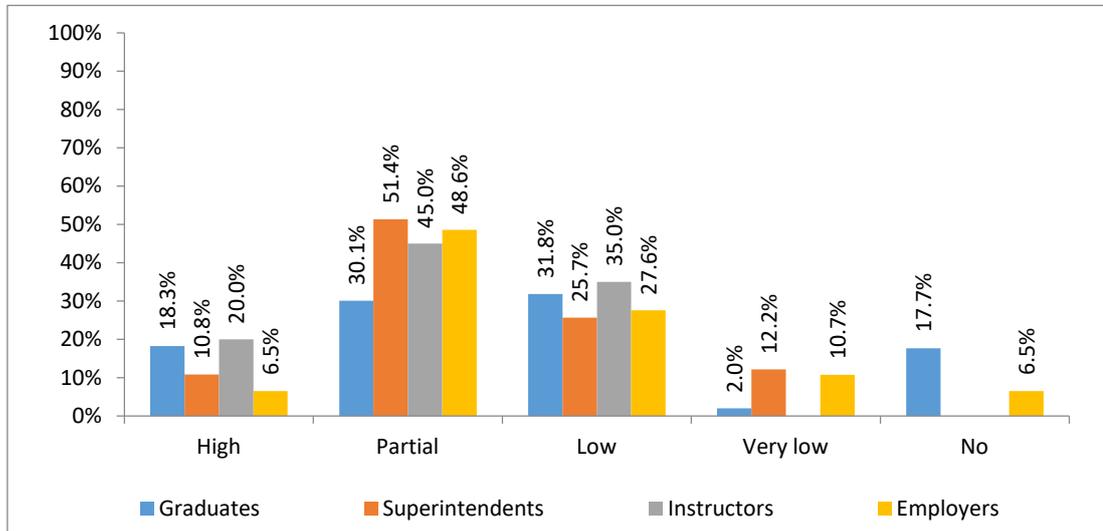
Trades	Yes (%)	No (%)
Agro Based Food	8.3	91.7
General Electronics	16.0	84.0
Automotive	28.6	71.4
Building Maintenance	28.6	71.4
Civil Construction	42.9	57.1
Computer and Information Technology	21.2	78.8
Dress Making	56.5	43.5
Electrical Maintenance Works	47.6	52.4
Farm Machinery	28.6	71.4
Fish Culture and Breeding	-	100.0
Food Processing and Preservation	48.1	51.9
General Mechanics	54.5	45.5
Poultry Rearing and Farming	-	100.0
General Electrical Works	40.0	60.0
Fruit and Vegetable Cultivation	-	100.0
Welding and Fabrication	31.3	68.8
Total	28.2	71.8

\* Graduate responses

According to the majority (71.8%) graduates, job opportunities are not adequate for them although 28.2% graduates think that it is adequate. More than half of the graduates of Dress Making (56.5%) and General Mechanics (54.5%) think that they have adequate job opportunities. However, all the graduates of Fish Culture & Breeding; Poultry Rearing & Farming; and Fruit & Vegetable Cultivation think that they have inadequate job opportunity.

Besides, majority graduates of most of the available trades think that they do not have adequate job opportunities.

- **Importance of Dakhil (voc) certificate in the local job market**



**Figure 40: Importance of Dakhil (voc) certificate in local job market**

Data reveals that the Dakhil (voc) certificate does not get high importance in the local job market. According to the graduates, superintendents, instructors and employers it is found that it has partial and low importance in the local job market. In few cases the employers of the local job market give high importance to the Dakhil (voc) certificate while recruiting employees. The employers also identified some reason behind this low importance of this certificate. The major reasons are:

- Lack of skills of the graduates related to jobs
- Less technical knowledge of the graduates
- Lack of practical experience of the Dakhil (voc) graduates
- Tendency to change jobs
- Demand of higher salary
- No significant differences between general and vocational graduates' skills

**Table 23: Trade wise Importance of Dakhil (Voc) certificate in local job market**

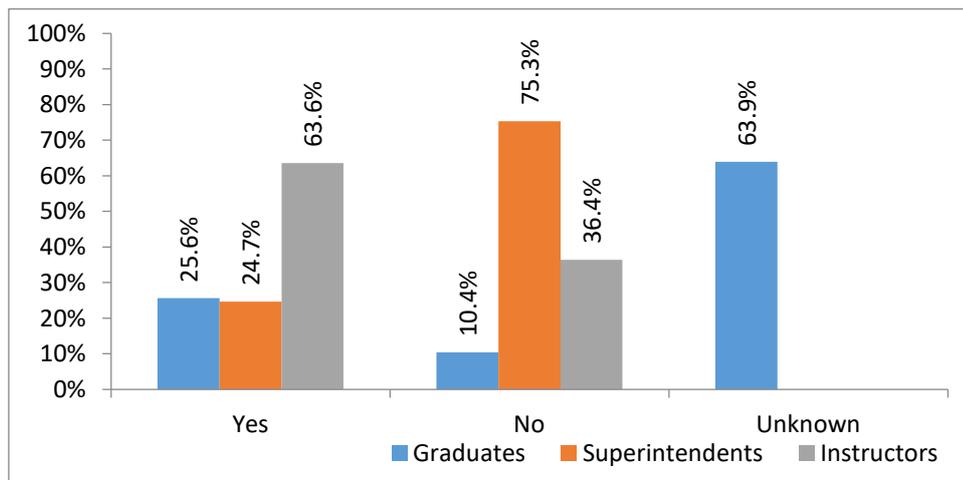
	Complete (%)	Partial (%)	Few (%)	No (%)	Unknown (%)
Agro Based Food	16.7	33.3	41.7	-	8.3
General Electronics	12.0	28.0	36.0	4.0	20.0
Automotive	-	61.9	28.6	-	9.5
Building Maintenance	14.3	28.6	38.1	4.8	14.3
Civil Construction	57.1	14.3	14.3		14.3
Computer & Information Technology	-	66.7	24.2	-	9.1
Dress Making	52.2	4.3	-	-	43.5
Electrical Maintenance Works	23.8	14.3	57.1	4.8	-
Farm Machinery	23.8	38.1	38.1	-	-
Fish Culture & Breeding	31.8	4.5	36.4	-	27.3
Food Processing & Preservation	14.8	44.4	25.9	-	14.8
General Mechanics	9.1	50.0	22.7	-	18.2
Poultry Rearing & Farming	16.7	8.3	33.3	8.3	33.3
General Electrical Works	12.0	16.0	48.0	-	24.0
Fruit & Vegetable Cultivation	-	-	37.5	12.5	50.0
Welding & Fabrication	31.3	43.8	25.0	-	-
Total	18.3	30.1	31.8	2.0	17.7

\* Graduate responses

The certificate of Dakhil (voc) does not get same importance from every one of the local job market. Data shows that 18.3% graduates got complete recognition by showing using this certificate while 30.1% graduates got partial recognition in the local job market. However, nearly one-third (31.8%) graduates faced less recognition of this certificate in the local market.

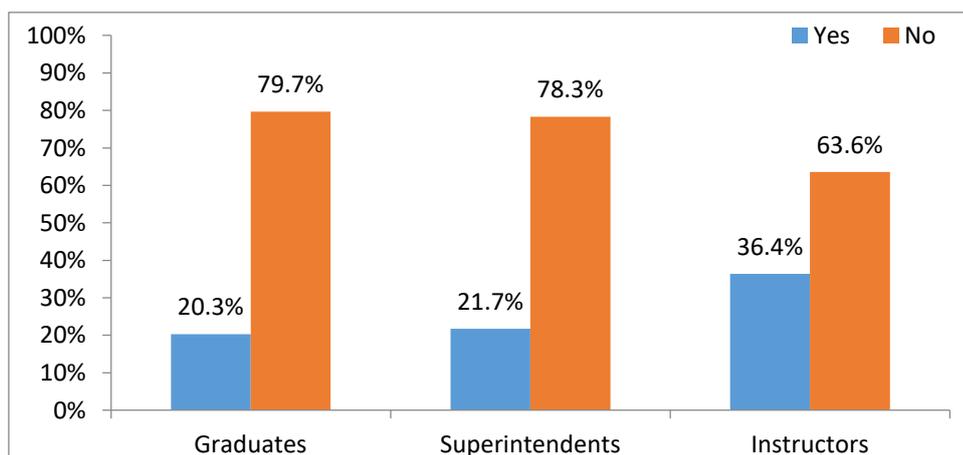
Recognition of Dakhil (voc) certificate is found higher for Civil Construction and Dress Making trades while it is found less for Agro Based Food; General Electronics; Building Maintenance; Electrical Maintenance Works; Farm Machinery; Fish Culture & Breeding; Poultry Rearing & Farming; General Electrical Works; and Fruit & Vegetable Cultivation trades.

- **Opportunity to work in the international job market**



**Figure 41: Availability of job opportunity in international market**

Majority of the Dakhil (voc) graduates do not know about the available scopes of work in the international market. According to one-fourth (25.6%) of the graduates scope of work is available in the international job market. However, 10.4% graduates informed that working scope is not available. Same picture was revealed from the superintendents' data as 75.3% of them mentioned that job opportunities for the Dakhil (voc) graduates are not available in the international job market. However, 63.6% instructors informed that job demand is available in the international job market.



**Figure 42: Sufficiency of jobs in international market**

Among the Dakhil (voc) graduates, instructors and Madrasah Superintendents, who informed that there are job opportunities in the international market for Dakhil (voc) graduates, majority think that this opportunities are not sufficient.

- **Ways to create job opportunity in the local market**

Local market is a place of job source for new graduates. All of the graduates provide guidelines for creating job in local market. A good number of Dakhil (Voc) graduates suggest pathways for creating job in local market.

- Establish more industry to create job sector and
- creating self-employment opportunities for all by providing an easy banking facility
- digitalize the education system
- Increase voc. Institute and the quality of vocational education
- creating more scope for higher education
- recruit skilled teacher
- Prioritize manpower to creating job in local market.

The instructors also suggested several ways to increase job opportunities in the local market for the Dakhil (voc) graduates. The major ways are:

- Government initiatives need to be taken to establish industries
- Communications between industry-institution need to be strengthened
- Create more internship opportunities in the industries
- Increase private and government investment in the vocational sectors
- Policy needs to be taken to emphasize recruiting vocational graduates in the job market with priority
- Specialized recruitment system for vocational graduates needs to create in government job sector
- Increase awareness of the employers and change the social outlook
- Create opportunity to offer loan for establishing self-employment enterprises from govt. and non-govt. sectors.

## F. Changes need to incorporate in curriculum

- **Graduates' view about the status of present Dakhil (voc) curriculum**

The graduates' views are presented in this section according to the trades included under the Dakhil (voc) courses.

- **Present status of Agro Based Food Curriculum**

**Table 24: Quality of present curriculum and textbook of Agro Based Food**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Updated Curriculum	58.3	41.7	-
Interesting textbook	91.7	8.3	-
Easy Language	100.0	-	-
Sufficient information	58.3	41.7	-
Working process in well described	75.0	8.3	16.7
Illustrations are clear/vivid	83.3	-	16.7
Illustration makes lesson easily understandable	75.0	8.3	16.7

All the graduates of Agro Based Food agreed that the language of their textbooks is easy for them while 91.7% think that their textbooks are interesting and majority (75.0%) noted that the working process of textbooks is well described. Moreover, more than half of the graduates (58.3%) agreed that their Curriculum is modern and their textbooks have sufficient information although 41.7% partially agreed.

**Table 25: Nature of the contents included in textbooks of Agro Based Food**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	100.0	-	-
Content is compatible with curriculum goal	58.3	16.7	25.0
Content are aligned with trade work	66.7	25.0	8.3
Number of courses per trade is sufficient	25.0	41.7	33.3

Data shows that the textbook contents are joyful for the graduates. Majority of the graduates (58.3%) agreed that the contents of textbook are compatible with curriculum goal although one-fourth (25.0%) graduates disagreed. Furthermore, two-third graduates informed that the contents are aligned with the trade related works. However, only one-fourth graduates fully agreed that the number of courses for each trade is sufficient while 41.7% graduates partially agreed and one-third (33.3%) graduates totally disagreed.

**Table 26: Assessment practice of Agro Based Food**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	83.30	-	16.70
Regular class-test, quiz and assignment during courses	33.30	25.00	41.70
Time for final examination is sufficient	83.30	-	16.70
Time for practical is sufficient	66.70	16.70	16.70
Skills are evaluated properly	50.00	33.30	16.70

Most of the graduates (83.3%) are agreed that question in the exercises are compatible with learning outcome and the time for final examination is sufficient to demonstrate their learning on the particular trades. However, 41.7% graduates disagreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.). Moreover, two-third (66.7%) graduates informed that the allocated time for practical examination is sufficient whereas only 50% graduates think that their skills are assessed properly through examinations.

**Table 27: Institutional facilities for Agro Based Food trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	50.00	-	50.00
Sufficient instrument in every trade	16.70	16.70	66.70
Sufficient opportunities to use the instrument	33.30	16.70	50.00

Half (50%) of the graduates of Agro Based Food think that their institutions have sufficient opportunities to operate the course although the other half disagreed. However, majority (66.7%) graduates think that their Madrasahs do not have sufficient instruments necessary for their trade. According to half (50%) of the graduates, they do not have opportunity to use instruments however one-third graduates have.

**Table 28: Teachers' knowledge and skills to teach Agro Based Food trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	25.00	16.70	58.30
Teachers have wide knowledge	58.30	33.30	8.30
Joyful teaching-learning	41.7	41.7	16.7
Participatory teaching-learning	75.0	16.7	8.3
Teaching style are aligned with content	66.7	16.7	16.7

Majority (58.3%) of the graduates think that their teachers are not skilled enough to teach them although similar proportion of graduates claimed their teachers have wide knowledge. The table also shows that a few number of graduates (16.7%) partially agreed that they have skilled teachers whereas a considerable number of them (33.3%) respond that they partially agree on this point that teachers have wide knowledge.

Majority (75%) of the sampled graduates agreed that their teaching-learning method was participatory. Data shows that 41.7% graduates agreed of having joyful teaching-learning during their course while another 41.7% partially agreed. Furthermore, two-third (66.7%) graduates agreed that their teacher's teaching styles were aligned with the contents of the Agro Based Food trade.

**Table 29: Scope to practice the learned knowledge from Agro Based Food trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	50.00	16.70	33.30
Practical classes held timely	50.00	25.00	25.00
Sufficient opportunities for industrial attachment	16.70	41.70	41.70
Industrial attachment completed successfully	16.70	25.00	58.30
Industrial attachment was effective	25.00	25.00	50.00

Data shows that half of the graduates agreed on sufficient opportunities for practical work and timely conduction of practical classes. However, 41.7% graduates disagreed on having sufficient opportunities for industrial attachment, 58.3% disagreed on successful completion of industrial attachment and 50% disagreed on the effectiveness of industrial attachment.

**Table 30: Course load of Agro Based Food trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	58.30	8.30	33.30
Students feel pressure to complete the content	41.70	16.70	41.70

Majority of the graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course. Similarly, 41.7% graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 41.7% graduates disagreed. Furthermore, 16.7% graduates also partially agreed of feeling pressure to complete the Dakhil (voc) course.

- **Present status of General Electronics Curriculum**

**Table 31: Quality of present curriculum and textbook of General Electronics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	56.00	32.00	12.00
Interesting textbook	76.00	20.00	4.00
Easy Language	60.00	28.00	12.00
Sufficient information	52.00	44.00	4.00
Working process in well described	60.00	32.00	8.00
Illustration are clear/vivid	52.00	28.00	20.00
Illustration makes lesson easily understandable	48.00	32.00	20.00

Most of the graduate (76.0%) of general electronics trade mentioned that their textbook was interesting whereas every 60.0% graduate agreed that the language of textbooks was easy language and the working process was described in well. In addition, more than half (56.0%) of the graduate agreed that their textbooks followed modern curriculum and 52.0% mentioned the illustration of textbooks was clear to understand and included sufficient information.

**Table 32: Nature of the contents included in textbooks of General Electronics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	84.00	8.00	8.00
Content is compatible with curriculum goal	68.00	28.00	4.00
Content are aligned with trade work	64.00	24.00	12.00
Number of courses per trade is sufficient	44.00	44.00	12.00

The graduates of general electronics showed their opinion regarding the contents of their textbooks. Most of the graduates (84.0%) stated that the textbooks have joyful content and 68.0% graduate mentioned the content of textbook is compatible with curriculum goal. In addition, 64.0% graduated agreed to state that the content of textbooks are aligned with trade work. Moreover, near about half (44.0%) graduate agreed that the number of courses per trade is sufficient however similar number of graduate (44.0%) agreed this opinion partially.

**Table 33: Assessment practice of General Electronics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	52.00	44.00	4.00
Regular class-test, quiz and assignment during courses	48.00	28.00	24.00
Time for final examination is sufficient	64.00	36.00	-

Time for practical is sufficient	68.00	24.00	8.00
Skills are evaluated properly	64.00	16.00	20.00

Above table shows the graduates opinion regarding assessment system of general electronics trade. 68.0% graduates mentioned that the time for practical is sufficient while 64.0% graduate said the time for final examination is also sufficient and evaluated the skills properly. In addition, more than half of the graduates (52.0%) agreed to mentioned that question in the exercise is compatible with learning outcome however 44.0% agreed partially with this statement.

**Table 34: Institutional facilities for General Electronics trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	52.00	20.00	28.00
Sufficient instrument in every trade	44.00	8.00	48.00
Sufficient opportunities to use the instrument	36.00	16.00	48.00

The graduates of general electronics trade showed their opinion on institutional facilities. It is found that more than half of the graduates (52.0%) agreed that their institutions have sufficient opportunities for course operation whereas 28.0% disagreed with this. In addition, near about half (48.0%) students stated that institutions have not sufficient instruments in every trade and have not sufficient opportunities to use these instruments.

**Table 35: Teachers' knowledge and skills to teach General Electronics trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	60.00	24.00	16.00
Teachers have wide knowledge	72.00	28.00	-
Joyful teaching-learning	76.00	16.00	8.00
Participatory teaching-learning	60.00	32.00	8.00
Teaching style are aligned with content	68.00	28.00	4.00

The above table shows the teachers quality as per graduate opinion. Majority of the graduates (72.0%) agreed that their teachers have wide knowledge and skill whereas 28.0% of them agreed partially with this statement. Moreover, more than half of the graduates (60.0%) agreed that their teachers are skilled whereas 16.0% of the graduate recognized that their teachers are not skilled as they need.

The graduate of general electronic showed their opinion on teaching method. Most of the students (76.0%) agreed to say that the teaching learning method was joyful and 68.0%

agreed that the teaching styles are aligned with content. In addition, 60.0% graduates mentioned that the teaching learning method was participatory while 32.0% shown their opinion as partially agreed regarding this statement.

**Table 36: Scope to practice the learned knowledge from General Electronics trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	64.00	16.00	20.00
Practical classes held timely	40.00	28.00	32.00
Sufficient opportunities for industrial attachment	44.00	12.00	44.00
Industrial attachment completed successfully	40.00	12.00	48.00
Industrial attachment was effective	48.00	4.00	48.00

This table presents the graduates' opportunity to practice of learned knowledge. The overall situation is not so good because a good number of graduates have no scope to practice that they learned. More than half of the graduates (64.0%) mentioned that they have sufficient opportunity for practical work while 20.0% graduates mentioned as not sufficient. In addition, 40.0% graduates stated that they completed the industrial attachment successfully while 48.0% said they were not. Moreover, 48.0% graduates pointed out that the industrial attachment was effective whereas another 48.0% mentioned as it was not effective.

**Table 37: Course load of General Electronics trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	36.00	56.00	8.00
Students feel pressure to complete the content	56.00	44.00	-

The graduates of general electronics mentioned their opinion regarding course load. It is found that 36.0% graduate agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (gen) while 56.0% agreed with this partially. On the other hand, more than half (56.0%) of the graduates identified that they feel pressure to complete the content whereas 44.0% partially agreed with this.

- **Present status of Automotive Curriculum**

**Table 38: Quality of present curriculum and textbook of Automotive**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	81.00	19.00	-
Interesting textbook	81.00	9.50	9.50
Easy Language	85.70	14.30	-
Sufficient information	71.40	28.60	-
Working process in well described	81.00	19.00	-
Illustration are clear/vivid	71.40	9.50	19.00
Illustration makes lesson easily understandable	81.00	-	19.00

Most of the graduates (85.7%) of automotive trade agreed that the language of their textbooks is easy for them while 81.0% think that their textbooks are interesting, their curriculum is modern, working process in well described and illustration makes lesson easily understandable. Moreover, near at three-fourth graduates (71.4%) noted that their textbooks have sufficient information although 28.6% partially agreed.

**Table 39: Nature of the contents included in textbooks of Automotive**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	71.40	28.60	-
Content is compatible with curriculum goal	81.00	19.00	-
Content are aligned with trade work	61.90	38.10	-
Number of courses per trade is sufficient	23.80	28.60	47.60

Above table presents the graduates opinion regarding contents of the textbooks. Data shows that the textbook contents are joyful for the graduates agreed by the 71.4%, whereas 28.6% agreed partially. Majority of the graduates (81.0%) agreed that the contents of textbook are compatible with curriculum goal although 19.0% graduates agreed partially. Furthermore, 61.9% graduates informed that the contents are aligned with the trade related works. However, near about only one-fourth (23.8%) graduates fully agreed that the number of courses for each trade is sufficient while 47.6% graduates totally disagreed.

**Table 40: Assessment practice of Automotive**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	85.70	14.30	-
Regular class-test, quiz and assignment during courses	81.00	-	19.00
Time for final examination is sufficient	71.40	-	28.60

Time for practical is sufficient	81.00	-	19.00
Skills are evaluated properly	52.40	47.60	-

Most of the graduates (85.7%) are agreed that question in the exercises are compatible with learning outcome and the time for final examination is sufficient to demonstrate their learning on the particular trades. However, 81.0% graduates agreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.). Moreover, 81.0% graduates informed that the allocated time for practical examination is sufficient whereas only 52.4% graduates think that their skills are assessed properly through examinations.

**Table 41: Institutional facilities for Automotive trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	42.90	47.60	9.50
Sufficient instrument in every trade	23.80	28.60	47.60
Sufficient opportunities to use the instrument	28.60	47.60	23.80

Near about half (42.9%) of the graduates of automotive think that their institutions have sufficient opportunities to operate the course although the other half (47.6%) agreed partially. However, 47.6% graduates think that their Madrasahs do not have sufficient instruments necessary for their trade. According to near at half (47.6%) of the graduates partially agreed that they have opportunity to use instruments however 28.6% graduates fully agreed with this statement.

**Table 42: Teachers' knowledge and skills to teach Automotive trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	66.70	14.30	19.00
Teachers have wide knowledge	90.50	-	9.50
Joyful teaching-learning	85.70	9.50	4.80
Participatory teaching-learning	71.40	9.50	19.00
Teaching style are aligned with content	85.70	14.30	-

Most of the graduates (90.5%) of this trade believe that their teachers have wide knowledge and skills while 9.5% disagreed with this. Moreover, 66.7% graduates mentioned that their teachers are skilled however 14.3% agreed partially and 19.0% disagreed with this statement.

Above table presents the sampled graduate opinion regarding teaching at their madrasahs. Data shows that most of the (85.7%) graduates agreed that their teaching-learning method

was joyful and teaching style are aligned with content. In addition, 71.4% graduate stated that the teaching learning process was participatory whereas 19.0% showed disagreed with this.

**Table 43: Scope to practice the learned knowledge from Automotive trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	33.30	57.10	9.50
Practical classes held timely	52.40	38.10	9.50
Sufficient opportunities for industrial attachment	66.70	23.80	9.50
Industrial attachment completed successfully	66.70	14.30	19.00
Industrial attachment was effective	71.40	19.00	9.50

Data shows that one-third of the graduates (33.3%) agreed on sufficient opportunities for practical work whereas 57.1% agreed partially. In addition, half of the graduates (52.4%) pointed out that the practical class conducted timely while 38.1% agreed partially. However, 66.7% graduates disagreed on having sufficient opportunities for industrial attachment and successfully completed the industrial attachment. Finally, data shows that 71.4% graduates agreed to state that the industrial attachment was effective while 19.0% agreed partially.

**Table 44: Course load of Automotive trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	52.40	-	47.60
Students feel pressure to complete the content	47.60	42.90	9.50

More than half of the graduates (52.4%) agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas 47.6% disagreed with this. Similarly, 47.6% graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 42.6% graduates agreed partially.

- **Present status of Building Maintenance Curriculum**

**Table 45: Quality of present curriculum and textbook of Building Maintenance**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	47.60	42.90	9.50
Interesting textbook	57.10	28.60	14.30
Easy Language	52.40	38.10	9.50
Sufficient information	57.10	28.60	14.30

Working process in well described	66.70	19.00	14.30
Illustration are clear/vivid	57.10	14.30	28.60
Illustration makes lesson easily understandable	47.60	23.80	28.60

More than half the graduate (57.1%) of building maintenance trade mentioned that their textbook was interesting whereas 53.4% graduate agreed that the language of textbooks was easy language and 66.7% agreed to state that the working process was described in well. In addition, near at half (47.6%) of the graduate agreed that their textbooks followed modern curriculum and 47.6% mentioned the illustration of textbooks was clear to understand and included sufficient information.

**Table 46: Nature of the contents included in textbooks of Building Maintenance**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	57.10	19.00	23.80
Content is compatible with curriculum goal	71.40	19.00	9.50
Content are aligned with trade work	66.70	28.60	4.80
Number of courses per trade is sufficient	23.80	57.10	19.00

Data shows that the textbook contents are joyful for the graduates agreed by the 57.1% graduates while 23.8% disagreed with this. Majority of the graduates (71.4%) agreed that the contents of textbook are compatible with curriculum goal although 19.0% graduates agreed partially. Furthermore, 66.7% graduates informed that the contents are aligned with the trade related works whereas 28.6% agreed partially. However, near about only one-fourth graduates (23.8%) fully agreed that the number of courses for each trade is sufficient while 57.1% graduates partially agreed and 19.0% graduates totally disagreed.

**Table 47: Assessment practice of Building Maintenance**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	33.30	57.10	9.50
Regular class-test, quiz and assignment during courses	33.30	42.90	23.80
Time for final examination is sufficient	52.40	23.80	23.80
Time for practical is sufficient	57.10	38.10	4.80
Skills are evaluated properly	42.90	28.60	28.60

One third of the graduates (33.3%) are agreed that question in the exercises are compatible with learning outcome and the formative assessment during course (e.g. regular class-test, quiz, assignment etc.). Moreover, 57.1% graduates informed that the allocated time for

practical examination is sufficient whereas only 42.9% graduates think that their skills are assessed properly through examinations. In addition, the time for final examination is sufficient to demonstrate their learning on the particular trades mentioned by the 52.4% graduates while 23.8% agreed partially.

**Table 48: Institutional facilities for Building Maintenance trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	42.90	33.30	23.80
Sufficient instrument in every trade	47.60	14.30	38.10
Sufficient opportunities to use the instrument	52.40	23.80	23.80

Near about half (42.9%) of the graduates think that their institutions have sufficient opportunities to operate the courses although 23.8% disagreed. However, 47.6% graduates think that their Madrasahs do not have sufficient instruments necessary for their trade. According to half (52.4%) of the graduates, they have opportunity to use instruments however 23.8% graduates have not this opportunity.

**Table 49: Teachers' knowledge and skills to teach Building Maintenance trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	47.60	33.30	19.00
Teachers have wide knowledge and skill	38.10	28.60	33.30
Joyful teaching-learning	57.10	19.00	23.80
Participatory teaching-learning	61.90	33.30	4.80
Teaching style are aligned with content	47.60	52.40	-

Near about half of the graduates (47.6%) stated that their teachers have sufficient skills to teach them while 33.3% agreed with this statement partially. In addition, more than one-third (38.1%) graduates believe that their teachers have wide knowledge and skills whereas 33.3% disagreed with this opinion.

Majority (61.9%) of the sampled graduates agreed that their teaching-learning method was participatory. Data shows that 57.1% graduates agreed of having joyful teaching-learning during their course while another 19.0% partially agreed. Furthermore, near about half (47.6%) graduates agreed that their teacher's teaching styles were aligned with the contents of the building maintenance trade whereas more than half of the graduates (52.4%) agreed partially.

**Table 50: Scope to practice the learned knowledge from Building Maintenance trade**

<b>Aspects</b>	<b>Agree (%)</b>	<b>Partially agree (%)</b>	<b>Disagree (%)</b>
Sufficient opportunities for practical work	47.60	38.10	14.30
Practical classes held timely	47.60	38.10	14.30
Sufficient opportunities for industrial attachment	23.80	33.30	42.90
Industrial attachment completed successfully	28.60	28.60	42.90
Industrial attachment was effective	28.60	38.10	33.30

Data shows that near about half of the graduates (47.6%) agreed on sufficient opportunities for practical work whereas 38.1% agreed partially. In addition, 47.6% graduates pointed out that the practical class conducted timely while 38.1% agreed partially. However, 23.8% graduates disagreed on having sufficient opportunities for industrial attachment and 28.6% students completed the industrial attachment successfully. Finally, data shows that 28.1% graduates agreed to state that the industrial attachment was effective while 38.1% agreed partially.

**Table 51: Course load of Building Maintenance**

<b>Aspects</b>	<b>Agree (%)</b>	<b>Partially agree (%)</b>	<b>Disagree (%)</b>
Dakhil (voc) is overloaded compare to Dakhil (general)	28.60	42.90	28.60
Students feel pressure to complete the content	38.10	38.10	23.80

Data shows that 28.6% graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas 28.6% disagreed with this. Similarly, 38.1% graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 38.1% graduates agreed partially.

- **Present status of Civil Construction Curriculum**

**Table 52: Quality of present curriculum and textbook of Civil Construction**

<b>Aspects</b>	<b>Agree (%)</b>	<b>Partially agree (%)</b>	<b>Disagree (%)</b>
Modern Curriculum	85.70	-	14.30
Interesting textbook	85.70	-	14.30
Easy Language	100.00	-	-
Sufficient information	85.70	-	14.30

Working process in well described	100.00	-	-
Illustration are clear/vivid	85.70	-	14.30
Illustration makes lesson easily understandable	85.70	14.30	-

All graduates of civil construction trade mentioned that the working process was described in well at the textbooks and the language of books was easy. Most of the graduate (85.7%) of civil construction trade mentioned that their textbook was interesting, have modern curriculum, sufficient information in the text books, illustration of textbooks as clear/vivid and illustration makes lesson easily understandable.

**Table 53: Nature of the contents included in textbooks of Civil Construction**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	85.70	14.30	-
Content is compatible with curriculum goal	85.70	-	14.30
Content are aligned with trade work	71.40	14.30	14.30
Number of courses per trade is sufficient	14.30	28.60	57.10

The graduates of Civil Construction showed their opinion regarding the contents of their textbooks. Most of the graduates (85.7%) stated that the textbooks have joyful content and the content of textbook is compatible with curriculum goal. In addition, 71.4% graduated agreed to state that the content of textbooks is aligned with trade work. Moreover, more than half of the graduates (57.1%) disagreed that the number of courses per trade is sufficient however only 28.6% agreed this opinion partially.

**Table 54: Assessment practice of Civil Construction**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	85.70	14.30	-
Regular class-test, quiz and assignment during courses	28.60	57.10	14.30
Time for final examination is sufficient	71.40	14.30	14.30
Time for practical is sufficient	85.70	-	14.30
Skills are evaluated properly	57.10	28.60	14.30

Above table shows the graduates opinion regarding assessment system of civil construction trade. Most of the graduates (85.7%) mentioned that that question in the exercise is compatible with learning outcome however 14.3% agreed partially with this statement. In addition, 85.7% graduates pointed out that the time for practical is sufficient while 71.4% graduate said the time for final examination is also sufficient.

**Table 55: Institutional facilities for Civil Construction trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	71.40	-	28.60
Sufficient instrument in every trade	57.10	28.60	14.30
Sufficient opportunities to use the instrument	71.40	-	28.60

The graduates of civil construction trade showed their opinion on institutional facilities. It is found that most of the graduates (71.4%) agreed that their institutions have sufficient opportunities for course operation whereas 28.6% disagreed with this. In addition, more than half (57.1%) students stated that institutions have sufficient instruments in every trade and 28.6% agreed partially. Moreover, 71.4% agreed that their institutions have sufficient opportunities to use the instruments whereas 28.6% disagreed with this.

**Table 56: Teachers' knowledge and skills to teach Civil Construction trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	85.70	14.30	-
Teachers have wide knowledge	71.40	14.30	14.30
Joyful teaching-learning	85.70	14.30	-
Participatory teaching-learning	71.40	-	28.60
Teaching style are aligned with content	100.00	-	-

The above table shows the teachers quality as per graduates opinion. Most of the graduates (85.7%) agreed that their teachers are skilled whereas 14.3% of the graduates agreed partially. In addition, majority of the graduates (85.7%) agreed that their teachers have wide knowledge and skill whereas 14.3% of them agreed partially with this statement.

Data shows that all of the graduates agreed that the teaching styles are aligned with content. Most of the students (85.7%) agreed to say that the teaching learning method was joyful and 14.3% agreed partially. In addition, 71.4% graduates mentioned that the teaching learning method was participatory while 28.6% disagreed with this statement.

**Table 57: Scope to practice the learned knowledge from Civil Construction trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	57.10	28.60	14.30

Practical classes held timely	42.90	14.30	42.90
Sufficient opportunities for industrial attachment	57.10	28.60	14.30
Industrial attachment completed successfully	57.10	42.90	-
Industrial attachment was effective	57.10	14.30	28.60

This table presents the graduates' opportunity to practice of learned knowledge. More than half of the graduates (57.1%) mentioned that they have sufficient opportunity for practical work while 14.3% graduates mentioned as not sufficient. In addition, 57.1% graduates stated that they have sufficient opportunities for industrial attachment, they completed the industrial attachment successfully and the industrial attachment was effective.

**Table 58: Course load of Civil Construction trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	71.40	14.30	14.30
Students feel pressure to complete the content	85.70	-	14.30

The graduates of civil construction mentioned their opinion regarding course load. It is found that 71.4% graduate agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (gen) while 14.3% agreed with this partially. On the other hand, most of the graduates (85.7%) identified that they feel pressure to complete the content whereas 14.3% disagreed with this.

- **Present status of Computer and Information Technology (ICT) Curriculum**

**Table 59: Quality of present curriculum and textbook of ICT**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	69.70	30.30	-
Interesting textbook	75.80	9.10	15.20
Easy Language	75.80	24.20	-
Sufficient information	84.80	6.10	9.10
Working process in well described	81.80	-	18.20
Illustration are clear/vivid	54.50	27.30	18.20
Illustration makes lesson easily understandable	54.50	39.40	6.10

Most of the graduates (84.8%) graduates of computer and information technology trade agreed that textbooks included sufficient information while 9.1% disagreed with this. The working process is well described in the textbooks mentioned by the 81.8% graduates however 18.2% motioned negatively. In addition, three-fourth (85.7%) of the graduates agreed that the language of their textbooks is easy for them and textbooks are interesting.

Furthermore, 69.7% graduates pointed out that their curriculum is modern however 54.5% noted that the illustration are clear and makes lesson easily understandable.

**Table 60: Nature of the contents included in textbooks of ICT**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	57.60	36.40	6.10
Content is compatible with curriculum goal	75.80	24.20	-
Content are aligned with trade work	60.60	12.10	27.30
Number of courses per trade is sufficient	33.30	48.50	18.20

Above table presents opinion of the graduates of computer and information technology trade regarding contents of the textbooks. Data shows that the textbook contents are joyful for the graduates agreed by the 57.6% graduates, whereas 36.4% agreed partially. Majority of the graduates (75.8%) agreed that the contents of textbook are compatible with curriculum goal although 24.2% graduates agreed partially. Furthermore, 60.6% graduates informed that the contents are aligned with the trade related works. However, one-third (33.3%) graduates fully agreed that the number of courses for each trade is sufficient while 18.2% graduates totally disagreed.

**Table 61: Assessment practice of ICT**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	63.60	9.10	27.30
Regular class-test, quiz and assignment during courses	15.20	18.20	66.70
Time for final examination is sufficient	90.90	9.10	-
Time for practical is sufficient	90.90	9.10	-
Skills are evaluated properly	69.70	-	30.30

Most of the graduates (90.9%) graduates informed that the allocated time for final examination and practical examination is sufficient whereas 69.7% graduates think that their skills are assessed properly through examinations. In addition, 63.6% graduates agreed that question in the exercises are compatible with learning outcome. Furthermore, 66.7% graduates disagreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.) whereas only 15.2% agreed fully.

**Table 62: Institutional facilities for ICT trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	27.30	-	72.70
Sufficient instrument in every trade	9.10	15.20	75.80
Sufficient opportunities to use the instrument	33.30	9.10	57.60

Above table presents the information about institutional facilities. Data shows that only 27.3% of the graduates of computer and information technology trade think that their institutions have sufficient opportunities to operate the course although most of the graduates (72.7%) think that institutions have not sufficient opportunities. In addition, 75.8% graduates think that their Madrasahs do not have sufficient instruments necessary for their trade while 33.3% graduates agreed that they have opportunity to use instruments.

**Table 63: Teachers' knowledge and skills to teach ICT trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	27.30	42.40	30.30
Teachers have wide knowledge	60.60	30.30	9.10
Joyful teaching-learning	51.50	15.20	33.30
Participatory teaching-learning	66.70	15.20	18.20
Teaching style are aligned with content	75.80	24.20	-

More than half of the graduates (60.6%) of this trade believe that their teachers have wide knowledge and skills while 9.1% disagreed with this. Moreover, only 27.3% graduates mentioned that their teachers are skilled however 43.4% agreed partially and 30.3% disagreed with this statement.

Above table presents the sampled graduate opinion regarding teaching at their Madrasahs. Data shows that half of the graduates (51.5%) agreed that their teaching-learning method was joyful while 75.8% pointed out that teaching style are aligned with content. In addition, 66.7% graduate stated that the teaching learning process was participatory whereas 18.2% showed disagreed with this.

**Table 64: Scope to practice the learned knowledge from ICT trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	33.30	15.20	51.50
Practical classes held timely	27.30	51.50	21.20
Sufficient opportunities for industrial attachment	27.30	42.40	30.30
Industrial attachment completed successfully	18.20	45.50	36.40
Industrial attachment was effective	18.20	18.20	63.60

Data shows that one-third of the graduates (33.3%) agreed on sufficient opportunities for practical work whereas 15.2% agreed partially. In addition, 27.3% graduates pointed out that the practical class conducted timely while 51.5% agreed partially. However, near about one-third of the graduates (30.3%) disagreed on having sufficient opportunities for industrial attachment and 36.4% graduates disagreed on having successfully completed the industrial attachment. Finally, data shows that 18.2% graduates agreed to state that the industrial attachment was effective while 63.6% mentioned as not effective.

**Table 65: Course load of ICT trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	66.70	15.20	18.20
Students feel pressure to complete the content	24.20	39.40	36.40

More than half of the graduates (66.7%) agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas 15.2% agreed partially. Similarly, 24.2% graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 39.4% graduates agreed partially.

- **Present status of Dress Making Curriculum**

**Table 66: Quality of present curriculum and textbook of Dress Making**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	82.60	17.40	-
Interesting textbook	100.00	-	-
Easy Language	95.70	4.30	-
Sufficient information	95.70	-	4.30
Working process in well described	78.30	21.70	-
Illustration are clear/vivid	78.30	21.70	-
Illustration makes lesson easily understandable	87.00	4.30	8.70

Data shows that all of the graduates of dress making trade pointed out that textbooks was interesting however 95.7% of the graduates agreed that the language of their textbooks is easy for them and textbooks have sufficient information. In addition, the illustrations of the textbooks made lesson easily understandable mentioned by the 87.0% graduates while 78.3% pointed out that the illustration are clear. Furthermore, 82.6% graduates fully agreed that the textbooks followed modern curriculum whereas 17.4% agreed partially.

**Table 67: Nature of the contents included in textbooks of Dress Making**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	91.30	8.70	--
Content is compatible with curriculum goal	100.00	-	-
Content are aligned with trade work	82.60	8.70	8.70
Number of courses per trade is sufficient	43.50	56.50	-

Above table presents the graduates opinion regarding contents of the textbooks. Data shows that the textbook contents are joyful for the graduates agreed by the 91.3%, whereas 8.7% agreed partially. All of the graduates agreed that the contents of textbook are compatible with curriculum goal. Furthermore, 82.6% graduates informed that the contents are aligned with the trade related works. However, 43.5% graduates fully agreed that the number of courses for each trade is sufficient while 56.5% graduates agreed partially.

**Table 68: Assessment practice of Dress Making**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	95.70	4.30	-
Regular class-test, quiz and assignment during courses	65.20	-	34.80
Time for final examination is sufficient	34.80	65.20	-
Time for practical is sufficient	73.90	26.10	-
Skills are evaluated properly	95.70	4.30	-

Most of the graduates (95.7%) are agreed that question in the exercises are compatible with learning outcome. However, 65.2% graduates agreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.) while 34.8% disagreed. More than one-third (34.8%) graduates fully agreed that the time for final examination is sufficient to demonstrate their learning on the particular trades while 65.2% agreed partially. Moreover, 73.9% graduates informed that the allocated time for practical examination is sufficient whereas 95.7% graduates think that their skills are assessed properly through examinations.

**Table 69: Institutional facilities for Dress Making trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	78.30	21.70	-
Sufficient instrument in every trade	65.20	-	34.80
Sufficient opportunities to use the instrument	73.90	-	26.10

Data shows that most of graduates (78.3%) of dress making trade think that their institutions have sufficient opportunities to operate the course although 21.7% agreed partially. However,

65.2% graduates think that their Madrasahs have sufficient instruments necessary for their trade. According to near about three-fourth (73.9%) of the graduates agreed that they have opportunity to use instruments however 26.1% graduates disagreed with this statement.

**Table 70: Teachers' knowledge and skills to teach Dress Making trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	100.00	-	-
Teachers have wide knowledge	73.90	8.70	17.40
Joyful teaching-learning	95.70	4.30	-
Participatory teaching-learning	82.60	17.40	-
Teaching style are aligned with content	78.30	21.70	-

All of the graduate of this trade believe that their teachers are skilled. Most of the graduates (73.9%) of dress making trade pointed out that their teachers have wide knowledge and skills while 17.4% disagreed with this.

Above table presents the sampled graduate opinion regarding teaching at their Madrasahs. Data shows that most of the (95.7%) graduates agreed that their teaching-learning method was joyful. In addition, 82.6% graduate stated that the teaching learning process was participatory whereas 17.4% agreed partially. Furthermore, 78.3% graduates believe that the teaching styles are aligned with content while 21.7% agreed partially.

**Table 71: Scope to practice the learned knowledge from Dress Making trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	69.60	-	30.40
Practical classes held timely	69.60	17.40	13.00
Sufficient opportunities for industrial attachment	87.00	-	13.00
Industrial attachment completed successfully	87.00	-	13.00
Industrial attachment was effective	87.00	-	13.00

Data shows that 69.6% graduates agreed to mention that Madrasah have sufficient opportunities for practical work and practical classes held timely. In addition, most of the graduates (87.0%) pointed out that Madrasahs having sufficient opportunities for industrial attachment, graduates completed the industrial attachment successfully and the industrial attachment was effective.

**Table 72: Course load of Dress Making trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil	13.00	8.70	78.30

(general)			
Students feel pressure to complete the content	47.80	8.70	43.50

Most of the graduates (78.3%) strongly disagreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas only 13.0% agreed with this. In addition, 47.8% graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 43.5% graduates disagreed with this.

- **Present status of Electrical Maintenance Works Curriculum**

**Table 73: Quality of present curriculum and textbook of Electrical Maintenance Works**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	76.20	23.80	-
Interesting textbook	61.90	33.30	4.80
Easy Language	81.00	19.00	-
Sufficient information	61.90	28.60	9.50
Working process in well described	38.10	47.60	14.30
Illustration are clear/vivid	38.10	42.90	19.00
Illustration makes lesson easily understandable	38.10	38.10	23.80

Most of the graduates (81.0%) of electrical maintenance trade pointed out that the language of textbooks was easy language while 19.0% agreed partially. In addition, 76.1% graduates agreed that their textbooks followed modern curriculum whereas 23.8% agreed partially. More than half of the graduates (61.9%) mentioned that their textbook was interesting and having sufficient information. Furthermore, near at half (47.6%) of the graduate partially agreed that their textbooks having illustration are clear to understand whereas 38.1% agreed fully.

**Table 74: Nature of the contents included in textbooks of Electrical Maintenance Works**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	61.90	38.10	-
Content is compatible with curriculum goal	66.70	33.30	-
Content are aligned with trade work	57.10	33.30	9.50
Number of courses per trade is sufficient	33.30	28.60	38.10

Data shows that the textbook contents are joyful for the graduates agreed by the 61.9% graduates while 38.1% agreed partially. Majority of the graduates (66.7%) agreed that the contents of textbook are compatible with curriculum goal although 33.3% graduates agreed partially. Furthermore, 57.1% graduates informed that the contents are aligned with the trade related works whereas 33.3% agreed partially. However, one-third graduates (33.3%) fully

agreed that the number of courses for each trade is sufficient while 28.6% graduates partially agreed and 38.1% graduates totally disagreed.

**Table 75: Assessment practice of Electrical Maintenance Works**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	57.10	42.90	-
Regular class-test, quiz and assignment during courses	47.60	33.30	19.00
Time for final examination is sufficient	57.10	19.00	23.80
Time for practical is sufficient	47.60	33.30	19.00
Skills are evaluated properly	61.90	23.80	14.30

Data shows that more than half of the graduates (57.1%) agreed that question in the exercises are compatible with learning outcome and the time for final examination is sufficient to demonstrate their learning on particular trades. In addition, 47.6% graduates of electrical maintenance trade pointed out that the formative assessment during course (e.g. regular class-test, quiz, assignment etc.) happened regularly. Moreover, 57.1% graduates informed that the allocated time for practical examination is sufficient whereas only 61.9% graduates think that their skills are assessed properly through examinations.

**Table 76: Institutional facilities for Electrical Maintenance Works trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	42.90	33.30	23.80
Sufficient instrument in every trade	57.10	23.80	19.00
Sufficient opportunities to use the instrument	42.90	33.30	23.80

Near about half (42.9%) of the graduates think that their institutions have sufficient opportunities to operate the courses although 23.8% disagreed. However, 57.1% graduates think that their Madrasahs have sufficient instruments necessary for their trade whereas 23.3% agreed partially. 42.9% of the graduates pointed out that, they have opportunity to use instruments however 23.8% graduates have not this opportunity.

**Table 77: Teachers' knowledge and skills to teach Electrical Maintenance Works trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	81.00	14.30	4.80

Teachers have wide knowledge	42.90	42.90	14.30
Joyful teaching-learning	57.10	38.10	4.80
Participatory teaching-learning	71.40	19.00	9.50
Teaching style are aligned with content	85.70	9.50	4.80

Most of the graduates (81.0%) stated that their teachers have sufficient skills to teach them while 14.3% agreed with this statement partially. In addition, more than one-third (42.9%) graduates believe that their teachers have wide knowledge and skills whereas similar number of graduates agreed partially.

Data shows that majority (71.4%) of the sampled graduates agreed that their teaching-learning method was participatory. Data shows that 57.1% graduates agreed of having joyful teaching-learning during their course while another 38.1% partially agreed. Furthermore, most of the graduates (85.7%) agreed that their teacher's teaching styles were aligned with the contents of the building maintenance trade whereas 9.5 agreed partially.

**Table 78: Scope to practice the learned knowledge from Electrical Maintenance Works trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	57.10	33.30	9.50
Practical classes held timely	47.60	38.10	14.30
Sufficient opportunities for industrial attachment	52.40	23.80	23.80
Industrial attachment completed successfully	57.10	23.80	19.00
Industrial attachment was effective	52.40	42.90	4.80

Above table shows that half of the graduates (57.1%) agreed on sufficient opportunities for practical work whereas 33.3% agreed partially. In addition, 47.6% graduates pointed out that the practical class conducted timely while 38.1% agreed partially. However, 52.4% graduates agreed on Madrasha having sufficient opportunities for industrial attachment and the industrial attachment was effective.

**Table 79: Course load of Electrical Maintenance Works**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	47.60	28.60	23.80
Students feel pressure to complete the content	28.60	38.10	33.30

Near about half of the graduates (47.6%) agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas 28.6% agreed partially. In addition, only 28.6%

graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 38.1% graduates agreed partially.

- **Present status of Farm Machinery Curriculum**

**Table 80: Quality of present curriculum and textbook of Farm Machinery**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	57.10	33.30	9.50
Interesting textbook	52.40	23.80	23.80
Easy Language	71.40	23.80	4.80
Sufficient information	47.60	42.90	9.50
Working process in well described	52.40	23.80	23.80
Illustration are clear/vivid	33.30	28.60	38.10
Illustration makes lesson easily understandable	23.80	38.10	38.10

Most of the graduate (71.4%) of farm machinery trade mentioned that electrical maintenance trade the language of books was easy while 23.8% agreed partially. More than half of the graduate mentioned that their textbook was interesting, have followed modern curriculum and working process in well described.

**Table 81: Nature of the contents included in textbooks of Farm Machinery**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	52.40	47.60	-
Content is compatible with curriculum goal	42.90	57.10	-
Content are aligned with trade work	28.60	57.10	14.30
Number of courses per trade is sufficient	33.30	52.40	14.30

The graduates of farm machinery showed their opinion regarding the contents of their textbooks. More than half of the graduates (52.4%) stated that the textbooks have joyful content while 47.6% agreed partially. Near about half of the graduates (42.9%) agreed that the content of textbook is compatible with curriculum goal whereas 57.1% agreed partially. In addition, 57.1% graduated agreed partially that the content of textbooks is aligned with trade work. Moreover, more than half of the graduates (52.4%) agreed partially that the number of courses per trade is sufficient however only 33.3% agreed this opinion partially.

**Table 82: Assessment practice of Farm Machinery**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	38.10	57.10	4.80
Regular class-test, quiz and assignment during courses	14.30	23.80	61.90
Time for final examination is sufficient	33.30	57.10	9.50
Time for practical is sufficient	33.30	47.60	19.00
Skills are evaluated properly	23.80	66.70	9.50

Above table shows the graduates opinion regarding assessment system of farm machinery trade. Data shows that 38.1% graduates mentioned that that question in the exercise is compatible with learning outcome however 57.1% agreed partially with this statement. In addition, one third of the graduates (33.3%) pointed out that the time for practical is sufficient while 47.6% agreed partially. More than half of the graduate (66.7%) partially agreed that the skills are evaluated properly while 23.8% agreed fully.

**Table 83: Institutional facilities for Farm Machinery trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	28.60	19.00	52.40
Sufficient instrument in every trade	23.80	14.30	61.90
Sufficient opportunities to use the instrument	28.60	19.00	52.40

It is found that more than half of the graduates (52.4%) agreed that their institutions have not sufficient opportunities for course operation whereas 28.6% disagreed with this. In addition, 61.9% students stated that institutions have not sufficient instruments in every trade and 23.8% agreed to say the institutions have sufficient instruments. Moreover, 52.4% graduates pointed out that their institutions have not sufficient opportunities to use the instruments whereas 28.6% disagreed with this.

**Table 84: Teachers' knowledge and skills to teach Farm Machinery trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	28.60	23.80	47.60
Teachers have wide knowledge	33.30	14.30	52.40
Joyful teaching-learning	28.60	61.90	9.50
Participatory teaching-learning	23.80	71.40	4.80
Teaching style are aligned with content	42.90	52.40	4.80

The above table shows the teachers quality as per graduates opinion. 28.6% graduates agreed that their teachers are skilled whereas 23.8% of the graduates agreed partially and 47.6%

disagreed with this. In addition, one third of the graduates (33.3%) agreed that their teachers have wide knowledge and skill whereas 14.3% of them agreed partially and 52.4% disagreed with this statement.

Data shows that 42.9% graduates agreed that the teaching styles are aligned with content while 52.4% agreed partially. Most of the students (71.4%) agreed partially to say that the teaching learning method was participatory while 23.8% fully agreed with this statement. In addition, 61.9% graduates agreed partially that the teaching learning method was joyful and 28.6% agreed fully.

**Table 85: Scope to practice the learned knowledge from Farm Machinery trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	19.00	19.00	61.90
Practical classes held timely	23.80	14.30	61.90
Sufficient opportunities for industrial attachment	28.60	14.30	57.10
Industrial attachment completed successfully	23.80	19.00	57.10
Industrial attachment was effective	19.00	23.80	57.10

This table presents the graduates' opportunity to practice of learned knowledge. More than half of the graduates (61.9%) disagreed to say that they have sufficient opportunity for practical work and practical class held timely. In addition, 57.1% graduates strongly disagreed that they have sufficient opportunities for industrial attachment, they completed the industrial attachment successfully and the industrial attachment was effective.

**Table 86: Course load of Farm Machinery trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	4.80	61.90	33.30
Students feel pressure to complete the content	9.50	66.70	23.80

The graduates of farm machinery trade mentioned their opinion regarding course load. It is found that 61.9% graduate partially agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (gen) while 4.8% agreed with this. On the other hand, most of the graduates (66.7%) partially agreed that they feel pressure to complete the content whereas 9.5% agreed with this.

- **Present status of Fish Culture and Breeding Curriculum**

**Table 87: Quality of present curriculum and textbook of Fish Culture and Breeding**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	86.40	9.10	4.50
Interesting textbook	86.40	9.10	4.50
Easy Language	72.70	27.30	-
Sufficient information	59.10	31.80	9.10
Working process in well described	63.60	31.80	4.50
Illustration are clear/vivid	59.10	22.70	18.20
Illustration makes lesson easily understandable	50.00	13.60	36.40

Most of the graduate (86.4%) of fish culture and breeding trade mentioned that their textbook was developed following the modern curriculum and it was also interesting. 72.7% graduates of this trade agreed that the language of textbooks was easy language while 27.3% agreed partially. More than half of the graduates (63.6%) agree to say that the working process was described in well at the textbook whereas 31.8% agreed partially. In addition, more than half (59.1%) of the graduate agreed that the illustration of textbooks was clear to understand and included sufficient information.

**Table 88: Nature of the contents included in textbooks of Fish Culture and Breeding**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	59.10	27.30	13.60
Content is compatible with curriculum goal	72.70	13.60	13.60
Content are aligned with trade work	77.30	4.50	18.20
Number of courses per trade is sufficient	54.50	27.30	18.20

More than half of the graduates (59.1%) stated that the textbooks have joyful content and 72.7% graduate mentioned the content of textbook is compatible with curriculum goal. In addition, 77.3% graduated agreed to state that the content of textbooks is aligned with trade work. Moreover, 54.5% graduates agreed that the number of courses per trade is sufficient however 27.3% graduate agreed this opinion partially.

**Table 89: Assessment practice of Fish Culture and Breeding**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	81.80	13.60	4.50
Regular class-test, quiz and assignment during courses	22.70	36.40	40.90
Time for final examination is sufficient	72.70	4.50	22.70
Time for practical is sufficient	90.90	9.10	-

Skills are evaluated properly	77.30	9.10	13.60
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Above table shows the graduates opinion regarding assessment system of fish culture and breeding trade. Most of the graduates (90.9%) mentioned that the time for practical is sufficient while 72.7% graduate said the time for final examination is also sufficient and evaluated the skills properly. In addition, most of the graduates (81.8%) agreed to mentioned that question in the exercise is compatible with learning outcome however 13.6% agreed partially with this statement.

**Table 90: Institutional facilities for Fish Culture and Breeding trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	68.20	9.10	22.70
Sufficient instrument in every trade	18.20	13.60	68.20
Sufficient opportunities to use the instrument	36.40	9.10	54.50

The graduates of fish culture and breeding trade showed their opinion on institutional facilities. It is found that more than more than half of the graduates (68.2%) agreed that their institutions have sufficient opportunities for course operation whereas 22.7% disagreed with this. In addition, near about half (68.2%) students stated that institutions do not have sufficient instruments in every trade and have not sufficient opportunities (54.5%) to use these instruments.

**Table 91: Teachers' knowledge and skills to teach Fish Culture and Breeding trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	72.70	13.60	13.60
Teachers have wide knowledge and skill	68.20	9.10	22.70
Joyful teaching-learning	63.60	18.20	18.20
Participatory teaching-learning	81.80	-	18.20
Teaching style are aligned with content	68.20	13.60	18.20

The above table shows the teachers quality as per graduate opinion. Majority of the graduates (72.7%) agreed that their teachers are skilled whereas 13.6% of the graduate recognized that their teachers are not skilled as they need. Moreover, more than half of the graduates (68.2%) agreed that their teachers have wide knowledge and skill whereas 9.1% of them agreed partially with this statement.

More than half of the students (63.6%) agreed to say that the teaching learning method was joyful and 68.2% agreed that the teaching styles are aligned with content. In addition, 81.8%

graduates mentioned that the teaching learning method was participatory while 18.2% shown their opinion as partially agreed regarding this statement.

**Table 92: Scope to practice the learned knowledge from Fish Culture and Breeding trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	63.60	18.20	18.20
Practical classes held timely	54.50	18.20	27.30
Sufficient opportunities for industrial attachment	31.80	31.80	36.40
Industrial attachment completed successfully	40.90	40.90	18.20
Industrial attachment was effective	54.50	18.20	27.30

This table presents the graduates' opportunity to practice of learned knowledge. More than half of the graduates (63.6%) mentioned that they have sufficient opportunity for practical work while 18.2% graduates mentioned as not sufficient. In addition, 31.8% graduates stated that they completed the industrial attachment successfully while 36.4% said they were not. Moreover, 54.5% graduates pointed out that the industrial attachment was effective whereas another 27.3% mentioned as it was not effective.

**Table 93: Course load of Fish Culture and Breeding trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	59.10	22.70	18.20
Students feel pressure to complete the content	54.50	22.70	22.70

Data shows that 59.1% graduate agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (gen) while 18.2% agreed with this partially. On the other hand, more than half (54.5%) of the graduates identified that they feel pressure to complete the content whereas 22.7% partially agreed with this.

- **Present status of Food Processing and Preservation**

**Table 94: Quality of present curriculum and textbook of Food Processing and Preservation**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	88.90	7.40	3.70
Interesting textbook	88.90	11.10	-
Easy Language	77.80	22.20	-
Sufficient information	70.40	29.60	-
Working process in well described	63.00	33.30	3.70
Illustration are clear/vivid	70.40	25.90	3.70
Illustration makes lesson easily understandable	77.80	14.80	7.40

Most of the graduates (88.9%) of food processing and preservation trade agreed that their textbooks were interesting and followed modern curriculum. In addition, 77.8% graduates pointed out that the language of their textbooks is easy for them and illustration makes lesson easily understandable. Furthermore, 70.4% graduates noted that their textbooks have sufficient information and illustrations were clear/vivid.

**Table 95: Nature of the contents included in textbooks of Food Processing and Preservation**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	88.90	11.10	-
Content is compatible with curriculum goal	88.90	7.40	3.70
Content are aligned with trade work	51.90	25.90	22.20
Number of courses per trade is sufficient	37.00	14.80	48.10

Above table presents the graduates opinion regarding contents of the textbooks. Data shows that the textbook contents are joyful for the graduates agreed by the 88.9%, whereas 11.1% agreed partially. Most of the graduates (88.9%) agreed that the contents of textbook are compatible with curriculum goal although 7.4% graduates agreed partially. Furthermore, 51.9% graduates informed that the contents are aligned with the trade related works. However, more than one third (37.0%) graduates fully agreed that the number of courses for each trade is sufficient while 48.1% graduates totally disagreed.

**Table 96: Assessment practice of Food Processing and Preservation**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	63.00	25.90	11.10
Regular class-test, quiz and assignment during courses	33.30	25.90	40.70
Time for final examination is sufficient	70.40	18.50	11.10
Time for practical is sufficient	70.40	18.50	11.10
Skills are evaluated properly	51.90	22.20	25.90

Most of the graduates (63.0%) are agreed that question in the exercises are compatible with learning outcome and the time for final examination is sufficient to demonstrate their learning on the particular trades. However, 33.3% graduates agreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.). Moreover, 70.4% graduates

informed that the allocated time for final examination and practical examination was sufficient.

**Table 97: Institutional facilities for Food Processing and Preservation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	37.00	40.70	22.20
Sufficient instrument in every trade	33.30	3.70	63.00
Sufficient opportunities to use the instrument	29.60	11.10	59.30

Data shows that 37.0% graduates of food processing and preservation trade think that their institutions have sufficient opportunities to operate the course although 40.7% agreed partially. However, 63.0% graduates think that their Madrasahs do not have sufficient instruments necessary for their trade. According to near at half (59.3%) of the graduates disagreed that they have opportunity to use instruments however 29.6% graduates fully agreed with this statement.

**Table 98: Teachers' knowledge and skills to teach Food Processing and Preservation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	55.60	29.60	14.80
Teachers have wide knowledge and skill	70.40	18.50	11.10
Joyful teaching-learning	77.80	14.80	7.40
Participatory teaching-learning	66.70	22.20	11.10
Teaching style are aligned with content	74.10	18.50	7.40

Most of the graduates (70.4%) of this trade believe that their teachers have wide knowledge and skills while 11.1% disagreed with this. Moreover, 55.6% graduates mentioned that their teachers are skilled however 29.6% agreed partially and 14.8% disagreed with this statement.

Above table presents the sampled graduate opinion regarding teaching at their Madrasahs. Data shows that most of the (77.8%) graduates agreed that their teaching-learning method was joyful and 74.1% graduates pointed out that teaching style are aligned with content. In addition, 66.7% graduate stated that the teaching learning process was participatory whereas 22.2% agreed partially.

**Table 99: Scope to practice learned knowledge from Food Processing and Preservation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	33.30	25.90	40.70
Practical classes held timely	33.30	29.60	37.00

Sufficient opportunities for industrial attachment	18.50	40.70	40.70
Industrial attachment completed successfully	29.60	25.90	44.40
Industrial attachment was effective	33.30	22.20	44.40

Data shows that one-third of the graduates (33.3%) agreed on sufficient opportunities for practical work whereas 25.9% agreed partially. In addition, 33.3% pointed out that the practical class conducted timely while 29.6% agreed partially. However, 44.4% graduates disagreed on having sufficient opportunities for industrial attachment and successfully completed the industrial attachment. Finally, data shows that 33.3% graduates agreed to state that the industrial attachment was effective while 22.2% agreed partially.

**Table 100: Course load of Food Processing and Preservation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	37.00	37.00	25.90
Students feel pressure to complete the content	40.70	18.50	40.70

More than half of the graduates (37.0%) agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas 25.9% disagreed with this. Similarly, 40.7% graduates agreed of feeling pressure to complete the Dakhil (voc) course although another 18.5% graduates agreed partially.

- **Present status of General Mechanics Curriculum**

**Table 101: Quality of present curriculum and textbook of General Mechanics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	63.60	22.70	13.60
Interesting textbook	86.40	9.10	4.50
Easy Language	90.90	4.50	4.50
Sufficient information	45.50	36.40	18.20
Working process in well described	72.70	22.70	4.50
Illustration are clear/vivid	68.20	27.30	4.50
Illustration makes lesson easily understandable	59.10	36.40	4.50

Most of the graduate (90.9%) of general mechanics trade mentioned that the language of books was easy and 86.4% pointed out that their textbook was interesting. More than half of the graduate (68.2%) mentioned that illustrations of textbooks are clear while 59.1% stated that these illustrations makes lesson easily understandable. In addition, 63.6% graduates pointed out that their textbooks followed modern curriculum and 72.7% identified that the working process in well described in the textbooks of general mechanics trade.

**Table 102: Nature of the contents included in textbooks of General Mechanics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	86.40	9.10	4.50
Content is compatible with curriculum goal	59.10	36.40	4.50
Content are aligned with trade work	68.20	4.50	27.30
Number of courses per trade is sufficient	36.40	40.90	22.70

The graduates of general mechanics trade showed their opinion regarding the contents of their textbooks. More than half of the graduates (86.4%) stated that the textbooks have joyful content while 9.1% agreed partially. More than half of the graduates (59.1%) agreed that the content of textbook is compatible with curriculum goal whereas 36.4% agreed partially. In addition, 68.2% graduated agreed partially that the content of textbooks is aligned with trade work. Moreover, more than one-third of the graduates (36.4%) agreed partially that the number of courses per trade is sufficient however 40.9% agreed this opinion partially.

**Table 103: Assessment practice of General Mechanics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	45.50	27.30	27.30
Regular class-test, quiz and assignment during courses	36.40	31.80	31.80
Time for final examination is sufficient	45.50	27.30	27.30
Time for practical is sufficient	50.00	22.70	27.30
Skills are evaluated properly	45.50	27.30	27.30

Near about half of the graduates (45.5%) are agreed that question in the exercises are compatible with learning outcome, time for final examination was sufficient and the skills are evaluated properly while 27.3% agreed partially. However, 36.4% graduates agreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.). Moreover, 50.5% graduates informed that the allocated time for practical examination was sufficient.

**Table 104: Institutional facilities for General Mechanics trade**

Institutional Facilities	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	18.20	31.80	50.00
Sufficient instrument in every trade	13.60	31.80	54.50
Sufficient opportunities to use the instrument	13.60	9.10	77.30

It is found that half of the graduates (50.0%) agreed that their institutions have not sufficient opportunities for course operation whereas 18.2% disagreed with this. In addition, 54.5%

students stated that institutions have not sufficient instruments in every trade and 13.6% agreed to say the institutions have sufficient instruments. Moreover, 77.3% graduates pointed out that their institutions have not sufficient opportunities to use the instruments whereas 13.6% disagreed with this.

**Table 105: Teachers' knowledge and skills to teach General Mechanics trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	54.50	31.80	13.60
Teachers have wide knowledge	50.00	-	50.00
Joyful teaching-learning	36.40	40.90	22.70
Participatory teaching-learning	36.40	54.50	9.10
Teaching style are aligned with content	72.70	18.20	9.10

The above table shows the teachers quality as per graduates opinion. 54.5% graduates agreed that their teachers are skilled whereas 31.8% of the graduates agreed partially and 13.6% disagreed with this. In addition, half of the graduates (50.0%) agreed that their teachers have wide knowledge and skill whereas other 50.0% disagreed with this statement.

Data shows that 72.7% graduates agreed that the teaching style are aligned with content while 18.2% agreed partially. More than half of the students (54.5%) agreed partially to say that the teaching learning method was participatory while 36.4% fully agreed with this statement. In addition, 40.9% graduates agreed partially that the teaching learning method was joyful and 36.4% agreed fully.

**Table 106: Scope to practice the learned knowledge from General Mechanics trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	-	59.10	40.90
Practical classes held timely	31.80	36.40	31.80
Sufficient opportunities for industrial attachment	18.20	31.80	50.00
Industrial attachment completed successfully	31.80	40.90	27.30
Industrial attachment was effective	27.30	40.90	31.80

This table presents the graduates' opportunity to practice of learned knowledge. More than half of the graduates (59.1%) agreed partially to say that they have sufficient opportunity for practical work while 40.9% disagreed. In addition, 50.0% graduates strongly disagreed that they have sufficient opportunities for industrial attachment while 18.2% agreed fully.

Furthermore, 31.8% graduates mentioned that they completed the industrial attachment successfully while 40.9% agreed partially. 27.3% graduates agreed that the industrial attachment was effective whereas 40.9% agreed partially.

**Table 107: Course load of General Mechanics**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	22.70	22.70	54.50
Students feel pressure to complete the content	50.00	18.20	31.80

It is found that 22.7% graduate agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (general) while 54.5% disagreed with this. On the other hand, 50.0% graduates agreed that they feel pressure to complete the content whereas 18.2% agreed partially with this.

- **Present status of Poultry Rearing and Farming Curriculum**

**Table 108: Quality of present curriculum and textbook of Poultry Rearing and Farming**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	91.70	8.30	-
Interesting textbook	91.70	-	8.30
Easy Language	91.70	8.30	-
Sufficient information	100.00	-	-
Working process in well described	83.30	8.30	8.30
Illustration are clear/vivid	83.30	-	16.70
Illustration makes lesson easily understandable	75.00	25.00	-

All of the graduates of poultry rearing and farming mentioned that the textbooks included sufficient information. In addition, most of the graduate (91.7%) mentioned that their textbook was developed following the modern curriculum and it was also interesting and the language was easy. Furthermore, 83.3% graduates pointed out that the working process was described in well at the textbook whereas 8.3% agreed partially. In addition, 83.3% of the graduate agreed that the illustration of textbooks was clear to understand.

**Table 109: Nature of the contents included in textbooks of Poultry Rearing and Farming**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	66.70	33.30	-
Content is compatible with curriculum goal	83.30	16.70	-
Content are aligned with trade work	25.00	-	75.00
Number of courses per trade is sufficient	25.00	-	75.00

More than half of the graduates (66.7%) stated that the textbooks have joyful content and 83.3% graduate mentioned the content of textbook is compatible with curriculum goal. In addition, 25.0% graduated agreed to state that the content of textbooks are aligned with trade work while 75.0% disagreed. Moreover, 25.0% graduate agreed that the number of courses per trade is sufficient however 75.0% graduate disagreed.

**Table 110: Assessment practice of Poultry Rearing and Farming**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	83.30	8.30	8.30
Regular class-test, quiz and assignment during courses	-	8.30	91.70
Time for final examination is sufficient	66.70	16.70	16.70
Time for practical is sufficient	50.00	16.70	33.30
Skills are evaluated properly	25.00	8.30	66.70

Above table shows the graduates opinion regarding assessment system of poultry rearing and farming trade. Most of the graduates (83.3%) mentioned that question in the exercise is compatible with learning outcome however 8.3% agreed partially with this statement. In addition, more than half of the graduates (66.7%) pointed out that the time for final examination is sufficient while 50.0% graduate said the time for practical is also sufficient.

**Table 111: Institutional facilities for Poultry Rearing and Farming trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	25.00	8.30	66.70
Sufficient instrument in every trade	16.70	-	83.30
Sufficient opportunities to use the instrument	16.70	-	83.30

The graduates of poultry rearing and farming trade showed their opinion on institutional facilities. It is found that more than more than half of the graduates (66.7%) disagreed that their institutions have sufficient opportunities for course operation whereas 25.0% agreed fully with this. In addition, near about half (83.3%) students stated that institutions do not

have sufficient instruments in every trade and have not sufficient opportunities to use these instruments.

**Table 112: Teachers' knowledge and skills to teach Poultry Rearing and Farming trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	50.00	8.30	41.70
Teachers have wide knowledge	-	25.00	75.00
Joyful teaching-learning	41.70	16.70	41.70
Participatory teaching-learning	8.30	16.70	75.00
Teaching style are aligned with content	83.30	-	16.70

The above table shows the teachers quality as per graduate opinion. Half of the graduates (50.0%) agreed that their teachers are skilled whereas 41.7% of the graduate recognized that their teachers are not skilled as they need. Moreover, most of the graduates (75.0%) pointed out that their teachers have not wide knowledge and skill whereas 25.0% of them agreed partially to say that they have.

Near about half of the graduate (41.7%) agreed to say that the teaching learning method was joyful and 83.3% agreed that the teaching styles are aligned with content. In addition, 75.0% graduates mentioned that the teaching learning method was not participatory while only 8.3% stated that it was participatory.

**Table 113: Scope to practice the learned knowledge from Poultry Rearing and Farming trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	-	-	100.00
Practical classes held timely	16.70	-	83.30
Sufficient opportunities for industrial attachment	16.70	-	83.30
Industrial attachment completed successfully	16.70	8.30	75.00
Industrial attachment was effective	16.70	8.30	75.00

This table presents the graduates' opportunity to practice of learned knowledge. All of the graduates mentioned that they have not sufficient opportunity for practical work. In addition, 16.7% graduates stated that they completed the industrial attachment successfully while 75.0% said they were not. Moreover, 16.7% graduates pointed out that the industrial attachment was effective whereas another 75.0% mentioned as it was not effective.

**Table 114: Course load of Poultry Rearing and Farming trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
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Dakhil (voc) is overloaded compare to Dakhil (general)	25.00	8.30	66.70
Students feel pressure to complete the content	25.00	16.70	58.30

Data shows that 25.0% graduate agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (general) while 8.3% agreed with this partially. On the other hand, 25.0% graduates identified that they feel pressure to complete the content whereas 16.7% partially agreed with this.

- **Present status of General Electrical Works Curriculum**

**Table 115: Quality of present curriculum and textbook of General Electrical Works**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	44.00	28.00	28.00
Interesting textbook	60.00	16.00	24.00
Easy Language	52.00	36.00	12.00
Sufficient information	60.00	32.00	8.00
Working process in well described	60.00	8.00	32.00
Illustration are clear/vivid	64.00	16.00	20.00
Illustration makes lesson easily understandable	68.00	12.00	20.00

Most of the graduates (60.0%) of general electrical works trade agreed that their textbooks were interesting and near about half (44.0%) mentioned as followed modern curriculum. In addition, 52.0% graduates pointed out that the language of their textbooks is easy for them and 68.0% agreed to identify that the illustration makes lesson easily understandable. Furthermore, 60.0% graduates noted that their textbooks have sufficient information and working process is well described.

**Table 116: Nature of the contents included in textbooks of General Electrical Works**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	32.00	32.00	36.00
Content is compatible with curriculum goal	72.00	28.00	-
Content are aligned with trade work	32.00	36.00	32.00
Number of courses per trade is sufficient	40.00	36.00	24.00

Above table presents the graduates opinion regarding contents of the textbooks. Data shows that the textbook contents are joyful for the graduates agreed by the 32.0%, whereas another 32.0% agreed partially. Most of the graduates (72.0%) agreed that the contents of textbook

are compatible with curriculum goal although 28.0% graduates agreed partially. Furthermore, 32.0% graduates informed that the contents are aligned with the trade related works. However, more than one third (40.0%) graduates fully agreed that the number of courses for each trade is sufficient while 36.0% graduates agreed partially.

**Table 117: Assessment practice of General Electrical Works**

<b>Aspects</b>	<b>Agree (%)</b>	<b>Partially agree (%)</b>	<b>Disagree (%)</b>
Question in the exercise is compatible with learning outcome	52.00	24.00	24.00
Regular class-test, quiz and assignment during courses	20.00	16.00	64.00
Time for final examination is sufficient	20.00	28.00	52.00
Time for practical is sufficient	68.00	16.00	16.00
Skills are evaluated properly	48.00	32.00	20.00

More than half of the graduates (52.0%) are agreed that question in the exercises are compatible with learning outcome while 24.0% agreed partially. However, 20.0% graduates agreed about the formative assessment during course (e.g. regular class-test, quiz, assignment etc.) and 64.0% graduates disagreed with this. Moreover, 68.0% graduates informed that the allocated time for practical examination was sufficient and only 20.0% graduates pointed out that the allocated time for final examination also sufficient.

**Table 118: Institutional facilities for General Electrical Works trade**

<b>Aspects</b>	<b>Agree (%)</b>	<b>Partially agree (%)</b>	<b>Disagree (%)</b>
Sufficient opportunities for course operation	44.00	16.00	40.00
Sufficient instrument in every trade	28.00	12.00	60.00
Sufficient opportunities to use the instrument	24.00	16.00	60.00

Data shows that 44.0% graduates of food processing and preservation trade think that their institutions have sufficient opportunities to operate the course although 16.0% agreed partially. However, 28.0% graduates think that their Madrasahs do not have sufficient instruments necessary for their trade. In addition, 24.0% graduates agreed that they have

sufficient opportunity to use instruments however 60.0% graduates disagreed with this statement.

**Table 119: Teachers’ knowledge and skills to teach General Electrical Works trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	28.00	28.00	44.00
Teachers have wide knowledge	20.00	20.00	60.00
Joyful teaching-learning	40.00	12.00	48.00
Participatory teaching-learning	28.00	16.00	56.00
Teaching style are aligned with content	60.00	20.00	20.00

Most of the graduate (60.0%) of this trade believes that their teachers have not wide knowledge and skills while 20.0% believe that have. Moreover, 44.0% graduates mentioned that their teachers are not skilled however 28.0% believe that they are skilled.

Above table presents the sampled graduate opinion regarding teaching at their Madrasahs. Data shows that near about half of the graduates (40.0%) agreed that their teaching-learning method was joyful and 60.0% graduates pointed out that teaching style are aligned with content. In addition, 28.0% graduate stated that the teaching learning process was participatory whereas 16.0% agreed partially.

**Table 120: Scope to practice the learned knowledge from General Electrical Works trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	32.00	28.00	40.00
Practical classes held timely	28.00	28.00	44.00
Sufficient opportunities for industrial attachment	24.00	20.00	56.00
Industrial attachment completed successfully	16.00	16.00	68.00
Industrial attachment was effective	24.00	32.00	44.00

Data shows that one-third of the graduates (32.0%) agreed on sufficient opportunities for practical work whereas 28.0% agreed partially. In addition, 28.0% pointed out that the practical class conducted timely while 28.0% agreed partially. However, 56.0% graduates disagreed on having sufficient opportunities for industrial attachment and only 16% graduates successfully completed the industrial attachment. Finally, data shows that 24.0% graduates agreed to state that the industrial attachment was effective while 32.0% agreed partially.

**Table 121: Course load of General Electrical Works trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
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Dakhil (voc) is overloaded compare to Dakhil (general)	32.00	12.00	56.00
Students feel pressure to complete the content	32.00	20.00	48.00

More than half of the graduates (56.0%) disagreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course whereas 32.0% agreed with this. Similarly, 48.0% graduates disagreed of feeling pressure to complete the Dakhil (voc) course although another 32.0% graduates agreed.

- **Present status of Fruit and Vegetable Cultivation**

**Table 122: Quality of present curriculum and textbook of Fruit and Vegetable Cultivation**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	12.50	87.50	-
Interesting textbook	25.00	75.00	-
Easy Language	75.00	25.00	-
Sufficient information	50.00	50.00	-
Working process in well described	37.50	62.50	-
Illustration are clear/vivid	37.50	50.00	12.50
Illustration makes lesson easily understandable	12.50	75.00	12.50

Most of the graduate (75.0%) of fruit and vegetable cultivation trade mentioned that the language of books was easy while 25.0% agreed partially. 25.0% graduate mentioned that their textbook was interesting while 75.0% agreed partially. In addition, 87.5% graduates partially agreed that their textbooks followed modern curriculum while 12.5% agreed fully. Furthermore, half of the graduates pointed out that the textbooks include sufficient information while other 50.0% agreed partially with this.

**Table 123: Nature of the contents included in textbooks of Fruit and Vegetable Cultivation**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	25.00	75.00	-
Content is compatible with curriculum goal	50.00	37.50	12.50
Content are aligned with trade work	25.00	62.50	12.50
Number of courses per trade is sufficient	-	-	100.00

The graduates of fruit and vegetable cultivation trade showed their opinion regarding the contents of their textbooks. One-fourth of the graduates (25.0%) stated that the textbooks have joyful content while 75.0% agreed partially. Half of the graduates (50.0%) agreed that the content of textbook is compatible with curriculum goal whereas 37.5% agreed partially.

In addition, 62.5% graduated agreed partially that the content of textbooks are aligned with trade work while 25.0% agreed fully.

**Table 124: Assessment practice of Fruit and Vegetable Cultivation**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	12.50	75.00	12.50
Regular class-test, quiz and assignment during courses	-	-	100.00
Time for final examination is sufficient	12.50	-	87.50
Time for practical is sufficient	-	-	100.00
Skills are evaluated properly	-	-	100.00

Above table shown that 75.0% graduates partially agreed that question in the exercise is compatible with learning outcome while 12.5% agreed fully. All of the graduates pointed out that the formative assessment was not happen in the classroom, the time for practical exam was not sufficient and skills were not evaluated properly.

**Table 125: Institutional facilities for Fruit and Vegetable Cultivation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	25.00	50.00	25.00
Sufficient instrument in every trade	-	-	100.00
Sufficient opportunities to use the instrument	-	-	100.00

All of the graduates mentioned that Madrasahs have not sufficient instrument in every trade and not enough opportunities to use the instruments. In addition, one-fourth of the graduates (25.0%) agreed that their institutions have sufficient opportunities for course operation whereas half of the graduates agreed partially.

**Table 126: Teachers' knowledge and skills to teach Fruit and Vegetable Cultivation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	25.00	75.00	-
Teachers have wide knowledge and skill	12.50	62.50	25.00
Joyful teaching-learning	25.00	62.50	12.50
Participatory teaching-learning	25.00	62.50	12.50
Teaching style are aligned with content	37.50	62.50	-

The above table shows the teachers quality as per graduates opinion. One fourth of the graduates (25.0%) agreed that their teachers are skilled whereas 75.0% of the graduates

agreed partially. In addition, 12.5% graduates agreed that their teachers have wide knowledge and skill whereas 62.5% of them agreed partially and 25.0% disagreed with this statement.

Data shows that 37.5% graduates agreed that the teaching styles are aligned with content while 62.5% agreed partially. One-fourth of the students (25.0%) agreed to say that the teaching learning method was participatory while 62.5% agreed partially with this statement. In addition, 62.5% graduates agreed partially that the teaching learning method was joyful and 25.0% agreed fully.

**Table 127: Scope to practice the learned knowledge from Fruit and Vegetable Cultivation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	-	37.50	62.50
Practical classes held timely	12.50	12.50	75.00
Sufficient opportunities for industrial attachment	-	12.50	87.50
Industrial attachment completed successfully	-	12.50	87.50
Industrial attachment was effective	12.50	-	87.50

This table presents the graduates' opportunity to practice of learned knowledge. More than half of the graduates (62.5%) disagreed to say that they have sufficient opportunity for practical work. In addition, 87.5% graduates strongly mentioned that they have not sufficient opportunities for industrial attachment, not completed the industrial attachment successfully and the industrial attachment was ineffective.

**Table 128: Course load of Fruit and Vegetable Cultivation trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	12.50	-	87.50
Students feel pressure to complete the content	12.50	-	87.50

Data shows that 87.5 % graduate disagreed to say that the Dakhil (voc) was overloaded compare to Dakhil (general) and they feel pressure to complete the content whereas 12.5% agreed with this.

- **Present status of Welding and Fabrication**

**Table 129: Quality of present curriculum and textbook of Welding and Fabrication**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Modern Curriculum	100.00	-	-
Interesting textbook	75.00	25.00	-
Easy Language	62.50	37.50	-
Sufficient information	75.00	25.00	-
Working process in well described	87.50	-	12.50
Illustration are clear/vivid	50.00	50.00	-
Illustration makes lesson easily understandable	62.50	31.20	6.20

All of the graduates of welding and fabrication trade mentioned that their textbook was developed following the modern curriculum and it was also interesting mentioned by the 75.0% graduates. In addition, 62.5% graduates of this trade agreed that the language of textbooks was easy while 37.5% agreed partially. Most of the graduates (87.5%) agree to say that the working process was described in well at the textbook whereas 12.5% disagreed. In addition, half (50.0%) of the graduate agreed that the illustration of textbooks was clear to understand and 75.0% mentioned that the text books included sufficient information.

**Table 130: Nature of the contents included in textbooks of Welding and Fabrication**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Joyful content in textbook	75.00	25.00	-
Content is compatible with curriculum goal	81.20	18.80	-
Content are aligned with trade work	62.50	37.50	-
Number of courses per trade is sufficient	-	75.00	25.00

Most of the graduates (75.0%) stated that the textbooks have joyful content and 81.2% graduate mentioned the content of textbook is compatible with curriculum goal. In addition, 62.5% graduated agreed to state that the content of textbooks is aligned with trade work. Moreover, 75.0% graduate partially agreed that the number of courses per trade is sufficient however 25.0% disagreed with this opinion.

**Table 131: Assessment practice of Welding and Fabrication**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Question in the exercise is compatible with learning outcome	93.80	6.20	-
Regular class-test, quiz and assignment during courses	68.80	31.20	-
Time for final examination is sufficient	93.80	6.20	-
Time for practical is sufficient	87.50	12.50	-
Skills are evaluated properly	68.80	31.20	-

Above table shows the graduates opinion regarding assessment system of welding and fabrication trade. Most of the graduates (87.5%) mentioned that the time for practical is sufficient while 93.8% graduate said the time for final examination is also sufficient. In addition, most of the graduates (93.8%) agreed to mentioned that question in the exercise is compatible with learning outcome however 6.2% agreed partially with this statement.

**Table 132: Institutional facilities for Welding and Fabrication trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for course operation	37.50	62.50	-
Sufficient instrument in every trade	43.80	56.20	-
Sufficient opportunities to use the instrument	56.20	43.80	-

The graduates of welding and fabrication trade showed their opinion on institutional facilities. It is found that 37.5% graduates agreed that their institutions have sufficient opportunities for course operation whereas 62.5% agreed partially. In addition, near about half (43.8%) students stated that institutions do not have sufficient instruments in every trade and have sufficient opportunities (56.2%) to use these instruments.

**Table 133: Teachers' knowledge and skills to teach Welding and Fabrication trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Skilled teachers	56.20	18.80	25.00
Teachers have wide knowledge and skill	68.80	31.20	-
Joyful teaching-learning	43.80	56.20	-
Participatory teaching-learning	62.50	37.50	-
Teaching style are aligned with content	68.80	31.20	-

The above table shows the teachers quality as per graduate opinion. More than half of the graduates (56.2%) agreed that their teachers are skilled whereas 25.0% of the graduate recognized that their teachers are not skilled as they need. Moreover, more than half of the graduates (68.8%) agreed that their teachers have wide knowledge and skill whereas 31.2% of them agreed partially with this statement.

Data shows that 43.8% graduates agreed to say that the teaching learning method was joyful and 68.8% agreed that the teaching style are aligned with content. In addition, 62.5% graduates mentioned that the teaching learning method was participatory while 37.5% shown their opinion as partially agreed regarding this statement.

**Table 134: Scope to practice the learned knowledge from Welding and Fabrication trade**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Sufficient opportunities for practical work	62.50	25.00	12.50
Practical classes held timely	68.80	31.20	-
Sufficient opportunities for industrial attachment	50.00	50.00	-
Industrial attachment completed successfully	43.80	50.00	6.20
Industrial attachment was effective	43.80	56.20	-

This table presents the graduates' opportunity to practice of learned knowledge. More than half of the graduates (62.5%) mentioned that they have sufficient opportunity for practical work while 12.5% graduates mentioned as not sufficient. In addition, 50.0% graduates stated that they have sufficient opportunity for industrial attachment while another 50.0% agreed partially. Moreover, 43.8% graduates pointed out that the industrial attachment was effective whereas another 56.2% agreed partially.

**Table 135: Course load of Welding and Fabrication**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Dakhil (voc) is overloaded compare to Dakhil (general)	50.00	37.50	12.50
Students feel pressure to complete the content	43.80	56.20	-

Data shows that 50.0% graduate agreed to say that the Dakhil (voc) was overloaded compare to Dakhil (general) while 37.5% agreed with this partially. On the other hand, 43.8% graduates identified that they feel pressure to complete the content whereas 56.2% partially agreed with this.

- **Instructor's view about the status of present Dakhil (voc) curriculum**

**Table 136: Quality of present curriculum and textbook of Dakhil (voc) Courses**

Aspects	Completely Agree (%)	Partially Agree (%)	Disagree (%)
Updated Curriculum	49.1	47.3	3.6
Easy Textbook language	68.6	26.6	4.7
Sufficient information in textbook	34.3	56.8	8.9
Work processes are appropriately described in textbook	41.4	49.7	8.9
Illustration of textbook is clear	33.7	52.7	13.6
Illustration of Textbook is comprehend for learning	38.5	53.3	8.3

The above table reflects that more than half of the instructors (68.6%) completely agreed with the use of easy language in textbooks of Dakhil (voc) courses. However, less than half of the instructors completely agreed with other issues such as updated curriculum, sufficient

information in the textbook, well described work pressure, clear illustration that was comprehend for learning.

Again, more than half of the instructors partially agreed with the issues that there was sufficient information in textbooks, the illustration of textbooks was clear that was understandable for learning.

**Table 137: Nature of the contents included in textbooks of Dakhil (voc) Courses**

Aspects	Completely Agree (%)	Partially Agree (%)	Disagree (%)
Completed subjects are interesting	44.4	47.3	8.3
Contents of textbook are relevant for achieving curriculum goal	52.1	42.0	5.9
Course contents are relevant to job	48.5	43.2	8.3
Sufficient trade based subject	45.0	39.1	16.0

The data of the preceding table reveals that more than half of the instructors (52.1%) completely agreed on the topic that contents of textbook was relevant for achieving the curriculum goals. On the other hand, less than half of the instructors completely agreed on other issues of this trade, these are interesting subject, job relevant course content and sufficient trade-based subject.

**Table 138: Course load of Dakhil (voc) courses**

Aspects	Completely Agree (%)	Partially Agree (%)	Disagree (%)
Sufficient time	63.3	28.4	8.3
Load of vocational courses is higher than Dakhil (general)	35.5	26.0	61.5
Time crisis for completing the course in time	32.0	27.8	40.2
Completing the course make pressure on students	33.7	27.2	39.1

The given data of the preceding table reveals that more than half of the instructors (63.3%) completely agreed that the time for this course was sufficient. However, one-third of the instructors (35.5%) completely agreed that the course load of vocational courses was higher than Dakhil (general) while 26% instructors partially agreed. A good number of teachers also agreed that they face time shortage for completing the vocational courses in time.

**Table 139: Assessment practice of Dakhil (voc) courses**

Aspects	Completely Agree (%)	Partially Agree (%)	Disagree (%)
Questions included in textbook's exercise are able to justify learning outcome	44.4	46.7	8.9
Regular formative assessment occurred	78.7	18.3	3.0
Formative assessment is effective for learning	73.4	22.5	4.1

Monitoring of course activities is occurred	59.2	30.8	10.1
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Majority of the instructors agreed that the questions included in textbook exercises are able to justify learning outcomes either completely or partially. Furthermore, majority instructors opined that they conduct regular formative assessment and this formative assessment is effective for learning. According to the majority instructors, the course activities are monitored for proper implementation.

**Table 140: Institutional facilities for Dakhil (voc) Courses**

Aspects	Completely Agree (%)	Partially Agree (%)	Disagree (%)
Sufficient infrastructural facilities	22.5	50.9	26.6
Sufficient machinery for trade based skill development	18.9	45.6	35.5
Enough opportunity for trade based skill development	30.2	41.4	28.4

Majority of the instructors partially agreed that the institutions have sufficient infrastructural facilities, enough opportunity and sufficient machineries for trade based skill development. However, a good number of instructors disagreed with that.

- **Superintendents' view about the status of present Dakhil (voc) curriculum**

**Table 141: Quality, facilities and load of curriculum**

Aspects	Agree (%)	Partially agree (%)	Disagree (%)
Updated vocational Curriculum	48.0	26.7	25.3
Adequate infrastructural facilities	12.0	53.3	34.7
Teachers are efficient to teach	47.4	32.9	19.7
Teaching –learning methods are interesting	60.5	25.0	14.5
Teachers are skilled about course contents	50.0	38.2	11.8
Practical classes are held appropriately	35.6	39.7	24.7
Internship activities are held appropriately	38.7	36.0	25.3
Load of vocational course is higher than Dakhil (general)	39.7	25.6	34.6
Difficult to complete the course in time	35.1	20.8	44.2
Monitoring held on implementation of course activities	54.5	22.1	23.4

Data shows that majority of the superintendents agreed that the vocational curriculum is updated considering present market demand. Moreover, majority superintendents also agreed that the teachers are efficient and have skills, their teaching-learning methods are interesting

to students, practical classes and internship are held appropriately, course load in higher than Dakhil (general) courses and the monitoring is held for proper implementation. However, majority superintendents claimed that the infrastructural facilities are not adequate in the Madrasahs.

Experts have different opinion about the curriculum that is up to date or not. Some of them think recent curriculum is up to date and it updates on regular basis. They also noted that major changes take place every five years. However, they agreed about the problem of its implication. Besides, other experts think it is not very updated and they also recommended reforming it. Furthermore, they also think that students' interests are declined in this curriculum.

- **Classes and teachers of Dakhil (voc) courses**

**Table 142: Regular class and availability of teachers for Dakhil (voc) courses**

	Regular class happened (%)	Subject teacher available (%)	Full time teacher available (%)
Agro Based Food	33.3	25.0	16.7
General Electronics	84.0	72.0	68.0
Automotive	95.2	61.9	61.9
Building Maintenance	76.2	66.7	61.9
Civil Construction	100.0	85.7	85.7
Computer and Information Technology	33.3	18.2	9.1
Dress Making	91.3	65.2	65.2
Electrical Maintenance Works	66.7	47.6	47.6
Farm Machinery	38.1	33.3	28.6
Fish Culture and Breeding	81.8	68.2	63.6
Food Processing and Preservation	63.0	40.7	44.4
General Mechanics	77.3	59.1	63.6
Poultry Rearing and Farming	16.7	16.7	8.3
General Electrical Works	32.0	16.0	12.0
Fruit and Vegetable Cultivation	87.5	62.5	62.5
Welding and Fabrication	93.8	93.8	62.5
Total	63.7	48.7	44.5

\* Graduate responses

The data of the above table reflects the regular class, availability of subject teacher and full time teacher. According to majority (63.7%) of the Dakhil (voc) graduates classes were taken

regularly although less than half of them had subject based teacher (48.7%) and full time teacher (44.5%) in their Madrasahs.

### **Regular class**

Regular classes were taken in most of the time for majority of the trades and the graduates of Civil Construction had all class. However, majority students of Agro Based Food; Computer and Information Technology; Farm Machinery; Poultry Rearing and Farming; and General Electrical Works claimed that they did not have regular classes in their Madrasahs.

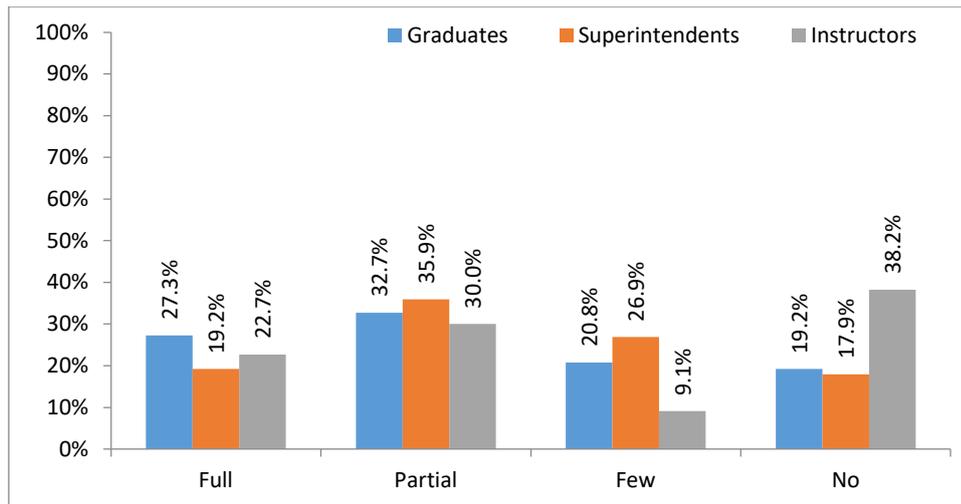
### **Availability of subject-based teacher**

Subject based teachers were not available in all Madrasahs although most of the graduates (93.8%) of Welding and Fabrication and 85.7% graduates of Civil Construction informed that they have subject based teachers in their Madrasahs. The scarcity of subject-based teacher is severe in the Madrasahs which offer Agro Based Food; Computer and Information Technology; Electrical Maintenance Works; Farm Machinery; Food Processing and Preservation; Poultry Rearing and Farming; and General Electrical Works trades.

### **Availability of full time teacher**

Full time teachers are not availability in all Madrasahs to teach the trade related subjects although 85.7% graduates of Civil Construction informed that they have full time teachers in their Madrasahs. The unavailability of full time teacher is severe in the Madrasahs which offer the Agro Based Food; Computer and Information Technology; Electrical Maintenance Works; Farm Machinery; Food Processing and Preservation; Poultry Rearing and Farming; and General Electrical Works trades.

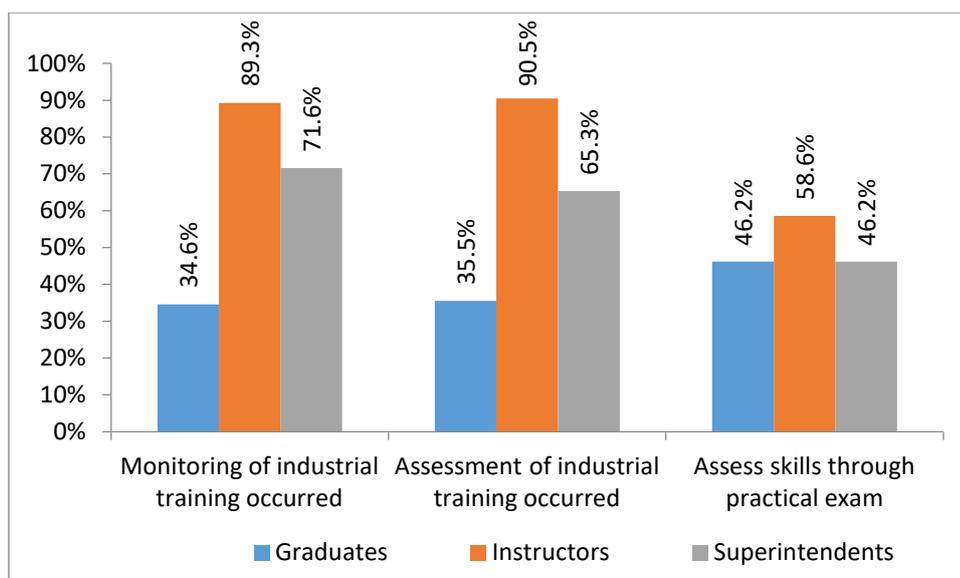
- **Scope of hands-on activities and assessment**



**Figure 43: Availability of scope to learn through hands-on activities**

The Madrasahs have limited scope for students to learn through hands-on activities related to their trades. It is a good number of Madrasahs do not have any scope to arrange hands-on activities to facilitate students' learning. The instructors and superintendents argued that scope for arranging hands-on activities is not sufficient. Moreover, most of the superintendents noticed that they do not have modern equipments in their lab/workshop to use in teaching and practical classes.

There is scope of hands on experience in teaching learning activities in our curriculum mentioned by some of the experts. They think there is scope of this in every trade. However, they also think this requires proper monitoring and there is a shortage of manpower in this case. Besides, other experts think there is a little scope for hands-on activities provided in our curriculum. They also noted that we need more facilities in our laboratories, teachers need proper training private institutions provide more hands on activities and Governmental institutions give more emphasize on enrollment.



**Figure 44: Monitoring and assessment of industrial training and skills**

The monitoring and assessment of industrial training is not properly implemented by the authorized teachers or personnel. One of the key strategies of assessing students' learning and skills at vocational system is to assess them through practical examination. Data shows that only one-third Dakhil (voc) graduates had been monitored (34.6%) and assessed (35.5%) by their assigned teachers. Similarly, only 46.2% graduates reported that their process skills of particular trade related skills were assessed through practical examinations.

The instructors and superintendents reported comparatively better scenario about the monitoring and assessment of industrial training and skills of Dakhil (voc) graduates. According to the instructors, monitoring and assessment of industrial training were occurred in most of the cases however graduates' skill assessment through practical examination was occurred in 58.6% cases. According to the superintendents, monitoring and assessment of industrial training were occurred in majority cases however graduates' skill assessment through practical examination was occurred in 46.2% cases.

Moreover, all the experts think that the current assessment system is valid and effective for assessing the students learning. They also noted that two types of assessment (summative and formative assessment) system are there in our education system. However, they claimed that proper implementation of this assessment system is not ensured in our school and they think assessment process in our school need to be monitored frequently.

**Table 143: Assessing through CBT&A method and its appropriateness**

CBT&A followed while assessing (%)	Appropriateness of CBT&A (%)
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	Yes	No	Not Known	Full	Partial	Less	No
Agro Based Food	-	16.7	83.3	-	-	-	-
General Electronics	32.0	36.0	32.0	50.0	25.0	-	25.0
Automotive	9.5	38.1	52.4		-	-	-
Building Maintenance	14.3	42.9	42.9	100.0	-	-	-
Civil Construction	28.6	14.3	57.1	50.0	-	50.0	-
Computer & Information Technology	12.1	27.3	60.6		-	-	-
Dress Making	47.8	-	52.2	40.0	-	60.0	-
Electrical Maintenance Works	9.5	47.6	42.9	-	-	100.0	-
Farm Machinery	23.8	52.4	23.8	33.3	66.7		-
Fish Culture & Breeding	18.2	18.2	63.6	33.3	-	66.7	-
Food Processing & Preservation	14.8	51.9	33.3	100.0	-	-	-
General Mechanics	31.8	18.2	50.0		-	-	-
Poultry Rearing & Farming	8.3	8.3	83.3	100.0	-	-	-
General Electrical Works	32.0	20.0	48.0	-	66.7	33.3	-
Fruit & Vegetable Cultivation	25.0	62.5	12.5	-	-	100.0	-
Welding & Fabrication	56.3	6.3	37.5		100.0	-	-
Total	21.7	28.7	49.6	41.7	25.0	30.6	2.8

\* Graduate responses

CBT&A method is not much popular to the Dakhil (voc) graduates. Only 21.7% graduates informed that they were assessed through CBT&A method during their course while 28.7% disagreed. However, half (49.6%) graduates do not about the CBT&A method of assessment at vocational system.

According to the graduates who admitted of using CBT&A in assessment, 41.7% think that it was fully appropriate to assess their learned skills while 25% think it was partially appropriate. However, 30.6% graduates think that it was less appropriate to assess their skills.

- **Strengths and Weaknesses of the Dakhil (voc) Curriculum**

The graduates, instructors, superintendents and employers identified several strengths and weaknesses of the existing Dakhil (voc) curriculum. According to them the major strengths of the Dakhil (voc) curriculum are:

- Syllabus has included all the important contents
- Scope of formative assessment during course
- Textbooks are written in Bangla and easy language
- Scope of hands-on activities focusing on skills
- Scope of industry attachment for internships

Furthermore, they also identified several weaknesses of the existing Dakhil (voc) curriculum.

According to them the major weaknesses are:

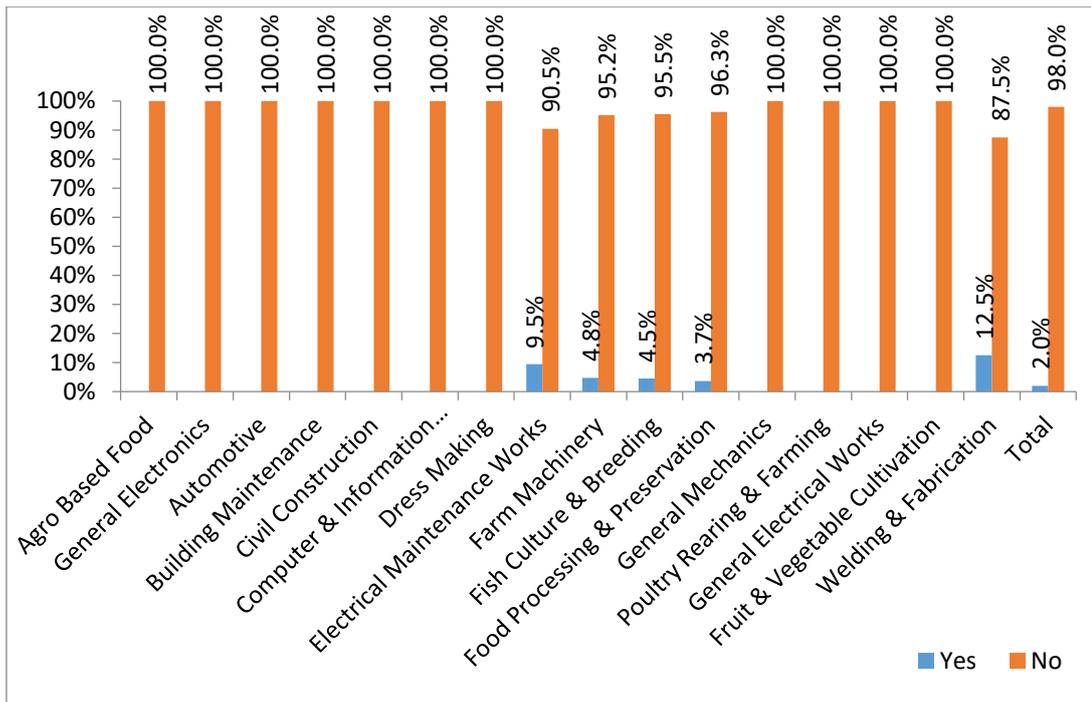
- Syllabus is not updated considering the contemporary job demands
- Huge syllabus which creates loads on teachers and students and extra time is needed to complete the syllabus
- Less vocation related subjects
- Illustrations used in the books are not clear
- Theoretical parts are not similar with practical parts
- Less focus is given on trade related skills
- Textbooks included old and back dated technologies and machineries
- Theoretical part is more detailed than practical part
- Lack of monitoring
- Less scope to develop communication and management skills

Based on the weaknesses several changes have been suggested by the respondents. The major suggested changes are:

- Revision of curriculum is essential considering present market demand including local and international job market
- Add new equipment and machineries in curriculum
- Develop textbooks according to the revised curriculum
- Include more vocational related subject and reduce general subjects
- Practical part is more needed than theoretical part
- Give more importance in trade based subjects
- Develop more practical oriented syllabus and increase more practical classes
- Add colorful pictures of equipment and machineries in textbooks and their detailed descriptions
- Add servicing part for new machineries with both practical and theoretical knowledge
- Increase opportunities to gather practical experiences from related industries
- Management and communication skills need to be included in curriculum

Moreover, all the experts think that there is a scope for revise the current curriculum and need to revise it in every 3- 5 years. They also think that as the Curriculum development is a continuous process, it should include increasing number Technical subjects as the fewer number of technical subjects constraints students opportunities to participate in the job market.

- **Graduates' Knowledge about NTVQF**



**Figure 45: Graduates' knowledge about NTVQF**

Only 2% of the sampled Dakhil (Voc) graduates know about NTVQF. Data shows that only a few graduates of Electrical Maintenance Works; Farm Machinery; Fish Culture and Breeding; Food Processing and Preservation; and Welding and Fabrication know about NTVQF.

The experts argued that the vocational courses should have a relation with NTVQF. They also added that the present curriculum of vocational courses needs to review and make a clear alignment with the NTVQF.

## **G. Ways of creating overseas and local career pathways**

In a highly competitive global economy, the prosperity of the citizens and the success of employers increasingly depend on the education and skills of the workforce. Career Pathways systems provide a framework for organizing and formally aligning the education, workforce, and supportive services needed to guide a wide range of individuals successfully through the continuum of education and training courses that are necessary for credential attainment and careers.

Career Pathways are a series of connected education and training strategies and support services that enable individuals to secure industry-relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.

Building comprehensive Career Pathways systems in a country requires aligning multiple programs and committing to systems change from public and private stakeholders (including employers, representatives of workers, and other key stakeholders). To succeed, states, localities/regions, and public and private partners must agree upon a common vision and goals for the system and identify the value-add that each partner brings to the table and receives from the partnership.

The Six Key Elements identified in the joint framework are actions that states and local areas can take to develop and implement Career Pathways systems:

1. Build Cross-System Partnerships
2. Engage Employers/Identify Key Industry Sectors
3. Design Education and Training Programs that Meet the Needs of Participants
4. Identify Funding for Sustainability and Scale
5. Align Policies and Programs
6. Align Cross-System Data and Performance Measurement

To create a comprehensive career pathway the respondents identified several initiatives and suggestions to consider. According to the instructors, superintendents, employers and experts the major initiatives that are needed to take for developing comprehensive career pathways are:

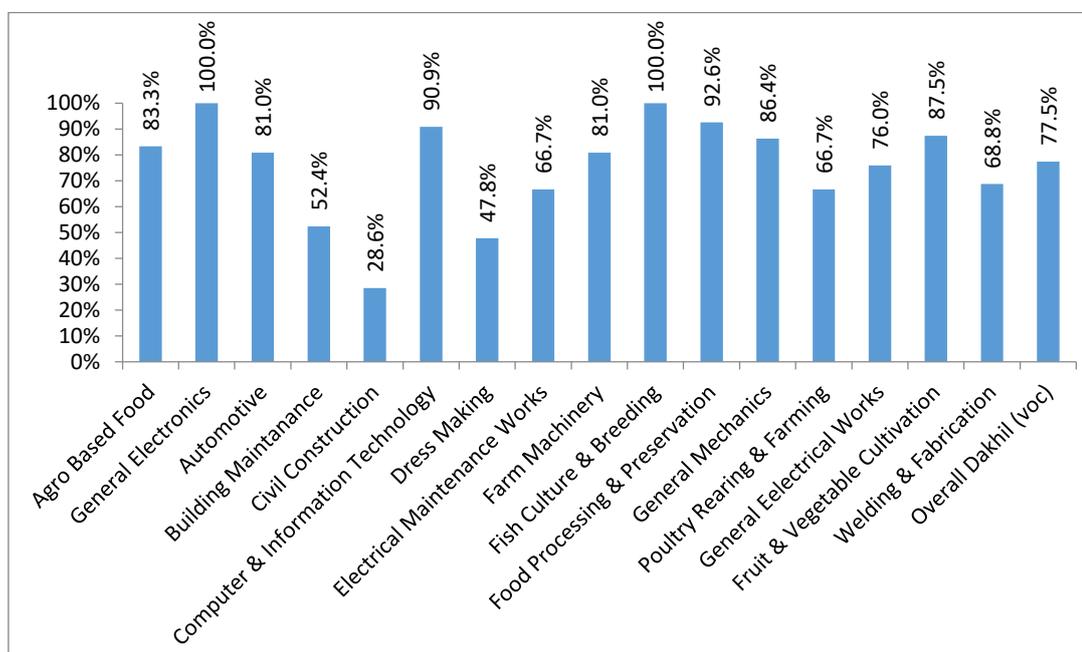
- Establish industries and increase job sectors at locality and center

- Communicate with different organizations including local and abroad
- Establish strong linkage between institution and industry
- Review the local and international job market to identify present and new jobs
- Start new trade according to the demand of job market
- Improve the quality of vocational education and produce skilled workers
- Increase the scope of learning through practical work
- Arrange training on modern technology for teachers
- Introduced assessment through NTVQF to label graduates' skills
- Provide bank loan to small business and establish new enterprises
- Need to develop specific policies for entering into the job market
- Need to develop a comprehensive policy for govt. and non-govt. industries and enterprises for similar even same facilities and career ladder.

All the experts think there is enough opportunity to work in this sector. They also think as the internal sector of job market. There have opportunities in governmental and private sectors. They also mentioned some suggestion for creating more opportunities to work vocational education needs integrated campaign and more manpower.

## H. Trend of entering into higher education of Graduates of Dakhil (Vocational) courses and higher education pathway

- Higher Education enrolment status of the Dakhil (voc) graduates



**Figure 46: Higher Education enrolment status of the Dakhil (voc) graduates**

Higher study is a common tendency of the Dakhil (voc) graduates considering all grades. The above table reflects that most (77.5%) of the sampled Dakhil (voc) graduates of all trades continue their study at next or higher level. Tendency of enrolling into higher education is found higher for the graduates of Agro Based Food, General Electronics, Automotive, Computer and Information Technology, Farm Machinery, Fish Culture and Breeding, General Mechanics, Fruits and Vegetable Cultivation trades. However, tendency of entering into higher education is found lower for the graduates of Civil Construction and Dress Making trades.

**Table 144: Enrolled course in next to or higher education**

	HSC Voc (%)	Diploma Engineering (%)	HSC Gen. (%)	Others (%)
Agro Based Food	20.0	10.0	70.0	-
General Electronics	32.0	28.0	32.0	8.0
Automotive	11.8	17.6	70.6	-
Building Maintenance	36.4	9.1	36.4	18.2
Civil Construction	50.0	-	50.0	-
Computer and Information Technology	20.0	-	80.0	-
Dress Making	-	27.3	72.7	-
Electrical Maintenance Works	21.4	71.4	7.1	-
Farm Machinery	23.5	23.5	52.9	-

Fish Culture and Breeding	59.1	4.5	36.4	-
Food Processing and Preservation	24.0	-	72.0	4.0
General Mechanics	21.1	31.6	47.4	-
Poultry Rearing and Farming	37.5	-	62.5	-
General Electrical Works	31.6	15.8	47.4	5.3
Fruit and Vegetable Cultivation	-	-	100.0	-
Welding and Fabrication	-	72.7	27.3	-
<b>Total</b>	<b>24.7</b>	<b>17.5</b>	<b>55.6</b>	<b>2.2</b>

Data reveals that 77.5% of the Dakhil (voc) graduates are studying at next or higher level including vocation and general education systems. Among them one-fourth are studying at next level of vocational education i.e. HSC (voc), 17.5% are studying at Diploma Engineering level while more than half (55.6%) are studying at HSC level of general education. Data indicates that majority of the Dakhil (voc) graduates migrated to general education system. The tendency towards general education is found prominent among the Dakhil (voc) graduates for higher education.

Tendency towards vocation education at higher levels is found more among the graduates of General Electronics; Building Maintenance; Electrical Maintenance Works; Fish Culture & Breeding; General Mechanics; General Electrical Works; and Welding & Fabrication trades. However, tendency towards general education is found more among the graduates of Fruit & Vegetable Cultivation; Agro Based Food; Automotive; Computer & Information Technology; Dress Making; Farm Machinery; Food Processing & Preservation; and Poultry Rearing & Farming trades.

- **Reasons of continuing higher education in vocational sector**

Continuation of higher education in vocational/technical areas provided scope for Dakhil (voc) graduates gaining practical oriented skillful experiences. Thus for they want to continue their higher education in vocational/technical areas. Dakhil (voc) graduates mentioned several reasons continue their higher education in vocational/technical areas. The major reasons are:

- to get better job
- for self-establishment
- to gain practical knowledge through hands-on activity
- to become an engineer
- more opportunity in job market

The instructors and superintendents also gave some reasons for studying at higher or next levels of vocational education. According to them the major reasons are:

- For getting a good job in the vocational sector
- For establishing and running self-employment enterprises
- Increase social value
- Achieve high skills in the vocation field
- Meet the demand of higher education in job sector

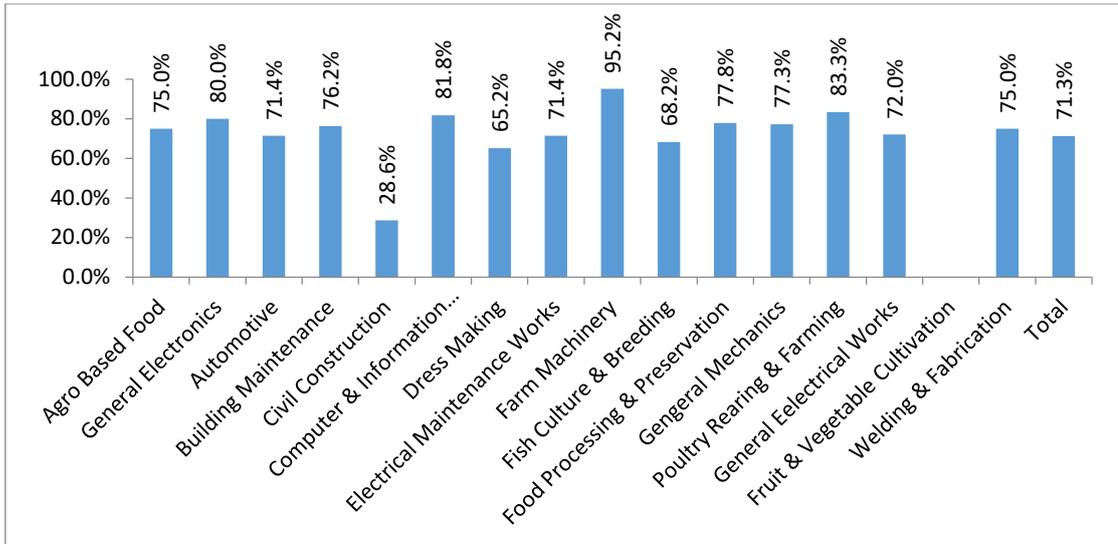
- **Reasons of shifting to higher education in general education sector**

A good number of graduates moved to general education after completing Dakhil (voc) courses. They claimed that they want to continue their higher education in general education due to several reasons. The major reasons are:

- family problem
- maintain social status
- less scope to develop skills
- lack of vocational/technical institution have higher education opportunities
- lack of skilled teachers
- create better future
- unavailability of jobs using vocational certificate

The experts also identified several reasons for enrolling into general education after completing Dakhil (voc) courses. According to them, the major reasons are:

- the less quality of teaching-learning at Dakhil (voc) level
- scarcity of opportunities of jobs in job market for the Dakhil (voc) graduates
- lack of social acceptability for vocational education than that of general education.

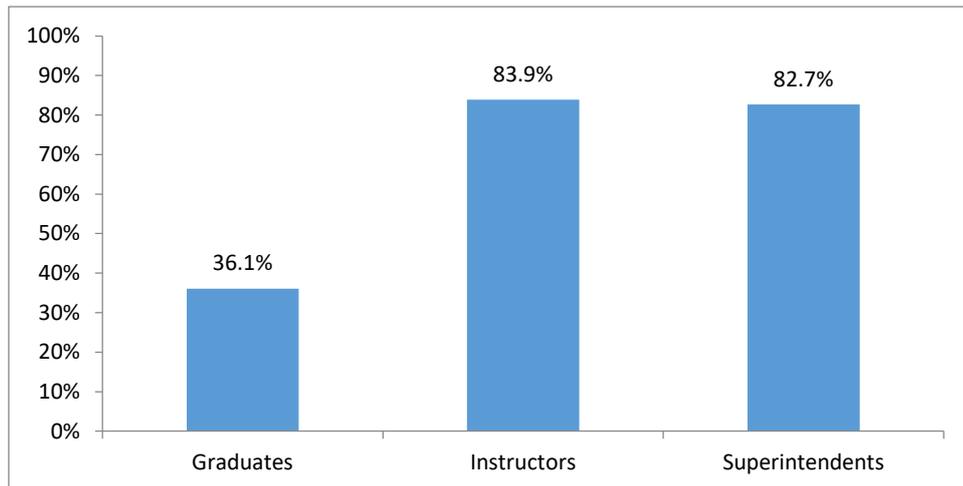


\* Graduate responses

**Figure 47: Graduates' interest to higher education**

Majority of the Dakhil (voc) graduates are interested to study at next or higher level of vocational education. The interest is found most for the graduates of Farm Machinery while it is found majority for most of the trades available at Dakhil (voc) level. However, only one-fourth graduates of Civil Construction and none of Fruit and Vegetable Cultivation trades are interested to study at higher or next level.

- **Opportunities of higher education**



**Figure 48: Availability of higher education facilities for Dakhil (voc) graduates**

There are several higher education facilities available in Bangladesh however the Dakhil (voc) graduates are not well known about the existing facilities. According to one-third (36.1%) Dakhil (voc) graduates there are higher education facilities whereas it is 83.9% for the instructors and 82.7% for the superintendents of the Madrasahs. According to the

graduates the different types of higher education are there for Dakhil (Voc) graduates. After completing Dakhil (Voc) graduates can be admitted themselves in different types of higher education. The higher education types that are mentioned by the Dakhil (voc) graduates –

- HSC (vocational)
- general education (HSC and upwards)
- BSc Engineering (EEE, CSE, and Textile)
- Diploma engineering form polytechnic institute
- Higher studies in abroad

The instructors and superintendents identified several higher education opportunities for the Dakhil (voc) graduates. According to them the higher education levels in vocational sector are:

- Diploma Engineering
- HSC (voc)
- BSc. Engineering
- MSc. Engineering
- Polytechnic textile
- Leather technology

The instructors and superintendents also added that the Dakhil (voc) graduates usually study at Diploma Engineering and BSc. Engineering in vocational sector. However, a good number of graduates returned to general education streams at HSC after completing their Dakhil (voc) courses.

According to the instructors and superintendents, the Dakhil (voc) graduates usually studying at the Polytechnic institutes for diploma courses however the graduates returned to general education usually studying in colleges at HSC levels.

All the experts agreed that there are opportunities of higher education in Bangladesh. They have a lot of opportunities, such as- they can enroll into the HSC (general) courses, HSC (vocational) courses or Diploma in engineering and further. Graduates also can obtain higher education degrees up to Ph.D. They get opportunities of higher studies till 10 years after their graduation. They can reach at the top through vocational education. But some of the experts claimed that the opportunities are sequential however not enough.

- **Trades that play vital role to the expansion of higher education in vocational sector**

Every trade has several implications to spread out higher education in vocational sector. Dakhil (voc) graduates mentioned some trades that plays vital role to the expansion of higher education in vocational sector. The trades are –

- Electrical maintenance works
- Food processing and preservation
- Agro based food
- Building maintenance
- Civil construction
- Fish culture and breeding
- Computer and Information Technology

- **Incentives need to take by govt. or non-govt. organization to encourage higher education in vocational sector**

Several types of initiatives can be taken by govt. or non-govt. organization to encourage higher education in vocational sector. Dakhil (voc) graduates suggested some incentives that need to take by govt. or non-govt. organizations to encourage higher education in vocational sector. The incentives are:

- Increasing number of vocational institution
- Cost minimization and give adequate opportunity for higher education
- Creating job opportunity
- To provide government stipend
- Encouraging students towards technical education
- Increasing government found for vocational education
- Need to arrange training
- Increase government institution
- Increase the standard of vocational education
- Need experienced and efficient teachers

- **Obstacles of higher education**

There are many factors that act as major obstacles to study higher education in vocational areas. Dakhil graduates mentioned some factors that hinder their prospect to study in higher education in vocational areas. The major factors are:

- Financial crisis
- Lack of adequate institute for higher education
- Excess educational expansion
- Lack of accessibility, scopes and opportunities
- Early marriage
- Lack of proper initiatives

The instructors and superintendents identified several obstacles of getting higher education for the Dakhil (voc) graduates. According to them the major obstacles are:

- Less and even no opportunity at local level for HSC (voc) or Alim (voc) courses
- Limited number of educational institutions for vocational education
- Lack of govt. facilities for vocational education
- Financial problems of students
- Limited number of stipend for students to study at higher levels
- Limited seats and trades in the vocational institutions
- Trade based courses are not so standard according to market demand
- Community people are less informed and aware about vocational education
- Comparatively low achiever students of general education enroll into vocational education
- Lack of social values on vocational education
- Most of the trade related subjects are not found in next level of vocation education
- Only one higher education university on vocational education

Some of the experts think that different trades' names cause various problems because these names are not same at higher or next level of education and need to uniformity. Moreover, they also noted that the sector of Engineering is multi-diverted and it has a wide area. They also think that all of the trades need to be clustered and we should be concerned about the implementation of syllabus. However, few of the experts think it doesn't create that much of

a problem as the names and works of different trades are specific and the implementations of different trades are need to be specific.

All the experts mentioned the obstacles of the graduates to get opportunity of higher education in Bangladesh. The major obstacles are:

- The website of vocational education board is not updated
- There is lack of proper supervision
- Lack of service oriented mindset
- There are scope to re-enter into general education from Dakhil vocational
- Teacher recruitment is not done in the proper way
- The decision of the parents and family is the main reason for not enrolling in higher education

• **How to increase incentives for vocational education**

The instructors and superintendents of Madrasahs suggested for increasing incentives to attract Dakhil (voc) students for higher education in vocational sector. According to them the possible govt. incentives are:

- Increase govt. fund allocation for vocational education
- Increase scholarship from govt. and non-govt. for the students enrolled into higher education
- Give priorities to vocational students in recruiting manpower for technical sectors
- Offer long-term loan low interest for the vocational graduates
- Provide necessary supports from different vocational institution
- Arrange capacity building training programmes for the teachers of vocational education including govt. and non-govt.
- Develop infrastructural capacity including modern equipments for the vocational institutes.

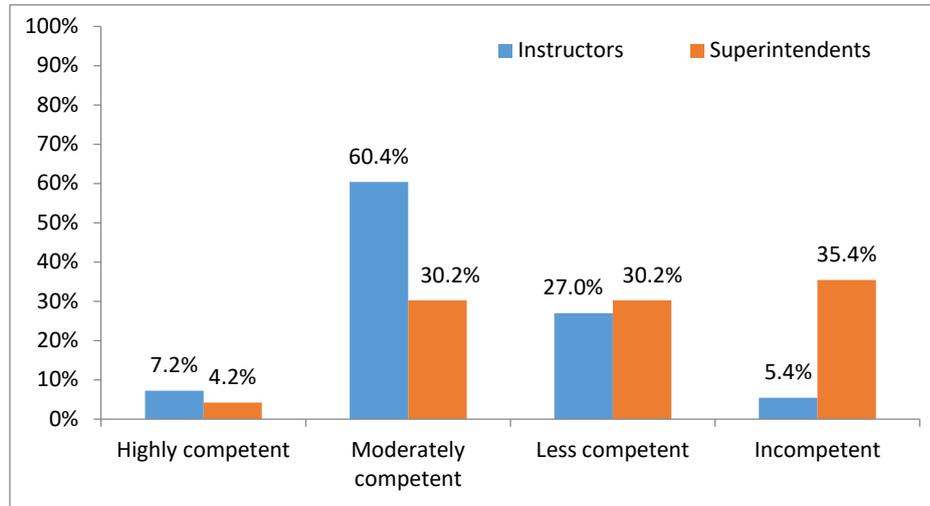
The instructors and superintendents of Madrasahs have provided several suggestions to encourage vocational graduates to enroll into higher education in vocational discipline. Their major suggestions are:

- Promotion and expansion about vocational education and its usefulness
- Give opportunity to sit for the admission test in all engineering universities
- Establish more govt. and non govt. institutions
- Provide scholarship for graduates enrolled into higher education

- Establish higher level vocational institution at Upazila level
- Increase social awareness through mass media
- Open Alim (voc) courses in the Alim Madrasahs
- Make the higher education free of cost
- Increase job opportunities for the vocational graduates who completed higher level
- Increase facilities for the institutes which are offering HSC (voc) or Diploma courses
- Establish specialized vocation university only for the graduates who completed certain level of vocation education.

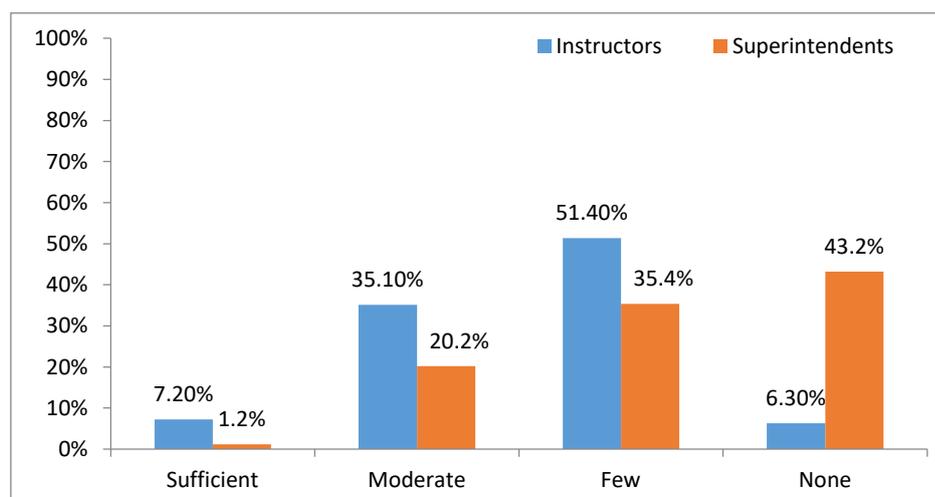
Moreover the experts suggested to develop a proper govt. policy and necessary initiatives to encourage the Dakhil (voc) graduates in next higher level of vocational education.

## I. Ways of creating supporting BTEB affiliated private institutes to capacity building



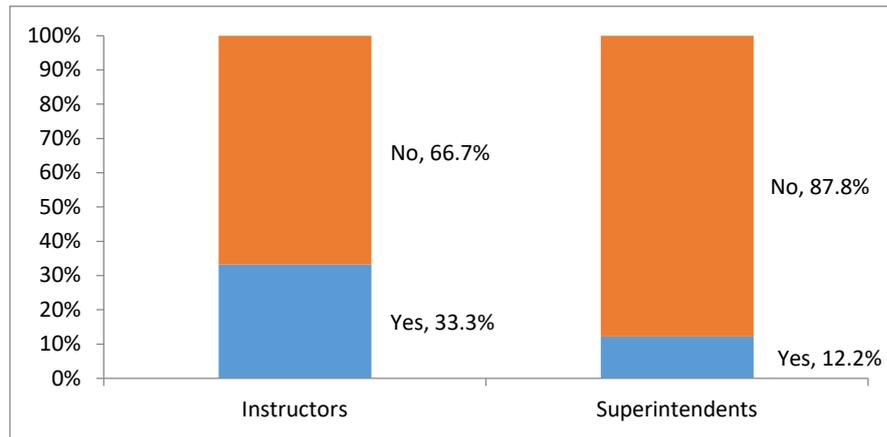
**Figure 49: Qualification of the instructors of Madrasahs**

Data shows that the instructors teaching different trades in the Madrasahs are not fully competent to teach Dakhil (voc) courses. According to the instructors, only 7.2% instructors are highly competent while majority (60.4%) are moderately competent and 27% are less competent. On the other hand, only 4.2% superintendents noted that the instructors are competent to teach the Dakhil (voc) course while 30.2% superintendents think the instructors are moderately competent and another 30.2% think them as less competent. It is noted that 35.4% superintendents think their instructors are incompetent to teach the trades of Dakhil (voc) courses.



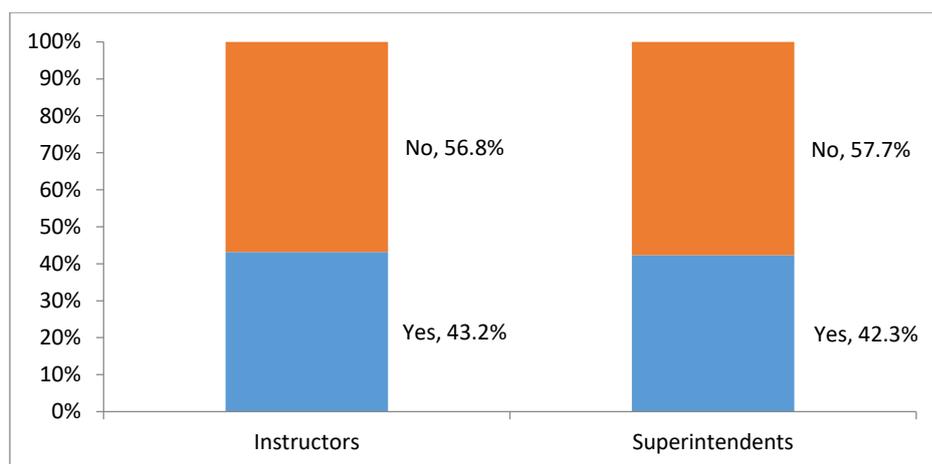
**Figure 50: Infrastructural facilities of Madrasahs**

Infrastructural facilities are also not good in the Madrasahs to operate Dakhil (voc) courses. Data shows that only 7.2% instructors and 1.2% superintendents think their institutional facilities are sufficient while 35.1% instructors and 20.2% superintendents think they have moderate facilities. On the other hand, 51.4% instructors and 35.4% superintendents reported that they have very few infrastructural facilities while 6.3% instructors and 43.2% superintendents think they do not have facilities for Dakhil (voc) courses.



**Figure 51: Teachers of Govt. institutions monitor academic activities of Madrasahs**

The instructors of govt. vocational institutions do not usually monitor the academic activities of the Madrasahs particularly the Dakhil (voc) courses. Data shows that 33.3% teachers expressed as they monitor academic activities of Dakhil (voc) courses however only 12.2% superintendents agreed. The superintendents and instructors informed that Principal of TSC, Chief instructor and Department Heads visit the Madrasahs in some cases.



**Figure 52: Have scope to share skills and experiences among instructors of govt. and non-govt. institutions**

Professional skills and experience sharing is one of the effective practices for professional development and transformation of skills among the stakeholders. Data shows that

opportunities of sharing skills and experiences are not available in all areas. According to majority of the instructors and superintendents there is no scope to share skills and experiences among instructors of govt. and non-govt. institutions.

The instructors and superintendents suggested to create scope of monitoring of affiliated vocation institutes by the govt. institutes specially by the TSCs. They think that it would increase capacity of the instructors teaching Dakhil (voc) trades as well as increase the quality of teaching learning practices in the Madrasahs. They also identified several ways to introduce and ensure monitoring which are:

- Visit by Principals, chief instructors and trade instructors of TSC
- Discussion and sharing among instructors of Madrasahs and TSC
- Discussion and sharing among instructors of Madrasahs
- Faculty exchange for taking class in Madrasahs at least twice in a month

The instructors and superintendents of the Madrasahs think that the govt. institutions can take several initiatives for improving professional skills of them. In this regard, they suggested to

–

- Introduce trade based training for the Madrasah instructors
- Sharing working experiences with the trade teachers
- Sharing trade related equipments with the Madrasahs
- Assessing skills of Madrasah teachers and provide feedback for improving
- Mentoring by the chief instructors and senior instructors of TSCs
- Sharing lab facilities with the Madrasah teachers
- Arrange lab visits for the teachers in TSCs
- Exchange faculty among the institutes
- Arrange seminar and discussion sessions with the Madrasah teachers

Furthermore, the instructors and superintendents also added some recommendations for improving learning and skills of the Dakhil (voc) students studying in different Madrasahs. They think that the govt. institutes especially the TSCs can take several initiatives for improving the quality of the Dakhil (voc) graduate through supports. According to them these initiatives would be –

- Appointing trade-based qualified teacher
- Create opportunity to visit govt. institutions specially TSC

- Give opportunity to do class in govt. institutions
- Create opportunity to do practical classes and use the workshops in govt. institutes
- Arrange training for students of Madrasahs
- Conduct several theoretical and practical classes by the expert teachers of TSCs or govt. institutes
- Emphasize give on the industrial attachment and make a collaboration with TSC in this regard
- Proper monitoring and mentoring is required during theoretical classes, practical classes and industrial attachment period
- Formative assessment should be prioritized focusing on particular skills related to trades.

All the experts think that the govt. institutions of vocational education can provide assistance to the non- governmental organizations and also ensure proper monitoring.

## Chapter 4: Results and Discussion

Based on analysis of the collected data from different sources several major findings have been identified in this study. The findings are presented below in line with the identified specific objectives.

### 4.1 Existing status of Dakhil (Vocational) courses

- Almost all (except General Mechanics) the participants of Dakhil (voc) in this survey graduated from the Madrasahs attached with general education. Among these institutions, more than half (53.8%) have MPO while 46.2% institutions are not enjoying MPO.
- Majority of the Dakhil (voc) graduates selected their trade considering the opportunity to rapid income (40%), social respect (33%), opportunity to more income (30.4%) and job demand in local market (31%). Moreover, they also thought about job demand in international market, social acceptability and family choices for choosing their trades at Dakhil (voc) level.
- It is found that only 3.7% of Dakhil (voc) graduates and 36.8% Superintendents confirmed the existence of Job Placement Cell at their Madrasahs while one-third (38.9%) of their graduates do not know about the existence of Job Placement Cell. More than half (56.1%) of the Dakhil (voc) graduates are informed about their professions during study while 43.9% are not informed. Majority of the Dakhil (voc) graduates received guidance about professions during their study from the Counseling and Guidance Cell in which it exists. However, it varies from trade to trade. Finally almost all the graduates of Dakhil (voc) got some information about self-employment opportunities related to their trades.
- According to 42.6% instructors the Dakhil (voc) courses have moderate level of recognition in their graduates' family and society. Most of the experts reported that in the rural settings only students with low grades enter into this education. It shows the low level of social acceptance of vocational education. That is why it is not believed to have much dignity. The stakeholders suggested several initiatives to increase recognition of Dakhil (voc) course at family and society. Their major suggestions are: Ensure jobs in local market through collaboration; Develop awareness of community

people; Provide available higher education opportunities; Create linkage between industry-institute collaboration; Ensure quality education through hands on activities by qualified subject-based teacher; Create opportunity for establishing self-employment; Provide stipend for the vocational students; Increase promotion and campaign on the necessity of vocational education etc.

## **4.2 Employment status of Graduates of Dakhil (Vocational) courses**

- Higher study is a common tendency of the Dakhil (voc) graduates considering all grades. 77.5% of the sampled Dakhil (voc) graduates of all trades continue their study at next or higher level. Very few graduates are in Job (3.1%) and self-employment (7.3%). However, 16.6% graduates are neither doing any job nor studying at higher level.
- Most (81.8%) of the employed Dakhil (voc) graduates of all trades are involved in temporary and part-time jobs whereas 18.2% graduates of all trades have permanent and full time job. Majority (63.6%) of sampled Dakhil (voc) graduates got employment in private sector while 18.2% got employment in government sector. Very few got jobs in Multi-National (9.1%) companies. One-third (36.4%) of the employed Dakhil (voc) graduates are doing their jobs in both municipality and Growth Center areas while 27.3% graduates are involved in employment located in villages.
- Time varies for trade to trade for getting job after completing their Dakhil (voc) degree. Graduates of Welding and Fabrication get job immediately after completing their Dakhil (voc) degree while it is half (50%) for Building Maintenance trade and one-third (33.3%) for General Electronics trade. It is noticeable that all the graduates of General Mechanics and one-third (33.3%) of Farm Machinery entered into jobs before starting their Dakhil (voc) course.
- More than half (54.5%) of employed graduates are demanding more skills during their Dakhil (voc) course. Only 27.3% Dakhil (voc) graduates think that they can satisfy the demand of their employers and clients using their learned skills. All the experts agreed that graduates of vocational education have average level of skills, which

should be more enriched. They also noted that this level of skills won't help them to compete in their job sector.

- Majority (64.4%) of the employers think that achieved skills of the Dakhil (voc) graduates are not enough to fulfill their demand although one-third employers think oppositely. The major reasons are: The graduates have subject knowledge but do not have proper skills; The graduates have less knowledge about machinery tools and equipment; The graduates do not have enough practical experience about their work; Communication skill of the graduates is poor; Less opportunity of applying the achieved skills in real job; The skill coverage under the trades is not matched fully with the present job demand. However, Experts opined that Graduates' skills are 70% up to mark and their certificate is pretty acceptable in the internal job market. Graduates do not seem to have service oriented mindset. Moreover, All the trades under Dakhil (voc) degree are not equally recognized in the job market and employers have too many expectations about the graduates.
- The Dakhil (voc) graduates established their self-employment enterprises at different areas. Data shows that 23.1% of graduates' self-employment location is at Pourosova, 30.8% of graduates' self-employment is at Upazilla sadar, 19.2% of graduates' self-employment location is at Growth center areas and 26.9% of graduates' self-employment location is at village areas. The major reasons of involving in self-employment are mainly to create employment for own and get financial benefits from such employment. 53.8% of the self-employed Dakhil (voc) graduates achieved some skills during courses to establish self-employment.
- Financial investment is a common phenomenon for anyone to initiate self-employment enterprise. 57.7% of Dakhil (voc) graduates arrange finance from own/family to establish their self-employment opportunities while 15.4% graduates arrange Bank loan, 38.5% arrange finance from relatives and 11.5% arrange finance from NGO loan. However, none of the self-employers take Govt. loan in establishing their self-employment enterprises. It is also found that the Dakhil (voc) certificate does not generally assist the graduates to get loan from either govt. or non-govt. sources to establish self-employment enterprises.

- Moreover, 16.9% graduates remain unemployed for 2/3 years while 18.6% graduates remain unemployed for 1/2 years. The major reasons are: lack of job opportunities in the local market; unavailability of industry and factory at local level; less opportunity to create self-employment; cannot effort the finance to establish self–employment enterprise; less value of certificate in the job market; less value of certificate etc.

### **4.3 Level of Satisfaction of the Graduates**

- Most of the Dakhil (voc) graduates are not satisfied with their starting salary or earning Starting salary is between 3001.00-6000.00 TK for most of the graduates of almost all trades. Data shows that 45.5% graduates are getting 3001-6000 Tk per month as salary while 27.3% graduates are getting 6001-10000 Tk and 18.2% graduates are getting 10001-15000 Tk. Few (9.1%) graduates are getting more than 15000 Tk per month as salary. Moreover, only 27.3% Dakhil (voc) graduates have overtime facilities in their workplaces. The payment for overtime is not enough as it starts from 75 Tk to 100 Tk per hour and all the employees showed their dissatisfaction to the payment for overtime.
- All the Dakhil (voc) working graduates are not happy with the facilities of their workplaces. They showed their dissatisfaction towards all the aspects of company rules in their job places. The graduates showed their dissatisfaction towards weekly working days, social recognition and promotion opportunity. They also showed their low satisfaction towards weekly holyday, daily working hours, salary, relevancy of trade and work, job security and job rules at their work places.
- The graduates are not fully satisfied to the environment of their workplaces. The graduates' satisfaction is found average to majority aspects while it is low to some issues.
- Most of the the graduates showed their high satisfaction towards Job Environment, Safety Environment for male and female and Awareness about Sexual harassment among colleagues at their work place. Furthermore, they showed their average satisfaction towards Scope to share opinion with colleague and Scope to share opinion with Employer at their work place. Graduates also expressed their dissatisfaction towards Helpful environment for male and female at their work place.

- The graduates of showed their high satisfaction towards sex-separated toilets, facilities for pure water, health facilities for women and enough use of safety equipment at their work place and where it is available. Furthermore, they expressed average satisfaction towards Day care centre and enough primary treatment facilities at their work place.
- The Dakhil (voc) graduates expressed their average satisfaction towards all the issues of housing facilities, transport facilities, canteen, and insurance, own medical facilities and special facilities for disable at their work place.
- Changing job is a common occurrences found among the graduates. Dakhil (Voc) graduates change their job over the time. 27.3% Dakhil (voc) graduates have already changed their previous jobs and majority (62.5%) wants to change present job. The major reasons of changing jobs are: to start own business; to re-start education in the next level; to establish self-employment enterprise; to get higher salary.
- The present jobs of the graduates are completely dignified for 27.3% family while it is partially dignified for 45.5% and moderately dignified for 27.3% family. Similarly, at friend circle, their jobs are completely dignified for 27.3% while it is moderately dignified for 54.4% and partially dignified for 18.2%.
- Graduates are not usually interested to change their present self-employment status except the graduates. The major reasons behind the continuation of their present self-employment status. The major reasons are: lack of job source; to earn more income for family; to be more skilled through their own works; can earn more rather than salary from jobs etc. Moreover, the present self-employment is fully recognized to the family members for 53.8% graduates while it is 15.4% for partial recognition and 30.8% for moderate level of recognition. Similarly, their present self-employment is fully recognized to their friends for 50% graduates whereas it 23.1% for partial recognition and another 23.1% for moderate recognition.
- The self-employed Dakhil (voc) graduates have different level of satisfaction towards the facilities available for operating their self-employment enterprises in their working areas. Data shows that around half of the self-employed graduates are highly satisfied towards supply of capital while it is 46.2% towards supply of skilled manpower and

42.3% towards supply of equipments and supply of raw materials. It is also found that majority (65.4%) of the self-employed graduates are highly satisfied towards the marked demand of their product while 42.3% are highly satisfied towards income from their self-employment. Their less satisfaction is found more towards the supply of capital in compare to other aspects.

#### **4.4 Level of satisfaction of the employer on graduates' performance**

- The employers are not dissatisfied to the knowledge, skills and performance of the Dakhil (voc) graduates working in their industries or workshops. Employers' higher satisfaction is found more to the theoretical knowledge, skills, interest on work, attitude towards work, capability to handover assigned job timely, punctuality, honesty, discipline, collegial relation, respect to others and interest to learning new skills.
- Employers' satisfaction level is comparatively less to the computer skills of graduates, mathematical skills, communication skills, understanding ability of tasks, creative thinking, skills and interest to solve problems, challenge taking mentality, innovative ideas, quality of performance, productivity, responsibility, leadership capacity and adaptation ability in new and unexpected situation.
- Most (83.6%) of the employers confirmed that the vocational graduates are comparatively more competent than the general workers. The reasons are vocational graduates have basic knowledge and skills on trade related jobs; practical experience on related jobs; can understand their instructions easily; can work fast than the general graduates and productivity of vocational graduates is higher than that of general workers.

#### **4.5 Job demand for Dakhil (Vocational) graduates**

- 59.4% of Dakhil (voc) graduates informed about the existence of relation between studied trade and industry work although 40.6% graduates noticed that no relation between studied trade and industrial works exists. Moreover, 43.8% graduates noted that they found complete relation between their studied trades and their works in industries while 39% graduates noted it as partial, 7.6% noted as minimum and 9.5% noted it as none.

- Experts thought contents in the textbooks have a relation with the local and international job sectors. They also think proper implementation of the contents need to be ensured in the classroom and need to create students opportunities to make a relation their learning contents with the local and international job sectors. However, other experts think the contents provided in the textbooks there is a lack of relevancy with the local and international job sectors. Relevancy is not enough. In addition, there is a lot of criticism in this case and internal market is lagging behind compared to external market.
- The Dakhil (voc) graduates have different opinion regarding the location of works related to their trades. 43.1% of the Dakhil (voc) graduates informed that works are available in the city corporation areas while around one-third informed that the working locations are the pourosova and village areas. The job opportunities are not adequate enough for the Dakhil (voc) graduates considering all locations.
- Dakhil (voc) certificate does not get high importance in the local job market. According to the graduates, superintendents, instructors and employers it is found that it has partial and low importance in the local job market. The employers also identified some reason behind this low importance of this certificate. The major reasons are: Lack of skills of the graduates related to jobs; less technical knowledge of the graduates; lack of practical experience of the Dakhil (voc) graduates; tendency to change jobs; demand of higher salary; no significant differences between general and vocational graduates' skills.
- Majority of the Dakhil (voc) graduates do not know about the available scopes of work in the international market. According to one-fourth (25.6%) of the graduates scope of work is available in the international job market. However, 10.4% graduates informed that working scope is not available. Same picture was revealed from the superintendents' and Instructor's data.
- Almost all of the graduates and Instructors provide guidelines for creating job in local market. These are- Government initiatives need to be taken to establish industries; Communications between industry-institution need to be strengthened; Create more internship opportunities in the industries; Increase private and government investment in the vocational sectors; Policy needs to be taken to emphasize recruiting vocational

graduates in the job market with priority; Specialized recruitment system for vocational graduates needs to create in government job sector; Increase awareness of the employers and change the social outlook; Create opportunity to offer loan for establishing self-employment enterprises from govt. and non-govt. sectors.

## 4.6 Present status of Curriculum

### ➤ Graduates' View

#### - *Present status of Agro Based Food Curriculum*

- Graduates of Agro Based Food agreed that the language of their textbooks is easy (100%), interesting (91.7%), well described (75.0%), modern (58.3%), and have sufficient information (41.7%). Majority of the graduates (58.3%) agreed that the contents of textbook are compatible with curriculum goal. Most of the graduates (83.3%) are agreed that question in the exercises are compatible with learning outcome. 50% graduates think that their skills are assessed properly through examinations.
- Majority of the graduates agreed that their Madrasahs do not have sufficient instruments necessary for their trade. Majority of the graduates agreed with their teachers have wide knowledge and skill (58.3%) and teaching-learning process is participatory (75%). 41.7% graduates disagreed on having sufficient opportunities for industrial attachment. 58.3% disagreed on successful completion of industrial attachment and 50% disagreed on the effectiveness of industrial attachment. Majority of the graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course.

#### - *Present status of General Electronics Curriculum*

- Graduates of general electronics trade agreed that their textbook is interesting (76.0%), easy (60.0%) and the well described (56.0%), modern (52.0%), have sufficient information and illustration is understandable. 68.0% graduate agreed that the content of textbook is compatible with curriculum goal. In addition, 64.0% graduated agreed that the content of textbooks are aligned with trade work. 68.0% graduates mentioned that their skills are evaluated properly through examination.

- 52.0%) graduates agreed that their institutions have sufficient opportunities for course operation. 72% graduates agreed that their teachers have wide knowledge and skill. Moreover, 48.0% graduates pointed out that the industrial attachment was effective. 36.0% graduate agreed that the Dakhil (voc) was overloaded compare to Dakhil (gen).

- ***Present status of Automotive Curriculum***

- Graduates of automotive trade agreed that the language of their textbooks is easy (85.7%), interesting (81.0%), modern, working process in well described and illustration makes lesson easily understandable and have sufficient information (71.4%). Majority of the graduates (81.0%) agreed that the contents of textbook are compatible with curriculum goal. Most of the graduates (85.7%) are agreed that question in the exercises are compatible with learning outcome. 52.4% graduates think that their skills are assessed properly through examinations.
- Less than half of the graduates agreed that they have sufficient instruments necessary for their trade (42.9%). Most of the graduates agreed with their teachers have wide knowledge and skill (90.5%) and teaching-learning process is participatory (71.4%). 66.7% graduates agreed on having sufficient opportunities for practical work. 66.7% graduates agreed on successful completion of industrial attachment and 71.4% agreed on the effectiveness of industrial attachment. More than half of the graduates agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Building Maintenance Curriculum***

- Graduates of building maintenance trade agreed that their textbook was interesting (57.1%), easy (53.4%), modern (47.6%) have sufficient information and illustration is understandable (47.6%). 71.4% agreed that the contents of textbook are compatible with curriculum goal. 33.3% of graduates agreed that question in the exercises are compatible with curriculum outcome.
- 42.9% of the graduates think that their institutions have sufficient opportunities to operate the courses. 47.6% graduates stated that their teachers have sufficient skills. 47.6% graduates agreed on sufficient opportunities for practical work and 28.6% graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Civil Construction Curriculum***

- Graduates of Civil Construction agreed that language of their textbooks is easy (100%), interesting (85.7%), well described (100%), modern (85.7%), have sufficient information (85.7%) and illustration is understandable (85.7%). 85.7% graduate agreed that the content of textbook is compatible with curriculum goal. Most of the graduates agreed that question in the exercise is compatible with learning outcome (85.7).
- 71.4% graduates agreed that their institutions have sufficient opportunities for course operation and most of the graduates (85.7%) agreed that their teachers are skilled. More than half of the graduates (57.1%) mentioned that they have sufficient opportunity for practical and 71.4% graduate agreed that the Dakhil (voc) was overloaded compare to Dakhil (general).

- ***Present status of Computer and Information Technology Curriculum***

- Graduates of Computer and Information Technology agreed that the language of their textbooks is easy (87.5%), interesting (85.7%), well described (81.8%), modern (69.7%) and have clear illustration (54.5%). 75.8% graduates agreed that the contents of the textbook are compatible with curriculum goal and 63.60% graduates agreed that questions in the exercises are compatible with learning outcome. 69.7% graduates think that their skills are assessed properly through examinations.
- 72.7% graduates of Computer and Information Technology think that their Madrasahs do not have sufficient opportunities to operate courses. 43.4% of the graduates think that their teachers are skilled enough to teach them and 60.6% graduates agreed that their teachers have wide knowledge. Only 27.3% graduates agreed on having sufficient opportunities for industrial attachment. 36.40% disagreed on successful completion of industrial attachment and 63.60% disagreed on the effectiveness of industrial attachment. 66.70% of the graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Dress Making Curriculum***

- Graduates of Dress Making trade agreed that the language of their textbooks is interesting (100%), easy (95.7%), well described (78.3%), modern (82.60%) and have clear illustration (78.3%) and understandable (87%). 100% graduates agreed that the contents of the textbook are compatible with curriculum goal and 95.7% graduates agreed that the questions in the exercises are compatible with learning outcome. 95.7% graduates think that their skills are assessed properly through examinations.
- 78.3% graduates of Dress Making trade think that their Madrasahs have sufficient opportunities to operate courses. 100% graduates think that their teachers are skilled enough to teach them and 73.9% graduates agreed that their teachers have wide knowledge. 87% graduates agreed on having sufficient opportunities for industrial attachment. Only 13% graduates disagreed on successful completion of industrial attachment and 87% graduates agreed on the effectiveness of industrial attachment. Only 13% graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Electrical Maintenance Works Curriculum***

- Graduates from Electrical Maintenance Works agreed that the language of their textbook is easy (19.0%), interesting (61.9%) and have clear illustration (57.6%). 66.7% graduates agreed that the contents of textbooks are compatible with curriculum goal. 57.1% graduates agreed that questions in the exercises are compatible with learning outcome. 61.9% graduates think that their skills are assessed properly through examinations.
- 42.9% graduates think that their institutions have sufficient opportunities to operate these courses. 81.0% graduates stated that their teachers have sufficient skills to teach them. However 52.4% graduates agreed on Madrasha having sufficient opportunities for industrial attachment. About 47.6% graduates agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Farm Machinery Curriculum***
  - Graduates from Farm Machinery trade agreed that the language of their textbooks is easy (71.4%). About 42.9% graduates agreed that the content of the textbook is compatible with curriculum goals. 38.1% graduates agreed that question in the exercise is compatible with learning outcome. 66.7% graduates agreed that their skills are assessed properly.
  - About 52.4% graduates agreed that their institutions do not have sufficient opportunities for course operation. 28.6% graduates agreed that their teachers are skilled enough to teach them. However, 57.1% graduates strongly disagreed that they have sufficient opportunities for industrial attachment. 61.9% graduates partially agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.
- ***Present status of Fish Culture and Breeding Curriculum***
  - Graduates of Fish Culture and Breeding agreed that language of their textbooks is easy (72.7%), interesting (86.4%), well described (63.6%), modern (86.4%), have sufficient information (59.1%) and illustration is understandable (59.1%). 72.7% graduate agreed that the content of textbook is compatible with curriculum goal. Majority of the graduates agreed that their skills are evaluated properly through examination (77.3%).
  - Majority of the graduates agreed that they do not have sufficient instruments necessary for their trade. Majority of the graduates agreed with their teachers have wide knowledge and skill (68.2%) and teaching-learning process is participatory (81.8%). 63.6% graduates agreed on having sufficient opportunities for practical work. 40.9% graduates agreed on successful completion of industrial attachment and 54.5% agreed on the effectiveness of industrial attachment. More than half of the graduates agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Food Processing and Preservation Curriculum***

- Graduates of Food Processing and Preservation agreed that language of their textbooks is easy (77.8%), interesting (88.9%), well described (63.0%), modern (88.9%), have sufficient information (70.4%) and illustration is understandable (70.4%). 88.9% graduate agreed that the content of textbook is compatible with curriculum goal. Majority of the graduates agreed that question in the exercise is compatible with learning outcome (63.0%). More than half of the graduates agreed that their skills are evaluated properly through examination (51.9%).
- Majority of the graduates agreed that they do not have sufficient instruments necessary for their trade. Majority of the graduates agreed with their teachers have wide knowledge and skill (70.4%) and teaching-learning process is participatory (66.7%). 33.3% graduates agreed on having sufficient opportunities for practical work. 29.6% graduates agreed on successful completion of industrial attachment and 33.3% agreed on the effectiveness of industrial attachment. More than half of the graduates agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of General Mechanics Curriculum***

- Graduate of General Mechanics trade agreed that the language of their textbooks is easy (90.9%), interesting (86.4%), well described (72.7%) and modern (63.6%), illustrations of are clear (68.2%) and understandable (59.1%). 59.1% graduates agreed that the content of textbook is compatible with curriculum goal. 45.5% graduates agreed that questions in the exercises are compatible with learning outcome. 27.3% of them agreed partially that their skills are assessed properly through examination.
- 54.5% of the graduates stated that institutions do not have sufficient instruments necessary for their trades. 54.5% graduates agreed that their teachers are skilled and have wide knowledge. 54.5% graduates agreed partially that their teaching learning method was participatory. 50.0% graduates strongly disagreed on having sufficient opportunities for industrial attachment. Only 31.8% graduates agreed on successful completion of industrial attachment and 27.3% graduates agreed on the effectiveness

of industrial attachment. 22.7% graduate agreed that the Dakhil (voc) was overloaded compare to Dakhil (general) courses.

- ***Present status of Poultry Rearing and Farming Curriculum***

- Graduate of Poultry Rearing and Farming trade agreed that the language of their textbooks is easy, interesting and modern (91.7%), well described (83.3%), illustrations of are clear and understandable (83.3%) and have sufficient information (100%). 83.3% graduates agreed that the content of textbook is compatible with curriculum goal and questions in the exercises are compatible with learning outcome.
- 83.3% of the graduates stated that institutions do not have sufficient instruments necessary for their trades. 50.0% graduates agreed that their teachers are skilled and 75.0% agreed that teachers have wide knowledge. 75.0% graduates stated that their teaching learning method was not participatory. All the graduates disagreed on having sufficient opportunities for industrial attachment. Only 16.7% graduates agreed on successful completion of industrial attachment and 75.0% graduates disagreed on the effectiveness of industrial attachment. 25.0% graduate agreed that the Dakhil (voc) was overloaded compare to Dakhil (general) courses.

- ***Present status of General Electrical Works Curriculum***

- Graduates of General Electrical Works agreed that language of their textbooks is easy (52.0%), interesting (60.0%), well described (60.0%), modern (44.0%), have sufficient information (60.0%) and illustration is understandable (64.0%). 72.0% graduate agreed that the content of textbook is compatible with curriculum goal. 52.0% of the graduates agreed that question in the exercise is compatible with learning outcome. 48.0% graduates agreed that their skills are evaluated properly through examination.
- Less than half of the graduates agreed that they do not have sufficient instruments necessary for their trade. Majority of the graduates disagreed with their teachers have wide knowledge and skill (60.0%) and they also disagreed that teaching-learning process is participatory (56.0%). 32.0% graduates agreed on having sufficient opportunities for practical work. 68.0% graduates disagreed on successful completion of industrial attachment and 24.0% graduates agreed on the effectiveness of industrial

attachment. Few graduates agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Fruit and Vegetable Cultivation***

- Graduates of Fruit and Vegetable Cultivation trade agreed that the language of their textbooks is interesting (25%), easy (75%), well described (37.5%), modern (12.50%) and have clear illustration (37.5%) and understandable (12.5%). 50% graduates agreed that the contents of the textbook are compatible with curriculum goal and only 12.5% graduates agreed that the questions in the exercises are compatible with learning outcome. 100% graduates think that their skills are not assessed properly through examinations.
- 25% graduates of Fruit and Vegetable Cultivation Trade think that their Madrasahs do not have sufficient opportunities to operate courses. 25% of the graduates think that their teachers are skilled enough to teach them and 12.50% graduates agreed that their teachers have wide knowledge. 87.5% graduates disagreed on having sufficient opportunities for industrial attachment and 87.5% disagreed on successful completion of industrial attachment. Only 12.5% agreed on the effectiveness of industrial attachment. 12.50% graduates agreed that the Dakhil (voc) course is overloaded compare to Dakhil (general) course.

- ***Present status of Welding and Fabrication***

- Graduates of Welding and Fabrication agreed that the language of their textbooks is easy (62.5%), have clear illustration (50%). About 81.2% graduates agreed that the contents of textbooks are compatible with curriculum goal. 93.8% graduates are agreed that question in the exercises are compatible with learning outcome. 68.80% graduates agree that their skills are evaluated properly.
- About 37.5% graduates agreed that their institutions have sufficient opportunities for course operation. 56.2% graduates agreed that their teachers are skilled enough to teach them. 50% graduates stated that they have sufficient opportunities for industrial attachment. About 50% graduates agreed that Dakhil (voc) course is overloaded compare to Dakhil (general) course.

➤ **Instructor's view about the status of present Dakhil (voc) curriculum**

- 68.6% graduates completely agreed with the easy language in textbooks of Dakhil (voc) courses. However, less than half of the instructors completely agreed with other issues such as updated curriculum, sufficient information in the textbook, well described work pressure, clear illustration that was comprehend for learning. Again, more than half of the instructors partially agreed with the issues that there was sufficient information in textbooks, the illustration of textbooks was clear that was understandable for learning.
- 52.1% graduates completely agreed on the topic that contents of textbook were relevant for achieving the curriculum goals. On the other hand, less than half of the instructors completely agreed on other issues of this trade, these are interesting subject, job relevant course content and sufficient trade-based subject.
- 63.3% graduates completely agreed that the time for this course was sufficient. However, 35.5% graduates completely agreed that the course load of vocational courses was higher than Dakhil (general).
- Majority of the instructors agreed that the questions included in textbook exercises are able to justify learning outcomes either completely or partially. Majority of the instructors partially agreed that the institutions have sufficient infrastructural facilities, enough opportunity and sufficient machineries for trade based skill development

➤ **Superintendents' view about the status of present Dakhil (voc) curriculum**

Majority of the superintendents agreed that the vocational curriculum is updated considering present market demand. Moreover, majority superintendents also agreed that the teachers are efficient and have skills, their teaching-learning methods are interesting to students, practical classes and internship are held appropriately, course load in higher than Dakhil (general) courses and the monitoring is held for proper implementation. However, majority superintendents claimed that the infrastructural facilities are not adequate in the Madrasahs.

➤ **Opinion of Experts on curriculum**

- Experts have different opinion about the curriculum that is up to date or not. Some of them think recent curriculum is up to date and it updates on regular basis. They also noted that major changes take place every five years. However, they agreed about the problem of its implication. Besides, other experts think it is not very updated and they also recommended reforming it. Furthermore, they also think that students' interests are declined in this curriculum.

➤ **Classes and teachers of Dakhil (voc) courses**

- 63.7% of the Dakhil (voc) graduates classes were taken regularly. Subject based teachers were not available in all Madrasahs although most of the graduates (93.8%). The scarcity of subject-based teacher is severe in the Madrasahs and full time teachers are not availability in all Madrasahs to teach the trade related subjects.
- The Madrasahs have limited scope for students to learn through hands-on activities related to their trades. A very little scope to arrange hands-on activities to facilitate students' learning. The instructors and superintendents argued that scope for arranging hands-on activities is not sufficient. Moreover, most of the superintendents noticed that they do not have modern equipments in their lab/workshop to use in teaching and practical classes.
- There is scope of hands on experience in teaching learning activities in our curriculum mentioned by some of the experts. They think there is scope of this in every trade. However, they also think this requires proper monitoring and there is a shortage of manpower in this case. Besides, other experts think there is a little scope for hands-on activities provided in our curriculum. They also noted that we need more facilities in our laboratories, teachers need proper training private institutions provide more hands on activities and Governmental institutions give more emphasize on enrollment.
- The monitoring and assessment of industrial training is not properly implemented by the authorized teachers or personnel. According to the superintendents, monitoring and assessment of industrial training were occurred in majority cases however graduates' skill assessment through practical examination was occurred in 46.2% cases.

- All the experts think that the current assessment system is valid and effective for assessing the students learning. Moreover, CBT&A method is not much popular to the Dakhil (voc) graduates. Only 21.7% graduates informed that they were assessed through CBT&A method during their course. According to the graduates who admitted of using CBT&A in assessment, 41.7% think that it was fully appropriate to assess their learned skills.

➤ **Strengths and Weaknesses of the Dakhil (voc) Curriculum**

The graduates, instructors, superintendents and employers identified several strengths and weaknesses of the existing Dakhil (voc) curriculum. According to them the major strengths of the Dakhil (voc) curriculum are:

- Syllabus has included all the important contents
- Scope of formative assessment during course
- Textbooks are written in Bangla and easy language
- Scope of hands-on activities focusing on skills
- Scope of industry attachment for internships

Furthermore, they also identified several weaknesses of the existing Dakhil (voc) curriculum. According to them the major weaknesses are:

- Syllabus is not updated considering the contemporary job demands
- Huge syllabus which creates loads on teachers and students and extra time is needed to complete the syllabus
- Less vocation related subjects
- Illustrations used in the books are not clear
- Theoretical parts are not similar with practical parts
- Less focus is given on trade related skills
- Textbooks included old and back dated technologies and machineries
- Theoretical part is more detailed than practical part
- Lack of monitoring
- Less scope to develop communication and management skills

Based on the weaknesses several changes have been suggested by the respondents. The major suggested changes are:

- Revision of curriculum is essential considering present market demand including local and international job market
- Add new equipment and machineries in curriculum
- Develop textbooks according to the revised curriculum
- Include more vocational related subject and reduce general subjects
- Practical part is more needed than theoretical part
- Give more importance in trade based subjects
- Develop more practical oriented syllabus and increase more practical classes
- Add colorful pictures of equipment and machineries in textbooks and their detailed descriptions
- Add servicing part for new machineries with both practical and theoretical knowledge
- Increase opportunities to gather practical experiences from related industries
- Management and communication skills need to be included in curriculum

Moreover, all the experts think that there is a scope for revise the current curriculum and need to revise it in every 3- 5 years. They also think that as the Curriculum development is a continuous process, it should include increasing number Technical subjects as the fewer number of technical subjects constraints students opportunities to participate in the job market.

#### **4.7 Ways of creating overseas and local career pathways**

- In a highly competitive global economy, the prosperity of the citizens and the success of employers increasingly depend on the education and skills of the workforce. The Six Key Elements identified in the joint framework are actions that states and local areas can take to develop and implement Career Pathways systems:
  1. Build Cross-System Partnerships
  2. Engage Employers/Identify Key Industry Sectors
  3. Design Education and Training Programs that Meet the Needs of Participants
  4. Identify Funding for Sustainability and Scale
  5. Align Policies and Programs
  6. Align Cross-System Data and Performance Measurement

To create a comprehensive career pathway the Instructors, superintendents, employers and experts the major initiatives that are needed to take for developing comprehensive career pathways are:

- Establish industries and increase job sectors at locality and center
- Communicate with different organizations including local and abroad
- Establish strong linkage between institution and industry
- Review the local and international job market to identify present and new jobs
- Start new trade according to the demand of job market
- Improve the quality of vocational education and produce skilled workers
- Increase the scope of learning through practical work
- Arrange training on modern technology for teachers
- Introduced assessment through NTVQF to label graduates' skills
- Provide bank loan to small business and establish new enterprises
- Need to develop specific policies for entering into the job market
- Need to develop a comprehensive policy for govt. and non-govt. industries and enterprises for similar even same facilities and career ladder.

All the experts think there is enough opportunity to work in this sector. They also think as the internal sector of job market. There have opportunities in governmental and private sectors. They also mentioned some suggestion for creating more opportunities to work vocational education needs integrated campaign and more manpower.

#### **4.8 Trend of entering into higher education of Graduates of Dakhil (Vocational) courses and higher education pathway**

- 77.5% of the sampled Dakhil (voc) graduates of all trades continue their study at next or higher level including vocation and general education systems. Among them one-fourth are studying at next level of vocational education i.e. HSC (voc), 17.5% are studying at Diploma Engineering level while more than half (55.6%) are studying at HSC level of general education. The major reasons behind this migration: to get better job; for self-establishment; to gain practical knowledge through hands-on activity; to become an engineer; more opportunity in job market.
- The experts also identified several reasons for enrolling into general education after completing Dakhil (voc) courses. According to them, the major reasons are: the less quality of teaching-learning at Dakhil (voc) level; scarcity of opportunities of jobs in job market for the Dakhil (voc) graduates; lack of social acceptability for vocational education than that of general education.

- There are several higher education facilities available in Bangladesh however the Dakhil (voc) graduates are not well known about the existing facilities. The higher education types that are mentioned by the Dakhil (voc) graduates – HSC (vocational); general education (HSC and upwards); BSc Engineering (EEE, CSE, and Textile); Diploma engineering form polytechnic institute; Higher studies in abroad.
- All the experts agreed that there are opportunities of higher education in Bangladesh. They have a lot of opportunities, such as- they can enroll into the HSC (general) courses, HSC (vocational) courses or Diploma in engineering and further.
- **Trades that play vital role to the expansion of higher education in vocational sector**
- Dakhil (voc) graduates mentioned some trades that plays vital role to the expansion of higher education in vocational sector. The trades are: Electrical maintenance works; Food processing and preservation; Agro based food; Building maintenance; Civil construction; Fish culture and breeding; Computer and Information Technology
- **Incentives need to take by govt. or non-govt. organization to encourage higher education in vocational sector**
- Several types of initiatives can be taken by govt. or non-govt. organization to encourage higher education in vocational sector. The incentives are: Increasing number of vocational institution; Cost minimization and give adequate opportunity for higher education; Creating job opportunity; To provide government stipend; Encouraging students towards technical education; Increasing government found for vocational education; Need to arrange training; Increase government institution; Increase the standard of vocational education; Need experienced and efficient teachers
- **Obstacles of higher education**
- There are many factors that act as major obstacles to study higher education in vocational areas. The major factors are: Financial crisis; Lack of adequate institute for higher education; Excess educational expansion; Lack of accessibility, scopes and opportunities; Early marriage; Lack of proper initiatives; Less and even no

opportunity at local level for HSC (voc) or Alim (voc) courses; Limited number of educational institutions for vocational education; Limited number of stipend for students to study at higher levels; community people are less informed and aware about vocational education; comparatively low achiever students of general education; lack of service oriented mindset.

#### **4.9 Ways of creating supporting BTEB affiliated private institutes to capacity building**

- The instructors, Superintendents, Principals and Head teachers suggested to create scope of monitoring of affiliated vocation institutes by the govt. institutes specially by the TSCs. They think that it would increase capacity of the instructors teaching Dakhil (voc) trades as well as increase the quality of teaching learning practices in the Madrasahs. They also identified several ways to introduce and ensure monitoring which are:
  - Visit by Principals, chief instructors and trade instructors of TSC
  - Discussion and sharing among instructors of Madrasahs and TSC
  - Discussion and sharing among instructors of Madrasahs
  - Faculty exchange for taking class in Madrasahs at least twice in a month

The instructors and superintendents of the Madrasahs think that the govt. institutions can take several initiatives for improving professional skills of them. In this regard, they suggested to

- Introduce trade based training for the Madrasah instructors
- Sharing working experiences with the trade teachers
- Sharing trade related equipments with the Madrasahs
- Assessing skills of Madrasah teachers and provide feedback for improving
- Mentoring by the chief instructors and senior instructors of TSCs
- Sharing lab facilities with the Madrasah teachers
- Arrange lab visits for the teachers in TSCs
- Exchange faculty among the institutes
- Arrange seminar and discussion sessions with the Madrasah teachers

Furthermore, the instructors and superintendents also added some recommendations for improving learning and skills of the Dakhil (voc) students studying in different Madrasahs.

According to them these initiatives would be –

- Appointing trade-based qualified teacher

- Create opportunity to visit govt. institutions specially TSC
- Create opportunity to do practical classes and use the workshops in govt. institutes
- Conduct several theoretical and practical classes by the expert teachers of TSCs or govt. institutes
- Emphasize give on the industrial attachment and make a collaboration with TSC in this regard
- Proper monitoring and mentoring is required during theoretical classes, practical classes and industrial attachment period
- Formative assessment should be prioritized focusing on particular skills related to trades.

## **Chapter 5: Recommendations**

Several recommendations have been made in this study based on the findings. The recommendations are presented under the following sections in line with the specific objectives.

### **5.1 Existing status of Dakhil (vocational) courses**

- It is found that all of the sampled graduates of Dakhil (voc) are from attached non-govt. Madrasahs. However, the quality of the attached schools is a big concern considering trade based teachers, qualified teachers, workshop facilities and others. Independent technical and vocational Madrasahs are therefore needed to establish at local level.
- The ‘career guidance and counseling’ cell and ‘job placement’ cell are not functioning and even not available in the Madrasahs offering vocational courses. In this regard, initiatives need to be taken to establish and activate the ‘career guidance and counseling’ cell and ‘job placement’ cell at all institutes. Moreover, information regarding local and international job market need to be available for students prior to selecting trade.
- The seat allocation for each trade could be re-organized for the trades based on market demand. In this regard facilities need to be ensured for expanding vocational education opportunities in the Madrasah. It also demands a detailed analysis through comprehensive study on market need for reallocating seats to accommodate more students.
- A significant number of Dakhil (voc) graduates have moved to general education for next level of higher study. It is found that only 15% seats are reserved for the Dakhil (voc) graduates to enter into Diploma in Engineering courses at the Polytechnic institutes. In this regard, easy access and more opportunities of vocational education at diploma level are needed to increase.
- Data shows that only 64 TSCs are available for studying HSC (voc) and these institutes are managed only by govt. and located at the district level mainly. Furthermore, no Madrasah is found which offering Alim (voc) courses. It is difficult for the rural level students especially girls (45.53%) to study in the district level

institutions. The limited scope of HSC (voc) deters the Dakhil (voc) graduates from vocational education at higher level and they ultimately decide to enroll in general education. This scenario demands to establish more vocational institutes for HSC (voc) and Alim (voc) courses by both govt. and private sector.

- Data shows that the Madrasahs are suffering for infrastructure facilities to run the Dakhil (voc) course including classroom and lab facilities. Necessary infrastructure and lab facilities are therefore burning demands for the Madrasahs. Govt. needs to take immediate initiatives for ensuring those facilities in each Madrasah offering Dakhil (voc) courses.
- It is found that mostly low ability students enroll in TVET education. It might be happened due to unawareness of the family and society about the course nature, level of earning and job opportunities. Awareness campaign needs to be arranged through media to increase enrollment and acceptability among family and society.

## **5.2 Employment status of Dakhil (Vocational) Graduates**

- It is found that only 3.1% Dakhil (voc) graduates are currently employed in different jobs mostly in private sectors. However, there are several scopes are available in the job market for the Dakhil vocational graduates which are mainly occupied by the non-vocational graduates. A comprehensive investigation is therefore required to identify the job opportunities for the Dakhil (voc) graduates and develop a policy for recruiting them in the job market.
- The employed Dakhil (voc) graduates are demanding more skills during their courses to perform their jobs effectively. Job requirements and skills are needed think while designing the vocational courses through a situation analysis on present skills.
- The vocational graduates are not getting loan facilities to initiate self-employment enterprises. Prioritize vocational certificate as a provision of sanctioning loan is therefore needed for encouraging more graduate to establish self-employment enterprises.

### **5.3 Job satisfaction of Dakhil (voc) graduates**

- The salary of the vocational graduates in the job market is inadequate and difficult to bear minimum expenses. It is also found that the salary is varied among organizations and there is no specific structure and incremental policy in the job market. Therefore, a salary structure for TVET graduates need to develop aligned with minimum national salary. In this regard national policy could be formulated for structuring standard salary at different job levels for the TVET graduates. This policy formulation may therefore help to increase social acceptability as well as enrollment in vocational education.
- Workplace environment is not suitable for the vocational graduates in most of the cases and the graduates are also not satisfied with the facilities available in their workplaces. Necessary facilities at workplace and security are therefore needed to be ensured at every level. There should be a policy for small to large enterprises to ensure physical, environmental, security, and insurance facilities at a minimum level.

### **5.4 Satisfaction of the Employer on Graduate's performance**

- It is found that most (83.6%) of the employers confirmed that the vocational graduates are comparatively more competent than the general workers. However, they showed their less satisfaction towards some skills which also very decisive to ensure productivity and leadership capacity of the vocational graduates. Therefore, these issues are needed to be considered while designing courses and implementing the curriculum.
- The employers informed that the vocational graduates are well known to the theories of different trade related jobs. However, these graduates are not fully capable to apply those theories into their jobs. Therefore, vocational curriculum needs to be aligned with the present market demand including both local and international market. There should be a balance between theory and practice in every course.

### **5.5 Job demand for Dakhil (Voc) graduates**

- Data shows that around half of the Dakhil (voc) graduates do not found complete linkage between studied trades and their works in the industries. This affects in decreasing the job demand of Dakhil (voc) graduates in the job market. It is essential

to review the existing curriculum to increase the job demand of Dakhil (voc) graduates. This review will focus to strength the alignment between trades with industry works in both local and international level.

- This study found that Dakhil (voc) certificate does not get importance in the local job market. However, the employers showed satisfaction towards vocational graduates' knowledge, skills and attitudes. Review existing job policy both for Govt. and Private sector is therefore required for giving preference to vocational graduates.

## **5.6 Changes need to incorporate in curriculum**

- This study found that all stakeholders are satisfied to the current textbooks for all trades. However, there is a scope to improve the languages used in the contents, clarity in description and illustrations. Moreover, compatibility of the contents to achieve the curriculum goals is not at satisfactory level. Detailed curriculum analysis is therefore needed to be initiated to ensure graduates' achievement of curriculum intended goals.
- Exercises included in the textbooks are not sufficient to assess the learning outcome of the graduates. Moreover, the graduates are assessed through an inappropriate approach during their courses. The assessment policy is therefore needed to review for making it more aligned with skills of respective trades. In this regard, CBT&A and NTVQF could be reflected in the assessment policy with higher focus while designing the assessment system of the Dakhil (voc) program.
- Data shows that a significant number of respondents claimed that there are insufficient and even worst opportunities in the Madrasahs for operating vocational courses. The infrastructure facility is considered as the biggest issue in this situation. Therefore, existing policy needs to be reviewed and implemented while giving approval to open vocational course to the attached schools. Moreover, the existing policy needs to be enforced in the vocational institutions.
- This study found that there is a big scarcity of trade-based full time and skilled teachers in the Madrasahs. This scenario hindering the quality teaching-learning practices in the vocational classes. Skilled and trade-based teacher is therefore required in each school to ensure effective teaching-learning. Furthermore, the teacher education program for technical and vocational teachers needs to be updated with

modern techniques and technologies to update teachers' with adequate knowledge, skills and attitude. The trade teachers of Dakhil (voc) courses are essentially needed to include in the teacher education and training.

- Data shows that the trade courses are integrated with general subjects in vocational curriculum. This ultimately make the vocational curriculum heavier than general curriculum and students are feeling loaded. Careful review of course curriculum based on the competencies of Dakhil (voc) curriculum is therefore essentially required. During this review the more subjects and skills could be introduced related to specific trades by minimizing the load of general subjects.
- Opportunities for industrial attachments are a big concern for all trades. This study found that this attachment is not functioning at all especially in the attached and private schools which ultimately hampering students' hands-on learning scope. Industry-institution attachment is therefore needed to be strengthened and monitored to ensure students' hands-on learning and skill development relevant to particular courses.
- Data shows that all the Madrasahs do not have proper workshop or lab equipped with related machineries and apparatuses. In this situation the Dakhil (voc) students do not get opportunities to gather practical knowledge and skills to handle machineries and apparatuses in their workplaces. Moreover, the existing labs are not usually updated while the curriculum gets updated. The lab facility is considered as the biggest issue in this situation. Therefore, existing policy needs to be reviewed and implemented while giving approval to open vocational course for all institutions. Moreover, the existing policy needs to be enforced in the vocational institutions for ensuring adequate lab facilities required for operating Dakhil (voc) courses.

### **5.7 Ways of creating overseas and local career pathways**

- This study found that vocational institution-industry partnership is not yet established. However, strong partnership between institute and industry is essential for creating career path way of the vocational graduates. Therefore, identify local and international level enterprises and industries and build a cross-system partnership is highly required.

- Engage Employers/Key Industry Sectors in designing curriculum and implementation of vocational courses at institution level. Encourage local employers to employ vocational graduates priority basis rather employing unskilled people. Furthermore, design education and training programs that meet the needs of participants.
- Create job ladder for the vocational graduates so that they can proceed to the upper layer showing their professional skills. In this regard the Dakhil (voc) courses need to be aligned with the NTVQF. Furthermore, govt. policy is required to create a common pathway in the local job market.
- This study found that the Dakhil (voc) certificate is not recognized in the financial support system including banking sectors. This creates problem in establishing self-enterprises by the graduates. Policy is therefore needs to develop for getting bank loan easily for the vocational graduates to establish small business and enterprises.

### **5.8: Trend of entering into higher education of Graduates of HSC (Voc) courses and higher education pathway**

- This study found that majority of the Dakhil (voc) graduates moved to next level of higher education either in HSC (voc) or Diploma in Engineering courses. However, there is no opportunity to enter into Alim (voc) course as it is not available in Madrasahs. Advocacy and promotional activities are therefore required to keep the trend up as well as encourage more institutions to offer vocational courses at higher level. Furthermore, initiating Alim (voc) courses for the Dakhil (voc) graduates is needed in some Alim Madrasahs.
- Data shows that a considerable number of Dakhil (voc) graduates enrolled into general education at their next level. The major reasons include scarcity of job opportunities and lack of social acceptability. This situation demands to identify exemplary cases of vocational graduates and scope of further opportunities of establish oneself through vocational higher education and disseminate through media and social campaign.
- It is found that comparatively less number of students is enrolling into the vocational education sector especially at higher level. Data shows that only 17.5% of the Dakhil (voc) graduates are enrolled in Diploma in Education as their next education level. To

expand higher education opportunities more institutions are needed to be established by govt. and non-govt. sectors.

### **5.9 Suggestions for improving the BTEB affiliated institutes**

- This study found that there is a big scarcity of trade-based full time and skilled teachers in the BTEB affiliated Madrasahs. This scenario hindering the quality teaching–learning practices in the vocational classes. Skilled and trade-based teacher is therefore required in each school to ensure effective teaching-learning. Moreover, teachers of the affiliated vocational Madrasahs need to be included in the teacher education program and training for technical and vocational teachers.
- Data shows that most of the teachers of BTEB affiliated Madrasahs do not have academic and professional qualification on the particular trades they are teaching. Therefore, trade-based teacher recruitment for the Madrasahs is essential in each vocational institute. In this regard, existing policy of approving trades for each institute needs to be reviewed and executed for affiliation. Moreover, a central accreditation council like NTRCA (for gender education) could be established to certify teachers who are interested in teaching vocation courses.
- It is found that the affiliated Madrasahs are less monitored by respective agencies and they are mostly working independently. As consequences, no professional sharing is found among the teachers of vocational Madrasahs. This situation demands to create professional networking like regional Professional Learning Community (PLC) among the colleagues of same trade from different institutions including govt. and non-govt. This will provide further scope to share lab and workshop facilities for the students studying in affiliated institutes.
- Since less monitoring is happening strong supervision from BTEB needs to be more frequent to ensure proper implementation of vocational curriculum in each Madrasah.

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## **Annexure: Instruments used**

# Annexure 1: Instrument Used for Graduates of Dakhil (Vocational)

## দাখিল (ভোকেশনাল) সম্পন্নকারী গ্রাজুয়েটদের জন্য প্রশ্নমালা

### ক. সাধারণ তথ্য

১. নাম : \_\_\_\_\_

২. জেডার :  নারী  পুরুষ

৩. মোবাইল নম্বর: \_\_\_\_\_ ই-মেইল: \_\_\_\_\_

৪. ঠিকানা : ক. স্থায়ী আবাসের অবস্থান:  
 সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

খ. বর্তমান আবাসের অবস্থান:  
 সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

৫. যে প্রতিষ্ঠান হতে দাখিল (ভোকেশনাল) কোর্স সম্পন্ন করেছেন:

৫.১ প্রতিষ্ঠানের নাম : \_\_\_\_\_

৫.২ প্রতিষ্ঠানের ঠিকানা : উপজেলা: \_\_\_\_\_ জেলা: \_\_\_\_\_

৫.৩ প্রতিষ্ঠানের ধরন :  স্কুল/মাদ্রাসা সংযুক্ত  স্বতন্ত্র কারিগরি

৫.৪ প্রতিষ্ঠান ব্যবস্থাপনার ধরন :  সরকারি  বেসরকারি (এমপিও ভুক্ত)  বেসরকারি (এমপিও ভুক্ত নয়)  এনজিও

৬. দাখিল (ভোকেশনাল) কোর্স সম্পন্ন করার সাল: \_\_\_\_\_

৭. এই ভোকেশনাল কোর্সের আওতায় আপনি যে ট্রেড সম্পন্ন করেছেন: \_\_\_\_\_

৮. কী কী বিবেচনায় এই ট্রেড নির্বাচন করেছিলেন? (একাধিক উত্তর হতে পারে)

দেশীয় বাজারে কাজের চাহিদা  আন্তর্জাতিক বাজারে কাজের চাহিদা  সামাজিক গ্রহণযোগ্যতা  
 সামাজিক মর্যাদা  পরিবারের প্রভাব  সহপাঠীদের প্রভাব  
 শিক্ষকের প্রভাব  দ্রুত আয়ের সুযোগ  অধিক আয়ের সুযোগ

অন্যান্য (লিখুন): \_\_\_\_\_

৯. আপনার প্রতিষ্ঠানে চাকুরী সংস্থান সেল (Job Placement Cell) আছে কি?

হ্যাঁ  না  জানা নাই

৯.১ হ্যাঁ হলে, আপনার চাকুরী পাওয়ার ক্ষেত্রে এই সেল সহায়তা করেছে কি?

হ্যাঁ  না

৯.১.১ হ্যাঁ হলে, কী ধরনের সহায়তা করেছে (লিখুন): \_\_\_\_\_

১০. আপনি পড়াশুনা চলাকালীন সময়ে আপনার পেশাগত তথ্য সম্পর্কে অবহিত হয়েছিলেন কি?

হ্যাঁ  না

১০.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়েছিলেন? (একাধিক উত্তর হতে পারে)

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী

কর্ম মেলা  বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

১০.২ হ্যাঁ হলে, কী কী তথ্য সম্পর্কে অবহিত হয়েছিলেন? (একাধিক উত্তর হতে পারে)

পেশার ধরন  পেশার চাহিদা  কর্মক্ষেত্রের সুযোগ  কর্মক্ষেত্রের ঠিকানা  পেশার উন্নয়ন

অন্যান্য (লিখুন): \_\_\_\_\_

১১. আপনার প্রতিষ্ঠানে পরামর্শ ও নির্দেশনা সেল (Counselling & Guidance Cell) আছে কি?

হ্যাঁ  না  জানা নাই

১২. আপনি পড়াশুনা চলাকালীন আপনার পেশা সম্পর্কে কোনরূপ পরামর্শ ও নির্দেশনা পেয়েছিলেন কি?

হ্যাঁ  না

১২.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে পরামর্শ পেয়েছিলেন? (একাধিক উত্তর হতে পারে)

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী

কর্ম মেলা  বিজ্ঞাপন  পরামর্শ ও নির্দেশনা সেল  অন্যান্য (লিখুন): \_\_\_\_\_

১২.২ কী ধরনের পরামর্শ পেয়েছিলেন (লিখুন): \_\_\_\_\_

১৩. আপনি পড়াশুনা চলাকালীন দেশীয় কর্ম-বাজারে চাকুরীর সুযোগ সম্পর্কে অবহিত হয়েছিলেন কি?

হ্যাঁ  না

১৩.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়েছিলেন? (একাধিক উত্তর হতে পারে)

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী

কর্ম মেলা  বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

১৪. আপনি পড়াশুনা চলাকালীন বৈদেশিক কর্ম-বাজারে চাকুরীর সুযোগ সম্পর্কে অবহিত হয়েছিলেন কি?

হ্যাঁ  না

১৪.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়েছিলেন? (একাধিক উত্তর হতে পারে)

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী

কর্ম মেলা  বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

১৫. আপনি পড়াশুনা চলাকালীন আপনার আত্ম-কর্মসংস্থান সম্পর্কে অবহিত হয়েছিলেন কি?

হ্যাঁ  না

১৫.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়েছিলেন? (একাধিক উত্তর হতে পারে)

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী

কর্ম মেলা  বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

১৫.২ হ্যাঁ হলে, কী কী তথ্য সম্পর্কে অবহিত হয়েছিলেন? (একাধিক উত্তর হতে পারে)

আত্ম-কর্মসংস্থানের ধরন  আত্ম-কর্মসংস্থানের সুযোগ  আত্ম-কর্মসংস্থানের ভবিষ্যৎ

অন্যান্য (লিখুন): \_\_\_\_\_

১৬. আপনি পড়াশুনা চলাকালীন আত্ম-কর্মসংস্থান সৃষ্টির সুযোগ ও সম্ভাবনা সম্পর্কে কোনরূপ পরামর্শ ও নির্দেশনা পেয়েছিলেন কি?

হ্যাঁ  না

১৬.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে পরামর্শ পেয়েছিলেন? (একাধিক উত্তর হতে পারে)

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী

কর্ম মেলা  বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

১৬.২ কী ধরনের পরামর্শ পেয়েছিলেন (লিখুন): \_\_\_\_\_

### খ. গ্রাজুয়েটদের বর্তমান কর্ম-অবস্থা বিষয়ক

১৭. আপনি বর্তমানে কি করেন? (একাধিক উত্তর হতে পারে)

চাকুরী  আত্ম-কর্মসংস্থানে নিয়োজিত  বেকার  পরবর্তী ধাপের উচ্চ শিক্ষায় নিয়োজিত

### খ.১: চাকুরীতে নিয়োজিতদের জন্য (প্রশ্ন নং ১৮ হতে ২৩)

১৮. চাকুরীর ধরন:

১৮.১  স্থায়ী  অস্থায়ী ১৮.২  পূর্ণকালীন  খন্ডকালীন

১৯. চাকুরীরত প্রতিষ্ঠানের ধরন:

সরকারি  বেসরকারি  এনজিও  বহুজাতিক কোম্পানী  অন্যান্য (লিখুন): \_\_\_\_\_

২০. চাকুরীরত প্রতিষ্ঠানের অবস্থান:

সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

গ্রোথ-সেন্টার (জেলা/উপজেলার বাইরে বড় বাজার)

২১. আপনার প্রথম চাকুরী প্রাপ্তির সময় ও পদবী:

ক্রমিক	প্রথম চাকুরী প্রাপ্তির সময়	টিক (✓) দিন	পদের নাম (পদবী)
১.	কোর্স শুরু করার পূর্বে		
২.	কোর্স চলাকালীন		
৩.	কোর্স সমাপ্তির ১-৩ মাসের মধ্যে		
৪.	কোর্স সমাপ্তির ৪-৬ মাসের মধ্যে		
৫.	কোর্স সমাপ্তির ৬-১২ মাসের মধ্যে		
৬.	কোর্স সমাপ্তির ১ বছর পর		

২২. আপনার বর্তমান পদের নাম (পদবী) উল্লেখ করুন: \_\_\_\_\_

২৩. আপনি বর্তমান কর্মক্ষেত্রে যে যে কাজ করেন (প্রধান ৩টি লিখুন):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

### খ.২: আত্ম-কর্মসংস্থানে নিয়োজিতদের জন্য (প্রশ্ন নং ২৪ হতে ৩০)

২৪. আপনি কোন ধরনের আত্ম-কর্মসংস্থানে নিয়োজিত (লিখুন)? \_\_\_\_\_

২৫. কর্মক্ষেত্রের অবস্থান:

সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

গ্রোথ-সেন্টার (জেলা/উপজেলার বাইরে বড় বাজার)

২৬. আপনার আত্ম-কর্মসংস্থানে নিয়োজিত হওয়ার কারণ কী? (একাধিক উত্তর হতে পারে)

নিজের কর্ম-সংস্থান সৃষ্টি করা  অন্যের কর্ম-সংস্থানের সুযোগ করা  আর্থিকভাবে লাভবান হওয়া

অন্যান্য (লিখুন): \_\_\_\_\_

২৭. আপনি বর্তমান কর্মক্ষেত্রে যে যে কাজ করেন (প্রধান ৩টি লিখুন):

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

২৮. আত্ম-কর্মসংস্থানে নিয়োজিত হতে প্রয়োজনীয় আর্থিক সংস্থান কীভাবে জোগাড় করেছেন? (একাধিক উত্তর হতে পারে)

- নিজ/পরিবার  ব্যাংক ঋণ  আত্মীয়/বন্ধুর নিকট হতে ঋণ  এনজিও ঋণ
- সরকারি প্রকল্প ঋণ  অন্যান্য (লিখুন): \_\_\_\_\_

২৯. যদি কোন ধরনের ঋণ নিয়ে থাকেন, দাখিল (ভোকেশনাল) উত্তীর্ণের সনদপত্র আপনার ঋণ পেতে কোন সহায়তা করেছে কিনা?

- হ্যাঁ  না

২৯.১ হ্যাঁ হলে, কার কাছ হতে ঋণ পেতে সহায়তা করেছে (লিখুন)? \_\_\_\_\_

৩০. আপনার দাখিল (ভোকেশনাল) পড়াশুনা আত্ম-কর্মসংস্থান সৃষ্টিতে কী ভূমিকা রেখেছে? (২টি মূল ভূমিকা উল্লেখ করুন)

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_

খ.৩: যারা বেকার/চাকুরীতে নিয়োজিত নন তাদের জন্য (প্রশ্ন নং ৩১ হতে ৩২)

৩১. আপনি কত দিন যাবৎ কোন কর্ম-সংস্থানে নিয়োজিত নন?

ক্রমিক	কর্ম-সংস্থানের বাইরে থাকার সময়কাল	টিক (✓) দিন
১.	৬ মাস ধরে	
২.	১ বছর ধরে	
৩.	২ বছর ধরে	
৪.	৩ বছর ধরে	
৫.	কোর্স সম্পন্ন করার পর থেকেই	
৬.	অন্যান্য (লিখুন):	

৩২. আপনি চাকুরীতে নিয়োজিত না থাকার কারণ (সর্বোচ্চ ২টি কারণ লিখুন):

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_

খ.৪: দাখিল (ভোকেশনাল) পরবর্তী উচ্চশিক্ষাস্তরে অধ্যয়নরতদের জন্য (প্রশ্ন নং ৩৩ হতে ৩৪)

৩৩. যে শিক্ষা প্রতিষ্ঠানে উচ্চশিক্ষায় অধ্যয়নরত তার নাম ও অবস্থান:

৩৩.১ প্রতিষ্ঠানের নাম : \_\_\_\_\_

৩৩.২ প্রতিষ্ঠানের অবস্থান (জেলা) : \_\_\_\_\_

৩৪. উচ্চ শিক্ষাস্তরে যে কোর্সে বর্তমানে অধ্যয়নরত:

- এইচএসসি (ভোকেশনাল)  ডিপ্লোমা ইন ইঞ্জিনিয়ারিং/সমমান  এইচএসসি (সাধারণ)/সমমান
- অন্যান্য (লিখুন): \_\_\_\_\_

৩৪.১ যদি এইচএসসি (ভোকেশনাল) অথবা ডিপ্লোমা ইন ইঞ্জিনিয়ারিং/সমমান হয়, তবে কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণের মূল কারণ কী (সর্বোচ্চ ২টি লিখুন):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩৪.২ যদি এইচএসসি (সাধারণ)/সমমান হয়, তবে দাখিল (ভোকেশনাল) বা কারিগরি শিক্ষার পরিবর্তে সাধারণ শিক্ষায় যাওয়ার কারণ কী (সর্বোচ্চ ২টি লিখুন):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. কর্ম সন্তুষ্টি বিষয়ক (যারা চাকুরী ও আত্ম-কর্মসংস্থানে কর্মরত শুধুমাত্র তাদের জন্য)

গ.১: চাকুরীতে নিয়োজিতদের জন্য (প্রশ্ন নং ৩৫ হতে ৪৯)

৩৫. আপনার প্রথম চাকুরীর শুরুর বেতন কত ছিল? (লিখুন): \_\_\_\_\_ টাকা

৩৬. আপনি চাকুরীর শুরুর বেতনে সন্তুষ্ট ছিলেন কি?

হ্যাঁ

না

৩৭. বর্তমানে আপনি সপ্তাহে কত দিন কাজ করেন? (লিখুন): \_\_\_\_\_ দিন

৩৮. বর্তমানে আপনি দৈনিক কত ঘন্টা কাজ করেন? (লিখুন): \_\_\_\_\_ ঘন্টা

৩৯. বর্তমানে আপনার মাসিক বেতন কত? (লিখুন): \_\_\_\_\_ টাকা

৪০. আপনার বেতন বর্তমান প্রেক্ষাপটে জীবিকা নির্বাহের জন্য পর্যাপ্ত কিনা?

হ্যাঁ

না

৪১. আপনার চাকুরীতে ওভার টাইম সুবিধা আছে কিনা?

হ্যাঁ

না

৪১.১ হ্যাঁ হলে, দৈনিক কত ঘন্টা ওভারটাইম কাজ করে থাকেন? (লিখুন): \_\_\_\_\_ ঘন্টা

৪১.২ ওভার টাইম হতে ঘন্টা প্রতি কত উপার্জন করেন? (লিখুন): \_\_\_\_\_ টাকা

৪১.৩ ওভার টাইম সন্তোষজনক কিনা?

হ্যাঁ

না

৪২. আপনি চাকুরীর পাশাপাশি অন্য কোন কাজ করেন কি?

হ্যাঁ

না

৪২.১ হ্যাঁ হলে, কখন এই কাজ করেন?

কাজ শুরুর আগে

ছুটির পর

ছুটির দিন

অন্যান্য (লিখুন): \_\_\_\_\_

৪২.২ কেন? \_\_\_\_\_

৪৩. আপনার বর্তমান চাকুরীতে মাসিক মূল বেতন ছাড়া অন্যান্য সুবিধাসমূহ ও সন্তুষ্টি (যদি থাকে):

ক্রমিক	সুবিধাসমূহ	আছে	নাই	আছে হলে, সন্তুষ্টির মাত্রা চিহ্নিত করুন			
				৮০% এর বেশি	৬০ - ৮০%	৪০ - ৬০%	৪০% এর নিচে
১.	বাড়ি ভাড়া (House Rent)						
২.	চিকিৎসা ভাতা (Medical Allowances)						
৩.	যাতায়াত ভাতা (Transport Allowances)						
৪.	দক্ষতার প্রণোদনা (Performance Incentives)						
৫.	উৎসাহমূলক ভাতা (Motivational Benefits)						
৬.	উৎসব ভাতা (Festival Allowance)						
৭.	বাৎসরিক বেতন বৃদ্ধি (Increment)						
৮.	অন্যান্য (লিখুন):						

৪৪. আপনার বর্তমান কর্মক্ষেত্রের সুবিধাদি সম্পর্কিত সন্তুষ্টি (টিক চিহ্ন দিন):

ক্রমিক	সুবিধাদি	সন্তুষ্টির মাত্রা				প্রযোজ্য নয়
		৮০% এর বেশি	৬০%-৮০%	৪০%-৬০%	৪০% এর নিচে	
১.	সাপ্তাহিক কর্ম দিবস					
২.	সাপ্তাহিক ছুটি					
৩.	দৈনিক কর্ম ঘন্টা					
৪.	কর্ম ঘন্টা অনুসারে বেতন					
৫.	সামাজিক স্বীকৃতি					
৬.	কোর্সের লেখাপড়ার সাথে কাজের সামঞ্জস্যতা					
৭.	চাকুরীর নিরাপত্তা					
৮.	চাকুরীর নিয়ম-কানুন বা বিধি বিধান					
৯.	পদোন্নতি					
১০.	কর্মক্ষেত্রের পরিবেশ					
	কাজের পরিবেশ					
	নারী-পুরুষ সকলের জন্য সহায়ক					
	নারী-পুরুষ সকলের জন্য নিরাপদ					
	সহকর্মীদের মধ্যে যৌন নিপীড়ন বিষয়ক সচেতনতা					
	কাজ সংশ্লিষ্ট সমস্যা সম্পর্কে সহকর্মীদের সাথে মত বিনিময়ের সুযোগ					
	কাজ সংশ্লিষ্ট সমস্যা সম্পর্কে চাকুরীদাতার সাথে মত বিনিময়ের সুযোগ					
১১.	কর্মক্ষেত্রে অবকাঠামোগত সুবিধাদি				আছে	নাই
	কর্মীদের নিজেদের ছেলে-মেয়েদের জন্য ডে-কেয়ার সেন্টার					
	নারী-পুরুষের জন্য আলাদা আলাদা টয়লেট					
	নিরাপদ/বিশুদ্ধ খাবার পানির সুবিধা					
	নারীদের জন্য স্বাস্থ্যগত সুবিধাদি					
	প্রাথমিক চিকিৎসা প্রদানের পর্যাপ্ততা					
	কাজ সংশ্লিষ্ট প্রয়োজনীয় যন্ত্রপাতির পর্যাপ্ততা					
	কর্মক্ষেত্রে নিরাপত্তা সংশ্লিষ্ট সরঞ্জামাদির ব্যবহার					
	কর্মক্ষেত্রে নিরাপত্তা সংশ্লিষ্ট সরঞ্জামাদির পর্যাপ্ততা					
১২.	আবাসন সুবিধা					
১৩.	যাতায়াতের জন্য পরিবহন সুবিধা					
১৪.	প্রতিষ্ঠানের নিজস্ব ক্যান্টিন					
১৫.	ইনস্যুরেন্স সুবিধা					
১৬.	প্রতিষ্ঠানের নিজস্ব চিকিৎসা সুবিধা					
১৭.	প্রতিবন্ধীদের জন্য বিশেষ সুবিধা					

৪৫. প্রতিষ্ঠানের পক্ষ হতে পেশাগত স্বাস্থ্য ও নিরাপত্তা জনিত প্রশিক্ষণের ব্যবস্থা আছে কি?

হ্যাঁ

না

৪৫.১ হ্যাঁ হলে, কী ধরনের প্রশিক্ষণের ব্যবস্থা রয়েছে? (লিখুন): \_\_\_\_\_

৪৫.২ হ্যাঁ হলে, আপনি এই ধরনের প্রশিক্ষণ পেয়েছেন কি?

হ্যাঁ

না

৪৫.২.১ হ্যাঁ হলে, এই প্রশিক্ষণ ব্যবস্থায় আপনি কতটা সন্তুষ্ট?

পুরোপুরি

আংশিক

মোটামুটি

সন্তুষ্ট নই

৪৬. আপনি কি কখনো চাকুরী পরিবর্তন করেছেন?

হ্যাঁ

না

৪৬.১ হ্যাঁ হলে, চাকুরী পরিবর্তনের মূল কারণ কী (সর্বোচ্চ ৩টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

৪৬.২ না হলে, আপনার বর্তমান পেশা পরিবর্তন করতে চান কিনা?

হ্যাঁ

না

৪৬.২.১ হ্যাঁ হলে, এর মূল কারণ কী? \_\_\_\_\_

৪৬.২.২ না হলে, বর্তমান পেশায় থাকার মূল কারণ কী? \_\_\_\_\_

৪৭. আপনার বর্তমান কাজ আপনার পরিবারের নিকট কতটা মর্যাদাপূর্ণ?  
 পুরোপুরি  আংশিক  মোটামুটি  মর্যাদাপূর্ণ নয়
৪৮. আপনার বর্তমান কাজ আপনার সমবয়সী বন্ধুদের (যারা অন্য পেশায় নিয়োজিত) নিকট কতটা মর্যাদাপূর্ণ?  
 পুরোপুরি  আংশিক  মোটামুটি  মর্যাদাপূর্ণ নয়
৪৯. আপনার বর্তমান কাজ আপনার সমাজের নিকট কতটা মর্যাদাপূর্ণ?  
 পুরোপুরি  আংশিক  মোটামুটি  মর্যাদাপূর্ণ নয়

**গ.২: আত্ম-কর্মসংস্থানে নিয়োজিতদের জন্য (প্রশ্ন নং ৫০ হতে ৬০)**

৫০. সপ্তাহে কত দিন কাজ করেন? (লিখুন): \_\_\_\_\_ দিন
৫১. দৈনিক কত ঘন্টা কাজ করেন? (লিখুন): \_\_\_\_\_ ঘন্টা
৫২. আপনার বর্তমান মাসিক উপার্জন কত? (লিখুন): \_\_\_\_\_ টাকা
৫৩. আপনি এই আত্ম-কর্মসংস্থানে কতদিন যাবৎ নিয়োজিত আছেন? \_\_\_\_\_ বছর \_\_\_\_\_ মাস
৫৪. দাখিল (ভোকেশনাল) কোর্স সম্পন্নের পর আত্ম-কর্মসংস্থানের সুযোগ সৃষ্টি করতে কত সময় লেগেছে? \_\_\_\_\_ বছর \_\_\_\_\_ মাস
৫৫. আত্ম-কর্মসংস্থানে নিয়োজিত হওয়ার পূর্বে অন্য কোন কাজ বা চাকুরীতে নিয়োজিত ছিলেন কিনা?  হ্যাঁ  না
- ৫৫.১ হ্যাঁ হলে, কত সময়? \_\_\_\_\_ বছর \_\_\_\_\_ মাস
৫৬. আপনি আপনার বর্তমান পেশা পরিবর্তন করতে চান কি?  হ্যাঁ  না
- ৫৬.১ হ্যাঁ হলে, এর মূল কারণ কী? \_\_\_\_\_
- ৫৬.২ পেশার ধরণ কী হবে? \_\_\_\_\_
- ৫৬.৩ না হলে, বর্তমান পেশায় থাকার মূল কারণ কী? \_\_\_\_\_

৫৭. আপনার বর্তমান পেশা আপনার পরিবারের নিকট কতটা মর্যাদাপূর্ণ?  
 পুরোপুরি  আংশিক  মোটামুটি  মর্যাদাপূর্ণ নয়
৫৮. আপনার বর্তমান কাজ আপনার সমবয়সী বন্ধুদের (যারা অন্য পেশায় নিয়োজিত) নিকট কতটা মর্যাদাপূর্ণ?  
 পুরোপুরি  আংশিক  মোটামুটি  মর্যাদাপূর্ণ নয়
৫৯. আপনার বর্তমান পেশা আপনার সমাজের নিকট কতটা মর্যাদাপূর্ণ?  
 পুরোপুরি  আংশিক  মোটামুটি  মর্যাদাপূর্ণ নয়

৬০. আপনার বর্তমান আত্মকর্মসংস্থান সম্পর্কিত সন্তুষ্টি (টিক চিহ্ন দিন):

ক্রমিক	আত্মকর্মসংস্থান সম্পর্কিত সুবিধাদি	সন্তুষ্টির মাত্রা			
		৮০% এর বেশি	৬০-৮০%	৪০-৬০%	৪০% এর নিচে
১.	পর্যাপ্ত পুঁজির সরবরাহ				
২.	দক্ষ জনশক্তি বা কর্মীর যোগান				
৩.	পণ্য উৎপাদন বা সেবা প্রদানের জন্য প্রয়োজনীয় যন্ত্রপাতির যোগান				
৪.	পণ্য উৎপাদন বা সেবা প্রদানের জন্য প্রয়োজনীয় কাঁচামালের যোগান				
৫.	উৎপাদিত পণ্যের বা সেবার বাজার				
৬.	আত্ম-কর্মসংস্থানে সম্পাদিত কাজের প্রক্রিয়া সংশ্লিষ্ট সহায়তা প্রাপ্তির সুযোগ				
৭.	সমাজ কর্তৃক স্বীকৃতি				
৮.	পরিবার কর্তৃক স্বীকৃতি				

৯.	বন্ধু-বান্ধব কর্তৃক স্বীকৃতি			
১০.	কোর্সের লেখাপড়ার সাথে আত্ম-কর্মসংস্থানে কাজের সামঞ্জস্যতা			
১১.	কর্মচারীদের নিয়মিত উপস্থিতি			
১২.	কর্মচারীদের কাজের দক্ষতা			
১৩.	আত্ম-কর্মসংস্থান হতে উপার্জন			
১৪.	কর্মচারীদের প্রদানকৃত বেতন			
১৫.	কর্মচারীদের প্রদানকৃত অন্যান্য সুবিধাদি			
১৬.	ব্যবসা শুরু করার প্রাথমিক বিষয়াবলি			
	ব্যবসা প্রতিষ্ঠানের অবস্থান নির্ধারণ			
	ব্যবসা শুরু করার আইনগত বিধি-বিধান			
	ব্যবসা প্রতিষ্ঠানের নিবন্ধিকরণ ও লাইসেন্স গ্রহণ			
১৭.	কর্মক্ষেত্রে অবকাঠামোগত সুবিধাদি		আছে	নাই
	নারী-পুরুষের জন্য আলাদা আলাদা টয়লেট			
	নিরাপদ/বিশুদ্ধ খাবার পানির সুবিধা			
	নারীদের জন্য স্বাস্থ্যগত সুবিধাদি			
	প্রাথমিক চিকিৎসা প্রদানের পর্যাণ্ডতা			
	কর্মক্ষেত্রে নিরাপত্তা সংশ্লিষ্ট সরঞ্জামাদির পর্যাণ্ডতা			
	কর্মক্ষেত্রে নিরাপত্তা সংশ্লিষ্ট সরঞ্জামাদির ব্যবহার			
১৮.	কর্মচারীদের জন্য আবাসন সুবিধা			
১৯.	কর্মচারীদের যাতায়াতের জন্য পরিবহন সুবিধা			
২০.	কর্মচারীদের জন্য দুপুরের খাবারের সুবিধা			
২১.	কর্মচারীদের জন্য ইনস্যুরেন্স সুবিধা			
২২.	কর্মচারীদের জন্য চিকিৎসা সুবিধা			
২৩.	প্রতিবন্ধীদের জন্য বিশেষ সুবিধা			

### ঘ: শিক্ষাক্রম ও পাঠ্যক্রম বিষয়ক (প্রশ্ন নং ৬১ হতে ৭৪)

৬১. শিক্ষাক্রম, পাঠ্যপুস্তক ও বিষয়বস্তু সম্পর্কিত মতামত (টিক চিহ্ন দিন):

ক্রমিক	বিবেচ্য দিকসমূহ	মতামত		
		একমত (৩)	আংশিক একমত (২)	একমত নই (১)
১.	সম্পন্নকৃত শিক্ষাক্রম যুগোপযোগী			
২.	সম্পন্নকৃত কোর্সের বিষয়বস্তুসমূহ আনন্দদায়ক			
৩.	পাঠ্যপুস্তকসমূহ আকর্ষণীয়			
৪.	পাঠ্যপুস্তকের ভাষা সহজবোধ্য			
৫.	পাঠ্যপুস্তকে পর্যাপ্ত তথ্য পাওয়া যায়			
৬.	পাঠ্যপুস্তকে ট্রেড সংশ্লিষ্ট কাজের প্রক্রিয়া যথাযথভাবে বর্ণিত			
৭.	পাঠ্যপুস্তকের অনুশীলনীর প্রশ্নসমূহ অর্জিত শিখন যাচাইয়ে সহায়ক			
৮.	পাঠ্যপুস্তকের বিষয়বস্তু শিক্ষাক্রমের লক্ষ্য অর্জনে সহায়ক			
৯.	পাঠ্যপুস্তকে ব্যবহৃত ছবি/চিত্রসমূহ সুস্পষ্ট			
১০.	পাঠ্যপুস্তকে ব্যবহৃত ছবি/চিত্রসমূহ পাঠ সহজে বুঝতে সহায়ক			
১১.	কোর্স যথাযথভাবে পরিচালনার জন্য প্রতিষ্ঠানে পর্যাপ্ত সুযোগ সুবিধা রয়েছে			
১২.	কোর্স পরিচালনায় শিক্ষকগণ যথাযথভাবে দক্ষ			
১৩.	কোর্সের শিখন-শেখানো কৌশল আনন্দদায়ক			
১৪.	ক্লাস চলাকালীন বিষয়বস্তু সম্পর্কিত শিক্ষার্থীর নিজের অভিজ্ঞতা বিনিময় করার সুযোগ আছে			
১৫.	শিক্ষকের পাঠদান কৌশল বিষয়বস্তুর সাথে মিল আছে			
১৬.	কোর্স শিক্ষকগণ কোর্সের বিষয়বস্তু সম্পর্কে বিস্তৃত জ্ঞান ও দক্ষতা ধারণ করেন			
১৭.	কোর্সের বিষয়বস্তুসমূহ কর্মক্ষেত্রের কাজের সাথে মিল আছে			
১৮.	কোর্সে ব্যবহারিক ক্লাসের পর্যাপ্ত সুযোগ রয়েছে			
১৯.	কোর্সে ব্যবহারিক ক্লাসসমূহ যথাযথভাবে সম্পন্ন হয়েছে			
২০.	কোর্সের বাস্তব প্রশিক্ষণ/ইভাস্ট্রিয়াল এটাচমেন্ট এর পর্যাপ্ত সুযোগ ছিল			
২১.	কোর্সের প্রশিক্ষণ/ইভাস্ট্রিয়াল এটাচমেন্ট যথাযথভাবে সম্পন্ন হয়েছে			
২২.	কোর্সের প্রশিক্ষণ/ইভাস্ট্রিয়াল এটাচমেন্ট কার্যক্রম যথেষ্ট কার্যকর ছিল			
২৩.	দাখিল (সাধারণ) শিক্ষার তুলনায় দাখিল (ভোকেশনাল) শিক্ষায় পড়াশুনার চাপ বেশি			
২৪.	কোর্সের বিষয়বস্তুসমূহ নির্ধারিত সময়ের মধ্যে ভালোভাবে সম্পন্ন করা কষ্টকর			
২৫.	কোর্সের বিষয়বস্তুসমূহ সঠিকভাবে সম্পন্ন করতে আমাদের ওপর চাপ পড়ে			
২৬.	ট্রেড ভিত্তিক কোর্সের সংখ্যা পর্যাপ্ত			
২৭.	ট্রেড ভিত্তিক দক্ষতা উন্নয়নের জন্য পর্যাপ্ত যন্ত্রপাতি ছিল			
২৮.	ট্রেড ভিত্তিক দক্ষতা উন্নয়নের জন্য যথেষ্ট সুযোগ ছিল			

২৯.	কোর্স চলাকালীন ক্লাস টেস্ট, কুইজ, এ্যাসাইনমেন্ট নিয়মিত অনুষ্ঠিত হয়েছে			
৩০.	চূড়ান্ত পরীক্ষায় বরাদ্দকৃত সময় যথেষ্ট			
৩১.	ব্যবহারিক পরীক্ষায় বরাদ্দকৃত সময় যথেষ্ট			
৩২.	কোর্সের শিক্ষার্থীর দক্ষতা যথাযথভাবে মূল্যায়ন করা হয়			
৩৩.	মূল্যায়নকৃত উত্তরপত্র দেখার সুযোগ দেয়া হয়			

৬২. আপনাদের নিয়মিত ক্লাস হতো কি?  হ্যাঁ  না
৬৩. সপ্তাহে কতদিন ক্লাস হতো? \_\_\_\_\_ দিন।
৬৪. প্রতি কোর্সের জন্য প্রয়োজনীয় সংখ্যক বিষয়ভিত্তিক শিক্ষক ছিলেন কিনা?  হ্যাঁ  না
৬৫. প্রতি কোর্সের জন্য প্রয়োজনীয় সংখ্যক পূর্ণকালীন শিক্ষক ছিলেন কিনা?  হ্যাঁ  না
৬৬. আপনি যে কোর্স করেছেন তাতে কতটুকু হাতে-কলমে শেখার সুযোগ ছিল?  
 পুরোপুরি  আংশিক  সামান্য  একবারেই না
৬৭. আপনি কোর্স চলাকালীন ল্যাবে/ওয়ার্কশপে কাজ করার সুযোগ পেয়েছেন কতটুকু?  
 পুরোপুরি  আংশিক  সামান্য  একবারেই না
- ৬৭.১ আপনি মনে করেন কি ল্যাবে/ওয়ার্কশপে কাজ করার যতটুকু সুযোগ পেয়েছেন তা যথেষ্ট?  হ্যাঁ  না
৬৮. বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং এর মেয়াদ কত? (লিখুন): \_\_\_\_\_ সপ্তাহ।
৬৯. বাস্তব প্রশিক্ষণে ইন্ডাস্ট্রি এর সহযোগিতা কেমন?  
 পুরোপুরি  আংশিক  সামান্য  একবারেই না
৭০. বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং চলাকালীন তদারকি করা হয় কিনা?  হ্যাঁ  না
- ৭০.১ হ্যাঁ হলে, এই তদারকি কে করে থাকেন (লিখুন): \_\_\_\_\_
৭১. বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং চলাকালীন মূল্যায়ন করা হয় কিনা?  হ্যাঁ  না
- ৭১.১ হ্যাঁ হলে, কে কে মূল্যায়ন করে থাকেন (লিখুন): \_\_\_\_\_
৭২. দাখিল (ভোকেশনাল) স্তরে ব্যবহারিক পরীক্ষায় যে প্রক্রিয়ায় আপনার দক্ষতাসমূহ যাচাই করা হয় তা যথাযথ বলে মনে করেন কি?  
 হ্যাঁ  না
- ৭২.১ আপনার মতের পক্ষে ২টি কারণ উল্লেখ করুন:  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_
- ৭২.২ আপনার ট্রেডে আপনার দক্ষতা কতটুকু অর্জিত হয়েছে বলে মনে করেন?  
 পুরোপুরি  আংশিক  সামান্য  একবারেই না
৭৩. CBT (Competency Based Test) পদ্ধতিতে মূল্যায়ন হয়েছে কি?  
 হ্যাঁ  না  জানি না
- ৭৩.১ হ্যাঁ হলে, এই মূল্যায়ন প্রক্রিয়াকে কতটা যথাযথ মনে করেন?  
 পুরোপুরি  আংশিক  সামান্য  একবারেই না

৭৪. বর্তমান শ্রম বাজার বিবেচনায় আপনার পঠিত বিষয়বস্তুর মধ্যে কী কী পরিবর্তন আনার প্রয়োজন আছে বলে মনে করেন (লিখুন):

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**ঙ. চাকুরিজীবী ও আত্ম-কর্মসংস্থান এ নিয়োজিতদের জন্য (প্রশ্ন নং ৭৫ হতে ৮২ পর্যন্ত)**

৭৫. বাস্তব ক্ষেত্রে কাজ করতে এসে আপনার কাছে মনে হয়েছে কি যে, কোর্স চলাকালীন আপনার আরো কিছু দক্ষতা অর্জন করা দরকার ছিল?

হ্যাঁ  না

৭৫.১ হ্যাঁ হলে, কী কী বিষয় দক্ষতা অর্জন করা দরকার ছিল বলে মনে করেন (৩টি লিখুন)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

৭৬. আপনি যে যে দক্ষতা অর্জন করে এসেছেন তা কি সেবা গ্রহীতা/চাকুরীদাতার চাহিদা পূরণে যথেষ্ট বলে মনে করেন?

হ্যাঁ  না  আংশিক

৭৬.১ না/আংশিক হলে, কেন?

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৭৬.২ সেবা গ্রহীতা/চাকুরীদাতার চাহিদা পূরণের জন্য আপনার আর কোন কোন দক্ষতা অর্জন করা দরকার ছিল বলে মনে করেন?

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৭৭. কোর্সে আপনার কাছে প্রত্যাশিত দক্ষতা অর্জনের ক্ষেত্রে কোর্স শিক্ষকগণ আপনাদের পরিপূর্ণ সহায়তা প্রদান করতে পেরেছেন কি?

হ্যাঁ  না  আংশিক

৭৭.১ কেন?

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৭৮. আপনি যে কোর্স সম্পন্ন করে এসেছেন তা আপনার চাকুরীদাতার কাছে কতটা মর্যাদাপূর্ণ?

পুরোপুরি  আংশিক  সামান্য  একবারেই না

৭৮.১ কেন?

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৭৯. আপনার চাকুরীদাতা আপনার দক্ষতাসমূহ কাজের ক্ষেত্রে প্রয়োগ করার স্বাধীনতা দেন কি?

হ্যাঁ  না

৮০. বাস্তবে কাজ করার সময় আপনার চাকুরীদাতা কি কখনো তাঁর নির্দেশনা অনুসারে কাজ করতে বলেন?

হ্যাঁ  না

৮১. আপনার কি কখনো মনে হয়েছে যে, আপনার চাকুরীদাতার নির্দেশনা এবং আপনার অর্জিত দক্ষতার মধ্যে পার্থক্য রয়েছে?

হ্যাঁ  না

৮১.১ হ্যাঁ হলে, কী পার্থক্য রয়েছে?

৮২. আপনি যে ট্রেডটি সম্পন্ন করেছেন বর্তমানে সেই ট্রেড-এর কাজ পরিপূর্ণভাবে সম্পাদন করতে হলে এতে কোন কোন দক্ষতাগুলো নতুনভাবে সংযোজন করা দরকার বলে আপনি মনে করেন?

৮২.১ ট্রেড (নাম লিখুন): \_\_\_\_\_

৮২.২ যে দক্ষতাগুলো নতুনভাবে সংযোজন করা দরকার:

### ৮. শ্রমবাজারে কাজের চাহিদা বিষয়ক

৮৩. আপনার পঠিত ট্রেড-এর সাথে সংশ্লিষ্ট ইন্ডাস্ট্রির কাজের সম্পর্ক আছে কি?  হ্যাঁ  না

৮৩.১ হ্যাঁ হলে, কতটুকু সম্পর্ক আছে?

পুরোপুরি

আংশিক

সামান্য

একবারেই না

৮৪. আপনি যে ট্রেড সম্পন্ন করেছেন সে সংশ্লিষ্ট কাজের সুযোগ দেশীয় বাজারে আছে কি?

হ্যাঁ  না

৮৪.১ হ্যাঁ হলে, উক্ত সুযোগের ধরণ:

চাকুরী

আত্ম-কর্মসংস্থান

৮৪.২ এই কাজের সুযোগ সম্পর্কে কীভাবে জেনেছেন?

৮৪.৩ এই সুযোগসমূহ কোন এলাকায় অবস্থিত? (একাধিক উত্তর হতে পারে)

সিটি কর্পোরেশন

পৌরসভা

উপজেলা সদর (পৌরসভা ব্যতীত)

গ্রাম

গ্রোথ-সেন্টার (জেলা/উপজেলার বাইরে বড় বাজার)

৮৪.৪ এই সুযোগসমূহ কোন এলাকায় বেশি?

সিটি কর্পোরেশন

পৌরসভা

উপজেলা সদর (পৌরসভা ব্যতীত)

গ্রাম

গ্রোথ-সেন্টার (জেলা/উপজেলার বাইরে বড় বাজার)

৮৪.৫ এই সুযোগ পর্যাণ্ড কি?

হ্যাঁ

না

৮৪.৬ দেশীয় শ্রম-বাজারে চাকুরীর ক্ষেত্রে দাখিল (ভোকেশনাল) সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে?

পুরোপুরি

আংশিক

সামান্য

একবারেই না

৮৪.৬.১ মতামতের পক্ষে কারণ উল্লেখ করুন: (লিখুন): \_\_\_\_\_

৮৪.৭ দেশীয় শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (২টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৮৫. আপনি যে ট্রেড সম্পন্ন করেছেন তা সংশ্লিষ্ট কাজের সুযোগ দেশের বাইরের বাজারে আছে কিনা?

হ্যাঁ

না

জানা নাই

৮৫.১ হ্যাঁ হলে, কী কী সুযোগ রয়েছে?

---

৮৫.২ আপনার জানা মতে বিদেশে উক্ত কাজের চাহিদা কতটুকু?

খুব বেশি  মোটামুটি  সামান্য  একবারেই না

৮৫.৩ এই কাজের সুযোগ সম্পর্কে কীভাবে জেনেছেন?

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৮৫.৪ কোন কোন দেশে এই সুযোগ বেশি বলে আপনি মনে করেন (২টি)? ক. \_\_\_\_\_ খ. \_\_\_\_\_

৮৫.৫ এই সুযোগ পর্যাপ্ত কি?  হ্যাঁ  না

৮৫.৬ দেশের বাইরের শ্রম-বাজারে চাকুরীর ক্ষেত্রে দাখিল (ভোকেশনাল) সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে?

পুরোপুরি  আংশিক  সামান্য  একবারেই না

৮৫.৬.১ আপনার জানা মতে কেউ কি এই সুযোগ পেয়েছে?  হ্যাঁ  না

৮৫.৭ দেশের বাইরের শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (২টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

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### ছ. উচ্চ শিক্ষার সুযোগ বিষয়ক

৮৬. কারিগরি শিক্ষা ধারায় গ্রাজুয়েশন/ডিপ্লোমা সমাপনের পর উচ্চতর শিক্ষার কোন সুযোগ আছে বলে আপনি জানেন কিনা?

হ্যাঁ  না  জানা নাই

৮৬.১ হ্যাঁ হলে, কী কী ধরনের শিক্ষার সুযোগ আছে বলে আপনি জানেন?

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৮৭. আপনার জানা মতে আপনার কেউ উচ্চশিক্ষা গ্রহণ করছেন কি?  হ্যাঁ  না

উত্তর হ্যাঁ হলে,

৮৭.১ তারা কোন ধরনের উচ্চশিক্ষা গ্রহণ করছেন বা করেছেন?

---

৮৭.২ তারা কোথায় কোথায় উচ্চশিক্ষা গ্রহণ করছেন বা করেছেন?

---

৮৮. আপনি কি মনে করেন, বাংলাদেশের প্রেক্ষাপটে দাখিল (ভোকেশনাল) শিক্ষায় উচ্চ শিক্ষার প্রয়োজন আছে?

হ্যাঁ  না

৮৮.১ হ্যাঁ হলে, কোন ধরনের উচ্চশিক্ষার প্রয়োজন আছে বলে মনে করেন?

---

৮৮.২ না হলে, কেন উচ্চশিক্ষার প্রয়োজন নেই বলে মনে করেন?

---

৮৯. আপনি দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণ করতে আগ্রহী কিনা?

হ্যাঁ  না

৮৯.১ হ্যাঁ হলে, আপনি কেন উচ্চশিক্ষায় আগ্রহী?

৮৯.২ না হলে, আপনি কেন উচ্চ শিক্ষায় আগ্রহী নন?

৯০. দাখিল (ভোকেশনাল) এর পর উচ্চশিক্ষায় ভর্তির ক্ষেত্রে প্রতিবন্ধকতাসমূহ উল্লেখ করুন (২টি):

ক.

খ.

৯১. দেশের বাইরে উচ্চতর শিক্ষার ক্ষেত্রে দাখিল (ভোকেশনাল) কোর্সের ক্রেডিট ট্রান্সফার করার সুযোগ আছে কি?

হ্যাঁ  না  জানা নাই

৯২. আপনি কি মনে করেন দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে আপনার জ্ঞান ও কর্ম দক্ষতা আরও বৃদ্ধি পাবে?

হ্যাঁ  না

৯২.১ হ্যাঁ হলে, কীভাবে?

৯২.২ না হলে, কেন?

৯৩. দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে তা কর্মক্ষেত্রে পেশাগত অগ্রগতির বা পদোন্নতির জন্য সহায়ক হিসেবে কাজ করে কি

হ্যাঁ  না

৯৩.১ হ্যাঁ হলে, কীভাবে?

৯৩.২ না হলে, কেন?

৯৪. দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি বিশেষ সুবিধার ব্যবস্থা আছে কি?

হ্যাঁ  না

৯৪.১ হ্যাঁ হলে, কী কী ব্যবস্থা রয়েছে (২টি)?

ক.

খ.

৯৪.২ এই সুবিধা পর্যাপ্ত মনে করেন কি?

হ্যাঁ  না

৯৪.৩ না হলে, কীভাবে এই প্রণোদনা বৃদ্ধি করা যায়?

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

৯৫. কারিগরি শিক্ষা ধারায় উচ্চশিক্ষার প্রসারে কোন ট্রেডগুলো বেশি ভূমিকা রাখছে?

\_\_\_\_\_

\_\_\_\_\_

৯৬. দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি পর্যায়ে কী কী ব্যবস্থা গ্রহণ করা দরকার বলে মনে করেন (লিখুন):

\_\_\_\_\_

\_\_\_\_\_

৯৭. কারিগরি শিক্ষার প্রসারে দেশের মিডিয়া কোন ভূমিকা রাখছে কিনা?

হ্যাঁ  না

৯৭.১ হ্যাঁ হলে, কী ভূমিকা রাখছে বলে মনে করেন?

\_\_\_\_\_

\_\_\_\_\_

**জ. এনটিভিকিউএফ সনদপ্রাপ্তদের দক্ষতা**

৯৮. আপনি এনটিভিকিউএফ সম্পর্কে অবগত কি?

হ্যাঁ  না

(উত্তর 'না' হলে এখানেই শেষ করুন)

৯৯. এনটিভিকিউএফ এর প্রক্রিয়াটিকে আপনি কীভাবে মূল্যায়ন করেন?

\_\_\_\_\_

\_\_\_\_\_

১০০. এনটিভিকিউএফ সনদপ্রাপ্ত এবং দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মীদের মধ্যে কাজের দক্ষতার ভিত্তিতে কাকে এগিয়ে রাখবেন?

দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মী  এনটিভিকিউএফ সনদপ্রাপ্ত কর্মী

১০০.১ আপনার মতামতের কারণ:

\_\_\_\_\_

\_\_\_\_\_

১০১. কোন প্রক্রিয়ায় একজন কর্মীর দক্ষতা যথাযথভাবে মূল্যায়ন করা যায়?

দাখিল (ভোকেশনাল)  এনটিভিকিউএফ

১০২. দাখিল (ভোকেশনাল) কোর্সকে এনটিভিকিউএফ-এর আঙ্গিকে পরিমার্জনের ক্ষেত্রে কী করণীয় বলে আপনার মনে হয়?

\_\_\_\_\_

\_\_\_\_\_

# Annexure 2: Instrument Used for Instructors of Dakhil (Vocational)

## দাখিল (ভোকেশনাল) কোর্সের ইন্সট্রাক্টরগণের জন্য প্রশ্নমালা

### ক. সাধারণ তথ্য

১. নাম: \_\_\_\_\_
২. মোবাইল নম্বর: \_\_\_\_\_
৩. ট্রেড নাম: \_\_\_\_\_
৪. বিভাগ: \_\_\_\_\_
৫. অভিজ্ঞতা: বছর \_\_\_\_\_ মাস \_\_\_\_\_
৬. যে প্রতিষ্ঠানে শিক্ষকতা করছেন:
- ৬.১ প্রতিষ্ঠানের নাম: \_\_\_\_\_
- ৬.২ প্রতিষ্ঠানের কোড: \_\_\_\_\_
- ৬.৩ প্রতিষ্ঠানের ঠিকানা: উপজেলা: \_\_\_\_\_ জেলা: \_\_\_\_\_
- ৬.৪ প্রতিষ্ঠানের ধরন:  সংযুক্ত  স্বতন্ত্র
- ৬.৫ প্রতিষ্ঠানের ব্যবস্থাপনার ধরন:
- সরকারি  বেসরকারি (এমপিও ভুক্ত)  বেসরকারি (এমপিও ভুক্ত নয়)  এনজিও

### ৭. আপনি যে বিষয় পড়ান: (ট্রেড এবং নন ট্রেড)

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_
- ঘ. \_\_\_\_\_
- ঙ. \_\_\_\_\_

### ৮. আপনার শিক্ষাগত যোগ্যতা:

ক্রমিক	সর্বোচ্চ ডিগ্রির নাম	টিক (√) দিন	টেকনোলজির নাম
১.	উচ্চতর শিক্ষা (এমফিল/পিএইচডি)		
২.	এমএসসি ইন ইঞ্জিনিয়ারিং/জেনারেল/কৃষি/টেকনিক্যাল এডুকেশন		
৩.	বিএসসি ইন ইঞ্জিনিয়ারিং/জেনারেল/কৃষি/টেকনিক্যাল এডুকেশন		
৪.	ডিপ্লোমা ইন ইঞ্জিনিয়ারিং/জেনারেল/কৃষি		
৫.	ডিপ্লোমা ইন টেকনিক্যাল এডুকেশন		
৬.	ডিপ্লোমা ইন ভোকেশনাল এডুকেশন		
৭.	অন্যান্য (লিখুন):		

### ৯. আপনার পেশাগত প্রশিক্ষণ: আছে নেই

ক্রমিক	প্রশিক্ষণের নাম	প্রশিক্ষণের ক্ষেত্র	প্রশিক্ষণের স্থান	প্রদানকারী সংস্থা	প্রশিক্ষণের মেয়াদ
১.					
২.					
৩.					
৪.					
৫.					

১০. বাংলাদেশে দাখিল (ভোকেশনাল) শিক্ষার উন্নয়নে ইন্সট্রাক্টরগণের জন্য আরও কোন পেশাগত প্রশিক্ষণ প্রয়োজন আছে বলে মনে করেন কি?  
 হ্যাঁ  না

১০.১ যদি হ্যাঁ হয়, তাহলে কী ধরনের প্রশিক্ষণ প্রয়োজন তা উল্লেখ করুন:

খ. ভর্তি ও সামাজিক স্বীকৃতি বিষয়ক

১১. দাখিল (ভোকেশনাল) শিক্ষায় শিক্ষার্থীর ভর্তির হার বৃদ্ধিতে কী কী পদক্ষেপ নেওয়া দরকার বলে আপনি মনে করেন (৩টি লিখুন)?  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

১২. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর নিকট কতটা মর্যাদাপূর্ণ বলে আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

১২.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

১৩. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর বাবা/মা ও পরিবারের নিকট কতটা মর্যাদাপূর্ণ বলে আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

১৩.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

১৪. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর সমবয়সী সাধারণ শিক্ষার বন্ধুদের নিকট কতটা মর্যাদাপূর্ণ আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

১৪.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

১৫. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর সমাজের নিকট কতটা মর্যাদাপূর্ণ বলে আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

১৫.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

**গ. শিক্ষাক্রম, পাঠ্যপুস্তক ও বিষয়বস্তু বিষয়ক**

১৬. শিক্ষাক্রম, পাঠ্যপুস্তক ও বিষয়বস্তু সম্পর্কিত মতামত (টিক চিহ্ন দিন):

ক্রমিক	বিবেচ্য দিকসমূহ	মতামত		
		একমত (১)	আংশিক একমত (২)	একমত নই (৩)
১.	সম্পন্নকৃত শিক্ষাক্রম যুগোপযোগী			
২.	সম্পন্নকৃত কোর্সের বিষয়বস্তুসমূহ আনন্দদায়ক			
৩.	একটি বিষয় সম্পন্ন করার জন্য পর্যাপ্ত সময় পাওয়া যায়			
৪.	পাঠ্যপুস্তকসমূহ আকর্ষণীয়			
৫.	পাঠ্যপুস্তকের ভাষা সহজবোধ্য			
৬.	পাঠ্যপুস্তকে পর্যাপ্ত তথ্য পাওয়া যায়			
৭.	পাঠ্যপুস্তকে ট্রেড সংশ্লিষ্ট কাজের প্রক্রিয়া যথাযথভাবে বর্ণিত			
৮.	পাঠ্যপুস্তকের অনুশীলনীর প্রশ্নসমূহ অর্জিত শিখন যাচাইয়ে সহায়ক			
৯.	পাঠ্যপুস্তকের বিষয়বস্তু শিক্ষাক্রমের লক্ষ্য অর্জনে সহায়ক			
১০.	পাঠ্যপুস্তকের ইলাস্ট্রেশনসমূহ সুস্পষ্ট			
১১.	পাঠ্যপুস্তকের ইলাস্ট্রেশন পাঠ আয়ত্ত্বকরণে সহায়ক			
১২.	পাঠ্যপুস্তকে শিক্ষাক্রম ও সিলেবাসের পূর্ণ প্রতিফলন ঘটেছে			
১৩.	কোর্স যথাযথভাবে পরিচালনার জন্য প্রতিষ্ঠানে পর্যাপ্ত সুযোগ সুবিধা রয়েছে			
১৪.	শিক্ষার্থীদের শেখার ক্ষেত্রে আগ্রহ দেখা যায়			
১৫.	শিক্ষার্থীরা ল্যাব/ওয়ার্কশপের কাজে অংশগ্রহণের ব্যাপারে আগ্রহী			
১৬.	কোর্সের শিখন-শেখানো কৌশল আনন্দদায়ক			
১৭.	ক্লাস চলাকালীন বিষয়বস্তু সম্পর্কিত শিক্ষার্থীর নিজের অভিজ্ঞতা বিনিময় করার সুযোগ আছে			
১৮.	কোর্সের বিষয়বস্তুসমূহ কর্মক্ষেত্রের কাজের সাথে সংগতিপূর্ণ			
১৯.	কোর্সে ব্যবহারিক ক্লাসের পর্যাপ্ত সুযোগ রয়েছে			
২০.	কোর্সে ব্যবহারিক ক্লাসসমূহ যথাযথভাবে সম্পন্ন হয়			
২১.	কোর্সের ইন্টার্নশীপ কার্যক্রমের পর্যাপ্ত সুযোগ রয়েছে			
২২.	কোর্সের ইন্টার্নশীপ কার্যক্রম যথাযথভাবে সম্পন্ন হয়			
২৩.	কোর্সের ইন্টার্নশীপ কার্যক্রম যথেষ্ট কার্যকর			
২৪.	দাখিল (সাধারণ) শিক্ষার তুলনায় ভোকশনাল শিক্ষায় পড়াশুনার চাপ বেশি			
২৫.	কোর্সের বিষয়বস্তুসমূহ নির্ধারিত সময়ের মধ্যে ভালোভাবে সম্পন্ন করা কষ্টকর			
২৬.	কোর্সের বিষয়বস্তুসমূহ সঠিকভাবে সম্পন্ন করতে শিক্ষার্থীদের ওপর চাপ পড়ে			
২৭.	ট্রেড ভিত্তিক কোর্সের সংখ্যা পর্যাপ্ত			
২৮.	ট্রেড ভিত্তিক দক্ষতা উন্নয়নের জন্য পর্যাপ্ত যন্ত্রপাতি রয়েছে			
২৯.	ট্রেড ভিত্তিক দক্ষতা উন্নয়নের জন্য যথেষ্ট সুযোগ রয়েছে			
৩০.	কোর্স চলাকালীন ধারাবাহিক মূল্যায়ন (ক্লাস টেস্ট, কুইজ, এ্যাসাইনমেন্ট) নিয়মিত অনুষ্ঠিত হয়			
৩১.	ধারাবাহিক মূল্যায়ন শেখার ক্ষেত্রে যথেষ্ট কার্যকর			
৩২.	চূড়ান্ত পরীক্ষায় বরাদ্দকৃত সময় যথেষ্ট			
৩৩.	ব্যবহারিক পরীক্ষায় বরাদ্দকৃত সময় যথেষ্ট			
৩৪.	কোর্সের শিক্ষার্থীর দক্ষতা যথাযথভাবে মূল্যায়ন করা হয়			
৩৫.	মূল্যায়নকৃত উত্তরপত্র শিক্ষার্থীরা দেখার সুযোগ পায়			
৩৬.	কোর্সের কার্যাবলি সঠিকভাবে বাস্তবায়ন হচ্ছে কি-না তা যথাযথভাবে মনিটর করা হয়			

১৭. আপনি যে যে বিষয় পড়ান তাতে কতটুকু হাতে-কলমে শেখার সুযোগ আছে?

পুরোপুরি  আংশিক  মোটামুটি  একেবারেই না

১৭.১ আপনি মনে করেন কি হাতে-কলমে শেখার যতটুকু সুযোগ আছে তা যথেষ্ট?  হ্যাঁ  না

১৭.২ যদি না হয় তবে আর কী ধরনের সুযোগ থাকা উচিত বলে আপনি মনে করেন? \_\_\_\_\_

১৮. আপনি যে যে বিষয় পড়ান তাতে কোর্স চলাকালীন ল্যাবে/ওয়ার্কশপে কাজ করার কতটুকু সুযোগ রয়েছে?

পুরোপুরি  আংশিক  মোটামুটি  একেবারেই না

১৮.১ আপনি মনে করেন কি ল্যাবে/ওয়ার্কশপে কাজ করার যতটুকু সুযোগ রয়েছে তা যথেষ্ট?  হ্যাঁ  না

১৮.২ যদি না হয়, তবে আর কী ধরনের সুযোগ থাকা উচিত বলে আপনি মনে করেন? \_\_\_\_\_

১৯. আপনি যে যে ট্রেড পড়ান তাতে বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং এর মেয়াদ কত? \_\_\_\_\_ সপ্তাহ

২০. শিক্ষার্থীর বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং চালাকালীন তদারকি করা হয় কি?  হ্যাঁ  না  
২০.১ হ্যাঁ হলে, কে বা কারা তদারকি করে থাকেন? \_\_\_\_\_
২১. শিক্ষার্থীর বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং চালাকালীন মূল্যায়ন করা হয় কি?  হ্যাঁ  না  
২১.১ হ্যাঁ হলে, কে বা কারা এই মূল্যায়ন করে থাকেন? \_\_\_\_\_
২২. বর্তমানে প্রচলিত শিক্ষার্থী মূল্যায়ন প্রক্রিয়া নিয়ে সামগ্রিকভাবে আপনি সন্তুষ্ট কি?  হ্যাঁ  না  
২২.১ আপনার মতের পক্ষে ২টি কারণ উল্লেখ করুন:  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_
২৩. বর্তমানে ব্যবহারিক পরীক্ষায় যতটুকু গুরুত্ব দেয়া হচ্ছে তা যথাযথ বলে মনে করেন কি?  হ্যাঁ  না  
২৩.১ আপনার মতের পক্ষে ২টি কারণ উল্লেখ করুন:  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_
২৪. বর্তমান শ্রম বাজার বিবেচনায় আপনার পঠিত বিষয়বস্তুর মধ্যে কী কী পরিবর্তন আনার প্রয়োজন আছে বলে মনে করেন? (২টি উল্লেখ করুন)  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_
২৫. বাস্তব ক্ষেত্রে কাজ করতে গিয়ে শিক্ষার্থীদের ট্রেড বিষয়ে অর্জিত দক্ষতার বাইরে আরো কিছু দক্ষতা অর্জন করা দরকার হয় কি?  হ্যাঁ  না  
২৫.১ হ্যাঁ হলে, কী কী দক্ষতা অর্জন করা দরকার ছিল বলে মনে করেন (৩টি লিখুন):  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_
২৬. দাখিল (ভোকেশনাল) শিক্ষায় শিক্ষার্থীরা যে যে দক্ষতা অর্জন করে আসে তা কি সেবা গ্রহীতার চাহিদা পূরণে যুগোপযোগী বলে মনে করেন?  হ্যাঁ  না  
২৬.১ না হলে, কেন যথেষ্ট নয় বলে মনে করেন:  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
২৬.২ সেবা গ্রহীতার চাহিদা পূরণের জন্য আপনার আর কোন কোন দক্ষতা অর্জন করা দরকার বলে মনে করেন?  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_
২৭. দাখিল (ভোকেশনাল) ট্রেড বিষয় চাকুরীদাতার কাছে কতটা গ্রহণযোগ্য বলে আপনার মনে হয়?  
 পুরোপুরি  আংশিক  সামান্য  একেবারেই না  
২৭.১ কেন? \_\_\_\_\_
২৮. দাখিল (ভোকেশনাল) ট্রেড বিষয় পাঠ্যপুস্তকসমূহের সবল দিক উল্লেখ করুন (সর্বোচ্চ ২টি):  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_

২৯. দাখিল (ভোকেশনাল) ট্রেড বিষয় পাঠ্যপুস্তকসমূহের দুর্বল দিক উল্লেখ করুন (সর্বোচ্চ ২টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩০. দাখিল (ভোকেশনাল) ট্রেড বিষয় শিক্ষাক্রম/সিলেবাসের সবল দিক উল্লেখ করুন (সর্বোচ্চ ২টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩১. দাখিল (ভোকেশনাল) ট্রেড বিষয় শিক্ষাক্রম/সিলেবাসের দুর্বল দিক উল্লেখ করুন (সর্বোচ্চ ২টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩২. আপনার প্রতিষ্ঠানে চাকুরী সংস্থান সেল (Job Placement Cell) আছে কি?  হ্যাঁ  না

৩২.১ হ্যাঁ হলে, গ্রাজুয়েটদের চাকুরী পাওয়ার ক্ষেত্রে এই সেল সহায়তা করে কি?  হ্যাঁ  না

৩২.২ হ্যাঁ হলে, কী ধরনের সহায়তা করে? (লিখুন): \_\_\_\_\_

৩৩. কোর্স চলাকালীন শিক্ষার্থীদের পেশাগত তথ্য সম্পর্কে অবহিত করা হয় কি?  হ্যাঁ  না

৩৩.১ হ্যাঁ হলে, কে বা কারা অবহিত করে থাকেন?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন

অন্যান্য (লিখুন): \_\_\_\_\_

৩৩.২ হ্যাঁ হলে, কী কী তথ্য সম্পর্কে অবহিত করা হয়?

পেশার ধরন  পেশার চাহিদা  কর্মক্ষেত্রের সুযোগ  কর্মক্ষেত্রের ঠিকানা  পেশার উন্নয়ন

অন্যান্য (লিখুন): \_\_\_\_\_

৩৪. আপনার প্রতিষ্ঠানে পরামর্শ ও নির্দেশনা সেল আছে কি?  হ্যাঁ  না

৩৫. কোর্স চলাকালীন শিক্ষার্থীদের পেশা সম্পর্কে কোনরূপ পরামর্শ ও নির্দেশনা দেয়া হয় কি?  হ্যাঁ  না

৩৫.১ হ্যাঁ হলে, কে বা কারা পরামর্শ দিয়ে থাকেন?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন

পরামর্শ ও নির্দেশনা সেল  অন্যান্য (লিখুন): \_\_\_\_\_

৩৫.২ কী ধরনের পরামর্শ দেওয়া হয়? \_\_\_\_\_

৩৬. কোর্স চলাকালীন দেশীয় কর্ম-বাজারে চাকুরীর সুযোগ সম্পর্কে শিক্ষার্থীদের অবহিত করা হয় কি?  হ্যাঁ  না

৩৬.১ হ্যাঁ হলে, কে বা কারা অবহিত করেন?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন

অন্যান্য (লিখুন): \_\_\_\_\_

৩৭. কোর্স চলাকালীন বৈদেশিক কর্ম-বাজারে চাকুরীর সুযোগ সম্পর্কে শিক্ষার্থীদের অবহিত করা হয় কি?  হ্যাঁ  না

৩৭.১ হ্যাঁ হলে, কে বা কারা অবহিত করেন?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন

অন্যান্য (লিখুন): \_\_\_\_\_

৩৮. কোর্স চলাকালীন শিক্ষার্থীরা আত্ম-কর্মসংস্থানের সুযোগ সম্পর্কে অবহিত হয় কি?  হ্যাঁ  না

৩৮.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়ে থাকে?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী  কর্ম মেলা  
 বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

৩৮.২ হ্যাঁ হলে, কী কী তথ্য সম্পর্কে অবহিত হয়ে থাকে?

আত্ম-কর্মসংস্থানের ধরণ  আত্ম-কর্মসংস্থানের সুযোগ  আত্ম-কর্মসংস্থানের ভবিষ্যৎ  
 অন্যান্য (লিখুন): \_\_\_\_\_

৩৯. কোর্স চলাকালীন শিক্ষার্থীরা আত্ম-কর্মসংস্থান সৃষ্টির সুযোগ ও সম্ভাবনা সম্পর্কে কোনরূপ পরামর্শ ও নির্দেশনা পেয়ে থাকে কি?

হ্যাঁ  না

৩৯.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়ে থাকে?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী  কর্ম মেলা  
 বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_

৩৯.২ কী ধরনের পরামর্শ পেয়ে থাকে? \_\_\_\_\_

৪০. ভোকেশনাল কোর্স আত্ম-কর্মসংস্থান সৃষ্টিতে কী ভূমিকা রাখে বলে আপনার মনে হয়? (২টি মূল ভূমিকা উল্লেখ করুন)

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

৪১. ভোকেশনাল কোর্স শেষ করে কোন গ্রাজুয়েট চাকুরীতে নিয়োজিত না থাকার কারণ কী বলে আপনার মনে হয় (২টি লিখুন)?

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

**ঘ. শ্রমবাজারে কাজের চাহিদা বিষয়ক**

৪২. আপনি যে ট্রেড পড়ান দেশীয় শ্রম-বাজারে সে সংশ্লিষ্ট কাজের সুযোগ আছে কি?  হ্যাঁ  না

৪২.১ হ্যাঁ হলে, উক্ত সুযোগের ধরন:  চাকুরী  আত্ম-কর্মসংস্থান

৪২.২ এই সুযোগসমূহ কোন এলাকায় অবস্থিত?

সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

৪২.৩ এই সুযোগসমূহ কোন এলাকায় বেশি?

সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

৪২.৪ এই সুযোগ পর্যাপ্ত কি?  হ্যাঁ  না

৪২.৫ দেশীয় শ্রম-বাজারে চাকুরীর ক্ষেত্রে ভোকেশনাল সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে বলে আপনি মনে করেন?

পুরোপুরি  আংশিক  সামান্য  একেবারেই না

৪২.৫.১ মতামতের পক্ষে কারণ উল্লেখ করুন: \_\_\_\_\_

৪২.৬ দেশীয় শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (২টি)?

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

৪৩. আপনি যে ট্রেড পড়ান দেশের বাইরের শ্রম-বাজারে সে সংশ্লিষ্ট কাজের সুযোগ আছে কি?  হ্যাঁ  না

৪৩.১ হ্যাঁ হলে, কী কী সুযোগ রয়েছে? \_\_\_\_\_

৪৩.২ কোন কোন দেশে এই সুযোগ বেশি বলে আপনি মনে করেন (৩টি দেশের নাম লিখুন)?

ক. \_\_\_\_\_ খ. \_\_\_\_\_ গ. \_\_\_\_\_

৪৩.৩ এই সুযোগ পর্যাপ্ত কি?  হ্যাঁ  না

৪৩.৪ দেশের বাইরের শ্রম-বাজারে চাকুরীর ক্ষেত্রে ভোকেশনাল সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে বলে আপনি মনে করেন?

পুরোপুরি  আংশিক  সামান্য  একেবারেই না

৪৩.৪.১ মতামতের পক্ষে কারণ উল্লেখ করুন: \_\_\_\_\_

৪৩.৫ দেশের বাইরের শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (২টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

### ঙ. উচ্চ শিক্ষার সুযোগ বিষয়ক

৪৪. কারিগরি শিক্ষা ধারায় উচ্চতর শিক্ষার কোন সুযোগ আছে কি?  হ্যাঁ  না

৪৪.১ হ্যাঁ হলে, কী কী ধরনের শিক্ষার সুযোগ আছে? \_\_\_\_\_

৪৫. আপনার জানা মতে আপনার কোন শিক্ষার্থী উচ্চশিক্ষা গ্রহণ করছে কি?  হ্যাঁ  না

৪৫.১ হ্যাঁ হলে, আপনার জানামতে কত শতাংশ শিক্ষার্থী উচ্চশিক্ষা গ্রহণ করছে বা করেছে? উল্লেখ করুন: \_\_\_ %

৪৫.২ আপনার শিক্ষার্থীরা সাধারণত কোন ধরনের উচ্চশিক্ষা গ্রহণ করে থাকে? \_\_\_\_\_

৪৫.৩ তারা কোথায় কোথায় উচ্চশিক্ষা গ্রহণ করছে বা করেছে? \_\_\_\_\_

৪৫.৪ এই ধারার শিক্ষার্থীদের উচ্চশিক্ষান্তরে অধ্যয়নের মূল কারণ কী? (লিখুন): \_\_\_\_\_

৪৬. আপনি কি মনে করেন বাংলাদেশের প্রেক্ষাপটে কারিগরি শিক্ষায় উচ্চ শিক্ষার প্রয়োজন আছে?  হ্যাঁ  না

৪৬.১ হ্যাঁ হলে, কোন ধরনের উচ্চশিক্ষার প্রয়োজন আছে বলে মনে করেন? \_\_\_\_\_

৪৬.২ না হলে, কেন উচ্চশিক্ষার প্রয়োজন নেই বলে মনে করেন? \_\_\_\_\_

৪৭. কারিগরি শিক্ষা ধারায় উচ্চশিক্ষায় ভর্তির ক্ষেত্রে প্রতিবন্ধকতাসমূহ উল্লেখ করুন (২টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৪৮. দেশের বাইরে উচ্চতর শিক্ষার ক্ষেত্রে দাখিল (ভোকেশনাল) কোর্সের ক্রেডিট ট্রান্সফার করার সুযোগ আছে কি?

হ্যাঁ  না

৪৯. আপনি কি মনে করেন কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে গ্রাজুয়েটদের কর্ম দক্ষতা আরও বৃদ্ধি পাবে?

হ্যাঁ  না

৪৯.১ হ্যাঁ হলে, কীভাবে? \_\_\_\_\_

৪৯.২ না হলে, কেন? \_\_\_\_\_

৫০. কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে তা কর্মক্ষেত্রে পেশাগত অগ্রগতির বা পদোন্নতির জন্য সহায়ক হিসেবে কাজ করে কি?

হ্যাঁ  না

৫০.১ হ্যাঁ হলে, কীভাবে? \_\_\_\_\_

৫০.২ না হলে, কেন? \_\_\_\_\_

৫১. কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি বৃত্তি/প্রণোদনার ব্যবস্থা আছে কি?

হ্যাঁ  না

৫১.১ হ্যাঁ হলে, কী কী ব্যবস্থা রয়েছে (২টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৫১.২ এই বৃত্তি/প্রণোদনা পর্যাপ্ত মনে করেন কি?

হ্যাঁ  না

৫১.৩ না হলে, কীভাবে এই বৃত্তি/প্রণোদনা বৃদ্ধি করা যায়?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৫২. কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি পর্যায়ে কী কী ব্যবস্থা গ্রহণ করা দরকার বলে মনে করেন? (লিখুন):

\_\_\_\_\_

\_\_\_\_\_

### চ. এনটিভিকিউএফ সনদ বিষয়ক

৫৩. আপনি এনটিভিকিউএফ সম্পর্কে অবগত কি?

হ্যাঁ  না

(যদি না হয়, তবে এই অংশটি এখানেই শেষ করুন এবং সরাসরি ৫৮ নং প্রশ্নে যান)

৫৪. এনটিভিকিউএফ এর প্রক্রিয়াটিকে আপনি কীভাবে মূল্যায়ন করেন? \_\_\_\_\_

৫৫. এনটিভিকিউএফ সনদপ্রাপ্ত এবং দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মীদের মধ্যে কাজের দক্ষতার ভিত্তিতে কাকে এগিয়ে রাখবেন?

দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মী

এনটিভিকিউএফ সনদপ্রাপ্ত কর্মী

৫৫.১ আপনার মতামতের কারণ: \_\_\_\_\_

৫৬. কোন প্রক্রিয়ায় একজন কর্মীর দক্ষতা যথাযথভাবে মূল্যায়ন করা যায় বলে আপনার মনে হয়?

এনটিভিকিউএফ

দাখিল (ভোকেশনাল)

৫৭. দাখিল (ভোকেশনাল) কোর্সকে এনটিভিকিউএফ এর আঙ্গিকে পরিমার্জনের ক্ষেত্রে কী করণীয় বলে আপনার মনে হয়?

\_\_\_\_\_

\_\_\_\_\_

### ছ. অধিভুক্ত প্রাইভেট প্রতিষ্ঠানের সক্ষমতা বৃদ্ধি বিষয়ক

৫৮. আপনার প্রতিষ্ঠানের ক্যাচমেন্ট/নিকটবর্তী এলাকায় কারিগরি ও ভোকেশনাল শিক্ষার কোন প্রাইভেট প্রতিষ্ঠান রয়েছে কি?

হ্যাঁ  না

৫৮.১ যদি হ্যাঁ হয়, এসব প্রাইভেট প্রতিষ্ঠান কোন শিক্ষাক্রম ও সিলেবাস ব্যবহার করে?

কারিগরি শিক্ষা বোর্ডের শিক্ষাক্রম  নিজস্ব শিক্ষাক্রম  অন্যান্য (লিখুন): \_\_\_\_\_

৫৮.২ কোন প্রতিষ্ঠানে শিক্ষার্থীর সংখ্যা বেশি বলে আপনার মনে হয়?  সরকারি  প্রাইভেট

৫৮.২.১ এর কারণ কী বলে আপনার মনে হয়? \_\_\_\_\_

৫৮.৩ আপনাদের সাথে এসব প্রাইভেট প্রতিষ্ঠানের শিক্ষকদের কোন যোগাযোগ হয় কি?  হ্যাঁ  না

৫৮.৩.১ হ্যাঁ হলে, এসময় আপনাদের মধ্যে কী বিষয়ে আলাপ-আলোচনা হয়ে থাকে? \_\_\_\_\_

৫৮.৪ প্রাইভেট প্রতিষ্ঠানের শিক্ষকদের মানকে আপনি কীভাবে মূল্যায়ন করেবেন?

পুরোপুরি যোগ্য  মোটামুটি যোগ্য  কিছুটা যোগ্য  একেবারেই যোগ্য নয়

৫৮.৫ প্রাইভেট প্রতিষ্ঠানের বিদ্যমান সুযোগ-সুবিধাকে আপনি কীভাবে মূল্যায়ন করেবেন?

পর্যাপ্ত  মোটামুটি  সামান্য  একেবারেই নেই

৫৮.৬ আপনার প্রতিষ্ঠান হতে কখনো প্রাইভেট প্রতিষ্ঠানগুলো পরিদর্শন ও তত্ত্বাবধান করা হয় কি?  হ্যাঁ  না

৫৮.৬.১ যদি হ্যাঁ হয়, কে করে থাকেন (লিখুন): \_\_\_\_\_

৫৮.৭ সরকারি এবং প্রাইভেট প্রতিষ্ঠানের মধ্যে পেশাগত অভিজ্ঞতা বিনিময়ের কোন সুযোগ আছে কি?  হ্যাঁ  না

৫৮.৭.১ যদি হ্যাঁ হয়, কীভাবে করে থাকেন (লিখুন): \_\_\_\_\_

৫৮.৮ প্রাইভেট প্রতিষ্ঠানের শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধিতে সরকারি প্রতিষ্ঠানের কোন কোন পদক্ষেপ গ্রহণের সুযোগ আছে? (৩টি লিখুন)

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

৫৮.৯ প্রাইভেট প্রতিষ্ঠানের শিক্ষার্থীদের দক্ষতার বৃদ্ধিতে সরকারি প্রতিষ্ঠানের কোন কোন সহায়তা করার সুযোগ আছে? (৩টি লিখুন)

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

আপনাকে অসংখ্য ধন্যবাদ

# Annexure 3: Instrument Used for Superintendent

## দাখিল (ভোকেশনাল) কোর্সের সুপারিনটেনডেন্টগণের জন্য প্রশ্নমালা

### ক. সাধারণ তথ্য

১. নাম: \_\_\_\_\_
২. জেডার:  পুরুষ  মহিলা
৩. মোবাইল নম্বর: \_\_\_\_\_
৪. প্রতিষ্ঠানের পরিচিতি:
- ৪.১ প্রতিষ্ঠানের নাম: \_\_\_\_\_
- ৪.২ প্রতিষ্ঠানের ঠিকানা: উপজেলা: \_\_\_\_\_ জেলা: \_\_\_\_\_
- ৪.৩ প্রতিষ্ঠানের ইমেইল: \_\_\_\_\_
- ৪.৪ প্রতিষ্ঠানের ধরন:  সংযুক্ত  স্বতন্ত্র
- ৪.৫ প্রতিষ্ঠানের ব্যবস্থাপনার ধরন:
- সরকারি  বেসরকারি (এমপিও ভুক্ত)  বেসরকারি (এমপিও ভুক্ত নয়)  এনজিও

### ৫. আপনার শিক্ষাগত যোগ্যতা:

ক্রমিক	সর্বোচ্চ ডিগ্রির নাম	টিক (√) দিন	টেকনোলজির নাম
১.	উচ্চতর শিক্ষা (এমফিল/পিএইচডি)		
২.	এমএসসি ইন ইঞ্জিনিয়ারিং/সমমান		
৩.	বিএসসি ইন ইঞ্জিনিয়ারিং/সমমান		
৪.	ডিপ্লোমা ইন ইঞ্জিনিয়ারিং/সমমান		
৫.	ডিপ্লোমা ইন টেকনিক্যাল এডুকেশন/সমমান		
৬.	ডিপ্লোমা ইন ভোকেশনাল এডুকেশন/সমমান		
৭.	অন্যান্য (লিখুন):		

### ৬. আপনার পেশাগত প্রশিক্ষণ:

আছে  নেই

ক্রমিক	প্রশিক্ষণের নাম	প্রশিক্ষণের মেয়াদকাল	প্রশিক্ষণের সময়	প্রদানকারী সংস্থা
১.				
২.				
৩.				
৪.				
৫.				

### খ. ভর্তি ও সামাজিক স্বীকৃতি বিষয়ক

৭. আপনার প্রতিষ্ঠানের ক্যাচমেন্ট এলাকায় দাখিল (ভোকেশনাল) শিক্ষায় শিক্ষার্থীর ভর্তির হার (আনুমানিক) কিরূপ? \_\_\_\_\_ %
- ৭.১ বর্তমানে ভর্তিকৃত মোট শিক্ষার্থী (সকল ট্রেড মিলে) : ছেলে \_\_\_\_\_ জন মেয়ে \_\_\_\_\_ জন
- ৭.২ শিক্ষার্থীর ঝরে পড়ার হার : ছেলে \_\_\_\_\_ জন মেয়ে \_\_\_\_\_ জন
- ৭.৩ শিক্ষকের সংখ্যা (শুধু ট্রেড) : পুরুষ \_\_\_\_\_ জন মহিলা \_\_\_\_\_ জন
- ৭.৪ শিক্ষকের সংখ্যা (ট্রেড ব্যতিত) : পুরুষ \_\_\_\_\_ জন মহিলা \_\_\_\_\_ জন
- ৭.৫ প্রশিক্ষিত শিক্ষকের সংখ্যা : পুরুষ \_\_\_\_\_ জন মহিলা \_\_\_\_\_ জন

৮. দাখিল (ভোকেশনাল) শিক্ষায় শিক্ষার্থীর ভর্তির হার বৃদ্ধিতে কী কী পদক্ষেপ নেওয়া দরকার বলে আপনি মনে করেন (৫টি লিখুন)?

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_
- ঘ. \_\_\_\_\_
- ঙ. \_\_\_\_\_

৯. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর পরিবারের নিকট কতটা মর্যাদাপূর্ণ বলে আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

৯.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

১০. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর সমবয়সী সাধারণ শিক্ষার বন্ধুদের নিকট কতটা মর্যাদাপূর্ণ আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

১০.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

১১. দাখিল (ভোকেশনাল) শিক্ষা একজন শিক্ষার্থীর সমাজের নিকট কতটা মর্যাদাপূর্ণ বলে আপনার মনে হয়?  
 পুরোপুরি  আংশিক  মোটামুটি  গ্রহণযোগ্য নয়

১১.১ এই মর্যাদা কীভাবে আরো বৃদ্ধি করা যায় (৩টি লিখুন)?

- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

গ. শিক্ষাক্রম, পাঠ্যপুস্তক ও বিষয়বস্তু বিষয়ক

১২. শিক্ষাক্রম, পাঠ্যপুস্তক ও বিষয়বস্তু সম্পর্কিত মতামত (টিক চিহ্ন দিন):

ক্রমিক	বিবেচ্য দিকসমূহ	মতামত			
		একমত (৩)	আংশিক একমত (২)	একমত নই (১)	প্রয়োজ্য নয়
১.	সম্পন্নকৃত শিক্ষাক্রম যুগোপযোগী				
২.	সম্পন্নকৃত কোর্সের বিষয়বস্তুসমূহ আনন্দদায়ক				
৩.	পাঠ্যপুস্তকসমূহ আকর্ষণীয়				
৪.	পাঠ্যপুস্তকের ভাষা সহজবোধ্য				
৫.	পাঠ্যপুস্তকে পর্যাপ্ত তথ্য পাওয়া যায়				
৬.	পাঠ্যপুস্তকে ট্রেড সংশ্লিষ্ট কাজের প্রক্রিয়া যথাযথভাবে বর্ণিত				
৭.	পাঠ্যপুস্তকের অনুশীলনীর প্রশ্নসমূহ অর্জিত শিখন যাচাইয়ে সহায়ক				
৮.	পাঠ্যপুস্তকের বিষয়বস্তু শিক্ষাক্রমের লক্ষ্য অর্জনে সহায়ক				
৯.	পাঠ্যপুস্তকের ইলাস্ট্রেশনসমূহ সুস্পষ্ট				

১০.	পাঠ্যপুস্তকের ইলাস্ট্রেশন পাঠ আয়ত্ত্বকরণে সহায়ক			
১১.	পাঠ্যপুস্তকে শিক্ষাক্রম ও সিলেবাসের পূর্ণ প্রতিফলন ঘটেছে			
শিক্ষণ শিখন ও মূল্যায়ন				
১২.	কোর্স যথাযথভাবে পরিচালনার জন্য প্রতিষ্ঠানে পর্যাপ্ত সুযোগ সুবিধা রয়েছে			
১৩.	শিক্ষার্থীদের শেখার ক্ষেত্রে আগ্রহ দেখা যায়			
১৪.	শিক্ষার্থীরা ল্যাব/ওয়ার্কশপের কাজে অংশগ্রহণের ব্যাপারে আগ্রহী			
১৫.	কোর্স পরিচালনায় শিক্ষকগণ যথাযথভাবে দক্ষ			
১৬.	কোর্সের শিখন-শেখানো কৌশল আনন্দদায়ক			
১৭.	ক্লাস চলাকালীন বিষয়বস্তু সম্পর্কিত শিক্ষার্থীর নিজের অভিজ্ঞতা বিনিময় করার সুযোগ আছে			
১৮.	কোর্সে শিক্ষকগণ কোর্সের বিষয়বস্তু সম্পর্কে বিস্তৃত জ্ঞান ও দক্ষতা ধারণ করেন			
১৯.	কোর্সের বিষয়বস্তুসমূহ কর্মক্ষেত্রের কাজের সাথে সংগতিপূর্ণ			
২০.	কোর্সে ব্যবহারিক ক্লাসের পর্যাপ্ত সুযোগ রয়েছে			
২১.	কোর্সে ব্যবহারিক ক্লাসসমূহ যথাযথভাবে সম্পন্ন হয়			
২২.	কোর্সের ইন্টার্নশীপ কার্যক্রমের পর্যাপ্ত সুযোগ রয়েছে			
২৩.	কোর্সের ইন্টার্নশীপ কার্যক্রম যথাযথভাবে সম্পন্ন হয়			
২৪.	কোর্সের ইন্টার্নশীপ কার্যক্রম যথেষ্ট কার্যকর			
২৫.	দাখিল (সাধারণ) শিক্ষার তুলনায় ভোকেশনাল শিক্ষায় পড়াশুনার চাপ বেশি			
২৬.	কোর্সের বিষয়বস্তুসমূহ নির্ধারিত সময়ের মধ্যে ভালোভাবে সম্পন্ন করা কষ্টকর			
২৭.	কোর্সের বিষয়বস্তুসমূহ সঠিকভাবে সম্পন্ন করতে শিক্ষার্থীদের ওপর চাপ পড়ে			
২৮.	ট্রেড ভিত্তিক কোর্সের সংখ্যা পর্যাপ্ত			
২৯.	ট্রেড ভিত্তিক দক্ষতা উন্নয়নের জন্য পর্যাপ্ত যন্ত্রপাতি রয়েছে			
৩০.	ট্রেড ভিত্তিক দক্ষতা উন্নয়নের জন্য যথেষ্ট সুযোগ রয়েছে			
৩১.	কোর্স চলাকালীন ধারাবাহিক মূল্যায়ন (ক্লাস টেস্ট, কুইজ, এ্যাসাইনমেন্ট) নিয়মিত অনুষ্ঠিত হয়			
৩২.	ধারাবাহিক মূল্যায়ন শিক্ষার্থীর শেখার ক্ষেত্রে যথেষ্ট কার্যকর			
৩৩.	চূড়ান্ত পরীক্ষায় বরাদ্দকৃত সময় যথেষ্ট			
৩৪.	ব্যবহারিক পরীক্ষায় বরাদ্দকৃত সময় যথেষ্ট			
৩৫.	কোর্সের শিক্ষার্থীর দক্ষতা যথাযথভাবে মূল্যায়ন করা হয়			
৩৬.	মূল্যায়নকৃত উত্তরপত্র শিক্ষার্থীরা দেখার সুযোগ পায়			
৩৭.	কোর্সের কার্যাবলি সঠিকভাবে বাস্তবায়ন হচ্ছে কি-না তা যথাযথভাবে মনিটর করা হয়			

১৩. দাখিল (ভোকেশনাল) কোর্সে কতটুকু হাতে-কলমে শেখার সুযোগ আছে?
- ৮০% এর বেশি  ৬০%-৮০%  ৪০%-৬০%  ৪০% এর নিচে
- ১৩.১ আপনি মনে করেন কি হাতে-কলমে শেখার যতটুকু সুযোগ আছে তা যথেষ্ট?  হ্যাঁ  না
- ১৩.২ যদি না হয় তবে কতটুকু সুযোগ থাকা উচিত বলে আপনি মনে করেন?
- ৮০% এর বেশি  ৬০%-৮০%  ৪০%-৬০%  ৪০% এর নিচে
১৪. দাখিল (ভোকেশনাল) কোর্স চলাকালীন ল্যাবে/ওয়ার্কশপে কাজ করার কতটুকু সুযোগ রয়েছে?
- ৮০% এর বেশি  ৬০%-৮০%  ৪০%-৬০%  ৪০% এর নিচে
- ১৪.১ আপনি মনে করেন কি ল্যাবে/ওয়ার্কশপে কাজ করার যতটুকু সুযোগ রয়েছে তা যথেষ্ট?  হ্যাঁ  না
- ১৪.২ যদি না হয়, তবে কতটুকু সুযোগ থাকা উচিত বলে আপনি মনে করেন?
- ৮০% এর বেশি  ৬০%-৮০%  ৪০%-৬০%  ৪০% এর নিচে
১৫. প্রতিষ্ঠানসমূহের ল্যাবে/ওয়ার্কশপে আধুনিক যন্ত্রপাতি আছে কি না?  হ্যাঁ  না
- ১৫.১ যদি না হয়, তবে কি করা উচিত বলে আপনি মনে করেন? \_\_\_\_\_
১৬. দাখিল (ভোকেশনাল) কোর্সে বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং এর মেয়াদ কত? (লিখুন): \_\_\_\_\_ সপ্তাহ
১৭. শিক্ষার্থীর বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং চলাকালীন তদারকি করা হয় কি?  হ্যাঁ  না
- ১৭.১ হ্যাঁ হলে, কে বা কারা এই তদারকি করে থাকেন? \_\_\_\_\_
১৮. শিক্ষার্থীর বাস্তব প্রশিক্ষণ বা ইন্ডাস্ট্রিয়াল ট্রেনিং চলাকালীন মূল্যায়ন করা হয় কি?  হ্যাঁ  না

১৮.১ হ্যাঁ হলে, কে বা কারা এই মূল্যায়ন করে থাকেন?

১৯. বর্তমানে প্রচলিত শিক্ষার্থী মূল্যায়ন প্রক্রিয়া নিয়ে সামগ্রিকভাবে আপনি সন্তুষ্ট কি?  হ্যাঁ  না

১৯.১ আপনার মতের পক্ষে ২টি কারণ উল্লেখ করুন:

ক. \_\_\_\_\_

খ. \_\_\_\_\_

২০. বর্তমানে ব্যবহারিক পরীক্ষায় যতটুকু গুরুত্ব দেয়া হচ্ছে তা যথাযথ বলে মনে করেন কি?  হ্যাঁ  না

২০.১ আপনার মতের পক্ষে ২টি কারণ উল্লেখ করুন:

ক. \_\_\_\_\_

খ. \_\_\_\_\_

২১. বাস্তব ক্ষেত্রে কাজ করতে গিয়ে শিক্ষার্থীদের কোর্সে অর্জিত দক্ষতার বাইরে আরো কিছু দক্ষতা অর্জন করা দরকার হয় কি?  হ্যাঁ  না

২১.১ হ্যাঁ হলে, কী কী দক্ষতা অর্জন করা দরকার ছিল বলে মনে করেন (৩টি লিখুন)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

২২. দাখিল (ভোকেশনাল) শিক্ষায় শিক্ষার্থীরা যে যে দক্ষতা অর্জন করে আসে তা কি সেবা গ্রহীতার চাহিদা পূরণে যুগোপযোগী বলে মনে করেন?  হ্যাঁ  না

২২.১ না হলে, কেন যথেষ্ট নয় বলে মনে করেন:

ক. \_\_\_\_\_

খ. \_\_\_\_\_

২২.২ সেবা গ্রহীতার চাহিদা পূরণের জন্য আপনার আর কোন কোন দক্ষতা অর্জন করা দরকার বলে মনে করেন?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

২৩. দাখিল (ভোকেশনাল) কোর্স চাকুরীদাতার কাছে কতটা গ্রহণযোগ্য বলে আপনার মনে হয়?

৮০% এর বেশি  ৬০%-৮০%  ৪০%-৬০%  ৪০% এর নিচে

২৩.১ কেন? \_\_\_\_\_

২৪. দাখিল (ভোকেশনাল) কোর্সের পাঠ্যপুস্তক শিক্ষার্থীর দক্ষতা অর্জনে সহায়ক কি?  হ্যাঁ  না

২৪.১ যদি না হয়, তা হলে কেন সহায়ক নয় বলে আপনি মনে করেন:

\_\_\_\_\_

\_\_\_\_\_

২৫. দাখিল (ভোকেশনাল) কোর্সের পাঠ্যপুস্তকসমূহের সবল দিক উল্লেখ করুন (সর্বোচ্চ ৩টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

২৬. দাখিল (ভোকেশনাল) কোর্সের পাঠ্যপুস্তকসমূহের দুর্বল দিক উল্লেখ করুন (সর্বোচ্চ ৩টি):  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

২৭. দাখিল (ভোকেশনাল) কোর্সের শিক্ষাক্রম/সিলেবাসের সবল দিক উল্লেখ করুন (সর্বোচ্চ ৩টি):  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

২৮. দাখিল (ভোকেশনাল) কোর্সের শিক্ষাক্রম/সিলেবাসের দুর্বল দিক উল্লেখ করুন (সর্বোচ্চ ৩টি):  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

২৯. আপনার প্রতিষ্ঠানে চাকুরী সংস্থান সেল (Job Placement Cell) আছে কি?  হ্যাঁ  না  
২৯.১ হ্যাঁ হলে, গ্রাজুয়েটদের চাকুরী পাওয়ার ক্ষেত্রে এই সেল সহায়তা করে কি?  হ্যাঁ  না  
২৯.২ হ্যাঁ হলে, কী ধরনের সহায়তা করে? (লিখুন): \_\_\_\_\_

৩০. আপনার প্রতিষ্ঠানে চাকুরী সংস্থান সেল (Job Placement Cell) এ প্রয়োজনীয় জনবল আছে কি?  হ্যাঁ  না  
৩০.১ যদি না হয়, প্রয়োজনীয় জনবল নিয়োগের ক্ষেত্রে আপনার করণীয় কি? \_\_\_\_\_

৩১. কোর্স চলাকালীন শিক্ষার্থীদের পেশাগত তথ্য সম্পর্কে অবহিত করা হয় কি?  হ্যাঁ  না  
৩১.১ হ্যাঁ হলে, কে বা কারা অবহিত করে থাকেন?  
 প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন  
 চাকুরিদাতার প্রতিনিধি  অন্যান্য (লিখুন): \_\_\_\_\_

৩১.২ হ্যাঁ হলে, কী কী তথ্য সম্পর্কে অবহিত করা হয়?  
 পেশার ধরন  পেশার চাহিদা  কর্মক্ষেত্রের সুযোগ  কর্মক্ষেত্রের ঠিকানা  পেশার উন্নয়ন  
 অন্যান্য (লিখুন): \_\_\_\_\_

৩২. আপনার প্রতিষ্ঠানে পরামর্শ ও নির্দেশনা সেল আছে কি?  হ্যাঁ  না

৩৩. কোর্স চলাকালীন শিক্ষার্থীদের পেশা সম্পর্কে কোনরূপ পরামর্শ ও নির্দেশনা দেয়া হয় কি?  হ্যাঁ  না  
৩৩.১ হ্যাঁ হলে, কে বা কারা পরামর্শ দিয়ে থাকেন?  
 প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন  
 পরামর্শ ও নির্দেশনা সেল  অন্যান্য (লিখুন): \_\_\_\_\_

৩৩.২ কী ধরনের পরামর্শ দেওয়া হয়? \_\_\_\_\_

৩৪. কোর্স চলাকালীন দেশীয় কর্ম-বাজারে চাকুরীর সুযোগ সম্পর্কে শিক্ষার্থীদের অবহিত করা হয় কি?  হ্যাঁ  না

৩৪.১ হ্যাঁ হলে, কে বা কারা অবহিত করেন?

প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন  
 অন্যান্য (লিখুন): \_\_\_\_\_

৩৫. কোর্স চলাকালীন বৈদেশিক কর্ম-বাজারে চাকুরীর সুযোগ সম্পর্কে শিক্ষার্থীদের অবহিত করা হয় কি?  হ্যাঁ  না  
৩৫.১ হ্যাঁ হলে, কে বা কারা অবহিত করেন?  
 প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  কর্ম মেলা  বিজ্ঞাপন  
 অন্যান্য (লিখুন): \_\_\_\_\_

৩৬. কোর্স চলাকালীন শিক্ষার্থীরা আত্ম-কর্মসংস্থানের সুযোগ সম্পর্কে অবহিত হয় কি?  হ্যাঁ  না  
৩৬.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়ে থাকে?  
 প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী  কর্ম মেলা  
 বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_  
৩৬.২ হ্যাঁ হলে, কী কী তথ্য সম্পর্কে অবহিত হয়ে থাকে?  
 আত্ম-কর্মসংস্থানের ধরণ  আত্ম-কর্মসংস্থানের সুযোগ  আত্ম-কর্মসংস্থানের ভবিষ্যৎ  
 অন্যান্য (লিখুন): \_\_\_\_\_

৩৭. কোর্স চলাকালীন শিক্ষার্থীরা আত্ম-কর্মসংস্থান সৃষ্টির সুযোগ ও সম্ভাবনা সম্পর্কে কোনরূপ পরামর্শ ও নির্দেশনা পেয়ে থাকে কি?  
 হ্যাঁ  না  
৩৭.১ হ্যাঁ হলে, কোথা থেকে বা কার নিকট হতে অবহিত হয়ে থাকে?  
 প্রতিষ্ঠান  শিক্ষক  কোর্সের পাঠ্যপুস্তক  বিভিন্ন নোটিশ  সহপাঠী  কর্ম মেলা  
 বিজ্ঞাপন  অন্যান্য (লিখুন): \_\_\_\_\_  
৩৭.২ কী ধরনের পরামর্শ পেয়ে থাকে? \_\_\_\_\_

৩৮. দাখিল (ভোকেশনাল) কোর্স আত্ম-কর্মসংস্থান সৃষ্টিতে কী ভূমিকা রাখে বলে আপনার মনে হয়? (৩টি মূল ভূমিকা উল্লেখ করুন)  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

৩৯. দাখিল (ভোকেশনাল) কোর্স শেষ করেও কোন গ্রাজুয়েটের বেকার থাকার কারন কী বলে আপনার মনে হয় (সর্বোচ্চ ৩টি কারণ লিখুন)?  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_

৪০. দাখিল (ভোকেশনাল) শিক্ষাকে শিক্ষার্থীদের কাছে আরো আকর্ষণীয় ও গ্রহণযোগ্য করার জন্য কী কী পদক্ষেপ নেয়া দরকার বলে আপনি মনে করেন (সর্বোচ্চ ৫টি পদক্ষেপ লিখুন)?  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_  
ঘ. \_\_\_\_\_  
ঙ. \_\_\_\_\_

## ঘ. শ্রমবাজারে কাজের চাহিদা বিষয়ক

৪১. দাখিল (ভোকেশনাল) কোর্স শেষে দেশীয় শ্রম-বাজারে সে সংশ্লিষ্ট কাজের সুযোগ আছে কি?  হ্যাঁ  না
- ৪১.১ হ্যাঁ হলে, উক্ত সুযোগের ধরন:  চাকুরী  আত্ম-কর্মসংস্থান
- ৪১.২ এই সুযোগসমূহ কোন এলাকায় অবস্থিত?  
 সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম
- ৪১.৩ এই সুযোগসমূহ কোন এলাকায় বেশি?  
 সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম
- ৪১.৪ এই সুযোগ পর্যাপ্ত কি?  হ্যাঁ  না
- ৪১.৫ দেশীয় শ্রম-বাজারে চাকুরীর ক্ষেত্রে দাখিল (ভোকেশনাল) সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে বলে আপনি মনে করেন?  
 পুরোপুরি  আংশিক  সামান্য  একেবারেই না
- ৪১.৫.১ মতামতের পক্ষে কারণ উল্লেখ করুন: \_\_\_\_\_
- ৪১.৬ দেশীয় শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (৩টি)?
- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_
৪২. দাখিল (ভোকেশনাল) কোর্স শেষে দেশের বাইরের শ্রম-বাজারে সে সংশ্লিষ্ট কাজের সুযোগ আছে কি?  হ্যাঁ  না
- ৪২.১ হ্যাঁ হলে, কী কী সুযোগ রয়েছে? \_\_\_\_\_
- ৪২.২ কোন কোন দেশে এই সুযোগ বেশি বলে আপনি মনে করেন (৩টি দেশের নাম লিখুন)?
- ক. \_\_\_\_\_ খ. \_\_\_\_\_ গ. \_\_\_\_\_
- ৪২.৩ এই সুযোগ পর্যাপ্ত কি?  হ্যাঁ  না
- ৪২.৪ দেশের বাইরের শ্রম-বাজারে চাকুরীর ক্ষেত্রে দাখিল (ভোকেশনাল) সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে বলে আপনি মনে করেন?  
 পুরোপুরি  আংশিক  সামান্য  একেবারেই না
- ৪২.৪.১ মতামতের পক্ষে কারণ উল্লেখ করুন: \_\_\_\_\_
- ৪২.৫ দেশের বাইরের শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (৩টি)?
- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

## ঙ. উচ্চ শিক্ষার সুযোগ বিষয়ক

৪৩. কারিগরি শিক্ষা ধারায় উচ্চতর শিক্ষার কোন সুযোগ আছে কি?  হ্যাঁ  না
- ৪৩.১ হ্যাঁ হলে, কী কী ধরনের শিক্ষার সুযোগ আছে? \_\_\_\_\_
৪৪. আপনার জানা মতে আপনার কোন শিক্ষার্থী উচ্চশিক্ষা গ্রহণ করছে কি?  হ্যাঁ  না
- ৪৪.১ হ্যাঁ হলে, আপনার জানামতে কত শতাংশ শিক্ষার্থী উচ্চশিক্ষা গ্রহণ করছে বা করেছে? উল্লেখ করুন: \_\_\_\_\_ %
- ৪৪.২ আপনার শিক্ষার্থীরা সাধারণত কোন ধরনের উচ্চশিক্ষা গ্রহণ করে থাকে? \_\_\_\_\_

- ৪৪.৩ তারা কোথায় কোথায় উচ্চশিক্ষা গ্রহণ করেছে বা করেছে? \_\_\_\_\_
- ৪৪.৪ এই ধারার শিক্ষার্থীদের উচ্চশিক্ষান্তরে অধ্যয়নের মূল কারণ কী? (লিখুন): \_\_\_\_\_
৪৫. আপনি কি মনে করেন বাংলাদেশের প্রেক্ষাপটে কারিগরি শিক্ষায় উচ্চশিক্ষার প্রয়োজন আছে?  হ্যাঁ  না
- ৪৫.১ হ্যাঁ হলে, কোন ধরনের উচ্চশিক্ষার প্রয়োজন আছে বলে মনে করেন? \_\_\_\_\_
- ৪৫.২ না হলে, কেন উচ্চশিক্ষার প্রয়োজন নেই বলে মনে করেন? \_\_\_\_\_
৪৬. কারিগরি শিক্ষা ধারায় উচ্চশিক্ষায় ভর্তির ক্ষেত্রে প্রতিবন্ধকতাসমূহ উল্লেখ করুন (৩টি):
- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_
৪৭. দেশের বাইরে উচ্চতর শিক্ষার ক্ষেত্রে দাখিল (ভোকেশনাল) কোর্সের ক্রেডিট ট্রান্সফার করার সুযোগ আছে কি?  হ্যাঁ  না
৪৮. আপনি কি মনে করেন কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে গ্রাজুয়েটদের কর্ম দক্ষতা আরও বৃদ্ধি পাবে?  হ্যাঁ  না
- ৪৮.১ হ্যাঁ হলে, কীভাবে? \_\_\_\_\_
- ৪৮.২ না হলে, কেন? \_\_\_\_\_
৪৯. দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে তা কর্মক্ষেত্রে পেশাগত অগ্রগতির বা পদোন্নতির জন্য সহায়ক হিসেবে কাজ করে কি?  হ্যাঁ  না
- ৪৯.১ হ্যাঁ হলে, কীভাবে? \_\_\_\_\_
- ৪৯.২ না হলে, কেন? \_\_\_\_\_
৫০. কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি বৃত্তি/প্রণোদনার ব্যবস্থা আছে কি?  হ্যাঁ  না
- ৫০.১ হ্যাঁ হলে, কী কী ব্যবস্থা রয়েছে (৩টি)?
- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_
- ৫০.২ এই বৃত্তি/প্রণোদনা পর্যাপ্ত মনে করেন কি?  হ্যাঁ  না
- ৫০.৩ না হলে, কীভাবে এই বৃত্তি/প্রণোদনা বৃদ্ধি করা যায়?
- ক. \_\_\_\_\_
- খ. \_\_\_\_\_
- গ. \_\_\_\_\_

৫১. কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি পর্যায়ে কী কী ব্যবস্থা গ্রহণ করা দরকার বলে মনে করেন? (লিখুন):

### চ. এনটিভিকিউএফ সনদ বিষয়ক

৫২. আপনি এনটিভিকিউএফ সম্পর্কে অবগত কি?  হ্যাঁ  না  
(যদি না হয়, হবে এই অংশটি এখানেই শেষ করুন এবং সরাসরি ৫৮ নং প্রশ্নে যান)
৫৩. দাখিল (ভোকেশনাল) শিক্ষা এনটিভিকিউএফ এর আওতায় আনার দরকার আছে কি?  হ্যাঁ  না  
৫৩.১ যদি হ্যাঁ হয়, এনটিভিকিউএফ বাস্তবায়নে আপনার পরামর্শ উল্লেখ করুন? \_\_\_\_\_
৫৪. এনটিভিকিউএফ এর প্রক্রিয়াটিকে আপনি কীভাবে মূল্যায়ন করেন? \_\_\_\_\_
৫৫. এনটিভিকিউএফ সনদপ্রাপ্ত এবং দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মীদের মধ্যে কাজের দক্ষতার ভিত্তিতে কাকে এগিয়ে রাখবেন?  
 দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মী  এনটিভিকিউএফ সনদপ্রাপ্ত কর্মী  
৫৫.১ আপনার মতামতের কারণ: \_\_\_\_\_
৫৬. কোন প্রক্রিয়ায় একজন কর্মীর দক্ষতা যথাযথভাবে মূল্যায়ন করা যায় বলে আপনার মনে হয়?  
 প্রচলিত পরীক্ষা  সিবিটি
৫৭. দাখিল (ভোকেশনাল) কোর্সকে এনটিভিকিউএফ এর আঙ্গিকে পরিমার্জনের ক্ষেত্রে কী করণীয় বলে আপনার মনে হয়?  
\_\_\_\_\_

### ছ. অধিভুক্ত প্রাইভেট প্রতিষ্ঠানের সক্ষমতা বৃদ্ধি বিষয়ক

৫৮. আপনার প্রতিষ্ঠানের ক্যাচমেন্ট/নিকটবর্তী এলাকায় কারিগরি ও ভোকেশনাল শিক্ষার কোন প্রাইভেট প্রতিষ্ঠান রয়েছে কি?  
 হ্যাঁ  না
- ৫৮.১ যদি হ্যাঁ হয়, এসব প্রাইভেট প্রতিষ্ঠান কোন শিক্ষাক্রম ও সিলেবাস ব্যবহার করে?  
 কারিগরি শিক্ষা বোর্ডের শিক্ষাক্রম  নিজস্ব শিক্ষাক্রম  অন্যান্য (লিখুন): \_\_\_\_\_
- ৫৮.২ কোন প্রতিষ্ঠানে শিক্ষার্থীর সংখ্যা বেশি বলে আপনার মনে হয়?  সরকারি  প্রাইভেট
- ৫৮.২.১ এর কারণ কী বলে আপনার মনে হয়? \_\_\_\_\_
- ৫৮.৩ আপনাদের সাথে এসব প্রাইভেট প্রতিষ্ঠানের শিক্ষকদের কোন যোগাযোগ হয় কি?  হ্যাঁ  না
- ৫৮.৩.১ হ্যাঁ হলে, এসময় আপনাদের মধ্যে কী বিষয়ে আলাপ-আলোচনা হয়ে থাকে? \_\_\_\_\_
- ৫৮.৪ প্রাইভেট প্রতিষ্ঠানের শিক্ষকদের মানকে আপনি কীভাবে মূল্যায়ন করেবেন?  
 পুরোপুরি যোগ্য  মোটামুটি যোগ্য  কিছুটা যোগ্য  একেবারেই যোগ্য নয়
- ৫৮.৫ প্রাইভেট প্রতিষ্ঠানের বিদ্যমান সুযোগ-সুবিধাকে আপনি কীভাবে মূল্যায়ন করেবেন?  
 পর্যাপ্ত  মোটামুটি  সামান্য  একেবারেই নেই
- ৫৮.৬ আপনার প্রতিষ্ঠান হতে কখনো প্রাইভেট প্রতিষ্ঠানগুলো পরিদর্শন ও তত্ত্বাবধান করা হয় কি?  হ্যাঁ  না
- ৫৮.৬.১ যদি হ্যাঁ হয়, কে করে থাকেন (লিখুন): \_\_\_\_\_

৫৮.৭ সরকারি এবং প্রাইভেট প্রতিষ্ঠানের মধ্যে পেশাগত অভিজ্ঞতা বিনিময়ের কোন সুযোগ আছে কি?  হ্যাঁ  না

৫৮.৭.১ যদি হ্যাঁ হয়, কীভাবে করে থাকেন (লিখুন): \_\_\_\_\_

৫৮.৮ প্রাইভেট প্রতিষ্ঠানের শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধিতে সরকারি প্রতিষ্ঠানের কোন কোন পদক্ষেপ গ্রহণের সুযোগ আছে? (৩টি লিখুন)

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

৫৮.৯ প্রাইভেট প্রতিষ্ঠানের শিক্ষার্থীদের দক্ষতার বৃদ্ধিতে সরকারি প্রতিষ্ঠানের কোন কোন সহায়তা করার সুযোগ আছে? (৩টি লিখুন)

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

৫৯. শিক্ষকদের পেশাগত দক্ষতা বৃদ্ধির জন্য তাদের শিল্পকারখানায় প্রশিক্ষণের/সংযুক্তির প্রয়োজন আছে কি?  হ্যাঁ  না

৫৯.১ যদি হ্যাঁ হয়, তাহলে কেন? \_\_\_\_\_

আপনাকে অসংখ্য ধন্যবাদ

# Annexure 4: Instrument Used for Employers

## চাকুরিদাতাদের জন্য প্রশ্নমালা

### ক. সাধারণ তথ্য

১. নাম: \_\_\_\_\_
২. জেডার:  নারী  পুরুষ
৩. মোবাইল নম্বর: \_\_\_\_\_ ই-মেইল: \_\_\_\_\_
৪. ক. প্রতিষ্ঠানের অবস্থান (ঠিকানা):  
 সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম
- খ. প্রতিষ্ঠানের প্রকার :
- ৪.১ প্রতিষ্ঠানের ধরন :  ফরমাল  ইনফরমাল
- ৪.২ ব্যবসার ধরন :  সেবামূলক  উৎপাদনধর্মী  ক্রয়-বিক্রয় জাতীয়
- ৪.৩ প্রতিষ্ঠান আকার :  ছোট  মাঝারি  বড়
- ৪.৪ মালিকানার ধরন :  ব্যক্তি  যৌথ  সমবায়  অন্যান্য
- ৪.৫ প্রতিষ্ঠান ব্যবস্থাপনার ধরন :  সরকারি  আধা-সরকারি  বেসরকারি  বহুজাতিক  এনজিও

### খ. গ্রাজুয়েটদের বর্তমান কর্ম-অবস্থা বিষয়ক

৫. আপনার প্রতিষ্ঠানে দাখিল (ভোকেশনাল) সম্পন্নকারীদের কোন কোন পদে কাজের সুযোগ রয়েছে (যে কয়টি রয়েছে)?  
ক. \_\_\_\_\_ খ. \_\_\_\_\_ গ. \_\_\_\_\_ ঘ. \_\_\_\_\_
৬. আপনার প্রতিষ্ঠানে কোন কোন ট্রেড/পেশা ভিত্তিক কাজের সুযোগ রয়েছে (যে কয়টি রয়েছে)?  
ক. \_\_\_\_\_  
খ. \_\_\_\_\_  
গ. \_\_\_\_\_  
ঘ. \_\_\_\_\_  
ঙ. \_\_\_\_\_

৭. নারী/প্রতিবন্ধীদের জন্য চাকুরির ক্ষেত্রে অগ্রাধিকার বিবেচ্য হয় কি না?  হ্যাঁ  না

### গ. কর্মচারীদের কর্ম সঙ্কষ্টি বিষয়ক

৮. আপনার প্রতিষ্ঠানে কর্মীরা সপ্তাহে কত দিন কাজ করে? (লিখুন): \_\_\_\_\_ দিন
৯. তারা দৈনিক কত ঘন্টা কাজ করেন? (লিখুন): \_\_\_\_\_ ঘন্টা
১০. আপনার প্রতিষ্ঠানে চাকুরীর নিয়ম-কানুন বা বিধি বিধান আছে কি?  হ্যাঁ  না
- ১০.১ হ্যাঁ হলে, আপনার কর্মীরা এই নিয়ম-কানুন বা বিধি বিধান সম্পর্কে অবগত কি?  হ্যাঁ  না
- ১০.২ নারীদের অগ্রাধিকার/আলাদা সুযোগ রয়েছে কি না?  হ্যাঁ  না
- ১০.৩ প্রতিবন্ধীদের আলাদা সুযোগ রয়েছে কি না?  হ্যাঁ  না
১১. আপনার প্রতিষ্ঠানে কর্মীদের ওভার টাইম সুবিধা আছে কি?  হ্যাঁ  না

১১.১ হ্যাঁ হলে, একজন কর্মী দৈনিক সর্বোচ্চ কত ঘন্টা ওভার টাইম কাজ করার সুযোগ পায়? (লিখুন): \_\_\_ ঘন্টা

১২. আপনার প্রতিষ্ঠানে দাখিল (ভোকেশনাল) সনদপ্রাপ্ত এবং দাখিল (ভোকেশনাল) সনদ ব্যতীত কর্মীদের চাকুরীর শুরুতে মাসিক বেতনে কোন পার্থক্য আছে কী?

হ্যাঁ  না

১২.১ হ্যাঁ হলে, কার বেতন বেশি?  দাখিল (ভোকেশনাল) সনদসহ  দাখিল (ভোকেশনাল) সনদ ব্যতীত

১৩. আপনার প্রতিষ্ঠানে কর্মীদের মাসিক মূল বেতন ছাড়া অন্যান্য সুবিধাসমূহ ও সমষ্টি (যদি থাকে):

ক্রমিক	সুবিধাসমূহ	আছে	নাই	আছে হলে, কর্মীদের সমষ্টির মাত্রা চিহ্নিত করুন			
				৮০% এর বেশি	৬০%-৮০%	৪০%-৬০%	৪০% এর নিচে
১.	উৎসব ভাতা (Festival Allowance)						
২.	বাৎসরিক বেতন বৃদ্ধি (Increment)						
৩.	পদোন্নতি (Promotion)						
৪.	দক্ষতার প্রণদনা (Performance Incentives)						
৫.	উৎসাহমূলক ভাতা (Motivational Benefits)						
৬.	চিকিৎসা ভাতা (Medical Allowances)						
৭.	অন্যান্য (লিখুন):						

১৪. আপনার প্রতিষ্ঠানে সুবিধাদি সম্পর্কিত কর্মীদের সমষ্টি (টিক চিহ্ন দিন):

ক্রমিক	সুবিধাদি	সমষ্টির মাত্রা				
		৮০% এর বেশি	৬০%-৮০%	৪০%-৬০%	৪০% এর নিচে	প্রযোজ্য নয়
১.	সাপ্তাহিক কর্ম দিবস					
২.	সাপ্তাহিক ছুটি					
৩.	দৈনিক কর্ম ঘন্টা					
৪.	কর্ম ঘন্টা অনুসারে বেতন					
৫.	শ্রান্তি বিনোদন ভাতা					
৬.	চিত্ত বিনোদনের ব্যবস্থা					
৭.	সামাজিক অবস্থান বা স্বীকৃতি					
৮.	কোর্সের লেখাপড়ার সাথে কাজের সামঞ্জস্যতা					
৯.	চাকুরীর নিরাপত্তা					
১০.	চাকুরীর নিয়ম-কানুন বা বিধি বিধান					
১১.	মাতৃত্বকালীন ছুটি					
১২.	কর্মক্ষেত্রের পরিবেশ					
	কাজের পরিবেশ					
	নারী-পুরুষ সকলের জন্য সহায়ক					
	নারী-পুরুষ সকলের জন্য নিরাপদ					
	সহকর্মীদের মধ্যে যৌন নিপীড়ন বিষয়ক সচেতনতা					
	কাজ সংশ্লিষ্ট সমস্যা সম্পর্কে সহকর্মীদের সাথে মত বিনিময়ের সুযোগ					
	কাজ সংশ্লিষ্ট সমস্যা সম্পর্কে আপনার সাথে মত বিনিময়ের সুযোগ					
১৩.	কর্মক্ষেত্রে অবকাঠামোগত সুবিধাদি				আছে	নাই
	কর্মীদের নিজেদের ছেলে-মেয়েদের জন্য ডে-কেয়ার সেন্টার					
	নারী-পুরুষের জন্য আলাদা আলাদা টয়লেট					
	নিরাপদ/বিশুদ্ধ খাবার পানির সুবিধা					
	নারীদের জন্য স্বাস্থ্যগত সুবিধাদি					
	প্রতিবন্ধীদের জন্য প্রয়োজনীয় সুবিধা					
	প্রাথমিক চিকিৎসা প্রদানের পর্যাগুতা					
	কাজ সংশ্লিষ্ট প্রয়োজনীয় যন্ত্রপাতির পর্যাগুতা					
	কাজ সংশ্লিষ্ট নিরাপত্তা সংশ্লিষ্ট সরঞ্জামাদির ব্যবহার					
	কাজ সংশ্লিষ্ট নিরাপত্তা সংশ্লিষ্ট সরঞ্জামাদির পর্যাগুতা					
১৪.	আবাসন সুবিধা					
১৫.	যাতায়াতের জন্য পরিবহন সুবিধা					
১৬.	প্রতিষ্ঠানের নিজস্ব ক্যান্টিন					
১৭.	ইনস্যুরেন্স সুবিধা					
১৮.	প্রতিষ্ঠানের নিজস্ব চিকিৎসা সুবিধা					

১৫. আপনার প্রতিষ্ঠানে কর্মীদের পেশাগত স্বাস্থ্য ও নিরাপত্তা জনিত প্রশিক্ষণের ব্যবস্থা আছে কি?  হ্যাঁ  না

১৫.১ হ্যাঁ হলে, কোন কোন প্রশিক্ষণের ব্যবস্থা রয়েছে?

১৫.২ আপনার কর্মীরা এই প্রশিক্ষণ পেয়েছেন কি?  হ্যাঁ  না

১৫.৩ এই প্রশিক্ষণে কর্মীরা কতটা সন্তুষ্ট  পুরোপুরি  আংশিক  মোটামুটি  সন্তুষ্ট নয়

১৬. আপনার প্রতিষ্ঠানের দাখিল (ভোকেশনাল) সম্পন্নকারী কর্মীদের চাকুরী পরিবর্তনের (অন্য প্রতিষ্ঠানে) প্রবণতা কেমন?  
 খুব বেশি  বেশি  কম  খুব কম

১৬.১ এর কারণ কী কী বলে আপনার মনে হয়? (সর্বোচ্চ ২টি লিখুন):

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

১৭. আপনার প্রতিষ্ঠানের দাখিল (ভোকেশনাল) সম্পন্নকারী কর্মীদের পেশা পরিবর্তনের প্রবণতা কেমন?

খুব বেশি  বেশি  কম  খুব কম

১৭.১ এর কারণ কী কী বলে আপনার মনে হয়? (সর্বোচ্চ ২টি লিখুন):

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

১৮. আপনার প্রতিষ্ঠানে কর্মরত দাখিল (ভোকেশনাল) সম্পন্নকারী কর্মীদের সামাজিক অবস্থান বা স্বীকৃতি কিরূপ?

খুব ভালো  ভালো  তেমন ভালো  একেবারেই ভালো না

১৮.১ এর কারণ কী কী বলে আপনার মনে হয়? (সর্বোচ্চ ২টি লিখুন):

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

১৮.২ এদের সামাজিক স্বীকৃতি বৃদ্ধিতে কী কী করা উচিত বলে আপনার মনে হয়? (সর্বোচ্চ ২টি লিখুন):

ক. \_\_\_\_\_  
খ. \_\_\_\_\_

১৯. আপনার প্রতিষ্ঠানে কর্মরত কর্মীদের জ্ঞান, দক্ষতা ও পারদর্শিতা সম্পর্কে আপনার সন্তুষ্টি (টিক চিহ্ন দিন):

ক্রমিক	জ্ঞান, দক্ষতা ও পারদর্শিতা	সন্তুষ্টির মাত্রা			
		৮০% এর বেশি	৬০%-৮০%	৪০%-৬০%	৪০% এর নিচে
১.	কাজ সম্পর্কিত তাত্ত্বিক জ্ঞান				
২.	কাজের দক্ষতা				
৩.	কাজের প্রতি একগ্রহতা				
৪.	কাজের প্রতি আগ্রহ				
৫.	কাজের প্রতি দৃষ্টিভঙ্গি				
৬.	কম্পিউটার দক্ষতা				
৭.	গাণিতিক দক্ষতা				
৮.	যোগাযোগ দক্ষতা				
৯.	কাজ বোঝার দক্ষতা				
১০.	সময়মত প্রদত্ত কাজ সম্পাদন করার দক্ষতা				
১১.	প্রদত্ত কাজ বুঝিয়ে দেওয়ার দক্ষতা				
১২.	সৃজনশীল চিন্তা				
১৩.	সমস্যা সমাধানের আগ্রহ				
১৪.	সমস্যা সমাধানের দক্ষতা				
১৫.	চ্যালেঞ্জ নেওয়ার মনোভাব				
১৬.	উদ্ভাবনী শক্তি				
১৭.	কাজের গুণগত মান				
১৮.	উৎপাদনশীলতা				

১৯.	দায়িত্ববোধ				
২০.	সময়নিষ্ঠতা				
২১.	নিয়মানুবর্তিতা				
২২.	সততা				
২৩.	শৃঙ্খলাবোধ				
২৪.	পারস্পরিক সহযোগিতার মনোভাব				
২৫.	নেতৃত্বের ক্ষমতা				
২৬.	পারস্পরিক সম্মানবোধ				
২৭.	নতুন এবং অনাকাঙ্ক্ষিত পরিস্থিতিতে খাপ খাইয়ে নেওয়ার ক্ষমতা				
২৮.	প্রত্যাশা অনুযায়ী কাজ করার সক্ষমতা				
২৯.	নতুন প্রশিক্ষণে আগ্রহ				

২০. আপনার প্রতিষ্ঠানের দাখিল (ভোকেশনাল) গ্রাজুয়েট এবং সাধারণ কর্মীদের মধ্যে কাজের দক্ষতার ভিত্তিতে কাকে এগিয়ে রাখবেন?

দাখিল (ভোকেশনাল) গ্রাজুয়েট কর্মী  সাধারণ কর্মী

২০.১ আপনার মতামতের কারণ কী:

ক. \_\_\_\_\_

খ. \_\_\_\_\_

২১. সামগ্রিকভাবে আপনার প্রতিষ্ঠানের দাখিল (ভোকেশনাল) গ্রাজুয়েট কর্মীদের জ্ঞান, দক্ষতা ও দৃষ্টিভঙ্গি সম্পর্কে আপনার মতামত উল্লেখ করুন:

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ঘ. শিক্ষাক্রম ও সিলেবাস বিষয়ক

২২. আপনার প্রতিষ্ঠানে কর্মরত দাখিল (ভোকেশনাল) গ্রাজুয়েটগণ যেসব দক্ষতা অর্জন করে এসেছে বলে আপনার মনে হয় সেগুলো উল্লেখ করুন:

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২৩. আপনার প্রতিষ্ঠানের জন্য দাখিল (ভোকেশনাল) গ্রাজুয়েটদের কাছ থেকে কোন কোন দক্ষতা আপনি প্রত্যাশা করেন:

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২৪. এসব দক্ষতা শ্রম বাজারের কাজের চাহিদার সাথে কতটা সংগতিপূর্ণ?

পুরোপুরি  আংশিক  মোটামোটি  একবারেই না

২৫. দাখিল (ভোকেশনাল) কোর্সের গ্রাজুয়েটগণ কতটুকু হাতে-কলমে শিক্ষা নিয়ে এসেছে বলে মনে হয়?

পুরোপুরি  আংশিক  মোটামোটি  একবারেই না

২৬. বাস্তব ক্ষেত্রে গ্রাজুয়েটদের কাজ দেখে আপনার কাছে মনে হয়েছে কি যে, কোর্স চালাকালীন গ্রাজুয়েটদের আরো কিছু দক্ষতা অর্জন করা দরকার ছিল?

হ্যাঁ  না

২৬.১ হ্যাঁ হলে, কী কী বিষয় দক্ষতা অর্জন করা দরকার ছিল বলে মনে করেন (২টি লিখুন)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

২৭. দাখিল (ভোকেশনাল) গ্রাজুয়েটগণ যে যে দক্ষতা অর্জন করে এসেছেন তা কি সেবা গ্রহীতার চাহিদা পূরণে যথেষ্ট বলে মনে করেন?

হ্যাঁ  না

২৭.১ না হলে, কেন যথেষ্ট নয় বলে মনে করেন?

২৭.১ সেবা গ্রহীতার চাহিদা পূরণের জন্য গ্রাজুয়েটদের আর কোন কোন দক্ষতা অর্জন করা দরকার বলে মনে করেন?

২৮. ভোকেশনাল গ্রাজুয়েটগণ যে কোর্স সম্পন্ন করে এসেছেন তা চাকুরীদাতা হিসেবে আপনার কাছে কতটা গ্রহণযোগ্য?

পুরোপুরি  আংশিক  সামান্য  একেবারেই না

২৮.১ কেন? \_\_\_\_\_

২৯. আপনি গ্রাজুয়েটদের অর্জিত দক্ষতাসমূহ কাজের ক্ষেত্রে প্রয়োগ করার স্বাধীনতা দেন কি?  হ্যাঁ  না

৩০. আপনার কি কখনো মনে হয়েছে যে, আপনার নির্দেশনা এবং গ্রাজুয়েটদের অর্জিত দক্ষতার মধ্যে পার্থক্য রয়েছে?

হ্যাঁ  না

৩০.১ হ্যাঁ হলে, কী কী পার্থক্য রয়েছে? \_\_\_\_\_

৩১. বর্তমান শ্রম বাজার বিবেচনায় গ্রাজুয়েটদের আর কী কী জ্ঞান ও দক্ষতা অর্জন করা প্রয়োজন বলে মনে করেন?

### ঙ. শ্রমবাজারে কাজের চাহিদা বিষয়ক

৩২. দাখিল (ভোকেশনাল) কোর্সে গ্রাজুয়েটরা যে ট্রেড সম্পন্ন করেছে তা সংশ্লিষ্ট কাজের সুযোগ দেশীয় বাজারে আছে কি?

হ্যাঁ  না

৩২.১ হ্যাঁ হলে, উক্ত সুযোগের ধরন:

চাকুরী  আত্ম-কর্মসংস্থান

৩২.২ এই সুযোগসমূহ কোন এলাকায় বেশি?

সিটি কর্পোরেশন  পৌরসভা  উপজেলা সদর (পৌরসভা ব্যতীত)  গ্রাম

৩২.৩ এই সুযোগ পর্যাপ্ত কি?

হ্যাঁ  না

৩২.৪ আপনি আপনার প্রতিষ্ঠানে চাকুরী প্রদানের ক্ষেত্রে দাখিল (ভোকেশনাল) সার্টিফিকেট কতটুকু গুরুত্ব দিয়ে থাকেন?

খুব বেশি  বেশি  কম  খুব কম  একে বারেই না

৩২.৪.১ মতামতের পক্ষে কারণ উল্লেখ করুন: \_\_\_\_\_

৩২.৫ আপনার প্রতিষ্ঠানের সাথে দাখিল (ভোকেশনাল) পরিচালানাকারী এই প্রতিষ্ঠানগুলোর কোন যোগাযোগ আছে কি না?

হ্যাঁ  না

৩২.৬ আপনার প্রতিষ্ঠানের সমজাতীয় অন্যান্য প্রতিষ্ঠানের সাথে আপনার যোগাযোগ আছে কি না?

হ্যাঁ  না

৩২.৭ দেশীয় শ্রম বাজারে দাখিল (ভোকেশনাল) গ্রাজুয়েটদের কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী? (২টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩৩. দাখিল (ভোকেশনাল) গ্রাজুয়েটরা যে ট্রেড সম্পন্ন করেছে তা সংশ্লিষ্ট কাজের সুযোগ দেশের বাইরের বাজারে আছে কি?

হ্যাঁ  না

৩৩.১ হ্যাঁ হলে, কী কী সুযোগ রয়েছে? \_\_\_\_\_

৩৩.২ হ্যাঁ হলে, এই কাজের সুযোগ সম্পর্কে কীভাবে জেনেছেন? \_\_\_\_\_

৩৩.৩ কোন কোন দেশে এই সুযোগ বেশি বলে আপনি মনে করেন (৩টি দেশের নাম লিখুন)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

গ. \_\_\_\_\_

৩৩.৪ এই সুযোগ পর্যাপ্ত কি?  হ্যাঁ  না

৩৩.৫ দেশের বাইরের শ্রম-বাজারে চাকুরীর ক্ষেত্রে দাখিল (ভোকেশনাল) সার্টিফিকেট কতটুকু গুরুত্ব পেয়ে থাকে বলে আপনি মনে করেন?

খুব বেশি

বেশি

কম

খুব কম

একেবারেই না

৩৩.৫.১ মতামতের পক্ষে কারণ উল্লেখ করুন: \_\_\_\_\_

৩৩.৬ দেশের বাইরের শ্রম-বাজারে কাজের সুযোগ বৃদ্ধিতে আপনার পরামর্শ কী (২টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

### চ. উচ্চ শিক্ষার সুযোগ বিষয়ক

৩৪. কারিগরি শিক্ষা ধারায় উচ্চতর শিক্ষার কোন সুযোগ আছে কি?  হ্যাঁ  না

৩৪.১ হ্যাঁ হলে, কী কী ধরনের শিক্ষার সুযোগ আছে বলে আপনি জানেন? \_\_\_\_\_

৩৫. আপনি কি মনে করেন কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে গ্রাজুয়েটদের কর্ম দক্ষতা আরও বৃদ্ধি পাবে?

হ্যাঁ  না

৩৫.১ হ্যাঁ হলে, কীভাবে? \_\_\_\_\_

৩৫.২ না হলে, কেন? \_\_\_\_\_

৩৬. আপনি কি মনে করেন, বাংলাদেশের প্রেক্ষাপটে কারিগরি শিক্ষায় উচ্চশিক্ষার প্রয়োজন আছে?

হ্যাঁ  না

৩৬.১ হ্যাঁ হলে, কোন ধরনের উচ্চশিক্ষার প্রয়োজন আছে বলে মনে করেন? \_\_\_\_\_

৩৬.২ না হলে, কেন উচ্চশিক্ষার প্রয়োজন নেই বলে মনে করেন? \_\_\_\_\_

৩৭. কারিগরি শিক্ষা ধারায় উচ্চশিক্ষায় ভর্তির ক্ষেত্রে প্রতিবন্ধকতাসমূহ উল্লেখ করুন (২টি):

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩৮. কারিগরি শিক্ষায় উচ্চশিক্ষা গ্রহণ করলে তা কর্মক্ষেত্রে পেশাগত অগ্রগতির বা পদোন্নতির জন্য সহায়ক হিসেবে কাজ করে কি?

হ্যাঁ  না

৩৮.১ হ্যাঁ হলে, কীভাবে? \_\_\_\_\_

৩৮.২ না হলে, কেন? \_\_\_\_\_

৩৯. কারিগরি শিক্ষা ধারায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি বৃত্তি/প্রণোদনার ব্যবস্থা আছে কি?

হ্যাঁ  না

৩৯.১ হ্যাঁ হলে, কী কী ব্যবস্থা রয়েছে (২টি)?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৩৯.২ এই প্রণোদনা পর্যাপ্ত মনে করেন কি?

হ্যাঁ  না

৩৯.২.১ না হলে, কীভাবে এই প্রণোদনা বৃদ্ধি করা যায়?

ক. \_\_\_\_\_

খ. \_\_\_\_\_

৪০. দাখিল (ভোকেশনাল) শিক্ষায় উচ্চশিক্ষা গ্রহণে উৎসাহিত করার জন্য সরকারি বা বেসরকারি পর্যায়ে কী কী ব্যবস্থা গ্রহণ করা দরকার বলে মনে করেন? (লিখুন):

\_\_\_\_\_

\_\_\_\_\_

**ছ. এনটিভিকিউএফ সনদপ্রাপ্তদের দক্ষতা বিষয়ক**

৪১. আপনি এনটিভিকিউএফ সম্পর্কে অবগত কি?

হ্যাঁ  না

(যদি না হয়, তবে এই অংশটি এখানেই শেষ করুন এবং সরাসরি ৫৮ নং প্রশ্নে যান)

৪২. আপনার প্রতিষ্ঠানে এনটিভিকিউএফ সনদপ্রাপ্ত কোন কর্মী আছে কি?

হ্যাঁ  না

৪২.১ হ্যাঁ হলে, আপনার প্রতিষ্ঠানের এনটিভিকিউএফ সনদপ্রাপ্ত এবং দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মীদের মধ্যে কাজের দক্ষতার ভিত্তিতে কাকে এগিয়ে রাখবেন?

দাখিল (ভোকেশনাল) সনদপ্রাপ্ত কর্মী

এনটিভিকিউএফ সনদপ্রাপ্ত কর্মী

দাখিল (ভোকেশনাল) ও এনটিভিকিউএফ সনদপ্রাপ্ত কর্মী

৪২.১.২ আপনার মতামতের কারণ: \_\_\_\_\_

৪৩. সামগ্রিকভাবে আপনার প্রতিষ্ঠানের এনটিভিকিউএফ সনদপ্রাপ্ত কর্মীদের জ্ঞান, দক্ষতা ও দৃষ্টিভঙ্গি সম্পর্কে আপনার সম্বৃষ্টি উল্লেখ করুন:

\_\_\_\_\_

৪৪. দাখিল (ভোকেশনাল) কোর্সকে এনটিভিকিউএফ-এর আঙ্গিকে পরিমার্জনের ক্ষেত্রে কী করণীয় বলে আপনার মনে হয়?

\_\_\_\_\_

আপনাকে অসংখ্য ধন্যবাদ