



Technical and Vocational Education and Training

Institution Census 2015



Bangladesh Bureau of Statistics (BBS)
Statistics and Informatics Division (SID)
Ministry of Planning

(A Joint initiative of BBS and NSDC Secretariat)



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Minister
Ministry of Planning
Government of the People's Republic of Bangladesh

Message

I am very pleased to know that Bangladesh Bureau of Statistics (BBS) has conducted the census entitled 'Technical and Vocational Education and Training (TVET) Institution Census 2015'. BBS has conducted many surveys and censuses but this is the first ever comprehensive TVET data collection initiative in the country and BBS has quite successfully steered the challenging initiative.

This report provides baseline information on TVET Institution. Development of an exhaustive database and sampling frame is another output of this census. The census covers a very specific spectrum of learning activities as the scope of the census is to collect detailed information of the Institutions providing technical and vocational education and training activities. Issues covered were types of activity, types of institution, approval status of courses and training offered, ownership of the institution, admission, students, seat capacity, facilities provided, challenges encountered and suggestions to improve the quality of TVET in Bangladesh.

I would like to thank Mr. K M Mozammel Hoq, Secretary, Statistics and Informatics Division (SID) and Mr. Mohammad Abdul Wazed, Director General of Bangladesh Bureau of Statistics for undertaking the census. I express thanks to Mr. ABM Khorshed Alam, Chief Executive Officer, National Skills Development Council Secretariat for generous support in undertaking the census.

I believe the information contained in this report will provide a complete picture of the TVET Institution of the country and will be useful to the researchers, academicians, stakeholders, development partners and policy makers for improving the TVET sub-sector in Bangladesh.

Dhaka
August, 2016

AHM Mustafa Kamal, FCA, MP



State Minister
Ministry of Labour and Employment
Government of the People's Republic of Bangladesh

Message

I am glad to know that various programmes on skills development have been adopted to transform the vast human resources of the country into skilled manpower through skills training for implementing the "Vision-2021" of the present government. The aim of this census is to prepare a database of the existing TVET institutions. Besides, specific data on identifying the existing problems/obstacles of the TVET institutions, training on how many trades have been being delivered to develop the standard of the institutions etc. will be collected.

With this end in view, NSDC Secretariat under the Ministry of labour and Employment has prepared different work strategies to coordinate among the skills concerned 23 ministries and 32 public and private organizations as well as on technical education and training related to technical and vocational education. Still there is on dependable informative database regarding different technical and vocational education and training institutions the country. in order to NSDC fulfill this demand NSDC Secretariat and BBS are conducting the TVET Census 2015 jointly with financial assistance from the government.

It is my firm belief that the TVET Census 2015 on the TVET Institutions will play an important role in the policy making level of the government as well as to take appropriate steps in developing infrastructure of the TVET institutions, skills development of the teachers and trainer's of TVET institutions.

I wish all the success of the TVET Census 2015.


(Md. Mujibul Haque)
M.P



State Minister
Ministry of Finance and Ministry of Planning
Government of the People's Republic of Bangladesh

Message

It gives me immense pleasure to note that Bangladesh Bureau of Statistics (BBS) with financial assistance from the National Skills Development Council (NSDC) Secretariat has conducted the census entitled 'Technical and Vocational Education and Training (TVET) Institution Census 2015' to meet the need for information regarding better monitoring and development of the TVET sub-sector.

This is the first full-fledged national census of its kind in Bangladesh with baseline information gathered on TVET Institution and has set the stage for further in-depth research studies. The census has aimed at collecting detailed data on the TVET institution across the country.

I would like to thank all those who have been associated with this census activities and preparation of the report, particularly Mr. K M Mozammel Hoq, Secretary, Statistics and Informatics Division (SID), Mr. Mohammad Abdul Wazed, Director General, Bangladesh Bureau of Statistics, Mr. Ghose Subobrata, Director, Industry & Labour Wing, BBS and Mr. Kabir Uddin Ahmed, Joint Director and the Focal Point of the census.

Finally, I express my thanks and gratitude to the Chief Executive Officer, NSDC Secretariat, Dhaka for financial support for the census.

Dhaka
August, 2016

M. A. Mannan, MP



Secretary
Ministry of Labour and Employment
Government of the People's Republic of Bangladesh

Message

The Technical and Vocational Education and Training (TVET) Institutions Census has been successfully conducted jointly by Bangladesh Bureau of Statistics (BBS) and National Skills Development Council (NSDC) Secretariat.

This census is important for disseminating the real picture regarding skill development programmes in TVET sectors of Bangladesh. To modernized TVET sector and improvement of infrastructure of the related institutes and to conduct nationally and internationally recognized courses in the TVET institution, this census will play a pivotal rule

The data and information of this census will considered a important reference in the policy making levels of the government. I strongly believe this census and its report will be a mile stone regarding the skills development of peoples of the Bangladesh through technical and vocational training.

I congratulate and thanks to all the officials involved in the TVET Institution Census-2105.



(Mikail Shipar)



Secretary

Statistics and Informatics Division (SID)
Ministry of Planning
Government of the People's Republic of Bangladesh

Foreword

TVET Institution Census 2015 presents the current statistics on the technical and vocational education and training in Bangladesh. This is the first census regarding TVET Institution conducted by Bangladesh Bureau of Statistics. As the census has been successfully completed, we are proud to share its findings to policy makers, administrators, social partners, civil society, research organizations, academicians and other stakeholders.

No comprehensive and exhaustive database on TVET Institution exists in the country and that's why it was inevitable to conduct a census on the TVET Institution to get baseline information on the TVET sector in Bangladesh.

I would like to express my sincere appreciation to Mr. Mohammad Abdul Wazed, Director General of Bangladesh Bureau of Statistics, and Mr. Kabir Uddin Ahmed, Joint Director and the Focal Point of TVET Institution Census 2015 for their contributions and hard work. The members of the Steering Committee deserve special thanks for the guidelines they provided to complete the census successful. The generous support and co-operation provided by the concerned respondents are also highly acknowledged.

I gratefully acknowledge and appreciate the co-operation of Mr. ABM Khorshed Alam, the CEO of NSDC Secretariat as well as all parties in making this census a success. The National Skills Development Council secretariat deserves commendable thanks for providing financial and technical assistance in implementation of the census.

Dhaka
August 2016

K M Mozammel Hoq



*Chief Executive Officer
(Additional Secretary)
NSDC Secretariat
423-428 Teggaon, Dhaka*

Message

I feel satisfied knowing that finally the long awaited report on “TVET Institution Census 2015” is being published by Bureau of Statistics (BBS) with the financial support from National Skills Development Council (NSDC) Secretariat under the Ministry of Labour and Employment.

NSDC is the apex body to coordinate, supervise and monitor all the activities in Technical and Vocational Education and Training (TVET) Sector in Bangladesh. Though TVET has been being taught and practiced for a long time in Bangladesh, there is no authentic statistics regarding different data in this sector. This is the first time in the history of TVET sector NSDC Secretariat conceptualized “TVET Institution Census 2015” to have baseline information of the TVET sector for developing an exhaustive database of TVET Institutions. Besides, this census will help us to find the gaps between graduates produced in the training institutes and demanded by the employers. The census has been conducted by BBS with rigorous effort.

Various data on the number of technical and vocational education and training institutes, enrollment of students and trainees, number of courses/trades and technologies taught, location of the institutes, qualifications of the teachers and trainers, number of male and female students and trainees, source of financing of the institutes, type of the institutes, means of evaluation and certification of the students and trainees and so many other important fields.

I strongly believe that data collected in this census will come in use for different ministries, departments and development partners who are associated with TVET in Bangladesh, planning commission, researchers, teachers, students, parents, employers, training providers and many others concerned.

It is my privilege to convey my heartfelt thanks to the officers and employees of NSDC Secretariat and BBS who took the pains in making the “TVET Institution Census 2015” true through publishing the report.

I wish all the successes of “TVET Institution Census-2015”

A B M Khorshed Alam
Chief Executive Officer (Additional Secretary)



Director General
Bangladesh Bureau of Statistics
Ministry of Planning
Government of the People's Republic of Bangladesh

Preface

Bangladesh Bureau of Statistics (BBS) has conducted the TVET Institution Census 2015 for the first time with the collaboration of National Skill Development Council (NSDC) secretariat. The census was undertaken to provide baseline data on Technical and Vocational Education and Training (TVET) Institutions. Specific objectives of the Census were to provide detail information of TVET providers; to develop an exhaustive database of TVET Institution; and to develop sampling frame of TVET Institution.

This report presents the characteristics and the current situation in different aspects of TVET Institution in Bangladesh. The strengths, facilities and challenges were also highlighted in this report. It is hoped that the information contained in this report will provide a complete picture of the TVET Institution and will be useful to the researchers, academics, stakeholders and policy makers for improving the quality of technical and vocational education and training sector in the country.

I would like to thank all those who were associated with these census activities, particularly Mr. Kabir Uddin Ahmed, Joint Director and the Focal Point of the census and his team members Mr. Md. Akther Hossain, Deputy Director and Mr. Jahid Hasan, Statistical Officer for their constant effort. Mr. Ghose Subobrata deserves special thanks for coordinating the census activities as the Director of the Industry & Labour Wing, BBS.

Finally, sincere appreciation goes to the respected members of the Steering committee, technical committee and the working group for their guidance and technical inputs for proper implementation of the census activities. I express my thanks and gratitude to the Chief Executive Officer (CEO) of NSDC Secretariat for financial and technical support for undertaking and successful completion of the census.

Suggestion and comments for improvement of this report will be highly appreciated.

Dhaka
August, 2016

Mohammad Abdul Wazed

Acknowledgements

Kindly permit me to express my profound regards and deep sense of gratitude to the Secretary, Statistics and Informatics Division (SID) and the Director General, Bangladesh Bureau of Statistics (BBS) who have suggested numerous improvements to the census report. Their experience of varying backgrounds, interest in and knowledge of the subject, helped to shape the text and numbers into its final form.

Special thanks to the members of the Steering Committee, Technical Committee and the Working group for their valuable inputs and guidelines in undertaking the census. Thanks to the Mr. Ghose Subobrata, Director, Mr. Md. Akther Hossain, Deputy Director, Ms. Aziza Rahman, Deputy Director, Mr. Jahid Hasan, Statistical Officer, Ms. Asma Akhter, Statistical Officer, Ms. Nayma Akter, Statistical Officer, Md. Khairul Islam, Assistant Statistical Officer, Mr. Abdul Matin Howlader, Assistant Statistical Officer deserve commendable thanks who worked hard with me in analyzing complex census data. I owe a great debt to the members of the Editors forum of BBS and Report review committee who took strains to devotedly go through the draft manuscript to finalize the report. I am very grateful to the stakeholders who have provided their comments and suggestions for improvement of the report.

Mr. Md. Quamruzzaman, Deputy Director of NSDC Secretariat, Mr. SM Shahajahan, Deputy Director of BTEB and Mr. Hari Pada Das, TVET Programme specialist of ILO Dhaka Office deserve special thanks for their technical inputs throughout the census period.

Despite extending every effort to bring an error-free text and numbers, some errors may find their way into the report. We will be grateful to the users who have comments or suggestions and send their remarks to the Director General of Bangladesh Bureau of Statistics to improve the quality of report in future.

Dhaka
August, 2016



Kabir Uddin Ahmed
Joint Director & Focal Point

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Abbreviations

BBS	Bangladesh Bureau of Statistics
BDS	Bachelor of Dental Surgery
BM	Business Management
BNFE	Bureau of Non-Formal Education
BSc	Bachelor of Science
BSIC	Bangladesh Standard Industrial Classification
BTEB	Bangladesh Technical Education Board
DTE	Directorate of Technical Education
ECNSDC	Executive Committee on National Skills Development Council
HSC	Higher Secondary Certificate
ISC	Industry Skills Council
ISCO	International Standard Classification of Occupation
ISIC	International Standard Industrial Classification
MBBS	Bachelor of Medicine and Bachelor of Surgery
MoLE	Ministry of Labour and Employment
MPO	Monthly Pay Order
MSc	Masters of Science
NGO	Non-Government Organization
NSDC	National Skills Development Council
NSDCS	National Skills Development Council Secretariat
NSDP	National Skills Development Policy
NSO	National Statistical Organization
NTVQF	National Technical and Vocational Qualification Framework
PhD	Doctor of Philosophy
SID	Statistics and Informatics Division
SSC	Secondary School Certificate
TSC	Technical School and College
TTC	Technical Training Centers
TVET	Technical and Vocational Education and Training
UDC	Union Digital Center
UISC	Union Information and Service Center
UNESCO	United Nations Educational, Scientific and Cultural Organization
Voc	Vocational
VTE	Vocational Training and Education
VTI	Vocational Training Institute

Key Findings

TVET Institution by locality and year

Locality	Before 1971	Up to1990	Up to2008	Up to2015
Rural	557	1104	3068	5901
Urban	694	1696	4487	7262
Total	1251	2800	7555	13163

TVET Institution by division and locality

Division		Rural	Urban	Total
Bangladesh Total	Number	5901	7262	13163
	%	100.0	100.0	100.0
Barisal	Number	407	385	792
	%	6.9	5.3	6.0
Chittagong	Number	813	1146	1959
	%	13.8	15.8	14.9
Dhaka	Number	1456	2654	4110
	%	24.7	36.5	31.2
Khulna	Number	952	900	1852
	%	16.1	12.4	14.1
Rajshahi	Number	994	1097	2091
	%	16.8	15.1	15.9
Rangpur	Number	1017	679	1696
	%	17.2	9.4	12.9
Sylhet	Number	262	401	663
	%	4.4	5.5	5.0

Seat capacity and students by type of course

(Number in '000)

Type of Course	Seat capacity	Admission	Examinee	Passed
Diploma programme	172	154	143	131
HSC Vocational /Business Management	184	143	129	115
SSC Vocational	208	167	139	136
Basic course/Short training	517	1301	1348	1331
Bangladesh total	1082	1764	1759	1713

Employed persons by status in employment and type

Category of Employment	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Teachers/trainers	74043	57032	17011	323	9327
Staffs	54033	44665	9368	158	3347
Others	2328	1417	911	21	569
Total	130404	103114	27290	502	13243

TVET institution by activity type and locality

Activity Types		Rural	Urban	Total
Education Institution	Number	2,504	1,921	4,425
	%	42.4	26.4	33.6
Training Institution	Number	1,359	3,364	4,723
	%	23.0	46.3	35.9
Education and Training Institution	Number	227	1,092	1,319
	%	3.8	15.0	10.0
Union Digital Center and TVET provider	Number	1,627	164	1,791
	%	27.6	2.3	13.6
Office and TVET provider	Number	149	593	742
	%	2.5	8.2	5.6
Other Institution and TVET provider	Number	35	128	163
	%	0.6	1.8	1.2
Bangladesh Total	Number	5901	7262	13163
	%	100.0	100.0	100.0

TVET institution by ownership and locality

Ownership Types		Rural	Urban	Total
Government/Semi Government /Autonomous	Number	358	1,373	1,731
	%	20.7	79.3	13.2
MPO	Number	1,455	1,062	2,517
	%	57.8	42.2	19.1
Non-MPO	Number	991	632	1,623
	%	61.1	38.9	12.3
Individual Ownership	Number	2,883	3,430	6,313
	%	45.7	54.3	48.0
Partnership	Number	143	574	717
	%	19.9	80.1	5.4
Corporate/Trustee Board	Number	36	125	161
	%	22.4	77.6	1.2
Joint Venture /Foreign	Number	35	66	101
	%	34.7	65.3	0.8

Executive Summary

Bangladesh observed an increased need for technological and industrial skills in the last few decades, and alongside the country witnessed a rapid expansion in Technical and Vocational Education and Training (TVET) providers, both in the public and private sectors. But a substantial gap persists between the industry skills requirements and the supply of trained and competent human capital. A complete picture of the country's TVET system is a must - to create a pool of highly skilled, competent, productive, and employable technical and vocational human resources.

Bangladesh Bureau of Statistics (BBS) has conducted many surveys and censuses but this is the first ever comprehensive TVET data collection initiative in the country with the collaboration of National Skills Development Council (NSDC) secretariat. The main objective of the TVET Institution Census 2015 is to provide baseline information of TVET Institution.

TVET Institution by division and locality

The census reveals that there are 13163 TVET Institution in Bangladesh. Of them, 5901 (44.8 %) Institution are located in rural areas and rest are 7262 (55.2 %) in urban areas. The highest proportion of Institution are located in Dhaka division (31.2 %), followed by Rajshahi (15.9 %), Chittagong (14.9 %), Rangpur (12.9 %), Khulna (11.1 %), Barisal (6.0%) and Sylhet (5.0 %).

Growth of TVET Institution by year

Total number of TVET Institution in the country was 1251 before the independence of the country, which increased to 2800 in 1999 with 1549 new Institution during 1971-1999; it again increased to 7555 in 2008 with 4755 new Institution during the period 2000-2008; and finally it became 13631 Institution in 2015 with 5608 new Institution i.e., 42.6% increase during the period 2009-2015.

TVET Institution by ownership

It is evident from the census that the highest number of TVET Institution run under Individual ownership 6,313 (48.0 %), followed by MPO 2,517 (19.1 %), government/Semi-government Institution 1,731 (13.2 %) and non-MPO Institution 1,623 (12.3 %). The census has found that there are 23 ministries and 33 departments/agencies are involved with the TVET in Bangladesh. As large as 22.2 % of the Institution are not attached with any government department/agency, those are basically small scale skills training institutions.

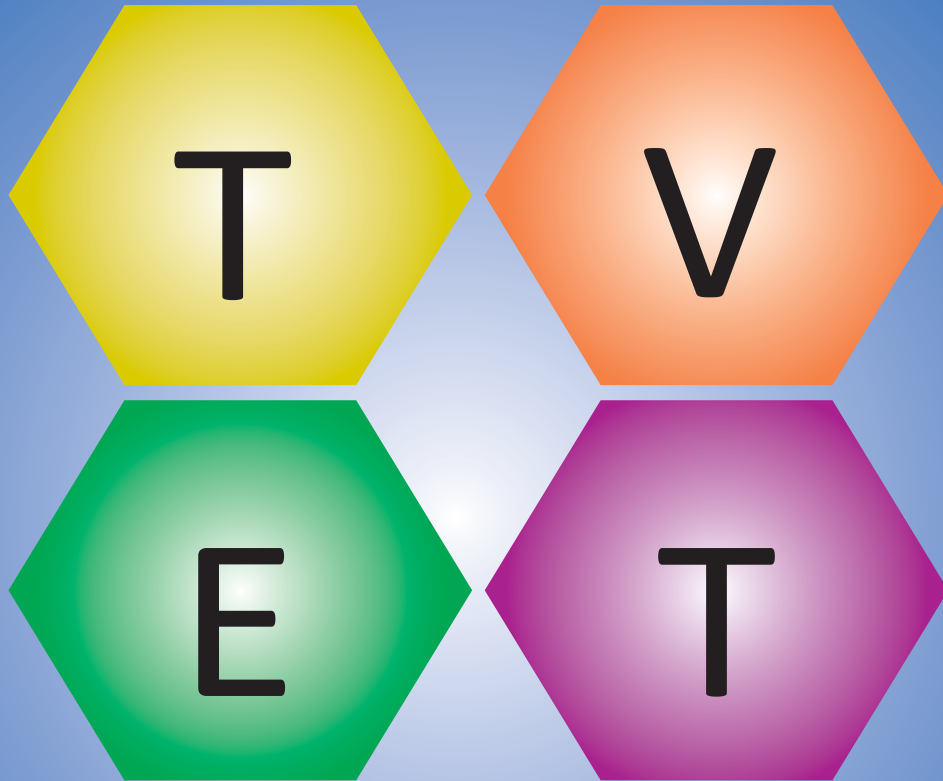
TVET Institution by residential facilities

It is observed that, three-fourth of the Institution (74.5 %) do not receive any kind of financial and technical assistance from the government or development partners/NGOs and only 25.5 % receive assistance. Only 8.9 % Institution provide residential/hostel facilities to the students and rest 91.1 % (11994) do not have any hostel facilities. A total 84.4 thousand seat capacity is recorded; of them government/semi government/autonomous institutes are 42.2 thousand (50.0 %), followed by individual ownership 14.1 thousand (16.7 %) and Non-MPO 12.4 thousand (14.7 %).

In addition, further studies would be carried out on the relevance of the curriculum and strengthening the labor market information system. Also, enhancing supervisory and professional support for further education for trainers are issues to be addressed in future researches.

Chapter 1

Introduction



This chapter highlighted the background, objectives, scope and coverage, process of the census, listing operation and frame, training of personnel, data collection, data processing and analysis.

Chapter 1

Introduction of the Census

1.1 Background

Bangladesh Bureau of Statistics, the *National Statistical Organization* of the country is responsible to collect, compile, analyze and disseminate statistics on all sectors of the economy to meet the needs of development planning, research, policy and decision making. The BBS under Statistics and Informatics Division (SID), Ministry of Planning serves as the implementing agency and plays the vital role in the planning, execution, analysis, and report preparation of any statistical activities to provide the official statistics in Bangladesh.

TVET is an instrument for producing technicians, equipped with practical knowledge, who would be job creators rather than expecting jobs. TVET is concerned with the acquisition of knowledge and skills for the world of work. According to UNESCO (2006), the definition of TVET: “TVET refers to all forms & levels of education process involving, in addition to general knowledge the study of technology & related sciences & the acquisition of practical skills, know how, attitudes & understanding relating to occupations in the various sectors of economic & social life”. This is any education, training & learning activity leading to the acquisition of Knowledge, understanding & skills which are relevant for employment or self-employment.

Technical and vocational education and training (TVET) refers to a range of learning experiences which are relevant to the world of work and which may occur in a variety of learning contexts, including educational institutions and the workplace. It includes learning designed to develop the skills for practicing particular occupations, as well as learning designed to prepare for entry or re-entry into the world of work in general. In both cases the learning may be intended to lead to direct labour market entry or to act as a foundation for entry into further education and training for specific occupations.

TVET generally occupies a small portion of school systems in Bangladesh. The low proportion of TVET in general secondary education is partly due to public opinion towards this branch of learning, which is usually regarded as leading to low-status occupations and lacking progression to higher levels of education. Moreover, students who enroll in this kind of

education are sometimes considered to be those who have failed in general education. These results in a contradiction between the generally negative image of TVET and the strategic role it is supposed to play in the economy.

Administrative data on TVET may be partly available from a number of alternative sources. Bangladesh Technical Education Board (BTEB), Bureau of Manpower, Employment and Training (BMET), for example, collect data on courses, assessed results and demographic data, as well as data on registered TVET Institution. This information refers to all affiliated courses delivered by registered institutions. Line ministries, on the other hand, collect data about non-affiliated courses provided by their various government agencies/departments. Private and NGO providers of training hold administrative data for non-affiliated courses.

Since TVET activity is dispersed across many public agencies, private providers and community based NGOs, aggregating and centralizing the administrative data requires close collaboration with national statistical offices for identifying a coherent set of variables to be collected and classifications that should be adopted. Government ministries/departments, private associations, have their own records; those are very sporadic and incomplete. There is no comprehensive and exhaustive database on TVET Institution exists and that's why it was inevitable to conduct a census on the TVET Institution to get baseline information on the TVET sector in Bangladesh.

1.2 TVET Institution Census 2015

A census is a systematic and periodical collection of information about all the members of a given population. Apart from Population and Housing census, BBS also run Economic and Agriculture censuses once in every ten years. Even if Economic censuses exist, which could prove very useful for TVET purposes, the low frequency of most censuses represent a serious impediment for depicting the situation accurately because many significant changes can take place between two consecutive rounds of data collection.

The Bangladesh Bureau of Statistics, with financial and technical assistance from the National Skills Development Council (NSDC) secretariat has conducted the census on Technical and Vocational Education and Training (TVET) Institutions in 1-10 September 2015 to meet the need for information to better monitor and development of the TVET sector. To conduct the census, a Memorandum of Understanding (MoU) has been signed between Bangladesh Bureau of Statistics and NSDC secretariat.

The census aimed to collect baseline information on the TVET providing institutions from across the country. This information is the first comprehensive step and can be used by TVET planners and policy makers. The census was solely focused on formal TVET schools and centers.

1.3 Objectives of the census:

The primary objective of the census was to collect comprehensive data on the TVET Institution of the country for use by the Government, international organizations, NGOs, researchers and others to efficiently provide targeted interventions. Specific objectives of the census are the followings:

- To provide baseline information of TVET Institution by ownership, type, legal status, geographic location etc . ;
- To develop an exhaustive database of TVET Institution;
- To develop sampling frame for future surveys/studies related to TVET Institution

1.4 Scope and coverage of the census:

TVET Institution Census 2015 covers a very specific spectrum of learning activities, i.e., detail information of the Institutions involved in providing TVET in the country was the coverage of the census. Issues covered were type of activity, type of institution, approval status of courses offered, ownership of the institution, trainings offered, students, seat capacity, type of provider, etc. The following broad issues are captured through face-to-face data collection using the well-structured census questionnaire:

- a) **Information about the TVET Institution:**
 - i. Type of TVET Institution
 - ii. Ownership of the institutions
 - iii. Geographical location of TVET Institution
 - iv. Certificate awarded by type
 - v. Main activities of the TVET Institution
- b) **Information about Students:**
 - i. Enrolled students by gender and type
 - ii. Students by gender and type
 - iii. Examinees by gender and type
 - iv. Completed students by gender and type
- c) **Course related information:**
 - i. No. of Course offered, Duration of the course
 - ii. No. of Technology/Trade offered
- d) **Teacher/Staff information:**
 - i. Type of Teacher (Regular, temporary, part-time)
 - ii. Total no of employees (Other officials and staffs)
 - iii. Educational qualifications of teachers
- e) **Other information:**
 - i. Facilities provided by type
 - ii. Job placement facilities
 - iii. Industrial attachment facilities
 - iv. Fixed assets by type
 - v. Lab/Workshop facilities
 - vi. Challenges faced by the institutions
 - vii. Suggestions by the institution to overcome the challenges

1.5 Process of the Census

Bangladesh Bureau of Statistics (BBS) under Statistics and Informatics Division (SID), Ministry of Planning served as the implementing agency and played the primary role in the planning, execution, analysis, and report preparation. As the implementing agency, the BBS undertook the responsibilities for operational matters; including planning and conducting fieldwork and processing of collected data and finally prepares the report. The day-to-day technical operations of the census including identification and training of field staffs, and the supervision of the field operations were fully undertaken under the supervision of BBS. Adequate cartographic up-to-date maps were also used in the planning and control of census operation.

1.5.1 Listing operation and frame

A list frame is quite simply a frame made up of a list of the target population units. A listing frame of all the TVET Institution was developed based on the listing operation of the education and training Institutions of the country identifiable by Rural, Urban and geographically arranged. A well-designed short questionnaire was developed to collect basic information that works as the basis of the census. And to filter TVET Institution from other institution during the development of listing frame, secondary information of all the stakeholders of TVET providers was collected and provided to the statistical offices located in the district and sub-district level. A database of all the TVET Institution was prepared and used for the detail data collection during the census. However, it was advised that new institutions should be included in the census and to exclude the extinct institutions.

1.5.2 Training of census personnel

Early arrangement is necessary to secure the proper number and type of personnel required for each of the various census operations viz. Listing operation and main census. To properly conduct the nationwide listing operation, training programmes were arranged for the census personnel as well as the census supervisors and coordinators. In total, 1800 enumerators, 500 Supervisors and 125 supervising officers, were involved and received two days training on data collection. The training consisted of one days for training, one day for field testing and reviewing. The training covered instructions in general interviewing techniques, field procedures, a detailed discussion of items on the questionnaire and practice interviews in the field.

As regards the census, three day-long intensive training were arranged for the census enumerators as well as the census coordinators. In total, 580 enumerators, and 125 supervising officers, were involved and received three days of training on data collection. The training consisted of two days for training, one day for field testing and reviewing. The training covered instructions in general interviewing techniques, field procedures, a discussion of items on the questionnaire and mock interviews. Furthermore, high officials from BBS/SID/relevant Ministries/Departments/Agencies were also engaged to oversee the quality of field operation during data collection of the census.

1.5.3 Questionnaire

A questionnaire was developed for the census through consultative methods. A number of workshop, expert group meeting and seminars were convened to conceptualize the issues to be covered in the census. After development of the draft questionnaire and manual, pre-testing was done at the divisional head-quarters and finalized after getting the technical inputs. Finally, a full-fledged pilot census was carried to check readiness of the overall census activities. The TVET Institution Census 2015 questionnaire comprised five sections, as follows:

- Section 1. Type, activity, ownership, courses offered and other characteristics;
- Section 2. Basic information about admission, seat capacity;
- Section 3. Information about fixed asset of the institutions;
- Section 4. Use of ICT equipment by institution;
- Section 5. Information about Head of the institutions

**The census questionnaire is included in Appendix III.

1.5.4 Data collection

A complete list of the TVET Institution was prepared based on the listing operation done by BBS. To access to the TVET Institution, request letters from the Director General of BBS, and NSDC-Secretariat was sent to the head of the TVET Institution. Besides, letters of introduction highlighting census objectives and identification badges were provided to the Enumerators. Enumerators were advised to visit the institutions to introduce themselves prior to administer the Questionnaire. Supervising officer also sometimes went for courtesy calls to the Institutions. It took the Enumerators approximately 30-40 minutes to administer the questionnaire depending on the size of the institution. Most of the teams managed to collect the data within the stipulated timeframe.

Data collection was carried out using personal interview approach. Enumerators (Junior Statistical Assistant/Statistical Assistant/Statistical Investigator) from BBS headquarters and sub-district level (Upazila) offices were engaged for collection of data. Directors, Joint Directors, Deputy Directors, Statistical officers and Assistant Statistical officers of BBS were deployed for supervision of field work and quality control. Besides, the high officials of BBS, SID, NSDC Secretariat, relevant Ministries were also involved in supervision and monitoring the census work. Officers from BBS/SID/relevant Ministries/Departments /Agencies /NSDC Secretariat and Enumerators who were involved in this census were given special training.

Field checks were undertaken by experienced officers from the BBS/SID/other ministries/departments/NSDC Secretariat to detect and rectify any invalid information occurred during interview session. In addition, follow-up/re-interviews of certain selected institutions was done to ensure the quality of data collected. Different reference period was used for different sections of the questionnaire and data collection was done from 1-10 September 2015.

A number of quality control measures have been taken during the census data collection. For example, setting up a control room for handling urgent issues including record-keeping, determining verification techniques, setting up a core group to provide technical clarifications, providing timely feedback so that effective corrective measures may be taken. Data of each institution is collected by a trained enumerator designated to perform this operation in a specified area. Adequate supervision of the enumeration was arranged and periodic and systematic assessment was also organized to control of the quality and quantity of the work accomplished.

1.5.5 Data Processing and analysis

Data processing is one of the crucial steps by which raw data collected in the field are converted into edited, coded and tabulated data. At the initial stage, the filled-in questionnaires must be checked and the critical information, like geographical identification codes, corrected wherever necessary. Manual editing and coding of industry classification was done in the BBS headquarters by the selected editors and coders. The supervising officers further checked the questionnaires and validated the data randomly sampled edited questionnaires.

Converting the information obtained in the census to a format that can be interpreted by a computer is called data capture. Data was captured using Census and Survey Processing System (CSPPro) through a data entry programme specially created and incorporated with checks to ensure accuracy during data entry. Range checks and certain consistency checks was built into the data entry programme. Data entry has also verified by another set of personnel. Computer edits played an important role in error detection and correction. Erroneous entries and potential outliers were then verified and corrected appropriately. While range checks and consistency checks were introduced at the editing stage reduced most of the errors, an aggregate check after the predefined populated tables was also done. The captured data were exported to STATA format for final tabulation and further analysis.

Preparation of the tabulation plan is the substantive responsibility of the subject-matter specialists who have necessary expertise in interpreting the census results. Technical committee meetings were convened to discuss and approve of the provisional census results/summaries. Finally, microdata (records of individual institutions) was preserved and ready to dissemination for future use. All the information stored in the census microdata allows the production of tables and further analysis.

1.6 Publicity (Brochure, poster, leaflet, publicity in the media)

A flat leaflet of containing information about the TVET Institution census, objectives, purpose, use and a request to the TVET Providers was developed and supplied to district and sub-district level offices to distribute the stakeholders and general people for awareness development and advertisement. At the same time, a three-fold brochure is also developed consists of more extensive information. A poster is also prepared that was a sheet of paper with artistically arranged pictures and/or words of some TVET activities and texts meant to be posted on walls mainly for advertising purposes. In addition, during the data collection of the census, necessary measures were taken to display census information as news headline scroll in some private TV channel. All the leaflet, brochure and poster were supplied to district and sub-district level statistical offices to distribute to the local level meetings, stakeholders, TVET providers and general people for awareness building.

1.7 Workshop/stakeholders/expert group meetings

A number of workshop has been arranged to conceptualize the term and definitions of the TVET related issues and to get inputs for designing and develop the content of the questionnaire for both the listing operation and final data collection. The workshops were convened to bring together experts from the academic, advocacy, TVET providers, program planning, and policy planning communities to address critical issues affecting the content for the development of the questionnaire and manual of the TVET Institution Census. This workshop was part of a broader initiative, designed to explore requirements of the stakeholders and gain a better understanding of the census operation.

A number of stakeholders meeting is convened to finalize the content and issues to be included in the questionnaire. To this end, a representative from each of the stakeholder groups is invited to attend. Others from the stakeholder group also participated depending on their need to know and ability to contribute to the discussion.

1.8 Formation of Various committees

A number of committees have been formed to provide overall administrative decision making purposes; to provide technical guidance and to monitor the day-to-day activities of the census. The following committees were formed for the betterment of the census:

- i. Steering Committee (SC)
- ii. Technical Committee (TC)
- iii. Working group (WG)
- iv. Census Committees:

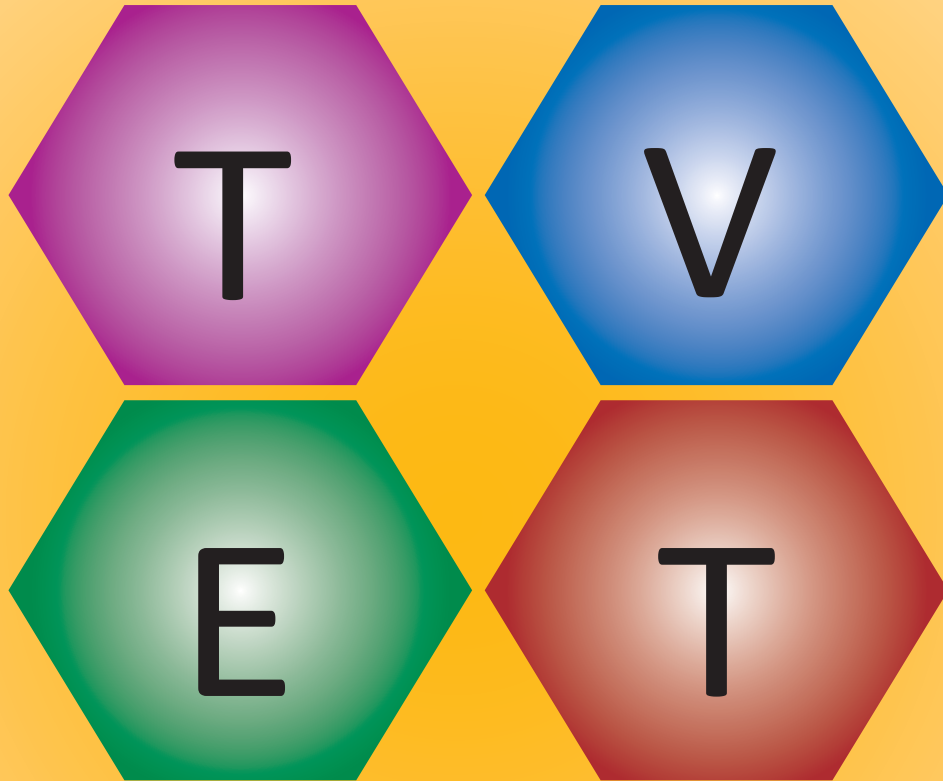
1.8 Limitations of the census:

TVET is a diverse sector and comprises formal, non-formal and informal learning. It takes place across a wide range of settings including schools, public and private vocational centers and institutes, higher education institutions and workplaces in both the formal and informal economies. TVET also has a multitude of very different institutional arrangements, organizational approaches and regulations.

The scope of the TVET Institution census 2015 was only with the Formal Institution whether the institution is a school or college or training center. All the Non-formal and Informal type of TVET providers is excluded from the census. Also, data of the quality of the TVET education and course curriculum was not collected and further study on these areas may be undertaken for deeper analysis of the current TVET system in Bangladesh.

Chapter 2

Characteristics of the TVET Institutions



This chapter describes the basic characteristics of the institutions viz. type of institutions, main activities, locality, ministries and departments involved, financial and technical assistance and residence facilities.

Chapter 2

Characteristics of the TVET Institution

This chapter provides information on the characteristics of the TVET Institution in the country. Particularly, the chapter devoted discussion on the distribution of the TVET Institution by administrative divisions, rural-urban composition, type of institutions, activity type, ownership and ministries/departments/agencies involved etc.

2.1 TVET Institution by division and Locality

The distribution of TVET Institution by locality is provided below. As reflected in chart 2.1.1, out of 13163 TVET Institution in Bangladesh, 5901 (44.8 per cent) TVET Institution located in rural areas and rest 7262 (55.2 per cent) in urban areas.

Chart 2.1.1: Distribution of TVET Institutions By Locality

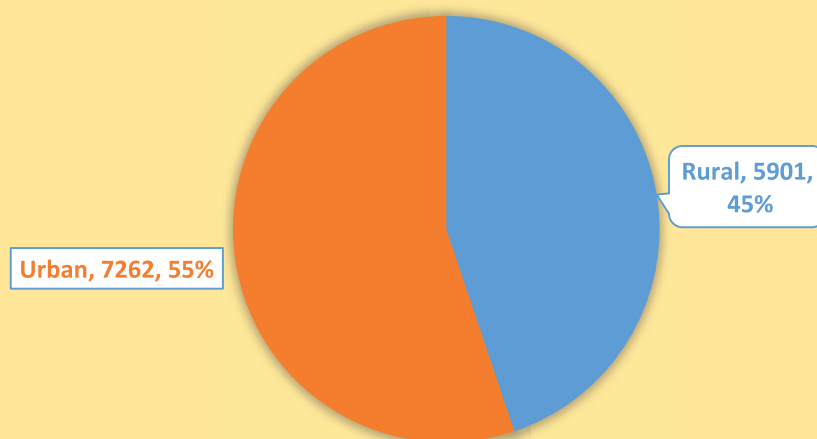


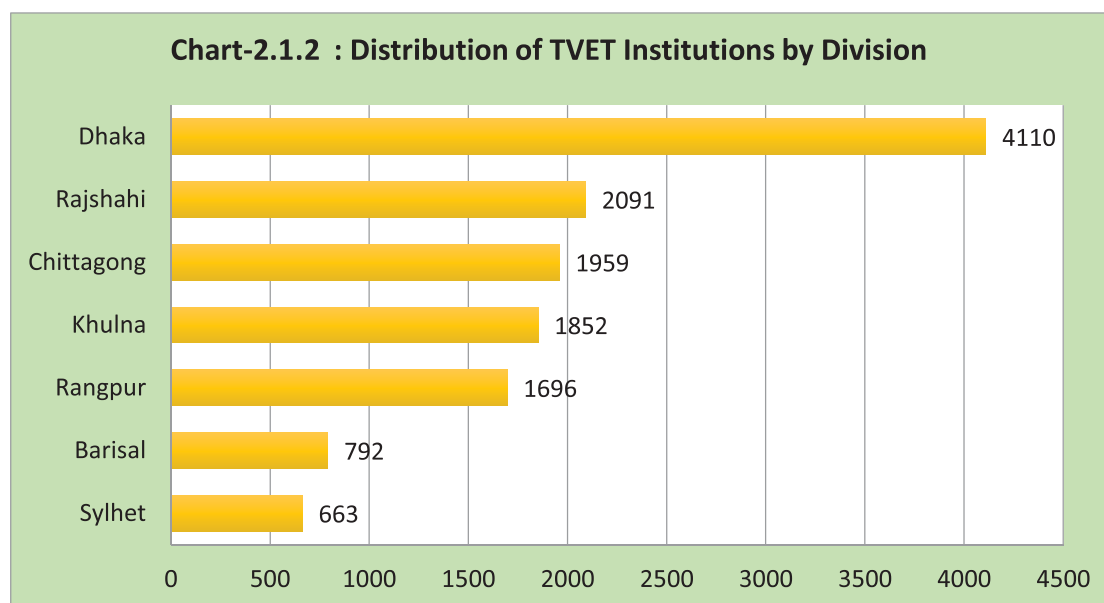
Table 2.1.1 shows the highest 4110 (31.2 per cent) TVET Institution located in Dhaka division followed by Rajshahi 2091 (15.9 per cent) and Chittagong 1959 (14.9 per cent). Almost double TVET Institutions are located in Dhaka division compared to Rajshahi and Chittagong division. The lowest 663 (5.0 per cent) institutions are located in Sylhet division.

Table-2.1.1: Distribution of TVET Institution by division and Locality

Division	Unit	Rural	Urban	Total
Barisal	Number	407	385	792
	%	6.9	5.3	6.0
Chittagong	Number	813	1146	1959
	%	13.8	15.8	14.9
Dhaka	Number	1456	2654	4110
	%	24.7	36.5	31.2
Khulna	Number	952	900	1852
	%	16.1	12.4	14.1
Rajshahi	Number	994	1097	2091
	%	16.8	15.1	15.9
Rangpur	Number	1017	679	1696
	%	17.2	9.4	12.9
Sylhet	Number	262	401	663
	%	4.4	5.5	5.0
Bangladesh Total	Number	5901	7262	13163
	%	100.0	100.0	100.0

Among rural and urban, it is also highest in Dhaka division, 1456 (24.7 per cent) and 2654 (36.5 per cent) respectively followed by 994 (16.8 per cent) rural in Rajshahi division and 1146 (15.8 per cent) urban in Chittagong division.

Chart 2.1.2 shows the distribution of TVET Institutions by division below:



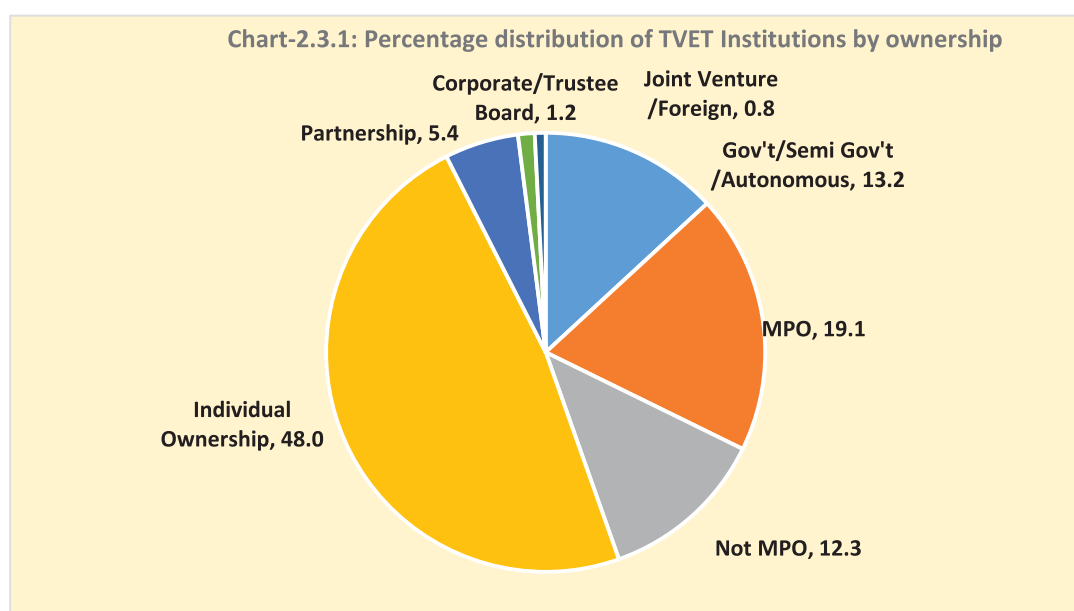
2.2 Ownership of the institutions

This section presents the status of ownership of the institutions for example, whether an institution is recognized and registered as one-person ownership, or partnership, or government owned. Usually, individually owned means the institution owned and run by one person or family who bear the profits or losses of the institution. Partnership is defined as the “relation between persons who have agreed to share the profit/loss of a business carried on by all or any one of them acting for all.” The distribution of the TVET Institution by ownership and locality is provided below.

Table-2.2.1: Distribution of TVET Institution by ownership and locality

Ownership Type	Rural	Urban	Total	Rural	Urban	Total
	Number			Row %		
Government/Semi Government /Autonomous	358	1373	1731	20.7	79.3	13.2
MPO	1455	1062	2517	57.8	42.2	19.1
Non-MPO	991	632	1623	61.1	38.9	12.3
Individual Ownership	2883	3430	6313	45.7	54.3	48.0
Partnership	143	574	717	19.9	80.1	5.4
Corporate/Trustee Board	36	125	161	22.4	77.6	1.2
Joint Venture /Foreign	35	66	101	34.7	65.3	0.8
Total	5901	7262	13163	44.8	55.2	100.0

Table 2.2.1 describes the figures of TVET Institution by ownership. It is evident from the table that the highest number of TVET Institution run under Individual Ownership 6,313 (48.0 per cent), followed by MPO 2,517 (19.1 per cent), Government/Semi-government institutions 1,731 (13.2 per cent), non-MPO institutions 1,623 (12.3 per cent) and so on. The pie chart (Chart 2.3) shows the percentage distribution of TVET Institution by ownership.



2.3 Ministries/Departments involved

The Government is very much aware that the future of the country does not solely depend on educated personnel, but on having a large pool of skilled workers that can handle the rapidly changing world of work. It is found the census that there are 23 Ministries involved with the TVET Education and training in Bangladesh.

Table 2.3.1: Distribution of TVET Institution by Ministries involved and locality

Attached Ministry	No. of institutions			% of total
	Rural	Urban	Total	
1. Ministry of Education	2463	2122	4585	34.8
2. Ministry of Expatriates Welfare and Overseas Employment	31	49	80	0.6
3. Ministry of Labour & Employment	14	29	43	0.3
4. Ministry of Youth and Sports	120	353	473	3.6
5. Ministry of Social Welfare	78	315	393	3.0
6. Ministry of Women and Children Affairs	60	371	431	3.3
7. Ministry of Industries	22	70	92	0.7
8. Ministry of Agriculture	15	32	47	0.4
9. Ministry of Civil Aviation and Tourism	0	3	3	0.0
10. Ministry of Road Transport and Bridges	5	17	22	0.2
11. Ministry of Textiles and Jute	19	44	63	0.5
12. Ministry of Power, Energy and Mineral Resources	0	1	1	0.0
13. Ministry of Defense	1	2	3	0.0
14. Ministry of Health and Family Welfare	48	604	652	5.0
15. Ministry of Science and Technology	5	19	24	0.2
16. Ministry of Fisheries and Livestock	12	42	54	0.4
17. Ministry of Environment and Forest	2	1	3	0.0
18. Ministry of Local Government, Rural Development and Co-operatives	1669	279	1948	14.8
19. Ministry of Shipping	0	7	7	
20. Ministry of Home Affairs	11	53	64	0.5
21. Ministry of Posts, Telecommunications and Information Technology	45	73	118	0.9
22. Ministry of Primary and Mass Education	4	1	5	0.0
23. Ministry of Religious Affairs	1	4	5	0.0
24. Others	21	34	55	0.4
Not attached with any Ministry	1255	2737	3992	30.3
Total	5901	7262	13163	100.0

As reflected in the figures by the involvement of the Ministries (Table 2.3.1), it is clearly noticed that the Ministry of Education ranks the top with its involvement with 4,585 (34.8 per cent) TVET Institution, followed by Ministry of Local Government, Rural Development and Co-operatives with 1,948 (14.8 per cent), Ministry of Health and Family Welfare with 652 (5.0 per

cent) and so on. There are 55 institutions found where the respondents of the institutions are not able to mention clearly the name of the Ministry involved. But a large number of TVET Institutions 3,992 (30.0 per cent) don't have any ministry's involvement, meaning those institutions are basically training institutions run by individuals.

Table 2.3.2: Distribution of TVET Institution by attached department/agency and locality

Attached Directorate/Agency	Rural	Urban	Total	% of total
1. Directorate of Technical Education	1438	1364	2802	21.3
2. Bangladesh Technical Education Board	1522	1429	2951	22.4
3. Bureau of Manpower, Employment and Training	41	66	107	0.8
4. Department of Women Affairs	56	338	394	3.0
5. Department of Social Services	73	287	360	2.7
6. Department of Youth Development	115	350	465	3.5
7. Bangladesh Small & Cottage Industries	18	50	68	0.5
8. Bangladesh Industrial and Technical Assistance Center (BITAC)	3	7	10	0.1
9. Bangladesh Parjatan Corporation	0	3	3	0.0
10. Bangladesh Chemical Industries Corporation	0	1	1	0.0
12. Bangladesh Rural Development Board (BRDB)	26	49	75	0.6
14. Directorate of Textile	1	2	3	0.0
15. Bangladesh Computer Council (BCC)	19	44	63	0.5
16. Directorate General of Health Service	38	435	473	3.6
17. Directorate of Nursing Services (DNS)	10	164	174	1.3
18. Department of Shipping	0	7	7	0.1
19. Local Government Division	1633	181	1814	13.8
20. Bureau of Non-formal Education (BNFE)	0	1	1	0.0
21. Department of Livestock Services	5	15	20	0.2
22. The Department of Fisheries	4	26	30	0.2
23. Bangladesh Ansar and VDP	11	51	62	0.5
24. Department of Agricultural Extension	13	33	46	0.3
25. NGO Affairs Bureau	41	59	100	0.8
26. Directorate of Textile	15	42	57	0.4
27. Department of Prisons	0	1	1	0.0
29. Jatiyo Mohila Sangstha	3	21	24	0.2
30. Road Transport and Highways Division	3	15	18	0.1
31. Bangladesh Institute of Management	0	3	3	0.0
32. Bangladesh Islamic Foundation	1	3	4	0.0
33. City Corporation	0	5	5	0.0
34. Bangladesh Petroleum Corporation	0	1	1	0.0
36. Department of Cooperatives	2	2	4	0.0
37. National Academy for Computer Training	0	1	1	0.0
99. Others	13	81	94	0.7
Not attached with any department	797	2125	2922	22.2
Total	5901	7262	13163	100.0

Table 2.3.2 shows that the distribution of TVET Institution by attached department/agency with urban-rural composition. The Bangladesh Technical Education Board (BTEB) is the government board responsible for regulating and developing technical and vocational secondary education throughout Bangladesh holds the top position with its attachment to TVET providers with 2,951 (22.4 per cent) TVET Institutions followed by Directorate of Technical Education with 2,802 (21.3 per cent), Local Government Division with 1,814 (13.8 per cent) and so on. But a huge number of TVET Institution 2,922 (22.2 per cent) are not attached with any department/agency who are basically small scale skills training institutions.

2.4 TVET Institution by category of institute

Table 2.4.1 below shows the distribution of TVET Institution by major category and locality. Out of 13163 TVET Institutions, the highest 4723 (35.9 per cent) are training institute of which 1359 located in rural areas and 3364 in urban areas.

Table 2.4.1: Distribution of TVET Institution by category and Locality

Major activity type	Rural	Urban	Total	Rural	Urban	Total
	Number			Per cent		
Education Institution	2,504	1,921	4,425	42.4	26.5	33.6
Training Institution	1,359	3,364	4,723	23.0	46.3	35.9
Education and Training Institution	227	1,092	1,319	3.8	15.0	10.0
UDC	1,627	164	1,791	27.6	2.3	13.6
Offices with skills training	149	593	742	2.5	8.2	5.6
Others	35	128	163	0.6	1.8	1.2
Total	5,901	7,262	13,163	100.0	100.0	100.0

A total of 4425 (33.6 per cent) TVET Institutions performs as an Education institute, and only 1319 (10.0 per cent) as an Education and Training institute in Bangladesh. Union Digital Centers are playing a vital role in developing skill manpower across the country, particularly in the rural areas and it consists of 13.6 per cent of the total institutions in the country. Out of the total 13163 institutions, only 742 (5.6 per cent) Government offices perform as a TVET Institution and the rest 1.2 per cent are of other type of institutions performing as a TVET providers.

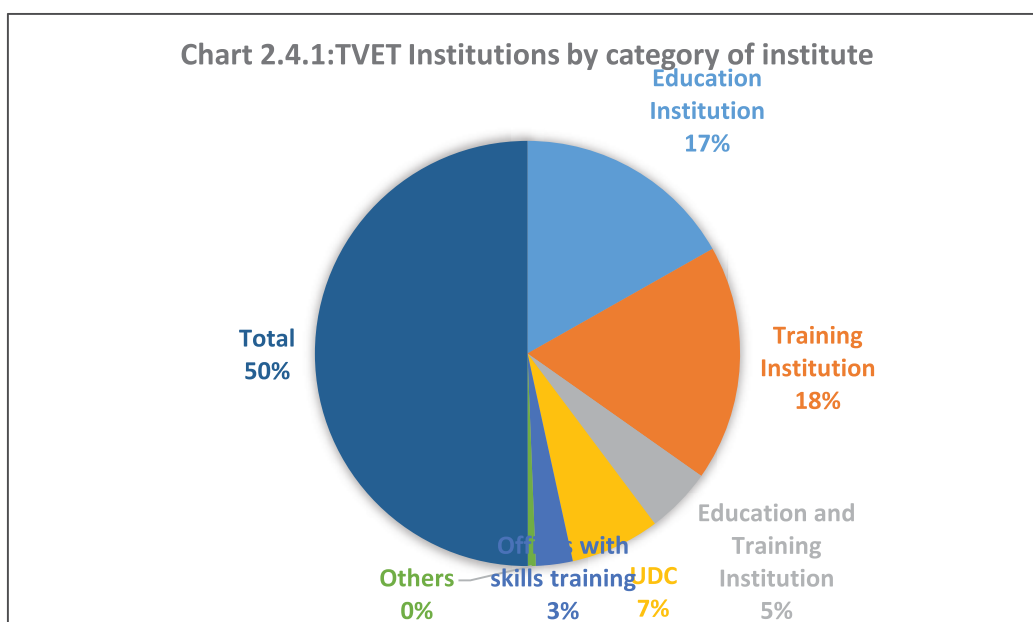


Chart 2.4.1 shows the distribution of TVET Institution by category of institute.

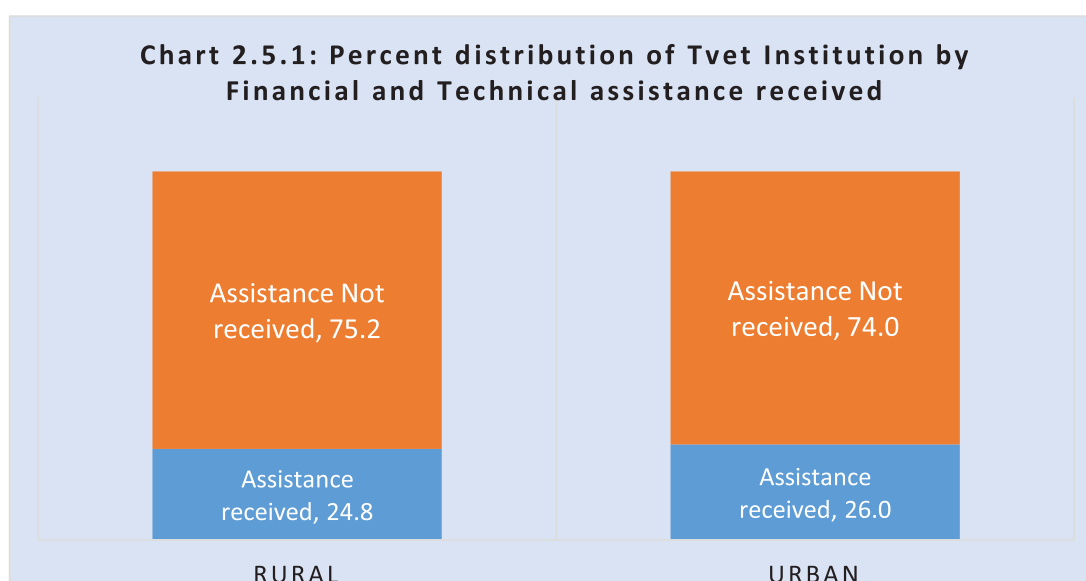
2.5 Financial and technical assistance received

TVET means for any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment. Distribution of the TVET Institution by type and financial and technical assistance received from the government/private/NGO/Development partners is described below.

Table 2.5.1: Distribution of TVET Institution by financial and technical assistance

Financial or technical Assistance received	Rural	Urban	Total
Yes	1,464	1,890	3,354
	24.8	26.0	25.5
No	4,437	5,372	9,809
	75.2	74.0	74.5
Total	5,901	7,262	13,163
	100.0	100.0	100.0

It is seen from the table that, three-fourths of the institutions (74.5 per cent) do not receive any kinds of financial and technical assistance and only 25.5 per cent received any of aforementioned assistance. There are small variations observed among the proportion of institutions receiving financial and technical assistance by locality.



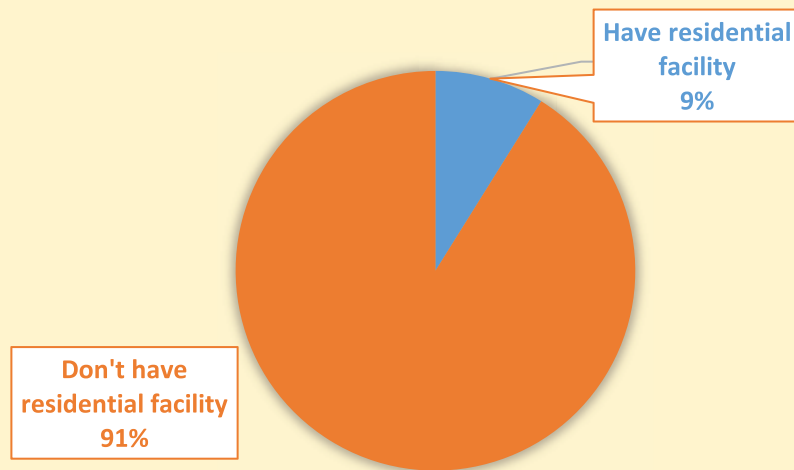
2.6 Residence facilities

Residential facilities to the students play a vital role the students of the institutions, particularly for the education of long duration. Usually, the residential facilities in the country for the TVET institution are very low and this section deals with the availability and distribution of the facilities below:

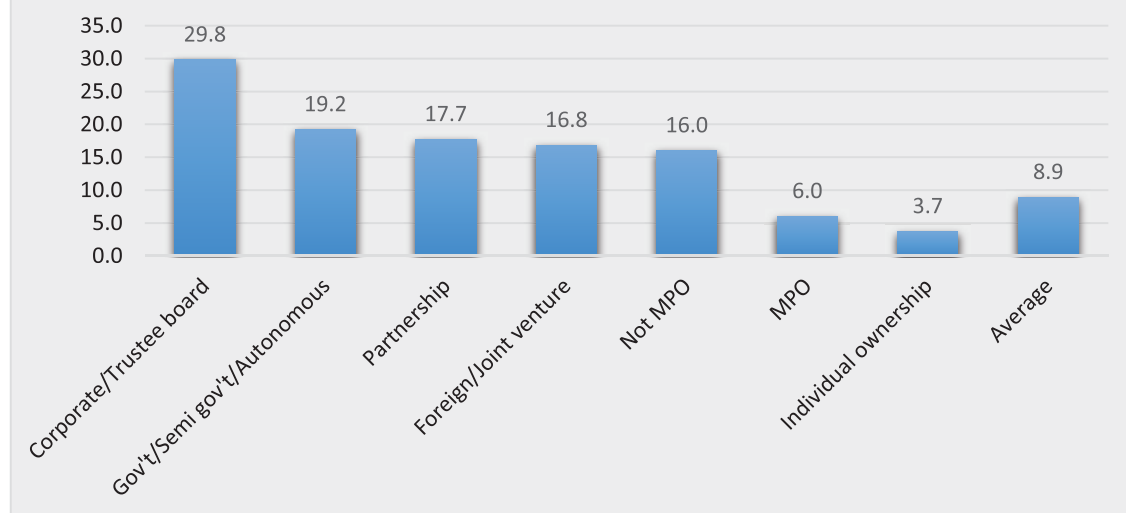
Table 2.6.1: Distribution of Institutions by ownership and hostel facilities available

Ownership of institution	Number of institution			Row %		
	Yes	No	Total	Yes	No	Total
Government/Semi Government/Autonomous	333	1,398	1,731	19.2	80.8	100.0
MPO	152	2,365	2,517	6.0	94.0	100.0
Non-MPO	260	1,363	1,623	16.0	84.0	100.0
Individual ownership	232	6,081	6,313	3.7	96.3	100.0
Partnership	127	590	717	17.7	82.3	100.0
Corporate/Trustee board	48	113	161	29.8	70.2	100.0
Foreign/Joint venture	17	84	101	16.8	83.2	100.0
Total	1,169	11,994	13,163	8.9	91.1	100.0

This table gives the information on hostel facilities provided by the TVET Institution by its Ownership type. Most of the institutions do not provide any kinds of hostel facilities. Only 1169 (8.9 per cent) institutions provide hostel facilities and rest 11994 (91.1 per cent) institutions do not have any hostel facilities.

Chart 2.6.1: Distribution of Institutions by residential Facilities

As reflected in chart 2.6.2, the highest proportion of residential facilities availability are providing by the Corporate/trustee boards (29.8 per cent), followed by government/semi-government (19.2 per cent), Partnership (17.7 per cent) whereas the average proportion of providing residential facilities is about 8.9 per cent institutions

Chart 2.6.2: Distribution of Institutions by Type and hostel facilities available

2.7 Residential/accommodation Seat capacity

The table 2.7.1 shows that the highest percentage of seat capacity is recorded for government /semi governments/autonomous institute (50.0 per cent) followed by individual ownership (16.7 per cent), Non-MPO (14.7 per cent) and partnership (7.8 per cent).

Table 2.7.1: Distribution of Residential/accommodation Seat capacity by Ownership

Ownership type of the Institutions	No. of institution	Number			Per cent		
		Total	Male	Female	Total	Male	Female
Government/Semi Government /Autonomous	333	42231	20785	21446	50.0	42.2	61.8
MPO	152	5057	3186	1871	6.0	6.5	5.4
Non-MPO	260	12436	9810	2626	14.7	19.9	7.6
Individual ownership	232	14097	9616	3981	16.7	19.5	11.5
Partnership	127	6608	3985	2623	7.8	8.1	7.6
Corporate/Trustee board	48	3295	1420	1875	3.9	2.9	5.4
Foreign/Joint venture	17	711	417	294	0.8	0.8	0.8
Total	1169	84435	49219	34716	100.0	100.0	100.0

The lowest percentages of seat capacity are recorded for foreign/joint venture (0.8 per cent) followed by corporate/trustee board (3.9 per cent).

Table 2.7.2: Distribution of Seat capacity by locality and sex

Locality	Number			Per cent			Per cent		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Rural	19810	14552	4758	23.5	29.6	13.7	23.5	17.2	5.6
Urban	64625	34667	29958	76.5	70.4	86.3	76.5	41.1	35.5
Total	84435	49219	34716	100.0	100.0	100.0	100.0	58.3	41.1

Table 2.7.2 displays the status of seat capacity among TVET institutions. It is manifested from the table that there is a significant gap between male 17.2 per cent and female 5.6 per cent seat capacity in rural areas where the gap is lower for male 41.1 per cent and female (35.5 Per cent) in urban areas.

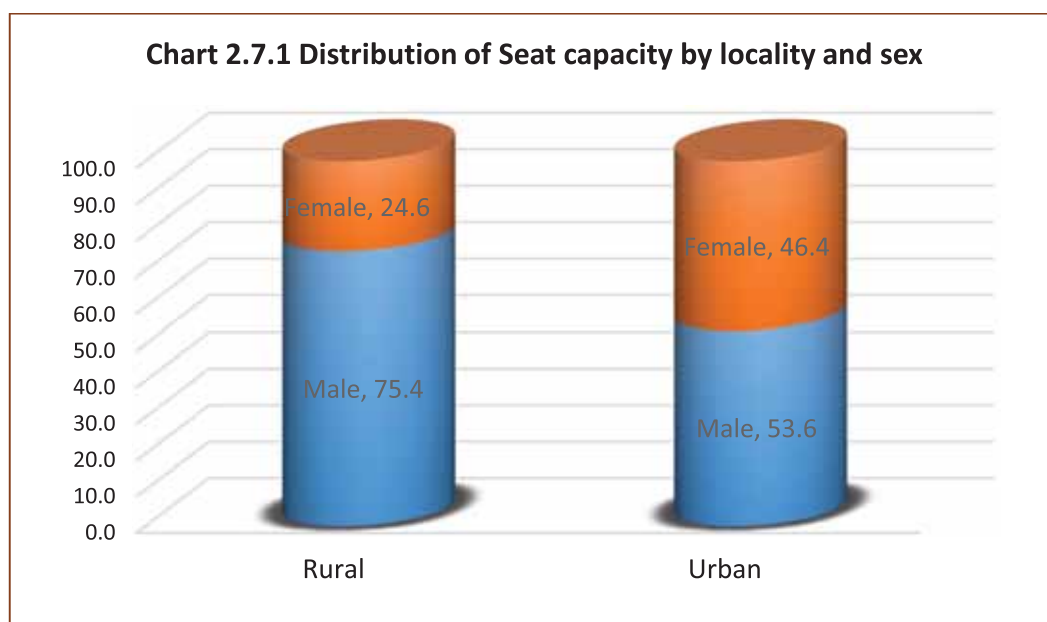


Table 2.7.3: Distribution of Seat capacity by Division and sex

Division	Total	Male	Female	Total	Male	Female
Barisal	4949	2763	2186	5.9	3.3	2.6
Chittagong	11071	6646	4425	13.1	7.9	5.2
Dhaka	36238	21760	14478	42.9	25.8	17.1
Khulna	9708	4963	4745	11.5	5.9	5.6
Rajshahi	11940	7193	4747	14.1	8.5	5.6
Rangpur	7276	4743	2533	8.6	5.6	3.0
Sylhet	3253	1651	1602	3.9	2.0	1.9
Total	84435	49719	34716	100.0	58.9	41.1

As shown in table 2.7.3, less than half (34.7 thousand female or 41.1 per cent) seats are reserved for the females whereas the largest share (49.7 thousand males 58.9 per cent) seats are reserved for the males. This gender gap exists in all the divisions. More than forty per cent of the total seat capacity exists in the Dhaka division (42.9 per cent), followed by Rajshahi (14.1 per cent), Chittagong (13.1 per cent), Khulna (11.5 per cent), Rangpur (8.6 per cent), Barisal (5.9 per cent) and Sylhet 3.9 per cent only.

Table 2.7.4: Distribution of Seat capacity by Activity type

Activity type	No. of institution	Seat capacity					
		Number			%		
		Total	Male	Female	Total	Male	Female
Technical education	527	44752	23400	21352	53.0	47.5	61.5
Technical education and skills development	66	5250	2784	2466	6.2	5.7	7.1
Business management education	130	4253	2651	1602	5.0	5.4	4.6
Vocational secondary school	22	1164	927	237	1.4	1.9	0.7
General secondary school and Vocational	62	2071	1522	549	2.5	3.1	1.6
Madrasa and vocational education	27	1426	1202	224	1.7	2.4	0.6
Skills development training	252	18200	13011	4689	21.6	26.4	13.5
Government office and skills development	74	6753	3359	3394	8.0	6.8	9.8
Private/Corporate office and skills	2	47	7	40	0.1	0.0	0.1
Others	7	519	356	163	0.6	0.7	0.5
Total	1169	84435	49219	34716	100.0	100.0	100.0

Table 2.7.4 illustrates the distribution of seat capacity by activity type of the institutions. The institutions who are providing technical education is dominant for seat capacity of TVET institution in the country. In total, a significant share 44.7 thousands (53.0 per cent) of seat availability is found for Technical education at national level, followed by Skills developments training 18.2 thousands (21.6 per cent) and only 6.7 thousands (8.0 per cent) reserved for Government office and skills development institutions.

Table 2.7.5: Distribution of Seat capacity by category of Institution

Category of the Institution	No. of institution	Seat capacity					
		Number			Per cent		
		Total	Male	Female	Total	Male	Female
Education institution	434	24608	18338	6270	29.1	37.3	18.1
Training institution	252	18200	13011	4689	21.6	26.4	13.5
Education and training institution	402	34355	14155	20200	40.7	28.8	58.2
Government office	29	2488	1331	1157	2.9	2.7	3.3
Others	52	4784	2384	2400	5.7	4.8	6.9
Total	1169	84435	49219	34716	100.0	100.0	100.0

Table 2.7.5 illustrates the distribution of seat capacity by category of institutions. The Education and Training Institutions are dominant for seat capacity of TVET institution in the country. In total, 40.7 per cent seats are found in Education and Training Institutions at national level followed by Education institution (29.1 per cent), Training institution (21.6 per cent) and so on. It is also true for both male and female for bearing highest seat capacity for Education and Training Institutions.

2.8 Class Rooms and facilities

Type of accommodation with respect to class room, lab workshop facilities provided by the TVET Institutions is shown below.

Table 2.8.1: Distribution of existing rooms by room type

Type of Rooms	No. of rooms	Per cent	Total space (in sq. ft.)	Average space (in sq. ft.)
Class Room	57702	56.4	19178790	332
Lab	10482	10.2	5047755	482
Workshop	3257	3.2	2251314	691
Other Room	30829	30.1	10830273	351
Total	102270	100.0	37308132	365

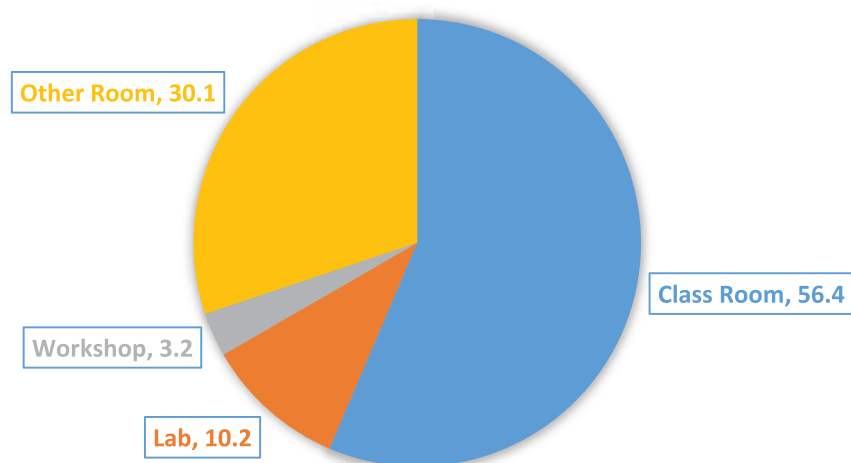
Table 2.8.1 indicates that a total of 102.2 thousand rooms exists in the TVET institutions, of them 57.7 thousand (56.4 per cent) are class rooms, while 30.8 thousand (30.1 per cent) are other rooms; only 10.5 thousand (10.2 per cent) are laboratories and 3.2 per cent are workshops.

Overall, Average floor space of the rooms for each of the category by locality is presented in the table 2.8.2. In general, the average room space in urban areas is higher than in rural areas. Average floor space varies slightly in rural and urban areas; it is 345 square feet in rural areas and 378 square feet in urban areas. It also varies by category of room; it is more in rural areas for the workshop and other rooms where as the floor space is larger in urban areas for the class rooms and laboratories.

Table 2.8.2: Distribution of existing rooms by room type and locality

Locality	Total		Class Room		Lab		Workshop		Other Room	
	Total Rooms	Average floor space	Total Rooms	Average floor space	Total Rooms	Average floor space	Total Rooms	Average floor space	Total Rooms	Average floor space
Rural	41416	345	25896	305	3305	475	982	681	11233	372
Urban	60854	378	31806	355	7177	485	2275	696	19596	340
Total	102270	365	57702	332	10482	482	3257	691	30829	351

Chart 2.8.1: Percent Distribution of Rooms by type



The findings of the census reveal that more than half (56.4 per cent) of the total rooms are devoted for the class rooms, followed by other rooms (30.1 per cent), laboratory (10.2 per cent) and workshop only at 3.2 per cent.

Table 2.8.3: Distribution of existing rooms by room type and ownership

Ownership of TVET Institutions	Total		Class rooms		Lab		Workshop		Other rooms	
	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space
Gov't/Semi gov't /Autonomous	14604	585	5699	582	1843	749	1113	1046	5949	451
MPO	36867	296	24291	261	2397	446	836	473	9343	330
Non-MPO	19378	365	11190	342	2707	426	524	527	4957	369
Individual ownership	23324	309	12994	308	2344	368	423	472	7563	285
Partnership	5470	423	2306	467	816	459	218	573	2130	347
Corporate/Trustee board	1637	458	708	510	294	542	77	541	558	338
Foreign/Joint venture	990	511	514	492	81	613	66	738	329	469
Total	102270	365	57702	332	10482	482	3257	691	30829	351

According to the data in table 2.8.3, the average room space in 2015 is 365 sq. ft. The average room space is highest in Government/semi-government institutions, at 585 sq. ft. which is slightly more than that of institutions of Foreign/Joint venture, at 511 sq. ft., followed by Corporate/trustee board, at 511 sq. ft., and the lowest is Individual ownership, at 309 sq. ft. In general, the average room space is higher in almost in all the room categories.

Table 2.8.4: Distribution of existing rooms by room type and category of institution

Category of TVET Institution	Total		Class rooms		Lab		Workshop		Other rooms	
	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space
Education institution	64615	344	39986	302	6312	487	1906	610	16411	362
Training institution	17425	340	8023	351	1639	367	491	543	7272	308
Education and training institution	14689	500	6367	506	2373	544	860	956	5089	395
UDC	2381	248	1813	253	24	328	0	0	544	231
Gov't office	2504	347	1254	391	100	565	0	0	1150	279
Others	656	477	259	413	34	457	0	0	363	525
Total	102270	365	57702	332	10482	482	3257	691	30829	351

As shown in table 2.8.4, the average room space of all rooms in the TVET Institutions was 365 sq. ft. On average, workshops were at 691 sq. ft. which was almost twice than that of class rooms, at 332 sq. ft. In case of Education & Training institutions, the average room space was the largest (500 sq. ft.), followed by Others, at 477 sq. ft. In other type of institutions, the Education Institutions, Training institutions and Government offices are almost same room space (344, 340 & 347 sq. ft. respectively).

Table 2.8.5: Distribution of TVET institution by Type of facilities

(Multiple answer)

Type of facilities provided (multiple answers applicable)	National		Rural		Urban	
	Number	%	Number	%	Number	%
Scholarship for poor and meritorious students	4890	28.9	2129	28.4	2761	29.3
Free tuition	6622	39.1	3377	45.1	3245	34.4
Job placement	1424	8.4	362	4.8	1062	11.3
No facilities provide	2555	15.1	1058	14.1	1497	15.9
Others	1426	8.4	561	7.5	865	9.2
Total	16917	100.0	7487	100.0	9430	100.0

Table 2.8.5 illustrates the distribution of facilities of the TVET institution by locality. Free tuition facilities are provided by 39.1 per cent institution followed by Scholarship for poor and meritorious students by 28.9 per cent institution and others by 8.4 per cent institution. There are 15.1 per cent TVET institution which do not provide any kind of facilities.

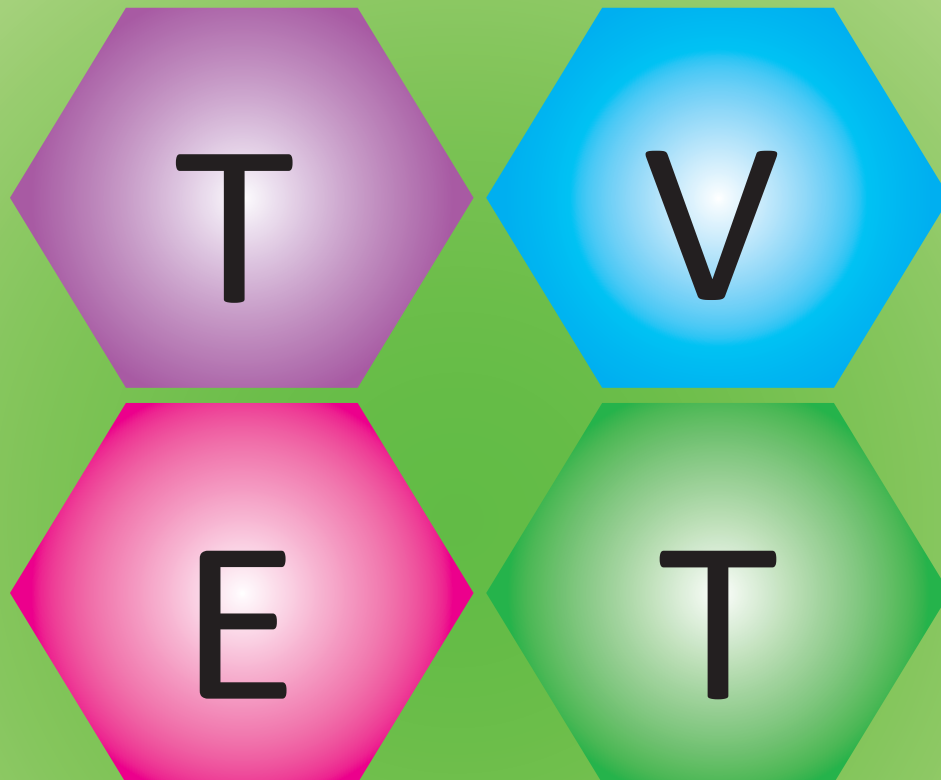
Table 2.8.6 Facilities provided by the TVET Institution by Division and type

Type of facilities provided (multiple answers applicable)	Division							Total
	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	
Scholarship for poor and meritorious students	28.3	25.7	27.4	30.8	32.8	31.8	24.4	28.9
Free tuition	45.5	37.7	36.4	37.5	39.3	46.3	38.5	39.1
Job placement	7.1	10.7	11.1	5.8	6.7	3.8	10.8	8.4
No facilities provide	8.0	16.0	15.8	20.8	13.6	11.5	15.5	15.1
Others	11.1	9.8	9.4	5.1	7.7	6.7	10.8	8.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 2.8.6 illustrates the distribution of facilities of the TVET institution by division. It is seen from the above table that; different types of facilities significantly varies from one division to another. In all division those TVET institution ranks the top which provide free tuition facilities. Scholarship for poor and meritorious students is the second highest facilities which are provided in almost all divisions.

Chapter 3

Education and training



This chapter presents the distribution of teachers highlighting education status, facilities of industrial attachment, approval states of the institutions and courses.

Chapter 3

Education and Training

TVET is concerned with the acquisition of knowledge and skills for the world of work. This chapter highlights the educational qualifications of teachers/trainers, of education and training courses offered by the TVET Institution in Bangladesh.

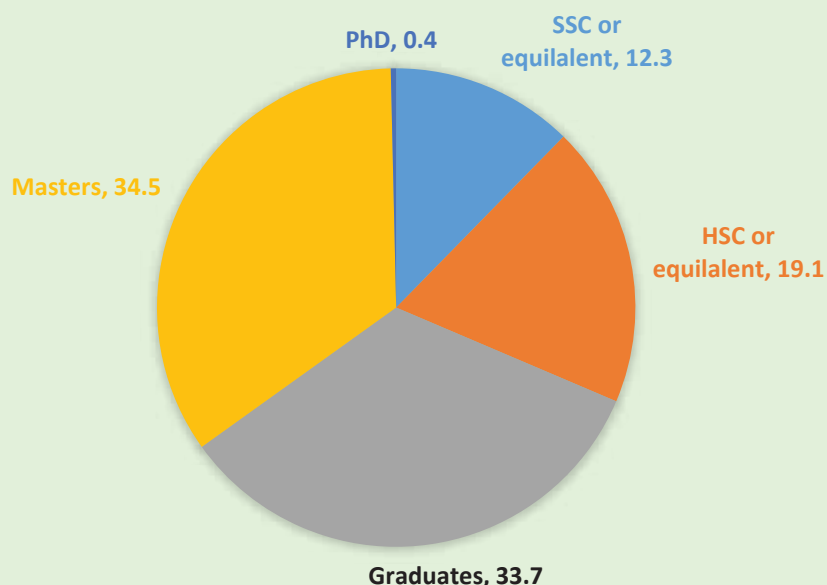
3.1 Distribution of teachers by education status (general)

Technical and vocational education teacher needs to be responsive to rapidly changing student and workforce needs. Educational qualification (general) of Teachers/trainers by sex has been presented in Table-3.1.1

Table 3.1.1: Distribution of Teachers/trainers by educational qualification (general) and Sex

Highest class passed	Number			Per cent		
	Total	Male	Female	Total	Male	Female
SSC or equivalent	8818	6569	2249	12.3	11.9	13.9
HSC or equivalent	13644	10235	3409	19.1	18.5	21.0
Graduates	24093	18984	5109	33.7	34.3	31.5
Masters	24697	19328	5369	34.5	34.9	33.1
PhD	259	187	72	0.4	0.3	0.4
Total	71511	55303	16208	100.0	100.0	100.0

It is observed from the table that, 33.1 per cent reported to have Master's degree, 31.5 per cent mentioned that they have completed graduation, followed by HSC or equivalent (21.0 per cent), SSC or equivalent (13.9 per cent) and the rest 0.3 per cent with PhD degree. There exist gender variations among the teachers/trainers in the institutions– but the variation is not that much prominent.

Chart 3.1.1: Distribution Of Teachers/Trainers By General Education

The percent distribution of the highest level of education qualification (General education) of the teachers/trainers of the institutions is provided in the pie-chart 3.1.1 above.

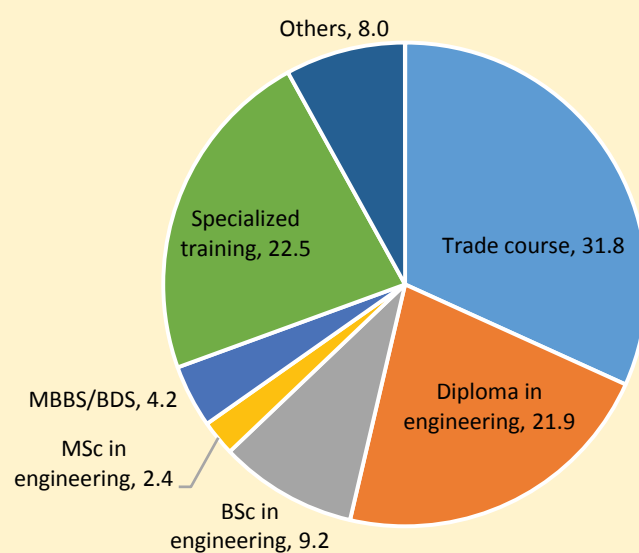
3.2 Distribution of teachers by TVET education

Table 3.2.1: Distribution of Teachers/trainers by highest class passed (TVET) and sex

Highest class passed	Number			Per cent		
	Total	Male	Female	Total	Male	Female
Trade course	23228	17894	5334	31.8	31.9	31.2
Diploma in engineering	16000	12493	3507	21.9	22.3	20.5
BSc in engineering	6748	4934	1814	9.2	8.8	10.6
MSc in engineering	1724	1119	605	2.4	2.0	3.5
MBBS/BDS	3070	2232	838	4.2	4.0	4.9
Specialized training	16469	12762	3707	22.5	22.8	21.7
Others	5875	4583	1292	8.0	8.2	7.6
Total	73114	56017	17097	100.0	100.0	100.0

Among the teachers/trainers, about one-third (31.2 per cent) of them have completed their Trade course, one-fifth (20.5 per cent) has completed Diploma engineering, and 10.6 per cent who have graduated university education viz. BSc in Engineering. At 27.6 per cent or more teachers/trainers had completed Specialized training on TVET education, and only 7.6 per cent have completed other form of TEVT education.

Chart 3.2.1: Distribution of teachers/trainers by level of education



The percent distribution of the highest level of education qualification (TVET education) of the teachers/trainers of the institutions is provided in the pie-chart 3.2.1 above.

3.3 Facilities of Industrial attachment

Industrial attachments usually refer to the formal placement of trainees in the workplace to facilitate the achievement of specific learning outcomes that would potentially lead to their employability on completion of a training programme. Industrial attachments typically involve training providers and industries (through employers) forming partnerships to offer on-site learning opportunities in the workplace so that learners and technical and vocational education and training (TVET) practitioners have access to authentic experiences that only the workplace can offer.

Industrial attachment to the TVET students is considered as one of the most important aspects of TVET Education and it is intended to familiarize students with all tools used in industrial attachment, prepare hands-on implementation plan on the TVET Industrial Attachment program during the attachment period. There is a great need to create the environment where student could relate theory to practice through simulated work environment in institutions and industrial attachment at real workplace.

Table-3.3.1: Distribution of TVET Institution by ownership and industrial attachment facilities

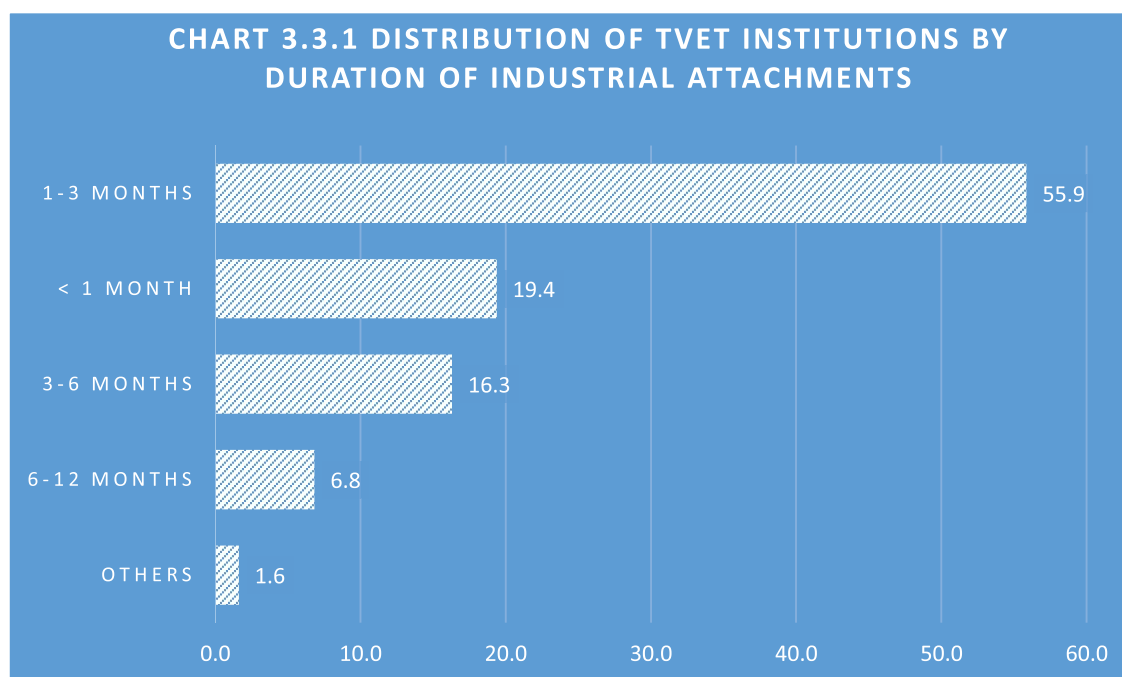
Type of Ownership	Number			Per cent		
	Yes	No	Total	Yes	No	Total
Government/Semi Government /Autonomous	479	1,252	1,731	27.7	72.3	100.0
MPO	1,181	1,336	2,517	46.9	53.1	100.0
Non-MPO	897	726	1,623	55.3	44.7	100.0
Individual ownership	360	5,953	6,313	5.7	94.3	100.0
Partnership	179	538	717	25.0	75.0	100.0
Corporate/Trustee	73	88	161	45.3	54.7	100.0
Foreign/joint venture	47	54	101	46.5	53.5	100.0
Total	3,216	9,947	13,163	24.4	75.6	100.0

By industrial attachment facilities provided (Table 5.5.1), less than one third (3216 institutions or 24.4 per cent) Institutions opines that they have some sort of industrial attachment facilities for the students but the largest share (75.6 per cent) of the institutions don't have those facilities to get hands-on learning/experience to familiarize students with all tools used in the industries.

Industrial attachment of the TVET institutions enables students attached to industries for acquiring practical skills in their occupational areas and helps them to develop them to the currently used tool and accessories and the process of work. The duration of the industrial attachment is presented in Table 3.3.2 by the following broader groups below.

Table- 3.3.2: Distribution of TVET Institution by duration of Industrial attachments
(multiple answers possible)

Duration of industrial attachment	Number	Per cent
< 1 month	681	19.4
1-3 months	1963	55.9
3-6 months	573	16.3
6-12 months	240	6.8
Others	57	1.6
Total	3514	100

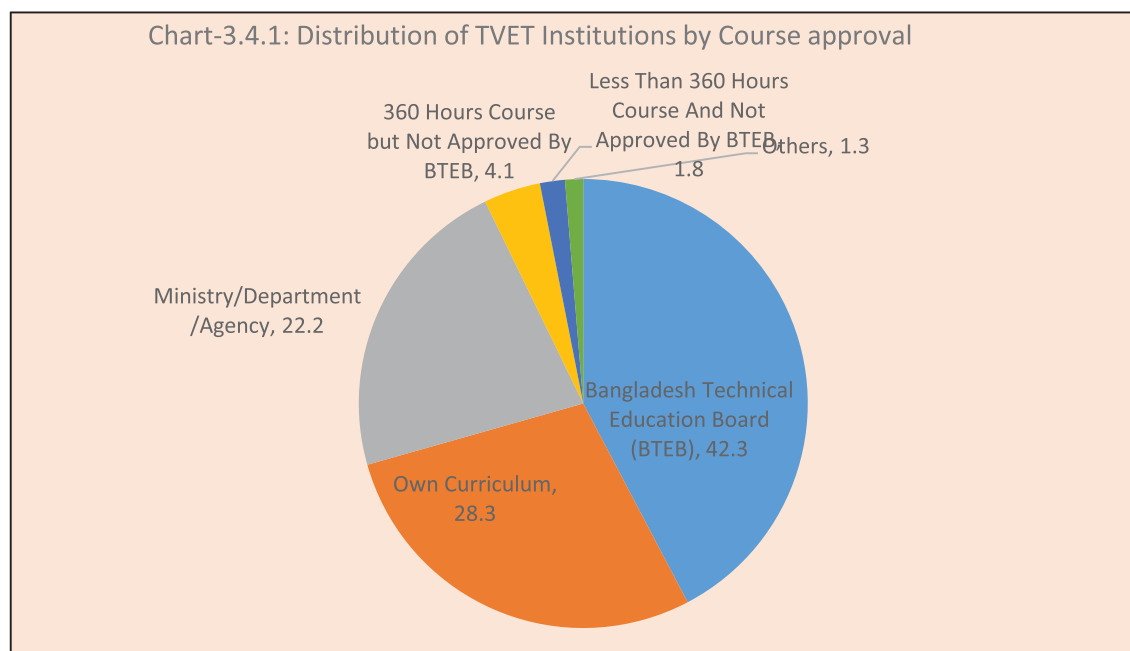


3.4 Approval status of the institutions and courses

Table below shows the distribution of TVET Institution by locality and by course approval status. The highest 42.3 per cent of the courses are approved by the Bangladesh Technical Education Board (BTEB). Only 22.2 per cent courses are approved by ministry/department/agency and 28.3 per cent courses are not approved by any authority and the courses are developed by their own.

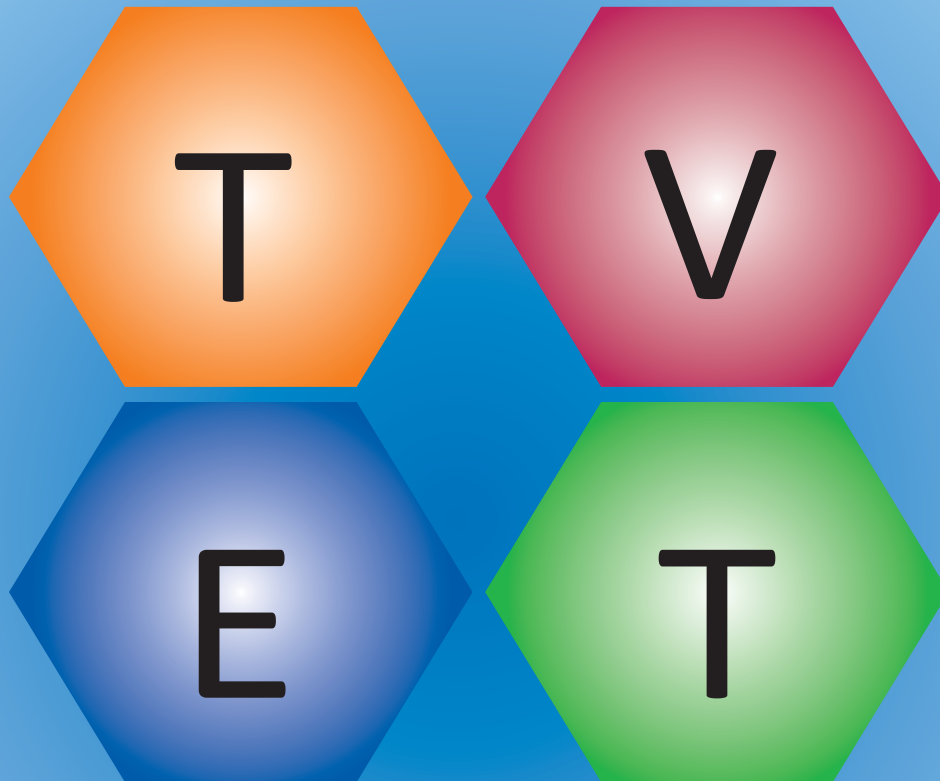
Table 3.4.1: Per cent Distribution of TVET Institution by locality and Course approval status
(Multiple answer)

Course approval from	Rural	Urban	Total
	Col %		
Bangladesh Technical Education Board (BTEB)	44.2	40.6	42.3
360 Hours Course but Not Approved By BTEB	4.9	3.4	4.1
Less Than 360 Hours Course and Not Approved By BTEB	1.9	1.7	1.8
Ministry/Department/Agency	21.8	22.6	22.2
BNFE	0.3	0.3	0.3
Own Curriculum	25.9	30.2	28.3
NGO Bureau	1.0	1.3	1.2
Total	45.7	54.3	100.0



Chapter 4

Seat capacity and Enrollment



This chapter describes seat capacity, admission, examinee, passed students by locality, type of institute and division.

Chapter 4

Seat capacity and Admission

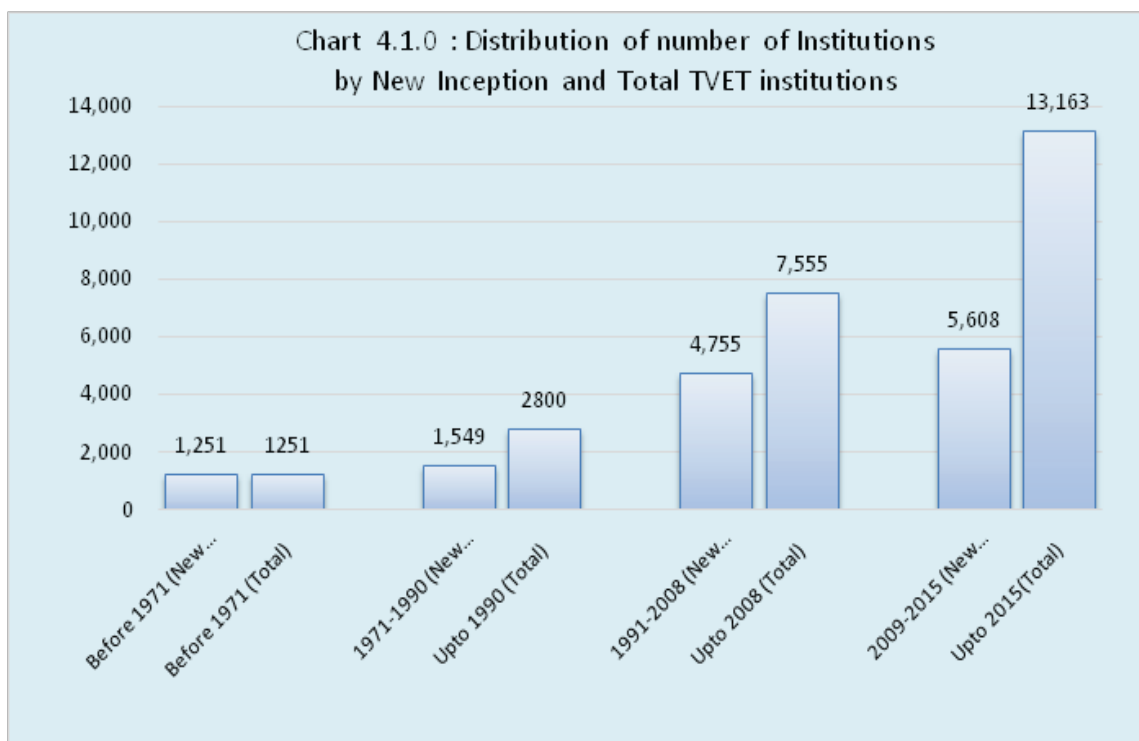
4.0 Growth of TVET institutions

TVET is delivered at different levels in different type of institutions. These are Technical Vocational Schools, Polytechnics, General school and college with TVET, Madrasahs (religious education) with TVET, Skills Training institutes and Union Digital Centers having skills training facilities. Table 4.1.0 summarizes the TVET Institutions by year of inception and locality in Bangladesh. Overall, a total of 13163 TVET institutions is found at national level whereas 5901 in rural area and 7262 in urban area. The inception of total number of TVET institutions is gradually increased both in rural and urban areas of the country.

Table 4.1.0: Distribution of number of Institutions by New Inception, Total and locality

Locality	Before 1971 (New inception)	Before 1971 (Total)	1971-1990 (New inception)	1971-1990 (Total)	1991-2008 (New inception)	1991-2008 (Total)	2009-2015 (New inception)	2009-2015 (Total)
Rural	557	557	547	1104	1964	3068	2833	5901
Urban	694	694	1002	1696	2791	4487	2775	7262
Total	1251	1251	1549	2800	4755	7555	5608	13163

The chart 4.1.0 show that Before the independence of Bangladesh, total number of TVET institutions in the country was 1251, which has increased to 2800 in year 1990 with 1549 new institutions during 1971-1999; it again increased to 7555 in year 2008 with 4755 new institutions during 1991-2008; and finally it became 13163 institutions in 2015 with 5608 new institutions i.e., 42.60% increase during the period 2009-2015.



4.1 Seat capacity and Admission by ownership

From the Table 4.1.1 it is observed that the total seat capacity of the year of 2015 is 10.8 lac but having admission against seat capacity is 17.6 lac. The admission is more than the seat capacity of the institutions because of the TVET Institutions who are offering short training courses, they usually conduct training as many shifts as they can accommodate the admission. The figures for examinee and passed students were for the year 2014. However, the examinee of the year of 2014 is 17.6 lac and getting passed 17.1 lac (97.7 per cent of the examinee).

Table 4.1.1: Distribution of Seat capacity, Admission, Examinee and passed students by Ownership

Type of institutions	Seat capacity	Admission	Examinee	Passed
Government/Semi Government	201761	434103	435076	419442
MPO	224747	174671	150274	143032
Non-MPO	180350	140793	124804	117176
Individual ownership	370201	831054	864379	851921
Partnership	68132	118510	126364	124022
Corporate/Trustee board	19867	32255	30015	29360
Foreign/ Joint venture	16738	32884	28577	28350
Total	1081796	1764270	1759489	1713303

4.2 Seat capacity and admission by duration of course

The following chart displays the situation of seat capacity, admission, examinee and passed of TVET Institution by different category based on duration of the courses. It is evident from the figures that admission is less than seat capacity in all types of courses except basic training. It shows that the TVET Institution who are offering short training courses, admission (13.0 lac) is more than twice than seat capacity (5.2). This is because the institutions are offering short training courses in many shifts as much as they can accommodate the admission. For all other courses, the admission is less than the number of seat capacity in general.

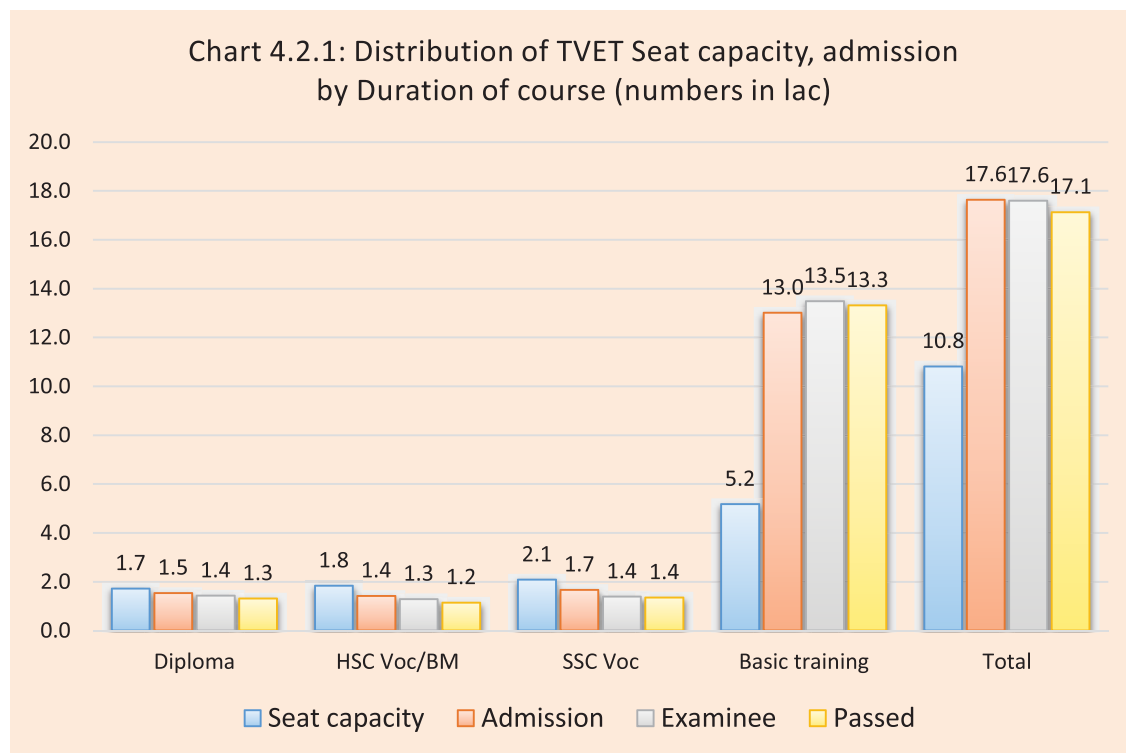
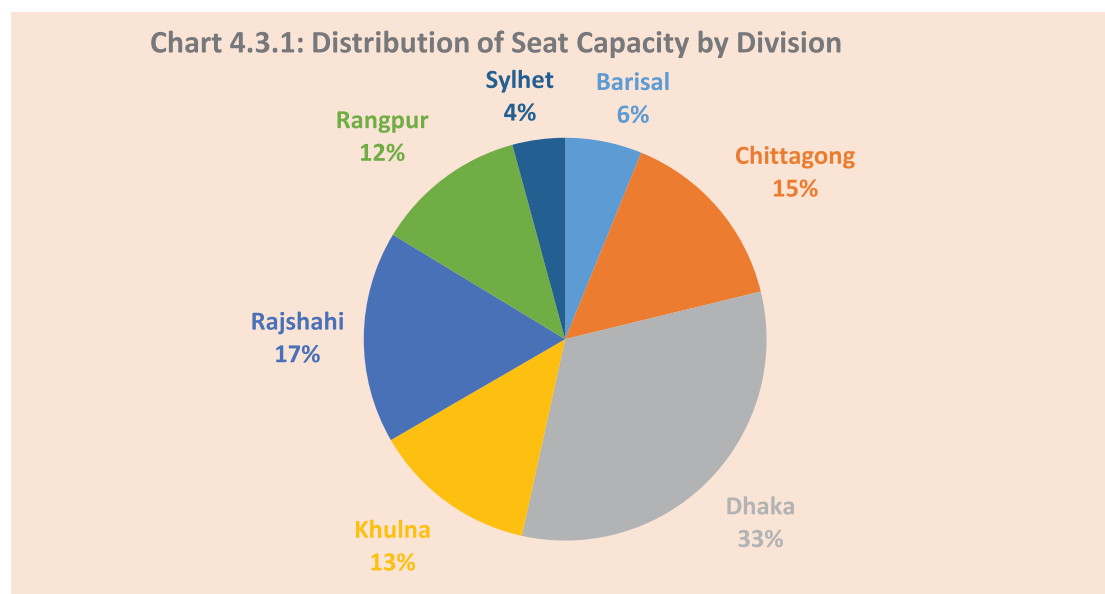


Table 4.2.2: Distribution of Seat capacity, Admission, Examinee and passed students by Division

Division	Seat capacity	Admission	Examinee	Passed
Barisal	65702	88521	89328	86553
Chittagong	158299	303536	312503	309139
Dhaka	347658	612733	599371	590135
Khulna	144486	228973	230063	220965
Rajshahi	187608	237652	241160	227040
Rangpur	132368	189522	183104	178457
Sylhet	45675	103333	103960	101014
Total	1081796	1764270	1759489	1713303

Table 4.2.2 above shows the distribution of seat capacity, admission, examinee, and passed of TVET Institution by division. The success rate of the students in getting passed is 97.7 per cent of the examinee.

4.3 Seat capacity and admission by Division



Above chart 4.3.1 shows the Distribution of Seat capacity by Division. The highest 33 per cent seat belongs to Dhaka division followed by Rajshahi division 17 per cent. The lowest 4 per cent seat belongs to Sylhet division.

Table 4.3.1: Distribution of Seat capacity, Admission, Examinee and passed students by course and Division

Division	Seat capacity	Admission	Examinee	Passed
Diploma programme				
Barisal	9228	8050	7166	6852
Chittagong	19243	16925	14979	13758
Dhaka	68072	64810	61446	56693
Khulna	23757	21038	18787	17521
Rajshahi	31650	25463	23325	20771
Rangpur	16070	13659	13231	12126
Sylhet	4454	4087	3900	3745
Total	172474	154032	142834	131466
HSC Voc/Business Management				
Barisal	14335	10491	9772	9047
Chittagong	13402	10962	9641	8615
Dhaka	44945	36382	34364	31297
Khulna	27234	21329	18808	16182
Rajshahi	47214	35438	31268	27570
Rangpur	33217	25492	23203	20668
Sylhet	3346	2428	2243	1753
Total	183693	142522	129299	115132
SSC Voc				
Barisal	16981	11344	9585	8560
Chittagong	21369	17849	15013	16255
Dhaka	53712	46321	39299	43432
Khulna	27329	22671	20249	17063
Rajshahi	50879	38137	30840	26635
Rangpur	32853	26735	20913	20774
Sylhet	5053	3912	3078	2813
Total	208176	166969	138977	135532
Basic course/Short training				
Barisal	25158	58636	62805	62094
Chittagong	104285	257800	272870	270511
Dhaka	180929	465220	464262	458713
Khulna	66166	163935	172219	170199
Rajshahi	57865	138614	155727	152064
Rangpur	50228	123636	125757	124889
Sylhet	32822	92906	94739	92703
Total	517453	1300747	1348379	1331173

4.4 Distribution of teachers and other officials

The availability of experienced and skilled teachers/trainers is a key element for the provisions of quality training. It is obvious that less technical skill and experience affect the quality of training greatly, the trainers may not have the needed confidence to train in those levels and overall performances of the institutions become weaker. Training provided by these under qualified and inexperienced trainers may not enable to produce capable graduates that play important roles in the country's economic and social spheres. No TVET Institution will survive without adjusting to the changes of demand of various courses and trades-made by the industry and the students.

The findings of TVET Institution Census 2015 in Bangladesh with reference date 01-10 September 2015, regarding teachers/trainers and supportive staffs/manpower and students are as under:

Table 4.4.1: Distribution of Employed persons by category and Type

Employed persons	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Number					
Teachers/trainers	74043	57032	17011	323	9327
Staffs	54033	44665	9368	158	3347
Others	2328	1417	911	21	569
Total	130404	103114	27290	502	13243
Per cent					
Teachers/trainers	56.8	43.7	13.0	0.2	7.2
Staffs	41.4	34.3	7.2	0.1	2.6
Others	1.8	1.1	0.7	0.0	0.4
Total	100.0	79.1	20.9	0.4	10.2

Table 4.4.1 illustrates the figures of the category of employed persons. It is clear from the table that the highest number of employed persons is recorded as teachers which is 74043 (56.8 per cent) in which 43.7 per cent are regular male teachers, 13.0 per cent are regular female teachers, 7.2 per cent are part time teachers and only 0.2 per cent are disabled teachers. The second highest number of employed persons is recorded as Staffs 54033 (41.4 per cent) followed by the others 2328 (1.8 per cent).

Table 4.4.2: Distribution of Employed persons by category and Type of institution

Types of Institutions	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Polytechnic Institute	13540	10467	3073	48	1746
Technical School and College	1791	1551	240	9	304
Technical Training Centre	2204	1854	350	4	93
Textile Institute	1116	920	196	3	248
Agriculture Training Institute	2584	2019	565	8	235
Forestry Institute	49	44	5	0	4
Marine Institute	356	327	29	0	49
Textile Vocational Institute	553	421	132	0	0
HSC (BM) Institute	16649	12689	3960	95	883
Institute of Medical Technology	7895	5596	2299	23	1635
Fishery Training Institute	319	256	63	0	22
Training Institute	31924	26937	4987	178	3316
Hotel Management and Tourism	69	48	21	0	10
Vocational Secondary Education	5614	4325	1289	5	248
General Secondary School (Attached Vocational	16616	13273	3343	30	835
General Madrasah (Attached Vocational Ed	2226	1867	359	0	190
Animal Health Institute	137	111	26	0	20
General HSC (Attached BM)	6094	4905	1189	24	497
Madrasah HSC (Attached BM)	598	526	72	0	28
Ceramic Institute	90	76	14	0	7
Survey Institute	33	30	3	0	7
Graphic Arts Institute	34	24	10	0	4
Office	6994	5414	1580	31	1691
Nursing Institute	2011	1176	835	3	324
Nursing College	659	345	314	2	223
Paramedical Institute	317	229	88	0	86
UDC	6094	4977	1117	24	349
Sarkari Shishu Paribar	618	488	130	3	10
Beauty Parlour and Training center	2512	1652	860	4	78
Others	708	567	141	8	101
Total	130404	103114	27290	502	13243

Table 4.4.2 presents the distribution of the employed persons by category and Type of institution. The largest proportion of employed persons is in Training Institute at 24.5 per cent (31924) followed by HSC (BM) Institute at 12.77 per cent (16649), Polytechnic Institute is at 10.38 per cent (13540), General Secondary School (Attached Vocational) is at 12.74 per cent (16616) and so on.

Table 4.4.3: Distribution of Employed persons by category and Ownership

Ownership of Institutions	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Government/Semi Government /Autonomous	25746	20537	5209	79	3559
MPO	31049	24442	6607	74	1241
Non-MPO	21391	16403	4988	98	2604
Individual ownership	39909	32661	7248	165	3948
Partnership	7785	5947	1838	54	1349
Corporate/Trustee board	2700	1840	860	24	359
Foreign/ Joint venture	1824	1284	540	8	183
Total	130404	103114	27290	502	13243

Table 4.4.3 displays the information on ownership and different category of employed persons. Of the total employed persons, the largest number is engaged in Individual ownership, 39.9 thousand of them 32.7 thousand are regular employed male, 7.2 are regular employed female; there are 165 disabled and 3948 part-timers in that category of ownership. A total of 25.7 thousand persons engaged in Government/Semi Government/Autonomous institutions, 21.4 thousand engaged in non-MPO institutions, followed by MPO based TVET Institution with 31.1 thousand employed persons and so on.

Table-4.4.4: Distribution of Employed persons by category and Form of Institution

Category	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Education institution	61349	48064	13285	202	4427
Training institution	31838	26866	4972	177	3274
Education and training institution	22717	16667	6050	56	3349
UDC	6094	4977	1117	24	349
Government office	7080	5485	1595	32	1733
Others	1326	1055	271	11	111
Total	130404	103114	27290	502	13243

It is clear enough from the Table 4.4.4 that Education institutions have the largest share of employed persons which is 61.3 thousand, followed by the Training institution with 31.8 thousand and the third highest number of employed persons is engaged in Education and training institutions with 22.7 thousand.

Table 4.4.5: Distribution of Employed persons by category and Activity type

Category	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Technical education	27383	20459	6924	95	4537
Technical education and skills development	5391	4239	1152	5	446
Higher secondary business management education	23174	17987	5187	119	1390
Vocational secondary school	6437	4991	1446	5	268
General secondary school and Vocational	16411	13100	3311	30	826
Madrassa (SSC) and vocational education	2661	2229	432	0	211
Skills development training	34354	28522	5832	181	3352
UDC and skills development training	6094	4977	1117	24	349
Government office and skills development training	7695	5970	1725	35	1743
Private/Corporate office and skills development	260	190	70	8	49
Others	544	450	94	0	72
Total	130404	103114	27290	502	13243

Table 4.4.5 represents the employment scenario of TVET Institution in terms of category of the institutions. Skills development training institutions have the largest share of employed persons with 34354 (26.3 per cent), followed by Technical education institutions with 27383 (20.9 per cent), Higher secondary business management education institutions with 23174 (17.8 per cent) and so on.

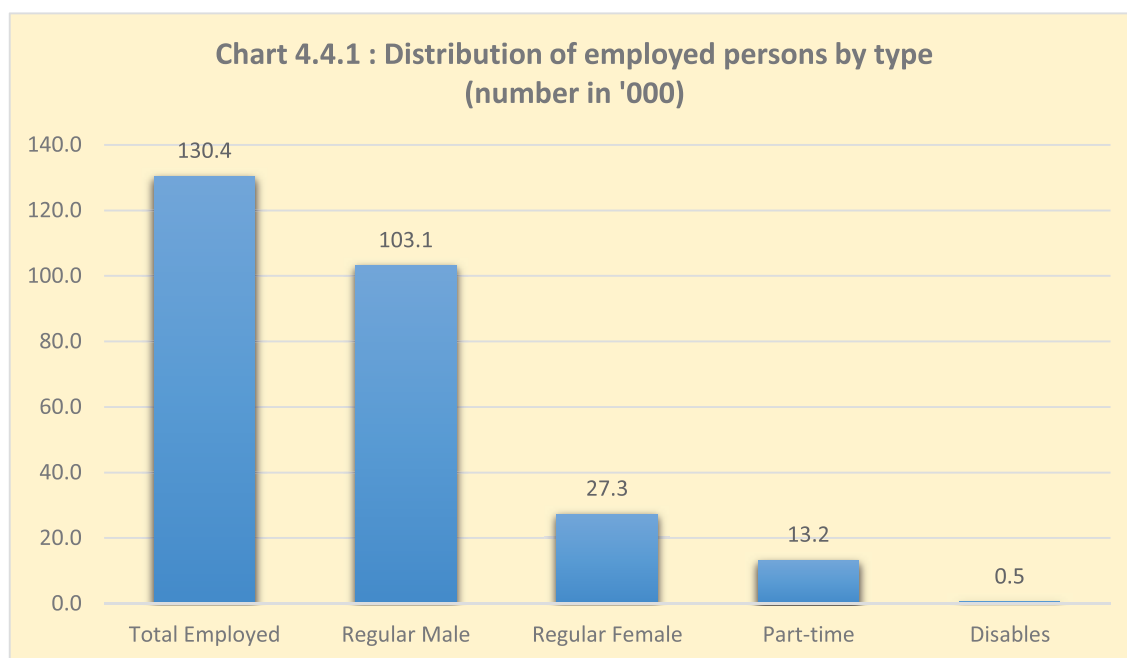
Table 4.4.6: Distribution of Employed persons by category and Locality

Locality	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Rural	50769	41168	9601	203	3886
Urban	79635	61946	17689	299	9357
Total	130404	103114	27290	502	13243
%					
Rural	38.9	81.1	18.9	0.40	7.7
Urban	61.1	86.6	13.4	0.38	11.7
Total	100.0	91.5	8.5	0.38	10.2

Table-4.4.6 shows the distribution of Employed persons by category & locality. It is found that the highest number people are engaged in urban areas is 79.6 thousand followed by the rural areas is 50.8 thousand.

Table-4.4.7: Distribution of Employed persons by category and Division

Division	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Barisal	7392	5823	1569	14	624
Chittagong	16247	13491	2756	97	2064
Dhaka	42470	32462	10008	184	4509
Khulna	16726	13533	3193	69	1333
Rajshahi	25382	19934	5448	47	2154
Rangpur	17041	13704	3337	84	1689
Sylhet	5146	4167	979	7	870
Total	130404	103114	27290	502	13243



It is evident from the Chart above that there are a total of 130.4 thousand out of 130.4 thousand employees, there are 103.1 thousand (79.1 per cent) are male, followed by female 27.3 thousand (20.9 per cent). A total of 13.2 thousand part-time employees are there in the TVET institutions and the rest 0.5 thousand are disables (Chart 4.4.1).

4.5 Seat capacity, admission

TVET is delivered at different levels in different type of institutions. These are Technical Vocational Schools, Polytechnics, General school and college with TVET, Madrasahs (religious education institute) with TVET, UDCs and Skills training Centers. Courses offered vary from 4 years diploma courses to even very short duration courses. Statistics on Seat capacity, Admission, Examinee and passed students are presented by the following four broad categories viz.

- A. Four years' duration courses (Diploma)
- B. Two years duration courses (HSC Voc./BM)
- C. SSC Vocational courses (SSC Voc)
- D. Basic trade/short course training

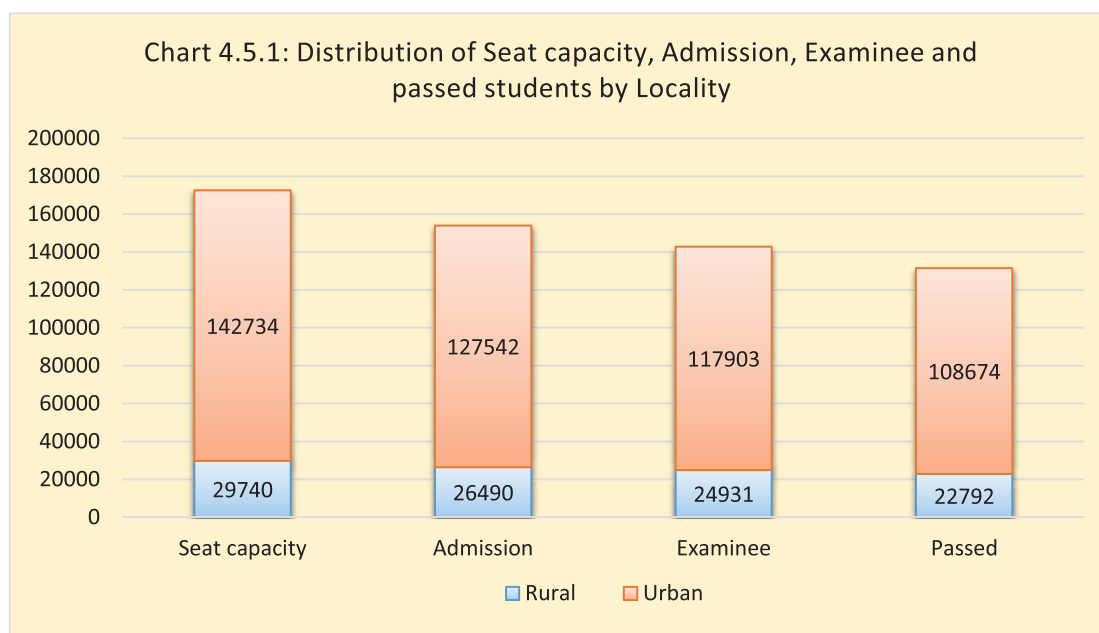
A. Four years' duration courses (Diploma)

Summary statistics on Seat capacity, Admission, Examinee and passed students by locality and sex for the institutions offering four years diploma courses are presented in the following tables.

Table 4.5.1: Distribution of Seat capacity, Admission, Examinee and passed students by Locality

Locality	Seat capacity	Admission			Examinee			Passed		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Number										
Rural	29740	21112	5378	26490	20316	4615	24931	18402	4390	22792
Urban	142734	93267	34275	127542	89461	28442	117903	81529	27145	108674
Total	172474	114379	39653	154032	109777	33057	142834	99931	31535	131466
Column %										
Rural	17.2	18.5	13.6	17.2	18.5	14.0	17.5	18.4	13.9	17.3
Urban	82.8	81.5	86.4	82.8	81.5	86.0	82.5	81.6	86.1	82.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
	%	%			%			%		
Rural	17.2	13.7	3.5	17.2	14.2	3.2	17.5	14.0	3.3	17.3
Urban	82.8	60.6	22.3	82.8	62.6	19.9	82.5	62.0	20.6	82.7
Total	100.0	74.3	25.7	100.0	76.9	23.1	100.0	76.0	24.0	100.0

It is evident from the table that more than eighty (82.2) per cent of the seats are available in the urban areas where as only 17.2 per cent is allocated for rural areas for the diploma programme. One fourth (25.7 per cent) of the students are females and the major part of the students are male (74.3 per cent).



The chart 4.5.1 given above depicts the distribution of Seat capacity, Admission, Examinee and passed students by Locality

Table 4.5.2: Distribution of Seat capacity, Admission, Examinee and passed students for diploma programme by Division

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Barisal	9228	5925	2125	5519	1647	5217	1635
Chittagong	19243	12865	4060	11730	3249	10873	2885
Dhaka	68072	47372	17438	46031	15415	41927	14766
Khulna	23757	15518	5520	14310	4477	13153	4368
Rajshahi	31650	19146	6317	18269	5056	15984	4787
Rangpur	16070	10783	2876	11030	2201	10029	2097
Sylhet	4454	2770	1317	2888	1012	2748	997
Total	172474	114379	39653	109777	33057	99931	31535
%							
Barisal	5.4	5.4	5.2	5.4	5.0	5.0	5.2
Chittagong	11.2	11.2	11.2	10.2	10.7	9.8	10.9
Dhaka	39.5	39.5	41.4	44.0	41.9	46.6	42.0
Khulna	13.8	13.8	13.6	13.9	13.0	13.5	13.2
Rajshahi	18.4	18.4	16.7	15.9	16.6	15.3	16.0
Rangpur	9.3	9.3	9.4	7.3	10.0	6.7	10.0
Sylhet	2.6	2.6	2.4	3.3	2.6	3.1	2.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

If it is analyzed by Division, it is seen from the Table 4.5.2 that Dhaka Division holds the top position at 39.5 percent (68.1 thousand) of total seat capacity followed by Rajshahi division at 18.4 per cent (31.6 thousand), Khulna division at 13.8 (23.8 thousand) per cent and so on. Percent distribution of admission, examinee and passed students categories by division and gender are also very much similar with the distribution of seat capacity of the institutions.

Table 4.5.3: Distribution of Seat capacity, Admission, Examinee and passed students for diploma programme by Ownership

Ownership of institution	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Gov't/Semi gov't /Autonomous	35764	28502	11116	26393	9110	24058	8302
Non MPO	61707	40663	10735	39678	9278	35909	9247
Individual ownership	45128	25885	9403	25064	7918	22805	7386
Partnership	22826	14065	5877	13768	4717	12677	4673
Corporate/Trustee board	6511	4744	2336	4326	1864	3934	1700
Foreign/Joint venture	538	520	186	548	170	548	227
Total	172474	114379	39653	109777	33057	99931	31535
%							
Gov't/Semi gov't /Autonomous	20.7	24.9	28.0	24.0	27.6	24.1	26.3
Non MPO	35.8	35.6	27.1	36.1	28.1	35.9	29.3
Individual ownership	26.2	22.6	23.7	22.8	24.0	22.8	23.4
Partnership	13.2	12.3	14.8	12.5	14.3	12.7	14.8
Corporate/Trustee board	3.8	4.1	5.9	3.9	5.6	3.9	5.4
Foreign/Joint venture	0.3	0.5	0.5	0.5	0.5	0.5	0.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

It is found from the Table 4.5.3 that Non-MPO type TVET Institution have the highest number of seats (35.8 per cent) followed by Individual ownership (26.2 per cent), Government/Semi Government/Autonomous institutions 20.7 per cent and so on.

B. Two years duration courses (HSC Voc/BM)

Summary statistics on Seat capacity, Admission, Examinee and passed students by locality and sex for the institutions offering two years HSC Voc./Business Management courses are presented in the following tables.

Table 4.5.4: Distribution of Seat capacity, Admission, Examinee and passed students of 2 years course by Locality

Locality	Seat capacity	Admission	Examinee	Passed
Rural	104650	79789	70284	63427
Urban	79043	62733	59015	51705
Total	183693	142522	129299	115132

Table 4.5.5: Distribution of Seat capacity, Admission, Examinee and passed students of 2 years course by Ownership

Ownership of institutions	Seat capacity	Admission	Examinee	Passed
Government/Semi Government/Autonomous	13310	11748	12322	9718
MPO	104505	81476	74267	66571
Non-MPO	60775	44990	38720	35104
Individual ownership	3777	2988	2677	2460
Joint ownership	906	1045	1065	1041
Corporate/Trustee board	360	247	218	209
Foreign/Joint venture	60	28	30	29
Total	183693	142522	129299	115132

Table 4.5.5 describes that, MPO based TVET Institutions have the highest number of seats with 104.5 thousand (56.89 per cent) followed by non MPO based TVET Institution with 60.8 thousand (33.08 per cent), Government/Semi Government/Autonomous institutions 13.3 thousand (7.25) and so on.

Table 4.5.6: Distribution of Seat capacity, Admission, Examinee and passed students of 2 years course by Division

Division	Seat capacity	Admission	Examinee	Passed
Barisal	14335	10491	9772	9047
Chittagong	13402	10962	9641	8615
Dhaka	44945	36382	34364	31297
Khulna	27234	21329	18808	16182
Rajshahi	47214	35438	31268	27570
Rangpur	33217	25492	23203	20668
Sylhet	3346	2428	2243	1753
Total	183693	142522	129299	115132

The table 4.5.6 shows the Division wise seat capacity of 02(two) years duration offered by the institutions. It is seen that Rajshahi Division holds the top position at 25.70 percent (47214) of total seat capacity followed by Dhaka division at 24.47 per cent (44945), Rangpur division at 18.08 (33217) per cent and so on.

C. Two years duration SSC Voc. courses

Summary statistics on Seat capacity, Admission, Examinee and passed students by locality and sex for the institutions offering two years SSC Voc. courses are presented in the following tables.

Table 4.5.7: Distribution of Seat capacity, Admission, Examinee and passed by Locality

Locality	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Rural	119800	66071	27506	53561	22004	48287	26597
Urban	88376	49982	23410	43297	20115	38361	22287
Total	208176	116053	50916	96858	42119	86648	48884
%							
Rural	57.5	56.9	54.0	55.3	52.2	55.7	54.4
Urban	42.5	43.1	46.0	44.7	47.8	44.3	45.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The table 4.5.7 shows the distribution of seat capacity of SSC Vocational course by locality. The Rural areas have the largest number of seat capacity which is 119.8 thousand (57.5 per cent) followed by the Urban areas with 88.4 thousand (42.5 per cent). Percent distribution of admission, examinee and passed students by gender and locality is also provided.

Table 4.5.8: Distribution of Seat capacity, Admission, Examinee and passed by Ownership

Ownership	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Gov't/Semi gov't /Autonomous	32005	23571	6092	21710	5374	18758	4680
MPO	120242	63310	29885	51458	24549	46251	30210
Not MPO	44452	23188	10751	18463	8624	16423	10819
Individual ownership	7723	3929	2657	3180	2206	3090	1983
Partnership	640	292	157	253	190	256	166
Corporate/Trustee board	910	385	236	415	150	403	131
Foreign/Joint venture	2204	1378	1138	1379	1026	1467	895
Total	208176	116053	50916	96858	42119	86648	48884
%							
Gov't/Semi gov't /Autonomous	15.4	20.3	12.0	22.4	12.8	21.6	9.6
MPO	57.8	54.6	58.7	53.1	58.3	53.4	61.8
Not MPO	21.4	20.0	21.1	19.1	20.5	19.0	22.1
Individual ownership	3.7	3.4	5.2	3.3	5.2	3.6	4.1
Partnership	0.3	0.3	0.3	0.3	0.5	0.3	0.3
Corporate/Trustee board	0.4	0.3	0.5	0.4	0.4	0.5	0.3
Foreign/Joint venture	1.1	1.2	2.2	1.4	2.4	1.7	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The table 4.5.8 illustrates that, MPO based TVET Institution have the highest number of seats with 120242 (57.8 per cent) followed by non-MPO TVET Institution with 45022 (21.4 per cent), Government/Semi Government/Autonomous institutions 32005 (15.4) and so on.

Table 4.5.9: Distribution of Seat capacity, Admission, Examinee and passed by Division

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Number							
Barisal	16981	7429	3915	6471	3114	5880	2680
Chittagong	21369	11662	6187	10085	4928	9966	6289
Dhaka	53712	31097	15224	26834	12465	24332	19100
Khulna	27329	16140	6531	13785	6464	11862	5201
Rajshahi	50879	27627	10510	22639	8201	19259	7376
Rangpur	32853	19677	7058	15110	5803	13546	7228
Sylhet	5053	2421	1491	1934	1144	1803	1010
Total	208176	116053	50916	96858	42119	86648	48884
%							
Barisal	8.2	6.4	7.7	6.7	7.4	6.8	5.5
Chittagong	10.3	10.0	12.2	10.4	11.7	11.5	12.9
Dhaka	25.8	26.8	29.9	27.7	29.6	28.1	39.1
Khulna	13.1	13.9	12.8	14.2	15.3	13.7	10.6
Rajshahi	24.4	23.8	20.6	23.4	19.5	22.2	15.1
Rangpur	15.8	17.0	13.9	15.6	13.8	15.6	14.8
Sylhet	2.4	2.1	2.9	2.0	2.7	2.1	2.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The table 4.5.9 shows the Division wise distribution of seat capacity, admission, examinee, and passed students of SSC Vocational courses offered by the institutions. It is seen that Dhaka Division holds the top position at 25.8 percent (53712 seats) of total seat capacity followed by Rajshahi division at 24.4 per cent (50879 seats), Rangpur division at 15.8 (32853 seats) per cent and so on. The percent distribution of admission, examinee and passed students of SSC Vocational courses is also provided by gender.

D. Basic trade/short course training

Summary statistics on Seat capacity, Admission, Examinee and passed students by locality, division, ownership, and sex for the institutions offering short courses/basic trade courses are presented in the following tables.

Table 4.5.10: Distribution of Seat capacity, Admission, Examinee and passed for training by Locality

Locality	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Rural	170658	269314	144397	301389	138580	300492	136817
Urban	346795	509518	377518	560476	347934	556322	337542
Total	517453	778832	521915	861865	486514	856814	474359
%							
Rural	33.0	34.6	27.7	35.0	28.5	35.1	28.8
Urban	67.0	65.4	72.3	65.0	71.5	64.9	71.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The table 4.5.10 depicts the picture of the seat capacity, admission, examinee, and passed students of Basic trade/short course offered by TVET Institution by locality and gender. The Urban areas have the largest number of seat capacity which is 34.7 thousand (67.0 per cent) followed by the Rural areas with 170.6 thousand (33.78 per cent) seats.

Table 4.5.11: Distribution of Seat capacity, Admission, Examinee for training by Ownership

Ownership	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Gov't/Semi gov't /Autonomous	120682	173894	179180	182484	177683	181005	172921
Not MPO	13416	7618	2848	7426	2615	7173	2501
Individual ownership	313573	501353	284839	568135	255199	565728	248469
Partnership	43760	63623	33451	73817	32554	73045	32164
Corporate/Trustee board	12086	15614	8693	15335	7707	15309	7674
Foreign/Joint venture	13936	16730	12904	14668	10756	14554	10630
Total	517453	778832	521915	861865	486514	856814	474359
%							
Gov't/Semi gov't /Autonomous	23.3	22.3	34.3	21.2	36.5	21.1	36.5
Not MPO	2.6	1.0	0.5	0.9	0.5	0.8	0.5
Individual ownership	60.6	64.4	54.6	65.9	52.5	66.0	52.4
Partnership	8.5	8.2	6.4	8.6	6.7	8.5	6.8
Corporate/Trustee board	2.3	2.0	1.7	1.8	1.6	1.8	1.6
Foreign/Joint venture	2.7	2.1	2.5	1.7	2.2	1.7	2.2
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Individual ownership based TVET Institution have the highest number of seats with 313.6 thousand (60.6 per cent), followed by Government/Semi Government/Autonomous TVET Institution with 120.6 thousand (23.3 per cent), Partnership based institutions 43.8 thousand (8.5 per cent) and so on. The distribution admission, examinee and passed students is also shown by gender.

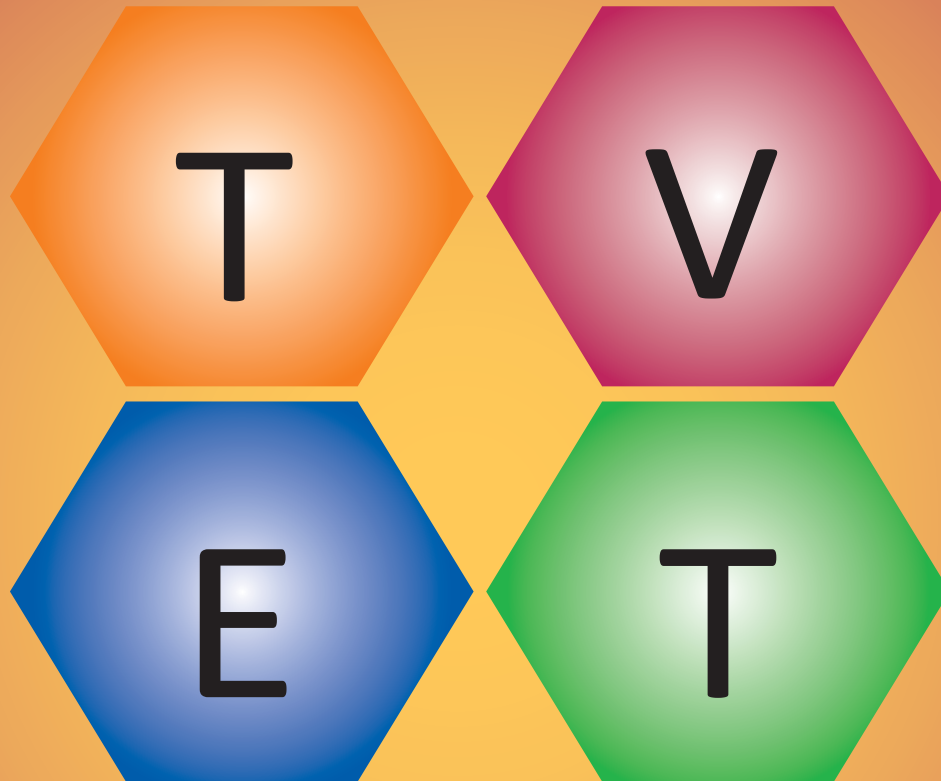
Table 4.5.12: Distribution of Seat capacity, Admission, Examinee and passed students for training by Division

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Barisal	25158	35105	23531	40711	22094	40445	21649
Chittagong	104285	157539	100261	176967	95903	176335	94176
Dhaka	180929	273412	191808	292045	172217	290526	168187
Khulna	66166	95038	68897	107704	64515	106934	63265
Rajshahi	57865	86540	52074	105576	50151	104634	47430
Rangpur	50228	73766	49870	78922	46835	78285	46604
Sylhet	32822	57432	35474	59940	34799	59655	33048
Total	517453	778832	521915	861865	486514	856814	474359
Barisal	4.9	4.5	4.5	4.7	4.5	4.7	4.6
Chittagong	20.2	20.2	19.2	20.5	19.7	20.6	19.9
Dhaka	35.0	35.1	36.8	33.9	35.4	33.9	35.5
Khulna	12.8	12.2	13.2	12.5	13.3	12.5	13.3
Rajshahi	11.2	11.1	10.0	12.2	10.3	12.2	10.0
Rangpur	9.7	9.5	9.6	9.2	9.6	9.1	9.8
Sylhet	6.3	7.4	6.8	7.0	7.2	7.0	7.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

The table 4.5.12 shows distribution of seat capacity, admission, examinee, and passed students of Basic trade/short course offered by TVET Institutions. It is seen that Dhaka division holds the top position at 35.0 percent (180.9 thousand seats) of total seat capacity, followed by Chittagong division at 20.2 per cent (104.2 thousand seats), Khulna division at 12.8 (66.1 thousand seats) per cent and so on.

Chapter 5

Facilities provided and challenges encountered

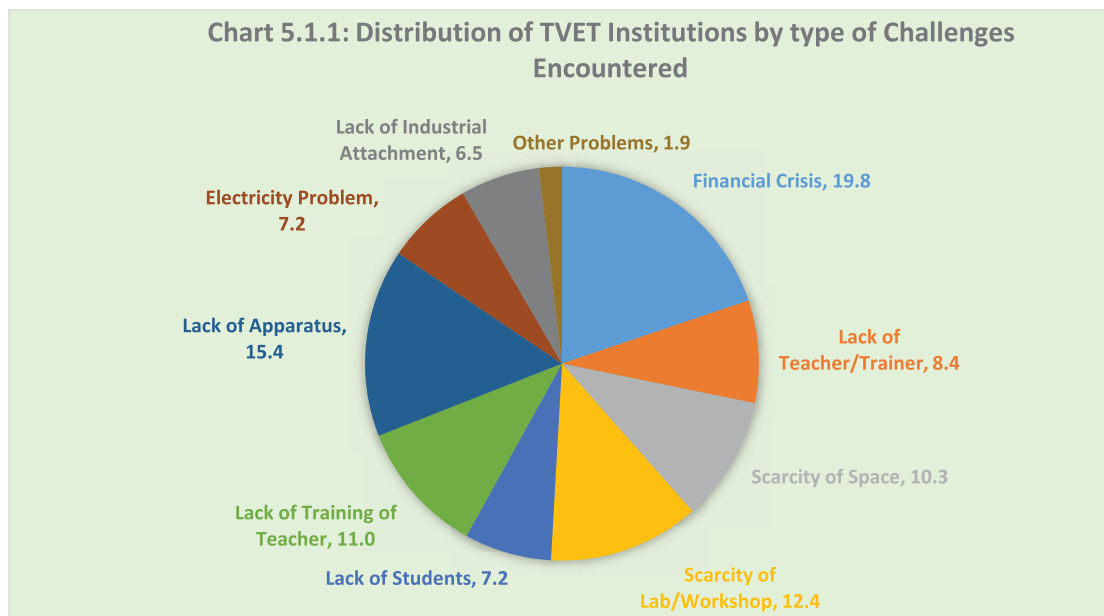


Challenges exists and this chapter covers information on the challenges encountered by the TVET institutions and remedial measures /suggestions to be taken for improvement of the institutions.

Chapter 5

5.1 Challenges encountered

Challenges do exist in the proper functioning of the institutions and this chapter provides information on the challenges encountered by the institutions during the census. Chart below shows the percent distribution of the types of challenges.



It is evident that the highest portion (19.8 per cent) of the challenges encountered accounts for the Financial crisis, followed by Lack of apparatus (15.4 per cent), Scarcity of lab and workshop (12.4 per cent), Lack of training of teachers/trainers (11.0 per cent), lack of qualified teacher/trainers (8.4 per cent), Scarcity of space (10.3 per cent), Lack of students (7.2 per cent), Electricity problem (7.2 per cent), Lack of industrial attachment (6.5 per cent) and the rest 1.2 per cent other problems (Figure-5.3).

The distribution of the challenges by locality is shown in table below (Table 5.1.1). TVET Institution located in both rural (20.5 per cent) and urban (19.2 per cent) areas are facing financial crisis. This challenge is at the top among all types of challenges.

Table-5.1.1 : Distribution of TVET Institution by type of challenges faced and locality

Type of challenges	Number			Per cent		
	Rural	Urban	Total	Rural	Urban	Total
Financial Crisis	4247	4234	8481	20.5	19.2	19.8
Lack of Teacher/Trainer	1879	1724	3603	9.1	7.8	8.4
Scarcity of Space	1912	2476	4388	9.2	11.2	10.3
Scarcity of Lab/Workshop	2961	2357	5318	14.3	10.7	12.4
Lack of Student	1127	1940	3067	5.4	8.8	7.2
Lack of Training of Teacher	2363	2338	4701	11.4	10.6	11.0
Lack of Apparatus	3586	3014	6600	17.3	13.6	15.4
Electricity Problem	1366	1703	3069	6.6	7.7	7.2
Lack of Industrial Attachment	1024	1758	2782	4.9	8.0	6.5
Other Problems	255	551	806	1.2	2.5	1.9
Total	20720	22095	42815	100.0	100.0	100.0

Table below depicts the percentage distribution of the types of challenges by administrative division. It is evident that Financial crisis remains at the top of challenges in all the divisions

Table-5.1.2: percentage Distribution of TVET Institution by type of challenges faced and division

Challenges	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	Total
Financial Crisis	18.9	18.8	21.0	20.0	19.6	19.1	18.6	19.8
Lack of Teacher/Trainer	9.1	8.2	8.2	9.1	7.4	9.2	8.5	8.4
Scarcity of Space	9.6	11.9	11.0	10.4	8.7	7.9	12.2	10.3
Scarcity of Lab/Workshop	13.3	10.3	10.2	13.5	14.9	15.7	11.0	12.4
Lack of Student	6.1	8.3	9.0	5.9	6.4	4.7	7.0	7.2
Lack of Training of Teacher	11.3	8.5	10.2	11.2	13.9	12.7	8.1	11.0
Lack of Apparatus	16.3	14.6	14.3	15.7	15.6	17.4	16.9	15.4
Electricity Problem	6.6	11.8	7.2	6.9	4.3	4.9	10.1	7.2
Lack of Industrial Attachment	6.7	5.8	6.7	5.6	7.3	7.0	5.5	6.5
Other Problems	2.0	1.8	2.1	1.8	2.0	1.4	2.3	1.9

Table-5.1.3: Distribution of TVET Institution by type of challenges faced and ownership

Type of challenges	Government /Semi Government/ Autonomous	MPO	Non-MPO	Individual Ownership	Joint Ownership	Corporate /Trustee Board	Foreign /joint venture	Total
Financial Crisis	8.4	16.0	22.5	23.4	23.4	11.5	10.6	19.8
Lack of Teacher/Trainer	15.1	9.7	12.3	5.2	6.3	13.2	12.3	8.4
Scarcity of Space	12.7	4.7	5.4	13.6	10.3	7.8	7.8	10.3
Scarcity of Lab/Workshop	10.0	20.1	14.0	9.6	8.2	8.3	11.6	12.4
Lack of Student	5.0	3.3	6.8	9.1	10.3	11.2	6.7	7.2
Lack of Training of Teacher	11.1	19.1	14.1	6.8	7.6	9.5	12.0	11.0
Lack of Apparatus	16.2	14.4	15.7	15.8	14.3	12.9	14.8	15.4
Electricity Problem	8.2	2.4	3.4	9.8	8.7	13.4	13.0	7.2
Lack of Industrial Attachment	4.7	9.4	4.8	5.7	10.1	10.0	10.9	6.5
Other Problems	8.6	0.9	1.0	1.1	0.9	2.2	0.4	1.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 5.1.3 depicts the percentage distribution of the types of challenges by ownership of the institution.

5.2 Opinion to overcome the challenges

The respondents were asked whether they have any suggestions for the expansion or for the betterment of the TVET Institution with some pre-defined set of answers. Almost all of them were opined that they were facing some sort of challenges and to overcome those challenges they have chosen some of the pre-defined options. Census reveals that arrangement of sufficient apparatus has significant share (11.3 per cent) of total whereas Technological assistance stands at 9.6 per cent type establishments. (Figure-5.2). Table below shows the percentage distribution of the suggestions by locality.

Table-5.2.1 : Type of suggestions of the TVET providers by locality

Suggestions for the Expansion and Development	Locality		Total
	Rural	Urban	
Improvement of Course Curriculum	5.0	6.9	6.0
Arrangement of Sufficient Apparatus	12.8	10.0	11.3
Coordination with The Industrial Sector	3.2	4.5	3.9
Improvement of Examination System	2.0	2.1	2.0
Technological Assistance	10.1	9.1	9.6
Arrange Sufficient Training for Teachers	9.2	8.1	8.7
Improve Education Materials	6.4	5.1	5.7
Increase Scholarships, Stipends, Internships and Job Opportunities	8.4	9.7	9.1
Arrange International Acceptance	1.4	2.3	1.9
Lab and Workshop Facilities	4.5	3.1	3.8
Low-Interest Bank Loans	4.8	6.9	5.9
Increase Private and Government Assistance	9.5	8.7	9.1
Publish TVET Book in Bangla	0.6	0.8	0.7
Incorporate Coerces On New Emerging Sector	3.7	3.9	3.8
Establish New TVET Institution	1.1	1.1	1.1
Increase Expert Teachers and Trainers	3.9	4.0	4.0
Arrange Sufficient Books, Magazines and Libraries	0.9	1.0	1.0
Monitor Education Quality in TVET Institution	1.2	1.3	1.3
Modernization of Lab Equipment	5.3	3.6	4.4
Campaign to Popularize TVET Programme	4.2	5.0	4.6
Follow The World's Best Practices for TVET	0.2	0.3	0.3
Establish TVET Research Cell	0.4	0.5	0.4
No Action Is Required	0.0	0.1	0.1
Others	1.2	2.0	1.6

Chapter 6

Fixed Assets



This chapter describes the distribution value of fixed assets by type and category. A fixed asset is a long-term tangible piece of property that an institution owns and uses in the production of its income and is not expected to be consumed or converted into cash any sooner than at least one year's time.

Chapter 6

6.1 Fixed Assets of TVET Institutions

This chapter describes the distribution value of fixed assets by type and category at the aggregated level. A fixed asset is a long-term tangible piece of property that an institution owns and uses in the production of its income and is not expected to be consumed or converted into cash any sooner than at least one year's time. An asset that is not consumed or sold during the normal course of business, such as land, buildings, equipment, machinery, vehicles, leasehold improvements, and other such items.

Fixed assets enable their owner to carry on its operations. In accounting, fixed does not necessarily mean immovable; any asset expected to last, or be in use for, more than one year is considered a fixed asset. In general, fixed asset means all assets, whether obtained from other enterprise or produced by the establishment out of its resources for its own use, which are expected to have a productive life of more than one year. It consists of land and land improve, buildings, machinery and equipment, transport, computer and software, furniture and fixtures etc.

Land and Improvement to land means covered and open area at institution location. Agricultural land including land acquired for gaining sand, clay, etc. if connected with the institution are excluded. It includes value of improvements made (i.e. by raising, filling-up, digging, leveling, etc. of land) in the inquiry period. Residential buildings include the buildings constructed for residential use by the staffs. Non-residential buildings include all other buildings such as class rooms, houses, office buildings, stores etc. Computer is defined as a device that can be instructed to carry out an arbitrary set of arithmetic or logical operations automatically. Computer software, or simply software, is that part of a computer system that consists of encoded information or computer instructions, in contrast to the physical hardware from which the system is built. Furniture & other fixed assets include furniture, fixtures, air-conditioners, refrigerators etc.

Table 6.1.1: Distribution of Average Fixed asset by category and ownership

(in lac Taka)

Ownership	Initial value	Addition /alteration	Transfer	Depreciation	Net value
Government/Semi Government/Autonomous	241.0	11.3	4.1	28.3	219.9
MPO	66.4	2.0	0.6	8.5	59.4
Non-MPO	60.1	3.1	1.0	5.6	56.6
Individual ownership	23.5	0.8	0.6	2.9	20.8
Partnership	50.3	3.0	0.5	6.4	46.4
Corporate/Trustee board	101.8	3.7	0.6	18.7	86.1
Foreign/Joint venture	205.1	6.7	1.0	24.6	186.3
Average	68.6	2.9	1.1	8.2	62.2

Above table (Table 6.1.1) indicates the distribution of average fixed assets by ownership of the TVET Institution. Highest Tk. 219.9 lac fixed assets belongs to each of the Government/Semi Government/Autonomous type TVET Institution, followed by to Foreign/Joint venture with Tk. 186.3 lac. The lowest average Tk. 20.8 lac belongs to Individual ownership of the TVET Institution. An average fixed asset of all kinds of TVET Institutions is only Tk. 62.2 lac.

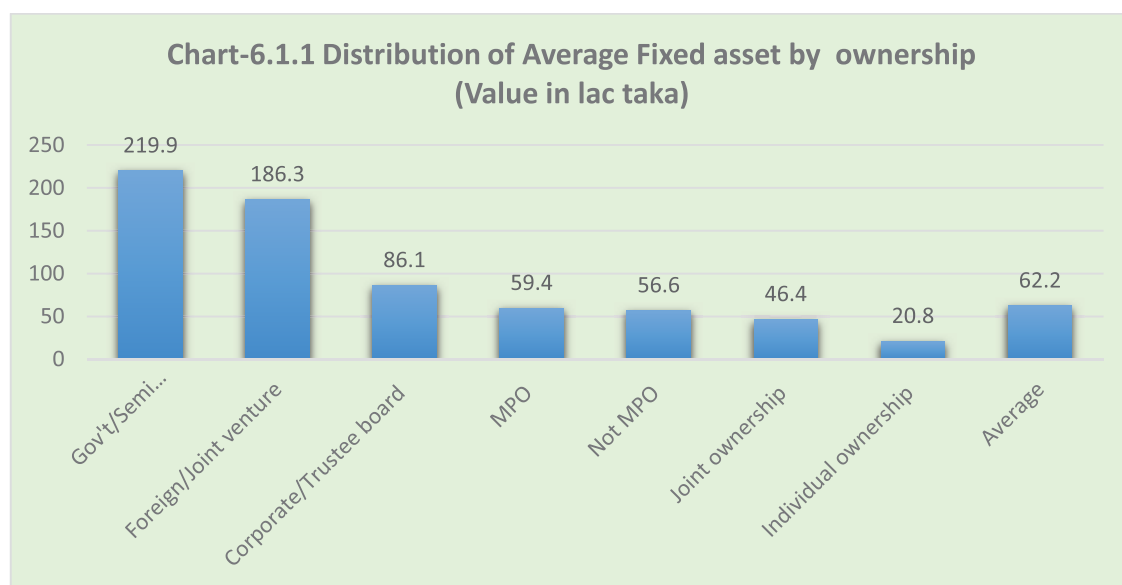


Table below (Table 6.1.2) describes the distribution of total fixed assets by category and type. A total sum of Tk. 819349 lac is the total value of fixed assets of all kinds of TVET Institution in 2015. By category of the fixed assets, the highest value is Tk. 356656 lac for building category, followed by Land & land improvement Tk. 304528 lac. The lowest value for software is Tk. 573 lac only.

Table 6.1.2: Distribution of Total Fixed asset by category and type

(in lac Taka)

Category	Initial value	Addition /alteration	Transfer	Depreciation	Net value
Land & land improvement	296547	8272	291	0	304528
Building	399749	12536	3405	52225	356656
Machineries	87940	6320	3492	21250	69518
Transport	23782	1808	1275	4791	19523
Computer	35267	3581	2888	12884	23076
Software	905	86	37	381	573
Computer machineries	7124	1231	513	2033	5808
Furniture & Other fixed assets	51814	4527	2387	14288	39666
Total	903129	38361	14289	107852	819349

During the census, initial value of fixed assets is found Tk. 903129 lac and total depreciation is Tk. 107852 lac while net fixed assets is Tk. 819349 lac in total. The highest initial value is with Buildings category and accounted for Tk. 399749 lac and the lowest value is Tk. 905 lac with Software category as initial value. Values of fixed assets by categories and type has different value of fixed assets depicted in table 6.1.2 above.

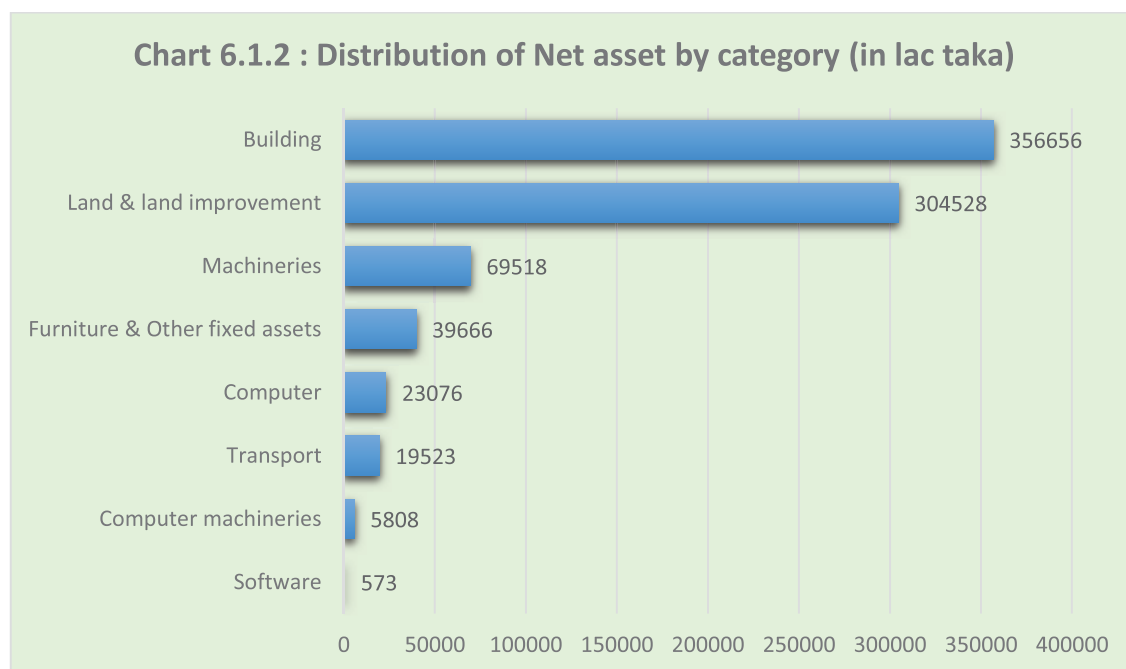
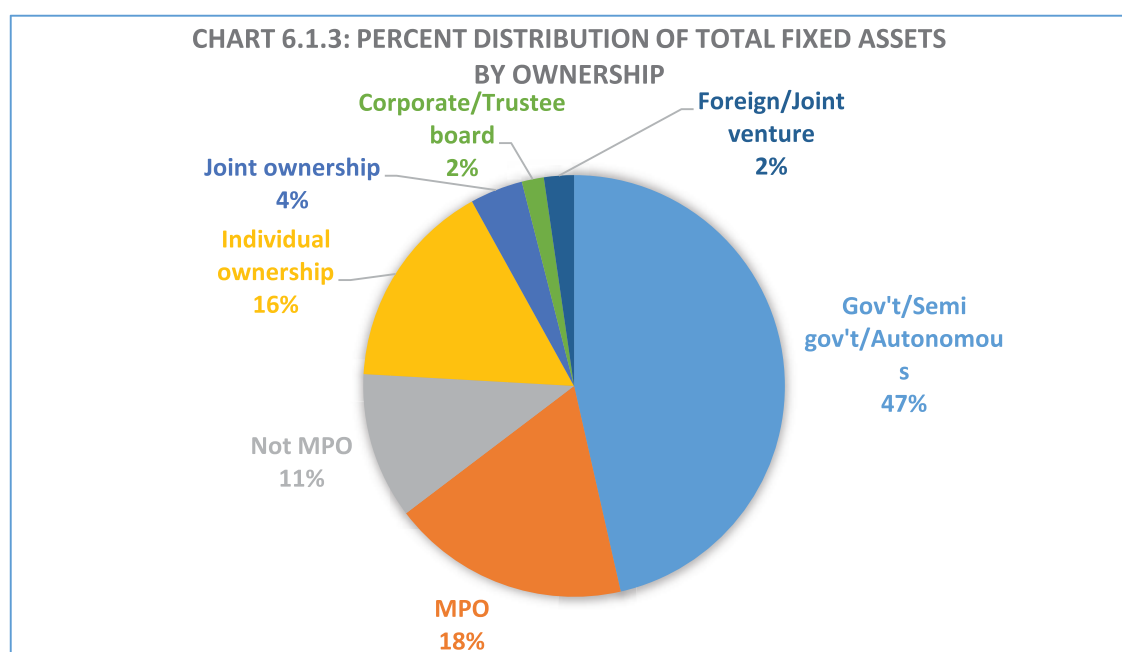


Table 6.1.3: Distribution of Total Fixed asset by ownership and type

(in lac taka)

ownership	Initial value	Addition /alteration	Transfer	Depreciation	Net value
Government/Semi Government/Autonomous	417116	19478	7032	48992	380570
MPO	167121	5061	1388	21409	149385
Non-MPO	97506	5042	1631	9021	91895
Individual ownership	148241	5363	3701	18327	131575
Joint ownership	36044	2145	341	4607	33242
Corporate/Trustee board	16383	590	99	3012	13863
Foreign/Joint venture	20718	681	96	2484	18819
Total	903129	38361	14289	107852	819349



Total value of fixed assets by ownership indicates that highest share of fixed assets of TVET Institution is for government/semi government/autonomous type. The government/semi government/autonomous institutions accounts for more than 47.0 per cent and MPO type has next high share of fixed assets that is 18.0 per cent. Individual type has 16.0 per cent and Foreign/joint venture and Corporate/trustee board type jointly accounts for only 4.0 per cent of the total fixed assets of the TVET institute in Bangladesh (Chart-6.1.3)

6.2 Use of computer and internet

The use of computer and internet at the aggregated level in the TVET Institution are concentrated in this chapter.

Table 6.2.1: Distribution of use of Computer by Division

Division		Q35_Use of Computer		
		Yes	No	Total
Barisal	Number	777	15	792
	%	98.1	1.9	100.0
Chittagong	Number	1,915	44	1,959
	%	97.8	2.3	100.0
Dhaka	Number	4,027	83	4,110
	%	98.0	2.0	100.0
Khulna	Number	1,815	37	1,852
	%	98.0	2.0	100.0
Rajshahi	Number	2,059	31	2,090
	%	98.5	1.5	100.0
Rangpur	Number	1,665	31	1,696
	%	98.2	1.8	100.0
Sylhet	Number	643	20	663
	%	97.0	3.0	100.0
Total	Number	12,901	261	13,163
	%	98.0	2.0	100.0

Appendix

Detailed Statistical Tables

Table-1: Distribution of TVET Institutions by District

District	Rural	Urban	Total
Bagerhat	121	63	184
Bandarban	26	19	45
Barguna	61	41	102
Barisal	77	138	215
Bhola	36	35	71
Bogra	123	169	292
Brahmanbaria	85	47	132
Chandpur	114	91	205
Chittagong	157	412	569
Chuadanga	46	58	104
Comilla	189	229	418
Cox's Bazar	50	42	92
Dhaka	191	1,161	1,352
Dinajpur	254	148	402
Faridpur	60	91	151
Feni	19	96	115
Gaibandha	136	67	203
Gazipur	73	204	277
Gopalganj	41	65	106
Habiganj	41	47	88
Joypurhat	59	79	138
Jamalpur	154	113	267
Jessore	185	162	347
Jhalokati	69	29	98
Jhenaidah	114	103	217
Khagrachhari	30	46	76
Khulna	140	213	353
Kishoregonj	75	135	210
Kurigram	95	81	176
Kushtia	70	78	148
Lakshmipur	25	42	67
Lalmonirhat	106	45	151
Madaripur	40	41	81

District	Rural	Urban	Total
Magura	80	53	133
Manikganj	32	29	61
Meherpur	34	36	70
Maulvibazar	59	70	129
Munshiganj	58	36	94
Mymensingh	237	197	434
Naogaon	164	91	255
Narail	32	50	82
Narayanganj	51	99	150
Narsingdi	83	71	154
Natore	130	103	233
Chapai Nababganj	73	73	146
Netrakona	48	79	127
Nilphamari	122	77	199
Noakhali	99	94	193
Pabna	137	142	279
Panchagarh	64	45	109
Patuakhali	83	79	162
Pirojpur	81	63	144
Rajshahi	140	313	453
Rajbari	71	34	105
Rangamati	19	28	47
Rangpur	168	136	304
Shariatpur	84	46	130
Satkhira	130	84	214
Sirajganj	168	127	295
Sherpur	57	63	120
Sunamganj	86	47	133
Sylhet	76	237	313
Tangail	101	190	291
Thakurgaon	72	80	152
Total	5,901	7,262	13,163

Four year courses (Diploma)

Table 1: Distribution of Seat capacity, Admission, Examinee and passed students for diploma programme by division by sex and by locality.

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Rural							
Barisal	2886	1890	544	1762	424	1687	417
Chittagong	3130	2650	510	2763	457	2632	399
Dhaka	8267	5741	1622	5501	1414	4734	1340
Khulna	4736	3811	802	3306	659	2771	645
Rajshahi	5483	3172	1056	3054	1029	2876	960
Rangpur	3942	2448	565	2476	415	2271	414
Sylhet	1296	1400	279	1454	217	1431	215
Total	29740	21112	5378	20316	4615	18402	4390
Urban							
Barisal	6342	4035	1581	3757	1223	3530	1218
Chittagong	16113	10215	3550	8967	2792	8241	2486
Dhaka	59805	41631	15816	40530	14001	37193	13426
Khulna	19021	11707	4718	11004	3818	10382	3723
Rajshahi	26167	15974	5261	15215	4027	13108	3827
Rangpur	12128	8335	2311	8554	1786	7758	1683
Sylhet	3158	1370	1038	1434	795	1317	782
Total	142734	93267	34275	89461	28442	81529	27145
Bangladesh							
Barisal	9228	5925	2125	5519	1647	5217	1635
Chittagong	19243	12865	4060	11730	3249	10873	2885
Dhaka	68072	47372	17438	46031	15415	41927	14766
Khulna	23757	15518	5520	14310	4477	13153	4368
Rajshahi	31650	19146	6317	18269	5056	15984	4787
Rangpur	16070	10783	2876	11030	2201	10029	2097
Sylhet	4454	2770	1317	2888	1012	2748	997
Total	172474	114379	39653	109777	33057	99931	31535

Table 2: Distribution of Seat capacity, Admission, Examinee and passed students for diploma programme by type of ownership by sex and by locality

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bangladesh							
Gov't/Semi gov't /Autonomous	35764	28502	11116	26393	9110	24058	8302
Not MPO	61707	40663	10735	39678	9278	35909	9247
Individual ownership	45128	25885	9403	25064	7918	22805	7386
Partnership	22826	14065	5877	13768	4717	12677	4673
Corporate/Trustee board	6511	4744	2336	4326	1864	3934	1700
Foreign/Joint venture	538	520	186	548	170	548	227
Total	172474	114379	39653	109777	33057	99931	31535
Rural							
Gov't/Semi gov't /Autonomous	11150	9848	1919	9058	1641	8183	1498
Not MPO	11208	7315	1961	7285	1644	6493	1598
Individual ownership	4662	2652	869	2702	781	2545	729
Partnership	1514	956	339	908	254	855	285
Corporate/Trustee board	1170	341	254	363	245	326	244
Foreign/Joint venture	36	0	36	0	50	0	36
Total	29740	21112	5378	20316	4615	18402	4390
Urban							
Gov't/Semi gov't /Autonomous	24614	18654	9197	17335	7469	15875	6804
Not MPO	50499	33348	8774	32393	7634	29416	7649
Individual ownership	40466	23233	8534	22362	7137	20260	6657
Partnership	21312	13109	5538	12860	4463	11822	4388
Corporate/Trustee board	5341	4403	2082	3963	1619	3608	1456
Foreign/Joint venture	502	520	150	548	120	548	191
Total	142734	93267	34275	89461	28442	81529	27145

Table 3: Distribution of Seat capacity, Admission, Examinee and passed students for diploma programme by district and by sex

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bagerhat	830	741	206	755	188	711	187
Barguna	850	521	138	378	104	365	101
Barisal	4841	3329	1126	3159	864	2924	825
Bhola	1010	678	245	659	179	646	203
Bogra	8078	4602	1860	4640	1506	3940	1307
Brahmanbaria	1315	743	204	666	128	612	113
Chandpur	1282	849	284	729	213	702	223
Chittagong	6805	4188	1300	3449	964	3168	802
Chuadanga	1223	893	227	760	181	686	159
Comilla	4160	2593	1154	2482	1039	2261	935
Cox's Bazar	866	1112	146	1409	140	1374	115
Dhaka	33279	23583	9716	22336	8631	20569	8155
Dinajpur	3276	1854	922	1881	695	1688	583
Faridpur	3477	2663	872	2598	790	2525	762
Feni	1385	1407	312	1159	228	1021	205
Gaibandha	1512	884	174	851	132	837	129
Gazipur	4404	4013	650	4096	640	3413	619
Gopalganj	1576	930	348	793	248	748	247
Habiganj	981	1160	175	1301	138	1273	138
Joypurhat	1134	804	228	751	179	433	177
Jamalpur	1703	818	438	806	401	781	398
Jessore	4871	2966	792	2518	585	2350	569
Jhalokati	60	37	6	28	6	28	6
Jhenaidah	1587	1106	443	967	325	885	327
Khagrachhari	50	7	2	7	2	7	2
Khulna	7751	4896	2257	4796	1801	4495	1698
Kishoregonj	1951	1029	404	965	396	886	362
Kurigram	1480	965	272	842	174	789	210
Kushtia	3301	1991	727	1989	596	1829	524
Lakshmipur	1194	689	136	686	112	671	102
Lalmonirhat	910	603	76	580	56	504	55
Madaripur	320	195	107	180	100	179	100
Magura	1832	956	346	755	344	796	335
Manikganj	1550	747	228	963	163	952	165
Meherpur	566	552	235	609	249	604	350
Maulvibazar	690	306	130	270	126	248	123
Munshiganj	475	654	122	1061	115	1061	115
Mymensingh	4369	2748	951	2448	810	2275	783
Naogaon	2166	1051	372	1067	270	1009	289
Narail	350	562	65	538	30	196	30
Narayanganj	3307	3268	999	3163	922	2887	882
Narsingdi	2296	2008	315	2011	280	1370	216
Natore	1834	890	228	913	198	901	234
Chapai Nababganj	2180	1291	400	1218	334	1172	330
Netrakona	925	361	174	364	147	342	144

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Nilphamari	1046	501	165	532	151	501	150
Noakhali	1272	796	232	774	237	703	202
Pabna	3655	3206	697	2643	484	2411	505
Panchagarh	474	355	115	418	43	413	53
Patuakhali	2197	1229	515	1154	429	1114	436
Pirojpur	270	131	95	141	65	140	64
Rajshahi	8860	4846	1928	4774	1446	4033	1340
Rajbari	920	425	148	449	161	393	272
Rangamati	914	481	290	369	186	354	186
Rangpur	5562	3706	796	3984	656	3496	636
Shariatpur	656	278	104	244	44	237	45
Satkhira	1446	855	222	623	178	601	189
Sirajganj	3743	2456	604	2263	639	2085	605
Sherpur	1055	586	245	650	193	645	193
Sunamganj	50	6	44	12	32	12	32
Sylhet	2733	1298	968	1305	716	1215	704
Tangail	5809	3066	1617	2904	1374	2664	1308
Thakurgaon	1810	1915	356	1942	294	1801	281
Total	172474	114379	39653	109777	33057	99931	31535

Two years courses (HSC Voc / BM)

Table 4: Distribution of Seat capacity, Admission, Examinee and passed students for 2 years HSC Voc/BM course programme by division by sex and by locality.

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Rural							
Barisal	9724	4344	2789	3838	2725	3539	2591
Chittagong	6141	3170	1876	2697	1727	2454	1618
Dhaka	23006	11871	6417	10192	6037	9449	5575
Khulna	16151	8104	4153	7141	3694	5984	3329
Rajshahi	27504	14429	6036	12391	5243	10825	4804
Rangpur	21462	10614	5459	9280	4872	8268	4598
Sylhet	662	272	255	228	219	194	199
Total	104650	52804	26985	45767	24517	40713	22714
Urban							
Barisal	4611	2178	1180	2039	1170	1861	1056
Chittagong	7261	4095	1821	3499	1718	3021	1522
Dhaka	21939	12328	5766	12210	5925	10709	5564
Khulna	11083	6087	2985	5234	2739	4527	2342
Rajshahi	19710	10590	4383	9436	4198	8190	3751
Rangpur	11755	6520	2899	6327	2724	5299	2503
Sylhet	2684	1376	525	1249	547	879	481
Total	79043	43174	19559	39994	19021	34486	17219
Bangladesh							
Barisal	14335	6522	3969	5877	3895	5400	3647
Chittagong	13402	7265	3697	6196	3445	5475	3140
Dhaka	44945	24199	12183	22402	11962	20158	11139
Khulna	27234	14191	7138	12375	6433	10511	5671
Rajshahi	47214	25019	10419	21827	9441	19015	8555
Rangpur	33217	17134	8358	15607	7596	13567	7101
Sylhet	3346	1648	780	1477	766	1073	680
Total	183693	95978	46544	85761	43538	75199	39933

Table 5: Distribution of Seat capacity, Admission, Examinee and passed students for 2 years HSC Voc/BM course by district and by sex

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bagerhat	4089	1840	1328	1585	1084	980	980
Bandarban	324	185	56	189	82	57	57
Barguna	1802	888	600	853	600	543	543
Barisal	2971	1159	759	977	788	760	760
Bhola	1565	769	354	641	337	323	323
Bogra	7825	4179	1793	3776	1704	1571	1571
Brahmanbaria	1528	763	441	793	376	339	339
Chandpur	1691	1071	491	914	526	461	461
Chittagong	2160	986	653	750	598	547	547
Chuadanga	1000	707	187	526	286	130	130
Comilla	3347	1615	1025	1368	818	793	793
Cox's Bazar	944	410	348	348	316	294	294
Dhaka	6246	3213	1502	2816	1334	1288	1288
Dinajpur	6034	3438	1380	2927	1161	1104	1104
Faridpur	2121	1122	674	950	586	584	584
Feni	412	190	123	180	101	99	99
Gaibandha	3814	2007	1005	1704	943	1000	1000
Gazipur	2205	1550	835	1270	749	637	637
Gopalganj	913	416	232	359	266	250	250
Habiganj	459	275	103	206	133	118	118
Joypurhat	2275	1253	537	1160	521	483	483
Jamalpur	5653	2931	1491	3121	1499	1439	1439
Jessore	4014	2210	1122	1884	1090	1017	1017
Jhalokati	1716	763	521	635	479	454	454
Jhenaidah	2262	1409	407	1278	407	359	359
Khagrachhari	496	250	133	281	166	133	133
Khulna	4967	2251	1223	1960	1106	961	961
Kishoregonj	3246	1649	961	1513	947	877	877
Kurigram	4433	2447	1033	2511	1081	945	945
Kushtia	2849	1656	673	1470	589	510	510
Lakshmipur	604	646	153	397	147	125	125
Lalmonirhat	3457	1597	923	1523	744	680	680
Madaripur	486	173	181	181	151	140	140
Magura	1380	878	338	702	316	285	285
Manikganj	1404	764	304	902	307	274	274
Meherpur	1148	676	280	626	300	270	270
Maulvibazar	474	258	110	203	100	91	91

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Munshiganj	404	143	69	143	72	52	52
Mymensingh	6259	3374	1556	2952	1652	1518	1518
Naogaon	6268	3397	1404	2972	1118	1036	1036
Narail	822	466	151	412	192	146	146
Narayanganj	1084	776	348	871	398	386	386
Narsingdi	1582	700	561	581	515	478	478
Natore	5572	2555	1241	2513	1240	1121	1121
Chapai Nababganj	2032	1137	382	938	358	335	335
Netrakona	3788	2151	1390	1844	1272	1169	1169
Nilphamari	4308	2156	1212	1916	1037	953	953
Noakhali	1736	1049	230	867	230	213	213
Pabna	5878	3412	1180	2953	1130	1017	1017
Panchagarh	2174	1047	669	798	511	477	477
Patuakhali	3782	1852	963	1753	900	810	810
Pirojpur	2499	1091	772	1018	791	757	757
Rajshahi	10838	5806	2239	4964	2060	1859	1859
Rajbari	1568	825	435	642	382	362	362
Rangamati	160	100	44	109	85	79	79
Rangpur	4897	2599	975	2421	1092	1016	1016
Shariatpur	568	268	105	283	131	107	107
Satkhira	4703	2098	1429	1932	1063	1013	1013
Sirajganj	6526	3280	1643	2551	1310	1133	1133
Sherpur	2658	1532	622	1532	716	640	640
Sunamganj	812	349	160	236	111	84	84
Sylhet	1601	766	407	832	422	387	387
Tangail	4760	2612	917	2442	985	938	938
Thakurgaon	4100	1843	1161	1807	1027	926	926
Total	183693	95978	46544	85761	43538	39933	39933

Table 6: Distribution of Seat capacity, Admission, Examinee and passed students of 2 years course by type of ownership and by sex

Ownership	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Government/Semi Government /Autonomous	13310	9856	1892	10104	2218	1927	1927
MPO	104505	54941	26535	48930	25337	23298	23298
Non-MPO	60775	28390	16600	24017	14703	13446	13446
Individual ownership	3777	1954	1034	1759	918	884	884
Partnership	906	685	360	807	258	276	276
Corporate/Trustee board	360	140	107	132	86	84	84
Foreign/Joint venture	60	12	16	12	18	18	18
Total	183693	95978	46544	85761	43538	39933	39933

Table 7: Distribution of Seat capacity, Admission, Examinee and passed students of 2 years course by district and by sex

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bagerhat	4089	1840	1328	1585	1084	1419	980
Bandarban	324	185	56	189	82	105	57
Barguna	1802	888	600	853	600	748	543
Barisal	2971	1159	759	977	788	917	760
Bhola	1565	769	354	641	337	694	323
Bogra	7825	4179	1793	3776	1704	3287	1571
Brahmanbaria	1528	763	441	793	376	638	339
Chandpur	1691	1071	491	914	526	821	461
Chittagong	2160	986	653	750	598	681	547
Chuadanga	1000	707	187	526	286	437	130
Comilla	3347	1615	1025	1368	818	1308	793
Cox's Bazar	944	410	348	348	316	301	294
Dhaka	6246	3213	1502	2816	1334	2681	1288
Dinajpur	6034	3438	1380	2927	1161	2705	1104
Faridpur	2121	1122	674	950	586	892	584
Feni	412	190	123	180	101	172	99
Gaibandha	3814	2007	1005	1704	943	1545	1000
Gazipur	2205	1550	835	1270	749	1095	637
Gopalganj	913	416	232	359	266	290	250
Habiganj	459	275	103	206	133	188	118
Joypurhat	2275	1253	537	1160	521	964	483
Jamalpur	5653	2931	1491	3121	1499	2503	1439
Jessore	4014	2210	1122	1884	1090	1660	1017
Jhalokati	1716	763	521	635	479	586	454
Jhenaidah	2262	1409	407	1278	407	1093	359
Khagrachhari	496	250	133	281	166	218	133
Khulna	4967	2251	1223	1960	1106	1681	961
Kishoregonj	3246	1649	961	1513	947	1303	877
Kurigram	4433	2447	1033	2511	1081	2046	945
Kushtia	2849	1656	673	1470	589	1262	510

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Lakshmipur	604	646	153	397	147	371	125
Lalmonirhat	3457	1597	923	1523	744	1354	680
Madaripur	486	173	181	181	151	159	140
Magura	1380	878	338	702	316	602	285
Manikganj	1404	764	304	902	307	866	274
Meherpur	1148	676	280	626	300	472	270
Maulvibazar	474	258	110	203	100	143	91
Munshiganj	404	143	69	143	72	93	52
Mymensingh	6259	3374	1556	2952	1652	2845	1518
Naogaon	6268	3397	1404	2972	1118	2495	1036
Narail	822	466	151	412	192	381	146
Narayanganj	1084	776	348	871	398	804	386
Narsingdi	1582	700	561	581	515	521	478
Natore	5572	2555	1241	2513	1240	2157	1121
Chapai Nababganj	2032	1137	382	938	358	761	335
Netrakona	3788	2151	1390	1844	1272	1699	1169
Nilphamari	4308	2156	1212	1916	1037	1590	953
Noakhali	1736	1049	230	867	230	757	213
Pabna	5878	3412	1180	2953	1130	2736	1017
Panchagarh	2174	1047	669	798	511	664	477
Patuakhali	3782	1852	963	1753	900	1540	810
Pirojpur	2499	1091	772	1018	791	915	757
Rajshahi	10838	5806	2239	4964	2060	4469	1859
Rajbari	1568	825	435	642	382	585	362
Rangamati	160	100	44	109	85	103	79
Rangpur	4897	2599	975	2421	1092	2123	1016
Shariatpur	568	268	105	283	131	242	107
Satkhira	4703	2098	1429	1932	1063	1504	1013
Sirajganj	6526	3280	1643	2551	1310	2146	1133
Sherpur	2658	1532	622	1532	716	1323	640
Sunamganj	812	349	160	236	111	146	84
Sylhet	1601	766	407	832	422	596	387
Tangail	4760	2612	917	2442	985	2257	938
Thakurgaon	4100	1843	1161	1807	1027	1540	926
Total	183693	95978	46544	85761	43538	75199	39933

2 years course- SSC Voc

Table 8: Distribution of Seat capacity, Admission, Examinee and passed students of SSC Vocational courses by type of ownership and by sex

Ownership	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Gov't/Semi gov't /Autonomous	32005	23571	6092	21710	5374	18758	4680
MPO	120242	63310	29885	51458	24549	46251	30210
Not MPO	44452	23188	10751	18463	8624	16423	10819
Individual ownership	7723	3929	2657	3180	2206	3090	1983
Partnership	640	292	157	253	190	256	166
Corporate/Trustee board	910	385	236	415	150	403	131
Foreign/Joint venture	2204	1378	1138	1379	1026	1467	895
Total	208176	116053	50916	96858	42119	86648	48884

Table 9: Distribution of Seat capacity, Admission, Examinee and passed students of SSC Vocational courses by district and by sex

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bangladesh							
Barisal	16981	7429	3915	6471	3114	5880	2680
Chittagong	21369	11662	6187	10085	4928	9966	6289
Dhaka	53712	31097	15224	26834	12465	24332	19100
Khulna	27329	16140	6531	13785	6464	11862	5201
Rajshahi	50879	27627	10510	22639	8201	19259	7376
Rangpur	32853	19677	7058	15110	5803	13546	7228
Sylhet	5053	2421	1491	1934	1144	1803	1010
Total	208176	116053	50916	96858	42119	86648	48884
Rural							
Barisal	9448	3992	2005	3278	1652	3074	1490
Chittagong	9994	4723	3122	4156	2507	4458	2258
Dhaka	27559	15968	7631	13852	6173	12540	10245
Khulna	15940	9128	3108	7481	2513	6446	2306
Rajshahi	33074	18305	6387	14590	4972	12678	4504
Rangpur	22565	13373	4912	9746	3902	8671	5520
Sylhet	1220	582	341	458	285	420	274
Total	119800	66071	27506	53561	22004	48287	26597
Urban							
Barisal	7533	3437	1910	3193	1462	2806	1190
Chittagong	11375	6939	3065	5929	2421	5508	4031
Dhaka	26153	15129	7593	12982	6292	11792	8855
Khulna	11389	7012	3423	6304	3951	5416	2895
Rajshahi	17805	9322	4123	8049	3229	6581	2872
Rangpur	10288	6304	2146	5364	1901	4875	1708
Sylhet	3833	1839	1150	1476	859	1383	736
Total	88376	49982	23410	43297	20115	38361	22287

Table 10: Distribution of Seat capacity, Admission, Examinee and passed students of SSC Vocational courses by district and by sex

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bagerhat	3300	1561	938	1174	716	1001	639
Bandarban	789	437	231	332	193	277	157
Barguna	2000	968	462	786	394	761	342
Barisal	4316	1791	1093	1420	840	1323	709
Bhola	2453	1290	543	1125	417	1054	354
Bogra	6347	3426	1316	2753	935	2378	834
Brahmanbaria	1982	1048	589	830	420	827	2367
Chandpur	2157	1088	598	938	452	883	377
Chittagong	4226	2405	1364	2372	1208	2433	1058
Chuadanga	1632	1209	417	1025	413	890	349
Comilla	4750	2460	1064	1788	740	1682	722
Cox's Bazar	973	466	402	442	364	762	338
Dhaka	8620	4274	2529	3692	2160	3500	2044
Dinajpur	6252	4015	1086	3010	881	2655	801
Faridpur	2454	1533	735	1200	571	1071	532
Feni	1080	521	283	465	204	447	181
Gaibandha	6060	3259	1339	2767	1093	2569	960
Gazipur	2913	1875	832	1539	683	1238	653
Gopalganj	1612	999	471	701	414	607	396
Habiganj	579	424	106	381	105	327	97
Joypurhat	3150	1441	683	1214	518	1063	451
Jamalpur	5771	3225	1554	2973	1200	2720	4015
Jessore	4097	2163	905	1622	678	1380	614
Jhalokati	2186	899	542	761	443	711	391
Jhenaidah	2875	1655	639	1681	1445	1225	481
Khagrachhari	823	470	278	549	279	509	262
Khulna	4411	2970	1382	2442	1233	2268	1149
Kishoregonj	2790	1421	1124	1185	898	1087	849
Kurigram	4440	2802	1112	1949	820	1793	741
Kushtia	3184	2060	751	1838	607	1661	543
Lakshmipur	1105	528	417	437	308	489	242
Lalmonirhat	2988	1653	564	1418	477	1231	437
Madaripur	1660	731	498	632	436	582	417
Magura	2451	1453	440	1241	393	1060	400
Manikganj	2350	1532	669	1539	493	1487	451
Meherpur	1180	814	130	748	166	628	144
Maulvibazar	759	312	195	265	188	223	197
Munshiganj	1181	563	372	354	281	320	260
Mymensingh	6092	3737	1624	3038	1380	2603	3716
Naogaon	5280	2827	1110	2053	870	1753	765
Narail	1366	901	339	866	295	744	274
Narayanganj	1930	1356	501	1185	404	1169	401
Narsingdi	2502	1536	828	1239	577	1117	493
Natore	9190	4480	1635	3565	1273	3145	1205

District	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Chapai Nababganj	1978	1159	467	1103	377	969	332
Netrakona	2501	1789	696	1727	646	1521	581
Nilphamari	4125	2556	976	1745	728	1568	631
Noakhali	2924	1882	783	1551	565	1367	446
Pabna	5686	3792	1118	3394	1027	2941	875
Panchagarh	1495	930	476	590	428	546	361
Patuakhali	3645	1484	796	1571	655	1296	574
Pirojpur	2381	997	479	808	365	735	310
Rajshahi	11278	5905	2265	4883	1697	3870	1600
Rajbari	1781	1013	397	1067	344	965	2348
Rangamati	560	357	178	381	195	290	139
Rangpur	4295	2584	852	2377	838	2064	2794
Shariatpur	800	271	403	246	381	241	348
Satkhira	2833	1354	590	1148	518	1005	608
Sirajganj	7970	4597	1916	3674	1504	3140	1314
Sherpur	2014	1192	567	1116	404	924	381
Sunamganj	1287	636	470	428	296	404	230
Sylhet	2428	1049	720	860	555	849	486
Tangail	6741	4050	1424	3401	1193	3180	1215
Thakurgaon	3198	1878	653	1254	538	1120	503
Total	208176	116053	50916	96858	42119	86648	48884

4. Trade/Short courses

Table 11: Distribution of Seat capacity, Admission, Examinee and passed students of Trade/Short courses by division by locality and by sex

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Rural							
Barisal	9263	13164	7038	15583	6295	15551	6222
Chittagong	36401	58826	32356	65094	31784	64960	31682
Dhaka	47429	81092	40639	87771	38196	87617	37675
Khulna	24528	36164	21586	41699	20357	41577	19922
Rajshahi	17729	25309	11805	30034	11825	29757	11787
Rangpur	24832	35680	20558	40460	19693	40339	19691
Sylhet	10476	19079	10415	20748	10430	20691	9838
Total	170658	269314	144397	301389	138580	300492	136817
Urban							
Barisal	15895	21941	16493	25128	15799	24894	15427
Chittagong	67884	98713	67905	111873	64119	111375	62494
Dhaka	133500	192320	151169	204274	134021	202909	130512
Khulna	41638	58874	47311	66005	44158	65357	43343
Rajshahi	40136	61231	40269	75542	38326	74877	35643
Rangpur	25396	38086	29312	38462	27142	37946	26913
Sylhet	22346	38353	25059	39192	24369	38964	23210
Total	346795	509518	377518	560476	347934	556322	337542
Bangladesh							
Barisal	25158	35105	23531	40711	22094	40445	21649
Chittagong	104285	157539	100261	176967	95903	176335	94176
Dhaka	180929	273412	191808	292045	172217	290526	168187
Khulna	66166	95038	68897	107704	64515	106934	63265
Rajshahi	57865	86540	52074	105576	50151	104634	47430
Rangpur	50228	73766	49870	78922	46835	78285	46604
Sylhet	32822	57432	35474	59940	34799	59655	33048
Total	517453	778832	521915	861865	486514	856814	474359

Table 12: Distribution of Seat capacity, Admission, Examinee and passed students of Trade/Short courses by district and by sex

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Bagerhat	6258	8329	6642	10133	6206	10117	6176
Bandarban	3013	2999	3182	3279	3154	3313	3088
Barguna	2622	3202	2321	4310	2030	4281	1987
Barisal	7516	10418	6626	12065	6135	12012	5976
Bhola	2370	3267	2275	3412	2045	3306	1964
Bogra	7997	12660	6089	16440	5975	16225	5902
Brahmanbaria	5491	8301	4073	9144	4092	9076	4138
Chandpur	8314	12819	7538	15119	6972	15077	7033
Chittagong	38434	56533	34113	60404	30981	60225	31023
Chuadanga	4323	5015	3941	6067	4144	5998	4076
Comilla	19419	31305	23887	41102	23543	40966	22454
Cox's Bazar	3444	6534	4293	6589	4148	6572	3987
Dhaka	81560	119163	85988	124339	69926	123561	68269
Dinajpur	14121	22569	11618	24904	11093	24702	11131
Faridpur	6263	9639	8779	10429	8582	10390	8390
Feni	5714	9901	4427	10267	4585	10194	4588
Gaibandha	5522	6084	4898	7385	5033	7310	4990
Gazipur	12742	21138	13345	23215	13211	23127	12395
Gopalganj	5132	8646	7084	8954	6827	8922	6722
Habiganj	3897	7535	3643	7974	3251	7929	3224
Joypurhat	3891	5230	4880	6101	4774	6080	4641
Jamalpur	7153	9702	6706	10571	5996	10564	5782
Jessore	15603	20753	12577	23566	11686	23257	11349
Jhalokati	3558	4773	2879	4695	2567	4689	2515
Jhenaidah	6495	11491	6459	12362	6352	12311	6236
Khagrachhari	4080	6212	5373	5720	5022	5670	5010
Khulna	15832	25105	17571	26915	17043	26846	16823
Kishoregonj	6841	10450	9468	11572	9259	11475	9130
Kurigram	4531	6839	5503	7241	5278	7106	5324
Kushtia	3561	4427	5694	4890	3516	4880	3611
Lakshmipur	2627	3234	1926	3608	1701	3597	1678
Lalmonirhat	3389	4593	3496	4819	3285	4825	3258
Madaripur	1788	3214	2595	2850	2113	2829	1928
Magura	3774	5630	3978	6976	3790	6952	3709
Manikganj	1821	1489	1241	1696	1094	1651	1060
Meherpur	1634	2286	3350	2212	3277	2218	3255
Maulvibazar	4827	9715	7147	9437	6800	9409	6538
Munshiganj	3746	6308	4839	6192	4590	6189	4478
Mymensingh	14455	23298	14149	26959	14571	26836	14341
Naogaon	6195	9993	7644	11519	7525	11526	5428
Narail	2644	3919	2256	4536	2272	4466	2258
Narayanganj	7572	10079	6607	11015	6020	11022	5974
Narsingdi	7334	9345	6203	9635	6560	9501	6297
Natore	4817	6889	3532	8040	3359	8035	3374

Division	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Chapai Nababganj	5973	7722	4473	10035	4222	9999	4246
Netrakona	3730	7667	3971	8276	3858	8272	3972
Nilphamari	6764	9212	6766	10129	6621	10073	6639
Noakhali	9109	14932	7553	16751	7389	16673	6961
Pabna	7787	12710	6941	15775	6657	15565	6542
Panchagarh	2364	3554	2462	3602	2110	3612	2112
Patuakhali	3947	5774	3088	7208	2804	7151	2784
Pirojpur	5145	7671	6342	9021	6513	9006	6423
Rajshahi	15097	21899	13170	25577	12492	25227	12214
Rajbari	3537	6487	3978	7098	3548	7041	3584
Rangamati	4640	4769	3896	4984	4316	4972	4216
Rangpur	9792	15854	11666	15795	10694	15643	10485
Shariatpur	4813	7339	4736	8057	4328	8045	4323
Satkhira	6042	8083	6429	10047	6229	9889	5772
Sirajganj	6108	9437	5345	12089	5147	11977	5083
Sherpur	2787	4144	2739	4468	2646	4520	2631
Sunamganj	5731	9009	6365	10404	6735	10408	6098
Sylhet	18367	31173	18319	32125	18013	31909	17188
Tangail	9655	15304	9380	16719	9088	16581	8911
Thakurgaon	3745	5061	3461	5047	2721	5014	2665
Total	517453	778832	521915	861865	486514	856814	474359

Table 13: Distribution of Seat capacity, Admission, Examinee and passed students of Trade/Short courses by ownership and sex

Ownership	Seat capacity	Admission		Examinee		Passed	
		Male	Female	Male	Female	Male	Female
Gov't/Semi gov't /Autonomous	120682	173894	179180	182484	177683	181005	172921
Not MPO	13416	7618	2848	7426	2615	7173	2501
Individual ownership	313573	501353	284839	568135	255199	565728	248469
Partnership	43760	63623	33451	73817	32554	73045	32164
Corporate/Trustee board	12086	15614	8693	15335	7707	15309	7674
Foreign/Joint venture	13936	16730	12904	14668	10756	14554	10630
Total	517453	778832	521915	861865	486514	856814	474359

Table 13: Distribution of Employed persons by type of ownership and by sex

Ownership	Total		Male		Female	
	No.	%	No.	Row %	No.	Row %
Government/Semi Government/Autonomous	14467	17.2	10573	73.1	3894	26.9
MPO	21528	25.6	15525	72.1	6003	27.9
Non-MPO	15855	18.9	11360	71.6	4495	28.4
Individual ownership	24726	29.4	18010	72.8	6716	27.2
Joint ownership	4397	5.2	3204	72.9	1193	27.1
Corporate/Trustee board	1707	2.0	1143	67.0	564	33.0
Foreign	231	0.3	142	61.5	89	38.5
Joint venture	1091	1.3	727	66.6	364	33.4
Total	84002	100.0	60684	72.2	23318	27.8

Table 14: Percentage distribution of teachers/trainers of TVET education by their level of education and by locality.

TVET Education Level	Locality		All
	Rural	Urban	
Trade Course	33.3	32.7	33.0
Diploma in Engineering	16.9	17.7	17.3
Bsc in Engineering	4.8	9.3	7.3
Msc in Engineering	1.1	2.3	1.8
MBBS/BDS	0.6	3.7	2.4
PhD	0.2	0.7	0.5
Specialized Training	33.2	22.5	27.1
Others	9.9	11.1	10.6
	100.0	100.0	100.0

Table 15: Distribution of teachers/trainers of TVET education by their level of education and by sex.

TVET Education Level	Total		Male		Female	
	No.	%	No.	%	No.	%
Trade course	24930	31.4	18387	73.8	6543	26.2
Diploma in engineering	17231	21.7	12936	75.1	4295	24.9
BSc in engineering	7582	9.5	5103	67.3	2479	32.7
MSc in engineering	1914	2.4	1149	60.0	765	40.0
MBBS/BDS	3516	4.4	2330	66.3	1186	33.7
Specialized training	17979	22.6	13125	73.0	4854	27.0
Others	6269	7.9	4677	74.6	1592	25.4
Total	79421	100.0	57707	72.7	21714	27.3

Table 16: Distribution of teachers/trainers of TVET education by type of ownership and by sex.

Ownership	Total		Male		Female	
	No.	%	No.	%	No.	%
Government/Semi Government/Autonomous	12392	16.7	9521	16.7	2871	16.9
MPO	19560	26.4	15184	26.6	4376	25.7
Not -MPO	13005	17.6	9979	17.5	3026	17.8
Individual ownership	22154	29.9	17253	30.3	4901	28.8
Partnership	4347	5.9	3338	5.9	1009	5.9
Corporate/Trustee board	1554	2.1	1044	1.8	510	3.0
Foreign/Joint venture	1031	1.4	713	1.3	318	1.9
Total	74043	100.0	57032	100.0	17011	100.0

Table 17: Distribution of teachers/trainers of TVET education by division and by sex.

Division	Total		Male		Female	
	No.	%	No.	%	No.	%
Barisal	4336	5.9	3340	5.9	996	5.9
Chittagong	8980	12.1	7198	12.6	1782	10.5
Dhaka	24199	32.7	18052	31.7	6147	36.1
Khulna	9396	12.7	7390	13.0	2006	11.8
Rajshahi	14618	19.7	11265	19.8	3353	19.7
Rangpur	9723	13.1	7622	13.4	2101	12.4
Sylhet	2791	3.8	2165	3.8	626	3.7
Total	74043	100.0	57032	100.0	17011	100.0

Table 18: Distribution of teachers/trainers of general education by their education level and by sex.

Education	Total		Male		Female	
	No.	%	No.	%	No.	%
SSC or equivalent	8818	12.3	6569	11.9	2249	13.9
HSC or equivalent	13644	19.1	10235	18.5	3409	21.0
Graduates	24093	33.7	18984	34.3	5109	31.5
Masters and above	24956	34.9	19515	35.3	5441	33.6
Total	71511	100.0	55303	100.0	16208	100.0

Table 19: Percentage distribution of certificate providers by type of institution.

Institution Type	BTEB	Own	Department /Agency	Others	Total
Polytechnic Institute	100.0	0.0	0.0	0.0	100.0
Technical School and College	100.0	0.0	0.0	0.0	100.0
Technical Training Centre	100.0	0.0	0.0	0.0	100.0
Textile Institute	100.0	0.0	0.0	0.0	100.0
Agriculture Training Institute	100.0	0.0	0.0	0.0	100.0
Forestry Institute	100.0	0.0	0.0	0.0	100.0
Marine Institute	61.5	15.4	23.1	0.0	100.0
Textile Vocational Institute	100.0	0.0	0.0	0.0	100.0
HSC (BM) Institute	100.0	0.0	0.0	0.0	100.0
Institute of Medical Technology	44.4	5.6	41.7	8.3	100.0
Fishery Training Institute	100.0	0.0	0.0	0.0	100.0
Training Institute	34.3	43.9	13.6	8.3	100.0
Hotel Management and Tourism	0.0	66.7	33.3	0.0	100.0
Vocational Secondary Education	100.0	0.0	0.0	0.0	100.0
General Secondary School (Attached	100.0	0.0	0.0	0.0	100.0
General Madrasha (Attached Vocation)	100.0	0.0	0.0	0.0	100.0
Animal Health Institute	66.7	0.0	16.7	16.7	100.0
General HSC (Attached BM)	100.0	0.0	0.0	0.0	100.0
Madrasha HSC (Attached BM)	100.0	0.0	0.0	0.0	100.0
Ceramic Institute	100.0	0.0	0.0	0.0	100.0
Survey Institute	100.0	0.0	0.0	0.0	100.0
Graphic Arts Institute	100.0	0.0	0.0	0.0	100.0
Office with training facilities	0.0	26.8	73.0	0.3	100.0
Nursing Institute	0.0	0.0	89.6	11.4	100.0
Nursing College	0.0	0.0	66.7	29.2	100.0
Paramedical Institute	0.0	10.7	89.3	0.0	100.0
Union Digital Center (UDC)	26.7	56.4	3.8	13.1	100.0
Sarkari Shishu Paribar	0.0	91.0	9.0	0.0	100.0
Beauty Parlour and Training center	22.9	67.2	4.1	5.8	100.0
Others	0.0	44.4	45.3	9.3	100.0
Total	54.1	28.4	12.1	5.4	100.0

Table 20: Percentage distribution of Area of Employment Opportunity by locality.

Area of Employment Opportunity	Rural	Urban	All
Self-Employment	20.99	19.70	20.30
Agriculture, Forest and Fisheries	2.86	2.13	2.47
Mine Exploration	0.21	0.22	0.21
Manufacturing Company	6.57	6.27	6.41
Electricity, Gas, Vapor and Air Conditioner	3.52	3.17	3.33
Water Supply, Waste Management Activities	0.18	0.23	0.21
Architectural Company	1.72	2.12	1.93
Wholesale and Retail Business: Repair of Motor Vehicles and Motorcycles	1.22	0.89	1.04
Transportation and Warehousing	0.39	0.53	0.47
Accommodation and Food Service Activities	0.47	0.55	0.51
Information and Communication	5.96	10.22	8.25
Finance and Insurance Activities	4.05	3.12	3.55
Activities of Real State	0.91	1.18	1.06
Scientific and Technical Career Program	2.91	2.66	2.78
Administrative and Support Service Activities	5.33	4.31	4.78
Public Administration and Defense: Compulsory Social Security	1.94	1.30	1.60
Educational Institution	16.71	12.95	14.69
Public Health and Social Work Activities	1.94	2.98	2.50
Arts , Entertainment and Leisure Institutes	0.57	0.75	0.67
Others Service Activities	8.23	7.40	7.78
Activities of Households Employers	1.02	1.25	1.14
Foreign Organization	3.58	3.95	3.78
Abroad	5.80	6.65	6.26
Don't Know	2.92	5.45	4.28
Total			

Table 21: Perception on the distribution of industry of Employment of passed students by division

Industry of Employment	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	All
Self Employed	19.5	21.5	20.9	20.6	18.2	19.3	22.8	20.3
Agriculture, Forest and Fisheries	1.9	1.8	2.1	3.2	2.4	4.0	1.6	2.5
Mine Exploration	0.2	0.2	0.2	0.1	0.2	0.4	0.0	0.2
Manufacturing Company	5.5	7.4	6.9	5.4	6.1	6.8	4.5	6.4
Electricity, Gas, Vapor and Air Conditioner	3.9	2.6	3.0	4.5	3.6	3.6	1.9	3.3
Water Supply, Waste Management Activities	0.1	0.2	0.2	0.3	0.2	0.2	0.3	0.2
Architectural Company	2.3	1.8	2.2	2.0	1.9	1.5	1.3	1.9
Wholesale and Retail Business: Repair of Motor Vehicles and Motorcycles	1.1	0.7	0.9	1.1	1.1	1.6	1.1	1.0
Transportation and Warehousing	1.1	0.3	0.5	0.3	0.4	0.5	0.6	0.5
Accommodation and Food Service Activities	0.8	0.5	0.6	0.3	0.4	0.4	0.7	0.5
Information and Communication	9.5	7.2	7.9	8.1	9.7	8.3	7.5	8.2
Finance and Insurance Activities	3.7	4.4	3.3	3.3	3.7	3.0	4.1	3.6
Activities of Real State	0.8	1.1	1.3	0.9	1.4	0.6	0.4	1.1
Scientific and Technical Career Program	3.7	2.1	2.3	2.6	3.3	4.0	1.8	2.8
Administrative and Support Service Activities	5.3	4.9	4.5	4.0	5.6	4.5	5.7	4.8
Public Administration and Defense: Compulsory Social Security	1.2	1.0	1.4	2.0	2.5	1.5	1.1	1.6
Educational Institution	15.5	13.7	13.8	15.1	15.7	15.4	15.7	14.7
Public Health and Social Work Activities	2.0	2.2	2.6	2.5	2.6	2.7	2.2	2.5
Arts , Entertainment and Leisure Institutes	0.3	0.6	0.8	0.8	0.5	0.7	0.6	0.7
Others Service Activities	7.9	8.1	8.0	8.3	6.2	8.7	6.3	7.8
Activities of Households Employers	1.6	1.3	1.0	1.1	0.8	1.2	2.4	1.1
Foreign Organization	4.4	4.0	3.7	3.4	3.8	3.4	4.8	3.8
Abroad	4.7	9.0	7.2	6.1	4.7	2.8	9.2	6.3
Don't Know	3.1	3.4	4.7	4.0	4.8	5.0	3.1	4.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 22: Percentage distribution of TVET Institution by type of Challenges faced and by locality.

Challenges	Rural	Urban	All
Financial Crisis	20.4	19.2	19.8
Lack of Teacher/Trainer	9.4	7.8	8.6
Scarcity of Space	9.2	11.2	10.2
Scarcity of Lab/Workshop	14.2	10.7	12.4
Lack of Students	5.4	8.8	7.1
Lack of Training of Teacher	11.4	10.6	11.0
Lack of Apparatus	17.2	13.6	15.4
Electricity Problem	6.6	7.7	7.2
Lack of Industrial Attachment	4.9	8.0	6.5
Other Problems	1.2	2.5	1.9

Table 23: Percentage distribution of TVET Institution by type of Challenges faced and by Division.

Challenges	Barisal	Ctg	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	All
Financial Crisis	18.8	18.8	21.0	19.9	19.6	19.0	18.5	19.8
Lack of Teacher/Trainer	9.3	8.5	8.4	9.3	7.4	9.4	8.7	8.6
Scarcity of Space	9.6	11.9	11.0	10.4	8.7	7.9	12.1	10.2
Scarcity of Lab/Workshop	13.3	10.2	10.2	13.5	14.9	15.7	10.9	12.4
Lack of Students	6.1	8.3	9.0	5.8	6.4	4.7	7.0	7.1
Lack of Training of Teacher	11.3	8.4	10.2	11.2	13.9	12.7	8.1	11.0
Lack of Apparatus	16.3	14.5	14.3	15.6	15.6	17.4	16.8	15.4
Electricity Problem	6.6	11.8	7.2	6.9	4.3	4.9	10.1	7.2
Lack of Industrial Attachment	6.7	5.8	6.7	5.6	7.3	7.0	5.4	6.5
Other Problems	2.0	1.8	2.1	1.8	2.0	1.4	2.3	1.9

Table 23: Percentage distribution of TVET Institution by type of Challenges faced and by Ownership.

Challenges	Ownership Type								All
	Government /Semi Government/ Autonomous	MPO	Non-MPO	Individual Ownership	Joint Ownership	Corporate /Trustee Board	Foreign	Joint Venture	
Financial Crisis	8.3	16.0	23.2	23.4	21.4	11.5	4.4	10.4	19.8
Lack of Teacher/Trainer	16.2	9.7	12.2	5.2	6.3	13.2	16.2	14.2	8.6
Scarcity of Space	12.5	4.7	5.3	13.6	10.6	7.7	8.8	8.0	10.2
Scarcity of Lab/Workshop	9.9	20.1	13.8	9.6	8.4	8.1	13.2	10.4	12.4
Lack of Students	4.9	3.4	6.8	9.1	10.6	11.0	7.4	8.0	7.1
Lack of Training of Teacher	10.9	19.0	14.0	6.8	7.7	9.3	10.3	10.7	11.0
Lack of Apparatus	16.0	14.3	15.5	15.8	14.7	12.7	13.2	14.9	15.4
Electricity Problem	8.1	2.4	3.3	9.8	8.9	14.6	11.8	13.8	7.2
Lack of Industrial Attachment	4.6	9.3	4.8	5.7	10.5	9.8	13.2	9.3	6.5
Other Problems	8.5	0.9	1.0	1.1	0.9	2.2	1.5	0.3	1.9

Table 22: Percentage distribution of type of suggestions of the TVET providers by ownership.

Actions To Be Taken For The Expansion and Development of TVET	locality		All
	Rural	Urban	
1. Improvement of Course Curriculum	5.0	6.9	6.0
2. Arrangement of Sufficient Apparatus	12.8	10.0	11.3
3. Coordination With The Industrial Sector	3.2	4.5	3.9
4. Improvement of Examination System	2.0	2.1	2.0
5. Technological Assistance	10.1	9.1	9.6
6. Arrange Sufficient Training For Teachers	9.2	8.1	8.7
7. Improve Education Materials	6.4	5.1	5.7
8. Increase Scholarships, Stipends, Internships and Job Opportunities	8.4	9.7	9.1
9. Arrange International Acceptance	1.4	2.2	1.8
10. Lab and Workshop Facilities	4.5	3.1	3.8
11. Low-Interest Bank Loans	4.8	6.9	5.9
12. Increase Private and Government Assistance	9.5	8.7	9.1
13. Publish TVET Book In Bangla	0.6	0.8	0.7
14. Incorporate Coerces On New Emerging Sector	3.7	3.9	3.8
15. Establish New TVET Institution	1.1	1.1	1.1
16. Increase Expert Teachers and Trainers	3.9	4.0	4.0
17. Arrange Sufficient Books, Magazines and Libraries	0.9	1.0	1.0
18. Monitor Education Quality In TVET Institution	1.2	1.3	1.3
19. Modernization of Lab Equipment	5.3	3.6	4.4
20. Campaign To Popularize TVET Programme	4.2	5.0	4.6
21. Follow The Worlds Best Practices For TVET	0.2	0.3	0.3
22. Establish TVET Research Cell	0.4	0.5	0.4
23. No Action Is Required	0.0	0.1	0.1
Others	1.2	2.0	1.6

Table 23: Recommendations of the TVET management/respondents by ownership

Recommendations	Ownership Type								All
	Government / Semi Government /Autonomous	MPO	Non- MPO	Individual Ownership	Joint Ownership	Corporate /Trustee Board	Foreign	Joint Venture	
1. Improvement of Course Curriculum	5.7	9.6	6.9	4.2	5.1	9.2	3.1	6.3	6.0
2. Arrangement of Sufficient Apparatus	10.7	11.9	12.5	11.0	10.1	10.4	11.5	12.0	11.3
3. Coordination With The Industrial Sector	4.3	7.5	2.4	2.6	3.8	3.4	7.3	5.6	3.9
4. Improvement of Examination System	1.7	1.8	2.4	2.1	2.2	1.6	0.0	1.6	2.0
5. Technological Assistance	8.7	6.9	9.4	11.0	10.0	8.3	9.4	8.9	9.6
6. Arrange Sufficient Training For Teachers	9.5	12.1	11.5	6.4	6.4	7.5	7.3	8.7	8.7
7. Improve Education Materials	6.0	6.8	7.1	4.9	4.7	5.0	6.3	6.6	5.7
8. Increase Scholarships, Stipends, Internships and Job Opportunities	9.3	9.0	10.6	8.4	10.2	11.0	11.5	10.8	9.1
9. Arrange International Acceptance	1.1	0.9	1.5	2.4	3.3	2.6	1.0	2.8	1.8
10. Lab and Workshop Facilities	3.6	3.4	3.7	4.2	2.8	2.6	2.1	2.3	3.8
11. Low-Interest Bank Loans	5.9	0.9	2.1	9.0	7.6	4.5	6.3	3.8	5.9
12. Increase Private and Government Assistance	5.9	6.7	9.8	10.7	9.3	8.1	10.4	8.9	9.1
13. Publish TVET Book In Bangla	0.7	0.4	0.5	0.9	1.2	1.3	1.0	0.9	0.7
14. Incorporate Courses On New Emerging Sector	5.6	2.7	3.2	3.9	3.9	4.2	3.1	5.2	3.8
15. Establish New TVET Institution	1.4	0.5	0.7	1.4	0.9	1.5	1.0	1.6	1.1
16. Increase Expert Teachers and Trainers	6.3	4.0	4.5	3.2	3.8	3.7	5.2	2.8	4.0
17. Arrange Sufficient Books, Magazines and Libraries	1.0	1.0	1.2	0.9	0.9	1.8	2.1	0.9	1.0
18. Monitor Education Quality In TVET Institution	1.3	1.0	1.6	1.3	1.0	2.1	2.1	1.4	1.3
19. Modernization of Lab Equipment	4.0	4.8	4.3	4.4	3.3	4.2	1.0	3.8	4.4
20. Campaign To Popularize TVET Programme	3.2	7.0	2.9	4.6	4.1	3.7	3.1	2.1	4.6
21. Follow The Worlds Best Practices For TVET	0.4	0.2	0.2	0.2	0.4	0.5	2.1	0.9	0.3
22. Establish TVET Research Cell	0.4	0.3	0.3	0.5	0.6	0.6	0.0	0.7	0.4
23. No Action Is Required	0.1	0.0	0.0	0.1	0.0	0.2	0.0	0.0	0.1
Others	3.2	0.4	0.6	1.8	4.4	1.9	3.1	1.2	1.6

Table 24: Distribution of TVET Institution by Type and Division

Types of Institution	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	Total
Polytechnic Institute	23	50	148	68	80	49	8	426
Technical School and College	6	10	18	10	6	9	5	64
Technical Training Centre	5	9	12	7	6	6	2	47
Textile Institute	2	6	34	1	12	7	0	62
Agriculture Training Institute	16	10	35	23	31	32	3	150
Forestry Institute	0	1	0	0	1	0	1	3
Marine Institute	0	2	7	1	1	0	0	11
Textile Vocational Institute	4	9	12	4	7	4	0	40
HSC (BM) Institute	86	60	280	142	331	245	14	1,158
Institute of Medical Technology	12	43	166	42	94	38	14	409
Fishery Training Institute	2	1	4	2	1	4	0	14
Training Institute	283	935	1,609	585	568	428	320	4,728
Hotel Management and Tourism	0	1	2	0	0	0	0	3
Vocational Secondary Education	17	40	108	30	111	78	7	391
General Secondary School (Attached Vocat	142	149	420	266	316	252	36	1,581
General Madrasa (Attached Vocational Ed	19	11	66	26	54	72	4	252
Animal Health Institute	1	1	1	3	0	1	0	7
General HSC (Attached BM)	38	50	143	123	131	70	9	564
Madrasa HSC (Attached BM)	8	7	11	9	8	9	0	52
Ceramic Institute	0	0	1	0	0	0	0	1
Survey Institute	0	1	0	0	1	0	0	2
Graphic Arts Institute	0	0	1	0	0	0	0	1
Office	31	171	193	120	75	91	56	737
Nursing Institute	7	17	64	16	17	13	6	140
Nursing College	1	1	11	1	4	3	3	24
Paramedical Institute	1	1	8	4	10	2	2	28
UDC	73	265	515	320	205	263	150	1,791
Sarkari Shishu Paribar	9	14	29	17	10	13	6	98
Beauty Parlour and Training center	1	87	197	16	5	0	8	314
Others	5	7	15	16	6	7	9	65
Total	792	1,959	4,110	1,852	2,091	1,696	663	13,163

Table 25: Distribution of TVET Institution by main activity (Industry classification) and Locality

Main activities (BSIC)	Rural	Urban	Total
General secondary and TVET both education	788	527	1,315
Technical secondary education only	22	15	37
Vocational secondary education only	316	201	517
Technical and vocational secondary both	40	26	66
Higher secondary and secondary vocational	7	54	61
Secondary level other religious education (general with TVET)	32	22	54
Secondary madrasha education (general with TVET)	128	64	192
Higher secondary level (general with TVET)	986	661	1647
Diploma in other discipline	42	310	352
Diploma in engineering	85	417	502
Diploma in Nursing (Nursing institute)	12	218	230
Diploma in Glass and ceramics technology	0	1	1
Diploma in Forestry	2	1	3
Diploma in Marine engineering	4	8	12
Diploma in Agriculture	90	32	122
Diploma in Fashion technology	3	17	20
Diploma in paramedic	0	27	27
Higher secondary madrasha education (general with TVET)	55	27	82
Cultural education including TVET	1	2	3
Skill development education including TVET	130	531	661
Other education n.e.c. including TVET	1	10	11
Educational support activities including TVET	1	3	4
Special Purpose TVET Training For Sending Human Resources (1 Year Duration)	0	1	1
Special Purpose TVET Training For Sending Human Resources (6-11 Months Duration)	0	1	1
Special Purpose TVET Training For Sending Human Resources (3-6 Months Duration)	0	2	2
Special Purpose TVET Training For Sending Human Resources (Less Than 3 Months Duration)	1	2	3
General training (1 year duration)	0	3	3
General training (6-11 months duration)	2	22	24
General training (3-6 months duration)	13	35	48
General training (less than 3 months duration)	2	13	15
TVET training (1 year duration)	47	118	165
TVET training (6-11 months duration)	49	96	145
TVET training (3-6 months duration)	1,045	2,429	3,474
TVET training (less than 3 months duration)	119	356	475
Union Digital Center / UISC	1,627	164	1,791
Office with skills activities	148	582	730
Other institutions with skill activities	103	264	367
Total	5,901	7,262	13,163

Table26: Distribution of Employed persons by category and Type

Category	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Teachers	74043	57032	17011	323	9327
Staffs	54033	44665	9368	158	3347
Others	2328	1417	911	21	569
Total	130404	103114	27290	502	13243

Table 26: Distribution of Employed persons by category and Type of institution

Category	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Polytechnic Institute	13540	10467	3073	48	1746
Technical School and College	1791	1551	240	9	304
Technical Training Centre	2204	1854	350	4	93
Textile Institute	1116	920	196	3	248
Agriculture Training Institute	2584	2019	565	8	235
Forestry Institute	49	44	5	0	4
Marine Institute	356	327	29	0	49
Textile Vocational Institute	553	421	132	0	0
HSC (BM) Institute	16649	12689	3960	95	883
Institute of Medical Technology	7895	5596	2299	23	1635
Fishery Training Institute	319	256	63	0	22
Training Institute	31924	26937	4987	178	3316
Hotel Management and Tourism	69	48	21	0	10
Vocational Secondary Education	5614	4325	1289	5	248
General Secondary School (Attached Vocational)	16616	13273	3343	30	835
General Madrasha (Attached Vocational)	2226	1867	359	0	190
Animal Health Institute	137	111	26	0	20
General HSC (Attached BM)	6094	4905	1189	24	497
Madrasha HSC (Attached BM)	598	526	72	0	28
Ceramic Institute	90	76	14	0	7
Survey Institute	33	30	3	0	7
Graphics Arts Institute	34	24	10	0	4
Office	6994	5414	1580	31	1691
Nursing Institute	2011	1176	835	3	324
Nursing College	659	345	314	2	223
Paramedical Institute	317	229	88	0	86
UISC / UDC	6094	4977	1117	24	349
Sarkari Shishu Paribar	618	488	130	3	10
Beauty Parlour and Training center	2512	1652	860	4	78
Others	708	567	141	8	101
Total	130404	103114	27290	502	13243

Table 27: Distribution of Employed persons by category and Ownership

Ownership	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Government/Semi Government /Autonomous	25746	20537	5209	79	3559
MPO	31049	24442	6607	74	1241
Non-MPO	21391	16403	4988	98	2604
Individual ownership	39909	32661	7248	165	3948
Partnership	7785	5947	1838	54	1349
Corporate/Trustee board	2700	1840	860	24	359
Foreign/Joint venture	1824	1284	540	8	183
Total	130404	103114	27290	502	13243

Table 28: Distribution of Employed persons by category and Form of Institution

Institution activity type	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Education institution	61349	48064	13285	202	4427
Training institution	31838	26866	4972	177	3274
Education and training institution	22717	16667	6050	56	3349
UISC	6094	4977	1117	24	349
Gov't office	7080	5485	1595	32	1733
Others	1326	1055	271	11	111
Total	130404	103114	27290	502	13243

Table 29: Distribution of Employed persons by category and Locality

Locality	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Rural	50769	41168	9601	203	3886
Urban	79635	61946	17689	299	9357
Total	130404	103114	27290	502	13243

Table 30: Distribution of Employed persons by category and Division

Division	Total Employed	Regular Male	Regular Female	Disables	Part-timers
Barisal	7392	5823	1569	14	624
Chittagong	16247	13491	2756	97	2064
Dhaka	42470	32462	10008	184	4509
Khulna	16726	13533	3193	69	1333
Rajshahi	25382	19934	5448	47	2154
Rangpur	17041	13704	3337	84	1689
Sylhet	5146	4167	979	7	870
Total	130404	103114	27290	502	13243

Table 31: Distribution of existing rooms by room category

Category	No. of rooms	Per cent	Total space (in sq. ft.)	Average space (in sq. ft.)
Class Room	57702	56.4	19178790	332
Lab	10482	10.2	5047755	482
Workshop	3257	3.2	2251314	691
Other Room	30829	30.1	10830273	351
Total	102270	100.0	37308132	365

Table 32: Distribution of existing rooms by room category and locality

Locality	Total		Class Room		Lab		Workshop		Other Room	
	Total Rooms	Average floor space	Total Rooms	Average floor space	Total Rooms	Average floor space	Total Rooms	Average floor space	Total Rooms	Average floor space
Rural	41416	345	25896	305	3305	475	982	681	11233	372
Urban	60854	378	31806	355	7177	485	2275	696	19596	340
Total	102270	365	57702	332	10482	482	3257	691	30829	351

Table 33: Distribution of existing rooms by type of institutions

Type of institution	No. of institutions	No. of rooms	Average no. of rooms	Total space (in sq. ft.)	Average space per room (in sq. ft.)	Average space per institution (in sq. ft.)
Polytechnic Institute	426	11483	27	6309224	549	14810
Technical School and College	64	1529	24	987442	646	15429
Technical Training Centre	47	1230	26	1068343	869	22731
Textile Institute	62	982	16	536996	547	8661
Agriculture Training Institute	150	1970	13	811554	412	5410
Forestry Institute	3	27	9	13865	514	4622
Marine Institute	11	237	22	247979	1046	22544
Textile Vocational Institute	40	638	16	251064	394	6277
HSC (BM) Institute	1158	12209	11	4686953	384	4047
Institute of Medical Technology	409	5439	13	2257253	415	5519
Fishery Training Institute	14	142	10	40739	287	2910
Training Institute	4728	17480	4	5999448	343	1269
Hotel Management and Tourism	3	49	16	13960	285	4653
Vocational Secondary Education	391	4762	12	1642686	345	4201
Sarkari Shishu Paribar	98	376	4	172327	458	1758
Beauty Parlour and Training center	314	604	2	126822	210	404
Others	65	280	4	140737	503	2165
Total	13163	102270	8	37308132	365	2834

Table 34 : Distribution of existing rooms by room type and ownership

	Total		Class rooms		Lab		Workshop		Other rooms	
	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space
Gov't/Semi gov't /Autonomous	14604	585	5699	582	1843	749	1113	1046	5949	451
MPO	36867	296	24291	261	2397	446	836	473	9343	330
Non-MPO	19378	365	11190	342	2707	426	524	527	4957	369
Individual ownership	23324	309	12994	308	2344	368	423	472	7563	285
Partnership	5470	423	2306	467	816	459	218	573	2130	347
Corporate/Trustee board	1637	458	708	510	294	542	77	541	558	338
Foreign/Joint venture	990	511	514	492	81	613	66	738	329	469
Total	102270	365	57702	332	10482	482	3257	691	30829	351

Table 35 : Distribution of existing rooms by room type and category

	Total		Class rooms		Lab		Workshop		Other rooms	
	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space	No. of rooms	Average space
Education institution	64615	344	39986	302	6312	487	1906	610	16411	362
Training institution	17425	340	8023	351	1639	367	491	543	7272	308
Education and training institution	14689	500	6367	506	2373	544	860	956	5089	395
UDC	2381	248	1813	253	24	328	0	0	544	231
Gov't office	2504	347	1254	391	100	565	0	0	1150	279
Others	656	477	259	413	34	457	0	0	363	525
Total	102270	365	57702	332	10482	482	3257	691	30829	351

Table 36: Distribution of Teachers/trainers by highest class passed (general) and Division

Highest class passed	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	Total
SSC or equivalent	489	1535	3347	864	1452	878	253	8818
HSC or equivalent	679	2168	4716	1718	2187	1607	569	13644
Graduates	1489	2933	7830	2805	4701	3477	858	24093
Masters and above	1651	2364	7212	3715	5522	3730	762	24956
PhD	4308	9000	23105	9102	13862	9692	2442	71511

Table 37: Distribution of respondents by perception on the source of employment for the passed students

Source of employment	National		Rural		Urban	
	Number	%	Number	%	Number	%
Self Employed	9654	20.7	4642	21.9	5012	19.7
Agriculture, Forest and Fisheries	1167	2.5	626	3.0	541	2.1
Mine Exploration	100	0.2	45	0.2	55	0.2
Manufacturing Company	3033	6.5	1437	6.8	1596	6.3
Electricity, Gas, Vapor and Air Conditioner	1576	3.4	770	3.6	806	3.2
Water Supply, Waste Management Activities	99	0.2	40	0.2	59	0.2
Architectural Company	915	2.0	375	1.8	540	2.1
Wholesale and Retail Business: Repair of Motor Vehicles and Motorcycles	493	1.1	266	1.3	227	0.9
Transportation and Warehousing	221	0.5	86	0.4	135	0.5
Accommodation and Food Service Activities	242	0.5	102	0.5	140	0.6
Information and Communication	3902	8.4	1302	6.1	2600	10.2
Finance and Insurance Activities	1384	3.0	590	2.8	794	3.1
Activities of Real State	462	1.0	161	0.8	301	1.2
Scientific and Technical Career Program	1239	2.7	562	2.7	677	2.7
Administrative and Support Service Activities	2261	4.8	1164	5.5	1097	4.3
Public Administration and Defense: Compulsory Social Security	671	1.4	339	1.6	332	1.3

Source of employment	National		Rural		Urban	
	Number	%	Number	%	Number	%
Educational Institution	6947	14.9	3653	17.2	3294	13.0
Public Health and Social Work Activities	1181	2.5	423	2.0	758	3.0
Arts, Entertainment and Leisure Institutes	316	0.7	125	0.6	191	0.8
Others Service Activities	3682	7.9	1799	8.5	1883	7.4
Activities of Households Employers	540	1.2	222	1.0	318	1.3
Foreign Organization	1618	3.5	612	2.9	1006	4.0
Abroad	2960	6.3	1267	6.0	1693	6.7
Don't Know	2026	4.3	639	3.0	1387	5.5
Total	46689	100.0	21247	100.0	25442	100.0

Table 38: Distribution of Teachers/Trainers of general education by ownership and sex

Ownership	Total		Male		Female	
	Number	%	Number	%	Number	%
Government/Semi Government /Autonomous	13812	16.9	9974	16.9	3838	16.8
MPO	20950	25.6	15035	25.5	5915	25.8
Non-MPO	14736	18.0	10508	17.8	4228	18.5
Individual ownership	24790	30.3	18062	30.6	6728	29.4
Joint ownership	4837	5.9	3533	6.0	1304	5.7
Corporate/Trustee board	1625	2.0	1106	1.9	519	2.3
Joint venture/ Foreign	6462	7.9	4639	7.9	1823	8.0
Total	81850	100.0	58938	100.0	22912	100.0

Table 39: Distribution of Teachers/trainers by highest class passed (TVET) and Division

Education qualification	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	Total
Trade course	1516	2969	6658	2473	4980	3624	1008	23228
Diploma in engineering	1021	1902	4614	2449	3514	2102	398	16000
BSc in engineering	391	924	2885	691	1055	614	188	6748
MSc in engineering	73	218	758	157	237	248	33	1724
MBBS/BDS	103	259	1245	313	629	296	225	3070
Specialized training	732	2114	6041	2531	2418	2034	599	16469
Others	345	686	1738	772	957	1022	355	5875
Total	4181	9072	23939	9386	13790	9940	2806	73114

Table 40: Distribution of TVET Institution by type of institute and industrial attachment facilities

Type of Institution	Number			Per cent		
	Yes	No	Total	Yes	No	Total
Polytechnic Institute	373	53	426	87.6	12.4	100.0
Technical School and College	64	0	64	100.0	0.0	100.0
Technical Training Centre	43	4	47	91.5	8.5	100.0
Textile Institute	38	24	62	61.3	38.7	100.0
Agriculture Training Institute	99	51	150	66.0	34.0	100.0
Forestry Institute	2	1	3	66.7	33.3	100.0
Marine Institute	11	0	11	100.0	0.0	100.0
Textile Vocational Institute	40	0	40	100.0	0.0	100.0
HSC (BM) Institute	645	513	1,158	55.7	44.3	100.0
Institute of Medical Technology	349	60	409	85.3	14.7	100.0
Fishery Training Institute	8	6	14	57.1	42.9	100.0
Training Institute	228	4,500	4,728	4.8	95.2	100.0
Hotel Management and Tourism	2	1	3	66.7	33.3	100.0
Vocational Secondary Education	193	198	391	49.4	50.6	100.0
General Secondary School (Attached Vocational Education)	593	988	1,581	37.5	62.5	100.0
General Madrasah (Attached Vocational Education)	74	178	252	29.4	70.6	100.0
Animal Health Institute	3	4	7	42.9	57.1	100.0
General HSC(Attached BM)	291	273	564	51.6	48.4	100.0
Madrasah HSC(Attached BM)	13	39	52	25.0	75.0	100.0
Ceramic Institute	1	0	1	100.0	0.0	100.0
Survey Institute	2	0	2	100.0	0.0	100.0
Graphic Arts Institute	1	0	1	100.0	0.0	100.0
Office	1	736	737	0.1	99.9	100.0
Nursing Institute	105	35	140	75.0	25.0	100.0
Nursing College	18	6	24	75.0	25.0	100.0
Paramedical Institute	16	12	28	57.1	42.9	100.0
UDC	0	1,791	1,791	0.0	100.0	100.0
Sarkari Shishu Paribar	3	95	98	3.1	96.9	100.0
Beauty Parlour and Training Center	0	314	314	0.0	100.0	100.0
Others	0	65	65	0.0	100.0	100.0
Total	3,216	9,947	13,163	24.4	75.6	100.0

Table 41 : Distribution of TVET Institution by duration of Industrial attachments and ownership (multiple answers possible)

Ownership type	Duration of Internship / Industrial Attachment /Training					Total	Column Per cent
	< 1 Months	1-3 Months	3-6 Months	6-12 Months	Others		
Government/Semi Government /Autonomous	19.5	54.0	21.9	1.9	2.7	100.0	13.1
MPO	26.2	69.6	2.8	0.2	1.2	100.0	19.4
Non-MPO	23.8	45.4	22.5	6.8	1.5	100.0	12.8
Individual Ownership	0.7	42.5	28.7	25.8	2.2	100.0	47.2
Partnership	1.4	41.6	33.0	22.0	1.9	100.0	5.5
Corporate/Trustee Board	2.6	69.2	16.7	11.5	0.0	100.0	1.2
Foreign/Joint Venture	14.7	76.5	8.8	0.0	0.0	100.0	0.8

Table 42: Distribution of TVET Institution by Type and locality

Type of institute	Rural	Urban	Total
Polytechnic Institute	71	355	426
Technical School and College	8	56	64
Technical Training Centre	17	30	47
Textile Institute	14	48	62
Agriculture Training Institute	101	49	150
Forestry Institute	2	1	3
Marine Institute	4	7	11
Textile Vocational Institute	11	29	40
HSC (BM) Institute	738	420	1,158
Institute of Medical Technology	32	377	409
Fishery Training Institute	6	8	14
Training Institute	1,359	3,369	4,728
Hotel Management and Tourism	0	3	3
Vocational Secondary Education	246	145	391
General Secondary School (Attached Vocational Education)	934	647	1,581
General Madrasah (Attached Vocational Education)	176	76	252
Animal Health Institute	2	5	7
General HSC(Attached BM)	309	255	564
Madrasah HSC(Attached BM)	30	22	52
Ceramic Institute	0	1	1
Survey Institute	0	2	2
Graphic Arts Institute	0	1	1
Office	149	588	737
Nursing Institute	7	133	140
Nursing College	2	22	24
Paramedical Institute	1	27	28
UDC	1,627	164	1,791
Sarkari Shishu Paribar	12	86	98
Beauty Parlour and Training Center	20	294	314
Others	23	42	65
Total	5,901	7,262	13,163

Table 43: Distribution of TVET Institution by financial and technical assistance

Type of institute	Number			Per cent		
	Yes	No	Total	Yes	No	Total
Polytechnic Institute	80	346	426	18.8	81.2	100.0
Technical School and College	45	19	64	70.3	29.7	100.0
Technical Training Centre	36	11	47	76.6	23.4	100.0
Textile Institute	11	51	62	17.7	82.3	100.0
Agriculture Training Institute	36	114	150	24.0	76.0	100.0
Forestry Institute	2	1	3	66.7	33.3	100.0
Marine Institute	6	5	11	54.5	45.5	100.0
Textile Vocational Institute	16	24	40	40.0	60.0	100.0
HSC (BM) Institute	215	943	1,158	18.6	81.4	100.0
Institute of Medical Technology	28	381	409	6.8	93.2	100.0
Fishery Training Institute	5	9	14	35.7	64.3	100.0
Training Institute	680	4,048	4,728	14.4	85.6	100.0
Hotel Management and Tourism	1	2	3	33.3	66.7	100.0
Vocational Secondary Education	80	311	391	20.5	79.5	100.0
General Secondary School (Attached Vocational Education)	560	1,021	1,581	35.4	64.6	100.0
General Madrasah (Attached Vocational Education)	30	222	252	11.9	88.1	100.0
Animal Health Institute	5	2	7	71.4	28.6	100.0
General HSC (Attached BM)	231	333	564	41.0	59.0	100.0
Madrasah HSC(Attached BM)	3	49	52	5.8	94.2	100.0
Ceramic Institute	1	0	1	100.0	0.0	100.0
Survey Institute	2	0	2	100.0	0.0	100.0
Graphic Arts Institute	1	0	1	100.0	0.0	100.0
Office	538	199	737	73.0	27.0	100.0
Nursing Institute	56	84	140	40.0	60.0	100.0
Nursing College	8	16	24	33.3	66.7	100.0
Paramedical Institute	10	18	28	35.7	64.3	100.0
Union Digital Center	541	1,250	1,791	30.2	69.8	100.0
Sarkari Shishu Paribar	84	14	98	85.7	14.3	100.0
Beauty Parlour and Training Center	9	305	314	2.9	97.1	100.0
Others	34	31	65	52.3	47.7	100.0
Total	3,352	9,811	13,163	25.5	74.5	100.0

Table 44: Distribution of use of Computer by locality and type of institution

Type of Computer use	Rural (Number /Percent)	Urban (Number /Percent)	Total (Number /Percent)
To provide education	2022	2409	4431
	10.7	9.9	10.3
To provide training	2306	2847	5153
	12.2	11.7	11.9
Online admission purpose	2498	2541	5039
	13.2	10.5	11.7
Online Forms fill-up	1562	2076	3638
	8.3	8.5	8.4
Online registration system	739	2356	3095
	3.9	9.7	7.2
Online classroom education	377	483	860
	2.0	2.0	2.0
Online mark sheet distribution	530	1042	1572
	2.8	4.3	3.6
Online result dissemination	867	2159	3026
	4.6	8.9	7.0
email correspondence	305	2819	3124
	1.6	11.6	7.2
Instant message service	866	1066	1932
	4.6	4.4	4.5
Product or service information	120	138	258
	0.6	0.6	0.6
Information on Government institution	823	936	1759
	4.4	3.9	4.1
Interaction on Government institution	296	482	778
	1.6	2.0	1.8
Other financial service	156	197	353
	0.8	0.8	0.8
Providing Customer service	619	900	1519
	3.3	3.7	3.5
Manpower recruitment	23	37	60
	0.1	0.2	0.1
Other activities	4805	1829	6634
	25.4	7.5	15.4

Table 45: Percent distribution of use of internet by type and division

Purpose of Using Internet	Division							Total
	Barisal	Chittagong	Dhaka	Khulna	Rajshahi	Rangpur	Sylhet	
To Provide Education	11.0	10.3	10.7	9.4	9.6	10.9	9.6	10.3
To Provide Training	12.4	14.7	12.0	11.4	9.5	11.3	13.8	11.9
Online Admission Purpose	12.1	10.6	10.6	13.3	13.1	12.4	9.1	11.7
Online Forms Fill-Up	8.4	7.4	8.1	9.5	10.2	8.1	5.7	8.4
Online Registration System	8.0	6.2	7.0	7.7	8.7	6.0	6.1	7.2
Online Classroom Education	2.2	1.6	2.2	1.8	1.8	2.1	2.2	2.0
Online Mark sheet Distribution	3.6	2.4	3.6	3.7	5.3	3.8	1.5	3.6
Online Result Dissemination	6.9	6.9	6.7	7.4	7.7	6.7	6.7	7.0
Email correspondence	6.5	7.5	8.0	6.4	6.9	5.2	11.0	7.2
Instant Message Service	3.9	4.6	4.7	4.7	3.3	4.8	6.1	4.5
Product Or Service Information	0.3	0.7	0.8	0.4	0.4	0.6	1.1	0.6
Information On Government Institution	3.6	4.1	4.2	3.8	3.7	4.0	6.3	4.1
Interaction On Government Institution	1.9	1.9	2.1	1.5	1.3	1.7	2.7	1.8
Other Financial Service	0.3	1.0	1.0	0.7	0.5	1.0	0.7	0.8
Customer Service Provide	2.3	5.0	5.0	1.9	2.1	2.5	2.6	3.5
Manpower Recruitment	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.1
Other Activities	16.6	15.0	13.3	16.4	15.7	18.9	14.7	15.4

Table 46: Distribution of use of Computer by purpose and ownership

Purpose of Using Internet	Ownership Type								Total
	Government/ Semi Government/ Autonomous	MPO	Non- MPO	Individual Ownership	Partnership /Joint Ownership	Corporate /Trustee Board	Foreign	Joint Venture	
To Provide Education	7.6	10.0	10.6	8.7	11.7	11.4	11.8	10.5	9.3
To Provide Training	11.1	5.0	6.0	14.1	13.7	13.3	12.9	13.0	10.8
Online Admission Purpose	5.8	13.1	15.1	12.0	10.3	6.3	3.5	5.8	11.9
Online Forms Fill-Up	5.0	12.0	12.5	10.5	7.9	5.1	3.5	3.9	10.3
Online Registration System	5.8	15.5	15.1	10.3	9.5	7.2	2.4	5.0	11.5
Online Classroom Education	1.9	2.0	2.0	1.6	2.2	2.1	2.4	2.5	1.8
Online Mark sheet Distribution	3.0	9.8	9.4	2.3	3.7	4.2	0.0	2.8	5.0
Online Result Dissemination	5.5	12.9	12.8	10.7	9.2	5.7	3.5	7.5	10.8
Email correspondence	16.9	7.0	8.3	13.2	12.5	16.0	17.6	17.7	11.7
Instant Message Service	9.3	2.7	2.4	3.8	3.9	7.2	12.9	12.7	4.0
Product Or Service Information	0.8	0.1	0.1	0.7	0.5	2.1	2.4	1.4	0.5
Information On Government Institution	10.7	2.3	2.0	3.3	3.7	5.5	5.9	3.6	3.7
Interaction On Government Institution	7.2	0.7	0.9	1.1	1.3	2.1	3.5	3.3	1.6
Other Financial Service	1.2	0.2	0.3	0.9	0.9	0.6	4.7	2.5	0.7
Customer Service Provide	3.1	0.2	0.3	3.6	3.4	2.3	4.7	2.5	2.4
Manpower Recruitment	0.1	0.0	0.1	0.1	0.2	1.1	3.5	0.3	0.1
Other Activities	5.0	6.3	2.0	3.3	5.4	8.0	4.7	5.0	4.0

National Skills Development Council (NSDC)

Many of the challenges facing skills development in Bangladesh arise from the current structure and management of the skill development system. This includes: Limited coordination between agencies, meaning multiple institutions are delivering the same skills while no institutions are delivering other, much-needed skills Weak linkages between institutions and the labour market, meaning training does not necessarily lead to a job Insufficient capacity in key agencies, meaning a lack of support is available to institutions and industry A lack of regulation, meaning quality is not always consistent and Limited planning of delivery and infrastructure development, particularly at the district and upazila levels, meaning the sector is reactive and not able to take advantage of new opportunities. To tackle these challenges, two key organizations are being strengthened; the Bangladesh Technical Education Board and the NSDC. The NSDC will coordinate the provision of skills development, ensure that public institutions are best utilized to maximise effective use of resources, and will implement arrangements so that private providers can access public facilities to increase the scope of skill training.

National Skills Development Council (NSDC), the apex body for national skills development agenda in Bangladesh. The NSDC Secretariat is acting as the catalyst to promote workplace learning in close cooperation with industry and handling the routine coordination with all the Industry Skills Council (ISC). The ISCs is supposed to perform the followings:

- a. Monitor and review skills development practices in the industry sectors and identify and overcome deficiencies;
- b. Develop industry specific skills development policies and practices;
- c. Develop industry's capability to deliver the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
- d. Provide leadership and strategic advice to the skills system on skills development needs and priorities for those industry sectors covered by the council;
- e. Support the delivery of industry relevant training and/or professional development programs for Trainers and trainers;
- f. Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum;
- g. Advise the NSDC on the industry sector demand for skills;
- h. Advocate and facilitate workforce development activities in industry;
- i. Produce sector skills development plans as required on a regular basis;
- j. Support strengthening of industrial apprenticeship programs; and
- k. Develop partnerships with training providers and support improvement of skills programs in schools, colleges, industry and enterprises.

The commitment of the government has been re-emphasized by reinitiating the National Skills Development Council (NSDC). The NSDC was formally established by reviving the National Council for Skills Development & Training (NCSDT).

The NSDC was re-established on 3rd September 2008, with the honourable Prime Minister as its Chair. The NSDC is supported by a Secretariat and an Executive Committee (ECNSDC). ECNSDC is co-chaired by a private sector representative and the Secretary of the Ministry of Education. Members of the ECNSDC include relevant ministries and stakeholders. The NSDC is established to address the priority for the Government of Bangladesh in the field of Skills Development, including Technical and Vocational Education and Training (TVET) sector in Bangladesh. This important forum provides leadership and clear direction to skills development. As the apex body in skill development NSDC oversees and monitors all activities of public and private training providers related to TVET and skill development. Both the National Skills Development Council (NSDC) and the Executive Committee of National Skills Development Council (ECNSDC) are non-establishment bodies consisting of members from Ministries and business; and must be supported and advised by NSDC-Secretariat.

Formation of Various committees:

A number of committees have been formed to provide overall administrative decision making purposes; to provide technical guidance and to monitor the day-to-day activities of the census. The following committees were formed for the betterment of the census:

a) Steering Committee (SC)

In order to look after the overall implementation and administrative activities of the project a high level steering committee was formed. The Secretary of the Statistics and Informatics Division (SID), Ministry of Planning was the Chairperson of the committee.

Terms of Reference (ToR) of SC

- To provide policy guidance and ensure proper implementation of the census;
- To provide administrative support for smooth implementation;
- To recommend the extension of the project (if required).

b) Technical Committee (TC)

The Technical Committee provided technical guidance on key issues during the implementation of the census and met when necessary to review then technical aspects and census progress. The Director General of BBS is the chairperson of the TC.

Terms of Reference (ToR) of TC

- Provide guidance and decision on technical aspects.
- Finalize census methodology for the census;
- Approve of tabulation plan, indicators of the census.

c) Working group (WG)

A working group consisting of members from SID/BBS/NSDC Secretariat/BTEB/DTE was formed to look after the activities of the census and to provide support proper implement the activities of the programme. The Director of Industry and Labour Wing of BBS is the chairperson of the WG.

Terms of Reference (ToR)

- To look after the day-to-day activity of the project;
- To provide support to the implementation of the project activities;
- To raise issues to technical committee meetings.

d) Census Standing Committees:

Census committees viz. (i) City corporation census committee – headed by honorable Mayor and (ii) District Census committee – headed by the Deputy Commissioner were activated to on-board the local peoples' representatives and local administration. Meetings was convened involving local representatives, government officials, stakeholders highlighting the objectives and use of the census and seeking cooperation during data collection of the census.

Members of Steering Committee

- 1) Secretary, Statistics and Informatics Division (SID), Ministry of Planning
- 2) Director General, Bangladesh Bureau of Statistics, Dhaka
- 3) Additional secretary, Statistics and Informatics Division (SID), Ministry of Planning
- 4) Chief Executive Officer (CEO), National Skills Development Council (NSDC) secretariat, Tejgaon, Dhaka
- 5) Deputy secretary (Development-2), Statistics and Informatics Division (SID), Ministry of Planning
- 6) Director, Industry and Labour Wing, Bangladesh Bureau of Statistics, Dhaka
- 7) Director, Census Wing, Bangladesh Bureau of Statistics, Dhaka
- 8) Representative, Ministry of Labour and Employment
- 9) Representative, Ministry of Civil Aviation and Tourism
- 10) Representative, Ministry of Education
- 11) Representative, Ministry of Expatriates' Welfare and Overseas Employment
- 12) Representative, Economic Relations Division (ERD), Ministry of Finance
- 13) Representative, Ministry of Social Welfare
- 14) Representative, Ministry of Youth and Sport
- 15) Representative, Ministry of Woman and Children Affairs
- 16) Representative, Education Wing, Socio-Economic Infrastructure Division (SEID), Planning Commission
- 17) Representative, Information and Communication Technology Division, Dhaka
- 18) Representative, a2i Programme, Office of the Prime Minister
- 19) Kabir Uddin Ahmed, Joint Director and Focal Point Officer, TVET Institution Census 2015
- 20) Deputy Secretary (Development), Statistics and Informatics Division (SID), Ministry of Planning Dhaka.

Members of Technical Committee

- 1) Director general, Bangladesh Bureau of statistics (BBS), Agargaon, Dhaka
- 2) Deputy Director General, Bangladesh Bureau of statistics (BBS), Agargaon, Dhaka
- 3) Director, National Accounting Wings, Bangladesh Bureau of statistics (BBS), Agargaon, Dhaka
- 4) Director, Industry and Labour Wing, Bangladesh Bureau of statistics (BBS), Agargaon, Dhaka
- 5) Deputy Secretary (Development), Statistics and Informatics Division (SID), Ministry of Planning Dhaka.
- 6) Professor Dr. SayedShahadatHossain, ISRT, University of Dhaka
- 7) Representative,National Skills Development Council (NSDC) Secretariat, Tejgaon, dhaka
- 8) Representative, Department of Labour
- 9) Representative,Bangladesh Parijatan Corporation,Mohakhali, Dhaka
- 10) Representative,Bureau of Manpower, Employment and Training (BMET), Dhaka
- 11) Representative, Department of Social Welfare
- 12) Representative, Department of Youth Development
- 13) Representative,Department of Women affairs
- 14) Representative, Bangladesh Computer Council (BCC), Sher-e-Bangla Nagar, Dhaka
- 15) Representative, SOS Children Villages, Shyamoli, Dhaka
- 16) Representative, UCEP Bangladesh, Mirpur, Dhaka
- 17) Representative, Bangladesh Nursing Council, Dhaka
- 18) Representative, TVET Reform Project, ILO Country Office, Dhaka
- 19) Senior Assistant secretary, Statistics and Informatics Division (SID), Ministry of Planning
- 20) KabirUddin Ahmed, Joint Director and Focal Point Officer, TVET Institution Census 2015

Members of Working Committee

- 1) Director, Industry and Labour Wing, Bangladesh Bureau of Statistics
- 2) Director, FA & MIS, Bangladesh Bureau of Statistics
- 3) Mr. Dilip Kumar Vadro, Additional secretary Industry and Labour Wing, Bangladesh Bureau of Statistics
- 4) Senior Assistant Secretary (Development), Statistics and Informatics Division, Ministry of Planning
- 5) Representative, National Skills Development Council (NSDC) secretariat, Tejgaon, Dhaka
- 6) Representative, Bangladesh Technical Education Board (BTEB), Agargaon, Dhaka
- 7) Dr. Diponkor Roy, Joint Director, Census Wing, Bangladesh Bureau of Statistics
- 8) Mr. Md. Shaheen, Joint Director, Bangladesh Bureau of Statistics
- 9) Mr. Bidhan Boral, Joint Director, Agriculture Wing, Bangladesh Bureau of Statistics
- 10) Mr. Dilder Hossen, Joint Director, Bangladesh Bureau of Statistics
- 11) Mr. AKM Asraful Haque, Joint Director (cc), Bangladesh Bureau of Statistics
- 12) Mr. Akther Hossain, Deputy Director, Industry and Labour Wing, Bangladesh Bureau of Statistics
- 13) Ms. Aziza Rahman, Deputy Director, Industry and Labour Wing, Bangladesh Bureau of Statistics
- 14) Mr. Jahid Hasan, Statistical Officer, Industry and Labour Wing, Bangladesh Bureau of Statistics
- 15) Mr. Kabir Uddin Ahmed, Joint Director, Industry and Labour Wing and Focal Point Officer, TVET Institution 2015

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- 3) Mr. Md. Solaiman Mondol, Deputy Secretary (Development), Statistics and Informatics Division (SID)
- 4) Dr. Quayyum Ara Begum, Director (Deputy Secretary), Statistical Staff Training Institute (SSTI), BBS
- 5) Mr. Md. Tarikul Alam, Deputy Secretary (Budget, Financial Management and Co-ordination), Statistics and Informatics Division (SID)
- 6) Mr. Md. Mir Hossain, Deputy Secretary (Development), Statistics and Informatics Division (SID)
- 7) Mr. Md. Maniruzzaman Khan, Senior Assistant Secretary (Budget), Statistics and Informatics Division (SID)
- 8) Ms. Nurjahan, Senior Assistant Secretary, Statistics and Informatics Division (SID)
- 9) Ms. Sufia Akhter Rumi, Senior Assistant Secretary (Development), Statistics and Informatics Division (SID)
- 10) Mr. Mohammad Anwar Hossain, Senior Assistant Secretary, Statistics and Informatics Division (SID)



গোপনীয়

শুমারির উদ্দেশ্য

- কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ (TVET) প্রতিষ্ঠানসমূহের বৈজ্ঞানিক তথ্যভান্ডার গড়ে তোলা;
- TVET প্রতিষ্ঠানসমূহের বিস্তারিত ডাটাবেইজ প্রস্তুত করা;
- পল্লী ও শহর অঞ্চলভিত্তিক TVET প্রতিষ্ঠানসমূহের স্থানগত ডাইরেক্টরী তৈরি করা;
- TVET প্রতিষ্ঠানভিত্তিক বিভিন্ন জরিপের স্যাম্পলিং ফ্রেম তৈরি করা।

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
বাংলাদেশ পরিসংখ্যান ব্যুরো
পরিসংখ্যান ও তথ্য ব্যবস্থাপনা বিভাগ
পরিকল্পনা মন্ত্রণালয়, ঢাকা

কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ (TVET) প্রতিষ্ঠান শুমারি ২০১৫

প্রশ্নপত্র

ডিপিসি

এলাকা	বর্ণনা	কোড
জেলা		
উপজেলা/ থানা		
ইউনিয়ন/ ওয়ার্ড		
মৌজা/ মহল্লা		
তারএমও / এলাকা	পল্লী.....1 শহর.....2 সিটি কর্পোরেশন.....3	
প্রতিষ্ঠানের নাম	প্রতিষ্ঠান নম্বর	
প্রতিষ্ঠানের প্রকার	প্রধান কার্যালয়.....1 শাখা কার্যালয়.....2 একক প্রতিষ্ঠান.....3	
প্রতিষ্ঠানের ঠিকানা	বাড়ি/হোল্ডিং নং/গ্রামঃ..... সড়ক নং / নামঃ..... টেলিফোনঃ..... মোবাইলঃ..... ই-মেইলঃ.....	

সেকশনঃ১-প্রতিষ্ঠান সংক্রান্ত তথ্যঃ

প্রশ্ন নং	প্রশ্ন	কোড	প্রশ্ন নং	প্রশ্ন
Q1	<p>প্রতিষ্ঠানটি কী ধরনের কর্মকাণ্ড পরিচালনা করে?</p> <p>a) কারিগরি শিক্ষা01</p> <p>b) কারিগরি ও ভোকেশনাল শিক্ষা.....02</p> <p>c) কারিগরি ও ব্যবসা ব্যবস্থাপনা শিক্ষা.....03</p> <p>d) কারিগরি শিক্ষা ও দক্ষতা উন্নয়ন প্রশিক্ষণ04</p> <p>e) ভোকেশনাল উচ্চ মাধ্যমিক ও মাধ্যমিক শিক্ষা.....05</p> <p>f) ভোকেশনাল উচ্চ মাধ্যমিক ও মাধ্যমিক শিক্ষা ও দক্ষতা উন্নয়ন প্রশিক্ষণ06</p> <p>g) উচ্চ মাধ্যমিক ব্যবসা ব্যবস্থাপনা শিক্ষা07</p> <p>h) সাধারণ উচ্চ মাধ্যমিক ও ব্যবসা ব্যবস্থাপনা শিক্ষা08</p> <p>i) ভোকেশনাল মাধ্যমিক শিক্ষা09</p> <p>j) সাধারণমাধ্যমিকওভোকেশনাল মাধ্যমিক শিক্ষা.....10</p> <p>k) ভোকেশনাল মাধ্যমিক শিক্ষা ও দক্ষতা উন্নয়ন প্রশিক্ষণ.....11</p> <p>l) মাদ্রাসা শিক্ষা (উচ্চ মাধ্যমিক) ও দক্ষতা উন্নয়ন প্রশিক্ষণ.....12</p> <p>m) মাদ্রাসা শিক্ষা (মাধ্যমিক) ও ভোকেশনাল মাধ্যমিক শিক্ষা.....13</p> <p>n) মাদ্রাসা শিক্ষা (মাধ্যমিক) ও দক্ষতা উন্নয়ন প্রশিক্ষণ.....14</p> <p>o) মাদ্রাসা শিক্ষা (উচ্চ মাধ্যমিক)ও দক্ষতা উন্নয়ন প্রশিক্ষণ15</p> <p>p) দক্ষতা উন্নয়ন প্রশিক্ষণ16</p> <p>q) ইউনিয়ন তথ্য ও সেবা কেন্দ্র (UISC)17</p> <p>r) সরকারি অফিস (দক্ষতা উন্নয়ন প্রশিক্ষণ প্রদান করে).....18</p> <p>s) বেসরকারিতাফিস (দক্ষতা উন্নয়ন প্রশিক্ষণ প্রদান করে).....19</p> <p>t) এনজিও(দক্ষতা উন্নয়ন প্রশিক্ষণ প্রদান করে).....20</p> <p>u) অন্যান্য (উল্লেখ করুন).....99</p>		Q2	প্রতিষ্ঠানটির প্রধান কর্মকাণ্ডঃ (বিস্তারিতভাবে লিখুন)
				BSIC কোড
			Q3	প্রতিষ্ঠানটির অপ্রধান কর্মকাণ্ডঃ (বিস্তারিতভাবে লিখুন)
				BSIC কোড

প্রশ্ন নং	প্রশ্ন	কোড	প্রশ্ন নং	প্রশ্ন	কোড
Q4	কর্মকান্ড অনুসারে প্রতিষ্ঠানের ধরনঃ a) শিক্ষা প্রতিষ্ঠান..... 1 b) প্রশিক্ষণ প্রতিষ্ঠান..... 2 c) শিক্ষা ও প্রশিক্ষণপ্রতিষ্ঠানউভয়ই..... 3 d) ইউনিয়ন তথ্য ও সেবা কেন্দ্র (UISC)..... 4 e) অন্যান্য(অফিস/এনজিও)..... 9	<input type="text"/>	Q5	প্রতিষ্ঠানটি কোথা থেকে অনুমোদন প্রাপ্ত? [একাধিকউত্তরহতেপারে] a) BTETBকর্তৃক অনুমোদিত..... 1 b) মন্ত্রণালয়কর্তৃকঅনুমোদিত..... 2 c) দপ্তর/ অধিদপ্তর কর্তৃক অনুমোদিত..... 3 d) কোন সংস্থা কর্তৃক অনুমোদিত নয় 4 e) অন্যান্য (উল্লেখ করুন)..... 9	<input type="text"/>
Q6	প্রতিষ্ঠানটির কোর্সগুলো কোথা হতে অনুমোদনকৃত ? [একাধিকউত্তরহতেপারে] a) শুধুমাত্রBTETBকর্তৃক অনুমোদিত..... 1 b) BTETBকর্তৃক অনুমোদিত নয় কিন্তু কমপক্ষে ৩৬০ ঘন্টার কোর্স..... 2 c) BTETBকর্তৃকঅনুমোদিতনয় এবং ৩৬০ ঘন্টার কম মেয়াদী কোর্স..... 3 d) মন্ত্রণালয় / অধিদপ্তর/ দপ্তর কর্তৃক অনুমোদিত..... 4 e) উপানুষ্ঠানিক শিক্ষা যুরো(BNFE) কর্তৃক অনুমোদিত..... 5 f) নিজস্ব কারিকুলাম/ অননুমোদিত কোর্স..... 6 g) এনজিও বিষয়ক ব্যুরোকর্তৃক অনুমোদিত..... 7	<input type="text"/> <input type="text"/> <input type="text"/>	Q7	প্রতিষ্ঠানটির মালিকানার ধরন কী? a) সরকারি/ স্বায়ত্বশাসিত / আধাসরকারি..... 1 b) বেসরকারি (এম.পি.ও ভুক্ত)..... 2 c) বেসরকারি (এম.পি.ও ভুক্ত নয়)..... 3 d) ব্যক্তিগত মালিকানা (প্রশিক্ষণ প্রতিষ্ঠান/ অফিস)..... 4 e) যৌথ মালিকানা(প্রশিক্ষণ প্রতিষ্ঠান/ অফিস)..... 5 f) কর্পোরেট/ সমিতি (সামাজিক দায়বদ্ধতার অংশ হিসেবে)..... 6 g) বিদেশি ১০০%..... 7 h) দেশি/ বিদেশি (যৌথ) 8	<input type="text"/>
			Q8	a)প্রতিষ্ঠানটি আরম্ভের বছর (খ্রিঃ) <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> b) এই প্রতিষ্ঠানে TVETকোর্স চালু হয় কত সালে? <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	

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Q9	এটি কী ধরনের প্রতিষ্ঠান? a) পলিটেকনিক ইনস্টিটিউট..... 01 b) টেকনিক্যাল স্কুল..... 02 c) টেকনিক্যাল কলেজ..... 03 d) টেকনিক্যাল স্কুল এন্ড কলেজ..... 04 e) টেকনিক্যাল ট্রেনিং সেন্টার..... 05 f) ভোকেশনাল ট্রেনিং ইনস্টিটিউট..... 06 g) টেক্সটাইল ইনস্টিটিউট..... 07 h) এগ্রিকালচার ইনস্টিটিউট..... 08 i) ফরেস্ট্রি ইনস্টিটিউট..... 09 j) মেরিন ইনস্টিটিউট..... 10 k) টেক্সটাইল ভোকেশনাল ইনস্টিটিউট..... 11 l) এইচ. এস. সি (বিএম) ইনস্টিটিউট..... 12 m) মাধ্যমিক (কারিগরি) বিদ্যালয়..... 13 n) ইনস্টিটিউট অব মেডিকেল টেকনোলজি..... 14 o) মৎস্য ট্রেনিং ইনস্টিটিউট..... 15 p) প্রশিক্ষণ প্রতিষ্ঠান..... 16 q) হোটেল ম্যানেজমেন্ট এন্ড টুরিজম..... 17 r) ভোকেশনাল মাধ্যমিক শিক্ষা..... 18 s) সাধারণ মাধ্যমিক বিদ্যালয় (সংযুক্ত ভোকেশনাল শিক্ষা)..... 19 t) সাধারণ মাদ্রাসা (সংযুক্ত ভোকেশনাল শিক্ষা)..... 20 u) অফিস..... 21 v) অন্যান্য (উল্লেখ করুন)..... 99		Q10	***Q4এর উত্তর 1 অথবা 3 হলে Q10 হতে Q12 পর্যন্ত পূরণ করুন। প্রতিষ্ঠানটিতে কী ধরনের কারিগরি ও বৃত্তিমূলক (ন্যূনতম ২ বছর মেয়াদী) শিক্ষাপ্রহণের সুযোগ রয়েছে? (প্রযোজ্য সর্বোচ্চ ৫ টি উত্তর উল্লেখ করুন)																																																																
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t) অন্যান্য (উল্লেখ করুন).....	99																																																																			

প্রশ্ন নং	প্রশ্ন									
	ডিপ্লোমা ইন ইঞ্জিনিয়ারিং/ টেক্সটাইল/ মোডিকেল/ ফিসারিজ/ফরেস্ট্রি/এগ্রিকালচার প্রতিষ্ঠানের ছাত্র-ছাত্রীর তথ্য নিম্নে উল্লেখ করুনঃ									
	ড্রেড/ টেকনোলজির নাম	সিট ক্যাপাসিটি	ভর্তিকৃত ছাত্র-ছাত্রীর সংখ্যা (২০১৪ সালে যারা পরীক্ষা দেয়ার কথা)		পরীক্ষার্থীর সংখ্যা ২০১৪		উত্তীর্ণ ছাত্র-ছাত্রীর সংখ্যা ২০১৪			
			ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী		
১.	আর্কিটেকচার এন্ড ইন্টেরিয়র ডিজাইন									
২.	কনস্ট্রাকশন									
৩.	গার্মেন্টস ডিজাইন এন্ড প্যাটার্ন মেকিং									
৪.	এনভায়রনমেন্টাল, ইনস্ট্রুমেন্টাল এন্ড প্রসেস কন্ট্রোল									
৫.	মেকাট্রনিক্স									
৬.	মাইনিং এন্ড মাইন সার্ভে									
৭.	টেলিকমিউনিকেশন									
৮.	আর্কিটেকচার									
৯.	সিভিল (উড)									
১০.	কম্পিউটার									
১১.	ইলেকট্রিক্যাল									
১২.	ইলেকট্রনিক্স									
১৩.	ফুড									
১৪.	মেকানিক্যাল									
১৫.	পাওয়ার									
১৬.	রেফ্রিজারেশন এন্ড এয়ার কন্ডিশনিং									
১৭.	সিরামিক্স									
১৮.	গ্রাস									
১৯.	সার্ভেয়িং									
২০.	মেরিন									
২১.	শিপ বিল্ডিং									

ড্রইড/ টেকনোলজির নাম	সিট ক্যাপাসিটি	ভর্তিকৃত ছাত্র-ছাত্রীর সংখ্যা (২০১৪ সালে যারা পরীক্ষা দেয়ার কথা)		পরীক্ষার্থীর সংখ্যা ২০১৪		উত্তীর্ণ ছাত্র-ছাত্রীর সংখ্যা ২০১৪	
		ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
২২. এয়ারক্রাফট মাইনটেন্যান্স (এরোস্পেস)							
২৩. এয়ারক্রাফট মাইনটেন্যান্স (এবিওনিকস)							
২৪. অটোমোবাইল							
২৫. কেমিক্যাল							
২৬. সিভিল							
২৭. ডেটা টেলিকমিউনিকেশন এন্ড নেটওয়ার্কিং							
২৮. কম্পিউটার সায়েন্স এন্ড ইলেক্ট্রো মেডিকেল							
২৯. প্রিন্টিং/ গ্রাফিক্স ডিজাইন							
৩০. এগ্রিকালচার							
৩১. ইয়ান মেনুফ্যাকচারিং							
৩২. ওয়েব প্রসেসিং							
৩৩. গার্মেন্টস এন্ড ক্লদিং							
৩৪. ফিশারিজ							
৩৫. জুট							
৩৬. মেডিকেল							
৩৭. ডেন্টাল							
৩৮. ল্যাবরেটরি							
৩৯. ফিজিওথেরাপি							
৪০. রেডিওলজি এন্ড ইমেজিং							
৪১. ফার্মা							
৪২. পেসেন্ট কেয়ার							
৪৩. ইনটিগ্রেটেড মেডিসিন							
৪৪. ফরেস্ট্রি							
৪৫. অন্যান্য ট্রেড যদি থাকে							

প্রশ্ন									
প্রশ্ন নং									
Q12	এইচএসসি (ডোক) / বি এম কোর্স/ ডিপ্লোমা ইন কমার্স কোর্স পরিচালনাকারী প্রতিষ্ঠানের ছাত্র-ছাত্রীর তথ্য নিম্নে উল্লেখ করুনঃ								
	ট্রেড/ টেকনোলজির নাম	সিট ক্যাপাসিটি	ভর্তিকৃত ছাত্র-ছাত্রীর সংখ্যা (২০১৪ সালে যারা পরীক্ষা দেয়ার কথা)		পরিক্ষার্থীর সংখ্যা ২০১৪		উত্তীর্ণ ছাত্র-ছাত্রীর সংখ্যা ২০১৪		
			ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	
১.	এগ্রো-মেশিনারী								
২.	অটোমোবাইল								
৩.	বিল্ডিং মেইনটেন্যান্স এন্ড কনস্ট্রাকশন								
৪.	ক্লদিং এন্ড গার্মেন্টস ফিনিশিং								
৫.	কম্পিউটার অপারেশন এন্ড মেইনটেন্যান্স								
৬.	ড্রাফটিং সিভিল								
৭.	ইলেকট্রিক্যাল ওয়ার্কস এন্ড মেইনটেন্যান্স								
৮.	ইলেকট্রনিক কন্ট্রোল এন্ড কমিউনিকেশন								
৯.	ফিস কালচার এন্ড ব্রিডিং								
১০.	মেশিন টুলস অপারেশন এন্ড মেইনটেন্যান্স								
১১.	পোলট্রি রেয়ারিং এন্ড ফার্মিং								
১২.	রেফ্রিজারেশন এন্ড এয়ার-কন্ডিশনিং								
১৩.	ওয়েল্ডিং এন্ড ফেব্রিকেশন								
১৪.	ইন্ডাস্ট্রিয়াল উড ওয়ার্কিং								
১৫.	ওয়েট প্রসেসিং								
১৬.	ইয়ার্ন এন্ড ফেব্রিক মেনুফ্যাকচারিং								
১৭.	একাউন্টিং								
১৮.	ব্যাংকিং								
১৯.	কম্পিউটার অপারেশন								
২০.	ইন্টারপ্রিনিয়রশিপ								
২১.	সেক্রেটারিয়েল সাইন্স								
২২.	অন্যান্য ট্রেড যদি থাকে (উল্লেখ করুন)								

*** Q4 এর উত্তর 2,3,4 অথবা9হলে Q13হতে Q15পর্যন্ত পূরণ করুন।

প্রশ্ন নং	প্রশ্ন	কোড																																																																					
Q13	প্রতিষ্ঠানটিতেকী ধরনেরIVETপ্রশিক্ষণের সুযোগ রয়েছে? (প্রযোজ্য সর্বোচ্চ ৫ টি উত্তর উল্লেখ করুন)																																																																						
	<table border="1"> <thead> <tr> <th>প্রশিক্ষণ কোর্সের নাম</th> <th>কোড</th> <th>শিক্ষা কোড</th> </tr> </thead> <tbody> <tr> <td>a) ডিপ্লোমা ইন টেকনিক্যাল এডুকেশন (১ বছর).....</td> <td>01</td> <td></td> </tr> <tr> <td>b) ডিপ্লোমা ইনভোকেশনাল এডুকেশন (১ বছর).....</td> <td>02</td> <td></td> </tr> <tr> <td>c) ডিপ্লোমা ইন মেডিক্যাল অ্যান্ডসাইন্ড (১ বছর).....</td> <td>03</td> <td></td> </tr> <tr> <td>d) সার্টিফিকেট ইন ভোকেশনাল এডুকেশন (১ বছর).....</td> <td>04</td> <td></td> </tr> <tr> <td>e) সার্টিফিকেট ইন হেলথ টেকনোলজি এন্ড সার্ভিস (১ বছর).....</td> <td>05</td> <td></td> </tr> <tr> <td>f) সার্টিফিকেট ইন মেডিকেল অ্যান্ডসাইন্ড (৩-৬ মাস).....</td> <td>06</td> <td></td> </tr> <tr> <td>g) ন্যাশনাল স্কিল স্ট্যান্ডার্ড II(১ বছর).....</td> <td>07</td> <td></td> </tr> <tr> <td>h) ন্যাশনাল স্কিল স্ট্যান্ডার্ড III(১ বছর).....</td> <td>08</td> <td></td> </tr> <tr> <td>i) সার্টিফিকেট-ইন-সেক্রেটারিয়েল সাইন্স (১ বছর).....</td> <td>09</td> <td></td> </tr> <tr> <td>j) প্রোফেশনাল ডিপ্লোমা-ইন-অটোমোবাইল (৬ মাস).....</td> <td>10</td> <td></td> </tr> <tr> <td>k) ট্রেনিং এন্ড বিজনেস টাইপিং (৬ মাস).....</td> <td>11</td> <td></td> </tr> <tr> <td>l) ন্যাশনাল স্কিল স্ট্যান্ডার্ড বেসিক ট্রেড (৩৬০ ঘণ্টা)[৩-৬ মাস].....</td> <td>12</td> <td></td> </tr> <tr> <td>m) সার্টিফিকেট ইন লেদার টেকনোলজি (১ বছর).....</td> <td>13</td> <td></td> </tr> <tr> <td>n) ICT কোর্সসমূহ (< ৩ মাসের কম মেয়াদি).....</td> <td>14</td> <td></td> </tr> <tr> <td>o) ICT কোর্সসমূহ (৩ থেকে <৬ মাস মেয়াদি).....</td> <td>15</td> <td></td> </tr> <tr> <td>p) ICT কোর্সসমূহ (৬ মাস – ১ বছর মেয়াদি).....</td> <td>16</td> <td></td> </tr> <tr> <td>q) হোটেল ম্যানেজমেন্ট এন্ড ট্যুরিজম.....</td> <td>17</td> <td></td> </tr> <tr> <td>r) NTVQF কোর্স(৩ -৬ মাস মেয়াদি).....</td> <td>18</td> <td></td> </tr> <tr> <td>s) অন্যান্য (< ৩ মাসের কম মেয়াদি).....</td> <td>19</td> <td></td> </tr> <tr> <td>t) অন্যান্য (৩ থেকে <৬ মাস মেয়াদি).....</td> <td>20</td> <td></td> </tr> <tr> <td>u) অন্যান্য(৬ মাস – ১ বছর মেয়াদি).....</td> <td>21</td> <td></td> </tr> <tr> <td>v) অন্যান্য (উল্লেখ করুন).....</td> <td>99</td> <td></td> </tr> </tbody> </table>	প্রশিক্ষণ কোর্সের নাম	কোড	শিক্ষা কোড	a) ডিপ্লোমা ইন টেকনিক্যাল এডুকেশন (১ বছর).....	01		b) ডিপ্লোমা ইনভোকেশনাল এডুকেশন (১ বছর).....	02		c) ডিপ্লোমা ইন মেডিক্যাল অ্যান্ডসাইন্ড (১ বছর).....	03		d) সার্টিফিকেট ইন ভোকেশনাল এডুকেশন (১ বছর).....	04		e) সার্টিফিকেট ইন হেলথ টেকনোলজি এন্ড সার্ভিস (১ বছর).....	05		f) সার্টিফিকেট ইন মেডিকেল অ্যান্ডসাইন্ড (৩-৬ মাস).....	06		g) ন্যাশনাল স্কিল স্ট্যান্ডার্ড II(১ বছর).....	07		h) ন্যাশনাল স্কিল স্ট্যান্ডার্ড III(১ বছর).....	08		i) সার্টিফিকেট-ইন-সেক্রেটারিয়েল সাইন্স (১ বছর).....	09		j) প্রোফেশনাল ডিপ্লোমা-ইন-অটোমোবাইল (৬ মাস).....	10		k) ট্রেনিং এন্ড বিজনেস টাইপিং (৬ মাস).....	11		l) ন্যাশনাল স্কিল স্ট্যান্ডার্ড বেসিক ট্রেড (৩৬০ ঘণ্টা)[৩-৬ মাস].....	12		m) সার্টিফিকেট ইন লেদার টেকনোলজি (১ বছর).....	13		n) ICT কোর্সসমূহ (< ৩ মাসের কম মেয়াদি).....	14		o) ICT কোর্সসমূহ (৩ থেকে <৬ মাস মেয়াদি).....	15		p) ICT কোর্সসমূহ (৬ মাস – ১ বছর মেয়াদি).....	16		q) হোটেল ম্যানেজমেন্ট এন্ড ট্যুরিজম.....	17		r) NTVQF কোর্স(৩ -৬ মাস মেয়াদি).....	18		s) অন্যান্য (< ৩ মাসের কম মেয়াদি).....	19		t) অন্যান্য (৩ থেকে <৬ মাস মেয়াদি).....	20		u) অন্যান্য(৬ মাস – ১ বছর মেয়াদি).....	21		v) অন্যান্য (উল্লেখ করুন).....	99		<div></div> <div></div> <div></div> <div></div> <div></div>
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i) সার্টিফিকেট-ইন-সেক্রেটারিয়েল সাইন্স (১ বছর).....	09																																																																						
j) প্রোফেশনাল ডিপ্লোমা-ইন-অটোমোবাইল (৬ মাস).....	10																																																																						
k) ট্রেনিং এন্ড বিজনেস টাইপিং (৬ মাস).....	11																																																																						
l) ন্যাশনাল স্কিল স্ট্যান্ডার্ড বেসিক ট্রেড (৩৬০ ঘণ্টা)[৩-৬ মাস].....	12																																																																						
m) সার্টিফিকেট ইন লেদার টেকনোলজি (১ বছর).....	13																																																																						
n) ICT কোর্সসমূহ (< ৩ মাসের কম মেয়াদি).....	14																																																																						
o) ICT কোর্সসমূহ (৩ থেকে <৬ মাস মেয়াদি).....	15																																																																						
p) ICT কোর্সসমূহ (৬ মাস – ১ বছর মেয়াদি).....	16																																																																						
q) হোটেল ম্যানেজমেন্ট এন্ড ট্যুরিজম.....	17																																																																						
r) NTVQF কোর্স(৩ -৬ মাস মেয়াদি).....	18																																																																						
s) অন্যান্য (< ৩ মাসের কম মেয়াদি).....	19																																																																						
t) অন্যান্য (৩ থেকে <৬ মাস মেয়াদি).....	20																																																																						
u) অন্যান্য(৬ মাস – ১ বছর মেয়াদি).....	21																																																																						
v) অন্যান্য (উল্লেখ করুন).....	99																																																																						

প্রশ্ন নং	প্রশ্ন						
Q14	এসএসসি (ভোক) কোর্স পরিচালনাকারী প্রতিষ্ঠানের প্রশিক্ষণার্থীর তথ্য নিয়ে উল্লেখ করুনঃ						
	দ্রেড/ টেকনোলজির নাম	সিট ক্যাপাসিটি	ভর্তিকৃত প্রশিক্ষণার্থীর সংখ্যা (২০১৪ সালে যারা পরীক্ষা দেয়ার কথা)		পরিক্ষার্থীর সংখ্যা(২০১৪)		উত্তীর্ণ প্রশিক্ষণার্থীর সংখ্যা(২০১৪)
			ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্রী
১.	এগ্রো বেইজড ফুড						
২.	জেনারেল ইলেকট্রনিক্স						
৩.	অটোমোটিভ						
৪.	বিকিং নেইনটেন্যান্স						
৫.	উড ওয়াকিং						
৬.	সিরামিকস						
৭.	সিভিল কম্পিউকশন						
৮.	কম্পিউটার এন্ড ইনফরমেশন টেকনোলজি						
৯.	সিভিল ড্রাফটিং উইথ কেড						
১০.	ড্রেস মেকিং						
১১.	ডায়িং						
১২.	প্রিন্টিং এন্ড ফিনিশিং						
১৩.	ইলেকট্রিক্যাল মেইনটেন্যান্স ওয়ার্কস						
১৪.	ফার্ম মেশিনারি						
১৫.	ফিস কালচার এন্ড ব্রিডিং						
১৬.	ফুড প্রসেসিং এন্ড প্রিজারভেশন						
১৭.	জেনারেল মেকানিক্স						
১৮.	লাইভস্টক রিয়ারিং এন্ড ফার্মিং						
১৯.	মেশিন টুলস অপারেশন						
২০.	পল্ট্রি রিয়ারিং এন্ড ফার্মিং						
২১.	পেসেট কেয়ার টেকনিক						
২২.	জেনারেল ইলেকট্রিক্যাল ওয়ার্কস						
২৩.	প্লাস্টিং এন্ড পাইপ ফিটিং						
২৪.	রেফ্রিজারেশন এন্ড এয়ার কন্ডিশনিং						
২৫.	গ্রাস						
২৬.	ফুট এন্ড ভেজিটেবল কালটিভেশন						
২৭.	উইভিং						
২৮.	ওয়েল্ডিং এন্ড ফেব্রিকেশন						
২৯.	আর্কিটেকচারাল ড্রাফটিং উইথ অটোকেড						
৩০.	প্রিন্সিপাল কালচার এন্ড ব্রিডিং						
৩১.	ড্রেস মেকিং						
৩২.	ডায়িং প্রিন্টিং এন্ড ফিনিশিং						
৩৩.	নিটিং						
৩৪.	অন্যান্য দ্রেড যদি থাকে						

প্রশ্ন নং		প্রশ্ন									
Q15		বেসিক ট্রেড কোর্স পরিচালনাকারী প্রতিষ্ঠানের প্রশিক্ষণার্থীর তথ্য নিয়ে উল্লেখ করুনঃ									
		ট্রেড/ টেকনোলজির নাম	সিট ক্যাপাসিটি	ভর্তিকৃত প্রশিক্ষণার্থীর সংখ্যা (২০১৪ সালে যারা পরীক্ষা দেয়ার কথা)		পরিক্ষার্থীর সংখ্যা (২০১৪)		উত্তীর্ণ প্রশিক্ষণার্থীর সংখ্যা(২০১৪)			
				ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী		
১.		অটো মেকানিক									
২.		আর্ক ওয়েল্ডিং									
৩.		আর্ক এন্ড গ্যাস ওয়েল্ডিং									
৪.		বিল্ডিং এন্ড আর্কিটেকচারাল ড্রাফটিং									
৫.		কম্পিউটার অপারেটর									
৬.		ইলেকট্রিক্যাল হাউজ ওয়্যারিং									
৭.		ফার্নিচার এন্ড কেবিনেট মার্কেটিং									
৮.		জেনারেল মেকানিক									
৯.		মেশিনিস্ট									
১০.		মেইনটেনাপ্স অফ ইলেকট্রিক্যাল ইকুইপমেন্ট									
১১.		প্লাস্টিং এন্ড পাইপ ফিটিংস									
১২.		রেডিও এন্ড টেলিভিশন সার্ভিসিং									
১৩.		রেফ্রিজারেশন এন্ড এয়ার কন্ডিশনিং									
১৪.		টার্নার									
১৫.		ডেস মোকিং এন্ড টেইলারিং									
১৬.		মটর সাইকেল এন্ড মিশুক মেকানিক									
১৭.		ফুড প্রসেসিং এন্ড প্রিজারভেশন									
১৮.		জেনারেল ইলেকট্রিশিয়ান									
১৯.		অটোক্যাড									
২০.		মোবাইল ফোন সার্ভিসিং									
২১.		ফুড এন্ড বেভারেজ প্রোডাকশন									
২২.		ফুড এন্ড বেভারেজ সার্ভিস									
২৩.		হাউস কিপিং									
২৪.		সিভিল কন্সট্রাকশন									
২৫.		আমিনিশিপ									
২৬.		অ্যাকাউটিং এন্ড প্রোজেনটেশন									
২৭.		মেসনারি এন্ড রড বাইল্ডিং									
২৮.		ড্রাফটিং সিভিল									

শ্রেণী টেকনোলজির নাম	সিট ক্যাপাসিটি	ভর্তিকৃত প্রশিক্ষার্থীর সংখ্যা (২০১৪ সালে যারা পরীক্ষা দেয়ার কথা)		পরিক্ষার্থীর সংখ্যা (২০১৪)		উত্তীর্ণ প্রশিক্ষার্থীর সংখ্যা(২০১৪)	
		ছাত্র	ছাত্রী	ছাত্র	ছাত্রী	ছাত্র	ছাত্রী
২৯. এপারেল মার্চেন্টাইজিং							
৩০. ওয়াক স্টডি প্রডাকশন প্লানিং এন্ড কন্ট্রোল ফর এপারেলমেন্টাকচারিং							
৩১. বাঁশ বেত ও পাটি শিল্প							
৩২. পেশ্চি এন্ড বেকারী প্রডাকশন							
৩৩. ট্রাভেল ট্যুর অপারেশন							
৩৪. ওয়েল্ডিং ড্রাইভিং কাম অটো মেকানিক							
৩৫. ইনটেরিওর ডেকোরেশন (জিপসাম ডেকোরেশন)							
৩৬. ওয়েল্ডিং এন্ড ফেব্রিকেশন							
৩৭. হোয়ার ড্রেসিং							
৩৮. সার্টিফিকেট ইন প্যাটার্ন মেকিং							
৩৯. সেক্রেটারিয়েল সাইন্স							
৪০. বিল্ডিং এন্ড আর্কিটেকচারাল ড্রাফটিং উইথ অটো ক্যাড							
৪১. কম্পিউটার অফিস এপ্লিকেশন							
৪২. হার্ডওয়্যার এন্ড নেটওয়ার্কিং							
৪৩. কম্পিউটার প্রোগ্রামিং							
৪৪. ডাটাবেজ প্রোগ্রামিং							
৪৫. গ্রাফিক্স ডিজাইন এন্ড মাল্টিমিডিয়া প্রোগ্রামিং							
৪৬. শিপ ফেব্রিকেশন							
৪৭. ওয়েল্ডিং ৪জি							
৪৮. ওয়েল্ডিং ৬জি							
৪৯. ইন্ডাস্ট্রিয়াল সুইং মেশিন এন্ড মেইনটেন্যান্স							
৫০. টিগ এন্ড মিগ ওয়েল্ডিং							
৫১. টাইলস ফিটিংস							
৫২. এয়ার হোস্টেজ এন্ড কেবিন ক্রু							
৫৩. এভিয়েশন ম্যানেজমেন্ট							
৫৪. ট্রাভেল ট্যুরিজম এন্ড টিকেটিং							
৫৫. ডিজেল মেশিনস							
৫৬. অন্যান্য ট্রেড যদি থাকে							

Q16	প্রতিষ্ঠানটি প্রধানতকোন মন্ত্রণালয়ের সাথে সম্পৃক্ত?	<div><div></div><div></div></div>	<table><tr><th>মন্ত্রণালয় এর নাম</th><th>নং</th></tr><tr><td>a) শিক্ষা মন্ত্রণালয়.....</td><td>01</td></tr><tr><td>b) প্রবাসী কল্যাণ ও বৈদেশিক কর্মসংস্থান মন্ত্রণালয়..</td><td>02</td></tr><tr><td>c) শ্রম ও কর্মসংস্থান মন্ত্রণালয়.....</td><td>03</td></tr><tr><td>d) যুব ও ক্রীড়া মন্ত্রণালয়.....</td><td>04</td></tr><tr><td>e) সমাজ কল্যাণ মন্ত্রণালয়.....</td><td>05</td></tr><tr><td>f) মহিলা ও শিশু বিষয়ক মন্ত্রণালয়.....</td><td>06</td></tr><tr><td>g) শিল্প মন্ত্রণালয়.....</td><td>07</td></tr><tr><td>h) কৃষি মন্ত্রণালয়.....</td><td>08</td></tr><tr><td>i) বেসামরিক বিমান পরিবহনও পর্যটন মন্ত্রণালয়....</td><td>09</td></tr><tr><td>j) সড়ক পরিবহন ও সেতু মন্ত্রণালয়.....</td><td>10</td></tr><tr><td>k) বস্ত্র ও পাট মন্ত্রণালয়.....</td><td>11</td></tr><tr><td>l) জলানী, বিদ্যুৎ ও খনিজ সম্পদ মন্ত্রণালয়.....</td><td>12</td></tr><tr><td>m) প্রতিরক্ষা মন্ত্রণালয়.....</td><td>13</td></tr><tr><td>n) স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয়.....</td><td>14</td></tr><tr><td>o) বিজ্ঞান ও প্রযুক্তি মন্ত্রণালয়.....</td><td>15</td></tr><tr><td>p) মৎস্য ও প্রাণিসম্পদ মন্ত্রণালয়.....</td><td>16</td></tr><tr><td>q) পরিবেশ ও বন মন্ত্রণালয়.....</td><td>17</td></tr><tr><td>r) স্থানীয় সরকার,পল্লী উন্নয়নও সমবায় মন্ত্রণালয়....</td><td>18</td></tr><tr><td>s) নৌ পরিবহন মন্ত্রণালয়.....</td><td>19</td></tr><tr><td>t) স্বরাষ্ট্র মন্ত্রণালয়.....</td><td>20</td></tr><tr><td>u) তথ্য ও যোগাযোগ প্রযুক্তি বিভাগ</td><td>21</td></tr><tr><td>v) কোন মন্ত্রণালয়ের সাথে সম্পৃক্ত নয়.....</td><td>22</td></tr><tr><td>w) অন্যান্য(উল্লেখ করুন).....</td><td>99</td></tr></table>	মন্ত্রণালয় এর নাম	নং	a) শিক্ষা মন্ত্রণালয়.....	01	b) প্রবাসী কল্যাণ ও বৈদেশিক কর্মসংস্থান মন্ত্রণালয়..	02	c) শ্রম ও কর্মসংস্থান মন্ত্রণালয়.....	03	d) যুব ও ক্রীড়া মন্ত্রণালয়.....	04	e) সমাজ কল্যাণ মন্ত্রণালয়.....	05	f) মহিলা ও শিশু বিষয়ক মন্ত্রণালয়.....	06	g) শিল্প মন্ত্রণালয়.....	07	h) কৃষি মন্ত্রণালয়.....	08	i) বেসামরিক বিমান পরিবহনও পর্যটন মন্ত্রণালয়....	09	j) সড়ক পরিবহন ও সেতু মন্ত্রণালয়.....	10	k) বস্ত্র ও পাট মন্ত্রণালয়.....	11	l) জলানী, বিদ্যুৎ ও খনিজ সম্পদ মন্ত্রণালয়.....	12	m) প্রতিরক্ষা মন্ত্রণালয়.....	13	n) স্বাস্থ্য ও পরিবার কল্যাণ মন্ত্রণালয়.....	14	o) বিজ্ঞান ও প্রযুক্তি মন্ত্রণালয়.....	15	p) মৎস্য ও প্রাণিসম্পদ মন্ত্রণালয়.....	16	q) পরিবেশ ও বন মন্ত্রণালয়.....	17	r) স্থানীয় সরকার,পল্লী উন্নয়নও সমবায় মন্ত্রণালয়....	18	s) নৌ পরিবহন মন্ত্রণালয়.....	19	t) স্বরাষ্ট্র মন্ত্রণালয়.....	20	u) তথ্য ও যোগাযোগ প্রযুক্তি বিভাগ	21	v) কোন মন্ত্রণালয়ের সাথে সম্পৃক্ত নয়.....	22	w) অন্যান্য(উল্লেখ করুন).....	99												
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প্রশ্ন নং	প্রশ্ন	কোড	প্রশ্ন নং	প্রশ্ন	কোড
Q18	প্রতিষ্ঠানটি কোথায় পরিচালিত হচ্ছে? a) নিজস্ব ভবন..... 1 b) সরকারি ভবন..... 2 c) ভাড়া ভবন..... 3 d) অন্যান্য..... 9		Q19	এই প্রতিষ্ঠানটি সরকারি / বেসরকারি / এনজিও/খাতথেকে কোন আর্থিক/কারিগরি সহায়তা পায় কি? a) হ্যাঁ..... 1 b) না..... 2	

সেকশন-২ : শিক্ষক, ছাত্র-ছাত্রী সংক্রান্ত তথ্য:

প্রশ্ন নং	প্রশ্ন	প্রশ্ন নং	প্রশ্ন																																																								
Q20	এই প্রতিষ্ঠানের TVET শিক্ষক / প্রশিক্ষক এবং কর্মকর্তা-কর্মচারীর সংখ্যা কত? <table><tr><th rowspan="3">ক্যাটাগরি</th><th colspan="4">কর্মরত</th></tr><tr><th rowspan="2">পুরুষ</th><th rowspan="2">মহিলা</th><th colspan="2">প্রতিবন্ধী</th><th colspan="2">পার্টটাইম</th></tr><tr><th>পুরুষ</th><th>মহিলা</th><th>পুরুষ</th><th>মহিলা</th></tr><tr><td>a) শিক্ষক/ প্রশিক্ষক</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>b) কর্মকর্তা/ কর্মচারী</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>c) অন্যান্য (উল্লেখ করুন)</td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	ক্যাটাগরি	কর্মরত				পুরুষ	মহিলা	প্রতিবন্ধী		পার্টটাইম		পুরুষ	মহিলা	পুরুষ	মহিলা	a) শিক্ষক/ প্রশিক্ষক							b) কর্মকর্তা/ কর্মচারী							c) অন্যান্য (উল্লেখ করুন)							Q21	TVET শিক্ষায় নিয়োজিত শিক্ষক/প্রশিক্ষকদের সর্বোচ্চ সাধারণ শিক্ষায় শিক্ষাগত যোগ্যতা অনুযায়ী সংখ্যা কত? <table><tr><th>শিক্ষাগত যোগ্যতা (সাধারণ)</th><th>পুরুষ</th><th>মহিলা</th><th>মোট</th></tr><tr><td>a) HSC বা তার কম.....</td><td></td><td></td><td></td></tr><tr><td>b) স্নাতক/ সমমান.....</td><td></td><td></td><td></td></tr><tr><td>c) স্নাতকোত্তর বা সমমান.....</td><td></td><td></td><td></td></tr><tr><td>d) পিএইচডি.....</td><td></td><td></td><td></td></tr></table>	শিক্ষাগত যোগ্যতা (সাধারণ)	পুরুষ	মহিলা	মোট	a) HSC বা তার কম.....				b) স্নাতক/ সমমান.....				c) স্নাতকোত্তর বা সমমান.....				d) পিএইচডি.....			
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Q22	<p>TVEI শিক্ষায় নিয়োজিত শিক্ষক/প্রশিক্ষকদের TVEI শিক্ষায় সর্বোচ্চ শিক্ষাগত যোগ্যতা অনুযায়ী সংখ্যা কত?</p> <table><thead><tr><th>কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ</th><th>পুরুষ</th><th>মহিলা</th><th>মোট</th></tr></thead><tbody><tr><td>a) ট্রেড কোর্স.....</td><td></td><td></td><td></td></tr><tr><td>b) ডিপ্লোমা ইন ইঞ্জিনিয়ারিং.....</td><td></td><td></td><td></td></tr><tr><td>c) বিএসসি ইন ইঞ্জিনিয়ারিং.....</td><td></td><td></td><td></td></tr><tr><td>d) এমএসসিসিইন ইঞ্জিনিয়ারিং.....</td><td></td><td></td><td></td></tr><tr><td>e) এমবিবিএস/ বিডিএস.....</td><td></td><td></td><td></td></tr><tr><td>f) পিএইচডি.....</td><td></td><td></td><td></td></tr><tr><td>g) বিশেষ প্রশিক্ষণ প্রাপ্ত শিক্ষক ...</td><td></td><td></td><td></td></tr><tr><td>h) অন্যান্য.....</td><td></td><td></td><td></td></tr></tbody></table>	কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ	পুরুষ	মহিলা	মোট	a) ট্রেড কোর্স.....				b) ডিপ্লোমা ইন ইঞ্জিনিয়ারিং.....				c) বিএসসি ইন ইঞ্জিনিয়ারিং.....				d) এমএসসিসিইন ইঞ্জিনিয়ারিং.....				e) এমবিবিএস/ বিডিএস.....				f) পিএইচডি.....				g) বিশেষ প্রশিক্ষণ প্রাপ্ত শিক্ষক ...				h) অন্যান্য.....				Q23	<p>প্রতিষ্ঠানটিতে ছাত্রাবাস / ছাত্রীনিবাস এর সুবিধা আছে কি?</p> <p>a) হ্যাঁ..... 1</p> <p>b) না..... 2</p> <p>যদি হ্যাঁ হয় তবে ছাত্রাবাস / ছাত্রীনিবাস এ ছাত্র/ছাত্রীর সংখ্যা কত?</p> <table><thead><tr><th>ছাত্র</th><th>ছাত্রী</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	ছাত্র	ছাত্রী			
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Q24	<p>এই প্রতিষ্ঠান থেকে ছাত্র-ছাত্রী / প্রশিক্ষণার্থীদের কোন সার্টিফিকেট প্রদান করে কি?</p> <p>a) হ্যাঁ..... 1</p> <p>b) না..... 2</p> <p>c) প্রযোজ্য নয়..... 3</p> <p>2/3 >>> Q26</p>	Q25	<p>ছাত্র/ছাত্রী / প্রশিক্ষণার্থীদের কোন প্রতিষ্ঠান কর্তৃক সার্টিফিকেট প্রদান করা হয়?</p> <p>a) BTEB এর সার্টিফিকেট..... 1</p> <p>b) শিক্ষা বোর্ড এর সার্টিফিকেট..... 2</p> <p>c) প্রতিষ্ঠানের নিজস্ব সার্টিফিকেট..... 3</p> <p>d) অধিদপ্তর/ দপ্তর এর সার্টিফিকেট..... 4</p> <p>e) অন্যান্য..... 9</p>																																									
Q26	<p>প্রতিষ্ঠানটিতে বিকল্প বিদ্যুৎ উৎসের সুবিধা আছে কি?</p> <p>a) হ্যাঁ..... 1</p> <p>b) না..... 2</p>																																											

প্রশ্ন নং	প্রশ্ন	কোড	প্রশ্ন নং	প্রশ্ন	সংখ্যা	আয়তন (বর্গফুট)
Q27	TVETপ্রশিক্ষণার্থীদের সাধারণত কোথায় কর্মসংস্থানের সুযোগ হয়ে থাকে? (সর্বোচ্চ ৫ টি)		Q28	TVETপ্রতিষ্ঠানটির কক্ষের সংখ্যা ও আয়তন (বর্গফুট) কত?		
	a) স্ব-নিয়োজিত..... b) কৃষি, বন ও মৎস্য..... c) খনি ও আহরণ..... d) উৎপাদন প্রতিষ্ঠান..... e) ইলেকট্রিসিটি, গ্যাস, বাষ্প ও এয়ার কন্ডিশনার..... f) জল সরবরাহ, বর্জ্য উপসমব্যবস্থাপনা এবং কার্যক্রম..... g) স্থাপত্য প্রতিষ্ঠান..... h) গাইকারি ও খুচরা ব্যবসা: মটরগাড়ি ও মটরসাইকেলেমেরামত..... i) পরিবহন ও গুদামজাতকরণ..... j) উপযোজন এবং খাদ্য সেবাকার্যক্রম..... k) তথ্য এবং যোগাযোগ..... l) আর্থিক ও বীমা কার্যক্রম..... m) রিয়েল এস্টেট কার্যক্রম..... n) বৈজ্ঞানিক ও কারিগরি পেশা কার্যক্রম..... o) প্রশাসনিক ও সেবা সহায়তা কার্যক্রম..... p) জনপ্রশাসন ও ডিফেন্স: বাধ্যতামূলক সামাজিক নিরাপত্তা..... q) শিক্ষা প্রতিষ্ঠান..... r) জনস্বাস্থ্য ও সমাজকর্ম কার্যক্রম..... s) শিল্পকলা, বিনোদন ও অবকাশমূলক প্রতিষ্ঠান..... t) অন্যান্য সেবা কার্যক্রম..... u) নিয়োগকর্তা হিসেবে পরিবারের কার্যক্রম: গৃহস্থালির নিজস্ব ব্যবহারের জন্য বিভিন্ন সেবা ও পণ্য সম্পর্কিত কার্যক্রম..... v) বিদেশি প্রতিষ্ঠান ও সংস্থার কার্যক্রম..... w) বিদেশে..... x) জানা নেই.....					

প্রশ্ন নং	প্রশ্ন	কোড	প্রশ্ন নং	প্রশ্ন	কোড
Q29	<p>TVET ছাত্র-ছাত্রীদের জন্য কী ধরনের সুবিধা (সর্বোচ্চ ৩ টি)</p> <p>a) গরিব ও মেধাবী ছাত্র-ছাত্রীদের বৃত্তি..... 1</p> <p>b) বিনা বেতনে কোর্স সহায়তা..... 2</p> <p>c) ভালোদা কোন সুবিধা নাই..... 3</p> <p>d) জব প্লেসমেন্ট (চাকুরির সুবিধা)..... 4</p> <p>e) অন্যান্য (উল্লেখ করুন)..... 9</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Q30	<p>এই প্রতিষ্ঠানটি TVET শিক্ষায় নিয়োজিত শিক্ষার্থীদের অন্যকোন প্রতিষ্ঠানে ইন্টার্নশীপ/ ইন্ডাস্ট্রিয়াল এটচমেন্ট / ট্রেনিং এর ব্যবস্থা করে থাকে কি? (প্রযোজ্য ক্ষেত্রে টিক দিন)</p> <p>a) হ্যাঁ..... 1</p> <p>b) না..... 2</p> <p>2>>> Q32</p>	<input type="checkbox"/> <input type="checkbox"/>
Q31	<p>TVET শিক্ষার্থীদের ইন্টার্নশীপ/ ইন্ডাস্ট্রিয়াল এটচমেন্ট / ট্রেনিং এর মেয়াদকাল কত? (সর্বোচ্চ ২ টি)</p> <p>a) <১ মাস..... 1</p> <p>b) ১-৩ মাস..... 2</p> <p>c) ৩-৬ মাস..... 3</p> <p>d) ৬-১২ মাস..... 4</p> <p>e) অন্যান্য (উল্লেখ করুন)..... 9</p>	<input type="checkbox"/> <input type="checkbox"/>	Q32	<p>আপনার প্রতিষ্ঠানে TVET পরিচালনায় আপনি কী ধরনের চ্যালেঞ্জ বা সমস্যার সম্মুখীন হচ্ছেন? (সর্বোচ্চ ৪ টি)</p> <p>সমস্যা কোড</p> <p>a) আর্থিক সংকট..... 01</p> <p>b) মানসম্পন্ন শিক্ষক/প্রশিক্ষকের অভাব..... 02</p> <p>c) পর্যাপ্ত জায়গা / স্থানের অভাব..... 03</p> <p>d) পর্যাপ্ত ল্যাব / ওয়ার্কশপ এর অভাব..... 04</p> <p>e) পর্যাপ্ত ছাত্র/ছাত্রীর অভাব..... 05</p> <p>f) শিক্ষকদের প্রশিক্ষণের অভাব..... 06</p> <p>g) উপকরণ / সরঞ্জাম এর অভাব..... 07</p> <p>h) বিদ্যুৎ সংকট..... 08</p> <p>i) প্রতিষ্ঠানটির সাথে অন্যান্য শিল্প কারখানার সংযুক্তির / সহযোগিতার অভাব..... 09</p> <p>j) অন্যান্য (লিখুন)..... 99</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

প্রশ্ন নং	প্রশ্ন	কোড	প্রশ্ন নং	প্রশ্ন	কোড
Q33	<p>বর্তমানে TVET সম্প্রসারণ ও উন্নয়নের জন্য কি ধরনের পদক্ষেপ নেয়া যেতে পারে বলে আপনি মনে করেন? (সর্বোচ্চ ৫ টি)</p> <p>a) পাঠ্যক্রম উন্নয়ন..... 01</p> <p>b) যন্ত্রপাতি ও সরঞ্জাম..... 02</p> <p>c) বেসরকারি খাতের সমন্বয়..... 03</p> <p>d) মান সম্মত সার্টিফিকেট..... 04</p> <p>e) প্রযুক্তিগত সহযোগিতা..... 05</p> <p>f) শিক্ষকদের সর্বোচ্চ প্রশিক্ষণ..... 06</p> <p>g) শিক্ষাউপকরণ বাড়াতে হবে..... 07</p> <p>h) বৃত্তি, উপবৃত্তি, ইন্টার্নশীপ এবং চাকুরীর সুবিধা..... 08</p> <p>i) আন্তর্জাতিক স্বীকৃতি/অনুভূতি..... 09</p> <p>j) ল্যাব এবং কর্মশালার স্থানসুবিধা..... 10</p> <p>k) স্বল্প সুদে ব্যাংক ঋণের ব্যবস্থা..... 11</p> <p>l) সরকারি/ বেসরকারি সহযোগিতা প্রদান..... 12</p> <p>m) বাংলা ভাষায় TVET সংক্রান্ত বই প্রকাশ করা..... 13</p> <p>n) চাহিদা মোতাবেক কোর্স উন্নয়ন..... 14</p> <p>o) নতুন নতুন TVET প্রতিষ্ঠান প্রতিষ্ঠা করতে হবে..... 15</p> <p>p) দক্ষ শিক্ষক ও প্রশিক্ষক এর সংখ্যা বৃদ্ধি..... 16</p> <p>q) পর্যাপ্ত সংখ্যক বইপত্র, মাপাঞ্জিন ও লাইব্রেরীর ব্যবস্থা রাখা..... 17</p> <p>r) TVET প্রতিষ্ঠানসমূহের শিক্ষার মান বজায় রাখার জন্য মনিটরিং জোরদার করতে হবে..... 18</p> <p>s) ল্যাব যন্ত্রাংশ / সরঞ্জাম পুরনো যা পরিবর্তন অভাবশাক..... 19</p> <p>t) TVET কে জনপ্রিয় শিক্ষা / প্রশিক্ষণ হিসেবে প্রচার চালানো..... 20</p> <p>u) কোন সহায়তা প্রয়োজন নেই..... 21</p> <p>v) অন্যান্য (উল্লেখ করুন) 99</p>	<div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div> <div> <div></div> <div></div> </div>			

সেকশন-৩: আর্থিক বছরে শিক্ষা ও প্রশিক্ষণ প্রতিষ্ঠানের স্থায়ী সম্পদের বিবরণ :

Q34. স্থায়ী সম্পদের বিবরণ (অর্থ বছর ২০১৩-১৪)

নিজস্ব স্থায়ী সম্পদের প্রকার (Fixed assets, book value)	কোড	প্রারম্ভিক মূল্য (Opening Value)	মেরামত, পরিবর্তন ও পরিবর্ধন (Capital Expenditure)		স্থায়ী সম্পদ বিক্রয়, হস্তান্তর ও বিনষ্ট এর পরিমাণ	সম্পদের অবচয় (Depreciation)	সম্পদের নীটমূল্য 7=2+3+4-5-6
			মোট	বিদেশ হতে আমদানী			
1		2	3	4	5	6	7
(a) জমি	1						
(b) দালান/কোঠা (আবাসিক ও শ্রেণিকক্ষের জন্য)	2						
(c) মেশিন ও যন্ত্রপাতি	3						
(d) যানবাহন ও সরঞ্জাম	4						
(e) কম্পিউটার	5						
(f) সফটওয়্যার	6						
(g) কম্পিউটার মেশিনারী/যন্ত্রাদি	7						
(h) অন্যান্য স্থায়ী সম্পদ (আসবাবপত্র)	9						
মোট							

সেকশন – ৪: তথ্য প্রযুক্তি বা আইসিটির ব্যবহার (গত ১২ মাসের জন্য প্রযোজ্য)

		কোড	
Q35.	প্রতিষ্ঠানটি কম্পিউটার ব্যবহার করে কি? প্রশ্ন	হ্যাঁ	1
		না.....	2
Q36.	প্রতিষ্ঠানটি ইন্টারনেট ব্যবহার করে কি?	হ্যাঁ	1
		না.....	2
Q37.	নিম্নোক্ত কোন কোন কাজে প্রতিষ্ঠানটি ইন্টারনেট ব্যবহার করে? (একটি বা ক উত্তর হতে পারে, প্রযোজ্য সব কয়টি বক্রে টিক দিন)	a) শিক্ষা দানের ক্ষেত্রে	01
		b) প্রশিক্ষণের ক্ষেত্রে	02
		c) অনলাইনে ভর্তি হওয়া যায়	03
		d) অনলাইনে ফরম পাওয়া যায়	04
		e) অনলাইন রেজিস্ট্রেশন করা যায়	05
		f) অনলাইন ক্লাসরুম	06
		g) অনলাইনে বোর্ড নম্বর প্রেরণের ক্ষেত্রে	07
		h) অনলাইনে ফলাফল পাওয়া যায়	08
		i) ই-মেইল আদান প্রদান	09
		j) ইন্টারনেট / VOIP ব্যবহার করে টেলিফোন করা	10
		k) তথ্য বা তথ্যগুরুিত বার্তা আদান-প্রদান	11
		l) পণ্য বা সেবা সম্পর্কিত তথ্য পাওয়ার ক্ষেত্রে	12
		m) সরকারি প্রতিষ্ঠান সম্পর্কিত তথ্য পাওয়ার ক্ষেত্রে	13
		n) সরকারি প্রতিষ্ঠান সম্পর্কিত আন্তঃযোগাযোগের ক্ষেত্রে	14
		o) ইন্টারনেট ব্যাংকিং	15
		p) অন্যান্য আর্থিক সেবা পেতে	16
		q) কাস্টমার সার্ভিস দেয়ার জন্য	17
		r) অনলাইনে পণ্য পেতে	18
		s) অভ্যন্তরীণ বা বাহ্যিকভাবে লোক নিয়োগের ক্ষেত্রে	19
		t) অন্যান্য কার্যাবলী (উল্লেখ করুন)	20
Q38.	আইসিটি ব্যবহারের বিশেষ কোন উদ্যোগ আছে কি?	হ্যাঁ	
		না.....	

সেকশন- ৫: প্রতিষ্ঠান প্রধান ও উত্তরদাতার তথ্যঃ

প্রতিষ্ঠান প্রধানের তথ্যঃ

প্রতিষ্ঠান প্রধানের নাম			বয়স	
সর্বোচ্চ শিক্ষাগত যোগ্যতা	এস এস সি.....	1 এইচ এস সি.....	2	
	ডিপ্লোমা.....	3 স্নাতক.....	4	
	স্নাতকোত্তর.....	5 পিএইচডি.....	6	
	অন্যান্য.....	9		
প্রতিষ্ঠান প্রধানের পদবি				
জাতীয়তা	বাংলাদেশি.....		1বাংলাদেশি নয়.....	2
প্রতিষ্ঠান প্রধানের লিঙ্গ	পুরুষ		1মহিলা	2হিজড়া.....
ধর্ম	ইসলাম.....		1হিন্দু.....	2বৌদ্ধ.....
			3খ্রিস্টান.....	4অন্যান্য.....
			9	

উত্তরদাতার তথ্যঃ

উত্তরদাতার নামঃ		বয়সঃ	
পদবিঃ		স্বাক্ষরঃ	

তথ্য সংগ্রহকারী ও সুপারভাইজারদের তথ্যঃ

	নাম ও পদবি	মন্তব্য	স্বাক্ষর ও তারিখ
১. তথ্য সংগ্রহকারী			
২. সুপারভাইজার			
৩. সুপারভাইজিং কর্মকর্তা			

Glimpses of different activities during the TVET Institution Census 2015



Ex-Secretary of the Statistics and Informatics Division (SID) Mr. Md. Nojibur Rahman, the Chief Guest of 'Stakeholders' Consultation Workshop' was observing the PowerPoint Presentation on TVET Institution Census presented by Mr. Kabir Uddin Ahmed, Focal Point Officer, TVET Institution Census 2015. Mr. Md. Bazlur Rahman, Additional Secretary, Ministry of Education, Mr. Jibon Kumar Chowdhury, CEO & Joint Secretary NSDC Secretariat were present as special guests. Mr. Golam Mustafa Kamal, Director General of BBS chaired the occasion.



Ex-Secretary, Statistics and Informatics Division Kaniz Fatema ndc was conducting the first meeting of the Steering Committee of TVET Institution Census 2015 as chair. Mr. M. Shafiqul Islam, Additional Secretary, Mr. M. A. Mannan Howlader, Additional Secretary (Development), Statistics and Informatics Division (SID), Mr. ABM Khorshed Alam, CEO & Additional Secretary NSDC Secretariat with the other members of the committee were present in the Conference Room of SID on 11th June 2015.

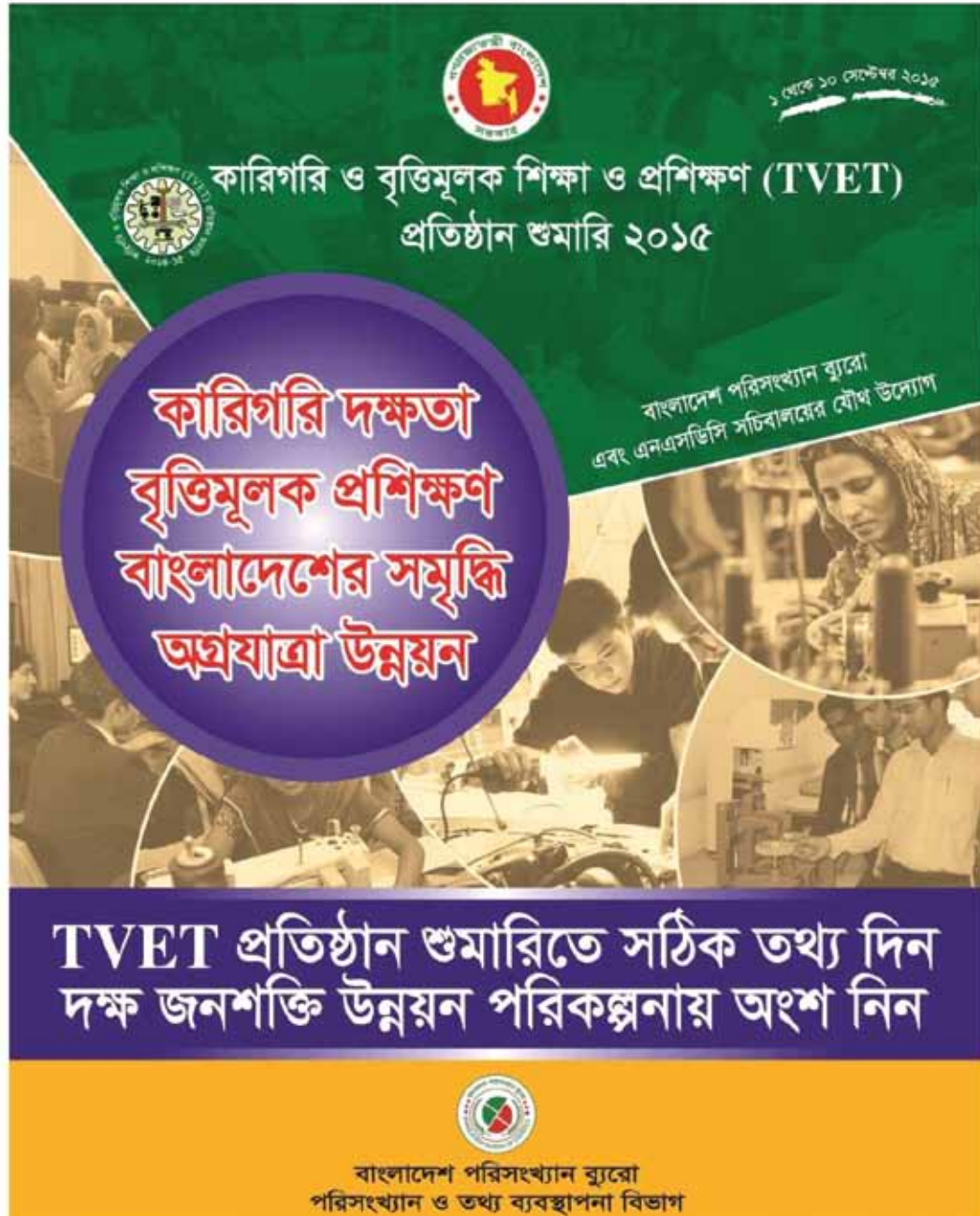


Mr. Golam Mustafa Kamal, Ex-Director General of BBS is observing the Pilot Census activities of the TVET Institution Census 2015 at the field level in Khulna Metropolitan areas on 13th September 2014. During his field visit higher officials of BBS were present there.



Mr. Mohammad Abdul Wazed, Director General (Additional Secretary) of BBS, Mr. Md. Humayun Kabir, Deputy Commissioner of Jessore, Mr. Kabir Uddin Ahmed, Joint Director of and Focal point of the Census, Mr. AKM Ashrafur Haque, Joint Director (Additional charge), BBS, Mr. Md. Quamruzzaman, Deputy Director, NSDC Secretariat and Mr. Md. Nazrul Islam, Deputy Director (In charge), District Statistical Office, Jessore are seen in the inaugural session of training programme of Data Collectors of TVET Institution Census on 29th August 2015.

Glimpses of different Publicity materials used during the TVET Institution Census 2015



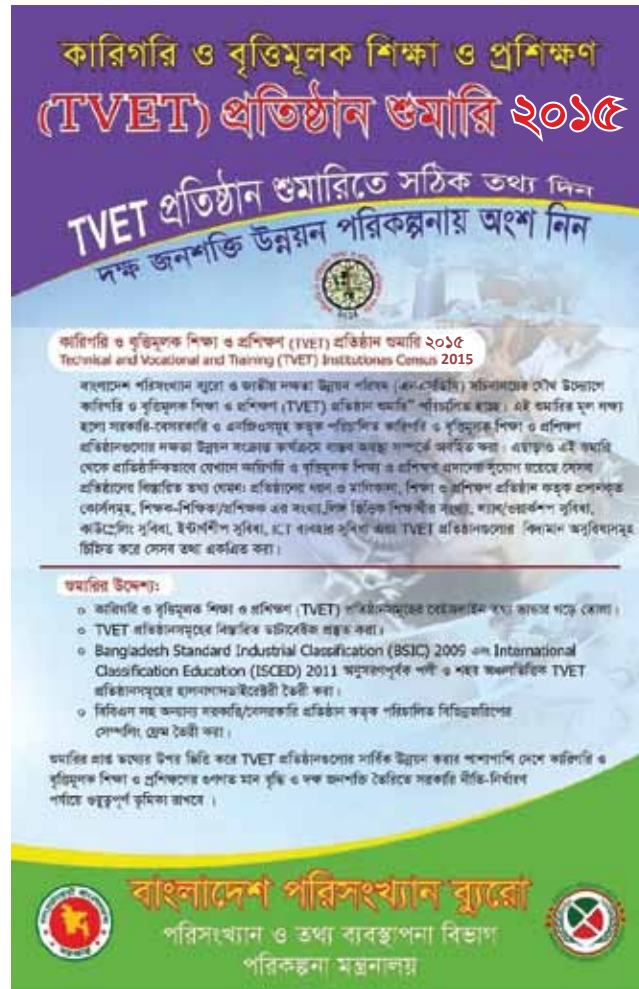
This poster was used during the pre-field activities and during the data collection for building the awareness of co-operating the data collectors for providing the proper data.

[illegible]

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This is the census leaflet which was used for strengthen the publicity activities during the data collection of the Census.



Leaflet is one of the most significant publicity instruments which is generally used in almost all censuses conducted by BBS. Like other census this leaflet was used for the TVET Institution Census 2015 for better and effective data collection.



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