

**Enrollment of female students in TVET at jashore district in Bangladesh:
challenges and remedies**

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DECLARATION

This is to certify that the work presented in this action research is the outcome of the investigation carried by Md. Rakibul Hasan & Md. Abdur Rahman, instructors, Jashore polytechnic institute.

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DEDICATION

DEDICATED TO

OUR WONDERFUL PARENTS

WHO BROUGHT ME IN TO THIS NICE WORLD

AND

OUR FAMILY

WHO SACRIFICE FOR THIS STUDY

ACKNOWLEDGEMENT

We especially want to express our extreme honor and gratitude to the participants of this study for sharing their opinions of their careers and experiences as a technical education Management/teacher, graduate student, and present student, TVET student guardians and generously volunteered their time to participate in this study. They did so with enthusiasm and commitment, often contributing many suggestions, ideas, and comments to help us gain a better understanding of their career and experiences. We couldn't have done it without them.

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LIST OF ABBREVIATION

BANBAIS: Bangladesh Bureau of Educational Information and Statistics

BBS: Bangladesh Bureau of Statistics.

BMET :Bureau of Manpower Employment and training

BTEB: Bangladesh Technical Education Board.

DTE: Directorate of Technical Education

DPP: Development Project Proposal

HRM :Human Resource Management.

ICT :Information and Communication Technology.

ILO : International Labour Organization

MoU : Memorandum of Understanding.

NGO: Non Government organization's

SDG: sustainable development goal

TVET :Technical and Vocational Education and Training.

UCEP :Under Privileged children's Educational Programs

WB: World Bank.

VET: Vocational Education Training

DEFINITION OF OPERATIONAL TERMS

Enrolment

The act of process of enrolling or the number of persons enrolled, as for a course or in a school or institution.

Female enrolment

The fact of process of enrolling or the number of female enrolled, as for a course or in a school or institution.

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Technical vocational education and training

Technical vocational education and training is a part of education and training which provides knowledge and skill for employment TVET uses formal, non formal and informal learning. Technical education is a bit different from conventional and mainstream education. Through technical education, students not only learn from their textbooks, but they also get the opportunity to gather practical knowledge of different trades.

Status

Relative social or professional position.

Example: an improvement in the status of women

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EXECUTIVE SUMMARY

Bangladesh is an emerging country with big population .She wants to reach the list of super high away of developed countries by implementing the sustainable development goal within 2030. It is the only way to reach this goal by making technically sound person. Education is backbone and technical education is the boneblack of a nation. It is imaginary to develop a nation without education and impossible without technical education. As half of the population is female so therefore it is impossible to develop any nation without making technical educated female. At present enrolment of female students in TVET in Bangladesh is 24.76%(BANBAIS-1018)which is very low comparatively general education system. The study carried out the present status of participation of girls in Jessore district in technical and vocational education and training and the barriers to this participation and how to overcome these barriers, although not in detail, the issues have come up briefly. Finally, a bunch of proposals has been put forward for those involved in technical and vocational and training that will increase the inclusion and participation of girls to some extent.

The study was carried out survey research design for quantitative research and also to get details present status of enrollment of TVET a desktop review is perform by the help of DTE, BTEB, BANBAIS and every institutional record database. Four structured questionnaires were developed and also pretested was done all the questionnaires. The population institute comprised of 112*and convenience sampling is done including 50 management/teacher, 34 gurdians, 50 previous student and 80 present students. Some basic and important questionnaires and a group of five likert scale questionnaires namely strongly Disagree, Disagree, neutral, agree, strongly agree used. Collected data were tabulated, analyzed and interpreted by MS Excel. Percentge, weight mean and standard deviation were used for data presentation.

In terms of the number of teachers in the technical education institutions of Jessore, the number of female (19%) teachers as compared to male (81%) teachers is absolutely low and In terms of the number of students in the technical education institutions of Jessore, the number of female students (17%) as compared to male students (83%) is absolutely low.

It is significant that the rate of female students in technical education institutions in Bangladesh(24.6%) is much lower than in the world(42.5%) technical education institutions and another important point is that the rate of female students in technical education institutions is lower in Jessore(17%) district than in Bangladesh. Most of the students enrolled in technical and vocational education and training come from rural and suburban areas and very few students come from urban areas. Most of the students enrolled in technical and vocational education and training come from lower and middle class families and very few students come from upper class families.

There are some state, religious, social, educational institutions and family, employment challenges in the participation of girls in technical and vocational education and training. Participants in the study opinioned the following challenges as the main challenges of female enrolment in TVET.

- The social status of technical education is still low compared to general education, technical education is still considered as the lowest class education especially for poor people.
- Budget is an important issue for any development. The budget for technical education is much less than required. Although there is a small amount of scholarship in technical education for students, there is a lack of attractive scholarships and incentives for girls in technical education due to budget constraints.

- Low Institutional capacity such as accommodation/ hostel facilities, sanitary facilities, and classroom, and workshop facilities.
- Fear of threat and sexual harassment in and outside the home of a female student.
- Teachers have less practical work skills and less industry job experience.
- Technical Job field especially technology/subject wise job scope is limited.
- Poor curriculum not matching job market.
- Lack of enough individual female technical education institutions, factories/industries in different parts of the country for that the girls from the nearby areas have less opportunity to study and work.
- Low percentage of quota for admission and inadequate opportunities for higher studies of girls in TVET.
- Lack of industry –institute linkage
- Lack of appropriate vocational guidance and career counseling
- Lack of Planning and adequate monitoring of gender equality.
- Early/child marriage of female.

Participants in the study opined that in order to increase the enrollment of girls in technical and vocational education and training, emphasis need to be placed on increasing state, institutional, socio-economic, family, and employment. As per the opinion of the research participant, some of these issues are considered to be most important and some issues are considered to be medium important. The most important issues are

- Through religious leaders, conscious people awareness can be created among people from all walks of life , including parents about girls education in TVET
- A sufficient Budget should be insured for Technical and Vocational Education and Training and also need to be increased scholarship scheme and incentive for TVET female students.

- Institute infrastructure such as accommodation/ hostel facilities, sanitary facilities, and classroom, and workshop facilities need to be increased.
- To avoid the threat and sexual harassment security need to be insured in and outside the home of a female student.
- Qualified academically sound and experienced teacher need to be recruited maintain male female ratio and proper trained up all teachers.
- Technical Job field especially technology/subject wise job scope need to be increased.
- Curriculum should be modernized that matching job market.
- Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work
- Admission quota and higher studies opportunities for female need to be increased.
- Industry institute collaboration/linkage need to be increased.
- Appropriate vocational guidance and career counseling need to be maintained
- Planning and adequate monitoring of gender equality need to be maintained
- Early marriage need to be banned completely and implemented.

Based on the findings of this study are the following recommendations to prospective government/state, educational institute, female student, educators, guardian, engineering employers and policy maker.

Therefore my recommend are as follows:

1. Through government, policymakers, technical educationists, technical teachers, religious leaders, mass media, and social media awareness need to be created among people from all walks of life, including parents about girl's education in TVET.

2. A sufficient Budget need to be insured for the development of Technical and Vocational Education and Training and also need to be increased scholarship scheme and incentive for TVET female students.
3. Institutional capacity needs to be enhanced especially accommodation/ hostel facilities, sanitary facilities, and classroom, and workshop facilities.
4. To avoid the threat and sexual harassment security need to be insured in and outside the home of a female student.
5. Qualified academically sound and practical industrial experienced teachers need to be recruited aspect male-female ratio and properly trained up all teachers considering changing of global technology.
6. Technical Job field especially technology/subject wise job scope need to be increased.
7. In keeping with the modern technology, the curriculum should be made suitable for industries and factories on a regular basis.
8. Need to build enough individual female technical education institutions, factories/industries in different parts of the country so that the girls from the nearby areas have the opportunity to study and work.
9. The quota percentage for admission of girls in technical and vocational education and training should be increased and adequate opportunities for higher education need to be provided for girls.
10. Collaboration between educational institutions and industries is to be increased and Governments need to encourage industrial organizations to participate in TVET through providing incentives, subsidizing apprenticeship wages, and assisting the stipend program.

11. Need to set up career guidance cells in every educational institution where career guidance teachers need to be recruited so that girls can get appropriate guidance in their careers.
12. Planning and adequate monitoring of gender equality need to be maintained in every walk of society.
13. The law on child marriage needs to be properly enforced so that child marriage can be reduced to zero.

The major findings and recommendations will help government, stake holders, student, parents, institutions leader for future planning and policy making for current and future TVET. Considering the challenges and way of increasing the participation of girls in Jashore district in Technical and Vocational Education and Training, specific action plans need to be adopted by The government, stakeholders, educational institutions, families, society. Along with the socio-economic development of girls, the government needs to adopt a specific action plan to increase opportunities in the job market so that girls can work equally as men for the sustainable socio-economic development of Bangladesh.

The study was conducted in a limited number and type of technical education institutes in Jashore district alone through which the current rate and barriers to the participation of girls in technical education have been observed which has not been able to paint a true picture of the whole of Bangladesh but most of the majority issues have come up here.

CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1 Introduction and back ground of the problem.

This research is about the enrollment of female student's in technical vocational education and training (TVET) at Jashore District in Bangladesh. Technical and Vocational Education and Training (TVET) is education and training which provides knowledge and skills for employment. Enrollment is the process of enrolling or the number of persons enrolled for a course or in a school, Number of students officially enrolled in a given grade regardless of age. Female Enrollment is the fact of process of enrolling or the number of female enrolled, as for a course or in a school.

Bangladesh is a country with one of the largest populations with youths comprising more than one-third. For the sustainable economic development in any country technical education is very necessary for both man and women. The purpose of this study is to explore the current status of enrollment of girls in technical and vocational education and training at Jashore District in Bangladesh and what are the barriers to enrollment of girls and how to overcome these barriers.

ILO- 2012 stated that, the participation and employment of girls in technical and vocational education and training is comparatively low, Only 9 to 13 percent of the total students in government institutions of technical and vocational education and training are female students, About 25% of the total workforce in Bangladesh is women between the ages of 15

and 59 And another important point is that only 10% of the women who work are paid. According to BANBAIS report 2018 female participation in TVET is increasing and female enrollment in TVET is 24.76% Women's education leads to significant social development. Improved cognitive abilities increase the quality of life for women and also lead to other benefits. One example of this is the fact that educated women are better able to make decisions related to health, both for themselves and their children but women education is hampering by various factors. We hope to find out the findings and solve the problems.

Technical vocational education and training is a part of education and training which provides knowledge and skill for employment TVET uses formal, non formal and informal learning. In Bangladesh, there are a number of institutions, both government and non-government, which provide technical education. As we know, technical education creates skilled human resources. Technical education serves various purposes. For some, it opens the door towards a bright career and ensures employment. Nowadays, many youths are opting for technical education, instead of general education. 'Technical and vocational education and training' (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods. Adalakum et al (2015) state that Vocation Education is the kind of education that adds the competencies, practical skills, attitude and knowledge to the individual to perform the industrial work or production for the purpose of realizing development. Technical vocational education and training (TVET) (UNESCO 2001) A comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. Technical and vocational education is further understood to be:

- an integral part of general education;
- a means of preparing for occupational fields and for effective participation in the world of work;
- an aspect of lifelong learning and a preparation for responsible citizenship;
- an instrument for promoting environmentally sound sustainable development;
- a method of facilitating poverty alleviation

To meet up the sustainable development goals it is very much important to educate girls in TVET. The majority of the countries had a lower proportion of female students enrolled in vocational programs in secondary schools compared with their male counterparts. Female participation in TVET programs is highest in Latin American countries. Even in developed countries including Australia, United States, United Kingdom and Canada, the proportions of female participation in TVET programs is lower compared with that of males. World statistics show that female participate in TVET is 42.5% all over the world but in south Asia it is very low only 21.9%. Now in Bangladesh female enrolment in TVET is 24.6 % (BANBAIS-2018) to 27.6 % (world statics).

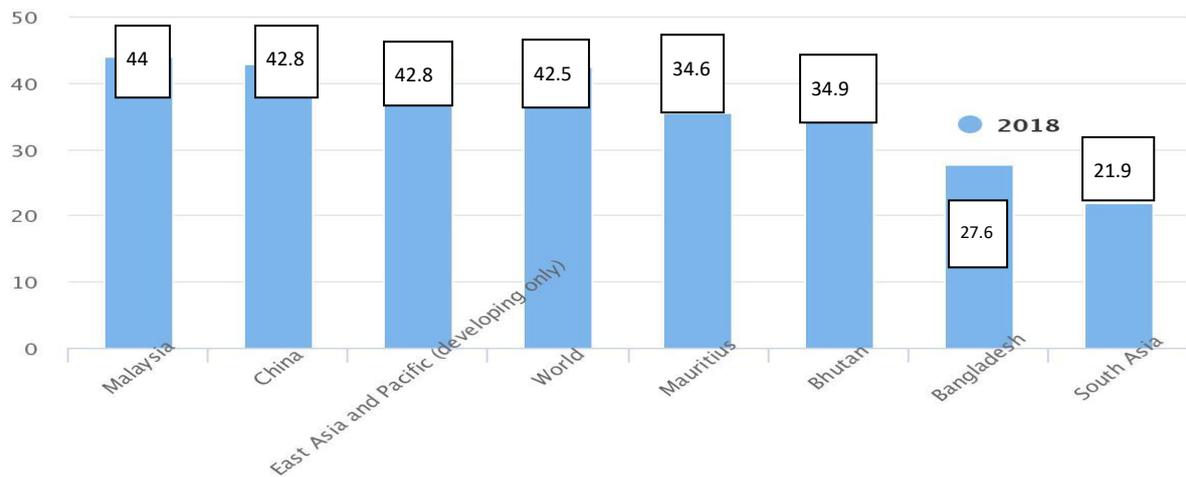


Figure 1.1: Female student enrolment in TVET in world and other regions and countries (source: world statistics)

World female student enrolment provides youth and women with economic empowerment. The recommendation by UNESCO/ILO (2002) for education systems to prioritize the development of TVET programmes, at all levels is being implemented.

From the above, it can be deduced that at a global level, countries with high income embrace TVET more than those of low income. In addition, there are gender disparities in TVET enrolment which is caused by various factors. Some of the factors causing the disparities are common to most countries while others differ between countries.

1.2 Statement of the problem

Bangladesh is an emerging country with big population .She wants to reach the list of super high away of developed countries by implementing the sustainable development goal within 2030. It is the only way to reach this goal by making technically sound person. Education is backbone and technical education is the boneblack of a nation. It is imaginary to develop a nation without education and impossible without technical education. As half of the population is female so therefore it is impossible to develop any nation without making technical educated female. At present enrolment of female students in TVET in Bangladesh is 24.76 %(BANBAIS-1018) which is very low comparatively general education system. The study carried out the present status of participation of girls in Jashore district in technical and vocational education and training and the barriers to this participation and how to overcome these barriers, although not in detail, the issues have come up briefly. Finally, a bunch of proposals has been put forward for those involved in.

Technical and vocational and training that will increase the inclusion and participation of girls to some extent. As One half people are women in our total population. For the development in any country technical education is very necessary for both man and women. So without adequate female enrollment in TVET it is not possible to develop a nation. To find out the causes of low enrolment of female student and the way of increasing enrolment of female student in TVET this research is very essential. For sustainable development goal (SDG) female enrolment in technical education can play an important role.

To meet the internal and international labor market Bangladesh huge population can play important role by receiving Vocational and technical education and training (TVET). About 22 ministries, a large number of private institution and NGOs in Bangladesh provide (Vocational and technical education and training) TVET as per industry demand of the

national and global labourmarket. Besides many industries trained their employees for their own purpose. By doing and learning policy is the main key feature in our industry level job. A few recruiting agencies for the overseas employment market are operating training institutes to the needs of the Foreign Employers. Directorate of Technical Education (DTE) under the Ministry of Education, Bureau of Manpower, Employment and Training (BMET) under the Ministry of Expatriates' Welfare and Overseas Employment, Department of Women Affairs under the Ministry of Women and Children Affairs and Department of Youth Development (DYD) under the Ministry of Youth and Sports deliver the major portion of skills training through Training Centers all over the country. Bangladesh Technical Education Board (BTEB) regulates admission, curricula and testing ensuring the quality assurance of the skill training system through accreditation of courses, TVET certification and registration of training providers. Among them the biggest TVET provider Ministry of Education (MoE), the Directorate of Technical Education (DTE) currently provides different types of formal vocational education and training (TVET) through its institutions spread all over the country. DTE generally offers different types of courses: Diploma courses and certificate courses. Degree course is also offered only Islamic University of Technology (IUT) in Bangladesh. BANBEIS statistics shows that, in 2018, a number of 10,67,784 boys and girls students were enrolled in 6865 vocational and technical institutions throughout the country where a number of 264262 female students enrolled. Now female student's enrolment in TVET in Bangladesh is 24.76%. In comparison to the existing scope of general education, and even to madrasa education at secondary level, the scope of vocational and technical education in Bangladesh is still narrow while this sector has vital potentialities to contribute to our economic and national Development. This is the stream which is more effective than other two streams to provide the dropout children or children at risk to be dropped out from those two streams with employment opportunities.

Table: 1.1 Number of Institute by Type, Teacher and student

Types of institution	No of institutions	Teacher			Student		
		Male	female	Female %	Male	female	Female %
Polytechnic Institution	470	11821	7033	17.18	150720	41410	16.5
Technical School and College	171	1015	781	10.53	92106	1882	20.55
Glass and Ceramic	1	16	2	12.5	1008	49	1.27
Graphic art Institution	1	46	11	23.91	1194	147	12.12
Survey Institution	4	63	10	13.87	1277	80	6.2
Technical Training Center	164	1700	303	17.5	30397	12700	33.1
Textile Institution	33	580	95	17.55	7767	1815	7.84
Textile Vocational	51	467	101	21.63	7767	1815	23.37
Agriculture Training institution	183	1342	277	20.64	30165	6587	21.84
Marin Technology	1	12	12	100.00	776	42	5.41
S S C Vocational	169	2643	542	20.51	26591	7410	27.87
BSC Voc/B. Management	675	9662	1853	19.18	166870	49157	29.46
Medical Technology	106	1247	1346	17.3	14665	5618	37.04
Medical association training School	209	676	223	32.69	26628	11199	42.09
SSC Voc	2711	9083	2004	22.58	73305	58174	25.75
HSC voc	1942	7381	1711	23.17	168355	49861	20.62
Total	6866	60021	10212	20.64	1067484	264262	24.76

SOURCE: BANBAIS-2018

1.3. TVET scenario in Jashore district

Jessore District, officially known as Jashore District, is a district in the southwestern region of Bangladesh. It is bordered by India to the west, Khulna District and Satkhira District to the south, Khulna and Narail to the east, and Jhenaidah District and Magura District to the north. Jessore is the capital of the district. Jessore district was established in 1781. It consists of 4 municipalities, 36 wards, 8 upazilas, 92 unions, 1329 mouzas, 1477 villages and 120 mahallas. Upazilas are Abhaynagar Upazila, Bagherpara Upazila, Chaugachha Upazila, Jessore Sadar Upazila, Jhikargachha Upazila, Keshabpur Upazila, Manirampur Upazila, and Sharsha Upazila.

(Wikipedia,).



Fig: 1.2. Jashore district map Upazila wise

Source: jessore.info

There are several polytechnic institute, H.S.C B.M ,S.S.C Vocational, national skill full/basic course/short course, agriculture training institute, institute of health technology and nursing college provide Vocational and technical education and training (TVET) at Jashore district in Bangladesh.

Table 1.2 : List of Best TVET provider institutions in JASHORE district

SL NO	INSTITUTE TYPE	INSTITUTE NAME
1	POLYTECHNIC INSTITUTE	SHAHEED SMRITY POLYTECHNIC INSTITUTE
2		BCMC COLLEGE OF ENGINEERING & TECHNOLOGY
3		JESSORE POLYTECHNIC INSTITUTE
4		JESSORE TECHNICAL SCHOOL AND COLLEGE
5		KAPOTAKKHO POLYTECHNIC COLLEGE
6		MODEL POLYTECHNIC INSTITUTE
7		MUSLIM AID INSTITUTE OF TECHNOLOGY (MAIT)
8		TOKYO BANGLA POLYTECHNIC INSTITUTE
9		MANIRAMPUR MODEL POLYTECHNIC INSTITUTE
10		NOAPARA MODEL POLITECNIC INSTITUTE
11		AKIJ ENGINEERING INSTITUTE
12	H.S.C (B.M INDEPENDENT)	JADABPUR TECHNICAL SCHOOL AND BUSINESS MANAGEMENT COLLEGE
13		KHOSHAL NAGAR TECHNICAL AND B-M COLLEGE
14		BALIADANGA SARBOJANIN DEBALOY TECHNICAL & BUSINESS MANAGEMENT COLLEGE
15		KESHAB PUR POURA KARIGORI AND COMMERCE COLLEGE
16		JESSORE TECHNICAL AND MANAGEMENT COLLEGE
17	S.S.C(VOCATIONAL INDEPENDENT)	UTTAR ABHAYNAGAR TECHNICAL SCHOOL AND COLLEGE
18		BALIADANGA SURBAJANIN DEBALAY TECHNICAL HIGH SCHOOL
19		MUKTIZODDHA TECHNICAL HIGH SCHOOL
20		CHINA TOLA TECHNICAL HIGH SCHOOL.
21		MONIRAMPUR TECNICAL VOCATIONAL INSTITUT
22		TEXTILE VOCATIONAL INSTITUTE, JESSORE
23		MOSHIAHATI AKHAYA GIRLS TECHNICAL SCHOOL AND COLLEGE
24	NATIONAL SKILFUL/BASIC TRADE/SHORT COURSE	BONDHON COMPUTER TRAINING INSTITUTE
25		BASATI COMPUTER TRAINING INSTITUTE
26		INKA COMPUTER TRAINING INSTITUTE
27		EHSAN COMPUTER TRAINING CENTER
28		JHARNA TRAINING CENTER
29		SWOPNER SHIRI COMPUTER ACADEMY
30		BANGLADESH TECHNICAL COLLEGE
31		TECHNICAL TRAINING CENTER,JESSORE
32		MONOHARPUR UNION INFORMATION SERVICE CENTER
33		MONOHORPUR TECNICAL AND SCIEBCE COLLEGE
34		SKYNET COMPUTER TRAINING INSTITUTE
35		NOAPARA ASIA COMPUTER TRAINING CENTER
36		SKYTECH COMPUTER TRAINING INSTITUTE
37	AGRICULTURE TRAINING INSTITUTE	MOSHIAHATI AKHAY DIPLOMA IN AGRICULTURE AND FISHERIES TECHNICAL INSTITUT
38		JAPAN BANGLADESH FRIENDSHIP AGRICULTURE & TECH. COLLEGE
39	ITUTE OF HEALTH TECHNOL NURSHING COLLEGE	CHOWGACHA MEDICAL INSTITUTE AND TECHNOLOGY
40		DR. MESBAH-UR-RAHMAN MEDICAL TECHNOLOGY COLLEGE
41		DR. MESBAH-UR-RAHMAN MEDICAL TECHNOLOGY COLLEGE

SOURCE: BANBAIS-2019

Jashore polytechnic institute is one of the famous TVET providers which was established at 1963 and another private polytechnic institute BCMC College of Engineering and technology is one of the best institutions in Bangladesh.

In southwest Bangladesh, Jashore Polytechnic Institute abbreviated as JPI is one of the oldest leading Polytechnic institute in the area of mid-level engineering and technology with more than 45 years of national reputation. JPI prides itself not because of its age but for the depth of its involvement in engineering and technology. For years, it has demonstrated its excellence and brilliance in teaching and training. Jashore Polytechnic Institute operates under the executive control of the Ministry of education, Government of the people's Republic of Bangladesh acting through the Directorate of Technical Education. The academic programs accredited by the Bangladesh Technical Education Board, Agargaon, Sher-e-Bangla Nagar Dhaka -1207. From its humble beginning in 1965 as Jashore Technical Institute reformed as Jashore Polytechnic Institute in 1967, JPI has expanded its frontiers in various fields of engineering and technology such as Civil, Power, Mechanical, Electrical, Electronics, Computer, Telecommunication. About 3000 students are pursuing Diploma-in-Engineering studies in this Institute. The BCMC College of Engineering & Technology is a private college in Jessore, Bangladesh. The college was founded on 1 September 1999 and is run by the BCMC foundation which provides both 4 years diploma and short courses.

1.4 Rationale of the study

Researchers have done research to identify the challenges of participation of girls in technical and vocational education and training in home and abroad and have identified many problems and ways to overcome them. But in the case of Bangladesh, especially in an old traditional district like Jessore, there are certain challenges to girls' participation in technical education and there is a big difference in how those challenges can be overcome. By this research it was a vital issue to identify the challenges of female enrollment at Jashore district in Bangladesh and solution to overcome these challenges.

1.5. Significance of the study

In today's speedy and competitive world, it is very much important for everyone (both male and female) to contribute in national development to reach sustainable development goals. The research findings will be important to the stakeholders and government of Bangladesh, who will focus the limited resources available to major issues which have a great impact on female enrolment in TVET. The policy makers are expected to use the information to review policies in TVET and make informed decisions that will guide the growth of the sub-sector. In addition, it is hoped that the curriculum implementers will use the finding to develop strategies that would encourage both genders to equally participate in the TVET courses. It is also expected that the implementation of the study findings will result in an improvement of gender parity in technological and engineering courses at TVET level. This is important since it is globally accepted that education and training play a significant role in national development. According to UNESCO and ILO (2002) the engines of economic

growth and social development are Knowledge and skills and therefore, it is imperative for opening up TIVET systems to all people irrespective of their gender. In addition to supporting the Government of Bangladesh in promoting gender equality in the skills system and TVET institutions, ILO's skills program which in recent years has been funded by Canada and the European Union, is supporting hundreds of women like Mou in non-traditional occupations. These include carpentry, furniture making, hospitality (e.g. baker, chef, etc.) and food processing. Pilot initiatives in male dominated occupations and sectors help demonstrate ways in which the skills system can be made more gender equal (ILO-2016). The outputs of the research will be published the existing situation ,remedies and several causes affecting participation of female student in technical education which will enable government and other stakeholders to tackle the issue of low participation of female in technical education. It is an academic exercise and will serve as reference point for future TVET planner and researchers. Finally group of recommendation will be set for increasing the way of enrolment of female student in TVET.This study aims to explore the strategies used to overcome problems of female students in the sector of TVET. We hope that the findings of this study can help to develop interventions (State/government, educational institution, organizational, and/or personal) to increase women's persistence in TVET careers. The results from this study may be useful to employers who seek to attract and retain talented women, and in doing so, realize their investment in their technical employees.

1.6. Purpose and Research Questions of the study

The main purpose of this study was to find out the present condition & challenges of female enrolment in TVET at Jashore district.

The issue of challenges Enrolment of female student and the sociocultural factors that influence their participation is significant to the population of female engineers. Through a quantitative study, participants were asked in general, what contexts or situations have typically influenced or affected their experiences as female student in TVET. More precisely, the research questions prompting this study are as follows:

- 1. What is the existing status of the Enrolment of female student in TVET at Jashore district?**
- 2. What are the challenges of Enrollment of female students in TVET at Jashore district?**
- 3. What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?**

1.7. Scope of the study

Jashore district is an old traditional district of Bangladesh, there are 08 Upazilas. Jashore district is one of the largest districts in Bangladesh, Apart from Sadar Upazila and Abhaynagar Upazila, other Upazilas are located in remote areas due to which it will be possible to know about the actual state of technical education here. The districts have been selected for research work in order to get a better idea of the situation in other districts technical education.

1.8. Outline of the Report

This research paper consists of six chapters which are described below

In the first chapter, it was sorted based on the entire study to the introduction to the study, statement of the problem, TVET scenario in Jashore district, purpose and research of the study, Rationale of the study, the significance of the study, and scope of the study, and Outline of the Report. The results of previous researchers' research have been linked to various international reports and policies on low inclusion of girls in technical education..

The second chapter analyzes the results and reports of various research papers at home and abroad on the low inclusion of girls in technical and vocational education and training, and the current status of inclusion of girls, and the barriers to this inclusion, and how to overcome.

Chapter Three describes the area of the research, the research questions, the research design, the target population, sampling procedures; sample size, and research instruments as well as data collection procedures and analysis are described.

Chapter Four describes the opinions of study participants through a variety of tables and charts. It describes student opinions about influences on their decisions to enrol in TVET courses including family and other people, Different views on the current status of girls' participation in technical education, participants opinion factors that influence female enrollment in TVET. Participants 'views were analyzed on the challenges of girls' participation in technical education and how to overcome them.

Chapter five presents the findings discussion regarding previous researcher drawn from chapter four and attempt to answer the research questions. These are based on the opinions of 80 present students enrolled in the TVET, 50 TVET graduate, 34 gurdians, and 40 Teacher/management in 27 TVET institutions collected using four sets of questionnaires as well as enrolment data analyzed in TVET institutions.

In Chapter six, which is the last chapter, the key findings of this study are related to the current literature and specific conclusions are drawn. Finally, limitation and implications, and recommendations of the study are made for action.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The Studies those have been performed at different researchers on women enrolment in Technical Institutions are scrutinized. It targets at relating reviews of theoretical literature of other researchers studies.

Investing in education is seen as one of the fundamental ways in which a states and their citizens can move together to achieve long-term development goals and improve both social and economic standards of living. This is bearing out by data, which indicate that high levels of education and development are positively correlated. Schultz,(1994).

While Bangladesh has achieved gender parity in primary and secondary education under the general education stream, it is yet to improve gender outcomes in the technical and vocational education and training (TVET) subsector. The share of female enrolments in diploma programs remained steady, averaging around 12 percent over the past five years (The World Bank, 2017).

A combination of government, school, societal, and parental factors have conspired to affect female participation in undergraduate technical education programs ,Ayonmike et al. (2014).

Improving the participants of female student in Philippines' by Nemaha k. Misola is shows how the female are empowering in TVET Education. Following by Nehama k. Misola and other review will helpful to survey the accuracy the result.

2.2TVET Scenario in Jashore and worldwide

Before the war of independence of Bangladesh, there was only one technical education institute in the Jashore district. Jashore Polytechnic Institute was established in the year 1964. The institutional database shows that the participation of girls in technical education was extremely low compared to that of boys. Jashore District Statistics 2011(table: 2.1) published by BBS shows that the participation of girls in technical education was only 12% and 8 percent of the teachers were female teachers. But as the importance of technical education has increased and the participation of girls has increased as the number of educational institutions has increased, the expected technical education has not yet attracted girls.

Table2.1: Number of technical and vocational institution, teacher and student 2011 in Jashore District

Upazilza	Institution	Number of teacher			Number of student			Students per teacher	
		Male	Female	Total	Male	Female	Total		
Abhaynagar	0	0	0	0	0	0	0	0	
Bagherpara	0	0	0	0	0	0	0	0	
Chaugachha	0	0	0	0	0	0	0	0	
Jessore Sadar	7	327	30	357	3349	360	3709	10	
Jhikargachha	1	5	1	6	25	11	36	6	
Keshabpur	0	0	0	0	0	0	0	0	
Manirampur	1	9	2	11	47	73	120	11	
Sharsha	0	0	0	0	0	0	0	0	
Total	9	341	33	374	3421	444	3865	10	
		%Female=8			%Female=12				

Source: BBS District Statistics 2011(Jashore)

According to BANBAIS Report that 2018 it was showed that female enrollment in Bangladesh was 24.76%.but according to world statistics it was showed that female enrollment of world TVET was 42.5%.*Women's participation in education is on the rise worldwide;In tertiary education, enrolment is increasing faster for women than for men. However, gender disparities persist in the fields of study chosen by women and men. Women continue to be underrepresented among graduates in the fields of science, technology, engineering and mathematics (STEM studies), constituting slightly more than a third (35%) of the world's STEM graduates. Women are also a minority in scientific research and development, making up less than a third (30%) of the world's researchers. Moreover, women scientists and researchers are more likely to find work in academia or in the public sector while men are more likely to work in the private sector, which offers higher salaries and wider opportunities,(UN:TA3: Education - World's Women 2020).*

2.3 Challenges of low enrolment of TVET

Despite the geographical, political, economic, and socio-cultural, and linguistic differences, the challenges identified for the enrollment of girls in technical and vocational education and training are quite similar. Many past studies in the country and abroad have found out the challenges for low participation of girls in technical and vocational education and training,such as state/government challenges, education institutional challenges, family challenges, societal challenges and socio-cultural challenges and employment challenges.etc.

2.3.1 Factors (gender, family status, home location) influences on enrolment of female student in TVET

Meshack chuma opwora-2013 has shown his study that most male students prefer Engineering and technological courses and very few female student prefer engineering courses. Other significant he also showed that majority of the enrolled female student comes from middle class and rural areas. *Lack of a social acceptance for women to work alongside men. Socio-cultural barriers and constraints, attitudes and sex stereotyping by parents promote the view that technical jobs and training programmes are the exclusive preserve of males,* (Dr. Md. Nurul Islam, BMET-2014)

2.3.2 Institutional challenges of low enrolment of TVET

Previous research has identified some educational institution problems with the participation of girls in technical and vocational education and training. Infrastructural problems especially hostel facilities, Sanitary facilities for girls are one of them, e.g. Sakawat Ali, BKTTC, Dhaka-2015, and Nurul Islam, BMET-2104 and Jane Oviawe & Oluniyi Adedokun-2015, and Poor facilities: machines, tools, and equipment (Jane Oviawe & Oluniyi Adedokun-2015), and training materials (Sakawat Ali, BKTTC, Dhaka-2015). Lack of qualified teachers one of the main problems of TVET institutions, e.g. Sakawat Ali, BKTTC, Dhaka-2015, and Jane Oviawe & Oluniyi Adedokun-2015. And another main problem is an industry-institute linkage (Sakawat Ali, BKTTC, Dhaka-2015). Ayonmike et al. (2014) identified some of the major challenges in their research such as *inadequate female TVET lecturers; lack of child care facilities; lack of medical department; inflexible selection and entry requirements; absence of female role models; the masculine image of TVET projected in textbooks, media, and popular assumptions; poor TVET facilities; lack of female TVET lecturers and more widely absence of female role models; inappropriate assumptions made by male TVET lecturers; peer pressure; physical facilities and hours of instruction; gender-biased curriculum materials; poor public relations practice by administrators; and lecturers of the technical education department.*

2.3.3 State challenges of low enrolment of female student in TVET

Previous research has shown that there is many state or governmental challenges to girls' participation in technical and vocational education and training. Although these challenges are somewhat different due to geographical, political, and economic reasons, their main points were almost the same. Ayonmike et al. (2014) identified some of the major challenges in his study, Cost-sharing in education; introduction of structural adjustment policies; introduction of higher user charges or fees increased educational costs to families in terms of higher school fees payment; policy-related factors (lack of goals and adequate monitoring of gender equality); poor provision of infrastructural facilities such as a library, classroom blocks, workshops, laboratories, and recreational facilities; poor provision of consumable materials such as wood nails, wires, rods, glues, etc for student's practical's; poor provision of qualified technical education lecturers; and poor funding of technical education; gender-biased TVET curriculum materials. Inadequacies of facilities, and infrastructural materials, had equally not helped out in boosting the participation of women in technical and vocational programmes,(Ediaghonya, Agbaje and Suberu 2012). (Dr. Md. Nurul Islam, BMET-2014) hold that in Bangladesh, *Inadequate budget is one of the foremost constraints of TVET which becomes the primary issue in procuring modern equipment, regular upgrading of this equipment, employing sufficiently proficient trainers, qualified assessors, support them in updating their skills, purchase the most appropriate training facilities, aids, and technology for practical training, etc. Application of the modern training methodologies involves sufficient budget also. This is common both in public and private sector TVET institutions. High-quality TVET sometimes may be unaffordable by governments, enterprises and training providers. Quality assurance of TVET systems, best*

practices, and innovations in TVET may be shared with Developed Countries to upgrade the level of training standard.

Regularly updating the curriculum in the age of ever-changing technology is a big challenge for technical and vocational education and training,(Sakawat Ali,BKTTC,Dhaka-2015 and Jane Oviawe & Oluniyi Adelakun-2015). Jane Oviawe & Oluniyi Adelakun-2015 hold other challenges that Lack of incentives to motivate students and low funding and low budget for technical and vocational training and lack of scholarships for teachers, instructors, and students in technical and vocational education.

2.3.4 Family challenges of low enrolment of female student in TVET

Female students tend to face their main problems usually from the family. Economic problems especially parental poverty and parental perception of costs/benefits of girls' education Obstacles to girls' education,(BANBAIS-2015; Jane Oviawe & Oluniyi Adelakun-2015; Ayonmike, Chinyere Shirley Mrs.-2014). Religious barriers and child marriage are considered barriers to women's education(Ayonmike, Chinyere Shirley Mrs.-2014;Jane Oviawe & Oluniyi Adelakun-2015).luoga sigisbert2017showed that to a great extent female participation was affected *by centre management factors such as lack of centre gender committee to handle sexual harassment issues, lack of career guidance and counseling, other factors associated with low female participation in vocation education in Masasi was related to financial problems of parents and poor loan scheme (HELSEB) to eliminate vocation education students from sponsorship, in addition lack of female role model teachers and low awareness of parents on the need for education was identified as factors causing low female participation in vocation education in Masasi district in Tanzania.*

2.3.5 Socio-cultural challenges of low enrolment of female student in TVET

Among the challenges of low enrolment of female in TVET socio-cultural barriers is most significant. The poor image status of TVET in society is that it is considered as a second class job and TVET is only for lowest class and a last resort option for youth and for people of low intelligent, low achievers and low status occupation, (Akipotohwo et al 2016; Dr. Md. Nurul Islam, BMET-2014; Jane Oviawe & Oluniyi Adhlakun-2015). Usually two thirds of the workforce is engaged in a developing country that require a skill level associated with vocational education and training. But the people typed their understanding about TVET in a negative way. It has been always a difficult task to change the mindset of guardians of students, the community and stakeholders about vocational training being second choice to academic stream of education. Mostly this is caused for better job opportunity for the highly educated graduates like engineers, doctors, lawyers etc. It is apparently one of the major obstacles to improve the social status of TVET. But the situation is changing towards TVET with positive trend. (Dr. Md. Nurul Islam, BMET), added that. According to (BANBAIS-2015) report that female students face problems inside and outside the home, and most village parents agreed with it, and some of the urban parents disagree with it.

Early in school life, female students usually receive barriers from their community. The female student point out that eve teasing, negligence of girls' education from community leader, social superstitions, religious misconceptions were the main challenges for low enrolment in TVET. Other participants also agreed with them. And parents noted that child marriage was a major problem. All these issues create security problems for girls which is considered as a big problem.

Ayonmike, Chinyere Shirley Mrs.-2014 hold that societal factors affect female participation in technical education programme of Delta State University, Abraka.

These factors are: it was considered wasteful, as girls would eventually be married off to become housewives; discrimination against graduate of TVE; elitism; cultural factors (these factors reflect the cultural and cross cultural social norms and traditions by which subservient status of girls is maintained); discriminatory labour market practices; discrimination of technical college graduates; poor societal attitude towards technical education; societal perception that technical education is for dull and unintelligent students; societal perception that technical education is for the less privilege in the society; poor societal recognition of technical education; and member of the society lacks awareness on the objective and prospects of technical education.

2.3.6. Employment challenges of low enrolment of female student in TVET

According to global economy .com report 2019 unemployment rate of female was 6.55%. TVET has traditionally been considered a male occupation and socially discouraged women from pursuing technical and vocational education and training. This idea is one of the reasons for the low inclusion of girls in technical and vocational education and training, (Nurul Islam, BMET-2014), he indicated other challenges that family restrictions on their education and job choice, and transportation constraints, social stigma, and lack of gender-friendly environment in TVET institutions and employment, and Insufficient creation of job opportunities for the TVET graduates. Skill mismatches and skill gaps should also be taken into consideration for the low enrollment of females in TVET, (Sakawat Ali, BKTTTC, DHAKA-2015). Concern about future job prospects, (Perrone et al,2001) and discriminatory labor market practices, (Williams,1987) are other important causes of low enrollment of female involvement in TVET. According to the BANBAIS report(2014), it was found that in TVET graduate faced various challenges such as lack of a job, the involvement of others in

the market, the involvement of TVE graduates in irrelevant jobs, lack of contemporary trades and contents, lack of qualified teachers, lack infrastructural facilities, lack of resources for practical oriented education , poor curriculum, there are several opportunities for the TVET graduates to work in the nearer localities of their institutes.

2.4.Remedies to enhance female enrolment in TVET

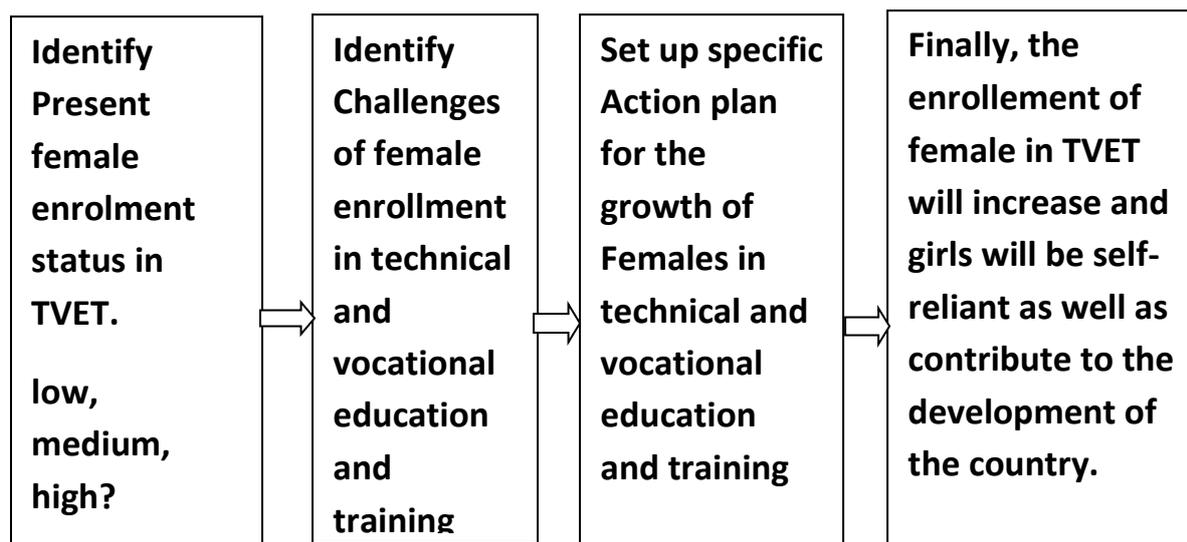
Previous researchers say that the state, society, families, educational institutions can play a vital role in increasing the participation rate of girls in technical and vocational education and training(Ayonmike, Chinyere Shirley Mrs.-2014). Newspapers, media, electronic media need to create awareness among people from all walks of life, especially parents, about the importance of technical and vocational education and training.(BANBAIS-2015)Also, Awareness needs to be created through religious leaders(BANBAIS-2015; Jane Oviawe & Oluniyi Adhlakun-2015). Parents, communities, and stakeholders need to change their mindset about TVET(Dr. Md. Nurul Islam, BMET-2014).In the light of the National Skill Development Policy(Dr. Md. Nurul Islam, BMET-2014), the action plan should be prepared where necessary funds for technical and vocational education and training should be allocated that is not possible to bear for a developing country like Bangladesh where people live below the international poverty line which is known as a third world country(Wong, 1995). but the hope is that Bangladesh is coming out of the situation(UN Report-2021) and higher education opportunities including scholarshipsadmission, employmentand appointment should be created for the female students(Haimanot -2014; Jane Oviawe & Oluniyi Adhlakun-2015; BANBAIS-2015).*TVET should be recognized as an investment not a cost, with significant returns including the well-being of workers, enhanced productivity,*

international competitiveness and economic growth in the long run; .((Dr. Md. Nurul Islam, BMET-2014)

The state must ban and implement child marriage (BANBAIS-2015;Adelakun et al (2015) ;luoga sigisbert-2017) and Girls need to ensure safety inside and outside the home. In keeping with the technology, the curriculum should be made suitable for industries and factories on a regular basis(Dr. Md. Nurul Islam, BMET-2014)

. Collaboration between educational institutions and industries is to be increased(Raihan-2014) and Governments should encourage industrial organizations to participate in TVET through providing incentives, subsidizing apprenticeship wages and assisting the stipend program((Dr. Md. Nurul Islam, BMET-2014). Infrastructural development of educational institutions needs to be done, such as hostel facilities, sanitary facilities, modern equipment ((Dr. Md. Nurul Islam, BMET-2014). The Swann Report (England1985)& Adelakun et al (2015) emphasized the need to set up career guidance cells in schools or educational institutions where career guidance teachers need to be recruited so that girls can get appropriate guidance in their careers.

2.5. Conceptual framework of the study



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Fig.2.1 Conceptual framework

Education is a big factor for the development of any nation. The rate of technical education is much higher in all the countries of the world that have reached the peak of development, so it can be said that technical education is the main tool for development. Through technical education, students not only learn from their textbooks, but they also get the opportunity to gather practical knowledge of different trades. Women's participation in technical vocational education and training (TVET) programs prepare them for high skills, high wages, and high demand,(Adelakun Oluniyi,2015). In general, the participation rate of girls in technical education in Bangladesh is much lower than that of general education,(BANBAIS-2018). But there are some independent variables in the participation of girls in technical education that act as regulators, such as accommodation facilities, scholarship facilities, parents poverty, etc. If all these challenges can be overcome then the participation of girls in technical education will increase so that girls can contribute to the development of the nation as well as themselves.

CHAPTER THREE

METHODOLOGY

3.1.Introduction

This section consists of research method, research questions, research design, research instrument/tools, population and sampling procedure, data collection and analysis technique etc. to fulfill the target objectives of the research.

3.2.Area of the research

The study was conducted in eight Upazilas of Jessore district namely Abhaynagar, Bagher para, Chaugachha, Jhikargachha, Keshabpur, Jashore Sador, Manirampur, and Shasha and various TVET provider institute including Polytechnic institute, H.S.C(B.M) both single and combined, S.S.C(VOCATIONAL) both single and combined, National skill full/basic trade/short course, agriculture institute, Institute of health technology and nursing college, and the research was done to find out The existing status of the Enrolment of a female student in TVET at Jashore district, and Challenges of Enrollment of female students in TVET at Jashore district, and remedies to overcome the challenges of female enrollment in TVET at Jashore district.

3.3. Strategy of Inquiry

Table 3.1: Research inquiry strategy

Research Questions	Strategy of Inquiry	Overall Strategy of Inquiry
RQ1. What is the existing status of the Enrolment of female student in TVET at Jashore district?	Quantitative	Quantitative(survey research design)
RQ2. What are the challenges of Enrollment of female students in TVET at Jashore district?	Quantitative	
RQ3. What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?	Quantitative	

This research will be the conducted through quantitative research of survey research design.

For quantitative research survey questionnaires were used for collection both primary and secondary data for depth knowledge by sharing participation previous knowledge, experience, opinions, observation also to get details present status of enrollment of TVET a desktop review is perform by the help of BTEB, BANBAIS and every institutional record database at Jashore district in Bangladesh. This research study aimed to explore the current status of enrollment of girls in technical and vocational education and training and what are the barriers to enrollment of girls and how to overcome these barriersat Jashore District in Bangladesh.

3.4. Source of data

Table: 3.2. Data collection sources

Research Questions	Data Source
RQ1. What is the existing status of the Enrolment of female student in TVET at Jashore district?	TVET institute, Present student, TVET Graduate, Management/teacher, guardians
RQ2 . What are the challenges of Enrollment of female students in TVET at Jashore district?	Present student, TVET Graduate, Management/teacher, guardians
RQ3. What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?	Present student, TVET Graduate, Management/teacher, guardians

To meet up with the objectives of the first research question "What is the existing status of the Enrolment of a female student in TVET at Jashore district?", the researchers collected data from the review of TVET institute of Jashore district, home and abroad TVET related recorded and a combination of four types of the data source such as Present student, TVET Graduate, Management/teacher, guardians.

To run into the objectives of the second research question " What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?" the researchers collected data from the combination of four types of data source, such as Present student, TVET Graduate, Management/teacher, guardians.

To fulfill the objectives of the third research question " What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?" the researchers collected data from the combination of four types of data source, such as Present student, TVET Graduate, Management/teacher, guardians.

3.5. Research Design

The research methodology devoted was an empirical approach where both quantitative method and systematic analyses of government records were used to maximize the value of data available and its validity (Aiken, 1996). Quantitative method was chosen because of Quantitative research templates are objective, elaborate, and many times, even investigational. The results achieved from this research method are logical, statistical, and unbiased. Data collection happened using a structured method and conducted on larger samples that represent the entire population, (<https://www.questionpro.com/blog/quantitative-research/>).

The survey design was selected to conduct this quantitative study. Survey Research is the most fundamental tool for all quantitative outcome research methodologies and studies.

Survey designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population (Creswell, 2008). For unknown populations, To meet up the research goal, purposive sampling was considered for selection sample size.. A purposive sample is where a researcher selects a sample based on their knowledge about the study and population. Participants are selected according to the needs of the study (hence the alternate name, *deliberate* sampling); applicants who do not meet the profile are rejected, (Stephanie Glen).

Since we desired to describe the attitudes and opinions of Present students, TVET Graduate, TVET student guardians and teachers of TVET institutions on factors that had an influence on female student enrolments in TVET programmes using responses from samples of the population, the survey design was appropriate for the study. The data collected and analysed

by use of this design focussed on female students enrolment status in TVET and and what are the barriers to enrollment of girls and how to overcome these barriers at Jashore District in Bangladesh.

Systematic analysis of BBS, BTEB, BANBAIS, DTE and every institutional record database at Jashore district in Bangladesh was undertaken, and especially The researchers also analysis more related information about female enrolment in TVET statistics from home and abroad such as World Statistics and Global Economic Forum. This research study aimed to explore the current status of enrollment of girls in technical and vocational education and training and what are the barriers to enrollment of girls and how to overcome these barriers at Jashore District in Bangladesh.

3.6. Population, Sample and Sampling

To meet the objectives of the research the targeted populations are

- Present TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) academic year 2019-20 at Jashore district.
- Previous TVET student who passed last four years
- Guardians of present and past TVET students
- Present Management/ teacher of TVET at Jashore district.
- All TVET institute except short course of Jashore district

Because of different types of courses are conducted in TVET, So populations were unknown, Purposive Sampling has been used as per the research study demand.

Table: 3.3. Sample size and sampling

Data Source	Sample Size	Sampling
TVET institute	27	Purposive sampling
Present student	80	Purposive sampling
TVET Graduate	50	Purposive sampling
Teacher	40	Purposive sampling
Guardians	34	Purposive sampling

*Sample size distribution (Appendix-E)

Appropriate sampling technique is done to perform the studies. The sample size is as like as The entire TVET institute except short course institution of Jashore district has selected stratifying. Total number of selected TVET institute is 27 by purposive sampling method.

A total of 80 students are selected by purposive sampling method from Present TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) academic year 2019-20 at Jashore district.

A total of 50 students are selected by purposive sampling method from Previous TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) who passed last four years from Jashore district

A total of 40 management/teacher are selected by purposive sampling method from Present TVET management/teacher (Diploma level, H.S.C Vocational, S.S.C Vocational) are presently employed

A total of 34 guardians are selected by purposive sampling methods from present and Past TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) who passed last five years from Jashore district or who are now studying.

3.7. Research instruments/tools

The research was carried out by the help of the instruments that used were structured questionnaires, and documentary reviews; all the questionnaires are developed for survey research design by reviewing previous literature related to female education by the researcher. It is noted that all the questionnaires set were translated into English to Bangla for the help of data collection.

Table: 3.4. Tools /Instruments of Data Collection

Data Source	Data Collection Tools
TVET institute	Documentary Reveiws, structured questionnaires
Present student	structured questionnaires
TVET Graduate	structured questionnaires
Teacher	structured questionnaires
Guardians	structured questionnaires

3.7.1Documentary reviews protocol/Format

A desk review was performed by the help of DTE, BTEB, BANBAIS and every institutional recorded data base and also reviewed to find out the trend of students enrolment and passed graduate, teachers, institutions in TVET in Jashore District and Upazila wise .The researchers also reviewed more related information especially many statistics from home and abroad such as World Statistics and Global Economic Forum.

A total of four types of structured questionnaires were supplied for study participants were one set for current students, one set for TVET Graduate, one for guardian, and one set for teacher/ management.

3.7.2. Structured Questionnaire of present students

For the present students, the questionnaire (Appendix-A), was divided into four sections. In the first part, there was some basic questionnaire, such as the names, gender, educational institute, level and duration of the study, and the admitted subject/technology of the students. The second part was student home location, and family income, and TVET admitted reason, and job opportunities of TVET, and who influence to admitted in TVET, related questionnaires. The third part was the questionnaire on the challenge of enrolment of females in technical education, Respondents were asked to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree. The final part was the questionnaire on the way to overcome of challenges of the low enrolment of females in technical education, Respondents were also asked here to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree.

3.7.3. Structured Questionnaire of Graduates

For the TVET Graduates, the questionnaire (Appendix-B), was divided into four sections. In the first part, there was some basic questionnaire, such as the names, gender, educational institute, level and duration of the study, and the admitted subject/technology of the students. The second part was student home location, and family income, and TVET admitted reason, and job opportunities of TVET, and who influence to admitted in TVET, and job searching, related questionnaires. The third part was the questionnaire on the challenge of enrolment of females in technical education, Respondents were asked to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings

either ranged from strongly agree to strongly disagree. The final part was the questionnaire on the way to overcome of challenges of the low enrolment of females in technical education, Respondents were also asked here to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree.

3.7.4. Structured Questionnaire of Teacher

For the TVET Teacher, the questionnaire (Appendix-C), was divided into four sections. In the first part, there was some basic questionnaire, such as the names, gender, educational institute, level and duration of the study. The second part was job opportunities of TVET and Only teacher-related questionnaires there was a table where only a filling portion of the heads of the institution where information of current students, past students, and currently working teachers of the respective institution was sought.

The third part was the questionnaire on the challenge of enrolment of females in technical education, Respondents were asked to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree. The final part was the questionnaire on the way to overcome of challenges of the low enrolment of females in technical education, Respondents were also asked here to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree.

3.7.5 Structured Questionnaire of Guardians

For the Structured Questionnaire of Guardians (Appendix-D), the questionnaire was divided into four sections. In the first part, there was some basic questionnaire, such as the names, gender, and profession of guardians. The second part was Guardian home location, , and his child TVET admitted reason, and job opportunities of TVET, and who influence to admitted in TVET, if he know about TVET, related questionnaires. The third part was the questionnaire on the challenge of enrolment of females in technical education, Respondents were asked to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree. The final part was the questionnaire on the way to overcome of challenges of the low enrolment of females in technical education, Respondents were also asked here to indicate their opinions about the statements by choosing from a five-point rating Likert scale. The ratings either ranged from strongly agree to strongly disagree.

3.8. Research Question Tools/set

Table: 3.5. Tools /Instruments set of Research Questions

Research Questions	Tools
RQ1. What is the existing status of the Enrolment of female student in TVET at Jashore district?	Desk reviewing data, structured questionnaires for Present student=A Set, TVET Graduate=B set, teacher=C set, guardians=D set
RQ2 . What are the challenges of Enrollment of female students in TVET at Jashore district?	structured questionnaires for Present student=A Set, TVET Graduate=B set, teacher=C set, guardians=D set
RQ3. What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?	structured questionnaires for Present student=A Set, TVET Graduate=B set, teacher=C set, guardians=D set

To meet the objectives of the first research question "What is the existing status of the Enrolment of female student in TVET at Jashore district?", the researchers collected data from the review and a combination of four types of structured questionnaires. The four types of questionnaires were, structured questionnaires for present student=A Set, TVET Graduate=B set, teacher=c set, guardians=d set respectively.

To settle the objectives of the second research question " What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?" the researchers collected data from the third part of four types of structured questionnaires, heading " Various types of challenges for low enrollment of female student in TVET are mentioned below. Please give your opinion". The four types of questionnaires were, structured questionnaires for present student=A Set, TVET Graduate=B set, teacher=c set, guardians=d set respectively.

To fulfill the objectives of the third research question " What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?" the researchers collected data from the last part of four types of structured questionnaires, heading " Various types of remedies for overcome low enrollment of female student in TVET are mentioned below. Please give your opinion". The four types of questionnaires were, structured questionnaires for present student=A Set, TVET Graduate=B set, teacher=c set, guardians=d set respectively.

3.9.Data collection techniques

The researchers were collect data from a desk review by the help of DTE, BTEB, BANBAIS and every institutional recorded data base and also collect data to find out the trend of students enrolment and passed graduate, teachers, institutions in TVET in Jashore District and Upazila wise .The researchers also collect more related information especially many statistics from home and abroad such as World Statistics and Global Economic Forum. A structured questionnaire introduced as data-collection tools. This means of data collection is well-suited for collecting data that can be quantified and used to describe the present status of enrollment of girls in technical and vocational education and training and what the barriers to enrollment of girls are and how to overcome these barriers at Jashore District in Bangladesh.

After successful pretesting of all structurd questionnaires theresearchers distribute and collect data from the participants/respondents by questionnaires answer through personal visit, email and mobile.Data were collected from the participants by questionnaire and interview by the help of researcher and research assistant. Interviews were recorded by hard copy.

3.10. Data analysis techniques

Questionnaires from various technical institutes in the Jashore district are collected and the questionnaires are thoroughly examined then those questionnaires quantitative data are then input, process, analyze of Microsoft Excel and then various types of tables and charts are created. The opinions of the study participants are expressed in charts and tables in terms of percentage, mean and standard deviation.

Enrolment runs in Technical vocational education and training (TVET), obtained from the systematic analyses of government documents, were described using frequencies and percentages. Changes in enrolments and retentions for various variables including gender and location of institutions were noted and described. These results were compared with those from the questionnaire analyses for possible explanations and clarifications.

Enrollement of female student in TVET at Jashore district was calculated the following formula by Gender .(Education Indicators Technical guidelines.UNESCO-2009,page,28).

$$\text{Female in TVET} = \frac{\text{Total female in TVET}}{\text{Total male + female in TVET}} * 100$$

Finally, the results of the analyses were discussed in comparison with existing studies. The major conclusions drawn were noted, described and suggestions made.

3.11. Ethical Consideration

The researcher keeps the personal information of the participants especially the social and family positions of the person confidential and takes into account the physical and mental condition of the individual when collecting research data, and another thing that is confidential is the information obtained from the study participants. Participants are informed about the research goals and objectives at the time of taking data so that they can provide information spontaneously and the research objectives and goals are achieved. In view of the fact that it is important for the study participants to obtain permission to collect data, the researchers have taken an official order from their own institutes Jashore polytechnic institute. The matter is clear to the head of selected Institutions for research and there is no impediment for the participants to provide information on the research work.in order to gain access to the schools, participants, and official document that facilitates the study. A copy of an official order was given to the Heads of the selected Institutions for clarity.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION DATA

4.1 Introduction

This chapter analyzes the received data and presents the data in the light of Research Questions, such as the existing status of the Enrolment of a female student in TVET at Jashore district, and Challenges of Enrollment of female students in TVET at Jashore district, and remedies to overcome the challenges of female enrollment in TVET at Jashore district. The data analysis and interpretation data was two parts: A. Desk review /analysis B. Questionnaires analysis.

A. Result of document Analysis

4.2 Existing status of the Enrolment of female student in TVET at Jashore district

Research Questions: What is the existing status of the Enrolment of female student in TVET at Jashore district?

To find out the present status of female enrolment in TVET a desk review was performed by the help of DTE, BTEB, BANBAIS and every institutional recorded data base and also Number of students, teachers, institutions in TVET in Jessore District and Upozila wise, Home location of Students, Parents Income, student reason to choose TVET, etc. had to take into consideration a few structured questionnaires for data analysis.

4.2.1 Number of TVET institute in Jashore district according to type

There are 160 TVET provider institute at Jashore district in Bangladesh including 12 Polytechnic institute, 43 H.S.C(B.M) both single and combined, 54 S.S.C(VOCATIONAL) both single and combined, 46 National skill full/basic trade/short course, 2 agriculture institute, 2 Institute of health technology and 1 nursing college.

Table 4.1 Number of Institute by Course

SL NO	INSTITUTE TYPE	NUMBER	NUMBER(%)
1	POLYTECHNICE INSTITUTE	12	8%
2	H.S.C(B.M)	41	26%
3	S.S.C(VOCATIONAL)	54	34%
4	NATIONAL SKILL FULL/BASICE TRADE/SHORT COURSE	48	30%
5	AGRICULTURE INSTITUTE	2	1%
6	INSTITUTE OF HEALTH TECHNOLOGY	2	1%
7	NURSING COLLEGE	1	1%
	Total	160	100%

Among the TVET provider institute (Table 4.1) it was found that the highest number of institute was 34% S.S.C (VOCATIONAL), second lowest 26% H.S.C (B.M), third lowest 30% National skill full/basic trade/short course and lowest number was 1% nursing college. The polytechnic institute was only 8%.

4.2.2 Number of TVET institute in jashore district according to Upajila wise

The number of TVET provider institute at Jashore district in Bangladesh is 160 including 19 Abhaynagar,12 Bagher para,10 Chaugachha,15 Jhikargachha,14 Keshabpur,63 Jashore Sador,13 Manirampur and 14 Sharsha according to Upajila level.

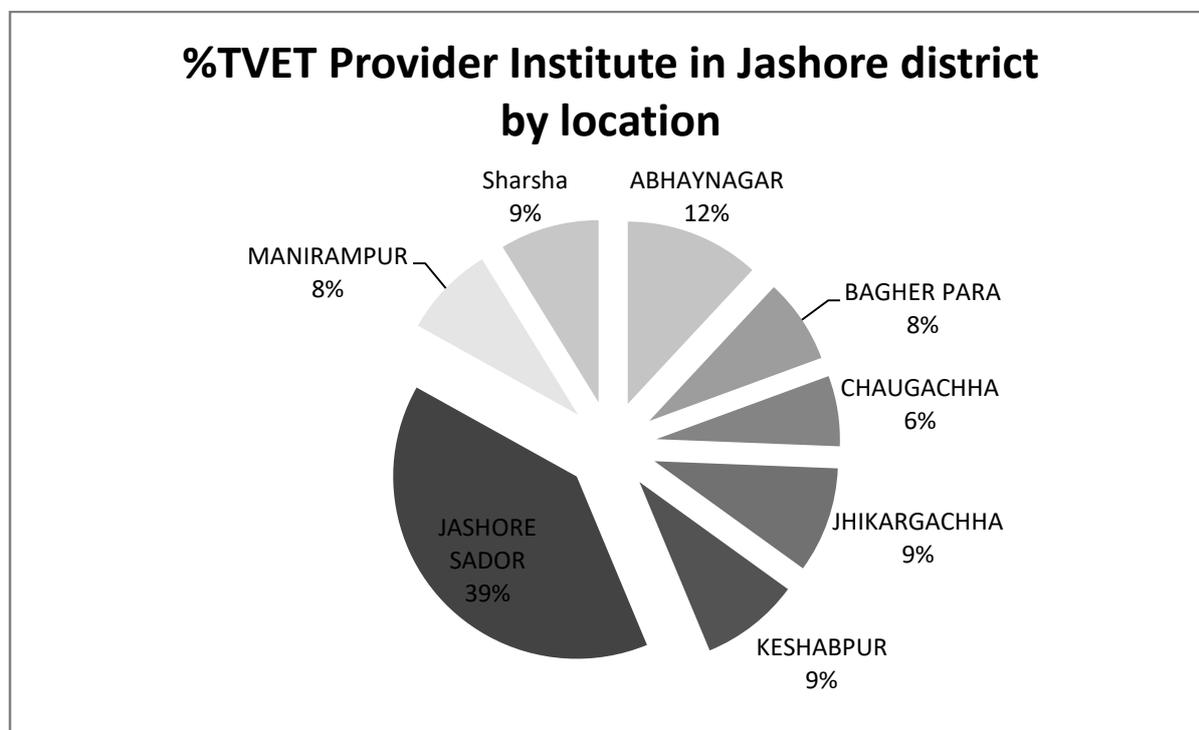


Fig. 4.1 Number of TVET institute in Jashore district according to Upajila wise

According to Fig. 4.1 it was found that most of the institute about 39% is Jashore Sador Upajila and lowest institute is 6% Chaugaha Upajila and Abhaynagar12% and rest of the Upajila is 8% to 9%.

4.2.3 Analysis of female student enrolment in TVET at Jashore district

There are total 160 TVET provider institute at Jashore district in Bangladesh including Polytechnic institute, H.S.C (B.M), S.S.C(VOCATIONAL), National skill full/basic trade/short course, agriculture institute , Institute of health technology and nursing college. Excluding National skill full/basic trade/short course our population institute was 112 and our sample size institute was 27 and sample size was chosen according to stratified and convenient sampling method. The sampled institute data analysis is given below table.

Table 4.2. Teacher and student status of TVET in Jashore District

N=27 INSTITUTE

Teacher				
Total teacher	female teacher	male teacher	female teacher%	male teacher%
364	70	294	19%	81%

Student				
Total student	Female student	male student	Female student	male student
10247	1729	8518	17%	83%

*The authors compiled the table with data from twenty-seven technical institutes in Jashore District (Appendix-F)

The above (table 4.2) summarized information indicates that most of the teacher was male about 81% and only 19% teacher was female and also The above (table 2) summarized information shows that most of the student was male about 83% and only 17% student was female in TVET at Jashore district in Bangladesh.

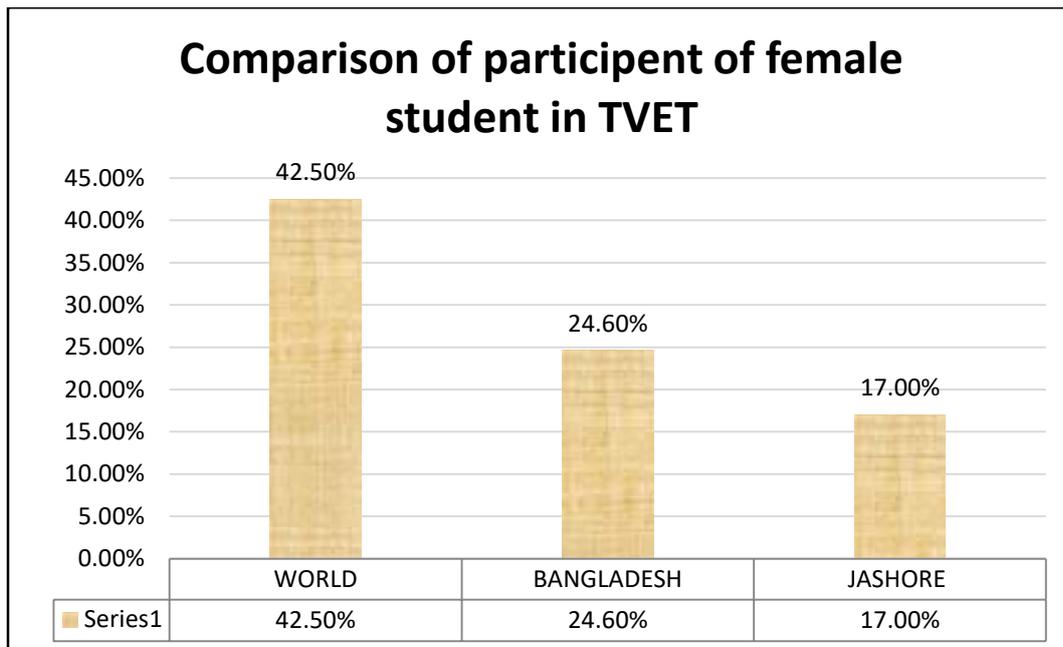


Fig: 4.2 A comparison of female student in TVET at Jashore district, Bangladesh and World

According to World Statistics(Fig:4.2) 2018 it was found that female enrolment in World TVET was 42.50% and involvement of female student in TVET in Bangladesh was 24.60 % (BANBAIS: 2018) and According to our Analysis it was found that female Enrolment of TVET at Jashore district in Bangladesh is 17% only which is comparatively low accordingly to Bangladesh and World.

B. Questionnaires analysis

The entire TVET institute except short course institution of Jashore district has selected stratified purposive sampling method. A total of 80 students are selected from Present TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) academic year 2019-20 at Jashore district. A total of 50 students are selected from Previous TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) who passed last four years from Jashore district. A total of 40 management/teacher are selected by from Present TVET management/teacher (Diploma level, H.S.C Vocational, S.S.C (Vocational) are presently employed different level of TVET institution. A total of 34 guardians are selected from present and Past TVET student (Diploma level, H.S.C Vocational, S.S.C Vocational) who passed last four years from Jashore district or who are now studying. The total sample size was 204 and this sample number of structured questionnaires was distributed among the participants and 190 questionnaires were returned after answering. The respondent returned rate was 94%.

Among the 190 respondent were Present student=77, previous student=43, Management/teacher=38, guardians=32. A set of structured questionnaires were distributed among the participants. It was showed that about 64% respondent was male and 36% respondent was female.

4.2.4. Demographic information of TVET student in Jashore district

The questionnaires were provided for the verification of demographic information of the students enrolled in technical and vocational education and training are verified and the following information was obtained by analyzing who already enrolled in TVET institute at different Upojela in Jashore district. After collecting and analyzing data the following summary result found the below table.

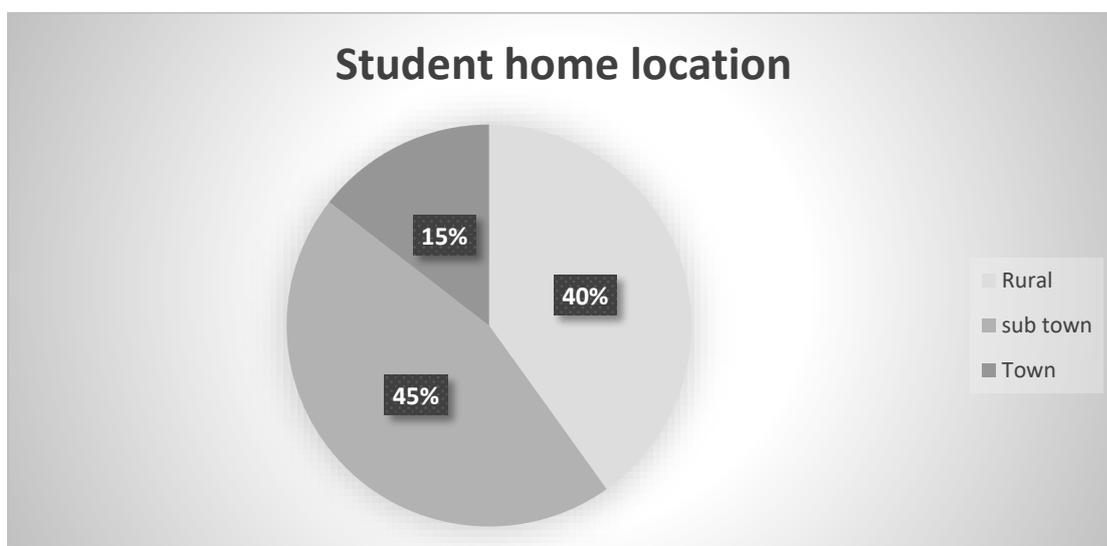


Fig: 4.3 student home location

The above fig4.4 summarized information indicates that most of the student of TVET in Jashore district comes from sub-town (45%) and rural area (41%) and only 14% student comes of Town. The student from sub town and rural area are more preferable TVET than town area

4.2.5. TVET student family income level

The questionnaires were provided for the verification of family status of the students enrolled in technical and vocational education and training are verified and the following information was obtained by analyzing who already enrolled in TVET institute at different Upojela in Jashore district. According to economical condition whose monthly income is 2000-12000tk is consider low class and 12001-30000tk is considered middle class and above 3000tk is considers high class family status. After collecting and analyzing data the following summary result found the below fig4.4.

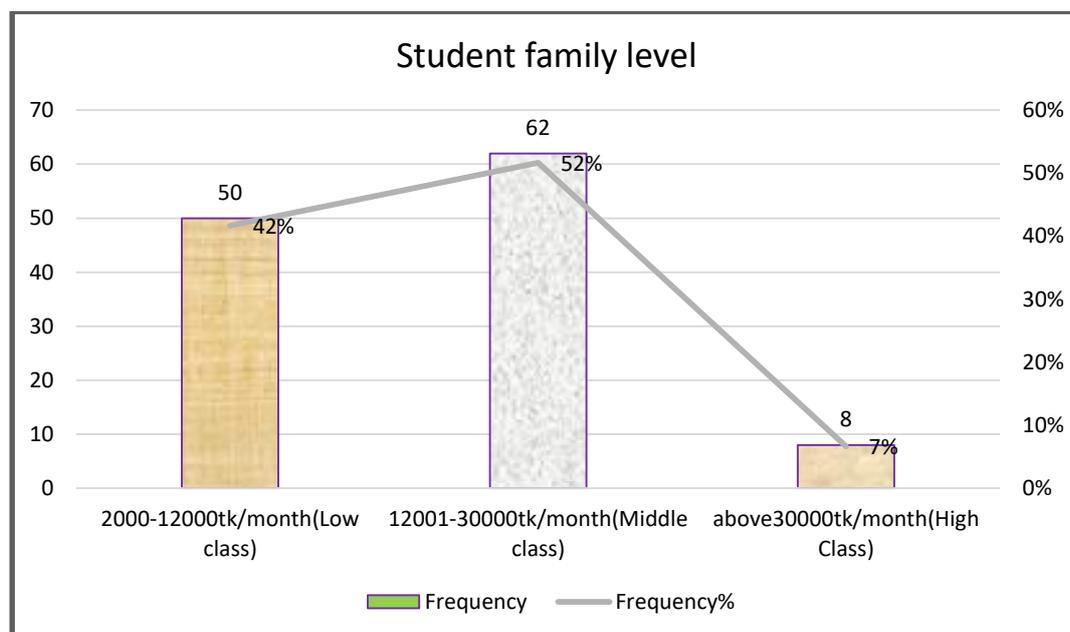


Fig: 4.4 student family level

The above graph 4.4 indicates that majority about 52% of the TVET admitted student were come from middle class and 42% come from low class and it is important to note that only 7% student come from High class family. Data analysis shows that technical and vocational education and training have not yet been able to attract affluent families.

4.2.6. TVET student guardian's profession

The respondent's opinion related to profession is considered to choose TVET. After collecting and analyzing data the following summary result found the below fig: 4.5.

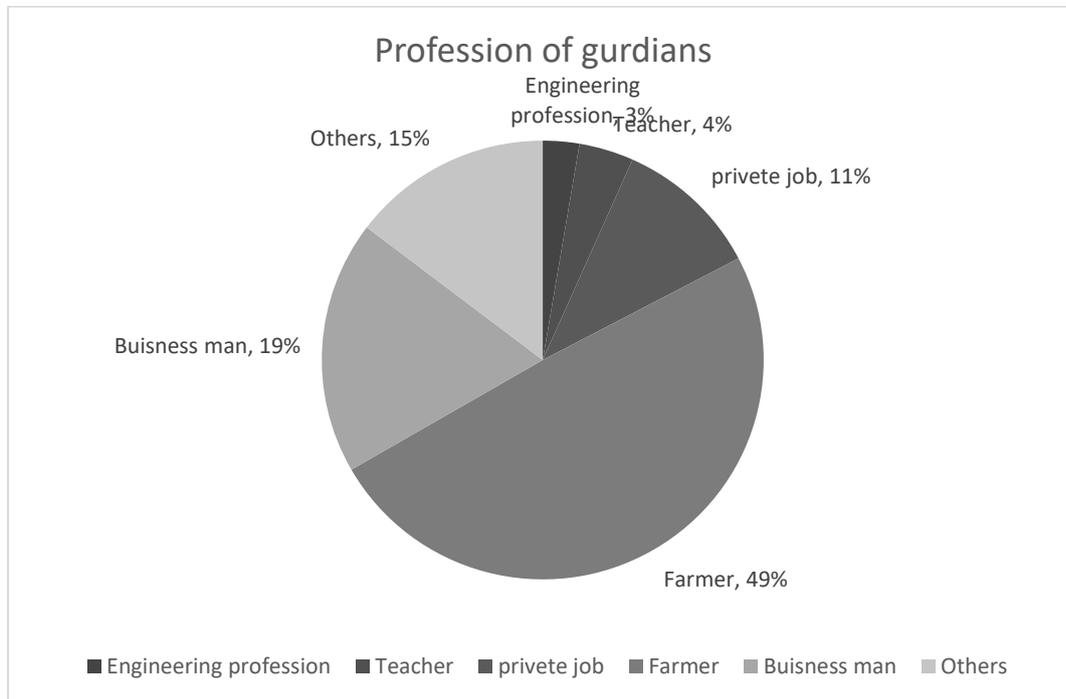


Fig: 4.5. Guardians profession

The above summarized fig:4.5 show that majority of the TVET student guardians profession is farmer about 49% which is about one half of the total respondent and second lowest profession is business man about 14% and most interesting think that most lowest profession is Engineering which is only 3% though Engineering profession is considered TVET programmer.

4.2.7. Who influences student enrolment in TVET

The participants were asked who influence you to admit you/your children to TVET. The below summary table 4.4 result show details who influence to their career choice. Majority of the respondents opinion is that their parents(33%) are the main influencer to admit in TVET, It is another most interesting think that about 30% student is admitted in TVET by their own willing and Brothers/sister influence was 11%/ and about 10% respondent are told they took decision to admit in TVET by their relative's opinion. It is important to note that mass media was no influence to admit student in TVET

Table: 4.4 People who influence to choose TVET

People who influence	Frequency	Frequency%	Respondent
Parents	50	33%	Present student,previous student,guardians=152
Brothers/sister	16	11%	
Relatives	15	10%	
Own willing	46	30%	
Friends	4	3%	
Teacher	18	12%	
Social Media	1	1%	
Mass media	0	0%	
Do not know	2	1%	
Others	0	0%	
Total	152	100%	

4.2.8 respondent's opinion factors that influences on female enrollment in TVET

Technical vocational education and training (TVET) plays a vital role to get job in fast. By considering this respondent were asked Job opportunities are available for female student after completing TVET. The respondent (previous student) were asked employment status and also asked if they got second chance they chose TVET and another important question asked they got any help to find suitable job. Another type respondent (guardians) was asked they know about TVET.

Table: 4.6 Respondents opinion factors that influences on female enrollment in TVET.

Sl. no	Factors influences female enrollment	Respondent	Frequency(N)	Yes(N)	No(N)	Yes(%)	No(%)
1	Job opportunities are available for female student after completing TVET	Present student,previous student,Teacher/manager,guardians	190	152	38	80%	20%
2	Employment status	previous student	43	8	35	19%	81%
3	If you have second chance to study you choose TVET	previous student	43	39	4	91%	9%
4	Will you receive support from your institution to find suitable job	previous student	43	28	15	65%	35%
6	Do you know about TVET	Guardians	32	23	9	72%	28%

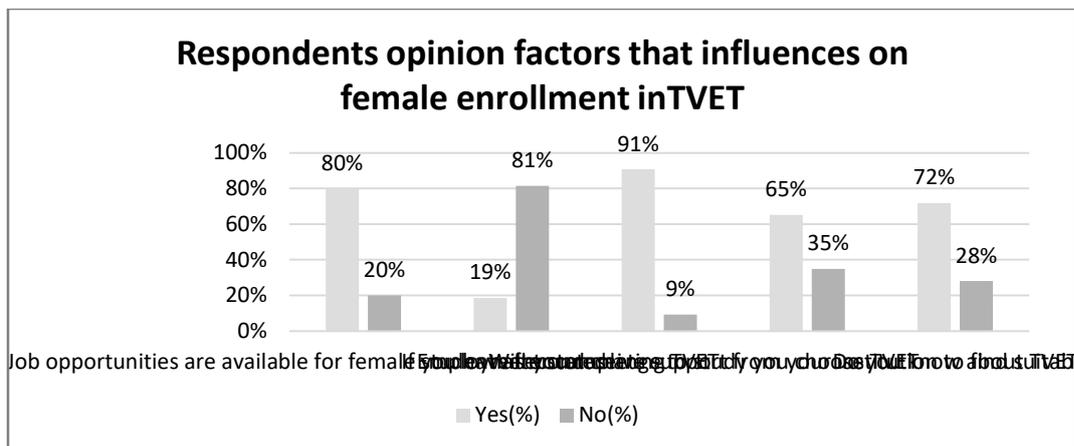


Fig:4.6 Respondents opinion factors that influences on female enrollment inTVET.

The above table 4.6 and graph 4.6 summarized result indicates that most of the respondent about 80% think that Job opportunities are available for female student after completing TVET and 20% respondent think that Job opportunities are not available for female student after completing TVET.

The above table 4.6 and graph 4.6 summarized result indicates that majority of the TVET Graduate about 81% were remain Unemployed and only 19% graduate were employed. It is a interesting think that among the unemployed graduates most of engaged in studying.

There is a significance note that about 91% students will be chose TVET if they got second chance and 9% give their opinion not to chose TVET after getting second chance.

The above table 4.6 and graph 4.6 summarized result also indicates that majority of the TVET Graduate about 65% have got help to find suitable job from their institution and 35% have not got help to find suitable job from their institution.

The above table 4.6 and graph 4.6 summarized result indicates that most of the respondent about 72% were known to TVET and only 28% respondent did not know about TVET.

4.3. Challenges of enrollment of female students in TVET at Jashore district

Research Questions: What are the challenges of Enrollment of female students in TVET at Jashore district?

The respondent (n=190) opinions was taken for considered twenty eight liker items statement related to state, institutional, family, socio-cultural and employment factors of low enrollment of female student in TVET at Jashore district in Bangladesh such as Low individual institute for the female students, Poor funding of vocational technical education programs, Poor scholarship scheme and incentive for TVET female students, Low percentage(%) of admission quota for female student, lack of planning and adequate monitoring of gender equality , Unavailability of higher studies opportunities for TVET female student, Low Accommodation/hostel facilities, Poor teacher quality for practical work, Poor workshop facilities such as skill man, materials, machines and equipment's, Insufficient sanitary facilities, Lack of industries experience of teacher, Lack of industry institute linkage, due to religious many parents don't want to send her girl faraway TVET institution, most of the people/parents specially village people/parents do not know about TVET, poor parents/family background unable to bear educational cost of faraway TVET institutions , parental perceptions for educating girl's wastage of money , TVET institute is not available near to home, TVET social dignity is low for student and her family, Security problem outside the home of female student, Lack of appropriate vocational guidance and career counseling, Early marriage , Fear of threat and sexual harassment, Lack of female friendly Quality TVET education, Technical Job field less for female comparatively male counterparts, Workplace/job place security, Technology/subject wise job scope limited, Poor curriculum not matching job market and Job opportunity is not available near to own home respectfully and responses range was namely strongly disagree(1), disagree(2), neutral(3), agree(4) and strongly agree(5). Respondents were given their best opinions that suit him. The following decisions have been made in the case of data analysis and results.

High challenges mean value range 3.50 -5

Medium challenges mean value range 2.01-3.49

Low challenges mean value range 1-

Table: 4.7 Summary of participant's opinion for the challenges of Enrollment of female students in TVET at Jashore district

										N=190
SL No	Evaluation topics		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	weight mean	Std.Deviation	Result
1	Low individual institute for the female students	f	1	20	13	134	22	3.8	3.38	High challenge
		%	1%	11%	7%	71%	12%			
2	Poor funding of vocational technical education programs	f	9	37	13	105	26	3.5	3.19	High challenge
		%	5%	19%	7%	55%	14%			
3	Poor scholarship scheme and incentive for TVET female students	f	11	31	12	112	24	3.6	3.21	High challenge
		%	6%	16%	6%	60%	12%			
4	Low percentage(%) of admission quota for female student	f	9	71	27	70	13	3.0	2.72	Medium challenge
		%	5%	37%	14%	37%	7%			
5	lack of planning and adequate monitoring of gender equality	f	2	37	15	116	20	3.6	3.21	High challenge
		%	3%	5%	0%	74%	18%			
6	Unavailability of higher studies opportunities for TVET female student	f	2	30	15	118	25	3.7	3.30	High challenge
		%	1%	19%	8%	61%	11%			
7	Low Accommodation/hostel facilities	f	2	9	8	120	51	4.1	3.65	High challenge
		%	1%	5%	4%	63%	27%			
8	Poor teacher quality for practical work	f	7	55	5	106	17	3.4	3.04	Medium challenge
		%	4%	29%	3%	56%	9%			
9	Poor workshop facilities such as skill man, materials, machines and equipment's	f	9	36	10	112	23	3.5	3.19	High challenge
		%	5%	19%	5%	59%	12%			
10	Insufficient sanitary facilities	f	6	37	14	117	16	3.5	3.15	High challenge
		%	3%	5%	4%	71%	17%			
11	Lack of industries experience of teacher	f	5	9	8	135	33	4.0	3.51	High challenge
		%	3%	5%	0%	74%	18%			
12	Lack of industry institute linkage	f	0	10	10	132	38	4.0	3.57	High challenge
		%	0%	5%	5%	69%	20%			
13	Due to religious many parents don't want to send her girl faraway TVET institution	f	8	44	38	88	12	3.3	2.91	Medium challenge
		%	4%	23%	20%	46%	6%			
14	Most of the people/parents specially village people/parents do not know about TVET	f	1	5	8	124	52	4.2	3.69	High challenge
		%	1%	3%	4%	65%	27%			
15	Poor parents/family background unable to bear educational cost of faraway TVET institutions	f	2	18	12	128	30	3.9	3.44	High challenge
		%	1%	9%	6%	67%	16%			
16	Parental perceptions for educating girl's wastage of money.	f	30	32	15	95	18	3.2	2.95	Moderate challenge
		%	16%	17%	8%	50%	9%			
17	TVET institute is not available near to home	f	1	8	10	150	21	4.0	3.48	High challenge
		%	1%	4%	5%	79%	11%			
18	TVET social dignity is low for student and her family.	f	46	35	13	80	16	2.9	2.74	Medium challenge
		%	24%	18%	7%	42%	8%			
19	Security problem outside the home of female student	f	2	17	14	120	37	3.9	3.48	High challenge
		%	1%	9%	7%	63%	19%			

20	Lack of appropriate vocational guidance and career counseling	f	4	24	18	116	28	3.7	3.33	High challenge
		%	2%	13%	9%	61%	15%			
21	Early marriage	f	5	49	23	88	25	3.4	3.07	Moderate challenge
		%	3%	26%	12%	46%	13%			
22	Fear of threat and sexual harassment	f	8	19	10	105	47	3.8	3.48	Highly challenge
		%	4%	10%	5%	56%	25%			
23	Lack of female friendly QualityTVET education	f	4	13	9	141	23	3.9	3.43	High challenge
		%	2%	7%	5%	74%	12%			
24	Technical Job field less for female comparatively male counterparts	f	2	17	9	107	55	4.0	3.61	High challenge
		%	1%	9%	5%	56%	29%			
25	Workplace/job place security	f	0	9	14	137	30	4.0	3.51	High challenge
		%	0%	5%	7%	72%	16%			
26	Technology/subject wise job scope limited	f	3	4	7	99	77	4.3	3.82	High challenge
		%	2%	2%	4%	52%	41%			
27	Poor curriculum not matching job market	f	5	16	13	115	41	3.9	3.49	High challenge
		%	3%	8%	7%	61%	22%			
28	Job opportunity is not available near to own home.	f	3	4	17	120	46	4.1	3.61	High challenge
		%	2%	2%	9%	63%	24%			

The above summarized table 4.7 reveals that Study participants commented that with the exception of Serial Nos. 4, 8, 13, 16, 18 and 21, the rest were considered as High Challenges of Enrollment of female students in TVET at Jashore district and those with mean values between 2.72 and 4.3. Another important point is that the standard deviation's difference in values is very close, indicating that the participants' opinions were fairly close. The standard deviation's range was 2.72-3.82.

4.4. Remedies to overcome the challenges of female enrollment in TVET at Jashore district

Research Questions: What are the remedies to overcome the challenges of female enrollment in TVET at Jashore district?

The respondent (n=190) opinions was taken for considered twenty one liker items statement related to state, institutional, family, socio-cultural and employment remedies to overcome low enrollment of female student in TVET at Jashore district in Bangladesh such as Should be established individual institute for the female students different parts of the country, Sufficient Budget should be insured for Technical and Vocational Education and Training, should be increased scholarship scheme and incentive for TVET female students, Should be increased percentage(%) of admission quota for female student, Planning and adequate monitoring of gender equality should be maintained, Higher studies opportunities for TVET female student should be increased, To avoid threat and sexual harassment security should be insured in and outside the home of female student, Accommodation/hostel facilities should be increased, Sanitary facilities should be increased, Classroom/workshop facilities should be modernized and increased, Qualified academically sound and experienced teacher should be recruited maintain male female ratio and proper trained up all teachers, Industry institute collaboration/linkage should be increased, Through religious leaders, conscious people awareness can be created among people from all walks of life, including

parents about girls education in TVET, Parental perceptions should be changed for girl's education, Social status of technical education in our country should be increased, Appropriate vocational guidance and career counseling should be maintained, Early marriage should be banned completely, Technical Job field should be increased for female, Technology/subject wise job scope should be increased, Curriculum should be modernized that matching job market and Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work respectfully and responses range coded was namely strongly disagree(1), disagree(2), neutral(3), agree(4) and strongly agree(5). Respondents were given their best opinions that suit him. The following decisions have been made in the case of data analysis and results.

Most important mean value range 3.50 -5

Moderate important mean value range 2.01-3.49

Less important mean value range 1- 2

Table: 4.8 Summary of Participants opinion on the remedies to overcome the challenges of female enrolment in TVET at Jashore district

										N=190
SL No	Evaluation topics		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	weight mean	Std.Deviation	Result
1	Should be established individual institute for the female students different parts of the country	f	27	67	1	86	9	2.9	2.67	Moderate important
		%	14%	35%	1%	45%	5%			
2	Sufficient Budget should be insured for Technical and Vocational Education and Training.	f	0	0	1	124	65	4.3	3.83	Most important
		%	0%	0%	1%	65%	34%			
3	Should be increased scholarship scheme and incentive for TVET female students	f	0	1	6	162	21	4.1	3.56	Most important
		%	0%	1%	3%	85%	11%			
4	Should be increased percentage(%) of admission quota for female student	f	17	52	3	96	22	3.3	3.00	Moderate important
		%	9%	27%	2%	51%	12%			
5	Planning and adequate monitoring of gender equality should be maintained	f	0	1	2	149	38	4.2	3.67	Most important
		%	0%	1%	1%	78%	20%			
6	Higher studies opportunities for TVET female student should be increased	f	0	1	5	131	53	4.2	3.74	Most important
		%	0%	1%	3%	69%	28%			
7	To avoid threat and sexual harassment security should be	f	0	5	8	115	62	4.2	3.75	Most important
		%	0%	3%	4%	61%	33%			
8	Accommodation/hostel facilities should be increased	f	0	1	4	134	51	4.2	3.74	Most important
		%	0%	1%	2%	71%	27%			
9	Sanitary facilities should be increased	f	0	5	7	116	62	4.2	3.76	Most important
		%	0%	3%	4%	61%	33%			
10	Classroom/workshop facilities should be modernized and increased	f	0	5	11	141	33	4.1	3.57	Most important
		%	0%	3%	6%	74%	17%			
11	Qualified academically sound and experienced teacher should be recruited maintain male female ratio and proper trained up all teachers.	f	0	9	7	151	22	4.0	3.49	Most important
		%	0%	5%	4%	79%	12%			
12	Industry institute collaboration/linkage should be increased	f	0	5	9	146	30	4.1	3.57	Most important
		%	0%	3%	5%	77%	16%			
13	Through religious leaders, conscious people awareness can be created among people from all walks of life, including parents about girls education in TVET	f	2	15	10	142	21	3.9	3.41	Most important
		%	1%	8%	5%	75%	11%			
14	Parental perceptions should be changed for girl's education	f	2	5	5	147	31	4.1	3.57	Most important
		%	1%	3%	3%	77%	16%			
15	Social status of technical education in our country should be increased	f	4	2	2	118	64	4.2	3.78	Most important
		%	2%	1%	1%	62%	34%			
16	Appropriate vocational guidance and career counseling should be maintained	f	0	1	6	147	36	4.1	3.64	Most important
		%	0%	1%	3%	77%	19%			
17	Early marriage should banned completely	f	0	1	7	131	51	4.2	3.72	Most important
		%	0%	1%	4%	69%	27%			
18	Technical Job field should be increased for female.	f	1	3	3	77	106	4.5	4.02	Most important
		%	1%	2%	2%	41%	56%			
19	Technology/subject wise job scope should be increased.	f	0	1	3	69	117	4.6	4.10	Most important
		%	0%	1%	2%	36%	62%			
20	Curriculum should be modernized that matching job market	f	0	2	1	89	98	4.5	4.00	Most important
		%	0%	1%	1%	47%	52%			
21	Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work	f	4	52	13	91	30	3.5	3.14	Most important
		%	2%	27%	7%	48%	16%			

The above summarized table 4.9 present that Study participants commented that with the exception of Serial Nos. 1 and 4, the rest were considered as most important remedies to overcome the challenges of female enrollment in TVET at Jashore district and those with mean values between 2.9 and 4.6. Another important point is that the standard deviation's difference in values is very close, indicating that the participants' opinions were fairly close. The standard deviation's range was 2.67-4.10.

CHAPTER FIVE

DISCUSSION OFFINDINGS

5.1 Introduction

This chapter discusses the results obtained from the three research questions of the study and analyzes the opinions of previous researchers according to their literature reviews.

5.2 Existing status of the Enrolment of female student in TVET at Jashore district

The current state of technical education in Jashore district and the number of students enrolled and the number of teachers and the social, family status of the students are discussed. Job opportunities in TVET, employment status, choosing TVET, familiar with TVET and institutional support to find job are also discussed here.

5.2.1 TVET institute demographic, teacher and student information in Jashore district

Jashore is a traditional old district consisting of eight Upazilas namely Jessore Sadar, Abhaynagar, Bagharpara, Monirampur, Chougachha and Jhikargachha and one of the famous districts for technical and vocational education and training. There are a total of 160 technical institutes in the Jashore district out of which SSC Vocational and HSC Vocational institutes are more. Apart from these, there are Polytechnic Institute, Technical School and College, Institute of Medical technology and Nursing College, and Textile Vocational Institute. In areas where there are more industries, there are relatively few technical education institutions. Jessore Sadar Upazila and Nawapara area of Abhaynagar Upazila have more industrial

factories, so the number of technical education institutes in this area is comparatively higher and the number of technical education institutes in other Upazilas is less. Of all the Upazilas in Jessore, the number of technical education institutions is the lowest in the Chougacha upazila. In terms of the number of teachers in the technical education institutions of Jessore, the number of female teachers as compared to male teachers is absolutely low and In terms of the number of students in the technical education institutions of Jessore, the number of female students as compared to male students is absolutely low. It is significant that the rate of female students in technical education institutions in Bangladesh is much lower than in the world technical education institutions and another important point is that the rate of female students in technical education institutions is lower in Jessore district than in Bangladesh.

The above findings in line with Meshack chuma opwora-2013 has shown his study that most male students prefer Engineering and technological courses and very few female student prefer engineering courses rather than business courses. So there are no significant differences both of them.

5.2.2 TVET admitted Student demographic in formation

Most of the students enrolled in technical and vocational education and training come from rural and suburban areas and very few students come from urban areas. The enrollment rate of students from urban areas for technical and vocational education and training is low.

Meshack chuma opwora-2013 showed that majority of the enrolled female student comes rural areas. And a few student comes from sub town area and a very few student comes from town area. From the above findings it is established that Technicial and vocational education and training could not attract the people of the town still now.

5.2.3 TVET admitted Student family status in formation

Most of the students enrolled in technical and vocational education and training come from lower and middle class families and very few students come from upper class families. Technical and vocational education and training have not yet attracted an affluent family. Technical and vocational education and training are still considered for the lower class family.

Meshack chuma opwora-2013 showed that most of the enrolled female student comes from middle class family. And a few student comes from low class family and a very few student comes from high class family.. The poor image status of TVET in society is that it is considered as a second class job and TVET is only for lowest class and a last resort option for youth and for people of low intelligent,low achievers and low status occupation,(Akipotohwo et al 2016; Dr. Md. Nurul Islam, BMET-2015; [Jane Oviawe & Oluniyi Adalakun-2015](#)). From the above findings it is established that Technical and vocational education and training could not attract the people of the high class family still now.

5.2.4 Role of student admission in TVET

Technical and vocational education and training have a greater impact on student admissions. Most study participants said that the role of parents is greater and another interesting thing is that students are admitted themselves and a small number of students are admitted under the influence of relatives and siblings.

5.2.5. Student interest to choose TVET

Most students are enrolled in technical and vocational education and training for future careers and quick employment. The most interesting thing is that very few students are admitted to get higher salaries and skills.

5.2.6. Participant's opinion factors that influences on female enrollment in TVET

1. **Job opportunities in TVET:** Most of the participants in the study think that after completing technical and vocational education and training, the job opportunities for girls are very low and very few participants think that there are job opportunities available.

2. **Employment status:** Most of the previous students who participated in the study were unemployed, and the most interesting thing was that among them the majority of the students were still studying and a small number of participants were employed.

3. **Choosing TVET:** Previous students who participated in the study were asked if they would be admitted to technical and vocational education and training if they were given a second chance. Most previous students think that even if they get a second chance, they will be enrolled in technical and vocational education and training again.

5. **Familiar with TVET:** Previous students participating in the study were asked if they received any assistance from the institution in finding a suitable job. More than half of the students received job assistance and the rest did not receive any assistance from the institution.

6. **Institutional support to find job:** Parents of students participating in the study were asked if they know about technical and vocational education and training. Most parents do not know about technical and vocational education and training. A small number of parents are aware of technical and vocational education and training.

5.3 The challenges of Enrollment of female students in TVET at Jashore district

There are some state, religious, social, educational institutions and family, employment challenges in the participation of girls in technical and vocational education and training. Participants in the study opinioned the following challenges as the main challenges of female enrolment in TVET.

- The social status of technical education is still low compared to general education, technical education is still considered as the lowest class education especially for poor people.
- Budget is an important issue for any development. The budget for technical education is much less than required. Although there is a small amount of scholarship in technical education for students, there is a lack of attractive scholarships and incentives for girls in technical education due to budget constraints.
- Low Institutional capacity such as accommodation/ hostel facilities, sanitary facilities, and classroom, and workshop facilities.
- Fear of threat and sexual harassment in and outside the home of a female student.
- Teachers have less practical work skills and less industry job experience.
- Technical Job field especially technology/subject wise job scope is limited.
- Poor curriculum not matching job market.
- Lack of enough individual female technical education institutions, factories/industries in different parts of the country for that the girls from the nearby areas have less opportunity to study and work.
- Low percentage of quota for admission and inadequate opportunities for higher studies of girls in TVET.
- Lack of industry –institute linkage
- Lack of appropriate vocational guidance and career counseling

- Lack of Planning and adequate monitoring of gender equality.
- Early/child marriage of female.

The above findings established with that Infrastructural problems especially hostel facilities, Sanitary facilities,(Sakawat Ali, BKTTC, Dhaka-2015, and Nurul Islam, BMET-2104 and Jane Oviawe & Oluniyi Adedokun-2015, and Poor facilities: machines, tools, and equipment (ane Oviawe & Oluniyi Adedokun-2015), and training materials(Sakawat Ali, BKTTC, Dhaka-2015)are main institutional problems of low enrolment of female student in TVET. Lack of qualified teachers one of the main problems of TVET institutions, e.g.Sakawat Ali, BKTTC, Dhaka-2015, and Jane Oviawe & Oluniyi Adedokun-2015. And another main problem is an industry-institute linkage(Sakawat Ali, BKTTC, Dhaka-2015).

The above findings also in line with that there is many state or governmental challenges to girls' participation in technical and vocational education and training. Although these challenges are somewhat different due to geographical, political, and economic reasons, their main points were almost the same. Ayonmike et al. (2014) identified some of the major challenges in his study, Cost-sharing in education; introduction of structural adjustment policies; introduction of higher user charges or fees increased educational costs to families in terms of higher school fees payment; policy-related factors (lack of goals and adequate monitoring of gender equality); poor provision of infrastructural facilities such as a library, classroom blocks, workshops, laboratories, and recreational facilities; poor provision of consumable materials such as wood nails, wires, rods, glues, etc for student's practical's; poor provision of qualified technical education lecturers; and poor funding of technical education; gender-biased TVET curriculum materials. Inadequacies of facilities, and infrastructural materials, had equally not helped out in boosting the participation of women in technical and vocational programmes,(Ediaghonya, Agbaje and Suberu 2012).

According to Dr. Md. Nurul Islam, BMET-2014, due to insufficient budget, there is a shortage of skilled teachers and modern equipment was another important reason for low female enrolment in TVET that is established with our findings.

The above findings also agreed with that female students tend to face their main problems usually from the family. Economic problems especially parental poverty and parental perception of costs/benefits of girls' education Obstacles to girls' education,(BANBAIS-2015; Jane Oviawe & Oluniyi Adedokun-2015; Ayonmike, Chinyere Shirley Mrs.-2014). Religious barriers and child marriage are considered barriers to women's education(Ayonmike, Chinyere Shirley Mrs.-2014;Jane Oviawe & Oluniyi Adedokun-2015).

The above results also in line with TVET socio-cultural barriers is most significant.The poor image status of TVET in society is that it is considered as a second class job and TVET is only for lowest class and a last resort option for youth and for people of low intelligent,low achievers and low status occupation,(Akipotohwo et al 2016; Dr. Md. Nurul Islam, BMET-2015;

The above finding alsoagreed withBANBAIS-2015report that female students face problems inside and outside the home, and most village parents agreed with it , and some of the urban parents disagree with it.Early in school life, female students usually receive barriers from their community.The female student point out that eve teasing, negligence of girls' education from community leader, social superstitions, religious misconceptions were the main challanges for low enrolment in TVET . Other participants also agreed with them.And parents noted that child marriage was a major problemAll these issues create security problems for girls which is considered as a big problem

The above findings also agreed with that TVET has traditionally been considered a male occupation and socially discouraged women from pursuing technical and vocational education and training. This idea is one of the reasons for the low inclusion of girls in technical and vocational education and training, (Nurul Islam, BMET-2014), he indicated other challenges that family restrictions on their education and job choice, and transportation constraints, social stigma, and lack of gender-friendly environment in TVET institutions and employment, and Insufficient creation of job opportunities for the TVET graduates. Skill mismatches and skill gaps should also be taken into consideration for the low enrollment of females in TVET, (Sakawat Ali, BKTTC, DHAKA-2015). Concern about future job prospects, (Perrone et al,2001) and discriminatory labor market practices,(Williams,1987) are other important causes of low enrollment of female involvement in TVET. According to the BANBAIS report(2014), it was found that in TVET graduate faced various challenges such as lack of a job, the involvement of others in the market, the involvement of TVE graduates in irrelevant jobs, lack of contemporary trades and contents, lack of qualified teachers, lack infrastructural facilities, lack of resources for practical oriented education , poor curriculum, there are several opportunities for the TVET graduates to work in the nearer localities of their institutes.

5.4 The remedies to overcome the challenges of female enrollment in TVET at Jashore district

Participants in the study opined that in order to increase the enrollment of girls in technical and vocational education and training, emphasis should be placed on increasing state, institutional, socio-economic, family, and employment. As per the opinion of the research participant, some of these issues are considered to be most important and some issues are considered to be medium important. The most important issues are

- Through religious leaders, conscious people awareness can be created among people from all walks of life , including parents about girls education in TVET
- A sufficient Budget should be insured for Technical and Vocational Education and Training and also need to be increased scholarship scheme and incentive for TVET female students.
- Institute infrastructure such as accommodation/ hostel facilities, sanitary facilities, and classroom, and workshop facilities need to be increased.
- To avoid the threat and sexual harassment security need to be insured in and outside the home of a female student.
- Qualified academically sound and experienced teacher need to be recruited maintain male female ratio and proper trained up all teachers.
- Technical Job field especially technology/subject wise job scope need to be increased.
- Curriculum should be modernized that matching job market.
- Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work
- Admission quota and higher studies opportunities for female need to be increased.
- Industry institute collaboration/linkage need to be increased.
- Appropriate vocational guidance and career counseling need to be maintained

- Planning and adequate monitoring of gender equality need to be maintained
- Early marriage need to be banned completely and implemented.

The above findings agreed with previous researchers who say that the state, society, families, educational institutions can play a vital role in increasing the participation rate of girls in technical and vocational education and training (Ayonmike, Chinyere Shirley Mrs.-2014). Newspapers, media, electronic media need to create awareness among people from all walks of life, especially parents, about the importance of technical and vocational education and training. (BANBAIS-2015) Also, Awareness needs to be created through religious leaders (BANBAIS-2015; Jane Oviawe & Oluniyi Adedokun-2015). Parents, communities, and stakeholders need to change their mindset about TVET (Dr. Md. Nurul Islam, BMET-2015). In the light of the National Skill Development Policy (Dr. Md. Nurul Islam, BMET-2015), the action plan should be prepared where necessary funds for technical and vocational education and training should be allocated that is not possible to bear for a developing country like Bangladesh where people live below the international poverty line which is known as a third world country (Wong, 1995). But the hope is that Bangladesh is coming out of the situation (UN Report-2021) and higher education opportunities including scholarships admission, employment and appointment should be created for the female students (Haimanot -2014; Jane Oviawe & Oluniyi Adedokun-2015; BANBAIS-2015). The state must ban and implement child marriage (BANBAIS-2015; Adedokun et al (2015); Luoga sigisbert-2017) and Girls need to ensure safety inside and outside the home. In keeping with the technology, the curriculum should be made suitable for industries and factories on a regular basis (Dr. Md. Nurul Islam, BMET-2015)

. Collaboration between educational institutions and industries is to be increased (Raihan-2014) and Governments should encourage industrial organizations to participate in TVET through providing incentives, subsidizing apprenticeship wages and assisting the stipend

program((Dr. Md. Nurul Islam, BMET-2015).. Infrastructural development of educational institutions needs to be done, such as hostel facilities, sanitary facilities, modern equipment ((Dr. Md. Nurul Islam, BMET-2015). The Swann Report (England1985)& Adalakun et al (2015) emphasized the need to set up career guidance cells in schools or educational institutions where career guidance teachers need to be recruited so that girls can get appropriate guidance in their careers.

CHAPTER SIX

RECOMMENDATION, IMPLICATIONS, CONCLUSION

6.1 Introduction

This chapter discusses the Recommendation, Further Recommendation, and Limitations of the study, and the conclusion.

6.2 Recommendation

Based on the findings of this study are the following recommendations to prospective government/state, educational institute, female student, educators, guardian, engineering employers and policy maker.

Therefore my recommend are as follows:

1. Through government, policymakers, technical educationists, technical teachers, religious leaders, mass media, and social media awareness need to be created among people from all walks of life, including parents about girl's education in TVET.
2. A sufficient Budget need to be insured for the development of Technical and Vocational Education and Training and also need to be increased scholarship scheme and incentive for TVET female students.
3. Institutional capacity needs to be enhanced especially accommodation/ hostel facilities, sanitary facilities, and classroom, and workshop facilities.
4. To avoid the threat and sexual harassment security need to be insured in and outside the home of a female student.

5. Qualified academically sound and practical industrial experienced teachers need to be recruited aspect male-female ratio and properly trained up all teachers considering changing of global technology.
6. Technical Job field especially technology/subject wise job scope need to be increased.
7. In keeping with the modern technology, the curriculum should be made suitable for industries and factories on a regular basis.
8. Need to build enough individual female technical education institutions, factories/industries in different parts of the country so that the girls from the nearby areas have the opportunity to study and work.
9. The quota percentage for admission of girls in technical and vocational education and training should be increased and adequate opportunities for higher education need to be provided for girls.
10. Collaboration between educational institutions and industries is to be increased and Governments need to encourage industrial organizations to participate in TVET through providing incentives, subsidizing apprenticeship wages, and assisting the stipend program.
11. Need to set up career guidance cells in every educational institution where career guidance teachers need to be recruited so that girls can get appropriate guidance in their careers.
12. Planning and adequate monitoring of gender equality need to be maintained in every walk of society.
13. The law on child marriage needs to be properly enforced so that child marriage can be reduced to zero.

6.3. Implications of the study

Considering the rate and barriers of participation of girls in Jashore district in Technical and Vocational Education and Training, specific action plans need to adopt by The government, stakeholders, educational institutions, families, society. Along with the socio-economic development of girls, the government needs to adopt a specific action plan to increase opportunities in the job market so that girls can work equally as men for the sustainable socio-economic development of Bangladesh.

6.4 Conclusion

The study carried out the present status of participation of girls in Jessore district in technical and vocational education and training and the barriers to this participation and how to overcome these barriers, although not in detail, the issues have come up briefly. Finally, a bunch of proposals has been put forward for those involved in technical and vocational and training that will increase the inclusion and participation of girls to some extent.

6.5. Limitations of the study

The study was conducted in a limited number of technical education institutes in Jashore district alone through which the current rate and barriers to the participation of girls in technical education have been observed which has not been able to paint a true picture of the whole of Bangladesh. And the study was also conducted in the Jashore district with all stages of technical education. If it was conducted at only a specific level of the education sector such as Diploma-in-Engineering or HSC Vocational or SSC Vocational or short course subjects done separately, then it would be possible to know the actual status and difficulties of the girls in technical education. And other limitations were the lack of proper data management systems in the TVET organizations and the lack of research participants' perceptions of the research and in a short time but more work.

6.6.Recommendation for further research

1. The study was conducted on the current status of girls in Jashore district for admission to technical education and what challenges girls face and how to overcome the difficulties. In the future, this study will be conducted in other districts and even across Bangladesh on the status of participation of girls in technical education and at the same time what are the difficulties in participation and how to overcome those difficulties.
2. The study has been conducted in Jashore district with all stages of technical education. In future, only specific level of technical sector such as Diploma-in-Engineering or HSC Vocational or SSC Vocational or short course or Diploma-in medical technology or Diploma-in nursing can be done separately. Then it will be possible to know the current status and difficulties of the girls in technical admission and how to overcome the specific difficulties.
3. Further investigation can be done on what kind of precise attractive facilities can be increased to automatically increase the enrollment rate of girls in technical education.

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APPENDIX – A

Present student(বর্তমানছাত্র)=A SET

Questionnaires of Enrolment of female student in TVET

This research is carried out by the help of Research & Knowledge Management Cell. Directorate of Technical Education, Agargaon, Dhaka. To find out the challenges of enrolment of female student in technical education this research is very important.

That's why a report is how to overcome the challenges of enrolment of female student in TVET at Jashore district in Bangladesh. As a present student of technical education Cordial cooperation is expected in this data collection(Research & Knowledge Management Cell(এরসহায়তায়এইগবেষণাটিকরাহয়।কারিগরিশিক্ষাঅধিদপ্তর, আগারগাঁও, কারিগরিশিক্ষায়ছাত্রীভর্তিরচ্যালঞ্জেশুলিখুঁজেবেরেকরারজন্যএইগবেষণাটিঅত্যন্তগুরুত্বপূর্ণ।এজন্যএকটিপ্রতবিদেনকীভাবে বাংলাদেশেরযশোরজেলোতেTVETতেছাত্রীভর্তিরচ্যালঞ্জেশুলিকাটিয়েউঠতেপাওয়ায়।কারিগরিশিক্ষাবর্তমানশিক্ষার্থীহিসাবে এইতথ্যসংগ্রহেরক্ষত্রেআন্তরিকসহযোগিতাপ্রত্যাশতি)

N.B.: This information will be used only for research purpose for the enrolment female student in TVET at Jashore district in Bangladesh for institutional development only. Your name and address will be kept in secret completely(এইতথ্যকেবলমাত্রপ্রাতিষ্ঠানিকউন্নয়নেরজন্যবাংলাদেশেরযশোরজেলারটিভিইটিতেভর্তিচছুছাত্রীদেবগবেষণারউদ্দেশ্যেব্যবহারকরাহবে।আপনারনামএবংঠিকানা সম্পূর্ণগোপনরাখা হবে)।

Time: 45 Minutes

1. Name of the student (নাম):

2. Gender লিঙ্গ: Male (পুরুষ) Female (ম)

3. Address (ঠিকানা):

4. E-mail (ইমেইল):

5. Phone (ফোন):

6. Name of Technology/Course presently studying (বর্তমান অধ্যয়নরত টেকনোলজির নাম):

7. GPA of JSC/SSC/CGPA of diploma in engineering (জে.এস.সি / এস.এস.সি / সি.জি.পি.ইঞ্জিনিয়ারিং বিভাগের জি.পি.এ)

JSC	SSC	CGPA	others

8. Duration of this Technology /Course (কোর্সের সময়কাল)

9. Your home (তেমার বাড়ি)

Rural (গ্রামে) Sub n (আধাশহর)

wn (শহরে)

10. Your family income(আপনারপবিবারেরআয়)

2000-12000 taka/month 11 1-30000 taka/month above 00 taka/month

11. Who influence you to admit here(কারপরামর্শেতুমিএখানেভর্তিহয়েছ)?

- Parents/পিতামাতা
- Brothers/Sisters/ভাই/বোন
- Relatives/আতর্ীয়
- Own willing/নিজেনিজে
- Friends/বন্ধু
- Teacher/শিক্ষক
- Social Media/সামাজিকযোগাযোগমাধ্যম
- Mass media/গণযোগাযোগ মাধ্যম
- Do not know/জানানেই
- Others(please specify)/অন্যদেওদ্বারাউল্লেখকর

.....

12. Why did you admit here(অন্যদেওদ্বারাউল্লেখকর)

- For My future career(আমারভবিষ্যৎএরজন্য)
- Quick employment/তড়াতাড়িচাকরিরজন্য
- To get higher salary(বেশিবেতনেরচাকরিরজন্য)
- For higher studies/উচ্চশিক্ষারজন্য)
- To get better skill/অধিকতরদক্ষতাঅর্জনেরজন্য)
- Do not know/জানানেই
-

13. Do you believe Job opportunities are available for female student after completing TVET(তুমিকিমনেকরপড়ালেখাশেষকরারপরেমেয়েদেরজন্যচাকরিরসুযোগযথেষ্ট)?

YES NO

14. Various types of challenges for low enrollment of female student in TVET are mentioned below. Please give your opinion as (TVET তেকমশিক্ষার্থীনিবন্ধনেরজন্যবিভিন্নধরণেরচ্যালেঞ্জনীচেউল্লেখকরাহয়েছে।আপনারমতমতদিন)

Sl. No	Evaluation topics(challenges(মূল্যায়নবিষয়(চ্যালেঞ্জ)	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree অসম্মত)	Undecided কোনমত নেই)	Agree (সম্মত)	Strongly agree জোরাল ভাবে সম্মত
1	TVET social dignity is low for student and her family.(শিক্ষার্থীএবংতারপরিবারেরজন্যসামাজিকমর্যাদাকম)					
2	Security problem outside the home of female student((মেয়েশিক্ষার্থীরবাড়িরবাইরেনিরাপত্তাসমস্যা)					
3	Due to religious many parents don't want to send her girl faraway TVET institution(ধর্মীয়কারণেঅনেকপিতামাতারমেয়েকেদূরবর্তী TVET সংস্থাপাঠাতেচাননা)					
4	Low individual institute for the female students(মেয়েশিক্ষার্থীদেরজন্যস্বতন্ত্রইনস্টিটিউটকম)					
5	TVET institute is not available near to homeTVET (ইনস্টিটিউটবাড়িরকাছাকাছিপাওয়াযায়না)					
6	Low Accommodation/hostel facilities(স্বল্পআবাসন / ছাত্রাবাসেরসুবিধা)					
7	Most of the people/parents specially village people/parents do not know about TVETবেশিরভাগমানুষ / পিতামাতাইবিশেষতগ্রামেরমানুষ / পিতামাতা TVET সম্পর্কেজানেননা					
8	Technical Job field less for female comparatively male counterparts(মেয়েশিক্ষার্থীদেরজন্যকারিগরিচাকরিরক্ষেত্রকম)					
9	Poor parents/family background unable to bear educational cost of faraway TVET institutions(দরিদ্রপিতামাতারা / পারিবারিকপটভূমিদূরবর্তী TVETপ্রতিষ্ঠানেরশিক্ষামূলকব্যয়বহনকরতেঅক্ষম)					
10	Lack of appropriate vocational guidance and career counseling(উপযুক্তবৃত্তিমূলকনির্দেশিকাএবংপেশাপরামর্শেরঅভাব)					
11	Early marriage (বাল্যবিবাহ)					
12	Workplace/job place securityকর্মক্ষেত্র / কাজেরজায়গারসুরক্ষা					
13	Technology/subject wise job scope limited(প্রযুক্তি / বিষয়ভিত্তিককাজেরসুযোগসীমিত)					
14	Parental perceptions for educating girl's wastage of money(পিতামাতারউপলব্ধিমেয়েশিক্ষিতকরারজন্যঅর্থেরঅপচয়)					

15	Poor funding of vocational technical education programs(বৃত্তিমূলককারিগরিশিক্ষাকার্যক্রমতহবলিকম)					
16	Poor scholarship scheme and incentive for TVET female students(TVET শিক্ষার্থীদেরজন্যপ্রণোদনাএবংবৃত্তিপ্রকল্পকম)					
17	Low percentage (%) of admission quota for female student(মেয়ে শিক্ষার্থীদেরজন্যভর্তিরকোটাকমশতাংশ (%))					
18	Poor teacher quality for practical (শিক্ষকেরব্যবহারিককাজেরজন্যদক্ষতাকম)					
19	Poor workshop facilities such as skill man, materials, machines and equipment(দক্ষকর্মশালা, উপকরণ, মেশিনএবংসরঞ্জামগুলরিমতোদুর্বলওয়ার্কশপসুবিধা)					
20	Insufficient sanitary facilities(অপর্যাপ্তস্যানিটারিসুবিধা)					
21	Fear of threat and sexual harassment (হুমকিএবংযৌনহয়রানরিভয়)					
22	Poor curriculum not matching job market (নেম্মানরপাঠ্যক্রমকাজেরবাজাররেসাথেমিলেনা)					
23	Lack of industries experience of teacher(শিক্ষকেরশিল্পেরঅভিজ্ঞতারঅভাব)					
24	lack of planning andadequate monitoring of gender equalityপরিকল্পনাএবংলিঙ্গসমতারপর্যাপ্তঅভাব					
25	Unavailability of higher studies opportunities for TVET female studentTVET(মেয়ে শিক্ষার্থীদেরজন্যউচ্চতরপড়াশোনারসুযোগরেঅপ্রাপ্তি)					
26	Lack of industry institute link (শিল্পপ্রতিষ্ঠানেরসংযোগেরঅভাব)					
27	Job opportunity is not available near to ownhome.কাজেরসুযোগনিজেরবাড়িরকাছাকাছিপাওয়াযায়না।					
28	Lack of female friendly Quality TVET educationমেয়েবান্ধবগুণমানের TVET শিক্ষারঅভাব					

15. Various types of remedies for overcome low enrollment of female student in TVET are mentioned below. Please give your opinion as follows.

Sl. No	Evaluation topics(Remedies((মূল্যায়নবিষয়□□□□□□))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree অসম্মত)	Undec ided কোনম তামত নেই)	Agree (সম্মত)	Strong ly agree জোরা ল ভাবে সম্মত
1	Should be established individual institute for the female students different parts of the country(দেশের বিভিন্ন স্থানে মহিলা শিক্ষার্থীদের জন্য স্বতন্ত্র প্রতিষ্ঠান প্রতিষ্ঠা করা উচিত)					
2	Sufficient Budget should be insured for Technical and Vocational Education and Training.(কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণের জন্য পর্যাপ্ত বাজেটের বীমা করা উচিত)					
3	should be increased scholarship scheme and incentive for TVET female students (TVET মহিলা শিক্ষার্থীদের জন্য বৃত্তি প্রকল্প এবং প্রণোদনা বাড়ানো উচিত)					
4	Should be increased percentage(%) of admission quota for female student(মহিলা শিক্ষার্থীর ভর্তি কোটার শতাংশ (%) বৃদ্ধি করা উচিত)					
5	Planning and adequate monitoring of gender equality should be maintained(জেন্ডার সাম্যের জন্য পরিকল্পনা এবং পর্যাপ্ত পর্যবেক্ষণ বজায় রাখতে হবে)					
6	Higher studies opportunities for TVET female student should be increased (TVET মহিলা শিক্ষার্থীর উচ্চতর পড়াশোনার সুযোগ বাড়াতে হবে)					
7	To avoid threat and sexual harassment security should be insured in and outside the home of female student(যৌনহয়রানি হুমকি এবং এড়াতে সুরক্ষার জন্য মহিলা শিক্ষার্থীর বাড়ির অভ্যন্তরে এবং বাইরে ও □□□□□□□□□□নিরাপত্তাকরা উচিত)					
8	Accommodation/hostel facilities should be increased(আবাসন / ছাত্রাবাসের সুবিধা বাড়াতে হবে)					
9	Sanitary facilities should be increased(পর্যাপ্তস্যানিটারিসুবিধাবাড়াতে হবে)					
10	Classroom/workshop facilities should be modernized and increased(কর্মশালা, উপকরণ, মেশিন এবং সরঞ্জামগুলি ও যার্কশপ সুবিধা বাড়াতে হবে)					
11	Qualified academically sound and experienced teacher should be recruited maintain male female ratio and proper trained up all teachers.(যোগ্য শিক্ষক নিয়োগ ও নিয়োগের ক্ষেত্রে নারী পুরুষের অনুপাত ঠিক রাখতে হবে)					
12	Industry institute collaboration/linkage should be increased (শিল্প প্রতিষ্ঠানের সংযোগ বাড়াতে হবে)					
13	Through religious leaders, conscious people awareness can be created among people from all walks of life , including parents about girls education in TVET(ধর্মীয় নেতা ও সচেতন জনগণ দ্বারা পিতামাতা ও সাধারণ মানুষের মধ্যে জীবনের প্রতিটি ক্ষেত্রে নারী শিক্ষা সম্বন্ধে সচেতন করতে হবে)					
14	Parental perceptions should be changed for girl's education পিতামাতার উপলব্ধি মেয়ে শিক্ষিত করার জন্য অর্ধের অপচয়					

15	Social status of technical education in our country should be increased (দেশে কারিগরি শিক্ষার মর্যাদা বাড়াতে হবে)					
	Appropriate vocational guidance and career counseling should be maintained(সঠিককারিগরি দিক নির্দেশনা ও পেশা পরামর্শ প্রদান করতে হবে)					
17	Early marriage should banned completely(বাল্যবিবাহ সম্পূর্ণ বন্ধ করতে হবে)					
18	Technical Job field should be increased for female. (মেয়েদের জন্য কারিগরি চাকরী ক্ষেত্র বাড়াতে হবে)					
19	Technology/subject wise job scope should be increased.(বিষয় ভিত্তিক চাকরীর ব্যবস্থা বাড়াতে হবে)					
20	Curriculum should be modernized that matching job market (কারিকুলাম বাজারের নাখে মিল রেখে আধুনিককরণ করতে হবে)					
21	Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work (দেশের বিভিন্ন অংশেকলকারখানা নির্মাণ করতে হবে যাতে মেয়েরা তাদের বাড়ির পাশে চাকরীরপেতে পারে)					

APPENDIX-B

Previous Student(পূর্ববর্তীছাত্র)=B set

Questionnaires of Enrolment of female student in TVET

This research is carried out by the help of Research & Knowledge Management Cell. Directorate of Technical Education, Agargaon, Dhaka. To find out the challenges of enrolment of female student in technical education this research is very important.

That's why a report is how to overcome the challenges of enrolment of female student in TVET at Jashore district in Bangladesh. As a previous t student of technical education Cordial cooperation is expected in this data collection(Research & Knowledge Management Cell(এরসহায়তায়এইগবেষণাটিকরাহয়।কারিগরিশিক্ষাঅধিদপ্তর, আগারগাঁও, কারিগরিশিক্ষাছাত্রীভর্তিরচ্যালঞ্জেগুলিখুঁজেবেরেকরারজন্যএইগবেষণাটিঅত্যন্তগুরুত্বপূর্ণ।এজন্যএকটিপ্রতবিদেনকীভাবে বাংলাদেশেরযশোরজেলোতেTVETতেছাত্রছাত্রীভর্তিরচ্যালঞ্জেগুলিকাটিয়েউঠতেপারাযায়।কারিগরিশিক্ষারপূর্ববর্তীছাত্র হিসাবেএইতথ্যসংগ্রহেরক্ষত্রেআন্তরিকসহযোগিতাপ্রত্যাশতি)

N.B.: This information will be used only for research purpose for the enrolment female student in TVET at Jashore district in Bangladesh for institutional development only. Your name and address will be kept in completely secret(এইতথ্যকেবলমাত্রপ্রাতিষ্ঠানিকউন্নয়নেরজন্যবাংলাদেশেরযশোরজেলারটিভিইটিতেভর্তিচ্ছুছাত্রছাত্রীদে রগবেষণারউদ্দেশ্যেব্যবহারকরাহবে।আপনারনামএবংঠিকানা সম্পূর্ণগোপনরাখা হবে।)

Time: 45 Minutes

1. Name of the student (□□□):

2. Genderলিঙ্গ: Male (পুরুষ)Female(মহিলা)

. Address(ঠিকানা):

4. E-mail(ইমেইল):

5. Phone(ফোন):

6. Name of Technology/Course presently studying(বর্তমানঅধ্যয়নরতটেকনোলজিরনাম):

7.GPA of JSC/SSC/CGPA of diploma in engineering(জে.এস.সি / এস.এস.সি / সি.জি.পি.ইঞ্জিনিয়ারিংবিভাগেরজি.পি.এ)

JSC	SSC	CGPA	others

8. Duration of this Technology /Course (কোর্সেররসময়কাল)

9. Your home (তেমারবাড়ি)

Rural (গ্রামে) Sub n (আধাশহর)

wn(শহরে)

10. Your family income(আপনারপবিবারেরআয়)

2000-12000 taka/month 001-30000 taka/month above000 taka/month

11. Who influence you to admit here(কোরপরামর্শেতুমিএখানেভর্তিহয়েছ)?

- Parents/পিতামাতা
- Brothers/Sisters/ভাই/বোন
- Relatives/আতর্ীয়
- Own willing/নিজেনিজে
- Friends/বন্ধু
- Teacher/শিক্ষক
- Social Media/সামাজিকযোগাযোগমাধ্যম
- Mass media/গণমাধ্যম
- Do not know/জানানেই
- Others(please specify)/অন্যদেওদ্বারাউল্লেখকর

.....

12. Why did you admit here(অন্যদেওদ্বারাউল্লেখকর)

- For My future career(আমারভবিষ্যৎএরজন্য)
- Quick employment/তড়াতাড়িচাকরিরজন্য
- To get higher salaryবেশিবেতনেরচাকরিরজন্য)
- For higher studies/উচ্চশিক্ষারজন্য)
- To get better skill/অধিকতরদক্ষতাঅর্জনেরজন্য)
- Do not know/জানানেই
-

13. Do you believe Job opportunities are available for female student after completing TVET(তুমিকিমনেকরপড়ালেখাশেষকরারপরেমেয়েদেরজন্যচাকরিরসুযোগযথেষ্ট)?

YES NO

13. Why did you admit here(তুমি কেনএখানে ভর্তিহয়েছ)?

- For My future career(আমার ভবিষ্যৎ এর জন্য)
- Quick employment/তড়াতাড়ি চাকরির জন্য
- To get higher salaryবেশিবেতনেরচাকরিরজন্য

- For higher studies/উচ্চশিক্ষার জন্য
- To get better skill/অধিকতর দক্ষতা অর্জনের জন্য
- Do not know/জানা নেই
-

14. What are you doing now(তুমি এখন কি করছ)?

- Government job(সরকারী চাকরী)
- Private job(বেসরকারী চাকরী)
- Own business(নিজস্ব ব্যবসা)
- Housewife(গৃহিনী)
- Student(ছাত্র)
-

15.If you are employed what is the time required to get job? Please tick mark (√)(আপনি যদি কর্মরত থাকেন তবে চাকরি পাওয়ার জন্য প্রয়োজনীয় সময়টি কী? দয়া করে (√) টিক চিহ্ন দিন।)

0 month

- 0-6 month
- 6-12 month
- Above 12 month

16. Do you believe Job opportunities are available for female student after completing TVET(তুমি কি মনে কর পড়ালেখা শেষ করার পরে মেয়েদের জন্য চাকরির সুযোগ যথেষ্ট)?

YES/হ্যাঁ NO/না

17. If you have second change to study you choose (TVET আপনার পড়াশোনার দ্বিতীয়বার সুযোগ হলে আপনি কি পড়বেন?)

YES

NO

18. Will you receive support from your institution to find suitable job

(আপনি উপযুক্ত চাকরি খুঁজে পেতে আপনি কি আপনার প্রতিষ্ঠানের সমর্থন পান)?

Yes

No

19. Various types of challenges for low enrollment of female student in TVET are mentioned below. Please give your opinion as follows((TVET তে কম শিক্ষার্থী নিবন্ধনের জন্য বিভিন্ন ধরণের চ্যালেঞ্জ নীচে উল্লেখ করা হয়েছে। আপনার মতামত দিন)

Sl. No	Evaluation topics(challenges(মূল্যায়ন বিষয়(চ্যালেঞ্জ))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree (অসম্মত)	Undecided কোনম তামত নেই)	Agree (সম্ম ত)	Strongly agree জোরাল ভাবে
1	TVET social dignity is low for student and her family.(শিক্ষার্থী এবং তার পরিবারের জন্য সামাজিক মর্যাদা কম)					
2	Security problem outside the home of female student(মেয়ে শিক্ষার্থীর বাড়ির বাইরে নিরাপত্তা সমস্যা)					
3	Due to religious many parents don't want to send her girl faraway TVET institution(ধর্মীয় কারণে অনেক পিতামাতার মেয়েকে দূরবর্তী TVET সংস্থাপাঠাতে চান না)					
4	Low individual institute for the female students(মেয়ে শিক্ষার্থীদের জন্য স্বতন্ত্র ইনস্টিটিউট কম)					
5	TVET institute is not available near to home TVET(ইনস্টিটিউট বাড়ির কাছাকাছি পাওয়া যায় না)					
6	Low Accommodation/hostel facilities(স্বল্প আবাসন / ছাত্রাবাসের সুবিধা)					
7	Most of the people/parents specially village people/parents do not know about TVET বেশিরভাগ মানুষ / পিতামাতা ই বিশেষত গ্রামের মানুষ / পিতামাতা TVET সম্পর্কে জানেন না					
8	Technical Job field less for female comparatively male counterparts(মেয়ে শিক্ষার্থীদের জন্য কারিগরি চাকরির ক্ষেত্র কম)					
9	Poor parents/family background unable to bear educational cost of faraway TVET institutions(দরিদ্র পিতামাতারা / পারিবারিক পটভূমি দূরবর্তী TVET প্রতিষ্ঠানের শিক্ষামূলক ব্যয় বহন করতে অক্ষম)					
10	Lack of appropriate vocational guidance and career counseling উপযুক্ত বৃত্তিমূলক নির্দেশিকা এবং পেশাপরামর্শের অভাব					
11	Early marriage (বাল্যবিবাহ)					
12	Workplace/job place security কর্মক্ষেত্র / কাজের জায়গার সুরক্ষা					
13	Technology/subject wise job scope limited(প্রযুক্তি / বিষয়ভিত্তিক কাজের সুযোগ সীমিত)					

14	Parental perceptions for educating girl's wastage of money(পিতামাতারউপলব্ধিমেষেশিক্ষিতকরারজন্যঅর্থেরঅপচয়)					
15	Poor funding of vocational technical education programs(বৃত্তিমূলককারিগরিশিক্ষাকার্যক্রমতহবলিকম)					
16	Poor scholarship scheme and incentive for TVET female students(TVET শিক্ষার্থীদেরজন্যপ্রণোদনাএবংবৃত্তিপ্রকল্পকম)					
17	Low percentage(%) of admission quota for female student(মেয়ে শিক্ষার্থীদেরজন্যভর্তিরকোটাকমশতাংশ(%)					
18	Poor teacher quality for practical (শিক্ষকেরব্যবহারিককাজেরজন্যদক্ষতাকম)					
19	Poor workshop facilities such as skill man, materials, machines and equipment(দক্ষকর্মশালা, উপকরণ, মেশিনএবংসরঞ্জামগুলোরিমতোদুর্বলওয়ার্কশপসুবিধা)					
20	Insufficient sanitary facilities(অপর্যাপ্তস্যানিটারিসুবিধা)					
21	Fear of threat and sexual harassment (হুমকিএবংযৌনহয়রানরিভয়)					
22	Poor curriculum not matching job market (নম্নমানরপাঠ্যক্রমকাজেরবাজারেরসাথেমিলেনা)					
23	Lack of industries experience of teacher(শিক্ষকেরশিল্পেরঅভিজ্ঞতারঅভাব)					
24	lack of planning andadequate monitoring of gender equalityপরিকল্পনাএবংলিঙ্গসমতারপর্যাপ্তঅভাব					
25	Unavailability of higher studies opportunities for TVET female student(TVETমেয়ে শিক্ষার্থীদেরজন্যউচ্চতরপড়াশোনারসুযোগেরঅপ্রাপ্তি)					
26	Lack of industry institute link (শিল্পপ্রতিষ্ঠানেরসংযোগেরঅভাব)					
27	Job opportunity is not available near to ownhome. কাজেরসুযোগনিজেরবাড়িরকাছাকাছিপাওয়াযায়না।					
28	Lack of female friendly Quality TVET educationমেয়েবান্ধবগুণমানের TVET শিক্ষারঅভাব					

20. Various types of remedies for overcome low enrollment of female student in TVET are mentioned below. Please give your opinion as follows (TVET তে কম শিক্ষার্থী নিবন্ধনের জন্য বিভিন্ন ধরণের চ্যালেঞ্জ নীচে উল্লেখ করা হয়েছে। আপনার মতামত দিন)

Sl. No	Evaluation topics (Remedies (মূল্যায়ন বিষয় □□□□□□))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree অসম্মত)	Undecided কোনম তামত নেই)	Agree (সম্মত)	Strongly agree জোরাল ভাবে সম্মত
1	Should be established individual institute for the female students different parts of the country (দেশের বিভিন্ন স্থানে মহিলা শিক্ষার্থীদের জন্য স্বতন্ত্র প্রতিষ্ঠান প্রতিষ্ঠা করা উচিত)					
2	Sufficient Budget should be insured for Technical and Vocational Education and Training. (কারিগরি ও বৃত্তমূলক শিক্ষা ও প্রশিক্ষণের জন্য পর্যাপ্ত বাজেটের বীমা করা উচিত)					
3	should be increased scholarship scheme and incentive for TVET female students (TVET মহিলা শিক্ষার্থীদের জন্য বৃত্তি প্রকল্প এবং প্রণোদনা বাড়ানো উচিত)					
4	Should be increased percentage (%) of admission quota for female student (মহিলা শিক্ষার্থীর ভর্তি কোটার শতাংশ (%) বৃদ্ধি করা উচিত)					
5	Planning and adequate monitoring of gender equality should be maintained (জেন্ডার সাম্যের জন্য পরিকল্পনা এবং পর্যাপ্ত পর্যবেক্ষণ বজায় রাখতে হবে)					
6	Higher studies opportunities for TVET female student should be increased (TVET মহিলা শিক্ষার্থীর উচ্চতর পড়াশোনার সুযোগ বাড়তে হবে)					
7	To avoid threat and sexual harassment security should be insured in and outside the home of female student (যৌন হয়রানি হুমকি এবং এড়াতে সুরক্ষার জন্য মহিলা শিক্ষার্থীর বাড়ির অভ্যন্তরে এবং বাইর ও □□□□□□□□ নিরাপত্তা করা উচিত)					
8	Accommodation/hostel facilities should be increased (আবাসন / ছাত্রাবাসের সুবিধা বাড়তে হবে)					
9	Sanitary facilities should be increased (পর্যাপ্ত স্যানিটারি সুবিধা বাড়তে হবে)					
10	Classroom/workshop facilities should be modernized and increased (কর্মশালা, উপকরণ, মেশিন এবং সরঞ্জামগুলি ও যার্কশপ সুবিধা বাড়তে হবে)					
11	Qualified academically sound and experienced teacher should be recruited maintain male female ratio and proper trained up all teachers. (যোগ্য শিক্ষক নিয়োগ ও নিয়োগের ক্ষেত্রে নারী পুরুষের অনুপাত ঠিক রাখতে হবে)					
12	Industry institute collaboration/linkage should be increased (শিল্প প্রতিষ্ঠানের সংযোগ বাড়তে হবে)					
13	Through religious leaders, conscious people awareness can be created among people from all walks of life, including parents about girls education in TVET (ধর্মীয় নেতা ও সচেতন জনগণ দ্বারা পিতামাতা ও সাধারণ মানুষের মধ্যে জীবনের প্রতিটি ক্ষেত্রে নারী শিক্ষা সম্বন্ধে সচেতন করতে হবে)					

14	Parental perceptions should be changed for girl's education পিতামাতার উপলব্ধি মেয়েশিক্ষিত করার জন্য অর্থের অপচয়					
15	Social status of technical education in our country should be increased (দেশে কারিগরি শিক্ষার মর্যাদা বাড়াতে হবে)					
	Appropriate vocational guidance and career counseling should be maintained (সঠিক কারিগরি দিক নির্দেশনা ও পেশা পরামর্শ প্রদান করতে হবে)					
17	Early marriage should be banned completely (বাল্যবিবাহ সম্পূর্ণ বন্ধ করতে হবে)					
18	Technical Job field should be increased for female. (মেয়েদের জন্য কারিগরি চাকরী ক্ষেত্র বাড়াতে হবে)					
19	Technology/subject wise job scope should be increased. (বিষয় ভিত্তিক চাকরীর ব্যবস্থা বাড়াতে হবে)					
20	Curriculum should be modernized that matching job market (কারিকুলাম বাজারের নাখে মিল রেখে আধুনিককরণ করতে হবে)					
21	Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work (দেশের বিভিন্ন অংশে কলকারখানা নির্মাণ করতে হবে যাতে মেয়েরা তাদের বাড়ির পাশে চাকরীর পেতে পারে)					

APPENDIX-C

Teacher/management (□□□□□□/□□□□□□□□□□□□)=C Set

Questionnaires of Enrolment of female student in TVET

This research is carried out by the help of Research & Knowledge Management Cell, Directorate of Technical Education, Agargaon, Dhaka. To find out the challenges of enrolment of female student in technical education this research is very important.

That's why a report is how to overcome the challenges of enrolment of female student in TVET at Jashore district in Bangladesh. As a Teacher/management of technical education Cordial cooperation is expected in this data collection (Research & Knowledge Management Cell) (এর সহায়তায় এই গবেষণাটিকে করা হয়। কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, কারিগরি শিক্ষায় ছাত্রীভর্তির চ্যালেঞ্জগুলি খুঁজে বের করার জন্য এই গবেষণাটি অত্যন্ত গুরুত্বপূর্ণ। এজন্য একটি প্রতীকিত্বের দায়িত্ব হিসেবে বাংলাদেশের যশোর জেলাতে TVET তে ছাত্রীভর্তির চ্যালেঞ্জগুলি কাটিয়ে উঠতে পারা যায়। কারিগরি শিক্ষার শিক্ষক/ব্যবস্থাপনাই সাবে এই তথ্য সংগ্রহের ক্ষেত্রে আন্তরিক সহযোগিতা প্রত্যাশিত।

N.B.: This information will be used only for research purpose for the enrolment female student in TVET at Jashore district in Bangladesh for institutional development only. Your name and address will be kept in completely secret (এই তথ্য কেবলমাত্র প্রতীকিত্বের দায়িত্ব হিসেবে বাংলাদেশের যশোর জেলার TVET তে ছাত্রীভর্তির চ্যালেঞ্জগুলি কাটিয়ে উঠতে পারা যায়। আপনার নাম এবং ঠিকানা সম্পূর্ণ গোপন রাখা হবে।

Time: 45 Minutes

1. Teacher Name (নাম):
2. Gender Male Female
3. Institute/college name (ইনস্টিটিউট / কলেজের নাম):
4. E-mail (ইমেইল):
5. Phone (ফোন)
6. Technology/Course presently teaching (প্রযুক্তি / কোর্স বর্তমানে পাঠদান):
7. Duration of this Technology /Course (এই প্রযুক্তি / কোর্সের সময়কাল)

(N.B: If you are general teacher please skip question no 8, question no 8 is only for institution head/principal আপনি যদি সাধারণ শিক্ষক হন তবে অনুগ্রহ করে ৮ নম্বর প্রশ্নটি বাদ দিন, ৮ নং প্রশ্নটি কেবলমাত্র প্রধান / অধ্যক্ষের জন্য)

8.A. Teacher

Total teacher	Female teacher	Total vacant

8. B. Present student

Name of the technology /course	Total student	Female student	Total seat

9Do you believe Job opportunities are available for female student after completing TVET(তুমি কি মনে কর পড়ালেখা শেষ করার পরে মেয়েদের জন্য চাকরির সুযোগ যথেষ্ট)?

YES NO

10. Various types of challenges for low enrollment of female student in TVET are mentioned below. Please give your opinion as follows (TVET তেকমশিক্ষার্থীনিবন্ধনেরজন্যবিভিন্নধরণেরচ্যালেঞ্জনীচেউল্লেখকরাহয়েছে।আপনারমতামতদিন)

S 1. N o	Evaluation topics(challenges(মূল্যায়নবিষয়(চ্যালেঞ্জ))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree অসম্ম ত)	Undecided কোনম তামত নেই)	Agree (সম্ম ত)	Str ongly agr ee জো রা ল ভা বে
1	TVET social dignity is low for student and her family.(শিক্ষার্থীএবংতারপরিবারেরজন্যসামাজিকমর্যাদাকম)					
2	Security problem outside the home of female student(মেয়েশিক্ষার্থীরবাড়িরবাইরেনিরাপত্তাসমস্যা)					
3	Due to religious many parents don't want to send her girl faraway TVET institution(ধর্মীয়কারণেঅনেকপিতামাতাতারমেয়েকেদূরবর্তী TVET সংস্থাপাঠাতেচাননা)					
4	Low individual institute for the female students(মেয়েশিক্ষার্থীদেরজন্যস্বতন্ত্রইনস্টিটিউটকম)					

5	TVET institute is not available near to home TVET (ইনস্টিটিউট বাড়ির কাছাকাছি পাওয়া যায় না)					
6	Low Accommodation/hostel facilities (স্বল্প আবাসন / ছাত্রাবাসের সুবিধা)					
7	Most of the people/parents specially village people/parents do not know about TVET বেশিরভাগ মানুষ / পিতামাতা ই বিশেষত গ্রামের মানুষ / পিতামাতা TVET সম্পর্কে জানেন না					
8	Technical Job field less for female comparatively male counterparts (মেয়ে শিক্ষার্থীদের জন্য কারিগরি চাকরির ক্ষেত্র কম)					
9	Poor parents/family background unable to bear educational cost of faraway TVET institutions (দরিদ্র পিতামাতারা / পারিবারিক পটভূমি দুর্বলতী TVET প্রতিষ্ঠানের শিক্ষা মূলক ব্যয় বহন করতে অক্ষম)					
10	Lack of appropriate vocational guidance and career counseling (উপযুক্ত বৃত্তি মূলক নির্দেশিকা এবং পেশা পরামর্শের অভাব)					
11	Early marriage (বাল্যবিবাহ)					
12	Workplace/job place security কর্মক্ষেত্র / কাজের জায়গার সুরক্ষা					
13	Technology/subject wise job scope limited (প্রযুক্তি / বিষয়ভিত্তিক কাজের সুযোগ সীমিত)					
14	Parental perceptions for educating girl's wastage of money (পিতামাতার উপলব্ধি মেয়ে শিক্ষিত করার জন্য অর্থের অপচয়)					
15	Poor funding of vocational technical education programs (বৃত্তি মূলক কারিগরি শিক্ষা কার্যক্রম তহবিল কম)					
16	Poor scholarship scheme and incentive for TVET female students (TVET শিক্ষার্থীদের জন্য প্রণোদনা এবং বৃত্তি প্রকল্প কম)					
17	Low percentage(%) of admission quota for female student (মেয়ে শিক্ষার্থীদের জন্য ভর্তির কোটাকম শতাংশ (%))					
18	Poor teacher quality for practical (শিক্ষকের ব্যবহারিক কাজের জন্য দক্ষতাকম)					
19	Poor workshop facilities such as skill man, materials, machines and equipment (দক্ষ কর্মশালা, উপকরণ, মেশিন এবং সরঞ্জামগুলির মতো দুর্বল ওয়ার্কশপ সুবিধা)					
20	Insufficient sanitary facilities (অপর্যাপ্ত স্যানিটারি সুবিধা)					
21	Fear of threat and sexual harassment (হুমকি এবং যৌন হয়রানির ভয়)					

2 2	Poor curriculum not matching job market (নেমিমানরপাঠ্যক্রমকাজেরবাজারেরসাথেমিলেনা)					
2 3	Lack of industries experience of teacher(শিক্ষকেরশিল্পেরঅভিজ্ঞতারঅভাব)					
2 4	lack of planning andadequate monitoring of gender equalityপরিকল্পনাএবংলিঙ্গসমতারপর্যাপ্তঅভাব					
2 5	Unavailability of higher studies opportunities for TVET female studentTVET(মেয়ে শিক্ষার্থীদেরজন্যউচ্চতরপড়াশোনারসুযোগেরঅপ্রাপ্তি)					
2 6	Lack of industry institute link (শিল্পপ্রতিষ্ঠানেরসংযোগেরঅভাব)					
2 7	Job opportunity is not available near to ownhome. কাজেরসুযোগনিজেরবাড়িরকাছাকাছিপাওয়াযায়না।					
2 8	Lack of female friendly Quality TVET educationমেয়েবান্ধবগুণমানের TVET শিক্ষারঅভাব					

11. Various types of remedies for overcome low enrollment of female student in TVET are mentioned below. Please give your opinion as follows (TVET তে কম শিক্ষার্থী নিবন্ধনের জন্য বিভিন্ন ধরনের চ্যালেঞ্জ নীচে উল্লেখ করা হয়েছে। আপনার মতামত দিন)

Sl. No	Evaluation topics(Remedies(মূল্যায়ন বিষয় □□□□□□))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree অসম্মত)	Undec ided কোনম তামত নেই)	Agree (সম্মত)	Strong ly agree জোরা ল ভাবে সম্মত
1	Should be established individual institute for the female students different parts of the country(দেশের বিভিন্ন স্থানে মহিলা শিক্ষার্থীদের জন্য স্বতন্ত্র প্রতিষ্ঠান প্রতিষ্ঠা করা উচিত)					
2	Sufficient Budget should be insured for Technical and Vocational Education and Training.(কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণের জন্য পর্যাপ্ত বাজেটের বীমা করা উচিত)					
3	should be increased scholarship scheme and incentive for TVET female students (TVET মহিলা শিক্ষার্থীদের জন্য বৃত্তি প্রকল্প এবং প্রণোদনা বাড়ানো উচিত)					
4	Should be increased percentage(%) of admission quota for female student(মহিলা শিক্ষার্থীর ভর্তি কোটার শতাংশ (%) বৃদ্ধি করা উচিত)					
5	Planning and adequate monitoring of gender equality should be maintained(জেন্ডার সাম্যের জন্য পরিকল্পনা এবং পর্যাপ্ত পর্যবেক্ষণ বজায় রাখতে হবে)					
6	Higher studies opportunities for TVET female student should be increased (TVET মহিলা শিক্ষার্থীর উচ্চতর পড়াশোনার সুযোগ বাড়াতে হবে)					
7	To avoid threat and sexual harassment security should be insured in and outside the home of female student(যৌন হয়রানি ছেমকি এবং এড়াতে সুরক্ষার জন্য মহিলা শিক্ষার্থীর বাড়ির অভ্যন্তরে এবং বাইরে ও					

	□□□□□□□□নিরাপত্তাকরা উচতি					
8	Accommodation/hostel facilities should be increasedআবাসন/ ছাত্রাবাসরে সুবিধা বাড়াতে হবে					
9	Sanitary facilities should be increasedপর্যাপ্তস্যানিটারিসুবিধাবাড়াতে হবে					
10	Classroom/workshop facilities should be modernized and increased(কর্মশালা, উপকরণ, মেশিনএবংসরঞ্জামগুলিরিওয়ার্কশপসুবিধাবাড়াতে হবে)					
11	Qualified academically sound and experienced teacher should be recruited maintain male female ratio and proper trained up all teachers.(যোগ্য শিক্ষক নিয়োগ ও নিয়োগের ক্ষেত্রে নারী পুরুষের অনুপাত ঠিক রাখতে হবে)					
12	Industry institute collaboration/linkage should be increased (শিল্পপ্রতিষ্ঠানেরসংযোগ বাড়াতে হবে)					
13	Through religious leaders, conscious people awareness can be created among people from all walks of life , including parents about girls education in TVET(ধর্মীয় নেতা ও সচেতন জনগণ দ্বারা পিতামাতা ও সাধারণ মানুষের মধ্যে জীবনের প্রতিটি ক্ষেত্রে নারী শিক্ষা সম্বন্ধে সচেতন করতে হবে)					
14	Parental perceptions should be changed for girl's education পিতামাতারউপলব্ধিমেয়েশিক্ষিতকরারজন্যঅর্থেরঅপচয়					
15	Social status of technical education in our country should be increased (দেশে কারিগরি শিক্ষার মর্যাদা বাড়াতে হবে)					
	Appropriate vocational guidance and career counseling should be maintained(সঠিককারিগরি দিক নির্দেশনা ও পেশা পরামর্শ প্রদান করতে হবে)					
17	Early marriage should banned completely(বাল্যবিবাহ সম্পূর্ণ বন্ধ করতে হবে)					
18	Technical Job field should be increased for female. (মেয়েদের জন্য কারিগরি চাকরী ক্ষেত্র বাড়াতে হবে)					
19	Technology/subject wise job scope should be increased.(বিষয় ভিত্তিক চাকরীর ব্যবস্থা বাড়াতে হবে)					
20	Curriculum should be modernized that matching job market (কারিকুলাম বাজারের নাখে মিল রেখে আধুনিককরণ করতে হবে)					
21	Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work (দেশের বিভিন্ন অংশেকলকারখানা নির্মাণ করতে হবে যাতে মেয়েরা তাতেও বাড়ির পাশে চাকরীরপেতে পারে)					

APPENDIX-D

Guardians (□□□□□□□□)=D set

Questionnaires of Enrolment of female student in TVET

This research is carried out by the help of Research & Knowledge Management Cell, Directorate of Technical Education, Agargaon, Dhaka. To find out the challenges of enrolment of female student in technical education this research is very important.

That's why a report is how to overcome the challenges of enrolment of female student in TVET at Jashore district in Bangladesh. As a Teacher/management of technical education Cordial cooperation is expected in this data collection (Research & Knowledge Management Cell) (এর সহায়তায় এই গবেষণাটিকে করা হয়। কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, কারিগরি শিক্ষা অধিদপ্তর চ্যাংগোলি খুঁজে বের করার জন্য এই গবেষণাটি অত্যন্ত গুরুত্বপূর্ণ। এজন্য একটি প্রতিবেদন কীভাবে বাংলাদেশের যশোর জেলাতে TVET তে ছাত্রছাত্রীভর্তির চ্যাংগোলি খুঁজে বের করা যায়। শিক্ষার্থীর অভিভাবক হিসাবে এই তথ্য সংগ্রহের ক্ষেত্রে আন্তরিক সহযোগিতা প্রত্যাশিত।)

N.B.: This information will be used only for research purpose for the enrolment female student in TVET at Jashore district in Bangladesh for institutional development only. Your name and address will be kept in completely secret (এই তথ্য কেবলমাত্র প্রাথমিক উন্নয়ন রেজনে বাংলাদেশের যশোর জেলার TVET ভর্তি ছাত্রছাত্রীদের গবেষণার উদ্দেশ্যে ব্যবহার করা হবে। আপনার নাম এবং ঠিকানা সম্পূর্ণ গোপন রাখা হবে।)

Time: 45 Minutes

1. Name of the guardian: (নাম):

2. Gender লিঙ্গ: M (পুরুষ) female (মহিলা)

3. Address (ঠিকানা):

4. E-mail (ইমেইল):

5. Phone (ফোন):

:

6. Profession of guardian (অভিভাবকের পেশা):

- Engineering profession (ইঞ্জিনিয়ারিং পেশা)
- Teacher (শিক্ষক)
- Private job (বেসরকারী চাকরী)
- Farmer (□□□□)
- Business man (ব্যবসায়ী).....

9. Your home (□□□□□□□□□□)

Rural / Sub town (আধাশ Town/□□□□

10. Do you know about TVET (□□□□□□ TVET সম্পর্কে জানেন)?

YES NO

11. By whom influence you have admitted your children here? Please tick mark(√). Answer may be one more (আপনি এখানে কার পরামর্শে আপনার বাচ্চাদের ভর্তি করেছেন? দয়াকরে টিক চিহ্ন দিন (√)। উত্তরটি আরও একটি হতে পারে)

- Relatives (আত্মীয়)
- Own Willing (নিজের ইচ্ছাই)
- Friends (বন্ধুরা)
- Teacher (শিক্ষক)
- Social Media (সোশ্যাল মিডিয়া)
- Mass media (গণমাধ্যম)
- Do not know (জানিনা)
- Others (please specify (অন্যান্য দয়াকরে নির্দিষ্ট করুন)

.....

12. Why did you admit into your children here? Please tick mark(√). Answer may be one more (You আপনি এখানে কেন আপনার বাচ্চাদের ভর্তি করাছিলেন? দয়া করে টিক চিহ্ন (√) দিন উত্তর আরও একটি হতে পারে)..

- His/her future career (তার ভবিষ্যত কর্ম জীবন এর জন্য)
- Quick employment (তাড়াতাড়ি চাকরির জন্য)
- To get higher salary (বেশি বেতনের চাকরির জন্য)
- For higher studies (উচ্চশিক্ষার জন্য)
- To get better skill (অধিকতর দক্ষতা অর্জনের জন্য)
- Do not know (জানা নেই)
-

13 Do you believe Job opportunities are available for female student after completing TVET (আপনি কি মনে করেন পড়ালেখা শেষ করার পরে মেয়েদের জন্য চাকরির সুযোগ যথেষ্ট)?

YES/ NO/

14. Various types of challenges for low enrollment of female student in TVET are mentioned below. Please give your opinion as follows (TVET তে কম শিক্ষার্থী নিবন্ধনের জন্য বিভিন্ন ধরণের চ্যালেঞ্জ নীচে উল্লেখ করা হয়েছে। আপনার মতামত দিন)

Sl. No	Evaluation topics(challenges(মূল্যায়নবিষয়(চ্যালেঞ্জ))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree (অসম্মত)	Undecided কোন মতাম ত নেই)	Agree (সম্মত)	Str ongly agr ee জো রাল ভা বে
1	TVET social dignity is low for student and her family.(শিক্ষার্থীএবংতারপরিবারেরজন্যসামাজিকমর্যাদাকম)					
2	Security problem outside the home of female student(মেয়েশিক্ষার্থীরবাড়িরবাইরেনিরাপত্তাসমস্যা)					
3	Due to religious many parents don't want to send her girl faraway TVET institution(ধর্মীয়কারণেঅনেকপিতামাতাতারমেয়েকেদূরবর্তী TVET সংস্থাপাঠাতেচাননা)					
4	Low individual institute for the female students(মেয়েশিক্ষার্থীদেরজন্যস্বতন্ত্রইনস্টিটিউটকম)					
5	TVET institute is not available near to homeTVET(ইনস্টিটিউটবাড়িরকাছাকাছিপাওয়াযায়না)					
6	Low Accommodation/hostel facilities(স্বল্পআবাসন / ছাত্রাবাসেরসুবিধা)					
7	Most of the people/parents specially village people/parents do not know about TVETবেশিরভাগমানুষ / পিতামাতাইবিশেষতগ্রামেরমানুষ / পিতামাতা TVET সম্পর্কেজানেননা					
8	Technical Job field less for female comparatively male counterparts(মেয়েশিক্ষার্থীদেরজন্যকারিগরিচাকরিরক্ষেত্রকম)					
9	Poor parents/family background unable to bear educational cost of faraway TVET institutions(দরিদ্রপিতামাতারা / পারিবারিকপটভূমিদূরবর্তী TVETপ্রতিষ্ঠানেরশিক্ষামূলকব্যয়বহনকরতেঅক্ষম)					
10	Lack of appropriate vocational guidance and career counselingউপযুক্তবৃত্তিমূলকনির্দেশিকাএবংপেশাপরামর্শেরঅভাব					
11	Early marriage (বাল্যবিবাহ)					
12	Workplace/job place securityকর্মক্ষেত্র / কাজেরজায়গারসুরক্ষা					
13	Technology/subject wise job scope limited(প্রযুক্তি / বিষয়ভিত্তিককাজেরসুযোগসীমিত)					

14	Parental perceptions for educating girl's wastage of money(পিতামাতারউপলব্ধিমেষেশিক্ষিতকরারজন্যঅর্থেরঅপচয়)					
15	Poor funding of vocational technical education programs(বৃত্তিমূলককারিগরিশিক্ষাকার্যক্রমতহবলিকম)					
16	Poor scholarship scheme and incentive for TVET female students(TVET শিক্ষার্থীদেরজন্যপ্রণোদনাএবংবৃত্তিপ্রকল্পকম)					
17	Low percentage(%) of admission quota for female student(মেয়ে শিক্ষার্থীদেরজন্যভর্তিরকোটাকমশতাংশ (%))					
18	Poor teacher quality for practical (শিক্ষকেরব্যবহারিককাজেরজন্যদক্ষতাকম)					
19	Poor workshop facilities such as skill man, materials, machines and equipment(দক্ষকর্মশালা, উপকরণ, মেশিনএবংসরঞ্জামগুলোরিমতোদুর্বলওয়ার্কশপসুবিধা)					
20	Insufficient sanitary facilities(অপর্যাপ্তস্যানিটারিসুবিধা)					
21	Fear of threat and sexual harassment (হুমকিএবংযৌনহয়রানরিভয়)					
22	Poor curriculum not matching job market (নম্নমানরপাঠ্যক্রমকাজেরবাজারেরসাথেমিলেনা)					
23	Lack of industries experience of teacher(শিক্ষকেরশিল্পেরঅভিজ্ঞতারঅভাব)					
24	lack of planning andadequate monitoring of gender equalityপরিকল্পনাএবংলিঙ্গসমতারপর্যাপ্তঅভাব					
25	Unavailability of higher studies opportunities for TVET female student(TVETমেয়ে শিক্ষার্থীদেরজন্যউচ্চতরপড়াশোনারসুযোগেরঅপ্রাপ্তি)					
26	Lack of industry institute link (শিল্পপ্রতিষ্ঠানেরসংযোগেরঅভাব)					
27	Job opportunity is not available near to ownhome. কাজেরসুযোগনিজেরবাড়িরকাছাকাছিপাওয়াযায়না।					
28	Lack of female friendly Quality TVET educationমেয়েবান্ধবগুণমানের TVET শিক্ষারঅভাব					

15. Various types of remedies for overcome low enrollment of female student in TVET are mentioned below. Please give your opinion as follows (TVET তে কম শিক্ষার্থী নিবন্ধনের জন্য বিভিন্ন ধরণের চ্যালেঞ্জ নীচে উল্লেখ করা হয়েছে। আপনার মতামত দিন)

Sl. No	Evaluation topics (Remedies (মূল্যায়ন বিষয় □□□□□□))	Strongly Disagree জোরাল ভাবে অসম্মত)	Disagree অসম্মত)	Undecided কোনম তামত নেই)	Agree (সম্মত)	Strongly agree জোরাল ভাবে সম্মত
1	Should be established individual institute for the female students different parts of the country (দেশের বিভিন্ন স্থানে মহিলা শিক্ষার্থীদের জন্য স্বতন্ত্র প্রতিষ্ঠান প্রতিষ্ঠা করা উচিত)					
2	Sufficient Budget should be insured for Technical and Vocational Education and Training. (কারিগরি ও বৃত্তমূলক শিক্ষা ও প্রশিক্ষণের জন্য পর্যাপ্ত বাজেটের বীমা করা উচিত)					
3	should be increased scholarship scheme and incentive for TVET female students (TVET মহিলা শিক্ষার্থীদের জন্য বৃত্তি প্রকল্প এবং প্রণোদনা বাড়ানো উচিত)					
4	Should be increased percentage (%) of admission quota for female student (মহিলা শিক্ষার্থীর ভর্তি কোটার শতাংশ (%) বৃদ্ধি করা উচিত)					
5	Planning and adequate monitoring of gender equality should be maintained (জেন্ডার সাম্যের জন্য পরিকল্পনা এবং পর্যাপ্ত পর্যবেক্ষণ বজায় রাখতে হবে)					
6	Higher studies opportunities for TVET female student should be increased (TVET মহিলা শিক্ষার্থীর উচ্চতর পড়াশোনার সুযোগ বাড়তে হবে)					
7	To avoid threat and sexual harassment security should be insured in and outside the home of female student (যৌন হয়রানি হুমকি এবং এড়াতে সুরক্ষার জন্য মহিলা শিক্ষার্থীর বাড়ির অভ্যন্তরে এবং বাইর ও □□□□□□□□ নিরাপত্তা করা উচিত)					
8	Accommodation/hostel facilities should be increased (আবাসন / ছাত্রাবাসের সুবিধা বাড়তে হবে)					
9	Sanitary facilities should be increased (পর্যাপ্ত স্যানিটারি সুবিধা বাড়তে হবে)					
10	Classroom/workshop facilities should be modernized and increased (কর্মশালা, উপকরণ, মেশিন এবং সরঞ্জামগুলি ও যার্কশপ সুবিধা বাড়তে হবে)					
11	Qualified academically sound and experienced teacher should be recruited maintain male female ratio and proper trained up all teachers. (যোগ্য শিক্ষক নিয়োগ ও নিয়োগের ক্ষেত্রে নারী পুরুষের অনুপাত ঠিক রাখতে হবে)					
12	Industry institute collaboration/linkage should be increased (শিল্প প্রতিষ্ঠানের সংযোগ বাড়তে হবে)					
13	Through religious leaders, conscious people awareness can be created among people from all walks of life, including parents about girls education in TVET (ধর্মীয় নেতা ও সচেতন জনগণ দ্বারা পিতামাতা ও সাধারণ মানুষের মধ্যে জীবনের প্রতিটি ক্ষেত্রে নারী শিক্ষা সম্বন্ধে সচেতন করতে হবে)					

14	Parental perceptions should be changed for girl's education পিতামাতার উপলব্ধি মেয়েশিক্ষিত করার জন্য অর্থাৎ অপচয়					
15	Social status of technical education in our country should be increased (দেশে কারিগরি শিক্ষার মর্যাদা বাড়াতে হবে)					
	Appropriate vocational guidance and career counseling should be maintained (সঠিক কারিগরি দিক নির্দেশনা ও পেশা পরামর্শ প্রদান করতে হবে)					
17	Early marriage should be banned completely (বাল্যবিবাহ সম্পূর্ণ বন্ধ করতে হবে)					
18	Technical Job field should be increased for female. (মেয়েদের জন্য কারিগরি চাকরী ক্ষেত্র বাড়াতে হবে)					
19	Technology/subject wise job scope should be increased. (বিষয় ভিত্তিক চাকরীর ব্যবস্থা বাড়াতে হবে)					
20	Curriculum should be modernized that matching job market (কারিকুলাম বাজারের সাথে মিল রেখে আধুনিককরণ করতে হবে)					
21	Need to build enough factories/industry in different parts of the country so that the girls from the nearby areas have the opportunity to work (দেশের বিভিন্ন অংশে কারখানা নির্মাণ করতে হবে যাতে মেয়েরা তাদের বাড়ির পাশে চাকরীর পেতে পারে)					

APPENDIX-E
Sample size distribution

Level of education	Institution type	Number of institute	Number of Sample institute	Teacher	Present student	TVET Graduate	Gurdian's	
Diploma	Government	2	2	12	16	8	4	
	Private	13	8	8	30	15	10	
H.S.C (B.M)	Government	1	1	2	3	2	2	
	MPO/Private	42	6	9	15	9	6	
S.S.C(VOC ATIONAL)	Government	2	2	4	6	4	4	
	MPO/Private	52	8	5	20	12	8	
Total		112	27	40	80	50	34	204

APPENDIX-F

Institutional data									
SL NO	Upazila	Institute type	Institute name	Total teacher	female teacher	male teacher	total student	Female student	male student
1	ABHAYNAGAR	POLYTECHNIC INSTITUTE	NOWAPARA MODEL POLYTECHNIC INSTITUTE	16	5	11	130	50	80
2	ABHAYNAGAR	POLYTECHNIC INSTITUTE	OXFORD POLYTECHNIC INSTITUTE	8	1	7	117	36	81
3	ABHAYNAGAR	TECHNICAL SCHOOL AND COLLEGE	UTTAR ABHAYNAGAR TECHNICAL SCHOOL AND COLLEGE	10	2	8	178	52	126
4	ABHAYNAGAR	POLYTECHNIC INSTITUTE	AKIJ ENGINEERING INSTITUTE	18	1	17	355	52	303
5	BAGHER PARA	H.S.C (B.M INDEPENDENT)	JADABPUR TECHNICAL SCHOOL AND BUSINESS MANAG	7	2	5	138	20	118
6	CHAUGACHHA	INSTITUTE OF HEALTH TECHNOLOGY	CHOWGACHA MEDICAL INSTITUTE AND TECHNOLOGY	8	3	5	50	10	40
7	CHAUGACHHA	S.S.C(VOCATIONAL INDEPENDENT)	CHOWGACHA SHADOT PILOT HIGH SCHOOL	5	1	4	122	13	109
8	JHIKARGACHHA	H.S.C (B.M INDEPENDENT)	KHOSHAL NAGAR TECHNICAL AND B-M COLLEGE	6	0	6	65	17	48
9	KESHABPUR	S.S.C(VOCATIONAL INDEPENDENT)	BALIADANGA SURBAJANIN DEBALAY TECHNICAL HIGH S	9	1	8	170	34	136
10	KESHABPUR	H.S.C (B.M INDEPENDENT)	KESHAB PUR POURA KARIGORI AND COMMERCE COLLE	5	1	4	45	11	34
11	KESHABPUR	S.S.C(VOCATIONAL INDEPENDENT)	MUKTIZODHA TECHNICAL HIGH SCHOOL	5	1	4	114	13	101
12	KESHABPUR	POLYTECHNIC INSTITUTE	SHAHEED SMRITY POLYTECHNIC INSTITUTE	7	0	7	37	6	31
13	JASHORE SADOR	POLYTECHNIC INSTITUTE	BCMC COLLEGE OF ENGINEERING & TECHNOLOGY	48	4	44	1026	81	945
14	JASHORE SADOR	POLYTECHNIC INSTITUTE	JESSORE POLYTECHNIC INSTITUTE	48	12	36	3704	488	3216
15	JASHORE SADOR	H.S.C (B.M INDEPENDENT)	JESSORE TECHNICAL AND MANAGEMENT COLLEGE	8	4	4	323	60	263
16	JASHORE SADOR	POLYTECHNIC INSTITUTE	JESSORE TECHNICAL SCHOOL AND COLLEGE	12	1	11	817	90	727
17	JASHORE SADOR	POLYTECHNIC INSTITUTE	KAPOTAKKHO POLYTECHNIC COLLEGE	11	3	8	124	20	104
18	JASHORE SADOR	POLYTECHNIC INSTITUTE	MODEL POLYTECHNIC INSTITUTE	26	4	22	910	145	765
19	JASHORE SADOR	POLYTECHNIC INSTITUTE	MUSLIM AID INSTITUTE OF TECHNOLOGY (MAT)	24	6	18	646	99	547
20	JASHORE SADOR	POLYTECHNIC INSTITUTE	TOKYO BANGLA POLYTECHNIC INSTITUTE	7	1	6	113	40	73
21	JASHORE SADOR	VOCATIONAL INSTITUTE	TEXTILE VOCATIONAL INSTITUTE, JESSORE	9	2	7	151	45	106
22	JASHORE SADOR	INSTITUTE OF HEALTH TECHNOLOGY	DR.MESBAH-UR-RAHAAN MEDICAL TECHNOLOGY COLLEGE	32	8	24	358	166	192
23	JASHORE SADOR	TECHNICAL TRAINING CENTER	JASHORE TECHNICAL TRAINING CENTER	11	3	8	235	90	145
24	MANIRAMPUR	S.S.C(VOCATIONAL INDEPENDENT)	CHINA TOLA TECHNICAL HIGH SCHOOL	7	1	6	80	30	50
25	MANIRAMPUR	POLYTECHNIC INSTITUTE	MANIRAMPUR MODEL POLYTECHNIC INSTITUTE	6	1	5	33	14	19
26	MANIRAMPUR	S.S.C(VOCATIONAL INDEPENDENT)	MONIRAMPUR TECHNICAL VOCATIONAL INSTITUT	6	1	5	105	17	88
27	MANIRAMPUR	TECHNICAL SCHOOL AND COLLEGE	MOSIAHATI AKHAYA GIRLS TECHNICAL SCHOOL AND CO	5	1	4	101	30	71
				364	70	294	10247	1729	8518
					19.23	81%		17%	83%