

**Exploring the Advantages of labour market suitable
language skill for diploma engineers in global job
market**

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Acronyms

ADB: Asian Development Bank

BBS: Bangladesh Bureau of Statistics

BTEB: Bangladesh Technical Education Board

CBT&A: Competency Based Training and Assessment

DTE: Directorate of Technical Education

EU: European Union

FGD: Focus Group Discussion

JICA: Japan Investment Cooperation Association

MoE: Ministry of Education

NSDC: National Skills Development Council

NSPR: National Strategy for Accelerated Poverty Reduction

NTVQF: National Technical and Vocational Qualification Framework

LMSL: Labor Market Suitable Language

OIC: Organization of Islamic Country

SPSS: Statistical Program for Social Science

TVET: Technical and Vocational Education and Training

WB: World Bank

Acknowledgement

An objective of TVET of Bangladesh is to standardize diploma graduates skills internationally and also build them up to the global job market demand. From this point of view I hope this study “Exploring the advantages of labour market suitable language skill for diploma engineers in global job market” will helps the TVET planers for making policies.

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Executive Summary

It is impossible to ensure job for all of the diploma graduates only by the internal job market of Bangladesh. There is no alternative to entering the international job market by acquiring language skills to ensure employment for all diploma graduates. The most important qualification to enter the international job market is to acquire proficiency in foreign language learning used in the job market. In addition to the technical skills of Bangladeshi diploma graduates, if the most widely used labor market language is taught to student, both employment and higher education abroad become easier. The main goal of this research is to make the diploma graduates acquire technical skills as well as realize the importance of international language education.

Methodology

This study integrated quantitative and qualitative approaches. We directs a survey and want to explore the advantages and scopes having skill in foreign language as per labor market. The study is based on primary and secondary data. Key informant interviews (KII) and Focus Group Discussion (FGD) was conducted to collect primary data. Secondary data are collected through desk review.

Key Findings

Adding foreign language courses to the curriculum will facilitate employment for more diploma graduates. Different countries will have confit to recruit Bangladeshi Diploma graduates. Countries from different part of the world will be interested to invest in language learning sector of TVET. Diploma graduates will be able to establish themselves in advanced careers by utilizing technical as well as language skills. The key findings in line with the aims of the study are described below:

Advantages having labor market suitable language skill

◆ It is found that a more than half (55.2%) of diploma graduates (abroad) and majority (60%) diploma graduates(local) thoughts similarly about the advantages they avail. Twelve (12) Recruiting agent among 24 also thoughts same that having labor market suitable language skill gets more advantages in respect of salary, designation, good will and to switch job than others.

◆ Every diploma graduates have some technical skill. So it is very much necessary to adept international Job market suitable language with the technical skill for every diploma graduates. About two third (65.6%) of diploma graduates (abroad) and two third (65%) of diploma graduates (local) think labor market suitable language with practical working skill is the most attractive qualification It will give him scope for cope up with global job market.

◆ Majority (70.8%) of diploma graduates (abroad) and majority (67%) of diploma graduates (local) thinks language skill with technical skill is the biggest criteria to enter into China, Korea, Japan, Malaysia, Singapore etc. It is an essential criteria to enter into the job market of these countries is to speaking as native language.

◆ Almost all (97%) diploma graduates (abroad) and most (84%) of diploma graduates (local) think that foreign language will increase the rate of development rapidly of a diploma graduates while working with foreign engineers. Language proficiency gives chances to exchange knowledge and experiences between the diploma graduates and foreign engineers.

◆ Around half of the graduates (46.8%) diploma graduates (abroad) and more than half (54%) diploma graduates (local) think there are many advantages of language skill at the beginning of job. At the beginning of job foreign language skill provides extra facilities to diploma graduates in international job market.

◆ Almost all (97%) of diploma graduates (abroad) and majority (81%) diploma graduates (local) put their opinion about companies benefits from the employees skill of language. The company get advantages from the employees (diploma graduates) language skill.

Scopes having labor market suitable language skill

◆ Half of the recruiting agent (50%) think that there are a chance to change job among job change, better salary, better designation and goodwill. More than fifty percent graduates of local and abroad means that there are better opportunities for the diploma graduates who are adept in labor market suitable language than other such as better salary, better designation, goodwill and better chance to switch job.

◆ Labor market suitable second language along with English language is a potential qualification to make a various and dynamic career. Around half (44.8%) of diploma graduates (abroad) think that market suitable language with English is the most important qualification to build a various career.

◆ A significant percentage (40%) of diploma graduates (abroad) and around half (44%) of diploma graduates (local) think that man with multiple languages can cope up with international labor market easily. In respect of changeable international job market diploma graduates with multiple language proficiency can cope up and sustain easily.

◆ Remittance inflow will multiply if we send our diploma graduates in international job market with an addition of language skill.

Need to incorporate labor market suitable language in the Curriculum

◆ All of the instructor/Trainer (100%) of TTC and language training institute think there is a need for inclusion of labor market suitable language into the curriculam and majority (81%) diploma graduates (local) think same. Thus it is found that there are a need for inclusion of labor market suitable language in the diploma engineering curriculam to make diploma graduates as international market demand.

◆ The most frequent answers from the instructors/Trainers shows that top four (4) languages for Bangladeshi diploma graduates are Chinese, Japanese, Korean and Arabic as per global job market demand.

◆ The most frequent answers from the instructors/Trainers shows that Duration of language course maybe one semester (6 months) long.

◆ The most frequent answers from the instructors/Trainers shows that The 8th semester is the best and potential period for learning a foreign language.

◆ All of the (100%) instructor/trainer of TTC and language learning institute think that higher study will be easier if diploma graduates learn one foreign language during their diploma engineering course. Again almost all (96%) diploma graduates (local) think that language proficiency will need for education after entering into international job market. So adepting foreign language can create higher education pathway for Bangladeshi diploma graduates.

◆ The most frequent answers from the instructors/Trainers is, there are a lack of language learning institute across the country.

Major Recommendations

Several recommendations have been made in this study based on the findings. The recommendations are presented under the following sections in line with the aims:

Advantages having labor market suitable language skill

- ◆ It is found that the diploma graduates who are skilled in Labor Market Suitable Language gets better salary , better designation, have goodwill and have a chance to switch job. So, dissemination should necessary to the diploma engineers to learn one labor market suitable foreign language as per global job market.
- ◆ To march with globalization every diploma engineer should learn a second language as per global market. So, policy initiatives need to be taken to survey which language would preferable for Bangladeshi diploma graduates as per foreign labor market.
- ◆ Minimum one foreign language should be included into the syllabus as per global market demand.
- ◆ The most preferable second language for Bangladeshi diploma graduates are Chinese, Japanese, Korean and Arabic.
- ◆ There are a need for establish of a foreign language club in every polytechnic institute. Where student can practices foreign language.

Need to incorporate labor market suitable language skill in the Curriculum

- ◆ Demandable top three (3) language are Japanese, Korean and Chinese. A pilot project can introduce in one polytechnic institute to train the diploma graduates by one of those language.
- ◆ It is the high time to add minimum one of the language among Chinese, Korean, Japanese and Arabic in the diploma engineering curriculum. So policy should initiate to convince/ attract these countries and donor organization like as World Bank, ADB, JICA to invest our TVET sector regarding foreign language/culture.
- ◆ Diploma engineering students will learn one (1) foreign language within a period of 6 months of 8th semester. So it will be possible to learn the language by keeping the current course accordingly. There is no need to make any major changes in the current curriculum. Since there is no course other than industrial training in the 8th phase, this time will come in handy for them.
- ◆ The curriculum is good enough, but no proper direction of higher education in abroad. So, policy should be initiate to creating higher education pathway besides job in foreign country. So a theoretical course can be added to learn the basic of a foreign language in the diploma engineering course structure and the course duration may one semester.

◆ Students from all the districts where there is TTCs will go to TTC and learn foreign languages. Where there is no TTC, students will go to the TTC in the adjoining district to learn the language. Students of Dhaka district will learn one (1) foreign language from a private language training institute.

Chapter-One

Introduction

Chapter 1: Introduction

1.1 Background of the study

The most important medium of communication is Language. The usages of language in the employment sector and in education is beyond description. For this reason the developed countries and developing countries are giving emphasis on their mother language. Just as the countries of Europe and America have given priority to English in employment and education in their countries, Same as Korea, China, Japan have given priority to their languages respectively. That clearly make sense that every country in his labor market, communication in that country's language is considered essential. Which can be called the language of the labor market.

The most widely used Languages in the World is Mandarin Chinese (1.1 billion speakers),English (983 million speakers),Hindustani (544 million speakers),Spanish (527 million speakers),Arabic (422 million speakers),Malay (281 million speakers). (World Languages and Cultures,2019). One of the most impressive skills and qualifications in the countries is to know the language of the country concerned. Bangladesh and Japan signed a memorandum of Cooperation on accepting specified skilled workers by Japan from Bangladesh. In which Japanese language proficiency test and skill proficiency test are the basic requirement to be selected as specific skilled worker. (The Daily Star, 2019, August 27). Not only in abroad but also in country the people who has better skill with communication in different language have great demand in Job market at different multinational company. In the multinational standard hotels, restaurant or even in tourism sector people with different language skill have great opportunity to work and earn good money.

Bangladesh is a highly density full country. Every year millions of graduates completing their graduation and competition in job market newly. It is a unique idea to our country that language skill in different language could be a way out from the unemployment. It's very clear and obvious that language knowledge can help our Diploma graduates to present themselves as a strong competitor in international job market.

1.2 Statement Of the problem

Technical and Vocational Education & Training (TVET) System is the vocational education provider in Bangladesh. In a larger view we can say that vocational education system is the only one from which system student can learn different types of work skill practically. Public polytechnic Institute offer 4-years diploma in engineering which is accredited by BTEB. There are 32 trades/specializations for diploma in engineering where the seat capacity for enrolment is 49,300 in government polytechnic institutes and Technical school and colleges. (BTEB annual report 2018-19). A very few number of students passed from government polytechnic institutes are having opportunity to achieve higher education in country and abroad however some of them are very lucky so that they can get opportunity to enter in international labor market. Each year a huge number of students completed their diploma engineering programme and they are making labor market even more competitive. As now a days student are being more interested to study TVET and government of Bangladesh have set a target to increase TVET student upto 50% of the total students within 2040 (BTEB Annual Report 2018-19). Surely this target will be achieved step by step on the other hand competition in labor market also getting/ being more competitive .The Government employment facilities in Bangladesh is very narrow as a result a big number from this diploma engineers are depending on private sector also not have much vacancy to filled up this diploma engineers demand. As a result of all these limitations there are no other option left without entering the job market of Korea, Japan, Malaysia, middle east and other international job market. If TVET student cannot perform in this international labor market properly they have to be unemployed years after years.

In Bangladesh diploma graduates are being skilled in a specific skill programme and end of the day when they complete their course from TVET they are being counted or treated skilled in just one specific trade or technology. In each year all those diploma engineers coming in job market newly, according to technology all of them are nearly with same skill & experience. They really do not have new something in their work skill as the result most of the time they can not meet up the demand of labor market. This is very obvious that national & international labor market is changing in every single moment. It is very important question that, what the changes we have made in our diploma engineering sector to create different types of skill graduate to meet up the ongoing market demand? The answer is simply a big 'NO'. In this connection we can say that along with our neighbour country like as India and other developing countries of the world they are changing their TVET curricula almost each

year to create real skilled diploma graduates. Who will have expected skill and can perform right way to meet up the diversational job market demand. Finally we can see that in international job market those countries have much more strong position than us.

Now a days our diploma graduates are entering in international job market. To perform in international job market they are facing many types of hindrance and language barrier is one of the most strongest. Our TVET has very weak language skill comparatively with any other countries TVET graduates. Almost 1.1 billion people of the world presently speaks in Chinese language, 983 million speaks in English, 544 million speaks in Hindi, 527 million speaks in Spanish, 422 million speaks in Arabic, 281 million speaks in Malay (World Languages and Cultures, 2019). In this connection we can say that it is very important to define that whether it is important or not to learn foreign languages. More specifically where we can see in multinational companies, hotel, motels and Tourism language diversity is one of the most.

This is a matter of analysis that, how diploma engineers with different language skill get more privilege than the diploma engineers with less or few language efficiency in terms of having new job, changing better job and better salary. According to “Education policy 2010”, it is very emphasized to gain primary language skill of those countries who are interested to recruit manpower from our country (NEP, 2010). Finally I have operated a survey to know peoples opinion on the following questions: How can one be beneficiary to by learning labor market suitable language in terms of present storm of globalization, performing better in international labor market as well as create a huge employment of diploma engineers?

As most of the diploma graduates are to looking for job in international job market there are a need for inclusion of labor market suitable foreign language in their curriculum. But there are no direction to learn labor market suitable language in the curriculum. This is a problem for jobs in abroad. Adding labor market suitable language in the curriculum can make sure their jobs abroad.

1.3 Research Gap

In the international labor market the biggest hindrance for the diploma graduate is lack of language Skill. Apparently no timely action have been taken so far to remove this obstacle. Although there is a talk of creating skilled human resources to enter the international labor market, no criteria have been set for determining the quality of skills.

The national education policy 2010(NEP,2010), calls for adapting the national and international market to technical education and has laid down 25 strategies for this. Although strategy number 23 speaks of foreign language education, there is no clear indication of which country's language will be taught, which level students will learn or what the curriculum will be? Nowhere it was describe to about the way to learn international market demand language to get in foreign labor market and achieve a sustainable position. But we all know that in the age of globalization, skill in market demand foreign language can have greatest impact. Although language learning is common generally in the international job market, no research has yet been done on how important it is for diploma graduate.

1.4 Significance

Bangladesh government has long term planning regarding TVET. The plan of making admission in TVET sector is 20%, 30% and 50% in the year 2020, 2030 and 2040 respectively (BTEB Annual Report 2018-19). And BTEB will be brought to the mainstream of our education. On the other hand BTEB is formulating, changing and developing its curriculum. Moreover, we think this organization (BTEB) is conducting research on curriculum. By observing curriculum, it has found that there is no any way to learn foreign language in BTEB diploma engineering curricula. And mechanisms for labor market analysis have not seen. We think at present it has utmost important to add foreign language in the curriculum. Otherwise, labor market will not flourish and no opportunities will be created to enter in new labor market. Eventually, unemployment of technically educated will increase.

1.5 Aim and objectives of the study

The main aim of the study is to Exploring the advantages of labor market suitable foreign language for diploma engineers and adding labor market suitable foreign language in the diploma engineering curricula regarding global job market. The aim is specified into three major objectives:

1. To find out the advantages of labor market suitable language skill for diploma engineers in global job market.
2. To find out the scopes having labor market suitable language skill for diploma engineers in global market.
3. To add labor market suitable foreign language in the diploma engineering curricula.

Research Questions:

To achieve the aims and objectives we set three questions as research questions:

1. What extent labor market suitable language skill gives advantages to diploma engineers in global job market?
2. What are the scopes having labor market suitable language skill for diploma engineers in global job market?
3. What should do to add market suitable international language in diploma engineering curriculum?

1.6 Audiences

The diploma engineers and their family will benefit the most from this research. Other stakeholders will also get benefited. At International market place diploma Graduate will get chance more easily and will have more competitive skills. The recruiting agents who export skilled manpower into global job market also benefited from this study. I think the officials of Directorate of Technical Education (DTE), policy makers, curriculum experts and Bangladesh Technical Education Board (BTEB) will find new food for thought from this research. Government Technical Training Center (TTC) and private language learning institutions also got benefited and will have more students.

1.7 Outline of the Report

This report comprises of six chapters. Chapter one describes the introduction, statement of the problem, Research gap, significance of the study, aims and objectives and the audiences of the study. Chapter two shows the theoretical part and the review of literature. Chapter three consists of the methodology, sample and sampling technique, respondents, description of each tools, data collection technique and data processing technique. Chapter four consists of three subsections that's are advantages, Scopes and Curricullam. Each section shows the results and discussion relevant to the study. Chapter five describes the main findings from this study in three subsection like as previous chapter. Chapter six describes major recommendations based on the findings and conclude the study report.

Chapter 2: Literature Review

Every country in his labor market, communication in that country's language is considered essential. Which can be called the language of the labor market. It is a good idea to catch the potential and growing job market around the world. By keeping the existing technical skill a diploma engineer can easily get job abroad using foreign language skill. So we want to explore the advantages and scopes of labor market suitable language and adding labor market suitable language in diploma engineering curricula.

The national education policy 2010(NEP,2010), calls for adapting the national and international market to technical education and has laid down 25 strategies for this. Although strategy number 23 speaks of foreign language education, there is no clear indication of which country's language will be taught, which level students will learn or what the curriculum will be nowhere it was describe to about the way to learn international market demand language to get in foreign labor market and achieve a sustainable position. But we all know that in the age of globalization, skill in market demand foreign language can have greatest impact. Although language learning is common generally in the international job market, no research has yet been done on how important it is for diploma graduate. Emphasis has been placed (Newaz, Faruquee & Farha,2013) on teaching foreign languages to those students of TVET who are interested in going abroad. Several reports (BTEB annual report,2017-18) have made special recommendations for TVET students of all levels to acquire skills in the international market. In that case technical skills are assessed as the only important skill in which case there is no instruction on teaching English or any other foreign language. But there are no emphases on the workplace and higher education abroad. There are 37 TTCs across the country who produce skilled manpower for international labor market. Among them 33 TTCs taught foreign languages. In addition to all TTCs, many private institutes teach foreign languages. According to the websites of these institution they teach Chinese, Japanese, Korean, French, Arabic etc. Many have strengthened their position in the international labor market by learning foreign languages in addition to technical skills. At a time when all these language teaching institutions are in a student crisis. Diploma graduates can make themselves as international market demand by learning languages from these institutes. There are no research have yet done about the potentiality of this opportunity for the diploma graduates.

Bangladesh and Japan signed a memorandum of Cooperation on accepting specified skilled workers by Japan from Bangladesh. In which Japanese language proficiency test and skill proficiency test are the basic requirement to be selected as specific skilled worker. (The Daily Star, 27 august 2019). Diploma graduates can be benefited from this acquiring Japanese language proficiency. But no initiates have taken yet for diploma graduates. There is no direction about the inclusion of labor market suitable language (LMSL) in diploma engineering curriculam. No research have yet done about the advantages and scopes of LMSL for diploma graduates to enter into international job market. This study have done for finding the potentiality of LMSL skill in respect of expanding existing labor market and creating new labor market for millions of diploma graduates. In this regards it is a new research.

Chapter 3: Methodology

This study integrated quantitative and qualitative approaches. We directs a survey and want to explore the advantages having skill in foreign language as per labor market and the necessity of adding labor market suitable foreign language in the diploma engineering curricula. The study is based on primary and secondary data. Key informant interviews (KII) and Focus Group Discussion (FGD) was conducted to collect primary data. Secondary data are collected through desk review.

3.1 Strategy of Inquiry

Table 1:Strategy of Inquiry

Research Questions	Strategy of Inquiry (Type of Data to Addressed the RQ)
1.What extent labor market suitable language skill gives advantages to diploma engineers in global job market?	Quantitative
2.What are the scopes having labor market suitable language skill for diploma engineers in global job market?	Quantitative
3.What should do to add market suitable international language in diploma engineering curriculam?	Quantitative and Qualitative

3.2 Data Source

Table 2:sources of data

Research Questions	Source of data
1.What extent labor market suitable language skill gives advantages to diploma engineers in global job market?	1.The diploma graduates are lived/living abroad. 2.The diploma graduates passed their diploma engineering by the year 2018-2019. 3.Agents work with manpower export in international labor market. 4.Instructor/trainer of government and private language learning institutes. 5.Principal/director of TTC/ Language training institute. 6.Instructor of Gopalganj polytechnic institute
2.What are the scopes having labor market suitable language skill for diploma engineers in global job market?	1.The diploma graduates are lived/living abroad. 2.The diploma graduates passed their diploma engineering by the year 2018-2019.

	<p>3. Agents work with manpower export in international labor market.</p> <p>4. Instructor/trainer of government and private language learning institutes.</p> <p>5. Principal/director of TTC/ Language training institute.</p> <p>6. Instructor of Gopalganj polytechnic institute</p>
3. What should do to add market suitable international language in diploma engineering curriculum?	<p>1. Instructor/trainer of government and private language learning institutes.</p> <p>2. Principal/director of TTC/ Language training institute.</p> <p>3. Instructor of Gopalganj polytechnic institute</p>

3.3 Sample and Sampling

3.3.1 Diploma Graduate Sample and selection strategies

Total population= 49,300(no. of enrolment capacity of a year in government diploma engineering course)

$$\text{formula for sample size: } ss = \frac{z^2 p(1-p)}{c^2}$$

where, Z=Z value (1.65 for 90% confidence level)

P=percentage picking a choice, expressed in decimal (0.5)

C=Confidence Interval/margin of error (10)

According to the formula sample size was 68 for the diploma graduates lived/lives abroad and 68 for diploma graduates lives in Bangladesh. These graduates are selected as snowball sampling technique and conveniently respectively. Data are collected 93 for diploma graduates(local) and 96 for diploma graduates(abroad) cause of clustering the graduates.

Table 3:sample and sampling

Data Sources	Sample Size	Sampling
1.The diploma graduates are lived/living abroad.	96	Snowball
2.The diploma graduates passed their diploma engineering by the year 2015-2019.	93	Conveniently
3.Agents work with manpower export in	24	Conveniently

international labor market.		
4.Instructor/trainer of government and private language learning institutes.	23	Conveniently
5.Principal/director of TTC/ Language training institute.	02	Conveniently
6.Instructor of Gopalganj polytechnic institute	15	Conveniently

3.4 Tools/Instruments for Data Collection

Table 4: Instruments used

Data source	Tools/instruments
Diploma graduates (abroad)	Questionnaire through google form
Diploma graduates (local)	Questionnaire
Recruiting agent	Questionnaire
Principal/Director	Key Informant interview
Instructors/trainers	Questionnaire
Instructors (Gopalganj polytechnic)	FGD

3.5 Research Question –Tools Martix

Table 5: RQ-Tools matrix

RQs	Data source	Tools/instruments
RQ1	Diploma graduates	Questionnaire
	Recruiting agent	Questionnaire
	Principal/Director	Key Informant interview
	Instructors/trainers	Questionnaire
	Instructors (Gopalganj polytechnic)	FGD
RQ2	Diploma graduates	Questionnaire
	Recruiting agent	Questionnaire
	Principal/Director	Key Informant interview
	Instructors/trainers	Questionnaire
	Instructors (Gopalganj polytechnic)	FGD
RQ3	Diploma graduates	Questionnaire
	Principal/Director	Key Informant interview
	Instructors/trainers	Questionnaire
	Instructors (Gopalganj polytechnic)	FGD

3.6 Data collection Technique

3.6.1 Quantitative Technique

a) Survey Questionnaire for Graduate

We developed two types for survey questionnaire for the diploma graduates lived/lives abroad and diploma graduates currently lives in the country. The main focuses of these questionnaire were advantages of labor market suitable language skill in jobs and employment, scopes for knowing foreign languages at home and overseas jobs, benefits of language skill in getting job and to change job in respect of global market, impact of language skill to build dynamic career and so on.

b) Survey Questionnaire for recruiting agent

We developed survey questionnaire for the manpower recruiting agent who are involve exporting manpower from Bangladesh. The main focuses of these questionnaire were advantages of labor market suitable language skill in jobs and employment, scopes for knowing foreign languages at home and overseas jobs, benefits of language skill in getting job and to change job in respect of global market, impact of language skill to build dynamic career and so on.

c) Survey Questionnaire for Instructor/Trainer

We developed survey questionnaire for the instructor of TTC and trainers of private language training institute. The main focuses of these questionnaire were advantages of labor market suitable language skill in jobs and employment, scopes for knowing foreign languages at home and overseas jobs, the necessity of adding labor market suitable foreign languages in diploma engineering course, duration of the course, opportunities of labor market suitable language in country and so on.

3.6.2 Qualitative Technique

a) Key Informant Interview for principal/Director

Key Informant Interview schedule was developed for the institute head. The focuses were the current curriculam and demand driven curriculam for diploma engineering course, local and international job market for diploma graduates, the necessity of adding labor market suitable foreign languages in diploma engineering course, duration of the course, opportunities of labor market suitable language in country and abroad, higher study and sustainability of diploma graduates, demand for languages as per labor market and so on.

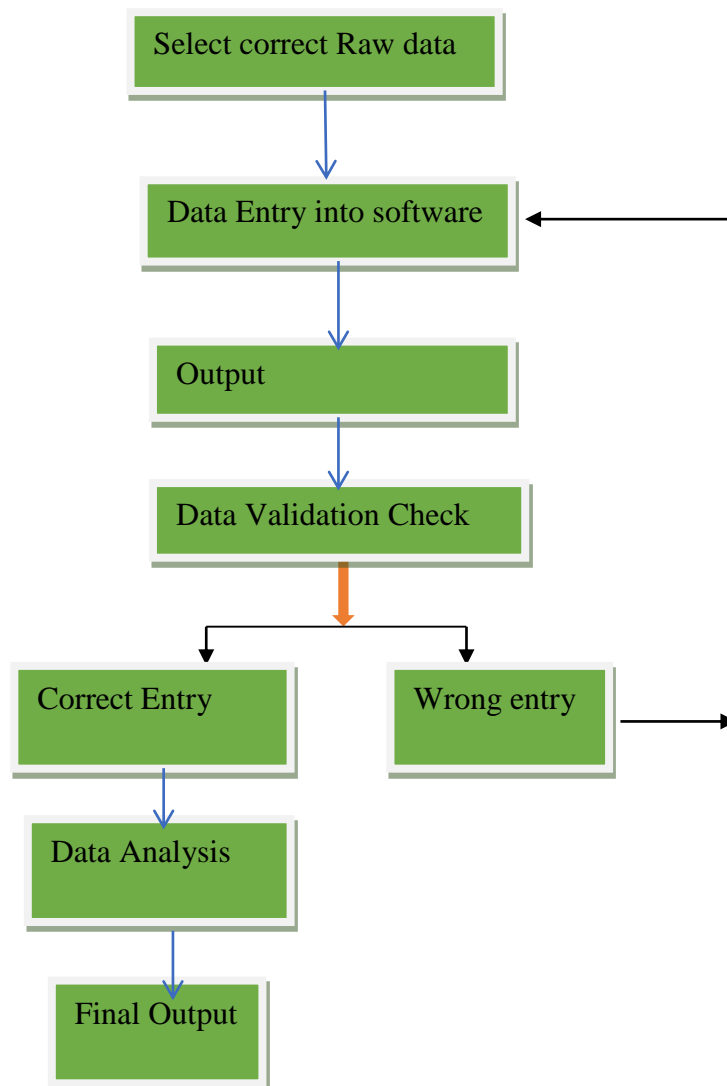
b) Focus Group Discussion of Instructors

Focus Group discussion was directed for the instructors of TTC and polytechnic institute. The main focuses of FGD guides current curriculum and demand driven curriculum for diploma engineering course, local and international job market for diploma graduates, the necessity of adding labor market suitable foreign languages in diploma engineering course, duration of the course, opportunities of labor market suitable language in country and abroad and higher study of diploma graduates and so on.

3.7 Data Processing Technique

The data collected through several strategies was processed accordingly. The correct raw data was selected and entered into software like as Microsoft Excel sheet. The quantitative and qualitative data was processed as follows:

3.7.1 Quantitative data processing



3.7.2 Qualitative data processing

1. Select raw data from KII/FGD and interview.
2. Picking of Study related data.



Raw data are entry into excel sheet, spss software and in graph. Data are analyzed using some statistical software.

3.8 Challenges

1. Most of the respondents are Living abroad. so connection/communication with them was a big challenge.
2. To understand the respondents exactly what I want to do was another challenge.
3. Besides my job it was so tough to match schedule with government office/employer /TTC/ Language institutes of different districts of the country like as Dhaka, Gazipur, Satkhira, Patuakhali, Khulna and G
4. Many company disallowed us to enter because of covid-19 pandemic.
5. Inadequate budget was a hindrance to direct the study.
6. There is lack of proper information in the government websites also makes data collection process harder.

3.9 Data Analysis

Data are analyzed using a combination of both quantitative and qualitative manner. Analyzed data focuses the aims of the study, advantages and scopes of having labor market suitable language skill and the necessity of adding labor market suitable language in the diploma engineering curricula.

3.10 Ethical Considerations

An introductory letter was obtained from the Directorate of technical education, Bangladesh stating the aims and purpose of the study and the need for the participants to give their consent and co-operation. we have obtained consent from the participants prior to the study. The anonymity and confidentiality of the participants and institutes has ensured during the

study. The use of offensive, discriminatory, or other unacceptable language have avoided in the formulation of Questionnaire/Interview/Focus group questions. The information that respondents gave were confidentially kept.

Chapter 4: Results and Discussion

Based on analysis of the collected data from different sources several major findings have been identified in this study. We have divided this chapter into three segments that's are advantages of labor market suitable language, scopes having labor market suitable language skill and changes need to incorporate in the diploma engineering curricula. The findings are presented below in line with the aims of study:

A. Advantages

In this section we explores the advantages of labor market suitable language in line with the objectives of the study:

- Advantages of unskilled Vs skilled graduates in respect of LMSL

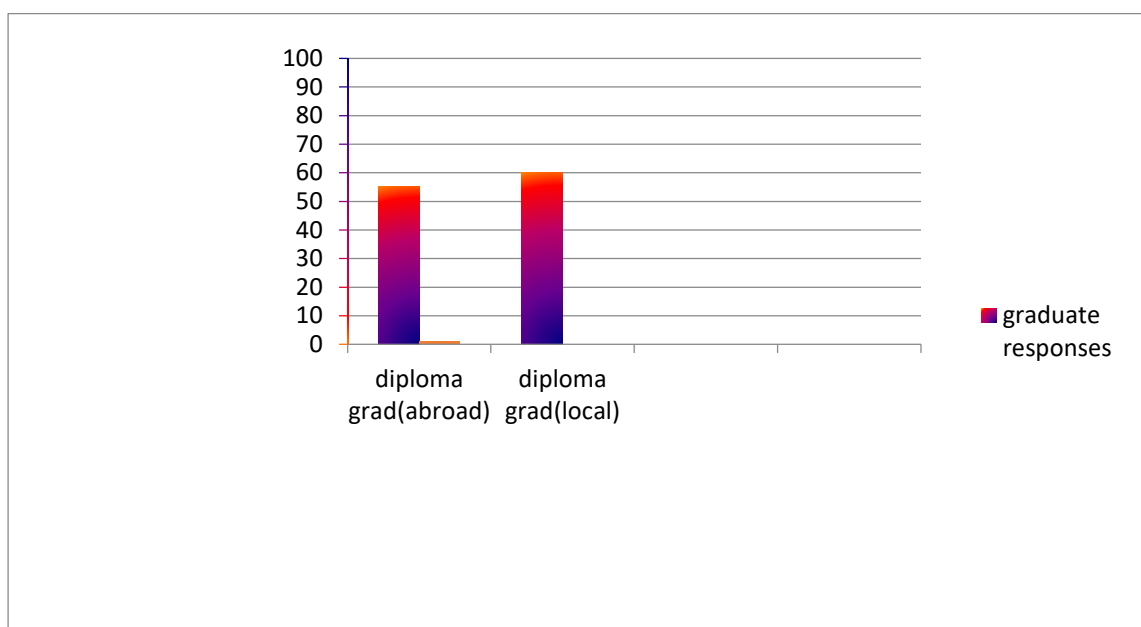


Figure 1: Advantages of unskilled Vs skilled graduates

Above data proves that graduates having Labor Market Suitable Language Skill avail advantages than others in respect of Salary, designation, goodwill and to switch Job. A considerable (55.2%) diploma graduates (abroad) and (60%) diploma graduates(local) thoughts similarly about the advantages they avail. Twelve (12) Recruiting agent among 24 also thoughts same. Twenty three (23) instructor of TTCs and language learning institute also make us sure that if a diploma graduates skilled in labor market suitable language, it will give him the advantages stated above While interviewing. A director of a language institute said that, “both in country and abroad labor market suitable language gives advantages to a diploma graduates who are technically skilled”. so we found that graduates having labor

market suitable language skill gets more advantages in respect of salary, designation, goodwill and to switch job than others.

- **To March with Globalization**

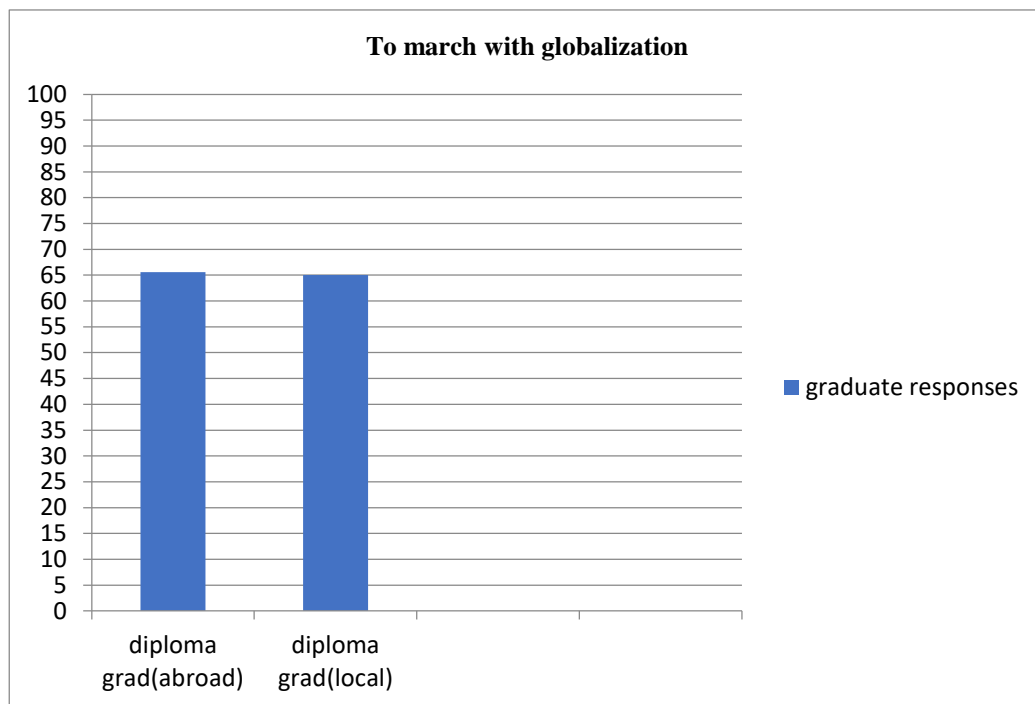


Figure 2: March with globalization

In the storm of globalization what is the most attractive qualification? Data reveals (65.6%) diploma graduates (abroad) and (65%) diploma graduates (local) think labor market suitable language with practical working skill is the most attractive qualification. Six(6) recruiting agent among 24 means same. Again all of the instructor (23) of TTCs/language institute said that there are a need for learning foreign language in diploma engineering course at the era of globalization. One principal said that, “minimum 1 foreign language is very much need for every diploma graduates”. A focus group discussion agreed that it is positive and essential for jobs in abroad to knows native language.

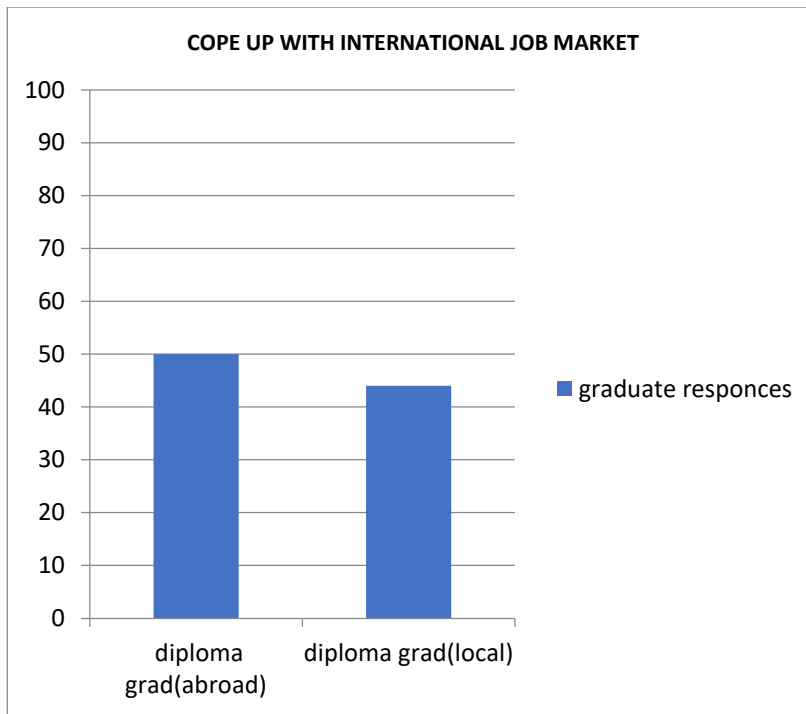


Figure 3: Cope up with global market

Again, in future man with language skill can cope up with international job market. In this connection 50% of diploma graduates(abroad) and (44%) diploma graduates (local) Strongly agree with the above statement. This scenario states that diploma graduates with labor market suitable language skill can perform and cope up easily in global job market.

- Labor Market Suitable Language as an essential criteria

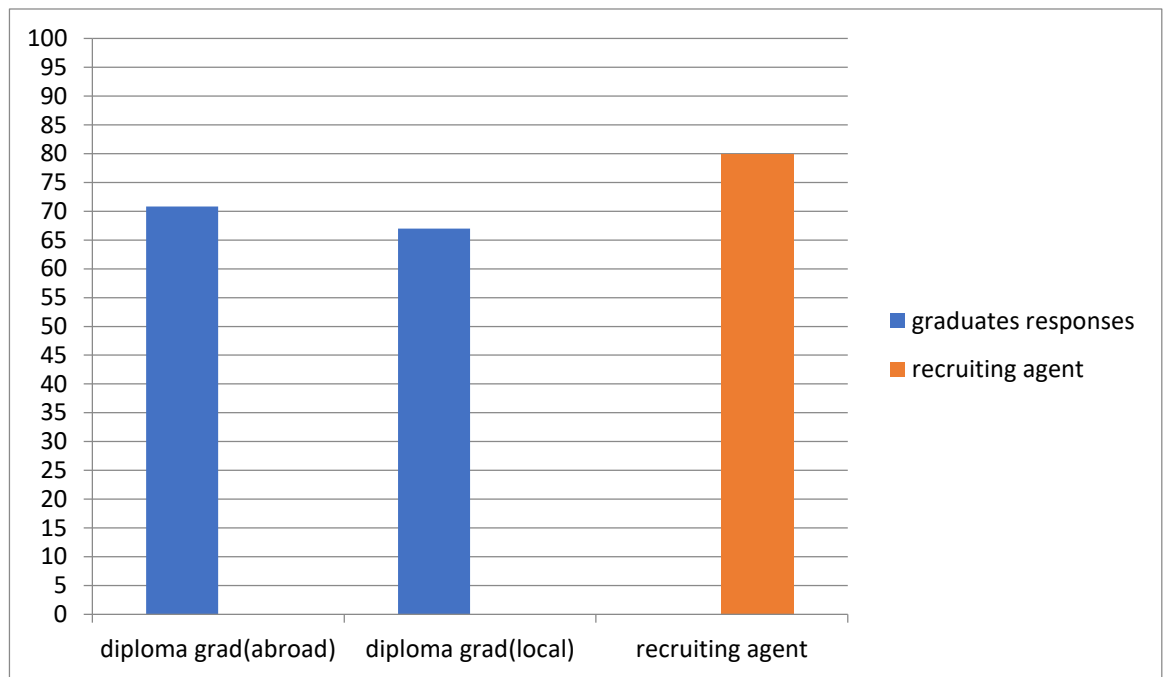


Figure 4: Essential criteria to enter into global market

To enter into international labor market such as Korea, Malaysia and middle east the biggest qualification is the ability of speaking native language. A considerable number of (70.8%) diploma graduates (Abroad) and more than two third (67%) diploma graduates (local) thinks language skill with technical Skill is the biggest criteria to enter into those country. 80% recruiting agent among 24 thinks same. A focus group discussion agreed that in international labor market communication, practical knowledge and foreign language is very essential criteria to enter into global job market. Simply diploma graduates are technically skilled. So labor market suitable language skill with their technical skill they will do better in global job market.

- Easy to exchange knowledge

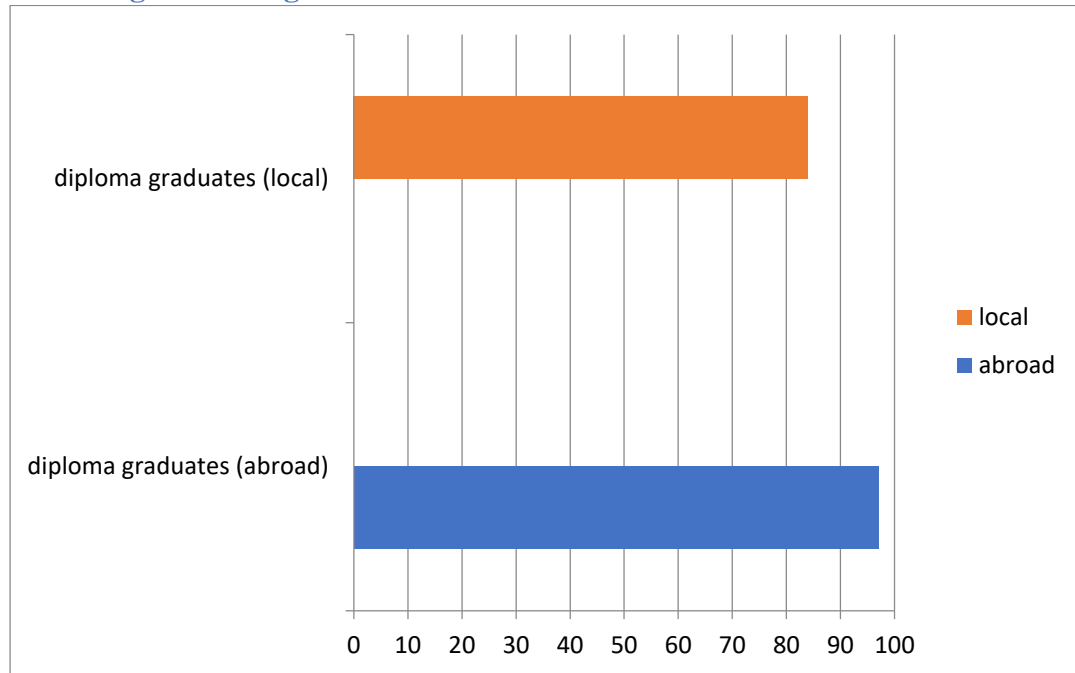


Figure 5: Exchange of knowledge

Data shows that, the maximum (97%) diploma graduates (abroad) and considerable number of (84%) diploma graduates (local) think that foreign language will increase the rate of development rapidly of a diploma graduates while working with foreign engineers in multinational/international companies in country and abroad. It is clear that labor market suitable language skill develops the skill and experience rapidly.

• Advantages at the beginning of job

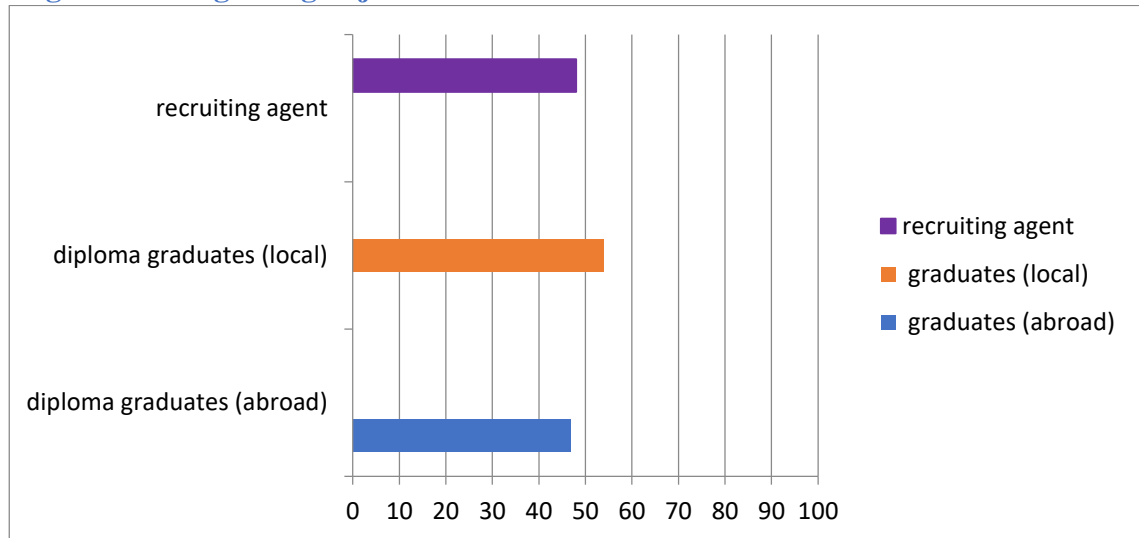


Figure 6: Advantages at the beginning of job

Data shows that 46.8% diploma graduates (abroad) and (54%) diploma graduates (local) think there are many advantages of language skill at the beginning of job. Again data form recruiting agent (11 among 24) shows that advantages of language skill at the beginning of job is significant. The average weighted value is 4.417% where minimum value is 1 and maximum is 5. This means the value is significant. At the beginning of job labor market suitable language skill mentally prepared the graduates for job in a different environment.

• Advantages of company

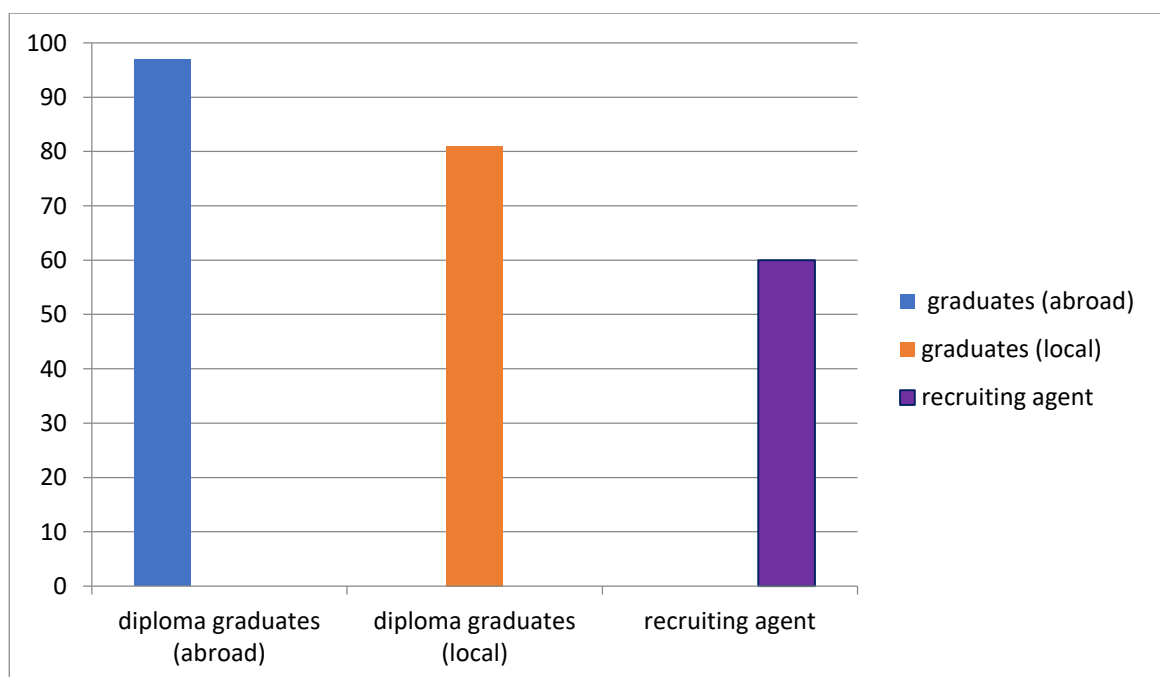


Figure 7: Advantages of company

Data shows that most of the graduates (97%) diploma graduates (abroad) and (81%) diploma graduates (local) put their opinion about companies benefits from the employees skill of language.13 recruiting agent among 24 thinks the company get advantages in respect of goodwill and financial aspects for this sort of skill. Thus the company also gets benefit from the graduates language skill.

B. Scopes

In this section we explores the scopes having labor market suitable language in line with the objectives of the study:

• Scopes having labor market suitable language

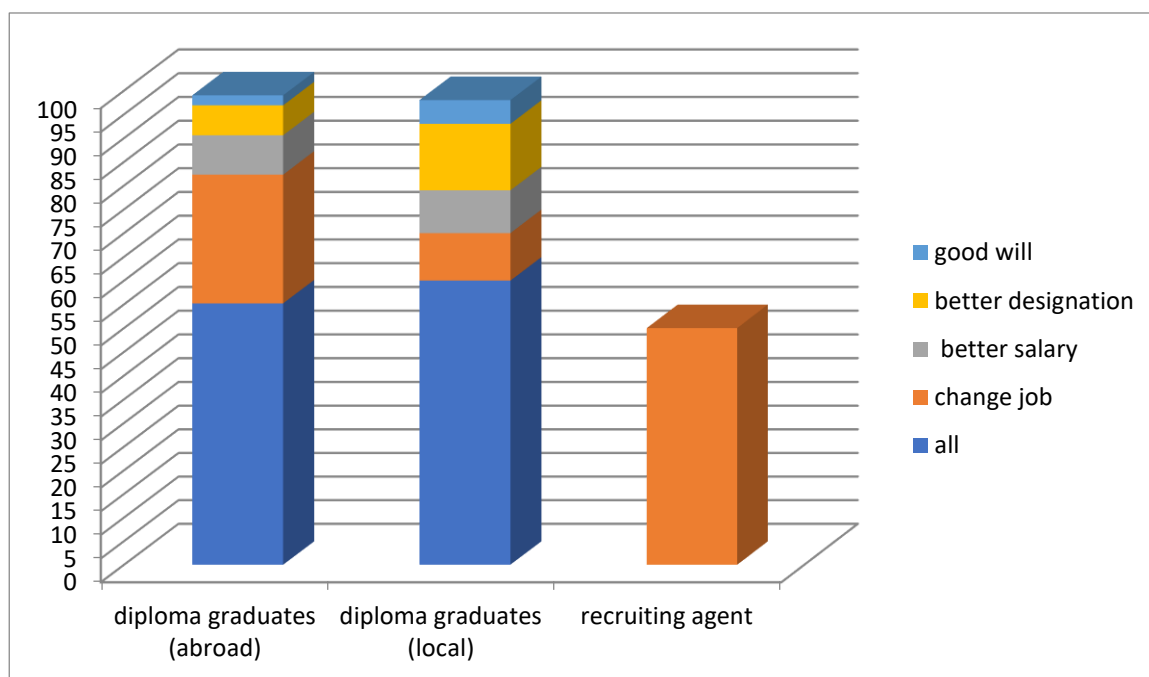


Figure 8: Scopes for labor market suitable language skill

Figure demonstrates that graduates having foreign language skill have scopes in respect of job change, better salary, better designation and goodwill. 27.1% diploma graduates (abroad) think labor market suitable language gives the chance to change job. Where (10%) diploma graduates (local) and 50% recruiting agent think that there are a chance to change job among job change, better salary, better designation and goodwill. Again 55.2% diploma graduates (abroad) and (60%) diploma graduates (local) think labor market suitable language gives all

the chances described above. Which indicates LMSL opens a lot of opportunities for the diploma graduates in global job market.

- **Scopes for building a dynamic Career**

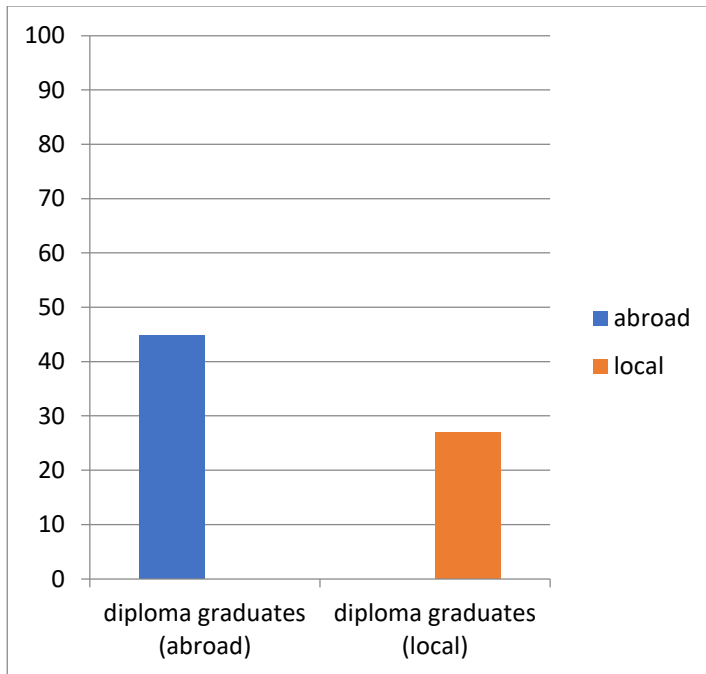


Figure 9: Scopes for building a dynamic Career

In case of building a dynamic career which is the most important? In answer 44.8% diploma graduates(abroad), (27%) diploma graduates (local) and 7 recruiting agent think same that market suitable language with English is the most important qualification to build a various career. To build a various and dynamic career labor market suitable language skill with English has much potentiality.

- **Scopes for all labor market**

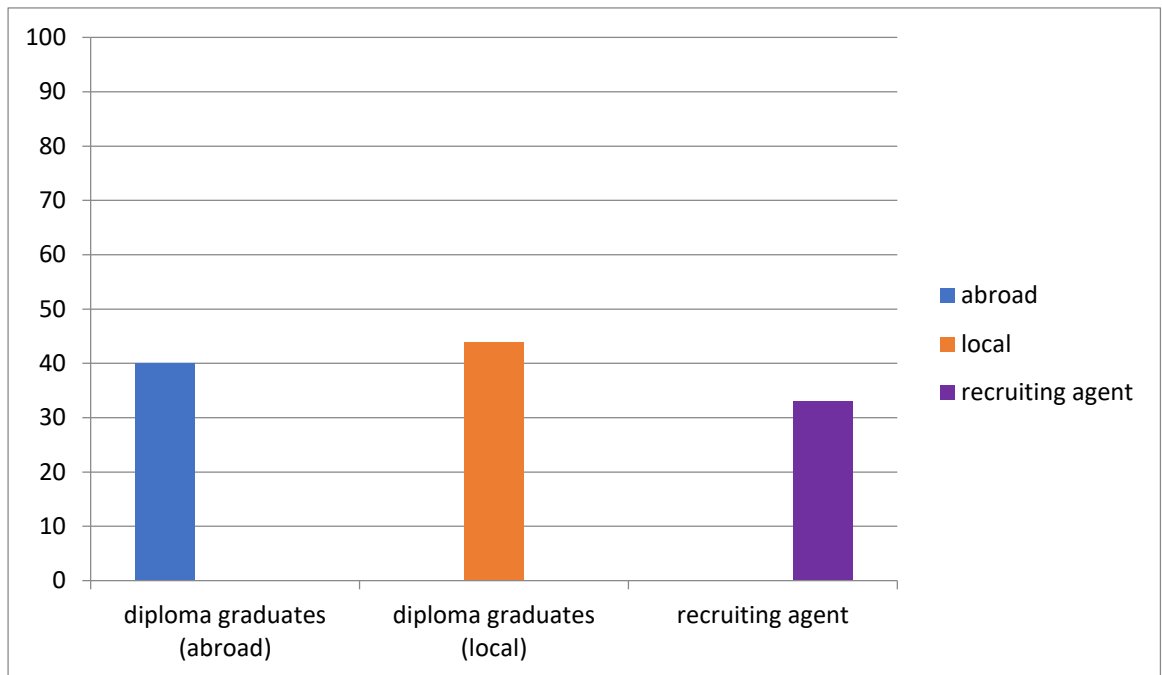


Figure 10: Scopes for all labor market

Data shows that 40% diploma graduates (abroad) and 44% diploma graduates (local) and one third of recruiting agent think that man with multiple languages can cope up with international labor market easily. It is found that multiple language skill provides chances a graduate in any international labor market.

C. Curriculum

In this section we explore the necessity of adding labor market suitable language in the diploma engineering curricula and guidelines for learning labor market suitable language for diploma graduates during their study:

- **Need for inclusion of labor market suitable language in the curriculum**

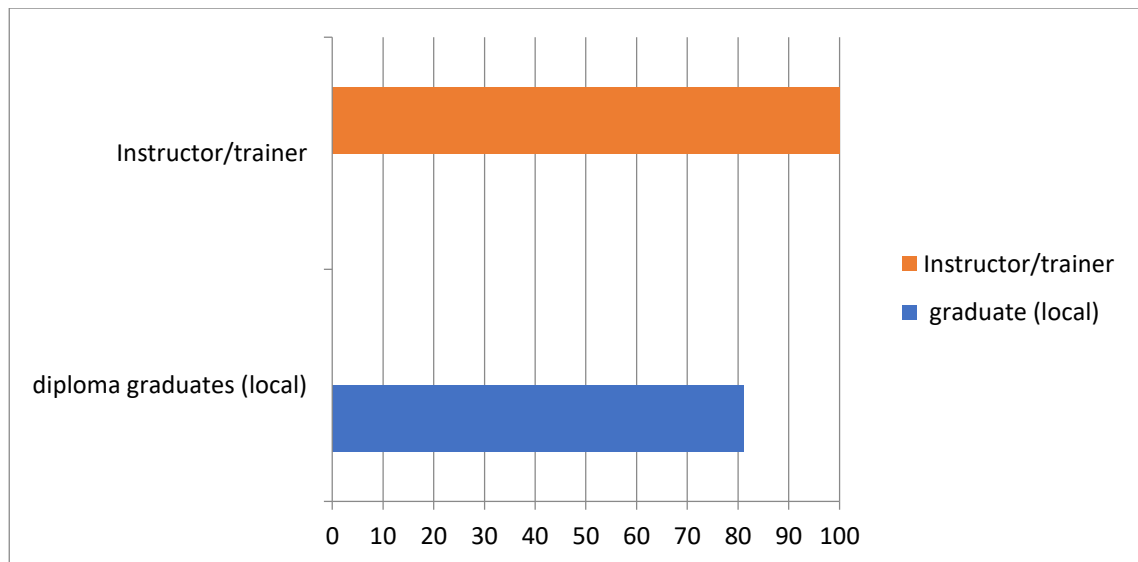


Figure 11: Scopes for adding LMSL

Data reveals that 100% Instructor/trainer of TTC and language training institute think there is a need for inclusion of labor market suitable language into the curriculum and (81%) diploma graduates (local) think same. One Principal said, “It is very need to compulsory one of the languages from six official languages of United Nation for our diploma graduates”. A focus group discussion agreed that existing diploma engineering curriculum is enough but student are not capable of joining international job market, because of communication skill. So a survey is needed how graduates can overcome this cycle? To make diploma graduates as international standard there are a need to add labor market suitable language course in the curriculum.

• Ranking of Labor Market Suitable Language for diploma graduates

Instructors/trainers opinion about the foreign language that are necessary for diploma graduates:

Table 6: Ranking of languages

	Name of language								
	Chinese	Japanese	Korean	Arabic	Spanish	Garman	French	italian	Hindi
frequency	18	16	15	10	4	2	2	2	2

Above table demonstrates that the most frequently answered languages are Chinese, Japanese, Korean and Arabic. These languages can be included in the diploma engineering curriculum.

• Duration of language course

Instructors/trainers opinion about the duration of foreign language course:

Table 7: Duration of language course

	Course duration (in month)				
	2 months	3 months	6 months	12 months	24 months
frequency	2	12	16	3	1

Data reveals that the most frequently answered for the duration of language course is 6 months. One principal said, "duration of course varies according to language". A focus group discussion of polytechnic institute agreed that duration of course must be at least 6 months lengthy. So a theoretical course of foreign language can be added in a semester.

- **The potential period for learning language**

Table 8: Period for language course

	8 th semester	other semester
KII	√	
FGD	√	

Diploma engineering course consists of 8 semesters where each semester is of six months. At the period of 8th semester student take an industrial training for six months. FGD of polytechnic institute instructor agreed that during training of 8th semester one (1) foreign language course can be added. One director of language. Institute said, “Diploma graduates admitted to our institute to learn foreign language at the time of industrial training of 8th semester”. We found that the 8th semester is the best period for learning a foreign language practically.

- **Creating higher education pathway**

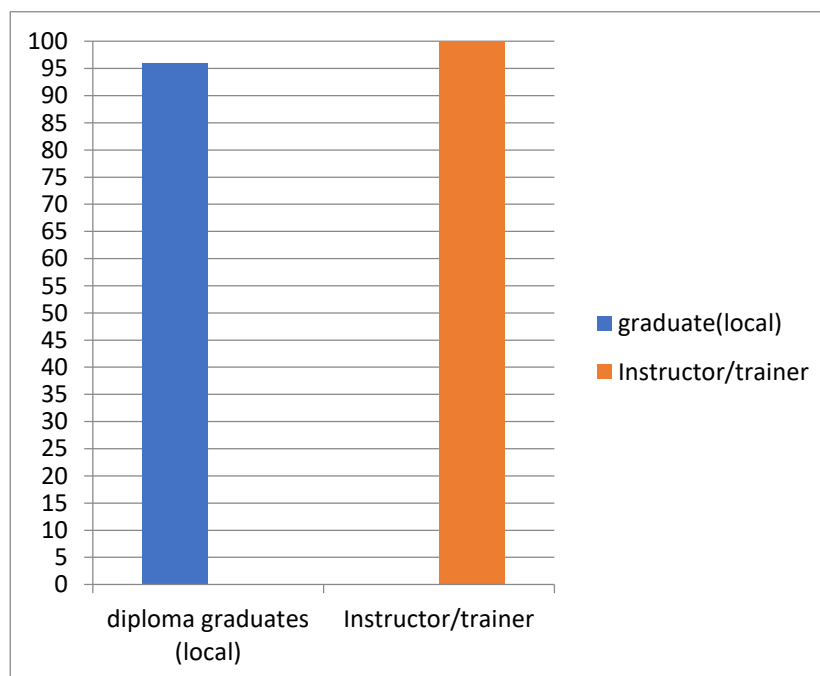


Figure 12: Higher education pathway

100% instructor/trainer of TTC and language learning institute think that higher study will be easier if diploma graduates learn one foreign language during their diploma engineering

course. 96% diploma graduates (local) think that language proficiency will need for education after entering into international job market. One principal said, “Language proficiency is must in Japan for higher study”. To ensure or create higher education pathway besides job foreign language course is necessary during diploma engineering course.

- **Insufficiency of language learning institutes**

Data reveals that there are a lack of language learning institutes across the country. Majority of the instructors/trainer of TTC/language learning institutes said “there are not sufficient training institutes and trainer in Bangladesh”. This means there are a need for establish of foreign language learning institutes and strengthening the existing TTCs for learning foreign languages.

Chapter 5: Major Findings

All the findings generated from the collected data set relevant to the study are reported in the previous chapters. The main findings from this study are summarized as follows:

5.1 Advantages having labor market suitable language skill

- ◆ It is found that a more than half (55.2%) of diploma graduates (abroad) and majority (60%) diploma graduates (local) thoughts similarly about the advantages they avail. Twelve (12) Recruiting agent among 24 also thoughts same that having labor market suitable language skill gets more advantages in respect of salary, designation, good will and to switch job than others.
- ◆ Every diploma graduates have some technical skill. So it is very much necessary to adept international Job market suitable language with the technical skill for every diploma graduates. About two third (65.6%) of diploma graduates (abroad) and two third (65%) of diploma graduates (local) think labor market suitable language with practical working skill is the most attractive qualification It will give him scope for cope up with global job market.
- ◆ Majority (70.8%) of diploma graduates (abroad) and majority (67%) of diploma graduates (local) thinks language skill with technical skill is the biggest criteria to enter into China, Korea, Japan, Malaysia, Singapore etc. It is an essential criteria to enter into the job market of these countries is to speaking as native language.
- ◆ Almost all (97%) diploma graduates (abroad) and most (84%) of diploma graduates (local) think that foreign language will increase the rate of development rapidly of a diploma graduates while working with foreign engineers. Language proficiency gives chances to exchange knowledge and experiences between the diploma graduates and foreign engineers.
- ◆ Around half of the graduates (46.8%) diploma graduates (abroad) and more than half (54%) diploma graduates (local) think there are many advantages of language skill at the beginning of job. At the beginning of job foreign language skill provides extra facilities to diploma graduates in international job market.
- ◆ Almost all (97%) of diploma graduates (abroad) and majority (81%) diploma graduates (local) put their opinion about companies benefits from the employees skill of language. The company get advantages from the employees (diploma graduates) language skill.

5.2 Scopes having labor market suitable language skill

- ◆ Half of the recruiting agent (50%) think that there are a chance to change job among job change, better salary, better designation and goodwill. More than fifty percent graduates of local and abroad means that there are better opportunities for the diploma graduates who are adept in labor market suitable language than other such as better salary, better designation, goodwill and better chance to switch job.
- ◆ Labor market suitable second language along with English language is a potential qualification to make a various and dynamic career. Around half (44.8%) of diploma graduates (abroad) think that market suitable language with English is the most important qualification to build a various career.
- ◆ A significant percentage (40%) of diploma graduates (abroad) and around half (44%) of diploma graduates (local) think that man with multiple languages can cope up with international labor market easily. In respect of changeable international job market diploma graduates with multiple language proficiency can cope up and sustain easily.
- ◆ Remittance inflow will multiply if we send our diploma graduates in international job market with an addition of language skill.

5.3 Need to incorporate labor market suitable language in the Curriculum

- ◆ All of the instructor/Trainer (100%) of TTC and language training institute think there is a need for inclusion of labor market suitable language into the curriculam and majority (81%) diploma graduates (local) think same. Thus it is found that there are a need for inclusion of labor market suitable language in the diploma engineering curriculam to make diploma graduates as international market demand.
- ◆ The most frequent answers from the instructors/trainers shows that top four (4) languages for Bangladeshi diploma graduates are Chinese, Japanese, Korean and Arabic as per global job market demand.
- ◆ The most frequent answers from the instructors/trainers shows that Duration of language course maybe one semester (6 months) long.
- ◆ The most frequent answers from the instructors/trainers shows that The 8th semester is the best and potential period for learning a foreign language.

◆ All of the (100%) instructor/trainer of TTC and language learning institute think that higher study will be easier if diploma graduates learn one foreign language during their diploma engineering course. Again almost all (96%) diploma graduates (local) think that language proficiency will need for education after entering into international job market. So adepting foreign language can create higher education pathway for Bangladeshi diploma graduates.

◆ The most frequent answers from the instructors/Trainers is, there are a lack of language learning institute across the country.

Chapter 6: Overall Recommendation and Conclusion

Several recommendations have been made in this study based on the findings. The recommendations are presented under the following sections in line with the aims:

6.1 Recommendations for Practice

◆ It is found that the diploma graduates who are skilled in Labor Market Suitable Language gets better salary, better designation, have goodwill and have a chance to switch job. So, dissemination should be necessary to the diploma engineers to learn one labor market suitable foreign language as per global job market.

◆ The most preferable language for Bangladeshi diploma graduates are Chinese, Japanese, Korean and Arabic.

◆ It is found that, at the beginning of job there is a potential skill to have native language speaking capability. So graduate should learn basic of several foreign languages to communicate easily. That is why there is a need for text book where several foreign language can be easily learned.

◆ It is found that the company/office get benefited from diploma graduates skillness of foreign language. So there is a need for conversations with the stakeholders that they can suggest what kind of communication they expect from diploma engineers.

◆ There are many opportunities for the graduates who know second language. So policy should be initiated to build the mindset for diploma graduates that their job field is not only in the country but also worldwide.

◆ Diploma engineering students will learn one (1) foreign language within a period of 6 months of 8th semester. So it will be possible to learn the language by keeping the current course accordingly. There is no need to make any major changes in the current curriculum. Since there is no course other than industrial training in the 8th phase, this time will come in handy for them.

◆ Students from all the districts where there are TTCs will go to TTC and learn foreign languages. Where there is no TTC, students will go to the TTC in the adjoining district to learn the language. Students of Dhaka district will learn one (1) foreign language from a private language training institute.

6.2 Recommendations for Policy

- ◆ To march with globalization every diploma engineer should learn a second language as per global market. So, policy initiatives need to be taken to survey which language would be preferable for Bangladeshi diploma graduates as per foreign labor market.
- ◆ In future labor market suitable language is an essential criteria. So curriculum developers would take this criteria into account while developing a curriculum for diploma graduates.
- ◆ Minimum one foreign language should be included into the syllabus as per global market demand.
- ◆ It is found that exchange of knowledge is easier while working if language is the same among worker/engineers. So, policy should be initiated to convert/translate the technical terms into labor market suitable language in the text books as per job market demand to create new dimension of skillness of diploma graduates. Again this will help the graduates to communicate with the foreign engineers.
- ◆ There is a need for establishment of a foreign language club in every polytechnic institute. Where student can practice foreign language.
- ◆ Policy makers should initiate to make treaties/agreement with donor country and organization like as China, Japan, World Bank, ADB, JICA to invest in TVET sector regarding foreign language/culture.
- ◆ To build a dynamic and various career of graduates policy makers should need to direct survey about the potential job market for Bangladeshi diploma graduates around the world.
- ◆ It is found that inclusion of labor market suitable language in the diploma engineering curriculum is time demand. So policy should initiate to include one official language among six official languages of UN into the TVET curriculum for the diploma graduates .
- ◆ Demandable top three (3) languages are Japanese, Korean and Chinese. A pilot project can be introduced in one polytechnic institute to train the diploma graduates by one of those languages.
- ◆ To ensure the curriculum as job market suitable what sort of skill helps makes graduates in jobs and employment. Curriculum developer should revise our diploma engineering curriculum regarding developing countries to ensure the job market in the curriculum.
- ◆ It is the high time to add minimum one of the languages among Chinese, Korean, Japanese and Arabic in the diploma engineering curriculum. So policy should initiate to convince/

attract these countries and donor organization to invest our TVET sector as regard of language training.

- ◆ A theoretical course can be added to learn the basic of a foreign language in the diploma engineering course structure and the course duration may one semester.
- ◆ The curriculum is good enough, but no proper direction of higher education in abroad. So, policy should be initiate to creating higher education pathway besides job in foreign country.

6.3 Reconmedations for Further Research

- ◆ The potential foreign labor market for Bangladeshi diploma graduates.
- ◆ What are the most preferable foreign languages for Bangladeshi diploma graduates.
- ◆ Communicative foreign languages for Bangladeshi diploma graduates.
- ◆ Importance of foreign language club in every polytechnic institute.
- ◆ How to attract the donor countries and organizations to invest TVET sector of Bangladesh regarding foreign language.
- ◆ Necessity of job market analysis for diploma graduates in respect of linguistic job market.
- ◆ There are a need for inclusion of one language among six official language of UN in the diploma engineering curricula for ensuring future job market.
- ◆ Probability of piloting a project in one polytechnic institute to train up the students in one foreign language.
- ◆ One foreign language course may introduce in diploma engineering curricula as optional course.
- ◆ How can diploma graduates easily admit into higher education abroad besides their job?

6.2 Conclusion

“If you take technical education, Matching global action”

In order to implement this slogan of the Government of Bangladesh, Diploma engineering students have to be made suitable for international market. It largely depends on learning suitable language for the international job market. If diploma engineering students are taught one (1) foreign language as per global job market, it can be easily implemented. It is possible to implement it at low cost through government and non-government organizations. In the age of globalization, there is no alternative to the expansion of the job market. The result of our research provide feedback in favour of languages like Japanese, Korean, Chinese, Arabic, Spanish etc. This means that these languages will expand our job market. Again, donors countries and organizations will encourage investing in our TVET sector. Therefore, it is time

to immediately teach foreign languages to diploma engineering students to make the TVET sector more suitable for the global job market.

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Annexure-1

Questionnaire for the diploma graduates (local)

নামঃ	পরিচিতি	পেশাঃ ছাত্র/চাকুরী/ব্যবসা
জেন্ডারঃ পুরুষ/নারী		মোবাইল নম্বরঃ
ই-মেইলঃ		স্বাক্ষরঃ
যে প্রতিষ্ঠান থেকে ডিপ্লোমা সম্পন্ন করেছেনঃ		

Q-1(BD)

নিম্নোক্ত বিষয়াবলী সম্পর্কে আপনার অভিমত (টিক চিহ্ন/লিখে) দিন।

ক-সাধারণ তথ্যাবলী

১। বিদেশী ভাষায় অদক্ষদের তুলনায় বিদেশী ভাষায় দক্ষদের পদমর্যাদা, আর্থিক সুবিধা, সুনাম, চাকুরি পরিবর্তন ইত্যাদির মধ্যে কোনটির সুযোগ থাকে?

পদমর্যাদা বেশি থাকে /আর্থিক সুবিধা বেশি থাকে/ সুনাম বেশি থাকে/ চাকুরি পরিবর্তন সুযোগ বেশি থাকে

উপরের সবগুলো

২। বর্তমান বিশ্বায়নের সাথে তাল মিলাতে চাকুরি প্রার্থীদের নিম্নোক্ত কোন যোগ্যতা আপনার কাছে আকর্ষণীয়/সবচেয়ে প্রয়োজনীয় মনে হয়?

(I)ভাল রেজাল্ট/(II) অভিজ্ঞতা/(III)একাধিক ভাষার যোগাযোগ দক্ষতা/(IV)ব্যবহারিক কাজের দক্ষতা/

(III) ও (IV) উভয়টি

৩। ক্যারিয়ারকে বৈচিত্রময় করতে অর্থাৎ বিদেশী কোম্পানী, হোটেল, মোটেল, পর্যটন, বহুজাতিক প্রতিষ্ঠান ইত্যাদিতে চাকুরি পেতে নিচের কোনটির গুরুত্ব বেশি?

স্মার্টনেস/ভাল রেজাল্ট/ভালো ইংরেজি জানা/ইংরেজির পাশাপাশি ভিন্ন ভাষায় কথা বলা

উপরের সবগুলো

৪। আন্তর্জাতিক শ্রমবাজারে(কোরিয়া, জাপান, মালয়েশিয়া, মধ্যপ্রাচ্য ও অন্যান্য) প্রবেশের সবচেয়ে বড় যোগ্যতা কোনটি বলে আপনি মনে করেন?

(I) সংশ্লিষ্ট দেশের ভাষা জানা/(II) কারিগরি কাজে দক্ষতা

(I) ও (II) উভয়টি/কোনটিই না

৫। শ্রমবাজার উপযোগী বিদেশী ভাষায় অদক্ষদের তুলনায় দক্ষদের ক্ষেত্রে কোনটি হয়?

(I) অন্যদের তুলনায় বেতন বেশি থাকে/(II)সহজেই বিদেশে খাপ খাইয়ে নিতে পারে/(III)বেতন সমান থাকে

(I) ও(II) উভয়টি

৬। বিদেশী ইঞ্জিনিয়ারদের সাথে আমাদের দেশের ইঞ্জিনিয়াররা চাকুরি করে। কিন্তু ভাষা না জানার কারণে তাদের মধ্যে যোগাযোগ সহজলভ্য হয় না। ফলে কাজে গতি কম থাকে এবং আমাদের দেশের ইঞ্জিনিয়াররা পর্যাপ্ত দক্ষতা ও জ্ঞান অর্জনে ব্যর্থ হয়। যদি আমাদের দেশের ইঞ্জিনিয়াররা বিদেশী ইঞ্জিনিয়ারদের সাথে ঐ দেশের ভাষায় কথা বলতে পারে, তাহলে এই সমস্যা দূর করা যাবে বলে মনে করেন কি?

(I) হ্যা (II)না

প্রশ্ন(টিক চিহ্ন দিন)	অনেক বেশি ৫	বেশি ৪	মোটামুটি ৩	সুবিধা কম ২	একেবারেই কম ১
৭। বিদেশে চাকুরির শুরুতেই ঐ দেশের ভাষা জানা থাকার সুবিধা কতটুকু?					
৮। বিদেশে চাকুরির শুরুতেই ঐ দেশের ভাষা জানাদের চাকুরিতে উন্নতির পরিমাণ ভাষা না জানাদের তুলনায় কতটা বেশি?					

৯। একাধিক ভাষায় দক্ষ কর্মীদের দ্বারা কি কোম্পানীর বাড়তি কোনো সুবিধা হয়(যেমন: উৎপাদন, বিপণন, সুনাম, আয় বৃদ্ধি, ভিন্ন দেশের সাথে যোগাযোগ)?

(I) হ্যা (II) না

৯.১ কি কি সুবিধা লিখুন:

প্রশ্ন (ডানে টিক চিহ্ন দিন)	পুরোপুরি একমত ৫	একমত ৪	হতে পারে ৩	একমত না ২	একেবারেই একমত না ১
১০। ভবিষ্যত পৃথিবী হবে ভাষাভিত্তিক। অর্থাৎ যার ভাষাগত দক্ষতা থাকবে, সে সকল শ্রমবাজারে সহজেই নিজের অবস্থান তৈরি করে নিতে পারবে। এ বিষয়ে আপনার মতামত কি?					

খ-ভাষাগত দক্ষতার সুবিধা

১১। একজন ডিপ্লোমা গ্রাজুয়েট চাকুরির জন্য আন্তর্জাতিক শ্রমবাজারে প্রবেশ করার সময় নিম্নোক্ত কোন যোগ্যতা/দক্ষতা প্রয়োজন হয়?

ক.আইএলটিএস/ভাষাগত দক্ষতা খ.ভাল রেজাল্ট গ.অভিজ্ঞতা ঘ.আর্থিক সচ্ছলতা

১২। আন্তর্জাতিক শ্রমবাজারে ১ জন ডিপ্লোমা গ্রাজুয়েটের চাকুরির জন্য ঐ দেশের ভাষা জানার প্রয়োজন হয় কি?

ক.হ্যা খ.না

১২.১ উত্তর হ্যা হলে-

কি কি প্রয়োজন লিখুন-----

১৩। ভাষা শিক্ষা করার দ্বারা দেশের চাকুরী বাজারে কি কি সুবিধা আছে বলে মনে করেন? ক.সহজে চাকুরী
খ.ভাষা শিক্ষা প্রতিষ্ঠানে চাকুরী গ.অনলাইন জব।

অন্যান্য থাকলে লিখুন:-----

১৪। শ্রমবাজার উপযোগী ভাষা জানায় বিদেশে অবস্থানকালীন নিম্নোক্ত কোন সুবিধা পাবে বলে মনে করেন?

ক. সহজেই নতুন চাকুরী খ.সহজেই উচ্চতর শিক্ষা গ্রহন গ. সহজেই প্রফেশনাল কোর্স গ্রহন ঘ. সবগুলো।

গ-ভাষাগত দক্ষতার সুযোগ

১৫। ডিপ্লোমা গ্রাজুয়েটদের চাকুরী বাজার সম্প্রসারণে শ্রমবাজার উপযোগী ভাষা সিলেবাসে সংযোজনের কোন ভূমিকা আছে কি?

ক.হ্যা খ.না

১৬। ডিপ্লোমা গ্রাজুয়েটদের জন্য নিম্নোক্ত কোনটির মাধ্যমে আন্তর্জাতিক শ্রমবাজারে প্রবেশের সুযোগ সৃষ্টি হবে বলে মনে করেন?

ক. কারিকুলামে ব্যবহারিক বৃদ্ধিকরন খ.কারিকুলামে শ্রমবাজার উপযোগী ভাষা সংযোজন গ.ইংরেজী সিলেবাস বৃদ্ধিকরন

১৭। আপনি কি কখনো বিদেশে চাকুরী বা উচ্চশিক্ষায় যাওয়ার চিন্তা করেছেন? ক.হ্যা

খ.না

১৮। ডিপ্লোমা ইঞ্জিনিয়ারিং পড়ার সময় যদি শ্রমবাজার উপযোগী ভাষা শিখানো হত তাহলে তা আপনার জন্য কি কি সুযোগ তৈরি করতে পারত?

ক.বিদেশে উচ্চশিক্ষা সহজ হত খ.আন্তর্জাতিক শ্রমবাজারে প্রবেশ সহজ হত গ. ক এবং খ উভয়ই ঘ.কোনটিই না

১৯। আন্তর্জাতিক শ্রমবাজারে প্রবেশে ভাষা না জানায় আপনি কি কোন অসুবিধায় পড়েছেন? ক.হ্যা
খ.না

উত্তর হ্যা হলে কি কি অসুবিধায় পড়েছেন লিখুন:-----

২০। আপনি অথবা আপনার পরিচিতদের মধ্যে কোন ডিপ্লোমা গ্রাজুয়েট আন্তর্জাতিক শ্রমবাজারে প্রবেশে সে
দেশের ভাষা শিক্ষা করার কোন প্রয়োজনীয়তা বোধ করেছেন? ক.হ্যা খ.না

২১। আন্তর্জাতিক শ্রমবাজারে প্রবেশের পরে উচ্চশিক্ষার জন্য ভাষা কোন কাজে লাগবে কিনা? ক.হ্যা
খ.না

২২। আন্তর্জাতিক শ্রমবাজারে প্রবেশের পরে চাকুরী পরিবর্তনের জন্য ভাষা কোন কাজে লাগবে কিনা?
ক.হ্যা খ.না

২৩। আন্তর্জাতিক শ্রমবাজারে প্রবেশের পরে টিকে থাকার জন্য ভাষা কোন কাজে লাগবে কিনা? ক.হ্যা
খ.না

২৪। দেশে হোটেল,মোটেল,টুরিজম ইত্যাদিতে বিদেশী ভাষা জানাদের জন্য কোন চাকুরীর সুযোগ আছে
কিনা? ক.হ্যা খ.না

আপনাকে অসংখ্য ধন্যবাদ

Annexure-2

Questionnaire for the diploma graduates (abroad)

নামঃ	পেশাঃ
ই-মেইলঃ	মোবাইল নম্বরঃ
যে দেশে অবস্থানঃ	স্বাক্ষরঃ

Title: Advantages of Language skill (without ENGLISH) in jobs & Employment. (For BD diploma Graduate)

১। বিদেশীভাষায় অদক্ষদের তুলনায় বিদেশীভাষায় দক্ষদের পদমর্যাদা, আর্থিক সুবিধা, সুনাম, চাকুরি পরিবর্তন ইত্যাদির মধ্যে কোনটির সুযোগ থাকে?

- I. পদমর্যাদা বেশি থাকে
- II. আর্থিক সুবিধা বেশি থাকে
- III. সুনাম বেশি থাকে
- IV. চাকুরি পরিবর্তন সুযোগ বেশি থাকে
- V. উপরের সবগুলো
- VI. কোনটিই থাকেনা

২। বর্তমান বিশ্বায়নের সাথে তালমিলাতে চাকুরি প্রার্থীদেও নিম্নোক্ত কোন যোগ্যতা আপনার কাছে আকর্ষণীয় / সবচেয়ে প্রয়োজনীয় মনে হয়?

- I. ভাল রেজাল্ট
- II. অভিজ্ঞতা
- III. একাধিক ভাষার যোগাযোগ দক্ষতা
- IV. ব্যবহারিক কাজের দক্ষতা
- V. (III) ও (IV) উভয়টি

৩। ক্যারিয়ারকে বৈচিত্রময় করতে অর্থাৎ বিদেশী কোম্পানী, হোটেল, মোটেল, পর্যটন, বহুজাতিক প্রতিষ্ঠান ইত্যাদিতে চাকুরি পেতে নিচের কোনটির গুরুত্ব বেশি?

- I. স্মার্টনেস
- II. ভাল রেজাল্ট
- III. ভালো ইংরেজি জানা
- IV. ইংরেজির পাশাপাশি ভিন্ন ভাষায় কথাবলা
- V. উপরের সবগুলো

৪। আন্তর্জাতিক শ্রমবাজারে (কোরিয়া, জাপান, মালয়েশিয়া, মধ্যপ্রাচ্য) প্রবেশের সবচেয়ে বড় যোগ্যতা কোনটি বলে আপনি মনে করেন?

- I. সংশ্লিষ্ট দেশের ভাষা জানা
- II. কারিগরি কাজে দক্ষতা
- III. (I) ও (II) উভয়টি
- IV. কোনটিইনা

৫। আন্তর্জাতিক শ্রমবাজারে বিদেশী ভাষা জ্ঞান নিয়ে যারা প্রবেশ করে তাদের ক্ষেত্রে কোনটি হয়?

- I. অন্যদের তুলনায় বেতন বেশি থাকে
- II. সহজেই বিদেশে খাপ খাইয়ে নিতে পারে
- III. বেতন সমান থাকে
- IV. (I) ও (II) উভয়টি

৬। বিদেশী ইঞ্জিনিয়ারদের সাথে আমাদের দেশের ইঞ্জিনিয়াররা চাকুরিকরে। কিন্তু ভাষা না জানার কারণে তাদের মধ্যে যোগাযোগ সহজলভ্য হয় না। ফলে কাজে গতি কম থাকে এবং আমাদের দেশের ইঞ্জিনিয়াররা পর্যাপ্ত দক্ষতা ও জ্ঞান অর্জনে ব্যর্থ হয়। যদি আমাদের দেশের ইঞ্জিনিয়াররা বিদেশী ইঞ্জিনিয়ারদের সাথে ঐ দেশের ভাষায় কথা বলতে পারে, তাহলে এই সমস্যা দূর করা যাবে বলে মনে করে নকি?

I. হ্যা

II. না

প্রশ্ন	অনেক বেশি ৫	বেশি ৪	মোটামুটি ৩	সুবিধা কম ২	একেবারেই কম ১
৭। বিদেশে চাকুরির শুরুতেই ঐ দেশের ভাষা জানা থাকার সুবিধা কতটুকু?					
৮। বিদেশে চাকুরির শুরুতেই ঐ দেশের ভাষা জানা দেও চাকুরিতে উন্নতির পরিমাণ ভাষা না জানাদের তুলনায় কতটা বেশি?					

৯। একাধিক ভাষায় দক্ষ কর্মীদের দ্বারা কি কোম্পানীর বাড়তি কোনো সুবিধা হয়(যেমন: উৎপাদন, বিপণন, সুনাম, আয়বৃদ্ধি, ভিন্ন দেশের সাথে যোগাযোগ)?

I. হ্যা

II. না

প্রশ্ন	পুরোপুরিএকমত ৫	একমত ৪	হতেপারে ৩	একমতনা ২	একেবারেইএকমতনা ১
১০। ভবিষ্যত পৃথিবী হবে ভাষা ভিত্তিক। অর্থাৎ যার ভাষাগত দক্ষতা থাকবে, সে সকল শ্রম বাজারে সহজেই নিজের অবস্থান তৈরি করে নিতে পারবে। এ বিষয়ে আপনার মতামত কি?					

Annexure-3

Questionnaire for the Instructor/Trainer

নামঃ	পরিচিতি	পেশাঃ
জেন্ডারঃ পুরুষ/নারী		মোবাইল নম্বরঃ
ই-মেইলঃ		স্বাক্ষরঃ

১. বিশ্বায়নের যুগে যোগাযোগ দক্ষতা আবশ্যিক হয়ে পড়েছে। বহুজাতিক/ বহুভাষাভাষির কোম্পানিতে ইংরেজী ছাড়াও অন্যান্য ভাষা জানা লোকদের চাহিদা বাড়ছে। এই দৃষ্টিকোণ থেকে TVET সেক্টরে বিদেশী ভাষা সংযোজনের প্রয়োজন মনে করেন কি?

- i. হ্যা
- ii. না

২. আমাদের অনেক ছাত্র বিদেশে চাকুরীর জন্য আবেদন করে, কিন্তু সে দেশের ভাষা না জানার কারণে পিছিয়ে পড়ে। এমতাবস্থায় ছাত্রজীবনে তাকে বিদেশী ভাষা শিখানো হলে এ সমস্যা দূর হবে বলে মনে করেন কি?

- i. হ্যা
- ii. না

৩. ৯ম-দশম, ডিপ্লোমার ৪ বছর এই ছয় বছরে ইংরেজীর পাশাপাশি ভিন্ন ২ টি ভাষা শিক্ষা কি সম্ভব বলে মনে করেন কি?

- i. হ্যা
- ii. না

৪. কারিকুলামে কি ধরনের দক্ষতার প্রয়োজন বলে মনে করেন?

- i. বিষয়ভিত্তিক দক্ষতা
- ii. ব্যবহারিক দক্ষতা
- iii. যোগাযোগ দক্ষতা
- iv. উপরেরসবকয়টি

৫. একটি সাধারণ শিক্ষায় শিক্ষিত লোক এবং একজন TVET পাশ করা লোকের মধ্যে মৌলিক পার্থক্য হচ্ছে কর্মমুখী কাজ জানার মধ্যে। কিন্তু ভাষাগত যোগাযোগ দক্ষতায় সাধারণ শিক্ষিত লোক এগিয়ে থাকে। যদি TVET ছাত্র/ছাত্রীরা ভিন্ন একটি ভাষা(মান্দারিন, চাইনীজ, কোরিয়ান, এরাবিক) শিখে তাহলে এই দূরত্ব দূর হবে বলে মনে করেন কি?

- i. হ্যা
- ii. না

৬. TVET থেকে বিদেশে কর্মক্ষেত্রে ছাত্র/ছাত্রীরা যায় ঠিকই কিন্তু কর্মের পাশাপাশি উচ্চ শিক্ষার সুযোগ থেকে বঞ্চিত হয়। বিদেশী ভাষা জানা থাকলে কর্মের পাশাপাশি উচ্চ শিক্ষা গ্রহণ সহজ হবে বলে মনে করেন কি ?

- i. হ্যা
- ii. না

৭। আন্তর্জাতিক শ্রমবাজারে(কোরিয়া, জাপান, মালয়েশিয়া, মধ্যপ্রাচ্য) প্রবেশের সবচেয়ে বড় যোগ্যতা কোনটি বলে আপনি মনে করেন?

- V. সংশ্লিষ্ট দেশের ভাষা জানা
- VI. কারিগরি কাজে দক্ষতা
- VII. (I) ও (II) উভয়টি
- VIII. কোনটিই না

৭। বর্তমান বিশ্বে শ্রমবাজার উপযোগী কোন কোন ভাষা আমাদের TVET Graduate দের জন্য support করেন?
উঃ

৯। বিদেশী ভাষা শিখানোর মত পর্যাপ্ত প্রতিষ্ঠান/ব্যক্তি আমাদের দেশে আছে কিনা?

উঃ

৯(ক)ঃ যদি থাকে তাহলে তাদের সংখ্যা কত এবং প্রতিষ্ঠানের নাম কি?

উঃ

১০। ভাষা শিক্ষা কোর্স কতদিনের হতে পারে?

- I. ৬ মাস
- II. ১বছর
- III. ২বছর
- IV. ৪বছর

Annexure-4

Questionnaire for the Recruiting Agent

নামঃ	পেশাঃ
ই-মেইলঃ	মোবাইল নম্বরঃ
যে দেশে অবস্থানঃ	স্বাক্ষরঃ

১। যে সকল টেকনিক্যাল পারসন একাধিক ভাষায় দক্ষ তাদের এই ভাষাগত দক্ষতা প্রতিষ্ঠানের জন্য নিম্নোক্ত কোন কাজে আসে কি?

- I. প্রতিষ্ঠানের সুনাম বৃদ্ধি পায়
- II. প্রতিষ্ঠানের আর্থিক উন্নতি হয়
- III. (I) ও (II) উভয়টি
- IV. কোন কাজে আসে না

২। বিদেশী ভাষায় অদক্ষদের তুলনায় বিদেশী ভাষায় দক্ষদের পদমর্যাদা, আর্থিক সুবিধা, সুনাম, চাকুরি পরিবর্তন ইত্যাদির মধ্যে কোনটির সুযোগ থাকে?

- VII. পদমর্যাদা বেশি থাকে
- VIII. আর্থিক সুবিধা বেশি থাকে
- IX. সুনাম বেশি থাকে
- X. চাকুরি পরিবর্তন সুযোগ বেশি থাকে
- XI. সবগুলো
- XII. কোনটি ই থাকে না

৩। বর্তমান বিশ্বায়নের সাথে তাল মিলাতে চাকুরি প্রার্থীদের নিম্নোক্ত কোন যোগ্যতা আপনার কাছে আকর্ষণীয়/সবচেয়ে প্রয়োজনীয় মনে করেন?

- VI. ভাল রেজাল্ট
- VII. অভিজ্ঞতা
- VIII. একাধিক ভাষার যোগাযোগ দক্ষতা
- IX. ব্যবহারিক কাজের দক্ষতা
- X. (III) ও (IV) উভয়টি

৪। শ্রমবাজার উপযোগী বিদেশী ভাষায়(কোরিয়ান, মান্দারীন, চীনা,) কথা বলতে পারার দক্ষতাকে আপনি কিভাবে দেখেন?

- I. খুবই ইতিবাচক
- II. ইতিবাচক
- III. মোটামুটি ইতিবাচক
- IV. অপ্রয়োজনীয়
- V. একেবারেই অপ্রয়োজনীয়

৫। ক্যারিয়ারকে বৈচিত্রময় করতে অর্থাৎ বিদেশী কোম্পানী, হোটেল, মোটেল, পর্যটন, বহুজাতিক প্রতিষ্ঠান ইত্যাদিতে চাকুরি পেতে নিচের কোনটির গুরুত্ব বেশি?

- VI. স্মার্টনেস
- VII. ভাল রেজাল্ট
- VIII. ভালো ইংরেজি জানা
- IX. ইংরেজির পাশাপাশি ভিন্ন ভাষায় কথা বলা

X. উপরের সবগুলো

৬। আন্তর্জাতিক শ্রমবাজারে(কোরিয়া, জাপান, মালয়েশিয়া, মধ্যপ্রাচ্য) প্রবেশের সবচেয়ে বড় যোগ্যতা কোনটি বলে আপনি মনে করেন?

IX. সংশ্লিষ্ট দেশের ভাষা জানা

X. কারিগরি কাজে দক্ষতা

XI. (I) ও (II) উভয়টি

XII. কোনটিই না

৭। আন্তর্জাতিক শ্রমবাজারে বিদেশী ভাষা জ্ঞান নিয়ে যারা প্রবেশ করে তাদের ক্ষেত্রে কোনটি হয়?

V. অন্যদের তুলনায় বেতন বেশি থাকে

VI. বেতন সমান থাকে

VII. সহজেই বিদেশে খাপ খাইয়ে নিতে পারে

VIII. (I) ও (III) উভয়টি

৮। বিদেশে চাকুরির শুরুতেই ঐ দেশের ভাষা জানাদের চাকুরিতে উন্নতির পরিমাণ ভাষা না জানাদের তুলনায় কতটা বেশি?

I. অনেক বেশি

II. বেশি

III. মোটামুটি

IV. সুবিধা কম

V. একেবারেই কম

৯। একাধিক ভাষায় দক্ষ কর্মীদের দ্বারা কি কোম্পানীর বাড়তি কোনো সুবিধা হয়(যেমন: উৎপাদন, বিপণন, সুনাম, আয় বৃদ্ধি, ভিন্ন দেশের সাথে যোগাযোগ)?

III. হ্যা

IV. না

১০। ভবিষ্যত পৃথিবী হবে ভাষাভিত্তিক। অর্থাৎ যার ভাষাগত দক্ষতা থাকবে, সে সকল শ্রমবাজারে সহজেই নিজের অবস্থান তৈরি করে নিতে পারবে। এ বিষয়ে আপনার মতামত কি?

I. পুরোপুরি একমত

II. একমত

III. হতে পারে

IV. একমত না

V. একেবারেই একমত না

১১। দেশি কারিগরদের বিদেশী ভাষা শিক্ষা দিয়ে বৈদেশিক শ্রমবাজারে পাঠানো হলে দেশের রেমিটেন্স আহরণে কেমন প্রভাব পরবে বলে আপনি মনে করেন?

I. রেমিটেন্স অনেক বাড়বে

II. রেমিটেন্স বাড়তে পারে

III. রেমিটেন্স একই থাকবে

IV. রেমিটেন্স বাড়ার সম্ভাবনা নেই

V. উত্তর জানা নেই

Annexure-5

Respondent diploma graduates worldwide

78 responses

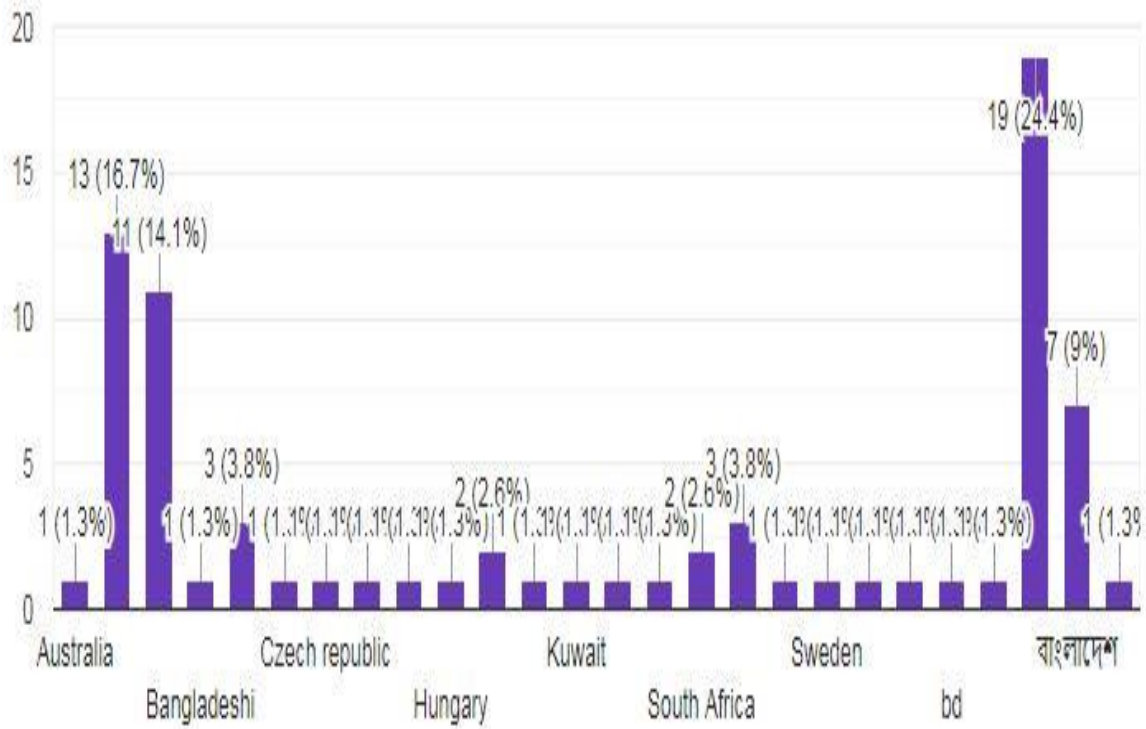


Figure 13: Respondents from different country's of the world.

Annexure-6

Focus group Discussion in Gopalganj polytechnic institute



Focus group Discussion in Technical Training Center, Gopalganj

