Interview date: 07/02/2022

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Interviewer: Md. Abul Kalam

I: Program 1; Tell us about general electrician.

P: It is a 360 hours course. This 360 hour is done in 6 months. Minimum qualification for admission here is class 8 passed. But higher qualified people than this also join this course. Graduates can work as electrician after completing this course. Female participation is rare here. Because it’s a heavy work. Woman participating in heavy work is not very common in our country.

Here, it is mostly hands-on training. The minimal theoretical knowledge is provided which is necessary for learning hands- on training. If we say, 80% practical and 20% theoretical knowledge.

The instrument we use here for training is fine for small industries but they are not okay for large industries. General electrician works can be done with these instruments. But this 360-hour course is not suitable learning large scale works.

one important thing is, diploma engineers also take this course sometimes. This course helps them get “ABC” license and “NTVQF” license too very easily.

formal teaching qualification or training qualification of the trainers of this program is somewhat different. They join here through board. Then board and government arrange many training for the teachers. For example, another training for trainers is going to be started from tomorrow (8 February, 2022). Will be continued for 2 months (52 days). The training will be held in this institute. In that sense, teachers/ trainers are on continuous training.

But if we say, training license holder or certified trainers are only 20% or around. Also, anyone who has worked in industries before becoming a teacher/ trainer here is not there in this program.

Now-a days In Covid-19 situation we attend training sessions with some foreign institutions in online. Generally, trainers are sent to abroad for training purpose. We had been taken to Singapore, Indonesia. We visit to know more about their technology and management. But it is difficult to implement those here after visiting the technologies and management. Because, here we have old fashioned machineries which are not suitable for incorporating modern technology. Actually, you know very well about government purchase, I don’t want mention more. That is why, even after having very good training, knowing more about foreign technologies, we cannot implement those here properly. Because we don’t have such setup here.

Let me tell you a story about government purchase. We receive a lot of products. The purpose of those projects is to increase different training equipment/ facilities/ trainer/ training etc. But in real or in field, a particular project is said to be successful if the whole fund is spent. One such project was STEP (Skills and Training Enhancement Program). Presentations of this was project was done in 5-star hotels just to finish up the funds. That is why this project is considered most successful in our sector. But the purpose of the project and enhancement of its standard is all in pen and paper. For example, we have been to a seminar. One officer from SPARRSO (Space Research and Remote Sensing Organization) comes there. He delivered a speech of his own. He talked about Radiation Theory I assume. We listened to him. But we do not have enough technology to work on this topic. I mean, there is demand for radiation technology and other contemporary technology-based skills. But we don’t have such arrangement for providing those skills. I mean we don’t have facilities or modern equipment for providing new skills. These are the problems. Even after being a technical institute, we struggle to supply technical manpower.

Another important aspect is donor. Huge no of donor is there in technical sector like the World Bank, ILO (International Labor Organization), JICA (Japan International Cooperation Agency), KOICA (Korean International Cooperation Agency) etc. They offer fund for different projects or they offer direct rejects many a times. These projects are generally for whole institution, I mean for all the 11 departments. Usually, no donor comes with any single or particular department. Projects that are done under the fund of the World bank, those funds are only spent in pen and papers. Nothing happens in real. World Bank funded projects have very low monitoring. Besides, monitoring system of ILO are far better than that of JICA and KOICA. JICA is funding few projects these days.

Forty students get admitted in each batch of the 360-hour General Electrician Course. They have both theory and practical classes. There are no different batches for theory and practical. Its altogether. But online classes are going on in this Covid-19 situation. This is tough to teach practical classes in online.

The funding of this course is from students. It costs almost 8000 takas including all. As this is self-funded course, those who are really eager to learn and want to utilize the lessons joins the course. Government wants to spread this General Electrician course. Government has provided license for this course to governments polytechnics, technical training centers and many other private organizations too. We do not offer any scholarship and we don’t have any donors for this course as well. This course is run by the student fee only. Students here are mostly from the nearby areas. Many governments and private organizations offer this course for free or offer some scholarships. In that case serious students might not join the course. For example, I once went to another institution as external for a viva. That was for this 360 hours General Electrician course. I found there few students who comes from well off family. But their performance is not at all satisfactory. I felt like they are not willing to work and earn. Parents have only forced them to join this course. That’s why I feel that financial wavers are not necessary in such short courses like 360-hour course.

Instrument setup cost and other cost during the course for this General Electrician course comes from students’ fee.

Certificate of this course is provided by Bangladesh Technical Education Board (BTEB). But it takes time to issue certificates from BTEB. That’s why this institute issue testimonial to those who perform well in the course. Students even get jobs with that testimonial. Later, board issues certificate for everyone.

We do not do anything formally for job placement after completion of this course. But if any company demands for such skilled people, we send our students over there. There is problem, when students get jobs after passing out from here, they don’t bother to inform us. Some may let us know, but mostly don’t. we don’t have such after course contact.

This general electrician course has been introduced since 1980. But it can be more or less for one or two years, I am not sure.

I: Tell us about Program 2; Diploma Engineering in electrical technology.

P: This is 4 years long course. Usually, SSC passed students can get admitted to this course. Even Higher Secondary Certificate (HSC) passed students too can admit here. But there is an age limitation for getting admission here. Right now, I cannot tell you the maximum bar of age for admission.

Total number of students in this course is 300 as we have 150 in each shift. 150 students of each shift are again divided into three more sections.

Last semester of diploma course is “industrial attachment”. Then students learn hands- on work joining different industries. Usually, students from this department join BREB (Bangladesh Rural Electrification Board), WASA (Water supply and sewerage authority) etc. for industrial attachment. But we cannot send enough number of students to those organizations for industrial attachment even though we have good relation with them. Their demand has declined, I assume.

Almost 40 students used to get admitted in this department after the independence of country. Classes used to be conducted in 2 sections, 20 students in each. One section used to take theoretical class, and another used to take practical. Theory class would happen in class room and the practical class in the workshop. We had enough instruments for practical of 20 students. That’s why everyone in the class got to learn properly. But now we have instrument for 20, but we have 50 students in each section. As a result, 3-4 students can use one instrument together. So, the hands- on training is not properly given. Students keep wandering in campus during class hour. This must disrupt the environment of campus.

In this course, 60% is practical and 40% is theoretical. This is fixed in the curriculum. We cannot go beyond the curriculum. Here, we try to skill a student in advance technical skills within these 4 years. Theoretical knowledge is very important for advanced skills. Theoretical part covers how and why are the hands- on training work.

Certificate for the course Diploma Engineering in Electrical Technology is issued by Bangladesh Technical Education Board (BTEB). But it takes a lot of time to issue the certificate after the students graduate. In that case, we issue a testimonial after the completion of industrial attachment in the 8th semester. I mean, we issue the testimonial only if we get good report from the industry. Students usually get jobs with that testimonial. Instruments in this course are not as well updated like the general electrician course. The world is improving, technology is updating but our instruments are not updating in that pace. One thing can be said, demand for electrical sector is huge. Every kind of organization requires electrically skilled persons. The instruments we use here might be okay for some industry, but they are not okay for big industries or updated technologies. Trainers of this course also do not have any formal training like the general electrician course.

If we count, only 20% teachers have formal trainer license. But the trainers get regular trainings. One teacher from this department also has worked in an industry. I mean before he joined teaching profession. But the teacher might not work in the same department of an industry before whatever subject he is teaching here. I mean, they don’t have subject-based experience thought they have experience to work in industry.

For this course, we take minimum fees at the beginning of the course. Actually, its budget comes from government funds. Sometimes government provide by itself, sometimes government arranges from different donors. Usually World Bank, JICA, KOIKA etc. are big donors. ILO is introducing many projects in this technical skill sector. But these donors rarely donate in a single department separately. Usually, they provide funding for all 11 departments of this institute together.

This program has been introduced since 2003. It was there before hand too but that was 3 years long course. Four years long course has been started since 2003.

This year we have started a new course. That is “Ex Diploma Engineering Make Up Course”. Diploma engineers can get a certificate of diploma engineering in electrical technology by availing this course for 6 months. We teach 5 mother technology in this course. They are mobile servicing, electrical waring etc. Demand for electrical in the market is very high. But other subjects have a bit less demand. That’s why government has started this short course only in this Institute. But there is a problem in this make up course. For example, boys from electronics are taking this course. Those who are doing four years electrical engineering are entering into the job market. You have to admit that, government is the main job giver in this country and government job is top in job preference list. But tell me, how many government jobs are there for electrical sector? There are very limited government permanent positions in places like Bangladesh Radio, Bangladesh Television, Electricity Plant, WASA etc. someone who has completed diploma engineering expects a job like junior assistant engineer or a 2nd class job. But number of second-class jobs from graduates are very less in the country. That is why you will see diploma engineers joining lower post than 14th grade, 13th grade after graduating. Then they get promoted very slowly. Now if the students from electronics get to apply for this post along with students from electrical then the competition will increase to many folds. In that case diploma holders from electrical will be unsatisfied.

**QUALITATIVE PART**

1. **Program**
   1. **Characteristics of the program and for whom the program is.**

**I:** First of all, we want to ask you some follow up questions regarding the characteristics and participants of this program that were previously asked in the survey. You said that, there is 80% (in case of general electrician course) and 60% (in case of diploma engineering in electrical technology course) hands- on training in this program. Based on that please tell us how and where is these hands- on training are provided for both the programs?

**P:** Hands on training means the practical part for both the programs are done here. In our institute. We have our own workshop. We have different workshop supervisor in every department. He looks after all these. And the general electrician course is all practical. I mean, we teach the minimum amount of theory necessary to do practical. And diploma engineering has 60% practical. That is mentioned in the board syllabus. We cannot go beyond board syllabus.

**I:** can you tell us about the participants and the prospect participants of these 2 programs in details? Also, what is the minimum qualification for getting admission in the programs?

**P:** For general electrician course, minimum qualification is class 8 passed. But SSC passed boys are also coming. HSC passed or university students might come too. But they hide their certificate. That’s why we cannot know their actual educational qualification. This course has demand in the market, that’s why a lot of people come to join this course.

Participation of girls are less here. Because the work of an electrician is heavy work. One need to work with electricity in shops, house hold etc. it is not yet well recognized in the society that women will do such jobs. But the one or two girl that come to learn are for doing better in license exam. This I cannot say correctly.

**I:** Who makes the curriculum for this course? Is it different for general electrician and diploma engineering in electrical technology course?

**P:** Board does that for both the courses. They revise this curriculum after each five years. They call us (teachers from this institute) when they revise this curriculum. We send representative from each trade(departments). Everyone sits together to fix the curriculum. They take our opinion too. But the problem is, whoever takes the decision, do not work in the field. I mean whatever concept or idea they get about polytechnic institute or skill provider has difference than the reality. That means we teach and train in the classroom. The job providers sometimes contact us, sometimes they demand for updated skilled labor. Say for example, demand for Auto CAD increased once. But we didn’t teach this topic in details for diploma back then. Also, industry used to look for workers with this particular skill. But we failed to supply up to their demand. So, industry started to teach few of their workers with their own initiative. Then when we started to teach this skill, its demand decreased. Because many industries have already skilled their workers with this skill in their own initiative. One expert worker now has secured his position for next 10-20 years. So, they didn’t need any new worker. Now you can see that the curriculum is not correctly updated. I mean, whatever specific skill is required in any time, we cannot supply accordingly. At that time, our graduates take up short courses in private organizations on those particular skills to battle the competition. Or if government makes any arrangement for learning these skills, diploma passed students join there to learn too. But not everyone is lucky enough to get this opportunity. Because there are financial issues here. Also, time is a great concern. Usually most of them cannot manage financially for any new course after finishing their diploma.

Usually, when these curricula are made after each five years, they only make new syllabus. They don’t make any list of equipment. I mean, they don’t make any updated list of equipment to teach students. they so this meeting afterwards. They send us equipment list at different times and ask us to teach students with those. As a result, there is a huge difference in equipment and syllabus. There is no coordination among the syllabus we teach, list of the equipment they send and the equipment we already have.

**I:** Can you change, modify or adjust the curriculum according to demand? Can you do that keeping the demand of the recruiter or the trainers? If you can change then which subject, how and how much? Please tell us separately for both General Electrician course and Diploma Engineering in electrical technology course.

**P:** No. We are government institution. It is not easy to change anything in government institutions, you know that. There are some administrative issues and accountability. We go to curriculum development meeting after every five years. They ask for our recommendation. We recommend. Sometimes they consider those and sometimes not. Sometimes they consider a part of the recommendation we make. whatever the curriculum committee fix, we teach accordingly, we cannot go beyond that.

**1.2 Training Result**

**I:** Now we want to know something about the result of the training from you. You said in the survey that employment or job placement rate for those students enrolled and finished the course who were unemployed before taking the course is 80% male and 0% female in case of General electrician course and 65% male and 30% female in case of Diploma Engineering in Electrical Technology Course. Can you please mention, on what basis did you tell us the job placement rate for both the programs?

**P:** The course you have mentioned at first, general electrician course, is a heavy weight course. That means we teach them the works of an electrician in 360 hours. After learning this they get to do electricity related works in household, maintenance works in different organization. equipment used here is comparatively heavier. That’s why female participation in this type of work is almost zero. As a result, I have mentioned the rate as 0%. One or two female participants might join the course. They might have their own shop; they have come to learn in this program to do their own works. They are actually entrepreneur. But the number of girls who has completed a course here have got a job is very rare since the participation itself is very poor. And in case of male, I said it as 80% as the demand for this course is really high. I mean electricians are required everywhere. Be it garments, pharmacy, or any organization, they need electricians. Also, the students need to pay for this 360- hour course in our institution. Course fee and other expenses totals 8000 (eight thousand) takas. That’s why who are serious about the course from the beginning, I mean who wants to have job after completing this course joins here. Ultimately a lot of people get jobs right after they graduate from here. Many are getting art time jobs as well. For example, a new organization will be started, a lot of electricians are required there for a contractual basis, so a lot of them join there as well. But these are contractual. That’s why they are sometimes employed and again sometimes unemployed. Many organizations place their demand for electrician to us very often. At that time, we send them people who are our students here. Our job placement cell s in charge of these arrangements. We ask our students to share their contact number with our job placement cell. We also tell them to share their details when they join any organization with the job placement cell so that we can track our students. but the number I said as 80% because not everyone gets job right after graduation and some also join in part time/ contractual jobs which keeps them unemployed for a time being. But the problem is, many students do not give their contact details in the job placement cell and do not let us know if they get any jobs. That is why, it is difficult to give accurate counting.

Now in case of the second course which is diploma, in context of this country, a diploma engineer should hold a second-class job. I mean the job circular states like that. But there is a problem in reality. The number of diploma engineers are more than the number of second-class posts in the country. This is not the case for electrical trade only but for every trade. Again, most of the people in our country prefer government job. But how many posts are there for electrical trade? There are only a few places like BREB, WASA, Television, Radio where they directly ask for students from electrical grade. Each one of them have to go through vigorous competition to avail any of these jobs. Also, not everyone gets a second-class job. Then a lot of them join 3rd class posts. Now they don’t term as class, they are termed as grade. So, diploma engineers join in 13th or 14th grade posts.

In case of private organizations, diploma engineers are supposed to work in a supervisor position. But supervisor position in an organization requires very few manpower. Besides, high salary needs to be paid in supervisor position. For all these reasons, opportunities in the private sectors are very limited too. As I said, the demand of the industries is changing with time. Now the demand for Specific Skills is higher. For example, demand for arch welder increased as the metro rail project started. We provide very basic skill in the diploma course on this topic. Now if anyone take any advanced short course or learn from others on this topic then they can get those works. But as I said, a diploma engineers are supposed to do a 2nd class job or supervision. But he needs to work in operator level as there is no vacant post in supervisor’s level. Many a people are not willing to do these jobs. That’s why they cannot enter into the job market, they wait for a better opportunity. That is why the rate in case of male is 65%.

In case of female, they have much works to do in household according to our social construction. Again, these are heavy works, needs to move different places for work, I mean most of the works are field based rather office works. That’s why women have lesser opportunities in the sector.

**I:** you have said in the survey that the students who have joined this course while was already in any job has a rate of 100% male and 0% female in case of General Electrician course and Not Applicable in case of diploma Engineering to be promoted in their jobs or placed in a better position or earned a better amount. What are the things you considered while telling the rate of promotion or placement in an important position of the students? can you please tell us in details for both the programs?

**P:** I have already told you why the female participation is poor here in the 1st program that is General electrician course. And in case of male, some of them have already worked in an organization as an assistant electrician or has got some basic learning while working under someone else as his assistant. Later they do this course here, becomes a certified electrician and joins that organization as a permanent employee or gets better salary or joins other organization as head electrician. This certificate has higher value in this country. Our teaching is also better compared to a lot other. So, what you were saying that whether they get promoted or salary increment after completion of this program or not? Yes, this happens.

Also, if we say about the diploma course, SSC passed students can get admitted in these four years long course. But we do not take admission of those who are a bit aged. Here we have some restrictions. Again, this institute has a good reputation among all the polytechnics. That’s why you will see this institute in the top choice list of the students during admission. As a result, we get students with good GPA. Students of diploma trade in our students are mostly regular students, because it is difficult to obtain good GPA if anyone is not a regular student. So, no one comes here to do diploma while working. Due to age restrictions and result concern, they don’t get the opportunity. In this case, we have answered Not Applicable for your question.

**I:** you have mentioned in the survey that the rate of students going for higher education from those who have studies here is 0% in case of General Electrician course (Both Male and Female) and 0% female and less tan 5% male in case od Diploma course. Can you please tell us elaborately, on what basis you have mentioned this percentage for both the programs?

**P:** The minimum qualification of admission for the first course i.e., General Electrician Course is class 8 passed. But higher educated people also come. SSC/ HSC passed students also come. But those who comes, joins this course for having a job, earning their livelihood. And one can get a job with a good salary after completing this course. But a lot of diplomas passed boys are sound to do this course. This helps them get ABC license easily and pass NTVQF level 1. That’s why higher educated are sometimes found doing this course. No one goes for higher education after this course but higher educated people do this course.

If we talk about the diploma course, the competition is very high here. DUET has the highest demand in the country. I mean, in case of doing BSc after Diploma, DUET is in top of everyone’s preference list. But the number of seats in DUET is very limited. Private universities also offer BSc too. But the cost there is not everyone’s cup of tea. That is why only 5% of male students or less go for BSc. Again, they do not get preferable jobs after passing diploma. Unemployed, then some goes for BSc admission. They usually get admitted in private universities for BSc. And it is rare for female to go for higher education. Cost is one of the main reasons for not admitting in BSc. But 1-2 women go for BSc who has the capabilities if they can manage times.

Do you agree or disagree with these statements?

**I:** Is this program contributing to create efficient manpower in the industry?

**P:** General electrician: Agreed

Diploma Engineer in Electrical technology: Agreed

**I:** This program helps the organizations to start new technology and/or new product and/or new method of work.

**P:** General Electrician: Slightly Agreed

Diploma Engineering in Electrical technology: Agreed

**I:** This program helps those (backward and poor group) who were out of financial activities due to not getting good opportunities in the industries.

**P:** General Electrician: Agreed

Diploma Engineering in Electrical technology: Agreed

**I:** Please explain your answers for the above questions (1.2.4, 1.2.5, 1.2.6) and tell us which characteristics of the programs can supply skilled manpower according to the demand of industries. Also tell us, which characteristics of these courses helps the organizations to bring new product, new technology and new methodology?

**P:** These two programs are supplying skilled manpower to the industries. Most of the students work in industries after having training from us, so it can be said that industries are getting skilled workforce. But if we say about industries, industries are of different sizes, large, small, medium etc. these industries need different skilled people. The skilled people we are creating might not fit in every industry but will surely fit at least in any of the industries. This statement is applicable for both the programs.

I will not say that our graduates are helping to start new methodology. But they get trained here in small scale machine. They work in large scale machine when they go to industries. So, graduates are capable of working in large scale machines even after learning in small scale machines. So, we can say that our graduates are capable of adapting themselves with the situation. This is applicable for the diploma graduates. Whatever equipment we use to teach in General Electrician course, they use the same equipment in work mostly. But there is difference as well. They might need to work with heavier equipment in work or do the same type of work in larger amount. This can also be done by the graduates of this course.

**I:** ask based on question no 1.2.6., how the program/ programs are connecting the people who were outside of any financial activities with this training program? If the population is getting connected with the programs, then are they getting better opportunities to avail jobs or employment due to these trainings?

**P:** These programs are helping the backwards and the poor, I mean people from well off family rarely do this course, but the course fee of this course is paid by the students themselves. Again, they are getting jobs after doing the course. So, it can be said that this course is creating opportunities for those who are utilizing these skills. In another sense, they are selling the skills in the labor market earned from the course.

Now if I say about the 2nd course which is Diploma Engineering in Electrical Technology, there is no course fee in that. It takes a minimum fee to take admission. Government bears the whole cost. The problem our students face is the Living cost. Many of our students come from village. They are even far away. It becomes hard for them to arrange for living and continue their study. There are polytechnic institutes outside Dhaka as well. Electrical trade is also available there. But people from outside Dhaka feel extra attraction towards the institutions of Dhaka. That’s why most of the students keep this institute in top of their preference list.

But we have hostel arrangement for our students. they can stay here with only 16 taka per seat monthly. And the daily meal charge in the hostel is only 70 takas. So, you see, total cost of food and living here in the hostel is around 2116 taka per person. And the education cost is just very nominal. So, it can be said that each student from this Institute needs around 2200 taka monthly for living, food and education. This is applicable for the diploma course. Very few students quit their study when they fail to arrange the amount of money. Even then I can say, it is very difficult to have arrangement for living and food in such low cost in Dhaka. That’s why even if we cannot say that this program brings the poor into financial activities, we can say that this program is helping the insolvent to be solvent by letting them join financial activities.

**2. Factors to make the selected programs effective.**

**2.1 Relationship with the private sector**

Do you Agree or Not- Agreed with the following statements?

**I:** we work closely with the company/ industries.

**P:** General Electrician: Slightly Agreed

Diploma Engineering in Electrical Technology: Slightly Agreed

**I:** Demand of the private organizations influences the types, aim, and plans of this training program.

**P:** General Electrician: Slightly Agreed

Diploma Engineering in Electrical Technology: Slightly Agreed

**I:** Demand of the private organization influences the curriculum of our training program.

**P:** General Electrician: Slightly Not Agreed

Diploma Engineering in Electrical Technology: Slightly Not Agreed

**I:** Can you please tell us how you work with private institution and its organizations and do you believe that this relationship is effective and how much effective relationship it is?

**P:** We maintain relationship with private organizations. Its kind of good relationship. Private organizations contact in our job placement cell so that they can employ our students. This relation was not as such before, now it is improving.

Besides we take part in different meetings/ conference arranged by the government and private organizations. There we meet different representatives from different private organizations. We can talk about technical education in details. We can learn from different demand of market from that meeting. We have contacts with some foreign organizations as well. Now it an era of Zoom. We conduct zoom meeting with the foreign companies. We can their demand and work systems from there. Even in last month (January 2022), We had a zoom meeting with a skill provider team from Netherlands. we got ideas on how the technical college in their country are run. But here is a problem while in a meeting with the foreign countries, that is Time. The meetings are scheduled mostly Bangladesh time Early is the morning or late at night. We used to have foreign trips before covid 19. I have been to Indonesia, Singapore. There I have seen their Electrical trade training session. The fund was provided by the government, that was a government funded trip.

* 1. **Relationship with government**

Now we want to know about the relationship of the 2 discussed programs with government. Do you agree or not- agreed with these statements?

**I:** Government rules and instructions influence the types, aims and planning of this training program.

**P:** General Electrician: Agreed

Diploma Engineering in Electrical Technology: Agreed

**I:** Help and support from the government influences the curriculum of the training program much.

**P:** General Electrician: Agreed

Diploma Engineering in Electrical Technology: Agreed

**I:** Can you please explain the answers from 2.2.1 and 2.2.2?

**P:** We are fully government institution. Now the government has an aim with the technical skill providers. I mean whatever target government sets, whatever they want to achieve, they try to do it through government institutions. We cannot go beyond government decisions. Government means BTEB. Board is our controller. Any kind of fund, any type of purchase you say, everything is done according to government rules and regulations. We are always under accountability. Now it has some merits, and demerits too. Benefit is, we do not need to arrange our funds that the private institutions need to do. And the demerits are the administrative problems. I mean we cannot take any quick decision. For example, you want to buy any material to take care of any equipment. You need to wait in different tables for permission for that. This is applicable in any case. That is why we 100% follow the rules and regulations, we are bound to.

And about the curriculum, I’ve already said. Board calls us after each five years. They fix the problems there. We abide by that. We do not have any chance to go beyond that. The problem here is, the representative that sits in the conference are not actually Multi user. That’s means, there are a very few people who have worked in the industries, in the polytechnics and in the training institute too. When there is no one as such, everyone gives suggestion from their own perspective. I mean who is from industry says about it, who is from technical institutions, they say their problems, and 20% representatives are from external research persons. They give their opinion from an overall point of view. Then a curriculum is formed compiling everyone’s opinion. But I feel like, whatever be the end result after combining everyone’s opinion, it becomes difficult for us to follow sometimes. Like I said before, it is not enough if they give us the curriculum. They need to provide us with equipment too to teach whatever is in the curriculum. Most o the time it is seen that the curriculum has been edited, changes has been made but we are not provided with the equipment accordingly. It follows a different process to bring updated equipment. This follows the rules and regulations of Government purchase. All these problems here arise due to lack of coordination.

* 1. **Fund**

Now we will ask few questions about the funding of the programs.

Do you Agree or Nor Agree with these statements?

**I:** Funding has important influence on types, aims and plans of the programs.

**P:** General Electrician: Agreed

Diploma Engineering in Electrical Technology: Agreed

**I:** Funding has an important influence on the curriculum of this training program.

**P:** General Electrician: Agreed

Diploma Engineering in Electrical Technology: Agreed

**I:** Can you please explain your answers for the the question number 2.3.1 and 2.3.2?

**P:** Funding is really a big factor. It can be said as the main factor. Our main supplier of funds is the Government of Bangladesh. Whatever foreign donation we receive like ILO, World Bank, JAICA, KOIKA etc., they do it through particular secretariate. We submit our audit to the government. And we run every trade according to government instructions, I mean we have 11 trades, now admission of students, curriculum, equipment and everything of these 11 trades are done according to government decision. Tile now no donors have given us suggestions directly for the program funded by the donors. Or whatever you understand about influencing, we have got noting as such from the donors. And a donor usually funds the entire institution, I mean all the trades. So, if I talk about my trade only which is Electrical Technology, there is no influence from the donors on aim, plans and curriculum but government must have.

Another thing is, JICA is running a project, funding for a few days. There they have provided few suggestions regarding the curriculum. But those are very few. Maybe they will increase their suggestion. May be. I mean it cannot be said right at this moment whether donors influence or not, time will say that. Only JICA has done this till now. There is no suggestion yet for the projects tat are funded by ILO or World Bank. Maybe they have provided suggestions to the government, to the board. Board has conveyed that to us but didn’t tell us anything directly.

**2.4 Background**

**I:** now we want to know, how much the general education influences your training programs? If we be specific, what do you say, how is the General Education influencing these programs (General Electrician, Diploma Engineering in Electrical Technology)?

P: It influences. Specially it influences the diploma engineering one. We have a rule here, whoever admits in diploma course from science background after SSC, they directly start class from 3rd semester which means 2nd year. There is a problem in this. though they have basic knowledge of physics, chemistry, mathematics, they lack knowledge on some technical course that are taught here in the 1st year. They do make up course after admitting in the 3rd semester. We face difficulties while arranging these makeup classes while they also struggle to complete those makeup courses with their regular courses. So, I have a suggestion here. If in the SSC level, I mean in class nine- ten, it can be class eight too, if some technical skill related courses are taught, that would be fruitful for everyone. whether they study in polytechnic institute or not, whether that build their career in sector or not, If the students have some basic technical knowledge, they will be benefited in their daily life. **END**