

Training Need Assessment of NIMC



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National Institute of Mass Communication (NIMC)
Ministry of Information & Broadcasting
Government of the People's Republic of Bangladesh

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Declaration

I, the undersigned, hereby declare that the research titled "Training Need Assessment of the NIMC" is conducted as an original and independent study undertaken for the purpose of identifying the existing training gaps, analyzing staff competency levels, and recommending appropriate training programs to enhance institutional capacity and professional development within the NIMC.

This research is intended to support evidence-based decision-making for capacity building, contribute to policy formulation, and align NIMC's human resource development strategy with the evolving needs of the communication and media sector in Bangladesh. The study is carried out in adherence to ethical research practices, and all data collected have been obtained through informed consent of the participants.

No part of this research has been submitted to any other institution or body for any academic or professional purpose, nor has it been copied or reproduced from other sources without proper citation. I accept full responsibility for the authenticity and integrity of the findings presented in this research.



Sabuj Dobey
Director
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Preface

National Institute of Mass Communication (NIMC) is one of the leading training Institutes of the country under the Ministry of Information and Broadcasting. It started its journey in 1980 with the goal of creating skilled personnel in the field of mass communication. After the change of government policy, the number of radio and television stations, community radio has increased significantly. In the same way the workforce working in the electronic media sector in the country has increased enormously. Moreover, many freelancers and students are also interested in electronic media training. NIMC cater to their needs with the aim of developing this sector to make it capable of tackling the challenges of the 21 century.

NIMC has arranged around 30 short and long training courses. However, without knowing the needs and effectiveness of the training, training programs may not be effective leading to wastage of resources and time. So need assessment is crucial for imparting appropriate training for relevant persons including government official so that they can have adequate skill and knowledge to discharge their duties in proper way. In this context, NIMC sponsored a research on “Training Need Assessment of NIMC”.

The research was conducted by Dobey International Ltd, led by Dr. Nikar Channdra Howlader. The team employed a mixed method approach using both qualitative and quantitative measures and adopted random sampling technique for selecting the respondents. Data was collected both from primary and secondary sources.

The findings of the research represent the current situation and focus on the huge demand for mass media training for addressing the prevalent issues. The study was a collective effort and we would like to extend our heartfelt thanks to Dr. Nikar Channdra Howlader and his team for conducting the study with sincerity and commitment. Finally, my sincere appreciation for all concerned NIMC members for their contributions to make this research a success. The cooperation of the officials, students, print media, television and social media workers, academicians, relevant government officials and all others who provided invaluable support during the survey is also well appreciated.



Director General
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Acknowledgement

The current “Training Need Assessment of NIMC” has been undertaken by Dobey International Limited as a management consultancy agency of Dhaka, Bangladesh. It was facilitated during the period of December, 2024-June, 2025 with the support of an experienced consultants’ team. In conducting this study, the consultants’ team had tremendous support from several resource persons of National Institute of Mass Communication (NIMC), which is the implementing organization of such unique technical training projects designed, developed and implemented for the mass communication people of the country. The management team and resource persons who deserve special thanks and appreciations for supporting this outstanding TNA study are particularly, Mr. Muhammad Hiruzzaman ndc, Director General (Additional Secretary), Dr. Md. Maruf Nawaz, Director (Training Program), Mr. Mohammed Abu Sadique, Deputy Director (Betar Engineering Training), Mrs. Tania Khan, Deputy Director (TV Engineering Training), Mrs. Irin Sultana, Deputy Director (Research) (Current Charge) and Md. Fahim Siddique, Research Officer of National Institute of Mass Communication (NIMC) at every stage. It is real and true that this study would not have been possible without the active involvement and sincere support of NIMC team. For this, the consultants' team is highly indebted to them for their professional support and cooperation in making this study report in a quite excellent way.

Finally, we are grateful to the respondents of the study, i.e., selected training respondent, families and community leaders, key stakeholders of the different mass communication and other important personalities and professionals who have extended their kind cooperation through providing required information as required from time to time during the study period.

On-Behalf of DOBEY Study Team



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Abbreviations

BB	:	Bangladesh Betar
BTV	:	Bangladesh Television
BPC	:	Bangladesh Press Council Bangladesh
BFDC	:	Bangladesh Film Development Corporation (BFDC)
BFA	:	Bangladesh Film Archive
BSS	:	Bangladesh Sangbad Sangstha
BFCB	:	Bangladesh Film Censor Board
BCTI	:	Bangladesh Cinema and Television Institute
DFP	:	Department of Films & Publications
DMC	:	Department of Mass Communication
FGD	:	Focused Group Discussion
GoB	:	Government of Bangladesh
KSA	:	Knowledge, skill and abilities
KII	:	Key Informant Interview
MDG	:	Millennium Development Goal
NIMC	:	National Institute of Mass Communication
NGO	:	Non-Governmental Organization Bangladesh
PIB	:	Press Institute of Bangladesh
PID	:	Press Information Department
TNA	:	Training Needs Assessment
TA	:	Travel Allowance
TK	:	Taka
UDHR	:	Universal Declaration of Human Rights

Executive Summary

Training Need Assessment (TNA) is a systematic process used to identify the gaps between the existing skills of employees and the skills required to perform their jobs effectively. It helps organizations determine who needs training, what kind of training is needed, and how to deliver it efficiently. TNA is essential because it ensures that training programs are relevant, targeted, and aligned with organizational goals. By identifying specific skill gaps, TNA helps improve employee performance, adapt to technological and procedural changes, and make the best use of training resources. Ultimately, it supports capacity building and enhances overall institutional effectiveness.

TNA is the systematic process of determining training needs to improve individual and organizational performance (Noe, 2020). TNA is especially important for the National Institute of Mass Communication (NIMC) because it ensures that the training programs offered are relevant, effective, and aligned with the evolving needs of media professionals across government institutions. As the central body responsible for building capacity in the fields of mass communication, journalism, and public information, NIMC must continuously update its training content to keep pace with technological advancements, digital media trends, and changing communication strategies. Through TNA, NIMC can identify the specific skill gaps of its trainees, prioritize training areas, and design targeted programs that enhance the performance of media personnel from organizations like Bangladesh Betar, BTV, PID, and others. This not only improves the quality of public communication but also ensures efficient use of training resources and contributes to national development goals through informed and capable communicators.

The purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements. The specific objectives of the study are to review the exiting training calendar based on the current needs; Analysis the existing training curriculum and suggestion for improvement; and Identify the trainers skills gap and suggestion for necessary improvement.

The methodology of the study consists of both primary and secondary data to conduct the qualitative and quantitative analysis of the data. The quantitative survey collected from 220 trainees and qualitative technique included 12 Key Informants Interview and 2 Focus Group Discussion using a semi-structured interview guide from the relevant stakeholders.

The training interest data reveals that media professionals have shown the highest interest in the course "Cyber Security for Media Professionals" with 84.7%, reflecting a strong need for skills in media security and fact-checking in the digital era. Courses like "Smart Office Management" (73.3%) and "Documentary Production Podcasting" (63.8%) also received significant attention, indicating the demand for both administrative efficiency and creative media production skills. Technical courses such as "Visual Radio Techniques" (54.9%), "Studio Based Production" (54.0%), and "Basic Training on Broadcast Technology" (47.3%) highlight a growing interest in enhancing technological capabilities in radio and television. In the reporting category, "Media Advocacy on Social Issues" (52.7%) and "Investigative/Disaster & Climate Change Reporting" (51.6%) stand out, showing that professionals are keen to develop content that is socially responsible and impactful. Additionally, management-related courses like "Advanced Media Management" (51.3%) and "Project Management" (49.3%) suggest a need to strengthen organizational and leadership skills. Courses related to social media, such as "Social Media Management Strategies" (50.0%) and "Powerful Social Media Marketing" (46.8%), further indicate that professionals are eager to enhance their digital presence. Overall, the data underscores a balanced demand across technical, managerial, creative, and security-focused training, providing clear direction for developing targeted and relevant training programs at NIMC.

Study recommended, the National Institute of Mass Communication (NIMC) should update its curriculum with digital and industry-relevant content, institutionalize a structured Training Needs Assessment (TNA), and adopt inclusive, hybrid training models. Emphasis should be placed on hands-on learning, fieldwork, and practical skills. Strengthening trainers through expert engagement and partnerships, integrating digital platforms, and improving infrastructure are also key.

Despite progress, challenges like outdated modules, limited digital integration, and insufficient practical training remain. To address these, NIMC must adopt a data-driven approach, modernize its curriculum, and strengthen institutional capacity. Investing in advanced teaching tools, fostering partnerships, and promoting inclusive skill development are essential to building a future-ready workforce in mass education.

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Training Needs Assessment (TNA) is essential to identify gaps between current skills and required competencies of trainees, ensuring that training is targeted and effective (Noe, 2020). It helps design targeted training programs, ensures efficient use of resources, improves institutional performance, and supports adaptation to new technologies. For organizations like NIMC, TNA ensures that media professionals are well-equipped to meet evolving communication demands effectively.

Training Need Assessment (TNA) is especially important for the National Institute of Mass Communication (NIMC) because it helps ensure that the training programs it offers are relevant, up-to-date, and aligned with the real needs of media professionals. As a national training institute, NIMC serves a wide range of organizations like Bangladesh Betar, BTV, and the Press Information Department, where rapid technological changes and evolving communication methods demand continuous skill development. TNA allows NIMC to identify skill gaps, modernize its curriculum, prioritize resource allocation, and ensure that government media personnel are capable of delivering effective, accurate, and citizen-focused information. Without TNA, training may become outdated or mismatched with actual job requirements, reducing impact and efficiency.

1.2 Problem Statement

NIMC has provided around 30 short and long training courses. (Training Calender 2024-2025, NIMC) But without knowing needs and effectiveness of provided training, training programs may not address the actual skills and knowledge gaps of officials, leading to wasted resources and time. Training content may not be relevant to the specific tasks and responsibilities of government officials, diminishing its effectiveness. A lack of training can increase the likelihood of errors and mistakes, leading to inefficiencies and delays. If officials are not equipped with the necessary skills, they may be unable to provide high-quality services to citizens. Poor public service delivery can erode public trust in the government. A lack of training can hinder the ability of government organizations to innovate and adapt to changing circumstances. If officials perceive training as irrelevant or not useful, it can lead to decreased motivation and engagement. This can impact job satisfaction and reduce the likelihood of applying newly acquired skills on the job. Training that does not address the current needs and challenges faced by government officials can result in poorly designed policies and services. This can affect the quality and effectiveness of public administration and service delivery. By conducting a thorough training needs assessment is crucial for ensuring that government officials in Bangladesh have the necessary skills and knowledge to perform their duties effectively and contribute to the overall development of the country. To avoid these issues, it's crucial for governments, including those are involved, to conduct regular training needs assessments to ensure that training programs are relevant, effective,

and aligned with the goals and requirements of their officials and the broader public service objectives.

1.3 There are Three Levels of Training Needs Assessment

- Organizational assessment evaluates the level of organizational performance. An assessment of this type will determine what skills, knowledge, and abilities an agency needs. It determines what is required to alleviate the problems and weaknesses of the agency as well as to enhance strengths and competencies, especially for Mission Critical Occupation's (MCO). Organizational assessment takes into consideration various additional factors, including changing demographics, political trends, technology, and the economy.
- Occupational assessment examines the skills, knowledge, and abilities required for affected occupational groups. Occupational assessment identifies how and which occupational discrepancies or gaps exist, potentially introduced by the new direction of an agency. It also examines new ways to do work that can eliminate the discrepancies or gaps.
- Individual assessment analyzes how well an individual employee is doing a job and determines the individual's capacity to do new or different work. Individual assessment provides information on which employees need training and what kind.

A TNA is the process by which organizations determine performance requirements and identify the specific skills, knowledge and abilities their workforce needs to meet these requirements. It compares existing skills and capabilities with desired results in order to highlight current gaps. For instance, a training needs assessment may reveal that the sales team needs to undergo training to learn how to adapt a new technology into their workflow. Training needs assessment aims to identify the gap between the current and desired knowledge, skills and abilities in an organization. Ultimately, it contributes to improved performance, employee satisfaction and organizational success.

1.4 Scope of Assessment

The purpose of a training needs assessment is to identify performance requirements and the knowledge, skills, and abilities needed by an agency's workforce to achieve the requirements. An effective training needs assessment will help direct resources to areas of greatest demand. A needs assessment is the process of identifying the "gap" between performance required and current performance. When a difference exists, it explores the causes and reasons for the gap and methods for closing or eliminating the gap. A complete needs assessment also considers the consequences for ignoring the gaps.

1.5 Justification of the Study

To determine the factors of training needs analysis (TNA) effectiveness is important for the organization to gauge whether they are offering a right training for the right person or not. TNA needs to be right in the first place to make sure that the participants are receiving the right training for their work and personal development.

In this study, TNA is defined as the tool to identify training needs by analyzing organizational needs, operational/task needs and employee's individual/personal needs in order for the organization to determine whether training is appropriate to overcome gap deficiencies, and if so, to determine the right training for the specific gap deficiencies.

Training is one of the best way of improving knowledge and ability of journalist and media personnel as they are working with masses addressing the daily life issues. Not only they reflect or represent the realities but also they create a culture of information sharing. Of course, this current level of communication has not existed always; technology-based networking advancement has made it true for us. It is thought so an opportunity of modern times, as these new level media open opportunities for global communication, cosmopolitan outlook, and the ongoing development of democracy. Hence at the same time, they also become harbor the danger of greater manipulation. As the pursuit of truth is the heart of information, communication personnel should be trained up regarding these realities. As well as they need to know the internal and universal politics of corporate broadcast agencies from where they are to collect regional and international news on terrorism, war, politics and so on. These aspects of present time communications are often overlooked and deemed unimportant, though these speak volumes.

Mass media is a catalyst for freedom and democracy. Because the information given by media make aware and empower mass people, enrich the related organizations and also the state they belong. So, while media literacy is one of the integrated principles for modern day people, media personnel should be improved with up-to-date training matters. For this, there is no alternative to training to improve their professional skills & excel. In an organization, such professional training plays an essential role in building a bridge between the body and its parts. No one doubts about the verity of this statement. Nevertheless, in the era of rapidly changing communication realities, similar or traditional training can't meet all the needs. We must not avoid this actuality of recent time realities of mass communication. Therefore, this study aims to analyze the necessity and practicality of the current training activities provided by the NIMC. Besides these, the study will evaluate the goodness and weakness of ongoing training activities and also will indicate the necessary steps to fruitful and effective outcomes.

CHAPTER 2: LITERATURE REVIEW

2.1 Literature Review

According to the Edwin B Flippo, "Training is the act of increasing knowledge and skills of an employee for doing a particular job." (Personnel Management, McGraw Hill; 6th Edition, 1984) The term 'training' indicates the process involved in improving the aptitudes, skills and abilities of the employees to perform specific jobs. Training helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively'. (Aswathappa, K. Human resource and Personnel Management, New Delhi: Tata Mcgraw-Hill Publishing Company Limited, 2000, p.189) According to the Michel Armstrong, "Training is systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job". (A Handbook of Human Resource Management Practice, Kogan Page, 8th Ed., 2001).

Training calendars are essential planning tools for capacity-building institutions to ensure that course offerings are aligned with industry needs and participant expectations (Armstrong, 2014). Research emphasizes that training calendars must be dynamic and responsive to technological advancements and labor market demands (Rahman, 2018; UNESCO, 2021). In media training institutions, timely updates to the training calendar are crucial to keep pace with the evolving landscape of digital journalism, media ethics, and content production (Kabir & Akter, 2020). Moreover, TNA studies often recommend periodic reviews to prevent outdated curricula and irrelevant course offerings (ILO, 2019). While Despite global emphasis on responsive training calendars, limited empirical studies have been conducted in Bangladesh focusing specifically on media training institutions like NIMC. Existing research lacks an in-depth evaluation of how well NIMC's current training calendar reflects the needs of the country's rapidly changing media sector. This study addresses that gap by providing a data-driven review of the NIMC training calendar in line with present demands.

An effective training curriculum bridges the gap between theoretical knowledge and practical skills (Salas et al., 2012). In the context of media, curricula need to evolve with advancements such as digital journalism, multimedia content creation, and social media management (Singer, 2018; Ahmed, 2021). Previous studies have found that outdated curricula often fail to equip trainees with the skills necessary for modern newsroom environments (Hasan & Islam, 2019). International best practices recommend integrating emerging topics like data journalism, fact-checking, AI in media, and mobile journalism (UNESCO, 2020). While general curriculum reviews exist for academic institutions in Bangladesh, there is a lack of targeted research evaluating NIMC's current curriculum structure and its alignment with contemporary media skills requirements. This study fills that gap by providing an analysis of NIMC's existing curriculum and offering recommendations for improvement based on national and global media trends.

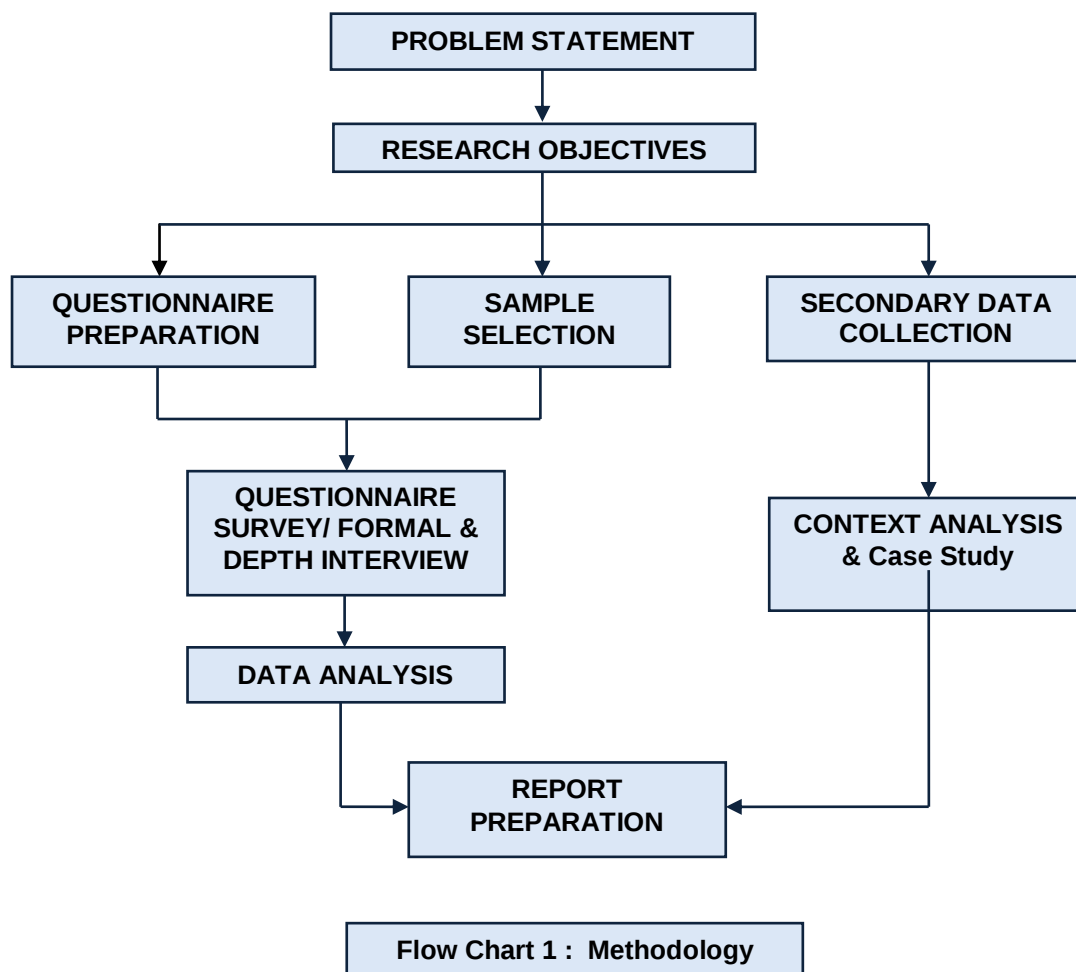
The competence of trainers significantly influences the effectiveness of capacity-building programs (Kirkpatrick & Kirkpatrick, 2016). Literature on media training emphasizes that trainers must possess not only subject-matter expertise but also up-to-date knowledge of emerging media technologies, pedagogical skills, and practical industry exposure (Ali et al., 2019; UNESCO, 2021). However, many trainers in public sector institutions face challenges such as limited exposure to modern tools, insufficient professional development opportunities, and weak links with industry practices (Chowdhury, 2020). Previous studies have identified general skill gaps among trainers in Bangladesh's vocational and technical sectors. However, there is little evidence specifically addressing the skills gap among trainers at NIMC or evaluating their readiness to deliver industry-relevant media training. This study addresses that unexplored area by identifying specific trainer skill gaps within NIMC and suggesting practical improvement measures.

After reviewing the literature, it seems there is a huge scope of conducting research on the proposed area. It would also enhance the capacity of the National Institute of Mass Communication (NIMC) to deliver its different services. It is believed that proposed study would put forward recommendations for effective techniques that would be very time befitting and fruitful for preparing future training plans of NIMC.

CHAPTER 3: METHODOLOGY

3.1 Theoretical Framework

Training needs assessment allows the training manager to set the training objectives by answering two very basic questions: what needs to be done, and why is it not being done now? Then, it is more likely that an accurate identification of whom, if anyone, needs training and what training is needed. Sometimes training is not the best solution, and it is virtually never the only solution. Some performance gaps can be reduced or eliminated through other management solutions, such as communicating expectations, providing a supportive work environment, and checking job fit. These interventions also are needed if training is to result in sustained new behaviors needed to achieve new performance levels, for an individual, an occupation, or an entire organization.



3.2 Research Questions

According to the main aim of this study, the overall questions are

- 1) “To what extent are participants performing better after receiving training from NIMC?
- 2) How was the perfection or relevant the existing training calendar based on the current needs?
- 3) To what extent was the training curriculum effective and aligned with the current needs of the organization? What are the gaps between the current skills and the required skills?
- 4) Are there any emerging technologies or trends that will impact these training?
- 5) What are the technological and skill advancements that may affect the target trainee’s skill sets?
- 6) Where are we currently in term of organizational aspect? How can we achieve the goal?

Based on seven research questions, we hope to evaluate the current state of scientific production on TNA and to point out some possible developments.

3.3 Research Objectives

The major objectives of the study is to

- 1) Review the exiting training calendar based on the current needs;
- 2) Analysis the existing training curriculum and suggestion for improvement;
- 3) Identify the trainers skills gap and suggestion for necessary improvement.

3.4 Research Methodology

A series of methods are available and commonly used in a Training Needs Assessment (TNA) for gathering and subsequent analysis of information related to the job functions and tasks performed by staff potentially in need of training. The methodology of the study consists of both primary and secondary data to conduct the qualitative and quantitative analysis of the data. To capture the real scenario of the current trainees, the primary data collected and some secondary data need to be collect. To avoid a skewed picture of the actual needs the same kind of information will often be sampled by slightly different means, e.g.:

- Analyzing answers to personal questionnaires.
- Interviewing key persons.
- Conducting focused workshops with staff in charge of resource assessment at each institute.
- Reviewing recent key publications.
- Observations of working practices and working conditions in each institute.

Study Area

This is a special study on training needs assessment, so participants are special case rather than identifying the study area or location. However, institutions or organizations are more important as because participants trained by NIMC are coming from those organizations. Hence, the ministry of Information and broadcasting is our study area which is discussed in the section of study population as well as sampling frame.

Study Method

Questionnaire survey, KII and FGD applied here to assess the needs of training for strengthening institutional capacity.

Questionnaire survey: (Questions parts added from questionnaire)

A Questionnaire for survey developed consisting of three separate questionnaires to be completed by potential training candidates (= respondents):

Q1. A profile of potential training candidates (personal history form).

Q2. Satisfaction level assessment.

Q3. An assessment of the current capacities

Q4 Training needs skills and knowledge, as identified by potential training candidates.

Q5. Recommendations for improving the gaps and needs.

Study Population

Study population of this study was the participants who received training from NIMC during the period of 2020-2024 and before 2020. Reviewing the previous literature of NIMC regarding training contents and category of participants it has been seen that most of the participants come from the departments and institution under the ministry of Information and Broadcasting. However, we are capturing the participants list during the training period of 2020-2024 and before 2020 from the NIMC.

a. Sampling

Determining sample size is a very important issue because samples that are too large may waste time, resources and money, while samples that are too small may lead to inaccurate results. However, question here that as there are several approaches to determining the sample size, so what approach can be applied in this study? Since this study is not more complicated like economic simulation which needs significance test with obvious choice, rather we satisfied to get the standard sample which represent the total participants as a population. So the following simple formula can be applied here for determining sample size:

The above formula gives the size of the sample in case of infinite population. However, in case of finite population the above formula changed to as below:

$$S = \frac{Z^2 \cdot p \cdot q \cdot P}{c^2 (P - 1) + Z^2 \cdot p \cdot q} \quad (2)$$

Where,

P=Population

Sample size: 219

This means 219 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 6\%$ of the measured/surveyed value.

Confidence Level: ?	95%	▼	
Margin of Error: ?	6	%	
Population Proportion: ?	50	%	Use 50% if not sure
Population Size: ?	1200		Leave blank if unlimited population size.

For this study, we propose to use (2) in determining the sample size. The derived sample sizes are based on participants approximately trained by NIMC during the training period of 2020-2024. With the 95 percent confidence interval and 1 percent level of confidence, the required sample size comes out to be 219. For convenient this study sample size 220.

Sampling frame

Generally, sampling frame is a list of all members of a population used as a basis for survey design. There are two types of frames: list frames and area frames. A list frame is a list of all the units in the survey target population (e.g. administrative lists, the electoral roll). An area frame is a complete and exhaustive list of non-overlapping geographic areas. In this study, list frames are more convenient and purposive to meet the study objectives. In the light of the methodology of this research, the sampling frame should be as follows:

Table 1: Sample size distributed according to below table

Fiscal Year	Person	Percentage
2024-25	12	5.5 %
2023-24	57	25.9 %
2022-23	25	11.4 %
2021-22	20	9.1 %
2020-21	27	12.3 %
2019-20	5	2.3 %
Before 2020	74	33.70 %
Total	220	100

The participants list collected from NIMC and the participant selected from mentioned department and institutions under the Ministry of Information and Broadcasting.

3.5 Data Collection Tools

The following table shows the summarizing of data collection tools to be used in the light of research objectives:

a) Documents Reviews

Documents Reviews of NIMC training curriculum, content analysis, secondary books, journal article, newspaper articles, report, training calendar, annual report and etc.

b) Key Informant Interviews (KII)-12 with officials from Department of Films & Publications ,Directorate of Mass Communication, Bangladesh Betar, Bangladesh Television, Bangladesh Film archive, National Institute of Mass Communication, Freelance Researcher/Individual Participants and trainers.

Data related to the Training Need Assessment of NIMC for the purpose of the study has been collected from the concerned officials through a semi-structured questionnaire. The views of the participants are properly recorded and preserved before the review and their views are mentioned in the final report.

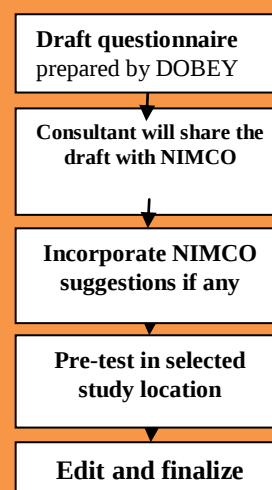
c) Focus Group Discussions (FGDs)

It is not possible to collect some data through using semi- structured questionnaire. The FGD method has proven to be very effective in collecting such data. 2 FGDs have been conducted with the Bangladesh Betar, officers/employees. Before the FGD event, the participants were informed about the venue, date and time in advance. FGD programs have been organized in Bangladesh Betar with the participants. The consultant/data collector acted as a facilitator in the FGD program. At the beginning of the event, an atmosphere of exchange and free expression was created so that every participant could freely express his/her opinions.

Development of Study Tools/Questionnaire

The draft questionnaire prepared based on the objectives, scope of work, needs and indicators for the, baseline study as indicated in the TOR, proposed approach and methodologies, and the experience of the consulting firm rim in similar type of assignments The TNA questionnaire developed through further review of the draft questionnaire by the project consultants discussion with the client field-testing and moderation etc. to cover all the required indicators. The TNA questionnaire pre-tested in the study location and finalized with due care to be able to include appropriate questions for collection of necessary information from different levels and types is to reflect the indicators relevant to the objectives of the study as well as the consistency with the scope of work.

Steps to Design Study Tools



The pre-test on questionnaire was done in order to test of suitability of the TNA questionnaire and to determine the time and skill needed. Interview for pretesting the questionnaires conducted in several areas, which meet the set criteria for TNA beneficiaries. After analysis of the pre-tested questionnaires, the final questionnaires prepared, printed and used for the study.

Recruitment and Training of the Data Collector and Supervisors

The consulting firm recruited a Team Leader, qualified consultant and, experienced field supervisors and investigators. All of field supervisors and Data Manager should have sufficient work experience in field-research and data collection. An effort made to recruit at least one third of the field supervisors and investigators from eligible female candidates.

After their recruitment, one day intensive training of the Data Manager and Field Manager including field demonstration organized at the conference room. The training of the field staff designed by the expert and imparted so as to make the trainees (field staff) conversant with the procedures of data collection.

Orientation and Training

After their recruitment, a 1 day intensive- training of the field staff/ data enumerators and supervisors including field demonstration organized at the consulting firm office. The training of the field staff designed and imparted so as to make the trainees (field staff) conversant with the procedures of data collection.

Emphasis give on the field supervisors in order to make them fully able to collect relevant and qualitative data'. The training included classroom lectures as well as field practices to the trainees/participants in actual interview" situation broadly, the training program aimed at generating definite skill and enthusiasm among the field staff. The consultants and other key personnel of consulting firm were given training. NIMC official(s) present in the training session and provided necessary guidance.

Pre-testing of Data Collection Tools

The pre-test on questionnaire done in order to test of suitability of the study questionnaire and to determine the time and skill needed. Interview to pretest the questionnaires conducted in several areas, which meet the set criteria for the target beneficiaries. The pre-test conducted by internal staffs. After analysis of the pre-tested questionnaires by team leader and other experts, the final questionnaires prepared, printed and used for the study.

Field Data Collection and Field Work Coordination

The study supervisors placed for supervising the data collection. They also responsible for TNA, data checking and field verification of collected data. The consulting firm arranged the accommodation and logistic support for the supervisors and NIMC as per assigned contract agreement. All field staff went to the study area with required number of questionnaires,

guidelines, checklists, and daily progress reports, manual of data collection, and other documents and articles necessary for field activities.

The work of NIMC constantly monitored and supervised by the supervisors. The supervisors were checked all completed questionnaires in the field and re-interview some of the respondents to ensure the quality of data. It was done rigorously to avoid potential return visit to any particular site, which consumed extra time. The supervisors also responsible for conducting focus group discussions

3.6 Quality Control Mechanism

The Team Leader and other specialists were in constant touch with the Field Supervisors and test administrators so that field NIMC can seek instructions on the concepts, definitions and difficulties encountered in carrying out the fieldwork under the actual operational condition. All members of the consultant team were undertaken TNA of field study activities at randomly selected places to oversee the TNA activities to ensure quality. All the specialists were undertaken field visits in selected areas at random to verify and confirm the study findings with the actual situation.

Data Analysis and Report Generation

Data management, processing and analysis include registration of the questionnaires, coding, data verification and quality control, data punching, data processing and finally the analysis to generate the required output. Registration facilitated storing and handling questionnaires during data processing stage.

TRIANGULATION

Triangulation is the main stepping-stones to be used by the consultants to ensure the validity and reliability of the data collection and analysis for the TNA Following forms of Triangulation used in the study:

- » Methodological Triangulation
 - » Data /Source Triangulation
1. Methodological Triangulation: Comparing the results used in different methods/tools for analysis (Economic analysis and Criteria variables) as well as methods/tools used for field data collection (e.g. secondary data, KIIs, FGDs, survey, Observations, Documents review, meeting/consultation with the authority, briefing with team.).
 2. Data /Source: Comparing information directly gathered from different stakeholder sources including staff of the program.

Analyzing the constraints of the field and secondary data collection raised many interesting issues and challenges, which duly solved in consultations with the project authority. Using a multiple indicative framework and qualitative methods allows verification of data gathered and increases the validity of the assessment through this method.

3.7 Limitation of the Study

Despite the comprehensive approach and use of multiple qualitative and quantitative tools in this Training Needs Assessment (TNA), several limitations were encountered during the study, which may influence the depth and representativeness of the findings:

1. **Time Constraints in Field Scheduling:** Although fieldwork was carefully planned, maintaining the scheduled time for interviews, FGDs, and KIIs proved challenging due to the unavailability of some targeted respondents and overlapping official duties. This occasionally led to delays and rescheduling, potentially affecting the richness of qualitative insights.
2. **Gaps in Trainee Database:** The study heavily depended on the trainee database provided by NIMC. However, gaps and inconsistencies in recordkeeping—especially missing contact information and outdated organizational affiliations—created difficulties in reaching a portion of the intended sample. This limited the ability to include a fully representative cross-section of past trainees.
3. **Gender Imbalance in Respondent Pool:** While efforts were made to ensure inclusive participation, the male-to-female ratio among respondents remained disproportionately skewed toward male participants (68.6% male vs. 31.4% female). This reflects existing structural imbalances within the media sector but also limits the scope of gender-differentiated analysis.
4. **Uneven KPI Representation:** The assessment intended to capture needs and performance across all Key Performance Indicator (KPI) areas; however, disparities in department-wise response rates made it difficult to conduct uniform KPI-based analysis. Some departments or functions were underrepresented in the final sample due to lower participation or scheduling constraints.
5. **Restricted Access to Certain Areas:** Logistical challenges and administrative restrictions hindered data collection from some regional or field-based offices as it declared as KPI bu GoB . As a result, insights from decentralized locations may be less comprehensive, which could impact the generalizability of findings for those operational contexts.
6. **Limited Coverage of Pre-2020 Trainees:** Although 33.7% of the sample represented trainees from before 2020, the quality of engagement from this group was comparatively lower, mainly due to memory recall issues, outdated contact information, and job transfers or retirements. This constraint may have impacted the assessment of long-term training outcomes.

These limitations underscore the need for improved training data management, inclusive sampling strategies, and better logistical coordination in future assessments to ensure more robust, equitable, and context-sensitive findings.

CHAPTER 4: RESULT ANALYSIS

Part- A: Quantitative Analysis

4.1 Demographic Information

4.1.3 Job Employment status of Trainees

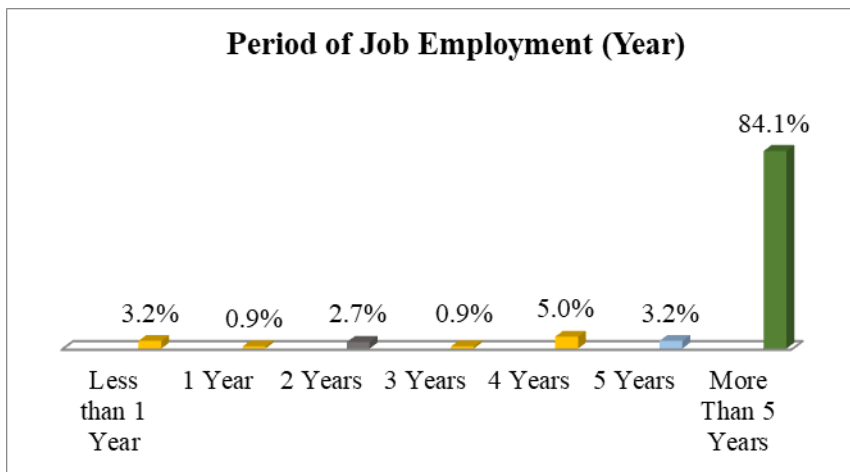


Figure 1: Period of Job Employment (Year)

The employment data reveals that a significant majority (84.1%) of employees have been in their jobs for more than five years, indicating strong job retention and workforce stability. Short-term employment (less than one year to five years) collectively accounts for only 15.9%, with the highest proportion (5.0%) observed among employees with four years of service. Notably, the percentage of employees with one or three years of employment is relatively low (0.9% each), suggesting minimal turnover at these stages. The overall trend highlights a well-established workforce with limited short-term attrition, reflecting potential organizational stability, employee satisfaction, or a preference for long-term employment within the organization. However, further investigation into recruitment patterns and career progression opportunities may provide deeper insights into workforce dynamics.

4.1.4 Different organizations staff status of training received by the trainee

Table 2: Different organizations staff status of training received by the trainee

Organization/Institute	Number	%
Press Information Department(PID)	10	4.5
Department of Films & Publications	29	13.2
Directorate of Mass Communication	15	6.8
Bangladesh Betar	111	50.5
Bangladesh Television	35	15.9
Bangladesh Cinema and Television Institute	3	1.4
National Institute of Mass Communication	15	6.8
Others (PIB)	2	0.9
Total	220	100

The table presents the distribution of 220 respondents from various government media and communication institutions who participated in the Training Need Assessment (TNA) for the

National Institute of Mass Communication (NIMC). The majority of the respondents, 111 individuals (50.5%), are from Bangladesh Betar, indicating a significant demand for training among radio broadcasting professionals. Bangladesh Television (BTV) accounts for the second-largest group with 35 participants (15.9%), followed by the Department of Films and Publications with 29 (13.2%). Both the Directorate of Mass Communication and NIMC itself are represented by 15 individuals each (6.8%), suggesting a dual focus on external and internal capacity development. The Press Information Department (PID) contributed 10 participants (4.5%), while the Bangladesh Cinema and Television Institute had a smaller presence with 3 individuals (1.4%). Lastly, 2 participants (0.9%) came from other institutions such as the Press Institute of Bangladesh. This distribution highlights the varying training needs across institutions, with a strong emphasis on strengthening skills in radio and television broadcasting, content creation, digital communication, and public information dissemination.

4.1.5 Trainees working status

Table 3: Trainees working status

Working Section	Number	%
Program/Publication	42	19.1
News	28	12.7
Admin and Finance	23	10.5
Engineering	91	41.4
Training	8	3.6
Research	2	0.9
Film section	18	8.2
Others (Planning, Sales, Publicity etc.)	8	3.6
Total	220	100

The workforce distribution across different working sections highlights the dominance of engineering roles, which constitute 41.4% of the total personnel, underscoring the technical backbone required for media and broadcasting operations. Program/Publication (19.1%) and News (12.7%) collectively account for a significant portion, reflecting the emphasis on content creation and dissemination. Admin and Finance (10.5%) ensure institutional functionality, while the Film Section (8.2%) plays a crucial role in visual storytelling. Training (3.6%) and Research (0.9%) have relatively lower representation, suggesting potential areas for strengthening capacity-building and innovation. The presence of personnel in "Others" (3.6%)—including planning, sales, and publicity indicates support functions necessary for operational sustainability. This distribution reflects a workforce structure that prioritizes technical expertise and content production, aligning with the evolving needs of the media and communication sector.

4.1.6 Trainees Gender status

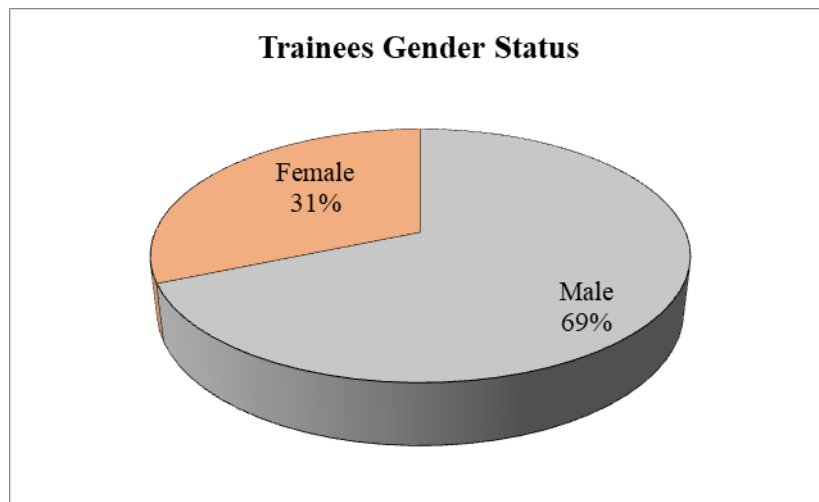


Figure 2: Trainees Gender status

The gender distribution within the workforce reveals a significant male dominance, with 68.6% of employees being male compared to 31.4% female. While this indicates notable female representation, it also highlights a gender gap that may reflect broader systemic challenges in achieving gender balance within the media and communication sector. The presence of women, though substantial, suggests the need for continued efforts to foster gender inclusivity, particularly in leadership and technical roles. Strengthening policies on gender equity, capacity-building programs, and workplace inclusivity could help bridge this gap, ensuring a more diverse and balanced workforce that reflects broader societal progress toward gender equality.

4.1.7 Trainees Age status.

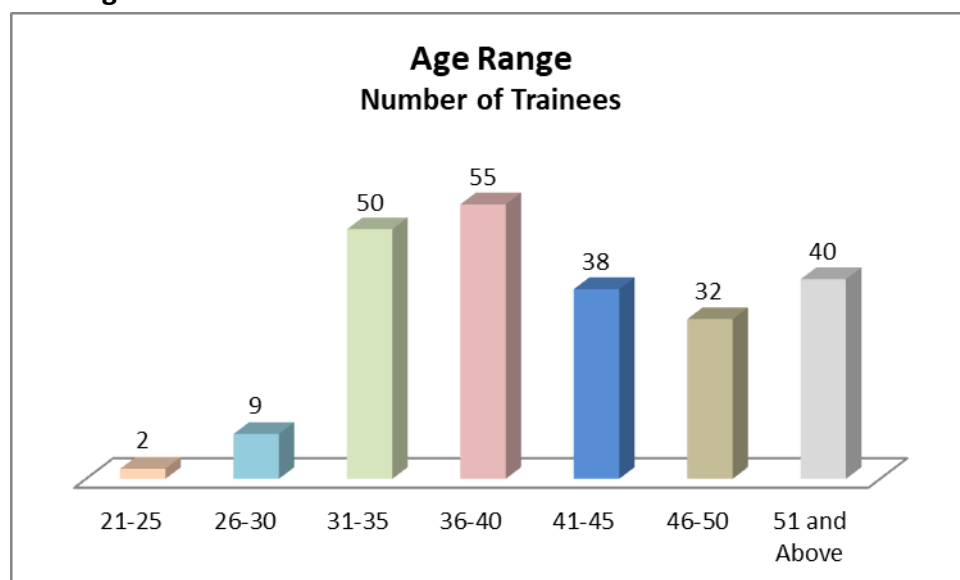


Figure 3: Trainees Age status

The figure shows the age distribution of trainees participating in a training program. The highest number of trainees falls within the 36–40 age group (55 participants), followed by the 31–35 age group (50 participants) and those aged 51 and above (40 participants). The

41–45 and 46–50 age groups have 38 and 32 trainees respectively. Younger age groups are less represented, with only 9 trainees aged 26–30 and just 2 in the 21–25 range. This indicates that the majority of trainees are mid-career professionals, suggesting a strong demand for skill enhancement among experienced personnel.

4.1.8 Trainees Education Status

Table 4: Trainees Education Status

Highest Educational Qualifications	Number	%
HSC Passed/Equivalent	29	13.2
BA/Honours/Equivalent	64	29.1
MA/Equivalent	127	57.7
Total	220	100

The educational profile of NIMC staff reveals a highly qualified workforce, with 57.7% holding a Master’s degree or equivalent, indicating strong academic credentials essential for professional excellence. A significant portion, 29.1%, has completed a Bachelor’s degree, reflecting a well-educated mid-level cadre capable of contributing effectively to institutional functions. However, 13.2% of staff possess only an HSC or equivalent qualification, suggesting potential skill gaps that may require targeted training interventions to enhance their technical and managerial competencies. This distribution underscores the need for capacity-building initiatives tailored to different educational levels, ensuring a well-rounded, skilled workforce capable of adapting to evolving media and communication demands.

4.2. Previous Training Information

4.2.1 Trainees received training from NIMC in different Fiscal Year

Table 5: Trainees received training from NIMC in different Fiscal Year

Fiscal Year	Person	Percentage
2024-25	12	5.5 %
2023-24	57	25.9 %
2022-23	25	11.4 %
2021-22	20	9.1 %
2020-21	27	12.3 %
2019-20	5	2.3 %
Before 2020	74	33.70 %
Total	220	100

The training participation data from the National Institute of Mass Communication (NIMC) indicates a strong recent engagement, with 25.9% of employees receiving training in 2023–24—the highest among all periods. This trend suggests an increasing institutional emphasis on capacity building and professional development. The preceding years (2020–23) also show consistent participation, accounting for a combined 32.8%, reflecting a sustained

commitment to skills enhancement. Notably, 5.5% have already been trained in 2024-25, indicating ongoing efforts to equip personnel with relevant knowledge and competencies.

A historical perspective reveals that 33.70% of employees received training before 2020, with participation gradually declining from 2015 to 2020. This pattern suggests a shift towards more structured and frequent training initiatives in recent years. The lower participation rates in earlier years could be attributed to limited training opportunities, evolving institutional priorities, or a smaller workforce at the time. The steady increase in training engagement underscores the organization's commitment to professional growth; ensuring employees remain updated with evolving media and communication trends. Moving forward, expanding training opportunities and ensuring balanced participation across all employee segments was crucial in fostering a more skilled and adaptable workforce.

4.2.2 Trainees received training from NIMC on different trade or field

Table 6: Trainees received training from NIMC on different trade or field

Name of Organization/Institute (Multiple Response)	Number	%
BCS (Information) Professional Induction Course	36	16.4%
Television Drama Production Course for University Students	4	1.8%
Visual Radio Techniques	9	4.1%
Techniques of News & Programme Presentation	6	2.7%
Smart Office Management	9	4.1%
News and feature writing and editing course	9	4.1%
Content Creation, Screen play & Visual Production Techniques	10	4.5%
Digital Audio Recording and Editing	15	6.8%
Broadcast Networking and New Media	20	9.1%
BCS Engineering (Information) Professional Induction Course	12	5.5%
Professional Video Camera Operation Techniques 06 Weeks	11	5.0%
Project formulation and approval process	9	4.1%
Digital Photography Course	4	1.8%
Radio & Television News Reporting & Presentation Course	6	2.7%
Cyber Security for Media Professionals	11	5.0%
Foundation Training Course for Class-one (Grade-9th) officers	23	10.5%
Modern Broadcast Technology	19	8.6%
Radio program production course	5	2.3%
Advanced Course on Media Management	12	5.5%
Professional Video Editing Techniques	10	4.5%
Refreshers Course for BCS Officers	3	1.4%
Radio & television news reporting & presentation course	3	1.4%
Techniques of PSA, Advertisement & TVC/RDC Making Course	3	1.4%

Name of Organization/Institute (Multiple Response)	Number	%
Basic Training on Broadcast Technology	32	14.5%
Laws, regulations & policies of MOI & B	1	0.5%
PGD BJ Batch 7 (Semester 1, 2)	2	0.9%
Other	40	18.2%

The training participation data reveals a diverse range of professional development initiatives within the media and communication sector. The BCS (Information) Professional Induction Course accounts for the highest participation (16.4%), reflecting its critical role in equipping government information officers with the necessary skills and knowledge. Similarly, the Basic Training on Broadcast Technology (14.5%) and Foundation Training Course for Class-One Officers (10.5%) indicate a strong emphasis on foundational and technical training for both administrative and technical personnel. Other notable courses include Broadcast Networking and New Media (9.1%) and Modern Broadcast Technology (8.6%), highlighting a growing focus on digital transformation and technological advancements in the industry.

Specialized skill development is evident in areas such as Digital Audio Recording and Editing (6.8%), Professional Video Camera Operation Techniques (5.0%), and Cyber Security for Media Professionals (5.0%), underscoring the need for expertise in multimedia production and digital security. Additionally, courses on News and Feature Writing, Content Creation, and Screenplay & Visual Production Techniques (ranging from 4.1% to 4.5%) suggest an effort to enhance creative and journalistic capacities. The presence of training on Project Formulation and Approval Process (4.1%) indicates an interest in improving strategic planning and implementation within media organizations.

Despite this broad training portfolio, participation in some crucial areas remains relatively low. For example, Television Drama Production Course for University Students and Digital Photography Course each account for only 1.8%, indicating limited engagement in visual storytelling and creative content production. The 18.2% participation in 'Other' courses signifies diverse professional learning interests beyond the listed categories. Moving forward, balancing technical, creative, and managerial training while increasing engagement in underrepresented areas was essential for developing a well-rounded and future-ready media workforce.

4.2.3 Trainees received training related information

Table 7: Trainees received training related information

Trainees received training related information		Yes		No	
		Number	%	Number	%
2.3	Did you receive pre course /training briefing?	182	83	38	17
2.4	Did you receive post course /training briefing?	202	92	18	8
2.5	Was the training or academic course relevant and helpful to your work responsibilities?	218	99	2	1
2.6	Would you recommend this course for your colleagues?	212	96	8	4
2.7	Did you receive any appreciation or recognition from your higher authority for providing better service compared to colleagues who did not undergo the same training or academic course?	184	84	36	16
2.8	Do you think that you are providing better service in you work place in comparison with your other colleague who did not get such training/academic course?	214	97	6	3

The data indicates strong positive feedback regarding the training courses, with the majority of participants reporting a high level of engagement and relevance. A substantial 83% of respondents confirmed receiving a pre-course/training briefing, which suggests effective preparation and clarity on the objectives and expectations of the training. Additionally, a robust 92% indicated they received a post-course/training briefing, further emphasizing the thoroughness and follow-up mechanisms integrated into the training process. This well-structured approach ensures that participants are well-informed both before and after the course, which is essential for maximizing the learning outcomes.

The relevance and helpfulness of the training to work responsibilities was overwhelmingly affirmed, with 99% of participants agreeing that the training was valuable. This strong affirmation highlights the alignment of the courses with the practical needs of the workforce and indicates that the training initiatives are closely tied to enhancing work performance. Furthermore, 96% of respondents expressed willingness to recommend the courses to colleagues, a clear indicator of their satisfaction and the perceived value of the training programs in improving professional capabilities.

Regarding the impact of training on service delivery, 84% of participants reported receiving appreciation or recognition from higher authorities for their improved performance, signaling that the training positively influenced their professional contributions. Additionally, 97% believed they were providing better service compared to colleagues who did not undergo similar training. This suggests that the training programs have not only enhanced individual competencies but also had a tangible impact on work performance, thereby justifying the investment in such professional development initiatives. Moving forward, the consistently high satisfaction and reported improvements in performance provide a solid foundation for expanding and enhancing the training programs to further support workforce development and organizational success.

4.2.3 Additional support would assist you in delivering better service in your workplace

Table 8: Additional support would assist you in delivering better service in your workplace

What additional support would assist you in delivering better service in your workplace?	Number	Percentage
Work more efficiency	17	52%
Digital Management	5	15%
Project proposal	4	12%
Better Communication	4	12%
File work/Documentation	3	9%
Total	33	100%

The table presents the distribution within total 33 out of 220 respondents. The table outlines the types of additional support that respondents believe would help them deliver better service in their workplace. The majority, 52% (17 respondents), indicated a need for support in working more efficiently, highlighting a strong demand for productivity-enhancing measures. Digital management support was identified by 15% (5 respondents), suggesting a growing need for digital tools and systems. Better communication and project proposal development were each cited by 12% (4 respondents), reflecting the importance of collaborative and strategic skills. Meanwhile, 9% (3 respondents) emphasized the need for assistance in file work and documentation, indicating gaps in administrative or record-keeping practices. Overall, the data suggests that improving efficiency, digital capacity, and communication are key areas where workplace support is needed.

4.2.3 Strength of Training Activities

Table 9: Strengths of training activities

What were the strengths of training activities?	Number	Percentage
Skilled trainers/Resource person	32	38%
Practical and skilled development	10	12%
Knowledge development	9	11%
Training evaluation	9	11%
Technological Management	9	11%
Training Management	6	7%
Group work	5	6%
Development of profession related law & rules	3	4%
Good Curriculum	2	2%
Total	85	100%

The table highlights participants' perceptions of the strengths of training activities, based on a total of 85 responses out of 220. The most frequently cited strength was the presence of skilled trainers and resource persons, noted by 38% (32 responses), emphasizing the value of expert-led instruction. Practical and skill development was identified by 12% (10 responses), reflecting the importance of hands-on learning. Several participants—11% each

(9 responses)—recognized knowledge development, training evaluation, and technological management as key strengths, indicating a balanced appreciation for both content and delivery methods. Training management was highlighted by 7% (6 responses), while group work accounted for 6% (5 responses), showing moderate value placed on collaborative learning. Only a small number mentioned the development of profession-related laws and rules (4% or 3 responses) and a good curriculum (2% or 2 responses) as notable strengths. Overall, the data suggests that among the 85 total responses, expert trainers, practical skills, and the effective use of technology are viewed as the most impactful elements of the training activities.

4.2.4 Weaknesses of Training

Table 10: Weaknesses of training

Weaknesses of Training	Number	Percentage
Short training duration	17	20%
Lack of skilled resource person	15	17%
Weaknesses of training activities	13	15%
Lack of Practical work	14	16%
Less accommodation and class room facilities	10	11%
Lack of time management	9	10%
Lack of technical and materials support	8	9%
Lack of training process and evaluation	1	1%
Total	87	100%

The table outlines the perceived weaknesses of training activities, based on 87 responses out of a total of 220 participants. The most commonly identified issue was short training duration, cited by 20% (17 responses), indicating a need for more in-depth and extended training sessions. This was followed by the lack of skilled resource persons at 17% (15 responses) and lack of practical work at 16% (14 responses), suggesting that both the quality of trainers and hands-on learning opportunities require improvement. Other concerns included weaknesses in training activities in general (15% or 13 responses), and limited accommodation and classroom facilities (11% or 10 responses). Additionally, 10% (9 responses) pointed to poor time management, while 9% (8 responses) mentioned a lack of technical and material support. A small number of participants (1% or 1 response) raised concerns about the training process and evaluation. Overall, these findings highlight key areas for improvement in training design, delivery, and infrastructure to enhance the learning experience for participants.

4.3. Satisfaction Assessment

4.3.1 Satisfaction level of training provided by NIMC

Table 11: Satisfaction level of training provided by NIMC

Satisfaction Assessment (n=220)		Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied		Non-Response	
		Number	%	Number	%	Number	%	Number	%	Number	%
3.1	Curriculum & Content was satisfactory?	2	0.91	14	6.36	178	80.91	26	11.82	0	0.00
3.2	Trainer facilitation and quality using modern apposite was satisfactory?	2	0.91	36	16.36	133	60.45	45	20.45	4	1.82
3.3	The overall quality of the training/ education?	1	0.45	30	13.64	136	61.82	52	23.64	1	0.45
3.4	Handouts and textbooks contained up-to-date material, and adequately reflected what was taught?	1	0.45	46	20.91	141	64.09	27	12.27	5	2.27
3.5	After completed your course, did you satisfied about place of posting (in terms of roles/responsibilities)?	1	0.45	21	9.55	147	66.82	35	15.91	16	7.27
3.6	After completed your course, did you get chance to explore acquired experience and knowledge?	1	0.45	22	10.00	135	61.36	50	22.73	12	5.45
3.7	After completed your course, did you satisfy about resources and facilities?	2	0.91	31	14.09	141	64.09	42	19.09	4	1.82
3.8	Does NIMC use modern and up to date technology in training?	1	0.45	37	16.82	133	60.45	44	20.00	5	2.27
3.9	After completed your course, did you satisfy about trainers behavior and presentation skill?	1	0.45	21	9.55	151	68.64	43	19.55	4	1.82

The satisfaction assessment of NIMC training programs indicates a predominantly positive response from participants, with the majority expressing high levels of satisfaction across various parameters. The curriculum and content received an overwhelming approval, with 80.91% marking it as satisfactory and 11.82% as very satisfactory, demonstrating that the course design aligns well with participants' expectations and professional needs. Similarly, the overall quality of training was highly rated, with 85.46% expressing satisfaction, indicating that NIMC maintains strong instructional standards. However, while most participants found handouts and textbooks to be up-to-date (76.36%), a notable 20.91% were dissatisfied, suggesting room for improvement in ensuring training materials remain fully aligned with industry advancements.

Trainer facilitation and the use of modern tools were well received, with 80.9% expressing satisfaction, yet 16.36% were dissatisfied, highlighting a potential need for greater integration of advanced teaching methodologies and interactive learning techniques. The use of modern and up-to-date technology in training also received mixed reviews, with

20.0% marking it as very satisfactory but 16.82% dissatisfied, suggesting a need for further investment in digital training infrastructure. Similarly, satisfaction with resources and facilities was high (83.18%), yet 14.09% expressed concerns, indicating possible gaps in logistical support that may affect the overall learning experience.

Post-training, most participants (82.73%) reported being satisfied with their placement in terms of roles and responsibilities, while 9.55% were dissatisfied, signaling that some trainees may not have been optimally placed. Likewise, 84.09% felt they had opportunities to apply their acquired knowledge, though 10.0% disagreed, suggesting that practical implementation remains an area for improvement. Trainer behavior and presentation skills received strong approval (88.19%), reinforcing the effectiveness of instructional delivery. Overall, while NIMC's training program demonstrates strong positive outcomes, addressing gaps in training materials, technological integration, and post-course application opportunities can further enhance its impact.

4.3.2 Open Comments for Satisfaction Assessment

Table 12: Open Comments for Satisfaction Assessment

Open Comments for Satisfaction Assessment	Number	%
Non responsive	52	23.64
No comments	47	21.36
Very Satisfied	55	25.00
Moderate satisfied and need to be improved	51	23.18
More training need	15	6.82
Total	220	100

The satisfaction assessment results indicate a mixed but generally positive response to the training activities. A significant portion of participants, 25%, reported being very satisfied, reflecting the effectiveness of the training for a large number of individuals. However, 23.18% expressed a moderate satisfaction and highlighted areas that need improvement, suggesting that while the training was beneficial, there are aspects that could be further refined. Additionally, 6.82% of respondents indicated a need for more training, underscoring the desire for continued professional development opportunities. On the other hand, 21.36% of participants provided no comments, and 23.64% were non-responsive, which may point to a lack of engagement or uncertainty about the training's impact. These findings suggest that while the training is generally well-received, there is room for improvement in addressing participant needs and enhancing overall satisfaction.

4.3.3 Existing Knowledge and Capacity Assessment

Table 13: Existing Knowledge and Capacity Assessment

Existing Knowledge and Capacity Assessment (n=220)		Extremely Low		Somewhat Low		Average		Very High		Extremely High		Non-Response	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
4.1	Has Increased your subjective knowledge by the course/training?	1	0.45	6	2.73	131	59.55	71	32.27	9	4.09	2	0.91
4.2	Has Increase your application of the skills and capacities in your job and workplace?	1	0.45	5	2.27	120	54.55	83	37.73	8	3.64	3	1.36
4.3	Has Increased your knowledge in reporting skills by the course/training?	1	0.45	9	4.09	109	49.55	74	33.64	14	6.36	13	5.91
4.4	Has Increased your knowledge of planning and management?	1	0.45	8	3.64	110	50.00	73	33.18	16	7.27	12	5.45
4.5	Has increased the knowledge of providing digital services be increased?	2	0.91	8	3.64	117	53.18	73	33.18	12	5.45	8	3.64
4.6	Has increased the knowledge of professionalism be enhanced?	1	0.45	8	3.64	119	54.09	76	34.55	13	5.91	3	1.36

The assessment of existing knowledge and capacity reveals a generally positive impact of the training courses, with a majority of participants reporting improvements across various competencies. In terms of subjective knowledge, 32.27% of respondents indicated a very high increase, and 59.55% rated the increase as average, suggesting that the training successfully enhanced participants' theoretical understanding. Only a small percentage, 2.73%, felt that their knowledge increased at a somewhat low level, with a minimal 0.45% reporting an extremely low increase. These results indicate that the courses are largely effective in boosting participants' knowledge.

Regarding the application of skills in the workplace, 37.73% of participants reported a very high increase, and 54.55% observed an average improvement, suggesting that most employees are able to apply the newly gained skills in their job roles. However, a small percentage, 2.27%, felt the impact was somewhat low, and 0.45% reported an extremely

low application, pointing to potential gaps in translating knowledge into practical use. This indicates a need for further emphasis on practical application and workplace integration in training content.

The data also reveals significant improvements in specialized areas such as reporting skills, planning and management, and digital services. In these areas, a substantial portion of participants (33% to 50%) rated the increase in knowledge as very high, with 49.55% to 54.09% reporting an average enhancement. The knowledge of professionalism also saw positive growth, with 34.55% of respondents stating a very high increase. Despite these strong results, there were still small percentages of participants (ranging from 0.45% to 5.91%) who reported low or no improvement, indicating that certain areas may require more targeted training or support to ensure all participants gain the maximum benefit.

4.3.4 Open Comments for existing knowledge and capacity assessment

Table 14: Open Comments for existing knowledge and capacity assessment

Open Comments for existing knowledge and capacity assessment	Number	%
Non responsive	50	22.73
No comments	65	29.55
Good	65	29.55
Average	17	7.73
More training need	23	10.45
Total	220	100

The open comments on the existing knowledge and capacity assessment reveal significant variations in engagement and perception. Notably, 29.55% of respondents provided positive feedback ("Good"), yet an equal percentage offered no comments, indicating potential disengagement or neutrality. Additionally, 22.73% were non-responsive, which may signal limited interest, awareness, or accessibility barriers. While 7.73% rated the assessment as "Average," 10.45% explicitly indicated a need for more training, highlighting a gap in capacity-building efforts. These findings suggest the necessity of targeted interventions to enhance participation, address training needs, and foster a more engaged and responsive knowledge-sharing environment.

4.4 Training Needs Area/Type

4.4.1 Status in interested in participating in professional training in Print Media

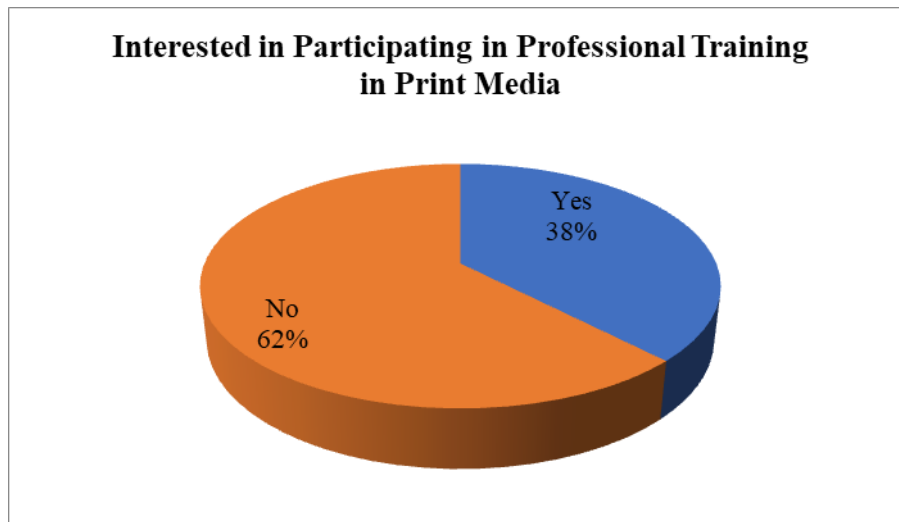


Figure 4: Interested in Participating in Professional Training in Print Media

The analysis of interest in professional training in Print Media indicates a lack of enthusiasm among the majority of respondents. While 38% (83 individuals) expressed willingness to participate, a significant 62% (137 individuals) declined, suggesting limited perceived relevance, lack of awareness, or potential barriers such as time constraints or accessibility issues. This insight underscores the need for further investigation into the reasons behind low interest and potential adjustments in training content, delivery methods, or outreach strategies to enhance engagement and align with participants' professional aspirations.

4.4.2 Status in interested areas in participating in professional training in Print Media

Table 15: Interested areas in participating in professional training in Print Media

Interested areas in participating in professional training in Print Media	Number	%
Newspaper Design, Makeup and Desktop Publishing (Existing)	22	26.5%
News Writing Fundamental (Existing)	27	32.5%
News Writing for Print Media Journalism (Existing)	26	31.3%
Media Laws & Ethics (Existing)	35	42.2%
Computer Applications for Print Journalism & Web (Existing)	32	38.6%
New Scripting and Editing (Existing)	28	33.7%
Digital Photography Course (Existing)	29	34.9%
News magazine (Existing)	12	14.5%
Basic Reporting (Proposed)	15	18.1%
Interview Skills (Proposed)	13	15.7%
Investigative Journalism (Proposed)	11	13.3%
Advanced Reporting (Proposed)	21	25.3%
Advanced Editing (Proposed)	13	15.7%
Others (Audio editing course)	3	3.6%

Among the 83 respondents interested in professional training in Print Media, preferences vary across multiple areas, with a notable inclination toward existing courses. Media Laws & Ethics (42.2%), Computer Applications for Print Journalism & Web (38.6%), and News Scripting and Editing (33.7%) received significant interest, reflecting the demand for technical and ethical knowledge in journalism. News Writing Fundamentals (32.5%) and News Writing for Print Media Journalism (31.3%) also attracted substantial attention, emphasizing the continued importance of strong writing skills. Additionally, Digital Photography (34.9%) emerged as a key area of interest, highlighting the evolving role of visual storytelling in print media. However, Newspaper Design, Makeup, and Desktop Publishing (26.5%) and News Magazine (14.5%) had comparatively lower interest, suggesting that design and layout aspects might not be a primary focus for many participants.

Among the proposed courses, Advanced Reporting (25.3%) and Basic Reporting (18.1%) garnered the highest interest, indicating a need for skill enhancement beyond fundamental levels. Investigative Journalism (13.3%), Interview Skills (15.7%), and Advanced Editing (15.7%) also saw moderate demand, suggesting that participants recognize the importance of deeper analytical and editing capabilities. Notably, only 3.6% of respondents expressed interest in an Audio Editing Course, indicating a lower demand for multimedia integration in print journalism. These findings suggest that while foundational skills remain crucial, there is a growing preference for advanced and specialized training, which should be considered when designing future training programs to better align with industry trends and participant needs.

4.4.3 Status of interested in participating in professional training in Radio & Television



Figure 5: Interested in Participating in Professional Training in Radio & Television

The findings indicate a strong interest in professional training in Radio & Television, with 74.1% (163 respondents) expressing willingness to participate, significantly higher than the 37.7% interest observed for Print Media. This suggests a growing recognition of the expanding opportunities and influence of broadcast media. In contrast, 25.9% (57

respondents) showed no interest, possibly due to a lack of familiarity, perceived irrelevance to their career goals, or constraints related to accessibility. The overwhelming preference for broadcast media training highlights the need to design specialized courses that cater to emerging industry trends, technical skills, and content creation, ensuring that aspiring professionals are well-equipped for the evolving media landscape.

4.4.4 Status of interested areas in participating in professional training in Radio & Television

Table 16: Interested areas in participating in professional training in Radio & Television

Interested areas in participating in professional training in Radio & Television	Number	%
Radio & Television News Reporting & Presentation Course (Existing)	76	46.6%
Documentary Production Podcasting (Proposed)	104	63.8%
Interview and TV talk shows skills (Proposed)	60	36.8%
Investigative journalism (Proposed)	57	35.0%
Studio based production (Proposed)	88	54.0%
Scripting radio drama (Proposed)	59	36.2%
Community radio journalists (Proposed)	31	19.0%
Radio Jokey (RJ) (Proposed)	18	11.0%
Other (Digital Broadcasting)	4	2.5%
Other (Radio and television electrical and electronics device training)	5	3.1%

The interest in Radio & Television training reflects a strong demand for practical and content-driven skill development. Among the 163 respondents who are interested in professional training in Radio & Television, the highest preference was for Documentary Production & Podcasting (63.8%), indicating a growing interest in storytelling, digital audio production, and on-demand media formats. Similarly, Studio-Based Production (54.0%) attracted significant interest, highlighting the need for technical expertise in professional broadcasting environments. Additionally, Radio & Television News Reporting & Presentation (46.6%) received substantial attention, underscoring the relevance of traditional news formats alongside emerging digital media trends. These preferences suggest that participants seek a combination of content creation, production techniques, and news presentation skills to enhance their careers in broadcasting.

Among the proposed courses, Interview and TV Talk Show Skills (36.8%), Investigative Journalism (35.0%), and Scripting Radio Drama (36.2%) emerged as key areas of interest, demonstrating a demand for in-depth storytelling, critical journalism, and creative production. However, niche areas like Community Radio Journalism (19.0%) and Radio Jockey (RJ) Training (11.0%) received comparatively lower interest, suggesting that while some participants see value in localized and entertainment-based formats, the majority are

focused on broader media careers. The Other category, which included Digital Broadcasting (2.5%) and Radio & Television Electrical and Electronics Device Training (3.1%), indicates a small but notable demand for technical and infrastructure-related skills. These insights highlight the need for a well-structured training curriculum that balances core journalism, production, and emerging digital broadcasting trends to meet industry needs and participant aspirations effectively.

4.4.5 Status of interested in participating in professional training in Broadcast Journalism

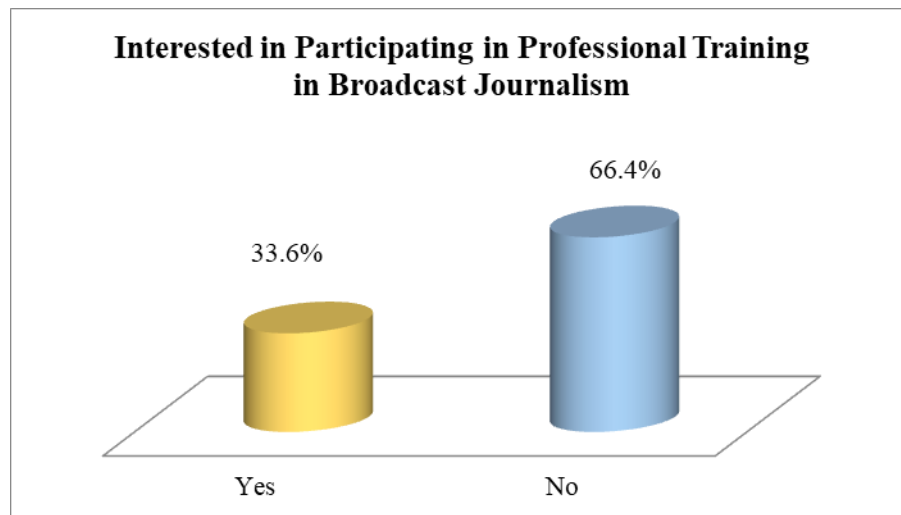


Figure 6: Interested in Participating in Professional Training in Broadcast Journalism

The findings reveal a limited interest in professional training in Broadcast Journalism, with only 33.6% (74 respondents) expressing willingness to participate, while a significant 66.4% (146 respondents) declined. This indicates that despite the growing prominence of broadcast media, many individuals may perceive it as either less relevant to their career aspirations or requiring skills that do not align with their professional goals. Possible barriers such as a lack of prior exposure, technical complexity, or limited job opportunities in the field could also contribute to this low interest. To address this, further exploration is needed to understand the underlying reasons for disengagement and to develop targeted awareness campaigns or customized training modules that highlight the career potential and evolving landscape of broadcast journalism.

4.4.6 Status of interested areas in participating in professional training in Broadcast Journalism

Table 17: Interested areas in participating in professional training in Broadcast Journalism

Interested areas in participating in professional training in Broadcast Journalism (Multiple Response) (n=74)	Number	%
Broadcast Networking and New Media (Existing)	40	54.1%
Video Editing (Existing)	34	45.9%
Basic Training on Broadcast Technology (Existing)	35	47.3%
PGD BJ (DU Affiliated) (Existing)	13	17.6%
Basic course on Television and radio broadcasting (Proposed)	32	43.2%
Animation Production (Proposed)	27	36.5%
PR & Communication (Proposed)	22	29.7%
Digital broadcast (Proposed)	30	40.5%
Live reporting skills (Proposed)	16	21.6%
Broadcast Reporting and Anchoring (Proposed)	10	13.5%
Public Speaking and presentation skills (Proposed)	29	39.2%
Others	1	1.4%

Among the 74 respondents interested in Broadcast Journalism training, the highest preference was for Broadcast Networking and New Media (54.1%), indicating a strong inclination toward understanding digital platforms and evolving media landscapes. Additionally, Basic Training on Broadcast Technology (47.3%) and Video Editing (45.9%) received notable interest, reflecting the demand for technical proficiency in content production. The Basic Course on Television and Radio Broadcasting (43.2%) and Digital Broadcast (40.5%) were also popular, emphasizing the need for foundational knowledge and advanced digital broadcasting skills. Meanwhile, Public Speaking and Presentation Skills (39.2%) gained substantial interest, highlighting the importance of effective communication in journalism.

Among the proposed areas, Animation Production (36.5%), PR & Communication (29.7%), and Live Reporting Skills (21.6%) showed moderate interest, suggesting that some participants recognize the relevance of creative storytelling, media relations, and on-the-ground reporting. However, Broadcast Reporting and Anchoring (13.5%) and PGD BJ (DU Affiliated) (17.6%) had lower demand, possibly due to limited awareness or perceived career applicability. The Others (1.4%) category, with minimal responses, indicates niche interests not widely shared among participants. Overall, the preferences suggest a growing need for a balanced training approach that integrates technical expertise, digital transformation, and communication skills to prepare aspiring journalists for the modern broadcasting industry.

4.4.7 Status of interested in participating in professional training in Technology (Radio & TV)

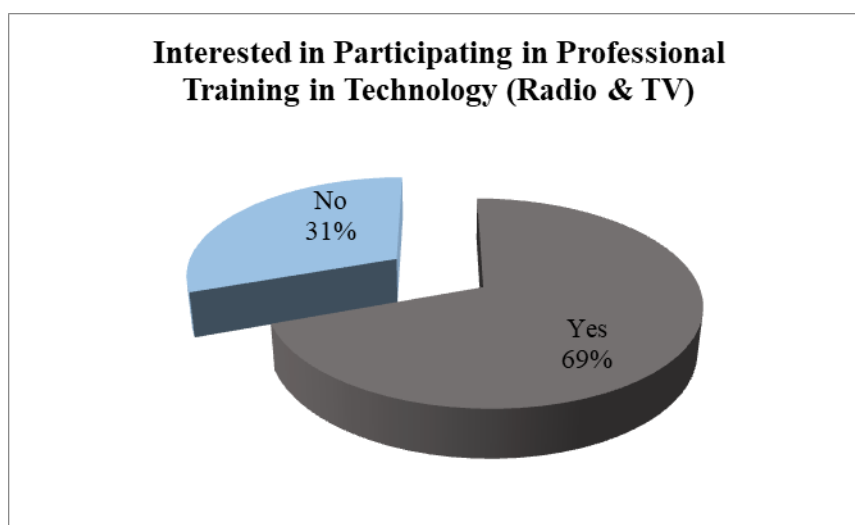


Figure 7: Interested in Participating in Professional Training in Technology (Radio & TV)

The findings indicate a high level of interest in professional training in Technology (Radio & TV), with 69.5% (153 respondents) expressing willingness to participate, while 30.5% (67 respondents) declined. This strong interest suggests that many recognize the importance of technical skills in the evolving media landscape, particularly as digital transformation reshapes broadcasting. The demand could be driven by the need for expertise in areas such as studio operations, digital transmission, and media technology integration. However, the 30.5% who showed no interest may perceive technology-oriented training as too specialized, complex, or misaligned with their career paths. To maximize engagement, training programs should be designed with accessible learning approaches, practical applications, and industry relevance, ensuring that participants can effectively translate technical knowledge into professional opportunities in radio and television broadcasting.

4.4.7 Status of interested areas in participating in professional training in Technology (Radio & TV)

Table 18: Interested areas in participating in professional training in Technology (Radio & TV)

Interested areas in participating in professional training in Technology (Radio & TV) (Multiple Response) (n=153)	Number	%
Visual Radio Techniques (Existing)	84	54.9%
Radio program production course (Existing)	58	37.9%
Techniques of News & Programme Presentation (Existing)	63	41.2%
Content Creation, Screen play & Visual Production Techniques (Existing)	72	47.1%
Professional Video Camera Operation Techniques (Existing)	67	43.8%
Techniques of PSA, Advertisement & TVC/RDC Making Course (Existing)	41	26.8%
Professional Video Editing Techniques (Existing)	42	27.5%

Interested areas in participating in professional training in Technology (Radio & TV) (Multiple Response) (n=153)	Number	%
Professional Video Editing Techniques (Existing)	34	22.2%
Sound System Operating Techniques (Existing)	46	30.1%
Digital Audio Recording and Editing Engineering management (Proposed)	56	36.6%
File based automation system (Proposed)	29	19.0%
Lighting system (Proposed)	29	19.0%
News management software (Proposed)	22	14.4%
Archiving of files and meta data system (Proposed)	30	19.6%
Digital RF measurement & spectrum (Proposed)	24	15.7%
Product maintenance & servicing (Proposed)	18	11.8%
Camera & VTR maintenance & servicing (Proposed)	19	12.4%
Maintenance of HVR series (Proposed)	11	7.2%
Power system network (Proposed)	29	19.0%
Satellite communication (Proposed)	40	26.1%
Transmission network planning & installation & monitoring (Proposed)	28	18.3%
Digital territorial transmission (Proposed)	28	18.3%
Others	2	1.3%

The analysis of interest in Technology (Radio & TV) training highlights a strong preference for practical and technical skill development. Among the 153 respondents, the most sought-after area is Visual Radio Techniques (54.9%), reflecting the growing importance of visually enhanced radio broadcasting. Additionally, Content Creation, Screenplay & Visual Production Techniques (47.1%), Professional Video Camera Operation Techniques (43.8%), and Techniques of News & Programme Presentation (41.2%) received significant interest, indicating a demand for expertise in content production, storytelling, and presentation skills. Meanwhile, Radio Program Production (37.9%) and Digital Audio Recording & Editing Engineering Management (36.6%) also attracted notable attention, emphasizing the need for a strong foundation in audio production and technical management.

When looking at specialized skills, Professional Video Editing Techniques (27.5%), Sound System Operating Techniques (30.1%), and Techniques of PSA, Advertisement & TVC/RDC Making (26.8%) indicate a moderate interest in post-production and advertising-related training. Additionally, Satellite Communication (26.1%) emerged as the most in-demand proposed course, highlighting the relevance of broadcast signal transmission and global connectivity in modern media. However, File-Based Automation Systems (19.0%), Lighting System (19.0%), Power System Network (19.0%), and Archiving of Files & Metadata System (19.6%) received relatively lower interest, possibly due to their specialized technical nature.

Interest in highly technical maintenance and servicing courses appears limited, with Product Maintenance & Servicing (11.8%), Camera & VTR Maintenance & Servicing (12.4%), and Maintenance of HVR Series (7.2%) ranking lowest. This suggests that while respondents are keen on operational and production-related training, fewer are inclined toward technical equipment repair and infrastructure management. These insights indicate that training programs should focus on balancing creative content development, production techniques, and technical skill-building, ensuring participants are equipped with both artistic and technical expertise to thrive in the evolving radio and television industry.

4.4.8 Status of interested in participating in professional training in Media Security & Fact Checking

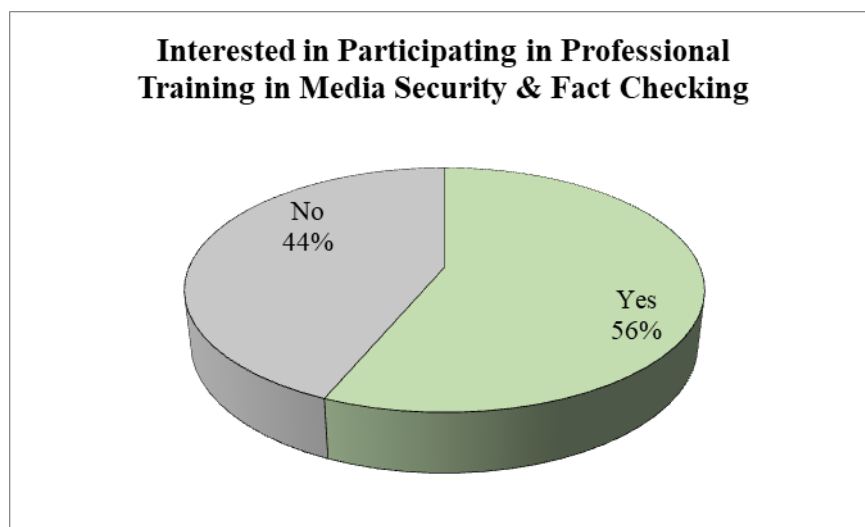


Figure 8: Interested in Participating in Professional Training in Media Security & Fact Checking

The findings indicate a moderate level of interest in professional training in Media Security & Fact-Checking, with 56.4% (124 respondents) expressing willingness to participate, while 43.6% (96 respondents) declined. This suggests that more than half of the respondents recognize the growing importance of media security, misinformation prevention, and ethical journalism in the digital age. The interest may be driven by increasing concerns over fake news, cyber threats, and the need for credible reporting. However, the substantial percentage of disinterest could stem from a lack of awareness, perceived complexity, or the belief that fact-checking and security measures are not directly relevant to their professional roles. To enhance engagement, training programs should emphasize practical applications, real-world case studies, and the role of secure and verified journalism in maintaining public trust.

4.4.9 Status of interested areas in participating in professional training in Media Security & Fact Checking

Interested areas in participating in professional training in Media Security & Fact Checking (Multiple Response) (n=124)	Number	%
Cyber Security for Media Professionals (Existing)	105	84.7%

Laws, regulations & policies of MOI & B (Existing)	48	38.7%
Powerful Social Media Marketing: From Beginning to Advanced (Proposed)	58	46.8%
Social Media Management Strategies for Optimal Results (Proposed)	62	50.0%
Promotion and Advertising policy (Proposed)	33	26.6%
Others (AI)	2	1.6%

The data presents a clear preference among respondents for training in Cyber Security for Media Professionals, with 84.7% of participants selecting it as their area of interest. This indicates a strong demand for enhancing knowledge and skills in cyber security, which is crucial for media professionals to protect against digital threats and ensure safe online practices. Additionally, Laws, regulations & policies of MOI & B were selected by 38.7% of respondents, highlighting a significant interest in understanding the legal frameworks governing media activities, though this is notably lower compared to cyber security.

In terms of proposed topics, Social Media Management Strategies for Optimal Results was the most popular, with 50% of participants expressing interest, reflecting the growing importance of effective social media engagement in the professional landscape. Powerful Social Media Marketing: From Beginning to Advanced also garnered attention, with 46.8% showing interest, signaling a desire for more advanced marketing techniques. Other proposed areas like Promotion and Advertising policy and AI received less interest, with only 26.6% and 1.6%, respectively, indicating that while these areas are relevant, they may not yet be perceived as a top priority for media professionals.

4.4.10 Status of interested in participating in professional training in Management Skills

Table 19: Interested in participating in professional training in Management Skills

Interested in participating in professional training in Management Skills	Number	%
Yes	150	68.2
No	70	31.8
Total	220	100

The data indicates a strong interest in professional training in Management Skills, with 68.2% of respondents expressing a willingness to participate, suggesting that a significant portion of the population recognizes the value of enhancing their management capabilities. In contrast, 31.8% of respondents are not interested, which may reflect a satisfaction with their current skills or a lack of perceived need for additional training in this area. Overall, the positive response highlights an opportunity to offer tailored management training programs to meet the demand and improve professional competencies in the workforce.

4.4.11 Status of interested areas in participating in professional training in Management Skills

Table 20: Interested areas in participating in professional training in Management Skills

Interested areas in participating in professional training in Management Skills (Multiple Response) (n=150)	Number	%
Smart Office Management (Existing)	110	73.3%
Advanced Course on Media Management (Existing)	77	51.3%
Project formulation and approval process (Existing)	66	44.0%
Annual Performance Agreement Training (Proposed)	47	31.3%
Project Management (Proposed)	74	49.3%
Newsroom management (Proposed)	46	30.7%
Procurement management (Proposed)	66	44.0%
Media House Management, (Proposed)	63	42.0%
Management of a media enterprise (Proposed)	30	20.0%

The responses reveal a clear preference for Smart Office Management, with 73.3% of participants selecting it as their area of interest, indicating a strong demand for enhancing office efficiency and organizational skills. Advanced Course on Media Management (51.3%) and Project Formulation and Approval Process (44%) also show considerable interest, suggesting that professionals are keen to deepen their understanding of media management and strengthen their ability to navigate project development and approval processes. These existing areas indicate a solid foundation in management skills, with a clear desire to build on these core competencies.

Among the proposed training areas, Project Management stands out with 49.3% of participants expressing interest, reflecting a high demand for knowledge in managing projects effectively. Other proposed areas like Procurement Management (44%), Media House Management (42%), and Newsroom Management (30.7%) also received notable attention, highlighting a recognition of the importance of specialized management skills in different media contexts. However, Management of a Media Enterprise (20%) garnered less interest, suggesting that it may not be as relevant or essential for most respondents at this time.

4.4.12 Status of interested in participating in professional/technical training in Reporting

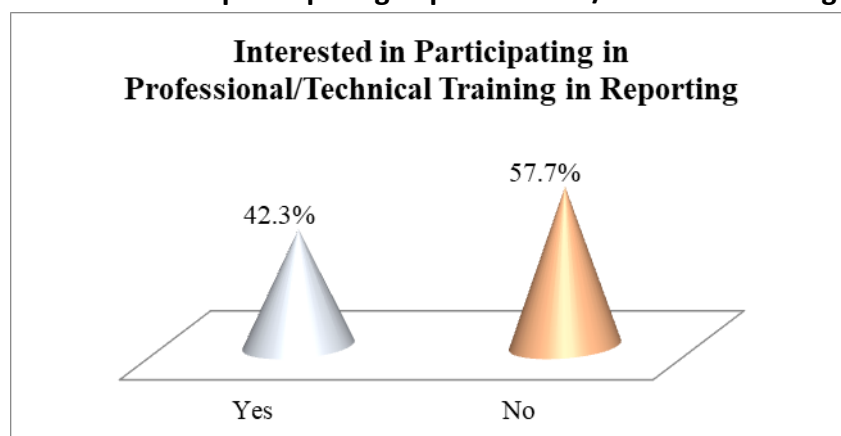


Figure 9: Interested in Participating in Professional/Technical Training in Reporting

The data reveals that a majority of respondents, 57.7% (127), are not interested in participating in professional or technical training in Reporting, while 42.3% (93) expressed interest in such training. This suggests that, while there is a notable portion of the population seeking to enhance their reporting skills, the majority may either feel confident in their current abilities or perceive less need for additional training in this area. The relatively lower level of interest highlights a potential opportunity for further exploration of the reasons behind this reluctance, such as existing skill levels, job relevance, or alternative learning preferences.

4.4.13 Status of interested areas in participating in professional/technical training in Reporting

Table 21: Interested areas in participating in professional/technical training in Reporting

Interested areas in participating in professional/technical training in Reporting (Multiple Response) (n=93)	Number	%
Investigative reporting	48	51.6%
Media Advocacy on Social Issues	49	52.7%
Data Journalism	40	43.0%
Fashion and lifestyle journalism reporting	35	37.6%
Parliamentary and Election affairs reporting	32	34.4%
Disaster and climate change reporting	48	51.6%
Sports reporting	35	37.6%
Culture reporting	30	32.3%
Environmental reporting	30	32.3%
Gender affairs reporting	22	23.7%
Human rights affairs reporting	23	24.7%
Health affairs reporting	19	20.4%
Power and energy affairs reporting	19	20.4%
Court reporting	7	7.5%
Crime reporting	11	11.8%

Interested areas in participating in professional/technical training in Reporting (Multiple Response) (n=93)	Number	%
Economic and financial reporting	16	17.2%
Campus reporting for university correspondents	7	7.5%
Business reporting	8	8.6%
Others (Basic console training)	4	4.3%

The data indicates a strong preference for specialized training in Investigative Reporting and Media Advocacy on Social Issues, both of which were selected by 51.6% and 52.7% of respondents, respectively. These areas highlight a growing interest in addressing societal challenges through media, emphasizing the importance of in-depth investigations and advocacy. Data Journalism (43%), Disaster and Climate Change Reporting (51.6%), and Fashion and Lifestyle Journalism (37.6%) also stand out as popular areas, reflecting the need for skills to cover both global issues like climate change and more dynamic sectors such as fashion and lifestyle.

On the other hand, more niche areas such as Gender Affairs Reporting (23.7%), Human Rights Affairs Reporting (24.7%), and Health Affairs Reporting (20.4%) attracted less interest, suggesting these topics may not be as widely sought after by participants, though they remain important. Topics like Court Reporting (7.5%) and Crime Reporting (11.8%) received the least interest, which could indicate that fewer individuals find these areas relevant or essential for their career growth. Additionally, the Other (Basic Console Training) category, with just 4.3%, implies that technical or fundamental skills training is not a primary focus for the majority of respondents.

4.5 Training Materials & Logistics Needs

4.5.1 Training Materials & Logistics Needs

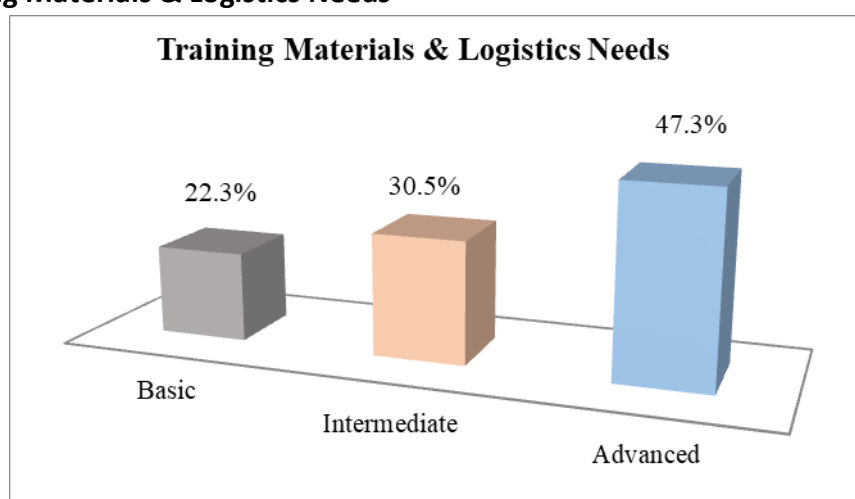


Figure 10: Training Materials & Logistics Needs

The data indicates that the majority of respondents are interested in an Advanced level course, with 47.3% selecting this option, suggesting a strong preference for more in-depth, specialized training.

Intermediate level courses were selected by 30.5% of participants, reflecting a significant portion of individuals seeking a balance between foundational and advanced knowledge. In contrast, only 22.3% of respondents are interested in Basic level courses, indicating that most participants either possess basic skills already or are looking for more advanced learning opportunities to further their expertise. This distribution highlights a demand for more comprehensive and advanced training that can build on existing knowledge.

4.5.2 Equipment or tools do you think are needed to make the training effective and engaging

Table 22: Equipment or tools do you think are needed to make the training effective and engaging

Equipment or tools do you think are needed to make the training effective and engaging	Number	%
Video Cameras	160	72.7%
DSLR Cameras	134	60.9%
ND Filters	94	42.7%
Camera Lens	135	61.4%
Shotgun microphones	106	48.2%
On-camera microphones	121	55.0%
Wireless microphones	124	56.4%
Lighting Kits	104	47.3%
Camera Lights	101	45.9%
Light reflectors	75	34.1%
Rigs	65	29.5%
Tripods	73	33.2%
Small stands for lights/mics etc	59	26.8%
Memory Cards	85	38.6%
Batteries	77	35.0%
Editing Software Licenses	87	39.5%
A sound recorder	90	40.9%
lavalier (or tie clip)	52	23.6%
Laptop/Computer	135	61.4%
Wireless lav mic System	67	30.5%
Intervalometer	52	23.6%
Slider	48	21.8%
Image editing software for creating graphics	84	38.2%
Grammar and spell checker tools	71	32.3%
Reference materials or research tools	52	23.6%
Others (Audio recording studio)	1	0.5%
Others (Digital sound mixer and master mechine)	1	0.5%

The data shows that a wide range of equipment is considered essential for making the training effective and engaging. Video Cameras (72.7%) and DSLR Cameras (60.9%) topped the list, emphasizing the importance of high-quality visual equipment for content creation and capturing professional-grade footage. Additionally, Camera Lenses (61.4%) and Wireless Microphones (56.4%) were highly selected, indicating a preference for versatility in both image and sound capture, essential for creating high-quality video content. On-camera Microphones (55%) and Shotgun Microphones (48.2%) also received notable support, highlighting the critical role of clear, focused audio in media production.

Supportive tools like Lighting Kits (47.3%) and Camera Lights (45.9%) were also deemed necessary, underscoring the importance of proper lighting for professional-level training and visual clarity. Memory Cards (38.6%), Batteries (35%), and Tripods (33.2%) were identified as key components, emphasizing the importance of sufficient storage, power, and stability during shoots. The demand for Editing Software Licenses (39.5%) and Image Editing Software for Creating Graphics (38.2%) also points to the need for post-production tools to enhance the training materials, further underlining the necessity of a comprehensive training setup.

However, some items garnered less interest, such as Lavalier Microphones (23.6%) and Intervalometers (23.6%), suggesting they are not as critical for the majority of respondents. Other specialized equipment like Rigs (29.5%) and Wireless Lav Mic Systems (30.5%) also had lower selection rates, indicating they may not be seen as essential for most training purposes. The Others category, with a very small percentage of respondents requesting equipment like an Audio Recording Studio or a Digital Sound Mixer and Master Machine, indicates a niche need for advanced audio setups. This variety in equipment preferences highlights the need for a diverse and flexible approach to media training, with a focus on high-quality video and sound gear complemented by robust editing software for a well-rounded experience.

4.5.3 Qualities or expertise should the trainer or resource person possess to effectively conduct the training

Table 23: Qualities or expertise should the trainer or resource person possess to effectively conduct the training

Qualities or expertise should the trainer or resource person possess to effectively conduct the training	Number	%
Govt. Sector Experts	50	22.7
Academic Experts	67	30.5
Private Media Sector Expert	33	15.0
Departmental Experts	56	25.5
Both Govt. and Private Expert	7	3.2
All Above	4	1.8
Academic Expert	3	1.4
Total	220	100

The data reveals that respondents highly value expertise from diverse sectors, with the majority indicating a preference for Academic Experts (30.5%) and Departmental Experts (25.5%). This highlights the importance of having trainers with strong academic credentials and subject-specific knowledge to deliver effective and authoritative training. Govt. Sector Experts (22.7%) also rank highly, suggesting that participants recognize the value of trainers with experience in government policies, regulations, and public sector operations, which could be vital for understanding the broader landscape of media and reporting.

Interestingly, Private Media Sector Experts (15%) were selected by a significant portion of respondents, reflecting a desire for practical, industry-specific insights and real-world applications. The options Others (Both Govt. and Private Expert) (3.2%) and Others (All Above) (1.8%) show that a combination of expertise across sectors is also considered beneficial. The relatively low selections for Academic Experts alone (1.4%) and other specific expert categories indicate that a more holistic, interdisciplinary approach is preferred, emphasizing the need for trainers who can draw from a broad range of experiences and perspectives to effectively engage participants.

4.5.4 Suggestions for developing NICM's training course attended earlier

Your suggestions for developing NICM's training course that you have attended earlier	Number	Percentage
Need more training	40	35%
More skilled trainer need	27	24%
Need modern technology	18	16%
Accommodation and training facilities should be increased	12	11%
Need practical classes	8	7%
Training allowance should be increased	8	7%
Training should be upgraded	1	1%
Total	114	100%

The table summarizes suggestions from 114 respondents out of a total of 220 participants for improving NIMC's training courses based on their previous experiences. The most frequent suggestion, made by 35% (40 respondents), was the need for more training, reflecting a strong interest in continued learning and capacity development. 24% (27 respondents) emphasized the need for more skilled trainers, indicating concerns about the quality and expertise of facilitators. 16% (18 respondents) suggested incorporating modern technology into the training, highlighting the importance of keeping pace with digital advancements. Other recommendations included improving accommodation and training facilities (11% or 12 respondents), increasing the training allowance (7% or 8 respondents), and adding more practical classes (7% or 8 respondents), all of which point to the need for better learning environments and support systems. A small number (1% or 1 respondent) felt the training content itself should be upgraded. Overall, these suggestions stress the importance of enhancing both the quality and accessibility of NIMC's training programs to better meet participants' needs.

Part- B: Qualitative Analysis

4.6 Qualitative Data (FGD)

The FGD was conducted with the officials of Bangladesh Betar and Officials present in FGD and most of them were BCS Cadre. They participated spontaneously and ideas, views, constructive opinion with meaningful suggestions for improving training curriculum and resource persons of training pool. Focus Group Discussion (FGD) Findings of Capacity Development and Training Effectiveness Assessment discuss below:

Training Methodology and Implementation

An Assistant Controller of News expressed his opinion during the FGD session confidently that *“the development of the training modules is not sufficiently aligned with the content, resulting in inconsistencies between what is outlined in the curriculum and what is actually delivered. This misalignment affects the coherence and effectiveness of the training program, as the modules do not fully reflect the depth, structure, or practical application required to meet the intended learning outcomes.”*

Trainings were described as overly theatrical (“acting only”), with insufficient hands-on practice. Online training options were available but lacked interactivity and follow-up mechanisms. Interactive, skill-based formats like investigative journalism, news editing, photography, and real-time broadcasting simulations were recommended. Participants advocated for hybrid training (online + in-person) formats to increase accessibility and flexibility.

Venue and Training Environment

Participants emphasized the importance of maintaining a conducive training environment. Concerns were raised about poor mosquito control and outdated facilities, which negatively impacted learning comfort. Improved hygiene, modern classrooms, and interactive learning tools (e.g., digital boards) were strongly recommended to enhance the learning experience.

An Assistant Director noted that *“the training venue is not suitable for high-level officials and also the existing facilities lack the appropriate environment, infrastructure, and amenities expected for senior officers, which may undermine the quality and effectiveness of the training experience for participants at that level.”*

Training Design and Delivery Gaps

An Assistant Director (Programme) expressed concern that the training content often lacks sector-specific relevance, particularly for engineering, broadcasting, and audiovisual fields. He noted, “As an ECE trainee, I found the absence of practical sessions a major gap—without hands-on practice, the training fails to enhance real skills.” He further added that the use of outdated formats and legacy equipment undermines the effectiveness of the training. “NIMC still using old training modules and obsolete devices, which don’t reflect the current demands of our sector,” he stated. He also pointed out that the exclusion of sectoral

experts from BCS, broadcasting, and digital production in the training design process limits its applicability and impact.

Module Development and TNA

Module development is not consistently based on systematic Training Needs Assessments (TNA). Participants advocated for foundation training for new recruits and specialized tracks for cadres, freelancers, and new entrants rather than mixed sessions. Programme Unit personnel suggested that TNA should be conducted in consultation with them to ensure alignment with practical needs.

Curriculum Content and Tools

There was a noticeable lack of sessions on critical modern media tools like KOBO, SPSS, AI-powered editing platforms, Tableau, and Canva. Courses lacked integration of current technologies and trends such as mobile content creation, data journalism, and social media listening tools. Participants suggested discontinuing the use of pirated software and adopting authentic, licensed versions.

Participant 3, Assistant Director (Programme) emphasized the importance of integrating emerging technologies into NIMC's training programs to meet the demands of a modern communication environment. He stated, *"Tools like ChatGPT, artificial intelligence (AI), modern video production software, and platforms such as Canva should no longer be optional—they must be a core part of the training curriculum."* He stressed that such technologies are essential for developing the digital skills of newly recruited officials. *"If we want to prepare our trainees for the future, we have to equip them with the tools that are shaping the industry today,"* he said. According to him, these innovations would not only enhance digital literacy, but also foster creativity and boost their ability to communicate effectively and solve problems in an increasingly tech-driven professional landscape. *"It's not just about knowing the tools,"* he added, *"it's about knowing how to use them meaningfully in real work scenarios."*

Trainers and Resource Persons

Participants repeatedly emphasized the absence of expert trainers and industry professionals. Selection of resource persons appeared politically influenced or aimed at pleasing ministry officials rather than meeting training needs. Engagement of seasoned professionals from reputed institutions like BBC (as done in the 7-day residential course outside Dhaka) was cited as a positive example to emulate.

Feedback and Monitoring Mechanisms

Participant 3, A Sub-Regional Engineer highlighted a recurring concern regarding the absence of formal feedback mechanisms at NIMC. He remarked, *"There seems to be little interest in trainee feedback—our suggestions are rarely considered for improving future training cycles."* He further emphasized the lack of post-training evaluation, stating, *"There*

is no system in place to track our performance or assess whether the skills we learned are being applied effectively in the workplace.”

Institutional and Strategic Recommendations

Curriculum needs continuous review and enhancement, aligning with industry needs and job competency profiles. An annual TNA calendar, informed by stakeholders including media houses, experts, and alumni, should guide course design. Introduction of long-term certification courses with international collaboration was also suggested.

Infrastructure and Resource Support

Participant 4, An Assistant Controller (News), highlighted significant gaps in the existing training infrastructure, particularly pointing out the poor maintenance of libraries, which limits trainees’ access to essential reference materials and learning resources. He strongly recommended the integration of modern instructional technologies to address these shortcomings. *“Introducing interactive digital boards would encourage more participatory learning, and setting up fully equipped video editing studios would greatly enhance the quality and effectiveness of our training content,”* he suggested. He emphasized that such improvements would create a more dynamic, engaging, and resource-rich environment for both trainers and trainees.

Establishment of Innovation and TNA Units

A dedicated TNA Unit within NIMC should be institutionalized, using tools like digital surveys, skill mapping, and media audits.

Participant 5, An Assistant Director, proposed the establishment of a dedicated "Training Innovation Cell" to foster innovation in training design and delivery. He explained that this unit would function as a platform for piloting and refining new training modules, pedagogical methods, and digital tools before they are adopted institutionally. *“To enhance the quality, relevance, and sustainability of training programs, it’s essential to build strategic partnerships with universities and media-tech organizations through formal MoUs,”* he added. Such collaborations, he noted, would provide access to advanced knowledge, technical expertise, and shared resources—driving continuous improvement and institutional learning across the training ecosystem.

Additional Insights

Participant 6, an Assistant Director, acknowledged the strategic advantage of NIMC’s geographical location, highlighting its accessibility and potential to attract a wide and diverse group of participants. He stated, *“NIMC is well-positioned geographically, which makes it easier for participants from different regions to attend. This is a strength that should be leveraged more actively.”* However, he also identified critical institutional challenges that undermine training effectiveness. *“Despite our location, internal coordination remains weak, and there is a serious shortage of skilled and specialized*

trainers,” he said. *“This affects not only the quality of training delivery but also the credibility of the institution.”*

To address these issues, he proposed integrating action research and national case documentation into the training framework. *“We need to move beyond theoretical modules. By embedding real case studies and promoting action research, we can ensure that our training is grounded in the local context and reflects real-world challenges,”* he emphasized. *“This will help trainers and participants engage with content more meaningfully and make data-driven decisions that improve institutional learning.”*

Reflecting on the broader discussion, he noted, *“The FGD clearly shows that we are facing systemic problems—from outdated content and poor infrastructure to limited expert involvement and weak feedback loops.”* Yet, he remained optimistic about the path forward, adding, *“There’s enormous potential for change if we focus on structured training needs assessments, modernize the curriculum, adopt hybrid learning models, and build strategic partnerships with academic and industry leaders.”* According to him, these steps are essential to *“build a more responsive, impactful, and future-ready NIMC that can lead the transformation of the media and communication training landscape in Bangladesh.”*

4.7 KII Data

As part of the data collection process for this report, Key Informant Interviews (KIIs) were conducted with stakeholders involved in the training participants, trainer, and operations of the NIMC. These interviews aimed to gather qualitative insights into the gaps, challenges, opportunities, and progress of the NIMC training activities. The KIIs targeted individuals with direct knowledge or experience in areas such as training, implementation of policies, digital infrastructure, data protection, and service delivery. Informants included NIMC officials at divisional and state levels, representatives from partner government agencies, private sector service providers, civil society advocates, and trainers.

The information obtained through the KIIs provided nuanced perspectives that complement quantitative findings. The insights have been instrumental in identifying existing training curriculum and suggestions for improvement, training gaps, new courses required, systemic issues, understanding operational realities, comparison of local and regional sectoral situation, and generating recommendations for improving the effectiveness, inclusiveness, and sustainability of TNA system.

Opinion on Existing Training Calendar

The training calendar is routine-driven, not fully responsive to dynamic changes in the media ecosystem. Several courses are repetitive, with insufficient inclusion of new content areas like AI in journalism or mobile content creation. Basic skills (report writing, camera handling and scriptwriting) are covered well. Significant skill gaps in Digital storytelling, Investigative journalism, Cross-platform media production and Media entrepreneurship.

KII respondent, Deputy Director from Bangladesh Betar, Dhaka said “Current calendar prioritizes availability of trainers over trainee needs and media trends. There’s a gap between frequency of programs and urgency of emerging topics (e.g., data journalism, podcasting). Curriculum lacks customization for job roles; generalized modules ignore specialized needs (e.g., social media analytics). The practical exposure component is limited due to equipment constraints or outdated labs.”

Another KII respondent from Betar said “Specialized short courses (3–5 days on SDGs, National Strategies, Leadership etc) for rapid skilling and publish the calendar with clear learning objectives, eligibility, and expected outcomes”.

Opinion on Existing Training Curriculum

NIMC offers a variety of courses aimed at enhancing the skills of media professionals. The curriculum encompasses a broad range of topics, from foundational courses for government officials to specialized programs for media professionals. However, there appears to be limited emphasis on emerging areas such as data journalism, artificial intelligence in media, and mobile journalism, which are increasingly relevant in today's media landscape. While courses like Broadcast Networking and New Media touch upon contemporary developments, there is a noticeable gap in training related to cutting-edge technologies such as AI-driven content creation, virtual reality, and data analytics in journalism. Integrating these topics could enhance the institute's offerings and better prepare participants for future challenges.

KII respondent from Chattogram Betar said “Training should be- in line with technological changes to equipped ourselves. The media industry is rapidly evolving, with new tools and platforms emerging regularly. To keep pace, trainees need exposure to the latest technologies and methodologies. Incorporating training on digital storytelling, social media analytics, and multimedia content creation would be beneficial.”

Opinion on training evaluation and feedback mechanisms

NIMC is a recognized national institution with experienced faculty but operates in a semi-conventional model. Strong on traditional broadcast training, weak on new media integration and agile curriculum updates. Lack of robust post-training evaluation mechanisms hinders precise tracking of performance gains. Limited application of pre- and post-training skill assessments makes outcome measurement subjective.

KII respondent an Official from Chattogram BTV Center said, “NIMC possesses robust infrastructure, including modern studios, editing suites, and a comprehensive library. The institute's commitment to training is evident through its diverse course offerings. To achieve its goals, NIMC should consider regular curriculum updates, stakeholder feedback mechanisms, and partnerships with industry leaders to ensure training remains relevant and effective. Implementing a structured TNA process would help in identifying skill gaps, aligning courses with industry demands, and enhancing overall training effectiveness.”

Another KII respondent from Chattogram Betar said “Evaluation and exam after training is not enough and satisfactory”.

Need to Institutionalize TNA to understand the real situation. Conduct annual surveys and consultation with Trainees, Media professionals, Government counterpart and Media consumers. Mapping the job roles vs. skill gaps to align training with workplace requirements.

Build Institutional Partnerships

KII respondents opened that NIMC can build collaboration with universities and professional institute, Tech/media firms (for innovation and guest sessions), NGOs and CSOs (for development communication training) to launch joint certification programs or learning program by sharing expertise and resource with view to better training program.

One of the KII respondent from Betar said that” Resource persons are poor, NIMC can bring quality university teacher and professionals from different institutes”

Enhance Trainer Capacity and Research

*Senior officials, an additional director of Betar says “NIMC may arrange Train-the-Trainer programs on Data Science, Adult learning methods, Blended learning pedagogy and Tech-integrated teaching (e.g., using smart boards). Encourage **exchange programs** and **certification courses** for faculty through partnerships with BBC Media Action, Al Jazeera Media Institute and other regional and international professional institutions.”*

KII respondent also said that, *“sometimes high officials come as trainer based on the hierarchy position, they are not technical person, but the field is technical”.*

Promote faculty-led action research on media trends, communication effectiveness, and training impact. Create a training resource repository (case studies, toolkits, trainee projects) for better use by all media trainers in Bangladesh.

Modernize Infrastructure and Training Environment

Computer labs with multimedia editing software, Mobile content production tools (e.g., tripods, lavalier mics, smartphones), Virtual studio setups for live training simulation and Introduce an **online training portal (LMS)** for blended learning and self-paced modules. For technical/ engineering training practical lab and simulators are to be equipped. Some trainers lack proficiency in: Effective communication and mentoring, Adaptive leadership and Cross-cultural and inclusive teaching approaches.

Continuous professional development (CPD) is not exist now, at the same time usually, an officer or staff get an opportunity to train up themselves by NIMC after 3-4 years.

Comparison of local and regional sectoral situation

KII respondents Assistant Director, opened that *“NIMC is a professional institute like BPATC, it can build collaboration with universities and other professional institute. At the same time, NIMC has great privilege that it situated in the heart of Dhaka, if BPATC can bring high quality resource person, then why not NIMC.”*

On the other hand, during the KIIs, it is known that, foreign like-minded institute, firstly asses what type training and how many manpower they need in the industry in next 5-10 year. Based on that need assessment and nation’s priority consideration, they offer their training course. They also keep in mind the technological changes and worlds contemporary issues. They also maintain a digital trainee database to trace and impact evaluation for future programing.

Limited Expertise in Emerging Media Technologies

Most trainers are well-versed in traditional media (TV, radio, basic journalism), but lack skills in: Mobile Journalism (MoJo), AI & automation tools in media and Digital storytelling tools (e.g., Canva, Adobe Spark, Datawrapper).

Lack of Pedagogical Innovation

Trainers rely on lecture-based delivery with limited use of Experiential learning techniques, Blended learning platforms (e.g., Moodle, Google Classroom) and Interactive methods (simulation, role-play, group challenges). Fact-checking platforms (e.g., BD FactCheck) and Invite media practitioners as co-facilitators or guest speakers.

Suggestions for Improvement

Here are concrete and strategic suggestions for improving the training curriculum and system at the National Institute of Mass Communication (NIMC), based on the gaps and opportunities identified earlier:

- a) Prior training need assessments based on industry need and organization needs through setting a research unit or by a team;
- b) Capacitate the NIMC in terms of technical/engineering and physical resources for practical and lab practice;
- c) New training areas like; cyber security, podcasting, social media marketing, media house management, data science or journalism content creation, AI based technology, Use of AI in the TV/Radio industry, Film Production, project management etc;
- d) Qualified and industry oriented trainers pool to be build;
- e) Capitalized the benefits of geographic position of NINC;
- f) Arrange refresher training for the trainees to continue parallel force in the industry;
- g) Maintain a proper online database of the trainees to asses and trace.

The insights gathered from the KIIs have been valuable in shedding light on the practical realities and institutional dynamics shaping the operations of NIMC. Recurring themes across interviews included the need for stronger inter-agency collaboration, sustained awareness campaigns, investment in digital infrastructure, and technology integration are essential for lasting impact. Addressing their skills gap through structured, ongoing, and strategic development is essential for delivering impactful, industry-relevant training.

CHAPTER 5: DISCUSSION ON FINDINGS

5.1 Observation

The Research team has analyzed the collected data and identified key trends, skill gaps, and training demands. Based on this comprehensive assessment, the following observations have been outlined to reflect the current status and future directions for NIMC's training programs.

5.1.1 Observation Top Most Demanded Courses

a) Based on All Categories

SL	Course Name	Interest (%)	Category
1)	Cyber Security for Media Professionals	84.7%	Media Security & Fact Checking
2)	Documentary Production Podcasting	63.8%	Radio & Television
3)	Smart Office Management	73.3%	Management Skills
4)	Visual Radio Techniques	54.9%	Technology (Radio & TV)
5)	Studio Based Production	54.0%	Radio & Television
6)	Media Advocacy on Social Issues	52.7%	Reporting
7)	Investigative Reporting / Disaster & Climate Change Reporting	51.6%	Reporting
8)	Advanced Course on Media Management	51.3%	Management Skills
9)	Social Media Management Strategies for Optimal Results	50.0%	Media Security & Fact Checking
10)	Project Management	49.3%	Management Skills
11)	Powerful Social Media Marketing	46.8%	Media Security & Fact Checking
12)	Radio & Television News Reporting & Presentation	46.6%	Radio & Television
13)	Professional Video Camera Operation Techniques	43.8%	Technology (Radio & TV)
14)	Content Creation, Screenplay & Visual Production Techniques	47.1%	Technology (Radio & TV)
15)	Basic Training on Broadcast Technology	47.3%	Broadcast Journalism

b) Top Courses by Sectoral Category

S.I	Sectorial Category	Response
1.	Print Media (Single Response)	- Media Laws & Ethics – 42.2% - Computer Applications for Print Journalism & Web – 38.6% - Digital Photography – 34.9% - New Scripting and Editing – 33.7%
2.	Radio & Television (Single Response)	- Documentary Production Podcasting – 63.8% - Studio Based Production – 54.0% - Radio & TV News Reporting & Presentation – 46.6%
3.	Broadcast Journalism (Multiple Response)	Broadcast Networking & New Media – 54.1% Video Editing – 45.9% Basic Course on TV & Radio Broadcasting – 43.2% Digital Broadcast – 40.5%
4.	Technology (Radio & TV)	Visual Radio Techniques – 54.9% Content Creation, Screenplay & Visual Production – 47.1% Professional Video Camera Operation – 43.8%
5.	Media Security & Fact Checking	Cyber Security for Media Professionals – 84.7% Social Media Management Strategies – 50.0% Social Media Marketing – 46.8%
6.	Management Skills	Smart Office Management – 73.3% Advanced Media Management – 51.3% Project Management – 49.3%
7.	Reporting	Media Advocacy on Social Issues – 52.7% Investigative Reporting & Climate Reporting – 51.6% Data Journalism – 43.0%
8.	Most Demanded Courses for Prioritization	Cyber Security for Media Professionals (84.7%) Smart Office Management (73.3%) Documentary Production Podcasting (63.8%) Visual Radio Techniques (54.9%) Media Advocacy, Investigative Reporting & Disaster Reporting (51–52.7%) Project Management & Digital Content Creation Courses (46–49%)

5.1.2 Observation Training Curriculum

The current training curriculum of NIMC, while foundational, is increasingly mismatched with the evolving landscape of media, communication technology, and learning

methodologies. A significant gap exists between traditional course structures and the dynamic skill demands of the digital era. Observations highlight several critical issues:

1) Outdated Content and Delivery Methods

Many training modules are based on old formats and technologies, lacking integration of contemporary tools such as AI-driven platforms, data journalism, digital broadcasting, and social listening tools. The use of obsolete equipment and minimal hands-on engagement limits learner engagement and practical competency development.

2) Inconsistent Module Development

Curriculum planning lacks a demand-driven approach, with no systematic alignment to job roles, technological advancements, or sectoral needs. Modules are often developed without thorough training needs assessments or consultation with relevant departments and professionals.

3) Neglect of Category-Specific Learning Tracks

Mixed training cohorts (cadre, freelancers, and new cadre) dilute the relevance and effectiveness of content. The absence of category-specific tracks undermines personalized learning and targeted skill acquisition.

4) Limited Practical Exposure

Critical practical components, especially in engineering and broadcast technology training (e.g., ECE/technical modules), are missing or insufficient. Practical application in editing, digital production, camera operation, and news scripting is inadequately emphasized.

5) Lack of Curriculum on Emerging Technologies

Key content areas such as AI in journalism, mobile content production, investigative journalism, cyber security for media, and tools like Canva, Tableau, KOBO, or SPSS are either absent or underrepresented, despite demonstrated demand in the TNA.

6) Absence of Structured Feedback Loops

Post-training feedback, curriculum review mechanisms, and performance tracking systems are either underutilized or non-existent, leading to repeated inefficiencies or limited impact evaluation.

7) Resource Material and Infrastructure Deficits

Participants highlighted the lack of updated learning materials, audiovisual content, and poor-quality library and infrastructure (e.g., non-functional interactive boards), affecting the learning experience.

5.1.3 Observation Trainer Skill Gap

The effectiveness of NIMC's training initiatives is further constrained by significant gaps in trainer competencies, especially in relation to modern pedagogical methods and technology integration:

- 1. Inadequate Technical and Digital Proficiency**

Many trainers lack exposure to or command of new media tools, AI-powered platforms, and online teaching technologies. This hampers their ability to effectively deliver training on current media practices or in hybrid/online formats.

- 2. Lack of Hands-on Instruction Capabilities**

Trainers often rely on lecture-based methods with minimal real-life demonstrations or interactive teaching. Engineering and content production courses especially suffer from a lack of hands-on facilitation.

- 3. Shortage of Sector-Specific Experts**

Despite the need for specialized training (e.g., broadcast journalism, data security, digital storytelling), NIMC often does not engage subject matter experts, including industry professionals and practitioners. This weakens the technical depth and relevance of courses.

- 4. Limited Professional Development of Trainers**

There is no regular, structured capacity-building plan for trainers. Many have not undergone refresher courses, exposure visits, or international-standard upskilling, which inhibits their ability to transfer high-level competencies to trainees.

- 5. Communication and Facilitation Challenges**

Trainers often struggle with modern facilitation techniques, adult learning principles, or interactive methods—reducing participant engagement, especially in mixed or cross-disciplinary sessions.

- 6. Training Process Management Deficiencies**

Weak coordination between trainers and the program management unit impairs structured planning, session delivery, and learning evaluation. Trainers also report not being involved in or informed about training need assessments, limiting curriculum customization.

- 7. Lack of Trainer Pool Continuity**

The absence of a fixed roster of well-trained facilitators leads to inconsistencies in delivery quality and content flow. This disrupts curriculum coherence and undermines institutional training quality assurance.

CHAPTER 6: RECOMMENDATIONS AND CONCLUSION

6.1 Recommendations

To enhance the effectiveness, inclusivity, and sustainability of media training in Bangladesh, the National Institute of Mass Communication (NIMC) must adopt a strategic transformation of its training ecosystem. The following key recommendations outline a comprehensive roadmap:

1. Modernization of Training Curriculum

NIMC should revise and continuously update its training modules to reflect evolving media trends, integrating contemporary pedagogy, digital literacy, and competency-based learning. Modules should cover emerging topics such as AI in media, data journalism, mobile content production, social listening tools, and creative platforms like Canva and Tableau. This will ensure trainees acquire market-relevant skills aligned with national and global industry standards.

2. Institutionalization of Training Needs Assessment (TNA)

A structured, evidence-based TNA process must be institutionalized to ensure that training offerings respond to current needs. This includes Establishing a dedicated TNA Unit within NIMC. Engaging stakeholders—trainees, media professionals, industry experts, and training alumni. Apart from this, utilizing digital surveys, skill mapping, and performance audits to design a dynamic and demand-driven annual training calendar.

3. Diversified and Inclusive Training Models

Training delivery should be diversified by implementing a hybrid model (online + in-person) to improve accessibility and participation. Designing category-specific training tracks for different target groups—Cadre officials, Freelancers, and New Cadre recruits—to ensure tailored learning pathways. Embedding gender-responsive and inclusive approaches to support women, youth, and marginalized groups in accessing and benefiting from training.

4. Practical, Hands-on, and Experiential Learning

A strong emphasis must be placed on applied learning to enhance skill acquisition and job readiness. This includes Incorporating studio work, field reporting, photography, and video editing. Conducting simulation-based sessions and case study analyses. Organizing field-based trainings and foundation programs covering planning, procurement (DPP), and project implementation.

5. Strengthening Faculty and Resource Pool

To improve the quality of training, NIMC should regularly invest in the capacity building of trainers through exposure visits, advanced technical training, and professional development.

Recruit and engage sectoral experts, including professionals trained by global leaders like the BBC and specialists in AI and digital media. Establish partnerships with universities, tech firms, and media houses for faculty exchange, curriculum co-design, and joint certification initiatives.

6. Integration of Digital Learning Platforms

Expand the use of e-learning tools, AI-assisted teaching aids, virtual classrooms, and mobile platforms to make training accessible beyond geographic and institutional boundaries. This will modernize content delivery and support continuous learning.

7. Robust Feedback and Monitoring Systems

Develop and implement a robust system for monitoring training impact, including Post-training feedback collection Performance tracking of trainees. Use of platforms such as KOBO and real-time learning analytics to assess outcomes and inform continuous improvements.

8. Infrastructure and Logistics Enhancement

To support high-quality training environments, NIMC must invest in Upgrading facilities with interactive boards, digital libraries, and modern equipment. Addressing logistical needs such as safety, cleanliness (including mosquito control), and modern classroom setups. Enhancing internal coordination and planning mechanisms within the program units.

9. Innovation and Research in Training

Establish a Training Innovation Cell tasked with researching global best practices, piloting new training formats, and developing knowledge products. This unit should promote action research, case documentation, and national knowledge-sharing to influence broader training reforms.

10. Sustainable Financing and Policy Support

Ensure long-term institutional sustainability by increasing budgetary allocations for training, technology, and infrastructure. Exploring diversified funding models through private partnerships, grants, and income-generating services. Advocating for enabling policies that grant NIMC greater autonomy, flexible funding, and regulatory support.

By implementing these strategic recommendations, NIMC can evolve into a modern, inclusive, and future-ready center of excellence in media and communication training. This transformation will support the development of a competent and responsive media workforce, contributing to national development and informed public discourse.

6.2 Conclusion

The Training Needs Assessment (TNA) of the National Institute of Mass Education (NIMC) in Bangladesh has provided critical insights into the current capacity gaps, training demands, and areas for improvement in enhancing the effectiveness of mass education programs. The findings indicate that while NIMC has made significant strides in capacity-building initiatives, challenges such as outdated training modules, limited digital integration, inadequate resource allocation, and insufficient hands-on training persist. These constraints hinder the optimal development of professionals engaged in non-formal and mass education sectors. A data-driven approach to training design, curriculum modernization, and institutional strengthening is crucial to addressing these challenges. Investing in cutting-edge pedagogical tools, fostering collaboration with national and international institutions, and ensuring an inclusive approach to skill enhancement will enable NIMC to fulfill its mandate more effectively. The study underscores the necessity of a strategic roadmap for developing a robust and future-ready workforce in the mass education sector.

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Annex 1: The participants who received training from NIMC during the period of 2020-2024

The People's Republic of Bangladesh
Ministry of Information and Broadcasting
National Institute of Mass Communication (NIMC)
“Training Need Assessment of NIMC”
INTRODUCTION AND CONSENT

Consent to Participate in Training Needs Assessment Study

Dear Participant,

Thank you for considering participation in this important study. My name is -----
-----and I am representing DOBEY International Pvt. Ltd., a private consultancy organization based in Dhaka. We are conducting a “Training Needs Assessment of NIMC” on behalf of the National Institute of Mass Communication (NIMC), under the Ministry of Information.

The purpose of this study is to gather valuable insights about the existing training calendar, current needs, training curriculum, areas for improvement, trainers’ skill gaps, and suggestions for necessary enhancements. Your participation is vital in helping us understand these areas and develop recommendations that align with the needs of NIMC.

Key Information About the Study:

1. The interview will take approximately **15 to 20 minutes** of your time.
2. Your responses will remain **strictly confidential** and will only be used for research purposes.
3. Participation in this study is **entirely voluntary**, and you have the right to:
 - Refuse to answer any specific question.
 - Withdraw from the study at any time without any consequence.

We believe your insights are incredibly important, and we sincerely hope you will participate in this study. If you have any questions about the study, its objectives, or how your data will be used, please feel free to ask me now.

By agreeing to participate, you confirm that you have understood the purpose of the study, the voluntary nature of your participation, and your rights as a participant.

Do you consent to participate in this study?

May I begin the interview now? Yes/No

Signature of Data Provider:	
--------------------------------	--

Name:	
Designation:	
Date:	

SL	Questionnaire	Options
1	Basic/Personal Information	
1.1	Respondent's Name	
1.2	Position	
1.3	Period of Job Employment (Year)	a) Less than 1 Year b) 1 Year c) 2 Years d) 3 Years e) 4 Years f) 5 Years g) More Than 5 Years
1.4	Organization/Institute	a) Ministry of Information and Broadcasting b) Press Information Department(PID) c) Department of Films & Publications d) Directorate of Mass Communication e) Bangladesh Betar f) Bangladesh Television g) Bangladesh Film archive h) Bangladesh Cinema and Television Institute i) National Institute of Mass Communication j) Bangladesh Press Council k) Bangladesh Film Development Corporation (BFDC) l) Bangladesh Sangbad Sangstha (BSS) m) Bangladesh Film Censor Board n) Freelance Researcher/Individual Participants o) Private TV/Radio Chanel p) News Agency q) University Student r) Others
1.5	Sex	a) Male b) Female
1.6	Age	
1.7	Mobile	
1.8	Highest Educational Qualifications	a. HSC Passed /Equivalent

		b. BA/Honours/Equivalent c. MA/Equivalent d. Mphil e. PhD
2	Previous Training Information	
2.1	When did you receive training from NIMC?	a. 2020-21 b. 2021-22 c. 2022-23 d. 2023-24
2.2	Can you specify the trade or field in which you were trained by NIMC?	1) BCS (Information) Professional Induction Course 2) Television Drama Production Course for University Students 3) Visual Radio Techniques 4) Techniques of News & Programme Presentation 5) Smart Office Management 6) News and feature writing and editing course 7) Content Creation, Screen play & Visual Production Techniques 8) Hands on Training for Radio professionals 9) Digital Audio Recording and Editing 10) Broadcast Networking and New Media 11) BCS Engineering (Information) Professional Induction Course 12) Professional Video Camera Operation Techniques 06 Weeks 13) Project formulation and approval process 14) Digital Photography Course 15) Radio & Television News Reporting & Presentation Course 16) Cyber Security for Media Professionals 17) Foundation Training Course for Class-one (Grade-9th) officers 18) Modern Broadcast Technology 19) Radio program production course 20) Advanced Course on Media Management 21) Professional Video Editing Techniques 22) Refreshers Course for BCS Officers 23) Radio & television news reporting &

		presentation course 24) Techniques of PSA, Advertisement & TVC/RDC Making Course 25) Basic Training on Broadcast Technology 26) Sound System Operating Techniques 27) Laws, regulations & policies of MOI & B 28) PGD BJ Batch 7 (Semester 1, 2) 29) Other
2.3	Did you receive pre course /training briefing?	a) Yes b) No
2.4	Did you receive post course /training briefing?	a) Yes b) No
2.5	Was the training or academic course relevant and helpful to your work responsibilities	a) Yes b) No
2.6	Would you recommend this course for your colleagues?	a) Yes b) No
2.7	Did you receive any appreciation or recognition from your higher authority for providing better service compared to colleagues who did not undergo the same training or academic course?	a) Yes b) No
2.8	Do you think that you are providing better service in you work place in comparison with your other colleague who did not get such training/academic course?	a) Yes b) No
2.9	What additional support would assist you in delivering better service in your workplace?	
2.10	What were the strengths of training activities?	
2.11	What were the weaknesses of training activities?	
3	Satisfaction Assessment	
3.1	The course/training was satisfactory to increase the communication skill?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.2	The course/training was satisfactory to increase the capacity development of giving digital service?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response

3.3	The course/training was satisfactory to gain the knowledge of planning and management?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.4	The course/training was satisfactory to increase the capacity of policy planning?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.5	Curriculum & Content was satisfactory?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.6	Trainer facilitation and quality using modern apposite was satisfactory?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.7	The overall quality of the training/ education?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.8	Handouts and textbooks contained up-to-date material, and adequately reflected what was taught?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.9	After completed your course, did you satisfied about place of posting (in terms of roles/responsibilities)?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.10	After completed your course, did you get chance to explore acquired experience and knowledge?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.11	After completed your course, did you satisfied about resources and facilities?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.12	Training in NIMC keeps up with technology and is up to date?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.13	After completed your course, did you satisfied about trainers behavior and presentation skill?	a) Very Dissatisfied b) Dissatisfied c) Satisfied d) Very Satisfied e) Non-Response
3.14	Open Comments	
4	Existing Knowledge and Capacity Assessment	
4.1	Increase your subjective knowledge by the course/training?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.2	Application of the skills and capacities	a) Extremely Low b) Somewhat Low

	in your job and workplace?	c) Average d) Very High e) Extremely High f) Non-Response
4.3	Increase your knowledge in reporting skills by the course/ training?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.4	Increase your knowledge in negotiation skills by the course/ training?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.5	Increase your knowledge in communication skills by the course/ training?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.6	Increase your knowledge of planning and management?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.7	How can the knowledge of policy planning be increased?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.8	How can the knowledge of providing digital services be increased?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.9	How can the knowledge of professionalism be enhanced?	a) Extremely Low b) Somewhat Low c) Average d) Very High e) Extremely High f) Non-Response
4.10	Open Comments	
5	Training Needs Area/Type	
5.1	Are you interested in participating in professional training in Print Media?	a) Yes b) No
5.1.1	If yes, then which area?	Existing 1) Newspaper Design, Makeup and Desktop Publishing 2) News Writing Fundamental 3) News Writing for Print Media Journalism 4) Media Laws & Ethics 5) Computer Applications for Print Journalism & Web 6) New Scripting and Editing 7) Digital Photography Course 8) News magazine

		Proposed	9) Basic Reporting 10) Interview Skills 11) Investigative Journalism 12) Advanced Reporting 13) Advanced Editing 14) Others (specify).....
5.2	Are you interested in participating in professional training in Radio & Television?		a) Yes b) No
5.2.1	If yes, then which area?	Existing	1) Documentary Production 2) Podcasting 3) Radio & Television News Reporting & Presentation Course
		Proposed	4) Interview and TV talk shows skills 5) Investigative journalism 6) Studio based production 7) Scripting radio drama 8) Community radio journalists 9) Radio Jokey (RJ) 10) Other.....
5.3	Are you interested in participating in professional training in Broadcast Journalism?		a) Yes b) No
5.3.1	If yes, then which area?	Existing	1) Broadcast Networking and New Media 2) Modern Broadcast Technology 3) Animation Production 4) PGD BJ (DU Affiliated)
		Proposed	5) Basic course on Television and radio broadcasting 6) PR & Communication 7) Digital broadcast 8) Live reporting skills 9) Video Editing 10) Broadcast Reporting and Anchoring 11) Public Speaking and presentation skills 12) Others (specify).....
5.4	Are you interested in participating in professional training in Technicians (Radio & TV)?		a) Yes b) No

5.4.1	If yes, then which area?	Existing	1) Visual Radio Techniques 2) Radio program production course 3) Techniques of News & Programme Presentation 4) Content Creation, Screen play & Visual Production Techniques 5) Professional Video Camera Operation Techniques 6) Techniques of PSA, Advertisement & TVC/RDC Making Course 7) Professional Video Editing Techniques 8) Sound System Operating Techniques 9) Digital Audio Recording and Editing
		Proposed	10) Engineering management 11) File based automation system 12) Lighting system 13) News management software. 14) Archiving of files and meta data system 15) Digital RF measurement & spectrum 16) Product maintenance & servicing 17) Camera & VTR maintenance & servicing 18) Maintenance of HVR series 19) Power system network 20) Satellite communication 21) Transmission network planning & installation & monitoring 22) Digital territorial transmission 23) Others (specify).....
5.5	Are you interested in participating in professional training in Media Security?	a) Yes b) No	
5.5.1	If yes, then which area?	Existing	1) Cyber Security for Media Professionals 2) Laws, regulations & policies of MOI & B
		Proposed	3) Powerful Social Media Marketing: From Beginning to Advanced 4) Social Media Management Strategies for Optimal Results 5) Promotion and Advertising policy 6) Others (specify).....
5.6	Are you interested in participating in	a) Yes b) No	

	professional training in Management Skills?		
5.6.1	If yes, then which area?	Existing	1) Smart Office Management 2) Newsroom management 3) Advanced Course on Media Management 4) Project formulation and approval process
		Proposed	5) Annual Performance Agreement Training 6) Project Management 7) Procurement management 8) Media House Management, 9) Management of a media enterprise 10) Others
5.7	Are you interested in participating in professional/technical training in Reporting?		a) Yes b) No
5.7.1	If yes, then which area?	Newly Proposed	1) Investigative reporting, 2) Media Advocacy on Social Issues 3) Data Journalism 4) Fashion and lifestyle journalism reporting, 5) Parliamentary and Election affairs reporting, 6) Disaster and climate change reporting, 7) Sports reporting, 8) Culture reporting, 9) Environmental reporting, 10) Gender affairs reporting, 11) Human rights affairs reporting, 12) Health affairs reporting, 13) Power and energy affairs reporting, 14) Court reporting, 15) Crime reporting, 16) Economic and financial reporting, 17) Campus reporting for university correspondents, 18) Business reporting 19) Others (specify)
6	Training Materials & Logistics Needs		
6.1	What will the course entail?	a) Basic b) Advanced	
6.2	What kind of equipment or tools do you think are needed to make the training effective and engaging?	1) Video Cameras 2) DSLR Cameras 3) ND Filters	16) Editing Software Licenses: 17) A sound recorder

		4) Camera Lens: 5) Shotgun microphones: 6) On-camera microphones 7) Wireless microphones: 8) Lighting Kits: 9) Camera Lights 10) Light reflectors: 11) Rigs: 12) Tripods: 13) Small stands for lights/mics etc 14) Memory Cards 15) Batteries	18) lavalier (or tie clip) 19) Laptop/Computer 20) Wireless lav mic System 21) Intervalometer 22) Slider 23) Image editing software for creating graphics 24) Grammar and spell checker tools 25) Reference materials or research tools 26) Others (Specify)
6.3	What qualities or expertise should the trainer or resource person possess to effectively conduct the training?	a) Govt. Sector Experts b) Academic Experts c) Private Media Sector Expert d) Departmental Experts e) Others (Specify).....	
6.4	Training duration	a) 1 Week b) 2 Weeks c) 3 Weeks d) 4 Weeks e) 5 Weeks f) 6 Weeks g) 12 Weeks h) Others (Specify).....	
7	Other		
7.1	Your suggestions(content to be included) for developing NIMC's training courses that you have attended earlier.		
7.2	Any other comments/suggestions?		
Signature of Data Enumerator:			
Date:			

Annex 2: KII for Relevant Govt. Officials

**The People's Republic of Bangladesh
Ministry of Information and Broadcasting
National Institute of Mass Communication (NIMC)**

**“Training Need Assessment of NIMC”
INTRODUCTION AND CONSENT**

Consent to Participate in Training Needs Assessment Study

Dear Participant,

Thank you for considering participation in this important study. My name is -----
-----and I am representing DOBEY International Pvt. Ltd., a private consultancy organization based in Dhaka. We are conducting a “Training Needs Assessment of NIMC” on behalf of the National Institute of Mass Communication (NIMC), under the Ministry of Information and Broadcasting.

The purpose of this study is to gather valuable insights about the existing training calendar, current needs, training curriculum, areas for improvement, trainers’ skill gaps, and suggestions for necessary enhancements. Your participation is vital in helping us understand these areas and develop recommendations that align with the needs of NIMC.

Key Information About the Study:

1. The interview will take approximately **15 to 20 minutes** of your time.
2. Your responses will remain **strictly confidential** and will only be used for research purposes.
3. Participation in this study is **entirely voluntary**, and you have the right to:
 - Refuse to answer any specific question.
 - Withdraw from the study at any time without any consequence.

We believe your insights are incredibly important, and we sincerely hope you will participate in this study. If you have any questions about the study, its objectives, or how your data will be used, please feel free to ask me now.

By agreeing to participate, you confirm that you have understood the purpose of the study, the voluntary nature of your participation, and your rights as a participant.

Do you consent to participate in this study?

May I begin the interview now? Yes/No

Signature of interviewer: Date:

Signature of Officials:	
Date:	

SL.	Questions and Responds	
00	Respondent Profile	
1.	Respondent Name	
2.	Sex	Male -1 Female -2
3.	Age	
4.	Mobile Number	
5.	Current position/title:	
6.	Duration of present service:	
7.	Previous role/post:	
8.	What were the main criteria for selecting the trainees?	
9.	Did you provide pre course /training briefing?	
10.	Did you provide post course /training briefing?	
11.	Did you evaluate the participants after finishing course /training?	
12.	Was any need assessment study?	
13.	Was the training/education program relevant?	
14.	Trainees have increased knowledge and understanding of the key issues?	
15.	How they apply the lessons from the training/education program in work?	

16.	What were the strengths of training activities?
17.	What were the weaknesses of training activities?
18.	What were the threats and challenges encountered during the training activities?How did you resolve/address those threats and challenges?
19.	What were the opportunities of training activities?
20.	What are the positive/negative impacts of training activities on individuals and organizations?
21.	How can the training support (logistics, administration, etc.) be improved?
22.	Is there increased awareness and improvement in the way the participants' working in organization?
23.	Do you have Action Plans that will enable you to effectively apply the lessons learned to the workplace?
24.	Your suggestions (content to be included) for developing NIMC's training courses that you have attended earlier.
25.	Please mention the other experience related to training activities:
26.	What is the learning from training activities?
27.	What types of actions or projects are needed for the further development of trainees??

28.	Other recommendations for the improvement of training courses(if any)?
29.	Was the program length appropriate? Were the training facilities appropriate?
30.	Your suggestions for developing NIMC's new training courses.
	Open discussion :

Signature of Data Enumerator:	
Date:	

Annex 3: Key Informant Interview (KII) Question for Trainers from Training Pool

The People's Republic of Bangladesh
Ministry of Information and Broadcasting
National Institute of Mass Communication (NIMC)
“Training Need Assessment of NIMC”

INTRODUCTION AND CONSENT

Consent to Participate in Training Needs Assessment Study

Dear Participant,

Thank you for considering participation in this important study. My name is -----
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The purpose of this study is to gather valuable insights about the existing training calendar, current needs, training curriculum, areas for improvement, trainers’ skill gaps, and suggestions for necessary enhancements. Your participation is vital in helping us understand these areas and develop recommendations that align with the needs of NIMC.

Key Information About the Study:

1. The interview will take approximately **15 to 20 minutes** of your time.
2. Your responses will remain **strictly confidential** and will only be used for research purposes.
3. Participation in this study is **entirely voluntary**, and you have the right to:
 - Refuse to answer any specific question.
 - Withdraw from the study at any time without any consequence.

We believe your insights are incredibly important, and we sincerely hope you will participate in this study. If you have any questions about the study, its objectives, or how your data will be used, please feel free to ask me now.

By agreeing to participate, you confirm that you have understood the purpose of the study, the voluntary nature of your participation, and your rights as a participant.

Do you consent to participate in this study?

May I begin the interview now? Yes/No

Signature of interviewer: Date:

Signature of Officials:	
Date:	

SL.	Questions and Responds	
00	Respondent Profile	
1.	Respondent Name	
2.	Sex	Male -1 Female -2
3.	Age	
4.	Mobile Number	
5.	Current position/title:	
6.	Duration of present service:	
7.	Previous role/post:	
8.	What were the main criteria for selecting the trainees?	
9.	Did you provide pre course /training briefing?	
10.	Did you provide post course /training briefing?	
11.	Did you evaluate the participants after finishing course /training?	
12.	How can the training be improved to better align with participants' needs and be more effective	
13.	Was the training/education program relevant?	
14.	Have trainees gained increased knowledge and understanding of the key issues?	
15.	How do they apply the lessons from the training/education program in their work?	

16.	What were the strengths of training activities?
17.	What were the weaknesses of training activities?
18.	What were the threats and challenges of training activities?
19.	What were the opportunities of training activities?
20.	What are the impacts of training activities?
21.	How can the training support (logistics, administration, etc.) be improved?
22.	There has been increased awareness and improvement in the way participants perform within the organization."
23.	Do you have Action Plans that will enable you to effectively apply the lessons learned to the workplace?
24.	What kind of training courses can be introduced based on current market demand?
25.	Please mention the other experience related to training activities:
26.	What are the key learnings from the training activities
27.	What type of action or project need to further development of trainee?
28.	Other recommendations for the improvement of training courses(if any)?

29.	Your suggestions for developing NIMC's training courses.
30.	Open discussion :

Signature of Data Enumerator:	
Date:	

Annex 4: FGD checklist for Beneficiaries/Study Group (Trainee)

The People's Republic of Bangladesh
Ministry of Information and Broadcasting
National Institute of Mass Communication (NIMC)
“Training Need Assessment of NIMC”

FGD Guidelines

- Ensure relationship building with informants
- Informants may avoid key questions in many cases
- Noise, comfort, privacy etc. must be considered
- The recipient of the information shall not express his opinion or present any argument or do not disagree

Place Name		Address	
Respondent		Number of Attendance	
Facilitator		Note Taker	

SL No.	Name	Occupation	Address	Sexual Identity	Mobile Number	Signature
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Signature of Facilitator:	
Date:	

Focus Group Discussion (FGD) Checklist

Topic
1. How relevant was the course/training content to your current job responsibilities and future career goals?
2. Did you receive pre course /training briefing?
3. Did you receive post course /training briefing?
4. You have increased knowledge and understanding of the key issues (print journalism, Reporting, Broadcast Journalism, TV Journalism, RADIO & TV Technicians, Social Media Management, Leadership, Management Skills & Professional certificate course) ?
5. To what extent has the training contributed to increasing your capacity and skills in your professional role?
6. How has the training expanded your knowledge to an international level, particularly in terms of global standards and practices?
7. How has the training helped you improve in areas such as skilled journalism, decision-making, and leadership?
8. How will you apply the lessons from the course/training to your work?
9. What was your role in Sustainable Development Goals (SDGs) implementation?
10. What were the impact of training in individual and organization?
11. What were the strengths of training activities?

12. What were the weaknesses of training activities?
13. What were the threats and challenges faced during of training activities?
14. What were the opportunities of training activities?
15. After completed your course, did you satisfied about place of posting (in terms of roles/responsibilities)?
16. After completed your course, did you get chance to explore acquired experience and knowledge?
17. What aspects of the course/training/project could be improved?
18. What type of action or training need to further development of trainees?
19. Your suggestions for developing NIMC's training courses.
20. Other Issues/Open Discussion :



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