

Report-2018

Assessing the present situation of training course offered by NIMC and Identifying future Training Needs



National Institute of Mass Communication

Ministry of Information, Government of the People's Republic of Bangladesh

125/A, Darus Salam, A. W. Chowdhury Road, Dhaka 1216.

PABX-55079438-42, FAX: 55079443

e-mail: dg@nimc.gov.bd, web: www.nimc.gov.bd

The Research Team

- Chief Advisor : Mr. Md. Rafiquzzaman
Director General
National Institute of Mass Communication
- Advisor : Mr. Md. Masud Karim
Additional Director General
National Institute of Mass Communication
- Principal Researcher : Mr. Md. Abdullah Al Mamun
House 05, Road 05, Block H,
Banasree, Rampura, Dhaka-1219
- Associate Researcher : Mr. Azizul Haque Manik
159 West Monipur, Mirpur
Dhaka 1216
- Supervision : Mr. Md. Fahim Siddique
Research Officer
National Institute of Mass Communication
- Overall supervision : Mr. Md. Munzurul Alam
Director (Admin and Development)
National Institute of Mass Communication

Preamble

There is no doubt today that ‘Information is Knowledge’. And now a day’s Information Technology is a developing technology that aims at obtaining the maximum information with minimum of resources, labor or time. Ever since the appearance of Man on the earth, information has been the major cause of his progress and development. But information alone is not enough. Information has to be processed, put to use by logic and reason before it becomes useful knowledge.

As part of revolution of information technology in Bangladesh, National Institute of Mass Communication (NIMC) has been contributing towards progress of Right to Information movement since its beginning. To address the contemporary issues related with both broadcasting and telecasting mechanism, National Institute of Mass Communication (NIMC) has been taking some innovative attempts fostering the efficiency of human resources who are doing in the sector of media and publications. Training is the most important part of these initiatives that every year thousands more people has been trained from National Institute of Mass Communication (NIMC) who would be able to respond the issues that are discussed worldwide today. To date, National Institute of Mass Communication (NIMC) has continued its regular and systematic training and activities. Through this program, the National Institute of Mass Communication (NIMC) has been playing a vital role in achieving the professional knowledge of public relations and broadcasting staffers and employees in the country.

Training is the most powerful weapon that develops employees’ knowledge and skill; and further it furnishes the employees’ ability to do the job on-time. National Institute of Mass Communication has been continuing its efforts to produce skilled manpower for media since last two decades. But this is very important to know the effectiveness of the training which has been provided by NIMC as because quality training can ensure proper utilization of resources. So, training evaluation or training needs assessment is very essential to identify the future needs and the way forward to meet the upcoming challenges. This study has unlocked the problems related to training management and provided a script of future needs.

We are very grateful and thankful for the active role, labor, and assistance of researchers in performing this research work. I also would like to give thanks to my colleagues who specially involved in this study. I think this study will be helpful for us designing training course in the future that will meet the upcoming demands for employees who will make specific contributions to build the country digitalized. And then only our efforts and hard work will be successful.



Md. Rafiquzzaman

Director General
National Institute of Mass Communication

Table of Content

SI	Content	Page
	List of Acronyms	V
	Executive Summary	VI
	Chapter 1: Introduction	1
1.1	Introducing National Institute of Mass Communication	1
1.2	Activities/ Rules of procedure	1
1.3	Background: National Institute of Mass Communication	3
	Chapter 2: Literature Review	4
2.1	Background of the Study	4
2.2	Justification of the Study	5
2.3	Research Questions	6
2.4	Objectives and Goal	6
	Chapter 3: Theoretical Framework	7
3.1	Theoretical discussion on training needs analysis	7
3.2	Goal of the training needs determination	8
3.3	Steps of training needs determination	10
	Chapter 4: Research Design and Methodology	11
4.1	Research Methodology	11
4.2	Study Area	11
4.3	Study Population and Sample Size	12
4.4	Data Collection Mechanism	12
4.5	Data Processing	12
	Chapter 5: Result Analysis and Discussion	13
5.1	Demographic Information	13
5.2	Opinion on existing training courses	17
5.3	Status on Receiving Training Course	18
5.4	Satisfaction Level	21
5.5	Inference on Satisfaction Level	28
5.6	Most Preferable Areas of Training	30
5.7	Areas of Improvement	31
5.8	Qualitative Analysis	34
	Chapter 6: Recommendation and Conclusion	36
	Annex 1	39
	Annex 2	44
	Annex 3	46
	Annex 4	48
	Reference	51

List of Acronyms

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

Executive Summary

National Institute of Mass Communication (NIMC) is one of the leading training Institutes of the country under the Ministry of Information. Established in 1980 as the National Broadcasting Academy, its name was changed to National Institute of Mass Communication in 1984 by the government following the report of the Martial Law Committee on reorganization of set up phase-II. It is the apex training institute under the Ministry of Information for professional training of officials under its various attached departments, and also for freelancers, personnel working in Private Radio, Television and Film Media.

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.

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.

The aim of the study is to investigate the

- i. Current situation of training courses offered by NIMC as well as identifying future training needs for meeting the upcoming demands.
- ii. Effectiveness of Training Program in Practice offered by National Institute of Mass Communication.
- iii. Priorities and importance of course curriculum in the designing phase of course content development that will meet the contemporary demand and forthcoming challenges.

This is a training evaluation which aims to assess the current situation of training offered by NIMC as well as identifying future training needs for meeting the upcoming demands. So we need to emphasize on both quantitative and qualitative aspects rather than relying on only one aspect which actually called mixed method.

Study population of this study was the participants who received training from NIMC during the period of 2010-2017. 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; however, we captured the participants list during the training period of 2010-2017 from the NIMC, the study population was approximately 5875. Of them, we selected 106 participants applying statistical formula (see annex- 1) and here

questionnaire survey has been used to gather relevant information for making study more significant.

37 were interviewed from Bangladesh betar where 29 were male and 8 were female. Bangladesh television ranked the second position in terms of interviewing the participants; 22 were interviewed where 14 were male and 8 were female. NIMC, Film & Publication and Mass Communication were third position jointly for choosing male participants during interview though it has been chosen randomly. Total 8 participants were chosen from other category (freelance) where 5 female and 3 male respectively.

However, the below table shows the satisfaction level of respondents on content matter as 84% of the total respondents are satisfied to the training content what the NIMC offers last 8 years.

Satisfaction on Training Content					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	6.6	6.6	6.6
	neither agree nor disagree	10	9.4	9.4	16.0
	agree	51	48.1	48.1	64.2
	strongly agree	38	35.8	35.8	100.0
Total		106	100.0	100.0	

Though, they have specific recommendations to enhance the training quality as well as other facilities which are related to training. There are some recommendations outlined below:

Recommendations about training course:

- We should emphasize on practical class rather than conducting theoretical class where applicable; for example, in camera-lighting course, obviously more practical session is needed though the theoretical discussion comes first. Hence, the practicing period should be increased.
- We should introduce modern technology rather than using analog system, because the job market has already been reshaped by modern technology.
- Course duration does matter, so we need to identify the course duration in relation to course content so that authority can understand the course specific time during module development for different courses.
- We should emphasize on hiring course specific skilled trainer from inside and outside country; and facilitator must come from field of practical experience rather than academicians. We can hire experienced officials who have expertise in the concerned area from both government and non-government.

- There is no substitute of training for skilled officers and employees for the overall development of any organization. In order to develop skilled officers and employees, foundation training can be arranged for all levels of govt. officers and employees at the beginning of their job.

Recommendations about training facilities:

- In order to make the training program of the NIMC more time bound and functioning, some valuable recommendations have been received from the participants and the personnel of different relevant departments, which are expected to be very effective in the preparation of training modules.
- Administrative people of the training course should be more supportive and sincere so that friendly environment could be developed between the administration and the trainees.
- Appropriate training materials should be increased and digitalized. For example, in the lab class necessary equipment should be allotted as per each participant.
- Though there is an accommodation system for outsider, but still it is not adequate; we should manage comfortable accommodation system for all like keeping single room for each participant.
- Excursion tour can be organized both inside and outside Bangladesh; and appropriate places should be explored in order to gaining course related information.
- Training allowances and outdoor facilities may be increased for the trainees, and those who can achieve good success in training, opportunities for foreign training can be introduced.

Chapter 1: Introduction

1.1 Introducing National Institute of Mass Communication

National Institute of Mass Communication (NIMC) is one of the leading training Institutes of the country under the Ministry of Information. Established in 1980 as the National Broadcasting Academy, its name was changed to National Institute of Mass Communication in 1984 by the government following the report of the Martial Law Committee on reorganization of set up phase-II. It is the apex training institute under the Ministry of Information for professional training of officials under its various attached departments, and also for freelancers, personnel working in Private Radio, Television and Film Media.

Major goals and objectives of the NIMC to improve broadcasting, film and mass communication programs through the expertise and technical knowledge of the broadcasting and communication officers working in Bangladesh Betar, Bangladesh Television, Department of Film and Publication, Press Information Department and the Department of Mass Communication. Timely development of electronic and film media in Bangladesh through training and research is the main responsibility of this institute. To make development-communication more dynamic and objective is one of the most important concerns of this institute.

1.2 Activities/ Rules of procedure

- ✓ Overall development of the broadcasting activities of television, radio, Department of Mass Communication, Press Information Department, and Department of Film and Publication through providing timely training in the program, engineering and news.
- ✓ Organizing workshop, seminar and providing training to the professionals working for development broadcasting, development communication, radio, television, and film industry.
- ✓ Conduct research activities on electronic media and film, and publish reports.
- ✓ Offering recommendations, advice and services for radio, television and mass communication.
- ✓ Organizing discussion meetings, workshops and motivation activities related to development broadcasting and communication.
- ✓ Arranging program on development communication and training module jointly with UNICEF and other international organizations.

- ✓ Establishing and maintaining existing relationships and coordination with other organizations (national and international) in conducting related activities.
- ✓ Forming a rich data-bank containing video and audio tapes or DVDs, CDs and instructional elements.
- ✓ Providing any advice and services related to develop communication and development-broadcasting through radio, television and public relations conferred by the government.
- ✓ Performing other responsibilities to improve the standard of electronic and film media in Bangladesh.
- ✓ Doing visitor-audience research activities.
- ✓ Providing training and related co-operation to private organizations, individuals and in regional and international sectors.

There is no alternative for training to improve professional skills and excel. At the beginning of any profession, training works like building a bridge between the staff and the organization. In this, the officers and employees are integrated with the organization as well, so the institutions are also benefitted through trained skilled manpower. As a result, the training plays a role as the controller for the development of professional skills of the employees. But, are the same training with the changed world situation always able to meet the needs of the era? The demand is relative; the need for a time is lost in the popularity of another era. This is realistic because of the changing world, the religion of the world rule. That's why the demand or requirement is to be checked in the frame of the changing world situation; which is necessary and which is not. There is a need to create way or opportunities for future possibilities for feeding new demand or needs. So that NIMC organizes training programs every year for the broadcasting and communication professionals under the Ministry of Information to keep pace with the demands of the changed world situation. It is necessary to have a measurement of how long these training programs have played a role in increasing the professional skills, because the continuous and intensive evaluation process is the prerequisite for development. So it is important to evaluate the requirements of the previous training module and to analyze how it is consistent with the current needs, as well as to impart training module into new global values. And so, in keeping with all these issues, the research team of the NIMC has taken up the research study 'Training Needs Assessment Study'.

1.3 Background: National Institute of Mass Communication

National Institute of Mass Communication (NIMC) [(Previous Broadcasting Academy)] started its activities in 1980 as a project of the Government of the People's Republic of Bangladesh with the help of UNDP, UNESCO, and ITU. Now it is a Department under the Ministry of Information and the only government training center for information services and electronic media in Bangladesh. In this institute, there is a scope of training on radio-television programs and engineering topics, films, reporting and information & communication development. Apart from this, semi-government, autonomous and private organizations and individuals connected with press media and electronic media can also get training on related topics here.

Chapter 2: Literature Review

2.1 Background of the Study:

Training has been said to be one of the most important strategies for an organization, particularly because training enables employees to gain more systematic skills and knowledge which are needed by them to keep up with the rapid change of organizational environment (Goldstein & Gilliam, 1990). According to Kaur & Jayaramman (2012), training and development is not only about helping the specific individuals to adequately fill their positions in the organization, but also concerns the development organization-wide and its sub-departments. In short, training and development is primarily concerned with developing the employees.

To develop an employee through training program costs the organization substantial amount of money (Casio, 2000). According to Batram & Gibson (2000), training could be costly if the training programs do not effectively link and match the organization needs and the employees' needs. Therefore, the reason training needs exist in an organization is to close the gap between present KSAs (Knowledge, skill and abilities) and desired KSAs for effective performance (Landale, 1994). It has been concurred by Cekada (2010) that training needs analysis (TNA) needs to be applied in a systematic manner, without which an organization may pay the cost of loss if the needs assessment is a failure such as inability to implement an improvement or intervention after investing a substantial amount of funds in conducting the training. Leigh et al. (2000) recognized TNA as the first step in a human resource development (HRD) intervention - to identify an organization's objectives or strategy, and is regarded as a systematic approach to HRD. It has been concurred by Leskiw & Singh (2007); Berger (1993) and Kaufman (1994) that TNA is the first step of training process where the organization needs are being identified and then prioritized according to organizational needs and business. It also serves as the basis in evaluating delivered training, designing the training programs and determining the learning objectives. Grahn and Swenson (2000) suggested that the measure to be taken to make improvements to the quality of training is by using needs analysis. This suggests that a lack of TNA may lead to unproductive training being conducted or planned and the investment on training may not be well spent because the needs are not being specifically identified.

2.2 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 determining 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 need to pick the perfect stuff for our pocket that we can utilize as per our want. For the reason that, in the age of universal education and technology that permits users to access all kinds of information instantly from around the world, molding public opinion is seemingly more difficult than it was in the pre-internet era. 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 godsend and weakness of ongoing training activities and also will indicate the necessary steps to fruitful and effective outcomes.

2.3 Research Questions or Hypotheses:

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

- i. "Are the participants performing better after receiving training from NIMC?"
- ii. What is the impact of new training with new technique offered by NIMC and how it should strengthen NIMC?

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

2.4 Objectives and Goal

The main purpose of the current study is to examine the knowledge of the trainees and their application in work-place from the provided training of enhancing professional skills and competence for the employees of various mass media (especially those working in the Department of Radio, Television and Mass Communication) run by the NIMC. Detailed objectives are here;

- i. To know the current situation of training courses offered by NIMC as well as identifying future training needs for meeting the upcoming demands.
- ii. Effectiveness of Training Program in Practice offered by National Institute of Mass Communication.
- iii. Priorities and importance of course curriculum in the designing phase of course content development that will meet the contemporary demand and forthcoming challenges.

Also the secondary objective of the study is to

- a) Understand the characteristics of trainees (professional and human) as well as their views on training;
- b) Regularly recording trainee's suggestions to make future training programs more advanced and timely based on current needs.

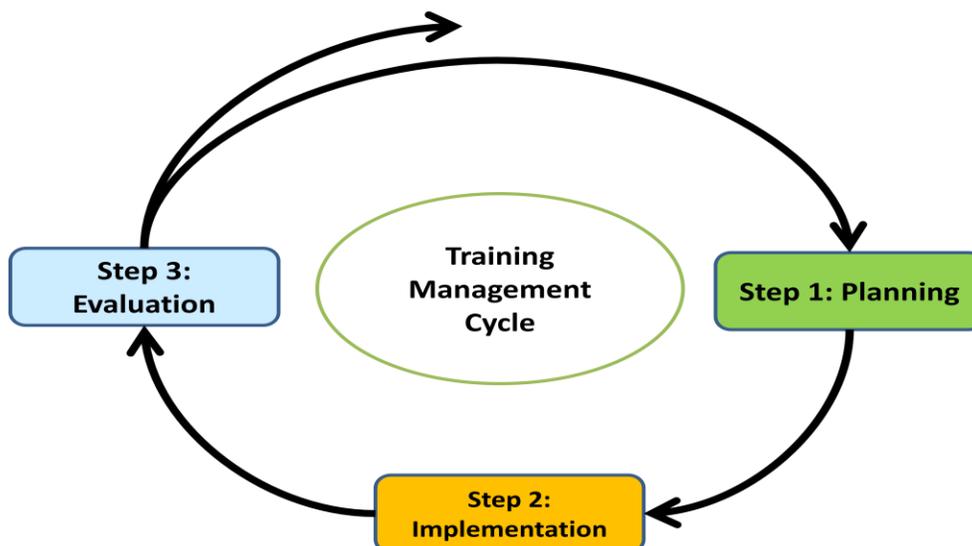
Chapter 3: Theoretical Framework

3.1 Theoretical discussion on training needs analysis

The training management cycle needs to be studied well before starting a discussion on determining training needs. Because it will help us define the trainee for specific training they require. So that, it is important to study training management cycles to know- to whom and why these training are. Because a great economic investment and skilled resource persons are involved in conducting these training programs.

A training management cycle usually performs its functions in three steps. The first step is the planning steps, where the overall training needs and the training needs at the trainee level are planned. The second step is to discuss the implementation of the training. Because it is seen often that due to limited constraints such as limited money, lack of trained skilled manpower, and due to lack of necessary institutional arrangements and technical knowledge, the training cannot be organized on time, though there has much demand for some training in the consumer level. And for this, the planning and implementation are important steps in training management cycle. Although the research is the first stage of the training management cycle, it is very important to know other steps. The third step to understanding how the steps in the training management cycle are inter-related to each other and affect the whole cycle- the evaluation step.

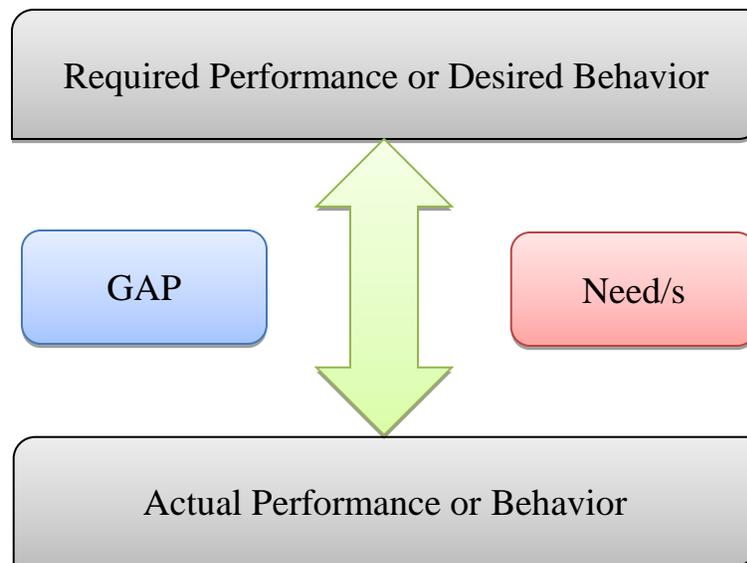
Flow chart 1: Training Management Cycle



Generally, training needs are determined in a situation where existing training skills cannot keep pace with the era, so that the new training module required developing the latest knowledge and skills in dealing with the emerging new situation. Thus, it is said that determining training needs

is a method that creates timely training module by analyzing the distance between the expected competency and existing competence of the trainees.

Flow chart 2: Training Needs Assessment



Now the question is why the training is needed? Is there any alternative to training? Or maybe said otherwise, only training that plays a role as the sole influencing factor in the efficiency of the employees! Training is one of the ways in many ways which ensures that officials and employees have the right knowledge and ability to efficiently and effectively delegate their professional responsibilities. But it is true that only training cannot always solve all the problems related to competence. Despite the above-mentioned training, officials and employees often lost interest in their work. For example - the lack of adequate experience, equipment needed and adequate fund allocation; Not getting encouragement from the manager or supervisor, no short-term or long-term incentive and bad or uncomfortable work environment make the employees unhappy.

3.2 Goal of the training needs determination:

The main goal is to determine training needs by analyzing the distance between expected competence and factual competence; and as a way to achieve this goal, the following written matters are considered seriously:

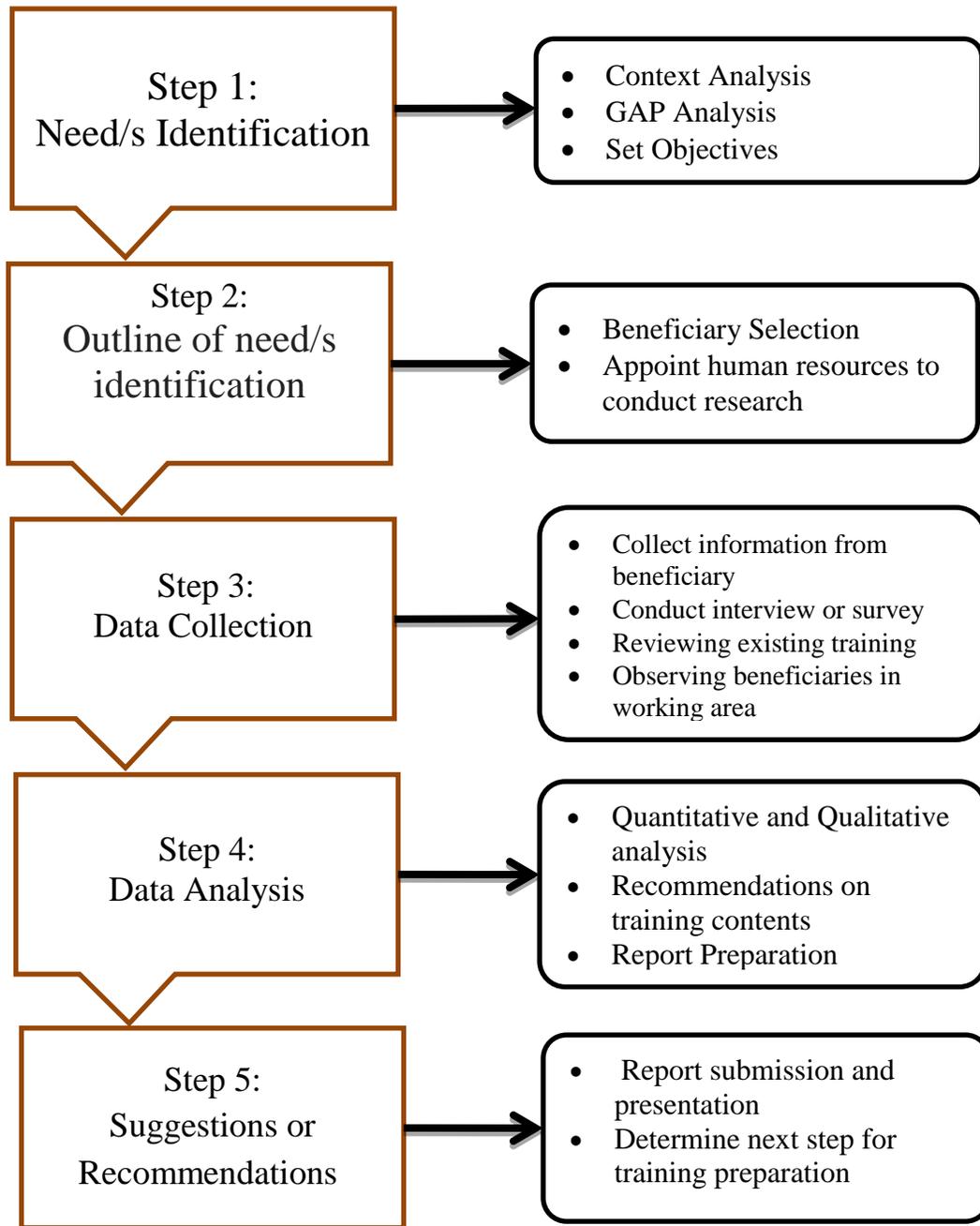
- Trying to solve the problem of present training module;
- Disregarding the previous and present issue of the problem in training module that cannot be resolved;

- Taking initiatives to update the training module with keeping in mind the future prospects or opportunities;
- Create opportunities to acquire new knowledge through training.

However, the objective of determining training needs is very clear; He/ She try to find the answer-

- Why is it necessary to determine training needs? And two kinds of analysis- 1. Need vs. demand, and 2. Try to find out the answer to the probability of demand.
- Who are the potential beneficiaries of training? Selecting potential beneficiaries and arrange training program in order to feed their needs;
- It is important to have an analysis of the method of Training Needs Assessment as the participants can be benefited most.
- It is important to have an analysis of the method of providing training that trainee can meet their expectation.
- It is also important to select training periods and time frame; Because it is possible to get better results if the Institute organize a training on the holidays or at the end of the office hours.

3.3 Steps of training needs determination:



Flow Charts 3: Steps of training needs determination

Chapter 4: Research Design and Methodology

4.1 Research Methodology:

This is a training evaluation which aims to assess the current situation of training offered by NIMC as well as identifying future training needs for meeting the upcoming demands. So we need to emphasize on both quantitative and qualitative aspects rather than relying on only one aspect which actually called mixed method.

A series of methods are available and commonly used in a Training Needs Assessment (TNA) for the gathering and subsequent analysis of information related to the job functions and tasks performed by staff potentially in need of training. 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.

However, the nature of the study does not allow performing the mentioned above all methods as this study has been designed after completing training course; and since it is designed for overall training needs offered by NIMC that already been completed by this time instead of designing for a single training course, so some methods like observatory approach and FGD is quite difficult to perform. Hence, we applied questionnaire survey and KII in this study to assess the needs of training for strengthening institutional capacity.

4.2 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 freelance are our study area which is discussed in the section of study population as well as sampling frame. (Sampling frame enclosed in the annex part)

4.3 Study Population and Sample Size:

Study population of this study was the participants who received training from NIMC during the period of 2010-2017. 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; however, we captured the participants list

during the training period of 2010-2017 from the NIMC, the study population was approximately 5875. Of them, we selected 106 participants applying statistical formula (see annex- 1) and here questionnaire survey has been used to gather relevant information for making study more significant.

4.4 Data Collection Mechanism:

This study was completed under the close supervision of NIMC personnel. 06 enumerators were employed to collect information while two supervisors employed to monitor enumerators for ensuring data quality. Both the Dhaka and Chittagong division were selected for collecting information whereas only the line departments of Ministry of Information have been chosen. The institution lists where from information been collected are included in the annex part.

4.5 Data Processing:

SPSS software has been used for analyzing data for preparing report quantifiable as well as testing the significance of the study. For qualitative report we have processed the qualitative data through concurrent report writing process which collected through key informant interview.

4.6 Limitations of the Study:

- Preparing sample frame through collecting participant list as we had no exact figure
- Much more time spent for information collection as because of not getting participant's time. Government officials are so much busy with their own business, so though enumerators had to go to government offices five more times to catch one or two respondents
- We had to face struggling for getting training module and syllabus; also there was a challenge to gain information from the syllabus because lot of training covered by NIMC, so gaining appropriate information by short period of study was really a challenge.
- Observing training session was really a challenge as training duration did not match with researcher's time.
- Managing gate pass for entering secretariat bhaban to catch somebody special was another challenging substance; though we could manage but could not reach respondent because of their business priority.

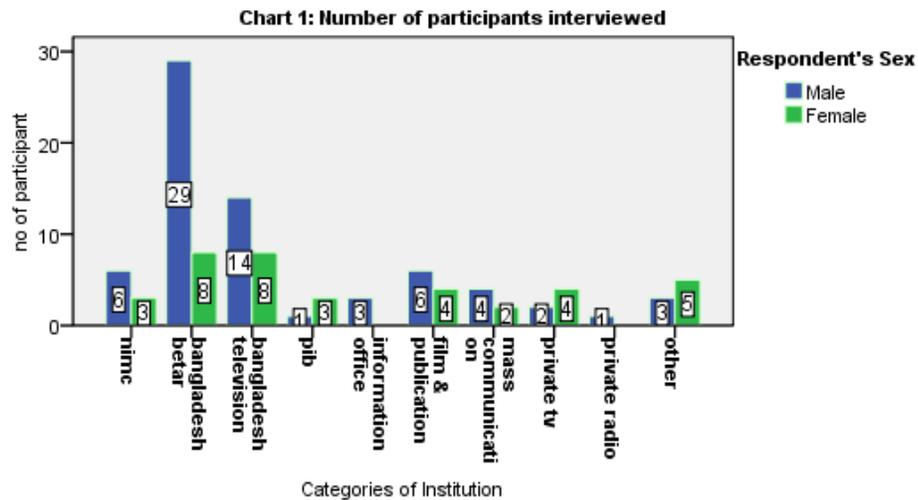
Chapter 5: Result Analysis and Discussion

5.1 Demographic Information:

Table-1: Descriptive Statistics

Description	Category	Frequency	Percentage
Sex	Female	37	34.9
	Male	69	65.1
Age	20-30	13	12.3
	31-40	54	50.9
	41-50	26	24.5
	51-60	13	12.3
Education	SSC	01	0.9
	HSC	03	2.8
	Bachelor	24	22.6
	Masters	78	73.6
Religion	Islam	96	90.6
	Hindu	10	9.4
Type of Institution	Government	96	90.6
	Non-government	10	9.4
Division	Dhaka	95	89.6
	Chittagong	11	10.4
Total		106	100

The table 1 depicts the demographic information of the respondents in a brief while the below graphs describe the detail information of study population; chart 1 shows the distribution of male-female ratio of participants from different institutions for the interview; 37 were



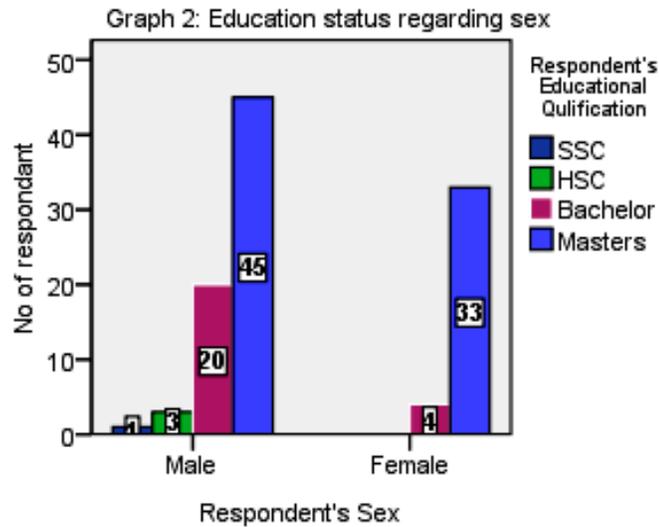
interviewed from Bangladesh betar where 29 were male and 8 were female. Bangladesh television ranked the second position in terms of interviewing the participants; 22 were

interviewed where 14 were male and 8 were female. NIMC, Film & Publication and Mass Communication were third position jointly for choosing male participants during interview though it has been chosen randomly. Total 8 participants were chosen from other category (freelance) where 5 female and 3 male respectively.

Table 2: Respondent's Age-Sex distribution

			Respondent's Sex		Total
			Male	Female	
Respondent's Age	20-30	Count	8	5	13
		% within Respondent's Sex	11.6%	13.5%	12.3%
	31-40	Count	32	22	54
		% within Respondent's Sex	46.4%	59.5%	50.9%
	41-50	Count	18	8	26
		% within Respondent's Sex	26.1%	21.6%	24.5%
	51-60	Count	11	2	13
		% within Respondent's Sex	15.9%	5.4%	12.3%
Total		Count	69	37	106
		% within Respondent's Sex	100.0%	100.0%	100.0%

The above table also shows the sex-age distribution of participants as more than half of the participants of study population fall in the 41-50 age group which also comply the employed rate in Bangladesh- near about 58.50 percent of population are employed according to the Quarterly Labor Force Survey (QLFS) 2015-16 data which was released recently by the Bangladesh Bureau of Statistics.



Graph 2 shows the respondents' education status as male respondents of the study population are higher educated compared to female counterpart which actually reflect the real situation of our national higher education status as inequality exist between male and female. 45 male respondents completed Master degree while 33 were female; and 20 male respondents completed Bachelor degree while only 4 were female.

Table 3: Respondent's Educational Qualification

Count	Categories of Institution	Respondent's Educational Qualification				Total
		SSC	HSC	Bachelor	Masters	
	NIMC	0	0	2	7	9
	Bangladesh Betar	1	2	14	20	37
	Bangladesh television	0	1	5	16	22
	PIB	0	0	0	4	4
	Information office	0	0	0	3	3
	Film & Publication	0	0	0	10	10
	Mass Communication	0	0	0	6	6
	Private TV	0	0	1	5	6
	Private Radio	0	0	1	0	1
	Other (freelance)	0	0	1	7	8

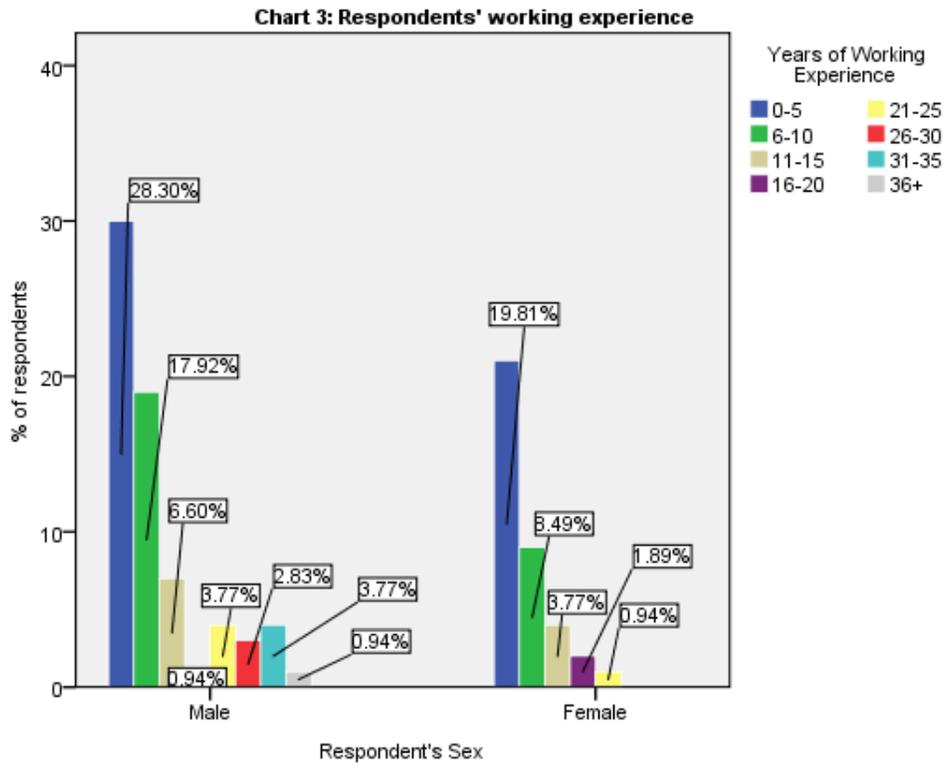
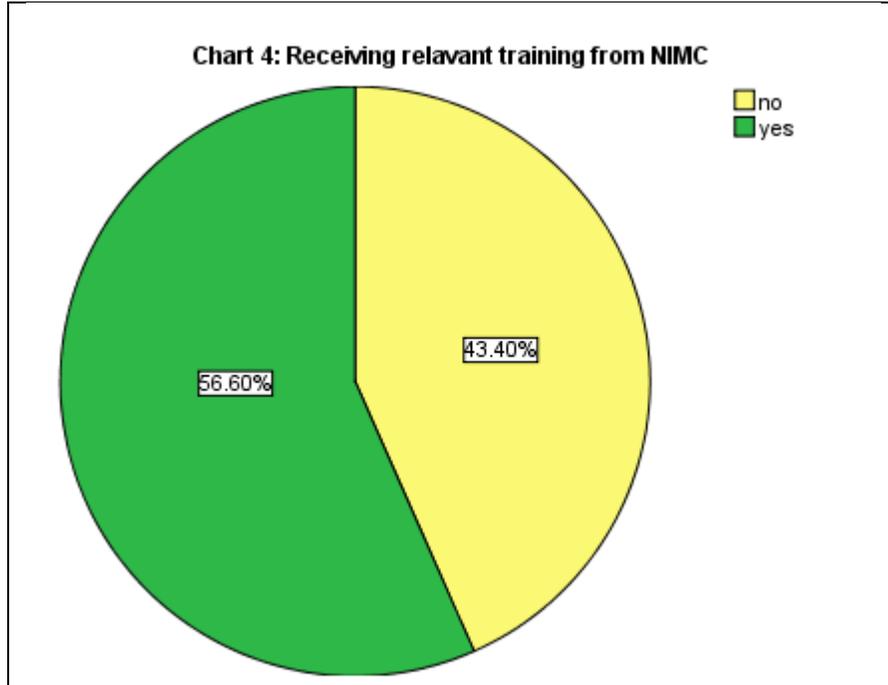
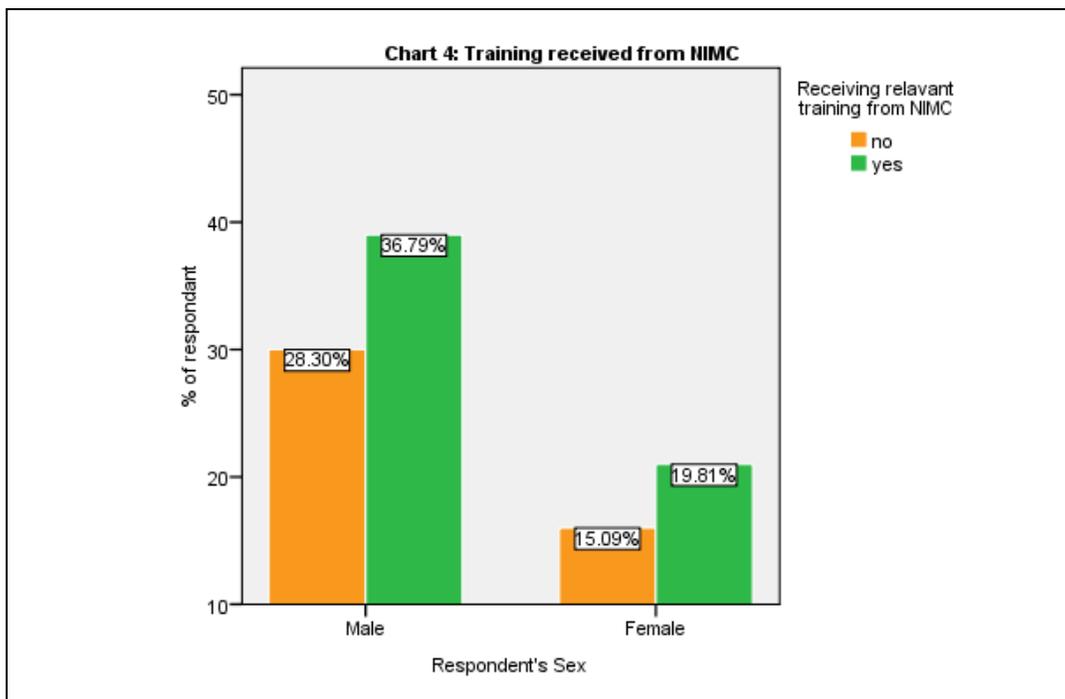


Chart 3 is describing the working experience of respondents; the percentage of respondents who have 0-5 years of working experience is higher than the other group interviewed in the study from both sex whereas the male respondents are higher than the female who have 0-5 years' experience. On the other hand more experienced respondent found in the male group than female group. For example, 1% male respondent found who have more than 36 years of working experience whereas found 1% female respondent who has near about 21-25 years of working experience.

5.2 Opinion on existing training courses:



57% respondents believed that they received relevant training which enhanced their efficiency while 43% respondents are to some extent reluctant to say just yes or no but we have counted them as a 'no responder', they thought NIMC should focus on relevancy during course curriculum development.



The above chart is further explaining the male-female response on receiving relevant training from NIMC; both the male and female answered yes while they were asked about relevancy of training which were offered by NIMC. 37% male out of total respondent said 'yes' while 20% female said 'yes'. However, these percentages are drastically higher in terms of male-female counting, for example, 37% male out of total just convert in to 57% when male respondent considered only, and same thing happens for female participants.

5.3 Status on Receiving Training Course:

Participants were asked what type of training you received from NIMC from 2010 to 2017. The following table has been made from the response of study population who are working in different institutions under Ministry of Information over the country.

Table 4: Training Course Frequencies

Type of Training Course ^a		Responses		Percent of Cases
		N	Percent	
Foundation Course for BCS (Information)		27	16.8%	26.2%
Technique on Radio Program Production		5	3.1%	4.9%
Radio Program Production		3	1.9%	2.9%
Digital Editing and Dubbing		1	.6%	1.0%
Media Management		1	.6%	1.0%
Traditional broadcasting system and IP based modern broadcast		3	1.9%	2.9%
Development of Communication		1	.6%	1.0%
Camera Operation		1	.6%	1.0%
Script Writing		3	1.9%	2.9%
Health Service for Mother and Children		3	1.9%	2.9%
Modern Broadcast Technology		8	5.0%	7.8%
Digital Sound Management		5	3.1%	4.9%
TV Program Presentation		9	5.6%	8.7%
Women Empowerment & Digital Bangladesh		6	3.7%	5.8%
Digital TV Camera & Lighting		11	6.8%	10.7%
Communicative English Course for Media		6	3.7%	5.8%
Digital Photography		3	1.9%	2.9%
News Presentation		8	5.0%	7.8%

Reporting in Electronic Media	2	1.2%	1.9%
Introduction to Digital Cinema	4	2.5%	3.9%
Broadcast Networking and Cyber Security	6	3.7%	5.8%
Meena Cartoon	2	1.2%	1.9%
Report Writing	6	3.7%	5.8%
Digital Office Management	8	5.0%	7.8%
Modern Media vs. Traditional Media	3	1.9%	2.9%
Broadcast Engineering Course	5	3.1%	4.9%
Sustainable Development Goals	1	.6%	1.0%
Audio Digital Software	1	.6%	1.0%
Ensuring Electricity at Every Doorstep	3	1.9%	2.9%
Lighting Management	1	.6%	1.0%
Animation	1	.6%	1.0%
Children Health	1	.6%	1.0%
3 G Technology	1	.6%	1.0%
FM Broadcasting	2	1.2%	1.9%
Innovative Training Program on Sheikh Hasina's Ten Special Branding Initiatives	7	4.3%	6.8%
Investment on Environment Protection	3	1.9%	2.9%
Total	161	100.0%	156.3%

a. Dichotomy group tabulated at value 1.

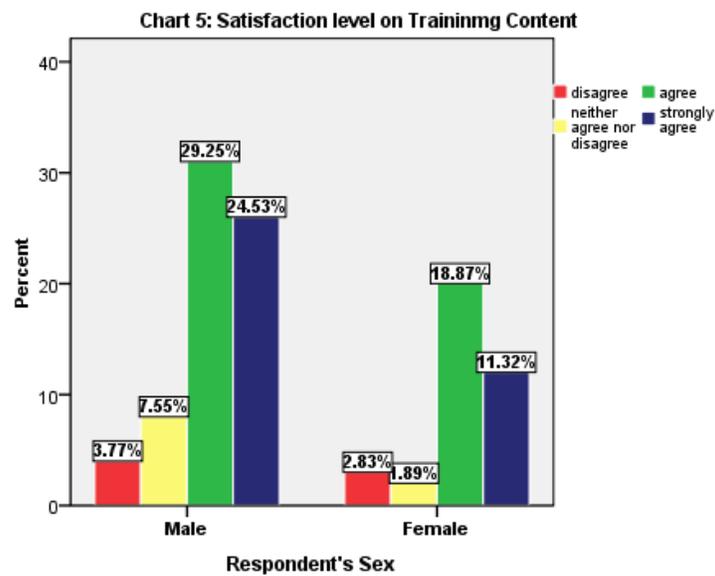
5.4 Satisfaction Level

5.4.1 Satisfaction Level on Training Content:

Respondents also expressed their opinion on different issues related to training like content, management, facilitation skill, objectives of the training, training expectation e.t.c. The following table shows that 89% respondents believed that the training content was relevant and appropriate what the expected; while only 7% respondents were not agreed about relevancy of training course.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	7	6.6	6.6	6.6
	neither agree nor disagree	10	9.4	9.4	16.0
	agree	51	48.1	48.1	64.2
	strongly agree	38	35.8	35.8	100.0
Total		106	100.0	100.0	

Among them 4% male and 3% female were dissatisfied on training content as per their expectation which is very insignificant compared to study population. On the other hand, 36% were strongly agreed while 51% were agreed that the training content was appropriate and relevant.



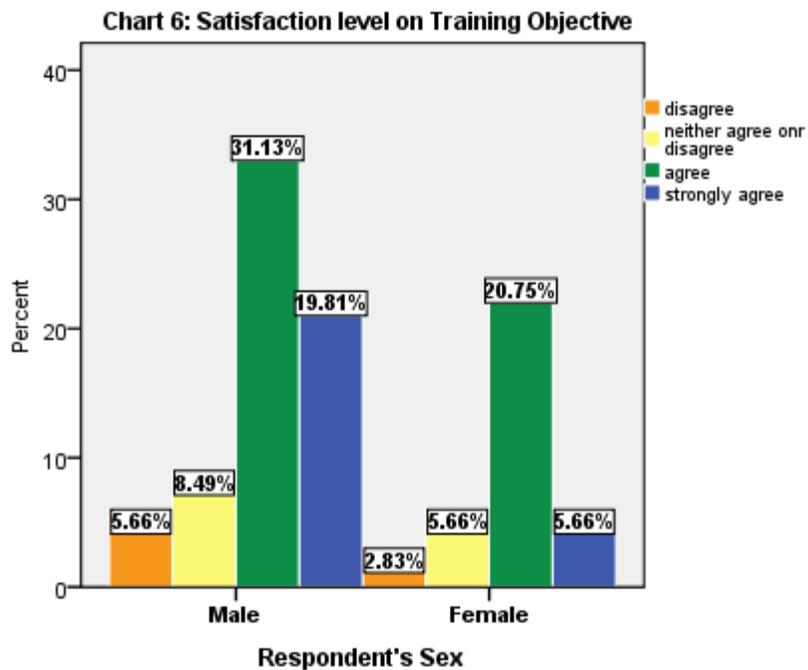
5.4.2 Satisfaction Level on Training Objective:

Respondents were being asked how far training objectives were met as per your expectation, in response to this question data show that 52% were satisfied to say ‘yes’ training objectives were

Table 7: Satisfaction level on Training Objective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid disagree	9	8.5	8.5	8.5
neither agree nor disagree	15	14.2	14.2	22.6
agree	55	51.9	51.9	74.5
strongly agree	27	25.5	25.5	100.0
Total	106	100.0	100.0	

met whereas 26% were strongly agreed with them with the same understanding. Among them 20% male and 6% female were strongly satisfied on training objective while only 6% and 3% were male and female respectively who were dissatisfied on training objectives. 14% respondents were neutral as they did not express their opinion on satisfaction.

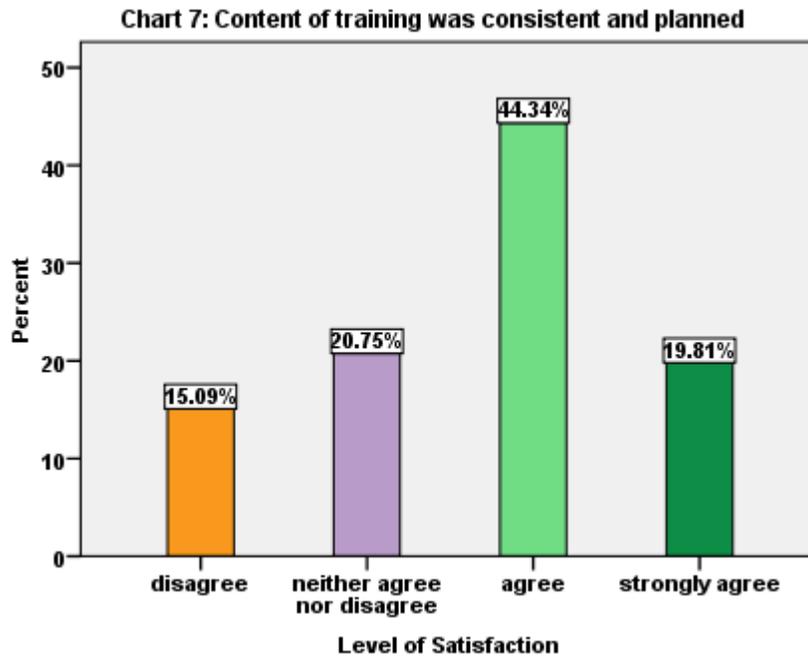


5.4.3 Satisfaction Level on Consistency of Training Content:

Table 8: Content of training is consistent and planned

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	16	15.1	15.1	15.1
	neither agree nor disagree	22	20.8	20.8	35.8
	agree	47	44.3	44.3	80.2
	strongly agree	21	19.8	19.8	100.0
	Total	106	100.0	100.0	

21 and 47 respondents respectively were saying that the training content was consistent and properly planned; while 22 respondents did express their opinion on it but 16 respondents said the training content was not so organized and up to date.



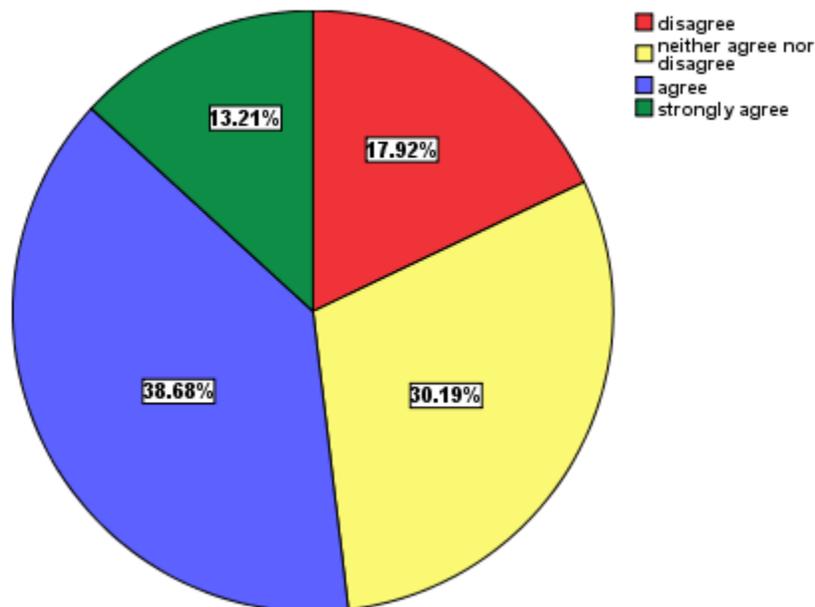
5.4.4 Satisfaction Level on meeting expectation:

Table 9: Meet the expectation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	disagree	19	17.9	17.9	17.9
	neither agree nor disagree	32	30.2	30.2	48.1
	agree	41	38.7	38.7	86.8
	strongly agree	14	13.2	13.2	100.0
Total		106	100.0	100.0	

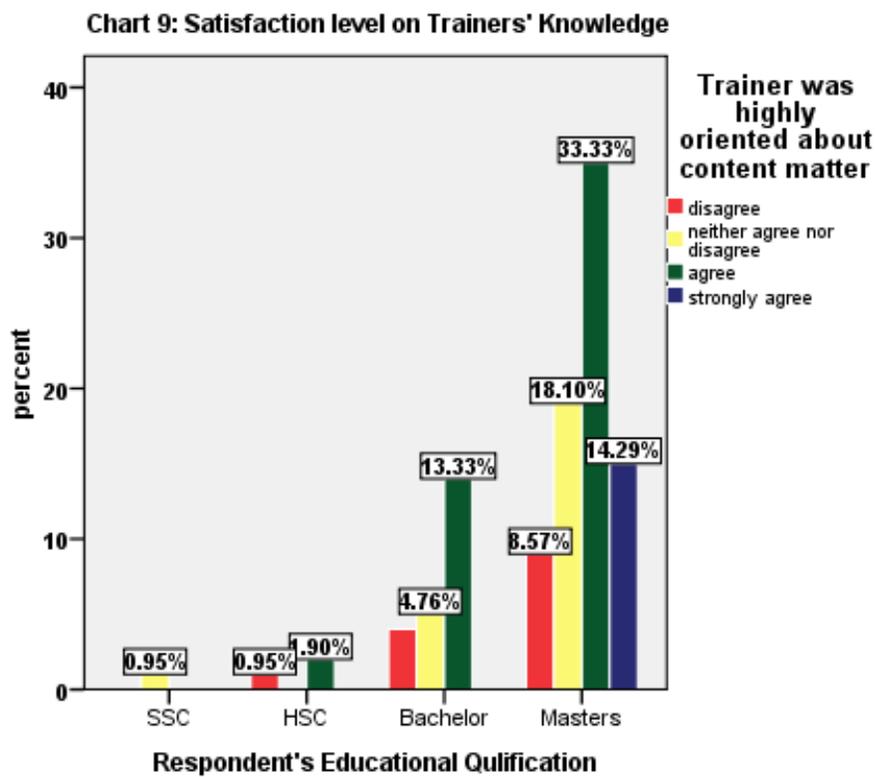
Near about 50% respondents opined that the training they received from NIMC did not meet their overall expectation what they wanted to know as per their job necessity. Though, 18% were completely disagreed on it while 30% did not show their opinion regarding the expectation met from the training course because of the bureaucratic hierarchy. However, 52% of the respondents replied that the training met their expectation whereas of them alone 13% of the respondents strongly believed that their expectation was met from training course.

Chart 8: Meet the expectation



5.4.5 Satisfaction Level on Trainer’s Knowledge and Facilitation Skill:

Generally, it is recognized that knowledge depends on education level to some extent; however, our findings also comply with this statement as people who holds higher degree satisfied on the trainer’s knowledge. 33% of the respondents who completed master’s degree replied that the trainer was highly oriented about content matter while asked about trainer’s knowledge; 13% who completed bachelor degree also shared their same opinion about trainer’s knowledge. Interestingly, respondents who hold master degree strongly agreed on this issue is 14%, whereas no respondents found in the category of SSC and HSC pass who strongly believe that the trainer was highly oriented about the content matter.

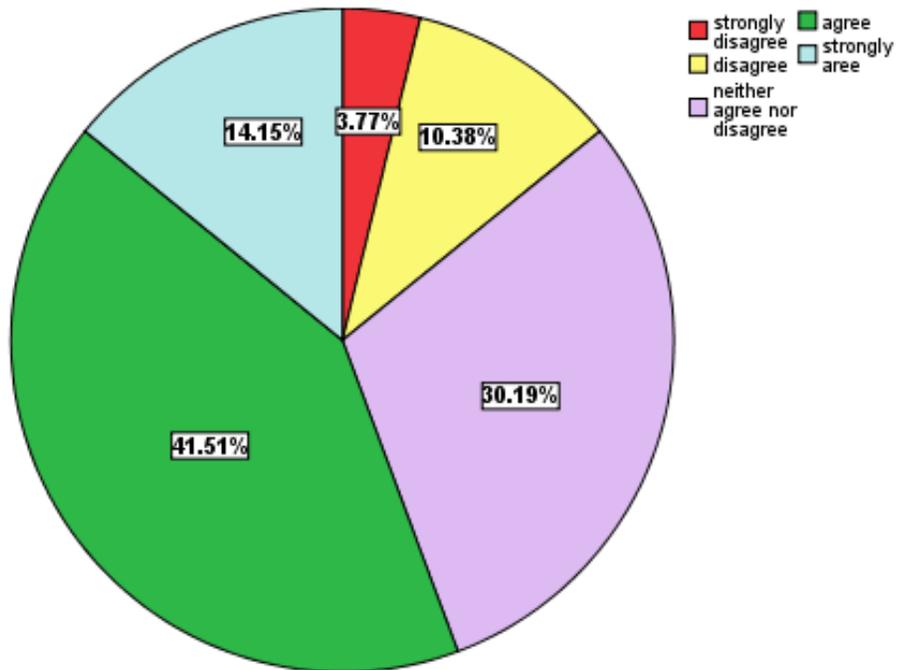


On the other hand, a significant number of participants are dissatisfied on trainer’s facilitation skill; near about 44% of the respondents fall in this category; of them 68% have no opinion on it as because of bureaucratic hierarchy. However, more than half of the participants are satisfied on trainer’s facilitation skill.

Table 10: Satisfaction level on trainer's facilitation skill

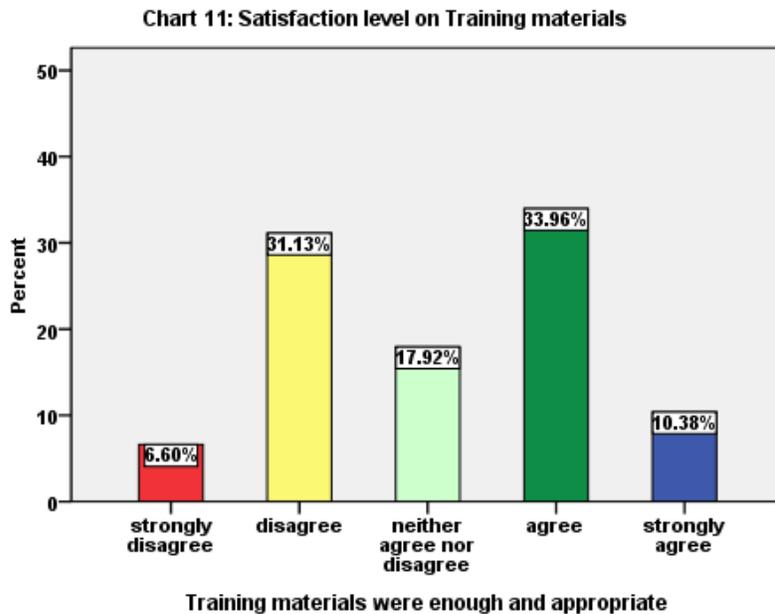
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	strongly disagree	4	3.8	3.8	3.8
	Disagree	11	10.4	10.4	14.2
	neither agree nor disagree	32	30.2	30.2	44.3
	Agree	44	41.5	41.5	85.8
	strongly agree	15	14.2	14.2	100.0
	Total	106	100.0	100.0	

Chart 10: Satisfaction level on trainer's facilitation skill

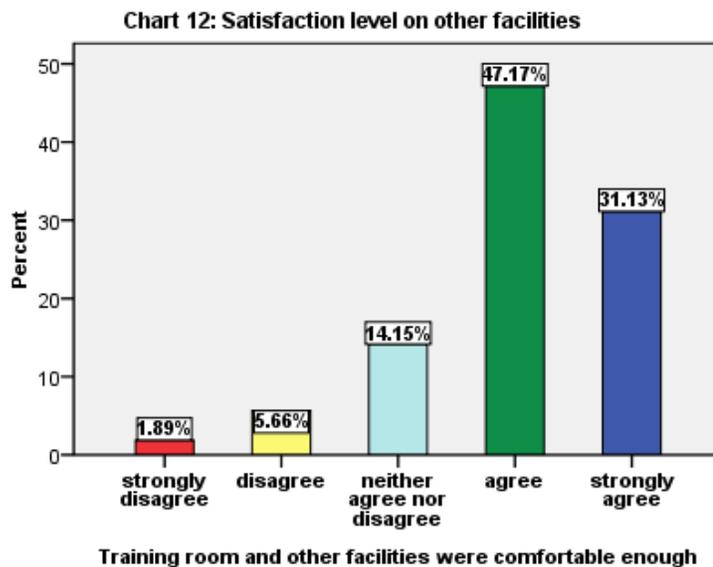


5.4.6 Satisfaction Level on Training materials and other facilities:

More than half of the participants believe that the training materials were not enough and appropriate as per their requirement. Of them 31% respondents believe that NIMC should emphasize on introducing modern equipments for participants so that they can utilize it alone during practical class, while 7% strongly believe the same thing.



On the other hand, most of the participants are highly pleased on the other facilities provided by NIMC. Other facilities include food management, accommodation, hospitality of NIMC officials, time management, discipline etc. 47% of the respondents are satisfied about other facilities while 31% are highly satisfied on it.



5.5 Inference on Satisfaction Level:

Table 11: Correlations between education and satisfaction level on training content

		Respondent's Educational	
		Qualification	Training Content
Respondent's Educational Qualification	Pearson Correlation	1	-.091
	Sig. (2-tailed)		.351
	N	106	106
Training Content	Pearson Correlation	-.091	1
	Sig. (2-tailed)	.351	
	N	106	106

Table 12: Correlations between education and satisfaction level on meeting expectation

		Respondent's Educational	
		Qualification	Meet the expectation
Respondent's Educational Qualification	Pearson Correlation	1	-.008
	Sig. (2-tailed)		.938
	N	106	106
Meet the expectation	Pearson Correlation	-.008	1
	Sig. (2-tailed)	.938	
	N	106	106

Table 13: Correlations between education and satisfaction level on Trainer's facilitation skill

Control Variables			Respondent's Educational Qualification	Trainer's facilitation skill
Respondent's Age	Respondent's Educational Qualification	Correlation	1.000	.094
		Significance (2-tailed)	.	.338
		df	0	103
	Trainer's facilitation skill	Correlation	.094	1.000
		Significance (2-tailed)	.338	.
		df	103	0

Interpretation on Inference:

We also have tried to test relationship between variables which might impact the results. In the above analysis, we found that participants who are highly educated they are to some extent satisfied on training content as well as objectives of the training what they expect. So, is there really any relationship exists between the respondent's education level and the level of satisfaction on different items of training we wanted to know. But the result shows in the above table seems really frustrating that there is no relationship between them. The value of correlation ($r=-.091$, $-.008$ and $.094$) in the above tables tend to zero meaning that there is no correlation between the examined variables.

5.6 Most Preferable Areas of Training:

		Frequencies of most preferable areas of training		
		Responses		
		N	Percent	Percent of Cases
Most preferable areas of training ^a	Spontaneous participation	7	4.2%	7.2%
	Facilities of Training room	3	1.8%	3.1%
	Training Room Management	8	4.8%	8.2%
	Food Management	9	5.5%	9.3%
	Field Trip	7	4.2%	7.2%
	Trainer's Facilitation Skill	12	7.3%	12.4%
	Appropriate Training Content	13	7.9%	13.4%
	Cordiality and Cooperation	10	6.1%	10.3%
	Discipline of Classroom	13	7.9%	13.4%
	Interaction with Trainer	3	1.8%	3.1%
	Way of Delivery	2	1.2%	2.1%
	Planned Group work and Presentation	10	6.1%	10.3%
	Knowledge based practical class	6	3.6%	6.2%
	Opinion Sharing and Exchange	6	3.6%	6.2%
	Direction of Director General	1	.6%	1.0%
	Digital Presentation	1	.6%	1.0%
	Time Management	4	2.4%	4.1%
	Participatory Discussion	6	3.6%	6.2%
	Resource Person Selection	1	.6%	1.0%
	Gift during instant evaluation	1	.6%	1.0%
Environment of Institution	18	10.9%	18.6%	
Overall Management	23	13.9%	23.7%	
Residential Management	1	.6%	1.0%	

Total	165	100.0%	170.1%
-------	-----	--------	--------

a. Dichotomy group tabulated at value 1.

5.7 Areas of Improvement:

		Frequencies of Areas of Improvement		
		Responses		
		N	Percent	Percent of Cases
Areas of Improvement ^a	Course duration should be increased	50	13.1%	48.5%
	Course specific skilled trainer should be hired	44	11.5%	42.7%
	Digital equipment should be introduced	35	9.2%	34.0%
	Course related equipment should be needed	20	5.2%	19.4%
	Residential arrangement for outsider should be improved	16	4.2%	15.5%
	Health center facility should be improved	4	1.0%	3.9%
	Transport facility should be available for participants	1	.3%	1.0%
	Intensive care for weaker participants must be ensured	3	.8%	2.9%
	Content should be course specific	8	2.1%	7.8%
	External skilled resource person should be hired	8	2.1%	7.8%
	Syllabus need to be more specific and up to date	24	6.3%	23.3%
	Quality for technical course should be improved	3	.8%	2.9%
Opportunity for more practical course for technical course	23	6.0%	22.3%	

Time and quality should be maintained for foundation course	3	.8%	2.9%
Food quality should be improved	16	4.2%	15.5%
Trainer Selection Process should be transparent	5	1.3%	4.9%
NIMC staff should be more cordial and responsive	2	.5%	1.9%
More field trip to relevant institution should be organized	4	1.0%	3.9%
More excursion tour needed	1	.3%	1.0%
Modern equipment should be introduced in the practical class	15	3.9%	14.6%
Training should be based on ICT and computerized based	15	3.9%	14.6%
More practice in practical class should be emphasized	2	.5%	1.9%
Presentation should be specific and easier	5	1.3%	4.9%
Management should be improved	6	1.6%	5.8%
Training time should be maintained properly	1	.3%	1.0%
Excursion tour can be both inside and outside country	6	1.6%	5.8%
Course specific discussion should be emphasized	6	1.6%	5.8%
Presentation style should be interactive and communicative	5	1.3%	4.9%
Evaluation process for participants should be improved	3	.8%	2.9%
Course can be categorized for beginners, intermediate and advance learners	1	.3%	1.0%

Special residential arrangement for women should be kept	3	.8%	2.9%
Canteen facility like overall environment should be improved	1	.3%	1.0%
Change required in curriculum	43	11.3%	41.7%
Total	382	100.0%	370.9%

a. Dichotomy group tabulated at value 1.

5.12 Qualitative Analysis:

Also the same findings we have got from Key Informant Interview. 10 most important personnel (Bangladesh Television- 01, Bangladesh Betar- 03, Press Institute of Bangladesh (PIB)- 01, Department of Mass Communication- 01, Press Information Department (PID)- 01, National Institute of Mass Communication- 01, My TV- 01, ATN News- 01) from 8 different departments of Ministry of Information were interviewed and asked about the NIMC training effectiveness. All are agreed that the efficiency of their staffs who received training from NIMC has been increased and they are contributing a lot to organization's development. And they also felt that the training they received were so much relevant with their work nature.

They were also asked to evaluate their staff's work quality after receiving the training through a 4-likert scale (best, better, good and worse); most of them replied their answer encompassing best or better.

However, they were also asked about the inclusion of new trainings, they gave feedback on it as we should introduce the courses which are so much relevant with concurrent demands in the job market.

Besides these they also discussed some issues relevant to training courses; they talked about the curriculum changes, starting the course on practical topics, and about in terms of realities and timely courses introduced, practical classes are taught by hand using practical tools, designing course and making curriculum for some of special training after discussing special department and directorate of GoB, making courses curriculum with emphasis on information technology and modern advanced technologies, to introduce special courses for skilled people and modernization of training equipment and so on.

Chapter 6: Recommendation and Conclusion

With the change of time everything is changing. Respondents were asked about timely training and how NIMC could introduce those. The following are the suggestions that the respondents are recommending:

- Computer networking is very important now a day. Although training module include broadcast networking, as well as training on 3G networks and 4G networks can be introduced.
- FM radio is playing an effective role by providing information to make people aware. Therefore, training can be done on producing radio program, publishing news and speaking on standard Bengali.
- In order to have skilled officer and worker, training can be provided on modern machinery equipment and equipment management.
- Human resource management courses can be started to manage the organization properly.
- Budget and purchase-related issues are very important in every organization. Therefore, courses on project management, budget and procurement can be started.

According to respondent's preference the most demanded courses are below:

SI	Course Name	Most Important	Important
1	Foundation Course for BCS Information	✓	
2	Development of Communication	✓	
3	Camera Operation	✓	
4	Script Writing	✓	
5	Modern Broadcast Technology	✓	
6	Digital Sound Management	✓	
7	TV Program Presentation	✓	
8	Women Empowerment & Digital Bangladesh	✓	
9	Digital TV Camera & Lighting	✓	
10	Communicative English Course for Media	✓	
11	Technique on Radio Program Production	✓	
12	News Presentation	✓	
13	Broadcast Networking and Cyber Security	✓	
14	Report Writing	✓	
15	Digital Office Management	✓	
16	Broadcast Engineering Course	✓	

17	Innovative Training Program on Sheikh Hasina's Ten Special Branding Initiatives	✓	
18	Research Methodology	✓	
19	Monitoring and Evaluation of Development projects	✓	
20	Project management	✓	
21	Procurement management	✓	
22	Professional audio and sound engineering course	✓	
23	Radio Program Production		✓
24	Digital Editing and Dubbing		✓
25	Media Management		✓
26	Traditional broadcasting system and IP based modern broadcast		✓
27	Digital Photography		✓
28	Reporting in Electronic Media		✓
29	Introduction to Digital Cinema		✓
30	Meena Cartoon		✓
31	Modern Media vs. Traditional Media		✓
32	Sustainable Development Goals		✓
33	Audio Digital Software		✓
34	Ensuring Electricity at Every Doorstep		✓
35	Lighting Management		✓
36	3 G Technology		✓
40	FM Broadcasting		✓

As a consequence of time and new invention, there is a constant change in the training process along with training materials. Training is necessary to adapt to this change as a dynamic ongoing process; Dynamism is the essence of this process. Most respondents in training program evaluation are of the view that, some training is being useful in their professional life. Some respondents think that they are not able to use or apply the training properly after the change of their professional work type. They need new professional training with new responsibilities. National Institute of Mass Communication mainly prepares the training programs by examining and sorting survey methods. It organizes professional up gradation of the departmental officers by looking at the training materials, environment and infrastructure facilities as per training needs. Nonetheless, the views/ recommendations of the participants participating in the training were sought as part of regular review and evaluation in order to examine the need for

development, quality and change. In this context, participants from the Bangladesh Betar, Bangladesh Television, Directorate of Information, Directorate of Mass Communication, PIB, and PID gave their well-thought-out views. Though, they have specific recommendations to enhance the training quality as well as other facilities which are related to training. There are some recommendations outlined below:

Recommendations about training course:

- We should emphasize on practical class rather than conducting theoretical class where applicable; for example, in camera-lighting course, obviously more practical session is needed though the theoretical discussion comes first. Hence, the practicing period should be increased.
- We should introduce modern technology rather than using analog system, because the job market has already been reshaped by modern technology.
- Course duration does matter, so we need to identify the course duration in relation to course content so that authority can understand the course specific time during module development for different courses.
- We should emphasize on hiring course specific skilled trainer from inside and outside country; and facilitator must come from field of practical experience rather than academician. We can hire experienced officials who have expertise in the concerned area from both government and non-government.
- There is no substitute of training for skilled officers and employees for the overall development of any organization. In order to develop skilled officers and employees, foundation training can be arranged for all levels of govt. officers and employees at the beginning of their job.

Recommendations about training facilities:

- In order to make the training program of the NIMC more time bound and functioning, some valuable recommendations have been received from the participants and the personnel of different relevant departments, which are expected to be very effective in the preparation of training modules.
- Administrative people of the training course should be more supportive and sincere so that friendly environment could be developed between the administration and the trainees.
- Appropriate training materials should be increased and digitalized. For example, in the lab class necessary equipment should be allotted as per each participant.
- Though there is an accommodation system for outsider, but still it is not adequate; we should manage comfortable accommodation system for all like keeping single room for each participant.
- Excursion tour can be organized both inside and outside Bangladesh; and appropriate places should be explored in order to gaining course related information.

- ▶ Training allowances and outdoor facilities may be increased for the trainees, and those who can achieve good success in training, opportunities for foreign training can be introduced.

Annex 1: Research Methodology

Study Population:

Study population of this study will be the participants who received training from NIMC during the period of 2010-2017. 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; however, we will be capturing the participants list during the training period of 2010-2017 from the NIMC, the study sampled population might be as follows:

Table 1: Participants List

SI	Name of Institution	Number of Sampled Participants received training during 2010-2017		
		Female	Male	Total
01.	Press Information Department(PID)	0	03	03
02.	Department of Films & Publications	04	06	10
03.	Department of Mass Communication	02	04	06
04.	Bangladesh Betar	08	29	37
05.	Bangladesh Television	08	14	22
06.	Press Institute of Bangladesh (PIB)	03	01	04
07.	National Institute of Mass Communication	03	06	09
08.	Freelance/ Privet Radio/Privet TV/ other	10	05	15
Total		38	68	106

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 2: Sampling Frame

SI	Categories	Number of Ministry/Departments /institution/participants covered	Specification of Areas
01.	Line Ministry	01	Ministry of Information
02.	Departments	03	<ul style="list-style-type: none"> i. Press Information Department(PID) ii. Department of Films & Publications and iii. Department of Mass Communication
03.	Institutions	10	<ul style="list-style-type: none"> i. Bangladesh Betar ii. Bangladesh Television iii. Bangladesh Press Council iv. Bangladesh Film Development Corporation (BFDC) v. Bangladesh Film archive vi. Press Institute of Bangladesh (PIB) vii. Bangladesh Sangbad Sangstha (BSS) viii. Bangladesh Film Censor Board ix. Bangladesh Cinema and Television Institute x. National Institute of Mass Communication xi. Freelance Researcher/Individual Participants
04.	Participants trained by NIMC	Total	The participants list will be collected from NIMC and the participant will be selected from mentioned above department and institutions under the Ministry of Information; and the training period 2010-2017 will be considered here.

Sample Size Determination:

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 will be 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:

$$S = \frac{z^2(p)(1-p)}{c^2} \quad (1)$$

Where,

Z = Z-value (e.g. with a normal distribution the value is 1.96 for 95% confidence interval)

p = percentage picking a choice (when determining the sample size for a given level of accuracy the worst case percentage, 50%, is to be used).

c = confidence level.

The above formula gives the size of the sample in case of infinite population. However, in case of finite population the above formula will be 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

For this study, we propose to use (2) in determining the sample size. The derived sample sizes are based on 10000 participants approximately trained by NIMC during the training period of 2010-2017. With the 99 percent confidence interval and 1 percent level of confidence, the required sample size comes out to be 6247, while the same confidence level along with the 95 percent confidence interval will need a sample of 4899 participants. At 4 percent confidence level the sample sizes come down to 942 and 566 for 99 percent and 95 percent confidence intervals respectively. Thus, for the economic reason and time constraint we propose to fix the

sample size of this study would be 106 with 90 percent confidence interval, which would represent 10000 participants trained by NIMC during the training period of 2010-2017.

In addition, we need to determine sample size as per institution because participants from each institution are not equal. In this regard, we can go with the formula of determining proportion as the Proportion is the decimal form of a percentage, so 100% would be a proportion of 1.000; 50% would be a proportion of 0.500, etc. The proportion has the following formula:

$p = (\text{number of favorable outcomes}) / (\text{number of outcomes in the population});$

If we are talking about the proportion of a sample rather than a population, then we would use this slightly modified formula:

$$p^{\circ} = \frac{\text{number of favorable outcomes in the sample}}{\text{samplesize}}$$

$$\text{Or, } p^{\circ} = \frac{x}{n}$$

And, the formula given below can be used to determine the sample size of each institution:

$$s = p^{\circ} S$$

Where, s is denoting sample size for each institution;

S is denoting the sample size of the study population; and p° is the proportion

In our study, the sample size has been determined as 106 and we have selected 08 institutions where most of the participants come from for receiving training. We are also trying to maintain gender equality as much as possible; also the geographical context considered here. The required sample size as per institution calculated mentioned above table.

Data Collection Methods:

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

Table 4: Summarizing of data collection tools to be used

Objective of the study	Implementing Tools		
	<i>Document Review</i>	<i>KII (Key Informant Interview)</i>	<i>Survey Questionnaire</i>
Overview of mass media of Bangladesh and its impact on public sphere	✓	✓	
Gathering knowledge and necessary information about existing department of mass media under the Ministry of Information	✓	✓	
Necessary information about National Institute of Mass Communication	✓	✓	
Number and types of training programs offering by NIMC	✓		
A profile of potential training candidates (personal history form)			✓
Capturing knowledge, attitude and participation of the study population regarding training course offered by NIMC			✓
A description of job functions and tasks performed by potential training candidates.			✓
An assessment of the training needs skills and knowledge, as identified by potential training candidates.			✓
Social changes and impacts of training offered by NIMC			✓

Annex 2: Work Plan

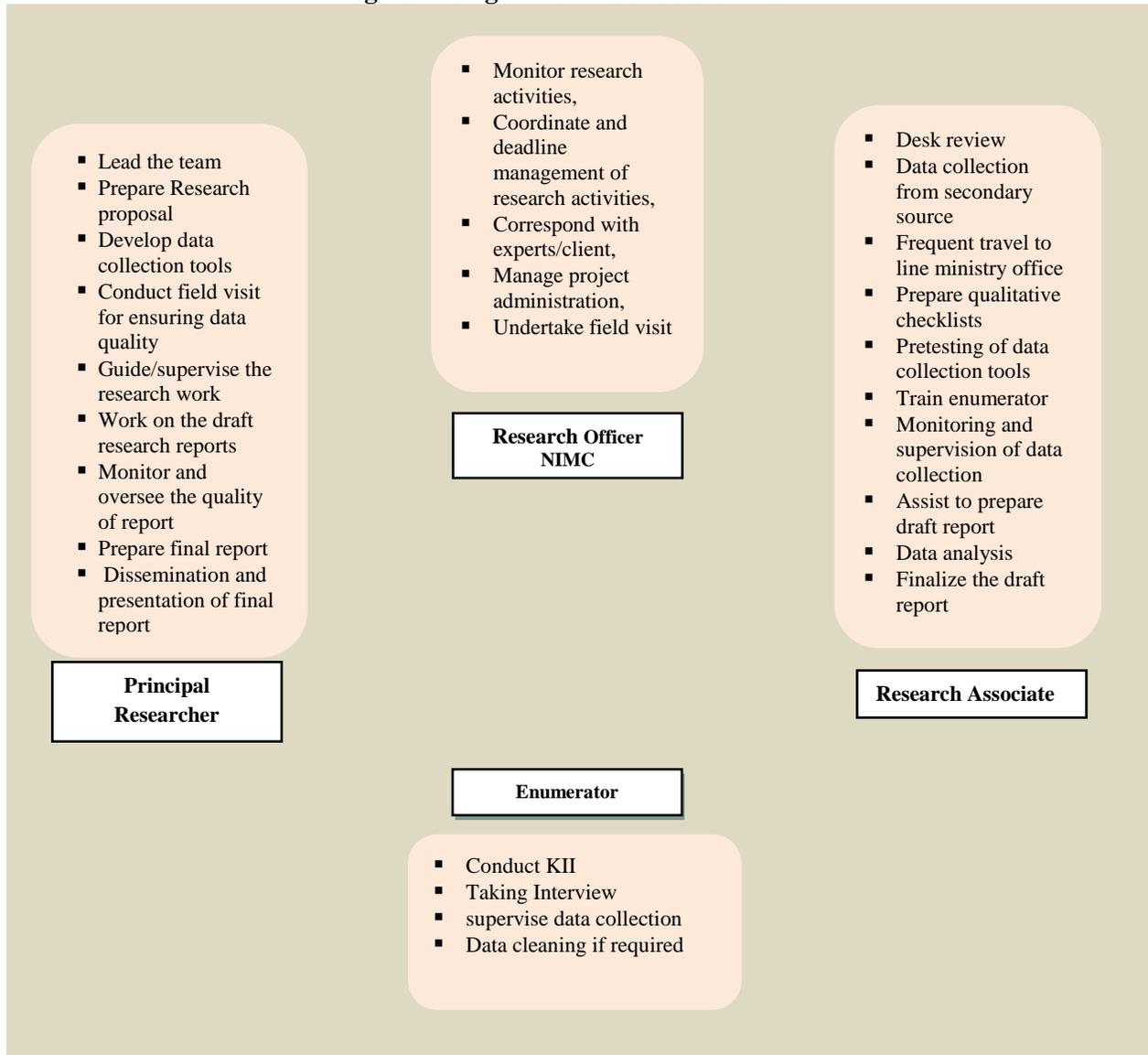
Work Flow Chart:

The following is the activity time line for the proposed study:

Table 5: Gantt chart of Research Study (February-May, 2018)

Tasks	1 st stage (February)					2 nd stage (March)					3 rd stage (April)					4 th stage (May)					
	Week					week					week					Week					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Desk Review	█	█																			
Organizing the research team	█	█																			
Gathering information on training topics offered by NIMC and participants information from secondary sources			█	█	█																
Designing the questionnaire						█															
Preparing the checklists for qualitative information							█														
Appointing data collector and training of the enumerators								█	█												
Pretesting of field instruments										█											
Quantitative data collection											█	█									
Qualitative information collection												█	█								
Data entry template preparation and data entry														█	█						
Quantitative data analysis																	█	█			
Qualitative information analysis																		█	█		
Preparing draft report																				█	
Reviewing draft report																					█
Preparation of final report																					█
Final report submission																					█

Figure 1: Organization of Research Team



Annex 3: Questionnaire

“জাতীয় গণমাধ্যম ইনস্টিটিউটের প্রশিক্ষণ কার্যক্রমে প্রায়োগিক পাঠ্যধারার বর্তমান অবস্থা এবং প্রশিক্ষণের ভবিষ্যত চাহিদা নিরূপন সমীক্ষা-২০১৮”

প্রশ্নমালা (প্রশিক্ষণে অংশগ্রহণকারীদের জন্য)

১. সাধারণ তথ্য

উত্তর দাতার নামঃ	ঠিকানাঃ
বয়সঃ	লিঙ্গঃ
ইমেইলঃ	মোবাইল নম্বরঃ

২. শিক্ষাগত যোগ্যতা

<input type="checkbox"/> এসএসসি	<input type="checkbox"/> এইচএসসি	<input type="checkbox"/> স্নাতক
<input type="checkbox"/> স্নাতকোত্তর	<input type="checkbox"/> পিএইচডি	<input type="checkbox"/> অন্যান্য.....

৩. বর্তমান কাজের অবস্থা

প্রতিষ্ঠানের নামঃ	পদবীঃ
কাজের ক্ষেত্রঃ	উক্ত প্রতিষ্ঠানে কত বছর ধরে নিয়োজিতঃ

৪. আপনার বর্তমান পেশার সাথে সম্পর্কিত সহায়ক কোনো প্রশিক্ষণ জাতীয় গণমাধ্যম ইনস্টিটিউট থেকে পেয়েছেন কি?

হ্যাঁ না

৫. প্রশিক্ষণ পেয়ে থাকলে কোন বিষয়ের উপর, দয়া করে নিচের ছকে লিখুন-

ক্রমিক নং	প্রশিক্ষণের নাম	প্রশিক্ষণের বিষয়বস্তু	সাল
ক.			
খ.			
গ.			
ঘ.			
ঙ.			

৬. উল্লিখিত প্রশিক্ষণ প্রাপ্তির আলোকে আপনার সন্তুষ্টির মাত্রা নির্ধারণ করুনঃ

ক্র.ম	বিবরণ	পুরোপুরি একমত	একমত	নিরপেক্ষ	দ্বিমত	পুরোপুরি দ্বিমত
৬.১	প্রশিক্ষণের বিষয়বস্তু সময়োপযোগী এবং আমার পেশাগত দক্ষতা বৃদ্ধিতে সহায়ক					
৬.২	প্রশিক্ষণের উদ্দেশ্য পরিষ্কারভাবে আলোচিত হয়েছে					
৬.৩	প্রশিক্ষণের বিষয়বস্তু ধারাবাহিকভাবে সাজানো এবং পরিকল্পিত ছিল					
৬.৪	প্রশিক্ষণগুলো আমার প্রত্যাশা পূরণে সমর্থ হয়েছে					
৬.৫	প্রশিক্ষণের বিষয়বস্তু অনুসারে সময়কাল (ব্যাপ্তি) পর্যাপ্ত ছিল এবং প্রশিক্ষণ আয়োজনের সময় উপযুক্ত ছিল					
৬.৬	প্রশিক্ষণে সবার অংশগ্রহণ এবং পারস্পরিক মতবিনিময়কে উৎসাহিত করা হয়েছে					
৬.৭	প্রশিক্ষকবৃন্দ প্রশিক্ষণের বিষয়বস্তু সম্পর্কে ভালোভাবে অবহিত					
৬.৮	প্রশিক্ষকবৃন্দ প্রশিক্ষণের বিষয়বস্তু প্রানবন্তভাবে					

	উপস্থাপনে সক্ষম ছিলেন					
৬.৯	প্রশিক্ষণ উপকরণ পর্যাপ্ত এবং সহায়ক ছিল					
৬.১০	প্রশিক্ষণ কক্ষ এবং কক্ষের সুবিধাসমূহ যথেষ্ট মাত্রায় ছিল এবং আরামদায়ক ছিল					

৭. প্রশিক্ষণের কোন বিষয়টি আপনার সবচেয়ে বেশি ভালো লেগেছে?

.....

.....

.....

৮. প্রশিক্ষণের কোন কোন বিষয়গুলোতে আরো উন্নতির দরকার আছে বলে মনে করেন ?

.....

.....

.....

৯. জাতীয় গণমাধ্যম ইনস্টিটিউট বিগত সময় যে সকল প্রশিক্ষণ দিয়েছে সে ক্ষেত্রে প্রশিক্ষণের মান বাড়ানোর জন্য কোর্স কারিকুলাম ও মডিউলে কোনো পরিবর্তন করার প্রয়োজন আছে কি?

হ্যাঁ না

উত্তর হ্যাঁ হলে কি ধরনের পরিবর্তন দরকার নিচে উল্লেখ করুন-

১০. আপনি কি মনে করেন বর্তমানে বিদ্যমান প্রশিক্ষণের বাইরে আরো প্রশিক্ষণের প্রয়োজন আছে?

হ্যাঁ না

উত্তর হ্যাঁ হলে ১১ নং প্রশ্নে প্রশিক্ষণের নাম লিখুন-

১১.

ক্রমিক নং	প্রশিক্ষণের নাম	প্রশিক্ষণের বিষয়বস্তু
ক.		
খ.		
গ.		
ঘ.		
ঙ.		

১২. প্রশিক্ষণের সামগ্রিক বিষয়ে আপনার সুপারিশসমূহ লিপিবদ্ধ করুন (যদি থাকে)-

- ১.
- ২.
- ৩.
- ৪.
- ৫.

Annex 4: Checklist

“জাতীয় গণমাধ্যম ইনস্টিটিউটের প্রশিক্ষণ কার্যক্রমে প্রায়োগিক পাঠ্যধারার বর্তমান অবস্থা এবং প্রশিক্ষণের ভবিষ্যত চাহিদা নিরূপন সমীক্ষা-২০১৮”

প্রতিষ্ঠান প্রধান/প্রশিক্ষণ সমন্বয়কারী/বিভাগীয় প্রধান বা সমন্বয়কারীর জন্য

প্রশ্নমালা

১৩. সাধারণ তথ্য

উত্তর দাতার নামঃ..... ঠিকানাঃ.....
বয়সঃ..... লিঙ্গঃ.....
ইমেইলঃ..... মোবাইল নম্বরঃ.....

১৪. শিক্ষাগতযোগ্যতা

এসএসসি এইচএসসি স্নাতক
 স্নাতকোত্তর পিএইচডি অন্যান্য.....

১৫. বর্তমান কাজের অবস্থা

প্রতিষ্ঠানের নামঃ..... পদবীঃ.....
কাজের ক্ষেত্রঃ..... উক্ত প্রতিষ্ঠানে কত বছর ধরে নিয়োজিতঃ.....

১৬. আপনি কি মনে করেন জাতীয় গণমাধ্যম ইনস্টিটিউট কর্তৃক প্রদেয় প্রশিক্ষণ কোর্সসমূহ প্রশিক্ষণার্থীদের পেশাগত দক্ষতা বৃদ্ধিতে গুরুত্বপূর্ণ ভূমিকা রাখছে এবং তা সময়োপযোগী?

.....
.....
.....
.....

১৭. প্রশিক্ষণের পর তাঁদের কাজের মান মূল্যায়ন করুন।

অতি উত্তম
উত্তম
মোটামুটি
সন্তোষজনক নয়

১৮. বর্তমান সময়োপযোগী আর কী কী ধরনের পেশাগত প্রশিক্ষণ দেওয়া দরকার বলে আপনি মনে করেন?

১.
২.
৩.
৪.
৫.

১৯. প্রশিক্ষণের সামগ্রিক বিষয়ে আপনার সুপারিশসমূহ লিপিবদ্ধ করুন (যদি থাকে)।

১.
২.
৩.
৪.
৫.
৬.
৭.

Reference

1. Zinovieff Michael., &Rotem, Arie. (2008). Review and Analysis of Training Impact Evaluation Methods, and Proposed Measures to Support a United Nations System Fellowships Evaluation Framework, Italy.
2. Alessi, S. M., &Trollips, S. R. 2001. Multimedia for Learning: Methods and Development, 3rd ed. Boston, MA: Allyn & Bacon.
3. Altschuld, J. W., &Lepicki, T. L. (2010). Needs Assessment in Human Performance Interventions. In R. Watkins and D. Leigh (Eds.), The Handbook for the Selection and Implementation of Human Performance Interventions, San Francisco: Wiley (Jossey-Bass).
4. Amos-Wilson, P (1996). Management training in UK NGOs: a small survey, Journal of European Industrial Training, vol. 20, no. 1, pp. 15 – 9.
5. Analoui,F. (1994). Training and Development: The Role of Trainers, Journal of Management Development, Vol. 13 Iss: 9 pp. 61 – 72.
6. Aguinis, H., &Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations and society. Annual Review of Psychology, 60(1), 451-474. doi: 10.1146/annurev.psych.60.110707.163505
7. Al-Khayyat, R. (1998). Training and development needs assessment: a practical model for partner institutes. Journal of European Industrial Training, 22(1), 18-27. doi: 10.1108/03090599810197658
8. Bartram, S., & Gibson, B. (2000). The Training Needs Analysis, SBG Associates.
9. Bashir, U., Memon, S. B., & Rizvi, S. W. (2011). Effectiveness of Training Need Analysis: Philosophy to Practice - A Case Study of Pakistan Petroleum Limited.
10. Ministry of Information. <http://www.moi.gov.bd/>
11. National Institute of Mass Communication (NIMC). <http://nimc.gov.bd/>
12. Squires, Paul. Concept Paper on Improving Training Evaluation in Organizations.
13. আল মামুন, আব্দুল্লাহ, (২০১৬), প্রশিক্ষণের চাহিদা নিরূপণ সমীক্ষা-২০১৬, জাতীয় গণমাধ্যম ইনস্টিটিউট, তথ্য মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।
14. আল মামুন, আব্দুল্লাহ, (২০১৬), প্রশিক্ষণের ফলপ্রসূতা যাচাই সমীক্ষা-২০১৬, জাতীয় গণমাধ্যম ইনস্টিটিউট, তথ্য মন্ত্রণালয়, গণপ্রজাতন্ত্রী বাংলাদেশ সরকার।



National Institute of Mass Communication

Ministry of Information, Government of the People's Republic of Bangladesh

125/A, Darus Salam, A. W. Chowdhury Road, Dhaka 1216.

PABX-55079438-42, FAX: 55079443

e-mail: dg@nimc.gov.bd.com, web: www.nimc.gov.bd