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# Abbreviations

|  |  |
| --- | --- |
| ABU | Asia Pacific Broadcasting Union |
| AIBD | Asia Pacific Institute For Broadcasting Development |
| BBS | Bhutan Broadcasting Services Corporation Ltd. |
| BICMA | Bhutan Info-com & Media Authority |
| BMF | Bhutan Media Foundation |
| CEO | Chief Executive Officer |
| EX | Ex Country |
| FGD | Focus Group Discussion |
| HR | Human Resource |
| HRD | Human Resource Development |
| IC | In Country |
| ISTMP | In Service Training Of Media Personnel |
| KII | Key Informant Interview |
| KUENSEL | Kuensel Corporation Ltd. |
| LFA | Logical Framework Approach |
| MOU | Memorandum Of Understanding |
| NGA | Need Gap Analysis |
| NYAB | National Youth Association Of Bhutan |
| RFP | Request For Proposal |
| RJ | Radio Jockey |
| SLA | Self-Learning Area |
| TNA | Training Need Assessment |
| TOR | Terms Of Reference |
| TOT | Training Of Trainers |

# EXECUTIVE SUMMARY

For the training need assessment in the media industry, 425 respondents were selected for the survey from various media organizations such as the print media, Radio, Television and film. From the study, it revealed that a total of 244 trainings have been availed by the media personnel in the past three years. From the study, the identified training need areas are in the field of Professional skill development, such as Administration, ICT, Research, Human Resource, Printing, Marketing, Communication, Leadership, Journalism, and Technical skills.

To the key training need areas, three recommendations have been made pertaining to posting of the training opportunities, creation of a training information management system and coordination and conduct of in country trainings. Taking into consideration all the training needs as revealed by the survey and based on the projections of the media organizations, a total of 206 training slots have been projected. The training slots are allocated in the key identified areas of Administration, ICT, Research, Human Resource, Printing, Marketing, Communication, Leadership, Journalism, and Technical skills. Of the 206 training slots, the number of training allocated for the long term trainings is 62 slots over a period of five years and the number of training slots allocated for the short term is 144 training slots. All the long term training slots are projected to take outside the country since no institute in the country offers courses pertaining to the projected training titles. The total budget projected for the long term training is Nu. 58,534,660 (Fifty eight million, five hundred thirty four thousand and six hundred sixty). For the short term trainings, a total of 144 training slots have been allocated into various trainings titles spread over a period of five years and the total amount of budget projected for the same is Nu. 23,864,633 (Twenty three million, eight hundred sixty four thousand and six hundred thirty three). All the training area prioritization have been based on the training need assessment study and the recommendations provided are also based on the findings of the study.

# Media organizations in Bhutan: Overview

The Bhutanese society was basically driven by “oral tradition” where information was transmitted by word of mouth till the first Five Year Plans were launched. With a strong rural background, oral tradition played a dominant role in disseminating ideas and transmitting them to the society at large. Traditionally, being a hierarchical society, information almost always flowed top-down. The scenario changed with the establishment of Kuensel in 1965 as a state owned newspaper. It has evolved from a weekly to bi-weekly and now to a daily paper. 1965 is an important milestone in the history of the Bhutanese media and is indeed a paradigm shift in the modalities of transmitting information.

The other milestone is the launching of an amateur weekly broadcasting programme in 1973. It was initiated by the National Youth Association of Bhutan (NYAB). This initiative has culminated into Bhutan Broadcasting Services (BBS). This brought in a shift from listening to All India Radio stationed in Kurseong that broadcasted in Dzongkha also. In 1986, BBS became a full fledged state owned radio station under the Ministry of Communication and Development.

Under the wise vision and guidance of His Majesty the Fourth King, media has undergone a remarkable transformation since the delinking Kuensel and BBS from the government in 1992. Without doubt, this wisdom prepared Bhutan to gradually advance into a democratic state through progressive promulgation of freedom of speech.

The celebration of the Silver Jubilee of the reign of Fourth King Jigme Singye Wangchuck, in 1999 is yet another landmark since Bhutan was also opened to television and internet. Though there were no private TV stations, about 48 cable operators throughout Bhutan provided a menu of over 50 different channels. Local cable TV services also added to the list.

However, the biggest paradigm shift in the history of media in Bhutan is the liberalization of media in 2007 with the establishment of the first private newspaper which is Bhutan Times. This initiative offered the Bhutanese wider perspective on information and as well as choice to opt from the media menu.

Thus, in the evolution and growth of media in Bhutan there are three main turning points. The first one is the establishment of Kuensel in 1965 followed by the delinking of BBS and Kuensel from the government as corporate entities in 1992 through a Royal Decree. The third is the liberalization of media in 2007. These moves were important for it gave independence to the media organizations and thereby enhancing the quality of information.

What is therefore evident from this process of growth and evolution of media in Bhutan is that the government has progressively withdrawn its control over media. This independence and freedom of media is further enshrined in Article 7, section 5 of the Constitution of the Kingdom of Bhutan:

*“There shall be freedom of the press, radio and television and other forms of dissemination of information, including electronic.”*

Being the youngest parliamentary democracy, Bhutanese media has recorded explosion in sheer numbers. Three years after the establishment of a parliamentary democracy in the country, the number of media houses has seen a sharp increase. 2010 was literally a boom time as far as media proliferation is concerned and currently we have one television station, ten print media houses and five radio firms.

The most visible development has been in the print and broadcast media. This surge has been possible because of a more liberal attitude, and the importance attached to a free, pluralistic and independent media. As such licenses have been issued by Bhutan Info-Com and Media Authority (BICMA). Of the English papers, Kuensel is the only daily paper, Bhutan Today is a bi-weekly paper, while Bhutan Observer is a Friday paper. Business Bhutan is a Saturday paper, while Bhutan Times, The Journalist and Bhutan Youth are Sunday Papers. The other papers in Dzongkha are Druk Neytshuel, Druk Yoedzer and Gyalyong Sharchok , all released on Sundays. In the broadcast media, we now have BBS TV, BBS Radio, Radio High, Radio Valley, Centennial Radio and Kuzoo FM. All of the broadcast media are broadcast daily. Besides the above media, film industry in Bhutan is also growing and currently in all the movie halls of Bhutan, especially in Bhutan only Bhutanese films are screened. Social media also plays an important role in Bhutan and as a result the social media is very active. Many Bhutanese, from an ordinary school going children to the Prime Minister of Bhutan is on face book. With the changing times many significant bloggers are also evident on the web.

This profound growth in the media sector has been possible due to the political transformation and expectations are high from the Bhutanese people. In the move towards parliamentary democracy in 2008, the media were at the forefront covering political news and the people’s role in the first democratic elections. Their role was widely acknowledged and appreciated. With the new atmosphere, and being led by the media houses, virtually the two political parties depended on the media for people to form opinions regarding their parties and their manifestoes.

A well informed society is crucial for the new democratic government to contribute to developmental endeavors, function effectively, to understand issues better and for the people to contribute meaningfully. Newspapers reach about half of the country’s twenty Dzongkhag within the first 12 hours of their publications. Television reach is wider as it reaches all twenty Dzongkhags directly. Radio is the most accessible and affordable medium of mass media for the Bhutanese. The most popular radio in the rural areas for entertainment is Kuzoo FM and for news and current affairs it is the BBS radio.

At the heart of this new impetus is the need to address the capacity constraints faced by the media institutions essential for development and delivery of their responsibilities. This is seen as critical and it is acknowledged that effective media are a vital ingredient in the establishment and maintenance of effective, transparent, and accountable states which promote development, protect human rights, respect the rule of law, and ensure that people are free to participate in, and be heard on, decisions that affect their lives.

In light of the above, the main thrust of this document is to develop a HR master plan with a framework to address the existing deficits faced in, and by, the media organizations in Bhutan.

A strong media and communication environment are critical to a young democracy like Bhutan and this document is therefore predicated on the recognition that the MDGs and planned economic development cannot be achieved without sustained political will and investment, which would amongst others, require a free and democratic environment in which the media can play an effective role in promoting sustainable development, fighting corruption and promoting good governance.

# IN-SERVICE TRAINING OF MEDIA PERSONNEL IN BHUTAN (ISTMP)

## Background

Established under the auspicious of the Royal Charter, Bhutan Media Foundation with a broader vision of developing and enhancing the capacity of the media in the country, observed the need of a study to reveal the current capacity and the future capacity development areas and opportunities. In the vogue of the liberalization of the media industry since 2006 and the increase in the number of media organizations the limited pool of trained media professionals are disbursed amongst the new media organizations.[[1]](#footnote-1) For the new media organization, with limited pool of professional human resources joining the organization, and the skill cascading process being obstructed by various commercial hindrances such as financial sustainability of the media organization, the role and the responsibility of the media houses in the democratic process is perceived to be not realized to the optimum.

The high aspiration to attend trainings in a generic sense to enhance and enrich the knowledge and skills is a testimony of the fact that the Training of Media Personnel (ISTMP) would help in realization of the full roles and responsibilities of the media organizations in the democratic process of the country[[2]](#footnote-2).

## In-service Training for Media Personnel (ISTMP) – Opportunities

For corporate media organizations such as Kuensel and Bhutan Broadcasting Services (BBS), through schemes of institutional linkages various short term trainings were conducted for employees in various disciplines such as finance, journalism, Television, printing etc. In Kuensel Corporation ltd., In 2008, 2 personnel were trained on Communications skills and in 2010, 6 personnel availed trainings through institutional linkages on courses such as Marketing and customer care, supply chain management, performance planning management, training need analysis, Customer relationship management, compliance procurement.

However for many of the new media organizations, institutional linkages could not be established for reasons of lack of capacity and commercial motivation, to identify and establish a common interest with external institutions[[3]](#footnote-3).

For many of the media organizations, except for the corporate entities, in view of the financial cost savings that can be produced through in house training, many of the basic trainings in various job positions such as finance, journalism, marketing, communication skills, research etc. are being carried in house. Every media organization train their personnel especially new recruits through their own implied module in the absence of a concrete written module.

The BMF’s focus is to identify and intervene in the development of the professional capacity of the media that includes newspapers, TV, radio, magazines, film, social media etc. by supporting trainings and capacity building programs, both within and outside the country.

## Current provisions of ISMTP

In most of the organizations, provision for long term training are being laid out in the internal service rule book through schemes of open scholarship with the burden of salary being borne by organizations. However, for many of the organizations such provision are absent, in consequence to the lack of an endorsed service rule book owing to their recent establishment and transitory phase.

In most of the organization, short term trainings are based on the trigger of offer and organizations do not possess a schedule of short term trainings, based during a specific financial year. Except for the corporatized media organization, Kuensel[[4]](#footnote-4) and BBS, rest of the media organizations do not budget on the basis of short term training requirements.

In the past three years, the total number of trainings attended by media personnel working in diverse job positions availed a total of 244 trainings under various arrangements.[[5]](#footnote-5)

The various training titles the media personnel availed are as listed in the following table.

|  |  |
| --- | --- |
|  | Training titles |
| 1 | Advanced Desktop Publishing |
| 2 | Archive Training |
| 3 | Asia Conference on Broadcasting |
| 4 | Asia journalism fellowship |
| 5 | Asian Media Summit |
| 6 | Asian News Network |
| 7 | ATP in pre-press |
| 8 | Basic camera course |
| 9 | Basic Computer Course |
| 10 | Basic course |
| 11 | Basic IT |
| 12 | Basic Radio Programme |
| 13 | Basic Reporting |
| 14 | Basic TV program production |
| 15 | Binding |
| 16 | Block Sector |
| 17 | Book Management |
| 18 | Business Process Organization |
| 19 | Broadcast Fundamentals & Satellite broadcasting |
| 20 | Camera handling |
| 21 | Children Co-production workshop |
| 22 | Communication Arts |
| 23 | Conference on climate change |
| 24 | Conventional theatre |
| 25 | Copyright |
| 26 | Coverage of new democratic program |
| 27 | CTP unit |
| 28 | Customer care |
| 29 | D.W Training for children programme producer |
| 30 | Data Base Management |
| 31 | Deciphering |
| 32 | Designing Course(Web) |
| 33 | Desktop Publishing |
| 34 | Diploma in financial management |
| 35 | Digital Archive |
| 36 | Digital Broadcasting |
| 37 | Digital Management(Spectrum) |
| 38 | Digital Switchover |
| 39 | Digital VDO production |
| 40 | Digital Video production |
| 41 | Diploma in camera and lighting |
| 42 | Diploma in Commercial Accounting |
| 43 | Diploma in development journalism |
| 44 | Disaster coverage |
| 45 | Documentary |
| 46 | Driver |
| 47 | Dzongkha Journalism Basic Course |
| 48 | Dzongkha Media Training |
| 49 | Dzongkha Media(special course) |
| 50 | Dzongkha Unicode |
| 51 | Editing and Sound Recording |
| 52 | Effective Secretarial |
| 53 | Election Reporting |
| 54 | Electronic Media(Broadcasting) |
| 55 | Elephant, human coexistence |
| 56 | English language course |
| 57 | Entrepreneurship |
| 58 | FM Transmitter |
| 59 | Folding Technique |
| 60 | Graphic designer |
| 61 | Graphics |
| 62 | Human Resource Management |
| 63 | Intermediate Radio Production Technique |
| 64 | International Training Course on Color T.V English |
| 65 | Internet Products |
| 66 | Internship in mail today |
| 67 | Internship(Business Standard) |
| 68 | Journalism |
| 69 | Labour Relations |
| 70 | Lamination |
| 71 | Layout and marketing |
| 72 | Life Insurance Training |
| 73 | Lighting |
| 74 | Management |
| 75 | Marketing |
| 76 | Marketing Media |
| 77 | Masters |
| 78 | MBA(IBM) |
| 79 | Media Code and Ethics |
| 80 | Media Convergence |
| 81 | Media Coverage |
| 82 | New Journalism |
| 83 | News Reporting |
| 84 | Office Management Course |
| 85 | Online Journalism |
| 86 | On-line system and marketing |
| 87 | Photography |
| 88 | Plate section |
| 89 | Print Journalist |
| 90 | Printing |
| 91 | Production |
| 92 | Project Management |
| 93 | Radio Jockey |
| 94 | Radio news production |
| 95 | Radio PGM |
| 96 | Refresher |
| 97 | Reporting the World Cup |
| 98 | Responsibilities of a Chief Editor |
| 99 | Short wave transmission |
| 100 | Sound Edition |
| 101 | Still Camera, Movie Camera(Theory) |
| 102 | Store Management |
| 103 | Studio Equipment |
| 104 | T.V Programme Production Training Course |
| 105 | Tailor made training on election reporting |
| 106 | Tally Certificate |
| 107 | Television |
| 108 | Train the Trainer |
| 109 | Training on FM TV |
| 110 | Training on VTR |
| 111 | Translation |
| 112 | Translation and layout and Designer |
| 113 | Transmission(DVBT) |
| 114 | TV program production Training |
| 115 | Visual Editing production |
| 116 | Waste Management (Awareness) |
| 117 | web programing |

## The need for an ISTMP Master Plan

BMF mandated to develop the professional capacity of the media in the country through meaningful interventions in the established democratic process derives the need for an ISTMP Master Plan from the following facts.

* Media organization functions based on their independent capacities and thus lack the equitable competence to assume equitable roles and responsibilities.[[6]](#footnote-6)
* A study to analyze and assess the current capacity gaps, challenges and needs has not been carried out till date.
* An impact study of the capacity building initiatives supported by various agencies has not been carried out.

The Master plan identifies the long-term and short term strategic objectives to be pursued for a five year period (2012-2016) in regard to development of capacity of media personnel along with strategies and estimated funds requirements.

# IN SERVICE TRAINING OF MEDIA PERSONNEL: SITUATIONAL ANALYSIS

## Training needs assessment study.

A comprehensive needs assessment was carried out to obtain concrete and accurate information to the extent possible. For the purpose of the study, the assessment was segmented into components of field survey, focus group discussion (FGD), Key informants Interview (KII) and secondary research.

1. For the field study a sample of 425 respondents was selected at random for representation of their organization[[7]](#footnote-7) through a self-administered questionnaire[[8]](#footnote-8). (Quantitative study) The questionnaire enumerated during the survey process consisted of structured questions for the respondents to fill up.

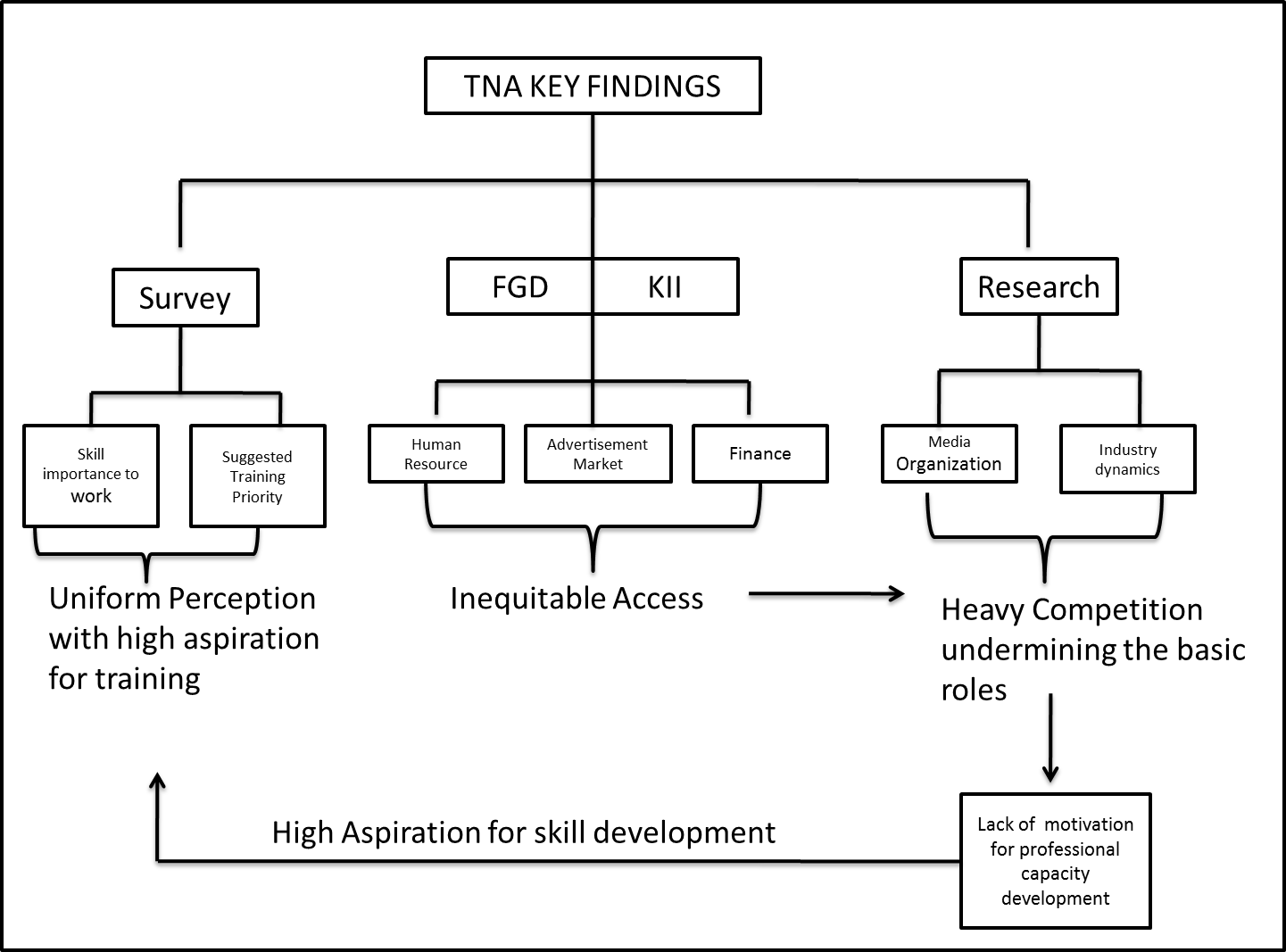
The questionnaire consisted of three parts. Part 1 gathered basic personal professional information on the qualification and service period in the specific media organization. Part 2 gathered information on self-assessment of training requirements and Part 3 gathered information on self-assessment of the current competency of the employee. Further a questionnaire was structured to examine the overall strategic position of the media organizations in assessing the organizational capacity.

1. Focus group discussion was held with key representatives[[9]](#footnote-9) from various media organizations for a day on the capacity of the media in a democratic set up. (Qualitative study) A meeting was scheduled with all the executives, mostly in and above managerial positions from the main stream media. The focus group discussion (FGD) facilitated the exercise on assessing the current skill gap positions in their respective organizations and visioning the aspirations of the skill requirement based on the vision of their organization. A semi structured questionnaire was developed for the participants before the actual discussions ensued. The interviews were designed to extract their HRD policies in their specific organizations, its implication and impact.
2. For the process Key Informant Interviews, subject matter experts were selected and then through integrated mode of interviews (telephonic interviews followed by emails) information was obtained[[10]](#footnote-10). The subject matter experts included retired employees especially on the professional front such as journalists, editors, engineers selected consumers of the product of the media industry and few key employees. The interviews were semi structured and circled around the skill assessment of the existing media personnel and the visioning on the skill requisite of the media personnel for a period of five years commencing 2012.
3. Extensive secondary research was carried out and the list of literature review is as listed in Annexure[[11]](#footnote-11).

## Key finding of the training needs assessment study.

The findings of the training need assessment are as summarized in the figure below

*Fig.1 TNA Key Findings*

**

The TNA revealed a general uniform view with regard to skill importance to work, suggested training priority and the challenges faced by the media organizations[[12]](#footnote-12).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Areas of TNA Assessment** | **Method** | **Findings** |
| 1 | Skill importance to work | Survey | Respondents felt that the knowledge and skill areas identified were of key importance to the job they do. |
| 2 | Suggested training priority | Survey | The respondents stated that there exists a gap between their skills and the job they do. Suggested the need for training to perform their task effectively. |
| 3 | Human resources | Focus Group Discussion and Key Informant Interview | There is limited labour force in the market with media background. Media organizations do not have access to skill personnel. |
| 4 | Advertisement market | Focus Group Discussion and Key Informant Interview | The revenue for the media organizations from the government advertisement shrank at a fast rate since the liberalization of the media industry. Revenue shared by 3 organizations is now being shared among 10 print media, 7 radio stations and 1 television station. |
| 5 | Finance | Focus Group Discussion and Key Informant Interview | Limited Revenue generation in the media organization is the cause for lack of training and development in the pursuit of sustaining commercially. |
| 6 | Media organization | Research | Media organizations, constraint by lack of access to skill labour force (3) and budget (5) train their own personnel in house to make commercial sense. |
| 7 | Industry | Research | Heavy competition in the media organization reduces the revenue share and media organization resort to unhealthy practices of news production. |

1. For all the domains of knowledge and skill area, there is a high level of acknowledgement on the skill importance to work and genuine training prioritization based on individual aspirations in view of executing individual responsibility to contribute towards the organizational goals.[[13]](#footnote-13)
2. Media organizations are not equitable in terms of access to human resources, advertisement market and readership[[14]](#footnote-14).

With no institutes in the country catering to the need of core human resources of the media such as journalists for either Dzongkha or English, media organizations (Corporate entities and other forms of business) are forced to recruit novice employees[[15]](#footnote-15).

With the liberalization of the establishment of media organization, the market share on advertisement is dispersed amongst the 10 print media, 1 television, 7 radio stations[[16]](#footnote-16). As a result, the financial positions of various media organizations are affected.

In consequences, to produce cost savings, most of the media organizations (Including Kuensel and BBS) train the novice employees in house based on their respective training modules. This in effect causes the area for concern especially in newly established media organizations pertaining to Dzongkha.

1. The changing expectations of the society towards media pose the challenge of innovation in view of the constraints posed by the preference and segments of consumers. As a result, unhealthy employment contract models are ensuing in the media industry such as outsourced editorial team in the same segment of media industry[[17]](#footnote-17).
2. Corporate entities in the media organization such as Kuensel are facing the issue of employee retention with huge investments made in personnel for the fact that most media establishments (Recently established) purport to operate on the model of building the organizational capacity through cascading of the expertise.
3. The private media organizations confront the financial and administrative challenges to train personnel outside their organizations for reasons of not undermining the basic motive of establishing the media business organizations.
4. Resource constraint impedes many media houses from balancing between their responsibility of keeping the society informed and that of business. For instance many media houses operate on shoestring budget and do not have the financial capacity to enhance the skills and knowledge of their staff in the newsroom. Ensuing from this, the risk of advertisement market influencing the quality and nature of news is high. It is therefore important to build the competence of the media staff so that the dependence of media houses on external influences is reduced.

# 4. Need Gap Analysis

The critical aspects revealed from the TNA are as summarized below.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Training Need Areas** | **GAP AREAS** | **CAUSE** |
| 1 | Professional skill development | The general vision is lacking | Financial inadequacy |
| 2 | Media Organizations role | There exist the conflict of investment goals and bridging the society | Lack of alternate source of revenue for the media organizations |
| 3 | Professional skill development strategy | Left to the personnel forcing on the domain of Self learning area | Financial inadequacy to budget trainings |
| 4 | Training Modules | There are no standard modules of training. | Lack of vision for professional skill development |
| 5 | Organizational structure | Only corporate institutes do possess institutional links |  |
| 6 | Editors and Reporters | Corporate entities possess more qualified personal than private media organizations. | Small investment base of the private media organizations such that operating under the trade license of small business having investment less than one million. |
| 7 | Media organizations | New entrants into the media industry targeting on the Government advertising market. | Incentive for small operators not having to bear huge investment burdens. |

1. The general vision on professional skill development is lacking, constraint by financial inadequacy of the organizations including corporate entities in the media industry. Hence professional skill development programs are not set as a priority.
2. There exist conflict between investment goals of the media organizations and the role of the media in bridging the society contributing towards the democratic setting. Hence, there is no shared vision amongst the media organization on the role of media than the dwindling advertisement market.
3. There exists the perception that the best alternate for professional development in view of the financial constraints is the forced entry into “Self learning area” in the due course of time. The perception is flawed strategically in opting for an alternate.
4. There is no single agency with a documented module for the purpose of carrying out in-house training for the new recruits as well as those already into positions for job changes within the organizations. Thus, there is a lack of standard approach to all the in house trainings.
5. Only corporate entities (Kuensel and BBS) do possess the institutional links and rest of the entities in the media industry does not have access to any linkages. Hence media organizations do not stand at equitable positions in terms of access to trainings on professional development.
6. In the media industry, of the sample (425), in the job position category of “Editor”, the number of personnel with post graduate degree is 4 representing 14 percent of the total 28 personnel and the maximum qualification in this job position are graduate degree only representing 16 personnel translating into 57%. Further in this job category, the number of editors holding Diploma, Class XII and Class X are 3, 3, and 2 personnel respectively, representing 11, 11 and 7 % respectively.
7. For the job position “Reporters” 14 people have a post graduate degree and 42 have a graduate degree. There are 2 reporters with diploma, 5 with class XII and 1 with class X qualification and below respectively. The percentage representation with post graduate degree is 22%, Graduate degree 65%, diploma 3%,Class XII 8%, class X 2% and Less than class X 2%.
8. BBSC, Bhutan Times, and Kuensel has the highest number of post graduate degree holders with 5, 5, and 15 personnel respectively of the 425 samples. The highest number of graduate degree holders is in BBSC and Kuensel representing 51 and 54 personnel respectively. Private media organizations representation on the two qualification domain is very poor with only 28% of the 35 samples on post graduate being distributed in the rest of the media organization and 44% of the graduates of the 171 being distributed in the rest of the media organization.
9. Mushrooming of many new media houses is a threat to the over media setting and its progress. The new entrants operate on small scale while they get almost the same share of the advertisement. Consequently, the new entrants make profit while the old ones face difficulty of even keeping the operation alive. Therefore, it has become essential for BICMA to put the mechanism of issuing of media license under strict scrutiny though physical verification of infrastructure, human resources and number of paper in circulation for each issue.
10. The general scenario of the media employees, particularly, the reporters reveal the urgent need for enhancing the skills and knowledge of working as a reporter, for instance. The broad areas that can be covered in the form of seminars, conferences and workshops are:

* Gross National Happiness
* Environment and related issues
* Gender and social issues
* Poverty
* Democracy and role of media
* Media ethics
* Basic Journalism
* Social Media
* Mobile Journalism
* Citizen Journalism
* Media literacy programs
* Abuse of Authority and sexual harassment
* Sexual harassment
* Local governance
* Corruption
* Natural disasters and climate change
* Training of the trainers workshops
* Basic Journalism (Dzongkha)
* Dzongkha editing course
* Radio station management
* Radio Jockey
* Film editing
* Sound recording and editing

These areas are topical issues pertaining to Bhutan and the Bhutanese society in particular and the global society at large. Seminars, conferences and workshops on these areas will create awareness among the reporters, enhancing the credibility of media houses.

The Master Plan in recommending measures from a systematic perspective will consider the above issues keeping in view the supportive interventions of Bhutan Media foundation.

# CONCEPTUALIZING THE ISTMP MASTER PLAN

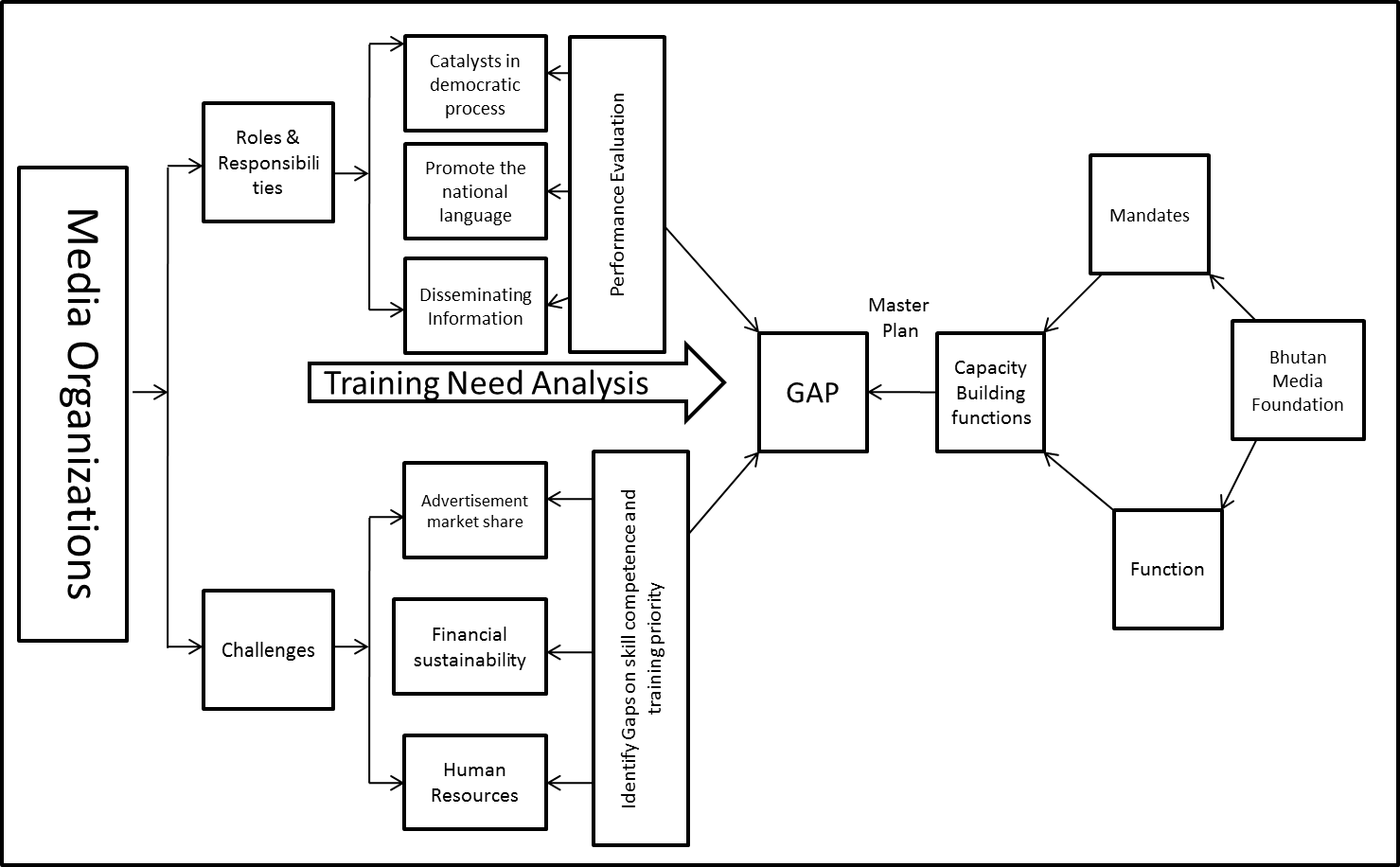
## ISTMP Master Plan Dichotomy

The generic approach adapted in conceptualizing the preparation of the master plan is the following cycle of process acknowledging the cyclical relationship between the processes rather than dictating the linearity of the process for a single period.

*Fig. 2 Concept process of the master plan*

### Evaluation:

For the approach to the preparation of the master plan, the media organization’s roles and challenges are recognized based on specific structures of the organizations and the training need analysis conducted. The training needs assessment facilitated in assessing the performance in the context of roles and responsibilities of the media organizations and in identifying the levels of skill competence and aspirations for professional skill development. The intervening role of Bhutan Media foundation is perceived to converge from the other end towards the identified professional development gap with mandates and functions derived from the royal charter and BMF’s vision. Thus the master plan is approached from a holistic external perspective without losing the HR priorities of the individual organizations.

*Fig. 3 Evaluation approach to the master plan*

### Design:

To link the preamble of the Royal charter, the mandates of Bhutan Media foundation and the professional capacity development activities of media organizations, a common framework approach has been adopted to draw clear purpose of every event. For its merits of popularity of use and scientific approach, the Logical Framework Approach (LFA) is used as the methodology in designing of the project.

On the premise of the approach, important assumptions can be spelled out for the results of every event, be it the inputs in the form of activities (BMF Guided or supported) of the media organizations, the output that have resulted in the media organizations, the purpose that have been achieved, or the overall contributions impacted towards the creation of a knowledge based society in the democratic process.

*Fig. 4 The logical links of the master plan*

INPUTS

Activities

Important Assumptions

OUTPUT

Trained Personnel

Important Assumptions

Master Plan

Purpose

Important Assumptions

Knowledge based Society

### Implementation and monitoring

For result based projects, the process of implementation and monitoring necessitates the assessment and performance of events with objectively verifiable indicators. This in turn warrants the insertion of process of information collection, analysis and reporting.

On the premise of the process, clear accountability can be established on the investments made for the media organizations.

*Fig. 5 Implementation and monitoring approach*

Indicators

Important Assumptions

OUTPUT

Trained Personnel

Important Assumptions

Master Plan

Purpose

Important Assumptions

Knowledge based Society

INPUTS

Activities

Indicators

Indicators

# THE ISTMP MASTER PLAN:

## Vision

The master plan envisages that by 2016 there will be a well founded systemic system in place contributing towards Article II of the Royal Charter for Bhutan Media Foundation.[[18]](#footnote-18)

High aspirations from the media personnel for training need will support the system through active participation in contributing towards the creation of a strong media environment. In the survey, the respondents revealed that they do need the trainings in the specific skill areas identified such as print journalism, broadcast journalism, TV journalism, Marketing, finance, ICT, Human resource, leadership, administration, personal effectiveness, printing and other related skills.

There will be a reliable information system on professional development, equitable and accessible to all the media organizations through the intervention of BMF by way of creating a system transparent and accessible by all media personnel.

## Mission

The mission of the master plan is to strengthen the professional capacity of the media to enable them to perform without fear or favor in the interest of democracy.

## Objectives

The objectives of the Master plan derived from the mission are as follows:

**Access and Equity**

1. To assess the training needs (short term & long term) for professional capacity building considering the different levels of media organizations in the media industry from a small media organization to the corporate entity such as BBSC & Kuensel.

**Quality of professional development**

1. To intervene in creating institutional links with relevant agencies within and outside the country for enhancing media organizational capacity.

To sensitize the public on media literacy, taking into consideration the popular social web networks.

**Management and administration**

1. To support the increase in the supply of media personnel from various institutions in the country.

**Financing**

1. To organize and to coordinate the trainings on identified professional capacity deficits.
2. To identify and prioritize training needs by duration and category.

The objectives have been derived from the broader mission and vision for the fact of the availability of the singular objective in the RFP[[19]](#footnote-19).

# Key Recommendations and Areas of Focus

The recommendations are drawn in line with the critical aspects revealed from the TNA and with the assumption that the status of media organizations would remain status quo without abrupt changes of mergers and acquisitions within the media organization. Further, the recommendations are made viewing the whole media industry as a system rather than fragmenting into different categories.

*Fig. 6 Recommendation dimensions*

**RECOMMENDATIONS**

Process Ideas

Training Funds

Concepts &systems

Module Development

Training Information system

Logical links is established between the recommendations pursuing towards the goals of the ISTMP.

The key recommendations set out for the study are summarized in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Objective** | **Recommendation** | **Outputs** | **Activities** |
| To provide equal opportunities to all media organizations irrespective of their size and year of operation | To post training opportunities on BMF web site | -A large number of applicants  -A larger pool of choice of the right candidate  -Equal access of training opportunities by all media organizations irrespective of their size | - Create a system of the website of BMF  - Notify the commencement of the system to all media organizations. |
| To provide a common institutional link for all the media organizations in the country. | To create a system of Media personnel training management information system | -Media organizations accessing professional development programs equitably irrespective of their size and structure whether a small media business or a corporate entity.  - Selection of the right candidate for the right training title.  -Creation of institutional links by BMF for all the media organizations in the country. | -BMF liaising on behalf of the media organizations with donor agencies  -BMF posting the opportunities on the web site.  -BMF managing a data base of trained personnel in the media organizations. |
| To allocate the financial resources prudently with maximum outcome | To provide in country training with external resource persons (National and international) | -More personnel trained objectively.  - | -Schedule the trainings on an annual basis.  -Organize, coordinate and conduct the training. |

## Recommendation 1: Posting of training Opportunities on BMF website

For equitable and effective training implications, it is recommended that BMF create a system whereby all the training opportunities available are posted on the BMF web site so as to gather a larger pool of interest to make the best choices of candidates.

## Recommendation 2: ISTMP Training management information system

**Recommendation**

For the creation of equitable and accessible professional development training to the media organizations, it is recommended that a system be created. The system is perceived to function as described below in figure 7.

*Fig. 7 Training Management Information system*

**Media Organization in Bhutan**

Bhutan Media Foundation

**Inside and outside the country**

1. Liaison

2. Opportunities

offer

System

4. Media organization Access via online

7. Impact assessment

Report from organizations

Selection

3. Opportunities

Placed in the

system

5. Qualify/

disqualify

Assessment

1. With the agencies both within and outside the country, BMF is perceived to liaise on behalf of the media organization in Bhutan on professional capacity development opportunities under different funding arrangements.
2. On the grant of opportunities, the opportunities shall be place in the system (Online).
3. The system is perceived to be a data base system, where only the opportunities available, application facilities and results would be accessible. This part of the module is perceived to fit in the web site of BMF.
4. On access to the opportunities with application by the media organizations, in the system, auto acknowledgement replies for the application is perceived.
5. The system, with historical data of personnel in media organization along with training details would help screen the applicants.
6. The final award is perceived to be made by BMF and also carry on the impact assessment of the training though generation of report from the media organizations.

## Recommendation 3 In country training with external resource persons

It is recommended that BMF invite external subject experts to deliver the training in Thimphu since most of the media organizations are established in Thimphu.

# 8. Human resource planning:

*Fig. 9 Approach to planning*

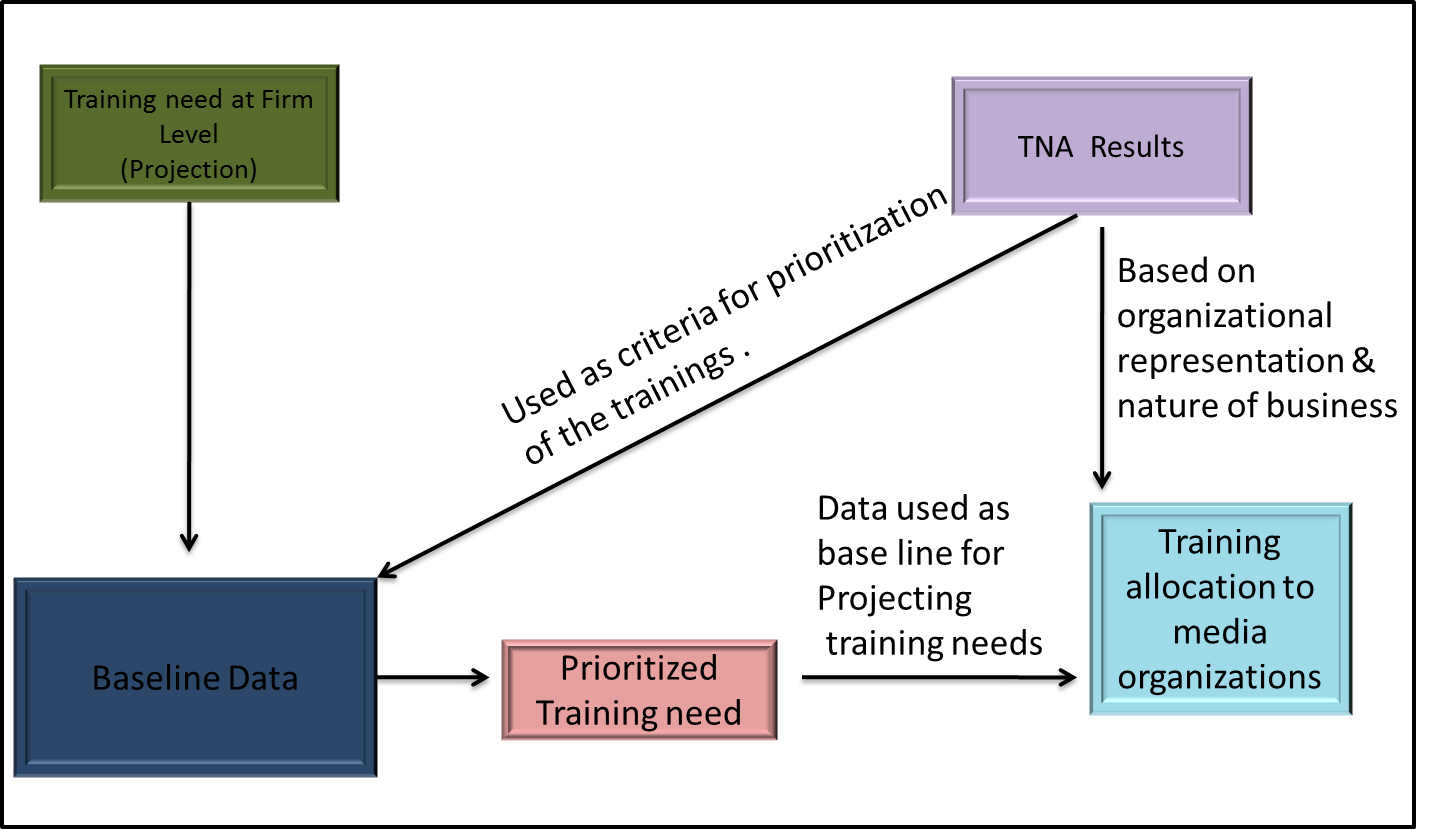


Fig. 9 is as explained below.

**Baseline data**

The baseline information for training requirement was gathered during the focus group discussion. Several training requirements projected by various media organizations were classified into broader training titles[[20]](#footnote-20). The projection was further substantiated by information gathering on Television and motion pictures association

This was treated as the baseline data for training requirement projections.

**Prioritized training need**

From the Base line data the trainings needs were prioritized based on the survey findings on the training priorities. The top ten training priority, administration, ICT, Research, Human resource, Printing, marketing, communication, leadership, journalism and technical skills were used in prioritizing the trainings need projected during the baseline data collection.

**Training allocation**

Based on the Organizational representation of the sample survey and using the criteria of top ten suggested training priority i.e. the top ten training skills of administration, ICT, Research, Human resource, Printing, marketing, communication, leadership, journalism and technical skills were prioritized and to these skills, the training requirements projected in the base line were compared. From the survey, 69% was chosen as the adjustment margin and then a criterion was set.

The criterion worked on the basic principles of comparison and the comparison compared the percentage score in the top ten categories with baseline data.

If the training requirements were in the top ten categories, and the requirements were projected in the base line, the training requirement was kept.

If the training requirements were not in the top ten categories, and the requirements were projected less in the base line, the training requirement was increased by 69% of the total trainings projected.

If the training requirements were not in the top ten categories, and the requirements were projected high in the base line, the training requirement was decreased by 69 % of the total trainings projected.

The projection of the trainings used the criteria set in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Top Ten | Base line | Action | Percentage |
| In top ten | Requirement | status quo | 1 |
| In top ten | low | Increase | 69% |
| Not in top ten | high | decrease | -69% |

**Long term Training requirement Projection**

The top ten suggested training areas was used for projecting the overall training requirement in the media industry. The top ten score range is from 70% and above. Therefore, the adjustment percentage is taken as 69%. The criterion used for adjustments in the baseline training requirement is depicted in the table below

*Projection criteria*

|  |  |  |  |
| --- | --- | --- | --- |
| Top Ten | Base line | Action | Percentage |
| In top ten | Requirement | status quo | 1 |
| In top ten | low | Increase | 69% |
| Not in top ten | high | decrease | -69% |

Based on the above criteria, the total projected training is 62 trainings for long term.

**Training allocation**

For the purpose of allocation of the trainings, both long term and short term, the criterion is derived from the sector representation in the media industry as an entity. The ratio calculated is the basis of allocation of the training slots[[21]](#footnote-21).

However, for firm specific trainings such as, transmission engineer, printing and design, the slots are directly allocated to the relevant sector over ruling the criterion set.

**Long Term Training**

For the purpose of allocation of the trainings, the priority of allocation during the initial periods of the planned period is triggered by the top ten suggested training priority. Further the apportioning of the slots over the year, is also been factored by the resource mobilization gap or the lead time period perceived in mobilizing the resources. The 62 long term trainings projected in various knowledge and skill areas are budgeted based on the approximate prevailing market rate for the courses. For the fact of overseas costs for courses being very variable, posing difficulty in estimations of cost, the cost for only two countries have been chosen to guide the resource planning[[22]](#footnote-22).

For both the domicile, Journalism, Marketing and human resource management are the courses that constitute more than 50% of the budgeted amount.

**Short term Training**

For the short term trainings, including the projections of motion pictures association, the total courses titles projected in the baseline date was 144. For the 144 different training courses, the number of slots projected in the baseline data was 693 personnel from various media organizations.

The mean of mean for all the 144 training was 64.23% and this was taken as the criteria percentage to compare and select the different kinds of trainings. Using this, 86 training courses were selected for 144 slots in various knowledge and skill areas such as journalism, radio, interview skills etc.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **HRD Master Plan for Media Organizations (Long Term)** | | | | | | | | | | | | | | |
|  |  |  | 2012 |  | 2013 |  | 2014 |  | 2015 |  | 2016 |  | Budget (Nu.) | |
| NOTES | TRAINING AREAS | TOTAL | IC | EX | IC | EX | IC | EX | IC | EX | IC | EX | ASIA PACIFIC | INDIA |
|  | Broadcast Management | 1 |  |  |  |  |  |  |  |  |  |  | - | - |
| [[23]](#footnote-23) | Communication | 2 |  |  |  | 2 |  |  |  |  |  |  | 2,663,989 | 1,111,720 |
|  | Finance |  |  |  |  |  |  |  |  |  |  |  | - | - |
| [[24]](#footnote-24) | Graphic Design | 10 |  |  |  |  |  |  |  |  |  |  | 12,929,354 | 8,242,600 |
| [[25]](#footnote-25) | Human Resource Management | 6 |  |  |  |  |  |  |  |  |  |  | 7,991,966 | 8,401,560 |
| [[26]](#footnote-26) | ICT | 2 |  |  |  |  |  |  |  |  |  |  | 2,663,989 | 2,200,520 |
| [[27]](#footnote-27) | Journalism | 21 |  | 4 |  | 2 |  | 4 |  | 4 |  | 4 | 21,171,747 | 11,673,060 |
| [[28]](#footnote-28) | Business Administration | 5 |  |  |  |  |  |  |  |  |  |  | 6,659,972 | 7,001,300 |
| [[29]](#footnote-29) | Engineer (Broadcast) | 2 |  |  |  |  |  |  |  |  |  |  | 2,663,989 | 2,200,520 |
| [[30]](#footnote-30) | Marketing | 12 |  |  |  |  |  |  |  |  |  |  | 15,983,932 | 16,803,120 |
| [[31]](#footnote-31) | Photography | 1 |  | 1 |  |  |  |  |  |  |  |  | 1,312,464 | 900,260 |

**NOTES TO LONG TERM TRAININGS:**

IC: In Country EX: Ex Country

For the long term training areas, the total number of slots identified is 1 for Broadcast management, 2 in the field of communication, 0 for finance, 10 for graphic design, 6 for Human resource management, 2 for Information communication and Technology, 21 for journalism, 5 for business administration, 2 for broadcast engineer, 12 for marketing and 1 for photography. Except for communication, Journalism and Photography the rest of the trainings are not allocated over the period of the five years. However, the budget in totality is projected for training institutes in the Asia Pacific region and India. For the budget projection in the Asia Pacific region, the average exchange rate of the past one year has been used at USD 1: Nu. 45.

**NOTES TO SHORT TERM TRAININGS:**

The total numbers of allocated slots are allocated over a period of five years. In the event of slots not being reflected over a particular year, the slots are either reflected in the earlier years or is spread in the future years of the period. For the purpose of the short term trainings, specific institutions were chosen keeping in view the commercial concessions of fee discounts and availability of the training courses. In most of the institutions outside the country, except for the long term courses, short term courses are not offered on a programmed basis but is tailor made based on requirement. A list of training institutes in India that offer programs tailor made course in the field of media is attached as “a list of training institutes”.

**Short Term Trainings**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TRAINING** |  | **YEAR 1** | | | | |
| **REPORTING AND JOURNALISM** | **TOTAL SLOTS** | SLOTS | DURATION | TRAINING | TRAINER | BUDGET |
| (DAYS) | TYPE | (Nu.) |
| RESEARCH METHODS | **9** | 6 | 14 | IC | NATIONAL PRIVATE | 96,000 |
| NEWS AND REPORTS | **9** | 6 | 30 | IC | INTERNATIONAL | 423,000 |
| REPORTING ON SPORTS | **2** |  |  |  |  |  |
| REPORTING ON ENVIRONMENT | **3** |  |  |  |  |  |
| INTERVIEW SKILLS | **20** | 20 | 2 | IC | NATIONAL PRIVATE | 160,000 |
| JOURNALISTIC WRITING | **31** | 31 | 10 | IC | INTERNATIONAL | 445,000 |
| INVESTIGATIVE JOURNALISM | **33** | 10 | 14 | IC | INTERNATIONAL | 203,000 |
| NEWS MAGAZINE SKILLS | **5** |  |  |  |  |  |
| PRESENTATION AND COMMUNICATION SKILLS | **47** | 10 | 7 | IC | NATIONAL PRIVATE | 140,000 |
| ONLINE JOURNALISM | **1** |  | 7 |  |  |  |
| NEWSROOM MANAGEMENT | **1** | 1 | 3 | EX | NABJ NEWSROOM MANAGEMENT WEBINAR SERIES | 67,850 |
| STUDIO BASED PRODUCTION | **2** |  |  |  |  |  |
| VISUAL EDITING SKILLS | **4** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 130,000 |
| DEBATE & TALK SHOWS SKILLS | **5** | 3 | 14 | EX | R.K FILMS AND MEDIA ACADEMY | 165,000 |
| NARRATION AND ANCHORING SKILLS | **5** | 2 | 14 | EX | LONDON COLLEGE OF JOURNALISM AND MEDIA | 367,200 |
| LIVE REPORTING SKILLS | **7** |  |  |  |  |  |
| **TECHNICIANS** |  |  |  |  |  |  |
| OUTSIDE BROADCASTING (OB & DSNG) | **2** |  |  |  |  |  |
| BASIC COURSE ON TELEVISION AND RADIO BROADCASTING | **5** | 2 | 90 | EX | R.K FILMS AND MEDIA ACADEMY | 260,000 |
| SATELLITE ENGINEERING | **9** | 3 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 260,000 |
| DIGITAL TERRITORIAL TRANSMISSION | **13** | 13 | 15 | IC | INTERNATIONAL | 438,750 |
| TRANSMISSION NETWORK PLANNING & INSTALLATION & MONITORING | **14** | 2 | 90 | **EX** |  | 270,000 |
| SATELLITE COMMUNICATION | **18** | 8 | 60 | EX | R.K FILMS AND MEDIA ACADEMY | 1,080,000 |
| BROADCAST AND COMMUNICATION TECHNOLOGY | **18** | 5 | 60 | **EX** |  |  |
|  |  |  |  |  |  |  |
| **MARKETING** |  |  |  |  |  |  |
| MARKETING PLAN &INFORMATION | **2** |  |  |  |  |  |
| MARKETING MANAGEMENT | **14** | 14 | 14 | IC | PRIVATE | 378,000 |
| PUBLIC RELATIONS | **25** | 25 | 14 | IC | PRIVATE | 675,000 |
|  |  |  |  |  |  |  |
| **FINANCE** |  |  |  |  |  |  |
| FINANCIAL MANAGEMENT | **2** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **ICT** |  |  |  |  |  |  |
| NET WORKING | **9** | 1 | 90 | EX | RAFFLES DESIGN, MUMBAI | 96,000 |
| DESIGNING / PUBLICATION | **10** | 10 | 30 | IC | INTERNATIONAL | 600,000 |
| GRAPHICS | **33** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **HRM** |  |  |  |  |  |  |
| STRATEGIC HUMAN RESOURCE MANAGEMENT | **3** |  |  |  |  |  |
| HUMAN RESOURCE PANNNING & DEVELOPMENT | **15** | 15 | 30 | IC | PRIVATE | 525,000 |
|  |  |  |  |  |  |  |
| **LEADERSHIP** |  |  |  |  |  |  |
| PROBLEM ANALYSIS, CONFLICT MANAGEMENT & DECISION MAKING | **12** | 12 | 7 | IC | PRIVATE | 240,000 |
| EFFECTIVE LEADERSHIP | **17** | 17 | 7 | IC | PRIVATE | 340,000 |
| TIME MANAGEMENT AND INTERPERSONAL SKILLS | **18** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **PRINTING** |  |  |  |  |  |  |
| SAFETY MANAGEMENT | **10** |  |  |  |  |  |
| QUALITY CONTROL | **11** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FILIMING** |  |  |  |  |  |  |
| ACTING | **20** |  |  |  |  |  |
| ADMINISTRATIONVANCE COURSE ON DIGITAL FILMING | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 60,000 |
| ART DIRECTION | **5** | 1 | 21 | EX | R.K FILMS AND MEDIA ACADEMY | 51,000 |
| BASIC COMPREHENCIVE EDITING | **2** |  | 10 |  | R.K FILMS AND MEDIA ACADEMY | 102,000 |
| CHOREOGRAPHY | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 60,000 |
| DIGITAL FILM MAKING | **2** |  |  |  |  |  |
| FILM EDITING | **2** |  |  |  |  |  |
| FILIMS&ARCHIEVING | **1** |  |  |  |  |  |
| FILM STUDY | **10** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 102,000 |
| PRODUCTION & DIRECTION | **15** | 15 | 90 | IC | INTERNATIONAL | 765,000 |
| SCRIPT/SCREEN WRITING | **10** | 10 | 30 | IC | INTERNATIONAL | 510,000 |
| TECHNIQUES/LIGHTING | **5** |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TRAINING** |  | **YEAR 2** | | | | |
| **REPORTING AND JOURNALISM** | **TOTAL SLOTS** | SLOTS | DURATION | TRAINING | TRAINER | BUDGET |
| TYPE | (NU.) |
| RESEARCH METHODS | **9** | 3 |  |  |  | 49,000 |
| NEWS AND REPORTS | **9** | 3 |  |  |  | 211,500 |
| REPORTING ON SPORTS | **2** |  |  |  |  |  |
| REPORTING ON ENVIRONMENT | **3** |  |  |  |  |  |
| INTERVIEW SKILLS | **20** | 20 | 2 | IC | NATIONAL PRIVATE | 140,000 |
| JOURNALISTIC WRITING | **31** | 31 | 10 | IC | INTERNATIONAL | 217,000 |
| INVESTIGATIVE JOURNALISM | **33** | 33 | 14 | IC | INTERNATIONAL | 231,000 |
| NEWS MAGAZINE SKILLS | **5** | 5 | 14 | IC | INTERNATIONAL | 140,000 |
| PRESENTATION AND COMMUNICATION SKILLS | **47** | 10 | 7 | IC | NATIONAL PRIVATE | 49,000 |
| ONLINE JOURNALISM | **1** |  |  |  |  |  |
| NEWSROOM MANAGEMENT | **1** |  |  |  |  |  |
| STUDIO BASED PRODUCTION | **2** |  |  |  |  |  |
| VISUAL EDITING SKILLS | **4** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 60,000 |
| DEBATE & TALK SHOWS SKILLS | **5** | 1 | 14 | EX | R.K FILMS AND MEDIA ACADEMY | 50,000 |
| NARRATION AND ANCHORING SKILLS | **5** | 1 | 14 | EX | LONDON COLLEGE OF JOURNALISM AND MEDIA | 157,500 |
| LIVE REPORTING SKILLS | **7** |  |  |  |  |  |
| **TECHNICIANS** |  |  |  |  |  |  |
| OUTSIDE BROADCASTING (OB & DSNG) | **2** | 1 | 10 | EX | R.K FILMS AND MEDIA ACADEMY | 50,000 |
| BASIC COURSE ON TELEVISION AND RADIO BROADCASTING | **5** | 1 | 90 | EX | R.K FILMS AND MEDIA ACADEMY | 130,000 |
| SATELLITE ENGINEERING | **9** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 173,333 |
| DIGITAL TERRITORIAL TRANSMISSION | **13** |  |  |  |  |  |
| TRANSMISSION NETWORK PLANNING & INSTALLATION & MONITORING | **14** | 3 | 90 | EX |  | 405,000 |
| SATELLITE COMMUNICATION | **18** | 5 | 60 | EX | R.K FILMS AND MEDIA ACADEMY | 390,000 |
| BROADCAST AND COMMUNICATION TECHNOLOGY | **18** | 8 | 60 | EX |  | 520,000 |
|  |  |  |  |  |  |  |
| **MARKETING** |  |  |  |  |  |  |
| MARKETING PLAN &INFORMATION | **2** |  |  |  |  |  |
| MARKETING MANAGEMENT | **14** |  |  |  |  |  |
| PUBLIC RELATIONS | **25** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FINANCE** |  |  |  |  |  |  |
| FINANCIAL MANAGEMENT | **2** | 2 | 14 | IC | NATIONAL PRIVATE | 26,000 |
|  |  |  |  |  |  |  |
| **ICT** |  |  |  |  |  |  |
| NET WORKING | **9** | 2 | 90 | EX | RAFFLES DESIGN. MUMBAI | 120,000 |
| DESIGNING / PUBLICATION | **10** |  |  |  |  |  |
| GRAPHICS | **33** | 33 | 30 | IC | INTERNATIONAL | 235,000 |
|  |  |  |  |  |  |  |
| **HRM** |  |  |  |  |  |  |
| STRATEGIC HUMAN RESOURCE MANAGEMENT | **3** |  |  |  |  |  |
| HUMAN RESOURCE PANNNING & DEVELOPMENT | **15** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **LEADERSHIP** |  |  |  |  |  |  |
| PROBLEM ANALYSIS, CONFLICT MANAGEMENT & DECISION MAKING | **12** |  |  |  |  |  |
| EFFECTIVE LEADERSHIP | **17** |  |  |  |  |  |
| TIME MANAGEMENT AND INTERPERSONAL SKILLS | **18** | 18 | 7 | IC | PRIVATE | 360,000 |
|  |  |  |  |  |  |  |
| **PRINTING** |  |  |  |  |  |  |
| SAFETY MANAGEMENT | **10** |  |  |  |  |  |
| QUALITY CONTROL | **11** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FILIMING** |  |  |  |  |  |  |
| ACTING | **20** | 10 |  |  |  | 726,000 |
| ADMINISTRATIONVANCE COURSE ON DIGITAL FILMING | **5** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80,000 |
| ART DIRECTION | **5** |  |  |  |  |  |
| BASIC COMPREHENCIVE EDITING | **2** | 2 | 10 | IC | INTERNATIONAL | 80,000 |
| CHOREOGRAPHY | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40,000 |
| DIGITAL FILM MAKING | **2** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40,000 |
| FILM EDITING | **2** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40,000 |
| FILIMS&ARCHIEVING | **1** |  |  |  |  |  |
| FILM STUDY | **10** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80,000 |
| PRODUCTION & DIRECTION | **15** |  |  |  |  |  |
| SCRIPT/SCREEN WRITING | **10** |  |  |  |  |  |
| TECHNIQUES/LIGHTING | **5** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80,000 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TRAINING** |  | **YEAR 3** | | | | |
| **REPORTING AND JOURNALISM** | **TOTAL SLOTS** | SLOTS | DURATION | TRAINING TYPE | TRAINER | BUDGET |
| RESEARCH METHODS | **9** |  |  |  |  |  |
| NEWS AND REPORTS | **9** |  |  |  |  |  |
| REPORTING ON SPORTS | **2** | 1 | 7 | EX |  | 265000 |
| REPORTING ON ENVIRONMENT | **3** | 1 | 7 | EX |  | 265000 |
| INTERVIEW SKILLS | **20** | 20 | 2 | IC | NATIONAL PRIVATE | 33000 |
| JOURNALISTIC WRITING | **31** | 31 | 10 | IC | INTERNATIONAL | 520000 |
| INVESTIGATIVE JOURNALISM | **33** | 33 | 14 | IC | INTERNATIONAL | 520000 |
| NEWS MAGAZINE SKILLS | **5** |  |  |  |  |  |
| PRESENTATION AND COMMUNICATION SKILLS | **47** | 10 | 7 | IC | NATIONAL PRIVATE | 35000 |
| ONLINE JOURNALISM | **1** | 1 | 7 | EX | LONDON COLLEGE OF JOURNALISM AND MEDIA | 250000 |
| NEWSROOM MANAGEMENT | **1** |  |  |  |  |  |
| STUDIO BASED PRODUCTION | **2** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 60000 |
| VISUAL EDITING SKILLS | **4** |  |  |  |  |  |
| DEBATE & TALK SHOWS SKILLS | **5** | 1 | 14 | EX | R.K FILMS AND MEDIA ACADEMY | 60000 |
| NARRATION AND ANCHORING SKILLS | **5** |  |  |  |  |  |
| LIVE REPORTING SKILLS | **7** | 7 | 14 | IC | INTERNATIONAL | 470000 |
| **TECHNICIANS** |  |  |  |  |  |  |
| OUTSIDE BROADCASTING (OB & DSNG) | **2** | 1 | 10 | EX |  | 40000 |
| BASIC COURSE ON TELEVISION AND RADIO BROADCASTING | **5** | 1 | 90 | EX | R.K FILMS AND MEDIA ACADEMY | 30000 |
| SATELLITE ENGINEERING | **9** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 70000 |
| DIGITAL TERRITORIAL TRANSMISSION | **13** |  |  |  |  |  |
| TRANSMISSION NETWORK PLANNING & INSTALLATION & MONITORING | **14** | 3 | 90 | EX |  |  |
| SATELLITE COMMUNICATION | **18** | 5 | 60 | EX | R.K FILMS AND MEDIA ACADEMY | 670000 |
| BROADCAST AND COMMUNICATION TECHNOLOGY | **18** | 5 | 60 | EX | R.K FILMS AND MEDIA ACADEMY | 670000 |
|  |  |  |  |  |  |  |
| **MARKETING** |  |  |  |  |  |  |
| MARKETING PLAN &INFORMATION | **2** |  |  |  |  |  |
| MARKETING MANAGEMENT | **14** |  |  |  |  |  |
| PUBLIC RELATIONS | **25** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FINANCE** |  |  |  |  |  |  |
| FINANCIAL MANAGEMENT | **2** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **ICT** |  |  |  |  |  |  |
| NET WORKING | **9** | 2 | 90 | EX | RAFFLES DESIGN. MUMBAI | 220000 |
| DESIGNING / PUBLICATION | **10** |  |  |  |  |  |
| GRAPHICS | **33** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **HRM** |  |  |  |  |  |  |
| STRATEGIC HUMAN RESOURCE MANAGEMENT | **3** | 3 | 3 | EX |  | 90000 |
| HUMAN RESOURCE PANNNING & DEVELOPMENT | **15** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **LEADERSHIP** |  |  |  |  |  |  |
| PROBLEM ANALYSIS, CONFLICT MANAGEMENT & DECISION MAKING | **12** | 2 | 7 |  |  |  |
| EFFECTIVE LEADERSHIP | **17** |  |  |  |  |  |
| TIME MANAGEMENT AND INTERPERSONAL SKILLS | **18** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **PRINTING** |  |  |  |  |  |  |
| SAFETY MANAGEMENT | **10** | 10 |  |  | INTERNATIONAL | 900000 |
| QUALITY CONTROL | **11** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FILIMING** |  |  |  |  |  |  |
| ACTING | **20** | 10 |  |  | INTERNATIONAL | 726000 |
| ADMINISTRATIONVANCE COURSE ON DIGITAL FILMING | **5** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |
| ART DIRECTION | **5** |  |  |  |  |  |
| BASIC COMPREHENCIVE EDITING | **2** |  |  |  |  |  |
| CHOREOGRAPHY | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| DIGITAL FILM MAKING | **2** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| FILM EDITING | **2** |  |  |  |  |  |
| FILIMS&ARCHIEVING | **1** |  |  |  |  |  |
| FILM STUDY | **10** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |
| PRODUCTION & DIRECTION | **15** |  |  |  |  |  |
| SCRIPT/SCREEN WRITING | **10** |  |  |  |  |  |
| TECHNIQUES/LIGHTING | **5** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TRAINING** |  | **YEAR 4** | | | | |
| **REPORTING AND JOURNALISM** | **TOTAL SLOTS** | SLOTS | DURATION | TRAINING TYPE | TRAINER | BUDGET |
| RESEARCH METHODS | **9** |  |  |  |  |  |
| NEWS AND REPORTS | **9** |  |  |  |  |  |
| REPORTING ON SPORTS | **2** | 1 | 7 | EX |  |  |
| REPORTING ON ENVIRONMENT | **3** | 1 | 7 | EX |  |  |
| INTERVIEW SKILLS | **20** | 20 | 2 | IC | NATIONAL PRIVATE | 110000 |
| JOURNALISTIC WRITING | **31** | 31 | 10 | IC | INTERNATIONAL | 432000 |
| INVESTIGATIVE JOURNALISM | **33** | 33 | 14 | IC | INTERNATIONAL | 532000 |
| NEWS MAGAZINE SKILLS | **5** |  |  |  |  |  |
| PRESENTATION AND COMMUNICATION SKILLS | **47** | 10 | 7 | IC | NATIONAL PRIVATE | 260000 |
| ONLINE JOURNALISM | **1** |  |  |  |  |  |
| NEWSROOM MANAGEMENT | **1** |  |  |  |  |  |
| STUDIO BASED PRODUCTION | **2** |  |  |  |  |  |
| VISUAL EDITING SKILLS | **4** | 1 | 30 |  | R.K FILMS AND MEDIA ACADEMY | 60000 |
| DEBATE & TALK SHOWS SKILLS | **5** | 1 | 14 | EX | R.K FILMS AND MEDIA ACADEMY | 50000 |
| NARRATION AND ANCHORING SKILLS | **5** | 1 | 14 | EX | LONDON COLLEGE OF JOURNALISM AND MEDIA | 157500 |
| LIVE REPORTING SKILLS | **7** |  |  |  |  |  |
| **TECHNICIANS** |  |  |  |  |  |  |
| OUTSIDE BROADCASTING (OB & DSNG) | **2** |  |  |  |  |  |
| BASIC COURSE ON TELEVISION AND RADIO BROADCASTING | **5** | 1 | 90 | EX | R.K FILMS AND MEDIA ACADEMY | 130,000 |
| SATELLITE ENGINEERING | **9** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 173333 |
| DIGITAL TERRITORIAL TRANSMISSION | **13** |  |  |  |  |  |
| TRANSMISSION NETWORK PLANNING & INSTALLATION & MONITORING | **14** | 3 | 90 | EX | R.K FILMS AND MEDIA ACADEMY | 405000 |
| SATELLITE COMMUNICATION | **18** | 5 | 60 | EX |  | 390,000 |
| BROADCAST AND COMMUNICATION TECHNOLOGY | **18** | 5 | 60 | EX |  | 520,000 |
|  |  |  |  |  |  |  |
| **MARKETING** |  |  |  |  |  |  |
| MARKETING PLAN &INFORMATION | **2** | 1 | 30 | OJT |  |  |
| MARKETING MANAGEMENT | **14** |  |  |  |  |  |
| PUBLIC RELATIONS | **25** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FINANCE** |  |  |  |  |  |  |
| FINANCIAL MANAGEMENT | **2** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **ICT** |  |  |  |  |  |  |
| NET WORKING | **9** | 2 | 90 | EX | RAFFLES DESIGN, MUMBAI | 120000 |
| DESIGNING / PUBLICATION | **10** |  |  |  |  |  |
| GRAPHICS | **33** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **HRM** |  |  |  |  |  |  |
| STRATEGIC HUMAN RESOURCE MANAGEMENT | **3** |  |  |  |  |  |
| HUMAN RESOURCE PANNNING & DEVELOPMENT | **15** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **LEADERSHIP** |  |  |  |  |  |  |
| PROBLEM ANALYSIS, CONFLICT MANAGEMENT & DECISION MAKING | **12** |  |  |  |  |  |
| EFFECTIVE LEADERSHIP | **17** |  |  |  |  |  |
| TIME MANAGEMENT AND INTERPERSONAL SKILLS | **18** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **PRINTING** |  |  |  |  |  |  |
| SAFETY MANAGEMENT | **10** |  |  |  |  |  |
| QUALITY CONTROL | **11** | 10 | 30 | IC | INTERNATIONAL | 450000 |
|  |  |  |  |  |  |  |
| **FILIMING** |  |  |  |  |  |  |
| ACTING | **20** | 6 |  |  |  |  |
| ADMINISTRATIONVANCE COURSE ON DIGITAL FILMING | **5** |  |  |  |  |  |
| ART DIRECTION | **5** | 2 | 21 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |
| BASIC COMPREHENCIVE EDITING | **2** |  |  |  |  |  |
| CHOREOGRAPHY | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| DIGITAL FILM MAKING | **2** |  |  |  |  | 40000 |
| FILM EDITING | **2** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| FILIMS&ARCHIEVING | **1** |  |  |  |  |  |
| FILM STUDY | **10** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |
| PRODUCTION & DIRECTION | **15** |  |  |  |  |  |
| SCRIPT/SCREEN WRITING | **10** |  |  |  |  |  |
| TECHNIQUES/LIGHTING | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **TRAINING** |  | **YEAR 5** | | | | |
| **REPORTING AND JOURNALISM** | **TOTAL SLOTS** | SLOTS | DURATION | TRAINING TYPE | TRAINER | BUDGET |
| RESEARCH METHODS | **9** |  |  |  |  |  |
| NEWS AND REPORTS | **9** |  |  |  |  |  |
| REPORTING ON SPORTS | **2** |  |  |  |  |  |
| REPORTING ON ENVIRONMENT | **3** | 1 | 7 | EX |  | 140000 |
| INTERVIEW SKILLS | **20** | 20 | 2 | IC | NATIONAL PRIVATE | 140000 |
| JOURNALISTIC WRITING | **31** | 31 | 10 | IC | NATIONAL | 110000 |
| INVESTIGATIVE JOURNALISM | **33** | 33 | 14 | IC | NATIONAL | 120000 |
| NEWS MAGAZINE SKILLS | **5** |  |  |  |  |  |
| PRESENTATION AND COMMUNICATION SKILLS | **47** | 7 | 7 |  |  | 260000 |
| ONLINE JOURNALISM | **1** |  |  |  |  |  |
| NEWSROOM MANAGEMENT | **1** |  |  |  |  |  |
| STUDIO BASED PRODUCTION | **2** |  |  |  |  |  |
| VISUAL EDITING SKILLS | **4** |  |  |  |  |  |
| DEBATE & TALK SHOWS SKILLS | **5** |  |  |  |  |  |
| NARRATION AND ANCHORING SKILLS | **5** | 1 | 14 |  |  | 157500 |
| LIVE REPORTING SKILLS | **7** |  |  |  |  |  |
| **TECHNICIANS** |  |  |  |  |  |  |
| OUTSIDE BROADCASTING (OB & DSNG) | **2** |  |  |  |  |  |
| BASIC COURSE ON TELEVISION AND RADIO BROADCASTING | **5** |  |  |  |  |  |
| SATELLITE ENGINEERING | **9** | 2 | 30 |  |  | 346667 |
| DIGITAL TERRITORIAL TRANSMISSION | **13** |  |  |  |  |  |
| TRANSMISSION NETWORK PLANNING & INSTALLATION & MONITORING | **14** | 3 | 90 | EX |  | 405000 |
| SATELLITE COMMUNICATION | **18** | 5 | 60 | EX |  | 390,000 |
| BROADCAST AND COMMUNICATION TECHNOLOGY | **18** | 5 | 60 | EX |  | 520,000 |
|  |  |  |  |  |  |  |
| **MARKETING** |  |  |  |  |  |  |
| MARKETING PLAN &INFORMATION | **2** | 1 | 30 | IC | ON JOB TRAINING |  |
| MARKETING MANAGEMENT | **14** |  |  |  |  |  |
| PUBLIC RELATIONS | **25** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FINANCE** |  |  |  |  |  |  |
| FINANCIAL MANAGEMENT | **2** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **ICT** |  |  |  |  |  |  |
| NET WORKING | **9** | 2 | 90 | EX | RAFFLES DESIGN, MUMBAI | 120000 |
| DESIGNING / PUBLICATION | **10** |  |  |  |  |  |
| GRAPHICS | **33** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **HRM** |  |  |  |  |  |  |
| STRATEGIC HUMAN RESOURCE MANAGEMENT | **3** |  |  |  |  |  |
| HUMAN RESOURCE PANNNING & DEVELOPMENT | **15** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **LEADERSHIP** |  |  |  |  |  |  |
| PROBLEM ANALYSIS, CONFLICT MANAGEMENT & DECISION MAKING | **12** |  |  |  |  |  |
| EFFECTIVE LEADERSHIP | **17** |  |  |  |  |  |
| TIME MANAGEMENT AND INTERPERSONAL SKILLS | **18** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **PRINTING** |  |  |  |  |  |  |
| SAFETY MANAGEMENT | **10** |  |  |  |  |  |
| QUALITY CONTROL | **11** |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **FILIMING** |  |  |  |  |  |  |
| ACTING | **20** | 6 |  |  |  | 240000 |
| ADMINISTRATION COURSE ON DIGITAL FILMING | **5** |  |  |  |  |  |
| ART DIRECTION | **5** | 2 | 21 | EX | R.K FILMS AND MEDIA ACADEMY | 80000 |
| BASIC COMPREHENSIVE EDITING | **2** |  |  |  |  |  |
| CHOREOGRAPHY | **5** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| DIGITAL FILM MAKING | **2** |  |  |  |  |  |
| FILM EDITING | **2** |  |  |  |  |  |
| FILMS & ARCHIVING | **1** | 1 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| FILM STUDY | **10** | 2 | 30 | EX | R.K FILMS AND MEDIA ACADEMY | 40000 |
| PRODUCTION & DIRECTION | **15** |  |  |  |  |  |
| SCRIPT/SCREEN WRITING | **10** |  |  |  |  |  |
| TECHNIQUES/LIGHTING | **5** |  |  |  |  | 40000 |

**A LIST OF TRAINING INSTITUTES IN INDIA**

|  |  |
| --- | --- |
|  | **TRAINING INSTITUTES** |
| **1** | IIMC, New Delhi |
| **2** | Symbiosis Institute of Mass Communication, Pune |
| **3** | Mudra Institute of Communications, Ahmedabad |
| **4** | AJ Kidwai Mass Comm Research Centre, Jamia, New Delhi |
| **5** | Indian Institute of Journalism and New Media, Bangalore |
| **6** | Xavier Institute of Communication, Mumbai |
| **7** | Asian College of Journalism, Chennai |
| **8** | Film and Television Institute of India, Pune |
| **9** | Manorama School of Communication, Kottayam |
| **10** | Times School of Journalism, New Delhi |
| **11** | Apeejay Institute of Mass Communication, New Delhi |
| **12** | Institute of Mass Communication Film & Television Studies, Kolkata |
| **13** | Academy for Photographic Excellence (APEx), New Delhi |
| **14** | Academy of Broadcasting, Chandigarh |
| **15** | Advertising Club - Anna Salai, Tamil Nadu |
| **16** | Aligarh Muslim University, Aligarh |
| **17** | Amity School of Journalism and Communication, New Delhi |
| **18** | ARENA Animation – Andheri, Mumbai |
| **19** | Asian Academy of Film & Television, Noida |
| **20** | BHU - Department of Journalism & Mass Communication, Varanasi |
| **21** | Bharati Vidya Bhavan’s Sardar Patel College of Communication & Management, New Delhi |
| **22** | Birla Institute of Technology, Noida |
| **23** | Chennai Christian College, Chennai |
| **24** | Convergence Institute of Media, Mgmt. and Information Tech. Studies, Bangalore |
| **25** | Delhi College of Arts & Commerce, New Delhi |
| **26** | EMPI Institute of Advertising & Communication, New Delhi |
| **27** | Fergusson College, Pune |
| **28** | Goa University - Taleigao Plateau, Goa |
| **29** | Guru Nanak Dev University, Amritsar |
| **30** | Indian Institute for Development in Education and Advanced Studies, Navrangpura |
| **31** | Industrial Design Centre – Powai, Mumbai |
| **32** | Institute of Advance Studies in Education, Bareilly |
| **33** | Institute of Multimedia and Animation (IMA) - Palarivattom, Kerala |
| **34** | International Institute of Event Management (IEM), Mumbai |
| **35** | Jamia Millia Islamia (A Central University), New Delhi |
| **36** | Jawaharlal Nehru University, New Delhi |
| **37** | K.C. College of Management Studies, Mumbai |
| **38** | Kashi Vidyapeeth, Varanasi |
| **39** | Kurukshetra University, Kurukshetra |
| **40** | Lovely Professional University - Phagwara, Punjab |
| **41** | Madurai Kamaraj University, Madurai |
| **42** | Maharshi Dayanand University, Rohtak |
| **43** | Manipal Institute of Communication, Manipal |
| **44** | MassCoMedia Pvt Ltd, Noida |
| **45** | Media Village – Changanassery, Kerala |
| **46** | Mumbai University, Mumbai |
| **47** | Nagarjuna University – Guntur, Andhra Pradesh |
| **48** | Narsee Monjee Institute of Management Studies, Mumbai |
| **49** | National Institute for Media Studies, Ahmedabad |
| **50** | National Institute of Advertising, New Delhi |

# Annexure I

*Table 1*

**Previous Job status of media personnel prior to holding the current job position**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Media organization** | **Non Media Organization** | **Total** |
| Previous Job status | 64 | 89 | 153 |
| Percentage | 42% | 58% | 100% |
| Total sample percentage  (N-425) | 15% | 21% |  |

*Table 2*

**Percentage representation: Suggested Training Priority (Knowledge & skill area)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **High** | **Medium** | **Low** | **Self Learning area** |
| Print Journalism | 67 | 25 | 5 | 3 |
| Broadcast Journalism | 72 | 15 | 7 | 6 |
| TV Journalism | 78 | 12 | 4 | 6 |
| Technicians | 60 | 24 | 7 | 9 |
| Marketing | 62 | 24 | 12 | 3 |
| Finance | 55 | 28 | 13 | 4 |
| ICT | 60 | 20 | 8 | 12 |
| Human Resource | 63 | 31 | 4 | 3 |
| Leader Ship | 68 | 20 | 8 | 4 |
| Administration | 57 | 37 | 6 | 3 |
| Personal Effectiveness | 74 | 19 | 5 | 2 |
| Other Skills | 55 | 25 | 15 | 5 |
| Printing | 57 | 27 | 13 | 3 |

*Table 3* ***:* Trainings attended in the last three years by media personnel**

|  |  |
| --- | --- |
| **TRAINING SPONSOR IN MEDIA ORGANIZATIONS** | **Frequency** |
| RGOB | 35 |
| ABU ASIA PACIFIC BROADCASTING UNION | 3 |
| AIDB ASIA PACIFIC INSTITUTE FOR BROADCASTING DEVELOPMENT | 5 |
| ASIAN COLLEGE OF JOURNALISM, INDIA | 1 |
| ATHANG ACADEMY | 1 |
| AVU | 1 |
| BASIC ELECTION REPORTER | 1 |
| BBSC, BHUTAN BROADCASTING CORPORATION LTD. | 60 |
| BCCI, BHUTAN CHAMBER OF COMMERCE | 5 |
| BCMD | 6 |
| BHUTAN OBSERVER PVT. LTD | 3 |
| BHUTAN TIMES PVT. LTD | 3 |
| BPA | 1 |
| DANIDA | 13 |
| DDC | 8 |
| GOVT. OF INDIA | 5 |
| HERBO INT.BUSINESS | 1 |
| INWANT-GERMANY | 4 |
| JICA | 14 |
| KCC (NGO) | 1 |
| KISA | 2 |
| KUENSEL | 24 |
| KUZOO OFFICE | 1 |
| MCOT IABD | 1 |
| NFP | 3 |
| NHK | 2 |
| PANOS SOUTH ASIA | 1 |
| PCA | 1 |
| PRINT MEDIA ACADEMY | 1 |
| RADIO HIGH | 1 |
| RIIT | 1 |
| RNTC | 3 |
| RTM | 1 |
| SAAF | 2 |
| WFF | 1 |
| SAVE THE CHILDREN | 1 |
| SCJ & GIZ | 1 |
| THE JOURNALIST | 1 |
| UN | 1 |
| UNDP & KUENSEL | 1 |
| UNESCO | 2 |
| UNICEF | 9 |
| OTHERS | 12 |
| TOTAL | 244 |

*Table 4*

**Training Needs for the year 2011 for Kuensel Corporaton ltd.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Sl No. | Departments | Description | Duration (Months) | Remarks |
| 1 | English Editorial | Basic Journalism | 1 | Short Term |
|  |  | Masters in Journalism | 12 | Long Term |
|  |  | Web | 1 | Short Term |
| 2 | Dzongkha Editorial | Basic Journalism | 1 | Short Term |
| 3 | Administration | Administration Management | 1 | Short Term |
| 4 | Circulation | Circulation Management | 1 | Short Term |
| 5 | Publishing | Publishing Management | 1 | Short Term |
| 6 | Finance | Diploma in Accounting | 1 | Medium Term |
| 7 | Advertisement | Marketing | 1 | Short Term |
|  |  | Design/Layout | 1 | Short Term |
| 8 | Printing | Graphic | 1 | Short Term |
|  |  | Post Press | 1 | Short Term |
|  |  | Press | 1 | Short Term |
|  |  | Printing Management | 1 | Short Term |
| 9 | Photo | Commercial Photography and Marketing | 1 | Short Term |
| 10 | Information System | Hardware | 6 | Medium Term |
|  |  | Linux | 1 | Short Term |
| 11 | Internal Audit | Internal Audit Training | 1 | Short Term |
|  |  |  |  |  |

*Table 5*

**Total gender disaggregated population in media organizations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Gender of the employee** | |  | **Total** |
|  | **Male** | **Female** | **Missing** |  |
| Kuensel | 105 | 38 | 37 | 180 |
| BBS | 236 | 76 |  | 312 |
| Bhutan Times | 17 | 10 |  | 27 |
| Bhutan Observer | 21 | 17 |  | 38 |
| Journalist | 19 | 6 |  | 25 |
| Business Bhutan | 17 | 8 |  | 25 |
| The Youth | 10 | 6 |  | 16 |
| Druk Netshul | 10 | 10 |  | 20 |
| Druk yoezer | 8 | 9 |  | 17 |
| Radio valley | 9 | 3 |  | 12 |
| Kuzoo FM | 7 | 4 |  | 11 |
| Radio High | 7 | 10 |  | 17 |
| Gelyoung Sarchok | 12 | 3 |  | 15 |
|  | 478 | 200 | 37 | 715 |

*Table 6*

**Total gender disaggregated sample collected (60% average percentage)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Gender** | |  |
|  | **Male** | **Female** | **Total** |
| BBS Corporation | 82 | 31 | 113 |
| Bhutan Media Service | 2 | 0 | 2 |
| Bhutan News Network | 3 | 3 | 6 |
| Bhutan Observer | 11 | 6 | 17 |
| Bhutan Times | 9 | 7 | 16 |
| Bhutan Today | 10 | 7 | 17 |
| Bhutan Youth | 9 | 6 | 15 |
| Business Bhutan | 13 | 7 | 20 |
| Centennial Radio | 1 | 2 | 3 |
| Gelyoung Sarchok | 4 | 3 | 7 |
| Druk Neytshuel | 4 | 4 | 8 |
| Druk Yoedzer | 7 | 7 | 14 |
| Kuensel Corporation | 105 | 49 | 154 |
| Kuzoo FM | 7 | 2 | 9 |
| Radio High | 5 | 7 | 12 |
| Radio Valley | 3 | 1 | 4 |
| The Journalist | 5 | 3 | 8 |
|  | 280 | 145 | 425 |

**Table 7**

**Percentage of sample gathered from media organizations**

|  |  |
| --- | --- |
| **ORGANIZATIONS** | **PERCENTAGE** |
| Kuensel | 86% |
| BBS | 36% |
| Bhutan Times | 59% |
| Bhutan Observer | 45% |
| Journalist | 32% |
| Business Bhutan | 80% |
| The Youth | 94% |
| Druk Netshul | 40% |
| Druk yoezer | 82% |
| Radio valley | 33% |
| Kuzoo FM | 82% |
| Radio High | 71% |
| Gelyoung Sarchok | 47% |

*Table 8*

**List of participants of Focus Group Discussion held on 20/7/2011**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sl.No** | **Name** | **Desigination** | **Organisation** |
| 1 | N.B Ghelley | Head-Administration & Finance | Bhutan Times |
| 2 | Namkhai Norbu | Managing Editor | Bhutan Times |
| 3 | Kaka Tshering | Managing Director | Bhutan Times |
| 4 | Nima Yanchen | Human Resource Officer | BBS |
| 5 | Mindu dorji | Head of Administration | Bhutan Observesr |
| 6 | Thinley Namgyel | General Manager, Operations | KUENSEL |
| 7 | Dorji Wangdui | Editor | Druk Yoedzer |
| 8 | Tandin Goenpo | Head-Administration | Druk Neytshel |
| 9 | Yeshi Dorji | Reporter | Druk Neytshel |
| 10 | Lobsang Dorji | Chief Executive Officer | Druk Yoedzer |
| 11 | Sonam Tenzin | Head- Administration | Bhutan Youth |
| 12 | Tshering Namgay | Radio Jockey | Radio High |
| 13 | Tshering Yeshi | Circular Managing | Druk Gelyoung Sharchok |
| 14 | Kencho | Managing director | The Journalist |
| 15 | Tenzin Dorji | Managing director | Bhutan Today |
| 16 | S.B Chherti | Dy. Managing director | Bhutan Today |

*Table 9*

**Percentage representation: Skill importance to work (Knowledge & skill area)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Knowledge & skill area** | **High** | **Medium** | **Low** | **Not Applicable** |
| Print Journalism | 69 | 21 | 6 | 4 |
| Broadcast Journalism | 72 | 18 | 5 | 5 |
| TV Journalism | 73 | 15 | 6 | 6 |
| Technicians | 64 | 20 | 8 | 8 |
| Marketing | 68 | 19 | 10 | 3 |
| FINANCE | 50 | 31 | 10 | 9 |
| ICT | 55 | 21 | 10 | 14 |
| Human resource | 72 | 24 | 4 | 5 |
| Leadership | 68 | 20 | 8 | 5 |
| Administraiton | 60 | 29 | 8 | 3 |
| Personal Effectiveness | 75 | 18 | 5 | 2 |
| other skills | 54 | 26 | 12 | 8 |
| Printing press | 65 | 22 | 9 | 4 |

*Table 10*

**TOP TEN SUGGESTED TRAINING PRIORITY (Percentage representation 70% and above)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Knowledge & Skill Areas** | **%** |  |  | **Frequency of %** |
| Office Management | 73% | 1 | Administration | 1 |
| Interview Skills | 82% | 2 | ICT | 1 |
| Human Resource Planning | 74% | 3 | Research | 1 |
| Interpersonal Skills | 79% | 4 | Human Resource | 1 |
| Communication Skills | 88% | 5 | Printing | 2 |
| Interview Skills | 85% | 6 | Marketing | 2 |
| Assertiveness | 72% | 7 | Communication | 2 |
| Presentation Skills | 85% | 8 | Leadership | 2 |
| Communications Skills | 83% | 9 | Journalism | 4 |
| HR Development | 71% | 10 | Technical | 7 |
| Graphics | 78% |  |  |  |
| Interview Skills | 70% |  |  |  |
| Environment Reporting | 71% |  |  |  |
| Journalistic Writing | 74% |  |  |  |
| Sports Reporting | 75% |  |  |  |
| Business Reporting | 75% |  |  |  |
| Investigative Journalism | 76% |  |  |  |
| Investigative Journalism | 76% |  |  |  |
| Journalistic Writing | 77% |  |  |  |
| News Magazine | 77% |  |  |  |
| Feature Writing Skills | 77% |  |  |  |
| Writing Leads And Teasers | 77% |  |  |  |
| Debate And Talk Show | 81% |  |  |  |
| Narration And Anchoring Skills | 81% |  |  |  |
| Writing For TV | 83% |  |  |  |
| Investigative Journalism | 85% |  |  |  |
| Live Reporting Skills | 88% |  |  |  |
| Problem Analysis | 70% |  |  |  |
| Decision Making | 72% |  |  |  |
| Influencing And Motivation Skills | 73% |  |  |  |
| Team Building | 76% |  |  |  |
| Stress Management | 77% |  |  |  |
| Effective Leadership | 78% |  |  |  |
| Time Management | 82% |  |  |  |
| Marketing Management | 72% |  |  |  |
| Public Relations | 78% |  |  |  |
| Quality Control | 71% |  |  |  |
| Machine Handling | 71% |  |  |  |
| Safety Management | 71% |  |  |  |
| Research Skills | 84% |  |  |  |
| Studio Based Production | 71% |  |  |  |
| Satellite Engineering | 73% |  |  |  |
| Visual Editing Skills | 74% |  |  |  |
| Digital Territorial Transmission | 77% |  |  |  |
| Transmission Network | 78% |  |  |  |
| Satellite Communication | 82% |  |  |  |
| Broadcast And Communication Technology | 83% |  |  |  |

*Table 11*

**List of print and radio organizations in the media industry**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sl.No.** | **Name** | **License\_No** | **Issue\_Date** | **Renewal\_Date** | **Valid\_Till** |
| 1 | Kuzoo Fm (102 mhz, 104 mhz,105 mhz, 107 mhz) | BICMA/BTN-RBL/004 | 27/07/2006 | 25/12/2009 | 25/12/2019 |
| 2 | Sherubtse FM (94.70 mhz) | BICMA/BTN-FMC/001 | 03/03/2009 | New License |  |
| 3 | Radio Valley (98.90 mhz, 99.90mhz) | BICMA/BTN-RBL/002 | 22/09/2006 | 08/12/2009 | 08/12/2019 |
| 4 | Centennial Radio (101 mhz) | BICMA/BTN-RBL/003 | 01/02/2008 | New License | 01/02/2018 |
| 5 | Radio Waves (88.80 MHz) | BICMA/BTN-RBL/005 | 01/12/2009 | New License | 01/12/2019 |
| 6 | Radio High (92.70 MHz ) C | BICMA/BTN-RBL/006 | 04/02/2010 | New License | 04/02/2020 |
| 7 | BBS Radio |  |  |  |  |
|  |  |  |  |  |  |
| 1 | Bhutan Today | BICMA/BTN-NPL/001 | 30/10/2008 |  | 30/10/2013 |
| 2 | Bhutan Times Limited | BICMA/BTN-NPL/002 | 15/04/2009 |  | 15/04/2014 |
| 3 | Kuensel Newspaper Ltd | BICMA/BTN-NPL/004 | 28/04/2009 |  | 28/04/2014 |
| 4 | Business Bhutan | BICMA/BTN-NPL/005 | 04/08/2009 |  | 04/08/2014 |
| 5 | The Journalist | BICMA/BTN-NPL/006 | 04/12/2009 |  | 04/12/2014 |
| 6 | Druk Neysthuel | BICMA/BTN-NPL/007 | 03/08/2010 |  | 03/08/2015 |
| 7 | Druk Yoedzer | BICMA/BTN-NPL/008 | 19/01/2011 |  | 19/01/2016 |
| 8 | Bhutan Youth | BICMA/BTN-NPL/009 | 30/03/2011 |  | 30/03/2016 |
| 9 | Gelyong Sarchog |  |  |  |  |
|  |  |  |  |  |  |
|  | Source: BICMA online database |  |  |  |  |

*Table 12*

**BASELINE TRAINING REQUIREMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHORT TERM** |  | **LONG TERM** |  |
| Administration | 23 | Administration | 1 |
| Communication | 9 | Broadcast Management | 2 |
| Designing | 13 | Communication | 2 |
| Entrepreneurship | 2 | Design | 1 |
| Finance | 24 | Finance | 1 |
| Graphics | 13 | Graphics | 9 |
| HR | 18 | HR | 6 |
| ICT | 19 | ICT | 2 |
| Journalism | 40 | Journalism | 21 |
| Leadership | 10 | Business Administration | 4 |
| Librarian | 1 | Engineer | 2 |
| Logistics | 11 | Marketing | 12 |
| Marketing | 29 | Photography | 3 |
| Other Skills | 7 | Project Management | 1 |
| Photography | 10 | Total (Long term) | 67 |
| Printing | 65 |  |  |
| Research | 4 |  |  |
| Training of Trainers | 1 |  |  |
| Total (Short term) | 299 |  |  |
|  |  |  |  |
|  |  |  |  |
| **Total (Short and long term)** | | | **366** |

*Table 13*

**Prioritized Training slots from the Base line data**

|  |  |  |  |
| --- | --- | --- | --- |
| **SHORT TERM TRAININGS** | | **TRAINING SLOTS PRIORITIZATION BASED ON THE TNA** | **ADJUSTMENTS** |
| Administration | 23 | 23 | Status Quo |
| Communication | 9 | 9 | Status Quo |
| Designing | 13 | 4 | -69% |
| Entrepreneurship | 2 | 1 | -69% |
| Finance | 24 | 7 | -69% |
| Graphics | 13 | 13 | Status Quo |
| Human Resource | 18 | 18 | Status Quo |
| ICT | 19 | 19 | Status Quo |
| Journalism | 40 | 40 | Status Quo |
| Leadership | 10 | 10 | Status Quo |
| Librarian | 1 | 0 | -69% |
| Logistics | 11 | 11 | Status Quo |
| Marketing | 29 | 29 | Status Quo |
| Other Skills | 7 | 2 | -69% |
| Photography | 10 | 3 | -69% |
| Printing | 65 | 65 | Status Quo |
| Research | 4 | 4 | Status Quo |
| Training of Trainers | 1 | 2 | 69% |
| **Total** | **299** | **260** |  |
| **Long Term** |  | **TRAINING SLOTS PRIORITIZATION** | **ADJUSTMENTS** |
| Administration | 1 | 1 | Status Quo |
| Broadcast Management | 2 | 1 | -69% |
| Communication | 2 | 2 | Status Quo |
| Design | 1 | 1 | Status Quo |
| Finance | 1 | 0 | -69% |
| Graphics | 9 | 9 | Status Quo |
| Human Resource | 6 | 6 | Status Quo |
| ICT | 2 | 2 | Status Quo |
| Journalism | 21 | 21 | Status Quo |
| Business Administration | 4 | 4 | Status Quo |
| Engineer | 2 | 2 | Status Quo |
| Marketing | 12 | 12 | Status Quo |
| Photography | 3 | 1 | -69% |
| Project Management | 1 | 0 | -69% |
| **Total** | **67** | **62** |  |

*Table 14*

**TRAINING ALLOTMENT RATIO**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  | PRINT | RADIO | TELEVISION | TOTAL |
| No. of entities | 10 | 5 | 1 | 16 |
| Ratio | 63% | 31% | 6% | 100% |

*Table 15***Training Allocation to Main Stream Media Sector**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(Short Term Trainings)** | | | | |
|  | Print | Radio | Television | Total |
| Administration | 14 | 7 | 1 | 23 |
| Communication | 6 | 3 | 1 | 9 |
| Designing | 4 | 0 | 0 | 4 |
| Entrepreneurship | 0 | 0 | 0 | 1 |
| Finance | 5 | 2 | 0 | 7 |
| Graphics | 8 | 0 | 5 | 13 |
| HR | 11 | 6 | 1 | 18 |
| ICT | 12 | 6 | 1 | 19 |
| Journalism | 24 | 13 | 3 | 39 |
| Leadership | 6 | 3 | 1 | 10 |
| Librarian | 0 | 0 | 0 | 0 |
| Logistics | 7 | 3 | 1 | 11 |
| Marketing | 18 | 9 | 2 | 29 |
| Other Skills | 1 | 1 | 0 | 2 |
| Photography | 2 | 1 | 0 | 3 |
| Printing | 65 | 0 | 0 | 65 |
| Research | 3 | 1 | 0 | 4 |
| Training of Trainers | 1 | 1 | 0 | 2 |
| Total | 188 | 56 | 16 | 260 |
| **(Long Term Trainings)** | | | | |
| Long Term | Print | Radio | Television | Total |
| Administration | 1 | 0 | 0 | 1 |
| Broadcast Management | 0 | 0 | 0 | 1 |
| Communication | 1 | 1 | 0 | 2 |
| Design | 1 | 0 | 0 | 1 |
| Finance | 0 | 0 | 0 | 0 |
| Graphics | 6 | 3 | 0 | 9 |
| HR | 4 | 2 | 0 | 6 |
| ICT | 1 | 1 | 0 | 2 |
| Journalism | 13 | 7 | 1 | 21 |
| Business Administration | 3 | 1 | 0 | 4 |
| Engineer | 0 | 0 | 2 | 2 |
| Marketing | 8 | 4 | 1 | 12 |
| Photography | 1 | 0 | 0 | 1 |
| Project Management | 0 | 0 | 0 | 0 |
| **Total** | **38** | **19** | **5** | **62** |

Table 16:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Masters in Mass Communication Cost estimates (Approximate) 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 76,000 | 0.034 | 2,549 | 10,194 | 44.800 | 456,706 | 105,600 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0.034 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,331,994 | 555,860 |

Table 17

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Graphic Design Cost estimates (Approximate)1.5-2years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 92,667 | 0.034 | 3,107 | 9,322 | 44.800 | 417,647 | 374,000 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,292,935 | 824,260 |

Table 18

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Human Resource Management Cost estimates (Approximate) 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 76,000 | 0.034 | 2,549 | 10,194 | 44.800 | 456,706 | 950,000 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0.034 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,331,994 | 1,400,260 |

Table 19

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Broad cast engineering &ICT Cost estimates (Approximate) 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 76,000 | 0.034 | 2,549 | 10,194 | 44.800 | 456,706 | 650,000 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,331,994 | 1,100,260 |

Table 20

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Masters in Journalism Cost estimates (Approximate) 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.0335 | 671 | 671 | 44.800 | 30046 | 1,500 |
| Tuition fees per semester | 76,000 | 0.0335 | 2,549 | 10,194 | 44.800 | 456706 | 105,600 |
| Living expenses | 20,000 | 0.0335 | 671 | 16,096 | 44.800 | 721115 | 360,000 |
| Insurance one time | 20,000 | 0.0335 | 671 | 671 | 44.800 | 30046 | 5,000 |
| Travel and visa | 22,365 | 0.0335 | 750 | 900 | 44.800 | 40320 | 30,000 |
| Books & stationeries | 8,946 | 0.0335 | 300 | 1,200 | 44.800 | 53760 | 53,760 |
| TOTAL | | | | | | 1,331,994 | 555,860 |

Table 21

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Master in Business Administration Cost estimates (Approximate) 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 76,000 | 0.034 | 2,549 | 10,194 | 44.800 | 456,706 | 950,000 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0.034 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,331,994 | 1,400,260 |

Table 22

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Marketing Management Cost estimates (Approximate) 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 76,000 | 0.034 | 2,549 | 10,194 | 44.800 | 456,706 | 950,000 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0.034 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,331,994 | 1,400,260 |

Table 23

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Post Graduate Photography Cost estimates (Approximate) 1 year- 2 years** | | | | | | |
| Particulars | In THB | Ex rate THB-$ | Per semester cost in USD | Total | Exchange rate | Cost in Nu. Thailand | India |
|
| Registration fees one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 1,500 |
| Tuition fees per semester | 97,000 | 0.034 | 3,253 | 9,758 | 44.800 | 437,176 | 450,000 |
| Living expenses | 20,000 | 0.034 | 671 | 16,096 | 44.800 | 721,115 | 360,000 |
| Insurance one time | 20,000 | 0.034 | 671 | 671 | 44.800 | 30,046 | 5,000 |
| Travel and visa | 22,365 | 0.034 | 750 | 900 | 44.800 | 40,320 | 30,000 |
| Books & stationeries | 8,946 | 0.034 | 300 | 1,200 | 44.800 | 53,760 | 53,760 |
| TOTAL | | | | | | 1,312,464 | 900,260 |

# Annexure II

1. **Print Journalism**

BR Basic Reporting

JR Journalistic writing

FW Feature writing

RS Research

IS Interview skills

IJ Investigative journalism

Ph Photography

Of 115 respondents associated with print journalism, 72% accorded High importance to the skill of basic reporting in relation to importance to their work. Similarly 73%, 62%, 74%, 74%, 74%, and 53% of the 115 accorded high importance to the skills of Journalistic writing, Feature writing, Research, Interview skills, Investigative journalism, and photography respectively.

Of the seven skills identified, the skill that was featured as the least important to the respondents was the photography skills with just 53% of the 115 respondents according high importance and the rest being dissolved in the measure of “Medium” 31%, “Low” 12% and “Not applicable” 3%.

For the measures of skill domain on print journalism, the highest average of importance accorded was on the measure “High” scoring 69%, followed by “Medium” 21%, “Low” 6% and “Not applicable” 4 %.

BR Basic Reporting

JR Journalistic writing

FW Feature writing

RS Research

IS Interview skills

IJ Investigative journalism

Ph Photography

Of the seven skill domains in print journalism, 76% of the respondents rated that Investigative Journalism is their priority need for training. This priority need is followed by journalistic writing with 74% of the respondents according high measure of priority. For the rest of the skills also, the priority need is portrayed as high with Interview skills, basic reporting and research, accorded high priority by 70%, 68%, and 67 % respectively by the respondents.

On all the seven skill domains, the scope on self learning area has been portrayed as limited by the respondents with just 1% of the respondents projecting that the skills of Investigative journalism, Interview skills, and journalistic could be acquired through self learning. For other skills such as Basic Reporting, Feature writing and research as well, the average percentage representation on the projection that the skill and knowledge could be acquired through self learning is low representing 3% of the total respondents.

For the photography skills, 8% of the respondents represented that there is scope of acquiring the knowledge and skills related to photography through self learning.

The average priority accorded for the measure “High”, “Medium”, “low” and “Self learning area” are 67%, 25%,5% and 3 % respectively.

On all the seven skill domains (Basic Reporting, Journalistic writing, feature writing, research, interview skills, Investigative journalism and photography) both the attributes of measure, importance to work and suggested training priority has been represented as the highest scale of preference with 69% and 67% average percentage respectively.

1. **Broadcast Journalism**

BR Basic Reporting

JR Journalistic writing

FW Feature writing

RS Research

IS Interview skills

IJ Investigative journalism

PS Presentation skills

SRD Scripting radio drama

NMS News magazine skills

Of the nine skill domains in Broadcast journalism (Basic reporting, Journalistic writing, Feature writing, Research, interview skills, investigative journalism, presentation skills, scripting radio drama and news magazine skills), Interview and research skills is being projected as the highest skill important to the current jobs the respondents do. The percentage representation on the interview skills is 79% and for the research skill it is 78%. Of the nine skill domains, the percentage representation is the least on “feature writing” with 66% only. On an absolute average scale, the measure “High” is featured as the highest in comparison to other measures of “Medium” (18%), “Low” (5%) and “Not applicable” (5%).

BR Basic Reporting

JR Journalistic writing

FW Feature writing

RS Research

IS Interview skills

IJ Investigative journalism

PS Presentation skills

SRD Scripting radio drama

NMS News magazine skills

On the measures of the nine different skill levels as depicted in table….., highest priority is accorded to the presentation skills by 85% of the respondents, followed by interview skills represented by 82% of the respondents. The least skill response under the measure “High” is “Scripting radio drama” with only 63% of the respondents prioritizing it. Of the respondents who felt the nine skill levels could be acquired through the mode of explorations, the highest agreement was on the skill “Basic reporting” with 9% representation followed by “Investigative Journalism” with a frequency percentage of 8%. Under the measure self learning area, 6% of the respondents feel that skills such as journalistic writing, feature writing, research, interview, presentation and scripting radio drama could be acquired through self learning.

Feature writing, Research skills, interview skills, investigative journalism and presentation skills are the skill levels on which the confidence of the data could be drawn with regard to the need for training. In the aforementioned skills, from the similar high trend in the data score on both the measures “Importance to work” and “suggested training priority” it is inferred that the skills are important comparative to other skill levels such as basic journalism and scripting radio drama.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **TV-Journalism: Skill importance to work** | | | | | |
|  |  | **High** | **Medium** | **Low** | **Not applicable** |
| TV Journalism - Basic Reporting (Importance to your work) | BR | 76 | 9 | 6 | 9 |
| TV Journalism - Journalistic writing (Importance to your work) | JW | 76 | 15 | 4 | 6 |
| TV Journalism - Writing for TV (Importance to your work) | WTV | 74 | 13 | 9 | 4 |
| TV Journalism - Research (Importance to your work) | RS | 76 | 16 | 4 | 4 |
| TV Journalism - Interview skills (Importance to your work) | IS | 74 | 19 | 4 | 4 |
| TV Journalism - Investigative journalism (Importance to your work) | IJ | 75 | 15 | 5 | 5 |
| TV Journalism - Communication skills (Importance to your work) | CS | 89 | 4 | 4 | 4 |
| TV Journalism - Live reporting skills (Importance to your work) | LRS | 82 | 2 | 11 | 5 |
| TV Journalism - Debate & Talk shows skills (Importance to your work) | DTS | 70 | 15 | 7 | 7 |
| TV Journalism - News magazine (Importance to your work) | NM | 65 | 22 | 5 | 7 |
| TV Journalism - Studio based production (Importance to your work) | SBP | 74 | 19 | 4 | 4 |
| TV Journalism - Online journalism (Importance to your work) | OJ | 61 | 24 | 6 | 9 |
| TV Journalism - Narration and anchoring skills (Importance to your work) | NAS | 69 | 15 | 9 | 7 |
| TV Journalism - Feature writing skills (Importance to your work) | FW | 65 | 22 | 9 | 4 |
| TV Journalism - Sports reporting (Importance to your work) | SR | 64 | 22 | 5 | 9 |
| TV Journalism - Business reporting (Importance to your work) | BR | 78 | 13 | 5 | 5 |
| TV Journalism - Environment reporting (Importance to your work) | ER | 67 | 19 | 6 | 9 |
| TV Journalism - Newsroom management (Importance to your work) | NRM | 65 | 20 | 4 | 11 |
| TV Journalism - Writing leads and teasers (Importance to your work) | WLT | 80 | 9 | 6 | 6 |
| TV Journalism - Visual editing skills (Importance to your work) | VES | 72 | 17 | 7 | 4 |

Of the twenty skill level, with 89% representation, communication skills has been accorded as the most important skill by the respondents involved in the job position of TV-Journalism. The live reporting skill is also being accorded high importance to work with 82% representation.

The skill that is portrayed as being least important is the “Online Journalism” with 61% representation.

On the categorization of the skills, based on the frequency range of 60-69, 70-79 and 80-89, 7 skill levels fall in the first category, 10 skill levels in the second category and only 3 skill levels in the third category.

Narration and anchoring skills, environment reporting, News magazine, feature writing, newsroom management, sports reporting and online journalism fall into the lowest range of 60-69. Business reporting, research, Basic reporting, journalistic writing, Investigative journalism, writing for TV, interview skills, studio based production, visual editing skills and debate and talk shows fall in the frequency range of 70-79. The skills that fall in the highest range of scores of 80-89 are communication skills, live reporting skills and writing leads and teasers.

On the measures of scores, the average of the measure “high” is 73% and the median is 74% depicting symmetry in the importance accorded to various skills levels by the respondents. Of the measure “Not applicable” the highest number of respondents stated that the skill “News room management” was not important with a representation of 11%.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **High** | **Medium** | **Low** | **Self**  **Learning**  **Area** |
| TV Journalism - Basic Reporting (Suggested training priority) | BR | 69 | 13 | 6 | 13 |
| TV Journalism - Journalistic writing (Suggested training priority) | JW | 77 | 13 | 4 | 6 |
| TV Journalism - Writing for TV (Suggested training priority) | WTV | 83 | 8 | 2 | 6 |
| TV Journalism - Research (Suggested training priority) | RS | 84 | 10 | 2 | 4 |
| TV Journalism - Interview skills (Suggested training priority) | IS | 85 | 6 | 2 | 6 |
| TV Journalism - Investigative journalism (Suggested training priority) | IJ | 85 | 4 | 4 | 6 |
| TV Journalism - Communication skills (Suggested training priority) | CS | 88 | 8 | 2 | 2 |
| TV Journalism - Live reporting skills (Suggested training priority) | LRS | 88 | 2 | 4 | 6 |
| TV Journalism - Debate & Talk shows skills (Suggested training priority) | DTS | 81 | 13 | 4 | 2 |
| TV Journalism - News magazine (Suggested training priority) | NM | 77 | 17 | 4 | 2 |
| TV Journalism - Studio based production (Suggested training priority) | SBP | 71 | 18 | 4 | 6 |
| TV Journalism - Online journalism (Suggested training priority) | OJ | 69 | 19 | 2 | 10 |
| TV Journalism - Narration and anchoring skills (Suggested training priority) | NAS | 81 | 10 | 4 | 4 |
| TV Journalism - Feature writing skills (Suggested training priority) | FW | 77 | 13 | 6 | 4 |
| TV Journalism - Sports reporting (Suggested training priority) | SR | 75 | 13 | 4 | 8 |
| TV Journalism - Business reporting (Suggested training priority) | BRP | 75 | 10 | 6 | 8 |
| TV Journalism - Environment reporting (Suggested training priority) | ER | 71 | 17 | 4 | 8 |
| TV Journalism - Newsroom management (Suggested training priority) | NRM | 69 | 17 | 6 | 8 |
| TV Journalism - Writing leads and teasers (Suggested training priority) | WLT | 77 | 13 | 4 | 6 |
| TV Journalism - Visual editing skills (Suggested training priority) | VES | 74 | 13 | 6 | 6 |

Categorizing the twenty skill level into three categories from the scores of the measure “High”, three skill levels namely, basic reporting, Online journalism and news room management has been prioritized by the respondents in the lowest category range of 60-69. Nine skill levels viz.Environment reporting ,Studio based production ,Visual editing skills ,Sports reporting ,Business reporting ,Writing leads and teasers ,Journalistic writing , News magazine and Feature writing skills have been prioritized in the range of 70-79. For the highest range of category, 80-89, eight skills has been prioritized by the respondents namely Debate & Talk shows skills, Narration and anchoring skills, Writing for TV, Research, Investigative journalism, Interview skills, Communication skills , Live reporting skills.

Of the eight priority skills, communication and live reporting skills is prioritized by the respondents with 88% representation on each skill level under the measure “High”.

The least priority area for training has been identified as those falling in the rage of 60-69 and on all the skills falling under this category, the representation is 69%.

BR Basic Reporting

JW Journalistic writing

WTV Writing for TV

RS Research skills

IS Interview skills

IJ Investigative journalism

CS Communication skills

LRS Live reporting skills

DTS Debate & Talk shows skills

NM News magazine)

SBP Studio based production

OJ Online journalism

NAS Narration and anchoring skills

FW Feature writing skills

SR Sports reporting

BR Business reporting

ER Environment reporting

NRM Newsroom management

WLT Writing leads and teasers

VES Visual editing skills

Except for basic reporting all other skills are being prioritized by the respondents over and above the importance accorded to each skill level in terms of importance to their work. In terms of the gap between the skill importance to work and the suggested training priority, more emphasis is being placed on skills like, narration and anchoring skills, feature writing and news magazine skills.

1. **TECHNICANS (RADIO & TV Skill Importance to work**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | High | Medium | Low | Not applicable |
| Technicians - Engineering management (Importance to your work) | EM | 48 | 34 | 10 | 8 |
| Technicians - Broadcast and communication technology (Importance to your work) | BCT | 74 | 20 | 2 | 4 |
| Technicians - Studio design and operation (Importance to your work) | SDP | 62 | 28 | 6 | 4 |
| Technicians - File based automation system (Importance to your work) | FBAS | 48 | 35 | 6 | 10 |
| Technicians - Lighting system (Importance to your work) | LS | 67 | 16 | 4 | 12 |
| Technicians - Outside broadcasting (OB & DSNG) (Importance to your work) | OB | 79 | 8 | 4 | 8 |
| Technicians - Archiving of files and meta data system (Importance to your work) | AFMDS | 56 | 32 | 6 | 6 |
| Technicians - Basic course on Television and radio broadcasting (Importance to your work) | BC | 80 | 14 |  | 6 |
| Technicians - Digital RF measurement & spectrum (Importance to your work) | DRF | 71 | 10 | 10 | 8 |
| Technicians - HBR product maintenance & servicing (Importance to your work) | HBR | 62 | 22 | 4 | 12 |
| Technicians - Camera & VTR maintenance & servicing (Importance to your work) | CVTR | 71 | 20 | 2 | 6 |
| Technicians - Maintenance of HVR series (Importance to your work) | HVR | 66 | 16 | 6 | 12 |
| Technicians - Power system network (Importance to your work) | PSN | 67 | 22 | 4 | 8 |
| Technicians - HVAC, fire alarm, CCTV and security system, elevator (Importance to yor work) | HVAC | 46 | 40 | 10 | 4 |
| Technicians - Project management (Importance to your work) | PM | 38 | 19 | 35 | 8 |
| Technicians - Satellite communication (Importance to your work) | SC | 71 | 10 | 10 | 10 |
| Technicians - Satellite engineering (Importance to your work) | SE | 71 | 13 | 8 | 8 |
| Technicians - Transmission network planning & installation & monitoring (Importance to your work) | TNP | 74 | 6 | 8 | 12 |
| Technicians - Digital territorial transmission (Importance to yor work) | TTT | 73 | 10 | 6 | 10 |

Of the 19 skills identified for the position title technicians (for radio & television), the most important skill identified by the respondents is the “Basic course on Television and radio broadcasting” with a representation of 80%. The skill featured as the least important for the specific position title is “Project management” skills with a representation of 38% only on the measure of “High” and 35% on the measure “Low”. The average importance accorded to the different skill levels is 64% on the measure “High”, 20% on “Medium” and 8% each on “Low” and “Not Applicable”.

For the measure “High”, on all the nineteen skills categorization into 6 score levels, the frequent category of skills accorded importance are skills such as Digital RF Measurement & Spectrum, Digital territorial transmission, Transmission network planning & installation & monitoring, Broadcast and communication technology, Outside broadcasting (OB & DSNG), Camera & VTR maintenance & servicing, Satellite communication, and Satellite engineering. Of these skills, Outside broadcasting (OB & DSNG) is the highest skill level accorded importance by the respondents. Of the least frequent skill considered least important to work, project management with 38% representation is followed by engineering management with 48% representation on the measure “High”.

1. **Technician Radio & TV: Training Priority**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | High | Med | Low | self Learning area |
| Technicians - Engineering management (Suggested training priority) | EM | 50 | 35 | 7 | 9 |
| Technicians - Broadcast and communication technology (Suggested training priority) | BCT | 83 | 9 | 4 | 4 |
| Technicians - Studio design and operation (Suggested training priority) | SDP | 60 | 22 | 9 | 9 |
| Technicians - File based automation system (Suggested training priority) | FBAS | 48 | 41 | 4 | 7 |
| Technicians - Lighting system (Suggested training priority) | LS | 62 | 29 | 2 | 7 |
| Technicians - Outside broadcasting (OB & DSNG) (Suggested training priority) | OB | 67 | 16 | 7 | 11 |
| Technicians - Archiving of files and meta data system (Suggested training priority) | AFMDS | 42 | 42 | 7 | 9 |
| Technicians - Basic course on Television and radio broadcasting (Suggested training priority) | BC | 69 | 22 |  | 9 |
| Technicians - Digital RF measurement & spectrum (Suggested training priority) | DRF | 61 | 24 | 7 | 9 |
| Technicians - HBR product maintenance & servicing (Suggested training priority) | HBR | 58 | 27 | 9 | 7 |
| Technicians - Camera & VTR maintenance & servicing (Suggested training priority) | CVTR | 61 | 20 | 9 | 9 |
| Technicians - Maintenance of HVR series (Suggested training priority) | HVR | 53 | 22 | 13 | 11 |
| Technicians - Power system network (Suggested training priority) | PSN | 59 | 27 | 5 | 9 |
| Technicians - HVAC, fire alarm, CCTV and security system, elevator (Suggested training priority) | HVAC | 26 | 61 | 7 | 7 |
| Technicians - Project management (Suggested training priority) | PM | 33 | 22 | 38 | 7 |
| Technicians - Satellite communication (Suggested training priority) | SC | 82 | 9 |  | 9 |
| Technicians - Satellite engineering (Suggested training priority) | SE | 73 | 9 | 7 | 11 |
| Technicians - Transmission network planning & installation & monitoring (Suggested training priority) | TNP | 78 | 9 | 4 | 9 |
| Technicians - Digital territorial transmission (Suggested training priority) | TTT | 77 | 7 | 2 | 14 |

Amongst the 19 skills identified, 83% of the respondents prioritize Broadcast and communication technology skills as “High”. The least percentage on the measure “High” for the various skill levels is on the skill HVAC, fire alarm, CCTV and security system, elevator with only 26% representation. For this particular skill, the priority is medium with high representation (61%) on the measure “medium”. Amongst all the skills 14 % of the respondents state that the skill of Digital territorial transmission could be acquired through self exploration and learning.

For the highest skill priority “Broadcast and communication technology” only 4% of the respondents state that it could be acquired through self learning. The least occurrence of respondents in the self learning area and the highest occurrence on this specific skill suggest the priority need of this specific skill.

|  |  |  |
| --- | --- | --- |
| Technicians - HVAC, fire alarm, CCTV and security system, elevator (Suggested training priority) | HVAC | 20-29 |
| Technicians - Project management (Suggested training priority) | PM | 30-39 |
| Technicians - Archiving of files and meta data system (Suggested training priority) | AFMDS | 40-49 |
| Technicians - File based automation system (Suggested training priority) | FBAS |
| Technicians - Engineering management (Suggested training priority) | EM | 50-59 |
| Technicians - Maintenance of HVR series (Suggested training priority) | HVR |
| Technicians - HBR product maintenance & servicing (Suggested training priority) | HBR |
| Technicians - Power system network (Suggested training priority) | PSN |
| Technicians - Studio design and operation (Suggested training priority) | SDP | 60-69 |
| Technicians - Digital RF measurement & spectrum (Suggested training priority) | DRF |
| Technicians - Camera & VTR maintenance & servicing (Suggested training priority) | CVTR |
| Technicians - Lighting system (Suggested training priority) | LS |
| Technicians - Outside broadcasting (OB & DSNG) (Suggested training priority) | OB |
| Technicians - Basic course on Television and radio broadcasting (Suggested training priority) | BC |
| Technicians - Satellite engineering (Suggested training priority) | SE | 70-79 |
| Technicians - Digital territorial transmission (Suggested training priority) | TTT |
| Technicians - Transmission network planning & installation & monitoring (Suggested training priority) | TNP |
| Technicians - Satellite communication (Suggested training priority) | SC | 80-89 |
| Technicians - Broadcast and communication technology (Suggested training priority) | BCT |

Of the different categories of skills, the most prioritized skill range is for the category 60-69, composed of Studio design and operation, Digital RF measurement & spectrum, Camera & VTR maintenance & servicing, - Lighting system, Outside broadcasting (OB & DSNG), and Basic course on Television and radio broadcasting skill. This popular priority is followed by the category 50-59, composed of the following skills, Engineering management, Maintenance of HVR series , HBR product maintenance & servicing and Power system network.

The average skill priority representation for the measures on all the skills “High”, ”Medium” ,”Low”, and “Self Learning area” are 60%,24%,7% and 9% respectively.

1. **MARKETING**

PR Public relations

MM Marketing Management

MIS Market Information Management

NS Negotiation skills

ST Selling techniques

NPD New Product development

SM Service management

Br Branding

SP Segmentation / Positioning

MP Developing Marketing plan

For the ten skills identified for the marketing personnel, 82% of the respondents are of the view that Public relations skills was the most important skill, followed by the skill of developing marketing plan with a representation of 75%. The skill that is least important to the respondents’ work is identified as the segmentation/positioning skills with 53% representation. The medium view on this scale is quite high with a representation of 29%, while the scores under the same measure for rest of the skills is as low as 4.

|  |  |
| --- | --- |
| Segmentation / Positioning (Importance to your work) | 50-59 |
| New Product development (Importance to your work) | 60-69 |
| Branding (Importance to your work) |
| Selling techniques (Importance to your work) |
| Service management (Importance to your work) |
| Market Information Management (Importance to your work) | 70-79 |
| Marketing Management (Importance to your work) |
| Negotiation skills (Importance to your work) |
| Developing Marketing plan (Importance to your work) |
| Public relations (Importance to your work) | 80-89 |

Of all the ten skills, the common agreement of the skill importance to the work is on the skill range of 60-69 and 70-79 composed of the skills levels such as, New Product development, Branding, Selling techniques, Service management, Market Information Management, Marketing Management, Negotiation skills, and developing marketing plan. Of the skills that featured as frequently occurring, developing marketing plan is represented the highest with 75% representation and new product development is represented the least with 60% representation.

On all the skill levels, the suggested training priority is high except for the skill segmentation and positioning which scored the least on the measure “High” with on 45% representation. For the rest of the scores on this particular measure, the range is between 55% to 78%. The highest skill priority is on the skill public relations with 78% representation followed by marketing management with 72% representation.

The mostly suggested training representation fall in the skill categories of new product development, service management, negotiation skills, market information management and developing marketing plan. Of the frequently suggested priority, the highest preferred is the developing marketing plan with 66% representation and the least is the new product development and service management with 60% representation each.

1. **Finance**

Of the 10 identified knowledge and skill levels for finance personnel, the highest importance accorded is for the budgeting knowledge and skill with 64% representation. The least importance accorded is for the knowledge and skill area on taxation with 37% representation.

For the higher order knowledge and skill levels, such as taxation, procurement, pricing and costing, most of the respondents were represented in the category of others that comprise of the measures such as “Medium”, “Low” and “Not applicable”. Taxation, procurement, pricing, costing, and basic accountancy are the knowledge and skill categories that are represented less than 50% on the measure “High”.

Five categories of knowledge and skill level viz. budgeting, financial management, book keeping, tally and advance financial management, however have a high rating on the measure “High” over the other categories of measures. Of these levels of knowledge and skills, budgeting is accorded the utmost importance on the measure “High” with 64% representation.

Of the various knowledge and skill levels most respondents accorded priority for the Financial management knowledge and skills with 64% representation and this is followed by budgeting knowledge and skills with 63% representation. The least prioritized knowledge and skill levels are taxation and procurement with 46% representation each.

On comparison of the measures “High” for skill importance and training priority, Taxation, book keeping and advance financial management are the knowledge and skill level prioritized by the respondents. 8% of the respondents felt that the knowledge and skill on procurement could be learned and obtained through self explorations.

1. **ICT Skill Importance to work**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | High | med | Low | NA |
| CISCO switch router | CISCO | 45 | 19 | 7 | 29 |
| Network Administration (Importance to your work) | NA | 46 | 21 | 18 | 15 |
| Web designing (Importance to your work) | WB | 49 | 27 | 11 | 13 |
| ICT Hardware management (Importance to your work) | HW | 50 | 23 | 19 | 8 |
| Master in Incormation Technology | MIT | 56 | 19 | 8 | 17 |
| Advanced Computer applications (Importance to your work) | ACA | 57 | 27 | 5 | 12 |
| Basic Computer applications (Importance to your work) | BC | 59 | 20 | 5 | 16 |
| Net working (Importance to your work) | NW | 62 | 16 | 11 | 10 |
| Designing / publication (Importance to your work) | DSP | 63 | 24 | 13 |  |
| Graphics (Importance to your work) | G | 67 | 19 | 5 | 9 |

Of the ten identified know and skill level under ICT, respondents accord the importance of the knowledge and skill in graphics the highest with 67% representation. Designing and Networking are accorded the second and third importance with 62% and 63% respectively. Of the representation on the measure “High” on various skill levels, CISCO networking scored the least representation with 45% representation. Further of all the skill levels previously mentioned, the peculiar feature about this skill level is that, it is being represented the most under the measure “Not applicable”.

On all the scales of measure “High”, “medium”, ”Low” and “not applicable”, the percentage of responses is widely spread over all the measure inferring the identified skills under ICT as not as important as the previous skill in association to the current jobs the respondents do. The absolute average of the measures is low with percentage representation of 51% for the measure “High”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | High | Med | low | SLA |
| Web designing (Suggested training priority) | 60 | 18 | 14 | 9 |
| ICT Hardware management (Suggested training priority) | 56 | 20 | 11 | 13 |
| Network Administration (Suggested training priority) | 58 | 20 | 9 | 13 |
| Designing / publication (Suggested training priority) | 68 | 14 | 7 | 11 |
| Graphics (Suggested training priority) | 78 | 9 | 7 | 7 |
| Basic Computer applications (Suggested training priority) | 55 | 21 | 11 | 13 |
| Advanced Computer applications (Suggested training priority) | 60 | 26 | 4 | 9 |
| Master in Incormation Technology | 62 | 23 | 4 | 12 |
| CISCO switch router | 43 | 28 | 6 | 23 |

With accordance of high importance to the skill level “Graphics” in relation to skill importance to the work, similarly the suggested training priority is also the highest for the same knowledge and skill level with 78% representation. Respondents also state that this skill level could be the one that could be least acquired through self learning.

1. **Human Resource**

|  |  |
| --- | --- |
| Human resource planning (Importance to your work) | HRP |
| Strategic Human resource management (Importance to your work) | SHRM |
| Job analysis and evaluation (Importance to your work) | JAE |
| Personnel information management system (Importance to your work) | PIMS |
| Human resource development (Importance to your work) | HRD |
| Training needs analysis (Importance to your work) | TNA |
| Performance Management system (Importance to your work) | PMS |
| Salary administration (Importance to your work) | SA |
| Incentives and motivation (Importance to your work) | IM |

1. **Performance Management System : Skill Importance to work**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | High | Medium | Low | Not  Applicable |
| Performance Management system (Importance to your work) | PMS | 68 | 23 | 2 | 7 |
| Salary administration (Importance to your work) | SA | 68 | 32 |  |  |
| Training needs analysis (Importance to your work) | TNA | 70 | 26 | 5 |  |
| Personnel information management system (Importance to your work) | PIMS | 71 | 20 | 5 | 5 |
| Job analysis and evaluation (Importance to your work) | JAE | 71 | 24 | 2 | 2 |
| Human resource development (Importance to your work) | HRD | 73 | 23 |  | 5 |
| Incentives and motivation (Importance to your work) | IM | 73 | 27 |  |  |
| Human resource planning (Importance to your work) | HRP | 74 | 20 |  | 7 |
| Strategic Human resource management (Importance to your work) | SHRM | 77 | 19 |  | 5 |

Of the nine knowledge and skill levels for Human Resource field, in relation to importance to work, the representation on the measure “High” is representative over and above other measures of “medium”, “Low”, and “Not applicable” with representation range from 68-77%.

Of the various representations on the measure “High”, the highest knowledge and skill representation by the respondents is on the knowledge and skill area of “Strategic Human Resource Management”. The least representation is on two knowledge and skill levels viz. Performance management system and salary administration with 68% representation each.

For all the measures on the different knowledge and skill areas, the absolute percentage average on the skill importance to work, is the highest for the measure “high” with 72%, followed by “medium” with 24 %, “low” with 2% and “Not applicable” 3%.

The relatively high representation on the measure “High” in comparison to other measures connotes the high relevance of the skill importance to the work the respondents currently do.

|  |  |
| --- | --- |
| Personnel information management system (Suggested training priority) | PIMS |
| Salary administration (Suggested training priority) | SA |
| Incentives and motivation (Suggested training priority) | IM |
| Job analysis and evaluation (Suggested training priority) | JAE |
| Training needs analysis (Suggested training priority) | TNA |
| Performance Management system (Suggested training priority) | PMS |
| Strategic Human resource management (Suggested training priority) | SHRM |
| Human resource development (Suggested training priority) | HRD |
| Human resource planning (Suggested training priority) | HRP |

As with the knowledge and skill importance to work, respondents accord high priority to all the knowledge and skill levels and this is represented by the 63% absolute percentage representation on the measure “High” and the representation on the different skills levels being represent by more than 50% on the measure “high”. Of the representations on the measure “High”, the highest prioritized knowledge and skill area is the “Human resource planning” with 74% , followed by “Human resource development” with 71%. The least represented knowledge and skill level is the “personnel information management system” with 53% representation.

On an absolute percentage comparison on the measure “high” for skill importance to work and suggested training priority, the priority absolute average has decreased by 12%. The decrease is factored by the decrease in priority set in comparison to the skill importance to work by 23% for Personal information system,14% for Salary Administration, 15% for incentives and motivations, 14% for job analysis and evaluation, 13% each for training need analysis and performance management system, 7% for strategic human resource management,4% for Human resource management and 3% for Human resource planning. Thus, the priority knowledge and skill training are strategic human resource management, Human resource development and human resource planning.

The representation that the skills could be acquired through self exploration and learning is low with the range of representation being 2-5% only.

1. **Leadership : Knowledge and skill are**

|  |  |
| --- | --- |
| Change Management (Importance to your work) | CM |
| Management of a media enterprise (Importance to your work) | MME |
| Delegation (Importance to your work) | Dl |
| Organizational Development (Importance to your work) | OD |
| Problem Analysis (Importance to your work) | PA |
| Decision Making (Importance to your work) | DM |
| Influencing and motivation skills (Importance to your work) | IMS |
| Effective Leadership (Importance to your work) | EL |
| Effective communication (Importance to your work) | EC |

Nine knowledge and skill areas have been identified for assessing the leader ship skill importance to work of the respondents. The absolute percentage representation is the highest on the measure “high” with 68% representation but the representation is widely spread with a range of 56-81%. Of the representations on this particular measure, the highest percentage representation is on the knowledge and skill level” Effective communication” with 81%, followed by “effective leadership” with 77% and “influencing and motivation skills” with 76 % representation. The least skill level represented on the measure “high” is the “Change management” skill with only 56% representation. Further 8% felt it not applicable to their current jobs and 21% and 16% felt the importance of this knowledge and skill level was “medium” and “low” respectively.

|  |  |
| --- | --- |
| Change Management (Suggested training priority) | CM |
| Management of a media enterprise (Suggested training priority) | MME |
| Delegation (Suggested training priority) | Dl |
| Organizational Development (Suggested training priority) | OD |
| Problem Analysis (Suggested training priority) | PA |
| Decision Making (Suggested training priority) | DM |
| Influencing and motivation skills (Suggested training priority) | IMS |
| Effective Leadership (Suggested training priority) | EL |
| Effective communication (Suggested training priority) | EC |

For the various knowledge and skill areas, the respondents set priority for effective communication with a representation of 78%, followed by effective leadership with 76% and influencing and motivation skills 73%. The least knowledge and skill area prioritized is the change management with 56% representation.

On an absolute average percentage, the representation on the measure “high” has decreased by 9% in comparison to the absolute average percentage of skill importance on leadership. The decrease is triggered by the decrease in priority by 1% for decision making, 4% for information management system, 2% for effective leadership and 4% for effective communication. However, on specific skills such as change management, management of media enterprise and delegation, the priority representation has increased by 1%, 5% and 5% respectively.

1. **Administration**

|  |  |
| --- | --- |
| Secretarial services (Importance to your work) | SS |
| Reception (Importance to your work) | RC |
| Stores Management (Importance to your work) | SM |
| Customer service (Importance to your work) | CS |
| Filing and achieving (Importance to your work) | FA |
| General administration (Importance to your work) | GA |
| Office correspondences (Importance to your work) | OC |
| Office Management (Importance to your work) | OM |

The eight skills identified under the broader category of Administration is represented with 60% average percentage representation on the measure “High”, 29% on “medium”, 8% on “Low” and 3% on “Not applicable”. Of the skills, the most important is reflected as “Office management” skill with 71% representation. The least important of the skills reflected from the measure “high” are secretarial services and reception with 41% representation each.

|  |  |
| --- | --- |
| Reception (Suggested training priority) | RC |
| Secretarial services (Suggested training priority) | SS |
| General administration (Suggested training priority) | GA |
| Office correspondences (Suggested training priority) | OC |
| Stores Management (Suggested training priority) | SM |
| Filing and achieving (Suggested training priority) | FA |
| Customer service (Suggested training priority) | CS |
| Office Management (Suggested training priority) | OM |

For the eight skills under administration, the respondents prioritize the skill “office management” with 73% representation. In comparison to previous broader skill areas the absolute average on the measure “High” is low with 57% representation only.

1. **PERSONAL EFFECTIVENESS**

|  |  |
| --- | --- |
| Presentation skills (Importance to your work) | PS |
| Conflict Management (Importance to your work) | CFM |
| Planning (Importance to your work) | PL |
| Customer Care (Importance to your work) | CC |
| Assertiveness (Importance to your work) | AS |
| Stress Management (Importance to your work) | SM |
| Team Building (Importance to your work) | TB |
| Interpersonal skills (Importance to your work) | IPS |
| Time Management (Importance to your work) | TM |
| Communication skills (Importance to your work) | CS |

For the knowledge and skill area constituting personal effectives, the average representation on the measure “high” for various skill level is relatively high than other measures. The greatest skill importance represented is on the “communication skills” with 87% representation, followed by “Time management” skills with 85% representation and interpersonal skills with 80%. The representation on other skill levels such as “Assertiveness”, “stress management” and team building are also high with 76%, 79% and 79% respectively. Of the skills that are accorded high importance, the least representation is on presentation skills and conflict management with 63% and 64 % respectively.

|  |  |
| --- | --- |
| Planning (Suggested training priority) | PL |
| Presentation skills (Suggested training priority) | PS |
| Customer Care (Suggested training priority) | CC |
| Conflict Management (Suggested training priority) | CFM |
| Assertiveness (Suggested training priority) | AS |
| Team Building (Suggested training priority) | TB |
| Stress Management (Suggested training priority) | SM |
| Interpersonal skills (Suggested training priority) | IPS |
| Time Management (Suggested training priority) | TM |
| Communication skills (Suggested training priority) | CS |

Of the ten skills identified relevant to personal effectiveness, 83% strongly prioritized on the need for the communication skills, followed by 82% on “Time Management” skills. The scope of self learning or acquiring the skills through self exploration is limited to just about 1% representation. The representation on the priority set for skills such as assertiveness, team building, stress management and interpersonal skills is also high with 72%,76%,77% and 79% respectively. On an absolute average, the representation on the measure “High” is 74% indicating high training need priority.

1. **OTHER SKILLS:**

|  |  |
| --- | --- |
| Business writing skills (Importance to your work) | BWK |
| Project Monitoring and Implementation (Importance to your work) | PMI |
| Project Monitoring and Implementation (Importance to your work) | PMI |
| Supervisory skills (Importance to your work) | SS |
| Project Management (Importance to your work) | PM |
| Research skills (Importance to your work) | RS |

Of the six skills, identified under the broader category “Other skills” such as project management Project monitoring and evaluation , the representation is dispersed with just 54% representation on the measure “high” comparing to other broader categories of knowledge and skill areas.

|  |  |
| --- | --- |
| Project Monitoring and Implementation (Suggested training priority) | PMI |
| Project proposal writing (Suggested training priority) | PPW |
| Supervisory skills (Suggested training priority) | SS |
| Project Management (Suggested training priority) | PM |
| Business writing skills (Suggested training priority) | BWK |
| Research skills (Suggested training priority) | RS |

The training priority set by the respondents is low for all the levels of skills under the “other skills” in comparison to other broader categories of skills. The scope of acquiring the skills and the knowledge base through exploration is also limited with average percentage representation of 5%.

1. **PRINTING PRESS:**

|  |  |
| --- | --- |
| Supply chain management (Importance to your work) | SCM |
| Cost estimation (Importance to your work) | CE |
| Binding techniques (Importance to your work) | BT |
| Safety management (Importance to your work) | SM |
| Machine handling (Importance to your work) | MH |
| Quality control (Importance to your work) | QC |

Of the six skill identified under the broader category of printing, quality control represents the most with 84% representation followed by machine handling with 78 % and safety management with 76%. The skill represented as least important is the “supply chain management” and cost estimation with 44% representation and 49% representation respectively.

|  |  |
| --- | --- |
| Quality control (Suggested need priority) | QC |
| Binding techniques (Suggested need priority) | BT |
| Machine handling (Suggested need priority) | MH |
| Safety management (Suggested need priority) | SM |
| Cost estimation (Suggested need priority) | CE |
| Supply chain management (Suggested need priority) | SCM |

Of the skills identified under the printing press, the highest priority set by the respondents on the knowledge and skill area are quality control, machine handling and safety management with 71% representation each. The least importance accorded amongst the knowledge and skill level is the supply chain management with 36% representation.

1. **SELF ASSESSMENT OF PRESENT COMPETENCY**

The total number of respondents for this part of the questionnaires is 425 respondents.

|  |  |
| --- | --- |
| My professional skills | MPS |
| Dealing with People with whom I have to interact | DP |
| Managing resources which are within my control | MR |
| Supervising people who are within my management | SP |
| Planning my work | PW |
| Dealing with my clients | DC |
| Adapting to new technology related to my work | TEC |
| Adapting to new skills / approaches and methods of doing my job | APP |

Of the eight skill attributes used for measuring the present competence of the respondents, the ratings of the self assessment is low on all the attributes. For the measure “High”, the average percentage representation is 47%, “medium” 45%, “Low” 6% and not applicable 2%.

The representation of competence on the measure “High” is the greatest on the attribute “Dealing with whom I have to interact” with 61%. The reset of the competence is being represented more on the measures of “medium, low and not applicable”. The representation on the attribute “My professional skills” on the measure “High” is 53% and the remaining 47% is represented with 43% on the measure “Medium”, 3 % on “low” and 1% on “Not applicable”.

Similarly for the attribute “managing resources which are within my control” the representation on the measure “High” is just 51% with the remaining percent dissolved in the combined measures. Of the representation on the measure “High” on the level of competence, the least representation is made on the attribute “Adapting to new technology related to my work” with just 34% representation.

The average level of competency as acknowledged on the questionnaire is not high in comparison to the skills importance percentage representation acknowledgement.

1. **Preferred Training venue**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **What is? Tick the most preferred.** | | | | |
|  | Frequency | Percent | Valid Percent | Cumulative Percent |
| In-Country | 48 | 11.3 | 11.5 | 11.5 |
| In-house | 6 | 1.4 | 1.4 | 13.0 |
| Out of Thimphu | 44 | 10.4 | 10.6 | 23.6 |
| Internship | 28 | 6.6 | 6.7 | 30.3 |
| On the job training in a media firm outside | 290 | 68.2 | 69.7 | 100.0 |
| Total | 416 | 97.9 | 100.0 |  |
| Total | 425 | 100.0 |  |  |

Of the five venues identified for training preference, the most preferred arrangement is the “On the job training in a media firm outside” with 70% representation. The least arrangement preferred is the “In-House” training with just 1 % representation. The remaining preferences of In-country, Out of Thimphu, Internship are represented with 12%, 11%, and 7 % respectively. The representation of preference is widely skewed. Thus the preference for the venue “On the job training in a media firm outside” is being preferred by 298 respondents.

1. **Training Duration Preference**

For the range of training durations identified, the most preferred and rep resented training duration is the range “More than one month” with 58%, translating into 247 respondents. This range of preference is followed by the range “14days to one month” with 25% representation translating to 106 respondents.

The least preferred training duration is the range” 1-3 days” with just 1% representation representing about 4 respondents. For the range of “7 to 14 days” the preference percentage is 3% and for the range “3 to 7 days” the preference percentage representation is 12%.

1. **Confidence on local resource persons**

Though most of the respondents preferred, ex country internship, the confidence placed on the local resource person is high with 45% of the respondents stating that they are confident. Further the measure “Very confident” is also represented with 15% representation.

1. **Employers Support for training**

34% of the respondents are not sure whether their employers are supportive of their nomination, (This could be considered as an area of concern). However, 27% of the respondents state that their employers are very supportive and 35 % state that their employers are supportive.

Only 2% of the respondents feel that their employers are “Not supportive” and “Not supportive at all”.

1. **Training motivation**

72 % of the respondents feel that they are highly motivated to attend the training and 26% of the respondents state that they are interested to attend the training. The representation on the other measures of their motivation level “Not sure” and “Not interested” at all is negligible.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Qualification in Media organizations | | | | | | | | |  |
|  | **Post Graduate Degree** | **Graduate Degree** | **Diploma** | **Class XII** | **Class X** | **Class VIII** | **Informal** | **Others** | **Total** |
| BBS Corporation | 5 | 51 | 22 | 21 | 11 | 2 | 0 | 1 | 113 |
| Bhutan Media Service | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Bhutan News Network | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Bhutan Observer | 1 | 12 | 0 | 1 | 3 | 0 | 0 | 0 | 17 |
| Bhutan Times | 5 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 16 |
| Bhutan Today | 1 | 7 | 7 | 2 | 0 | 0 | 0 | 0 | 17 |
| Bhutan Youth | 0 | 6 | 1 | 6 | 1 | 1 | 0 | 0 | 15 |
| Business Bhutan | 2 | 11 | 3 | 2 | 2 | 0 | 0 | 0 | 20 |
| Druk Gyalyong Sarchok | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 7 |
| Druk Neytshuel | 0 | 4 | 0 | 3 | 1 | 0 | 0 | 0 | 8 |
| Druk Yoedzer | 1 | 9 | 0 | 2 | 2 | 0 | 0 | 0 | 14 |
| Kuensel Corporation | 15 | 44 | 10 | 24 | 21 | 8 | 6 | 17 | 145 |
| The Journalist | 0 | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 8 |
| Centennial Radio | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Kuzoo FM | 2 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 9 |
| Radio High | 0 | 6 | 1 | 5 | 0 | 0 | 0 | 0 | 12 |
| Radio Valley | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 4 |
|  | 35 | 171 | 52 | 80 | 42 | 11 | 6 | 18 | 415 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Qualification & skills base | | | | |
|  | Print | Television | Radio |  |
| Post Graduate Degree | 28 | 5 | 2 |  |
| Graduate Degree | 110 | 51 | 10 |  |
| Diploma | 27 | 22 | 3 |  |
| Class XII | 46 | 21 | 13 |  |
| Class X | 31 | 11 | 1 |  |
| Class VIII | 9 | 2 | 0 |  |
| Informal | 6 | 0 | 0 |  |
| Others | 17 | 1 | 0 |  |
| Total | 274 | 113 | 29 |  |

# Annexure III: Company profiles of main stream media organization

**BBS FM Radio**

Radio by far is the most effective and sought after of all Medias in Bhutan. Being a predominantly rural society with a strong oral tradition, it was radio that first permeated into the Bhutanese society providing people with the opportunity to gather information and provide entertainment. It all began in the year 1973 when Bhutan was into the third year of its third five year plan. Prior to this, radio broadcasts was limited to the shortwave progammes from India and Nepal. Envisaging the important role that radio broadcasting could play in informing and entertaining the large rural Bhutanese society, a group of young enthusiastic volunteers came together and instituted the radio broadcasting service for the first time. It was named as the National Youth Association of Bhutan (NYAB). Without a proper office, the club office of NYAB was transformed into a radio studio especially on Sundays from where the program was broadcast. It was a weekly show and the station was operational only on Sundays with 30 minutes of news and music. Even equipments were rented that included a 400-watt transmitter rented from the local telegraph office. The station was called Radio NYAB.

With a progressive vision and a dynamic King on the golden throne, and recognizing its importance, six years later in 1979, Radio NYAB was incorporated under the erstwhile Ministry of Communications.

Seven years later Radio NYAB was renamed as the Bhutan Broadcasting Service. This was possible with the commissioning of a 10 KW short-wave transmitter and a small broadcast studio. The weekly half an hour broadcast of 30 minutes news and music was increased to three hours of programming.

In March 1991, BBS found a permanent place in Chubachu, Thimphu, with a 50kw short-wave transmitter. And, in June 2000, BBS introduced the first FM radio service for western Bhutan. This was possible with the inauguration of the main FM station at Dochula and a relay station at Takti in the south. By January 2001, the FM service was extended to central Bhutan and to the rest of the country in 2005.

On the 21st day of the 7th month of the Water Monkey Year corresponding to 1 October 1992, His Majesty the Fourth King issued a Royal Edict delinking the Bhutan Broadcasting Service (BBS) from the Ministry of Communications to give it the flexibility to grow in professionalism and to enable it to be more effective in fulfilling its important responsibility to society.

In keeping with the Royal Edict, from 1 October 1992, BBS was established as an autonomous corporation governed by an editorial board comprising representatives of the government, media professionals, scholars and eminent citizens.

By August 2007, the Bhutanese population was able to listen to a high quality reception through short wave radio. This was made possible with the commissioning of a 100 KW short-wave transmitter with digital radio mondale (DRM) capability. The digital radio mondale also allowed BBS to choose between the classical amplitude modulation (AM) analogue channel or DRM operation, that made it possible to broadcast around the globe with a crystal clear reception in near FM quality.

Today, BBS radio broadcasts for 24 hours daily in 4 languages including Dzongkha the national language, Tshanglakha, Lhotshamkha and in English. BBS’s content is a mixture of entertainment and development-oriented programmes aimed at the largely rural audience. The radio programmes cover health, environment, agriculture, education, youth, women and children and politics. The various language sections receive an average of 300 requests for music every week, including requests from neighbouring towns in India, and Nepal.

**BBS Television**

The year 1999 stands as a watershed in the history of Television in Bhutan. It was on 2nd June, 1999 that TV was formally launched in Bhutan coinciding with the Silver Jubilee celebrations of the coronation of His Majesty the Fourth King Jigme Singye Wangchuck. Together with BBS FM Radio, TV started with a daily one hour broadcast in Dzongkha and English. However, TV broadcast was limited only to Thimphu. As part of its extension, coverage was made possible for Phuentsholing and Paro in 2004 and 2005 respectively.

Another important stride was made in February 2006. BBS TV launched its nationwide television service on satellite described as the most important event in the history of electronic media in Bhutan.  With the nationwide expansion on satellite, BBS TV was made available not only in Bhutan but also in the region. The signal can now be received in almost 40 other Asian countries – from Turkey in the West to Indonesia in South East Asia.

BBS TV broadcasts for five hours daily from 6 to 11pm, with 30 minutes of news and announcements at each hour in Dzongkha (6 to 8 pm and 9 to 10 pm), and English (8 to 9 pm and from 10 to 11 pm). Various programmes and documentaries in both languages are telecast during the five hours of TV broadcast every evening. The same is rebroadcast the next morning from 6 to 11 am. Three additional hours of entertainment programmes and live music request shows are broadcast on weekend afternoons from 3 to 6 pm.

With the introduction of television, BBS has strengthened its commercial division and began to develop its commercial potential through advertising in television and radio and through the hire of studio and professional equipment. As a public service broadcaster, BBS plans to become financially sustainable in the long term. It currently receives government subsidy for recurrent expenditure while infrastructure has been established largely with donor funding.

Television is the most realistic medium of communication available and is the most important and most respected form of transmitting information. It’s easy accessibility means that it has the largest audience of all forms of media and therefore the greatest impact. BBS TV is popular among the urban population.

**BHUTAN OBSERVER**

Bhutan Observer was launched as Bhutan’s first private bilingual newspaper on 2 June, 2006, in Thimphu. Bhutan Observer is a Private Limited Company governed by the Companies Act of the Kingdom of Bhutan.

It is managed and operated by a team of experienced and professional staff of about 39 people, working in the editorial, commercial, circulation, administration and finance departments.

Bhutan Observer is published on Friday in English and Dzongkha (separately) and is distributed throughout the country. The English edition was started with a strong emphasis on rural communities; however, due to emerging changes and challenges, Bhutan Observer now provides equal coverage of both rural and urban sections of the society. The Dzongkha edition (Druk Nelug) enjoys a dedicated readership across all sections of the society, contributing to promotion and preservation of the national language.

Bhutan Observer as an alternative voice for the voiceless is committed in bringing about a positive social change and uphold the principles of gross national happiness.

**Bhutan Times**

Bhutan Times was the first private newspaper to be launched in the country. It was formed by a group of promoters lead by Tenzin Rigden, former editor of Kuensel. It formally opened on April 30, 2006 and is a Sunday paper printed in both English and Dzongkha. It is distributed nationwide through a string of some 200 sales agents. Containing a blend of local and international news, it targets both serious and light readers with the main thrust on investigative journalism. In the presence of just print papers, Bhutan Times dominated the Bhutanese market with its bold stories.

Today, Bhutan Times is the only full-fledged public limited company with the promoters holding about 66% of the shares and the balance owned by the general public. The share holding pattern comprises people from all walks of life including farmers, civil servants, corporate employees, businessmen and media professionals.

Its vision is guided by the desire to enhance media and democracy in the country. It aspires to inform the people and act as a bridge between the government and the Bhutanese people. The paper upholds the highest ethical standards in journalism and is responsive to the demands of the society. The paper is limited to not just the happenings in the country but is being fed from three bureau correspondents based in Trashigang, Gelephu and Phuntsholing.

As a business diversification, the other unit besides the Editorial is the graphics and design unit, the research and publication unit and the photography unit. One of its greatest achievements was organizing the Citizens Initiative for Coronation and Centenary Celebrations (CICCC). Under the aegis of CICCC, three companies including TG Media and Centennial Radio organized various curricular events, quiz and treasure hunt at the centenary ground.

The company also has a printing unit operating at Jemina on a government leased out land.

**Bhutan Today**: **The Nation’s First Daily Newspaper**

Bhutan Today was launched on October 30, 2008 as the Kingdom’s First National Daily. The launch was befitting to the historical occasions of the kingdom; the coronation of His Majesty the Fifth Druk Gyelpo and the Centenary Celebrations of the Wangchuck monarchy that ushered the kingdom in peace, prosperity and happiness.

Bhutan Today had a modest beginning with eight pages daily and 14 editorial member team. However it has moved along with the exigency of time as the kingdom progressed under the benevolent rule of the King.

Today, the newspaper has 29 editorial staff members, including sixteen outreach correspondents covering almost all the districts of the country to provide the widest possible coverage on all issues confronting the nation and understanding the need to focus on more home news.

As a corporate vision, Bhutan Today strives to be the most responsible and capable media company in the country.

**Business Bhutan**

Business Bhutan was established on September 6, 2009 as the first private financial paper in the country. It hopes to strive towards informing, educating and entertaining the Bhutanese people by bringing out issues that touch and affect their lives through accurate and unbiased reporting. As a media firm, Business Bhutan hopes to be recognized as a forum for the voice of the people.

As their vision, they are more focused in reporting. Business Bhutan will try and uphold the highest journalistic traits of honesty, accuracy and fairness in reporting. Further, while reporting on the progress and achievements, they hope not to ignore the failures and the injustices. The readers will be provided with a thoughtful reporting, context and perspective that will assist them in making informed decisions.

**Centennial Radio 101 FM**

Centennial Radio was started by Dorji Wangchuk as a private initiative taking advantage of the media demonopolization policy of the Royal Government of Bhutan. The station was launched on February 21, 2008 coinciding with the Birthday of His Majesty the King Jigme Khesar Namgyel Wangchuck. Regular broadcast is being carried out since March 8, 2008.

Its foremost mission is to come up with something a little more serious and target an urban audience over 25 years old with programmes that are centred on news, current affairs, educational programmes, music and entertainment. Centennial Radio aims to contribute meaningfully towards nation-building, democratic process, bringing people together and public discourse.  As it expands in the near future, Centennial Radio hopes to increase its coverage in all 20 Districts in the country with emphasis on programmes that are centred on news, current affairs, educational programmes, music and entertainment.

Centennial Radio was also crucial in co-organizing the Citizen’s Initiative for Coronation & Centenary Celebrations in 2008.  Through the event, the station gained tremendously in terms of public image and profile.

Centennial Radio is today run by a station manager and with technical support provided by Kinga Sithup of Green Dragon.

**DRUK NEYTSHUEL**

Druk Neytshul is one of the three newspapers circulated in Dzongkha, the national language. It was formally launched on August 29, 2010. It is a private newspaper based in Thimphu and publishes weekly a 24 page paper. Its primary goal is to assist the general populace in the promotion of the national language, Dzongkha and also help the students learn simple and daily Dzongkha through it. Besides, it hopes to educate, inform and entertain the general readers.

Guided by its policy of promoting the national language Dzongkha, the newspaper focuses on news centering round the economic and social developments, on religion, history and culture, sports and entertainment, and environmental matters. Besides, it provides news and articles related to education and school syllabuses providing learning tips for Dzongkha beginners as well.

Being relatively new in the market, the management is modest with twenty four employees including overall management, editorial, marketing, graphics, administration and circulation. As it progresses, it hopes to open up bureau offices in the twenty Dzongkhags to provide balanced regional news and information.

One of the many challenges that it faces is the lack of Dzongkha reporters and the difficulty in using Dzongkha for technical journalism.

**Druk Yoedzer**

Druk Yoedzer is one of the latest print media to enter into the Bhutanese market. It was launched on February 19, 2011 and is a weekly dzongkhag paper that comes out on Saturdays. It is a private newspaper.

Its main vision is to promote Dzongkha, our National language and contribute towards promotion of our culture and tradition. Besides, the paper hopes to create employment opportunities for Bhutanese graduates with background in Dzongkha. Third, it hopes to disseminate news and happenings in and around the country and create their own base of readership in Dzongkha that would include the rural population and religious personalities with background in Dzongkha.

In future, Druk Yoedzer hopes to publish books and magazines, research based publication and other creative publication.

**Druk Gyalyong Sarshog**

Druk Gyalyong Sarshog is the third weekly Dzongkha newspaper in the country. It was formally launched March 27, 2011, with a vision to establish Dzongkha as an integral part or one of the most significant elements of Bhutan’s national identity and culture through an independent and the most credible Dzongkha newspaper in the country.

One of its mission objectives is to provide accurate and impartial coverage of events throughout the country in Dzongkha and thereby promote and preserve the ancient traditions of culture and values through Dzongkha Language. Besides, it hopes to build a strong archive of Dzongkha literary materials to boost the creation of local content and develop Dzongkha through learning and usage tools on print and electronic media. In meeting their objectives, they hope to follow the highest ethical standards of neutrality, empathy and plurality, and report the truth without fear or favor. However, they would do so by strictly abiding by the code of Ethics and upholding the highest degree of professional principles and values.

The weekly Sunday Dzongkha newspaper that runs into 16 pages is published from Thimphu and has a nationwide coverage and circulation. Druk Gyalyong Sarshog is managed by an independent editorial team. Its advantage is the simple language and the news coverage that has made it popular. It carries in-depth news stories, features, and opinions, views of the people, entertainment, zakar and more in a simple to read and understand language with a user-friendly layout.

It is the only paper in Dzongkha that has a News Website in the country, www.bnn.bt.The site is slowly gaining popularity but with most users of the web still being English friendly, the organization plans to put more effort to bring Dzongkha literate community to the site.

Druk Gyalyong Sharhog plans to increase the personnel capacity of the human resources, increase its reach and circulation, as well as invest in new technologies to bring quality news as well as disseminate news information at large to the people of Bhutan.

**Kuensel corporation ltd.**

Kuensel started as the first official news paper in the country. It started in 1965 under the directives of late King Jigme Dorji Wangchuck as an official gazette. It was published in the country's official language Dzongkha and was known as Kuenpel. It was spearheaded by Babu Nakchung, a red scarf lawyer. It was a monthly paper printed using a manual printer - Gestetner. Its circulation was limited to Thimphu that housed the government houses and distributed to the Dzongkhags, the administrative centers in various regions. It was priced at Ngultrum 2.

In 1986, Kuenpel became known as Kuensel and was published in three languages Dzongkha, English and in Nepali (Lhotshamkha- the language of the Southern Bhutanese). A proper printing house was installed and its circulation increased drastically along with its price. It was published weekly.

In 1992 Kuensel along with BBS was guaranteed an autonomous by the Royal Decree despite continuing providing subsidies. A major shift in Kuensel came in 1999, where it began asserting bigger roles in the face of political reforms in the country and gaining its status as an independent paper. In 2005, it began a bi-weekly publication.

**Radio High 92.7FM**

Radio High 92.7 FM is the fourth private radio station in the country. It was formally inaugurated on August 5, 2010 by Hon’ ble Minister for Economic Affairs Lyonpo Khandu Wangchuk at the Clock Tower, Thimphu.

It was started with the aim of entertaining people, creating job opportunities and to guide the youth in the right direction. It also deals with issues related to all age groups such as health, road safety, culture and history, entertainment, etc.

Presently, it is confined to only Thimphu Dzongkhag and hopes to go nationwide in the near future. Within less than a year, the station has been able to capture a huge number of listeners and callers ranging from laymen to professionals.

Housed next to the Jigme Dorji Wangchuck National Memorial Hospital, it is currently managed by sixteen employees.

**Radio Valley**

Radio Valley is the first private commercial FM radio station in the country. It was launched on April 12, 2007. Currently, the FM station covers just the Thimphu valley. As an entertainment and music station, the broadcast is in Dzongkha and in English. It is one of the most popular radio stations in Thimphu and certainly because of this, it was awarded with the Most Entertainment Program and Best Radio host of the year 2009 by the National Media Award.

Within a short span of time, Radio Valley has managed to achieve the goal of promoting Bhutanese music across all sections of the Bhutanese society. It has also succeeded in revolutionizing the art of Radio hosting in the country in both Dzongkha and English. It is also the first radio station to incorporate game shows, use internet and SMS services for interactive programs. It has id jingles and a regular feature is hosting radio programs and talk shows.

As one of its future plans, Radio Valley hopes to go nationwide and remain a popular station in the country.

**The Journalist**

The Journalist hit the newsstands on December 20, 2009.The paper extensively cover politics and business, and regularly run a wide range of opinions and columns. Its investigation desk frequently unearths corruption and crime. The company is headed by the Chief Executive Officer (CEO). The other departments are headed by Manager. The newspaper is available in all parts of the country. Based in Thimphu, The Journalist also undertakes media-related consultancies, report writing, copy editing, designing, and publicity works

The foremost mission of the Journalist is to be an intelligent newspaper that enhances knowledge and democracy in Bhutan. In two years time, The Journalist hopes to be the most read and respected newspaper in Bhutan. Its team of highly committed and competent employees will run a self-sustaining weekly paper that upholds the highest ethical standards in journalism and is responsive to the demands of democracy. Its customer service will set new standards in the evolving media industry. We strongly believe in investing in personal development of our employees and providing a challenging work environment.

As a newspaper, The Journalist values to follow the highest ethical standards of neutrality, empathy, and plurality, and report news without fear or favor. As a social enterprise, we value honesty, integrity, professionalism, hard work, and criticism. Besides, it pursues to be politically neutral, build public trust and regard take firm but clear stand on national issues and be consistent in pursuit of the story.

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# list of summits on Media conducted outside Bhutan.

Media organizations have had opportunities to attend to numerous workshops and seminars outside Bhutan. However, the only consistent summit that they attend is the summits organized by South Asia Free Media Association (SAFMA) which is an organization represented by the SAARC member countries. It has its head quarters in Islamabad, Pakistan. Each SAARC member country has an office with members. Besides holding annual summits, SAFMA also assist media firms in training their journalists, designers and photographers.

The other summit that has been regularly attended is the one organized by Asia News Network. So far, KUENSEL is the only member and has journalists attending the summit regularly.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sl.no** | **Summit Venue** | **Year** | **Organized by** | **Remarks** |
| 1 | New Delhi | 2007 | SAFMA | South Asia Free Media Association has an office in Bhutan with office bearers paid for by SAFMA. Journalists/reporters and other media people are member of SAFMA and attend summits. |
| 2 | Sri Lanka | 2008 | SAFMA |  |
| 3 | Bangladesh | 2009 | SAFMA |  |
| 4 | Hyderabad | 2009 | World Editors Forum and India Government |  |
| 5 | Bangkok | 2009 | Asia News Network | KUENSEL is a member of the Asia News Network association and attends meetings and summits regularly. |
| 6 | Singapore / Korea | 2010 | Asia News Network |  |

Department of Information and media have not conducted any summit outside Bhutan for the media personnel. However, coinciding with the SAARC summit held in Thimphu in 2010, they organized a parallel summit in Paro. It was organized by SAFMA chapter Bhutan and was attended by media people from the SAARC countries including Bhutanese journalists.

# Annexure V-A: Self Administered Questionnaire

**TRAINING NEEDS ASSESSMENT QUESTIONNAIRE FOR MEDIA IN BHUTAN**

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

Dear sir / Madam,

**Subject: Study on TRAINING NEEDS ASSESSMENT for Main stream Media Organizations in Bhutan**

Institute for Management Studies (IMS) has been assigned by the Bhutan Media Foundation to undertake a study on Training Needs Assessment (TNA) for the mainstream media organizations in Bhutan. As part of this study, IMS is conducting a survey to assess the training needs and related capacity development areas of concern. The study will result in an aggregated learning on the nature, motivation and preferences of trainings needed by the media organizations.

Your participation in this survey will greatly contribute in ascertaining training needs and the related capacity issues faced by our media organizations. We would appreciate if you can spend some time to fill up the survey form.

There are four parts in this questionnaire. While each of the parts focus on specific areas of concern, it is important that you read all the parts and fill up as per the guidelines provided. We would like to assure confidentially and use your information to generate aggregated findings only.

Please support us by filling up the survey form.

Yours sincerely,

Lily Wangchuk

Executive Director, BMF

Tenzin Lekphell

CEO, IMS

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July 2011

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART 1: ABOUT YOURSELF**

1. Name of Respondent: ……………………………………………………………………………………….
2. Name of the organization: …………………………………………………………………………………
3. Sex (Please Tick):

|  |  |
| --- | --- |
| Male | Female |

1. Educational Qualification (please tick the closest):

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Post Graduate  Degree | Graduate Degree | Diploma | Class XII | Class X | Class VIII | Informal | Others (specify) |

1. Professional Qualification (specify): ……………………………………………………….…………..
2. Age: ………………………………… vii. Dzongkhag……………………………………………………...
3. Number of years served in the present organization: ………………………………………..
4. Number of years worked in the media sector:…………………………………………………..
5. List the last three previous organizations where your worked with designation and year:

|  |  |  |
| --- | --- | --- |
| **Year** | **Organization** | **Designation** |
|  |  |  |
|  |  |  |
|  |  |  |

1. Current position/designation:………………………………………………………………………….
2. Details of training received (in the past 3 years):

|  |  |  |  |
| --- | --- | --- | --- |
| **Title of Training/Course** | **Duration**  **Year/month** | **Venue/Country** | **Sponsored by** |
| 1.  2.  3. |  |  |  |

1. Is your education relevant to your current profession (Please tick): YES NO

**PART 2: SELF-ASSESSMENT OF TRAINING REQUIREMENTS**

Please tick the appropriate box in all the areas:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
| 1 | **PRINT JOURNALISM** | **High** | **Medium** | **Low** | **Not applicable** |
| 1.1 | Basic Reporting |  |  |  |  |
| 1.2 | Journalistic writing |  |  |  |  |
| 1.3 | Feature writing |  |  |  |  |
| 1.4 | Research |  |  |  |  |
| 1.5 | Interview skills |  |  |  |  |
| 1.6 | Investigative journalism |  |  |  |  |
| 1.7 | Photography |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **2. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
| 2 | **PRINT JOURNALISM** | **High** | **Medium** | **Low** | **Self learning area** |
| 2.1 | Basic Reporting |  |  |  |  |
| 2.2 | Journalistic writing |  |  |  |  |
| 2.3 | Feature writing |  |  |  |  |
| 2.4 | Research |  |  |  |  |
| 2.5 | Interview skills |  |  |  |  |
| 2.6 | Investigative journalism |  |  |  |  |
| 2.7 | Photography |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **3. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **BROADCAST JOURNALISM** | **High** | **Medium** | **Low** | **Not applicable** |
| 3.1 | Basic Reporting |  |  |  |  |
| 3.2 | Journalistic writing |  |  |  |  |
| 3.3 | Feature writing |  |  |  |  |
| 3.4 | Research |  |  |  |  |
| 3.5 | Interview skills |  |  |  |  |
| 3.6 | Investigative journalism |  |  |  |  |
| 3.7 | Presentation skills |  |  |  |  |
| 3.8 | Scripting radio drama |  |  |  |  |
| 3.9 | News magazine skills |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **4. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **BROADCAST JOURNALISM** | **High** | **Medium** | **Low** | **Self learning area** |
| 4.1 | Basic Reporting |  |  |  |  |
| 4.2 | Journalistic writing |  |  |  |  |
| 4.3 | Feature writing |  |  |  |  |
| 4.4 | Research |  |  |  |  |
| 4.5 | Interview skills |  |  |  |  |
| 4.6 | Investigative journalism |  |  |  |  |
| 4.7 | Presentation skills |  |  |  |  |
| 4.8 | Scripting radio drama |  |  |  |  |
| 4.9 | News magazine skills |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **5. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **TV JOURNALISM** | **High** | **Medium** | **Low** | **Not applicable** |
| 5.1 | Basic Reporting |  |  |  |  |
| 5.2 | Journalistic writing |  |  |  |  |
| 5.3 | Writing for TV |  |  |  |  |
| 5.4 | Research |  |  |  |  |
| 5.5 | Interview skills |  |  |  |  |
| 5.6 | Investigative journalism |  |  |  |  |
| 5.7 | Communication skills |  |  |  |  |
| 5.8 | Live reporting skills |  |  |  |  |
| 5.9 | Debate & Talk shows skills |  |  |  |  |
| 5.10 | News magazine |  |  |  |  |
| 5.11 | Studio based production |  |  |  |  |
| 5.12 | Online journalism |  |  |  |  |
| 5.13 | Narration and anchoring skills |  |  |  |  |
| 5.14 | Feature writing skills |  |  |  |  |
| 5.15 | Sports reporting |  |  |  |  |
| 5.16 | Business reporting |  |  |  |  |
| 5.17 | Environment reporting |  |  |  |  |
| 5.18 | Newsroom management |  |  |  |  |
| 5.19 | Writing leads and teasers |  |  |  |  |
| 5.20 | Visual editing skills |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **6. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **TV JOURNALISM** | **High** | **Medium** | **Low** | **Self learning area** |
| 6.1 | Basic Reporting |  |  |  |  |
| 6.2 | Journalistic writing |  |  |  |  |
| 6.3 | Writing for TV |  |  |  |  |
| 6.4 | Research |  |  |  |  |
| 6.5 | Interview skills |  |  |  |  |
| 6.6 | Investigative journalism |  |  |  |  |
| 6.7 | Communication skills |  |  |  |  |
| 6.8 | Live reporting skills |  |  |  |  |
| 6.9 | Debate & Talk shows skills |  |  |  |  |
| 6.10 | News magazine |  |  |  |  |
| 6.11 | Studio based production |  |  |  |  |
| 6.12 | Online journalism |  |  |  |  |
| 6.13 | Narration and anchoring skills |  |  |  |  |
| 6.14 | Feature writing skills |  |  |  |  |
| 6.15 | Sports reporting |  |  |  |  |
| 6.16 | Business reporting |  |  |  |  |
| 6.17 | Environment reporting |  |  |  |  |
| 6.18 | Newsroom management |  |  |  |  |
| 6.19 | Writing leads and teasers |  |  |  |  |
| 6.20 | Visual editing skills |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **7. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **TECHNICIANS (RADIO & TV)** | **High** | **Medium** | **Low** | **Not applicable** |
| 7.1 | Engineering management |  |  |  |  |
| 7.2 | Broadcast and communication technology |  |  |  |  |
| 7.3 | Studio design and operation |  |  |  |  |
| 7.4 | File based automation system |  |  |  |  |
| 7.5 | Lighting system |  |  |  |  |
| 7.6 | Outside broadcasting (OB & DSNG) |  |  |  |  |
| 7.7 | Archiving of files and meta data system |  |  |  |  |
| 7.8 | Basic course on Television and radio broadcasting |  |  |  |  |
| 7.9 | Digital RF measurement & spectrum |  |  |  |  |
| 7.10 | HBR product maintenance & servicing |  |  |  |  |
| 7.11 | Camera & VTR maintenance & servicing |  |  |  |  |
| 7.12 | Maintenance of HVR series |  |  |  |  |
| 7.13 | Power system network |  |  |  |  |
| 7.14 | HVAC, fire alarm, CCTV and security system, elevator |  |  |  |  |
| 7.15 | Project management |  |  |  |  |
| 7.16 | Satellite communication |  |  |  |  |
| 7.17 | Satellite engineering |  |  |  |  |
| 7.18 | Transmission network planning & installation & monitoring |  |  |  |  |
| 7.19 | Digital territorial transmission |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **8. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **TECHNICIANS (RADIO & TV)** | **High** | **Medium** | **Low** | **Self learning area** |
| 8.1 | Engineering management |  |  |  |  |
| 8.2 | Broadcast and communication technology |  |  |  |  |
| 8.3 | Studio design and operation |  |  |  |  |
| 8.4 | File based automation system |  |  |  |  |
| 8.5 | Lighting system |  |  |  |  |
| 8.6 | Outside broadcasting (OB & DSNG) |  |  |  |  |
| 8.7 | Archiving of files and meta data system |  |  |  |  |
| 8.8 | Basic course on Television and radio broadcasting |  |  |  |  |
| 8.9 | Digital RF measurement & spectrum |  |  |  |  |
| 8.10 | HBR product maintenance & servicing |  |  |  |  |
| 8.11 | Camera & VTR maintenance & servicing |  |  |  |  |
| 8.12 | Maintenance of HVR series |  |  |  |  |
| 8.13 | Power system network |  |  |  |  |
| 8.14 | HVAC, fire alarm, CCTV and security system, elevator |  |  |  |  |
| 8.15 | Project management |  |  |  |  |
| 8.16 | Satellite communication |  |  |  |  |
| 8.17 | Satellite engineering |  |  |  |  |
| 8.18 | Transmission network planning & installation & monitoring |  |  |  |  |
| 8.19 | Digital territorial transmission |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **9. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **MARKETING** | **High** | **Medium** | **Low** | **Not applicable** |
| 9.1 | Public relations |  |  |  |  |
| 9.2 | Marketing Management |  |  |  |  |
| 9.3 | Market Information Management |  |  |  |  |
| 9.4 | Negotiation skills |  |  |  |  |
| 9.5 | Selling techniques |  |  |  |  |
| 9.6 | New Product development |  |  |  |  |
| 9.7 | Service management |  |  |  |  |
| 9.8 | Branding |  |  |  |  |
| 9.9 | Segmentation / Positioning |  |  |  |  |
| 9.10 | Developing Marketing plan |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **10. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **MARKETING** | **High** | **Medium** | **Low** | **Self learning area** |
| 10.1 | Public relations |  |  |  |  |
| 10.2 | Marketing Management |  |  |  |  |
| 10.3 | Market Information Management |  |  |  |  |
| 10.4 | Negotiation skills |  |  |  |  |
| 10.5 | Selling techniques |  |  |  |  |
| 10.6 | New Product development |  |  |  |  |
| 10.7 | Service management |  |  |  |  |
| 10.8 | Branding |  |  |  |  |
| 10.9 | Segmentation / Positioning |  |  |  |  |
| 10.10 | Developing Marketing plan |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **11. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **FINANCE** | **High** | **Medium** | **Low** | **Not applicable** |
| 11.1 | Budgeting |  |  |  |  |
| 11.2 | Financial Management |  |  |  |  |
| 11.3 | Book Keeping |  |  |  |  |
| 11.4 | Taxation |  |  |  |  |
| 11.5 | Costing |  |  |  |  |
| 11.6 | Pricing |  |  |  |  |
| 11.7 | Tally |  |  |  |  |
| 11.8 | Basic Accountancy |  |  |  |  |
| 11.9 | Advanced Financial Management |  |  |  |  |
| 11.10 | Procurement |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **12. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **FINANCE** | **High** | **Medium** | **Low** | **Self learning area** |
| 12.1 | Budgeting |  |  |  |  |
| 12.2 | Financial Management |  |  |  |  |
| 12.3 | Book Keeping |  |  |  |  |
| 12.4 | Taxation |  |  |  |  |
| 12.5 | Costing |  |  |  |  |
| 12.6 | Pricing |  |  |  |  |
| 12.7 | Tally |  |  |  |  |
| 12.8 | Basic Accountancy |  |  |  |  |
| 12.9 | Advanced Financial Management |  |  |  |  |
| 12.10 | Procurement |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **13. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **ICT & GRAPHICS** | **High** | **Medium** | **Low** | **Not applicable** |
| 13.1 | Web designing |  |  |  |  |
| 13.2 | Net working |  |  |  |  |
| 13.3 | ICT Hardware management |  |  |  |  |
| 13.4 | Network Administration |  |  |  |  |
| 13.5 | Designing / publication |  |  |  |  |
| 13.6 | Graphics |  |  |  |  |
| 13.7 | Basic Computer applications |  |  |  |  |
| 13.8 | Advanced Computer applications |  |  |  |  |
| 13.9 | Masters in Information Technology |  |  |  |  |
| 13.10 | CISCO switch router |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **14. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **ICT & GRAPHICS** | **High** | **Medium** | **Low** | **Self learning area** |
| 14.1 | Web designing |  |  |  |  |
| 14.2 | Net working |  |  |  |  |
| 14.3 | ICT Hardware management |  |  |  |  |
| 14.4 | Network Administration |  |  |  |  |
| 14.5 | Designing / publication |  |  |  |  |
| 14.6 | Graphics |  |  |  |  |
| 14.7 | Basic Computer applications |  |  |  |  |
| 14.8 | Advanced Computer applications |  |  |  |  |
| 14.9 | Masters in Information Technology |  |  |  |  |
| 14.10 | CISCO switch router |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **15. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **HUMAN RESOURCE** | **High** | **Medium** | **Low** | **Not applicable** |
| 15.1 | Human resource planning |  |  |  |  |
| 15.2 | Strategic Human resource management |  |  |  |  |
| 15.3 | Job analysis and evaluation |  |  |  |  |
| 15.4 | Personnel information management system |  |  |  |  |
| 15.5 | Human resource development |  |  |  |  |
| 15.6 | Training needs analysis |  |  |  |  |
| 15.7 | Performance Management system |  |  |  |  |
| 15.8 | Salary administration |  |  |  |  |
| 15.9 | Incentives and motivation |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **16. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **HUMAN RESOURCE** | **High** | **Medium** | **Low** | **Self learning area** |
| 16.1 | Human resource planning |  |  |  |  |
| 16.2 | Strategic Human resource management |  |  |  |  |
| 16.3 | Job analysis and evaluation |  |  |  |  |
| 16.4 | Personnel information management system |  |  |  |  |
| 16.5 | Human resource development |  |  |  |  |
| 16.6 | Training needs analysis |  |  |  |  |
| 16.7 | Performance Management system |  |  |  |  |
| 16.8 | Salary administration |  |  |  |  |
| 16.9 | Incentives and motivation |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **17. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **LEADERSHIP** | **High** | **Medium** | **Low** | **Not applicable** |
| 17.1 | Effective Leadership |  |  |  |  |
| 17.2 | Delegation |  |  |  |  |
| 17.3 | Effective communication |  |  |  |  |
| 17.4 | Management of a media enterprise |  |  |  |  |
| 17.5 | Decision Making |  |  |  |  |
| 17.6 | Problem Analysis |  |  |  |  |
| 17.7 | Influencing and motivation skills |  |  |  |  |
| 17.8 | Change Management |  |  |  |  |
| 17.9 | Organizational Development |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **18. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **LEADERSHIP** | **High** | **Medium** | **Low** | **Self learning area** |
| 18.1 | Effective Leadership |  |  |  |  |
| 18.2 | Delegation |  |  |  |  |
| 18.3 | Effective communication |  |  |  |  |
| 18.4 | Management of a media enterprise |  |  |  |  |
| 18.5 | Decision Making |  |  |  |  |
| 18.6 | Problem Analysis |  |  |  |  |
| 18.7 | Influencing and motivation skills |  |  |  |  |
| 18.8 | Change Management |  |  |  |  |
| 18.9 | Organizational Development |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |
|  | Others (Specify) |  |  |  |  |

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| **19. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **ADMINISTRATION** | **High** | **Medium** | **Low** | **Not applicable** |
| 19.1 | Office Management |  |  |  |  |
| 19.2 | Secretarial services |  |  |  |  |
| 19.3 | Office correspondences |  |  |  |  |
| 19.4 | Filing and achieving |  |  |  |  |
| 19.5 | Reception |  |  |  |  |
| 19.6 | Customer service |  |  |  |  |
| 19.7 | General administration |  |  |  |  |
| 19.8 | Stores Management |  |  |  |  |
|  | Others (  specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

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| **20. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **ADMINISTRATION** | **High** | **Medium** | **Low** | **Self learning area** |
| 20.1 | Office Management |  |  |  |  |
| 20.2 | Secretarial services |  |  |  |  |
| 20.3 | Office correspondences |  |  |  |  |
| 20.4 | Filing and achieving |  |  |  |  |
| 20.5 | Reception |  |  |  |  |
| 20.6 | Customer service |  |  |  |  |
| 20.7 | General administration |  |  |  |  |
| 20.8 | Stores Management |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **21. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **PERSONAL EFECTIVENESS** | **High** | **Medium** | **Low** | **Not applicable** |
| 21.1 | Communication skills |  |  |  |  |
| 21.2 | Presentation skills |  |  |  |  |
| 21.3 | Team Building |  |  |  |  |
| 21.4 | Assertiveness |  |  |  |  |
| 21.5 | Interpersonal skills |  |  |  |  |
| 21.6 | Conflict Management |  |  |  |  |
| 21.7 | Customer Care |  |  |  |  |
| 21.8 | Planning |  |  |  |  |
| 21.9 | Stress Management |  |  |  |  |
| 21.10 | Time Management |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **22. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **PERSONAL EFECTIVENESS** | **High** | **Medium** | **Low** | **Self learning area** |
| 22.1 | Communication skills |  |  |  |  |
| 22.2 | Presentation skills |  |  |  |  |
| 22.3 | Team Building |  |  |  |  |
| 22.4 | Assertiveness |  |  |  |  |
| 22.5 | Interpersonal skills |  |  |  |  |
| 22.6 | Conflict Management |  |  |  |  |
| 22.7 | Customer Care |  |  |  |  |
| 22.8 | Planning |  |  |  |  |
| 22.9 | Stress Management |  |  |  |  |
| 22.10 | Time Management |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **23. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **OTHER SKILLS** | **High** | **Medium** | **Low** | **Not applicable** |
| 23.1 | Project Management |  |  |  |  |
| 23.2 | Project proposal writing |  |  |  |  |
| 23.3 | Project Monitoring and Implementation |  |  |  |  |
| 23.4 | Business writing skills |  |  |  |  |
| 23.5 | Supervisory skills |  |  |  |  |
| 23.6 | Research skills |  |  |  |  |
| 23.7 | (Any others Please specify. Use the following space.) |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **24. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **OTHER SKILLS** | **High** | **Medium** | **Low** | **Self learning area** |
| 24.1 | Project Management |  |  |  |  |
| 24.2 | Project proposal writing |  |  |  |  |
| 24.3 | Project Monitoring and Implementation |  |  |  |  |
| 24.4 | Business writing skills |  |  |  |  |
| 24.5 | Supervisory skills |  |  |  |  |
| 24.6 | Research skills |  |  |  |  |
| 24.7 | (Any others Please specify. Use the following space.) |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **25. Knowledge/Skills Area** | | **1) Importance to your work** | | | |
|  | **PRINTING PRESS** | **High** | **Medium** | **Low** | **Not applicable** |
| 25.1 | Quality control |  |  |  |  |
| 25.2 | Binding techniques |  |  |  |  |
| 25.3 | Machine handling |  |  |  |  |
| 25.4 | Safety management |  |  |  |  |
| 25.5 | Cost estimation |  |  |  |  |
| 25.6 | Supply chain management |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **26. Knowledge/Skills Area** | | **2) Suggested training priority** | | | |
|  | **PRINTING PRESS** | **High** | **Medium** | **Low** | **Self learning area** |
| 25.1 | Quality control |  |  |  |  |
| 25.2 | Binding techniques |  |  |  |  |
| 25.3 | Machine handling |  |  |  |  |
| 25.4 | Safety management |  |  |  |  |
| 25.5 | Cost estimation |  |  |  |  |
| 25.6 | Supply chain management |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |
|  | Others (specify) |  |  |  |  |

**PART 3: SELF-ASSESSMENT OF PRESENT COMPETENCY**

Please rate your present level of competence in the following areas of your work?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **JOB AREA** | **High competence** | **Medium competence** | **Low competence** | **Not Applicable** |
| 1.1 | My professional skills |  |  |  |  |
| 1.2 | Dealing with People with whom I have to interact |  |  |  |  |
| 1.3 | Managing resources which are within my control |  |  |  |  |
| 1.4 | Supervising people who are within my management |  |  |  |  |
| 1.5 | Planning my work |  |  |  |  |
| 1.6 | Dealing with my clients |  |  |  |  |
| 1.7 | Adapting to new technology related to my work |  |  |  |  |
| 1.8 | Adapting to new skills / approaches and methods of doing my job |  |  |  |  |

**PART 4: LEARNING STYLE / APPROACH INVENTORY**

This part is designed to help us gain an understanding of your preferred learning style / approach.

1. What is your preferred venue for training? Tick the most preferred.

1. In – country
2. In – house
3. Out of Thimphu
4. Internship
5. On the job training in a media firm outside

2. What would be a good training duration? Tick the most preferred.

1. 1 to 3 days
2. 3 to 7 days
3. 7 to 14 days
4. 14 days to one month
5. More than one month

3. How would you rate your confidence on local resource persons? Tick the most preferred.

1. Very confident
2. Confident
3. Not sure
4. Not confident
5. Not confident at all

4. How would you rate the support of your employer / top management to nominate you for a training program? Tick the most preferred.

1. Very supportive
2. Supportive
3. Not sure
4. Not supportive
5. Not supportive at all

5. How would you rate your motivation / interest to attend trainings which would help you in your work?

1. Very interested
2. Interested
3. Not sure
4. Not interested
5. Not interested at all

6. Any other comments

---------------------------------------------------------------------------------------------------------------------------

Thank You

# Annexure V-B: Organizational Capacity Assessment Survey

Name of the Media Organization:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of the Respondent :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Designation :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please make your assessment on each of the domain by placing a tick mark in any one of the box that best describes your evaluation pertained to the statement. The following legends are assigned for each column.

Legends:

1. Strongly Agree (SA)
2. Agree (A)
3. Not Sure (NS)
4. Disagree (D)
5. Strongly Disagree (SD)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ASPIRATION** | | SA | A | NS | D | SD |
| Mission | Our organization has a clear expression of it’s reason for existence which describes an enduring reality that reflects its values and purpose; broadly held within organization and frequently referred to. |  |  |  |  |  |
| Vision – clarity | Our organization has a clear, specific, and compelling understanding of what it aspires to become or achieve; broadly held within organization and consistently used to direct actions and set priorities |  |  |  |  |  |
| Vision – boldness | Our vision reflects an inspiring view of future and is demanding but achievable |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **STRATEGY** | | SA | A | NS | D | SD |
| Overall strategy | Our organization has clear, coherent medium- to long-term strategy that is both actionable and linked to overall mission, vision, and overarching goals; |  |  |  |  |  |
| Goals/performance  Targets | Our organization has a set of quantified, genuinely demanding performance targets in all areas; targets are tightly linked to aspirations and strategy, output/outcome-focused with annual milestones. |  |  |  |  |  |
| Product relevance | Our products and services are well defined and fully aligned with mission and goals; product and service offering are clearly linked to overall strategy; |  |  |  |  |  |
| New program  Development | Our organization conducts continual assessment of gaps in ability of existing programs to meet changing needs and adjustment and innovative products and services are developed to cater to the changing needs. |  |  |  |  |  |
| Funding model | Our organization has diversified funding across multiple source types and is generally insulated from potential market instabilities |  |  |  |  |  |

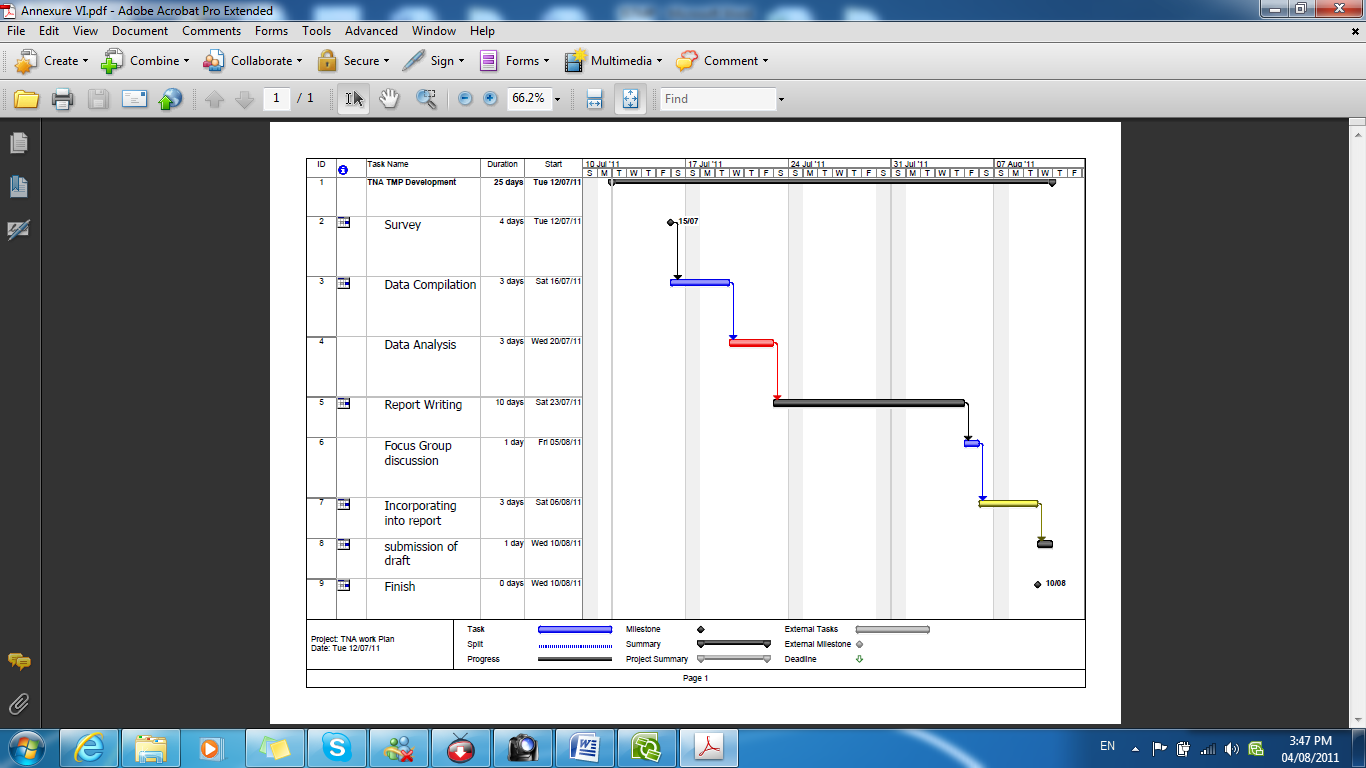
|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ORGANIZATIONAL SKILLS** | | SA | A | NS | D | SD |
| **Performance management** | | | | | | |
| Performance  Measurement | Our Organization has well-developed comprehensive, integrated system used for measuring organization’s performance and progress on continual basis, including social, financial, and organizational impact of program and activities. |  |  |  |  |  |
| **Planning** | | | | | | |
| Monitoring of  Landscape | Our organization has knowledge of acquiring information on the changing environment and making a systematic analysis of the information to support organization in making adaptations to the changes. |  |  |  |  |  |
| Strategic planning | Our organization has the ability to develop and refine concrete, realistic and detailed strategic plan through internal expertise in strategic planning, or through efficient use of external, sustainable, highly qualified resources; |  |  |  |  |  |
| Financial planning/  Budgeting | Our organization has good financial plans, continuously updated; budget integrated into full operations; as strategic tool, it develops from process that incorporates and reflects organizational needs and objectives; |  |  |  |  |  |
| Human resources  Planning | Our organization is able to develop and refine concrete, realistic, and detailed HR plan through its internal expertise in HR planning HR planning exercise carried out regularly; HR plan tightly linked to strategic planning activities and systematically used to direct HR activities |  |  |  |  |  |
| Human plan | HR planning exercise is carried out regularly and the HR plan is linked to strategic planning activities and systematically used to direct HR activities |  |  |  |  |  |
| **External relationship building and management** | | | | | | |
| Partnerships and alliances  development and nurturing | Our organization has built, leveraged, and maintained strong, high-impact, relationships with variety of relevant stakeholders both with the local and international entities. The relationships are deeply anchored in stable, long term, mutually beneficial collaboration. |  |  |  |  |  |
| Local community  presence and  involvement | Our organization is widely known within the community, and perceived as actively engaged in socially responsible activities. |  |  |  |  |  |
| Public relations and  Marketing | Our organization is fully aware of power of PR / marketing activities, and continually and actively engages in them; |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HUMAN RESOURCES** | | SA | A | NS | D | SD |
| Staffing level | Our organization has adequate level of staff |  |  |  |  |  |
| Staff Competence | Our organization has staff who are generally competent to undertake their professional duties |  |  |  |  |  |
| Staff Commitment | Our organization has a set of staff who are committed to their work |  |  |  |  |  |
| Board – composition  And commitment | Our Board membership comprise of eminent persons from broad variety of fields of practice and expertise, and are drawn from the full spectrum of stakeholders |  |  |  |  |  |
| Board – involvement  and support | The Board provides strong direction, support, and accountability to programmatic leadership and engaged as a strategic resource; |  |  |  |  |  |
| Human resources  management – | Our organization has planned process to recruit, develop, and retain key personnel and managers. The organization takes active interest in staff development; |  |  |  |  |  |
| Human resources  management –incentives | Our organization has a well-designed, clear, and well accepted incentive system which includes competitive salary, attractive career development options, opportunities for trainings and development |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Leadership** | | SA | A | NS | D | SD |
| Impact orientation | The Top Management guides organization to succeed simultaneously in dual mission of social impact and optimal financial efficiency; constantly seeking and finding new opportunities to improve impact; |  |  |  |  |  |
| People and  organizational  leadership/  effectiveness | The Top Management is constantly establishing successful, win-win relationships with others, both within and outside the organization; and delivers consistent, positive and reinforcing messages to motivate people; able to let others make decisions and take charge; |  |  |  |  |  |
| Personal and  interpersonal  effectiveness | Top Management is viewed as outstanding “people person”; using diversity of communication styles, including exceptional charisma, to inspire others and achieve impact; |  |  |  |  |  |
| Analytical and  strategic thinking | Top management has keen and exceptional ability to synthesize complexity; makes informed decisions in ambiguous, uncertain situations; develops strategic alternatives and identifies associated rewards, risks, and actions to lower risks |  |  |  |  |  |
| Financial judgment | Top management has exceptional financial judgment; has keen, almost intuitive sense for financial implications of decisions |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SYSTEMS AND INFRASTRUCTURE** | | SA | A | NS | D | SD |
| **Systems** | | | | | | |
| Knowledge  Management | Our organization has a well-designed, user-friendly, comprehensive systems to capture, document, and disseminate knowledge internally in all relevant areas; |  |  |  |  |  |
| **Infrastructure** | | | | | | |
| Physical  infrastructure –  buildings and office space | Our organization’s physical infrastructure is well tailored to organization’s current and anticipated future needs; well-designed and thought out to enhance organization’s efficiency and effectiveness |  |  |  |  |  |
| Technological  infrastructure –  telephone/fax | Our organization has reliable telephone and fax facilities accessible by all staff (in office and at frontline), |  |  |  |  |  |
| Technological  infrastructure –  computers,  applications,  network,  and e-mail | Our organization has state-of-the-art, fully networked computing hardware with comprehensive range of up-to-date software applications; Most staff has individual computer access and e-mail; |  |  |  |  |  |
| Technological  infrastructure – Web site | Our organization has a comprehensive and interactive Web site, regularly maintained and kept up to date on latest area and organization developments; |  |  |  |  |  |
| Technological  infrastructure –  databases and  management  reporting systems | Our organization has a comprehensive electronic database and management reporting systems for tracking clients, staff, and program outcomes and financial information; |  |  |  |  |  |

# Annexure VI: Revised Work Plan



# Annexure VII

***The constraint process in the media organizations for professional capacity development***

1. Fixed Costs
2. Operational costs
3. Debt burden
4. Human resources

Priorities

Roles & Responsibilities

1. Extensive circulation
2. Dzongkha promotion
3. Quality reports
4. Authentic Information

Market Situation

1. Limited Advertisement market
2. Competitors
3. Poor readership for Dzongkha print media

Media Organization

Constraint

Constraint

Constraints professional skill development

Lacks vision on professional

skill development

**Top 10 suggested training Priority**

1. **Qualification Profile of the personnel from the Baseline data**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Qualification** | | | | | | |  | **Total** |
|  | No Formal Education | Class X | Class XII | Diploma | Bachelors | Masters | Others | Missing |  |
| KUENSEL | 14 | 25 | 19 | 37 | 43 | 4 | 1 | 37 | 180 |
| BBS | 22 | 30 | 42 | 58 | 131 | 11 | 18 | 0 | 312 |
| BHUTAN TIMES | 1 | 8 | 4 | 0 | 10 | 3 | 1 | 0 | 27 |
| BHUTAN OBSERVER | 3 | 4 | 6 | 1 | 23 | 1 | 0 | 0 | 38 |
| JOURNALIST | 1 | 5 | 11 | 0 | 7 | 0 | 1 | 0 | 25 |
| BUSINESS BHUTAN | 0 | 0 | 5 | 4 | 12 | 2 | 2 | 0 | 25 |
| THE YOUTH | 0 | 0 | 3 | 5 | 6 | 0 | 0 | 0 | 14 |
| DRUK NETSHUL | 1 | 2 | 7 | 0 | 9 | 0 | 1 | 0 | 20 |
| DRUK YOEZER | 0 | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 4 |
| RADIO VALLEY | 0 | 0 | 3 | 0 | 8 | 0 | 1 | 0 | 12 |
| KUZOO FM | 2 | 2 | 4 | 0 | 2 | 1 | 0 | 0 | 11 |
| RADIO HIGH | 0 | 0 | 10 | 0 | 7 | 0 | 0 | 0 | 17 |
| GELYOUNG SARCHOK | 0 | 2 | 4 | 0 | 9 | 0 | 0 | 0 | 15 |
|  | 44 | 79 | 119 | 105 | 269 | 22 | 25 | 37 | 663 |

1. **Qualification Profile of the personnel from the sample survey**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Educational qualification | | | | | | | |  |
|  | Post Graduate Degree | Graduate Degree | Diploma | Class XII | Class X | Class VIII | Informal | Others | Total |
| BBSC | 5 | 51 | 22 | 21 | 11 | 2 | 0 | 1 | 113 |
| Bhutan Media Service | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Bhutan News Network | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 5 |
| Bhutan Observer Pvt.Ltd | 1 | 12 | 0 | 1 | 3 | 0 | 0 | 0 | 17 |
| Bhutan Times Ltd. | 5 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 16 |
| Bhutan Today | 1 | 7 | 7 | 2 | 0 | 0 | 0 | 0 | 17 |
| Bhutan Youth | 0 | 6 | 1 | 6 | 1 | 1 | 0 | 0 | 15 |
| Business Bhutan Pvt.Ltd | 2 | 11 | 3 | 2 | 2 | 0 | 0 | 0 | 20 |
| Centennial Radio | 0 | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| Druk Gyalyong Sarshog | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 0 | 7 |
| Druk Neytshuel | 0 | 4 | 0 | 3 | 1 | 0 | 0 | 0 | 8 |
| Druk Yoedzer | 1 | 9 | 0 | 2 | 2 | 0 | 0 | 0 | 14 |
| Kuensel Corporation | 15 | 44 | 10 | 24 | 21 | 8 | 6 | 17 | 145 |
| Kuzoo FM | 2 | 1 | 2 | 4 | 0 | 0 | 0 | 0 | 9 |
| Radio High | 0 | 6 | 1 | 5 | 0 | 0 | 0 | 0 | 12 |
| Radio Valley | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 4 |
| The Journalist | 0 | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 8 |
| TOTAL | 35 | 171 | 52 | 80 | 42 | 11 | 6 | 18 | 415 |

1. *Table 1, Previous Job status of media personnel prior to holding the current job position* [↑](#footnote-ref-1)
2. *Table 2,* *Percentage representation : Suggested Training Priority (Knowledge & skill area)* [↑](#footnote-ref-2)
3. *Table 3, Training sponsor in Media Organizations* [↑](#footnote-ref-3)
4. *Table 4, The trainings need plan of Kuensel is cited as an example* [↑](#footnote-ref-4)
5. *Table 3, Trainings attended by media personnel in the past 3 years* [↑](#footnote-ref-5)
6. *Figure 1, The constraint process in the media organizations for professional capacity development* [↑](#footnote-ref-6)
7. *Table 5, Total gender disaggregated population in media organizations , Table 6, Total gender disaggregated sample collected (60% average percentage), Table 7, percentage of sample collected* [↑](#footnote-ref-7)
8. *Annexure III, Self-Administered Questionnaire for the employees & Organizations in the media organization*  [↑](#footnote-ref-8)
9. *Table 8, List of participants of Focus Group Discussion held on 20/7/2011* [↑](#footnote-ref-9)
10. *For privacy purpose, the names of the Key Informants Interview are not listed in this document* [↑](#footnote-ref-10)
11. *Annexure IV, List of the documents referred* [↑](#footnote-ref-11)
12. *Table 9,* Percentage representation: Skill importance to work (Knowledge & skill area) [↑](#footnote-ref-12)
13. *Table 10* top ten suggested training priority (Percentage representation 70% and above) [↑](#footnote-ref-13)
14. Reference from the focus group discussion held on 20/7/2011 [↑](#footnote-ref-14)
15. Sherubtse college would be commencing media studies program in the academic session 2012 only [↑](#footnote-ref-15)
16. *Table 11, List of print and radio organizations in the media industry, BICM Database* [↑](#footnote-ref-16)
17. *Points ensued from the focus group discussion conducted on 20/7/2011* [↑](#footnote-ref-17)
18. *TOR for the assignment “Terms of Reference, Development of Training Master Plan* [↑](#footnote-ref-18)
19. *TOR for the assignment “Terms of Reference, Development of Training Master Plan* [↑](#footnote-ref-19)
20. *Table 12, Baseline training requirement obtained from the exercise “HRD five years down the line in the industry” during the focus group discussion held on 20/7/2011* [↑](#footnote-ref-20)
21. *Table 14, Training allocation ratio*  [↑](#footnote-ref-21)
22. Table 16-23 of Annexure I [↑](#footnote-ref-22)
23. Table 16 of Annexure I [↑](#footnote-ref-23)
24. Table 17 of Annexure I [↑](#footnote-ref-24)
25. Table 18 of Annexure I [↑](#footnote-ref-25)
26. Table 19 of Annexure I [↑](#footnote-ref-26)
27. Table 20 of Annexure I [↑](#footnote-ref-27)
28. Table 21 of Annexure I [↑](#footnote-ref-28)
29. Table 18 of Annexure I [↑](#footnote-ref-29)
30. Table 22 of Annexure I [↑](#footnote-ref-30)
31. Table 23 of Annexure I [↑](#footnote-ref-31)