OFFICER'S TRAINING NEED ANALYSIS REPORT 2019

FEBRUARY 2020 | PUNE

ज्ञानसेवा तु साफल्यम्

महाराष्ट्र राज्य शैक्षणिक संशोधन व
प्रशिक्षण परिषद, पुणे.

lfe LEADERSHIP FOR EQUITY

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Leadership for Equity

Leadership For Equity (LFE)- a non-profit (NGO) - is a systems change and research organization that supports governments with structural and implementation reforms to improve the quality of learning at scale. LFE's fundamental belief is that Public Education Systems are by definition 'gatekeepers' of equity; and effective and sensitive public systems will ensure that quality education is provided to every child. LFE works on four key verticals namely, Officer Professional Development (OPD), Teacher Professional Development (TPD), Technology Enabled Learning (TEL) and Advisory & Advocacy (AAA).

LFE has been closely working with the state education institutions such as Maharashtra State Council of Education Research and Training (MSCERT), Regional Academic Authority (RAA) Aurangabad, Maharashtra State Bureau of Textbook Production and Curriculum Research (Balbharati), District Institute for Education and Training (DIET), Pune Municipal Corporation (PMC), Nashik Zilla Parishad and Pimpri Chinchwad Municipal Corporation (PCMC).

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ABBREVIATIONS

AT&T	American Telephone and Telegraph
BCG	Boston Consulting Group
BDO	Block Development Officer
BEO	Block Education Officer
BRG/P	Block Resource Group/Person
CEO	Chief Executive Officer
CPD	Continuous Professional Development
CRG	Cluster Resource Group
CSR	Corporate Social Responsibility
DIET	District Institute of Education and Training
Dy.	Deputy
EO	Education Officer
Ext. Officer/ADI	Extension Officers
HM	Headmaster
HR	Human Resource
KP	Kendra Pramukh
LAQs	Legislative Assembly Questions
LFE	Leadership For Equity
MOU	Memorandum of Understanding
RAA	Regional Academic Authority
RTI	Right To Information
Sr.	Senior
SCERT	State Council Education Research and Training
SSA	Samagra Shiksha Abhiyan
TNA	Training Needs Analysis
UK	United Kingdom
US	United States
ZP	Zilla Parishad

READING THIS DOCUMENT

The document starts by laying down a framework for the officer's need analysis and the composition of respondents involved in the study. The second section entails the study's findings for Maharashtra and it concludes with an overall summary, ideas and recommendations for future research and training.

SECTION 1: PROCESS OF THE NEEDS ANALYSIS
- Literature Review
- Approach
- Limitations of the study

SECTION 2: THE MAHARASHTRA CONTEXT
- Participant Demographics
- What are the current work responsibilities of officers?
- What are the key practices in the current work of officers?
- What are the areas of work where officers feel successful?
- What are the challenges that officers face? What are the training and support areas for officers of different cadres?
- What is the perception of officers regarding technology and peer learning for continuous professional development?

SECTION 3: CONCLUSION AND RECOMMENDATIONS
This section contains a summary of the TNA analysis, learnings and recommendations based on the effective practices followed globally and findings from Maharashtra presented in sections 1 and 2.

EXECUTIVE SUMMARY

'Officer's Training Needs Analysis Report' was born out of a need to understand the challenges and training demands of the education bureaucracy such that the study could be used to inform the intervention for training in the upcoming year. Such a needs analysis was conducted to understand the gaps in knowledge, skills and mindsets across middle management positions in Maharashtra's education bureaucracy. These middle management positions consisted of Class I, Class II and Class III officers working in various levels of government education department in Maharashtra. In line with that need, this document presents the findings from training need analysis conducted in July-August 2018-19.

The study was conducted with 987 responses for an online survey link, shadowing 15 officers for a day and conducting interviews and focus group discussion with officers across districts. Focus in this report was on finding out current responsibilities, challenges and support areas required by officers. Participants in this exercise included officers from cadres of Education Officer, Block Education Officer, Extension officer, Kendra Pramukh, DIET Lecturer, SCERT Head of Department, Regional Academic Authority officials and Vishyasahayaks.

Based on the survey responses, interviews, focused group discussion and on-ground shadowing, following main challenges were stated across cadres:
1. Administrative workload
2. Lack of streamlined communication between different stakeholders
3. Managing changing job responsibilities due to unclear job description
4. Lack of personal and professional development opportunities
5. Lack of IT skills for data collection and knowledge management

Taking a note of these challenges encountered by the officers, the research then built upon the areas where training and support was required as suggested by the respondents themselves. As most officer's work in the area of program design, implementation, evaluation and documentation, the top 4 training-needs highlighted in the analysis of inputs shared by officers across cadres include:
1. Documentation and knowledge management of existing data
2. Impact evaluation of programs through effective structures
3. Personal development by managing self and time
4. Team management through building effective culture and coaching

Based on the findings, some key recommendations have been made. To deliver effective support around the needs identified, the training must include a self-led component in the form of a peer learning structure. Additionally, the already present components of the training such as inductions, refresher courses, and after-transfer training must be made more accessible using blended models. Secondly, a credit based system of learning should be put in place to allow choice for officers to build their own customized learning plans and formally acknowledging the learning to help motivate the officers. Thirdly, content of any support structure should focus on bringing renewed job clarity to the officers so as to align expectations of officers and deliberately set focus areas to achieve key outcomes on ground. Lastly, the continuous professional development (CPD) department, in the long run, must focus on developing groups of diverse training courses which are scaffolded to teach different skills, and must be available online. They should cater to officers at different points in their service taking into consideration their experience, designation and credits from the course taken previously.

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INTRODUCTION

In line with the provisions in the RTE Act (2009), SCERT in Maharashtra came to be designated as the state academic authority in 2012. On this basis, a concerted effort was initiated to strengthen the State Council Education, Research and Training (SCERT) in terms of human resources, processes and a complete overhaul in the way training and research is designed and implemented. A subsequent government resolution dated October 17, 2016, saw the SCERT's organization structure being restructured to include individual subject departments and human resource from the academic cadres of the state.

To support officers to work effectively and drive state-level outcomes a 2011 government resolution stated that state government employees will receive technical training, administrative and in-service training. Technical training will relate to primary technical work of a concerned department. Additionally, this training will also be given to newly transferred officers and those who need specialized knowledge to carry out the work as per nature of the job. The administrative and in-service training is mandatory for all departments and is for general capacity building, motivation and suitable functioning of the employees on all posts. In order to ensure effective execution of the trainings, a department of Continuous Professional Development (CPD) was established. The CPD department is responsible for ensuring implementation of state training policies, supporting all officers for their learning and development, conducting workshops for knowledge and skill-building purposes and other human resource management responsibilities.

The CPD department was tasked with finding out relevant topics to be covered in existing structures as per the state training policy and to understand the current needs and challenges of officers across cadres to design more effective training. It also aimed to identify different activities or ways in which the department could support the officers. This led to the design of this training needs analysis, whose on-ground implementation was done by the Leadership For Equity (LFE) team in close coordination with the CPD department.

The LFE team, with the overall vision of empowering public systems, aims to raise the effectiveness and functioning of state systems in the long term. It began collaborating with the SCERT with the primary aim of establishing it as an exemplary government apex body with expertise in teacher support, curriculum development, research, and continuous professional development of all education functionaries in the state. Currently, LFE works as a consultant to the state department with a 5 year MOU for bringing effectiveness in stated domains through different projects.

The main objectives of the exercise are:
1. To understand the training needs, identify challenges faced by officers at all levels in administrative and academic domains in their daily operations; and,
2. To understand the key responsibilities and practices of the officers

This document presents a detailed view of our findings from a training needs analysis exercise conducted with different cadres of officers across the state of Maharashtra in association with the CPD department, SCERT.

Literature Review

Across the globe, building employee capability is critically linked to building organizational capability, which in turn contributes to improved organizational outcomes. As to understand why learning and development is considered crucial, we saw that companies in the top quarter of training expenditure per employee per year average 24 per cent higher profit margins than companies that spend less per year (Gutierrez, 2017). Such a result indicates that there is a direct benefit of investing in higher quality training of employees as it yields better outcomes for organisations. Additionally, in another 2007 study (Parry and Tyson, 2011), it was seen that investing in learning and development indirectly also leads to an increase in employee motivation and an improvement in staff retention.

Some ways in which organisations are investing in capacity building are by latest virtual training techniques to simulate a classroom with global participants for knowledge transfer, complemented with local face-to-face sessions for behavior practice (Trish Bergin, 2013) and formal training programs which provide opportunities to network and learn from peers (Roediger et al., 2019). Additionally, the recent rise in the availability of Massively Open Online Courses or MOOCs such as Coursera and Udemy provide an avenue for continuous skill building for employees.

As to what must the areas of focus be for the organisation to have a thriving workforce of the future, a 2019 report by Boston Consulting Group (BCG) reports focus areas for training and development. Government

systems must establish tailored career paths to develop specialized skills. Specialized career tracks which allow employees to work across a number of departments and agencies while building unique skill sets were considered as an area of focus. Secondly, organisations must introduce learning pacts. A learning pact is an agreement between employers and employees to commit to up-skilling to keep building skills for current and future problems. Such an agreement would ensure that the workforce is up-skilled based on the needs of the current reality while being grounded in the values and ethics of the organisation.

A survey (Strack et al., 2018) also sheds light on what employees value in a workplace. It was seen that out of 26 workplace satisfaction factors, respondents ranked "learning and training opportunities" and "career development" fourth and fifth, respectively. Additionally, the survey also found that employees place a high value on feeling appreciated and receiving recognition for their work. Respondents ranked this among the top ten satisfaction factors globally.

In the same study it was found that organisations such as governments must build an agile culture of purpose. Governments should create an innovative, collaborative, and agile culture by encouraging cross project collaborations. Additionally, they must introduce new behaviors in pockets. While a wholesale change of culture is daunting, governments can introduce new behaviors in select pockets and then embed this culture more broadly. Thirdly, the system must invest in building partnerships that build capabilities of the people. There must be a focus on gaining long term capabilities. Governments need to consider how they can

gain from long-term capabilities more quickly by facilitating the movement of existing staff within government and by partnering with the social and private sectors. Furthermore, there must be sharing talent across the public sector. Such an increased mobility across departments contributes to richer career paths, greater employee engagement, and a better match between talent supply and demand.

In light of such findings and the 2019 study conducted by BCG it can be safely said that today's government leaders need to acquire new skills to meet citizens' growing expectations and tackle complex, 21st-century challenges. Hence, **personal development of officers across hierarchies should be prioritized.** Additionally, for future leaders to understand the potential impact of government interventions on complex, interrelated systems, there's need to effectively collaborate across government agencies and with the private and social sectors. Such an approach would require many to embrace an agile behavior and mindset in order to lead and empower cross-agency agile teams.

Also, there is a strategic role of human resources and professional development departments. **The professional development teams must be equipped for effective strategic workforce planning (SWP).** This includes forecasting future workforce needs, identifying capabilities gaps, and developing strategies to address these gaps. Additionally, if organisations lack accurate data on the workforce, a professional development team with advanced-analytics capabilities and involvement of professional development team in broader strategic discussions about when and how organisations plan to introduce new technologies for preparing for the potential

impact on the workforce must be outlined. This should be worked upon by involving data based decision making and in house capacity building.

Given the above trends in the global professional development and employee engagement domain, investing in capacity building while leveraging mechanisms of periodic data collection, use of technology and peer learning are areas that ought to be explored.

Some examples of best practices in the government systems across the world are worth a glance. In the US, the innovation lab of the Office of Personnel Management trains federal agencies in human-centered design, which encourages organizations to overcome difficult challenges by putting citizens at the center of their problem-solving process. Canada's Free Agent Program, for example, retains high-performing staff by offering them the ability to select projects that match their interests so they can contribute in a way that's personally meaningful. The UK Civil Service developed 12 cross-government functions in areas such as analysis, project delivery, and digital. Each function has a unique career track and learning curriculum, as well as a dedicated team leader focused on developing capabilities and sharing best practices. Also, the Singapore government launched GovTech Hive, a multidisciplinary team of data scientists, designers, and engineers, to foster a startup-like culture that delivers innovative services across government agencies. (Ant Roediger et al., 2019)

Approach

Framework

The TNA process focuses primarily on understanding training needs in the following 5 buckets of professional development. These buckets have been derived based on the secondary research as well as longitudinal observation of LFE team members working with SCERT and district officers over the last 2 years. A preliminary qualitative need analysis was also conducted by a team of four members in the months of December 2018 to January 2019[1], results of which have been useful in outlining the focus areas for TNA . The details of the focus areas for TNA are outlined in the Table 1. To get a holistic understanding of the training needs of different cadres of officers, their key responsibilities, current practices and areas of success were scrutinised along with challenges in the workplace and areas of support. Such an approach would potentially lead to insights about designing plans which would build on the existing positive components of the environment while addressing the ones that need to be provided support on.

Tools and Methods

The findings are formulated to get a comprehensive perspective of the current reality using the following three methods:

1. An **online survey** for data collection is the most common and useful means to collate data about a large population's opinions, beliefs, demographics and general questions that the study aims to solve. A survey link for 987 existing officers was circulated across Maharashtra for the same purpose. The aim was to understand the larger trends regarding challenges and training needs of the officers across the state.

2. **Focus Group Discussions (FGD)** typically are organised in order to understand the beliefs, attitudes, perceptions, opinions of people engaged in the same. It is a tool used for qualitative research and in this study, cader-specific FGDs were conducted. In our study, the FGDs were used to get relatively in-depth understanding of the trends that were seen in the survey and get additional inputs regarding the challenges, areas of success and training needs of the officers.

3. **Shadowing** of officers combined with one-on-one interviews were conducted. This included spending one full working day with the participant to understand, first-hand, the tangible and intangible challenges and needs of the work. In addition to this, a one-on-one interview was conducted with the same officers to get in-depth understanding of the observations of the day.

The tools were designed to capture the current job description and work role of the officer,

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1. The needs analysis was conducted at RAAs in four locations - Aurangabad, Mumbai, Nagpur and Amravati. All officers (RAA Director, Sr. Lecturers, Lecturers and Vishaysahayaks) at each location were engaged in conversations for upto 5 hours and the insights were documented. For the detailed report please contact authors.

PROGRAM LEADERSHIP*	PEOPLE LEADERSHIP*	ADMINISTRATIVE LEADERSHIP*	PERSONAL LEADERSHIP**	INSTRUCTIONAL LEADERSHIP***
This includes all aspects of program design, measurement, operational planning, program review and course correction, communication and coordination.	This includes management of a team, coaching and mentoring the members. Building a positive team culture, getting effective feedback and team reviews are a part of the process too.	Knowledge and application of standard operating procedures is required along with documentation and understanding of relevant GR's.	Tasks such as managing self and time, use of technology for improving self-efficiency, self-awareness and reflection are included under this bucket.	Understanding of technology integrated pedagogy, classroom observation and debriefing skills, session planning and facilitation and creating resources.
RATIONALE			**RATIONALE**	
*A Government GR for evaluation of class-1 officers states several parameters an officer should perform well on. The parameters when combined largely fall into 3 main buckets of Program, People and Administrative leadership.			**We at LFE believe the core of professional development is centered out of personal willingness to learn and do more. ***Multiple studies[2] have mentioned that for maximum achievement, the teacher educators and administrators should also have the knowledge of pedagogy and teaching.	

TABLE 1: Focus areas for TNA

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2. Björk (1993); Cambron-McCabe (1993); Hoyle (1993); Hoyle, English, & Steffy (1998); Murphy, (1993a, 1993b) as cited in Hoyle, Björk, Collier and Glass (2004)

the common practices that are followed in the work, challenges that the officers face in their work, areas of success and the perception around role of technology and peer led groups for learning and professional development. A toolkit consisting of online survey, one-on-one interview questionnaire, FGD guide and Observation/Shadowing guide were utilised to understand the officers in order to take into account their views and opinions. The assigned timeline for the whole process was from July 22nd to August 3rd for execution of these survey tools.

The online survey link was shared with 987 officers of Maharashtra. This included all class I, class II and class III at state, district and zonal levels. This method was opted to understand and gather trends about the focus areas that officers from Maharashtra need help and support with. Additionally, full day shadowing and one-on-one interviews of 15 officers across different cadres (comprising EOs, BEOs, Extension Officers, DIET lecturers, RAA officers and SCERT officers) were also conducted as a part of this study. A total of 24 interviews and on ground shadowing were conducted to get diverse input. The purpose is to understand the roles, responsibilities and ways of working of different cadres of officers and grasp ground reality and challenges by understanding a typical day in the life of an officer. Focus Group Discussion (FGD) was conducted with two batches of 4 to 5 officers each. This was organised to validate data points gathered through the survey and build a deeper understanding of challenges and support required for them.

Limitations Of The Study

1. Representation of sample: Random selection of sample was done for Officers' Training Need Analysis (TNA) survey in the time set by the Continuous Professional Department (CPD). Given the time constraints, choosing such a methodology was based on personal experience and a representative sample was not accessed during the course of the study. A a result the personnel shadowing was restrictive and not completely representative due to geographical constraints and the variety in cadres of services. The representatives from certain cadres were remotely located and were thus, not accessible. Further, the survey saw a disproportionate participation from males and KPs.

2. Bucketing of various categories of officers together: Officers with predominant administrative and the ones with predominant academic responsibilities were assumed to face similar challenges. As a result, the results lack minute details regarding the cadre specific challenges for some officer groups.

3. Scope: The TNA online survey link, FGDs and interviews were designed keeping in mind the 5 buckets mentioned above and with a scope to identify other training needs. The scope of the needs analysis was thus limited to the 5 buckets and needs around other areas were not focused upon.

FINDINGS AND DISCUSSIONS

Participant Demographics

In order to understand the needs and challenges of the officers, it is crucial to understand the composition of the respondents. Mentioned below are a set of demographics (age, gender, work experience etc.) that the survey participants constituted of.

- From the age split chart, it is clear that 34% of respondents are between the age of 41 to 50 and the 27% of respondents are falling between the age of 51 to 55.
- There is a gender gap among the respondents with a whooping 74% of the respondents being males.
- 49% of respondents (480) are new (1-5 years) in their current roles whereas, more than 50% respondents have more than 20 years of experience in the education department, and another 25% with at least 10 years of work experience in the education department.
- Maximum respondents officers were Kendra Pramukhs. The second largest group of respondents was the group of Subject Assistants and the smallest set of respondents were Education Officers. Other officers included BEOs, Extension Officers, Lecturers, Sr. Lecturers & Principals.

A total of 987 responses received from all the districts were recorded and the highest were from Nandurbar whereas lowest were from Mumbai Upnagar.
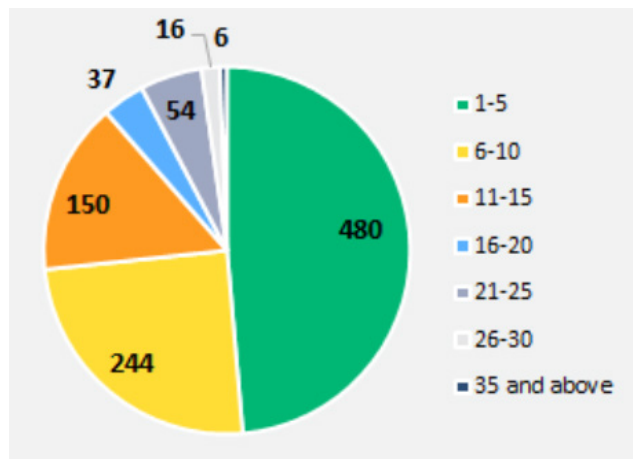

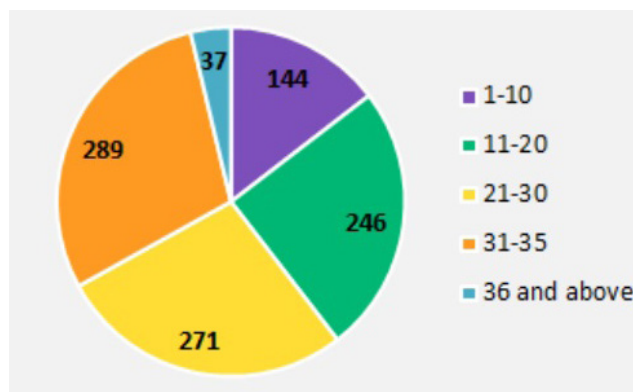CHART 1: Participant work experience in current role in years

CHART 2: Participant work experience in education dept in years

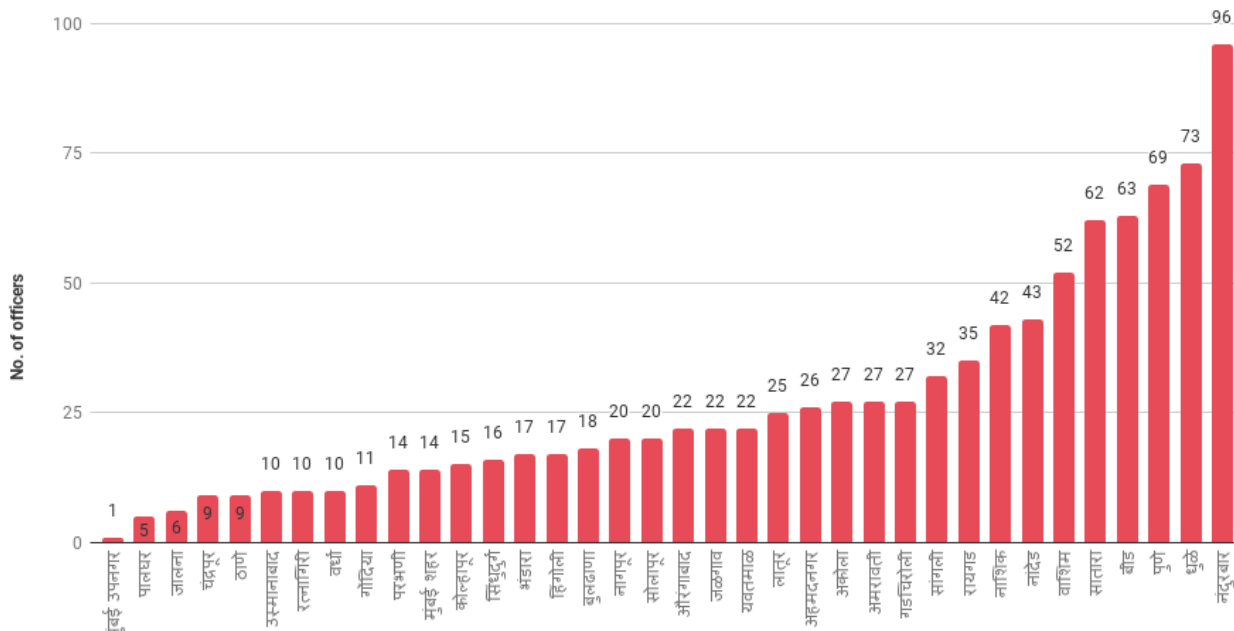Nandurbar district had the highest number of respondents from a total of 987+ responses.
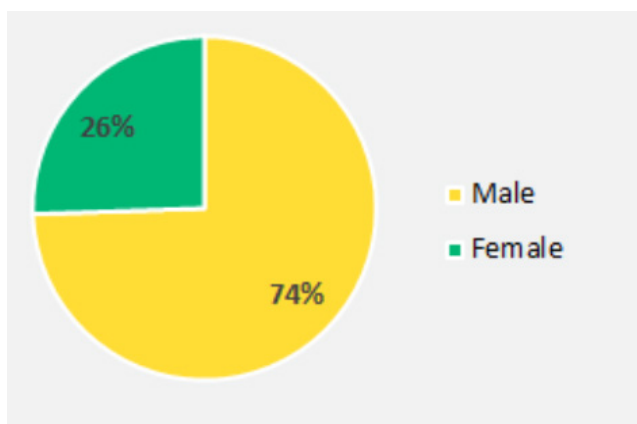

CHART 3: District-wise number of participants
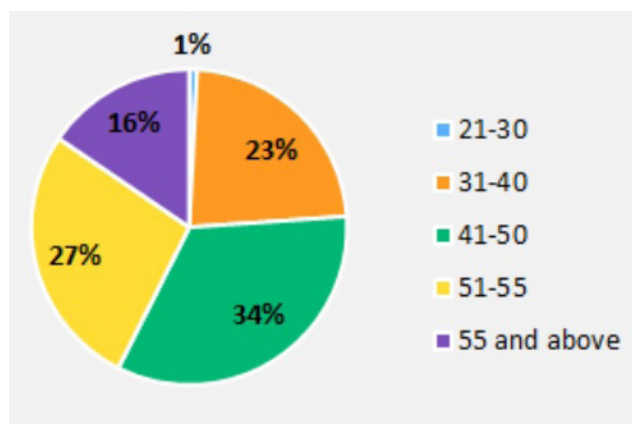

CHART 4: Gender-wise split of participatns

CHART 5: Age-wise split of participants

Current Work Of Officers

In order to understand the training needs of the officers, it is necessary to understand the responsibilities of the officers across cadres. Such an understanding will help identify mismatch in the work demanded of the officers and the skills that the officers exhibit. Thus, it will be possible to identify the gaps that must be bridged in order to help officers be more effective at the work that they do.

Table 3 details the responsibilities that were understood to be common across cadres i.e. work that is common for all officers, through FGDs and interviews. Thereafter, the section also lists down additional "cadre wise responsibilities" which are specific to the cadres mentioned therein.

Other Highlights

As most administrative and academic programs are implemented in schools by KP's or extension officers, orienting them towards existing or new programs is considered to be a key element of their role by BEOs and SCERT HoD's.

"Conducting meetings for KPs and Ext. Officer's as well as HMs for implementing state programs and for different administrative work are also few important activities in my role.
- A Block Education Officer

"About 60 to 70 % of my time goes in academic work- designing new programs, implementing them, giving direction to old programs
- An SCERT HoD

SCERT OFFICERS	Program Design and Implementation: This includes planning, execution, feedback, review of academic programs and documents. Answering legislative assembly questions, department's financial planning, maintaining service books relating to state officers and RTI replies are a part of the process.
DIET/ RAA OFFICERS	The job is to follow up with administrative officers for communicating current programs along with coordinating & delegating workshops & school visits for teacher support.
BEO	BEOs are supposed to maintain service books and records relating to in-service and retired teachers, coordinating with DIET, conducting Shikshan Parishad's school inspections & meeting of KP's and extension officers for guidance. They also have to supervise as well as conduct school and HM visits for coordination of programs of departments along with managing schemes running in the block.
ADI & KP	Along with school visits, on-field monitoring of all programs, student, teacher and school data collection for all departments is to be done as well as BDO's work which includes Gram Pratiniyukti, SSG, cluster related data etc.

TABLE 2: Cadre-wise Responsibilities

SCHOOL VISITS	Officers are required to interact with students and teachers while also monitoring academic outcomes and supervising child safety. On-ground and in-service teacher support is a mandate during school visits.
DATA COLLECTION	Officers often are required to collect program and administrative data that is required by SCERT, CEO, EO(Zilla Parishad), exam-related data & on-ground implementation data.
ADMINISTRATION	The task of managing documents & information along with filing of issues falls under Administration. The work also includes preparing letters for permissions, issuing orders etc.
PROGRAM MANAGEMENT	Program Design: The tasks involve conducting meetings, supporting and orientation of BRPs, KPs, Extension Officers & teachers for implementing programs and finally, identification of support areas. Program Implementation: This part involves implementation of programs and identifying support areas along with the current situation of programs. Getting feedback is a part of Program Implementation as well. Monitoring and Evaluation: This involves conducting impact analysis over a period of time.

TABLE 3: Common Responsibilities Across Caders

Current Officer Practices In Key Responsibility Areas

In line with the purpose shared in the previous section, key practices followed across the cadres were identified. Analysis of the same helped understand the strengths and areas of development of the officers, and design programs that would build on the current strengths to address the areas of development. From the data collected, practices under three key responsibilities were identified.

Program Design

The first key responsibility of the officers is program design. Under this key responsibility, it was seen that while the officers conducted rigorous need assessment exercises to understand the needs of the beneficiaries , it included multiple sources such as state/national assessments, surveys of participants and understanding gaps from field officers.

It was seen that 85% officers conduct rigorous needs assessment to understand their beneficiaries either always or mostly. Additionally, 88% of the officers have clear objectives and SMART goals for their programs either always or mostly. Thus, having SMART goals and conducting rigorous

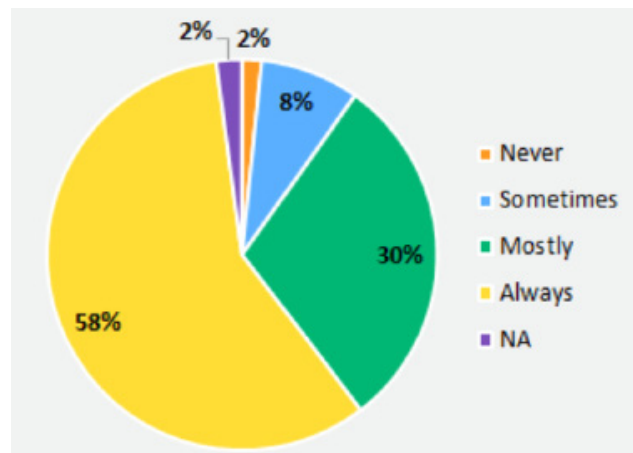needs assessment was seen as a pervasive practice, and thus, an overall strength of the system.

CHART 6: Percentage of officers conducting rigrious needs assessment before program design
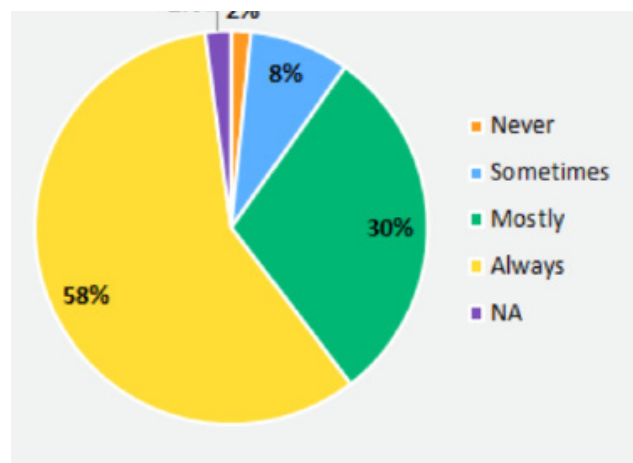

CHART 7: Percentage of officers with clear objectives and SMART goals for programs

Data Management & Impact Evaluation

The second key responsibility was identified as managing data and evaluating the impact of the programs designed. Key practices which emerged were the use of predefined indicators for project monitoring including effectiveness of workshops conducted, meeting project timelines and navigating challenges during field operations.

It was seen that 53% of officers always monitor their programs using some predefined indicator. Additionally, 43% of officers always have well-defined structures for data collection related to the program. Furthermore, 34% and 35% officers mostly monitor their programs using some predefined indicator and have well defined structure for data collection respectively. While presence of such was identified as an overall strength of the officers, inconsistent use of the same was identified as an area of development for the system.
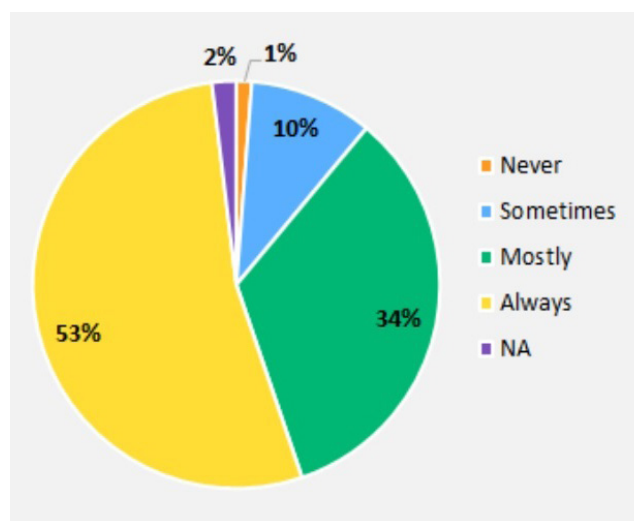
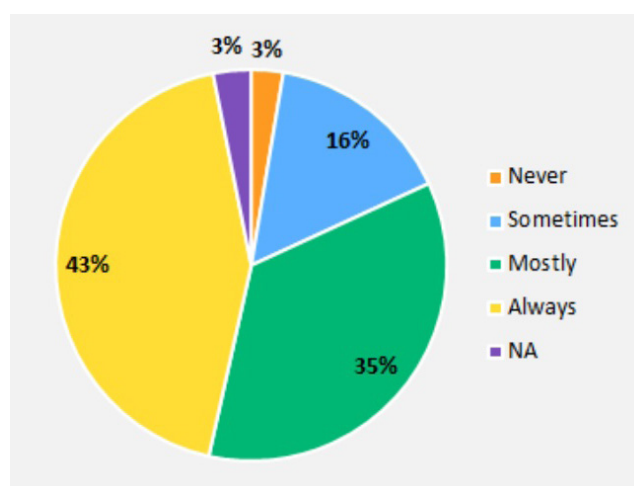CHART 8: Percentage of officers who monitor their programs using some predefined indicators

CHART 9: Percentage of officers who have well defined structures for data collection related to the program

Team Management Practices

The last key area of work for the officers is team management. To ensure successful outcomes from their teams the officers were seen to rely on defining KRAs (Key Result Areas), systematic data collection, providing feedback and taking steps to motivate their teams.

60% of officers always define KRAs for their team. A very small portion of officers (6%) do not define KRAs for their team. 78% Officers have well-defined structures for data collection related to the program either always or frequently. A staggering 0.9% almost never or rarely have proper structures for data collection.   Moreover, 78% Officers provide effective data based feedback to their team whereas 2% of the officers do not practice this. A very healthy portion of officers i.e. 84% motivate employees in their office in comparison to the 0.4% which never or rarely motivates employees

Thus, while providing effective feedback to the team was present, its consistent use across cadres is an area of development. Also, while defining KRAs for the team emerged as a strength for 60% of the cadre, its inconsistent use among the rest was identified as an area of development.
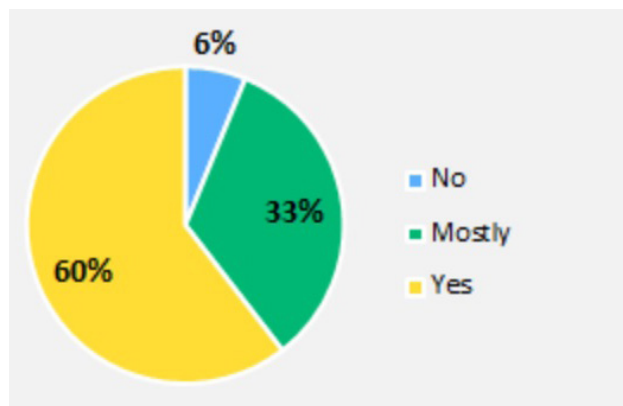
CHART 10: Percentage of officers who always define Key Result Areas (KRA's) for their team, expectations
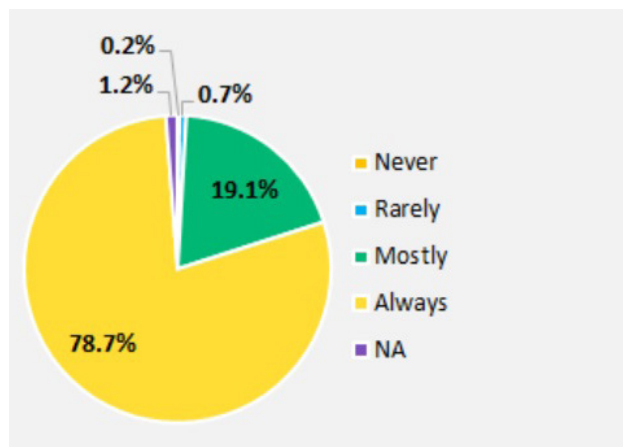
CHART 11: Percentage of officers communicate with people about their work and understand their expectations

Areas of success for the officers

For Academic programs, officers felt successful when their block secured top position across the state in different assessments, both government and non-government, such as NAS and ASER. Additionally, officers feel successful when a number of workshops are conducted for students, teachers and officers, and innovation in terms of content creation in their programs such as E-content is encouraged. Lastly, it was seen that the officers felt successful by effective program implementation by the extended team of officers.

For administrative programs, successful implementation of programs such cleanliness drives, tree plantations and other educational programs make officers feel successful in their roles. Fundraising programs in the community for the improvement of local schools, efforts to bring 100% digitization across schools in the region and by winning district competitions in different domains are some other areas where the officers feel successful.

With the limited data in the qualitative sample, very few programs that focused directly on student learning outcomes were listed by officers as their successes. This indicates that external recognition and improvement of physical infrastructure rather than student growth are generally the measure of their success. It was also noted that most programs stated as a success did not directly relate to the work done by respondent officers. The link between collective success at state/district/block of their area and their personal success was most often mentioned by administrative officers as their work involved implementation with other stakeholders. All the success of academic programs were mentioned at activity or event level, such as number of training programs conducted, number of schools or students covered. This indicates that most program success is measured at input level. Majority of the respondents attributed their success only to their internal motivation and willingness to work despite systemic challenges and lack of appreciation from the system. Thus, we see that there is a gap in the monitoring and evaluation structures followed as the measures of success are not always aligned to the intended outcome. Additionally, there is a bias towards measuring success in terms of inputs without establishing causal pathways, linking them explicitly to the outputs and outcomes.

Challenges Faced By Officers

After highlighting responsibilities and working structure of the officers who participated in this study, the report moves on to understand the challenges faced by specific cadres of officers (BEOs, Extension Officers, Kendra Pramukhs, SCERT Officers & DIET Officers).

For the BEOs, as per the data collected, there are few mechanisms to track the work of ground officers (Kendra Pramukh ad Extension officers), but structures for support and training are missing. The biggest challenge in front of most of the BEOs is the number of vacant posts at BEO, KP and extension officer level. This often leads to additional responsibilities without having adequate human resources to perform those responsibilities.

For Extension officers and Kendra Pramukhs (KPs), instead of being in their respective clusters or beats are often called to block offices or are engaged in fulfilling ad-hoc requests of data collection or documentation which limits the time they spend in schools. Extension officers and Kendra Pramukhs are visiting schools but there is no clear output or systematic process of observation or feedback that was observed.

"Updates and communication is done by whatsapp. Monthly reviews are there to help keep everyone on track." -An Extension Officer

"We collect data manually or through forms (sometimes). Zilla sends a letter saying what data they want but they don't realise the scope of how much it is and how long it would take to collect the data. Also, people are not as tech savvy as they think."   - A Kendra Pramukh

"In school visits, I follow up with the progress of the school. I give direction to the projects and provide new ideas. I also give ideas on how to motivate the students more."   - A Kendra Pramukh

Among officers working in SCERT, a smaller number of respondents answered this question which tends to show that officers at SCERT have little to limited clarity of expectations they have from DIETs. Most Officers at SCERT felt they did not feel empowered to make decisions regarding any activity design or implementation on their own due to the present work culture of hierarchy.

"A lot of times, 4-5 programs are planned from a department and grants come in packets so programs are overlapped. Dept should make one plan and follow that rigorously."   - An SCERT H.O.D.

"Officers at the DIET should work on the development of subjects, and also monitor blocks and their geography as coordinating officers for MSCERT."   - An SCERT H.O.D.

"Job charts should be defined so that we are also aware of what to expect from each officer, and the DIETs should also follow these defined roles and responsibilities properly."   - An SCERT H.O.D.

In conversations with DIET officers, it was understood that most of the times the grant for training and other programs gets delayed which leads to overlapping of different

programs, creating chaos at district and teacher level. Furthermore, it was noticed that around 40% of officers were not able to express what steps should be followed for designing basic academic programs. This indicates a key skill gap among the DIET cadre which must be addressed.

Common areas of support across cadres

During the course of the study, officers were asked to identify specific areas where they would need intervention and training in. However, the areas of support were only broadly mentioned and form of "support" was never clearly articulated by the officers. Officers across cadres, despite varying responsibilities, identified similar areas of support as given in table 4.

The officers have evaluated themselves positively on being able to perform activities related to program design, impact measurement of programs, team management strategies and time management. This could potentially equate to their ease in performing these skills[3]. However, the data also informs that they expect training programs in the same areas. Based on the above observations, the following hypothesis can be framed:

- There is a visible gap in the officers' perception towards their current skills vs their actual skills.
- As the data is highly skewed towards the positive side for all survey questions, it shows that self reporting may not be the best way to capture feedback.

Cadres-Specific Areas of Support

This section discusses the most preferred support areas as identified by the respondents. While the previous section outlines the areas of support that were common across the cadres, this section delves deeper into analysis of each cadre's needs separately. The following charts present us with a cadre wise view of the areas of development and the preferred choices of the respondents about the areas they need support in.

BEO - Team Management skill

In total, 36 responses were received from BEOs who find 'Team Management' as a most important skill for their self development as also observed through shadowing and interviews. (refer cahrt 12) Even though program data collection is a major part of their role, the BEOs seem least interested in creating 'Google Forms And Survey Links'. However, through the qualitative data and in contrast, to survey responses, it was understood that officers wanted support on 'technical skills for clerical work'.

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3. Program design, impact measurement of programs, team management strategies and time management

SKILLS\ CADRE	KP/ ADI	BEO	DIET	SCERT
Effective School Visits	Yes	Yes	Yes	Yes
Designing a Program	No	No	Yes	Yes
Program Implementation	No	Yes	Yes	Yes
Data Collection	Yes	Yes	Yes	Yes
Data Analysis	Yes	Yes	Yes	Yes
Monitoring & Evaluation	Yes	Yes	Yes	Yes
People Management	Yes	Yes	Yes	Yes
Content Creation	No	No	Yes	Yes
Conducting Effective Meetings	Yes	Yes	Yes	Yes
Time Management	Yes	Yes	Yes	Yes
Computer Skills (Google Word/Sheets/ Excel/Forms etc.)	Yes	Yes	Yes	Yes

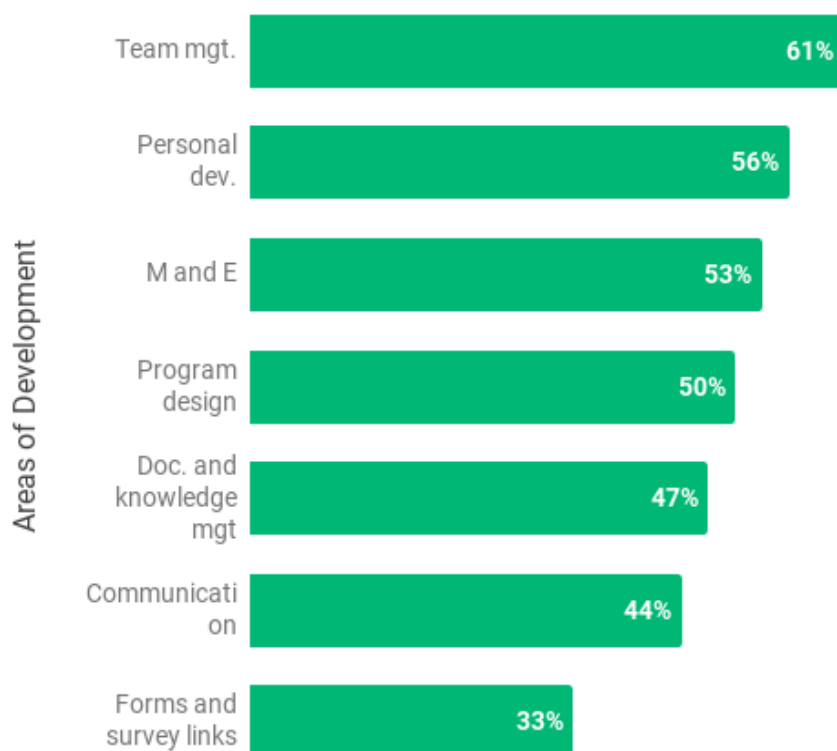TABLE 4: Common areas of support across cadres

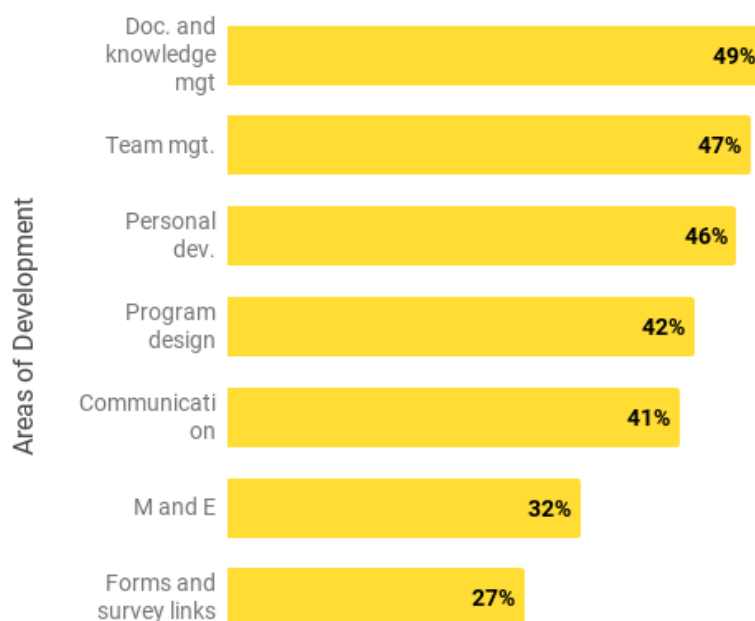CHART 12: Prefered support areas for BEOs

CHART 13: Prefered support areas for Extension officers

Extension Officers - Documentation and Knowledge Management

78 responses were received from Extension Officers. On average, the data (chart 13) proves that all the fields except 'Impact evaluation' and 'Google forms & survey links' were rated approximately 45%. Similar to the case of BEOs, even though monitoring and data collection are one of the major responsibilities of Extension Officers' work, it is not a major training requirement for them. From qualitative data, it was understood that their direct supervisors (BEOs) wanted them to be trained on planning, time management, pedagogy and technical skills. Thus, we see that, apart from technical skills, BEOs and Extension Officers have expressed similar areas of support for Extension Officers.

DIECP Lecturers - Documentation and Knowledge Management

125 responses were received from DIET Lecturers and the highest responses were recorded for areas of Data Management (68%), Evaluation of Programs (67%). (Refer chart 14) completing the survey data, it was seen that all DIET officers expressed need to be trained on technology use (presentation, forms, tracking etc.), planning and designing time-bound programs. 'Team Management' came out as low priority which could be a reason why officers in this bracket did not feel appreciated by their seniors as per the interview analysis.
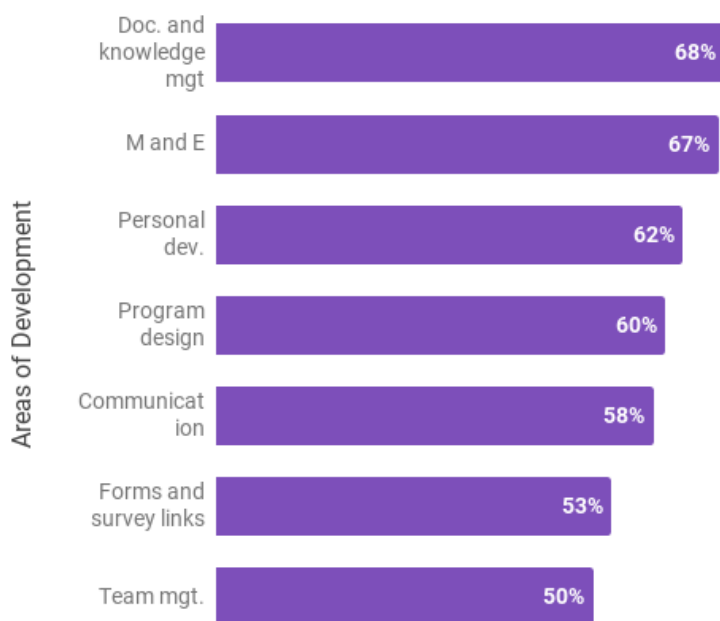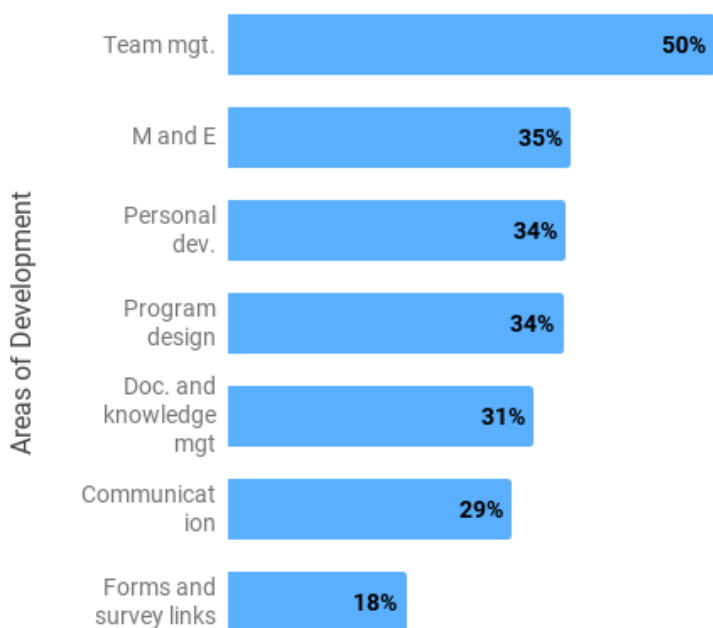
CHART 14: Prefered support areas for DIECP Lecturers

CHART 15: Prefered support areas for KPs

Kendra Pramukh - Team Management

One of the largest respondent groups (402) responses were received from Kendra Pramukhs. On average, responses for Kendra Pramukhs about the need of any skill to be learnt for their professional development was low as compared to other cadres. Based on this, it can be inferred that either there is resistance to training programs for professional development on the topics mentioned in the survey or due to the existence of other training programs for them. (Refer to chart 15)

DIET Principals - Documentation and Knowledge Management

Out of a total of 20 responses from DIET Principals, the highest response was 80% which was received for Documentation and Knowledge Management. (refer chart 16) Although not a priority, 'Program Design' and 'Impact Evaluation' forms a major part of the DIET's work. This analysis reaffirms the fact that there is more administrative work as compared to academic for DIET principals. Additionally, in conversation with SCERT officers, it was understood that there is a need for better role clarity among members at DIET. It is also
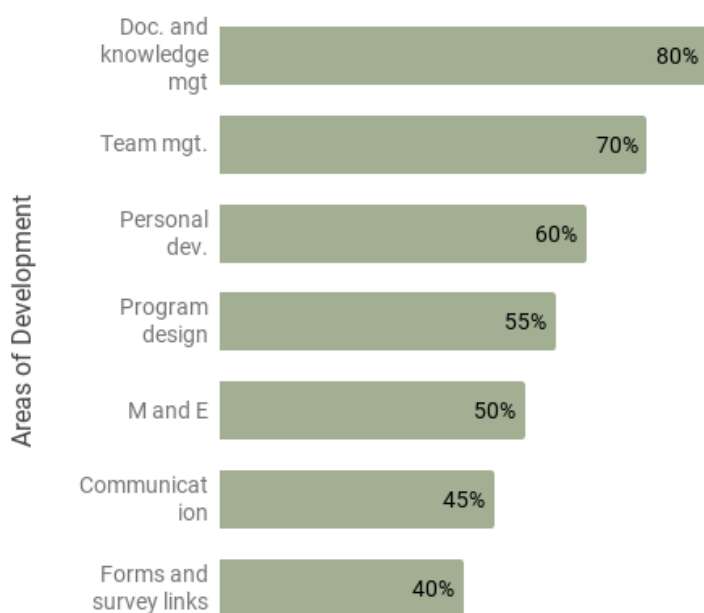
CHART 16: Prefered support areas for DIET Principals
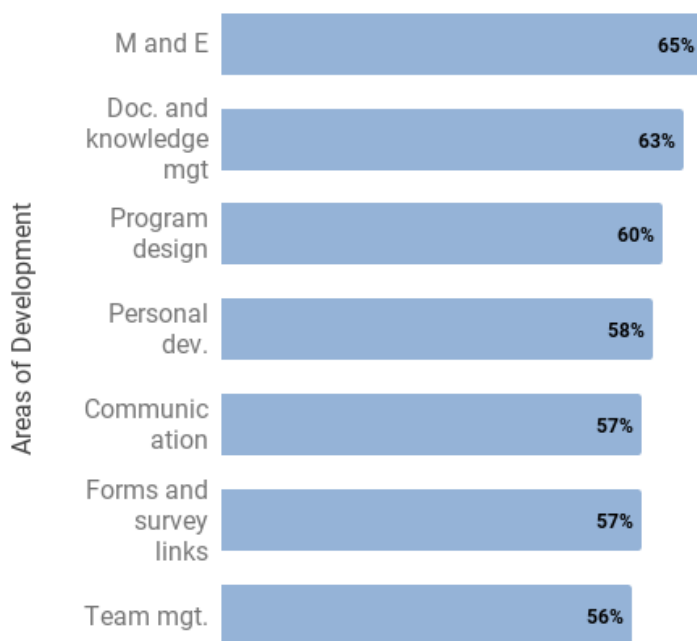
CHART 17: Prefered support areas forSr. Lecturers

important to create and follow a work pattern that will allow DIET and other field officers to collaborate for shaping local policy on improving the quality of education.

Sr. Lecturers - Impact Evaluation

72 responses were received from Sr. Lecturers and as the qualitative data stated that DIET Sr. Lecturers and lecturers feel that there is no specific job role that is assigned to them which leads to them taking up a lot of responsibility across different areas. The lack of few priority skills also highlights this fact.

Areas of Development

Area	%
M and E	70%
Doc. and knowledge mgt	66%
Personal dev.	65%
Program design	63%
Communication	56%
Team mgt.	55%
Google forms and survey links	52%

CHART 18: Prefered support areas for Subject Assistants
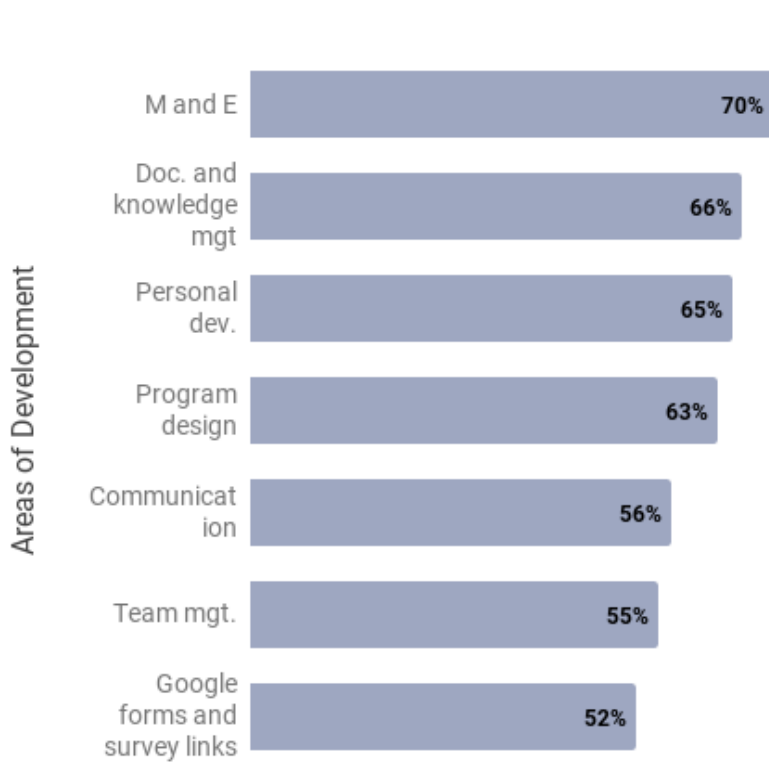
Subject Assistants - Impact Evaluation

The second largest set of respondents (239) was received from Subject Assistants. Personal development (65%) and documentation and knowledge management (66%) were also listed in the top 3 needs. Team management and communication is not a preference area for most of the Subject Assistants as their daily work did not include these aspects frequently.

Role of Technology and Peer Learning Structures

One of the key beliefs at LFE is the potential of technology and peer led communities to drive sustained change in the system. Keeping that belief in mind, the study tried to capture the officers' perception around the same. The objective was to understand how invested and comfortable do officers feel regarding using technology and peer led structures for continuous professional development. The aim was also to get an understanding of how technology and peer led communities are understood in the government system.

The officers were interviewed and it was found that of the interviewed officers, 87% are comfortable to share a learning space with their peers and 51% of the officers on survey link shared that they will be comfortable giving 2-3 days for peer learning structures.

Overall, peer learning and sharing seems to interest all cadres of officers and they find it as a self learning opportunity. They felt that the space will allow them to share their best practices, challenges and share diverse solutions. Many respondents also felt that it can help them gain more perspectives from existing knowledge in the system and enable a positive work culture. Some suggestions that were made by the officers included a clear expectation regarding the purpose of the structure be shared with the officers to

achieve better outcomes. It was also expressed that while forming peer groups, the possibility of homogeneous or heterogeneous groups should be considered contextually.

The on-ground officers like Extension Officers and Kendra Pramukhs responded to be able to give 2-3 days for peer learning circles whereas the BEOs, DIET officers were comfortable committing upto 1 day a month.

The positive perception of technology by the officers has multiple reasons. Technology can play a significant role in their daily work and professional development. 69% of the officers would like to access online courses on their phone/computer and 72% of the interviewed officers were interested in accessing online courses coupled with in-person training.

Most officers across cadres feel using technology makes their work easier, however not all of them used technology on a frequent basis. The frequently used apps (on a daily basis) are - WhatsApp for information update and Gmail for officially sending letters. Productivity apps like google drive, calendaring, google forms for data collection were also reported to be used by some officers. However, frequent or streamlined usage of such apps was not noticed. Respondents also mentioned that having training online will help them save time out of their schedule and provide them with flexibility to access the content anywhere.

Some of the suggestions included enabling a smooth transition from face to face methods to online, some part of in person meetings should be retained initially. A proper accountability mechanism should be put in place to ensure effectiveness and completion of online training.

CONCLUSION AND RECOMMENDATIONS

In a nutshell, out if the total respondents, the needs analysis study brought forward some major challenges faced by officers across all cadres of services like problems of having too many responsibilities to handle due to vacancies in the positions, inability to function properly due to weak clarity about feedback mechanism during school visits, low confidence to make decisions regarding any activity design or implementation on their own and the problematic situation of overlapping programs eventually causing chaos.

When the support areas and training needs were analyzed to mitigate these problematic situations, officers addressed topics like documentation and knowledge management of existing data, evaluation of impact of programs through effective structures, personal development through personal and time management, and team management through building effective culture and coaching that would help them. Based on questions asked to identify the support areas that the respondents were in need of, the study concluded with two hypotheses -

There is a visible gap in the officers' perception towards their current skills vs their actual skills.

As the data is highly skewed towards the positive side for all survey questions, it shows that self reporting may not be the best way to capture feedback.

Cadre-specific analysis about preferred support areas garnered results that revolved around areas of team management, document and knowledge management and impact evaluation.

When asked about technology and peer learning structures, officers responded positively about the same upon a clear idea that should be given to them in order to expect outcomes accordingly. Much of this positive response can be owed to the frequency and convenience of the Internet services that officers use with the objective of easing their workload.

Recommendations

Based on our findings , the following recommendations are made.

The support structures to cover the needs identified in the previous section should be a mix of set formal training methodology according to state training policies and should additionally have a component of self led learning to build a sense of ownership and ensure continuity of the learning process chosen by officers themselves. Such self lead component should be supported by some form of peer learning to tap on the existing knowledge in the system and promote a positive culture of learning. Instead of building new structures, old structures like the dissemination of formal training like induction, refresher, after transfer training included in the state training policy should be revived using blended methods of delivery with the usage of technology.

As one of the key areas of support identified is IT and since a majority of officers have shared their comfort and willingness to learn technology, the dissemination of all training processes should be implemented with the use of technology for improving cost effectiveness, flexibility and reach of the training conducted by the state departments. To ensure success of any of the established structures, a credit based system of learning should be officially established which gives officers the choice to build individual learning plans and include credits earned throughout the year in the annual appraisal form. Such a formal acknowledgment of learning will also increase officers' motivation to learn by themselves.

Apart from the areas of support identified through this TNA process, the content of any support structure should focus on bringing renewed job clarity to the officers so as to align expectations of officers and deliberately set focus areas to achieve key outcomes on ground. The content of all state training should also be made available in digital form through the use of any online platform designated for use of all officers along with the offline print version. This will increase the ease of access for officers to refer to the learning material anywhere and will also grant the flexibility to do it as frequently as possible. The mode of content delivery is more instructor dependent and is variable in training taken by the department with different cadre of officers. Benchmarking of content with a clear learning progression should be done and the content delivery should move away from instructor based to learner based for a more engaging learning experience.

In the long term, the CPD department should aim at developing groups of diverse training courses, which are scaffolded to teach different skills, knowledge and behavioral concepts from beginner to advanced levels. The courses should be available online and should cater to officers at different points in their service taking into consideration their work experience, designation and the credits from courses taken previously. This will give officers more choice and ownership to choose their own training content as per the changing needs informally while also ensuring a formal acknowledgment through the credit based system. The presence of good quality content developed by the department would also mean in house capacity building and will result in quick feedback loops to modify delivery processes

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ANNEXURE

Officer Cadre Details

Class I Officers
- Dy. Director (SCERT)
- Sr. Lecturers (DIET)

Class II Officers
- Lecturers (DIET)
- Lecturers (SCERT Departments)
- Sr. Lecturers (SCERT Departments)
- Block Education Officers

Class III Officers
- Vishaysahayak

	SCERT	ADMINISTRATION	DIET
State Level	Director		
Regional Level	Dy. Director (RAA Principal)	Dy. Director(Admin)	
District Level	Sr. Lecturer Lecturer Vishay Sahayak	Dy. Education Officer	Principal Sr. Lecturer Lecturers Vishay Sahayaks
Block Level		Block Education Officer Vistar Adhikari Kendra Pramukh	Vishay Tadnya Vishay Sadhan Vyakti