

# Officer Professional Development

End of Year Report 2019-20

June 30th | Pune



Corporate Social  
Responsibility



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# List of Abbreviations

Acronym	Expansion
AY	Academic Year
CPD	Continuous Professional Development
DIET	District Institute of Education and Training
KSM	Knowledge, Skills and Mindset
LFE	Leadership For Equity
MSCERT	Maharashtra State Council of Education Research and Training
NCERT	National Council of Education Research and Training
NEP	National Education Policy 2019
NGO	Non-Government Organisation
OD	Organizational Development
OPD	Officer Professional Development
OSD	Officer on Special Duty
PD	Professional Development
PDF	Professional Development Forum
PGI	Performance Grading Index
PLC	Professional Learning Community
PMC	Pune Municipal Corporation
PMU	Program Management Unit
RAA	Regional Academic Authority
RAA	Regional Academic Authority
Samarth	Blended Officer Development Program
ZP	Zilla Parishad

# Executive Summary

The four words with which we can describe the academic year 2019-2020 are **research, planning, design** and **implementation**. The OPD team works towards developing the capacity of academic and administrative officers in Maharashtra State. In this AY 2019-20, the LFE OPD team worked with the officers at MSCERT, RAA (Nashik, Nagpur, Amravati, Mumbai and Aurangabad) and many DIETs. The team also focused heavily on content creation and conducting prototypes for the blended learning program. Few interventions that our team has tackled this year include-

**Need analysis study:** Conducting an intensive need analysis study,, where 987+ officers participated in the online survey with a focus on finding out current responsibilities, challenges and support areas required by the officers.

**Professional Development Forum:** Creating a periodic structure for the officers to come together to learn and share from each other with a focus on knowledge, skills and developing a positive culture

**Samarth Blended learning program:** Implementing a blended officer development program where officers take online courses, participate in online webinars and attend in-person PLCs.

Based on the challenges stated by the officers during the need analysis study, including **lack of personal and professional development opportunities** and a deep desire to **improve the IT skills for data collection and knowledge management**, the rest of the activities of the year were designed.

As a response to Covid- 19 and LFE's commitment to create a learning platform for officers, virtual professional development webinars were curated which enabled more than 15000+ direct participants to interact with eminent professionals across different sectors. These webinars led to early adoption of remote working culture among the education officials as well as increased cohesiveness between different institutions like DIETs, SCERTs, HM & teachers implementing state programs. The webinars had a reach of about 1,70,000 officers and teachers with a net promoter score of 90. Targeted sessions were also conducted with 6+ regional academic institutions (RAAs and DIETs) covering more than 200+ officers as a space to conduct in depth workshops.

Based on the understanding of the blended program from the prototype experience, the OPD team developed 3 online courses - Team Management, Designing Effective Online Courses, and Monitoring and Evaluation. The courses are ready to be hosted on 'Firki' platform and 120 officers are expected to enrol in the Samarth Program.

With an intent to streamline LFE's capacity building programs, an attempt to create an officers development rubric was done with inputs from the social sector and government officials. The aim was to establish contextual guidelines towards capacity building programs and build a concrete M&E metric to measure growth. The first draft of the rubric for administrative and academic officers is complete.

OPD team has been at the forefront of adapting to challenges and delivering on crucial milestones for LFE. Our collective efforts have led to a recognition of our work among government stakeholders for capacity building initiatives across the state of Maharashtra.

# Introduction

## Background to the program

Leadership for Equity (LFE) is a systems change and research organization that supports governments with structural and implementational reforms to improve the quality of education 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. One of the core focuses of LFE is to strengthen the academic and administrative cadre of officers in the state with improved knowledge, skills and mindset to design and lead effective academic & administrative programs and drive effective people management structures.

From our extensive but humbled understanding of education departments across the state, district and local bodies in Maharashtra, the 3 broad issues for officer performance are as follows:

- Lack of knowledge & skills to design and drive effective people management structures and support team members to achieve departmental objectives
- Lack of the knowledge & skills to operate standardized processes for designing, implementing and monitoring programmes - both administrative and academic
- Lack of conducive platforms for officers to collaborate, authentically share their views and learn with other peers (officers) on a continuous basis

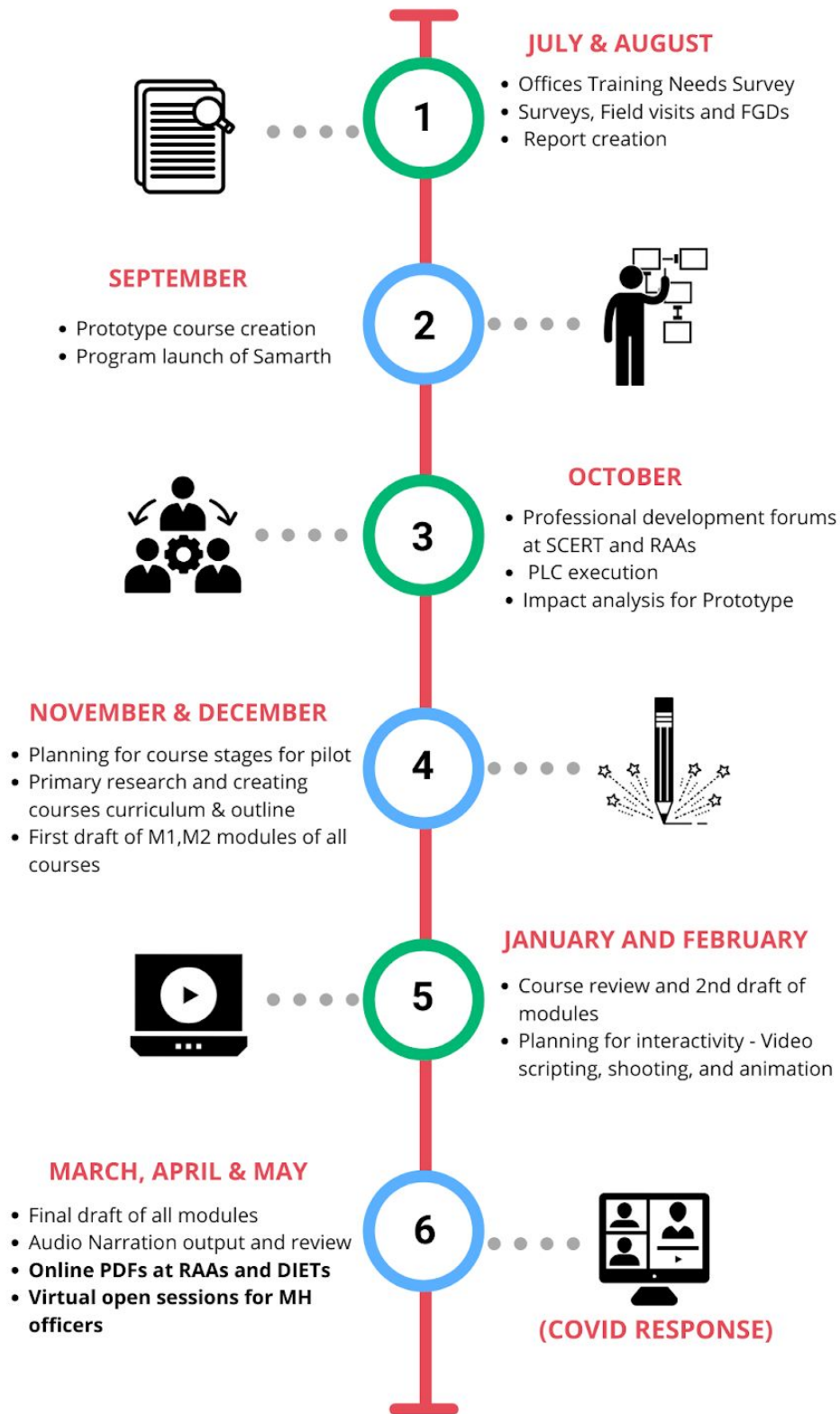
LFE, through its Officer Professional Development Vertical, wants to co-create programmes with the government department to ensure that:

- the officers feel motivated, engaged and aligned with policies and processes and take ownership and drive effective academic improvement programs
- the support structures for teachers are effective, leading to improved classroom practices
- the education programs are effective, thus leading to improved student learning outcomes

This is achieved through the following three programs:

- 1) **Professional Development Forums:** A periodic structure where officers regularly meet to build a sense of community working towards a common goal through sharing their successes and struggles, reflecting on them, and problem solving together through knowledge and skill development sessions.
- 2) **Blended Officer Development Programs:** Certification programs where officers take online courses, attend in-person professional learning circles, and attend virtual webinars.
- 3) **Massive Open Online Webinars:** Periodic virtual sessions conducted with education experts, administrative and political leaders, celebrities from the sports and entertainment industries, and health practitioners. Officers across the state attend virtual sessions either on Zoom or Facebook live platforms.

# Year in Review

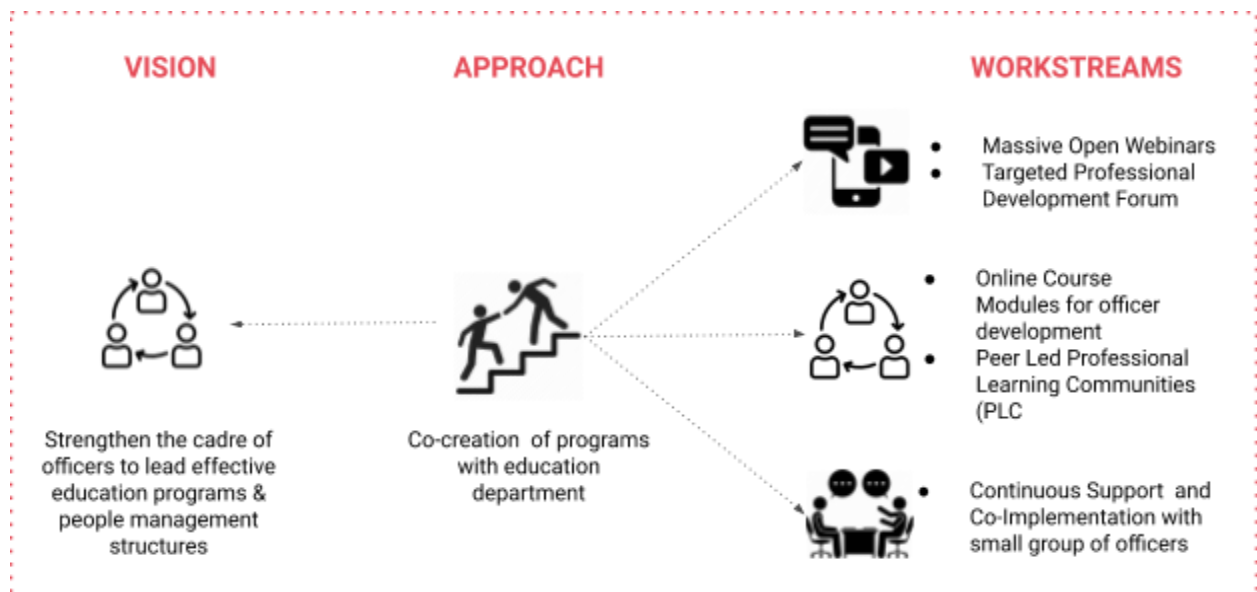


# Project Goals and Workstreams

The OPD vertical envisions to strengthen the cadre of officers to lead effective education programs while co-creating such programs with the education department itself. To reach this vision, a 3 pronged approach has been chosen which consists of the following goals -

- 1 Create a consistent platform for officers to engage in new skills/knowledge and share best practices with their peers.
- 2 Co-create high quality online content based on the findings from TNA process with the help of CPD department, SCERT for a blended learning program.
- 3 Create officer development rubric as a guideline for driving knowledge and skills among academic and administrative officers.

These goals form the basis of work streams which are aligned to the overall vision of the officer professional development vertical.



## GOALS & ACTIVITIES

### GOAL #1

Create a consistent platform for officers to engage in new skills/knowledge and share best practices with their peers.

## PROFESSIONAL DEVELOPMENT FORUM

**LFE delivers 25+ open webinars, reaching out to 2000+ state administrative & academic officers and 15,000+ participants including teachers across Maharashtra**

With an intention to continue enhancing capacity building of officers at different levels, LFE started with a unique initiative of open sessions where speakers from different walks of life came to share their experiences around various topics. From learning about the Delhi education model to discussing mental health, learning from home to sharing life lessons - the platform gave officers and teachers a unique chance to interact directly with eminent personalities.

### LFE drives rapid technology adoption among stakeholders

**25+**  
Open  
webinars

  
**165167**  
Officers and Teachers  
reached

  
**15000+**  
Direct participants

  
**5230+**  
Minutes spent  
online

  
**9.25/10**  
Session usability  
**9.22/10**  
Session relevance

  
**90**  
Net promoter  
score



## Key Sessions

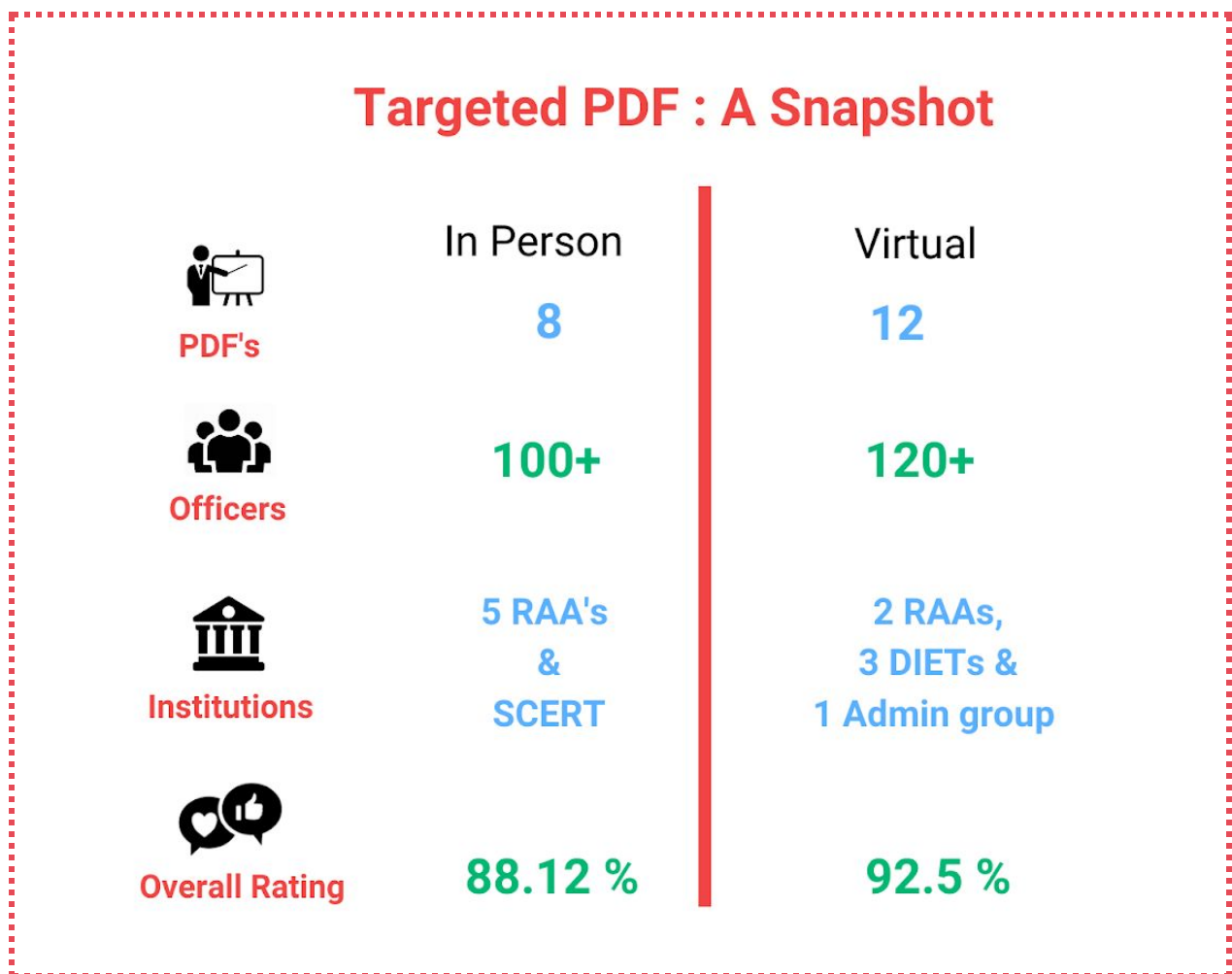


- Mindfulness Series (Part 1-3)
- Discussion on Delhi Education Model
- Parenting and Psychological Health of officers during Covid19
- Importance of literature in education
- International and National Educational Plans (SEQI & PGI)
- Monitoring and evaluation
- 21st Century Skills for students
- How to create your own peer learning group (PLC)
- The benefits of online technical knowledge when working remotely
- Mindfulness & Social Emotional Learning (SEL)
- Discussion with experts on international policy
- Yoga and Mental health
- Future of Education
- What Why and How of Classroom Observations

### 30+ targeted Professional Development Forums conducted with 6 DIET's across Maharashtra, building capacity for more than 100 officers

While open webinars gave a sneak-peek into multiple topics, targeted Professional Development Forums were used as a platform to develop a particular skill or knowledge in-depth with a smaller group of officers. In the first half of the year, In-person sessions were conducted with different regional academic authorities as well as SCERT and later due to COVID crisis, virtual sessions were conducted.

This was to facilitate detailed discussions with officers on topics ranging from best practices in education during COVID 19, monitoring and evaluation, and building metrics for measurement during program design.



LFE received overwhelmingly positive feedback from officers across the state for the virtual professional development sessions.

### 92.7% of officers across 5 different regions found virtual PDF sessions to be useful.



### 83.5% officers said they learnt something new in the session.



## Officers speak

**“** Even in the virtual mode, everyone had a chance to speak. The meeting was very well planned with good team coordination at the back end and clear communication with the participants.

-Mrs. Suvarna Torane, Sr. Lecturer, DIET Pune

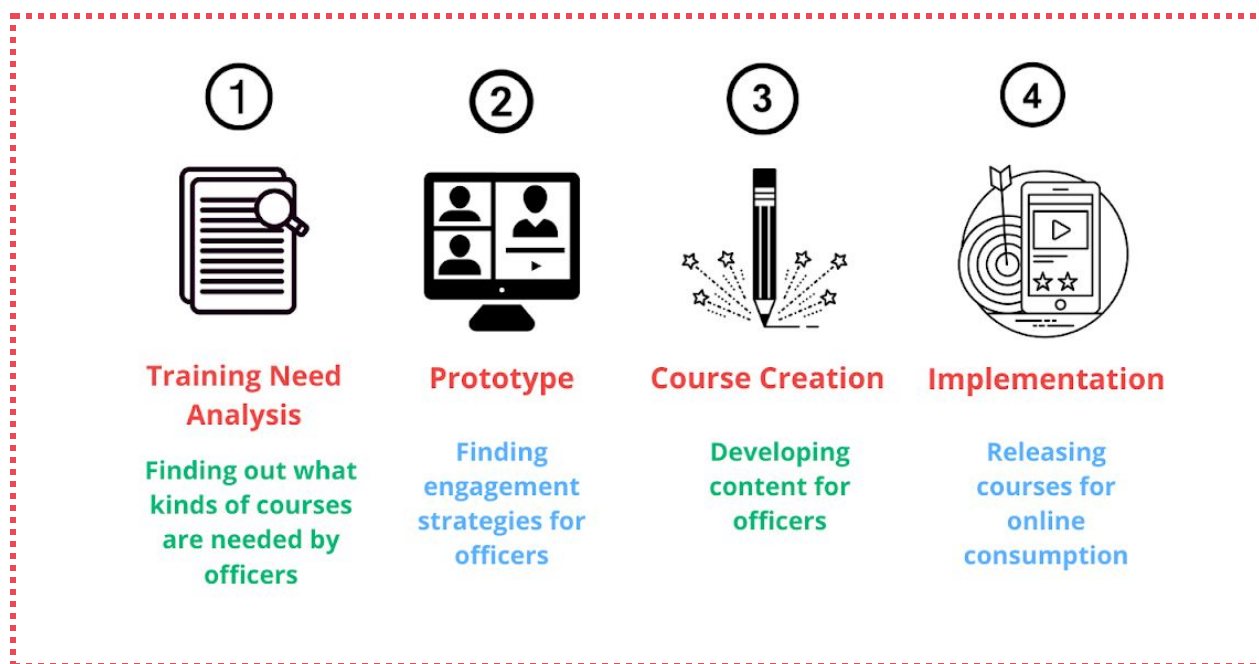
## GOAL #2

Co-create high quality online content based on the findings from TNA process with the help of CPD department, SCERT for a blended learning program.

### ONLINE COURSES

#### LFE team develops 3 blended learning courses ready for implementation in coordination with CPD Department, SCERT

In the previous academic year, LFE had carried out a number of successful in-person workshops with the officers of Maharashtra. These workshops received a lot of positive feedback but some aspects like the requirement of huge funds and long-distance commute were some of the hurdles that the officers faced while attending these workshops. One of the other concerns was that these workshops happened only once or twice a year and hence the touchpoints to ensure officer professional development were quite less. In order to bridge these gaps, a lot of focus this year was on facilitating officer professional development through online courses. To do this effectively, a 4 step strategy for the year was curated:



#### 1. Officer's Needs Analysis

To get started with the creation of the online course, a thorough two month-long **Needs Analysis** process was carried out by the team. The process was a combination of collecting data from officers via online surveys, interviewing them, and shadowing certain officers for the day to get a better understanding of their needs. Around **987** officers participated in the **online survey** and **25 shadowing visits and interviews** were done with the officers.

## Major training needs identified by officers across cadres



Documentation and  
Knowledge  
management of  
existing data



Impact Evaluation  
of programs  
through effective  
structures



Personal  
development  
through managing  
self and time



Team Management  
through  
building effective  
culture and coaching

## 2. Prototype

The prototype was done with the intention of seeking feedback from officers about the overall structure of the program as well as to test their ease with the platform. The prototype program 'Samarth' was launched in September in the presence of Hon. Commissioner Mr. Vishal Solanki.

One online module on 'How to conduct Effective Online Meetings' was created as a prototype course and there was an overwhelmingly positive response received from the prototype batch.

90% officers said they will recommend the program to their peers.

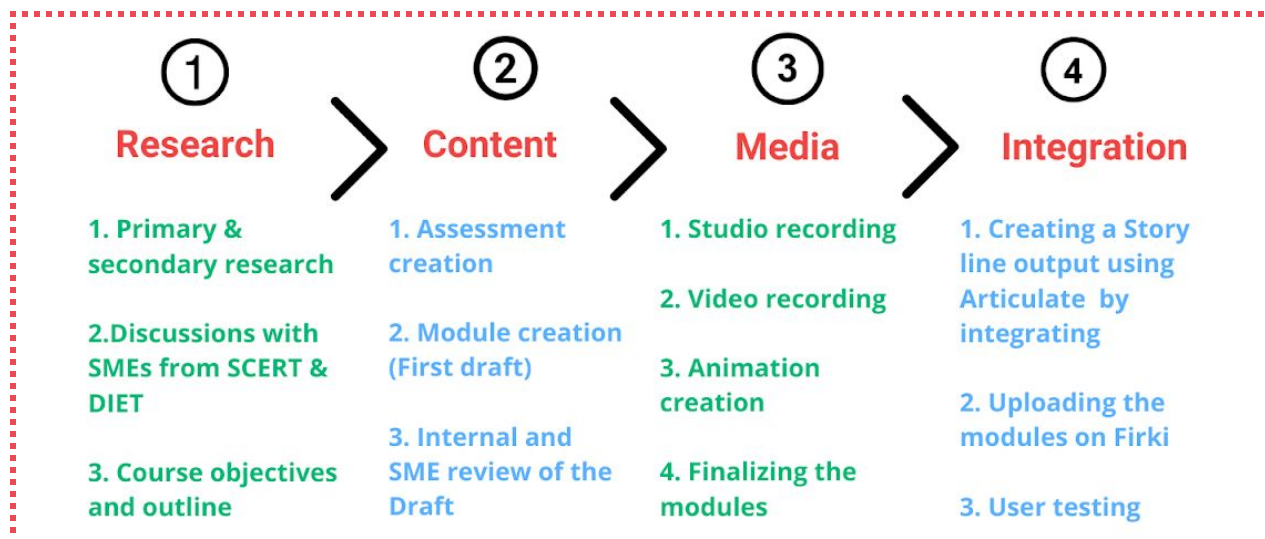




### 3. Course Creation

After the successful creation and implementation of the prototype course, the team was able to narrow down on the process followed for content creation and strategy of implementation.

The content creation process followed by LFE is a 4 step process given below:



Over the period of six months from December to June, LFE team has been able to create 3 online courses containing 3 modules each. The topics of these courses have been finalised using the extensive two month long 'Needs Analysis' done by LFE in the first half of the year. There has been a significant amount of time and effort put in to make these online courses. From partnering with various vendors to creating animation videos, shoot in-person videos to writing scripts and recording voice overs, a number of activities have been carried out by the team.

### Online Courses: Scope



#### Designing an effective online course

- Design principles for effective content planning
- Technical skills for designing storyboard
- Different components of designing a blended model



#### Effective Team Management

- Concepts of Improving team accountability and motivation
- Hands on practice in designing action plan and support structures for the team



#### Monitoring and Evaluation

- Components of a good M&E program
- Designing effective tools for monitoring & tracking
- Impact Evaluation techniques

## Content Creation: A Snapshot



**9** Hours of online content created



**900+** Hours spent in online content creation



**80** Minutes of in-person videos



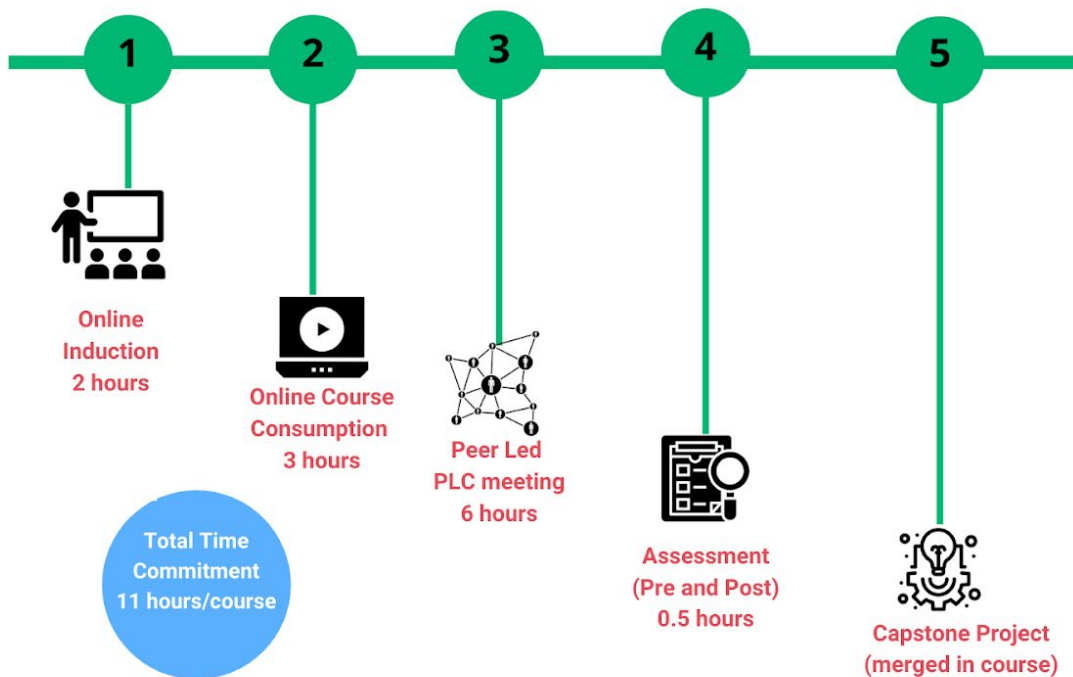
**130** Minutes of animated videos

## 4. Course Implementation

In the months of July-September 2020, LFE plans on implementing these 3 courses for 120 officers across the state. Officers from both the academic as well as administrative cadres will be targeted to seek overall feedback around the courses and in the next one year, make changes needed and continue scaling the courses. Implementation will be in form of a Blended program where opportunities for interaction and sharing

learnings with peer groups is encouraged. The structure of this blended program has been experimented in the prototype phase and has received positive feedback. Thus the implementation provides a mixture of interaction, sharing as well as self learning. The whole process will be executed over a period of one month for each course.

## Course Structure



As the Covid crisis has given opportunities to officers to work towards their self development, the LFE team hopes to latch on to the same and launch the implementation of these programs very soon.

## GOAL #3

Create officer development rubric as a guideline for driving knowledge and skills among academic and administrative officers.

### OFFICER DEVELOPMENT RUBRIC

The intent of officer development rubric was to establish a guideline towards capacity building of all administrative and academic officers to streamline existing efforts and understand growth patterns. A government resolution (GR) for evaluation of class-1 officers states several parameters that an officer should perform well on. The parameters, when combined, largely fall into 3 main buckets: program, people and organizational leadership. This rationale was used as a starting point to start consultations from a number of people from the nonprofit sector as well as the government sector.

Many senior officials contributed to this stage with their inputs around the different skills an officer must exhibit to be fully effective. Currently, the consultation stage of rubric wherein all the inputs given by different people is complete and a draft stage of the rubric is achieved.

Theme	Behavior	Level 1 Unsatisfactory	Level 2 Developing	Level 3 Successful	Level 4 Exceptional
Program Design	Data Based Problem Identification	<ul style="list-style-type: none"> <li>- Generic secondary data (ASER/NAS) is used, no primary data considered</li> <li>- Rarely analyses the data to arrive at differentiated stakeholder needs</li> <li>- Documents the needs only if explicitly asked for</li> </ul>	<ul style="list-style-type: none"> <li>- Rarely uses primary data, and uses some secondary data for program design</li> <li>- Provides an simple interpretation of the findings without arriving at differentiated needs</li> <li>- Rarely documents the findings at the needs assessment stage</li> </ul>	<ul style="list-style-type: none"> <li>- Mostly uses standardized tools to help identify the problem/needs of the stakeholders, for at least 1 program.</li> <li>- Mostly uses at least one primary and secondary source for at least 1 program.</li> <li>- Mostly provides simple and accurate descriptions of patterns or trends in data to differentiate needs for at least 1 program</li> <li>- Mostly documents the findings of this process for at least 1 program</li> </ul>	<ul style="list-style-type: none"> <li>- Consistently uses research derived data collection tools - to quantify and establish student and stakeholder needs for all programs</li> <li>- Consistently uses primary and secondary data to establish needs</li> <li>- Consistently identifies patterns or trends in data to arrive at differentiated stakeholder needs for all programs</li> <li>- Consistently documents the differentiated stakeholder needs analysis that provides interpretation of the findings with alternate solutions for all programs</li> </ul>

Considering the different responsibilities of academic and administrative officers, two separate rubrics have been proposed, each having 4 levels from 'Unsatisfactory' to 'Exceptional', showcasing the spectrum of growth. The strands of each rubric cover -

- Academic officers rubric - Program design, Program implementation, Organizational Skills and Personal Leadership.
- Administrative officers rubric - Program implementation and Monitoring, Organizational Skills and Personal Leadership.

LFE aims to further validate this rubric by testing it with officers in different programs in the coming year.



## Responding to COVID-19

At a time when the course creation process was in its last leg and the team was gearing up to implement the online courses, a pandemic hit the world and all these plans were put on hold.

### Setbacks to the program

Some of the key setbacks to the program due to this sudden crisis included -

- Vendor dependencies such as unavailability of recording studios and difficulty in communication with animators due to mass panic delayed the last few outputs of the content creation process.
- Some vendors returned to their hometowns and did not have access to their working laptops or any machines adding to the delay.
- Launch and Implementation plans with SCERT and other regional bodies now stood halted with an uncertain future as the priority of the state shifted more towards understanding and responding to the crisis at hand.

### LFE's Enablers

As LFE's commitment to supporting public education systems, it became even more crucial to support the officers of the education department to navigate such an unprecedented crisis. The intent was to ensure officers well being while they extended their support towards remote learning for students across the state.

Given the barriers of digital literacy among the stakeholders, it was difficult to adopt any completely remote solutions immediately. This was resolved by capitalizing on LFE's representation in the working committee of the State of Maharashtra by our CEO, Mr. Madhukar Banuri. The idea that work from home could be implemented for officers of the education department despite the challenges and a focus on mental health for officers was needed was strongly driven.

### Solutions we implemented

A virtual Professional Development Forum was initiated, with a joint ownership of the CPD department of SCERT and LFE, with an intent to establish a continuous learning platform for officers across Maharashtra. Overall, virtual PDFs were successful in increasing the cohesive within the education department.

- vPDFs established the credibility of LFE as a leading capacity building organization across all officers in Maharashtra as well as in SCERT with a new leadership.
- It opened pathways between the education department as a whole. For the first time, an education minister was being able to interact directly with all cadres and levels of officers, teachers and students at scale.
- Consistency in vPDFs led to authentic interactions between all cadres of officers and authentic feedback coming in for all the sessions.

## SUMMARY

A number of activities done by the team has resulted in a range of outputs, right from launching reports to implementing virtual sessions consistently. In terms of reports launched and content created, one of the major outcomes is being able to finalise and ready a process that needs to be followed for content creation and needs analysis. Similarly, implementing vPDFs resulted in increased credibility of LFE as an organisation.

Goal	Input	Output	Outcome
Create a consistent platform for officers to engage in new skills/knowledge and share best practices with their peers.	- Implementation of 20 targeted PDFs	- Participation by 220+ officers. - Overall feedback of 90% received for the sessions conducted.	- Increase in visibility and credibility of LFE as an organisation throughout Maharashtra because of which a lot of officers are interested in enrolling for online courses.
	- Implementation of more than 25 open webinars or Virtual PDFs (vPDFs)	- Engagement of around 1,65,167 Officers and Teachers. - More than 15,000 direct participants. - Average feedback 9.23/10 & Net Promoter score : 90	- Consistent implementation of vPDFs and consistency in seeking feedback for them led to officers providing honest feedback for sessions.
Co-create high quality online content based on the findings from TNA process with the help of CPD department, SCERT for a blended learning program.	- Carried out TNA with participation of ~1000 officers to identify their needs.	- TNA report published and launched by SCERT.	- LFE receiving acknowledgement of being the first organisation to create and implement online courses in Maharashtra.
	- Creation of Prototype module. - Implementation of prototype.	- Prototype received an average rating of 89% by officers.	- Content creation process created and finalised by the team which will be of value to other teams in future.
	- More than 900 hours spent on online content creation.	- 3 Online courses created (approx 9 hours of content)	
Create officer development rubric as a guideline for driving knowledge and skills among academic and administrative officers.	- Completion of consultation stage of rubric wherein inputs from a number of people from the nonprofit sector and government sector was taken. - Two separate rubrics for Administrative and Academic officers have completed the draft stage and are ready for testing and validation.		

# Highlights



An extensive officer training need analysis was done over a period of 2 months. Around 1000 + officers contributed in the study and the first of its kind study was published by SCERT Maharashtra. The need analysis report was launched by the Joint Director at SCERT in September 2019.

The blended officers development programs were launched by the honorable Education commissioner, Maharashtra in October 2019 . The program strategy was created based on the needs of the officers captured through an intensive need analysis study and the time and budget constraints for conducting any officer development activities.



Successful completion of the prototype of the blended officer development program where 20 class 1 and class 2 officers voluntarily enrolled in the program. 17 out of 20 officers completed the program and an average rating of 90% was received on program satisfaction and effectiveness.



Three new courses were created as part of the blended officer development program. Following courses were prioritised based on the officer need analysis study: i) Team management, (ii) designing effective online courses and (iii) Monitoring & evaluation. These three courses have been created with inputs of officers across the state and using interactive elements to enhance the user experience.

A total of 14 targeted virtual professional development sessions were conducted with DIET Pune, DIET Satara, DIET Panvel, DIET Nashik, Nashik Zilla Parishad, RAA Mumbai and MCGM. An average rating of 96% was received for the sessions



A total of 10 in-person Professional development sessions were conducted with RAA Nagpur, RAA Amravati, RAA Mumbai, SCERT, Maharashtra, RAA Nashik and MCGM. An average rating of 85% was received for the in person sessions.





A total of 26 massive open online webinars have been conducted as part of the virtual professional development of the officers. These webinars were organized as part of the Covid 19 response strategy with an intention to ensure online capacity development of the officers and help them better cope with the new normal post the Covid 19. An average satisfaction of 90% was received from the officers who attended the open sessions.

A newspaper article published in a newspaper in Mumbai on how the officers are finding the professional development forums useful



## Let's hear from our Stakeholders



**Vandana Krishna**  
Add- Chief  
Secretary-  
Education  
Government of  
Maharashtra

I'm grateful to LFE for their ongoing support to the Government of Maharashtra in the field of education policy and practice. LFE has been supporting quality improvement in the school education of Maharashtra for more than three years now and has been a credible thought partner for our department's officers at all levels.



**Vishal Sonanki**  
Education  
Commissioner  
Government of  
Maharashtra

LFE has made significant impact in school education of Maharashtra through its policy advocacy, sharing technical expertise and becoming a valuable partner of MSCERT for professional development of officers.



**Ramchandra Korde**  
Principal  
DIET, Satara

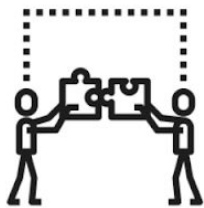
LFE टीम मुळे आम्हाला व आमच्या सहकाऱ्यांना आमच्या स्वतःच्या सक्षमीकरणासाठी बहुमोल असं मार्गदर्शन लाभलं. माझ्या जिल्ह्यासाठी त्यांनी काही खास बैठकीचं आयोजन केलं. LFE टीम सोबत काम करतांना अध्ययन, अध्यापन, पर्यवेक्षण, मूल्यमापन इत्यादी संदर्भात आधुनिक शैक्षणिक तंत्रज्ञानाचा वापर कसा करावा, आपल्या संपूर्ण टीमला बरोबर घेऊन प्रगतीच्या दिशेने पुढे जाण्यासाठी अत्यंत विनयशीलतेने एकमेकांना समजून कसं घ्यावं, शैक्षणिक विचारांचा आदान-प्रदान कसा करावा, वेगवेगळ्या स्तरांचा वापर कसा करावा आणि चांगलं नेतृत्व आमच्यात निर्माण होण्यासाठी आम्हाला काय करावं लागेल, हे समजलं.



**Subhash Buva**  
Lecturer, Phaltan  
DIET Satara

गेली काही वर्षे महाराष्ट्राच्या शिक्षण क्षेत्रात बहुमोल कामगिरी करत आहे. विशेषतः लॉकडाऊन च्या कालावधीमध्ये ZOOM मीटिंग च्या माध्यमातून विविध विषयातील तज्ञांसोबत शिक्षणापुढील आव्हाने व उपाययोजना या विषयावर वेगवेगळ्या देशांतील तज्ञांसोबत चर्चा घडवून आणली. प्रत्येक सत्र अत्यंत नियोजनपूर्वक आणि सहभागी प्रत्येक घटकाला भरभरून देणारे होते. प्रतिकूल परिस्थितीत सुद्धा आपण न थांबता कार्य करू शकतो हा आत्मविश्वास देण्याचे काम LFE ने केले आहे.

# Program Learnings



**“ Co-working with government stakeholders results in the authenticity of the program and increased ownership”**

While conducting needs analysis, creating content, deciding examples for concept explanation: onboarding officers helps creating relevant content and data points and engaging government stakeholders in the work.[In survey, we covered the limited geography and number of officers and also not many 1st class officers filled the survey form]



**“ Prototype is a key step before scaling any program as it provides on-ground feedback.”**

While starting a project in a new domain, to understand the process of course creation, ways of implementation etc, conducting a prototype came out to be really helpful. If you don't include feedback and your learnings from the prototype in further process, the whole process of process will hold no value.



**“ Course creation is a work of art hence enough time and skilled team are core requirements to derive quality output.”**

Entire course creation is a ~8 stage process with various required skill sets (like Course designing, LMS, storyboarding etc.) which requires a proper skill set in an individual and enough time to deliver a quality product hence planning with proper timelines and ensuring developing required skill sets in the team is very essential.



**“ Formal documentation can go a long way in dealing with the dynamic nature of government systems.”**

Government systems being dynamic in nature, where officers can get transferred anytime, if developing programs with them, it becomes essential for partners to have official documentation to onboard new officers.

# Partnerships



## About Firki

Firki, an initiative by Teach For India, is an online platform to host courses, webinars and learning groups. Firki offers an automated system that allows the users to track and analyze their progress, contribution, and learning. Firki has partnered with LFE to host the courses developed by LFE on its platform and provide a closed learning group for the officers enrolled in the Samarth Program.

## Looking Ahead

### Plans for Next Year

This year has been phenomenal in terms of generating a lot of traction around officer capacity development. LFE has strategically positioned itself as an organization who deeply cares about strengthening the middle management in order to ensure that teachers feel supported thus leading to improvement in student outcomes.

Covid 19 has given an opportunity to engage with officers in a meaningful way through a virtual medium. Be it the blended officer development programs or the virtual professional development sessions, this year was about overcoming the resistance and fear in officers to use a virtual platform for their capacity development. The success of the blended officer program and virtual professional development forums has been instrumental for establishing the efficacy of doing online capacity development of officers. Moreover, this has improved the cost and time efficiency for SCERT to conduct any officer development initiative.

LFE believes that conducting online capacity development initiatives for officers will be the new normal post Covid 19. It will also help to address the shortfall in the budgetary spends for SCERT and also provide a flexible and a self paced learning environment for the officers. LFE is interestingly poised to take the officer capacity development to the next level using the online initiatives in the next year.



# APPENDIX

[Project Theory of Change](#)

[Need Analysis Report](#)

[Officer Development Rubric Draft - Academic](#)

[Officer Development Rubric Draft - Administrative](#)