

# ZONAL INSTITUTE OF EDUCATION AND TRAINING (ZIET), BHUBANESWAR

## A Report on 'Training Needs Assessment (TNA)' for the Session 2026-27

### 1. INTRODUCTION

In alignment with KVS's commitment to continuous professional development, ZIET Bhubaneswar conducted a Training Needs Assessment (TNA) for the academic session 2026–27 for teachers of its six feeder regions: Kolkata, Bhubaneswar, Ranchi, Tinsukia, Guwahati and Silchar. The assessment aimed to identify the specific training requirements of Primary Teachers (PRTs), Trained Graduate Teachers (TGTs), Post Graduate Teachers (PGTs) and Headmasters (HMs) to facilitate the planning of relevant and need-based professional development programmes.

### 2. OBJECTIVES OF THE TNA

- To identify areas where teachers require professional development to enhance their professional competence and teaching effectiveness.
- To ensure that training programmes are aligned with KVS training policies, NEP 2020, NCF-FS 2022 and NCF-SE 2023.
- To equip teachers with the knowledge and skills necessary to improve student learning outcomes and promote holistic development.
- To assess teachers' awareness, understanding and implementation of key educational initiatives, including Competency-Based Education (CBE), assessment reforms, inclusive education and educational technology.

### 3. METHODOLOGY

The TNA was conducted through a systematic process involving the distribution, collection and analysis of responses.

- Development and Distribution of the TNA Form: Training Needs Assessment form was shared electronically with teachers and school heads across all six feeder regions to identify their perceived professional development needs.
- Collection of Responses: A total of **3,533 responses** were collected from PGTs[842], TGTs [1270], PRTs [1387] and HMs [34] across the six feeder regions.
- Data Analysis: The responses received were compiled and analysed to identify the major areas of training requirements and to determine the focus areas for professional development programmes.
- Training Plan Preparation: Based on the identified needs, suitable online and offline workshops/training programmes were planned for the academic session 2026–27.

### 4. KEY FINDINGS

The analysis of the responses received through the TNA form served as the basis for identifying the professional development requirements of teachers across the six feeder regions. The identified training needs were considered while planning workshops and training programmes for the different cadres.

The major training areas identified through the assessment may be presented cadre-wise as follows:

**a. Primary Teachers (PRTs):**

The training programmes are planned in accordance with the identified needs relating to foundational learning, pedagogical practices, classroom assessment and other relevant areas of professional development.

**b. Trained Graduate Teachers (TGTs) and Post Graduate Teachers (PGTs):**

The training programmes are planned to address the identified requirements in subject knowledge enrichment, pedagogical practices, competency-based education, assessment strategies and other relevant areas like Rajbhasha implementation, integrating cross cutting themes, creating safe & ethical workplace etc.

**c. Headmasters (HMs):**

The training programmes are planned to address the identified needs relating to academic leadership, school management, implementation of educational policies and other relevant areas of professional development.

**5. Summary of Training Needs Assessment (2026–27)**

| Sl. No. | Particulars                         | Details                                                       |
|---------|-------------------------------------|---------------------------------------------------------------|
| 1       | Academic Session                    | 2026–27                                                       |
| 2       | Number of Feeder Regions Covered    | 6                                                             |
| 3       | Categories Covered                  | PGTs, TGTs, PRTs and HMs                                      |
| 4       | Total Responses Collected           | 3,533<br>PGTs – 842<br>TGTs – 1270<br>PRTs – 1387<br>HMs - 34 |
| 5       | Mode of TNA                         | Electronic form                                               |
| 6       | Mode of Training Programmes Planned | Online and Offline                                            |
| 7       | Basis of Training Calendar          | Findings of the TNA                                           |

**6. TRAINING CALENDAR PREPARATION**

Based on the findings of the TNA, ZIET Bhubaneswar planned suitable online and offline workshops/training programmes for the academic session 2026–27 as follows. The training calendar was prepared keeping in view the identified professional development needs of the different cadres across the six feeder regions.

|                                       |     |
|---------------------------------------|-----|
| Total No. of Working Days             | 245 |
| No. of Offline Short Duration Courses | 51  |
| No. of Online Short Duration Courses  | 9   |
| Total No. of Short Duration Courses   | 60  |
| No. of Reflective Sessions            | 40  |

|                                                                 |      |
|-----------------------------------------------------------------|------|
| Total No. of Training Days                                      | 287  |
| Total No. of Offline Training Days                              | 233  |
| Total No. of Online Training Days                               | 14   |
| Total no of Teaching Staff in Feeder Regions (in Position)      | 6912 |
| Total No. of Non-Teaching Staff in Feeder Regions (In Position) | 448  |
| Total No. of Teachers to be Trained by ZIET                     | 2700 |
| Total No. of Non-Teaching Staff to be Trained by ZIET           | 135  |

## 6. CONCLUSION

The Training Needs Assessment conducted by ZIET Bhubaneswar for the academic session 2026–27 provided a systematic basis for identifying the professional development requirements of teachers and school heads across its six feeder regions. The responses collected from 3,533 PGTs, TGTs, PRTs and HMs were utilised for planning need-based online and offline training programmes. This evidence-based approach is intended to strengthen professional competence, support the effective implementation of educational policies and curricular reforms, and contribute to improved student learning outcomes and educational excellence in Kendriya Vidyalayas.