

# LEAD Rapid Impact Evaluation

*Internal evaluation study to understand applicability of course concepts on processes and teacher programs*

October 2022 | Pune



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## Introduction

LEAD (Leadership Enhancement and Academic Development) Program offers officers capacity development courses. In 2021-22, three courses were offered 342 officers were certified in one or more courses.<sup>1</sup> The program offers blended learning courses that combine pre-recorded videos with PLC (peer learning communities) meetups. This is a certification program offered in collaboration with MIEPA. As part of internal efforts to track impact, a rapid evaluation study was conducted with a sample of officers. The objective was to understand the extent to which officers were able to apply the concepts from the course as part of their job roles after course completion. This report details findings from this study.

*Table: Details of the Courses offered under the LEAD program*

Course Name	Offered during	Course objective	Number of officers who were eligible for certification
Monitoring and Evaluation	Jan 2021- Feb 2021	The course provides a thorough understanding of different tools and concepts such as creation of LFA for program monitoring, use of Task Tracker and Monitoring Framework for a program, various data collection methods and Evaluation tools such as "Kirkpatrick method" and "Counterfactual method" etc.	140
Effective Team Management (ETM)	May 2021- July 2021	The course aims to introduce core concepts of team management like the importance of co-working and co-creation, management memo, Skill-Will Matrix, situational leadership and team accountability.	219
Social Emotional Learning (SEL)	Dec 2021- March 2022	The course aims to introduce various concepts of the SEL such as the CASEL framework, facilitation technique, stress management and a few activities to manage self.	74

*\*Note a total of 342 officers participated in the program, of these 79 officers completed a second course and 11 officers completed a third course.*

This report is limited only to those officers who completed the course content and were awarded certification (basic, intermediate, advanced)<sup>2</sup>. It does not cover officers who may

<sup>1</sup> Note a total of 342 officers participated in the program, of these 79 officers completed a second course and 11 officers completed a third course. 432 certificates were awarded in this period.

<sup>2</sup> These certificates are awarded after specific criteria are met. Refer previous LEAD reports for more details.

have enrolled but did not complete the course or those who completed the course material but did not earn required credits for certification.

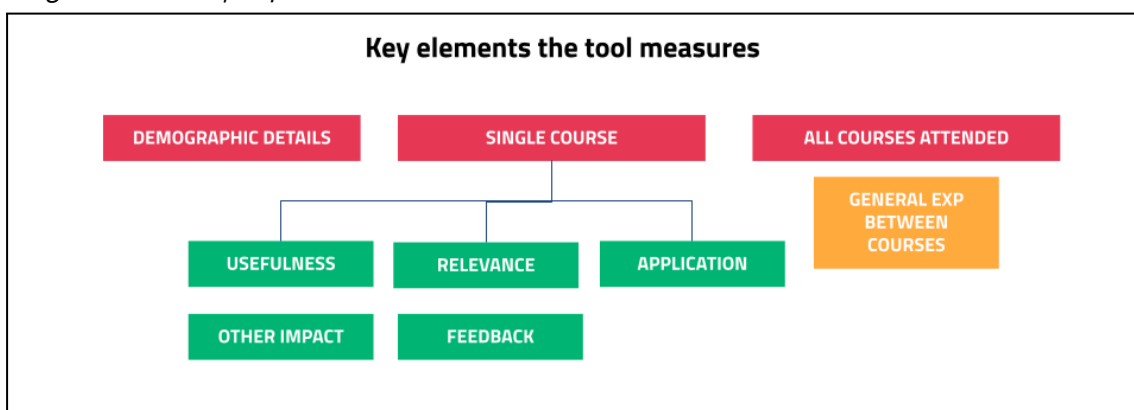
## Methods

### Approach

A mixed methods approach was adopted, with qualitative and quantitative responses taken through telephone interviews<sup>3</sup>. Further, based on the Most Significant Change Method (MSC), two selected officers were interviewed to build a detailed case study to understand applicability of course content.

The interview schedule consisted of 30 open ended and close ended questions. Each participant was asked to respond to the questionnaire keeping in mind the experience with only one course, irrespective of the number of courses they attended. In order to elicit the most responses officers were asked to respond to questions regarding relevance, usefulness and application, among others.

Image: Framework for questionnaire



### Sampling

Of the 342 unique officers who participated in the course, 30 officers were targeted for the study. Accordingly a proportionate number of officers were selected based on random sampling method. These interviews were conducted in the month of September-October 2022, over a three week period based on the availability of officers. However due to unavailability of many of the officers contacted<sup>4</sup> and the project timelines, data was obtained from only 23 selected officers selected, i.e. 6.7%<sup>5</sup> of the officers who participated in the program. The sample included only those officers who had completed a course. All three certification levels were included, and it was ensured that the sample was representative of gender, admin/academic background and multiple districts. The list of officers for this study were randomly selected,

<sup>3</sup> See [this](#) document for blueprint of the tool

<sup>4</sup> This remained the biggest challenge to data collection. Officers were often willing but unable to dedicate the required time to complete the interview. Hence the response rate was almost 50% when contacting officers. This was especially true for the first batch of officers, who participated in the ME course. Due to the longest gap post course completion, they were less willing to participate in the study. While team members remained true to the random sampling technique, in order to recruit enough officers, especially those who had completed the ME course, efforts were made to connect with those who might be most willing to participate given their connection with LFE. This is one of the key limitations of this study.

<sup>5</sup>This had been calculated with 342 unique officers enrolled in the course

and contacted. Based on their willingness to participate and availability the interview was completed.

Of the 23 officers who participated in this study, 13 completed ETM, 6 completed ME and 5 officers completed the SEL course.

*Table: Details of officers who participated in this study*

<b>Carder</b>	<b>ETM</b>	<b>ME</b>	<b>SEL</b>	<b>Total</b>
Administrative Officers	8	2	3	13
Academic officers	5	3	2	10
Total	13	5	5	23

## Findings

Overall, officers we spoke to had a very positive outlook towards the program. Officers rated the course high on usefulness and relevance. Further, the NPS score remains as high as 8.6 even after months of completing the course. This rating has remained constant when compared to NPS scores taken after course completion as can be seen in the table here. Officers often detailed out various levels of impact, at the personal level, related to job role, and impact on peers among others.

Table: NPS score comparison

NPS score at course completion			NPS score at present
ME	ETM	SEL	
8.1	8.3	7.6	8.6

Many of the benefits officers related can be directly linked to the objectives of the course as well that related to improved team management, program planning, program implementation, stakeholder engagement, improved facilitation and time management, and change in knowledge.

*“Yes definitely because we got proper context of what is expected from us and how it should be done in the right way. We also stay updated with all the scientific methods of working in our field. Earlier the work felt very scattered but now it feels aligned with a proper framework & we can set proper goals. As we are able to set proper goals, know the exact way to do it & also allot the work properly we are able to work more efficiently. We also understand our challenges better & know what to do when it comes to implementation to reach our targets.” Officer 23, ME*

*“This course was practical and beneficial for me for many reasons. This course has helped me to manage my team. It allows me to plan my work accordingly. Now I can allocate my work ... [It] Helped me to save time while working. Previously I thought all work I had to do on my own, but now I realize I have to allocate my work with my team for quality work and time saving. The content is useful for my Job role.” Officer 16, ETM*

*“It was a good experience. It helped me understand how to be cooperative with all the stakeholders that are involved and how to be adaptable to different situations. It equipped us with the knowledge of dealing with the problems at kendra, school and taluka levels. It also helped me in identifying the strengths and capabilities of my colleagues, to motivate them for use these capabilities to get the work done.” Officer 18, ME*

*Table: Classification of responses explaining the application of the course content.*

<b>Themes: Areas of Application of Course Content</b>	<b>No. of officers whose responses aligned</b>
Improve team management/ team delegation/ project management (effective implementor)	18
In a program designed by you or supported by you	17
Was able to train peers and stakeholders	16
Better facilitation for meetings, peer interactions	16
In material circulated to teachers/TM/TLM	13
Improved ability to monitor/ select a third party to work on the project in partnership,	12
Able to keep my emotions in balance, and it is helping me in my personal and professional life	6

*\*Note: Based on the response provided by officers, enumerators selected all options that applied. These options were not directly selected by officers, but their responses were interpreted and classified in these categories.*

As can be seen from the table above, applications in areas of team management and program implementation remain the most widely reported by officers.



**Finding 1: The structure and format of the course was appreciated, and enabled a high degree of adoption post course completion.**

The environment that was created with the course format, worked very well for officers.<sup>6</sup>

*"It was a good experience because the timings were flexible & it wasn't compulsory to attend. It was nice that we were given a choice so sometimes I would even attend the course on holidays/weekends/late at night. The self-paced aspect was really helpful!"*  
Officer 6, ETM.

However, importantly, officers have highlighted that the extent to which the course was made contextual contributed highly to its effectiveness.

*" It is very related to my work as we have to train teachers constantly, carry out activities that come from higher authorities etc so I use this knowledge everywhere. All our difficulties were also solved during the course & there was a good level of involvement. The PLC experience was very new to us but very effective and I use it in my work. I also take PLCs in the training programs that I myself conduct...The tasks given were very much related to our work so while doing that it was a great practice for our actual work "* Officer 23, ME

The quality of content and how it related to officer's day to day work and their roles, ment that officers could directly apply course learnings to their work. With examples using situations they have faced, and resulting discussions they could directly implement in day to day working was highly appreciated. For instance, one officer stated *" I could relate to this eg. because I have faced the same situation in the last 5 years of my service but because of this course I got the solution to my problem. "*

While the course clearly identifies specific knowledge, skills and mindsets, it helps officers relate not only to day-to-day tasks, but also to the objective of their role, as implementers and team leaders. As a result the course helps officers realize benefits beyond gaining knowledge to changing behavior.

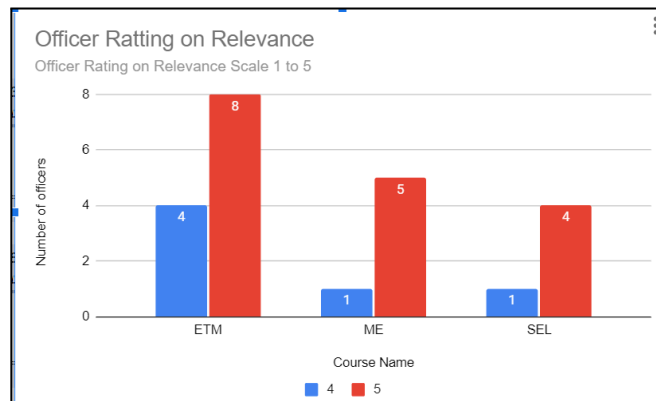
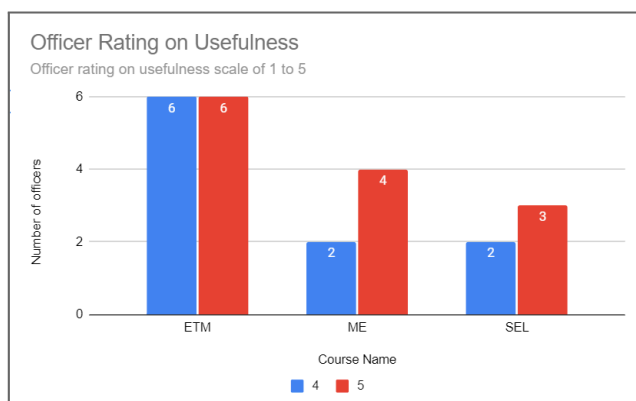
Given the flexibility of the course format, surprisingly, it was almost mentioned as a motivator for officers to join the course and stay motivated to complete it.

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<sup>6</sup> Details of various aspects of the course were discussed with officers, but has not been included here, keeping true to the objective of this report. However, officers have often appreciated the use of PLC, facilitation style and credit system. These have been documented in detail in previous LEAD related reports.

**Finding 2: Officers found the course useful and relevant across the board indicating a high degree of adoption in their role.**

In order to better understand the applicability of the course, we asked officers to identify usefulness and relevance of course content as well as provide detailed examples of application. When asked to rate the usefulness and relevance of the program on a scale of 1 to 5, officers rated usefulness at an average 4.62, while rating relevance at an average of 4.78. Average differences between the various courses are minimal.



Because of the gap between the course, and the time of the interview, most officers were not directly able to remember concepts that they had applied, instead their responses shed light on the changes they experienced in their knowledge, skills and mindsets, and its resulting benefits they were able to drive due to it. Officers valued the changes in their mindset, approach to work, peers and stakeholders, ie. development of soft skills the most, but many were unable to identify a particular list of tools or concepts by name they applied directly<sup>7</sup>. As can also be seen in the table above on classification of responses to “What were the most important benefits of the course for you?” Few to none of the officer responses aligned with options relating to knowledge components. Majority of officer responses aligned with skills of team management and self development.

**Officers found the course content useful** in their professional and personal spheres. Offices stated examples of this leading to changes in their mindsets and helped them develop specific skills. They also stated that the content was relevant to their role and directly applicable to their day to day activities.

*“It was a really nice course. I have learned new skills on effective team management and also gained important insights related to my work which are helping me while doing fieldwork. how we can involve our peers in the work that can be helped to do the assigned task more effectively. I learned certain attributes or abilities that an executive should possess in order to fulfill specific tasks in an organization.” Officer 22, ETM*

*“[The course] cleared many concepts which I can use in my daily work. This course helps in conducting teacher training and working at grassroots level. This course helps in*

<sup>7</sup> “We can not divide it because I think all the content of the course is helpful. I can use all the tools form the course.” Officer no 15 (ETM course)

implementing various government project till the grassroot level. I have got more clarity about my work." Officer 3 (ME)

"Every aspect was directly implementable with my daily work. I'll explain how I could use the skill of recognizing emotions by telling a story: I recently went for a school visit, where I noticed the way I used to do things has changed. So, once while I was asking questions to students, I found that one of the students had got all the questions wrong. So instead of revealing her score in front of everyone, I understood her emotions and tried to cheer her up by asking what she wants to be when she grows up. She was too anxious to say anything, but when I told her that her answer would be safe with me and would not be revealed to her teacher or peers, she opened up and told me. The fact that I could connect with my students gave immense joy to me and the student." Officer 4, SEL

Table: Classification of responses to "What were the most important benefits of the course for you?"

Themes: Most important benefits of course	No. of officers whose responses aligned
Improve my skills to manage teams and stakeholders	14
Self improvement (eg. managing my thoughts and emotions)	12
Improve my program design and implementation skills	7
Building expertise in a topic (knowledge component)	3
Set example of facilitation and course creation	2
Help me gain certification and improve credentials	0
Improved my general knowledge / keep me updated	0
None of the above	0

\*Note: Based on the response provided by officers, enumerators selected all options that applied. These options were not directly selected by officers

When asked which of the concepts officers found most useful and relevant, officers mentioned a few concepts directly from the course content. These have been summarized in the table below.

TABLE: Most useful aspects of course as per Officers

ME course	SEL course	ETM course
Monitoring framework (6)	Facilitation of training (3)	Ethics and values related to team and management memo (7)
Data collection methods (survey, FGD, observation, interviews) (4)	Self management (stress relief) (3)	Work culture (7)
Improved program planning, kirkpatrick model (3)	Diversity and acceptance New learnings (given during PLC) (3)	Skill will matrix (7)

Program evaluation (3)	Self realization activities such as mandal arts,rose-bud-thorn,ABC activity etc (3)	One on one team meetings (6)
Task tracker (3)	5Cs (3)	Follow-up methods mgt styles (5)
Counterfactual model (2)	Facilitation of team (2)	Support vs accountability structures New learnings (given during PLC) (4)
Backward planning (LFA) (2)	Rose-bud-thorn (2)	
Errors and biases and other new learnings (given during PLC) (1)	CASEL framework (1)	
	ABC activity etc (1)	
	Do's and don'ts of facilitation & team (1)	

*\*Note: numbers mentioned in brackets are the number of officers who directly mentioned these concepts, when asked to recount the most useful aspects of the course. Of the sample 6 officers were interviewed for ME course, 5 for SEL and 13 officers for ETM*

When asked if any aspects of the course were not useful, most officers were unable to provide a reply. As one officer stated *"I don't find anything least useful from the course. I think the overall course was highly beneficial and such courses must be regularly there in training. I would love to join such pieces of training. Modules were good, even facilitation was best."* Officer 2, ETM

**Applicability of course KSMs** ranged from usage in everyday work, to program planning, program implementation, training design and facilitation, Improved stakeholder interactions and team work and daily operations. However application in areas of team work and program planning and design were most commonly sighted. This also reflects the course content of the LEAD programs

*Table: Classification of responses explaining the ratings provided for relevance of course content.*

<b>Themes: Relevance of the course to Job Role</b>	<b>No of officers whose responses aligned</b>
Improve team management/ team delegation/ project management (effective implementor)	18
In a program designed by you or supported by you	17
I was able to as able to impact peers	16
Better facilitate for meetings, peer interactions	16
Applicable to material circulated to teachers/TM/TLM	13
Improved my ability to monitor/ select a third party to work on the project in partnership,	12
Able to keep my emotions in balance, and it is helping me in my personal and professional life	6

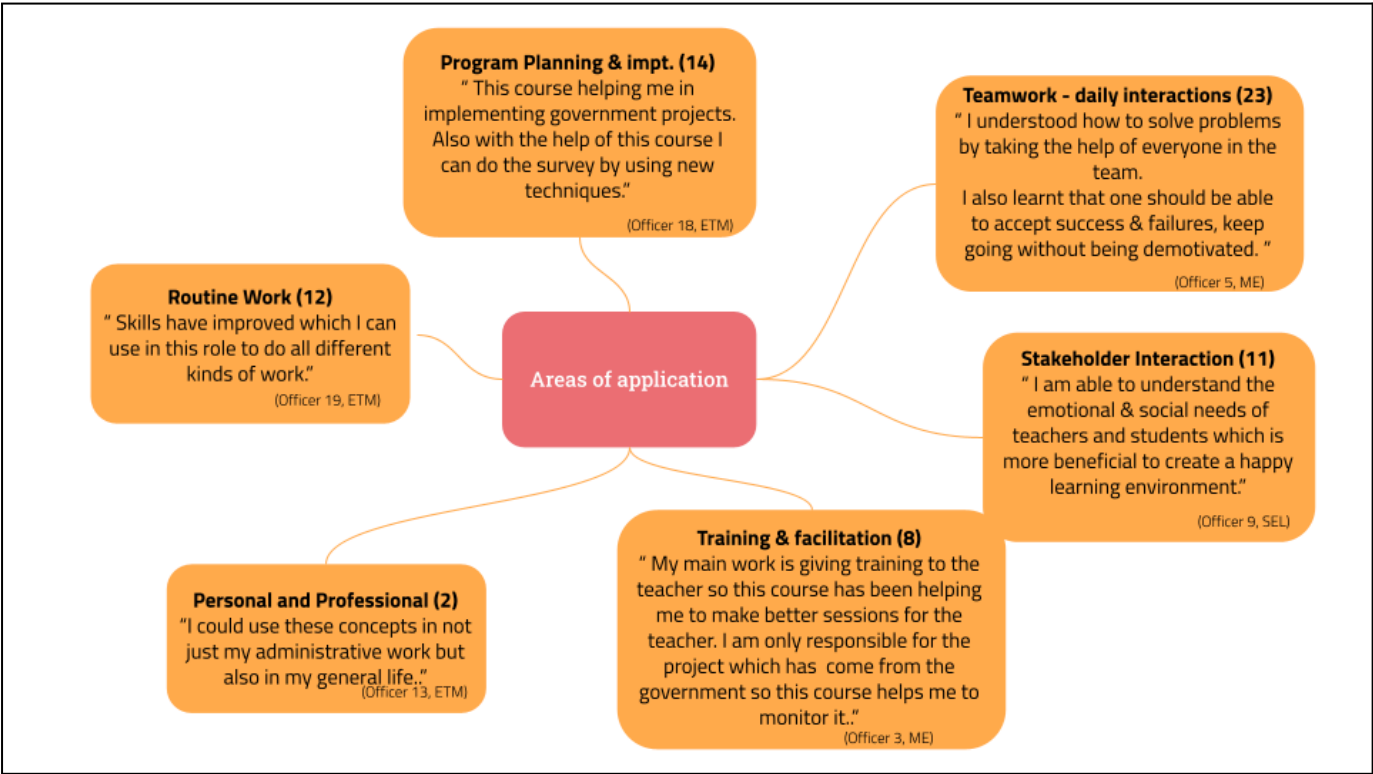
None of the above	1
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*\*Note: Based on the response provided by officers, enumerators selected all options that applied. These options were not directly selected by officers*

Out of the 23 officers interviewed for the study, 4 officers had experienced a change in their role, and still found the course material was applicable to their current situation. As this officer stated:

*"It is still very relevant in my personal life and current designation at work. In 43 Kasturba Gandhi girls school, we have to be in constant contact, listen to their issues and solve problems. So in this process I have to get them to share by creating a comfortable environment. I make it clear that I am here for the girls wellbeing, and their best. In order to sustain and drive the project towards success, this course has helped me." Officer 7, ETM*

Chart: Areas of application as per officer testimonies



*Note: Based on the response provided by officers, key application areas were identified. The number brackets represent the number of officers who are aligned with a given theme.*

**Officers also express a need for professional development opportunities such as these.**

Officers stated that there are few of such opportunities that help them develop specific skill sets in depth, particularly in the absence of formal roles appropriate in service capacity development programs. In a sense this course responded to those needs.

*"Earlier I wasn't aware of how to do my work because I was a Secondary teacher who got promoted to the post of Extension Officer and around the same time I did this course and got a better direction in many ways. I understood how to get maximum work done in less time...I got clarity regarding a lot of administrative concepts because of this course which I*

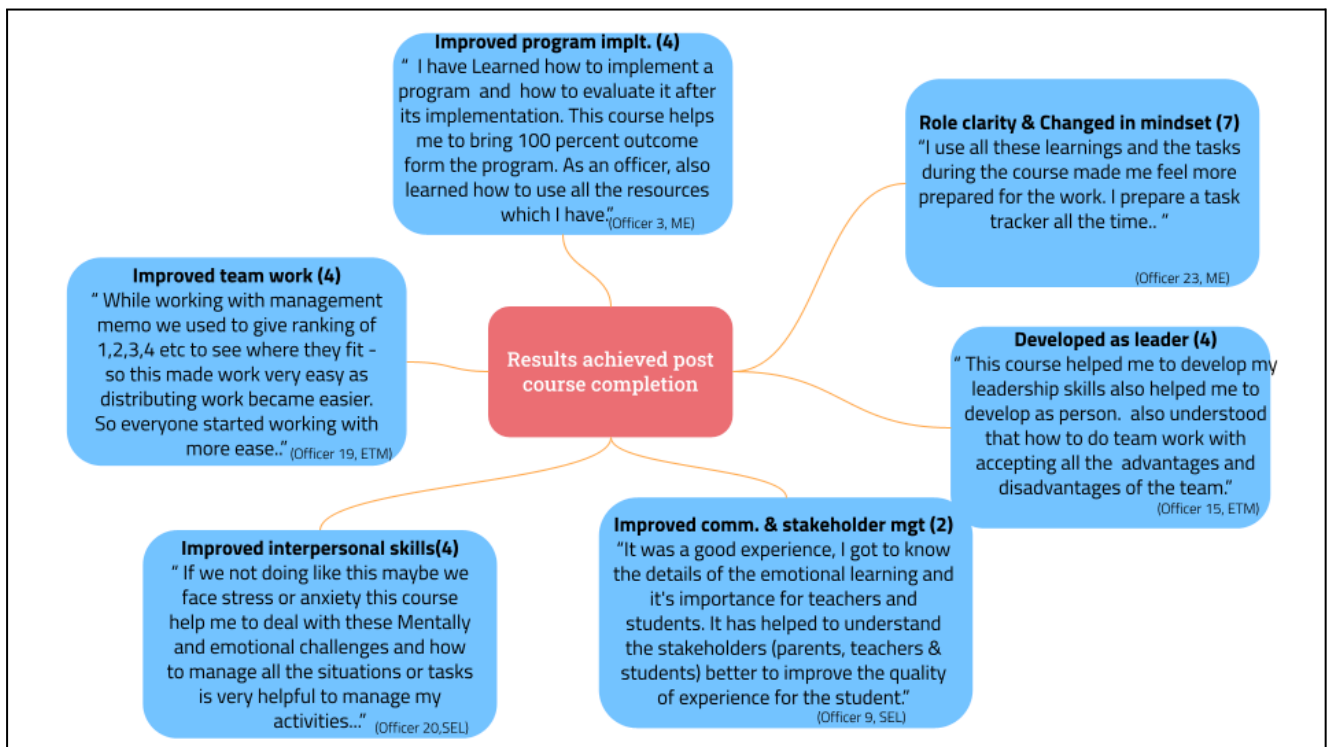
*lacked earlier. I had very surface level knowledge before but after registering I got very interested to learn more and further implement the learnings in my work." Officer 13 (ETM)*

*"Everything was very much related to my work. I had learnt a few things during my B.Ed/M.Ed but I was updated about the new & best practices that were implementable because of the course. I wanted to know even more about every concept." (Officer 23, ME)*

### **Finding 3: Officers state that the course helped them improve their performance but more importantly it challenged their mindsets around work**

Apart from identifying key elements of the course that were useful and relevant for officers, many officers have also explicitly pointed out the benefits they have been able to drive because of changes in their approach and behavior. These results have ranged from improving effectiveness at work, improved communications with stakeholders, development of soft skills and self development, improved teamwork, role clarity, and changes in approach to work.

*Chart: Areas of application as per officer testimonies*



*Note: Based on the response provided by officers, key application areas were identified. The number brackets represent the number of officers who are aligned with a given theme.*

While changes in knowledge and skills were expected given the nature of the program, the officer's ability to reflect and identify changes in mindset was also commendable. An officer shared an example saying that because of the course she has become more efficient in allocating work at her office so now everyone feels that they have an equal share of work as others in the team and there is no chance of comparison of work among each other & there are no doubts in their mind. This leads to them being more mentally stable & building a positive approach towards their work.

Some officers also mentioned that before doing the course they had a very negative approach towards their co-workers, did not understand their difficulties and often used different pressurizing/demoralizing/demotivating techniques of getting the work done in the expected time frame & if they still did not do so it lead to them being angry which spoilt their relationship. After the course they have developed better techniques which have catered to

team bonding, positive interpersonal relationships & a better work environment which helps in giving effective work outcomes & completing targets. This gives them a lot of job satisfaction and helps them in being happier in their general life as well.

*"The role play during the group discussions were also good because everyone understood that everyone can work in every role and a lot of times officers have a lot ego that I am a class 1 officer- how can I do this particular work but sometimes he develops a capabilities to even do that same work because of this activity" Officer 19, ETM*

*"After the course my behavior changed a lot, I understood the difference between monitoring & controlling after some time has passed and as the effect of monitoring reduces the outcomes also reduce so it is important to keep in touch with all the team members, understand their difficulties, accept them as they are as a human being along with their strengths and flaws, doing SWOT analysis & allotting the work to someone with the right skill set & improving the outcomes of the work" officer 18, ME*

*"Sometimes I need to stay back after office hours. Initially, I was reluctant but now I take all the responsibility and focus on my tasks. I think this is because of the training I received through the course." officer 2, ETM*

*"Yes of course initially I felt like I am a boss but now I fill that I am a team member and my work is just to lead them." Officer 8, ETM*

*"Yes, my confidence has also increased because of the course. Earlier I had a little hesitation about work but now I can do it with much ease." Officer 13, ETM*

*"The course developed a new consciousness in me. I realized that we should keep trying to improve ourselves and try to solve our own problems instead of being excessively dependent on others...I understood many new ways of doing my work like for eg. earlier I only used to observe a particular set of things in schools/classroom like presence/absence of students, how they teach, guide them for the implementation of program, guidance but it changed. My role as a Guide changed to someone who works with everyone together to come to solutions." Officer 5, ME*



#### **Finding 4: This impact has inturn resulted in better teams and improved programs for teachers, students and other stakeholders**

The course has also led to effective team management. Particularly given the course content, officers have most frequently reported improvements in their team management skills, across all three courses.

*"Yes, earlier I thought they were not responding/working as expected but eventually I realized that everyone has certain limitations and I started understanding them well by accepting them, communicating with them and building good relations." Officer 5, ME*

*"Relationships have improved. Improved their skill level, improved work culture, happy and comfortable workspace" Officer 7, ETM*

*"I found I am using new skills and also helping them to get a proper idea of the assigned tasks. One more thing initially I found it bothersome to maintain any sort of data and was not monitoring any tasks carefully but the tools I am using now are helpful to my peers too." Officer 17, ETM*

*"Yes , they are feeling I'm more supportive than before and because of that they are doing their job more organized." Officer 15, ETM*

Further, officers have reported a change in the quality of their work, where they found that they are able to work more systematically, more effectively than before.

*"Before this course also I was doing the work but it was not planned work. Now, I am able to do my work more systematically, using new techniques to do my work. I have one request to lead the team, after completion of the course we officers did not get time to revise it so please arrange a one day revision session for us on weekend days." Officer 14, ME*

*"I like the course and I know it enabled me to determine how to help everyone in pieces of training to improve their performance. This, in turn, leads to a motivated, engaged team willing, and able to help you achieve your goals and desired results. I think something is really important." Officer 22, SEL*

## Case Study 1

As a case study, we would like to expand on the experience of an academic officer, Rajeshri Titkare. As a DIET lecturer, she found both the SEL and ETM courses very rewarding. Here, we highlight the specific instance of her role in the Adarsh Shala project as well as her use of learning from the SEL course in her work.

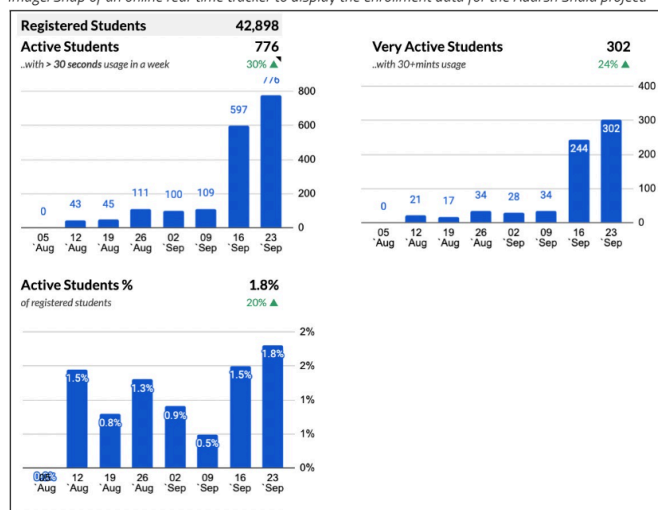
“Under this initiative, teachers were expected to enroll themselves and students. The learning material from Khan academy (mathematics subject) is being made available for them for free. Initially, the percentage of teachers registering on the portal was only 8%. I understand that there is a lack of awareness about the benefits of this program among the schools and this can't be changed by pressurizing the teachers and HMs. To solve this problem, I need to first understand the mentality of the teachers, and that's why I conducted a Zoom meeting with all the teachers and HMs and interacted with them to understand their challenges (personal, geographical, etc.). During such zoom meetings, I used the facilitation techniques which I learned in the SEL course. Rather than pushing them to agree on my own solution, I just facilitated the discussions and let them reflect on their issues so that slowly some solutions started emerging. Likewise, I continued conducting such virtual as well as in-person meetings to keep them motivated, and the enrollment percentage, which was earlier 8%, has grown to 40% in September and at present, it is 89% for my district (Satara).

During COVID, I [also] completed the SEL course. As the lockdown time was reduced, I started visiting the schools. I saw that all the 3 major elements of education (teachers, students, and parents) were frustrated. That made me realize the true need for SEL awareness.

I personally feel that the system always takes the teachers for granted for many things. If we want them to be successful, and confident in their work, we should make them feel emotionally well also. The DIETs are there to take responsibility for the teachers who are in the service. We can train them on SEL if required. But what about those who are in the pre-service? If we can integrate SEL into their curriculum from the initial stages, we can see good results from them once they join.

With this focus in mind, I decided to do my Ph.D. on this topic. I have designed a Google survey form to do data collection on a pilot basis under which I have targeted a total of 500

Image: Snap of an online real-time tracker to display the enrollment data for the Adarsh Shala project.



pre-service teachers from the Pune district. I regularly visit various Shikshan Parishads and I always keep telling them to use the SEL-oriented activities in the Shikshan Parishad.

Recently, [in another instance] I observed an issue which is common everywhere which is- teachers are less confident when it comes to English communication and teaching. That's why English-Peti is also not in use in many schools. I decided to do something about this.

In my recent visit to a Shikshan Parishad, I introduced myself in English (though I am also not so fluent in it!). I asked them to try introducing themselves in a similar way, talking about their hobbies, likes, dislikes, etc. Though some of them were not ready to do this, I motivated them, talked with them to make them comfortable and then they attempted to talk in English. I think, this realization of making others comfortable, and building their confidence, comes from the SEL techniques of facilitation. "

## Case Study 2

*Pratibha Bhavsar, is at present a DIET principal, and has completed both the ME and ETM courses with LEAD. This instance was chosen as the case study, through the MSC method as it allowed for detailed examination of how specific course contents have been used by officers.*

"The Monitoring & Evaluation (M&E) training improved me as an administrator; I am now a lot more structured, organized, and team-oriented. The LEAD M&E programme has made it feasible for me to have this experience." Ms. Pratibha Deshpande, a participant in the M&E course, uses some of these adjectives to describe her experience with the LEAD course.

When asked to describe a specific instance or project in which she believes the LEAD course has been extremely beneficial, she replied, "the components and topics which I learned from the M&E course are helping me in my day-to-day work as an administrator. I can't exactly narrow it down to a single topic because I'm incorporating so many course learnings."

Ms Pratibha frequently employs task tracker and monitoring framework in her professional work. "Previously, I did all of the work, and it was difficult for me to assign and hold someone else accountable for a specific task, but now we plan the work as a team, and every member of the team is aware of each individual's deliverables." It has simply made my life easier, and team productivity has increased."

During one of the training sessions on "language and its 5 levels," Ms. Pratibha used all of the information she had learned in the LEAD course.

- She began the training by setting up an effective task tracker for monitoring between herself and her team. She saw to it that the work was completed quickly and effectively.
- Later, she conducted a pre-test for the pilot batch using various data collection methods she learned in the course.
- Once she had the data, she analyzed it and prepared the training modules.
- She reviewed her training once it was over using the Kirkpatrick assessment approach, and made notes to improve her next training.

Ms. Pratibha has incorporated Peer Learning Community meetings into her training in addition to the skills she learnt from the LEAD course. In one of her STEM-related training sessions she organized four PLCs for 100 teachers in accordance with the NEP, 2020.

Ms. Pratibha highlights the importance of making these training mandatory for all new administrative officers hired by the department in her concluding statement. She thinks it will not only make those officers' lives easier but also raise the standard of the department's work.

## Conclusion

Almost all officers agree that the course helped them become better leaders, more adaptable, and better problem solvers.

- While the ETM course is about leadership and team management as per the course content, many report feeling more confident and effective in their role as a result.
- The ME course offers core ME knowledge and tools, however officers report feeling that they gained more clarity around their roles, and around the process of program implementation, resulting in improved problem solving abilities, work being more systematic and efficient overall.
- Lastly, with regards to the SEL course, stress and self management have been the bigger takeaways as compared to knowledge components of SEL.

In many of the interviews it is found that the officers have mentioned that the LEAD courses have helped them in developing good interpersonal relationships in their work space, be a better leader by being more approachable to their colleagues, forming good techniques of completing the work in the given time frame, better/equal work allocation etc. which has further helped them in developing a happier work space/culture and being more mentally satisfied with their job. **Overall, we found that the larger takeaways for all three courses related more to soft skills of team management and understanding systematic process of program implementation.**

While officers stated the courses were highly rewarding for them, the value proposition here goes beyond simply increase in knowledge and skills, but related more to soft skills that have enabled them to improve performance through improved team management, stakeholder management and ability to perform in their particular context. We also see officers have still rated the course 8.6 on NPS. These inturn are a testament to the nature of course content and facilitation style. Where the focus remains more on application, use of hyper contextual examples, and flexibility provided to participants to consume the course at their pace. Learning from this program can play an important role in shedding light on which programs can work within the public education system.