

GOVERNMENT OF INDIA
MINISTRY OF PERSONNEL, PUBLIC GRIEVANCES AND PENSIONS
(DEPARTMENT OF PERSONNEL & TRAINING)

LOK SABHA
UNSTARRED QUESTION NO. 4268
(ANSWERED ON 26.03.2025)

EFFECTIVENESS OF LBSNAA's TRAINING SESSIONS

4268. ADV. CHANDRA SHEKHAR:

Will the **PRIME MINISTER** be pleased to state:

- (a) the mechanisms put in place to evaluate the effectiveness of training in preparing officers for real-world administrative challenges, considering the rigorous training regimen at Lal Bahadur Shastri National Academy of Administration (LBSNAA) including physical drills, academic sessions and field visits; and
- (b) the manner in which the academy addresses feedback from trainees and stakeholders to continuously improve its training programmes?

ANSWER

**MINISTER OF STATE IN THE MINISTRY OF PERSONNEL, PUBLIC GRIEVANCES AND PENSIONS AND MINISTER OF STATE IN THE PRIME MINISTER'S OFFICE
(DR. JITENDRA SINGH)**

(a) & (b): The Lal Bahadur Shastri National Academy of Administration (LBSNAA) constantly endeavors to put in place mechanisms to evaluate the effectiveness of the diverse components of its training pedagogy and curriculum. In this manner, the Academy lays great emphasis on training reforms, by constantly engaging in consultations and discussions with all stakeholders, viz. people's representatives, participants of different training programmes, among others, and also soliciting their feedback, that will contribute to increase the effectiveness of its training curriculum.

In this way, almost 70% of the training pedagogy is endeavored to be imparted through experiential day to day field experience, while another 20% of the learnings are tried to be imparted through peer learning, and only the remaining 10% of learning is sought to be imparted through classroom sessions.

The major portion of the learning comes from field level practical exercises and experiences, which include watching people carrying out certain tasks and then carrying out the same tasks with acquired competence. The practical experience provides an effective opportunity to correct and customize the problem solving and process of citizen service delivery. In this way, Officer Trainees have an opportunity to analyze their individual and collective experiences through a process of structured reflection. They understand the essentials, constraints and obligations of working as a field officer for improving public service delivery.

Handling the unforeseen problems and roadblocks in the field training help discover the sense of professional calmness and wisdom required to be a practitioner civil servant. Although the trainees face completely different environment of challenges in the field, they get more involved as they find that their interventions are directly beneficial to the community, and they have a role as a change agent for the better.

As an effective tool of training, training pedagogy woven around Peer Learning, the same has a great role in collaborative or cooperative learning. Various tools like small group activities, debates, discussions, role plays, etc. facilitate variety of learning outcomes. Peer learning also enables to establish that collaborative effort has a greater rate of fostering better learning acceptance and retention at the same time.
