



Enhancing Judicial Performance:  
The Importance of Impact  
Assessment in Judicial Education



# INTRODUCTION

## What is Judicial Impact Assessment?

- ❖ To assess the quality of training.
- ❖ Its effect on behavioural change
  - ✓ through enhanced professional competence and
  - ✓ its systemic effects on organizational performance.
- ❖ Impact on the efficacy of the justice delivery system.





# **Evaluating the impact of judicial training**

**Why it is important for us?**

**The largest and most populous  
Rule of Law based Democracy.  
Huge dockets.**

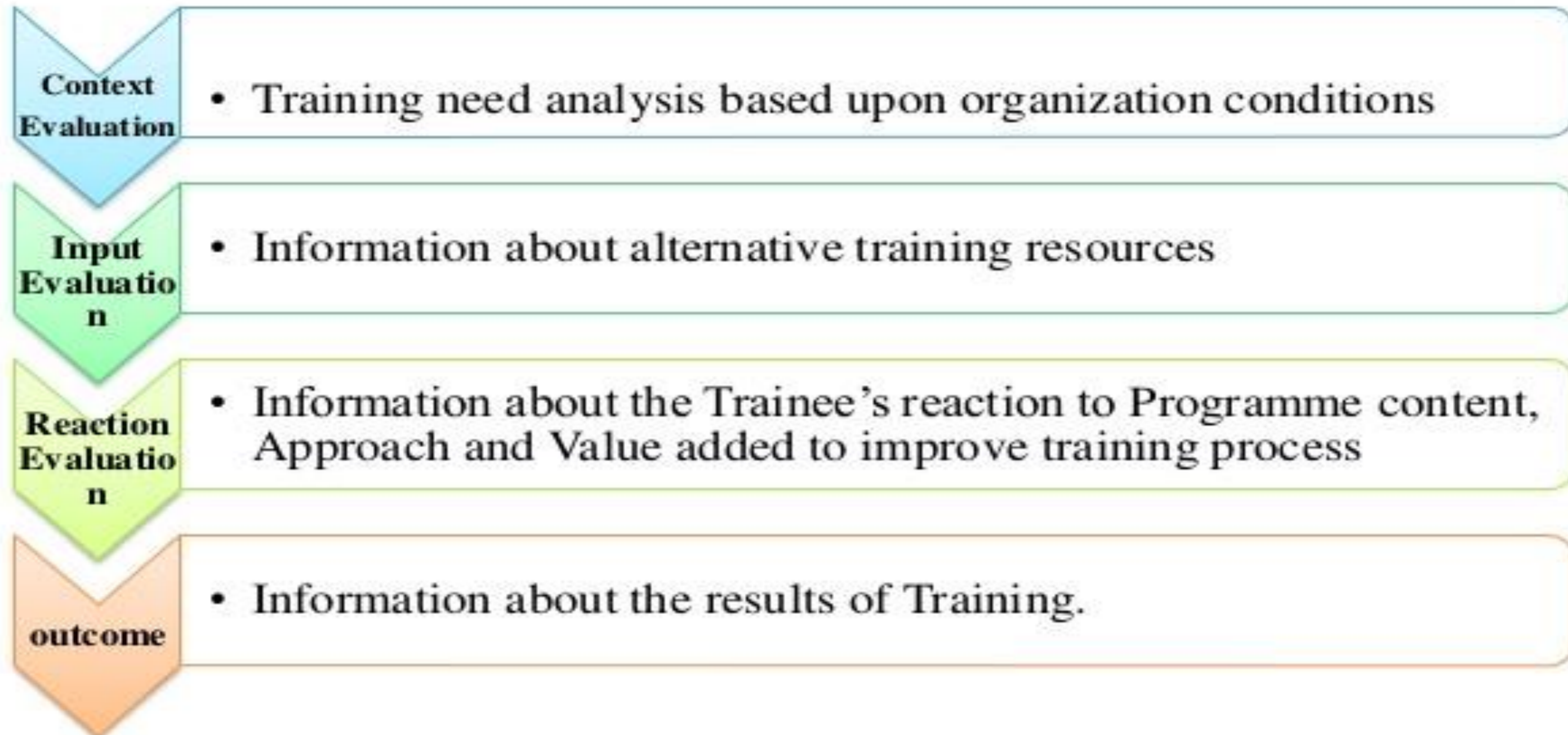
**Robust Judicial Academies.**

**NJA : Budget - Rs. 10-12 crores**

**State Judicial Academies: 10 lakhs  
onwards depending on the size  
of the Academy.**

# Evaluation Models

# CIRO Model



- **The CIRO Model is a training evaluation model that is used to evaluate the effectiveness of management training courses.**

- **Stage 1: Context Evaluation**

At this stage, the CIRO Model is used to assess the operational situation that a business or organization finds itself in. This provides useful information that can be used to determine the training needs and objectives by collecting performance-deficiency information, i.e. what the organization is lacking.

- **Stage 2: Input Evaluation**

During the second stage of the CIRO Model, practitioners must gather information about possible training techniques and methods. This is known as the 'input evaluation' and helps identify the best choice of training intervention.

- **Stage 3: Reaction Evaluation**

- The third stage of the CIRO Model involves gathering the views of the participants and collecting suggestions about the training they received. The trainees are asked to give their reactions to the following aspects:

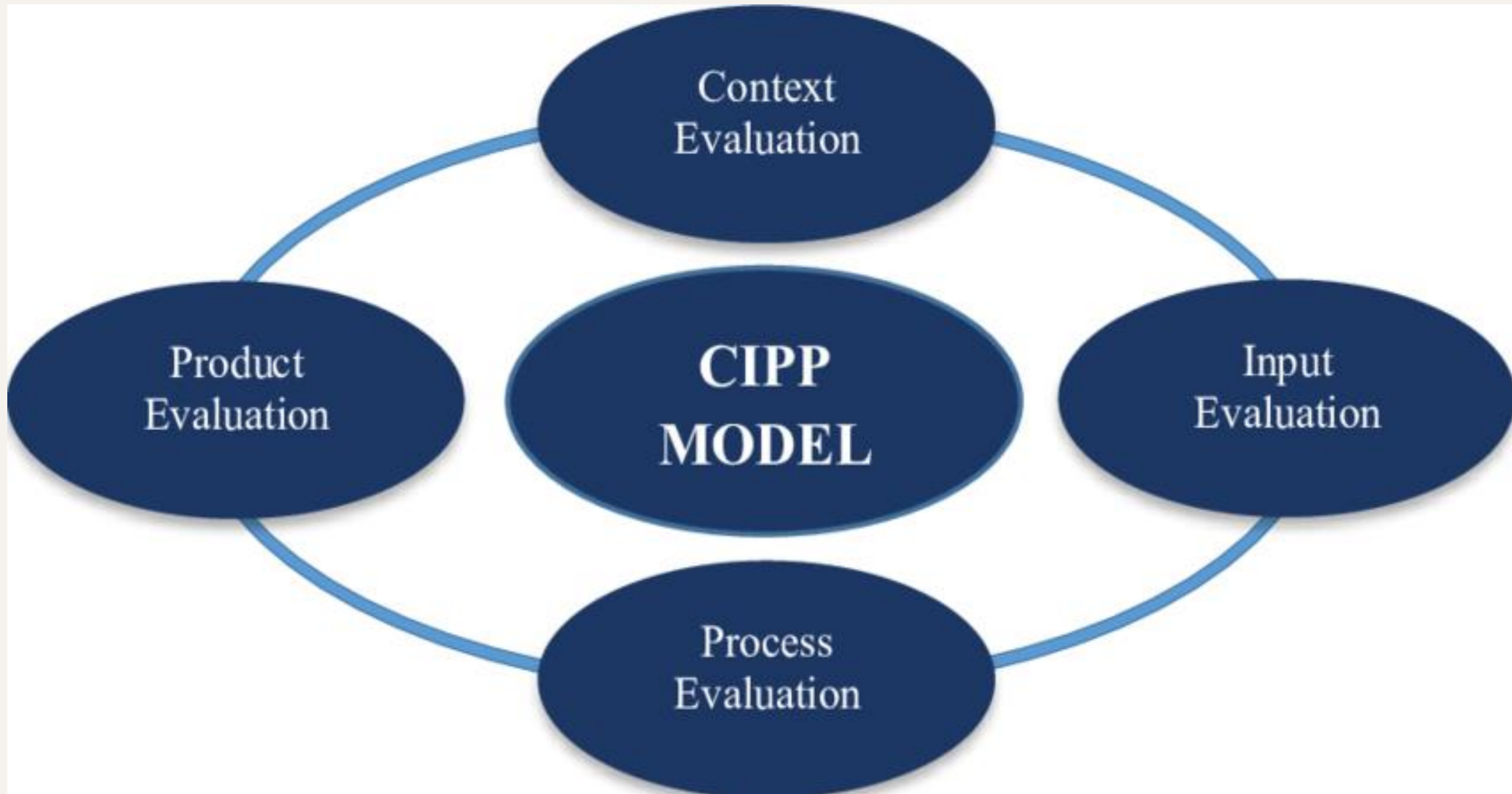
- Programme content
- Approach
- Value-added

- **Stage 4: Outcome**

This stage of the CIRO Model involves presenting information about the results of the training. The results are presented at three different levels:

- Immediate :: How the trainees found and whether they managed to complete the training successfully.
- Intermediate :: Such as changes to the course design, or acquiring new training resources etc.
- Ultimate level :: Main goals for the organization that have a far-reaching impact on the organization.

# The CIPP Model



# KIRKPATRICK'S MODEL

The Kirkpatrick Model is an internationally recognized tool for evaluating and analyzing the results of educational, training and learning programs.

**It is based on four levels,**

- **Reaction**
- **Learning**
- **Behaviour**
- **Results**





**1. Reaction:** This measures whether learners find the training engaging, favourable, and relevant to their jobs. This level is most commonly assessed by an after-training survey (often referred to as a “smile sheet”) that asks participants to rate their experience.

**2. Learning:** It gauges the learning of each participant based on whether learners acquire the intended knowledge, skills, attitude, confidence and commitment to the training. Learning can be evaluated through both formal and informal methods and should be evaluated through pre-learning and post-learning assessments to identify accuracy and comprehension.

**3. Behaviour:** Whether participants were truly impacted by the learning and if they’re applying what they learn. Assessing behavioural changes makes it possible to know not only whether the skills were understood, but if it's logistically possible to use the skills in the workplace.

**4. Results:** Level Four measures the learning against an organization's business outcomes— the Key Performance Indicators that were established before learning was initiated. Common KPIs include higher return on investments, less workplace accidents, and larger quantity of sales.

# Kaufman's Model

This model has 5 levels of evaluation as follows:

Level 1 :: Further divided as

a) Inputs

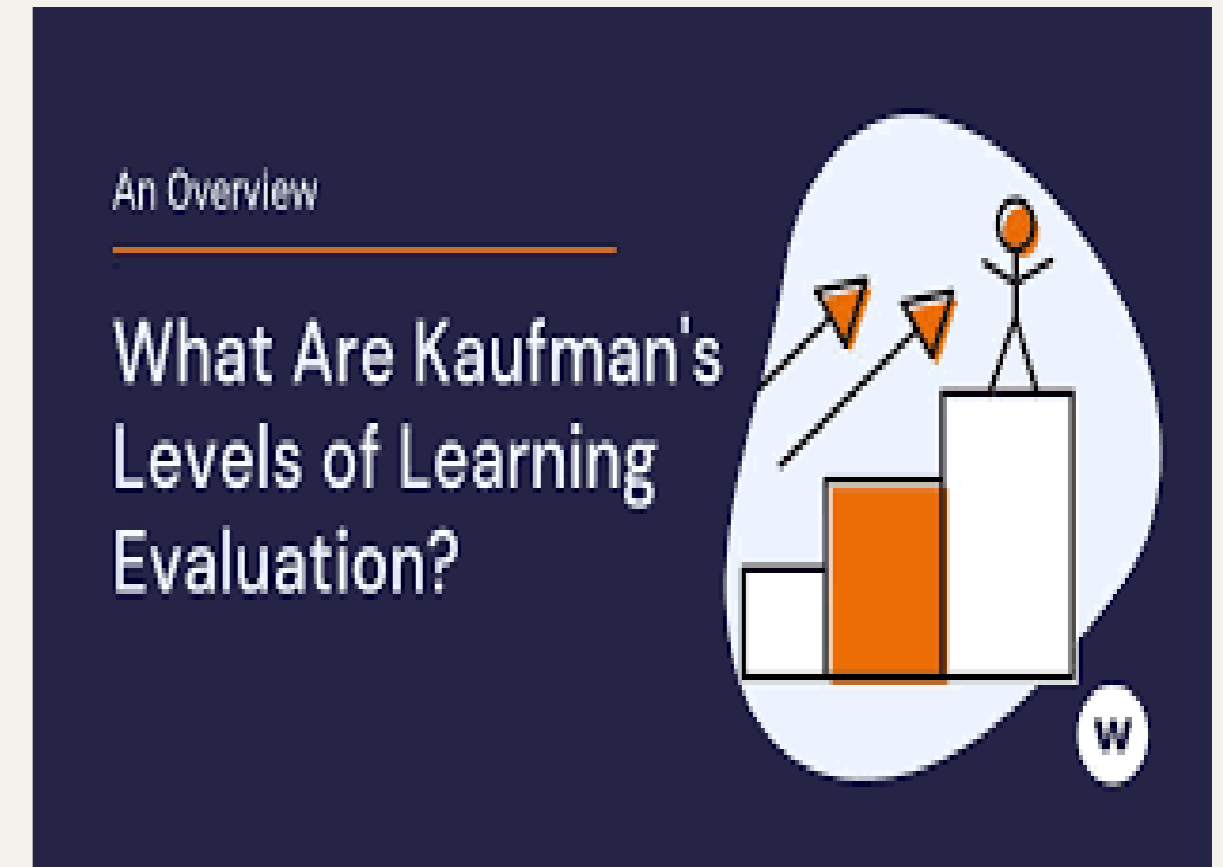
b) Reaction

Level 2 :: Acquisition of competencies

Level 3 :: Application of what was learned in the  
workplace

Level 4 :: Organizational output

Level 5 :: Societal outcome



- First two/three stages of both Kirpatrik and Kaufman's Model are simple. The last two levels are more complex specially in the context of the Indian Judicial System.
- Judicial Training in India is of typically two kinds:
  - Pre-induction training [The evaluation models can be applied more effectively]
  - Inservice training.
    - Challenges in Assessment of Inservice Training:
      - ❖ Heavy workload
      - ❖ Subjective nature of judicial performance (qualitative vs quantitative)
      - ❖ Independence of judiciary (judicial review vs administrative review)
      - ❖ Deficiencies in judicial infrastructure (impediment in efficient delivery)
      - ❖ Annual Confidential Reports (usually no consideration of training)
      - ❖ No uniform practice followed across the country for assessment.

# What is the NJA Model?

- For District Judiciary
- High Court

## How effective it is?

Every State Judicial Academy has to evolve its model keeping in mind best practices across the country and focusing on the effective justice delivery system.

So, let's share our experiences.

## **Methodology/Pedagogy**

NJA views continuing education as a process of "creating solutions", and judicial education as a process of "creating solutions for strengthening the administration of justice."

Hence there is no "teaching", "preaching" or "training" at NJA; no "teachers" or "students"; no "trainees" or "trainors".

Rather, judicial education at NJA brings together judges from across the country to provide them a forum to jointly identify the major obstacles facing the administration of justice and develop appropriate solutions for overcoming these obstacles. Judges will then be able to implement these solutions as appropriate, resulting in the strengthening of the administration of justice.

Solutions may involve, for example, generation and use of new/additional knowledge of law; increased application of technology and modern management methods; deployment of appropriate approaches, methods and attitudes to judging; appropriate changes to management of relationships with other stakeholders in the justice system such as lawyers; government officials; ministerial staff and litigants; development and use of new techniques and tools; and change.

To assist in this process, NJA will identify priority challenges facing the administration of justice and organize appropriate programmes to facilitate problem solving. NJA will assemble knowledge inputs (documentary; as well as experts) and new ideas that will assist judges in problem solving. NJA programmes will also provide for judges to exchange knowledge and expertise and thus transform knowledge and generate new knowledge.

This approach to judicial education as "knowledge sharing for problem solving" brings participant judges to the centre of judicial education and demands their active participation in the process of judicial education. "Teaching", "training" and one-way transmission of information through lecturing will not be appropriate for this approach.

NJA programs will therefore seek to use interactive approaches in which participants will actively share their knowledge, experience and ideas and engage in proactive thinking. Case study, group exercises, simulations, role play, field visits and experiential learning are all key to the pedagogical methods to be used in NJA.

## **(12)Evaluation of Impact :**

To ensure optimal impact, trainees for refresher courses should be selected bearing in mind their current and future responsibilities so that trainees will have full opportunity to use their newly acquired skills. Necessary action to be taken by SJAs. **NJA to develop a framework for evaluation.** Performance in the induction programme should be closely reviewed. Successful completion of the induction programme should be a condition precedent to confirmation of probation/equivalent of newly appointed judges. Necessary action to be taken by SJAs. High Courts to decide. At least one week a year must be spent in participating in continuing judicial education programmes at the State and one week at the national level. Necessary action to be taken by SJAs. High Courts to decide.

[GUIDELINES FOR 'TRAINING OF JUDICIAL OFFICERS' and 'STRENGTHENING OF STATE JUDICIAL ACADEMIES Ministry of Law and Justice Department of Justice vide D.O.No.J11011/4/2009-JR, dated 21.01.2011]