Chapter - III

REVIEW OF LITERATURE

Training programme for the police offices is considered to be one of the problems found universally in some form or the other. The training to police officers primarily by the academy or the college is well emphasized not only by academicians but also by researchers an unhealthy training programme is always a fertile situation for the genesis of any problem that can paralyze of any efficient police officer. For any newly recruited police it is quite inevitable that he/she shall be trained either in the academy or in the police Training College in order to get equipped with all kinds of knowledge to work efficiently. In this chapter, studies undertaken by different research on different aspects of training programme, activities, professionalism, community policing, etc, have been highlighted. In addition to this comments made by expert in the field have also been highlighted.

Both foreign and Indian studies are discussed in detail under the following heads:

Concept of Police:

The constitutional basis for the Indian Police is the Police Act of 1861 which was prepared by the East India Company to suppress the freedom movement in those days as well as he anti movements against Company, but after the Independence Act of 1947, when India become free the police system was retained as same as designed by the British. After the adoption of the Indian Constitution the police system is given a shape, that the ‘Public Order and ‘Police’ are entered as entries 1 and 2 respectively in the State List in the Seventh Schedule of the Constitution. Each State has therefore, exclusive power to legislate with regard to its Police system and also has full administrative control over the police in the State. The Central
Government can exercise similar power with regard to ‘Public Order’ and ‘Police’ in the Union Territories only. Under the 80th entry of the Union List, the Centre has powers to extend the jurisdiction of the members of the police force of one State to another State, but it can be done only with the consent of the latter State, as has been described in *The Constitution of India (Bare Act)*.

Though the Constitution provides the basic of the police, the term ‘Police’ has not been defined anywhere in Indian Statute, not even in the 1861. While it talks on the functions of police, its organization and composition, the term ‘Police’ has been left undefined or perhaps given up as generally understood to mean an instrument which performs certain functions or as composed of men “Enrolled” under the *Police Act of 1861*. Whereas *thefreedictionary.com*, explains “A body of persons making up such a department trained in methods of law enforcement and crime prevention and detection and authorized to maintain the peace, safety, and order of the community”, but the *Colombian Encyclopedia (2004)*, says, “Police, public and private agents concerned with the enforcement of law, order and public protection. In modern cities their duties cover a wide range of activities, from criminal investigation and apprehension to prevention of crime, traffic regulation and maintenance of records. In many countries they also have a political function. Even after all this definition the standard definition for the police is not yet coined which is the biggest drawback of the force? *Gupta, A (1970)*, conducted a study on the police arrangements in India where the researcher found that there is a need for an increase of manpower in force as well as the armed police, transport holdings, expansion of wireless and telephone communication and the setup of Forensic Science Laboratories is States where they do not exist. *Shaw, (1999)*. explains the evolution of police system in India from ancient times through the modern police system by enacting the ‘Indian Police Act’ and establishment of police departments in British India and development and growth of police system in Independent India, while
Sullvian, (1977). in his book explains about the evolution of police system in the world in general and in US. Here too no records were found for the exact definition of the term “POLICE”.

Joining the police force is not an easy and simple task the recruitment in the India takes place in a 4 tier system. The first recruitment is done for the rank of Police Constables, the second rank is that of Police Sub-inspector and the third stage or rank is that of Deputy Superintendent of Police through the recruitment board as well as the State Public Service Commissions. Apart from this level the final level of recruitment is done by the central government, by the Union Public Service Commission for the rank of Superintendent of Police. Whereas, Joshi, & et.al (1988), provides an insight that the main aim of the recruitment policies must be to induct the right type of material into the police force and this aim should not be subordinated to other consideration and every productive device available must be utilized to attract and select qualified manpower.

The MMPI-2 is the most frequently used psychological screening measure for candidate admission into law enforcement training academies Bartol, (1996). While it has been noted that few attempts have been made at predictive validation of the MMPI and police selection, even fewer studies have been attempted using the MMPI-2.

The BPR&D in house study (1997), assessed that the Recruitment and Selection Board for Sub-inspector of police in the States and UTs should be headed by an officer of the rank of IGP and should have two members of the DIGP rank, two members of S.P./Commandant rank and Psychologist, to make sure that all the tests are held without any manipulation. To avoid such manipulation the results of each event in the recruitment should be declared on the same day. Minocha, & et.al (1998), in his study opines that the Government must adhere to the Constitutional provisions and the judicial pronouncements made from time to time and
no changes should be contemplated or suggested in the reservation for candidates belonging to SC/ST, OBC, Women and other categories. General guidelines should be drawn up streamlining the selections process in order to reduce the chance of manipulation in physical test and written examination. **Dr. Subramanya**, opines that there is a need for a new scheme of recruitment and training of Indian Police officers, the present system of recruitment and training of IPS officers does not enable an IPS officer to evolve as a leader of modern policeman. Basically the age of an IPS probationer, which is around 25+ years today, rules out the possibility of a longer training programme than at present. At this age, the propensity and desire to learn diminishes; due too many factors, and motivation to slackens. The remedy lies in recruiting IPS officers at an young age and give them a longer training programme, which will give adequate scope to acquire ‘knowledge’ and ‘skills’.

**Larry, & et.al, (2003),** express that the present police manager and their recruiting staff are using an increasing number of screening tools including psychological testing during the recruiting processes. This research investigates the existence, if any, in the pre-socialization personality differences between male and female police recruits as well as between female police recruits and the general population of females. Subjects (N=104) were from a multi-agency training facility in a southern state. Subjects completed the MMP1-2 at the beginning of their police academy gaining to control for any socialization effects the training may have. The diagnostic clinical scales, the content scales, and the gender scales of the MA4PI-2 were subjected to independent discriminant function analyses to determine if differences between male and female recruits exist. Scale 5 (MJ), GM, and GF were analyzed via t-tests to determine if differences between the female recruits and women in the normative sample exist. Female recruits differed from the female normative sample on only GF (recruits were lower). It is suggested that future research focus
on the predictive power of the content scales for continuation in the police field.

Sanders, (2008), explain that the importance of the police selection process is well understood. Potential consequences of selection errors include both social and economic costs. The job of policing is unique in the amount of power and authority its entry level employees are given. Thus, police agencies are expected to have hiring procedures in place that protect the community from unstable or incompetent police recruits. Policing personnel systems are fairly closed; almost all police promotions are done from within. Therefore, failing to select the best officers has important long-term personnel ramifications for police departments. Finally, the selection process is important financially for departments because they incur substantial up-front costs when hiring new officers.

Academy and Training:

Training has been defined as a conscious effort to improve and increase knowledge, skill and aptitude of an individual in a desired direction. The object of training is not only to develop the professional skill of an individual for the performance of duties in an assigned job, but also to improve his capacity for shouldering greater responsibilities. Unfortunately, though the crucial and transforming role of training is acknowledged by one and all, there has not been any sustainable and meaningful endeavor to improve the scope and quality of police training in the country.

The police academy is the first sustained contact with the police subculture, raising questions regarding the transforming or socializing effect of the training on naive recruit officers. It is vitally important that police selection procedures be able to identify individuals who can handle the social and physical demands of law enforcement. It is no less a concern to assure that those persons selected are trained, so they can balance the
ideals of due process and proper decision making with aggressive crime control. The role of police has repeatedly been cited in literature as one in which service or peace-keeping activities dominate over so-called arrest and apprehension roles. It therefore becomes important to focus attention on the relationship of basic academy training to a recruit officer's role perception which will help them a lot in their field work as expressed by Meadows, (1985).

Marion, (1998), opines that police recruits training has come under scrutiny recently both by practitioners and academics who question the quality of education received by the recruits. The researcher analyzed the content of police academy to determine if the training is sufficient. However, the researcher is off the opinion that actual attending of an academy training program as a recruit to determine what occurs within academy settings will find out the truth behind the academy training. Sen, (1999), quotes thus; it is a pity because the police was the first civil service in the country to think of systematic institutional training for its personnel. A training school for constables was first established in Vellore (Madras Presidency) in 1859. Similar training institutions were set up in Phillore (Punjab) and Moradabad (U.P.) in the early 1890s. Police training schools were established in the first decade of the century in most of the provinces for the training of officers of and above the rank of sub-inspectors as a result of recommendations of the All India Police Commission of 1902-03. Unfortunately, police training was patterned on the training given in military training establishments. The military model was accepted by police training institutions due to historic reasons and circumstances. The senior ranks of the police services in the second half of the last century, when police training institutions came into being, were filled by officers taken from the British Indian Army. While organizing training based on the model of the army, the fact that the police and army had different roles to perform and work in different environments was not taken into consideration. The same trend continued even after Independence. In 1971,
the Government of India set up a committee on police training under the chairmanship of eminent sociologist and educationist, M. S. Gore. The committee reviewed the existing facilities in different training institutions and came to the unflattering conclusion that police training had been badly neglected over the years and training arrangements, except in some central organizations, were unsatisfactory both quantitatively and qualitatively.

Schmeckle, (2003), evaluated the online training and its necessity to its future as a viable alternative method to classroom training. Results indicated, as predicted, that online training is as effective as instructional method as classroom training, and more efficient than classroom training. No meaningful learning differences occurred between the two groups, but online training was completed in almost half the time of classroom instruction and at a lesser cost. However, the classroom group reported higher motivation and positive feelings concerning their instruction than did the online group which means the academy training is more useful than that of the online training where it is very difficult to assess the trainees but in academy training it is very easy as well as accurate.

Billly, & et.al, (2003), is of the opinion that study was successful in demonstrating a relationship between dysphoria and anger, but hardiness did not moderate the relationship. It is possible that hardiness did not moderate the proposed relationship because of the sample size, but there are other possibilities that must be explored. A number of other personality dimensions have been proposed as buffers for stress, including self-efficacy and irrational thinking.

Significant correlations between individual MMPI-2 subscales and academy final grade point averages were found for several MMPI-2 subscales. Generally, the supposed similarity between the MMPI and the MMPI-2 is considered sufficient for the generality of early findings to current use, but there is some evidence that MMPI/MMPI-2 similarity may
not be sufficient to generalize in specific populations. Student's unpaired t-tests between successful and unsuccessful completion of state trooper academy revealed significant differences between the groups for several MMPI-2 subscales including: but not limited to, K, MA, and SI. Logistic regression revealed no single subscale, or combination of subscales, which significantly predicted classification of state trooper academy cadets as either successful or unsuccessful based on their MMPI-2 scores. The satisfactory police academy performance has thus been evaluated by Carry, & et.al, (2003).

Michelle, & et.al, (2004), As part of a special issue of Applied H.R.M. Research sent rather vague on using special scale configurations of the MMPI and MMPI-2 in selecting law enforcement personnel, the investigation of the ability of these scale configurations to predict academy completion of 304 police cadets in a large Midwestern city. Only the Husemann Index (r = .12) and Social Introversion scale (r = -.12) were significantly related to academy completion. James, & et.al, (2004), opines that, virtually all modern organizations accept that a well-trained workforce is a critical success factor. American organizations spend more than $62 billion per year on formal training of their recruits. It is impossible to estimate the full costs of the additional informal training that occurs. Ability to use information and communication technologies (ICTs) is among the most important skills that many trainees need. Yet there is more speculation than well grounded, factual knowledge about the kinds of training regarding work-related computing to which most employees are exposed. This report utilizes a recent, empirical survey of American workers to provide information about this issue. Individual characteristics such as age, educational level, number of years working in the current position are not associated with different modes of training. While gender is shown to be associated, once we control for type of job, it is no longer statistically significant, except for the professional & related category. On
the whole individual characteristics are not a good predictor of the type of training method selected.

Professionalism and Ethics:

Work place ethics training is very important to run an organization efficiently and productively. The professionalism is not left only with the professional workers but every profession has its own professionalism, the Merriam-Webster online dictionary, broadly defines professionalism as "the conduct, aims, or qualities that characterize or mark a profession or a professional person."

Mass, (1973), expresses that social and political influences on the police profession may create a split idea about the police ethics. When such influence dictate police actions, such actions may become ethical because they conform to the reality of the system. Those within the system that oppose the influences become outsiders and are, thus, viewed as unethical. Goldstein, (1975), states that the public may disagree or be unfamiliar with what constitutes police malpractice and ethics, but the police cannot afford the same luxury. There are degrees of wrongdoings which must be defined and prohibited by police agencies. There are three basic forms of police malpractice: 1) legalistic, 2) professional, and 3) moralistic.

Police ethics involve a broad spectrum of behavior that includes not only corruption, but also malpractice, mistreatment of offenders, racial discrimination, illegal searches and seizures. Suspect’s constitutional rights violations, perjury, evidence planting and other misconduct committed under the authority of law enforcement. Police have the unique responsibility of law enforcement, and they are sometimes asked by others to ignore violations of law for one reason or another, and this is how Bopp, & et.al, (1980), expresses about the police ethics. There is a need for change in the police profession. Not all police officers are unethical necessarily prefer it that way this is the Miller, & et.al, (1985) opinion. Dilip, (1986),
explained that the instruction in ethics is mandatory in almost all states in the American training program. It is found that though training in ethics is mandatory the general recommendations are not generally taken into account in the preparation of the course on ethics which will be somewhat semi un-nurtured training in ethics.

The academy not only includes much of the formal training that officers will acquire during their police career, but it also plays a significant role in shaping their attitudes and introducing them to police occupational socialization. There are many variations in the model of basic training. However, there are two models have been described as important; the two models are the traditional quasi-military stress model and the non-stress collegiate model of the police academy. These two models can be compared in terms of (1) the formal content of the curriculum that is emphasized, (2) the pedagogical methodologies employed, (3) the informal themes conveyed, and (4) the degree to which the training experience involves re-socialization. It would appear that the primary effects of the re-socialization experience are the dispossession of the civilian role and the assumption of a new professional demeanor and bearing, rather than authoritarianism or regimentation. It does not predispose those supporting quasi-military training to devalue certain police functions or to separate them from the larger society. Their newly acquired professional look from the quasi-military training legitimates only them and not civilians, to perform a broad array of police functions and this is how Stan, & et.al, (1995), express the training and its need.

Professionalism isn't just a set of neat appearances, good grooming, nor is it just technical skill; many technically skilled people are not really professional. Professionalism is, rather, a set of internalized character strengths and values directed toward high quality service to others through one’s work. Saxena, (1995), in his study focused on the causes of decline in professionalism in Indian Police. Where he suggested that to
improve the professionalism among the police the following factors should be controlled, they are; corruption, extra legal and immoral methods in detection of crime, high handedness of public, external influences, unethical acts by police, strained police judiciary relationship, interference in the positions by political bosses etc. When it comes to the matter of ethics or be it issues of morality the police, it is said, the most immoral public servants among all other servants, as that is the image given by the media as well as the public perception expressed by the media. **Subash, & et.al, (1998)**, in his study on professionalism among the Indian Police at the cutting edge level, found that professionalism is a forgotten part of the routine work which can be restored by providing adequate infrastructural facilities at police stations, superior acting as role models, conducting stress management programmes, ensuring sensitivity to professional values etc.

**Agarwal, & et.al, (2000)**, explains that the professionalism is a missing link between the people and public which has been well explained in his study about the perception of public, for the police the main hindrances faced by the officers in their functioning are: improper attitude of senior officers, political interference, undue public expectations, media interference and lack of necessary infrastructure. However, the **BPR&D in House Research, (2001)**, expressed that due to the work of VIPs Security, maintenance of Law & Order etc, the police have to work beyond the time limit and as such they will not think about morality, ethics or professionalism due to which such concept will decline among the police. When the police do not care about public grievances the image of department in the eyes of public declines. So the study suggests that the modernization and up-gradation of main streaming areas of police working, such as crime control, intelligence collection, internal management etc, should be given more concentration so that we can expect morality and ethics.
**Ford, (2003),** expressed that police recruits come to policing with high ideals and positive ethical standards, but the police academy silently controlled the attitudes and value. Although it has been identified by these outcomes, there is only limited understanding of the processes that fuel these ethical value shifts.

**Norman, & et.al, (2005),** seeks to understand the form, content and broader implication of police academy ethics training. In an ethnographic account that point out the importance of obedience to authority, and the resultant shame and honour, which function as the core of police socialization. The theoretical foundation of the police function then moves on to question how ethical training supports, or resists this structure. It is suggested that, even at its best, ethics training is likely to serve in restraining the professional vision of incoming police officers. Despite what can only be assumed to be the best of intentions, a traditional model of police as law enforcers is regenerated within a recruit while more progressive notions of the police role are ignored.

That police officers operate with considerable discretion is a staple of policing in Britain. Based on an observational study, it explores the impact of a positive arrest policy that considerably reduced the extent to which officers could use their discretion when dealing with incidents of domestic violence. The aim of the policy was that this type of crime should be treated more seriously by police than has often been the case, and that the tendency for such crimes to escalate in their intensity means that early intervention offers a more effective means of risk management. **Micheal Rowe, (2007),** thinks the reasons why officers tended to find the limits which this policy placed on their discretion difficult to reconcile with their notion of professionalism, and suggests that it raises difficult questions about ethical policing and victim-centred approaches.
Klockars, & et.al, (2007), discussed in deep with reference to the recruitment, selection and training, these are the key components shaping the environment of integrity within a police agency. Every subject taught during training can have an integrity component, not only the obvious modules dedicated to subjects such as ethics and diversity awareness. For example; training on use of force or traffic regulations must address the potential for abuse and misuse of power inherent in the authority of police profession. In addition, even the most sophisticated and inclusive training program will fail if standards for recruitment and selection are compromised by a lack of resources or trained personnel of high integrity, inadequate hiring standards or their application, and or lack of qualified candidates for police officer positions.

Brain, (2009), explained in his study about the online education and its feasibility for professional development among the police officers in Tennessee. The study found that the technology have given a boon to the training method through which the training can be provided to any one at any place needed and the participants have also preferred the online education than the traditional instruction and they believe that the use of online education for delivery of professional development provides increased training opportunities.

The nature of police work from a personality perspective implies working in a variety of situations which demand a high capacity for stress tolerance. For example, police work includes offering protection to crime victims, but at the same time fighting the most terrible crimes; maintaining close and open public relations and discipline; it requires the provision of security and the operation of security facilities, material supplies and equipment. Police work is characterized as a demanding and stressful job. The effect of stress and the work environment on police officers has long been a topic of interest for researchers and many investigations related to mental health have confirmed that police officers are a risk group for
increased psychosocial stress causing depersonalization, post traumatic stress syndrome, suicide and feelings of insufficient personal accomplishments. The good mental health and mature personality characteristics reported by trainees, particularly the females, suggest that they have the strength to master the stressful situations which they will face in their professional lives. In order to prevent possible psychological disturbances later in life, due to the high level of distress in their work, the development of trainees personality in terms of particular coping skills should be regarded as an integral part of their professional training at the police academy and this is how the profession and professionalism has to be developed in the words of Mehdi, & et.al, (2009).

The initial attempt to develop a comprehensive and conceptual model of police professionalism has proved to have some validity; however, a complete validation of this model of professionalism is necessary. It is important that this model, as developed and proposed, be replicated by future research. This current study could be used as the foundation and development of other research to further explore and test the concepts and ideas presented herein. In theory, the attempt of this research project is to develop a working definition and conceptualization of professionalism in policing which is essential for furthering an understanding of the profession. The conceptual model of professionalism in policing as developed and identified in this research shows that policing occupies a position of importance in our society, and that the occupation of policing can be a true profession in every sense of the term. Professionalism in policing is both definable and achievable. On the basis of the various attributes as described, the fields of policing and law enforcement may claim high professional regard when adhering to the model as developed. However, as the data indicates, the attainment of professionalism in policing must be mandated from within the profession, rather than imposed by outside entities. The central focus of any
professional role lies in the technical competence within that occupation. The professional framework developed in this research warrants further scientific investigation in defining the characteristics of the professional role and status of policing today that is needed according to the opinion of Schneider, (2009).

Training and Human Rights:

Human rights are the rights that are given to all human being by virtue of being a human. The first thought of human rights starts from the 1512 Bill of Rights of England and after the 2nd World War UNO's International Declaration of Human Rights on 10th of December, 1948. The concept of Humanity, Social Concern and Human rights are now a day’s an important issue where as in case of D. K. Basu vs. State of West Bengal (1997) 1 SCC 216, laid down the standard minimum rules for arrest, interrogation and detention. Yet if we see the reports of the media we can very well understand that the human rights are violated. Training should be effective, and officers need to be trained in such key areas where now days more attention is required.

Mullins, (1985), express that one major concern of law enforcement agencies is in the area of training, while in no other career is one individual given the absolute and total authority to legally use force on other individual, take another individual's personal liberties away or in some instances, even take the life of another individual. In recent years the need to properly train the police officer has become crucial. Every year more and more police officers are required to use force in the line of duty. This is not necessarily due to police officers becoming more aggressive, hostile, or active on patrol, but merely reflecting the fact that violent crime has been increasing. As with most other careers, the job of the police officer has become more complex. No longer is the police officer the "cop walking a beat." or the "traffic cop" directing traffic. Today's police officer is expected
to know and be trained in all facts of police work ranging from complex investigative techniques to basic social psychology. In addition, the police officer is expected to be a quasi-lawyer able to learn, understand, and apply federal, state, and local jurisdictional law.

Unfortunately few police agencies concern themselves with the relevancy to the job of the material presented during recruit training. That is, they do not empirically determine exactly what information should be taught. Secondly although most recruit patrol persons receive training in the entire myriad of police procedures, very few police agencies are able to adequately assess the utility of that training, or more importantly, assess how much of that training has been retained.

A longitudinal study investigated prejudice among 412 New South Wales (Australia) police recruits. Recruits were tested on Beswick and Hills Australian E scale and Ray's Balanced F scale at recruitment, after 6 months full-time academy training, and after 12 months police experience. It was found that over the period of academy training recruits became less authoritarian but did not vary on ethnocentrism. Over the field experience stage recruits became both more ethnocentric and authoritarian. Further, recruits sent to districts with large Aboriginal populations became significantly more ethnocentric but no more authoritarian than other recruits. At a theoretical level, results suggest that police attributes may develop as a function of particular policing experiences. At an applied level, results suggest that training alone is unlikely to overcome the problem of police prejudice and help them to work without any bias is what the Richard, & et.al, (1995), explains in their study results. Engel, & et.al, (2004), express that there is a need of Human rights in the new training curriculum of the police service of Northern Ireland, this is an attempt to move from a divided society model of policing to a democratic policing model. One of the key components of the reform agenda is the issue of human rights. A key test of the attempt to place human rights at
the forefront of the reforms is the attempt to integrate human rights into every aspect of police training. In this article, the new training curriculum of the police service of Northern Ireland is examined to determine whether and how human rights are being integrated into the training modules in an effort to better understand the dimensions of democratic police reforms. Field observations of training sessions indicate that a holistic approach to human rights is being employed in addition to a legalistic approach.

**Training and Community Policing:**

Police-community relations in India have been a growing concern of criminal justice practitioners for decades. Criminologists, psychologists, sociologists, and other such professionals have offered a series of theories for the betterment of the relationship but the community has become separated from such persons as that of police. Such a separation often creates an expectation from the police professions from the community’s view point and police attitude towards society.

*Morton & et.al, (1967).* has made a study on training police in family crisis intervention, it is intended to demonstrate innovative crime prevention and mental health techniques, utilizing selected police officers. There is evidence that police are currently engaged in a variety of quasimental health roles with little or no relevant training and that this lack of training, often personally dangerous, represents an opportunity lost to society for preventing crime and for relieving manpower shortages in mental health. Successful completion of the project, which is organized in three stages (Preparatory, Operational, and Evaluative) over a two-year period, may permit the development of a curriculum for use by other police family crisis units. *James, (1973), clearly states that a program of family crisis intervention training for police adapted from New York City. Where twelve officers were given five to six hours of training, five days a week, for five weeks. Officers were then assigned to regular duties.*
Questionnaire responses from officers four months into the project indicated increased understanding of family problems, greater acceptance of them by citizens, heightened receptivity to their suggestions, a decrease in the use of force, and an increase in overall effectiveness. Telephone interviews showed that citizens dealt with by trained officers, as compared to those dealt with by untrained officers, reported greater rapport between themselves and officers, greater involvement of officers, more satisfaction with the intervention, and an increased regard for the police. The family crisis is not an aliened issue it is also one of the key areas of community policing through which they can prevent the social health of the community well and strong through which they can achieve the best results of police-community policing.

Joseph & et.al (1975), this paper discusses an intervention method that was presented to develop joint police-mental health programs with seven suburban police departments. A seminar on family crisis intervention was instituted and the program method and goals are described and the results of numerous new requests by police for mental health consultation are discussed. Results suggested that a training approach different from urban programs is needed and wanted by suburban police. The initiative for developing such programs clearly falls on the shoulders of community mental health practitioners.

In the long run, however, it is not work with local police force that is most important, but with the establishments responsible for training at the national level. A crucial component of the Unit's work during its remaining two years will therefore involve developing closer cooperation with the Police Staff College at Bramshill (PSC) and the Central Planning and Training Unit at Harrogate (CPTU). These are responsible for the more senior and junior levels of national police training respectively. Work is already progressing in both these training establishments to integrate community and race relations issues into established training curricula.
The SSU contributes to both the design and delivery of these aspects of training at the PSC and the CPTU in a variety of ways. In both organizations, graduates of the Six-Week Course are working with colleagues to formulate and implement strategic development plans for this aspect of training. Police training in Scotland is organized independently of England and Wales. At the Scottish Police College, initial training includes coverage of immigration, racism, discrimination, and minority cultures and religions. Further training courses also include some coverage of ethnic relations. Individual police forces also provide training for officers work in local areas with substantial minority ethnic populations, and in some cases use civilian race relations specialists to assist with such training is what Robin, (1993) opines.

A major part of the police service role deals with a variety of interpersonal crises. Quarrelling family members, street disturbances, neighborhood disputes, landlord-tenant disputes, child abuse, alcoholism, drug crisis, and mental disorders are but a few of the crisis of police officer is faced with the primary objective of the crises intervention is to restore and preserve the peace and safety of individuals involved in the disturbances, as well as to the community. If a proper training is not provided to handle such interventions the image of police among the public will be of an anti-hero. Whereas the State police academies in every state were asked to provide information about initial training for new recruits on the subject of disabilities, it was found that 36 academies provided some training about disabilities in general, but only 16 addressed mental retardation specifically of the state academies that provided training about mental retardation, most included only an overview of mental retardation and an assessment of how it differs from other disabilities. Few provided new police officers with specific information about the legal rights of persons with mental retardation or with instruction on appropriate interaction with such persons which is an
another important task of the community policing as considered by James, & et.al, (1995).

Jerome, & et.al, (1995), expressed in their research that the classroom to the community process in police diversity training, which provides the insight on the methods used in cultural diversity training, suggests a number of principles and strategies for conducting this training, it has to encourage its officers to connect themselves with the communities to understand things better. Michael, & et.al, (2000), in their study clearly states that the need for training in community policing as a suggested curriculum, the widespread acceptance of community policing necessitates the need for training of recruits into its philosophy and practices. We provide a suggested curriculum for such training after describing its three basic premises. Thomas, (2002), provides an insight on community policing in Germany: training and education, presents data from two surveys and arguments in favor of a restructuring of the police service, in general and police training in particular. To keep up with an ever-changing world, the police have to become more versatile itself, without losing sight of its core functions: like protection and security provision, and along with these objectives the community policing can only be achieved by a police force which has intensive cooperation with the people, which relies on a community-oriented approach to policing, and one whose members have been provided throughout their training with problem solving skills and techniques and have developed a high degree of self motivation.

Judy, (2003), in his study critically analyzed the issues related to training the officers in handling the persons with mental illness, where eighty-four medium and large law enforcement agencies reported the amount of training provided on mental-health-related issues and the use of specialized responses for calls involving people with mental illnesses. Departments varied widely in the amount of training provided on mental-health-related topics, with a median of 6.5 hours for basic recruits and 1
hour for in-service training. Approximately one third of the agencies (32%) had some specialized response for dealing with calls involving people with mental illnesses. Twenty-one percent had a special unit or bureau within the department to assist in responding to these calls; 8% had access to a mental health mobile crisis team.

**Paulo, (2004),** express that police education and training is the main prerequisite to enable law enforcement agencies to provide a more secure environment to the community. It has a positive effect on the quality of life in our society. In this sense, police work is antagonistic because while democracy demands freedom, police are asked to restrain outlaw behaviors. The ability to maintain such complex and dynamic behaviors within certain limits is the ultimate in policing. In order to acquire the knowledge needed, police officers must develop their skills in a multicultural learning pattern where the universities and the police academies can join forces to play a protagonist role. The primary aims to show that university participation in police education is essential, not only to improve and broaden the curricula but to promote international cooperation by disseminating global training standards on basic common topics from human rights to computer-related investigations.

**White, (2006).** Express in his research that the philosophical principles underlying police training and lack of progress in changing police culture can be developed if only the “National Standards” and “Competence Frameworks” are based on a discredited technical rationality that models human systems using ‘Machine’ metaphors. Such approaches are intellectually impoverished in relation of both educational thought and the wider history of ideas. It is concluded that progress demands the development of an ethical foundation for a policing practice rather than a technical one, and that police managers must learn to collaborate with others in constructing cultural understanding. **Robin, (2006),** express in his paper about probationer training for neighborhood policing in England
and Wales. The study is a consensus-based definition of the adult-learning theory of andragogy to police probationer training in England and Wales and to identify whether the requisite learning outcomes, when aligned to a community-oriented policing strategy, are adequately addressed by the current police training methodology. The reasons behind the new approach to police probationer training is identified with reference to British government literature. Proposed revisions to the structure of the training regime are identified, taking cognizance of the community-oriented neighborhood-policing strategy advocated by the British government.

The Police/Mental Health Subcommittee of the Canadian Association of Chiefs of Police and The Mental Health and the Law Advisory Committee of the Mental Health Commission of Canada, (2008), review committee address the training and education which occurs at the academy/college level. Obviously, learning only starts there and the issue of what ongoing education and learning occurs as the officer advances is equally important. Ideally, a police service’s curriculum related to understanding mental illness will take into account both the training and education that the new officer receives at the academy, and the training opportunities that arise once s/he is “on the road.” This report does not address in-service training directly, 10 but does acknowledge that it is an equally important part of the learning process, and that academy learning needs to be developed bearing in mind the nature and extent of future learning opportunities. Indeed, it can be argued that few new officers come into policing with the expectation of dealing extensively with people with mental illnesses, and that over-exposure to the topic might actually have a negative rather than positive effect on new officers. In an ideal world, basic training would be linked directly to ongoing in-service education, which might provide junior officers with the skills they need in this area at a time when they are most likely to appreciate them.
Training in General:

In the Indian context, the training programmes must aim at providing a professional leadership, in administration which can help achieve the speedy transformation of an economically backward society into a secular, modern, technologically advanced society characterized by equal opportunity and social justice same has been expressed by Chapin & et.al, (2008), after their research. A consideration of these objectives of the State emphasizes further the need for training in attitudinal development along with the imparting of the professional equipment required to improve the effectiveness of the individual. A civil servant is now concerned not only with maintaining and running his office to provide relatively routine services, he must also be able to deal with, and guide his staff to meet, the varied and dynamic needs of a changing situation which are often difficult and challenging. Only training which can help to develop positive attitudes, to acquire technical and analytical skills and to encourage initiative and the ability to anticipate situations and innovate in order to achieve the goals of the organization will be of value. Training should also help in creating a sense of involvement and participation at all levels. What is even more important for a civil servant is that he should develop an enquiring mind respective to new ideas and a restless spirit which keeps urging him constantly to find ways of doing assigned tasks better and more efficiently. He should also learn to keep away from cynicism and the line of least resistance.

The Assheton Committee (U.K., 1944), opined while dealing with the features and general principles of training as follows: "At the outset we asked ourselves, the question: What is the feature of training? If the answer is that it is to attain the greatest possible degree of efficiency, then the word efficiency seems to need closer definition. In any large scale organization efficiency depends on two elements: the technical efficiency of the individual to do the particular work allotted to him and the less tangible
efficiency of the organization as a corporate body derived from the collective spirit and outlook of the individuals of which the body is composed. Training must have regard to both elements”.

The Committee then went on to outline the features are as follows:-

i. To equip the civil servant with precision and clarity in the transaction of business.

ii. To attune the civil servant to new tasks which he will be called upon to perform in a changing world

iii. To develop his capacity for higher of becoming mechanized by visualizing what he is doing in a wider setting and by persevering with his own educational development.

iv. To develop his capacity for higher work and greater responsibilities.

v. To develop and maintain staff morale particularly because large numbers of people have to deal with tasks of a routine nature.

vi. To inculcate the right attitude towards the public never forgetting that the civil servant is a servant and not the master of the community.

vii. To sustain the human touch not only in direct personal contacts with the public but also in handling correspondence which demands a proper sense of urgency and due consideration for the man at the other end.

The above features are valid for our country also. To achieve them a new entrant into the civil service must have institutional training, training in the field and in-service training. These supplement each other and one cannot replace the other.

Kevin & et.al, (1995). opines in his study in which it is stated that need for management development and training in the police, reports their views on the timing, content and effectiveness of both on-the-job pre-promotion training and formal training courses for newly promoted
officers. Identifies shortcomings and makes suggestions for improvements of particular interest is the desire for management training of a general rather than police-specific nature and for more exposure to knowledge and experience of management theory and practice in non-police organizations. Dhameja, (2001). In his study focused on the changing role of the police at the subordinate level and the relevance of training to their work. It highlights some level experiments in police training at the recruits and in-service levels in different parts of the world and discusses the noticeable changes that have taken place in the area of training. Further, he also makes clear for streaming the training procedures in the light of the growing diversification of police functions and the influx of technological innovations. Rao, (2001). in his study on the future policemen training, with one of the objectives on institutionalization, the Pilot Police Stations and in training institutions, policies and procedures for improving police community understanding and interactions. The researcher opined that the future training needs practical training, physical fitness, skills, attitudes and behaviour required for a professional policemen on the contemporary society.

Traditionally, a great deal of emphasis has been laid on the inculcation of knowledge and professional skill as the twin objectives of training. While these two are important, they do not make training complete and there is a third one that needs to be recognized. This is the objective of developing in the trainees appropriate attitudes of mind towards their work and the people they come into contact with in the discharge of their duties. This third objective requires that training should relate not only to the cognitive and the cognitive abilities of an individual but also to his effective responses. Training should aim at developing a trainee's total personality for the effective performance of his task. The need for the training of police personnel has been recognized but developments during the recent past have underlined particularly the
urgency of inculcating in them attitudes appropriate to their profession. The rapidly increasing political consciousness among the people and their rising expectations and the accelerating rate of change in our society has resulted in an increase in the complexity and variety of the tasks and responsibilities undertaken by Government. The technological explosion has raised standards of living, increased the life span and the pace and speed of communications and thus led to problems of social and economic adjustment. The rate of change has increased to the point where the process of assimilating the implications must be accomplished in an incredibly short time, and the individual is faced with major changes in his thinking and his attitudes not once but perhaps more than once during his life time. Whereas, Srinivasan, (2001). in his study on role of training in changing the attitude of police constabulary recruits in Tamilnadu, the researcher examined, the precious little training imparted to Police personnel, especially at lower levels. If the training has to really serve its purpose, there is a need to constant check on the validity and utility of programmes.

Kenna & et.al, (2003). in their paper presented the findings of a case study of the immediate impact of problem-oriented policing (POP) training on lower- and higher-ranking officers of a state police agency in the USA. Findings indicate that there was relatively little immediate impact of training although the measurable impact was in the positive direction - a movement away from traditional attitudes towards a model favoring community involvement and the partnership tactics of POP. Some gains in knowledge of POP, the philosophy, and agency commitment were measured. Since the magnitude of the effectiveness of the training was greater for lower-ranking officers, agencies may want to conduct pre-training assessments to establish the level of understanding of POP and then customize training specific to that group's needs.

Whereas, Mark, (2008).critically examines the training of police in leadership to recognize and address operational stress, this training
adapted current methods used by the U.S. Army to deal with military combat stress. Police leaders were trained to recognize signs of operational stress in their line officers and provide "Leader Actions" to minimize long-term squeal of operational stress, such as posttraumatic stress disorder, absenteeism, resignation, and misconduct. Laminated pocket cards were provided which summarized warning signs of operational stress, self-care and partner-care actions, and leader strategies to treat early signs of operational stress. Based on focus groups with police supervisors, an incentive system was developed and implemented to reward officers seeking help or assisting other officers in managing operational stress, which could change the culture of keeping silent about problems and remove the stigma attached to help seeking. Eighty-three police supervisors have been trained, with plans to provide further training to district (precinct) commanders.

The above review reveals that there is need for conduct a study on training to police. Since, there is no study on training at Karnataka so far, to conduct a study on the evaluation of training programme offered in the Karnataka State the present study is proposed.

With the background of the cited literature, the current study was conducted with many limitations. The research method used for the present study is explained in the next chapter.