CHAPTER - IV

RESEARCH METHODOLOGY

Introduction:

Indian Police system, when it was first conceived by the British rulers, was meticulously designed, structured and made perfect to enforce law and public order primarily for sustaining the foreign rule. As part of the strait jacket administration that was put in place soon after the patriotic uprising of 1857 by some sections of Indian soldiers against the British command, it had functioned as a loyal adjunct of the government for over 150 years.

The statutory basis for the Indian Police is the Police Act of 1861 which put the police squarely under the control of the government. The position has remained the same after independence. The old Police Act continues to be law without being replaced by any fresh legislation to fit our democracy after independence.

Training bridges the gap between written integrity and ethics guidance and direction in the form of policy and to behavior change in the performance of duties and responsibilities in police agencies. Training will ensure that police personnel know what to do, given integrity and ethical applications. Supervision ensures that the policy, procedure and training curriculum are implemented at the operational level. Accountability systems ensure that all components of the integrity and ethics system are functioning, to include policy and procedure, training and supervision. Training becomes a critical and integral part of this process.

The need for the training of police personnel has been recognised 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.

**Need for the Study:**

The Police department is one of the most important part of society today, which has to work without rest and without any favoritism. The efficiency of the police may go down when they work without rest and which will also have its impact on the police professional ethics and professionalism in its duty, Saxena, (1995). In his study which focused on the causes of decline in professionalism among the Indian Police, which has found that misconduct and high handedness in dealing with public, low morale, lack of adequate motivation, and lack of duty consciousness etc, is an evidence for the lack of professionalism among police officers. It is evident that the point of entry and training is the time when a normal citizen will be transformed to a police officer and it is here lacks in building up of such qualities in the police officers and the training institute that have also failed.

A study conducted by the National Police Academy, on evaluation practices in vogue (some of the police training colleges were randomly selected for the study) which revealed that among the seven out of nine police training institutions, the trainee’s reactions to the training programmes were not evaluated by adopting any well-laid-out schemes.
Syllabi in the training institutions were found to be fixed and evaluation did not play any role in the modification of syllabi.

The present study shows its importance of research where it has studied the sufficiency and insufficiency of training module used in the training, at police training academy at Mysore for police officers. A detailed profile of training in India and particular to Karnataka state and the profile of Karnataka Police Academy are presented in the following chapter.

**Statement of the Problem:**

India is democratic county which has committed to the objectives of a welfare state. Therefore, training programme for police officers like that of others has become one of the priorities for the state.

India has passed a Police Act in 1861 wherein it emphasises the training programmes for newly recruited can be trained in the police academy. Training has many advantages and it can solve some of the practical problems of police officers while enforcing their responsibility after receiving the proper training at the institute. Hence, the training programme for police officers becomes a matter of great importance.

The present study is an effort to find out the effectiveness and the extent of implementation of training programmes and the functioning of Karnataka Police academy. The study will be conducted taking into specific consideration of group of trainees available in the academy. The training available at present for police is not enough and lot of improvements due to the development on science and technology should be considered. The statement of the problem is identified as “An Evaluation of Training Programmes for the Police Officers in Karnataka”.
The study seeks to answer the following questions:

1. To what extent the training programmes as stipulated in the Gore Committee recommendation implemented in the Karnataka Police Academy?

2. What are the perceptions of the police trainees with regard to the training programmes that are extended to them?

3. What are the opinions of the staff and different functionaries with regard to different training activities of Karnataka Police Academy?

4. What is the lacuna in the implementation of training programmes as per the Gore Committee recommendation and measures to be adopted to overcome the same?

**Aim of the Study:**

The present study aims at studying the functioning of the Karnataka Police Academy and to understand the implementation of training programmes relating to the police trainees.

**Specific Objectives of the Study:**

The specific objectives of the study are:

1. To study the structure and the functions of the police academy.

2. To study the implementation of induction training programmes for the police trainees in the academy.

3. To elicit the views of the trainers of KPA in implementing the training programmes to the trainees.

4. To elicit the perceptions of police trainees of KPA about the training programmes meant for them.
5. To suggest measures from criminology point of view for the effective implementation of training programmes as per the Gore Committee Recommendation.

**Hypotheses**

1. The present training module is outmoded and in-sufficient in imparting appropriate knowledge among police trainees to perform duty better.

2. Training programme is not-sufficient in imparting professionalism and professional ethics among the police trainees.

3. Present syllabus is in-sufficient to train the police trainees in the concept of human rights.

4. The academy is not equipped with proper training tools to provide training.

**Research Design:**

Research in social science especially in criminology should pay more attention to action research in the years to come. This is necessary to evolve policies and programmes for the benefit of the various sections of the people. There is a need for strengthen the link between research and action. While action programme without research can lead to problems and wastage of resources. Research unrelated to action may produce abstract ideas and recommendation that have little bearing on the reality (UN, 1989).

The researcher in the present study has adopted descriptive-evaluative design to identify the extent of police training programme which has actually reached the intended police trainees. Further, the
research assesses the present training module used for the newly recruited officers who have to undergo training at the police academy and it also evaluates the functioning of police academy. Evaluation is, however, essential for a dynamic training system. The Gore Committee, (1971-73). strongly recommended the importance of developing a sound evaluation system in police training in the following words: ‘In order to ensure that trainees are developing properly, a system of evaluation which can serve as the basis of further improvement in teaching as well as learning should be introduced. It should be continuous and comprehensive enough to cover both the academic and non-academic areas and related to the objectives of the training programmes.’ Thus, the study is intended towards assessing both quality and efficiency of the training module and training activities of the academy.

Evaluation studies of this kind have a practical value. In conformity with this Laldas, (2000). mentions that an evaluation study is mainly concerned with assessing the outcome of training programme. Further he says that systematic assessment of the progress made by the institution in implementing the programmes, an in-depth view of inconvenience and difficulty arising in the effective implementation of the training programmes and to suggest corrective measures to be implemented on the basis of analysis is made.

The design of the study is also descriptive in nature, because the researcher has to gather baseline information about the training module and its effective implementation. The appropriate methods will be utilized for collection of information and the analysis will be made using the simple statistical measures like, Average. Krishnaswamy, (1993). While mentioning the merits of descriptive study, he has mentioned that the descriptive studies are essential in providing the factual informations for planning action programmes for the welfare of society. Further, the study evaluates the present training module prescribed for the trainees in the academy.
**Universe of the Study:**

Karnataka Police Academy, Police Training College and Police Training Schools are meant for providing comprehensive training programmes for the persons recruited in the police department for different cadres or rank.

In Karnataka the police officers who are recruited as Police Sub-Inspectors are trained either at KPA or Police Training College at Gulbarga. But, KPA provides training to the officers who are recruited as Police Sub-Inspectors and the above rank of officers. The scope of the present study is limited only to Karnataka Police Academy, Mysore.

**Sampling:**

In Karnataka there are two training centers i.e. at Mysore and Gulbarga, where the training is conducted for the newly recruited police officers. The researcher has chosen the Karnataka Police Academy as the institution for the study which is providing training to various cadres of officials and hence this study has been undertaken by the researcher.

The subjects of the study include all the officers of in-door and out-door training programmes and in respect of police trainees 150 (218) during 2008 and another 150 (218) during 2011 trainees of PSIs and one batch of DySP consisting of 23 trainees were selected for the study subjected to the availability and convenience of the trainees in the academy were selected for the study by adopting simple random sampling.

**Tools of the Study:**

The researcher has gone through the recent literature pertaining to topic under the study. The researcher has also consulted experts in the field to get their views. On the basis of her professional experience and also on the basis of the above said sources the following tools have been prepared for the study.
1. An interview schedule for the officers of in-door and out-door training programmes.

2. An interview schedule for the police trainees of the Karnataka Police Academy.

3. A check list based on the Gore Committee recommendation and the training syllabus of Karnataka Police Academy was prepared.

Pre-Testing:

The tools mentioned above have been administered on training staffs of KPA and 50 police trainees. On the basis of the results of the pre-testing certain modifications in the different interview schedule for staff and trainees were made.

Methods of Data Collection:

Initially the researcher approached DGP (R&T) of police department of Karnataka obtained permission to carry out the present study in the KPA. After obtaining the necessary permission, the researcher visited the institution.

The researcher contacted the Deputy Director, Training Staff and Director of the institution as well as the police trainees. The researcher got herself introduced and explained the objectives and utility of the present study. She assured them of strict confidentiality and sought their cooperation. The interviews with all the subjects formed for the study were made at KPA in privacy. The interviews were made during the leisure hours and free-time activities with both the staff and the trainees respectively. The researcher avoided leading questions during interview with subjects.

The data have been collected mainly through interviews and certain data concerning the subjects were also gathered from the records maintained in KPA. Observation method was also adopted to observe
overall activity, building structure, play ground, preparation of food, premises of institution etc.

The data for the study have been collected from 323 trainees of the institution out of which 300 trainees of Police Sub-Inspectors of two different batches and 23 trainees of Gazatted Probationary Deputy Superintendent of Police and from 42 consisting of director, Deputy Director, in-door and out-door training staff.

The interviews with all the subjects were undertaken in the following manner:

1. Officers of In-Door Training:
   The researcher approached the officers of in-door training staff with an interview schedule covering such subjects as staff positions, trainees strength, food, accommodation, education, infrastructure, health and hygiene was administered on each of the officers. Each trainer took two hours.

2. Officers of Out-Door Training:
   The researcher approached the officers of out-door training staff with an interview schedule covering such subjects as staff positions, trainees strength, food, accommodation, education, infrastructure, health and hygiene was administered on each of the officers, each trainer took two hours.

3. Police Trainees
   The researcher talked to the trainee as a well wisher and established rapport with them. An interview schedule consisting of questions mainly on training programmes, food, accommodation, health and hygiene, infrastructure in the institution were administered to each of the subject contacted for the study. An informal interview was conducted and trainees were made feel free to answer at all stage in communication with the researcher. Each
interview took two hours and interview schedule was filled up during the course of interview.

4. Director/Deputy Director:

   The researcher also met the Deputy Director of KPA with an interview schedule pertaining to the work of Deputy Director with regard to the number of visits to supervise, receipt of periodical reports, major complaints from the institution, opinion on the implementation of training programme and suggestion for imparting programmes was administered. The interview took one hour.

   The data from the trainees and the staff of KPA were gathered from May 2008 to September 2008, February 2011 to April 2011 and February 2013 to July 2013.

   In addition to the above data pertaining to the date of admission and passing out of trainees, and other reports were gathered from the records maintained in the KPA.

Analysis of Data:

   The data collected from all the subjects were edited, coded and entered it to the master sheet. Appropriate statistical measures like, frequency, percentages, Chi-square were used in the analysis of the data.

The data presented under the broad headings is as follows;

1. The details of the institution and the views of the trainers.
2. The details of the institution and the views of the trainees.
3. Opinion on Key concepts of training.
4. Facilities for indoor and outdoor training programmes.
5. Provision of food and accommodation.
6. Provision for health, hygiene and sanitation.
7. Provision of sports/recreation/PT facilities.
Limitations of the Study:

The limitations of the study are:

1. The institution that is Karnataka Police Academy has not maintained properly leading to gaps in the research.
2. The findings of the study are applicable only to KPA, Mysore of Karnataka State and it cannot be generalized to any states of India.

Operational Definition:

The terms used in the study have been mentioned hereunder with their functional meaning.

POLICE

The Police are public servants who are recruited and trained to execute the duties prescribed by the Police Act. The word POLICE can be abbreviated as ‘Protector Of Life in Civil Establishment’.

TRAINING

Training is a process of betterment of the skills and knowledge of a person pertaining to the duties for which he/she has been recruited.

ACADEMY

Academy is the constituent body of the State Government established to impart training to the newly recruited police officers above the rank of Police Sub-Inspectors.

TRAINER

The trainers are the officers of the academy who impart training to the newly recruited officers and are usually senior police personnel who have considerable experience in the police department.
TRAINEE

Trainee is the newly recruited police officer as per the regulations of the State Government and is sent for training.

SYLLABUS OR CURRICULUM

The syllabus is the prescribed module for the training prepared as per the recommendations of the Gore Committee report of 1973, with some additions and deletions.

ETHICS

Ethics are nothing but the principles or morals one has to adopt to execute prescribed duties. Moreover police standards of ethics include the commitment to serve society with honour and integrity.

PROFESSIONALISM

Professionalism is a commitment that one has towards one’s job to combine the concepts of service, specialized knowledge and commitment towards one’s learning throughout one’s career.

HUMAN RIGHTS

Rights which are naturally given to all humans by virtue of being born human, the police are guardians of such human rights.