Chapter - VI

CONCLUSION AND SUGGESTIONS

Summary:

India is a democratic country bound by its own rules and regulations, where the police come under the State and the Center doesn’t bother much about the police as it has to be governed by the state itself. The one and only civil uniformed service in India is “POLICE” where they ought to take care of the citizens of the state, subvert illegal acts, has to provide security to the people, as well as special security to the elected people, riot control, mob control, processions, rallies etc. Apart from these regular duties such as the investigation of cases, finding of evidence, searching for culprits, apprehension and bringing of the culprits in front of the law, etc. So, for such an instrument to function there is always a need for specialized training and up-gradation.

The word ‘Training’ has come to mean the systematic development of the body and mind for the purpose of acquiring some proficiency in a particular pursuit. In police parlance, training is identified with control, discipline, practice and exercise.

Lynton & et.al, (1990) explain training as a systematic attempt to develop human resources - individual, groups and organizational competencies that are required to manage some present task as well as those the in future. Whether it is a simple motor task or a complex behavioural skill, training requires careful planning for the development of required competency.

Training can be seen as a vehicle of change. It should not only change the particular individual who is being trained, but also those who come in contact with him. The attitudes of those who have gone through a
training process should undergo a change so that when they go back to the field their behaviour will have an impact on the behaviour of others. Training will, thus, act as a catalytic agent, the total impact of which, in course of time, will affect the entire organization. Training efforts will have to be sustained to help to achieve this desirable objective.

It is noteworthy that the committee stresses training as ‘a conscious effort’. Training should not be allowed to become a mechanical affair. It means personal efforts should be there at all levels from trainer to administrator in executing the training effectively. There is a need for careful planning with regard to training needs, objectives, strategies, duration, cost and evaluation. The prominence of knowledge, skill, attitude and values, covers cognitive and effective aspects, thus making training a process of “total personality transformation”.

It is generally believed that training programmes aimed at instilling discipline and engendering values need a responsive mind that is open to new ideas. A rigid mind-set that is impervious to value-based inputs frustrates the trainer, who does not give out his best. Older recruits are no doubt mature. Some of them have rich work experience that will stand them in good stead later on in their career. The point of dispute is, are they amenable to the training that specifically seeks to impart greater discipline to the mind and body.

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 the capacity for shouldering greater responsibility. Unfortunately, though the crucial and transforming role of training is acknowledged by one and all, there has not been any sustainable and meaningful endeavour to improve the scope and quality of police training
in the country (Shankar, 1999). Further, most police training institutions have no research base. The Gore Committee was struck by the total absence of any research facilities in any police training institution. The situation has not changed since then. Research is absolutely necessary so that trainees remain intellectually vibrant and up-to-date in their knowledge. Fundamental research may not always possible in such institutions, but some amount of applied research by the instructional staff to remove the hiatus between theoretical training and practical police work is critical. Without a research cell functioning under competent instructors, it is not possible for the training institutions to take note of the changing situations and to develop realistic training programmes. In addition, to survive successfully in today’s changing and dynamic world, law enforcement officers have to be continually up-dated on the latest techniques and developments in the field of policing. The present study is an effort to find out the significance of the present training and its effectiveness on the trainees.

Major Findings of the Study:

I. Details of the Institution and the Views of Trainers:
   1. As many as 29 various category of sanctioned teaching posts for both in-door and out-door training are vacant.
   2. 47% of trainers were graduates and the remaining 41% of trainers were below PUC. Whereas, 12% of the trainers possess post-graduate qualifications.
   3. 81% of the trainees were newly recruited and remaining 19% were in-service police personnels.
   4. Higher officers like DGP and ADGP visit KPA once or twice in a year.
5. 40% of trainers are of the opinion that they were occasionally interacted with the trainees, whereas 36% have opined that they regularly interacted.

6. 81% of the trainers have not attended the trainers training course in the academy, 98% of them opined that they have not attended any such programmes outside the academy.

II. Details of the Institution and the Views of Trainees.

1. 274 (85%) of trainees were male and remaining 49 (15%) were female.

2. 249 (77%) of trainees are below the age of 26 years whereas, 74 (23%) were above the age of 28 years.

3. 291 (90%) of trainees were Graduates and 32 (10%) were Post-Graduates.

4. 201 (62%) trainees have stated that the environment at the academy was motivating.

5. According to 191 (59%) respondents they joined to the police force believing it is a powerful position.

6. 71% (228) have said that their training was supervised by the superior staff members of academy.

7. 209 (65%) have expressed that the behavior of in-door teaching faculties were satisfactory, and followed by 176 (55%) of the trainees
expressed that out-door instructors and 163 (51%) for non-teaching staff members of the academy.

8. 162 (50%) of the trainee respondents have said that the involvement of in-door staff in imparting knowledge is found to be not satisfactory and whereas, 196 (61%) also have expressed that involvement of out-door staff in training also not found to be satisfactory.

9. 218 (67%) have stated that the method used to impart training was not satisfactory.

10. 249 (77%) have perceived that the job had given them the power to act while 74 (23%) have responded that the job had given them the responsibility but not the power to deal with society.

11. 166 (51%) of respondents felt that the quality of life in the institution was satisfactory whereas, only 125 (39%) opined that institution life was excellent.

12. 219 (68%) have responded that the prolonged In-house training makes the trainees both mentally and emotionally sick and it is the major problem which undermines their enthusiasm.

III. Opinion on Key Concepts of Training.

1. It is found that 261 (81%) respondents stated that the training has failed in imparting the concepts of loyalty and integrity.
2. 173 (54%) respondents said that the training has not provided sufficient knowledge on the concepts of human rights.

3. 134 (42%) respondent have felt that the training was not able to impart critical and analytical knowledge. Whereas, 131 (40%) of them responded that the knowledge provided was sufficient.

4. 245 (76%) trainees have responded that the training given to them is not sufficient to deal with emerging trend of crimes.

5. 201 (62%) trainees have responded that the training provided is not useful and needs to be updated.

6. 173 (54%) trainees have responded that the training given on modern investigation aid is insufficient.

7. 179 (55%) of the respondents said that the importance given to the modern policing technique in syllabus is out date and not sufficient.

8. 136 (42%) have responded that training on management of police-public relationship was satisfactory, whereas, 131 (41%) opined that it was excellent.

9. 181 (56%) respondents have felt that the training on the concepts of police ethics is satisfactory.

10. 171 (53%) respondents have said that the training on combating corruption is not highlighted.

11. 176 (55%) of the respondents have stated that the training on combating domestic violence is insufficient.
12. 250 (77%) respondents have felt that the training on the concept of gender issues is excellent.

13. 210 (65%) respondents have felt that the training failed to provide in-depth knowledge on the concept of professionalism.

14. 206 (64%) respondents have said that the training on the concept of Five Is of Professionalism was in sufficient.

15. 208 (64%) respondents have stated that, training on stress management is not sufficient, but 245 (76%) said that it was excellent particularly on defensive tactics.

16. 248 (77%) responded that training on crime scene management was excellent, but in the case of gathering evidence only 81(25%) said it was excellent.

17. 195 (60%) respondents said that the overall impact of training is not satisfactory.

IV. Facilities for Indoor and Outdoor Training Programme

1. All the Trainers responded that the facilities for out-door training were sufficient but 31% of them responded that the firing range and practice are not sufficient.

2. 38% of trainers have stated that the strength of the classroom is 61 - 90 trainees.
3. All the trainees have said that the facility for in-door training activities was sufficient, whereas, 31% of trainers felt that facilities in case of simulations were not sufficient.

4. It is found in the study that the provisions related to in-door and out-door training was in-sufficient on the whole according to all the trainees.

5. 69% of the respondents stated that the Library facility was sufficient and well equipped with books, journals, magazines, etc.

V. Provision of Food and Accommodation:

1. All the trainers have said that boarding facility provided by the academy is satisfactory but the mess charges are borne by the trainees.

2. Majority of the trainees have responded that the boarding facility provided to them by the institute was found satisfactory.

3. The academy is functioning in a government building and providing the necessary accommodation for trainees. 83% of trainers have said that the provisions for amenities such as cupboards, desk etc, are sufficient, while 69% stated that the dormitory space provided is sufficient.

4. 181 (56%) trainees have responded that the accommodation provided to them was spacious.
5. From the study it is found that in case of PSIs three trainees usually will be housed in a single room, whereas, in case of DySPs a single room is provided to each trainee.

VI. Provision of Health & Hygiene:

1. According to all trainers and trainees that a fulltime doctor is appointed for the academy and the medical check-up of trainees is carried out during the time of admission.
2. All the trainers and trainees have stated that the sanitation and hygienic conditions are found to be satisfactory.

VII. Arrangements Sports/Recreation/PT.

1. All the trainers (100%) have stated that all type of sports and recreational facilities were provided.
2. 241 (75%) trainee respondents have expressed that the in-door and out-door sports facility is satisfactory and the remaining 77 (24%) have said that it was excellent.

Hypotheses Testing:

1. It is evident that the null hypotheses was rejected for all the assumptions made by the researcher hence, the result upholds the hypotheses assumed by the researcher are proved.
**Conclusion:**

Police are the protectors of society, without whom the imagination of society is impossible. The rise in essentiality of the police is due to the changing phase of society. The society is not as same as in the past it has gone through tremendous change in itself in terms of technology and development, which has increased the necessity of the security of both lives and property. The need for well equipped policing is the need of the hour, so as to face such a hardship. Police must be fit and fine. Training should embrace the standards and values essential to safeguard the life of people in society according to its change. The areas in the training such as police leadership, professionalism, ethics, human rights, community policing, neighbourhood policing, etc, are being neglected which needs high priority considering the fast changing society or the world. As a whole the basic training curriculum and system needs to be reframed as it is still following the five decade old syllabus formed in the year 1973, with some minor additions and deletions. The needs of police training should fit the needs of the contemporary society which needs to be identified and accordingly the curriculum for the training should be designed also keeping the future in mind.

The Gore Committee, emphasizes that “Effective training and positive attitudes of the trainees will not guarantee, by themselves, a full and proper utilization of the knowledge, skills and attitudes imparted, if on returning from the training, the trainee finds that his/her enthusiasm is not only recognized but is even resisted and resented. Police officers at all levels must be so trained as to see themselves as persons who can offer help or counsel to those below them and facilitate their growth. Such a realization at the senior levels would result in creating the necessary climate to permit the junior officers to change their “behavior” and make the organization as a whole more effective for the fulfillment of its new role”.
Suggestions for Future Research:

1. Present study aimed at studying the sufficiency and insufficiency of the present training programme, whereas in future research can be done on “The impact of pre and post training”.
2. Effectiveness of training at work place while in probation.
3. Implementation of the knowledge gained in the training.
4. Physical fitness of the trainees during and after the training.
5. Research can be carried out on impact of training on personality after training.
6. Research can be done on adjustment problems of trainees coping up to adjust with the police culture in the training center.
7. Research on the issues like training on professionalism, training on police leadership, training on community policing etc.

Suggestions:

Training makes any individual perform his prescribed duties better. On the basis of the findings including the observations made by the researcher, suggestions are made under the following heads to improve the quality of training programme in the Karnataka Police Academy so as to make the programmes effective.

1. Provision for infrastructure
   - Academy should provide sufficient infrastructure like adequate classrooms and other basic infrastructure for effective functioning,
   - Promote simulation training for firing (SATs).
2. Staff development

➢ Academy should recruit adequate full time teaching staff apart from the police officers.

➢ Educational qualification for the teaching staff of academy needs to be standardized and prescribed with clear terms.

➢ The training staff should be encouraged to attend the Trainers Training course and at least once in every three years such course shall be made compulsory.

3. In-door and Out-door training curriculum

➢ Every instructor should address the ethical perspectives of each training topic and use the most effective tools and techniques available.

➢ There is a need to incorporate an ethical perspective to all topics covered in the curriculum.

a. The Director is required to be present while addressing the newly recruited and emphasize professionalism, ethics, integrity and stress, and state that these concepts are of the highest priorities of the academy.

b. Every instructor of each training topic area must address the professional and ethical perspectives of each specific topic, and substantiate such perspectives in lesson plan construction.

c. Display motivational posters and other similar types of signs within the police facilities. It might include, the Value Statement, Oath of Honor, Professionalism, Code of Ethics, short articles of an ethical nature and reports of positive ethical behavior by members of the local agency or other departments.
d. Distribute wallet cards with the Oath of Honour or key information on ethical decision-making models for ready reference.

e. Print an honor code, Oath of Honor or ethics statement on desk nametags so officers can be constantly reminded of the issues they represent.

f. Present a formalized four to eight hour interactive professional and ethical training presentation. Primary focus should be on how to deal with current, real-life professional and ethical dilemmas.

➤ Facilitate lecture on emotional role-play scenario training that teaches officers the need for intervention, as well as how to professionally intervene when another officer appears about to commit an unethical act.

➤ Police officers should be encouraged to opt for specialization in various streams of police administration. As a result, after a few years of exposure to different police jobs, police officers should be earmarked for different branches depending on their aptitude and performance

4. Recruitment of police officers

➤ While recruitment to the police force, preference should be given to the candidates who have their degree in Criminology or other Allied subjects like Forensic Science, Correctional Studies, Police Administration, Criminal Justice Administration etc, so that their educational background will help them understand the concepts from a better perspective and will help greatly in their job.

➤ Instead of training the non-criminology background candidates, preference should be given to candidates with a sound
background in the field of criminology in their graduate studies at least for the posts of Police Sub-Inspectors and Gazatted Probationary Deputy Superintendent of Police

- As per the Recommendation of Gore Committee Report Chapter VI Regarding Recruitment, sub section 13 explains as follow:

*Pre-entry Orientation*

Like any other profession, the police also require personnel who have an aptitude for or interest in police work. In order to create this interest among the youth, it might be useful to expose them to police work during their school/college education and to extend the study of the subjects like, criminology, Forensic Science and other allied subjects in the universities.

5. Formation of new Committee to recommend about recruitment and training

- After the recommendation of Gore Committee in 1973, neither State nor the Central Government have constituted any Committee entirely focusing the training curriculum, it’s about 40 years passed since the curriculum was framed. So, there is a need of constituting the committee to re-draft the training curriculum.

- There is a need for evaluation of training programme throughout the country and reframe the same for which constitution of new committee to check the needs which shall provide the new need based syllabus for the training programme.

6. Apart from the above other important suggestions are specified as below:

- The present training programme needs to be redrafted and reframed in accordance with needs of the contemporary society

- The quality of the academy needs to be raised to the level of a university, so that the academy fulfills all the necessary
requirements of the teaching, staff, departments and research in the field of police.

- Instead of twelve months continuous in-house training the system should be changed to four semester system which can be planned in such a manner where training should not be continuous there should be a break between the two semesters with the non-teaching or outside class or field training which will provide a lot of experience and knowledge to the trainees.

- As per the Gore Committee recommendation the departments which should definitely keep up the standard and values of Police training and which should be established in the proposed Karnataka Police University are:
  a. Department of Criminology
  b. Department of Police Administration
  c. Department of Law
  d. Department of Forensic Science
  e. Department of Forensic Medicine
  f. Department of Forensic Psychology
  g. Department of Human Rights
  h. Department of Social Science
  i. Department of Professional & Moral Studies
  j. Department of Information Technology
  k. Department of Research