Appendix – I

INTERVIEW SCHEDULE
PREPARED TO COLLECT DATA FROM TRAINEES OF ACADEMY

AN EVALUATION OF TRAINING PROGRAMMES FOR THE POLICE OFFICERS IN KARNATAKA

Research Scholar: JANAKI. M. C.
Research Scholar (UGC),
DOS in of Criminology & Forensic Science,
Maharaja’s College, University of Mysore,
Mysore.

Guide: Dr. Ashoka,
Associate Professor,
DOS in of Criminology & Forensic Science,
Maharaja’s College, University of Mysore,
Mysore.
1. Name : 
2. Gender : 
3. Age : 
4. Religion : 
5. Education qualification : 
6. Education of Parents : 
7. Parents occupation : 
8. Habits : 
9. Family Income : 

10. What were you doing before coming to police training?

11. What made you to join police force?
   a. Service the society
   b. Powerful position
   c. Job security

12. When did you joined for training? ............

13. How did you felt the moment you reported?
   Enlightening/Motivating/Boring

14. What problem do you face in the initial stage of training programme in KPA as a trainee?

15. How does the staff of KPA behave with trainees?

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>STAFF</th>
<th>BETTER</th>
<th>GOOD</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Outdoor Instructors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Non-teaching staff</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
16. What is the level of involvement of staff in training?

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Staff</th>
<th>Satisfactory</th>
<th>Not Satisfactory</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indoor Teaching Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Outdoor Instructors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Is your training programme is being supervised by the staff?

   YES/NO

   a. If yes, mode of supervision

   Audio/CC Camera/Visiting/Interaction/Exam

18. Your impression about audio-visual aids used in teaching?

   Excellent/Average/Poor

19. What problem do you face in the training programme of KPA as a trainee?

20. Your impression about the Institutional life?Excellent/Average/Poor

21. Your impression about the accommodation provided during training?

   Spacious/reasonable/Congested

24. Your impression about facility provided for Indoor training in KPA:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Facility</th>
<th>Sufficient</th>
<th>Not Sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Demo Room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Model Police Station</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Miniature Forensic Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Simulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

22. Your impression about facility provided for Outdoor training in KPA:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Facility</th>
<th>Sufficient</th>
<th>Not Sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parade Ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Firing Range (Musketry)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Physical Training Ground</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
23. Your impression about indoor & outdoor sports facility in KPA?
   Excellent/Average/Poor

24. Your impression about the recreation facility in KPA?
   Excellent/Average/Poor

25. What type of food do you prefer?
   a. Vegetarian
   b. Non-Vegetarian
   c. Both Vegetarian & Non-Vegetarian
   YES/NO

26. Are you satisfied with the food being provided to you?
   a. If no, reasons for dissatisfaction
   YES/NO

27. Do they prepare food afresh both for lunch and dinner?
   YES/NO

28. Whether the expenses towards food provided to you will be met out from your salary?
   a. If yes, details
   YES/NO

29. At what time the indoor training programme starts and closes?

30. At what time the outdoor training programme starts and closes?

31. Your impression about methods used to impart training?
   Excellent/Average/Poor

32. Your impression about the subjects:

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Subjects</th>
<th>Like</th>
<th>Dislike</th>
<th>BAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Criminology</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Forensic Science</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Practical’s</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Out door</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
33. Do you find any difficulty in the learning process? YES/NO
   a. If yes, details

34. What do you feel the job has given you to govern the society? Responsibility/Power

35. Do the concepts of Loyalty & Integrity were developed in you by training? YES/NO

36. Is training has developed the concepts of human rights in you? YES/NO

37. Do the training concentrated on the concept of human resources management? YES/NO

38. Is training developed the analytical & critical knowledge to deal with un-educated and under privileged mass? YES/NO

39. Do you feel that the training given to you is sufficient to deal with emerging trend of crime? YES/NO

40. Do you feel that the training had made you to withstand any situation in future both mentally & physically? YES/NO

41. Do you feel that the training provided is use full for your future profession? YES/NO

42. Do you feel that you have been trained in all modern investigational aids helpful in investigation? Sufficient/Not sufficient/No response

43. Does the training inculcate the values of policing in modern society? Sufficient/Not sufficient/No response

44. Does the training inculcate the modern policing ethics? Sufficient/Not sufficient/No response

45. Is training developed the professionalism in you? Sufficient/Not sufficient/No response

46. Have you felt indoor and outdoor programmes are boring? YES/NO
47. Does the following aspects of value and ethics were covered during training?

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Excellent</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democratic Policing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural Diversity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Police public partnership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Disturbance Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combating Corruption</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combating Domestic Violence</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Gender Issues</td>
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<td></td>
</tr>
</tbody>
</table>

48. Does the following aspects of policing skills were covered during training?

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Excellent</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress Management</td>
<td></td>
<td></td>
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<tr>
<td>Defensive Tactics</td>
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<td></td>
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<tr>
<td>Survival Skills</td>
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<td></td>
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<tr>
<td>Firearms</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First Aid</td>
<td></td>
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</tbody>
</table>

49. Does the following aspects of investigation procedures were covered during training?

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Excellent</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime Scene Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gathering Evidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviewing &amp; Statement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording</td>
<td></td>
<td></td>
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<tr>
<td>Report Writing</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

50. Do the following methods were used to impart training?

<table>
<thead>
<tr>
<th>Aspects</th>
<th>YES</th>
<th>NO</th>
<th>NO-RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-Group/ L-Group</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Syndicate Method</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>In-basket Method</td>
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<td></td>
<td></td>
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<tr>
<td>Incident Method</td>
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</tbody>
</table>

51. Do you think any change is necessary in syllabus prescribed for your training?

YES/NO

a. If so, mention details
Appendix – II

INTERVIEW SCHEDULE

PREPARED TO COLLECT DATA FROM TRAINING STAFF OF ACADEMY

AN EVALUATION OF TRAINING PROGRAMMES FOR THE POLICE OFFICERS
IN KARNATAKA

Research Scholar: JANAKI M. C.
Research Scholar (UGC),
DOS in of Criminology & Forensic Science,
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Mysore.

Guide: Dr. Ashoka,
Associate Professor,
DOS in of Criminology & Forensic Science,
Maharaja’s College, University of Mysore,
Mysore.
1. Name : 

2. Education Qualification : 

3. Experience in KPA : 

4. Sanctioned intake of police trainees? 

5. Present strength of trainees? 

6. Source of admission: 

7. Who are the Officers visits KPA? 

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>OFFICERS</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D G P</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A D G P</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MINISTER</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>OTHERS</td>
<td></td>
</tr>
</tbody>
</table>

8. Do you provide accommodation to trainees? YES/NO 

9. Do you provide separate accommodation for male and female trainees? YES/NO 

10. Accommodation: 
   a. Is it a government building YES/NO 
   b. Do you provide sufficient number of cupboards to keep belongings of the trainees? YES/NO 
   c. Dormitory Space Sufficient/ Not-sufficient 

11. Do trainees have proper bathing and other hygiene facility? Provided / Not Provided 

12. Does the service provided towards hygiene and sanitation Satisfactory / Not Satisfactory 

13. Do you provide boarding facility to the trainees? YES/NO 

14. Who will check the quality of the food served to the trainees? ............ 

15. How do you rate the quality of food being served to trainees? GOOD/SATISFACTION/BAD 

16. Do you conduct medical examination of trainees at the time of joining to training programmes? YES/NO 
   a. If yes, what aspects do you examine?
17. Do you have a fulltime medical officer to treat the trainees medically?  
   YES/NO  
   a. If no, details?

18. Does the KPA have the required facilities for the sports?  
   YES/NO  
   a. If yes, state the sports items?

19. State the recreational or other facilities to the trainees in KPA?  
   YES/NO

20. Do you provide the following facilities in the premises of KPA?

<table>
<thead>
<tr>
<th>Facility</th>
<th>Sufficient</th>
<th>Not Sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parade Ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demo Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnasium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firing Range</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obstacle Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

21. Do you arrange educational study tour for the trainees?  
   YES/NO  
   a. If yes, details

22. How many trainees will be there in the classroom?  
   ............

23. Do you provide the following facilities in the premises of KPA in implementing Indoor training

<table>
<thead>
<tr>
<th>Facility</th>
<th>Sufficient</th>
<th>Not Sufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forensic Science Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Simulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

24. Do you face any problems while implementing both indoor and outdoor training programmes for trainees?  
   YES/NO  
   a. If yes, details
25. Do the trainers have undergone the trainers training programme? YES/NO
   a. In the KPA YES/NO
   b. Outside the KPA YES/NO

26. Do KPA have Library facilities for trainees? YES/NO
   a. If yes, state the number of books and journals

27. Which language is needed for communication in KPA? ............

28. Do you allow the trainees to visit their home? YES/NO

29. Do you think or suggest some change of syllabus is necessary as far as teaching programme is concerned? YES/NO
   a. If yes, details
SUMMARY AND RECOMMENDATION OF VARIOUS COMMITTEES AND COMMISSIONS CONSTITUTED ON REFORMATION OF POLICE TRAINING IN INDIA

The Commission thinks that it will be convenient if they conclude their report with a summary of their recommendations. The most important of these are as follows:

Organization.

1. That the police force should consist of:
   (a) A European Service, to be recruited entirely in England;
   (b) A Provincial service, to be recruited entirely in India;
   (c) An Upper Subordinate Service, consisting of Inspectors and Sub-Inspectors;
   (d) A Lower Subordinate service, consisting of head constables and constables.

2. That the office of Inspector-General should ordinarily be held by a selected District Magistrate, and that the Inspector-general in Bombay should be given the same powers as are exercised by Inspectors-General in other provinces.

3. That all the large provinces should be divided into ranges and that a Deputy Inspector-General should be placed in full administrative charge of each range.

4. That no officer of lower grade than that of Superintendent should be placed in charge of the police of a district.

5. That a certain number of Superintendentship should be reserved for members of the Provincial Service.

6. That for some of the large districts in Madras and for Khandesh in Bombay two Superintendents are required.

7. That on the analogy of the Provincial Civil Service a grade of Deputy Superintendents should be created; the status of these officers being the same as that of Assistant superintendents.

8. That there should be one Assistant or Deputy Superintendent in every district, and that in the larger districts one or more additional officers of this class should be appointed to hold charge of a subdivision.
10. That each district should be divided into circles consisting, as a rule, have from 5 to 8 police stations, except in the case of large towns, when the town and its environs should form one circle.
11. That an Inspector should be placed in charge of each circle to supervise all police work within it.
12. That the ordinary area or a police station should be about 150 square miles.
13. That the officer in charge of a police station should be of the rank of Sub-Inspector, and that where the work of investigation is heavy, one or more additional officers of this rank should be appointed in order to obviate the necessity of employing any officer of lower rank in investigating offences.
14. That one head constable should be attached to every police station to perform the duties of station writer.
15. That the establishment of a police station should also contain a second head constable to render general assistance to the Sub-Inspector, but not to undertake the investigation of any offence independently of that officer.

Recruitment and Training:
1. That the recruitment of the European service should be by competitive examination in England, on the same conditions as at present, except that the age limits for candidates should be 18 to 20.
2. That successful candidates should be required to undergo a two years' course of raining at an English residential university where there is a Board of Indian studies, each candidate receiving an allowance during this period of 6100 a year; and that the course of study should include criminal law and practice, taking of notes of cases in the criminal courts, an Indian vernacular, Indian history, geography and ethnology and riding. Probationers should also be required to join a volunteer corps and become efficient.
3. That in addition to this probationary training in England each Assistant Superintendent should on arrival in India be attached for one session to the provincial training school.
4. That the provincial service should be recruited in respect of one-half of the vacancies by the promotion of carefully selected Inspectors; and in respect of the other half by the selection of natives of India who have qualified for the provincial service in the Revenue, Judicial or Police departments, or by the
appointment of any Native officer already employed in such provincial service.

5. That any selected candidate who has had no police experience should undergo a course of training at the provincial training school.

6. That the recruitment of Inspectors should ordinarily be by the promotion of selected Sub-Inspectors, but that in respect of not more than 20 per cent of the vacancies the Government should reserve to itself the power to make direct appointments, men so appointed being sent to the provincial training school for a course of instruction.

7. That, save in exceptional cases, the promotion of Sub-Inspectors should be by direct appointment, and that promotions of head constables to this rank should be strictly limited and should in no case exceed 15 per cent. of the vacancies.

8. That probationer should be selected from a general list of candidates, compiled by the Inspector-General of Police from lists prepared by Commissioners of Divisions with the assistance of district Magistrates and superintendents of Police.

9. That no person should be eligible for entry in these lists unless he is of good moral character and social position possesses the necessary educational qualification, which shall in no case be lower than the University Matriculation or School Final Examination, is between the ages of 21 and 25 years, and is physically fit for police service.

10. That a provincial training school should be established in each of the larger provinces for the training of police officers of and above the rank of Sub-Inspector.

11. That the Principal of this school should ordinarily be a carefully selected Superintendent of Police, assisted by a competent and adequate staff of instructors.

12. That the course of instruction should include Criminal Law and the Law of evidence, Police Procedure and Practice and the habits and customs of the criminal classes; that arrangements should be made for giving practical training in station-house work; and that special instruction should be given in regard to the manner in which police officers should conduct themselves towards the public.
13. That the recruitment of head constables should be by promotion from the ranks, except where it is impossible to find among the constables a man qualified for the post of station writer.

14. That constables should be recruited locally so far as is possible; that recruitment should be confined to the classes which are usually regarded as respectable, care being taken to ascertain that the candidates are of good character and antecedents. Members of the criminal classes should not be enlisted.

15. That a due proportion should be maintained between the importance attached respectively to physical and educational standards, with a view to increasing the number of literate men in the force.

16. That for the training of constables central schools should be established for groups of districts; that each school should be under a Deputy or assistant Superintendent, assisted by a staff of Inspectors and sub-Inspectors; that the course of training should extend over six months and should include instruction in drill, discipline, elementary law and police procedure and the manner in which police officers should conduct themselves towards the public.
II. Lumsden Committee Report 1925

In the year 1925, the Punjab Government appointed a Committee called the Punjab Provincial Police Committee under Mr. O. F. Lumsden. This Committee’s terms reference did not make a separate mention of training yet it visited the Police Training School to opine if the quality of training is being provided in the district as well P.T.C. Phillaur was satisfactory.

The salient features of the recommendations of this Committee were:

1. The introduction of the rank of A.S.I. in between that of Head Constable and Sub-Inspector of Police.
2. An intermediate School Course was started in P.T.S for A.S.I.
3. The Committee stressed the need for proper behavior towards the public.
4. The Committee appreciated the necessity of introducing unarmed combat in the outdoor curriculum the importance of which cannot be over emphasized even in the modern times.
5. The tear gas training was insisted and started in the year 1937-38.

Between the years 1926 – 62, no high level attempt was made at diagnosing the training deficiencies of the police. However, in the year 1947 a Recruit Training Center was started to cater training requirements of constables. Mention must be made of the updating of Punjab Police Rules, a revised addition of which was issued in the year 1934. This Volume of Punjab Police Rules contained for the first time a detailed chapter on Training and Examination.
III. Mahajan Commission Recommendations 1961 – 62

However, in the year 1961, a realization grew that after 14 years of Independence a fresh look should be had at the quality of policing done in the State and to suggest ways and means for improving it. Accordingly, a High Powered Commission under Justice Mehar Chand Mahajan, Retd. Chief Justice of Supreme Court was constituted and had amongst its members two Retd. Generals, 5 Politicians, 3 Retd.Civil Servants and 2 Retd. Inspector General’s of Police, apart from a Retd. Judge of the High Court and an advocate of Punjab High Court.

The Commission spent two days at this institution. After going round the country and visiting a number of police schools and colleges, the Commission arrived at the opinion that it was one of the best institutions in the country, but at the same time it recommended an overhaul of the course of training. It seemed hat during the previous 25 to 30 years no attention had been paid to the revision of the course that were initiated by the British for their own purpose who wanted men of brawn and a very few of brain to run their police organization. “Times have changed since then, and the entire world over there has been a new orientation in police training. India has become an autonomous country and its requirements are quite different from the requirements of a colony” stated the Commission. Some of its outstanding recommendations were as follows:

1. The Principal of the School should be of proper status and should stay there permanently till retirement or at least for ten years. The Commission suggests that in the first instance a selected Deputy Inspector-General should be given this assignment provided he has necessary academic qualifications and has a flair for teaching.
2. The Vice-Principal should be a civilian Ph.D. or at least a First Class M.Sc. trained in forensic science.
3. The College should have specialized course for different branches of police work as recommended in an earlier part this report.
4. The law lecturers as already stated should be recruited in the same way as for the Law College. The Chief Law Instructor should be in the grade of the University grade of a Reader while other instructors should be in the lecturer’s grade.
5. So far as subject on general knowledge and psychology are concerned, as suggested in the interim report instructors should have similar qualifications as those required for appointment in any Government College of the State.

6. For Science subjects, apart from the Vice-Principal who himself should be the head of the teaching of science subjects, instructors should be at least M.Sc. in the subjects which they have to teach and should be recruited on the same line as in the University of in Government Colleges with the same grades of pay.

7. The syllabi and curricula are old and should be revised and fresh syllabi framed for the new courses suggested earlier in the report.

8. A few Sergeants and failing them some instructors from the Army should be appointed for gearing up the physical training side, the parade etc.

9. The tear gas training also requires to be made more efficient.

10. A suggestion had been made as regards the working hours in training institutions.

11. The Commission suggested that the committee to be appointed to revise the syllabi should carefully study this syllabus.
IV. Recommendations Made by Gore Committee 1971 – 73

The Government of India constituted a committee headed by Prof. M. S. Gore, which gave the following terms of reference:

1. Direct recruitment is made in the police generally at the levels of the Constable, Assistant Sub-Inspector/Sub-Inspector, the Deputy Superintendent and the Assistant Superintendent. Almost all the senior officers belong to the Indian Police Service, which is an All-India Service, recruited by the Central Government.

2. The functions of the police include the prevention and detection of crime, traffic control, maintenance of order and internal security.

3. The objectives of the training of police officers will be the inculcation of knowledge and professional skills and the development of attitudes appropriate to their work and the people they come into contact with. Police training should, in addition, be given the necessary bias for science and technology.

4. The training programmes must aim at providing a professional leadership 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. Training should help to develop positive attitudes, acquire technical and analytical skills and encourage initiative and the ability to anticipate situations and innovate in order to achieve the goals of the organization. It should create a sense of involvement and participation at all levels. The trainees should develop an enquiring mind receptive to new ideas and a restless spirit which urges constantly to find ways of doing assigned tasks better and more efficiently and to keep away from cynicism and the line of least resistance.

5. There should be a phased in-service training programme in the form of refresher, orientation, specialized, middle level and senior level courses, besides the induction training of new recruits at different levels to make training purposeful and effective for the attainment of the goals of the organization. For the higher level officers, there should be a greater input of managerial and conceptual skills in the training programmes.
6. In-service training courses should be linked with the channels of promotion to various levels of higher responsibility to ensure better motivation and greater effectiveness in the field. Persons who have undergone particular courses must be assigned to jobs where they can make use of the training imparted to them to ensure that they do not develop a cynical attitude to training which may infect others. It is desirable that individuals with promise should be selected from training as a part of their career development so that they can contribute their maximum to the organisation and to society.

7. The effectiveness of training is determined by a combination of the trainee, the training system, in which the trainer plays the most important role, and the organisation to which the trainee will return. Any imbalance in this would offset the additional inputs given to the individual in terms of specific knowledge, skills and attitudes.

8. 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 training, the trainee finds that his enthusiasm is not only not 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.

9. The nature, level and content of the courses, the methods of instruction and the quality and quantum of the instructional staff will all need a periodic review with the object of constantly improving the training programmes.

10. Training cannot neutralize unwise promotions or ineffective methods of work; nor can it replace intelligent supervision, favorable environmental conditions, individual willingness to accept responsibility, etc. The effectiveness of training also depends on such factors as motivation, morale in the organization, opportunities for growth and fulfillment of aspirations, recognition of merit, etc.

11. Training should be considered as an investment in human resources.

12. In the matter of attitude formation, Sub-Inspector needs the attention so that all their actions may be for the larger good of the society they serve. They
must realize that their effectiveness depends on the extent of cooperation they can win from the people. They should be honest and impartial in the discharge of their duties. Their training should develop the mental and physical qualities needed to meet the very responsible tasks that lie ahead of the. We have made provision for this in the revised syllabus.

13. There is need also of sensitizing them to the human problems that arise from social or physical handicaps. In this context, it will be useful to attach them to social or institutions for short periods while under training at the police while under training at the police training college. Where such institutions do not exist, the police training colleges may develop a social service programme of their own.

14. Integrated teaching and concurrent field should be introduced in the training of Sub-Inspectors also. This would help to place class room learning in the perspective of real life situations under proper guidance.

15. The daily schedule at the police training colleges should be modified on the lines of the schedule drawn up by us for the I.P.S. probationers' course. In the afternoon, a period of one hour may be provided for programmes like tutorials, guest lectures and study in the library. The entire training programme scheduled for a particular day may be gone through at night once a month in view of the importance of night work for the police.

16. The evaluation of the progress of the trainees should be done on the lines recommended by us for the I.P.S. probationers. For the assessment of attitudes, every instructor should maintain a separate file for each trainee in which he should record all relevant incidents relating to the trainee's day today behaviour in the class-room and outside which come under his personal observation. Towards the close of the session, the entire instructor should meet in a conference, to be presided over by the Principal, who should ascertain the views of the each instructor make his assessment and award his marks.

17. The practical training of Sub-Inspectors should be for a period of twelve months according to the programme detailed in Appendix XXV. It should aim at the development of the total personality of the trainee and his character and attitudes. Since a lot of police work is performed at night, there should be due emphasis on night work during practical training also.
18. The responsibility for the practical training of Sub-Inspectors during their attachment to a police station should vest in the officer in-change and the Circle Inspector concerned, who should be carefully selected for this purpose. Officers who have imparted good training should be given due credit and an entry should be made in their service rolls stating the names of the probationers trained.

19. The trainee Sub-Inspectors should submit weekly work diary to the Deputy Superintendent, Training, through the officer under whom they are posted. The Deputy Superintendent, Training, should meet the probationers once a month and submit monthly progress reports on the probationers to the Superintendent of Police with a copy to the Inspector General/Deputy Inspector General, Training. The latter should visit the districts once a year and make an assessment on the basis of the progress reports and interviews of the probationers. Those found below standard should be recommended for termination of services or extension of the period of probation as merited. The evaluation report of the Inspector general/Deputy Inspector general, Training, should be filed in the probationer's personal record.

20. The environment in which a police officer has to function undergoes changes with the passage of time and their are usually corresponding changes in the nature of the job to be performed by him. Besides, the progress in science and technology makes newer methods and techniques available for application to police work. All this calls for refresher training, which will also provide a break from departmental routine and an opportunity for study, reflection and a readjustment of attitudes and values.

21. The following specialized course should be organized for sub-Inspectors:
   a. A six to eight weeks course on crowd control.
   b. A course on intelligence work for officers transferred from the executive to the special/intelligence branch.
   c. A six to eight weeks course on the investigation of fraud, embezzlement, organised rackets and economic offences.
   d. A four weeks course on the role of the police in dealing with juvenile delinquency.
   e. A two weeks course in police-community relations.
22. The above specialist courses would be useful for Inspectors and Deputy Superintendents also.

23. The States should take the fullest advantage of the courses in Advanced Scientific Methods of Crime Investigation run at the Central Detective training School at Calcutta and Hyderabad for sub-Inspectors and Inspectors.

24. The following promotion courses should be organized:
   a) A three months course for Assistant sub-Inspectors selected for promotion to the rank of sub-Inspector. In States in which there are no Assistant Sub-Inspectors. And Head Constables are promoted directly as sub-Inspectors, the duration of promotion to the rank of Sub-Inspector; those selected for such promotion should undergo the basic course for direct Sub-Inspectors.
   b) A six to eight weeks course for Sub-Inspectors selected for promotion to the rank of Circle Inspector. This course may not be necessary in States where an Inspector has no supervisory functions.

25. After the institutional training, the assistant Police Prosecutors should be imparted practical training for a period of three months, including attachment to a medium sized police station for one month and to the prosecution branch for two months.

26. The police training colleges in the States should run the following courses:
   a) Basic course for directly recruited Sub-Inspectors-one year.
   b) Refresher courses for Sub-Inspectors-eight to ten weeks,
   c) Courses on crowd control for Sub-Inspectors, Inspectors and Deputy Superintendents six to eight weeks.
   d) Courses on the investigation of fraud, embezzlement, organized rackets and economic offences for sub-Inspectors, Inspectors and Deputy Superintendents -six to eight weeks.
   e) Courses on the role of the police in dealing with juvenile delinquency for sub-Inspectors, Inspectors and Deputy Superintendents-four weeks.
   f) Courses on police-community relations for Sub-Inspectors, Inspectors and Deputy Superintendents-two weeks.
   g) Courses for Head Constables /Assistant Sub-Inspectors selected for promotion to the rank of Sub-Inspector-six months for Head Constables and three months for Assistant Sub-Inspectors.
h) Course for Sub-Inspectors selected for promotion to the rank of Inspector-six to eight weeks.

i) Basic course for Assistant Police Prosecutors-six to eight weeks.

j) Refresher course for Assistant Police Prosecutors-six to eight weeks.

k) Basic course for directly recruited Deputy Superintendents-one year.

l) Refresher course for Deputy Superintendents-eight weeks.

m) Course for Inspectors selected for promotion to the rank of Deputy Superintendent ten weeks,

27. The Central Government should set up at least one police training college and one police training school for States and Union Territories where the annual intake as well as the total complement of the police force is small and where independent institutions may not be feasible.

28. A police training institution should be located in or near a city with a university and well connected by rail, road and air communications to facilitate external contacts and to ensure that the trainees can be exposed to real-life problems during their training and that there is a ready availability of scholars and guest lecturers for imparting instruction in the social and behavioural sciences, current affairs, etc.

29. Most of the police training institutions have been accommodated in an ad hoc fashion in buildings constructed for altogether different purposes, e.g., old forts, temporary army lines, etc. So the institutions should posses independent buildings.

30. The library facilities are meager and often accommodated in make-shift arrangements. Canteen facilities are generally lacking. The furniture provided, even for class rooms, is mostly insufficient and unsuitable and at many places the trainees bear either wholly or partly the cost of the cooking utensils of their messes and pay for the services of washer-men and cobblers as also for electricity.

31. Every police training college should have a miniature laboratory with sufficient equipment to enable demonstrations to be given in various items of forensic work. In the bigger States one regional Laboratory should be established in the town where the police training college is located.

32. Every police training college/school should have a model police station, which should have a complete set of the forms and registers used in police
stations preferably duplicated from entries in the records of an actual police station.

33. Every police training institution should have a department of legal studies, a department of police science and a department of social sciences. In the police training college, the legal studies department should be headed by a Senior Police Prosecutor, that of police administration by a Superintendent or senior Deputy Superintendent and that of social sciences by a sociologist, psychologist or criminologist of the grade of Reader in a University. The heads of these departments may be one rank lower in the police training schools/armed training centers.

34. It will be necessary to invite guest lecturers to deliver talks on some subjects. The institution should bear their travelling expenses and it should be within the powers of the heads of the training institutions to pay an honorarium to guest lecturers at the rate of at least Rs. 50 per lecture.

35. In order to motivate officers to attend courses, we recommend as follows:
   a) An officer deputed to a course, whose duration does not exceed three months, should not be liable to transfer. This would not apply to officers deputed to courses, the successful conclusion of which is accompanied by rank promotion.
   b) Officers deputed to ensure should be entitled to a compensatory allowance to enable them to meet their incidental and other expenses.
   c) The courses that an officer has attended a performance therein should be taken fully into account in all selections for promotion.
   d) The selection of officers for attending courses should be related to considerations of career planning, the merits of the various officers in the field of selection and their qualifications and experience from the point of view of their capacity to benefit from the proposed course.
   e) Constables passing refresher or specialist courses should also be entitled to wear a stripe on their arms to distinguish them from those who have not attended any such course.

36. The Academy should run the following courses:-
   a) Basic course for I.P.S officers-sixteen months.
   b) Senior course for I.P.S. officers-fourteen weeks.
c) Executive Development Programme for officers due to be promoted or
who have been promoted as Deputy Inspectors General-four to six weeks.

Short courses on:

a) Crime prevention and Detection.
b) Crowd Control.
c) Crime on the Railways.

37. (i) The work of the Academy should be organized into four departments as
follows-

(a) Department of Legal Studies.

(b) Department of Police Science.

(c) Department of Social Sciences.

(d) Department of Research, Development and Information.

(ii) The professional background and qualifications requisite in the heads of the
different departments and the staff pattern of each department should be worked
out by the Director of the Academy in consultation with the Central Directorate of
Police Training and experts in universities and other institutions of learning.
Adequate supporting staff should be provided to attend to the management,
welfare and other work of the institution.

38. The States should send selected outdoor instructors to the following courses
regularly:

a) Courses on counter-insurgency and anti-extremist operations, anti-dacoity
operations and weapon training conducted at the Central School of
Weapons and Tactics, Indore.

b) Course on unarmed combat conducted at the Central Reserve Police
Training College, Nee much.
39. The Institute of Criminology and Forensic Science should develop new courses in techniques of management personnel management and leadership, application of computer technology to police work and social defence for I.P.S. officers, organise a series of symposia and seminars on various aspects of police work with a view to maintaining a constant dialogue between police officers and various other sections of public opinion and start a system of fellowships to encourage interested police officers to undertake research work on a whole-time basis. The Institute might be affiliated to a university for the last named purpose.

40. The courses on management could be arranged in the existing institutes of management till the Institute of Criminology and Forensic Science is in a position to undertake them.

41. The Directorate should be located in the Bureau of Police Research and Development at Delhi as an integral part of the Ministry of Home Affairs.

42. There should be collaborative arrangements between police training institutions and universities and other appropriate institutions for undertaking research projects on matters of interest to the police and training programmes designed to meet the requirements of police officers at various levels.
V. National Police Commission Reports 1971 – 1981 (Dharma Vira Committee)

The National Police Commission submitted its report in 8 different reports, in which each report consists recommendations to the several reforms in the field of police the summary of those reports were as follows:

FIRST REPORT – 1977

1. The Constabulary.
2. Pay structure.
3. Housing.
4. Supply of essential commodities.
5. Orderly system.
6. Machinery for redressal of grievances of police personnel.
8. Modalities for inquiry into complaints against police.

SECOND REPORT– 1979

1. Welfare measures for police families.
2. Police role, duties, powers and responsibilities.
3. Interference with and misuse of police by illegal or improper orders or pressure from political, executive or other extraneous sources — remedial measures.
5. Maintenance of crime records and statistics.

THIRD REPORT–1980

1. Police and the weaker sections of society.
2. Village police.
3. Special law for dealing with serious and widespread breaches of public peace or disturbance of public order.
5. Economic offences.
6. Modernisation of law enforcement.
7. Scriptory work in police.

FOURTH REPORT – 1980

1. Investigation.
2. Court trial.
3. Prosecuting agency.
4. Industrial disputes.
5. Agrarian problems.
7. Prohibition.

FIFTH REPORT – 1980

1. Recruitment of Constables and Sub-Inspectors.
2. Training of personnel in the civil police in the rank of Constables, Sub-Inspectors, Inspectors and Deputy Superintendents of Police with focus on implementation of the Committee on 'Police Trainings Report, 1973,
3. Dacoities.
5. District police and the executive magistracy.
6. Police public relations.
7. Women police

SIXTH REPORT – 1981

1. Police leadership—The Indian Police Service.
2. Training of Indian Police Service officers.
3. Police and students.
5. Urban policing.
SEVENTH REPORT - 1981

1. Organisation and structure of police.
2. State armed police battalions and district armed reserve.
3. Delegation of financial powers to police officers.
5. The ministerial staff and administrative work in the police department.
6. Auxiliary to police — Home Guards.
7. Performance appraisal of police personnel.
8. Disciplinary control
9. Role of the Centre in planning, evaluation and coordination.

EIGHTH REPORT - 1981

1. Accountability of police performance.
2. Looking forward.
4. Epilogue.

The Government of India has, therefore, decided to appoint a National Police Commission composed of the following:–

1. Shri Dharma Vira Chairman (retired Governor)
2. Shri N. K. Reddy Member (retired Judge, Madras HighCourt)
3. Shri K. F. Rustamji Member (exIGP, Madhya Pradesh and exSpecial Secretary, Home Ministry)
4. Shri N. S. Saksena Member
5. Prof. M. S. Gore, (Professor, Tata Institute of Social Sciences, Bombay)
6. Shri C. V.Narasimhan (Director, CBI)(exIGP UP and exDG CRP and Member, UPSC);
VI.  BPR&D Report on Police Training 1995

On the basis of an extensive survey conducted by the BPR&D in June 1995. The present state of police training is analyzed. At present police training suffers from a host of infirmities and deficiencies. They can be categorized in the following four major heads those relating to:

1. Software (or the course content, methodology, teaching material etc.,)
2. Human Resources (or the trainer quality, motivation and training)
3. Sustainability of Training (or the organization support, linkage with work place and non-formal training) and
4. Hardware (or the infrastructure, building and other facilities)

Before evolving a realistic strategy for strengthening police training in India, an attempt has been made to lay down certain norms or standards. These norms cover instructor trainee ratio, scales of accommodation for buildings, academic as well as no-academic facilities, number of courses, methodology, trainer standards, motivation level etc.

The quality and motivation level of trainers play a vital role in the success of any training programme. It is, therefore important that the best talents are attracted to training. Among the measures suggested are talent spotting, especially form among those under training and compulsory tenure in important branches like training. To ensure that they put in their best, the instructors need to be given training of trainers and in the subjects that they are teaching. They should also be given sufficient incentives and recognition. A system of evaluation has also to be evolved so that there can be continuous improvement.

Formal training in the institutions has to be supplemented and complemented by informal on-the-job training at all levels. The training branches of police at the head quarters as well as the district level need to be augmented for this purpose. A cadre of dedicated hands-infield trainers also needs to be developed.

Detailed recommendations for the strengthening of police training in India on the basis of the findings of the survey conducted by BPR&D involved financial assistance to the tune of Rs. 97603 lakhs ($ 315 Million). The recommendations
cover the development of new courses, review of the course contents and methodology, production of teaching material and audio-visual aids. It also deals with the augmentation of the trainers, training of trainers and incentives for them and construction of additional academic and non-academic infrastructure.

Training needs the whole hearted support of the top most in the police and executive hierarchy. Some administrative changes in Research & Development Cell etc, are suggested to make training more effective.

The various heads of the Police Training School and Colleges have made consistent attempts at improving the infrastructural facilities and quality of training from time to time. However, no specific study of the training of Police personnel has been attempted. The present study intended to do so.
VII. Ribeiro Committee Recommendations 1998 – 99

This committee has nothing to do with the training rather its prime motto is to review the police performance and accountability so why this commission is called as "The Police Performance and Accountability Commission." (PPAC). Some of the recommendations given by this committee have been listed below:

1. The Central Police Committee as recommended by the NPC in its Seventh Report should be constituted.

2. The Central Police Committee as recommended by the NPC in its Seventh Report should be constituted.

3. This committee has also given pressure on the point that the Police Act of 1861 should be replaced by new one.

4. The recommendations of the Law Commission about insulating the investigative functions of the police from its law and order work should be implemented urgently.

5. The recommendations of the NPC about recruitment, training and welfare of the constabulary should be implemented.

6. The minimum educational qualifications for recruitment to the level of Constable should be Higher Secondary.
VIII. Summary and Recommendations Made By the Padmanabhaiah Committee on Police Reforms 2000

1. There should be a greater recruitment of Sub-Inspectors instead of Constables. Recruitment to constabulary should be restricted till a teeth-to-tail ratio of 1:4 is achieved as against present ratio, which ranges from 1:7 to 1:15 in different states.

2. Constables should be recruited young. Boys/girls, who have passed 10th Standard examination and are below 19 years in age, should be eligible to appear in a common competitive qualifying examination. The successful candidates should be put through a rigorous 2-year training programme and qualify for appointment as constables only after passing a final examination.

3. The existing constabulary should be retrained to enable them to imbibe right attitudes to work. Those who do not successfully complete training should be compulsorily retired.

4. A Police Training Advisory Council should be set up at the centre and in each state to advise the Home Ministers on police training matters.

5. The eligibility criteria for recruitment to the level of Sub-Inspectors should be 12th class pass and an upper age limit of 21 years. They should be recruited on the basis of a common written qualifying examination. The successful candidates must pass a final examination after undergoing a 3-year training programme. 50% of vacancies of Sub-Inspectors should be filled by direct recruitment and 50% reserved for promotions.

6. A constable should be classified as a ‘skilled worker’ in view of the skills required and risks involved in the job.

7. All promotions should be subject to completing the mandatory training programmes and passing of promotional examinations.

8. The Indian Police should adopt the philosophy of community policing. The Government of India should support this by bringing out a handbook on the subject, providing training inputs and funding pilot projects.

9. Lack of a proper tenure policy for posting of officers at different levels and arbitrary transfers have been used by politicians to control and abuse the police for their own trends. To deal with this problem, following action is required:
a) A body headed by the Chief Justice of the State High court as Chairman, State Chief Secretary and an eminent public person as members should be constituted to recommend a panel of two names for appointment to the post of the Director General of Police.

b) A police Establishment Board, consisting of DGP and three other members of the police force selected by him, should be constituted to decide transfers of all officers of the rank of Deputy Superintendent of Police and above.

c) The minimum tenure of all officers should be 2 years

d) Another Committee under the Chief Secretary, with Home Secretary and the DGP as members, should be constituted to hear representations from police officers of the rank of Superintendent of Police and above alleging violation of rules in the matter of postings and transfers.

10. To deal with the problem of corruption in the police, which leads to the criminalization of the force, the committee has recommended a more serious enforcement of the code of conduct and simpler but more effective procedures for removing corrupt officers.

11. Since police work cannot be organized on an 8-hour shift basis, police personnel should be given a weekly off and compulsorily required to go on earned leave every year.

12. Sections 25 and 26 of the Indian Evidence Act should be deleted and confessions made to police officers of the rank of Superintendent of Police and above should be made admissible in evidence.

13. To deal with cyber crime effectively, police capabilities in various areas need to be developed. Capabilities of some police institutions, like the National Police Academy in the field of training, CBI in investigation, Intelligence Bureau in cyber surveillance and the National Crime Records Bureau in cyber technology/forensics should be enhanced.

14. There should be a national counter terrorism coordinator to prepare a comprehensive counter-terrorism plan and budget.

15. The Police Act of 1861 should be replaced by a new Act.

16. There should be a permanent National Commission for Police Standards and (NCPs) to set standards and to see that State Governments set up mechanisms to enforce such standards.
IX. Model Police Act 2006 – Chapter XI Training

1. The State Government shall evolve a Training-cum-Education Policy for the police, in accordance with the provisions of Section 55 of Chapter V, keeping in view the current and anticipated requirements of policing. The Policy will, as far as possible, take into account any guidelines in respect of police training as may be issued by the Union Government from time to time. The training policy shall aim at achieving the objectives of imparting knowledge in police subjects, developing of professional skills, inculcating the right attitudes, and promoting constitutional and ethical values among police personnel.

2. This Training Policy shall ensure that police personnel are adequately trained to efficiently perform their job. Successful participation in appropriate training programmes shall be linked, as far as possible, to the promotion of police personnel of different ranks, and to their postings to different assignments, in a structured manner, as notified by the State Government from time to time.

3. In evolving the training policy, optimum advantage shall be taken of the methodologies of distance learning, outsourcing and on-the-job training.

4. The State Government shall create and upgrade, from time to time, the infrastructure and capabilities of their training institutions in consonance with the holistic training needs of police personnel of different ranks, which shall include, besides all types of specialized training, a compulsory refresher training course of appropriate duration, for all ranks annually.

5. In upgrading their training infrastructure as well as the content and methodologies of their training courses, the training institutions shall take maximum advantage of the standards and practices evolved or guidelines issued by organizations such as the Bureau of Police Research & Development of Government of India, and the National Police Academy.

6. For an objective periodical evaluation of the Training Policy of the state and its implementation, the state police may utilize the available assistance of organizations such as the Bureau of Police Research and Development of Government of India.