Chapter - I

INTRODUCTION

Police plays a vital role in Criminal Justice Administration. Police is not only meant for prevention and detection of crime but also to maintain law and order in the state. Among many functions of police the most important one are concerned with the maintenance of law and order and security of persons and property hence it plays a significant role in the effective administration of criminal justice. From recent past it is very clear that police duties have increased enormously and are being more and more diversified in nature. The policemen must protect the public against physical danger, rescue life, regulate traffic and preserve law and order in the streets and public places. The word ‘Police’ is used in a wider sense to connote the management of internal economy and the enforcement of government regulations in a particular country or state. In its narrower sense the police means an agent of the state to maintain law and order and to enforce the regulation of the code of criminal procedure. The police have the multiple functions of detection, investigation and enquiry of the criminals in the society (Paranjape, 1979). For the effective functioning of the police there is a dire need for training of police officers at all level. The police officers will work effectively with every confidence and safeguarding the interests of individual and public in the society, provided if the police officers trained in the right manner either in the police academy or police training college.
Definition

The term ‘Police’ has not been defined anywhere in an Indian Statue, not even in the Police Act of 1861. While it talks of the functions of police, its organization and composition the term ‘Police’ has been left undefined or perhaps given up as generally understood to mean an instrument which performs certain functions or as composed of men “Enrolled” under the Police Act of 1861.

Origin and development of Police:

The Indian police system is not a recent one it exists from time immemorial. Before turning the pages of history, let us go then the pages of our epics, where we gather a lot of information about the police organization and its administration. In Ramayana the duties of modern Police are explained thus: collection of intelligence by the spies, law and order maintenance that are well explained. During the absence of King Rama the kingdom was ruled by his brother Bharatha and when he was about to return to the kingdom after the war with the evil king Ravanna and rescuing his queen from him, the maintenance of traffic in Ayodhya was beautifully planned by Bharatha and Shatruguna. When the King and Queen entered the city, the people were anxious to see the royal couple, during which Bharatha ordered for lati charge to control people and where he also described the various types of lathis to be used for the control of people and to control the vanarasena.

During the period of Maurya’s regime the first source of administration was seen which was written by Kautilya known as ‘Arthashastra’ in which the detailed description of duties of the village headmen is found. According to the Chinese visitor, Megasthenese, the administration during the regime of Chandragupta Maurya was the finest one and his kingdom was always peaceful.
After the Maurya’s regime one of the powerful kingdoms was established by the Mughal’s. They introduced only those changes, which suited their objectives in the police system. The provinces were put under the Subedars or Governors. Subedars were responsible for the administration, including the system of criminal justice and keeping peace and order in his jurisdiction. Under the Subedars, the Faujdars were in charge of Sarkars or roughly the present District. Their responsibility was the suppression of crime and rebellion, maintaining peace and providing protection to the law-abiding citizens. Every area under the charge of Faujdar was divided into Thanas and Chowkies. The Thanadear will be the in charge of a Thana and he is responsible for the whole Thana jurisdiction. In big urban centers the officer was called as Kotwal. The duties of Kotwal included the arrest of thieves and criminals and also guarding the life and property of the citizens. After the Mughal’s regime the important ruler was Shivaji. He also adopted the Mughal system of administration, except that he modified, it on the Hindu traditions and giving Sanskrit names in place of Persian names.

The Mughal system of justice and police administration collapsed with the decline of Mughal Empire and the takeover by the East India Company after their victory in the Battle of Plassey on 23rd June, 1757. After the victory of Plassey the company assumed the rights of Talukdari and Zamindari, granted to them by Nawab Mir Jaffar. After the fall of the Mughal Empire the East India Company started to occupy the other princely states one by one. During this period the chaos and confusion among the public and the Company paved the way to commit robbery and dacoitys. In 1808, the Crown government introduced special and expert control over police administration through a new Chief now to be designated as S.P. His duties mainly included the collection and compilation of information from different parts of the provenance and to organize concerted operations for the discovery and seizure of dacoit
gangs. The experiment was so successful that this was followed by the creation of the posts of additional SPs for the divisions.

In the year 1832 a select committee of the British Parliament advised the strengthening of the office of the S.P. in view of the fact that Collectors and Commissioners were too busy to supervise police work, but the company officials deliberately paid no heed to it for their obvious game of vested interest. Like such other activities of the Company made the way to the 1857 Sepoy Mutiny. The mutiny of 1857 shook the very roots of the administration of law and order in India. The diversity and inadequacy of the police machine to deal with the increasing problems of violence and disorder made the Imperial Government realize the urgency of a unified and re-organised police system for the entire country. The result of which is, appointment of the all India Police Commission in 1860 to look into the problems of police administration and to suggest ways and means for an increase in police efficiency and to recommend sizeable reduction in the excessive expenditure involved in maintaining the police force.

The major recommendations of the Commission were incorporated into a Bill, which was passed into a law as Police Act, Act V of 1861. The basic structure of police organization as provided in the act was formed and which is a bench mark development of Police system in Indian history.

**The Indian Police System after Independence:**

The Indian Independence Act of 1947 changed the face of India and gave a new identity to India as an Independent nation in front of the world. Thus the newly emerging nation has to face so many challenges among which police is also one?

The Indian Police system, when it was first imagined by the British rulers, it was meticulously designed structured and honed to enforce law and public order primarily for sustaining the foreign rule.
The constitutional basis for the Indian Police is the Police Act of 1861 which put the police directly 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.

After the Independence, in 1950 India has its own Constitution according to which the Police is a State Subject where as the Central Government provide timely support to the State Police Organization. According to the constitution organization and administration of police came into the hands of State Government, which has to establish the department and to take care of the recruitment and training of the officers recruited for the force, whereas Central Government recruit the senior most officers through the central agency known as Union Public Service Commission and the training of the recruited officers through the UPSC is also taken care of by the Central Government only. The officers below the cadre of Deputy Superintendent of Police are recruited by the State i.e. Karnataka Public Service Commission (KPSC) for its force and the remaining posts are filled in accordance to the law of the state.

**Police Administration in Karnataka:**

Karnataka a state of versatility land of modern technology and a state where prior to the independence a princely state which has a sophisticated well administrated civil as well as a police system. After the independence the last king of Mysore his Highness Shri Jayachamraja Wodeyar Bhadthur was the master mind behind the united India which today we have and is the first Governor of Mysore State which was later named as Karnataka in 1973. After the classification of states the administration of police system is rest with States. The Karnataka Police is functioning with its Head quarters at capital of Karnataka that is
Bengaluru. The base for the police administration in Karnataka is Police Act of 1861 only.

The Director General and Inspector General of Police is the head of the police department in the state. Under him there are Additional Director Generals of Police. Each of the Additional Director General of Police is in charge of a particular function like Law and Order, Crime and Technical Services, Administration, Intelligence, Karnataka State Reserve Police, Recruitment and Training, Transport, Tele-communication and Modernization and Director of Civil Rights Enforcement.

There are 5 Commissionerates. The Commissioner, Bengaluru City, is of the rank of Additional Director General of Police, whereas Commissioners Hubli-Dharwar, Mysore, Mangalore and Tumukur City are of the rank of Inspector General of Police. Below the Additional Directors General of Police there are Inspectors General of Police. Six Inspectors General of Police are in charge of Ranges, besides a number of Inspectors General of Police are in charge of specific functions. Each Range comprises 3-6 districts. Each district is headed by an officer of the rank of Superintendent of Police.

The objectives of the Police Department are as follows:

a) Protect the lives and liberties of the people from criminal and anti-social elements and bring about improvement in the quality of life in the society.

b) Earn the good will, support and active assistance of the community.

c) Co-ordinate with other wings of the criminal justice system.

d) Provide equal treatment to all regardless of caste, religion, social and economic status or political affiliations.
e) Promote human rights and show special consideration to women, children, senior citizens and weaker sections.

f) Strive to improve professional knowledge, skills and attitudes and adopt modern methods in police work.

g) Foster professional values in policing with special emphasis on integrity, impartiality and efficiency.

The following are the Police Ranges and the districts comprising each Range:

<table>
<thead>
<tr>
<th>Range</th>
<th>Districts</th>
</tr>
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<tbody>
<tr>
<td>Southern Range, Mysore</td>
<td>Mysore, Kodagu, Mandya, Hassan, Chamrajnagar,</td>
</tr>
<tr>
<td>Western Range, Mangalore</td>
<td>Dakshina-Kannada, Uttara-Kannada, Chickmaglur,</td>
</tr>
<tr>
<td>Eastern Range, Davangere</td>
<td>Chitradurga, Bellary, Shimoga, Davangere,</td>
</tr>
<tr>
<td>Central Range, Bangalore</td>
<td>Tumkur, Kolar, Bengaluru, K.G.F., Ramanagara,</td>
</tr>
<tr>
<td>Northern Range, Belgaum</td>
<td>Belgaum, Bijapur, Dharwad, Bagalkot, Haveri,</td>
</tr>
<tr>
<td>North Eastern Range, Gulbarga</td>
<td>Gulbarga, Bidar, Raichur, Koppa, Yadagiri,</td>
</tr>
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Apart from the five commissionerates and six ranges, there are 29 more police units including STF and Railways exist, for administration purpose Karnataka police has been divided in to following divisions:
Law and Order:

This wing is headed by an Officer of the rank of Additional Director General of Police, Law and Order.

Intelligence Wing:

The Intelligence Wing is headed by an Officer of the rank of Additional Director General of Police. He is assisted by 2 Inspectors General of Police and 4 Superintendents of Police at the head quarters. The 5 Superintendents of Police in the Intelligence Divisions are located at Bangalore, Mysore, Mangalore, Gulbarga and Belgaum.

Crime & Technical Services Wing:

This wing is headed by an Officer of the rank of Additional Director General of Police, Crime and Technical Services. This wing also includes, Finger Print Bureau, Forensic Scientific Laboratory, Police Computer Wing and State Crime Record Bureau, Dog Squad units.

Special Police Units:

There are Special Police Units at the state level to perform specialized police functions and to assist Civil Police Units in the effective discharge of their functions. These are as follows:

Corps of Detectives (COD), Special Units and Economic Offences:

This special unit is headed by an officer of the rank of Director General of Police. He will oversee the work of all the specialized investigation units like, the Corps of Detectives, the Food Cell, Forest Cell and the unit dealing with Economic Offences and the Cyber Police Station. He also supervises the training units.
Karnataka State Reserve Police:

This wing is headed by an officer of the rank of Additional Director General of Police, who is assisted by an Inspector General and two Deputy Inspectors General of Police at the Police Head Quarters. The Karnataka State Reserve Police at present consists of 10 Battalions. 4 Battalions have their head quarters at Bangalore and 1 each at Mysore, Belgaum, Gulbarga, Mangalore, Shimoga and Shiggoan. There are KSRP centers at Hubli-Dharwad and Bidar training school, 2 Women Companies and an Anti-terrorist unit also comprises.

Transport, Telecommunication and Modernisation Wing:

This wing is headed by an Additional Director General of Police. The wing consists of a Police Wireless Unit headed by a Superintendent of Police and Motor Transport Organization headed by a Superintendent of Police. The organization of this wing is as under: -

The Government of India has introduced a scheme for modernization of Police forces in the year 1969-70. Under this scheme of modernization of Police forces, mobility, forensic science facility, training, light weaponry, communication and scientific aids to investigation are covered.

Police Training:

This wing is headed by Additional Director General of Police, Recruitment and Training. He works under the overall control and supervision of the Director General of Police, Corps of Detectives. He is assisted by Inspector General of Police (Training) and Deputy Inspector General of Police (Training).
Directorate of Civil Rights Enforcement:

The Additional Director General of Police, Civil Rights Enforcement is the head of the wing. He is assisted by an Inspector General of Police, a Deputy Inspector General of Police and a Superintendent of Police at the headquarters. There are 6 field units, each headed by a Superintendent of Police, at the police Ranges located at Bangalore, Mangalore, Davangere, Belgaum, Gulbarga and Mysore. The Directorate monitors registration and investigation of the cases registered under the Protection of Civil Rights Act 1955 and (Prevention of Atrocities) Act. The Directorate generally works as the watch dog of the rights and benefits extended to the SC/STs and also keep close vigil on those people other than SC/STs who avail the benefits meant for SC/STs.

Planning & Modernisation:

This wing is headed by an Officer of the rank of Inspector General of police, Planning and Modernization. The consolidated proposals of the Police Department are being submitted to the Government for sanctions through this wing.

Traffic and Road Safety:

This wing is headed by an Officer of the rank of Deputy Inspector General of Police, Commissioner for Traffic and Road Safety (CTRS).

The development of traffic infrastructure on scientific lines is of utmost importance in the enforcement of road safety.

Police Housing and Police Welfare:

This wing is headed by an Officer of the rank of Inspector General of Police, Grievance Cell and Human Rights.
Coastal Security Police:

The Coastal Security Police was established in the year 1999. The wing is headed by an Officer of the rank of Inspector General of Police, followed by Superintendent of Police & other Staff. The CSP exercises jurisdiction over the territorial Coastal waters of Karnataka from Talapady in Dakshina Kannada District to Sadashivgad in Uttara Kannada District covering about 320 kms.

The responsibilities of the Coastal Security Police are:-

1. Collection of Intelligence about the anti-social and anti-national activities by the underworld criminals in the contiguous zone.
2. Control of illegal arms and ammunitions, Explosives and Narcotic Drugs.
3. The Coastal Security Police to act as Nodal Agency and co-ordinate with the Directorate of Revenue Intelligence, Navy, Customs, Central Excise,
4. Local Police, Coast Guard, Fisheries Department and New Mangalore Port Trust authorities.
5. To open check posts in Coastal Villages.

Functions of the Police:

The functions of police are multifaceted these days. Modernization has brought so many changes in the police system. Hence the police have to take care of such core areas. According to Section 23 of Indian Police Act the following function of the police are listed:

1. Obey and execute all orders and warrants lawfully issued to him by any competent authority;
2. Collect and communicate intelligence affecting the public peace;
3. Prevent the commission of offenders and public nuisances;
4. Detect and bring offences to justice; and
5. Apprehend all persons whom he is legally authorized to apprehend and for whose apprehension sufficient ground exists;

The functional framework of police has been derived from English ancestry. While drafting Police Act of 1861, the framers were influenced by the prevailing philosophy stated by Sir Robert Peel in England (1829) they are as follows:

1. The basic mission for whom the police exist is to prevent crime and disorder.

2. The ability of the police to perform their duties is dependent upon public approval of police actions.

3. Police must secure the willing co-operation of the public in voluntary observance of the law to be able to secure and maintain the respect of the public.

4. The degree of co-operation of the public that can be secured diminishes proportionately to the necessity of the use of physical force.

5. Police seek and preserve public favour not by catering to public opinion but by constantly demonstrating absolute impartial service to the law.

6. Police use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice and warning is found to be insufficient.

7. Police, at all times, should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only members of the public who are paid to give full-time attention to duties which
are incumbent on every citizen in the interests of community welfare and existence

8. Police should always direct their action strictly towards their functions and never appear to usurp the powers of the judiciary.

9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with it.

Role of Training

Training itself explains that it is a process of betterment of a person or a recruit. According to, Sarolia, (1987), the term ‘Training’ stands for instruction and indoctrination in a particular art, profession or occupation. It represents a conscious effort made to improve and increase an employee’s skill, physical and mental power or intelligence to develop his attitude and scheme of values in a desired direction.

The concept of training has acquired overwhelming significance as the recruitment policy prefers general abilities and the zeal to extend the activities further. Basically training is a well-articulated determination to prepare the police personnel for the tasks which have become highly technical, specialized and complex, by broadening of vision and adoption of correct patterns of behavior among the employees to equip themselves for senior administrative positions in future.

Training is a deliberate and planned process of teaching and learning where in knowledge, skills, techniques, attitudes and experiences are acquired by the trainees, with the help and guidance of the trainers in a given learning environment. According to the Chamber’s Twentieth Century Dictionary, Training is the process of conscious, deliberate and planned efforts aimed at developing a particular type or types of aptitude, traits, skills, expertise or orientation in the trainees. Increasingly more
attention is being given to the development of quality of persons in the organizations and utilizing their potential talents, capabilities and skills.

According to Sen, (1999), Training has been defined as a conscious effort to improve and increase knowledge, skill and aptitude of an individual in a desired direction. The object of training is not only to develop the professional skill of an individual for the performance of duties in an assigned job, but also to improve his/her capacity for shouldering greater responsibilities. Unfortunately, though the crucial and transforming role of training is acknowledged by one and all, there has not been any sustainable and meaningful endeavor to improve the scope and quality of police training in the country.

Unfortunately, police training was patterned on the training given in military training establishments. The military model was accepted by police training institutions due to historic reasons and circumstances. The senior ranks of the police services in the second half of the last century, when police training institutions came into being, were filled by officers taken from the British Indian Army. While organizing training on the model of the army, the fact that the police and army had different roles to perform and work in different environments was not taken into consideration.

**Steps in Training:**

According to Bunyard, (1987). There are four main steps to be taken in training:

1. Decide on the objectives of the training,
2. Set standards of performance for all aspects of the work to be learnt and ensure that the learners know these standards so that they understand what is expected of them,
3. Measure their performance against these standards,
4. Give them knowledge of their results so that they are aware of their progress.
These steps are applicable to the on-job training and to classroom training. Because training is often superseded by operational needs, supervisors must take full advantage of opportunities for training that do present themselves. This does not mean that work and training are to be seen as separate functions the whole idea of on the job training is that it should be done as the trainee goes about his/her work but it is the structuring of that work and the method of supervision that should be adjusted to the needs of the trainee police officers.

**Training Philosophy:**

A written statement of training philosophy should articulate management’s attitude toward training, the extent of resources to devote to it and the training’s purpose and expectations. The training philosophy should reflect that managers are essentially assigned to develop personnel, the most expensive potion of the law enforcement budget.

**Police Organization: Need for Training:**

With the dawn of independence, the police had been expected to play the role of the benevolent protector of free people’s rights and guardians of public peace and property. The fundamental rights are very precious for the survival and progress of a democratic way of life. The barriers of age-old prejudices are to be removed before the police can take their right place in the life of the community. Although the change of attitudes both on the part of public and police are not as steady as one might expect, yet a very definite trend in the right direction has been visible in the post-independence era. If a right type of training system is developed to impart training to the police personnel to make them understand their new responsibilities with adequate seriousness, the task of establishing the desired police-community relations can be accomplished.
The central assumption of understanding the police work is that policing is a discretionary activity. This means that there is no one way of "doing police work", and that the individual (unsupervised) police officer is perpetually called upon to make decisions and take appropriate action. There can be no training for police work which would cover all the possible scenarios and the appropriate response for each. According to Shearing, (1991), a training which emphasises legal knowledge and "law enforcement", misses the crucial point that action will always be the product of judgments made in concrete situations that cannot be submitted to rules.

What is needed is a training which equips recruits with the appropriate skills and information for the exercise of discretion in a complex and changing external environment. This view is supported by the Final Report of the Stage II Review of Police Probationer Training in England and Wales (1987), which based its recommendations about the basic training system on the following assumption:

- The social contexts in which officers carry out their duties are fluid, complex, and idiosyncratic in each particular case. It is not possible to anticipate fully the problems of action that will face constables, and it is inappropriate to apply stock assumptions about the origins and causes of situations they will have to manage and resolve;

- The successful completion of policing tasks depends crucially on the quality of informed discretion exercised by the officers concerned;

- The quality of discretion depends on the confidence, coolness and depth of understanding which officers bring to bear in their diagnosis of problems;
• The professional accomplishment of this policing role requires an organization that supports and expects effective, discretionary problem-solving by the uniformed constable.

This view of police work suggests a number of features for an appropriate training. Training should equip recruits with an understanding of policing and its social context, and with the skills and information necessary for the exercise of professional discretion. Of course, training is not only carried out in the Basic Training Colleges or a Academy, the acquisition of skills and information should be a long-term process and has to be graded according to the type of work a police officer is required to do.

The Role of Training as a Change Agent

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.

According to Homer, (1964), following seven steps are required to plan, design and direct a training programme:

i. Determination of specific skills and abilities required for the desired performance in the job for which training may be required now and for the seeable future.

ii. Assessing the abilities possessed by employees or potential employees as related to the job or occupation.
iii. From the information obtained in the previous steps determining precise training requirement for individuals and groups.

iv. Assessing the available training resources.

v. Planning of detailed programme to develop the required skills.

vi. Directing and evaluating the training programme in operation and

vii. Evaluation of the results of the training through measurement of post-training job performance.

**Police Training:**

Training must also aim at broadening the mental horizons of the employees and help them to build integrity and morals by instilling right attitude in the personnel of the organization. Training should, thus, help employees in becoming service oriented so as to set the tone and quality of the organization.

According to Saorlia, (1987). The central object of training is to develop overall efficiency of the trainees. Efficiency can have two aspects:

I. Technical efficiency which is useful in the discharge of the present work of the employee and which may also be useful in carrying out some higher work to be entrusted to him in future. and

II. Improvement of morale.

It is evident that if training succeeds in attuning the employee to the central purpose of the organization, it would be a priceless gain to that organization. Consequently, the employee’s interest in work is increased and his participation in the work also becomes willing and voluntary. It ultimately results in better operational output and improved morale. In additional, the trainee feels a sense of pride, self-fulfillment and job satisfaction. In such a situation, he/she is able to see his/her work as an essential part of the larger effort directed towards the service and the will
being of the community. Thus, his/her attitude acquires a new significance for him and also calls for a better effort from him than before.

A very pertinent object of training is the inculcation of or indoctrination into a uniform technique or procedure of action. This is particularly so with the training of the personnel of disciplined organizations like army or police, where as a consequence of common training, they can be sure, how their fellow officers would react to, and behave in a particular situation.

**Purpose of Training:**

According to *Saorlia, (1987).* The purpose of training is to help a trainee in developing a broad liberal outlook and perspective which public servants need for the effective discharge of their public duties.

The purpose of training institute and training can be better understand with the flow chart which explains elaborately about the training institute as a enterprise where its aim is to achieve the goal of good and better training.

Figure No. 1: Indicates ways of fulfilling the purpose of Training
The Effectiveness of Classroom Training:

Bunyard, (1987). Classroom training, even though it contains periods of simulation training, can, at best, provide only a framework upon which people can build. To be effective, the training must be clearly related to the work that the supervisor will have to do when he leaves the course, and his own supervisors must believe in the aims of the teaching he receives. It is useless to provide training based on beliefs that are not acceptable to a trainee’s own supervisors when he returns to work. This has been a consistent problem with the introduction of all forms of supervisory training; it has often been introduced at the lower levels of the organization rather than at the top and then working downwards. It is not sensible to instill into junior supervisors attitudes that are going to be opposed to those of the chief officers of their forces, for this may cause conflict and disillusionment.

Early Concepts of Training:

Sarolia, (1987). Explains all police officials now are in need for training, many leading police officials can verify that police training programs were not always as highly regarded as they are now. They can recall when there were no police training academies, no facilities for training, and no training programs. They can remember when training consisted of a short briefing and a cursory glance at the penal Code. One senior chief recalled at a police conference that when he was first employed as a peace officer he was handed a badge, a loaded revolver, and a copy of the Ten Commandments. While he was being escorted to his beat, the chief told him, “if you keep the Ten Commandments and see to it that others do likewise, you won’t have may trouble.”
**Breaking-in Method:**

One early instructional method used by many police departments to train new officers when instructors and facilities were not available was to place the new officer with an older officer. The latter was delegated the duty of breaking in the new officer. Although this procedure was convenient and normally workable, surveys revealed that recruits sometimes picked up older officers bad habits along with the good. An experienced officer, it became clear, was not necessarily the best teacher. Of course, there were exceptions, but more often than not this type of training was not the final answer.

**Step-by-Step Method:**

Success in the use of trained senior officers for on-the-job training of new officers calls for step-by-step training in the field, using a checklist containing the things to be taught. This procedure requires that qualified senior officers maintain a personnel folder on each recruit to record her or his progress in each phase of instruction. For instance, the senior officer first demonstrates such skills as how to make an arrest, write a citation, make a search and perform many other required police tasks. Recruits observe and then perform the same tasks under the supervision of the senior officer, who coaches recruits until they are skilled in the required technique. As each take is mastered, this requirement is checked off, indicating the progress and efficiency of each recruit.

**Anticipation Method:**

A technique currently encouraged at all levels of law enforcement is the anticipation method of self training. This method is not a formal type of police training, but it is a practical method that every officer can use to enforce the habit of being alert and prepared for any event. By carefully surveying their beats, officers should be able to imagine practically every
possible situation that might confront them during a tour of duty. By anticipating police problems that might occur during a bank robbery, a burglary, or any other felony or misdemeanor, officers have an opportunity to decide in advance what they would do if these crimes actually occurred. In this way, they have an advantage over criminals because they can anticipate and avoid costly mistakes, snap judgments and carelessness. By posing hypothetical questions, this method can also be used to advantage at roll-call training, in-service training, or informal group discussions.

**Variables Affecting Learning:**

Research on how people learn most effectively suggests three variables are critical or which affect learning.

1. Individual variable
2. Task or Information variable
3. Environment or Instructional variables

**Individual Variable:**

Among the several variables individual variables are the most important one, the learner’s age, sex, maturation, readiness, innate ability, level of motivation, personality and personal objectives. Miller, (2008). describes the attitudes of trainers may encounter in their training session, most of which are self-explanatory; the veteran (been there, done that), the prisoner (mandatory attendance), the saboteur (knows more than the trainer) and the challenged student (has difficulty grasping the materials). Some argue these generational differences are presenting significant challenges to trainers and supervisors, as never before has the gap between the generation “in charge” and those that follow it been so wide (Harrison, 2007).
Task or Information Variable:

Task or Information Variables relate to what is to be learned. This might involve knowledge, skills or attitudes. The basic curriculum for recruits must be valid and job related. The first step in validation is to conduct a job analysis defining both the tasks that constitute the job and the knowledge, skills and abilities an individual must possess to perform the job effectively. To establish content validity, the direct relationship between tasks performed on the job, the curriculum and the test must be established. The next step is translating worker requirement into training and learning objectives. The result of these efforts is that police recruits are exposed to a curriculum that truly prepares them for a law enforcement career.

Environment or Instructional Variable:

This variable refers to the context in which the training is provided. Common sense suggests that officers will learn better in a comfortable setting where they can see and hear what is happening and distractions are limited. The training environment should provide ample space and lightings, or low or no lighting if dealing with a nighttime issue; afford comfort and safety; be distraction free; and present an atmosphere where trainees can succeed.

Principles of Learning:

Officers will exhibit a variety of learning styles. Several principles of learning have been stated or implied in the preceding discussion. They are summarized as follows:

Principles of learning

- Base training on an identified need.
- Tell officers the learning objective.
- Tell officers why they need to learn the material.
Make sure officers have the necessary background to master the skill.

Present the material using the most appropriate materials and methods available. When possible use variety.

Adapt the materials and methods to individual officers needs.

Allow officers to be as active and involved as possible during training.

Engage as many senses as possible.

Break complex tasks into simple, easy-to-understand steps.

Use repetition and practice to enhance remembering.

Give officers periodic feedback on their performance.

Whenever possible, present the “big picture.” Teach an understandable concept rather than relying on simple memorization or rote learning.

A New Paradigm of Learning:

The “old” paradigm of learning focuses on providing instruction through quality teaching, delivering knowledge from trainers to trainees; trainers work independently in isolation. The “old” paradigm views students as passive entities to be filled by trainer’s knowledge. This comes in chunks and is objective. Criteria for success include enrollment growth, program additions and quality of entering trainees.

The “new” paradigm focuses on quality student learning based on specified learning outcomes and integrating intellectual and personal skills. Trainees are active constructors, discovers and transformers of their own knowledge, which comes in frameworks to be grasped by the learner. Criteria for success include quality of learning, improved job performance rate, increasing retention rate and increasing job satisfaction.
Familiarity with the basic principles of learning will help trainers express key concepts more effectively and enable trainees to absorb such concepts more fully.

Training Pitfalls

The most common training mistakes include;

- Ignoring individual differences, expecting everyone to learn at the same pace.
- Going too fast
- Giving too much at one time
- Using tricks and gimmicks that serve no instructional purpose.
- Getting too fancy
- Lecturing without showing
- Being impatient
- Not setting expectations or setting them too high
- Creating stress, often through competition
- Delegating training responsibilities without making sure the person assigned the task is qualified.
- Assuming that because something was assigned or presented, it was learned.
- Fearing subordinates progress and success

Goal Setting:

As with any type of goal setting, training goals should reflect specific training objectives that are specific and observable, are measurable with set criteria and have a clear timeline for achievement: “The instructional goal simply makes an umbrella statement about what is you’re trying to accomplish with the training” (Molnar, 2009).
Significance of the Study:

Training today has become just a formality where the trainees will be sent for a certain period to undergo training but the result of such training is nil. The present training module has been prepared long ago as per the Gore Committee recommendation which has not been changed till now with only some small changes incorporated in it. If we consider the present scenario the small changes do not help the trainees to make them better, as the insufficiency of the training has already been discussed in the study and the present study just bring out the new strong philosophy of training which should make the trainees perform better after the training and achieve the primary goal of the training.

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.