CHAPTER THREE

3.1 Training: Its Importance, Need of Effective Training to Police Inspectors and Sub-Inspectors from Pune and Present Police Training Activities.

3.1.1 Background:

India is known for its strength in manpower and hence from India's point of view the practice of Human Resource and Training is vital. The importance of Human Resource Development (HRD) is now being increasingly realized in the entire sector in general and in particular in the fast growing corporate public (Govt.), Private and cooperative sector in the light of globalization and new economic policy. The realization has come because of the increasing complexity of the task of HR managers and administrators in the organizations. In corporate sector, the problems of getting competent and relevant people, retaining them, keeping up their motivation and morale, and helping them to both continuously grow and contribute their best to the organizations, are not reviewed as the most critical problems with the changes in the social climate, values and norms, changes are also seen in the employees who join the organization today.

Today, HRD is gaining importance and such importance is getting reflected both in specializations in the filed of Human Resource Development as well as in
the eagerness and willingness of the people to share responsibility for many personnel functions. Hence in future, HRD is likely to be in the direction of its higher specialization to be managed by the professional people.

The acronym HRD (Human Resource Development) has almost become a fad from the latter part of the last decade and still continues. Today, the concept of Human Resources Development (HRD) is considered seriously by most of the medium and large-scale industrial organizations, to keep the organization competent and forward looking. In the present context, in the wake of rapid technological changes, a fierce competition market in the liberalized era, employees are perceived as important “Assets Or Resources”. We can feel an increasing awareness that employees too undergo value addition: that, they are important in giving quality products. Hence, there is change in thinking i.e., from purely a labor point of view, to a resource point of view. The present situation is suitable for the widespread promotion of the HRD Concept.

Human Resource Development is a human development from all the ways and HRD aims at the promotion of all well being of individuals, families and societies. It deals with creating conditions that enables people to get the best out of themselves and their lives. Development is a never-ending process. We have to think broadly and can not focus only on the individual. We have to understand a person’s environment – changes in the nature of work, cultural backgrounds and different assumptions about communication and management, and the sources and
methods of personal and organizational transformation. We have to believe that more broadly we think about anything, the more insights we will have.

As mentioned earlier, Leon Nadler, who is normally attributed to have first coined the acronym HRD, along with D-Wiggs. They have said, that development, is concerned with providing learning experiences to employees, so that they may be ready to move into new directions that organizational change may require. HRD is recognized as an important tool for corporate strategy, integrating the conceptual values with human values. Strategic thinking by the organization is essential to their development and survival. Hence HRD must become an integral part of the business strategy. HRD systems and objectives which concern the organization are: specific mission and objectives, progressive mission and incentive packages, reward for punctuality in attendance, healthy interaction with trade unions, etc. The total emphasis is laid on the concept of trust as a major lubricant to the total dynamics of man and machine, worker and manager.

3.1.2 TRAINING NEEDS IDENTIFICATION AND ANALYSIS

'Training Needs identification and analysis' is the systematic basis for decisions about how to influence performance of any work group of individual (Stout, 1995). Establishing relationships, exploring strategies, and defining solutions. The key is to seek the gap between the current situation and the desired situation and then to focus resources where
they're most needed. The analysis must determine root causes. For example, a question about why something doesn't or won't work is just as critical as what people do and do not know.

Figure No. 3.1 Gap Between - Current And Desired Output

<table>
<thead>
<tr>
<th>DESIRED OUTPUT FROM POLICE</th>
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</thead>
<tbody>
<tr>
<td>GAP</td>
</tr>
<tr>
<td>(Here is the scope of Training)</td>
</tr>
<tr>
<td>CURRENT OUTPUT FROM POLICE</td>
</tr>
</tbody>
</table>
To find out the training needs is nothing but to find out the required output and actual output, once we have these then we can find out the gap between both. Such gap will tell us the exact training needs of the group of individuals. Training Needs assessment then is a study conducted to determine the exact nature of an organizational problem and how it can be resolved.

Some cases, Management officers are in a hurry. They implement a solution, which is sometimes, but not always, the correct intervention. This can prove to be an expensive error. The largest expense for human resources programs, by far, is attributable to the time spent by the participants in training programs, career development, and organization development activities.

There are many theories to find out the Training Needs. Also we can have the method which is totally new and based on the kind of organisation. At present, there are two ways to learn of training needs which are generally used. The first method takes the proactive approach. An instructional designer goes into the system and searches for problems or potential problems. The goal is to make the system more efficient and prevent future problems. The second method is when a supervisor or officer comes to the training department to fix a problem. These problems are usually caused by
new hires, promotions, transfers, appraisals, or the introduction of new technologies

For a department like Police, we must study all the systems and then act as fast as possible to train the Police officers. Training departments must act rapidly when problems arise that might require a training solution. They must first, investigate the problem. A training need exists when an employee lacks the knowledge or skill to perform an assigned task satisfactorily. It also arises when there is a variation between what the employee (Police Officer) is expected to do on the job (required output) and the his/her actual job performance.

Implementing a training needs analysis is a major organizational task. The process often requires input from job holders, managers and training personnel and therefore needs to be carefully structured and directed. The analysis of results gathered is also an involved task and demands a good level of skill and understanding.

Basic objective of needs analysis is to find out the answers to the questions like who, what, when, and where, how and so on, the target audience (who needs to be trained), the task or content (what needs to be taught) and the context or training environment (where and when the training needs to be conducted)
Allison Rossett lists five essential components of a needs assessment: actual, optimal, feelings, causes and solutions (Dick & Carey, 1996). The purpose of an assessment is to acquire information on each of these components in order to verify a need and identify possible solutions. Actual, in this model, refers to the current status, the way things are now. The optimal are how the situation should be, not according to perceived needs or wants. If there is a difference between the actuals and optimals, then a gap exists. This gap is where the need is identified. The feelings component calls for the designer to collect additional and more in-depth data as to how users affected by the problem feel. Causes are simply translated into why. It could be due to lack of training, the workplace environment, a lack of incentive or a lack of motivation. The final component is solutions based on the information collected.

The process of Training Needs Identification is very important. To begin the process, there are three typical situations that initiate a needs assessment: performance problems, new technologies or approaches introduced into the department / workplace, and mandates such as required annual training.

As we have seen, the first step in a needs analysis is to perform a gap analysis. To do this, an designer checks the actual performance of the organization against existing standards or current situation: This includes
the current state of skills, knowledge, and abilities of the current and/or
future employees. After this, the designer looks at the desired or necessary
situation identifying the desired or necessary conditions for organizational
and personal success. Remember that actual needs are not always the same
as perceived needs, or "wants". Training programs have failed in the past
and will continue to fail because the instructional designer did not
understand the needs or wants of the company. The designer must look for
what the organization and people really need. They may not know what
they need, but may have strong opinions about what they want. This phase
also allows the company to understand the training activity and its
purpose.

To collect data first we must find out 'who' is the group, who can give us
the correct picture. Like here in this research, we wanted to find out the
training needs of PI and PSIs, hence we collected data directly from them so
that there should not be any adulteration in the data. The instructional
designer next needs to identify data sources. The issues to consider are not
just who has the data, but where is it located and any constraints there may be
in obtaining the data. Companies often view instructional designers as
meddlers who interrupt their daily flow of work. Once the sources are
identified, the data needs to be collected by means of interviews,
questionnaire, observation of employee performance, examination of
records, group facilitation, surveys, questionnaires, consultation with persons in key positions with specific knowledge and so on.

Now comes the analysis phase. This phase is the building block of a training program. It is the basis for

- Who must be trained,
- What & How must be trained,
- When training will occur, and
- Where the training will take place

The outcome of this phase is the foundation for all subsequent development activities. The designer must identify if there is indeed a gap and precisely what is that gap.

Analysis of data, is very important in training needs analysis. The final step in the needs assessment process is to use the findings in order to make sound decisions regarding the next steps in the design process. The information collected is only as good as what we do with it. The designer needs to draw out the implications for training and make recommendations and provide input to the implementation plan. If people are doing their jobs effectively, then perhaps there is no need of any kind of intervention. It is
like the saying that - "If it is not broke, don't fix it." But of course, there may be scope for any other kind of intervention. If employees are not doing their jobs effectively, training may be the solutions - but only if there is a knowledge or skill problem.

It is important that how to decide the need of the training in that particular group of persons. To decide if training is the answer, one basic question needs to be asked, "Does the employee know how to meet the required performance standards for an accountable task?" If the answer is "No," then training is needed. If the answer is "Yes," then another actions, besides training, are needed. Some of the most commonly used alternative interventions to training are plans for system improvement, organizational development and so on.

If it is felt that there is a lack of skill or knowledge on the part of the employee, this can be corrected through education and training products and services, job aids, coaching, or mentoring. If there is not a lack of knowledge and if the designer finds an improper environment or tools, this can be corrected through job / responsibility redesign, organizational redesign, or technology innovations. If the designer feels that there are improper incentives at the root of the problem, this situation can be improved through new policies, pay for performance, recognition programs, job redesign, quality and involvement programs, vertical and
horizontal career opportunities, management development, or development opportunities. The designer may identify a lack of motivation. This can be dealt through coaching programs, information about applications, education/training to enhance skill and confidence, opportunities to question and roles in selecting direction and content. While making or coming to the conclusion, the designer should always use the collected data to make key points. This avoids confronting management as the conclusions are based on the data collected.

3.2 GENERAL INFORMATION

Considering the Research Area and Research Topic of this research, it will be interesting to have an overview of Maharashtra Police and Pune city. The available information and data of this chapter is collected from various sources like different Police Offices, Journal - Crime in Maharashtra and so on and then it is compiled for the purpose of this thesis. Kindly to be noted that there is possibility that some information/data might have changed due to further development.

3.2.1 : The State of Maharashtra covers an area of 3,07,784 sq. km. It comprises of 25 Revenue/Districts 353 Tahsils and 43,722 villages. There are 378 towns in the State. The No. of cities/urban agglomerations having population of more than 1 lakh are 40.
3.2.2: The total population of the Maharashtra State in 2001 is 9,67,52,247. Out of them 5,03,34,270 are males and 4,64,17,977 are females. The urban population was 4,10,19,734 (42.40%) while the Rural population was 5,57,32,513 (57.60%). The density of population per sq. km. is 323. The percentage of literacy (in 2001) was 77.27%.

3.2.3: The following districts have large industrial areas (as of 2000) viz Mumbai, Thane, Pune, Nasik, Aurangbad, Nagpur, Chandrapur, Bhandara and Raigad.

3.2.4: The State’s coastline admeasures 720 Km Railway lines network measures 5,459 kms. And the Roadways network is 2.17lakh kms (as on 31st March 2001)

3.2.5: The total budget outlay for the State for the year 2002 –2003 was Rs. 40,152 crores. The share of the Police Department was Rs. 1,891 crores (5.46%)

3.3 Maharashtra State Police – At a glance

3.3.1: The Maharashtra Police force is headed by a Director General of Police. There are 10 Police Commission rates (including Mumbai Rly) and 33 Police Districts, sub divided into 7 Ranges. Each Range is headed by a Special Inspector General of Police. Besides this, there is a separate Railway Police Range headed by an Additional Director General of Police, under whom functions a commissioner of Police (Railways, Mumbai, D.I.Gs.rank.) and Ss.P.Pune and Nagpur. (Railways).

3.3.2: The State Intelligence Dept. wing of the State is headed by Commissioner, CID who is of the rank of Addl.D.G. and is assisted by Jt. Commissioner and 5 Dy. Commissioners, each dealing with different subjects such as Administration.
Political, Labour, Communal, Security / Naxism etc. are for collection of intelligence. There are 9 unit offices in the State.

3.3.3 : To deal with Naxalite activities, mainly in the districts of Gadchiroli, Bhandara, Nanded, Chandrapur, Yavatmal, to co-ordinate Anti Naxalite Operations in the bordering districts of the State and to co-ordinate with the neighbouring States. (Andhra Pradesh, Madhya Pradesh and Chhattisgarh). This responsibility is imposed on Spl. Inspector General of Police, Anti Naxalite Operations, at Nagpur. He is assisted by a Supdt. of Police, ANO and Anti Naxalite Squad.

3.3.4 : The State CID. Is headed by an Director General of Police with his Head Quarters at Pune. HE is assisted by the Spl. Inspector General of Police, State Crime Records Bureau and one Spl. Inspector General of Police (Crime – West) and one Dy Inspector General of Police (T.S. / Crime – East). There are 6 Regional Supdts. Of Police sanctioned at Pune, Aurangabad, Nagpur, Nasik, Amaravati & Navi Mumbai. Supdt of Police, (Law and Research) and Supdt. Of Police, Kolhapur Unit is holding Addl, charge of Supdt. Of Police (T.S.) are stationed at Pune.

3.3.5 : There are 13 State Reserve Police Force Groups in the state divided into 2 Ranges headed by Dy. Inspector General of Police having Head Quarters at Pune and Nagpur. The S.R.P.F. is headed by Spl. Inspector General of police stationed at Mumbai.
3.3.6: Motor Transport Section of Maharashtra Police is headed by Dy.Inspector General of Police, Motor Transport, Pune. He is assisted by the Supdt. of Police / DCP. Motor Transport, Mumbai. There are vehicles like Heavy vehicles, Light vehicles, Jeeps, Cars and Motors Cycles.

3.3.7: The Directorate of Police Wireless, Maharashtra State is headed by an IPS officer of the rank of Addl. Director General of Police with his Head Quarters at Pune. He is assisted by Dy.I.G. of Police, Supdt. of Police. HQs. And three Zonal Supdt. Of Police each one at Pune / Nagpur as a S.P. and at Mumbai as Dy. Commr, of Police. Wireless mobile patrolling is made available in all major cities / towns. Over and above this, wireless communication has been provided to all the Police Stations as well as to all mobiles provided to Police Stns. Police Wireless Network has also started using VSAT technology to facilitate better and faster communication among senior police officers all over the state. Presently all wireless message from Mumbai to all Commissionerate / Districts are passed through Data Messaging System.

3.3.8: There are 11 Police Training Centers in the State Maharashtra Police Academy at Nasik is headed by a Director (Spl.I.G.P.Rank). In this Academy training is imparted to the officers of level of the Dy.S.P. and P.S.I. In the same premises there is a Detective Training School which imparts specialized training in crime detection and investigation, to the officers and men. Spl. Security Training School in Pune is imparted to the Police officers and men in V.I.P. Security. There are 7 Regional Police Training Schools in which recruit police constables are
trained. The Unconventional Operations Training Centre at Nagpur imparts specialized training to the officers and men to deal with extremists / terrorists.

3.3.9 : The Maharashtra State, Anti Corruption Bureau is headed by Director General with his Head Quarters at Mumbai. He is assisted by 1 – Addl. Director General, 1 – jo'int C.P. / Spl I.G.P. Anti Corruption Bureau, Brihan Mumbai unit, is headed by Addl. Commissioner of Police. There are 7 regional D.C.P. / Supdt. of Police and their officers are located at Pune, Nagpur, Amravati Aurangabad, Nanded, Nasik and Thane.

3.3.10 : In order to streamline vehicular traffic, aid to persons involved in vehicle accidents and for State highway safety patrol force is existing in Maharashtra State. This unit is headed by a officer of the rank of Spl. I.G.P. State Traffic, Mumbai and he is assisted by the office of the rank of Supdt. of Police, located at Pune, Nagpur, Thane and Aurangabad.

3.3.11 : There is a Maharashtra Police Housing and Welfare Corporation. An Addl. Director General of Police functions as it's Managing Director. The Corporation undertakes construction of residential premises for officers and men all over the state.

3.3.12 : The following avenues are available for entry in to the State Police. There is direct recruitment of I.P.S. Officers by U.P.S.C. The Maharashtra Public Services Commission recruits direct Dy.Ss.P. though competitive examination.
The recruitment of direct Sub-Inspectors (50% of the total strength) is also conducted by them. P.S.C. The Commission also holds competitive examination for departmental candidates for promotion to the rank of Sub-Inspectors. Policemen can also be promoted as Sub-Inspector after passing departmental examination. The minimum educational standard for recruitment as a police constable is 12\textsuperscript{th} standard (HSC. pass). In Naxalite area; if HSC. Pass candidates are not available, S.S.C. pass candidates can also be considered for recruitment.

3.3.13 : For the welfare of officers and men in the department there is besides the Police Welfare Fund, a new scheme known as a Sanjeewani Nidhi. This was introduced in 1998 and has been registered under the Registration of Societies Act as well as The Mumbai Public Trust Act. The main objectives of the Schemes are to inculcate sense of brotherhood among the officers and men and to provide financial assistance by way of loans and grants to the officers, men and members of their family in case of serious illness or medical emergencies. The fund is raised through monthly voluntary contributions from all officers and men.
3.4 ENFORCEMENT TOOLS FOR POLICE OFFICERS

Law enforcement and management of law and order, security, crime prevention and crime detection are the exclusive responsibilities of the Police. This mandate is primarily governed by the following 3 major laws.

A) The Indian Penal Code (IPC), 1860

B) The Indian Evidence Act, 1872


3.4.1 The Indian Penal Code is the general penal code for the country. It identifies the acts and omissions that constitute offences punishable under this Act. It provides punishments for offences committed within India, and punishment for offences committed outside India, but which by law may be tried within India. The applicability of the Act also extends to extra-territorial offences. Over the years, the scope of the Act has been enlarged by amendments and the insertion of specific provisions, as extensions.

3.4.2. The Indian Evidence Act is the single law relating to evidence and applies to all judicial proceedings in any court or court martial. The Act has undergone a few amendments to enlarge the scope of admissible evidence.
3.4.3. The **Criminal Procedure Code** is the major procedural law relating to the conduct of investigations, trial and appeals. This procedural law underwent a major amendments in the year 1973.

3.4.4. Apart from the above, there are several **Special Laws and Local Laws** (SLL) which have been enacted from time to time to meet new challenges to the criminal justice system in specific area. They are broadly categorized as

1. **Special Laws** (vide Section 41 of IPC) which are applicable to a particular subject, and

2. **Local Laws** (vide Section 42 of PC) which are applicable to particular parts of India.

### 3.5 OFFENCE AND CRIME

The word ‘Offence’ (Sec.40IPC) denote any act or omission, made punishable, by any law, inform when the act was committed. While the term ‘offence’ may be specific, the term ‘crime’ is generic ,largely signifying offences which are serious in nature.

#### 3.5.1 Cognizable and Non-Cognizable Crimes.

The **Criminal Procedure Code** (Cr.P.C.) divides all crimes into two categories.
1) Cognizable

2) Non-cognizable (vide Sec.2(1) Cr.P.C.)

3.5.1.1 Cognizable Crimes.

Such crimes can only be dealt with by the Police and, visa-a-vis then, a police officer may arrest a person without a warrant. In such crimes, the police has a direct responsibility to take immediate action on receipt of a complaint or of credible information, visit the scene of the crime, investigate the facts, apprehend the offender and bring him before a court of law having jurisdiction over the matter. Cognizable crimes are broadly categorized as those falling either under the 'Indian Penal Code (IPC)' or under the 'Special and Local Laws (SLL)'

3.5.1.2 Non-Cognizable Offences

Non-Cognizable crimes are those which have to be pursued by the affected parties themselves in Courts. Police do not initiate investigation in non-cognizable crimes except with magisterial permission. The first schedule of the Cr.P.C. gives the classification of the offences of the IPC into cognizable & Non-cognizable.

3.5.2 Other Law Enforcement Agencies

There are a number of Central Law Enforcing Agencies characterized as ‘Special Investigation Agencies’ which also register cognizable crimes, investigate them and place their findings before ‘Normal’ or ‘Special’ Courts, for trial. These Agencies include ‘the Central Bureau of Investigation’, The Directorate of Enforcement’, The Central Board of
3.5.3 Reported incidence of Cognizable crimes

The incidence of crime in the State during the decade 1992 to 2002 is presented in Table - 1. As many as 3,58,230 (Three lacs Fifty Thousand Two Hundred Thirty) cognizable crimes were reported in the State during 2002. These comprised nearly 1.65 lakh cases under the IPC and nearly 1.93 lakh cases under the SLL. The ratio of IPC crime to SLL crime steadily decreased between 1992 (1:2.36), 2001 (1:1:18), 2002 (1:1:17). There is marginal decrease in the no. of SLL cases in 2002 as compared to 2001
Table – 3.1 : Cognizable crimes registered during 2002-2002

<table>
<thead>
<tr>
<th>YEAR</th>
<th>IPC</th>
<th>SLL</th>
<th>TOTAL</th>
<th>RATIO (IPC:SLL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>173466</td>
<td>175287</td>
<td>348753</td>
<td>1:1:01</td>
</tr>
<tr>
<td>2001</td>
<td>171233</td>
<td>202160</td>
<td>373393</td>
<td>1:1:18</td>
</tr>
<tr>
<td>2002</td>
<td>165462</td>
<td>192768</td>
<td>358230</td>
<td>1:1:17</td>
</tr>
</tbody>
</table>

(Reference - Crime in Maharashtra –2002)
<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Crime Head</th>
<th>Percentage increase in 2002 over Q.A.</th>
<th>Sr No.</th>
<th>Crime Head</th>
<th>Percentage Decrease in 2002 over Q.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation &amp; Ass. For Dacoity</td>
<td>16.2</td>
<td>1</td>
<td>Cruelty by Husband</td>
<td>-25.1</td>
</tr>
<tr>
<td>2</td>
<td>Cheating</td>
<td>10.1</td>
<td>2</td>
<td>Dowry Death</td>
<td>-20.8</td>
</tr>
<tr>
<td>3</td>
<td>Rape</td>
<td>6.8</td>
<td>3</td>
<td>Other IPC Crime</td>
<td>-18.8</td>
</tr>
<tr>
<td>4</td>
<td>Riot</td>
<td>6.4</td>
<td>4</td>
<td>Robbery</td>
<td>-16.8</td>
</tr>
<tr>
<td>5</td>
<td>Arson</td>
<td>4.8</td>
<td>5</td>
<td>Sexual Harassment</td>
<td>-14.1</td>
</tr>
<tr>
<td>6</td>
<td>Att.to Murder</td>
<td>3.6</td>
<td>6</td>
<td>Thefts</td>
<td>-13.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>Kid &amp; Abd</td>
<td>-13.0</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>Criminal Breach of Trust</td>
<td>-12.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>C.H. not amounting to Murder</td>
<td>-9.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td>Burglary</td>
<td>-7.3</td>
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<td></td>
<td></td>
<td></td>
<td>11</td>
<td>Molestation</td>
<td>-7.0</td>
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<td></td>
<td></td>
<td></td>
<td>12</td>
<td>Dacoity</td>
<td>-5.7</td>
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<td></td>
<td></td>
<td></td>
<td>13</td>
<td>Counterfeiting</td>
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<td></td>
<td></td>
<td>14</td>
<td>Murder</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td>15</td>
<td>Hurt/Grievous Hurt</td>
<td>-1.9</td>
</tr>
</tbody>
</table>

(Reference – Crime in Maharashtra – 2002)
Table No 3.3 : Percentage Distribution of Various IPC crimes during 2002-2003

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<td></td>
<td></td>
<td>(3)</td>
<td>(4)</td>
<td>(5)</td>
</tr>
<tr>
<td>1</td>
<td>Violent Crimes</td>
<td>9.8</td>
<td>10.3</td>
<td>10.4</td>
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<tr>
<td>2</td>
<td>Property Crimes</td>
<td>34.3</td>
<td>33.7</td>
<td>33.1</td>
</tr>
<tr>
<td>3</td>
<td>Economic Crimes</td>
<td>4.0</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>4</td>
<td>Other IPC Crimes</td>
<td>51.8</td>
<td>51.7</td>
<td>52.2</td>
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</table>

(Reference – Crime in Maharashtra – 2002)
<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Incidence-Range</th>
<th>Number</th>
<th>Dists. / Commrs Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>1.</td>
<td>Above 8,000 cases</td>
<td>3</td>
<td>Nagpur ©, Pune ©, Mumbai ©</td>
</tr>
<tr>
<td>2</td>
<td>6,001 to 8,000 Cases</td>
<td>1</td>
<td>Thane ©</td>
</tr>
<tr>
<td>3</td>
<td>4001 to 6000 cases</td>
<td>8</td>
<td>Yavatmal, Nanded, Oune ®, Nagpur®, Ahmednagar, Jalgaon, Nasik®, Thane ©</td>
</tr>
<tr>
<td>4</td>
<td>2001 to 4000 cases</td>
<td>22</td>
<td>Akola, Amravati ®, Buldhana, A’bad ®, Jalna, Beed, Osmanabad, Latur, Parbhani, Kolhapur, Sangli, Satara, Solapur®, Bhandara, Chandrapur, Wardha, Dhule, Raigad, Nasik ©, A’bad©, Navi Mumbai ©, Amravati ©</td>
</tr>
<tr>
<td>5</td>
<td>Below 2000 cases</td>
<td>11</td>
<td>Washim, Hingoli, Gadchiroli, Gondia, Nandurbar, Ratnagiri, Sindhudurg, Mumbai Rlys., Nagpuyr Rlys, Pune Rlys &amp; Solapur ©</td>
</tr>
<tr>
<td></td>
<td><strong>Total No. of Dist. /Commrs</strong></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table No 3.5: Rate of Total IPC Crimes in Commissionerates during 2002

(State Average: 166.7)

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Commrs with crime rate above State average</th>
<th>Rate</th>
<th>Commrs with crime rate below State average</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2) Amravati Commr</td>
<td>(3) 473.4</td>
<td>(4) Thane Commr</td>
<td>(5) 155.2</td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Nagpur Commr</td>
<td>(3) 413.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Navi Mumbai Commr</td>
<td>(3) 386.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Aurangabad Commr</td>
<td>(3) 260.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Mumbai Commr</td>
<td>(3) 218.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Pune Commr</td>
<td>(3) 216.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Nasik Commr</td>
<td>(3) 210.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td>(2) Solapur Commr</td>
<td>(3) 177.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Reference: Crime in Maharashtra – 2002)
Police in Maharashtra is known for their good service, in comparison with other states, and they are conducting various types of training programs for the police officers and the constables. In Maharashtra there are many training institutes, which are conducting training programs for the Police Personnel. Brief information about them ---

3.6 POLICE TRAINING ACTIVITIES IN MAHARASHTRA

Following are the different Police Training Centers / schools in Maharashtra.

Details of the training activities are as follows --

**Principal,**

Police Training School, Nanvij,

**Tal Daund, Pune – 4132801**

**Basic Courses:** Basic Training Course for RPC (men/women)-duration 9 months. Refresher Courses: Re-orientation Course for men-duration 12 days.

**Specialized Courses :** Spl. Training Course for Armed Policemen to be transferred to Unarmed Branch (Conversion course) - duration 2 months.

**Principal,**

Regional Police Training School, Khandala – 410 301.
Basic Courses: 9 months basic training course to women PCs

Specialized Courses: Re-orientation course for unarmed police constable of all branches for 15 days

Principal/SP,

Basic Courses: 9 months basic training course for Recruit Police Constables.

Principal/SP,
Police Training School, Akola – 444 002.

Basic Courses – Basic Training Course for RPC (men/women) duration 9 months Refresher Courses: Re-orientation Course for men – duration 12 days.

Specialized Courses: Spl. Training Course for Armed Policemen to be transferred to Unarmed Branch (Conversion Course) duration 2 months.

Principal,

Basic Courses: Nine months basic training course for the Recruit Police constables.

Refresher Courses: Re-orientation course (conversion course) for policemen (ASI to PC)
Specialized Courses: Spl. Trg. Course (conversion course) for policemen transferred from Armed to Un-armed Branch duration six-weeks.

Principal/DCP,

Police Training School, Marol, Andheri East,

Mumbai – 400 059.

Basic Courses: Basic Training Course for RPC (men/women) duration 9 months.

Refresher Courses: Re-orientation Course for men – duration 12 days.

Specialized courses: Spl. Training Course for Armed Policemen to be transferred to Unarmed Branch (conversion Course) duration 2 months

Principal/Sp,

Detective Training School,

Maharashtra Police Academy Campus, Nasik2

Basic Courses: Detective Training Course Duration 6 weeks.

ACP (Traffic)

Traffic Institute, Byculla, Shepard Road, Mumbai – 8

Problem. Audio Visual Shows. Practical (Surveys, Study Tour, visit, Group discussions, Seminars etc.)


Course No. 7 (Traffic Wardens, Teachers and Best Drivers) 4 Courses per year. Road Safety. Special facility for Pedestrians & Traffic Drivers. Traffic Rules & Regulations. Defensive Driving

Principal,

Women Police Training School,

Solapur – 413 003
Basic Course: Re-orientation course for men-duration 12 days.

Addl. Dy. Commissioner (Int.) CID/SP,

S.B. Training Mumbai – 400 014

**Basic Course**: For police officers – duration 21 working days. S.B. Training course for police Head Constables/AHCs – duration 187 working days.

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### 3.7. CONCLUSION

At present there are training activities for police personnel and still the police service is not as per the expectations of the people. It indicates that there is need to improve the quality of training. Hence there is need of training needs analysis. Training Needs Analysis allows us to take a fresh and data-driven look at the work, the employee, workplace and to base training recommendations on opinions, practices and work products - not on habit or whim. To have the desired effect of the training, the contents and the methods of the training must be based on the exact needs of the particular group or department.
References

- The Role of Police and its Management - by A S Samra, IPS, Published by Police Seva Pratishthan, Pune.

- Professionalism in Constabulary - by G Nayak & A K Saxena, Published by AVP national police Academy, Hyderabad, 2001

- California State University Faculty Development Institute on Distributed Course Delivery for Problem Based Learning (1996). [Chat with Allison Rossett]. Available: http://edweb.sdsu.edu/clrit/Communicator/May24thchat.html