CHAPTER V
(5) TRAINING OF POLICE FORCE:

5.1 INTRODUCTION:

Training is a conscious effort to impart, improve or increase knowledge and skills and to develop attitudes and values of an individual in a desired direction. It is thus, a process of developing a person’s effectiveness through carefully selected methods by competent trainers in a suitable learning climate. It should be directed not only towards preparing him for the efficient and effective performance of his duties in the assigned job, but also towards developing his capacity for greater responsibilities and, where appropriate, fitting him for other duties.

Traditionally, a great deal of emphasis has been laid on the inculcation of knowledge and professional skill as the twin objectives of training. While these two are important, they do not make training complete and there is a third one that needs to be recognized. This is the objective of developing in the trainees appropriate attitudes of mind towards their work and the people they come into contact with in the discharge of their duties. This third objective requires that training should relate not only to the cognitive and the co native abilities of an individual but also to his effective responses. Training should aim at developing a trainee’s total personality for the effective performance of his task.

The need for the training of police personnel has been recognized but developments during the recent past have underlined particularly the urgency of inculcating in them attitudes appropriate to their profession. The rapidly increasing political consciousnesses among the people and their rising expectations and the accelerating rate of change in our society have resulted in an increase in the complexity and variety of the tasks and responsibilities undertaken by Government. The technological explosion has raised standards of living, increased the life span and the pace and speed of communications and thus led to problems of social and economic adjustment. The rate of change has increased to the point where the process of assimilating the implications must be accomplished in an incredibly short time, and the individual is faced with major changes in his thinking and his attitudes not once but perhaps more than once during his life time. This, coupled with the increasing size and complexity of the administration, calls for a new type of leadership.
In-service training affords an opportunity to an individual to spend some time in retrospection and study, to keep abreast of the most recent developments in matters relating to his profession in a changing world and to share his experiences with his colleagues. It also helps him to develop a broader and more understanding outlook towards his own work and that of his colleagues and to attain a higher standard of performance and efficiency.

Training has been described 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 the assigned job, but also to improve his capacity for shouldering greater responsibilities. There is paramount need and importance of training at different levels in the police organization for improving the quality of the police service.

The need for systematic training is now recognized by every major police force in the world, and not one of them is without its training schools and colleges. The best extensive arrangements to meet the need are found in England, the United States, France, Canada, Germany, Australia and Japan. The training of policeman at all stages is now receiving increasing attention in all countries. It has, in fact, become a subject of high importance, not only for police authorities, but for governments also. How thoroughly and for how long a recruit should be trained before being let loose on the public has been a difficult question to settle.

The committee on Police Training set up by the Government of India under the Chairmanship of M.S.Gore (1971) reviewed the existing training facilities in different police training institutions and came to the conclusion that police training has been neglected over the years and training arrangements, except in some Central Organizations, are unsatisfactory qualitatively as well as quantitatively. According to the Committee the most important reason for this unhappy situation, is the lack of conviction about the value of training on the part of police authorities as well as by the government at the Centre and in States.

It is important to understand what the purpose of police training should be. There are three objectives; to teach the recruit the legal, technical and practical sides of police work, to encourage personal qualities which go to make a good policeman
and to give the recruit a frame or reference in which to fit his career as a policeman. What should the personal qualities of a good policeman be? The most important qualities which a policeman needs are tact; a wide knowledge of human nature; a cool and unprejudiced mind; courage, incorruptibility, keen observation, ready to act on his own initiative. Given adequate knowledge of the practical side of his policeman will be able to discharge his duties fairly well to his own satisfaction as well as to the satisfaction of the public he serves.

For training purpose The Government of India constituted a Committee and they have submitted the report to the Union Government. The committee was as under:

The Government of India constituted the following Committee, under the Ministry of Home Affairs Resolution No. 9/72/71-Pers.II dated the 10th November, 1971.

Hony. Chairman: Prof. M.S.GORE.

Permanent Vice-Chairman: Shri M.M.L. Hooja.

Hony. Members:-

1. Shri G. Parthasarathi, Vice-Chancellor, Jawaharlal Nehru University, New Delhi.
2. Shri B. B. Lall, Advocate, Supreme Court, New Delhi.
3. Prof. N.S. Ramaswamy, Director, National Institute for Training in Industrial Engineering, Bombay.
4. Shri Asoka Sen, Joint Secretary, Ministry of Home Affairs, New Delhi.
6. Shri A.K.Ghosh, Director Enforcement, and Director-General of Revenue Intelligence and Investigation, New Delhi.
7. Shri R. Srinivasan, Deputy Commissioner, Delhi.
Hony. Member-Secretary:

Dr. A. Gupta, Director, Bureau of Police Research & Development, New Delhi.

Terms of Reference.

The terms of reference of the Committee are as follows:

(1) The objectives which should govern all arrangements for the training of Police Officers in the socio-economic background of the country and our value systems and the continuing impact of science and technology not only on social norms and behavior but also on the methodology of Government and its functionaries;

(2) Basic shortcomings in the arrangement for training of Police Officers under the Centre and in the States;

(3) Measures to be taken to bring about the desired improvement in the existing state of affairs and in particular in respect of the following points:
   (a) Whether it is necessary to set up any more institutions for this purpose either under the Centre or in the States;
   (b) Whether it is necessary to start any new refresher/specialist courses for any one or more categories of Police Officers.
   (c) In what manner the curricula of the existing courses may be revised.
   (d) What modern aids to and methods of instruction can be usefully employed in the training of Police Officers.
   (e) What steps are necessary to improve the quality of instructors in Police Training Institutions;
   (f) What means are necessary to produce the educative literature that is necessary for this purpose; and
   (g) Improvement in the relations between the police force and the public based on mutual trust, confidence and co-operation.

(4) Educational and other qualifications prescribed for and methods of recruitment of Police officers of various ranks so that they may be able to benefit from improvement of training arrangements.

(5) Any other matter considered relevant to this subject.¹

5.2 REPORT OF THE GORE COMMITTEE:

The Gore Committee in a very able report made a compact set of recommendations for improving the training format and syllabi of the various ranks of the police hierarchy. The committee also made well-thought-out recommendations on other complementary factors like existing personnel, organization of training, instructional methods and the instructional staff, etc. In this report an attempt is being made to review the existing training arrangements of the Sub-Inspectors and Constables who constitute the cutting edge of the police administration, and to suggest some suitable improvements and modifications.

5.3 Constables’ Training as per report of Gore Committee:

Constables’ Training as per Gore Committee:

Constables who constitute about eighty per cent of the total police force of the country are the most frequently visible police officers and generally the first to come in contact with the people. Members of the public form their impression of the police by the manner in which a street constable performs his duties. It is said that the British Police is popular not because the Commissioner of Police is capable and the detectives are efficient, but the constables on patrol duty are alert, active and competent and know their legal and constitutional position in society. Unfortunately in our country majority of the constables are illiterates. They constitute, as William H. Parker, an American Police Expert, put it “the Achilles’ heel” of the police administration. A sample survey of the work currently done by the constables in a few States has shown that 49 per cent of their time is spent on duties which require initiative, exercise of discretion and judgment and also inter-action with the public; 37 per cent of time is spent on duties which are of similar nature but do not involve interaction with the public and only 14 per cent on duties which are mostly mechanical in nature. The Gore committee had recommended High School examination or its equivalent as the minimum educational qualifications for recruitment of the constables both in the armed and unarmed branches. The Gore Committee’s recommendation on the educational qualifications of the constables is now being accepted in most of the States of the country.
5.4 Training of the Sub-Inspectors recommended by Committee:

Like the training of the constabulary proper training of the Sub-Inspectors also is of great importance because the Sub-Inspector of Police occupies a pivotal position in the police organization. As the Officer-in-charge of the police station, he is the kingpin of all police action, preventive, detective and regulatory in his own jurisdiction. The work of a Sub-Inspector of Police is difficult and daunting and demands from the officer physical courage and stamina as well as a high degree of mental alertness. Very often in tense and fast-moving situations he has to take quick and on-the-spot decisions. In the words of Warren E. Burger, Chief Justice of the American Supreme Court, “Law Officers on the firing line often have only minutes, even seconds to make decisions that perplex experienced judges for weeks… Training of the Sub-Inspectors of Police must be intensive and thorough. The old view that in the police profession requisite experience could be gained by merely being on the job is not only fallacious but dangerous because failure of an officer to display correct initiative and discretion at a crucial stage can have far-reaching consequences.

During the cadet Sub-Inspectors should be taught the techniques of thorough and systematic investigation of cases with the assistance of scientific aids so that they develop a genuine faith in the application of scientific aids and abhorrence for extra-legal methods. Though it is gratifying to note that young officers are seeking the help of the scientific experts in an ever-increasing number of cases, some still resort to rough-and-ready methods. There are instances of young probationary S.Is. at the prodding of veteran Office-in-charge taking part in worst form of third degree methods, resulting in the death of the suspects at police stations.

In the matter of recruitment of Sub-Inspectors most of the States have accepted the recommendation of the Gore Committee that a graduate degree should be the minimum educational qualification for recruitment in the rank of Sub-Inspector in both the armed and unarmed branches of the police.

5.5 Police Instructors as per report of the Committee:

In States, the quality of instructors posted to the training centre’s, by a large, is extremely poor. They have become the dumping grounds of unwilling, unteachable
and even corrupt officers. In some places, they do not get any special allowance and suffer from acute accommodation problems.

Since the success of a training centre depends almost entirely on the quality of the instructors, well-qualified in the art of teaching and motivated police officers should be posted to training centres. Before posting they should be given a potential instructor’s course at the National Police Academy before they begin instructing the recruits.

Gore Committee has put it, “a ritual where unwilling and ill-equipped instructors are performing the rites of training and drilling to the unwilling trainees”. No worth-while improvement in the training of the officers will be possible and training will continue to be a ritual unless capable and conscientious officers are brought in the training institutions.

### 5.6 Practical Training as per report of the Committee:

On completion of their basic training in the Police Training College) the duration of the training is one year in the majority of the States) the Sub-Inspectors are attached for practical training in policed stations and the offices of the Circle Inspectors that during this phase many young officers degenerate and are gradually sucked into the vortex of the Police Sub-Culture. They are advised by the police veterans to come to grips with brass tacks and follow questionable practices like keeping previous figures in view in registering cases, staging bogus encounters in dacoity infested areas, catching hold of eye-witnesses who were nowhere near the scene of crime, etc. if they want to succeed on the job. To stem this rot it is imperative for the Superintendents and Deputy Inspector-General of Police to ensure that the young probationary Sub-Inspectors (P.S.I.) are posted during this period under competent and carefully selected Sub-Inspectors and Inspectors. Those officers who take keen interest in imparting good training to the P.S.Is. Should be given proper recognition and credit. The Range Deputy Inspector General (D.I.G.) should carefully monitor the practical training programmes of the probationary Sub-Inspectors and ensure through personal meetings that the field training of the P.S.Is. Is not neglected. The range D.I.G. must meet the P.S.Is. Once in two months to test their knowledge, make enquiries relating to their personal problems and offer
necessary guidance. On such problem is the tendency of the Inspectors to use the P.S.Is frequently on law and order duties to the detriment of their training.

The basic training usually prepared an officer for the first few years of his service, but the policeman works in a changing society and to quote the words of the Royal Commission on the Police “there is nothing constant about the range and variety of police duties just as there is noting constant about the pattern of crime or the hidden trends in society that dispose men to crime.” It is seen that field officers on completion of six to eight years of service tend to get narrow and cynical and require a break from departmental routine and an opportunity of reflection and readjustment of values. Refresher courses for six to eight weeks duration should be held in Police Training Colleges for S.Is. Who have completed seven to ten years of service? In the refresher courses the field officers should be acquainted with new Court rulings, new legislation and new techniques of crime investigation and the paramount need for obtaining people’s co-operation in dealing with police problems.

5.7 Training in Stress Management:

The police officers in the field require another kind of training—training in stress management. It is noticed that many police officers, particularly those operating at the police station level, are not able to cope with the tremendous stress and strain and hectic pace of the police work. The stressful nature of the police work shatteringly affects the health and family lives of many officers and encourages alcoholism among them. Scores of police officers in their forties suffer from cardiac and other nervous ailments. It is necessary to impart some sort of training to our officers to familiarize them with the problems of job-related stress and techniques of stress-management.

Thus for effecting any real improvement in the police work on the ground there should be utmost stress on the training of the police personnel, particularly of the ranks which come frequently in contact with the public. However, the cardinal fact has to be borne in mind by the senior police administrators that training is an essential input, but not the only input for improving and optimizing work-performance and effecting attitudinal transformation of the officers and men. Training can be effective provided the organization has faith in it and the
organizational climate encourage the observance of precepts taught during the training. Big responsibility rests on the senior officers to build up the congenial organizational, climate.

5.8 Training Centers:

There is a central training institution known as the National Police Academy located at Hyderabad. It functions under the control of the Central Government, Ministry of Home Affairs, and Government of India. Here Indian Police Service (IPS) officers receive their initial training and advance courses. In States, there are police training colleges for officer’s class and schools for the training of constabulary. In addition, there are Central detective training schools located at Calcutta, Hyderabad and Chandigarh under the control of the Bureau of Police Research and Development (BPR & D), Ministry of Home Affairs, Government of India for the training of Sub-Inspectors who come here, periodically, from all States and Union Territories.

5.9 Recruitment as per report of the Committee:

All posts from the Director General to the Assistant Superintendent of Police are held by the Indian Police Service Officers (IPS). Recruitment in the Indian Police Service (IPS) is done through the Union Public Service Commission (UPSC) and appointments regulated according to the available vacancies in the State Police Cadres and Central Police Organizations. Examinations to the IPS are held annually on all-India basis and regulated under the provisions of the All India Services Act of 1951 (Act LXI of 1951) and Rules framed regulating the recruitment, appointment, training and conditions of service.

On appointment, an IPS officer is designated as Assistant Superintendent of Police and posted to the National Police Academy (NPA) for undergoing the basic course for a period of 12 months. After passing out from the NPA they are posted to different States and Central Police Organizations where they undergo practical field training in the various functional areas of the district police administration. They remain under probation for a period of two years. The Gore Committee Report (1972) recommended the extension of the period of training of the IPS probationers from 12 months to 15 months in the NPA.
5.10 State Services:

Recruitment and appointment to the other ranks, namely, Deputy Superintendents of Police and below are State Police services regulated by the State Governments, and the rules of recruitment and appointment vary from State to State. The largest number of recruitment takes place in the rank of the constabulary which constitutes a large majority of the staff and form the foundation and base for the entire police structure. Any attempt at meaningful police efficiency has necessarily to start at this level only.

The National Police Commission recommended that much attention is needed in the recruitment of this rank, free from communal, caste and political prejudices so that they can render impartial and efficient serviced to the public.

The problem of recruitment is by no means confined to police department since virtually all professions, occupations, trades, business industries and government and semi-government agencies, at all levels, are competing for competent personnel. Police administration must engage in aggressive, responsible recruitment programme in order to meet the competition from other fields.

The police leadership should be vitally concerned with: recruiting suitable people in the first instance, providing these people sufficient indoctrination and training in ways to perform their job; providing adequate supervision during job performance, and setting up a system of spot checks and controls to ensure that the personnel are performing their tasks in accordance with the polices and directives of the police leadership. The quality of the raw material used has a direct relationship to the quality of the finished product. In the police, the caliber of persons entering the profession has the greatest influence on the quality of our end product “Service to citizens”. Every police administration, whether at the Centre or in States has laid down standards for recruitment of different ranks? It has however, been noticed that the standards and rules of recruitment are frequently ignored due to various factors, the most important of them are political pressure and corruption in the process of recruitment.

We would like to point out that there is deliberate strategy of political parties injecting into the police system through channels of recruitment at different levels,
young men who are strongly committed to the ideologies of the political parties and could be expected to influence from within, the functioning of the police system to conform to these ideologies. The weeding out of such persons should receive special attention; and recourse may be taken of the provisions of Article 311(2)(b) or (c) of the Constitution, if necessary.

The Gore Committee on Police Training (1972) had given an exhaustive report with several recommendations regarding recruitment and training of different ranks in the police. To quote the report of the Committee:

“The nature of the police role in a democracy requires that the members should be selected impartially; they should be administratively competent, politically neutral, and imbued with the spirit of selfless service. A police officer enjoys vast powers under the law and exercises wide discretion. The recruitment procedures should, therefore, be so devised that they are free from political, personal or corruptive influence. The need for objectivity in selection cannot but be over-emphasized.”

Training is a conscious effort to impart improve or increase knowledge land skills and to develop attitudes and values of an individual in a desired direction. It is, thus, a process of developing a person’s effectiveness through carefully selected methods by competent trainers in a suitable learning climate. It should be directed not only towards preparing him for the efficient and effective performance of his duties in the assigned job but also towards developing his capacity for shouldering responsibilities and were appropriate fitting him for other duties.

5.11 Objective of Training as per report of the Committee:

Traditionally, a great deal of emphasis has been laid on the isolation of knowledge and professional skill as the twin objectives of training. While these are two are important, they do not make training complete and there is a third one that needs to be recognized. This is the objective of developing in the trainees appropriate attitudes of mind towards their work and the people they come into contact with in the discharge of their duties. This third objective required that training should relate not only to the cognitive and the combative abilities of an individual but also to his
effective responses. Training should aim at developing a trainee’s total personality for the effective performance of his task.

The need for the training of police personnel has been recognized but developments during the recent past have underlined particularly the urgency of inculcating in them attitudes appropriate to their profession. The rigidly increasing political consciousness among the people and their rising expectations and the accelerating rate of change in our society have resulted in an increase in the complexity and variety of the tasks and responsibilities undertaken by Government. The technological explosion has raised standards of living, increased the life span and pace and speed of communications and thus led to problems of social and economic adjustment. The rate of change has increased to the point where the pressure of assimilating the implications must be accomplished in an incredibly short time and the individual is faced with major changes in his thinking and his attitudes not once but perhaps more than once during his life time. This coupled with the increasing size and complexity of the administration, calls for a new type of leadership. The technique of administration has moved beyond the purely pragmatic one of trial and error into a scientific discipline and a practice with an organized, over increasing body of knowledge which has its roots in science and technology and in the remarkable progress in the field of behavioral science.

5.12 Relationship between the Trainee, the Trainer and the Organization.

Learning is a complex function influenced by many factors such as the individual’s motivation and capacity to learn, the norms of the training group, the training methods, the skills and ability of the trainers, the general climate of the institution, the relationship between the men and the officers in the organization and the environment in which the trainee will have to function on the job. Therefore, the effectiveness of training is determined by a combination of (a) the trainee, (b) the training system, in which the trainer plays the most important role, and (c) the organization 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.
Limitations:

The expectation that training can cure all the problems of an organization is unrealistic as there are many factors that training cannot remedy. 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. Effectiveness of training also depends on other organizational factors such as motivation, morale in the organization, opportunities for growth and fulfillment of aspirations, recognition of merit, etc.

Time is an important factor governing the effectiveness of any training programme. There is a tendency to cover too much ground in a limited time. While a training programme whose primary object is to impart knowledge or skills can be handled in a short time, programmes which include attitudinal development in adult trainees need comprehensive planning, adequate time and intensive effort both by the instructors and the students in order to achieve a positive and lasting effect.

5.13 Training – an Investment in Human Resources.

Training does take resources but it also reproduces them manifold as it helps to improve human potential and equip the persons trained with necessary skills and attitudes to perform their functions in a more effective manner. Training should thus be considered as an investment in human resources.¹

Training is the most important aspect for preparing efficient persons for any profession. Training has a greater importance and deeper meaning for the police force. Its importance and meaning is not restricted only to training recruits for fighting crime, it also means reorientation of the entire police force so as to enable them to meet the challenge created by the change in the nature of the Government’s governance. It means the creation of peaceful atmosphere to enable economic development. The training programme has to be so designed as to bring about a basic change in the attitude of policemen. They, along with those in authority, must have a greater awareness of the socio-economic background in which they have to function.

¹ Police Manual Part-I Chapter-I.
They must also have an understanding of the tensions and problems which our value systems, and technology and its uses, are creating in our society and also all over the world.

The present training programme for police in our country is deficient and outdated in this respect. Just as no change has been brought in the organizational structure of the police force since a long time, no major improvement has been conceived for the training programme, keeping in view the need for reorientation.  

5.14 Existing Training in Gujarat State:

There are two types of training for the Police Force: (1) At the time of Recruitment and (2) After some period of service, that is called refresher training. The Cadre wise training provisions are as under:-

I.P.S. Cadre: After passing U.P.S.C. and before taking charge in the field they have a training of ONE YEAR at National Police Academy, Hyderabad and after passing the post-training examination I.P.S. officers are allotted the State as per Norms of Union Home Ministry. They are employees of Indian Police Service and under control of Union Government. To take actions against them the permission of Union Government is necessary.

Present Arrangement for Training for I.P.S.

Direct entrants to the I.P.S. attend a four months foundational course with the probationers of the Indian Administrative Service, the Indian Foreign Service and the Class I Central Services at the Lal Bahadur Shastri Academy of Administration (L.B.S.A.A.), Mussoorie. This is followed by a fifteen days course at the National Civil Defence College and a five days course in the detection and handling of explosives in the Chief Inspectorate of Explosives at Nagpur. Thereafter, the probationers undergo one year’s training at the National Police Academy (N.P.A.) Hyderabad. This is followed by a fortnight’s attachment with Army units. The probationers then report to their respective States of allotment.

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1 Report of the Committee on Police Training by Ministry of Home Affairs, Govt. of India, New Delhi.
The institutional training is followed by practical training in the State for one month.

There is no doubt that the best system for the training of IPS officers at the N.P.A., is the method of integrated teaching linked with concurrent field exposure to be followed by practical training in the States for one month and a final rounding off at the Academy for one month. However, if concurrent field exposure cannot be arranged because of such factors as the non-availability of facilities for the same in the vicinity of the Academy on account of its location, then the alternative would be a sandwich pattern of training. Outdoor training will have to go on during both periods at the Academy and the institutional and post-institutional training will have to be split up and inter-woven as follows:

First Leg of Training at the N.P.A.-Eight Months.
Modern India and the Role of the Police.
Police Organization.
Law.
Crime Prevention.
Crime Investigation.
Languages.

First Leg of Practical Training—Two Months One week.
Training in Police Stations (Rural and Urban).—One Month.
Attachment to the Circle Inspector/Sub Divisional Police Officer—One week.
Attachment to Prosecution Branch—One Month.

Second Leg of the Training at the N.P.A.—Seven Months.
General Administrative set up at the Centre and in the States.
Management Concepts and Techniques.
Human Behavior and Police Attitudes.
Criminology.
Enforcement of Social Legislation.
Maintenance of Order.
Traffic Control.
Security and Foreigners.
Map Reading and Plan Drawing.
First Aid and Ambulance Drill.
Motor Transport.
Wireless Communication.
Second Leg of Practical Training—Eight Months Three weeks.
State Police Training College or I.G.P.’s office to learn local laws and language—Two months.
Station House Officer—One Month.
Attachment to Circle Inspector/Sub Divisional Police Officer—Three Weeks.
Attachment to District Police Office and District Headquarters—Three months.
Attachment to Crime Branch, State C.I.D./Intelligence Branch—One Month.
Attachment to Headquarters of Armed Police Battalion—Two weeks.
Attachment to miscellaneous non-police officers—Two weeks.
Third Leg of Training at the N.P.A.—One Month.

The sandwich pattern of training will be attended by another complication. In the case of officers posted in the Border States, the period involved in journeys will be substantial and will also entail considerable expenditure. To accommodate the journey period, it will be necessary to extend the total period of training.

Many new developments are taking place in the field of police training in foreign countries and I suggest that police officers of appropriate seniorities should be sent to advanced training institutions abroad also on a well-planned basis. Many police problems are common to all countries, though there may be differences in laws and procedures. Attending courses in academic and training institutions abroad will increase the professional knowledge and skills and widen the horizons of Indian police officers.¹

**Dy.S.P.’s – Class I officers of Sub-divisions:**

After passing G.P.S.C. and appointment at the District they have a training at least ONE YEAR in Gujarat Police Academy at KARAI. On 1-5-2001 the Gujarat government has established the Gujarat Police Academy at KARAI (Gandhinagar)

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¹ Report of the Committee on Police Training by Ministry of Home Affairs, Govt. of India, New Delhi. Chapter-II. & III.
and for Dy.S.P.s and other officers training Centre is KARAI. After some period of service they have refresher training also for 4 to 6 weeks. After training there they have to pass Annual examination.

The objective of the probationers’ course is to equip them with all such professional knowledge, skills and attitudes as will not only prepare them for the effective performance of their tasks but also for higher responsibilities. In order to enable them to guide and supervise the work of their subordinates, these officers must be thoroughly trained in the latest techniques of police work and, above all, they should be helped to develop a proper sense of values, faith in the rule of law and a spirit of public service. They should have an understanding of the socio-economic changes facing place in the State and their thinking should be in tune with the national goals and value systems and the urges and aspirations of the people.

The powers, functions and responsibilities of Deputy Superintendents being the same as those of Assistant Superintendents, the content of their basic training should be of an equally high standard and equally comprehensive. For this reason, the question of having them trained at the N.P.A. along with the I.P.S. probationers was discussed by me with the Inspector General of Police when we met them in a conference. They were not in favor of this suggestion as they felt that training Deputy Superintendents along with Assistant Superintendents at the N.P.A. would create problems and accentuate the sense of frustration already prevailing in the former because of the substantial disparities in their pay and promotion prospects. There would also be difficulties in synchronizing the training of Deputy Superintendents with that of the I.P.S. probationers since recruitment to this rank in the State is not regular. A number of witnesses also expressed the view that Deputy Superintendents should be trained at the State police training colleges as this would help in developing as spirit-de-corps among officers who have to work in the State throughout their service. I agree with this view, but would recommend that the syllabus for their training should be the same as for the I.P.S., probationers with the difference that the items relating to language training and the three weeks study-cum-cultural tour may be omitted and equitation may be included only in the State in which quest may be confined to the following items subject of management concepts and techniques may be confined to the following items to be covered in about 60 periods—
The role of a Deputy Superintendent as a supervisor and a leader; styles of supervision; the supervisory skill—its understanding, appreciation and development,

The dynamics of relationship—inter departmental, senior-subordinate and inter-personal; road blocks and gateway to communication; engineering of an agreement; techniques of communication; understanding human behavior; human needs; motivation; attitudes and self-development; recent trends in techniques of control and supervision.

I recommend further that the programme of the practical training of Deputy Superintendents should be the same as for I.P.S., officers.

A refresher course for Deputy Superintendents has been prescribed only in some States of duration of 42 days. The importance of refresher training for this rank is obvious because these officers, whether promoted or directly appointed, have to mark time in this rank for a number of years before they are promoted. Besides, their functions and responsibilities require that they should be up-to-date in their knowledge and their attitudes should be re-oriented in the light of the developing social situation. I recommend that, after an officer has put in five years service as a Deputy Superintendent after his initial training, he should attend a refresher course of eight weeks duration to be conducted at the police training academy.

**Syllabus:**

The N.P.A. programme for the probationers lays considerable stress on law, police science, and the use of weapons, drill and other outdoor activities. But it does not make adequate provision for sensitizing them to the changing social situation in the country and its implications for the role of the police. The growing awareness among the people of the concept of a Welfare State and their rising expectations demand that public servants should be sensitive to the people’s aspirations and skilled in human relations. It is only then that they can play a promotional role. At the same time, the probationers, who are potential leaders of the force, should develop positive attitudes in police work to face the new and complex challenges of a fast changing society. In the years to come, they will be increasingly faced with the problems of legitimacy in conflict situations and required to determine the points at which public protests should be controlled. This requires familiarization with the concepts of
psychology so that situations which pose a threat to public order may be handled with understanding. They should be conscious not only of their own attitudes, problems and compulsions, but also those of others individually and collectively. In this context, the application of research in the behavioral sciences acquires a special significance in their training. A sensitive awareness of social developments and their likely repercussions on the law and order situation can help in taking timely preventive action. The officers can make an assessment of a developing situation and anticipate events if they have a probing, alert and analytical mind. Equally important for this purpose is good intelligence. They must, therefore, be so trained that, apart from what they receive from specialized agencies, they can themselves actively collect intelligence and encourage their subordinates to do so.

Another shortcoming of the present syllabus is the absence of true management concepts and techniques. Senior police officers have to look after men, money and materials. They should, therefore, have a proper understanding of the basic principles and techniques of management and decision-making. The correctness and maturity of their decisions would, in turn, depend on their analytical and conceptual skills and inter-personal understanding. The gazette officers of class-I post equipped with such knowledge and skills will be able to take decisions and manage the force under them more effectively than they can do at present.

There is need for greater emphasis in the syllabus of the Gazetted Officers’ course on the preventive aspects of police work and on social defence through knowledge of the modern concepts of criminology, penology and crime prevention than is provided for at present, so that they may develop faith in the usefulness of preventive police work.

The central function of the police is ‘law enforcement’. And the law is but an instrument of justice—social, economic and political. Democracy will not succeed and social justice will not become a reality unless the law reigns supreme. The Rule of Law envisages that all powers must be exercised in accordance with the law and that the law must be placed above all—even above the executive. A police officer should clearly appreciate the fact that he is an agent of the law and of the law alone. In the larger interests of the state and nation and its people, he must develop this attitude firmly.
Although efficient law enforcement by itself, is no mean achievement, yet the method of enforcement should also be such as would best serve the demand of justice and demonstrate that discretion has been exercised judiciously. While exercising this discretion or any authority conferred by the law, police officers must be conscious of their role of service to society and the need for an attitude of sympathy and consideration, particularly towards the weaker sections. The enforcement of social legislation should be made as humane and ameliorative as is possible within the bounds of the law. A constant effort should be made in the training of the probationers during their stay at the Academy to endow them with this broad and liberal perspective of law and justice.

The present physical training programme has been a failure from the point of view of creating in officers a lasting interest in physical fitness. A physical fitness programme should be such as would ensure that the trainees maintain their interest in keeping fit throughout their service. This can be accomplished only if the programme lays emphasis on individual activity and development both through theoretical and practical work. Such a programme should be integrated with outdoor life and should include toughening exercises such as route marches, obstacle courses, cross-country runs, swimming and rock climbing. The entire programme should be so designed as to be both interesting and capable of progressively building up physical toughness and stamina.

The curriculum of the probationers’ course has been divided under the following broad heads:

**INDOOR WORK:**

- Modern India and the Role of the Police.
- General Administrative set up and Police Organization.
- Management concepts and Techniques.
- Human behavior and Police Attitudes.
- Law.

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1. Report of the Committee on Police Training by Ministry of Home Affairs, Govt. of India, New Delhi, Chapter VII and Bombay Police Manual Part-I. Chapter I & II.
Criminology.
Police Science.
Map Reading and Plan Drawing.
First Aid and Ambulance.
Motor Transport.
Wireless Communication.
Languages.

OUTDOOR WORK:

Physical Fitness Programme.
Drill.
Weapon Training.
Crowd Control.
Field craft and Tactics.
Equation.
Unarmed Combat.
Games.
Driving.
Swimming.
Horse Riding.

FIELD TRAINING:

It is an accepted fact that in professional training of any kind, institutional training has to be supplemented by practice and experience. This raised the question of field training for all direct recruits. It is only practical training which enables the trainees to understand the theoretical training in its proper perspective. The overall effectiveness of training further depends on the extent to which training in the institution and the fields are integrated. While practical training should be related to the formal instruction received in the institution, the latter should take note of the field conditions and seek to provide practical answers to real life problems.

A shortcoming of the present system of field training is that its success or failure depends on the availability of competent senior officers who have the knowledge, skill and ability to communicate with and motivate the trainees, besides
giving them a deeper awareness of the finer techniques of police work and the higher purposes of the administration. There is always a danger that impressionable trainees might come into contact with indifferent superiors and develop wrong attitudes and work habits. In any case, the district officer of today, unlike the district officer of yesterday, has his hands too full and responsibilities too many with the result that he cannot take an adequately deep and sustained interest in the training of probationers who are thus generally left to themselves and do not get adequate guidance or supervision. These shortcomings can be got over by involving the N.P.A., in the field training programme. This arrangement will also provide an effective mechanism of feedback with a view to bridging the gap between theory and reality and evaluating and revising the contents and methods of the training programme.

**P.S.I. – Class III officers.**

After due process of selection the candidates who succeed in the written and oral examination appointed as Cadet P.S.I. and they have to undergo training for at least ONE YEAR in Gujarat Police Academy at KARAI. They have a provision of refresher training also. After training of one year there is a provision of annual examination and it is compulsory to succeed in the examination.

Previously the training of Sub-Inspectors was conducted at The Police Training College, Junagadh. But from 1-5-2001 The Gujarat Government has established new Training Centre named **Gujarat Police Academy at KARAI Dist. Gandhinagar.** Now the training of Sub-Inspectors is conducted most probably at KARAI ACADEMY and if the strength of trainees is larger than at Police Training College, Junagadh also. The training of Sub-Inspectors at the training centre is followed by practical training in the field for 3 months. There is a course of six to eight months for Head Constables selected for promotion to the rank of Sub-Inspector.

The Sub-Inspector can exercise his powers and authority for the benefit or to the detriment of the citizen. In the matter of attitude formation, a Sub-Inspector needs the utmost attention so that all his actions may be for the larger good of the society which he serves. He should be able to identify himself with the people, appreciate their urges and expectations and develop sympathy for the weaker sections. He
should be very alert and sensitive to happenings in his area to be able to take timely action and keep the higher authorities informed of developments. He must realize that his effectiveness depends on the extent of co-operation he can win from the people. And above all, he should be honest and impartial in the discharge of his duties. Field duties in the police involve very strenuous and sustained hard work and the Sub-Inspector has to bear the major brunt of it. His training will have to keep in view the development of both mental and physical qualities to enable him to meet the very responsible tasks that lie ahead of him. Since a successful Sub-Inspector should ultimately rise to gazette rank, it is desirable that his training should also lay emphasis on developing qualities of leadership and a constructive outlook in law enforcement.

**Syllabus:**

The syllabus is focused on imparting knowledge and developing skills for work relating to the investigation of crime and the maintenance of law and order, including the study of laws and legal procedures, the fundamentals of social defence, and building the physical stamina required for the strenuous and hazardous nature of police work. During my visit to police training institutions I found that the stress on imparting knowledge and professional skills was unaccompanied by any systematic programme to develop the attitudes desirable for the performance of tasks in a spirit of public service in the context of the changing situation. There is urgent need to remove this shortcoming.

A Sub-Inspector has to detail the staff under him for the performance of various duties at the police station and also control and supervise their work to ensure that they perform their duties effectively within the limits of the law and to the satisfaction of the people. This is not an easy task when viewed in the context of the strenuous nature of the work, the handicaps and the working conditions of the service and the growing feelings of disrespect for the law and hostility to the authority enforcing them in various sections of the people. A Sub-Inspector has to take important decisions on the spot and, therefore, he must be given training not only in directing and supervising his subordinates but also in analyzing situations and forestalling events. Thus adequate training in supervision and leadership and certain concepts of management is essential.
The most important function of the police will always be law enforcement. To enable a Sub-Inspector to discharge this function, he must not only have a thorough knowledge of the laws but also of his legal obligations. All the same, the subject of law is so vast that it is not possible to teach the whole of it with equal emphasis within a limited period of training. The best course, it appears to me, would be to divide it into three parts:--

Laws most frequently required in police work:

While a Sub-Inspector must know the various sections which define offences and make them penal in actual practice, he has to apply only a limited number frequently. A study at a few policed stations in Gujarat with over 1,000 as the annual crime figure showed that of the 511 sections of the I.P.C. only about 90 had been applied in a year. Offences against property and person alone accounted for more than 60 per cent of the cases. There are some offences which have greater significance for the police, because of the impact they make on the people’s mind, such as promoting enmity or hatred between different groups or castes or communities on grounds of religion, race, language etc. Such substantive laws and sections should be included in the first course. The examination in this course may be without books.

General and Procedural laws:

A Sub-Inspector can refer to such laws at the police station and also obtain advice from an expert where necessary. They can be included in the second course. The examination in this course may be with books.

The Indian Constitution:

A Sub-Inspector should be fully aware of the fundamental rights and freedoms guaranteed to the citizen and also of the Directive Principles of the Constitution which indicate the way society should develop and advance. In all his law enforcement functions, a Sub-Inspector has to keep these constitutional provisions upper-most in his mind and, in fact, they need to be reflected in his attitudes. He should not only know the laws relating to social reconstruction, but should also have a complete understanding of their implications for the progress of society towards its goals. The
relevant legal provisions can be included in the third course. The examination in this course may also be with books.

The need for thorough training in the techniques of investigation cannot be over-emphasized in the case of Sub-Inspectors. An adequate knowledge of forensic science and forensic medicine is important in this context. Much of the criticism against the police can be overcome if investigations are conducted quickly, systematically, thoroughly and also scientific lines. The application of scientific aids to the investigation of crime helps the investigating officer to identify the suspect and establish his connection with the crime; to clear an innocent person of crime; to discover one or more missing links or strengthen a weak link in the chain of evidence; and to verify the accuracy or otherwise of a statement made by a suspect or a witness. It may not be possible to avail the aid of science in every investigation, but it is necessary to ensure that any clues which permit the application of science are not overlooked and are carefully collected and referred to an expert. While a Sub-Inspector’s knowledge and skills in this area need not be of the same order as that of an expert, he should be aware of all the aids which science can provide in the investigation of crime. He should also develop a genuine faith in forensic science as a valuable aid to investigation.

Some forms of crime are important because they are heinous or because their consequences to society are grave. He should know the ways in which these crimes are committed, how the moves of such criminals can be countered and what special methods or techniques can be adopted for detecting them.

The maintenance of order is another important subject which requires very thorough attention. This should include training in crowd control; regulation of fairs, festivals, meetings and processions; and dealing with communal, agrarian, labour, student and other agitations and the commonly used forms of protest, such as hunger strikes and gheraos. It is now an every day affair for the police to face not only peaceful mass demonstrations but also violent and politically motivated mobs. It is the handling of these situations that make or mar the reputation of the police. They call for prompt and effective action. Communal disturbances, in particular, call for very firm and determined action from the beginning. Timely preventive action can often avert a serious situation.
Timely information of incidents or developments which can take a serious turn, and of their reactions in the public, is necessary in order to assess situations and to anticipate events. This makes the task of intelligence collection very important, particularly at the ground level. Intelligence is not collected through covert sources only and this task should not be left entirely to the specialized agencies. It is essential that their efforts should be supplemented by those of the field officers. A Sub-Inspector is expected to have wide contacts. Training should develop in him intelligence consciousness of lasting nature.

A police officer is often required to face gravely provocative situations in which an ordinary individual will tend to lose his equanimity and sense of proportion. Such situations have to be handled by the Sub-Inspector personally, often without any guidance from senior officers. He should have, therefore, a good insight into the behavioral patterns of various groups in society, e.g. students, labour, landlords, industrialists, communal elements, etc., and the mental equipment required to deal with law and order problems with foresight, presence of mind and patience.

Equally delicate are the problems of security relating to VIPs, vital installations, the railways and industrial establishments, hijacking/sabotage of aircraft and subversion and espionage by foreign agents. An important feature of Democracy is the conduct of elections in a free and fair manner and a police officer has to discharge his duties in such a way that he may not be accused of any political involvement. Added to these, are the responsibilities of the police in natural calamities and serious accidents involving large numbers of people. A Sub-Inspector has to be given sufficient training to deal with such situations efficiently.

For the proper performance of his functions, a Sub-Inspector must know his place in the total scheme of the administration and how the apparatus of the State functions. If he is ignorant of the total picture, he may work in a narrow groove and, at times, at cross purposes. For proper co-operation and co-ordination, he must have a good understanding of the functioning of the various departments of Government, the central police organizations and his own organization.

Training programmes for the police, and especially that for the Sub-Inspector, must take note of the special features of urban policing. An urban population is characterized by a high degree of assertion of their civic rights and the ability to give
an articulated and even vociferous expression to its demands for economic equality and social justice. In this age of protest against any form of authority, the urbanites are more sensitive to the slowness of the bureaucratic machinery. The police have to work under the critical gaze of a community which is by and large more educated and sensitive than the rural community. Large crowds gather in no time and a threat to law and order can develop and spread like wildfire at very short notice. The existence of groups—communal, linguistic, youth and labour—has by itself a law and order potential and the presence of a large number of educated unemployed in the cities makes the situation more volatile. Professionalization and the use of ingenious devices and methods in the commission of traditional and white-collar crime, social vices, juvenile delinquency and traffic regulation are other important problems for the police in an urban situation. We have kept these special features of urban policing in mind while proposing the basic and specialized courses for police officers. Urban policing also calls for qualities such as greater alertness and quicker response. These should be developed during practical training under guided supervision.

It is a part of the duty of a Sub-Inspector to deal with dangerous criminals and situations where he runs the risk of being attacked. Therefore, training should be included in unarmed combat in the outdoor syllabus of this course.

Integrated Teaching:

Integrated teaching requires to be introduced in the Sub-Inspectors course also in order that attitude formation becomes part and parcel of the entire learning process. Increased use of various methods of instruction and audio visual aids will help to make integrated teaching effective and purposeful.

Duration and Daily Schedule:

The total period of the training of Sub-Inspectors at the police training college should be twelve months. During my visit to police training colleges, I found that there was too much emphasis on outdoor work and that conducting it in the morning fatigued the trainees to such an extent that they were unable to pay adequate attention to the indoor classes held later in the day. I suggest, therefore, that the daily schedule at the police training college should be modified on the lines of the schedule drawn up like the I.P.S. probationers’ course. One period of the physical fitness programme in
the morning is necessary to freshen up the trainees and develop the habit of early rising; all other outdoor training should be conducted in the afternoon. Five periods of 40 minutes each in the forenoon may be devoted to indoor subjects. In the afternoon a period of one hour may be provided for programmes like tutorials, guest lectures and study in the library. Tutorials may be organized on alternate days. 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.

In the case of Sub-Inspectors the process of evaluation should be continuous, comprehensive and objective. It is expected that when the police training instructors are better qualified and have undergone the training course for instructors suggested later on in this chapter, it will be possible for them to conduct the written and practical examinations with these objects in view. 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 to day behaviour in the classroom and outside which come under his personal observation. Towards the close of the session, all the instructors should meet in a conference, to be presided over by the Principal, who should ascertain the views of each instructor make his assessment and award his marks.¹

5.15 THE INSTRUCTIONAL STAFF:

Modernized training institutions and sophisticated teaching aids are important, but the success of all training programmes hingers on the instructors. The picture which has emerged from the discussions that I have had with various officers at different levels and my visits to some of the police training institutions is very discouraging. Most of the witnesses, also, have referred to the poor quality of the instructors in these institutions at present. The majority of the instructors are serving police officers without any training or experience in the art of teaching. At many places, they are not adequately educated, are either unwilling themselves or are unwanted elsewhere, and have no commitment to training. It has also been pointed to me that not infrequently older people, who are neither responsive nor willing to accept

¹. Bombay Police Manual Part-I Chapter III.
change, are posted to training institutions. Sometimes instructors stay on for an indefinite period and lose touch with police practice. In other cases, there is too rapid a turn-over of instructors, which militates against the building up of expertise in the training institutions. Frequent changes of the head of the institution, in particular, affect its prestige and character that most of the instructors only mark time and remain impervious to the advances made in the field of instructional technology. We thus have a situation in which the men who are to motivate and guide the new entrants to the service are themselves devoid of any motivating spirit or initiative or derive.

Some advocates are also working at the training institutions as Guest Lecturers in Law classes. I have observed their quality is very poor. They have no practical knowledge of law enforcement. They are not aware by the practical problems of police force which they facing in the field. They have no filling for the hardships of police force. Most of them are selected by the favour of some police officers or politicians.

**Factors Responsible:**

It is possible to identify and analyze the factors responsible for the present state of affairs. One of the major reasons is, to my mind, a lack of adequate interest in training matters on the part of the authorities. The Government and senior police officers in the States are generally pre-occupied with immediate problems and the training programmes derive little inspiration from them. The problems of law and order are considered to be so demanding that the most suitable or talented officers are rarely spared for the training institutions. The attitude is non uncommon among senior officers that officers who are not likely to deliver the goods in the field should be sent to the training institutions. A posting to the training institution is also sometimes decided upon as a matter of convenience and is considered as a measure of punishment by the officer affected. Needless to say, such practices cause great damage to the entire training programme. Even if some officers adjust themselves to such postings, it is difficult to ignore the stigma or the loss of face.

The other general complaint voiced by many instructors is that once an officer is posted to a training institution, he is generally forgotten for being considered for any other attractive or suitable posting or even promotion. Last but not least, the post
of instructor holds no attraction per se. On the contrary, the officer coming from the field suddenly loses the privileges which go with executive posts. No compensation is given to him either in the form a substantial material incentive or gain in status.\footnote{Report of the Committee on Police Training by Ministry of Home Affairs, Govt. of India, New Delhi. Chapter-VIII.}

### 5.16 ROLE OF INSTRUCTORS:

A change in this situation appears to us to be most urgent and pressing. The general opinion reflected by our witnesses is that instructors for the police training institutions should be selected from the best talent available in the force. The importance of the role of the instructor is underlined by the fact that he is the first person to take charge of a new entrant and it is from him that the recruit learn the ideals, principles and practices which he will have to adopt during his life in the force. Apart from imparting vocational knowledge and skills, the instructor sets the model for the trainees, trains their minds and shapes their character and attitudes.

The instructor plays the role of a change-agent in the organization. If training is to serve the primary purpose of preparing an individual to meet the challenges of today and the complexities of the future, if training is to heap in heralding suitable changes in the organization so that it may remain a living organism, the role of the instructor as a change-agent is crucial.

The new responsibilities imposed on administrative organizations in the present age of exponential changes have had their impact on the role of the instructor. It is now widely acknowledged that the trainers in an organization have to learn to identify the training needs of the various categories of employees and to locate teaching materials and processes and prepare them for fruitful use. As a part of the research wing of the organization, the trainer has to be involved in a continuous search for better ways of teaching and for the most recent advances in his particular branch of knowledge.
MERITS AND SEPERATE CADRE OF INSTRUCTORS:

The need of good instructors has been met in the armed forces by two-fold action. Firstly, there is a whole branch, designated as the Education Corps, which provides all the non-professional teachers required by their training establishments. This Corps consists of scholars, including scientists, who are recruited and trained for instructional duties and devote their whole service to this work. The pay scales and other conditions of service are so designed as to attract and retain talented persons. Secondly, those posts of instructors, which have to be filled by serving officers, are considered to be prestige appointments and a successful tenure as an instructor is a feather in the cap of a serving officer and is taken into consideration in selection for promotion.

For training purpose it is recommended that indoor instructors in the police training colleges and academy should not be below the rank of a Deputy Superintendent and Inspector respectively. In order to attract the best talent for the instructional staff, it is necessary to ensure that postings to the training institutions are not made a matter of convenience. Suitable officers properly selected, should be kept in view for such postings; only then will these postings be considered a matter of pride. The actual postings should be so arranged that there is at least a month’s overlap between the arrival of a new instructor and his predecessor’s departure.¹

5.17 INCENTIVES AND FACILITIES:

In addition, steps should be taken to provide adequate incentives so that posting to a training institution is desired and not shunned as at present. All the witnesses and respondents have been unanimous on this point. Having considered the various suggestions made to me, I recommend that the instructional staff should be entitled to rent free accommodation, special pay and/or rank promotion, schooling facilities for children and recognition by way of promotion, good postings and rewards. I have been told that rank promotion would be more attractive to the

¹. Report of the Committee on Police Training by Ministry of Home Affairs, Govt. of India, New Delhi. Chapter XIII and XIV.
subordinate ranks than special pay. Officers who are in the approved lists for promotion could, therefore, be given accelerated promotion and posted to training institutions.

An exchange of ideas between colleagues is always conducive to better understanding and advancement of knowledge and skills. The instructional staff of the training institutions should, therefore, be encouraged to visit similar institutions in other States.

**The Instructor; Essential Qualifications:**

The first and most essential requirement of a good instructor is that he should have adequate professional knowledge and experience of the subject which he is to teach along with sincerity and enthusiasm for the job. He has to deal with the most sensitive material in existence, namely, human personality. For the young and impressionable trainees, the instructor’s devotion to duty and enthusiasm should be catching. A good teacher must have a well-balanced personality and an even disposition. His bearing and appearance should display abundant self confidence and vitality. Only then will he have the force of character sufficient to mould the character and attitudes of the trainees who come to the training institution as adults.

**5.18 SELECTION OF INSTRUCTORS:**

In order to get the right kind of persons, it is necessary to select the prospective instructors with great care. One method of selection would be ‘talent spotting’. The heads of the police training institutions should be on the look out in every course for officers with instructional aptitude and potential and suitable entries should be made in the annual confidential rolls of officers considered likely to make good instructors. Simultaneously, applications should be invited from officers for posts on the instructional staff and the best persons should be selected through interviews out of those who volunteer.

**5.19 TRAINING OF TRAINERS:**

The officers so selected will have to be given a strong theoretical grounding in the philosophy of education, the various sociological factors which have a bearing on the educational attainment of individuals and the psychological elements which
determine an individual’s perception and motivation towards learning before they are assigne to instructional work. They will also have to develop effective leadership abilities and skills essential in the art of teaching. They must know the mechanism of the various processes of instruction such as preparation, presentation, discussion and review. Preparing a detailed lesson-plan will have to be an article of faith with them. In order that their knowledge and skills can be transmitted to the trainees, they will have to develop the necessary communication skills, which implies that they should be conversant with the various methods of instruction and those most appropriate for particular subject. It would also be necessary for them to know the integrated or concentric method of teaching. In order to enable them to know the integrated or concentric method of teaching. In order to enable them to make effective use of the various methods of instruction and audio-visual aids, they should be provided with opportunities to become proficient in their use.

It is essential for instructors to learn to evaluate the performance of their trainees, which will also enable them to know how effective or otherwise their instruction has proved to be. In this process, it will be necessary for them not only to assess the acquisition of knowledge by the trainees, but also to evolve techniques for assessing attitudes and values.

**Evaluation of Instructors:**

All training programmes must have a system of evaluation of instructors. The trainer must evolve a method of receiving feed-back from his trainees and, wherever possible, an assessment from his colleagues. The trainer should also have the capacity to evaluate his own performance by judging the reactions of his trainees and through the results of the various tests held by him from time to time. The responsibility for evaluating the effectiveness of an individual instructor should, however, mainly be that of the head of the training institution. It would be necessary for the latter to discuss with each instructor the subject to be taught by him, the preparation he has made, the methodology he proposes to adopt in the teaching process that he has planned. It would also be useful if he occasionally visits the class rooms to feel for himself the reactions of the trainees to different instructors.¹

5.20 IMPORTANT CRIMINAL LAWS TO TEACH:

A police officer has to deal with so many criminal laws. Following are the main important criminal laws:

1. INDIAN PENAL CODE, 1860.
3. BOMBAY POLICE ACT, 1951.
4. BOMBAY PROHIBITION ACT, 1949.
6. THE PREVENTION OF GAMBLING ACT, 1887.
8. BOMBAY ANIMAL PRESERVATION ACT, 1954.
10. AIR (PREVENTION AND CONTROL OF POLLUTION) ACT, 1981.
12. ANCIENT MONUMENTS PRESERVATION ACT, 1904.
15. ARMY ACT, 1950.
17. BONDED LABOUR SYSTEM (ABOLITION) ACT, 1976.
21. CATTLE TRESSPASS ACT, 1871.


(26) CHILD LABOUR (PROHIBITION AND REGULATION) ACT, 1986.


(28) CINEMATOGRAPH ACT, 1952.

(29) CITIZENSHIP ACT, 1955.

(30) COMMISSIONS OF INQUIRY ACT, 1952.


(33) CONSERVATION OF FOREIGN EXCHANGE AND PREVENTION OF SMUGGLING ACTIVITIES ACT, 1974.

(34) CONTEMPT OF COURTS ACT, 1971.

(35) COPYRIGHT ACT, 1957.

(36) CREDIT INFORMATION COMPANIES (REGULATION) ACT 2005.

(37) CRIMINAL LAW AMENDMENT ACT, 1908.

(38) CRIMINAL LAW AMENDMENT ACT, 1932.

(39) CRIMINAL LAW AMENDMENT ACT, 1938.

(40) CRIMINAL LAW AMENDMENT ACT, 1961.

(41) CRIMINAL LAW AMENDMENT (AMENDING) ACT, 1966.

(42) CRIMINAL LAW AMENDMENT ORDINANCE, 1944.

(43) CRIMINAL LAW AMENDMENT ORDINANCE, 1946.

(44) CUSTOMS ACT, 1962.

(45) DANGEROUS MACHINES (REGULATION) ACT, 1983.
(46) DEPARTMENTAL INQUIRIES (ENFORCEMENT OF ATTENDANCE OF WITNESSES AND PRODUCTION OF DOCUMENTS) ACT, 1972.

(47) DEPOSITORIES ACT, 1996.

(48) DOWRY PROHIBITION ACT, 1961.

(49) DOWRY PROHIBITION (MAINTENANCE OF LISTS OF PRESENT TO BRIDE AND BRIDEGROOM) RULES, 1985.

(50) DRAMATIC PERFORMANCES ACT, 1876.

(51) DRUGS AND COSMETICS ACT, 1940.

(52) DRUGS AND MAGIC REMEDIES (OBJECTIONABLE ADVERTISEMENTS) ACT, 1954.

(54) DRUGS (CONTROL) ACT, 1950.


(56) EMBLEMS AND NAMES (PREVENTION OF IMPROPER USE) ACT, 1950.

(57) EMIGRATION ACT, 1983.

(58) ENVIRONMENT (PROTECTION) ACT, 1986.

(59) ESSENTIAL COMMODITIES ACT, 1955.

(60) ESSENTIAL COMMODITIES (SPECIAL PROVISIONS) ACT, 1981.

(61) ESSENTIAL SERVICES MAINTENANCE ACT, 1981.

(62) EXPLOSIVES ACT, 1884.

(63) EXPLOLSIVE SUBSTANCES ACT, 1908.

(64) EXTRADITION ACT, 1962.

(65) FATAL ACCIDENTS ACT 1855.

(66) FOOD SAFETY AND STANDARDS ACT, 2006.

(67) FOREIGNERS ACT, 1946.

(68) FOREIGNERS ORDER, 1948.

(69) FOREIGN EXCHANGE MANAGEMENT ACT, 1999.

(70) FOREST ACT, 1927.

(71) FOREST (CONSEVATION) ACT, 1980.

(72) FORWARD CONTRACTS (REGULATION)ACT, 1952.

(73) FREEDOM OF RELIGION ACT, 2003 (GUJARAT)

(74) FREEDOM OF RELIGION RULES, 2008 (GUJARAT)
(75) GENERAL CLAUSES ACT, 1897.
(76) HABITUAL OFFENDERS ACT, 1959 (BOMBAY)
(77) IDENTIFICATION OF PRISONERS ACT, 1920.
(78) IMMORAL TRAFFIC (PREVENTION) ACT, 1956.
(79) INDECENT REPRESENTATION OF WOMEN (PROHIBITION) ACT, 1986.
(80) THE INDECENT REPRESENTATION OF WOMEN (PROHIBITION) RULES, 1986.
(81) INFANT MILK SUBSTITUTE, FEEDING BOTTLES AND INFANT FOODS (REGULATION OF PRODUCTION, SUPPLY AND DISTRIBUTION) ACT, 1992.
(82) INFLAMMABLE SUBSTANCES ACT, 1952.
(83) INFORMATION TECHNOLOGY ACT, 2000.
(84) THE INFORMATION TECHNOLOGY (AMENDMENT) ACT, 2008 (W.E.F.27-10-2009).
(85) JUVENILE JUSTICE (CARE AND PROTECTION OF CHILDREN) ACT, 2000.
(86) LOTTERIES (REGULATION) ACT, 1998.
(88) MAINTENANCE AND WELFARE OF PARENTS AND SENIOR CITIZEN RULES, 2009 (GUJARAT).
(89) MEDICAL COUNCIL ACT, 1967 (GUJARAT).
(90) MEDICAL PRACTITIONERS ACT, 1963 (GUJARAT).
(91) MEDICAL TERMINATION OF PREGNANCY ACT, 1971.
(94) MONEY-LENDERS ACT, 1946 (BOMBAY).
(95) MOTOR VEHICLES ACT, 1988.
(96) MUSLIM WOMEN (PROTECTION OF RIGHTS ON DIVORCE) ACT, 1986.
(97) NATIONAL SECURITY, 1980.
(98) NEGOTIABLE INSTRUMENT ACT, 1881.
(99) OATHS ACT, 1969.

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(100) OFFICIAL SECRET ACT, 1923.
(101) PASSPORT (ENTRY INTO INDIA) ACT, 1920.
(102) PASSPORT ACT, 1967.
(103) PLACES OF WORSHIP (SPECIAL PROVISIONS) ACT, 1991.
(104) POISONS ACT, 1919.
(105) POLICE FORCES (RESTRICTION OF RIGHTS) ACT, 1966.
(106) POLICE (INCITEMENT TO DISAFFECTION) ACT, 1922.
(108) PRESS AND REGISTRATION OF BOOKS ACT, 1867.
(109) PREVENTION OF ANTI-SOCIAL ACTIVITIES ACT, 1985 (PASA).
(110) PREVENTION OF BLACKMARKETING AND MAINTENANCE OF SUPPLIES OF ESSENTIAL COMMODITIES ACT, 1980.
(112) PREVENTION TO CRUELTY TO ANIMALS ACT, 1960.
(113) PREVENTION OF DAMAGE TO PUBLIC PROPERTY ACT, 1984.
(114) THE PREVENTION OF FOOD ADULTERATION ACT, 1954.
(116) PREVENTION OF INSULTS TO NATIONAL HONOUR ACT, 1971.
(117) PREVENTION OF SEDITIOUS MEETINGS ACT, 1911.
(118) PREVENTION OF TERRORISM ACT 2002.
(120) PRISONERS ACT, 1910.
(121) PRISONERS (ATTENDANCE IN COURTS) ACT, 1955.
(122) PRISONS ACT, 1894.
(123) PRIVATE SECURITY AGENCY (REGULATION) ACT, 2005.
(125) PROBATION OF OFFENDERS ACT, 1958.
(126) PROHIBITION OF CHILD MARRIAGE ACT, 2006.
(127) PROHIBITION OF CHILD MARRIAGE RULES, 2008 (GUJARAT).
(128) PROTECTION OF CIVIL RIGHTS ACT, 1955.
(129) PROTECTION OF HUMAN RIGHTS ACT, 1993.
(130) PROTECTION OF WOMEN FROM DOMESTIC VIOLENCE ACT, 2005.
(131) PROTECTION OF WOMEN FROM DOMESTIC VIOLENCE RULES, 2006.
(132) PUBLIC PREMISES (EVICTION OF UNAUTHORIZED OCCUPANTS) ACT, 1971.
(133) PUBLIC SERVANTS (INQUIRIES) ACT, 1850.
(134) RAILWAYS ACT, 1989.
(135) RAILWAY PROPERTY (UNLAWFUL POSSESSION) ACT, 1966.
(136) RAILWAY PROTECTION FORCE ACT, 1957.
(137) REGISTRATION OF FOREIGNERS ACT, 1939.
(138) RELIGIOUS INSTITUTIONS (PREVENTION OF MISUSE) ACT, 1988.
(139) REPATRIATION OF PRISONERS ACT, 2003.
(140) REGISTRATION OF MARRIAGE ACT, 2006 (GUJARAT).
(141) REGISTRATION OF MARRIAGE RULES, 2006 (GUJARAT).
(142) REPRESENTATION OF THE PEOPLE ACT, 1951.
(143) RIGHT TO INFORMATION ACT, 2005.
(144) SAURASHTRA FELLING OF TREES (INFLICTION OF PUNISHMENT) ACT, 1951.
(146) SECURITISATION AND RECONSTRUCTION OF FINANCIAL ASSETS AND ENFORCEMENT OF SECURITIES INTEREST ACT, 2002.
(147) SMALL COINS (OFFENCES) ACT, 1971.
(148) SMUGGLERS AND FOREIGN EXCHANGE MANIPULATORS (FORFEITURE OF PROPERTY) ACT, 1976.
(149) SMUGGLERS AND FOREIGN EXCHANGE MANIPULATORS (RECEIPT, MANAGEMENT AND DISPOSAL OF FORFEITED PROPERTY) RULES, 2006.
(150) SPECIAL COURTS ACT, 1979.
(151) SPECIAL PROTECTION GROUP ACT, 1988.
(152) STANDARDS OF WEIGHTS AND MEASURES (ENFORCEMENT) ACT, 1985.

(153) STATE EMBLEM OF INDIA (PROHIBITION OF IMPROPER USE) ACT, 2005.

(154) SUPPRESSION OF UNLAWFUL ACTS AGAINST SAFETY OF MARITIME NAVIGATION AND FIXED PLATFORMS ON CONTINENTAL SHELF ACT, 2002.

(155) TELEGRAPH ACT, 1885.

(156) TELEGRAPH WIRE (UNLAWFUL POSSESSION) ACT, 1950.

(157) TERRORIST AFFECTED AREAS (SPECIAL COURTS) ACT, 1984.


(159) TRADEMARKS ACT, 1999.

(160) TRANSFER OF PRISONERS ACT, 1950.

(161) TRANSPLANTATION OF HUMAN ORGANS ACT, 1994.

(162) TREASURE-TROVE ACT, 1878.

(163) UNLAWFUL ACTIVITIES (PREVENTION) ACT, 1967.

(164) THE UNLAWFUL ACTIVITIES (PREVENTION) AMENDMENT ACT, 2008.

(165) WATER (PREVENTION AND CONTROL OF POLLUTION) ACT, 1974.

(166) WEAPONS OF MASS DESTRUCTION AND THEIR DELIVERY SYSTEMS (PROHIBITION OF UNLAWFUL ACTIVITIES) ACT, 2005.

(167) WILD LIFE PROTECTION ACT, 1972.

(168) WIRELESS TELEGRAPHY ACT, 1933.

(169) VILLAGE POLICE ACT, 1867. (BOMBAY)

(170) YOUNG PERSONS (HARMFUL PUBLICATIONS) ACT, 1956.
5.21 BOOKS:

As mentioned in Bombay Police Manual Part-I the provision of Rule-97 is as under:-

**Rule-97. Books:**

(1) Probationary Deputy Superintendents of Police and Assistant Superintendents of Police will provide themselves with all books required for their training.

(2) Directly appointed Inspectors must provide themselves with all the books required for their training at their own expense.

(3) Sub-Inspector students will be provided at Government expense with the necessary books either in English or in regional language required for their training. Books supplied at Government expense must be returned by every student before leaving the school.

(4) Head Constable students will take with them to the School the Police Guide supplied to them in their districts.

As mentioned in above said Rule 97(3) it is the duty of Government to provide the books to Sub-Inspector students but sorry to say that the books are not provided from the training institute library to all the students because all the books in sufficient quantity are not available at the training institute and it is the duty of government to fulfill this requirement.

5.22 Courses arranged in State Training Institutions:

The police training institutions in the State shall run the following courses:--

(1) Basic course for directly recruited Sub-Inspector—-one year.

(2) Refresher courses for Sub-Inspectors and Inspectors—eight to ten weeks.

(3) Courses on crowd control for Sub-Inspectors, Inspectors and Deputy Superintendents—six to eight weeks.

(4) Courses on the investigation of fraud, embezzlement, organized rackets and economic offences for Sub-Inspectors, Inspectors and Deputy Superintendents—six to eight weeks.
Courses on the role of the police in dealing with juvenile delinquency for Sub-Inspectors, Inspectors and Deputy Superintendents—four weeks.

Courses on police—community relations for Sub-Inspectors, Inspectors and Deputy Superintendents—two weeks.

Courses for Constables—eight months.

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.

Course for Sub-Inspectors selected for promotion to the rank of Inspector—six to eight weeks.

Basic course for Assistant Police Prosecutors—six months.

Refresher course for Assistant Police Prosecutors—six to eight weeks.

Basic course for directly recruited Deputy Superintendents—one year.

Refresher course for Deputy Superintendents—eight weeks.

Course for Inspectors selected for promotion to the rank of Deputy Superintendent—ten weeks.

The exact workload of each police training institution will have to be worked out by the State on the basis of the present sanctioned strength of its police force and the plans, if any, for expansion in the near future; but it is obvious that it will be considerably heavier than the present workload and it will be necessary to expand the existing facilities and staff in practically all the police training institutions.

**Organizational Climate:**

The instructor’s contribution to the organization is by its very nature not overtly seen and is intangible. However proficient he may be in his techniques, the development of the trainees as a result of his sincere and hard labour will ultimately depend on the organizational climate. The comparative absence of training consciousness in the police organization can prove to be a major inhibiting factor in the effectiveness of the instructional staff. It is necessary, therefore that the senior officers should display faith and belief in and extend their whole-hearted support to
the process of training so that the job of the instructor may not remain as unrewarding as it tends to be.¹

LOCATION:

I believe that the location of a training institution is of great consequence. The evidence laid before me suggests that 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. Such a location alone can ensure that the trainees are exposed to real life problems relating to crime, crowd and traffic control and law and order during their training, that there is a ready availability of scholars for imparting instruction in subjects like sociology, psychology, current affairs etc. and that there is no difficulty in getting eminent persons to the institution as guest lecturers. Not many of our existing police training institutions meet this criterion. Particularly Gujarat Police Academy do not meet this criterion.

Army Campus, Campus of Home-guards is located in the middle of State Capital at Gandhinagar. Previously the Gujarat Police Training College, Junagadh was the biggest training institute for Police Officers in the State. But from 2001 State Government started Sardar Patel Police Academy at Gandhinagar. 10 years has been passed but even today there is no approach road to reach at the Academy. Infrastructure is very poor. Government has not developed this institute as it must be. No sufficient boarding facilities for officers. The space is 60% less than the space situated at Junagadh Training Centre.

Physical facilities:

A major shortcoming of several of the existing police training institutions is insufficient accommodation. Many institutions do not have regular class-room facilities for the trainees. I have seen classes being held in the open air under the trees for want of any other alternative. Most of them do not have an auditorium or a meeting hall. All these deficiencies are due to the fact that many of the training institutions have been accommodated in and hoc fashion in buildings constructed for

¹. Police Manual Part-I Chapter III.
altogether different purposes e.g. old forts or temporary army lines etc. A few institutions do not have adequate playgrounds. Swimming pools have been provided in all training institutions. The furniture provided in the class-rooms, barracks, hostels and recreation rooms is generally inadequate and unsuitable. Library facilities are meager, where provided and are often accommodated in make-shift arrangements. The annual budget grant for the library is very less. Most police training institutions have no hospital facilities. Where a separate hospital is not available for a training institution, patients are treated in the nearby city hospitals. A few of the institutions engaged doctors. In all the institutions the trainees bear either wholly or partly the cost of the cooking utensils of their messes. In a majority of these institutions, the trainees have to pay for the services of washer men and cob-blers as also for electricity.

**Need of Research Cell:**

I have been struck by the total absence of any research facilities in our police training institutions. The inadequacy of educative literature. The inevitable result has been that all police training is based on old ideas and practices and the limited experiences of individual members of the instructional staff even while conditions relating to and around police work have been changing fast. In order that the police training institutions remain intellectually vibrant and up-to-date in their knowledge of police problems, research should be considered to be one of their basis functions. While fundamental research may be undertaken mostly by the State police research units, the training institution should also undertake a certain amount of applied research through its instructional staff so that the hiatus between theoretical training and practical police work may be eliminated as far as possible. Research is a vehicle through which the trainers take note of the administrative reality and attempt to provide answers to real life problems. I recommend, therefore, that every police training institution should have a separate cell under a competent instructor for this purpose. In taking up research work along with training assignments, the trainers improve both their competence and credibility. They improvise and adapt techniques and practices which lead to improvement in training. Realistic programmes and competent trainers will together ensure greater trainee participation and effectiveness of the training process.
While the field research is vast, it involves considerable commitment of resources and is a time-consuming process. It would suffice, therefore, for the present, if these research cells confine themselves to problems in the training field for which satisfactory answers have yet to be found, such as the identification of training needs; the proportion between theoretical and practical periods of instruction in a training programme and the proper sequence in which they should be arranged; determining the suitability and effectiveness of various training methods for different instructional purposes, keeping in view the knowledge to be conveyed, the level of the students, the capability of the trainer and the relative costs and benefits of various training methods; development of training material, since the lack of this is a major limiting factor in the qualitative improvement of training programmes; and evaluation of the results of training to determine the extent to which the desired objectives have been fulfilled and the areas in which there is room for further improvement. This research work could be undertaken under the guidance of the Inspector General/Deputy Inspector General, Training.

Training Reserves:

I have been told that it is not always possible to fill up all the seats in even the limited number of courses that are available either because officers are generally unwilling to be deputed to such courses or because the administrative authorities feel that they cannot be spread. This question is connected with the consciousness of the importance of training at all levels. If the system established is such that the administrative officers concerned as well as the officers selected to attend courses of different kinds feel that the training proposed has a useful purpose to serve, there should be no difficulty of this kind.

I recommend further as follows:-

An officer deputed to a course, the duration of which does not exceed three months, should not be liable to transfer from the post from which he is deputed to the course. The availability of the training reserve should help to provide a temporary substitute to look after his work during his absence. This, of course, would not apply to officers deputed to courses, the successful conclusion of which is accompanied by rank promotion.
Officers deputed to courses should be entitled to a compensatory allowance to enable them to meet their incidental and other expenses.

The course that an officer has attended and his performance therein should be taken fully into account in all selections and promotion.

The selection of officers for attending courses should not be a mere casual exercise and 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.

**PRACTICAL TRAINING:**

The practical training programmes of Sub-Inspectors included attachment to a police station, to learn the duties performed by police officers of different ranks, and the prosecution branch. The probationers are attached to the district police office and the reserve police lines also in some places. The responsibility for the practical training of Sub-Inspectors during their attachment to a police station should vest in the officer in charge 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.

I recommend that there should be an Inspector General/Deputy Inspector General of Police, Training, along with a certain number of Deputy Superintendents of Police, Training, in each institution in order to ensure that the training of police officers receives adequate attention. The probationary Sub-Inspectors should submit a weekly work diary to the Deputy Superintendent, Training, through the officer under whom they are posted indicating the work on which they were engaged, what they learnt during the course of each day of the week and the difficulties experienced by them. While scrutinizing the weekly diary, the officers concerned should see whether the probationers have mentioned all the items of work which they were expected to learn during any particular period of attachment. The items of work not mentioned should be pointed out and the probationers asked to cover them in their subsequent reports. The Deputy Superintendent, Training, should meet the probationers once a month and test their knowledge make enquiries relating to their
personal life, accommodation and other problems and give necessary guidance. He should also ensure that the probationers are introduced into circles where they can widen their public contacts and develop an outlook of service to the people. He should submit monthly progress reports on the probationers to the Superintendent of Police with a copy to the Inspector General/Deputy Inspector General, Training. The later should visit the districts once a year and make an assessment on the basis of the progress reports and interviews of the probationers. In the case of probationers found below standard, he should recommend the termination of services or the 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.

Inspecting officers, including the range Deputy Inspector General, should meet the probationers as frequently as possible to assess their progress. The remarks of these officers about the progress of the probationers should be communicated to the Inspector General/Deputy Inspector General, Training.

**Refresher Training:**

Basic training prepares an officer for the performance of his job during the first five years or so. The environment in which a police officer has to function undergoes changes with the passage of time and there are usually corresponding changes in the nature of the job to be performed by him. This calls for refresher training. The need for such training is enhanced by the progress in science and technology which makes newer methods and techniques available for application to police work. Moreover, because of its very nature, police work results in the development of narrow and cynical outlook over a period of time. Refresher training provides a break from departmental routine and an opportunity for study, reflection and a readjustment of attitudes and values. A refresher course of six to eight weeks duration in the police training college which should lay emphasis on investigation, with particular reference to specialized or organized crime, his role in the prevailing context, the attitudes desirable, leadership and supervision. The course will have to acquaint the trainees with new legislation, important rulings and new techniques and methods of crime prevention and investigation promulgated/developed since their basic training. It will emphasize the need for obtaining the people’s cooperation in
dealing with police problems and draw attention to the new dimensions given to police work in the context of the social defence programmes of the state and country.

**Specialized Courses:**

It is necessary to organize the following courses for Sub-Inspectors in the police training colleges to provide intensive orientation in certain important areas and functional aspects of police work:--

A six to eight weeks course on crowd control:

Instructions would be given on preventive measures, including the collection of intelligence to forestall a law and order situation; measures for countering rumors and panic; utilizing voluntary agencies and citizens’ bodies; use of the latest methods of and equipment for crowd control; human psychology and behavior with particular reference to various groups such as students, labour, etc; importance of the control room, communications, transport and the internal security schemes; deployment of manpower; arrangements for dealing with specific situations; arrest of ring leaders and known bad characters; identification of accused persons; investigation of riot cases and the role of the Home Guards, the Magistracy and the Army in aid of the civil power.

A six to eight weeks course on the investigation of fraud, embezzlement, organized rackets and economic offences. Such offences are rapidly on the increase and have a great impact on the socio-economic conditions in the present context and would require more and more attention by the State police in future. A detailed syllabus for this course may be prepared by the Central Bureau of Investigation.

A two weeks course in police community relations. The object of this course would be to enable police officers to assess their role in an increasingly complex society; to create a better recognition of the presence of other agencies interested in the welfare of the community and to encourage their co-operation in police work; to enable a better appreciation and assessment of the causes and factors that lead to the peoples’ dissatisfaction with police; to explore ways and means of promoting a closer relationship between the police and the people and obtaining public support in police work; and, above all, to acquire a clear understanding of the need and importance of
the functioning of the police within the legal framework and in keeping with the growing aspirations and expectations of the people.

A course of fourteen weeks duration in Advanced Scientific Methods of Crime Investigation is run at the Central Detective Training School (C.D.T.S.) at Calcutta and Hyderabad for Sub-Inspectors and Inspectors. This is a well designed course to improve the standards and methods of investigation. The States should take the fullest advantage of this course. I recommend the opening of a few more C.D.T.Ss. to facilitate this.

These courses will be useful for Inspectors and Deputy Superintendents also.

**Constables:**

The appointment of this cadre is at range level. After appointment they have a training of at least EIGHT MONTHS at Police Training College, Junagadh OR Police Training School, Vadodara. They have a provision of refresher training also.

**State Reserve Police Force:**

There is a provision of State Reserve Police Force and they have a training period of like time as State Police in several cadres. S.R.P.Training Centre, CHOWKI (Junagadh) is the main centre for their training.

**Training of Constables:**

**Present Arrangement:**

Constables are trained in the police training schools in the State. Gujarat State has their own training schools for Constables. The duration of this basic training is eight months.

A constable is the most frequently seen police officer and generally the first to come in contact with the public. Though turn out and smartness impress, the people, by and large, judge a Constable by his behavior and the extent to which his attitude is helpful or otherwise. This applies in particular to the non-affluent sections to whom the Constable is the visible symbol of authority and who expect him to use it for safeguarding their rights and rendering them assistance in the solution of their problems. The Constable’s powers of arrest, even though limited, give him large
scope for the use of his authority. His training should, therefore, concentrate on imparting professional skills and developing his abilities and attitudes in a manner which will enable him to discharge his functions effectively. It will also be necessary to make him physically fit to cope with the rigors of the service.

The syllabi of the basic courses for Constables show that, by and large, they lay stress on crime prevention, assistance in the investigation of crime and maintenance of law and order, drill, discipline and smartness, and building physical stamina. First aid, general knowledge and the principles of police conduct are included in all these syllabi. Elementary knowledge of the Constitution is imparted in the course.

Maximum attention should be paid in the training of a Constable to his behavior and attitude towards the common man. The need for courtesy, humour and impartiality, a constant awareness of the rights of the citizen and of the constraints under which a Constable has to function, and a high sense of duty and service to the people have to be emphasized.

A constable is required to deal with individuals as well as groups of people. He has to face large crowds, with different affiliations and motivations, which may be angry, frustrated, peaceful or violent. He should, therefore, have some understanding of human behavior and the attitudes appropriate for dealing with different types of people and situations. Students and organized labour, in particular, need to be handled with maximum patience and tact.

There is need to develop in a Constable the attitude that, instead of looking at his work as a task to be performed mechanically, he should have a feeling of involvement in the larger purpose of police work. He must, therefore, know the “why and how” of his duties as related to different situations he may have to face and the laws he has to enforce. Only then can he derive greater job satisfaction. It would be useful to bring out the purpose behind various legal provisions, and social legislation in particular, in order to impart a better understanding of the attitudes that are required in a Constable while exercising his legal powers. Greater use of audio-visual aids, demonstrations, practical exercises, discussions and role plays would facilitate the attainment of this objective. What has been stated with respect to the training of Sub-Inspectors applies equally to Constables.
The physical fitness programme recommended by us for the higher ranks should be introduced in the police training schools as well. Training in unarmed combat is even more essential for Constables. They should also be able to ride a motor-cycle and know how to use the electronic devices. Based on the above considerations, a revised syllabus for a nine months basic course for Constables has been framed and is attached at the end of this topic.

**Daily Schedule:**

As for senior ranks, the daily programme of training of Constables should begin with a period devoted to physical fitness. All other outdoor training and tutorials should be conducted in the afternoon. Sometime should be made available in the evening for study in the library. In view of the importance of night work for the police the entire training programme for a particular day may be conducted at night once each month.

**Evaluation:**

In order to assess what the trainees have learnt, examination and/or tests should be conducted from time to time throughout the course. The first examination may be held three months after the beginning of the course in order to grade the class into homogeneous groups and final examination at the end of the course. In addition, periodical tests during the course would ensure assimilation of the instructions by the trainees, assist the instructors to measure the extent of revision necessary, keep the tempo of the course high and the interest of the trainees alive and make sure that they study the subjects from day to day instead of postponing it to the time of the last examination. Apart from these examinations and periodical tests, which could be either oral or written, there should be practical exercises to test the trainees’ skills.

**Practical Training:**

There is no system of imparting practical training to Constables. There should be a practical training to Constables for six months at a police station under the supervision of the officer in charge. A constable should be on practical training for a period of six months in a police station where he should first be given duties which can be performed in the company of other trained Constables, such as patrols, sentry,
escorts etc. Later, he should accompany them on duties which are performed individually like process serving, fixed post or nakabandi etc. This period of attachment to senior constables should last for four months and thereafter he should be required to do every phase of his work independently for the remaining two months. He should allot beat work, arrest and wireless service of processes, accompanying investigating officers, preservation of scene of crime, day and night patrolling and surveillance, should be sufficient. The trainee should, in the first phase, accompany experienced and selected men and thereafter he should perform these duties independently. A Constable should be taken along by investigating officers when witnesses are put up in court so that he may get a practical idea of how evidence is given.

The object of practical training is to enable the recruits to apply the instructions they have imbibed at the school. The Constables are the eyes and ears of the officer in charge and his main working instruments. They have often to act independently as law enforcement officers, particularly in matters relating to suspicious characters or property, and to develop the capacity to observe and judge men not only in the prevention and detection of crime but even while dealing with crowds or law and order problems. Training the senses to spot suspects or suspicious property during beat or bazaar duty or night patrolling by itself takes a long time. Practical training has, therefore, to be very thorough and should be so arranged that from the very beginning of their service, the recruits learn to apply their minds and use initiative. There should be emphasis on night work and the training should include an attachment to social service institutions, wherever they exist, for about two hours a week.

A system of maintaining observation note books, in which a Constable records all the observations made by him daily at the close of the day, is in vogue in some places. Much can be achieved in training a Constable to apply his mind to his work intelligently by encouraging and guiding him to make meaningful entries in his note book. This should be a part of practical training so that it becomes a regular habit with every Constable.

To cover all these items of practical work, we have suggested a six months field training programme as detailed as under:-
PRACTICAL TRAINING OF CONSTABLES—(6 months)

First Month—Attachment to a police station to learn routine duties, such as sentry, escort and picket. Special attention should be given to the maintenance of the duty roster, the general diary and other police station records and returns, the accounts work of the police station, including the preparation of T.A.BILLS and the use of the Police and Criminal Intelligence Gazettes. The Constables should attend the morning parades and kit inspection and acquire knowledge about local criminals.

Second and Third Months—Special attention should be given to preventive work, such as patrolling, beat duty, surveillance and Naka Bandi by day and night. The need for developing police-public relations, helping persons in need and dealing with juveniles with sympathy should be emphasized. Training should be given in developing contacts in haunts of bad characters, gambling dens and brothels for the collection of criminal intelligence. Memory and observation training should be given in order to develop the capacity to detect wanted or habitual criminals from their descriptive rolls or photographs.

Fourth Month—The constables should be required to accompany investigating officers to learn duties relating to the preservation of scenes of crimes, searches, seizures, arrests and raids. They should be told how criminal records at the police station and in the M.O.B. are used for the detection of crime and the location of criminals.

Fifth and Sixth Months—Attachment to an urban police station for being made familiar with problems of urban policing with particular stress on duties relating to beat, and law and order. The Constables should be acquainted, under close supervision, with the management of different types of peaceful crowds first and thereafter with the handling of mobs and unlawful assemblies requiring the use of force. The need for tact, courtesy, patience and restraining should be stressed.

This training can be best conducted at medium-sized police stations, which combine some urban and some rural areas and are also the headquarters of the Circle Inspector. Its supervision should be made the responsibility of a specially selected and well-motivated Sub-Inspector known for his integrity and efficiency who might if necessary, be an additional officer depending on the number of Constables to be
trained. Specially selected senior Constables/Head Constables, to whom the trainee Constables would be attached to learn the work, should be posted to this police station. The Sub-Inspector in-charge of the training should submit monthly progress reports on each trainee Constable to the Deputy Superintendent, Training. At the end of the practical training the Deputy Superintendent, Training, should personally examine each Constable to ascertain if he has made satisfactory progress and developed the correct attitudes, and submit a report to the inspector General/Deputy Inspector General, Training, pointing out the favourable characteristics and the defects to enable the latter to decide whether the services of any Constable should be dispensed with or whether his period of probation should be extended in the cases of those reported upon adversely. The report would eventually be filed with the service record of the Constable concerned.

It is desirable that during the first few years of their service, Constables of the civil police should not be posted to the reserve lines where they would either form part of the reserve or perform mechanical duties. They should spend the first three years in police stations so that they can acquire proficiency through experience of field work. In order to give them an incentive to learn their work intelligently and to perform it efficiently, they should be allowed to take the examination for promotion to the rank of Head Constable during this period. Career planning should make it possible for a deserving Constable to earn promotion by the time he has put in about five years service.

**Promotion Courses:**

Constables selected for promotion to the rank of Head Constable are put through a course lasting three months course and a three months course for Head Constables selected for promotion to the rank of Assistant Sub-Inspector is to be conducted.

Head Constables selected for promotion to the rank of Assistant Sub-Inspector should undergo a three months course. As Assistant Sub-Inspectors, the officers will have to share the responsibility of supervision with the officer in charge and also investigate comparatively more complicated cases. Subjects relating to the prevention and detection of crime will need brushing up. In addition, the course should include
training in supervision and leadership and in handling specialized forms of crime; the role of the police, human behavior and police attitudes; methods of crowd control and the handling of different types of situations, particularly those relating to students and industrial workers. Motor cycle riding and maintenance should also be included.

Thus, by and large, the only training that Constables receive throughout their service is the basic training on recruitment. A vast majority of them mark time as Constables without any hope of promotion and they perform their duties in a mechanical way. The lack of any further training coupled with a lack of promotional opportunities seriously affects their efficiency and has an adverse effect on the image of the police. I consider a refresher course for Constables essential to maintain their professional efficiency and to ensure that they maintain the attitudes desirable in police officers. A refresher course of four weeks duration should be compulsory for Constables at intervals of seven years. The human relations content of this training programme will have to be substantial with emphasis on the development of correct attitudes and the preventive and social defence aspect of police work. To be purposeful and effective this training should be imparted in the police training schools. The refresher courses should also be utilized to identify Constables of a promising type for being encouraged to work their way up.

We would like all Constables to attend the refresher course but since their number is very large, the course should be restricted to those Constables who are capable of deriving the most benefit from it. Constables who have completed 25 years of service or 50 years of age, those who have a persistently unsatisfactory record of serviced and Constables who have done a promotion course or have been approved for promotion need not be sent for refresher training.

The post of Head Constables and Assistant Sub-Inspectors are filled by promotion in Gujarat State. Thus all Head Constables and Assistant Sub-Inspectors will have done either a promotion course or an induction course. I feel that all Head Constables and Assistant Sub-Inspectors, who have put in seven years service in their respective ranks, should be required to undergo at intervals of seven years a refresher course of eight weeks duration with a bias on scientific methods of crime detection. It should include an attachment to the State Forensic Science Laboratory for a week. Their knowledge of law and procedure with regard to investigation should be
refreshed and they should be acquainted with new laws and court rulings and the preventive and social defence aspects of police work. Police-citizen relations should form a part of the course.

**REFRESHER COURSE FOR HEAD-CONSTABLES AND ASSISTANT SUB-INSPECTORS—CIVIL POLICE—(8 WEEKS)**

Modern State and the Role of the Police.

1. Political, social and economic changes in State and their implications for the police.

2. Major social problems—uplift of weaker sections of the people.


**Current Affairs.**

**Human Behavior:**
Understanding Human Behavior—individual, group and crowd.
Police Behavior towards the public.
Principles of police conduct-selected cases to emphasize the importance of courtesy, impartiality and integrity.

Criminology:
Modern concepts in Criminology.
Criminogenic Factors.
Psychological.
Sociological.
Economic.
Political.
Deviance.
Individual deviance—juvenile delinquency.
Collective deviance—organized crime.
White collar crime.
Vice (gambling, alcoholism, prostitution and drug addiction).

Penology:
Punishment—prisons.
Correction and reformation—probation, parole and corrective institutions.

Racidivism.

Crime Prevention:

Prevention of Crime.

Collection of criminal intelligence.

Prevention of special types of crime like dacoity and burglary.

Application of Science and Technology to Police Work:

The course should include attachment to State forensic science laboratory for one week.

Self-Development:

There are a large number of Constables whose educational qualifications are matriculate or Std. XIth pass. Since it is otherwise also desirable to raise the educational standards of the police, opportunities should be provided to Constables for self-educaition. As regular classes may not be feasible for the constabulary, whose hours of duty are irregular because emergencies requiring the deployment of men in large numbers are frequent, the solution lies in encouraging them to avail of correspondence courses and/or evening classes for improving their educational qualifications to the extent this can be done without detriment to their duties. It would facilitate this process if Government bears the charges on account of the fees for these courses. Suitable allowances may be sanctioned to Constables who pass the higher examinations in the form of advance increments. This will provide the necessary motivation.

TRAINING OF ARMED POLICE:

Functions:

The armed police, consisting of a well trained body of personnel, provide a reserve force to aid the civil police whenever required. The functions of an armed police battalion are, mainly, to assist the civil police in the maintenance of law and order and in the management of large crowds at fairs, festivals, public meetings, elections and visits of VIPs; quell riots and communal disturbances, conduct anti-dacoity operations and perform counter-insurgency duties and tasks connected with border security; help the civil population during natural calamities; guard VIPs and
vulnerable points; escort prisoners, treasure, etc; assist the Army during peace and
hostilities; and guard prisoners of war, control and protect refugees and assist civil
defence units wherever necessary.

A State armed police battalion usually consists of six active companies, each
comprising of three platoons, each of which is in turn divided into many sections.
The Commandant of a battalion is an officer of the rank of Superintendent of Police
and is assisted by two or more Assistant Commandants of the rank of Deputy
Superintendent. The Company, Platoon and Section Commanders are of the rank of
Inspector, Sub-Inspector and Head Constable respectively.

There are fifteen to Sixteen Groups of S.R.P. in Gujarat.
Each Group shall consist of the following:-
Two Battalions consisting of four Active companies each.
One Technical and Reserve Company.
One Administration Company.
Motor Transport Section.
Wireless Section.
Hospital Section.
Office Establishment.
Followers.

A Battalion shall be commanded by an officer called “Battalion Commander”,
who shall be of a rank equivalent to that of an Inspector of Police.

Each of the Active Companies shall be commanded by an officer called
“Company Commander” of a rank equivalent to that of a Sub-Inspector of Police.
Each such Active Company shall consist of three Platoons, each commanded by an
officer called “Platoon Commander” of a rank equivalent to that of an Armed Police
Jamadar, plus a Company Head Quarters Wing.

**BASIC TRAINING COURSES:**

Constable recruit is given preliminary training in the unit for a couple of
months before he is sent to the training centre/battalion to help him to find his feet and
prepare him for the strict discipline of a training centre. The duration of the basic
course for constables varies from eight months. The subjects included in the basic course are physical training, drill, discipline, sentry duty, weapon training, bayonet fighting, lathi drill, crowd control, tactics, fieldcraft and unarmed combat. Instruction is also imparted in law, general knowledge, first aid, hygiene and sanitation, and map reading.

Basic training in the armed policed has the objective not only of training the personnel to a high degree of efficiency in the use of weapons and equipment and the performance of their duties but also of making them physically tough, disciplined and capable of working in a team for the successful achievement of a common aim or task. An examination of the training programme of armed police personnel indicates that there is considerable stress on the teaching of professional subjects with little, if any, attention to an understanding of the role of the armed police in relation to the people or on inculcating proper attitudes in dealing with the latter. A large number of witnesses told us that the armed police were being increasingly deployed on duties such as controlling large crowds at fairs and festivals and in connection with elections, political meetings and processions, and they urged that the training programme should be enlarged to impart to the armed police personnel a proper understanding of the purpose behind their tasks. An armed policemen needs to be courteous, helpful, kind and yet firm while dealing with the public. These requirements have been kept in view in preparing the syllabi of the various courses for the armed police. Since a lot of their work is performed at night, there should be due stress on night work during their training.

CONSTABLES:

A Constable of an armed policed battalion has to perform sentry, patrol and picket duties; guard and escort prisoners; deal with large crowds during melas, processions, VIP visits and disturbances; take part in operations against dacoits, insurgents and extremists; and help the civil population during natural calamities. He must be made fully conversant with these duties and the laws which give him powers to act or which require his intervention and with the organization and working of the police department, other departments of the Government in the State and at the Centre, and of the armed forces and other auxiliary units. A syllabus for a nine months basic course for Constables of the armed police is arranged.
Sub-Inspector (Platoon Commander):

A Platoon commander is in charge of the administration, training and
discipline of a platoon and, should an occasion arise, of a company. He has also to
know the administrative duties of a Subedar Adjutant, a Subedar Quarter Master, etc.
He must be proficient in all the duties which his subordinates may be called upon to
perform. The men look up to him for guidance and expect him to lead and look after
them in all situations. He should be able to motivate them and be capable of acting
swiftly and decisively with boldness and courage and with a proper understanding and
appreciation of the situation to be faced. His subordinates, colleagues and superiors
should find in him a loyal and dependable person. The syllabus for a nine months
basic course for Sub-Inspectors of the armed police is arranged.

Orientation Course:

The duties which the armed police perform are different in many respects from
those of the civic police. Therefore, it is essential that officers of the rank of Sub-
Inspector, Inspector and Deputy Superintendent transferred from the civil to the
armed police should attend an orientation course with emphasis on unarmed combat,
weapon training, fieldcraft, tactics, map reading, emergency relief operations and the
functions of the armed police. This course need not be a regular feature and can be
conducted once a year, or whenever necessary depending on the number of personnel
required to be trained. The syllabus for a four months orientation course is arranged.

Promotion Courses:

It is necessary that promotion courses should be arranged for the various ranks
of the armed police, in which, besides refreshing the knowledge and skills already
acquired, inputs are provided to assist the officers to cope with their new duties and
responsibilities. I recommend the following promotion courses:--A course for
Constables selected for promotion as Head Constables. As a Section Commander, a
Head Constable has to lead his men and be responsible for their training, discipline
and administration. He should be able to handle a platoon, should such an occasion
arise. The course should include instruction in all these duties.
A course for Head Constables selected for promotion as Sub-Inspectors. Instruction should be given in the duties and responsibilities of a Platoon Commander. The additional subjects to be taught are maintenance of registers, documents etc. of a platoon; duties of the Subedar Adjutant and the Subedar Quarter Master; platoon and company drill; and leadership and supervision.

A course for Sub-Inspectors selected for promotion as Inspectors. An Inspector in an armed police battalion is required to administer, train and command a company. In addition to teaching these duties the course should include instruction in holding departmental enquiries and in leadership and supervision.

**Refresher Course:**

In the armed police, the scope for promotion depends on the number of armed police battalions and one may have to wait for several years in the same rank before promotion. Refresher training is, therefore of special significance in the armed police since the professional knowledge and performance of every single individual in the field has to be kept up-to-date and of the required standard. There should be stress in refresher courses on weapon training and musketry, tactics, fieldcraft, security duties and crowd control. Topics under the heads ‘General’ and ‘Human Behaviour’ in the basic course should also be included. All officers should undergo refresher courses every seven years, except those who have done a promotion course or are approved for one. I recommend the following refresher courses:--

A three months refresher course for NCOs (Head Constables and Naiks) to be conducted in the units.

A fourteen weeks refresher course for Sub-Inspectors (Platoon Commanders) to be conducted at the State armed police training centre.

A fifteen weeks refresher course for Inspectors to be conducted at the State armed police training centre.

**Instructors Course:**

The training of outdoor instructors is of special importance in the armed police. Outdoor instructors are required for the following branches of specialization :-
Drill.
Physical fitness.
Unarmed combat.
Weapons.
Tear-smoke.
Anti-dacoity operations.
Counter-insurgency and anti-extremist operations.

The integrated method of teaching should be used wherever possible. While dealing with subjects like crowd control, communal disturbances, rioting, counter insurgency etc., the relevant legal provisions should be explained along with an exposition of the attitudes required for dealing with different situations. The maximum possible use should be made of audio-visual aids, including sand model discussions, tactical exercises without troops and outdoor exercises.

**Daily Schedule:**

The nature of their work and living conditions ensure that armed police personnel have the opportunity for physical training throughout their service, except during emergencies. The physical fitness programme recommended for the civil police need not, therefore, be adopted in the armed police. Instead, there should be a regular physical training programme intended to make the personnel tough. Their daily schedule of training should begin with physical training in the morning and the indoor classes should be held when the trainees are least fatigued, i.e. in the forenoon. Outdoor work like weapon training, tactical exercises and other practical work can be done during any time of the day.

**Training of Traffic Police:**

Traffic problems are becoming more and more complex and difficult not only in the metropolitan cities but also in several other big cities whose number itself is increasing at a fast pace. These problems have increased in the rural areas also all over the state due to increases in road mileage, number and variety of vehicles and road traffic of passengers as well as goods. With economic progress, these problems would continue to become more and more acute. This would necessitate a rapid increase in the strength of the traffic police in the country and would call for
specialized training of the higher ranks in the latest techniques of traffic policing. The subject has not received due attention and has remained neglected. Apart from reducing traffic hazards, this aspect of police work has a very important bearing on the image of the police. During my visits, I have found that, in cities where the traffic police are efficient, the people by and large have a good opinion about the police. The subject of imparting basic and specialized training in traffic policing not only to the rank and file of the traffic police but also to officers of the higher ranks, therefore, requires urgent attention.

There is Traffic Institute in Bombay and a Traffic School in Calcutta but there is no Traffic Institute in the State of Gujarat. Gujarat State should establish an institution for imparting training to officers, preferably with experience of traffic work from the rank of Sub-Inspector or Sergeant to that of Superintendent of Police. Basic and specialized training to the rank and file of the traffic police should be arranged in this institution.

5.23 INSTRUCTIONAL METHODS AND AIDS

Teaching Methods:

Training is fundamentally a problem of communication. The trainer must constantly interest, motivate, challenge and instruct efficiently. The longer the session, the more difficult is his task in putting his points across. The most common instructional method being followed in police training institutions, at present, is the lecture method, supplemented by demonstrations and written and oral instructions. It is quite apparent that this method, particularly in the hands of inexperienced instructors and without the assistance of any visual aids, is not achieving the desired results. Each faculty member will have to work out a plan of handling his subjects with a view to achieving the following objectives:--

To impart the necessary knowledge regarding the subject.

To assist the participants to develop the necessary skills for translating the knowledge into action.

To enable the participants to identify and understand the attitudes which would be desirable in handling different police situations.
Integrated Method of Teaching:

During my visit to various policed institutions, I found further that different aspects of the same topic were covered one by one and at different times, thus depriving the participants of a total understanding of various aspects relating to the totality of a situation. I recommend, therefore, that the integrated or concentric method of teaching should be adopted in all training programmes. This will involve close co-operation between the various staff members lecturing on different aspects of the same theme and also require a relatively higher ratio of staff to trainees than is the case at present.

The effectiveness of integrated teaching can be enhanced by supplementing the lectures with other teaching methods and using modern teaching aids so as to ensure the maximum possible trainee participation in the training process.

Lecture:

The lecture method is simple and inexpensive. An experienced speaker can make a lecture interesting, thought-provoking and and even challenging. A lecture can speed up the learning process as it enables the instructor to offer in a concentrated form the benefits of his knowledge and experience. But, since the participants have only a passive role, this method ignores the principle that learning to be effective must involve participant activity on the part of the trainees. Thus, it tends to add to information rather than increasing understanding.

Demonstration:

A demonstration is the simulated performance of an actual operation. It is a more effective form of teaching than the lecture when the subject matter calls for instruction in procedures or manual skills or the use of mechanical devices. It is particularly useful if the trainees have limited educational qualifications or practical experience. Demonstrations can also be used to set up or define standards of performance, by serving as patterns or models. This method can form an important aid in teaching subjects.
Observation Method:

The underlying principle of the observation method is that direct experiences are more effective in the process of learning than lectures. They are retained in the mind for a longer period of time than things learnt in the class-rooms. First-hand information is also a strong motivating force for further inquiry. This method, however, necessitates a well-planned and well-directed procedure in order to employ it to the best advantage for integrated teaching. Trainees are taken to observe incidents or situations either during the actual development of an incident or a situation or after it is over, to observe things for themselves, draw their own conclusions and plan their own approach when they may be called upon to solve similar problems. The instructor acts as a guide. This method can be widely used in police training programmes at all levels since police officers have to deal with practical situations directly all the time.

Discussion Method:

The discussion method can be utilized as an alternative to lectures to develop critical thinking among the trainees. Because of the active participation of the trainees, absorption is much greater. The success of this method depends on the involvement of the maximum number of students, but for deriving the optimum advantage, it is desirable to limit the size of the class to about 50 trainees.

In this method, the teacher sets a topic on which the students have to come prepared for a discussion. They raise various points and a discussion follows. This method helps to foster healthy rapport between the teacher and the trainees because it provides the latter with an opportunity to participate and stimulates enquiry and understanding.

Group Discussion:

A group discussion is held under the supervision of a leader selected from the group itself on a subject which may have either come up in the class-room or may have been selected by the instructor. It affords close and intimate contact between the teacher and the student and an opportunity for questions and clarifications. The aim is to facilitate a planned and purposeful interchange of ideas and reactions, help the
trainees to acquire new knowledge and develop appropriate attitudes through a process of direct involvement.

The variations of this method which could well be utilized for police training are:

Tutorials—individual guidance given to small groups of pupils by an instructor.

Workshop—a group effort to work out the details of a task, as distinct from a discussion of general principles.

Symposium—a presentation of views by different speakers on a common theme.

Panel Discussion—a symposium supplemented by inter-action among speakers.

Brains Trust—a number of senior officers, preferably not more than five, form a group to answer questions put by the trainees.

Case Study:

The case study method has special relevance to police training because the police have to deal with cases and a trainee’s accrued in the past or with some hypothetical, but realistic, examples is likely to lead to a proper understanding of the situations which he may have to face in his future professional career. This method places the greatest emphasis on participation by the trainees.

T-Group of Sensitivity Training:

One of the newest methods for developing skills in human relations, leadership and supervision, all of which are essential for the effectiveness of a police officer, is the T-Group or L Group discussion or sensitivity training. The basic objective of this training is to help the participant to improve his effectiveness through the process of developing insight into his own behavior, enhancing his ability to communicate with others and increasing sensitivity to inter-personal relationship. This is in effect a laboratory approach where the learning takes place on the data generated
through a series of experiences, which are unstructured and based on instrumented exercises depending on the growth of the group, in a ‘here and now’ situation.

**Syndicate:**

A syndicate generally consists of a small group of persons, with one member acting as the chairman and another as the secretary, for examining a specified topic. Each syndicate is briefed in detail on the topic assigned to it, indicating clearly its nature and scope and is provided with a reading list and specially prepared background material in the form of papers, exercises and cases. The chairman, with the guidance of the instructor, plans the work, conducts the discussion and study and helps the syndicate to prepare a report. This method calls for sustained effort by every member and develops co-operative, thinking and the powers of expression, judgments and decision.

**Incident Method:**

The Instructor sketches an incident; the trainees study the brief sketch and obtain more facts the instructor to complete the case. In the process, they learn how to obtain relevant data for studying an event or an incident. In the next phase, each trainee diagnoses the incident and writes down the solution individually. The trainees are then divided into like-minded groups and each group formulates its reasoning and elects a spokesman. In the subsequent phase, each spokesman outlines the position of his group. The groups then test the strength of their positions by obtaining more facts from the instructor. The instructor next tells the trainees what was actually decided and how it worked out. The trainees think over the entire problem and discuss such aspects thereof as promote a full understanding of the case.

The incidents are taken from actual life situations. This is an excellent method for developing understanding of how to obtain the right data for studying a situation, how to use data effectively and what the weaknesses are in the trainee’s own approach to the solution of the problem.

**Films:**

Films, especially sound films which combine action, dialogue and sound effects, absorb attention particularly if the presentation is of a professional standard.
Unconsciously, the viewers tend towards an emotional identification with the characters to an extent which few, if any, other learning aids can match. Since 90 per cent of knowledge is learnt through the sensory organs of hearing and sight, it is evident that the training value of films cannot be over-emphasized. The result of research indicate that films speed up training without loss of effectiveness; make training sessions more interesting; are more effective than verbal instruction or other visual aids in assisting the trainee to retain knowledge; and help to modify set or pre-conceived beliefs in desirable directions.

**Slides:**

The slide is one of the oldest and perhaps the most popular of training aids. It is easy to handle and can be put to a large number of uses. An instructor can use slides to illustrate his points and thus remain in complete control of the situation. Unlike film strips, slides can be shown in any order. A number of slides can be shown and each one analyzed thoroughly or a larger number can be projected in order to present a survey of the topic.

**Projectors:**

The projector can simultaneously project and enlarge any desired object from the size of a postage stamp to the page of a book so that every trainee in the room can see it clearly and without distortion. Maps, charts, diagrams, pictures, drawings, photographs, slides etc. can all be displayed effectively through projectors. The projectors required for film strips and slides are inexpensive and simple to operate. The over-head projector enables the instructor to face the group while demonstrating what he is trying to put across.

**5.24 CYBER LAW:**

The most challengeable task for police force in the current affairs is to detect the offences of CYBER LAW. But there is no special provision during the training or in the field to become police officers familiar with this law. The State Government has not formed a special branch to meet with CYBER CRIME. It requires badly need in now-a-days for Police Force.
How badly do we need the Cyber Law?

The apt answer of this question lies in all pervasive threat perception which is looming large in the cyber space. The threat or menace to the cyber space is no more a virtual one but a practical one which makes its mark palpable in every aspect of cyber space blurring the geographical boundaries of this planet. Such menace has now crystallized into various kinds of a specific crime which is in broader sense called CYBER CRIME.

The Cyber Crime is now no more limited to few sporadic incidents of unauthorized access to a particular computer or a particular cyber space with a view to damaging its data or sabotaging the system which few years were called the Computer Espionage. The Cyber crime has spread to such proportion that a formal categorization of its crime is no more possible. Every single day gives birth to a new kind of cyber crime making every single effort to stop it almost a futile exercise. Some of the current cyber crimes are – Cyber stalking, Tapering with Digital Signature Certificate, Cyber harassment, Cyber fraud, Cyber defamation, Spam, Hacking, Trafficking, Distribution, Posting and Dissemination of obscene material including pornography, Indecent exposure and child pornography etc. The rise in the variety of cyber crime as a natural corollary increases the rate of cyber crime all over the globe. Going by the data of National Crimes Records Bureau the number of pending cases relating to cyber crime in India has witnessed an early 300% growth from the year 2002 to 2007 as in the year 2002 there was merely 70 cases pending whereas the same is 217 in the year 2007. This rapid growth of crime has left no room for doubt that this country indeed requires a dedicated Statute which would deal with all the possible aspects of cyber space and crime involving it which spread its tentacles in every corner of the global arena.

The habitat of more than a billion people in this country has no doubt makes the legal issues more complex to watch and implement. The augment of internet and rapid growth of MNCs has made it inevitable that the commercial transactions are regularly taking place from a remote corner to another far away corner of this country and the Corporate Field having taken resort to electronic mode of communication primarily internet makes it imperative to give legal recognition to not only the agreements executed through internet but even communications made through the
medium of internet. The Cyber Law is hence no doubt the right step in the right direction.

Before the enactment of Cyber Law i.e. Information Technology Act there was great vacuum in the law of evidence, the guidelines of proof of a case irrespective of its civil or criminal nature to cover various issues which encompasses the disputes or offence in cyber space. The enactment of Cyber Law has paved with its stride the necessary amendments in the Indian Evidence Act, Indian Penal Code, and The Bankers Book Evidence Act etc to give effect of the IT Act to its fullest.

The enormity with which the Cyber Crime has occupied the cyber space, the threat perception of the people has also undergone a sea change. Nowadays the people started getting more fearful about the cyber crime than even the burglary or the theft. The growing dependence on cyber space has made it inevitable that a specialized Law gives protection to the activities which the people indulge in through the media of internet. The dependence on cyber space with the each passing day would be on the rise and not be on the wane making it imperative that at least a sense of security prevails in the mind of the people while sharing cyber space.

**Scope of Cyber Law in India?**

The scope of Cyber Law in India is enormous to say the least. Before delving into the scope of Cyber Law we must understand that the octopus grip of Cyber Crime has spread to unavoidable presence of person, property and most importantly the Government in the Cyber Space. The terrorism against the Government popularly called Cyber Terrorism has the potent of causing far reaching and most deadly mark in the lives of people and the State Machinery. So most of the abuses or crimes done through the internet have been tried to be covered by the Information Technology (Amendment) Act 2008 which has been in force from 27.10.2009 bridging most of the loopholes which were found in the original Act.

(i) **Section 65 to section 67 B of the IT Act** have prescribed for punishment by way of imprisonment up to 3 years of fine up to 10 lakhs of Rupees depending upon the nature of offence.
(ii) Even the Intermediaries are not spared by way of section 67C of the Act. The Controller has been given enough power to give directions by virtue of section 68 of the Act. Section 69 to 70 of the Act has authorized the Central Government to monitor, intercept or even block for public access any particular information for the purpose of cyber security, to collect traffic data or to declare any computer resource a Protected System.

(iii) Section 71 to 74 has given necessary security in the domain of privacy and for acts of misrepresentation, fraudulent publication or forged electronic signature by prescribing punishment by way imprisonment or fine up to 3 years and Rs. 5 lac respectively.

(iv) The Act has also made liable the Company or a Firm for the acts of Contravention or offence by its Director or the Partner.

(v) The application of other Penal laws like Indian Penal Code, Arms Act, Copyrights Act, Narcotics Drugs and Psychotropic Act etc. parallel for the offence done in the Cyber Space has made the IT Act more relevant with the advent of progressive means of communications through cyberspace. That is why cyber laws do not mean IT Act alone.

In a nutshell the amendments made in the year 2008 has almost covered the gaps or lacuna which was found to be palpable when this Act first came into force. The term ‘electronic signature’ replaced the previous ‘digital signature’ to make this Act more applicable. The Cyber Law now has been made to apply in the case of ‘communication device’ as well to bring the high end mobile phones within its ambit. Section 10 A has been added to legally recognize agreements executed through e-mails. Section 43A has made the Body Corporate which is in charge of computer resource liable for not maintaining proper security. Most importantly section 81 of the Act has given this statute an overriding effect. The I T Act has been made enforceable against the abettor or the person who took attempt to commit the crime as well.

When the internet is the global tool of communication, how does cyber laws regulate activities of a website hosted or managed from another country?
This question deals with the aspect of extra territorial jurisdiction for an offence under Cyber Law. The primary penal law in India i.e. Indian Penal Code which also covers many forms of crimes including criminal intimidation, defamation, forgery, cheating, extortion which are widely committed by the cyber offenders by using cyber space has also covered this issue where by section 4 of the Code prescribes for punishment for any Indian citizen who has committed any offence outside India but found in India if such offence done by that person is punishable in India as well. The IT Act has also facilitated such applicability further by making such similar provision. The section 75 of the IT Act after its amendment in the year 2008 has made this Act applicable for commission of offence or contravention outside India as well. This section is even broader in its sense and applicability as even the citizens other than this country guilty of cyber crime has also been taken within its fold. Only small condition for its applicability is that such person must use any computer system or network located in India. So such accurse person can be prosecuted in India by bringing that person through International Treaties after undergoing procedural compliance called Extradition. Though India is not a member of any of the Cyber Crime Treaties like Hague Convention but it has extradition treaties with most of the countries and it is a signatory to TRIPS (Trade Related Aspects of Intellectual Property Rights) under the aegis of WTO thereby making it amenable to global jurisdiction on copyright, patent or trademarks disputes.

**How does Cyber Laws define ethical netizen activities?**

The ethical activities of the netizens mostly involve the activities which are called by the Cyber society as ethical hacker. Hacking means unethical access to a computer system. Now those persons who through unauthorized access to a computer system but do that with the view to find out the fissure in the security system but do not make any attempt to steal or damage any data or the network are largely called ethical hacker. Like the crackers they are not the outlaw in the society and the sole purpose of their activity is to highlight the shortcomings in the security of system so that the same may be repaired to restrain any such future unauthorized access. However section 66 of the IT Act in India has made it clear that before counting hacking as crime such unauthorized access must be made with the intention or knowledge so as to cause wrongful loss or damage to the public or the person and
must result in alteration, deletion or destruction of any information in the computer source. So by virtue of section 43 of the IT Act if any such activities do not fulfill the criteria as mentioned herein the same would not be counted as a crime and hence would not be liable to pay any compensation.

**What is the difference between Hacking and Cracking?**

Nowadays this hacking and cracking occupies the major portion of cyber crime worldwide. Still there is a fine line between hacking and cracking. Hackers are mostly perceived to be respected member of the technocrats who finds the loopholes in system for its betterment whereas the crackers are those who make the same thing but for the purpose of criminal activities with criminal intent.

A hacker may be a person who is expert with computers and/or programming to such extent where they know all of the in’s and out’s of a system. There is largely not much illegality involved with being a hacker if he indulges in ethical activities. He mostly does this to find out the security flaws so that the owner or the administrator of the system or the source comes to know about this for sealing the breach.

A cracker is also a hacker but he uses his expertise for personal gains outside of the law. EX: stealing data, changing bank accounts, distributing viruses etc.

What the hacker does with their knowledge of systems within the definition of the law is what defines them as hacker versus a cracker. We can hence safely say that all crackers are hackers, but not all hackers are crackers.

Hackers regard crackers as a less educated group of individuals that cannot truly create their own work, and simply steal other people’s work to cause mischief, or for personal gain. However people often due to lack of proper understanding uses these words interchangeably.

How can a regular user protect his/her online identity from unethical activities?

In the face of progressive Cyber Crime often out pacing the means to check it, it has become more important to take some various preventive measures for a regular online user to protect both his identity and the content of his communication.
Since transmission of electronic documents occupies the major chunk of cyber space in today’s emerging global market, if the authenticity of such documents are not maintained the very foundation of global trade would come to standstill. Hence application of electronic signature, Cryptography, Hash Function, Split Key Architecture or Digital Time Stamping goes a long way to save the transmission of electronic documents from the clutches of Cyber Crime offender.

Storing the electronic document in removable storage device behind the Firewall also helps to keep the document in safe custody. The person using internet should be watchful to check the Digital Certificate given by the Certifying Authority while sharing information with any website.

Use of Platform for Privacy Preferences by the member of cyber society also helps to create a sense of security in the online activities. Moreover if the netizens worldwide apply the UN Guidelines to follow while using cyber space then no doubt the cyber space could be freed from the clutches of cyber crime to a large extent. Some of the guidelines are- purpose specification, lawfulness and fairness, interested person access, non discrimination, super vision and sanction and keeping of personal data by International Government Organization etc.

Avoidance of using the same e-mail id which is used in social networking sites or given in any public profile while dealing with the banking activities including online transfer of money also helps to protect the user’s identity from falling in the hands of eavesdropper. Little caution while sharing the password with any website, how secured it may be, only protect the user in his online activities. Adopting some precious little like installing up-to-date anti-virus software, using security programme to have control over the cookies do wonders for the benefit of the online users.

In the context of the Pakistani Cyber Army’s hacking the official website of CBI how is the Indian Government equipped with essential technology to protect sensitive information from malicious attacks?
The hacking of CBI website along with other alleged 270 government websites in India has caused a lot of stir in the both private and public domain. Such rampant hacking of Government websites has no doubt exposed how ill equipped our mainstay of the Investigating Agency and loopholes in the filtering controls of National Informatics Centre, the Organisation which manages the servers across the country.

Even the sources in the IB admit that the expertise of government machinery is not sufficient. And the only way to counter such future attacks seems to make it urgent to create a team of dedicated hackers or cyber army who with the permission of security agency would keep a watch on the important websites of the Government to prevent recurrence of such ignominy to our nation. The Government is also heard to be thinking on that line. However in Kerala the Computer Emergency Response Team prevented similar attempts of threat to government websites which only proves that if the Government agencies want it can indeed take appropriate preventive measures against such attacks in future.

The Indian Cyber Army in the meantime retaliated by attacking and defacing the official website of Oil and Gas Regulatory Authority, one of the most secured government website in Pakistan.

**Are these the new face of terrorism- cyber terrorism?**

Yes these types of organized cyber attacks against the civilians or the government’s cyber property could indeed be termed as cyber terrorism. The cyber terrorism like a commonplace terrorism has been successful to create a panic in the minds of the people who often are found to be unawares when attacks are made causing a fear psychosis in their mind about the next possible attack. It is nothing but a proxy war creating as much of damages as could be possible in the property of the enemy of the cyber attackers. The defacement of a website may not be the only casualty. Cyber terrorism may soon target the Information System which control some basic civic services, banking systems or even the Stock Market or private sectors.

So the government with a view to protect its civilians or its property from the cyber terrorism should install the Protective Security Blanket over the important
Information System and Installations. Adopting counter measures against such attacks should also be productive. Creation of a Cyber Army with legal recognition only for the protection of the cyber space and property is the need of the hour. Creation of Computer Emergency Response Team is the right step in the right direction by the Government. The Government should also take a pro active measure by identifying the IP address and the website, if any, of the cyber terrorists and should destroy the source and those who harbors’ of such crime for which no doubt a global consensus needs to be in place.

Another important measure for protection against cyber terrorism and war could be taken if the Corporate World where undoubtedly the online activities are at wide scale is made to understand its threat and the actions to be taken for its protection. Mere negligence and or apathy to take such counter or protective measures sometimes compromise the security of the people or its customers at large and the only means to stem it is to implement a comprehensive Cyber Law Compliancy like the Governments in Europe and America do. India is yet to do on this aspect and the same can be implemented only if the government enforces some kind of issuing Compliance Certificate in default of imposition of heavy penalty may be levied. The Certifying Authority should be made more vigilant while discharging its functions.

A Data Protection Laws for ensuring that no Data Confidentiality is lost resulting from the Transcription Centers which have seen phenomenal growth in India once the Foreign Firms found India as its favorite place for outsourcing.

The Government could also seriously think to raise a dedicated Cyber Inspector on the line of other countries like South Africa. A Special Task Force for the purpose of Cyber Crime only can be set up so that ill effects of wide spread computer illiteracy in the existing Police Force in India could be mitigated.

How much the Indian netizens are aware of the laws governing their online activities?

The answer is a mixture of both yes and no. It would be false to state if we call that the Indian netizens are unaware of the Cyber Laws in this country. The problem is only 10% of the total offences committed gets reported making us believe
that the computer users are not versed with the Cyber Laws in India. But the fact is the computer users or netizens are averse to lodge the complaint due to the fact that once such case is registered they have been subjected to the grueling stages of tardy prosecution. The ill equipped law enforcing agency and the not so trained judiciary only add the further woes to the crippling Cyber Laws. It is not the lack of awareness but the apathy of the netizens to bring the culprits to book which is responsible to the small amount of cases pending under Cyber Laws compared to the regular criminal or civil cases. Moreover making the case under IT Act as a quasi civil nature does not help either. So the victim or the law enforcing agency is more eager to register a case for defamation or intimidation under the provision of Indian Penal Code than that under the IT Act.

Moreover keeping certain all important Acts or provisions of law like Negotiable Instrument Act, Will, Trust, intellectual Property Rights, Power of Attorney or Conveyance of immoveable property outside the jurisdiction of IT Act does not render any help. The issues of chat room abuse, domain name or theft of internet hours are also kept outside the purview of IT Act. The lack of parameter to implement the IT Act further compounds the problem.

Still we can neither lose any hope nor ignore that the registration of cases under the Cyber Laws for the last few years only increased rather than getting decreased.

**Ways the Indian Government promote literacy about Cyber Laws?**

The government no doubt can play a pivotal role in spreading awareness and the best result in this respect could be yielded not by mere publicity through advertisement in both print and electronic media but by means of e- governance and imparting IT training to its staff. The launching of e-courts in most of the states even including the lower judiciary literates a large chunk of people who mostly go to the court very often. However, the main hurdle in spreading the literacy which plagues the whole system is the ill trained lawyers, law enforcing agents and the judges. Unless the infrastructure which enforce, execute and adjudicate the issues involving cyber laws gets improved with well trained members the people at large would refuse to get literate with the Cyber Laws. The legislation of Communication Convergence
Bill is another measure by which the Cyber Laws could be spread to more people by way of its wide stretch of application.

5.25 TRAINING OF INFORMATION & COMMUNICATIONS TECHNOLOGY: (ICT)

Now-a-days it is essential for a State Police force to establish an ICT wing and there should be a provision for practical training for this wing. But even today the State Police department has not established ICT wing nor there a provision for special training.

(1) GENERAL:

(1) Police being a department of significant proportions, spread throughout the length and breadth of the State, with deployment at numerous remote locations, both within and outside the State, requires effective, secure, readily available, fast and reliable information management and communication amongst various wings and units. Information & Communications Technology (ICT) Wing, is dedicated to providing technical and manpower support to enhance the operational efficiency of various wings and units in this regard. Overall control and responsibility as regards administration, internal economy, discipline, welfare, recruitment and training in ICT Wing shall vest in the Director General of Police who shall be competent to issue directions, frame regulations and issue standing orders and standard operating procedures consistent with the Act and these rules in pursuance of the same.

(2) Information & Communications Technology (ICT) Wing shall be administered, under the general control of the Director General of Police, by an officer of the rank of Additional Director General of Police or above. He shall advise the Director General of Police in matters relating to modernization of management of information system and telecommunications, adoption of advanced technology, training methodologies, procurement and management of new equipment, use of cryptographic tools, manpower planning & management, coordination with outside agencies of Government of India and other states/Union Territories. He shall be responsible for gearing up the related systems of technology meant for information and communications towards providing reliable, fast, efficient and secure police service under all circumstances.
(3) It shall be the duty of the Information & Communications Technology (ICT) Wing to get a comprehensive technology audit of the organization conducted every two years, outlining the current level of technologies available in the organization, its strengths and weaknesses, new technological developments in the field of telecommunications and Information Technology, and a forecast of future requirements over a period of next ten years. The whole exercise is aimed at generating a long-term perspective plan for the Information & Communications Technology (ICT) Wing and its regular updation.

(4) The Additional Director General of Police, Information & Communications Technology (ICT) Wing shall, under the authority of the Director General of Police and with his approval, issue standing orders laying down clear norms regarding access to information communication equipment in the State, handling and prioritization of information communications, functioning of Police Control Rooms, Network stations and courier service.

(2) AIMS:

Primary role of ICT Wing shall be to plan, Objectives, organize and provide efficient and secure communication and solutions based on Information & Communications Technology to all the wings of the Gujarat Police.

(3) FUNCTIONS:

The functions of ICT Wing shall include:-

a) Operational: The ICT Wing shall be primarily responsible for providing reliable, secure and efficient voice and data communication for clearance of the messages concerning law & order, on the VHF/UHF/HF, POLNET as provided in the Police Radio procedure Book issued by DCPW from time to time. The other mode of communication for Voice, Data and Video Communication will be through LAN/WAN, WI-Max, E-mail, E-Mobile, GPS based and other latest available technologies. The communication shall be static as well as mobile as required from time to time and shall extend from the State Headquarter to District Headquarter, down to the Police Stations/Police Chowkis, other field units, vulnerable areas and mobile patrolling parties etc. Provided such ICT based solutions shall be available to
all the units, wings and branches of the service, subject to the administrative and financial sanction of the State Government issued from time to time. In the eventuality of any crisis or emergency, when normal facilities of communication provided to the public, such as Post & Telegraph or Telephone are affected due to interruption like strikes/ sabotage/ natural calamities etc. the Police ICT infrastructure shall be used for purposes other than policing, till the systems disrupted are restored to normalcy.

b) **Equipment Management:-** Management of equipment, including procurement of computer hardware, software and allied items for different Units, Wings and Branches of Police.

c) **Repair & Maintenance:-** Providing repair and maintenance to the entire ICT infrastructure and equipments held by the Police service to ensure effective, uninterrupted and fool-proof communications service at all places round the clock, throughout the State and places relevant in Gandhinagar and Delhi.

d) **Training Management:-** The ICT Wing shall conduct training programmes for Operators and Technicians of all levels responsible for operation of radio, and information technological machinery. The ICT Wing shall also be responsible for organizing preliminary training, for police personnel, to acquaint them with latest facilities available and enable them to use such advanced technology.

e) **Personnel Management:-** The ICT Wing, while maintaining its distinct identity as a separate cadre, shall organize recruitment and training of the personnel as well as maintain their separate seniority, for the process of promotions. On completion of prescribed training, the overall administration and control over postings, and general discipline, shall also be the responsibility of the Wing. The rules of appointment, training, seniority, promotions, rewards, punishments, overall discipline and conduct, applicable to the personnel in other cadres, viz., District Police Cadre and Gujarat Armed Police Cadre, shall mutatis mutandis apply to the personnel of the ICT Wing.

f) **Modernization:-** It shall be an added responsibility of the ICT Wing to strive for the continuous development and modernization of Computer & Telecom system in
vogue vis-à-vis its emerging requirements in changing scenario with the latest
technique and trends in the field of Information Technology.

(4) ADMINISTRATION:

1. The Information & Communications Technology Wing of Police shall be administered through a Superintendent of Police (Communications), who shall be an officer of the Indian Police Service of the rank of Superintendent of Police or above, preferably having some academic/formal exposure to technology. He shall have the duties, functions, powers and responsibilities of the Superintendent of Police under the Act and these rules in all matters relating to administration, appointment, training, promotion and punishment.

2. There may be more such number of officers of different ranks as the State Government may prescribe. In case when there are more than one Superintendent posted in the Police Communications, work shall be suitably distributed amongst them by the In charge, ICT Wing with the approval of the Director General of Police.

3. The Incharge, ICT Wing shall, with the approval Officer of the Director General of Police, designate either one of the Superintendents of Police as the Police Radio Officer (PRO) for the purpose of coordinating with various external agencies such as the Ministry of Home Affairs (MHA), Government of India, Directorate of Coordination of Police Wireless (DCPW), other Central and State agencies in matters related to training, cipher codes, procurement, technical standards, allocation of spectrum, granting site & clearances for installation of wireless networks etc. The PRO shall exercise these responsibilities under the supervision of the Incharge, ICT Wing and under the general control of the Director General of Police and in accordance with the policies of the State Government.

(5) TRAINING:

1. Directly appointed enrolled police officers shall be deputed for basic training for six months in the Gujarat Police Academy. On successful completion of basic training, they shall undergo six months’ training in professional skills in the Communications Training School. The schedule and content of the basic and professional training shall be prescribed by the Director, Gujarat Police Academy and
the Incharge, ICT wing respectively, with the approval of the Director General of Police. After successful completion of the training, members of the service shall undergo practical on-the-job training for 12 months.

2. Promotion:- Appointments by promotion shall be made on the basis of seniority and fitness to the post, and no person shall be entitled to claim promotion as a matter of right, promotion to such post on the basis of seniority alone. Efficiency and honesty shall be the main factors governing selection. Specific qualifications whether in the nature of training courses attended, professional courses passed and practical experience shall be carefully considered in each case overall performance as revealed by annual performance.

The scholar is discussing with the Additional Director General of Police (Training) & (Director, Gujarat Police Academy, Karai)
The scholar is discussing with the Additional Director General of Police (Training) & Director, Gujarat Police Academy Karai, with Joint Director, Gujarat Police Academy, KARAI (Gandhinagar).

The scholar is discussing with the Inspector General of Police and Principal, Police Training College, Junagadh.
5.26 POLICE TRAINING: PROBLEM-BASED LEARNING PERSPECTIVE.

Police is often being criticized for inefficiency and incompetence. Though the criticism is always not fair; there is a genuine perception amongst the people that police organizations are not able to manage changes as fast as it is expected from them. There is also a perception that police lacks professional competence. Thus, for developing professional competence training is the most effective intervention strategy and in this process Problem-Based Learning seems to be better approach for developing competence. The PBL is a participatory approach and makes the learning not only direct and interesting but also very effective one. It is a method which presents learner with real life problem and encourages the learners to critically analyze the situation and come up with appropriate solution. Thus, learning occurs through problem solving. The PBL also deliberates what does not work; therefore, the probable failures are already discussed and discarded which is very important for police profession. There is an urgent need to introduce problem-based learning approach in our police training institutions in guidance of competent facilitators. The police training methodologies need drastic review to cope up with the present demand from the profession.

Police profession is facing the most challenging time these days. Amides the changing society and growing prosperity, the informed and aware citizens are very assertive about their rights and responsibilities of Police. At the same time, developed society causes new types of problem domains for policing for which Police are either not trained, or say, lacks professional excellence. This is just obvious because of tons of load on already scarce resource of the “Police” in our administrative set up. To a certain extent, the performance of Police can be enhanced through better training. For this, the problem domain of profession should be the “Need perspective” of Police training and find the best method to train the Policeman. Problem-based learning could be one of the methods in conjunction with various other methodologies, to train the Policeman for policing in modern days.

Further, the philosophy of training the Police in new techniques also gets reemphasized in the light of “core values” of all organizations to develop their men. That is to focus on developing human resources to tackle bad performance.
Need perspective:

The evaluation and feedback of performance of Police is coming from various sources, whether it is media, public or any other body-every institution has something to say about how best Police can perform their duties or where they are slack in performance. One of the biggest benefits of these feedback and evaluation is that it helps in identifying the training needs. On the basis of these needs, suitable training module can be designed to give professional inputs to make the Police competent and capable.

To design professional inputs for services like Police becomes very difficult as most of the personnel develops an attitude of – “I know all” and also feel unhappy about being tutored after so many years of service. They also behave arrogantly and have scant regard for training, and mostly they take it is punishment or paid holiday. Therefore, the need perspective must take cognizance of such behavioural resistance while designing training module. Problem, based learning may be one of the solutions as the people resisting training may be asked to resolve a problem/situation, and upon performing dissatisfactory may be convinced to enter “learning programme/ training”. In the process, people should be assured of privacy of their incompetence/weakness on the condition that they must utilize future training programmes, to develop confidence and competence. Setting a performance standard or failure standards will motivate everyone to learn and grow.

Before attempting the relevance of “Problem-based learning” for Police personnel, it is imperative to understand what is the concept of Problem-Based Learning (PBL), how flexible it is to tailor make this concept for training the Policeman and how this scheme can be monitored.

Characteristics:

- Using stimulus material to help discussion and brainstorming of an important problem.
- Presenting the problem as a simulation of professional practice or a real life situation.
- Appropriately guiding learner’s critical thinking and providing limited resources to help them learn from defining and attempting to resolve the given problem.
- Having worked co-operatively as a group, exploring information in and out and access to a facilitator who understands problems can help learning.
- Helping learners to identify their own learning needs and appropriate use of available resources.
- Reapplying this new knowledge to the original problem, and evaluating their learning process.

The best part of problem-based learning is that the learners are actively involved and learn in the context in which knowledge is to be used. This learning instills confidence in professionals; it enthuses, encourages and motivates to take up challenges. These virtues, which are accrued to PBL learners, make this concept relevant for Police. The increasing threat of Terrorism and Naxalism along with the new challenges in routine policing jobs leaves a Policeman confused, directionless and clueless regarding how to respond. Often, Police is not confident of proper response or at least people are never sure about the professional competence of Police in critical situations. This lack of trust ultimately damages the social causes and threatens public security. Therefore, the need of learning focusing on the problems will certainly be of great assistance in competence development.

**Cognitive advantages:**

Conceptually, the PBL supports the rational learning process and response is that of change and achieving objective. It, first of all, stimulates the need to learn, analyze the response and inculcate change in behavior and professional approach. Advantages which may be expected from PBL:

- It involves learners by explaining the rationality of learning a particular thing, thus, learners become an active partner in the learning process.
- It enhances the perceived relevance of what is being learned.
Focuses more on understanding the subject and original thinking, thus, differs substantially from the traditional learning approach. Thereby professional growth is sound.

Since the learners are active partner and strive to have understanding of the subjects in depth, learning processes are less time-consuming and more productive. Thus, it saves time.

Adult learning concept be also considered in this perspective.

**Intervention strategy:**

The PBL is also an effective intervention strategy to effect behavioral and attitudinal changes in Police personnel. To work on training strategies, a few proven empirical findings should also be taken into consideration like:

- Learner in a practical situation responds better.
- Learning is optimum in demonstrative and visual depiction.
- Participatory approach has deeper impact.
- Direct learning has advantage of better communication.
- The above findings further reinforce the hypothesis of problem-based learning as an effective tool for training Police.

For effective training intervention strategy in PBL, problems or situations should be presented in such a form as to be in reality. A background study of such situation should be undertaken by learner. In case, there is no time for formal study, background study materials should be made available. The learner should be given freedom to apply his reason and knowledge, which may be rationally evaluated and counter argument should be well responded as well as the training needs are identified. The further input will depend on the fact that how deeply the knowledge and skill of learners have been challenged. After imparting training, the learners will again be evaluated to judge the effectiveness of training as well as the efficiency of learner to learn. This method must have a “personal meaning” to every learner and any grey matter be addressed critically. Thus, the steps involved may be like this:
Learner is given a real life professional problem.

He or she analysis’s the problem and comes up with initial ideas.

The PBL creates ideas and further information requirement is deliberated in detail by fellow learners and facilitators.

Learner develops his ideas further towards solving the problem.

Facilitator intervenes and best approach is discovered.

Practical observation of problem, if feasible, are closely studied and such incidents are analyzed.

Knowledge transfer for future is also ensured.

Evaluation process also requires that learner should be given an opportunity to articulate and demonstrate his required knowledge in further simulated situation. ‘Problem package’ of conceivable situation will broaden the outlook of learner. Interaction with such situation handler will be a good idea for exposure and confidence of the learners.

Indicators of learning will be reflected in competence building amongst learners such as competence to analyze complex problems as they appear in profession. The learners are judged about their understanding in policing to command situation in conflict resolution, negotiation skills, mob-control, safety and security of life and property, use of force, investigation, legal action, ect. Police often deals with mob and violent situations. Leadership quality is, thus, also one of key areas which are to be evaluated.

An example of PBL:

These days, a lot of riotous situations arise due to vehicle accidents, resulting into violent protests by people and often leading to deaths and destruction of properties worth crores.

Situation:
The problem is that a truck in Rajkot at 0800 Hrs. has rammed into a Public School bus at a busy crossing and reportedly a few children are seriously injured.

Facts:

In some of such accidents, that has recently happened, caused large scale violence, rioting and damage to property. This is also a fact that sometime it led to ‘bandh’ of the whole city, and violence to such scale that curfew was imposed to control the situation, and also communal riots broke out in a few pockets. The police and other agencies have to face the burnt of the ire of the people.

Problem domains:

- Police to reach the spot immediately and assess the situation.
- Alert hospital/health care services and call for ambulance.
- Evacuation of injured to hospital.
- Safe evacuation of truck staffs and their security.
- Control the mob at the spot for any reaction.
- Ensure safety and security at hospital.
- Make arrangements to provide information and facilitating parents.
- Opening traffic after critical spot investigation immediately.
- Keep readies the emergency services, extra troops, etc. if situation turns violent.

Conflict resolution

- What sort of conflicts may come out of this incident?
- Who will be in conflict with whom?
- What will be the issues of conflict?
- Who can engage them in conflict resolution talks/negotiations?
- What would be probable demand/compensation, etc and who can accept such demands.
• How to involve the other agency of Government who can play crucial role in conflict resolution?

**Learning issues:**

- What is the situation and what are the legal powers of police?
- What would be the consequences of each and every decision the police officer at the spot will take?
- What will the breaking point for use of Force and to what extent?
- What competence, knowledge, skill and communication skills are required to solve this type of problems?
- What new competence learned during PBL in course of solving this situation?
- What all are the new techniques such as use of emotional intelligence, skills, etc. that have evolved? How to share/transfer this knowledge with colleagues?

**COMMANDO TRAINING COURSE:**

There is a facility of commando training course but no separate Commando Training School or College governed by army officials. Though Gujarat State is a very sensitive state and Land and Sea boarder is connected with neighbor country like Pakistan. Gujarat State having the largest Sea boarder about 1600 Kms. with Pakistan. Moreover Gujarat State is a very sensitive State like Bombay. Business hub and Large Ports and Refinery is also located with the Boarder area of Gujarat State. Gujarat State having badly needed of Cammando Training School separately located in nearby the Airport area. Now-a-days Commando Training facilities is at Gujarat Police Academy Karai. But it is only of Preliminary Stage. State Government officials are very idle and have not centralized their attention for better facilities of Training School for Commando Training. RAJASTHAN STATE has established a Commando Training School. Undermentioned brochure is of Rajasthan State Commando Training School, JODHPUR.
Commando
Training School
Jodhpur

Rajasthan Police Training Centre Campus
Mandore Road, Jodhpur (Rajasthan) – 342026
Core Team

Chief Instructor

Major General (Retd.) Dalveer Singh AVSM, VrC, VSM
- Group Commander NSG Training Centre (Commando Faculty) and 52 Special Action Group (Anti Hijack Force)
- CO, 10 Para Special Forces in Sri Lanka (Operation PAWAN)
- Brigade and Division Commander in J & K involved in counter terrorist operations
- Dy Director General Military Ops. (Special Forces) AHQ
- IG, Cab. Sectt., New Delhi

Firing Coach

Brig. (Retd.) J. S. Rathore, VrC, VSM
- Served in various appointments both in command and staff and has experience of counter insurgency in North East, Kashmir valley and Ladakh.
- Authored a book "Ek Goli Ek Dushman" on principles of firing and how to improve firing in a unit. This book is widely used in army units.

Visiting Faculty

Padamshree Narayan Singh Bhati, DIG, SSB (Retd.)
- Started his career as Dy. SP in IB in 1962, during raising of SSB post 1962 war. Trained in guerilla warfare and involved in operations related to irregular and unconventional warfare.
- After retirement, was invited by Andhra Pradesh Police to organize and train special anti naxal force (Greyhounds) which has successfully neutralized the naxals in AP.

Ajeet Singh Shekhawat, IG CISF (Retd.)
- A high ranking and top rated security risk management professional with dynamic leadership career of 37 years in the CISF
- Controlled operational matters of 272 Units including Airports, Dept. of Atomic Energy, Dept. of Space, Delhi Metro, etc
- Started VIP security training and responsible for creation of 'Special Security Group' in CISF. Oversaw the Fire Fighting Wing and Disaster Management Training

ALL INDIA POLICE COMMANDO CHAMPIONS 2011
TRAINED CHETAK COMMANDOS OF GUJARAT POLICE