Chapter VI

DESIGNING AND REVAMPING THE POLICE TRAINING PROCESS

It has to be realised that the training of police personnel is one of the most crucial components of police personnel system which has decisive implications for police functioning. It could certainly go a long way in improving the police performance and inculcating in them a more humane and impartial approach towards the day-to-day performance of their duties. In order to streamline the present training set up of Delhi police, the revamping of the system could be initiated at four distinct levels:

- At the level of training policy formulation, which would necessitate a systematic job analysis, a scientific training needs identification, a redefinition of police role and an all-pervasive curricula format for the basic, promotional and refresher courses.

- At the training institution level, which would include a clear-cut policy for the trainers, the learning tools required for carrying out training and requisite infrastructure and research provision.

- At the feedback and evaluation level, which is largely dependent on a methodical training needs analysis, innovative research in training and the trainers’ assessment of the behaviour and performance of the trainees;

- At the organisational level, which could help or stall the transfer of training to the job to a considerable extent. The trained capabilities have to be well-received, utilised and sustained by the organisation concerned, it would further depend on the periodicity of on-the-job training capsules, the
attitude of the superiors and colleagues, the physical working conditions
and the broad personnel policy.

(i) Reforms at the Training Policy Formulation Level

The foremost of all the remedies is the formulation of a well-deliberated training policy encompassing the entire training cycle. The reforms at the various levels could be enforced only if the training process is based on a coherent training design. In order to formulate a practicable policy to stimulate the training system, certain exercises need to be carried out:-

- The ambiguities and misconceptions surrounding the role of the police at the subordinate level need to be clarified.

- A scientific analysis of the police job needs to be undertaken, it would entail figuring out a job profile, underlying the specific tasks performed by the non-gazetted ranks in each unit so as to identify the root causes of performance problems.

- The knowledge, skills and attitude requirements of these specific tasks need to be ascertained while maintaining a strict distinction between knowledge and skills. This could be done by undertaking a professionally sound training needs analysis exercise. It must be determined by comparing the desired performance with the present performance and also by comparing the job requirements and present skills. Training content should be based on the training needs, by finding the difference between what you want your trainees to be able to do and what they are able to do before training. This difference called the ‘performance differential’ should be the starting point for all decisions about training content.¹

An employee needs appraisal must be undertaken in order to determine the requirements of individual employees, their qualifications, experience, trained capabilities and temperamental suitability to a particular job in order to formulate a data bank on individual police person's experience in the area of training.

Since the training policy of the Delhi police is not an outcome of any of these exercises, efforts must be made to initiate the process of analysing the job of the police, identifying the training requirements and ascertaining the individual needs at the earliest. Unless the policy makers take into purview these components, any attempt to design a training policy will prove to be unrealistic. It has to be realised that the context in which the subordinate ranks must perform is witnessing a sea change. The transformation of law and order or police state to welfare state has had its repercussions on police role and functions. The cutting-edge level of the police now wears a human face, the well being of the people has become their utmost priority. According to a former Commissioner of Police, Delhi, the police have volitionally got involved into social welfare functions since this is the sole way of altering their much tarnished image. Endorsing a similar standpoint, another former chief of Delhi police opined that involving people into police work, hearing them out and cooperating with them have become decisive factors for policing. Pro-active policing can only make them come to terms with the scarred legacy and shed their repressive exterior to some extent. Thus, in the changing scenario, when the connotations of crime and criminality, pressure group tactics, ethical considerations, political manoeuvring, social unrest, economic bargaining and media exposure have assumed new dimensions, it is time that the expectations out of the police role are redefined and restated.

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2 As per the informal interviews with the gazetted officials taken by the researcher during the course of the empirical work from September 1996 to August 1997.
The role of the police has to be determined in a wider perspective keeping in view the determining factors of functional autonomy, structural flexibility and accountability to the law and the people. Endeavour has to be in the direction of creating a trained, knowledgeable and responsible constabulary. This development, it has been observed, was the essence of Sir Robert Peel's reforms for the London police force in the early nineteenth century. In practical terms for India, implementation of this proposal would entail two changes (i) development of a different philosophy with respect to the functions of a police constable and (ii) a shift in emphasis between armed and unarmed police. The role of the constabulary thus has to be recast, their tasks now entail wide use of discretion, judgement and intelligence, their changing disposition must be recognised and analysed at the time of formulation of training objectives.

It is heartening to note that atleast twenty five percent of the gazetted officials interviewed were of the view that the subordinate level, over the years, have become more accountable to the people for their actions and behaviour. They require wide range of skills and attitudes pertaining to investigation, interrogation, collation, analysis, coordination, counselling etc. Some of them even felt that there are occasions when the subordinate ranks have to take important decisions before the arrival of their supervisory officers. Spontaneity, responsive behaviour, decision-making ability and quick reflexes are therefore some of the qualities that need to be instilled in them. A middle level functionary at the Police Headquarters argued that the constabulary is the backbone of the police organisation. Even though in some units viz. licensing, vigilance, provision and lines and special branch, their duties essentially revolve around support services, frisking, searching, serving of summons, housekeeping etc., in the other units, especially the districts, they perform varied tasks ranging from surveillance, making arrests in case of traditional crimes, collection of

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intelligence, conducting raids to assisting in crime investigation, supervising crime scene, managing traffic, patrolling, handling of mobs and most importantly interacting with different sections of people. Their role thus needs to be redefined and reformulated.⁴

The issue assumes predominance because a large number of the gazetted officials interviewed by the researcher ascribed only a mechanical role to the constabulary. It has to be contemplated whether they still identify with the colonial legacy that envisaged a lathi-weilding constabulary devoid of any duties of discernment or with the National Police Commission which called for a fresh look at the constables as potential investigation officers. Since training objectives must be in consonance with the organisational objectives, these factors need to be thoroughly scrutinised before formulating a training policy. A systematised way of developing such a policy would be to substantiate it on the basis of a redefinition of the role of the police in general as well as the role of the subordinate ranks in particular on the basis of an organised analysis of the police job at their level. This would pave the way for establishing organisational goals. A job profile which basically includes a job description that is the broad nature or complexion of the job and job specification that is the broad specific tasks and duties that constitute a job thus becomes a precondition and should be formulated at the earliest.

A job analysis should not just be a profile of the specific tasks performed by the non-gazetted ranks but must include the varied duties underlying the tasks, the relative importance or value attached to each task and also the amount of time devoted to it. Evaluation techniques such as the Critical Incident Technique, Multi-source Feedback, Sociograms etc.⁵ are being used in some organisations to determine the relative importance of tasks performed. Such methods could prove helpful in designing a police job profile and subsequently a

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⁴ As per the informal interviews with the gazetted officials.
⁵ For details, see Chapter 2, Footnote 50.
training curriculum, their utility to performance appraisal therefore needs to be ascertained. Lack of ability to perform a job need not always be attributed to absence of training, a job analysis should also help in determining whether a performance problem would require a training intervention or not, thus, non-training needs have to be ascertained along with the training needs. The training needs are the knowledge, skills and attitude requirements of the specific tasks performed by the personnel, the non-training needs include factors like service conditions, staff strength, promotion avenues, awards, incentives, pay structure etc. These non-training needs do not require a training intervention and must be identified through a job profile itself. It must be appreciated that training is not a panacea for every type of problem, as has been aptly observed, training in the form of 'trainingism' must be avoided.6

The job profile should give an idea about how a job is performed and why is it done that way. The main steps in the process of job analysis, should be to (i) identify and isolate the component tasks of a job (ii) examine how tasks are performed (iii) ascertain why tasks are performed as they are (iv) analyse when and why the tasks are performed (v) specify the main duties involved-regular and occasional (vi) delineate the main areas of responsibility (vii) take note of the prevailing working conditions (the physical, social and financial environment) and (viii) bring out the personal demands which a job makes on an individual incumbent which would include knowledge, skills and attitude demands as well as physical demands.7

The curriculum design has to keep in view the nature of the specific tasks performed and their specific requirements. It should be established as to how much of learning is concerned with facts, how much with attitudes and how much

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with the application of skills. A former Commissioner of Police, Delhi argued that the question that is most pertinent to police working is the need or usefulness of training to police organisation. There is no utility of training if it cannot prepare the police personnel to perform their specific tasks. The syllabus of training courses must be based on skills and abilities required for carrying out the specific police functions. The gap between theory and practice can never be bridged unless the curriculum is found on actual tasks and needs. The knowledge, skills and attitude requirements for basic courses would be different from the requirements of refresher courses or promotional courses, individual needs should also be identified at the syllabus design stage itself. Rosters or personality and behaviour profiles could be prepared comprising trainees’ background, experience, problems and confidence level with the help of questionnaires, interviews, observation, activity diaries, sampling etc. It is essential because training should only be imparted to those who need it the most and those who are also in a state of readiness.

A misplaced training intervention is bound to prove counter-productive. Three essentials have to be kept in view (i) public opinion surveys must be conducted to ascertain the expectations of the public out of the guardians of law and rights, (ii) macro-training needs, have to be differentiated from the micro-training needs and (iii) the training needs have to be clearly prioritised as per the requirements of the job and the scenario. Since most of the trainees mentioned that training being imparted to them is idealistic and irrelevant, a professionally undertaken training needs analysis exercise has become a necessity in the present context. The researcher during the course of the research did undertake such a survey to arrive at knowledge, skills and attitude requirements at the non-gazetted level, the analysis though not based on any

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9 Views of a former Commissioner of Delhi Police whom the researcher met on May 9, 1997.
scientific standards could put forth a detailed schedule of the training input and the nature of refresher courses needed at this level. The Tables 6.1 and 6.2 given at the end of the chapter include researcher’s analysis and suggestions made by the Committee on Police Training and National Police Commission in connection with the input requirements for basic, orientation and refresher training courses.

A cohesive training policy should thus aim at addressing the following points:-

- The job of a police person must be defined clearly, the changing nature of the role of subordinate ranks and the pressures and constraints they have to endure must be brought out.

- The overall aim of the training course should be spelt out. It must be ascertained as to what training can or cannot achieve. Training objectives must be clearly identified and if possible in measurable or performance terms. It has been clearly pointed out that a training objective should express the precise behaviour expected of the trainees which is observable at the end of training.\(^{11}\) It should also include the list of skills in which the trainees should exhibit a proficiency when the course culminates.

- The training policy must determine participant learning points that is the type of learning expected of the participants. It should also identify the reasons why each learning point is important to the participants and identify evidence for each.\(^ {12}\) This would help in breaking down the training objectives into specific goals. Programme Development Work Sheets could be prepared to enlist all behaviours in the way they would naturally occur when performed in a task.\(^ {13}\)


\(^{13}\) Ibid. 19.
• The educational and experience level of the target group needs to be kept in view, the in-service training should form a part of the career graph of the trainees, a certain percentage of time has to be earmarked for training in a career span. In addition, the nature of incentives, awards and promotions connected with training need to be laid down.

• The training policy must form a part of broader police personnel policy whereby various categories of training should be related to each of the personnel function viz. recruitment, placement, promotion, transfer for effective development of human resources in the police. All these functions should be followed by relevant training activity.

• The qualifications of trainers must be appraised. A scheme of incentives and financial benefits for them needs to be designed. The Training of Trainer courses should be made mandatory and a part of career planning and advancement.

• The form of training methodology and learning tools need to be ascertained.

• The nature of monitoring and feed back mechanism needs to be established.

• The Training Follow-through needs to be outlined to facilitate a systematic evaluation process. It would include the steps an organisation's department, manager or trainee takes before, during and after a training programme to ensure that the benefits of training last..., a follow-through creates conditions that refine and reinforce the training or course content.14

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The costs of training have to be determined and financial allocation affixed. During the formulation of the training policy, the cost of alternatives to training should also be ascertained.

Provision for the review of training policy and periodic adjustments needs to be made. Exploration on the correlation of various organisational factors related to training and its transfer needs to be done at the training policy design stage itself.

(ii) Overhauling the Training Process at the Training Institution Level

An effectively formulated training policy has to be cogently implemented too, this would depend on the environment at the training centres which should make way for its efficient enforcement. The effectiveness of institutional training is dependent on the capability of trainers to oversee the learning process through the use of integrated training methods. The entire training cycle needs to be based on promotive infrastructure and contributive research and feedback system. Innumerable remedies can be thought of to improve institutional training, the reforms need to be simultaneously carried out at various levels viz. the trainers, methodology, infrastructure and research.

Need for Responsive Trainers

If training has to be made useful, the trainer must assume the role of a facilitator, consultant and counsellor. Such a transformation necessitates an astute selection of trainers. The Committee on Police Training had suggested talent spotting and seeking voluntary posting to the training centre as the two preferred selection methods for the trainers.15 Talent spotting could be done during the training course at the training centres. The trainees with a flair for teaching could be identified and trained subsequently in the art of teaching and training techniques. Amongst the in-service personnel, those exuding oratorial

and teaching skills could be posted to training centres. Even retired police personnel could be utilised as trainers. Persons from various walks of life could also be given a chance to deliver talks at the training centres from time to time as many scholars have raised doubts regarding the utilisation of mainly the police personnel as trainers at the training centres. More people from different professions such as lawyers, doctors, activists, academicians, voluntary workers should be thus invited to the training institutions, otherwise hackneyed ideas, stereotypes and prejudices will be passed on and to some extent even perpetuated in the form of training. The Police Training School does arrange guest lectures every now and then but their periodicity needs to be increased, especially at the recruit training level where such an activity is rather sporadic. The Project Report of Bureau of Police Research and Development also laid down that each training institute should have at least one expert in management, psychology, sociology, training methodology in its faculty.

As far as seeking voluntary posting to the training institute is concerned, it is not possible unless training is made a much sought after posting. A posting to a training institute must form an important aspect of career planning, it could even be made a mandatory posting and the personnel who have served as trainers could be absorbed in plum units of the police. In the U.K., a posting to a training centre is considered as a necessary qualification for police commissionership, similarly in India too, it could be made an attractive assignment. The incentives could include expeditious career advancement, financial benefits, compensatory allowances and 30 percent of basic pay in addition to the total emoluments. Since the location of Police Training School and Wazirabad Recruit Training Centre is a deterrent factor in ready acceptance

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16 Peter B. Ainsworth feels that while there is undoubtedly merit in using seasoned practitioners to train new recruits, the danger is that some poor practice is taught along with the good. The other danger is that by using predominantly people from within the organisation, insularity and suspicion of outsiders is encouraged. (Ref. Peter B. Ainsworth. Psychology and Policing in a Changing World. John Wiley. New York. 1995: 149)

of training postings, more subsidies need to be provided to their staff on medical aid, School fees, membership of entertainment clubs, grocery shops etc. Training Policy of the Delhi police has advocated that all trainers in the police training institutes should be given one rank promotion. After a successful tenure at the police institute, the officer who has made a contribution to the training function should be given the benefit of choice posting. Ideal “exposure opportunities” in the police should also be reserved for the trainers.\textsuperscript{18} The proposal requires serious contemplation and enforcement.

The trainers should be able to exercise a control over the training process by getting themselves involved in task analysis, training needs identification, training curriculum design, research and evaluation. It has been very rightly observed that a job of a trainer should be to (i) define the problems that require attention (ii) arrange the problems in order of priority (iii) analyse each problem to determine the best combination of organisational change, selection and training (iv) produce a target population analysis, task analysis etc. (v) design the training process and produce the training plan (vi) assemble the resources and implement the process and (vii) evaluate the results.\textsuperscript{19} This is only plausible if the trainers are engaged in full-fledged research in training.

Training is only a temporary posting in a police person’s career, it therefore does not provide adequate time and resources to the trainers for monitoring the entire training cycle. An endeavour must be made to build a core group of trainers who can be posted to the training institutes for a minimum of five years to enable them to appraise and analyse training design and reforms. In order to involve the trainers in research and evaluation exercise, the Committee on Police Training had put forth the possibility of seriously considering the concept of a permanent cadre of professional trainers\textsuperscript{20} but in

\textsuperscript{20} Report of the Committee on Police Training, op.cit: 94.
the view of a Deputy Commissioner of Police interviewed by the researcher, field experience is very essential to understand the nuances and constraints of the police job, thus it is not possible to have a permanent cadre of trainers on the lines of education corps in the army as experience in day-to-day policing is definitely needed to revive the knowledge and skills of the personnel. Inter-departmental transfers are also required to widen their horizons otherwise they would just stagnate at the training centres. This viewpoint was endorsed by an overwhelming majority of the gazetted ranks interviewed by the researcher. A core group of trainers, most of them opined, could be created, nevertheless, in every state and utilised from time to time.21 Ontario Police College in Canada has a core group of permanent instructors whose function is a blend of research, coordination and organisation in training. Ideally permanent and seconded staff work in unison, the seconded staff officer provides current "street experience" in exchange for updated research material and training ideas from permanent staff.22 Such an experiment could be initiated in India, or a core group of trainers could be rotated from field to training centres and vice versa. Frequent transfers of trainers from the training institutes should be avoided and their stint in the institute must be prolonged.

Unless the trainers are well-versed in the subjects they have to teach, the knowledge, skills and attitude they have to impart and the training methodologies they have to handle, training will fail to meet its goals. Instructors, as has been suggested, should be put through regular training courses not only in the concerned subjects but also in teaching techniques. The necessity of opening an instructor training centre for running refresher courses for the trainers could be considered with seriousness. The Committee on Police Training had also called for an establishment of Central Institute for Training of Trainers.23 During these

21 As per the informal interviews with the gazetted officers.
courses, the instructors may be given training in presentation of lessons, effective speaking, use of audio-video aids, models etc., planning and revision of training programmes and preparation of student handouts on the subjects to be taught. The trainer's course must include organisation and administration of police training centre, maintaining discipline, how to study, general instructions on taking charge of recruit classes, methods of instruction, effective speaking, planning and preparation of a lesson, visual aids, use of experience in instructing, how to prepare a demonstration, testing and examining, programmed learning, plan drawing etc. The trainers should be selected purely on merit, they should be affable, accessible, even-tempered, knowledgeable, sensitive, supportive and accountable. The trainers must be familiar with the barriers to adult learning, the different theories of learning, the effective use of training tools and aids and advantages of verbal and non-verbal presentation styles. The gap between theory and practice has to be bridged by the trainers, but most of all, as has been pointed out, the trainers should be able to create motivation for initiative and innovation in the trainees.

- **Need for Effective Use of Integrated Methods of Instruction**

The training courses could be knowledge-based, problem-oriented, experiential, learner-centred, experimental or a mixture of these. The trainers have to make use of integrated methodologies to put their view points across the trainees. Each subject or topic needs a different treatment, while some could be advantageously handled through lectures, others might require role plays, experiential and focused exercises, syndicates, simulations etc. in order to decipher the underlying complex ideas and attitudes. A right combination of various methodologies would not only simplify learning but would also make it

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more interesting. The role of lectures cannot be undermined altogether, certain
topics that entail theoretical discourse or have descriptive overtones e.g. Police
Act, Law, Constitution, socio-economic and political set up of the country etc.
could be effectively handled through lectures. The use of lectures for all types of
topics, however, should be avoided. It has been observed that training has
come to be viewed more as a painful rather than enjoyable adventure into new
areas of professional knowledge and skills. This is because of our adherence to
old massed learning method where everything is sought to be taught at one
go.27 Such techniques have to be kept to a minimum. Certain subjects such as
preservation of scene of crime, public speaking, human rights, police
procedures, police conduct etc. could be best taught through role plays,
simulations, case studies, practical exercises, syndicates etc. Subjects of
human behaviour or inter-personal behaviour should be taught through T.-Group
or sensitivity training sessions. Crowd control training could be competently
handled through sand model exercises.

Trainers should also make adequate use of training manuals, handbooks,
handouts and precis. Programmed texts could also be made use of for topics
that are simple and straight, these texts like the manuals could contain
guidelines for police personnel, a list of do s and don’ts, fill in the blanks, check
lists etc. that need to be looked into in a particular situation. To make this
possible, there is a need for producing self-sufficient material on important police
topics such as police science, police procedures, community policing, human
behaviour and forensic medicine. Endeavour should be made to produce more
and more police manuals, case studies, precis on these subjects. There is a
need for more educational films on policing as well as training. Sufficient training
aids must also be made available to the trainers. A liberal use of audio-video
equipment, overhead projectors, slide projectors, transparencies, display

27 C.A. Reddy. "Note on Basic Training of IPS Officers" in Report of the Core Group on Training of IPS
material charts, diagrams etc. is also called for. An intelligent utilisation of these methodologies would impart the requisite skills to the trainees, handle their attitudes and sharpen their sense of recall. Accent has to be on 'learning by doing', which would validate the Chinese proverb, 'I hear and I forget, I see and I remember, I do and I understand.' Stress should be on methodologies that encourage the encounter, discovery and exposure aspects of learning as they emphasise the cognitive, experiment, experience and learner-orientation in varying degrees.

It has been contended time and again that the academic instruction and field training should reinforce each other and that the street exposure during the basic training period is an essentiality. While a sandwich pattern of training has been introduced at the probationary sub-inspector level, the recruits have been deprived of field training of any type during their induction training course. An Assistant Commissioner of Police interviewed by the researcher maintained that a purely theoretical training can never produce desirable results, sufficient doses of practical work need to be induced alongside. He said that he had successfully introduced a field-oriented training scheme at the Police Training School, Portblair at the recruit level some years ago. The entire exercise gave the recruits ample opportunities to relate theory with practice and understand their job better. Such an experiment could be initiated at the Recruit Training Centres at Jharoda Kalan, Wazirabad and the two Battalions.

- **Restoring Adequate Physical Facilities**

Though the recruits are selected through the same written exam and physical test, their placement at three different training centres puts the recruits at Wazirabad and the 6th Battalion at a disadvantage especially with regard to

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30 Views of O.P. Misra, Assistant Commissioner of Police(South-West District) whom the researcher met at his office on May 2, 1997.
the infrastructural facilities. The Training Policy of Delhi police has reasserted the need for regular Recruit Training Centres with additional capacity of 1500 trainees and above per batch. Meanwhile, some makeshift provision for library, armoury, forensic laboratory and model police station has to be made at the Battalions. The infrastructure required at the different centres can be divided into two types (i) infrastructure for maintenance and (ii) infrastructure for enhancement of training. Basic infrastructure for maintenance would include adequate number of barracks, toilets, bathrooms, kitchen with modern gadgets, sports hall, small hospital, well-stocked library, gymnasium, outdoor training equipment, obstacle course, forensic science section, weaponry, audio-visual equipment, short-shooting range, computers, films, simulators, sand-model room, mock-up houses etc. Only the Police Training School has some of these basic facilities, the Battalions lack almost all. Unless these are made available, it is difficult to make physical environment of the training centres conducive for training.

The researcher was informed that most of the infrastructure for enhancement of training procedures such as swimming pool, auditorium, riding tracks, driving tracks, hostels, lounge, basket ball and tennis courts would come up once the construction work on the Police Training School campus is complete. Till such time, efforts should be made to improve the recreation rooms at the Battalions as well as the Police Training School. These rooms should have big screen television sets, music equipment, light reading material, indoor games, easy chairs etc. The five training centres also require culture clubs, debating society, photography club, martial arts club, literary society etc. These are needed to rejuvenate the minds and bodies of the trainees and also prepare them for more training and responsibilities. Such type of infrastructural facilities should not be sniffed at because their absence would certainly make training a rather drab ritual.

31 Training Policy of Delhi Police. op.cit. Chapter 2:3.
Adequate finance need to be made available to the training centres. Many scholars have argued that training should be treated as an investment rather than an expenditure. Since the Conference of Chief Ministers held in 1995 has made police training a ‘planned subject’, introducing training as a formal specific item in future budget arrangements, efforts need to be made in the direction of allocation of Ministry of Home Affairs’ modernisation grants to the states on a fair basis.\textsuperscript{32} Police training should get its due share in annual allocation of funds, it must be made a priority item in the police budget. The centre must play an important role in streamlining the training resources and expenditure. There should also be a provision for ‘Training Contingency Fund’ to meet the growing requirements of the training centres.

- **Remodelling Research in Training**

A viable curriculum relevant to the needs of the job can only be found on a systematically enforced research programme. The exercise in training needs analysis and job analysis should also be an outcome of a comprehensive and protracted research programme. The different components of training are invariably determined by the nature of research conducted in the organisation. For upgrading the training process, intensification of research facilities becomes a precondition. As has been thoughtfully recommended that there is a need for research that would bring together the experiences of police officers of different ranks working in different places and also draw from these lessons which are in some cases general ones and in other cases of relevance to very specific situations.\textsuperscript{33} The police personnel, in their service tenure, gain wide experiences in all the areas of policing, the only way these could be assimilated is through a well-formulated research design.


The thoughts and observations reflected by the police personnel at various fora in different parts of the country need to be weaved together through research so that those involved in training could benefit from them. Findings of national and state-level symposia and seminars on training should be made available to the instructors. The Police Training School in collaboration with the Battalions and other police units should publish a training bulletin to provide the necessary platform for putting together the scattered developments in the area of training. A bulletin would also provide opportunities to the trainers as well as the trainees for giving voice to their perceptions on bringing about changes in the training process. It would also update the different concerned agencies on the endeavours made by the training centres in the direction of improving training procedures and developing innovative training techniques. The police journals already in circulation should be made more readable with additional inputs from people from all walks of life on various matters affecting policing. Training handbooks should be prepared for the trainers to acquaint them with training objectives, training needs analysis, training techniques, classroom skills and feedback methods etc. Some relevant material in the recent past has been compiled in easy Hindi for the recruit constables. It covers their entire training syllabus and discusses the relationship between the police and other organisations, negativities in police work, political interference etc. The material contains all the necessary pictures, diagrams, tables and charts to explain the technicalities entangling police work. Unless there is a proper provision for streamlining research and publications, these few instances of pioneering work would only become fewer in the future.

Research could be provided with the necessary fillip through establishment of research cells in all the training centres and important police units such as crime, security and their specialised wings. The research cell at the

34 Lekhram Yadav. Recruits Training Course. Bright Law House. Rohtak. 1993. Material has been prepared in two parts, for the recruits, covering their entire syllabus in simple and comprehensible writing style.
Police Headquarters, Delhi should be resuscitated. It should perform the tasks of organizing and coordinating the research activities in the different branches of the police. It has also been pointed out that it is desirable that study cells should be set up both at central as well as state levels to study successful and unsuccessful handling of law and order situation. Handling of crowds and violent agitations is a technical job and requires a great deal of knowledge of human psychology. A study based on actual cases would lead to the formulation of principles and tactics which could be adopted elsewhere with considerable advantage...  

It has also been argued that it is time that the Delhi police instead of treating crimes as routine crimes under the Indian Penal Code, now thought of setting up research units for studying the social psychology of the culprits and the factors that drive them to crime.

The ambiguities surrounding the police role cannot be dispelled unless systematic research becomes a part and parcel of police activity. Fundamental questions affecting policing have to be addressed. There is a need for more research in the area of dilemmas and problems of policing and its socio-political context. Sociological as well as psychological studies on the socio-economic and educational background of the police and its impact on their psyche and behaviour should be encouraged. There should be more research-oriented studies to analyse the effect of coercive power on those who use them, causes of crime and criminality, police sub-culture, police and community, indicators of police efficiency and also applicability of management techniques to police training. This type of research work is essential to put the objectives of training of police personnel in the right perspective and provide a well-analysed subject input for training. Since research and education complement each other, practicable educational programmes must be conceived along with adaptable research projects. Scholars, professionals and researchers belonging to different

fields should be encouraged to take up viable research projects on policing. Bureau of Police Research and Development does grant scholarships for such type of efforts but more seriousness needs to be enthused into the entire exercise.

The libraries at the Police Headquarters and the Police Training School should be made primary centres for information. A system of in-service education should be organised to enable the police personnel even at the non-gazetted levels to pursue higher studies in their leisure time. A provision for study leave should be made for the subordinate ranks so that they could improve their educational and intellectual standards. Conventional universities as well as Distance Education Institutes could start diploma or certificate courses on police-related subjects. At a colloquium on Application of Science to Investigation organised by the Institute of Criminology and Forensic Science in 1980, it was suggested that the Institute of Criminology and Forensic Science could be developed into a university or an autonomous institution to impart post-graduate education and conduct advanced research-based studies in subjects dealing with criminology and forensic sciences. The National Police Commission had also advocated that each police training academy may be declared as a centre of education in police sciences which could award diploma or certificate of merit at the end of each course. These proposals need to be seriously taken up for immediate implementation in order to promote police research and education.

The Delhi police should augment its own research capability and not look towards the Bureau of Police Research and Development for every type of training input. The Bureau can perform its coordination function more effectively if the states take some initiative in the field of research themselves. At the Central Planning and Training Unit, Harrogate. Metropolitan Police Training

37 Training Policy of Delhi Police, op. cit. Chapter 1:5.
Centre, Hendon and Police Training College at Bramshill, each District Training Centre has its own support services unit. The unit is a resource bank of lesson plans, knowledge checks and student learning packages, small libraries and research facilities.40 Such type of support services units should form a part of the research cells under a training officer and subject specialists at the training centres. To expedite these steps, it has been observed that the constitution of a Police Planning Cell at the national level as well as carrying out planned change in the police and optimum utilisation of resources could be imaginatively envisaged and profitably considered.41

Since training is a responsibility of central governments and the Bureau of Police Research and Development has to play a leading role in providing direction to the state endeavours, the various lacunae in its functioning need to be plugged up. Upgradation of the library facilities at the Bureau should be the first step in the direction. It has been put forth that the Bureau of Police Research and Development can act as a guardian of standards and best practice and has to rely on its ability to influence and offer services to the states that are so attractive that they will be taken up with willingness and commitment.42 And that the Bureau of Police Research and Development should be supported in adopting a more comprehensive programme that can ensure every state has at least one key training institute with the requisite range of training competencies. To do that it will need to build up a small team of professional staff, trained in a wider range of training consultancy skills, to be able to assist the states to initiate proper training needs analysis and develop more relevant curriculum design and training methods...43

43 Ibid : 3
(iii) **Revamping the Monitoring and Appraisal Mechanism**

Evaluation should be an all-embracing and expansive exercise in order to serve as the basis of improvement in teaching and learning procedures. It must commence with the policy design stage and form an important part of each stage in the training cycle. The evaluation should determine the trainees’ ability before the programme starts, continually monitor their progress through the programme and afterwards. It has been laid that evaluation should be continuous, specific and well-coordinated.\(^{44}\) It must be viewed as a method of measuring change in knowledge, skills and attitude, job performance, costs and quality of training facilities. Evaluation, could be of four types, context evaluation which would entail the aspects that need to be changed, input evaluation, that is the procedures most likely to bring about change, reaction evaluation on trainees’ opinions of the training and outcome evaluation which would include a focus on evidence that change has occurred.\(^{45}\) The utility of this type of evaluation process is dependent on an innovative feedback system based on objective methods and standards. In-built mechanism of feedback and follow-up must be introduced. A constant monitoring and feedback system needs to be made a necessary condition for a worthwhile evaluation process at the police training centres in Delhi.

A viable feedback and monitoring mechanism could be established through various means, a perceptive mix of these should be adhered to by the trainers. Some of the ways are:-

- constant informal interaction between the trainees and the trainers,
- recording of trainers’ observation on the trainees in the initial period of training,

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• a copious and extensive feedback form covering all the aspects of training,
• monthly tests, tutorials and term-end exams,
• use of various evaluation techniques to gauge behavioural changes in the trainees; and
• obtaining feedback from the trainees even after they have resumed their police duties.

Constant informal interaction between the trainers and the trainees give an ample idea to the trainers about the progress of learning and the extent of behavioural changes. The atmosphere of the sampark sabhas at the training centres thus needs to be made more cordial and open. The trainees should be encouraged to air their grievances not only on training curriculum, methodology and infrastructure but also on attitude of trainers and their training styles. This is also a potent way of evaluation of the trainers by the trainees. Many management experts have indicated their apprehensions on the use of a feedback form for this purpose. They feel that a feedback form eliciting the views of the trainees about the trainers is difficult to administer even under conditions of anonymity. Regular meetings could be therefore arranged by the trainers at the police training centres whereby the trainees should be allowed to put forth their grievances and suggestions on different aspects of training in a positive environment. The Deputy Commissioner of Police or the principal and vice-principal of the training institute should make it a point to be present in all such meetings.

The observation of the trainees by the trainers should not be recorded in a casual manner. In fact, checklists need to be maintained to note down the behavioural traits of the trainees and the subtle changes and aberrations that they exhibit. Rating scores could be adopted; trainers need to be acquainted with statistical measurement techniques e.g. simple tabulations, quartiles, medians etc. Various feedback techniques to determine behavioural changes have been
in vogue in different organisations, the trainers at police training centres have to be trained to adapt to the techniques which are most suitable to their requirements. Some of the usually encountered ones are Interaction Process Analysis, Klein’s Interaction Schedule, Rackam and Honey Categorisation of Behavioural Change and Human Resource Development Instruments.46

It is easier to obtain feedback in cases where training objectives have been defined in performance or measurable terms. An overview of management evaluation techniques shows that various methods such as the Criterion Referenced Testing Method are being used these days.47 Many such techniques could be used in police training centres to appraise the outdoor activities, computer training and weapon training. These methods are applicable to information learning and attitude learning as well, their utility in adjudging performance goals is slowly being established. Though the Committee on Police Training laid emphasis on an examination system as an effective means of evaluation, it did suggest maintenance of records of behaviour and attitudes by the trainers on each and every relevant incident relating to trainees' day to day

46 Interaction Process Analysis aims to record the content of the group interactions in terms of behaviour exhibited. The behaviour are classified in a number of categories such as orientation, control, evaluation, task dimension of interaction. It only has superficial advantages that behaviour can be used as feedback. However not all behaviour can be categorised and categorisation can require interpretation. Klein’s Interaction Schedule is based on a task dimension range of behaviour, two aspects are identified (i) facts and (ii) values. When more than one observer records an interaction, different results are obtained, moreover the schedule comprise limited number of behavioural categories in terms of agrees/disagrees. Rackam and Honey Categorisation is a little elaborate and consists of 13 categories based on possibility for change, meaningfulness, reliability, degree of differentiation and relation to outcome. They called this behavioural analysis. The 13 categories are proposing, building, supporting, disagreeing, defending, attacking, blocking, stating, open testing, understanding, summarizing, seeking information, bringing in and shutting out. (Leslie Rae. The Skills of Human Relations Training. Gower. England. 1985:44-52). Human Resource Development Instruments are devices for collecting data on behavioural aspects to help derive some tentative generalisations. Like other instruments, these Human Resource Development Instruments have a referent (what is to be measured) which consists of units that have some internal consistency and uses of index of some kind to express the results of analysis. The instruments can be used for selection, recruitment, research, performance appraisal, individual growth, training and organisation development. (Udai Pareek. Training Instruments for Human Resource Development. Tata Mc-Graw Hill. New Delhi. 1997:9-10).

activities. It recommended that marks needed to be accorded on this assessment and also added to the marks obtained in the written and practical examination. The police training centres in Delhi have to also streamline their tutorials and monthly test system, they must be held at regular intervals and should form the basis of an internal assessment to be included later in the final results. A trimester system could be introduced at the recruit constable level and this must include an evaluation of all aspects of the curriculum eg. physical training, practical exercises and indoor subjects.

The foremost tasks before the police training centres in Delhi therefore should be to train the trainers in garnering feedback through the different methods available and also to involve them in systematically evaluating the training process. Most importantly, the feedback form needs to be restructured. It has been put forth that a feedback form should be able to be tabulated and quantified. Normally, it should include an assessment of reactions, learning, behaviour and results. Though this type of analysis aims to measure the training event rather than process, it is being widely used, coined by Donald Kirt Patrick, it collects information under these four categories of assessment. Some other feedback techniques that could be used to formulate feedback forms are Ciro Model, Hamblin’s Model and Parker’s Model of evaluation. Any type of feedback can only prove to be beneficial if it is based on continuous monitoring of pre-training, in-training and post-training performance of trainees and an appraisal of trainers’ behaviour and teaching styles. It has also been suggested

49 The Kirk Patrick Model garners information under the categories of reaction, learning, behaviour and results. Reaction implies how well did the conference like the programme, learning means what principles, facts and techniques were learned, behaviour would tell us what changes in job behaviour resulted from the programme and what were the tangible results of the programme in terms of quality, costs etc. (Donald L. Patrick Kirk. “Evaluation of Training” in Robert L. Craig and Lester R. Bittel. eds. op.cit. : 88.) Ciro Model developed by Wirr Bird and Rackham way back in 1970 aims at evaluating the content or objectives, input or resources, reaction of participants and outcome or achievements of training programmes. Hamblin’s Model identifies five levels of evaluation-reaction, learning, job behaviour, effect on organisation and ultimate value or profitability. Parker’s Model concentrates on participant satisfaction, knowledge gained, job performance and group performance as the different criteria of evaluation. (Jill Brooks. op.cit.: 182-184)
that an innovative feedback appraisal should even indicate if in the post-training phase, training is leading to any policy, strategy or decision. It should indicate how in a post-training situation, trainees manage their own learning. It may further suggest how should they manage their own learning and how can they be helped to manage their learning better.50

Since it is essential to ensure that training outcome is sustained over a period of time, trainers must try to find out whether it is being utilised by the trainees on resumption of their duties. As has been observed, the most effective way to generate accurate and practical self-reporting on learning transfer is by making the learners partners in the formulation of an action plan which they could carry back to the job and implement to the extent they can. It requires participants to develop action plans at the end of training and list of behaviours they want to try out when they return to their jobs. After some time, the participants are contacted to see what changes they have actually implemented.51 Other techniques that could ascertain transfer of training to the job are phone interviews by the trainers, seminars on sharing of experiences, graphical representation of training performance over a few years through time series designs etc. Learning logs have also become quite common in many organisations. Keeping a learning log is one of the ways the trainees can evaluate the training process or make use of what they learn effectively.52 The viability of introducing these techniques at the police training centres needs to be ascertained.

The changes that need to be contemplated at every level of training cannot be addressed in isolation of one another. A Programme Appraisal Cell

51 Basil S. Deming. op.cit.: 70-71.
52 A Learning log gives a trainee a permanent document in which to record different ideas as they occur, it helps the trainees at a later stage to think about what they have experienced and learned and which aspects could be implemented. It is a permanent record of the trainees' progress and development and of what they have learned (Ref. Leslie Rae. The Trainer Development Programme. Hand Out Activity Briefs. Viva. New Delhi. 1996. Appendix B)
could be set up at Police Headquarters to go into the evaluation of the on-going training programmes. The trainers have to be equipped to competently manage the training techniques which would in turn depend on their participation in research activities. All these factors must fall under the purview of a broad training policy which once again draws its support from competently undertaken research on training needs analysis and evaluation. The presence of adequate infrastructure completes the training cycle and is essential for the sustenance of all the other factors. If the methodologies have to be improved then the trainers should be trained to initiate changes in the training process. These interdependencies should not be overlooked while formulating the training design.

(iv) Simultananeous Changes at the Police Organisation Level

- Need for Continual On-the-Job Training

The organisational factors are quite crucial for fostering trained capabilities. Reforms in the training system would be incomplete if attempted only at the training institution level, what happens to the trainees after leaving the training centres is decisive in determining the outcome of the changes introduced in the area of training. Continual refresher courses do serve certain specific objectives but some provision for training should be made in every unit and battalion. Endeavour should be made to sincerely hold weekly or fortnightly training sessions in the districts, units and battalions, guest speakers may be invited to update the personnel on new developments in policing. These training sessions could also take the form of informal gatherings of the staff where they could exchange their observations and experiences on pertinent issues related to police job. Frequent briefings and debriefings by the superiors are an effective way of imparting knowledge and attitudes to the personnel on every day duties and expectations of the assigned tasks.
Each state should chalk out some periodic training scheme to be carried out at the district headquarters. Each district should have a district training officer, the district police lines should have minimum facilities for training like class room, parade group, library etc. to help holding the training classes. Senior police officers posted in the district, senior functionaries, judges, journalists, social worker etc. can be invited to interact with the trainees. Moreover, since it is customary to hold roll calls everyday in all police units, the gathering of the entire available strength must be utilised to read over departmental instructions on police working, intelligence briefing and other information that every police person need to know. A middle level functionary interviewed by the researcher suggested that every unit of the police must have an Assistant Commissioner of Police (Training), solely in charge of organising and coordinating training capsules in the units. Training must be made an every day occurrence, experience could be transformed into training only if it is shared with the superiors and the peers, thoroughly reflected on and scrutinised in the present socio-economic and political context.

There are two different modes of learning, one is incidental and is happening to us all the time through newspapers, magazines, discussions etc. and the other is intentional. What we are concerned in organisations is intentional learning that is an experience wherein the individual expects to be a learner, where there are identified objectives, where time is devoted to learning and some kind of evaluation is planned. Efforts have to be made to make sure that this intentional learning does not just end with the culmination of the training course, the lessons learned from intentional learning that are unwittingly also based on incidental learning should be restated, changed and improved through unceasing on-the-job training. There is a need for a comprehensive training

54 Views of an Assistant Commissioner of Police at Police Headquarters.
System which can accommodate structural and functional adjustments in the organisation and pave the way for professional and organisational competence.

- **Systematising the Recruitment Process**

  If training has to be sustained, factors that precede training and those that follow it have to be kept in view. If motivated persons are not attracted to the police, training will not be able to enthuse initiative, innovativeness and vigour in the trainees to the extent that it should. Though the recruitment pattern has improved considerably over the years, more efforts need to be made to make it totally fair and impartial. It has been pointed out that a psychology test could conveniently be given alongside the Physical Efficiency Test... a simple minimum rating could be prescribed for such a test, candidates must be able to clear both the exams. The written test should have a series of three papers 1) an intelligence-cum-personality test 2) a general knowledge test that would evaluate the candidates' awareness and 3) test to judge knowledge of a subject which they have studied at the School or graduation level. These changes are necessary to weed out candidates who are not just physically unfit but are also psychologically unsuitable for the police job.

  The other system factors viz. the work culture, attitude of the superiors, motivation level, service conditions etc. complete the training follow-through. They cannot be passed off as variables that are completely unrelated to training or that are outside the broad objectives of training. The National Police Commission while reiterating the standpoint of the Committee on Police Training, observed that training though an essential input, is not the only input for total transformation of the police system. The whole organisational climate, environment in which the police has to perform, official attitudes etc. have to be simultaneously tackled to make training effective as an integral part of the total system... Training cannot be a substitute to intelligent supervision, purposeful

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inspection, favourable environmental conditions, mutual trust and willingness to delegate. A good training system can at best support, enhance and optimise performance provided other factors are taken care of.\textsuperscript{57} A well-designed training process and conducive organisational environment should not just complement but strengthen each other.

- **Changing the Mind-sets of Officers at the Decision-making Level**

There is a need to mould the mind-sets of those involved in formulation of policies pertaining to the training process. Since a large number of officials interviewed did not reflect any faith in the potential of training and blamed organisational factors for police lapses, it is essential that efforts to change the attitudes of personnel through training must begin at the decision-making level. The task though unnerving is not impossible as twenty five percent of the officials interviewed did reaffirm a strong belief in the advantages of training. A former Chief of Delhi police asserted that training could hasten the process of change at all the levels of police system. An Assistant Commissioner of Police interviewed remarked that training is necessary even if the reality is different and experience crucial. He said that the gap between theory and practice could only be bridged through training. Unless a police person is aware of the theory that is the basic postulates behind every aspect of policing, practice alone will not be able to teach much. Training should precede experience and subsequently build on experience. A senior Deputy Commissioner of Police interviewed felt that even though training cannot mould rigidified minds altogether, it could teach varied alternatives, out of which the best possible course of action could be chosen. A police official at Bureau of Police Research and Development also contended that training teaches the best possible way of going about the police job. A police person might know the job very well but the rightness and wrongness of actions could be learned only through training.\textsuperscript{58}

\textsuperscript{57} Fifth Report of the National Police Commission. op.cit.: 11.
\textsuperscript{58} As per the informal interviews with the gazetted officials in different branches of the Delhi police.
Some of the officials interviewed did feel that even the most severe criticism of training, that is, its lack of potential to change attitudes could be offset to some extent. Even if attitudes cannot be changed totally, they could definitely be guided in the right direction. The aim of the training courses should be to handle the different attitudes in the personnel rather than alter them. As has been put forward, "A sensible police person must make a difference between his individual attitudes and those expected of him as a professional officer." This could be taught only through training. According to the Cognitive Dissonance Theory, "Even the change of attitudes is possible because the human mind has a strong need to keep various information, feelings and beliefs consistent with each other. A conflict in these mental cognitions results in cognitive dissonance and if the person tries to achieve congruity in these, attitudes could be changed." Besides, training could update the knowledge of the personnel, refurbish their skills and provide them varied alternatives to meet any situation. In brief, it could prepare them physically and psychologically to cope with the demands and responsibilities of their job. Nigel Fielding has aptly observed that "Training is still the best way to get the policing we want."

It is essential that the police develop greater number of more highly trained rank and file capable of assuming responsibility and initiative in day-to-day affairs. This would mainly depend on the attitudes of those involved in training, which should be appreciative as well as motivating otherwise training cannot be utilised advantageously. It has been rightly pointed out that the crucial challenge facing police training is its need to alter the mindset of police at all levels particularly attitudes and values and the impact of these in creating a culture of service and protection of citizens as opposed to existing culture in

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which enforcement predominates and discriminates. It has been argued that sensitivity training is a very effective method of bringing about a heightened awareness of one’s personal traits, weaknesses, blocks etc. Hence by putting a certain percentage of very senior officers occupying reasonable positions in the hierarchy through what are called human relations labs, we can initiate a process of attitudinal change at decision-making levels of the police which cannot but percolate in time to lower levels.

- Motivating the Trainees and Recognising Individual Potential

The knowledge, skills and attitude imbibed through training must find opportunities for their effective utilisation. It is only possible if the training design has been appropriately blended with the work environment. Moreover, trainees must be motivated enough to participate in training and utilise the trained capacities and skills. Training objectives cannot be met if the individual needs of the trainees remain unsatisfied. It has also been observed that no training is effective until it recognises that an agency is made up of individuals and each one has his or her own personal goals. Unless training can make a person say ‘I am doing this for myself’, we are missing the most important training element of all. Success really lies in converting training sessions into a long-term learning process. Several administrative thinkers like Abraham Maslow, Doughlas McGregor, Chris Argyris and Victor Vroom have studied the concept of motivation in the past, the broad conclusion that could be drawn from their findings is that only motivated personnel can deliver the necessary goods, no training can imbue skills and abilities in disinterested participants. There are

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63 Sensitivity Training or laboratory training is training in human relations. It could be defined as an attempt to design a total learning experience in which knowledge and theory are integrated with experience and practice. The objective is change in behaviour. Training lab is a total training plan which includes case analysis, discussions, exchanging experiences etc. (Ref. Leland P. Bradford and Dorothy J. Mial in Robert L. Craig and Lester R. Bittel. eds. op.cit. 252-253)
65 The Sunday Observer. September 1, 1996.
some important theories of motivation that need to be kept in view while formulating an incentives and rewards strategy for the personnel. It has been pointed out that those who advance the theory of deficiencies in training do not take into account the tremendous rise in aspirational levels. The material expectations of police personnel have risen hand in hand with the expectations of the general public for better performance from them. This gap needs to be bridged through training.66

Provision thus has to be made to see that individual potential is recognised and guided towards achievement of organisational goals. A career advancement package needs to be designed and each training activity needs to be linked with it. Unless this happens it will be rather unrealistic to expect the trainees to opt for training courses of their own volition and even participate in them with full zeal and enthusiasm. Training must form a part of wider human resource development programme which is the process of helping people to acquire competencies. In an organisational context, it is a process by which the employees of an organisation are helped on a continuous and planned way to (i) acquire or sharpen capabilities required to perform various functions associated with their present and expected future roles (ii) develop their general capabilities as individuals and discover and exploit their inner potential for their own or organisation development (iii) develop an organisation culture in which supervisor-subordinate relations and team work is strengthened.67

The National Police Commission recommended several changes to improve the working scenario at the non-gazetted level by putting forth a mix of incentives that could be offered in order to boost their morale and sustain their interest in work. It advocated that the subordinate ranks, especially the constabulary, should be provided with adequate number of holidays, overtime allowance, rational pay scales, government accommodation, housing loan, family

welfare fund and retirement benefits. It also put forward the provision of food packets at government cost during long stretches of work and recommended the abolition of orderly system. A few of these suggestions have been enforced, but most of them are still to be implemented. If the objective of creating a motivated and enthusiastic police service has to be met, immediate attention needs to be diverted on these proposals.

- Improving Police Functioning and Work Environment

Several suggestions were also put forward by the National Police Commission to improve the role and functioning of the police viz. court proceedings, protection of weaker sections, handling of industrial disputes, social legislation, police-public relations, police and press, nabbing of criminals etc. The Commission more or less sought reforms at all the levels of the police organisation and rightly so because no variable in the system can be addressed in isolation. The subsequent reviews on police reforms have only endorsed the views of the Commission by highlighting pertinent changes. Some argue that the basic unit of police, the police station, needs to be strengthened, while a few maintain that law and order police should be separated from crime investigation police. A Deputy Commissioner of Police at one of the police units opined that the same police personnel cannot perform the lathi-weilding role as well as the role of community policing. Pro-active policing necessitates a separation between the 'danda' police and a more sophisticated community-oriented police. Many structural adjustments according to some officials, need to be brought about for bettering the police performance.68

Stressing the need for restructuring of the police system, it has been suggested that the states address themselves to issues related to the dilution of the command structure, system of selection of the police chief, undue emphasis on crime statistics, growing criminal-political-bureaucratic nexus and the need for

68 As per the interviews with the gazetted officers.
toning up the prosecution machinery. Steps, therefore should be taken to ensure responsiveness, transparency and accountability in the working of the entire administrative system especially that of the police.69 There is a strong case for privatising the police. To meet the challenge of the changing scenario effectively, the police must have a more innovative approach to crime control and its mechanism. One could consider leaving out peripheral services to private security agencies of repute. A large number of such agencies already exist in almost all metropolitan cities and are manned by retired defence and police personnel. Hence, there is enormous scope for competition, professionalism and cost effectiveness.70 Thirty five percent of the officials interviewed by the researcher also endorsed that a few duties of the police such as security guards and police patrol could be privatised to some extent with advantage.

The entire issue of policing has to be seen in a holistic perspective. Reforms in training cannot be successful if these are just disconnected exercises. Parallel as well as collateral changes need to be introduced at all the levels in the system. As has been rightly pointed out, "By and large, police reform has operated as if anything were possible if resources were made available to the police and political leadership became committed...71 These very pertinent factors would not by themselves ensure any type of transformation. When we are addressing the issue of training, it must be kept in view that training is not just a programme or an exercise. It is a process, it is an on-going or continual activity which begins well before a police person joins the service and goes on till well after the person's retirement. In order to give teeth to the training objectives and transfer the training to the job, changes need to be introduced at all the inter-connected levels of the training cycle. An integrated

approach to critical issues is only possible if all the factors in the training cycle have been thoroughly meditated.

David H. Bayley put forth the need to study the social context of police system. He observed that achieving change in the police has been viewed commonly as involving only the police. Persons interested in changing police performance must therefore ask whether elements of social context must change as well.\(^{72}\) Forty percent of the officials interviewed also argued that we are living in an era of scams, when corruption has seeped inside each crack of our dilapidating system. The moths of communalism, casteism, regionalism and criminalisation have eaten up the very foundation on which this largest democracy in the world had been built. In such a scenario, it is a gigantic task to condition or train the police personnel to conduct themselves in an objective, dispassionate manner.\(^{73}\) These and many more wider issues would take a long time to unleash. Meanwhile, attention should be concentrated on bringing a transformation in the training set up at the training policy, training institution and police organisation levels.

It is worth reflecting as to why the valuable suggestions of the National Police Commission running into eight reports are merely embellishing the bookshelves of the policy makers. The organisational environment of training continues to be restrictive. The moot question is how much training could be retained by the minds that jostle hard every day to avert a volatile situation, mutely obey their superiors and influential sections of society and even toil for the basic necessities of survival. Though some scholars maintain that effective training process could initiate changes at all the levels of organisation, it has also been observed that training should basically aim at removing felt or perceived deficiencies of the organisation. These deficiencies could be at the

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\(^{73}\) Researcher's analysis based on the informal interviews and discussions with the police personnel at different levels of hierarchy during the course of the research.
organisational level, occupational level or at an individual level. The terminal use of training is to help achieve the goals of the organisation through optimum use of manpower.\textsuperscript{74}

The debate on the relevance of training to police reforms revolves around two pertinent questions, the capacity of training to bring about changes and the capacity of the organisation to nurture those changes. To expect training to introduce infinite changes in the working of the organisation could be foolhardy but to propound that the impact of training would fructify only in a conducive environment would be equally reckless. The role of training to introduce reforms cannot be downplayed without being given a complete face lift. The stage has not come when the system factors could be held responsible for the ineffectiveness of training. In the absence of adequate research it is also difficult to establish a direct connection between inadequate training and police fallibilities. Training intervention has misfired only because what is being imparted to the police is just a shadowy symbolism of a training exercise. Training needs to be put into a format, there is a need to build a theory of training which could be scientifically formulated and systematically applied. Unless we do that, we will be stuck with the periodic rituals in drill, parade and law that are being imparted in the name of police training.

Many scholars believe that the time has come when the police training institutes should draw inferences from management training techniques and organise innovative training courses in which specific areas of police functions receive adequate focus. The goals of the police organisation like all the other organisations in private and public sector should strive towards productivity, efficiency and satisfaction of the clientele that could be gauged in terms of the benefits it may accrue to the citizens by serving them well qualitatively. With a view to refurbish its image, it has been reported that Delhi police has plans to

\textsuperscript{74} M.L. Mehta. "Innovative Approaches in Training." in A.P. Saxena. ed. op.cit.: 147.
rope in the top advertising agencies in the country in order tell the people what is expected of them in events such as bomb blast, traffic chaos and servant-related crime. The idea is to market the city police in such a way that the communication between police and the citizens improves and image of the police gets a boost. Such type of measures though relevant in today's context are not substantive enough to bring about a change in people's perception of the police. Such cosmetic initiatives must make way for more concrete and integral reforms. It is time that the police gear up to train as well as be trained to meet its organisational objectives, individual needs and people's expectations. The foremost task in this direction should be to deliberate on the reasons for non-enforcement of the much discerning and visionary suggestions on police reforms put forward so far. In the absence of such an exercise, each endeavour of research in the area of police would end up being just another bulky bag of 'never to be enforced' suggestions.

75 The Times of India. December 19, 1997.
Table 6.1
Knowledge, Skills and Attitude Inputs Required at the Non-Gazetted Level

(a) Knowledge Inputs

1. Indian Constitution, Law and Legal Enactments
   - Salient Features of Constitution of India, Fundamental Rights, Directive Principles of the State Policy and Fundamental Duties
   - Indian Penal Code, Criminal Procedure Code, Indian Evidence Act
   - Police Act (1861) and Rules
   - Delhi Police Act (1978) and Local Laws
   - Minor Acts Pertaining to Social Legislation and Economic Offences

2. Socio-Economic and Political Structure
   - Indian Freedom Movement and National Traditions
   - Working of Parliamentary Democracy
   - Relationship Between Police and Political Representatives
   - Nature of Terrorism and Insurgency
   - Complexion of Social Problems Afflicting the Society
   - Impact of Globalisation on Indian Economy
   - Role of Political Parties, Pressure Groups, Voluntary Agencies and Trade Unions
   - Psychology of Minority Groups, Communal Elements and Casteist Forces
   - Decentralisation Process: Role of Panchayati Raj Institutions and Nagar Palika
   - Relationship of Police with Quasi-police and Non-police Agencies
3. Crime Trends

- Nature and Pattern of Crime
- Individual and Collective Deviance
- Crime Against Women, Children and other Weaker Sections
- Forensic Science, Forensic Medicine and Criminal Aetiology
- Theories of Penology: Typology of Penalties
- Victimology: Understanding the Trauma of Victims
- Medical Jurisprudence
- Psychology of Criminals: Correction, Reformation and Recidivism

4. Police Procedures

- Collection of Intelligence
- Patrolling and Surveillance
- Crime Investigation and Interrogation
- Registration of Complaints
- Preparation of Reports
- Records Maintenance, Statistics and House-keeping
- Court Procedures

5. Traffic Laws and Rules

- Coordination and Management of Traffic
- Registration of Vehicles
- Traffic Engineering: Road Design, Infrastructure and Planning
- First Aid to Accident Victims
- Environmental Pollution and Related Acts
6. Science and Technology

- Operation of Modern Communication Equipment
- Use of Polygraph or Lie Detector
- Scientific and Technical Aids to Investigation
- Use of Identity Kits and Photography

7. Human Rights

- Role of Ethics in Law Enforcement
- Principles of Police Conduct: Good Manners and Etiquettes
- U. N. Declaration on Human Rights
- Functions of International Human Rights Organisations
- Constitutional Provision Regarding Human Rights
- Image of Police and Police Sub-culture
- Role and Functions of National Human Rights Commission, National Commission for Women, National Minority Commission and National Commission for SCs and STs

8. Human Behaviour

- Types of Human Behaviour: Legal and Societal Parameters
- Nature of Individual and Group Behaviour
- Psychopathic Behaviour and other Behavioural Aberrations
- Crowd Behaviour and Mob Psychology
- Police Behaviour with the Accused in Custody
- Police Behaviour vis-a-vis Minorities, Women, Children, Old and Infirm
- People's Expectations of the Police

9. Police Duties

- Duties with Regard to Security and Escort
- VIP Bandobast and Security Duties
Duties During Fairs, Festivals and Rallies
Role During Natural Calamities Like Floods, Droughts, Fire and Earthquakes
Duties Pertaining to Civil Aviation Security

10. Weapons and Explosives
- Elementary Knowledge of all Types of Latest Weaponry
- Use of Tear Gas and Water Cannons
- Identification of Explosives
- Bomb Detection and Diffusion
- Map Reading
- Counter-terrorist Tactics

11. Police Organisation
- Police Set-up at the Centre, State and District Levels
- Central Police Organisations
- Police Auxiliary Agencies
- Commissionerate System of Police
- Characteristic Features of Urban Policing

12. Community Policing
- Specific Community Policing Schemes Initiated by Delhi Police
  (a) Neighbourhood Watch Scheme
  (b) Role of Special Police Officers
  (c) Beat Suraksha Samities
  (d) Crime Against Women Cell
  (e) Ready Reckoner Courtesy Contact Point System
- Social Welfare Organisations run with the Assistance of Delhi Police
  (a) ‘Navjyoti’ - Delhi Foundation for De-addiction and Rehabilitation
  (b) “Pratidhi” - Social and Economic Rehabilitation of Victims of Crime

Note:- Though the curriculum design for foundation courses at the recruit constable and probationary sub-inspector level does cover most of the knowledge input identified above, more attention needs to be paid on familiarising trainees with the relationship of police with political representatives, pressure groups, voluntary agencies and other non-police agencies, psychology of minorities and criminals, computer-related crime,
records maintenance, environmental pollution, use of computers, scientific methods of investigation, individual and group behaviour, use of mob-dispersal weaponry, functions of police vis-à-vis social welfare agencies etc. The skills and attitude input identified below should be targeted through outdoor training and practical exercises at the foundation courses level. More focus has to be laid on skills and attitudes at the promotional and refresher courses level.

(b) **Skill Inputs**

**Conceptual and Cognitive**

- Observing and Surveying the Work in Hand: Probing into Critical Events.
- Appraising and Verifying Uncertain Circumstances: Using Judgement and Sometimes Discretion to Determine the Conflicting Nature of Happenings.
- Assimilating and Researching Information on People, Places and Facts: Updating on Every Type of Professional Competence Required and Unifying Disorganised Information.
- Understanding and Comprehending the Data Available: Collating Past and Present Information on Specific Issues.
- Analysing and Assessing the Feasibility of Actions: Circumspecting the Viability of Alternatives Available.
- Decision-making and Planning on Future Course of Action: Perceptively Formulating Work Maps.
- Supervising and Motivating the Subordinates: Providing Guidance and Leadership to Specific Tasks.
- Monitoring and Evaluating the Nature of Tasks: Ensuring the Effectiveness of Procedures.

**Procedural and Functional**

- Putting Knowledge into Practice: Adhering to or Following Set Procedures.
- Organising and Coordinating Activities: Administering Tasks Involving People and Events.
• Managing and Controlling Resources:
  Prioritising Tasks in Order to Make Effective Use of
  Infrastructure.

• Probing and Investigating:
  Solving Cases of Crime and Violation of Law.

• Coping with Variety of Tasks Simultaneously:
  Keeping Cognizance of Parameters of tasks.

• Record Keeping and Documenting:
  Ensuring Accuracy of Records.

• Applying Technical Know-how:
  Typing and Operating Computers.

• Handling of Weapons, Explosives and Scientific Aids

• Driving, Arms Cleaning and Providing Medical Aid

• Recalling Detailed Information on People, Places and Facts from Memory

• Making or Understanding Portraits of the Absconding Accused

• Stalking and Collecting Intelligence

• Bomb Detecting and Diffusing

• Ambushing and De-ambushng

• Map Reading

Social and Communicative

• Public Speaking:
  Being Courteous and Tactful with Common People in the Street

• Expressing Views:
  Clear-cut and Concise Sharing of Information

• Writing of Reports and FIRs

• Interpersonal Group Behaviour:
  Working Effectively as a Team

• Practicing Self-control and Restraint in Trying Circumstances

• Counselling and Mediating in Conflict Situations

• Interviewing and Interrogating the Suspects and Accused

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• Patient Listening:  
Being Prepared to Listen to the Opinions of Others

• Recognising Police Problems and Community Issues:  
Sharing of Grievances after Duly Reflecting on Problems in Hand while Liaising with Non-police Organisations

• Reporting Clearly to the Seniors:  
Assuming Responsibility for the Decisions taken.

(c) Attitude Inputs

• Approachable and Accessible:  
Being Cooperative with People who come in their Contact

• Adjusting and Flexible:  
Being Able to Adapt to New Procedures and Norms

• Affirmative and Positive:  
Being Constructive in their Thoughts and Ideas

• Committed and Dedicated:  
Possessing a Zeal to Learn from Experience

• Tolerant and Humane:  
Behaving Calmly with Complainants, Witnesses, Victims as well as the Accused

• Empathetic and Sensitive:  
Identifying with other People’s Problems

• Impartial and Just:  
Being Able to Deal Objectively with Women, Children and Disadvantaged Sections of Society

• Disciplined and Punctual:  
Being Able to Exude a Sense of Timing even in Frustrating Circumstances

• Sociable and Affable:  
Displaying a Helpful Attitude and Responding to Others’ Feelings and Ideas

• Honest and Conscientious:  
Being Able to Recognise Mistakes and Accept Responsibility for them

• Reflective and Exploratory:  
Being Ready to Experiment with New Ideas
Table 6.2

Refresher Courses Needed at the Subordinate Level

1. Collection of Crime Intelligence
   - Typology of Crime: Crimogenic Factors and Consequences
   - Modus Operandi of Criminals
   - Behaviour and Psychology of Criminals
   - Understanding the Topography of Crime-infested Areas
   - Garnering Information on New Faces and Shady Elements
   - Day and Night Patrolling and Surveillance

2. Community Policing
   - Working in a Group: Effectiveness of Inter-personal Behaviour
   - Understanding Individual and Group Psychology
   - Role of Counselling and Mediation
   - Public Speaking and Courtesy
   - Police Behaviour vis-a-vis Minority Groups
   - Police Behaviour vis-a-vis Women, Children and Disadvantaged Sections

3. Police Interaction with Non-police Agencies
   - Social, Economic and Political Context of Policing
   - Police and Social Welfare Agencies
   - Police and the Media
   - Relationship of Police and Political Representatives
   - Police and the Criminal Justice System
   - Interaction of Police with other Government Bodies
4. Court Procedures
- Accusatorial System of Criminal Trials
- Procedural Laws
- Norms Regarding Admissibility of Evidence
- Presentation of Evidence
- Investigation and Trial
- Court Pairvi and Escort Duties for the Constables and Head Constables

5. Problem-oriented Policing
- Defining a Problem:
  Problem-analysis and Problem-solving Approach to Issues Confronting the Police
- Concentrated Attention on Trouble-prone Areas
- Evaluating Reports on Tension Area Surveys
- Identifying Triggers
- Drawing a Plan of Action
- Tension Control Measures

6. Sharing of Experiences
- Different Policing Strategies and Behavioural Alternatives - Analysing and Assessing Feasibility of Actions
- Skill Inculcation Capsules on Decision-making, Use of Discretion, Observing and Surveying, Analysing and Evaluating
- Familiarisation with Behavioural Aberrations
- Personality Development - Cognitive and Emotional
- Principles of Police Conduct - The Do's and the Don'ts

7. Physical Fitness
- Nature of Stressful Conditions
- Different Types of Coping Skills
- Role of Peer Counselling and Pep Talks
• Exercises and other Relaxation Techniques
• Food and Hygiene

8. Crowd Control

• Understanding Mob Psychology
• Use of Rubber Bullets, Tear Gas, Water Cannons and other Public Weaponry
• Use of Cover:
  Weaponless Defence and Mob Disperal Operations
• Exercise of Restraint and Discipline:
  Working Through Difficulties and Dilemmas