

## **CHAPTER-II**

### **REVIEW OF LITERATURE, OBJECTIVES, HYPOTHESES AND RESEARCH DESIGN**

#### **2.0: INTRODUCTION**

This chapter is devoted to review of literature relevant to the present study. The review comprises of committee/commission reports, works by Indian scholars and foreign works on the subject. On the basis of the review the objectives and hypotheses are identified. The research design incorporating the research method adopted, the sample design and validation of research tools, and methods of data collection and analysis are detailed out.

#### **2.1: COMMITTEE/COMMISSION/CONFERENCE REPORTS**

The Delhi Police Commission (1968) examines the working of police in Delhi and makes several recommendations pertaining to pay structure, housing and welfare of the Delhi Police. It discusses the specific tasks and functions of the police, Police-public relations, and the need for a Commissionerate System of Police. Part VII of the Report deals extensively with the recruitment, promotion and training of the police. It makes a thorough analysis of the training set up in Delhi in the 1960s and suggests measures for streamlining it with regard to the redesigning of the syllabi and methodology at the basic, promotional and refresher training levels. The Commission recommends advanced refresher and specialized courses for the subordinate ranks and draws attention to the need for revamping institutional as well as practical training in order to make it more instructional and experiential.

The Committee on Police Training (1973) chaired by Prof. M.S. Gore was set up to review the existing organization of police in India and its functioning, conditions of service and the role of central police organizations. The Committee has undertaken a comprehensive analysis of all the aspects pertaining to training at the national level and has come up with various suggestions to better the training environment. It discusses the changing role of the police in the new social context

and its implications for police training. It highlights the fact that training is not the only component in the police personnel administration that needs reforms and discusses the need for a fair and impartial recruitment and career advancement policy. The Report systematically deals with the nature, scope and objectives of training, role of training as a change agent, as a part of career development and as an investment. It discusses the training of civil and armed police at the gazetted and non-gazetted levels in separate chapters. While highlighting the need to reorient the training of sub-inspectors and constabulary at the basic, refresher and specialized training levels, it deals with the aspects of curriculum design, concurrent field exposure, practical training and systematic allotment of periods. It also throws light on organization of training and puts forth suggestions to revamp the training institutions, physical facilities available at the training centers, training aids and staff pattern. It discusses in details the impact of science and technology on police work, the need for training in the use of modern scientific equipment, training of trainers, the need for research cells, training reserves, and methodical selection of trainees.

It throws light on the utility of integrated instructional methods and aids. It lays emphasis on the role of trainers, their qualification, selection, facilities needed to motivate them as well as their evaluation. The major focus of the Report is to bring about attitudinal changes in the police. The recommendations put forward have also kept in view the crucial issues pertaining to human rights, police behaviour, importance of police-public relations, police image, functioning of police stations and reorientation of behaviour vis-à-vis weaker sections of the society. Undoubtedly, this is the most comprehensive report on police administration and training.

The eight reports of the National Police Commission published between (1979 and 1981) could be regarded as yet another breakthrough in the area of police training reforms in India. etc. The reports throw light on the role, duties and responsibilities of the police with regard to economic offences, weaker sections, disciplinary control, redressal of grievances, jail reforms, traffic management, industrial disputes, social legislation, urban policing and law enforcement and

conditions of employment and work. They also put forward suggestions for enactment of new Police Act, modernization of police equipment and establishment of special squads.

It is the fifth report of the Commission which deals with recruitment and training of constables and sub-inspectors in details. The Commission calls for a need for an immediate and earnest implementation of the recommendations made by the Committee on Police Training and lays emphasis on concerted efforts between the Centre and the States to expedite this process.

The twenty third All India Police Congress (1990) held in Nagaland in its compilation of several papers dealt with the training of the non-gazetted ranks at length. It analyzed the training of head constables and investigating officers and drew attention to the need for training on police community relations and victimology.

The Syllabus Revision Committee Report (1993) suggests exhaustive changes in the syllabus of basic courses for the recruits in the civil and armed police and the probationary sub-inspectors. It also makes suggestions to restructure refresher courses for Head Constables, Assistant Sub-Inspectors, Sub-Inspectors and Inspectors of Civil Police. The project report is for strengthening of police training in India, norms for police training, physical infrastructure and methodology. It makes several observations on unit level training, living accommodation, training of trainers, incentives to trainers, budgetary autonomy, research & evaluation. It endorses the recommendations put forth by the Committee on Police Training and lays focus on the sustainability of training and administrative changes to absorb the trained skills.

The National Training Policy (1996) drafted by the Department of Personnel and Training envisaged an institutionalized arrangement for overseeing the training function as an integral part of human resource development system. It lays stress on the 'systematic approach' to training which begins with the training needs analysis and includes designing of appropriate training programmes, its implementation and assessment, research and consultancy, funding and trainers'

development. It calls for the need of more follow up studies about the impact of training to improve necessary leadership and confidence among the civil servants to enable them to measure up to the expectations of the public. The focus is to develop training into a process that satisfactorily addresses itself to the concerns of responsiveness, commitment, awareness and accountability. The Training Policy of Delhi Police (1997) following suit also talks about raising operational and functional standards of training centers and the professional, managerial and personal competence of trainees. It lays down a training set up which focuses on periodic training, non-formal training, research, better infrastructure, training needs analysis and professional up gradation of trainees.

Report of the Overseas Development Administration on Training Assistance to the Indian Police (1997) analyses the role and performance of the Bureau of Police Research and Development on the basis of a thorough evaluation of its internal organization, structure and working. The Assistance Programme aims at strengthening the capacity of the Bureau to Produce a National Police Training Policy. It throws light on the various dysfunctionalities in the functioning of the Bureau and the training system in the Country.

The First National Conference for Women in Police (2002) recommended that inclusion of women in all training opportunities, namely; overseas training, basic training, in-service training, specialized training such as anti-sabotage, anti-insurgency, bomb disposal, investigation, weapon tactics, traffic control, computers etc.

The Second National Conference for Women in Police (2005) recommended for gender neutral training programmes, physical training for women inclusive of unarmed combat, self -defense and ease in the handling of all weapons, and equitable training opportunities to impart empowering skills like driving, and management and coping skills. Gender sensitization training at the recruit level and through refresher and in-service modules several times during the career and training to inculcate the right attitudes, ethics and social responsibilities were emphasized. Innovative training methods such as use of audio-visuals, group and role-play exercises, field visits and project assignments were suggested. It

suggested for encouraging more women to join police service and develop their innate skills through intensive courses in intelligence, investigation, computer operations, mediation, counseling and communication.

## **2.2 STUDIES BY INDIAN SCHOLARS**

Police functioning (Mathur: 1998) and its impact on the political and socio-economic environment and vice-versa (David H. Bayley's:1969); conditions of work and employment of police personnel (Sharma: 2010) as a prelude to the study of police efficacy has been studied by some scholars. (Raj Nandy: 1982, Guha Roy and Mishra: 1995). Reflecting on police–public relations (Prasher: 1986, Joshi: 2001), and training of police personnel including women police personnel on issues of multi-level gender sensitive training programmes for both women and men as a part of induction training (Mahajan: 1982, Nambiar: 2005, Arora: 2006, Kalam: 2006, Natarajan: 2006) some scholars have found that curriculum design and syllabus of the foundation courses for the gazetted as well as non-gazetted ranks are inadequate. (Garg: 1984). Springboard Training Programme for the women trainees including skills in understanding self, balancing home and work, managerial ways, improving their image, becoming assertive, developing better inter-personal relations, communication skills, managing stress and time better, achieving the set goals, is suggested by some scholars (Banerjee:2010)

The nature of implementation of police training programmes at the gazetted and non-gazetted levels, problems related to infrastructure, training methodology, tools of research and evaluation and the different structural and functional changes to improve the scenario has been suggested by some scholars (Mathur: 1987) and some have advocated for treating training as a part of HRD system integrating organizational, group and individual development (Sarolia: 1987, Parmer: 1992, Mathur: 1994). Training needs analysis and identification of training objectives based on tenets of personnel policies of the police organization has been highlighted by some scholars (Mathur: 1991,). Community relations training in India, focusing on its approaches, issues, and problems, in the light of the community relations training in the U.S.A, has been addressed by some scholars (Joshi:1993). Community policing in India has floundered because of

inadequately-trained clueless Police personnel. Same police personnel handling crime prevention and law and order cannot handle the community policing activities. Therefore, training in Community Policing should supplement the law enforcement techniques with communication and leadership skills that will encourage participation from the community (Sen: 2011). Training of police in human rights (National Police Commission: 1998-99) and attitudinal changes has been the subject matter of some works (Sen and Saxena: 1994). Specialized anti-terrorist and anti-insurgency training has been stressed by some scholars (Pandher and Gupta: 1996, Rai and Khurana: 2006, Khara: 2010). Amendment of outmoded Police Act of 1861 has been advocated by some scholars (Mathur: 1998). Professionalizing the police forces in general by imparting training in modern technology for communication and access to data and information and contributing to good governance (Marwah:1998, Jafa: 2001) and the constabulary in particular (Nayak and Saxena:2001) through intensive on-the-job training under supervision by senior officers in areas of behavioural and interpersonal competencies has been highlighted (Patel:2007). Police Personnel as change agents and the training imperatives for this purpose has been highlighted by some scholars (Sen et. al: 2000). Some scholars have identified the weaknesses of training for police personnel such as; preoccupation with drill and practices, hierarchical nature of interaction, tendency towards repetition and rote learning and frontloading in the classroom, focus on knowledge and not skill based assessment strategy. They suggested for developing the traits of sensitivity, friendliness and responsiveness in the policemen and advocated for relaxed, less tiring, less intimidating and less authoritarian and feudal training climate along with training content in terms of human rights, police integrity morality and ethics (Mahalla: 2012), non-violent behaviour, cultural awareness, police culture and its management, problem solving, investigation skills, registration of complaints (Joshi: 2001, Sen: 2005). Minimum use of modern training aids and absence of audio-visual training aids at training institutions, inadequate emphasis on time management and practical training, lack of professional expertise among trainers, poor infrastructure at training institutions, inadequate training staff and lack of motivation among them, and low importance to forensic sciences are considered as shortcomings in the existing training courses

(Ramarao: 2001, Jaffa: 2001, Singh: 2005). Calling training institutions as penal colonies for incompetents, the blatant inadequacy of technical knowledge and skill required to deal with cybercrime has been identified as a very important training need of modern day policemen (Jaffa:2001) . Training the trainers for improving training inputs, motivating the learner and use of new pedagogy has been suggested by some researchers who criticize the ad hoc approach to training of police personnel (Ramarao:2001, Singh:2005). The strategies to improve the training of police personnel are suggested in terms of proper induction training to develop right attitudes and sense of values, selecting dedicated/qualified trainers, regular and formal training, intake capacity to be limited to the extent of the carrying capacity of the training institution, ensuring quality training etc. (Singh:2006, Patel:2007). Offender management as a challenge for prison reform initiative in India has been suggested as an important area of police training with focus on values and principles, and offender-specific programs (Chauhan and Srivastav: 2007). Barriers faced by trainers in effectively training police personnel has been studied by some scholars (Somsundaram & Sekhar:2007) who found that such barriers are wide differences in the educational backgrounds (faculty wise) of the trainees, language barriers, insufficient time period to complete a heavy syllabi, inadequate compensation and incentives for the trainers ,and lack of teaching aids. They also stressed that in training police recruits it would be apt to consider adult teaching theories and methodology in developing items for measuring the trainers' efficacy. It is also mentioned in the study that the trainer's role ranges widely from a simple instructor to a facilitator and coordinator to an agent of change. The trainer's potential in the underlying self-efficacy be impaired by several barriers like lack of confidence, lack of course relevancy, disengagement (inertia, apathy and negative attitudes), lack of quality (dissatisfaction with the quality of education), lack of personal priority. Use of modern pedagogy like simulation exercises, case studies, computer modeling with the help of computer and software experts, participative and experiential learning techniques for training police personnel has been strongly suggested to equip them with modern day policing requirements (Choudhary:2008). Training Information System (T.I.S.) and the digitalization of training related data will help in

integration of Training functions with operational needs and to develop competence and professionalism in police training and therefore need attention currently has been suggested by some scholars (Singh:2008). National police training institute for training of the trainers, pre-recruitment training by academic institutes have been suggested by some scholars (Arora: 2008). Problem-based learning as an important aspect of police training incorporating learner centric strategies like making learning challenging to the knowledge and skill of the trainee (Singh:2008) and improving their social and emotional intelligence (Yadav:2010) is suggested by some researchers. This involves a real life professional problem given for analysis on which the trainee comes up with initial ideas that are deliberated upon by fellow learners and the facilitator and the ideas are further sharpened by facilitator's intervention. Ultimately, Knowledge transfer for future is also ensured. Customization of training programmes to health and stress related issues have been suggested by some scholars not only for physical fitness but also for good quality of life and work life (Nagar:2009, Chhabra and Chhabra:2009). Establishing the intricate relationship between training on one hand, and discipline and morality on the other, some have argued for developing patience, intelligence and work effectiveness in order to be able to handle difficult situations (Singh:2009) . Impact of modernization of Police was studied through a field survey by the Bureau of Police Research and Development (BPR & D) in the year 2010. One of the major findings is on the need for strengthening training in terms of infrastructural facility of training institutes, improving physical training equipments, field craft equipments and other training aids. It suggested for mandatory training for all police personnel. Psychological training programmes for newly inducted police constables to make them socially responsible and acceptable has been mooted by some scholars (Gadker & Gadker: 2011). Highlighting the inadequacy of ideal trainers in police training institutes, scholars have suggested for training the trainers and identified characteristics of a good trainer (Sen:2012). The lukewarm attitude of the top brasses in police administration has been lamented by scholars when they observe that "the lack of conviction about the value of training on the part of administration including the higher ranks of the police service, remains a major inhibiting factor in the development of the



instructional staff' (Gore: 1973, Sen:2012) . Professional literatures on police training indicating the status of research in this area are few and far between

Besides, there are a few journals on police that bring out articles on nature of policing and training of the police personnel from time to time. Some of the important ones are Indian Police journal and Police Research and Development Journal published the Bureau of Police Research and Development and the Central Bureau of Investigation Bulletin. One gets to read sporadic articles on the subject of police training in other journals like Social Welfare, India Journal of Public Administration, Prashasanika, International Crime Review (Journal of Interpol). Training and Development Journal (USA), Personnel Journal, the Indian Journal of Training and Development.

### **2.3 STUDIES ABROAD**

Studies conducted by Scholars indicated that perception of recruits were less crime-attack oriented, after training than before training. Training influenced a police recruit's role perception and the attitudes (Meadows: 1985, Maghan: 1988). Role of meaningful research in police and different experiments in leadership training, stress management training and training in social work has been highlighted by various scholars and it was recommended that in-service training and imparting training by police psychologist are important (Yuille: 1986, Lowstein: 1999). Various types of in-services training courses viz. community and race relations training, training for stress, training in handling domestic disputes as well as the approaches to training, its changing nature and the need for a systematic evaluation mechanism has been stressed by some scholars (Southgate:1998). Role of training in the changing environment, professionalism in training function, role of a professional trainer, training design orientation, job analysis, human resource planning, evaluation techniques and learning theories and training in communication skills has been propagated by some scholars (Prior:1991). Psychology of policing and application of psychology to police functions along with behavioural, professional and policing skills has been stressed on by different scholars (Ainsworth:1995). Studies were conducted on the role of training in relation to attitudinal change of Police officers and the influence of demographic

factors on attitude etc (Bull and Hornscastle:1986, Edwards:1986, Pope and Pope:1986, Breci:1989, Belknap:1990, Fabrizio:1990, Ellis:1991,Fielding and Fielding:1991,Blount et al.:1992,Monjarjet and Gorgeon:1993, Stadling:1993). Equal opportunity training as an important aspect of police training has been highlighted (Clement: 2000). From the network perspective how police recruits' training affects their socialization with police culture and the organization structure, as well as by the external socialization impact so as to be acceptable to the community is subject matter of some research (Sato:2003). The training programme should aim at developing technical skills initially and a continuous process of upgrading human relations and organizations skills. Gender sensitive training is also essential. These are findings of a study on police training in reference to prison administration (Lally: 2004). Highlighting that field reality as the practical compromise between the organizational ideal and social reality, the purpose of training is to bolster the training effort to enable the trainee to achieve the ideal through a pragmatic process, in tune with the reality so that the practical ability to recognize and respond meaningfully to contradictory pressures and practices and corrupting influences can be enhanced is the finding of a study conducted by Punnoose (2005).

A cursory look at the review of the literature reflects that there is a dearth of materials on police training especially at the non-gazetted level. The training of the non-gazetted ranks, has received only transient attention from scholars working in the field. The books and articles on training have been mainly written by serving and retired officials of the police there by making them more based on experiences of insiders which may suffer from insider's bias. The subject has somehow not been able to hold the interest of academically inclined people outside the police profession.

Any aspect of the Police Commissionerate, Odisha has hardly been subject of intensive academic research. Though some material on police training has been brought out after the publication of the Report of the Committee on Police Training in 1973, it is only in the latter half of the 1980s we come across some useful literature on police training in India. There is plenty of material although on

the concept of training, training procedures and appraisal mechanism in general but not much research has gone into their applicability to police. Police Training has so far been a neglected area of study in terms of academic research.

The various studies mentioned above on Police training embrace a wide spectrum of issues such as basic police training in terms of physical fitness, investigating skills, reporting and judicial duty, use of arms and ammunitions; advanced training in intelligence activities, extremist combing and combating skills, human rights awareness, gender sensitivity, community policing, disaster management, legal procedures, field craft engineering, victimology etc. The studies also identified role expectations and occupational identity affecting the attitudes of police recruits. Attitudes towards family violence, civil rights issues, crime and punishment have also been analyzed. Police perceptions of their training have provided an insight into the effect it has on the recruits and also provides a pathway for its eventual betterment. Hence, it is established that training does play the role of changing the attitude of recruits. It has also been established from the review of the above literature that in India rarely any study has been conducted on effectiveness of a training given to Police Personnel. This is particularly true as far as non-gazetted police personnel training are concerned. Considering Training as a sub system of Human Resource Development has been hardly addressed by scholars though M.S. Gore Committee had emphasized on this aspect. In order to reduce these gaps, the present study has set out for itself some broad objectives as given below.

#### **2.4: OBJECTIVES OF THE STUDY**

The overall objective of the study is to evaluate the training process at the non-gazetted level. The specific objectives of the study are as under

1. To examine the nature of basic and in-service training courses, their duration and relevance in the present context.
2. To analyze the methods and tools used for training by the trainer to infuse knowledge, skills, attitudes and social behaviour on the trainees.

3. To analyze the methods and tools used for training by the trainer to impart knowledge, skills, attitudes and social behaviour on the trainees.
4. To ascertain the gap between the knowledge, attitudes and skills acquired during training and required for the actual performance of duties.
5. To find out the adequacy of infrastructural facilities available at the training centers such as training staff, equipment, accommodation and food etc.
6. To enquire whether or not a proper feedback mechanism exists to gauge the impact of training on the trainees.
7. To enquire into the kind of research that is being undertaken to enhance the training skills and equipments.
8. To establish whether or not training programme form an integral part of recruitment, appraisal, promotion continuum.

Underlying these objectives the reigning goal is to evaluate the current training effectiveness so that policy guidelines for improvement can be suggested.

## **2.5: HYPOTHESES OF THE STUDY**

1. Training imparted can be considered as effective, only if the training content is in consonance with operational duties of the trainees. It may include job related physical and mental skill development, attitudinal changes, social and emotional intelligence, awareness of legal methods and procedures.
2. Training will be effective when trainers are trained in training methodology and content, supported by adequate infrastructure and strong training policy as a part of human resources and corporate policy of the Commissionerate.
3. Training will be effective when there is an institutional arrangement in place for eliciting feedback and evaluating the extent of transfer of training inputs to real life and field based policing activities.

4. Training as a human resources tool will be yielding results only when supported by the other human resources tools like performance appraisal, task analysis, training need identification, and career planning and feedback analysis.

## **2.6: RESEARCH DESIGN**

The following issues are addressed in research design.

- i. Methodology of data collection
- ii. Population and sample of the study
- iii. Tools used for data collection
- iv. Procedure for data collection
- v. Statistical Techniques used

### **Methodology of Data Collection**

There are several methods of conducting research. Choice of method of research is determined by the nature of the problem. This project attempts to study training of Non-Gazetted police personnel under the Commissionerate Police in Odisha. The present study adopts an eclectic method combining case study and the descriptive survey method of research. While adopting descriptive method of research, both quantitative and qualitative approaches to data analysis have been followed. As the study is confined to the Commissionerate of Police in Bhubaneswar-Cuttack twin city, it resorts to case study method. For eliciting opinions and collecting descriptive data, survey method has been used. To some extent historical approach has also been adopted.

The descriptive method of research has been the most popular and widely used method of research in social sciences and management when it is required to secure evidence concerning existing situations and current conditions and to identify standard or norms with which to compare the present conditions in order to plan further or the next step.

Descriptive survey studies investigate the phenomena in their natural settings. Descriptive survey research is designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible to

draw valid general conclusions from the facts discovered. Training of police personnel can be better studied by an exploratory design than experimental design.

### **Population and Sample of the Study**

Three institutions namely; Biju Patnaik State Police Academy (BPSPA), Bhubaneswar; Police Training College (PTC), Angul; and Urban Police and Traffic Training Institute (UP & TTI), Bhubaneswar are covered in this study (Table 2.1). The Population-Respondent percentage is expressed in the Table 2.2.

**TABLE NO. - 2.1**  
**POPULATION AND SAMPLE PERCENTAGE**

<b>Name of the Institute</b>	<b>No of Trainees Who have undergone training from 2008 up to July 2012*</b>	<b>Sample selected</b>	<b>Sample percentage</b>
Biju Patnaik State Police Academy, Bhubaneswar	3488	212	6%
Police Training College, Angul	672	24	3.6%
Urban Police and Traffic Training Institute, Bhubaneswar	2400	114	4.8%
<b>Total</b>	<b>6560</b>	<b>350</b>	<b>5.3%</b>

Source: Consent given by the respondents

\* The period of Jan 2008 has been chosen as the Commissionerate of Police became functional from this date.

**TABLE No. - 2.2**  
**POPULATION-RESPONDENT PERCENTAGE**

<b>Serial Number (Sl. No.)</b>	<b>Category of Population (No.)</b>	<b>Category of Respondents (No.)</b>	<b>Percentage</b>
1	Recruit Non-Gazetted police Personnel(3072)	Recruit Non-Gazetted police Personnel(138)	4.49
2	Trainers(345)	Trainers (35)	10.14
3	In-Service Police Personnel who put five or more years of Service(3001)	In-Service Police Personnel who put five or more years of Service(117)	3.89
4	Gazetted Police Personnel(142)	Gazetted Police Personnel(60)	42.25

Source: Consent given by the respondents

## **Selection of Sample**

After receiving formal permission from the appropriate authorities, identifying the respondents who are allowed to share information with the researcher, the study design was discussed with various respondent categories starting from top brasses of the Commissionerate of Police to the Rank and File. Feedback from all the actors and stake holders in the training process was helpful in shaping the research design including tools of data collection, selecting the sample and the respondents. The Non-gazetted police personnel of two categories namely recruit and in-service police are the main respondents for the study as they are the recipients of the training. However, Gazetted police personnel, the top brasses of the Commissionerate are also interviewed as stake holders. The respondents were formally identified and they have consented their willingness to officially share information/opinion. Therefore the *purposive sampling* method was adopted. The Table 2.3 shows the number of respondents (rank wise). As all those willing to be included in the sample have responded, the respondent percentage to the sample is 100 %.

**TABLE No.-2.3**  
**RANKWISE DISTRIBUTION OF RESPONDENTS**

<b>Serial Number (Sl. No.)</b>	<b>Rank</b>	<b>Number of Respondents</b>
1	Commissioner	01
2	Additional Commissioner	01
<b>Gazetted Police Personnel &amp; Trainer</b>		
3	Deputy Commissioner	03
4	Additional Deputy Commissioner	04
5	Assistant Commissioner	12
6	Inspector	37
7	Reserve Inspector	02
<b>Non-Gazetted Police Personnel &amp; Trainer</b>		
8	Deputy Subedars (all category)	05
9	Sub-Inspector/ Sergeant	27
10	Assistant Sub-inspector(all category)	25
11	Havildar (Major)	15
12	Havildar	05
13	Special Police Officer	15
14	Fireman	18
15	Assistant Driver	12
16	Home Guard & Driver Home Guard	30
<b>Recruit Police Personnel</b>		
13	Recruit Constables & Sepoys	138
	Total respondents	350

Source: Commissionerate Police Headquarters, Bhubaneswar

### **Tools Used For Data Collection**

The data sources were both primary and secondary. The Commissionerate of Police and the three training institutes and the selected respondents formed the primary source of data. The secondary sources included books, manuals, newspapers, write-ups and electronic media. Other sources include reports of Government of India, State police Directorate / Commissionerate, Bureau of Police Research and Development and Indian Institute of Public Administration.

The following questionnaires and interview schedules (Annexure -I) based on the review of literature and keeping in view the objectives and hypotheses of



the study were developed and tested in a pilot survey and then revised and administered on different categories of respondents.

- i. Questionnaire for the recruit non-gazetted police personnel
- ii. Questionnaire for the in-service personnel who have put five or more years of service
- iii. Questionnaire pertaining to training needs analysis of Non-Gazetted Police Personnel by Gazetted police personnel (Special Unit Heads)
- iv. Interview schedule for Gazetted police personnel
- v. Interview schedule for the trainers
- vi. Interview schedule for the trainees undergoing basic and refresher courses
- vii. Feedback form for the trainees

### **Development and Validation of Tools**

All the tools were prepared and then validated after consulting with respondents who are not included in the sample and with experts for monitoring language difficulty, clarification of terminology, overlapping of dimensions. Then the final questionnaires/interview schedule were accepted and administered. The Table 2.4 depicts the structure and inter-rater reliability which is calculated by the formula “Final items/original items X100”.

**TABLE NO. - 2.4**  
**NAME OF THE TOOLS WITH THEIR RELIABILITY COEFFICIENT**

<b>Sl. No.</b>	<b>Name of the tool and respondent category</b>	<b>Nature and content of Questions</b>	<b>No. of items in original version</b>	<b>No. of items in final version</b>	<b>Inter-rater reliability coefficient</b>
1	Questionnaire for the recruit non-gazetted police personnel.	Open-ended and close-ended questions on the training function with the nature of the police job.	29	25	86%
2	Questionnaire for the in-service personnel who have put eight or more years of service.	mainly close-ended questions and only one open-ended question on training as an ongoing process of learning intricacies of police job	15	11	73%
3	Questionnaire on training need analysis of Non- Gazetted Police Personnel by Gazetted police personnel (Unit Heads).	only open ended questions on enquiring into role perception by the sub ordinate staff, and the KSA gaps that can be filled by training	8	6	75%
4	Interview schedule for Gazetted police personnel.	Open-ended questions on the changing scenario and challenges of police function, the preparedness of current KSA set to face the challenges and the projected need for training on a continuous basis.	34	30	88%
5	Interview schedule for the trainers	Open-ended questions on objectives of training programme at basic, promotional and refresher levels; the challenges faced by trainers in terms of learning capabilities of trainees, pedagogy and methods of training used and their efficacy.	25	21	84%
6	Interview schedule for the trainees undergoing basic and refresher courses	Open -ended questions on the need of training to bridge the gap between KSAs and the day to day police functions.	20	15	75%
7	Feedback form for the trainees	open-ended questions on participant observation of training classrooms and collection of information on training during training sessions (Indoor & Outdoor)	10	8	80%

Source: Research Design Performed by the Researcher

### **Period of Data Collection**

The period of data collection spanned over the period August 2012 to May 2013. The Recruit Trainees were contacted during August 2012 to December, 2012. The Trainers were contacted during November, 2012 to May, 2013. The In-service Police Personnel were contacted between August, 2012 to May, 2013; and the Gazetted police personnel were contacted during August, 2012 to May, 2013.

### **Techniques Used For Data Analysis**

Qualitative analysis of data collected through the schedules and questionnaires apart, quantitative techniques were used for the sake of precision. Content analysis is one of the methods used for qualitative interpretations of the opinion as well as official data. The statistical techniques used for analysis are frequency and percentage of items, and significant variation analysis done through chi square test.

### **2.7 LIMITATIONS OF THE STUDY**

The present study is confined to Training of Non-gazetted Police Personnel working in Commissionerate Police of Odisha. The period of study is from 1-1-2008 to 31-12-2010. More updated data can be collected by future researches and further validate or question the findings of this study. As a case study, even though it gives intensive findings; yet they cannot be generalized or universalized. Thus, the study opens up new vistas of opportunity for further studies.

### **2.8 CHAPTER SUMMARY**

The review of literature indicates the fast changing and ever expanding nature of police job not only in the Indian context but also globally. It identifies the new challenges of police function for which new skill sets and training to achieve them are identified. The global benchmarking and national level developments provide the standards against which the practices adopted in the Police Commissionerate, Odisha can be compared. The review has provided the source for developing the objectives which cut across the training policy, training design, training process and delivery. Further training is not treated as an isolated function. Rather it is considered as a subsystem of HRD and this also becomes an important objective of the study. From the title of the thesis it appears that evaluation of training effectiveness is not focused. But all the four hypotheses indicate the

preconditions for effectiveness of training. Thus, the thesis believes in a continuous evaluation process inbuilt into the system of training for verifying efficacy at every step of the training process and not as an intervention only at the end of it. The profile of the field is described in the next chapter.

