

CHAPTER-V

OPINION SURVEY ANALYSES

5.0: INTRODUCTION

After building a necessary background of the study, reviewing the related literature, specifying the objectives, and describing the method of the study, and prevailing training system of Police Commissionerate in preceding chapters, the next step is to analyze the opinion survey on basis of the data collected from respondents. This chapter embodies the following sections.

Section-I presents the satisfaction level with the subjects and favorite topics in the syllabus during basic training, course material, course content and In-Service courses, Specialized or Professional courses attended by the police personnel (Reaction)

Section-II seeks opinion on the methods and tools of training used by the trainer for training to impart knowledge, skills and infuse right attitude and social behavior on the trainees (Reaction and Learning)

Section-III elicits opinions on the perceived gap between the skills, attitudes and knowledge acquired during training and that which is required for the actual performance of duties (Behaviour)

Section -IV provides an analysis of the opinions about the adequacy of infrastructural facilities at the training centers viz; training staff, equipment, accommodation and food etc. (Reaction)

Section-V reflects the opinions of the respondents on the question whether or not a proper feedback mechanism exists to gauge the impact of training on the trainees (Output)

Section-VI analyses the kind of research that is being undertaken to enhance the training skills of trainers, training content and operationalization of equipments (Process)

Section-VII deals with whether or not training programme form an integral part of recruitment-training, promotion continuum and a broad training policy (Outcome)

Section –VIII illustrates the significant variation analysis using Chi-Square test

5.1: SATISFACTION LEVEL WITH THE SUBJECTS

5.1.1 Basic Training Courses

It is found from Table -5.1 that, 50 % of the trainees undergoing training in all the three training centers responded that subjects are adequate, 30 % said that subjects are innumerable and 20 % replied that they can't say.

TABLE NO. - 5.1
SATISFACTION LEVEL WITH THE SUBJECTS IN SYLLABUS DURING
BASIC TRAINING FOR RECRUITEES

Responses	Percentage			
	BPSPA	UP&TTI	PTC	Average
(i) Subjects are innumerable	20	25	45	30
(ii) Subjects are adequate	70	55	25	50
(iii) Can't say	10	20	30	20
Total	100	100	100	100

Source: Analysis of Collected Data

While as many as 65% of trainers interviewed maintained that extensive nature of the syllabus is justifiable since the fresh trainees have to be exposed to each and every aspect of policing, a substantial 50% of the trainees interviewed stated that the trainers are not able to cover all the subjects before the examinations. About 30% probationary sub-inspectors also wrote in the 'suggestion column' that there was too much stress on theory subjects, topics that deal with art of policing which are even an integral part of the syllabus were not being given enough attention. An overwhelming 60% of trainees during an informal session with the researcher said that there is too much component of the

Constitution, Indian polity, police organization and administrative set up. Survey of curriculum design reveals that even the papers on law on which there is so much emphasis are essentially theoretical in nature.

A senior police official at the BPSPA, Bhubaneswar aired his dissatisfaction with the entire approach to training quite categorically. The emphasis on knowledge component though is crucial to the basic course level but, if trainees are not familiarized with the practical techniques to enforce the acquired knowledge, the very purpose of training gets defeated. More so, practical skill-generating training can hold the trainees' interest.

Table -5.2 reflects that majority of respondents (44%) opted for practical work and training given in open field as favorite topic over other topics. Next comes police attitude and human relations (24%). Indian Constitution, Act and police rules are the favorite topic of 16% of trainees. The other topics like medical jurisprudence and police science and dhyana Yog, social security, polity etc. are expressed as favorite by equal percentage (8%) of trainees respectively.

TABLE NO. - 5.2
FAVOURITE TOPICS AT BASIC TRAINING COURSE LEVEL

Subjects	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) Indian Constitution, Act and police rules	18	18	12	16
(ii) Practical work and training given in open field	54	48	30	44
(iii) Police attitude and human relation	20	21	31	24
(iv) Medical Jurisprudence and Police Science	05	06	13	08
(v)Others (Dhyan Yog, Social Security, Polity etc.)	03	07	14	08
Total	100	100	100	100

Source: Analysis of Collected Data

It is found from the above table that topics pertaining to practical work and training given in open field have only been able to sustain the interest of majority of the trainees. Around 12% of probationary sub-inspectors wrote in the

‘Suggestion Column’ that the induction training did not include practical exercises to the extent that it should be, 25 % of trainees at UP&TTI stated in the ‘Suggested Column’ that there was an undue emphasis on parade and drill which makes training very strenuous, 30% of the trainees at PTC, Angul also opined that there was very little emphasis on games and sports and the outdoor activities mainly included drill and Parade.

Almost all the recruits interviewed at the UP&TTI and BPSPA, Bhubaneswar told the researcher that apart from parade, drill, Physical Training and games, no other type of practical training was being imparted. Practical training in lifting footprints, packing of exhibits, efficient arrest, search, raids etc. constitute only very small percentage of training time in outdoor.

A considerable 65% of the gazetted officials interviewed seemed to be in favor of strenuous outdoor training schedule. They also justified the stress on drill and parade. Most of them remarked that this type of training is the only way to infuse the right attitudes, discipline, restraint, temperance and obedience in the trainees. The 479 periods of drill, parade, weapon training and Physical Training for the trainees undergoing basic course and 500 periods for probationary sub-inspectors according to them are very essential to mould the police personnel into the role expected of them.

The syllabi also lay a lot of emphasis upon arrests, searches, seizures, detention, breach of peace, use of force, handling of weapons and so on. Despite this, the weapon training envisioned for the recruits and probationary sub-inspectors is no match to the military training imparted to the defense personnel. Facilities to train them in handling semi-automatic weapons, explosives and sophisticated devices are lacking.

According to Additional Superintendent of Police at the BPSPA, Bhubaneswar, the allocation of time to advanced subjects is lopsided, since police spends more time on routine activities like patrolling, investigation, interrogation, interaction with public etc. Hence, proportionate marks & periods allotted to these subjects in the curriculum are justified. Absence of a scientific analysis of police

tasks or job analysis has compounded the problem and led to an unjustifiable emphasis on certain papers.

The analysis of the opinions compared with the standard syllabi of BPR & D reveals that there are many components related to policing which have not been sufficiently covered in the curriculum such as the relationship between police and political representatives, psychology of minority groups, psychopathic behaviour, collection of intelligence, problem-oriented policing etc. As many as 30% of probationary Sub-inspectors wrote in the 'suggestion Column' that they were not being made aware of the negativities inherent in their job and the pressures that surround their work. Sixty percent of the probationary sub-inspectors during interview said that the instructors do talk about it during informal discussions with them but since it does not form a part of the formal curriculum, it is difficult to learn much. In the context of Indian Police Service Probationers, it has been observed that trainees who are exposed to an 'ideal police system' during their training often find it shocking when they realize that in their real life, they are forced to adopt not only 'extra legal', but also 'illegal' means for achieving their role related objectives. The researcher's interviews with the probationary sub-inspectors also reaffirmed the fact that trainers found the reality to be very different from what was being taught.

The curriculum for the Probationary Sub-Inspectors and the Recruits does not have much component on police role vis-à-vis other non police agencies and social service institutions. Although the curriculum designers have paid attention to this suggestion, but this paper is a non-examination paper.

A substantial 70% of the probationary sub-inspectors interviewed said that the Computer paper aims at imparting only basis knowledge in MS-word, operating a personal computer, letter typing etc., which have become obsolete. Even the crime and criminal system package which is now an integral part of Commissionerate police is not being covered adequately. The researcher observed that the paper on criminology and police science for the probationary sub-inspectors do not cover technology-oriented crimes, such as cyber crime, economic crime, computer hacking, credit card frauds, transnational crimes etc.

Course Materials

Course materials provided to the trainees are seldom revised and updated. There is no in-built system, which takes care of revision of reading materials. The course kit does not contain relevant case studies or exercises such as role-play.

Course Content

In contemporary management training, the behavioural traits and use of scientific aids are the most important ingredients. These two aspects are, generally, referred as software and hardware parts of the training. Areas such as police-public relations, interpersonal effectiveness, attitudinal framework, etc., are the software component, while the computer applications, forensic science, correct reflexes, use of modern weapons, etc., constitute the hardware part of the training. The existing course contents run short of both software and hardware components.

5.1.2 In-Service Training Courses

(A) Promotional:-

The Constables on promotion are appointed as Cadet Assistant Sub-Inspectors. They are trained at the Biju Patnaik State Police Academy for a period of one month and thereafter undergo field training of three months. The periods allotted for each subject in the Academy are meant for teaching salient features. They are given study materials to cover rest of the topics by self study. At the end of the field training they are required to appear a test. The course to promote Assistant sub-inspector has two papers on law having 95 allotted periods with 200 marks. The trainees are also taught about the crime prevention & investigation, court and reserve, Computer, Human Rights, writing of case records (including Unnatural Death cases), Medical jurisprudence, scientific aids to investigation (theory) & practical and maintenance of law & order.

Out of the total in-service personnel who responded the questionnaire, 44% (Table -5.3) had attended 1 to 3 refresher courses, 12% had attended 4 to 6 of these courses while 32% had attended the basic training course.

TABLE NO. - 5.3
TRAINING PROGRAMMES ATTENDED BY IN-SERVICE POLICE
PERSONNEL

No. of Training Programmes Attended	Percentage
1 to 3 refresher courses	44
4 to 6 refresher courses	12
Only basic training	32
No response	12
Total	100

Source: Analysis of Collected Data

The pie chart on the number of in service courses attended by the police personnel is shown below.

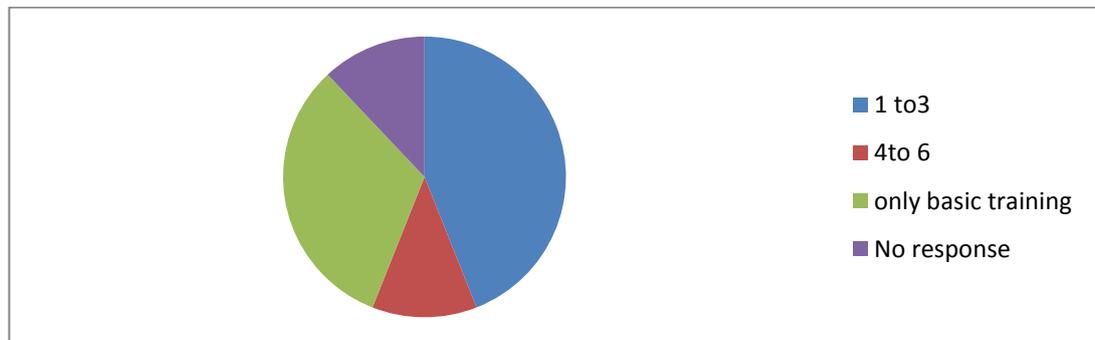


Fig.5.1: Pie Chart on Number of Training Programmes attended by In-Service Police Personnel

To the query on the need of training intervention in different areas of policing, 45% responded that they require training on human Right and behavior of police towards public.

The most serious gap in training is found in the matter of in-service courses, promotion courses and on-job training is that, rarely does a constable get a chance to attend a training institute after initial training and even if it happens in some cases it would generally have a promotion examination. The constables are not exposed to updating of skills, briefing on specific duties, use of available modern scientific aids, changes in the attitudes and expectations of the people, changes in the laws, new and sophisticated methods of committing crimes, changes

needed in traditional methods to meet the present day challenges more professionally. No opportunity exists for such improvement.

The state of in-service refresher course is no better. The capsule programme on gender sensitization, human rights, police behaviour and the other police related themes that are held from time to time are not extensive, and the periodicity of such capsule is also very less. A senior police official at the Police Training College, Angul lamented over the fact that there are no refresher courses for the constables who are a crucial link between the police and the public. They only come for promotional courses after completing six years of service and that too if they are found suitable for promotion.

The researcher observed that the refresher courses for non-gazetted police personnel have adequate component on police behaviour but suffers from a knowledge overload. Emphasis on inculcation of skill like observation, comprehension, organization, public speaking, courtesy, patient listening, counseling, mediation and supervision is not sufficient. Attitudes such as commitment, tolerance, reflection, empathy and impartiality are also need to be targeted. The course for the community police officers lays too much emphasis on servant verification, door chain and eye schemes while the objectives of beat patrolling, disc patrolling system, crime prevention duties of beat constables are being given scant attention. Though the BPSPA, Bhubaneswar has prepared very informative material on beat policing; the instillation of skills and attitudes is not possible in the absence of comprehensive behavioural analysis techniques and skill and attitude development modules based on scientifically conducted training needs identification exercise.

Despite the fact that The BPSPA, Bhubaneswar has conducted 110 refresher courses in the last five years, there are various themes which have not been touched by it. As has been pointed out, many inspectors feel that the primary reason for several cases failing through in the courts is that charge sheets, First Information Reports and Case Diaries are not recorded properly and there are material contradictions in the testimony of witnesses. They believe that a lot of improvement can be brought about by initiating training courses for imparting

investigative knowledge to the new recruits. There are also no refresher capsules for the Assistant sub-inspectors of police.

(B) Specialized or Professional Courses:

Considering that in SOG training and resource centers, while 2000 police personnel are trained annually; there is a short fall of 1200 (section 4.2.4) . Subsidiary Arms and Explosives Tactics with a training capacity of 300 are being established in three affected range Head quarters.

(C) On the Job Courses

The old system of catechism and classes during weekend periods were intended to update the knowledge of the personnel. Daily briefing used to be done. This has fallen to disuse completely and on the job training is yet to be replaced by utilizing the technology available.

Distance Learning

Right now there are no distance learning courses worth the name for any rank in the Commissionerate police. This gap has to be filled up to derive maximum benefit and impart high degree of professionalism.

5.2: OPINION ON TRAINING METHODOLOGY USED BY TRAINERS TO IMPART TRAINING

5.2.1 Training Tools and Techniques

The methodology adopted for the training of recruit constables at the UP&TTI and the police training college, Angul relies heavily on lectures. Some times group discussions, seminars and talks by experts are also made use of, but it is the lecture method that is still widely being followed. At the probationary Sub-Inspector level lecture method is sometimes supplemented by group discussions, talks by experts, exercises and seminars. At the in-service level, lecture methods are largely being used, occasionally techniques such as case studies, role plays, group discussions and seminars are also resorted to. Charts, boards, maps and projectors are used sometimes as training aids to facilitate the conventional

lectures. The Principal, UP&TTI reported that they don't have any modular training material as prepared by BPR&D and requested the researcher to take necessary action for making availability of same to the institute.

It is found from the Table - 5.4 that, 68 % of total trainees undergoing training in various training institutions responded that lecture method is commonly used by trainers during basic course level. The methods like group discussions, seminar and talks by experts, role play, case study and simulation exercise and others (Dhyan Yog, Course Guides, Practical exercises and field trips) are being used by 12%, 14%, 04% and 02% of trainers respectively as replied by all the trainees.

TABLE No. - 5.4
METHODOLOGIES COMMONLY USED DURING BASIC TRAINING LEVEL

Methodologies used by Trainer	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) Lecture method	72	66	66	68
(ii) Group discussions	15	12	09	12
(iii) Seminar and talks by experts	11	13	18	14
(iv) Role Play, case study and simulation exercises	01	06	05	04
(v) Others (Dhyan Yog, Course Guides, Practical exercises and field Trips)	01	03	02	02
Total	100	100	100	100

Source: Analysis of Collected Data

Though the BPSPA, Bhubaneswar claims to have developed several case studies and simulation exercises, as per majority of the probationary Sub-Inspectors interviewed by the researcher; yet, these are being used very rarely. The case studies are being covered in the form of lectures that fail to target the problem-solving and decision-making skills. Very few talks by guest speakers are being organized.

The percentage of in-service personnel that marked lectures as the most commonly used technique is however lower than the opinion of recruits, but this method is followed by trainers as reported by majority (44%) of in-service trainees

(Table – 5.5). It could be because more topics are being covered through seminar & talks by experts and group discussion method at this level as reported by 20% of trainees and 18% of trainees respectively. Similarly, role plays, cases & simulation exercises as methods followed by trainers, as replied by 18% of trainees. The analysis of questionnaires administered on in-service police personnel undergoing refresher course reveals that 53% of trainees at BPSPA felt that lectures were being used, 20% said it was group discussions, 15 %t marked seminars and talks by experts and 12% marked role plays, case studies and simulations.

TABLE NO. - 5.5
METHODOLOGIES COMMONLY USED DURING IN-SERVICE TRAINING LEVEL

Methodologies used by Trainer	Percentages			
	BPSPA	UP&TTI	PTC	Total (avg.)
a. Lecture method	53	43	36	44
b. Group discussion method	20	17	17	18
c. Seminar & talks by experts	15	20	25	20
d. Role plays, cases & simulation exercises	12	20	22	18
e. Any other	00	00	00	00
Total	100	100	100	100

Source: Analysis of Collected Data

The methodologies that are commonly being used by the trainer to train the police personnel at the in-service level have been shown in the Pie Chart.

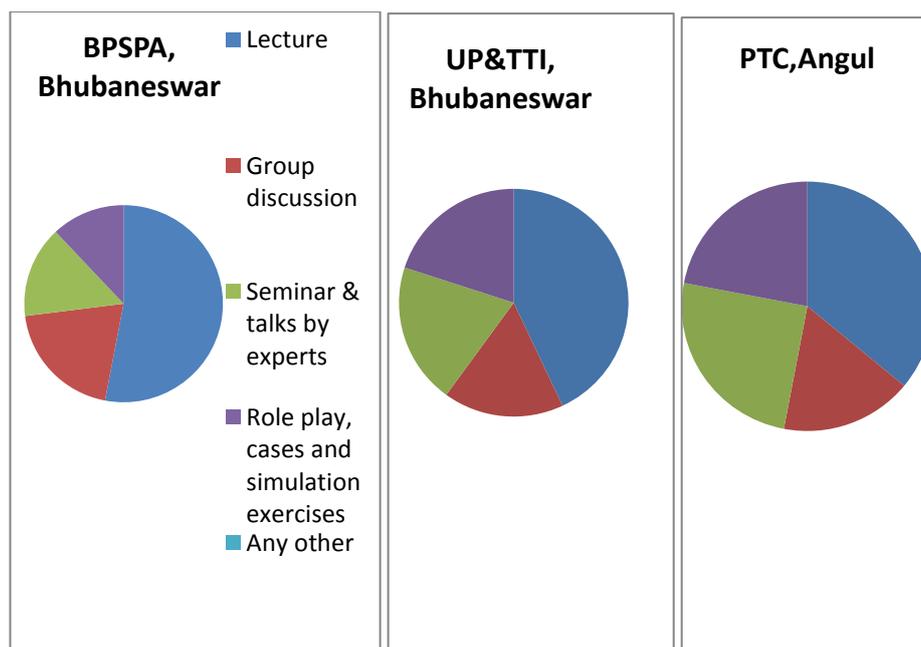


Fig.-5.2: Pie-Chart on Use of Methodologies to Impart Training at Various Training Institutes

The foregoing survey of the curriculum design indicates that all the subjects are being covered through lectures, seminar & talks by experts, briefings and debriefings while the research on training techniques has established that a right mix of training methodologies and aids can even make a deficient curriculum design to meet its objectives. Training methods such as brain-storming sessions, mind games and mind-experiments still remain unheard of.

The lecture sessions can also serve a useful purpose if they are an outcome of scientifically planned exercises. Although lesson planning is being prepared by the trainers at the UP&TTI, BPSPA, Bhubaneswar and PTC, Angul the lectures remain haphazard and non-interactive. On a visit to a classroom on law, the researcher observed that a lecture was being delivered on a mike to a class of 150 odd trainees who hardly paid any attention.

The insufficient use of novel methodologies, field exercises and case studies has made the entire training process centered on mainly the ‘Chalk and Talk’ method which cannot obviously lead to any attitude or skill formation.

Training institutes are mainly trying to educate the trainees on law, Constitution and Police-related Acts and Regulations. In the words of Lynton and Pareek, “Education deals mostly with knowledge and understanding. Training deals mostly with skills and application. A clear conceptual division between education and training has always been maintained by the scholars working on training.

5.2.2 Functioning of the Trainers

The trainer’s role has assumed pertinence in the present context. The trainer is no longer considered to be solely a teacher or a supervisor. Besides teaching and training, a trainer even has to make the trainees feel comfortable psychologically and physically with the new jobs and responsibilities. Since the trainer is ultimately responsible for the development of the total personality of the trainees, the police training centers in twin city have taken certain steps to transform the trainer into a friend, philosopher and the guide for the trainees. Some efforts in this regard have been conducted at the UP&TTI. The researcher was informed that the

UP&TTI has initiated a ‘course guide scheme’ for the trainees (only for slow learners) on the lines of the recommendation made by the committee on police training. It is actually based on the ‘tutor constables scheme’ that has been in existence in London Metropolitan Police since 1986. Every trainer is responsible for the all round development of twenty five trainees who are placed under his or her charge. This arrangement is applicable to indoor training. For outdoor activities, each trainer has to supervise around twenty five trainees who are divided into platoons and is held responsible for their activities. The trainer has to continuously monitor the progress of the trainees with regard to training curriculum, method of training, examinations, infrastructural facilities etc.

Table - 5.6 shows that, 32 % of respondents said that training aids were never being used, 48 % said these were being put to use sometimes and only 20 % said these were being always resorted to during training. At the UP&TTI, recruits had seen only one film on training. According to most of them, the only training aids being used were charts, chalks and blackboards. Informal discussions with the probationary sub-inspectors revealed that training aids are used only when some experts are invited to deliver guest lectures, films are also shown during seminars or such talks by experts.

TABLE NO. - 5.6
USE OF TRAINING AIDS AT BASIC COURSE LEVEL DURING TRAINING

Responses	BPSPA (%)	UP&TTI (%)	PTC (%)	Total (Avg.)
(i) Training aids are always used	28	18	14	20
(ii) Training aids are never used	30	32	34	32
(iii) Used only sometimes	42	50	52	48
Total	100	100	100	100

Source: Analysis of Collected Data

The query on supply of training manual and rule book revealed that, only 56% of trainees (Table – 5.7) in all the training institutions said that these were supplied during training; whereas 40% of trainees said no to it. Four percent of trainees said it is available for reading in the library only. 60% of probationary sub-

inspectors, 55 % of trainees at UP&TTI and 53% of trainees at PTC, Angul were aware of them. Actually, Bureau of Police Research and Development has finalized four training manuals but they are yet to be supplied to the trainees.

TABLE NO. - 5.7

MANUALS AND RULE BOOKS SUPPLIED DURING TRAINING

Responses	BPSPA (%)	UP&TTI (%)	PTC (%)	Total (Avg.)
Yes	60	55	53	56
No	34	42	44	40
Available for reading in the library only	06	03	03	04
Total	100	100	100	100

Source: Analysis of Collected Data

Most of the trainees covered by the researcher expressed their discontentment with the duration of the training courses; 76% of trainees in all the training institutions (Table - 5.8) are in favour of increasing duration of training period, whereas 20% of trainees are against it. Only 4% replied cannot say. Eighty percent of probationary sub-inspectors at BPSPA, 72 % of trainees at UP&TTI, 76% trainees at PTC, Angul felt that the duration of training period should be increased. Still, the division of their training into phases provides the necessary respite from the arduous and monotonous training sessions. Twenty five percent of trainees at UP&TTI, 35% of trainees at PTC, Angul and 30% of probationary sub-inspectors at BPSPA, Bhubaneswar also wrote in the ‘suggestion column’ that law and order duties during training period interfered with the smooth completion of the training course. Such breaks also prolonged the already stretched out training programmes. Sixty five percent of the trainer respondents also said that, recruits should not be sent for such duties during training.

TABLE NO. - 5.8
SATISFACTION LEVEL WITH THE DURATION OF BASIC TRAINING

Responses	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) The duration of training programme should be increased	80	72	76	76
(ii) The duration of training programme should not be increased	17	22	21	20
(iii) Can't say	03	06	03	04
Total	100	100	100	100

Source: Analysis of Collected Data

It is seen from Table - 5.9 that, majority of the trainees (48%) in all the training institutions felt satisfaction with the training provided by trainer and expressed as mostly satisfied whereas 36 % of trainees marked it is as partially satisfied and 16% replied it as fairly satisfied. Even though the present trainers are yet to be highly qualified to train the highly qualified trainees, the researcher observed that behaviourally, there is an evident change in them. Given the fact that there are no professional incentives and specialized courses available, the change is indeed gainful. Majority of the trainees covered through the questionnaires and interview schedule also felt so.

TABLE NO. - 5.9
SATISFACTION LEVEL WITH THE TRAINING PROVIDED BY THE TRAINER

Responses	BPSPA (%)	UP&TTI (%)	PTC (%)	Total% (Avg.)
(i) Mostly satisfied	44	48	52	48
(ii) Fairly satisfied	16	17	15	16
(iii) Simply satisfied	40	35	33	36
Total	100	100	100	100

Source: Analysis of Collected Data

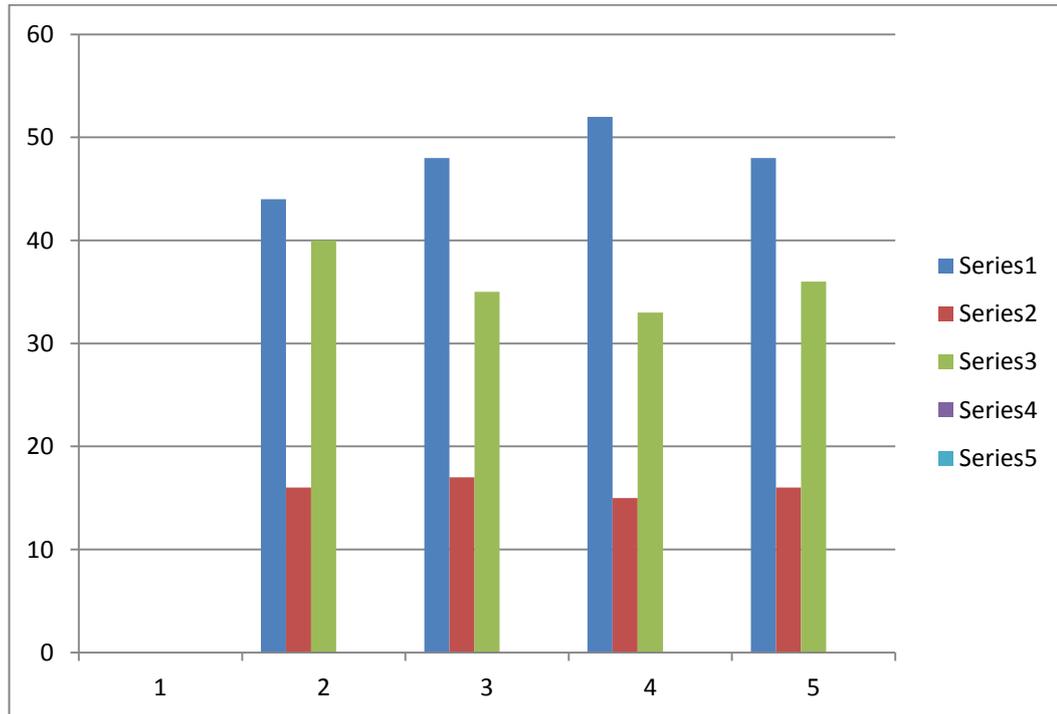


Fig.5.3: Bar diagram reflecting the Satisfaction Level of the Trainees with the Training provided by Trainer

As far as behaviour of trainer's with the trainees is concerned, Table - 5.10 indicates that, majority of the trainees (72%) were happy with the trainer as they are polite and listen to all type of problems. 14 % of trainees from all the training institutions mentioned that the trainers listen to the problems sometimes and equal percent of trainees also expressed that trainers are not polite and never listen to the problems of trainees.

TABLE NO. - 5.10
SATISFACTION LEVEL WITH TRAINER'S ATTITUDE AND
BEHAVIOUR

Responses	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) Trainers are polite and listen to all types of problems related to training	80	66	70	72
(ii) Trainers listen to the problems sometimes	15	13	14	14
(iii) Trainers are not polite & never listen to the problems	05	21	16	14
Total	100	100	100	100

Source: Analysis of Collected Data

In the suggestion column a modest number of respondents did not mention favourable opinions on the trainers' teaching style as well as their behaviour. 20% of probationary sub-inspectors, 31% of trainees at UP&TTI and 27 % of trainees at PTC, Angul responded that trainers' training style was average.

The Table – 5.11 is self explanatory. 76% of respondents on an average have positively replied on the frequency of questioning by the trainer.

TABLE NO. - 5.11
RESPONSES ON FREQUENCY OF QUESTIONING DURING TRAINING
BY THE TRAINER

Responses	BPSPA (%)	UP&TTI (%)	PTC (%)	Total(Avg.)
Yes (always)	85	75	78	76
No (never)	00	00	00	00
Sometimes	15	25	22	24
Total	100	100	100	100

Source: Analysis of Collected Data

The views of a few respondents in the 'suggestion column' painted a rather queer picture of the trainers' behaviour. 12% of trainees at UP&TTI wrote that trainers were abusive and discriminatory in their attitude; they victimized the trainees and some times make them kneel down also. The trainees' complaints against the training system could never reach the concerned authorities. They stated that training was scary and did generate an inferiority complex in the

trainees, the discipline in the institution was suffocating and the trainees had to blindly obey the orders. The personality of the trainees, in the process actually got suppressed. Some of them wrote that the entire training process was frightening and humiliating. First lessons of servitude were being learned during training itself.

Fifteen percent of probationary sub-inspectors interviewed by the researcher at the BPSPA said that, the environment of training at the academy is authoritarian and there is undue emphasis on discipline. They remarked that the trainees who are not in the good books of the trainers are deliberately pushed around and subjected to constant harassment. Even the trivial follies of the trainees invite show cause notices from the authorities. Some of the trainees added that some small gifts are expected by the trainer in lieu of sanction of leave and other concessions. Twenty four percent of the in-service personnel also wrote in the 'suggestion column' that their instructors were not honest, they never listened to their problems, and that the training could not be described as a tension-free experience.

Informal discussions with the trainers revealed that as many as 55 % of them had never attended a Training of Trainers course, 25 % had attended a few courses meant for the trainers but these do not deal with the art and management of training. Some of them have undergone courses on 'adult learning' and 'methods of teaching' but could not enlighten the researcher on the contents of the course. Three percent of trainers at the UP&TTI had attended a course on Stress Management in order to equip themselves for handling 'Dhyan Yog' classes at the school. A mere 2 % of trainers had also undergone courses on human behaviour, interpersonal relationship and human rights. As per the data provided by the UP&TTI, the institution appears to be sending all its trainers for different training courses. Very few officers (exact figure is not available with the training institutes) and men have been trained under training of trainers course, but these courses do not adequately deal with presentation styles, methods of learning and management of training.

According to most of the trainers interviewed by the researcher, the training of trainers courses conducted by Bureau of Police Research and Development, are

also not quite comprehensive. Instead of art of handling a training process which includes teaching, monitoring and evaluating in the training cycle, they simply aim at acquainting the trainers with participative learning through varied training techniques. Moreover, these courses are meant for the gazetted ranks, and the subordinate level instructors are never exposed to any specialized teaching of this kind.

The Deputy Commissioner of Police (Training) from the UP&TTI has attended a course on administration of Training. Besides, two assistant Commissioners of Police and three inspectors have undergone training of trainers' courses at National Police Academy, Hyderabad and Central Detective Training School, Calcutta. The BPSPA conducted five training of the trainers' courses in the last years. One was conducted by the BPR&D and the remaining two were arranged by the BPSPA through outside guest speakers. Recently, two trainers in the rank of Deputy Superintend of Police from BPSPA have been deputed to undergo 'training of trainers' course at Sardar Vallabhbhai Patel National Police Academy, Hyderabad.

5.2.3 Selection of Trainers

As per information received by the researcher, trainers are being selected on the basis of availability and/or proximity to the training institute. There are hardly any faculty-development programmes, where the trainers can improve and enrich their training skills. There are no incentives worth mentioning for good police officers to opt for the training colleges. Training continues to remain '*a ritual where unwilling and ill equipped instructors are performing the rites of training and drilling to the unwilling trainees*' as stated by Gore Committee. The committee on police training had observed that trainers will have to develop effective leadership abilities and skills essential in the art of teaching. They must know the mechanism of various processes of instruction such as preparation, presentation, discussion and review. The recommendations have not been sincerely implemented. According to an Assistant Commissioner of Police (Intelligence Bureau) interviewed, the trainers are not trained to teach, they have no knowledge of training aids and techniques, they have a very narrow vision and they teach

subjects in a mechanical manner. The trainers are not sufficiently educated in order to strike a balance between teaching and learning. The researcher observed that, the trainers at the training centers for recruit constable levels are all graduates and post-graduates but some of the head constables and Assistant Sub-inspector level instructors are still matriculate or Intermediate pass personnel. As about 70 % of the trainees at the recruit level are graduates, post-graduates and professional diploma holders and most of the graduate probationary sub-inspectors have also attained higher education qualifications, the trainers' educational level and expertise in training has definitely come under question.

An analysis of responses indicates that, despite the fact that trainers are ill-equipped to teach systematically by making use of latest technology, methodologies and aids, very few trainees seemed to be displeased with the training styles. It could also be due to the fact that they do not have exposure to any novel training methodologies and tools. So, whatever is being imparted is accepted as training. No established standards have been developed against which the on-going training process could be compared.

5.3: GAP BETWEEN KNOWLEDGE, SKILLS, ATTITUDE ACQUIRED AND REQUIRED

5.3.1 KSA Acquired

Training aims at inculcating in the personnel requisite know-how and expertise to enable them to meet the demands of the job assigned; enthusing in them the necessary behaviour, attitude and traits to orientate and adapt to the functioning of the organization; preparing them physically as well as psychologically for future responsibilities; developing the efficiency of the personnel to cope with the strains and pressures of the job assigned; making them ready to perform to a standard and bringing about overall transformation of their attitudes and behavioural pattern. The systems approach to training describes it as a rational arrangement of inputs, technology, people, materials, events and process designed to elicit behavioural outputs which produce further social or economic outputs increasing organizational effectiveness. Literally, the entire success or

failure of the law enforcement agency to serve its jurisdiction may very well depend on the care and emphasis it places on the recruitment, selection, and training of its personnel (Kuykendall and Usinger, 1979). According to Mathur (1987) “training basically is an exercise of a reciprocal process of teaching and learning which aims at converting a human being into a ‘human resource’ in an organization and converting man into manpower by adding the required ‘power’ to the ‘man’ for the purpose of accomplishment of the assigned tasks.

Seventy two percent of the gazetted police officers interviewed stated that training is pertinent to the effective performance of police personnel. Majority of them censured the environment in which the police function for their performance debacles. As many as 28% reflected total lack of confidence in the capability of training to deliver goods. The views of the gazetted ranks interviewed by the researcher are more or less divided on the lines of the ‘system’ factors and ‘people’ factors. The system factors however pre-dominated the views of a substantial 69% of these officials. Majority of them felt that even perfect training system cannot bring about changes in the police performance because the police work culture, the constraints under which the police function and the mounting political interference in police tasks undo the positive impact that training might have on the personnel and thwarts the ingestion of trained skills and attitudes.

An Inspector General of Police, Odisha opined that training cannot bring about the necessary attitudinal and behavioural changes expected of it since it is the ground reality which needs to be changed. The gap between the theory and practice cannot be reduced at the training level; it must be bridged at the field level. Unless attempts are made to alter the work culture and service conditions of the subordinate level, training will have little or no impact. Many trainees covered through the questionnaire also gave excessive weightage to the organization’s environment and system factors.

An analysis of the suggestions given by the trainees from all training institutions reveals the following. Probationary sub-inspectors (80%) at BPSPA, 83% of trainees at UP&TTI, 78% of trainees at PTC, Angul expressed that training is a relevant exercise. However, many trainees did not have much to say on

training reforms as 46% of trainees at the UP&TTI, 42% of trainees at BPSPA, Bhubaneswar and 29% of trainees at PTC, Angul in the column on “‘suggestions’ did not give any opinions on improving training. The trainees did not put forth any view points on training design, methodology, examination pattern etc. Traditionally too, it has been observed that, the police service has an ambivalent view towards training. ‘Experience’ is seen as the teacher and formal training is considered ‘not real’ and a waste of money’...Peter Southgate (1982) argued that “it is only experience which moulds a police officer, not anything learned in the classroom... Training to date has been perceived at best as a distorted beginning to a job and at worst as an irrelevancy in preparing the individual for the real task of training”. Researchers also refer to the ‘canteen culture’ which describe how the ‘real’ way to do the job is learnt during conversations with older colleagues in a police canteen.

Some officials interviewed also maintained that the belief in the effectiveness of training also emanates from the reasons which make the youth to join in the police force. Training can positively influence only those who are in the profession out of choice. Analysis of the first set of questionnaire reflects that very few join the police willingly. Since the predominant reason for entering the police remains unemployment, it is difficult to establish the credibility of training at the minds of the fresh recruits which cannot be considered as totally receptive. The Table -5.12 indicates that, the respondents’ reasons for joining the police service. Majority of the respondents (76%) replied that they would have done any job, it just happened to be police job. Equal number of respondents (12%) cited other reasons for liking police job and police job is full of challenges and others (zeal for social service, always wanted to in police, poverty).

TABLE NO. - 5.12
REASONS CITED BY PERSONNEL FOR LIKING THE POLICE JOB

Reasons	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) Family background of Police	00	00	00	00
(ii) Police job is full of challenges	06	10	20	12
(iii) Power and Clout of Police uniform	00	00	00	00
(iv) Any job would have done, it just happened to be police	84	68	76	76
(v) Others(Zeal for Social Service, always wanted to be in police, Poverty etc)	10	22	04	12
Total	100	100	100	100

Source: Analysis of Collected Data

The in-service personnel held a different point of view altogether, 39% of those interviewed felt that after putting in two or three years of work only does one realize that police job actually inhibits and suffocates the potential in the personnel. The subordinate ranks are severely bound by orders and instruction by the seniors, they cannot even deal with minor cases independently, if they act of their own volition, they are pulled up and often reproached. An analysis of the questionnaire administered on the in-service personnel shows that even though 72% of them responded to the query on the utility of training by marking that the training programmes have been able to broaden their outlook. On the effectiveness of training (Table-5.13), a considerable 60% of respondents opined that, training is useful to some extent and later it is only the experience of policing that comes to the aid of the personnel. A sizeable 20% of them felt that training is not effective.

TABLE NO. - 5.13
BELIEF IN THE CAPABILITY OF TRAINING TO DELIVER GOODS

Responses	Percentage
(i) Yes (effective)	10
(ii) No (not effective)	20
(iii) Can't say	10
(iv) Training to some extent is 'ok', but experience count afterwards	60
Total	100

Source: Analysis of Collected Data

During interview with the Commandant, Odisha State Armed Police 7th Bn., it was stated that there is a gap between recruitment and training of non-gazetted police personnel due to shortage of training institutions and trainers. By the time the new recruits obtain some experience of police work, they are exposed to many cunning short-cuts which mire them in wrong learning. Training intervention has no strength to make them unlearn those wrong attitudes.

A senior Deputy Superintendent of Police at the BPSPA felt that there is apparently nothing wrong with the nature and form of training that is being imparted. It is absolutely up to the requisite standards, especially at the probationary sub-inspector level as focus has now shifted to practical to experiential training. He felt that it is the work atmosphere in the police stations and units which is more important to sustain the outcome of training. Therefore more reforms at the training level will not be of any use. He said that his experiences force him to say that it is the senior police officials who are to be blamed for the rot that has set in the police culture. The seniors sometimes ask their subordinates to forget whatever is taught in the training centers, fabricate evidence, use third degree, stage fake counters, and manipulate crime-related statistics.

A large percentage (75%) of the police personnel interviewed maintained that those who blatantly criticize police for excessive action or abuse of authority, those who term them trigger-happy, and those who vouch that the police derive sadistic pleasure in killing innocent people, fail to see the fact that these alleged actions or inactions could in most cases be motivated. Some of them lamented that the most critical recommendation of the National Police Commission on setting up of a State Security Commission in this regard is also yet to see the light of day (very recently it was decided to set up in Odisha).

Respondent gazetted officials (39%) were skeptical about the capability of training in bringing about changes in the attitudes. They opined that training cannot change attitudes because trainees enter into the service with their own set of penchants, opinions and perspectives which cannot be erased or for that matter even molded. Attitudes get ingrained in people through their upbringing, education

levels, family atmosphere and socialization with peers etc. An assistant commissioner of Police at UP&TTI also said that training cannot undo the influence of cultural conditioning on the recruits.

A police official interviewed at the PTC, Angul felt that training per se cannot achieve many objectives; hence it must not be treated as a universal remedy for police problems. In the area of attitudinal changes, the role of training is markedly restricted. In the view of a senior Assistant Commissioner of Police (ACP), Police Commissionerate, it is difficult to imbibe attitudes and skills through limited exposure to training. An Additional Deputy Commissioner of Police at the Police Commissionerate opined that training cannot infuse an inclination to work in the trainees.

The third set of questionnaire that was meant for eliciting the views of the gazetted ranks met with a mixed response. As many 40 percent of the personnel whom the researcher met in connection with its administration showed their disinclination to fill up the schedule, some of them told the researcher that for subjects like training, the police training institutes are the right place to visit and the researcher would get all the necessary data from there. The concepts of on-the-job training, periodic training in the units, non-institutional training etc. have not yet struck a chord with these officials. Some of them gave vague responses and used the term skills, knowledge and attitudes interchangeably.

One of the Additional Deputy Commissioner of Police told the researcher that the mission statement of Commissionerate police is in the website of Commissionerate police and the researcher could just go through it. Mere 10 % of gazetted officers gave a detailed list of the knowledge, skills and attitude gap between what is taught and what is actually needed. Forty five percent of the officials filled up the schedule customarily without much foresight and imagination. As per a former Inspector General of Police, Odisha, training is a test only when it is able to inculcate restraint in the trainees. It must be an exercise in regimentation of a positive nature. Training should instill discipline and integrity in the personnel and it is only possible if the atmosphere in the training institute is

rightly regimented and does not, at the same time, stifle the freedom of speech and initiative of the trainees.

A Deputy Commissioner of Police, interviewed by the researcher remarked that the very presence of Khaki-clad police personnel acts as a deterring factor, whether they are trained adequately or not comes into the picture much later. The current stress on human rights, community policing, police behavior has been termed by many as 'soft policing'. In fact, it has been pointed out that the officers who were themselves trained in the more militaristic style tend to view the non-stress approach with a mixture of suspicion and contempt. They fear that the lack of discipline will mean that officers thus trained may not be relied upon to do what they are told.

The attitude of the gazetted ranks towards the subordinates, consequently determine their attitude towards training process at this level. Only 29% of officials interviewed by the researcher, felt that the role of subordinate ranks has widened and entail use of discretion, initiative and judgment; while, as many as 64% of the gazetted ranks interviewed only spoke of their bandobast, guard and sentry duties. A middle level functionary at the Police Training College, Angul remarked that the constables perform mechanical duties and the training syllabus caters to these requirements quite well. This view is supported by the 42% of gazetted ranks when they limited the functions of constables to frisking, searching, patrolling, crowd and traffic control and providing security. A moderate 35% of the instructors at the training centers also opined that novel training methods such as role plays, simulations are complex and incomprehensible for recruit constables. A senior police official at the Police Training College, Angul maintained that there is no need for courses on the 'use of discretion' as the subordinate ranks never get any opportunities to take any independent decisions especially in the cases that are considered consequential from policing point of view. An assistant commissioner of police at the UP & TTI felt that there is no need to combine practical and theoretical training at this level since their nature of jobs does not call for any collatory and analytical skills or even sharing of experiences.

The police trainers, while giving their consent for the enforcement of the schedule on the trainee recruits and probationary Sub-Inspectors, remarked that certain questions pertaining to role of police vis-à-vis the weaker sections, women, victims of crime, their opinions on the problems of communalism, unemployment and growing problems of population etc. need not be put before the new recruits and probationers. They opined that the in-service personnel are always in a better position to answer such queries. The researcher gathered that it is some what presumptuous of the gazetted ranks to think that the probationers and the recruits will not have any idea about the political, economic and social set up of the country or will not be able to cast the police role in the right perspective. These predisposed perception about the non-gazetted ranks appear totally out of place since the analysis of questionnaires reflect that the subordinate ranks have become notably perceptive and mindful. Their opinions on the utility of training, the role of the police and the burgeoning problems of the country evince a capacious change in their outlook. A large chunk (96%) of total trainees from all the training institutions replied that the role of the police has become complex in the changing context of development process like unemployment, pollution, corruption, population explosion etc. are becoming critical for police job. Cent percent of trainees from all the three training institutes (UP&TTI, PTC and BPSPA) replied that communalism has become a complex problem that demands tolerant and intelligent behaviour on the part of the police. Eighty eight percent of total trainees responded that, the police must behave politely and empathetically with women and victims of heinous crimes which includes 95% of probationary sub-inspectors, 81% of trainees at UP&TTI, 88% of trainees at Police Training College, Angul.

From the Table 5.14 & 5.15 it is found that, on questions pertaining to common areas like controlling of crimes, traffic control, and behaviour of police towards public, human rights there is a discernible difference between the opinions of recruits and in-service trainees. Uncommon areas like application of arms and ammunitions, police Acts and judicial system, economic crime, cyber crime and community policing which are mainly for in-service personnel evoke different responses thereby indicating different role profiles.

TABLE NO.- 5.14
AREAS ON WHICH THE POLICE MUST CONCERNTRATE THE MOST
(Responded by recruits)

Areas	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) Law & order and control of crimes	50	38	44	44
(ii) Cooperative behaviour with people, particularly with downtrodden	40	32	24	32
(iii) Traffic Control and pollution related problems	04	02	06	04
(iv) Control of crowds, rallies ,mob with care and patience	03	04	05	04
(v) Others (Human Rights, VIP Security/all areas	03	24	21	16
Total	100	100	100	100

Source: Analysis of Collected Data

TABLE NO.-5.15
AREAS OF POLICING IN WHICH THE TRAINING IS MORE
REQUIRED
(Responded by in-service personnel)

Areas	Percentage
i. Controlling of crimes and application of arms & ammunitions	25
ii. Police Acts and judicial system	35
iii. Human Rights & behavior of police towards public	08
iv. Traffic control & pollution related problems	04
v. Any other area (economic offence, cyber crime, community policing, new acts)	28
Total	100

Source: Analysis of Collected Data

5.3.2 KSA Required

The following list illustrates the KSA required for effective police functioning which was collected from Gazetted Police Personnel and Trainers. After identifying the KSA set required for police functioning, they have also suggested the courses to be offered.

(A) Knowledge Inputs

1. Indian Constitution, Law and Legal Enactments

- Salient features of Constitution of India, Fundamental Rights, Directive Principles of State policy and Fundamental Duties

- Indian Penal Code, Criminal Procedure Code, Indian Evidence Act
- Police Act(1861) 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 Globalization on Indian Economy
- Role of Political Parties, pressure Groups, Voluntary Agencies and Trade Unions
- Psychology of Minority Groups, Communal Elements and Casteist Forces
- Decentralization Process: Role of Panchayat 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 Etiology
- Theories of Penology: Typology of Penalties
- Victimology: Understanding the Trauma of Victims
- Medical Jurisprudence
- Psychology of Criminals: Correction, Reformation and Recidivism
- Emerging Crime Problems: Economic Crime, Computer-related Crime and Trans-national crime etc.

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

- Use of Computer and Electronics for Maintenance of Crime and other police-related Records
- 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
- United Nations Declaration on Human rights
- Functions of International Human Rights Organizations
- 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 Schedule Castes and Schedule Tribes

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-à-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 Organization

- Police set-up at the Centre, State and District levels
- Central Police Organizations
- Police Auxiliary Agencies
- Commissionerate system of Police
- Characteristics Features of Urban Policing

12. Community Policing

- Specific Community Policing Schemes Initiated by Delhi Police (a) Neighborhood 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 Organizations run with the Assistance of Odisha Police

(B) Skill Inputs

1. Conceptual and Cognitive

- Observing and surveying the work in Hand: Probing into Critical Events
- Appraising and Verifying Uncertain Circumstances: Using judgment 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 Disorganized Information
- Understanding and Comprehending the data Available: Collating past and Present Information on Specific Issues
- Analyzing and Assessing the Feasibility of Actions: Circumspection the Viability of Alternatives Available.
- Decision-making and Planning on future 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

2. Procedural and Functional

- Putting knowledge into practice: Adhering to or Following Set Procedures
- Organizing and Coordinating Activities: Administer Tasks Involving people and Events
- Managing and Controlling Resources: Prioritizing 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-ambushing
- Map reading

3. Social and Communicative

- Public Speaking: Being courteous and Tactful with Common people in 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
- Counseling and Mediating in Conflict Situations
- Interviewing and interrogating the Suspects and Accused
- Patient Listening: Being prepared to listen to the opinions of other
- Recognizing Police Problems and Community Issues: Sharing of grievances after Duly Reflecting of Problems in Hand while Liaising with Non-Police organizations
- Reporting clearly to the seniors: Assuming Responsibility for the Decision 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 Procedure 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, Witness , 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' Feeling and Ideas
- Honest and Conscientious: Being Able to Recognize Mistakes and Accept Responsibility for them.
- Reflective and Exploratory: Being Ready to Experiment with new Ideas

(D) REFRESHER COURSES NEEDED AT THE NON-GAZETTED 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 counseling and Mediation
- Public Speaking and Courtesy
- Police Behaviour vis-à-vis Minority Groups
- Police Behaviour vis-à-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 Pairing 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 Plan of Action
- Tension Control Measures

6. Sharing of Experiences

- Different Policing Strategies and Behavioural Alternatives- Analyzing and Assessing Feasibility of Actions
- Skill inculcation Capsules on Decision-making, Use of Discretion, Observing and Surveying, Analyzing and Evaluating
- Familiarization with Behavioural Aberration
- Personality Development-Cognitive and Emotional
- Principles of Police Conduct-The dos and don'ts

7. Physical Fitness

- Nature of Stressful Conditions
- Different Types of Coping Skills
- Role of Peer Counseling and pep Talks
- Exercises and 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 defense and Mob Dispersal Operations
- Exercise of Restraint and Discipline: Working through difficulties and Dilemmas

The Committee on Police Training (1973) observed that the effectiveness of training is determined by a combination of trainees, training system and the organization to which the trainees will return. A training cycle thus comprises different stages and in order to evaluate training, dysfunctionalities have to be addressed at every stage. Each stage in training has been described as an amalgam of its varied constituents; a thorough scrutiny of interconnectivity of these variables and the numerous lacunae shredding them is a potent way of analyzing the dysfunctionalities in the training process and establishing the efficacy of training outcome. The training programmes of Commissionerate police are grappling with various difficulties, which relate to preparation of training syllabus, its systematic enforcement, appraisal and transfer to the job.

5.4 INFRASTRUCTURAL FACILITIES

5.4.1 The Environment of Training

As discussed earlier the various training centers have their own assets and liabilities. The opinion of the trainees has been sought to obtain first hand opinion about the facilities available in these training Institutes.

The infrastructure so essential to foster the training programme is above average at the BPSPA, UP&TTI and PTC, Angul as forty four percent of the trainees (Table -5.16) from all the training institutions are fairly satisfied, 40% of the trainees are mostly satisfied and 16% of trainees are simply satisfied with the infrastructural facilities provided in the training institutions.

TABLE NO. - 5.16
SATISFACTION LEVEL WITH THE FACILITIES IN THE TRAINING
INSTITUTES

Level of satisfaction	BPSPA	UP&TTI	PTC	Total (Avg.)
i. Mostly satisfied	49	40	31	40
ii. Fairly satisfied	44	38	50	44
iii. Simply satisfied	07	22	19	16
Total	100	100	100	100

Source: Analysis of Collected Data

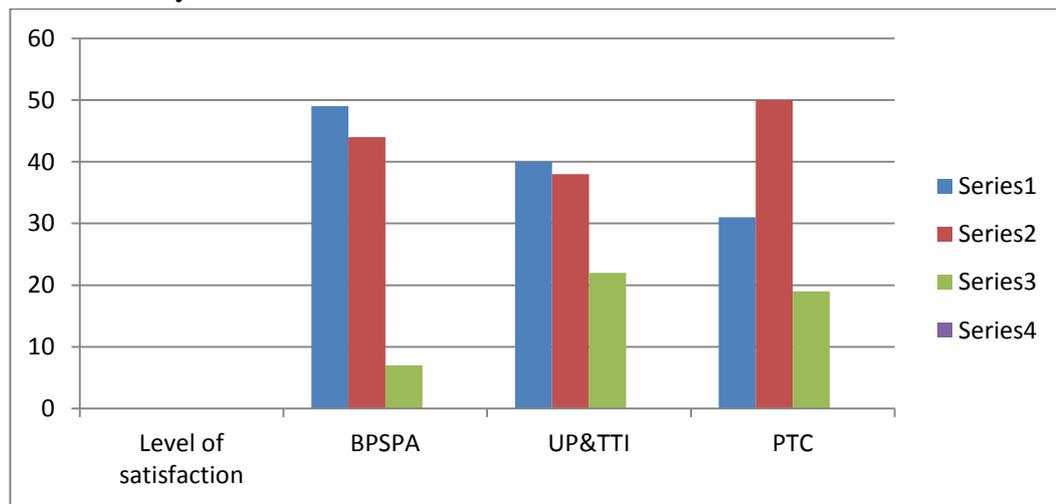


Fig.5.4: Level of Satisfaction with the Infrastructural Facilities

The Bar Diagram and the tables are self explanatory which indicates that the training infrastructure of BPSPA is better than the other two training centers.

Due to lack of crime museum, forensic laboratory, model police station the smooth operation of training activities at UP&TTI is being hindered. Even at the UP&TTI, 12% trainees wrote in the ‘suggestion column’ that infrastructural facilities were adequate, some complained of unhygienic toilets and stifling atmosphere at the training institute. It has only a short-firing range and for practice at the long firing range, all the trainees have to be sent to other places of the State. Though the BPSPA has a model police station, there requires a model street with necessary street equipment which can be used for enactment of crime scenes. Besides, UP&TTI has basic computer equipment. The software used is yet to be updated, the hardware runs on slower microprocessors and there is no provision for multimedia. The situation at PTC, Angul is more or less the same.

5.4.2 The Boarding and Lodging Facilities

The recruits at the training institutions have to pay an amount of Rs. 2000 per month towards their food, which is served twice a day. The women trainees are made responsible for the cleanliness and greenery of the area around their hostel.

As far as the staff strength is concerned, the sanctioned strength at all the training centers appears to be adequate. Any shortage of staff is attempted to be rectified by borrowing police personnel from other police units on an adhoc basis.

Majority of the trainees (56%) said that, the lodging and boarding arrangements are mostly satisfactory, 20% said that it is fairly satisfactory and 24% remarked that it is simply satisfactory (Table - 5.17). Most of the recruits (80%) said that they should not be made to pay for the food. Women recruits wrote in the 'suggestion column' that food arrangements were not up to the mark especially during the law and order duties. The lodging and boarding arrangements was mostly satisfactory to probationary sub-inspectors at BPSPA as replied by 60% of respondents, 56% of trainees replied it same at UP&TTI and 52% answered similarly at PTC, Angul.

TABLE NO. - 5.17
SATISFACTION WITH THE LODGING AND BOARDING FACILITIES

Responses	Percentage			
	BPSPA	UP&TTI	PTC	Total(Avg.)
(i) Mostly satisfactory	60	56	52	56
(ii) Fairly satisfactory	16	24	20	20
(iii) Simply satisfactory	24	20	28	24
Total	100	100	100	100

Source: Analysis of Collected Data

As far as the outdoor training equipment viz; all type of arms and ammunition, tear gas equipment, wireless sets, games kit, drill equipment etc. are concerned, the training institutions are yet to make available to all trainees as per their requirement. Table - 5.18, shows that, forty eight percent are fairly satisfied and 44 % are simply satisfied with the availability of training equipments, which indicates low level of satisfaction.

TABLE NO. - 5.18
SATISFACTION WITH THE AVAILABILITY OF OUT DOOR TRAINING
EQUIPMENTS (RESOURCES)

Responses	Percentages			
	BPSPA	UP&TTI	PTC	Total(Avg.)
(i) Mostly satisfactory	12	06	06	08
(ii) Fairly satisfied	56	40	48	48
(iii) Simply satisfied	32	54	46	44
Total	100	100	100	100

Source: Analysis of Collected Data

The researcher on a visit to the library observed that the books on the subjects such as social sciences, law and police procedures far outnumber the material on criminology, police science, victimology, training and psychology. Moreover, the library does not subscribe to any foreign journals. The books authored by foreign writer are also very few in number.

Table No.-5.19 shows that, 32 % of trainees from all the training institutions are mostly satisfied, 52% are fairly satisfied and 16% are simply satisfied with the available library facilities. Although the library facility is available, but the trainees have to buy all the course books from outside as replied by trainees during interview.

TABLE NO. - 5.19
SATISFACTION WITH THE LIBRARY FACILITIES DURING
TRAINING

Responses	Percentage			
	BPSPA	UP&TTI	PTC	Total(Avg.)
(i).Mostly satisfied	39	25	32	32
(ii).Fairly satisfied	58	52	46	52
(iii) Simply satisfied	03	23	22	16
Total	100	100	100	100

Source: Analysis of Collected Data

No infrastructure for film production have been provided at all the training institutes, due to non-presence of pre-production, post-production facilities, sound studio etc. The institutes borrow/purchase video cassettes on training from Sardar Vallabhbhai Patel National Police Academy, Indira Gandhi National Open University and Bureau of Police Research and Development.

Lack of permanent staff strength also interferes with the training process. The consistency on trainer-trainees ratio is yet to be maintained even as the number of trainees in every batch is steadily increasing. During the researcher's field work it was found that, though the sanctioned strength of UP & TTI is 150, but 306 recruit constables have been undergone training with the sanctioned strength (20) of trainers which certainly seemed too less for training. Similar is the situation in the Police Training College, Angul. Although the BPSPA has sanctioned strength and apparently it does not seem to be suffering from any shortage but in case of medical rest, casual and earned leave, deputation which leads to a paucity of staff, things get exacerbated since there is no provision for reserve trainers. At present, hardly any incentives are being provided to retain the instructors in the training centers. The fifteen percent of the basic pay which is given in addition to the salary to the instructors is not a motivation enough in the view of majority of the trainers interviewed. Moreover, the researcher was informed that this too is meant for drill instructors and the permanent faculty; adhoc training duties do not entail even these meager advantages. The committee on police training's suggestion of giving rent-free accommodation, special pay and /or one rank promotion, good postings and rewards in addition to the usual salary as an incentive to the trainers is gathering dust.

5.4.3 Training Budget

Table-5.20 provides a clear statement of budget allocation and expenditure for training institutes during the period 2006-09. The budgetary allocations for the police training colleges are less than what it should have been. As a result, the physical and academic developments of the colleges have suffered. A significant portion of the financial allocation is earmarked for staff salaries alone. Hence very little resources are available for training activities. Finance has been the biggest hurdle in giving shape to the different proposals for improving training facilities. The Bureau of Police Research and Development had suggested that a certain percentage of the budget allocation needs to be kept exclusively for training purposes. The recommendation is yet to be implemented. A police official at the Odisha State Armed Police 7th Battalion told the researcher that lack of finance has

hampered all the proposals to bring about changes in training process. Some of the trainers interviewed at the UP&TTI, also informed that money for the proposals to improve training is not easy to come by. In fact they said that the UP&TTI and other training centers seem to be in need of additional funds to the tune of crores of rupees. Even the Bureau of Police Research and Development is starved of funds.

TABLE NO. - 5.20
BUDGET ALLOCATION AND EXPENDITURE FOR TRAINING
INSTITUTES DURING 2006-2009

Name	2006-07		2007-08		2008-2009	
	Allocated	Expenditure	Allocated	Expenditure	Allocated	Expenditure
BPSPA	75,61,215	75,61,215	157,10,995	155,84,995	242,02,705	242,02,705
PTC	4,62,58,853	4,05, 19,791	431,55,248	414,88,473	5,29,84,694	4,99,39,268
UP&TTI	51,62,619	51,62,619	64,39,271	64,39,271	90,83,190	90,83,190

Source: BPR&D, Ministry of Home Affairs, Government of India,

Due to inadequate funds, the training centers do not pay sufficient honorarium to the guest faculty; as a result many experts (researchers and professors) are not willing to handle training sessions. Only the departmental experts act as specialist trainers.

5.4.4 Special Problems faced by Women Police Personnel

During interview with them they expressed that they face more problems during the outdoor training than during the indoor classes. It was found from their statement that the biggest hindrance is caused by the lack of toilet facilities and other amenities like changing rooms, etc. The next problem is caused by the tough physical training itself. There are also other issues like the rude behavior of the male instructors who sometimes use abusive language and have a lack of understanding of their physical problems like the monthly periods. These problems faced by the women trainees are real and are needed to be addressed.

The women personnel also face one major problem which pervades almost all through their careers. This primarily pertains to the inter-personal issues like the attitudinal problems of their male colleagues which include display of ego, jealousy and other negative behavioral problems and to an extent the absence of women friendly office environment, leading to mental and sexual harassment. The

girls who have not participated in group activities like the National Cadet Corps or sports meets, and go to join the training programmes of the police forces which may be far away from their homes, often suffer from 'separation anxiety'.

They feel great tension and adjustment disorder resulting into anxiety, depression and at times fear psychosis. Another major issue that came up from the respondents was that of finding a proper match for these girls. The new entrants are mostly unmarried and find themselves placed in units and training centers where no outsiders are allowed to come. Some of them marry within the force which may not always be acceptable to their family members. For the women police personnel who have completed 6 to 10 years of service also face certain problems. During this service cycle, most of them tend to get married. The biggest problem that comes up during the course of pregnancy is that of wearing the tight fit uniforms and the belts that are prescribed for all. The study revealed that there are no formal orders for the women personnel to wear any other uniform during the prenatal and post-natal periods. Sometimes, administrative orders are being issued locally permitting' the women to wear sarees or salwar kameez as these are far more suitable to wear. But to wear these, the women personnel have to get exemption from the doctors as well as from their Commandants. This is a very unsatisfactory arrangement.

5.5 FEEDBACK MECHANISM

The feedback mechanism is a bilateral process. Feedback on the trainees' performance in the training programme is given through examination system at the end of the training programme. The trainees' feedback on the training process is sought through a feedback format. Besides this, regular monitoring of basic training courses at the recruit constable level is done through the course guide scheme for slow learners (trainees), orderly room and contact point programme through use of telephones. Trainers keep a constant watch over the progress of the trainees and try to redress their problems related to training syllabus, methodology, tools and infrastructure. The recruit constables/sepoys attending basic courses have to fill a 'feedback form' after the completion of training. The Feedback format has been attached herewith.

It is found from the Table -5.21 that, the feedback has a simplistic format. It overlooks the inter-connectivity between training and work performance. It mainly consists of twelve questions on trainees' expectations of the course, its participative nature, utility of its goals and the changes that could be perceived to improve it. The form does not seek feedback on methodology, trainers' behaviour, infrastructural facilities and relevance of training to the job and skill development. It does not reflect an integrated approach towards the evaluation of training. Moreover, only the trainees undergoing basis and refresher courses are made to fill up the form and such a provision also required for the promotional courses.

The training at UP&TTI, BPSPA and PTC, Angul is evaluated through a system of term-end examinations and periodic tests. Every trainee at the basic course level has to take monthly tests on all the papers along with the course of their training and it is compulsory to pass these tests. The recruit constables and the probationary Sub-Inspectors also have to appear term-end examinations after the completion of their course. Annual examination system is followed at the probationary Sub-Inspector level whereby the trainees have to sit in examinations after completion of training period. The examination covers the entire syllabus and the trainees are tested on the theoretical and practical aspects of the training course, they have to clear each subject, fifty percent marks are needed in the aggregate in order to pass the final exam. A merit list is prepared and trainees showing merit and caliber are suitably rewarded.

TABLE NO. - 5.21
FEEDBACK FORMAT USED AT UP&TTI FOR RECRUIT
CONSTABLES/SEPOYS

Feedback format

1. Who is the best indoor teacher?
2. Who is the best outdoor instructor?
3. Which indoor subject is more interesting and useful for you?
4. Which outdoor subject is more interesting and useful for you?
5. Which indoor subject was taught best in the classroom?
6. Which outdoor subject was taught best in the field?
7. What was the greatest drawback in the training?
8. Which new subject would you like to introduce in the indoor curriculum?
9. What would you suggest to improve the indoor teaching method?
10. What would you suggest to improve the outdoor learning?
11. What would you suggest to improve the mess?
12. How will you rate the training-1,2,3,4,5(5 being the best, 1-lowest)

Source: UP & TTI, Bhubaneswar

For successful completion of courses, examinations in respect of all the subjects taught as well as outdoor are being conducted at the end of the training period. The board of examiners is constituted under the orders of Commissioner of Police and comprises of Deputy Commissioner of Police (Training) as its chairperson, the vice-principal as its secretary and one or more Assistant Commissioners of Police. The training institutions follow stringent rules and generally no relaxation in marks and attendance is made for any trainee. The board of examiners recommends whether the recruits who fail in the final examination are to be given another chance either by relegating them to the next batch or by extending the period followed by a fresh test which they will have to pass. The board of examiners also consolidates the marks and declares the results. Similar process is adopted in other training institutes.

It is evident from the Table -5.22 that, 28% of trainees from all the training institutes responded that they are being asked to provide comments on training programmes, methods of teaching and resources used during training, 32% said that they are not being asked to provide comment, 36% replied that they are being asked to provide comment sometimes, whereas only 4% gave no response to the query.

TABLE NO. - 5.22
PROVISION OF COMMENTS ON TRAINING, METHODOLOGY AND RESOURCES

Responses	BPSPA %	UP&TTI %	PTC %	Total (Avg.)
Yes	30	26	28	28
No	35	32	29	32
Sometimes	34	40	34	36
No response	01	02	09	04
Total	100	100	100	100

Source: Analysis of Collected Data

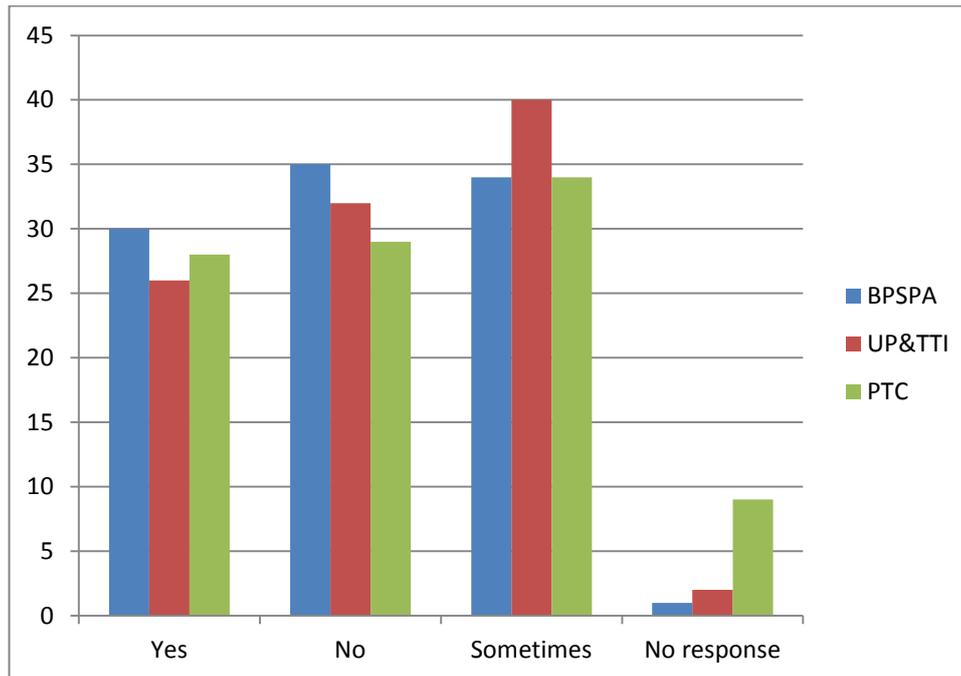


Fig.5.5: Provision of Comments for Training, Teaching Methods and Resources

The Bar Diagram reflecting the satisfaction level with the feedback process at the basics courses level is given in chart.

As many as 56% of in service personnel (Table - 5.23 also said that, their views and feedback were always collected; only 20% of them said that their feedbacks are not being collected. Similarly 20% of in-service police personnel expressed that their views were being taken frequently. Only 4% of the respondents did not give any reply to the query.

TABLE NO. - 5.23

OPINION ON COLLECTION OF FEEDBACK DURING AND AFTER TRAINING

Responses	Percentages
Yes	56
No	20
Sometimes	20
No response	04
Total	100

Source: Analysis of Collected Data

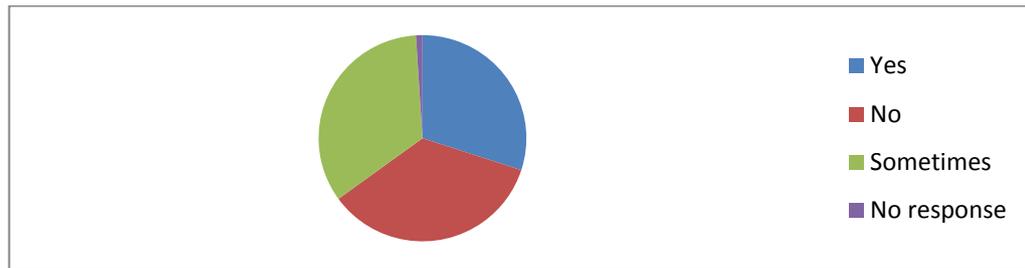


Fig.5.6: Pie Chart on the Opinion of In-Service Personnel towards Collection of Feedback

Evaluation of the training process is concerned to be a tedious exercise. Many scholars have opined that police performance cannot be quantified or measured, a direct cause and effect relationship too can not be established between training outcome and police performance. Attempts to evaluate training by assessing the post-training performance and by taking into view the opinions of those involved in training can in no way be described as scientific. But this is all that is being followed at the training centers in Odisha. In fact according to a senior police officer at police headquarters, the lack of faith in the probability of evaluation of training is the reason why novel and modern techniques of evaluating training as well as the police performance are not being adhered to. A reliable evaluation technique is therefore required to be inbuilt into the training system. The absence of a systematic training needs analysis has compounded the problem since there is no way to assess the impact of training on the work situation or to even determine whether training supports the operation of police tasks or not.

According to a police official at the BPSPA, Bhubaneswar, police is a rigidly hierarchical organization where obedience is a part of survival. In such an environment, no type of feedback would provide authentic results. He cited an instance of feedback system at the National Police Academy in support of his argument; he said that at the Academy, the trainees are given a feedback form called the 'action plan' whereby they are supposed to give information on the important tasks performed on resumption of work after training. The trainees are asked to feed in data regarding whether these tasks had any connection with the training imparted at the National Police Academy or not. Even though the utility of action plan is being widely recognized, the police officials argued that it does not

have much applicability in the context of police work. Twenty three percent of in-service personnel also wrote in the 'suggestion column' that training cannot be utilized since reality is too different; feedback on training after the resumption of duties is thus difficult to ascertain.

The Bureau of Police Research and Development has never been able to conduct a quality audit of the training institutions in the Commissionerate. Since most of the State training institutions do not have research or training appraisal cells and that includes the UP&TTI, PTC, Angul and BPSPA, and training information system, evaluation of training remains an unplanned and mechanical exercise. There are no evident standards by which the training process could be evaluated.

Examining the feedback system from Donald Kirkpatrick's model, it can be inferred that the training evaluation is largely occurring at the 'reaction' level. The 12 point format only seeks feedback on the training process. Beyond, this at the learning level may be the examinations, test the level of learning. But when it comes to behaviour i.e. true transfer of training inputs to real time work behaviour and performance, there is absolutely no system to gauge the extent. Results in terms of short term outputs and long term out comes are not at all addressed by the feedback mechanism. Rather, as has been earlier seen, the ground realities of policing as reflected in the hierarchical authoritarian nature of police administration, political interference in police functioning do not permit the use of ideological and pedagogical learning that has occurred in the training centers. Thus, training in reality does not fit into the efficacy building exercise of police personnel.

5.6 METHODOICAL RESEARCH

A systematic training process cannot be conceived without a comprehensive training research programme. None of the three training institutes have any research cell to address the training activities. The committee on Police Training had observed that while fundamental research may be undertaken mostly by the central and state police research units, the training institutions should

motivate its instructional staff to study how the gap between theoretical training and practical police work may be eliminated as far as possible. It also recommended that every police training institute should have three departments, a department of legal studies, department of police science and social studies department. These recommendations are yet to be implemented.

The UP&TTI does not have any core group of trainers to do research work. The commandant of UP&TTI said that he has written a book on police discipline which could be used by the trainees, but it is still awaiting publication. There is no encouragement to the instructors to write on police-related subjects, nor arrangement for getting their assimilated works published. The state of research indeed reflects a lack of forethought on the part of policy-makers, especially when an overwhelming 73% of the trainees interviewed by the researcher were quite articulate about the neglect meted out to their high levels of education, professional qualifications, academic attributes and co-curricular talents, which are neither appreciated nor promoted by the trainers. According to a police official at Commissionerate police headquarters, there is no provision for tapping the young talents, their skills are never cultivated. Many factors seem to have hampered police research viz. lack of funds, fear of exposure, public image of the police, police fraternity, occupational secrecy and lack of faith in research.

Lack of Problem based Learning (PBL):

There is lack of PBL perspective in training of police personnel. Of course there are many challenges in its execution in true spirit. A few of them, observed by David Bound and Graham Feletti are:

- Lack of R&D on the nature and type of problems to be used.
- Lack of proper design, preparation and renewal of learning resources.
- Adoption of PBL without sufficient commitment of Staffs at all levels.
- Inappropriate assessment methods.
- Evaluation Strategies which do not focus on the key learning issues.

A model for Police Training from Problem Based Learning perspective can be well judged from the following.

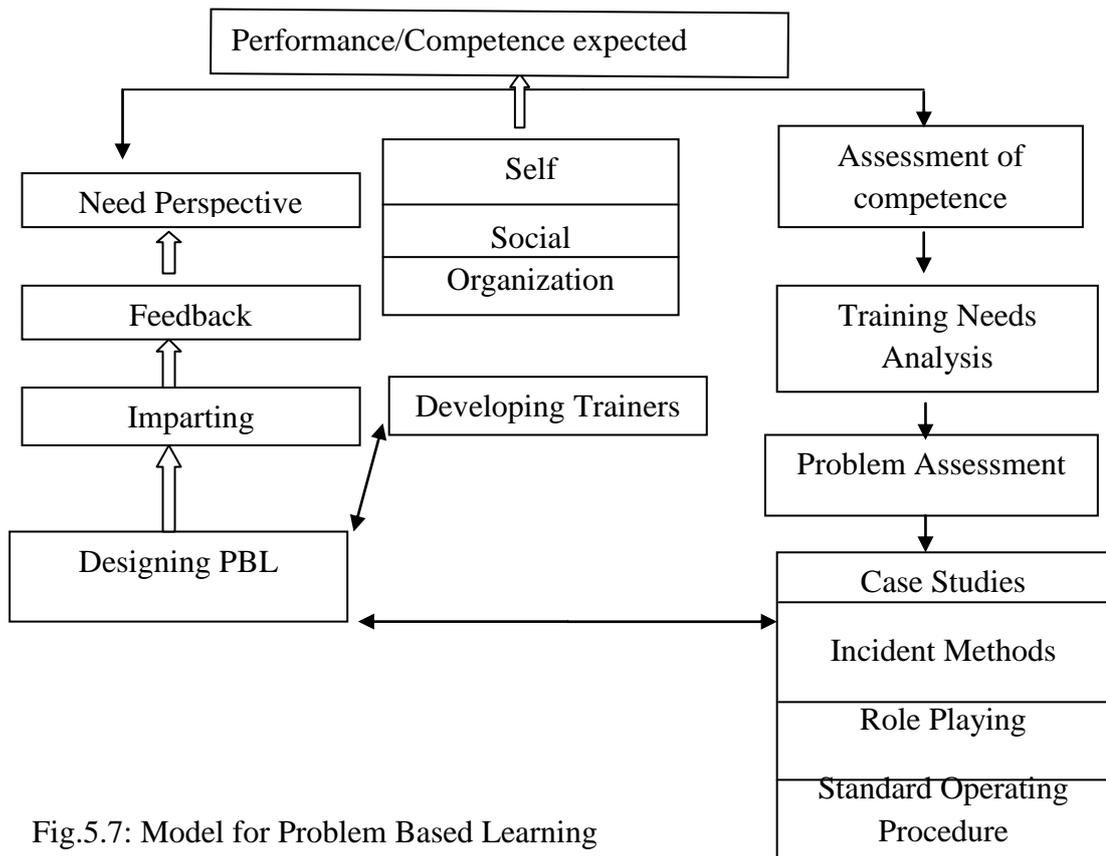


Fig.5.7: Model for Problem Based Learning

An example of PBL:

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

Situation:

The problem is that a truck in Bhubaneswar at 06.00 Hrs. has rammed into Saint Xavier’s School bus at a busy crossing on National Highway-5 and reportedly a few children are seriously injured.

Facts:

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

Problem domains

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

Conflict Resolution

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

Learning Issues

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

Passive role of Bureau of Police Research and Development:

The police is a State subject as per the Indian Constitution. Therefore, the suggestions put forward by the BPR & D are in no way mandatory on the State training centers. Nevertheless, due to lack of sufficient incentive on the part of Commissionerate Police and non-existence of research activities at different training institutes, the recommendations of the BPR & D, in the past, have more or less been accepted partially. As the Bureau of police Research and Development has never undertaken any study to review the transfer of training to work place; it has not been able to put forth any concrete suggestions for the improvement of training scenario.

5.7: WHETHER OR NOT TRAINING PROGRAMME FORMS AN INTEGRAL PART OF RECRUITMENT, APPRAISAL, PROMOTION CONTINUUM AND BROAD TRAINING POLICY

The Human Resources (HR) system in the Police Department like any other Government Department is regulated by the Service Rules framed and amended from time to time by the Government of Odisha. Needless to say that these rules are bureaucratic in nature and some of them are highly archaic. Training has never been a priority issue in the service rules. Appraisals are based on the Confidential Character Rolls which provides no scope for self appraisal and competency mapping. Recruitment policies suggest for induction and placement training. Promotion policies are more seniority and less merit based. Merit rating is seldom given importance. Some training requirements can be a precondition for gaining promotions. Career planning, as conceived in the corporate world in terms of mentoring, successive planning does not exist excepting for higher echelons. Career paths are set into a time and vacancy frame thereby focusing more on seniority of service rather than merit. The HRD framework is conspicuous by its absence and training as a subsystem of HRD matrix is not adequately conceived. In this context, training is never considered as a developmental tool. Rather, it is conceived as a refresher course for acquisition and up gradation of multi skills. The

police administration as a part of the Home Department of Government of Odisha also exhibits the same condition.

The BPR&D, New Delhi and Committee on police training (Gore Committee) suggested for continuous training of police personnel relating their skills to new challenges. They have laid down that the selection of a police officer for attending courses should not be a mere casual exercise and should be related to considerations of career planning, the merit of various officers in the field of selection and their qualification and experience from the point of view of their capacity to benefit from the proposed course. But these suggestions have not been incorporated in the Government policies. The Police Department in general and the Commissionerate of Police in particular do not have the independence to have their own HR and training policies.

The Department of Personnel and Training, Government of India envisaged a National Training Policy in 2012. The policy recommends for competency based career progression for which training has to be the primary input. This policy prescription though purported to be accepted by the Government of Odisha, necessary changes in the service rules have not been effected in order to truly implement it.

In reality the selection and posting of personnel to different training centers continues to be an unplanned exercise. The police training institutions and their training programmes are not linked with professional competence of the trainees and the promotion system or career planning in the police organisation. It has been observed, the concept of Human Resource Development at present occupies only a formal place in the overall functioning of police organizations. Adequate attempts are hardly being made to spell out the structural-functional paradigms of Human Resource Development units, their principles, processes and modes. The various processes of Human Resource Development such as recruitment, training, promotion, service conditions, motivation, morale, police image and community relations have obtained the shape of mere formality.

The Overseas Development Administration team pointed out that, “There remains a serious intellectual and actual divorce between training, as perceived in Indian police and performance-related management in practice. Current provision

appears neither to work within any coherent strategy for human resource development nor is it consciously integrated into strategies for service or quality improvement within the operational world. As a consequence there is still little consciousness of training as an investment. Consequently, it is ill-targeted and not performance-oriented. It further observed that the key forum for discussion for policing at a policy strategic level, the Home Minister's conference is presided over by the Union Home Minister and attended by Home Minister of States; no police organization attends the conference. The fact that police training is not being given priority in budget allocation, the training centers are not being provided with the adequate infrastructure and training postings are not being given a pertinence shows that there is no commitment to police training and this is indicative of rigid mind sets of policy makers.

Most of the officers interviewed by the researcher endorsed this view, as many as forty five percent of the personnel posted at different police training centers did not appear to be motivated and enthusiastic about their postings. Though they did exude willingness to train and experiment with novel training methods and tools, their predominant sentiments could be best described as those of dissatisfaction and complacency. An Assistant Commissioner of Police, UP&TTI voiced his disgruntlement quite openly, he said that he has been at the place for over ten years because he is not wanted anywhere else, the officer who defy their seniors or raise their voice against the system are sent to training centers as a punishment, such personnel, he added cannot impart anything in the trainees except their own frustrations. A senior official at the Police Training College, Angul remarked that he was enjoying his paid holidays as he could now simply hibernate peacefully. Another middle level functionary told the researcher that in police, every posting is just the same, no assignment places any demand for innovation of initiative; in fact, a training posting particularly curtails it.

The recruitment policy at the non-gazetted ranks is also a clear reflection of policy maker's indifference towards police personnel Administration. According to a Deputy Commissioner of Police (Headquarters), the Recruitment is done through a recruitment board; a combined written examination is conducted for the candidates, followed by a physical efficiency test. The entire process has been

structured to be totally fair, but over the period of time, malpractices such as leakages in the objective type paper, middle-men mafia and money-exchanging hands have crept in. As it is clear from Table - 5.24 that, although 84% of trainees from all the training institutes are seem to be satisfied with the recruitment procedure, 8% of trainees are not satisfied and 8% cannot gave any reply to the query. An unplanned recruitment procedure thus puts undue pressure on training to bring about behavioural changes. It is not easy to instill qualities of honesty, impartiality and righteousness in the trainees who have not entered the service through fair means.

TABLE NO. - 5.24
SATISFACTION LEVEL WITH THE RECRUITMENT PROCESS

Responses	Percentage			
	BPSPA	UP&TTI	PTC	Total (Avg.)
(i) Yes (Satisfied)	90	84	78	84
(ii)No (Not satisfied)	09	10	05	08
(iii) Can't say	01	06	17	08
Total	100	100	100	100

Source: Analysis of Collected Data

All types of training courses, foundation as well as in-service, being conducted at the various training institutes should have fallen within the purview of the broad training policy. A training policy must include a mission statement of the police; rather it must be based on it. In fact, the analysis of the interview schedule for the gazetted ranks of Commissionerate Police revealed that the officials themselves were not completely unanimous about their views on the mission statement. Twenty two percent of officials covered through the questionnaire remarked that the objective of the mission statement of Commissionerate police is to bring about behavioural and attitudinal changes in the police personnel, 45% of them stated that mission statement is 'we care, we dare'. 12% of them were of the view that it aims at developing the competence of police personnel and harnessing police roles in the changing socio-economic and political scenario which is to be achieved through inculcation of moral values and a sense of justice and fair play among the police personnel. 14 % officials mentioned that mission statement of Commissionerate police is to be accessible to the people

through thick and thin, prevention and detection of crime, maintenance of law and order, provision of security and protection of Human rights. Seven percent said that, the researcher can find out the mission statement from the website of Commissionerate police.

It is thus clear that with no definite consensus on the mission statement, training at the crucial formative stages only comes across as a frivolous exercise and this ambiguity is translated into action at the curriculum stage. During interview, it was found that 65% of officials are yet to be aware of the pertinence of training policy to the training system. They contended that some type of training policy, in the form of standing orders, precedents and norms has always been a part of police training. A full-fledged training policy is a positive development but it does not mean that the police have not been managing without one.

Even so the visibility of dysfunctionalities help in streamlining the process of training by pruning off the gaps, the persistence of lacunae over the period of time and the strong sense of apathy towards them propels one to look for the less conspicuous factors that envelope the mind-sets of those involved in the training cycle. These could be called the intangible factors affecting the training process. These factors assume preponderance over the tangible factors not only because they are less perceptible but also because they are less amiable to change and reform.

5.8: SIGNIFICANT VARIATION ANALYSIS

Since the population from which the samples are drawn is normally distributed, hence Chi-Square test has been used to find out the significance of variation analysis. The Chi-Square test has also been applied to support an assumption about the distribution of a population or random variable of interest. It focuses on the differences between the observed values and the expected values. Large differences between the two distributions throw doubt on the assumptions that the hypothesized theoretical distribution is correct. On the other hand, small differences between the two distributions may be assumed to be resulting from sampling error. The level of significance, usually denoted by α (alpha), is an

indication of the results obtained did not influence the choice of the decision. Traditionally, $\alpha = 0.05$ & 0.01 is selected for quality assurance in research project.

- It is found from the Table - 5.25 that, the Chi-Square value for satisfaction level with the subjects in syllabus during basic training of the trainees is significant at 0.01 and 0.05 levels.
- Similarly the Chi-Square values for other parameters like favourite topics at basic training level, training programmes attended by in-service police personnel, methodologies commonly used during basic training level, methodologies commonly used during in-service training, use of training aids at basic course level during training are significant at 0.01 and 0.05 levels.
- The Chi-Square values for the parameters like; manuals and rule books supplied during training, satisfaction level with the duration of basic training, satisfaction with the training provided by trainer, satisfaction level with the trainer's attitude and behaviour etc. are significant at 0.01 and 0.05 levels.
- The Chi-Square value for the parameters like number of questions asked during training, responses cited by personnel for liking the job, belief in the capability of training to deliver the goods are significant at 0.01 and 0.05 levels.
- The Chi-Square value for the parameters like areas on which the police must concentrate the most as responded by the recruits and in-service personnel, satisfaction level with the facilities in the training institutes, satisfaction with the lodging and boarding facilities, satisfaction with the availability of outdoor training equipments, satisfaction with the library facilities during training, provision of comments on training, methodology and resources, opinion on collection of feedback during and after training, satisfaction level with the recruitment process etc. are significant at 0.01 level and 0.05 level.

Hence the significant values of Chi-Square for different parameters are indicative of the opinions rendered are free from biasness, mistakes of

incorrect enumeration of population members and non-random selection of samples.

TABLE NO. - 5.25
SIGNIFICANT VARIATION ANALYSIS

Sl. No.	Parameters	N	Mean	Standard Deviation	Variance	Coefficient of variation	Chi-Square
1	SATISFACTION LEVEL WITH THE SUBJECTS IN SYLLABUS DURING BASIC TRAINING FOR RECRUITEES	138	46	16.57	274.6	36.02	152.51** For df 137
2	FAVOURITE TOPICS AT BASIC TRAINING COURSE LEVEL	138	27.6	18.59	345.44	67.35	152.51** For df 137
3	TRAINING PROGRAMMES ATTENDED BY IN-SERVICE POLICE PERSONNEL	117	29.25	24.24	587.92	82.87	141.46** For df 116
4	METHODOLOGIES COMMONLY USED DURING BASIC TRAINING LEVEL	138	27.6	33.73	1137.66	122	152.51** For df 137
5	METHODOLOGIES COMMONLY USED DURING IN-SERVICE TRAINING LEVEL	117	23.4	16.53	273.44	70.64	141.46** For df 116
6	USE OF TRAINING AIDS AT BASIC COURSE LEVEL DURING TRAINING	138	46	15.57	242.66	33.84	152.51** For df 137
7	MANUELS AND RULE BOOKS SUPPLIED DURING TRAINING	138	46	29.43	866.66	63.97	152.52** For df 137

8	SATISFACTION LEVEL WITH THE DURATION OF BASIC TRAINING	138	46	39.53	1562.66	85.93	152.52** For df 137
9	SATISFACTION LEVEL WITH THE TRAINING PROVIDED BY THE TRAINER	255	85	28.01	784.66	32.95	302.94** For df 254
10	SATISFACTION LEVEL WITH TRAINER'S ATTITUDE AND BEHAVIOUR	255	85	69.29	4802	81.51	302.94** For df 254
11	RESPONSES ON FREQUENCY OF QUESTIONS DURING TRAINING BY THE TRAINER	255	85	80.99	6560.66	95.28	302.94** For df 254
12	REASONS CITED BY PERSONNEL FOR LIKING THE POLICE JOB	138	27.6	38.95	1517.44	141	152.52** For df 137
13	BELIEF IN THE CAPABILITY OF TRAINING TO DELIVER GOODS	255	63.75	52.56	2763.5	82.44	302.94** For df 254
14	AREAS ON WHICH THE POLICE MUST CONCERNTRATE THE MOST (Responded by recruits)	138	27.6	21.73	472.24	78.73	152.52** For df 137
15	AREAS OF POLICING IN WHICH THE TRAINING IS MORE REQUIRED (Responded by in-service personnel)	117	23.4	13.99	195.84	59.78	141.46** For df 116

16	SATISFACTION LEVEL WITH THE FACILITIES IN THE TRAINING INSTITUTES	255	85	31.37	984.66	36.90	302.94** For df 254
17	SATISFACTION WITH THE LODGING AND BOARDING FACILITIES	138	46	21.86	478	47.52	152.52** For df 137
18	SATISFACTION WITH THE AVAILABILITY OF OUT DOOR TRAINING EQUIPMENTS (RESOURCES)	255	85	46.10	2126	54.23	302.94** For df 254
19	SATISFACTION WITH THE LIBRARY FACILITIES DURING TRAINING	255	85	38.02	1446	44.72	302.94** For df 254
20	PROVISION OF COMMENTS ON TRAINING, METHODOLOGY AND RESOURCES	255	63.75	31.90	1018.18	50.03	302.94** For df 254
21	OPINION ON COLLECTION OF FEEDBACK DURING AND AFTER TRAINING	255	63.75	48.72	2373.68	76.42	302.94** For df 254
22	SATISFACTION LEVEL WITH THE RECRUITMENT PROCESS	138	46	49.83	2483.33	108	152.51** For df 137

** Chi-Square is significant for $\alpha = 0.05$ and 0.01

Source: Chi-Square analysis of the variables

5.9: CHAPTER SUMMARY:

This penultimate chapter of the thesis analyses and integrates the objective and subjective data. It embodies the major findings which are interpreted in the light of the objectives and hypotheses set out earlier. This provides the inputs for the final chapter.

