

“TRAINING OF NON GAZETTED POLICE PERSONNEL-A CASE STUDY OF COMMISSIONERATE POLICE IN ODISHA” SYNOPSIS

INTRODUCTION

This study addresses to the training of Non-Gazetted Police personnel of Commissionerate of Police, Odisha; an organization which is in its nascent stage. The study is timely, because it addresses to an important aspect of human resource development namely training. This, if planned and executed from the beginning of an organization's emergence, will lead to its effectiveness in the long run. The study obviously believes in the famous saying of Alfred P. Sloan that “No organization is sounder than its people” and the popular sayings that “The more you sweat in peace, the less you bleed in war” and “Stronger the foundation, braver the police personnel”.

IMPORTANCE OF POLICING AND THE IMPERATIVENESS OF ITS TRAINING

The police is the most visible executive arm of the government involved in multifarious functions. Police work in the present context has become really intricate and diverse; it has been described as a complex job, part art and part craft, part technique and part common sense, part paramilitary and part social work. The functions that a police person is expected to perform are almost endless. The police are now involved in the performance of so many tasks which hitherto were not part of their work. Dealing with traffic accident, chasing a young vandal, delivering death messages, arresting a drunken reveler, dealing with lost children, settling a domestic dispute, quelling a riot, giving evidence in court, disaster management, Very Important Person (VIP) security, tackling mounds of paperwork, handling terrorist activities and insurgent and secessionist tendencies fomented by external forces are just some of the tasks which the average officer may be expected to handle.

The nature of police functioning is increasingly getting dependant on factors like complexion of political regime, social ethos, cultural set up, criminal justice system and economic conditions of the country. The Changing social, economic and political scenario has forced the police to reflect on their role all over again. The new complexities before the police call for better trained skills and relevant attitudes. This exercise has precipitated the drive for the much talked about organizational reforms. One of the areas where the reverberation can be heard loud and clear is the change in the perception of visionaries of police reforms towards police training. It is being increasingly realized that police job calls for specialized skills, positive attitudes and requisite knowledge and understanding.

Besides, there is a continual need to update the personnel on the latest developments, check obsolescence and rejuvenate their personalities. A well-conceived training design thus becomes the essential for improving the police efficacy. In this context, a study on police training reflecting on the past and current approaches assumes importance.

EVOLUTION OF POLICING

The word police is derived from the Latin word '*politia*' which literally stands for the condition of a 'polis' or state. In the past it was meant a system of governance or administration (police state) but now it indicates an organized body of civil officers engaged in the preservation of law and order, detection of crime and enforcement of laws. The Oxford Dictionary defines the term as a system of official organization whose job is to make people obey the law and to prevent and solve crime. According to the Encyclopedia International, police are agents charged with enforcing the law and maintaining order. The Lexicon Universal Encyclopedia states that "police in modern society is a department of government concerned with public order, providing protection and investigating breaches of law. Police duties include crime detection, apprehension and arrest of criminals, patrolling, riot control, and traffic regulation."

The evolution of training of police, however has not kept pace with the evolution of policing in different forms, It is because the simplistic nature of police functions did not call for much training. Since policing in early eighteenth and nineteenth centuries was not really diversified and not specialized in nature, it did not commend for much professional or special expertise. Hence, the necessity for trained skills and police education was not felt during that period. Policing was essentially an urban phenomenon.

CONCEPT OF TRAINING

To have a realistic and clear perception and understanding of the term training, it is necessary to examine some of the definitions advanced by different distinguished writers.

- Wayne F. Cascio defines "Training consists of planned programmes designed to improve performance at the individual, Group and/or organizational levels. Improved performance in turn implies that there have been measureable changes in Knowledge, Skills, Attitude and /or Social behavior."
- Dale S. Beach defines "training is the organized procedure by which people learn knowledge and/or skills for a definite purpose."

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- David A. Decenzo and Stephen P. Robbins have given their views about training that ‘training is basically a learning process; can involve in the changing skills, knowledge, attitudes or social behavior.
- Stratyton Rex defines it as “training is concerned with the acquisition or development of those knowledge, skills, techniques, attitudes and experiences which enable an individual to make effective contribution to the combined effort of the team of which he is a member, in meeting the goals and objectives of an organization.
- According to Calhoun, “Training is the process of aiding employees to gain effectiveness in their present and future work”.

The following points emerge from the analysis of the above definitions:

- Training is a “systematic and planned procedure”. This means that training to be effective and successful should be well planned with pre-determined objectives. The systematic training process is depicted in the diagram below



Fig.1.1 Systematic Training Process

Furthermore, emphasis is laid on the fact that the training should be organized in terms of relative sequence of steps, which includes (i) defining precisely training policy and objectives; (ii) identification of training needs; (iii) designing the training programme; (iv) specifying the methods to be deployed; (v) assessment of effectiveness; (vii) modification, if necessary in the process.

- The Second point emphasizes on “trainability”. Training is a problem solving device for organizations. But it is not a panacea. Organizational analysis is needed to identify those problems which can be solved by training interventions. Currently, training is envisaged as a tool for organizational learning and development and in this role its purpose becomes continuous learning for the human resource. Trainability of individuals is determined by task and person analysis. Organizations need to identify and train only those employees who clearly are “trainable”. Trainability refers to how well a person can acquire the skills, knowledge and behavior necessary to perform a job, achieving its specified outcome within a given time. It is a combination of individual’s ability and motivation. Once, these trainees are identified, it becomes important to structure the training environment for maximum learning.
- The Third point emphasizes on learning, learning is of crucial importance in the process of training, as the concept of training has been evolved and being rooted in learning. Training programmes should incorporate principles of learning. Training programmes must specifically state, what is to be learned? Why? And how to transfer the learning outputs to real time organization outcomes?
- The Fourth point emphasizes the “main areas” in which training can operate. They are:
 - Knowledge, which is taught with the purpose of learning, remembering understanding, and interpreting facts, information and principles.
 - Skill, the knowhow of practical act or actions..
 - Techniques involving the application of knowledge and skills in a dynamic situation.
 - Attitude, a predisposition to react consistently in a given manner (either positively or negatively) to a certain person, object or idea.

It was generally felt that personnel would learn while performing their day-to-day duties through what has been described as the process of ‘trial and error’ or ‘sink or swim’. The maxim that was religiously adhered to was that one could learn what is behind the theory when one goes behind the desk. In the 1920s, the theory of learning shifted from the Stimulus-Response and operant Conditioning to Cognitive Perceptions. Cognitive theorists influenced by Gestalt psychology emphasized that the processes whereby the stimuli were differently perceived. They were of the view that learning involved the whole personality of the learner. To them learning could occur even simply by thinking about a problem. The model (Table.-1.1) compares and contrasts the cognitive and behaviorist approaches to training as a learning mechanism.

TABLE NO. - 1.1
TRAINING IMPLICATIONS OF COGNITIVE AND
BEHAVIOURIST LEARNING THEORIES

ISSUE	COGNITIVE APPROACH	BEHAVIOURIST APPROACH
Learner's role	Active, Self -Directed, Self- Evaluating	Passive, Dependent
Instructor's role	Facilitator, Coordinator and Presenter	Director, Monitor and Evaluator
Training Content	Problem or Task oriented	Subject oriented
Learner motivation	More internally motivated	More externally motivated
Training climate	Relaxed, Mutually trustful, respectful and collaborative	Formal, Authority oriented, Judgmental and Competitive
Instructional goals	Collaboratively developed	Developed by instructor
Instructional activities	Interactive, Group, Project oriented and Experiential	Directive, individual and Subject oriented

Source: http://www.uk.sagepub.com/upm-data/40689_2.pdf

On the other hand; systems approach highlighted the impact of environmental and situational dynamics on organizations and believed in creating systematic institutional interventions like training for creating and sustaining organizational development and effectiveness. Stufflebeam's 'Context, Input, Process, Product' (CIPP) model and Bushnell's 'Input-Process-Output (short term) –Outcome (long-term)' model explains the system approach to training. Mathur (1987), Sah (1991), Bader and Bloom (1994), Sloman (1994) in their treatment of systems approach to training have dealt with all stages of the training process viz. identifying the training needs, setting training objectives, designing learning sessions, training techniques and aids, preparing training material, implementing and validating training and evaluating the training outcome. It gives an account of the scope, concept and practices of evaluation of training and talks about the different types and levels of evaluation for facilitating course effectiveness.

The Instruction design model (Gagne-Briggs: 1974) depicted in Table - 1.2 gives a holistic view of training function at pre training, during training and post- training levels. Brinkerhoff's six stage model also depicts the instruction systems design training cycle.

TABLE NO - 1.2
TRAINING FUNCTIONS AT PRE-TRAINING, DURING
TRAINING AND POST-TRAINING LEVEL

Instructional Event	Event causes trainees to
Gaining attention	focus on trainer
Informing the training goal	beginning to focus on goal
Recall of prior knowledge	retrieve known to working memory
Presenting the material	selectively perceive important parts of training
Providing learning guidance	Consider how the input fits into trainees need and knowledge and how to retrieve and use it
Eliciting the performance	do it
Providing the feedback	reinforcing correct learning and modifying the incorrect
Assessing performance	gauge the level of self-learning, retention for use
Enhancing transfer	do more complex exercises to assess the success

Source: Gagné, R., & Briggs, L. J. (1974). *Principles of instructional design*. New York: Holton, Rinehart & Winston.

Training entails cost and time. Its effectiveness has to be evaluated. There are different models of training/education evaluation. They are Goal based evaluation model, Goal free evaluation model, Responsive evaluation model, Systems evaluation model, Professional Review evaluation model and Quasi-Legal evaluation model (Worthen and Sanders 1987; Bramley 1991).

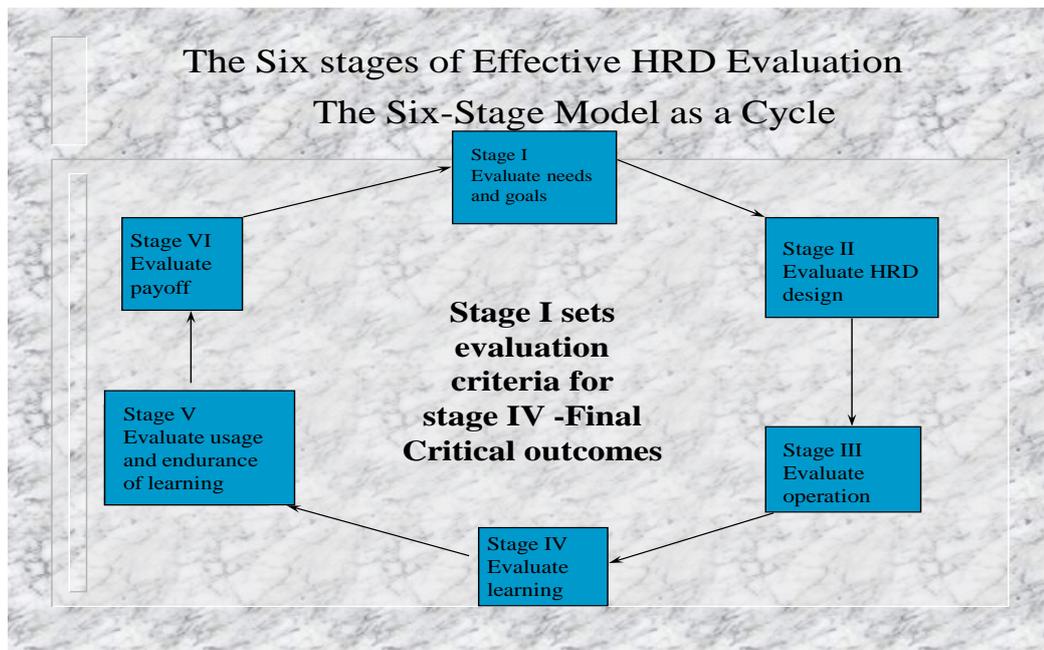


Figure 1.2 The Six Stage Model of Brinkerhoff

These models integrate training evaluation at three stages namely; pre-training evaluation, context and input evaluation, and post-training evaluation. Brinkerhoff's six stage circular pattern of training advocates for continuous evaluation at all stages as they contribute to one another in sustaining the training cycle. The present figure depicts this model.

The most used method of training evaluation is advanced by Donald L. Kirkpatrick (1987).

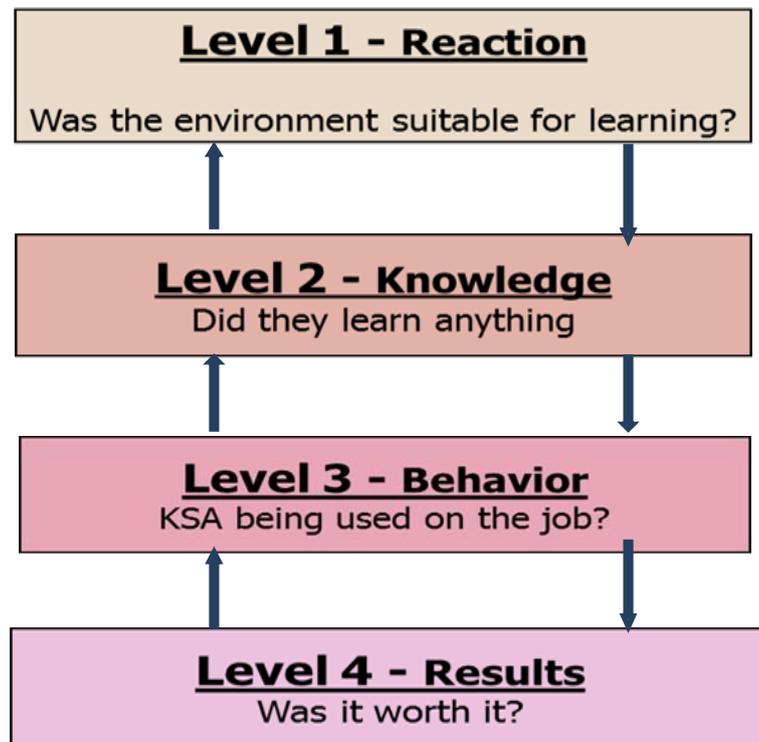


Figure 1.3 Training Evaluation Matrix of Donald L. Kirkpatrick:

The evaluation matrix identifies four levels of evaluation namely:

- Level I: REACTION- How well did the trainees like the programme?
- Level II: LEARNING- What principles, facts, techniques were learnt?
- Level III: BEHAVIOUR- What changes in job behaviour have occurred?
- Level IV: RESULTS- What tangible results have accrued to the organization?

The most used method of training evaluation is advanced by Donald L. Kirkpatrick (1987). This study while analyzing the training programmes in Commissionerate of Police has adopted these models and concepts.

CONTOURS OF POLICE TRAINING: INDIAN AND GLOBAL TRENDS

The Committee on Police Training (1973) has emphasized the importance of training of personnel in Police force and it commented that “training should not only change the particular individual who is being trained but also those who come in contact with him.

The attitudes of those who have gone through a training process should undergo a change so that when they go back to the field their behaviour will have an impact on the behaviour of others. Training will thus, act as a catalytic agent, the total impact of which, in course of time, will affect the entire organization. Training effects will have to be sustained to help achieve this desirable objective”. The committee put down the following as the objectives of Training:

- ❖ Inculcation of knowledge and professional skills in the personnel and the development of attitudes appropriate to their work.
- ❖ Developing a professional leadership that would facilitate the transformation of an economically backward society into one characterized by equal opportunity and Social Justice; and
- ❖ The development of positive attitudes and promotion of initiative and an ability to predict and adapt oneself to a new situation in the process of attainment of goals of the organization.

Today, the pitiable condition is that the authorities at the helm of power are never ready to accept the fact that lack of right type of training has led to a sorry state of affairs in police functioning. In the words of K.F. Rustamji (1993), “It will never be accepted by those in authority that failures are primarily due to lack of the right type of training”. The models given below depict the HR training process, the police training perspective and ideal training and placement procedure as given by the policy makers.

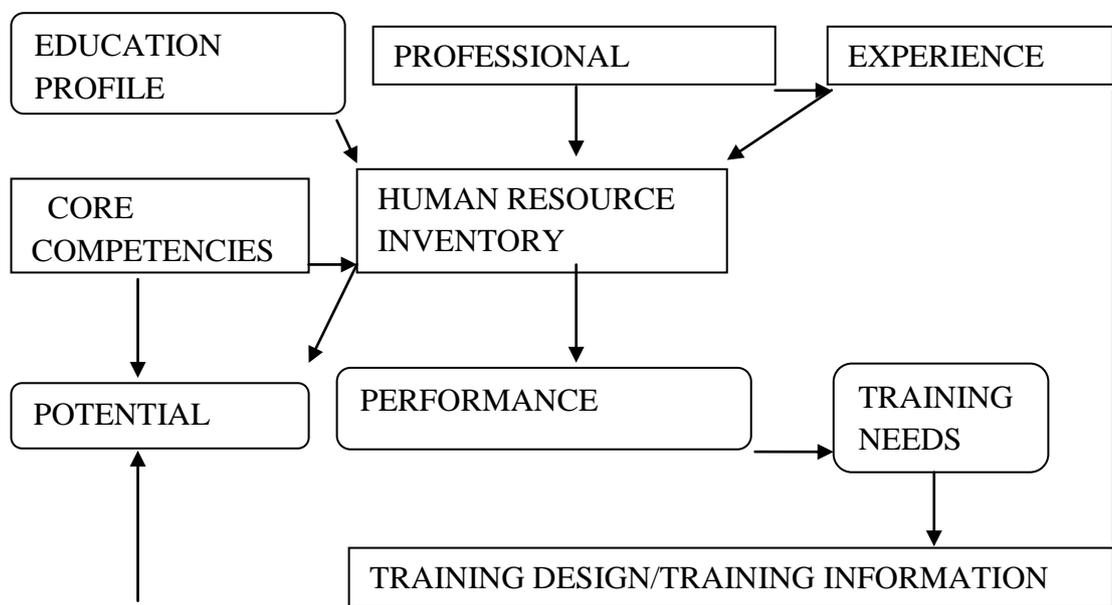


Fig.1.4 Human Resource Training Process

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). More importantly, the efficiency of any organization depends directly on how well its members are trained.

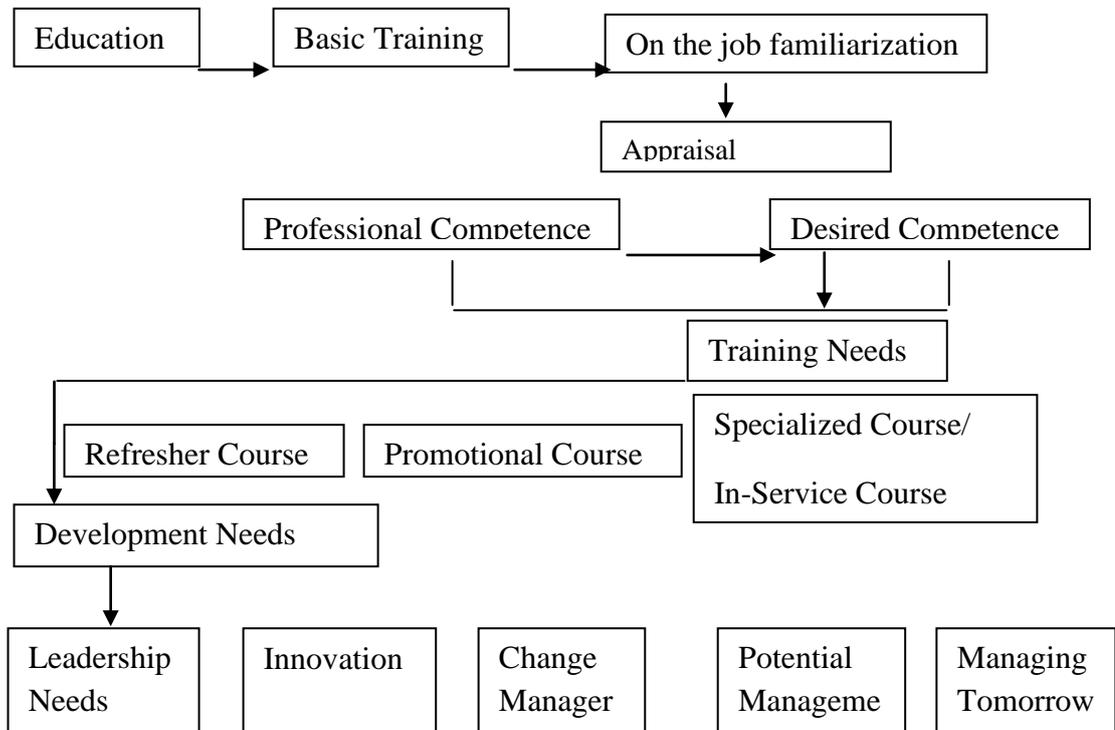


Fig1.5 Flow Chart of Police Training Prospective

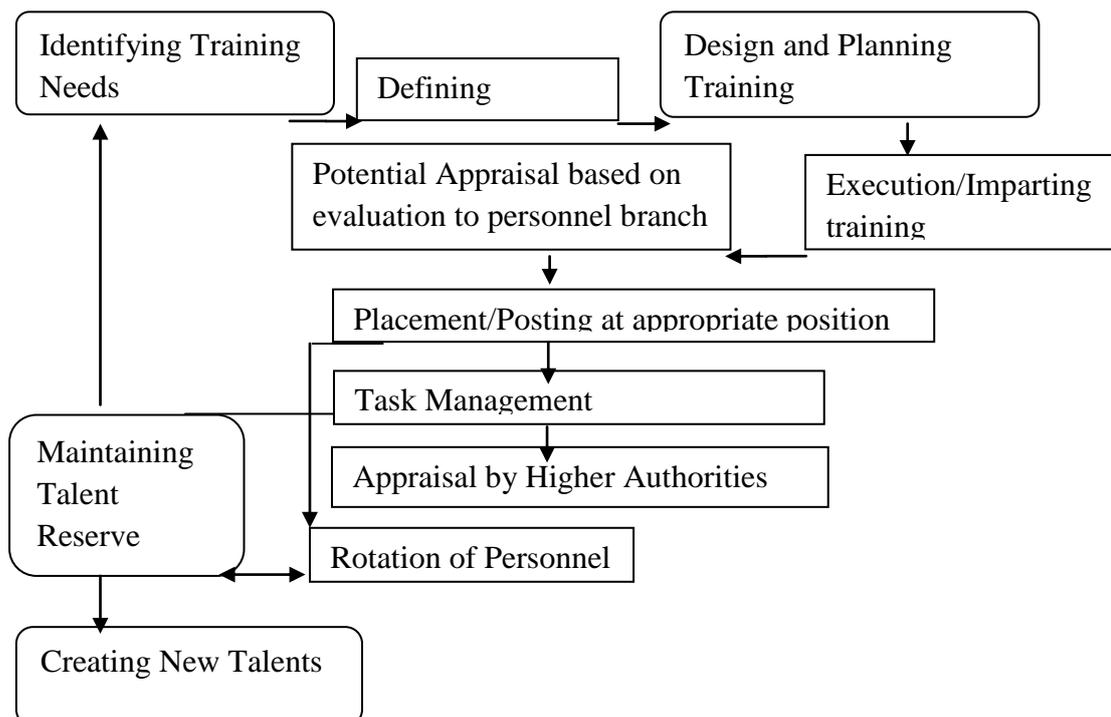


Fig1.6 Ideal Trining Placement Procedure

POLICE TRAINING-THE PROBLEM ISSUES AND RESEARCH QUESTIONS

A few moot queries which need contemplation are as follows:

- Have the police training programmes not been able to achieve their objectives?
- If yes, where does the malady lie? Is it the training needs analysis and the training design, its implementation, its evaluation or its transfer to the job?
- Do the trainers have the right perspectives towards training and the trainees? Are the trainees willing to learn?
- Is there a gap between what is taught and what is acquired, also between what is learnt and what is called for? Are suitable training methodologies being used?
- Is there a training policy for the police personnel?
- Are the infrastructures and tools adequate enough to carry out training?

In order to find answers for the above mentioned questions, this study would address to the following research questions.

- What are the forms and structure of foundational or basic and in-service training courses and their duration and appropriateness?
- What are the pedagogical methods followed by the trainer to train the participants?
- What are the training requirements for actual performance of duties and whether these are complied with while imparting training?
- To what extent the infrastructure facilities provided at the training centers are in consonance with the learning needs of the participants?
- Whether the existing feedback mechanism is adequate enough to gauge the impact of training on the trainees?
- How the training skills and equipments are enhanced and the research basis for such enhancement?
- How the current training programme is directly linked with the process of recruitment, appraisal and promotion in order to integrate the training function with the Human Resources Development (HRD)?

OPERATIONAL DEFINITIONS OF THE TERMS USED

The Title of the Project is “TRAINING OF NON GAZETTED POLICE PERSONNEL-A CASE STUDY OF COMMISSIONERATE POLICE IN ODISHA”. In order to operationalize the terms used, the following explanation is given-

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

Non-Gazetted Police Personnel: “Non-Gazetted police personnel” in the context of police force means the members of the Odisha police personnel below the rank of Inspector to the lowest rank working in Commissionerate police of twin-city.

Commissionerate Police: “Commissionerate” means a Police Commissionerate created under Section 4 of the Odisha Urban Police Act,2003 (Odisha Act 8 of 2007). “Police” means the police force referred to in Section 5 and includes—

- (i) All persons appointed as Special Police Officers under subsection (1) of Section 13 and Additional Police Officers appointed under Section 14, and
- (ii) All other persons, by whatever name known, who exercise any police function in any area specified by notification under Section 4 of the above Act.

OBJECTIVES OF THE STUDY

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

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

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1. To examine the nature of basic and in-service training courses, their duration and relevance in the present context.
 2. To analyze the methods and tools used for training by the trainer to infuse knowledge, skills, attitudes and social behaviour on the trainees.
 3. To analyze the methods and tools used for training by the trainer to impart knowledge, skills, attitudes and social behaviour on the trainees.
 4. To ascertain the gap between the knowledge, attitudes and skills acquired during training and required for the actual performance of duties.
 5. To find out the adequacy of infrastructural facilities available at the training centers such as training staff, equipment, accommodation and food etc.
 6. To enquire whether or not a proper feedback mechanism exists to gauge the impact of training on the trainees.
 7. To enquire into the kind of research that is being undertaken to enhance the training skills and equipments.
 8. To establish whether or not training programme form an integral part of recruitment, appraisal, promotion continuum.
- Underlying these objectives the reigning goal is to evaluate the current training effectiveness so that policy guidelines for improvement can be suggested.

HYPOTHESES OF THE STUDY

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

METHODOLOGY OF DATA COLLECTION

This project attempts to study training of Non-Gazetted police personnel under the Commissionerate Police in Odisha. The present study adopts an eclectic method combining case study and the descriptive survey method of research. While adopting descriptive method of research, both quantitative and qualitative approaches to data analysis have been followed. As the study is confined to the Commissionerate of Police in Bhubaneswar-Cuttack twin city, it resorts to case study method.

For eliciting opinions and collecting descriptive data, survey method has been used. To some extent historical approach has also been adopted.

POPULATION AND SAMPLE OF THE STUDY

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

TABLE NO. - 2.1

POPULATION AND SAMPLE PERCENTAGE

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

Source: Consent given by the respondents

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

TABLE No. - 2.2

POPULATION-RESPONDENT PERCENTAGE

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

Source: Consent given by the respondents

SELECTION OF SAMPLE

After receiving formal permission from the appropriate authorities, identifying the respondents, the study design was discussed with various respondent categories starting from top brasses of the Commissionerate of Police to the Rank and File. Feed back from all the actors and stake holders in the training process was helpful in shaping the research design including tools of data collection, selecting the sample and the respondents. The Non-gazetted police personnel of two categories namely recruit and in-service police are the main respondents for the study as they are the recipients of the training. However, Gazetted police personnel of the Commissionerate are also interviewed as stake holders. As, the respondents consented their willingness to officially share information/opinion therefore the *purposive sampling* method was adopted.

TOOLS USED FOR DATA COLLECTION

The data sources were both primary and secondary. The following questionnaires and interview schedules based on the review of literature and keeping in view the objectives and hypotheses of the study were developed and tested in a pilot survey and then revised and administered on different categories of respondents.

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

Techniques Used For Data Analysis

The statistical techniques used for analysis are frequency and percentage of items, and significant variation analysis done through Chi Square test.

PROFILE OF POLICE COMMISSIONERATE IN ODISHA

The Odisha Urban Police Act, 2003 (Odisha Act 8 of 2007) was enacted by the Legislature of the State of Odisha in the Fifty-fourth Year of the Republic of India and was assented to by the President on the 24th September 2007 to provide reorganization and regulation of police in certain Urban Areas of the State. The Commissionerate came into effect from 1-1-2008.

ORGANISATION OF COMMISSIONERATE POLICE

The total strength of Commissionerate police as on January 1, 2012 was 6,560 for a total population of 15, 40, 974 in twin cities having a ratio 1: 235 of police personnel to the population. The total non-gazetted staff of twin city police Commissionerate amounted to 3,522 in the civil police and 2,892 in the armed police totaling 6414 which is 98% of the total strength.

JURISDICTION OF THE POLICE COMMISSIONERATE

Territorially, twin cities of Bhubaneswar and Cuttack come under the police Commissionerate which has been divided into two parts known as Urban Police Districts (U.P.D.), each one headed by a Deputy Commissioner of Police. The Deputy Police Commissioners of Bhubaneswar and Cuttack shall exercise and perform the powers and duties of an Executive Magistrate in respect of Bhubaneswar & Cuttack Urban Police districts respectively under the provisions of the Code, subject to the general control of the Police Commissioner.

Each district is divided into six subdivisions headed by an officer designated as Assistant Commissioner of Police. The creation of a sub-division depends upon the density of population, its character and importance. Generally, a sub-division covers two to four police stations in its jurisdiction and a police station under its jurisdiction has a population of about thirty thousand to thirty eighty thousand .The strength may increase or decrease depending upon its nature, density and importance. A police station is headed by a senior inspector of police having wide experience of maintenance of law and order, prevention, detection and investigation of crime. The Table 3.2and 3.3 mentions the Subdivisions and their jurisdiction under U.P.D. Bhubaneswar and Cuttack. The Table 3.2 & 3.3 mentions the Subdivisions and their jurisdiction under U.P.D. Bhubaneswar and Cuttack.

TABLE NO. - 3.2
SUBDIVISIONS AND THEIR JURISDICTION UNDER U.P.D.,
BHUBANESWAR

Sl. No.	Subdivision No.	Police Station(P.S) under its jurisdiction
1	I	1.Capital,2.Kharvela Nagar,3.Mahila
2	II	1.Lingaraj,2.Airfield
3	III	1.Jatni,2.Khandagiri,3.Spl.Energy
4	IV	1.Badagada,2.Laxmisagar,3.Balipatna.4.Balianta
5	V	1.Nayapalli,2.Mancheswar,3.Sahidnagar
6	VI	1.Chandaka,2.Nandankanan,3.Infocity,4.Chandrasekharpur

Source: Commissionerate Police, Bhubaneswar-Cuttack

TABLE NO.-3.3
SUBDIVISIONS AND THEIR JURISDICTION UNDER U.P.D., CUTTACK

Sl. No.	Subdivision No.	Police Stations (P.S) under its jurisdiction
1	I	1.Choudwar,2.Jagatpur,3.Chauliaganj,4.Malgodown
2	II	1.Mangalabag,2.Cantonment,3.Darghabazar,4.Mahila
3	III	1.Lalbag,2.Bidanasi,3.Markatnagar
4	IV	1.Sadar,2.Barang,3.Special Energy, 4.Kandarpur
5	V	Not specified
6	VI	1.Badambadi,2.Madhupatna,3.Purighat

Source: Commissionerate Police, Bhubaneswar-Cuttack

MAIN FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH

The main findings are based on the eight objectives of the study as indicated in earlier.

The first objective is to examine the nature of basic and in-service training courses, their duration and relevance in the present context

It was found from the study that, knowledge components embodied almost every aspect of macro level contexts, police rules and procedures, crime trends, science and technology, human Rights and behaviour along with other basic police functions at the micro level and specialized police activities like community policing. The skill inputs covered a wide spectrum of conceptual, cognitive, procedural, functional, social and communicative skills. The attitude component cut across interpersonal and social attitudes. The refresher courses identified eight specialized field level skills in a typically changing context of information technology, global crimes and handling terrorism and such other challenges. Compared to the expectation, what is offered is mundane knowledge and skill about field level basic duties. Therefore it can be inferred that what is offered in the training sessions is quite inadequate.

The basic training courses and advanced courses offered to recruit constables and Sepoys appear to be overloaded as they are expected to be covered in six and three months respectively inclusive of field training. Similar is the case with the recruit Sub Inspectors as a wide range of class room courses over and above the physical training and outdoor field based training are expected to be completed within one year.

In case of training of cadet Assistant Sub Inspectors and Drill Instructor, four months and two months of allotted training time appears insufficient looking into the class room course content and field exposure. Further, comparing the global trends in police training which have adopted a professional approach with the training courses, it can be inferred that the practices of Police Commissionerate have a long way to go. The global practice of offering police education at Graduate and Post Graduate levels in Universities is nowhere in sight in the State of Odisha. Further Training by Objectives as a sequel to Policing by Objectives with focus on Statistical Decision theory, Operations Research, Systems Analysis, matrix management, Planning and budgeting, Quality circles are not at all conceived as feasible practices. The training approaches like Sociograms, micro training involving Micro lab and T-Group Training, and cultivation of self- directed learners etc.; linking with paradigms of learning organization and action learning are yet to be appreciated. In training evaluation those techniques adopted by advanced countries; like critical incidents, multi-source feedback, repertory grid, Delphi technique, protocol analysis are unheard of in the Police Commissionerate.

The second objective is to examine methods used for training need analysis and identification of trainable employees

This changing nature of police job makes only task analysis difficult. But, the organizational analysis, identifying those problems which can be satisfied by the training intervention, even in the changing context becomes more essential. This aspect is conspicuous by its absence. Rather, training is assuming a quick fix formula to develop multi skills to compensate the acute manpower shortage. The Training Needs Analysis (TNA) at individual level requires a thorough matching of individual's Knowledge, Skill, Attitude (KSA) profile with that of task profile and organizational needs. As organizational needs are not properly identified, the task and person analysis for the purpose of training becomes difficult. The traditional Human Resource (HR) systems lacking performance appraisal, career planning, and merit based promotion systems compound the existing problems of training getting integrated with the Human Resource Development (HRD) systems in the police administration. Thus, the training need analysis is ad hoc in nature. The opinion survey results show that the trainees do not know about the organization's efforts in preparing the TNA. They were also not aware of the criterion based on which the in- service trainees were chosen for training. This subscribes to the finding that there is no institutional arrangement for TNA.

The third objective is to analyze the methods and tools used for training by the trainer to impart knowledge, skills, attitudes and social behaviour on the trainees

An analysis of the methodologies used by the trainers at the training institutes shows that lectures, seminars and discussions are the only indoor techniques that are being used by majority of trainers at the basic and in-service course levels. The trainees need to be trained through role plays, simulations, case studies or any other modern training methodologies. The commonly used aids being chalks, blackboards, maps, charts etc. Projectors, transparencies, tape recorders, television and slides are rarely utilized. It is just presumed that inclusion of practical exercises, field trips, case studies, scene enactments would lead to skills and attitude inculcation. Skills and attitude formation call for specifically designed modules targeting control of behaviour and development of skills in the personnel. The state of behavioural training in Commissionerate police is not adequate.

It is pertinent to observe that the trainees are all adults. Adult training shall promote self- directed learning. This approach believes in the maturity of the learner. But, the police administration is so much rooted in an authority - subordinate culture that, the same attitude gets reflected in the training process. Most of the trainees felt that there is an undue emphasis on parade and drill. Outdoor training lays scant attention on other practical exercises like arrests, searches, seizures, detention, handling breach of peace, use of force, handling of weapons, explosives and sophisticated devices etc.; though these subjects are a part of the syllabus treated only in theory. Majority of in-service personnel has attended only one to three training courses in fifteen years of police service. The opinion survey results show that, trainers are not adequately trained to impart training. However, on the personal behaviour of the trainers, their outlook, teaching styles and conduct; the opinion has been largely positive.

The fourth objective is to ascertain the gap between the knowledge, attitudes and skills acquired during training and required for the actual performance of duties

The generalist approach that has been adapted to the syllabus design for foundation and promotional courses leaves out many areas that should ideally form an important part of the syllabus. Those areas are the changing motivation of crime, psychology of criminals, the socio-economic strife and its impact on policing, patrolling high tension areas, handling of sophisticated weapons, entering closed spaces, rescuing victims, stress management, records management, collection of intelligence, police and social welfare agencies, police and media, court procedures, identifying triggers in a crisis situation, counseling the victims and group dynamics. The promotional courses for the Assistant Sub-Inspectors are a mere rehash of induction courses.

The curriculum design is being formulated at the office tables of the Syllabus Design and Revision Committee members. The approach is yet to be made scientific since there is no attempt to study the requirement of the police job at the non-gazetted level, define their specific tasks, the problems faced in the performance of these tasks, the stresses, strains and responsibilities they entail and the state of trainees' preparedness for training. The very fact that trainees are frequently placed on law and order assignment during the training period is indicative of the non-serious attitude towards training borne by those in Command. Such exposures can be claimed as practical training.

The fifth objective is to find out the adequacy of infrastructural facilities available at the training centers such as training staff, equipment, accommodation and food etc.

The UP&TTI has been engaged in imparting training without any basic infrastructure such as a permanent library, crime museum, forensic science section, forensic laboratory, demonstration squad, model police station and latest computer equipment. The BPSPA and PTC, Angul do have some of these facilities but they also lack the crucial provisions like modern computer equipment, demonstration squad and forensic laboratory. Although training institutes have firing ranges; yet, the number of practices made during past years are too less.

Lack of staff strength also interferes with the training process at the recruit level in all the training institutes. The sanctioned staff strength is not proportionate to the number of recruits which appear to be increasing with every batch and there are also vacant positions. The lack of perks and location of training centers also come in the way of ready acceptance of training postings. Inadequate availability of finance hampers many training proposals from being materialized. Most of the officials interviewed at the training centers have complained that they are not being given adequate funds to see the developmental projects through. Even though the police service is now a planned subject, funds allotted to it in the five year plan allocations are not sufficient.

The sixth objective is to enquire whether or not a proper feedback mechanism exists to gauge the impact of training on the trainees

The recruit Constables/Sepoys attending basic courses have to fill a 'feedback form' after the completion of training. The format is not adequately prepared as 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.

Evaluation of the training process is concerned to be a tedious exercise. 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. 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. Twenty three percent of in-service personnel also wrote in the 'suggestion column' that training cannot be utilized since reality is too different. Therefore, transfer of training inputs to the real time performance of the job is thus difficult to ascertain. Apart from the above, the Bureau of Police Research and Development has never been able to conduct a quality audit of the training institutions in the Commissionerate. Since the three police training institutions do not have research or training appraisal cells 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.

The seventh objective is to enquire into the kind of research that is being undertaken to enhance the training skills and equipment

The formulation, enforcement and evaluation of training courses of Commissionerate police are not based on any comprehensive research programme. There is no research cell in the training institutes. Thus, the training courses are based more on hunch rather than research. Refresher courses are randomly chosen and hurriedly finished.

The exercise does not take into account the values of research to the studies in training tools and methods, their evaluation and sustenance.

The training institutes do not publish any training bulletin or Journal except BPSPA. The views of trainees on different aspects of training and the trainers' every day analysis of training cycle, curriculum design is idealistic. The trainers' involvement in the training programmes is superficial and there are no research-based aids to determine the transfer of training to the job. Although it has developed course materials for training and prepared handbooks, précis and case studies for the trainers; yet these are rarely used by the trainers. The training manuals prepared by BPR& D have been compiled but not available with UP&TTI.

The eighth objective is to establish whether or not training programme form an integral part of recruitment, appraisal and promotion continuum and a broad training policy

The 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. 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. But these suggestions have not been incorporated in the Government policies.

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 training policy of the Commissionerate police makes no mention of the methods of training that need to be adopted by the trainers, the kind of infrastructure that should be there to sustain the training process and the monitoring and evaluation mechanism needed to ascertain the impact of training. Though it lays emphasis on the need for review and coordination between various training functions, it does not say much on how it could be brought about. Since the training policy does not underline any monitoring and evaluation system, the well-contrived provisions envisioned by it can in no way be made mandatory.

VALIDATION OF HYPOTHESES

The first hypothesis reads as **“Training imparted can be considered as effective, only if the training content is in consonance with operational duties of the trainees. It may include job related physical and mental skill development, attitudinal changes, social and emotional intelligence, awareness of legal methods and procedures.”**

The data analysis reveals that the role profile of the police personnel in general and that of the non gazetted staff is changing incessantly fast. As the field level police personnel having direct contact with public they are almost the public face of the police. Taking into account the courses that are offered and comparing them with the requirements spelt out by the Gazetted officers, the BPR&D norms and the global trends, it has been inferred that there is tremendous shortfall in the training content imparted. This lacuna can be attributed to the very traditional bureaucratic organizational systems, rigid static attitude of all direct actors in the system and indirect stakeholders. The police administration is not having the autonomy to shape its policies with the changing context. The political influence makes the police function a poor show in the public. There are no advanced and scientific managerial systems.

The second hypothesis reads as **“Training will be effective when trainers are trained in training methodology and content, supported by adequate infrastructure and strong training policy as a part of human resources and corporate policy of the Commissionerate.”**

The data analysis indicates that there is no core group of trainers who are qualified in training skills required for adult learning and seldom are they themselves trained in modern pedagogy and andragogy, training technology, use of behavioural training methods and other advance training inputs. Most of the trainers are diffident officers of the Police who are shunted of the mainstream police activities. Their motivation level is low.

With this scenario of trainers' effectiveness, the training effectiveness cannot be expected. Infrastructure facilities appear to be there, but are not sufficient to the present requirements as well for future developments. Modern teaching technology is almost non-existent. Lecture is the dominant method of indoor learning input and drill fields are the only infrastructure for outdoor learning. Case analysis, role playing labs, film production studios and such other advanced infrastructure facilities are conspicuous by their absence.

HR policy and corporate policies are terms alien to the police administration. Functioning as Government department, the archaic service rules of yore institutionalize a strong bureaucratic pattern that does not allow any infiltration of new ideas and strategies. Therefore, the training policy as an independent entity does not exist. By the parameters set out in this hypothesis also training in Commissionerate police is not effective.

The third hypothesis reads as **“Training will be effective when there is an institutional arrangement in place for eliciting feedback and evaluating the extent of transfer of training inputs to real life and field based policing activities.”**

The analysis of data reveals that, the examination system; institutionalized at the end of the training provides a formal results oriented feedback to the trainee on his/her training performance. Informal feedback during the training process is existent. There is evidence of a 12 point feedback format to elicit the opinion of the trainee on different aspects of the training process. This is administered at the time of exit from training. Taking the four level evaluation of training effectiveness of Kirkpatrick, it is observed that the feedback format evaluates training at the 'reaction' level only. There is no mechanism to measure training effectiveness at the learning (retention), behaviour (transfer to job) and results (output and outcome) levels. Therefore, by the standards set by this hypothesis also the training process in the Commissionerate is not effective.

The fourth hypothesis reads as **“Training as a human resources tool will be yielding results only when supported by the other human resources tools like performance appraisal, task analysis, training need identification, and career planning and feedback analysis.”**

As has been portrayed earlier HR systems in general and HRD matrix in specific have not been conceptualized for police administration. Performance appraisal is based on unilateral method of the boss writing the confidential character roll. In a perpetuated inviolable authority-subordinate structure the Confidential Character Rolls has a great punitive value rather than developmental value.

Training is imparted more as a quick fix formula to groom some contingency based KSAs mostly to instill multi-skills for performance of varied police functions in a scenario of acute human resource shortage. Therefore, training is not related to development and career planning. In the Commissionerate training becomes just a precondition to get promotion rather than an instrument of continuous and self-directed learning.

The training need identification which shall cut across organizational, Task, and Person analyses hardly addresses to any of these in the Commissionerate. Organizational analysis to determine the organizational problems that can be solved by training intervention is seldom done. Nor there are any formal methods for task analysis and selection of a 'trainable' employee. Trainees are selected by the whims and caprices of the bosses. Therefore, it can be inferred that a system integration of training with other HR dynamics is lacking in the Commissionerate and by this standard training is not effective.

Thus, all the four hypotheses are qualitatively validated.

Recommendations and suggestions:

The global experience in training of police is still ahead of what is contemplated by the Bureau of Police Research & Development (BPR&D), New Delhi. Even the suggestion of Gazetted Police Personnel about the required KSA set for non-Gazetted police personnel is much wider than what is suggested by the BPR&D. The police administration and training in advanced countries are adopting many modern managerial techniques which are unheard of in police organization in Indian context. In the context of globalization, increased use of Information Technology and diversity of society, the current training content and skills acquired thereof cannot address to many new challenges before the police. Hence, this study suggests modernizing the police functioning for which certain specific recommendations are made as given below:

- Professionalization of police shall start with formal educational systems which would provide a strong disciplinary base to acquire fundamental knowledge required for police functioning. It becomes a joint responsibility of policy makers, colleges and universities who can offer regular as well as distance learning courses. Short term refresher courses in advanced KSA set can also be formally contemplated in these institutions. This kind of educational support would reduce the burden on training and ensure more competent supply of human resource for police functioning.

- Adequate number of Police Personnel in right quality shall be recruited reducing the ratio between population and police.
- The policy makers shall appreciate the new and fast changing challenges affronting the police in the changed scenario of globalization, socio-economic and political environment, and expectations from a more knowledgeable public.
- The role of the police needs to be made more proactive, responsive, empathic, trust worthy, and relevant to the people.
- In this context, grooming continuously the police personnel with more developed KSA set becomes imperative and training assumes the most crucial component of police personnel system.

In this regard, the revamping of the training system could be initiated at following levels:-

- At the level of training policy formulation, a redefinition of police role shall be the first step. Then the formulation of a well-deliberated training policy encompassing the entire training cycle need to be developed. The reforms at the various levels could be enforced only if the training process is based on a coherent training design.
- Organizational, task/job, and person level analysis shall be done for scientific training needs identification.
- At the training design level, tailor-made training programmes encompassing all relevant areas of KSA need to be planned which should include an all-pervasive curricula format for the basic, promotional and refresher courses.
- At the training delivery level, qualified core group of trainers who have the skill and motivation to impart training shall be selected and continuously trained and shall be stimulated to indulge in pedagogy and training related research. The in service personnel can be roped in as trainers for outdoor training and some specialized courses only.
- The training infrastructure shall match the sophistication of training delivery mechanisms which would promote self-directed learning opportunities for adult learners.
- At the feedback and evaluation level, the training system shall incorporate an in-built mechanism for continuous evaluation of training at reaction (satisfaction), learning (retention), behaviour (transfer to job) and results (output and outcome) levels.

- Integration of training subsystem with the HR systems in terms of formal and advanced performance appraisal methods to determine the 'performance differential' as the starting point shall be initiated. It must be determined by comparing the desired performance with the present performance and also by comparing the job requirements and present skills. An employee needs appraisal must be undertaken in order to determine the requirements of individual employees, their qualifications, experience, training capabilities and temperamental suitability to a particular job in order to formulate a data bank on individual police person's in the area of training. Instead of making training a formality required for promotion it should be linked with career planning. Mentoring, succession planning and such other modern methods of HRD can be associated with training.
- Every police training institution must have a Board of Advisors having a fair portion of field officers, enlightened members of the public and representatives of sister agencies. Such Advisory Boards must regularly meet and debate public expectations. They need not have any administrative authority. Rather, it should act as expert advisory body
- The training institution must have a cell, which scans newspapers and Television channels and builds up a database of notable police successes and notable police failures. The media reports must prompt the institution to collect accurate details on incidents. There should be in-house brainstorming sessions of the faculty on how to use the incident as training inputs. Even editorials, articles and reports on operations can be analyzed.
- Members of stakeholder groups must periodically address the trainees and clarify stakeholder expectations from trainees when they complete training. When talking about future activities in the field, the undesirable tendencies in the field must be enumerated; the trainees must be told clearly why they are considered undesirable or illegal; what are the precautions that they must take to avoid becoming the victims of such bad practices.
- Interactive web portals can be used for enhancing training impact.

SCOPE IDENTIFIED FOR FURTHER STUDY

This study can provide some hypotheses that can be verified in different settings. For this purpose, comparative study of training of non-gazetted police personnel of Commissionerate police in Odisha with other Commissionerate police can be attempted. Policy studies pertaining to police administration in general and training in particular can take inputs from this study.