

CHAPTER-VI

MAIN FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

6.0: INTRODUCTION

This chapter deals with the main findings, recommendations, suggestions for further research and conclusion of the research study on the strength of analysis and interpretation of results.

6.1: MAIN FINDINGS

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

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

The section 4.2.3 indicates what is offered in the basic and advanced training for recruits as well as the in-service police personnel. The section 5.3.2 elaborates what is the course design expected and suggested by the Gazetted Police Personnel and the Trainers under four segments of knowledge, skill, attitudes and advanced refresher courses. The 12 points under knowledge component 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 this 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. Thus it can be recommended that the training period shall be enhanced even for the present courses. If the Police top brasses think of expanding the course content as per the list given in section 5.3.2, the duration shall be further increased.

For performing fundamental and traditional police duties, the current courses offered appear to be somewhat adequate. But, looking into the ever expanding police functions and new challenges confronting the police administration due to phenomenal changes in the crime scenario and other community based challenges (described in chapter 1), the courses offered are not sufficient and fall short of the desired level.

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.

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

While examining the ever expanding role of the Police personnel in the current times in chapter I, it has been observed that Police job cannot be confined to any strict contours of a traditional job description. Therefore, job analysis will be a difficult proposition. The modern concept of 'boundary less jobs' becomes most applicable to the police functioning.

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 TNA at individual level requires a thorough matching of individual's 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 HR systems lacking performance appraisal, career planning, and merit based promotion systems compound the existing problems of training getting integrated with the HRD systems in the police administration. Thus, the training need analysis is ad hoc in nature.

The Tables- 4.8 and 4.9 provides an overall futuristic training needs projections. However, it is needed that TNA shall be a continuous exercise. Moreover, these tables incorporate only quantitative gaps. The training centers are required to design short duration quick fix training programmes to meet urgent contingencies. Thus, more than organizational long duration problems, operational short duration challenges become the basis of TNA.

Referring to identifying the trainable police personnel, every new recruitee is subjected to a routine induction cum placement training. It is only for in-service police personnel that trainability becomes an issue for determination. In the absence of formal performance appraisal, identifying the training needs of individuals becomes a

difficult task. It is the impressionistic judgment of the authorities on the trainability of individuals which might be becoming the decisive factor. Thus, it can be inferred that there are no formal systems in place in the Commissionerate of Police for TNA.

The Bureau of Police Research and Development, New Delhi on which the Commissionerate police depends to some extent for its training input has not undertaken a training needs identification and job analysis exercise to determine the utility of training.

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.

6.1.3 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. This shows that lessons learned through training courses are not getting any opportunity to be reinforced, restated and utilized beneficially.

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.

6.1.4 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 section 5.3 indicates the gap between the KSA acquired and required. It is evident that what is offered is a miniscule of the required KSA. 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. But within the limited duration of the training programme such long duties interfere with the continuity of learning. Either, such duties shall be minimal or the duration of the courses can be enhanced.

6.1.5 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.

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

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 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. Many scholars have opined that police performance cannot be quantified or measured, a direct cause and effect relationship too cannot 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. 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.

It is believed that, 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. Even though the utility of feedback for action plan is being widely recognized, 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. Therefore, transfer of training inputs to the real time performance of the job 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 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.

6.1.7 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.

6.1.8 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. 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.

Every training programme must be an important component of a broad training policy. There is a training policy prepared by the BPSPA, Bhubaneswar. It envisages an integrated approach to human resource development. It emphasis on elevation of operational standards of the existing police training centers, systematic selection of trainers, establishment of data-base information network in training and research-oriented identification of varied training needs. But the data analysis proved that these sacrosanct and exalted policy prescriptions are hardly realized. Rather, the training policy in its present form is silent on the methodology that needs to be adopted to assess the constraints at different levels of the training system and implement the training activities.

The training policy 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. The training policy mainly gives a descriptive account of the objectives of training and its relevance to the job, types of training courses run by Commissionerate Police, infrastructure available at the centers etc. The stress seems to be more on what a training process should include rather than how or in what way it could be improved and implemented. 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.

6.2: VALIDATION OF HYPOTHESES

The findings made above under each objective can be further interpreted to qualitatively validate the hypotheses set out in chapter II. A close look at the hypotheses indicates that they set out pre conditions for the effectiveness of the training design. Though it appears from the title of the study that, evaluation of training effectiveness has not been specifically spelt out; yet in formulating the hypotheses the primary focus is on evaluating the training effectiveness. But, unlike conventional evaluation at the end of the training programme, this study adopts a continuous evaluation of the training subsystem as an important aspect of the HR system. Brinkerhoff's continuous evaluation of the training cycle provides the framework. Thus, the hypotheses provide the parameters on which the training effectiveness in Commissionerate police can be gauged.

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 experience of the Commissionerate proves that on the parameters identified in the first hypothesis, the training imparted to the Non Gazetted police personnel is not effective to the desired level.

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. Mission statement of one of the Training institutes under study at the best is a generic declaration of the institute’s intentions. Policy as a guideline of action and decision making criteria does not exist as there are no specific action plan for advancement in training methods, design and delivery.

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.

6.3: RECOMMENDATIONS TO IMPROVE THE POLICE TRAINING SYSTEM

In this section, the basic points of recommendations made by BPR&D, the highest Institution in the Country to improve the training programmes for Police personnel are first considered. Summing them up with the global practices and the findings made in this study, the final suggestions will be attempted.

BPR&D Recommendations:

The preamble to its recommendations reads as follows:

“Training is an affordable and result oriented universal tool for achieving professionalism and competency in meeting the expectations of a democratic people. Training of policemen is, therefore not one time but is a continual professional requirement. Building competence implies a process of developing an individual’s

effectiveness by competent trainers through carefully selected methods in a suitable learning environment and cultivating right values that contribute to the development of right attitudes, beliefs and behavioural changes.”

To this end the BPR&D has examined the background as follows:

The changing trends in today's society indicate following major dimensions of change and challenges as regards the police organization:

- ✓ Increased pace of urbanization and industrialization causing rise in white collar and organized crime, economic changes and socio-political instability resulting in public protests, demonstrations and mass violence.
- ✓ Social disparities, anomalies, lawlessness and permissiveness, leading to a higher rate of juvenile delinquency, alcoholism, and social disorder.
- ✓ Acceleration of social mobility giving birth to new patterns of criminal acts, declining standards of morality and degeneration of ethical values.
- ✓ Proliferation of social legislation and increasing burden of social responsibilities of the police leading to gradual decline in respect of law, rampant corruption, increasing materialism at all levels, increased police stress, and an aggressive approach among police officers themselves for solution of their problems.
- ✓ Heightened threats to both internal and external security.
- ✓ Smuggling, espionage, subversive activity along the international borders, terrorism and threat to national security and integrity.
- ✓ Increasing traffic problems due to increase in traffic of all kinds with very little or no corresponding increase in transport facilities.
- ✓ Increasing communal and caste intolerance.
- ✓ Information technology revolution resulting in the growth of cyber-crimes.
- ✓ Increasing public expectations.

Therefore in this context, the Training Objectives are set out as:

- ✦ To improve quality of policing for meeting people's expectations, both for the present and future.
- ✦ To increase productivity of police personnel by specialization and multi-skilling.
- ✦ To standardize police response through uniform training.
- ✦ To encourage quality and cost conscious culture in police.
- ✦ To secure recognition and pride for police trainers.
- ✦ To optimally utilize training resources for greater reach and multiplier effect by networking institutions, exchanging faculties and outsourcing.
- ✦ To raise training standards in the States.
- ✦ To establish a research base for training.
- ✦ To encourage urge for self-improvement.
- ✦ To raise a Corps of Trainers who will sustain training efforts.
- ✦ To meet the challenges and maintain a good mix between the changing environment and oneself implying that the police officers of today need to acquire a high degree of professional competence, courage and confidence, develop a clear understanding of the social purpose of their activity and a sensitivity to trends and forces at work, and above all develop attitudes in consonance with the concepts of social justice enshrined in the Constitution.

To achieve these objectives, a Training Strategy has been spelt out as under:

- ❖ Paying attention to application of scientific, psychological and management principles in police work.
- ❖ Forging partnerships with non-police agencies including Non Government Organizations especially in matters like delivery of specialized training modules (e.g. Deoxyribo Nucleic Acid profiling, stress management techniques, perceptual reorientation of attitudes, domestic violence, crimes against women and children, drugs and information technology etc.).
- ❖ Initiating Distance-learning.

- ❖ Conducting Training Needs Analysis (TNA) for finding out the different training needs of the police personnel of different ranks and working in different branches/fields.
- ❖ Running effective "Training of Trainers" (TOT) programmes not only for trainers posted in training institutes but also selected personnel posted in the field.
- ❖ Instituting Service medals/Good entries for a minimum stint of two years at police training institutions.
- ❖ Equipping (Apart from training institutes), District Head Quarters and Battalion Head Quarters with training facilities to run various training programmes as per their needs.
- ❖ Constantly updating the training delivery systems.
- ❖ Imparting specialized training to the members of the force as per their aptitude / areas of interest in order to develop expertise in their particular branch / areas of work e.g. Bomb Detection & Disposal, Dog Squad, Cyber Crime, Economic Offences, Industrial Security, Aviation Security, Hostage Negotiation, Counseling, Domestic Violence, Juvenile Delinquency, Interrogation, Surveillance, Agent Running, Counter-Intelligence, Counter Insurgency, Terrorism, LWE related areas etc.
- ❖ Giving a place of priority and appropriate status to Police Training.
- ❖ In order to develop excellent training facilities, training modules and expert trainers, some training institutes may be declared as 'Centers of Excellence' for specific areas of policing. These institutes will have all necessary infrastructure, training facilities and expertise required for providing best training in such areas.
- ❖ Co-ordination and frequent interactions amongst all police training institutions (Central-Central, State-State and Central-State) will go a long way in better realization of the policy objectives.
- ❖ Linking all major police training institutions in the country with a view to giving them access to common training modules.

- ❖ All training at the training centers should be complemented with a strong research base, specially applied research. Setting up of Research & Development units in the Training Branch.
- ❖ Training shall be integrated with the career growth.
- ❖ Minimum 8.5% of total strength in the State Police Force shall be earmarked for undergoing various in-service training courses including technical staff.
- ❖ On the job training should be organized in district and battalion unit.
- ❖ Quality of training should be audited as per national standard. Due importance should be given on such audit report for correction/improvement by the appropriate decision making authority.
- ❖ A requisite number of instructional as well as supporting staff should be posted to maintain a trainers-trainees ratio @ 1:30 in Indoor and 1:15 in Outdoor.
- ❖ It is necessary to provide incentives to trainers. The trainers should be given 30% training allowance. Officers of the State Police should also get the choice posting after completing their tenure in the police training institution.
- ❖ The trainers should be given one additional Leave Travel Concessions during the tenure at the police training institution.
- ❖ The trainers should be given double the increment during their period of stay in the police training institution. This should be with cumulative effect.
- ❖ At the Police Head Quarter level/Police Training College, a panel of trainers should be maintained and updated every year.
- ❖ Successful completion of pre-promotional training should be made compulsory for promotion to the next rank.

In order to translate the strategy into real life achievements, a Training Design has been suggested as given below:

- ❖ Training needs and design should be governed by a Committee so constituted to cover course syllabus, frequency, methodology, training materials and practical exercise etc.

- ❖ Training can only be successful if training is treated as a Mission. Training needs to be conducted at all level by senior police officers. It is therefore, suggested that senior officers especially officers of and above the rank of Superintendent of Police/Commandant should be exposed to a week's programme on 'Management of Training'.

BPR &D advocates for following Institutional Arrangements to achieve the training design:

- Sufficient funds in the State Budget, other than establishment expenses, should be earmarked for training.
- Financial autonomy to the heads of training institutions must be given. BPR&D may determine such norms.
- Outsourcing of training and cost payable shall be permissible as per BPR&D norms.
- There is need to expose our trainers to the best training methodology both in India and abroad. This could be done by nominating trainers to undergo certain training programmes in institutions like IIM, IIT, other leading business schools and institutes abroad.
- Recruitment and training need to be dovetailed. Irregular recruitment and deployment of trainees in the midst of their training programmes throws the training institution out of gear.
- BPR&D should evolve norms for accrediting police trainers and also suggest suitable incentives for them.
- The minimum tenure of a trainer should be fixed.

BPR&D has detailed out 20 modules for all levels of police personnel as given in Table- 6.1. Especially for the non Gazetted police personnel, i.e. both constables and sub-inspectors BPR&D have come out with four broad categories of training modules.

TABLE NO. - 6.1
MODULES FOR ALL LEVELS OF POLICE PERSONNEL

Sl. No	Title of the Module	Sl. No	Title of the Module
1	Police procedure & report writing	11	Forensic Examination- Laboratory Works
2	Collection of physical clues	12	Investigation of Rape cases
3	Handling, labeling and packing	13	Dacoity/Robbery Investigation
4	Photography and plan drawing	14	Investigation of Road accidents
5	Finger prints	15	Forensic Examination of Questioned Documents
6	Foot print and Tyre marks	16	Presentation of cases in courts
7	Medical jurisprudence	17	Investigation of Arsons and explosions
8	Communication skills	18	Computer Training Programmes
9	Homicide investigation and inquest simulation	19	General Guidelines Scientific Investigation
10	Investigation of Burglary cases	20	Time Table for organizing the above modules

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

1. Pre-institutional Training Module:

This scheme of training contemplates an informal pre-institutional training system through distance learning material like text books, reference books on law, police manual and other connected subjects which are required to be prepared by a group of experts with reference to the functions and responsibilities of the Constables. A benchmark standard for physical fitness is also to be prescribed to the selected candidates who would be required to equip themselves with the standard so prescribed before they join a training institution. This system will save quality training time in

training institutions and facilitate appropriate focus on practical training, physical fitness, skills, attitudes and behaviour required for a professional policeman in the contemporary society.

The courses inter alia include Introduction to Indian Polity; Constitution of India, Elementary Law inclusive of Police Acts, Indian Penal Code, Code of Criminal Procedure etc.; Functional Subjects like duties of Constables, Crime and Criminal Records, Scientific Methods and Aids to Investigation and Basics Computer Appreciation; and Police Administration & Service Matters.

2. Institutional Training Module (Phase-I)

The first phase of institutional training module will include subjects like; Role of Police in Indian Polity and Police Organization, Police Behaviour and Public, Duties of Constable, Police Procedures, Methods and Skills, Crime and Criminals, Police Investigation

3. Field & Operational Training Module: This training module will be for a period of 2 months (48 days) after the first phase of institutional training. This training will be imparted to the trainees in the field and operational areas with reference to the duties, which would be performed by them on completion of training. This is also a module for application of the knowledge imparted to them in the first 5 months in the training institution. The training institution would assess their field performance and review the work under taken by them once a week to ensure immediate correction and give guidance at the appropriate time. The 2 months (48 days) period will be apportioned for duties such as;

- Prevention of crime with particular reference to patrols, surveillance, preventive interventions;
- Investigation of crime with specific reference to preservation of scene, pursuit for arrest of accused and incidental control;

- Maintenance of law & order, Enforcement of special and local Laws, Security Duties, Traffic Regulation, Large Scale Bandobast during violent agitation, if any, Escort Duties, Guard Duties, Community Relationship, Collection of Intelligence on crime and criminal gangs, anti-social elements and extremists and Observance of human rights.

On completion of this phase of training the trainee should return to training institutions for full time institutional training once again for the second phase.

4. Institutional Training Module: Phase II

This phase of institutional training is very crucial and extends over a period of 2 months (48 days). Having 240 periods this training module is designed to reinforce and strengthen the training inputs provided through earlier modules. The module includes case studies, simulation exercises, practical and field exercises, role-play etc. During this period final examinations will be conducted for the trainees and the successful candidates will be passed-out from the training institution.

For the Sub Inspectors, however, some advanced topics and skills are suggested.

Besides the four phases of training, guidelines are issued for outdoor training, In-service Training. The outdoor training module emphasizes development of stamina, endurance and certain practical skills including unarmed combat and weapon training etc., required for the constables during discharge of their duties. The in-service training module also envisages in-service training subsequent to induction training with periodical intervals. All the constables are required to undergo pre-promotion training on completion of 3 years in service. They are also required to undergo in-service training once in 3 years i.e., in 6th, 9th and 12th year on subjects of topical interest and relevance in the field. In-service training modules are required to be designed from time to time.

The BPR&D has also suggested on the methodology of training as a combination of conventional and contemporary system. The classroom teaching methods through talk and chalk, use of teaching aids etc., should stand reinforced through various techniques of learning methods such as Group discussions, role play, simulation exercises, practical, hand on practices and on the field experience in operational duties. Exposure to use of information technology is introduced as all future police operations are closely linked with the computers.

The BPR&D recommends for nodal institutions such as the Premier Police Training Institutions or Academies of the State to take up the task of production of text /workbook, case study, Digital Versatile Discs and other audio visual training instruments, films etc. These institutes shall be equipped with the capacity to take up these activities as a package, engaging experts for preparation of these materials.

Especially for the women police personnel, BPR&D has made some specific recommendations like-

- Counseling to overcome feeling of separation anxiety and to instill confidence for hard training at the time of induction.
- Gender sensitization programmes
- Introduction of the Springboard Training Programme for the women trainees
- Exemption from strenuous drill and other field duties during pre natal and post natal stages.

The global experience in training of police is still ahead of what is contemplated by the BPR&D. Even the suggestion of Gazetted Police Personnel about the required KSA set for non-Gazetted police personnel as detailed out in section 5.3.2 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.
- ✓ 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.

6.4 SUGGESTIONS FOR FURTHER RESEARCH

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.

