

PREFACE

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 nature of police functioning is increasingly getting dependent on factors like complexion of political regime, social ethos, cultural set up, criminal justice system and economic conditions of the country. 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.

The study resorts to a consortium of theoretical constructs namely the 'Systems Approach'(Stufflebeam's 'Context, Input, Process, Product' (CIPP) model and Bushnell's 'Input-Process-Output (short term) –Outcome (long-term)' model; Gagne-Briggs' the 'Instruction design model and Brinkerhoff's six stage model on 'the Instruction Systems Design Training Cycle. Donald L. Kirkpatrick's training evaluation model indicating training evaluation at Reaction, Learning, Behaviour and Results levels has been adopted.

The research questions addressed to the issues like the forms and structure of foundational or basic and in-service training courses and their duration and appropriateness; the pedagogical methods followed by the trainer to train the participants; the gap between training acquired and required for actual performance of duties; the adequacy of prevailing infrastructure facilities, inputs, feedback mechanism and the research base for enhancement of training quality; and finally the organization of training programme as a subsystem of integrated HRD.

The training effectiveness as laid down in the four hypotheses is considered dependent on the degree of consonance between the training offered and operational duties of the trainees; trainers' training abilities supported by adequate infrastructure and strong training policy as a part of human resources and corporate policy and 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. Above all, the study assumed that 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.

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. The respondents are purposively selected from top echelons of police administration, the Gazetted police personnel who implement the training function, the trainers and the non-gazetted trainees drawn both from In-Service and direct Recruit categories.

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, the non-gazetted personnel 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 has been 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 this count the training imparted to the Non Gazetted police personnel is not effective to the desired level.

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 out 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 as 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.

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.

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.

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 function is not effective.

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 Human Resource 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 Human Resource Development 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.