

*Study Report Submitted to*  
**Sardar Vallabhbhai Patel National Police Academy**



**QUALITY AUDIT OF**  
**SARDAR VALLABHBHAI PATEL**  
**NATIONAL POLICE ACADEMY**

*A Study Conducted by*  
**Dr. Nirmalya Bagchi**  
**Associate Professor**  
**Administrative Staff College of India, Hyderabad**

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Leadership through Learning

*"The College is the first institution of its kind in India. It has no precedents to look back upon but has an inspiring example to set for future generations. It has to build itself and build others. It has to create among its alumni that love and reverence for their alma mater which are at once the pride and heritage of an educational institution. May it secure all this from the devotion and attention of its inmates...."*

**- Sardar Vallabhbhai Patel**

## AUTHOR OF THE REPORT

**Dr. Nirmalya Bagchi, Administrative Staff College of India**

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## STUDY TEAM

### Team Leader

**Dr. Nirmalya Bagchi**, Associate Professor, Administrative Staff College of India, Bella Vista, Raj Bhavan Road, Hyderabad 500082

### Team Member

**Dr. M. Chandrasekhar** (on lien)

Administrative Staff College of India, Bella Vista, Raj Bhavan Road, Hyderabad 500082

## RESEARCH SUPPORT

- **Mr. P Venu Gopal**, ASCI
- **Mrs. Katyayani P.N.S**

## SECRETARIAL ASSISTANCE

**Mrs. Venkata Ramani**

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## 1.0 INTRODUCTION

Sardar Vallabhbhai Patel National Police Academy is the premier police training institution in India for imparting basic training to the new entrants to the Indian Police Service (I.P.S.). The Academy also conducts In-service training courses for officers of different ranks as part of their career development, need-based short-duration thematic courses, seminars, and workshop on professional subjects for various levels of police officers.

### 1.1 QUALITY AUDIT

The Academy functions under the Ministry of Home affairs (MHA), Government of India, and with the approval of MHA, the Academy, vide its letter No.34011/6/2009-10/HS-QA dated May 31, 2010, assigned the task of a Quality Audit of the activities of the Academy to the Administrative Staff College of India (ASCI).

#### SCOPE OF THE WORK

The assignment to ASCI is intended to improve the quality of training in the Academy, so that the training could reflect needs of the participants in a better way and would help the Academy measure the quality of its offerings and also help it in benchmarking such offering vis-à-vis other premier training institutions. The quality audit is to look into the following aspects:

- (1) Syllabi and its appropriateness
- (2) Pedagogy
- (3) Faculty
- (4) Organization structure
- (5) Governance
- (6) Physical Infrastructure
- (7) Utilization of existing resources
- (8) Learning environment
- (9) Outputs and Outcomes

### 1.2 THE ACADEMY: A HISTORICAL PERSPECTIVE

As a result of the recommendations of the All India Police Commission of 1902-03, Police training colleges in the erstwhile provinces of India under British Raj were established in the first decade of the century for training of the officers of and above the rank of sub-inspectors. The Probationary Officers of the Indian Police (I.P.), who were directly recruited under British regime, did not, therefore, receive any formal centralized training<sup>1</sup>.

<sup>1</sup> They were attached for a short period in their respective provincial Police Training College and the training was not based on any uniform pattern or system. They learnt the job of Superintendent of Police of the district in which they were attached.

After Independence, Sardar Vallabhbhai Patel, the first Union Home Minister emphasized the importance of having a ring of services, which will keep the country intact under a Federal Constitution. He said, '..... the Union will go, you will not have a united India, if you do not have a good All India Service, which has the independence to speak out its mind.....'. Thus was born the Indian Police Service<sup>2</sup> (I.P.S.) as an All India Service<sup>3</sup>, under the provision of Article 312 of the Constitution of India<sup>4</sup>.

The constitution of the Indian Police Service necessitated a common pattern of police training for imparting induction training to the new entrants to the IPS, who were drawn from all regions of the country and different strata of society. Therefore, for training them at a centralized institution, the Central Police Training College<sup>5</sup> (CPTC) was established in Mount Abu (Rajasthan) on 15th September, 1948. This idea of setting up a centralized training institution for I.P.S. was the brainchild of Sardar Vallabhbhai Patel<sup>6</sup>. In 1971, a Committee on Police Training, with Dr. M.S. Gore as Chairman, with many professional and other experts as members, was set up by the Government of India to go into all aspects of the training of police officers in the country. The Committee recommended that the National Police Academy should shift from Abu to any suitable central location<sup>7</sup>, which can provide the supporting infrastructure needed for such an institution. Hyderabad was selected as an ideal location and the Academy was renamed after Sardar Vallabhbhai Patel<sup>8</sup>.

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2 The State Police Service (SPS) officers are also inducted into IPS on promotion at the prescribed percentage of the total strength of each cadre.

3 The directly recruited IPS officers are assigned to the different State cadres. There is no separate cadre of IPS officers for the Central Government. To occupy the posts under the Central Government or in Central Police Forces / Central Police Organizations, officers are drawn from the various State cadres on deputation depending upon requirement.

4 This Service is the successor service to the Indian Police (I.P.) that existed during the pre-Independence era. The All India character of the service gives the members of the service a unique advantage of handling special problems in the States within the overall perspective of national unity and integrity. The recruitment and conditions of the Indian Police Service (IPS) are governed by the provisions of the Indian Police Service (Recruitment) Rules, 1954. These Rules are framed under Sub-section (4) of Section 3 of the All India Services Act, 1951. The Government of India, in consultation with the State Governments, decides total intake for direct recruitment to IPS in each year, and they are recruited through the Civil Service Examination conducted by the UPSC. The Ministry of Home Affairs (MHA) is the cadre controlling authority of the Indian Police Service. The MHA is responsible for all policy decisions relating to the service conditions, including recruitment, training, cadre structure, allocation of cadre, confirmation in service, pay and allowances, posting on central deputation, disciplinary matters, etc., under various notified Rules.

5 The CPTC was renamed as National Police Academy in May 1967 as a befitting token to the memory of Sardar Patel, who had the foresight and dynamism to think in terms of all-India level Police Service, the Academy was named after him in November 1974.

6 Through this measure, he forged a new unity of purpose and professional competence, which provided the needed protection to the national fabric. In a message to the CPTC, Sardar Patel had said, "The College is the first institution of its kind in India. It has no precedents to look back upon but has an inspiring example to set for future generations. It has to build itself and build others. It has to create among its alumni that love and reverence for their alma mater which are at once the pride and heritage of an educational institution. May it secure all this from the devotion and attention of its inmates....". These words have guided the functioning of this institution.

7 Since the Government of India had proposed at one time earlier to shift the Academy to Hyderabad and land was acquired and a number of buildings also constructed there, but the proposal was subsequently dropped, the Academy took up the matter with Government of India and finally it moved from Abu to its permanent abode at Hyderabad in February 1975.

8 The Sardar Vallabhbhai Patel National Police Academy is, therefore, the premier police training institution in the country for imparting basic training to the new entrants to the Indian Police Service (I.P.S.) and also for conducting In-service Courses for I.P.S. Officers of various ranks as part of their career development. The Academy is situated eight kilometres from the historic city of Hyderabad, on Hyderabad-Bangalore Highway, and spread in a sprawling campus of over 275 acres of land.

## VISION & MISSION

### The Mission Statement of the Academy is:

*The primary purpose of the Sardar Vallabhbhai Patel National Police Academy is to prepare leaders for the Indian Police, who will lead/command the force with courage, uprightness, dedication and a strong sense of service to the people.*

*The Academy will endeavour to inculcate in them, such values and norms as would help them serve the people better. In particular, it will try to inculcate integrity of the highest order, sensitivity to aspirations of people in a fast-changing social and economic milieu, respect for human rights, broad liberal perspective of law and justice, high standard of professionalism, physical fitness and mental alertness.*

*The Academy will be a focal point for training of the trainers of police training institutions all over the country and will provide consultancy services to sister training institutions for improving their management of training function.*

*The Academy will be a centre for research studies on police subjects and will expand its resource base through tie-ups with similar institutions in and outside the country.*



## PRESIDENT'S COLOURS

In recognition of the outstanding achievements of the Academy and its service to the Nation, the Academy received the President's Colours on its 40th Anniversary on September 15, 1988.

Figure 1: The President's Colors of the Academy



### 1.3 TRAINING ACTIVITIES AT SVPNPA

Training is the main activity of SVPNPA. However, along with training, SVPNPA is also involved in several other professional activities like research on police work, organizing seminars on important issues, etc. The training programmes now conducted at the Academy are the Basic Course for IPS Probationers, three mandatory In-service Mid-Career Training Programmes (MCTP) for IPS officers of the rank of SP, DIG and IG levels, IPS Induction Training Course for State Police Service Officers, Training of Trainers' Courses for the trainers of various police training institutions in the country, Tactics Course for officers of the rank of SP from the States and CPOs., and short-duration specialized thematic Courses, Seminars and Workshops on professional subjects for all levels of police officers. Foreign police officers and other officers belonging to Army / IAS / IFoS / IRS / Customs / Judiciary, Public Sector Undertakings, Nationalized Banks, Insurance Companies, Tata Administrative Services etc., also attend various specialized courses conducted by the Academy from time to time.

Since its inception in September 1948, the Academy started conducting the Basic Course<sup>9</sup> for the new entrants to the Indian Police Service<sup>10</sup> (I.P.S.) selected through the competitive examinations by the Union Public Service Commission every year. As per the recommendations of the Gore Committee on Police Training, a training programme (Top Management Development Programme) for the officers of the level of D.I.G. and above was introduced in 1979. Also, as per the recommendations of the Gore Committee, Training of Trainers' Wing was created at the Academy in 1981 and the Academy started conducting the Training of Trainers Courses for the

9. The Advanced Course, the first In-service Course for I.P.S. Officers of the level of Superintendent of Police, was introduced in the Academy in 1960. The duration of the Course was for 6 months and 2 Courses were conducted in a year. The Course was renamed later as Senior Officers' Course with the duration of 16 weeks and subsequently to 14 weeks, and 3 Courses were conducted in a year. In pursuance of the directives of former Prime Minister, Shri Rajiv Gandhi, with regard to providing structured training opportunities at relevant stages in the career of I.P.S. Officers, as part of their career development programme, the Senior Officers' Course and the Top Management Development Programme were integrated and restructured in 1986, as three Management Courses – Junior Management Course for I.P.S. Officers with 6 to 10 years of service, Senior Management Course for I.P.S. Officers with 10 to 16 years of service, and Top Management Course for I.P.S. Officers with over 16 years of service. The Courses were renamed as Level-I, Level-II and Level-III Management Course, respectively in 1990 with the approval of the M.H.A.

10. In addition, the Academy also imparted training to the officers inducted to the I.P.S. through the Special Recruitment Board (S.R.B.) in seven successive batches between 1948 and 1952.

trainers of various police training institutions in the States as well as of the Central Police Organizations from 1982.

As per the provisions in the I.P.S. (Probation) Rules, a 6-week I.P.S. Induction Course for State Police Service Officers (S.P.S.) was also introduced in 1995. A Committee was set up by the Government of India in June 1999 under the Chairmanship of Shri Satish Sahney, IPS (Retd.) to review the compulsory in-service training of I.P.S. Officers. In 2002, the Government of India accepted the recommendations of the Committee<sup>11</sup> and requested the State Governments to nominate eligible officers for the above Courses on the basis of the programme circulated by the Academy<sup>12</sup>.

In view of the new challenges to policing in the country and as per directives of the Prime Minister, Shri Manmohan Singh, the Ministry of Home Affairs decided to introduce Mid-Career Training Programme (MCTP) for IPS Officers, attendance at which would be a mandatory requirement for promotion/ drawing of next increment at certain stages in an Officer's career. The Academy started conducting these three programmes from 2010.

As stated earlier, the Academy has also been conducting several need based short duration thematic courses, seminars and workshops on professional subjects for the benefit of all levels of IPS officers in the field, to help them update their knowledge and skills for improving their day-to-day administration. Foreign police officers and other officers belonging to IAS/IFOs/Army/Judiciary, Public Sector Undertakings, Nationalised Banks, Insurance Companies, Tata Administrative Services etc. also attend various specialized courses conducted by the Academy from time to time.

Thus, the training courses conducted at the Academy every year are:

- Basic Course for IPS Probationers (in two phases - Phase-I and Phase-II)
- Mid-Career Training Programme (MCTP) for IPS Officers for S.Ps (Phase-III), D.I.Gs (Phase-IV), and I.G.Ps./A.D.G.Ps. (Phase-V) .. 3 Courses
- IPS Induction Training Course for SPS Officers .. 2 Courses
- Training of Trainers' Course, Training Administrators' Course and Management of Training Course .. 3 Courses
- Short duration thematic Courses, Seminars & Workshops on professional subjects as identified every year

Details of the training activity of the Academy are given in Annexure 1

<sup>11</sup>The terms and conditions of the Committee included continuance or modifications in the In-service compulsory training of I.P.S. Officers, if any, and any new course that need to be added. The Committee identified the following courses with specific target groups:-

- |   |           |
|---|-----------|
| • Senior Officers : Level-I : Leadership Development Programme for SPs              | (3 weeks) |
| • Senior Officers: Level-II: Management Development Programme for DIGs              | (2 weeks) |
| • Senior Officers : Level-III: Strategic Management Programme for IGs               | (1 week)  |
| • IPS Induction Training Course for SPS Officers for IPS (SPS) officers of SP level | (6 weeks) |

<sup>12</sup> However, the responses received from some of the State Governments were found to be very poor and hence attendance of the officers in these Management Courses has been inadequate. Less number of nominations is attributable to non-existence of the link between attendance at these in-service courses and the career progression of participants with special reference to promotion to the next higher ranks, release of next increment, etc.

#### 1.4 RESEARCH AND DEVELOPMENT AT SVPNPA

To keep abreast and to catch up with the current trends in applied sciences and technology to police work, research is inevitable and the Academy faculty, in addition to its training functions, has been constantly endeavoring in research and developmental activities<sup>13</sup>. The Academy awards a Research Fellowship annually, with the aim of promoting systematic study on contemporary problems of policing<sup>14</sup>. A major research project on Cyber Crime, assigned by the Ministry of Information Technology, was an important milestone in the research activities of the Academy.

The Academy has signed a Memorandum of Understanding with the Osmania University, Hyderabad and another with the Tata Institute of Social Sciences, Mumbai for faculty exchange and collaborative work in education and research for mutual benefit of the two institutions.

Notable research done at the Academy is given in Annexure 3.

#### POLICE FELLOWSHIP SCHEME

The Academy has a corpus fund of about Rs.12 lakhs constituted from the donations received from I.P.S. Officers and some State Governments under the Police Research Fellowship Scheme, the interest of which is utilized for awarding Fellowship to serving and retired police officers to undertake one research project @ Rs.80,000 each every year. (The amount has been enhanced to Rs.1,00,000/- from 2002).

#### RESEARCH PROJECTS SPONSORED BY DOPT, BPR&D, NHRC, ETC.

The Academy faculty undertakes Research projects sponsored by the Department of Personnel & Training, Bureau of Police Research and Development, National Human Rights Commission, Ministry of Information Technology, etc. The expenditure for undertaking the Research Projects worked out on the basis of the volume and the depth of the studies is met by the sponsoring authorities.

#### RESEARCH PROJECTS SPONSORED BY GOVERNMENT OF MADHYA PRADESH

During his visit to the Academy on 23rd June, 2001, the Hon'ble Chief Minister of Madhya Pradesh, announced a donation of Rs.5 lakhs for taking up research projects on police sciences, cyber crimes, etc. by the Academy.

#### GOLDEN JUBILEE FELLOWSHIP SCHEME

The M.H.A., Government of India, sanctioned undertaking research projects under the Academy Golden Jubilee Fellowship Scheme in 1998. On finding the usefulness of the scheme, the M.H.A. has accorded approval for continuation of one Golden Jubilee Research Fellowship each for a further period of 5 years (2004-05 to 2008-09) at an annual expenditure of Rs.1.5 lakhs.

13. Besides independent research activities, other research studies sponsored by the Department of Personnel & Training, Bureau of Police Research & Training, etc., are also undertaken by the Academy faculty. Some of the faculty members have been guiding research projects taken up by the police officers.

14. In addition, the Academy has produced a large number of research reports on emerging issues of policing, taken up for syndicate studies by participants of long duration in-service courses. These research reports serve as a valuable data bank and rich resource material for researchers as well as field practitioners in policing.

## 1.5 OTHER ACTIVITIES

### ACADEMY BOARD

On 20th May, 1976 the Sardar Vallabhbhai Patel National Police Academy Board<sup>15</sup>, with the Union Home Secretary as Chairman and senior public servants, eminent educationists and experts on public and police administration as members. The functions of the board are given in Annexure 2.

The term of the Board is for a period of 3 years or till reconstitution of the Board whichever is later. The MHA, therefore, issues orders reconstituting the Board whenever the term expires.

### SARDAR VALLABHBHAI PATEL MEMORIAL LECTURE

The Academy has been organizing, annually, since 1984, Sardar Vallabhbhai Patel Memorial Lecture by inviting eminent personalities to speak on selected topics. The first Memorial lecture was delivered by Shri B.K.Nehru, H.E., the Governor of Jammu & Kashmir on 'All India Services' in 1984.

### PRIME MINISTER'S SILVER CUP ESSAY COMPETITION

The Academy has been conducting the Prime Minister's Silver Cup Essay Competition, annually, since 1976, with a view to promoting intellectual and literary activities amongst the police officers and aiding in the development of better police-public relations. The competition is open to all serving police officers and men of India and abroad, including those serving in Central Police Organisations. A specific topic relating to policing is chosen each year as the subject matter for the essay competition.

### PUBLICATIONS

The Academy publishes a Journal and a Newsletter. The SVP National Police Academy Journal, a half-yearly publication, carries articles authored by eminent academics as well as professionals in different areas of interest to police and field practices of policing. The quarterly newsletter of the Academy carries glimpses of its activities and is mailed to a large number of institutions and individuals including every serving IPS officer in the country.

The Academy also brought out a large number of books and monographs on police subjects, including 5 volumes of good practices in Policing, Training, Welfare, Gender Issues and Community Policing.

## IMPORTANT EVENTS

### REPUBLIC DAY AND INDEPENDENCE DAY CELEBRATIONS

The Republic Day celebrations include a ceremonial parade by the IPS probationers. The Independence Day celebrations also include with a ceremonial parade and hoisting of the National Flag followed by PT display and other games.

15. On the recommendations of the Estimates Committee of Parliament, which visited the Academy in the early 1976, the Government of India, vide M.H.A. Office Order No.1/28/76-Trg./BPR&D

### COMMEMORATION DAY PARADE

Every year, on 21<sup>st</sup> October, all police forces in the country organize a Commemoration Day Parade in memory of the police martyrs who laid down their lives at the altar of duty during the preceding one year. The parade includes the reading of the Roll of Honour of police martyrs, laying of wreaths at the Martyrs' Memorial as a tribute to the departed souls and volley fire followed by the playing of the National Anthem by the Board, as a mark of respect to the police martyrs. On this solemn occasion, all faculty members and staff, IPS Probationers are present on the parade to pay their respect to the martyrs.

### FOUNDER'S DAY PARADE

Sardar Vallabhbhai Patel's birth Anniversary on October 31 is celebrated as the Founder's Day of the Academy.

### ACADEMY ANNIVERSARY WEEK CELEBRATIONS

The Academy was established as Central Police Training College at Mount Abu on September 15, 1948. Every year the Academy celebrates 15th September as its Anniversary Day and organises various programmes and events during the one-week preceding the Anniversary Day. The various programmes and events include Painting Competition, Debating Competition and Elocution Competition for the children of different age groups; Clean House and Clean Block Competition for Karamdham (Site-A) residents, Painting/Photography Competition, and Exhibition for the Probationers; Cultural Programme by the Probationers; Club Evening and performance by invited artists; Kavi Sammelan in Hindi, Bada Khana, etc.

### ACADEMY WEEK CELEBRATIONS

On completion of Phase-I basic training of I.P.S. Probationers in the Academy, it is customary to organize on a Passing Out (Dikshant) Parade of I.P.S. Probationers every year. Normally, very important personalities like the President of India, Vice President of India, the Prime Minister of India, Home Minister of India, or Governors and similar dignitaries are invited to review the parade.

### DIRECTOR'S MONTHLY PARADE

A Director's parade is held every month in the Academy. The IPS Probationers and uniformed staff of the Academy participate in the Parade. To appreciate the initiative and hard work done by the staff of the Academy, a 'Performer of the Month' award is given to those employees of the Academy whose performance has been outstanding during the preceding month.

## 2.0 METHODOLOGY

The methodology adopted for the study included both quantitative and qualitative techniques. A survey of the existing literature was conducted initially to understand the issues and best practices of training in police. A set of relevant documents were also collected from NPA (see Annexure 5 for details). A Focused Group Discussion (FGD) was held and a pilot questionnaire administered to senior police officers of ADGP/DGP rank (MCTP Phase V participants at NPA in 2010) to identify the attributes and qualities required for a good police officer and also to fine tune the questionnaire. Surveys were conducted to collect data (through questionnaires) on the perception of Basic Course participants and their would-be supervising officers i.e. SPs (these officers are the supervising officers of the Basic Course participants and are hence in a way they are the customers of the product of NPA) about the quality of training at NPA. Instead of floating a national survey, the team collected the responses of these would-be supervising officers from a similar group when they attended in service training at NPA, MCTP Phase III. Two categories of such officers were identified, regular recruit (RR) officers and promoted to IPS rank from state police service (SPS) and their responses on the quality of basic course training at NPA was recorded.

The questionnaires were developed in consultation with NPA and the questionnaires were floated and collected with the support of NPA faculty members. The team is grateful for this support to the respective course directors at NPA. To get a 3600 view of the quality of training programme at NPA, surveys were also conducted on senior officers (MCTP Phase IV participants at NPA), former directors, and former faculty members of NPA. Data on the availability and suitability of enabling factors and infrastructure was collected from the records maintained at NPA in different departments.

All this data was then analyzed and insights derived from them. A physical audit of the academy was also conducted with a team of external experts. Discussion was also held with the present faculty members to get more insights into the quality of training.

The analyzed data was then converted into scores and put in a framework modeled on the popular EFQM framework.

In order to gain more insights into the quality of training at NPA, an importance performance analysis was also performed. Initially, a set of attributes that make a good police officer was identified after discussion with senior police officers of MCTP Phase V batch of 2010 at NPA, former directors of NPA and other retired senior police officers. The set of attributed that the team identified were

- Leadership
- Teamwork
- Honesty
- Compassion
- Decisiveness
- Strength & Stamina
- Mental Alertness
- Knowledge
- Trustworthiness
- Creativity & Imagination

- Cheerfulness
- Broad Outlook
- Flexibility

These attributes were then rated by successive groups of participants at NPA on two counts. One on their perception of importance of the attribute for a good police officer and second, on their perception of importance given by NPA in developing the attribute or rather, the performance of NPA in developing this attribute. The ratings are then plotted using standard statistical software. The mean values of all the attributed for importance scale and performance scale is also plotted for the entire group, which divides the entire plot into 4 parts. Each part signifies some meaning and the entire plot gives a great deal of insight into the performance of NPA in training.

## 2.1 DATA COLLECTION & TIMELINES

Different structured questionnaires were designed in consultation with the Academy and administered to the following stakeholders:

- (1) A pilot questionnaire was developed and administered on 14th July, 2010 to 8 selected participants of Mid-Career Training Programme (MCTP) – Phase V on 16th July, 2010.
- (2) A questionnaire (basic course questionnaire) was administered to 112 IPS Probationers of the 62 RR batch on the eve of their completion of 46 weeks Phase-I (22.12.09 – 29.10.10) basic training in the Academy on 25th October, 2010.
- (3) A questionnaire was administered to 97 participants of the MCTP – Phase IV on 27th & 28th December, 2010.
- (4) The basic course questionnaire was administered to 87 IPS officers of 60 (2007) RR and 88 IPS officers of 61 (2008) RR batch (total 175) who are, after completion of their training in the Academy, presently serving their respective States of allotment as Assistant Superintendents of Police (ASPs) / Sub-Divisional Police Officers (SDPOs), through their respective DGPs. NPA helped in the process and the filled in questionnaires were received by the study team on 13th January, 2011.
- (5) A separate questionnaire was also administered to 27 former faculty members, who served the Academy during the last 10 years, by mail on 13th January, 2011.
- (6) A separate questionnaire was also administered to 6 former Directors of the Academy by mail on 13th January, 2011.
- (7) A questionnaire was administered to 114 participants of MCTP – Phase III (IPS officers of the rank of SP with 7 – 9 years of service) during their programme in the Academy on 25th February, 2011
- (8) The basic course questionnaire was administered to 142 IPS Probationers of 63 RR (2010) batch presently under Phase-I training in the Academy from 28.12.10 – 31.10.11 in March – May 2011.
- (9) Physical audit of the activities and infrastructure facilities of the Academy was held on August 4, 2011.

In all, the participants of the following groups responded to the survey questionnaires:

- Basic Course: 60 RR, 61RR, 62 RR and 63 RR - trainee officers
- MCTP Phase III: SP rank officers
- MCTP Phase IV: DIG rank officers
- MVTP Phase V: IG/ADG rank officers
- Former Directors: DG rank officers
- Former Faculty Members: officers of different ranks

## 2.2 THE REPLIES TO THE QUESTIONNAIRES RECEIVED

Category	Administered	Replies Received
IPS Probationers 60 & 61 RR	175 (mailed)	56 (23 – 60 RR + 33 – 61 RR)
IPS Probationers 62 RR	112	107
IPS Probationers 63 RR	150	85
MCTP – Phase V	8 Selected participants	8
MCTP – Phase IV	97	78
MCTP – Phase III	114	77 (38 – RR + 39 – SPS)
Former Directors	6 (mailed)	4
Former Faculty members	27 (mailed)	10

Data was collected from the different stakeholders on the following aspects of quality of training at NPA:

- (1) Syllabi and its appropriateness
- (2) Pedagogy
- (3) Faculty
- (4) Organization structure
- (5) Governance
- (6) Physical Infrastructure
- (7) Utilization of existing resources
- (8) Learning environment
- (9) Outputs and Outcomes



### 3.0 RESULTS OF ANALYSIS OF DATA

The analysis of data is presented in this chapter in the following sections

- Section 1 - contains the analysis of responses of the Basic Course participants and MCTP phase III participants. This is one of the most important and exhaustive sections of the chapter as it contains insights into the perception of quality amongst the trainees (participants of Basic Course) and their would-be supervisors. The analysis is presented in greater details in the sub sections where each aspect of quality of training of basic course participants have been analyzed in granular details.
- Section 2 contains the analysis of responses of senior officers of the MCTP Phase IV and Ex- Faculty members
- Section 3 contains the analysis of responses of a select group of MCTP Phase V participants former directors of the Academy
- Section 4 contains the analysis of responses of common citizens
- Section 5 contains the analysis of data presented in the EFQM format
- Section 6 contains the analysis of the suitability of teacher-student ratio and the comments about the physical audit of NPA

#### 3.1 SECTION 1: ANALYSIS OF RESPONSES OF BASIC COURSE AND MCTP PHASE III PARTICIPANTS

Based on the responses received from the different batches of respondents of basic course as well as different groups of senior officers (the would-be supervisory officers of the basic course participants) on *Basic Course training at NPA*, analysis of the data was performed. As many respondents had failed to respond to many questions in the questionnaire, those questions that had more than 20% missing values were eliminated from the analysis altogether to avoid erroneous results. This limited the number of questions to 35, on the basis of which this analysis is presented. Also, the analysis is based on different groups of respondents and their difference in perception of the quality of training at NPA. In this exercise, the responses of the following groups of respondents (samples of each group were taken independently) were analyzed:

- Basis Course (which included the respondents from the batches 60 RR, 61 RR, 62 RR and 63 RR)
- 60-61 RR (which included only the respondents from the basic course training batches of 60 RR and 61 RR at NPA. The responses of these officers were received after having being routed through their respective state governments)
- 62-63 RR (which included only respondents from the basic course training batches of 62 RR and 63 RR at NPA. The responses of these trainees were collected directly from a survey at NPA and with the help of the course director of basic course at NPA)
- 63 RR (which included only respondents from the basic course training batches of 63 RR at NPA. The responses of these trainees were collected directly from a survey at NPA and with the help of the course director of basic course at NPA)

- MCTP (which included respondents from MCTP phase III RR of the batch of the year 2011 at NPA and MCTP phase III SPS of the batch of 2011 at NPA, MCTP phase IV of the batch of the year 2010 at NPA. The responses were collected directly from a survey at NPA)
- MCTP III RR (which included only the regular recruits i.e those officers who have joined directly as IPS officers in service; of the MCTP phase III batch of 2011 at NPA)
- MCTP III SPS (which included only the state police service i.e officers who have been promoted to IPS rank from state police service; of the MCTP phase II batch of 2011 at NPA)
- Male (included only male respondents)
- Female (included only female respondents)

The difference in the perception of quality of training at NPA between the different respondent groups was analyzed with *t-test* for independent samples. This difference of perception was also analyzed for each parameter/aspect of quality of training, as given below:

- Syllabi and its appropriateness
- Pedagogy
- Faculty
- Organization structure
- Governance
- Physical Infrastructure
- Learning environment
- Outputs and Outcomes

Each aspect of quality of training at NPA as given above, is analyzed after categorizing and clubbing relevant questions from the questionnaire into each of the quality aspect baskets. The annexure 3, gives the categorization of the questions based of each aspect of quality of training at NPA.

The difference in perception of quality with regard to each parameter/aspect is found to be statistically significant in some cases and not significant in many others. With regard to the different parameters of quality, the analysis of difference of perception between the groups revealed that in as many as 14 pair wise comparisons,

TABLE 1: RESULTS OF T-TEST FOR THE DIFFERENT COMPARISON PAIR GROUPS

Parameter/Aspect of Quality	Basic Vs. MCTP	Basic Vs. MCTP III RR	Basic Vs. MCTP III SPS	MCTP III RR Vs. MCTP III SPS	60-61 RR Vs. 62-63 RR	Male Vs. Female	63 RR Vs. MCTP III
Syllabus	NS	NS	NS		NS	NS	NS
Pedagogy	NS				NS	NS	
Faculty		NS			NS	NS	
Governance	NS		NS		NS	NS	NS
Learning Environment	NS	NS			NS	NS	NS
Organization Structure	NS	NS	NS	NS	NS	NS	NS
Output and Outcomes	NS		NS		NS	NS	NS
Physical Infrastructure		NS		NS	NS	NS	NS

Note: The Cells in Blue with NS written inside represent **Not Significant** difference in perception between the corresponding groups and the Blank Cells is Red represent **Significant** difference between the corresponding groups.

### 3.1.1 OVERALL CONSOLIDATED ASSESSMENT

The overall consolidated mean for the responses to the 35 questions is 3.5149 (in a scale of 1 to 5). The total number of respondents was 403. Figure 2, shows the overall distribution of scores given by the respondents. Considering the fact that the respondents are uniformed officers, there may be a bias towards reporting a better state of affairs in all aspects of quality than it actually is. The scores will have to be viewed in this context.

Also when a *t-test* was performed after consolidating all the aspects of quality between the groups 63 RR and MCTP III, the test results showed a significant difference (at 95% confidence interval) in the perception of quality between these two groups. The MCTP III group had a lower mean score of 3.4780 (std.dev of 0.21) for the overall quality of the NPA training than the trainee group with a mean score of 3.6205 (std. dev. Of 0.17), indicating that the MCTP III group was expecting higher quality from NPA. Since the MCTP phase III respondents will in a way supervise the work of the trainees after they pass out of NPA, it indicates that the supervising officers have greater expectation about the quality of training at NPA, than the trainees and that their expectation is differing with the expectation of the trainee group.

Since the MCTP phase III participants are also in a way, the customers of the products of NPA, this significant difference in the perception of the two groups is a wakeup call for NPA to improve the overall quality of training for all the factors: a)Syllabus, b)Pedagogy, c)Faculty, d) Organisational Structure, e)Governance, f)Learning Environment, g)Physical Infrastructure h) Utilization of Existing Resources, and i) Outputs & Outcome.

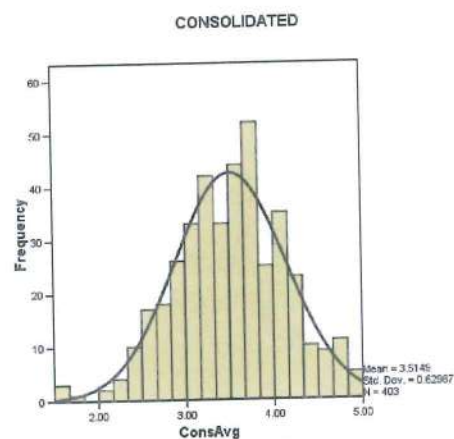


Figure 1: Distribution of scores for overall consolidated assessment

3.1.2 SYLLABUS AND ITS APPROPRIATENESS

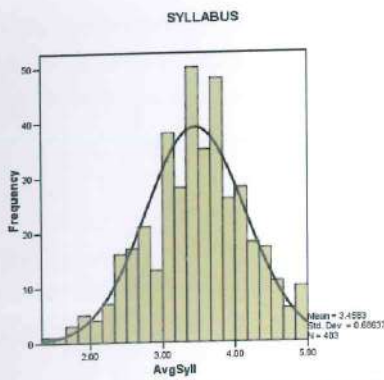


Figure 2: Distribution of scores for Syllabus

Syllabus aspect of the quality of training at NPA was analyzed after clubbing 15 questions of this category together. Analysis of the responses of all the groups together for "Syllabus aspect of quality" indicates that the mean is 3.4583 and standard deviation is 0.6863.

TABLE 2: RESULTS OF T-TEST FOR SYLLABUS

	MCTP III RR Vs. MCTP SPS
Syllabus	Significant at 95% (3,2164, 3.6687)

When different groups were compared, all of them showed not-significant difference when compared with *t test* at 95% except for the comparison between MCTP phase III-RR and MCTP phase III (SPS), wherein we found that the MCTP phase III (SPS) have a perception of higher quality of the syllabus at NPA than MCTP phase III RR as evident from the mean scores of the two different groups. The table 2 shows the means values of the MCTP III RR and the MCTP III SPS groups. The rest of the groups that were compared returned not significant difference meaning that there is no statistical difference on the perception of quality for the syllabus aspect between the different comparison groups. Over all the mean of syllabus is at 3.45 which is in line with the overall perception of quality as given in earlier section. However, for a centre of excellence like NPA the overall mean score of 3.45 over 5 is not a very high score considering that the respondents are uniformed officers, and hence there may be a bias of over reporting of quality and satisfaction of respondents towards a variable. Since the mean scores are not very high for MCTP III RR group, we can conclude that the overall satisfaction of participants this group with regard to the syllabus of the Basic Course is not good. However, the SPS group of the same batch reported higher satisfaction with regard to the quality of syllabus of the Basic Course. Some of the qualitative observations of respondents is given in the table below:

Table 3: Some of the important qualitative observations of respondents

Theoretical Knowledge	Practical Knowledge	Subject to be dropped	Positive points of the
More emphasis should be given on the following topics: <ul style="list-style-type: none"> <li>• Cyber Crime</li> <li>• Economic Offences</li> <li>• Cross border terrorism and insurgency</li> <li>• Corruption</li> <li>• Criminal and Special laws and State Laws</li> <li>• Facing judicial enquiry</li> <li>• Information and communication technology</li> <li>• Finance budgeting and accounts</li> <li>• Forensic Medicine</li> <li>• Stress Management</li> <li>• Managing the media, politicians and judiciary</li> <li>• Administration procedures, budgeting, service rules</li> <li>• Crowd management – planning operations and management</li> </ul>	More practicals and case studies should be given on the following topics: <ul style="list-style-type: none"> <li>• Investigating techniques</li> <li>• Basic policing and Community policing</li> <li>• Police station visits</li> <li>• Training of weapons and explosives</li> <li>• District practical training</li> <li>• Information and communication technology</li> </ul>	Certain subjects or topics should be curtailed or dropped from the syllabus: <ul style="list-style-type: none"> <li>• Riding</li> <li>• Krav Maga</li> <li>• Public order</li> </ul>	Some of the outstanding points to be mentioned about the syllabus are as follows: <ul style="list-style-type: none"> <li>• Knowledge of field craft tactics</li> <li>• Knowledge on law</li> <li>• Theoretical skills of handling criminal cases.</li> </ul>

### 3.1.3 PEDAGOGY

The pedagogy aspect of quality of training at NPA was analyzed after clubbing 3 questions of this category together. Analysis of the responses of all the groups together for pedagogy indicates that the mean is 3.1773 and standard deviation is 0.9235. The number of respondents is 325. It must be noted that the mean for this aspect is much lower than the overall mean score. This signifies that there is scope for improvement in pedagogy of training at NPA.

We find significant difference in the perception between Basic Course and MCTP III RR respondents, Course with MCTP III (SPS) respondents, MCTP III RR and MCTP III SPS respondents and 63 RR and MCTP III respondents. MCTP III RR seems to be less satisfied with pedagogy than the participants of the Basic Course. The difference is also significant for the comparison pairs Basic Course with MCTP III (SPS) group. However, in this case MCTP III (SPS) group seem to be more satisfied with the quality of pedagogy than the basic course participants. Of course, the difference between MCTP III RR & MCTP III SPS is also significant. MCTP III RR respondents reporting lower mean scores than MCTP III (SPS) respondents. The difference is also significant when 63RR group is compared with MCTP phase III group (as a whole). In this case the 63 RR basic course respondents reported high mean scores than MCTP participants. The table 4 given below, shows the comparison groups that show significant difference with their mean scores.

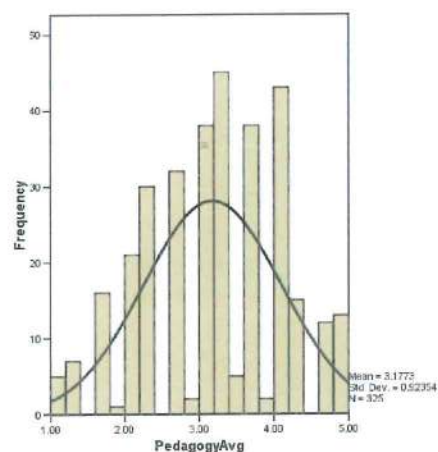


Figure 3: Distribution of scores for pedagogy

TABLE 4: RESULTS OF T-TEST FOR PEDAGOGY

	Basic Course Vs. MCTP III RR	Basic Course Vs. MCTP III SPS	MCTP III RR Vs. MCTP SPS	63 RR Vs. MCTP III
Pedagogy	Significant at 95% (3.1743, 2.8403)	Significant at 95% (3.1743, 3.5248)	Significant at 95% (2.8403, 3.5248)	Significant at 95% (3.6974, 3.1870)

Note: the figures in parenthesis represent mean values of each group in order

Some of the suggestions given by the respondents in order to improve the pedagogy are as follows:

- More simulation models and role play classes needs to be brought in
- Classes should also be in Hindi.
- Multimedia, animation and audio-visual aids should be used for the better understanding of the subject.
- E-learning needs to be promoted to reduce overburdening of faculty.
- Laptop should be given to each trainee permanently and they should be encouraged to maintain their own digital library.
- The batch size and the squad size should be reduced so that personal attention could be given to each member in the group.
- A parallel class of indoor and outdoor reduces mental alertness of the probationers especially during indoor classes. May be a full session of indoor and outdoor on a day can be thought of or working cycles may be changed which may improve efficiency.
- Phase-I can be shorter. Field training should be covered before a longer Phase-II. Without much field experience Phase-II is not meaningful.

### 3.1.4 GOVERNANCE

The means standard deviations are 3.62 and 0.78 respectively and the number of respondents are 325 as the graph indicates. Two questions were clubbed in this category.

The analysis of the data between various groups reflects not significant difference for all pair group comparisons, except for participants of basic course over MCTP III RR and in the comparison pair of MCTP III RR Vs. MCTP III SPS. The basic course participants reported a lower mean score over MCTP III RR and similarly, the MCTP III SPS group also reported lower mean scores than MCTP III RR group

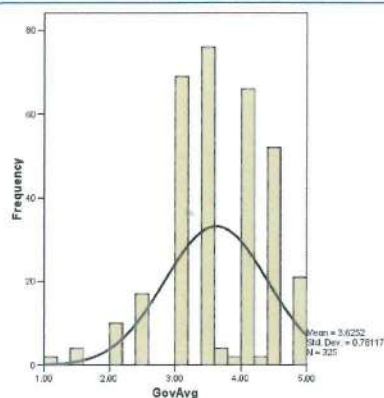


Figure 4: Distribution of scores for Governance

Table 5: Results if t-test for governance

	Basic Vs. MCTP III RR	MCTP III RR Vs MCTP III SPS
Governance	Significant at 95% (3.5972, 3.908)	Significant at 95% (3.908, 3.5278)

Some of the qualitative observations of the respondents are:

- Governance should be more bottom-up, focusing on the needs of the probationers.
- Governance should more friendly, so as to create a positive atmosphere for learning.
- Probationers should be also given a chance to take part in the governance.
- Use of latest technology would improve the efficiency of the governance.

### 3.1.5 LEARNING ENVIRONMENT

The mean and standard deviation for learning environment are 3.01 and 0.70 respectively and the number of respondents is 325 as the graph indicates. Three questions were clubbed into this category. This mean score is much lower than the overall mean score of 3.5419 indicating that there is scope for improvement of this aspect of NPA training. Three questions were clubbed into this category.

Table 6: Result of t-test for learning environment

	Basic Vs. MCTP III SPS	MCTP III RR Vs. MCTP III SPS
Learning Environment	Significant at 95% (2.9864, 3.2583)	Significant at 95% (2.9189, 3.2583)

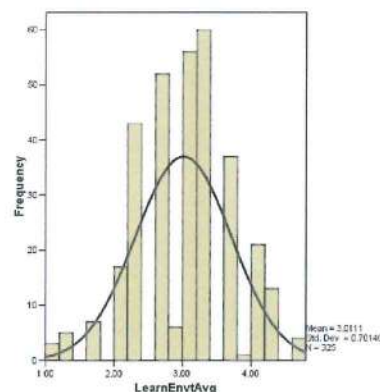


Figure 5: Distribution of scores for learning environment

The analysis of the data between various groups gives not-significant difference except for the comparison of groups basic course and MCTP III (SPS), and MCTP III RR Vs. MCTP III SPS. The basic course and the MCTP III RR groups reported a lower mean score over MCTP III (SPS). The table 6 given gives the mean score of the groups that throw significant difference results in t tests

Some of the qualitative observations of participants are:

- The learning environment needs to be made more interactive and participative.
- At this level, learning cannot be forced. It could be voluntary by providing good and well-researched lectures, which hold the interest of officers.

- Time should be given to probationers for doing self study and revision. Some library period should be introduced.
- Group-wise study and presentation would make the learning environment more interesting
- Indoor classes on Saturdays should be dispensed with and instead trainees be allowed free time for any debate / group discussion/ presentation on relevant policing issue

### 3.1.6 FACULTY

The mean and standard deviations for this aspect of training at NPA is 3.5455 and 0.7853 respectively and the number of respondents is 403. Three questions were clubbed in this category. The figure 7 given below gives the distribution of the responses.

When compared with Basic Course and MCTP as a whole the difference was significant at 95% confidence with MCTP participants reporting high mean scores. Basic Course when compared with MCTP III SPS group, also shows significant difference with MCTP III SPS group reporting much higher mean. However, when it comes to faculty Basic Course and MCTP III RR do not report any significant difference in their perception. However when MCTP III RR and MCTP III SPS participants were compared the difference was significant with MCTP III SPS reporting higher mean scores than MCTP RR group.

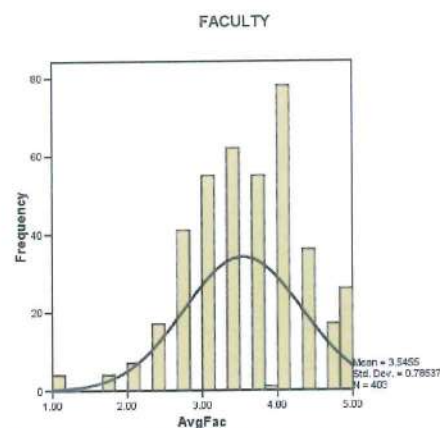


Figure 6: Distribution of scores of Faculty

Table 7: Results of t-test (significant groups only) for the faculty aspect of training at NPA

	Basic Course Vs. MCTP	Basic Course Vs. MCTP III SPS	MCTP III RR Vs. MCTP III SPS
Faculty	Significant at 95% (3.473, 3.6615)	Significant at 95% (3.473, 3.8547)	Significant at 95% (3.2575, 3.8547)

Note: the numbers in parenthesis represent respective mean scores of the groups.

Some of the qualitative comments by respondents are:

- Officers who are interested in teaching and research should only be recruited as faculty at NPA.
- More Subject Matter Experts and Career Academicians should be invited as guest faculty.
- Recruitment of the faculty should be based on the professional qualification, personality and behavior.
- There should be a good ratio of faculty-trainee.
- Faculty should have good communication skills and have an open mind so as to continuously learn and grow.
- The faculty has to be drawn proportionately from all parts of India.
- The posting of faculty at NPA should be made more attractive.

### 3.1.7 PHYSICAL INFRASTRUCTURE

The mean and standard deviation for physical infrastructure aspect of training at NPA are 3.838 and 0.6822 respectively and the number of respondents is 403 as the figure 8 indicates. The mean score for this aspect of training at NPA is higher than the overall mean score signifying a relatively better state of affairs vis-à-vis physical infrastructure.

**Table 8: Results of t-test (significant results only) for Physical Infrastructure (Note: the numbers in parenthesis represent the respective means scores of the groups)**

	Basic Course Vs. MCTP	Basic Course Vs. MCTP III SPS
Learning Environment	Significant at 95% (2.9864, 3.2583)	Significant at 95% (2.9189, 3.2583)

The perception of respondents over physical infrastructure when compared between Basic Course and MCTP III group shows significant difference at 95%. The difference is also significant when the groups. Basic Course and MCTP III SPS are compared. The table 8 given below gives the results of the t-tests for the groups that show significant difference.

Some of the qualitative observation of the respondents is:

- Classroom infrastructure for combined classes needs to be improved.
- Common rooms can be constructed on each floor of IPS Mess so that the trainees can meet in small groups and discuss various issues and assignments given to them.
- The contents in the library should be digitized and available online.
- Major problem in optimum utilization of physical resources could be solved by proper scheduling of classes.
- Academy should purchase 300-400 acres of land and develop tactics centre for induction courses and other vertical courses.
- Open one more campus of NPA in place like Delhi to meet the future requirement
- Academy should aspire for Deemed University status for police courses.

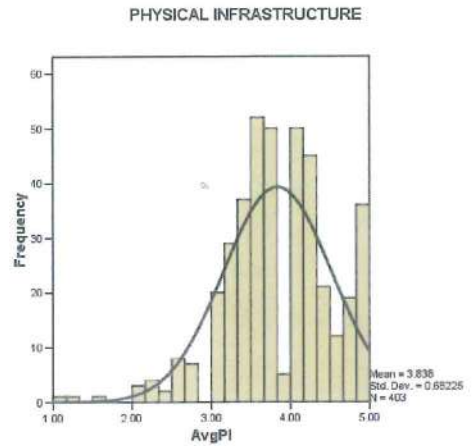


Figure 7: Distribution of scores of physical infrastructure

### 3.1.8 ORGANISATION STRUCTURE

The mean and standard deviation for this aspect is 3.682 and 0.7550 respectively and the number of respondents is 162 as the figure 9 indicates. Three questions were clubbed in this category. Comparison across various pairs of groups with t test values indicates that the difference in means is not significant in any comparison pair. This indicates that all the groups perceive the organization structure uniformly.

Some of the qualitative observations of the respondents are:

- There should be hierarchy, but only in the administration. The teaching learning relationship should be as they are in educational institutions.
- The organization structure should be flatter and organic in line with today's changing environment.
- The organization can have a new HRD wing.
- A separate campus should be kept for in-service training.
- Specific departments like Law, Police sciences, Investigation etc should be created.

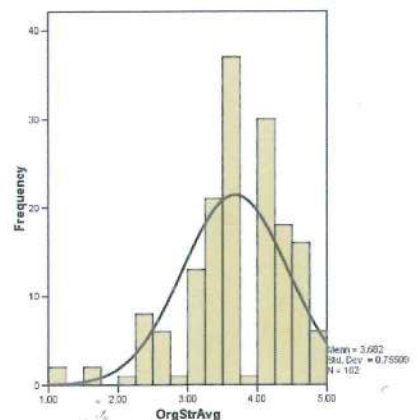


Figure 8: Distribution of scores of Faculty



## 3.1.9 UTILIZATION OF EXISTING RESOURCES

Most of the questions on utilization of resources were not answered by a majority of the respondents. However, from the available responses, we were able to generate the following table:

S.No.	Attributes	60 & 61 RR	62 RR	63 RR	MCTP-III (RR)	MCTP III (SPS)
	No. of Respondents 56	107	85	38	39	
<b>Degree of performance</b>						
(Figure in brackets denotes the rating given to a particular question by a majority of a particular stakeholder group out of the possible 5 ratings i.e 1,2,3,4,5. The figures given below denote the majority respondents (in percentages) that have given the rating. Figures in bold are the average rating of the respondents in the rating scale of 1 to 5)						
1	The library has adequate ICT infrastructure	(4) 37.5% 4.0 / 5	(4) 37.26% 3.83 / 5	(4) 45.88% 3.71 / 5	(3) 41.67% 3.58 / 5	(4) 51.52% 3.79 / 5
2	The library staff is helpful and arranges to make available any material I need for training and research	(4) 48.21% 4.14 / 5	(5) 42.31% 4.12 / 5	(5) 48.24% 4.38 / 5	(3) 38.89% 3.56 / 5	(4) 48.57% 3.94 / 5
3	I do not visit the library often			(3) 28.24% 2.5 / 5	(5) 22.86% 2.8 / 5	(3) 35.29% 2.82 / 5
4	The following facility(ies) in the Academy is / are not utilized by me <i>Some of the major responses are:</i> <ul style="list-style-type: none"> <li>• Library - due to lack of time</li> <li>• Dyan Kendra</li> <li>• Gymnasium</li> <li>• Squash Court</li> <li>• Swimming pool</li> <li>• Stadium</li> <li>• Indoor games</li> <li>• Officers' Club</li> <li>• Language Laboratory</li> </ul>					
5	Do you think the space and other resources in the Academy can be utilized better? <i>Some of the relevant individual suggestions are:</i> <ul style="list-style-type: none"> <li>• The time constraint for the probationers prevent them from utilizing the resources</li> <li>• The huge spaces lying barren can be utilized for training purpose</li> <li>• Trainees should be sensitized to use these facilities</li> <li>• If the timings of the library can be adjusted to the free hours of the training, the trainees can better make use of the library</li> <li>• Could be utilized better by time management</li> </ul>					
6	Any (other) specific suggestions on utilization of existing resources <i>Some of the relevant individual suggestions are:</i> <ul style="list-style-type: none"> <li>• For better utilization of existing resources, the amount of time available with the trainees must be increased</li> <li>• Library must have flexible timings – may be kept open for 24 hours by rotating the staff on shift</li> <li>• Cafeteria should be kept open late in the evening for the use of probationers</li> <li>• Long range firing facility may be created near the existing range</li> <li>• Effective plantation of land resources. Rain water harvesting. Solar energy utilization for electricity. If possible, wind power generation units at elevated locations</li> </ul>					
7	It is envisaged that the strength of the officer trainees would witness an increase by a factor of 2 to 3 in the near future. In this scenario, what specific changes / improvements with regard to better utilization of the Academy's resources would you suggest? <i>Some of the relevant individual suggestions are:</i> <ul style="list-style-type: none"> <li>• Addition of a few more resources would meet the requirement</li> <li>• Haphazard structure should not be constructed. They have spoiled the aesthetics of the Academy</li> </ul>					

## 3.1.10 OUTPUTS AND OUTCOMES

Most of the questions on outputs and outcomes were not answered by a majority of the respondents. However, from the available responses, we were able to generate the following table:

S.No.	Attributes	60 & 61 RR	62 RR	63 RR	MCTP-III (RR)	MCTP III (SPS)
	<b>No. of Respondents 56</b>	<b>107</b>	<b>85</b>	<b>38</b>	<b>39</b>	
<b>Degree of performance</b>						
(Figure in brackets denotes the rating given to a particular question by a majority of a particular stakeholder group out of the possible 5 ratings i.e 1,2,3,4,5. The figures given below denote the majority respondents (in percentages) that have given the rating. Figures in bold are the average rating of the respondents in the rating scale of 1 to 5)						
1	The training course at the Academy addressed bridging the generally perceived 'schism' between the IPS and the cutting-edge (non-IPS) officers	(3) 34.55% <b>3.02 / 5</b>	(3) 38.89% <b>2.99 / 5</b>	(3) 45.57% <b>3.16 / 5</b>	(3) 30.56% <b>2.42 / 5</b>	(3) 32.43% <b>3.08 / 5</b>
2	Overall, the training programmes are able to connect better with us and make an impact on our learning	(4) 39.29% <b>3.55 / 5</b>	(3) 40.0% <b>3.11 / 5</b>	(4) 50.60% <b>3.78 / 5</b>	(4) 33.33% <b>3.17 / 5</b>	(4) 59.46% <b>3.78 / 5</b>
3	Rate the importance of training of this kind for a police officer	(5) 41.82% <b>4.05 / 5</b>	(4) 33.98% <b>3.73 / 5</b>	(4) 45.78% <b>4.28 / 5</b>	(5) 40.0% <b>3.97 / 5</b>	(4) 56.76% <b>4.0 / 5</b>
4	The course has changed my outlook towards policing	(3) 36.36% <b>3.62 / 5</b>	(4) 41.75% <b>3.61/5</b>	(4) 39.76% <b>3.88 / 5</b>	(3) 37.14% <b>3.37 / 5</b>	(4) 54.05% <b>3.92 / 5</b>
5	The course has taught me how to effectively handle public relations	(4) 37.5% <b>3.32 / 5</b>	(4) 32.38% <b>3.74 / 5</b>	(4) 46.99% <b>3.03 / 5</b>	(3) 30.56% <b>3.87 / 5</b>	(4) 54.05%
6	The course addressed well, the aspect of image building for the police force	(4) 37.5% <b>3.48 / 5</b>	(4) 32.69% <b>3.53%</b>	(4) 48.19% <b>3.86 / 5</b>	(3) 36.11% <b>3.28 / 5</b>	(4) 58.33% <b>3.78 / 5</b>
7	I am very satisfied with my training at the Academy	(4) 48.21% <b>3.68 / 5</b>	(3) 33.96% <b>3.08 / 5</b>	(4) 39.76% <b>3.82 / 5</b>	(3) 38.89% <b>3.31 / 5</b>	(4) 62.16% <b>3.89 / 5</b>
8	After attending the training programme, my risk-taking ability has decreased	(1) 33.93% <b>2.34 / 5</b>	(1) 35.58% <b>2.34 / 5</b>	(1) 38.55% <b>2.17 / 5</b>	(2) 37.14% <b>2.4 / 5</b>	(3) 33.33% <b>2.72 / 5</b>
9	The course has failed to improve my attitude as it has focused only on developing skills and imparting knowledge	(2) 39.39% <b>2.48 / 5</b>	(1) 25.96% <b>2.81 / 5</b>	(2) 36.59% <b>2.10 / 5</b>	(3) 44.44% <b>2.81 / 5</b>	(4) 30.56% <b>2.72 / 5</b>
10	The course has made me more assertive	(4) 44.64% <b>3.38 / 5</b>	(4) 34.0% <b>3.54 / 5</b>	(4) 43.37% <b>3.76 / 5</b>	(4) 37.14% <b>3.32 / 5</b>	(4) 55.56% <b>3.42 / 5</b>
11	The course has taught me the importance of good documentation	(4) 51.79% <b>3.52 / 5</b>	(4) 39.81% <b>3.72 / 5</b>	(4) 50.60% <b>3.92 / 5</b>	(4) 36.11% <b>3.25 / 5</b>	(4) 70.27% <b>3.68 / 5</b>
12	I have learnt to be a good leader in this course	(4) 41.07% <b>3.61 / 5</b>	(3) 32.69% <b>3.44 / 5</b>	(4) 53.01% <b>3.98 / 5</b>	(3) 38.89% <b>3.2 / 5</b>	(4) 67.57% <b>3.73 / 5</b>
13	From our recent field experience, this training programme has bridged the lead-time or learning curve requirements	(3) 44.44% <b>3.13 / 5</b>	(3) 41.11% <b>3.16 / 5</b>	(4) 47.56% <b>3.63 / 5</b>	(3) 51.43% <b>3.14 / 5</b>	(4) 56.76% <b>3.43 / 5</b>
14	I have gained a lot of skills in this training programme	(4) 42.86% <b>3.91 / 5</b>	(4) 43.39% <b>3.71 / 5</b>	(4) 45.78% <b>4.28 / 5</b>	(4) 37.14% <b>3.34 / 5</b>	(4) 64.86% <b>3.68 / 5</b>

### 3.1.11 IMPORTANCE-PERFORMANCE ANALYSIS

In order to gain insights into the outputs and outcomes of the training at NPA, an importance performance analysis was performed. Initially, a set of attributes that make a good police officer was identified after discussion with senior police officers of MCTP Phase V batch of 2010 at NPA, former directors of NPA and other retired senior police officers. The set of attributed that the team identified are

- Leadership
- Teamwork
- Honesty
- Compassion
- Decisiveness
- Strength & Stamina
- Mental Alertness
- Knowledge
- Trustworthiness
- Creativity & Imagination
- Cheerfulness
- Broad Outlook
- Flexibility

These attributes were then rated by successive groups of participants at NPA on two counts. One on their perception of importance of the attribute for a good police officer and second, on their perception of importance given by NPA in developing the attribute or rather, the performance of NPA in developing this attribute. The ratings are then plotted using standard statistical software. The mean values of all the attributed for importance scale and performance scale is also plotted for the entire group, which divides the entire plot into 4 parts as shown in figure 4 given below. As is evident from the figure, the mean for performance is 3.64 and the mean for importance is 4.40 and hence the entire area is divided into 4 parts. Each part is shown in the figure by the alphabets A, B, C and D which signify the following:

- Part A - Any attribute falling in part A (Red) of the importance-performance plot means that the respondents rate these attributes high on their importance to the making of a good police officer but NPA is not performing well enough to build these attributes in its training programme. This means that attributes falling in this part needs special attention by NPA to improve them in the trainees.
- Part B- Any attribute falling in the part B (green) signifies that these attributes are perceived to be important in making a good police officer by the respondents and that NPA also performs well in developing these attributes in their training programme.
- Part C - Any attribute falling in part C (yellow) means it is high on performance and low on importance. NPA can cut down on its focus on developing these attributes as they are not perceived to be of value to the respondents.
- Part D - Any attribute falling in part D (blue) is both unimportant to the respondents and they also perceive that NPA is not performing on these attributes. The lesson for NPA is that it should not focus on developing these attributes.

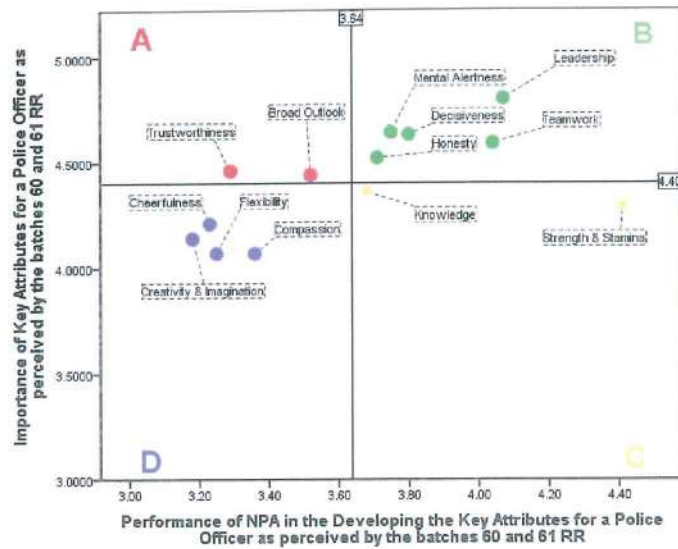


Figure 9: Importance-Performance plot for 60 and 61 RR batch

### RESULTS OF IMPORTANCE PERFORMANCE ANALYSIS OF 60-61RR BATCH

As the figure 8 shows, the 60 and 61 RR batch feel that the Academy needs to improve its performance in training to develop the following attributes

- Trustworthiness,
- Broad Outlook,

and needs to focus less on

- Strength and Stamina
- Knowledge

The Academy should also reduce its focus considerably on the following

- Cheerfulness
- Compassion
- Flexibility
- Creativity and imagination

**RESULTS OF IMPORTANCE PERFORMANCE ANALYSIS OF 62RR BATCH**

The figure10 clearly shows that the academy needs to improve its performance in developing the following attributes:

- Honesty
- Trustworthiness
- Broad Outlook
- Decisiveness

The Academy is doing a fairly good job in developing the attributes of leadership, teamwork, and mental alertness and can focus less on developing knowledge and strength and stamina among the trainees.

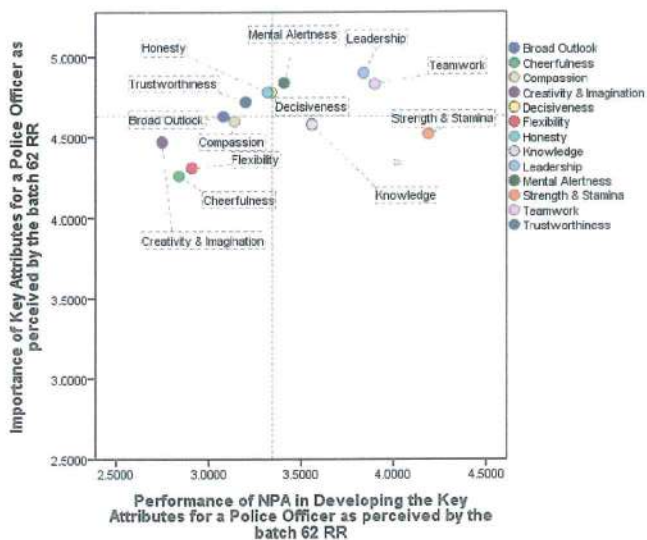


Figure 10: Importance-Performance Analysis of 62RR Batch

**RESULTS OF IMPORTANCE PERFORMANCE ANALYSIS OF 63RR BATCH**

The figure11 shows that the attributes of the trainees that the Academy should focus on improving are:

- Trustworthiness
- Broad Outlook
- Decisiveness

Clearly, the Academy is doing a good job in developing the attributes of Leadership, Mental Alertness, Honesty, Teamwork

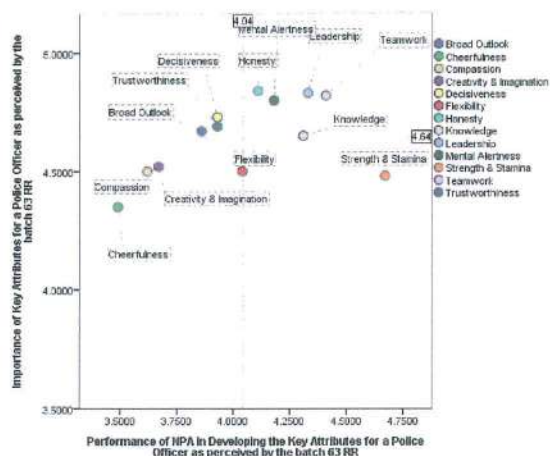


Figure 11: Importance-Performance Analysis of 63RR Batch

## RESULTS OF IMPORTANCE PERFORMANCE ANALYSIS OF MCTP IV BATCH

Areas of improvement for NPA are

- Compassion
- Decisiveness
- Mental Alertness
- Areas to reduce focus
- Broad Outlook
- Creativity and imagination

Areas to considerably reduce focus

- Strength and stamina
- Cheerfulness
- Flexibility
- Knowledge

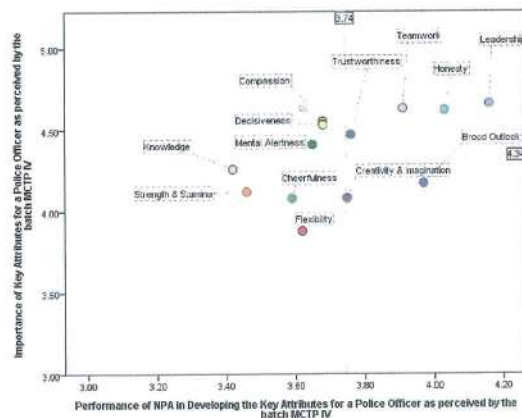


Figure 12: Importance Performance Analysis Of MCTP IV BATCH

## RESULTS OF IMPORTANCE PERFORMANCE ANALYSIS OF EX FACULTY OF NPA

The ex faculty feel that NPA must improve its performance in developing the following attributes among its trainees

- Teamwork
- Honesty
- Trustworthiness
- Decisiveness

They also feel that focus on strength and stamina can be reduced. Also, the following attributes may be given considerable less importance

- Compassion
- Broad Outlook
- Cheerfulness
- Flexibility

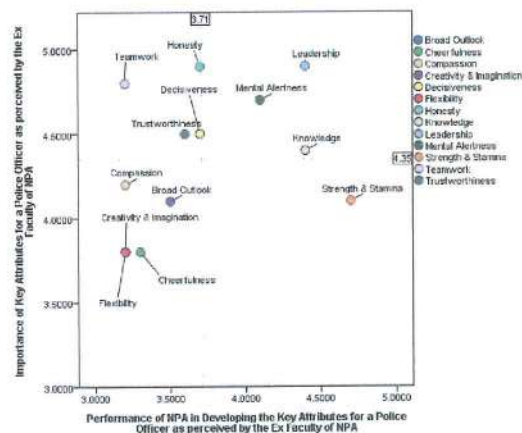
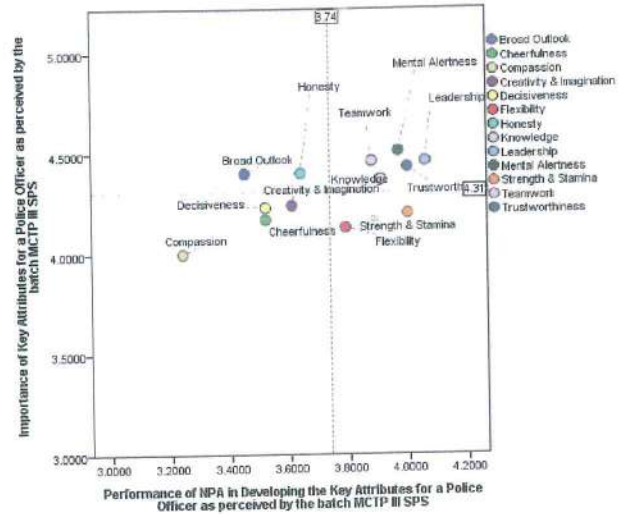
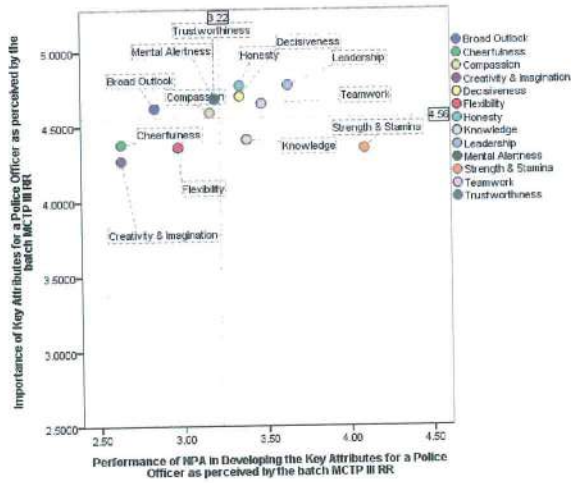
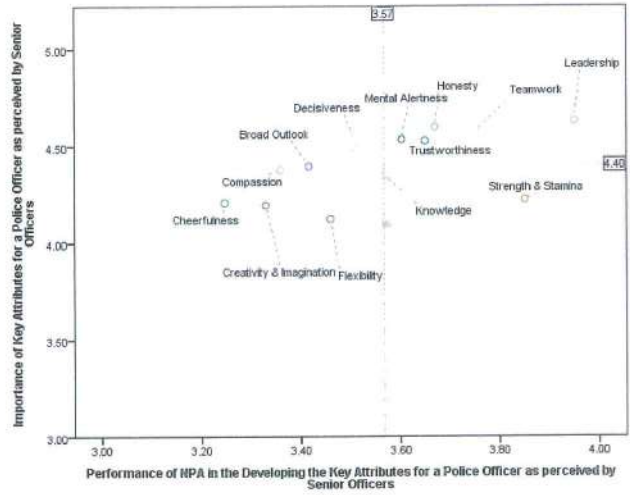
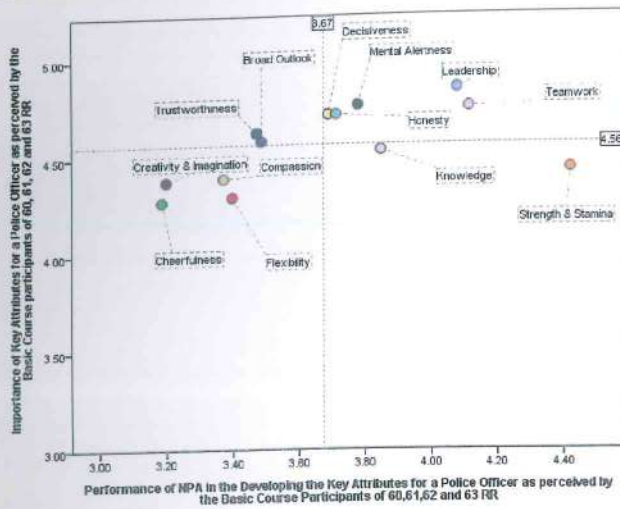


Figure 13: Importance Performance Analysis Of ex faculty of NPA

## Quality Audit of Sardar Vallabhbhai Patel National Police Academy



	Areas of New Focus (Improvement Required) – High Importance but Low Performance	Areas of Reduction of Misplaced Focus – Low Importance High on Performance	Areas to Sustain High Focus – High on but Importance and High Performance	Areas of Low Focus – Low Importance and Low Performance
<b>MCTP III RR</b>	Trustworthiness Mental Alertness Broad Outlook Compassion	Knowledge Strength and Stamina	Leadership Teamwork Decisiveness Honesty	Cheerfulness Creativity and Imagination Flexibility
<b>MCTP III SPS</b>	Broad Outlook	Strength and Stamina	Leadership Mental Alertness Teamwork Trustworthiness Knowledge	Cheerfulness Creativity and Imagination Compassion Decisiveness



	Areas of New Focus (Improvement Required) – High Importance but Low Performance	Areas of Reduction of Misplaced Focus Importance but High on Performance	Areas to Sustain High Focus -High on Importance and High Performance	Areas of Low Focus – Low Importance and Low Performance
Basic Course Respondents	Broad Outlook Trustworthiness	Knowledge Strength and Stamina	Leadership Teamwork Honesty Mental Alertness Decisiveness	Creativity and Imagination Cheerfulness Flexibility Compassion
MCTP III and IV Respondents	Broad Outlook Decisiveness	Knowledge Strength and Stamina	Leadership Teamwork Honesty Mental Alertness Trustworthiness	Compassion Cheerfulness Creativity and Imagination Flexibility

3.2 SECTION 2: ANALYSIS OF RESPONSES OF MCTP PHASE IV (OF 2011) PARTICIPANTS AND EX-FACULTY MEMBERS OF NPA

The main findings of the analysis of responses in a rating scale of 1 to 5 (1 is the Lowest rank, or, denotes "Least Agreement" and 5 is the Highest rank, or, denotes "Highest Agreement"), and the rating of the respondents in the rating scale of 1 to 5 are as follows:

SYLLABUS & ITS APPROPRIATENESS

The table given below gives an aggregate of the responses of the different stakeholder groups for questions related to syllabus and its appropriateness at NPA.



Table: Summary of the Responses of Stakeholders on Syllabus and its Appropriateness

S.No.	Attributes	MCTP IV	Ex-Faculty
	No. of Respondents	78	10
<b>Degree of performance</b>			
(Figure in brackets denotes the rating given to a particular question by a majority of a particular stakeholder group out of the possible 5 ratings i.e 1,2,3,4,5. The figures given below denote the majority respondents (in percentages) that have given the rating. Figures in bold are the average rating of the respondents in the rating scale of 1 to 5)			
1. The training syllabus at the Academy is adequately reflecting the following:			
1 (a)	Fast changing socio-economic milieu	(3) 33.77% <b>3.27 / 5</b>	(4) 44.44% <b>3.45 / 5</b>
(b)	Areas of current concern like terrorism, left-wing extremism, communal violence, drug abuse, counterfeiting, economic offences, cyber crimes, copy right violations, etc.	(3) 32.47% <b>3.66 / 5</b>	(3) 44.44% <b>3.45 / 5</b>
(c)	Respect for human rights	(3) 35.07% <b>3.79 / 5</b>	(4) 55.56% <b>3.67 / 5</b>
(d)	Right perspective of law and justice	(4) 37.66% <b>3.69 / 5</b>	(4) 66.67% <b>3.78 / 5</b>
(e)	High standards of professionalism	(4) 31.58% <b>3.74 / 5</b>	(4) 50.0% <b>3.7 / 5</b>
(f)	High order of physical fitness	(5) 42.86% <b>4.1 / 5</b>	(4) 40.0% <b>4.1 / 5</b>
(g)	High order of mental alertness	(4) 42.86% <b>3.78 / 5</b>	(4) 60.0% <b>3.7 / 5</b>
2	The syllabus is designed in a way that sensitizes probationers on gender issues	(4) 36.36% <b>3.7 / 5</b>	(3) 50.0% <b>3.7 / 5</b>
3	The syllabus facilitates creating the right kind / cadre of police officers	(4) 35.53% <b>3.63 / 5</b>	(5) 50.0% <b>3.5 / 5</b>
4	Behaviour and moral issues are covered adequate in the syllabus	(3) 35.07% <b>3.36 / 5</b>	(3) 80.0% <b>2.7 / 5</b>
6	The subjects of the course provide adequate exposure on geo-political, social, economic, and ethical and policy issues of topical interest and current concern	(4) 35.53% <b>3.65 / 5</b>	(3) 70.0% <b>3.1 / 5</b>
7	There is adequate emphasis on the training programmes on fostering creativity, innovative approaches and lateral thinking in problem solving	(4) 32.47% <b>3.48 / 5</b>	(3) 77.78% <b>2.89 / 5</b>
8	There is adequate emphasis in the training programmes on softer side of work	(3) 32.47% <b>3.42 / 5</b>	(3) 66.67% <b>2.78 / 5</b>

9	Rate the importance of training of this kind for a police officer	(5) 57.15% 4.38 / 5	(5) 70.0% 4.5 / 5
10	The course has taught the participants how to effectively handle public relations	(4) 37.66% 3.78 / 5	(3) 50.0% 3.3 / 5
11	The course addressed well, the aspect of image building for the police force	(4) 40.26% 3.94 / 5	(3) 40.0% 3.6 / 5
12	The syllabus lays adequate importance on technological aspects of policing	(4) 36.36% 3.53 / 5	(4) 60.0% 3.9 / 5
13	Participants have been given good exposure to community policing during the course	(4) 44.16% 3.78 / 5	(3) 66.67% 3.33 / 5
14	'Ethics' is given due importance by faculty	(4) 33.77% 3.75 / 5	(4) 30.0% 3.5 / 5
15	To what extent the objective of the MCTP are met?	(4) 45.45% 3.94 / 5	
16. To what extent the following aspects have been developed in you after attending the Course / in the I.P.S. Probationers for improving your / their knowledge, skills and attitudes:			
(a)	Understanding of contemporary issues for better policing	(4) 45.45% 4.0 / 5	(4) 60.0% 3.7 / 5
(b)	Broadening of outlook	(5) 46.75% 4.17 / 5	(4) 60.0% 3.6 / 5
(c)	Managerial excellence	(4) 46.75% 3.86 / 5	(4) 60.0% 3.8 / 5
(d)	Amplification of understanding of leadership	(4) 42.86% 4.07 / 5	(4) 60.0% 4.0 / 5
(e)	Self-development	(4) 41.56% 3.94 / 5	(4) 3.4 / 5 50.0%
(f)	Learning of police systems of other States	(5) 44.16% 4.08 / 5	(3) 70.0% 2.9 / 5
(g)	Human Resource Management	(4) 41.56% 3.87 / 5	(3) 60.0% 3.2 / 5
17	To what extent are you satisfied with NPA's efforts to train probationers		(4) 90.0% 4.1 / 5
18	The teaching methodology / pedagogy being adopted by the faculty of the Academy is appropriate	(4) 34.21% 3.57 / 5	(3) 40.0% 3.5 / 5

19	The teaching aids (e.g. audio-visual equipment) available to the faculty are in tune with the requirements of the courses being taught	(4) 44.16% 4.13 / 5	(5) 50.0% 4.4 / 5
20	The training being given by the faculty is adequately reflecting current trends and developments and challenges in the field	(3) 32.47% 3.51	(4) 60.0% 3.5 / 5
21	Overall, the faculty resources are effective in their training / teaching	(4) 33.77% 3.66 / 5	(4) 60.0% 3.6 / 5
22	The faculty resources at the Academy are adequate to conduct the existing courses	(4) 32.47% 3.73 / 5	(3) 55.56% 3.44 / 5
23	The duration of the training course and its phases are appropriate	(5) 33.33% 3.81 / 5	(4) 50.0% 3.9 / 5
24	Administrative facilities / arrangements at the Academy are good	(5) 44.87% 4.10 / 5	(5) 80.0% 4.8 / 5
25	Facilities in the classroom at the Academy are good	(5) 51.28% 4.3 / 5	(5) 70.0% 4.6 / 5
26	The ICT infrastructure of the classroom is not modern and / or adequate for imparting ICT enabled pedagogy	(5) 44.16% 4.17 / 5	(4) 60.0% 4.4 / 5
27	Facilities in the classroom enable us to structure the class into small working groups for case study situations	(5) 44.87% 4.1 / 5	(5) 50.0% 4.2 / 5
28	The above facilities are maintained in good condition	(5) 42.86% 4.17 / 5	(5) 70.0% 4.7 / 5
29	The learning environment of the Academy adequately encourages healthy debate, inhibition-free expression, wider stakeholder perspectives, bias-free discussion, active participation, experience sharing, knowledge-exchange and independent thought	(4) 40.26% 3.79 / 5	(4) 60.0% 3.6 / 5
30	The training course at the Academy addressed bridging the generally perceived 'schism' between the IPS and the cutting-edge (non-IPS) officers	(4) 31.17% 3.47 / 5	(2) 50.0% 2.0 / 5

**(2) According to you, which factors are responsible for lack of application of NPA training in field situations?**

Response from participants of MCTP-IV	Responses from ex-faculty members
<ul style="list-style-type: none"> <li>• Not enough case studies on real time incidents</li> <li>• Not enough exposure to handling politicians, public and media</li> <li>• Core-policing</li> <li>• Difference between theory and practice</li> <li>• Appetite for comforts</li> <li>• Lack of integration, training in attitudes and behaviour</li> <li>• Gap between percept and practice</li> <li>• NPA training needs to be more focused on the job analysis of IPS</li> <li>• Diversity in the country. No curriculum can cover all variations one has to evolve</li> </ul>	<ul style="list-style-type: none"> <li>• Police work culture of the State where they serve</li> <li>• Support from government and seniors</li> <li>• Political interference</li> <li>• Belief in shortcuts</li> <li>• Wrong advice from superiors in the field</li> <li>• The difference of practical environment from the insulated theoretical situation in the Academy</li> <li>• External environment</li> </ul>

**(3) In which professional knowledge, skills and values do you find them very strong?**

Responses from ex-faculty members	Responses from ex-faculty members
<ul style="list-style-type: none"> <li>• Use of gadgets / technology.</li> <li>• Better communication skills</li> <li>• Highly motivated and have confidence in themselves</li> <li>• Drills and physical endurance</li> <li>• Legal knowledge</li> <li>• Basic values of human-being</li> <li>• Basic police tactics</li> <li>• Social networking</li> <li>• Willingness to learn</li> <li>• Willingness to accept new challenges</li> <li>• Theoretical knowledge and professional skills</li> <li>• Ability for planning</li> <li>• Carrying subordinates along</li> <li>• Ability to accept compromises in the interest of larger good</li> <li>• Physical and mental fitness</li> <li>• Rules and regulations</li> <li>• Attitude</li> <li>• Man management</li> <li>• Almost in every aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Theoretical knowledge of investigation and forensic science</li> <li>• Verbal communication skills</li> <li>• IT applications</li> <li>• Physical fitness, parades, investigation, management</li> <li>• Outdoor (drill, weapons etc.)</li> <li>• Professional knowledge of law, tactics and procedure are sound</li> </ul>

**(4) In which domains of knowledge, skills and values do you find them wanting?**

Responses from participants of MCTP-IV	Responses from ex-faculty members
<ul style="list-style-type: none"> <li>• Knowledge and applicability of law</li> <li>• Compassionate attitude</li> <li>• Passion for justice and fairness</li> <li>• Human values</li> <li>• Professional management knowledge for better man and resources management</li> <li>• Ethical values and attitudes for policing</li> <li>• Lack of polished behaviour with seniors and others</li> <li>• How to handle seniors, subordinates, politicians, media, etc.</li> <li>• Receptivity, honesty</li> <li>• Ability to challenge unlawful and unreasonable orders and authority</li> <li>• Local languages</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of laws and rules</li> <li>• Handling the media</li> <li>• Tactical aspects in dealing with militants</li> <li>• Ability to speak out against senior officers and ability to criticize and say no</li> </ul>

**(5) What do you feel are the strong points in NPA training with regard to IPS Probationers?**

Responses from Participants of MCTP – IV	Responses from ex-faculty members
<ul style="list-style-type: none"> <li>• Bonding</li> <li>• Teamwork</li> <li>• Physical training</li> <li>• Professionalism and confidence building</li> <li>• Self-esteem</li> <li>• Knowledge of field crafts and tactics</li> <li>• Instilling core service systems and even values</li> <li>• Leadership quality</li> <li>• Strength and stamina</li> <li>• Broad outlook</li> <li>• Ability to perform under pressure and against adversity</li> <li>• Mental and physical conditioning and discipline</li> </ul>	<ul style="list-style-type: none"> <li>• Physical fitness, character building, investigation and forensic science</li> <li>• Training curriculum is extremely rich in content. It tries to provide almost all inputs that a senior police officer needs</li> <li>• It provides excellent inputs on various issues bothering contemporary policing</li> <li>• Inculcating good work ethics – ability to put in long hours of work</li> </ul>

**(6) What do you feel are weak links in NPA training?**

Responses from Participants of MCTP – IV	Responses from ex-faculty members
<ul style="list-style-type: none"> <li>• Training in human values</li> <li>• Soft skills</li> <li>• Values, attitudes and incorruptibility not imparted</li> <li>• Lack of sense of service, integrity dimensions, service brotherhood</li> <li>• Personality development</li> <li>• Sensitivity to poor and deprived</li> <li>• Practical problems in the field</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of correct faculty who can be 'role models'</li> <li>• Overall personality development</li> <li>• Ethical behaviour</li> <li>• Values and attitudes</li> </ul>

### 3.3 SECTION 3: ANALYSIS OF RESPONSES OF A SELECT GROUP OF PHASE V PARTICIPANTS AND FORMER DIRECTORS OF NPA

#### ANALYSIS OF RESPONSES OF THE SELECTED GROUP OF MCTP PHASE V PARTICIPANTS

A Pilot Questionnaire was administered to 8 selected participants of MCTP – Phase V (IPS Officers of 24-26 years of service) on 16th July, 2010. Their replies are analysed below:

Almost all the respondents confirmed that the syllabus for Basic Course participants at NPA reflected the fast changing social and economic milieu, respect for human rights, right perspective of law and justice, high order of physical fitness and that it addressed the areas of current concern like terrorism, left-wing extremism, communal violence, drug abuse, counterfeiting, economic offences, cyber crimes, copyright violations, etc. However, the respondents observed that more case studies on current issues of concern like terrorism or naxal related extremism need to be developed and discussed in the basic course. The three main issues that confront a large section of the police in India according to them are: Left-wing extremism, Communal (Religious) Violence, and Terrorist.

The respondents also observed that obese trainees should be disqualified at the entry level, i.e., during the medical examination at New Delhi during the Interview period and that obesity may be fixed through BMI examinations. Similarly, obese trainers too should be avoided on the faculty.

The respondents opined that courses on ethics, tackling naxalism, trafficking, internal security, community policing, general management and legal skills, cyber crimes, public relations and image building should be given more emphasis in the syllabus.

When asked the question “”, the responses of the selected 8 MCTP phase V participants was as given in the table below:

The responses on faculty related questions of the participants were as given below:

1. Are the faculty resources at the Academy adequate to conduct the existing courses as above?

Yes	No
1	7

They also observed that the faculty has too much on their plate and that there is need to redraw the staffing pattern and expand the faculty to include specialists to handle tactics, weapons, scientific aids to investigation.

2. Is the teaching methodology / pedagogy being adopted by the faculty of the Academy appropriate?

Yes	No
4	3

They also observed that only those officers with excellent field experience and good teaching skills including command over language (English) should be inducted as faculty members. The NPA should not become an asylum to those who are unwanted elsewhere. More games and role playing in classes for increase interaction and alertness.

3. Are the teaching aids (e.g. audio-visual equipment) available to the faculty adequate and in tune with the requirements of the courses being taught?

Yes	No
7	..

4. Are the available teaching aids being put to good use by the faculty?

Yes	No
6	..

5. Are the faculty members at the Academy appropriately qualified, adequately trained and suitably experienced for the courses being taught?

Yes	No
4	2

6. Is the training being given by the faculty members reflecting well-researched work?

Yes	No
3	2

7. Is the teaching being given by the faculty adequately reflecting current trends and developments in the field?

Yes	No
4	1

8. What has been your experience as regards the effectiveness of teaching by in-house faculty vs. guest faculty?

- In-house faculty is better
- Guest faculty is better .. (2)
- Both are good .. (4)
- Both are not up to the expectation

9. Overall, are the faculty resources effective in their training / teaching?

Yes	No
5	1

10. Is the physical infrastructure available in the Academy in the form of Class rooms, Computer labs, Computer Forensic Lab, Electro-mechanical Firing Range, Operations (Control) , Briefing room, Forensic Science Lab, Language Lab, Library, Syndicate rooms, Auditoria, Cafeteria, Dhyan Kendra, etc., adequate and up to-date?

Yes	No
8	..

11. Are the above facilities maintained in good condition?

Yes	No
8	..

13. Does the learning environment at the Academy adequately encourage healthy debate, inhibition-free expression, wider stakeholder perspectives, bias-free discussion, active participation, experience sharing, knowledge-exchange and independent thought?

Yes	No
7	..

14. Do the courses of the Academy adequately sensitize the participants on the changing mandate and role of the police?

Yes	No
6	2

15. Do the courses provide adequate exposure to the participants on geo-political, social, economic, ethical and policy issues of topical interest and current concern?

Yes	No
5	1

*Some of the qualitative responses to this question were that the MCTP-V programme was in a state of evolution and faraway from providing inputs on current concerns.*

16. Are the outdoor events and field-attachments adequately helping the participants to understand and appreciate the concepts that they have been exposed to in the class sessions and to have a "hands-on" feel of the typical real-life scenarios?

Yes	No
7	..

17. Is there adequate emphasis in the training programmes on fostering creativity, innovative approaches and lateral thinking in problem solving?

Yes	No
6	1

18. Is there adequate emphasis in the training programmes on softer side of work like positive attitude, human approach, community-perspective, gender sensitization, inter-personal effectiveness, group dynamics, team-building, inter-unit/division coordination, time management, achievement, motivation, work-life balance, etc.?

Yes	No
6	1

19. Do the course schedules at the Academy give enough free / spare time for the participants to introspect and internalize the learning?

Yes	No
3	3
1*	1*

\*Yes for In-service courses

\* No for Basic Course

20. From your field experiences of dealing with (young) officers trained in the Academy, would you say that the personnel trained at the Academy are able to perform with success, their ordained roles?

Yes	No
5	1

Some of the qualitative responses to this question indicate that the MCTP phase V participants are suggesting that the motivation to perform amongst the basic course trainees should be increased. They also suggest that the attributes and skills missing in young officers today are integrity, commitment to hard work, devotion to duty (which is missing in quite a few young officers). They also suggested that many young officers come as dead woods at a very young age and do not inspire confidence.

21. Which of the missing attributes and skills can be improved through (further) training? Please provide details:

Practical aspects of policing needs more emphasis

22. Are the training programmes bridging the lead-time or learning curve requirements of young officers?

Yes	No
5	1

23. Are the training courses at the Academy serving to bridge the generally perceived "schisms" between the IPS and the cutting-edge (Non-IPS) officers?

Yes	No
2	3

24. Overall, are the training programmes able to connect better with the target audience and make an impact on their learning?

Yes	No
3	2
1*	1*

\* Yes in Basic Course

\* No in In-service Courses



25. From your experience of undergoing (similar) trainings at other institute(s) in India, how would you rate the quality of training imparted at the Academy vis-à-vis that of others?

- Better .. 3
- (Equally good .. 4

Some of the observations of the respondents are as follows:

- ♦ However, for officers of IG and above, number of hours inside the class may not be more than 4–5 hours per day. Rest of the day, they may be made to reflect or read / assimilate individually.
- ♦ Perhaps we may look into the training programmes of the NDC, which can be simply rated outstanding by any standards.
- ♦ Because the training is world class and a whole-some mix of outdoor and indoor training, better stay and food facilities.
- ♦ It is more focused. Resources are better.

26. From your experience of undergoing (similar) training at other institute(s) abroad, how would you rate the quality of training imparted at the academy vis-à-vis that of others?

- Better .. 1
- Equally good .. 2
- Not good .. 1\*
- Equally poor

Quality check is not found in our institution. Evaluation process needs to be improved.

26. If you are to rate on a scale of 1 to 10, the importance of training for a police officer, what score would you give?

Score	Respondents
10	4
9	1
8	2
7	1

27. If you are to rate on a scale of 1 to 10, the extent to which the Academy is fulfilling the said importance of training, what score would you give?

Score	Respondents
9	1
8	3
7.5	1
7 - 8	1
7	1
5	1

28. Over the years and from your experience of attending the previous (phases of) trainings at the Academy, you feel the overall quality of training has:

- Improved ..... (7)
- Been good and, more or less remained so .. (1)
- Been average and, more or less remained so
- Deteriorated

(Please cite reasons)

- Training in NPA has improved remarkably to become one of the premier training institutions in the country. I am happy that it has also become high tech – a need of the hour.
- The Academy has grown in its quest to fulfill its objectives, both in terms of the infrastructure and the educational inputs.

29. If you are to rate on a scale of 1 to 10, the efficiency with which the course are conducted at the Academy, what score would you give?

Score	Respon.
9	3
8	3
7.5	1
7	1

30. If you are to rate on a scale of 1 to 10, the impact the Academy's trainings are making on the field, what score would you give?

Score	Respon.
9	2
8	3
7	1
4	1
Ex./Av*	

\* Excellent for IPS Probationers

\* Average for In-service Courses

31. What are the specific areas or trainings at the Academy that need definite / urgent improvement? Please provide details:

- (i) Trainers outlook to work, and (ii) to prepare them to face the threats of Left-wing extremism, Communal violence, and Terrorism.
- To answer, need a little time and some study. With regard to the trainees in the field, it is seen that the NPA does not bring about the necessary attitudinal change in the trainees.
- (i) More technology oriented courses for in-service training; (b) More combined courses with the Judiciary (which is very important in the criminal justice system); (c) Shorter and more frequent in-service courses

- Input on indoor classes on certain new challenges which a police officer faces in the field while performing his duty, including the HR, Police image, new frauds of crimes, integrity, inter-personnel relations, seniors and subordinates.
- The NPA should increase the number of faculty (both police and non-police). More motivational courses for IPS Probationers. Standard Operating Procedures (SOP) would be framed and disseminated by NPA to all trainees (probationers and in-service officers).

### RESPONSES OF FORMER DIRECTORS OF THE ACADEMY

A questionnaire was developed for former directors of NPA and was mailed to them. Of the 6 former directors, 4 replied back with their responses.

1. Many IPS Probationers, after training at NPA, might have met you often. Your perception on their basic training:

		Rating in a rating scale of 1 to 5 (1 is the Lowest rank, or, denotes "Least Agreement" and 5 is the Highest rank, or, denotes "Highest Agreement")				
		(1)	(2)	(3)	(4)	(5)
(1)	To what extent are you satisfied with NPA's efforts to train them?	1	1			2

1. According to you, which factors are responsible for lack of application of NPA training in field situations?
  - The field situation varies from State to State. Sometimes the NPA training is theoretical.
  - Duration of training is not adequate
  - Lack of commitment and sense of dedication on the part of trainers in districts
  - Lack of mentors / role models in the field
  - More interaction, field visits would help improve. Some effort is on, and it has paid.
2. In which professional knowledge, skills and values do you find them very strong?
  - The outdoor activities and other spheres where the training is skill oriented
  - Knowledge of law
  - Presentation of situations
  - Analysis
  - The period of training is so short – 10 ½ months – No meaningful impact of training is felt
  - They are far ahead of their senior (predecessors) in tradecraft – be it management doctrines, tactics or other skills, but in the 'core value' one has to focus
3. In which domains of knowledge, skills and values do you find them wanting?
  - They are wanting in integrity and ability to stand up to political pressures
  - Sense of commitment
  - Ethical values

- Poor turn-out with passage of time
- Dignity and honour of uniform
- Investigation; Intelligence; Man management
- More than skills, it is the 'attitude' (value) one need to focus on. That you are a leader and behave like one COLQ officer like quality is what has to be dinned.

4. What do you feel are the strong points in NPA training with regard to IPS Probationers?

- Moulding civilians into uniformed officers, respect for discipline, punctuality and inculcating fine physical standards of fitness
- Converting a 'Raw' student into an officer / leader
- Many. The counselor system is one such. By close watch and intimate mentors, this can achieve much.

5. What do you feel are weak links in NPA training?

- Fluctuating ground realities
- Unanticipated political conditions
- We try to teach / impact too many topics in too short a time

7. Is the training at the Academy adequately reflecting the following?

S.No.	Issues	Rating				
		(1)	(2)	(3)	(4)	(5)
(a)	Fast changing socio-economic milieu	2	2			
(b)	Areas of current concern like terrorism, left-wing extremism, communal violence, drug abuse, counterfeiting, economic offences, cyber crimes, opyright violations, etc.		1	3		
(c)	Respect for human rights	1		2	1	
(d)	Right perspective of law and justice		1	1	2	
(e)	High standards of professionalism		1		3	
(f)	High order of physical fitness		1			3
(g)	High order of mental alertness	1			1	2
8	The NPA training is designed in a way that sensitizes probationers on gender issues	1			2	
9	The NPA training facilitates creating the right kind/ cadre of police officers	1			2	
10	Behavioural and moral issues are covered adequately in the NPA training			2		1
11	The NPA training addresses the issues of corruption			2		1

From your experience, do you feel that -

S.No.	Issues	Rating				
		(1)	(2)	(3)	(4)	(5)
12	Administrative facilities / arrangements at NPA good			1	1	
13	Facilities in the classroom at the Academy are good			1	1	2
14	The ICT infrastructure of the classroom is modern	1			1	2
15	Facilities in the classroom enable structuring the class into small working groups for case study discussions		1	1		2
16	The duration of the training course and their phases are appropriate		1	1	1	
19	Faculty resources at the Academy are adequate to conduct the existing courses			2 Adequate shortage of A.Ds2		
20	Teaching methodology / pedagogy being adopted by the faculty of the Academy is appropriate.		1	1	2	
21	Teaching aids (e.g., audio-visual equipment) available to the faculty are adequate and in tune with the requirements of the courses being taught		1		1	2
22	Training being given by the faculty is adequately reflecting current trends, developments and challenges in the field		1		2	1
23	Overall, faculty resources are effective in their training / teaching		1		2	1
24	From your experience, the physical infrastructure available in the Academy in the form of Classrooms, Computer labs, Computer Forensic Lab, Electro mechanical firing range, Operations (Control) briefing room, Forensic Science Lab, Language Lab, Library, Syndicate rooms, Auditoria, Cafeteria, Dhyana Kendra, etc. is adequate and up to date		1		1	2
25	Are the above facilities maintained in good condition?			1		2
26	Does the learning environment at the Academy adequate encourage healthy debate, inhibition-free expression, wider stakeholder perspectives, bias-free discussion. active participation, experience sharing, knowledge-exchange and independent thought?	1		1		2
27	Do the subjects of the course provide adequate exposure on geo-political, social, economic, and ethical and policy issues of topical interest and current concern?	1	2			
28	Is there adequate emphasis on the training programmes on fostering creativity, innovative approaches and lateral thinking in problem solving?		1	1	2	

S.No.	Issues	Rating				
		(1)	(2)	(3)	(4)	(5)
29	Is there adequate emphasis in the training programmes on softer side of work like positive attitude, humane approach, community-perspective, gender sensitization, inter-personal effectiveness, group dynamics, team-building, inter-unit / division coordination, time management, achievement, motivation, work-life balance, etc.?		1	1		
30	Has the training course at the Academy addressed bridging of the generally perceived "schism" between the IPS and the cutting-edge (non-IPS) officers?		1		2	

**From your experience of having served the Academy as Director:**

S.No.	Issues	Degree of performance				
		(1)	(2)	(3)	(4)	(5)
31	Rate the importance of training of this kind for a police officer	1				
32	The course has taught the participants how to effectively handle public relations		1	1		1
33	The course addressed well, the aspect of image building for the police force		1	1	1	
34	The syllabus lays adequate importance on technological aspects of policing			3		
35	Participants have been given good exposure to community policing during the course		1	1	1	
36	'Ethics' is given due importance by faculty		1	1		1
	To what extent the following aspects have been developed in the IPS Probationers for improving their knowledge, skills and attitudes?					
(a)	Understanding of contemporary issues for better policing		1	1	1	
(b)	Broadening of outlook		1	1		1
(c)	Managerial excellence		1	1	1	
(d)	Amplification of understanding of leadership role	1			1	1
(e)	Self-development	1			1	1
(f)	Learning of police systems of other States		1	2		
(g)	Human Resource Management		1	1	1	

**Suggestions for improvement of the quality of training at NPA**

- Inculcating good moral values and integrity
- Developing vision – an ability to visualize how things would shape up years hence
- There should be compulsory in-service course after the Basic training to hone their skills in the field
- The strength of the faculty to be increased

- Greater exposure to implications of complex political interface
- How to handle / control Munshis / Havildars and the powerful (!) Thanedars
- How to be humane but firm, how to be kind but tactful, how to neither bend nor crawl
- How to be sincere and hard-working
- How to ever remain an officer of integrity. How does one teach these?!
- We attempt to impart / train on too many subjects in 10 ½ months. Consequently, we fail to succeed
- Let us train probationers to be efficient and successful SDPOs / SPs in the districts
- Too much time is wasted on 'breaks' interrupting the training
- Faculty should be those who are put in minimum 10 years IPS service and should be DIGs
- NPA should continuously run one week capsule courses on various subjects for officers of SPs rank
- No worthwhile study on 'Job Analysis' of an IPS officer in a district has been made so far. In the absence of it we are trying to visualize 'Training Needs' in isolation. IPS is a specialist service and it is not general administration.
- Leadership ultimately is what is thrust on a young IPS officer. When you dissect this one word – OLQ, ethical conduct, compassion to rungs below, integrity etc. will all fall in place.
- Proficiency – not in theory but practice – meaning being out with the men is what is most important thing for the first one decade. That will make or mar his further progress. Hence he / she should be taught the techniques and tactics.

### 3.4 SECTION 4: ANALYSIS OF FACULTY-TRAINEE RATIO AND ITS SUITABILITY

In order to arrive at a suitable strength of faculty at NPA an exercise was carried out to analyze the total participant days that each faculty member at NPA has to bear. Since NPA is a training institute and different course of different durations are conducted at NPA a participant-day based analysis is more suitable than a session based analysis for faculty load. Figure 16 and figure 17 gives the number of participants passing the basic course at NPA from 2006-07 and the total participant days due to basic course from 2006-07 respectively. Clearly the load is increasing.

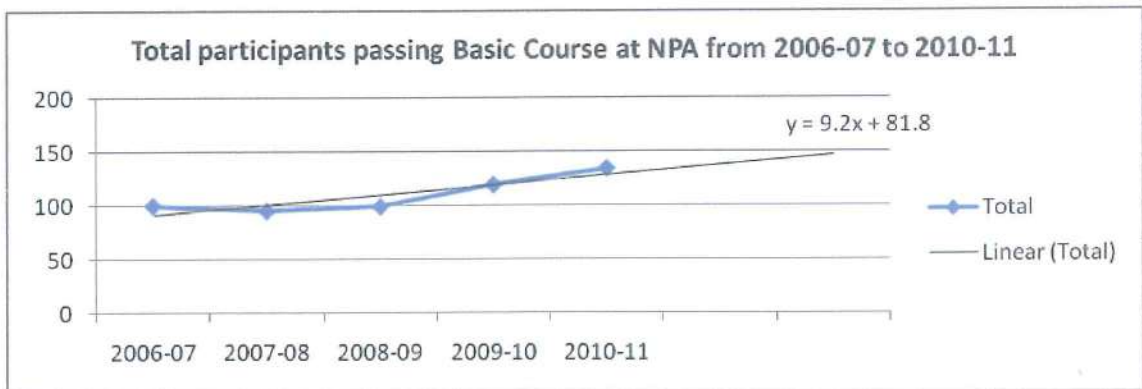


Figure 16: Total number of participants passing Basic Course at NPA from 2006-07 to 2010-11

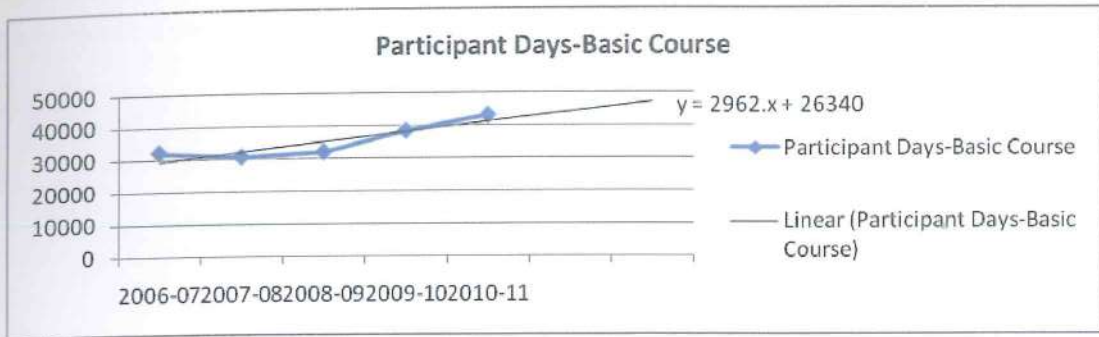


Figure 17: Total participant-days at NPA for Basic Course alone from 2006-07 to 2010-11

Figure 18 given below shows the pattern of total participant days for in-service course sat NPA since 2006-07. It shows an increasing trend since 2006-07 till 2010-11 and since then there is a drop in the participant days at NPA. Figure 19 shows the total number of programmes at NPA.

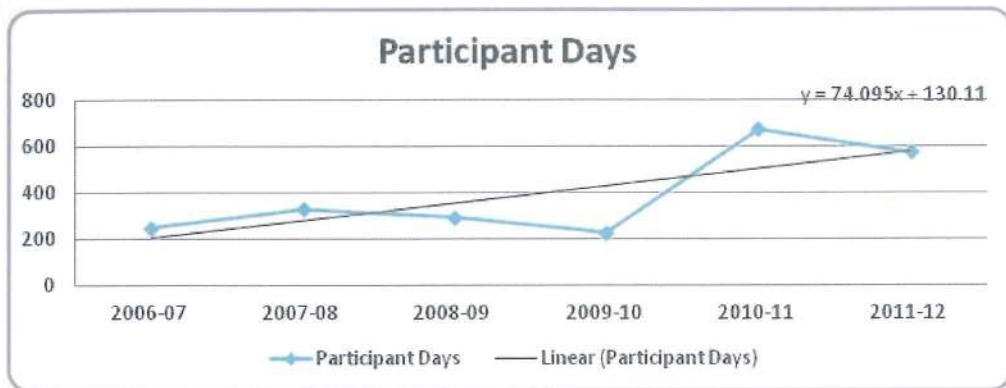


Figure 18: Total Participant Days at NPA from 2006-07 to 2011-12

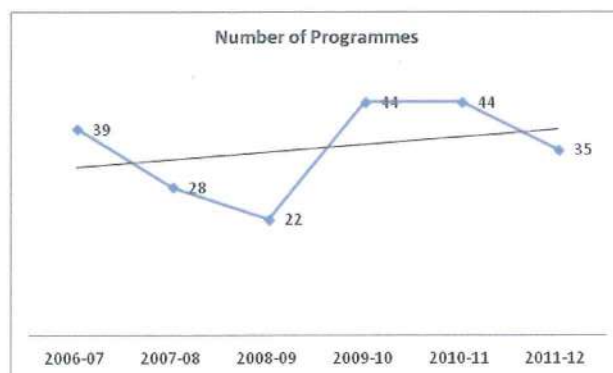


Figure 19: Number of Programmes every year at NPA (2006-07 -2011-12)



Figure 20 gives the total participant days at NPA, participant days due to basic course and also due to in service courses. Clearly the figure shows an increasing trend.

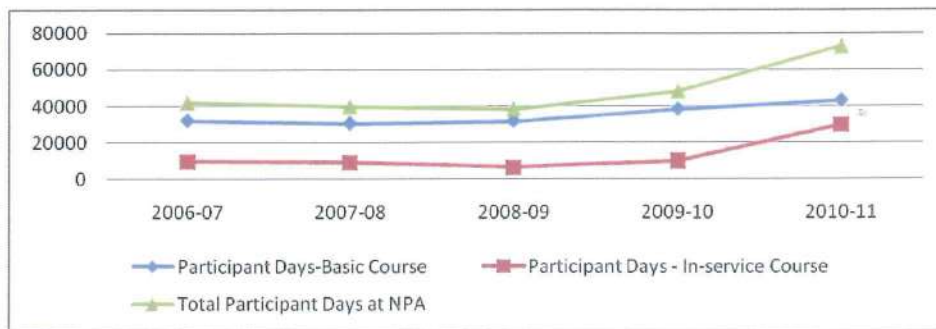


Figure 20: Participant days at NPA

Figure 21 shows the total participant days per faculty (at sanctioned strength) at NPA. Clearly this also shows an increasing trend and indicates the increase in workload of faculty at NPA.

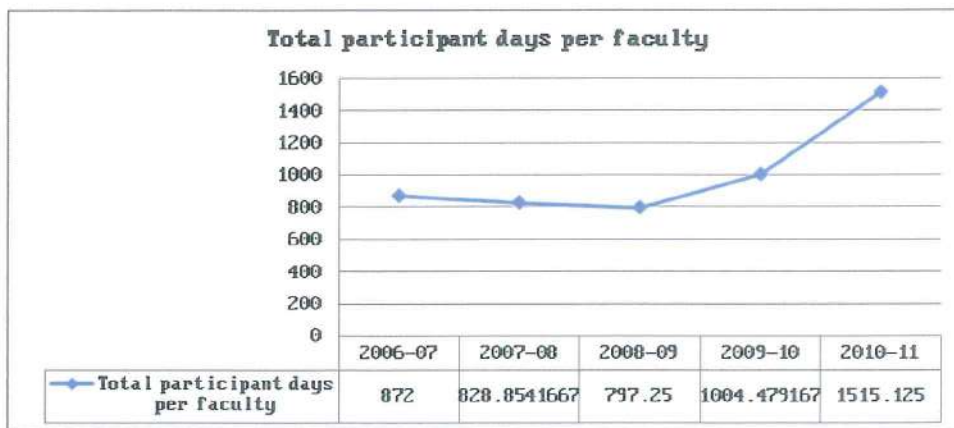


Figure 21: Total participant days per faculty

Note: The sanctioned strength of faculty members has been taken into consideration. The actual strength of faculty is much smaller.

For a training institute, a workload of 1200 to 1750 participant days per faculty is considered a optimum load. Since the above analysis has been conducted with sanctioned strength we find that NPA is well within the optimum values. However, if posted strength is considered based on the table given below the analysis will change. In fact, the analysis based on posted strength reveals that the participant days per faculty for 2010-11 stands at around 3463, which is higher than an optimum load.

As is clear from the table given above, there are about 27 vacancies in the faculty positions at NPA.

<b>Action taken forfilling up vacant posts and Sanctioned Strength &amp; Vacancy Position of SVP Natinal Police Academy, Hyderabad as on 17.04.2012</b>				
<b>Sl No.</b>	<b>Name of the Post</b>	<b>Authorized Str</b>	<b>Posted Strength</b>	<b>Vacancy</b>
1	Director	1	1	0
2	Jt. Director	2	2	0
3	Deputy Directors	5	5	0
4	Assistant Directors	20	6	14
5	Scientist -E (Computer)	1	0	1
6	Readers	2	0	2
7	Staff Surgeon	1	1	0
8	Medical Officer	3	1	2
9	System Administrator	1	0	1
10	Veterinary Officer	1	1	0
11	Addl. SP/Dy Comdt	3	1	2
12	Chief Drill Instructor	1	1	0
13	Dy SP/AC(Trg/Gen)	5	2	3
14	Sr. Scientific Officer	2	0	2

48 21 27

NPA needs to fill up the vacancies and should keep target to keep its workload of faculty at 1200-1750 participant-days per faculty.

## 3.5 SECTION 5: CITIZEN SURVEY

A citizen survey to capture the views of ordinary citizens was suggested as a methodology by the Director NPA. A citizen survey was carried out, to which 68 citizens responded. The table given below gives the mean value of the scores of each question as responded to by ordinary citizens.

Groups	Question	Mean	Mean-Grp
Syllabus & its Appropriateness	Respect for human rights	3.9286	3.6916
	Right perspective of law and justice	3.6667	
	High standars of professionalism	3.6552	
	The syllabus is designed in a way that sensitizes probationers on gender issues	3.3704	
	The syllabus facilitates creating the right kind/cadre of police officers	3.7000	
	Behavioural and moral issues are covered adequately in the syllabus	3.9000	
	There is adequate emphasis in the training programmes on fostering creativity, innovative approaches and lateral thinking in problem solving	3.6207	
Pedagogy	The teaching methodologies used for basic course are the latest	3.5769	3.6496
	The faculty ar the Academy encourages the probationers to look at issues beyond the confines of their syllabus	3.5862	
	The teaching methodologies/pedagogy being adopted by the faculty of the Academy is appropriate	3.7857	
Faculty	The training being given by the faculty is adequately reflecting current trends and developments and challenges in the field	3.7241	3.7371
	Overall, the faculty resources are effective in their training/teaching	3.7500	
Organisation Structure	The present organization structure of the Academy is not conducive to a collegiate environment	3.0417	3.3813
	The Student to Faculty ratio is appropriate	3.3750	
	There is an adequate administrative support structure for faculty in the Academy	3.7273	
Governance	The Academy gives more emphasis on discipline rather than knowledge	3.8519	3.7085
	The duration of the training course and its phases are appropriate	3.5652	
Physical Infrastructure	Administrative facilities / arrangements at the Academy are good	4.0385	4.0391

Groups	Question	Mean	Mean-Grp	
Utilization of Existing Resources	Training infrastructural facilities and other facilities in the Academy campus are good	4.0370	3.8000	
	Facilities in the classrooms of the Academy are good	4.0417		
	The trainees are utilizing the existing resources in the Academy to the maximum extent possible	3.8000		
	Learning Environment	The learning environment at the Academy adequately encourages healthy debate, inhibition-free expression, wider stakeholder perspectives, bias-free discussion, active participation, experience sharing, knowledge exchange and independent thought		3.8077
		The training programme does not challenge the participants to bring out any creativity and innovation in the participants		2.9615
Output and Outcomes	The course schedules at the Academy give enough free/spare time for the participants to introspect and internalize the learning	3.3478		
	Overall, the training programmes are able to connect better with the trainees and make an impact on their learning	4.0000		
	The course addressed well, the aspect of image building for the police force	3.8800		

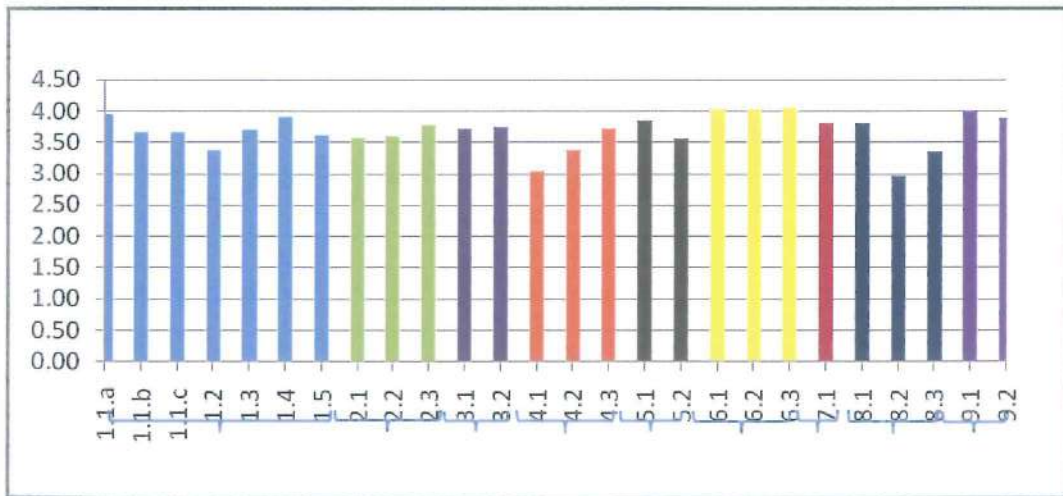


Figure 22: Graphical analysis of the results of the citizen survey

The citizen survey shows that the citizens have a more favorable opinion of NPA than some of the participant groups. This indicates that the perception of NPA is better amongst the general public.

### 3.6 SECTION 6: PHYSICAL AUDIT

A physical audit of NPA was conducted by a team led by Shri Chakrapani, IAS, Deputy Director MCRHRD, a premier civil service training organization in Hyderabad. The other members of the team included Dr. S. Padam, former Dean, ASCI, former faculty member of MIT, former Director CIRD and Dr. Nirmalya Bagchi, ASCI.

The team visited all the facilities of NPA and found the facilities to be adequate and of good quality. However, they need to be upgraded to take care of the increased intake of trainees from this year. The team found the following facilities at NPA

#### Administrative Building

The Administrative building consists of three blocks: (i) Administrative block - provides for offices of the Director, Joint Directors and Deputy Directors, and main administrative office; (ii) Training block - provides for offices of some Assistant Directors and training staff; and (iii) the Library Block.

#### Millennium Training Complex

The Millennium Training complex is a modern training facility. It has eight octagonal-shaped independent Blocks, which are inter-connected. It is equipped with ultra modern training aids and electronic gadgets. This complex has an eco-friendly environment with a lot of open spaces and landscape all around. It caters to the training needs of both Basic and In-Service courses. The complex provides for four classrooms, four Syndicate Rooms, two Computer Labs, Cyber Forensic Lab, Lounge for Probationers, Cafeteria, Support Staff Room, Office chambers for senior faculty, a state-of-the-art conference room used for Board meetings, such other important meetings, etc.

#### Diamond Jubilee Outdoors Training Complex

The outdoor training complex houses the outdoor offices, sand model room and a multi-purpose room, the state of the art endurance hall, Fire-arms training simulator and other outdoor equipment stores.

#### A.P. Conference Hall.

The A.P. Conference Hall is fully air-conditioned and is provided with multi-media projector, cordless microphone conference system and other audio-visual devices required for making presentations. It is the venue of all important Seminars, Conferences, panel discussions, etc.

#### Kerala Auditorium

The Kerala Auditorium, a tastefully designed auditorium with a seating capacity of 78, is fully air-conditioned with exquisite interiors, sound and lighting arrangements. It is used for conduct of periodical tests, important seminars, functions, etc.

#### Auditorium

There is a well-equipped air conditioned Auditorium, with a digital track sound system, comparable with any multiplex theatre in any of the metros of the country, with a seating capacity of about 350, for special functions, VIP lectures, and for screening training films. Feature films are also screened during weekends.

### Forensic Science Building

In order to impart training in the field of scientific crime investigation through integrated-participative training methodologies, a separate Forensic Science Building was constructed in the Academy. The building has a Crime Scene Hall, Forensic Science Laboratory, Crime Museum, Interrogation and Presentation Rooms.

#### The Crime Scene Hall

This hall is extensively used to lay crime scenes for the purpose of simulation exercises for basic and in-service courses. Through these exercises, training in Law, Forensic Science, Forensic Medicine and Investigation is given in an integrated manner. These exercises are of immense benefit for the probationers not only to gain knowledge but also to acquire skills necessary for investigation and supervision of crimes in the field<sup>16</sup>.

#### The Forensic Science Laboratory

In order to acquire important practical skills as well as to get acquainted with various aspects of scientific aids available for crime investigation, the probationers are exposed to scientific techniques frequently used in the field conditions. During the course of training, demonstration and practical classes are held on Development and Lifting of Fingerprints, Analysis of Fired Bullets, Spot Tests for Drugs, Footprint Casting, Blood Test, Hair and Fibre Examinations, Interpretation of Blood Distribution Patterns, use of Invisible Rays, Photography, Handling, Packing and Forwarding of Physical Evidence, etc.

#### The Crime Museum

During the training, probationers are shown different types of Explosives and IEDs, Counterfeit Coins and Currencies, Weapons, Burglary Implements, Moulds, Human Skeletal System, etc.

#### Interrogation Room

This room is used for imparting training in the area of Interview and Interrogation and also Test Identification Parade of the suspects. The room is fitted with C.C. Cameras and Audio Systems for the purpose of recording the interrogation and subsequent analysis by referring to the videotape. Repeated exposures help the trainees to understand and develop the art of Interview Interrogation Techniques.

#### Computer Labs, IT Centre and Computer Forensic Lab

The Academy has a well-established computer infrastructure. It includes two well equipped computer classrooms and a Computer Forensics Lab in Millennium Training Complex. Both Senior Officers Mess and all Guest Houses are also equipped with desktop computers in every room. All probationers are further provided with laptops of latest configuration. All probationers and in-service courses officers are given training on the use of computers. .

The Academy has more than 450 Multi-media enabled PCs. and Laptops. LCD projection facilities are available in all the classrooms and the conference halls. All the faculty members are also provided with computers in their offices.

16. The scenes, which are laid out for simulation exercises are all based on actual incidents, which took place at different places. On the basis of the details given in the case diaries, simulation exercises are carefully developed and laid out for the purpose of training. During the exercise, the probationers are also exposed to the documentations relating to investigation and field problems also.

The Academy has a campus-wide network with Fiber-optics backbone. The LAN is based on fully switched CAT-V technology along with WiFi. All the sections of the Academy including the IPS Mess and Senior Officers' Mess are connected with hard-wired LAN and the Guesthouses are on Wireless LAN. Dedicated Internet connection through a 10 MBPS leased line is also available in the Academy for free access to officer trainees, participants of various in-service courses and faculty members. The Academy has High-end Scanners, CD Writers and Laser network printers. The Academy has also high configuration computer server for various applications<sup>17</sup>.

The Academy has software like Microsoft Office Suite, MS-Visual studio, Page makers, Photo-shop, etc. In addition, the Academy also has some specialized Police software like Portrait Building, CIPA, CCTNS, FACTS, etc.

### Language Laboratory

The Academy has a Language Laboratory, which is equipped with a new technique developed to teach a second language/foreign language. The Auditek (Teleste Educational Ltd., Finland) type laboratory, i.e., Wired Laboratory is in use. The objective of the language laboratory is to speed up the learning programme and to give the teacher more time to help each student with his problems.

This Wired Laboratory has 10 student-booths in which the students hear the master (audio) respond with the correct utterances (active) and may then replay the recording of their own responses and the master track for self-evaluation (compare). Students, sitting in each booth, hear a lesson through headsets and repeat the drills of pronunciation and sentence pattern. On repetition, the voices of the learners are recorded on a different track from master track that contains the lesson. Next time students listen to lessons as well as their own recording to compare their performance with the master. In case a student makes a mistake, the teacher can correct him without disturbing the other students. Any student can contact the teacher by a pressing button in his booth<sup>18</sup>.

### Operational Control Room

The Operational Control Room of the Academy is equipped with a Computer Aided Dispatch System (Visual CAD) consisting of one server and three nodes. This system provides method to:

- (1) Record and keep track of patrol units and personnel on duty with whom dispatch (control) is in radio contact.
- (2) Record information about all calls assigned by dispatcher.
- (3) View a summary of active calls and on duty personnel.

17. The Academy has a well-equipped Computer Forensic Laboratory where the latest hardware and software from all over the world is available for disc forensics. The laboratory is used for training in Cyber Crime investigation during the Basic Course and the In-Service Courses. An IT Application Room was established to demonstrate and impart training in video conferencing, etc., to various officers. With a view to enabling all police training institutions to draw upon each other's resources and specializations, the Academy has established a computerized network "Police Training Network" (PoTNet) connecting all Police Training Colleges and Academies of the various States and Central Police Organisations with the NPA as its hub. This network acts as an effective means of communication between various police training institutions in the country, enabling them to share the course designs, teaching material, training calendars and all other information relating to training through online communication, with one other.

18. The teacher can contact all the students at a time and he can also listen and talk to the students, if he so desires, without disturbing others. The teacher can also control the student tape-recording. In addition, students can surmount their difficulties by discussing with the teacher and other students. A two-way conversation can also be established. As the Regional Language is a qualifying subject for I.P.S. Probationers, they are taught the concerned regional language of the State to which they are allotted, while under basic training in the Academy. After giving them preliminary lessons in the language, the I.P.S. Probationers make use of the Language Laboratory for speeding up the learning process.

- (4) Record information about a variety of items such as wanted persons, towed vehicles, crime watch areas and hazardous locations.
- (5) Organization information into variety of reports.

Each active unit and incident location is displayed on the map, which works with Map Information running on each node. Operator interaction with the Visual Cad is conversational, using communications environment.

This modern operational control room has been set up with a view to provide the probationers with an opportunity to realize and understand the advanced mechanism involved in Police Communication and Information Technology.

As the Police Communication and Control Room Operations is a qualifying subject for I.P.S. Probationers, the Operational Control Room is used for teaching them both theory and practicals in the subject.

### Electro-mechanical Firing Range

An electro-mechanical firing range for giving firing practices to the probationers on moving targets, sliding targets, pop up targets, turning targets, cluster targets, etc., is available in the Academy. The surprise element in this range is the main factor, which tests the response time and alertness of the firer.

### Training Simulator (SATS)

Zen - Small Arms Training Simulator is also available in the Academy for teaching shooting skills with weapons such as .38 Revolver, 9 mm Pistol, .303 Rifle, 7.62 SLR, MP-5, AKM, 9 mm Carbine and LMG. It is a computerized system, which identifies the firer's mistakes and helps in correcting them. Recoil and the sound of the shoot are well simulated in the system. The Simulator is used for giving intensive firing practice, as part of weapon training to the I.P.S. Probationers.

### Library

The Academy Library caters to the learning needs of IPS Probationers, faculty members, senior IPS officers, research scholars from various universities and officers attending various in-service courses at the Academy. The Library personnel have a 'Service with Smile Attitude'. They expect from Library users - 'Enter to Learn, Leave to Serve' attitude. It holds more than 75,000 books on various domains of knowledge including larger proportion of books on Police Sciences. 160 periodicals and national and international journals are subscribed by the Academy. Following subsections make it more interactive:

- Reference Section
- Video Corner (more than 1800 Video Cassettes are available)
- Computer Cell (Internet, CD ROM and E-Mail facilities are available)
- HRD Instrumentation Centre
- Film Library
- Language Section



Photocopying facility on payment basis is also available. A probationer may get 10 books issued in his/her name. As a matter of policy, reference books and journals are not issued.

Library materials can be searched through NPA website and the books and other material can be renewed after 15 days.

#### A.V. Section

The audio-visual section is equipped with a multi-media projector, direct projector capable of projecting paper, transparencies and 3D images in original form. This Section provides necessary audio-visual support to training programmes.

16 mm/35 mm projectors, LD players, high luminosity overhead projectors and LCD panel are also available with the Section.

#### Photography Section

The Photography Section has SLR cameras for the coverage of Academy activities and also possesses auto-focus cameras for inculcating skills in photography among trainees. This section is fully equipped with photo studio, dark rooms, Konica Colour Lab for development of film and photo printing. The Camera Club also provides copies of the photographs on payment basis.

VHS Video Cameras along with editing facilities are also available in this section for coverage of various activities at the Academy.

#### M.T. Section

To acquaint the Probationers with the basics of driving, the section conducts necessary driving classes with the help of private driving schools. Additionally, instructions on important aspects of motor mechanics are also imparted with a view to familiarizing the trainees with the internal mechanics of vehicles.

#### Stadium and Playgrounds

The Academy has a standard 400 metres 6-lane synthetic track stadium, the first of its kind in any police institution in India, along with other facilities inside the track like pits for Hammer Throw, Javelin Throw, Shot-put, High Jump, etc. The Stadium has two pavilions on eastern and western sides. The capacity of each pavilion is around 300. There are four changing rooms, two in the pavilions and two in the main block of the Stadium, which is also called Golf Block.

The Academy has one standard size Football ground, one Hockey ground, two Volleyball courts, two lawn tennis courts and two Basketball courts, having facility of flood lights.

#### Swimming Pool

The Academy has an Olympic size swimming pool. The Swimming pool premises also house a Jacuzzi and a sauna/steam bath facility.

#### Gymnasium

The Academy has a state of art, air-conditioned Gymnasium with a full range of variable resistance equipment.

A large number of stretching machines for exercising various parts of the body, a number of treadmills, bicycles, etc. are available for use by the trainees, faculty and their families in the Academy.

### Dhyan Kendra

The police job being very stressful, it is expected that meditation will help the future police leaders to manage stress and to acquire mental strength to carry out their duties. For this purpose, a Dhyan Kendra with a design befitting its solemnity is located in the campus. This meditation hall has a seating capacity of about 100 persons.

Since Yoga is a compulsory subject for the I.P.S. Probationers, instructions in Yoga and meditation are given to them in the Dhyan Kendra.

### Artificial Climbing Wall

The artificial Climbing Wall, which was inaugurated on September 21, 2001, is 12 meters high and 5 meters wide with a total climbing area of 75 sq. meters, which has two climbing faces each with a vertical portion and an overhang near the top

### Riding Section

The Academy has a Riding Section with a sanctioned strength of 65 horses. The section has qualified trainers, riders, a Veterinary Officer and the required supporting staff. The Riding Section provides basic equestrian training to the probationers, which includes stable management, basic riding, dressage and show jumping. The objective of basic equestrian training is to build self-confidence amongst the probationers, besides initiating them to the use of Mounted Police in various law and order duties and maintenance of public peace.

### Printing Press & DTP Section

The Academy had set up a multi-colour Swift Printing Press with laminating machine, cutting machine, laser writer, laser printer with H.P. scanner, etc. All Academy publications, invitations, cards, course material, etc., are now composed at the DTP center and published by the Printing Press. Colour Xerox machine and a digital photocopier have been acquired recently and installed in the DTP Section.

### Alumni Column

The Alumni Column is a 11 feet column, which bears the names of all Trainers and Trainees of the alma mater, has become the landmark of the Academy.

### Central IPS Officers' Mess

The Central IPS Officers' Mess has 150 rooms, computer kiosks, barbershop, tailor and washer man rooms.

- (a) All the probationers while undergoing training are accommodated in the Central IPS Mess.
- (b) Every probationer under training is a regular member of the Mess and no probationer is permitted to opt out. The Mess Committee organises formal and informal evenings. On several of these occasions, the Director, members of the faculty and staff join the probationers.
- (c) The Mess is an institution of the Academy and the Service where the probationers meet in an informal/formal atmosphere. It is more than a mere eating place. It is supposed to be the centre of community life at the Academy and its dignity must always be upheld by all the members. The Academy attaches the highest importance on development of proper etiquette and manners and high standards of courtesy and decorum amongst I.P.S. Probationers as befitting officers of the higher Civil Services.

### Senior Officers' Messes - I

All the participants of the In-service Courses, short duration thematic courses, seminars and workshops are accommodated in the Senior Officers' Mess. The main Senior Officers' Mess has 38 A.C. Rooms with a lounge and dining area, and computer kiosks.

### Senior Officers' Mess - II

The Senior Officers' Mess - II has 40 Rooms, with a separate lounge and dining area. The participants of the Induction Training Courses for SPS Officers promoted to the IPS, Training of Trainers' Courses, the IPS Probationers attending the Phase-II programmes, etc., are usually accommodated in this Mess.

### Guest Houses

Various State Governments and some Central Police Organisations contributed to the development of the facilities in the Academy, by way of donating funds for construction of Guest houses in the Academy campus. The Guest houses constructed so far are as follows:

(1) Tamilnadu Guest House	..	4 suites
(2) Bihar Guest House	..	2 suites
(3) U.P. Cottage	..	1 suite
(4) B.S.F. Cottage	..	1 suite
(5) Sikkim Cottage	..	1 suite
(6) C.I.S.F. Cottage	..	3 suites
(7) Karnataka, U.P. & Meghalaya Bhavans (Senior Officers' Mess Annexe)	..	8 suites
(8) I.T.B.P. Guest House	..	2 suites
(9) West Bengal Bhavan	..	2 suites
(10) M.P. Bhavan	..	3 suites
(11) Rajasthan Bhavan	..	2 suites

These Guest houses are used for accommodating the outstation guest faculty and other important dignitaries visiting the Academy from time to time.

The Karnataka, U.P. and Meghalaya Bhavan suites (8) are used for accommodating the participants of various Inservice Courses who are coming to attend the Courses with families.

### Additional accommodation

Additional temporary accommodation has also been constructed recently to accommodate increase number of participants attending the three phases of MCTP in the Academy.

### Officers' Club

The Officers' Club is located within the Swimming Pool complex. It has a Billiards Table and Music System. Facilities for snacks and soft drinks are available here. As may be notified, Thursday evenings are Club evenings where members of faculty and their families, the probationers and other in-service course participants on campus meet for social interaction. The Academy band also remains in attendance on Club evenings.

### Hospital

- (a) The Academy has a 23-bed Hospital with two Medical Officers and a physio-therapy unit. It is headed by a Staff Surgeon. The timings of the working of hospital are notified as per the requirement of the staff and trainee officers. In case of emergencies the doctors can be contacted on telephone.
- (b) For more serious ailments, the Academy depends upon referral hospitals in Hyderabad.

### Suraksha Plaza

The Site-A of the campus houses the Suraksha Plaza, which has a branch of the State Bank of Hyderabad, the National Police Academy Cooperative Stores Limited, Post Office etc. The Cooperative Store maintains good stock of all police equipment, stationery, toilet requisites and other essentials.

### Cafeteria

The Cafeteria is located in the Administrative Building of the Academy. It provides snacks, beverages, ice creams, soft drinks, etc., on all working days.

### Telephones

The Academy has a latest EPABX of Tata-Lucent Technologies with 16 junction lines and over 250 extensions. All the faculty members, section heads and other important functionaries, all the suites in the Senior Officers' Messes and Guest Houses are connected to the Exchange. Extensions have also been provided to all probationers staying in the Central IPS Mess.

### Thrift Society

The Academy's Thrift Society has the primary objective of encouraging the saving habit in staff members and trainee officers. It also assists those members who are in need, through timely loans recoupable in installments.

### Welfare Society

The Academy has a Welfare Society, which caters to the various welfare activities of the staff, their families and trainee officers. All staff members and trainee officers are members of the society. It provides immediate relief to the bereaved family of its members who dies while in service, render financial assistance for medical treatment, education of dependent children, etc. The funds of the Society are raised through monthly contribution of staff and trainee officers and welfare grant from the M.H.A.

### Ladies Welfare Centre

The Academy has also a Ladies Welfare Centre for planning and promoting various schemes for the welfare of the families and children of the staff members, like income earning activities such as fabrication of garments, stitching of the uniforms for the uniformed staff of the Academy, etc., and also promote health promotion activities, child care, adult education, etc.

### Assam Nursery School

The Academy maintains a well-established Nursery School for the benefit of the children of the staff members of the Academy in a building constructed from the donation received from the Government of Assam. The School runs Nursery, LKG and UKG classes.

### Open Air theatre

The open air theatre is located in Site-A and provides for healthy entertainment to the staff and their families by screening of films and staging of cultural programmes.

### Kendriya Vidyalaya

A Kendriya Vidyalaya, with classes from 1 to 12, is also functioning in the Academy campus for the benefit of the education of the children of the staff of the Academy.

### Bank

There is a branch of the State Bank of Hyderabad in the Suraksha Plaza at Site-A. The pay and allowances of the faculty members, staff and I.P.S. Probationers are credited to their accounts. The bank also offers ATM facility in both Site and Site B of the Academy campus.

### Postal Facilities

The Academy has its own Post Office, Telegraph Office and Public Call Office. It is housed in Suraksha Plaza in Site A. All letters received in probationers' names are placed at the Reception Counter at the Mess. Pin Code Number of NPA Post Office is - 500 052.

For all-round development of I.P.S. Probationers, the following Clubs/Societies are functioning in the Academy. All the probationers are the members of these Clubs/Societies and their elected representatives will serve on the Executive Committees, and faculty members serve as Staff Counsellors. The following clubs are active at NPA

1. Officers' Club
2. Film Club
3. Camera Club
4. Literary, Professional & Current Affairs Study Circle (LPCA)
5. Cultural, Dramatics & Fine Arts Society (CDEFA)
6. Law Society
7. Social Service Club
8. Computer Society

### 3.7 A FRAMEWORK OF QUALITY ASSESSMENT BASED ON EFQM (EUROPEAN FOUNDATION FOR QUALITY MANAGEMENT)

In order to analyze the overall quality of NPA, we developed a framework of assessment of quality based on the EFQM model of assessment of quality. EFQM has a scorecard based method of adjudging quality of an organization on the basis of Enablers like

- Leadership,
- People,
- Process, Products and Services
- Strategy
- Partnerships and Resources

EFQM also analyzes the quality of an organization on the basis of its Results like:

- People Results
- Customer Results
- Society Results and
- Key Results

The scoring weightages of EFQM are given below:

#### SCORING FOR THE EFQM EXCELLENCE AWARD

Leadership 10%	People 10%	Processes, Products & Services 10%	People Results 10%	Key Results 15%
	Strategy 10%		Customer Results 15%	
	Partnerships & Resources 10%		Society Results 10%	

Thus using the RADAR guide for Enablers and Results we get scores for each attribute which is then multiplied by the respective weightages to get the composite score.

#### The RADAR Assessment and Management Tool for ENABLERS: LEADERSHIP

<b>Approach :</b>	
TOTAL for Approach	85
<b>Deployment :</b>	
TOTAL for Deployment	85
<b>Assessment and Refinement:</b>	
TOTAL for Assessment and Refinement	75
<b>OVERALL TOTAL</b>	<b>81.66</b>

#### The RADAR Assessment and Management Tool for ENABLERS: PEOPLE

<b>Approach:</b>	
TOTAL for Approach	70
<b>Deployment:</b>	
TOTAL for Deployment	65
<b>Assessment and Refinement:</b>	
TOTAL for Assessment and Refinement	70
<b>OVERALL TOTAL</b>	<b>68.75</b>

The RADAR Assessment and Management Tool for ENABLERS: PROCESS, PRODUCTS and SERVICE

<b>Approach :</b>	
TOTAL for Assessment and Refinement	85
<b>OVERALL TOTAL</b>	<b>86.25</b>

The RADAR Assessment and Management Tool for ENABLERS: STRATEGY

<b>Approach:</b>	
TOTAL for Approach	85
<b>Deployment:</b>	
TOTAL for Deployment	85
<b>Assessment and Refinement:</b>	
TOTAL for Assessment and Refinement	85
<b>OVERALL TOTAL</b>	<b>85</b>

The RADAR Assessment and Management Tool for ENABLERS: PARTNERSHIPS & RESOURCES

<b>Approach :</b>	
TOTAL for Approach	60
<b>Deployment:</b>	
TOTAL for Deployment	75
<b>Assessment and Refinement :</b>	
TOTAL for Assessment and Refinement	61.33
<b>OVERALL TOTAL</b>	<b>65.443</b>

The RADAR Assessment and Management Tool for RESULTS : PEOPLE RESULTS

<b>Relevance and Usability</b>	
<b>TOTAL for Relevance and Usability*</b>	<b>80</b>
<b>Performance:</b>	
TOTAL	76.5
<b>OVERALL TOTAL</b>	<b>78.125</b>

The RADAR Assessment and Management Tool for RESULTS: CUSTOMER RESULTS

<b>Relevance and Usability</b>	
<b>TOTAL for Relevance and Usability*</b>	<b>80</b>
<b>Performance:</b>	
TOTAL for Assessment and Refinement	85
<b>OVERALL TOTAL</b>	<b>82.5</b>

The RADAR Assessment and Management Tool for RESULTS: SOCIETY RESULTS

<b>Relevance and Usability</b>	
<b>TOTAL for Relevance and Usability*</b>	<b>81.33</b>
<b>Performance:</b>	
TOTAL for Assessment and Refinement	75
<b>OVERALL TOTAL</b>	<b>78.16</b>

The RADAR Assessment and Management Tool for RESULTS:KEY RESULTS

Relevance and Usability	
TOTAL for Relevance and Usability*	75
Performance:	
TOTAL for Assessment and Refinement	75
OVERALL TOTAL	75

After putting the weights, the total comes to 77.96.



## 4.0 CONCLUSIONS & RECOMMENDATIONS

SVPNPA is an institution that delivers high quality training to police officers. However, any training academy is as good as its faculty members, trainees and its infrastructure. Hence improving the quality of service offerings of the Academy also means improving the quality of its faculty members, trainees and infrastructure. Since most of the faculty members at the Academy are from the police and on deputation to NPA for a fixed duration, efforts must be made to improve their quality and understanding of academics, pedagogy, and research and subject knowledge. This will indirectly improve the quality of the offerings. Also, in view of the increase in intake of trainees, the physical infrastructure needs to be improved substantially.

Based on the analysis of the data collected for the study, through interviews and questionnaire, the study team recommends the following to improve the quality of service of SVPNPA:

### ◆ Faculty strength

- ◆ Academy may actively consider an increase in the number of resource persons. In view of the expected increase in number of trainees. As has been worked out in section 3.4, the faculty strength at NPA should be based on the participant days per faculty metric. The optimum value of this metric according to the study team is between 1200 and 1750, however, NPA may like to evolve its own optimum values. Calculations based on present posted strength indicate that the present value of this metric more than 2 times this optimum value range and hence immediate measures need to be taken to augment the present posted faculty strength.
- ◆ In addition one fourth of the faculty members should be from non uniformed services or should be pure academicians. This increase of intake of faculty from non-police background will help in creating a collegiate atmosphere in the academy.
- ◆ The faculty members should be divided into core and non-core subjects. Core subjects should be taught by faculty members who have developed expertise in that field whereas non-core areas may be taught by generalists. Some core areas may be taught by outside experts. Also core area faculty members should not be encouraged to teach non-core areas and vice versa.
  - ◆ The core areas identified by the team based on discussion with former senior police officers and former directors at NPA for the Basic Course are given in annexure 6.
- ◆ In view of the huge delays in recruitment of faculty in certain areas, faculty members may also be recruited on contract basis
- ◆ Good officers who have recently retired from service may be recruited by the academy for a two year stint as mentors, who would interact with trainees and impart their knowledge gained from years of experience.

### ◆ Infrastructure

- ◆ Classroom infrastructure needs to be upgraded in terms of having facility for computer based simulations exercises.
- ◆ ICT infrastructure in the classrooms needs improvement.
- ◆ Other infrastructure of the academy like library, games and sports infrastructure and other outdoor infrastructure including gymnasium and swimming pool etc. is adequate for the present strength but must be increased significantly to accommodate the expected increase in trainees.

- ◆ Collaboration and incorporation of the best practices
  - ◆ Increase national and international collaboration between institutions of similar type. Regular visits from national and international teams should be encouraged. Faculty exchange programmes can be instituted.
  - ◆ Partner organizations for conducting MCTPs must be carefully chosen and due importance must be given to their ability to train senior police officers. They must have the competence to teach police officers and must preferably be aware of police issues in India.
- ◆ Pedagogy
  - ◆ Digital learning environment needs to be created so that the trainees can digitally store their entire course for future reference. An online platform for self learning can be created
  - ◆ Group work also needs to be increased so that trainees are required to think on their own rather than learn by rote.
  - ◆ Case study mode of training should be promoted. This method should be applied to teach topics related to building sensitivity, ethics, attitude and leadership. This method is known to facilitate retention of the nuances of the concepts longer.
- ◆ On the training courses, the following may be incorporated
  - ◆ Increase sensitivity training to participants of all levels.
  - ◆ Increase attitude building training for the participants of basic course.
  - ◆ Increase training on policing ethics and human rights for all levels of officers
  - ◆ Module on listening skills should be part of the curriculum
  - ◆ Module on public speaking, public relations and media management needs to be part of the curriculum at all levels of training
  - ◆ Modules on training the basic course participants to deal with the issue of schism between the IPS and the cutting edge force and techniques to get the best out of the men.
  - ◆ Increase sensitivity of the trainees of the basic course towards rural problems. Prepare them for both urban and rural issues so that trainees coming from urban background can adapt to a rural setting and vice versa.
  - ◆ Increase training on negotiations and dynamics of power structure.
  - ◆ A service to nation orientation has be inculcated through experience sharing(of police officers and victims of crime), sensitization training, and field visits rather than focusing exclusively on ritualistic/ceremonial approach to build this orientation.
  - ◆ Participants of the basic course may be given a project work (either in a group or individually) which will essentially challenge them to come up with solutions for some police problem. This will enable them to think about problems and develop insights on policing issues. A board may evaluate the project at the end of the course.

◆ Faculty Performance

- ◆ Create performance benchmarks for faculty members. They should be encouraged to take up research along with training.
- ◆ A performance management system for faculty members needs to be created. The faculty members should engage in all the activities of the academy namely, training, and research. For each activity a point based system can be created to monitor the performance of faculty members. Specific work norms and performance management system will ensure optimal utilization of faculty resources.
- ◆ A performance incentive system over and above the existing system needs to be developed to encourage faculty members with monetary and non monetary incentives to perform better.
- ◆ Faculty members must also be encouraged to teach in other institutions of repute so that the goodwill of NPA spreads.

◆ Faculty Development

- ◆ Serious efforts are required to develop faculty. A complete faculty development plan including training of faculty members in national and international institutions must be prepared every year and adequate budget be allocated to this initiative.
- ◆ Most of the faculty members who join the academy are IPS officers who are on deputation. They need to hone their teaching skills and efforts must be made to induct them to this new experience. They may be given an induction course which will expose them to the modern pedagogy of teaching, enable them to conduct public speaking, improve their communication (both verbal and non-verbal) and psychologically prepare them to become resource persons. They must understand that quality teaching will inevitably lead to respect from students, and this is earned through knowledge leadership and not by the rank alone. This induction course can be of four weeks duration and should be held at a different organization. This will prepare the officers for a teaching stint at the academy.

◆ Syllabus

- ◆ Training inputs in research and analysis as aids in efficient policing for probationers as well as middle and senior level officers must be given.
- ◆ Syllabus must also address the issue of developing a Broad Outlook. This issue has been highlighted by all groups of participants. Also some other aspects of developing the personality of a police officer like developing compassion, honesty etc. needs to be included in the course.

◆ Research at NPA

- ◆ The Academy should be a hub of research on police matter and in order to achieve this the following steps may be taken
  - ◆ Create more police research fellowships
    - ◆ A three year fellowship and suitable tie up with a University leading to PhD in police studies is an urgent requirement.

- ◆ Improve the quality of the NPA journal by bringing out special issues on important police matters. Articles should be invited from people engaged in police studies from all over the country and should not be limited to the academy faculty members of a select set of police officers.
- ◆ The Academy must encourage top notch national level and international level academicians (in subject areas related to police studies) to come and spend time in NPA (maybe a three month stint) and interact with the faculty members.
- ◆ Collaborative research between NPA faculty members and faculty members of equivalent stature from other institutions of national importance should be encouraged.
- ◆ More seminars and conferences on important police matters must be held on the Academy regularly.
- ◆ The Academy should come up with working paper series and bring forth the police point of view on certain issues that are not highlighted in mainstream media or in popular discourse.
- ◆ In order to improve the quality of training the academy should
  - ◆ Subject experts must teach those subjects that require specialization. Efforts must be made to recruit specialist faculty members even if they are from outside the police force.
  - ◆ Encourage the development of expertise/specialization among faculty members in core subjects.
- ◆ Case Study
  - ◆ A case study writing and development unit should be created within NPA to develop teaching case studies on different topics relating to police matters. A separate budget may be allocated to this unit and the unit may be given some operational freedom to collaborate with other institutions.
- ◆ Examination
  - ◆ Examinations must be treated with seriousness and trainees should be forced to repeat courses if they are not found up to the mark, in any subject/area of training, instead of giving them escape routes. In the last 20 years, very few (just one or two persons and that too on health grounds) have failed the training course in the academy. While this is a cause for celebration, it also indicates that the examination system at the academy needs tightening. The academy must accept that some of its trainees may fail the course and should therefore repeat it next year. If this requires approval from MHA then that should be sought. Stringent stage-gate process of examination would ensure two things
    - That the trainees are very serious about the course
    - That the trainees pass out of the Academy with the requisite skills and knowledge levels required of a police officer
- ◆ Creation of a "Think-Tank"
  - ◆ A think tank consisting of serving and retired officers and academicians may be created at NPA. The persons constituting the think tank may be located anywhere in India but must deliberate regularly and develop research thrust areas for NPA and also take up research studies. An office may be created at NPA to liaise with the think tank.

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**ANNEXURE 1: TRAINING ACTIVITY OF THE ACADEMY****TRAINING SCHEDULE FOR IPS PROBATIONERS**

The Basic Course training schedule<sup>19</sup> of the I.P.S. Probationers is worked out by the Academy and is approved from M.H.A. well before the commencement of the Course and notified accordingly<sup>20</sup>.

The Training Schedule for the Basic Course of 62 RR batch of I.P.S. Probationers as notified in their Indoor Training Handbook is as follows:

<b>1. Foundational Course</b>	<b>15 Weeks</b>	<b>31-08-09 - 11-12-09</b>
Journey Time	06 days	14-12-09 - 19-12-09
<b>2. Basic Training at NPA</b>	<b>46 Weeks</b>	<b>21-12-05 - 04-11-10</b>
Parasailing under Army	05 days	15.02.10 - 19.02.10
Jungle Craft and Reflex firing module	06 days	22.02.10 - 27.02.10
Para hand Gliding	05 days	15.03.10 - 19.03.10
Village visit	04 days	24.03.10 - 28.03.10
Outdoor Examination - I	03 days	03.04.10 - 06.04.10
Rock climbing & River rafting module	05 days	08.04.10 - 12.04.10
Kumbh Mela (Haridwar)	03 days	13.04.10 - 15.04.10
Outdoor Examination - II	03 days	26.04.10 - 28.04.10
Indoor Periodical Exam - I	19 days	19.04.10 - 07.05.10
District Practical Training Part - I	12 days	10.05.10 - 21.05.10
Mid Term (Leave)	07 days	24.05.10 - 30.05.10
Scuba Diving	06 days	14.06.10 - 19.06.10
TAC - I	05 days	21.06.10 - 25.06.10
Outdoor Examination - III	05 days	05.07.10 - 09.07.10
CSWT Attachment (Group-I)	06 days	12.07.10 - 17.07.10
CSWT Attachment (Group-II)	06 days	26.07.10 - 31.07.10
Tonk Cup Final	01 day	16.08.10
Outdoor Examination - IV	03 days	17.08.10 - 19.08.10
Annual Aquatic Meet	02 days	16.08.10 - 27.08.10
Indoor Final Examination - I	05 days	31.08.10 - 04.09.10
Outdoor Examination - V	05 days	06.09.10 - 10.09.10
Final Cross Country	01 day	11.09.10
Indoor Final Examination - II	15 days	16.09.10 - 30.09.10
Annual Athletic Meet	03 days	04.10.10 - 06.10.10

<sup>19</sup> The date of commencement of the Basic Course in the Academy is determined on the basis of the conclusion of the 15 weeks Foundational Course at LBS National Academy of Administration, Mussoorie.

<sup>20</sup> In accordance with Rule 3(1) of IPS (Probation) Rules, 1954 that the probation period of a person directly recruited to the Indian Police Service should not exceed two years, the MHA issued guidelines that the training of IPS Probationers should not go beyond normal period of probation of two years

Commonwealth Games	03 days	07.10.10 - 09.10.10
Greyhounds attachment	07 days	11.10.10 - 17.10.10
Indoor Final Examination - III	02 days	18.10.10 - 19.10.10
<b>Passing-out Parade</b>	<b>03.11.10</b>	
Journey time / Leave	01 week	08.11.10 - 14.11.10
<b>Study-cum-cultural tour</b>	<b>02 weeks</b>	<b>15.11.100 - 28.11.10</b>
3. C.R.P.F. Attachment	10 days	30.11.10 - 09.12.10
4. Army Attachment	08 days	11.12.10 - 18.12.10
5. BPST	04 days	21.12.10 - 24.12.10
NSG	05 days	27.12.10 - 31.12.10
IB	03 days	03.01.11 - 05.01.11
CBI / SPG (Two groups)	02 days	06.01.11 - 01.01.11
Leave	09 days	08.01.11 - 16.01.11
6. PTC/Practical Training in the States/		
District Practical Training	27 weeks	17.01.11 - 24.07.11
Leave	01 week	25.07.11 - 31.07.11
7. Phase-II at NPA and ISB Module	04 weeks	01.08.11 - 27.08.11
<b>Total</b>	<b>104 Weeks</b>	

#### IN-SERVICE COURSES FOR IPS OFFICERS AND OTHER COURSES

#### MID-CAREER TRAINING PROGRAMMES (MCTP) FOR IPS OFFICERS

To replace the In-service Level-I, Level-II and Level-III Management Courses for IPS officers, an Expert Committee under the Chairmanship of Dr. Trinath Mishra, IPS (Retd) was constituted by MHA, in 2009 to finalize the design, contents and delivery of MCTP for IPS Officers. The Committee submitted its Report and the same was approved by the MHA in May, 2008<sup>21</sup>.

The approved scheme for conduct of MCTP for IPS Officers is:

S.No.	Phases	Duration	IPS Officers eligible	Year of service
(1)	Phase-III	8 weeks: (6 weeks in India & 2 weeks abroad)	Superintendent of Police	Between 7th and 9th year of service
(2)	Phase-IV	8 weeks: (6 weeks in India & 2 weeks abroad)	Deputy Inspector General of Police	Between 14th and 16th year of service
(3)	Phase-V	4 weeks (3 weeks in India & 1 week abroad)	Inspector General of Police / Addl. Director General of Police	Between 24th & 26th year of service

The main objectives of this training programme will be :

- (i) to prepare the IPS Officers for the 'next level competency'; and
- (ii) to enable them to possess the necessary skills and attitudes to discharge their responsibilities effectively.

For conducting these three MCTPs, the Government of India awarded the following Universities / Institutes:

S.No.	Name of the University / Institute	Phase
(1)	<b>Charles Sturt University, Australia</b> (Indian School of Business, Hyderabad, as Indian Partner)	Phase-III
(2)	<b>University of Cambridge, UK</b> (with Jindal Global Law School of Q.P. Jindal Global Law School, Delhi, as Indian partner)	Phase-IV
(3)	<b>Indian Institute of Management, Ahmedabad</b> (with London Business School, London as foreign partner)	Phase-V

Accordingly, the Academy started conducting the above three courses from April 2010 onwards.

### IPS INDUCTION COURSE FOR SPS OFFICERS

Participants' level : SPS Officers nominated to the IPS

Duration : 6 weeks

21. The senior officers namely Dr. G.S. Rajagopal, IPS (Retd), Shri Koshy Koshy, IPS (Retd), Shri V.N. Gaur, IAS, etc. carried out further study on policing in different countries for MCTP

#### Objectives

- To enable the participants to acquire an all-India perspective
- To equip the participants with knowledge and skills required to manage a district charge
- To enable the participants to develop an understanding of modern management principles as applied to police working

### TRAINING OF TRAINER COURSE

Training of Trainers' Wing was created at the Academy in 1981 and the Academy has started conducting Training of Trainers Course for 6 weeks duration (now reduced to 5 weeks) for gazetted police officers working as faculty in Police Training Institutions, from 1982<sup>22</sup>.

#### (1). Training of Trainers' Course

Participants' level : Deputy Superintendent of Police and equivalent ranks posted or likely to be posted to Police Training Institutions of States / CPOs

Duration : 5 Weeks

Objectives :

- To develop skills in using socio-psychological principles of learning, preparing lesson plans and course designs; preparing training aids; preparing and appraisal of presentations; using group-centred training methods; constructing evaluation tools

22. Simultaneously, a Training Administrators' Course for 4 weeks (now reduced to 10 days) for heads of Police Training Institutions was also commenced. A Management of Training Course for officers of the rank of D.I.G. and above for 1 week (now increased to 9 days) was also introduced in 1988.



- To develop functional understanding of training process / methodology and training management by providing exposure to the training institutions.

### (2). Training Administrators' Course

Participants' level : Superintendent of Police / D.I.G. of Police posted or likely to be posted in police training institutions of the States and C.P.Os as Training Administrators (heads of Police training institutions).

Duration : 2 weeks

#### Objectives :

- To help participants develop conceptual understanding of emerging modern concepts of training; Philosophical, Psychological aspects of training; Psychology of training adults; various individualized and group centred training methods; the use of various training aids.
- To help participants develop skills in designing need-based training programmes; critically appraising the training programmes; developing evolution of training systems; managing the training function effectively.
- To help participants comprehend the organizations development and HRD process in organizations for change and development.

### (3). Management of Training

Participants level : Deputy Inspector General / Inspector General of Police / Additional Director General of Police of the States and Central Police Organisations.

Duration : 2 weeks

#### Objectives :

- To enable the participants to develop conceptual and functional understanding in the areas for training needs assessment, learner and trainer centered training designs, audio-visual and training resources, training methodology, training evaluation and feedback mechanisms, and
- To enable the participants to (1) make strategic plans for further improving the police training function, (2) create benchmarks for Police Training Institutions' effectiveness, (3) develop action plans for attitudinal learning and ethical responsiveness, and (4) develop skills in managing the training function effectively.

## SHORT DURATION THEMATIC COURSES/WORKSHOPS/SEMINARS

The Academy has also started conducting from 1990 onwards, short-duration thematic Courses, Workshops and Seminars on selected professional subjects on contemporary issues and emerging areas of policing. Certain Courses like National Security, Anti-Corruption Strategies, etc., are open to officers from other sister Services, such as IAS, IFS, Defence, etc..

As per the requirement of various levels of I.P.S. Officers in the field, short-duration thematic Courses, Seminars and Workshops on contemporaneous subjects are designed and conducted in the Academy. The level of participants, duration and objectives of some of the popular and regular short-duration thematic courses, seminars and workshops are as follows:

### (1) Tactics Course

The Special Tactics Wing is one of the latest additions to training capacities in the Academy. In the aftermath of 26/11 attacks on Mumbai, the Ministry of home Affairs directed the Academy to train State Police Service, Central Armed Police Forces officers in the counter terrorism and insurgency. The Special Tactics Wing not only conducts training at the Academy, but also taken initiatives of conducting area specific course in States such as Chhattisgarh, West Bengal and Meghalaya.

Level of participants : Officers of the rank of Commandant/SP, Additional SP, Dy.SP from various States and CPOs

Duration : 1 week

Aim : To provide platform to the police officers associated with various training / operational assignments to share best practices which are being used by them to bring qualitative change in organizing successful, realistic and motivating tactical training to tackle severe threat of terrorist / naxalite actions.

**Objectives :**

- To expose the participants to various important drills to be practiced while operating against ANEs in jungle / rural / urban area.
- To share best practices being used by other organizations while fighting against terrorists / naxalites / insurgents etc.
- To provide participants an opportunity to visit well known Police / CPMF / Army training institutions to witness their infrastructure and training methodology.
- To discuss various methods to make tactical training more practical, result oriented and interesting.
- To train the participants in raising and training QRT at district level.
- To expose the participants to various aspects of tactical training including weapon training, combat shooting, combat first aid, use of latest technology and weapons.

**(2) National Security (Seminar)**

Level of participants : Officers from the IAS, IPS, IFS, Defence Forces and CPOs.

Duration : 5 days

**Objectives :**

- To increase awareness of the different dimensions and elements that constitute National Security as well as threats to such security.
- To provide an opportunity for the participants to interact and exchange ideas on the subject.

**(3) Computer and Internet Crimes**

Level of participants : I.P.S. Officers of the level of Superintendent of Police and above from the States and CPOs.

Duration : 5 days

**Objectives :**

- To develop awareness about computers and networking
- To understand the implications of the Cyber world and legal measures to counter it
- To understand basic of Cyber Forensics and Standard Operating Procedures for Investigation of Cyber Crimes

**(4) Incident Management Course**

Participants' level : I.P.S. Officers of the rank of DIG and above from various States and CPOs.

Duration : 4 days

**Objectives :**

- Sharing best practices in India and abroad about major incident management;
- Formulate action plan to handle major incident in the Indian scenario;
- Assess the training capability and preparedness of the police in handling major incident whether criminal action or disasters.

#### **(5) Anti-Corruption Strategies**

Participants' level : Officers of the rank of SP from IPS, District Magistrate from IAS and District Forest Officer from IFoS.

Duration : 3 days

#### **Objectives :**

- Analyse various factors leading to corruption
- Understand various laws on Anti-Corruption
- Acquire skills for the detection and investigation of corruption cases.
- Appreciate current and future trends in economic crimes with a view to explore new strategies and tactics for effective tackling of such crimes.

#### **(6) Basic Course on Computer and Internet Crimes**

Participants level : Officers of the rank of SP and above from States and CPOs

Duration : 5 days

#### **Objectives :**

- To develop awareness about Computers and networking
- To understand the implications of Cyber Crime and legal measures to counter it
- To understand basics of Cyber Forensics and Standard Operating Procedures for Investigation of Crimes.

#### **(7) Incident Management Course**

Participants level : Officers of the rank of DIGP and above from various States and CPOs

Duration : 4 days

#### **Objectives :**

- Sharing best practices in India and abroad about major incident management
- Formulate action plan to handle major incident in the Indian scenario
- Assess the training capability and preparedness of the police in handling major incident whether criminal action or disasters

#### **(8) Criminal Justice System: Inter-Segment Coordination**

Participants level : Officers of the rank of SP and above and equivalent ranks from other organizations and officers from Judiciary, Prosecution, and Correctional Administration (Prison) Departments

Duration : 1 week

**Objectives :**

- To streamline, strengthen and to explore modalities for coordination between various segments of Criminal Justice System;
- To appreciate the importance of speedy trial in administration of justice in a democratic polity;
- To understand the dynamics of correctional services in relation with judiciary and police and to identify innovative ideas of correction;
- To understand the recent criminal law amendments for better administration of justice

**(9) Human Rights & Police**

Participants level : Officers of the rank of SP and above from various States and CPOs

**Objectives**

- To appreciate the aspect of Human Rights as core to organized civic life of which law & enforcement agencies are a part,
- To evolve a frame work for the use of force in maintenance of Law & Order,
- To set the guidelines for Investigation of Human Rights cases,
- To evolve strategies to deal with Internal Security challenges within the ambit of Rule of Law,
- To evolve a balanced approach to Human Rights,
- To sensitized themselves to Human Rights of Women / Children /SCs / STs.

**REUNION SEMINARS**

The Re-union Seminars of I.P.S. Officers after 25 years and 30 years of service were also introduced in the Academy in 1987<sup>23</sup>. With the increase in the age of superannuation, a Reunion Seminar for officers of 35 years service was also started from 1999, with the officers of 1964 batch.

**(1) 25 Years Reunion Seminar**

Participants' level : Regular Recruits of I.P.S. Officers who have completed 25 years service and other officers trained along with them

Duration : 2 days

**Objectives :**

- To utilize the vast experience of senior officers, who have put in 25 years of service on specific aspects of policing; and
- To provide an opportunity for officers of the same batch to meet and exchange their varied field experience.

**(2) 30 Years Reunion Seminar**

Participants' level : Regular Recruits of I.P.S. Officers who have completed 30 years service and other officers trained along with them

Duration : 2 days

<sup>23</sup> A 50-year Reunion Seminar for retired I.P.S. (RR) officers, on the lines prevalent for retired I.A.S. Officers at LBS National Academy of Administration, Mussoorie, was also introduced in the Academy since 2004

**Objectives :**

- To utilize the vast experience of senior officers, who have put in 30 years of service on specific aspects of policing; and
- To provide an opportunity for officers of the same batch to meet and exchange their varied field experience.

**(3) 35 Years Reunion Seminar**

Participants' level : Regular Recruits of I.P.S. Officers who have completed 35 years service and other officers trained along with them

Duration : 2 days

**Objectives :**

- To utilize the vast experience of senior officers, who have put in 35 years of service on specific aspects of policing; and
- To provide an opportunity for officers of the same batch to meet and exchange their varied field experience.

**(4) 50 Years Reunion Seminar<sup>24</sup>**

Participants' level : Regular Recruits of I.P.S. Officers who have completed 50 years in the I.P.S. and other officers trained along with them.

Duration : 2 days

**Objectives :**

- To utilize the vast experience of senior officers on specific aspects of policing; and
- To provide an opportunity for officers of the same batch to meet and exchange their varied field experience.

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<sup>24</sup> As per the orders of M.H.A., Government of India, the expenditure on board and lodging in respect of all participants (IPS & Non-IPS Officers) attending the Inservice Courses and other short-duration thematic courses, seminars and workshops, will be met by the Academy. However, the expenditure on account of travel of officers for attending the programme may be borne by the sponsoring authorities.

## ANNEXURE 2: FUNCTIONS OF THE ACADEMIC BOARD

The Board pays visits to the SVP NPA, Hyderabad at least once during the calendar year, as may be arranged in consultation with the Director of the Academy for undertaking an annual stocktaking of the work of the Academy and making recommendations to the Ministry of Home Affairs for improving the training of I.P.S. officers in all aspects. The functions of the Board are as follows:

- (1) To review every three years the syllabi of the various courses conducted at the SVP NPA so as to reflect the current needs of training in the light of the changed socio-economic milieu.
- (2) To examine the adequacy or otherwise of the educative material available at the Academy for teaching different topics of the syllabi of the courses, and to suggest ways and means for bringing about improvements or undertaking production of the material.
- (3) To suggest improvements in the methodology of training and in the use of training aids.
- (4) To examine the list of guest speakers / visiting professors and make suggestions.
- (5) To examine the quality and caliber of the directing staff and suggest ways and means of improvement, if any, including improvement in their terms and conditions of service and study tours, or courses, which they should attend in India or abroad.
- (6) To examine the adequacy or otherwise of the instructional and other supporting staff at the Academy and make suitable recommendations.
- (7) To make recommendations for improvement in the physical facilities available at the Academy.
- (8) To examine the system of evaluation and suggest improvements, if any.
- (9) To make recommendations on any other matter which has a relevance to the effectiveness of training.

### ANNEXURE 3: NOTABLE RESEARCH AT NPA

The Research Projects undertaken by the Academy faculty are :

- (1) Custodial Deaths in India - Shri Sankar Sen, Director, Shri P.S.V. Prasad, Additional Director and Dr. A.K. Saxena, Reader (T.M.) - 1994
- (2) Impact Evaluation of Basic and Inservice Training Programmes for I.P.S. Officers at the National Police Academy, India - Shri P.V. Rajgopal, Director and Dr. A.K. Saxena, Reader (T.M.) - 2002.
- (3) Training and Non-Training Interventions for Development of Leadership and Creativity among Police Officers at Middle and Lower Levels in State Police Organisations in India - Dr. A.K. Saxena, Reader (T.M.) - 2003

The research projects on Police Science offered by the Academy under Police Fellowship Scheme and undertaken by selected researchers from various States are:

- (1) Training of Women Police in Andhra Pradesh - Ms. T. Kanaka Durga .. 1994
- (2) Combating Communal Conflicts - Perception of Police Neutrality during Hindu-Muslim Riots in India - Shri V.N. Rai, IPS (UP:75) .. 1995
- (3) Environmental Policing - Shri Madhukar Tandan, IPS (Fellowship terminated subsequently).. 1996
- (4) Role of Non-Governmental Organisations (NGOs) and the Civil Liberties Groups in Promoting Human Rights - a Case Study of Andhra Pradesh - Shri K.V. Thomas, DCIO, SIB, Kerala .. 1997
- (5) Concept and Practice of Community Policing in the Indian Context - Shri Abraham Kurien, IPS, ADG, U.P... 1998
- (6) Impact Evaluation of I.P.S. Probationers Training - Shri P.V. Rajgopal, Director, and Shri V.K. Deuskar, IPS (Retd.) .. 1999
- (7) Role of Police in Combating Insurgency / Militancy and Low Intensity Conflicts in North-East and Andhra Pradesh - Shri N. Padmanabhan, DCIO, SIB, Ahmedabad.. 1999
- (8) Analytical Study of Bank Frauds and Scams - Shri P.M. Mohan, IPS, SP, CBI - 2001
- (9) Development of 'Training Interventions for Handling Terrorism' - Shri A.V. Subba Rao, IPS (Retd.) - 2002
- (10) Human Trafficking in Indian Sub-Continent - Shri Sanjay Kundu, IPS, DIG, Himachal Pradesh - 2003.

The Research projects undertaken by the Academy faculty in Police Sciences are as follows:-

- (1) Decline in Professionalism in Indian Police - Dr. A.K. Saxena, Reader (T.M.) (Sponsored by BPR&D - 1996)
- (2) Application of Psychology Principles in Maintenance of Law and Order - Dr. B.M. Kumar, Assistant Director (Sponsored by DoPT - 1997)
- (3) H.R.D. in Police - Human Rights through Training Interventions / Modules - Shri P.S.V. Prasad, Joint Director (Sponsored by DoPT - 1997)

- (4) Professionalism in Indian Police at Cutting Edge Levels (SHOs) - Shri Subhash Joshi, Deputy Director & Dr. A.K. Saxena, Reader (T.M.) (Sponsored by BPR&D)
- (5) Gender issues and the Police in India (A Study of Women Police in Two States) - Shri Subhash Joshi, Deputy Director & Dr. Rekha Pande, Faculty, Hyderabad University (Sponsored by DoPT)
- (6) Behavioural Manifestations of Individual and Role Stress in Police - A case of Andhra Pradesh - Dr. A.K. Saxena, Reader (T.M.) (Sponsored by DoPT)
- (7) Police Tele-Communication Training - Shri D.P. Mishra, Assistant Director (Computers) Sponsored by DoPT
- (8) Professionalism in Police at Constabulary level - A Challenge To Police Leadership - Shri Giridhari Nayak, Deputy Director & Dr. A.K. Saxena, Reader (T.M.) (Sponsored by BPR&D)
- (9) Creating Functional Positive Police-Politician Interface - Shri S.N. Pradhan, Assistant Director (Sponsored by BPR&D)
- (10) Training and Non-Training Intervention - Case Study - by Dr. A.K. Saxena, Reader (T.M.) (Sponsored by DoPT)
- (11) Training and Non-Training Intervention for Inculcating Human Rights Observance by Police in India - Shri P.S.V. Prasad, Additional Director (Sponsored by NHRC)
- (12) Identification of Appropriate Technology and Procedures for handling and Analysing Technical Evidence- Shri Ashok Dohare, IPS, Deputy Director, and Shri Rakesh Aggarwal, IPS, Assistant Director (Sponsored by Ministry of Information Technology, Government of India)
- (13) Response of People, Police and Administration to a Natural Disaster caused by a Major Landslide in the Western Ghats in Kerala in 2001 - Shri A. Hemachandran, IPS, Deputy Director (Sponsored by DoPT).
- (14) Domestic Violence against Women in India : Nature, Causes and Response of Criminal Justice System - Smt. Tilotama Varma, Assistant Director (2003) (Sponsored by National Human Rights Commission).

The two research studies undertaken with the funds of Rs.2 lakhs released by M.P. Government are :

- (1) Dawn of New Panchayat Raj in Madhya Pradesh : Rural Policing in the Context of Grassroot Democratic Decentralisation - Shri P.M. Mohan, IPS, DIG, M.P. (sponsored by M.P. Government).
- (2) An Evaluation and Performance Study of Community Policing Initiative in Madhya Pradesh : An Issue Based Assessment - Shri P.M. Mohan, IPS, DIG, MP - 2003-04 (sponsored by M.P. Government).

The research studies undertaken under this scheme are :

- (1) Role of Pro-active Policing in Youth Development - Shri U.N.B. Rao, IPS, Addl. Commissioner of Police, Delhi - (1998)
- (2) Organised Crime - Shri V.K. Deuskar , IPS, DG, Madhya Pradesh - (1999)
- (3) Hindu-Christian Clashes in Orissa & Gujarat - Shri D.R. Nagar, IPS, IGP, U.P. (1999)



The M.H.A. has also accorded approval to the continuation of the Scheme for awarding three Golden Jubilee Research Fellowships @ Rs.1,50,000, each for a period of two years, i.e., 2002-03 and 2003-04. The research studies undertaken under this scheme are :

- (1) Changing Paradigm of Crimes Against Women and Children in India with special reference to Scheduled Caste and Schedule Tribe Women - Smt. Tejdeep Kaur Menon, IPS, IGP, A.P. - (2003)
- (2) I.T. Enabled Police and Security Services - Shri Mathew John, IPS, DGP, Tripura - (2003)
- (3) Training Needs Assessment of Prospective Leaders of Indian Police - Shri P.M. Mohan, IPS, DIG, M.P. - (2004)

On finding the usefulness of the scheme, the M.H.A. has accorded approval for continuation of one Golden Jubilee Research Fellowship each for a further period of 5 years (2004-05 to 2008-09) at an annual expenditure of Rs.1.5 lakhs. The research study awarded for the year 2005 is :

- (1) Systemic Improvements to check Corruption at Cutting Edge Level Functionaries of Police with special reference to the Registration of FIR - Shri D.L. Ratnam, DIG, UP

ANNEXURE 4: QUESTIONNAIRE ADMINISTERED TO 63 RR



Project on Quality Audit of  
Activities of National Police Academy

Notes :

- (a) The identity of the respondents would be held in confidence. Only synthesized data and aggregated information from the responses would be used for study and analyses.
- (b) Please tick ( ) or fill the responses, as you feel appropriate. Please provide extra information as needed, below the question itself, or, on the blank sheets attached at the end, by quoting the question number.
- (c) Of course, please be as frank and forthright as possible in your responses.

a. Name (Optional) \_\_\_\_\_

b. Qualification & Discipline \_\_\_\_\_

c. Mother tongue \_\_\_\_\_

d. Gender \_\_\_\_\_

e. Year of Birth \_\_\_\_\_

f. Place of birth \_\_\_\_\_

g. District : \_\_\_\_\_

h. State : \_\_\_\_\_

(Please proceed to the next page)

On a scale of 5, please rank your responses by ticking the appropriate number, where

1 is the Lowest rank, Denotes "Least Agreement" and

5 is the Highest rank, Denotes "Highest Agreement"

### 1. Syllabus & its Appropriateness

1. The training syllabus at the Academy is adequately reflecting the following:
  - (a) Fast changing socio-economic milieu 

1	2	3	4	5
---	---	---	---	---
  - (b) Areas of current concern like terrorism, left-wing extremism, communal violence, drug abuse, counterfeiting, economic offences, cyber crimes, copyright violations, etc. 

1	2	3	4	5
---	---	---	---	---
  - (c) Respect for human rights 

1	2	3	4	5
---	---	---	---	---
  - (d) Right perspective of law and justice 

1	2	3	4	5
---	---	---	---	---
  - (e) High standards of professionalism 

1	2	3	4	5
---	---	---	---	---
  - (f) High order of physical fitness 

1	2	3	4	5
---	---	---	---	---
  - (g) High order of mental alertness 

1	2	3	4	5
---	---	---	---	---
2. The syllabus is designed in a way that sensitizes probationers on gender issues 

1	2	3	4	5
---	---	---	---	---
3. The syllabus facilitates creating the right kind/cadre of police officers 

1	2	3	4	5
---	---	---	---	---
4. Behavioral and moral issues are covered adequately in the syllabus 

1	2	3	4	5
---	---	---	---	---
5. The syllabus fails to address the issues of corruption 

1	2	3	4	5
---	---	---	---	---
6. Is there any specific course or a component of a course which you would like to be expanded / extended, curtailed or dropped altogether?  
(Please provide details) 

1	2	3	4	5
---	---	---	---	---
7. Are there any specific themes or topics that you would like to be additionally covered as part of the existing training course?  
(Please provide details) 

1	2	3	4	5
---	---	---	---	---
8. The course material is appropriate in form and content 

1	2	3	4	5
---	---	---	---	---
9. The course has sensitized us on the changing mandate and role of the Police 

1	2	3	4	5
---	---	---	---	---
10. The subjects of the course provide adequate exposure on geo-political, social, economic, and ethical and policy issues of topical interest and current concern 

1	2	3	4	5
---	---	---	---	---
11. The outdoor events and field-attachments adequately help to understand and appreciate the concepts and scenarios explained in the class sessions and to have a "hands-on" feel of the typical real-life situations 

1	2	3	4	5
---	---	---	---	---

- |     |  |           |
|-----|--|-----------|
| 12. | There is adequate emphasis in the training programmes on fostering creativity, innovative approaches and lateral thinking in problem solving | 1 2 3 4 5 |
| 13. | There is adequate emphasis in the training programmes on softer side of work like:   | 1 2 3 4 5 |
| (a) | Positive attitude  | 1 2 3 4 5 |
| (b) | Humane approach  | 1 2 3 4 5 |
| (c) | Community-perspective  | 1 2 3 4 5 |
| (d) | Gender sensitization   | 1 2 3 4 5 |
| (e) | Inter-personal effectiveness   | 1 2 3 4 5 |
| (f) | Group dynamics   | 1 2 3 4 5 |
| (g) | Team-building  | 1 2 3 4 5 |
| (h) | Inter-unit/division coordination   | 1 2 3 4 5 |
| (i) | Time management  | 1 2 3 4 5 |
| (j) | Achievement  | 1 2 3 4 5 |
| (k) | Motivation   | 1 2 3 4 5 |
| (l) | Work-life balance  | 1 2 3 4 5 |
| 14. | I have been given good exposure to community policing during the Course  | 1 2 3 4 5 |
| 15. | Presently the syllabus is not balanced, as there is more emphasis on physical and not mental training  | 1 2 3 4 5 |
| 16. | The syllabus lays adequate importance on technological aspects of policing   | 1 2 3 4 5 |
| 17. | The following specific areas or trainings at the Academy need definite/urgent improvement:   | 1 2 3 4 5 |

## 2. Pedagogy

- |    |   |           |
|----|---|-----------|
| 1. | The teaching methodologies used for my course are the latest.   | 1 2 3 4 5 |
| 2. | Lot of ICT tools were used by the faculty for classes.  | 1 2 3 4 5 |
| 3. | The faculty at the Academy encourages the probationers to look at issues beyond the confines of their syllabus. | 1 2 3 4 5 |
| 4. | Role-plays are used in the classes regularly.   | 1 2 3 4 5 |

5. A lot of Audio-Visual aids were used in the course. 

1	2	3	4	5
---	---	---	---	---
6. Whenever a major national or provincial law-and-order or crime-related incident happened during our course, the faculty would always discuss and debate it as a case study 

1	2	3	4	5
---	---	---	---	---
7. The teaching methodology/pedagogy being adopted by the faculty of the Academy is appropriate 

1	2	3	4	5
---	---	---	---	---
8. Any (other) specific suggestions on Pedagogy : 

1	2	3	4	5
---	---	---	---	---

9. It is envisaged that the strength of the Officer Trainees at the Academy would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific changes/improvements in the Academy's Pedagogy would you suggest?

### 3. Faculty

1. The teaching aids (e.g. audio-visual equipment) available to the faculty adequate and in tune with the requirements of the courses being taught 

1	2	3	4	5
---	---	---	---	---
2. The available teaching aids are being put to good use by the faculty 

1	2	3	4	5
---	---	---	---	---
3. The training being given by the faculty members is reflecting well-researched work 

1	2	3	4	5
---	---	---	---	---
4. The training being given by the faculty is adequately reflecting current trends and developments and challenges in the field 

1	2	3	4	5
---	---	---	---	---
5. What has been your experience as regards the effectiveness of teaching by in-house faculty vs. guest faculty?
- In-house faculty is better
- Guest-faculty is better
- Both are good
- Both are not up to the expectation
6. What are your reasons for your choice as above?

7. Overall, the faculty resources are effective in their training/teaching 

1	2	3	4	5
---	---	---	---	---
8. Faculty join the Academy as a refuge from undesirable or difficult assignments 

1	2	3	4	5
---	---	---	---	---

- |     |  |   |   |   |   |   |   |
|-----|--|---|---|---|---|---|---|
| 9.  | Among the faculty are non-performers from the field                        | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 10. | Some subjects of the course should have been taught by experts/specialists | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 11. | Some faculty teach more than one subject                                   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 12. | Some faculty teach subjects outside their specialization                   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 13. | The faculty link theory with field requirements in the classes             | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 14. | The faculty have good field experience                                     | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 15. | The faculty encourages debate and discussion in the class room             | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2  | 3   | 4 | 5 |   |   |   |
| 16. | Any (other) specific suggestions on Faculty:                               |   |   |   |   |   |   |

- 
17. It is envisaged that the strength of the Officer Trainees would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific changes/improvements with regard to the Academy's Faculty would you suggest?
- 

#### 4. Organization Structure

- |     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| 1.  | The present organization structure of the Academy is not conducive to a collegiate environment                | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 2.  | The faculty resources at the Academy are adequate to conduct the existing courses                             | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 3.  | The Student to Faculty ratio is appropriate   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 4.  | What should be the ideal Student to Faculty ratio?  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 5.  | There is an adequate administrative support structure for faculty in the Academy                              | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 6.  | The Academy is too hierarchy-bound  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 7.  | Lesser hierarchy will improve the learning environment at the Academy   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 8.  | The Academy needs to induct career-academicians in the faculty strength                                       | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 9.  | The strength of faculty members at the Academy should be increased  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 10. | The Academy should be structured into various departments on the lines of other premier academic institutions | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |

11. Any (other) specific suggestions on Organization Structure:

12. It is envisaged that the strength of the Officer Trainees at the Academy would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific changes/improvements with regard to the Academy's Organization Structure would you suggest?

### 5. Governance

- |    |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|
| 1. | The Academy gives more emphasis on discipline rather than knowledge   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 2. | The Director of the Academy meets the participants regularly  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 3. | I was given comprehensive reading material for the course   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 4. | I have often been penalized for not completing course work  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 5. | Each and every session in our course was evaluated by the participants and a formal feedback was given to the Academy | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 6. | The duration of the training course and its phases are appropriate  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 7. | 'Ethics' is given due importance by faculty   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 8. | I experienced positive changes during the Course, based on my formal feedback to the Academy                          | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |
| 9. | Any (other) specific suggestions on Governance:   |   |   |   |   |   |   |

10. It is envisaged that the strength of the Officer Trainees at the Academy would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific changes/improvements with regard to Governance at the Academy would you suggest?

### 6. Physical Infrastructure

- |  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| 1. Administrative facilities / arrangements at the Academy are good  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| 2. Facilities in the classroom at the Academy are good   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| 3. The ICT infrastructure of the classroom is not modern and/or adequate for imparting ICT enabled pedagogy          | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| 4. Facilities in the classroom enable us to structure the class into small working groups for case study discussions | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| 5. The physical infrastructure available in the Academy is adequate and up-to-date                                   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (a) Class rooms  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (b) Computer labs  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (c) Computer Forensic Lab  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (d) Electro-mechanical Firing Range  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (e) Operations Control Room  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (f) Briefing room  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (g) Forensic Science Lab   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (h) Language Lab   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (i) Library  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (j) Syndicate rooms  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (k) Auditoria  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (l) Gymnasium  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (m) Stadium  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (n) Swimming Pool  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (o) Cafeteria  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| (p) Dhyan Kendra   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| 6. The above facilities are maintained in good condition   | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |
| 7. Any (other) specific suggestions on Physical Infrastructure:  | <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr></table> | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3 | 4 | 5 |   |   |



8. It is envisaged that the strength of the Officer Trainees at the Academy would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific changes/improvements with regard to the Academy's Physical Infrastructure would you suggest?

### 7. Utilization of Existing Resources

1. The library has adequate ICT infrastructure. 1 2 3 4 5
2. The library staff is helpful and arranges to make available any material I need for training and research. 1 2 3 4 5
3. I do not visit the Library often 1 2 3 4 5
4. The following facility(ies) in the Academy is/are not utilized by me  
(Please provide details) 1 2 3 4 5
5. Do you think the space and other resources in the Academy can be utilized better?  
(Please provide details) 1 2 3 4 5
6. Any (other) specific suggestions on Utilization of Existing Resources 1 2 3 4 5

7. It is envisaged that the strength of the Officer Trainees at the Academy would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific improvements with regard to better utilization of the Academy's resources would you suggest?

### 8. Learning Environment

1. The learning environment at the Academy adequately encourages healthy debate, inhibition-free expression, wider stakeholder perspectives, bias-free discussion, active participation, experience sharing, knowledge-exchange and independent thought 1 2 3 4 5
2. I feel that the training program does not challenge the participants to bring out any creativity and innovation in the participants 1 2 3 4 5
3. Most new titles on police research are available in the library 1 2 3 4 5
4. I have been exposed to the best practices in policing 1 2 3 4 5
5. The course schedules at the Academy give enough free/spare time for the participants to introspect and internalize the learning 1 2 3 4 5
6. My peers give lowest importance to ethics and related subjects 1 2 3 4 5

- |     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| 7.  | I would like to come back for training again after a few years                                | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 8.  | My peers do not give adequate importance to the academic part of the training at the Academy  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 9.  | Most of my peers are not sensitive to rural issues  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 10. | Most of my peers are not sensitive to rural issues, owing to their urban background           | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 11. | My peers do not give adequate importance to the academic part of the training at the Academy. | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 12. | My peers are good in studies but lack the attitude of "service to the nation".                | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 13. | There is a collegiate atmosphere at the Academy   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |
| 14. | Any (other) specific suggestions on Learning Environment                                      | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 |
| 1   | 2   | 3   | 4 | 5 |   |   |   |

- 
15. It is envisaged that the strength of the Officer Trainees at the Academy would witness an increase by a factor of 2 to 3, in the near future. In this scenario, what specific changes/improvements with regard to the Academy's Learning Environment would you suggest?
- 

### 9. Outputs and Outcomes

- |    |   |   |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | The training course at the Academy addressed bridging the generally perceived "schism" between the IPS and the cutting-edge (Non-IPS) officers? | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 2. | Overall, the training programmes are able to connect better with us and make an impact on our learning  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 3. | Rate the importance of training of this kind for a police officer   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 4. | The course has changed my outlook towards policing  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 5. | The course has taught me how to effectively handle public relations   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 6. | The course addressed well, the aspect of image building for the police force  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 7. | I am very satisfied with my training at the Academy   | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 8. | After attending the training programme, my risk-taking ability has decreased  | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |
| 9. | The course has failed to improve my attitude as it has focused only on developing skills and imparting knowledge                                | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">1</td> <td style="padding: 2px 5px;">2</td> <td style="padding: 2px 5px;">3</td> <td style="padding: 2px 5px;">4</td> <td style="padding: 2px 5px;">5</td> </tr> </table>   | 1 | 2 | 3 | 4 | 5 |   |   |   |   |   |
| 1  | 2   | 3   | 4 | 5 |   |   |   |   |   |   |   |   |

10. The course has made me more assertive 1 2 3 4 5
11. The course has taught me the importance of good documentation 1 2 3 4 5
12. I have learnt to be a good leader in this course 1 2 3 4 5
13. From our recent field experience, this training programme has bridged the lead-time or learning curve requirements 1 2 3 4 5
14. I have gained a lot of skills in this training programme 1 2 3 4 5
15. From your perspective, please rate the following attributes on their degree of importance to a police officer: 1 2 3 4 5

Leadership 1 2 3 4 5

Teamwork 1 2 3 4 5

Honesty 1 2 3 4 5

Compassion 1 2 3 4 5

Decisiveness 1 2 3 4 5

Strength & Stamina 1 2 3 4 5

Mental alertness 1 2 3 4 5

Knowledge of law 1 2 3 4 5

Trustworthiness 1 2 3 4 5

Creativity and imagination 1 2 3 4 5

Cheerfulness 1 2 3 4 5

Broad Outlook 1 2 3 4 5

Flexibility 1 2 3 4 5

Any other attribute(s)? On what scales? \_\_\_\_\_

16. Rate the extent to which the Academy is fulfilling the importance of training
17. From your experience of undergoing the Course, please rate the extent of emphasis/importance given by the Academy on the following attributes:

Leadership

Teamwork

Honesty	1	2	3	4	5
Compassion	1	2	3	4	5
Decisiveness	1	2	3	4	5
Strength & Stamina	1	2	3	4	5
Mental alertness	1	2	3	4	5
Knowledge of law	1	2	3	4	5
Trustworthiness	1	2	3	4	5
Creativity and imagination	1	2	3	4	5
Cheerfulness	1	2	3	4	5
Flexibility	1	2	3	4	5
Broad Outlook	1	2	3	4	5

18. Any (other) specific suggestions on improving Outputs and Outcomes

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*(Thank you for your cooperation and support for this research study)*

## ANNEXURE 5: LIST OF DOCUMENTS COLLECTED FROM NPA

1. Indoor Training Handbook of 62 RR Batch IPS Probationers (Phase-I)
2. Outdoor Training Handbook of 62 RR batch of IPS Probationers (Phase-I)
3. Course Calendars of N.P.A. - last 5 years
4. Draft Academy Manual (Not published)
5. Impact Evaluation of Basic and In-service Training Programmes for IPS Officers at the National Police Academy - Research Project (2002), P.V. Rajgopal, IPS (Retd.), Former Director, NPA & Dr. A.K. Saxena, Reader (T.M.).
6. Report of the Gore Committee on Police Training (1973) - Relevant Chapters:
  - (1) Chapter III - Training - Concepts and Objects
  - (2) Chapter VI - Recruitment
  - (3) Chapter VII - Training of Gazetted Police Officers
7. Reports of National Police Commission - Relevant Chapters:
  1. Chapter 1 - Preamble - First Report, February 1979
  2. Chapter XIV - Police Role, Duties, Powers and Responsibilities - Second Report, August 1979)
  3. Chapter XLIV - Police Leadership - The Indian Police Service - Sixth Report
  4. Chapter XLV - Training and Career Development of Indian Police Service Officers - Sixth Report
8. Indoor Weekly Training Programmes of 62nd batch of I.P.S. Probationers for 46 weeks from 21.12.2009 to 01.11.2010.
9. Outdoor Weekly Training Programmes of 62nd batch of I.P.S. Probationers for 46 Weeks
10. In reply to ASCI's letter dated 21.09.10:
  1. List of Guest Speakers of 60 RR
  2. Indoor Training Programme of IPS Probationers of 62nd Basic Course
  3. List of IPS Probationers (with profile) of 60, 61 & 62 RR batch of IPS Probationers
  4. List of Infrastructural facilities at NPA
  5. Course Calendar of NPA - 2009 & 2010
  6. Course Calendar of NPA - April - December 2010
11. In reply to ASCI's letter dated 3.1.11:
  1. Indoor Training Handbook of Basic Course of 63 RR batch of IPS Probationers (2010 batch)
  2. Evaluation of Course Reports on short duration thematic Courses and Seminars:
    - (1) 42nd Training of Trainers' Course (24.05.2010 to 26.06.2010)
    - (2) 3rd Incident Management Course (09.06.2010 to 12.06.2010)
    - (3) Seminar on National Security (July 26-30, 2010)

- (4) One-day Seminar on Intellectual Property Rights (August 31, 2010)
  - (5) Short Term Training of 63rd batch of IRS officer Trainees (September 1-3, 2010)
  - (6) Anti-Corruption Strategies (September 20-22, 2010)
  - (7) Basic Course on Computer and Internet Crimes (September 27-October 01, 2010)
  - (8) Faculty Interaction Workshop (September 28-29, 2010)
3. In CD - Rest of the Evaluation of Course Reports of 2009 & 2010
  4. The existing sanctioned strength of staff of the Academy with vacancy position as on 01.01.11

## ANNEXURE 6 : CORE AND NON-CORE AREAS OF THE SYLLABUS

Core and Non Core Areas of Syllabus							
IPS (Probationers' Final Examination) Rules - 1999			IPS (Probationers' Final Examination) Rules - 2010			Core/Non Core	Remarks
Paper	Subject	Marks	Paper	Subject	Marks		
Indoor Subjects							
I	Police in Modern India	100	I	Police in Modern India	75	Non Core	Generalist
II	The Constitution of India, Evidence Act, 18972	100	II	Indian Evidence Act 1872	100	Non Core	Generalist
III	Indian Penal Code, 1860 & Special Laws	125	III	Indian Penal Code, 1860	100	Core	Legal Specialist
IV	Code of Criminal procedure, 1973	125	IV	Code of Criminal Procedure, 1973	100	Core	Legal Specialist
			V	Special Laws	50	Core	Legal Specialist
V	Criminology	75	VI	Crime Prevention Criminologist	75	Core	Police - & Criminology
VI	Investigation	125	VII	Investigation-I	75	Core	Police - Investigating
			VIII	Investigation-II	75	Core	
VII	Forensic Medicine	50	IX	Forensic Medicine	50	Core	Forensic Specialist
VIII	Forensic Science (Theory and Practicals)	75	X	Forensic Science (Theory and Practicals)	75	Core	Forensic Specialist
IX	Maintenance of Public Peace and Order	125	XI	Maintenance of Peace and Order	75	Non Core	Police Specialist
			XII	Internal Security	75	Core	Police Specialist
X	Police Leadership and Management	100	XIII	Police Leadership and Management	100	Non Core	Police Management
XI	Personality Development and Ethical Behaviour	100	XIV	Ethics and Human Rights	75	Non Core	Generalist
XII	Information Technology	100	XV	Information & Communication Technology	100	Core	Information Specialist
	Total	1200		Total	1200		

Paper	Subject	Marks	Paper	Subject	Marks		
Outdoor Subjects							
A	Physical Training	60	A	Physical Fitness	80		Physical Training Specialist
B	Yogasanas	25	J	Yoga	25	Non Core	Yoga Specialist
C	Unarmed Combat	30	I	Unarmed Combat	30	Core	UC Specialist
D	Drill a) Drill With Arms b) Drill Without arms c) Guard Mounting d) Sword and Cane Drill e) Riot Control f) Tear Smoke	95	B	Drill	75	Core	Police Officer
E	Ceremonial Drill	25	H	Ceremonial Drill & Sword Drill	25		
F	Weapon Training & Firing	50	C	Weapon Training & Firing	80		
G	Equitation	40	D	Equestrian	40	Non Core	Police with mounted rider experience
H	Swimming	25	F	Swimming	25	Non Core	Specialist
I	Field Craft, Tactics & Map Reading	50	G	Field Craft & Tactics & Map Reading	200	Core	
			E	First Aid & Ambulance Drill	20	Non Core	
	Total	400		Total	600		
Qualifying Subjects							
a)	Regional Languages		d)	Regional Languages		Non Core	
b)	Hindi		c)	Hindi & Devnagri Script		Non Core	
c)	First Aid & Ambulance Drill					Non Core	
d)	Police Telecommunicatins and Control Room Operations		a)	Police Telecommunicatins and Control Room Operations		Non Core	
e)	Motor Mechanism & Driving		b)	Motor Mechanism & Driving		Non Core	



## CONTACT

### Dr. Nirmalya Bagchi

Associate Professor

Administrative Staff College of India  
Bella Vista, Raj Bhavan Road  
Hyderabad 500082

Tel: +91 040 66534268

Fax: +91 040 23312954

Email: bagchinirmalya@gmail.com

Twitter: @bagchinirmalya

Linkedin: <http://in.linkedin.com/in/nirmalyabagchi>

