

**IMPACT EVALUATION OF IPS PROBATIONERS
TRAINING
AT NPA**

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Guide

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**SARDAR VALLABHBHAI PATEL
NATIONAL POLICE ACADEMY
HYDERABAD-500052.**

INDEX

Page No.

ACKNOWLEDGEMENT

CHAPTER 1	:	INTRODUCTION	1
CHAPTER 2	:	THE S.V.P. NATIONAL POLICE ACADEMY	3
2.1	:	<i>Infrastructure</i>	
2.2	:	Objectives of the Basic Training Course	
2.3	:	<i>Training Programme</i>	
CHAPTER 3	:	THE EVALUATION PROCESS	25
		- <i>Evaluation of Training at N.P.A.</i>	
CHAPTER 4	:	POLICE OFFICER'S ATTITUDE TOWARDS TRAINING	34
CHAPTER 5	:	OBJECTIVES OF THE STUDY	40
CHAPTER 6	:	METHODOLOGY	43
		- <i>Questionnaire for Young Police Officers</i>	
		- <i>Young Officer's Responses</i>	
		- <i>Questionnaire for Senior Police Officers</i>	
		- <i>Senior Officer's Responses</i>	
		- <i>Questionnaire for Subordinate Officers</i>	
		- <i>Subordinate Officer's Responses</i>	
CHAPTER 7	:	ANALYSIS OF RESPONSES FROM SENIOR OFFICERS	89
CHAPTER 8	:	POLICE ORGANIZATIONAL CULTURE AND TRANSFER OF TRAINING	110
CHAPTER 9	:	MEASURING LEVEL OF PROFICIENCY	136
CHAPTER 10	:	FINDINGS	139
CHAPTER 11	:	RECOMMENDATIONS	143

APPENDIX I

APPENDIX II

CHAPTER 1

INTRODUCTION

The Indian Administrative Service and the Indian Police Service came into existence immediately after India removed the yoke of British Colonial rule. The newly formed Government of India decided to have two cadres of All India Service Officers to manage the affairs of the country and take it forward on the path of development. They would replace the ICS and the IP, which were more oriented to the needs of the Colonial rule of the British.

The IAS and IPS officers would have to be persons of a superior intellectual level, with managerial abilities of a high order. They were required to be honest, upright, courageous and at the same time attuned to the needs of the people and the needs of the country.

With this objective in view a system of selection of young boys and girls to man these posts was evolved to select suitable candidates for these two services. The Union Public Service Commission was entrusted with the task of their recruitment. A procedure was formulated to select the most suitable youngsters between the ages of 20 and 24 years to be trained and inducted into these services. The procedure for selection included a written examination with different papers to test their knowledge and awareness, analytical ability as well as their power of expression. Those candidates who qualified in the written test were put through a rigorous interview by a board of officers, including specialists and psychiatrist, to assess their personality, bearing, behaviour, presence of mind and such other qualities as are required for these two services.

The candidates, who crossed this second hurdle successfully, were put through a Medical Test to check their physical fitness and finally a police verification to ensure that they had no criminal or anti social record or political involvement.

Only after this entire process of evaluation and elimination was over, they were called for their training for the respective services. In order to gauge the rigorousness of the selection procedure we may note that, out of approximately 3,50,000 candidates who initially appear for the written examination, barely 200 are finally selected for these two prime All India Services. It roughly works out to 0.06% selection or 1 out of 1,750 candidates. This forms the cream of the creamy layer, and the calibre of the trainees who report for training at the NAA Mussoorie and NPA Hyderabad is indeed very high.

CHAPTER 2

THE S.V.P NATIONAL POLICE ACADEMY

In 1948 a Police Training Institution, called the Central Police Training College, was established at Mount Abu, a small hill station in Rajasthan, to train the young entrants to the Police Service. The institution was very small in the early years but gradually as time passed it developed its infrastructure and expertise in training. In 1967 it was renamed as the National Police Academy. In 1974 it was felt that the name of this august institution should include the name of its creator whose brainchild it was. Hence the present name, "*Sardar Vallabhbhai Patel National Police Academy.*"

In 1975 the National Police Academy was shifted from its humble lodgings in Mount Abu to the sprawling 375 acre campus in the city of Hyderabad. With this change of scene came rapid development and growth of the institution in terms of infrastructure, facilities, capacity and training expertise. It has been a healthy, balanced growth for the last 52 years and today the NPA stands firmly among the best police training institutions in the world. It is the result of the love and dedication of the IPS officers towards their Alma Mater, who have headed the institution or have been its faculty members during the last five decades. Their contribution and sacrifices for the growth of the institution has been priceless.

2.1. INFRASTRUCTURE

The SVP National Police Academy is located on the Hyderabad-Bangalore Highway on 375 acres. The infrastructure for training and residential purposes at the Academy consists of the following :

1. The Main Administrative building contains the Training block, the Library block and the Administrative block. The training block has the classrooms for the Trainee Officers and the in service senior courses. The classrooms are equipped with all important training

aids like the overhead projectors, video system, slide projectors etc. It also accommodates the Audio Visual Section, the Computer Training Section, the Photography Studio and the Forensic Lab.

The Library block houses a large library with a collection of books on police subjects that can match any existing library elsewhere. In addition to the literature on police there are books on management, science, and other topics, which offer information on any topic that could possibly be needed by a researcher.

The Science block has a "scene of crime" hall, the science and facilities to hold classes in Forensic Science and Forensic Medicine.

2. For accommodating the trainees there is a IPS Trainees Mess with separate rooms for each trainee with a capacity to accommodate 120 trainees. There is a separate Mess for the Senior Officers attending courses at the Academy, which can accommodate 28 officers.

There are a number of beautifully constructed and furnished guesthouses to accommodate visiting faculty and senior officers. For the in house faculty members there is an adequate number of staff quarters so that the entire faculty is accommodated in the campus itself.

3. The outdoor training facilities available at the Academy are the Parade Ground, Sports Ground, Riding Ground, Athletics Stadium, Swimming Pool and an Auditorium. There are two large and well-equipped conference halls for holding large seminars and conferences. There is an inter-state wireless station, which keeps the Academy in contact with the rest of the country and also serves as a training area for the wireless training given to the officer trainees.

4. For training in the firing of small arms there is a firing range as well as a small arms training simulator.

5. An M.T. Model room has been established to teach motor mechanism to the trainees which will help them in maintenance of vehicles in the field. Vehicles are available to teach them driving.

6. A fully equipped Gymnasium for exercise and games.

In addition to the above infrastructure available for training purposes there are other facilities within the campus like a Bank, Post Office, a 20 bedded Hospital, a Printing Press, Nursery School, a Kendriya Vidyalaya, Cooperative Stores, Canteen, Electric Substation with stand-by generators and a Telephone Exchange. For recreational purposes there are facilities for playing tennis, badminton, table tennis, squash, billiards, photography and music. In short the campus is a compact, self contained, clean, neat and green township, which provides an ideal training environment.

MISSION STATEMENT

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 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 center for research studies on police subjects and will expand its resource base through tie-ups with similar institutions in and outside the country.

2.2. OBJECTIVES OF THE ACADEMY

The objectives of the National Police Academy have been spelt out in its Mission Statement as the primary purpose being, to prepare leaders for the Indian Police who will lead and command the force with courage, uprightness, dedication and a strong sense of service to the people. To inculcate in them integrity of the highest order, sensitivity to the aspiration of the people, respect for human rights, broad and liberal perspective of law and justice, a high standard of professionalism, physical fitness and mental alertness.

The Academy took upon itself the task of being the focal point for training of police trainers for all the police forces in the states and the Central Police Organisations. It will also be a Center for research on police subjects and have links with similar institutions in the country and abroad.

OBJECTIVES OF THE BASIC TRAINING COURSE

- a) To train the Officer Trainees (OTs) to enable them to apply and enforce the various laws of the Center and the States which are included in the charter of duties of the police force. They should be able to Register, Investigate, Detect and Prosecute criminal cases and be able to guide and supervise subordinate police officers who are entrusted with the investigation of cases.
- b) To make them capable of dealing with Law and Order situations, and to maintain order, peace and a sense of Security in the society.
- c) To make the OTs able to administer, manage and control the men, materials, and property placed in their charge, efficiently and economically. This would require knowledge and skills in Man Management in all its forms like discipline, motivation, welfare, training, efficiency and result orientation. It would also involve management of materials like vehicles, weapons and ammunition, communication equipment, buildings and other assets as well as the funds made available to them in the budget.
- d) To enable him to perform his duties in a manner which will ;

- ◇ Uphold the dignity and prestige of the Police Force as well as of himself personally.
 - ◇ Create faith and earn the trust of the public in the police and get their cooperation in combating crime and maintaining Law and Order.
- e) Earn the confidence and loyalty of his subordinates and be able to motivate them to perform to the best of their ability.
- f) Maintain helpful and cordial relations with the other Government Departments, local organizations and important personalities in order to get their cooperation in the performance of his duties.

2.3. THE TRAINING PROGRAMME

INDOOR TRAINING

The indoor or classroom training consists of a wide array of subjects both professional and general. The aim is to give the trainees inputs, which would enable them to perform the tasks of Crime Control and Law and Order management in the field. In addition the inputs are intended to give them the ability to manage the men and materials in their charge. A list of the topics taught at the Academy as per the indoor syllabus is given below:

(a) Management of Crime

- ♠ Crime Prevention
- ♠ Investigation of Crime
- ♠ Supervision of Investigation:
 - Ordinary crimes
 - Serious crimes
 - Economic offences
 - Cyber crimes
- ♠ Prosecution and trials in Courts

- ♠ Application of Law (IPC, Cr.PC, Indian Evidence Act and Special Laws) in Investigation
- ♠ Application of Forensic Science, Forensic Medicine in Investigation
- ♠ Crime Intelligence
- ♠ Crime Data Recording and Maintenance
- ♠ Crime Squads
- ♠ Community Policing
- ♠ Trafficking in explosives, illicit arms
- ♠ Enforcement of socio-economic legislation, etc.
- ♠ Interview/Interrogation

(b) Management of Public Order

- ◆ Processions, public meetings, large-scale human congregations.
- ◆ Crowd control.
- ◆ Strikes, agitations, communal riots, etc.
- ◆ Terrorism, insurgency.
- ◆ Intelligence collection.
- ◆ Interface with other agencies/NGOs.
- ◆ Application of Science and Technology in maintenance of public order.
- ◆ Disaster management/Relief operations.

(c) Leadership & Management in Police

- ♥ Public Organisation-Vision, Mission – Issues & Problems.
- ♥ HRM In Police.
 - Planning, professionalisation.
 - Recruitment, selection, training, placement.
 - Salaries, benefits, working conditions, welfare.
 - Promotions and Career development, punishments.

- Morale/Grievance redressal.
- Performance Appraisal.
- On-the-job training/development of subordinates.
- ♥ Inspectional services in Police Organisation.
- ♥ Management of change.
- ♥ Creativity and innovations in police work.
- ♥ Learning Organisations, TQM, Re-engineering concepts.
- ♥ Inter-personal relations.
- ♥ Stress management.
- ♥ Quality management.
- ♥ Motivation and morale of subordinates.
- ♥ Budgeting.
- ♥ Decision-making.
- ♥ Team building.
- ♥ Resource utilisation.
- ♥ Delegation.
- ♥ Goal setting.
- ♥ Negotiation and problem solving .
- ♥ Use of power and authority.
- ♥ Ethics of Police organisation.
- ♥ Human behaviour.
- ♥ Coordination with other departments/agencies of the district.
- ♥ Management of a Police Station.
- ♥ Interface with public/politicians/NGOs/Special interest groups/media.
- ♥ Police building and housing.
- ♥ Management of facilities.

(d) Other Specialised Areas

- ≠ Traffic management.

- ≠ Intelligence collection.
- ≠ Enforcement of socio-economic legislation.
- ≠ Gender issues.
- ≠ Human Rights.
- ≠ Weaker sections.
- ≠ Problems of children, juveniles.
- ≠ Environmental issues.
- ≠ VIP Security.
- ≠ Computer – Word Processor, Personnel Information, Crime Records, Inventory Management, Internet, E-mail.
- ≠ Handling communication equipment.
- ≠ Use of Media for community interface.
- ≠ Use of weaponry.
- ≠ Handling/testing/recognition of drugs, explosives, IEDs.
- ≠ Command and control of field situations.

(e) Self Development

- τ Observation /memory.
- τ Analysis.
- τ Discussion.
- τ Assessing evidence.
- τ Drafting/Report writing (Case diaries, Grave crime reports, Law & order incidents, Departmental enquiries, official communications).
- τ Public speaking.
- τ Presentation skills.
- τ Handling media.
- τ Use of Science & Technology (Forensic Science/Forensic Medicine/Computers/Tele-communications/Photography /Videography).
- τ Social etiquette/Conduct.

- τ Mental fitness.
- τ Opening up of personality.
- τ Telephone manners.
- τ Personal poise, confidence, sense of dress, conversational ability .
- τ Physical fitness.
- τ Driving.
- τ Swimming.
- τ Riding.
- τ UAC/Yoga/P.T.
- τ Long marches.
- τ Rock climbing.
- τ Self-protection.
- τ Handling of unpredictability.
- τ Tactfulness.
- τ Counselling.
- τ Open-mindedness/flexibility.
- τ Objectivity.
- τ Current affairs.

Training Methodologies

- (a) To achieve the objectives mentioned earlier, the following approach/methodology is used:
 - ⇒ Simulated police environment (arduous nature of work, unpredictability).
 - ⇒ Integrated Training methodology through simulated crime investigation.
 - ⇒ Case studies.
 - ⇒ Role Plays.
 - ⇒ Simulated public order scenarios.

- ⇒ Field visits.
- ⇒ Lecture-demonstration.
- ⇒ Use of audio-visual aids, Computers.
- ⇒ Use of films.
- ⇒ Panel/Group/Open-house discussions.
- ⇒ Practical.
- ⇒ Quizzes.
- ⇒ Moot Court.
- ⇒ Project work assignments.
- ⇒ Role Plays.
- ⇒ Presentations.
- ⇒ Experience sharing.
- ⇒ Night exercises.
- ⇒ Self-study.
- ⇒ Remedial training.
- ⇒ Books Reviews.
- ⇒ Periodical Tests and Final Examinations.
- ⇒ Exposure to eminent personalities (art, public life, police, administration, writers).
- ⇒ Study-cum-cultural tour.
- ⇒ Attachments (CSWT/Army/CMPF).

(b) Training through various Clubs, Societies, etc.

(i) Leadership Training

With a view to promoting leadership skills amongst Officer Trainees, they would be given adequate opportunities to perform as Mess Secretary, Class Commanders, Squad Commanders etc. in the Academy. Officer Trainees are required, by turn, to perform the tasks wherein they are, first of all, expected to be aware of the rules, etiquette, norms, discipline, conduct (including attendance, punctuality and turn-out), needed on various

occasions and also to ensure that their peers follow the same. In the event of any Officer Trainee failing to observe the requires rules, norms, etiquette, it shall be duty of the Officer Trainee identified as Mess Secretary, Class Commander, squad Commander, Secretary of the Club/Society, as the case may be, to immediately bring the same to the notice of the concerned Assistant Director in-charge of Indoor, Outdoor or Central IPS Mess in writing. The level and quality of command and control exercised by the Officer Trainees, the cooperation elicited from amongst their peers would from part of the assessment of their leadership skills.

(ii) *Organisational Training*

Similarly, in order to develop necessary organisational skills, the Officer Trainees are expected to volunteer on rotation, to organise various curricular and co-curricular programmes/events/items, etc., by motivating and mobilising their peers. Officer Trainees would be asked, by turn, to conduct the Academy guests and guest speakers during their visit to the Academy class/mess, including welcoming the guest speaker, introduction and proposing vote of thanks, etc.

(iii) *Attitudinal Training*

The member of the faculty would strive to inculcate the right attitudes required in the Service amongst the Officer Trainees by being role models themselves. The right attitude for the Service include deference and respect towards the teachers, be it faculty oneself with self-respect and dignity and at the same time, giving due credence to the self-respect, individuality, experience, knowledge, views and opinions of others. Faculty members acting as Counsellors would play a prominent role in this regard.

Further, during the course of training, orientation towards 'Public Service' would be emphasised as an essential attitude to be developed by the Officer Trainees. The

Officer Trainees who are found to be slack/quiet by nature would be paid special attention to improve and develop their personality.

(iv) Sensitivity Training

The Academy would provide necessary inputs to the Officer Trainees to make them sensitive to special needs and aspirations of women, children, scheduled castes, scheduled tribes, backward classes, handicapped, etc. The training inputs in this regard would be by way of visits to Non-Government Organisations dealing with the upliftment of these sectors, interaction with some of these less privileged sections of the society and organising short modules of training focussing on the related themes.

From the above indoor syllabus it can be seen that it caters for an all round development of an officer, to impart all necessary items of knowledge and skills and inculcate the right attitudes for a career in the police.

The methodologies adopted to teach the various topics given above are also of a participative nature, which generates discussion and invites new ideas. The integrated method of teaching investigation along with relevant law, forensic science, forensic medicine, collection of criminal intelligence and relevant paper work is a novel idea. It has proved to be very useful in assimilation and retention of the lesson content. All efforts are made to make the indoor teaching as participative as possible and maximum use of simulation is used to bring the lessons as close to reality as possible.

OUTDOOR TRAINING

The Outdoor training imparted to the IPS Probationers has the objective of developing in them certain abilities apart from the obvious objective of physical fitness.

The various drills, with and without arms, results in improving their bearing and physical movements and gets them into the habit of dressing smartly and carrying

themselves with confidence. The arms drill gets them used to carrying weapons for long distances without getting tired. In fact after a certain period of doing arms drill the rifle appears to be lighter than when they first started the drill periods.

The physical training exercises are designed to strengthen the muscles and ligaments all over the body and make them stronger and healthier. These exercises also make the body supple and agile to enable them to negotiate obstacles with ease. It also develops better coordination between the hands and the feet and the eyes, which helps in firing and in playing various games.

Therefore Outdoor training helps in improving the personality and bearing and brings about smartness in every action. The physical fitness and stamina enables them to work efficiently for prolonged periods despite lack of rest and sleep and untimely food.

But more important than the improvement in physical fitness, outdoor training is intended to build up their confidence in their own abilities and develop the courage to face dangerous situations calmly and deal with them efficiently without any display of fear or hesitation. One of the important requirements for a police leader is to retain his cool in the most trying conditions.

Lastly the training is intended to develop camaraderie and fellow feeling among the trainees, which helps in team building throughout their careers.

The training syllabi at the Academy have constantly undergone changes in keeping with the requirements of the changing conditions of society and the activities of the criminal classes. With the growing activities of the underworld and various insurgent groups in different parts of the country, the training has also been suitably modified. Far greater stress is being laid on training in Weapons and Tactics to teach the trainees to avoid getting caught in ambushes and flushing out hiding criminals and insurgents. Carrying out operations in jungles and other types of difficult terrain are also a part of the training.

Computerization has also come in a big way as computer related crimes and frauds are becoming more and more common. To deal with these a Computer Training Centre has been established at the Academy to teach the trainee the handling of computers. The Library at the Academy subscribes to almost every police and crime journal that is printed in English all over the world. The trainees can keep themselves abreast of the current happenings and developments in the country and abroad.

The outdoor subjects taught at the Academy are listed below :

A. Physical Training

(i) Physical Training exercises

- Obstacles
- Apparatus Work
- Free-hand exercises
- Instrumental Practice
- Through-vault
- Front Roll/Back Roll

(ii) Physical Proficiency

(iii) Compulsory Games (Volley Ball/Hockey/Basket Ball/ Foot Ball)

B. Yoga

C. Unarmed Combat

D. Drill

- (a) Drill with arms
- (b) Drill without arms
- (c) Sword Drill
- (d) Cane Drill
- (e) Riot Control
- (f) Lathi Drill

(g) Tear Smoke

(h) Guard Mounting

E. Ceremonial Drill

F. Weapon Training

Weapon training is aimed at introducing the probationers to the weaponry used by the police forces especially the rifle, the revolver/pistol, sten gun, carbine, light machine gun, and hand grenades, and their maintenance.

The probationers will be given extensive practice in handling, cleaning and care of the weapons. They will also be put through practice on the firing ranges where they will be expected to gain the required degree of marksmanship.

G. Equitation

Equitation helps directly to develop self-confidence. It also develops character and poise of the trainee officers. As mounted units are maintained by the police in most of the states, and they are used in dealing with unlawful assemblies and on ceremonial occasions, the probationers ought to know about stable management, horsemanship and mounted drill movement and skills.

H. Swimming

The training in swimming is imparted with the objective of training the probationers in crossing water obstacles and in life saving methods.

I. Field Craft, Tactics & Map Reading

Field craft and tactics are taught to the Probationers so that they know how to handle encounters with terrorists, dacoits and other criminals by making the best use of the terrain and other site conditions. 'Map reading' would be a part of this subject.

QUALIFYING SUBJECTS

- (a) First Aid and Ambulance Drill.
- (b) Motor Mechanism & Driving.
- (c) Police Telecommunications and Control Room Operations..
- (d) Hindi.
- (e) Regional Languages.
- (f) Computers.
- (g) Police Band.

Police Telecommunications and Control Room Operations :

- *Introduction to telecommunication* : Overview of various types of telecommunication systems available – telephone, teleprinter, short-wave/HF, VHF(Micro-wave and satellite communications), Pagers, Cell-phone, global positioning system;
- *Introduction to police communications* : Inter-state, intra-state, intra-districts police communication net works, constitution, capability, advantage and its limitations.
- *Radio Procedure* : Guiding instructions for originators – a) General instructions on message writing, judicious use of priorities; b) security classifications, definition, and matters required to be classified, message writing, how to draft radio-gram and points like accuracy, brevity, security and its importance in drafting the message.
- *Frequency spectrum and basic principles of radio-wave propagation*; Classification of radio-wave depending upon frequency, propagation of ground-wave, sky-wave and space-wave, communication ranges, techniques for extension of VHF coverage.
- *Communication security*: Need, grading of messages unclassified and classified, security classification, top secret, secret and confidential, procedure for sending classified messages – 1) a skeleton copy, 2) para-phrase warning stamp and 3) OTP stamp.

- *Radio Licensing Procedure*: The role of international and national bodies, different type of radio licenses, procedure to be adopted for setting up a police radio link.
- *Police Control Room* : Role, how to set up a police control room, requirement of line communication, radio communication, computer and mobiles.
- *Visit to AP State Police Radio Organization*: Organizational set up, installation and equipment in use.
- *Modern trends in various modes of police telecommunication*: Line communication – AMSS, PC to PC communication through modern fax, radio communication – Radio telephone patching, radio trucking, VSAT, GPS.
- *RT Procedure*: Introduction, types of RT Communication, RT Conversation, unregistered message, formal message.
- *How to speak*: The factors to be taken into account while speaking over a radio link – rhythm, speed, volume and pitch.
- *Text*: Repetitions, use of phonetics, alphabets, figures, rules for spelling abbreviations, use of standard phrases, operating signals, method of calling and answering, construction of calls, preliminary calls and answers.
- *Establishing communication*: Working will be shown through practice, initiating RT Conversation, transmitting and receiving formal messages, transmission of long messages.
- Gadgets which can be used for collection of information.

COMPUTER STUDIES

The syllabus of computer studies is as follows:

Computer fundamentals

- (a) The history, current status and future trends.
- (b) Computer architecture
- (c) Software and languages
- (d) Operating System
- (e) Files and directories/folders

Windows Operating System

- Different parts of computer system and their functions
- Features of windows 95
- Operating system
- Mouse CBT tutorial
- Windows 95 CBT tutorial

Networking

- LAN, WANs
- Internet an Intranets
- Web browsers – features and effective use
- MS Internet Explore
- Email-features and effective use
- MS outlook/MS exchange Email software

Word Processing

- Correct way of typing, typing tutor software (Trainee officers are expected to practice typing in the IPS Mess)
- Features of word processing
- Exercises in creating and printing documents containing features like charts, graphics, tables etc. in MS Word.

Multimedia presentations

- Effective multimedia presentation
- Exercises in creating effective multimedia presentations in MS Power Point.

Spreadsheet

- Features of spreadsheets
- Exercises in creating worksheets in the area of personal finance like pay and allowances, budgeting, income tax liability, loans, etc., in MS Excel.

Cyber Crimes

- Overview
- Case studies on different types of cyber crimes
- Investigation of Cyber Crimes

Data Base Systems

- RDBMS
- Features of MS Access
- Exercises in creating forms, reports, tables, queries
- System analysis and Design
- Analysis and design of a Computerized system

Crime and Criminal Info System

- Features of CCIS Software.
- Exercises in entering data in various electronic forms and retrieving information.
- Portrait building
- Features of portrait building software
- Exercises in portrait building for identifying a culprit.

Police Band & Bugle Calls

Inputs in Police band will include identifying the various instruments and some of the marching tunes in Brass and Pipe bands. A preliminary knowledge of identifying 25 bugle calls will also be included.

4. GENERALIA

A. Attachment to C.S.W.T., ARMY AND C.P.M.Fs

After the trainee officers have acquired basic knowledge of small arms and tactics at the Academy, they are attached for two weeks to the Central School of Weapons and Tactics (BSF) a specialized training institution of the Border Security Force at Indore. At the CSWT, the trainee officers are exposed to advanced training in weapons, field

craft and tactics. They are introduced to such weapons as 7.62 mm Auto-fire, Sniper Rifle, OML 2" Mortar, 36 HE Grenade, theory of small arms firing, shooting techniques and tactics regarding ambush, cordon, search, convoy protection, etc. The training at CSWT is imparted through an interesting methodology of lecture-demonstration and films by professional Instructors.

After the completion of the attachment at the CSWT, Indore, the trainee officers would be visiting BSF Academy, Tekanpur, for two days during which period they would be exposed to the outdoor facilities available at the BSF Academy, like Central School of Dog Training (CSDT), Central Workshop and Store (CENWOSTO), Central School of Motor Transport (CSMT), Tear Smoke Unit (TSU) etc.

The CSWT attachment is followed by one week N.S.G. and C.B.I. attachments (3 days each) simultaneously before proceeding to the 2-weeks Army attachment. While at Delhi for one week N.S.G. and C.B.I. attachments, arrangements will be made for call on the President of India after taking prior appointment.

The army attachment is with a view to enabling the officers to have a basic understanding of the functioning of the Army as both the military and Civil Police often act in concert in internal security as well as law and order duties. The trainee officers undergo this attachment for two weeks during which they will be sent to divisional level Army Commands and from there onwards to the Brigade, Unit, Company and the forward post for training.

There will be an attachment of 4 weeks with CPMF followed by one week's debriefing at NPA. The objective of these attachments is to expose the probationers to the role played by these forces in maintaining internal security in the areas, which are infested with terrorism, extremism and insurgency.

B. Coaching in Compulsory Games

All trainee officers during their basic training at the Academy have to compulsorily gain proficiency in the following team games:

- a) Volley ball
- b) Basket ball
- c) Foot ball
- d) Hockey

Apart from the above, coaching by the coaches of the NIS will also be provided in Table Tennis, Badminton, Tennis, Squash & Cricket. Basic knowledge of Golf will also be provided.

C. Study-cum-Cultural Tour

As a part of the basic training, the trainee officers will undertake a study-cum-cultural tour during the second half of their Phase I training at the Academy. The objective of the tour would be to enable the trainee officers see for themselves at first hand, the working of the police in different states and visit places of professional, historical and environmental interest. During the tour, trainee officers would also be exposed to the working of certain non-governmental organizations in order to get sensitized to the needs of the people with special reference to the less privileged sections of the society, namely, handicapped, mentally retarded, backward classes, scheduled castes, scheduled tribes and women.

CHAPTER 3

THE EVALUATION PROCESS

The process of Evaluation of Training is not a new idea. Informal evaluation has always been done by trainers ever since formal training came into existence. However, this kind of evaluation has been highly individualistic and sometimes even subconscious. The evaluation was based mostly on the perceptions and observations of the trainers themselves.

The first formal evaluation of training known to have been carried out in modern times was in the U.S.A. in 1943. The "Training Within Industry" was a 10 hour training package for supervisors, developed to meet the expansion of production during the Second World War. The call for evaluation did not materialise until several groups of supervisors had already been trained and the purpose of the study was to justify further expenditure on the training programme. With the knowledge that we have today it is easy to be critical about the value of this study. The main points for criticism are :

1. The programme was well underway before anyone thought of questioning its usefulness.
2. The evaluation instrument was only a questionnaire to measure the increase in production after the programme was taken up and the increased production was attributed to the training programme.

This kind of a superficial study in the evaluation of training would be considered thoroughly inadequate today in the light of the scientific methodologies developed for the evaluation of training over the years since 1943. However, despite all the scientific methods developed by researchers, in practice, a majority of the evaluations carried out even today are only post training evaluations which is like putting the cart before the horse: the result is measured and the causes are looked for in the training programme. Instead of the Cause and Effect the procedure is Effect and Cause.

Although evaluation of training is considered a part of the training Cycle it has always been given the go by, by the trainers. The reason for this kind of avoidance of evaluation is that the evaluation of training involves the evaluation of the trainers as well as the evaluation of the training programme designed by the trainers themselves. It tends to expose the weaknesses of the Training Institution and the shortcomings of the trainers. Therefore such attempts at evaluation are generally avoided by the trainers unless they become absolutely necessary. The Phi Delta Kappa (PDK) National Committee on Evaluation (Sufflebeam 1971) has brought out the reasons with great clarity as under:

1. The Avoidance Symptom – Evaluation is perceived as a painful process that exposes training institution problems and individual's shortcomings. Evaluation is avoided unless absolutely necessary.
2. The Anxiety Symptom – Evaluation Invokes anxiety.
3. The Immobilisation Symptom – The lethargy and lack of responsiveness to symptomatic ills.
4. Lack of Theory and Guidelines Symptom – There is a lack of unified theory of evaluation.

The symptoms were indicative of an illness in the training system as perceived by the Committee. This illness leads to the possible misuses of evaluation in a training institution (Suchman 1972)

1. Eye Wash – An attempt to justify a weak or bad programme by deliberately selecting for evaluation only those aspects that “look good” on the surface. (Appearance replaces reality)
2. White Wash – An attempt to cover programme failure or errors by avoiding any objective appraisal. (Vindication replaces verification)
3. Submarine – An attempt to ‘Torpedo’ or ‘destroy’ a programme regardless of its effectiveness. (Politics replaces Science)
4. Posture – An attempt to use evaluation as a ‘gesture’ of objectivity or professionalism. (Ritual replaces Research)

5. Postponement – An attempt to delay needed action by pretending to seek for facts. (Research replaces Service)

The tendency to avoid any kind of evaluation is inherent in training institutions because of the threat perception on the part of the trainers or the managers of the institution.

A number of researchers have done a great deal of service to the cause of evaluation of training and evaluation per se. To name these stalwarts in research, they are, Nadler (1982), Wolf (1984), Dennis Lynn (1968), Anderson and Ball (1978), Kilpatrick (1977), Warr (1970), Tracy (1974) Suchman (1968), Udai Pareek (1983), Smith and Piper (1980), and Carneval and Schults (1990).

The contribution made by these researchers has brought about a great deal of clarity and insight into the process of evaluation of training. The methodologies and procedures evolved by them have made the process of evaluation very scientific and the measurements very accurate. Reproducing the entire theory and reasoning of each of these researcher named above, in this paper would make it voluminous. Moreover, this study is focused on the evaluation of training of IPS officers hence a cursory reference to the theories of evaluation should meet our requirements.

Nadler in the "Critical Events Model" has dealt with the continuous interweaving and interaction of evaluation and the feed back mechanism at every stage of the training programme. Accordingly, the answers to the following questions are necessary before arriving at any decision regarding the training programme. The questions are;

- Whether the job performance has correctly been specified in consonance with the needs of the organisation.
- Whether the trainees needs have been identified correctly on the basis of anticipated job performance levels.
- Whether the objectives have been formulated on the basis of pre-identified training needs or not.

- Whether the training programme has been designed effectively or not.
- Whether the instructional strategies (teaching/training methodology) have been selected appropriately or not.
- Whether the instructional resources have been selected appropriately or not.
- Whether the training has been conducted effectively or not.

The guidelines laid down by Nadler provides us an opportunity to prepare and streamline the training programme from time to time so that the objectives of training are achieved to the maximum extent possible. But his Critical Events Model does not cater for any measurements of the gains made through the training i.e. it does not measure the extent to which the training objective has been achieved.

Brethower and Rummler (1976) had formulated the Input-Output Model which attempts to measure the achievement of the training objectives. In this model;

- a. the 'inputs' are the trainers.
- b. Training is viewed as a processing system.
- c. The 'output' are the trained employees whose knowledge, skills and attitudes have been developed through training.
- d. The receiving system is the work group. (The processing and receiving systems are both sub-systems of a large system, i.e. the Organisation)

The measurement of the achievement of the training objective is the divergence between the 'output' and the intended training objective. The divergence if any, is fed back to the processing system (b) and the receiving system (d) for improvement. It can be inferred at this point that the purpose of evaluation is to improve training for more organisational effectiveness.

PURPOSE AND USES OF TRAINING EVALUATION

From time to time researchers and evaluation experts have reviewed the purpose and uses of training evaluation. Their findings are given below;

1. To help in making decisions about conducting training programmes.
2. To help in deciding whether to continue, expand or to modify the programme.
3. To ascertain whether the training is being applied in the work situation.
4. To identify the strengths and weaknesses of the HRD.
5. To decide who should participate in future programmes.
6. To identify which participants benefitted the most or the least from the programme.
7. To test the clarity and validity of tests and questionnaires and exercises.

It can be concluded that training evaluation practices are extremely useful for making decisions on programme implementation, designing, modifications, and mid-term corrections in the programmes.

TRAINING EVALUATION AT NPA

The National Police Academy has evolved a system for regularly monitoring the progress made by the trainees as they undergo training. This is done to ensure that the inputs of information and skills being given to them are being absorbed by them correctly. It also helps in keeping track of whether their mental and physical growth is progressing in the manner envisaged in the Objectives.

This periodical evaluation is done by means of snap tests and periodical tests in indoor as well as outdoor subjects. The feedback received from the outdoor instructors is also taken into account. This kind of monitoring exposes any deviance in training or any lacunae on the part of the trainers as well as the trainees. If any such shortcomings are

detected, they are immediately corrected by means of counselling or additional instruction or a combination of both.

A record is maintained of the periodical assessments in the Periodical Assessment form (Appendix. I) in respect of each trainee. At the conclusion of training a final assessment is made of the trainee's performance throughout the duration of the course. The final assessment form is placed at (Appendix. II). The periodical assessments are taken into consideration at the time of carrying out the final assessment. These assessments are made by the officer-in-charge of outdoor training and the officer-in-charge of indoor training. The assessment is endorsed by the Joint Director of the Academy and then put up to the Director for his remarks. At the time of the final assessment, after the two officers in charge of the indoor and outdoor training have given their remarks, the Director awards his assessment marks out the 400 marks allotted for this purpose, (250 in Phase I and 200 in Phase II). His assessment is based on his personal observations as well as in consultation with the Joint Director, the Deputy Director, the Assistant Directors in charge of outdoor and indoor training, the President of the Mess Committee, concerned subject coordinators and the counsellors of various clubs and societies.

As it can be seen from the columns of the assessment forms, all aspects of the trainees performance are taken into consideration before grading his performance. All qualities are given marks and the overall grading of the Director is based on the sum total. The system has been made completely transparent leaving hardly any scope for bias to creep in.

POST TRAINING EVALUATION AT NPA

Once the trainees complete the Basic Training Course at the Academy and report to their respective states for their District Training, and further duties, the Academy ceases to monitor their performance or keep track of their progress. Members of the Academy faculty who act as counselors visit the States where the probationers are posted for their District Training to watch their progress. This is done once or twice during their

district training period. This is however inadequate and it is not possible for the faculty members to devote enough time for this purpose. Firstly, because the next batch of trainees would have started their training and the staff would be completely engrossed in them leaving very little time to pay attention to the previous batch. Secondly, there is no feedback from their states about their performance simply because of the fact that these are state cadres and the country is vast. The only feedback that the Academy gets is from casual visits of police officers from various states who come for courses or as guest faculty. The police officers in the states also have their hands full with various duties and law and order commitments and are therefore in no position to keep track of and report on the performance of the young officers. These being the conditions, the post training performance evaluation of the trainees can, at best, be described as sketchy and inaccurate.

The National Police Academy has an informal feed back system by which the performance of officers in the field gets known. This is based on the information received from the large number of senior officers who come periodically from all over the country to attend courses at the NPA. During their stay at the Academy this information comes in through informal chats and discussions with the faculty or as examples quoted during formal group discussions in class. This is a hit or miss method where only very serious lapses or glaring incidents get highlighted, or if there are any outstanding achievements, they get mentioned. The smaller examples of good or bad performance generally get ignored.

Only one or two faculty members may get to hear such items of feed back and if they do not put it on record or forget to bring them up in staff meetings etc. they get lost and forgotten. Over the years such feedback has been of some use in improving the training programmes but by and large such feedback has not been adequate. Personal biases and influence of group dynamics also plays its role and this feedback cannot be considered very reliable or authentic. Therefore post training performance evaluation remains mostly in the gray area.

In order to evaluate the impact of training and the durability of the impact it is necessary to get a regular feed back on the performance of the officers in the field, starting from the time they leave the NPA after training, till they have put in about 8 years of field service i.e. till they have worked for a few years in independent charge. When this information in respect of a good number of officers is collected and analyzed it would become possible to evaluate the impact that the training of NPA has on them and their performance.

During the last few years this informal feed back system of the NPA has indicated some traits among the young officers which, it was felt, required looking into in greater detail. Some stray remarks by visiting senior officers kept coming in with regularity. These were comments regarding the young officer's lack of sensitivity to public needs, fall in the standards of punctuality, lack of courtesy towards seniors, lack of concern for subordinates etc. There were some comments about lack of effort and in a few cases concerning integrity also. Such traits have been noticed in the past decades also but instances were very rare. The frequency of such comments has shown an upward trend during the past few years, which is a cause for concern at the NPA.

One can of course see that such tendencies are noticed in all walks of life and there is a general dilution of values in society as a whole. This dilution is bound to influence all government services also as they are members of the same society. But the erosion of values in any law enforcement agency can lead to serious repercussions in society, be it the police or the customs and excise or the revenue or the judiciary.

Training is intended not only to impart knowledge and skills but also to reinforce a set of values. Values need reinforcement so that they remain intact even in a hostile environment. Therefore, if the values are getting eroded it simply means that they are not reinforced enough to withstand the environmental pressure.

The formation of a value system in an individual begins, as they say, on the mother's knee. These values get reinforced during childhood and adolescence by parental

and family environment, and later, in schools and colleges with teacher's influence and peer pressure.

The training system in uniformed services is generally designed to maintain such influences imbibed through the family and the educational institutions and to deeply entrench the values so that they do not get eroded easily. This is sought to be achieved through regimentation, maintaining traditions and developing pride in the service and the uniform. Statements like – “this is never done in the Army / Police / Navy.” or “- in the police we do not accept this sort of thing” are very common in the services. These indicate a strong, well entrenched value system where certain things are just not done or certain things are invariably done. Any individual who breaks the code is straightaway singled out and the peer pressure begins to operate to preserve the value system. Somehow this process of preserving values seems to have weakened over the years.

CHAPTER 4

ATTITUDE TOWARDS TRAINING

INTRODUCTION

For implementation of learning resulting from training, it is presumed that attitude towards training is a very important factor. Lack of proper and positive attitude towards training results in non-implementation of learning on-the-job. Lack of faith in institutional training is another prominent factor, affecting the implementation of learning. For measuring attitude towards training for police organizational effectiveness, a Likert Type scale having 8 statements was formulated. It contains 4 positive and 4 negative polarity items. The attitude scale was administered on 193 senior police officers and IPS Officer Trainees.

PERFORMANCE ON ATTITUDE SCALE (ITEM-WISE)

The data was fed for analysis in SPSS Package. The results are presented in Table 1.

TABLE 1
RESPONSE ON ITEMS OF ATTITUDE

STATEMENT	RESPONSE					DESCRIPTIVE STATISTICS	X2 - VALUE	COMMENTS
	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Strongly Disagree 1			
1. Training is the greatest investment in Human Resource Development in Police. (+)	141 (73.1)	49 (25.4)	1 (0.5)	1 (0.5)	1 (0.5)	Mean = 4.699 Mode = 5 S.D. = .562	384.332 (s)	<i>Strong Agreement</i>
2. Institutional Training for police is waste of time.(-)	103 (53.4)	85 (44.0)	4 (2.1)	1 (0.5)	Nil	Mean = 4.503 Mode = 5 S.D. = .569	176.969 (s)	<i>Strong Disagreement</i>
3. Training is the basis for future performance in the field. (+)	94 (48.7)	92 (47.7)	4 (2.1)	3 (1.5)	Nil	Mean = 4.435 Mode = 5 S.D. = .618	166.067 (s)	<i>Strong Agreement</i>

4. Training develops important character values eg. courage, punctuality, quick decision making. (+)	69 (35.8)	106 (54.9)	4 (2.1)	12 (6.2)	2 (1.0)	Mean = 4.181 Mode = 4 S.D. = .831	225.679 (s)	Agreement
5. Training inculcates discipline in life for police organization effectiveness. (+)	92 (47.7)	92 (47.7)	6 (3.1)	3 (1.5)	Nil	Mean = 4.415 Mode = 4 S.D. = .633	158.772 (s)	Agreement
6. Training has no impact on person's behaviour or character. (-)	62 (32.1)	105 (54.4)	17 (8.8)	9 (4.7)	Nil	Mean = 4.140 Mode = 4 S.D. = .761	122.834 (s)	Disagreement
7. Training is applicable to a very small extent in field. (-)	36 (18.7)	140 (72.5)	10 (5.2)	6 (3.1)	1 (0.5)	Mean = 4.057 Mode = 4 S.D. = .639	351.896 (s)	Disagreement
8. Learning is mostly on the job therefore training is not so useful. (-)	48 (24.9)	134 (69.4)	7 (3.6)	4 (2.1)	Nil	Mean = 4.171 Mode = 4 S.D. = .583	228.244 (s)	Disagreement

The Diagrammatical representation of the above table is given below:

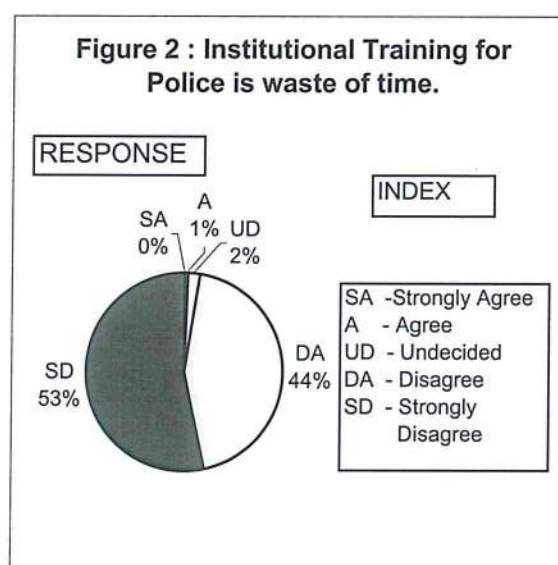
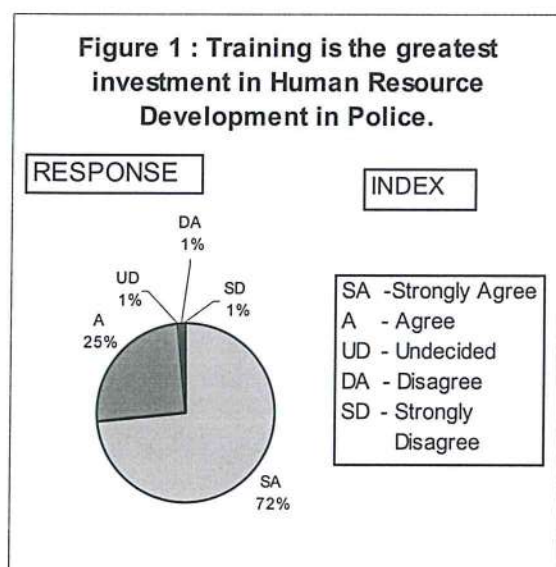


Figure 3 : Training is the basis for future performance in the field.

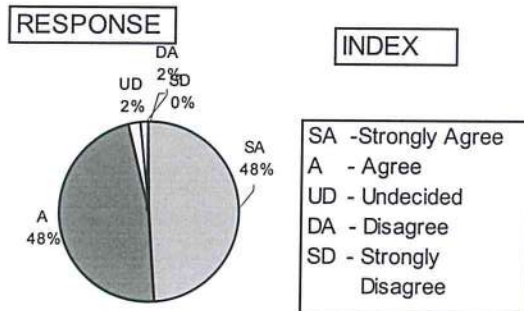


Figure 4 : Training develops important character values eg. Courage, Punctuality, Quick Decision Making.

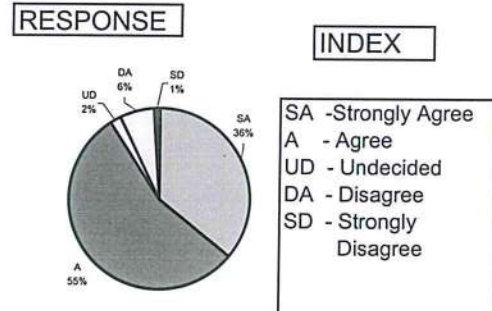


Figure 5 : Training inculcates discipline in life for police organizational effectiveness.

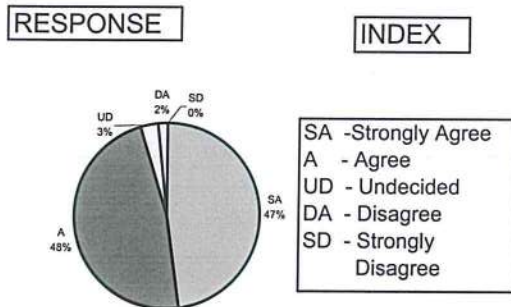


Figure 6 : Training has no impact on person's behaviour or character.

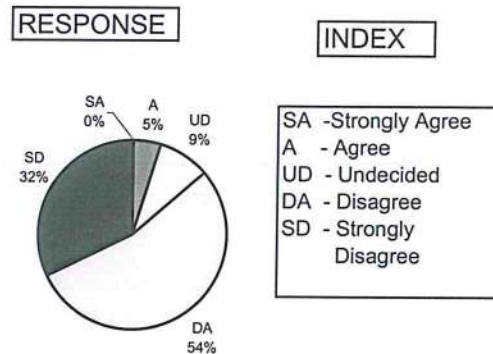


Figure 7 : Training is applicable to a very small extent in field.

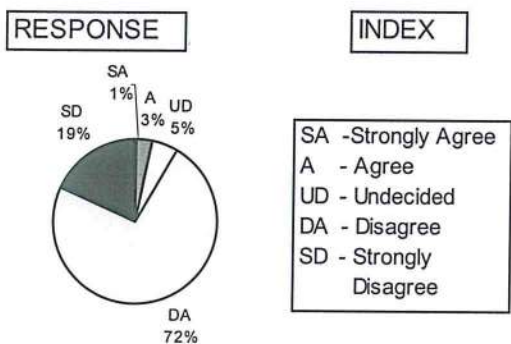
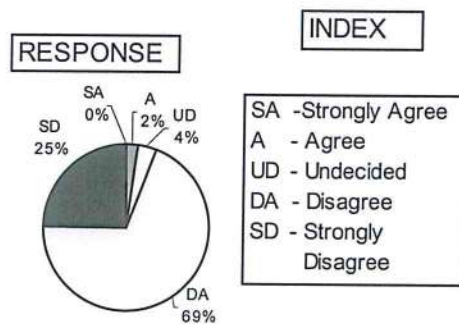


Figure 8 : Learning is mostly on the job therefore training is not so useful.



INTERPRETATION : Following inferences may be drawn from Table1.

01. 73.1% Senior Police Officers found significantly at 05 level of significance that training was the greatest investment in Human Resource Development in Police because the calculated value of chi-square ($= 384.332$) was significant at .05 level of significance and Mode was found to be 5. It reflects that in the police department training is regarded as the greatest investment for development of human resource.
02. 53.4% Senior Police Officers strongly disagreed with the statement that institutional training for police was a waste of time at .05 level of significance because the calculated value of chi-square ($= 176.969$) was significant and Mode was 5.
03. 48.7% Senior Police Officers were of the opinion that training was the basis for future performance in the field because the calculated value of chi-square ($= 166.067$) was significant at .05 level of significance and Mode was 5.
04. 54.9% Senior Police Officers were of the view that training develops important character / values e.g. courage, punctuality, quick decision making as the calculated chi-square value ($= 225.679$) was significant at .05 level of significance and Mode was 4.
05. 47.7% Senior Police Officers were of the opinion that training inculcated discipline in life for police organizational effectiveness as the calculated value of chi-square ($= 158.772$) was significant at .05 level of significance and Mode was 4.
06. 54.4% Senior Police Officers disagreed with the statement that training had less impact on person's behaviour or character as the calculated chi-square value ($= 122.834$) was significant at .05 level of significance and Mode was 4.

07. 72.5% Senior Police Officers disagreed with the statement that training was applicable to a very small extent in field as the calculated value of chi-square (= 351.896) was significant at .05 level of significance and Mode was 4.

08. 69.4% Senior Police Officers disagreed with the statement that learning was mostly on the job therefore training was not useful as the calculated chi-square value (= 228.244) was significant at .05 level of significance and Mode was 4.

DISCUSSION :

From the above-cited description, it is evident that the Senior Police Officers viewed training as the greatest investment in development of human resources in the police. Strong faith in institutional training with regard to application in field and development of character/values was communicated by them. Besides institutional training, efforts may be made to strengthen on-the-job training and other modes like distance learning to spark the process of learning of police personnel. It was established that character, values, discipline and appropriate behavioural patterns are developed by training.

OVERALL PERFORMANCE ON ATTITUDE SCALE

Mean and S.D of scores on attitude scale were found to be as under:

Mean = 34.627

Mode = 35

S.D. = 3.081

FREQUENCY-WISE DISTRIBUTION OF ATTITUDE SCORE

ATTITUDE	FREQUENCY WITH PERCENTAGES
<i>Very High</i>	<i>31 (16.1)</i>
<i>High</i>	<i>73(37.8)</i>
<i>Average</i>	<i>27(13.9)</i>
<i>Low</i>	<i>47(24.4)</i>
<i>Very Low</i>	<i>15(7.8)</i>

It is evident that the police officers were found to have very high positive attitude towards training for police organizational effectiveness. It is very a positive sign because the positive attitude to training will certainly affect the transfer of training on-the-job because it will mentally prepare trainees for a change.

PREACHING AND PRACTICE

The above response of the police officers regarding their attitude towards training is, no doubt, encouraging. There may also be a genuine desire to utilize training for the betterment of the police force and its performance. But there is great divergence between this response and the actual field conditions. In most of the states training has a very low priority in all respects. The State Police training institutions have very low budgets which are barely enough to keep them surviving. Development of the institutions is almost negligible. Apart from the paucity of funds, the teaching staff provided to these institutions is of ^{the} worst possible quality. Mostly discarded police officers who are unfit to be kept in field units are posted to these institutions to train the young policemen. This has a disastrous effect on the morale, training and the value system of the trainees who only have discards as their role models. The highly positive attitude towards training shown by the officers responding to the questionnaire does not hold water when seen in the light of the actual field conditions and this positive response appears to be bordering on hypocrisy.

CHAPTER 5

OBJECTIVES OF THE STUDY

Over the last 50 years that the NPA has been training successive batches of fresh entrants into the service as well as serving officers of all ranks. There has been no formal or scientific evaluation of the training. The only systematic evaluation done was of the trainees performance at the end of the course. This was based on the various examinations held for the indoor and outdoor subjects taught to them and the marks obtained by them in the examination. Some marks were given by the faculty for their good behaviour, turnout, extra curricular activities etc. based on the perceptions of the faculty member concerned. The only feed back from the trainees would be an end-of-the course questionnaire filled in by them, which would amount to, what is called by various researchers as the “happiness sheet” or the “smile sheet”.

There is no system of ascertaining the “impact” of training on the young trainee and his performance in the field for which he is trained at the Academy. Therefore at the time of taking up this study an effort was made to find out whether similar efforts at evaluation have been made in the more advanced countries in Europe or the USA. Messages were sent on e-mail to several Police Training institutions and Websites in the developed countries. From their replies it appears that in the police training area such research has not been done, and therefore no help could be taken in adopting a tried and proven methodology.

In the above background, it was felt that a serious effort should be made to evaluate the effect of training on fresh recruits in order to assess the impact that the training has on the young trainees. As we have seen in earlier chapters, the training given to young IPS officer has many portions, each independent of the others. The outdoor training is meant to develop physical fitness and stamina as well as a good bearing and personality. It is also intended to give them confidence to take bold decisions and give them the courage to face the most difficult and dangerous situations involving violence and personal risks.

Similarly each part of the indoor training is meant to provide the trainees with the knowledge and skills which will be required by them in the field to prevent and detect crimes, to maintain law and order and to manage the men and materials in their charge in the most efficient manner. Each topic taught at the Academy has the specific aim of imparting certain knowledge or certain skills. The impact evaluation is aimed at evaluating the benefits arising out of each topic separately as well as the training as a whole.

This kind of valuation has not been done ever before in the police in this country. This is a pioneering effort and therefore fraught with all the dangers of lack of experience. Yet all possible precautions were taken to ensure that the collection of data, its tabulation and analysis does not in any way gets distorted to present a wrong picture. Right from the beginning it was decided to call a spade a spade, however unflattering the responses were.

In the chapter on The Evaluation Process we have seen that any kind of evaluation of training creates defence mechanisms because the evaluation of training includes the evaluation of the trainers. Fortunately for the Academy, those constraints seen in the evaluations carried out by business houses of industrial units do not apply because the trainers at the academy are constantly changing. Secondly at the academy the question of cost benefit ratio does not apply as the training expenditure is met by the Central govt. Thirdly the result of this evaluation does not effect the career or future prospects of any of the trainers at the academy.

This study of the evaluation of training of fresh IPS Officers has been taken up to ascertain and evaluate the “impact” that this training has on the trainees. It aims to find out its effectiveness in helping the young officers in the performance of their job in the field. The set of objectives laid down for this study are as follows :

- 1) To evaluate the extent to which the training has been found to be useful for the trainees in the performance of their job in the field.

- 2) To identify the parts in the training programme which are useful and the portions, which are not very useful for the trainees in the field situation.
- 3) To ascertain whether any additional inputs are required as per field needs and whether any of the existing inputs require to be eliminated or reduced.
- 4) To ascertain how far the training given at the Academy is applicable in the field situation and whether there are any obstacles to the application of this training in day-to-day work.
- 5) To obtain a feed back on the perceptions about training from officers of various levels in the field.
- 6) To obtain feedback on the efforts made by the newly trained officers to continue to develop their knowledge and skills while on the job. What facilities and opportunities are available to them in the field to do so?
- 7) To study the organizational culture of the police force which has a direct impact on the behaviour and performance of the members of the force.
- 8) To suggest ways and means by which the training can be made more effective and more useful and more applicable in field conditions.

CHAPTER 6

METHODOLOGY

The methodology adopted to carry out this study was :

To elicit data by questionnaires administered to the trainees, the Senior Officers who supervise their work, the officers in other departments of govt., the general public and the subordinate officers of the police who work under the young officers. The data was to be collected from all the ~~360° of the compass~~ so that no part of their performance is left out. This kind of data would give a complete picture of the trainees performance, their strong and weak points, their character traits, their value systems and whatever else that pertains to their performance on the job. This kind of feed back would give us an accurate assessment of their performance as police officers and how far their training has been effective.

With this clear objective in view the process of data collection was formulated. To begin with the questionnaires were designed with care and forethought. 3 questionnaires were initially designed to get the feed back from the trainees, the senior officers, and the subordinate officers. The details are discussed below:

QUESTIONNAIRE FOR THE TRAINEES (PTE/OT-1)

A detailed questionnaire was drafted for young officers in the field to ascertain how far the training given to them at the Academy was found to be useful for them in the performance of their day-to-day work in their respective States. The questions framed in the questionnaire pertain to each topic taught at the National Police Academy, both in the indoor as well as the outdoor training. They were also asked about the extent to which they acquired professional knowledge, skills and attitudinal changes as a result of this training.

Based on their experience at the Academy they were asked to suggest changes, if any were required, in the syllabus or the training methodology to make the training

programme more effective. A copy of the questionnaire administered to the young officers is given below:

QUESTIONNAIRE

IPS OFFICER TRAINEES' PERCEPTION OF NPA TRAINING*

Name : _____ Designation : _____

Batch : _____ Place of Posting: _____

Q.No.1 (A) Give your considered opinions on the Training at NPA

	To a great extent 5	To a considerable extent 4	To some extent 3	To a little extent 2	Not at all 1
1. Theoretical					
2. Job related					
3. Traditional					
4. Overloaded					
5. Innovative					
6. Away from field reality					
7. Emphasis on Outdoor Training					
8. Idealistic					
9. Unrealistic (too much stress on crime statistics in the field)					

*Developed by P.V. Rajgopal and V.K. Deuskar

Q.No.1(B). To what extent has the NPA Training been of use to you in your day to day working in the following areas?

1. Theory taught
2. Traditional policing.
3. Variety of subjects taught.
4. Encouraging innovation
5. Relating to field conditions.
6. Emphasis on outdoor training.
7. Promoting idealism.

Q.No. 2. If you are asked to bring about changes in NPA training of IPS OTs in the following domains, what will you do?

1. Indoor Training
2. Outdoor Training.
3. Training Methodology
4. Training Evaluation (Director's Assessment, Examination system etc.)
5. Training Infrastructure in NPA

Q.No. 3. To what extent could the following traits be developed in you through NPA training.

	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
1. Police Organizational norms and values					
2. Sensitivity to the aspirations of people					
3. Respect for Human Rights					
4. Perspective of law and justice					
5. Professionalism					
6. Physical fitness					
7. Mental alertness					

Q.No.4. To what extent were the following aspects developed in you through NPA Training.

Training involves the development of skills, knowledge and attitudes. How far are these faculties developed by training at the NPA, and to what extent are they applicable in the field. Please give your response in the Four Point rating scale.

Rating Scale

4 = Very High; 3 = High; 2 = Adequate 1 = Low

A. PROFESSIONAL SKILLS

*Extent of development
Through NPA Training*

*Applicability
in the field*

4	3	2	1	Investigation skills	4	3	2	1
4	3	2	1	Public Order Management ✓	4	3	2	1
4	3	2	1	Medico Legal Skills	4	3	2	1
4	3	2	1	Human Resource Mgnt.	4	3	2	1
4	3	2	1	Leadership Skills ✓	4	3	2	1
4	3	2	1	Crime Prevention ✓	4	3	2	1
4	3	2	1	Supervision of Crime 4	3	2	1	
4	3	2	1	Control of Organized Crime4 3	2	1		
4	3	2	1	Maintenance of Crimerecords4	3	2	1	
4	3	2	1	Community Policing	4	3	2	1
4	3	2	1	Disaster Management 4	3	2	1	
4	3	2	1	Terrorism and Insurgency	4	3	2	1
4	3	2	1	V.I.P. Security	4	3	2	1

B. PROFESSIONAL KNOWLEDGE

*Extent of development
Through NPA Training*

*Applicability
in the field*

4	3	2	1	Law and Procedure	4	3	2	1
4	3	2	1	Police Administration	4	3	2	1
4	3	2	1	Intelligence Collection	4	3	2	1
4	3	2	1	Inspections	4	3	2	1
4	3	2	1	Departmental Enquiries	4	3	2	1
4	3	2	1	Financial Management	4	3	2	1
4	3	2	1	Traffic Management	4	3	2	1
4	3	2	1	Computers	4	3	2	1
4	3	2	1	Communications	4	3	2	1
4	3	2	1	Weapons and Explosives	4	3	2	1
4	3	2	1	Transport Management	4	3	2	1
4	3	2	1	Police Training				
4	3	2	1	Central Police Organizations	4	3	2	1

C. PROFESSIONAL VALUES

4	3	2	1	Integrity	4	3	2	1
4	3	2	1	Police Code of Conduct	4	3	2	1
4	3	2	1	Upholding Principles	4	3	2	1
4	3	2	1	Approachability to public	4	3	2	1
4	3	2	1	Politeness & Sympathetic attitude towards weaker sections	4	3	2	1
4	3	2	1	Managing Subordinates	4	3	2	1
4	3	2	1	Concern for victims of crime	4	3	2	1
4	3	2	1	Respect & obedience towards seniors	4	3	2	1
4	3	2	1	Counselling erring subordinates for development	4	3	2	1

Q.No. 5. After leaving NPA, are you still trying to train yourself in your own?

- | | |
|--------|---|
| Yes/No | 1. Opportunities to attend courses. |
| Yes/No | 2. On-the-job training. |
| Yes/No | 3. Counselling by superiors. |
| Yes/No | 4. Training Material (books, journals etc.) |
| Yes/No | 5. Self-study |
| Yes/No | 6. Learning from subordinates. |
| Yes/No | 7. Meetings |
| Yes/No | 8. Learning from mistakes/failures. |
| Yes/No | 9. Learning through interaction with experts. |
| Yes/No | 10. _____ |

The young IPS officers who have put in 2 – 5 years service in the field after their training were administered this questionnaire to get their feed back on all aspects of their basic training programme. They were asked for their responses regarding the utility of the training in their day-to-day work as well as the impact of the training in developing traits and values; opinions were called for separately about the usefulness of each topic taught at the NPA.

The questionnaire was designed to elicit their views on the following :

Q.No. 1(A) – To obtain the trainees opinion about what they felt about the training in general. Whether it was theoretical? Was it related to the job? Was it overloaded? etc. The second aspect was to ascertain the utility of this training on the job. A five-point scale was used for this purpose.

Q.No. 1(B) – This question was to get their feed back on how far each part of the training programme useful for them. This was to ascertain which part of the training was useful to them and to what extent. The answers were to be given in narrative form where they could express their views with more clarity and give reasons, which is not possible in the grading system. Both the bits (A) & (B) have overlapping responses.

Q.No.2 – This question was fashioned to get the feed back on what were the short falls in the programme and where the programme needed additional inputs. It also brought out the strong points in the programme where no change is required. The feed back was again specifically on the different areas of training like outdoor, indoor, methodology and infrastructure in order for focus attention on the specific areas.

Q.No.3. – This question was designed to ascertain upto what extent the training was able to bring about behavioural changes in them in areas like sensitivity, alertness and awareness of the environment.

Q.No. 4 (A) – This question sought answers to the topic wise development of professional skills and knowledge and to ascertain how far these skills were found useful for them on the job. A four point rating scale was used here.

Q.No. 4 (B) – This part was for the same kind of feed back as part (A) in respect of professional knowledge.

Q.No. 4 (C) – This part of the question related to the behavioural changes brought about in them and the extent to which these changes were beneficial or otherwise.

Q.No. 5 – Intended to find out what efforts were being made by the trainees to further develop their knowledge and skills in their post training stage. Also what opportunities were available to them to do so in the field situation.

THE FEED BACK FROM YOUNG OFFICERS

The feedback received from 113 young officers through the questionnaire is given below. The response received for each separate question is given in a table as well as a diagrammatic representation which follows:

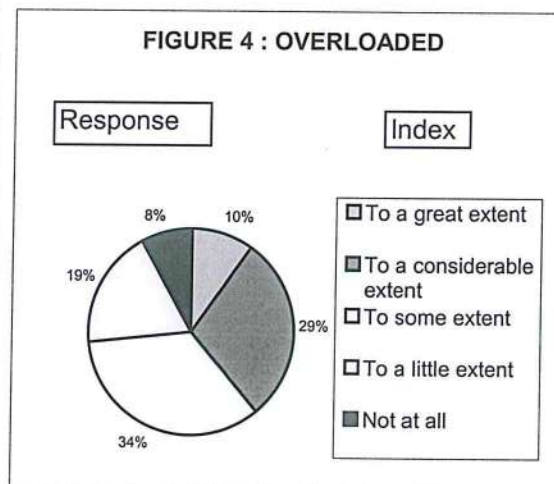
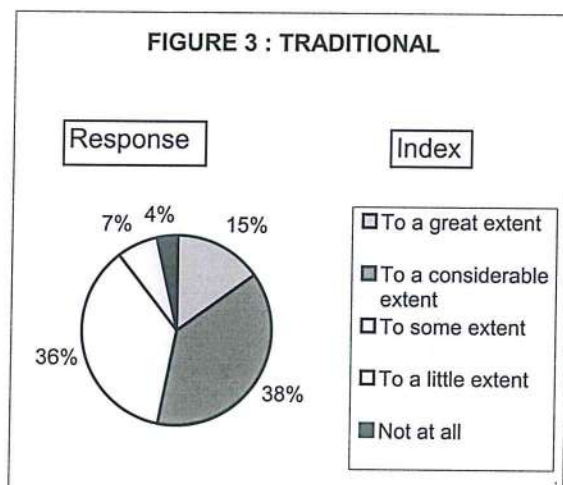
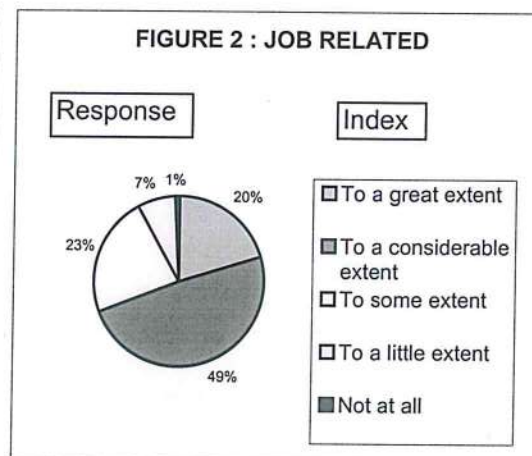
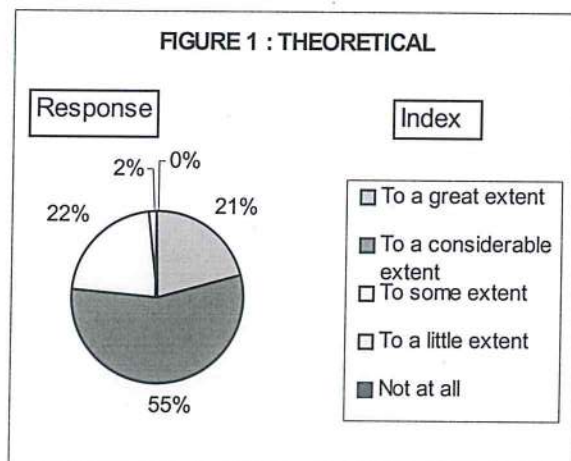
Question No. 1 (a)

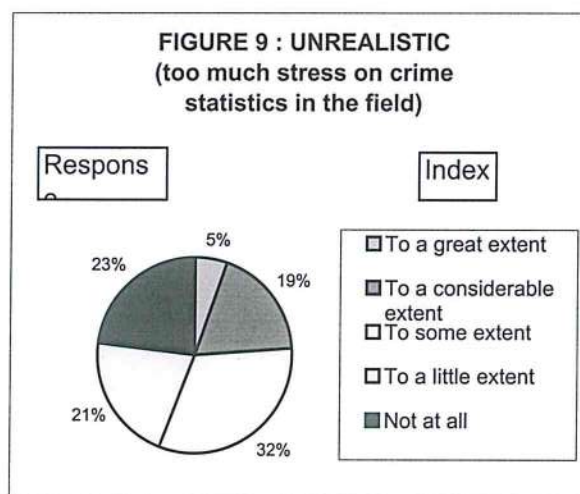
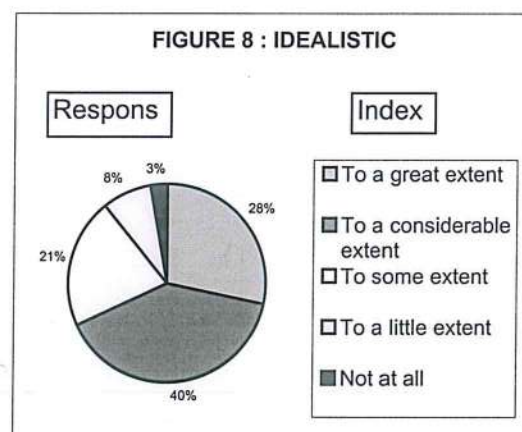
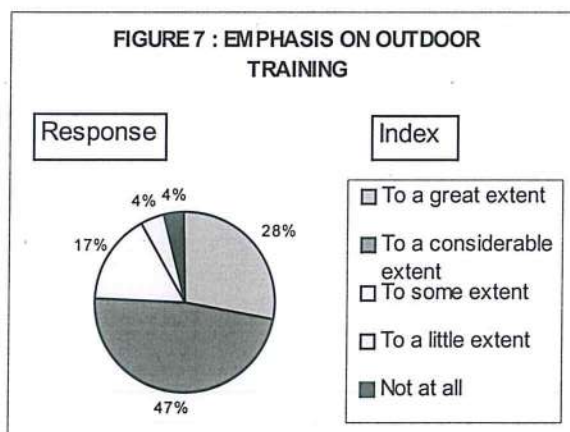
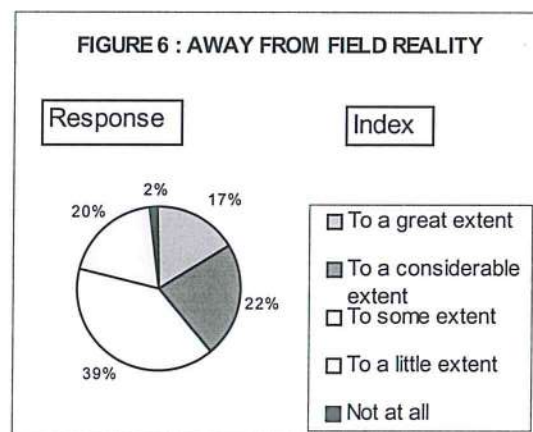
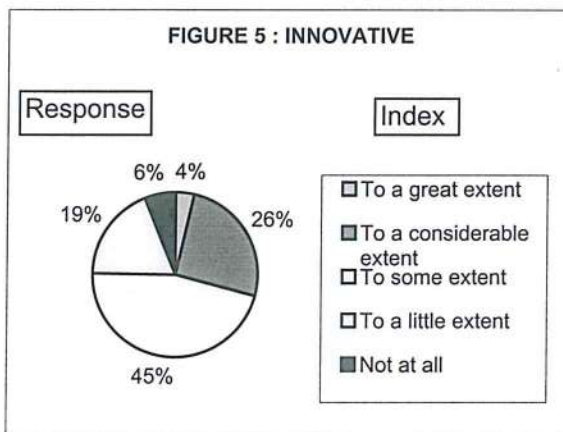
Their general opinion about the Basic Training

The Basic Training at NPA is-	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
1. Theoretical	24	62	25	2	0
2. Job related	23	55	26	8	1
3. Traditional	17	43	41	8	4
4. Overloaded	11	33	39	21	9
5. Innovative	4	29	52	21	7

6. Away from field reality	19	25	45	22	2
7. Emphasis on Outdoor Training	32	53	19	5	4
8. Idealistic	32	45	24	9	3
9. Unrealistic (too much stress on crime statistics in the field)	6	21	36	24	26

A diagrammatical representation of the above table is given below:





1. 86 out of 113 (76%) young officers find the training theoretical, either to a 'great extent' or to a 'considerable extent'. Only 27(23%) find the training theoretical to 'some extent' or to a 'little extent'. No one says it is completely theoretical.

This response read along with the responses to the other questions indicates that the need of the trainees is to make the training more oriented to practical reality. In other words the training needs to be related to real life conditions and the practical application of theoretical inputs should be taught alongside.

2. 78 out of 113 (69%) trainees have found the training to be job oriented to a 'great' / 'considerable' extent. 34 (30%) of them have found it to be of 'some or 'little' extent. Only 1 trainee finds the training not at all related to the job.

The entire syllabus of the basic training programme, barring a few inputs of a general nature, consists of topics pertaining to police work. Therefore it is strange to find that 29 out of 113 (26%) trainees reporting that the training is related to the job requirement only to 'some extent' or to a 'little extent'. Probably the term 'Job Related' has not been clearly understood by them. Alternatively it has been misunderstood to mean 'related to field conditions'.

3. 83 out of 113 (73%) trainees find the training to be overloaded. 11(10%) to a great extent, 33 (29%) to a considerable extent and 39 (35%) to some extent. 30 (27%) of them do not find it to be overloaded. This response is to some extent correct in view of the fact that over the years, a number of topics have got included into the syllabus but nothing has been deleted. As a result, the total training time is not enough to pay proper attention while dealing with the important topics.

There are some topics that can be learnt through self study by the trainees and the time thus saved can be utilised for other more important subjects. Similarly some outdoor classes can be reduced in subjects like Guard Mounting, Lathi Drill, Riot Drill etc. and the saved periods could be better utilised.

Because of the paucity of training time there appears to be need for reconsideration of the durations of the various attachments which the trainees are sent on. The utility and learning content of each attachment may be assessed and some

curtailment could be done to add to the available training time. Alternatively, some enhancement on the total period of the Basic Training Course could be considered.

4. 44 out of 113 (39%) young officers state that the training is away from field reality to a 'great' / 'considerable' extent. A large number of them (45) (40%) also found the training to be away from field reality to 'some extent'. This brings it to a total of 89 trainees out of 113 (79%) who have found the training to be 'away from field reality' in varying degrees.

In Question No. 1(a) only four out of the nine points have been discussed in the preceding paragraphs as they contain feed back which is partly negative and require to be considered. In the remaining five points the feedback has been of a positive nature reinforcing the utility of the training programme being followed as can be seen from the chart above.

Question No. 1 (b)

This question was intended to ascertain up to what extent the NPA training has proved to be useful to the trainees in the day-to-day work in the field. The specific areas of training mentioned are as follows:

	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
1. Theory taught	10	26	9	0	0
2. Traditional Policing	1	12	26	5	3
3. Variety of subjects taught	5	14	22	3	1
4. Encouraging innovation	2	10	10	30	10
5. Relating to field conditions	0	7	18	18	7
6. Emphasis on outdoor training	14	31	16	1	1
7. Promoting idealism	3	14	12	5	2

From the above feedback we find that apart from Serial No. 4 (Encouraging Innovation) and 5. (Relating to field conditions) the response in all the other areas is positive.

Regarding the area of encouraging innovation it is a fact that innovative ideas have very little scope during a rigid training programme like the basic training course purely on account of the paucity of time to try out the ideas. Therefore this aspect is generally left to the initiative of the trainee to try out innovation once he begins to work in the field.

The area of relating the training to field conditions has already been discussed in the previous question.

IMPORTANT SUGGESTIONS RECEIVED IN THE FEED BACK FROM THE YOUNG OFFICERS

Question No 2.

This question was intended to elicit ideas from the young officers on bringing about changes in the basic training programme in order to improve it. Their response would also bring out clearly the trainees point of view of the programme and help us pinpoint the weaknesses in the programme if any.

The suggestions were called for separately for Indoor training, Outdoor training, Methodology, Evaluation and the Training Infrastructure at the Academy. The suggestions received from the young officers are given below under the different heads :

On Indoor Training

1. The indoor training should be made more interactive. Lectures on various subjects should be replaced wherever possible, by discussions, case studies, exercises, presentations etc.
2. The teaching should be made as close to reality as possible. With the more mature and experienced trainees coming in today, the previous system of shielding them for the seamier side of real life could be given up. Realities, however sordid, should be openly brought out and ways and means of dealing with them should be discussed. This will make the training more meaningful.
3. Due consideration needs to be given to the mental capacities and intelligence of the young officers. A substantial portion of the various subjects taught in the classrooms can be studied and understood by the trainees through self-study of the Precis. The time thus saved can be better utilised for discussion of more complicated issues in the class room. Doubts or clarifications required after the self-study would not involve the whole group.
4. Training inputs should be more field oriented. In each topic dealing with Law, Investigation, Crime, Law and Order etc., apart from the theoretical inputs for ideal conditions, the existing field conditions should also be incorporated. The trainees find it difficult to apply the theory taught at the NPA because of the different procedures followed in the various states.
5. Each professional topic should be divided into two parts. One, which requires thorough study, explanation and assimilation and the other part, which can be dealt with summarily or by self-study.
6. With the highly educated and experienced trainees joining the service, subjects like Management, Computers, Medical Jurisprudence, Technology in Investigation etc.

need to be taught by specialists in that particular field. cursory teaching by non-experts is not well received by them. Recourse may be taken to guest faculty.

7. Professional subjects like Investigation, Law and Order, Management of manpower in police, Police Lines, Welfare, Police Station Working, Office Management, Police Crime Records etc. must be taught only by IPS faculty.

8. The young officers feel that the faculty remains aloof and not very friendly. This is probably because the younger members of the faculty feel that friendly interaction may lead to taking of liberties thereby resulting in decline in discipline. It may be worthwhile having a session with the junior faculty members to bring out the difference between friendliness and familiarity. There is no need to be aloof to maintain discipline or distance.

9. Regional language poses a big problem to the trainees specially the outsiders. It could be taught right from the beginning of the training so that by the time they reach the state of allotment they have a certain degree of proficiency in speaking, reading and writing the state language.

10. There is considerable variation among the Police manuals of the different states mostly due to geographical and social variations. A stock of copies of the State Manuals of the different states could be kept at the NPA and given to the trainees from the library to acquaint themselves with their State Manuals before reaching the state.

11. The topics Personality Development, Ethical Behaviour and Police Leadership could be dealt with in a couple of lectures as they are not found to be of much use by the trainees. The teaching of ethics should be a part of every step of training including life in the Mess. It is difficult to teach ethics in a classroom situation.

12. Young IPS Officers with 4 to 6 years of service in the field, who have a good track record and enjoy the reputation of being mature, industrious and known to be

balanced may be invited to the NPA for interaction sessions with the trainees to prepare them for their field service. The visiting officers could relate their experiences followed by question and answer sessions.

13. Many trainees do not appear to have grasped the method of interpreting and applying the law to practical field situations. Real life F.I.R.s could be obtained from different states of the law. More similar exercises could be designs to remove this lacuna.

14. Quite a number of the responses deal with queries about dealing with practical problem in the field. These responses are a good guideline as to their requirements to be met by the NPA. Some of them are given below:

- a) How to inspect a Police Station and how to control its working.
- b) How to deal with corrupt, lazy and in-disciplined subordinates?
- c) Dealing with politicians of different levels.
- d) Dealing with media persons.
- e) Control of MT

The NPA could add on to these and give practical inputs on things like Holding of Departmental Enquiry's, Enquiry into complaints, recording of statements, police custody security, arresting persons, encounters, police remand for prolonged interrogation etc.

15. The general response is to include some more topics or to increase the input in them. The topics most frequently mentioned are;

1. Cyber Crimes.
2. Office management/Lines management/Accounts
3. AIS Rules and Service laws.
4. Organised Crime.
5. Important Special Laws.
6. Latest technology in combating crime.

On Outdoor Training

1. By and large most of the trainees (95%) have found the outdoor training very useful and necessary. It has helped them in maintaining physical fitness and in taking the strain of arduous duties in the field. Many of them have continued to keep up their games and exercises to maintain their health and fitness. The rigorous outdoor training has also given them the confidence to work along with their subordinates and do better than them.
2. However a number of the trainees have suggested making some changes in the outdoor syllabus, which are worth consideration. Most of the suggestions pertain to giving more stress on some areas and reducing the stress in some. They would like more stress to be given to those topics which are useful to them in their field work like Weapon Training, Field Craft and Tactics, Patrolling and Ambushing techniques and exposure to the most modern gadgets for surveillance, night vision etc. They have recommended reduction of stress on the various drills like Cane Drill, Lathi Drill, Guard Mounting, Arms Drill and drills which are only of ceremonial utility.
3. The Drill Instructors are mostly drawn from the Para Military forces and are highly traditionalistic and mechanical in their methods of instruction. The B.P.R.&D Drill Manual is adapted from the Army Manuals which are designed for semi literate constables, These require to be modernized for use in the NPA training and made more scientific. The rigorousness of the lessons should not be reduced in the process.
4. Many of them have advocated for more time to be given for games, swimming, trekking etc., activities, which they can continue in the field to maintain fitness. All troop games should be made compulsory.
5. The periods allotted for driving should be increased and before they leave the Academy they should be proficient in driving all kinds of vehicles including heavy vehicles as this has become very necessary in the field.

6. The Outdoor Training has been designed for improving the average trainee. Those who are below average in physical capabilities or have not played games or done any exercises earlier tend to get withdrawn and develop some kind of inferiority complex. They need additional coaching and practice to bring them up to the required standard. Practice is needed to be given to all the trainees in commanding parades and not only to those who command squads in the Passing Out Parade.

7. Some of the trainees have not found the BSF attachment very useful as there they could only see routine things like Dog Squad, Hospital, Welfare Center etc. The BSF could be asked to draw up a more meaningful programme for the trainees where they could see the BSF role in action and get the feel of their actual operations and their planning.

8. Some have suggested inputs on Radar, Airports, Banks, Dockyards, Stock Exchanges, from the security and crime prevention point of view.

Question No. 3

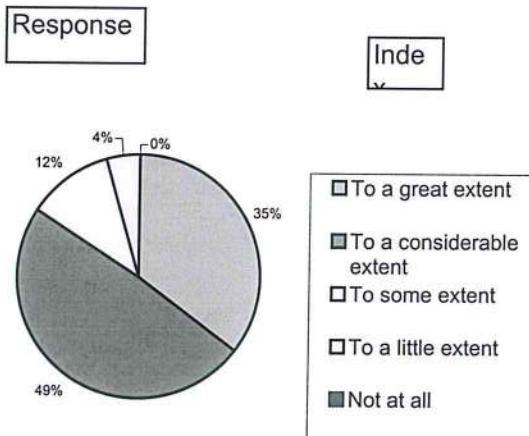
Development of positive traits through training at the Academy. The question probes into the development of traits among the trainees which are expected to be present in an IPS Officer. These traits are directly related to the Job Requirements and are necessary to ensure good performance as a police officer.

The feed back received from the young officers regarding the development of 7 important traits through training at NPA is given in the table below :

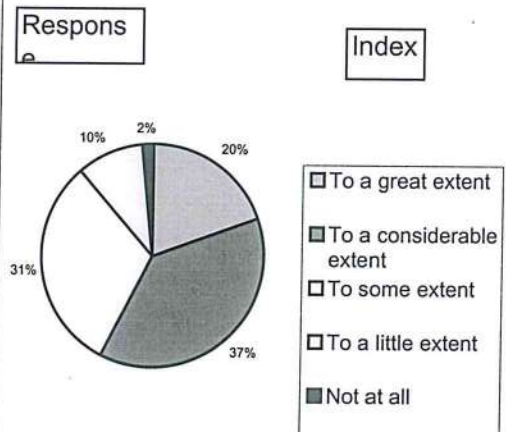
	To a great extent 5	To a considerable extent 4	To some extent 3	To a little extent 2	Not at all 1
1. Police Organisational norms and values	40 (35.4%)	55 (48.7%)	13 (11.5%)	5 (4.4%)	0 -
2. Sensitivity to the aspirations of the people	22 (19.5%)	43 (38.1%)	35 (31.0%)	11 (9.7%)	2 (1.8%)
3. Respect for Human Rights	21 (18.6%)	47 (41.6%)	36 (31.9%)	8 (7.1%)	1 (0.9%)
4. Perspective of law and justice	31 (27.4%)	56 (49.6%)	23 (20.4%)	2 (1.8%)	1 (0.9%)
5. Professionalism	29 (25.7%)	52 (46.0%)	22 (19.3%)	8 (7.1%)	2 (1.8%)
6. Physical Fitness	72 (63.7%)	34 (30.1%)	7 (6.2%)	0 -	0 -
7. Mental alertness	35 (31.0%)	54 (47.8%)	15 (13.3%)	8 (7.1%)	1 (0.9%)

A diagrammatical representation of the responses given in the above table is given below :

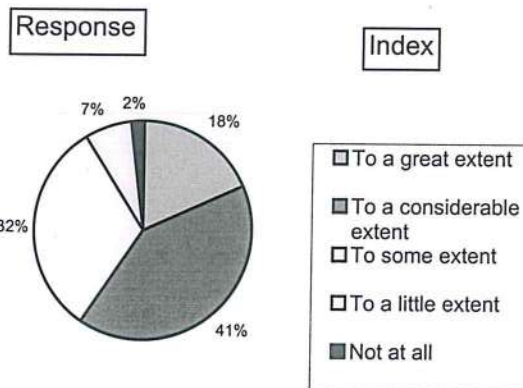
**FIGURE 1 : POLICE ORGANIZATIONAL
NORMS AND VALUES**



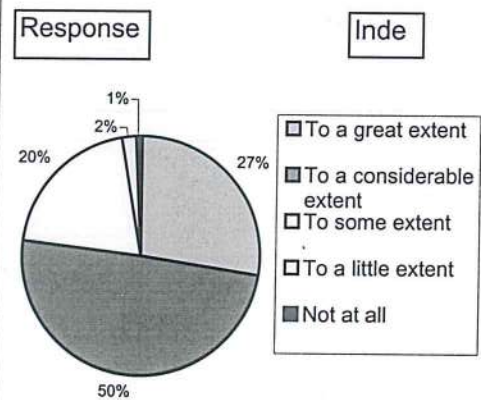
**FIGURE 2 : SENSITIVITY TO THE
ASPIRATIONS OF PEOPLE**

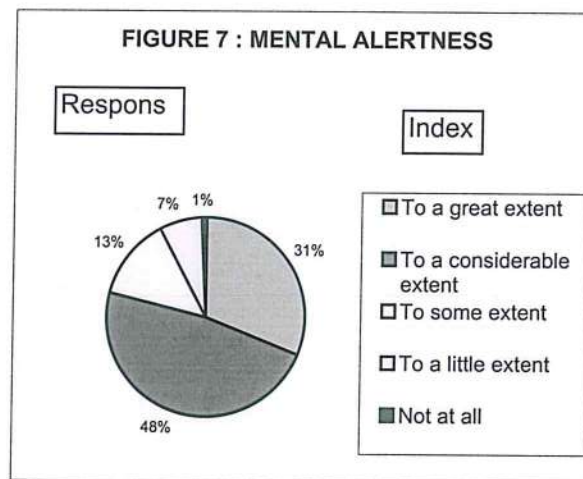
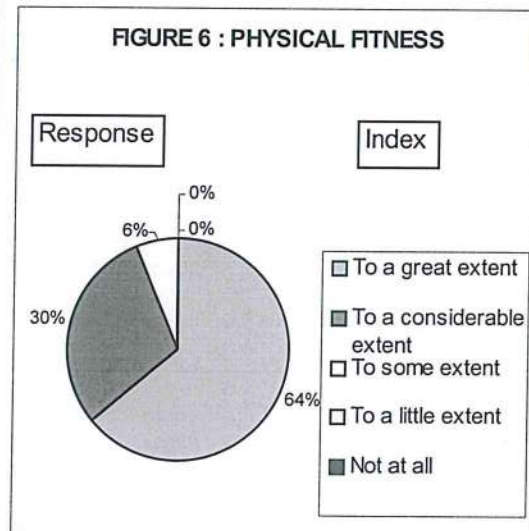
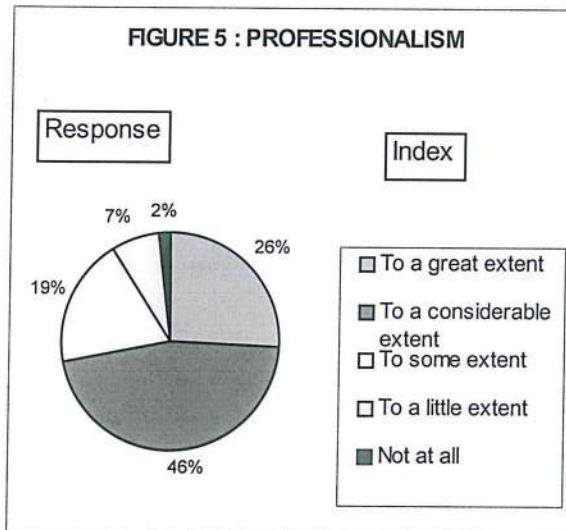


**FIGURE 3 : RESPECT FOR HUMAN
RIGHTS**



**FIGURE 4 : PERSPECTIVE OF
LAW AND JUSTICE**





From the above table it can be seen that the development of the following traits through training at the NPA have been given a positive feed back. They are:

- | | | |
|---|---|-----------|
| 1. Police Organisational norms and values | - | + (88.1%) |
| 2. Perspective of law and justice | - | + (77%) |
| 3. Professionalism | - | + (71.7%) |
| 4. Physical fitness | - | + (93.8%) |
| 5. Mental alertness | - | + (78.8%) |

The following aspects have not been given a very positive feedback :

- | | | |
|---|------------|-----------|
| 1. Sensitivity to the aspirations of the people | - +(57.6%) | - (42.4%) |
| 2. Respect for Human Rights | - +(60.0%) | - (40.0%) |

Therefore, it may safely be assumed that the training has been effective in respect of the development of the above five positive traits. However, the two traits at No.2 and 3 in the above table, which have received a negative feed back need to be seriously considered as they are related to the very basis for the existence of the police service.

The police force is created for the purpose of providing security of life and property to the citizens and to maintain order in society for its healthy development. It is therefore imperative that every police officer, specially at the supervisory level, is highly sensitive to the needs and aspirations of the people. If he is insensitive to this basic need then the very existence of the police becomes redundant. It is therefore a matter of concern that 2 young officers find “no” development and 11 officers find “little” development in their sensitivity to the aspirations of the people. Although the number of negative feedback is small (13 out 113) yet this is a matter which needs looking into.

Even in the feedback received from the senior officers this point has been brought up. As many as 10 senior officers have commented that concern for public is lacking among some of the young officers.

The second trait which has been given a negative feed back is ‘Respect for Human Rights’ in which 8 young officers report development of this trait ‘to a little extent’ and 1 officer reports “no development at all’, during their basic training. 36 officers report the development of this trait ‘to some extent’. This is another area where attention is required.

One of the reasons which readily presents itself as the cause of the negative feedback is the increasing violence in Indian society during the last two decades. The

senseless killing of innocents in Punjab and Kashmir and the violence by criminals in Bihar, U.P. and Bombay, have desensitised the public. The report of a massacre of 20 or 30 innocent people by criminals or politicised gangs would have created a sensation and shaken the roots of the most stable government 20 years ago. Today such reports appear in the press and the TV with regularity and are forgotten by the public within the next 24 hours. The killing of 2 or 3 persons does not even merit the front page and gets printed in some obscure corner of the 3rd or 4th page of the Newspaper. By this lack of public response to such grave infringements of human rights we can assess how insensitive the present generation has become to human suffering. The young IPS officers are also a part of this desensitised generation.

Secondly, the politicisation of crime, or rather the criminalisation of politics, which we are witness to every day of our lives, has created a feeling that Human Rights do not exist in our society. Only those who have power, be it political, muscle, or money power have rights in our society. The entire criminal justice system has become so ineffective that justice for the weak has become a fairy tale. Because of the public's loss of faith in the police and the judicial system we find lynching of dacoits in Bengal, and retaliatory killings in Bihar and U.P. and many other places. The police finds it almost impossible to obtain convictions from the courts because of the exacting requirements of evidence which again are impossible to meet. The most dreaded criminals cannot be kept behind bars because of the liberal rules of bail. Therefore, in many places the police has taken recourse to encounters with the slogan that a 'good criminal is a dead criminal'.

The young IPS officers have grown up in this kind of an environment where they have been witness to the widely accepted norm of 'Might is Right' and the matter of Human Rights does not figure prominently in their scheme of things. So one should not find it very surprising that all the sermons on Human Rights delivered at the NPA have fallen on deaf ears. A look at the basic training course syllabus shows that all efforts are made to sensitise the trainees to the peoples aspirations, and the tenets of human rights. But these inputs do not seem to have much impact on the younger generation as they had on the trainees of yester years.

This clearly appears to be a problem related to the social milieu and the existing social environment rather than a training problem. Training can give knowledge and skills, but it cannot change an individual's personality or his value system. This is only possible if the trainee is insulated from the social environment and trained from the tender age of early teens. This is not possible in the case of the IPS officers who join service when they are between 21 to 30 years of age and then sent for training.

Question No. 4 : To what extent were the following Skills, Knowledge and Attitudes developed in you by training at the NPA?

The question relates to the perception of the trainees regarding the development of professional skills, professional knowledge and professional values through the training imparted at the Academy. The feed back received from the trainees has been given below in three separate tables in a 4 point rating scale :

A. PROFESSIONAL SKILLS

	Very High	High	Adequate	Low
1. Investigation Skills	13	36	42	22
2. Public Order Management	10	36	51	16
3. Medico Legal Skills	23	42	37	11
4. Human Resource Management	7	34	35	37
5. Leadership Skills	18	47	33	15
6. Crime Prevention	4	39	42	28
7. Supervision of Crime	6	37	37	33
8. Control of Organized Crime	3	26	38	46
9. Maintenance of Crime Records	8	31	34	40
10. Community Policing	15	34	41	23
11. Disaster Management	9	25	44	35
12. Terrorism and Insurgency	14	36	42	21
13. V.I.P. Security	23	42	34	14

A diagrammatical representation of the above table is given below :

Figure 1 : Investigation Skills

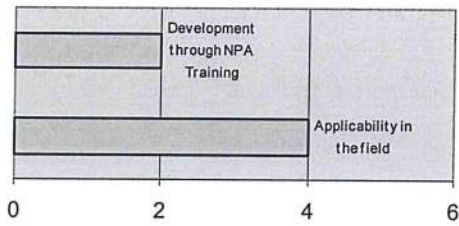


Figure 2 : Public Order Management

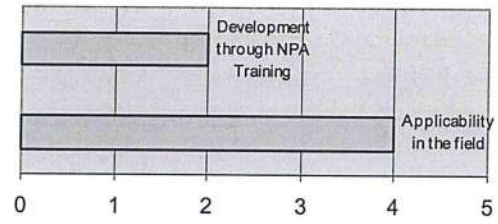


Figure 3 : Medico Legal Skills

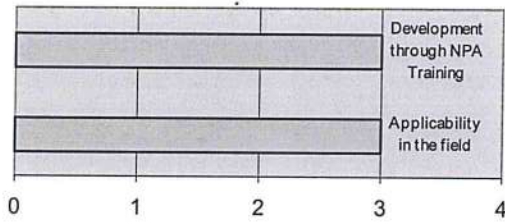


Figure 4 : Human Resource Management

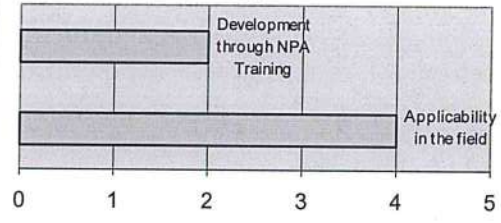


Figure 5 : Leadership Skills

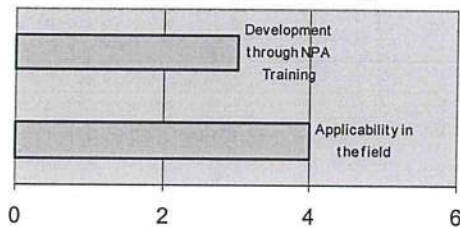


Figure 6 : Crime Prevention

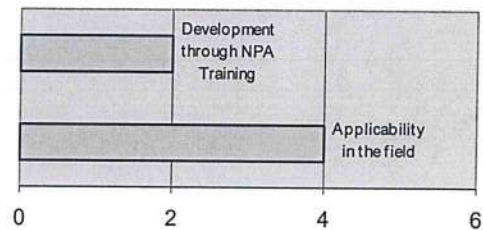


Figure 7 : Supervision of Crime

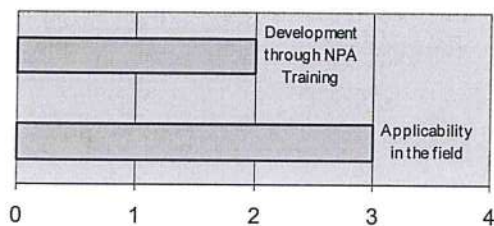
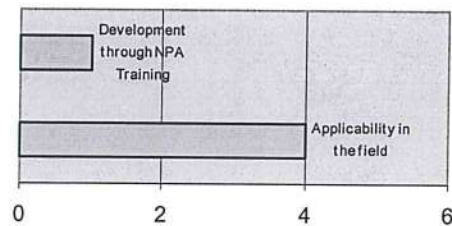
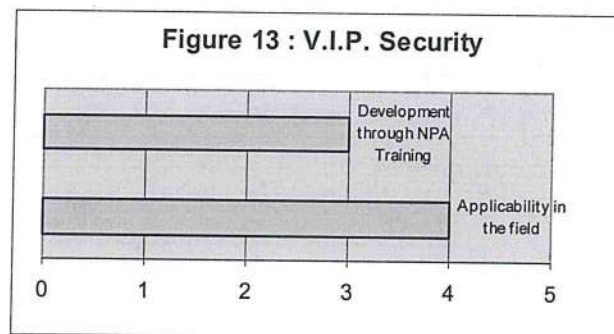
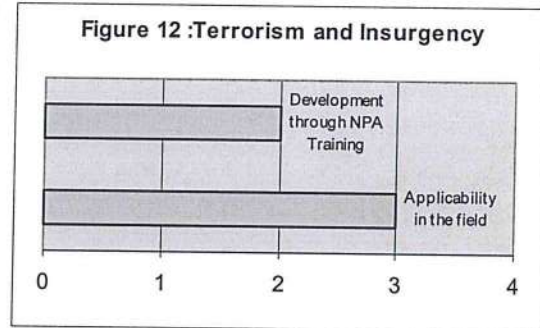
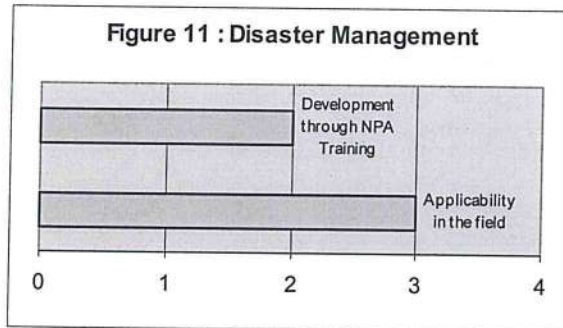
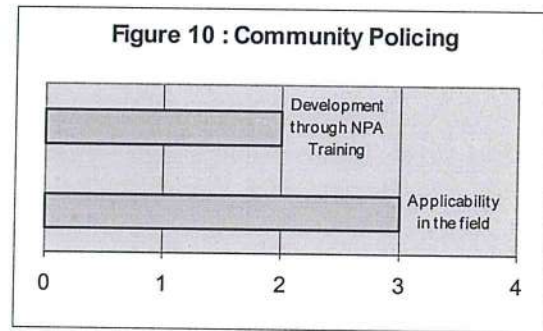
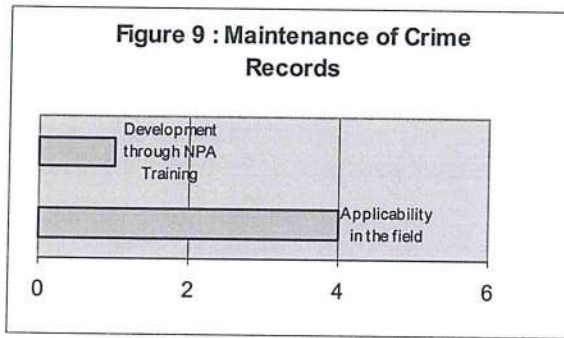


Figure 8 : Control of Organized Crime





B. PROFESSIONAL KNOWLEDGE

	Very High	High	Adequate	Low
1. Law and Procedure	27	56	25	5
2. Police Administration	12	57	32	12
3. Intelligence Collection	4	26	41	42
4. Inspections	12	24	33	44
5. Departmental Enquiries	12	23	41	37
6. Financial Management	3	19	31	6
7. Traffic Management	6	24	46	37
8. Computers	17	44	28	24
9. Communications	20	40	39	14
10. Weapons and Explosives	51	37	18	7
11. Transport Management	5	25	45	38
12. Police Training	27	40	35	11
13. Central Police Organizations	28	40	33	12

A diagrammatical representation of the above table is given below :

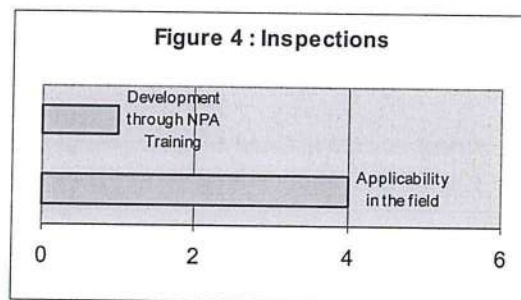
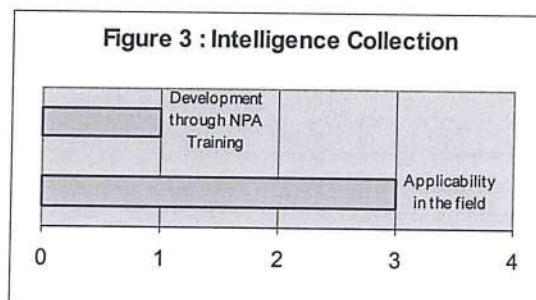
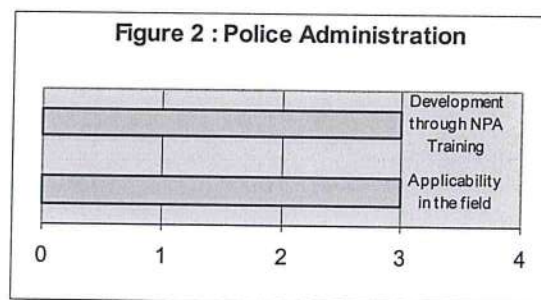
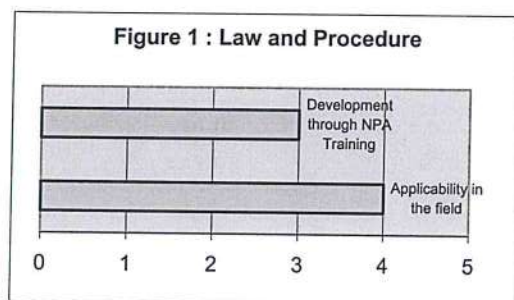


Figure 5 : Departmental Enquiries

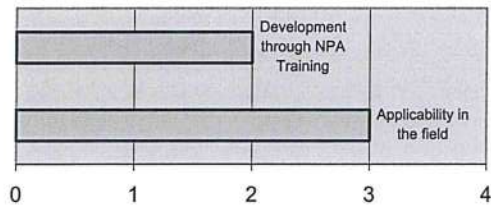


Figure 6 : Financial Management

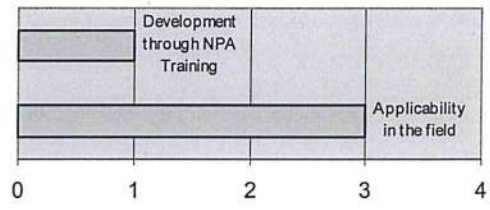


Figure 7 : Traffic Management

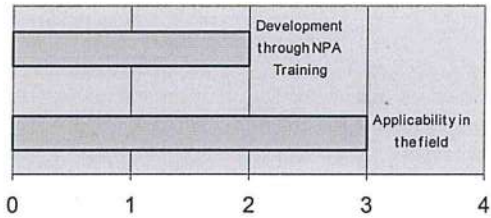


Figure 8 : Computers

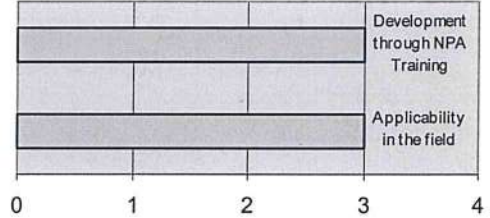


Figure 9 : Communications

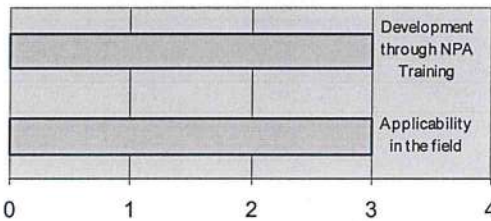


Figure 10 : Weapons and Explosives

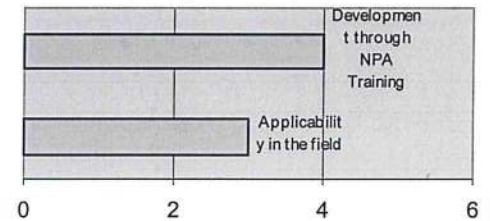


Figure 11 : Transport Management

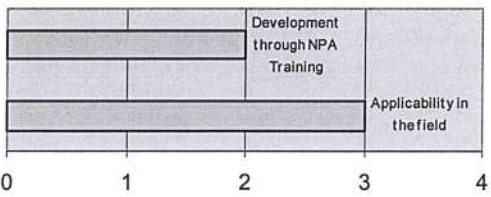


Figure 12 : Police Training

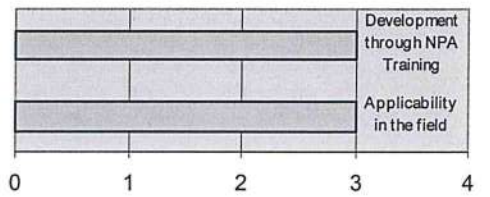
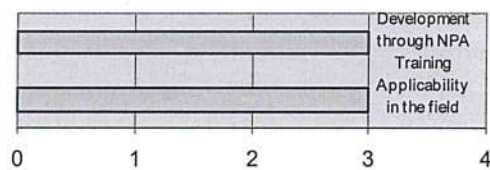


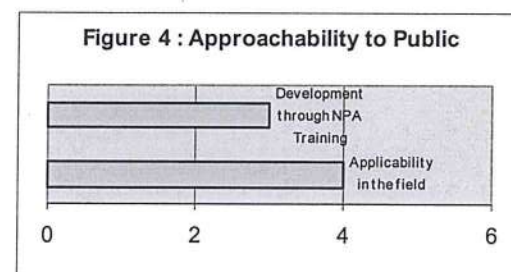
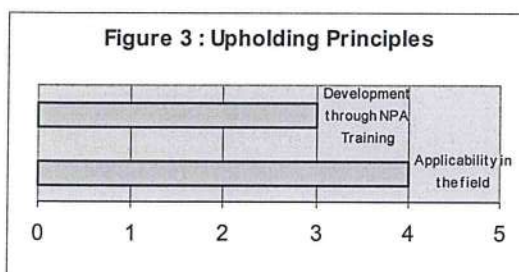
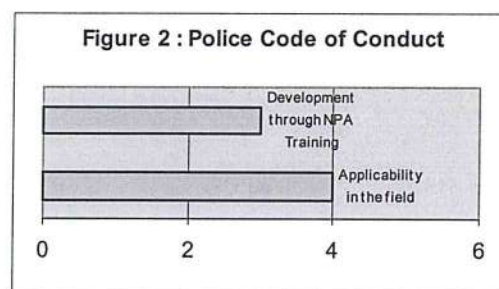
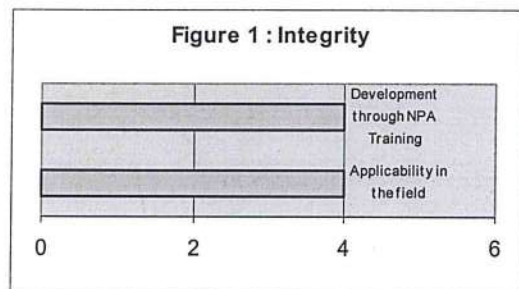
Figure 13 : Central Police Organizations

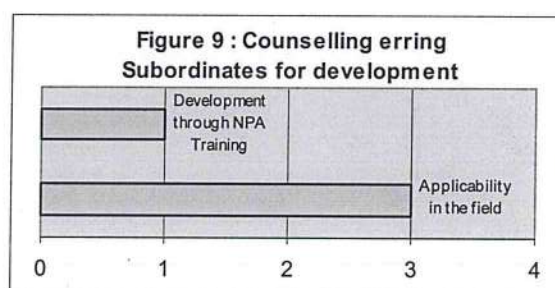
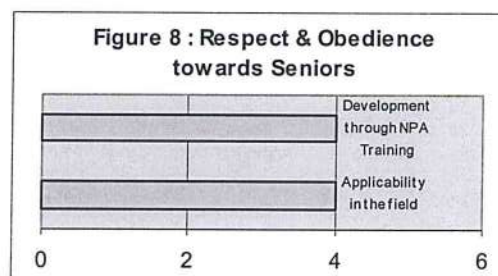
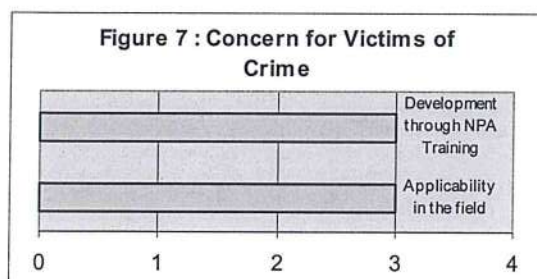
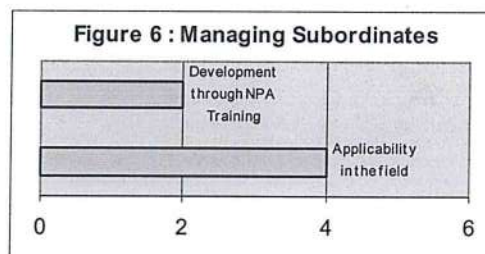
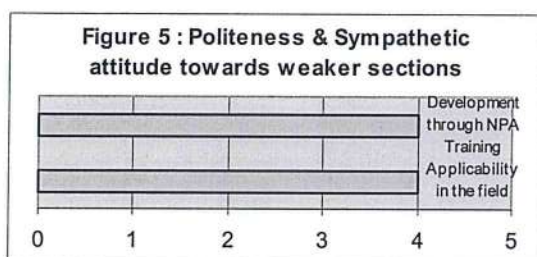


C. PROFESSIONAL VALUES

	Very High	High	Adequate	Low
1. Integrity	44	35	20	14
2. Police Code of Conduct	43	45	18	7
3. Upholding Principles	40	43	20	10
4. Approachability to public	31	35	30	17
5. Sympathetic attitude towards weaker sections	39	28	27	19
6. Managing Subordinates	14	31	37	31
7. Concern for victims of crime	21	44	30	18
8. Respect & Obedience towards seniors	70	30	10	3
9. Counselling erring subordinates for development	27	28	27	31

A diagrammatical representation of the above table is given below :





From the above three tables showing the 'Skills', 'Knowledge' and 'Values' acquired by the young trainees through the Academy training the following points emerged out :

In the 'Skills' area the acquisition of the following skills have been given a low rating by about 33% of the trainees:

1. Human Resource Management.
2. Control of Organized Crime.
3. Maintenance of Crime Records.
4. Disaster Management.

S.L. No. 1, 2 & 4 are areas where the training at the Academy would comprise only an introductory knowledge and the acquisition of expertise would require experience in the field during their service career. However S.L. No.3 i.e. Maintenance of Crime

Records would require additional attention during the basic training as it is an important part of police work and the trainees have to deal with these right from the day they join the state.

In the 'Knowledge' area low ratings have been given by the trainees in the following:

1. Inspections.
2. Departmental Enquiries.
3. Financial Management.
4. Traffic Management.
5. Transport Management.

Once again, these topics are among those where only the basics are taught at the Academy and the necessary knowledge and expertise has to be acquired in the field. SL. No.2 "Departmental Enquiries" may have to be given some additional inputs, preferably through practical exercises, as it forms an important part of disciplinary proceedings and the procedure requires detailed knowledge of the legal implication.

In the "Values" area two items have been given low ratings and both relate to dealing with sub-ordinates.

1. Managing subordinates.
2. Counselling sub-ordinates for their development.

In the feedback received from the senior officers also, this aspect has been highlighted regarding 'lack of concern for subordinates' on the part of the young officers. This has been discussed in detail in the chapter on Feed back from Senior Officers, on page 91. At this stage it would be sufficient to say that some more inputs are required on this in the programme of the Basic Training Course.

Question No.5 : After leaving NPA, are you still trying to train yourself on your own?

Response : The IPS Officer Trainees communicated that their main learning strategies/tools after leaving NPA for updating their knowledge and professional skills were the following :-

Learning Sources/Strategies	Yes	No
1. Opportunities to attend courses	68.1%	31.9%
2. On-the-job training	87.6%	12.4%
3. Counselling by superiors	85.0%	15.0%
4. Training Material (books, journals etc.)	69.0%	31.0%
5. Self-study	85.0%	0.9%15.0%
6. Learning from subordinates	89.4%	10.6%
7. Meetings	99.1%	0.9%
8. Learning from mistakes/failures	79.6%	20.4%
9. Learning through interaction with experts	100.0%	-

A diagrammatical representation of the above table is given below :

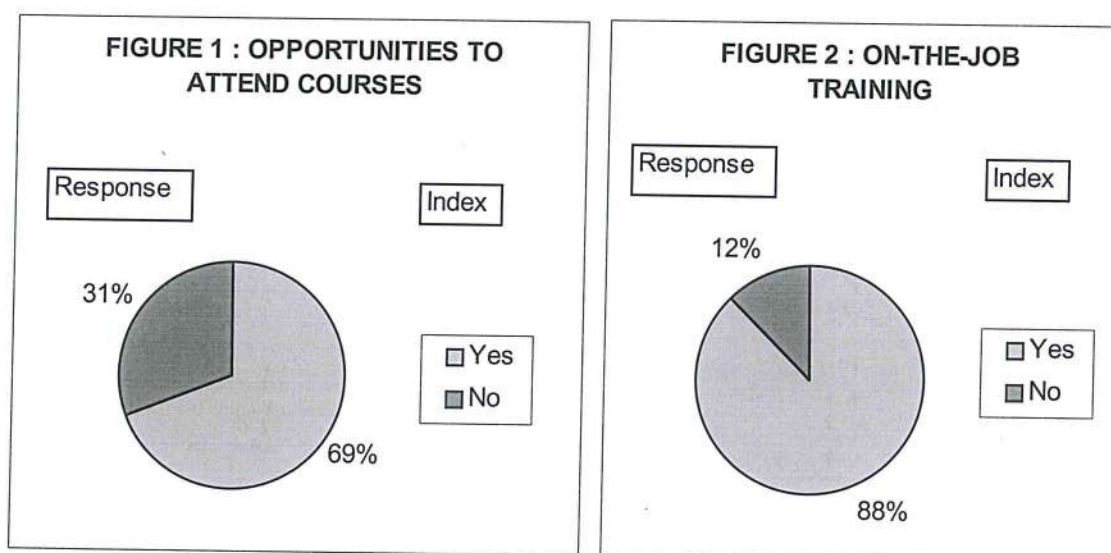


FIGURE 3 : COUNSELLING BY SUPERIORS

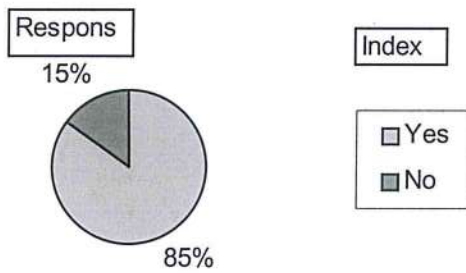


FIGURE 4 : TRAINING MATERIAL (books, journals etc.)

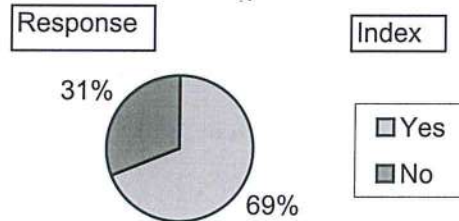


FIGURE 5 : SELF-STUDY

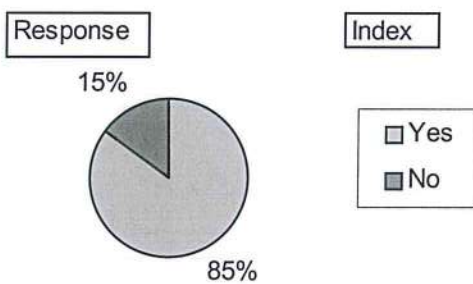


FIGURE 6 : LEARNING FROM SUBORDINATES

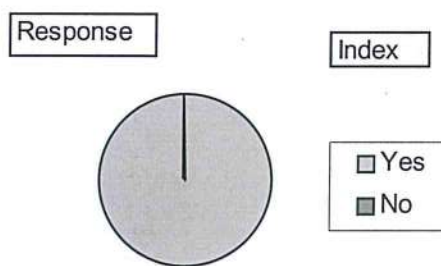


FIGURE 7 : MEETINGS

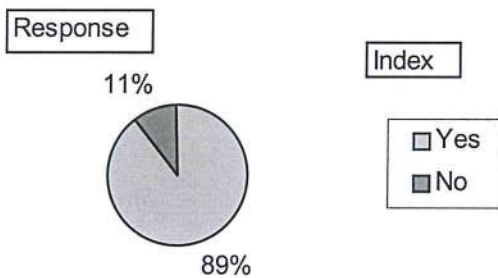


FIGURE 8 : LEARNING FROM MISTAKES / FAILURES

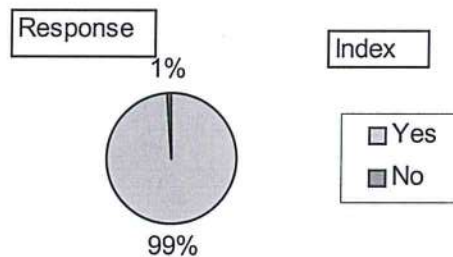
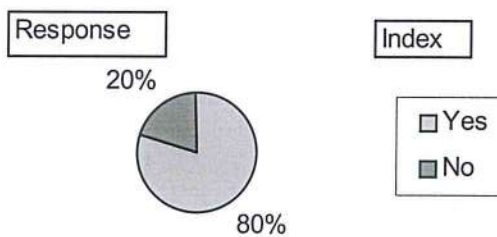


FIGURE 9 : LEARNING THROUGH INTERACTION WITH EXPERTS



Learning sources/tools	Responses of O.Ts. in Percentages
1. Learning through Interaction with experts	100.0%
2. Meetings	99.1%
3. Learning from subordinates	89.4%
4. On-the-job training	87.6%
5. Counselling Superiors	85.0%
6. Self-study	85.0%
7. Learning from mistakes/failures	79.6%
8. Training Material (books, journals etc.)	69.0%
9. Opportunities to attend courses	68.1%

It can be inferred that in order of preference they used the following sources/strategies to train themselves on their own after leaving the NPA.

QUESTIONNAIRE FOR SENIOR POLICE OFFICERS

Senior Police Officers with more than 15 years of service were sent a questionnaire in order to obtain a feed back from them about the performance, abilities and traits among the young officers, working directly under them, in the field. The questionnaire covered the following areas:

- a) The level of professional knowledge in the field of Law, Investigation, Forensic Science, Management etc. Their strengths and weaknesses in the various subjects taught at the Academy.
- b) The ability of the young officers to deal with the day-to-day problems in policing and man management.
- c) Adverse traits, if any, noticed in the young officers.

For this data a questionnaire (PTE/OT-II) was designed and the responses were called for from police officers with 15 years or more service who directly observe and supervise the work of the junior officers. The details of the questionnaire are given below:

QUESTIONNAIRE FOR SENIOR OFFICERS (PTTE/OT-II)

QUESTIONNAIRE*

SENIOR POLICE OFFICERS' VIEWS

ON NPA TRAINING OF IPS PROBATIONERS

Name: _____ Designation: _____

Place of Posting: _____

Q. 1. A) Many IPS Probationers after training at National Police Academy are reporting to you. To what extent are you satisfied with NPA's efforts to train them?

To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
(5)	(4)	(3)	(2)	(1)

B) .No. 2 A) In which professional knowledge skills and values do you find them very strong?

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

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

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

*Developed by P.V. Rajgopal and V.K. Deuskar

Q.No.3 A) What do you feel are the strong points in NPA Training with regard to IPS Probationers?

B) What do you feel are weak links in NPA training?

Q.No.4) What are your suggestions for improvement of training functions at NPA for IPS Probationers?

4.1. Course Contents.

4.1.1. Indoor Training

4.1.2. Outdoor Training

4.1.3. Training Methodology

Any Other suggestions for improvement

Q.No. 5) In the near future (say upto year 2020), what additional role NPA will have to play to train and develop IPS probationers for Police Organisational Effectiveness?

Q.No. 1(A) This question is designed to ascertain the extent to which the training has been found beneficial and the extent to which the training objectives have been achieved.

(B) To ascertain the conditions in the field which allow the young officers to utilise the knowledge and skills learnt during training as well as to know the condititons which prevent the application of their training to their job.

Q.No. 2 (A) To ascertain the strong areas of professional knowledge and skills found in the young officers.

(B) To pinpoint the weak areas of professional knowledge and skills.

Q. No. 3 (A) To get a feed back about the areas in the training programme which are sound and require no change.

3(B) To identify the areas in the training programme which need to be changed or modified.

Q.No. 4. The question is an extension of Q.No.3 and aims to focus attention or the specific areas of the training programme which require modification.

Q.No. 5. This question is a brainstorming question to get a wide range of suggestions for planning training for the future. The new areas of knowledge and skills and attitudes which may be the requirements in the coming decades.

In addition to the above questionnaire a set of structured questions were sent to the senior officers to get a frank feed back about the traits and attitudes found in the young officers. This questionnaire is relevant to the development of right values and attitudes in training.

STRUCTURED QUESTIONS FOR SENIOR OFFICERS

Q.1. Having seen the performance of the young officers in the field do you have any general remarks about their quality of work.

Q.2. Do you feel that their level of performance has improved other the years of has deteriorated.

Q.3. What is your impression about the young officers in respect of the following:

	5= Excellent	4=Very good	3=Good	2=Adequate	1=Poor
a) Professional Knowledge	5	4	3	2	1
b) Intelligence	5	4	3	2	1
c) Discipline	5	4	3	2	1
d) Sense of responsibility	5	4	3	2	1
e) Integrity	5	4	3	2	1
f) Attention to detail	5	4	3	2	1
g) Punctuality	5	4	3	2	1
h) Hard work	5	4	3	2	1
i) Willingness to take on extra work	5	4	3	2	1
j) Courtesy	5	4	3	2	1
k) Command and control	5	4	3	2	1
l) Relationships with Seniors/subordinates/public	5	4	3	2	1

II. To obtain feedback from the senior officers in the field about the performance of the young officers and their strong and weak areas in knowledge, skills and attitudes.

Q.4. what are the strong points noticed among the young officers?

Q.5. Have any adverse traits been noticed among them. If yes, in what percentage of the officers?

Q.6. What is your opinion about their training at the NPA? Do you have any suggestions to make regarding the training.

FEED BACK FROM SENIOR OFFICERS

The questionnaire given in the preceding pages was sent to 300 senior Senior Police Officers but only 81 officers responded. The feed back received from them has been consolidated question wise and produced below:

Question No.1(A) : To what extent are you satisfied with the training being imparted to the young IPS officers at the NPA?

The responses are as under :

To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
23	51	5	-	-

Question No. 1 (B) : According to you, which factors (individual and organizational) are responsible for lack of application of NPA training in field situations?

The following main reasons for lack of application of training in the field have been given :

1. Lack of infrastructure in the field.
2. Lack of interest taken by the senior officers in applying the training in the field.
3. Indifference and lack of interest taken by the subordinates
4. Individual factors – Young offices not committed – lack of professionalism.
5. Political interference.

Question No. 2 (A): In which professional knowledge skills and values do you find them very strong?

The seniors have found the young officers to be strong in the following areas of professional knowledge / skills/ attitudes:

1. Knowledge of law.
2. Forensic Science and Forensic Medicine.
3. Computers.
4. Communication Skills.
5. General Knowledge.
6. Management Theory.
7. Honesty.
8. Discipline.
9. Impartiality.
10. Willingness to accept additional responsibility.
11. Willingness to take risks.
12. Physical fitness and stamina.

Question No. 2(B): In which domains of knowledge, skills and values do you find them wanting?

The young officers have been found to be weak in the following areas:

1. Application of the law in real life conditions.
2. Local laws.
3. Local language.
4. Concern for the public.
5. Concern for the subordinates.
6. Office Management and Financial Management.
7. Investigation.
8. Outdoor work like interior touring, drill, visit to crime scene etc.
9. Practical field craft and tactics.

10. Integrity
11. Learning from subordinates.
12. Resisting political pressure.
13. Respect for seniors.

Question No. 3 (A) : What do you feel are the strong points in NPA Training with regard to IPS Probationers?

The senior officers find the strong points in the NPA Training to be:

1. Discipline.
2. Impartiality.
3. Confidence.
4. Personality and bearing.
5. National outlook and greater vision.
6. Integrity.
7. Physical fitness.

Question No. 3 (B) : What do you feel are weak links in NPA training?

The weak links in the NPA Training have been point out as :

1. The trainees develop an 'Elitist Air'.
2. Officers unfit for police service are not weeded out.
3. Far too many topics are taught at NPA resulting in inadequate attention to important professional subjects.
4. The training is more knowledge oriented. Practical orientation is required.

Question No. 4 : What are your suggestions for improvement of training functions at NPA for IPS Probationers?

The following suggestions have been offered to improve the training at the NPA:

Course Content :***Indoor Subjects :***

1. Teach practical solutions for day to day problems.
2. Teach Motivation of subordinates.
3. Encourage self study to save time for more important subjects.

Outdoor Subjects :

1. More stress is required on Field Craft, Tactics and Driving of vehicles.
2. Create a habit of playing games to keep fit throughout the career.
3. Reduce classes in riding as it is not of much use in the field.

Training Methodology:

1. More interactive methodologies be used for teaching instead of the lecture method.

Other Suggestions :

1. Training should not be examination oriented.
2. In the District Training the young officers should be trained under competent SPs who have a proven track record.
3. More professional faculty from outside should be used for teaching subjects like Management etc.
4. Young officers should be encouraged to create a more people friendly police-more stress on community policing.

Question No.5 In the near future (say upto year 2020), what additional role NPA will have to play to train and develop IPS probationers for Police Organisational Effectiveness?

The following suggestions have been given for the role of NPA in training for the future.

1. Identify the weak points in policing and cater for training inputs to eradicate them.
2. Prepare for the emerging challenges of internal security.
3. Adopt the latest technology.
4. Increase research activity.

RESPONSES OF SENIOR OFFICERS TO THE STRUCTURED QUESTIONNAIRE

Q. No. 1: Having seen the performance of the young offices in the field, do you have any general remarks about their quality of work?

Responses:

1. Very good (6 officers)
2. By and large good – careless in signing papers.
3. Knowledge content is high – skill content low-quality remains at par.
4. Need to be more focused on learning technical skills.
5. They feel they can do better than their seniors.
6. Take hasty decisions.
7. Sometimes excellent – otherwise average.
8. Dedicated lot-willing to learn and perform well.
9. Should learn to go into details.
10. Performance has gone down.

Q. No. 2 : Do you feel that their level of performance has improved over the years or has deteriorated?

Responses:

1. Not improved as per expectations due to deterioration in the environment. Higher age group and family liabilities result in less devotion to professional work.
2. Improved - (10 officers)
3. Deteriorated – (6 officers)
4. Sense of responsibility should increase.
5. Same as earlier – professional ethics, integrity and values have been given the go by.
6. O.K. – requisite dynamism, and initiative not very conspicuous.
7. As “managers” of difficult situations they are better than their seniors. But traditional norms like integrity, compassion etc. have deteriorated.

Q. No. 3 : What is your impression about the young officers in respect of the following:

Response :

	Excellent	Very Good	Good	Adequate	Poor
1. Professional Knowledge	11	19	29	16	4
2. Intelligence.	23	40	11	5	-
3. Discipline.	9	26	26	14	4
4. Sense of responsibility.	8	27	32	12	-
5. Integrity.	8	23	28	16	4
6. Attention to detail	2	23	30	20	4
7. Punctuality.	6	22	28	23	-
8. Hard work.	8	25	25	20	1
9. Willingness to take on extra work	7	19	33	16	4

10. Courtesy	10	20	29	19	1
11. Command and control	4	28	30	16	1
12. Relationship with Seniors/ Subordinates/ Public	4	26	29	17	3

Q.No. 4 : What are the strong points noticed among the young officers?

Responses :

1. Intelligent and articulate.
2. Intelligent, know their work, comfortable with modern gadgets.
3. Energetic, confident and result oriented.
4. Better informed – more systematic in their approach.
5. Have a sense of dedication and the urge to improve the working in the police.
6. Discipline, punctuality and hard work.
7. Enthusiasm, initiative and vigour.
8. Knowledge and open mindedness.
9. Flexibility and adaptability to field conditions.
10. Far more intelligent than their seniors – more worldly wise.
11. Disciplined – take responsibility.
12. Intelligent and professionally sound. Know their responsibilities. (3 officers)
13. Excellent communication, self-confidence bordering on arrogance.
14. Tactful, intelligent and technically skilful (6 officers)

Q.No. 5 : Have any adverse traits been noticed among them? If yes, in what percentage of the officers?

Responses :

1. Looking for soft postings and a comfortable life. Reluctant to pick up challenges.
They would even get married to avoid a difficult cadre like the North East States.
2. Concern for subordinates is very poor- self development is the goal. Take things casually- discipline is poor- etiquette shocking.
3. More than 50% are poor professionally- tendency to by pass authority and pander to political bosses for good postings.

4. Reluctance to do interior touring – prefer to function from the office.
5. Majority lack discipline and treat seniors as equals. 70% of them have a truck with politicians for self-aggrandizement. Only 10% are on a high moral pedestal.
6. One officer has shown psychiatric problems and is unfit for police service.
7. They consider the NPA as the final stage of learning.
8. Adjusting easily – majority prone to pliability.
9. 30% to 40% are slack, with loose discipline and adopt unfair means for material gains.
10. Lack of self-esteem and pride in uniform. 75% feel that they are IAS/IFS rejects.
11. Adverse to doing things themselves – the urge to perform better has been largely replaced by the urge to be well connected.
12. Lacking in command and control.
13. Significant percentage indulges in corrupt practices.
14. Lack of interest of going into details in investigation. Short-lived enthusiasm. No interest in parades and inspections.
15. Succumbing to glamorous pleasures easily.
16. Value system and organizational commitment lacking.
17. Capable of maneuvering helpful elements – publicity conscious. Very good at own career planning – very good at lobbying and P.R. work.
18. Clear about their goals, and go all out to achieve them unmindful of the means adopted. On some occasions they take a stand without considering the other side.
19. Prone to corruption – 80%
20. They are getting increasingly self-concerned.
21. Inability to resist temptation.
22. They are street smart, computer savvy and self-obsessed.
23. Highly worldly wise. Lack of sympathy for people coming for help.
24. Lack of desire to learn from seniors – attitude of smugness.
25. Subservient to the wife and politicians.
26. Lack of capacity for sustained hard work.
27. Not punctual.
28. At least 40% of them are eager to get rich quickly. (3 officers).

CHAPTER 7

ANALYSIS OF RESPONSES FROM SENIOR OFFICERS

From the table it will be noticed that the responses in respect of certain abilities and traits are diametrically opposite to each other. This is perhaps because of individual experiences with different young officers and will have to be catered for in the final analysis of the data.

Analysis of the above data shows that the positive attributes among the young officers are :-

1. Intelligent, with high I.Q.
2. Well informed, and open minded.
3. Proficient in law, computers and forensic science.
4. Possess good communication skills, written and oral.
5. Disciplined, and industrious.
6. Willing to take responsibility, and accept advice.
7. Willing to learn, and have a sense of inquiry.
8. Honest, and well mannered.
9. Confident.
10. Physically fit and motivated.

The above positive feedback is heartening to note and the attributes conform to the Mission Statement and Training Objectives of the NPA. However the negative aspects of the feedback has some disturbing undercurrents. As far as the deficiencies in professional knowledge and skills like law, investigation, supervision, field craft, tactics

are concerned they can be made up with additional training and experience. Moreover such shortcomings do no damage to the basic structure and fabric of the service. No one expects a young officer to be all knowing and an expert in policing, and generally overlook their mistakes with a smile. But some of the comments received in the feed back from the senior officers with a disturbing regularity are certainly a cause for concern for the service as a whole. The data given below has been compiled from the feedback received from only 81 senior officers. Against each item of negative feed back the number of officers who have given these comments has been shown. Some extracts from the comments have also been quoted verbatim for the reader to draw his own inferences.

a) Lack of concern for subordinates -	4
b) Lack of concern for the public -	5
c) Indiscipline -	6
d) Politicisation -	9
e) Reluctance to work hard -	10
f) Dishonesty -	11

The general trend of the feedback has been pointing at the above shortcomings although many of the senior officers have refrained from saying it outright. But even they have obliquely hinted at these. Quite a few have omitted to fill up the answers to the questions pertaining to the adverse traits in the questionnaire. Had there been no adverse traits noticed they could easily have given the answer in the negative but they have instead, ignored these questions. This could perhaps be due to reluctance to put in writing something detrimental to the good name of the service. But some outspoken officers have commented boldly, and in no uncertain terms, that the above traits have been found in some of the young officers.

There are many factors which need to be considered for the above adverse comments made. These traits could be inherent in the individual or absorbed while working at other jobs before joining the IPS. In some cases it could be due to environmental factors and in some others it could be because of lack of care and guidance

by the senior officers who are responsible for shaping the young officers during their district training in the initial stages of their career. In yet some other cases the senior officers could be responsible by being the wrong kind of role models.

In the following paragraphs we shall take each of the above adverse trait individually and try to analyze the causes for their appearance, and pin point the source of their generation.

LACK OF CONCERN FOR SUBORDINATES.

Concern for the subordinates means an officer's attention towards the safety, comfort and welfare of the men working under his command. When an officer expects his orders to be carried out by his juniors even if such orders involve risk to life and limb or acute hardships, it becomes his moral duty to ensure the safety, comfort and welfare of his men as much as he would like to ensure them for himself. It becomes his duty to see that the men under his command are well equipped for the duties they are expected to perform. It is his duty to see that he is paid his salary on time, his health is attended to when sick, his family has no serious problems of health or accommodation, education etc., and that he is not working under any serious mental tension. It may not always be possible for the officer to find a solution for all his subordinates' problems, but just the fact he is aware of them and is genuinely concerned about them will build strong bonds of loyalty and raise the morale of the men. This in turn brings out the best in their performance resulting in high efficiency. As per the feedback this concern appears to be lacking.

This lack of concern is generally because of lack of awareness for the need for this concern. The lack of awareness can directly be attributed to training deficiency during the basic training, but more importantly during the district training. This deficiency can be easily remedied through regimentation and counselling as it is done in the Defence Services where as a basic rule the safety, comfort and welfare of the men comes first, always and every time. At the end of a gruelling route march or after an

exercise the officers check each individual jawan under their command to ensure that there are no cases of sickness or injury. In case there are such cases they would get them attended to before they themselves break off for rest. They also interact freely with the men and get to know their personal problems and give them advice and guidance. This is a part of routine drill which is invariably followed.

✓ Similar drills need to be introduced in the police training in the basic course and strictly followed in the states. Where men are deputed for law and order duties for prolonged periods, the officers, as a matter of routine, should make arrangements for their timely food, rest, and other basic needs like bathing etc. This little bit of care on the part of the officers will reap rich dividends in terms of respect, loyalty and performance.

CONCERN FOR THE PUBLIC NEEDS.

The common citizen looks to the police for help and protection in times of distress. He expects the police officers, of whatever rank they may be, to listen to his tale of woe and to help him to give him relief or redress the harm caused to him by someone. He expects a little sympathy and kindness and action to relieve him from his distress. If this much is done the common man is more than satisfied. Unfortunately the behaviour and actions of the police officers manning the police stations is just the opposite of what is expected of them. A number of instances occur each day when members of the public who seek help from the police are subjected to harassment and humiliation. This kind of behaviour is generally reported from the lower ranked police officers. This can be reduced only by the close supervision and strictness on the part of the senior officers of the force.

The responses of the Senior Officers in this regard are reproduced below:

- Not accessible to the public - 60%
- Feeling of being a member of a superior class in society which in fact makes them unacceptable to the public – 75%

- Lack of sympathy/empathy for people coming with problems to the police.
- Lack of empathy for juniors.
- Wanting in sensitivity to SC/STs/OBS/Minorities.
- Courtesy for the public at the initial stage.
- Be more sensitive towards the public.
- Insensitivity to welfare needs of constabulary.
- Concern for subordinates is very poor.
- They do not have empathy with people.
- They don't ingratiate themselves with problems of subordinates.
- Lack of emphasis on police-public relationship and proper handling of common man.
- Inadequate attention to living conditions, aspirations and utilization of constabulary and limited/non-existent interaction with them.

This reported feed back about the lack of concern for the public needs, on the part of the young IPS officers is all the more disturbing because of the fact that the undesirable actions of the police station level staff will continue to grow unchecked. Already the reputation of the Indian police stations has suffered, heavily, for levying charges for registration of cases, and countless jokes are doing the rounds in, public conversations and even in the media on this topic.

The Academy does its bit on stressing upon the trainees the need for attention to public expectations and also the fact that the police is meant for service to the people, but this aspect seems to get diluted or forgotten in the field. The fault does not lie in the training but with the senior officers who supervise the work of the young officers and are responsible for grooming them for proper police work. In other words it is the failure of leadership at the supervisory and intermediate levels.

POLITICISATION.

Pandering to political bosses by the young officers is a fairly recent phenomenon which is just about a decade old. In the past, a certain degree of politicisation did exist but it was restricted to the very senior ranks in the police due to jockeying for important positions in the hierarchy. In those days the pyramid was very narrow at the top and many IPS officers retired as DIGs because there used to be only one IGP in the state. Even then, this kind of political alignment between the senior officers and the political bosses was looked down upon and politicised officers lost respect among their colleagues and the juniors. With the increase in the number of, posts of DGs, Addl.DGs., and IGs the situation as it stands now is, that an average IPS officer retires either as a DG or an Add. DG. Yet the jockeying for posts thorough cultivation of politicians has become more pronounced and more cut throat. This clearly goes to show that the clamour for particular posts is not for the purpose of rank or pay or pension because this is now assured. It is a clamour for power and pelf.

The power of promotions and postings have completely passed into political hands, if not on paper, at least in reality. As a logical corollary everything gravitates towards the source of power because all benefits flow from that source. Therefore it is quite natural that there would be politicisation in the police force and it will continue to grow as long as the center of power in the force remains with the politician. The Director General of Police, the head of the police force of the entire state has been completely marginalised and divested of all his legal powers. In many states many politically well-connected junior officers have proved to have far greater power than the DGP. With this kind of existing power equations the break down of discipline and chain of command is not at all surprising. Probably, the politician feels he can maintain and manage the police just by wielding the power usurped from the head of the force. If this were possible, there would be no damage to the police structural framework or its performance. The force would continue to function, only under a different head. But a uniformed force cannot function under a set of rules framed under political considerations. The problem arises because politicisation breeds the germs of many evils which undermine the basic

foundation on which the police structure is built up i.e. discipline. Every uniformed force has to survive on discipline, and once discipline breaks down the force becomes a mob. This appears to be the trend in most states with variations only in degree.

This being the trend it is but natural that the young officers are tending more and more to follow the path set by their seniors. No amount of training or indoctrination can counter this tendency towards politicisation unless the ground rules are changed and the power reverts back into the hands of the head of the police force and once again he becomes the real leader of the force under him. As long as this process of politicisation is in existence, it would be most unwise to expect good performance from the police, or for that matter, any other government agency.

RELUCTANCE TO DO HARD WORK OR OUTDOOR WORK.

Policing is hard work and most of it is outdoor work. In the past i.e. in the 60s and 70s an IPS officer posted in the field would normally spend 10 to 12 days a month away from his headquarters with night halts in the interior areas of the district. This helped in his getting intimate, first hand knowledge of the area and the people, as well as regular feed back on how his subordinates were performing their duties. He had his entire jurisdiction firmly in his grip. Visits to the police stations were frequent and each important crime was discussed in depth by the S.P. which kept the investigating officers on their toes. The visible presence of an IPS officer in the interior areas gave a sense of security and confidence to the public. All this meant hard work, physical strain and less of family life and home comforts. An IPS officer, on an average, worked for 10 to 12 hours each day.

Things seem to have changed as per the feedback received from the senior officers in the field. There are reports about the young officers, of their reluctance to do interior touring, carrying out formal inspections of their police stations, avoiding visits to the scenes of serious crimes and supervision of cases. In short, any duty, which involves physical strain or staying away from home is to be avoided if possible.

During their basic training at the NPA the trainees follow a rigorous regimen which is designed for this very purpose. It is meant to get them used to a strenuous routine so that they will not have any difficulty once they get to the field. In fact those young officers who are inclined to do hard work do not have any difficulty whatsoever in the field as they are trained under conditions which are far more demanding than what they face in the field.

The same training was given to the IPS officers thirty years ago. In fact the outdoor training has now become even tougher than before. Therefore this new tendency towards lethargy and shirking of hard work is not due to any lacunae in the training given to them. We have to look elsewhere for the causes.

One reason which is obvious, is the absence of the fear of being hauled up by senior officers for their slackness. This is particularly noticeable in the young officers who are politically well connected. The senior officers are also hesitant to pull up such powerful officers for obvious reasons. Under such circumstances the motivation to work hard is totally absent, and after all hard work gets to be quite irksome.

The really power wielding and effective ranks in the police are the S.P. and the Station House Officer in charge of police station, and officers of both these levels are cultivated by the politicians. The supervisory officers like the DIGs and the IGP's who are meant to control and supervise the work of the S.P. and S.H.O. have now become mere ornamental ranks. Therefore in case of a confrontation with the S.P. they quite often have to back down and face a humiliating retreat. The same kind of relationship exists between the S.P.s and the powerful S.H.O. s where the S.P. hesitates to pull up the S.H.O for his shortcomings. This being the power equation, control over junior's working has become very lax and it has become very difficult to make them put in hard work. In this atmosphere practically nothing can be done to an officer who is politically strong, if he chooses to perform his duties of crime control and maintenance of law and order by remote control from his, office or his residence. This is not to say that all the young IPS

officers do not put in hard work. If and when that day comes the entire police machinery will fold up. But one thing is clear from the data collected in this study that the percentage of the remote control young officers is on the rise.

Once again, the solution to this problem does not lie in training but in restoring the chain of command where each rank has its own powers and responsibilities. The head of the police force and the top level of the police officers have to be insulated from political pressures and made accountable for the police performance in the state. Only then will they be able to control and guide the young officers to work in the way they should. The situation in some of the states is so bad that some of the very senior police officers interviewed in this study have expressed in disgust that the Indian Police Service should be done away with and the states should be left alone to have their own police force as policing is a state subject.

LOSS OF VALUES.

One comment which has repeatedly appeared in this study, specially in the feed back of the senior officers and the informal interviews of police officers in the states is the lowering of the value system in the young IPS officers. Some of them term it as low integrity and some of them bluntly call it corruption. Some of the remarks, given by the seniors officers in the feed back are listed below, verbatim,

INTEGRITY

- Desire to acquire assets very fast.
- Highly world wise.
- Atleast 40% of these young probationers are eager to get rich quickly.
- Integrity 40%; Courtesy 60% (Adverse traits) .
- The percentage of officers willing to earn an easy and quick fortune seems to be increasing. A very approximate guess could be 20 – 25% .
- Some of the young officers tend to become corrupt.
- They are tending to be more materialistic and less service oriented.

- Integrity cannot be said to be above board in majority. 60-70%
- More materialistic and acquisitive.
- Succumbing to glamorous pressures easily.
- Integrity, high standard of living compel officers for malpractices.
- 70% have a truck with politicians for self- aggrandizement. Only 10% are on a high moral pedestal.
- Approximately 30 to 40% of them are inclined towards slackness in behaviour, loose discipline and materialistic by unfair means. Tendency to make compromises for personal gain is very much visible now-a-days.
- There appears to be general hurry to get “there” – either in terms of postings or wealth. This seems to guide their attitudes to work, to senior officers, to politicians.
- A significant percentage indulges in corrupt practices.
- Prone to corruption – 80%
- Lacking – Integrity.
- Professional ethics, integrity and values have been given the go by.

These are but a few remarks made in clear and unequivocal terms. Others have said the same thing in a more couched language.

One of the main causes for this fall in values appears to be the absence of fear of the consequences for such behaviour. In the past there used to be the fear of adverse remarks in the Annual Confidential Reports which would effect their careers adversely. The DGP could remove an inefficient, lazy or corrupt officer from a good posting. Today, adverse remarks apart, even if there are a number of Departmental Enquiries pending against an officer he gets promoted if he has the right political connections. The only persons who can control an errant junior police officer are his superior officers provided they have the power to control him. Since this power has been taken away or diluted there can be no control over his actions however wrong, illegal or indisciplined they may be.

Another cause for the fall in values is the general deterioration of the value system in society itself. "When everyone is corrupt and prospering, it is foolish to be honest and poor" is the general refrain. In this environment it would require a saint to be able to retain a high value system.

Once again we find that the lowering of values cannot be attributed to training. An individual's set of values are imbibed at a very young age, as they say, on the mother's knee. Childhood and adolescence is the time when the values get deeply embedded in a person's mind, long before they join the service and go for training at the NPA. All that training can do is to reiterate what is right and what is wrong. In an adult, it is almost impossible to change his values. All that can be done is to prevent the wrong values to operate through environmental control i.e. to create a work environment where a wrong set of values are not acceptable. Unfortunately the environment has now changed so much that the wrong value system has become the norm. Change can be brought about only by reverting back to the old environment where right is rewarded and wrong is penalised.

INDISCIPLINE

Discipline is the backbone of any uniformed service. It involves the adherence to laws and rules, obedience of lawful orders, punctuality, sincere, hard work, observance of social norms and etiquette, honesty and fair play in all activities. In the uniformed services discipline is inculcated during training, by the time tested method of regimentation and indoctrination. Continued imposition of discipline makes discipline a habit, and a person who gets habituated to a disciplined life finds it jarring when he comes across an indisciplined act.

During training at the NPA discipline is enforced and maintained throughout the duration of the course which is for a period of one year. But for discipline to become a habit, its continuous imposition needs to be of a much longer period. In the past a young officer was kept under stern discipline for at least a period of 5 to 6 years after joining the state. His work was closely supervised by the S.P. and the D.I.G. and he would be ticked

off for the smallest act of omission or commission which did not conform to the existing norms of conduct. This continued disciplined life for these 6 to 7 years made discipline a habit which would generally last for the rest of his career. Unfortunately this enforcement of discipline in the states by the immediate superior officers has gone out of vogue for the past decade or so. This perhaps is one of the main reasons why the young officers relapse into indiscipline shortly after they join the state and the training of the NPA wears off. The other factors mentioned in earlier paragraphs like the erosion of authority of the seniors, politicisation and the general deterioration in society also contribute to this growing indiscipline among the young officers. The senior officers under whom the youngsters are posted for training in the initial part their careers cannot be absolved of the blame also.

FEEDBACK RECEIVED FROM THE SUBORDINATE OFFICERS

In order to get a 360 degrees feedback on the performance of the IPS officers as a whole, and the young IPS officers in particular, it was decided to get the feedback from the Subordinate level of police officers who are serving under the IPS officers. The Subordinate level consists of the Deputy Superintendents, Inspectors, Sub inspectors, Assistant Sub Inspectors and Head Constables. The States from which the feedback was taken are, Uttar Pradesh in the North, Madhya Pradesh in central India, and Tamilnadu in the South.

This questionnaire contained only four questions. The first question asked them to rate the IPS officers in terms of knowledge, skills and attitudes on a six point rating scale. The second question asked them to list out the characteristics of IPS officers which they appreciated. The third question asked for negative traits in IPS officers which they disliked. The fourth question asked them to compare the performance and characteristics of IPS officers with more than 15 years of service with the younger officers.

The aim of this questionnaire was to get the perceptions of the subordinate officers about the IPS officer's competence, knowledge levels, characteristics and attitudes. It was also intended to find out whether there was any deviation in the perceptions of the subordinate officers between the northern and southern states. In case there is a deviation then it would be interesting to find out the causes of such deviation which could become the subject of another study.

The questionnaire for the Subordinate Officers is reproduced below :

SVP NATIONAL POLICE ACADEMY**HYDERABAD – 500 052****PERCEPTION OF IPS OFFICERS BY THE SUBORDINATE RANKS**

1. How will you rate IPS Officers, under whom you have served directly on the below-cited domains. Please circle an appropriate response on the following scale:

Scale : 6 – Excellent; 5 – Very Good ; 4 – Good; 3 – Satisfactory
2 – Poor; 1 – Very Poor

SCALE						DOMAINS
6	5	4	3	2	1	1.1. Professional Competence
6	5	4	3	2	1	1.2. Knowledge of Law.
6	5	4	3	2	1	1.3. Knowledge of Police Procedure.
6	5	4	3	2	1	1.4. Knowledge of area and people being served by them.
6	5	4	3	2	1	1.5. Honesty.
6	5	4	3	2	1	1.6. Impartiality.
6	5	4	3	2	1	1.7 Decision Making Skills
6	5	4	3	2	1	1.8. Inclination to develop subordinates
6	5	4	3	2	1	1.9. Giving credit of success to subordinates.
6	5	4	3	2	1	1.10. Backing up subordinate staff in the cases of difficulties/troubles.
6	5	4	3	2	1	1.11. Attitude to downtrodden and poor.
6	5	4	3	2	1	1.12. Attitude to minorities.
6	5	4	3	2	1	1.13. Physical fitness
6	5	4	3	2	1	1.14. Mental alertness.
6	5	4	3	2	1	1.15. Respecting Human Rights.
6	5	4	3	2	1	1.16. Setting example for subordinate ranks.
6	5	4	3	2	1	1.17. Learning even from subordinates.
6	5	4	3	2	1	1.18. Maintaining cordial relationship with Magistracy/Judiciary etc.

2. What are the Characteristics you like the most in the IPS Officers?

1. _____
2. _____
3. _____
4. _____
5. _____

3. What are the Negative traits you don't like in the IPS Officers?

1. _____
2. _____
3. _____
4. _____
5. _____

4. How do the IPS Officers recruited in the last 10-15 years compare with older officers as regards :

1. Competence
2. Honesty
3. Backing up subordinates
4. Politicization (more aligned to politicians)

Any other comments :

Optional :

Name : _____

Designation: _____

Place of posting: _____

Altogether, subordinate officers responded to the questionnaire from the three states : 50 from Uttar Pradesh, 8 from Madhya Pradesh and 28 from Tamilnadu. Responses to Question No. 1 which had a 6 point rating scale was fed into the computer and the results are as under :

TAMILNADU

DOMAINS	RATINGS					
	6	5	4	3	2	1
1. Professional Competence	9	9	13	7	-	-
2. Knowledge of Law	9	7	11	8	3	-
3. Knowledge of Police Procedure.	8	7	11	8	3	-
4. Knowledge of area and people being served by them.	4	7	18	7	2	1
5. Honesty.	12	7	11	7	1	-
6. Impartiality.	6	11	11	8	2	-
7 Decision Making Skills	10	11	11	4	1	-
8. Inclination to develop subordinates	3	9	10	11	4	1
9. Giving credit of success to subordinates.	7	7	10	8	6	-
10. Backing up subordinate staff in the cases of difficulties/troubles.	7	5	8	9	7	1
11. Attitude to downtrodden and poor.	6	4	10	15	3	-
12. Attitude to minorities.	4	5	13	16	-	-
13. Physical fitness	8	8	15	4	2	-
14. Mental alertness.	12	12	9	4	1	-
15. Respecting Human Rights.	9	9	14	4	2	-
16. Setting example for subordinate ranks.	5	8	12	12	1	-
17. Learning even from subordinates.	1	5	8	15	5	4
18. Maintaining cordial relationship with Magistracy/Judiciary etc.	3	7	15	11	2	-

The above feedback has further been divided into two areas:

1. Knowledge and skills.
2. Attitude and behaviour.

The ratings have also been grouped into only two groups, HIGH and LOW for easy comparison.

KNOWLEDGE AND SKILLS	HIGH	LOW	
1. Professional Competence	31	7	High
2. Knowledge of Law	27	11	Average
3. Knowledge of Police Procedure	27	11	High
4. Knowledge of area and people	28	10	High
5. Physical fitness	32	6	High
6. Decision Making Skills	32	6	High
7. Mental alertness	27	5	High
8. Setting example for subordinates	25	13	Low

ATTITUDE AND BEHAVIOUR	HIGH	LOW	
1. Honesty	30	8	High
2. Impartiality	28	10	High
3. Developing subordinates	22	16	Low
4. Giving credit for success to subordinates	24	14	Average
5. Backing subordinates in trouble	21	17	Low
6. Attitude towards poor/downtrodden	21	17	Low
7. Attitude towards minorities	22	16	Low
8. Attitude towards Human Rights	32	6	Low
9. Learning from subordinates	14	24	V.Low
10. Relations with Judiciary etc.	25	13	Average

In other questions the main points which emerged are as under:

- * Interaction with subordinates - Low
- * Respect for older subordinates - Low
- * Resisting political pressure - Low

UTTAR PRADESH

KNOWLEDGE AND SKILLS	HIGH	LOW	
1. Professional Competence	27	23	Average
2. Knowledge of Law	22	28	Low
3. Knowledge of police procedure	28	22	Average
4. Knowledge of area and people	17	33	Very Low
5. Physical fitness	-	-	-
6. Decision Making Skills	21	29	Low
7. Setting example for subordinates	18	32	Very Low

ATTITUDE AND BEHAVIOUR	HIGH	LOW	
1. Honesty	19	31	Very Low
2. Impartiality	14	36	Very Low
3. Developing subordinates	18	32	Very Low
4. Giving credit for success to subordinates	17	33	Very Low
5. Backing subordinates in trouble	13	37	Very Low
6. Attitude towards poor	-	-	-
7. Attitudes towards minorities	-	-	-
8. Attitude towards Human Rights	-	-	-
9. Learning from subordinates	13	37	Very Low
10. Relations with judiciary etc.	21	29	Low

From the above table of the feedback about the knowledge, skills and attitudes we find that there is considerable variation in the perception of the subordinate officers between the north and the south. The IPS officers working in the southern states seem to have maintained a higher performance level and command a higher degree of respect than their colleagues in the north. From the feedback received from the remaining three questions also the above fact gets confirmed as we shall presently see in the following paragraphs.

In Tamilnadu the IPS officers score highly in the Knowledge and Skills area except in the item 'setting example for the subordinates'. However in the areas of Attitude and Behaviour we find that, except in the items of Honesty, Impartiality and Human Rights in which the ratings are high, in all the other items the rating is low. On further analysis we find that the item Nos. 3, 5, 6, 7 and 9 can be clubbed under the heading of "concern for the subordinates and the poor and the weak". This part of the perceptions of the subordinate officers appears to be common to all the three states studied.

To summarise further, the subordinates rate the IPS Officers high in Knowledge, Skills, Honesty, Impartiality and the concern for Human Rights. The low rating is mostly in the area of relationships with subordinates. The major points which have emerged from the data collected in this regard are as follows:

1. The IPS officers consider themselves superior to all the subordinates, and more importantly, they carry a 'Superior Air' about them which the subordinates appear to find irksome. They also appear to show that they consider the subordinates to be inferior to them in terms of intellect, knowledge, capability and integrity and exhibit lack of faith in their work.
2. They do not give credit to their subordinates for the good work done by them. On the other hand they try to corner the credit for themselves.

3. They do not support their subordinates when they are in trouble due to public or political pressure etc. They prefer to save their own skin and leave the subordinates to face the music.
4. The IPS officers do not make any efforts to develop their subordinates through guidance and help.
5. They do not interact freely with their subordinates.
6. They are most unwilling to learn from their subordinates.
7. They do not respect subordinates who are senior to them in age and years of service.
8. They are unable to resist political pressure. On the contrary, they have become subservient to the politicians.

In the north, i.e. in Uttar Pradesh the feedback is much more unflattering. The perceptions given in the responses to the remaining three questions in the questionnaire are listed below :

1. The IPS officers look upon all acts of their subordinates with suspicion.
2. They try to project an honest image of themselves.
3. To tend to punish subordinates without verifying facts about the allegations.
4. They are not impartial and tend to have favourites.
5. They indulge in casteism in the department.
6. They 'Sell' or 'Lease out' the police stations.
7. They have connections with the Mafia.
8. They ignore their subordinate's difficulties.
9. They suffer from an inflated ego.

In the question about a comparison of the performance and traits of the senior and junior officers the following observations have been made by the sub-ordinate officers:

1. Honesty has become comparatively lesser.
2. Competence has gone down compared to earlier years.

3. Backing given to subordinates has gone down.
4. Before 1980 the IPS officers were more impartial and less politicized.
5. Younger officers work under political pressure and compel the subordinates to do the same.
6. Each IPS officers has different qualities and all of them cannot be grouped together for good or bad attributes.

The divergence in the perceptions of the subordinate police officers of Uttar Pradesh and TamilNadu and M.P. brings into focus and reinforces our belief that changes of values and attitudes are dependent on the environment in which a person lives and works rather than the training which he undergoes. The IPS officers working in Uttar Pradesh as well as those working in Tamilnadu and M.P. are a mixed lot and come from all parts of the country. They undergo the same training together at the Academy. They perform similar jobs in the states with almost identical social and financial conditions in the department. Yet we find that the officers such in U.P. draw a very different kind of response from their subordinates that those serving in Tamilnadu and M.P.

This leaves us with no alternative but to deduce that it is the environment which governs the attitudes and the value system of a person. It therefore becomes important to the people who matter, and those who are concerned that things should improve to start thinking in terms of bringing about improvement in the environment.

CHAPTER 8

POLICE ORGANISATIONAL CULTURE AND TRANSFER OF TRAINING.

INTRODUCTION

In order to study the organizational cultural factors and their impact on application of learning resulting from training of IPS Officer Trainees, a Questionnaire (*OCTAPACE*) developed by Prof. Udai Pareek, was used. It is assumed that the organizational ethos and values affect to a great extent on the application of training on the job.

Organizational culture includes ethics, values, beliefs, attitudes, norms, ethos, climate, environment, and culture. Ethics refers to normative aspects – what is socially desirable. Values, beliefs, attitudes, and norms are interrelated. Interactions between beliefs and values result in attitude formation (beliefs x values = attitudes) and then produce norms. When these become “institutionalized”. Ethos can be defined as the underlying spirit or character of the beliefs, customs, or practices of an entity or a group. At the base of ethos are core values. The seven values of organizational ethos are Openness, Confrontation, Trust, Authenticity, Proaction, Autonomy, Collaboration, and Experimentation. In addition to being an acronym for these values, OCTAPACE is a meaningful term, indicating eight (octa) steps (pace) to create functional ethos. The following definitions may help to clarify the values:

- ❖ **OPENNESS** : Spontaneous expression of feelings and thoughts and receiving feedback and information without defensiveness;
- ❖ **CONFRONTATION** : Facing – not shying away from – problems; deeper analysis of interpersonal problems; taking on challenges;
- ❖ **TRUST** : Maintaining confidentiality of information shared by others and not misusing it; a sense of assurance that others will help when needed and will honor mutual obligations and commitments;

- ❖ **AUTHENTICITY** : Congruence between what one feels, says, and does; owning one's actions and mistakes; unreserved sharing of feelings;
- ❖ **PROACTION** : Initiative; preplanning and preventive action; calculating pay-offs before taking action;
- ❖ **AUTONOMY** : Using and giving freedom to plan and act in one's own sphere; respecting and encouraging individual and role autonomy;
- ❖ **COLLABORATION** : Giving help to, and asking for help from, others; team spirit; working together (individuals and groups) to solve problems; and
- ❖ **EXPERIMENTATION** : Using and encouraging innovative approaches to solve problems; using feedback for improving; taking a fresh look at things; encouraging creativity.

TENTATIVE NORMS FOR THE OCTAPACE PROFILE

	<u>LOW</u>	<u>HIGH</u>
1. Openness	13	17
2. Confrontation	10	16
3. Trust	10	16
4. Authenticity	10	14
5. Proaction	12	18
6. Autonomy	11	16
7. Collaboration	13	17
8. Experimenting	11	16
Based on studies of the Octapace Profile so far, these are the high and low scoring norms.		

A Questionnaire was administered to senior police officers. Analysis of data was done by utilizing SPSS Package. The findings are presented below:

ANALYSIS OF RESPONSES ON ITEMS OF OCTAPACE

Response of Senior Police Officers on each item was tabulated. Mean, Mode and S.D of the ratings were calculated. Chi-square test was applied. The findings are presented in Table 1 :

TABLE 1
RESPONSE ON ITEMS OF OCTAPCE INSTRUMENT

<u>STATEMENT</u>	RESPONSE				DESCRIPTIVE STATISTICS	X ² - VALUE at .05 level	COMM- ENTS
	Highly Valued 4	Valued 3	Low Valued 2	Not Valued 1			
1. Free expression of ideas and suggestions between all ranks of police officers, each respecting the others competence and judgement	15 (7.9)	34 (17.9)	100 (52.6)	41 (21.6)	Mean = 2.121 Mode = 2 S.D = .836	84.989 (s)	Low Valued
2. Discussing personal differences and job related issues frankly & without fear.	6 (3.1)	27 (14.2)	105 (55.3)	52 (27.4)	Mean = 1.932 Mode = 2 S.D = .735	115.137(s)	Low Valued
3. Having confidence that colleagues will help in times of crisis & honour their commitments	18 (9.5)	57 (30.0)	80 (42.1)	35 (18.4)	Mean = 2.305 Mode = 2 S.D = .880	45.747(s)	Low Valued
4. Doing what one says and practicing what one preaches.	24 (12.6)	61 (32.2)	58 (30.5)	47 (24.7)	Mean = 2.326 Mode = 3 S.D = .980	17.789(s)	Low Valued
5. Preventive action on most matters.	39 (20.6)	92 (48.4)	54 (28.4)	5 (2.6)	Mean = 2.868 Mode = 3 S.D = .762	82.126(s)	Low Valued
6. Giving a free hand to subordinates to take independent action within their jurisdiction	8 (4.2)	59 (31.0)	94 (49.5)	29 (15.3)	Mean = 2.242 Mode = 3 S.D. = .759	88.358(s)	Low Valued
7. Team Work	48 (25.3)	95 (50.0)	39 (20.5)	8 (4.2)	Mean = 2.963 Mode = 3 S.D. = .793	81.874(s)	Valued

8. Encouraging initiative among subordinates and accepting their new ideas and methods	17 (8.9)	61 (32.1)	91 (47.9)	21 (11.1)	Mean = 2.389 Mode = 2 S.D. = .801	78.042(s)	Low Valued
9. Genuine sharing of information, feelings and thoughts in Crime meetings etc	23 (12.1)	78 (41.1)	70 (36.8)	19 (10)	Mean = 2.553 Mode = 3 S.D. = .832	59.979(s)	Valued
10. Going deeper rather than doing surface level, analysis of interpersonal problems	13 (6.8)	35 (18.4)	100 (52.6)	42 (22.2)	Mean = 2.100 Mode = 2 S.D. = .820	87.011(s)	Low Valued
11. Interpersonal contact and mutual support among all policemen.	13 (6.8)	64 (33.7)	90 (47.4)	23 (12.1)	Mean = 2.353 Mode = 2 S.D. = .781	81.453(s)	Low Valued
12. Tact, intelligence and even a little manipulation to achieve results.	18 (9.5)	34 (17.9)	84 (44.2)	54 (28.4)	Mean = 2.084 Mode = 2 S.D. = .916	51.095(s)	Low Valued
13. Senior officers encouraging subordinates to plan their career development and helping them.	7 (3.7)	47 (24.7)	85 (44.7)	51 (26.9)	Mean = 2.053 Mode = 2 S.D. = .815	64.400(s)	Low Valued
14. Close supervision and guidance by seniors.	16 (8.4)	61 (32.1)	90 (47.4)	23 (12.1)	Mean = 2.368 Mode = 2 S.D. = .804	75.389(s)	Low Valued
15. Accepting and appreciating help offered by others.	12 (6.3)	95 (50.0)	68 (35.8)	15 (7.9)	Mean = 2.547 Mode = 3 S.D. = .804	105.116(s)	Valued
16. Encouraging subordinates to see things from different points.	6 (3.2)	50 (26.3)	101 (53.2)	33 (17.3)	Mean = 2.153 Mode = 2 S.D. = .737	101.074(s)	Low Valued

17. Free discussion & communication between superiors & subordinates.	10 (5.2)	37 (19.5)	94 (49.5)	49 (25.8)	Mean = 2.042 Mode = 2 S.D. = .815	77.495(s)	Low Valued
18. Facing challenges inherent in the work situation.	42 (22.1)	99 (52.1)	42 (22.1)	7 (3.7)	Mean = 2.926 Mode = 3 S.D. = .766	91.642(s)	Valued
19. Confiding in superiors without fear of misuse of trust.	13 (6.8)	56 (29.5)	87 (45.8)	34 (17.9)	Mean = 2.253 Mode = 2 S.D. = .829	63.263(s)	Low Valued
20. Owning up mistakes	8 (4.2)	33 (17.4)	92 (48.4)	57 (30.0)	Mean = 1.958 Mode = 2 S.D. = .802	80.863(s)	Low Valued
21. Considering both positive & negative aspects before taking any action.	23 (12.1)	112 (58.9)	41 (21.6)	14 (7.4)	Mean = 2.758 Mode = 3 S.D. = .759	124.737(s)	Valued
22. Obeying & Checking with superiors rather than acting on one's own.	12 (6.3)	42 (22.1)	96 (50.5)	40 (21.1)	Mean = 2.137 Mode = 2 S.D. = .818	874.000(s)	Low Valued
23. Performing immediate tasks rather than being concerned about larger organizational goals.	21 (11.1)	32 (16.8)	84 (44.2)	53 (27.9)	Mean = 2.111 Mode = 2 S.D. = .938	48.526(s)	Low Valued
24. Making genuine attempts to change behaviour on the basis of feed back received.	5 (2.6)	44 (23.2)	99 (52.1)	42 (22.1)	Mean = 2.063 Mode = 2 S.D. = .831	94.758(s)	Low Valued
25. Effective managers suppress their feelings.	18 (9.5)	69 (36.3)	79 (41.6)	24 (12.6)	Mean = 2.426 Mode = 2 S.D. = .964	60.568(s)	Low Valued

26. Pass the buck tactfully when there is a problem.	21 (11.0)	52 (27.4)	67 (35.3)	50 (26.3)	Mean = 2.232 Mode = 2 S.D. = .964	23.347(s)	Low Valued
27. Trust begets trust.	32 (16.8)	87 (45.8)	53 (27.9)	18 (9.5)	Mean = 2.7 Mode = 3 S.D. = .860	56.863(s)	Valued
28. Telling a polite lie is preferable to telling an unpleasant truth.	21 (11.0)	49 (25.8)	79 (41.6)	41 (21.6)	Mean = 2.263 Mode = 2 S.D. = .923	36.611(s)	Low Valued
29. Prevention is better than cure.	67 (35.3)	84 (44.1)	29 (15.3)	10 (5.3)	Mean = 3.095 Mode = 3 S.D. = .843	72.863(s)	Valued
30. Freedom for subordinate ranks breeds lack of discipline.	17 (8.9)	47 (24.7)	88 (46.4)	38 (20.0)	Mean = 2.226 Mode = 2 S.D. = .871	56.021(s)	Low Valued
31. Emphasis on team work dilutes individual accountability.	20 (10.5)	84 (44.2)	67 (35.3)	19 (10.0)	Mean = 2.553 Mode = 3 S.D. = .813	69.074(s)	Valued
32. Thinking and doing new things tones up organizational vitality.	23 (12.1)	74 (38.9)	72 (37.9)	21 (11.1)	Mean = 2.521 Mode = 3 S.D. = .846	54.842(s)	Valued
33. Free & candid communication between various ranks helps in solving problems.	25 (13.2)	64 (33.7)	77 (40.5)	24 (12.6)	Mean = 2.474 Mode = 2 S.D. = .877	46.337(s)	Low Valued
34. Surfacing problems is not enough; we should find solutions.	33 (17.4)	87 (45.8)	56 (29.5)	14 (7.3)	Mean = 2.732 Mode = 3 S.D. = .834	62.421(s)	Valued
35. When the situation is urgent and has to be dealt with you have to fend for yourself.	13 (6.8)	38 (20.6)	83 (43.7)	55 (28.9)	Mean = 2.053 Mode = 2 S.D. = .877	54.295(s)	Low Valued

36. People are what they seem to be.	10 (5.2)	37 (19.5)	95 (50.0)	48 (25.3)	Mean = 2.047 Mode = 2 S.D. = .812	79.432(s)	Low Valued
37. 'A stitch in time saves nine' should be followed in police.	76 (40.0)	68 (35.8)	37 (19.5)	9 (4.7)	Mean = 3.111 Mode = 4 S.D. = .881	59.474(s)	Valued
38. A good way to motivate subordinates is to give them the autonomy to plan their work.	18 (9.5)	60 (31.6)	84 (44.2)	28 (14.7)	Mean = 2.358 Mode = 2 S.D. .847	57.663(s)	Low Valued
39. Involvement of subordinates in developing the organizations mission and goals contributes to better policing.	36 (18.9)	66 (34.7)	67 (35.3)	21 (11.1)	Mean = 2.616 Mode = 2 S.D. .917	32.779(s)	Low Valued
40. Prevailing law & order situation in our country demands more consolidation and stability than experimentation in police.	19 (8.9)	40 (21.1)	83 (44.7)	48 (25.3)	Mean = 2.128 Mode = 2 S.D. = .895	50.379(s)	Low Valued

A diagrammatical representation of the above table is given below :

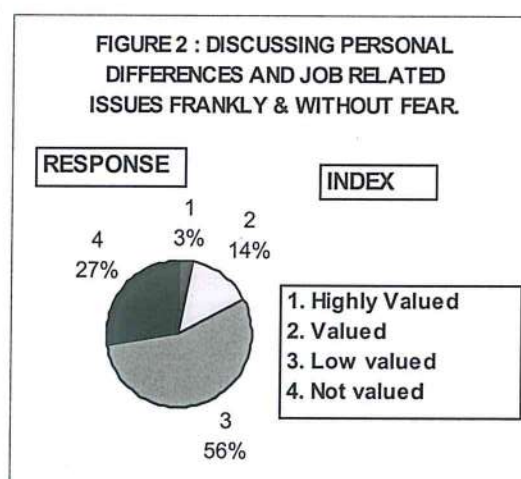
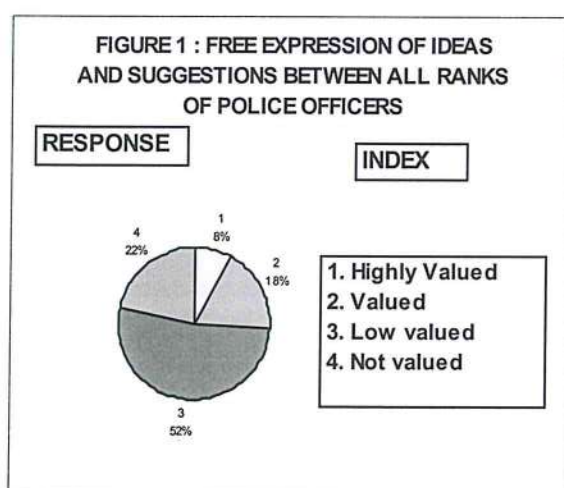


FIGURE 3 : HAVING CONFIDENCE THAT COLLEAGUES WILL HELP IN TIMES OF CRISIS & HONOUR THEIR COMMITMENTS.

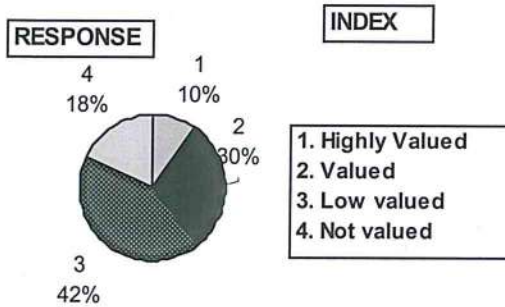


FIGURE 4 : DOING WHAT ONE SAYS AND PRACTICISING WHAT ONE PREACHES.

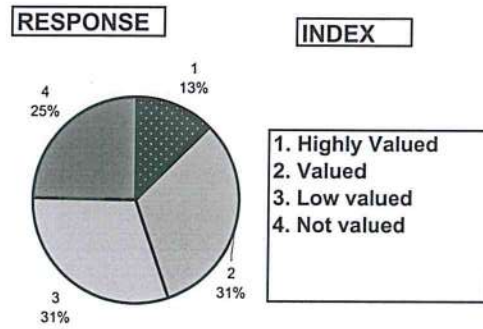


FIGURE 5 : PREVENTIVE ACTION ON MOST MATTERS

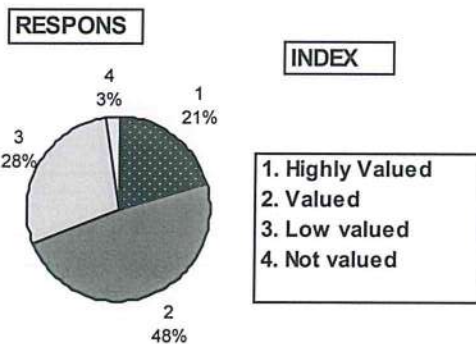


FIGURE 6 : GIVING FREE HAND TO SUBORDINATES

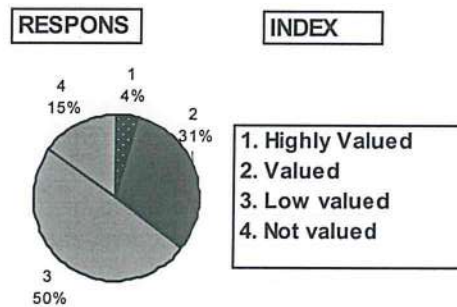


FIGURE 7 : TEAM WORK

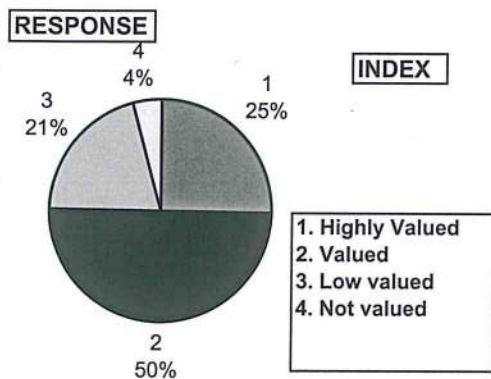


FIGURE 8 : ENCOURAGING INITIATIVE AMONG SUBORDINATES & ACCEPTING THEIR NEW IDEAS AND METHODS

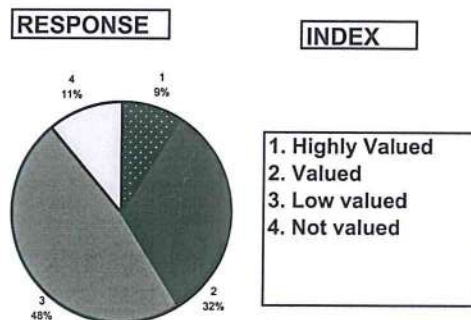


FIGURE 9 : GENUINE SHARING OF INFORMATION, FEELINGS AND THOUGHTS IN CRIME MEETINGS ETC.

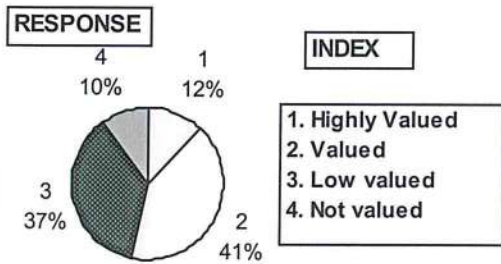


FIGURE 10: GOING DEEPER RATHER THAN DOING SURFACE LEVEL, ANALYSIS OF INTERPERSONAL PROBLEMS.

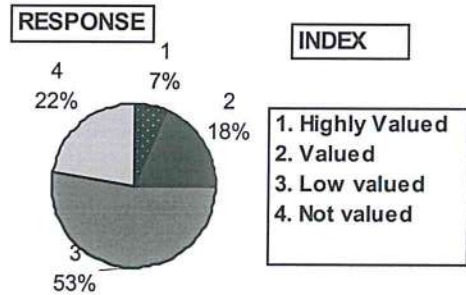


FIGURE 11 : INTERPERSONAL CONTACT AND MUTUAL SUPPORT AMONG ALL POLICEMEN.

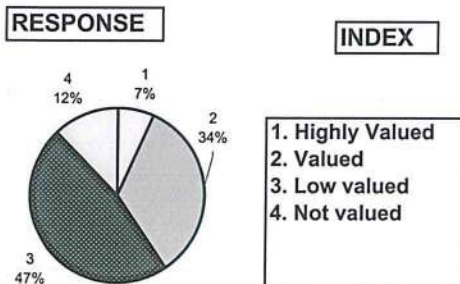


FIGURE 12 : TACT, INTELLIGENCE AND EVEN A LITTLE MANIPULATION TO ACHIEVE RESULTS.

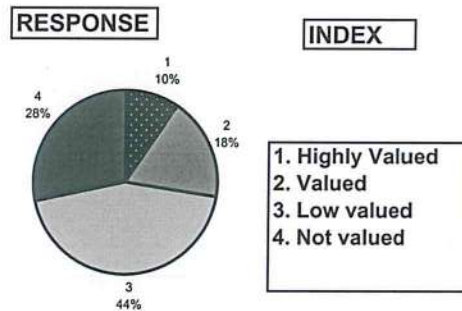


FIGURE 13 : SENIOR OFFICERS ENCOURAGING SUBORDINATES TO PLAN THEIR CAREER DEVELOPMENT AND HELPING THEM.

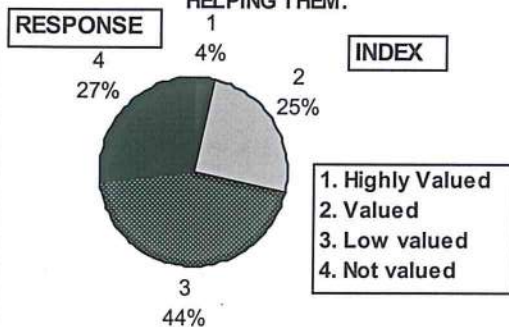


FIGURE 14 : CLOSE SUPERVISION AND GUIDANCE BY SENIORS.

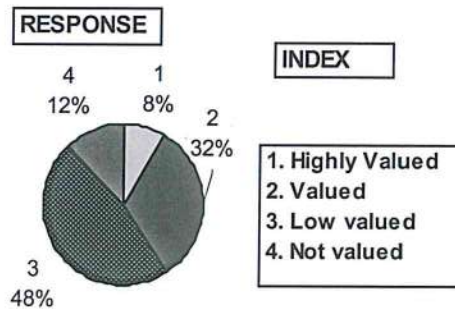


FIGURE 15 : ACCEPTING AND APPRECIATING HELP OFFERED BY OTHERS.

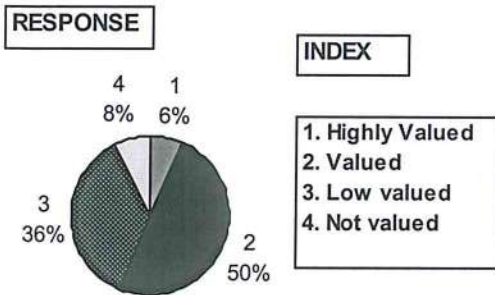


FIGURE 16 : ENCOURAGING SUBORDINATES TO SEE THINGS FROM DIFFERENT POINTS OF VIEW.

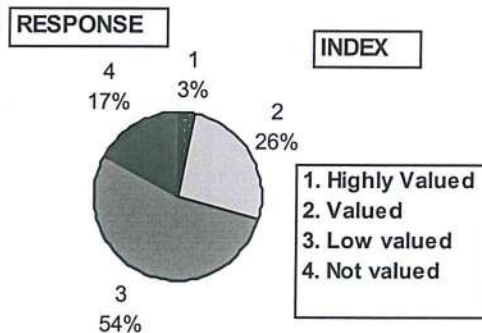


FIGURE 17 : FREE DISCUSSION & COMMUNICATION BETWEEN SUPERIORS & SUBORDINATES.

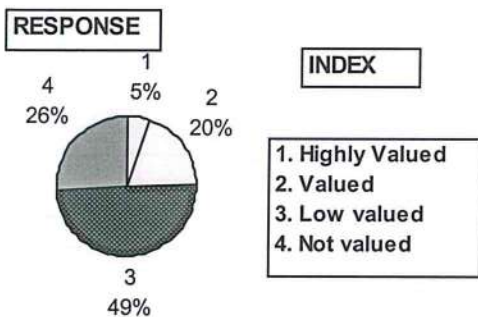


FIGURE 18 : FACING CHALLENGES INHERENT IN THE WORK SITUATION.

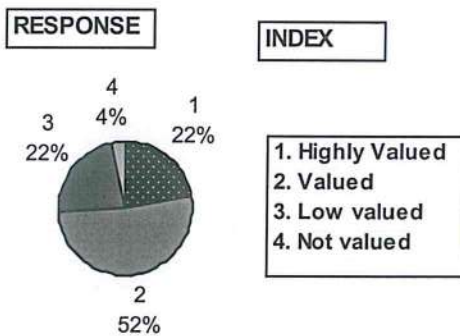


FIGURE 19 : CONFIDING IN SUPERIORS WITHOUT FEAR OF MISUSE OF TRUST.

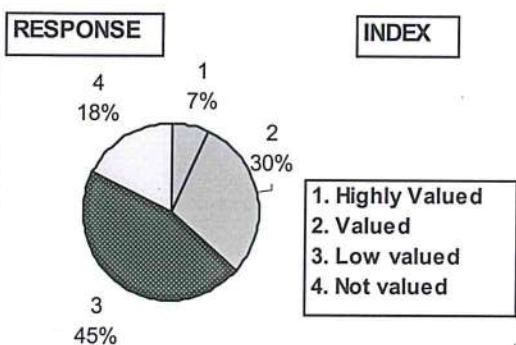


FIGURE 20 : OWNING UP MISTAKES.

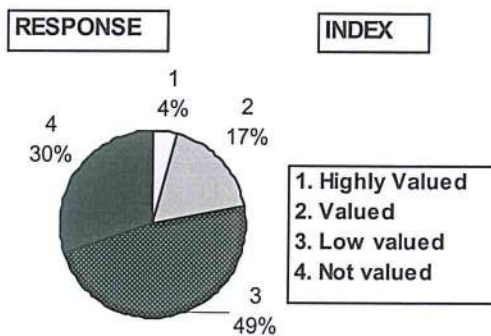


FIGURE 21 : CONSIDERING BOTH POSITIVE & NEGATIVE ASPECTS BEFORE TAKING ANY ACTION.

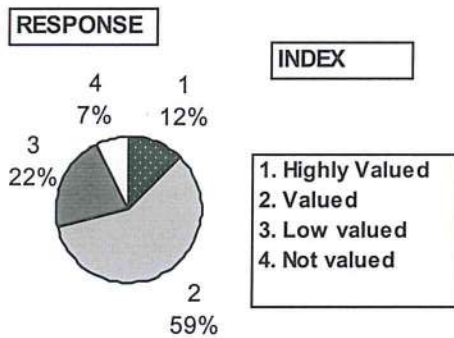


FIGURE 22 : OBEYING & CHECKING WITH SUPERIORS RATHER THAN ACTING ON ONE'S OWN.

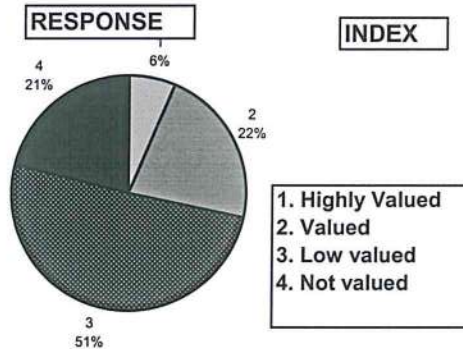


FIGURE 23 : PERFORMING IMMEDIATE TASKS RATHER THAN BEING CONCERNED ABOUT LARGER ORGANIZATIONAL GOALS.

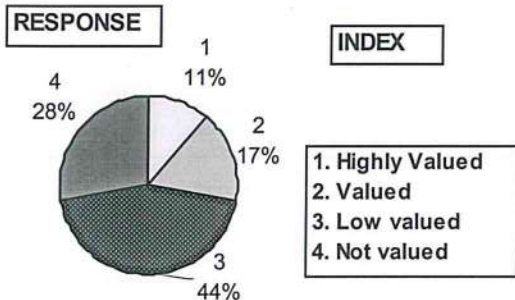


FIGURE 24 : MAKING GENUINE ATTEMPTS TO CHANGE BEHAVIOUR ON THE BASIS OF FEED BACK RECEIVED.

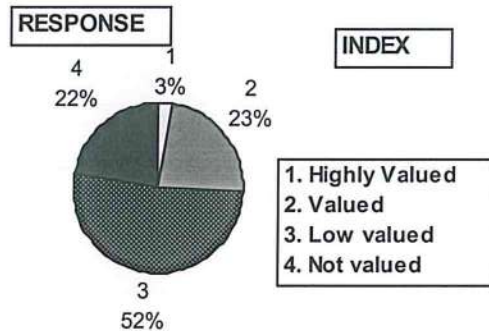


FIGURE 25 : EFFECTIVE MANAGERS SUPPRESS THEIR FEELINGS.

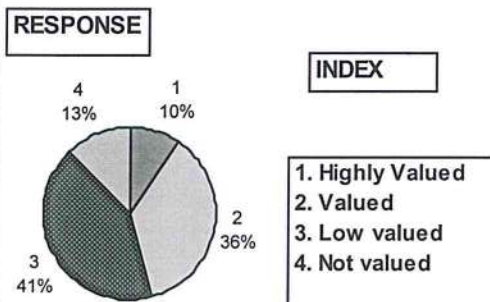


FIGURE 26 : PASS THE BUCK TACTFULLY WHEN THERE IS A PROBLEM.

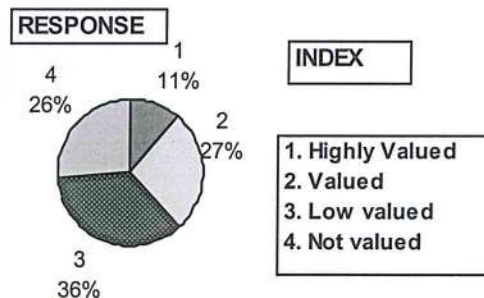


FIGURE 27 : TRUST BEGETS TRUST.

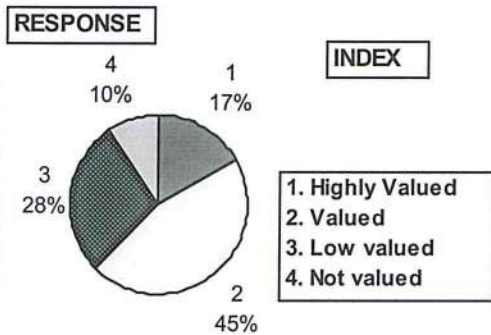


FIGURE 28 : TELLING A POLITE LIE IS PREFERABLE TO TELLING AN UNPLEASANT TRUTH.

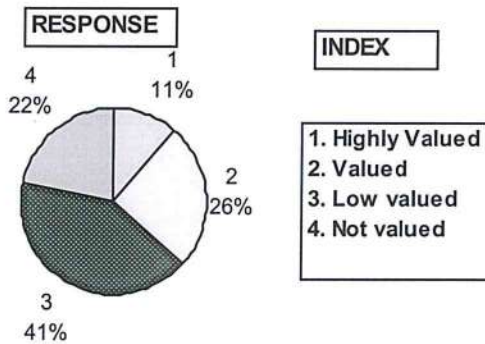


FIGURE 29 : PREVENTION IS BETTER THAN CURE.

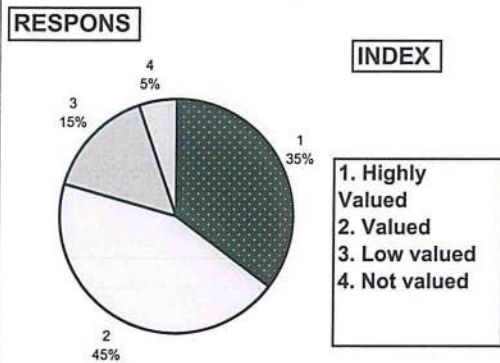


FIGURE 30 : FREEDOM FOR SUBORDINATE RANKS BREEDS LACK OF DISCIPLINE.

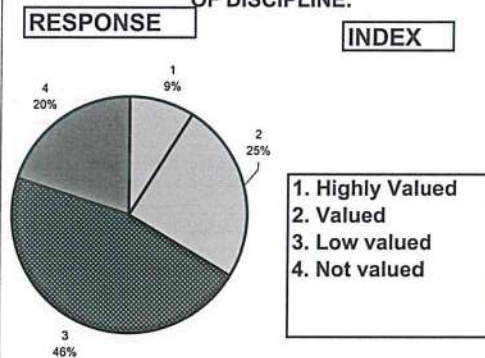


FIGURE 31 : EMPHASIS ON TEAM WORK DILUTES INDIVIDUAL ACCOUNTABILITY.

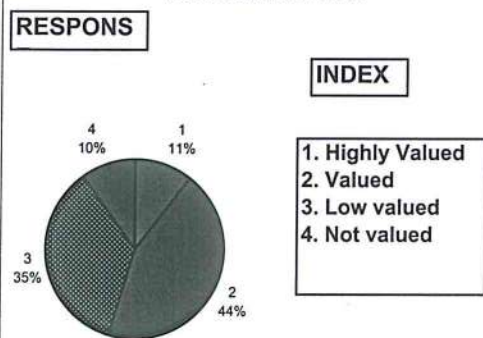


FIGURE 32 : THINKING AND DOING NEW THINGS TONES UP ORGANIZATIONAL VITALITY.

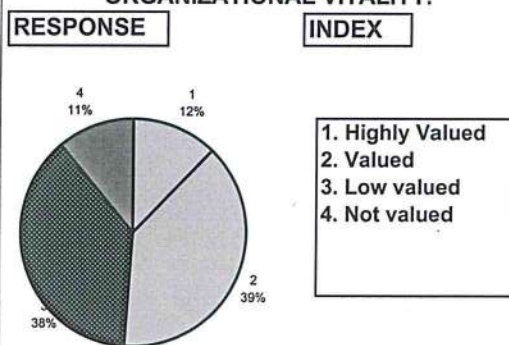


FIGURE 33 : FREE & CANDID COMMUNICATION BETWEEN VARIOUS RANKS HELPS IN SOLVING PROBLEMS.

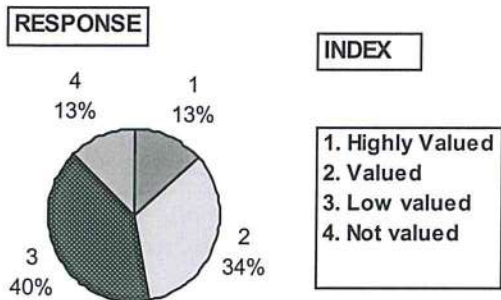


FIGURE 34 : SURFACING PROBLEMS IS NOT ENOUGH : WE SHOULD FIND SOLUTIONS.

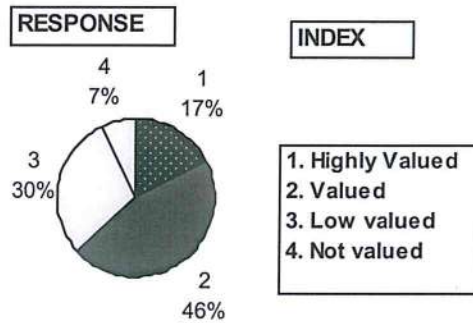


FIGURE 35 : WHEN THE SITUATION IS URGENT AND HAS TO BE DEALT WITH YOU HAVE TO FEND FOR YOURSELF.

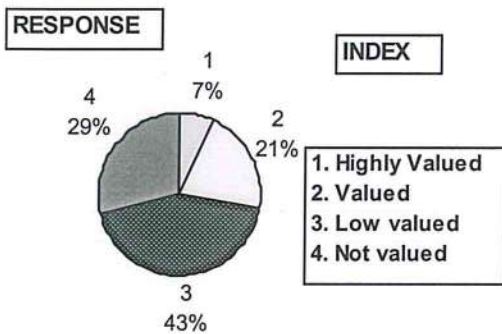


FIGURE 36 : PEOPLE ARE WHAT THEY SEEM TO BE

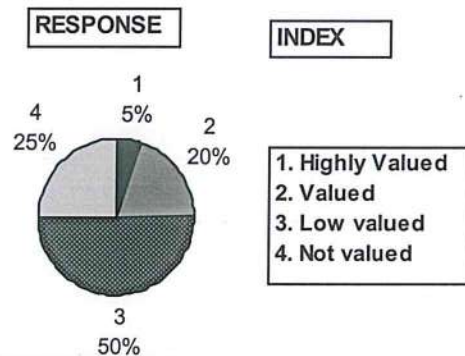


FIGURE 37 : 'A SWITH IN TIME SAVE NINE' SHOULD BE FOLLOWED IN POLICE.

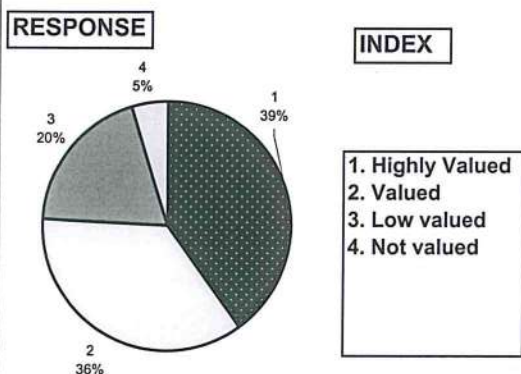
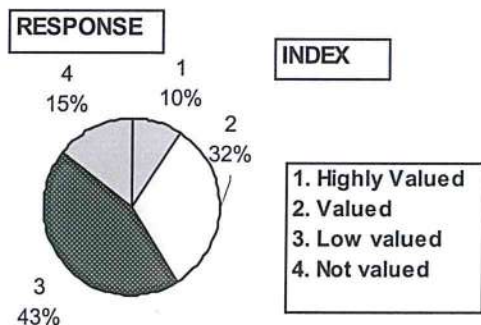
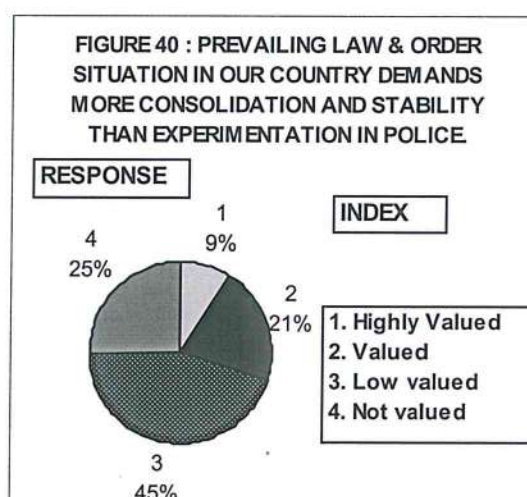
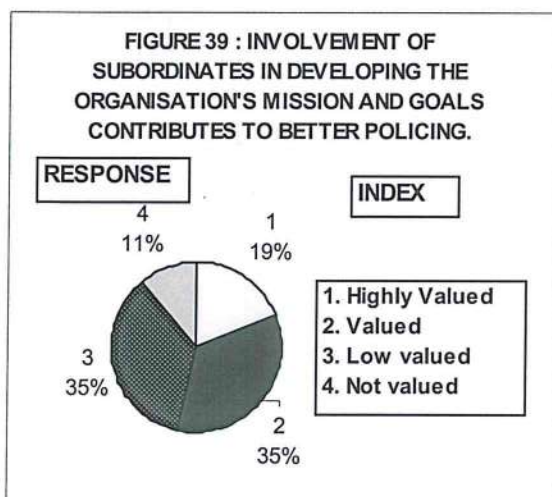


FIGURE 38 : A GOOD WAY TO MOTIVATE SUBORDINATES IS TO GIVE THEM THE AUTONOMY TO PLAN THEIR WORK.





Following inferences may be drawn from Table 1 :

Openness:

1. 52.6 % Senior Police Officers responded that free expression of ideas and suggestions between all ranks of police officers was being given rather low value in police organization because the calculated chi-square value 84.989 was found to be significant at .05 level of significance . Mode was found to be '2'. It can be inferred that more openness is to be permitted in police system for free expression of ideas and suggestions between all ranks for effective personnel of training.

Confrontation :

2. 55.3% Senior Police Officers responded that discussing personal differences and job related issues frankly and without fear was being given low value in police organization because the calculated Chi-square value 115.137 was found to be significant at .05 level of significance. Mode was found to be '2'.

Trust :

3. 42.1% Senior Police Officers responded that having confidence that colleagues would help in times of crisis and honour their commitments was found to be very low in police organization because the calculated chi-square value 45.747 was found to be significant at .05 level of significance. Mode was found to be '2'.

Authenticity :

4. 32.2% Senior Police Officers responded that doing what one says and practicing what one preaches was being given rather moderate value because the calculated Chi-square value 17.789 was found to be significant at .05 level of significance. Mode was found to be '3'.

Proaction :

5. 48.4% Senior Police Officers and IPS OTs were of the view that prevention must be there on most matters. It was found to be moderate value because the chi-square value 82.126 was found to be significant at .05 level of significance and Mode was found to be '3'.

Autonomy :

6. 49.5% Senior Police Officers responded that giving a free hand to subordinates to take independent action within their jurisdiction was found to be of very low value in police organization as the calculated chi-square value 88.358 was found to be significant at .05 level of significance. Mode was found to be '2'.

Collaboration :

7. 50% Senior Police Officers and were of the view that team-work must be there on most matters in police organization. It was found to be of moderate value because the calculated value of chi-square 81.874 was significant at .05 level of significance and the Mode was found to be '3'.

Experimentation :

8. 47.9% Senior Police Officers responded that encouraging initiative among subordinates and accepting their new ideas and methods were found to be having low value because the calculated chi-square value 78.042 was significant at .05 level of significance and Mode was found to be '2'.

Openness :

9. 41.1% Senior Police Officers found significantly at .05 level of significance that genuine sharing of information, feelings and thoughts in crime meetings was of moderate value in police organization, because the calculated chi-square value 59.979 was significant at .05 level of significance and Mode was found to be '3'.

Confrontation :

10. 52.6% Senior Police Officers responded that going deeper rather than doing surface level analysis of interpersonal problems was being given rather low value in police organization because the calculated chi-square value 87.011 was found to be significant at .05 level of significance. Mode was found to be '2'. It reflects that analysis of interpersonal problems should be given more value in the police organization.

Trust :

11. 47.4% Senior Police Officers were of the opinion that interpersonal contact and mutual support among all policemen were being low value in police organization as the calculated chi-square value was 81.453 was significant at .05 level of significance. Mode was found to be '2'

Authenticity :

12. 44.2% Senior Police Officers responded that tact, intelligence and even a little manipulation to achieve results were being given rather low value in the police organization because the calculated chi-square value 51.095 was found to be significant at .05 level of significance. Mode was found to be '2'.

Proaction :

13. 47.4% Senior Police Officers responded that senior officers encouraging subordinates to plan their career development and helping them was being given low value in police organization because the calculated chi-square value was 64.4 was significant at .05 level of significance and Mode was found to be '2'.

Autonomy :

14. 47.4% Senior Police Officers found significantly at .05 level of significance that close supervision and guidance by seniors was found to be of very low value in police organization as the calculated chi-square value was 75.389 and Mode was found to be '2'.

Collaboration :

15. 50% Senior Police Officers responded that accepting and appreciating help offered by others was being given rather moderate value in the police organization

as the calculated chi-square value 105.116 was significant at .05 level of significance and Mode was found to be '3'.

Experimentation :

16. 53.2% Senior Police Officers responded that encouraging subordinates to see things from different points was given low value because the calculated chi-square value 101.074 was significant at .05 level of significance and Mode was found to be '2'.

Openness :

17. 49.5% Senior Police Officers found significantly at .05 level of significance that free discussion and communication between superiors and subordinates was found to be of very low value as the calculated chi-square value 77.495 was significant at .05 level of significance and Mode was found to be 2.

Confrontation :

18. 52.1% Senior Police Officers responded that facing challenges inherent in the work situation was being given rather moderate value in police organization because the calculated chi-square value 91.642 was found to be significant at .05 level of significance and Mode was found to be '3'.

Trust :

19. 45.8% Senior Police Officers found significantly at .05 level of significance that confiding in superiors without fear of misuse of trust was valued low in police organization as the calculated chi-square value was 63.263 significant at .05 level of significance and Mode was found to be '2'.

Authenticity :

20. 48.4% Senior Police officers responded that owning up mistakes was being given rather low value in police organization as the calculated chi-square value 80.863 was significant at .05 level of significant and Mode was found to be '2'.

Proaction :

21. 58.9% Senior Police Officers responded that considering both positive and negative aspects before taking any action by police was being given rather moderate value as the calculated chi-square value 124.737 was significant at .05 level of significance and Mode was '3'.

Autonomy :

22. 50.5% Senior Police Officers found significantly at .05 level of significance that obeying and checking with superiors rather than acting on one's own was found to be of rather low value because the calculated chi-square value 87.400 was significant at .05 level of significance and Mode was '2'.

Collaboration :

23. 44.2% Senior Police Officers responded that performing immediate tasks rather than being concerned about larger organizational goals was being given very low value in police as the calculated chi-square value 48.526 was significant at .05 level of significance and Mode was '2'.

Experimentation :

24. 52.1% Senior Police Officers were of the view that making genuine attempts to change behaviour on the basis of feed back received in police was being given low value as the calculated value of chi-square is significant at .05 level of significance and Mode was found to be '2'.

Openness :

25. 41.6% Senior Police Officers were of the opinion that police officers suppress their feelings. The calculated chi-square value 60.568 was found to be significant at .05 level of significant and Mode was '2'.

Confrontation :

26. 35.3% Senior Police Officers responded that pass the buck tactfully when there is a problem was being given rather very low value in police organization. The calculated chi-square value 23.347 was found to be significant at .05 level of significance and Mode was '2'.

Trust :

27. 45.8% Senior Police Officers responded that 'Trust begets Trust' attitude was being given rather moderate value in the police organization because the calculated chi-square value 56.863 was found to be significant at .05 level of significance and Mode was '3'.

Authenticity :

28. 41.6% Senior Police Officers found significantly at .05 level of significance that 'telling a polite lie is preferable to telling an unpleasant truth' was being given low value in police organization. The calculated value of chi-square 36.611 is significant at .05 level of significance and Mode was found to be '2'.

Proaction :

29. 44.1% Senior Police Officers responded that 'prevention is better than cure' attitude was being given rather moderate value in police organization because the calculated chi-square value 72.863 was found to be significant at .05 level of significance and Mode was '3'.

Autonomy:

30. 46.4% Senior Police Officers responded that the belief 'Freedom for subordinate ranks breeds lack of discipline' was being given rather low value in police organization because the calculated chi-square value 56.021 was found to be significant at .05 level of significance and Mode was '2'.

Collaboration:

31. 44.2% Senior Police Officers belief in responded that emphasis on team work dilutes individual accountability was being given moderate value in police organization because the calculated value of chi-square 69.074 was significant at .05 level of significance and Mode was '3'.

Experimentation :

32. 38.9% Senior Police Officers responded that the belief in thinking and doing new things tones up organizational vitality was being given rather moderate value in police organization because the calculated chi-square value 54.842 was significant at .05 level of significance and Mode was '3'.

Openness :

33. 40.5% Senior Police Officers responded that the belief in free and candid communication between various ranks helped in solving problems was being given rather low value in police organization because the calculated chi-square value 46.337 was significant at .05 level of significance and Mode was '2'.

Confrontation :

34. 45.8% Senior Police Officers responded that the attitude of “surfacing problems is not enough: we should find solution” was being given rather moderate value in police organization because the calculated chi-square value 62.421 was significant at .05 level of significance and Mode was ‘3’.

Trust:

35. 43.7% Senior Police Officers responded that the attitude ‘when the situation is urgent and has to be dealt with you have to fend for yourself’ was being given rather low value in police organization because the calculated chi-square value 54.295 was significant at .05 level of significance and Mode was ‘2’.

Authenticity :

36. 50% Senior Police Officers responded that the attitude “people are what they seem to be” was being given rather low value in police organization because the calculated chi-square value 79.432 was significant at .05 level of significance and Mode was ‘2’.

Proaction :

37. 40% Senior Police Officers responded that the attitude ‘A stick in time saves nine’ should be followed was being given rather high value in police organization because the calculated chi-square value 59.474 was significant at .05 level of significance and Mode was ‘4’.

Autonomy :

38. 44.2% Senior Police Officers responded that the belief “good way to motivate subordinates is to give them the autonomy to plan their work” was being given rather low value in police organization because the calculated chi-square value 57.663 was significant at .05 level of significance and Mode was ‘2’.

Collaboration :

39. 35.3% Senior Police Officers responded that the attitude “Involvement of subordinates in developing the organization’s mission and goals contributes to better policing” was being given rather low value in police organization because the calculated chi-square value 32.779 was significant at .05 level of significance and Mode was ‘2’.

Experimentation :

40. 44.7% Senior Police Officers responded that the belief “prevailing law and order situation in our country demands more consolidation and stability than experimentation in police” was being given rather low value in police organization because the calculated chi-square value 50.379 was significant at .05 level of significance and Mode was ‘2’.

DISCUSSION : From above discussion, it is evident that in police organization following aspects are being given ‘low’ value. These will affect adversely the application of training in situation

- Free expression of ideas and suggestions.
- Discussion on job related issues frankly and without fear.
- Confidence in colleagues in times of crimes.
- Giving free hand to subordinates.
- Encouraging initiative.
- Deeper analysis of interpersonal problems.
- Interpersonal contact and mutual support.
- Encouraging subordinates for career development.
- Close supervision and guidance by seniors.
- Monitoring subordinates to see things differently (divergent thinking)
- Owning-up mistakes.
- Initiative.
- Use of feedback for improvement.
- Free and candid communication.
- Autonomy to subordinates.
- Mission and goals development by involving subordinates.
- Lack of experimentation.

It was found that following aspects (attitudes/beliefs/practices) are being given high ‘value’ in Police Department.

- Preventive action.
- Genuine sharing of information, feelings and thoughts in crime meeting.
- Appreciating and accepting help offered by others.
- Facing challenges.
- Considering both positive and negative aspects.
- Problem-solving.

ORGANIZATIONAL CULTURE VALUES IN POLICE

Means of cumulative scores on each dimension of OCTAPACE questionnaire were calculated. The results are presented in Table 2.

TABLE 2.
OCTAPACE VALUES IN POLICE

Value	Mean	Profile	Norms		Discussion
		Low 10 – 11 – 12 – 13 – 14 – 15 – 16 – 17 – 18 High	High	Low	
1. Openness	11.616	*	17	13	LOW
2. Confrontation	11.921		16	10	LOW
3. Trust	11.663	*	16	10	LOW
4. Authenticity	10.679	*	14	10	LOW
5. Proaction	13.884		18	12	MODERATE
6. Autonomy	11.332	*	16	11	LOW
7. Collaboration	12.789		17	13	MODERATE
8. Experimentation	11.263	*	16	11	LOW

It is evident that all the below-cited organizational ethos/values were found to be low in police.

- Openness
- Confrontation
- Trust
- Authenticity

- Proaction
- Autonomy
- Collaboration
- Experimentation

It can be inferred that the effective transfer of training appropriate culture development is very necessary. If it is not done, training efforts will bounce back without leaving an impact on the police system. Organization wide interventions may encompass-

- Feedback-evolving mechanisms and mind-set of officers to receive information without defensiveness.
- Confronting problems/tasks rather than brushing those below the carpet.
- Trust building interventions through interpersonal and team building training and OD interventions.
- Leadership to have courage to own-up mistakes and failures for correction and improvement.
- Emphasis on initiative, pre-planning and preventive action in police.
- Delegation and empowering subordinate ranks.
- Training in cooperative and collaborative structures.
- Higher value for experimentation.

Openness to the ideas of subordinates in various managerial domains, allowing confrontation on issues, environment of trust, value for recent knowledge, mistakes management, organic linkages with other organizations for effectiveness and provisions for Research & Development (R&D) may be useful for culture building for accommodating transfer of learning.

In the **OCTAPACE PROFILE** of the Indian Police Organisations, derived from the responses received from 190 police officers from all over the country, (varying from 3 years service to 35 years service) the picture which emerges is disappointing. All the positive values, beliefs and norms which contribute towards building a healthy and strong organizational culture and climate are found to have a very low rating. In other words, police officers do not believe in the right values required for a good organizational

climate. As per Prof. Uday Parekh's formula adopted for this research, eight aspects of the organizational culture are assessed to ascertain how much value is given to each of the 8 aspects by the members of the organization. In the previous pages we have listed these 8 aspects and also given the responses received from the 190 police officers. Having seen the dismal results we shall now try to analyse each aspect individually and try to arrive at the cause for such lack of belief in them.

1. **OPENNESS** : "Spontaneous expression of feeling and thoughts and sharing of these without defensiveness."

As per the profile, "Openness" is given very little value in the police organizations. We do not have to go far to look for the cause. The logical conclusion is that openness can lead to vulnerability and therefore it is not valued in the system. In the police there is always a keen competition for important and powerful posts. A great deal of undercutting and treachery takes place in the jockeying for these plum posts. A police officer occupying an important post is generally insecure as there are a number of colleagues who would not lose an opportunity to displace him and occupy the post themselves. Just as it is in the animal kingdom, no wild animal will ever expose his throat or his underbelly to another, out of fear of providing him with a death grip, the police officers avoid openness because of a similar fear.

2. **CONFRONTATION** : "Facing – not shying away from – problems; deeper analysis of interpersonal problems; taking on challenges."

The low value given to "confrontation" among police officers again appears to be out the same sense of insecurity as pointed out in the previous paragraph. They tend to shy away from such problems instead of resolving them through face to face discussion. There is a clear pecking order in the police and the senior member has considerable capacity to damage the career prospects of a subordinate. Confrontation with a senior can lead to displeasure and eventual damage to the junior; hence it is safer to shy away.

3. **TRUST** : “ Maintaining confidentiality of information shared by others and not misusing it; a sense of assurance that others will help when needed and will honour mutual obligations and commitments.”

When there is insecurity created by one's own colleagues there can be no trust. It is unfortunate, but it is a fact that a majority of police officers do not trust each other.

4. **AUTHENTICITY** : “Congruence between what one says, feels and does; owning one's actions and mistakes; unreserved sharing of feelings.”

The response in this area is slightly better, but not what one would desire. Practicing what one preaches is generally appreciated in the police. But the other aspects mentioned, i.e. “owning up mistakes “ and “unreserved sharing of feelings” once again involves risk and the inherent insecurity prevents acceptance of these norms.

5. **PROACTION** : “Initiative; preplanning and preventive action; calculating pay-offs before taking action.”

Once again the situation here is better, but not fully satisfactory. Preventive action, preplanning of operations and initiative are valued in the police and should normally have got a high rating. But the response received from the officers is to the contrary. However this aspect has received the highest rating among all the 8 aspects being considered. The Mode is 3.

6. **AUTONOMY** : “Using and giving freedom to plan and act in one's own sphere; respecting and encouraging individual and role autonomy.”

The response here is a bad as in the case of Openness, Confrontation and Trust. This is probably because in the police very often, knowledge, wisdom and expertise is rated in terms of seniority. An officer who is senior is deemed to be more knowledgeable, wiser and more capable than his junior in rank, irrespective of the ground reality.

Somehow the seniors also firmly believe in this. Therefore, the reluctance to give a free hand to the junior who is perceived to be liable to commit blunders if allowed to function freely.

7. **COLLABORATION** : “Giving help to, and asking for help from, others; team spirit; working together (individuals and groups) to solve problems”.

Police work is mostly team-work, and in the police organization team work is generally given a high value. Therefore it is surprising that the Octapace profile shows only a moderate value with the Mode at 3. One would expect it to be higher. However, it is the second most highly valued norm among the 8 values.

8. **EXPERIMENTATION** : “Using and encouraging innovative approaches to solve problems; using feedback for improving; taking a fresh look at things; encouraging creativity.”

In the police department the ideal thing is to adhere to set norms and procedures. Any one adopting new norms and procedures, even if they are better, does so at his own risk. If things go wrong he is likely to find himself out on a limb. Therefore it is because of this system of “playing safe”, that initiative and new ideas do not find the desired encouragement.

The Octapace profile of the police organizational culture, though not very accurate, has highlighted the weak points in the system. It is now for the police officers to bring about a general awareness in the organization and try to eradicate these weaknesses. They require to be more open, trusting and loyal towards each other, repose more faith in the abilities of the subordinates, and have free communication between seniors, juniors and colleagues.

CHAPTER 9

MEASURING LEVEL OF PROFICIENCY

It is difficult to fix a particular level of ideal performance in police work because this kind of work cannot be easily quantified. There is so much variation in social conditions, and crime levels that it is just not possible to lay down any yardsticks. It is not possible to lay down targets for crime prevention, investigation and detection or for prosecution, and the same applies to maintenance of law and order.

Yet, it is possible to formulate broad yardsticks by which the performance can at least be estimated if not measured accurately. The performance of an IPS Officer depends on a large number of variable factors over which he has no control. These include the political milieu, resources, performance of subordinates, support of Senior ranks and finally, a certain amount of luck.

The performance of a Police Officer can generally be assessed through various means like a genuine decline in certain types of crime, general atmosphere of security in the public, rapid response by the police, reports in the media, lack of demands for police arrangements for social functions etc. but these can never be quantified for accurate measurement. At best the performance can be classified as 'Good', 'Bad' or 'Average'.

TRAITS AND ATTITUDES

This is the grayest area on the training canvas. If an officer is honest, upright, efficient and sensitive to public needs – which may be classified as Type “A”; and if he is corrupt, inefficient, arrogant, careless and insensitive – classified as Type “X”; No officer is completely a type A or completely a type X. But the dominating traits of A or X become apparent after a few years in the field. The question which now arises, is how far the training at the NPA has shaped him into a Type A or a Type X officer? If it is the training that is responsible, then how do we reconcile the facts that two officers from the same batch, having undergone identical training, under identical conditions result in one

turning out be a Type A and the other a Type X personality, both these being diametrically opposite to each other.

At the same time, it cannot be denied that training does have the effect of shaping personality to a large extent, and developing traits to a limited extent.

The general impression of most Senior Officers of the police who have put in more than twenty five years of service in the IPS is that, when a trainee passes out from the NPA he possesses most of the desirable traits and attitudes found in the Type A personality. However, after reaching the State and working in the field for some time the Type A traits tend to weaken and in some cases, the Type X traits begin to appear and replace them. The feedback received in this study from the senior officers also confirms this belief.

This conclusion brings us to the next logical question. What are the factors present in the field which cause the weakening of the Type A traits and reinforce Type X traits? For an answer one need not look far. The factors can be classified as :

1. Inherent basic Type X traits in the trainee which remain dormant or suppressed during training because of the atmosphere in the Academy and the fact that they are constantly under close observation of the Academy Staff. Secondly, there is no opportunity for the Type X traits to emerge or express themselves during the training period. These latent traits surface in the field atmosphere which are conducive to nurture them.
2. Diminishing Values in Government Services as a whole.

The value system in all Govt. Services has been eroded so badly during the past few decades that vices have begun to be counted as virtues. This statement needs no elaboration here, as each one of us, at some time or the other, has faced these condition whenever dealing with Government Departments, whichever Department it may be. There are no exceptions.

When a young IPS Officer suddenly finds himself in the field environment he is confronted with a severe ideological and emotional jolt. All the values he held in high esteem begin to appear to him as broken straws which he cannot hold on for support. Even then he may try for some time to uphold his value system in which he believes firmly. But the field atmosphere is so ruthlessly powerful that after being buffeted around for some time he comes to a crossroad where he has to decide to adopt one of the three options before him:

- ◇ To uphold his value system and work according to it despite the fact that his career may be affected in terms of postings and self esteem.
- ◇ To flow with the tide and be a passive observer, personally retaining his own values, but allowing others to pursue their own value systems.
- ◇ To join the gang and forget his value system and adopt the values of the Government Service Team. This option is likely to fetch him powerful posts, lavish perks, influence and monetary gains.

Under these conditions one does not find it very surprising that there is growing number of officers, including the IPS officers, swelling the ranks of the Type X personality.

CHAPTER 10

FINDINGS

In organisations like the Police, it is difficult to make an evaluation of the impact of training on young newly recruited police officer. In other organisations like the industries which are engaged in production and marketing, the output of an officer in terms of productivity can be easily and accurately measured. In the Police Organisation this kind of accurate measurement of productivity is not possible. This difficulty arises because the police is a 'service' which provides security of life and property to the society at large. Security is an intangible asset which is not measurable in terms of quantity. Therefore when the product is not measurable, productivity also is not measurable. Whether it is in the area of crime prevention or detection, law and order, intelligence work or, for that matter, any other sphere of police activity, it is not possible to lay down or fix a level of performance. It is not possible to lay down targets for crime prevention, investigation, detection or law and order.

The reason for this inability is that there is too much variation in social conditions from place to place and from time to time. Crime levels vary from time to time depending on social, economic and political variations. Even climatic conditions influence the crime levels. Droughts, influx of a large number of people, industrialization, imposition of prohibition, political rivalry, and a host of other similar factors influence the rise and fall of crime levels in any given place. The same applies to the law and order situations which occur because of social factors over which the police has no control.

The irony of it is that when a competent and effective Superintendent of Police manages to keep his district free of serious outbreak of crime, and does not allow any law and order situations to develop for say, a period of three years, he does so by sheer dedicated hard work, wisdom and good management of men and resources. But this peaceful passage of time is generally attributed to the district being a "peaceful district, and no cudos for the hard work done by the S.P.

On the other hand, if another Superintendent of Police, due to neglect or lethargy allows a serious law and order situation to crop up and then suppresses it with the use of force and help from outside, at the cost of life and property, it gets labelled as “strong handling of a difficult situation”. Such being the case, an assessment of the performance of a police officer has to be done very carefully. The data can be misleading or confusing. Therefore, a great deal of caution is to be exercised in arriving at the findings based on the data collected during the study. A considerable amount of reading between the lines is required in this case because the people providing the feed back data are themselves involved physically, emotionally and professionally. They are providing data on sensitive issues concerning themselves, their colleagues, their juniors, seniors and their Alma Mater. It becomes very difficult to point out flaws or to criticise ones own organisation or any part of the organisation, specially when it involves providing intimate information about ones own colleagues, with whom many more years of service are yet to be spent.

This makes the task of the researcher all the more difficult. However, we find that we have been fortunate in our efforts, as many of the responses to our questionnaires have been frank and outspoken. They have called a spade a spade, setting aside their service loyalties. The motivation for them, I am sure, came from their earnest desire to bring about reforms in an otherwise decaying service. It is gratifying to note that still there are a large number of officers who are bold and upright and are so concerned about the future of the service, that they are willing to put down in writing the whole truth despite the fact that it may besmirch the good name of the IPS.

Having said this much we should now get down to the nuts and bolts of the problem. The questions that confront us are:

- a) What is wrong with the service?
- b) Are the young IPS officers performing in the way they are trained to perform?
- c) If not, what are the factors which cause this discrepancy between the expected performance and the actual performance?

In this study we are trying to find out how far the training being given to the young IPS trainees is proving effective in producing good, efficient and effective officers. In other words how far are we successful in achieving our training objective. The result of our enquiry has been most satisfying. In the areas of Knowledge and Skills the training has proved to be very effective and the young officers have shown a very high level of professional knowledge and have displayed their professional skills very satisfactorily in the field.

Training is meant to provide the necessary knowledge and skills to the trainees to enable them to perform their job efficiently and to achieve the goals of the organisation for which they are working. It is also expected to inculcate certain attitudes and values in them so that they fit well into the organisational climate for the good health of the organisation, as well as their own personal growth and success in their careers. The area of Attitudes covers a very wide canvas. It involves a persons attitude towards his job,- his subordinates, colleagues and seniors, his moral fibre, courage, self confidence, fair play and other such behavioural characteristics. It is this area of Attitudes that we find certain undesirable kind of attitudes emerging among the young officers which need to be paid attention.

At the first instance we have to ascertain what are the causes for this kind of attitude. Secondly, we have to see whether the cause for this is due to any flaw in the training or the cause lies elsewhere. If the cause is an error or omission in the training then it would come within the ambit of this study. Suitable corrections in the training will be incorporated in the following ' Recommendations ' chapter. But if the cause for these undesirable attitudes lie elsewhere, other than training, then all that can be done is to pinpoint the area where the problem lies and leave it to the concerned authorities for action as deemed fit.

In the areas of knowledge and skills, we have seen earlier that the situation is most satisfactory. Therefore in this area we do not have much to recommend by way of changes except a bit of updating the syllabus at some places. But in the area of attitudes we have received a few items of negative feed back which are listed below

1. Lack of concern for subordinates.
2. Lack of concern for the public.
3. Politicisation.
4. Reluctance to work hard.
5. Dishonesty.
6. Indiscipline.

The above items of Negative feed back have already been discussed in the previous Chapter on 'Feed back from Senior Officers' and the probable causes for the development of these undesirable traits among the young officers have also been mentioned. They have been mentioned here again only for the purpose of summing up. In the following Chapter of Recommendations we shall try to suggest remedial measures wherever there is scope to find the remedy within the ambit of Training. Where the remedy lies outside the scope of training we can only point it out and leave the implementation to the powers that be.

CHAPTER 11

RECOMMENDATIONS

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In the chapter on feedback we have discussed the analysis of the data received in response to our questionnaires. We have concentrated mostly on the discussion on the negative feedback received, because the positive feedback clearly reaffirms the training effort and does not really merit much attention. We have also attempted to reason out the probable causes for a particular kind of behaviour reported in the feedback and discussed the possible remedial measures. In this chapter we shall summarise the findings of the entire research project.

After analysis of the entire data, interviews of officers of various levels in the police and other services and members of the public, the researched material leads us to the following facts which have been listed below under different sub heads.

OUTDOOR TRAINING

✓ The outdoor training being imparted to the young IPS officers at the National Police Academy has received a positive feedback from almost all the persons who have responded to our questionnaires. It has met with almost unanimous approval. This of course does not mean that there is no scope for improvement. In the feedback we have received valuable suggestions for improvement and streamlining the programme, both from the young trainees as well as the senior officers. These suggestions are being incorporated in the recommendations being made.

The outdoor training has proved to be of great benefit in;

- d) Making the officers physically fit, healthy and strong.
- e) Developing their stamina to enable them to endure long hours of work, mental and physical stress.

- f) Improving their personality and bearing, smartness in their movements, and in the wearing of uniform.
- g) Developing better coordination of the limbs, eyes, ears and the brain to develop swift reflexes.
- h) Developing agility and flexibility in the body which helps in negotiating difficult terrain and in crossing obstacles with ease.
- i) Developing courage and confidence to face dangerous situations.
- j) Developing the ability to remain calm and retain their presence of mind even while under stressful conditions.

The outdoor training also includes Computer training and training in the use of wireless equipment. The young officers in the field have been found to be proficient in both these areas.

Apart from the general approval of the outdoor training the feedback has come with a few suggestions regarding certain aspects of training in the outdoor work. These are related to the present turbulent Conditions in some of the States which are affected by terrorist and subversive activities. These suggestions are mostly regarding giving more inputs to the young officers on the topics like weapon training, convoy protection, explosives etc. which are dealt with in the following paragraphs.

From the above feedback it is evident that the present outdoor training syllabus being followed at the Academy needs to be continued. A few additions in the suggested areas only need to be incorporated.

The changes in the programme being recommended are:

1. In the present scenario, in many parts of the country, IPS officers have to deal with terrorism and insurgency. There have been many police lives lost in ambushes, blowing up of vehicles, and in encounters with armed criminals. Therefore more stress is required on the teaching of Weapons and Tactics in future. This would include:

- a) Use, care and maintenance of weapons.
- b) Correct methods of patrolling in different types of terrain to avoid getting caught in ambushes.
- c) Planning and executing raids and encounters with terrorists in a systematic manner which would minimise loss of police lives.
- d) Convoy protection for safe movement of troops.
- e) Laying of ambushes for terrorists and insurgents.

Success of police operations depends, to a considerable extent, on the intelligence available to them. A number of modern gadgets are now available for gathering information through interception of radio and telephone messages and for maintaining surveillance over suspected criminals and their abettors. This aspect of outdoor training requires to be further developed and taught to the young officers. The gadgets available for these tasks should be obtained by the Academy and the officers taught to make use of them.

2. There are some outdoor drills which are of a ceremonial nature and considerable training time is spent in teaching these topics. To name a few, they are topics like Guard Mounting, Cane Drill, Lathi Drill, and other ceremonial parades. The training time spent on these ceremonial, or not so important drills, needs to be reduced to find time to teach the other topics mentioned in the previous paragraph. This does not mean that the ceremonial drills are not to be taught, or are not important. We are only saying that we have to find additional time to teach them. If additional time cannot be found in the basic training course then time will have to be found during the District training period. This would also be more appropriate because ceremonial drills differ from State to State.
3. The methodology of teaching the various drills and weapon training is based on the BPR&D Manuals. These manuals are again based on the Army manuals which are designed for teaching these topics to semi-literate Army recruits. This methodology is

time consuming. The IPS trainees have a much higher IQ and the same lessons can be learnt by them in a much shorter period. This again will save time to learn other, more important topics. A study team could be formed at the NPA to work out the modalities to achieve this.

4. Many young officers do not know driving of vehicles and they are taught driving at the Academy. However according to the feed back some more stress needs to be given to this part of the training. It is necessary that every officer should not only know driving but should be a proficient driver. Apart from driving light vehicles like cars and jeeps he should also be able to drive heavy vehicles like trucks and buses also. In to days circumstances one does not know when such a contingency may arise.
5. Review the period of time for attachments.

INDOOR TRAINING

1. Even a cursory glance at the indoor training syllabus of the IPS basic training course will tell any experienced trainer that there are far too many things being taught during this short period of about 11 months. The time available is simply not enough to teach properly all that is proposed to be taught. Therefore the first exercise we would like to suggest to the Academy is to divide the entire indoor training syllabus into the following categories:

Category 1.

The basic, essential and important subjects which have to be taught thoroughly to the trainees. These would be subjects like Law, Investigation, Supervision, Police Station working and records, Lines management, Office management and the other connected topics which they must be thorough in if they are to function efficiently when they join their districts. The time required to teach these topics should be worked out in detail.

Category 2.

The topics which must be taught during the basic course but where the training time can be reduced.

Category 3.

Subjects which need not be taught in the classroom, but which can be learnt by the officer trainees by self study in their spare time. They will however have to pass the examinations in these topics as usual. Doubts and their clarifications can be done individually by the concerned faculty member in tutorial periods.

Category 4.

Subjects which can be eliminated from the syllabus of the basic training course and transferred to the District Training syllabus.

After the categorisation of all the topics as indicated above the total number of indoor periods available during the course should be divided among these four categories on a priority basis; the first priority being given to category I and the last to category 4. In case the training time is not enough to cater for the entire syllabus then topics from category 4 may be eliminated on a priority basis and transferred to the syllabus of the District training . Care has to be taken to ensure that the topics of category 1 and 2 get adequate time for each topic to be taught properly in detail. There should be no cutting of corners to find time for lower category topics.

2.The system of ' Self Study ' needs to be utilised to a greater degree. The IPS trainees can manage to learn and grasp a number of subjects merely by studying the precis provided to them. Very few of them would be left with doubts or need any clarifications. However if such clarifications are required, some time can be set apart for them so that the concerned faculty member can clear their doubts in the tutorial classes. This system will save a number of indoor periods which can be fruitfully utilised to reinforce the teaching of the basic professional topics.

3. Subjects like Management must be taught by professionals. However care has to be taken that the management subject being taught relates to the Police Organisation and its working. The teaching of management subjects oriented to industry, where the objective is production and profit makes the teaching redundant for police officers. Professional police topics like Crime, Investigation, Law and Order etc. must, in all cases, be taught by IPS faculty.

4. Teaching through the lecture method should be avoided wherever possible. Instead, an interactive methodology should be utilised. This is being recommended for two reasons. Firstly, it makes the learning more interesting and therefore there is better assimilation. Secondly, lectures induce sleeping in class, which has been a chronic ailment at the NPA for the last 52 years. No one has found a remedy for it as yet. We may try the interactive methods on an experimental basis and hope it works.

5. Once a young officer completes his basic training at the NPA and reaches his state of allotment, his greatest drawback is his lack of knowledge of the language of the state. This is a handicap which he takes a long time to overcome. Therefore we suggest that the state language teaching should commence from the very beginning of the course for those officers who do not know it. The aim should be that by the time the officer completes the basic training he should be able to speak the language fluently enough to be able to carry on a normal conversation and be able to write simple reports in it. This will help him identify with the state much faster and gain acceptance in the local population and the constabulary.

6. Every State has its own Police Regulations or Police Manuals in which the rules and procedures to be adopted for every kind of police activity are laid down. The rules may vary from state to state. Therefore, every IPS trainee ought to be aware of the rules applicable in his state of allotment. During the course of basic training the respective Police Manual should be made available to the trainees and a short test could be held to ensure that they have read the manual and have become conversant with the rules.

7. An important point which has emerged in the course of this study is about the development of the trainee's attitude towards their subordinate officers. The general

perception of the subordinate police officers, as evident from their feedback, is that the IPS officers behave in a manner which appears as if :-

- a) They belong to a superior category of human beings.
- b) They do not give credit for the good work or successes of the subordinates.
- c) They do not support their subordinates in case they are in trouble or get into difficulties.
- d) They remain aloof and do not interact freely with the subordinates.
- e) They do not bother about the welfare of their subordinates.
- f) They do not show any respect to subordinate officers who are much senior to them in age and service although they may be junior to them in rank.

We feel that these aspects of wrong behaviour need to be highlighted during the training period to bring about an awareness among the young officers of the need for correct behaviour with the subordinates and the need to maintain close and cordial relations with them in the interests of the achievement of the departmental goals.

8. The topic, "Personality development and Ethical behaviour" was introduced into the syllabus just a few years ago. Experience shows that the topic has not found much favour among the trainees and they treat it as one of those boring necessities which have to be endured during training.

The fact remains, that personality cannot be improved and neither can ethical values be imbibed through lectures. Therefore these lectures have become mere platitudes and ineffective sermons which the trainees do not take seriously. In the trainee's feedback this fact has been repeatedly mentioned. We may therefore seriously consider removing this topic from the syllabus as it serves no useful purpose and eats into the training time.

9. The young officers, in their feedback, have repeatedly stressed upon the need to be taught practical ways of dealing with real life problems in the field faced by them. The various points mentioned by them are :

- a) How to inspect Police Stations.
- b) Dealing with lazy, corrupt and indisciplined subordinates.
- c) Maintaining control of Police Lines, M.T., Office Management, and accounts.
- d) Holding Departmental Enquiries.
- e) Dealing with Cyber Crime.
- f) Dealing with politicians and Media.

It would be useful if efficient and effective Supdts. Of Police from the field are invited for interaction sessions with the young trainees where they could get an opportunity to clear their doubts. This is being done at the NPA at present but on an ad-hoc basis. This system could be considered for introduction into the regular syllabus.

GENERAL

I. The feed back of the Senior officers has been encouraging and by and large it has been quite satisfactory. Most of the young officers are reported to be performing satisfactorily in the field and the benefits of training are clearly evident. There are, however, a few aberrations noticed among some of the young officers as mentioned in the earlier chapters which need to be attended to. In the earlier paragraphs in the Recommendations we have dealt with those aspects of training where action has to be taken at the Academy to modify the training programme to make it more effective and beneficial. In a majority of the cases action has already been taken or is being taken by the Academy authorities. The recommendations which follow are those where action by the Academy alone will not meet the requirements. These recommendations involve action to be taken by the Academy, the senior supervisory officers in the field, The State Government, and in some cases the Central Government.

It can be too
 [Regarding the negative feedback about 'insensitivity to the public needs and aspirations', we feel that it cannot be classified as a training failure. During training it is continuously stressed upon the trainees that the very existence of the police is for the purpose of service to the public. They are made aware of the need to be sensitive to the

needs and aspirations of the people and to make unceasing efforts to meet these needs. This appears to be getting diluted in the field and therefore what is required is greater monitoring in the field to ensure that this important function of the police is carried out. The Academy has no control whatsoever on the young officers serving in the field 40.,c this monitoring. The role of the senior officers under whom the young officers serve is of utmost importance. Therefore this failure in monitoring on the part of the supervisory officers is the main cause for this situation. The senior field officers will have to assert themselves and come down heavily on any lapses by the young officers for the neglect of public grievances or genuine and reasonable public demands. In the recent past it has been noticed that Training is being used as a whipping boy to camouflage ones own failures in performing unpleasant duties. The senior officers have regularly been blaming training for the shortcomings noticed in the young officers as it is being done in this case.

Therefore it is the responsibility of the Chief of Police in the state and the hierarchy of senior officers to cure this malady rather than the training institution. The Academy may bring this item of negative feed back to the notice of the Director Generals of the various states who in their turn could provide the necessary guidelines to the supervisory officers.)

JD
let's
do
what
we
can
do

II. The second adverse comment is about the 'lack of concern for subordinates' which has been discussed in the Feed Back Chapter earlier. Our recommendations in this regard is to make this concern a part of routine drill to be followed rigidly. This is done very effectively in the Defence Services. In the police also many states have catered for this in the Police Manuals of the state through detailed instructions. It appears from the feedback that these instructions are not being followed. To clarify this point a few examples are given below:

- a) The disbursement of salaries to the constabulary must be made on a fixed date every month without fail. Any deviation, even by a single day, will have to be explained by the SP / Commandant to his superior, in writing, and shall be condoned in writing, if the explanation is found to be justified.

- b) When troops are deployed for duties continuously for a period of more than 24 hours it shall be the duty of the SP / Commandant to ensure that the men get their meals on time and they get enough time off to have a bath and change of clothes etc. In all Bandobust Scheme a must
- c) Sanctions of leave, advances, TA Bills, Medical Bills, loans etc. must be Sanctioned / Granted within a specified period after submission of the application. If rejected the applicant must be informed of the reason in writing. The specified period should be reasonable, say, a week.
- d) Weekly or fortnightly Orderly Rooms by the SP / Commandant to hear the grievances of the men should be compulsory.

These are but a few examples of how concern for the subordinates can be practically demonstrated. Every officer will not have the same degree of concern for the subordinates but once such drills become a regular compulsory feature the discontent in the rank and file disappears.

This adverse trait in the feedback can be remedied partly through training, which is being done at the Academy but unless it is sustained through monitoring behaviour in the field there are possibilities of this lapsing into disuse, as it appears to be the case now. In the feedback received from the Subordinate officers this lack of concern figures very prominently. The supervisory field officers will have to be held accountable for this aspect of behaviour on the part of the youngsters.

III. The third item of negative feedback is about the reluctance on the part of the young officers to exert themselves. They are reported to avoid interior touring, weekly parades, visits to scenes of heinous crimes and also avoid carrying out inspections of police Stations. All these activities involve travelling and staying away from home. In other words they wish to control the District sitting in their offices or at home. There are standing instructions in most of the states that every SP shall spend a certain number of days and nights in the interior areas each month. He shall also inspect every Police Station each year. The SP is also supposed to visit the, scene of all grave offences and

supervise the investigation being done by the subordinate officers. Despite these clear instructions the senior officers report that the SPs are not doing what they are supposed to do as a normal routine duty. By no stretch of imagination can this type of dereliction of duty be attributed to training. It is a clear failure of the supervisory level of police officers who are unable to make the young officers to perform the jobs which they are bound by law and rules to perform. This sorry state of affairs has come about because of the dilution of the powers and authority of the senior officers. The process which has brought about this situation is the process of postings and transfers on political considerations instead of on merits. The remedy for this lies in the restoration of the power and authority of the supervisory officers. Once this is done everything will automatically fall into place and all these negative items of feedback will disappear.

IV. Over the years we have seen that the All India Services have been treated as sacrosanct and once a person joins these services he is assured of continuing in the service till he retires. Of course the reason behind providing this kind of security to these prime services was to give them the confidence to resist unlawful pressures. This security seems to have been carried to illogical extremes, where officers with severe psychological disorders, mental imbalance or character traits which make them unfit for service in the police have been retained in service despite the fact that these defects were pointed out to the concerned authorities at the time when the officers were under training and were in the probationary period. Such officers, when they are posted in the states become a burden on the state government and have to be carried as passengers for nearly 35 years.

An all India Services officer costs the government a lot of money each year in terms of salary, perks, retirement benefits etc. The total amount of money spent on one non-productive officer of the type under discussion would go into crores during his entire span of service. India is not such a rich country to be able to afford such luxury. Moreover such officers are not only a financial burden but are also responsible for lowering the image of the service and on occasions placing the Government in very awkward positions.

Under these circumstances we feel that whenever such aberrations are noticed in a young appointee while under training the case should be thoroughly screened and if found true the service of such trainees should be terminated. In some cases it is found that a trainee whose service was terminated rejoined service through orders from the court after 10 or 15 years of discharge from service with full back pay. Therefore some remedial measures seem to be required to deal with such situations.

V. The general deterioration in discipline and levels of honesty as brought out in the feedback received from the field has been discussed in earlier Chapters. The causes for such deterioration have also been isolated and highlighted. The answer to this problem certainly does not lie in the training or in any flaws or shortages in the training effort. The causes lie in the environmental conditions and the shift in the power centres in the administrative set up. They also lie in the failure of the system of accountability. Hundreds of innocent people get killed, crores of rupees are embezzled, thousands of people lose their life savings, scams of astronomical amounts take place each day and no one is accountable. Out of a hundred such cases, maybe in one or two we have some heads rolling and the rest go scot free. In this kind of an environment where punishment is meted out in 1% or 2% of the cases, an aura of invulnerability is created in society. The element of fear of retribution for committing wrong acts is completely eliminated. In such a situation, greed, which is normally kept suppressed by fear, begins to emerge as a major motivational factor. It is basically this removal of fear which has led to the rampant dishonesty and indiscipline. And until this fear of retribution is restored the situation is not likely to improve. We have all seen the element of fear in operation for a short period during the emergency. How within a few months the efficiency in all organisations shot up. This is being written not in praise of the emergency, which is against all principles of democracy, but just to highlight the effect of fear in curbing indiscipline and corruption.

The element of fear of punishment for corruption and wrong doing needs to be reintroduced into our society. It can only be done by ensuring that for every wrong or illegal act, the person accountable for such act is punished in a befitting manner depending upon the gravity and the magnitude of the act. The restoration of the power structure is also of vital importance and until the executive is given the power to perform

his duties and to manage and control his subordinates he cannot be held accountable for his failures. The present day lop sided power structure and the subsequent absence of accountability are the main causes for the sorry state of affairs in the bureaucracy which includes the police.

As far as the necessary changes required in the training content and training methodology are concerned, the National Police Academy has already initiated action and in many cases has already implemented some of the recommendations. In the recommendations where the involvement of the Central or the State Governments is there we can only say that expecting any improvement in the performance of the police forces working in their states without bringing about the recommended changes in the environmental conditions and without restoration of the power structure as laid down by law would just amount to a pipe dream.

PERIODICAL ASSESSMENT OF I.P.S. OFFICER TRAINEES

For the Term ending : 31st October, 2000

**PART – I
BIO-DATA**

- | | | |
|---|---|--------------------|
| 1. Name | : | |
| 2. Height | : | |
| 3. Weight | : | |
| 4. Chest | : | |
| 5. Batch | : | |
| 6. Cadre | : | |
| 7. Educational Qualifications | : | |
| 8. Leave availed by Officer Trainees
during the period | : | C.L.
E.L
M.L |
| 9. No. of indoor period missed | : | |
| 10. No. of outdoor periods missed | : | |

PART – II
SELF – ASSESSMENT BY OFFICER TRAINEE

(Summarise participation in outdoor and indoor training activities, knowledge and skills gained, involvement in co-curricular activities, special achievements, if any).

(a) Outdoor Training

(b) Indoor Training

Signature of Officer Trainee
(with date)

PART – III
INDOOR ASSESSMENT

- 1) Appraisal of performance regarding knowledge, skills and requisite qualities acquired in indoor sessions and related training activities (20% weightage) :

Participation

Attention

Proficiency in practicals and simulation exercises

Score on a scale of 20 : _____

- 2) Appraisal of performance regarding knowledge, skills and requisite qualities acquired in extra – curricular activities, i.e., Mess/ Clubs / Societies/ Functions/ Occasions (20% weightage) :

Initiative

Participation

Organisational abilities

Turn-out

Punctuality

Attendance

Score on a scale of 20 : _____

3) Behavioural Patterns (during indoors and on tours / field visits) (20% weightage)

Conduct and discipline

Interest evinced

Social Etiquette

Score on a scale of 20 : _____

4) Performance in Periodical tests (30% weightage)

Score on a scale of 30 : _____

5) Prizes won or commendation received (10% weightage)

Score on a scale of 10 : _____

6) Negative marks (punishments/ warnings) :

Score : _____

7) General Remarks

8) Assessment Grading :

Outstanding

Very Good

Good

Satisfactory

Poor

Signature of Deputy Director (B.Cs)

Name :

Date :

PART – IV
OUTDOOR ASSESSMENT

Name :

A. Appraisal on areas of training based on results of periodical tests (60% weightage)

- (1) P.T.
- (2) P.P.T.
- (3) Weapon Training
- (4) Musketry
- (5) Drill without arms
- (6) Drill with arms
- (7) Sword / Cane Drill
- (8) Ceremonial Drill
- (9) Riot Drill
- (10) Unarmed Combat
- (11) Equitation
- (12) Swimming
- (13) F.C. & T. & MR
- (14) Yoga
- (15) Games / Athletics

B. Discipline, Conduct and Skills (30% weightage)

- (1) Interest evinced and proficiency
- (2) Discipline and Conduct
- (3) Turn-out
- (4) Leadership qualities and commitment

Score on a scale of 30 : _____

C. Prizes won or Commendations received (10% weightage)

Score on a scale of 10 : _____

D. Negative Marks (punishments/ warnings) :

Score : _____

E. General Remarks

F. Assessment grading of the Officer Trainee's performance in outdoor training

Outstanding	Very Good	Good	Satisfactory	Poor
-------------	-----------	------	--------------	------

Signature of A.D. (Outdoor)

Name :

Date :

PART – V
REMARKS OF ADDL. DIRECTOR & DIRECTOR

Remarks of Addl. Director

Signature of Addl. Director

Name :

Date :

Remarks of Director

Signature of Director

Name :

Date :

**FINAL ASSESSMENT FORM
PART I – FACTUAL**

Name : _____

Date of Birth : _____

Service/Department : _____

Post Held : _____

Record of Employment

- a. Record of Training instituted attended, if any, (for officers undergoing formal training).

Percentage of marks secured at the text/examinations held during and at the end of the period of training.

- b. Nature of duties on which he has been employed e.g:

Duties requiring public relations and field work. Formation of plans general direction and execution there of.

Secretarial work of general nature.

Supervision and control of subordinate staff (Please list of the above duties in order of importance)

Note : In the case of Officers undergoing formal training at the Lal Bahadur Shastri National Academy of Administration or Sardar Vallabhbhai Patel National Police Academy, please state, in brief, the duties/activities in which they were expected to participate outside the class-room.

Experience prior to appointment on probation :

Period of probation/trail ends on :

Number of day's leave (other than casual leave and special leave) :

Assessed by : _____ Dated : _____

Approved by : _____ Dated : _____

PART II – ASSESSMENT

PERFORMANCE FACTORS	PERFORMANCE GRADE				
	Exceeds requirements of this job	Meets full requirements of this job	Just meets requirements of this job	Partially meets requirements of this job	
(1)	(2)	(3)	(4)	(5)	(6)
<p>I. MENTAL CAPACITY</p> <p>1. Efforts made to acquire knowledge relevant to job.</p> <p>2. Analytical ability.</p> <p>3. Power of grasp</p> <p>4. Spirit of enquiry</p> <p>5. Power of expression</p> <p>(a) Oral</p> <p>(b) Written</p> <p>6. Sense of responsibility</p> <p>7. Ability to participate in discussions & seminars</p> <p>II. WORK HABITS AND ATTITUDES</p> <p>1. Aptitude</p> <p>2. Interest in work.</p> <p>3. Promptness</p> <p>4. Initiative</p> <p>5. Originality</p> <p>6. Self-reliance</p> <p>7. Manner of performance (whether methodical and orderly)</p>					

(1)	(2)	(3)	(4)	(5)	(6)
8. Thoroughness					
9. Punctuality					
10. Resourcefulness					
III. STABILITY					
1. Police					
2. Fairness					
3. Dependability					
IV. ABILITY TO GET ALONG					
1. Tact					
2. Dealing with :					
(a) Subordinate					
(b) Fellow-officials					
(c) Superiors					
(d) Public					
3. Ability to inspire others					
V. ABILITY TO MANAGE					
1. Quality of judgement					
2. Decision making					
3. Ability to plan & programme					
4. Direction and control.					
5. Ability to evaluate the work of individuals and projects or schemes.					
VI. PHYSICAL FITNESS State of health, sportsmanship etc.					

COMMENTS

General appraisal of the Officer's good and bad qualities in narrative from particularly those related to his integrity and ability to correct himself if his faults are pointed out to him.

Decision if any taken regarding fitness for drawing 1st / 2nd increments (where applicable)

Signature : Deputy Director (BCs)
Formerly Asst. Director (Indoor Studies)

General Appraisal of the Officer with regard to Outdoor activities:

Signature :
Asst. Director (Outdoor)

REMARKS OF THE REVIEWING OFFICER

Brief remarks indicating what assessment of the Reporting Officer may be accepted or rejected or otherwise modified.

Signature : (Addl. Director)

Disignation:

Date:

REMARKS AND RECOMMENDATIONS OF THE REVIEWING BOARD/COMMITTEE

Recommendation whether the probationer :

1. Is fit for retention / confirmation

OR

2. Should be watched for another _____ months
(here list what improvements are required in the probationer)
3. May be tried for some other post
(where such a course is permissible under the relevant recruitment rules)

OR

4. May be reverted to his substantive post
(here give reasons for recommending this course of action)

OR

5. Should be discharged from Government service
(here give reasons for recommending this course of action)

OVERALL GRADING FOR DUTIES

- (1) Outstanding
- (2) Very Good
- (3) Good
- (4) Satisfactory with some shortcomings
- (5) Not really satisfactory

(DIRECTOR)

Signature of Chairman :

Reviewing Board / Committee

Order of the Head of Department of the Administering/Controlling Department/Ministry

Signature of Head of
Department or Administering/
Controlling Department/
Ministry