IMPACT EVALUATION OF BASIC AND IN-SERVICE TRAINING PROGRAMMES FOR IPS OFFICERS AT THE NATIONAL POLICE ACADEMY, INDIA

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CHAPTER- 1

TRAINING INTERVENTIONS AND EVALUATION PRACTICES AT THE ACADEMY.

Even since the Academy was established in Mount Abu 1948, efforts were on to shift it to a better place as the small hill station had several limitations. Around 1965, Hyderabad was selected as the permanent venue and construction activity was completed by 1970. However, due to local pressure against shifting the Academy, the decision was postponed. In 1972, a Committee on Police Training, with Dr. M.S. Gore as Chairman and consisting of many senior police officers and other experts, was set up by the Government of India to go into all aspects of the training of police officers in the country. The Committee recommended that the Academy should shift to a central location, preferably to a home of its own with permanent buildings. In February 1975, at the intervention of the Prime Minister of India, the Academy finally moved from Mt. Abu to its permanent abode in Hyderabad. The Academy situated kilometers away from the historic city of Hyderabad on the Hyderabad-Bangalore highway is spread over nearly 300 acres of land. The Academy now has all the facilities including an Ultra-modern Training Complex, an Administration Block, a separate building for the Forensic Science, Three Administrations and a large mess for the Indian Police Service trainee officers and another one for the senior officers. It has an olympic size swimming pool, gymnasium with state of the art machines parade grounds, a stadium and a riding ground.

The Academy is headed by a Director, an Indian Police Service Officer of the rank of Director General of police and assisted by a Joint Director of the rank of Inspector General of Police, 3 Deputy Directors of the rank of DIG of Police, and 13 Assistant Directors. The 13 Assistant Directors include 8 IPS/SPS officers of the rank of Superintendent of Police from State cadres, a Forensic Scientist, a Judicial Service Officer, a Specialist each in Training Methodology, Computers and Wireless. The sanctioned strength of the Faculty also includes a Professor in Management, a Reader in Behavioural Sciences, a Reader in Teaching Methodology, 2 Medical Officers and 3

Instructors for Hindi, Photography and Outdoor Training. The supporting staff includes Administrative, Ministerial and Medical staff and other Group D employees. Total staff strength is 442.

1.1   MISSION STATEMENT OF THE ACADEMY.

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

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

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

The Academy will be a center for research base through tie-ups with similar institutions in and outside the country."

The training programmers now conducted at the Academy are the Basic Course for Indian Police Service probationers [now known as Officer Trainees (OT's)]; three In-service Management Courses for officers of the Junior, Middle and Top levels of the Indian Police Service. Training of Trainers' Courses for the Trainers of various Police Training Institutions in the country; Induction training Course for State Police Service Officers promoted to Indian Police Service in the last three years and short specialised Thematic Courses, Seminars and Workshops on professional subjects for all levels of police officers. Foreign police officers and other officers belonging to Army/IAS/IFS/Judiciary etc. also attend various specialised courses conducted by the Academy from time to time.

1.2 TRAINING FOR IPS OFFICER TRAINEES (BASIC COURSE) -
Thrust of the Basic Training

The thrust of the basic training of trainee officers is to make all the officer trainees 'Gentlemen/Lady Officers' - emphasising humility, respect for peers and concern for others. On completion of Basic Training, they would be Officers and Gentlemen, which cannot be separated whether they are in uniform or otherwise. They should be able to appreciate the rationale behind the various rules and regulations and accept and follow the same. They need to be assertive and firm when adhering to the rules and norms etc., and at the same time polite in their interpersonal relations. In this regard, they are required to attain the high level of self-discipline, besides respecting the rights of others.

The need for trainee officers to be gentlemen/lady officers needs no over-emphasis as they would be working as Assistant Superintendents of Police and later as the Superintendents of Police for a long time rendering service to the public wherein every action is watched by their subordinates, seniors, members of public, elected representatives, Press, etc. As such their behaviour, as role models in the society as a whole, becomes imperative. In short, the Academy would strive to develop the overall personality of the officer to suit not only to the present day requirement, but also to the future requirements of the society vis-à-vis the special role and responsibility which they are entrusted with.

The trainee officers are expected to scrupulously follow the code of conduct throughout their training and service career.

"The Code of Conduct for the Police" circulated by the Ministry of Home Affairs; Government of India is reproduced below:

a. The police must bear faithful allegiance to the Constitution of India and respect and uphold the rights of the citizens as guaranteed by it.

b. The police should not question the propriety or necessity of any law duly enacted. They should enforce the law firmly and impartially, without fear or favour, malice or vindictiveness.

c. The police should recognise and respect the limitations of their powers and functions. They should not usurp or even seem to usurp the functions of the

judiciary and sit in judgments on cases to avenge individuals and punish the guilty.

d. In securing the observance of law or in maintaining order, the police should, as far as practicable, use the methods of persuasion, advice and warning. When the application of force becomes inevitable, only the irreducible minimum of force required in the circumstances should be used.

e. The prime duty of the police is to prevent crime and disorder and the police must recognise that the test of their efficiency is the absence of both and not the visible evidence of police action in dealing with them.

f. The police must recognise that they are members of the public, with the only difference that in the interest of the society and on its behalf they are employed to give full time attention to duties, which are normally incumbent on every citizen to perform.

g. The police should realise that the efficient performance of their duties will be dependent on the extent of ready cooperation that they receive from the public. This, in turn, will depend in their ability to secure public approval of their conduct and actions and to earn and retain public respect and confidence.

h. The police should always keep the welfare of the people in mind and be sympathetic and considerate towards them. They should always be ready to offer individual service and friendship and render necessary assistance to all without regard to their wealth or social standing.

i. The police should always place duty before self, should remain calm in the face of danger, scorn or ridicule and should be ready to sacrifice their lives in protecting those of others.

j. The police should always be courteous and well mannered; they should be dependable and impartial; they should possess dignity and courage; and should cultivate character and the trust of the people.

k. Integrity of the highest order is the fundamental basis of the prestige of the police. Recognizing this, the police must keep their private lives scrupulously clean, develop self-restraint and be truthful and honest in thought and deed, in

both personal and official life, so that the public may regard them as exemplary citizens.

l. The police should recognize that their full utility to the State is best ensured only by maintaining a high standard of discipline, faithful performance of duties in accordance with law and implicit obedience to the lawful directions of commanding ranks and absolute loyalty to the force and by keeping themselves in a state of constant training and preparedness.

m. As members of a Secular, Democratic State, the police should strive continually to rise above personal prejudices and promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities and to denounce practices derogatory to the dignity of women and disadvantaged segments of the society.

In addition, the Academy expects exemplary personal conduct, worthy of members of All India Service from the Officers Trainees while undergoing training at the Academy it includes:

- To be an effective leader, he/she must first learn to be a good follower;

- Besides the indoor and outdoor training programmes, attendance at the formal and informal functions is also compulsory and conduct thereat is taken into account in making the overall assessment of the Officer's Trainees.

- Indian Police Service Officer Trainees are expected to observe absolute punctuality and regularity in all the activities.

- Indian Police Service Officer Trainees are also expected to develop and maintain high standards of personal hygiene, social behaviour, dignity and integrity.

- Indian Police Service Officer Trainees must observe courtesy in their dealings with their colleagues, members of the staff and the guests of Academy.

- Indian Police Service Officer Trainees are not expected to play loud music or speak loudly in their rooms, dining hall, lounge or the corridors at any time.

- Smoking is not permitted in the Academy except in the cafeteria and rooms in the Mess.

- Indian Police Service Officer Trainees should not address letters/representations direct to the Prime Minister, Ministers and the Government of India, but seek redressal of their grievances, if any, through proper channel.

- Respect for seniors should be exhibited by paying compliments to them both while in uniform and out of uniform. Detailed instructions and training will be given in this behalf. The Officers Trainees also will be taught how to acknowledge/return the compliments.

A major mission of the Academy is to organize Basic Induction Training of Indian Police Service Probationers. At the conclusion of basic training, the Course aims to ensure that the Officers Trainees acquire necessary knowledge, skills, and attitudes required for effectively discharging the duties as Sub-Divisional Police Officers initially and later to man various senior supervisory assignments in the Police department.

1.2.1. Basic Approach to Training

The Academy endeavours to cover the contents of Basic Course with core concept of 'Self-Learning' and 'Self-Discipline'. In line with this core concept, the faculty of the Academy is more like facilitators to create proper environment in which the Officers Trainees learn.

1.2.2. Inputs given at the Academy

To achieve the objectives enunciated above, the course has been designed to impart adequate inputs to meet the basic functions required for the job. These inputs include the following:

(a) Management of Crime:

- ❑ Crime Prevention.

- ❑ Investigation of crime.

- ❑ Supervision of investigation.

- ❑ Ordinary crimes.

- ❑ Serious crimes.

- ❑ Organised crimes.

- ❑ Economic offences.

- ❑ Cyber Crimes.

- ❑ Prosecution and trials in Courts.

- ❑ Application of Law (I.P.C, Cr.P.C., Indian Evidence Act and Special Laws) in investigation.

- ❑ Application of Forensic Science and Forensic Medicine in investigation.

- ❑ Application of Science and Technology in investigation.

- ❑ Crime intelligence.

- ❑ Crime data recording and maintenance.

- ❑ Crime squads.

- ❑ Community policing.

- ❑ Trafficking in explosives, drugs and illicit arms.

- ❑ Enforcement of socio-economic legislation.

- ❑ Interview/interrogation techniques.

(b) Management of Public Order

- ❑ Processions, public meetings and large-scale human congregations

- ❑ Crowd-control.

- ❑ Strikes and agitations.

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- Communal riots.

- Terrorism and 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 and Problems.

- Human Resources Management in Police.

- Planning, professionalisation.

- Recruitment, selection, training and placement.

- Salaries, benefits, working conditions and welfare.

- Promotions and Career development, punishments.

- Morale/Grievance redressal.

- Performance appraisal

- On-the-job training/development of subordinates

- Inspectional services in Police Organisations.

- Management of change.

- Creativity and innovations in police works.

- Learning organizations, TQM, Re-engineering concepts.

- Inter-personal relations.

- Stress-Management.

- Quality Management.

- Time 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 organization.

- 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 buildings 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 and juveniles.

- Environmental issues.

- VIP Security.

- Computers - 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.

(The above enumeration is illustrative and not exhaustive.)

(e) Self-Development

- Observation/memory.
- Analysis.
- Discussion.
- Assessing evidence.
- Drafting/Report writing (Case diaries, Grave crime reports, Law and order incidents, Departmental enquiries, Official Communications etc.).
- Public speaking.
- Presentation skills.
- Use of science and technology (Forensic Science/Forensic Medicine/Computers/Tele-communications/Photography/Videography).
- Social etiquette/conduct..
- Mental fitness.
- Opening up of personality.
- Telephone manners.
- Personal poise, confidence, sense of dress, conversational ability.
- Physical fitness.

- ❑ Driving.

- ❑ Swimming.

- ❑ Riding.

- ❑ Unarmed combat / Yoga / Physical Training.

- ❑ Long marches.

- ❑ Rock climbing.

- ❑ Self-protection.

- ❑ Handling of unpredictability.

- ❑ Tactfulness.

- ❑ Counselling.

- ❑ Open-mindedness/flexibility.

- ❑ Objectivity.

- ❑ Current affairs.

1.2.4. Training Methodology

(a) To achieve the objectives mentioned earlier, the following approach/methodology is used:

- ▪ Simulated police environment (arduous nature of work, unpredictability).

- ▪ Integrated approach through Module based inputs.

- ▪ Simulated crime scene investigation.

- ▪ Case studies.

- ▪ Role plays.

- ▪ Simulated public order scenarios.

- ▪ Field visits.

- ▪ Lecture-demonstration.

- ▪ Use of audio-visual aids, computers, etc.

- Use of films.

- Panel/Group/Open-house discussions.

- Practical.

- Quizzes.

- Moot Courts.

- Project work assignments.

- Role plays.

- Presentations.

- Experience-sharing.

- Night Exercises.

- Self-study.

- Remedial training.

- Book reviews.

- Exposure to eminent personalities (Art, Public life, Police, Administration, Writers, etc).

- Study-cum-cultural tour.

- Attachments (CSWT/Army/CPMF etc.).

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

(i) Leadership Training

With a view to promoting leadership skills amongst the Officers Trainee, they are given adequate opportunities to perform as Mess Secretary, Class Commander, Squad Commander, Secretaries and members of various clubs and societies of the Academy, etc. Probationers are required to perform these tasks by turn. First of all, they are expected to be aware of the rules, etiquette, norms, discipline, conduct (including attendance, punctuality and turn-out), needed on various occasions. They are to ensure that their peers follow the same. In the event of any Officer Trainees failing to observe the required rules, norms, etiquette, it shall be the duty of the probationer 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 Indian Police Service Mess in writing. In short, the level and quality of command and control exercised by the trainee officers, amongst their peers would form part of the assessment of their leadership skills.

(ii) Organizational Skills

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

(iii) Attitudinal Training

The Academy strives to inculcate the right attitudes required in the Service amongst the Officers Trainees by being role models themselves. The right attitudes required for the Service include deference and respect towards the teachers, be it faculty members or other teaching staff, both in indoor training and outdoor training, conducting 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.

Further, during the course of training, orientation towards 'Public Service' is emphasised as an essential attitude to be developed in the Officers Trainees. The Officers Trainees, who are found to be shy and quiet by nature, are paid special attention to improve and develop their personality.

(iv) Sensitivity Training

The Academy provides necessary inputs to the Officers Trainees to make them sensitive to the 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-Governmental Organizations dealing with the upliftment of these sectors, interaction with some of the less privileged sections of the society and organising short modules of training focusing on the related themes.

1.3 CURRICULUM OF TRAINING AND STUDIES FOR BASIC COURSE

The syllabus of indoor training and outdoor training subject wise, along with weightage of marks in respect of each subject, is given below. The Academy, however, proposes to expand the contents of the subjects whenever considered necessary having regard to ground conditions and such additional inputs figure also in the examinations.

Total marks for Indoor subjects	1200
Total marks for Outdoor subjects	400
Director's Assessment	400
Grand Total	2000

1.3.1 INDOOR SUBJECTS SYLLABUS

Subject-I: Police in Modern India

A. The Modern Concept of Policing and Understanding the Police Environment.

1. The philosophy of the Indian Constitution.

2. The changes in the social structure and public opinions; their impacts on police works.

3. Changing public expectations and their implications for police.

4. The disruptive forces - casteism, communalism, regionalism, fundamentalism, etc. and the police role in checking them.

5. Special protection of Minorities and Weaker sections and the police role therein. Protection of Civil Rights Act, 1955.

6. Economic Policies and their impact on (a) Law and Order, (b) Crime and (c) Economic offences.

7. The special features of rural life: -

   a. The changes in the agrarian structure and the tensions resulting from implementation of laws relating to land ceilings, consolidation of holdings, tenancy and sharecropping.

b. Economic, social, cultural and political factors in rural poverty. Current approach to rural development.

c. Broad features of Bonded Labour System (Abolition) Act, 1976. Usurious Loans Act, 1918 and Minimum Wages Act, 1948.

8. Exposure to Parliamentary Practices and Procedures.

9. Growth of mass media; police-media relationships.

10. N.G.Os. and Activist Groups.

11. Public interest litigations.

12. Lok Adalats.

13. Bio-diversity, Environmental Laws - The Environment Protection Act, 1986.

14. Public Relations.

15. The Child Labour (Prohibition and Regulation) Act, 1986

16. The Official Secrets Act, 1923

17. Gender Sensitisation (sex discrimination/harassment, attitude of the police towards women, role of women police etc.)

B. Police Organization and Administration

1. Role of the Central Government in Police work. Articles 246 and 355 and Schedule VII (List I, Entries Nos. 8 and 65) of the Constitution of India.

2. District Administrative set up and its relationship to police.

3. Police Organisations.

4. Central Police Organisations and Institutions.

   (a) Intelligence Bureau.

   (b) Central Bureau of Investigation.

   (c) Bureau of Police Research and Development.

   (d) Central Reserve Police Force.

   (e) Border Security Force.

(f)   Indo-Tibetan Border Police.

(g)   Railway Protection Force.

(h)   Central Industrial Security Force.

(i)   S.V.P. National Police Academy.

(j)   National Institute of Criminology and Forensic Science.

(k)   Directorate of Co-ordination, Police Computers.

(l)   Directorate of Co-ordination, Police Wireless.

(m)   Central Detective Training Schools.

(n)   The Defence Forces.

5. Special Police Units. (Visits and Reports)

(a)   C.I.D. including State Modus Operandi Bureau.

(b)   Intelligence Department/Special Branch.

(c)   Special Armed Police.

(d)   Railway Police.

(e)   Police Wireless.

(f)   Police Transport.

(g)   Public Relations Organisation.

(h)   Mounted Police.

(i)   Computers Branch.

6. International Criminal Police Organisation - Interpol.

7. Inquiries into complaints against police officers.

8. Police office and correspondence, accounts including important F.Rs./S.Rs./G.S.Rs. Procurement and maintenance of clothing, equipment, arms and ammunition. Visits and Reports.

9. Internal administration of Police including recruitment and training. Powers of S.P./S.D.P.O. in matters of rewards and punishments. Morals and discipline. Orderly rooms. (Simulation)

10. Procedure for holding departmental enquiries. (Simulation)

11. Redressal of grievances of subordinate police officers. Collective Grievances Police Associations.

12. Welfare of Policemen.

(13) Inspection of Police Stations.

(14) Gender Sensitisation.(sex discrimination / harassment, attitude of the police towards women, role of women police etc.)

Subject-II: Law

Paper-I. The Constitution of India, Evidence Act, 1872.

(1)General

Concepts of crime, means reliability and possession interpretation of statutes.

(2)The Constitution of India.

Articles 12 to 14, 19 to 22, 25, 29, 32, 33, 105, 194, 308 to 312, 323 (A) and (B). Articles 51-A, 124, 131, 132, 134, 136, 137, 141, 144, 214, 226, and 227.

(3)Indian Evidence Act, 1872.

Chapters I, II (Ss. 5 to 11, 14, 15, 17, 21, 24 to 30, 32, 34, 35, 45 to 47, 51, 53, 54), IV, V (Ss. 67, 73, & 74), VII (Ss. 101 to 106 & 114), IX (Ss. 118 to 120, 122 to 125, 132 to 134) and X (Ss. 137, 138, 145, 154, 155, 157 and 159) and XI (Ss. 167.

Chapters: II (Ss. 22,23,36, 48), III, V (Ss. 61 to 65, 76,77,80,89), VII (Ss. 107, 108, 110), IX (Ss. 121, 126 to 131) and X (Ss. 135, 136, 139 to 144, 146 to 148, 153, 156, 158, 160 to 162).

Paper-II: Indian Penal Code, 1860. and Special Laws

Chapters: I, II, III (S.75), IV, V, VA, VI (Ss. 121 to 124A and 128 to 130), VII (Ss. 136, 139 and 140), VIII (Ss. 141 to 153 B, 157 to 160), IX (Secs. 151 to 165A deleted), X (Ss. 174, 182, 186 to 190), XI (Ss. 191 to 193, 196, 201, 202, 211, 212, 216, 221 to 225 B).

XIV (Ss. 268, 269, 279, 292 to 294), XV. XVI (Ss.299, 304A, 307 to 309, 318 to 326, 328, 330 to 333, 336 to 342, 348 to 354, 359 to 366B, 374 to 377), XVII (Secs. 378 to 384, 390 to 420, 425, 435, 436, 440 to 448, 454 to 460), XVIII (Ss. 463 to 465, 468, 471, 477A, 489A to 489D), XXI (Ss. 499, 500), XXII (Ss. 503 and 509) and XXIII. Chapters: III (Ss.53 to 71 and 74), VI (Ss. 125 to 127), VII (Ss. 131 to 135, 137 & 138), X (Ss. 172, 173, 175 to 181, 183 to 185, 187, 189 & 190), XI (Ss. 217 & 218), XII, XIII, XVI (Ss. 312 to 317, 327, 329, 335, 343 to 347, 355 to 358, 367 to 369, 373, 373), XVII (Ss.385 to 389, 428 to 434, 449 to 453, 461, 462), XVIII (Ss. 469, 472 to 474), XXI (Ss. 501 & 502), XXII (Ss. 506, 507 & 510).

Special Laws

(1) The Contempt of Court Act - 1971. (2) The Dowry Prohibition Act - 1961. (3) The Narcotic Drug and Psychotropic Substances Act -1985. (4) The Juvenile Justice Act, 1986. (5) The Probation of Offenders Act, 1958 (6) The Motor Vehicles Act, 1988. (7) The Foreigners Act, 1946.(8) The Commission of Enquiry Act, 1952. (9) The Representation of People Act, 1951 (10) The Consumer Protection Act, 1986.(11) The Mental Health Act, 1987. (12) The Arms Act, 1959 (13) The Indian Explosives Act, 1884 (14) The Explosives Substances Act, 1908 (15) The Immoral Traffic (Prevention) Act, 1956 (16) The Prevention of Corruption Act, 1988 (17) The Police Forces (Restriction of Rights) Act, 1966 (18) The Police (Incitement to Disaffection) Act, 1922 (19)   The Protection of Civil Rights Act, 1955(20)   The Scheduled   Castes   and Scheduled Tribes (Prevention)of Atrocities) Act, 1989

Paper-III: Code of Criminal Procedure, 1973

Chapters : I (Ss.1,2 & 4), IV, V, VI (Ss.61 to 80, 82, 83). VII (Ss. 91 to 95, 97 to 102). VIII (Ss. 106 to 110, 116 to 118, 120 to 122), X (Ss. 133, 144 to 147), XI, XII, XIV (Ss. 190, 195 to 197 & 199), XV (Ss.202), XXIII (Ss. 291 to 294, 298 & 299), XXIV (Ss. 300, 306, 307, 309, 316 & 320), XXXIII (Ss. 436 to 444, 446 to 446(A).XXXVI, XXXVII (475) and Schedule-I.

Chapters: II (Ss. 6 to 9, 11, 20, 21 24 & 25), III (S.29), VII (S.105), XVI (Ss. 206 to 210), XXIV (S.321), XXIX (Ss. 377 & 378), XXXII (Ss. 421 & 422), XXXIV and XXXVII (S.482).

Subject-III: Crime Investigation and Police Sciences Paper I: Criminology

(1) An introduction to modern concepts in Criminology.

(2) Criminogenic factors.

      (a) Psychological.

      (b) Sociological.

      (c) Economic.

      (d) Political.

3. Deviance.

      (a) Individual deviance.

      (b) Juvenile Delinquency, Juvenile Justice Act, 1986, Reformatory Schools Act 1897.

      (c) Professional Criminals.

4. Collective Deviance - organised defiance of authority - Gangsterism. Theory of organised crime.

5. Vice (Gambling, alcoholism, drug-abuse, de-addiction and prostitution) Public Gambling Act 1867, Immoral Traffic (Prevention) Act 1956, Narcotic Drugs and Psychotropic Substances Act, 1985 (61 of 1985).

6. Penology.

      (a) Correction and reformation - Probation, Parole and Correctional Institutions. Sections 360 & 361 Cr.P.C. Probation of Offenders' Act, 1958.

      (b) Recidivism.

      (c) Social Defence mechanisms

7. Victimology.

8. Community Policing and Crime Prevention.

9. National Crime Records Bureau.

10. Criminal Intelligence.

11. Surveillance

Paper-II: Investigation

(Note: 25 Marks would be earmarked for assessment through simulation exercises assignments)

- (a) General principles of Investigation. Qualities of an investigating officer. Multi-disciplinary approach to investigation.

- (b) Preparation of F.I.R. Inspection and preservation of scene of crime, collection of physical evidence. Eye-sketch.

- (c) Plan Drawing.

- (d) Gathering criminal intelligence - employment of sources and shadowing of suspects.

- (e) Examination of witnesses and suspects and arrests. Principles and techniques of interrogation, confessions- judicial and extra-judicial. Search and seizure - techniques of raids. Recording of dying declaration. Extradition - Extradition Act, 1962.

- (f) Remand of accused persons. Principles regarding use of handcuffs. Principles regarding identification of accused persons - Test identification Parade. Identification of Prisoners' Act, 1920.

- (g) Report of investigations - writing of case diaries.

- (h) Inquest.

- (j) Serious offences.

- (k) Preparation of special reports.

(2) Important points in the investigation of the following types of crimes:

- (i) Robbery and dacoity including bank and road robberies and dacoities.

- (ii) Burglary.

- (iii) Rape.

- (iv) Rioting.

- (v) Murder.

- (vi) Hit and run cases.

- (vii) Criminal breach of trust, cheating by impersonation, confidence tricks, etc.

(viii)   Counterfeiting of coins and currency.

(ix)   Bribery and corruption

    a)   Prevention of Corruption Act, 1988.   (b) Criminal Law Amendment Act, 1952.   (c) Criminal Law Amendment Ordinance, 1944.

(x)   Illegal Extraction of Electricity - Ss.39 and 50 of the Electricity Act, 1910.

(xi)   Inter-state crimes. Central assistance in investigation of crimes. Delhi Special Police Establishment Act, 1946 (Ss.2,3 and 5).

(xii)   Smuggling offences, Co-ordination with Customs Authorities.

(xiii)   Crimes against women, Dalits, children, disadvantaged groups.

(3)   Crime on Railways - Railways Act, 1890, Railway sabotage.

(4)   Investigation of organized crime:

(i)   Smuggling of narcotics, bullion, arms and other contraband.

(ii)   Theft and smuggling of cultural properties. The Antiques and Art Treasures Act, 1972.

(iii)   White Collar Crime.(Computer Crime, Frauds, Money Laundering, Transactional crimes).

(5)   Prosecution and scrutiny of cases investigated by the Police.

(6)   Procedures for filing appeals and revisions.

(7)   Human Rights of Accused and Victims, responsibilities of police personnel.

Paper-III: Forensic Medicine

1. Introduction - scope and importance of Forensic Medicine to police.

2. Examination of scenes of occurrence from the point of view of medico-legal evidence.

3. Methods of establishing identity of living subjects and determination of age.

4. Identity of dead persons - exhumation, post-mortem examination, examination of mutilated bodies and skeletal remains.

5. Medico legal aspects of death - determination of causes and time of death - distinction between homicidal, suicidal, accidental and natural deaths.

6. Violent asphyxia deaths - by hanging, strangulation, throttling, suffocation and drowning.

7. Deaths from starvation, heat and cold.

8. Different types of wounds - by firearms, sharp-edged or pointed weapons or explosives, burns and scalds.

9. Deaths and injuries arising out of traffic accidents - drunken driving.

10. Deaths and injuries caused by lightning or electrocution.

11. Sexual offences - rape, criminal abortion and infanticide.

12. Medico-legal aspects of insanity.

13. Poisons commonly used in India in the commission of crime and for suicides-their symptoms and detection in living subjects and dead bodies.

14. Appreciation of Autopsy Reports.

Paper-IV: Forensic Science (A) Theory

1. Forensic Science-Its role in Crime Investigation, Forensic Science Laboratories and their utilisation.

2. Physical Evidence- nature, search, handling, packing and forwarding.

3. Fingerprints and Footprints- importance, scene of crime prints, their development and recording, computerised system of Fingerprint record and examination.

4. Trace Evidence Identification-hair, fibres, fabric, blood, semen and other body fluids, soil and dust, glass and paint, tyre impressions, burnt remains.

5. Documents- handling of documents, principles involved in handwriting and signature identification, documents forgery, obtaining standard writing, evaluation of erasures, alterations, additions, obliterations, age and order of writing, evaluation of type

script, printed matter, computer prints, counterfeit currency and their detection.

6. Ballistics- Firearms and Ammunition, their classification and identification, Firearm discharge residues, determining range of firing, entrance, and exit wounds, tool marks, restoration of obliterated marks.

7. Deontology, photo and video-graphic super-imposition, computerised portrait building.

8. Alcohol, drugs, narcotics and poisons-signs and symptoms, classification, sample collection, detection of alcohol, Narcotic Drugs and Psychotropic substances, poisons, identification, adulteration in food.

9. Photography and videography in police work, importance of invisible radiations and their applications in police work.

10. Explosives-nature of explosives, commonly used explosives, home made bombs and improvised explosive devices, explosive residues, bomb disposal. Handling and collection of explosive residues and their examination.

11. Recent advances in Forensic Science: Polygraph, voice identification, DNA Profiling, modern techniques in Trace Analysis and interpretation of blood distribution pattern.

12. Capsule course on drugs and psychotropic substances including practicals like spot test, simulation exercises based on clandestine laboratories and hiding places, search of aircraft, car, etc.

B. Practicals

1. Examination of scene of crime (including eye-sketch) and collection of material evidence.

2. Photography in police work.

3. Handling, packing and labelling of exhibits.

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4.	Developing and recording of latent prints.

5.	Casting of footprint.

6.	Spot-examination of blood.

7.	Examination of hairs/saliva (demonstration only).

8.	Visit to Forensic Science Laboratory and written report on facilities and procedures.

9.	Role of sub divisional police officer in the application of Forensic Science in crime investigation.

Subject - IV Maintenance of Public Peace and Order

A. Crowds and Unlawful Assemblies

1.	Principles of crowd control. Correct police attitudes in dealing with different classes of agitators. Collection of Intelligence. Counselling and Meditation. Prevention of Damage to Public Property Act, 1984. Special problems in dealing with Agitations of women, Students, labour or Dalits. Essential Services Maintenance Act, 1981.

2.	Less than lethal methods of dealing with violent crowds.

3.	Broad principles of riot schemes and internal security schemes, preparation of reports for action under NSA/ COFEPOSA.

4.	Problems of mobilisation command and control.

5.	Maintaining peace during elections.

6.	Broad principles of deployment of Home Guards, Para-military forces; method of co-ordination and co-operation.

7.	Broad principles of handling urban Terrorism, Extremism, and Insurgency. Use of TADA and special legislation.

8.	Handling crises created by natural disasters, major accidents etc.

9.	Handling communal problems - climate, tension, apprehension and incidents. Case Studies.

10. Judicial enquiries, Broad features of Commission of Enquiries Act, 1952. Some important findings of the Commissions of Enquiry relating to Police.

11. Computers and Information Technology in Public Order Management.

B. Traffic Management Capsule

C. Security and Foreigners

(1) General principles of Security.

(2) V.I.P. Security.

(3) Airport Security.

(4) Security of other vital installations.

(5) Regulation of Foreigners registration and movements.

Subject – V: **Leadership, Personality Development and Ethical behaviour**

Paper-I: **Police Leadership and Management (Theory and Practice)**

(1) Managerial Roles and Leadership functions in Police.

(2) Organising self for Police Organisational Effectiveness.

❑ Concepts of 'Self', 'Self-Concept' and 'Self-Esteem' (Personal Effectiveness).

❑ Perception, Attitudes and Behaviour.

❑ Managing Emotions and Stress.

❑ Time Management.

(3) Inter-Personal Competence and Conflict Resolution in Police (Handling students, youth, organised labour, radicals, relationaries, etc).

(4) Group Dynamics for Effective team Building and Problem-Solving in Police.

(5) Communications in Police Organisation.

(a) Concept of Communication :

❑ Organisational communication.

❑ Verbal and non-verbal communication principles (Application in Police).

❑ Transactional analysis.

    ❏   Controlling aggression for better communication.

(b)   Mass Communication (Facing the Media).

(c)   Management Information System in Police.

(6)   Application of Theories of Motivation in Police Organisation.

Achievement Motivation

Motivating Subordinate Ranks

(7)   Human Resources Development Strategies in Police.

(8)   Creativity and Innovation in Police Work.

    ❏   Application for Effective Decision Making (Models).

    ❏   Management of Change.

(9)   Concept of Budgeting in Police organization.

(10)   Special Inputs on:

    ❏   Business Process Re-engineering.

    ❏   Total quality Management.

    ❏   Learning Organisation.

Paper-II: Personality Development & Ethical Behaviour

(A) Police Ethics

(1)   Integrity.

(2)   Principles of Police Conduct.

(3)   Ends and Means.

(4)   Managing Creativity and Excellence in Organisations.

(5)   Police Code of Conduct.

(6)   AIS (Conduct) Rules.

(7)   Human Rights.

(8)   Secular Attitude in Police Administration. Influence of Communalism, Casteism and Fundamentalism on Police personnel.

(b)   Personality Development.

(1)   Personality Development, Western and Indian Approaches.

(2)   Integrated Personality.

(3)   Character.

1.3.2   OUTDOOR SUBJECTS SYLLABUS

The details of Outdoor subjects being taught at the Academy are given below:

A.   **Physical Training**

(i). Physical training exercises.

❏   Obstacles.

❏   Apparatus work.

❏   Free-hand exercises.

❏   Instrumental practice.

❏   Through: vault.

❏   Front Roll/Back Roll.

(i)   Physical proficiency.

(ii)   Compulsory Games (volley ball/Hockey/Basket ball/ Football).

B.   Yogasanas   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.

I.   Ceremonial Drill.   J. Weapon Training.

Weapon training is aimed at introducing the Officers Trainees to the weaponry used by the police forces especially the Rifle, the Revolver/Pistol, Stengun, Brengun, Light Machine Gun, and Hand Grenades, and their maintenance.

The Officers Trainees are 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 Officers Trainees. As the police in most of the States maintain mounted units, and they are used in dealing with unlawful assemblies and on ceremonial occasions, the Officers Trainees 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 Officers Trainees in crossing water obstacles and in life saving methods.

I.   Field craft, Tactics & Map Reading

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

The detailed syllabus, subject wise, is given in the 'Outdoor Training Directive', which is circulated, separately to all Officers Trainees.

1.3.3 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.

6. GENERALIA

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

After the Officers Trainees acquire 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) at Indore. At the CSWT, the Officers Trainees are exposed to the advanced training in weapons, field craft and tactics.

They are introduced to such weapons as 7.62 mm Autofire, Sniper Rifle, OML 2" Mortar, 36 HE Grenade, theory of small arms firing, shooting techniques and tactics regarding ambush, cordon, search, convoy protection, etc. Professional Instructors impart the training at CSWT through lecture cum demonstrations and films.

After the completion of the attachment at the CSWT, Indore, the Officers Trainees visit BSF Academy, Tekanpur, for two days during this period they are exposed to the excellent outdoor facilities available at the BSF Academy, allied units like Central School of Dog Training (CSDT), Central Workshop and Store (CENWOSTO), BSF Museum, Central School of Motor Transport (CSMT), Tear Smoke Unit (TSU), etc.

The Officer Trainees, on completion of their Passing-out Parade at the Academy, proceed on attachment with the Indian Army. The attachment with the Army is to enable the officers to have basic understanding of the functioning of Army as both Army and Civil Police often act in concert in internal security as well as in law and order duties. The Officers Trainees undergo this attachment for two weeks during which they are sent to divisional level Army Commands and from there onwards to the Brigade, Unit, Company and the forward post for training.

There is a further training of 2 weeks with CPMF followed by one week each with NSG & CBI. The objective of training with CPMF is to expose the Officer Trainees to the role played by these forces in maintaining internal security in the areas, which are infested with terrorism, extremism and insurgency..

The training with NSG & CBI involves inputs in handling explosives, hostage rescue operations, white collar/organised crimes etc.

The Officer Trainees are back at the Academy for 2 weeks of debriefing before proceeding to their respective States for taking over independent charge of Sub-Division.

B. Coaching in Compulsory Games

All trainee officers during their basic training at the Academy compulsorily gain proficiency in any two of the following team games:-

a. Volley ball.

b. Basket ball.

c. Foot ball.

d. Hockey.

Apart from it, coaching is also provided in Table Tennis, Badminton, and Tennis, Squash and Cricket.

C. Study-cum-Cultural Tour

As a part of the basic training, the Officers Trainees undertake a study-cum-cultural tour during the second half of their Phase I training at the Academy. The objective of the tour is to enable the Officers Trainees 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, Officers Trainees are exposed to the working of certain Non-Governmental Organisations in order to get sensitised 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.

1.4 LEARNING INFRASTRUCTURE AT NATIONAL POLICE ACADEMY

The Academy has world-class training infrastructure, which provides excellent training climate to the Officer Trainees.

1.4.1. Library

The Academy Library caters to the learning needs of Indian Police Service Officer Trainees, Faculty Members, Senior IPS officers, Research Scholars from various Universities and Officers Trainees attending various In-service Courses at the Academy. The Library personnel have 'Service with Smile Attitude'. They except from Library users - 'Enter to Learn, Leave to Serve Attitude.' It holds more than 75,000 books on various domains of knowledge including larger proportion of books on Police Sciences. 160 Periodicals and National and International Journals are subscribed in the Academy. Following sub-sections at library make it more interactive:

- ❑ Reference section.
- ❑ Video Corner (more than 1500 Video Cassettes are available).
- ❑ Computer cell (Internet, CD ROM and E-Mail facilities are available).

□ HRD Instrumentation Centre.

□ Film Library.

□ Language Section.

1.4.2. Computer Centre and I.T. Centre

The Academy has a well-established Computer Centre. All Officers Trainees and In-service trainees are given training in use of Computers.

The Academy has more than 200 PCs which include 125 Compaq Multi-media PCs. 25 Compaq multi-media PCs are available in the Computer class-room and IT Centre. Multi-media computers with DLP Projection facilities are available in all the Classrooms and the Conference Hall. Computers are also installed in individual rooms of the Officer Trainees in the Central Indian Police Service Mess. All the faculty members are also provided with Computers at their offices and residences.

The Academy has a campus-wide network with Fibre-optics backbone. The LAN is based on fully switched CAT-V technology. All the sections of the Academy are also available in the Academy for free access to Officer trainees, participants of various In-service Courses and Faculty Members.

The Academy has a High-end Scanner, CD Writers and Laser Network Printers. 3 Computer Servers are installed in a separate Server Room of which 2 Servers are of Compaq make with high capacity Xeon technology.

The Academy has some of the latest software for Office Automation and Training, which include Microsoft Back Office, MS-Officer 2000, MS-Visual Studio, Adobe products like Page makers, Photoshop etc. In addition, the Academy also has some specialized Police Software like Portrait Building, Crime Zone, CCIS, etc.

1.4.3. Operational Control Room

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

(1)   Record and keep track of patrol units and personnel on duty with whom dispatch (control) is in radio contact.

(2)   Record information about all calls assigned by dispatcher.

(3)   View a summary of active calls and on duty personnel.

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

(5)   Organisation information into variety of reports.

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

This modern Operational Control Room has been set up with a view that budding future police leaders can be provided with the opportunity to realise and understand and at the same time operate advanced mechanism involved in Police Communication and Information Technology.

1.4.4 Forensic Science Building

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

(a) The Crime Scene Hall

This hall is extensively used to layout crime scenes for the purpose of simulation exercises for basic and In-service courses. Through these exercises, training in Law Forensic science, Forensic Medicine and Investigation are given in an integrated manner. These exercises are of immense benefit for the Trainee Officers not only to gain knowledge but also to acquire skills necessary for investigation and supervision of crimes in the field. The scenes, which are laid out for simulation exercises are all based on actual incidents took place at different places. On the basis of the details given in the case diaries, simulation exercises are carefully developed and laid out for the purpose for training. During the exercise, the Trainee Officers are also exposed to the paper works and field problems also.

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(b) Forensic Science Laboratory

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

(c) The Crime Museum

During the training, Trainee Officers are shown different types of Explosive and I.E.Ds, Counterfeit Coins and Currencies, Weapons, Burglary Implements, Moulds and Human Skeletal System etc. A visit to the Museum definitely broadens their knowledge.

(d) Interrogation Room

This room is recently created in the Forensic Science building for imparting training in the areas of Interview Interrogation Techniques and Test Identification Parade of the suspects. The room is fitted with CC.Cameras and Audio Systems for the purpose of recording the interrogation and subsequent Analysis by referring the Video Tapes. Repeated exposures help the trainees to understand and develop the art of Interview/ Interrogation Techniques.

1.4.5. Language Laboratory

The Academy has a modern Language Laboratory, which is equipped with a new techniques developed to teach Hindi, Regional languages and French languages second language/foreign language.

1.4.6. Class Rooms & Conference Hall

Class Rooms

The new Ultra Modern Training Complex was constructed in 2001. It has 4 classroom, 2 each for the officer trainers & senior officers. All are Air-conditioned. U-shaped seating arrangements facilities direct eye-contact with the speaker. The classrooms are having PA system, Modern Audio-Visual equipments. The complex also has a lounge for the OT's and a Cafeteria.

A.P. Conference Hall

The AP Conference Hall is fully air-conditioned and provided with multi-media projector, cordless microphone conference system and other audio-visual devices for presentations. It is the venue of all important conferences, seminars, panel discussions, etc.

Kerala Auditorium

The Kerala Auditorium is fully air-conditioned with exquisite interiors and sound and lighting arrangements. It is used for conduct of important seminars, functions, Forensic Science Demonstrations and for conducting the Periodical Tests and Examinations.

1.4.7. Audio –Visual Section

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

16mm/35mm projectors, laser disk player, high luminosity overhead projectors and LCD panel are also available with the Section.

1.4.8. Photography Section

The Photography Section has SLR cameras for the coverage of Academy activities. It has auto-focus cameras for inculcating skills in photography among trainees. This section is fully equipped with Photo Studio, Dark rooms, Konica Colour Lab for development of film and photo printing.

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

1.4.9. Photo Gallery

A Photo Gallery, displaying the photographs of various training activities, functions, events, etc., held in the Academy from its inception in 1948 has been set up. The gallery contains blow-ups of the high dignitaries of the country who visited the Academy and a separate enclosure for Martyrs with the portraits of the IPS officers who laid down their lives in the service of the nation at the altar of duty.

1.4.10. Riot Control Equipment

The new equipment acquired includes Body Protector, Poly-carbonate Lathis, Shock Baton, Anti-Riot Shield (Rectangular & Round), Riot Control Helmet (Fiber glass), Elbow Guard and Night Vision Devices.

1.4.11. Printing Press & DTP Section

The Academy has set-up a Multi-colour Swift Printing Press with Laminating Machine, Cutting Machine, Laser Writer, Laser Printer with H.P. Scanner, etc. All Academy Publications, Invitations, Cards, Course Material, etc. are now composed at our DTP Centre and published by our Printing Press, Colour Xerox Machine and a Digital Photo Copier have been acquired recently and installed in the DTP section.

1.4.12. M.T. Section

To give greater exposure to the Officer Trainees to the basics of driving, the section conducts necessary driving classes with the help of Private Driving Schools. Additionally, instructions on important aspects of motor mechanics are also imparted with a view to familiarizing the trainees with the internal mechanics of vehicles.

1.4.13. Electro-mechanical Firing Range

An electro-mechanical firing range for giving firing practices to the trainee officers on moving targets, sliding targets, pop up targets, turning targets, cluster targets etc., is available in the Academy. The essential element of this range is testing the response time and alertness of the firer.

1.4.14. ZEN-SATS

Zen-Small Arms Training Simulator is also available in the Academy for teaching shooting skills with weapons, such as .38 Revolver, 9 mm Pistol, .303 Rifle, 7.62 SLR 9 mm Carbine and LMG. It is a computerized system which identifies the firer's mistakes and helps in correcting them. Recoil and the sound of the shoot are well simulated in the system.

1.4.15. Sports and Games Facilities

Facilities for a wide range of indoor and outdoor sports and games are available in the Academy. The Academy has 5 tennis courts, including 3 flood-lit tennis courts, a squash court, three indoor badminton courts and facilities for playing basket- ball, football, hockey, volley-ball and cricket. Facilities for athletic training in a well-equipped stadium are also available.

1.4.16 Swimming Pool & Gymnasium

There is an Olympic size swimming pool in the Academy campus. The Academy has a well-equipped Gymnasium with a full range of variable resistance equipment. The variable resistance equipment has an added advantage for exercising muscles that can be put in adequate but not excessive tension during its relaxation phase. A large number of stretching machines for exercising various parts of the body are available for use by the trainees in the Academy.

1.4.17 Ladies Health Club

There is a Ladies Health Club in the Academy which provides opportunities for ladies in developing physical fitness through the use of various equipments that have been installed in the Club.

The Academy organises Aquatic and Athletic Meets for the Probationers where competitions for the award of various medals and trophies will be held.

1.4.18. Officers' Club

The Officers' Club is located at the Swimming Pool complex. It has a Billiards Table, Card Tables and Music System. During club evenings, faculty and their families, the trainee officers and other in-service training participants on the campus meet for social interaction. The Academy band also remains in attendance on Club evenings.

1.4.19. Darshana Dhyan Kendra

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

1.4.20. Stadium and Playgrounds

The Academy has a standard size stadium has six tracks of 400 metres along with other facilities inside the track like Hammer Throw, Javelin Throw, Shot-put, High Jump, etc. The Stadium has two pavilions on eastern and western sides. The capacity of each pavilion is around 300. There are four changing rooms, two in the pavilions and two in the main block of the Stadium which is also called Golf Block.

The Academy has a standard size Foot Ball ground, 2 Hockey grounds, 3 Volley Ball Courts and, 3 Basket Ball courts, one of which has the facility of flood lights and fibre glass boards. The Academy has also a small Kabaddi court where interested trainee officers can play Kabaddi. There are 5 Lawn Tennis courts in the Academy of which 2 are cemented and 3 are clay courts. All the clay courts are flood-lit.

1.4.21. Riding Section

The Academy has a Riding Section with a sanctioned strength of 45 horses. The section has qualified trainers, riders, a Veterinary Officer and the required support staff. The present complement of horses include thorough breds and half breds, some of which participated in various regional and national level equestrian meets in the past several years. The Academy riders earned distinctions at both the regional and national level competitions.

The Riding Section provides basic training in equestrian to the trainee officers which includes stable management, basic riding, dressage and show jumping. The objective of basic equestrian training is to build self-confidence amongst the trainee officers besides initiating them to the use of Mounted Police in various law and order duties and maintenance of public peace.

1.4.22. Squash Court

The Academy has a Squash Court, which is located adjacent to the gymnasium. The Squash Court is as per the standard specifications and also has an in-built gallery for the audience to witness games in progress.

1.5 CLUBS AND SOCIETIES IN THE ACADEMY

For all-round development of IPS Officer Trainees, the following Clubs/Societies function in the Academy. All trainee officers are the members of these Clubs/Societies and their elected representatives serve on the Executive Committees Faculty members serve as Staff Counsellors.

1. Officers' Club

The objectives are:

i. To provide recreational facilities to the members of the Club;

ii. To given an exposure to the members to the various facts of Club life;

iii. To provide the trainee officers a medium for informal interaction with the faculty members and their families as well as visiting officers from various states; and

iv. To organise cultural functions on suitable occasions.

2. Film Club

The objectives are:

i. To provide healthy and educative recreation to the members and their families;

ii. To exhibit films which are experimental, artistic, relevant to police profession, classics, parallel cinema (both Indian and foreign)

iii. To promote film appreciation and critical ability

The Film Club is registered as a Film Society and affiliated to the Federation of Film Societies of India. This membership would enable the Film Club to obtain Indian and foreign classics as well as entertainment films from various sources.

The Academy has facilities to screen Films at the auditorium.

3. Camera Club

The Objectives are:

a. To promote the art and science of photography among the members in general, with special emphasis on the professional need of trainers;

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b. To hold competitions in photography.

c. To provide copies of photographs taken at various Academy functions at the request of members on payment.

4. Literary, Professional & Current Affairs Study Circle (LPCA)

The objectives are:

a. To promote the art of public speaking among members of the Circle by organising debates, seminars, extempore speaking contests or any other activity which would be conducive to the promotion of this art.

b. To arrange talks by eminent speakers from various fields, religious leaders and distinguished visitors on literary, professional and current affairs; and

c. To organise competition for developing "writing skills" and also t further develop the literary and professional talents of the trainees.

5. Cultural, Dramatics & Fine Arts Society.

The objectives are:

a. To organise cultural and dramatic activities for healthy entertainment in order to expose the trainees tot he varied and rich culture of India;

b. To provide a forum for the development of dramatic and fine-arts talents in the staff/trainees of the Academy, and

c. To help trainees appreciate the finer aspects of life to inculcate refines tastes in order to develop a complete personality.

6. Amateur Radio Operators Club

The objectives are:

a. To generate awareness of Amateur Radio activities (HAMs) and knowledge of operating radio communication.

b. To help the members obtain Amateur Wireless Telegraph License.

c. To help fellow humans in distress during natural calamities like cyclones, floods and earthquakes by providing second line communication.

The Club has procured 1 HF trans receiver and a few VHF sets, mobile and static version to provide hands-on experience to the trainee officers. The Club has also procured a film on Amateur Radio Activities. The Club provides an opportunity to learn Morse Code and interact with eminent persons in the field.

7. Law Society

The objectives are:

a) To promote basic understanding of procedural and substantive law;

b) To apprise of the recent developments in criminal and constitutional law;

c) To develop professional skills in investigation and prosecution of criminal cases;

d) To sensitise the police to the problems of human rights in law enforcement and

e) To motivate in creating an environment to work within the ambit of law.

Law Society conducts panel discussions and debates on various topics of current and professional interest. The annual issue of Law Society "Maglaw" will be brought out at the end of Phase-I. The society is proud of its monthly Law Bulletin which has been appreciated by many senior officers all over the country.

8. Social Service Club

The objectives are:

a. To provide to the trainees and staff of the Academy, an opportunity for shedding inhibitions regarding manual work and to imbue them with the sense of dignity of labour.

b. To provide to the trainees and staff of the Academy, an opportunity to contribute to the welfare of the poorer/handicapped sections of the comunity/individuals located in and around Hyderabad through voluntary service,

c. To provide to the trainees and senior staff of the Academy, an opportunity to team up with the junior categories in construction of

projects designed to expand the amenities and the facilities of the Academy.

    d.   To organise blood donation camps.

9. Computer Society

The objective is:

To impart knowledge, skills and right attitudes in the area of Information Technology.

1.6 FUNCTIONS OF SVP NATIONAL POLICE ACADEMY BOARD

In order to inject 'Quality' in training constitution, the Government of India constituted the Academy Board. Its present constitution is as under :

1.	Union Home Secretary	.. Chairman
2.	Director, Intelligence Bureau	.. Official Member
3.	Director, Central Bureau of Investigation	.. Official Member
4.	Director, SVP National Police Academy	.. Official Member
5.	Director General, BPR&D	.. Official Member
6-7.	Any of the following Directors General by rotation	.. Official Members

Director General, BSF

Director General, CRPF

Director General, CISF

Director General, ITBP

Director General, NSG

Director General, RPF

(2 officers in rotation for each meeting to be decided by M.H.A.)

8 -10. Three Directors General of Police from the States to be invited by rotation from Northern, Eastern, Western and Southern Zones.   .. Official Members

11.   Joint Secretary (Police), M.H.A.   .. Official Member

12.	Financial Adviser, M.H.A.	.. Official Member
13.	Principal, ASCI, Hyderabad	.. Official Member
14.	Joint Director, SVP NPA, Hyderabad	.. Member Secretary
15.	Shri Chadrajeet Yadav, ex-MP	..Non-official member
16.	Prof. N.R. Madhava Menon, former Director	..Non-official member NLSIU, Bangalore
17.	Dr. A.P. Mukherjee, IPS (Retd.)	..Non-official member
18.	Smt. Kim Gamte, Geenral Secretary, Kuku Women Rights Organisation, Imphal	..Non-official member
19.	Shri Saeed Naqvi	..Non-official member

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

(1) To review every three years the syllabi of the various courses conducted at the S.V.P. National Police Academy so as to reflect the current needs of training in the light of the changed socio-economic milieu.

(2) To examine the adequacy or otherwise of the educative material available at the Academy for teaching different topics of the syllabi of the courses, and to suggest ways and means for bringing about improvements or undertaking production of the material.

(3) To suggest improvements in the methodology of training and in the use of training aids.

(4) To examine the list of guest speaker s/ visiting professors and make suggestions.

(5) To examine the quality and caliber of the directing staff and suggest ways and means of improvement, if any, including improvement in their terms and conditions of service and study tours or courses which they should attend in India or abroad.

(6) To examine the adequacy of otherwise of the instructional and other supporting staff of the Academy and make suitable recommendations.

(7) To make recommendations for improvement in the physical facilities available at the

Academy.

(8) To examine the system of evaluation and suggest improvements, if any.

(9) To make recommendations on any other matter which has a relevance to the effectiveness of training.

The term of the Board is for a period of 3 years or till reconstitution of the Board whichever is later.

1.7. PUBLICATIONS AND OTHER EVENTS IN THE ACADEMY

SVP NPA Newsletter

The Academy brings out a quarterly Newsletter which carries a detailed account of various activities at the Academy during that quarter. It is an illustrated publication with a number of coloured photographs. The Newsletter is sent to every IPS officer in the country free of cost through the respective Directors General of Police.

To get in touch with the I.P.S. Officer Trainees during their practical training, the Academy also brings out a monthly Newsletter carrying detailed account of various activities in the Academy, stressing various points which need their attention during practical training, etc.

SVP NPA Journal

The Academy brings out a bi-annual journal known as the SVP National Police Academy Journal. The Journal carries articles of all areas of interest to police. These include Law, Science and Technology, Telecommunications, Investigation, Law and Order, Security, Management, HRD, Training etc. The articles are invited from police officers as well as academicians.

Other Publications

Other publications of the Academy include a monthly Law Bulletin containing highlights of current judicial pronouncements and an annual Hindi Magazine, 'Smarika'. Every batch of I.P.S. Officer trainees bring out a directory of the batch at the end of the training containing names, addresses, anecdotes and photographs of all trainee officers.

Important Events in the Academy
Republic Day Celebrations

The celebrations include a Republic day Parade at the Ceremonial Parade Ground

by the Trainee IPS Officers. Republic Day eve is celebrated with a cultural programme followed by Dinner. The cultural programme and dinner is attended by the Officer Trainees, Faculty Members and their families/ Independence Day Celebrations:

The Celebrations include Independence Day Parade at the Ceremonial Parade ground by the Trainee IPS Officers. Independence Day Eve is celebrated with a cultural programme followed by dinner. The cultural programme and dinner is attended by the Officer Trainees, faculty members and their families.

Commemoration Day Parade

Every year, on 21st October, all police forces in the country organise Commemoration Day Parade in memory of the martyrs who laid down their lives at the altar of duty during the preceding one year. The Parade includes the reading of Roll of Honour of police martyrs, laying of wreaths at the Martyrs' Memorial as a tribute to the departed souls and volley fire followed by the playing of National Anthem by the Band as a mark of respect to the police martyrs.

On this solemn occasion all the faculty members. Trainee IPS Officers and NPA staff would be present on the Parade to pay their respects to the martyrs.

Anniversary Week Celebrations

The Academy was established as Central Police Training College at Mount Abu on 15 September, 1948. Every year the Academy celebrates 15th September as its Anniversary day and organises various programmes and events during the one week preceding the Anniversary day. The various programmes and events include, Painting Competition, debating Competition and Elocution Competition for the children of different age groups; Clean House and Clean Block Competitions, Painting/Photography Competition, and Exhibition for the Officer Trainees; Cultural Programme by the Officer Trainees; Club Evening and performance by invited artists; Kavi Sammelan in Hindi, Bara Khana, etc.

Academy Week Celebrations

The 44 week Basic Training of the Officer Trainees of each batch culminates in the Passing Out Parade. The week preceding the Passing Out Parade is celebrated as Academy Week, by organising various programmes and events which include Sardar Vallabhbhai Patel Memorial Lecture by a speaker of national eminence, Training

Managers' Workshop, cultural programme, Director's Parade, service Diner, Guest Night and Dikshant Parade. (Passing Out Parade).

1.8   In-Service Courses at The Academy :

The National Police Academy has been conducting in-service courses for the Police Officers.

– Police officers have attended the various courses at the Academy in 2000.

Following courses have been conducted at the Academy during the year 2000.

Leadership Development Programme

Objective : To help participants become good leaders of the force to identify and understand problems in district policing and to help update their knowledge of the areas policing.

Duration: 3-week Course

Participants level : Superintendent of Police (4 to 10 years)

Management Developemnt Programme

Objective : To enable the participants to examine and analyse the internal and external factors affecting the work environment with a view to evolving strategies for improving performance.

Duration : 2 weeks

Participant level: Deputy Inspectors General of Police

Strategic Management programme.

Objective : To evolve action plans for implementation on contemporary issues in India police for improving police organisational excellence.

Duration : 1 week :

Participants level : Inspector General of Police

I.P.S Induction Course for SPS Officers

Objective : To enable the participants to acquire an all India perspective, to equip the participants and with the skills required to manage a district, and to enable the

participants to develop an understanding of modern management principles as applied to police working .

Duration : 6 weeks

Participant level : State Police Service officers nominated to the I. P. S.

Management of Training

Objective: To enable the participants to develop conceptual and functional understanding in areas for training needs assessment, learner and trainer designs, Audio-visual and training resources, training methodology, training evaluation and feedback mechanisms, management of training; develop skills in managing the training functions effectively; learn HRD concept and practices for implementation in police; develop mechanisms for catalyzing organizational learning in police; and acquire action research skills to improve the training function in their respective States/CPOs.

Duration: 9 days:

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

Training Administrators' Course

Objective: To enable the participants to develop conceptual understanding of emerging modern concepts of training ; philosophical psychological aspects of training; psychology of training adults; various individualized and group centered methods and the use of various training aids; improve skills in designing need based training programs and evaluation of training systems; comprehend the organisational development and HED processes in organizations for change and development; learn self-development mechanisms for individual and organizational learning; learning skills for effective administration of courses and management of training; and budget utilization: best utilization of available resources; Manual ; physical; intellectual.

Duration : 10 days .

Participants level: Heads of Police Training Institutions / Academy/ college/ School / center of both State and Central Police Organisations.

Training of Trainers' Course

Objective : To enable participants to describe characteristics of adult learners communicational principles; problems and perspectives in police training; prepare and use low-cost and project visual aids; be proficient in selection and proper usage of training methods; assess training need functional understanding of managing a training organization through visit to various leading institutions during this Courses.

Duration: 6 weeks

Participants level: Gazetted police officers working as faculty in Police Training Institution of State and Central Police Organisations.

Seminar on Cyber Crimes

Objective: To enable the participants to acquire knowledge and skills for meeting the challenges of Cyber Crime in the 21st century.

Duration: 5 days

Participants level: Officers of the rank of S.P. and above from Police and comparable rank from PSUs, National Banks, Insurance Companies, etc.

Seminars on Role of Science and Technology in Police Work

Objective: To enable the participants to upgrade their knowledge, skills and attitudes vis-à-vis recent developments in Science and Technology, and evolve strategies for the application of such advances in Science and Technology in day-to- day policing; to familiarize with the state-of the art technology in DNA profiling; acquaint with law, sampling procedure, DNA profiling facilities technology.

Duration: 5 days

Participants level: Superintend of Police and above from State Police Forces and Directors of State and Central Forensic Laboratories.

Seminar: National Security for IPS & IAS Officers

Objective: To increase awareness of the different dimensions and elements that constitute national security as well as threats to such security and to provide an opportunity for the participation to interaction and exchange ideas on the subject.

Duration: 5 days

Participants level: Commissioner/IG/DIG Range and DM/SP/equivalent rank in Home Department of any State, Joint Secretary or Deputy Secretary or Deputy Secretary of MHA of Defence.

Seminar on Coordinated Approach to Criminal Justice System

Objectives: The course objectives are to streamline the process of law enforcement; to expedite the process of adjudication; to promote innovative ideas of correction; to explore modalities for coordination of society with regard to speedy and effective justice.

Duration: 5 days

Participant Level: Officers from Indian Police Service in the rank of Superintendent of police/Range Deputy Inspector General of Police and equivalent rank officers from Judiciary, Prosecution and Prison and Representatives of Bar Councils.

Seminar: Recent Trends in economic Crimes

Objectives: To enable the participants to have better understanding about the morphology and magnitude of economic crimes; review the existing laws, policies, procedures and other control mechanisms for tackling such crimes; analyses the limitations and constraints in enforcement and to suggest ways and means for resolution.

Duration: 5 days

Participants level: Officers of the rank of Superintendents of Police and above from all States and Central Police Organisations and officers of the comparable rank from National Crime bureau. IC & CES, IA & IAS, and IRS.

Workshop: Media Management

Objectives: To provide the participants necessary skills to handle media and media management.

Duration: 5 days

Participants level : Officers of the ranks of S.P and D.I.G from states and C.P.Os.

Seminar : Drug Abuse

Objective: To provide orientation and sensitization for top managers to the problem of drug abuse; to acquaint them with the latest modules operandi adopted by drug smugglers and peddlers; and to educate the top managers about the ramifications of the international drug problem and its impact on India.

Participants level : I.G.Ps of CID, Collectors of Customs and Central Excise, Secretaries to the State Governments for the Departments of Excise, prohibition, Social Welfare, Health, etc., Drug Controllers of States, Directors of Health Services of States; Sessions Judges and Joint Secretaries from the Central Ministries of Home Affairs, Welfare, Revenue, Health and Family Welfare.

Workshop on Traffic Management

Objectives : To enable the participants to examine contemporary traffic related operations and policies; develop skills, techniques and abilities in the management of improved traffic services; and develop traffic-related strategies and action plans relevant to their area operations.

Duration : 5 days

Participants level: Superintendents of Police/ D.I.G. of Police who are heading the traffic wings / traffic training institutions or who are likely to take up those positions in various States /Transport Commissioners / Municipal Commissioners/ Chairmen / Vice Chairmen of Urban Development Administration.

Seminar : Gender Issues

Objectives: To enable the participants to analyse various factors, which lead to gender inequality, identify the areas where gender inequality is practiced, and evolve strategies to tackle this problem.

Duration: 5 days

Participation Level: Superintendents of Police and above , Directors of State Women Welfare Boards, and Representatives from reputed NGOs, PSUs, Nationalised Banks, Insurance Companies and autonomous bodies with minimum experience of 15 years in the organisation.

Seminar: Human Resource Management in Police

Objectives: To enable the participants to update their knowledge on recent developments to human resource manage, appreciate the importance of human resource management in optimising the work output in organisations, and evolve strategies for the effective implementation of relevant human resource management concepts in organisations.

Duration: 5 days

Participation Level: DIG/IG/ADG of Police, Army/ Navy/ Air Force officers of equivalent ranks, General Managers from public Sector Undertaking/ Banks/LIC/ Managing Directors of State Government Undertakings.

Reunion Seminars of IPS Officers

Objectives : To utilise expertise of senior officers who have put in 25, 30 and 35 years of service on specific aspects of policing; and to provide an opportunity for officers of the same batch to meet and exchange their varied field experience.

Duration : 2 days

Participant level : Regular recruits of respective batches of India Police Service and other officers trained with them.

Investigation of Anti- Corruption Cases

Objective: To enable the participants to identify areas of corruption in government and semi-government organisations; analyse various factors leading to corruption;

understanding and analyse various laws on anti-corruption; impart skills for the investigation of corruption enforcement; enforcement of anti-corruption laws.

Duration 4 days

Participant level: Officers of the rank of S.P. in Anti –Corruption Bureau, vigilance Department, Representatives from Nationalised Banks, Insurance Companies and Public Sector Undertakings.

Vertical Interaction Courses for I.P.S Officers

Objective: To provide a kind of sabbatical to the participants, to sensitive them to national concerns and the values enshrined in the Constitution to make them more confident to face problem related to their work areas and attempt solutions, to make them more responsible to the needs of the people, to look at problem in an integrated manner and develop a system approach, to progressively internalise the ethics and values system of the service, and to be sensitised to different management approaches while during with different sectors.

Duration: 1 week

Participants level: IPS Officers of varying seniority from different States and C.P.Os / Command level officers of C.P.Os to be nominated by the Bureau of Police Research & Development.

Intelligence Collection & Crime Prevention for IFS Officers

Objective: To refresh the participants about the existing provision of law to deal with wildlife crime, examine their scope and procedural niceties; to expose to various facets of investigations of cases so that investigation can be more purposeful; to assist them to set up an intelligence network for effective prevention and detection of wildlife crime; and to assist them to devise an effective strategy for prevention of wildlife crime and develop workable actions plans at different levels.

Duration: 5 days

Participants level: Indian Forest Service Officers of varying seniority from different States to be nominated by the Ministry of Forest and Environment.

The committee designed the training courses also

In 2001-2002, the Academy has planned to conduct the following in-service courses.

- Course : Cyber Cop.

- Course : Enforcement of Drug Laws.

- Soc. Level : Leadership Dev. Programme.

- Investigation of Anti-Corruption Cases.

- Seminars : National Security.

- Seminars : Recent Trends in Economic Crimes.

- 8th IPS Induction Course for SPS Officers.

- Workshop: Police –Media Interface.

- Soc. Level II: Management Develoment Programme.

- Reunion Seminar: 1976 RR batch.

- Course: Security & Safety Management.

- Training Administration.

    IPS Probationers: 53 RR- batch.

    Training Administration Courses.

- Reunion Seminar: 1971 RR batch.

- Soc. Level III Strategic Management Programme.

- 9th IPS induction Course for SPS Officers.

- Reunion Seminar: 1966 batch.

- Management & Supervision courses for IPS.

- Use of Computers for Senior Police Officers.

- Seminar: Science & Tech. In Police Work.

- Training of Trainers 'Courses'.

- Use of Computers for Seniors police Officers.

- Management of Training.

- Seminar : gender issues.

In 1998-99, there has been a very systematic attempt by the MHA to constitute a committee to review the In-Service courses being run at the National Police Academy:

Following were the members of the committee:

Shri Satish Sahney, IPS (RETD.), Chief Executive   *- Chairman*
Nehru centre, Mumbai.

Shri B.B Nanda, IPS, (OR.65), DG, BPR&D,   *- Member*

Shri P.V Rajgopal, IPS (MP: 65), Director NPA   *- Member*

The terms of reference of the Committee were laid down as below:

1.   To what extent the objective set for the programmes are, in fact, being realized.

2.   To what extent and in what manner modification in the methodology, duration of the programme or in the objectives themselves would be warranted keeping in view the long term needs of the administration and of the officers;

3.   To examine alternative approaches to the training programmes, including work-attachment in non-government organization; and

4.   Any other matter relevant in the conduct of the programme including the changes, if any, in the seniority ranges proposed.

Assessment of the Existing Programme by the committee.

The committee communicated the following observations:

- The objectives set for the In-Services Training Courses are not rank or job specific.

- There is overlapping of objectives.

- The course content of the four Management Course was repetitive and hence uninteresting till 1998.

- The existing courses are not designed with a view to preparing the trainee for particular job or rank. As such the participants do not find them very beneficial from professional point of view.

- The basic management course comes too early in the career to be practical benefit to the young officer.

- Course content of the Induction Course for SPS Officers nominated to the IPS contains a great deal of routine police work. SPS Officers, prior to their induction into the IPS put in long year in the field and are well versed in law procedure, investigation and routine police work. Emphasis on these subject is, therefore, not necessary. They need exposure to subject like public administration and management concepts, Human Rights, gender sensitization, use of computer in police work criminology and forensic science. They also need to be given an understanding the concept All India Service as also of the role and structure of Central Police Organisations.

- The induction course remains highly under-subscribed resulting in wastage of preparations and arrangement made by the Academy. However, those who have attended the course have been very appreciative of the course and the academy.

- Teaching methodology is loaded with lectures on theory having little practical content or application.

- Very little use of modern methods of simulation or case studies.

With a view to ascertaining deficiencies in the training of the IPS Officers, the questionnaire was circulated to senior IPS Officers. Response to the same revealed the following areas for development through training.

- Professional approach to work.

- Scientific temperament

- Esprit de corps

- Sound leadership quality.

- Investigative skills.

- Trade craft

- Knowledge of law and procedures.

- Team building competence.

- Human resources management.

- Courage of conviction.

- Self-motivation.

- Public speaking and presentation skills.

- Personal example.

- Information technology.

- Fitness and personality becoming of an officers.

Further, it was expected that the training should instill the following amongst the IPS Officers:

- Sense of belonging to the Force.

- Excellence in professionalism.

- Ability to identity problems and deal with them.

- Dealing with the victim with compassion.

- Sense of service.

- Respect for law.

- Upright personal conduct.

- Political neutrality and transparency in decision-making.

- Empathy for the poor, backward and have-nots.

- Pride in service.

- Respect for democratic values and institutions.

- Bride the gap between the leader and the led.

- Accountability.

- Logical thinking and scientific decision-making.

Recommendation by the committee.

Following were the recommendation of the committee.

1. The purpose of training is to impart the knowledge, skills and attitude s necessary for the efficient performance of a specified job. Therefore, each level of course should clearly identify the target and tailor the course content with a view to enhancing the knowledge and skill of the group.

2. As already mentioned, basic management course comes too early in the career to be of much practical benefit to the young officer. It would be better to merge the basic management course with Level-I Course and the eligibility for it be modified to 4 to 10 years seniority. In order to give a focus to the course. It should be renamed as "Leadership Development Programme for IPS Officers".

3. Structured course should be only up to DIG level and not beyond. Inspectors General and above should attend only Thematic Workshops.

4. Level-I Course should be exclusively for Superintendents of Police and the emphasis of the course should be only policing in which IPS Officers are found deficient.

5. Level-II Course should be for officers of the rank of Deputy Inspector General of Police Emphasis of this course be on concepts of management, supervision, coordination and the skill of analysis. In this course officers of the same rank from other discipline viz. Central Police Organizations should also participate. This course should be renamed as "Management Development Programme".

    The Director, NPA suggested the inclusion of a three-day visit to Singapore to study community policing and management of information technology. The Committee is in agreement with the Director. In case this suggestion is accepted, the duration of this course could be three weeks.

6. Level-III Course should be for officers of the rank of Inspector General of Police and above. The course should actually work as a think tank for police. It should

be in the form of thematic workshops and syndicate studies under the guidance of experts facilitators and there should be no lectures the course be of one week duration.

7.   All present all the courses under consideration are under subscribed. There are several reasons for the same. The most important, however, is the fact that doing these courses otherwise makes no difference to the career of IPS Officers, the attitude, both of officers as well as State Governments, could change for the better towards these courses. In this regard following suggestions may be considered:

A.   Confirmation in the IPS of SPS Officers should be made subject to successful completion of the Induction Course Age limit of 52 yrs for the induction courses should be abolished.

B.   Some weightage be assigned to these courses for the purpose of empanelment in various ranks in the Government of India. For example, when an IPS Officers is considered for empanelment in the rank of DIG in Government of India and he has undergone the Level-I Course, he should get some advantage of that.

C.   For training abroad only those IPS Officers be considered who have undergone compulsory courses meant for them at home.

Based on the recommendation of the committee course design were evolved for leadership development programmes and induction training courses at the Academy.

1.9. Training Evaluation Practices at the National Police Academy

As discussed earlier, the National Police Academy conducts training programmes for -

(i)   New entrants into in the Indian Police Service (Basic Course)

(ii)   In-Service Police Officers

Training evaluation practices are different for both types of programmes. The description of evaluation practices is presented below:

1.9.1. Training Evaluation in Basic Course:

According to Kirkpatrick, they are 4 levels of evaluation namely :-

- Reaction
- Learning
- Job-Behaviour
- Ultimate results

Training evaluation practices focus mainly on 'Reaction' and Learning levels.

Reactions Level : At reaction level, training evaluation focuses on :

- Indoor Training Subjects
- Outdoor Training
- In-house of Guest Faculty
- Training Methodology
- Training/Learning Infrastructure
- Training Administration

Following tools and techniques are usually used.

- Questionnaire - Surveys
- Informal Feedback Sessions
- Subject-wise Reviews

Learning Level : At learning level evaluation is done to assess the Performance in Indoor and Outdoor Training Subjects of IPS officer trainees through:

- Written Tests
- Practical examination.
- Performance Tests
- Written/Practical examinations

COMPULSORY INDOOR SUBJECTS

Paper I   **:**   **Police in Modern India**   **..**   **150 marks**

Paper II : The Constitution of India and Indian Evidence Act, 1872 100 marks

Paper III   :   Code of Criminal Procedure, 1973 .. 125 marks

Paper IV   :   Criminology   .. 75 marks

Paper V   :   Investigation   .. 125 marks

Paper VI   :   Forensic Medicine   .. 50 marks

Paper VII   :   Forensic Science (Theory and Practicals) .. 100 marks

Paper VIII   :   Maintenance of Public Peace and Order .. 150 marks

Paper IX   :   Police Leadership and Management

                        Theory and Practice   .. 100 marks

Paper X: Personality Development and Ethical Behaviour .. 100 marks

Physical Training including personal performance test and two game .... 60 marks

      (1) Drill   .. 95 marks

      (2) Weapon Training   .. 50 marks

      (3) Equestrian   .. 40 marks

      (4) Swimming   .. 25 marks

      (5) Field Crafts & Tactics and Map Reading   .. 50 marks

      (6) Ceremonial Drill   .. 25 marks

      (7) Unarmed Combat   .. 30 marks

      (8) Yoga   .. 25 marks

                                    400 marks

Qualifying marks in the periodical test and final examination: Every Officer Trainees is required to obtain a minimum of fifty per cent marks in each periodical tests

and in the final examination in each compulsory indoor subject and in each compulsory outdoor subject.

Every probationer is required to obtain such standard of proficiency in each qualifying subject as the Director may determine with the prior approval of the Central Government. The qualifying subjects are:

(1) Police Telecommunications and Control Room Operations

(2) First aid and Ambulance Drill

(3) Motor Mechanism and Driving

(4) Hindi in Devnagri Script

(5) Computer

(6) Regional Languages

Failure to pass the examination: - Where any probationer is not able to obtain the minimum qualifying marks as specified under sub-rule (1) of Rule 5, his case shall be dealt with in accordance with the provisions of rules 8,9, 10 & 12 of the Indian Police Service (Probation) Rules, 1954.

Periodical tests and final examination : - (1) Every probationer during the period of training in the Academy is to appear in the periodical tests and final examination. Since 1999, a test is conducted every Monday in the subjects taught the previous week.

DIRECTOR'S ASSESSMENT

Out of a total marks of 400 available under Director's Assessment, the allotment of marks for training at the Academy and in the field is made as under:

❑ The Basic Training (Phase I)   .. 250

❑ The Field Training including various attachments of Army, CPMF, etc.
   (Phase II)   .. 150

In phase I assessment, the marks are awarded by the Director to the IPS trainee officers in consultation with Joint Director, Deputy Directors, Assistant Director

(Indoor Studies), Assistant Director (Outdoor), PMC, the concerned subject coordinators and staff counselors of various clubs and societies. The following information/records will be consulted while judging the performance of the trainee officers.

- ❏ Record of attendance in respect of indoor and outdoor classes, record of leave, memos issued regarding lack of punctuality, unauthorized absence and any other information relevant in this regard.

- ❏ Record in respect of indoor classes on quality of participation and performance in classroom interactions, simulation exercises, individual and group presentations made in the classes, assignments submitted, quizzes and other tests apart from periodical tests conducted every Mondays.

- ❏ Record in respect of outdoor classes on quality of participation and proficiency achieved in all outdoor training activities including various attachments.

- ❏ Record in respect of Tours and Field Visits on quality of participation, learning gains and reports submitted by the trainee officers on the field visits, study-cum-cultural tour etc.

- ❏ Record of project reports (Quality and originality) submitted by trainee officers

- ❏ Record in respect of co-curricular and extracurricular activities on participation and performance including certificates/commendations awarded in respect of participation in Clubs, Societies, Associations, Cultural Events, Hobbies etc.

While assessing the Officer Trainees, the following competencies exhibited by the O.Ts., are taken into consideration :

i)   Communication Skills.

ii)   Sociability and interaction skills.

iii)   Initiative and perseverance.

iv)   Conduct and discipline.

v)   Capacity for hard work.

vi)   Positive attitude towards the profession.

vii)   Team building skills; and

viii)   Other leadership skills.

Negative marks are awarded in case of misconduct, indiscipline, lack of punctuality, absenteeism, chronic leave, disinterest in training and learning, poor documentation, lack of active participation in class room interactions and presentation etc. The scope of negative marking is up to 100% depending upon the gravity of deviance.

There is a practice to periodically assess each IPS officer trainees at the Academy. The assessment focuses on his performance in training, development of morals/ norms, personality traits are taken into consideration.

In Phase II assessment letters are addressed to the individual superintendent of police by the Director to carefully assess the office trainee performance in the field including his shortcoming and potential to shape into a good officers. He is asked to give marks out of 100 which is taken into consideration by the Director while awarding his assessment marks. Marks are also awarded on the quality of reports and cases investigated by him. Some marks are ear-marked for the various attachments. After careful examination, a committee consisting of the Director, Addl. Director and Dy. Director (Basic Courses) assess the performance and potential of the trainee.

1.9.2. Training Evaluation Practices for In-service Courses:

For both short and long-term in-service courses, training evaluation is done to get the feedback of trainees

Reactions level: At Reactions level, questionnaires are used to evaluate:

-   Training –Inputs

-   Performance of Faculty

-   Training Administration

-Training Infrastructure

- Learning Level : No Evaluation

- Job –Behaviour Level : No Evaluation

- Ultimate Results Level : No Evaluation

In the training of Trainees Courses, Action-Planning (Job-Improvement Plan) workshops are conducted. Besides using questionnaires, Individual and group exercises. Simulation exercises, workshops etc. are conducted for systematically evaluating the learning gains.

Summing Up

From above discussion, it is evident that NPA could systematize the training evaluation practices at 'Reaction' and 'Learning' levels for IPS Officer Trainees' Programme. In the case of in-service courses, the evaluation focuses on 'Reaction' level only. But no efforts have been made to assess the impact of training (Job-behaviour and Ultimate Results levels) in both types of training programmes.

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Chapter 2

TRAINING EVALUATION - CONCEPT, MODELS AND PRACTICES

2.1 HUMAN RESOURCE DEVELOPMENT (HRD)

Human Resources are the greatest assets in an organization. Investment in development of human resources should be regarded as a top priority to shape the future of an organization. Rao (1984) defines Human Resources Development as a process in which the employees of an organization are continuously helped in a planned way to:

* Acquire or sharpen capabilities required to perform various tasks and functions associated with their present or future expected roles.

* Develop their capabilities as individuals so that they are able to discover and exploit their own inner potential for their own or organizational development processes and

* Develop an organizational culture where superior -subordinate relationships, teamwork and collaboration among different sub units are strong and contribute the organizational wealth, dynamism and pride of employees.

HRD AIMS AT THE DEVELOPMENT OF FOLLOWING ASPECTS:

* The individual as a person to continuously recognize, develop and use his potential.

* The individual in relation to his present job/role.

* The individual in relation to his future expected job(s) or role(s).

* Superior -subordinate relationships (dyadic).

* Teams and teamwork.

* Inter-team collaboration.

* The health of the organization as a whole to promote enabling capabilities of employees.

The training plays an important role in Human Resources Development. We must not equate Human Resource Development with training and limit Human Resources Development to training only. It is necessary to understand what training can do and what training cannot. Here training is used to include all

forms of planned and formalized classroom instruction. Induction Training, Apprentice Training, formalised on the job coaching, field training are also included in this. Training programmes largely focus on developing the person by increasing his technical knowledge and skills (sometimes attitudes to a particular technology) by giving him managerial knowledge and attitudes and by attempting to acquaint him with human processes information. Mostly what is given in training is knowledge and very little of attitudes and skills.

2.2. CONCEPT OF TRAINING

Reay (1994) defines training as "Training is a collection of actions, which enables the organization to achieve its goals through enabling, empowering and developing to its fullest, the potential of the individuals with in that organization."

The reasons for training have to be viewed from the business perspective and the people perspective. Taking the business perspective, training has a direct and measurable effect on business performance in money terms. The reasons for training viewed from the business angle.

- More efficient staff.
- Reduced costs.
- Better customer service.
- Fewer accidents.
- Increased competitiveness.

The reasons for training viewed from the people perspective.

- Increased motivation and commitment.
- Improved skill level.
- More internal candidates for promotion.
- Improved morale.
- Increased confidence.

- Increased knowledge ability.

Tessin (1978) synthesized the answer to the question "How training benefits the organization?" as under:

Training

- Leads to improved profitability and/or more positive attitudes toward profit orientation.

- Improves the job knowledge and skills at all levels of the organization.

- Improves the morale of the work force.

- Helps people identify with organizational goals.

- Helps create a better corporate image.

- Fosters authenticity, openness and trust.

- Improves the relationship between boss and subordinate.

- Aids in organizational development.

- Helps prepare guidelines for work.

- Aids in understanding and carrying out organizational policies.

- Provides information for future needs in all areas of organization.

- Organization gets more effective decision-making and problem solving.

- Aids in development for promotion from within.

- Aids in developing leadership skills, motivation, loyalty, better attitudes and other aspects that successful workers and managers usually display.

- Aids in increasing productivity and / quality of work.

- Helps keeps cost down in many areas, e.g., production, personnel, administration etc.

- Develops a sense of responsibility to the organization for being competent and knowledgeable.

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- Improves labour-management relations.

- Reduces outside consulting costs by utilizing competent internal consulting.

- Stimulates preventive management as opposed to putting out fires.

- Eliminates sub optimal behaviour (such as hiding tools).

- Aids in improving organizational communication.

- Helps employees adjust to change.

- Aids in handling conflicts, thereby helping to prevent stress and tension.

According to Tessin benefits to the individual in turn ultimately benefit the organization in the following manner:

Training:

- Helps the individual in making better decisions and effective problem solving.

- Through training and development, motivational variables of recognition, achievement, growth, responsibility and advancement are internalized and operationalized.

- Aids in encouraging and achieving self-development and self-confidence.

- Helps a person handle stress, tension, frustration and conflict.

- Provides information for improving leadership knowledge, communication skills and attitudes.

- Increases job satisfaction and recognition.

- Moves a person toward personal goals while improving interaction skills.

- Satisfies personal needs of the trainer (and trainee)

- Provides trainee avenue for growth and a say in his /her own future.

- Develops a sense of growth in learning.

- Helps a person develop speaking and listening skills; also writing skills when exercises are required.

- Helps eliminate fear in attending new tasks.

From above description, we can infer that training is and the greatest investments in development of human resources.

- Improves communication between groups and individuals.

- Aids in orientation for new employees and those taking new jobs through transfer or promotion.

- Provides information on equal opportunity and affirmative action.

- Provides information on other governmental laws and administrative policies.

- Improves inter personal skills.

- Makes organization policies, rules and regulations viable.

- Improves morale.

- Builds cohesiveness in groups.

- Provides a good climate for learning, growth and co-ordination.

- Makes the organization a better place to work and live.

In nutshell, we can infer that training is the greatest investment in developing human resources.

2.3 MODELS FOR TRAINING

In this section models of training are being described with an emphasis on the process of training

2.3.1. The Systematic Model

The systematic training model has shaped the approach to training since the 1960s. Although of considerable value in introducing discipline it is at best a partial guide to what the training manager should do. The most important, and pervasive, model for the role of training in the organization can be labelled the systematic training model. A standard glossary of training terms defined systematic training as:

A circular model is presented because it introduces a link from evaluation to the further identification of training needs. The process then becomes continuous. Indeed most refinements of the model involve feed back loops in some form.

The IPM's recommended text by Kenney and Reid (1992) gives the version of planned training reproduced in the following figure.

Features of the Ashridge Model

- Training is not linked to organizational goals.

- Training is perceived as a luxury or a waste of time.

- Approach to training is non-systematic.

- Training is directive.

- Training is carried not by trainers.

- Training takes place in the training department.

- Emphasis on knowledge -based courses.

The focus on training (a discontinuous process) rather than development (a continuous process)

- Training becomes linked to human resource (HR) needs.

- Training becomes systematic by linking it to an appraisal system.

- The emphasis is still on knowledge-based courses but the focus of the course broadens, with greater emphasis on skill based courses.

- The link which is between training and HR needs encourages organizations to adopt a more developmental approach.

- Training is carried out by trainers but the range of skill demands placed on a trainer develops with the new breadth of courses offered.

- Line mangers become involved in training and development through their role as appraisers.

- Pre and post-course activities attempt to facilitate the transfer of off -the -job learning.

- Training is carried out-off-the job but through career development the value of on-the -job learning gains formal recognition.

- There is more concern to link a programme of training to individual needs.

3. The Focussed Approach:

- Training and development and continuous learning by individuals is perceived as a necessity for organizational survival in a rapidly changing business environment.

- Training is regarded as a competitive weapon.

- Learning is linked to organizational strategy and to individual goals.

- The emphasis is on on-the job development so that learning becomes a totally continuous activity.

- Specialist training courses are available across the knowledge/skill/value spectrum.

- Self-selection for training courses.

- Training is generally non-directive, unless knowledge–based.

- New forms of training activity are utilized by open and distance learning packages, self-development programmes etc.

- More concern to measure effectiveness of training and development.

- Main responsibility for training rests with line management.

- Trainers adopt a wider role.

- New emphasis on learning as a process.

- Tolerance of some failure as part of the learning process.

At the lowest level, education, training and development are peripheral to the organization. The organization takes little responsibility for training and expects little in return. Training is seen as a cost rather than an investment. The major report on training in the UK published in the mid 1980s; Challenge to Complacency suggested that this was the view in most organizations.

As the sophistication of the delivery of training and development increases, organizations adopt a more formalized approach. Training and development became more structured and linked into organizational process such as appraisal systems.

The Ashridge report suggests, however, that the full potential of training and development is released in those organizations adopting a focussed approach. Training and development are then intrinsic to the organization and occur continuously. The emphasis moves from formal training to personal development, driven both by the goals of the organization and the needs of the individual. Line managers and individuals assume the main responsibility for development. While trainers adopt advisors. facilitators and agents of change. Organizations achieving this level of sophistication are described in the report as learning organizations -a team which is considered more fully below.

The Ashridge report is an important piece of research. It recognizes unlike any of the other models previously discussed that training is currently being delivered at a number of different levels of sophistication in the UK. It offers a clear ladder of progression through stages to the focussed approach, which it regards as the way of future. The three-phase description is offered as a basis of a model of training and development against which organizations could plot progress.

The Ashrige model is stronger on description than prescription. It describes an ideal state for training and development in the organization and offers a useful set of indicators, which could be used to measure progress. It does not however, deal with the detailed mechanics involved in securing such progress. In particular, it does not offer directions for the training manager in an organization which is fundamentally in receptive.

It can be seen that the Kenney and Reid version emphasizes the importance of considering the feed back from evaluation of all stages in process.

Whatever the embellishments, the systematic model has two key characteristics. First, training can helpfully be perceived as a set of sequential steps; secondly, the identification of needs can be introduced in to the training cycle at the appropriate stage. Essentially these are discovered through carrying out a thorough investigation of individual or group training requirements, or by interpreting overall objectives set by the organization, or by a well managed combination of the two. The systematic training model is useful so far as it goes: it does center the trainers attention on the need to act in a structured and disciplined way and, most importantly, stresses the place of effective evaluation of the training activity and the benefits that it can bring to other parts of the training cycle.

However, it cannot be regarded as, a structured attempt to deal with the issues involved in delivering best training practice. In particular, it does not suggest that the training function should take a proactive role in developing supply -led capability, nor does it consider the need to embed the modern training function in the organization and define its relationship with the other parties involved in the delivery of training.

2.3.2. The Transitional Model:

The traditional model is comprehensively criticized in an article by Harry Taylor (1991), in which he also gives a revised model which is intended to remedy one of its deficiencies; this revised model he styles the transitional model. His critique, which richly repays direct examination, is summarized below and his alternative is presented.

Taylor argues the traditional systematic training model is firmly based in what he calls the strategic management paradigm:

"Based on an examination of the current environmental circumstances in terms of problems, threats or opportunities for the organization, top management sets the overall objectives which are then broken down in to manageable functional objectives to be pursued by functional specialists working through their own sequence of stages. Thus the systematic training model is meant to be both a mirror of and a contributor to, the general strategic management process".

He continues by arguing that the basic assumptions underlie 'the model: that training is seen as an investment in the organization; that a mechanism is required for

allocating resources between competing investment opportunities and that the appropriate mechanism is strategic planning; that there is a high degree of commonality between the interests of the organization and the needs of individuals who mayor may not receive training. Infact, there is a considerable divergence between theory and practice. Decisions on training are not always consciously made but evolve; successive published reports have reflected only tenuous links between training and organizational objectives.

Taylor then offers two critiques of the model. The first attempts to refine, repair, and rehabilitate the model and bring it closer to reality. For example, the profile of training in the organization can be improved. The second, more, critique challenges all the underlying assumptions: training cannot be characterized as an investment, since an investment in human resources is quite different in character from other forms of investment; the strategic management paradigm is of limited application; in the training sphere there can be a singular divergence of interests between the organization and the individual.

Taylor argues that the model has been developed as a means of professionalizing and thus attempts to establish its credibility. It has been put forward to explain and predict training activities and has been used by practicing trainers as a route map. The over all assessment is that the systematic training model despite its undoubted virtues of simplicity and its orientation to action can no longer, on its own, be regarded as generally valid.

Taylor offers a new model which he labels the transitional model is shown below.

Fig 3 A traditional model of systematic training

(Reproduced with permission from H. Taylor)
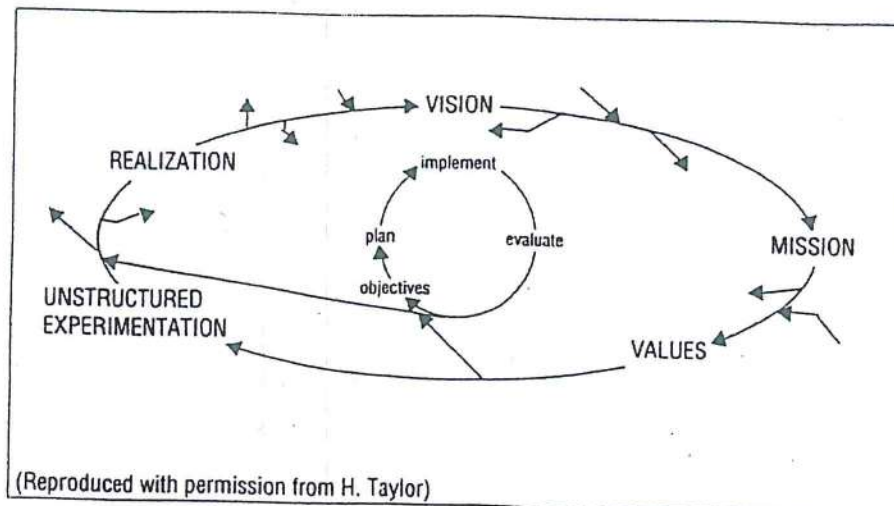
This he describes a double loop of corporate strategy and learning. The inner loop is the systematic training model; the outer loop is described as' crafted strategy' and learning.

Vision (the desired scenario), Mission (a statement of why the organization exists) and Values (the transition of the first two in to communicable ideals) must all precede specific attention to objectives.

Taylor is tentative in offering this new transitional model. His work, however, gives considerable insight. It retains the attractiveness of the systematic model as a route map; it embeds training strategy in the wider corporate context; it recognizes that the organization as a whole may be tentative on its approach to strategic development. The weaknesses are two fold. First his two loops differ in quality: the inner systematic training loop is robust and clear; the outer loop of crafted strategy and learning varies in its visibility and its exploratory.It is far less tangible and few organizations would be able to define its existence. Secondly, his model does not offer practical guidance for practitioners -a point which the author himself freely admits. He would argue that an alternative is required which is far more creative and intuitive and less specific controlled and programmed.

2.3.3 Nadler's Critical Events Model

Evaluation and feedback mechanisms have been beautifully interwoven in the process of training by Nadler (1982) in the "Critical Events Model" (CEM). At every stage of the training in programme design both evaluation and feedback mechanisms play important roles. They are at the heart of the training system having interactive relationship with every element of training process providing enough scope for their improvement. The answers tot he following questions can be had before arriving at any decision regarding the training designs from the evaluation procedures: -

- Whether the job performances have correctly been specified in consonance with the needs of the organization or not?

- Whether the training needs have been identified correctly on the basis of anticipated job performance levels or not?

- Whether the objectives have been formulated on the basis of pre-identified training needs or not?

- Whether the curricula have been designed effectively or not?

- Whether the instructional strategies (teaching/ training methodology) have been selected appropriately or not?

- Whether the training has been conducted effectively or not?

It is evident that the 'Evaluation and Feedback' process provides us an opportunity to streamline the training programme. However, the Critical Events Model (CEM) formulated by Nadler does not reflect the various levels of training evaluation.

2.3.4. The National Training Award Model

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┌─────────────────────────────────────────────────────────────────────┐
│  (A)  Business Need  ────►  (B)  Training Objectives ──►(C)  Training Design │
│                │                        │                         │         │
│                ▲                        ▼                         ▼         │
│  (F)  Organization Benefits ◄── (E)  Training Outcomes ◄── (D)  Training Delivery │
└─────────────────────────────────────────────────────────────────────┘
```
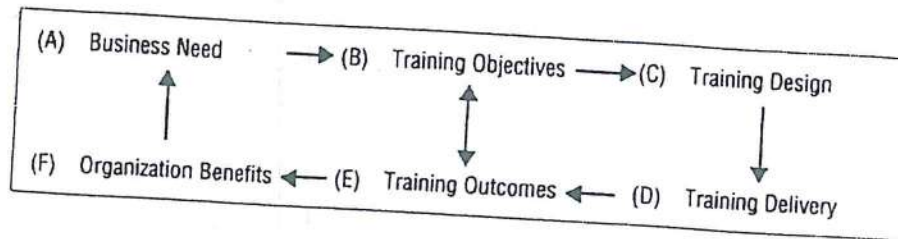
Fig 4 The National Training Award Model

Training outcomes could include less tangible consequences; the notes are also less rigid on organization benefits suggesting that while 'it is important that training outcomes lead to benefits, for the organization - these may not necessarily address the original "problem" but may include some unforeseen, yet valuable, results'. However, the whole approach

Reflects a confidence in the precision of the systematic training model, in particular a belief that:

- The requirements of organizational strategy should be translated in to training objectives.

- Such a translation is feasible.

- Training should take place in a systematic and sequential fashion.

- The results are capable of evaluation (quantifiable results are recommended).

Any criticism of the model must recognize that the National Training Awards are a valuable and laudable attempt to promote effective training throughout all organizations in many different sectors of the UK economy. These companies that have won National Training Awards can be fairly said to epitomize best UK training. Further more, there are a number of positive features to the model -it explicitly recognizes the need to link training objectives with the requirements of the organization; it does not assume that training activity is solely the preserve of training specialists.

However, the National Training Awards Model does not fully address or recognize some of other facts of training practice. In particular;

- It explicitly denies a proactive role for training in the organization, where by the training function assists in generating and articulating organization needs as well as reacting to them.

- By placing such a firm emphasis on quantifiable results it down grades the importance of the other less quantifiable effects of training activity (for example, improved morale through Team Building which, though not the prime objective of the activity, is a clear, if intangible, benefit)

- By concentrating on monitoring performance against pre-specified objectives, which are handed down to the trainer, it limits creativity.

2.3.5 Continuous Development Model: The models of the training process reviewed so far have related to the means of delivering training at a particular moment. They have not have been designed to offer a perspective on the continuing development of the training function. The next groups of models cover what is involved in enhancing the role of training over a period so that it may better serve the organization's needs.

The first such model follows the statement on continuous development promulgated by the IPM. The IPM has produced a set of recommendations for developing an organization, which will encourage its workforce to achieve its capability. Only indirectly could it be regarded as a model of the training process. Seven areas of activity are identified in the statement. Attention to each of these areas is needed if learning in the organization is to take place and continuous development is to be established. The areas are:

- Policies, where a written statement is useful and any statement must go beyond good intentions

- Responsibilities and roles, which are designated for senior executives, managers, personnel professionals and all learners

- The identification of learning opportunities and needs, particularly through operational plans, job descriptions, appraisals, special reviews and audits.

- Learner involvement, which should be achieved by encouragement and integration rather than compulsion.

- The provision of learning resources, where the organization should clarify its policies and practices on issues ranging from budgets through to coaching resources

- Benefits, which should be categorized and identified.

- Results, which are the characteristics that are displayed by a continuous development team.

Each of these areas is broken down in to greater detail, and the IPMs statement is best regarded as a model of good practice. It is a statement of something that the organization should aim towards rather than a prescription of how to get there. Its strengths are two fold. First, it places successful training in its wider organizational context and explores the links with other development activities. Secondly, it identifies a series of component activities, which can be addressed and achieved separately, on the road to the ultimate state of continuous development.

Developing Human resources in an organisation is the top most priority.

Training is one of the processes of Human Resources Development. Good investment in training. By an organisation will yield results to prepare an organisation to shock the future.

It is evident from the discussions on various models of training that training evaluation is at the heart of training process. It brings a training system in a dynamic equilibrium through various mechanisms including effective feedback and monitoring processes.

2.4 Concept of Training Evaluation:

Everybody talks about training evaluation, but as Mark Twain said about the weather, "nobody does much about it." Training evaluations, like beautiful women and old wine, are possessed of a mystique generally indefinable. Therefore, we do not even try to define these subjective and objective evaluation processes but rather engage in many-faceted descriptions of these wonders.

Evaluation of training compares the post-training results tot he objectives expected by administrators, trainers and trainees (Mathais and Jackson, 1991). Hamblin (1970) defined evaluation of training as "any attempts to obtain information (feedback) on the effects .of a training programme, and to assess the value of the training in the light of that information." He contended further that the primary purpose of evaluation was to improve training by discovering which training processes are successful in achieving the objectives.

Although evaluation is regarded as an integral part of the training system, it is seized with a great illness with the symptoms stated below by the Phi Delta Kappa (PDK), National Committee on Evaluation (Stufflebeam et al, 1971):

- The Avoidance Symptom: evaluation is perceived as a painful process that exposes the training institution's problems and individual's shortcomings. Evaluation is avoided unless absolutely necessary.

- The Anxiety Symptom: Evaluation evokes anxiety.

- The Immobilization Symptom: The lethargy and lack of responsiveness are symptomatic of ills.

- Lack of Theory and Guidelines Symptom: there is a lack of unified theory of evaluation. The illness generally breeds the following possible misuse of evaluation in a training institution (Suchman, 1972):

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).

WHITE WASH

An attempt to cover programme failure or errors by avoiding any objective appraisal (vindication replaces verification).

SUBMARINE

An attempt to "torpedo" or "destroy" a programme regardless of its effectiveness (politics replaces science).

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POSTURE

An attempt to use evaluation as a "gesture" of objectivity or professionalism (ritual replaces research).

POSTPONEMENT

An attempt to delay needed action by pretending to seek the facts (research replaces service).

In trainer and learner centered training designs, evaluation plays the key role. It keeps the training system in dynamic equilibrium for optimum results. The Manpower services Commission (UK) defined the following three interrelated concepts:

Internal Validation : " A series of tests and assessments designed to ascertain whether a training programme has achieved the behavioural objectives specified.".

External Validation : " A series of tests and assessments designed to ascertain whether the behavioural objectives of an internally valid programme were realistically based on accurate initial identification of training needs in relation to the pre-specified criteria of effectiveness adopted by the organization.

Evaluation: "The assessment of the total value of a training system, training course or programme in social as well as financial terms. Evaluation differs from validation in that it attempts to measure the overall cost benefit of the course or programme and not just merely the achievement of its laid down objectives. the term evaluation is also used in the general judgemental sense of the continuous monitoring of a programme or of the training function as a whole."

It can be inferred from above cited definitions that in the gamut of evaluation both qualitative and quantitative aspects along with value judgements on internal and external validation data are considered. To be more clear, we may put it in the following form:

Evaluation = Qualitative Description +Quantitative Description + Value Judgement. A Few More Definitions:

"Evaluation of training as "any attempt to obtain information (feedback) on the effects of a training programme and to assess the value of the training in the light of that

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information". Further Hamblin says that evaluation helps in providing feedback for improvement and better control of training. Evaluation is, therefore, collection of certain relevant data and analysis in order to determine whether a particular training effort is worthwhile or not from the point of objectives set." (Hamblin (1970))

"Evaluation is a systematic process by which pertinent data are collected and converted into information for measuring the effects of training, helping in decision making, documenting results to be used in programme improvement and providing a method for determining quality of training." (Basarab, Sr. & Root (1992))

"Evaluation is a collection of methods, skills, and sensitivities necessary to determine whether a human service is needed and likely to be used, whether it is conducted as planned and whether the human service actually does people in need." (Posavac & G.Carey (1980))

"Monitoring and evaluation of training programme as "The assessment and control of the progress of a training programme for its effective organisation". (Singh (1989))

" Articulated Training evaluations like beautiful women and old wine, are possessed of a mystique generally indefinable. So we don't even try to define these subjective / objective evaluation processes but rather engage in many-faceted descriptions of these wonders." (Goodell (1975))

"Evaluation is a process of establishing the worth of something. The "worth which means, the value, merit or excellence of the thing, is actually someone's opinion. The opinion is usually based upon information, comparisons and experience, and one might expect some consensus in this between informed people. Sometimes there is disagreement about the worth of something because people are using different criteria to make the evaluation. Further he also defined Evaluation of training is a process of gathering information with which to make decisions about training activities. It is important that this is done carefully so that decisions can be based upon sound evidence." (Bramley (1996))

" 'Training Evaluation' as the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organisational goals." (War retal (1970))

"Evaluation and testing process must be systematic and continuous. For tests to be most useful, the conclusions reached based on them must be presented in a form that can be properly interpreted by the instructor, the trainee and company management. He further emphasizes that in making evaluation, one must use oral test questions, performance tests and written test questions."(Denova (1928))

2.4.1. Necessity of Training Evaluation A review of literature

According to Charles C.Denova (1928) a question often asked is: Is Evaluation necessary? He answered the question as:

"Evaluation is necessary in order to be able to report on the effectiveness of training activities. To determine if the best, most economical training activities were conducted, an analysis of every aspect of training is a must. The planning process is not complete without a specific plan for evaluation. An effective evaluation plan covers three major areas:

Area One: The assessment of the change in behaviour by those individuals exposed to the training situation or activities.

Area Two: An analysis of whether or not the training activities further the attainment of the goals and objectives of the business enterprise.

Area Three: An evaluation of the training personnel, methods and materials".

Dennis Lyn (1968) visualized evaluation as the backbone of learning process. From time to time, many researchers and evaluation experts have reviewed the purposes and uses of training evaluation.

Phillips (1991) articulated the following proposes for training evaluation.

According to him evaluation is undertaken for several purposes, which usually fall in to one of the two categories:

To improve the HRD Process or

To decide whether or not to continue it.

He further elaborates the purposes of evaluation:

- To determine whether a programme is accomplishing its objectives.

- To identify the strengths and weaknesses in the HRD process.

- To determine the cost/benefit ratio of an HRD Programme.

- To decide who should participate in future programmes.

- To test the clarity and validity of tests, questions and exercises.

- To identify which participants benefitted the most or the least from the programme.

- To reinforce major points made to the participant.

- To gather data to assist in marketing future programmes.

- To determine if the programme was appropriate.

- To establish a data base which can assist management in making decisions.

Anderson and Ball (1978) proposed the following major purposes of evaluation:

- To contribute to decisions about programme installations-

- To contribute to decisions about programme contribution, expansion or certification.

- To contribute to decisions about programme modification.

- To obtain evidence to rally support for a programme.

- To contribute to the understanding of basic psychological, social and other Processes.

Mark Easterby Smith (1986) has also identified three general purposes of evaluation.

i)   Proving: Demonstrates conclusively that something has happened as a result of training or developmental activities and that this may also be linked to judgements about the value of the activity; whether the right thing was done, whether it was well done, whether it was worth the cost and so on.

ii) Improving:

Implies an emphasis on trying to ensure that either content or future programme and activities become better than they are at present.

iii) Learning:

Recognizes that evaluation cannot with ease be divorced from the processes upon which it concentrates i.e., learning and development process itself.

Rae (1986) has classified the uses of evaluation under the following heads:

Trainer Interest:

- Our training ideas are in step with the learning needs-
- Our skills are being maintained.
- The opportunity is available for us to improve. Training Manager Interest:
- In the level of performance of his trainers.

Senior Management Interests:

- The training is being applied in the work situation.
- The training is producing sufficient change in organisational efficiency to warrant the continuation of the training expenditure.

Client Interest:

Organisational and personal development areas.

Robert S. Dvorin (1987) identified the following 5 basic criteria for evaluation:

- Participant's Reaction: How did the participant's feel about the training, the instructor and instructional methods utilized, the material, the usefulness or applicability of the training, etc.?
- Changes in participant's knowledge and or skills. What new knowledge or skills were acquired and demonstrated?

- Changes in participant's attitudes. In what ways and to what degree have the attitudes of the participants (values or beliefs) been influenced by the training activities?

- Changes in Job performance as a result of the training, do the participants perform differently in their work setting?

- Organisational performance or results. In what way did the training contribute to achieving specific organisational goals such as reduced turnover, improved safety, higher productivity, or a decrease in employee grievances?

Re ay (1994) identified the following reasons for evaluation:

- The effective use of resources.

- Doing better in the future-

- Solving your organisation's problems.

- Obtaining feedback.

- Justifying the existence of the training function.

From above reviews of research it can be improved that 'Training Evaluation' is extremely important for

i) Improving the training function

ii) Judging the effectiveness of training informatives at job-behavioural level

iii) making decisions for investments in training.

2.5. Scope of Evaluation:

Following researchers have tried to define the scope of evaluation to improve programme effectiveness.

2.5.1 The Kirkpatrick Approach:

The most well known framework for classifying areas of evaluation comes from Kirkpatrick. In his model, he developed a conceptual framework to assist in determining what training evaluation data are to be collected. His concept calls for four levels of evaluation, and answers four very important questions.

Level Questions

I. Reaction Were the participants pleased with the programme?

2. Learning what did the participants learn in the programme?

3. Behaviour did the participants change their behaviour based on what was learnt?

4. Results did the change in behaviour positively affect the organization? Further Evaluation

Reaction: Reaction is defined as what the participants thought of the programme, including materials, instructors, facilities, methodology, content etc.   It does not include a measure of the learning that takes place. The reaction of the participants is often a critical factor in the continuance of HRD programmes. Responses on reaction questionnaires help to ensure against decisions based on the comments of a few very satisfied or disgruntled participants. Most trainers believe that initial receptivity provides a good atmosphere for learning the material in the programme but does not necessarily lead to high levels of learning.

Learning: This level of evaluation is concerned with measuring the learning of principles, facts, techniques, and skills presented in a programme. It is more difficult to measure than reaction. The measures must be objective and quantifiable indicators of how the participants understood and absorbed the material. There are different measures of learning including paper- and-pencil tests, learning curves, skill practices, and job simulations.

Behaviour: The term "Behaviour" is used in reference to the measurement of job performance. Just as favourable reaction does not necessarily mean that learning will occur, superior achievement in a programme not always result in improved behaviour, on the job. Evaluation in this category may include:

- Before and after comparisons.

- Observations 'from the participant's superiors, subordinates, and peers.

- Statistical Comparisons

- Long-range follow-ups and results.

Evaluations at this level relate the results of the programme to organisational improvement. Some of the results that can include costs savings, work output improvement and quality changes. This includes collecting data before and after the programme and analysing the improvement. In this evaluation every effort should be made to isolate the variables, which could have caused the improvement.

The hypothesis of Kirkpatrick was: "If the trainees react favourably, they will probably learn more; if they learn more, they will change their behaviour and if they change their behaviour, the usual indices of performance will increase.

2.5.2 Warret al (1970) defined the following types of training evaluation:

i. Context Evaluation: mainly implies the assessment of training needs as a basis for a decision.

ii. Input Evaluation: focuses on using facts and opinions about the available human and material training resources in order to choose between alternative training methods.

iii. Process Evaluation: encompasses the measuring of the consequences of training in terms of immediate, intermediate and long-term outcomes.

He also outlined the following two tasks for the training specialists.

* Training Specialists should devote more attention to increasing the involvement of superiors in their sub-ordinate's training-

* Training Specialists should devote more attention to developing before and after and other measures in order to set-up a self-correcting training system.

2.5.3 Tracey's Approach

Tracey (1974) used evaluation as a part of control by the training manager. He suggested seven-step control system for training establishing standards (in the area of personnel, space and facilities, equipment, materials, production time, funds and costs) measuring performance of evaluating performances, evaluating training and development system, budget execution, regulation and accounting, review and analysis, and correcting performance.

2.5.4. Suchman's Approach

Suchmanetal (1968) discussed in detail various dimensions of evaluation outcomes. They reproduced some questionnaires used for evaluating organisational functioning, learning environment, job satisfaction, need satisfaction, and organisational adaptability (problem solving, access to observable evidence for evaluation of such outcomes).

2.5.5. Pareek's Approach

Pareek (1983) identified the clients for evaluation, namely participants, training institute (curriculum planners, programme designers, programme managers), faculty and the client organisation (ultimate users and financiers of training). He further identified four main dimensions of evaluation: evaluation of contextual factors, evaluation of training inputs, evaluation of training process and evaluation of training outcomes.

2.5.6. The Bell System Approach:

A slightly different approach was developed as a result of a study at AT& T and the Bell System units. Prior to the divestiture of AT & T, Jackson and Kulp presented their classification of results in an ASTD Conference on "Determining the payoff of management Training".

The following levels of programme results, or outcomes, were presented:

- Reaction outcomes.

- Capability outcomes.

- Application outcomes.

- Worth outcomes. Reaction outcomes:

This presents the participants' opinions of the programme as a whole or as specific components such as content, materials, methods, or activities. In a word, did they. Accept the programme?

Capability outcomes:

This covers what participants are expected to know, think, do, and produce by the end of the programme. Application outcomes:

This involves what participants know, think, do or produce in the real-world setting(s) for which the HRD programme has prepared them. Worth outcomes:

This is a most significant result because it shows the value of training in relation to its cost. This outcome represents the extent to which an organisation benefits from training in terms of the money, time, effort or resources invested.

The first two levels represent the immediate goals of training; the second two levels represent the long-term results.

2.5.7. The CIRO Approach

A third general approach to classifying types of evaluation comes from Warr, Bird, and Rackham (1970). This rather unique approach to classifying evaluation has been used in their work in Europe and it has a much broader scope than the traditional use of the term "evaluation" in the United States.

As with the three previous approaches, there are four general categories of evaluation studies. They form the letters CIRO:

* Context evaluation.

* Input evaluation.

* Reaction evaluation.

* Outcome evaluation. Context Evaluation:

This involves obtaining and using information about the current operational situation (or context) to determine training needs and objectives. This evaluation determines if training is needed. During this process, three types of objectives may be evaluated.

* *Ultimate objectives:* the particular deficiency in the organisation that the programme will eliminate or overcome.

* *Intennediate objectives:* the changes in employees' work behaviour that will be necessary for the ultimate objectives to be attained.

* *Immediate objectives:* the new knowledge, skills, or attitudes that the employees must acquire to change their behaviour as required to reach the intermediate objective.

Context evaluation consists of collecting information about a performance deficiency, assessing that information to establish HRD needs and, on the basis of those findings, setting objectives at three levels.

Input Evaluation:

Input evaluation consists of obtaining and using information about possible training resources to choose between alternative inputs to HRD. This type of evaluation involves analysing the resources available and determining how they can be deployed so that there is a maximum chance of achieving the desired objectives. Factors such as budget and management requirements may limit the options available. Questions which become relevant during this evaluation are:

- What are the relative merits of the different HRD methods?

- Is it feasible for an outside organisation to be more efficient at conducting the programme?

- Should it be developed with internal resources?

- Should the line organisation be involved?

- How much time is available for HRD?

- What results were achieved when a similar programme was conducted in the past?

Thus, input evaluation refers to the process of collecting evidence and using it to decide on the HRD Methods.

Reaction Evaluation:

This involves obtaining and using information about participant's reactions to improve the HRD process. The distinguishing feature of this type of evaluation is that it relies on the subjective reports of the participants, and their views can prove extremely helpful if they are collected in a systematic manner.

Outcome Evaluation:

This involves obtaining and using information about the results (or outcomes) of HRD to improve future programmes. This is the most important part of evaluation. If

outcome evaluation is to be successful, it requires careful preparation before the training programme begins. There are four stages which form outcome evaluation-

- Defining trend objectives.

- Selecting and constructing some measures of those objectives.

- Making the measurements at the appropriate time.

- Assessing the results and using them to improve later programmes. In determining the results of training it is helpful to think in terms of a hierarchy of HRD outcomes. These correspond to the three levels of objectives discussed earlier and are the immediate outcomes, intermediate outcomes and ultimate outcomes. Successful HRD will produce some change in a participant. This is an immediate outcome. Initially, this training is reflected in the changes of knowledge, skills or attitudes. Although these three characteristics are interrelated, it is often useful for the purposes of analysis to consider them separately. Changes in knowledge, skill or attitude can be measured as soon as the course has been completed and before the participant leaves the HRD programme.

HRD is not conducted primarily for the sake of learning something. Its main concern is to bring about positive change in the participant, or intermediate outcomes. This involves on-the-job behaviour change without which there will be no change in job performance. The change in knowledge, skills, or attitude does not necessarily guarantee a change in job performance.

If change occurs in the performance of the participants on the job, then the organisation will be affected in some way. The impact on the organisation is the ultimate outcome of any HRD programme. For example, there may be improvements in the departments output, cost, scrap rates, accident frequencies etc. This type of change is measured in terms of a department or section as a whole, and not necessarily on the part of individuals. This measurement represents one of the most difficult areas of evaluation.

2.5.8 The I.B.M. "Approach:

I.B.M., whose training budget totals almost $1 billion, also evaluates its training on the four levels. " Another variation of the Kirkpatrick model, these levels are defined as follows:

Reaction:

A satisfaction rating that asks trainees how valuable they found the programme.

Testing:

Pre and Post-training measurements that assess knowledge and skills improvement as a result of the training programme.

Application:

The extent to which participant's applied new skills on-the- job and the results achieved from the application.

Business Results:

What I.B.M. expected from the programme in the form of a return that can be converted to a dollar value. IBM admits that their ultimate level is business results, showing the dollar impact. They take some measurements to this level, although only in certain cases, and most of those cases involve technical or hard skills training.

2.5.9 Xerox Approach:

Another model for evaluation is the category used by Xerox Corporation in their evaluation efforts. As with the other models, evaluation focuses on four levels:

Entry Capability:

An evaluation of trainees at the time they enter a programme to determine if the prerequisites for the programme are satisfied.

End-of-Course Performance:

Addresses the issue of whether or not trainees achieve the desired training outcomes. This is linked to training objectives.

Mastery Job Performance:

Focuses on the question of whether or not graduated of the programme exhibit mastery performance under normal job conditions after a practical period of on-the-job experience.

ORGANISATITONAL PERFORMANCE

Focuses on which programme participants meet or exceed organisational targets after practical period of on-the-job experience. This approach is very similar to other models but has a different twist with the entry measurement.

2.5.10 CIPP Model:

Another model that is receiving wide spread use in several organisations is the CIPP Model which is an acronym of the four basic types of evaluation in the model - Context, Input, Process, and Product developed by leading educators on the National Study Committee on Evaluation of Phi Delta

Kappa, an International Society of Professional Educators, the CIPP model is valuable for evaluation of management training and development. Its developers claim it is practical, effective, efficient, comprehensive, balanced and useful. The four levels are:

Context Evaluation:

Useful for providing a rationale for determined executives, Context Evaluation defines a relevant environment, identifies needs and opportunities and diagnosis specific problems. A needs analysis is a common example of context evaluation.

Input Evaluation:

Provides information to determine how to use resources to best meet programme goals. It is used to decide if outside assistance is necessary and to help determine general strategy for planning and designing the programme. The results of input evaluation are often seen as policies, budgets, schedules, proposals and procedures.

Process Evaluation:

Provides feedback to individuals responsible for implementation. It is accomplished through monitoring potential sources for failure, providing information for

preplanned decisions during implementation and describing what actually occurs. Both informal approaches are used in data collection. These include reaction sheets, rating scales and analysis of existing records.

Product Evaluation: Measures and interprets the attainment of objectives. It should measure intended as well as unintended outcomes. Evaluation at this level can take place both during and after programme. The traditional review of evaluation has meant product evaluations. Any traditional evaluation procedure may be used at this level, providing it is a good fit for the situation.

In Summary, Context Evaluation assists in forming goals; Input Evaluation aids in programme planning; Process Evaluation guides implementation and Product Evaluation helps in recycling decisions. The CIPP model has received favourable attention and may be a model of preference over the Kirkpatrick model.

A study of 300 members of the ASTD revealed the extent of use of the CIPP model. With an 80% response rate and high validity and reliability in the research project, it appears that the CIPP model wins out. According to the respondents, 126 out of 225 preferred the CIPP model, where as 82 of the 225 preferred the Kirkpatrick model. Seventeen had no preference.

Which Model is the best?

Describing ten models for levels of evaluation invites confusion. Unfortunately, the literature is not limited to ten. There are many others, most of which are variations of those presented here. Now comes the important question, "Which one is best?" "There is no right answer." What is best for one organisation may be inappropriate for another. The most important course of action is to select a model around which the organisation will focus its evaluation. The models represented by Kirkpatrick, and IBM are very similar. Although the words differ, they focus on reaction or satisfaction at the first level, learning or achievement at the second level, behaviour or measurable job performance at the third level and business results or ultimate outcomes at the fourth level.

Evaluation should occur at the each of the four levels and a comprehensive evaluation process will focus on all four levels in the same programme. The common thread among most evaluation experts is that emphasis should be placed on the ultimate

outcome, which results in improved group or organisation performance. It is the most difficult to obtain document, and measure.

2.6 Research on Evaluation Instruments

This section examines evaluation tools and their use as each evaluation level technique is discussed and located within four main time zones, namely:

(i) Pre-Course: Any period of time before the course begins.

(ii) During course: Any evaluatory activity, which deliberately takes place while the programme is running.

(iii) End-of-course immediately post-course: Evaluatory devices employed on the last day of the course (this may include exercises administered at the beginning but not collected until the end).

(iv) Longer time post-course: Any evaluation which is carried out after at least a month has elapsed.

<u>QUESTIONNAIRE</u>

A questionnaire must rank as the most widely used evaluation tool which has been popular throughout the history of evaluation and remains so till today.

Precourse : It has been used for a variety of purposes. Needs analysis is a common use. Negale and Fisher (1985) and Rae (1980) advocate a pre-course questionnaire as a form of self-analysis and assessment. The trainee has a means to clarify his feelings, capabilities and possibilities and position for himself, which of course is useful to the trainer. It is suggested that the trainee should discuss the questionnaire with his controlling officer / manager so that they both set reasonable objectives for learning.

During Course: Questionnaires are not typically administered during a short course. It would be difficult to implement major changes mid-stream on a one-week programme.

End-of-course post-course: A vast majority of questionnaires are ad- ministered for testing the reactions of trainees to training.

Longer time post-course: Naturally, a problem here is non-response since the questionnaire needs to be administered by post. Nevertheless, it is used as a method of

measuring transfer of learning, changes in behaviour, etc. There are ways of persuading response too- follow-up interviews, sending it via a superior.

TESTING

This method has its advocate in the first three time zones. Pre-Course: Basically testing at this point consists of paper and pencil tests on knowledge and skills. Barber and Randall (1982), and Swanson and Sleezer (1987) were advocates of this methodology. The results are sometimes compared with a control group.

During Course/end-of-course : Birnbrauer (1987), in particular, recommended in-training performances tests in actual or simulated job environments. Pat ton (1983) recommended end-of-course attainment tests. Barber and Randall (1982) acknowledged that the Hawtheme effect was likely to operate and thus render these results questionable.

GRADING

It is applied to the testing concept as described as described above by treating management training courses as technical training courses and thereby grading participants in three time periods: During Course grade according to success at problem solving; and Post-course attach grades to personal records as evidence at appraisal time.

APPRAISAL

Appraisal is an important evaluatory exercise, which has a general application in management.

Pre-course/long term post-course Kickpatrick (1983) and Birmbrauer (1987) suggested on-the-job appraisal by self, superiors, subordinates and peers. A control group should also be appraised. Trainee's second appraisal occurs at least after three months(post-training).

During Course: Easterby-Smith (1988) advocated self, peer and tutor appraisal on MA programmes.

INTERVIEW

While costly in terms of hours, the interview is a popular evaluatory tool particularly with trainers. The results are qualitative.

The interview is used particularly on tailored courses, as needs analysis. Barber and Randall (1982), Hogarh (1977), and Phillips (1983) conducted it, both with potential trainees and their superiors. It can range from he non-directive interview intended to judge feelings and reactions, to the more specific and systematic where trainees are asked to outline at least three specific work areas and objectives to be attained by them.

COST-BENEFIT EXERCISE

Companies demand "tangible" benefit from training programmes which are costly and they need to justify their spending. Some writers on evaluation have taken the cost benefit bottom line or return on investment exercise as a means of proving the worth of training in monetary terms. With one exception, this approach falls into the extreme time zones and is practiced as a sole evaluation instrument by adherents of a scientific evaluation instrument by adherents of a scientific evaluation theory, other systems users apply other methods as well.

ACTION SESSION AND PROJECT

The action session is a training and evaluation device. It is not used pre-course. It has many advocates as it is seen as a practical method, which can show a real tangible benefit to the individual participants through which the company must also gain. It also provides a link between the return-to-work participant and his employment. The employer has to ensure that the action plan is implemented. In theory post course debriefing and transfer of learning are subtly built into the process.

The action session/ project method is unusual in that it combines training and evaluation in such a fashion that it is difficult to see that overlifting. The most recent theory on evaluation maintains that it should happen naturally throughout all aspects of the training process. It will not necessarily provide an objective assessment of a group. It is indeed doubtful that complete objectivity can ever be assured.

REPERTORY GRID TECHNIQUE

This is based on Kelly's Construct Theory (it is used end-of-course and long term post-course) that people behave according to their interpretation of what is happening around them. The repertory grid is a means by which we identify and measure perceptions. It gives quantifiable data on aspects, which have been seen as subjective and

difficult to pin down. It is a means of making sense of an individual's experience. The repertory grid consists of:

- A set of elements to be examined;

- A set of constructs -the pairs of statements which the respondent uses to compare and contrast the elements, often opposites; and

- A link for the constructs such as a rating scale.

Easterby-Smith (1988) discussed the method as being a useful data gatherer on individual experiences. It is not useful to discuss general comments about a programme. It is useful to pinpoint differences between trainee group members and control groups.

CRITICAL INCIDENT TECHNIQUE

This has similarities with repertory grid in that the precourse, end-of-course and long-term post-course incidents can be seen as similar to the elements, which are examined. It works on the principle that a person's behaviour is ritualized and routine until something comes along to disturb it. These critical incidents and the reasoning behind them led to an understanding of how and why people are good or bad at work. The same system may be applied to a training programme and might be a useful addition to the more standard questionnaire.

PROTOCOL ANALYSIS

This is another technique reliant on qualitative information (it is used at end-of-course and long term post-course). Course participants are asked to record their thoughts and feelings on the programme. The evaluator infers judgements from these which he applies to his own framework of analysis.

QUESTIONNAIRE

The literature search found only one example of this. It is a fairly elaborate diagnostic measure of use only to trainers.

Pre-course: Following interview, the information gathered is compiled into a list of statements for administration to participants, superiors and subordinates. They are asked to agree or disagree with statements and from their responses the need of the company is analyzed for drawing up the programmes.

Post-course/ end-of-course: The questionnaire is administered on the last day of course to measure attitude change.

Longer time post-course Six weeks later, subordinates fill the questionnaire as a measuring transfer and highlighting further training needs.

Post-training Strategies: Following Post-training strategies have been outlined by Ron Zemke & John Gunkler (1985).

1. "LOVE-NOTES": The follow-up letters strategy:

Follow-up notes to the trainee and the trainee's supervisor after the training can produce significant gains in skills transfer, suggests Thomas Connellan of performance feed back Associates in Ann Arbor, MI. Actually, the process he advocates starts, at the out set of the training, with a letter to the trainees supervisor while the training is still in progress. This letter asks the supervisor to set up a meeting with the individual on his or her return from training to discuss what was learned, how the individual will use the new skill or information on the job and what support the person needs from the supervisor. The letter also asks the supervisor to schedule a second meeting three to five weeks after the first to discuss progress.

A second letter goes from the training department to the trainee two months after the training. This one asks the trainee to assess the two meetings with the supervisor, and the support received from the supervisor since the end of training.

2. "CAN WE TALK -AGAIN?" The Post Training Chat:

The post-training discussion between the Supervisor had the returned trainee should center around the trainee's end-of- training action plan - if there is one-with the Supervisor taking a reactive role. If no, PAP or list of action items has been generated, the Supervisor's role becomes a more active one.

With the Supervisor in the driver's seat, the discussion should center on:

- What did you learn?

- How will it be useful to you?

- What can you do first?

- By when?

- How can I help you?

3. "PRACTICE, KIDDIES, PRACTICE"

The rehearsal -room strategy: Very old joke:

Tourist to Beatnik: "Excuse me, Sir, how do you get to Carnegie Hall?"

Beatnik: "Practice, man, practice". The ingredient most frequently shortchanged in training is practice. Knowing about something is quite different from being able to do it; ask any armchair quarterback. But often practice is kept to a minimum for very legitimate reasons, especially in off-site training. When lack of in- training practice is questioned, considerations such as safety, cost, time and logistical problems in setting up realistic practice situations are usually blamed, along with the ever popular, "They always groan about role play. It's the least liked part of the course, anyhow".

The real reason for not providing practice usually boils down to the matter of dollars. It is very expensive to take people away from their jobs to train them and allowing them to practice what they are learning is frequently viewed as somehow being of secondary importance to cramming one more piece of new "stuff" in to the programme and, hopefully, into their heads.

One way around the problem is through planned rehearsal. If the training is being held near the trainees' actual work site, setting up a laboratory is a possibility. This approach works nicely for word-processing, and microcomputer skills. We have also seen labs for Public Speaking Skills. Here, an executive with a speech to make or a Press Conference to hold goes to the lab, turns on a Video tape machine, gives the speech or makes his announcement, and then reviews the tape. Only graduates of the initial training gain laboratory privileges, part of the training is in the use of the laboratory. In the case of trainees who are from remote areas, it may be possible to set up a situation where off-line and out-of-production equipment is designated for practice work.

4. "AS YOU REMEMBER ": The refresher training strategy:

The follow-up or refresher session is a much-overlooked option for promoting transfer. Arty Trost of Organisational Dynamics in Sandy, or promotes the refresher session as a way of dealing with things the trainees are encountering on the job that were not considered in the training. The refresher session also gives the trainer a way to gather case material caveats for subsequent rounds of training.

Trost emphasizes that the follow-up does not provide new material. It refines and polishes skills learned in the original training session and encourages continued use. Timings of refresher training seemed to be related more to convenience than to any optimum we discovered. Periods from four weeks to four months are commonly recommended as the proper interval between training and refresher. In practice, we have seen refresher programmes mounted as long as a year after the initial training.

5."HEY! NICE JOB, GLADYS!" The Superior-as-Coach strategy:

Several of the strategies already mentioned allude to the Supervisor as an important figure in the successful transfer of new skills to the workplace. If the Supervisor does not care the employee to use what was taught in the training, then nothing will be different back on the job.

The Supervisor as Coach should:

- State expectations of the trainee with regard to the content of the training.

- Set goals for using new skills.

- Give trainees feed back on their progress toward using the new skills on the job.

- Encourage and praise the trainee's use of the new skills progress toward mastery and efforts to apply the new skills and knowledge on the job.

- Be available to coach and counsel the trainee in applications problems.

Act as an appropriate model of how the skills are applied.

Dean R.Spitzer (1982) proposed the following evaluation techniques for use on-the-job.

1.PERSONAL ACTION PLANNING:

Personal Action Planning is one of the most widely used methods to increase the likelihood of on-the-job follow through. During the course individual trainees complete 'An Action Plan' which identifies the steps they plan to take to apply the new skills when they return to the job. As a result, trainees make a certain commitment to action, especially if they publicize their commitment by sharing their plans with others. Ask participants to complete part of their action plans after each segment of the course, ask trainees to review and prioritize their action plan steps.

2. GROUP ACTION PLANNING:

Follows the same format as personal action planning. Try to form groups of trainees who will either be working together or will have access to each other on the job. This technique develops the same sort of commitment as personal action planning, but also provides a support system for trainees when they return to the job.

3. MULTIPHASE PROGRAMMING.

Multiphase Programming involves running a training programme in parts so that trainees immediately apply part of the lesson on the job. Often the lack of on the job skill application is caused by skill over load. Participants just learn too much and feel overwhelmed. By dividing programmes into parts, you can send your trainees back to the job with a manageable amount of new skill. They can apply these skills and return to the programme to share their experiences and solve problems before progressing to the next skill area.

Multiphase programming is very successful in organisations flexible enough to permit this type of Computer training. However many organisations are not receptive to the idea; they prefer the! All or nothing! approach. Try to sell this type of programme with in your organisation. It is the best way to train.

4. THE BUDDY SYSTEM:

Pairs programme participants so that they can learn together and give each other support back on the job. Since lack of support back on the job is a major problem, train

atleast two people from each department at the same time. That way, some close interaction will exist after the training programme ends.

When the "Buddy System" is used along with small-group activities (involving people from other departments), you get the best of both worlds: trainees develop support systems and interact with people from other job categories.

5. RECOGNITION SYSTEMS:

Reinforce the value of new skill applications. Although few trainers have much control over major incentives, they can design meaningful recognition systems. Trainers can give certificates, letters of merit, performance points and publish newsletters, just to mention a few ideas. Recognition is a powerful incentive in a work environment that offers few other perks.

6. AMPLE RESOURCE ACCESS:

Ample Resource Access is an important follow-up to training that makes on the job application of skills easier. Trainers must never assume that initial training will be enough. Follow- up resources can include a hot-line phone number for asking questions, audio cassettes that will serve as a refresher, summary sheets, trainer visits to the work place and other methods. Resource provisions in the work environment will enhance skill application and demonstrate your continuing commitment to trainee's welfare.

7. FOLLOW-UP QUESTIONNAIRES:

Follow-up questionnaires should be sent to participants after they have had a week or two to try out new skills. Evaluation questionnaires completed immediately after a course ends are almost always biased by gratitude, relief (that the course is over) and forgetfulness (about all the worst aspects of the course). After all, it is only in application that any training course can be meaningfully evaluated. Additional information and "prodding" can be added to the questionnaire to increase the probability of application. It also shows trainees that you care and are still thinking of them. Send follow-up material to trainees on a regular basis (perhaps weekly) for the first month or two after a course.

8. FOLLOW-UP CONTRACTS:

Such as telephone calls ("How are things going?") or even personal visits serve the same purpose as a questionnaire, but do so more personally.

9. FOLLOW-UP SESSIONS:

Give participants an opportunity to come together again to share ideas and solve problems. This is particularly useful when the multiphase programming method is impractical. These sessions invariably produce a positive response, as well as provide the opportunity for follow-up course evaluation.

These methods will greatly enhance your effectiveness as a trainer. It will certainly increase the likelihood that trainees will use the skills you so expertly teach them.

2.7. Summing UP

Evaluation is the heart of training process. In training institutes and HRD centers, training evaluation practices focus more on 'Reaction Evaluation'. In some training programmes 'Learning Evaluation' is done through examinations. Only a few research studies have been conducted on 'Job-behaviour' changes after training. In police, it is the first attempt in India at the National Police Academy to slide the impact of various training interventions.

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CHAPTER 3

RESEARCH DESIGN OF STUDY

This chapter covers inter-alia –

❖ Problem Statement and Research Design.

❖ Objectives of Study.

❖ Procedural dimensions of Study.

❖ Sample of Study.

❖ Descriptions of various questionnaires used in the Study.

❖ Definitions of important terms.

❖ Delimitations of study.

3.1 Statement and Research Design of Study:

Based on the review of literature on 'Training Evaluation Practices', the Investigators arrived at the conclusion that no intensive study has been undertaken in India for systematically studying the impact evaluation of training in private, public and Government Sectors. Moreover, impact evaluation of IPS Officers training has not been done so far.

Therefore, the following study was undertaken for in depth study:

"Impact Evaluation of Basic and In-Service Training at NPA Programmes for IPS Officers at the National Police Academy, India".

Research design of study is presented in Figure 1

Design of

Training Impact Evaluation (TIE)

(360^0 Feedback)

1 - IPS OTs

2- Senior Police Officers

3- Public

4- Subordinate Ranks

5- Experts in Training Field
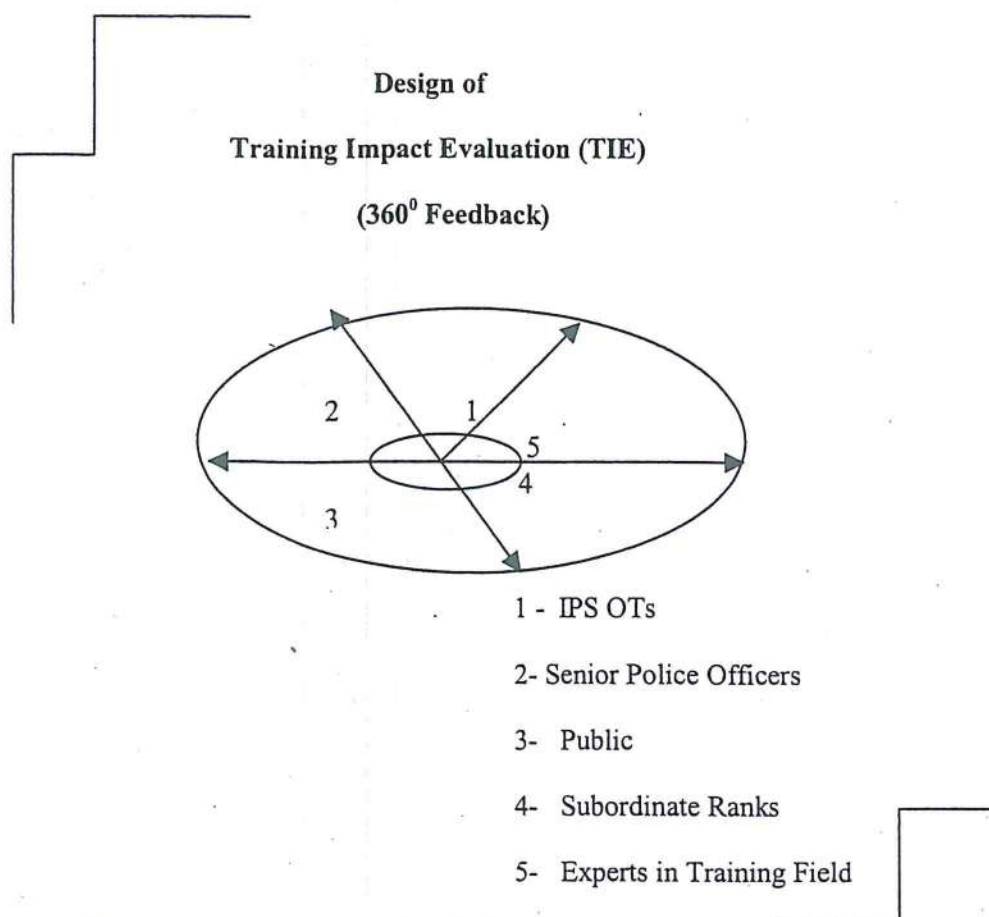
Figure 1: 360 degree Training Evaluation Design

Evaluation data Providers were:

i)   IPS Officer Trainees.

ii)   Senior Police Officers.

iii)   Subordinate Ranks.

iv)   Members of Public.

v)   Top Leaders in the Training Field.

3.2. **OBJECTIVES OF STUDY**

Following were the objectives of study –

1. To study the impact of Training at National Police Academy as perceived by the IPS Officer trainees in the following domains:

    ❖ Personal Effectiveness.

    ❖ Professional Knowledge, Values and Skills enhancement.

    ❖ Service to Society.

2. To elicit the feedback from IPS Officer trainees on the following aspects:

    ❖ Indoor and Outdoor Training interventions at NPA.

    ❖ Counsellor System at NPA.

    ❖ Practical District Training.

3. To have the response of IPS OTs and Senior Police Officers to study the mechanisms of on-the-job transfer of training:

    ❖ Attitudes To Training.

    ❖ Police Organisation Ethos and Culture.

4. To study the response of Senior Police Officers on the impact of NPA's IPS OTs training.

5. To study the impact of in-service courses on personal effectiveness and leadership competencies of trainees.

6. To study the public perception of IPS Officer Trainees' impact in society.

7. To elicit the view subordinate ranks on the IPS Officers' performance in field.

8. To study the response of Top Leaders in the field of the training with regard to training interventions and transfer of training.

9. To evolve action plans for further improvement of training function at National Police Academy on the basis of the findings of Study.

3.3 Sample of study:

Subjects for the study were selected randomly by the Investigators. The description of sample is as under:

Table 1 – Sample of Study

Sl,No	Description of Subjects	Sample
1	Indian Police Service Officer Trainees	113
2	Senior Police Officers (From SP to IGP's Levels)	89-views on IPS OT's trainees 199-Attitude Scale
3	Top leaders in the field of training	35
4	Members of Public	253
5	In-Service Course Participants (Those who attended Training Programmes at NPA from 1997 to 1999	84-In-service Course participants 19- Induction Course Participants.

3.4 Procedural Dimensions of Study:

Following procedural steps were undertaken by the Investigators for the completion of study: -

Step 1 : Intensive survey of literature for developing theoretical model for the study and the construction of questionnaires.

Step 2 : Construction of questionnaires and adaptation of OCTAPACE profile developed by Prof. Udai Pareek.

Step 3: Data Collection through mailing the questionnaires.

Step 4 : Analysis of data : Data was fed on SPSS Package. Following Descriptive Statistical techniques were applied.

- ❖ Mean, Mode, S.D.
- ❖ Chi-Square Test.

Step 5 : Report Writing.

3.5 Description of Questionnaire:

As indicated earlier the data was collected by using questionnaires. Descriptions of various questionnaires is as under:

3.5.1 Opinionnaire: Views of Top Leaders In Training on Transfer of Learning

It contains both open-ended as well as closed-ended questions. The questions focus on:

- ❖ Training as an investment in HRD.
- ❖ Training as a contributor to the organizational effectiveness.
- ❖ Transfer of learning by new and experienced trainees.
- ❖ Alternatives to HRD besides training.
- ❖ Factors affecting transfer of training on the job.
- ❖ Organisational interventions for effecting transfer of training.

(A Copy of questionnaire is at Appendix A)

3.5.2 Questionnaire: IPS Officer Trainees' Perception on NPA Training

This comprehensive questionnaire focuses on eliciting the opinion of IPS Officer trainees on the quality of training they received at NPA. The questions relate to the following –

(i) Mission Statement of NPA and IPS OTs Training.

(ii) Professional Knowledge, Skills, Values, and Personality Traits development through NPA Training.

(iii) NPA training and its application in the field.

(iv) Suggestions for improvement of indoor-training, outdoor-training, training methodology, infrastructure and training evaluation practices.

(v) Continuous Learning and Development mechanisms for enhancing professionalism

(A copy of questionnaire is at Appendix B)

3.5.3 Questionnaire: Senior Police Officers views on NPA Training of IPS Officer Trainees.

This questionnaire contains 5 open-ended questions to elicit the views of senior police officers on IPS officer Trainees' training. The questions focus on:

- ❖ Factors affecting the lack of application of NPA Training in Field situations.

- ❖ Strong and weak points of IPS OTs training.

- ❖ Strengths and weaknesses in IPS Officer Trainees with regard to professional knowledge and skills.

- ❖ Anticipated training needs of IPS Officer trainees.

- ❖ Suggestions for improvement of Indoor and Outdoor training curricula at NPA.

(A copy of questionnaire is at Appendix C)

3.5.4 Questionnaire - Impact Evaluation of Counsellor System at NPA

To study the impact of Counsellor System this questionnaire was constructed. The question are both open and closed ended. The opinion of IPS OTs was had on the following aspects of counselling:

- ❖ Counsellor System at NPA.
- ❖ Benefits from the Counsellor System.
- ❖ Counsellor System and Training in the Districts.
- ❖ Feedback on 'Counsellors'.
- ❖ Suggestions for the improvement of Counsellor System.

(A copy of questionnaire is at Appendix D)

3.5.5 Questionnaire on Impact Evaluation of Practical Training In Districts

The questionnaire contains ranking and rating scales besides open-ended questions. The questions are aimed at eliciting the response of IPS OTs on the following aspects:

- ❖ Impact of district Practical Training on IPS OTs.

❖   District practical training assignments.

❖   Personnel who contributed to learning and development in districts.

❖   Suggestions for the improvement of district practical training.

(A copy of questionnaire is at Appendix E)

3.5.6   Questionnaire: Impact Evaluation of In-service Courses

In order to study the impact of various In-service training courses, a questionnaire having 11 open and closed ended questions was constructed. The respondents were required to answer the questions focusing on:

❖   Extent of learning in various domains of the courses.

❖   Training Methodology sparking the learning process.

❖   On-the-job support for the application of learning.

❖   Starting and stopping of certain practices and behavioural patterns after attending the courses.

❖   Suggestions for the improvement of the courses.

(A copy of questionnaire is at Appendix F)

3.5.7   Questionnaire on Impact Evaluation of Induction Training at NPA

In order to have the opinion of police officers, who attended the Induction Training Courses at NPA, on success of courses at the job behaviour level a questionnaire was constructed. The questionnaire contained the questions on the following aspects:

❖   Induction Training Courses and their impact on trainees and their organizations.

❖   Individual Learning needs and the training programme.

❖   On-the-job support for the application of learning.

❖   Changes in Managerial Style, Leadership and Workplaces after attending the course. Starting and stopping of certain practices and behavioural patterns after attending the courses.

(A copy of questionnaire is at Appendix G)

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3.5.8   Attitude Scale: Attitude Towards Training For Organisational Effectiveness

This Likert Type Attitude Scale contained 8 Statement of Positive and Negative polarities. Scoring pattern for positive polarity statements was

Strongly Agree	SA	- 5
Agree	A	- 4
Undecided	U	- 3
Disagree	D	- 2
Strongly Disagree	SD	- 1

For negative polarity items, the scoring pattern was reversed.

(A copy of questionnaire is at Appendix H)

3.5.9   Questionnaire: Perception of IPS Officers by the Subordinate Ranks

As per the research design of the study, subordinate ranks were also asked to comment on their superiors. The questions focused mainly on:

❖   Rating of IPS Officer on various domains of professionalism.

❖   Liking and disliking of various characteristics in IPS Officers.

❖   Changes in the personality profiles of IPS Officers over the years (Old Vs. New).

(A copy of questionnaire is at Appendix I)

3.6.   THE OCTAPACE PROFILE FOR STUDYING ORGANISATIONAL ETHOS:

The OCTOPACE Profile has been developed by Prof Udai Pareek to measure the organizational ethos in terms of the eight values listed below.

1. **Openness :** Spontaneous expression of feelings and thoughts and receiving feedback and information without defensiveness;

2. **Confrontation :** Facing-not shying away from problems; deeper analysis of interpersonal problems; taking on challenges;

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 honor mutual obligations and commitments;

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

5. **Proaction :** Initiative, preplanning and preventive action; calculating payoffs before taking action;

6. **Autonomy** : using and giving freedom to plan and act in one's own sphere; respecting and encouraging individual and role autonomy;

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

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

The instrument contains three items that measure values and two items that measure beliefs on each of the eight dimensions, with a total of forty items. Respondents rate their organizations on eight aspects, using a five-point scale. The scores range from 5 to 20 on each aspect.

Based on mean and standard deviation (SD) values, tentative norms were obtained, and these are shown in Table 2

Table 2. Tentative Norms for the OCTAPACE Profile

Sl.	Values	Low	High
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

The investigators adapted this questionnaire for the study (Adapted version of the questionnaire is at Appendix J)

3.7 Definition of Important Terms:

Definitions of some important terms are presented below:

Impact Evaluation: Impact of IPS OTs training and in-service courses on trainees' on-the- job behaviour for improved organizational effectiveness.

I.P.S. OTs: New Entrants into the Indian Police Service after U P S C examination.

Inservice Course Participants: IPS Officers, who attend various In-service and Thematic courses at the National Police Training.

Indoor Training: In Indoor Training, training inputs are mainly in the areas of Law, Police Sciences, Forensic Science, Management etc. It is for a period of 44 weeks at the Academy.

Outdoor Training: In outdoor training, training inputs focus on physical training for IPS Officer Trainees.

3.8 Limitations of Study : Following were the limitations of study –

* ❖ The study was restricted to the IPS Officer Trainees of the batches 1995-1999.

* ❖ Only the In-service Courses participants, who attended courses from 1997 onwards were considered.

* ❖ Questionnaire survey was done.

* ❖ Impact of training in terms of on-the-job behaviour changes and the perceived effectiveness by superiors, subordinate and members of public was considered.

CHAPTER 4

IMPACT EVALUATION OF IPS OFFICER TRAINEES' TRAINING

4.1. Response of IPS Officer Trainees

A questionnaire was constructed by the investigators to have the opinion of IPS Officer Trainees on their training. The copies of questionnaire were mailed to the IPS Officer Trainees of batches from 1995 to 1999. 113 replies were analysed. Systematic presentation of findings is as under: -

Question No.1. : To what extent could the following traits be developed in you through NPA training?

Response:

The question probes into the development of traits, which are expected to be present in an IPS Officer. These traits are directly related to the Job requirements and are taken from the 'Mission Statement of the Academy'.

The feed back received from the IPS officer Trainees regarding the development of 7 important traits through training at NP A is given in the Table 3 below:

Table 3 Aspects of Mission Statement and NPA Training

Aspects of Mission Statement	Degree of Preference					Descriptive Statistics	Chisquare value
	To a Great extent	To a considerable extent	To some extent	To a little extent	Not at all		
1. Police Organisational norms and values	40 (35.4%)	55 (48.7%)	13 (11.5%)	5 (4.4%)	0	Mean (4.50 Mode (4) S D (.793)	57.584
2. Sensitivity to the	22 (19.5%)	43 (38.1%)	35 (31%)	11 (9.7%)	2 (1.8%)	Mean (3.637) Mode (4)	49.965

aspirations of the people.					S D (.964)	
3. Respect for Human Rights	21 (18.6%)	47 (41.6%)	36 (31.9%)	8 (7.1%)	1 (0.9%)	Mean (3.699) Mode (4) S D (.885)	64.478
4. Perspective of law and justice	31 (27.4%)	56 (49.6%)	23 (20.4%)	2 (1.8%)	1 (0.9%)	Mean (4.009) Mode (4) S. D. (.796)	91.912
5. Professional ism	29 (25.7%)	52 (46.0%)	22 (19.3%)	8 (7.1%)	2 (1.8%)	Mean(3.867) Mode (4) S D(.940)	68.283
6. Physical Fitness	72 (63.7%)	34 (30.1%)	7 (6.2%)	0	0	Mean (4.575) Mode (5) S D (.610)	56.619
7. Mental alertness	35 (31.0%)	54 (47.8%)	15 (13.3%)	8 (7.1%)	1 (0.9%)	Mean (4.009) Mode (4) S D (.910)	83.062

Discussion:

From the above Table 3, it is evident that NPA Training to IPS Officer Trainees developed the following aspects covered in the Mission Statement of the Academy very effectively:

Police Organizational Norms and Values:

35.4. % IPS OTs. felt that NPA training could develop police organizational norms and values to a great extent whereas 48.7% were of the opinion that development was to a considerable extent. However, 11.5% and 4.4% of them felt that Police organizational norms and values could be developed in them to some extent and to a little extent only.

Statistically it can be inferred that Police organizational norms and values had been developed in IPS 0. Ts. to a considerable extent since the calculated value of X2 (=57.587) was found to be more than the tabled value of X2 (=9.49) at 0.05 level of significance for df=4.

Value labs, continuous interactions with Senior Police officers, professional inputs and mini-police organizational culture provided at the Academy have resulted in such a nice post-training outcome.

Sensitivity to the Aspiration of People:

Only 19.5% IPS OTs. felt that Sensitivity to the aspirations of people could be developed to a great extent by NPA training. 38.1% of them felt that it has been developed to a considerable extent in them. 41.5% IPS 0.Ts. felt that 'Sensitivity' to the aspiration of people could not be developed well by the NPA training.

However, statistically it can be inferred that sensibility to the aspiration of people had been developed in IPS OTs. to a considerable extent since calculated value of X^2 (=57.587) was found to be more than the tabled value of X^2 (=9.49) at 0.05 level of significance for df=4.

The investigators feel that the following training and non-training interventions will help in further developing the sensitivity to the aspiration of people:

- Sensitivity training.

- Interactions with various strata's of society.

- Public expectations' survey by IPS OTs.

- Role-playing and case-study exercises.

Respect for Human Rights:

Only 18.6% IPS O.Ts. felt that NPA training could develop respect for Human Rights to a great extent. 41.6% of them felt that it was developed to a considerable extent. Remaining 40.9% were not found to be satisfied with the training interventions focusing on Human Rights area. Statistically, the 'Respect for Human Rights' was developed significantly by NP A to a considerable extent since the calculated value of (=64.478) was more than the tabled value of X^2 (=9.49) for df=4 at 0.05 level of significance.

The investigators feel that more emphasis should be led on this particular aspect in IPS 0.Ts. training. Besides more intensive theoretical inputs, following initiatives will help:

- Case Studies on Human Rights.

- Involving Indian Red Cross Society, National Human Rights Commission etc. in Human Rights Module.

- Seminars, Debates and Workshops for evolving action plans for Human Rights observance by Police.

Perspective of Law and Justice:

Only 27.4% IPS OTs. felt that NPA training could develop perspective of law and justice to a great extent. 49.6% of them were of the opinion that it could develop to a considerable extent. Remaining 23% were not satisfied with the NPA training. Statistically, 'Perspective of Law and Justice' could be developed to a considerable extent by NPA training since the calculated value of X^2 (=91.912) was more than the tabled value of X^2 (=9.49) for df= 4 at 0.05 level of significance.

The investigators feel that more intensive inputs' on 'Law' followed by case studies are extremely necessary. Debates, moot courts, simulated exercises, advanced reading assignments and motivating IPS Officer Trainees to go through

'Law' literature thoroughly will be necessary for better development of perspectives of Law and Justice in them.

Professionalism:

25.7% IPS 0.Ts. felt that NP A could develop 'Professionalism' in them to a great extent whereas 46% of them felt that it could be developed to a considerable extent. Remaining 28.3% were not satisfied. Statistically, development of professionalism in IPS O.Ts. was found to be significantly to a considerable extent at 0.05 level of significance because the calculated value of X^2 (=68.283) was more than the tabled value of X^2 (=9.49) for df=4.

Training interventions will have to be focused more on the

- Development of professional knowledge, skills, attitudes and values.
- Development of managerial insights and leadership.
- Development of 'Service Orientation'.

Physical Fitness:

63.7% IPS 0.Ts. were of the opinion that NPA training could develop physical fitness to a great extent in them. 30% of them thought that it could develop physical fitness to a considerable extent. Statistically, it was found that NP A training could develop physical fitness to a great extent in IPS 0.Ts. because the calculated value of X^2 (=56.619) was found to be more than the tabled value of X^2 (=9.49) for df=4 at 0.05 level of significance.

The investigators feel that NPA should continue with the present arrangement of 'outdoor training'.

Mental Alertness:

31% IPS OTs. felt that NP A training contribute to a great extent to train them to mentally alert. 47.8% of them felt that it could develop mental alertness to a considerable extent. Statistically, NPA training could, to a considerable extent,

train IPS OTs. to be mentally alert. X2 (=83.062) df=4 was found to be significant at 0.05 level of significance.

The investigators feel that more inputs coverage through the following methodology will train IPS OTs. to be more mentally alert.

- Problem-Solving exercises.
- Creativity games.
- Simulated exercises.
- Thematic discussions.
- Brainstorming sessions.
- Case Studies.

A capsule cause on 'Thinking Skills' on the lines of Edward De Bono's research will be extremely useful.

Question No.2 (a) Give your considered opinion on the Training at NPA.

Response: The IPS Officer Trainees were to rate the following aspects related to them training on a 5 point scale:

- Theoretical
- Job related
- Traditional
- Overloaded
- Innovative
- Away from field reality
- Emphasis on Outdoor Training
- Idealistic
- Unrealistic (too much stress on crime statistics in the field)

Table 4: Opinion of IPS OTs on NPA 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:

FIGURE 1 : THEORETICAL

Response — Index
- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all
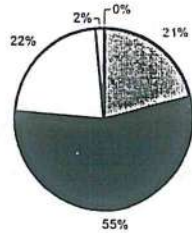
21%, 0%, 2%, 22%, 55%

FIGURE 2 : JOB RELATED

Response — Index
- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all
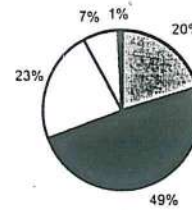
20%, 1%, 7%, 23%, 49%

FIGURE 3 : TRADITIONAL

Response — Index
- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all
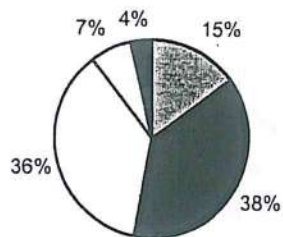
15%, 4%, 7%, 36%, 38%

FIGURE 4 : OVERLOADED

Response — Index
- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all
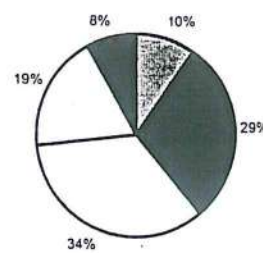
10%, 8%, 19%, 34%, 29%

FIGURE 5 : INNOVATIVE

Response — Index
- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all
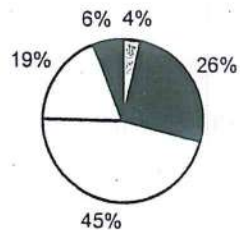
26%, 4%, 6%, 19%, 45%

FIGURE 6 : AWAY FROM FIELD REALITY

Response — Index
- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all

17%, 2%, 20%, 39%, 22%

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FIGURE 7 : EMPHASIS ON OUTDOOR TRAINING

Response — Index

- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all

4% 4% 28% 17% 47%

FIGURE 8 : IDEALISTIC

Response — Index

- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all

8% 3% 28% 21% 40%

FIGURE 9 : UNREALISTIC
(too much stress on crime statistics in the field)

Response — Index

- To a great extent
- To a considerable extent
- To some extent
- To a little extent
- Not at all

5% 19% 23% 21% 32%

Discussion: (i) The IPS Officer Trainees perceived their training to be ***theoretical to a considerable extent.*** The Investigators feel that more theoretical inputs embedded with practical examples are necessary. However, theoretical inputs should have proper backing of Case Studies, problem oriented exercises and simulated exercises.

ii) NPA training was found to be 'Job Related' by 69% IPS OTs.

iii) IPS Ots traiing was perceived to ***be traditional to a considerable extent*** by the IPS Ots. Since police sub-culture requires deep routes in those norms and values. It is a very fine perspective of IPS OTs that the training at NPA was in excellent routes in traditional policing to preserve the police culture heritage.

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iv) The IPS OTs. found NP A's training to be *overloaded to some extent*. A few theoretical inputs should be earmarked for self-study. The Investigators feel that by overloaded training schedule will keep the trainees at the optimum level of stress for better learning.

v) Training at the NPA was perceived to be *innovative to some extent* by the IPS OTs. Efforts are on to make the training more innovative to spark the creative innovative faculty of the IPS 0. Ts.

vi) IPS OTs. felt that the training was *away from the field reality to some extent*. The Investigators feel that bringing absolute field reality in the training system even to Simulated Exercises is very difficult proposition. However, innovative methodology including field trips has bridged the gap between the theory and the field reality.

vii) To keep the IPS Officer Trainees physically fit and mentally alert their curriculum has more emphasis on outdoor training. After the IPS OTs. left the Academy they felt that NPA's training could keep them physically fit to a great extent. They have rightly perceived that NP A's training at more emphasis on Outdoor Training to a great extent.

viii) IPS O.Ts. have found NPA's training *as idealistic to a considerable extent*. The Investigators strongly felt that most ideal things are to be communicated to the trainees to Indoor Training inputs. In training institutions we cannot pitch wrong practices in the name of practical policing. The NP A's training was perceived to be job related to a considerable extent by the IPS 0. Ts. It is a very healthy impact of NP A's training on IPS OTs. performance on-the-job.

Question No 2(b): To what extent the NPA Training has been of use to you in your day-to-day working in the following areas?

The IPS Officer Trainees were asked to respond on each Knowledge Area, professional skills domains and values focused in NPA training on two aspects –

- Perceived Applicability in field.

- Extent of development through NPA Training.

For measurement, 4-point scales were used. (Copy of questionnaire is at Appendix A). For data analysis and interpretation modal responses were considered.

The findings are presented below:

A. Knowledge Domain: The results are presented in Table 5.

Table 5 Knowledge Acquisition in IPS OTs and NPA Training

S.No.	Aspects	Perceived Application in field (Modal Response)	Extent of development through NPA Trg. (Modal Response)	Gap
1	Law and Procedure	4 (Very High)	3 (High)	Appreciable gap
2	Police Administration	3 (High)	3 (High)	Nil
3	Intelligence Collection	3 (High)	1 (Low)	Large Gap
4	Inspections	4 (Very High)	1 (Low)	Very Large Gap
5	Dept. Enquiries	3 (High)	2 (Adequate)	Excellent
6	Financial management	3 (High)	1 (Low)	Large gap
7	Traffic management	3 (High)	2 (Adequate)	Excellent
8	Computers	3 (High)	3 (High)	Nil
9	Communication	3 (High)	3 (High)	Nil
10	Tpt. Management	3 (High)	4 (Very High)	Excellent
11	Weapons and Management	3 (High)	2 (Adequate)	Appreciable gap
12	Police Training	3 (High)	3 (High)	Nil
13	Central Police Organisation	3 (High)	3 (High)	Nil
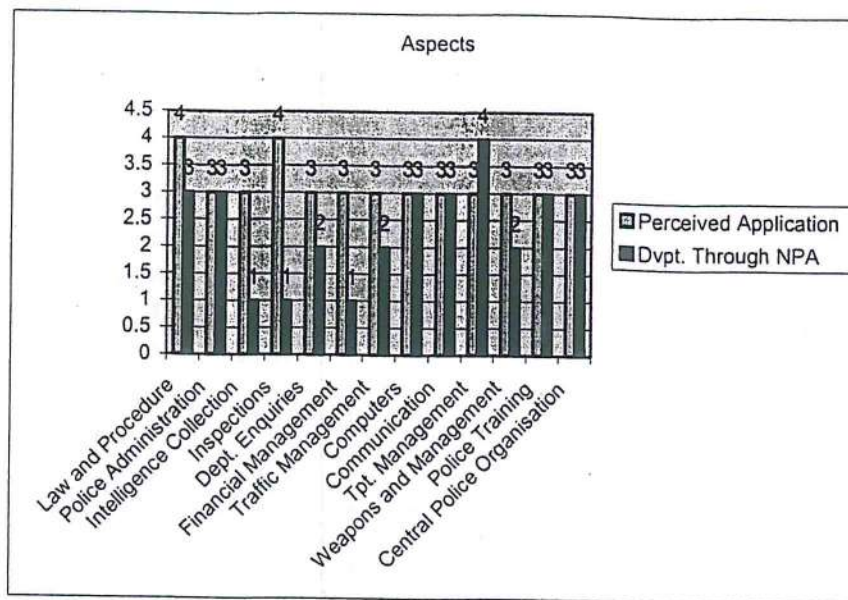
Aspects

From the Table 5, it is evident that NPA has to concentrate more on the development of following domains:

- Inspections.

- Intelligence collection.

- Financial Management.

On the following knowledge aspects the NPA training was found to be 'Excellent'

- Police Administration.

- Departmental Enquiries.

- Traffic Management.

- Knowledge of Central Police Organisations.

- Police Communication.

- Law Procedure.

B. Skill Domain: The Findings are presented in Table 6

Table 6 Professional Skills Development through NPA Training

S.No.	Professional Skills	Perceived Application in field (Model Response)	Extent of development through NPA Trg. (Model Response)	Gap
1	Investigation Skill	4 (Very High)	3 (High)	They may pickup in field
2	Public order Management	3 (High)	3 (High)	Nil
3	Medico Legal Skills	3 (High)	1 (Low)	Large Gap
4	Human Resource Mgt.	4 (Very High)	2 (Adequate)	Large gap
5	Leadership Skill	3 (High)	2 (Adequate)	Moderate gap
6	Crime Prevention	3 (High)	1 (Low)	Large gap
7	Supervision of crime	3 (High)	2 (Adequate)	Appreciable gap
8	Control of Organised crime.	3 (High)	3 (High)	Appreciable gap
9	Maintenance of Crime Records.	3 (High)	3 (High)	Appreciable gap
10	Community Policing	3 (High)	4 (Very High)	Nil

A diagrammatical representation is given below:

Professional Skills
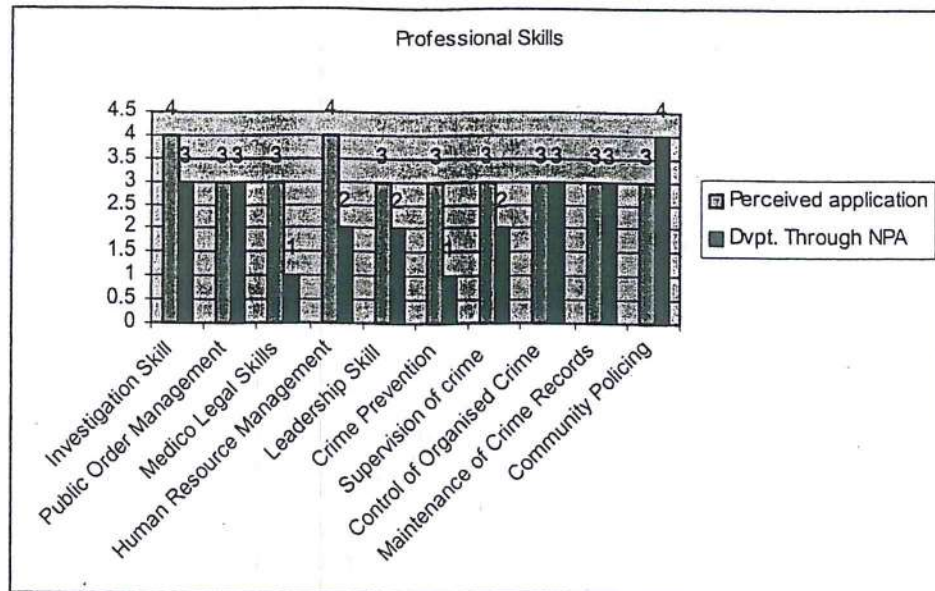
Discussion: From the above Table 6 it can be inferred that NPA could concentrate very well on the development of following aspects:

- Control of organized crime.
- Investigation Skills.
- Crime Prevention
- Public Order Management
- Maintenance of Crime Records.

    Separate modules of 2-3 days duration are strongly recommended.

    However, NPA should concentrate more on the development of following aspects (in order of priority):

- Medico Legal Skills.
- Human Resources Management Skills.
- Leadership Skills.
- VIP Security.

Better quality inputs on the following aspects will also help IPS OTs to professionally equip themselves better:

- Supervision of crime.

- Maintenance of crime records.

- Community Policing.

- Disaster Management.

- Terrorism and Insurgency.

C) **Professional Values:** The response of IPS Officer Trainees is presented in Table 7.

Table 7 Professional Values in IPS OTs and NPA

S.No.	Professional Values	Perceived Application in field (Model Response)	Extent of development through NPA Trg. (Model Response)	Gap
1	Integrity	4 (Very High)	3 (Very High)	Nil
2	Police code of conduct	4 (VeryHigh)	3 (High)	Appreciable gap
3	Upholding principles	3 (VeryHigh)	3 (High)	Appreciable gap
4	Approachability to public.	4 (Very High)	3 (High)	Appreciable gap
5	Politeness and sympathetic attitude towards weaker sections.	4 (VeryHigh)	4 (Very High)	Nil
6	Managing subordinates..	4 (Very High)	2 (Adequate)	Large gap
7	Concern for victims of crime.	3 (High)	2 (High)	Nil
8	Respect and obedience towards seniors	4 (Very High)	4 (Very High)	Nil
9	Counselling erring subordinates for development.	3 (High)	1 (Low)	Large gap

A diagrammatical representation
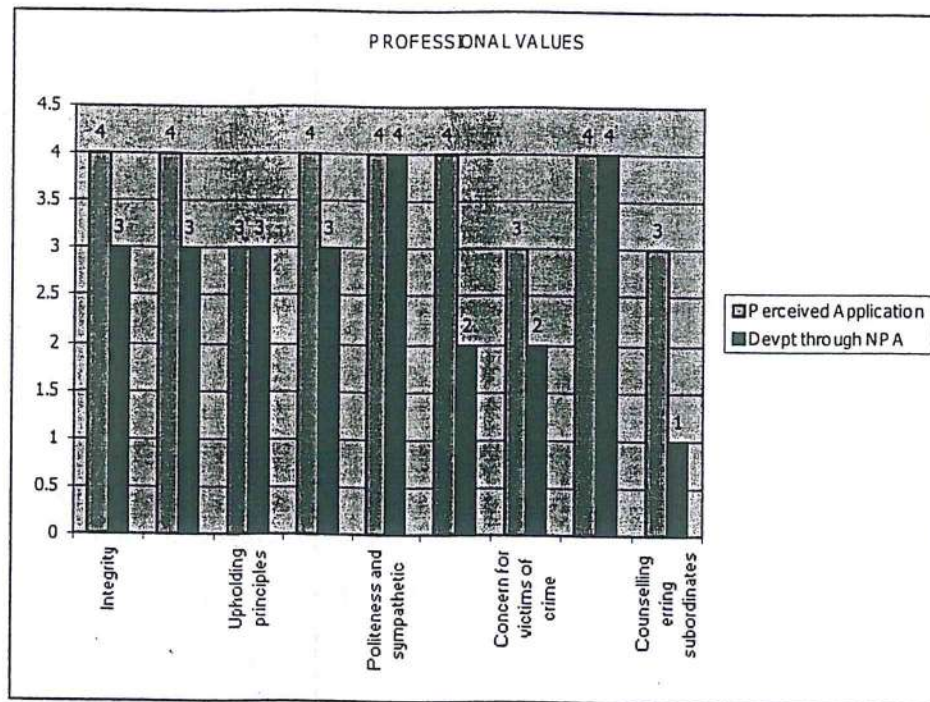
Discussion: From the above Table 7 it can be inferred that the training at NPA could develop the following values in the IPS OTs at a very high level.

- Integrity.

- Upholding Principles.

- Politeness & Sympathetic attitude towards weaker sections.

- Approachability to public.

- Respect & obedience towards seniors.

- Counselling erring Subordinates for development.

- NPA as per the response received from the IPS OTs will have to concentrate more on the following aspects through training interventions:-

- Counselling Subordinates for developments.

- Managing Subordinates.

IMPORTANT SUGGESTIONS RECEIVED FROM IPS OFFICER TRAINEES

This question was intended to elicit ideas from IPS OTs for bringing about changes in the basic training programme.

The suggestions were called for separately for Indoor training, Outdoor training, Methodology, Evaluation and the Training Infrastructure at the Academy. The suggestions received from IPS OTs are presented below:-

Indoor Training

- The indoor training should be made more interactive. Lectures on various subjects should be replaced wherever possible by discussions, case studies, exercises, presentations etc.

- The teaching should be made as close to reality as possible. With the more mature and experienced trainees, the previous system of shielding them for the real professional 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.

- Due consideration needs to be given to the mental capacities and intelligence. A substantial portion of the various subjects taught in the classrooms can be studied and understood by the trainees through self - study. The time can be better utilised for discussions on more complicated issues in the class rooms. Doubts or clarifications required after the self-study should not involve the whole group.

- Training inputs should be more field-oriented. In each topic dealing with Law, Investigation, Crime, Law and Order etc., apart from the theoretical inputs, the existing field conditions should also be incorporated. The

trainees find it difficult to apply the theory taught at the NP A because of the different procedures followed in the various states.

- Professional topics should be divided into two parts. Part I: Topics requiring thorough study, explanation and assimilation, Part II: Self study topics for :-

- With the highly educated and experienced trainees joining the service, subjects like 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.

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

- IPS OTs felt that the faculty remained aloof and was not very friendly. This is probably because the younger members of the faculty feel that friendly interaction may lead to taking of liberty 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-

- Regional language poses a big problem to the trainees specially the outsiders. It could be taught right from the beginning of 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 regional language.

- There is considerable variation among the Police manuals of the various States mostly due to geographical and social variations. Copies of State Manuals of various states could be kept at NPA and given to the trainees

from the library to acquaint themselves with their State Manuals before reporting in states.

- The topics on 'Personality Development', 'Ethical Behaviour' and 'Police Leadership' could be dealt in lesser number of sessions, 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.

- IPS Officer Trainees 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 balanced may be invited to NPA for interaction sessions with the IPS OTs. The visiting officers could relate their experiences.

- Many trainees do reported that then did not grasp the method of interpreting and applying the law to the practical field situations. Real

  F. I.R.s could be obtained from various states on Law.

- Inputs on the following aspects are essential:

  - How to inspect a Police Station and how to control its working ?

  - How to deal with corrupt, lazy and in-disciplined subordinates?

  - Dealing with politicians of different levels.

  - Dealing with media persons.

  - Control of MT (Motor Transport).

  - Holding of Departmental Enquiry's.

  - Enquiry into complaints.

  - Recording of statements.

  - Police custody security.

  - Arresting persons, encounters.

- Police remand for prolonged interrogation etc.

The general response is to include some more topics or to increase the input in the following topics:

- Cyber Crimes.

- Office management/Lines management/ Accounts.

- AIS Rules and Service laws.

- Organised Crime.

- Important Special Laws.

- Latest technology in combating crime.

On Outdoor Training

By and large most of the trainees (95%) have found the outdoor training both 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 continue playing games and doing exercises to maintain their health and fitness. However a number of the trainees have suggested making some changes in the outdoor syllabus, which are worth considering. 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 that are only of ceremonial utility- 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 is designed for semi literate constables, Drill manual are required to be revised for use in the NPA training. Those are to be made more scientific.

Many of them have advocated for more time should be given for games, swimming, trekking, activities etc. which they can continue in field to maintain fitness. All troop games should be made compulsory. . The periods allotted for driving should be increased. Before they leave the Academy they should be proficient in driving all kinds of vehicles including heavy vehicles The Outdoor Training has been designed for improving the average trainees. Those who are below average either in physical capabilities or have not played games or done any exercises earlier tend to get withdrawn and develop inferiority complex. They need additional coaching and practice to come up to the required standards. 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.

Some of the trainees have not found the BSF attachment very useful as there they could only see routine things like Dog Squad, Hospital, and 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. Some have suggested inputs on Radar, Airports, Banks, Dockyards, Stock Exchanges, from the security and crime prevention point of view.

COUNSELLOR SYSTEM AT NPA

Realizing the importance of counselling of police trainees, Gore Committee on Police Training (1972) quoted the guide scheme being followed at NPA that time in the following words:-

"A guide scheme has been introduced in the National Police Academy (N.P.A) recently with a view to the all-round development of the personality of the trainees through self-analysis and self-development. Under this scheme, a senior instructor is placed in charge of a group of probationers and he meets them informally at least once a week. The scheme aims at

shaping the character and personality of the probationers by removing their shortcomings, if any, and helping them to acquire a sense of duty, integrity, selflessness, etc."

Pareek and Rao (1992) have developed the following conceptual frame work of concept of performance counselling:-

"Performance counselling can be defined as the help provided by a manager to his subordinates in analysing their performance and other job behaviours in order to increase their job effectiveness. Performance counselling essentially focuses on the analysis of performance on the job, and on the identification of training needs for further improvement. Counselling is a dyadic process. It is based on a relation between two persons, a manager who is providing help or who is counselling and an employee to whom such help is given or who is a counsellee. It differs from training mainly in its intensity of dyadic relationship and its focus on establishing mutuality and confidentially. For example, an employee may be provided such personal help soon after his selection or when he is facing difficulties or problems. The focus of performance counselling is the employee's performance on the task assigned to him.

Sometimes performance counselling is also called coaching, mainly because the purpose of counselling is to improve the performance of the employee".

Counselling aims at the development of the counsellee. It involves the following:

1. Helping him to realise his potential as a manager.

2. Helping him to understand himself - his strengths and his weaknesses.

3. Providing him an opportunity to acquire more insight into his behaviour and analyse the dynamics of such behaviour.

4. Helping him to have a better understanding of the environment.

5. Increasing his personal and interpersonal effectiveness by giving him feedback about his behaviour and assisting him in analysing his inter-personal competence.

6. Encouraging him to set goals for further improvement.

7. Encouraging him to generate alternatives for dealing with various problems.

8. Providing him empathic atmosphere for his sharing and discussing his tensions, conflicts, concerns and problems.

9. Helping him to develop various action plans for further improvement.

10. Helping him to review in a non-threatening way his progress in achieving various objectives.

For effective development of individuals through counselling following conditions are necessary: -

1. The individual should be interested in developing himself.

2. The individual should know the areas of his potential development.

3. The individual should make a clear choice about the direction in which he would like to grow and develop.

4. He should be able to identify opportunities for development within and outside the organisation.

5. He should identify mechanisms of using these opportunities and get the support he needs from his superiors and the organisation

6. He should make efforts to develop

7. He should take outside help to periodically review his progress

8.   A positive emotional and professional climate should be created in the work place for the employee to progress and review himself.

Pareek and Rao (1992) have enlisted the following conditions for effective counseling:-

1.   General climate of openness and mutuality.

2.   General helpful and empathic attitude of management.

3.   Sense of uninhibited participation by the subordinates in the performance review process.

4.   Dialogic relationship in goal setting and performance review.

5.   Focus on work-oriented behaviour.

6.   Focus on work-related problems and difficulties.

7.   Avoidance of discussion of salary and other rewards.

WHAT CONSTITUTES COUNSELLING?

Counselling is given by one who is senior to the person, receiving the counseling competence, knowledge, psychological expertise, or in the hierarchical position in an organization. There are three main processes involved in counselling - communication, influencing and helping. The counsellor essentially communicates with the counseller. Communication involves receiving messages (listening), giving messages (responding), and giving feedback. The person who provides counselling does all the three things. Counselling also involves influencing the counseller in several ways. The manager cannot deny the fact that he is influencing his employee in such a way that the latter is able to move in some direction. However, this influence is of a special type that is, enabling the other person to exercise more autonomy, providing positive reinforcement so that desirable behaviour is further strengthened, and creating conditions in which the person is able to learn from the behaviours of the counsellor through the process of identification.

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The third element in the process, i.e., helping, also functions in a similar way. It involves three different elements. Firstly, helping behaviour based on the concern and empathy the counsellor has for his counseller. Secondly, it is also based on the mutuality of relationship; the counseller responds as much to the counsellor's needs as the latter does to the former's. Finally, helping primarily involves identification of developmental needs of the counseller so that he may be able to develop and increase his effectiveness. This dynamic process of counselling is shown in Exhibit 1.

EXHIBIT 1

(Rao and Pareek, 1992)

Responding Initiating

Listening

Communication

Empathy

Development

Helping

Feedback

Counselling

Mutuality

Influencing

Identification   Autonomy   Positive reinforcement
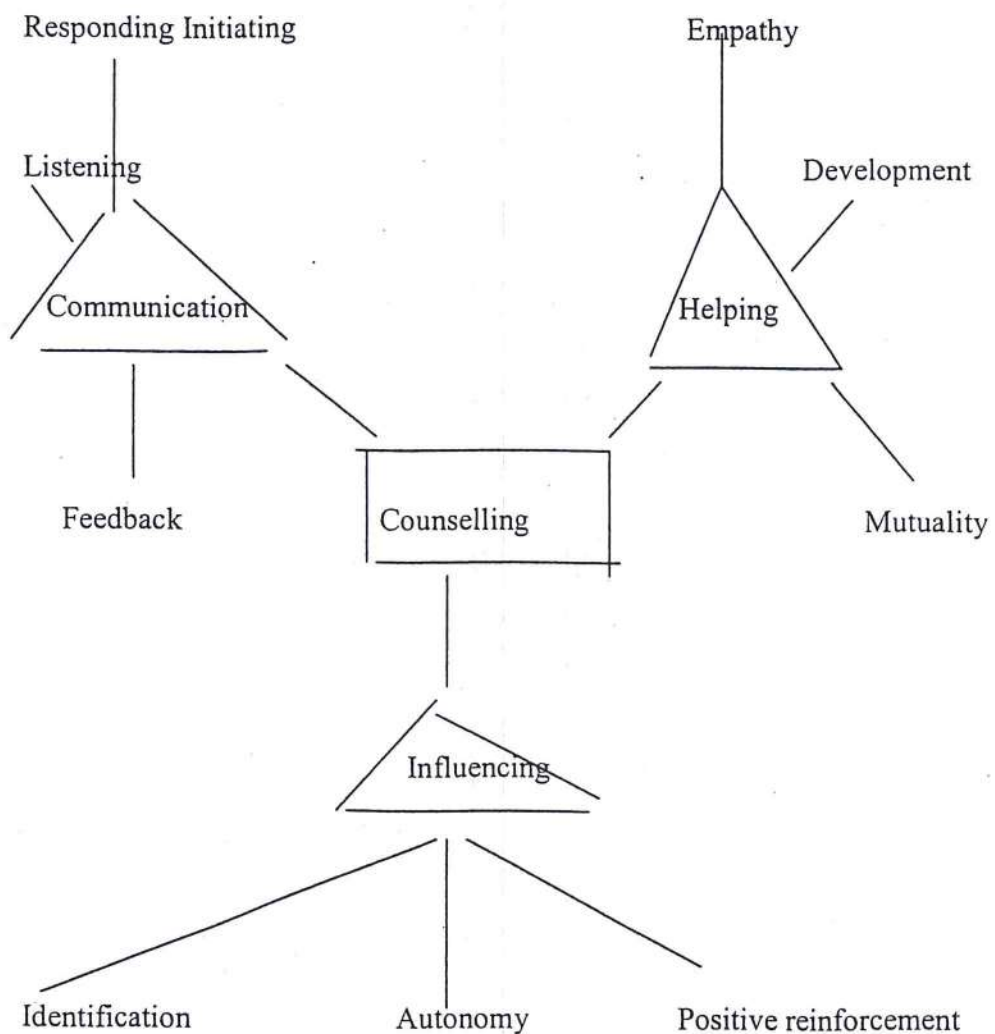
COUNSELLING AT NPA

With a view to make the personality of IPS OTs, counselling has been introduced in NPA. OTs are divided in small groups and are attached to IPS Faculty. Weekly interactions provide the core of discussion. The counsellors visit Counsellees during their district training also.

An attempt has been made to evaluate the effectiveness of 'counsellor' system being followed in NPA try using a questionnaire (Appendix).

4.2. COUNSELLOR SYSTEM AT NPA

A questionnaire was constructed to have the opinion of IPS OTs on counsellor system at NPA. The questionnaire was sent to the IPS OTs of 50^{th} and 51^{st} RR. Both qualitative and quantitative data were fed into SPSS Package. On analysis of data, the following findings were arrived.

Research Q.No. 1 B) How do you rate the Counsellors on the following traits/characteristics?

Response:

The response of IPS OTs is presented in Table 8

Table 8 Characteristic Traits of NPA Faculty as Counsellors

Traits/Chara cteristics	Response Excellent (5)	Very Good (4)	Satisfactory (3)	Poor (2)	Very Poor (1)	Descriptive Statistics	Extent of learning
1.Role Model for you.	9 (17.6)	22 (43.1)	17 (33.3)	3 (5.9)	0	Mean = 3.725 Mode = 4 S.D. = .827	To a Consider-able extent
2.Counsel-ling Skills	8 (15.7)	30 (58.8)	10 (19.6)	1 (2.0)	1 (2.0)	Mean = 3.804 Mode = 4 S.D. = .872	To a Consider-able extent
3.Readiness to interact with you.	26 (51.0)	20 (39.2)	3 (5.9)	1 (2.0)	1 (2.0)	Mean = 4.353 Mode = 5 S.D. = .844	To a great extent
4. Human Relations Skills.	14 (27.5)	24 (47.1)	11 (21.6)	1 (2.0)	1 (2.0)	Mean = 3.961 Mode = 4 S.D. = .871	To a considera ble extent
5. Expertise in	13 (25.5)	27 (52.9)	10 (19.6)	0	1 (2.0)	Mean = 4 Mode = 4	To a considera

Professional Knowledge and Skills						S.D.= .800	ble extent
6. Attitude towards you (listening/e mpathy)	23 (45.1)	20 (39.2)	6 (11.8)	0	2 (3.9)	Mean = 4.216 Mode = 5 S.D. = .945	To a great extent

From Table 8 it is evident that —

IPS OTs rated their counselor's effectiveness to a great extent on the following attributes:

* Attitude towards them (listening/empathy)   -   (Mode = 5)

* Readiness to interact with them   -   (Mode = 5)

IPS OTs rated their counselors to a considerable extent on the following attributes:

* Role Model for them   -   (Mode=4)

* Counselling Skills   -   (Mode=4)

* Human Relations skills   -   (Mode=4)

* Expertise in Professional knowledge and skills   -   (Mode=4)

Research Q.No. 1 C): Which Personality Traits and Professionalism characteristics of your Counsellor impressed you the most?

and

Research Q.No. 1 D): How can he/she further improve his/her Counsellor's role?

Response:

Comments on counselor 'A'

Positive:

- His way of keeping his cool. He did not get excited easily and also his ability to think on an issue from more than one dimension.

- Honesty, efficiency and punctuality are his personality characteristics.

- He is not a hypocrate.

- He is impartial.

- He has knowledge of law.

Suggestions for Improvement

- He needs to be more open for improvement.

- He seemed to be a very good disciplinarian, which often prevented us from asking questions.

- By increasing the number of interactions he may improve counselling.

Comments on counselor 'B'

Positive:

- He behaves as a family member and is a well wisher.

- He is straightforward, considerate, professionally sound and simple.

- He never gets excited easily and also has ability to think on an issue from more than one angle.

Suggestions for Improvement

- By keeping a watch on us as we progress in our careers..

- He can call the OTs for personal interaction at home either for lunch or dinner as some OTs like me who come from rural background are of shy and reserved character.

Comments on counselor 'C'

Positive:

- Very well read, listens patiently and counsels well. Leads by example.

- Thinks first and then speaks.

Suggestions for Improvement

- He is apparently very busy. If he can find some more time to look at the progress of training from the results of periodical tests of the trainees and other assessments, it will be very useful.

Comments on counselor 'D'

Positive:

- Professionally very sound.

- Always willing to listen to problems and come out with solutions.

- Always ready to share field experiences (both good and bad).

- Made the counseling sessions very light even while dealing with difficult problems.

- Always tells where we can go wrong and how to become professionally more sound.

- Very kind enough to give patient hearing, and was always available to all of us, any time of the day.

- Maintains Inter personal relations.

- Has Informal and friendly attitude.

- Handles problems with a cool head.

- Takes action on our complaints.

- We could talk to him freely on all issues.

- He allowed us to complain even against the senior officers.

Suggestions for Improvement

- He can maintain personal correspondence with the trainees.

- He can meet probationers more frequently. Both formal and informal meeting should be there.

- He should encourage those people to complain also who do not complain.

- He should encourage probationers to discuss personal problems also on one to one basis.

- He may further improve his communication with probationers.

- Some guidelines should be sent by him to OTs during the district training.

Comments on counselor 'E'

Positive:

- His way of getting the information and simplicity are praise worthy.

- He is very open hearted. He hides nothing from us and tells wrong thing which arise in his mind about us. He interacts with us a lot and establishes good relationship.

- His humanist, humorist and practical approach is praise worthy.

- Has higher degree of Professional Knowledge.

Suggestions for Improvement

- Sometimes he should adopt tough measures against us for some wrong deeds. He is very soft hearted and never wants to harm anybody.

- By sparing more time for counseling.

- By increasing the frequency of interactions with the concerned probationers.

- More Professional approach is necessary.

- He may give general ideas about police working, rules and regulations in changing scenario.

- He may get direct feed back from SSPs.

Comments on counselor F

Positive:

- Attitude towards OTs is positive.

- Thorough professional.

- He listens and is very interactive.

Suggestions for Improvement

Nil.

Comments on counselor 'G'

Positive:

- Outgoing, informal and always ready for help.

- Listens.

Suggestions for Improvement

- By more interaction and listening to the problems of probationers.

- He must be neutral.

- The counselors should not award the Phase-II (Direct assessment) marks on the basis of religion and region.

- **Now that he has gone to Kosava, Mr. P. R.K. Naidu has been made my counselor.**

Research Q. No. 2) A: During your stay at NPA, what kind of help you took from your counsellor ? Please check (✓) the appropriate items:

Response:

IPS OTs were asked to indicate on the checklist the domains of help received by them from their counsellors. Ratings were accumulated and findings are reported in Table 9.

Table 9 Domains of help from Counsellors

HELP AREAS	RESPONSE OF IPS OTS	REMARKS (if, any)
1. Emotional Problems Resolution	13(25.5)	IX
2. Domestic Problems	4(7.8)	X
3. Conflicts with fellow Officer Trainees.	4(7.8)	X
4. Professional Skills upgradation.	37(72.5)	I
5. Guidance for improving performance in Indoor Training.	24(47.1)	VI
6. Guidance for better Outdoor Training performance.	17(33.3)	VIII
7. Helping Professional Knowledge Enhancement.	36(70.6)	II
8. Shaping Attitudes to serve people.	29(56.9)	V
9. Professionalism in Police.	36(70.6)	II
10. Getting bet out of District Training.	32(62.7)	IV
11. Guidance in District Training Assignments	20(39.2)	VII
12. Shaping you into a good officer.	33(64.7)	III

From Table 9, it can be inferred that counselling has focussed more on-

- Professionalism in Police.

- Professional Skills ungradation.

- Professional knowledge enhancement.

- Getting best out of District training.

- Shaping attitudes to serve people.

- Guidance for better outdoor training performance.

Following issues may be addressed more during counseling:

- Listening to the Domestic Problems.

- Resolution of conflicts with fellow Officer trainees.

- Guidance in district training assignments.

- Emotional problems resolution.

Research Q.No. 3 : During your practical training in the Districts, in which learning aspects was your Counsellor helpful to you?

Response:

The response of IPS OTs is clustered as follows:

- Helping in learning more about police offices, SP's activities and VVIP duties.

- Human relations skills.

- Investigation of cases.

- Shaping us to be punctual and honest.

- Developed an attitude-'Work is Workship'.

- Made us believe that we should not interfere in any aspects beyond our jurisdiction.

- Advised to take the police station training seriously and to learn the local language as quickly as possible.

- Practical training in field, teamwork, relations with superior officers.

- Provided emotional support.

- Guidance in matters of investigation and thorough knowledge of manpower deployment.

- In shaping as good police officer.

- Police-public relationships.

- Relation with subordinate officers.

- Professionalism in police.

- Information about the state, its language, culture and attitude of the people.

- What to learn and how to learn with S.P., DSP and clerks.

- Man-Management.

- Application of criminology in regular policing.

Research Q.No. 4:   What is your friend frank opinion on Counselling System of NPA?

Response :

i) Quality of Couselling:

Response: The response was as under :

Excellent	-	*5 (10.9%)*
Very Good	-	*7 (15.2%)*
Good	-	*16 (34.8%)*
Average/Satisfactory/O.K.	-	*6 (13.0%)*
Unsatisfactory/Substandard	-	*7 (15.2%)*
Improvement Needed	-	*5 (10.9%)*

10.9% found counselling as 'Excellent', 15.2% found 'Very Good', 34.8% found 'Good', 13% found counselling as 'Average', 15.2% found counselling as 'Unsatisfactory' and 10.9% found that 'Improvement is needed' in the Counsellor System at NPA.

ii) Time given to you by the Counsellor :

Response: Following response pattern has emerged out :

- Adequate/sufficient   -   25 (59.5%)

- Inadequate/insufficient   -   17 (40.5%)

59.5% found that time given by the Counsellors was adequate whereas 40.5% found to be inadequate.

iii) Counsellor's Role during district training:

Response: IPS OTs found counsellors during their district training as:

- Friend, philosopher and guide.

- Problem solver.

- Helpful.

- Having brotherly attitude.

They were of the opinion that atleast 2-3 visits of Counsellors were necessary during their district training, instead of group meetings One to one interactions during the district training with the counsellors are extremely necessary.

Research Q.No. 5) A: Do you feel that the Counsellor System should be retained?

Response:

YES – 51 (100.0%)

NO –   0 (0)

Cent per cent respondents felt that the counsellor system should be retained at the National Police Academy because of the following reasons:

- It provides better guidance during practical training.

- Counsellor acts like a friend, philosopher and guide for the trainees. He leaves the impact on the individual officers in shaping their careers and also guides them when they make mistakes.

- Because counsellor is the only anchor where one can download all emotions, problems, doubts etc.

- Counsellor is a guardian for the IPS OTs.

- It helps the IPS OTs to ventilate his problem (either personal or professional) to a man whom he believes to be friendly Senior Officer who can either solve or try to help in solving the problems.

- It helps to learn vital things in an informal manner.

- It is a forum where we can speak freely and can comment upon the prevailing system of training.

- It helps in evaluating ourselves during the process of learning and also solving the dilemmas which arise out of theory and practice.

- It is helpful in increasing healthy and genuine interaction between senior and junior officers.

- It is helpful to shape us as a police officer with high qualities, moral values, professionally soundness humanitarian approach towards our staff and public.

- Counsellor plays a vital role in pacifying the anger of OTs during initial 2 months of hard and rigorous training.

- Counsellor system is helpful for emotional support in overcoming stress problems, and in bridging the gap between inputs given at NPA and what is there in the field.

- Counsellor system in any good educational/Training Institution is an age old and time-tested system. It is the only forum in which one (Trainee) can put his

personal/domestic/emotional/Training problems and get out of them. It establishes the health relationship among trainees and trainers.

- Counsellor at NPA is like our elder brother family member to whom we can communicate our problems and grievances.

Research Q.NO. 5) B: If you are asked to restructure the Counsellor System of NPA, what will you do?

Response:

Following suggestions were provided for further improving counseling at NPA:

- One to one meetings may be arranged rather than interactions in groups during counselling.
- More friendly approach may be adopted by the counsellor. He should act as a local guardian.
- Counsellors should not threaten OTs.
- 'Field Counsellors' may be appointed during the district training. (local Police Officers)
- Maximum Independence may be given to the counsellors for better grievance redressal.
- Counsellors should not award any marks. Practical training marks may be given by the concerned S.P./D.I.G.
- Rotation of Counsellors is necessary.
- Counsellors may form a panel to address to the problems of Officer Trainees.
- During counselling sessions, Dy.Director, Addl.Director and Director may also be present.
- Ex-faculty of National Police Academy (SP/SSP Level) may be requested to act as counsellors during the district training. Faculty is overloaded at National Police Academy.
- More informality for openness is necessary during counselling.
- More time for counselling is needed.
- Counsellors should be earmarked on the basis of their couselling skills rather than on the basis of the states they belong. Training them in 'How to Counsel?' is necessary.
- Squad-wise counselling groups may be made for better interaction.
- Inter-counsellor group quizzes and games may be organised.
- Interactions may be during indoor classes schedule. Counselling may be arranged outdoors also.
- During district training more interactions with the Counsellors are necessary.
- Instead of counselling at one place, the counsellors should visit the districts.

- Dinner once a month at the Counsellor's residence may be arranged.
- Refreshments during Couselling sessions may be provided.
- Briefs on the Counselees should be available with the Counsellors.
- Schedules may be drawn-up for counselling indicating the time and places during the district training.
- In districts, 2-3 days interaction with the counsellor in necessary.
- For effective counselling, National Police Academy may get regular monthly feedback from the Training Managers.
- Complaints/grievances should be attended promptly by the Counsellors otherwise Officer trainees' loose faith in the counsellor.

Summing-up: -

IPS Officers trainees found counseling at NPA very useful and all of them wanted it to be retained. They rated the counselors (faculties) as excellent on 'Attitude towards Them' and 'Readiness to interact with them.' They found them as very food role models for them with adequate counselling and human relations skills. Counselling could help them shape professionally sound. They wanted the issues to be addressed more during counselling like listening to domestic problem, guidance in district training assignments and emotional problems resolution. 40.5% IPS OTs felt that the time given to them for counseling was inadequate.

4.3. IMPACT EVALUATION OF DISTRICT PRATICAL TRAINING

On completion of 42 weeks basic training in the Academy and the Passing Out, the IPS OTs undergo the following attachments:

ITEM	DURATION
1. CSWT Attachment & visit to BSF Academy, Tekanpur	2 weeks
2. NSG & CBI Attachments (3 days each)	1 week
3. Army Attachment	2 weeks

On completion of the above attachments, the OTs report to the Police Training College/Academy of their respective states. The training schedule for the district practical training of the OTs is as under:

Item	Duration
1. Attachment with the Police Training College (Including a State Study Tour of suitable duration Subject to a maximum of 10 days covering inter alia State/Police Hqrs to call on Sr.officers & visit to Special units like CID, Intelligence, FSL etc. and City/State Control Room)	4 weeks
2. Attachment with Supdt. of Police	6 weeks
3. Attachment with other departments (DM/DJ/DMHO/ DFO/Excise/Prisons/PWD etc.)	2 weeks
4. Attachment with Reserve Inspector	2 weeks
5. Attachment with Distt. Head quarters Urban Police Station	2 weeks
6. Attachment with rural Police Station.	2 weeks
7. Attachment with Asst. Public Prosecutor	1 week
8. Holding independent charge of a rural police station	12 weeks
9. Attachment with Circle Inspector	1 week
10. Attachment with Sub-Divisional Police Officer	1 week
11. Attachment with Commdt. of an Armed Police Bn (Individually)	1 week

The schedule for the Phase-II Training of the OTs is follows:

Item	Duration
1. Joining Time	1 week
2. CPMFs Attachment	4 weeks
3. Debriefing at NPA	1 week

GUIDELINES FOR THE DISTRICT PRACTICAL TRAINING

Attachment with Police Training College:

During this attachment, the OTs are given the following inputs/exposure:

- A 10 day long mini-"State level study tour", covering various regions of the state to acquaint them with cultural, historical and social diversity of the state. This tour shall also include visit to State Police Hqrs to call on all senior officers in a group, to visit State FSL, Police Control Rooms, Special Police Units like CB/CID, Intelligence etc.

- Agrarian, Political and other Law and Order problems of the state.

- Instruction in Police Regulations/Manuals.

- Local Acts and Laws.

- Financial Rules and Accounting Procedures

- Land Records and revenue matters.

- Regular emphasis on learning of regional language.

- Instructional Practice (Words of Command) and Platoon/Coy. Drill as per procedure followed in States including practice in words of command in regional languages/English wherever necessary.

The OTs shall write weekly diaries during this period also.

Attachment with District Superintendent of Police:

As soon as the OT arrive at the District Headquarters, he calls on the Superintendent of Police and all other senior officers including District Magistrate and District Judge.

During the period the OT attends the confidential/camp office of the S.P. everyday and accompany him on tours as far as possible. He acquaints himself with the common problems of the police and the common complaints against the police and how they are attended to. He also observes how S.P. deals with the time management, man-management, interface with various pressure groups, politicians, members of public, handling crime and law and order situations and office management. He also acquaints himself with the working of the District Control Room and the Internal Security Scheme.

In S.P's Office, the OT goes through financial rules and other rules in respect of accounting matters. He writes the cashbook, prepares pay bills and contingent bills; goes through the pay held-over register and recovery register, monthly checking of cash account, preparation of budget estimates, preparation of TA etc. He learns the work of the Head Clerk and goes through all the correspondence received and action taken thereof. He learns how to initiate proposals, how to indent for stationery, forms, and how to draft letters and proposals. He goes through the procedure in pension cases, calculation of leave, LTC; pay fixation, sanction of increments, disbursement of pay etc. In the Crime Branch, the OTs learns about the Court Register, Absconder Register, etc. He also learns about the crime section and maintenance of all DCRB records concerned. In the District Special Branch, the OT makes himself conversant with the procedure and general principles of intelligence work and security procedures including cipher system. He learns drafting of weekly confidential/secret reports, the procedure of re-indexing and referencing. He acquaints himself with the rules and procedures for VVIP Security. He learns to draft assessment reports. During

this attachment, the OT also attends (i) Inspection of Reserve Police Lines and Police Station by the S.P./Addl.S.P, and (ii) Departmental proceedings being conducted by the Addl. S.P./Dy.S.P. The OTs may be asked to draft an order of the Disciplinary Authority.

During his attachment in the office of the S.P., the OT observes how Reward Rolls are prepared and processed in the Office of the Supdt. Of Police. He acquaints himself with the procedure for grant of rewards and criterion followed to decide the quantum of reward. He also studies the entries made in the Service Book relating to Rewards. He studies grievance redressal system adopted by SP for the public and the subordinates.

During this attachment, the District S.P. exposes the OT to the ace interrogators of the district police to demonstrate to the OT about the effective interrogation techniques without the use of force.

Attachment with other Departments:

(DM/DJ/DMHO/DFO/Excise/Prisons/PWD etc.)

The OT during attachment with District Magistrate, District Judge, District Health and Medical Officer, Divisional Forest Officer, PWD, Excise and Prisons, he endeavours to study in detail all areas dealt by these Departments relevant to policing. He covers land records, licencing procedures in detail. The OT is acquainted with the work relating to the proceedings, appointment etc. of chowkidars, public complaints including disposal of non-cognizable FIRs, arms licences, entertainment tax and N.S.A cases etc. in the District Magistrate's office as also the work relating to supervision of prosecutions. He is also acquainted with work of the municipal body, the Excise Department, Forest Department, Transport Department, P.W.D., Health Department, P.H.E.D., S.E.B. and other agencies with whom police interact frequently.

Attachment with Reserve Inspector (Regular incumbent to continue)

The OT acquaints himself with the relevant provisions of the Police Regulations, pertaining to the functioning of the Reserve Police Lines. He acquaints himself with all prescribed registers, write the daily reports, of prisoner's escort maintain the gradation list and write Order book and O.R. (Orderly Room) register. He also goes through the procedure in pension cases, calculation of leave and increments, disbursement of pay in case they are dealt by R.I. Office, in addition to the procedure for checking of arms, clothing, maintenance of stock book, functioning of M.T. Section and Wireless Station, procedure followed for conducting inspection of vehicles, committee registers, etc. He also acquaints himself with the arrangements made for billeting and for deployment of additional forces, which are requisitioned from time to time.

Attachment with District H.Q. Urban Police Station

The OT acquaints himself with all the registers and records maintained in a Police Station. He performs night patrolling, surveillance, service of summons and warrants and also accompanies investigating officers and learns about the investigation of cases, collection of intelligence and interrogation of suspects. He also acquaints himself with all aspects of urban policing, including functioning of Town Outpost, Control Room etc. He also performs the duties of Constable, Head Constable, Station Writer and a Traffic Policeman.

The OT learns about the procedure for handling non-congnizable FIR cases and their final disposal.

Attachment with Rural Police Station (for 2 weeks)

In addition to Rural Policing and all duties mentioned under District Hqr. Urban Police Station, the O.T. also acquaints himself with grass-root functioning of Panchayat Raj institutions, other Governmental and Non-Governmental Agencies at village level.

Attachment with Assistant Public Prosecutor

The OT acquaints himself with the different registers maintained by the Assistant Public Prosecutors, the police registration work and maintenance of general register. He pays special attention to work of security of police challans, briefing of witnesses and preparation of acquittal reports/appeal proposals etc. He attends on all days Sessions and Magistrate Courts to acquaint himself with Court procedures etc.

He studies the charge sheets and final reports received from the police stations. He learns how to prepare briefs of cases. He also makes entries in the Property Register in the Court. He learns how the labeling of properties is carried out in the Court for their quick production in the court at the time of trial of the case.

He learns about the action to be taken in respect of Test Identification Parade, taking a prisoner to police custody, withdrawal of Long Pending Cases (LPC), opposing bails etc. He also sees how the Bail bond register is maintained in the Court Office.

Holding independent charge of a Police Station

The OT works independently as the officer-in-charge as a regular incumbent. He is fully responsible for the police administration of his charge. He assigns duties to his subordinates and sees that they perform those correctly and take measures for preservation of peace and prevention and detection of crime within the limits of his station. He writes GD in his own hand. He acquires local knowledge, visits all villages, enlists the cooperation of people and village officials. He holds parades for his subordinates, conduct catechism classes, holds inspection of kits etc. He investigates cases and writes case diaries. He tries and completes the investigation in full shape of all cases registered by him before his charge comes to an end. During this attachment, the S.P. of the District inspects the Police Station.

Attachment with Circle Inspector/SDPO

During this period the OT learns about the functioning of Circle Inspector/Circle Officer and supervision at the primary level. He pays particular attention to supervision of crimes, enquiries into complaints against police, disciplinary proceedings against subordinate officers and maintenance of history sheets.

The OT acquaints himself with the following registers maintained at the Office of the Circle Inspector:

- Index of Crime.

- Reward and Punishment Register.

- Crime Control Note Book.

- Inspectors Order Book.

- Special Report Register.

- List of Active Gangs.

- Any other Registers maintained in the Office of Circle Inspector.

The OT should accompany the Circle Inspector for the following:

- Inspection of Police Stations/Outposts/night halts in villages.

- Supervision of cases.

- Enquiries into petitions.

- Tour of his area

- To attend to Law and Order problems.

The OT learns to write the progress/continuation report of Special Report cases. He attends the chowkidar parade alongwith the Circle Inspector and learns how to collect criminal intelligence about criminals from the chowkidars.

During his attachment with the Sub-Divisional Police Officer, the OT acquaints himself with the registers maintained in the office. He learns to conduct enquiries (both open and confidential) on allegations against police personnel or private persons. He also observes and learns what sort of relation the SDPO has to develop with the SDM and the SDJM. The OT learns about Traffic Management in small cities and handles L & O situations in the sub-division.

Attachment with Commandant of an Armed Police Battalion :

Each OT is attached to the Commandant of an Armed Police Battalion. The OT learns about the functioning of an Armed Police Battalion, its structure, command & control, pattern of deployment, training, Housing, Welfare, grievance redressal, inspections and visits of the posts, transport, communications.

Assignments

During the course of the practical training the OTs carry out the following assignments:

Daily Diary: Each OT maintains a daily account of his/her observations, impressions and learning points during the practical training and submits the diaries on weekly basis to the S.P. At the end of every month the OT sends by post copies of the daily diaries for the month to his Counsellor at NPA. The OT, however, retains one copy of his diary with S.Ps. remarks and submits the complete set at NPA when he comes for the debriefing at the end of Phase-II. These diaries are written on a day-to-day basis. The text may be supplemented by photographs, paper clippings, etc.

District Training Project: The OTs carry out a district training project assignments. While doing the project, appropriate data, computations, diagrams, charts, etc. to illustrate their report are included.

All OTs record their responses to the questions given in the assignments in their own hand giving concrete illustrations of cases they have studied and

mentions the names and designations of officers/staff with whom they interacted or whom they interviewed.

Inspection Note: The OTs carry out at least one thorough inspection of a police station during the practical training and a copy of the inspection note (hand-written by themselves) may be got counter-signed by the S.P. and submitted to the Academy on their arrival for Phase-II. In the event of the S.P. not deputing the OT for inspection of any police station, the OT shall make a thorough inspection of the police station of which he holds independent charge and prepare a detailed inspection note.

Assignments on investigation of cases etc: The OTs prepare assignments on the work done by them under the following categories:

- Unnatural deaths.

- Accident cases.

- Rioting cases.

- Property Offences.

- Petition inquiry

- Bandobust Scheme

- Bail Opposition petition

- Inquiry reports of custodial deaths/violations.

- Inqurity report of police firing.

- Proposal for preventive detention under N.S.A

All these assignments are hand-written. These are written with illustrations of specific cases and instances. These may also be supplemented by photographs, newspaper clippings etc. While attending to important cases, the OTs carries cameras for preparing photographic materials.

Case Studies: The OTs prepare two case studies on different law and order situations during the practical training. One situation may be where police was successful in controlling and containing the situation by appropriate advance planning, intelligence and effective intervention. The other situation may be one, which could not be effectively handled by the police either because of lack of any of the above measures or inspite of such measures.

If, during the practical training the OT does not come across any such law and order situation, or if no such incident happens in the district where he underwent training, the OT takes an in-depth study on any two of the following three topics and submits study report to the Academy:

- Study of the existing intelligence collection system in the district – pros and cons and means to improve the system.

- Study of the existing system of the liaison between police and civil administration in the district, available machinery/forum, analysis of its working, problems and suggested remedies.

- Study of various periodical returns/reports, which a police station in the district sends to the SDPO/SP/DIG/PHQ etc – its efficacy vis-à-vis the end use of such returns/reports – scope for streamlining the existing system – recommendations.

Report on Human Rights and other issues: During his district training the OT prepares a report on Human Rights and allied issues by covering the following points:

- His observation regarding violation of Human Rights by police and the work done by him to sensitize the force to Human Rights, listing specific cases/illustrations.

- Efforts made by him towards community policing in (a) rural areas and (b) urban areas and towards improving the image of the police, illustrating specific initiatives undertaken.

- Work done by him to sensitize the police force to gender issues, substantiating with specific instances.

All the assignments are submitted by the OT when they report at NPA for their Phase-II training. The OTs submits these papers duly completed in all respects and attested their district Ss.P. on the first day of their arrival in the Academy. It is emphasized that any failure to submit these assignments will be seriously viewed.

ASSESSMENT OF PRACTICAL TRAINING:

The performance of the OTs during their practical training is assessed by –

- The Principal/Commandant of the State Police Training College/Academy for the period of attachment with the P.T.C. The Principal/Commandant of the P.T.C. may please send a copy of his assessment report directly to the Director, SVP National Police Academy immediately after the attachment.

- The Superintendent of Police of the district in which the OT does his practical training for the remaining period of practical training. The S.P may please send his assessment to the Range DIG for recording his comments. The Range DIG may please send a copy of the assessment report along with his remarks directly to the Director, SVP National Police Academy. The Range DIG may also send an other copy to the IG Zone/DGP of the State through the training manager.

ROLE OF THE TRAINING MANAGER:

The Training Manager is deputed by the DGP to attend the Training Managers' Workshop at the National Police Academy, which is held immediately

before the POP. The Training Manager may advise the DGP of the State on the selection of the districts for the OTs to undergo practical training. During the practical training, the Training Manager may visit the districts and ensure that the training schedule and the guidelines given in this compendium are strictly followed. The Training Manager need not make an assessment of the performance of the OTs but he may give feed back to the DGP of the State and also to the Director NPA as to how the practical training of the OTs was conducted with specific comments, if any, on the performance of any OT. If there is any matter, which needs to be addressed to NPA, the same may be communicated to NPA through the DGP of the state. These matters may also be discussed with the Counsellors from NPA during their later's visits to the states.

COUNSELLORS

One Assistant Director is appointed as a Counsellor for the OTs of each State/UT. The Counsellor will visit the State twice during the Practical Training of the OT – once in the month of March and once in early June. During his visit the Counsellor will meet the OTs together at a central location and will apprise himself of their progress. The Counsellors meet the Training Manager and discuss all matters relating to the training of the OT. The Counsellors may, wherever possible, also meet the Ss.P. under whom the OT is undergoing training.

DIRECTOR'S ASSESSMENT

Director's assessment for the practical training and Phase-II is made, and marks are awarded on the basis of the following:

- The assignments submitted by the OT.

- Assessment of the Principal/Commandant of the Police Training College.

- Assessment of the Supdt. of Police of the district and the Range DIG.

The assignments are evaluated on the basis of the quality of contents and drafting, quality of presentation, originality, attention to the details and neatness.

FEEDBACK ON DISTRICT TRAINING:

A   Questionnaire was constructed for data collection (A copy is enclosed – Appendix Q). Question wise analysis of data is presented below:

Research Q.No. 1 A)   **After attending Basic Training at the National Police to what extent district practical training has contributed to your effectiveness as a Police Officer in the following aspect? (Knowledge/skills/attitudes)**

Response :

The IPS OTs of 50[th] and 51[st] RR were asked to indicate the extent to which the district practical training has contributed to their effectiveness as police officers on various domains of knowledge, skills and attitude. Results are presented in Table 10.

Table 10 Feedback of OTs on Achievement of Objectives

OBJECTIVES	Response To a great extent 5	To a considerable extent 4	To some extent 3	To a little extent 2	Not at all 1	Descriptive Statistics	Extent of Achievement
i) Knowledge of cultural, historical and social diversity of your state.	6 (11.3)	24 (45.3)	17 (32.1)	2 (3.8)	4 (7.5)	Mean = 3.491 Mode = 4 S.D. = 1.012	To a considerable extent
ii) Agrarian, Political and Law and Order problems of the State.	13 (24.5)	26 (49.1)	10 (18.9)	2 (3.8)	2 (3.8)	Mean = 3.868 Mode =4 S.D. = .962	To a considerable extent
iii) Instruction in Police Regulations/Manuals.	7 (13.2)	25 (47.2)	15 (28.3)	5 (9.4)	1 (1.9)	Mean =3.604 Mode =4 S.D. = .906	To a considerable extent
iv) Local Acts and Laws.	6 (11.3)	20 (37.7)	17 (32.1)	7 (13.2)	3 (5.7)	Mean = 3.358 Mode =4 S.D. = 1.039	To a considerable extent
v) Financial Rules and Revenue Matters.	3 (5.7)	9 (17.0)	22 (41.5)	17 (32.1)	2 (3.8)	Mean =2.887 Mode = 3 S.D. = .934	To some extent
iv) Land Records and Revenue Matters.	2 (3.8)	6 (11.3)	16 (30.2)	21 (39.6)	8 (15.1)	Mean = 2.491 Mode = 2	To a little extent

						S.D. = 1.012	
vii) Mastery in Regional Language	11 (20.8)	22 (41.5)	10 (18.9)	3 (5.7)	7 (13.2)	Mean = 3.509 Mode = 4 S.D. = 1.265	To a considerable extent
viii) Human Resource Management	9 (17.0)	26 (49.1)	10 (18.9)	7 (13.2)	1 (1.9)	Mean = 3.660 Mode = 4 S.D. = .979	To a considerable extent
ix) Dealing with pressure groups, politicians, members of public etc.	9 (17.0)	22 (41.5)	18 (34.0)	4 (7.5)	Nil	Mean = 3.679 Mode = 4 S.D. = .850	To a considerable extent
x) Office Management	9 (17.0)	22 (41.5)	14 (26.4)	8 (15.1)	Nil	Mean = 3.604 Mode = 4 S.D. = .947	To a considerable extent
xi) Financial Rules	2 (3.8)	12 (22.6)	20 (37.7)	16 (30.2)	3 (5.7)	Mean = 2.887 Mode = 3 S.D. = .954	To some extent
xii) Records Management.	6 (11.3)	17 (32.1)	22 (41.5)	7 (13.2)	1 (1.9)	Mean = 3.77 Mode = 3 S.D. = .925	To some extent
xiii) Inspection of Reserve Police Lines	6 (11.3)	16 (30.2)	23 (43.4)	7 (13.2)	1 (1.9)	Mean = 3.358 Mode = 3 S.D. = .922	To some extent
xiv) Departmental Procedures	5 (9.4)	24 (45.3)	14 (26.4)	9 (17.0)	1 (1.9)	Mean = 3.434 Mode = 4 S.D. = .951	To a considerable extent
xv) Redressal of Grievances	9 (17.0)	23 (43.4)	16 (30.2)	5 (9.4)	Nil	Mean = 3.679 Mode = 4 S.D. = .872	To a considerable extent
xvi) Rewards and Punishment Mechanisms	8 (15.1)	27 (50.9)	13 (24.5)	5 (9.4)	Nil	Mean = 3.717 Mode = 4 S.D. = .951	To a considerable extent
xvii) Interrogation Skills	11 (20.8)	19 (35.8)	14 (26.4)	8 (15.1)	1 (1.9)	Mean = 3.585 Mode = 4 S.D. = 1.046	To a considerable extent
xviii) Understanding the functioning of Dist. Magistrate, District Judge and other District Level functionaries.	10 (18.9)	18 (34.0)	15 (28.3)	9 (17.0)	1 (1.9)	Mean = 3.509 Mode = 4 S.D. = 1.049	To a considerable extent
xix) Functioning of Reserve Police Lines.	10 (18.9)	20 (37.7)	17 (32.1)	4 (7.5)	2 (3.8)	Mean = 3.604 Mode = 4 S.D. = 1.049	To a considerable extent
xx) Knowledge of night patrolling	18 (34.0)	25 (47.2)	7 (13.2)	3 (5.7)	Nil	Mean = 4.094 Mode = 4 S.D. = 1.007	To a considerable extent
xxi) Surveillance.	11 (20.8)	19 (35.8)	17 (32.1)	4 (11.3)	Nil	Mean = 3.660 Mode = 4 S.D. = .939	To a considerable extent
xxii) Serving of summons and warrants.	8 (15.1)	15 (28.3)	24 (45.3)	4 (7.5)	2 (3.8)	Mean = 3.434 Mode = 3 S.D. = .971	To some extent
xxiii) Urban Policing.	8 (15.1)	20 (37.7)	21 (39.6)	3 (5.7)	1 (1.9)	Mean = 3.585 Mode = 3 S.D. = .887	To some extent
xxiv) Rural Policing.	9 (17.0)	28 (52.8)	11 (20.8)	4 (7.5)	1 (1.9)	Mean = 3.755 Mode = 4 S.D. = .897	To a considerable extent

Aspect						Statistics	Extent
xxv) Court Procedures.	5 (9.4)	20 (37.7)	16 (30.2)	9 (17.0)	3 (5.7)	Mean = 3.283 Mode = 4 S.D. = 1.045	To a considerable extent
xxvi) Functioning of P.S.	19 (35.8)	23 (43.4)	8 (15.1)	3 (5.7)	Nil	Mean = 4.094 Mode = 4 S.D. = .861	To a considerable extent
xxvii) Inspection of P.S., Outpost etc.	20 (37.7)	15 (28.3)	16 (30.2)	1 (1.9)	1 (1.9)	Mean = 3.981 Mode = 5 S.D. = .971	To a great extent
xxviii) Supervision of cases.	11 (20.8)	27 (50.9)	13 (24.5)	1 (1.9)	1 (1.9)	Mean = 3.868 Mode = 4 S.D. = .833	To a considerable extent
xxix) Enquiries into petitions.	13 (24.5)	18 (34.0)	18 (34.0)	3 (5.7)	1 (1.9)	Mean = 3.736 Mode = 3 S.D. = .964	To some extent
xxx) Handling of law and order problems.	17 (32.1)	22 (41.5)	12 (22.6)	4 (3.8)	Nil	Mean = 4.019 Mode = 4 S.D. = .843	To a considerable extent
xxxi) Conducting, opening and confidential enquiries.	3 (5.7)	18 (34.0)	19 (35.8)	10 (18.9)	3 (5.7)	Mean = 3.151 Mode = 3 S.D. = .988	To some extent
xxxii) Understanding of traffic management in small cities.	6 (11.3)	12 (22.6)	22 (41.5)	11 (20.8)	2 (3.8)	Mean = 3.170 Mode = 3 S.D. = 1.014	To some extent
xxxiii) Functioning of an armed battalion.	5 (9.4)	13 (24.5)	15 (28.3)	13 (24.5)	7 (13.2)	Mean = 2.925 Mode = 3 S.D. = 1.190	To some extent
xxxiv) Training of Subordinates	6 (11.3)	15 (28.3)	16 (30.2)	10 (18.9)	6 (11.3)	Mean = 3.094 Mode = 3 S.D. = 1.181	To some extent

From Table 10 it is evident that -

(i) IPS OTs could <u>learn to a great extent</u> in the following aspect :(Mode = 5)

  * Inspection of P.S., Outpost etc.   - (Mean = 3.981)

(ii) IPS OTs <u>could learn to a considerable extent</u> to the following aspects: (Mode = 4)

- Knowledge of cultural, historical and social diversity of your state – (Mean = 3.491)
- Agrarian, Political and Law and Order problems of the state – (Mean = 3.868)
- Instruction in Police Regulations/Manuals – (Mean = 3.604)
- Local Acts and Laws – (Mean = 3.358)
- Mastery in Regional Language – (Mean = 3.509)
- Human Resource Management – (Mean = 3.660)

- Dealing with pressure groups, politicians, members of public etc. – (Mean = 3.679)
- Office Management – (Mean = 3.604)
- Departmental Procedures – (Mean = 3.434)
- Redressal of Grievances – (Mean = 3.679)
- Rewards and Punishment Mechanisms – (Mean =3.717)
- Interrogation skills – (Mean = 3.585)
- Understanding the functioning of Dist.Magistrate, District Judge and other District Level functionaries – (Mean = 3.509)
- Functioning of Reserve Police Lines – (Mean = 3.604)
- Knowledge of night patrolling – (Mean =4.094)
- Surveillance – (Mean = 3.660)
- Rural Policing – (Mean = 3.755)
- Court procedures – (Mean = 3.283)
- Functioning of P.S. – (Mean = 4.094)
- Supervision of cases – (Mean = 3.868)
- Handling of law and order problems – (Mean = 4.019)

(iii) IPS OTs could <u>learn to some extent</u> in the following aspects: (Mode = 3)

- Financial Rules and Revenue matters – (Mean = 2.887)

- Records Mgt. – (Mean = 3.77)

- Inspection of Reserve Police Lines – (Mean = 3.358)

- Serving of summons and warrants – (Mean =3.434)

- Urban Policing – (Mean = 3.585)

- Enquiries into petitions – (Mean = 3.736)

- Conducting an confidential enquiries – (Mean = 3.151)

- Understanding of traffic management in small cities – (Mean = 3.170)

- Functioning of an armed battalion – (Mean = 2.925)

- Training of subordinates – (Mean = 3.094).

(iv) IPS OTs could <u>learn to a little extent</u> in the following aspect : (Mode = 2)

- Land records and revenue matters – (Mean = 2.491)

It can be inferred that during district training more emphasis may be laid on the following knowledge and skills development aspects in order of priority:

- Land records and revenue matters.
- Training of subordinates.
- Functioning of an armed battalion
- Understanding of traffic management in small cities.
- Conducting an confidential enquiries.
- Enquiries into petitions.
- Urban Policing.
- Service of summons and warrants.
- Inspection of Reserve Police Lines.
- Records Management.
- Financial Rules and Revenue matters.

Research Q.No. 2.1: Which assignments do you feel added to your professional knowledge and skills enhancement more?

Response:

As per their response, the following assignments in order of priority have added to professional knowledge and skill enhancement:

- District Training Project Reports and preparation of inspection notes.
- District Training Project Assignments.

     - ISS.

- Departmental enquiries.

- Functioning of (RO,RI) Police Lines, CI and SDPO.

- Court Procedures.

- Investigation of cases.

- Maintenance of daily diary .
- Real investigation in the field.
- Thana attachment.
- R.I., court attachment and carrying out of inspection.
- Maintaining of daily diary and preparation of inspection notes are helpful. It will enhance professional knowledge/skills.
- Learning of local language.

Research Q.No. 2.2: Which other assignments may be added for your further learning and development?

Response:

The IPS OTs derived that following assignments, if added, will help them professionally :

- Inspection of Police Lines.
- Inspection of Court Records.
- Writing of supervision notes.
- Complaints and other redressal.
- Modernisation in policing – like computerizing the Police Office, Accounts Section, Police Courts and Intelligence Branch.
- Preparing data base on criminals, missing persons, unidentified dead bodies, missing vehicles etc.
- Interrogation of the criminals.
- Parliamentary attachment.
- Report on welfare matters.
- Functioning of Intelligence Branch.

- A brief report on Community Policing.
- A brief write-up on traffic problems.
- Attachment to NHRC.
- Apart from acting as SHO of P.S. another module as APP may be added.
- Office Administration and Financial Administration.
- Intelligence Collection and Collation.
- Conducting independent search and seizure and preparing seize memos etc.
- Preparing atleast one case under 10 prominent local and special laws and acts.
- Assignments related to investigation of ST/SC cases, VVIP duties, and traffic system in cities.
- Observation/report of working of police station where OT worked as M/C Police Manual Vs Real Field Reality.
- Separate assignment for the police station attachment, containing detail questions regarding each and every document/record of the police station.
- Function as Reserve Inspector for 1 week.
- Holding independent charge as a Civil Inspector for a week.
- As almost 60-70% cases reported/petitions coming at police stations are regarding land disputes, there should be training in land survey and settlement also, during the PTC training.
- Assignments on Human Rights & Inspection Notes.

Research Q.No. 2.3: Which assignments may be dropped?

Response:

According to IPS OTs following assignments may be dropped:
- Maintaining daily diary.
- Report on Human Rights.

- Attachment to Departments like PWD.
- CPO attachment.
- Intensive drill and motor mechanic module.

Research Q.No. 2.4: Do you feel that the time spent on completion of the assignments affected your training adversely?

<u>**Response**</u>:

83% IPS Officer Trainees were of the opinion that Superintendent of Police to whom they were attached had given enough time to shape them professionally. Their specific references on various domains of shaping were as under:

- Man Management
- Public Relations.
- Law and Order Management.
- Proceedings.
- Investigation of crimes.
- Interpersonal Relations with superiors, subordinates.
- Taking a broad logical and balanced view of things.
- Giving inputs on improving the system consistent decision-making.
- Precision and to be very particular regarding records.
- Working independently.
- Public dealings.
- Legal knowledge.
- Development of right attitude.
- No interest in training of a OT. No time available as S.P. is very busy person. Nobody is there to ask SP about training of a OT.
- Time management.
- Deployment of troops/forces for law and order duties.
- Facing pressure groups.
- Redressal of grievances.

- Office Management is the area where they could provide more time and knowledge.
- Investigation of high way crimes.
- Handling of special assignments.
- Anti militancy and public relations.
- Vision towards future policing.

Research Q.No. 3: To what extent the following Police Officers and other personnel have contributed to your learning and development at district level.

Response :

IPS OTs were asked to indicate the extent of which the following police officers and personnel had contributed to their learning and development at district level. The results are presented in Table11.

Table 11 CONTRIBUTORS TO LEARNING

Police Officers & Personnel	Response To a great extent 5	To a consi-derable extent 4	To some extent 3	To a little extent 2	Not at all 1	Descriptive Statistics	Extent of contribution
i) Principal and the faculty of Police Training College.	6 (11.3)	15 (28.3)	17 (32.1)	8 (15.1)	7 (13.2)	Mean =3.094 Mode = 3 S.D. =1.197	To some Extent
ii) Supdt. of Police.	31 (58.5)	13 (24.5)	4 (7.5)	2 (3.8)	3 (5.7)	Mean =4.264 Mode = 5 S.D. =1.129	To a great extent
iii) Reserve Inspector.	4 (7.5)	22 (41.5)	15 (28.3)	8 (15.1)	4 (7.5)	Mean =3.264 Mode = 4 S.D. =1.059	To a considerable extent
iv) District Magistrate	Nil	17 (32.1)	17 (32.1)	11 (20.8)	8 (15.1)	Mean =2.811 Mode = 3 S.D. =1.057	To some extent
v) District Judge.	2 (3.8)	15 (28.3)	16 (30.2)	12 (22.6)	8 (15.1)	Mean =2.830 Mode = 3 S.D. =1.122	To some extent
vi) District Health and Medical Officer.	3 (5.7)	9 (17.0)	12 (22.6)	15 (28.3)	14 (26.4)	Mean =2.472 Mode = 2 S.D. =1.219	To a little extent
vii) District Forest Officer	2 (3.8)	7 (13.2)	17 (32.1)	9 (17.0)	18 (34.0)	Mean =2.358 Mode = 1	Not at all

						S.D. =1.194	
viii) P.W.D. Personnel.	Nil	9 (17.0)	15 (28.3)	10 (18.9)	19 (35.8)	Mean =2.264 Mode = 1 S.D. =1.129	Not at all
ix) Excise Personnel	Nil	13 (24.5)	14 (26.4)	7 (13.2)	19 (35.8)	Mean =2.396 Mode = 1 S.D. =1.214	Not at all
x) Assistant Public Prosecutor.	6 (11.3	23 (43.4)	16 (30.2)	6 (11.3)	2 (3.8)	Mean =3.472 Mode = 4 S.D. =.973	To a considerable extent
xi) Circle Inspector/SDPO	10 (18.9)	30 (56.6)	8 (15.1)	1 (1.9)	4 (7.5)	Mean =3.774 Mode = 4 S.D. =1.031	To a considerable extent
xii) Head Constables and Constables.	21 (39.6)	22 (41.5)	7 (13.2)	2 (3.8)	1 (1.9)	Mean =4.132 Mode = 4 S.D. =.921	To a considerable extent

From Table 11 it is evident the following police officers and other personnel have contributed to OTs learning as under:

<u>Contribution to learning to a great extent:</u> (Mode = 5)

- Supdt. Of Police – (Mean= 4.264)

  <u>Contribution to learning to a considerable extent:</u> (Mode = 4)

- Reserve Inspector – (Mean=3.264)

- Assistant Public Prosecutor – (Mean = 3.472)

- Circle Inspector/SDPO – (Mean = 3.774)

- Head Constables and Constables – (Mean = 4.132)

<u>To some extent.</u> (Mode = 3)

- Principal and the faculty of Police Training College – (Mean = 3.094)

- District Magistrate – (Mean = 2.811)

- District Judge – (Mean = 2.830)

<u>To a little extent</u> (Mode = 2)

- District Health and Medical Officer – (Mean = 2.472)

  Not at all. (Mode = 1).

- District Forest Officer – (Mean = 2.358)

- P.W.D. Personnel – (Mean = 2.264)

- Excise Personnel – (Mean = 2.396)

It can be inferred from above that more interactions should be there of OTs with the following personnel for establishing organic linkages with other departments for effective policing:

- District Forest Officer.
- P.W.D. Personnel.
- Excise Personnel.
- District Health and Medical Officer.
- Principal and the faculty of Police Training College.
- District Magistrate.
- District Judge

Research Q.No. 4: Do you feel that the Supdt. of Police to whom you are attached has given enough time to professionally shape you as a police officer?

i)If Yes, in which specific areas/aspects he could shape you effectively?

Response (i) :

86.8% of OTs communicated that S.P. to whom they were attached had given enough time to professionally shape them as the police officer in the following areas:

- Man Management,
- Public Relations
- Law & Order Management.
- Investigation of heinous crimes,
- Conducting proceedings,
- Interpersonal relations with superiors, subordinates etc.
- Crime Investigation.
- Public dealings.
- Investigation of crime.
- Legal knowledge.

- Supervision of cases.
- Handling law and order problems
- Office Management.
- Development of right attitude.
- Conduct of inspections.
- Human Resource Management.
- Office Administration.
- Dealing with public and other district level functionaries.
- Time Management
- Deployment of troop/forces for law and order duties.
- Facing pressure groups.
- Management of force.
- Redressal of grievances.
- Investigation of highway crimes.
- Leading from front.
- Election preparation.
- P.S. work Supervision.
- Leadership qualities –humane, sympathetic, considerate to subordinates, positive attitude.
- Vision towards future policing.

ii) 13.2% OTs were of the view that their S.P. could not devote more time on them. Following reasons were cited by them:

- Lack of interest in training of an OT.

- Nobody is there to ask SP about the training of a OT.

- He considered himself as the best officer in the state. Whatever little time he had for us was spent in listening to the folk tales of his ability and competence and inefficiency of others including seniors. He never took us for any P.S. inspection or bandobust despite our request (there was a state police service OT also) and by character was not at all a role model.

- Unfortunately less time was available for studying in detail the functioning of police stations, investigations and clearance of pending investigations. This was due to too much field activities owing to a peculiar style of functioning of senior officers.

- SP did not give enough time because he was engaged in anti-military operation. But, he managed to provide good and efficient police personnel to train in investigation of cases and other criminal procedures.

- SP was of very reserved nature.

- SP had some mental block, local feeling, politically under pressure, neither efficient nor confident. Therefore he could not guide me well.

Research Q.No.5. A) How do you rate yourself as a learner during your practical training in the districts?

Response:

IPS OTs rated themselves as learners during their practical training as under:

- 18.9% - Excellent

- 56.6% - Very Good

- 22.6% - Good

- 1.9% - Satisfactory

Above data reflected their intense desire to learn if learning climate was good.

Research Q.No. 6: If you are asked to suggest measures to improve the practical training, what are your suggestions pertaining to the following?

Response:

According to them the following changes may be brought out for further improvement of district training:

i) **District Training Schedule:**

- P.S. (independent charge) – 3 months

- Reserve Office (II nd charge) – 1 month

- APP (II nd charge) –1 month

- SP Office (II nd charge) – 2 months

- BMP attachment – 1 week; C.I. (Independent charge) – 1 month

- Send with training schedule will be very useful.

- OT should never be attached to SPs who are autocratic, corrupt and have no interest in training. NPA/State Police Training officials should see that district training schedule is strictly followed. Period of district training should be increased.

- Training of OT should be given to a very good S.P. who takes keen interest in shaping the OT and NPA should influence the states and get the list of direct IPS officers who are successful in the field. Districts should be decided by the NPA.

- District Training should be sandwiched with the training at NPA.

- P.T.C. training should be curtailed to two weeks.

- Increase in duration of Thana attachment at district level is necessary. One should have thana like experience in Academy right from beginning.

- There should be a 15 days training schedule with courts.

- More time for accounts matters is required.

- The P.T.C. attachment is not very useful. Hence it can be cut down to 3 weeks including 10 days state darshan. If Land Revenue Training is imparted, it may be stretched to 14 weeks.

ii) Involvement of NPA:

- Involvement of NPA may be enhanced through Reports and Counsellor System.

- During district training, Director, NPA may maintain a direct contact with the S.P. through correspondence, Telephone, Fax, E-mail etc. It will motivate the S.P. to provide the best training.

- Confidential feedback should be asked and NPA should even ask for change of SP if necessary. Further NPA should make sure that IPS OT has reasonable living comfort so that he can concentrate more on job.

- Chapters on Court proceedings should be included in NPA curriculum. Some lectures by Advocates/PP/APP will be useful.

- Counsellors should visit IPS OTs more often.

- NPA should keep weekly/month contact will SPs/SSPs of those districts where OT undergoes district training.

- More frequent copies of the newsletter with greater content. It remained us of 'home' and spurred us on to achieve greater heights.

iii) Role of District Supdt. Of Police (with whom you are attached):

- In a place like Delhi, officers are always busy.

- S.P. should always motivate the OT to achieve some targets during the district training. He should spend as much time as possible with the OT. Fault finding in a friendly way is required. Independent charge should be given starting from police station, CI, SDPO, DEB, DIB, RI police lines.

- 90% of the OT's training is invariably dependent on the SP of the district. So care should be taken to see the OTs land up in the right training districts. All depends on the SP's attitude to train.

- S.P. should be requested to send monthly reports about training activities of an OT to NPA/State Police Training officers.

iv) Training Manager:

- Role of Training Manager was always nil during the training. He should visit the District where the OT gets training and maintain good touch with the S.P.

- We hardly know who the Training Manager is and what he is doing. Training Manager should be in touch with NPA and NPA should inspect their activity also.

- Training Manager should get feed back from the S.P. as well as from the OT regarding district training. He can guide the S.P. regarding the course of action.

v) Duration of various modules:

- CRPF attachment may be reduced.

- The OT should be given independent police lines so that he learns everything by himself. Attachment system does not give any responsibility to OT. Giving responsibility to young officers motivates them to learn things on their own.

- Court attachment may be enhanced.

- Training in police lines may be reduced to one week.

- Duration of district training should be one year. It should be ensured that OT is made S.O/in charge of P.S/Reserve Police Lines/City circle/Police Office etc. for a fixed duration and the regular in charge should be removed for that period.

vi) Quantity and quality of assignments:

- Too much training assignment must be done away. Quality should be stressed.

vii) Involvement of district police personnel and authorities:

- Involvement of district police personnel and authorities may be improved through more informal interactions with them.

- The district police should see a trainee as a student.

- SSP, DIG and IG should take much interest and devote more time.

Q.No. 7. What was the overall effect of District Practical Training on you?

Response:

The OTs rated the overall effect practical district training as:

- Excellent = 39.6%

- Very Good = 47.2%

- Good = 13.2%

It can be inferred that district training was a very rewarding experience for OTs for shaping their careers as police leaders.

NPA may very objectively consider the opinion of IPS OTs On district Training and bring out changes for improvement. All the suggestion may be very practical.

4.4 Senior Police Officers Response on IPS OTs Training

A questionnaire was sent to 300 Senior Police Officers with more than 15 years of service to obtain feed back about the performance, abilities and traits among the IPS Officers Trainees working directly under them in the field. The questionnaire covered the following areas:

- 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.

  - The ability of IPS Officers Trainees to deal with the day -to-day problems in policing and man management.

- Adverse traits, if any, noticed in the young officers.

Analysis of Response of Senior Police Officers

81 Senior Police officers responded on the questionnaire. The response received from them was consolidated. Question wise analysis is presented below:

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

Response:

The responses was as under:

To a great Extent	To a considerable Extent	To some Extent	To a little Extent	Not at all
23(29.1%)	**51(64.6%)**	5(6.3%)	0-(0)	0-(0)

From above it is evident that 29.1% Senior Police Officers were satisfied to a great extent with the training being provided to the Officers Trainees at NPA. 64.6% were found to the satisfied to a considerable extent since the calculated vale of X^2 (= 126.74%) is more than the tabled value of X2 (=9.49) for df = 4, at .05 level of significance. Statistically, it can be inferred that the Senior Police Officers were satisfied to a considerable extent with NPA training to the IPS officer trainees.

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

Response:

The following main reasons for lack of application of training in the field were identified after content -analysis of qualitative data:

- Lack of infrastructure in the field.

- Lack of interest of senior officers in applying the learnings of IPS OTs in field.

- Indifference and lack of interest reflected by the subordinates

- IPS OTs are less committed and they lack professionalism.

- Political interference.

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

<u>Response</u>:

The senior Police Officers found the IPS officer Trainees to be strong in the following areas of professional knowledge, skills and attitudes:

- Knowledge of
    - Law.
    - Forensic Science and Forensic Medicine.
    - Current affairs
    - Management Theories
    - Computers
- Communication Skills
- Physical fitness and Stamina.
- Personality Traits
    - Honesty
    - Discipline.
    - Impartiality.
- Willingness to accept additional responsibility
- Willingness to take risks.

- Punctuality

- Enthusiasm

- Taking initiative

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

<u>Responses</u>

The IPS OTs were found to be weak in the following areas:

- Looking for soft postings and comfortable life. Reluctant to pick up challenges. They would even get married to avoid difficult cadres like the North East States.

- Concern for subordinates is very poor. They take things casually. Sometimes etiquette is shocking.

- More than 50% are professionally poor. They have tendencies to bypass authority and run after the political bosses for good postings.

- They share Reluctance to do interior touring. They prefer to function from the office.

- Majority of there lack discipline and treat seniors as equals. Only 10% are on a high moral pedestal.

- They consider the NP A as the final stage of learning. .

- 30% to 40% of them are slack, and adopt unfair means for material gains.

- They lack of self-esteem and pride in uniform. 75% of them feel that they are IAS/IFS rejects.

- They are averse to doing things themselves. The urge to perform better has been largely replaced by the urge to be well connected.

- Many of them indulge in corrupt practices.

- Lack of interest in going into details in investigation. They have Short-lived enthusiasm and have no interest in parades and inspections.

- They share tendencies to succumbing to glamorous pleasures easily.

- They are capable of maneuvering helpful elements and are publicity conscious. They are very good at own career planning and good at lobbying and public relation work.
- They are street smart, computer savvy and self -obsessed.
- They are highly worldly wise and lack of sympathy for people coming for help.
- Lack of desire to learn from seniors demonstrate an attitude of smugness. .
- They are subservient to the wife and politicians.
- Some of them are not punctual.

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

Response:

The senior officers communicated that NPA training could develop' discipline', 'impartiality', 'confidence',' national outlook' and' greater vision',' integrity and higher levels of physical fitness in IPS OTs

Question No.4: What do you feel are weak links in NPA training? What are your suggestions for improvement of training function at NPA for IPS Officer trainees?

Response:

Following weak links in the NPA training have been pointed out by the senior Police Officers:

- The trainees develop an 'Elitist Air'.

- Officers unfit for police service are not weeded out.

- Far too many topics are taught at NPA resulting in inadequate attention to important professional subjects.

- The training is more knowledge oriented. Practical orientation is required.

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

<u>Course Content:</u>

Indoor Subjects: Following aspects may be taken into consideration

- Development of problem -solving skills to arrive at the practical solutions to day-to-day problems.

- Input on Motivation of subordinates.

- Self-study mechanisms should be encouraged to save time for more important subjects.

Outdoor Subjects:

- More stress may be put on skill development in Field Tactics and driving of vehicles.

- IPS OTs should be motivated to play games to keep them fit throughout their career.

- Classes in riding may be reduced, as riding is not of much use in the field.

Training Methodology:

- More interactive methodology should be used for teaching instead of lecture method.

More Suggestions: A few more suggestions were:

- Training should be less examination oriented.

- In District Training IPS officer trainees should be trained under competent Superintendents of Police who have proven track record.

- More professional faculty from outside should be used for teaching Police subjects.

- IPS officer trainees should be encouraged to create more people friendly police. There should be 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 Officer Trainees for Po lice Organisational Effectiveness?

Response:

The following suggestions have been made regarding the role of NPA in training.

- NPA should identify the weak points in policing and cater for training inputs to eradicate them.

- NPA should prepare the IPS OTs for emerging challenges of internal security.

- NPA should train IPS OTs so that they adopt the latest technology for improving policing.

- NPA should increase research activity.

4.5 Subordinates' Perception of IPS Officers

The Subordinate level consists of the Deputy Superintendents, Inspectors, Sub inspectors, Assistant Sub Inspectors and Head Constables. The Sates from which the feedback was taken are, Uttar Pradesh in the North, Madhya Pradesh in central India, and Tamilnadu in the South.

The aim of the questionnaire was to get the perceptions of the subordinate officers about the IPS officers' 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.

Subordinate officers responded to the questionnaire from the three states: 50 from Uttar Pradesh, 8 from Madhya Pradesh and 28 from Tamilnadú. Responses to Question No. 1 which had a 6 point rating scale was fed into the computer and the results are as under in Table 12.

Table12 :Professional Domains : Tamilnadu

DOMAINS	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	11	11	4	1
9. Giving credit of success to subordinates.	7	7	8	8	6	-
10. Backing up subordinate staff in the cases of difficulties/troubles.	7	5	9	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 Table 13.

Table 13. Knowledge and Skills Domains

KNOWLEDGE AND SKILLS	HIGH	LOW	COMMENTS
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

Table 14 : Attitude and Behaviour Domains

ATTITUDE AND BEHAVIOUR	HIGH	LOW	COMMENTS
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	Very 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

Table 15: Knowledge and Skills Domains (Uttar Pradesh)

KNOWLEDGE AND SKILLS	HIGH	LOW	COMMENTS
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

Table 16: Attitude and Behaviour (Uttar Pradesh)

ATTITUDE AND BEHAVIOUR	HIGH	LOW	COMMENTS
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/downtrodden	-	-	-
7.Attitude towards minorities.	-	-	-
8.Attitude towards Human Rights	-	-	-
9. Learning from subordinates	13	27	Very Low
10. Relations with Judiciary etc.	21	29	Low

From the above Table 16 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 seemed to have maintained a higher performance level and command a higher degree of respect that 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 scored 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 were high, in all the other items the rating was 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 appeared to be common to all the three states studied.

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

- The IPS officers considered themselves superior to all the subordinates, and more importantly, they carry a' Superior Air' about the subordinates appear to find irksome. They also appeared 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.

- They did not give credit to their subordinates for the good work done by them. On the other hand they tried to corner the credit for themselves.

- They did not support their subordinates when they are in trouble due to p public or political pressure etc. They preferred to save their own skin and leave the subordinates to face the music.

- The IPS officers did not make any efforts to develop their subordinates through guidance and help.

- They did not interact freely with their subordinates-
- They were most unwilling to learn from their subordinates.
- They did not respect subordinates who were senior to them in age and years of service.
- They were unable to resist political pressure. On the contrary, they had become subservient to the politicians.

In Uttar Pradesh the feedback was much more unflattering. The perceptions given in the responses to the remaining three questions in the questionnaire are listed below:

- The IPS officers looked upon all acts of their subordinates with suspicion.
- They tried to project an honest image of themselves.
- To tended to punish subordinates without verifying facts about the allegations.
- They were not impartial and tend to have favourites.
- They indulged in casteism in the department.
- They 'Sell' or 'Lease out' the police stations.
- They had connections with the Mafia-
- They ignored their subordinate's difficulties.
- They suffered 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 subordinate officers:

- Honesty has become comparatively lesser.
- Competence has gone down compared to earlier years.
- Backing given to subordinates has gone down.
- Before 1980 the IPS officers were more impartial and less politicized-
- Younger officers work under political pressure and compel the subordinates to do the same.
- 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 Tamil Nadu 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 Tamil Nadu 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 UP. Draw a very different kind of response from there 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.

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CHAPTER -5
IMPACT EVALUATION OF IN-SERVICE COURSES AT NATIONAL POLICE ACADEMY

5.1   INTRODUCTION

The Academy has been conducting various In-service Courses for Senior I.P.S.

Officers for years. The descriptions of the courses being conducted at the National Police

Academy are as under: -

1997

- Levels I, II and III Management Courses.
- Management of Training Course.
- Training Administrators' Course.
- Training of Trainers' Course.
- Induction Training Course for SPS Officers.
- Basic Management Course.
- Seminar on Current Trends in Economic Crimes.
- Seminar on Coordinated Approach to Criminal Justice System.
- Seminar on Problems of Urbanisation and Crime.
- Seminar on Frauds and Cheating.
- Seminar on Drug Abuse.
- Seminar on Role of Science and Technology in Prevention and Detection of Crime.
- Seminar on Emergency Response Management.
- Workshop on D.N.A.
- Symposium on Imperatives of Industrial Security in Public and Private Sectors.

1998

- Levels I, II & III Management Courses.
- Basic Management Course.
- Induction Training Course.
- Training of Trainers Course.
- Training Administrators Workshop.
- Management of Training Course.
- Coordinated Approach to Criminal Justice System.
- Traffic Management.
- Recent Trends in Economic Crimes.
- Human Resource Management in Police.
- Science & Technology and D.N.A.
- VIC for IPS Officers.
- V.I.T.P. for IAS Officers.

1999

- Levels I, II & III Management Courses.
- Level II Management Course.
- Level III Management Course.
- Basic Management Course.
- Induction Training Course for SPS.
- Training of Trainers Course.
- Training Administrators Course.
- Management of Training Course.
- Traffic Management Workshop.
- Recent Trends in Economic Crimes.
- Coordinated Approach to Criminal Justice System.
- Seminar on Gender Issues.
- Science & Technology in Police Work.
- HRM in Police.
- Cyber Crimes.
- Investment of Anti Corruption Cases.

- Intelligent Collection & Crime Prevention for IFS.
- VIC for IPS Officers.
- VIC for IAS Officers.

2000

- Leadership Development Programme.
- Management Development Programme.
- Strategic Management Course.
- IPS Induction Course for SPS Officers.
- Training of Trainers Course.
- Training Administrators Course.
- Management of Training Course.
- Cyber Crimes.
- Intelligence Collection and Crime Prevention for IFS.
- Workshop on Teaching IPR.
- Seminar on IPR for Nodal Officers.
- VIC: Court Rulings affecting Police Work.
- Seminar on Science and Technology in Police Work.
- Seminar on National Security for IAS and IPS.
- Coordinated Approach to Criminal Justice System.
- Recent Trends in Economic Crimes.
- Workshop on Media Management.
- Seminar on Drug Abuse.
- Workshop on Traffic Management.
- Seminar on Gender Issues.
- VIC: Human Rights - A bane or boon for Police.
- Investigation of Anti-Corruption Cases.

In order to study the impact of various Inservice Courses on on-the-job behaviour of participants, a questionnaire was circulated amongst participants who attended the Inservice Courses during 1996-1999. Both qualitative and quantitative analysis was done by utilizing SPSS package.

5.2. ANALYSIS AND INTERPRETATION OF DATA

Systematic analysis of data was done. The results are presented below: -

Research Q.No.1: To what extent the following learning aspects have been developed in you after attending the course for improving your job behaviour for police organizational excellence?

Response

The response of trainees is presented below in Table 17

Table 17: Learning Aspects and on-the-Job behaviour changes.

Objectives	To a great extent	To a consi-derable extent	To some extent	To a little extent	Not at all	Descriptive Statistics	Inter-pretation Achieve-ment
1. Understanding of contemporary issues for better policing.	33 (39.3)	**40 (47.6)**	9 (10.7)	2 (2.4)	-	Mean 4.238 Mode 4 SD 0.738	To a consider-able extent
2. Broadening of outlook.	36 (42.9)	**39 (46.4)**	8 (9.5)	1 (1.2)	-	Mean 4.310 Mode 4 SD 0.694	To a consider-able extent
3.Managerial excellence	18 (21.4)	**45 (53.6)**	19 (22.6)	2 (2.4)	-	Mean 3.94 Mode 4 SD 0.734	To a consider-able extent
4. Amplification of Understanding of leadership role	26 (31.0)	**40 (47.6)**	16 (19.0)	2 (2.4)	-	Mean 4.071 Mode 4 SD 0.773	To a consider-able extent
5.Self-development	34 (40.5)	**36 (42.9)**	13 (15.5)	1 (1.2)	-	Mean 4.214 Mode 4 SD 0.793	To a consider-able extent
6. Learning of police systems of other states and CPOs.	10 (11.9)	26 (31.0)	**37 (44.0)**	7 (8.3)	4 (4.8)	Mean 3.369 Mode 3 SD 0.967	To some extent
7.Better understanding of role of training for organizational	28 (33.3)	**34 (40.5)**	19 (22.6)	2 (2.4)	1 (1.2)	Mean 4.024 Mode 4 SD 0.878	To a consider-able extent

excellence								
8. Human Resource Management	28 (33.3)	**31** **(36.9)**	20 (23.8)	3 (3.6)	2 (2.4)	Mean 3.952 Mode 4 SD 0.968	To consider-able extent	a

Diagrammatic Representation:

FIGURE 1 : UNDERSTANDING OF CONTEMPORARY ISSUES FOR BETTER POLICING.

3 - 11%, 4 - 2%, 1 - 39%, 2 - 48%

1. To a great extent
2. To a considerable extent
3. To some extent
4. To a little extent
5. Not at all
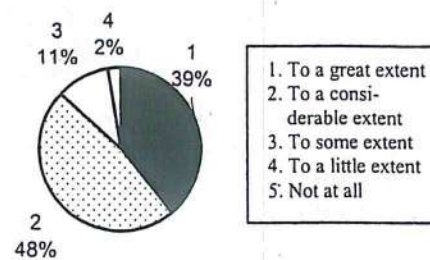
FIGURE 2 : BROADENING OF OUTLOOK.

3 - 10%, 4 - 1%, 1 - 43%, 2 - 46%

1. To a great extent
2. To a considerable extent
3. To some extent
4. To a little extent
5. Not at all
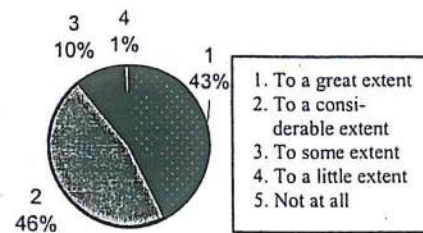
FIGURE 3 : MANAGERIAL EXCELLENCE.

4 - 2%, 3 - 23%, 1 - 21%, 2 - 54%

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

FUGURE 4 : AMPLIFICATION OF UNDERSTANDING OF LEADERSHIP ROLE.

4 - 2%, 3 - 19%, 1 - 31%, 2 - 48%

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

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FIGURE 5 : SELF-DEVELOPMENT

4 0% 5 1%
3 15% 1 40%
2 44%

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

FIGURE 6 : LEARNING OF POLICE SYSTEMS OF OTHER STATES AND CPOs.

4 8% 5 5% 1 12%
3 44% 2 31%

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

FIGURE 7 : BETTER UNDERSTANDING OF ROLE OF TRAINING FOR ORGANIZATIONAL EXCELLENCE.

5 1%
4 2%
3 23% 1 33%
2 41%

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

FIGURE 8 : HUMAN RESOURCE MANAGEMENT

5 2%
4 4%
3 24% 1 33%
2 37%

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

It is evident from Table 17 that following learning aspects were appreciated by the participants:

To a considerable extent (Mode-4):

- Understanding of contemporary issues for better policing.

- Broadening of outlook.

- Managerial excellence

- Amplification of understanding of leadership role

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- Self-development

- Better understanding of role of training for organizational excellence

- Human Resource Management

  <u>To some extent (Mode-3):</u>

- Learning of police systems of other States and CPOs

It is also evident from the Table 1 that in Inservice-courses more emphasis may be laid on creating learning opportunities for the participants to learn more about the police systems of other States and CPOs.

Research Q.No.2: Which methods sparked your learning process the most? (Please prioritize)

Response) Cumulated ratings were derived and it was found that the following methods were appreciated by the participants in order of priority as under:-

	Rank
Experience Sharing	- I
Classroom Lectures	- II
Project Reports presentation	- II
Group Discussions	- III
Field Visits	- III
Syndicate Study Tour	- IV

Research Q.No.4: To what extent there was on-the-job support for application of your learning on the job?

Response) It was found that the participants got on -the -job support for application of their learning's <u>to a great extent</u>.

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Research Question No. 5: What are the things you have started doing after attending this course?

Response) The participants, who attended various Inservice Courses at the National Police Academy, reported that they had started doing the following things after attending the course(s) at the Academy:

- Daily exercises and Yoga.

- Departmental action against delinquent officials.

- Better listening.

- Computer use in day-to-day working.

- Reading enactments on IPR.

- Orientation towards professionalism.

- Paying respect to the views of others.

- Better Man-Management.

- Better interaction with other systems of Criminal Justice System.

- Started learning more about computers.

- Prepared proposals for Computerization.

- Better Learning more about Human Rights and related issues.

- Pitched familiarisation programmes for Constabulary with the latest Police Weapons.

- Started giving top priority to the welfare of personnel.

- Started focusing more on the investigation of economic crimes.

- Doing better supervision of Traffic Management and investigation work.

- Ensured better team spirit and time management.

- Improved leadership styles.

- Developed greater empathy towards weaker sections.

- Emphasizing on sensitization of various ranks in the force for better dealing with public.

TRAINING OF TRAINERS COURSES

- Improvements in Audio-visual aids use.

- Introduction of Role-playing method.

- Presentations by using charts and slides.

- Introduction of Training of Trainers courses for faculty.

- Systematic course designing.

- Improving the learning environment.

- Training infrastructure development.

- Use of following training methods while taking classes:

  - Group Discussion.

  - Syndicate Method.

  - Case-Method.

Q.No.6. What have you stopped doing after attending this course?

Response) The participants reported that they stopped doing/practicing the following after attending the courses at the NPA: -

- Authoritarian tendency.

- Blaming people for problems.

- Getting angry frequently.

- Superficial approach to investigation.

- Procrastination.

- Giving less importance to Gender issues.

- Abusing prisoners/people in custody.

- Unnecessary punishment to the Subordinates for their failures. (More focus on development/correction)

- Wasting time on trivial matters too much.

Research Question No.7: Please describe any changes in you, your work, or your inter-personal relationships etc., after attending the courses at the National Police Academy.

Response) Participants reported the following changes in their working style and interpersonal relationships with the people around: -

- Better Interpersonal Relationship.

- Thirst for knowledge more.

- Initiated Community Policing initiatives. (Japan and Singapore models)

- Better time management and systematic work.

- Cyber Crime Awareness Programmes to the Subordinate ranks.

- Ensuring positive attitude and congenial atmosphere at the workplace.

- Better care of Subordinates and Public.

- Focus enhancement in professional knowledge.

- More care in handling financial and accounts matters.

- Accepting others view points.

- Interactions with fellow participants for broadening outlook.

Research Question No.8 (A): As a result of attending this course, what do you estimate to be the increase in your personal effectiveness? Please express as a percentage.

Question No.8 (b): What is the basis of your estimate?

Response) The participants communicated that their personal effectiveness increased after attending the courses as per the particulars given below :-

	Percentage increase in Personal Effectiveness	Frequency
1.	Below 20	15 (22.72%)
2.	20-40	18 (27.27%)
3.	40-60	16 (24.24%)
4.	60-80	11 (16.67%)
5.	80-100	6 (9.10%)

The participants reported that the basis of above estimates of improvement was:

- Self Confidence.

- Self-Perception (pre and post training effects).

- Public Opinion.

- Understanding of laws.

- Achievement of targets.

- Feedback from junior colleagues.

- Exhausted need for 'Professionalism'.

- More experience-sharing at work place.

- Increased acceptance and cooperation from public.

Research Question No.9: Have you used reference and reading material provided during the course in the district in bringing about changes?

Response) For clarifying professional doubts, the reference and reading material provided by NPA was consulted by 74.2% participants of various in-service courses. Whereas 25.8% could not use the reading material because of paucity of time.

Research Question No.11: If you were asked to redesign the course, what changes do you propose in the existing course?

Response) The participants communicated that they would like the following aspects to be included in the course designs:

- Computer Applications in HRM.

- Micro Planning.

- DNA Finger Printing.

- Hands on Computer.

They wanted more Case Studies and inputs on Court Rulings.

5.3 SUMMING-UP

As reported by the participants, the in-service courses at NPA could develop in them the contemporary issues for better policing, managerial excellence, amplification of understanding of leadership role and HRM skills. These courses have broadened their outlook for self-development. They were of the view that more emphasis may be laid on communicating the police systems of other States and CPOs.

After attending the T.T courses they have done the following:

- Improvements in Audio-visual aids use.

- Introduction of Role-playing method.

- Presentations by using charts and slides.

- Introduction of Training of Trainers courses for faculty.

- Systematic course designing.

- Improving the learning environment.

- Training infrastructure development.

- Use of following training methods while taking classes:
  - Group Discussion.
  - Syndicate Method.
  - Case-Method.

They have significant improvements in their personal effectiveness. Experience-Sharing sessions; Classroom lectures; Project Reports presentations; Field Visits and Group Discussions sparked their process of learning.

However, they were of the view that following inputs should be given prominence in the training designs:

- Computer Applications in HRM.
- Micro Planning.
- DNA Finger Printing.
- Hands on Computer.

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CHAPTER - 6
IMPACT EVALUATION OF
INDUCTION TRAINING AT NPA

6.1.   INTRODUCTION

Induction Training Courses for State Police Service Officers, who are inducted into the IPS, have been conducted at the National Police Academy since 1995 such courses have been conducted. 111 Police Officers have attended the courses.

Course	Date	No.of Participants
1st Course	1995	23
2nd Course	1996	15
3rd Course	1997	18
4th Course	1998	9
5th Course	1999	13
6th Course	2000	33
	Total participants	111

Following are the objectives of the Induction Courses being conducted at the Academy: -

- To enable the participants to acquire an all India perspective.

- To equip the participants with knowledge and skills required to manage a District charge.

- To enable the participants to develop understanding of modern management principles as applied to police working.

The Course Contents focus on the following aspects:-

- **All India Services and Administrative set up.**

- All Indian Police-concept and Role.

- History of Indian Police.

- IPS Cadre Rules.

- Central Police Organizations and Central Enforcement Agencies.

- Pride in the service.

-Managing the District

- How to become a good leader (Leadership and Management Styles)?

- Importance of intelligence gathering at district level.

- Crisis and disaster management.

- Inter-departmental relations and cooperation.

- Police Magistracy relations.

- Budget and Financial Management.

- Performance Evaluation and writing of ACRs.

- Inter-personal skills and self-development

- Communication skills (how to conduct meetings, how to participate in a conference: conveying clear and unambiguous instructions, report writing)

- Inter-personal relationships.

- Training and development of subordinates.

- Health Management.

- Human Resources Management in Police.

- New dimensions of policing.

- Managing change.

- Organized crime.

- International arms and narcotics smuggling.

- Handling of extremist violence and insurgency.

- Cyber crimes.

- Human Rights.

- Gender sensitization.

- Community policing.

- **Recent Advances.**

  - Latest development in Forensic Science including DNA finger printing.

  - Use of computers in police work.

  - Security environment.

  - Latest equipment for police work.

- **Ethical and Moral Issues in Policing.**

  - Importance of ethics in police.

  - Resolving ethical issues.

  - A code of conduct for Police.

Following were other Course activities:-

- Visits.

- Outdoor Activities.

- Presentation of Case Studies.

- Preparation and presentation of Syndicate Papers on assigned topics.

- Essay writing.

- Book reviews.

6.2. IMPACT EVALUATION OF INDUCTION TRAINING

In order to study the impact of 'Induction Training Course' on trainees and the Police organisation, a questionnaire was constructed. The questionnaire focused on the assessment of -

- Trainees' perception on the achievement of objectives of the course.

- Trainees' development in important domains of Police work.

- Changes brought-out by trainees in their back home situations.

- Increase in their professional competence.

A copy of questionnaire is at Appendix _____G_____

The questionnaire was sent to Induction Course participants by post. 19 Replies were received.

6.3. ANALYSIS AND INTERPRETATION OF DATA:

Data was fed on SPSS package for analysis. The results are presented below:-

Research Q.No.1. *The following objectives were defined for the Induction Training Courses; to what extent did the programmes achieve the goal or achieve its objectives.*

Response:

The response of the trainees of Induction Courses is presented in Table 18.

Table 18 Objectives of Induction Training Courses

Objectives	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all	Descriptive Statistics	X^2* Value
1. To help acquire an all India perspective as is expected of a member of the Indian Police Service	8 (42.1)	**9 (47.4)**	2 (10.5)	-	-	Mean 4.316 Mode 4 SD 0.671	4.526 N S
2. To help understand the role of Central Police Organizations and the Army in the context of internal security	3 (15.8)	7 (36.8)	**8 (42.1)**	1 (5.3)	-	Mean 3.632 Mode 3 SD 0.831	6.895 NS

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Objective							
3. To help develop state of the art skills for public order management and crime investigation	6 (31.6)	6 (**31.6**)	6 (31.6)	1 (5.3)	-	Mean 3.842 Mode 3 SD 0.068	3.947 NS
4. To help appreciate Human Rights and the role of Police.	**8 (42.1)**	7 (36.8)	4 (21.1)	-	-	Mean 4.211 Mode 5 SD 0.787	1.368 NS
5. To help comprehend latest trends/ developments in the police profession at the national and global level.	6 (31.6)	6 (31.6)	6 (31.6)	1 (5.3)	-	Mean 3.895 Mode 3 SD 0.937	3.947 NS
6. To help understand the latest trend & development in the Science & Technology in Police Work.	6 (31.6)	5 (26.3)	6 (31.6)	1 (5.3)	1 (5.3)	Mean 3.737 Mode 3 SD 1.147	7.053 NS

*   Tabled value of X^2 at 0.05 level of significance for df = 4 is <u>9.49</u>.

From the Table it is evident that the following objectives were achieved: -

- To a great extent (Mode 5)   - To help appreciate Human Rights and the role of Police.
- To a considerable extent (Mode 4)   - To help acquire an all-India perspective as is expected of a member of the Indian Police Service
- To some extent   (Mode 3)   - To help understand the role of Central Police Organizations and the Army in the context of internal Security

          - To help develop state of the art skills for public order management and crime investigation

It can be inferred that more emphasis should be laid on the following aspects in the forthcoming courses:-

- Role of Central Police Organizations and Army in the context of Internal Security.

- Public Order Management and Crime Investigation.

- Latest trends/developments at the National and the global levels in Policing.

- Recent trends and developments in the field of Science and Technology for application in Police.

Research Q.No.2.) Did you feel that the programme was meeting your individual learning needs?

Response: It is evident that 94.7% participants felt that the Induction programme was meeting their individual learning needs. The trainees reported that the course met their individual learning goals to a great extent because of -

- Experience sharing.

- Standard study-material provided by NPA.

- Interaction with in-house and guest faculty at NPA.

- Special inputs on

  - Health Management

  - Time and Stress Management

- Thought provoking discussions.

Research Q.No.3: To what extent do you feel that the course provided opportunity for learning and development in the following aspects for enhancing your individual and organizational effectiveness?

Response: The trainees of the Induction Courses were requested to rate 14 learning outcomes of Induction Training on a 5-point scale. The results are presented in Table19:

TABLE 19. Development Of Individual and Organisational Effectiveness

Areas/Aspects Development	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all	Descriptive Statistics	X^2 * Value
a) Norms, ethos and values of Indian Police Service	9 (47.4)	5 (26.3)	4 (21.1)	1 (5.3)	-	Mean 4.158 Mode 5 SD 0.958	6.895 NS
b) Broadening of your outlook	9 (47.4)	7 (36.8)	2 (10.5)	1 (5.3)	-	Mean 4.263 Mode 5 SD 0.872	9.421 NS
c) Human Resources Mgt. competence	8 (42.1)	6 (31.6)	4 (21.1)	1 (5.3)	-	Mean 4.105 Mode 5 SD 0.937	5.632 NS
d) Self-Development	7 (36.8)	5 (26.3)	7 (36.8)	-	-	Mean 4.0 Mode 3 SD 0.882	0.421 NS
e) Managerial Skills	5 (26.3)	9 (47.4)	5 (26.3)	-	-	Mean 4.0 Mode 4 SD 0.745	1.684 NS
f) Role of Central Police Organizations and Army in Internal Security	2 (10.5)	10 (52.6)	4 (21.1)	3 (15.8)	-	Mean 3.579 Mode 4 SD 0.902	8.158 NS
g) Appreciation of Human Rights Issues.	6 (31.6)	5 (26.3)	7 (36.8)	1 (5.3)	-	Mean 13.842 Mode 3 SD 0.958	4.368 NS
h) Development in Police Professional at National Level	6 (31.6)	8 (42.1)	4 (21.1)	1 (5.3)	-	Mean 3.947 Mode 4 SD 1.026	5.632 NS
i) Application of Science and Technology in police work.	6 (31.6)	4 (21.1)	8 (42.1)	1 (5.3)	-	Mean 3.789 Mode 3 SD 0.976	5.632 NS
j) Attitude towards your Profession	8 (42.1)	7 (36.8)	2 (10.5)	1 (5.3)	1 (5.3)	Mean 4.053 Mode 5 SD 1.129	12.316 S
k) Creativity and innovation in Police work.	6 (31.6)	7 (36.8)	5 (26.3)	1 (5.3)	-	Mean 3.947 Mode 4 SD 0.911	4.368 NS
l) Decision-Making Skills.	7 (36.8)	5 (26.3)	5 (26.3)	1 (5.3)	-	Mean 3.842 Mode 5	7.579 NS

						SD 1.167	
m) Use of Computers in police work.	6 (31.6)	3 (15.8)	6 (31.6)	3 (15.8)	1 (5.3)	Mean 3.526 Mode 3 SD 1.264	4.947 NS
n) Appreciating contemporary issues like Gender Issues/ NGOs Role/Terrorism etc.	3 (15.8)	8 (42.1)	5 (26.3)	2 (10.5)	1 (5.3)	Mean 3.526 Mode 3 SD 1.073	8.105 NS

* Tabled value of X^2 at 0.05 level of significance for df = 4 is 9.49.

From the Table 19 it is evident that the provided opportunities to a great extent for learning and development in the following aspects:

To a great extent (Mode- 5)   - Norms, ethos and values of Indian Police Service

- Broadening of outlook.

- Human Resources Management competence.

- Decision-Making Skills

To a considerable extent (Mode- 4)   - Managerial Skills

- Role of Central Police Organizations and Army in Internal Security

- Development in Police Professional at National Level

- Creativity and innovation in Police work.

To some extent (Mode- 3)   - Self-Development

- Appreciation of Human Rights Issues.

- Application of Science and Technology in Police work.

- Use of Computers in police work.

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- Appreciating contemporary issues like
Gender Issues/ NGOs Role/Terrorism
etc.

It can be inferred that inputs on application of Science and Technology in Police work Human Rights use of computers in police work, gender issues, and Role of NGOs will have to be covered more in the Induction Course to make it more useful.

Research Q.No.4) which methods sparked your learning process the most?

Response) The trainees of Induction Course were asked about the training methods, which sparked their process of learning the most. Cumulative ratings were derived. In order of the preference, the following methods were adjudged as the best:

	Rank
i) Project Reports and their Presentation	- I
ii) Experience Sharing	- II
iii) Group Discussions	- III
iv) Field Visit	- III
v) Classroom Lectures	- IV

It can be inferred that participative training methodology was liked by the participants for enhancing their learning during the course.

Following were their concrete suggestions for the improvement of Induction Courses at NPA:

4.5.1: More Inputs on the following may be added:

- Handling communal situation.

- DNA finger printing.

- Computers.

- Oral communication.

- Observation Skills.

- Investigation of Bank frauds and fake financial institutions.

- Cyber crimes.

- Judicial enquiry.

- Public Order Management.

- Time Management.

- Stress Management.

4.5.2. Visits and Attachments:

- Visit to Delhi and Mumbai for Traffic Management.

- Visit to Forensic Science Lab.

- Visit to local Scientific and Social Organisations.

- Visit to Courts.

- Visit to Army and CPMF Units.

4.5.3. Duration of Course:

The course may be extended to 2 months.

Research Q.No.5) To what extent there was on-the-job support for application of your learning on the job?

Response: 31.6 % and 42.1% participants reported that there was on-the-job support for application for their learning on-the-job to a great and considerable extent respectively.

Research Q.No.6) what are the things you have started doing after attending the induction course?

Response: The participants reported that they had started doing the following after attending the induction course at NPA:

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- Analysis of Social problems for better policing.

- Self-development orientation in life.

- More carefulness about the Human Rights.

- Managing the system well.

- Use of Computers in day-to-day working.

- Better Time Management.

- Reading Police literature.

- Yoga and Physical exercises.

- Paying attention to health and hygiene of the force.

- Plantation programme.

- Regular P.T./Parade in battalion.

- Setting of targets and standards of performance for subordinates.

  (Problems/tasks)

- Attending issues with cool and balanced mind.

Research Q.No.7) what are the things you have stopped doing after attending the Induction Course?

Response) The participants communicated that they had stopped doing the following things after attending the Induction Course at National Police Academy.

- Rigid attitude in life.

- Aversion in mixing with subordinate ranks.

- Unprofessional policing.

- Lack of trust in subordinates.

- Narrow thinking.

- Inhuman approach.

- Not owning-up mistakes.

- Loose talking.

Research Q.No. 8) Will you please describe any changes in you, your work, or your interpersonal relationships etc, after attending this course at the National Police Academy?

Response) Following changes were brought out by the Induction course participants at their workplaces: (Response is being reproduced as they wrote in the questionnaire)

- I feel that I am a totally changed person. My work and my relationship with fellow officers has improved to a great extent. The course is like a mirror in which I can see myself.

- I have started using my in-built talent by using right techniques to improve the force and effectiveness in my working with broader thinking.

- I started trusting my subordinates and people.

- I am more broad-minded and have wider perspective for better interaction with others.

- Course has increased my decision-making skills.

- I see perceptible improvement in my official work, attitude to life and inter-personal relationship.

- Better Interpersonal relationships with seniors and juniors.

- I have started identifying the crime prone; accident-prone and riot-affected areas and diverted necessary staff for remedial measures.

- I have stopped procrastination.

- I am deriving happiness in attending to the problems of needy people.

- I demonstrate more tolerance and patience in interactions with public.

- I have free discussion with the Field Officers.

Research Q.No.9 A) As a result of attending this course, what do you estimate to be the increase in your personal effectiveness? Please express as a percentage.

Research Q.No.9 B) what is the basis of your estimate?

Response) Increase in personal effectiveness was reported between 30% and 100% by the participants of the Induction Course.

The basis of estimate of increase in personal effectiveness as communicated by the Induction course participants was as under: -

- Public opinion.

- Group Discussion and sharing of experiences.

- Better crime supervision.

- Better public dealing during law and order problems.

- Development of broader perspectives.

- Application of ideas related to the working in various States.

- Increased knowledge of traffic management and Social Work being undertaken by police.

- Heightened self-confidence.

- More sympathy towards people being served.

- Getting important assignments/postings.

- Better interpersonal relations with seniors.

- Improved interaction with junior staff.

- More confidence in work.

- Sharpening of man-management skills.

Research Q.No.10) what were the learning outcomes from study/cultural tour which affected your work in your district?

Response): The trainees reported the following learning from the study-cum-cultural tour:

- Realisation that police dispenses justice to the needy and poor.

- Appreciation of role of Police to preserve the cultural heritage of our country.

- Traffic Management (Mumbai, Chennai etc.)

- Commissionerate systems of various metropolis.

- Social approaches of Andaman and Nicobar Police.

- Improvement in performance as a Police Officer.

- Insurgency problem in North East.

- Flood relief operation management.

- Importance of good relations with public.

Research Q.No.11) Have you used reference and reading material provided during the course in the district in bringing about changes?

Response: The Induction Course participants reported that they used the reference material provided by NPA in their backhome situations. Training material as the following was useful:-

- Traffic Management.

- Latest trends and development in the field of science and technology.

- Latest trends in development in police profession at the national and international levels.

- Usual DNA test in police work.

Research Q.NO. 12) In your opinion the overall course was _____

Excellent/Very Good/ Good/ Satisfactory / Not satisfactory

Response: 52.6% Participants adjudged the course as excellent, whereas 36.8% ranked it as very well.

6.4 SUMMING-UP:

Following were the main findings:

52.6% participants adjudged the Induction Training Course as 'Excellent' whereas 36.8% found it to be 'very good'.

- 94.7% participants felt that induction-training courses met their individual needs.

- Induction courses could achieve the following objectives to a greater degree

    - To help appreciate Human Rights and the role of Police.

    - To help acquire an All-India perspective as is expected of a member of the Indian Police Service.

    Following training methods could spark the process of their learning to a great extent

    - Project Report Preparation.

    - Experience Sharing.

    - Field Visits.

    - Group Discussions.

- The participants reported the following on-the-job behaviour changes after attending induction courses at NPA.

* * *

CHAPTER –7

TRAINING IMPACT AND ATTITUDES OF POLICE TRAINEES TOWARDS LEARNING

7.1. 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. 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 Liker Type scale having 8 statements was constructed. It contains 4 items each of positive and negative polarities. The attitude scale was administered on 193 senior police officers and IPS Officer Trainees.

7.2. PERFORMANCE ON ATTITUDE SCALE (ITEM-WISE)

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

Table 20

Table 20 Response on items of Attitude

STATEMENT	RESPONSE					DESCRIPTIVE STATISTICS	X2 – Value Df 4= 9.49	COMMENTS
	Strongly Agree 5	Agree 4	Undecided 3	Disagree 2	Srongly 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	384.32 (s)	*Strong Agreement*
2. Institutional Training for police is waste of time.	Nil	1 (0.5)	4 (2.1)	85 (44.0)	103 (53.4)	Mean = 4.503 Mode = 5 S.D.= .569	176.969 (s)	*Strong Disagree-ment*

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)	**Strong Agreement**
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. (-)	Nil	9 (4.7)	17 (8.8)	**105** **(54.4)**	62 (32.1)	Mean = 4.140 Mode = 4 S.D. = .761	122.834 (s)	**Disagree-ment**
7. Training is applicable to a very small extent in field. (-)	1 (0.5)	6 (3.1)	10 (5.2)	**140** **(72.5)**	36 (18.71)	Mean = 4.057 Mode = 4 S.D. = .639	351.896 (s)	**Disagree-ment**
8. Learning is mostly on the job therefore training is not so useful. (-)	Nil	4 (2.1)	7 (3.6)	**134** **(69.4)**	48 (24.9)	Mean = 4.171 Mode = 4 S.D. = .583	228.244 (s)	**Disagreeme·t**

INTERPRETATION: Following inferences may be drawn from Table20.

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 significantly higher then the tabled valued x2 for d.f. 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 significantly higher than the tabled value x2 for d.f. = 4 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 in higher then the calculated valued x2 (=) for df=4 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 to a considerable extent as the calculated chi-square value (= 225.679) was significantly greater then the tabled valued dx2 (=) for df=4 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 to a greater extent as the calculated value of chi-square (= 158.772) was significantly higher then the tabled valued (=) for df=4 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 significantly higher than the tabled valued x2 (=) for df=4at .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 significantly higher then the tabled value of x1 (=) d.f=4 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 significantly higher then the tabled valued x2 (=) for df= at .05 level of significance and Mode was 4.

7.3 OVERALL PERFORMANCE ON ATTITUDE SCALE

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

Mean = 34.627

Mode = 35

S.D. = 3.081

The data was put on Normal Probability curve and following frequency – wise distribution of attitude scores was derived:

Table 21 : Normal Probability Curve

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

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7.4. SUMMING-UP

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

It is evident that the police officers were found to have very high positive attitude towards training. 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 effecting change.

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CHAPTER –8

POLICE ORGANISATIONAL CULTURE AND TRANSFER OF TRAINING

8.1. 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 an 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.

Table 22 Tentative Norms for the Octapace Profile

	LOW	HIGH
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:

8.2. ANALYSIS OF RESPONSES ON ITEMS OF OCTAPACE

Response of Senior Police Officers on each item was tabulated. Mean, Mode and Standard Deviation (S.D) of the ratings were calculated. Chi-square test was applied. The findings are presented in Table 23.

Table 23 Response on items of Octapace Instrument

STATEMENT	RESPONSE Highly Valued / Valued / Low Valued / Not Valued				DESCRIPTIVE STATISTICS	X^2-VALE at .05 level	COM-MENTS
	4	**3**	**2**	**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)	Valued Low
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)	Valued Low
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)	Valued Low
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)	Valued

5. Preventive action on most matters.	39 **92** 54 5 (20.6) **(48.4)** (28.4) (2.6)	Mean = 2.868 Mode = 3 S.D = .762	82.126 (s)	Valued Low
6. Giving a free hand to subordinates to take independent action within their jurisdiction	8 59 **94** 29 (4.2) (31.0) **(49.5)** (15.3)	Mean = 2.242 Mode = 3 S.D. = .759	88.358 (s)	Valued Low
7. Team Work	48 **95** 39 8 (25.3) **(50.0)** (20.5) (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 61 **91** 21 (8.9) (32.1) **(47.9)** (11.1)	Mean = 2.389 Mode = 2 S.D. = .801	78.042 (s)	Valued Low
9.Genuine sharing of information, feelings and thoughts in Crime meetings etc	23 **78** 70 19 (12.1) **(41.1)** (36.8) (10)	Mean = 2.553 Mode = 3 S.D. = .832	59.979 (s)	Valued Low
10. Going deeper rather than doing surface level, analysis of interpersonal problems	13 35 **100** 42 (6.8) (18.4) **(52.6)** (22.2)	Mean = 2.100 Mode = 2 S.D. = .820	87.011 (s)	Valued Low
11. Interpersonal contact and mutual support among all policemen.	13 64 **90** 23 (6.8) (33.7) **(47.4)** (12.1)	Mean = 2.353 Mode = 2 S.D. = .781	81.453 (s)	Valued Low
12. Tact, intelligence and even a little manipulation to achieve results.	18 34 **84** 54 (9.5) (17.9) **(44.2)** (28.4)	Mean = 2.084 Mode = 2 S.D. = .916	51.095 (s)	Valued Low

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)	Valued Low
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)	Valued Low
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 Low
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)	Valued Low
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)	Valued Low
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. 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)	Valued Low
20. 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

21. 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)	Valued Low
22. 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)	Valued Low
23. 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)	Valued Low
24. 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)	Valued Low
25. 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)	Valued Low
26. 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
27. 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)	Valued Low
28. 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
29. 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)	Valued Low

30. 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
31. 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
32. 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)	Valued Low
33. 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
34. 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)	Valued Low
35. 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)	Valued Low
36. '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
37. 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)	Valued Low
38. Involvement of subordinates in developing the organizations mission and goals contributes to better	36 (18.9)	66 (34.7)	**67** **(35.3)**	21 (11.1)	Mean = 2.616 Mode = 2 S.D. .917	32.779 (s)	Valued Low

policing.							
39. 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)	Valued Low

- Tabled value of X^2 at 0.05 level for d.f.= 3 is 7.82.

Following inferences may be drawn from Table 23:

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:

1. 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:

2. 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:

3. 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 :

4. 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:

5. 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:

6. 50% Senior Police Officers and were of the view that teamwork 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:

7. 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:

8. 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:

9. 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:

10. 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:

11. 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 :

12. 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:

13. 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:

14. 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:

15. 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:

16. 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:

17. 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:

18. 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:

19. 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 :

20. 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:

21. 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:

22. 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:

23. 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 :

24. 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 :

25. 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 :

26. 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:

27. 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 :

28. 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:

29. 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:

30. 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:

31. 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:

32. 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:

33. 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:

34. 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:

35. 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 :

36. 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:

37. 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:

38. 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:

39. 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.

8.3. ORGANIZATIONAL CULTURE VALUES IN POLICE

Means of cumulative scores on each dimension of OCTAPACE questionnaire were calculated. The results are presented in Table 24.

Table 24 OCTAPACE Values in Police

Value	Mean	PROFILE Low 10 – 11 – 12 – 13 – 14 – 15 – 16 – 17 - 18 High	Norms High	Low	Discussion
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 for 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.

*****

PUBLIC PERCEPTIONS OF POLICE

9.1 INTRODUCTION

In order to have the perception of public on overall effectiveness of police an interview schedule was constructed. For literate public it served as a questionnaire. Respondents and interviewees belonged to the following groups:

- Victims of crime.

- People in police custody.

- Accused in an offence.

- Complainants.

- Family member of the victims of crime.

- Witness to police in action.

The questionnaire-contained questions like:

- *How do you feel when you see a policeman in uniform?*

- *Perception of Police (Corrupt / Brutal / Friends / Inhuman / Helpful / Justice Provider / Law Breaker / Partial*

- *Extent of feeling of safeness and security in the presence of police.*

- *Incidents which make people feel proud of police.*

- *Incidents which make people develop negative opinion about police.*

- *External customers' safety in the hands of police (Minorities, Down-trodden, Poor, S.Cs., Women in Custody, Children in Custody, Victims of Crime, Complainants etc.)*

- *Expectations from police.*

- *Policeman of your dream.*

575 members of public from all States/UTs of India constituted the sample of study.

9.2 ANALYSIS AND INTERPRETATION OF DATA

Both qualitative and quantitative data was fed in computer (SPSS Package). Besides descriptive and inferential statistical treatment, content analysis of qualitative data was done. The results are presented below:

Research Question 1 : How do you feel when you see a policeman in uniform?

Response:

The members of public floated the following feelings on seeing policeman in uniform:

- 4% Frightened.

- 24% Worried

- 29% Happy and protected

- 43% No effect

GRAPHICAL REPRESENTATION OF DATA

FEELINGS OF PUBLIC WHEN THEY SEE POLICEMAN IN UNIFORM

frightened 4%

worried 24%

no effect 43%

happy 29%
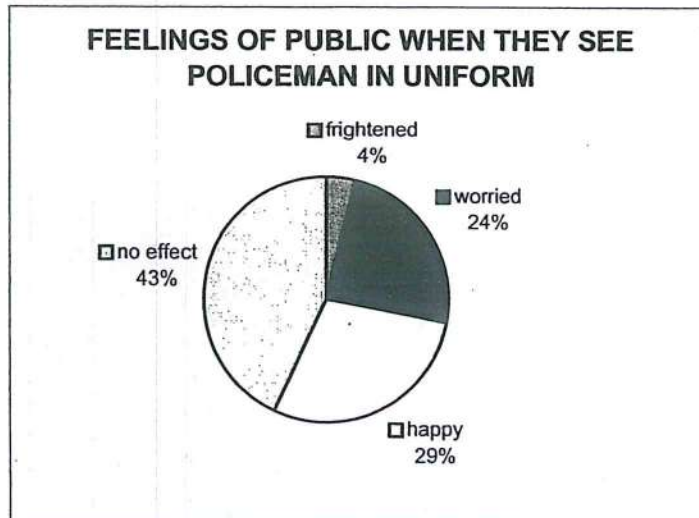
It is evident that 4% of public felt frightened when they saw the policeman in uniform and 24% of them worried, 29% felt happy whereas 43% of them were not having any effect when they saw policemen in uniform.

Research Question 2 (a): What do you feel about Police?

Response:

The ratings were accumulated. The results are presented below in Table 25.

Table 25: Traits among police personnel

Trait	Rating*
Corrupt	160 (28.2)
Brutal	78 (13.7)
Friends of People	38 (6.7)
Inhuman	79 (13.9)
Helpful	67 (11.8)
Justice providers	38 (6.7)
Law Breakers	74 (13.0)
Partial – favour one political party	34 (6.0)

Quantities in brackets represent percentages.

GRAPHICAL REPRESENTATION OF DATA
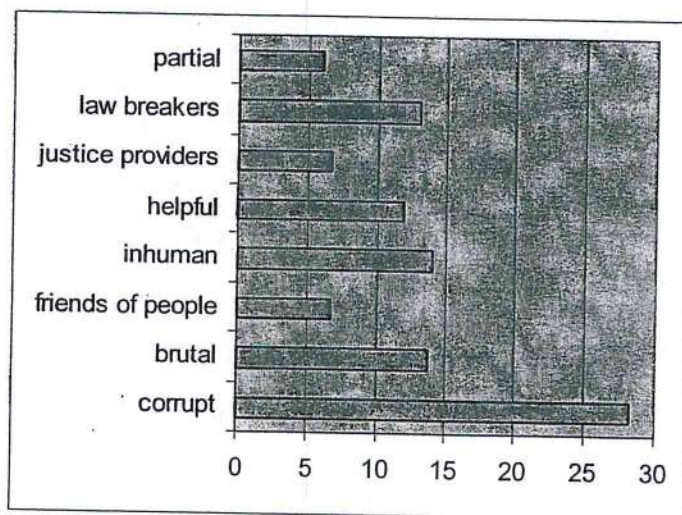
It is evident from the table that 28.2% of public felt that police were corrupt, 13.9% felt they were inhuman and 13.7% perceived them to be brutal.

Research Question 2 (b): In what extent do you feel fully safe and secure in the presence of police?

Response:

The response was as under:

❑ <u>4%</u> <u>fully safe and secure</u> in the presence of police.

❑ <u>29%</u> <u>to a great extent safe and secure</u> in the presence of police.

❑ <u>43%</u> <u>to a little extent safe and secure</u> in the presence of police.

❑ <u>24%</u> <u>not at all safe and secure</u> in the presence of police.

GRAPHICAL REPRESENTATION OF DATA

THE EXTENT OF FEELING SAFE AND SECURE IN THE PRESENCE OF POLICE.
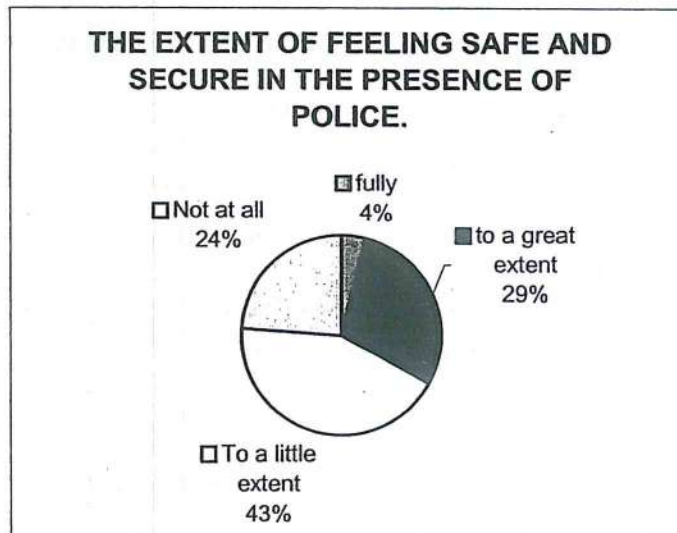
It is evident from the data that 4% felt fully safe and secure in the presence of police, 29% felt safe and secure to a great extent in the presence of police, 43% of them felt safe and secure to a little extent in the presence of police but 24% of them did not feel safe and secure in the presence of police at all.

Research Question 3: Please narrate at least two incidents, which make you feel proud of police (either happened to you or others).

Response:

Content analysis of incidents reported by public was done. Following acts of kindness were done by police, which made public feel proud of police:

- Arranging transport at Railway Stations for passengers.

- Quick response to handle unidentified bags after getting information at Railway Stations (Terrorist acts).

- Goonda Control.

- Quick recovery of stolen 'Motorcycles/Bicycles/Scooters'.

- Closure of illegal liquor shops in various locations.

- Helping wounded persons (e.g. knife injury)

- Sincerity in checking passports.

- Helping the poor.

- Busting cricket match-fixing racket.

- Dropping students at examination centers if they were late even on their bicycles/motor cycles/jeeps.

- Empathetic listening to the problems.

- Excellent investigation of theft in a factory.

- Helping children, the old and the blind to cross the roads.

- Neutrality during the Communal Riots.

- Excellent police bandobust in Lok-sabha elections.

- Recovery of arms and fire arms from activists.

- Handling communal violence effectively.

- Helping accident victims (injured)

- Chasing dacoits even risking their lives.

- Tracing kidnapped children.

- Carrying injured persons to hospitals.

- Arresting and punishing eve-teasers.

- Patient hearing and giving guidance to public.

- Consoling train accident victims' families and handing over their luggage and valuables.

- Good work at Tihar Jail.

- Police arresting even the top political leaders.

- Freeing bonded labourers.

- Stopping copying in examinations (Money was offered but they did not accept).

- Active role in relief operations in Uttarakashi earth quake.

- Carrying mentally sick people to hospital.

- Saving a child from fire.

- Provided security to the train passengers even risking their lives (killed Gundas).

- Rescuing innocent persons from the gangs of robbers.

- Investigating bride-burning cases well.

- Excellent traffic management.

- Impartial behaviour during elections.

- Excellent police arrangements in Sabarimala.

- Fighting with naxals in Bihar, MP, AP etc.

Research Question 4: **Please narrate two incidents on bad role played by police, which made you develop a negative opinion of the police? (Either happened to you or others)**

Response:

On content analysis of reported incidents, following bad roles were identified:

- Taking money at traffic points.

- Harassment in trains for taking money.

- Because of political pressure, arrested family members unnecessarily.

- Non-registration of FIR.

- Favouring famous 'Rich' and 'Strong' people

- Favouring policemen's sons even though they committed crimes.

- Taking money from contract labourers.

- Eve teasing – no action

- Whereabouts of husband (No action was taken).

- Husband in custody was beaten badly and did not allow me to provide food to him.

- During VIP Visits, blocking roads unnecessarily, beating people and showing high handedness.

- Beat constable-taking money from small vendors and shopkeepers.

- When rival group had beaten my husband, police did not listen but took money from them.

- Taking bribe from truck drivers.

- Bad behaviour with women.

- Police lathicharged when the cricket match was going on. Innocent people were injured.

- Supporting Goonda elements,

- Policemen snatching ornaments, watches and other valuables at train accident sites.

- Involvement in rape and custodial deaths.

- Registration of fake cases to harass and for taking money.

- Engaged themselves in eve-teasing.

- Exhibiting community bias during communal riots.

- Motivating prostitution for money.

- Poor coconut dealer was beaten-up because he did not give money to police.

- Gang raped a woman.

- Bribe from students for copying.

- Caste bias when performing their duties.

- Police is unable to catch Veerappan.

- Putting innocent people in custody, beating them mercilessly resulting in custodial deaths.

- No action for gambling.

- Supporting illegal financial institutions.

- Abusing the poor/weak.

- Nexus of police with antisocial elements.

- Lathi charge on ' law faculty' at Delhi University.

- IPS officers parking cars in no parking zones.

- Unnecessary vehicle checking for spinning money.

- Wearing untidy cloths.

- Allowing political interference in investigation of murder cases.

Research Question 5: To what extent do you feel that following people are safe in the hands of the police?

Response:

The members of public were requested to communicate their views on above-cited question for various categories of people being valuable external customers of police. The findings are presented in Table 26:

Table 26 Police and their External Customers

SAMPLE	Response Fully	To a great extent	To a little extent	Not at all	Descriptive Statistics
(a) Minorities - (a) Muslims (b) Christians (c) Any other	23 (9.0)	71 (28.0)	118 (47.0)	41 (16.0)	Mean = 63.250 Mode = 2 S.D. = 41.524
(b) Down-trodden & poor	8 (3.0)	21 (8.0)	99 (39.0)	125 (50.0)	Mean = 63.250 Mode = 1

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					S.D. = 57.529
(c) (i)SC (ii)ST (iii) O.B.C.	25 (10.0)	66 (27.0)	**95** **(40.0)**	55 (23.0)	Mean = 60.250 Mode = 2 S.D. = 28.930
(d) Women in custody	2 (5.0)	**57** **(23.0)**	12 (5.0)	83 (33.0)	Mean = 41.000 Mode = 1 S.D. = 35.128
(e) Children in custody	37 (15.0)	80 (32.0)	**102** **(40.0)**	32 (13.0)	Mean = 62.750 Mode = 2 S.D. = 33.896
(f) Male suspects in custody	5 (2.0)	53 (21.0)	**128** **(51.0)**	66 (26.0)	Mean = 63 Mode = 2 S.D. = 50.651
(g) Victims of Crime	21 (8.0)	66 (26.0)	**109** **(44.0)**	56 (22.0)	Mean = 63 Mode = 2 S.D = 36.231
(h) Complainants	19 (8.0)	75 (30.0)	**114** **(44.0)**	45 (18.0)	Mean = 63.250 Mode = 2 S.D. =40.844
(i) Minorities after communal disturbances	28 (11.0)	78 (31.0)	**86** **(34.0)**	59 (24.0)	Mean = 62.750 Mode = 2 S.D.= 25.786
(j) Politicians	**192** **(75.0)**	55 (22.0)	3 (1.0)	4 (2.0)	Mean = 63.500 Mode = 4 S.D. =89.04
(k) Rich	**192** **(75.0)**	55 (22.0)	2 (1.0)	4 (2.0)	Mean = 63.250 Mode = 4 S.D. = 89.269
(l) Literate Mass	62 (24.0)	**105** **(41.0)**	83 (33.0)	5 (2.0)	Mean = 63.750 Mode = 3 S.D. = 42.921
(m) Businessmen	87 (35.0)	**97** **(38.0)**	57 (23.0)	10 (4.0)	Mean = 62.750 Mode = 3

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					S.D. = 39.059
(n) Farmers	12 (5.0)	54 (22.0)	**139 (56.0)**	41 (17.0)	Mean = 61.500 Mode = 2 S.D. = 54.568
(o) Handicapped	25 (10.0)	80 (33.0)	**111 (45.0)**	29 (12.0)	Mean = 61.250 Mode = 2 S.D. = 41.556

FIGURE (a) : MINORITIES
(a) Muslims (b) Christians
(c) Any Other

FIGURE (b) : DOWN-TRODDEN & POOR

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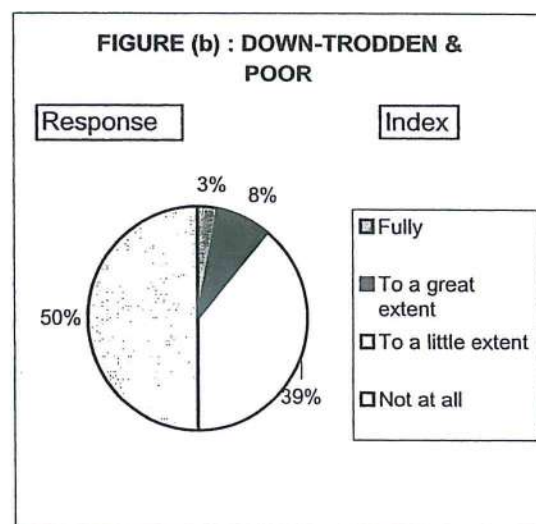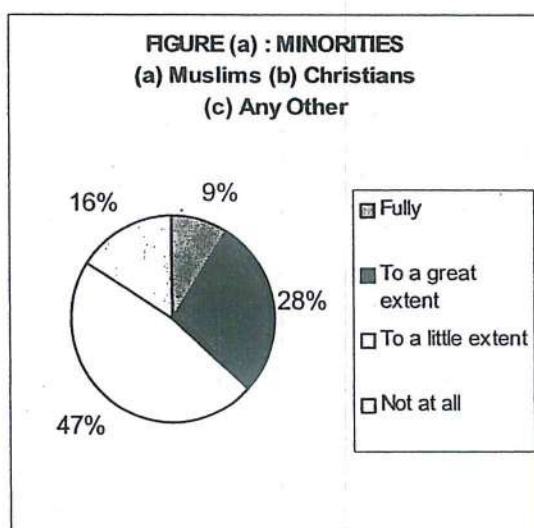
FIGURE (c) : (i) SCHEDULED CASTE (ii) SCHEDULED TRIBE (iii) O.B.C

Response

Index

23% 10%
27%
40%

- Fully
- To a great extent
- To a little extent
- Not at all
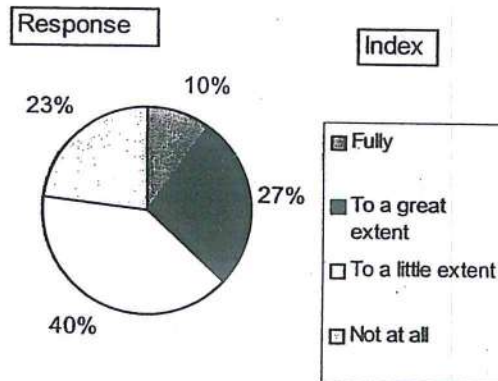
FIGURE (d) : WOMEN IN CUSTODY

Response

Index

8%
49% 35%
8%

- Fully
- To a great extent
- To a little extent
- Not at all
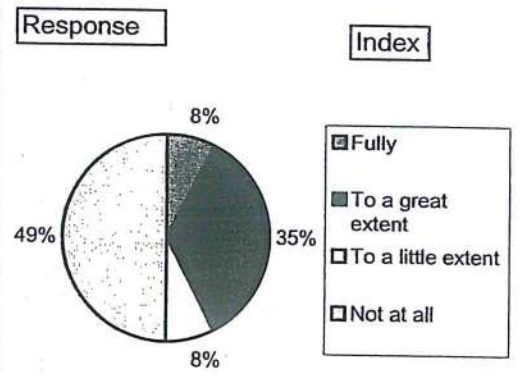
FIGURE (e) : CHILDREN IN CUSTODY

Response

Index

13% 15%
40% 32%

- Fully
- To a great extent
- To a little extent
- Not at all
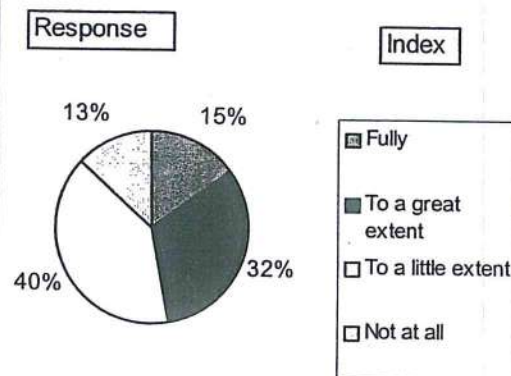
FIGURE (f) : MALE SUSPECTS IN CUSTODY

Response

Index

2%
26% 21%
51%

- Fully
- To a great extent
- To a little extent
- Not at all

265
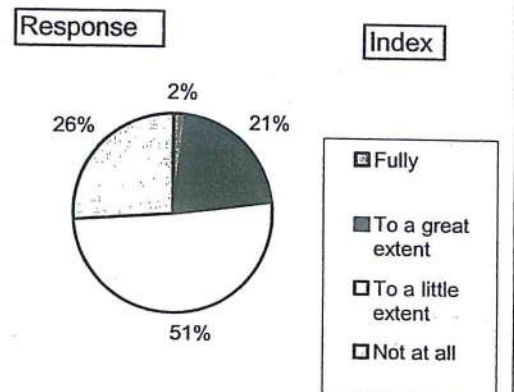
FIGURE (g) : VICTIMS OF CRIME

Response

Index

8%
22%
26%
44%

- Fully
- To a great extent
- To a little extent
- Not at all

FIGURE (h) : COMPLAINANTS

Response

Index

8%
18%
30%
44%

- Fully
- To a great extent
- To a little extent
- Not at all
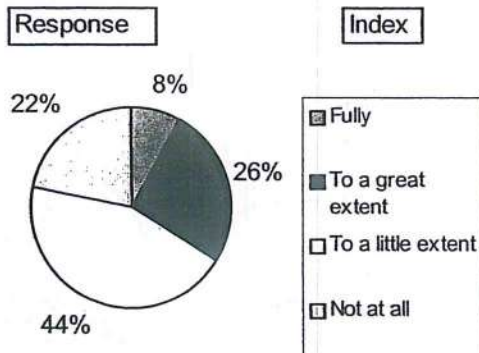
FIGURE (I) : MINORITIES AFTER COMMUNAL DISTURBANCES

Response

Index

11%
24%
31%
34%

- Fully
- To a great extent
- To a little extent
- Not at all

FIGURE (j) : POLITICIANS

Response

Index

2%
1%
22%
75%

- Fully
- To a great extent
- To a little extent
- Not at all

FIGURE (k) : RICH

Response

Index

2%
1%
22%

75%

☑ Fully

■ To a great extent

□ To a little extent

□ Not at all

FIGURE (l) : LITERATE MASS

Response

Index

2%
24%
33%

41%

☑ Fully

■ To a great extent

□ To a little extent

□ Not at all
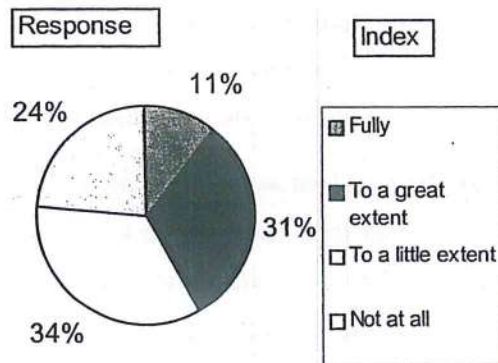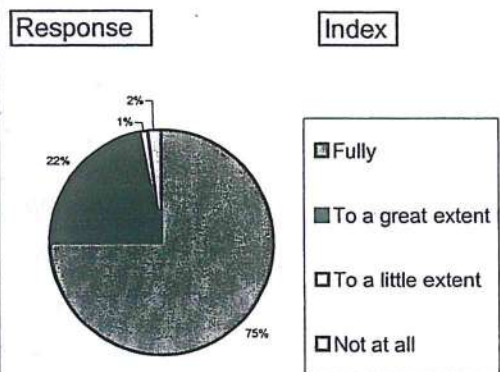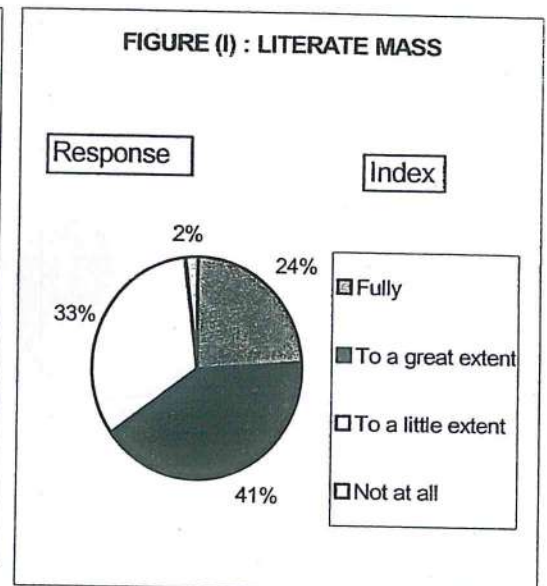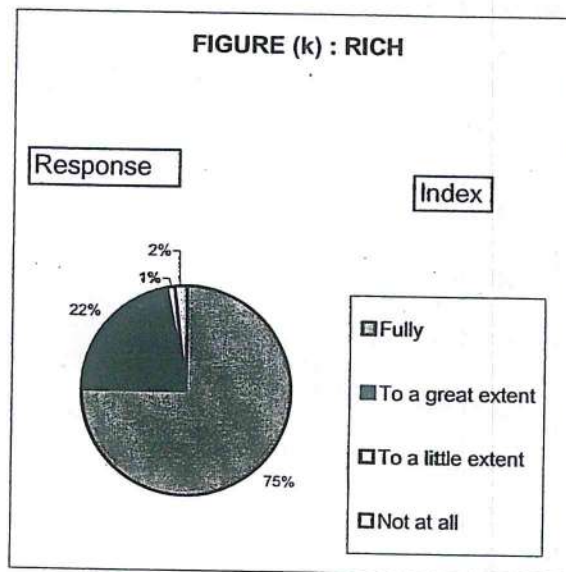
From Table 26 it is evident that –

➤ Only 9% people felt that minority groups were fully safe in the hands of police. 28% of them felt that they were safe to a great extent in the hands of police, 47% of them felt that they were safe in the hands of police to a little extent. Whereas 16% of them felt that the minorities were not safe in the hands of police.

➤ Only 3% people felt that downtrodden and poor people were fully safe in the hands of police, 8% of them felt that they were safe to a great extent in the hands of police, 39% of them felt that they were safe in the hands of police to a little extent. Whereas 50% people felt that downtrodden and poor were not safe in the hands of police.

➤ Only 10% people felt that SC, ST and O.B.C. were fully safe in the hands of police. 27% of them felt that they were safe to a great extent in the hands of police, 40% of them felt that they were safe to a little extent in the hands of police. Whereas 23% people felt that SC, ST and O.B.C. were not safe in the hands of police.

➤ Only 5% people felt that women in custody were fully safe in the hands of police. 23% of them felt that they were safe to a great extent in the hands of police, 5% of

them felt that they were safe in the hands of police to a little extent. Whereas 33% of them felt that the women in custody were not safe in the hands of police.

> Only 15% people felt that children in custody were fully safe in the hands of police, 32% of them felt that they were safe to a great extent in the hands of police, 40% of them felt that they were safe in the hands of police to a little extent. Whereas 13% people felt that children in custody were not safe in the hands of police.

> Only 2% people felt that male suspects in custody were fully safe in the hands of police, 21% of them felt that they were safe to a great extent in the hands of police, 51% of them felt that they were safe in the hands of police to a little extent. Whereas 26% people felt that male suspects in custody were not safe in the hands of police.

> Only 8% people felt that victims of crime were fully safe in the hands of police, 26% of them felt that they were safe to a great extent in the hands of police, 44% of them felt that they were safe in the hands of police to a little extent. Whereas 22% people felt that victims of crime were not safe in the hands of police.

> Only 8% people felt that complainants were fully safe in the hands of police, 30% of them felt that they were safe to a great extent in the hands of police, 44% of them felt that they were safe in the hands of police to a little extent. Whereas 18% people felt that complainants were not safe in the hands of police.

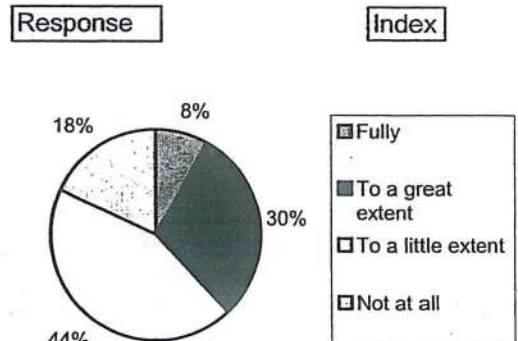> Only 11% people felt that minorities after communal disturbances were fully safe in the hands of police, 31% of them felt that they were safe to a great extent in the hands of police, 34% of them felt that they were safe in the hands of police to a little extent. Whereas 24% people felt that minorities after communal disturbances were not safe in the hands of police.

> Only 75% people felt that politicians were fully safe in the hands of police, 22% of them felt that they were safe to a great extent in the hands of police, 1% of them

felt that they were safe in the hands of police to a little extent. Whereas 2% people felt that politicians were not safe in the hands of police.

➢ Only 75% people felt that the rich were fully safe in the hands of police, 22% of them felt that they were safe to a great extent in the hands of police, 1% of them felt that they were safe in the hands of police to a little extent. Whereas 2% people felt that the rich were not safe in the hands of police.

➢ Only 24% people felt that literate mass were fully safe in the hands of police, 41% of them felt that they were safe to a great extent in the hands of police, 33% of them felt that they were safe in the hands of police to a little extent. Whereas 2% people felt that literate mass was not safe in the hands of police.

➢ Only 35% people felt that businessmen were fully safe in the hands of police, 38% of them felt that they were safe to a great extent in the hands of police, 23% of them felt that they were safe in the hands of police to a little extent. Whereas 4% people felt that businessmen were not safe in the hands of police.

➢ Only 5% people felt that farmers were fully safe in the hands of police, 22% of them felt that they were safe to a great extent in the hands of police, 56% of them felt that they were safe in the hands of police to a little extent. Whereas 17% people felt that farmers were not safe in the hands of police.

➢ Only 10% people felt that handicapped were fully safe in the hands of police, 33% of them felt that they were safe to a great extent in the hands of police, 45% of them felt that they were safe in the hands of police to a little extent. Whereas 12% people felt that handicapped were not safe in the hands of police.

It can be concluded that Police will have to pay more attention to satisfy the needs of following groups of People:

o Minorities – (a) Muslims (b) Christians (c) Any other

o Down-trodden & poor

(i) SC (ii) ST (iii) O.B.C.

- o   Women in custody

- o   Children in custody

- o   Male suspects in custody

- o   Victims of Crime

- o   Complainants

- o   Minorities after communal disturbances

- o   Farmers

- o   Handicapped

Police seem to favour the rich, politicians and influential literate people.

Research Question 6 : What are your expectations from police?

Response:

The response of the members of public is presented in Table 27

Table 27 Expectations from Police

EXPECTATIONS	Response			$X^2 -$ Value at .05 level df = 2
	Yes	No	Uncertain	
(a) To deliver instant justice even by beating a culprit.	76 (31.0)	**138 (57.0)**	30 (12.0)	72.230
(b) Good behaviour when people approach them at the Police Station or on the streets.	**236 (94.0)**	12 (5.0)	2 (1.0)	420.128
(c) Policemen should instill fear in the society.	46 (19.0)	**171 (69.0)**	29 (12.0)	143.634
(d) Policemen should be friendly with the people.	**220 (88.0)**	16 (6.0)	15 (6.0)	333.235

(e) I would hate to come in contact with police.	65 (29.0)	**130** **(57.0)**	31 (14.0)	62.027
(f) I would not like a policeman to come to my house for any reason good or bad.	101 (40.0)	**112** **(45.0)**	37 (15.0)	39.992
(g) When I am a victim of crime, I would prefer to keep quiet or settle the dispute rather than go to the police for help.	101 (40.0)	**103** **(42.0)**	46 (18.0)	25.184

It is evident from the Table27 that following were the expectations of public from police:

- Good behaviour when people approach them at the police station or on the streets – (94% respondents agreed to it)

- Policemen should be friendly with the people – (88% respondents wanted it)

- Policemen should not instill fear in the society – (69% respondents wanted it)

- Not to deliver instant justice by beating culprits – (57% respondents agreed to it)

Following findings communicated aversion of public towards police:

- I would hate to come in contact with people – (57% respondents communicated it)

- I would not like a policeman to come to my house for any reason good or bad – (45% respondents communicated it)

- When I am a victim of a crime, I would prefer to keep quiet or settle the dispute rather than go to the police for help – (42% respondents communicated it).

Research Question 7: Policeman of my dream: (What the police should do to improve its image?)

Response:

The members of public were asked about the characteristics of policeman of their dream. On content analysis of qualitative data the following characteristics were derived in order of priority as follows:

- Honesty

- Impartiality (Rich v/s. Poor/Caste favours etc.)

- Good Behaviour.

- Friendliness with public.

- Helpfulness (specially towards women, children, minorities, victims of crime etc.)

- Sincerity.

- Physically and mentally fit.

- Active.

- Disciplined.

- Does not create fear complex (more communicative with public)

- Respectful of law.

- Social.

- Not pro-politicians.

- No nexus with Goondas and bad elements.

- Calm and cool.

- Approachable.

- Keen observer.

- Efficient.

- Vigilant.

- Not harassing the innocents.

- Not drinking while on duty.

- Having self-respect.

9.3 CONCLUSION

From above description it is evident that police will have to improve their image in society so that people may feel more safe and secure in the presence of police. Pro-rich and politician image of police is a major concern. Better service to Downtrodden and Poor, Minorities, Women in Custody, Handicapped, Children in Custody is to be provided. Members of public have narrated good and bad incidents related to police. It reflects that public is very objective in judging the performance of police. Public wants police to be honest, impartial, friendly, helpful, sincere with excellent behaviour.

***

CHAPTER 10

TOP LEADERS' VIEWS ON TRAINING & TRANSFER OF LEARNING

1. INTRODUCTION

"People" are the most important and valuable resources every organization has in the form of its employees. Dynamic people build dynamic organizations. They can contribute to the overall effectiveness of the organization. Human Resource Development is thus a continuous process to ensure to development of employee competencies, dynamism, motivation and effectiveness in a systematic and planned way. Rao (1985) defined HRD as a process by which the employees of an organization are helped in a continuous and planned way".

- To acquire or sharpen capabilities required to perform various functions associated with their present or expected future roles.

- To develop their several capabilities as individuals and discover and exploit their own inner potential for their own and/or organizational development purposes.

- To develop an organizational culture in which supervisor subordinate relationships, teamwork and collaboration among sub-units are strong and contribute to the professional well-being, motivation, and pride of employees.

The core of HRD is learning. There are many other human resource areas in organizations, but the uniqueness of HRD is its use of learning to reach the objectives of individual and the organizations. Although the major focus of HRD is on learning provided by the employers for the employees. According to Nadler (1970) "HRD is organized learning experiences provided by employees with in a specified period of time to bring about the possibility of performance improvement and/or personal growth". Pareek (1992) also articulated that HRD aimed at transforming the organization into a human system. He suggested five PEGSS as the main goals of HRD. Acronym PEGSS means P-Pride; E-ecstasy (joy) in work; GS-Growth Service; S-Synergy. Therefore, HRD aims to develop pride, ecstasy in work, growth service (to

the customer, internal and external) and synergy (collaboration and support to build strong dyads, teams and inter teams).

In nutshell HRD encompasses the development of several capabilities of individuals in order to acquire and sharpen them to perform various functions associated with the present or expected future roles.

Pareek and Rao (1984) have further suggested the following Objectives of HRD:-

- To provide a comprehensive frame work and methods for the development of human resources in an organizations;

- To generate systematic information about human resources for purposes of manpower planning, placement, succession planning;

- To increase the capabilities of an organization to recruit, retain, and motivate talented employees;

- To create a climate that enables every employee to discover, develop, and use his or her capabilities to fuller extent in order to further both individual and organizational goals.

In order to achieve the objectives of HRD in any organization there could be some mechanisms to be adopted to the convenience of each organization based on its internal and external environment. Various practitioners/authors of HRD have defined the HRD components, Pareek and Rao (1984) have identified the following components of HRD:

- Performance Appraisal.
- Potential Appraisal.
- Career Planning and Development.
- Feedback and Counseling.
- Training.
- Reinforcement.
- OD and Research.
- Management Information System.

Each of the subsystems or mechanisms contributes to the achievement of overall HRD goals. Performance appraisal focuses primarily on helping the individual to develop his or her present role capabilities and to assume more responsibility for that role. Potential appraisal focuses primarily on identifying the employee's future likely roles within the organization. Training is a means of developing the individual's personal effectiveness (e.g., through communication skills laboratories) or developing the individual's ability to perform his or her present job role or future job roles. Training can strengthen interpersonal relationships also (through training in communications, conflict resolution, problem solving, transactional analysis, etc.) and increase team work and collaboration (through management and leadership training, team building programmes, etc.) Feedback and performance coaching help the development of individual as well as the relationships. Organization development is the mechanism for developing team collaboration and self-renewing skills. Efforts to promote employee welfare and to ensure the quality of work life alongwith rewards promote the general climate of development and motivation among employees.

HRD means something beyond training. In other words all the 8 components mentioned by Pareek and Rao seem to be used in the organization to spell out clearly the organization effectiveness. When these components exist in an organization i.e. OCTAPACE - (Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration, Experimentation) organizational culture conducive to HRD culture is likely to exist. HRD is thus a cultural tendency rather than a deliberate organizational strategy. To develop an OCTAPACE culture there is a need for an organization to implement HRD efforts.

This research project was undertaken at the National Police Academy with a view to answer the following questions which always float in the minds of HRD practitioners:

- Is training the greatest investment in developing human resources in an organization?

- Does training contribute to the organizational effectiveness?

- Do new employees transfer training fuller on the job?

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- To what extent in-service personnel transfer learning on the job?

- What are other alternatives to training?

- What are the factors responsible for lack of transfer of training?

- What should organization do for effective transfer of training by its employees?

- Should training be made compulsory for employees?

A questionnaire having open as well as closed questions was constructed. (Appendix-A) Views on the following aspects were proposed to be elicited from the top leaders in training field:

- Training and HRD

- Training and organizational effectiveness.

- New employees and learning transfer.

- In-service trainees and training transfer.

- Alternatives for HRD besides training.

- Lack of transfer of training.

- Organizational interventions for effective transfer of learning.

The questionnaires were mailed to 150 top leaders in the training field. Replies from 35 were received.

Qualitative and Quantitative Analysis of data were done.

10. 2. ANALYSIS AND INTERPRETATION OF DATA

Question wise analysis of data is presented below:

Research Question 1.   **To what extent do you feel that training is the greatest investment in Human Resources Development?**

Response :

On a five point scale the response of top leaders in the training field is presented in Table 28.

Table 28 Training and HRD

STATEMENT	RESPONSE					DESCRIPTIVE STATISTICS.
	Fully	To a great extent	To consi-derable extent	To a little extent	Not at all	
To what extent do you feel that training is the greatest investment in HRD?	17 (48.6)	17 (48.6)	1 (2.8)	0	0	Mean = 4.457 Mode = 4 S.D. = .561

FIGURE 10.1: TRAINING AND HRD.

RESPONSE

3
3%

2
49%

1
48%

INDEX

1. Fully
2. To a great extent
3. To a considerable extent
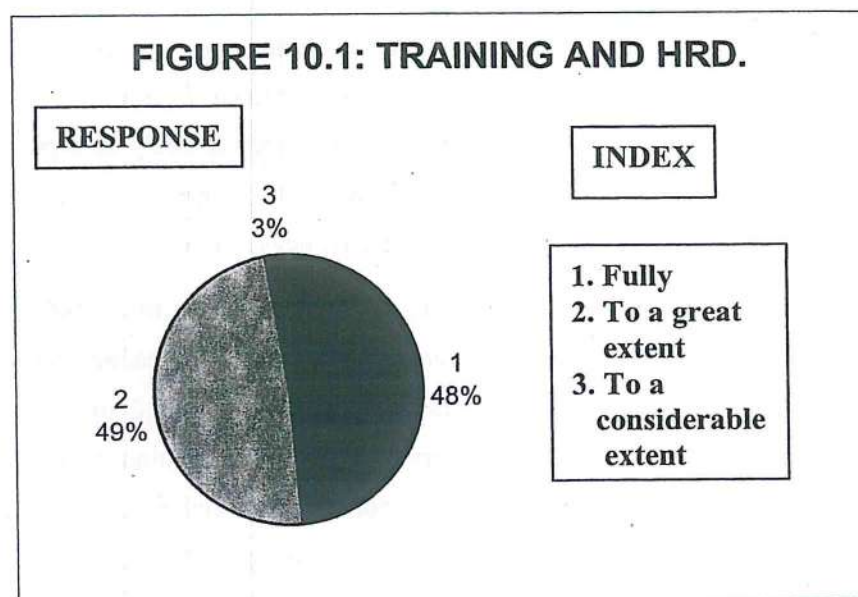
From Table 28 it is evident that top leaders in the training field felt to a great extent that Training is the greatest investment in Human Resources Development. 48.6% of them agreed fully that training was the greatest investment in HRD.

They made the following observations also:

- Training is a very important tool in building up the human resources but its importance sometimes tends to be overestimated. Work experience, mistakes management, previous education, social influence and departmental processes also have substantive effect in developing human resources. Training is a great investment provided the investment in training is effectively linked-up with organization's HRD policy. It should contain clearly laid down statements of mission, vision, guidelines and specific attainable measurable objectives.

- The Training has to be need-based and well designed for developing human resources.

- To be effective tool for HRD good theoretical training should be followed by good practical training and periodical refresher courses.

- Training is both a maintenance as well as a developmental activity. Without continuous investment in training, the capability of even highly productive human resources is likely to deprecate over time. And, in a complex fast changing social and technological environment, the rate of depreciation may well be very steep.

- The potential, which is dormant in an individual, is realized through training. Though development is a natural phenomenon, there are certain potentialities which remain unfolded in the absence of some kind of external intervention. The intervention, in the form of training, helps in actualizing the dormant potential of an individual, which results in the holistic development of the human resources.

- Well planned and properly organized training impacts the requisite knowledge and skills from which streams confidence and strength to command, control, lead people and manage difficult situations.

- Training is one of the greatest investments in HRD, the other equally important investments are -

- Performance appraisal

- OD interventions

- Feedback, counselling and coaching.

- Career Progression

- Job-Rotation

- Job-Enrichment

Discussion: It is evident from the above-cited description that training is a very important tool for development of human resources. It should be policy oriented need based, well designed and properly organized to create impact. Theoretical training should be reinforced by practical aspects. Leadership should guarantee an excellent environment for transfer of training at the workplace.

Research Question: 3.2. To what extent do you feel that training contributes to the organizational effectiveness?

Response :

On a five point scale the response of top leaders was as under :

Table 29 Training and Organizational Effectiveness

STATEMENT	RESPONSE					Descriptive Statistics.
	Fully	To a great extent	To consi-derable extent	To a little extent	Not at all	
To what extent do you feel that training contributes to organisational effectiveness?	7 (20.0)	**24 (68.6)**	3 (8.6)	1 (2.8)	0	Mean= 4.057 Mode= 4 S.D.=. 639

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FIGURE 10.2 : TRAINING AND ORGANIZATIONAL EFFECTIVENESS.

RESPONSE

3 — 9%
4 — 3%
1 — 20%
2 — 68%

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1. Fully
2. To a great extent
3. To a considerable extent
4. To a little extent
5. Not at all
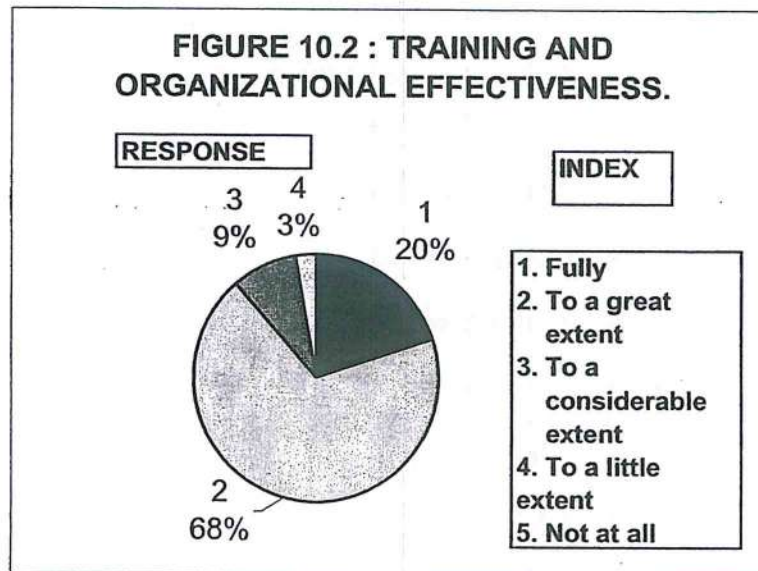
From Table 29, it is evident that top leaders in the training field felt that training contributed to the organizational effectiveness to a great extent. Their views on this aspects were:

- If the training policy/strategy is welded with the strategy of organization then training can fully contribute to the organizational effectiveness.

- The organization should be able to convince and motivate its employees that the training is instrumental in attaining organizational effectiveness. For this, it is necessary to spell out the criteria for organizational effectiveness in clearly measurable and observable terms instead in abstract ideological terms.

- Training can contribute to the organizational effectiveness, if training needs at organizational level are identified correctly from three perspectives namely implementation, improvement and innovation while keeping the vision/mission of the organization in mind.

- Training has to be supplemented by proper organizational culture and environment for ensuring organizational effectiveness.

Discussion: It is evident from the above-cited response that the Training contributes greatly to the organizational effectiveness. Training interventions will have to be punctuated well with the organizational developmental plan. The employees are to be convinced on the effectiveness of training as an instrument of organizational development. Both organizational culture and health contribute to the training implementation.

Research Question: 10.3. To what extent do you feel that the learning is transferred to the job by the new Employees (through recruitment)?

Response :

On a five point scale the response of top leaders in training field on transfer of learning to the job by the new employees was as under :

Table 30 New Employees and Learning Transfer

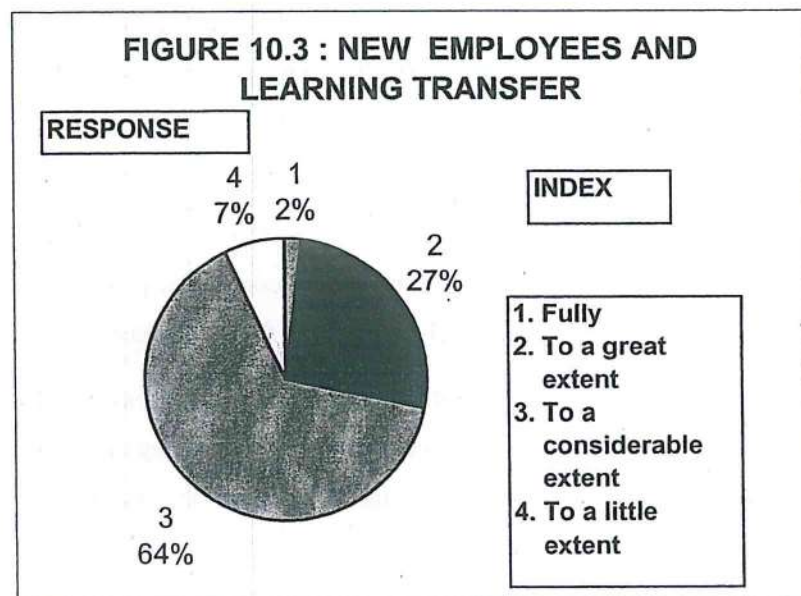| STATEMENT	RESPONSE					Descriptive Statistics.
	Fully	To a great extent	To consi- derable extent	To a little extent	Not at all	
To what extent do you feel that the learning is transferred to the job by the new employees (through recruitment)	2 (1.9)	9 (26.5)	22 (64.7)	2 (6.9)	0	Mean = 3.265 Mode = 3 S.D. = .618

FIGURE 10.3 : NEW EMPLOYEES AND LEARNING TRANSFER

RESPONSE

INDEX

1. Fully
2. To a great extent
3. To a considerable extent
4. To a little extent

From Table 30, it is evident that the top leaders in the training field were of the opinion that learning was transferred on the job by the new employees to a 'to considerable extent' (Mode =3).

Their further comments on learning transfer by new employees were as under:

- For ensuring learning transfer, it is felt that the induction training should be very sound, thorough and carefully tailored so as to instil professional pride, develop the personality of the trainee, knowledge and skills. It should train to imbibe the professional values.

  - Transfer of training on -the- job by new employees will depend a lot on individual's commitment, leadership, innovativeness, self-management, team-work, work culture of organization, approach and openness apart from communication and interpersonal skills of all employees.

  - HRD professional and the management have to do intense homework in developing the training modules. Besides, understanding the frame of reference of the new employees, in-depth understanding of organizational culture, the culture of the formal/non-formal groups of the departmental/shop floor levels and forces that accelerate or resist process of change in the concerned organization are essential. Learning transfer takes place provided the knowledge of new employee and job are closely related.

  - If the training imparted is highly theoretical, learning would be to a little extent only. However, if the training incorporates practical case- studies and resembles actual work as closely as possible then the transfer of training would be more.

  - It is very clear that new learners (employees) transfer learning on-the-job to a considerable extent provided training matches the job they are required to perform. Practical case-studies and experience-sharing provide the avenues for better applicability besides the culture of the organization.

10.4. To what extent do you feel that the learning is transferred to the job on hand by the participants who are in service?

Response :

On a five point scale the response of top leaders in the training field on the above-cited question was as under:

Table 31. Inservice Trainees and Training Transfer

STATEMENT	RESPONSE					Descriptive Statistics.
	Fully	To a great extent	To consi-derable extent	To a little extent	Not at all	
To what extent do you feel that learning is transferred to the job on hand by the participants who are in service?	2 (5)	10 (28.6)	18 (50.4)	4 (11.4)	1 (4.6)	Mean = 3.229 Mode = 3 S.D. = .843

FIGURE 10.4 : INSERVICE TRAINEES AND TRAINING TRANSFER
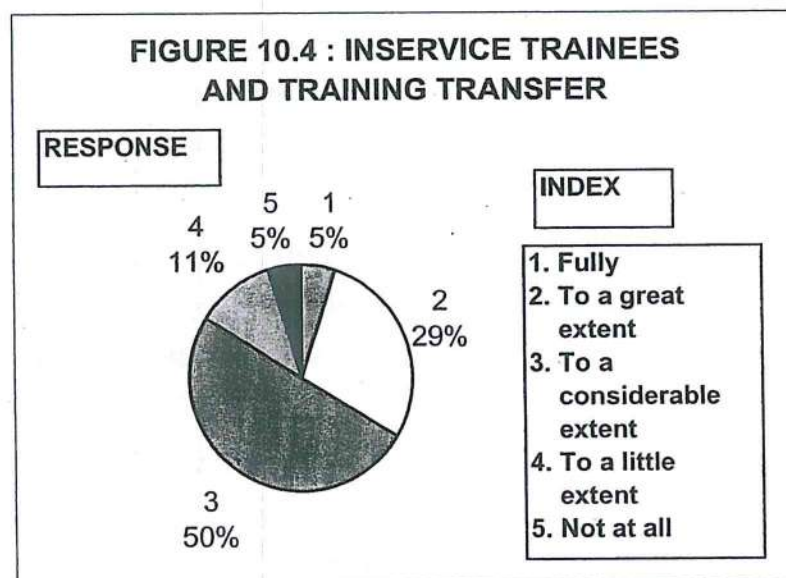
In-service trainees were found to transfer learning 'to a considerable extent' on-the-job.

The comments of top leaders in training field on learning transfer to the job by the trainees were as under:

- The in-service employees develop/acquire some behavioural patterns which are stereotyped and rigid. Those cannot be changed by short term training. In fact, one has to unlearn already learned behaviors before new behaviours are relevant. By keeping this fact in view, refresher training for the in service employees has to be planned. Learning transfer from classroom to work place cannot be automatic. It has to be planned e.g. when an employee should go for what type of training, what job he/she would do after completion of training etc. Most organizations do not do much of pre-training and post-training planning. Further more, in - service, skill related training is transferable when there is clarity of purpose of training and its application in the minds of the trainer, trainees and the management as well as the HRD policy of the organization.

- Environmental and attitudinal constraints are many for application of learning on the job. The constraints condition those who are already in service. Instead of making an attempt to remove constraints, they start accepting those. This creates certain "contamination" which impedes the zeal to implement learning at the workplace. However, through continuous training implementation of learning can be improved considerably.

Discussion: Better pre-and post training planning helps in transfer of learning on-the-job. Suitable and motivated persons should be deputed for training. Environmental and attitudinal constraints are to be audited for better implementation of learning at the workplace.

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Research Question: 10.5. What are some other alternatives for Human Resources Development for bringing organizational excellence?

Response :

Following alternatives were suggested for the development of Human Resources in an organization:

- Formulation of Policy for Human resources development.

- A professional thrust with emphasis on values, ethics, service mindedness, respect for rule of law and human rights, honesty and integrity including intellectual honesty must be constantly maintained besides keeping pace with the advances in science, law, technology. Being innovative in handling professional matters is also necessary.

- Fostering learning culture within organization through knowledge management, transformational leadership, proper delegation of authority responsibility with increased accent on transparency and accountability and articulation of vision and proper alignment of individual goals with organizational goals will help in developing human resources.

- Exchange of skills with other organizations and structured self-introspection will develop human resources.

- Shift towards Knowledge and skill based society through the following will help in developing human resources:

  - Learning from mistakes.

  - Job Rotation.

  - Performance counselling.

  - Rewards.

  - Career Planning.

  - Continuous education and training.

- Life long learning and 'learning to learn' attitudes.

- NLP – Neurolinguistic Programming

- Transferring skills of top performers through role modeling.

- Autonomy, accountability, authority and responsibility

- Motivation and attitude development

- Team culture development.

- Development of individual talent, skills and competencies.

- Building-up principle-based leadership and value-based system development.

- Interpersonal coaching and mentoring.

- Planned job assignments mixed with off-the-job training, participation in National and International Conferences with active involvement of the participants, periodic meeting of colleagues to discuss critical issues will develop human resources.

- Organizations should try to create the culture of learning organization, trust and openness and empowerment of people for developing the human resources.

- Periodical refresher courses, seminars, workshops and occasional meetings with seasoned administrators of proven integrity and ability, occasional attachment to other forces and departments may be of great help in developing human resources.

- Following alternatives of training for developing human resources may be useful:

  - Formulating a policy for the organization's vision, mission, goals and bjectives which are to be attained in the next two, five, ten or twenty years (i.e. goals for immediate and distant future).

  - Top leaders of the organization to set examples through their action so that the rest of the employees can visualize them as their role models.

- Creating a sense of participation at every level of organizational functioning and decision making.

- Introducing organization-wide system of monitoring.

- Introducing performance focussed open appraisal system and goal setting at every level of organization. In this, training is to be linked up with the needs of the incumbents.

- Linking up promotion and other rewards/incentives through performances.

- Bench Marking.

- Study tours would provide very wide perspective. The participants can observe systems and procedures in the organisation which work well. This includes overseas visits to help in attacking the cultural mindset prevalent in our country which is inward looking and often envy-based.

Research Question: 10.6 What do you feel are the factors responsible for lack of transfer of training on the job?

Response :

In order of severity, the top leaders in the training field identified the following factors responsible for the lack of transfer of training on the job.

Trainee Related factors :

- The trainees do not see pay off in using the learning.

- The trainees do not have idea on immediate application for learned concepts.

- They lack confidence in using learning at the workplace.

- They do not know how and when they are using learning effectively.

Organizational Support and Culture Related Factors–

1. Organisations do not reinforce learner's use of the skills.

2. Leaders do not coach learners in use of the skills.

3. Leaders are not positive role models .

4. The organisation culture promotes lack of feed back to the learner.

Research Question: 10.7:- What strategies the organisation should adopt for effective transfer of training by its employees (new and old) for enhancing organisational effectiveness?

Response:

Following strategies were suggested by the top leaders in the training field for effective transfer of training by its employees for enhancing the organizational effectiveness:

- Seniors must consider their duty to control, correct, guide and help their subordinates. There must be better interaction and interface at various levels. Knowledge must be shared. Proper and timely monitoring and feedback by seniors in the organization would be a good strategy. They should play a constructive role in providing guidance and direction to the juniors particularly in work situations with optimum stress on employees.

- Setting goals, periodical assessment and linking career progression to achievement are essential for learning transfer.

- Strategy for effective transfer of training by employees varies from organization to organization. However, following strategies will help:

    -A well developed design for continuous learning.

    -Injection of new skills in organization for survival.

-Interactive processes with the organization.

-Exchange of experiences with other organizations.

-Action research.

-Linking training to performance.

-Linking training and performance to career progression.

-Setting performance standards.

-Carrying out Training Need Analysis.

-Setting performance Based objective.

-Creating value based management strategy.

- Mission oriented, properly planned and systematically designed opportunities must be provided to the employees at all levels to make use of learning so that timely transfer occurs. Appropriately for these situations/occurrences, right people must be rewarded and recognized openly. The overall efforts must be well directed and focussed to respond to market force and social needs.

- Post training job assignments must fit in with the training program content to reinforce learning. Incentive and rewards may help the trainees take the training more seriously both at the time of training as well as at the time of transfer at work place.

- First the Heads of units themselves should be trained and convinced on the utility of various training programmes. Strategy would be to train a small group of officials on similar lines so that a critical mass in favour of change is built up in an organization. Constant exposure to new practices of training and management can be ascertained.

- Team Training based on involvement of concerned Departmental Heads and proper survey of training needs for a planned change are necessary.

- Post-training follow-up for evaluating training utilization promotes those who use training and demotes those who waste training. Therefore, evaluating training utilization is necessary

- Continued education programs at reputed institutes and training courses should be compatible with the task requirements of employees. Training courses should be linked to promotional avenues.

Other strategies may be:

- Training needs Analysis (TNA) should be conducted regularly to identify areas where there is a significant deficiency in skills and knowledge.

- Training sessions need to be more application oriented.

- Appropriate post-training opportunity for trainees to apply the knowledge and skills learnt during training must be provided.

- Adequate administrative support for transfer of learning to the job would also be necessary.

- The organization should reflect its belief that training enhances organizational effectiveness.

Research Question: 10.8. Do you feel that in Government Service, an element of compulsion should be introduced for attending training programmes, like linking promotions to the Training programmes attended?

Response: The response of top leaders in training field was as under :

- With the change in market economy for the survival and growth of an organization better training is unavoidable. Sufficient budget

should be allocated for training and development of employees. Return on Investment (ROI) should be calculated. With the in-service/refresher training the professional skills and competencies, which become obsolete and counter-productive, can be upgraded to meet the emerging demands and challenges. The absence of training renders the individual inefficient and when such individuals are promoted to higher positions their inefficiency breeds inefficiency in the lower rungs affecting the organizational functioning adversely. Therefore, training should be made compulsory.

- Nominations for training programmes must be on the basis of identified training needs and then there must be an element of compulsion for the supervisory officer to detail Government servants for training. Training should be given the status of mandatory exercise to enhance performance. Training course duration must not be taken as "holidaying exercise" by employees

- Improvement of performance as a result of training should be the main focus. Motivation & self-development should be integrated to lay emphasis on empowering style of management and leadership. At present in Government jobs, there is no direct incentive either to acquire additional knowledge through training or to transfer new knowledge at the work place. Organization should consider training as a joint investment by the organization and individuals. Naturally, return or reward should accrue to both. .

- A research project may be taken up on to why employees are reluctant to attend training programmes. It will give the answer for remedial measures.

- Good performers, who are motivated, view training seriously and try to effectively practice what they learn. This procedure helps to identify a chain of change agents.

- Learning cannot be enforced on adults, even if they are made to be physically present in any training programme. However, organizations top management should have a clearly formulated long-term training policy and encourage employee attendance in relevant programme.

- Compulsory courses are being conducted by the University Grants Commission for the College and University Teachers. Thinking may be on these lines also.

10.4 SUMMARY OF FINDINGS:

Following were the main findings of study:-

- As perceived by the Top leaders in Training field that Training is the investment in developing Human Resources in an organization.

- Training should be need-based and well designed.

- Theoretical training should be followed by practical training and refresher courses.

- Besides training, other important interventions for development are:

    - Performance Appraisal.

    - OD Intervention.

    - Feedback, Counselling and Coaching.

        - Formulation of Vision and Mission of Organization.

        - Professional thrust on values, ethics and service-orientedness.

- Learning culture through knowledge management.

- Continuous education and training.

- Interpersonal Coaching.

- Motivation and Attitude development.

- Planned Job Assignment.

- Role Modeling by Superiors.

- Participative Management.

- Study tours to other organizations.

- Team Training and Team culture development.

- Bench-Marking.

- Besides training Morale, Motivation, Discipline, Technology and Top Leadership contribute to organizational effectiveness.

- To a considerable extent new employees transfer their learning on job. Degree is less because of lack of supportive environment at workplace.

- Learning transfer by new employees may be higher if knowledge and job are closely linked. Secondly, if the training incorporates practical case-studies transfer may be more.

- In-service trainees transfer their learning on job to a considerable extent. Attitudinal and environmental constraints are to be controlled by the leadership for effective transfer.

Below cited strategies may ensure effective transfer of training:-

- Supportive leadership.

- Training Impact evaluation studies.

- Knowledge-Sharing at the workplace.

- Training Needs Assessment.

- Mission oriented and value based approach.

- Training heads so that they are convinced about change.

- Instead of forcing people for training, formulation of long-term training policy is necessary. As per the policy statement people should be trained.

***

CHAPTER – 11

MAIN FINDINGS AND RECOMMENDATIONS

In this chapter following aspects are being covered:

- Main Findings of Study.

- Recommendations.

11.1. Main Findings and Recommend of Study

11.1.1. Trainees Response:

A questionnaire was circulated to the IPS Officer Trainees of batches 1995 to 1999 to assess the impact of their training on their job behaviour. Following are the findings of the study:-

11.1.1.1. Police Organisation norms and values, sensitivity to the aspirations of the people, Respect for Human Rights, Perspective on Law and Justice and Professionalism had been developed in IPS Officer Trainees to a considerable extent by NPA training. Whereas Physical fitness and Mental alertness had been developed in IPS Officer Trainees to a great extent by NPA training.

11.1.1.2. The IPS Officer Trainees found NPA training theoretical, traditional, and idealistic to a considerable extent. They found training to be overloaded, away from field reality, and innovative to some extent.

11.1.1.3. NPA training was found to be excellent by I.P.S. Officer Trainees in the following areas:-

- Police Administration.
- Departmental Enquiries.
- Traffic Management.
- Knowledge of Central Police Organisations.
- Police Communication.
- Law Procedure.

11.1.1.4 According to them NPA training should concentrate more on the following knowledge domains:

- Inspections.

- Intelligence collection.

- Financial Management.

11.1.1.5. IPS O.Ts. found the NPA training excellent so far as the development of the following aspects was concerned:-

- Medico Legal Skills.

- Human Resources Management Skills.

- Leadership Skills.

- VIP Security.

According to them more concentration was required for the development of the following skills:-

- Control of organized crime.

- Investigation Skills.

- Crime Prevention.

- Public Order Management.

- Maintenance of Crime Records.

- Supervision of crime.

- Community Policing.

- Disaster Management.

- Terrorism and Insurgency.

11.1.1.6. IPS O.Ts. Reported that NPA could develop the following values/habits/ skills in them to a very high level:-

- Integrity.

- Upholding principles.

- Politeness & Sympathetic attitude towards weaker sections.

- Approachability to public.

- Respect & obedience towards seniors.

- Counselling erring Subordinates for development.

- Managing Subordinates.

11.1.1.7. IPS O.Ts. gave the following suggestions for improvement of training function at NPA for better transfer of learning on the job.

- Indoor training classes should be made more interactive by using discussions, case studies, exercises presentations etc.

- Training input should be more field-oriented.

- Focus may be on dealing with practical problems in the field e.g.

How to inspect a Police Station and how to control its working?

How to deal with corrupt, lazy and indisciplined subordinates?

- Dealing with politicians of different levels.

- Dealing with media persons.

- Control of MT.

  - Each professional topics should be divided into two parts. One, which requires thorough study, explanation and assimilation and the other part, which can be dealt by self-study.

- 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.

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

- The teaching of ethics should be a part of every steps of training including life in the Mess. It is difficult to teach ethics in a classroom situations.

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

- The NPA could give practical inputs on topics like holding of departmental enquiry, enquiry into complaints, recording of statements, police custody security, arresting persons, encounters, police remand for prolonged interrogation etc.

- Following topics may be considered for inclusion:
  - Cyber Crimes
  - Office management/ Lines management/ Accounts
    - AIS Rules and Service laws.
    - Organised Crime
    - Important Special Laws
    - Latest technology in combating crime.

- There is considerable variation among the Police manuals of various copies of the State Manuals of the various states could be kept at the NPA and be given to the trainees from the library to acquaint themselves with their State Manuals before going to their respective states.

- Regional languages pose 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 adequate degree of proficiency in speaking, reading and writing the state language.

- The Drill Instructors are mostly drawn from the Para Military forces and are highly traditionalistic and mechanical in their methods of instruction. The BPR&D Drill Manual is adapted from the Army Manuals which are designed for semi literate constables. These are required to be updated for use in the NPA training and should be made more scientific. But the rigorousness of the lessons should not be reduced in the process.

- The periods allotted for driving should be increased. Before IPS OTs leave the Academy, they should be proficient in driving all kinds of vehicles.

- Some of the trainees have not found the BSF attachment very useful as there they could see only the 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 actual operations and planning.

- Some IPS-OTs have suggested inputs on Radar, Airports, Dockyards, Stock Exchanges, from the security and crime prevention point of view for inclusion in Syllabi.

Counsellor System of NPA

11.1.1.8. IPS Officers Trainees found **counseling at NPA very useful** and all of them wanted it to be retained. They rated the counsellors (faculty) as excellent on 'Attitude towards Them' and 'Readiness to interact with them'. They found them as very good role models with adequate counseling and human relation skills. Counseling could help them shape professionally sound. They wanted the issues to be addressed more during counseling like-listening to domestic problems, guidance in district training assignments, and emotional problems resolution. 40.5% IPS O.Ts. felt that time given to them for counseling was inadequate.

11.1.1.9. IPS O.Ts. gave the following suggestions for further improvement of Counsellor System at NPA:-

- One to one meetings may be arranged rather than the interactions in groups during counseling.

- More friendly approach may be adopted by the counsellors. They should act as local guardians

- Counsellors should not threaten Officer Trainees.

- 'Field Counsellors' may be appointed during the district training. (local Police Officers)

- Maximum freedom may be given to the counsellors for better grievance redressal.

- Counsellors should not award any marks. Practical training marks may be given by the concerned S.P./D.I.G.

- Rotation of Counsellors is necessary for more exposure to the IPS O.Ts.

- Counsellors may form panel to address the problems of Officer Trainees.

- During counselling sessions, Dy.Directors, Addl.Director, and Director may also be present.

- Ex-faculty of National Police Academy (SP/SSP Level) may be requested to act as counsellors during the district training. Faculty is overloaded at National Police Academy.

- More informality for openness is necessary during counseling.

- More time for counseling is needed.

- Counsellors should be earmarked on the basis of their counseling skills rather than on the basis of the states they belong. Training them in 'How to Counsel?' is necessary.

- Squad-wise counseling groups may be made for providing better interaction.

- Inter-counsellor group quizzes and games may be organized.

- Interactions may be during indoor classes schedule. Counselling may be arranged outdoors also.

- During district training more interactions with the Counsellors are necessary.

- Instead of counseling at one place, the counselors should visit the districts.

- Once a month dinner at the Counsellor's residence may be arranged.

- Refreshments during Counselling sessions may be provided.

- Briefs on the Counsellees should be available with the Counsellors.

- Schedules may be drawn-up for counseling indicating the time and places during the district training.

- For effective counseling, National Police Academy may get monthly feedback from the Training Managers.

- Complaints/ grievances should be attended promptly by the Counsellors otherwise Officer Trainees loose faith in them.

District Practical Training

11.1.1.10. The IPS O.Ts. rated overall effect of practical District Training on their professional development as very good. The response pattern was under:

- 39.6% Excellent

- 47.3% Very Good

- 13.2% Good

District Training was viewed as a rewarding experience by them for shaping their career as Police leaders.

11.1.1.11.   The IPS O.Ts. reported that they could learn to a considerable extent the following aspects during their district training:

- Knowledge of cultural, historical and social diversity of their states.

- Agrarian, Political and Law and Order problems of the state.

- Instructions in Police Regulations/Manuals.

- Local Acts and Laws.

- Mastery of Regional Languages.

- Human Resource Management.

- Dealing with pressure groups, politicians, members of public from various states.

- Office Management.

- Departmental Procedures.

- Redressal of grievances.

- Rewards and punishment mechanisms.

- Interrogation Skills.

- Understanding the functioning of District Magistrate, District Judge and other District Level functionaries.

- Functioning of Reserve Police Lines.

- Knowledge of night patrolling.

- Surveillance.

- Rural Policing.

- Court procedures.

- Functioning of police stations.

- Supervision of cases.

- Handling of law and order problems.

However, they could learn the following aspects to some extent only:

- Financial Rules and Revenue matters.

- Records Management.

- Inspection of Reserve Police Lines.

- Serving of summons and warrants.

- Urban Policing.

- Enquiries into petitions.

- Conducting confidential enquiries.

- Understanding traffic management in small cities.

- Functioning of an armed battalion.

- Training of subordinates.

11.1.1.12. The IPS O.Ts. reported that the following assignments during their practical district training had added to their professional knowledge and skills:-

- District Training Project Reports and preparation of inspection notes.

- Inspection Notes.

- Departmental Enquiries.

- Functioning of (RO, RI) Police Lines, CI and SDPO.

- Court procedures.

- Investigation of cases.

- Maintenance of daily diary.

- Investigation in the field.

- Thana attachment.

- R.I., court attachment and carrying out of inspections.

- Maintaining of daily diary and preparation of inspection notes are helpful. It will enhance professional knowledge/skills.

- Learning of local language.

11.1.1.13   The IPS O.Ts. Communicated that the following assignments might be dropped from the practical district training:-

- Maintaining daily diary.

- Report on Human Rights.

- Attachment to departments like PWD.

- CPO attachment.

- Intensive drill and motor mechanic module.

11.1.1.14 86.8% of IPS Officer Trainees communicated that the Superintendent of Police to whom they were attached had given enough time to shape them professionally in the following areas:

- Man-Management.

- Public Relations.

- Law & Order Management.

- Investigation of heinous crimes.

- Conducting proceedings.

- Interpersonal relations with superiors, subordinates etc.

- Crime Investigation.

- Public dealings.

- Investigation of crime.

- Legal knowledge.

- Supervision of cases.

- Handling law and order problems.

- Office Management.

- Development of right attitudes.

- Conduct of inspections.

- Human Resource Management.

- Office Administration.

- Dealing with public and other district level functionaries.

- Time Management.

- Facing pressure groups.

- Management of force.

- Redressal of grievances.

- Investigation of highway crimes.

- Leading from front.

- Election preparation.

- Police station work Supervision.

- Leadership qualities (e.g.– humane, sympathetic, considerate to subordinates, positive attitude.)

- Vision towards future policing.

11.2. Senior Police Officers' Views on IPS Officer Trainees Training

11.2.1. The Senior Police Officers were found to be satisfied to a considerable extent with NPA training being provided to the IPS Officer Trainees.

11.2.2. The Senior Police Officers reported the following main reasons for lack of training transfer – on - the job:-

- Lack of infrastructure in field.
- Lack of interest taken by the senior officers in applying the learnings of IPS O.Ts. in the field.
- Indifference and lack of interest reflected by the subordinates.
- Young officers are less committed and lack professionalism.
- Political interference.

11.2.3. Senior Officers found IPS Officer Trainees strong in the following areas:-

Knowledge of –

- Law.

- Forensic Science and Forensic Medicine.

- Current Affairs.

- Management Theories.

- Computers.

    - Communication Skills.

    - Physical fitness and Stamina.

    - Personality traits.

- Honesty.

- Discipline.

- Impartiality.

- Willingness to accept additional responsibility.

- Willingness to take risks.

- Punctuality.

- Enthusiasm.

- Initiative.

11.2.4. Some Senior Police Officers have reported the following observation about IPS OTs:

- They look for soft postings and a comfortable life and are reluctant to pick up challenges. They would even get married to avoid a difficult cadres like the North East States.

- Their concern for subordinates is very poor. Self enlargement is the goal. They take things casually. Their etiquette is shocking.

- More than 50% are poor professionally. They have tendency to pass by authority and run after the political bosses for good postings.

- They share reluctance to do interior touring. They prefer to function from the office.

- Majority of them lack discipline and treat seniors as equals. Only 10% are on a high moral pedestal.

- They consider the NPA as the final stage of learning.

- 30% to 40% are slack, and adopt unfair means for material gains.

- They lack in self-esteem and pride in uniform. 75% feel that they are IAS/IFS rejects.

- They are averse to doing things themselves. Their urge to perform better has largely been replaced by the urge to be well connected.

- They lack in command and control.

- Many of them indulge in corrupt practices and are unable to resist templates.

- They lack interest in going into details in investigation and have short-lived enthusiasm. They have no interest in parades and inspections.

- They tend to succumb to glamorous pleasures easily.

- They are capable of maneuvering helpful elements and are publicity conscious. Some of them are very good at lobbying and public relation work for planning their career.

- They are street smart, computer savvy and self-obsessed.

- They are highly worldly wise and lack sympathy for people coming for help.

- Their lack of desire to learn from seniors demonstrate an attitude of smugness.

- They are subservient to their wives and politicians.

- They lack of capacity for sustained hard work.

(Above cited observations cannot be generated for all IPS, Ots)

11.2.5. Senior Police Officers gave the following recommendations for the improvement of training function for facilitating effective learning transfer on-the-job: -

11.2.5.1. Course Content:

Indoor Subjects: Following aspects may be taken into consideration.

- Development of problem-solving skills to arrive at the practical solutions to day-to-day problems.

- Input on Motivation of subordinates.

- Self study mechanisms should be encouraged to save time for more important subjects.

Outdoor Subjects:

- More stress may be laid on skill-development in field tactics and driving of vehicles.

- IPS O.Ts. should be motivated to play games to keep them fit throughout their careers.

- Classes in riding may be reduced as riding is not of much use in the field.

11.2.5.2. Training Methodology

- Instead of lecture method more interactive methodology should be used for teaching.

11.3. Impact Evaluation of In-service Courses

11.3.1. The participants reported that after attending the training programmes at the National Police Academy their professionalism had improved to a great extent.

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According to them their professional enhancement is reflected in the following:

- Improvement in self-confidence levels.

- Better self-perception.

- Better public opinion.

- Better understanding of law.

- Better achievement of targets.

- Enhanced willingness to get feedback from junior colleagues.

- Greater intrinsic need for 'Professionalism'.

- Willingness for experience sharing with both senior and junior colleagues.

- Better acceptance and cooperation from public.

11.3.2. The Inservice Course participants reported that they had started doing the following things after attending the course(s) at the Academy:

- Daily exercises and Yoga.

- Departmental action against delinquent officials.

- Better listening.

- Computer use in day to day working.

- Reading enactments on IPR.

- Orientation towards professionalism.

- Paying respect to the views of others.

- Better Man-Management.

- Better interaction with other domains of Criminal Justice System.

- Started learning more about computers.

- Preparing proposals for Computerization.

- Better Learning about Human Rights and related issues.

- Pitched familiarization programmes for Constabulary with the latest Police Weapons.

- Started giving top priority to the welfare of personnel.

- Started focusing more on investigation of economic crimes.

- Better supervision of Traffic Management and investigation work.

- Better team spirit and time management.

- Improved leadership styles.

- Developed greater empathy towards weaker sections.

- Emphasizing on sensitization of various ranks in the force for effective dealing with public.

Training of Trainers Courses participants reported the following learning transfers on the job:

- Improvements in Audio-visual aids use.

- Introduction of Role playing method.

- Presentations by using charts and slides.

- Introduction of Training of Trainers courses for faculty.

- Systematic course designing.

- Improving the learning environment.

- Training Infrastructure development.

- Use of following training methods while taking classes:

  - Group Discussion.

  - Syndicate Method.

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- Case-Method.

11.3.3. The participants reported that they had stopped doing / practicing the following after attending the courses at the NPA:-

- Authoritarian tendency.

- Blaming people for problems.

- Getting angry frequently.

- Superficial approach to investigation.

- Procrastination.

- Giving less importance to gender issues.

- Abusing prisoners/people in custody.

- Unnecessary punishment to the subordinates for their failures. (more focus on development/ correction)

- Wasting time on trivial matters too much.

11.3.4. In-service course participants reported the following changes in their managerial working style and interpersonal relationships with the people after attending the courses at NPA.

- Better Interpersonal Relationship.

- Thirst for knowledge for effective decision-making.

- Initiated Community Policing initiatives.

- Better time management and systematic approach to work.

- Cyber Crime Awareness programme for the Subordinate ranks.

- Ensuring positive attitude and congenial atmosphere at the workplace.

- Better care of Subordinates and public.

- Focus on enhancement of professional knowledge.

- Care in handling financial and accounts matter.

- Accepting others view points.

- Interactions with fellow workers for broadening outlook.

11.3.5. The participants communicated that they would like to include the following aspects more in the course designs:

- Computer Applications in HRM.

- Micro Planning.

- DNA Finger Printing.

- Hands on Computer.

They wanted more Case Studies and inputs on Court Rulings.

11.4. Impact Evaluation of Induction Courses

11.4.1. 94.7% participants felt that the Induction programme was meeting their individual learning needs to a great extent because of –

- Experience sharing.
- Standard study-material founded by NPA.
- Excellent Interaction with in-house and guest faculty at NPA.

Special inputs on the following topics were of great use to them :

- Health Management.

- Time and Stress Management.

- Thought provoking discussions.

- Norms, ethos and values of Indian Police Service.

- Broadening of your outlook.

- Human Resources Management.

- Application of Science and Technology in police work.

- Decision-Making Skills.

- Managerial Skills.

- Role of Central Police Organizations and Army in internal Security.

- Development in Police Professional at National Level.

- Creativity and innovation in Police work.

- Self-Development activities.

- Human Rights Issues.

- Application of Science and Technology in police work.

- Use of Computers in police work.

- Contemporary issues like Gender Issues, NGOs Role, Terrorism etc.

11.4.2. The trainees of Induction Course were asked about the training methods which sparked their process of learning the most. Cumulative ratings were derived. In order of preference, the following methods were adjudged as the best :

- Project Reports and their Presentation   - I

- Experience Sharing   - II

- Group Discussions   - III

- Field Visit   - III

- Classroom Lecturers   - IV

11.4.3. The participants reported that they had started doing the following after attending induction courses at NPA:

- Analysis of Social problems for better policing.

- Self-development orientation in life.

- More carefulness about the Human Rights.

- Better managerial work.

- Use of Computers in day-to-day working.

- Better Time Management.

- Studying Police literature.

- Yoga and Physical exercises.

- Paying more attention to health and hygiene of the force.

- Plantation programme.

- Regular P.T./Parade in battalion.

- Setting of targets and standards of performance for subordinates. Attending issues with cool and balanced mind.

11.4.4. The participants communicated that they had stopped doing the following things after attending the Induction Course at National Police Academy.

- Rigid attitude in life.

- Aversion in mixing with subordinate ranks.

- Unprofessional policing.

- Lack of trust in subordinates.

- Narrow thinking.

- Inhuman approach.

- Not owning-up mistakes.

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- Loose talking.

11.5. Findings Related to Public Perception of Police

11.5.1. 4% Public felt frightened when they saw the policeman in uniform and 24% of them felt worried, 29% felt happy whereas 43% of them were not having any effect when they saw policemen in uniform.

11.5.2. 72.4% Public felt that police were corrupt, 13.9% felt they were inhuman and 13.7% perceived them to be brutal.

11.5.3. 4% Public felt fully safe and secure in the presence of police, 29% felt safe and secure to a great extent in the presence of police, 43% of them felt safe and secure to a little extent in the presence of police but 24% of them did not feel safe and secure in the presence of police at all.

11.5.4. Following acts of kindness were done by police which made public feel proud of police:

- Goonda Control

- Quick recovery of stolen 'Motorcycles/Bicycles/Scooters'.

- Closure of illegal liquor shops in various locations.

- Helping wounded persons (e.g. knife injury)

- Helping the poor.

- Empathetic listening to the problems.

- Helping children, old and blind to cross the roads.

- Neutrality during the communal riots.

- Excellent police bandobust in Lok-sabha elections.

- Recovery of arms and fire arms from activists.

- Handling communal violence effectively.

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- Helping accident victims (injured)

- Chasing dacoits even risking their lives.

- Tracing kidnapped children.

- Patient hearing and giving guidance to public.

- Police arresting even the top political leaders.

- Freeing bonded labourers.

- Investigating bride-burning cases well.

- Excellent traffic management.

- Impartial behaviour during elections.

- Fighting with naxals in Bihar, MP, AP etc.

11.5.5. Following bad acts of Police were identified by public.

- Taking money at traffic points.

- Because of political pressure, arresting family members of suspects and accused unnecessarily.

- Non-registration of FIR.

- Favouring famous 'Rich' and 'Strong' people.

- Favouring policemen's family members even though they committed crimes.

- Bad behaviour towards women.

- Supporting Goonda elements.

- Policemen snatching ornaments, watches and other valuables at train accident sites.

- Involvement in rape and custodial deaths.

- Registration of fake cases to harass and for taking money.

- Engaged themselves in eve-teasing.

- Exhibiting communal bias during communal riots.

- Motivating prostitution for money.

- Caste bias when performing their duties.

- No action for gambling.

- Supporting illegal financial institutions.

- IPS Officers parking cars in no parking zones.

- Allowing political interference in investigation of murder cases.

11.5.6   Following perceptions of public were identified.

- Only 9% people felt that minority groups were fully safe in the hands of police.

- Only 3% people felt that downtrodden and poor people were fully safe in the hands of police.

- Only 10% people felt that SC, ST and O.B.C. were fully safe in the hands of police.

- Only 15% people felt that children in custody were fully safe in the hands of police.

- Only 2% people felt that male suspects in custody were fully safe in the hands of police.

- Only 8% people felt that victims of crime were fully safe in the hands of police.

- Only 11% people felt that minorities after communal disturbances were fully safe in the hands of police.

- 75% people felt that politicians were fully safe in the hands of police.

- 75% people felt that the rich were fully safe in the hands of police.

- Only 24% people felt that literate mass were fully safe in the hands of police.

- Only 35% people felt that businessmen were fully safe in the hands of police.

- Only 5% people felt that farmers were fully safe in the hands of police.

- Only 10% people felt that handicapped were fully safe in the hands of police.

11.5.7. Following were the expectations of public from police.

- Good behaviour when people approach them either at the police station or on the streets – (94% respondents agreed to it).

- Policemen should be friendly with the people – (88% respondents wanted it).

- Policemen should not instill fear in the society – (69% respondents wanted it).

- Not to deliver instant justice by beating culprits – (57% respondents agreed to it).

Following findings communicated aversion of public towards police:

- I would hate to come in contact with people – (57% respondents communicated it)

- I would not like a policeman to come to my house for any reason good or bad – (45% respondents communicated it)

- When I am a victim of a crime, I would prefer to keep quiet or settle the dispute rather than go to the police for help – (42% respondents communicated it)

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11.5.8. The members of public were asked about the characteristics of policeman of their dream. On content analysis of qualitative data the following characteristics were derived in order of priority:

- Honesty.

- Impartiality (Rich v/s Poor/Caste favours etc.)

- Good Behaviour.

- Friendliness with public.

- Helpfulness (specially towards women, children, minorities, victims of crime etc.)

- Sincerity.

- Physically and mentally fit.

- Active.

- Disciplined.

- Do not create fear complex (more communicative with public)

- Respectful of law.

11.6. Subordinates Perception about IPS Officers

The data was too limited draw any conclusions.

11.7. Training Impact and Attitudes of Police Trainees towards Learning

For measuring Attitudes towards Training a Likert Scale type having 8 statements were constructed. Following were the main findings:

Statement	**Response**
1. Training is the greatest investment in Human Resource Development in Police (+)	Strong Agreement
2. Institutional Training for police is waste of time (-)	Strong Disagreement

2. Training is the basis for future performance in the Field (+)	Strong Agreement
4. Training develops important character values e.g. courage, punctuality, quick decision making (+)	Agreement
5. Training inculcates discipline in life for police Organization effectiveness (+)	Agreement
6. Training has no impact on person's behaviour or character.	Disagreement
7. Training is applicable to a very small extent in field.	Disagreement
8. Learning is mostly on the job therefore training is not so useful (-)	Disagreement

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

Police Officers were found to have very high positive attitude towards training. 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 the trainees for effecting change.

11.8. Police Organizational Culture and Transfer of Training

A Questionnaire OCTAPACE developed by Udai Pareek was used to collect data. The main findings were: -

Organizational Culture Value	Definition	Existence in Police for Transfer of Trg.
Openness	Spontaneous expression of feelings and thoughts and receiving feedback and information without defensiveness.	Low
Confrontation	Facing-not shying away from – problems; deeper analysis of interpersonal problems; taking on challenges.	Low
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 an commitments.	Low
Authenticity	Congruence between what one feels, says, and does; owning one's actions and mistakes; unreserved sharing of feelings.	Low
Proaction	Initiative; preplanning and preventive action; calculating pay-offs before taking action.	Moderate
Autonomy	Using and giving freedom to plan and act in one's own sphere; respecting and encouraging individual and role autonomy.	Low
Collaboration	Giving help to, and asking for help from, others; team spirit; working together (individuals and groups) to solve problems.	Moderate
Experimentation	Using and encouraging innovative approaches to solve problems; using feedback for improving; taking a fresh look at things; encouraging creativity.	Low.

It can be inferred that for effective transfer of training, appropriate culture values and their development are very necessary. It it is not done, training efforts will bounce back without leaving impact in the police system. Organization interventions in Police may include the following:-

- 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.

- Leadership to have courage to own-up mistakes and failures for correction and improvement.

- Emphasis on initiative, pre-planning and preventive action in police.

- Delegating and empowering subordinate ranks.

- Training in 'collaboration'.

- Ensuring higher value for experimentation in the system.

Openness to the ideas of subordinates in various managerial domains, allowing confrontation on issues, creating an environment of trust, valuing recent knowledge, effective mistakes management, establishing organic linkages with other organizations, and making provisions for Research & Development (R & D) may be extremely useful interventions for culture building for better transfer of learning.

Specially in the case of IPS Officer Trainees who report in Districts after NPA training, Senior Police Officers should promote the value of openness by listening to their viewpoints on various issues without defensiveness. The IPS Officer Trainees should be motivated to take on challenges. For this greater autonomy and freedom for experimentation will have to be allowed. They should be encouraged to work in teams. Failures and Mistakes Management will be an excellent tool for their development. Above-cited measures will ensure both transfer and reinforcement of learning in police organization.

11.9. Top Leaders' Views on Training and Transfer of Learning

The Top Leaders in the training field communicated the following observations / perceptions regarding training and transfer of learning.

- As perceived by the Top leaders in Training field that training was the investment in developing Human Resources in an organization.

- Training should be need-based and well designed.

- Theoretical training should be followed by practical training and refresher courses.

- Besides training, other important interventions for development are:

    - Performance Appraisal.

    - OD Interventions.

    - Feedback, Counselling and Coaching.

- Formulation of Vision and Mission of Organization.

- Professional thrust on values, ethics and service-orientedness.

- Learning culture through knowledge management.

- Continuous education and training.

- Interpersonal Coaching.

- Motivation and attitude development.

- Planned Job Assignment.

- Role modeling by superiors.

- Participative Management.

- Study tours to other organizations.

- Team Training and Team culture development.

- Bench-marking.

- Besides training Morale, Motivation, Discipline, Technology and Top Leaderships contribute to organizational effectiveness.

- To a considerable extent new employees transfer their learning on job. Degree is less because of lack of supportive environment at workplaces.

- Learning transfer by new employees may be higher if knowledge and job are closely linked. Secondly, if the training incorporates practical case-studies transfer may be more.

- In-service trainees transfer their learning on job to a considerable extent. Attitudinal and environmental constraints are to be controlled by the leadership for effective transfer.

Below-cited strategies may ensure effective transfer of training:-

- Supportive leadership.

- Training Impact evaluation studies.

- Knowledge-Sharing at the workplace.

- Training Needs Assessment.

- Mission oriented and value based approach.

- Training heads of departments so that they are convinced about change by transfer of training.

- Instead of forcing people for training, formulation of long-term training policy is necessary. As per the policy statement people should be trained.

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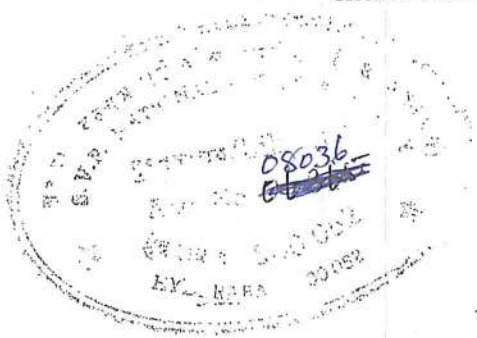
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OPINIONNAIRE

VIEWS OF TOP LEADERS IN TRAINING FIELD
ON TRANSFER OF TRAINING

1. To what extent do you feel that training is the greatest investment in Human Resources Development?

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

Comments if any :-

2. To what extent do you feel that training contributes to organisational effectiveness?

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

Comments if any:-

Developed by P.V.Rajgopal and A.K.Saxena

3. To what extent do you feel that the learning is transferred to the job by the new employees (through recruitment)?

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

Comments if any:-

4. To what extent do you feel that learning is transferred to the job on hand by the participants who are in Service?

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

Comments if any:-

5. What are some other alternatives for Human Resources Development and for bringing organisational excellence?

    Comments if any:-

    _____

    _____

    _____

    _____

    _____

6. What do you feel are the factors responsible for lack of transfer of training on the job? Please check (✓) the appropriate items:

    6.1. Trainee Related:-

    _____   Do not see payoff for using the learning.

    _____   Do not have sufficient confidence in using learning.

    _____   Do not know when they are effectively using learning.

    _____   Fail when using the learning.

    _____   Disagree with the values and concepts of the programme.

    _____   Do not have an immediate application for learned concepts.

    _____   _____

    _____   _____

    _____   _____

6.2. Organisational Support Related:-

_____ Do not reinforce learners' use of the skills.

_____ Are not positive models.

_____ Do not coach learners in use of the skills.

6.3. Organisation Culture Related:-

_____ Task interference.

_____ Lack of feedback to the learner.

_____ Negative balance of consequences.

Any further comments, if any:-

(iv)

7.   What strategies the organisation should adopt for effective transfer of training by its employees (new and old) for enhancing organisational effectiveness?

8)   Do you feel that in Government Service, an element of compulsion should be introduced for attending training programmes, like linking promotions to the Training programmes attended.

Comments (if any) :-

Name: _____

Designation: _____

Address: _____

_____

(v)

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

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

(vi)

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

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

5. Relating to field conditions

6. Emphasis on outdoor training

7. Promoting Idealism

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	5	4	3	2	1
2. Sensitivity to the aspirations of people	5	4	3	2	1
3. Respect for Human Rights	5	4	3	2	1
4. Perspective of law and justice	5	4	3	2	1
5. Professionalism	5	4	3	2	1
6. Physical fitness	5	4	3	2	1
7. Mental alertness	5	4	3	2	1

(x)

4. Training Evaluation (Director's Assessment, Examination system etc.)

5. Training Infrastructure in NPA

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 Management	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 Crime	4	3	2	1
4	3	2	1	Maintenance of Crime Records	4	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

(xii)

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
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 on 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._____

(Xiv)

QUESTIONNAIRE SENIOR POLICE OFFICER'S VIEWS
ON NPA TRAINING OF I.P.S. PROBATIONERS

Name :   Designation

Place of posting

Q1 A) Many IPS Probationers after training at NPA 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

B) According to you, which factors (individual and organizational) are responsible for lack of application of NPA training in field situations ?

Q2A) In which professional knowledge skills and values do you find them very strong ?
B) in which domains of knowledge, skills and values do you find them watshing?
Q3 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?

Q4) What are your specific 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.

Q5) In the near future(say upto year 2020, what additional role NPA will have to play to train and develop IPS probationers for police organizational effectiveness?

QUESTIONNAIRE
IMPACT EVALUATION OF COUNSELLOR SYSTEM

AT NPA For IPS OTs

Name : _____ Batch and Cadre_____

Place of Posting _____

Q1A) Who was your Counsellor at NPA?

_____

B) How do you rate him on the following Traits/Characteristics ?

Traits/Characteristics	Excellent	Very good	Satisfactory	Poor	Very Poor
1. Role Model for you	5	4	3	2	1
2. Counselling skills	5	4	3	2	1
3. Readiness to interact with you	5	4	3	2	1
4. Human Relations Skills	5	4	3	2	1
5. Expertise in Professional Knowledge and skills	5	4	3	2	1
	5	4	3	2	1
6. Attitude towards you (listening/empathy)	5	4	3	2	1

Any other comments:

C) Which personality traits and professionalism characteristics of your counselor impressed you the most ?

D) How can he/she further improve his/her counsellor's role?

Q2A) During your stay at N.P.A. what kind of help you took from your counselor ? please check ( ) the appropriate items:

1. Emotional Problems Resolution
2. domestic problem
3. conflicts with fellow officer trainees
4. professional skills upgradation

5. guidance for improving performance in Indoor Trg
6. guidance for better outdoor training performance
7. helping professional knowledge enhancement
8. shaping attitudes to serve people
9. Professionalism in police
10. getting best out of district training
11. guidance in district training assignments.
12. shaping you into a good officer.

B. comments if any.

Q3) During your practical training in the Districts, in which learning aspects was your counselor was helpful to you?

Q4) What is your free and frank opinion on counseling system of NPA?
   (i)   Quality of counseling
   (ii)   Time given to you by the counselor
   (iii) Counsellor's role during your practical training.

   Any other comments.

Q5A) Do you fell that the counselor system should be retained ? Yes/No.
Please comment if yes, why ? If not why?

B) If you are asked to restructure the counselor system of NPA, what will you do ?

FOR RESEARCH
(Confidential)

QUESTIONNAIRE
ON
IMPACT EVALUATION OF
PRACTICAL TRAINING IN DISTRICTS

(50th IPS O.Ts/51st O.Ts)

1)   A)   After attending Basic Training at the National Police Academy to what extent district practical training has contributed to your effectiveness as a Police Officer in the following aspects:- (knowledge/skills/attitudes)

Scale : 5   - *To a great extent*
         4   - *To a considerable extent*
         3   - *To some extent*
         2   - *To a little extent*
         1   - *Not at all*

_____   i) Knowledge of cultural, historical and social diversity of your State.

_____   ii) Agrarian, Political and Law and Order problems of the State.

_____   iii) Instruction in Police Regulations/Manuals.

_____   iv) Local Acts and Laws.

_____   v) Financial Rules and Revenue Matters.

_____   vi) Land Records and Revenue Matters.

_____   vii) Mastery in Regional Language

_____   viii) Human Resource Management

Developed by PV Rajgopal and A.K.Saxena

	ix)	Dealing with pressure groups, politicians, members of Public etc.
	x)	Office Management
	xi)	Financial Rules
	xii)	Records Mgt.
	xiii)	Inspection of Reserve Police Lines
	xiv)	Departmental Procedures
	xv)	Redressal of Grievances
	xvi)	Rewards and Punishment Mechanisms
	xvii)	Interrogation skills
	xviii)	Understanding the functioning of Dist. Magistrate, District Judge and other District Level functionaries
	xix)	Functioning of Reserve Police Lines
	xx)	Knowledge of night patrolling
	xxi)	Surveillance.
	xxii)	Service of summons and warrants.
	xxiii)	Urban Policing .
	xxiv)	Rural Policing.
	xxv)	Court procedures
	xxvi)	Functioning of P.S.
	xxvii)	Inspection of P.S., Outpost etc.
	xxviii)	Supervision of Cases.
	xxix)	Enquiries into petitions.
	xxx)	Handling of law and order problems.

_____ xxxi) Conducting opening and confidential enquiries.

_____ xxxi) Understanding of traffic management in small cities

_____ xxxii) Functioning of an armed battalion

_____ xxxiii) Training of Subordinates

_____ xxxiv) _____

_____ xxxv) _____

_____ xxxvi) _____

_____ xxxvii) _____

_____ xxxviii) _____

_____ xxxix) _____

_____ xxxx) _____

If your rating on any aspect is 3 or less than 3 please mention the reasons for not mastering that particular aspect.

2. You have carried out the following assignments :

- Maintaining daily diary
- District training project assignments
- Preparation of Inspection Notes
- Perception on Investigation of cases - case studies
- Report on Human Rights and other issues

(xx)

2.1.　Which assignments do you feel added to your professional knowledge and skills enhancement more?

2.2.　Which other assignments may be added for your further learning development?

2.3.　Which assignments may be dropped?

2.4.　Do you feel that the time spent on completion of the assignments affected your training adversely?

YES/NO

If Yes, please give the reasons.

3) To what extent the following Police Officers and other personnel have contributed to your learning and development at district level.

_____ i) Principal and the faculty of Police Training College.

_____ ii) Supdt. of Police.

_____ iii) Reserve Inspector.

_____ iv) District Magistrate.

_____ v) District Judge.

_____ vi) District health and Medical Officer.

_____ vii) District Forest Officer.

_____ viii) P.W.D. Personnel.

_____ ix) Excise Personnel.

_____ x) Assistant Public Prosecutor.

_____ xi) Circle Inspector/SDPO.

_____ xii) Head Constables and Constables.

If your rating is below 3 please mention the reasons?

_____

_____

4) Do you feel that the Supdt. of Police to whom you are attached has given enough time to professionally shape you as the Police Officer?   YES/NO

i)   If Yes, in which specific areas /aspects he could shape you effectively?

_____

_____

ii)   If No, what were the reasons?

_____

_____

(xxuu

5) A) How do you rate yourself as a learner during your practical training in the districts?

Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)	Poor (1)

B) What qualities / characteristics of his personality and professionalism could atleast you the most?

6) If you are asked to suggest measures to improve the practical training, what are your suggestions pertaining to the following?

    i)   District training schedule.

_____

_____

    ii)   Involvement of N.P.A.

_____

_____

    iii)   Role of District Supdt. of Police (with whom you are attended)

_____

_____

    iv)   Training Manager

_____

_____

v)   Duration of various modules.

_____

_____

vi)   Quantity and quality of assignments.

_____

_____

vii)   Involvement of district police personnel and authorities.

_____

_____

viii)   Duration of district police training.

_____

_____

7) What was the overall effect of District Practical Training on you?

Excellent/ Very Good / Good / Satisfactory/ Poor

Name: _____

Batch : _____

Dist. & State
where trained : _____

(Giving the name & other details is optional. You may give them is you so desire otherwise not)

X xiv

QUESTIONNAIRE ON IMPACT EVALUATION OF INSERVICE COURSES AT NPA

Q.No.1: To what extent the following learning aspects have been developed in you after attending the course for improving your job behaviour for police organizational excellence?

Statements	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
1. Understanding of contemporary issues for better policing.	5	4	3	2	1
2. Broadening of outlook.	5	4	3	2	1
3. Managerial excellence	5	4	3	2	1
4. Amplification of Understanding of leadership role	5	4	3	2	1
5. Self-development	5	4	3	2	1
6. Learning of police systems of other states and CPOs.	5	4	3	2	1
7. Better understanding of role of training for organizational excellence	5	4	3	2	1
8. Human Resource Management	5	4	3	2	1

Q.No.2: Which methods sparked your learning process the most? (Please prioritize)

Rank

Experience Sharing

Classroom Lectures

Project Reports presentation

Group Discussions

Field Visits

Syndicate Study Tour

Q.No.3) To what extent there was on-the-job support for application of your learning on the job?

Q.No. 4) What are the things you have started doing after attending this course?

Q.No.5) What have you stopped doing after attending this course?

Q.No.6) Please describe any changes in you, your work, or your inter-personal relationships etc., after attending the courses at the National Police Academy.

Q.No.7 (A): As a result of attending this course, what do you estimate to be the increase in your personal effectiveness? Please express as a percentage.

Q. No.7(b): What is the basis of your estimate?

Q.No.8) Have you used reference and reading material provided during the course in the district in bringing about changes?

Q.No.9) If you were asked to redesign the course, what changes do you propose in the existing course?

QUESTIONNAIRE

IMPACT EVALUATION OF INDUCTION TRAINING
AT NPA*

As one of the participants of Induction Training Courses conducted at National Police Academy you can best evaluate the immediate, long range and lasting efforts of the course. We are interested in your opinions about the courses' success at the job behavioural level producing ultimate results in your organizations.

Q.No. 1(A): The following objectives were studied for the Induction Training Course, to what extent did the programme achieve the goal or achieve its objectives.?

OBJECTIVES	Scale				
	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
1. To help acquire an all-India perspective as is expected of a member of the Indian Police Service;	5	4	3	2	1
2. To help understand the role of Central Police Organizations and the Army in the context of internal security;	5	4	3	2	1
3. To help develop state of the art skills for public order management and crime investigation;	5	4	3	2	1

* Developed by P.V. Rajgopal, Director and A.K. Saxena

OBJECTIVES	Scale				
	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
4. To help appreciate Human Rights and the role of police	5	4	3	2	1
5. To help comprehend latest trends/developments in the police profession at the national and global level .	5	4	3	2	1
6. To help understand the latest trend &development in the field of Science & Technology in Police Work.	5	4	3	2	1

Q.No. 1(B) : If you wish to explain any of the above ratings , please do so .

(XXviii)

Q.No.2 : Did you feel that the programme was meeting your individual learning needs ?

Yes / No / Uncertain. Please explain

Q.No. 3 : To what extent do you feel that the course provided opportunity for learning and development in the following aspects for enhancing your individual and organizational effectiveness ?

OBJECTIVES	Scale				
	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
a) Norms, ethos and values of Indian Police Service	5	4	3	2	1
b) Broadening of your outlook	5	4	3	2	1
c) Human Resources Management competence	5	4	3	2	1
d) Self-Development	5	4	3	2	1
e) Managerial Skills					
f) Role of Central Police Organisations and Army in Internal security	5	4	3	2	1

OBJECTIVES	Scale				
	To a great extent	To a considerable extent	To some extent	To a little extent	Not at all
g) Appreciation of Human Rights Issues.	5	4	3	2	1
h) Development in Police Professional at National Level.	5	4	3	2	1
i) Application of Science and Technology in police work.	5	4	3	2	1
j) Attitude towards your profession	5	4	3	2	1
k) Creativity and innovation in police work.	5	4	3	2	1
l) Decision-Making Skills	5	4	3	2	1
m) Use of computers in police work	5	4	3	2	1
n) Appreciating contemporary issues like Gender Issues/NGOs Role/ Terrorism etc	5	4	3	2	1

Q.No.4 : Which methods sharked your learning process the most (please prioritize)

_____ 1.   Class Room Lectures.

_____ 2.   Group Discussions.

_____ 3.   Experience Sharing.

_____ 4.   Field Visits.

_____ 5.   Syndicate Study Tour.

_____ 6.   Project Reports and Presentation.

(xxx)

Q.No.5 : In your opinion which features of the Induction Course did you find
most useful ?

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

Q.No. 6 : Too much time was spent on :

1. _____
2. _____
3. _____

Q.No. 7 : Too little time was spent on :

1. _____
2. _____
3. _____

Q.No.8 : To what extent there was on-the-job support for application of your
learning on the job ?

To a great /   To a considerable /   To some /   To a little /   Not
extent   extent   extent   extent   at all

Q.No.9 : What are the things you have started doing after attending the Induction Course ?

Q.No. 0 : What are the things you have stopped doing after attending the Induction Course?

Q.No.11 : Will you please describe any changes in you, your work, or your inter- personal relationships etc., after attending this course at the National Police Academy ?

Q.No.12 (A) : As a result of attending this course, what do you estimate to be the increase in your personal effectiveness? Please express as a percentage.

_____

Q.No.12 (B) : What is the basis of your estimate ?

(xxxiii)

Q. No.13 : What were the learning outcomes from study/cultural tour which affected your work in your district ?

Q.No.14 : Have you used reference and reading material provided during the course in the district in bringing about changes ?

(xxxiv)

Q.No.15 : In your opinion the overall course was _____

Excellent / Very Good / Good / Satisfactory / Not satisfactory

Q.No.16 : If you were asked to redesign the Induction Course, what changes
you propose in the existing course?

(xxxv)

ATTITUDE TOWARDS TRAINING FOR POLICE ORGANIZATIONAL EFFECTIVENESS

Name :   Designation :   place of posting:

Please give your response to each statement given below by using the rating scale.

SA-Strongly Agree A Agree U-Undecided D-Disagree SD-Strongly Disagree

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Training is the greatest investment in HRD in police.	SA	A	UD	D	SD
Institutional training for police is waste of time	SA	A	UD	D	SD
Training is the basis for future performance in the field	SA	A	UD	D	SD
Training develops important character values.	SA	A	UD	D	SD
Training inculcates discipline in life for police organisational effectiveness	SA	A	UD	D	SD
Training has no impact on person's behaviour or character.	SA	A	UD	D	SD

Training is applicable to to a very small extent in field	SA	A	UD	D	SD
Learning is mostly on the job therefore training is not so useful.	SA	A	UD	D	SD

SVP NATIONAL POLICE ACADEMY
HYDERABAD –500 052

QUESTIONNAIRE

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.

Developed by P.V.Rajgopal and A.K.Saxena

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		SCALE				DOMAINS
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.

(x1)

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. Politicisation (more aligned to politicians)

Any other comments:

(x lii)

STUDYING ORGANISATIONAL ETHOS: OCTAPACE PROFILE

UDAI PAREEK

Name:_____ Job title:_____.

Organization:_____ Date:_____.

This instrument will help you to look at some values and beliefs of your organization. Below are statements that indicate some organizational values. If these are values of top management, they generally will be shared in Police organization. Read each statement and indicate in the blank to the left of the statement how much spirit contained in the statement is valued in your organization. Please be candid in answering.

Instructions: Use the following key for your responses:

4 = Very highly valued in the organization

3 = valued in the organisation
2 = Given rather low value in the organization

1= Not valued in the organization

---

1. Free expression of ideas and suggestions between all ranks of police officers, each respecting the others competence and judgement.

2. Discussing personal differences and job related issues frankly & without fear.
3. Having confidence that colleagues will help in times of crisis & honour their commitments.
4. Doing what one says and practicing what one preaches.
5. Preventive action on most matters.
6. Giving a free hand to subordinates to take independent action within their jurisdiction.

7. Team Work
8. Encouraging initiative among subordinates and accepting their new ideas and methods.

9. Genuine sharing of information, feelings and thoughts in Crime meetings etc.

10. Going deeper rather than doing surface level, analysis of interpersonal problems.

11. Interpersonal contact and mutual support among all policemen.

12. Tact, intelligence and even a little manipulation to achieve results.

13. Senior officers encouraging subordinates to plan their career development and helping them.

14. Close supervision and guidance by seniors.

15. Accepting and appreciating help offered by others.

16. Encouraging subordinates to see things from different points.
17. Free discussion & communication between superiors & subordinates.
18. Facing challenges inherent in the work situation.

19. Confiding in superiors without fear of misuse of trust.
20. Owning up mistakes
21. Considering both positive & negative aspects before taking any action.

22. Obeying & Checking with superiors rather than acting on one's own.

23. Performing immediate tasks rather than being concerned about larger organizational goals.

24. Making genuine attempts to change behaviour on the basis of feed back received.

25. Effective managers suppress their feelings.

26. Pass the buck tactfully when there is a problem.

27. Trust begets trust.
28. Telling a polite lie is preferable to telling an unpleasant truth.

29. Prevention is better than cure.
30. Freedom for subordinate ranks breeds lack of discipline.
31. Emphasis on team work dilutes individual accountability.
32. Thinking and doing new things tones up organizational vitality.

33. Free & candid communication between various ranks helps in solving problems.

34. Surfacing problems is not enough; we should find solutions.

35. When the situation is urgent and has to be dealt with you have to fend for yourself.

36. People are what they seem to be.

37. 'A switch in time saves nine' should be followed in police.

38. A good way to motivate subordinates is to give them the autonomy to plan their work.

39. Involvement of subordinates in developing the organizations mission and goals contributes to better policing.

40. Prevailing law & order situation in our country demands more consolidation and stability than experimentation in police.

(x1111)