IMPACT OF MID-CAREER TRAINING PROGRAMME ON THE
JOB BEHAVIOR OF IPS OFFICERS

(A Research Study under SVP NPA Research Fellowship-2014)

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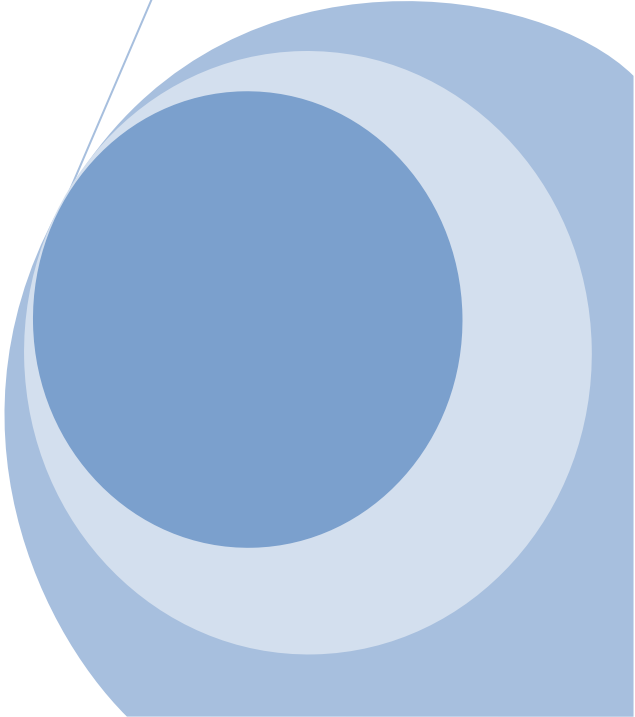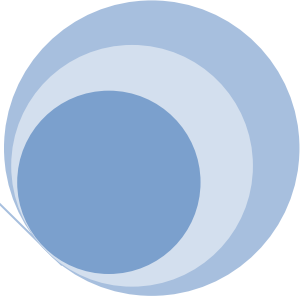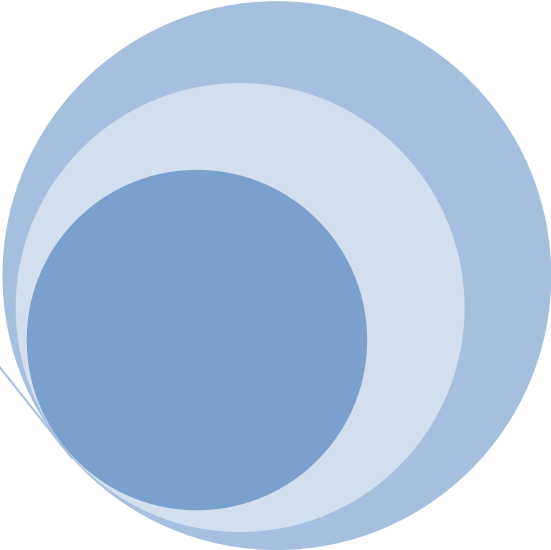
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SARDAR VALLABHBHAI PATEL NATIONAL POLICE ACADEMY
HYDERABAD – 500 052

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Fondly dedicated to my Team-MCTP

RESEARCH STUDY

**"A STUDY OF IMPACT OF MID-CAREER TRAINING PROGRAMME
ON THE
JOB BEHAVIOUR OF IPS OFFICERS"**

By

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Acknowledgments

EXECUTIVE SUMMARY

(i)   Background

The S.V.P. National Police Academy, Hyderabad is the premier Police Training Institution in India engaged in providing Basic Training to the newly inducted I.P.S. Officers of the Indian Police Service. The Academy also imparts in-service training to the I.P.S. Officers of different levels of seniority and also conducts various thematic courses. The Academy has been conducting mandatory Mid-Career Training Programme (MCTP) for IPS Officers at various stages of their career with an objective of preparing the officer for next level of competency as envisaged by the Department of Personnel and Training (DoPT), GoI, following the curriculum and guidelines suggested by Dr. Trinath Mishra Committee Report in compliance of the instructions of the Ministry of Home Affairs, Govt. of India, since 2010.

The Academy has a Research Wing which undertakes research activities on various police related subjects under its Police Fellowship Scheme. In 2014, a Research proposal was submitted to the said

Committee to study the impact analysis of the MCTPs on effectiveness of police officers. After scrutiny, the Committee awarded the Research Project to B.D. Paulson, Deputy Director (MCTP), SVP NPA, under the scheme, by modifying the scope of the project thereby limiting this scope only to study the Phase-III MCTPs conducted in first cycle (2010-2012) under the following Research Title:-

"IMPACT OF MID-CAREER TRAINING PROGRAMME ON THE JOB BEHAVIOR OF IPS OFFICERS"

The purpose of this Project was to conduct an in-depth study on the effectiveness of the MCTPs and its impact on learning and behaviour of the officer who has undergone this training for Mid-Career intervention. The study also gives an opportunity to qualitatively analyse feedback and suggestions given by the participants, stake holders and the conducting agency to arrive at a comprehensive set of recommendations for further improvement of the programme with respect to the design, conduct and delivery. The Programme Objective was "to build upon the field exposure and experience gained by the officer in the initial years of his services, following his/her elaborate and lengthy training programme and help him/her improve his personal and occupational performance levels. He/she would also get an opportunity to test the validity of his/her academic learning and to gather new skills and knowledge for applying them at workplace for professionally improving the performance of the force he/she commands and to improve his/her own management skills, in the context of the emerging scenario".

The Research Objectives of the study are to: (a) Enumerating Learning Objectives (b) Empirically validate the effectiveness of the MCTP Phase-III in the light of responses given by the participants at the time of

completion of programme (c) Statistically draw correlation, if any, between the learning taken place and the corresponding change in behavioural indicators (d) Thematically group the tangible outcomes evinced qualitatively, which could be attributed fully or partially to the MCTP (e) Give observations/recommendations on changes with reference to design, content, delivery and evaluation criteria of the programme.

Extensive study of the literature available on the subject was done with a focus on training evaluation models which are in vogue in other parts of the world, out of which Kirkpatrik model was found to be aptly suitable for conceptualising the Research Objectives. This has four levels of training process viz., reaction, learning, change in behaviour and results. In the backdrop of the thematic model, a questionnaire was prepared in three parts to elicit data from the respondents based on their self assessment. The design of the questionnaire was put to reliability test, using Cronbach Alpha Coefficient method and conducted a pilot study on 23 officers who have undergone training. 5-point Likert scale has been used to measure the responses and satisfied with the reliability of the data which passed through the Cronbach's Reliability Test. The modified questionnaire which is now devoid of any inconsistencies administered to the population of 324 officers undergone Phase-III and out of which 225 responded which has been overwhelming.

The collected data had been put to the team of experts in statistical analysis for coding and converting the data for generating Ordinal Logistic Regression Report specially used for Likert scale data, using Statistical Package for the Social Sciences (SPSS Package). The incremental learning reported soon after the training was revalidated statistically. Later, the learning that has translated into behaviour was also been elicited and positive correlation between learning and behavioural variables were

established. There was a moderate to high causal relation existed and thereby it can be statistically inferred that the learning inputs given for the MCTP participants could change some of the behavioural indicators which in turn were responsible fully or partially for the positive outcomes observed post-training.

The change in behaviour reflected in positive outcomes which were enumerated through a qualitative research using semi-structured questionnaire administered during informal interactions and interviews with the participants. These findings were validated through a stakeholders' assessment, by consulting senior officers who would have supervised the participants in their earlier assignments in the respective State cadres. There have been some external factors hindered in translating the learning and change in behaviour into tangible outcomes such as frequent changes in postings, lack of leadership support and apathy and at times by the inertia of the officers. Though, enumerating the outcomes was not in the original scope of the study a sincere effort was made to see and understand the intangible outcomes which will have direct or indirect bearing on the organizational effectiveness of the participant which would be fully or partially attributed to the Mid-Career Training Programme.

The world view gained due to the interactions with the domain experts of the Indian Police, the police officers from abroad and the subject experts gave them holistic view of policing, triggered to set new horizons in their realms of work, as a result of Mid-Career Training interventions. The foreign exposure study visit assumed paramount importance in this scheme of learning which provided intended world view to the trainee officers.

(ii) Outcome of the study

The MCTP Phase-III had a positive impact on all the participants. The scheme of MCTPs should continue and Phase-III being at cutting edge level, the foreign exposure visit should be restored to realise the programme goals. To improve the programme, suggestions are made, based on the empirical data for a quintessential Training Needs Analysis (TNA) and tri-yearly Training Gap Analysis (TGA) for better design and curriculum of these programmes. The andragogical methods should be used such as experience sharing, peer group learning, "see-learn-practice approach" for the officers of this level of seniority. The locus is on operational level so the focus should be on honing up the skills and management. Accordingly, the topics such as Cyber Crime, Cyber Forensics, Leveraging Technology as Force Multiplier, Advanced Forensics needs to be given more emphasis whereas the topics which are attached less importance (expressed in their feedback by the participants) to be deleted to optimise the session plan.

The design stage thus assumes vital importance for realising level of customization, effective pedagogical methods and to narrow the gap between the expectations of the participants and the actual delivery.

The limitations of the research study were: the inferences were made solely on the self assessment of the respondents and their annual performance ratings were not compared with the personal ratings of the respondents and, last but not the least, the 360 degree assessment could not be possible. The researcher being currently incharge of the Mid-Career Training Programmes in the SVP National Police Academy, objectively ensured that the inherent biases which otherwise would have a plausible influence were not allowed to creep in, while assessing the impact of

these programmes. However, this Research Project is first of its kind to empirically assess the impact of any police training and paves a way for further research to study impact of other phases of MCTPs (Phase-IV and Phase-V) and other long term programmes such as Induction Training Programme, Thematic Programmes in Tactics and ICT.

The comprehensive report on the Research Study is herewith humbly submitted.

Jai Hind

CHAPTER-I

INTRODUCTION

1.1. I.P.S. Training

Indian Police Service (IPS) is one of the three All India Services constituted under the provisions of Article 312 of the Constitution of India. The IPS Officers provide senior level leadership to police forces both in the states and at the Center. Though the minimum qualification for being selected into IPS is Bachelor's Degree in any discipline, given the high level of competition, many of the officers selected have a Master's Degree and an outstanding academic record. They come from a wide range of backgrounds such as history, Political Science, Literature, Economics, Sociology, Psychology, Public Administration, Physics, Mathematics, Agricultural Sciences, Engineering, Medical Sciences, etc.

Appointment to IPS is done in two ways, namely, recruitment through Combined Civil Services Examination conducted by the Union Public Service Commission (UPSC) every year and by promotion of the State Police Service (SPS) Officers. Upon selection through UPSC, each officer is allocated to a State Government. Thereafter, they undergo a Foundation Course for 15 (fifteen) weeks

at the Lal Bahadur Shastri National Academy of Administration, Mussoorie and 46 (forty six) weeks Basic Course at Sardar Vallabhbhai Patel National Police Academy (SVP NPA), Hyderabad, followed by various attachments with Central Police Armed Forces (CPAFs), Intelligence Bureau (IB), Army, districts, etc. The Foundation Course, the Basic Course and various attachments form part of the Induction Training of about 2 (two) years duration. The Officer promoted from the State Police Services to IPS, also undergo Induction Training of 6 (six) weeks at SVP NPA, Hyderabad. They are elevated to higher ranks generally at around 15th, 19th, 27th and 31st year of their service. To discharge their responsibility effectively in these higher positions, they are given training from time to time.

On completion of the training, Officers are posted to respective states allotted to them and assigned postings as Sub-Divisional Police Officers which require professional skills & knowledge, appropriate sensitization & orientation and management & leadership qualities. After a few years of experience, they are promoted to District level posts and are entrusted with a wide range of functions relating to the prevention and detection of crime and maintenance of law & order of the Districts.

1.2. Mid-Career Training Programme of SVP National Police Academy

The MHA constituted a committee under the Chairmanship of Dr. Trinath Mishra, IPS (Retd.) to study and finalize design, contents and delivery of Mid Career Training Programme for IPS Officers. This was to provide a structure for career progression for IPS Officers. The proposal submitted by the committee was approved by MHA in May, 2008 and the scheme to conduct this programme as follows:-

Table-1.1

SI.No.	Phases	Duration	Training for Promotion	Year of Service
1	Phase – III	8 weeks (6 weeks in India & 2 weeks abroad)	From Superintendent of Police to Junior Administrative Grade	Between 7th to 9th year of service compulsory for 2000 batch onwards.
2	Phase – IV	8 weeks (6 weeks in India and 2 weeks abroad)	From Deputy Inspector General of Police to Inspector General of Police	Between 14th to 16th year of service compulsory for 1991 batch onwards.
3	Phase – V	4 weeks (3 weeks in India & 1 week abroad)	For availing annual increment on completion of 28 years	Between 24th to 26th year of service compulsory for 1981 batch onwards.

As per IPS (Pay) Rules,2007, notification issued by MHA Government of India on 21.2 2008, the IPS Officers shall be appointed to Junior Administrative Grade after completion of Phase –III and Officers to be appointed to the 2nd Super Time Scale (IGP rank) after completion of Phase IV MCTP. Completion of Phase –V MCTP is mandatory for drawing next annual increment from 28th year and beyond.

MHA has now approved to reduce the duration of the MCTP programmes from 2013 onwards for Phase – III and Phase – IV from 8 weeks to 6 weeks i.e. 4 weeks in India and 2 weeks in abroad and in the programme of Phase – V there is no change as it will remain 3 weeks in India and 1 week abroad. It is also proposed to conduct each

programmes twice a year to the batches of 80 eligible IPS officers with admissibility of 10% as additional strength. As such there will be six programmes every year.

1.3. <u>BRIEF OF THE SCHEME WITH CONTENT MODULES</u>

1.3.1. Phase-III Mid Career Training Programme
(Source: Dr. Trinath Mishra Committee Report and first Request for Proposals (RFP-Appendix-I)

The programme is divided into three categories and the main streams of topics for MCTP-III during 2010-2012 (cycle-I) are as under:-

Six weeks in India would include the following main streams of topics:-

- *Updating Professional Skills and Knowledge*
- *Responsive Policing*
- *Welfare and Leadership*
- *Self Improvement, and*
- *Innovations*

The suggested allocation of periods among the four streams and broad topics are as below:-

Stream A: **Professional Skills and Knowledge**

Topics for indoor sessions:-
- Latest advancements in Forensic Science and their application, procedure and protocols
- Crime Investigation; a judges point of view, a prosecutor's point of view, a victim's point of view
- Latest technologies harvested for police working (GSM, GPS, biometrics, night-

vision devices, thermal imaging, radio scanning, nuclear physics, passenger profiling, voice stress analysis)

- Case study of complicated real case files from FIR till 173 report (start to finish) and analysis of strengths and weaknesses and discussion of actual judgments
- Left Wing Extremism and Government response: panel discussions, eminent speakers, officers from field, and experience sharing
- Important issues on National Security and Internal Security
- Common Integrated Police Application software for ERP in police
- Dissertation and Project work on professional topic involving 24 hours of library and research work.

Topics for Outdoor Sessions

- Physical Fitness
- Field Tactics including: Ambushes and Counter Ambushes, Special Armed Operations, Hostage Situations, Barricaded Criminals, etc.
- Sand model discussions and simulations or special operations
- Small arms firing on simulators
- VIP security, area security, Intelligence
- Jungle survival and Anti insurgency operations
- Meditation, Yoga, games, optional outside regular class hours.

Stream B: Responsive Policing

Topics:-

- Community Policing
- Comparative policing in various Countries
- Sharing of experience: Best Practices
- Counselling skills
- Victimology and rehabilitation of victims, especially women and children
- Use of e-governance and transparency in complaints management

- Social legislations: Role of Police
- Proactive policing strategies
- Problem Oriented Policing

Stream C: Welfare and Leadership:-

Topics:-
- Welfare of families; project work involving visit to families, interaction with members of police family, interview with children, parents, teachers of children, etc.
- Living and working conditions of men and proposals to improve them
- Counseling subordinates and families- in case of bereavement, sick members of the Force, accident victims, AIDS/HIV victims
- Leadership styles and strategies
- Motivational strategies: Whale Done! One Minute Manager, Fish, Situational Leadership
- Handling difficult subordinates
- Handling Police agitation, unrest and large scale indiscipline
- Preventing and predicting fragging, suicide, etc.

Stream D: Self Improvement

Indoor Classes and Self Study

Topics:-
- Media Management; Panel Discussions with eminent journalists, opinion leaders, editors
- Stress management
- Personal effectiveness and soft skills
- Ethics and value based leadership

- Seven Habits

- Presentation skills including PowerPoint, TV interviews, public speaking, Durbars and Sainik Sabhas

- Anger Management

- De addiction and substance abuse

- Hobbies and art as de-stressors

- Departmental Enquiries, punishment and procedures

- Effective office writing including proposals, noting, DO,

- Computer Skills, internet, Computer Security, etc.

Stream E: Innovations

Indoor Classes, Group discussions, Case Studies, etc. only

Topics:-
- Experience sharing

- Environment, wildlife and policing in India

- Innovations in Policing: Interaction with pioneers who started successful police reforms, best practices and path-breaking experiments

Foreign Component (02 weeks)

The inputs during the foreign tour for a duration of 2 weeks including travel time are expected to include visits to institutions and locations to study best practices, classroom lectures, interaction with eminent personalities and senior police managers with experience in International policing and management.

The following topics are covered:-
- Community Policing Experiment (Field visits and interaction with stakeholders

and players)

- Traffic Management (Lecture, demonstration and field visits)
- Modern Control Room and communication management (Visit)
- Modern innovations in Police Training (Lecture/ demonstration/ visits)
- Managing security of Olympics Games and mega events (Lecture/ presentation)
- Use of ICT in police
- Urban patrol management (Actual patrolling, witnessing dispatch management and observing actual briefing sessions)
- Securing cooperation of other departments (Lecture)
- PR and Perception Management (Lecture)
- Excellence in leadership: Interaction with the best and the brightest leaders from various walks of life including, business, industry, teaching, banking, politics, Defence Forces (Interaction)
- Motivation (Management experts)
- Accountability and answerability (Interactive session with police leaders, public administrators and political leaders)

1.3.2. PHASE – IV MID CAREER TRAINING PROGRAMME

The topics to be covered during four weeks in India by the selected institution(s):-

- Professional Topics
- Best Practices and innovations
- Leadership and Team Building
- Strategic Management

Foreign Module (1 week)

The emphasis during visit abroad also shall be on the same topics suggested for the India module. In fact, the idea is to develop this visit as an extension of the Indian Module so as to learn at first hand the best practices and innovations in developed countries. During the visit abroad, the participants should be exposed to best practices in policing and management in a developed democratic country closer to Indian system.

Classroom lectures, visit to field units and organizations, interaction with the most eminent personalities in the above areas and project work based on observation and study in the foreign country shall be included.

1.3.3. **PHASE – V MID CAREER TRAINING PROGRAMME**

The topics to be covered during four weeks in India by the selected institution (s):-
- Basic concepts of Strategic management
- Top level leadership
- Change management
- Team building
- Interaction with top level government leaders/management experts

Foreign Module (**1 week**)

The Foreign Component for duration of one week will be based at one of the top B Schools or Management Schools and inputs on the subjects mentioned above shall form the core content. Interaction with top management, leadership and Strategic thinkers and practitioners, visits to centres of excellence in various fields, group discussions, field visits etc. will be included.

1.4. **The number of programmes conducted were as follows:-**

Table-1.2

YEAR	Phase -III	Phase - IV	Phase- V	Total
2010	01	01	01	03
2011	01	02	01	04
2012	01	02	01	04
TOTAL	03	05	03	11

Number of participants who have attended in MCTP Phase wise in the first cycle (2010 to 2012) were as follows:-

Table-1.3

Name of Programme	No of courses	No of participants attended
MCTP Phase III	03	324
MCTP Phase IV	05	469
MCTP Phase V	03	298
Total	10	1090

1.5 Aims of the Programme:-

➤ *Test the validity of existing academic learning.*

➤ *Gather new skills and knowledge for application in work place.*

➤ *Improve Management skills in the context of emerging scenario.*

➤ *Prepare them for next level of competency.*

1.6. <u>13 STREAMS BROKEN DOWN INTO SESSIONS</u>

The macro model envisaged by Dr. Trinath Mishra for Phase-III Mid-Career Training Programme (MCTP-III):-

• *Updating Professional Skills and Knowledge*

• *Responsive Policing*

• *Welfare and Leadership*

• *Self Improvement, and*

• *Innovations*

These macro models were broken down into 13 streams of inputs and further broken down into sessions of duration for 45 minutes, as part of the original design by the Conducting Agency (Charles Sturt University, Australia) in close coordination with   the S.V.P. National Police Academy.   The design was approved by the

Competent Authority.

The 13 streams are as under:-

1) Social trends/global factors impact policing/L&O.
2) Strategic intelligence. Ability to gather/analyze and apply to local issues.
3) Media presentation skills/confidence.
4) Leadership skills.
5) Personal Resilience & stress management.
6) Intelligence policing models and EBP.
7) Investigation, maximize use of F/resources.
8) Ability to plan and police response to crowd management.
9) Emergency management.
10) Current trends and developments in international terrorism.
11) Police role and approaches of nation to counter terrorism.
12) Ability to lead/advocate police reforms.
13) Corruption resistance strategies.

1.7. Need and Importance of the study

(i) There is need to assess the total value of the MCTP in social as well as financial terms. The study will help to measure the overall cost benefit of the course and not just merely the achievement of its laid down objectives.

(ii) There is need to study both qualitative and quantitative aspects of the courses along with value judgments on internal and external validation of data.

(iii) A systematic collection and assessment of information of the MCTPs will help in deciding how best to utilize available training resources in order to achieve organizational goals.

(iv) During the study the pertinent data are collected and converted into information for measuring the effects of training, helping in decision making, documenting

results to be in programme improvement and providing a method for determining quality of training.

(v)   This study is absolutely necessary in order to generate report on the effectiveness of the training activities.

(vi)   The planning process of the courses will be incomplete without a specific plan for evaluation, especially in the areas of –

(1) Assessment of the change in behavior by those individuals exposed to the training situation or activities;

(2) Analysis of whether or not the training activities further the attainment of the goals and objectives of the organization;

(3) Evaluation of the training personnel, methods and materials.

(vii)   To identify which participant benefitted the most or the least from the programme and to establish a data base which can assist the NPA in making decisions.

With the need and significance of the study aptly understood, proceeded to give it a structural thought, develop a model for studying the Impact Analysis of these programmes. Search for literature existing for evaluation of In-service Training Programmes in general and police training evaluation in particular. Several models in this regard are studied in the next chapter.

LITERATURE SURVEY

2.1. HISTORY, RECRUITMENT, TRAINING, POSTING, PROMOTION AND JOB DESCRIPTION OF ALL INDIA SERVICES (IAS, IFS & IPS) AND ITS IMPORTANCE.

The need for well orchestrated administrative efforts on the part of the Union and the State level administrations in achieving national goals and targets was met by the Constitution-framers in a way which was unique in the sense that it has no parallel in any other country except Malayasia. The framers retained the Indian Civil Service and the Indian Police which before the Constitution came into force, were common to the Centre and the Provinces, and these wee renamed as the Indian Administrative Service (IAS) and the Indian Police Service (IPS). Subsequently, Parliament passed the All India Services Act, 1951, empowering the Union Government in consultation with the State Governments to make rules for the regulation of recruitment and conditions of service of persons appointed to these All India Services. The framers of the Constitution also provided for the creation of All India Services (AIS) in other spheres, if the Rajya Sabha declared, by resolution supported by not less than two-thirds of the members present and voting that it was necessary and expedient in the national interest so to do.

The following were the broad objectives of the Constitution-framers in providing for the scheme of All India Services, common to the Union and the States:

(i)   Facilitating liaison between the Union and the States;

(ii)   Ensuring a certain uniformity in standards of administration;

(iii) Enabling the administrative machinery at the Union level to keep in touch with realities at the field in the States;

(iv)   Helping State administrative machinery to acquire a wider outlook and obtain the best possible talent for its senior posts; and

(v)   Ensuring that political considerations either in recruitment or in discipline and control are reduced to the minimum, if not eliminated altogether.

The **All India Services** (**AIS**) comprises Civil Services of India, namely the Indian Administrative Service (IAS), the Indian Forest Service (IFS) and the Indian Police Service (IPS). A common unique feature of the All India Services is that the members of these services are recruited by the Centre(Union government in federal polity), but their services are placed under various State cadres, and they have the liability to serve both under the State and under the Centre. Due to the federal polity of the country, this is considered one of the tools that makes union government stronger than state governments. Officers of these three services comply to the All India Services Rules relating to pay, conduct, leave, various allowances etc. (1)

The Ministry of Personnel, Public Grievances and Pensions is the cadre controlling authority for the IAS, The Ministry of Environment, Forests and Climate Change for the IFS and The Ministry of Home Affairs for the IPS while Examination for recruitment of IAS and IPS is conducted by the Union Public Service Commission (UPSC) on the basis of the annual Civil Services Examination, a common civil service examination, and for IFS on the basis of the IFS Examination. Since 2012 onwards, the preliminary (first test) of the two examinations are combined. These officers are recruited and trained by the Central Government, and then allotted to different State cadres.

Powers, purpose and responsibilities

The All India Services Act, 1951 empowers the government of India to make, after consultation with state governments, rules for the regulation of recruitment and conditions of service of the persons appointed to an All India Service. All India Service is governed by All India Service(Conduct) Rules,1968 which specifies the code of conduct for Civil Servant in general. The All India Service (Conduct) Rules,1968 http://persmin.gov.in/DOPT/Acts ,Rules/AIS Rules/Revised AIS Rules Vol. I updated upto31Oct 2011, Revised AIS Rule Vol.I Rule 10, were amended latest by Govt. of India by notification published in official Gazette of India on 10 April 2015.

Nature of Work

Responsibilities as vary with the seniority of the civil servant. Junior officers begin with probation and move up in the hierarchy. At the district level the responsibilities are concerned with district matters as well as all developmental affairs while at the divisional level the responsibilities focus on law and order. Policy framing is carried on at the State and Central levels.

Allocation, division and cadres

The officers of All India Services are organized into cadres, derived from the states they are allotted to work in for as long as they continue to be a member of the respective Service. Twenty-four State have their own cadre, but there are also two joint cadres: Assam-Meghalaya, and Arunachal Pradesh-Goa-Mizoram-Union Territories. It is known as AGMUT Territories. The Manipur-Tripura joint cadre was separated into Manipur and Tripura in 2014.

There are State Cadres and the Officers of All India Services (AIS) - Indian Administrative Service (IAS), Indian Forest Service (IFS) and Indian Police Service

(IPS), - are divided into State cadres. When on probation the All India Service officers are allocated to their States. Officers of All India Services working with the Union Government are posted on deputation to Govt. of India for not more than 7 years at a stretch. The All India Services officers in a State cadre may be original residents of that State but almost 2/3 of all officers are from outside the state. The All India Services officer cannot demand his home State cadre but may put in request for being considered for the home cadre. Once allotted to a State cadre, an officer generally continues with that State cadre during his/her whole service. Selected candidates are appointed to different state cadres and as and when required they also move to Union Government jobs on deputation.

Indian Administrative Service (IAS)

IAS Officers are trained to handle Government affairs. This being the main responsibility, every civil servant is assigned to a particular office which deals with policy matters pertaining to that area. The policy matters are framed, modified, interpreted in this office under the direct supervision of the Administrative Officer in consultation with the Minister. The implementation of policies is also done on the advice of the Officer. The Cabinet Secretary stands at the top of the government machinery involved in policy making followed by Secretary/Additional Secretary, Joint Secretary, Director, Under Secretary and Junior Scale Officers in that order. These appointments are filled by civil servants according to seniority in the Civil Services. In the process of decision making, a number of officers give their views to the Minister who weighs the matter and makes a decision considering the issue involved.

The implementation process involves supervision and touring. The allocation of enormous funds to and by the field officers calls for supervision and the officials concerned have to reply to queries made in the Parliament for which they must remain well informed.

The Civil servant has also to represent the Government in another country or in International forums. At the level of Deputy Secretary, he is even authorized to sign agreements on behalf of the Government.

A civil servant begins his career in the state with 2 years in probation after undergoing training at Lal Bahadur Shastri National Academy of Administration, Mussoorie. This period is spent at training schools, Secretariat, field offices or in a District Magistrate's office. He is given the position of Sub-Divisional Magistrate and has to look after the law, order and general administration including developmental work in the area under his charge. After the probation and 2 years of services as a junior scale officer, the officer is put in the senior scale. Then he may function as District Magistrate, Managing Director of a Public Enterprise or Director of a Department. Senior Scale comprises the Senior Time Scale (Joint Secretary), Junior Administrative Grade (Additional Secretary) and the Selection Grade (Special Secretary). Selection Grade is given on promotion after 13 years of regular service. The next promotion within the State is that of a Commissioner-cum-Secretary after 16 years. This promotion also entitles them to the Super Time Scale. Then after 24 years of regular service an IAS officer may be promoted to Above super time scale who is designated as Principal Secretaries/Financial Commissioners in some states

Each State has many Secretaries/Principal Secretaries and only one Chief Secretary. Some appointments of Secretaries are considered more prestigious than others, e.g., the Finance Secretary, Development Commissioners, Home Secretary and hence they enjoy the salary of a Principal Secretary. the Chief Secretary in the State is the top ranking civil servant and may be assisted by Additional Chief Secretaries. In some cadres/States e.g. New Delhi, Financial Commissioner and other high ranking secretaries such as Additional Chief Secretaries enjoy the pay of the Chief Secretary .

In the District, the most senior person is the Collector or Deputy Commissioner or District Magistrate. The DM/Collector/DC handle the affairs of the District including

development functions. He necessarily tours all rural sectors inspecting specific projects, disputed sites and looks into the problems of people on the spot also.

At the divisional level, the Divisional Commissioner is in charge of his division. His role is to oversee law and order and general administration and developmental work. Appeals against the Divisional Commissioner are heard by the Chairman of the Board of Revenue.

Indian Forest Service (IFS)

India was one of the first countries in the world to introduce scientific forest management. In 1864, the British Raj established the Imperial Forest Department. In 1866 Dr. Dietrich Brandis, a German forest officer, was appointed Inspector General of Forests. The Imperial Forestry Service was organized in 1867.

Officers appointed from 1867 to 1885 were trained in Germany and France, and from 1885 to 1905 at Cooper's Hill, London, which was a noted professional college of forestry. From 1905 to 1926, the University of Oxford, University of Cambridge, and University of Edinburgh undertook the task of training Imperial Forestry Service officers.

From 1927 to 1932, forest officers were trained at the Imperial Forest Research Institute (FRI) at Dehradun, which had been established in 1906. The Indian Forest College (IFC) was established in the 1938 at Dehradun, and officers recruited to the Superior Forest Service by the states and provinces were trained there. Forestry, which was managed by the federal government until then, was transferred to the "provincial list" by the Government of India Act 1935, and recruitment to the Imperial Forestry Service was subsequently discontinued.

The modern Indian Forest Service (IFS) was established in 1966, after independence, under the All India Services Act 1951, for protection, conservation, and regeneration of forest resources.

India has an area of 635,400 km designated as forests, about 19.32 percent of the country. Forest is included in the Concurrent List.

Ranks of the Indian Forest Service are as follows: Assistant Conservator of Forests - Probationary Officer, Divisional Forest Officer (DFOs), Deputy Conservator of Forests, Conservator of Forests (CFs), Chief Conservator of Forests (CCFs) Additional Principal Chief Conservator of Forests (Addl.PCCFs), Principal Chief Conservator of Forests (PCCF) & Principal Chief Conservator of Forests (HoFF) - highest post in a State, Director General of Forests (India) - highest post at Centre, selected from amongst the senior-most PCCFs of states.

The training at Indira Gandhi National Forest Academy is designed in such a way that an IFS officer after completion of the probation, should be hardened enough to serve in the most difficult terrains of our country. Another remarkable feature of this service is that it needs keen technical knowledge along with excellent administrative capacity to deliver the duty. Government of India is also providing Hari Singh fellowships to IFS officers to get specialized in the field of Remote Sensing and Geographical Information System from the ISRO's Indian Institute of Remote Sensing, University of Twente/ITC Netherlands and in Wildlife Management from the Wildlife Institute of India. The IFS officers also work in various International and National organizations related to management of forests, wildlife and environment such as Food and Agricultural Organization of the United Nations, International Centre for Integrated Mountain Development, SAARC Forestry Centre, Forest Survey of India, Wildlife Institute of India, Indian Council of Forestry Research and Education (ICFRE), Indira Gandhi National Forest Academy (IGNFA), Directorate of Forest Education, Wildlife Crime Control Bureau (WCCB), etc. besides getting entrusted

with senior positions in the Central Secretariat, State Secretariats and various assignments under the Central Staffing Scheme.

Indian Police Service (IPS)

The Indian Police Service more popularly known as the 'IPS', is responsible for internal security, public safety and law and order. In 1948, a year after India gained independence from Britain, the Imperial Police (IP) was replaced by the Indian Police Service. The IPS is not a law enforcement agency in its own right; rather it is the body to which all senior police officers belong regardless of the agency for whom they work.

An IPS officer is subjected to and faces several life-threatening and harsh conditions which no other service in the country faces, they are entrusted with the overall law and order of the entire State as the Director General of Police and entire Districts as it's Superintendent of Police, and in Metropolitan Cities as Deputy Commissioner or the entire City as the Commissioner of Police. As Commissioner of Police they enjoy magisterial powers. The IPS is the only service in the country which if not equals comes within striking distance of the IAS in terms of Power, Authority and Speed in promotions be it at the State or in the Government of India.

The IPS officer takes charge as an Assistant Superintendent of Police of a Sub-Division after undergoing almost 2 years of training at Sardar Vallabhbhai Patel National Police Academy in sandwich pattern, which is the premier Academy of the country designated to train IPS Officers. The tenure of this post is normally 2 years. The next appointment is as Superintendent of Police or Deputy Commissioner of Police after 4 years, they get promoted to Junior Administrative Grade after 9 years, Selection Grade in 13 years and then as Deputy Inspector General of Police or Additional Commissioner of Police in 14 years, an Inspector General of Police in 18 years, Additional Director

General of Police in 25 years and finally, the Director General of Police after 30 years in service.

IPS officers also work in Central Government agencies such as Intelligence Bureau, Research and Analysis Wing, Central Bureau of Investigation, etc. IPS officers also get highly placed in several PSUs such as GAIL, SAIL, Indian Oil Corporation Limited etc. at the State Secretariat the Central Secretariat under the Central Staffing Scheme and in CAPFs such as Director General of Border Security Force, the Central Reserve Police Force and the Central Industrial Security Force, etc. An IPS officer has vast opportunities to work in several International Organisations such as Interpol, International Cricket Council, the United Nations, Consulates (Foreign Missions) and Embassies all over the World in various capacities such as First Secretary, Consul, Consul General, Deputy High Commissioner, Minister, High Commissioner and Ambassador.

The Director General of Police and Commissioner of Police is the head of the entire police force of the State or Metropolitan City (e.g. Kolkata, Delhi, Mumbai, Chennai etc.) and below him is the Additional DGP/Special Police Commissioner. The Inspector General or Joint Commissioner of Police is at the head of certain specialized police force like Criminal Investigation Department, Special Branch, etc. (Chart attached as Annexure).

The uniqueness of the Indian Police Service is that right from the inception, they are recruited, trained and shouldered the responsibility of leadership roles to man 98% of the police cadres. No other service in the country gives the opportunity for the young officer to take the leadership role straight away and his/her span of control to supervise and direct maximum number of subordinate officers. The critical roles assigned with at the very early stage of his/her career with enormous accountability and responsibility calls for utmost dedication and professional competency. This service has no parallels in the Indian scheme of bureaucracy. The lower pyramid, whom these officers provide

leadership to is enormously huge and characterized by their continuous lookout for the leadership role of an IPS Officer. Therefore, all the more reason exists for continuously giving an impetus for their training in delivering these cherished leadership roles; leading from the front always and striving for the welfare, development and upliftment of the policemen. These training modules in the form of "booster doses" to trigger both professional competency and leadership capability by taking the team along.

Reforms and changes

In January 2012, the Government amended All India Services Rule 16 (3) which permits the Central Government in consultation with the State Government to retire in the public interest, incompetent and non-performing Officers after a review on their completion of 15 years or 25 years of qualifying service or attaining the age of 50.

On recommendation by Ministry of Personnel, Public Grievances and Pensions, from year 2014 state civil servants are required to clear 1000 marks four-stage process including a written exam and interview conducted by Union Public Service Commission to get promoted to the three all India services which was previously based solely on basis of seniority and annual confidential reports Expected Reforms: 1) Creation of Indian Medical Service for Doctors 2) All India Judicial Service- to attract best law talent into the higher judiciary 3) Indian Education Service- to increase the quality of policy making at Central level. *(Design Feature of AIS is given as Chart at Annexure-VIII & Indian Police Structure is given as Chart at Annexure=IX))*

2.2. TRAINING PROGRAMMES BEING OFFERED BEFORE INTRODUCTION OF MCTPs FOR IPS OFFICERS OF COMPARABLE SENIORITY

Based on the recommendations of the Satish Sawhney Committee, the Level–I : Leadership Development Programme for SsP, (for 3 weeks); Level–II : Management Development Programme for DsIG (for 2 weeks); and Level-III Strategic

Management Programme for IsGP (for 1 week) were commenced at the SVP National Police Academy in 2002 with modifications in the methodology, duration and objectives. The State Governments/DsGP were requested to nominate eligible IPS Officers to undergo these in-service training programmes at the SVP NPA. However, the responses received from some of the State Governments were found to be very poor and hence attendance of the officers in the Level-I, II and III Management Courses has been inadequate. Less number of nominations is attributable to non-existence of the link between attendance at these in-service courses and the career progression of participants with special reference to promotion to the next higher ranks, release of next increment, etc.

2.2.1. Level-I Management Course

Objectives: To enable the participants to study the internal and external environment in which police forces function, analyze problems encountered on ground through experience sharing, evolve strategies and individual action plans to tackle them and to identify knowledge and skills needed for implementation of action plan.

The participants are also sent in five groups for a 4-day field visit – one group to Mumbai to study Organised Crime, two groups to Warangal, Bastar to study the naxalite problem, and other two groups to Chickmangalore & Coimbatore to study the communal problem. The participants were made to prepare syndicate report after their study tour and term papers. The syndicate reports were discussed in the afternoon sessions.

2.2.2. Level-II Management Course

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

performance; to understand their pattern of behavior and its impact on others and to improve their effectiveness in inter-personal interaction; avail opportunities for inspection with reference to organization, leading to awareness of the need for organizational development and also to sharpen their managerial skills; and to develop operational frame of reference for evolving effective leadership styles at different levels.

The participants were also had hands-on training in computers, taken for field visits to CCMB, NIRD, APPA, Grey Hounds, etc., and made to prepare syndicate papers, case studies and term papers which were presented in the class.

2.2.3. Level-III Management Course

Objectives: To enable the participants to understand self and team which govern decision making; understanding the environment within which he operates and how he/she could be a catalyst; and to formulate strategies for development.

Before the commencement of the course, expectations of the participants from the course was ascertained. They wanted:-
- Meaningful interactions
- Develop skills
- Professional experience sharing and suggesting practical solutions
- Helping to improve inter-personal relationship
- Helping to solve the problems of the public in a better way
- Helping them to make a realistic assessment of their weaknesses
- To enable them to understand the psyche of the subordinates, seniors and public, and
- To help them to coordinate police activity with Human Rights.

The expectations from the faculty were:-
- Less sermonizing
- Less of theory and more practical and participative discourses

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- Less writing and learn new concepts and update existing skills

The expectations from the fellow participants were:-
- Free, frank and responsible sharing of ideas in cordial atmosphere
- Experience sharing, cooperating, understanding and fun

(The Course Contents are attached as Annexure-VII)

2.3. Reasons for replacement of the then existing in-service Leadership Development Programmes (Level-I, II & III) with Mid-Career Training Programmes

2.3.1. The Researcher tried to approach the architects of the present scheme (MCTPs) and conducted personal interviews with Dr. Trinath Mishra, IPS (Retd) and Dr. K. Koshy, IPS (Retd) to find out the reasons for replacement of the then existing in-service Leadership Development Programmes (Level-I, II & III). The exact reasons were elicited and incorporated in the study as given below.

2.3.2. Given the highly responsible and critical positions that officers are to hold, it is imperative that they possess the necessary knowledge, skills and attitudes to discharge their responsibilities effectively. The then existing system of in-service training (Level-I, Level-II and Level-III Management Courses) <u>has not proved adequate for the purpose.</u> With this in mind and as per the directions of the then Prime Minister, the Ministry of Home Affairs decided to introduce Mid-Career Training Programme (MCTP) for IPS Officers, attendance at which would be a mandatory requirement for promotion/ drawing of next increment at certain stages in an Officer's career.

2.3.3. An Expert Committee under the Chairmanship of Dr. Trinath Mishra, IPS (Retd) was constituted by MHA to finalize the design, contents and delivery of MCTP for IPS Officers. The Committee observed that there was lack of willing participation, low turn

outs to take these courses and no apparent pull factor motivating them to attend these Leadership Management in-service courses.

(1)   The Committee found that the course contents of the Level-I, II & III Management courses were **highly overlapping** and lacked contents specifically helpful or necessary to perform the changing roles of various ranks and positions in the career of the IPS Officer. Therefore, it was felt that the three levels targeted represented three distinct slots in the career with differing demands. Taking the classical skill mix for junior, middle and top management, the proportion of contents of technical knowledge and skill, Human Relations skills and conceptual skills vary. In other words, the skill mix in the case of an SP should involve large percentage on technical inputs, adequate amount of HR skills and a just a tiny portion of Conceptual skills. On the other hand, at the top level, one needs maximum conceptual skills, Sufficient HR Skills and very little technical skill and knowledge. The Middle level officers, on the other hand need almost equal proportions of all the three. This concept had necessitated a redrawing of the course contents, as given in the **Skill Mix Grid Figure** given below:-

SKILL MIX GRID FIGURE
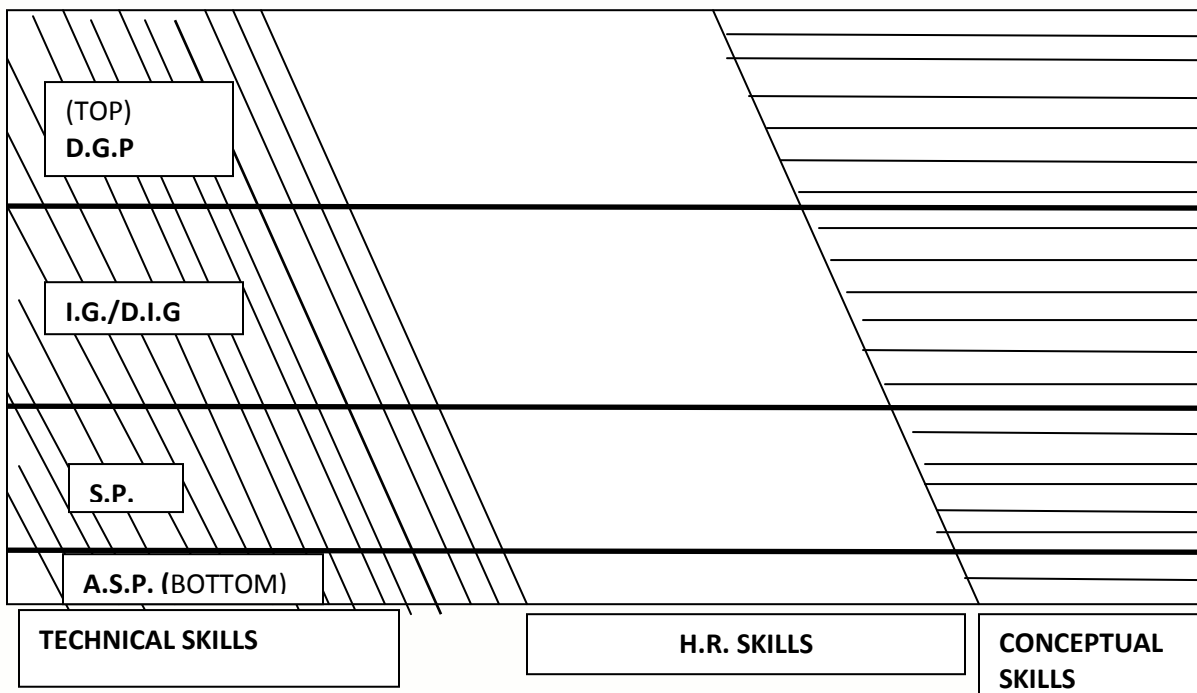
(2)   It was also felt that the methodology of instructions for such a senior level of managers have to follow the Andragogical practices. Experiential Learning, Case Method and discussions sharing experiences and best practices would be more appropriate than classic chalk and talk method.

(3)   Secondly, on the basis of the experience of the members of Dr. Trinath Mishra Committee on training police officers under the UNDP and British Council as also Anti-terrorist Assistance Program of the USA, it was felt that **an exposure to foreign universities and good practices** in other police organizations in **developed countries** would be of immense help in internalizing the learnings of these courses. The Countries, the Committee Members were thought appropriate to such exposure were UK, on account of our historic relations with British Police and the Thatcher era reforms, USA because of the Conceptual skill training and technological advances, Singapore because of the Committee Members' experience in the UNDP Training and the transformation of policing in the Eighties under Lee Kuan Yew and finally Australia, also because of their exposure in the UNDP Project. Australian Universities are actively associated with Police Training.

(4)   On top of all these, the Government of India had already shown its willingness to support training of Officers abroad. The training of IAS officers at various stages of their career had already been approved and the results were also satisfactory.

The Committee submitted its Report and the same was approved by the MHA in May, 2008. The senior officers namely Dr. G.S. Rajagopal, IPS (Retd), Shri Koshy Koshy, IPS (Retd), Shri V.N. Gaur, IAS, etc. carried out further study on policing in different countries for MCTPs. Thus evolved a new scheme of mandatory Mid-Career Training Programmes, a paradigm shift from the earlier scheme with respect to the design/content/delivery/world view and nature of participation being mandatory for next level increment. Therefore, overhauling of the curriculum on one hand and push

and pull factor on the other, by making these courses attractive thereby made effective.

2.4. WHAT IS MID-CAREER?

People go through various stages of development in their professional careers. Your first job out of school is typically referred to as entry-level. Later in life, you might be described as a late-career or near-retirement professional. A mid-career professional is essentially someone who has moved past entry level but isn't nearing the end of her career.

2.4.1. Mid-Career Time Frame Scale

The specific time period in which you enter and exit mid-career is open to interpretation. The U.S. Office of Personnel Management indicates on its website that a mid-career professional is someone with more than 10 years of professional experience. *A July 2012 article on the New Jersey Society of Certified Public Accountants website* (Source:https://issuu.com/njscpa/docs/njcpa_julaug12) suggests that mid-career is approximately 10 to 15 years into your career. If you look at a professional career as roughly 35 to 40 years, you could reasonably consider a mid-career professional as being in years 10 through 25.

2.4.2. Mid-Career Crisis

As you progress through the stages of professional existence, your desired culture and values evolve. Mid-career professionals often want diversity in their work and in the people they work with. After proving themselves early in their careers, they also commonly want recognition for accomplishments. As experienced professionals, mid-career professionals often focus more on the cultural values of the organization, along with the work itself. Family-friendly, flexible and positive workplaces are often preferred.

2.5.   WHAT IS TRAINING?

2.5.1 Training

Training constitutes a basic concept in human resource development. It concerns with developing a particular skill to a desired standard by instruction and practice. Training is a highly useful tool that can bring an employee into a position where they can do their job correctly, effectively, and conscientiously. Training is the act of increasing the knowledge and skill of an employee for doing a particular job.

2.5.2 Definition of Training

Dale S. Beach defines training as **'the organized procedure by which people learn knowledge and/or skill for a definite purpose'.** Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization. According to Edwin Flippo, 'training is the act of increasing the skills of an employee for doing a particular job'.

2.6.   <u>WHAT IS THE IMPACT OF TRAINING</u>?

2.6.1. Stages of the Training Process

Effective training begins well before a trainer delivers an individual training session and continues after that training session is complete. Training can be viewed as a process comprised of five related stages or activities: *assessment, motivation, design, delivery, and evaluation (Source:* www.phf.org › Workforce Development)

Within each of these five areas, this online guide offers strategies with the potential to enhance training efforts, methods for achieving those strategies, and references to supporting literature. Each section of the guide builds on the previous

sections, reflecting the process by which trainers move through the steps of developing, delivering, and evaluating training.

Explore five stages of the training process:

- Assess
- Motivate
- Design
- Deliver
- Evaluate

2.6.2. Assess

Assessing training needs and the resources available to meet those needs forms the first step in developing and delivering effective training. Strategies and methods in this section address factors related to learners and their organizations, trainers and facilitators, and the environment that may impact training efforts.

Explore assessment strategies and methods in five areas:
- General
- Factors Related to Learners
- Organizational Factors
- Factors Related to Trainers/Facilitators
- Environmental Factors

2.6.3. Motivate

Motivation to participate in training is key to the success of training efforts. Motivation is not limited to the learners who attend training. Trainers must also be motivated to deliver high-quality training, and learners' supervisors must be motivated

to support the learners in their training activities. Strategies and methods in this section address motivating these three groups to engage in training.

Explore motivation strategies and methods in three areas:
- Motivating Learners
- Motivating Trainers
- Motivating Supervisors

2.6.4. Design

Well-designed training is planned, appropriate to the target audience, and able to be delivered within the resources available. Strategies and methods in this section address planning for training, developing the materials used in providing training, and crafting a strategy for evaluating training.

Explore design strategies and methods in three areas:
- Planning for Training
- Developing Training Materials
- Planning for Evaluation

2.6.5. Delivery

The preparation for training described in the sections on assessment, motivation, and design culminates in the delivery of training. Strategies and methods in this section address interacting with learners effectively to increase the likelihood that the knowledge and skills gained through training will be retained and applied.

Explore delivery strategies and methods: General

2.6.6. Evaluate

Evaluation considers the success of training and is necessary for identifying elements of training processes and training programs that were beneficial and areas for

improvement. The most effective evaluation is not initiated following the end of a training session, but rather occurs throughout the training process. A plan for evaluation should be built into the plan for training from the beginning, and the results of evaluation should be communicated in order to inform future efforts.

It is important to determine up front the type(s) of evaluation that will be conducted. Within this section, two types of evaluation are highlighted: *process evaluation* and *outcome evaluation*. *Process evaluation focuses* on *how well the elements of the training were conducted*, while *outcome evaluation focuses on whether the training elicited the desired results*.

When performing evaluation, it is also important to acknowledge both the potential and the limitations of training. Success within public health is dependent on a variety of factors, not all of which can be influenced by even the most effective training efforts. Strategies and methods in this section address planning for evaluation, conducting evaluation, and reporting the results of evaluation.

Explore evaluation strategies and methods in three areas:
- Process Evaluation
- Outcome Evaluation
- Reporting Evaluation Results

2.7. <u>EVALUATION</u>

2.7.1. Evaluate – Process Evaluation

Process evaluation focuses on determining whether the elements involved in the training development and delivery process were adequately conducted. Considering whether each of the necessary elements of training was performed, and the quality with which that was done, falls within the scope of process evaluation.

2.7.2. Strategies and Methods

- Plan for evaluation
    - o Identify key measures and indicators to evaluate
    - o Choose data analysis technique(s) appropriate to the target audience for evaluation (see *Evaluation – Reporting Evaluation Results*)
    - o Assign individual responsibilities for evaluation
        - ▪ Establish evaluation team, if appropriate
- Collect qualitative and quantitative data on how well the items in the previous sections of this guide were addressed and the methods used
    - o Use a checklist for data collection
    - o Determine if the target audience was reached and participated in each component of the training (use and dose)
        - ▪ Numbers
        - ▪ Professional roles
        - ▪ Experience levels
        - ▪ Diversity
    - o Determine if all elements of training were delivered as intended (fidelity)
        - ▪ Establish a protocol for trainers
        - ▪ Have a trainers' manual/guide
        - ▪ Observe the trainer
    - o Determine costs to develop and deliver training
        - ▪ Trainer/facilitator fees
        - ▪ Facility/AV costs
        - ▪ Costs of training materials
- Analyze data collected
    - o Determine which items/processes were implemented well
    - o Identify areas for improvement
    - o Suggest actions that can be taken to improve items/processes

2.7.3. Evaluate – Outcome Evaluation

Outcome evaluation focuses on the effect the training had on learners and their organizations. Determining the results achieved through training and whether the desired effects were obtained are elements of outcome evaluation.

2.7.4. Strategies and Methods

- Plan for evaluation
  - o Base evaluation on program objectives
  - o Determine level(s) at which to evaluate
    - Levels of evaluation (Kirkpatrick/Phillips) to consider:
      - Level 1: Reaction
        - Degree to which learners reacted favorably to the training
      - Level 2: Learning
        - Degree to which learners acquired the intended knowledge, skills, attitudes, and confidence
      - Level 3: Behavior/Application
        - Degree to which learners applied their new knowledge and skills on the job
      - Level 4: Results/Organizational Impact
        - Degree to which learners' application of their new knowledge and skills produced the desired outcomes and impact
      - Level 5: Return on Investment (ROI)
        - Degree to which the benefits of the training (internal and external) outweighed the costs
    - Consider available resources, time, data, expertise, and appropriateness of evaluating at a given level

- o Identify key measures and indicators to evaluate based on program objectives
- o Choose data analysis technique(s) appropriate to the evaluation level and target audience for evaluation
- o Assign individual responsibilities for evaluation
    - Establish evaluation team, if appropriate
- o Collect baseline data based on evaluation level(s) chosen
- Collect data at the level(s) of evaluation selected
    - o Choose appropriate methods for data collection based on the level at which training is being evaluated
        - Learners' course ratings/evaluations
        - Pre-tests/post-tests
        - Questionnaires
        - Tests/quizzes
        - Exercises/case studies
        - Demonstrations
        - Observation checklists
        - Simulations/drills/tabletop exercises
        - Final/capstone projects
        - Evaluation of work products
        - Documentation of improved processes
        - Public Satisfaction surveys
        - Interviews/focus groups
    - o Choose appropriate timing for data collection based on the level at which training is being evaluated
        - During training
        - After training
            - Immediately
            - Longer term

- Choose appropriate sources for data collection based on the level at which training is being evaluated
    - Learners
    - Learners' supervisors
    - Learners' subordinates
    - Learners' colleagues
    - Learners' organizations
    - Clients/customers
    - Trainers/facilitators
    - Sponsors of training
- Analyze data collected
    - Levels 1 (Reaction) and 2 (Learning)
        - Descriptive statistics – sums, averages, rankings
        - Comments from learners, trainers, sponsors
    - Level 3 (Behavior/Application)
        - Descriptive statistics – sums, averages, rankings, changes over time
        - Performance reviews
        - Comments from learners, trainers, sponsors, supervisors, subordinates, colleagues, clients/customers, organizations
    - Level 4 (Results/Organizational Impact)
        - Isolate the effects of the training on the desired outcomes
        - Determine non-monetary benefits (and/or costs) that can be quantified
            - Clients served
            - Customer satisfaction
            - Employee retention
        - Determine monetary benefits (and/or costs)
            - Reduction in costs, such as equipment and personnel
            - Increase in revenue, such as from health insurers and grants

- Determine intangible benefits (and/or costs)
  - Employee morale
  - Reputation of organization
- Level 5 (Return on Investment)
  - Complete Level 4 evaluation
  - Convert data/impact measures (Level 4) to monetary value
  - Calculate fully-loaded training costs
    - Assessment costs
    - Design and development costs
    - Delivery costs
      - Learner time
      - Facilitator time
      - Travel and lodging
      - Facilities
      - Materials
      - Coordination
    - Evaluation costs
  - Calculate return on investment (ROI)
- Review outcome evaluation results
  - Determine which desired outcomes were achieved
  - Identify areas for improvement
  - Suggest actions that can be taken to better achieve desired outcomes

2.7.5. Evaluate – Reporting Evaluation Results

Sharing the results of evaluation is important for improving training efforts. Tailoring the presentation of results and communicating results to appropriate audiences can help increase the effectiveness of reporting efforts and the likelihood that evaluation data will be used to inform decision making around training.

2.7.6. Strategies and Methods

- Report the results of evaluation conducted
  - Tailor presentation of evaluation results to the appropriate audience(s)
    - Summaries of results
    - Fact sheets
    - Reports from learning management systems
    - Return on investment (ROI) impact studies
    - Scorecards
    - Dashboards
  - Communicate evaluation results to the appropriate audience(s)
  - Use evaluation data to inform decisions about the training

2.8. <u>DEFINING COMPETENCY</u>

What is a Competency?

2.8.1. Competency: The combination of observable and measurable knowledge, skills, abilities and personal attributes that contribute to enhanced employee performance and ultimately result in organizational success. To understand competencies, it is important to define the various components of competencies.

- Knowledge is the cognizance of facts, truths and principles gained from formal training and/or experience. Application and sharing of one's knowledge base is critical to individual and organizational success.
- A skill is a developed proficiency or dexterity in mental operations or physical processes that is often acquired through specialized training; the execution of these skills results in successful performance.
- Ability is the power or aptitude to perform physical or mental activities that are often affiliated with a particular profession or trade such as computer

programming, plumbing, calculus, and so forth. Although organizations may be adept at measuring results, skills and knowledge regarding one's performance, they are often remiss in recognizing employees' abilities or aptitudes, especially those outside of the traditional job design.

- Individual attributes are properties, qualities or characteristics of individuals that reflect one's unique personal makeup. Individual attributes are viewed as genetically developed or acquired from one's accumulated life experiences. Although personal characteristics are the most subjective of the components, a growing, significant body of research links specific personality traits to successful individual and organizational performance.

- Individually recognizing and rewarding any of these sources of expertise provides a strong basis for individual performance engagement. However, it is their combination that results in the unleashing of resources that are all too frequently untapped.

When utilizing competencies, it is important to keep the following in mind:

- Competencies do not establish baseline performance levels; rather they are used to raise the bar on employee performance. They provide employees with road maps to increase their capabilities incrementally.

- Competencies focus on an organization's culture and values. Consequently University of Nebraska-Lincoln organization selects a unique set or combination of competencies that support and facilitate its mission. (*source: hr.unl.edu› Human Resources › Managers).*

- Competencies reflect the organization's strategy; that is, they are aligned to short- and long-term missions and goals.

- Competencies focus on how results are achieved rather than merely the end result. In this manner they bridge the gap between performance management and employee development and are an integral component of personal development plans.

- Competencies close skill gaps within the organization.
- Competency data can be used for employee development, compensation, promotion, training and new hire selection decisions.

2.8.2. A Definition of Competency

Competency can be defined as:

A person's ability to perform a specific role or function to a predefined target level of standards

For organisations to remain dynamic and competitive, it is essential that all employees are competent in their respective roles. By ensuring competence, an organisation can maintain high levels of output and gone up with desired outcomes.

Although most organisations recognise the importance of competence, the subject has become a grey area due to the many different ideals, descriptions, and approaches for monitoring and assessing competence.

2.8.3. Developing a Competency Framework

'Competencies' are the integrated knowledge, skills, judgment, and attributes that people need to perform a job effectively. By having a defined set of competencies for each role in ones job, it shows the subordinates the kind of behaviours the organization values, and which it requires to help achieve its objectives. Not only can ones team members work more effectively and achieve their potential, but there are many benefits to be had from linking personal performance with institutional goals and values.

Competency Framework Design

Core Competencies — Set of values, attitudes, and beliefs the org stands for and all employees must own and demonstrate everyday

People Competencies — Skills and abilities required for people interaction and relationships

Technical Competencies — Knowledge, skills, abilities required for technical execution and analysis for product/service offerings

Administrative Competencies — Knowledge and skills required for supporting daily operations

Competency Areas should be reflected in all Job Families with levels of acquisition and behaviors as measures.

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Figure 2.1

However, as per the DoPT, competency is a function of knowledge, skills and attitudes. These three make a tripod of a competency and one cannot be of use without the other two. These can be imparted, learned and also measurable.

2.8.4. Linking ORGANIZATION'S Objectives and Personal Performance: *(Source: https://www.mindtools.com/pages/article/newISS_91.htm)*

A more complete way of approaching this is to link individual performance to the goals of the organization. To do this, many organizations use 'competencies.' These are the integrated knowledge, skills, judgment, and attributes that people need to perform a job effectively. By having a defined set of competencies for each role in your profession, it shows police personnel the kind of behaviors the organization values, and which it requires to help achieve its objectives. Not only can your team members work more effectively and achieve their potential, but there are many police personnel

benefits to be had from linking personal performance with organizational goals and values.

Creating a competency framework is an effective method to assess, maintain, and monitor the knowledge, skills, and attributes of people in your organization. The framework allows you to measure current competency levels to make sure your staff members have the expertise needed to add value to the business. It also helps managers make informed decisions about talent recruitment, retention, and succession strategies. And, by identifying the specific behaviors and skills needed for each role, it enables budget and plan for the training and development the organization really needs.

The process of creating a competency framework is long and complex. To ensure a successful outcome, involve people actually doing carrying out the roles to evaluate real jobs, and describe real behaviors. The increased level of understanding and linkage between individual roles and organizational performance makes the effort well worth it. The suggested list of core competencies are:-

2.8.5. <u>List of Core Competencies</u>

Accountability/Integrity

Accepts responsibility for own actions and decisions and demonstrates commitment to accomplish work in an ethical, efficient and cost-effective manner.

Adaptability

Adjusts planned work by gathering relevant information and applying critical thinking to address multiple demands and competing priorities in a changing environment.

Communication

Effectively conveys information and expresses thoughts and facts. Demonstrates effective use of listening skills and displays openness to other people's ideas and thoughts.

Customer/Quality Focus

Anticipates, monitors and meets the needs of public and responds to them in an appropriate manner. Demonstrates a personal commitment to identify public apparent and underlying needs and continually seeks to provide the highest quality service and product to all the public.

Inclusiveness

Fosters respect for all individuals and points of view. Interacts appropriately with all members of the campus community, campus visitors and business and community partners without regard to individual characteristics. Demonstrates a personal commitment to create a hospitable and welcoming environment.

Leadership

Communicates the University's vision in ways that gain the support of others. Mentors, motivates and guides others toward goals.

Occupational Knowledge/Technology Orientation

Demonstrates the appropriate level of proficiency in the principles and practices of one's field or profession. Demonstrates a commitment to continuous improvement, to include understanding and application of technology.

Team Focus

Works cooperatively and effectively with others to achieve common goals. Participates in building a group identity characterized by pride, trust and commitment.

(Souree: http://hr.unl.edu/compensation/nuvalues/corecompetencies.shtml/)

2.8.6. Mid-Course Correction

Mid-Course correction is need of the day to build up the afore cited competencies or to drag organization into this competency framework, otherwise organization cannot be called as organization.

(Source: https://thetrainingshelf.com/2016/08/02/mid-course-correction-to-your-goals/)

2.9. TRAINING EVALUATION – MEANING AND ITS BENEFITS

2.9.1 Evaluation involves the assessment of the effectiveness of the training programs.

This assessment is done by collecting data on whether the participants were satisfied with the deliverables of the training program, whether they learned something from the training and are able to apply those skills at their workplace. There are different tools for assessment of a training program depending upon the kind of training conducted.

Since organizations spend a large amount of money, it is therefore important for them to understand the usefulness of the same. For example, if a certain technical training was conducted, the behavior on would be interested in knowing whether the new skills are being put to use at the workplace or in other words whether the effectiveness of the participant is enhanced. Similarly in case of behavioural training, the same would be evaluated on whether there is change in the behaviour, attitude and

learning ability of the participants. Whether it has translated these behavioural change resulted in outcomes with respect to processes, best practices and systemic improvements, then only the training can be said to be worthy of the investments made.

2.9.2. Benefits of Training Evaluation

Evaluation acts as a check to ensure that the training is able to fill the competency gaps within the organization in a cost effective way. This is specially very important in wake of the fact the organisations are trying to cut costs and increase globally. Some of the benefits of the training evaluation are as under:-

- **Evaluation ensures accountability –** Training evaluation ensures that training programs comply with the competency gaps and that the deliverables are not compromised upon.
- **Check the Cost –** Evaluation ensures that the training programs are effective in improving the work quality, participants' behaviour, attitude and development of new skills within the participant within a certain budget
- **Feedback to the Trainer / Training –** Evaluation also acts as a feedback to the trainer or the facilitator and the entire training process. Since evaluation accesses individuals at the level of their work, it gets easier to understand the loopholes of the training and the changes required in the training methodology.

2.9.3. Evaluation Tools/Methods

There are many methods and tools available for evaluating the effectiveness of training programs. Their usability depends on the kind of training program that is under evaluation. Generally most of the organizations use the Kirk Patrick model for training evaluations which evaluates training at four levels – reactions, learning, behaviour and results.

After it was found out that training costs organisations a lot of money and no evaluation measures the return on investment for training, the fifth level for training

evaluation was added to the training evaluation model by Kirk Patrick which is called as the ROI.

Most of the evaluations contain themselves to the reaction data, only few collected the learning data, still lesser measured and analyzed the change in behaviour and very few took it to the level of increase in business results. The evaluation tools including the Kirk Patrick model is given in the Annexure.

Following Definitions are being presented :–

Hamblin (1970) defines 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 information". Further Hambling 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.

Basarab, Sr & Root (1992) defined evaluation is a systematic process by which pertinent data is 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.

Posavac & G. Carey (1980) defined evaluation as 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.

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

Goodell (1975) 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.

Bramley (1996) defined evaluation as 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.

Warr et al (1970) defined 'training evaluation' as the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organizational goals.

Denova (1928) points out that evaluation and testing process use to be systematic and continuous. For rests 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.

2.9.4 Evaluation of Training

According to Charles C. Denova (1928) question often asked is : Is Evaluation necessary?

"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. Some studies are reported as follows:-

Phillips (1991)

Evaluation is undertaken for several purposes, which usually fall in to one of the two categories:-

1. To improve the Human Resource Development (HRD) process, or
2. To decide whether or not to continue it.

The various purposes are:
- 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 judgments 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.

3. Improving:

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

4. 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 organizational efficiency to warrant the continuation of the training expenditure.

Client Interest:

Organisational and personal development areas.

According to *Robert S. Dvorin (1987)* five basic criteria for evaluation can be identified:

1. Participant's Reaction: How did the participants feel about the training, the instructor and instructional methods utilized, the material, the usefulness or applicability of the training, etc?

2. Changes in participant's knowledge and or skills. What new knowledge or skills were acquired and demonstrated?

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

4. Changes in job performance as a result of the training, do the participants perform differently in their work setting?

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

Reay (1994) identified the following reasons for evaluation:
- The effective use of Resources.
- Doing better in future.
- Solving your organisation's problems.
- Obtaining feedback.
- Justifying the existence of the training function.

2.10 DIFFERENT MODELS FOR TRAINING EVALUATION AND THEIR EVALUATION TOOLS

2.10.1 The Kirkpatrick Approach

Probably 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 data are to be collected. His concept calls for four levels of evaluation, and answers four very important questions:-

SI No	Level	Questions
1.	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?

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.

Results: Evaluations at this level relate the results of the programme to organizational 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 analyzing the improvement. In this evaluation every effort should be made to isolate the variables which could have caused the improvement.

(The Kirkpatrick approach is given in detail at Annexure-I)

2.10.2 Saratoga Institute Approach:

As an outgrowth of a measurement task force created by the Society for Human Resource Management, the Saratoga Institute has developed four levels of training evaluation, similar to the Kirkpatrick model, this approach evaluates the following levels:

Training Satisfaction:

The degree to which participants are satisfied with the training they have received.

Learning Change:

The actual learning that has occurred, with pre and post-course instruments.

Behaviour Change:

The on-the-job change in behaviour as a result of the training programme.

Organisational Change:

The improvements in the organization as a result of the training programme, measured in quantitative terms.

HRD Programmes, evaluated on each of these four levels are reported annually by the Saratoga Institute in the SHRM/Saratoga Institute Human Resource Effectiveness Survey. The ultimate evaluation is a return on investment, which is related to the fourth level, organizational change.

2.10.3. 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 participants 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. I.B.M. 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.

2.10.4. 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.

Organisational Performance:

Focuses on which programme participants meet or exceed organizational 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.

2.10.5 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 ASTC 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 participant's 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, 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 organization 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.

2.10.6 CIPP Model

Another model that is receiving wide spread use in several organizations 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, balance and useful. The four levels are:-

Context Evaluation:

Useful for providing a rational 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 actual 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, provided 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, whereas 82 of the 225 preferred the Kirkpatrick model. Seventeen had no preference.

2.10.7. Which Model of Evaluation is the best?

Describing seven models for levels of evaluation invites confusion. Unfortunately, the literature is not limited to seven. 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 organization may be inappropriate for another. The most important course of action is to select a model around which the organization will focus its evaluation. The models represented by Kirkpatrick, AT&T, Saratoga Institute 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 outcome 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 organization performance. It is the most difficult to obtain document, and measure.

After weighing the benefits and the contextual feasibility, it has been decided to adapt the Kirkpatric Model as an underlying framework to study the work behaviour of police officers in their sphere of responsibility. The reasons for selecting this model are theoretical validity, wider applicability and measurability of the various cognitive levels.

It is succinct and widely acceptable. As the essence of the research is to study at the 'behavioural' level of the training evaluation – Kirkpatrick Model is found aptly suitable.

2.11. Comparison with similar studies

Though several police organizations in India and especially abroad have conducted studies on the impact of their skill based training, they are limited to specific aspects of policing like domestic violence, child abuse, etc. No recent significant study on impact of training in police organizations could be found either from the Web or from the secondary sources. Even though Satish Sawhney Committee, Gore Committee and Dr. Trinath Mishra Committee have made valuable inputs on conducting of Training Courses for police officers and desired for proper systemic evaluation of these in-service/basic courses, unfortunately no such impact study has yet been made in India on such a Training Programme like the MCTPs. Therefore, there is no scope for a meta-research on the Training Impact Analysis/Study in police, at present.

Randy Garner from Sam Houston State University made a study similar to this Research Topic on "Police Attitudes: The Impact of Experience After Training". In his view, most people believe that our attitudes, once formed, are relatively stable over time. However, research reveals that attitudes can be impacted in a number of ways; and individuals may not always be consciously aware of their attitude shifts or the influences that may have triggered a change. A longitudinal study of police cadets demonstrates this phenomenon in a real-world setting. A survey assessing individual's attitudes towards policing and their distinctive impact or effectiveness in law enforcement was administered to a group of academy cadets. The same individuals were again assessed one year post training. Their expressed attitudes on key issues had undergone considerable change, although most of them personally believed that their attitudes had remained stable (2).

RESEARCH OBJECTIVES AND SCOPE

3.1. Statement of Research Problem

The SVP National Police Academy has been conducting Mid-Career Training Programmes for IPS Officers of various seniorities. It is incumbent on the Academy to find out the impact of the MCTPs on the job behaviour of the participant officers otherwise the aims and purpose of the MCTPs is not met. From the findings of the study, the Academy may statistically validate the impact of the training on the trained officers over the period of time in their work environment. And also need to formulate decisions with regard to the conduct and content of the MCTPs to ensure the effectiveness of these courses.

3.2. The Research objectives of this study:-

Table-3.1

Sl. No.	Research objectives
01	*Enumerating Learning Objectives.*
02	*To empirically validate the effectiveness of the MCTP Phase-III in the light of responses given by the participants at the time of completion of programme.*
03	*To statistically draw correlation, if any, between the learning taken place*

	and the corresponding change in behavioural indicators.
04	*To thematically group the tangible outcomes evinced qualitatively, which could be attributed fully or partially to the MCTP.*
05	*To give observations/recommendations on changes with reference to design, content, delivery and evaluation criteria of the programme.*

3.3. Scope

The scope of the project initially was to study the impact analysis of the project deliverables in the MCTP-III, IV and V programmes in the first phase of the delivery cycle from 2010-2012. But the Research Screening Committee was of the view that only MCTP-III be considered for research, since putting all the three programme to scrutiny for the research work would be quite time consuming and could not be completed within the time frame. Therefore, the scope of this research programme is limited to Phase-III of MCTPs conducted in 2010, 2011 & 2012.

Therefore, the primary objective of the study has been to study the reaction level outcomes of these programmes; to revalidate the learning and corresponding changes in their behavioural indicators, post training. And also to see, whether the change in behaviour had led to any tangible/ intangible items some outcomes in the sphere of their operation (post training), has also been attempted, albeit, not in the original contemplated scope of this study.

CHAPTER-IV

<u>METHODOLOGY</u>

4.1. Research objectives

The Research objectives as enumerated in Chapter-III were to empirically validating the learning taken place during the MCTP Phase-III, in the light of the responses given by the participants at the time of completion of the programme and also to statistically draw correlation, if any, between the learning taken place and the corresponding change in behavioural indicators of the trainees. This will be the essence of quantitative study. Secondly, the research objective was to thematically group the outcomes evinced qualitatively which could be attributed fully or partially to the said MCTP. Thirdly, to give recommendations on changes with reference to design, delivery, content and the evaluation of the criteria of these programmes.

4.2. Thematic Model

After weighing the benefits and the contextual feasibility of several models of training evaluation, it has been decided to adapt the Kirkpatric Model as an

underlying framework to study the work behaviour of police officers in their sphere of responsibility. The reasons for selecting this model are theoretical validity, wider applicability and measurability of the various cognitive levels. It is succinct and widely acceptable.

Kirkpatrick's Levels of Evaluation

Level 3: Behaviour

- Measures the transfer of training or if trainees are applying new knowledge, skills, or attitudes on the job.
- Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour.

- **Key Questions:**
  Are the newly acquired skills, knowledge or attitude being used by the learner after the learning event is completed?
  Did they use it?

- **Data Sources:**
  - Re-assessments
  - Employer/Supervisor Surveys
  - Interviews

As the essence of the research is to study at the 'behavioural' level of the training evaluation – Kirkpatrick Model is found aptly suitable. This model has four five cognitive levels in the order of Reaction, Learning, Behaviour, Result and Return on Investment. In this study, the Researcher used first two levels to revalidate the feedback with respect to the enhanced learning on the different parameters of Session Content, Presentation, Organization and Delivery, Relevance for Personal Development, Contextual Relevance to the Indian Police, Quality of Reading Material, etc. The third level is a Behavioural Change which is fully or partially attributable to the learning taking place. This needs to be validated empirically.

4.3. Population

The following number of participants were selected for the Research study during the first cycle of MCTP-III delivery in the year 2010, 2011 and 2012:-

Table-4.1

2010	2011	2012
116	114	94

The total number of participants is 324.

4.4 Sample/size

Since the population is small and limited to 324, each participant is recognized to be individual opinion maker. Therefore, each response will be valuable in deciding the future course of these programmes. Therefore, full population is taken as a sample and could obtain very high rate of response.

4.5. Design of Questionnaire

To align with the thematic model selected to study the impact of the MCTP, three part questionnaires have been designed which would encompass the research and learning objectives. Part-I is the "Smile Sheet" for the purpose of eliciting the satisfaction levels with the programme and also acts as connecting to before getting into the behavioural aspects of the training. Second part is with respect to the learning taken place which has been deliberately rephrased to make the respondents sinc into the cognitive learning process and to give responses on the carefully designed 5 point Likert Scale. The objective of this part primarily was to revalidate the learning process, if at all took place during the training. The third and the final part, the behavioural part,

which was aimed to elicit responses with respect to the change in their behaviour which can be fully or partially attributed to the training.

4.6. Pilot study

A pilot study is a small scale research carried out to pre-test a particular questionnaire. A pilot study is necessary as it is hard to design a perfect questionnaire without feedback of the respondents. A pilot study is conducted using a small number of respondents. A pilot study often provides help to the researcher to identify weakness in the survey technique, and also provides the researcher with new ideas before conducting the final research (Yen, 2010; Kothari,2008). A pilot study outcome allows the researcher to make needed alteration in the data collection process before conducting the main study (Yen 2010; Meriwether, 2001; Holloway, 1997). Because a pre-test is a pilot run, the respondents should be reasonably representative of the sample population (Aaker et al, 1995).

4.7. Reliability of the scales (Chronbach's alpha for internal consistency)

An internal consistency reliability test is done, to measures the degree to which all the items in a test measures the attribute. The internal consistency implies a high degree of generalization across the items within the test.

Therefore Cronbach's alpha is the most common estimate of internal consistency of item in the scale. According to Clark & Watson 1995 Cronbach alpha coefficient are used to assess the internal consistency of the measuring instrument. Cronbach coefficient alpha is often considered to be the most utility of multi-item scales at the internal level of measurement (Cooper & Emory, 1995).

The estimating internal consistency from the average correlation, the formula for alpha also takes into account the number of items according to the theory that the

more items there are, the more reliable a scale will be. The widely accepted social science cut off is that alpha should be 0.70 or higher for a set of items to be considered a scale. In this research, it is considered only those items having Cronbach alpha coefficient of 0.70 or more.

Table (1) Measuring the responses of the candidates (IPS officers) undergone Phase-III MCTP

<div align="center">Table-4.2</div>

	Reaction	Learning	Behaviour
Sample Size for Pre/ Pilot testing	23	23	23

Table (1a) represents the sample size (23) of the respondents denoting their satisfaction level with the Phase – III MCTP. The measurement is based on Kirkpatrick model, which is further analyzed by using five-item Likert Scale, which measures the satisfaction level of the respondents directly with 5 being 'highly satisfied' / 'strongly agree' and 'highly dissatisfied' / 'strongly disagree'. To test the reliability of the items Cronbach's alpha is calculated.

<div align="center">Table (1a) Reliability Measurement: Cronbach Alpha</div>

Cronbach's Alpha	No of Items
0 .827	03

From the table (1a) the Cronbach alpha coefficient, which is the reliability measure, is 0.827. It is well above the recommended value of 0.7 (Nunnally, 1994). The three items included in the scale cover the candidates' satisfaction with the Phase-III of MCTP. The composite mean score is taken as the satisfaction with the training programme as a whole. However, each individual's satisfaction across the five

parameters is also looked into, for the sake of comparing the satisfaction levels among the three training evaluation method, based on Kirkpatrick model.

Table-4.3

Questionnaires	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
You feel that MCTP is a good use of your time	221.74	155.383	.217	.826
You feel MCTP is effective in preparing you for your future task.	221.91	157.265	.025	.830
The courses in MCTP are enabled absorption of best global practices as relevant to Indian conditions.	222.78	153.178	.151	.829
The instructor knowledge of course material and subject matter are up to the mark.	222.43	157.802	-.021	.834
The instructor was responsive to students questions and problems	222.26	153.202	.203	.826
The communication	222.65	135.874	.686	.807

of MCTP objectives is in clear and understandable terms				
The training courses for individuals are based on job classification.	222.70	156.676	.008	.835
The overall process of MCTP and information was received by the student prior to the commencement of training.	222.35	155.328	.092	.830
The course objectives of MCTP are structured according to the needs of trainees	222.39	144.431	.569	.815
The courses in MCTP are designed to enhance the performance of current job task more effectively.	222.43	138.802	.665	.809
To what extent you feel that there is advancement (skills), in the area of your	222.70	144.949	.378	.821

work after undergoing the training?				
To what extent do you feel that you have learnt from the training which was intended?	222.43	149.984	.255	.825
To what extent have you learnt on the course about the 75 behavioural skills (like welfare and leadership)	222.70	144.949	.378	.821
To what extent have you learnt on the course (Foreign Component) about international policing and management?	222.78	153.178	.151	.829
To what extent you feel more confident to perform the assigned duties prior attending MCTP.	222.78	145.360	.407	.820
To what extent you experience the real challenges are covered in demonstrations, field	222.70	141.767	.686	.811

visits and actual briefing session (like MCR, Modern innovation in police training, community policing etc) during training.				
To what extent do you feel your personal learning objectives have been achieved?	222.70	136.130	.664	.807
How will you rank the change, in your motivation level after undergoing Training	222.74	150.929	.221	.827
To what extent you are satisfied with lecture and demonstration given on traffic management in the training Programme.	222.61	146.976	.406	.820
You feel your Ability of Responsive Policing is increased after undergoing the training	222.43	144.711	.529	.816
You feel your Ability of professional/	222.52	135.715	.694	.806

Management skills and knowledge is increased after MCTP				
How satisfied are you with the validity of academic learning with your job after MCTP	222.26	152.020	.242	.825
Your ability to handle the emerging challenges, like "naxalism, low intensity conflicts, and cyber threats in urban areas" is enhanced after MCTP	222.87	143.937	.362	.822
Your ability to handle the emerging challenges, like "naxalism, low intensity conflicts, and cyber threats in urban areas" is enhanced after MCTP	222.96	149.953	.284	.824
You are satisfied with your self-improvement and innovation	222.78	153.814	.126	.830

capabilities after undergoing the MCTP				
Your personal capabilities of Managing Public Relation and management Perceptions got better after MCTP	222.26	153.202	.203	.826
You assess yourself as a good leader, when the circumstances changes, and you struggle to know what to do, by involving other fellow members working with you as team.	222.70	136.130	.664	.807
You feel that you are able to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your	222.57	152.984	.196	.827

group is not clear about the goal				

The results have been tested using Ordinal Linier Regression technique and found to be consistent.

Table-4.4

Training Evaluation	Total Respon-dents	Highly Dissatisfied Respon-dents (In %)	Dissatisfied Respondents (In %)	Neutral Respon-dents (In %)	Satisfied Respondents (In %)	Highly Satisfied Respon-dents (In %)
Reaction	23	4.79	11.74	31.74	40.43	11.30
Learning	23	9.6	19.15	32.53	28.19	10.53
Behavior	23	7.65	17.70	33.52	28.70	11.43

The questionnaire has been redesigned after removing few internal inconsistencies found during the Pilot Study and final questionnaire has been made available (Annexure-II) for administering to the respondents. Another Semi-Structured questionnaire for the interview and informal discussions has been prepared for eliciting responses with respect to logistics, change in course content, duration of the class, longevity of the course and most importantly the outcomes of the training which are both tangible and intangible. The good practices emulated, changes brought into structure and process and decision making style, etc. in the work environment.

Figure-4.1

Scope

Study Objective

Selection of appropriate Model to suit the study objectives.

Level 1 Reaction

Level 2 Learning

Level 3 Behaviour

Population

Sample

Design of questionnaire

Testing pilot study Reliability Test using Chronbanc Alpha Coefficient

Re-design of Questionnaire after removing internal inconsistencies

Administering

Data Collection

Data Analysis

Tools Techniques used
- ✓ Cronbach alpha
- ✓ Regression for correlation of different variables.
- ✓ Pearson constant
- ✓ Inferences

SPSS Package

- ✓ Semi-Structured questionnaire
- ✓ Interviews
- ✓ Informal/Formal meetings
- ✓ Focus group Discussions
- ✓ Focus Group Discussions
- ✓ 360 degree feedback

Thematic Groupings

Observations

Qualitative   Quantitative

OUTCOMES
Recommendations on following parameters
- ✓ Design
- ✓ Content
- ✓ Delivery
- ✓ Evaluation/Feedback
- ✓ Conduct of programme
- ✓ Follow up

4.8. <u>Data Collection</u>

Data was collected through Structured Questionnaires *(Annexure-B)* and Semi-Structured Questionnaires/Interview *(Annexure-C).*

    a. <u>Structured Questionnaires</u> were prepared and sent to the IPS Officers who have participated in the MCTPs according to the Phases of MCTP they have undergone by e-mail and by post.

    b. <u>Interviews (semi-structured questionnaire)</u> were conducted from IPS Officers coming to NPA as participants of Phase-IV MCTP or any other senior course or as guest speakers who have undergone any of the MCTP-III and also through Semi-Structured questionnaires administered to them and also through electronic means of chatting over Skype, tele-conferencing and telephonic conversations were also been used to evoke informal responses.

    c. <u>Field visits and interaction with senior level IPS Officers</u> for discussing the job performance of select officers under their supervision.

The collected quantitative data was compiled by using SPSS Package and appropriate statistical tests were applied by a select team of experts who helped in data analysis and statistical interpretations.

4.8.1. <u>Computerization and coding of Data</u>

Data obtained from the questionnaires must undergo preliminary preparation before they can be analyzed. Data preparation includes (1) data editing (2) coding and (3) statistical adjustment of the data (Aaker et al, 1995). Upon receipt of the questionnaires, each questionnaire was edited to identify omission, ambiguities and

errors in the responses. Questionnaires that were completed in such a way that the result could be distorted were discarded. This simplified the data analysis, but did not distort any interpretation of the data. Coding the closed questions was fairly straightforward because the questionnaire made provision for response values and a column which were used for variable identification. Once the response values had been entered into a computer, a programme, the statistical package for the Social Sciences (SPSS), was employed to generate diagnostic information.

4.8.2. <u>Scaling of the questionnaire</u>

Philips (1971), Sekran (2000) and Yuen (2007) defined scaling technique as an assignment of numbers to different categories of a question in the questionnaire. Scaling technique is used to facilitate classification of respondents (Forzano 2008). Scaling is a process of creating a continuum on which objects are located according to the number of the measures characteristics they posses (Aker et at, 1995). The Likert scale, named after Rinses Likert (1932), is presently the most popular type of scale used for this purpose. This scale consists of a collection of statements about the attitudinal object. For each statement, respondents have to indicate the degree to which they agree or disagree with its content on, say a five point scale (Wilman&kruger, 1999). Likert scale gives the researcher the opportunity to sum up the responses from the asked questions. This scale is used in this study with the aim of measuring respondent's thinking, feelings and attitudes.

4.9. DATA ANALYSIS

4.9.1. Statistical Tools used for Compilation & Analysis of Data

Data was compiled by using SPSS Package (Statistical Package for the Social Sciences). Appropriate statistical tests were applied.

Ordinal Linear Regression: Ordinal regression is a member of the family of regression analyses. As a predictive analysis, ordinal regression describes data and explains the relationship between one dependent variable and two or more independent variables. In ordinal regression analysis, the dependent variable is ordinal (statistically it is polytomous ordinal) and the independent variables are ordinal or continuous-level (ratio or interval).

Whereas, Linear regression estimates a line to express how a change in the independent variables affects the dependent variables. Linear regression estimates the regression coefficients by minimizing the sum of squares between the left and the right side of the regression equation. Ordinal regression however is a bit trickier. Since the project is based on a well-tested thematic model **(Kirkpatrik Model)** for training evaluation, it has been decided to use Ordinary Least Square **(OLS)** regression to simply identify how close the data are to the fitted regression line, i.e. the mean value.

If it were to develop a working model with certain hypothesis, collecting data through Likert scale, it would have been apt to analyse through PLUM Ordinal Regression (Polytomous Universal Model)-Ordinal Regression model. Therefore, it has been felt by the Statistical Analysts that the said model may not be required for studying the correlation between two ordinal Likert Scale variables.

R-squared as the square of the correlation – The term "R-squared" is derived from this definition. R-squared is the square of the correlation between the model's predicted values and the actual values. This correlation can range from -1 to 1, and so the square of the correlation then ranges from 0 to 1. The greater the magnitude of the correlation between the predicted values and the actual values, the greater the R-squared, regardless of whether the correlation is positive or negative.

4.9.2. Objectives of the study

Table-4.5

01	Enumerating Learning Objectives.
02	To empirically validate the effectiveness of the MCTP Phase-III in the light of responses given by the participants at the time of completion of programme.
03	To statistically draw correlation, if any, between the learning taken place and the corresponding change in behavioural indicators.
04	To thematically group the tangible outcomes evinced qualitatively, which could be attributed fully or partially to the MCTP.
05	To give observations/recommendations on changes with reference to design, content, delivery and evaluation criteria of the programme.

The study has been worded as under:-

"A Study of Impact Of Mid-Career Training Programme on the Job Behaviour of IPS Officers".

4.9.3. Statistical Tools used for analysing the data

(i)   Chronbach alpha as a reliability test

(ii)   Regression for correlation for various variables. In this case, the two variables - learning and behavior, scores have been tested for correlation, if at all exists, considering them as a continuous data and put for the reliability check. Since the results are observed to be encouraging, used the same tool for drawing inferences to see how closely the variable behavioural change (Y-axis) is correlated to the learning variable (X-axis). The 'r' and 'r square' are calculated using SPSS package.

(iii)   Pearson Constant : This constant for these two variables, i.e., "learning" and "behavior" indicates how closely these two variables are related. That

means, once the positive correlation exists, the Pearson Constant "P" for these two sets of variables gives the inference of the intensity and the strength of such correlation.

4.10. Qualitative Data

4.10.1 Design of Semi-structured questionnaire

(i) Design of a semi-structured questionnaire : Based on the personal interviews with the conducting agencies of Phase-III & Phase-IV and a group of participants who have undergone Phase-III in this cycle and the following cycle, referring to the Course Objectives, inputs from the eminent experts like Dr. Trinath Mishra and the Research Guide, semi-structured questionnaire has been prepared to elicit the information informally about the content, pedagogical method, duration, class size, utility, suggested improvements, etc. (Annexure II & III).

4.10.2. Collection of Data

(i) Interviews with the set of participants who have undergone the training individually and also in small groups were conducted to take the first hand information after reasonable ice breaking and establishing connect with the programme.

(ii) Formal and informal meetings with the participants, focus group discussions with participants, the conducting agency (Charles Sturt University), the present batches of MCTPs.

(ii) Stakeholder assessment: 360 degrees feedback in a true sense could not be possible but to revalidate the information elicited through structured and unstructured questionnaires, the deductions and inferences made were put before selected senior police officers of their respective State cadres and CPOs, who had an opportunity to supervise those participants who have undergone Phase-III programmes and the observations made

and the perceptible improvements seen in their work behavior and effectiveness in carrying out the assigned tasks (post-training).

4.10.3. Thematic Groupings

The qualitative data collected thus put to validation and then effort was made to thematic groupings and verified with the quantitative inferences made. Observations were drawn from the quantitative data and the qualitative data and tried to find out the gap, if exists, between the desired outcomes and the actual impact.

4.10.4. Training Outcomes

The tangible and intangible outcomes of the training are enlisted and grouped. Accordingly, come up with the recommendations on the following parameters such as:-

  o Design
  o Content
  o Delivery
  o Evaluation/feedback
  o Other aspects in conducting of the programmes, and
  o Follow up required.

CHAPTER-V
RESEARCH FINDINGS

5.1.   RESEARCH OBJECTIVES

Table-5.1

(i)	Enumerating Learning Objectives.
(ii)	To empirically validate the effectiveness of the MCTPs Phase-III in the light of responses given by the participants at the time of completion of programme.
(iii)	To statistically draw correlation, if any, between the learning taken place and the corresponding change in behavioural indicators.
(iv)	To thematically group the tangible outcomes evinced qualitatively, which are attributed fully or partially to the MCTP.
(v)	To give observations/recommendations on changes with reference to design, content and delivery of the programme

5.2 LEARNING OBJECTIVES

A. Knowledge and understanding of :-

    (i)   Emerging scenarios and issues of national and international significance relevant to policing in India.

    (ii)   Leveraging the modern technologies for effective policing.

    (iii)   Newer challenges to law & order and internal security.

(iv) New developments in policing worldwide.

B. Horning up skills:

(v) Sharpening of supervisory skills for administration, investigation, handling crowds and personal skills necessary for effective police leadership.

(vi) Hands-on-experience of assessing newer techniques in the light of ones terrain of operation.

(vii) Communicating with and leading the force to adopt newer practices in policing thereby emerging as a driving force for change.

(viii) Influencing the force by example to adapt right attitudes towards just and ethical policing and welfare.

C. Attitudinal change:

(ix) To have the world view of policing in comparison with the Indian Law and Police Institutions.

(x) Translate the learning so obtained, put to application in the respective domains of operations for positive outcomes (both tangible and intangible).

(xi) To demonstrate perceptible and measurable change in behaviour towards vision of the organization, the existing systems and practices and the attitude towards the force they command and interface with the stakeholders in the realm of their operation.

Accordingly set the programme goals for the delivery agency in a more succinct way by giving three measurable goals as shown in the table below:-

01	Self assessment/improvement.
02	Improving the performance of the subordinates.
03	Improving managerial skills in the context of changing scenarios.

The delivering agency has broken these programme goals into 13 streams of learning as shown in the table below *(Source: Charles Sturt University Reports submitted in 2010, 2012, 2012)* :-

Table-5.2

Learning streams	Percentage change in learning		
Police Environment	2010	2011	2012
1 Social trends/global factors impact policing/L&O	17	15	16
2 Strategic intelligence. Ability to gather/analyze and apply to local issues	11	07	07
Personal Development			
3 Media presentation skills/confidence	13	13	14
4 Leadership skills	23	27	24
5 Personal Resilience & stress management	5	10	8
Crime & Traffic			
6 Intelligence policing models and EBP	48	58	48
7 Investigation, maximize use of F/resources	14	21	22
Mega Event Management			
8 Ability to plan and police response to crowd management	3	27	18
9 Emergency management	16	15	15
Counter Terrorism			
10 Current trends and developments in international terrorism	20	29	24
11 Police role and approaches of nation to counter terrorism	17	27	25
Strategic Leadership			
12 Ability to lead/advocate police reforms	18	24	22
13 Corruption resistance strategies	18	20	16
	17%	**22%**	**20.5%**

The conducting agency as part of the contract was to evaluate the participants on the Day-1 of the course and also at the end of the programme, i.e., on Day-30 of

their programme. This is based on the self-assessment of an individual, how he/she feels the certain amount of learning taken place in the specified domains. For comparative analysis, these learning deltas on each stream of learning (13) were collated shown in the table above. As the percentage increase of the test scores of each individual and aggregate scores are shown in the table. Also the aggregate of all the 13 teams is also calculated to see overall Delta learning incremental learning topic-wise/year-wise has been observed as shown in the figure 5.1.

Figure-5.1
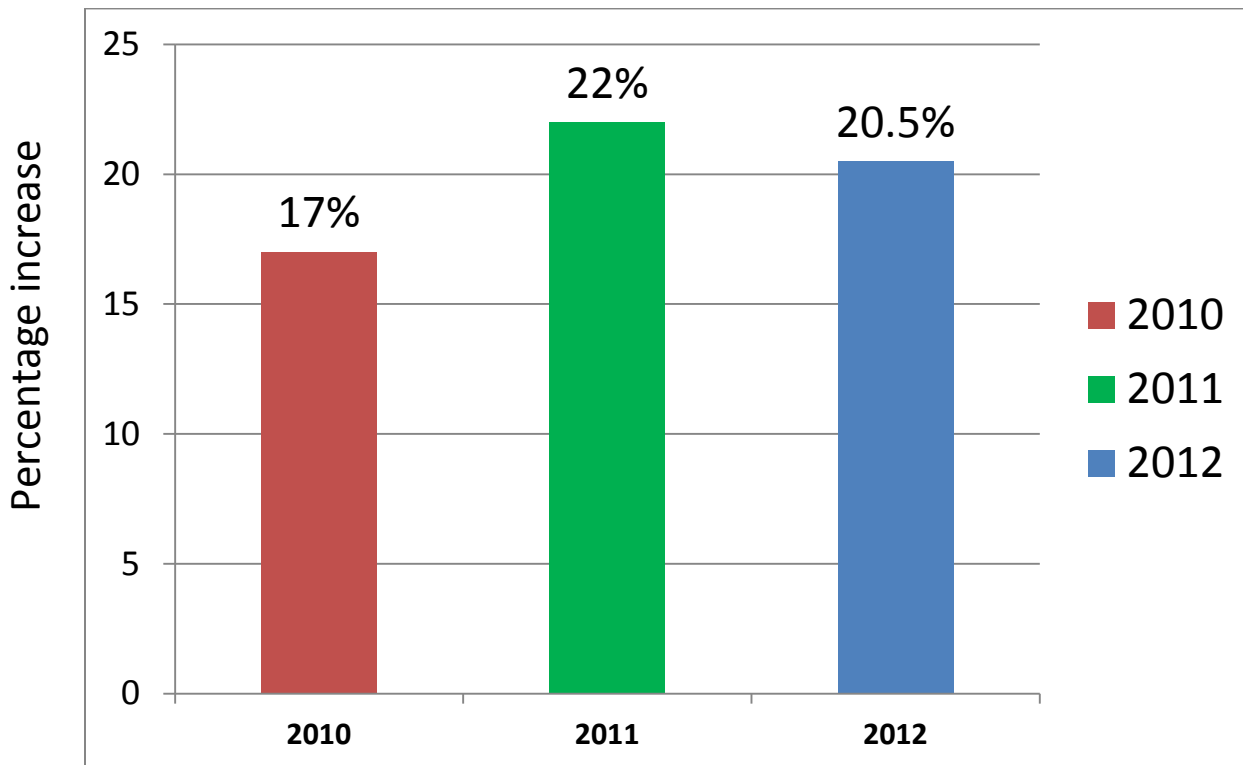
Self Assessment Survey Results

5.3. How the programmes fared on different parameters?

Figure-5.2

Year-wise Program   **5-Point Rating Scale(1-Minimum, 5 – Maximum)**
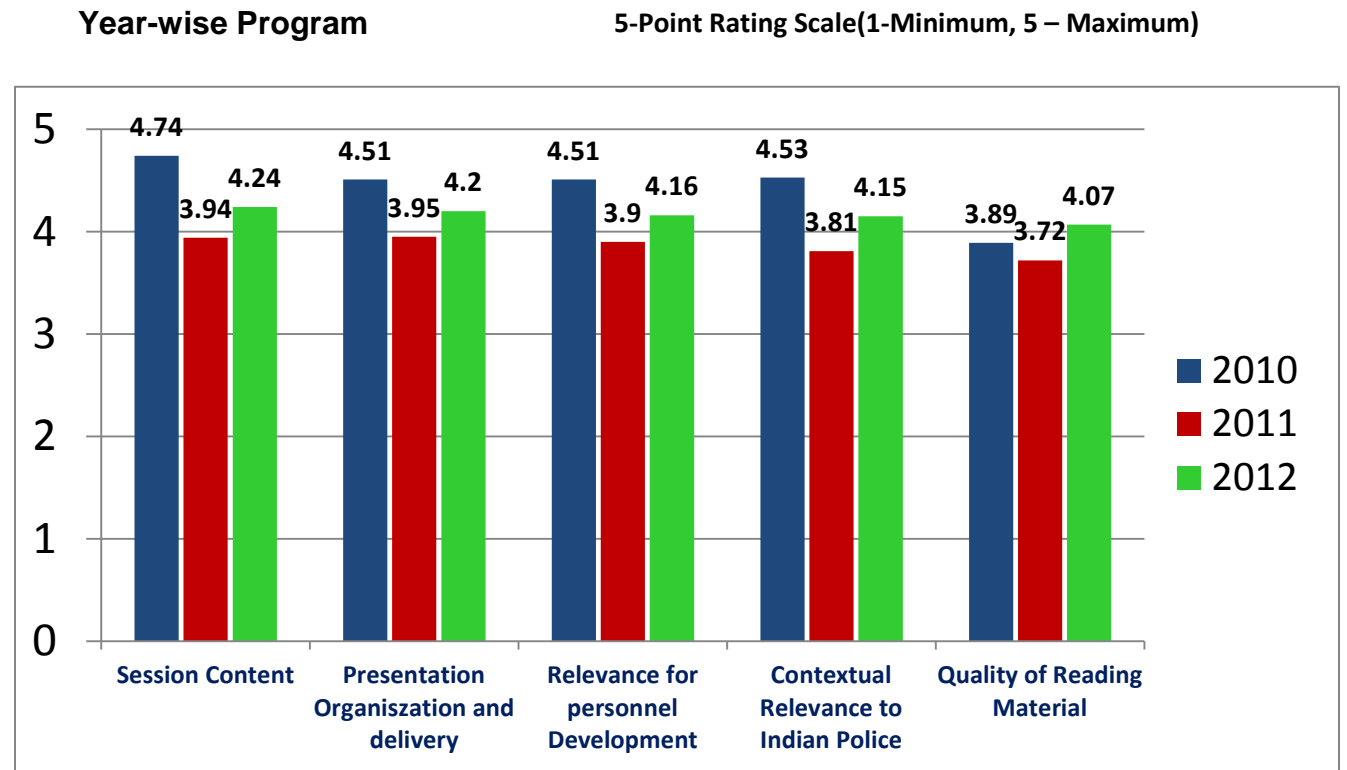
Comment

The feedback was taken on 5 point rating scale on the following parameters:-

(1) Session Content
(2) Presentation, Organisation and delivery.
(3) Relevance for personnel development
(4) Contextual relevance to Indian Police
(5) Quality of Reading Material.

The Officers gave a rating of more than "4" indicating that these sessions were well received.

After about five years, empirical revalidation has to be done to statistically establish that the learning has taken place and this cognitive learning has been received, registered, remembered and could be retrieved when the participants were encountered with set of questions which took them back to the experience they have undergone before significant time period.

5.4. Reaction on the overall Training Effectiveness

Level-I of the Kirkpatrick model talks about the reaction. Reaction is all about to find out how the trainees react to the programme better. Reaction measures participants' satisfaction with the training Feel and Thought about the training programme, like the use of training, effectiveness and relevance of MCTP3, participants' responsiveness, understandable course contents and its objectives like how it is related to the task or job assigned and overall satisfaction. All these factors are reflected in the **'Smile Sheet'** (Annexure-A). The above mentioned factors of Reaction are later correlated with Learning and Behavioral factors. This data is based on the data collected from 225 respondents (IPS Officers) and the research findings have been shown from Finding No.1 to Finding 9 (Table 1.2 – 1.9).

5.5 Feedback vis-à-vis Feedback findings

5.5.1. What was the reaction on 5 parameters of **course effectiveness** soon after the course, compared to the assessment after 3-5 years (Learning/behavioural stage of the Model (Kirkpatrick) is shown in the graph given below:

Feedback Vs. Research Findings
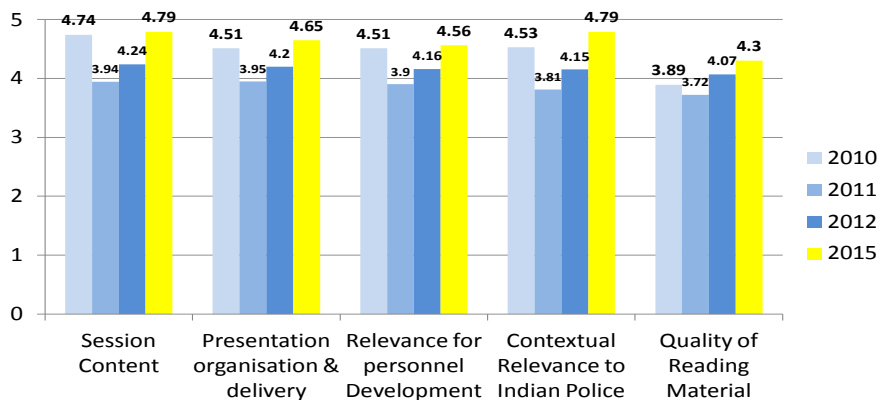
Note:- The bar graph shown added to each component of the feedback is nothing but the behavioural response after 3 to 5 years of assumed assimilation of learning which is

found to be on higher side, compared to the reactionary feedback expressed soon after the training.

Reasons attributed:

Session-wise feedback soon after the completion of the session, which has bearing on many factors:-

- Ambience
- Mood of the class
- Timing of the session
- How they viewed the session/fit into overall design.
- Relevancy factor vis-a-vis integrated design
- Peer group performance

Later date – total essence/theme is understood in the larger canvass some of the individual topics hitherto rated low; or delivery was not good; later being realized that the content was far superior and can be contextualized to the day-to-day policing.

5.5.2. The overall effectiveness of the MCTPs are given in the graph given below:-

Overall Effectiveness
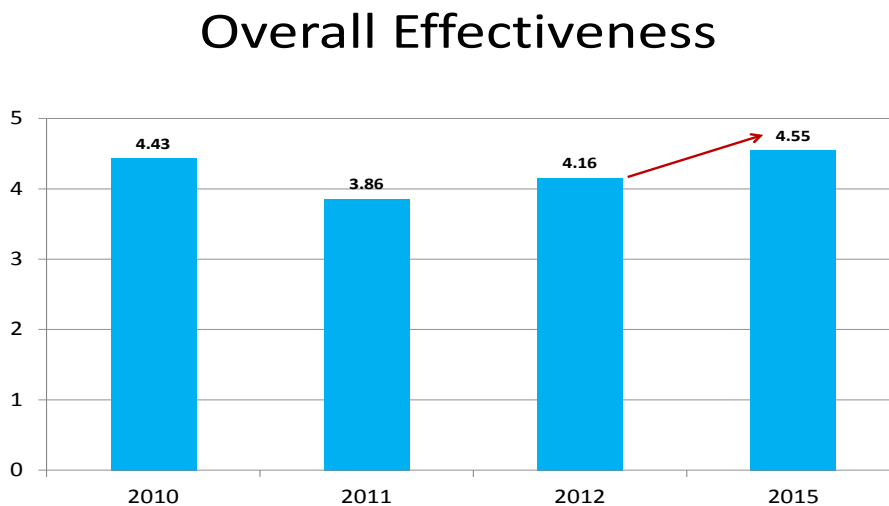
Note: The behavioural response given after 3 to 5 years about the overall effectiveness of the training has a considerable increase for the reasons sighted above.

Quantitatively:

During interviews, they confessed that the learning quotient was much larger than the reflection of arithmetic scores, while answering multiple choice questions. Most of the participants were aware of the topics and depth is provided during MCTPs.

5.5.3. The overall Learning Delta of the MCTPs is given in the graph given below:-

Learning Delta

5.5.4. Perceptional Map of Expectancy & Learning

Perceptional Map of Expectancy & Learning

Profession Skills enhancement

World view of Policing

Contemporary development in Indian Context

Self Development

Y What is expected level of learning (EL)

B What is actually perceived to be delivered in reality (RL)
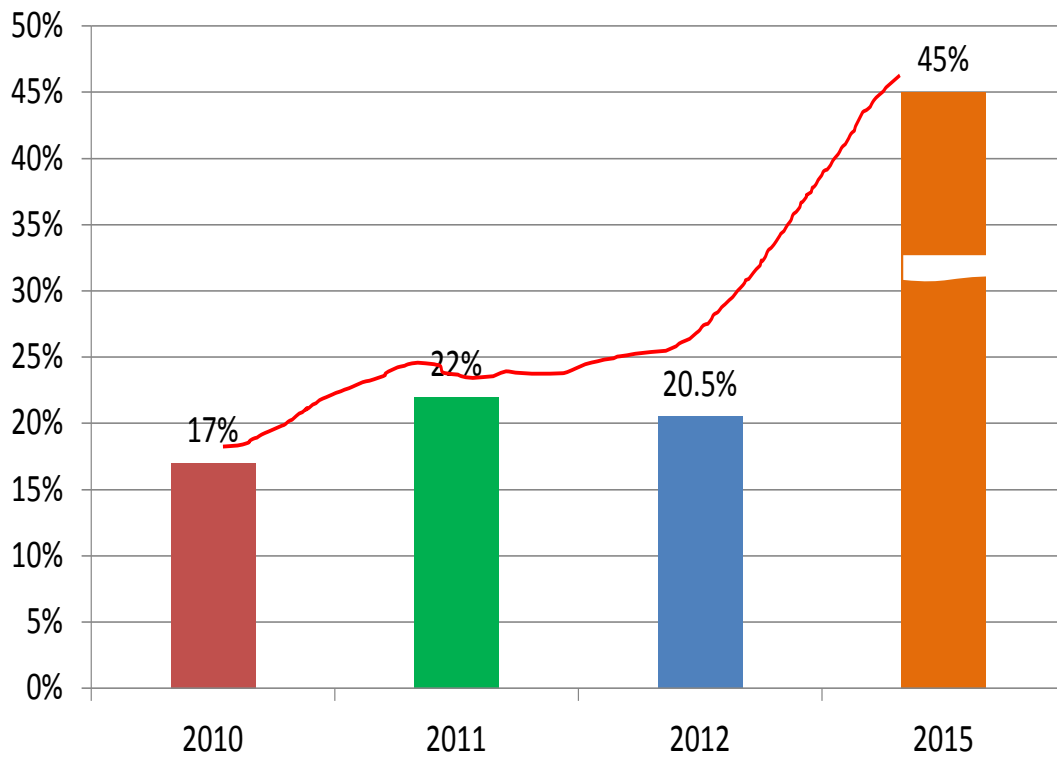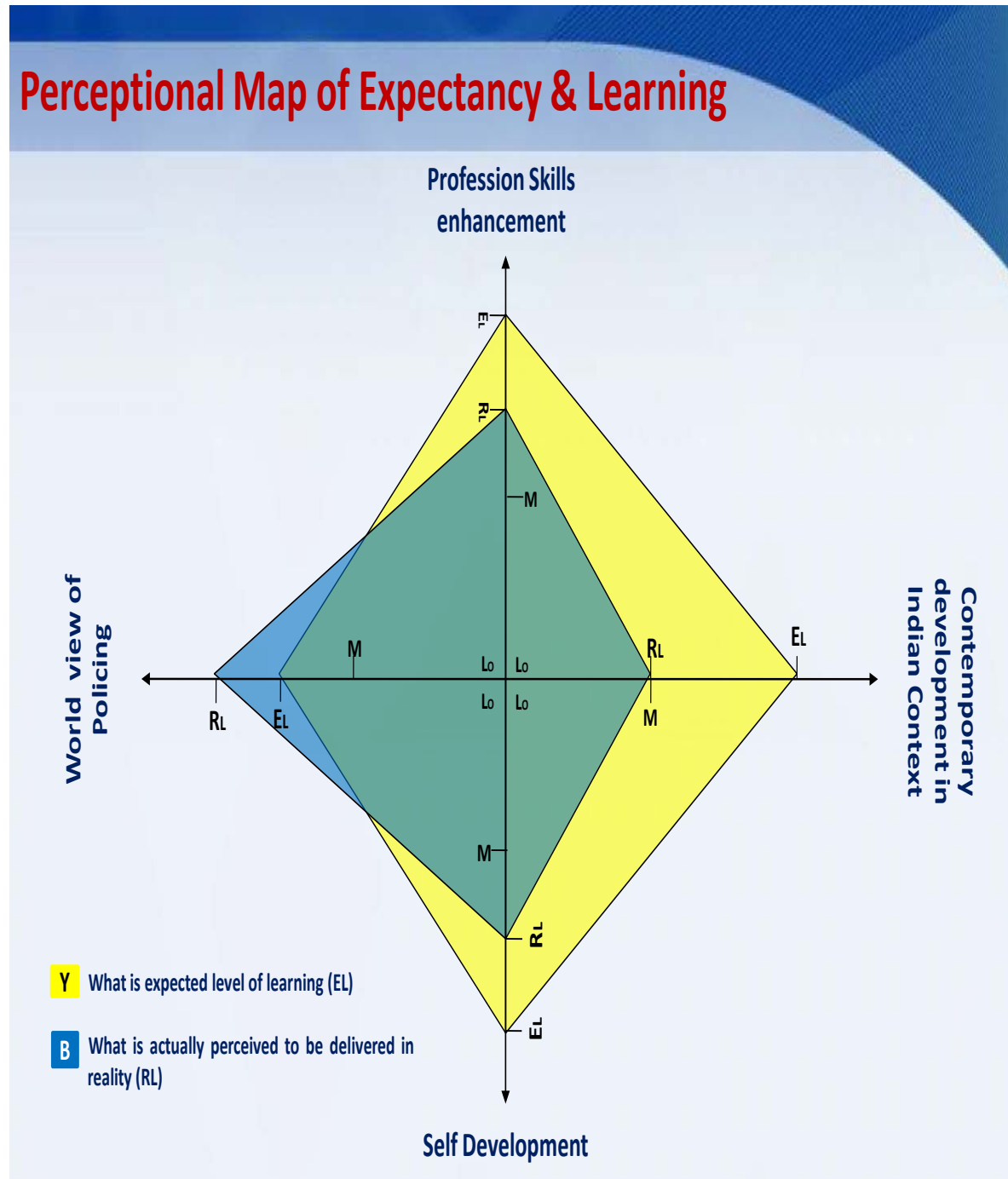
This map is to elicit the gap between the expectants and actual learning perceived (post-training, during impact analysis) found to be revealing valuable inputs for the future curriculum design.

❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (66.2%) with the <u>effectiveness of MCTP</u>. It was also observed only 3.6% of trainees were dissatisfied.**

Table 1.1 Effectiveness of MCTP

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	8	3.6	3.6	3.6
Neither satisfied nor Dissatisfied	9	4.0	4.0	7.6
Satisfied	59	26.2	26.2	33.8
Highly satisfied	149	66.2	66.2	100.0
Total	225	100.0	100.0	

Figure: 1.1 Effectiveness of MCTP

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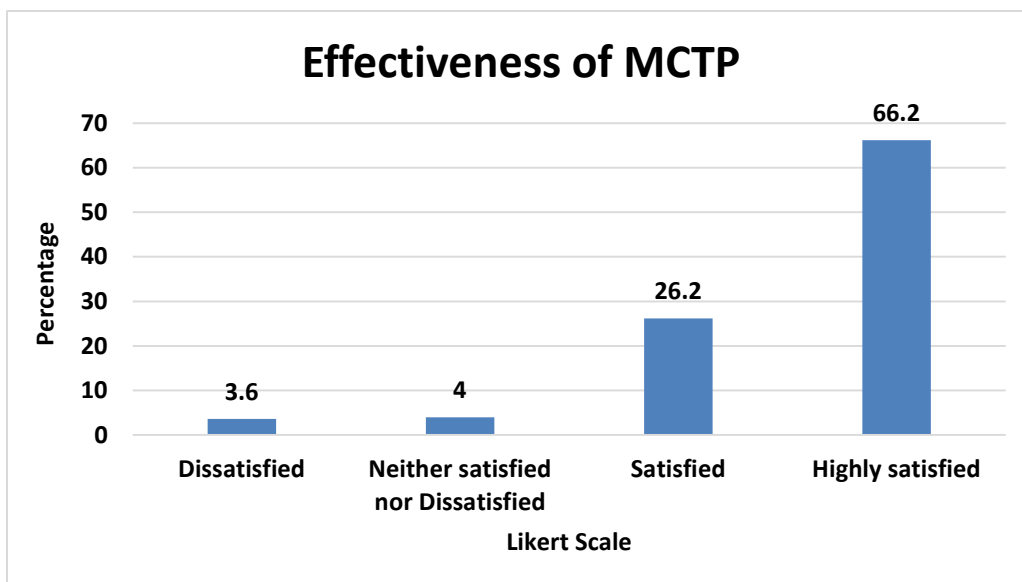
❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (80.9%) with <u>relevancy and practicality of MCTP</u>. It was also observed only 0.4% of trainees were dissatisfied**.

Table 1.2 : Course in MCTP is more relevant and Practical

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	1	.4	.4	.4
Neither satisfied nor Dissatisfied	3	1.3	1.3	1.8
Satisfied	39	17.3	17.3	19.1
Highly satisfied	182	80.9	80.9	100.0
Total	225	100.0	100.0	

Figure: 1.2 Course in MCTP is more relevant and Practical
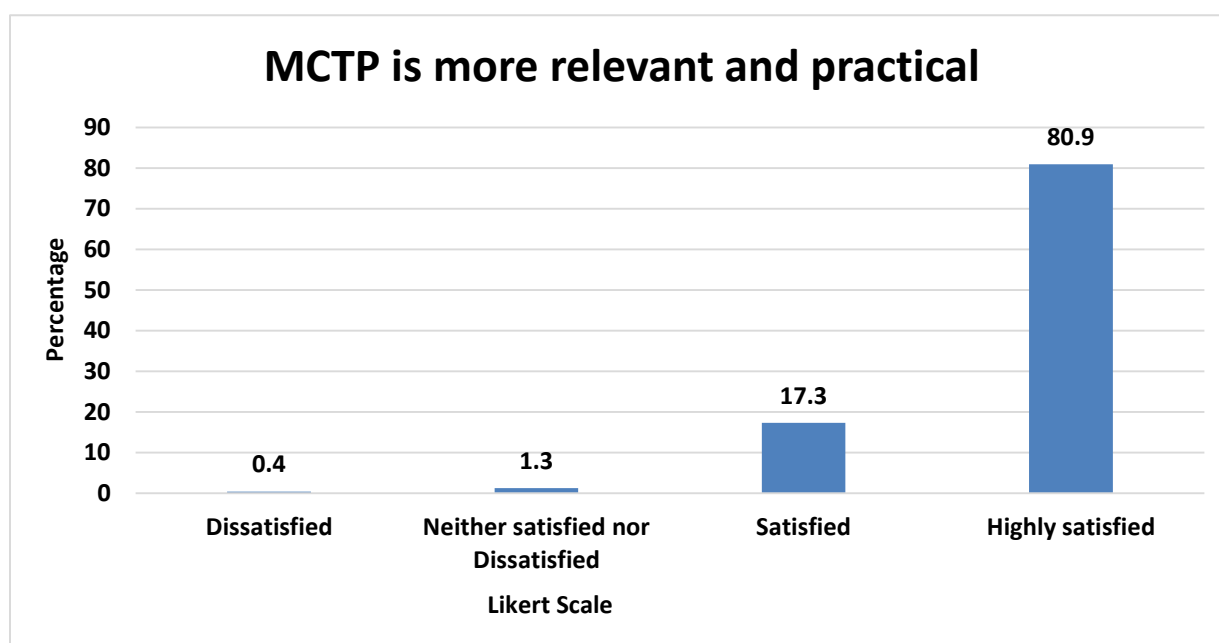
❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (57.3%) with <u>instructor's knowledge about course material and subject of MCTP.</u> It was also observed only 3.1% of trainees were dissatisfied.**

Table 1.3: The instructors' knowledge of course material and subject matter are up to the mark

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	7	3.1	3.1	3.1
Dissatisfied	14	6.2	6.2	9.3
Neither satisfied nor Dissatisfied	11	4.9	4.9	14.2
Satisfied	64	28.4	28.4	42.7
Highly satisfied	129	57.3	57.3	100.0
Total	225	100.0	100.0	

Figure: 1.3: The instructors' knowledge of course material and subject matter are up to the mark
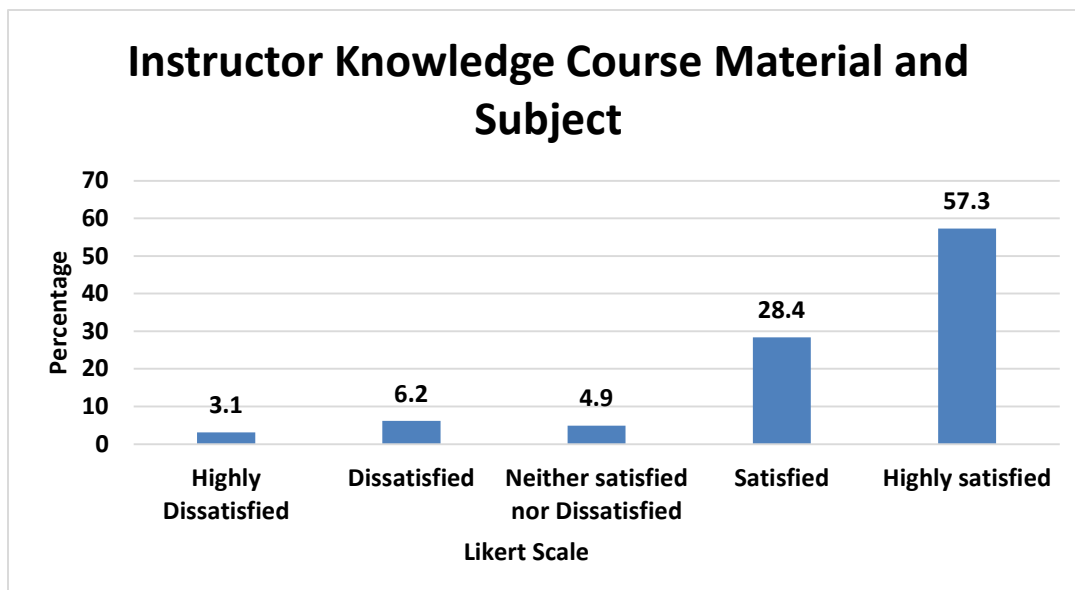
❖ Out of a total 225 respondent trainees, majority felt high satisfaction (83.1%) with instructor's responsiveness to participants' question and problems during MCTP III. It was also observed none of them were dissatisfied

Table 1.4: The instructor was responsive to participants' question and problems

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Satisfied	38	16.9	16.9	16.9
Highly satisfied	187	83.1	83.1	100.0
Total	225	100.0	100.0	

Figure: 1.4 The instructor was responsive to participants' question and problems

Figure: 1.4 The instructor was responsive to participants' question and problems
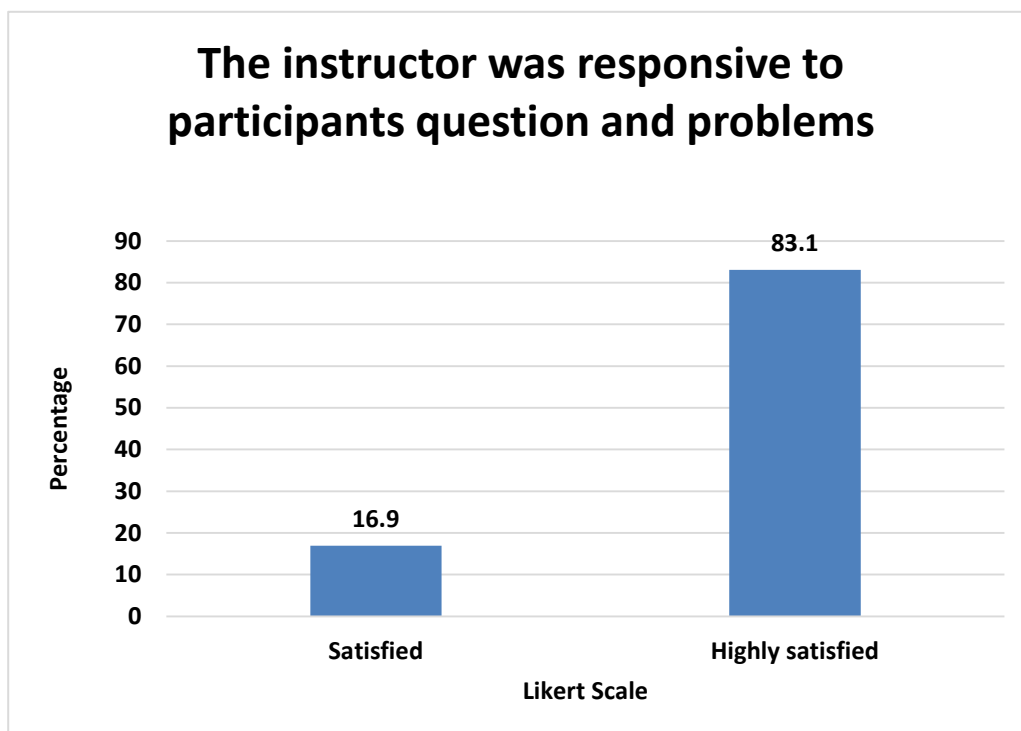
Finding #5

❖ Out of a total 225 respondent trainees, majority felt high satisfaction (67.6%) with <u>instructor's communication of course objectives in MCTP III</u>, which were clear and understandable. It was also observed only (3.1%) of them were dissatisfied.

Table 1.5: The communication of intended course objectives are clear and understandable, during MCTP III

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	7	3.1	3.1	3.1
Neither satisfied nor Dissatisfied	8	3.6	3.6	6.7
Satisfied	58	25.8	25.8	32.4
Highly satisfied	152	67.6	67.6	100.0
Total	225	100.0	100.0	

Figure: 1.5: The communication of intended course objectives are clear and understandable, during MCTP III
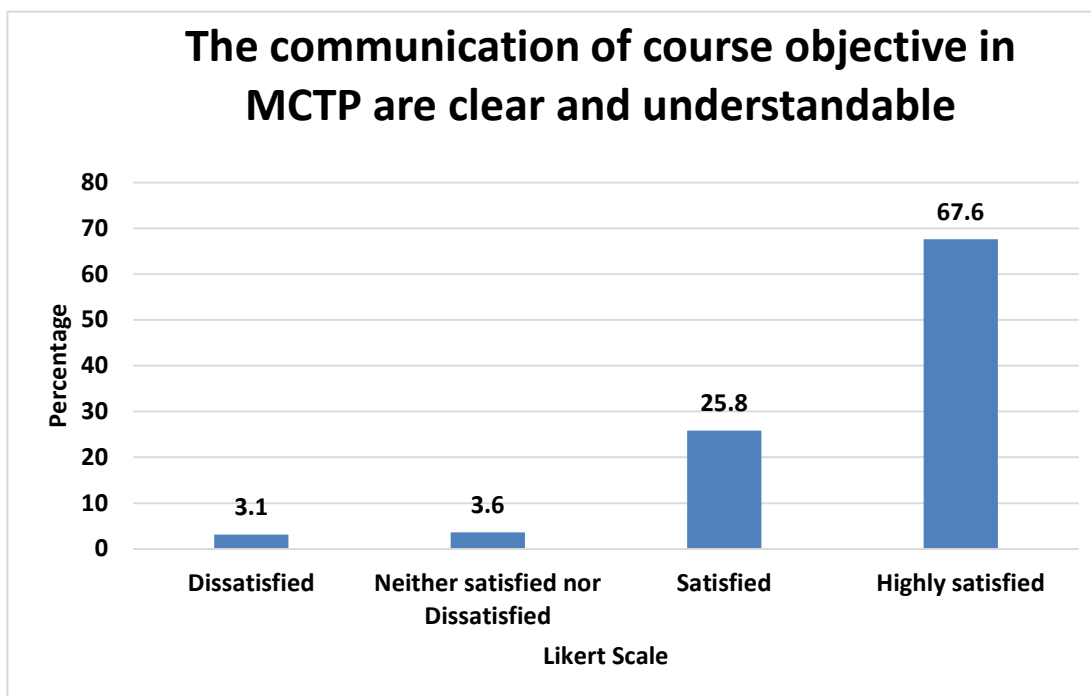
❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (83.1%) with the training courses for individuals are based on job classification . It was also observed only (0.4%) of them were dissatisfied.**

Table 1.6: The training courses for individuals are based on their job classification.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	1	.4	.4	.4
Dissatisfied	**3**	**1.3**	**1.3**	**1.8**
Neither satisfied nor Dissatisfied	2	.9	.9	2.7
Satisfied	**32**	**14.2**	**14.2**	**16.9**
Highly satisfied	187	83.1	83.1	100.0
Total	**225**	**100.0**	**100.0**	

Figure : 1.6 The training courses for individuals are based on job classification.
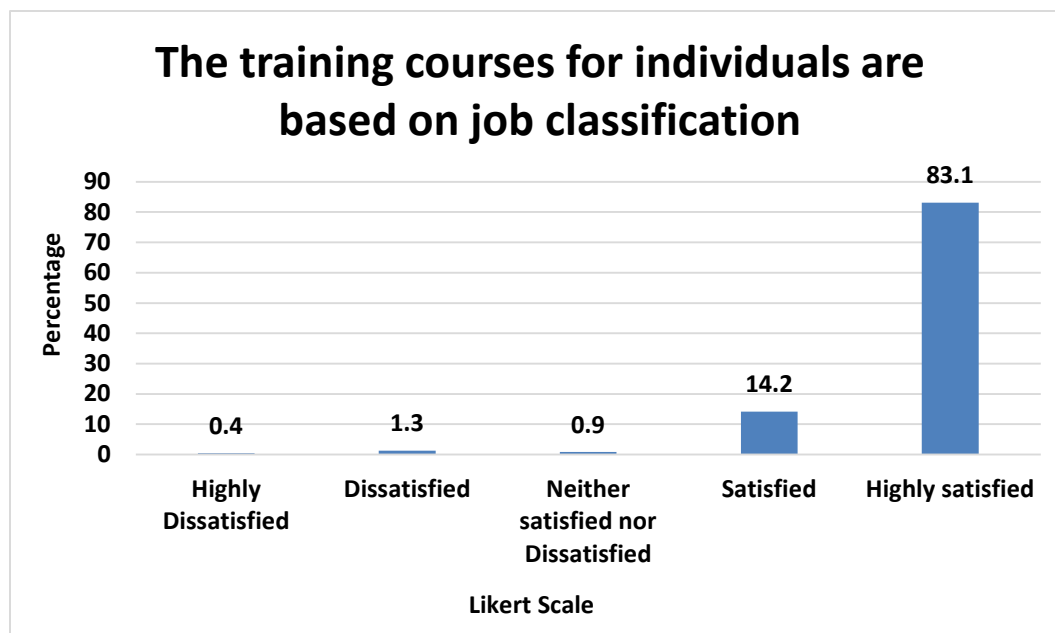
❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (66.2%) with <u>the overall process of MCTP and the information received prior to arrival at training</u>. It was also observed only (3.6%) of them were dissatisfied.**

Table 1.7: Satisfaction towards the overall process of MCTP (III) and information received prior to arrival at training.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	8	3.6	3.6	3.6
Neither satisfied nor Dissatisfied	9	4.0	4.0	7.6
Satisfied	59	26.2	26.2	33.8
Highly satisfied	149	66.2	66.2	100.0
Total	225	100.0	100.0	

Figure: 1.7 Satisfaction towards the overall process of MCTP (III) and information received prior to arrival at training.
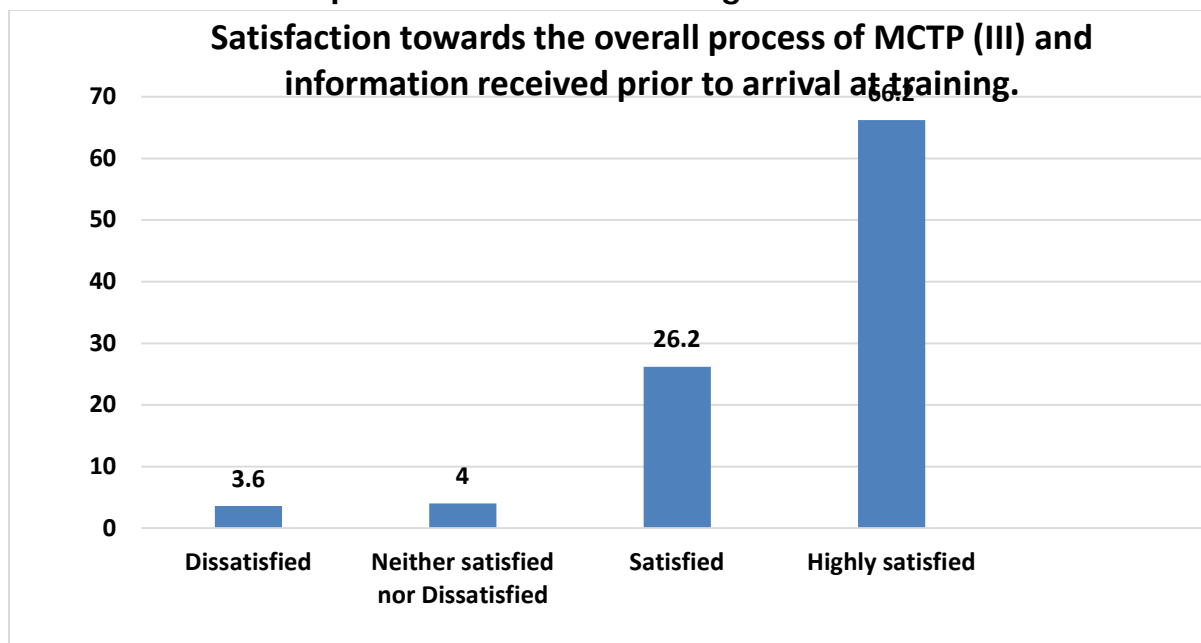
❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (81.2%) with the <u>course objectives of MCTP are in clear understandable terms</u>. It was also observed only (1.5%) of them were dissatisfied.**

Table 1.8: The course objectives are in clear and understandable terms.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	1	.4	1.5	.4
Neither satisfied nor Dissatisfied	1	.4	.4	.9
Satisfied	38	16.9	16.9	17.8
Highly satisfied	185	82.2	81.2	100.0
Total	225	100.0	100.0	

Figure: 1.8 The course objectives are in clear and understandable terms.

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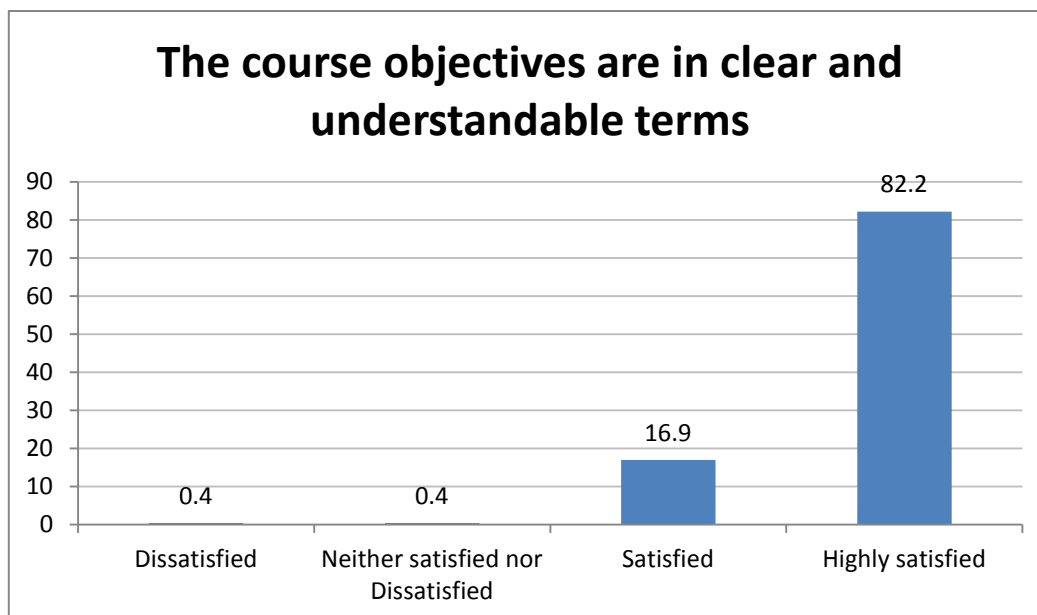
❖ Out of a total 225 respondent trainees, majority felt high satisfaction (65.8%) with the <u>course curriculum of MCTP which are designed to perform current Job (relevancy factor).</u> It was also observed only (3.1%) of them were dissatisfied.

Table 1.9: The courses in MCTP are designed such that they enable the trainee to perform current job (relevancy factor) task more effectively.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	7	3.1	3.1	3.1
Neither satisfied nor Dissatisfied	8	3.6	3.6	6.7
Satisfied	62	27.6	27.6	34.2
Highly satisfied	148	65.8	65.8	100.0
Total	225	100.0	100.0	

Figure 1.9: The courses in MCTP are designed such that they enable the trainee to perform current job task more effectively.
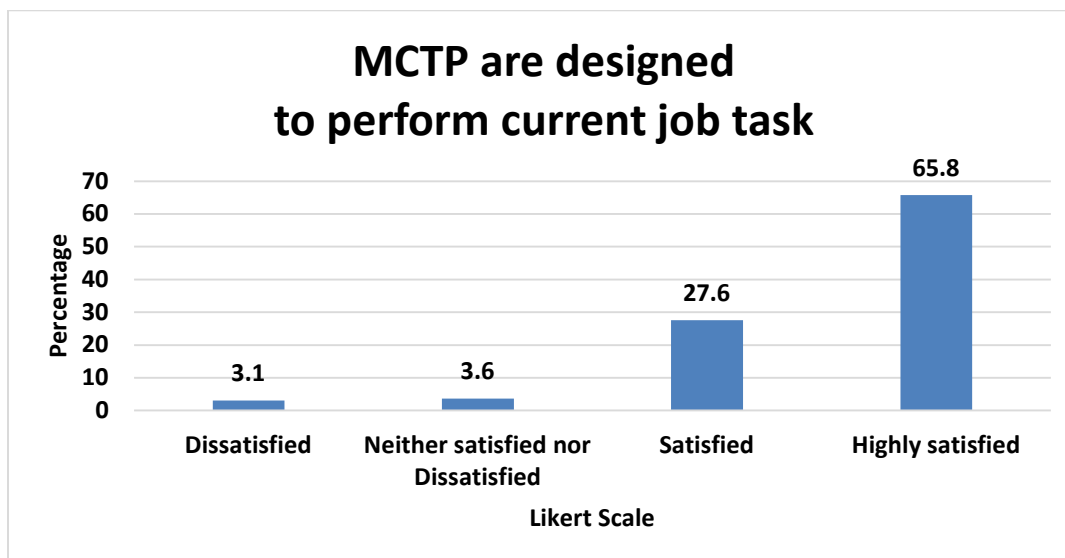
Summation :

> This part of the findings are compared to the 'Pre' and 'Post" test reports originally measured during the training period to show the learning enhancement (Learning – Delta) as captured in Figure-5.1.

> Conducting Agency Reports suggest satisfaction and the Academy also expressed satisfaction which has been further revalidated by the results shown above in findings No.1-9 and the Figure-5.2.

There is a felt need for revalidating this Learning Quotient (LQ) in the backdrop of Kirkpatrick Model Level-II, say after 5 to 6 years. The findings show that the trainees revalidated their learning by associating themselves with the themes deliberately put across in the form of rephrased wordings and contextualisation so as to see the level of connectivity, while doing their self-assessment on the test objective of learning and behavioural change. Most of the participants reasserted their learning and could find themselves with significant positive change in their knowledge and skills relevant for the work environment post-training.

5.6. Learning: Assessment before and after training (Measurement of change in knowledge and behaviour)

Finding #10

❖ Out of a total 225 respondent trainees, **majority felt high satisfaction (64%) with the developing of advance skills in the area of work after undergoing MCTP**. It was also observed only (1.3%) of them were dissatisfied.

Table 2.1: To what extent you feel there is advancement (skills), in the area of your work after undergoing the training?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	3	1.3	1.3	1.3
Dissatisfied	2	.9	.9	2.2
Neither satisfied nor Dissatisfied	7	3.1	3.1	5.3
Satisfied	69	30.7	30.7	36.0
Highly satisfied	144	64.0	64.0	100.0
Total	225	100.0	100.0	

Figure: 2.1 To what extent you feel there is advancement (skills), in the area of your work after undergoing the training?
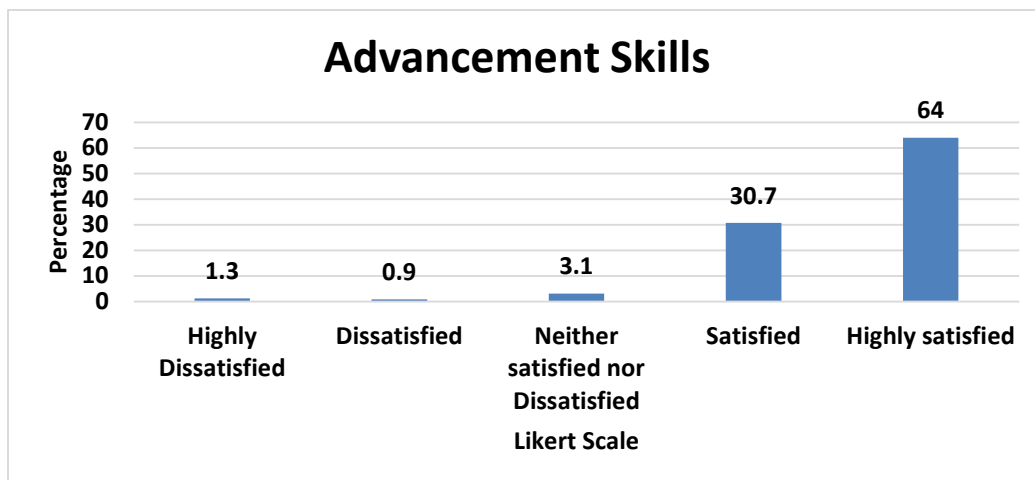
❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (41.8%) with MCTP-III that they have learnt, <u>what was intended</u>. It was also observed only (12%) of them were dissatisfied against 'intended learning'.**

❖ **This is a critical question to draw key insight dissatisfaction is against expectants. This group is more wanting on Firing/TAC operation/Conflict Resolution and hi-end Cyber related topics or advanced Forensics.**

Table 2.2: To what extent do you feel that, you have learnt from the training what was intended?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Neither satisfied nor Dissatisfied	28	12.4	12.4	12.4
Satisfied	103	45.8	45.8	58.2
Highly satisfied	94	41.8	41.8	100.0
Total	225	100.0	100.0	

Figure: 2.2 To what extent do you feel that, you have learnt from the training what was intended?
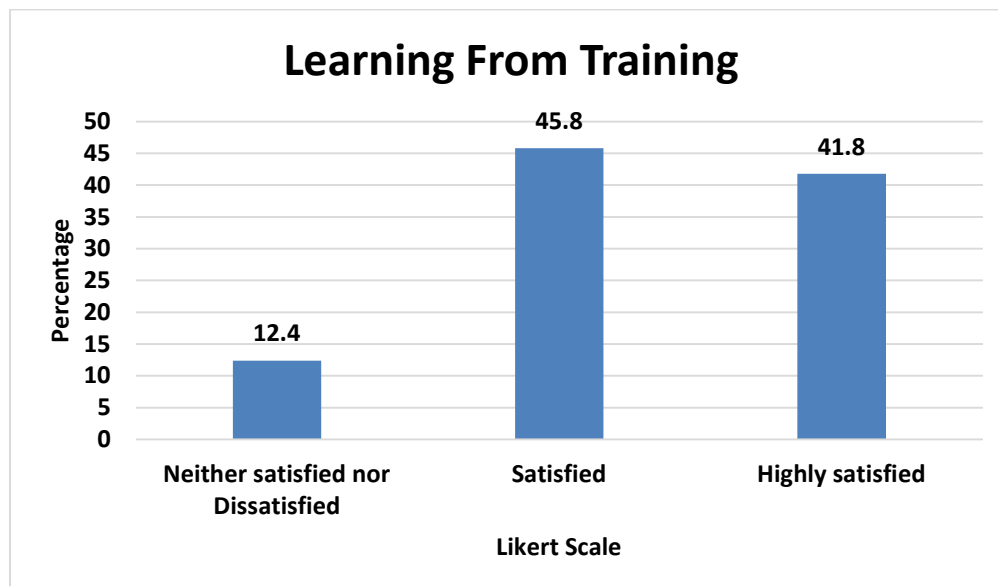
Summation: 12% participants are dissatisfied against "intended learning". Statistically, 12% is a significant number to draw key insight about dissatisfaction which is against Course Expectants. This group was asked informally about their expectations of the course. Surprisingly it was found that most of them are wanting on Outdoor Professional Skills like firing/tactical operations/urban interventions/conflict resolution and high end cyber related topics or advanced forensics. This means that the Programme Goals is not in alignment with the course expectations of this set of participants.

Finding #12

❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (59.6%) with the change in behavioral skills after undergoing MCTP</u>. It was also observed only (0.9%) of them were dissatisfied.**

Table 2.3: To what extent have you learnt in the course of behavioral skills (like welfare and leadership)?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	2	.9	.9	.9
Dissatisfied	3	1.3	1.3	2.2
Neither satisfied nor Dissatisfied	10	4.4	4.4	6.7
Satisfied	76	33.8	33.8	40.4
Highly satisfied	134	59.6	59.6	100.0
Total	225	100.0	100.0	

Figure: 2.3 To what extent have you learnt in the course of behavioral skills (like welfare and leadership)?
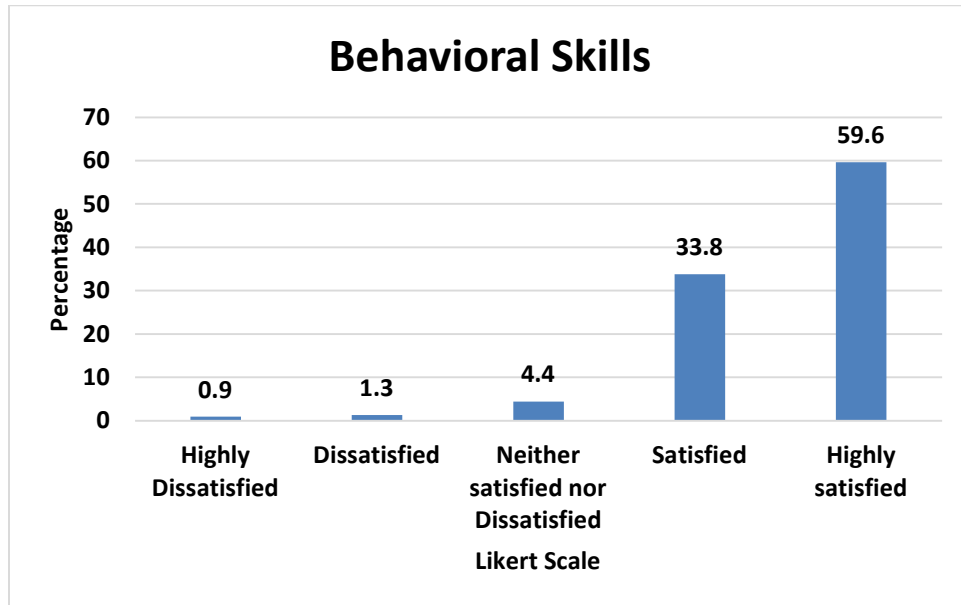
Finding #13

❖ Out of a total 225 respondent trainees, <u>majority felt high satisfaction (62.7%) with foreign components under MCTP.</u> It was also observed only (0.9%) of them were dissatisfied.

Table 2.4: To what extent have you learnt in the course (Foreign Component) about international policing and management?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	2	.9	.9	.9
Dissatisfied	2	.9	.9	1.8
Neither satisfied nor Dissatisfied	9	4.0	4.0	5.8
Satisfied	71	31.6	31.6	37.3
Highly satisfied	141	62.7	62.7	100.0
Total	225	100.0	100.0	

Figure 2.4 To what extent have you learnt in the course (Foreign Component) about international policing and management?
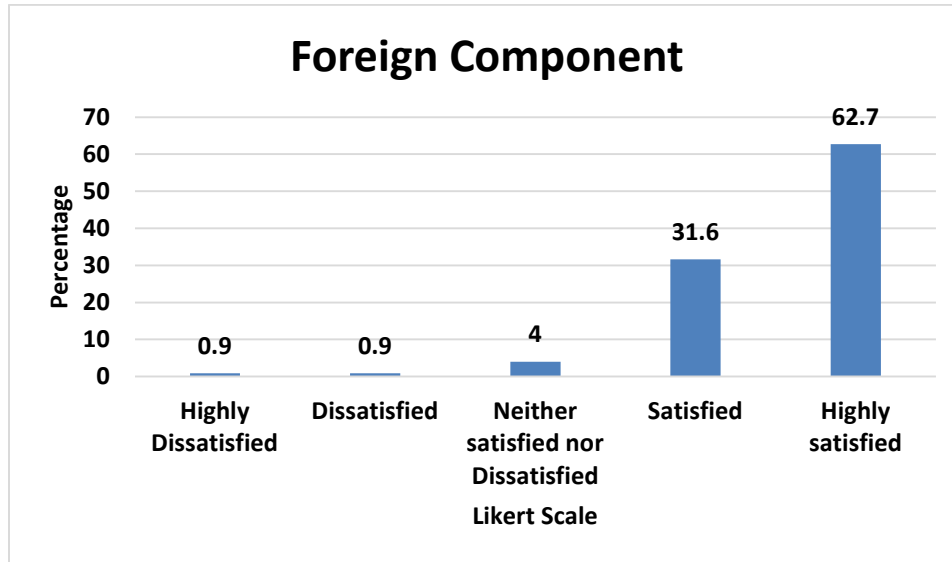
Finding #14

❖ Out of a total 225 respondent trainees, <u>majority felt high satisfaction (62. 7%) with foreign components under MCTP</u>. It was also observed only (0.9%) of them were dissatisfied.

Table 2.6: You feel more confident in performing the assigned task since your learning in MCTP is effective.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	1	.4	.4	.4
Neither satisfied nor Dissatisfied	9	4.0	4.0	4.4
Satisfied	71	31.6	31.6	36.0
Highly satisfied	144	64.0	64.0	100.0
Total	225	100.0	100.0	

Figure: 2.6 You feel more confident in performing the assigned task since your learning in MCTP is effective.

Performing the assigned task Through MCTP

A bar chart showing Percentage on the y-axis (0 to 80) versus Likert Scale on the x-axis:
- Dissatisfied: 0.4
- Neither satisfied nor Dissatisfied: 4
- Satisfied: 31.6
- Highly satisfied: 64
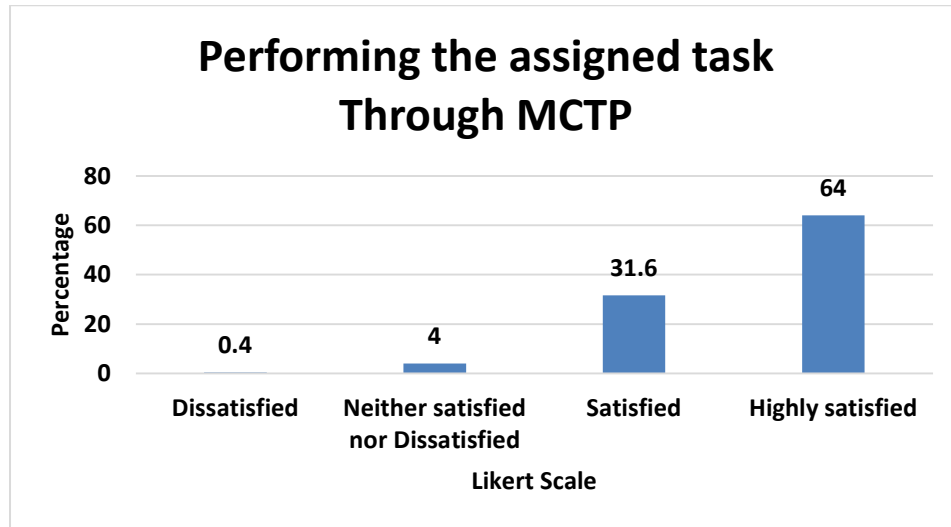
Finding #15

❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (61.3%) with experiencing the real challenges after MCTP</u>. It was also observed only (0.9%) of them were dissatisfied.**

Table 2.7: To what extent that you experience the real challenges were covered/ dealt with in demonstrations, field visits and actual briefing session (like MCR, Modern innovation in police training, community policing etc) during training.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	2	.9	.9	.9
Dissatisfied	4	1.8	1.8	2.7
Neither satisfied nor Dissatisfied	10	4.4	4.4	7.1
Satisfied	71	31.6	31.6	38.7
Highly satisfied	138	61.3	61.3	100.0
Total	225	100.0	100.0	

Figure: 2.7 To what extent that you experience the real challenges were covered/ dealt with in demonstrations, field visits and actual briefing session (like MCR, Modern innovation in police training, community policing etc) during training.
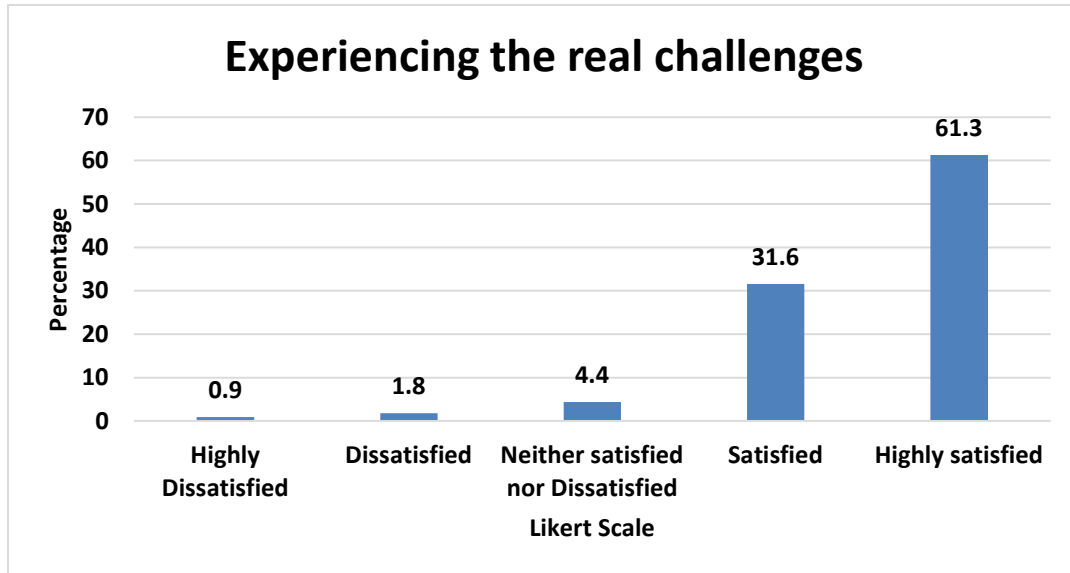
5.7. Behavioral Assessment (Post training change expected)

In this Level-III of the Kirkpatrick Model, captures the behavioural aspect of training. This means, the learning taken place in Level-II is actually translated into the intended behavioural change on each participant which further should cause the desired outcomes. Therefore, this level of training evaluation assumes paramount significance, as the learning that has not translated and put to use in the work environment is considered as irrelevant because with such learning the participant as an individual and the parent organisation as a beneficiary are not getting the intended return on their investment.

The third part of the structured questionnaire (Annexure-A), is therefore, carefully designed to elicit responses which directly or indirectly reflect their assessment and felt satisfaction with respect to their perception of their beliefs, values such as ability to adapt, change, learn, empathize, etc. which are partially or fully attributed to the training undergone (Phase-III MCTP).

Finding No.16 to 27 are enlisted below to find empirically the change in behavioural pattern in terms of the self-assessment of 225 respondents who have undergone the Phase-III MCTP training.

❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (64.9%) with personal learning objective is achieved through MCTP</u>. It was also observed only (0.4%) of them were dissatisfied.**

Table 2.8: To what extent you feel that your personal learning objectives have been achieved, after MCTP

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly	1	.4	.4	.4
Dissatisfied	3	1.3	1.3	1.8
Neither satisfied nor Dissatisfied	8	3.6	3.6	5.3
Satisfied	67	29.8	29.8	35.1
Highly satisfied	146	64.9	64.9	100.0
Total	225	100.0	100.0	

Figure 2.8: To what extent you feel that your personal learning objectives have been achieved, after MCTP

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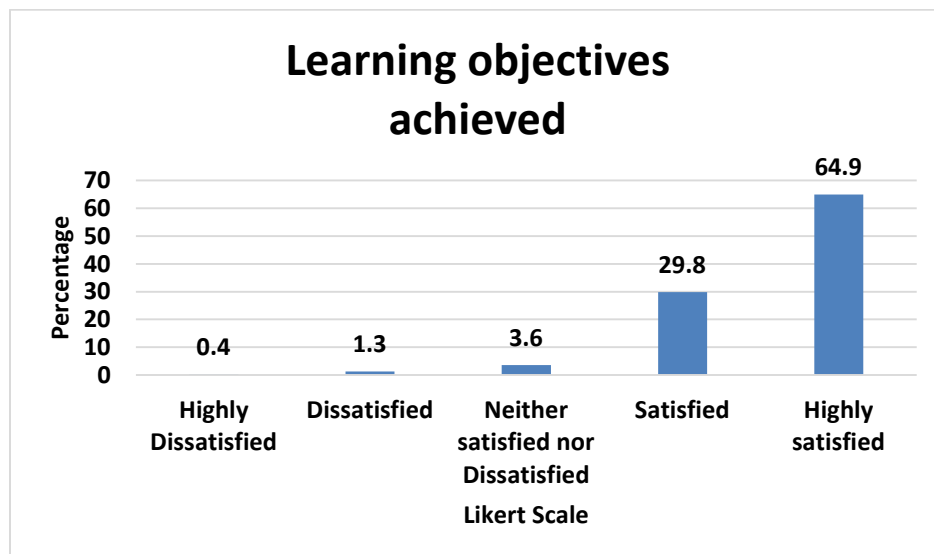
❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (42.7%) with motivational level is increase after MCTP</u>. It was also observed only (0.4%) of them were dissatisfied.**

Table 2.9: How will you rank the change, in your motivation level after undergoing MCTP?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	1	.4	.4	.4
Neither satisfied nor Dissatisfied	25	11.1	11.1	11.6
Satisfied	103	45.8	45.8	57.3
Highly satisfied	96	42.7	42.7	100.0
Total	225	100.0	100.0	

Figure 2.9: How will you rank the change, in your motivation level after undergoing MCTP?
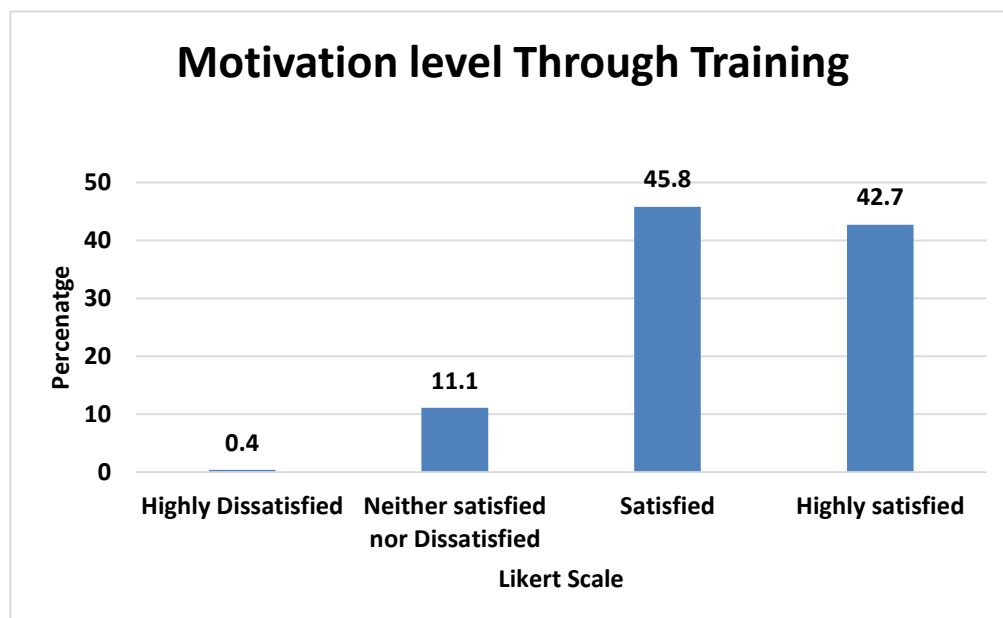
Summation: The 11.01 % participants have not commented or found to be neither satisfied nor dissatisfied is a significant number. May be the comprehension of the question, or participant is reluctant to react or not able to quantify how extent he or she could see more levels of motivation to the self and ability to motivate the force he/she commands. This also reflected in Finding No.26 for the question of "How you exhibit leadership skills by motivating subordinating staff?" is also relatively less understood.

Finding #18

❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (48.4%) with lecture and demonstration given on traffic management in MCTP. It was also observed only (1.3%) of them were dissatisfied.**

Table 2.10: To what extent you are satisfied with the lecture and demonstrations given on 'traffic management' in the training Programme.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	3	1.3	1.3	1.3
Dissatisfied	14	6.2	6.2	7.6
Neither satisfied nor Dissatisfied	16	7.1	7.1	14.7
Satisfied	83	36.9	36.9	51.6
Highly satisfied	109	48.4	48.4	100.0
Total	225	100.0	100.0	

Figure 2.10: To what extent you are satisfied with the lecture and demonstrations given on 'traffic management' in the training Programme.
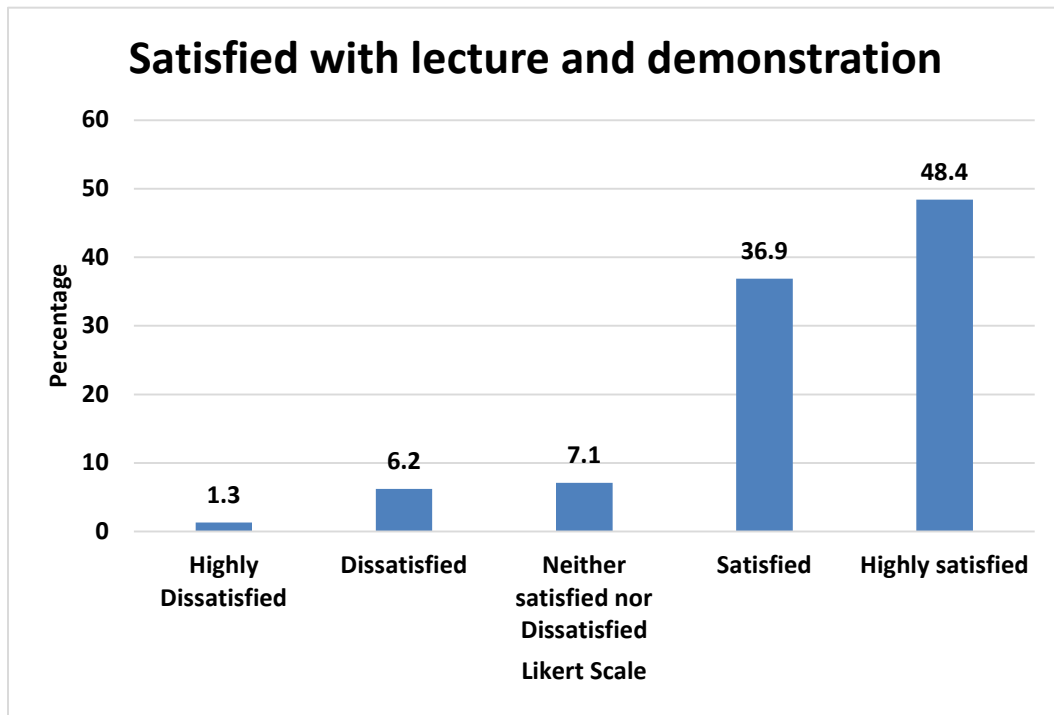
Summation: 6.2% are dissatisfied and 7.1% preferred not to comment together amounts to 13.3 % which is statistically significant. This means that either this module is below the level of expectation or more interestingly these participants thought "Traffic Management" is not a priority area for most of them. An inference can be drawn as Traffic Management not as a content Module but their attitude towards the nuances of the integrated policing and larger citizen satisfaction not yet incorporated into their thought process during the MCTP training.

❖ Out of a total 225 respondent trainees, majority felt high satisfaction (46.2 %) with the enhanced ability of accountability and answerability is changed after having the training Programme. It was also observed only (10.7%) of them were dissatisfied.

Table 3.1: To what extent you feel that your ability of accountability and answerability is changed after undergoing the training Programme.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	24	10.7	10.7	10.7
Neither satisfied nor Dissatisfied	21	9.3	9.3	20.0
Satisfied	76	33.8	33.8	53.8
Highly satisfied	104	46.2	46.2	100.0
Total	225	100.0	100.0	

Figure 3.1: To what extent you feel that your ability of accountability and answerability is changed after undergoing the training Programme.

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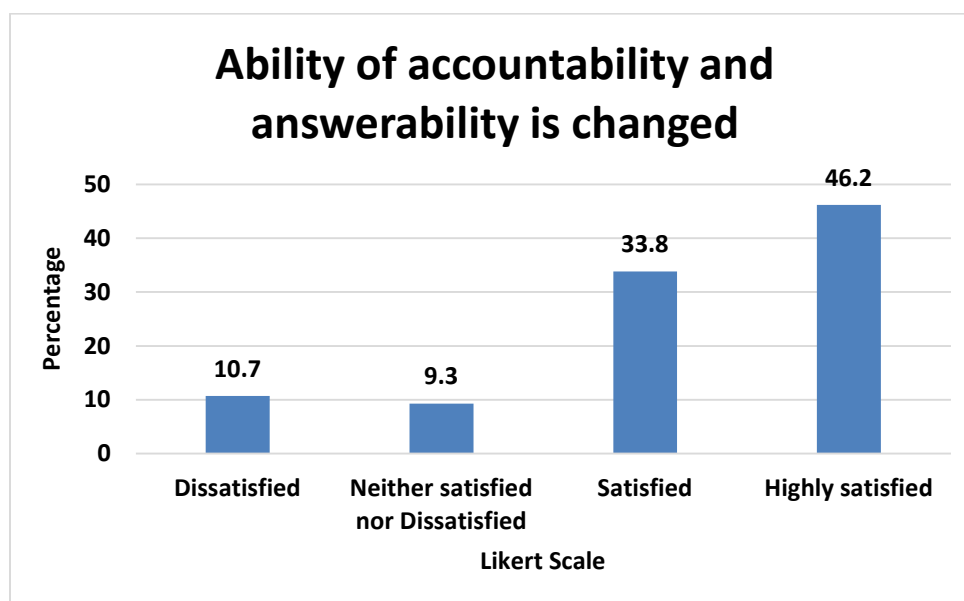
Summation: 10.7% dissatisfied and 9.3.% preferred not to comment together amounts to 20% which is a highly significant percentage. Inference can be drawn that the inputs given on just and ethical policing may not be adequate or not capable enough to influence the participants. The training resources deployed to address this area needs to be changed and the focus on the subject should be increased.

Finding #20

❖ **Out of a total 225 respondent trainees, majority felt high satisfaction (62.2 %) with the ability of Responsive Policing increased after undergoing the training. It was also observed only (0.9%) of them were dissatisfied.**

Table 3.2: Your Ability of Responsive Policing increased after undergoing the training Computation of Frequencies

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	2	.9	.9	.9
Dissatisfied	3	1.3	1.3	2.2
Neither satisfied nor Dissatisfied	4	1.8	1.8	4.0
Satisfied	76	33.8	33.8	37.8
Highly satisfied	140	62.2	62.2	100.0
Total	225	100.0	100.0	

Figure 3.2: Your Ability of Responsive Policing increased after undergoing the training

Ability of Responsive Policing

A bar chart showing Percentage (y-axis, 0–70) against Likert Scale (x-axis):
- Highly Dissatisfied: 0.9
- Dissatisfied: 1.3
- Neither satisfied nor Dissatisfied: 1.8
- Satisfied: 33.8
- Highly satisfied: 62.2
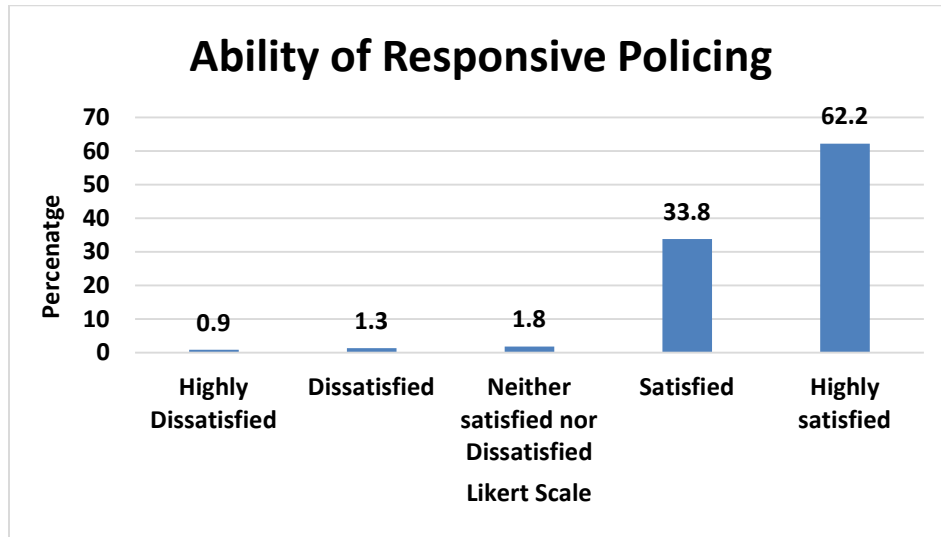
Finding #21

❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (63.6 %) with the Updating professional/ Management skills and knowledge after undergoing the training.</u> It was also observed only (0.9%) of them were dissatisfied.**

Table 3.3: MCTP III helped in Updating professional/ Management skills and knowledge.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	2	.9	.9	.9
Dissatisfied	1	.4	.4	1.3
Neither satisfied nor Dissatisfied	14	6.2	6.2	7.6
Satisfied	65	28.9	28.9	36.4
Highly satisfied	143	63.6	63.6	100.0
Total	225	100.0	100.0	

Figure 3.3: MCTP III helped in Updating professional/ Management skills and knowledge.

Updating professional/ Management skills and knowledge

(Bar chart — Percentage on Y-axis (0 to 70), Likert Scale on X-axis)

- Highly Dissatisfied: 0.9
- Dissatisfied: 0.4
- Neither satisfied nor Dissatisfied: 6.2
- Satisfied: 28.9
- Highly satisfied: 63.6
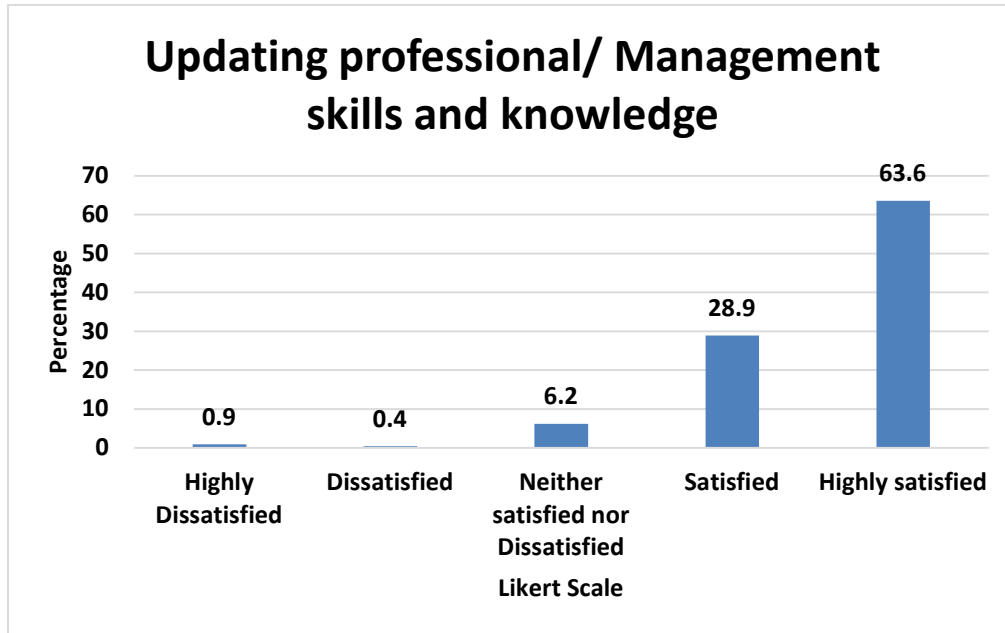
Summation: 63.6% of respondents rated self-improvement on Management Module proved that it was focussed and the resources deployed were of highly quality and the contextualisation and relevance were in alignment with the expectations of the participants made them to visualise themselves as Leaders with self-awareness and Managerial Skills. It can be inferred that the role identification with this Module is more so that even more focus can be contemplated with LPO (Leadership in Police Organisation).

Finding #22

Out of a total 225 respondent trainees, **majority felt high satisfaction (45.3%) with the validity of academic learning with respect to job after MCTP .It was also observed only (8.9%) of them were dissatisfied.**

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Table 3.4: How satisfied are you with the validity of academic learning in your job, after MCTP.

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Neither satisfied nor Dissatisfied	20	8.9	8.9	8.9
Satisfied	103	45.8	45.8	54.7
Highly satisfied	102	45.3	45.3	100.0
Total	225	100.0	100.0	

Table 3.4: How satisfied are you with the validity of academic learning in your job, after MCTP.
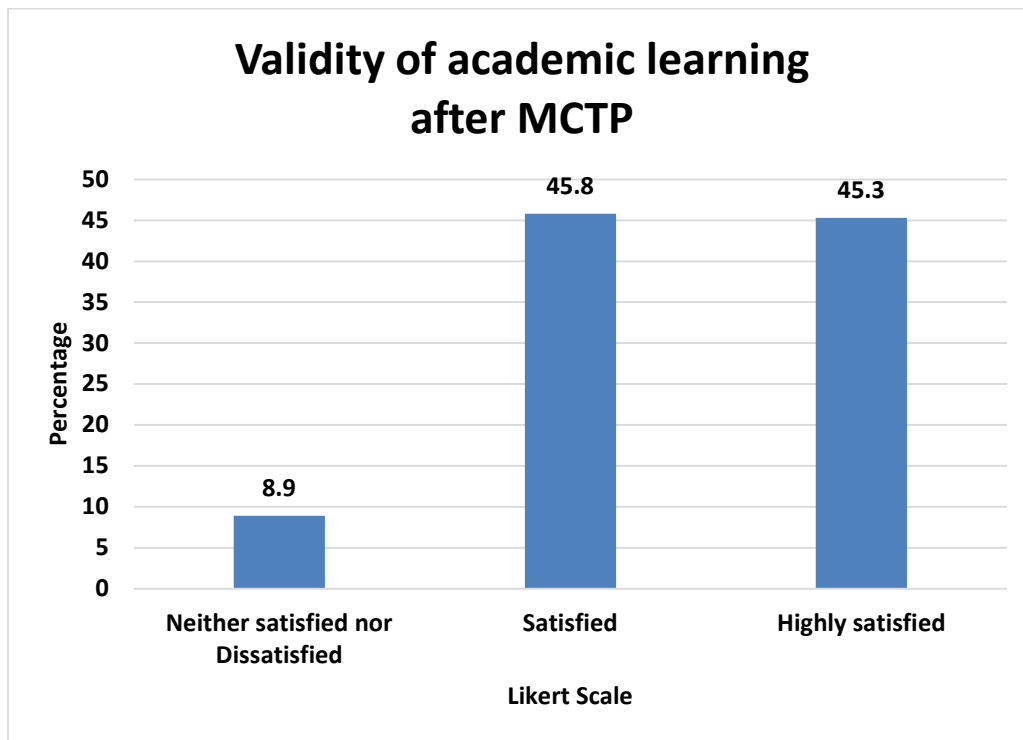
Summation: 8.9% preferred neither satisfied nor dissatisfied and 46% have given the grading of satisfied. The academic learning is construed by the respondents as general academic learning and not police related or law enforcement related, per se. Inference can be drawn that significant number of police officers see the academic learning as a police related learning.

❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (64.4 %) with the ability to handle the emerging challenges, after undergoing the training.</u> It was also observed only (0.4%) of them were dissatisfied.**

Table 3.5: How will you rank your ability to handle the emerging challenges like naxalism, low intensity conflicts, and cyber threats in urban areas?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	1	.4	.4	.4
Dissatisfied	3	1.3	1.3	1.8
Neither satisfied nor Dissatisfied	7	3.1	3.1	4.9
Satisfied	69	30.7	30.7	35.6
Highly satisfied	145	64.4	64.4	100.0
Total	225	100.0	100.0	

Table 3.5: How will you rank your ability to handle the emerging challenges like naxalism, low intensity conflicts, and cyber threats in urban areas?

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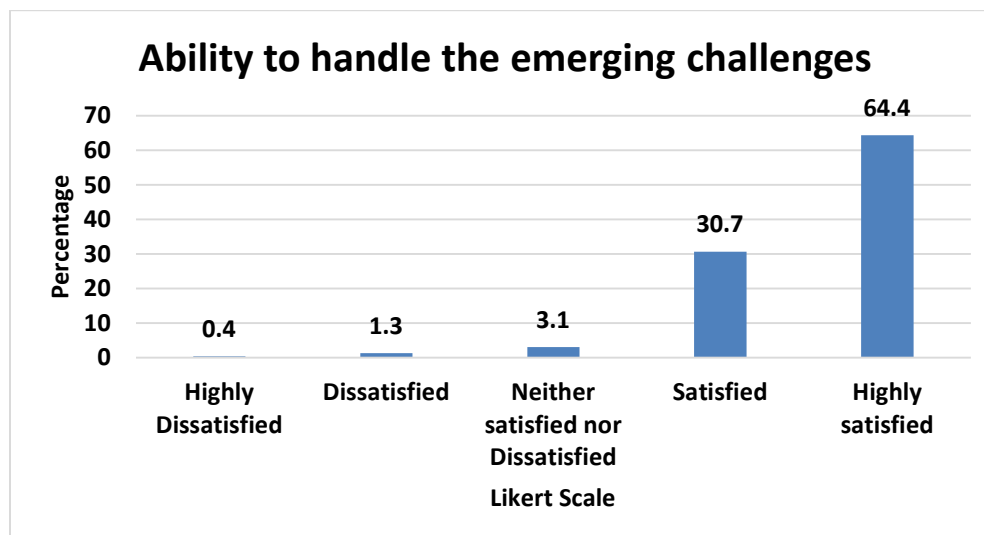
❖ Out of a total **225 respondent trainees, <u>majority felt high satisfaction (61.3 %) with self-improvement and innovation capabilities after undergoing training</u>. It was also observed only (0.4%) of them were dissatisfied**.

Table 3.6: How satisfied you are with yourself, self-improvement and innovation capabilities after undergoing training?

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	1	.4	.4	.4
Dissatisfied	3	1.3	1.3	1.8
Neither satisfied nor Dissatisfied	12	5.3	5.3	7.1
Satisfied	71	31.6	31.6	38.7
Highly satisfied	138	61.3	61.3	100.0
Total	225	100.0	100.0	

Table 3.6: How satisfied you are with yourself, self-improvement and innovation capabilities after undergoing training?

123
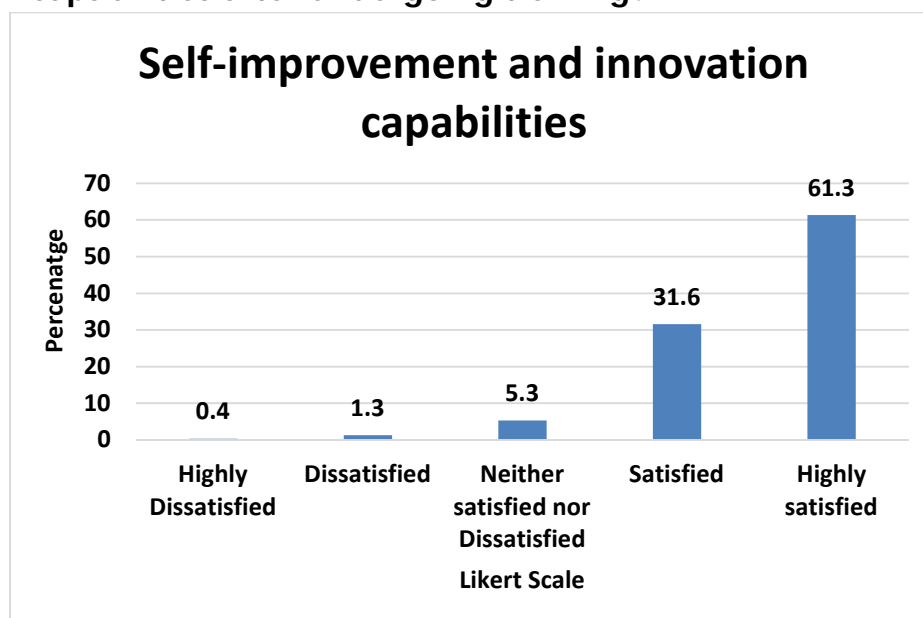
❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (56.4 %) with Managing Public Relation and management Perceptions, after undergoing the training</u>. It was also observed only (1.3%) of them were dissatisfied.**

Table 3.7: How you will rank your personal capabilities of Managing Public Relation and management Perceptions, post MCTP

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	3	1.3	1.3	1.3
Dissatisfied	13	5.8	5.8	7.1
Neither satisfied nor Dissatisfied	13	5.8	5.8	12.9
Satisfied	69	30.7	30.7	43.6
Highly satisfied	127	56.4	56.4	100.0
Total	225	100.0	100.0	

Table 3.7: How you will rank your personal capabilities of Managing Public Relation and management Perceptions, post MCTP

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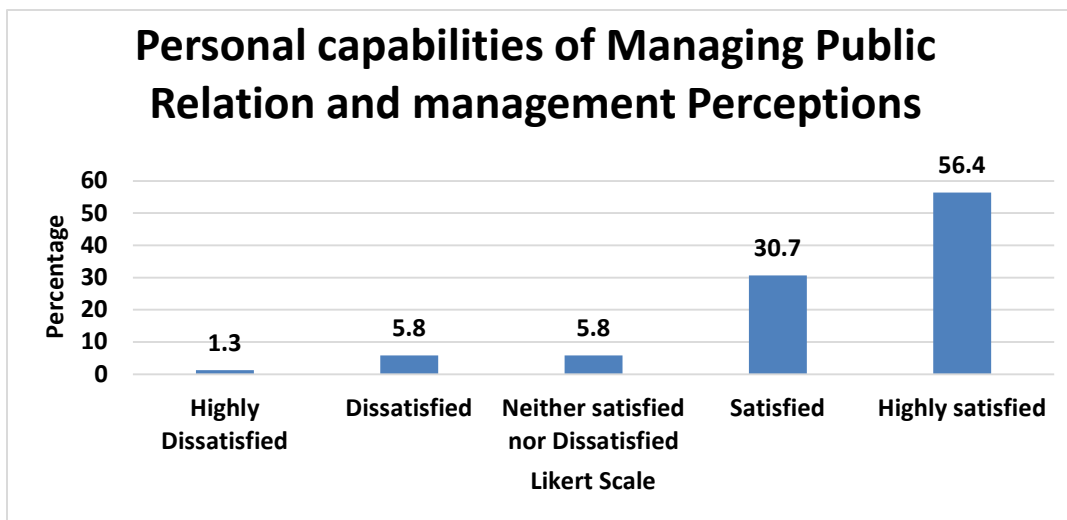
❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (44.0 %) with improvement of leadership qualities after undergoing the MCTP.</u> It was also observed only (0.4%) of them were dissatisfied.**

Table 3.8: How you will rank yourself as a good leader, when the circumstances change, and you struggle to know what to do, by involving other fellow members working with you as team, wrt the inputs you received during MCTP

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Dissatisfied	1	.4	.4	.4
Neither satisfied nor Dissatisfied	21	9.3	9.3	9.8
Satisfied	104	46.2	46.2	56.0
Highly satisfied	99	44.0	44.0	100.0
Total	225	100.0	100.0	

Table 3.8: How you will rank yourself as a good leader, when the circumstances change, and you struggle to know what to do, by involving other fellow members working with you as team, w.r.t the inputs you received during MCTP

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❖ **Out of a total 225 respondent trainees, <u>majority felt high satisfaction (60.0 %) with improved ability of handling tough situation smoothly, after undergoing the training.</u> It was also observed only (0.4%) of them were dissatisfied.**

Table 3.9: To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal, wrt the inputs you gathered during MCTP

Computation of Frequencies

	Frequency	Percent	Valid Percent	Cumulative Percent
Highly Dissatisfied	1	.4	.4	.4
Dissatisfied	1	.4	.4	.9
Neither satisfied nor Dissatisfied	6	2.7	2.7	3.6
Satisfied	82	36.4	36.4	40.0
Highly satisfied	135	60.0	60.0	100.0
Total	225	100.0	100.0	

Table 3.9: To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal, wrt the inputs you gathered during MCTP
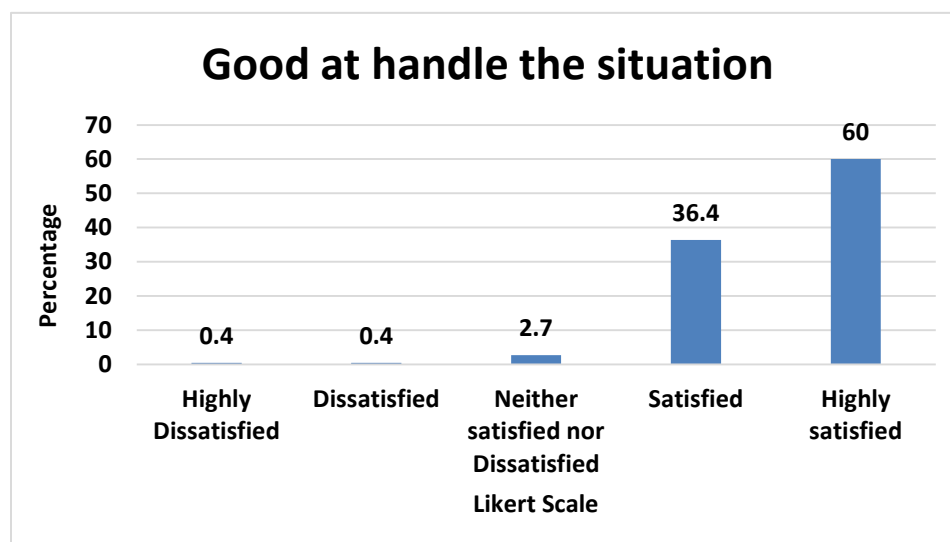
Overall Summation (Behavioural): With the findings and the drawn inferences, it can be said that the training imparted has brought in significant levels of positive change in behavioural indicators of the respondents, how they perceive themselves, assess themselves in terms of ability to change, adapt, focus, learn, organize and lead in structured or unstructured working environment. They feel empowered post-training in the domain of their working. This is fully or partially attributed to the training imparted during MCTP Phase-III.

5.8. Whether this learning is transformed into effective behaviour of police officers in workplace?

The final part of the quantitative analysis is to establish causal relation between learning and change in positive behaviour. To empirically test this, simple regression analysis (r) technique is used. 'r' is calculated simply to clarify the relationship between variables, say, reaction, learning and behavioural aspect which already derived from a model by Kirkpatrick.

Researchers maintains that while technically the Lickert scale is ordinal, using it in parametric tests is valid in some situations mentioned below. For eg., Lubke & Muethen (2004) found that it is possible to find true parameter values in factor analysis with Likert scale data, if assumptions about skewness, number of categories, etc., were met. Likewise, Glass et al. (1972) found that F tests in ANOVA (egression = r) could return accurate p-values on Likert items under certain conditions. (Exhibit No:2 "Can Likert Scale Data ever be Continuous" - *by Karen Grace-Martin*).

Once the causal relationship is established between the two variables (learning and behaviour) which is significant at 0.01 level (2-tailed). "R-square" is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable, variation that is showed in a linear model.

Part 1

Correlations of Behavioural Assessment w.r.t Learning Assessment (before and after training).

The Pearson Correlation technique is used to investigate the relationship between two quantitative, continuous variables, Learning Assessment and Behavioral Assessment.

Pearson's correlation coefficient (r) measures the strength of the association between the two variables contributing making MCTP more effective.

$$r = \frac{\sum_i (x_i - \overline{x})(y_i - \overline{y})}{\sqrt{\sum_i (x_i - \overline{x})^2}\sqrt{\sum_i (y_i - \overline{y})^2}}$$

X Values	Y Values
Σ = 1024	Σ = 102
Mean = 4.551	Mean = 4.538
$\Sigma(X - M_x)^2 = SS_x = 117.662$	$\Sigma(Y - M_y)^2 = SS_y = 113.929$

Where;

X = To what extent you feel the advancement (skills), in the area of your work after   undergoing the training?(Learning)
Y= Updating professional/ Management skills and knowledge.

X and Y Combined

N = 225
$\Sigma(X - M_x)(Y - M_y) = 99.316$

R Calculation
$r = \Sigma((X - M_y)(Y - M_x)) / \sqrt{((SS_x)(SS_y))}$

$r = 85.627 / \sqrt{((117.662)(113.929))} = 0.8578$

r = 0.8578

Correlations

		To what extent you feel the advancement (skills), in the area of your work after undergoing the training?	Updating professional/ Management skills and knowledge.
Learning	Pearson Correlation	1	.858**
	Sig. (2-tailed)		.000
	N	225	225
Behaviour	Pearson Correlation	.858**	1
	Sig. (2-tailed)	.000	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed).

The value of R is 0.858. This is a moderate positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closer with learning factor of MCTP. This also implies the fact that Professional/ Management skills and knowledge is updated after undergoing the MCTP where advancement (skills) are developed in the area of work.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.858[a]	.736	.735	.367

a. Predictors: (Constant), To what extent you feel the advancement (skills), in the area of your work after undergoing the training?

The value of R^2, the coefficient of determination, is 0.736 or 73.6%
R-square is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable variation that is showed in a linear model.

The response of Learning and change in Behavior has 73.6% of the variance. High variance that is accounted by the regression model and the closer data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes with an explanatory variable (Behavior) changes.

Statistics

		To what extent you feel the advancement (skills), in the area of your work after undergoing the training?	Updating professional/ Management skills and knowledge.
N	Valid	225	225
	Missing	0	0
Mean		4.54	4.55
Std. Deviation		.713	.725

Graphical Representation of R-squared through Linear Regression

Updation of professional/ Management skills and knowledge.

To what extent you feel the advancement (skills), in the area of your work after undergoing the training?

In the plot above how a straight line nearly fits through the data; hence there is a moderate linear relationship between updating the management skills and advancement

in the area of work after undergoing MCTP. **X axis (the horizontal axis), Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model shows the mean value for learning is 4.54 whereas the regression model for Behavior is 4.55. Mean of both variables in the regression model, where the data points are closer and it falls closer to the fitted regression line. Which indicates there is a close and positive relation between learning and behavior. There is significant growth on data points of Behavior which is the effect of Learning.

Hence, there is a definite updation in the management skills and advancement in the area of work after undergoing MCTP III.

Part 2
Correlations of Behavioral Assessment w.r.t Learning Assessment (before and after training).

X Values	Y Values
$\Sigma = 966$	$\Sigma = 982$
Mean = 4.293	Mean = 4.364
$\Sigma(X - M_x)^2 = SS_x = 102.64$	$\Sigma(Y - M_y)^2 = SS_y = 92.116$

Where;

X = To what extent do you feel that, you have learnt from the training what was intended?

Y= How satisfied are you with the validity of academic learning with your job after MCTP.

X and Y Combined
N = 225
$\Sigma(X - M_x)(Y - M_y) = 68.947$

R Calculation
$r = \Sigma((X - M_y)(Y - M_x)) / \sqrt{((SS_x)(SS_y))}$

$$r = \Sigma((X - M_y)(Y - M_x)) / \sqrt{((SS_x)(SS_y))}$$
$$r = 68.947 / \sqrt{((102.64)(92.116))} = 0.7091$$
$$r = 0.709$$

Correlations

		To what extent do you feel, you have learnt from the training what was intended?	How satisfied are you with the validity of academic learning with your job after MCTP.
Learning	Pearson Correlation	1	.709[**]
	Sig. (2-tailed)		.000
	N	225	225
Behaviour	Pearson Correlation	.709[**]	1
	Sig. (2-tailed)	.000	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed).

The value of R is 0.709, significant at 0.01 level $p < 0.05$. This is positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closed with learning factor of MCTP. This also implies that the Professional/ Management skills and knowledge is updated after undergoing the MCTP where advancement (skills) are developed in the area of work.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.709[a]	.503	.501	.453

a. Predictors: (Constant), To what extent do you feel, you have learnt from the training what was intended?

The value of R^2, the coefficient of determination, is 0.503 or 50.3%.

R-squared is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable variation that is showed in a linear model. **The response of Learning and change in Behavior has 50.03% of the variance**. This moderate variance that is accounted by the regression model and the closer data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes as an explanatory variable (Behavior) changes.

Statistics

		To what extent do you feel, you have learnt from the training what was intended?	How satisfied are you with the validity of academic learning with your job after MCTP.
N	Valid	225	225
	Missing	0	0
Mean		4.29	4.36
Std. Deviation		.677	.641

Graphical Representation of R-squared through Linear Regression
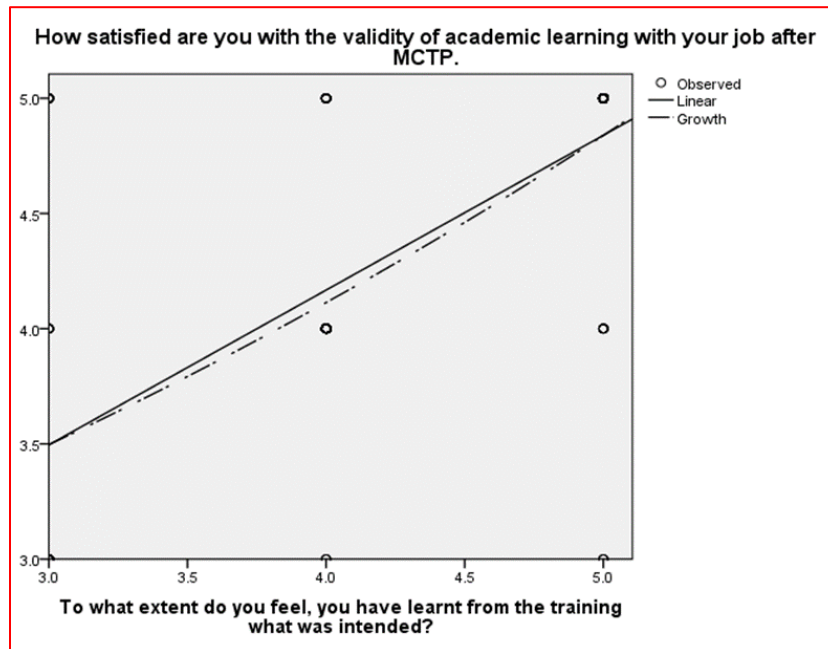
In the plot above how a straight line nearly fits through the data; hence there is satisfaction with the validity of academic learning with job after MCTP**X axis (the**

horizontal axis), **Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model shows the mean value for learning is 4.29 whereas the regression model for Behavior is 4.36. Mean of both variables in the regression model, where the data points are closer and it falls closer to the fitted regression line. Which indicates there is a close and positive relation between learning and behavioral aspect. There is significant growth on data points of Behavior which is the effect of Learning.

Hence, there is satisfaction with the validity of academic learning with job after MCTP, because the participants learnt from the training what was intended.

Part 3

Correlations of Behavioral Assessment w.r.t Learning Assessment (before and after training).

X Values   Y Values
Σ = 1033 Σ = 1043
Mean = 4.591   Mean = 4.636
$\Sigma(X - Mx)^2 = SSx = 78.382$ $\Sigma(Y - My)^2 = SSy = 64.116$

Where;

X = You feel more confident in performing the assigned task since you learning in MCTP is effective.

Y=To what extent you feel your ability of accountability and answerability after attending the training Program.

X and Y Combined
N = 225
$\Sigma(X - Mx) (Y - My) = 60.471$

R Calculation

$$r = \sum ((X - My) (Y - Mx)) / \sqrt{((SSx) (SSy))}$$

$$r = 60.471 / \sqrt{((78.382) (64.116))} = 0.853$$

$$r = 0.853$$

Correlations

		You feel more confident in perform the assigned task since you learning in MCTP is effective.	To what extent you feel your ability of accountability and answerability after having the training Programme.
Learning	Pearson Correlation	1	.853[**]
	Sig. (2-tailed)		.001
	N	225	225
Behaviour	Pearson Correlation	.853[**]	1
	Sig. (2-tailed)	.001	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed).

The value of R is 0.853, significant at 0.01 level $p < 0.05$. This is positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closed with learning factor of MCTP. Which implies respondents feel more confident in perform the assigned task since, learning in MCTP is effective and there ability of accountability and answerability is increased after having the training Programme.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.853[a]	.728	.726	.280

a. Predictors: (Constant), You feel more confident in perform the assigned task since you learning in MCTP is effective.

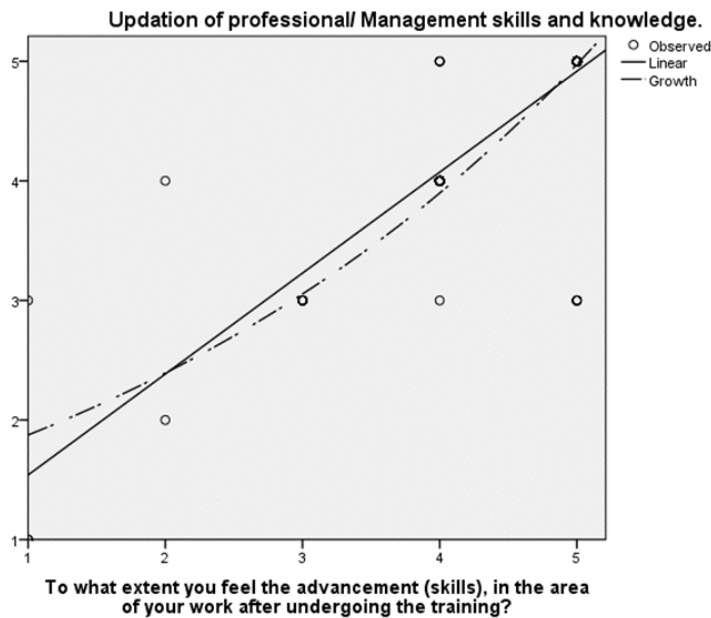The value of R^2, the coefficient of determination, is 0.728 or 72.8%.

R-squared is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable variation that is showed in a linear model. The response of Learning and change in Behavior has 72.8% of the variance. This variance that is accounted by the regression model and the closer data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes as an explanatory variable (Behavior) changes.

Statistics

		You feel more confident in perform the assigned task since you learning in MCTP is effective.	To what extent you feel your ability of accountability and answerability after having the training programme.
N	Valid	225	225
	Missing	0	0
Mean		4.59	4.64
Std. Deviation		.592	.535

Graphical Representation of R-squared through Linear Regression

To what extent you feel your ability of accountability and answerability after having the training progarmme.

Legend: ○ Observed — Linear — Growth

X axis: You feel more confident in perform the assigned task since you learning in MCTP is effective.
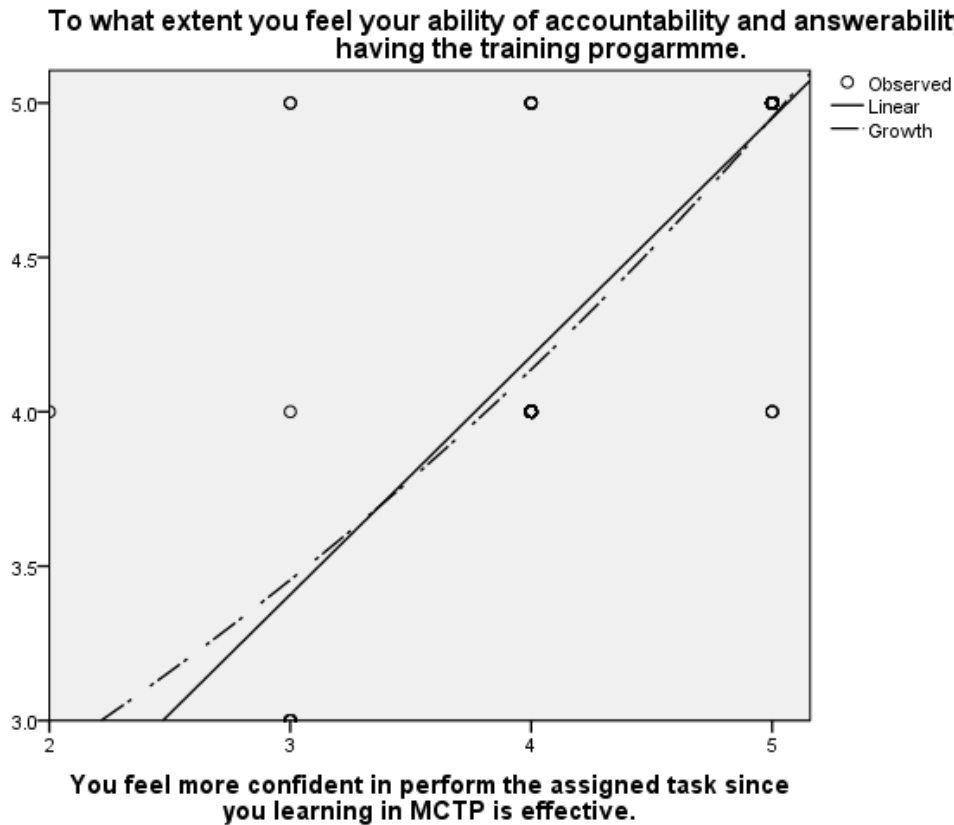
In the plot above how a straight line nearly fits through the data; hence feeling more confident in performing assigned task, since learning in MCTP is effective. **X axis (the horizontal axis), Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model shows the mean value for learning is 4.59 whereas the regression model for Behavior is 4.64. Mean of both variables in the regression model, where the data points are closer and it falls closer to the fitted regression line. Which indicates there is a close and positive relation between learning and behavioral aspect. There is significant growth on data points of Behavior which is the effect of Learning.

Hence, respondents feel more confident in performing the assigned task since, learning in MCTP is effective as a result their ability of accountability and answerability is increased after undergoing the training programme.

Part 4

Correlations of Behavioral Assessment w.r.t Learning Assessment (before and after training).

X Values   Y Values
Σ = 1024 Σ = 1029
Mean = 4.551   Mean = 4.573
$\Sigma(X - Mx)^2 = SSx = 117.662$ $\Sigma(Y - My)^2 = SSy = 99.04$

Where:

X = To what extent you feel the advancement (skills), in the area of your work after undergoing the training?

Y = How will you rank your ability to handle the emerging challenges, like naxalism, low intensity conflicts, and cyber threats in urban areas.

X and Y Combined
N = 225
$\Sigma(X - Mx)(Y - My)$ = 82.907
R Calculation:
$r = \Sigma((X - My)(Y - Mx)) / \sqrt{((SSx)(SSy))}$

$r = 82.907 / \sqrt{((117.662)(99.04))} = 0.768$
$r = 0.768$

Correlation

		To what extent you feel the advancement (skills), in the area of your work after undergoing the training?	How will you rank your ability to handle the emerging challenges, like naxalism, low intensity conflicts, and cyber threats in urban areas?
Learning	Pearson Correlation	1	.768[**]
	Sig. (2-tailed)		.000
	N	225	225
Behaviour	Pearson Correlation	.768[**]	1
	Sig. (2-tailed)	.000	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed), $p < 0.05$

The value of R is 0.768, significant at 0.01 level $p < 0.05$. This is positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closed with learning factor of MCTP. Which implies respondents feel their ability to handle the emerging challenges, like naxalism, low intensity conflicts, and cyber threats in urban areas is enhanced due to advancement (skills), in the area of work after undergoing the training (MCTP).

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.768[a]	.590	.588	.427

a. Predictors: (Constant), To what extent you feel the advancement (skills), in the area of your work after undergoing the training?

The value of R^2, the coefficient of determination, is 0.768 or 59%.

R-squared is measured to identify how close the data are to the fitted regression line. It

is the percentage of the response variable variation that is showed in a linear model. The response of Learning and change in Behavior has 59% of the variance. This variance that is accounted by the regression model and the closer data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes as an explanatory variable (Behavior) changes.

Graphical Representation of R-squared through Linear Regression

How will you rank your ability to handle the emerging challenges, like naxalism, low intensity conflicts, and cyber threats in urban areas.

To what extent you feel the advancement (skills), in the area of your work after undergoing the training?

Statistics

		To what extent you feel the advancement (skills), in the area of your work after undergoing the training?	How will you rank your ability to handle the emerging challenges, like naxalism, low intensity conflicts, and cyber threats in urban areas?
N	Valid	225	225
	Missing	0	0
	Mean	4.55	4.57
	Std. Deviation	.725	.665

In the plot above how a straight line nearly fits through the data which shows after

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undergoing training there is a feeling of getting more advanced skills which has developed confidence to handle the emerging challenges like naxalism, low intensity conflicts, and cyber threats urban areas. **X axis (the horizontal axis), Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model statistics shows the mean value for learning is 4.55 whereas the regression model for Behavior is 4.57. Mean of both variables in the regression model, where the data points are closer and it falls closer to the fitted regression line. Which indicates there is a close and positive relation between learning and behavioral aspect. There is significant growth on data points of Behavior which is the effect of Learning.

Hence, respondents feels after undergoing training they have developed more advanced skills which has increased the confidence level to handle the emerging challenges like naxalism, low intensity conflicts, and cyber threats in urban areas.

Part 5

Correlations of Behavioral Assessment w.r.t Learning Assessment (before and after training).

X Values	Y Values
$\Sigma = 968$	$\Sigma = 1024$
Mean = 4.302	Mean = 4.551
$\Sigma(X - Mx)^2 = SSx = 109.449$	$\Sigma(Y - My)^2 = SSy$
= 85.662	

Where:

X = How will you rank the change, in your motivation level after undergoing Training?

Y = To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal.

X and Y Combined

$N = 225$

$\Sigma(X - Mx)(Y - My) = 41.524$

R Calculation

$r = \Sigma((X - My)(Y - Mx)) / \sqrt{((SSx)(SSy))}$

$r = 41.524 / \sqrt{((109.449)(85.662))} = 0.4288$

$r = 0.4288$ or 0.429

Correlations

		How will you rank the change, in your motivation level after undergoing Training	To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal.
Learning	Pearson Correlation	1	.429[**]
	Sig. (2-tailed)		.000
	N	225	225
Behaviour	Pearson Correlation	.429[**]	1
	Sig. (2-tailed)	.000	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed) $p < 0.05$

The value of R is 0.429, significant at 0.01 level $p < 0.05$. This is positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closed with learning factor of MCTP. Which implies respondents

Motivation level is increased after MCTP, which makes them to handle the situation, if they have been appointed to head up a task force that is far overdue in making requested recommendation for change, and their group is not clear about the goal

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.429ᵃ	.184	.180	.560

a. Predictors: (Constant), How will you rank the change, in your motivation level after undergoing Training

The value of R^2, the coefficient of determination, is 0.429 or 18.4%.

R-squared is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable variation that is showed in a linear model. The response of Learning and change in Behavior has 18.4% of the variance. This low variance that is accounted by the regression model and the data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes as an explanatory variable (Behavior) changes. The overall change is very less.

Graphical Representation of R-squared through Linear Regression

To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal.

How will you rank the change, in your motivation level after undergoing Training

Statistics

		How will you rank the change, in your motivation level after undergoing Training	To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal.
N	Valid	225	225
	Missing	0	0
Mean		4.30	4.55
Std. Deviation		.699	.618

In the plot above how a straight line nearly fits through the data which shows after undergoing training the motivation level is increased and there is a feeling among the respondents that they are capable to handle the situation if they have been appointed to head up a task force that is far overdue in making requested recommendation for change, and their group is not clear about the goal. **X axis (the horizontal axis), Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model statistics shows the mean value for learning is 4.30 whereas the regression model for Behavior is 4.55. Mean of both variables in the regression model, where the data points are closer and it falls closer to the regression line. Which indicates there is a positive relation between learning and behavioral aspect. There is significant growth on data points of Behavior which is the effect of Learning.

Part 6

<u>Correlations of Behavioral Assessment w.r.t Learning Assessment (before and after training).</u>

X Values   Y Values

Σ = 968 Σ = 950

Mean = 4.302   Mean = 4.222

$\Sigma(X - Mx)^2$ = SSx = 109.449 $\Sigma(Y - My)^2$ = SSy = 126.889

Where:

X = How will you rank the change, in your motivation level after undergoing Training?

Y = How you will rank yourself as a good leader, when the circumstances changes, and you struggle to know what to do, by involving other fellow members working with you as team ?

X and Y Combined
N = 225
$\Sigma(X - Mx) (Y - My)$ = 74.889

R Calculation:

r = Σ ((X - My) (Y - Mx)) / $\sqrt{}$ ((SSx) (SSy))

r = 74.889 / $\sqrt{}$ ((109.449) (126.889)) = 0.50235

r = 0.50235.

Correlations

		How will you rank the change, in your motivation level after undergoing Training	How you will rank yourself as a good leader, when the circumstances changes, and you struggle to know what to do, by involving other fellow members working with you as team.
Learning	Pearson Correlation	1	.502**
	Sig. (2-tailed)		.000
	N	225	225
Behaviour	Pearson Correlation	.502**	1
	Sig. (2-tailed)	.000	
	N	225	225

**. Correlation is significant at the 0.01 level (2-tailed) $p < 0.05$

The value of R is 0.502, significant at 0.01 level $p < 0.05$. This is positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closed with learning factor of MCTP. Which implies respondents feel their ability to handle the emerging challenges, like naxalism, low intensity conflicts, and cyber threats in urban areas is enhanced due to advancement (skills), in the area of work after undergoing the training (MCTP).

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.502[a]	.252	.248	.574

a. Predictors: (Constant), How will you rank the change, in your motivation level after undergoing Training

The value of R^2, the coefficient of determination, is 0.252 or 25.02%.

R-squared is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable variation that is showed in a linear model. The response of Learning and change in Behavior has 25.2% of the variance. This moderate variance is accounted by the regression model and the data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes as an explanatory variable (Behavior) changes. The overall change is moderate.

Graphical Representation of R-squared through Linear Regression

How you will rank yourself as a good leader, when the circumstances changes, and you struggle to know what to do, by involving other fellow members working with you as team.

How will you rank the change, in your motivation level after undergoing Training
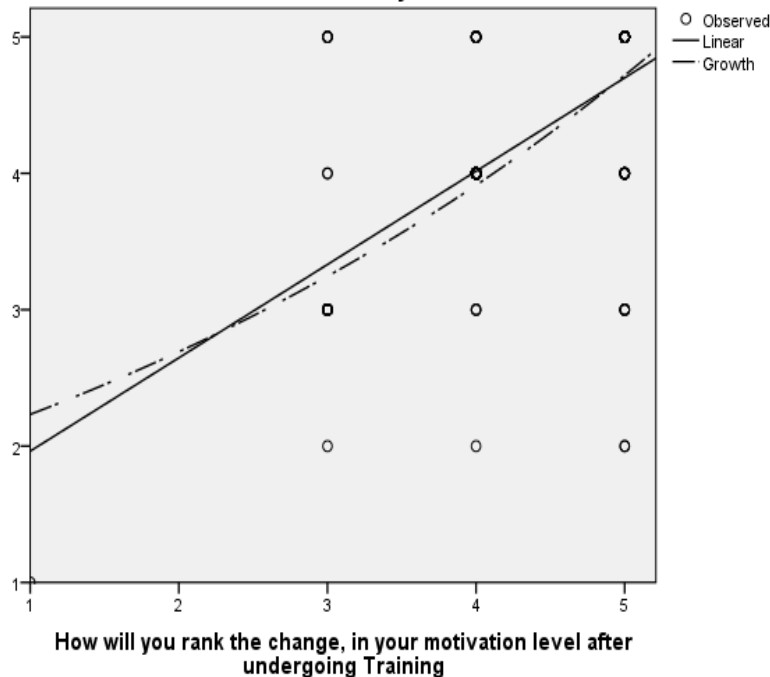
Statistics

	How will you rank the change, in your motivation level after undergoing Training?	How you will rank yourself as a good leader, when the circumstances changes, and you struggle to know what to do, by involving other fellow members working with you as team?
N Valid	225	225
Missing	0	0
Mean	4.30	4.34
Std. Deviation	.699	.663

In the plot above how a straight line nearly fits through the data which shows after undergoing training the motivation level is increased and there is a feeling among the respondents that they are capable to handle the changed circumstances and can struggle to know what to be done, by involving other fellow members working as a team. **X axis (the horizontal axis), Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model statistics shows the mean value for learning is 4.30 whereas the regression model for the particular Behavior is 4.34. Mean of both variables in the regression model, where the data points are closer and it falls closer to the regression line. Which indicates there is a positive relation between learning and behavioral aspect. There is significant growth on data points of Behavior which is the effect of Learning.

Part 7

Correlations of Behavioral Assessment w.r.t Learning Assessment (before and after training).

X Values	Y Values
$\Sigma = 1029$	$\Sigma = 1038$
Mean = 4.573	Mean = 4.613
$\Sigma(X - Mx)^2 = SSx = 101.04$	$\Sigma(Y - My)^2 = SSy = 89.36$

Where;

X = To what extent do you feel your personal learning objectives have been achieved?

Y = Ability of Responsive Policing after undergoing the training?

X and Y Combined

N = 225

$\Sigma(X - Mx)(Y - My) = 79.88$

R Calculation

$r = \Sigma((X - My)(Y - Mx)) / \sqrt{((SSx)(SSy))}$

$r = 79.88 / \sqrt{((101.04)(89.36))} = 0.8407$

$r = 0.8407$

Correlations

		To what extent do you feel your personal learning objectives have been achieved?	Ability of Responsive Policing after undergoing the training?
Learning	Pearson Correlation	1	.841[**]
	Sig. (2-tailed)		.000
	N	225	225
Behaviour	Pearson Correlation	.841[**]	1
	Sig. (2-tailed)	.000	
	N	225	225

[**]. Correlation is significant at the 0.01 level (2-tailed) $p < 0.05$

The value of R is 0.841, significant at 0.01 level p < 0.05. This is positive correlation, which means there is a tendency for high X (Learning) variable scores go with high Y (Behavior) variable scores (and vice versa).

Therefore Behavioral factor is much closed with learning factor of MCTP. Which implies Ability of Responsive Policing after undergoing the training is positively correlated with extent of feeling that the personal learning objectives have been achieved.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.841[a]	.707	.705	.343

a. Predictors: (Constant), To what extent do you feel your personal learning objectives have been achieved?

The value of R^2, the coefficient of determination, is 0.707 or 70.07%.

R-squared is measured to identify how close the data are to the fitted regression line. It is the percentage of the response variable variation that is showed in a linear model. The response of Learning and change in Behavior has 25.2% of the variance. This moderate variance is accounted by the regression model and the data points will fall in the fitted regression line. Regression line is a straight line that describes how a response variable (Learning) changes as an explanatory variable (Behavior) changes. The overall change is moderate.

Graphical Representation of R-squared through Linear Regression

Ability of Responsive Policing after undergoing the training?

Statistics

		To what extent do you feel your personal learning objectives have been achieved?	Ability of Responsive Policing after undergoing the training?
N	Valid	225	225
	Missing	0	0
Mean		4.57	4.61
Std. Deviation		.672	.632

In the plot above how a straight line nearly fits through the data which shows ability of responsive policing is increased after undergoing training, at the same time respondents feel that their personal learning objectives have been achieved. **X axis (the horizontal axis), Learning** and **Y axis (the vertical axis), Behavior** having series of dots which is showing a positive gradient. The scatter about the line is zero--there is perfect predictability between learning and behavior, so there is an exact linear relationship. The slope of the line is positive (values of X correspond to values of Y), so there is a positive co-relation between X (Learning) and Y (Behavior).

The regression model statistics shows the mean value for learning is 4.57 whereas the regression model for the particular Behavior is 4.61. Mean of both variables in the regression model, where the data points are closer and it falls closer to the regression line. Which indicates there is a positive relation between learning and behavioral aspect. There is significant growth on data points of Behavior which is the effect of Learning.

Figure-5.5.5

Different sets of variables put for correlation
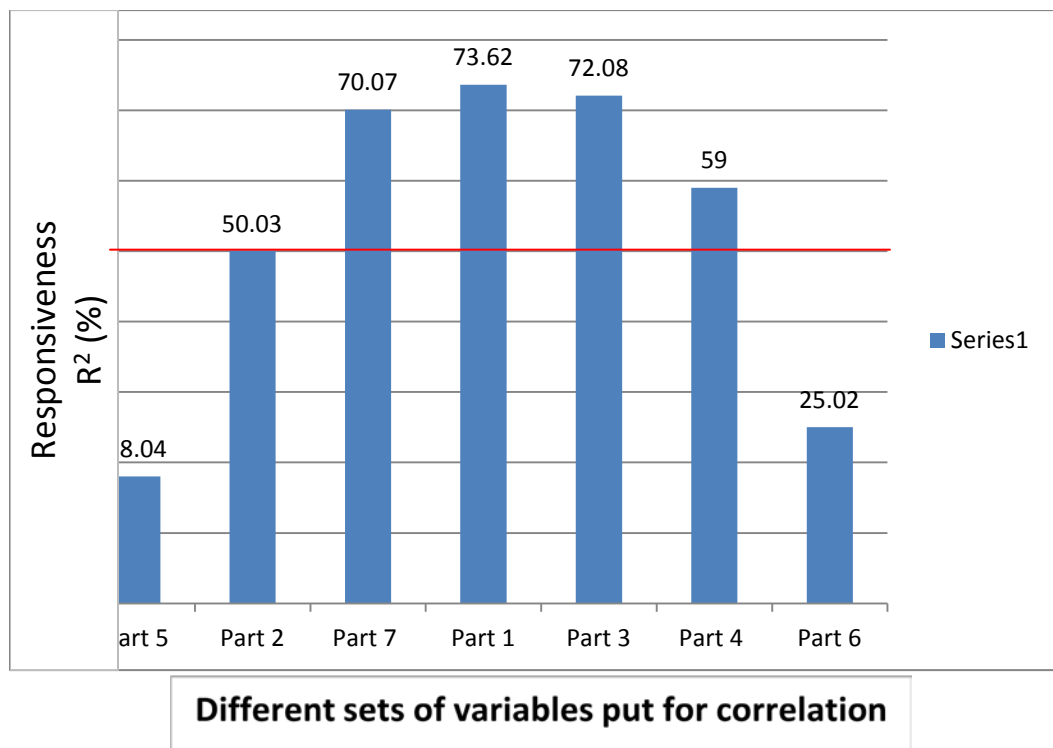
Pearsonian Correlations   Table 5.5.6

Independent (X_i) Learning Variable	Dependent (Y_i) Behaviour Variable	Correlation Part (i)	'r'	Adjusted 'R^2'	% Responsive	Inference
Skill advancement	Management Capability	Part 1	0.858	0.736	73.6	R is significant 0.01 level P < 0.05. this is positive correlation which indicates close and positive relation between learning and behavior
Learning From Training intervention	Felt Academically equipped	Part 2	0.709	0.503	50.3	R is significant 0.01 level P < 0.05. this is positive correlation tendency for high learning goes with high behaviour change
Performing task with confidence	Accountability & answerability	Part 3	0.853	0.728	72.08	R is significant 0.01 level P < 0.05. this is positive correlation implies respondent feel more confident in performing assigned task and their accountability and answerability is increased after training
Enhanced Skills	Ability to handle emerging challenges	Part 4	0.768	0.590	59.0	R is significant 0.01 level P < 0.05. this is positive moderate correlation which implies respondents feel their ability to handle the emerging challenges is enhanced due to the honing of skills during training
Inputs to increase level of Motivation	Willingness and ability walk a mile extra	Part 5	0.429	0.184	18.4	R is significant 0.01 level P < 0.05. this is positive moderate correlation, implies change its motivation level would increase their ability to handle the critical/ uncertain situations and take the team along. Low responsiveness calls for diagnosis
Change in level of Motivation	Leadership in uncertain situations through team work	Part 6	0.502	0.252	25.02	R is significant 0.01 level P < 0.05. this is positive moderate correlation, implies change in motivation level has low to moderate responsiveness with the ability to lead the team. This also calls for diagnosis.
Personal learning objectives	Responsive Policing	Part 7	0.841	0.707	70.07	R is significant 0.01 level P < 0.05. this is positive high correlation, implies learning in achieving personal learning objectives has great responsiveness towards ability of responsive policing.

5.8.1. <u>Reaction Level Feedback : Overall Program</u>

<u>Figure-5.3</u>

Year-wise Program Feedback   5-point rating scale (1-Minimum, 5-Maximum)
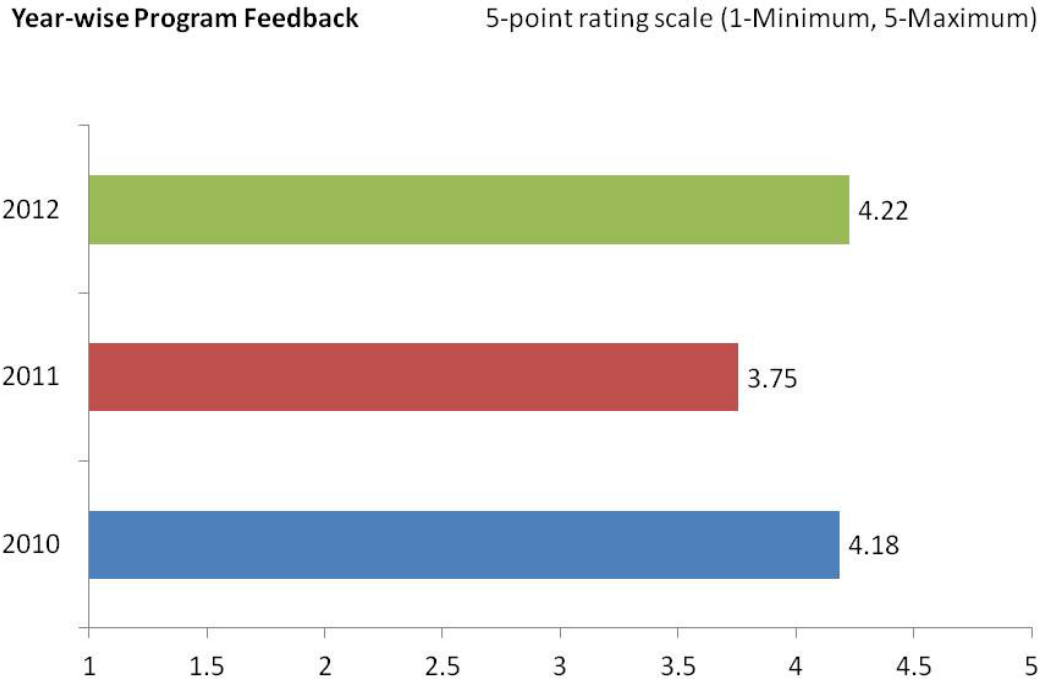
<u>Comment</u>:-

Officers attending MCTP Phase-III were given feedback forms at the end of each session of the Programme from which their reactions were measured on the parameters of content, delivery and relevance of the topic delivered on a 5-point scale. On analysis of the feedback it was found that in 2012 the participants gave 4.22/5, in 2012 gave 3.75/5 and in 2010 they gave 4.18/5 which shows that significant improvement has been achieved during the three years performance.

On the other hand, the respondents pointed out more learning has taken place in 2011 compared to 2010 and 2012. But overall rating of the programme shows 2011 has got the lowest grading 3.75 on a 5 point Likert scale. Inference can be made that overall grading is result of many other non-curricular variables which have rather no

relevance to the programme goals.   Therefore, this concept of overall grading in the present system of grading of the programmes is not true reflection of the programme deliverables. It calls for intervention in designing, developing new system of programme feedback/de-briefing which can give a realistic one point reflection to the Conducting Agency and the Training Organization, in this case SVP National Police Academy.

5.9. <u>QUALITATIVE FINDINGS:-</u>

The following research findings based on the qualitative are enlisted in this section. These are the responses evinced during interviews, focus group, informal interactions with the respondents using a Semi-structured format and grouped together to reduce the redundancy.

5.9.1 Question (1) What additional themes/topics would you want covered in the MCTP Phase-III?

By including -

1. Inclusion of Cyber Crime and its detection, Terrorism and Transnational crimes in the curriculum.

2. Social issues like Child Marriage, Dowry disputes, Khap Panchayat – Indian context.

3. Evidence based policing, scientific interrogation, predictive policing, white-collar crime and financial frauds may be included.

By deleting –

1. Any overlap in the contents of different topics.

2. Regular crime scenarios faced by Phase-III Officers.

5.9.2 Question (2) What helped the transfer of learning from the programme to your work situation?

1. Broadening of outlook, change in orientation that has helped in transferring learning to the work situation.

2. Experience sharing and classroom discussions/interactions with fellow participants in understanding of its practice.

3. Positive impact gained in field exposure.

5.9.3 Question (3) What are the hindrances in transfer of learning from the programme to work situations?

1. Limited opportunity to exercise skills and apply lesions learnt on account of several factors like rigid and conservative superiors and their mindset of sticking to status quo.
2. Perception that classroom learning and field situation are quite different.
3. Theoretical and practical differences.
4. Job profile expectations are different from theoretical applications.
5. Shortage of funds, manpower and infrastructure.

5.9.4 Question (4) In your view, how could the learning of the MCTP sessions be better applied to the workplace?

1. There is need to have more Indian orientation in design and content of the curriculum.

2. Balancing of theory and practice is needed by way of including more Indian case studies, project work infield settings and experience sharing by former officers.

3. Need to have frequent engagement of NPA with the participants with periodic seminars and papers.

4. Application of learning is individualistic decision.

5. When the group officers coming for any States/CPOs, they should be asked to come up with the problem area facing the State/region/organization, in consultation with their organizational heads. Then MCTP facilitate them to identify, define the problem statement and bring up with pragmatic solutions in systemic approach with the help of syndicate group leader/faculty of the conducting agency. They go back to their respective organizations/states and try to focus on the issue deliberated during the MCP to take them to implementation stage. 6 – 12 – 18 months NPA monitors these issue. It will help to generate a repository of 200-300 Micro Projects relating to policing.

5.9.5 Question (5) What are the takeaways from the foreign exposure study visits?

1. Application in technology to multiply human productivity in policing, like crowd management, crime investigation, traffic regulation and disaster management.

2. Models of community policing, multi-agency collaboration and unified command.

3. Database management, documentation and system-based policing and need to benchmark the practices being replicated or adapted from foreign countries.

5.9.6 Question (6) What did you like the best about the programme?

1. The program was stimulating.

2. Management concepts given in the program was interesting.

3. Staff welfare arrangement, lectures on leadership, elective of advanced crime investigation and community policing.

4. Field visit in Australia.

   - Visit to police station headquarters.

   - Public order and antiriot drill demo by NSW Police.

   - Marine policing, police station visit, Goulburn visit.

   - Live field operations, live demos of forensic traffic, public order etc.

5. Exposure to the policing and good practices of another country and interaction with other officers.

6. Traffic management and counter terrorism – Tactical exercise organised by counter terrorism squad on hostage rescue operation. Methodical approach and organized presentation.

7. Lectures and presentation by ISB faculties were good.

8. Cybercrime, strategic thinking, guest lectures from ISB, visit to law enforcement facilities for Australia, RTA, Supt. Lectures, syndicates.

5.9.7 Question (7) What did you like least about the program?

1. Theoretical lectures well below the level of participants considering experience and intellect.

2. Media management module was too long.

3. Theoretical presentations which are not applicable in actual policing.

4. Future challenges before the law enforcing agencies with respect to the strategies to be adopted to inset than fully.

5. Huge number of people in classes. The group should have been split up into streams more often. There should be more syndicate learning.

6. Cyber crime was more theoretical than hands on learning.

7. Lacking reference of real life India.

8. Lectures on public order, riot etc do not seemingly work in Indian context and could be avoided for future.

9. Prisoners identification lecture

10. Quality was missing in many lectures.

11. Lectures were more academic in nature.

12. Boring lectures without visuals and slides.

5.9.8 Question (8) What was not taught in the program that you were expecting to learn?

1. Interaction with top policy makers of police and their vision and planning.

2. Economic offences of specialized nature, intelligence collection (IB).

3. Solution of problems under Indian context.

4. International strategies and methodologies.

5. Practical knowledge of crime where technology involved.

6. Moral and ethical aspect of policing neutral and impartial valuation and today's value. Psychology of today's youth and sociology, if present.

7. Some aspects required to have been focused CBRN, etc.

8. More on developments in technology and how to apply it.

9. Latest judgments on Criminal and Special Acts.

10. More field exposure on the job practical training by experts.

11. Knowledge about terrorism, keeping in mind the Indian context.

12. RTO of trans-country crime and criminal.

13. How to stop malpractice in policing.

14. Structured lectures to conduct investigations of major crime, best practice across the world in area of crime investigation and improvement in police functioning.

15. Surveillance (electronic) in depth study.

16. Practical day to day policing. Administration reasons for strategic thinking – delegation of powers to subordinate and how to investigate the major crime in India Scenario.

5.9.9 Question (9) What did you learn from the program?

1. How to be a good leader and how to run a district.

2. With the experience gained, look forward to have the ability and confidence to perform better.

3. Media handling, strategic thinking, development of overall professional skills.

4. Don't mess up with substandard information given to you.

5. Up to date words and knowledge in policing in cybercrime, community policing, management leadership etc.

6. Learnt international investigation and policing and public order.

7. Numerous points, PESTELOM, how to conduct programs.

8. Vision strategy and thinking pattern to meet the present and future challenges of my job.

9. An exposure to the policing practice in Australia. Also the procedures followed in crisis management and crime investigation involving more than one country.

10. A lot from leadership skill to media management.

11. Learned how to bring out change.

12. Professionalism, international exposure, technological possibilities in policing, management concepts, scientific investigation, motivation and leadership development.

13. To cope, manage and lead; try to learn for future etc.

14. International policing strategies, world view, Indian perspective.

5.9.10 Question (10) What do you think should be added more to the program?

1. Practical strategies to unify the police in India, and also police of various countries.

2. Exposure should be given to latest techniques available which could help to improve the policing in India. Emphasis should be given in corporate human resource management techniques.

3. Practical's about collection of investigation like homicide, robbery and how the evidence is being collected on crime scene.

4. Practical strategies to unify the police in India, and also police of various countries.

5. More on technology, law, more stress on counter terror, more sessions with outstanding police officers both Indian and Australian.

6. More case studies and paper presentations, disproportionate property cases and their investigation.

7. Visit to other police organisations like Queensland, Victoria & Western Australia policing.

8. More anchoring in the Indian context.

9. More field visits, practical training and exposure to AFP, NSW police working.

5.9.11 Question (11) What do you think should be removed from the program?

1. Theoretical subjects which are not applicable in actual policing.
2. Management lectures should be less.
3. We can remove electives and introduce more on leadership.
4. Morning should be theory (AN) afternoon practical visit to a place for practical study.
5. Class room teachings during Australia tour.
6. Some theoretical aspects of community policing.
7. Panel discussion, electives of cybercrime and traffic.
8. More focus could be put on policing area.

5.9.12 Question (12) What are the best things you have noticed during the Phase-III MCTP?

The overall response of the participants was collected in a well structured debriefing form and tried to do thematic groupings. Likewise, they are presented as under, issue wise, sub-dividing into groupings of issue related to design, content, delivery, logistics and Foreign Exposure inputs. This feedback gives insights for betterment of the future programmes.

Indian Component

1. Design & Content

- Structuring of the course content
- Moderate load that promoted deep introspection.
- Comparative policing in different States and countries
- Importance of DVI, role of forensics and the role of leadership and command in DVI situation.
- Disaster victim identification and its importance.
- Hot spot analysis
- Leadership style and management theories
- Training module design for MCTP excellent.
- Interpol related issues.
- Strategy formulations
- Personality assessment sessions to understand interpersonal relationships.
- Introduction to the best practices.

2. Delivery

- Proper duration of the programme
- Cyber related sessions
- Sessions on Strategy issues.
- Foreign component.
- Personal resilience.
- Static view for policing, forensics and traffic management.
- Course design according to future
- Leadership principles and training

- Syndicate formation and discussions.

3. Logistics

- Accommodation, lecture hall.

- Messing.

- Sports facilities in NPA outstanding, especially cycling and swimming

- Outdoor activity

- Classroom at NPA, Computers and Wi-Fi

- Firing practices

Foreign Component

1. Foreign Exposure

- Visit to Surry Hills PS, Sydney gave holistic view of policing.

- Australian police functioning.

- Water policing, forensic wing.

- Study from Australia with AFP & NSW police force.

- Australian Federal Police Majura Training Village.

- Australian War Memorial/National Gallery of Australia.

- Rural Policing Initiative Bowral Police Station.

- Forensic Services Group Crime Scene Display.

- NSWPF Leadership Centre.

- Policing a Major City Inc Custody/Exhibits/Supervisors.

- Marine Counter Terrorism & Airwing Display, Sydney Harbour

2. Design

- Best police practices in other countries

- Current trends in policing as applied in Australia.

- Visit to Police Control Centre in Australia

- Traffic sense, police station management and Disaster Reserve Operation Sea.

- Canine squads can be used for riot control

- Forensic expertise

- Impact of positive attitude on policing.

3. Content

- Technology being used by police
- Advanced forensics use especially active partnership of police force with research and university.
- Elevate traffic management
- Performance structure – Kangaroo
- Use of dogs in Airport security/drug detection.
- Computerization/use of technology for surveillance.
- Comparative policing methods.
- Professional standards at all level and capacity building.
- International policing standards.

4. Delivery

- 3D forensics develops better 'scene of crime' NPAS than we do currently.
- Gained knowledge of working of Australian police.
- Dedicated professionalism.
- Very high value for personal liberty of every individual.
- Community engagement for policing.
- They have SOPs for many things.
- Latest technological advancements, tactical operations, forensics, training, crowd control, communications, police functions, police station works, airport security.
- Command structure in Australian police.

5. Logistics

- Reception both at SVP National Police Academy and Australia.

5.9.13 Question (13) What are the issues which require more attention for immediate improvement?

Design

- The case studies strategic issues paper and reflections were new to many of us and they were given perfunctory importance.

- Reduce number of day sessions because no time is left for self study.

- Presentations of good case studies and interactions among participants.

- More emphasis on Cyber crimes and Cyber forensics.

- Investigation of corruption cases.

- In Cyber Crimes sessions lectures should be experts.

- Syndicate leaders were not experienced in training of IPS Officers. Therefore, the emphasis was on submission rather than the content.

Content

- Presentation of good case studies and interactions among participants.

- More emphasis on issues pertaining to India, more practicals on Cyber crimes, latest development in legal laws of India.

- Issue of coordination between different Govt. Departments.

- Cyber Crimes and Cyber Forensics.

- Man management skills.

- Traffic management.

- Disaster management

- Interrogation skills

- Team building and collaboration sessions

- Documentation analysis.

- Need more Indian speakers and IPS success stories.

- Case studies should be more India centric and more case studies in Cyber Crime sessions.

Logistics

- Not required for any immediate improvement.

- An electrical plug for ironing in each room.

Foreign Exposure

- The practical training needs more demonstrations. Where demos are not possible videos on LA N could have been provided.
- Foreign component must be longer.
- Foreign accent/speakers are difficult to understand language-wise.

5.9.14 Question (14) What are the inputs to be included/excluded relating to relevance of Police works in India?

(a)   Inputs to be included in the Programme:-

- Session on new project and initiatives taken by police in different states may be included if those projects/initiatives are useful for other states also.
- More practicals on Cyber Crime.
- More case studies with properly drawn conclusions may be included.
- Some topics can be restructured to include use of modern gadgets for investigation abroad.
- Lecture on forensic and digital forensic can be included.
- Foreign component may include crime prevention methods
- Drug abuse cases.
- Organizational skills and team building
- Traffic management exposure in Sydney.
- More emphasize on organizational building and institutionalizing.
- Risk management – lectures by Sylvia Chenery under Ops may be included.
- State problems
- Personal case studies presentation
- Open house discussion on some important topic.
- Brainstorming for solutions on some typical police problems.
- More classes on field revision/firearms training/tactics.
- Electronic traffic management by foreign country may be included.
- Foreign component may include crime prevention methods.

(b)   Inputs to be excluded in the Programme:-

- Royal Canadian Mountaineering police lectures are not suitable for India.
- The lecture by Sylvia Chenery and RCMP were not very useful and may be excluded.
- Some topics on Cyber crime may be excluded.
- Risk management lecture by Sylvia Chenery may be excluded.

5.9.15 Question (15) What are your suggestions for making further improvements in the ensuing Phase-III MCTP?

Design

- The Australian component can be managed such that less time is spent on travelling.
- Reduce number of sessions in day and give some time for self study and deliberation.
- Strategic and Tactical issues, Public Perception Management and Building High Performance Teams, through Case Studies in the Indian Context:-
- Use of more Indian Case Studies and balancing of theory and practices by including more Indian case studies, project work infield settings (Field Assignments)and experience sharing by senior/former IPS Officers.
- Comparative policing in different States.
- Preparing Case Studies for classroom discussion by narrating Indian success stories narrated by the participants.
- Practical strategies to unify the police in India.
- Exposure to the latest techniques available which could help to improve the policing in India.
- Physical training should be made compulsory.
- Some more global leaders should come, more case studies

- Some more experienced police officers of developed Asian country may be associated in the programme.
- India based Cyber crime expert should be included for indoor studies.
- One topic should not be taught for more than 1 ½ hr on particular day.
- Pre-lunch session can be lengthened and post-lunch be kept for private study or self exploration both at NPA and during foreign exposure.
- Some sessions on traffic engineering and management is required in Sydney.
- Some faculty of judiciary – may be judge of HC/SC may be called for lecture.
- Some important media men/legendary IPS Officers may be called.

Content

- More sessions on cyber crimes
- Proper system in every sphere including traffic and and patrolling with the help of electronic system.
- More case studies should be included.
- SOPs of foreign countries may be shared.
- Inclusion of topics on community policing.
- Police as a service is in interface with judicial process/prosecution may be included.
- Comparative lectures on national and international policing.
- Classes should be rather interactive.
- Comparative policing in different States.
- Preparing case studies for classroom discussions by narrating Indian success stories.
- Exposure to the latest techniques, good practices available which could help policing in India.
- Strategic and tactical issues concerning national security.
- Public perception management.
- Practical strategies to unify policing in India.

5.9.16 Question (16) What are the learning points gained from the training at Australia (Foreign Component)

- Dogs can be used for riots control.

- Men need sufficient rest between two night shifts.

- 3D forensic develops better 'scene of crime' NAPS than we do currently.

- Learnt about modern equipment and scientific techniques used in police work.

- Dedicated professionalism.

- Very high value of personal liberty of every individual.

- Excellent way to understand global culture and so the crimes related to it.

- Global concern for internal security.

- Community engagement for policing.

- There is no political/external interference in their working.

- They have SOPs for many things.

- Visit to Police Control Centre in Australia is very useful.

- Public Order Tactics and Command are very good.

- High level of compliance and commitment.

- Readiness and preparedness of any crisis riots control system.

- Traffic sense, police station management and disaster reserve Operation Sea.

- From local policing to global policing experience – well amazing and immense in all areas of policing tasks, PS model, crowd control, PS infrastructure, equipments, and operations room.

- Complete professional approach to policing.

- Command structure in Australian police.

- Impeccable operation of institutional mechanism.

- Forensic expertise of Australian police can be emulated and acted upon in India.

- Impact of positive attitude on policing.

- Traffic management.

- Result system and training methodology.

- Extremely useful in traffic management, evacuation, interception drills by Water Police NSW.

- Organisational/man management

- Resource augmentation through innovation.

- Submarine activity is very much beneficial.

- New ways of public order and Riot Control drills.

- Use of dog in airport security/drug detection.

- Communication and data network system.

- Costal security aspects.

- Organizational management through innovation.

- Comparative policing methods.

- Separate professional components in policing like forensic, riots and public order.

- Professional standards at all level and capacity building.

- Automation.

5.9.17 Question (17) What is your proposed action plan with respect to your personal development ?

- Plan to train on Riot Drill protocol and forensic sciences.

- Increase emphasis on documentation and analysis.

- Risk assessment to preside decision making.

- Will analyze the issues present in my current posting and will prepare strategy to solve them. Will also introduce new methods in Policing to increase efficiency of my work and working of Police force.

- Will plan for specialisation immediately after the MCTP-III.

- Work on improving / introduction innovation at all levels.

- Engage more ranks to discuss problems.

- Engage community people representative in decision making.

- Welfare of subordinates.

- Will lay more emphasis as personality development more emphasis as welfare of Police officials.

- More focus on building systems.

- More professionalism/specialization.

- More receptiveness and respect for human beings irrespective of their rank.

- To indicate the spirit of dignity of labour.

- Most important is DVI, team buildings, Capacity building.

- Will arrange computer training programme for all subordinate constables & others in the district.

- Strategy formation.

- Risk management.

- Will apply it on my working place what has been learnt and will try to feed the same to subordinates for better working condition.

- More specialisation Need to improve in cyber crime, urban Policing & PS functioning, Terrorism problems & sleeper cells working in the area studying & bursting.

- To further improve my communication skills and knowledge of carious area as to develop myself an assistive and democratic leader.

- To emphasize leadership quality.

- To ensure community policing.

- Will increase physical activity in early morning and in day time also.

- Shall learn more almost emphasis forensic, computer knowledge & well focus on strategic issues of leadership.

- To best stress & anxiety spend more time with family & reach out more to colleagues calling across rank.

- To bring in future prospective to my area of work in crime branch. i.e. instead of reacting; framing a pro-action approach.

- Wanted to give an account of all the good practices of Australian Police to my HOPF and facilitate the improvement of massive Police, forensic science wing in A.P.

- To be remain none update with the happenings globally especially having relevance on law & order and how the situation are being dealt with. Also my own management skills have been refined which I hope it will have positive impact on my performance.

- Do works than theory performs himself than the performance of subordinates.

- Shall engage in leadership qualities, community policing, engage in leadership skill, continue physical activity as in NPA.

- Work hard more scientifically & do well in planned manner.

- Take out time for ourselves & Family.

- Develop resilience & emotional intelligence.

- Will try to involve any Police personnel in decision making procession the organisation.

- Systematic plan for target achievement.

- Will try to improve the traffic situation in my district so to reduce the number of accidents taking place.

- Regular and continues interaction with my men and to obtain their feedback. Stakeholder participation in decision making.

- Change in approach in dealing the public (communication skills).

- Personnel & professional life balance.

- Organizational skills (team building).

- Introspections for effective implementation on any aspects of policing.

- Would be utilising the understanding organized knowledge acquired in the phase-III MCTP for improvement of its functioning with absolute dedication.

5.9.18 Question (18) What are Systemic improvements you desire to bring in the area of your working environment (such as Structures/ Procedures/ Good practices)?

Structure

- Promote hierarchy-free organisations to promote positive thinking.

- Promote documentation and Risk Assessment of all possible action.

- Improvement in efficiency of Police working more computerisation.

- There has to be a structure which serves the purpose rationally without wastage of resources.

- Everyone in the organisation has to be aware of the commonality of goal, to be achieved by training and open communication.

- More transparent decision making.

- Use of aggressive social media for policing & Community outreach.

- Development of personal qualities of Police officers.

- Ensure that all members working for Police have skills & motivation to achieve the maximum.

- Improve the image of Police in the eyes of public.

- More professionalism.

- Informal interaction with subordinates.

- Time to assess myself as what are my weakness are and improve upon.

- In my district I will arrange computer training for all and also be arranging skill development programmes.

- More emphasis will be on skill formation, and would impart training to my subordinates which has been learnt in NPA & Australia and emphasis will be on community policing in my district.

- Implementation of advanced technology, equipments in Forensic Science, the formulation & training of public order management unit, Marine Policing.

Procedures

- Creating strategy to solve issues present in my assignment and solve them accordingly to the proposed strategy. Also emphasis on physical fitness.

- To involve major stakeholders   in decision making.

- Manpower planning.

- Strategic planning.

- Preparing SOPs.

- Building strong inter-personnel relationship.

- Use of scientific methods in the investigations of crimes.

- Standardization of investigation methods.

- Emphasis on forensics.

- Focus on traffic education/enforcement.

- Better human resources management with better understanding of various personalities.

- Emphasis on systematic use of forensic articles/instruments in important investigations.

- Automation of traffic system.

- Standardization of proceeding/systems.

- More focus & extension of facilities in forensics.

- Focus on traffic management/executions.

- Institutionalizing certain aspects of policing.

Good Practices
- Use of aggressive social media for policing.

- Introduction of paperless office as much as possible.

- Introducing better response management in our state.

- Imbibe the culture of trust & responsibility among my team.

- Applying latest technological interaction learnt during the MCTP.

- Improvement in traffic department functioning.

- Vigorous efforts for involving community in police functioning.

- Technical assistance in investigations.

- Traffic, evidence based policing, make police more responsive, neighbourhood policing

- Forensic

- More emphasis on community policing

- Technology to ensure that interaction with general public is kept minimum.

- Creating database to improve research work

- Concept of policing by consent

- Procedural fairness and transparency in decision making

- Public oriented policing

- More respect for Human Rights and human values.

- Use of modern scientific techniques in the field of investigations

- Improve interaction with men and establish closer rapport with them.

- Being more humane and scientific in policing.

- Fine tune a prompt system of providing universal security services to all regiments of the society.

- Use of predictive policing

- More case studies, particularly those pertaining to security, intelligence are incorporated.

- Importance of analytics in training of sports.

- Use of technology.

- Team work with Gold - silver and Bronze teams & delegations.

- Impress on my team to look for any help to community & overvalue community in policing.

- Making police more responsive to the needs of citizen, explore the way as to how to implement "policing by consent".

- Increase professionalism in organization.

5.10. <u>OUTCOMES</u>

5.10.1. TANGIBLE OUTCOMES

- ❖ Learnt about Police Control Rooms being run by the Australian Police. The concepts implemented back in India.

- ❖ The training has motivated to start changing the thought process as a police leader. Realized that a police officer must plan and prepare for the future in the short, medium and long term.

- ❖ Learnt how the factors like political, economic, social, technological, environmental, legal and organizational factors should be taken into consideration in the planning process.

- ❖ Learnt the things while conducting investigation of major cases which helped at field level and enhanced the vision.

- ❖ Community Policing is practiced in district level but after this module it would be able to apply it in a more institutionalized manner.

- ❖ Engage with media can support police operations and community relationship.

- ❖ Use of media to the advantage of police by providing them the information the police want to be published in the better interest of the case.

- ❖ Capacity to work in time limit.

- ❖ How to be a good leader and how to run a district.

- ❖ Don't mess up with substandard information given.

- ❖ Ability and confidence to perform policing functions with reference to cybercrime, community policing, management, leadership, etc.

- ❖ Learnt international investigation and policing and public order.

- ❖ Numerous points, PESTOLEM, how to conduct programs.

- ❖ Vision strategy and thinking pattern to meet the present and future challenges of my job.

- ❖ Procedures followed in crisis management and crime investigation involving more than one country.

- ❖ Professionalism, international exposure, technological possibilities in policing, management concepts, scientific investigation, motivation and leadership development.

- ❖ International policing strategies, world view, Indian perspective.

- ❖ Dogs can be used for riots control.

- ❖ Men need sufficient rest between two night shifts.

- ❖ D-D forensic develops better "scene of crime" NAPS than we do currently.

- ❖ Very high value of personal liberty of every individual.

- ❖ Global concern for internal security.
- ❖ Readiness and preparedness of any crisis riots control system.

5.10.2 INTANGIBLE OUTCOMES

- ❖ Good practices and technical advancement in policing.
- ❖ Practical knowledge of crime where technology involved.
- ❖ More on developments in technology and how to apply it.
- ❖ Future challenges before the law enforcing agencies with respect to the strategies to be adopted.
- ❖ Strategies are made to district specific environment.
- ❖ Lectures which were more academic in nature.
- ❖ How to work without political bias with basic minimum policing.
- ❖ From local policing to global policing experience – well amazing and immense in all areas of policing tasks, PS model, crowd control, PS Infrastructure, equipments, and operations room.
- ❖ Developed SOPs in areas of work .
- ❖ Extremely useful in traffic management, evacuation, interception drills by Water Police NSW are being emulated on back to work in India.

5.10.3 SUCCESS STORIES

1. *"I implemented use of Manpack in Hyderabad City Traffic Police, instead of carrying walkie-talkie in manning streets and junctions which eliminated a big pain point of the traffic policemen.*
2. *" I have changed the way of documentation process being done by the Mumbai Police for immigration on the background of my Australian visit which helped the information flow and fastened the process of immigration.*
3. *" I found that motivating the staff working under me was of great use while I was posted in the immigration section in Mumbai. I started rewarding the officers handling the passengers with calm and ease.*

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4. *Implemented Smart Control Room in Kurnool District soon after the Phase-III Australia visit, on the lines of NSW Police, Sydney*

THE HINDU

Hi-tech policing in Australia floors Indian officers

10 June 2010

KURNOOL: The hi-tech policing in Australia with barest minimum manpower impressed the serving Indian police officers. Ch. Srikanth, Superintendent of Police of Kurnool, was among the officers who attended a mid-career training program at Indian Police Academy, Hyderabad and a two-week exposure program in Australia recently.

Sharing his impression of Australian policing, Mr. Srikanth said no policeman was seen on the streets or at traffic junctions. Yet nothing went wrong in Australian cities. Policemen monitored traffic flow from the control room and diverted the traffic changing the rhythm of the traffic signals.
Those who tried to jump traffic signals were fined automatically which rarely happened. Even the toll plazas were unmanned and the charges were collected from the bank accounts of the vehicle users.
The serious concern of Australian police was not murders or general lawlessness but drug abuse. The drug peddlers and drug addicts were a nuisance in that country engaging most of the attention of the police.

Now, the police were paying special attention to terrorist activities as they wanted to keep it away from the soil. Though no terrorist activities were noticed, the Australian police were busy equipping themselves to face the terror in the event it arrives there.

The police force in Australia achieved the high efficiency levels because of single entry system. Every policeman has to enter the organisation as constable and the promotion was purely on merit. The police force enjoyed absolute autonomy and was accountable to law.

5.10.4 Hindrances observed in realizing the more positive outcomes:-

(i) The MCTP was introduced in 2010. Just 3 years may not show up the full impact of the programme on the participant IPS Officers.

(ii) Frequent transfer of IPS Officers may force the officer to abandon the schemes he has taken up which were introduced to them in MCTP.

(iii) Implementation of new ideas gained in MCTPs may not be practicable in some States/Forces from the financial point of view.

(iv) Political interferences may hamper introduction of new ideas gained in MCTPs.

5.10.5. What the critics of the programme have to say (outlier analysis)?
1. "Waste of tax payers money".
2. "Nothing can be taught at this level of seniority".
3. "Not close to the reality".
4. "We were never considered as leaders".
5. "Text book knowledge not suitable for Indian conditions".

CHAPTER – VI

RECOMMENDATIONS

The following suggestions and recommendations have been enlisted based on the observations and research findings of the quantitative and qualitative study of MCTPs-III for eliciting the impact on the participants on their job behaviour and to suggest amendments/improvements to the structure, design, curriculum and conduct of the programme.

6.1. Quantitative Inferences about overall programme

6.1.1. Since there exists positive correlation between inputs gained and corresponding positive change in behavior in managing the tasks undertaken, it is evident that the MCTP Programmes have made a positive impact on the participants in bringing out qualitative and quantitative positive changes which further would manifest in improved performance of the self and the force they command. Therefore, the MCTPs should continue incorporating changes suggested in annual and quintessential oversight reviews with regard to design, content and delivery.

6.1.2. Direct correlation between learning and change in positive behavior indicators established. This learning encompasses not only the training inputs in the

form of knowledge and skills and also largely due to the direct observation of the police institutions, best practices, procedures and systems seen in the international policing in other democratic countries (Australia) have a lasting impact. Therefore, the foreign study visit component needs to be restored and to be made integral part of the MCTPs.

6.1.3 There is a need for review of the content modules, at least in every three or five years. Many a participants held the view that the content of the programme needs to be reviewed to ensure that it is customized to Indian conditions and relevant Indian case studies to be incorporated in the classroom discussions. It is recommended that the Academy may take a departure from the suggested model in the Trainath Mishra Committee Report and conduct thorough fresh Training Need Analysis (TNA) to befit the contemporary needs of the society and training intervention at this level.

6.1.4. Having observed qualitatively, the design, delivery and the duration parts need to be reviewed. They should link all the Phases of MCTPs with the original vision of preparing Indian Police Officers for the next level competency and to enabling them to possess necessary skills and attitudes to discharge their responsibilities effectively. It is to recommend that the design of three phases of MCTPs should be aligned in an integrated manner in the backdrop of Phase-I and II.

6.2. **Design**:-

6.2.1. The feedback received from the participants underlines the fact that, while designing the course, the design, content and delivery should be according to changes that may take place in future. For instance, the content should focus on the themes that are identified as a part of the enumeration of objectives that should have a bearing on future requirements.

6.2.2. The feedback given by the participants of the MCTPs shows that there is more need to emphasize the Indian Context in the following aspects, in order to improve applicability of the Learning in certain themes such as Strategic and Tactical issues, Public Perception Management and Building High Performance Teams, through Case Studies in the Indian Context:-

  (i) Use of more Indian Case Studies and balancing of theory and practice by including more Indian case studies, project work infield settings (Field Assignments)and experience sharing by senior/former IPS Officers.

  (ii) Comparative policing in different States.

  (iii) Preparing Case Studies for classroom discussion by narrating Indian success stories narrated by the participants.

  (iv) Practical strategies to unify the police in India.

  (v) Exposure to the latest techniques available which could help to improve the policing in India.

  (vi) While coming for MCTPs, the participants should bring in their State/Organization related problems, in consultation with their respective organizational heads, which will be addressed in the MCTP at NPA to identify, define the problem statement and bring up with pragmatic solutions in systematic approach with the help of syndicate group leader/faculty of the conducting agency. Then the participants will go back to their respective organizations/States and try to focus on the issue deliberated during the MCTP to take them for implementation. For the intervals 6-12-18 months, NPA monitors these issues which will help to generate a repository of 200-300 Micro Projects relating to policing.

  (vii) Accordingly the modified de-briefing forms for end of training is given in Exhibit-II.

6.2.3. One of the important results of this Research Study is the response of the participants on use of Technology in policing. They felt that Technology would help achieve effective and efficient control of crime, traffic and other law and order functions for which:-

(i) Technology must be carefully built into all themes of this Phase-III with a particular emphasis on its demonstration in field visits in Indian component and in the foreign component of MCTP.

(ii) Use of technology to multiply human productivity in policing like crowd management, crime investigation, traffic regulation and disaster management.

(iii) Application of technology in surveillance, 3-D Forensics, etc.

(iv) Practical knowledge of crime where technology involved.

6.2.4. The participants held the view that there is need for making a shift from receiving passive training to active training engagement. This transition could be made possible by -

(i) A clearly laid out curriculum, supported by timely availability of good quality Reading Material and Learning Resources.

(ii) More interactions and discussion over lectures and presentations.

(iii) Splitting up of groups into streams, keeping in view the large number of participants in each class.

(iv) Including more visuals and slides.

(v) Ensuring moderate load of inputs which can trigger the participants for deep introspection and problem solving approach.

(vi) Reducing the day sessions to leave more room for self study and to create creative spaces to work on specific problems of concern.

6.2.5 Though the foreign exposure study visit was extremely useful, they require a few modifications for greater learning and applications. Some of the findings on the issue were:-

(i)   More institutional visits to learn the best practices and technology application.

(ii)   Learning more on international strategies and methodologies.

(iii)   Learning of more advanced technology in forensics, PESTOLEM, airport security, drug detection, etc.

(iv)   Access to their ethical decision making models, systems driven approach based on SOPs (Standard Operating Procedures).

(v)   Acquainting oneself with tactical operations, training, crowd control, communications, police station works, command structure, etc.

(i)   Using new methods such as IT and GPS to perform traditional roles of Law and Order, Traffic Regulations.

(vi)   Using new models with traditional methods such as Multi-Agency collaboration to perform new roles such as prevention of drug trafficking and anti-terrorism

6.2.6. The point of foreign component may cause digression to the participants who wish to travel with their spouses/family in order to avail themselves of the facility of Ex-India Leave has been separately discussed in the Academic forum and also had a detailed discussions in the focus groups. The fact that the digression it causes to the participants has been recognized and therefore during the second cycle (which is not part of the scope of the study), the families were not allowed along with the participants when they go for foreign exposure study visit. Although the implementation had been difficult, and also not been taken in the right spirit by the participants; the Academy was determined to implement the policy of not allowing families during the training.

6.2.7. However, the participants were at their discretion of taking Ex-India leave obtained from the respective cadre controlling authorities and managed to bring families, after the completion of their training to the foreign country during the period of Ex-India leave. This in a way also defeats the spirit of freeing the participant of the burden arranging for the logistics support for the family and self caused invariably distraction from the curriculum during the Indian component to some extent and enormously during their stay at the foreign exposure study visit.

6.2.8. By recognizing, the Researcher has added one suggestion/recommendation in the chapter to sandwich the programme in case there is a foreign component, the foreign component should be sandwiched during the Indian component itself so that the implementation of not allowing families can be enforced and the distractions can be minimized.

6.2.9. To elicit the interest of the participants in its further evolution, NPA should carry out a survey for all future batches of MCTP-III within 18-20 months after completion of them, as follow up to the learning process.

6.2.9.1. During the Research Committee meeting held on 09.02.2018, the Researcher was asked by the N.P.A. Research Meeting Committee to make a short note on the findings regarding the effectiveness of training when family members are allowed to join the participants during the foreign component. Subsequently, Shri Vikas Sahay, Director General, Raksha Shakti University, one of the Research Committee Member also noted in his letter dated 16.07.2018 that this aspect of Foreign Training Component may also have been researched upon by the Researcher. The short note on effectiveness of training when family members are allowed to join the participants during the foreign component is given below:-

SHORT NOTE

"Effectiveness of training when family members are allowed to join the participants during the foreign component"

(1)   The Researcher took up an extended qualitative study on the preferences of allowing the family members to accompany the participants during the foreign component to see the overall impact on the learning atmosphere of the participant. For this, a personal interviews were conducted at least for the 10% of the respondents; all the faculty coordinators who accompanied these batches during the years 2010-2012 and also to the Charles Sturt University, Australia the Conducting Agency.

(2)   Out of the total 324 participants who have undergone MCTP Phase-III since 2010 to 2012, 10% of the participants were taken as the target group, i.e. 34 participant officers, who were interviewed. The responses of the focus group were as follows:-

(i) Response of participants:-

(a)   70% of the participants felt that families accompanying them during foreign component had an ovrall positive effect on their training abroad but they agreed that some amount of destraction has caused to their training but that is inconsequential.

(b)   15% of the participants held that the accompanying families has taken out the focus from the foreign training component, as the participants had to constantly engage with the Conducting Agency in ensuring proper accommodation, food and travel facilities for their families. They felt that leaving the families behind either in the hotel or engaging with travel/tour agencies for local sight seeing alone were a cause of distration and interfering with the training activities.

(c)   15% of the participants felt that families accompanying them or not did not have any effect on the training. This category mostly belongs to the participants who could not take their families along with them abroad for one or other reason.

(ii) Response of Faculty Coordinators:-

(1)   During the period 2010-2012, a total of 3 programmes of MCTP Phase-III were conducted. In each programme 2 Faculty Coordinators from National Police Academy accompanied. The interview with these Faculty Coordinators threw light on the following undesirable facets of allowing family members accompanying the programme participants during the foreign component:-

(a)   The Faculty Coordinators were of an unanimous opinion that allowing the families abroad during foreign component training is totally undesirable as it put enormous stress on the course participants as also on the Faculty Coordinators.

(b)   The relentless requirements of the families take a toll on the Faculty Coordinators, as when they are supposed to constantly monitor the course participants and the training curriculum, a lot of time is lost in helping the course participants to cater to their family requirements and their logistics. This has resulted in failing in paying undivided attention to the training aspect of the programmes.

(c)   The Faculty Coordinators observed that the Conducting Agency exhibits a significant amount of disinterest in coordinating the family requirements of the Course Participants, though not overt, as the Conducting Agency is not in favour of catering to the needs of the families of the Programme participants. It is a perceptible feature which should be taken care of the Academy.

(iii) Response of Conducting Agency:-

(1)   The response we received from Mr. John Dines, Associate Head of School and Course Director, Charles Sturt University, Australia is given below, which is self explanatory:-

"As a Study Tour Conducting Agency, the University invests significant effort towards designing and delivering a professional experience for visiting personnel. This includes negotiating with police institutions and promoting the importance and value in hosting senior IPS officers at several sites and venues. While study tours lack the rigour of the NPA based lectures and workshops, they are nevertheless designed as the applied module of the MCTP programme and support its wider learning objectives.

Allowing family members to accompany participants during the foreign component does not contribute to or support the aims of study tours in any way. It should be mentioned that some spouses maintain a discreet separation from their partners during the operational hours of foreign visits, almost to the point of being entirely invisible to the study tour organisers and facilitators.

But generally, accompanying spouses and children have no interest in the professional objectives that the study tours seek to deliver and quite naturally they interfere with prevailing professional attitudes. This becomes particularly evident when family members travel with participants between sites/venues and inter-state locations; when shopping preferences divert transport and when family members are running behind schedule.

We understand that some of these types of matters could be considered petty, and we do not wish to be thought of an inconsiderate. But adhering to hosts schedules (determined by operational demands) is maybe as important as maintaining a professional focus during operational displays/presentations etc."

(iv) Conclusion:-

The interviews conducted to assess 360 degree of the issue by the Researcher shows that allowing the families to accompany the Programme Participants have a significant effect on training during the foreign component. Since it is the onus on the National Police Academy to see that the programme participants are trained and gained the maximum inputs, desirable competency and knowledge during the short term

period of training abroad, anything which distract the focus from training and learning is uncalled for when the huge cost involved in such a training module. Therefore, it is recommended that families/spouses are not to be allowed for maximum impact of exposure study visit abroad. This has already been reiterated by the Academy and for the subsequent cycle of MCTPs, families are not being allowed during training days.

6.2.10 Increasing the pitch of the topics with the level of experience and understanding of the participants to be kept in mind so that the design part should involve wider deliberations with the conducting agency to peg in optimum level of intensity on the given topics.

6.2.11. There are certain topics found to be redundant, which should be removed. There should be more focus on the inputs in Forensic Science, ICT, Investigation of big cases and Economic Crimes, Terrorism, Cyber Security, Transnational Crime, White Collar Crimes and Financial Frauds.

6.2.12. Continuous improvement from programme-to-programme has been the practice and it should continue without altering the basic structure of the design.

6.2.13. The design should guide selection of content, case material, pedagogical methods and preparing the faculty for presentations and conducting interactive sessions with the participants, during the design stage itself.

6.3.   **Delivery (Pedagogical methods):-**

6.3.1. More adult learning methods of teaching should be used. It has been observed that in case of inputs given for topics such as 'Motivation' and 'Leadership', the desired impact has not been felt by the participants. Therefore, the inference has been made to change the Pedagogical methods for the topics such as just and equitable policing,

ethical standards in police, ant-graft strategies, motivation, leadership and inspirational leadership, alternative methods of influence needs to be incorporated.

6.3.2. Experience sharing/peer-group learning should be encouraged, as it has more learning absorption among the participants and sharing of diversified topics and handling the crisis situations in typical conditions have been observed to be more impacting than the "one-to-many" kind of sessions.

6.3.3. The syndicate group work out sessions yielding more results. However, these sessions should be conducted in a more systematic way to record the outcomes, summarize and presentation before the group so that the common understanding on any particular issue would be deliberated more effectively. The method of "World Café" type of new braining storming methods needs to be introduced rather than sticking only to syndicate group deliberations which, after sometime, seize to evoke negative responses all through the programme.

6.3.4. Expert interaction with the foreign experts should always be coupled with experts in the panel from Indian policing to make way to the participant to draw parallels consciously to make cross country comparisons for better policing.

6.3.5. Most of the participants are not showing interest in paper presentation in the programme which should be made mandatory. It is possible only when in the final evaluation the rankings have sanctity and unless they have an impact on their future career.

6.4. <u>Size of the Class</u> - The maximum batch size for the programmes should not be more than 70 participants per programme and further it should be divided into two groups for better participation and involvement.

In the Programme Report (page 27-28 - at Annexure) on Phase-III MCTP Programme conducted from 145h February to 8th April, 2011, prepared by Charles Sturt University, Australia made a study about the class size for Phase-III programme, which is given below :-

<u>Class Size</u>:-

➢ 66.29% of participants felt the class size was too large, which has been reinforced in the comments especially regarding hands on practical and Australian tour.

➢ 32.58% of participants felt the class size was about right.

➢ 1.12% of participants felt that the class size was too small.

<u>Comment</u>:-

Class size remains a major challenge in the conduct of the programme. Where possible, streamed lectures were incorporated by dividing the cohort into two groups of approximately 57 participants, but participant feedback confirms the views of CSU and general educational opinion, that <u>classes of 114 are not appropriate for learning activities</u>. Apart from diversity in aptitude and experience, such large class numbers present ongoing management issues that impact on programme efficiency. Maintaining participant punctuality, on time delivery of sessions, conforming individual participant attendance during the academic and study tour phases unnecessarily time consuming for the faculty.

This has been further confirmed during the interviews and the interactions, as part of this study. Therefore, the class strength should not be at any cost more than 70 and to be divided into two sections for better impact.

6.5.<u>Duration of the Programme</u>:-

In the Programme Report (page 28-29 – at annexure) on Phase-III MCTP Programme conductd from 145h February to 8th April, 2011, prepared by Charles Sturt

University, Australia made a study about the duration for Phase-III programme. The study of CSU is showed that:-

➢ 2.25% thought the course was too short.
➢ 59.55% thought the course was about right.
➢ 38.20% thought the course was too long.

Comment

It is worth noting that just on 60% of the participants felt that the whole course duration was about right and just over 60% through that the Australian study tour should be 2 weeks. In spite of these results, only 32% felt the 8 weeks was an ideal length for the total programme. It is difficult to consider changing the duration of the programme given the extent of the curriculum and learning required.

The duration of the programme should be three weeks for the Indian Programme coupled with one week of foreign component which would be logical extent ion of the learning taken place during the three weeks of Indian Component and primarily consist of field visits and exposure visits to police institutions in the developed countries. Three week Indian component should consist of one week of Managerial Inputs coupled with Experience Sharing and Leadership in Indian Police Organizations. Second week should be to give Core Professional Policing topics such as empirical Evidence Based Police (EBP), Proactive Policing, Systems Approach and leveraging the technology as a force multiplier. Third week should be for contemporary topics which govern national and international law enforcement issues. Issues having ramifications on law enforcement and maintenance of peace in their respective State of participants, pan-Indian comparisons coupled with cross-country comparison of the policing procedures and systems.

6. 6. <u>Limitations of the study</u>

(i) **Self assessment**. The study is based on self-assessment of the participant. Therefore it may be understated or overstated.

(ii) Annual Performance Appraisal Reports (APAR) of the respondents were not available to validate this data with the performance indicators of the participants' post-training.

(iii) Separate analysis for SPS/RRs not done deliberately. If done separately, on certain parameters ,results are bound to skewed but certainly will not change the basic outcome of the research.

6.7. Challenges faced

(1) Difficulty in getting officers to participate in the study both for the survey and personal interviews – required a lot of follow-ups.

(2) Participating officers were unwilling to give sufficient time for personal interviews.

(3) Responses received at the end of the survey was not sufficient for finer slicing into various categories/parameters.

(4) Practical implementation of inputs of MCTPs in the field and its results could not be brought out, as the officers were facing transfers, non-availability of required infrastructure, manpower, administrative reasons, etc.

(5) For majority of participants, the time gap between the Programme delivery and conducting of the survey was very large which forced them to rely on their memory.

6.8. Scope for future Research:-

6.8.1. The Impact Study for Phase-IV and V should also be taken into consideration, before taking any further key decisions in restructuring the programmes of the MCTPs.

6.8.2. The Impact Study should be linked-up to the career progression of the IPS Officers in the backdrop of inputs given in Phase-I & II.

6.8.3. Specialization opted at Mid-Career level and the talent management at cutting edge level and succession planning at the senior most level should also be linked to the scheme of MCTP.

6.8.4. Needless to say, the MCTPs are being viewed as discreet subjects, rather than it should be seen as a holistic approach for career progression of Indian Police Service Officers from day one in alignment with the competency model envisaged by Department of Personnel & Training, GoI.

6.8.5. Before certifying of each officer, the Conducting Agency or the Academy should motivate the officers to indicate their areas of preference where they would prefer to bring in both tangible and intangible changes with respect to the practices, welfare schemes, structure, institutions, organizational behavior, etc. This would help the Academy to correlate the transition of learning inputs into behavior change and field applications.

6.8.6. The training programmes designed for IPS Officers should have a unified focus having a synergy with the MCTP programmes. In other words, the inputs in the training programmes of the Academy should have a spill over effect on the inter-linkage of MCTPs.

6.8.7. A detailed Training Need Analysis (TNA) could be conducted to enhance the curriculum and thus the further effectiveness of the Programmes followed by a Gap Analysis biannually.

6.8.8. A further study can be done to check how the application of learning (applicability) of the Programme can be enhanced.

7. BIBLIOGRAPHY (INCLUDING WEBSITES) & APPENDICES:

A vast number of books, magazines, newspapers and other literature were studied which are relevant to the subject of research right from the scratch and changes were incorporated wherever necessary, till the end of the study. Data/information from various websites were also used during the entire length of the study.

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GLOSSARY OF TERMS

Words	Description
Andragogy	The science of understanding (theory) and supporting (practice) lifelong education of adults.
Calculated Mean	A Single value that describes the 'middle' or 'average' value of the entire set
Correlation	Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together.
Cronbach's Alpha	Cronbach's Alpha is a measure of internal consistency, that is, how closely related a set of items is as a group. It is considered to be a measure of scale reliability.
Evaluation	Evaluation is a systematic determination of a subject's merit, worth and significance, using criteria governed by a set of standards.
Likert Scale	A scale used to represent people's attitudes to a topic. It is a psychometric scale commonly involved in research that employs questionnaires
MCTP	Mid-Career Training Programme.
Mid-Career Professional	A mid-career professional is essentially someone who has moved past entry level but isn't nearing the end of her career. A mid-career professional is someone with more than 10 years of professional experience.
Module	Each of a set of standardized parts or independent units that can be used to construct a more complex structure.
Regression	In statistical modelling, regression analysis is a statistical process for estimating the relationships among variables.
Reliability	Reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure.
RFP	Request for Proposal
Scale	Scales of measurement refer to ways in which variables/numbers are defined and categorized. Each scale of measurement has certain properties, which in turn determine the appropriateness for use of certain statistical analysis.
Standard Deviation	A quantity expressing by how much the members of a group differ from the mean value for the group.
SVP NPA	Sardar Vallabhbhai Patel National Police Academy
TGA	Training Gap Analysis
TNA	Training Need Analysis
Training	Training constitutes a basic concept in human resource development. It concerns with developing a particular skill to a desired standard by instruction and practice.
Abbreviations	
ANOVA	Analysis of Variance
APAR	Annual Performance Appraisal Report
AFP	Australian Federal Police
CPAFs	Central Para Armed Forces
CSU, Australia	Charles Sturt University, Australia

CIPP Model	Context, Input, Process and Product Model
DoPT	Department of Personnel and Training
EBP	Evidence Based Policing
EBP	Evidence Based Policing
FIR	First Information Report
GoI	Government of India
HRD	Human Resource Development
I.P.S	Indian Police Service
ISB	Indian School of Business
ICT	Information Communication Technology
I.B.	Intelligence Bureau
IB	Intelligence Bureau
IBM	International Business Machine
L&O	Law & Order
LPO	Leadership in Police Organisation
LQ	Learning Quotient
MCTP	Mid-Career Training Programme
NSW Police	New South Wales Police
OLS	Ordinary Least Square
PESTELOM factors	Political, Economic, Social, Technological, Environmental, Legal, Organisational and Media factors
S.V.P. N.P.A.	Sardar Vallabhbhai Patel National Police Academy
S.P.S	State Police Service
SPSS Package	Statistical Package for the Social Sciences
TGA	Training Gap Analysis
TNA	Training Need Analysis
U.P.S.C.	Union Public Service Commission

KIRKPATRICK METHOD (MODEL ADOPTED)

Overview

- Donald Kirkpatrick became interested in evaluating training programs in 1952 as he wrote his PhD dissertion--"Evaluating a Human Relations Training Program for Foremen and Supervisors." In a series of articles published in 1959, he described a four-stage model for evaluating training programs. In 1994, Kirkpatrick published *Evaluating Training Programs: The Four Levels*. He considers this book his main contribution to the field and has published subsequent books and articles about evaluation.
- Kirkpatrick cites the following reasons for evaluating training programs:
- ✓ To decide whether to continue offering a particular training program
- ✓ To improve future programs
- ✓ To validate the existence and job as a training professional

Kirkpatrick Foundational Principles

The end is the beginning

- Effective training evaluation begins before the program even starts. Kirkpatrick says it best on page 26 of *Evaluating Training Programs: The Four Levels (*1st Edition, Berrett-Koehler, 1993):

"Trainers must begin with desired results and then determine what behavior is needed to accomplish them. Then trainers must determine the attitudes, knowledge, and skills that are necessary to bring about the desired behavior(s). The final challenge is to present the training program in a way that enables the participants not only to learn what they need to know but also to react favorably to the program."

Evaluation in Instructional Design

- Systematic determination of merit, worth, and significance of a learning or training process by using criteria against a set of standards.
- Instructional design models which were published in the late 1960s and early 1970s, all had an evaluation component.
- The evaluation phase is ongoing throughout the ISD process and it is performed during the first four phases of the ISD process of Analysis, Design, Development & Implementation
- Two types of evaluation:
  Formative – Take place during the development of instruction
  Summative – Take place after developers have done all that they can to make the instruction as effective as possible

Bramley and Newby (1984) identified five main
Purposes of evaluation:

- *Feedback*
  Linking learning outcomes to objectives and providing a form of quality control.
- *Control*
  Making links from training to organizational activities and to consider cost effectiveness.
- *Research*
  Determining the relationships between learning, training, and the transfer of training to the job.
- *Intervention*
  The results of the evaluation influence the context in which it is occurring.
- *Power games*
  Manipulating evaluative data for organizational politics.

Kirkpatrick's Levels of Evaluation

Level 1: Reactions

- Assessment of learners' reactions or attitudes toward the learning experience
- The purpose of measuring reaction is to ensure that learners are motivated and interested in learning
- Questionnaires are the instruments that are used to get honest reactions from the learners
- Measurement of participants' reactions or attitudes toward specific components of the program, such as the instructor, topics, presentation style, schedule, audiovisuals, etc
- Key Questions:
  What was the learners reaction to the learning environment?
  Did they like it?
- Data Sources:
  - Student surveys
  - Focus Group
  - Interviews

Level 2: Learning
- Measures the knowledge acquired, skills improved, or attitudes changed as a result of the training.
- The training instructor should have specific learning objectives, to find clear learning outcomes
- Learning outcomes can include changes in knowledge, skills or attitudes
- The evaluation should focus on measuring what was covered in the training event (i.e. the learning objectives).
- <u>Key Questions:</u>

 Did the students achieved the desired learning objectives?

 Did they learn it?
- <u>Data Sources:</u>
 - Tests
 - Assignments
 - Discussions
 - Q&A

Level 3: Behaviour

- Measures the transfer of training or if trainees are applying new knowledge, skills, or attitudes on the job.
- Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour.
- Key Questions:

  Are the newly acquired skills, knowledge or attitude being

  used by the learner after the learning event is completed?

  Did they use it?
- Data Sources:

  - Re-assessments

  - Employer/Supervisor Surveys

  - Interviews

Level 4: Results

- Measures the result of training as it relates to factors such as sales, productivity, profit, costs, employee turnover, and product/service quality.
- Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee.
- Key Questions:

  Did the students achieve the desired outcomes of the programme of study?

  Did it impact the bottom line?
- Data Sources:

  - Employer/Supervisor Surveys

  - Interviews

  - Focus group

Kirkpatrick's Levels of Evaluation

Level 1: Reactions

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- The purpose of measuring reaction is to ensure that learners are motivated and interested in learning
- Questionnaires are the instruments that are used to get honest reactions from the learners
- Measurement of participants' reactions or attitudes toward specific components of the program, such as the instructor, topics, presentation style, schedule, audiovisuals, etc

- **Key Questions:**
  What was the learners reaction to the learning environment?
  Did they like it?

- **Data Sources:**
  - Student surveys
  - Focus Group
  - Interviews

Level 2: Learning

- Measures the knowledge acquired, skills improved, or attitudes changed as a result of the training.
- The training instructor should have specific learning objectives, to find clear learning outcomes
- Learning outcomes can include changes in knowledge, skills or attitudes
- The evaluation should focus on measuring what was covered in the training event (i.e. the learning objectives).

- **Key Questions:**
  Did the students achieved the desired learning objectives?
  Did they learn it?

- **Data Sources:**
  - Tests
  - Assignments
  - Discussions
  - Q&A

Level 3: Behaviour

- Measures the transfer of training or if trainees are applying new knowledge, skills, or attitudes on the job.
- Behaviour evaluation is the extent to which the trainees applied the learning and changed their behaviour.

- **Key Questions:**
  Are the newly acquired skills, knowledge or attitude being used by the learner after the learning event is completed?
  Did they use it?

- **Data Sources:**
  - Re-assessments
  - Employer/Supervisor Surveys
  - Interviews

Level 4: Results

- Measures the result of training as it relates to factors such as sales, productivity, profit, costs, employee turnover, and product/service quality.
- Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee.

- **Key Questions:**
  Did the students achieve the desired outcomes of the programme of study?
  Did it impact the bottom line?

- **Data Sources:**
  - Employer/Supervisor Surveys
  - Interviews
  - Focus groups

Structured Questionnaire
_____

1. **Reaction: (Thought and felt about training "Smile Sheet")**
   Kindly rate the following statements on scale 1 to 5 (1: Highly dissatisfied, 2: Dissatisfied, 3: Neither satisfied nor dissatisfied, 4: Satisfied, 5: Highly satisfied)

S.N	Statements: Reaction After Training Is Imparted	1	2	3	4	5
(a)	You feel that MCTP is a good use of your time					
(b)	Rank the effectiveness of MCTP					
(c)	The courses in MCTP are more relevant and practical					
(d)	The instructors' knowledge of 'course material' and subject matter are up to the mark					
(e)	The instructor was responsive to student question and problems?					
(f)	The communication of course objective in MCTP is in clear and understandable terms					
(g)	The training courses for individuals are based on job classification?					
(h)	The overall process of MCTP and information was received prior to the commencement of training					
(i)	The course objectives are in clear and understandable terms					
(j)	The courses in MCTP are designed to enhance the performance of current job task more effectively					

2. **Learning: Assessment before and after Training (Measurement of change in knowledge)**
   Kindly rate the following statements on scale 1 to 5 (1: Strongly Disagree, 2: Disagree, 3: Neither Agree nor Disagree 4: Agree 5: Strongly agree)

S.N	Statements: Training Assessment Analysis (Before & After)	1	2	3	4	5
(a)	To what extent you feel that there is advancement (skills), in the area of your work after undergoing the training?					
(b)	To what extent do you feel, you have learnt from the training what was intended?					
(c)	To what extent have you learnt on the course about the behavioral skills (like welfare and leadership)					
(d)	To what extent have you learnt on the course (Foreign Component) about international policing and management?					

		1	2	3	4	5
(e)	You feel more confident in performing the assigned tasks since your learning in MCTP is effective.					
(f)	To what extent you experience the real challenges are covered in demonstrations, field visits and actual briefing session (like MCR, Modern innovation in police training, community policing etc) during training					
(g)	To what extent you feel your personal learning objectives have been achieved?					
(h)	How will you rank the change, in your motivation level after undergoing Training					
(i)	To what extent you are satisfied with lecture and demonstration given on in the training Programme					

3. **Behavioral Assessment (Post training Change Expected): Kindly rate the following statements on scale 1 to 5 (1: Strongly Disagree, 2: Disagree, 3: Neither Agree nor Disagree 4: Agree 5: Strongly agree)**

S.N	Statements: Assessment of Behavior	1	2	3	4	5
(a)	To what extent you feel your ability of accountability and answerability is changed after attending the training programme?					
(b)	You feel your Ability of Responsive Policing is increased after undergoing the training?					
(c)	You feel your Ability of professional/ Management skills and knowledge increased after MCTP					
(d)	How satisfied are you with the validity of academic learning with your job after MCTP					
(e)	How will you rank your ability to handle the emerging challenges, like "naxalism, low intensity conflicts, and cyber threats in urban areas" after MCTP?					
(f)	How satisfied are you with your, self-improvement and innovation capabilities after undergoing training?					
(g)	How you will rank your personal capabilities of Managing Public Relation and management Perceptions, after MCTP					
(h)	How you will rank yourself as a good leader, when the circumstances changes, and you struggle to know what to do, by involving other fellow members working with you as team					
(i)	To what extent you feel that you are good to handle the situation, if you have been appointed to head up a task force that is far overdue in making requested recommendation for change, and your group is not clear about the goal					

SEMI-STRUCTURED QUESTIONNAIRE FOR INTERVIEW

(Following issues are raised during formal/informal interaction/interviews with
the participants)

_____

1. **Content**
   - (i) Design of Modules
     - (a) It was relevant to my work
     - (b) It was well designed/conducted
     - (c) It was demanding (efforts)
     - (d) It was challenging (intellectual)
   - (ii) Level of the input
   - (iii) Topics to add
   - (iv) Topics to delete

2. **Delivery**
   - (i) Balance of individual/foreign speakers
   - (ii) Methodology of teaching
   - (iii) Mode – lecture mode/experience sharing/syndicate groups

3. **Duration**
   - (i) Size – length of training/size of the batch/composition (RR/SP)
   - (ii) Length of foreign component

4. **Did you try to implement?**
   - (i) If "Yes" – Success story
   - (ii) If "Not" – What was the hindrance?

5. **Overall impact on one's personal and professional life w.r.f. to -**
   - (i) Structures
   - (ii) Thinking process
   - (iii) Approach to problem
   - (iv) Decision making process

6. **How best it helped you to feel confident to deal with the day-today-challenges?**

7. **Top of the mind (one-liner)**

ANNEXURE-IV

FEEDBACK RECEIVED FROM MCTP-III PARTICIPANTS

1. The best items noticed during the Phase-III MCTP.

The overall response of the participants was collected in a well structured debriefing form and tried to do thematic groupings. Likewise, they are presented as under, issue wise, sub-dividing into groupings of issue related to design, content, delivery, logistics and Foreign Exposure inputs. This feedback gives insights for betterment of the future programmes.

1.1   Design & Content

- Structuring of the course content
- Moderate load that promoted deep introspection.
- Comparative policing in different States and countries
- Importance of DVI, role of forensics and the role of leadership and command in DVI situation.
- Disaster victim identification and its importance.
- Hot spot analysis
- Leadership style and management theories
- Training module design for MCTP excellent.
- Interpol related issues.
- Strategy formulations
- Personality assessment sessions to understand interpersonal relationships.
- Introduction to the best practices.

1.2   Delivery

- Proper duration of the programme
- Cyber related sessions
- Sessions on Strategy issues.
- Foreign component.
- Personal resilience.

- Static view for policing, forensics and traffic management.
- Course design according to future
- Leadership principles and training
- Syndicate formation and discussions.

1.3   Logistics

- Accommodation, lecture hall.
- Messing.
- Sports facilities in NPA outstanding, especially cycling and swimming
- Outdoor activity
- Classroom at NPA, Computers and Wi-Fi
- Firing practices

1.4   Foreign Exposure

- Visit to Surry Hills PS, Sydney gave holistic view of policing.
- Australian police functioning.
- Water policing, forensic wing.
- Study from Australia with AFP & NSW police force.
- Australian Federal Police Majura Training Village.
- Australian War Memorial/National Gallery of Australia.
- Rural Policing Initiative Bowral Police Station.
- Forensic Services Group Crime Scene Display.
- NSWPF Leadership Centre.
- Policing a Major City Inc Custody/Exhibits/Supervisors.
- Marine Counter Terrorism & Airwing Display, Sydney Harbour

1.4.1 Design

- Best police practices in other countries
- Current trends in policing as applied in Australia.
- Visit to Police Control Centre in Australia
- Traffic sense, police station management and Disaster Reserve Operation Sea.
- Canine squads can be used for riot control
- Forensic expertise
- Impact of positive attitude on policing.

1.4.2   Content

- Technology being used by police

- Advanced forensics use especially active partnership of police force with research and university.
- Elevate traffic management
- Performance structure – Kangaroo
- Use of dogs in Airport security/drug detection.
- Computerization/use of technology for surveillance.
- Comparative policing methods.
- Professional standards at all level and capacity building.
- International policing standards.

1.4.3 Delivery

- 3D forensics develops better 'scene of crime' NPAS than we do currently.
- Gained knowledge of working of Australian police.
- Dedicated professionalism.
- Very high value for personal liberty of every individual.
- Community engagement for policing.
- They have SOPs for many things.
- Latest technological advancements, tactical operations, forensics, training, crowd control, communications, police functions, police station works, airport security.
- Command structure in Australian police.

1.4.4 Logistics

- Accommodation at Australia.

2. The issues which require more attention for immediate improvement.

2.1 Design

- The case studies strategic issues paper and reflections were new to many of us and they were given perfunctory importance.
- Reduce number of day sessions because no time is left for self study.
- Presentations of good case studies and interactions among participants.
- More emphasis on Cyber crimes and Cyber forensics.
- Investigation of corruption cases.
- In Cyber Crimes sessions lectures should be experts.
- Syndicate leaders were not experienced in training of IPS Officers. Therefore, the emphasis was on submission rather than the content.

2.2   Content

- Presentation of good case studies and interactions among participants.
- More emphasis on issues pertaining to India, more practicals on Cyber crimes, latest development in legal laws of India.
- Issue of coordination between different Govt. Departments.
- Cyber Crimes and Cyber Forensics.
- Man management skills.
- Traffic management.
- Disaster management
- Interrogation skills
- Team building and collaboration sessions
- Documentation analysis.
- Need more Indian speakers and IPS success stories.
- Case studies should be more India centric and more case studies in Cyber Crime sessions.

2.3   Logistics

- Not required for any immediate improvement.
- An electrical plug for ironing in each room.

2.4   Foreign Exposure

- The practical training needs more demonstrations. Where demos are not possible videos on LA N could have been provided.
- Foreign component must be longer.
- Foreign accent/speakers are difficult to understand language-wise.

2.5   Misc.

- The hotel manager may be told to include some Indian food items in breakfast.
- Compulsory prescribe formal suit for gents + saree for lady officers during foreign component visits.
- Quality of facilities during foreign exposure needs improvement.
- The accommodation at Sydney was not good. There should be liaisoning between NPA and High Commission of India and ensure proper decent accommodation during foreign visit.

3. The inputs to be included/excluded relating to relevance of Police works in India

(c) Inputs to be included in the Programme:-

- Session on new project and initiatives taken by police in different states may be included if those projects/initiatives are useful for other states also.
- More practicals on Cyber Crime.
- More case studies with properly drawn conclusions may be included.
- Some topics can be restructured to include use of modern gadgets for investigation abroad.
- Lecture on forensic and digital forensic can be included.
- Foreign component may include crime prevention methods
- Drug abuse cases.
- Organizational skills and team building
- Traffic management exposure in Sydney.
- More emphasize on organizational building and institutionalising.
- Risk management – lectures by Sylvia Chenery under Ops may be included.
- State problems
- Personal case studies presentation
- Open house discussion on some important topic.
- Brainstorming for solutions on some typical police problems.
- More classes on field revision/firearms training/tactics.
- Electronic traffic management by foreign country may be included.
- Foreign component may include crime prevention methods.

(d)   Inputs to be excluded in the Programme:-

- Royal Canadian Mountaineering police lectures are not suitable for India.
- The lecture by Sylvia Chenery and RCMP were not very useful and may be excluded.
- Some topics on Cyber crime may be excluded.
- Risk management lecture by Sylvia Chenery may be excluded.

4. Benefits which gained by attending Phase-III MCTP

- Gave new perspective in topics like strategy making and implementation in police and also in Cyber crimes. Also gave knowledge of current trends in international planning.
- Development of leadership qualities.
- Got awareness about of functioning of police in a foreign country.
- How to conduct investigative interviewing.
- Updated and refreshed the knowledge and came to now good practices in other countries.
- Learnt how to interrogate and strategy of problem solving.

- Learnt Mid-career crisis management.
- Broaden the horizons and attitudinal change towards organisational functioning.
- Global experience of policing is excellent and sensitization of aall relevant tasks of policing.
- Exposed to leadership skill, modern technology, strategic modules, computer forensics, personality development, Islamic terrorism.
- The interface with Australian police brought in contact with latest technology being used efficiently.
- Efforts to be made for sustainable/enduring changes.
- Importance of trouble management.
- Unobtrusive security and law & order management.
- Accountability.
- International perspective on certain crime.
- Strategic and future policing.
- Personal resilience during crisis.
- Professional competency, self awareness.

5. Suggestions for making further improvements in the ensuing Phase-III MCTP.

5.1 Design

- The Australian competent can be managed such that less time is spent on travelling.
- Reduce number of sessions in day and give some time for self study and deliberation.
- Physical training should be made compulsory.
- Some more global leaders should come, more case studies
- Some more experienced police officers of developed Asian country may be associated in the programme.
- India based Cyber crime expert should be included for indoor studies.
- One topic should not be taught for more than 1 ½ hr on particular day.
- Pre-lunch session can be lengthened and post-lunch be kept for private study or self exploration both at NPA and during foreign exposure.
- Some sessions on traffic engineering and management is required in Sydney.
- Some faculty of judiciary – may be judge of HC/SC may be called for lecture.
- Some important media men/legendary IPS Officers may be called.

5.2 Content

- More sessions on cyber crimes
- Proper system in every sphere including traffic and and patrolling with the help of electronic system.
- More case studies should be included.
- SOPs of foreign countries may be shared.
- Inclusion of topics on community policing.
- Police as a service is in interface with judicial process/prosecution may be included.
- Comparative lectures on national and international policing.

5.3 Delivery

- Classes should be rather interactive.

6. Learning points from the training at Australia (Foreign Component)

- Dogs can be used for riots control.
- Men need sufficient rest between two night shifts.
- 3D forensic develops better 'scene of crime' NAPS than we do currently.
- Learnt about modern equipment and scientific techniques used in police work.
- Dedicated professionalism.
- Very high value of personal liberty of every individual.
- Excellent way to understand global culture and so the crimes related to it.
- Global concern for internal security.
- Community engagement for policing.
- There is no political/external interference in their working.
- They have SOPs for many things.
- Visit to Police Control Centre in Australia is very useful.
- Public Order Tactics and Command are very good.
- High level of compliance and commitment.
- Readiness and preparedness of any crisis riots control system.
- Traffic sense, police station management and disaster reserve Operation Sea.
- From local policing to global policing experience – well amazing and immense in all areas of policing tasks, PS model, crowd control, PS infrastructure, equipments, and operations room.
- Complete professional approach to policing.
- Command structure in Australian police.
- Impeccable operation of institutional mechanism.
- Forensic expertise of Australian police can be emulated and acted upon in India.

- Impact of positive attitude on policing.
- Traffic management.
- Result system and training methodology.
- Extremely useful in traffic management, evacuation, interception drills by Water Police NSW.
- Organisational/man management
- Resource augmentation through innovation.
- Submarine activity is very much beneficial.
- New ways of public order and Riot Control drills.
- Use of dog in airport security/drug detection.
- Communication and data network system.
- Costal security aspects.
- Organizational management through innovation.
- Comparative policing methods.
- Separate professional components in policing like forensic, riots and public order.
- Professional standards at all level and capacity building.
- Automation.

7. **Proposed action plan with respect to your personal development**

- Plan to train on Riot Drill protocol and forensic sciences.
- Increase emphasis on documentation and analysis.
- Risk assessment to preside decision making.
- Will analyse the issues present in my current posting and will prepare strategy to solve them. I will also introduce new methods in Policing to increase efficiency of my work and working of Police force.
- Will plan for specialisation immediately after the MCTP-III.
- Work on improving / introduction innovation at all levels.
- Engage more ranks to discuss problems.
- Engage community people representative in decision making.
- Welfare of my men.
- I was aware if the negative traits and would try to improve. Will lay more emphasis as personality development more emphasis as welfare of Police officials.
- More focus on building systems.
- More professionalism / specialization.
- More receptiveness and respect for human beings irrespective of their rank.
- To indicate the spirit of dignity of labour.
- Most important is DVI, team buildings, Capacity building.

- In my district I will arrange computer training programme for all subordinate constables & others.
- Strategy formation.
- Risk management.
- Will apply it on my working place, what I have learnt I will try to feed to our subordinate for better working condition.
- More specialisation I need to improve in cyber crime, urban Policing & PS functioning, Terrorism problems & sleeper cells working in the area studying & bursting.
- To further improve my communication skills and knowledge of carious area as to develop myself an assistive and democratic leader.
- To emphasize leadership quality.
- To ensure community policing.
- Will increase physical activity in early morning & in day time also.
- Shall learn more almost emphasis forensic, computer knowledge & well focus on strategic issues of leadership.
- To best stress & anxiety spend more time with family & reach out more to colleagues calling across rank.
- To bring in future prospective to my area of work in crime branch i.e. instead of reacting; framing a pro-action approach.
- Wanted to give an account of all the good practices of Australian Police to my HOPF and facilitate the improvement of massive Police, forensic science wing in A.P.
- To be remain none update with the happenings globally especially having relevance on law & order and how the situation are being dealt with. Also my own management skills have been refined which I hope it will have positive impact on my performance.
- Do works than theory performs himself than the performance of subordinates.
- Shall engage in leadership qualities.
- Shall engage in community policing.
- Shall engage in leadership skill.
- Shall engage in community policing.
- Continue physical activity as in NPA.
- Work hard more scientifically & do well in planned manner.
- Take out time for ourselves & Family.
- Develop resilience & emotional intelligence.
- Will try to involve any Police personnel in decision making procession the organisation.

- Systematic plan for target achievement.
- Will try to improve the traffic situation in my district so to reduce the number of accidents taking place.
- Regular and continues interaction with my men and to obtain their feedback. Stakeholder participation in decision making.
- Change in approach in dealing the public (communication skills).
- Personnel & professional life balance.
- Organizational skills (team building).
- Introspections for effective implementation on any aspects of policing.
- Would be utilising the understanding organized knowledge acquired in the phase-III MCTP for improvement of its functioning with absolute dedication.

8. **Systemic improvements you desire to bring-in the area of your working environment (such as Structures / Procedures / Good practices)**

Structure

- Promote hierarchy-free organisations to promote positive thinking.
- Promote documentation and Risk Assessment of all possible action.
- Improvement in efficiency of Police working more computerisation.
- There has to be a structure which serves the purpose rationally without wastage of resources.
- Everyone in the organisation has to be aware of the commonality of goal, to be achieved by training and open communication.
- More transparent decision making.
- Use of aggressive social media for policing & Community outreach.
- Development of personal qualities of Police officers.
- Ensure that all members working for Police have skills & motivation to achieve the maximum.
- Improve the image of Police in the eyes of public.
- More professionalism.
- Informal interaction with subordinates.
- Will peculate the learning and will, time to time assess myself as what are my weakness are and improve upon.
- In my district I will arrange computer training for all and also be arranging skill development programmes.

- More emphasis will be on skill formation, and would impart training to my subordinates which has been learnt in NPA & Australia and emphasis will be on community policing in my district.
- Implementation of advanced technology, equipments in Forensic Science, the formulation & training of public order management unit, the training of massive on water Police in Andhra Pradesh.

Procedures

- Creating strategy to solve issues present in my assignment and solve them accordingly to the proposed strategy. Also emphasis on physical fitness.
- To involve major stakeholders in decision making.
- Manpower planning.
- Strategic planning.
- Preparing SOPs.
- Building strong inter-personnel relationship.
- Use of scientific methods in the investigations of crimes.
- Standardization of investigation methods.
- Emphasis on forensics.
- Focus on traffic education/enforcement.
- Better human resources management with better understanding of various personalities.
- Emphasis on systematic use of forensic articles / instruments in important investigations.
- Automation of traffic system.
- Standardization of proceeding / systems.
- More focus & extension of facilities in forensics.
- Focus on traffic management / executions.
- Institutionalising certain aspects of policing.

Good Practices

- Use of aggressive social media for policing.
- Introduction of paperless office as much as possible.
- Introducing better response management in our state.
- Imbibe the culture of trust & responsibility among my team.
- Applying latest technological interaction learnt during the MCTP.
- Improvement in traffic department functioning.
- Vigorous efforts for involving community in police functioning.

- Technical assistance in investigations.
- Traffic, evidence based policing, make police more responsive, neighbourhood policing
- Forensic
- More emphasis on community policing
- Technology to ensure that interaction with general public is kept minimum.
- Creating database to improve research work
- Concept of policing by consent
- Procedural fairness and transparency in decision making
- Public oriented policing
- More respect for Human Rights and human values.
- Use of modern scientific techniques in the field of investigations
- Improve interaction with men and establish closer rapport with them.
- Being more humane and scientific in policing.
- Fine tune a prompt system of providing universal security services to all regiments of the society.
- Use of predictive policing
- More case studies, particularly those pertaining to security, intelligence are incorporated.
- Importance of analytics in training of sports.
- Use of technology.
- Team work with Gold - silver and Bronze teams & delegations.
- Impress on my team to look for any help to community & overvalue community in policing.
- Making police more responsive to the needs of citizen, explore the way as to how to implement "policing by consent".
- Increase professionalism in organization.

Can Likert Scale Data ever be Continuous?

by Karen Grace-Martin

A very common question is whether it is legitimate to use Likert scale data in parametric statistical procedures that require interval data, such as Linear Regression, ANOVA, and Factor Analysis. A typical Likert scale item has 5 to 11 points that indicate the degree of agreement with a statement, such as 1=Strongly Agree to 5=Strongly Disagree. It can be a 1 to 5 scale, 0 to 10, etc. The issue is that despite being made up of numbers, a Likert scale item is in fact a set of ordered categories.

One group of researchers maintains that Likert considered as ordered categories, the intervals between the scale values are not equal. Any mean, correlation, or other numerical operation applied to them is invalid. Only nonparametric statistics should be used on Likert scale data (i.e. Jamieson, 2004).

The other group of researchers maintains that while technically the Likert scale item is ordinal, using it in **parametric tests is valid** in some **situations mentioned below**. For example, Lubke & Muthen (2004) found that it is possible to find true parameter values in factor analysis with Likert scale data, if assumptions about skewness, number of categories, etc., were met. Likewise, Glass et al. (1972) found that F tests in ANOVA (Regression = r) could return accurate p-values on Likert items under certain conditions.

Meanwhile, the debate rages on.

What is a researcher with integrity supposed to do? In the absence of a definitive answer, these are my recommendations:

1. Understand the difference between a Likert type item and a Likert Scale. A true Likert scale, as Likert defined it, is made up of many items, which all measure the same attitude. But many people use the term Likert Scale to refer to a single item. Confusion about what a Likert Scale is, no doubt, has contributed to the debate.

2. Proceed with caution. Research the consequences of using the procedure on Likert scale data from the study design. The fact that everyone uses it is not sufficient justification. There are some circumstances and procedures for which it is more egregious than others.

3. At the very least, insist that the item have at least 5 points (7 is better), that the underlying **concept be continuous**, and that there be some indication that the intervals **between points are approximately equal**. Make sure the other assumptions (normality & equal variance of residuals, etc.) be met.

4. When we can, run the nonparametric equivalent to our test. If we get the same results, we can be confident about your conclusions.

5. If we do choose to use Likert data in a parametric procedure, make sure we have strong results before making claims. Use a more stringent Cronbach alpha level, like .01 or more, even .005, instead of .05. If we have p-values of .001 or .45, it's pretty clear what the result is, even if parameter estimates are slightly biased. It's when p-values are close to .05 that the effect of bending assumptions is clear.

References:
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Lubke, Gitta H.; Muthen, Bengt O. (2004). Applying Multigroup Confirmatory Factor Models for Continuous Outcomes to Likert Scale Data Complicates Meaningful Group Comparisons. *Structural Equation Modeling, 11*, 514-534.

MODIFIED FEEDBACK FORMS

Mid-Career Training Programme: Phase-III

Faculty Feedback Form

Name of the Participant:

Name of the Faculty:

Topic:

We value your comments; it gives us a chance to ensure that we constantly revitalize the curriculum to make it most relevant and useful for you. Please give your numerical grading on the points given below on a scale of 1 to 6.

		Not at all		Some		Most all	
(1)	How well did the instructor hold your interest during the session?	1	2	3	4	5	6
		Not at all		Some		Most all	
(2)	How well were the participants invited to share their ideas and knowledge?	1	2	3	4	5	6
		Not at all		Some		Most all	
(3)	Were the current developments in the field discussed properly?	1	2	3	4	5	6
		Not relevant		Relevant		Very relevant	
(4)	Were the readings and cases for the programme relevant?	1	2	3	4	5	6
		Satisfactory		Good		Excellent	
(5)	Overall, the faculty for this session was:	1	2	3	4	5	6

(6) Which aspects of the session did you find most useful?

_____

_____

(7) Which were the least useful?

_____

_____

(8) Learnings derived from the Sessions/Module, if any, specify:

_____

_____

SARDAR VALLABHBHAI PATEL NATIONAL POLICE ACADEMY
Hyderabad – 500 052

DE-BRIEFING

PHASE III MCTP – 2017 (_____)

Name :

Cadre :   Date :

De-briefing on Phase III MCTP – 2016 covering the entire activities at the NPA, Hyderabad w.r.t. Accommodation, Messing, Indoor Sessions. Experience sharing session at IPS Mess, Seminars as organized by the NPA and Outdoor activities, other facilities at the NPA (Library, Officers' Club, etc.). On the above mentioned items as noticed / experienced, by you during Phase III MCTP, you may please answer the following:-

1.   Please indicate the best three items noticed by you during the Phase III MCTP.

_____

_____

_____

2.   Whether the topics chosen are related and relevant to Police works in India? Please indicate any topics to be excluded and any new topics to be included.

_____

_____

_____

_____

_____

3.   Please indicate three suggestions for making further improvements in the ensuing Phase - III MCTP.

_____

_____

_____

4.   Please indicate any benefits which you gained by attending Phase – III MCTP.

_____

_____

_____

5.   Please indicate your proposed action plan with respect to your personal development, (for next 6 months)

_____

_____

_____

6.   Systemic improvements you desire to bring-in the area of your working environment (such as Structures / Procedures / Good practices) in the next 12 months.

_____

_____

_____

7.   Overall rating of for the programme.

5	4	3	2	1

8.   Any other issue you would like to mention:-

_____

_____

_____

_____

Course Evaluation Form

(Part-II)

Please give your numerical grading on the points given below on a scale of 1 to 6.

(A)

1	Accommodation	**5**	**4**	**3**	**2**	**1**
2	Food	**5**	**4**	**3**	**2**	**1**
3	Service	**5**	**4**	**3**	**2**	**1**
4	Sports	**5**	**4**	**3**	**2**	**1**
5	Officers' Club	**5**	**4**	**3**	**2**	**1**
6	Library	**5**	**4**	**3**	**2**	**1**
7	Interaction with Academy Faculty	**5**	**4**	**3**	**2**	**1**
8	Interaction with Guest Faculty	**5**	**4**	**3**	**2**	**1**

(B) Suggestions, if any:

_____

_____

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_____

Name (Optional)

COURSE CONTENTS OF LEVE-I, LEVEL-II AND LEVEL-III MANAGEMENT COURSES

Level-I Management Course (Supdt. of Police)	Level-II Management Course (Dy. Insp. General of Police)	Level-III Management Course (Insp. General of Police)
• VIP Security • Personality Development • Experience sharing – success and failures • Health Management • How to prevent and handle communal riots • Cyber crimes • Prevention of communal riots • Ethical Dilemmas • GIS & GPS • Organised crime – Romesh Sharma's case • Bomb blasts and extradition procedures • Human Rights • Training and development of subordinate ranks • Handling naxalite problem • Departmental enquiries • Crime and criminal information system • Judicial enquiries • Latest rulings of Supreme Court • Communication skills • Refugee Law enforcement • Community policing – areas of	• Team building • Organisational and managerial values • Stress management • Communication and presentation skills • Performance appraisal in police • Leadership skills • Managing ethical dilemmas • Strategic management • Profile of a gangster (case study) • Human Resource Development for organizational growth • Liberalisation of economy and its chellenges for police • Finance for non-financial executives • Management of conflicts • Attitudes for organizational excellence • Police-politician interface • Organised crimes • Exposure to DNA finger printing (CCMB) • Recent trends in forensic science • Latest equipment in forensic science • National Security and role of police	Module-I : Managing self and Team • Ice breakers • Team building • Creativity and innovation • Stress Management • Self development • Leadership and management skills and styles • Attitudes for organizational excellence • Managing ethical dilemmas Module-II – Managing the Environment • India and security environment • Terrorism, Human Rights & Police • Disaster Management • Police-Politician Interface • Strategies for ethical policing • Army in aid of civil power • Police-Media interface • Computer and cyber crimes

application and practice • Organised crime, new challenges for police • Management Dimension of police world • International arms smuggling Computers: Hands on training in MS Office, Data Base creation for personnel management, portrait building, use of Excel package for elementary financial management, etc.	• Judicial activism • Departmental proceedings • Latest rulings of Supreme Court • Public Order Management in disturbed areas – case conflicts • Crisis management and disaster planning • Crimes against women • Police and Human Rights • Computer Crimes • Policed-media interface • Community policing – new initiatives • Open house discussion – experience sharing	

Design Features of All India Services

OBJECTIVES	DESIGN FEATURES

EXPLICIT

Preserving national unity and integrity and uniform standards of administration

All India Character (centralized recruitment, dual control)

Cadre Regulation

Officers work in Centre and States

Neutrality and Objectivity – non-political, secular, non-sectarian outlook

Meritocratic recruitment

Career advancement on "merit" with due regard to seniority

Competence and professionalism

Protection against arbitrary removal, demotion, punishment

Low age at entry

Integrity

IMPLICIT

Good remuneration and service conditions

Idealism

Social status and prestige

Special considerations

Promotion for State Services

Reservations

STRUCTURE OF POLICE FORCES IN INDIA

MHA

CPOs	State Cadres	CAPFs

CPOs
- Intelligence Bureau (IB)
- Research & Analysis Wing (RAW
- Central Bureau of Investigation (CBI)
- National Investigation Agency (NIA)
- National Security Guard (NSG)
- Special Protection Group (SPG)
- National Crime Records Bureau (NCRB)
- Central Forensic Science Laboratory (CFSL)
- National Institute of Criminology & Forensic Science (NICFS)
- National Disaster Response Force (NDRF)
- Directorate of Coordination Police Wireless (DCPW)
- Bureau of Police Research & Development (BPR&D)

State Cadres
- **29 States and Union Territories**

CAPFs
- Assam Rifles (AR)
- Border Security Force (BSF)
- Central Industrial Security Force
- Central Reserve Police Force (CRPF)
- Indo-Tibetan Border Police
- National Security Guard
- Railway Protection Force (RPSP & RPF)
- Sashastra Seema Bal (SSB)

	Sam Higginbottom Institute of Agriculture, Technology and Sciences, Allahabad, Uttar Pradesh.	**SHUATS**

Review of the Research Sudy "Impact of Mid-Career Training Programme on the Job Behaviour of IPS Officers".

The Research Study was undertaken by Shri B.D. Paulson under SVP NPA Research Fellowship Scheme by the SVP National Police Academy.

The purpose of the study is to conduct an in-depth study on the effectiveness of the Mid-Career Training Programmes (MCTPs) and its impact on learning and behaviour of the officer who has undergone this training with an aim of attaning the next level of competency. The study also gave an opportunity to qualitatively analyze the feedback and suggestions given by the participants, stakeholders for mid-course corrections and to arrive at comprehensive set of recommendations for further improvement of the programme with respect to the design, conduct and delivery.

The Research Design and Methodology adopted by the Researcher are laudable, as he approached the problem both quantitatively and qualitatively by adopting a thematic model (Kirkpatrick) for empirically validating the Research Statement and came up with a set of recommendations which are useful for enhancing the effectiveness of design, content and delivery. Since this appears to be a bold attempt, first of its kind, he conveniently used time tested Kirkpatrick Model for structuring the design of the study which is succinct and widely accepted. The model equipped the Researcher with theoretical validity, wider applicability and measurability of various cognitive levels of learning.

Scientifically designed set of questionnaires were administered to elicit self-assessment of the individual participant on pre-designed parameters broadly based on learning, change in behavioural indicators felt by the participant while doing his/her job, post training and assessing overall effectiveness/utility of training with respect to the self-development and organizational effectiveness. This method of evaluation on self-assessment is apt for such impact study conducted especially on adult trainees with reasonable level of seniority who are responsible and accountable for their guided behaviour would certainly be devoid of any fringe influence and free to express their feelings and level of satisfaction at later date (say after three years from the training). Alternatively, some researchers attempted 360 degree assessment of the training impact on the participants by involving the stakeholders assessment. In my view, it would have been proved more biased than the self assessment for three reasons, such as – personal bias based on inter-personal relations; subjectivity in assessment; and level of

interaction with the stakeholders. Therefore, for such kind of training-impact-study (for adults), this method (Kirkpatrick) has been proved to be more accurate.

The Researcher has carefully drawn correlation between behavioural assessment and learning taken place (before and after training), using standard statistical tools along with graphical representation. This structure can be safely applied to other training courses and can be emulated by the Researchers in this field. The writing style of the Researcher has quality, clarity and style, and also organized in a cogent manner. The value of the Research study is found to be significant and can be used as a reference for further improvement for such Mid-Career Interventions, both in corporate and public sector.

Dr. B. Devaraj,
Associate Dean,
School of Management
SHUATS,
Allahabad,
Uttar Pradesh.

APPENDIX-III

भारतीय पुलिस सेवा 01/01/2017 को यथास्थिति अधिकृत संवर्ग संख्याएं

Authorised Cadre Strength of the Indian Police Service (as on 01.01.2017)

कॉडर / Cadre	वरिष्ठ पद (एस.डी.पी.) / Senior Duty Posts (SDP)					कुल वरिष्ठ पद / Total Sr. Duty Posts	फेन्द्रीय प्रतिनियुक्ति रिजर्व / Central Deputation Reserve	प्रतिनियुक्ति रिजर्व / State Deputation Reserve	प्रशिक्षण रिजर्व / Trainee Reserve	कनिष्ठ पद एवं छुट्टी रिजर्व / Jr. Posts Reserve & Leave Reserve	पदोन्नति पद / Promotion Posts	सीधी भर्ती पद / Direct Recruitment Quota	कुल प्राधिकृत पद संख्या / Total Authorised Strength	कार्मिक एवं प्रशिक्षण विभाग द्वारा संवर्ग अनुसूची अधिसूचना की संख्या एवं दिनांक / Cadre Schedule notified vide DoPT's Notification Number & Date	तैनात अधिकारियों की संख्या / No. of Officers in Position		
	DG	ADG	IG	DIG	SP	(SDP)	(CDR) @ 40% of SDP	(SDR) @ 25% of SDP	(TR) @ 3.5% of SDP	(JRP & LR) @ 16.5% of SDP	(PQ) (33 1/3% of SDP+CDR+SDR+TR)	(DRQ)			Direct Recruit	Promottee	Total
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Andhra Pradesh आंध्र प्रदेश	2	7	17	13	40	79	31	19	2	13	43	101	144	No.11052/01/2014-AIS-II-A dated 18.07.2014	81	39	120
Aurnachal Pradesh-Goa-Mizoram-Union Territories अरुणाचल प्रदेश-गोवा-मिजोरम एवं संघ राज्य क्षेत्र	4	13	27	37	79	160	64	40	5	26	89	206	295	No.11052/14/2010-AIS-II-A dated 30.03.2010	183	72	255
Assam-Meghalaya असम-मेघालय	2	8	20	21	52	103	41	25	3	16	57	131	188	No.11052/19/2010-AIS-II-A dated 23.07.2010	105	52	157
Bihar बिहार	3	9	22	25	67	126	50	31	4	20	70	161	231	No.11052/01/2010-AIS-II-A dated 30.03.2010	140	49	189
Chhattisgarh छत्तीसगढ़	1	5	11	10	30	57	22	14	1	9	31	72	103	No.11052/03/2010-AIS-II-A dated 30.03.2010	67	28	95
Gujarat गुजरात	2	9	21	21	54	107	42	26	3	17	59	136	195	No.11052/04/2010-AIS-II-A dated 30.03.2010	117	54	171
Haryana हरियाणा	2	6	14	13	40	75	30	18	2	12	41	96	137	No.11052/20/2010-AIS-II-A dated 23.07.2010	79	28	107
Himachal Pradesh हिमाचल प्रदेश	1	4	11	8	28	52	20	13	1	8	28	66	94	No.11052/9/2015-AIS-II-A dated 18.03.2016	49	25	74
Jammu & Kashmir जम्मू एवं कश्मीर	2	4	12	17	45	80	32	20	2	13	67	80	147	No.11052/05/2010-AIS-II-A dated 30.03.2010	69	20	89
Jharkhand झारखण्ड	2	6	14	14	46	82	32	20	2	13	45	104	149	No.11052/03/2015-AIS-II-A dated 16.09.2015	83	34	117
Karnataka कर्नाटक	3	10	28	19	57	117	46	29	4	19	65	150	215	No.11052/08/2015-AIS-II-A dated 29.12.2015	129	20	149
Kerala केरल	2	11	14	10	57	94	37	23	3	15	52	120	172	No.11052/04/2015-AIS-II-A dated 07.06.2016	94	35	129
Madhya Pradesh मध्य प्रदेश	5	16	36	22	87	166	66	41	5	27	92	213	305	No.11052/02/2015-AIS-II-A dated 25.08.2015	183	82	265
Maharashtra महाराष्ट्र	3	14	27	32	88	164	65	41	5	27	91	211	302	No.11052/08/2010-AIS-II-A dated 30.03.2010	175	78	253

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
15	Manipur मणिपुर	1	4	10	10	24	49	19	12	1	8	27	62	89	No.11052/01/2013-AIS-II-A dated 06.09.2013	43	22	65
16	Nagaland नागालैंड	1	2	7	10	19	39	15	9	1	6	21	49	70	No.11052/62/2011-AIS-II-A dated 30.04.2011	35	19	54
17	Odisha ओड़िशा	2	8	21	20	52	103	41	25	3	16	57	131	188	No.11052/10/2010-AIS-II-A dated 03.03.2010	117	-	117
18	Punjab पंजाब	2	7	19	20	46	94	37	23	3	15	52	120	172	No.11052/11/2010-AIS-II-A dated 30.03.2010	106	41	147
19	Rajasthan राजस्थान	2	9	23	18	65	117	46	29	4	19	65	150	215	No.11052/05/2015-AIS-II-A dated 31.12.2015	136	56	192
20	Sikkim सिक्किम	1	2	4	3	8	18	7	4	1	2	10	22	32	No.11052/17/2010-AIS-II-A dated 16.09.2010	21	8	29
21	Tamil Nadu तमिलनाडु	3	11	26	27	76	143	57	35	5	23	80	183	263	No.11052/23/2010-AIS-II-A dated 23.07.2010	155	66	221
22	Telangana तेलंगाना	2	6	16	14	38	76	30	19	2	12	42	97	139	No.11052/11/2015-AIS-II-A dated 29.04.2016	71	26	97
23	Tripura त्रिपुरा	1	2	5	11	17	36	14	9	1	5	20	45	65	No.11052/02/2013-AIS-II-A dated 06.09.2013	35	16	51
24	Uttar Pradesh उत्तर प्रदेश	7	21	51	50	151	280	112	70	9	46	157	360	517	No.11052/02/2014-AIS-II-A dated 30.12.2014	292	132	424
25	Uttarakhand उत्तराखंड	1	2	5	9	21	38	15	9	1	6	21	48	69	No.11052/12/2010-AIS-II-A dated 30.03.2010	43	17	60
26	West Bengal पश्चिम बंगाल	5	14	36	39	94	188	75	47	6	31	105	242	347	No.11052/07/2015-AIS-II-A dated 19.01.2016	194	84	278
	Total	62	210	497	493	1381	2643	1046	651	79	424	1487	3356	4843		2802	1103	3905

STATEMENT SHOWING CADRE WISE INFORMATION IN RESPECT OF THE INDIAN FOREST SERVICE AS ON 01.01.2017

S. No	CADRE	Number of Cadre Posts						Reserves				Direct Recruit Posts (RR)	Promotion Posts(SFS)	Total Strength	Notified On	IN Position		
		PCCF	Addl. PCCF	CCF	CF	DCF	TOTAL	CDR	SDR	Training	L & G					Direct Recruits (RR)	Promotion (SFS)	Total (In-position)
1	AGMUT	5	10	20	19	58	112	22	28	3	18	128	55	183	24/03/2009	120	41	161
	Arunachal Pradesh	2	4	7	6	19	38											
	A&N Islands	2	2	5	3	12	24											
	Mizoram	1	2	5	3	8	19											
	Goa	0	1	1	2	8	12											
	Chandigarh	0	0	0	1	2	3											
	Delhi	0	1	1	1	4	7											
	D&D, D&N Haveli	0	0	1	1	3	5											
	Lakshyadweep	0	0	0	1	1	2											
	Pondichery	0	0	0	1	1	2											
2	ANDHRA PRADESH	2	5	6	13	25	51	10	12	1	8	58	24	82	18/07/2014	50	11	61
3	ASSAM-MEGHALAYA	3	3	12	24	45	87	17	21	3	14	100	42	142	11/08/2010	89	38	127
	Assam	2	2	9	15	34	62											
	Meghalaya	1	1	3	9	11	25											
4	BIHAR	2	3	7	11	23	46	9	11	1	7	52	22	74	16/02/2015	41	14	55
5	CHHATTISGARH	2	14	14	22	42	94	18	23	3	15	107	46	153	24/09/2013	95	45	140
6	GUJARAT	2	6	12	17	36	73	14	18	2	12	84	35	119	07/07/2009	76	20	96
7	HARYANA	1	2	6	11	23	43	8	10	1	7	49	20	69	16/05/2006	44	4	48
8	HIMACHAL PRADESH	2	7	14	18	29	70	14	17	2	11	80	34	114	16/03/2012	69	34	103
9	JAMMU & KASHMIR	2	3	9	16	35	65	13	16	2	10	58	48	106	15/09/2010	56	16	72
10	JHARKHAND	2	10	15	21	39	87	17	21	3	14	100	42	142	17/03/2012	82	32	114
11	KARNATAKA	2	10	17	21	50	100	20	25	3	16	115	49	164	13/03/2012	108	36	144
12	KERALA	3	4	11	13	35	66	13	16	2	10	75	32	107	30/06/2015	59	13	72
13	MADHYA PRADESH	5	25	51	40	59	180	36	45	6	29	207	89	296	02/07/2015	176	74	250
14	MAHARASHTRA	3	15	34	15	59	126	25	31	4	20	144	62	206	12/08/2016	119	50	169
15	MANIPUR	1	2	6	9	16	34	6	8	1	5	38	16	54	06/09/2013	32	11	43
16	NAGALAND	1	2	4	6	13	26	5	6	1	4	30	12	42	07/07/2009	28	10	38
17	ODISHA	2	4	16	20	44	86	17	21	3	14	99	42	141	21/10/2008	86	10	96
18	PUNJAB	1	3	6	9	19	38	7	9	1	6	43	18	61	16/09/2015	39	5	44
19	RAJASTHAN	2	6	21	16	44	89	17	22	3	14	102	43	145	07/07/2009	91	36	127
20	SIKKIM	1	1	2	5	10	19	3	4	1	3	21	9	30	18/12/2009	21	9	30
21	TAMIL NADU	2	10	23	16	39	90	18	22	3	14	103	44	147	18/12/2009	92	10	102
22	TELANGANA	2	3	5	10	20	40	8	10	1	6	46	19	65	18/07/2014	42	6	48
23	TRIPURA	1	3	6	6	21	37	7	9	1	6	42	18	60	30/11/2016	41	13	54
24	UTTAR PRADESH	2	5	33	26	67	133	26	33	4	21	152	65	217	18/12/2009	146	48	194
25	UTTRAKHAND	3	4	14	17	31	69	13	17	2	11	79	33	112	30/11/2016	73	30	103
26	WEST BENGAL	3	7	20	13	35	78	15	19	2	12	88	38	126	13/03/2012	78	35	113
	TOTAL	57	167	384	414	917	1939	378	474	59	307	2200	957	3157		1953	651	2604

NO. OF POSTS IN THE GRADE OF :

1.1	Principal Chief Conservator of Forests	:	57
1.2	Addl. Principal Chief Conservator of Forests	:	167
1.3	Chief Conservator of Forests	:	384
1.4	Conservator of Forests	:	414
1.5	Deputy Conservator of Forests	:	917
	Total Senior Duty Posts	:	1939
2.1	Central Deputation Reserve (20% of item 1)	:	378
2.2	State Deputation Reserve (25% of item 1)	:	474
2.3	Training Reserve (3.5% of item 1)	:	59
2.4	Leave and Junior Reserve Posts (16.5% of item	:	307
	Total Reserve Posts	·	1218
3	Direct Recruit Posts	:	2200
4	Promotion Posts	:	957

Total Authorised Cadre Strength :   3157

| Cadre | Authorized Cadre Strength | | | | | | | | No. Of Officers In Position | | |
	Senior Duty Posts Under State Govt. {SDP}	Posts under Central Govt. {CDR} [not exceeding 40% of SDP]	State Deputation Reserve {SDR} [not exceeding 25% of SDP]	Junior Posts Reserve & Leave Reserve {JP&LR} [not exceeding 16.5% of SDP]	Training Reserve {TR} [not exceeding 3.5% of SDP]	Direct Recruitment Posts {DR} [(SDP+CDR+SDR+LR+TR)-PQ]	Promotion Posts {PQ} [33 1/3% of SDP+CDR+SDR+TR]	Total Authorised Strength {TAS} [DR+PQ] [Col.(8)+(9)]	Direct Recruitment (includes EC/SSC/IC)	Promoted	Total [(11)+(12)]
2	3	4	5	6	7	8	9	10	11	12	13
Andhra Pradesh	115	46	28	18	4	147	64	211	116	54	170
AGMUT	183	73	45	30	6	235	102	337	198	81	279
Assam-Meghalaya	143	57	35	23	5	183	80	263	153	68	221
Bihar	186	74	46	30	6	238	104	342	192	51	243
Chhattisgarh	105	42	26	17	3	135	58	193	106	48	154
Gujarat	162	64	40	26	5	207	90	297	164	77	241
Haryana	112	44	28	18	3	143	62	205	126	29	155
Himachal Pradesh	80	32	20	13	2	103	44	147	77	38	115
Jammu & Kashmir*	75	30	18	12	2	75	62	137	63	28	91
Jharkhand	117	46	29	19	4	150	65	215	111	33	144
Karnataka	171	68	42	28	5	219	95	314	170	45	215
Kerala	126	50	31	20	4	161	70	231	121	29	150
Madhya Pradesh	238	95	59	39	8	306	133	439	240	101	341
Maharashtra	196	78	49	32	6	252	109	361	219	94	313
Manipur	63	25	15	10	2	80	35	115	60	31	91
Nagaland	52	20	13	8	1	66	28	94	40	27	67
Odisha	129	51	32	21	4	165	72	237	139	39	178
Punjab	120	48	30	19	4	154	67	221	134	48	182
Rajasthan	170	68	42	28	5	218	95	313	165	78	243
Sikkim	27	10	6	4	1	34	14	48	26	11	37
Tamil Nadu	204	81	51	33	7	262	114	376	202	87	289
Telangana	114	45	28	18	3	145	63	208	88	42	130
Tripura	53	21	13	8	1	67	29	96	50	26	76
Uttarakhand	66	26	16	10	2	84	36	120	66	21	87
Uttar Pradesh	337	134	84	55	11	433	188	621	348	167	515
West Bengal	195	78	48	32	6	250	109	359	180	97	277
TOTAL	3539	1406	874	571	110	4512	1988	6500	3554	1450	5004

*For Jammu & Kashmir, Promotion Quota is calculated not exceeding 50% of (SDP+CDR+SDR+TR)

Broad Scheme and Proposed Contents of Modules for Mid Career Training of IPS Officers (Version 1.2)

Phase III

Participants of the Phase III Training Programme would have already undergone the following training programmes prior to this Phase:-

1. Foundation Course in LBS National Academy of Administration.
2. Basic IPS Training Phase I at the SVP National Police Academy.
3. Practical training in their respective States in various branches of police and more specifically in executive branch of policing dealing with regular policing functions like crime control, investigation, patrolling, public order management, Law and Order control, etc. for over one year.
4. Phase II of the IPS Basic Training at the SVP National Police Academy.
5. Miscellaneous trainings like military attachment, attachments with Central Para Military Organization: (Federal Armed Police Forces), Revenue administration and a short programme in the State Police Academy Training with special emphasis on local procedures, Local Laws, etc.

They would have worked as Sub Divisional Police Officers, which is the first level supervisory post for a number of Police Stations, or Police Divisions, (which is the basic unit of policing in India). They would have, during this period, personally undertaken investigation of a number of criminal cases, supervised the investigation of various types of heinous crime, inspected police stations, commanded ceremonial parades, organized crime control measures like patrolling, surveillance, maintenance of crime records, etc., made arrangements for large scale public functions like VIP visit, arrangements for huge gathering as in the case of festivals, fairs, large political rallies, etc. and also completed one posting as Additional Superintendents of Police. In the above capacity, he is usually given charge of the administration of a police district, supervision of major arrangements, collection of field intelligence and overseeing of security arrangements. Many of the participants would have, in all probability done a tenure as District Police Superintendent, independently in charge of management of Crime and investigation and for maintaining law and public order in a district. Usually in one district, there are two or more Sub Divisions with supervisory charge over three to five Police Stations.

This Phase, therefore intends to build upon the field exposure and experience gained by the officer in the initial years of his service following his elaborate and lengthy training programme and help him improve his personal performance levels. He would also get an opportunity to test the validity of his academic learning and to gather new skills and knowledge for applying at workplace for professionally improving the performance of the Force he commends and to improve his own management skills in the context of the emerging scenario.

The Total period of training in this Phase would be eight weeks, six weeks in India and two weeks at professional and management training institutions abroad, in countries which share some common elements of policing and democratic polity with India.

Six weeks in India would include the following main streams of topics :-

- **Updating Professional Skills and Knowledge**
- **Responsive Policing**
- **Welfare and Leadership**
- **Self Improvement and**
- **Innovations**

In-India Module is expected to have 36 working days, each day with 7 class room periods and one outdoor session.

Total number of days	36
No of indoor periods per day	7
Total indoor periods	252
No. of outdoor periods per day	1
Total outdoor periods	36

The suggested allocation of periods among the four streams and broad topics are as below :-

Stream A: Professional Skills and Knowledge

Number of hours suggested: *16* indoor hours and 36 outdoor classes

Topics for indoor sessions

- Latest advancements in Forensic Science and their application, procedure and protocols (6 Hrs).
- Crime Investigation; a judge's point of view, a prosecutor's point of view, a victim's point of view (6hrs).
- Latest technologies harvested for police working (GSM, GPS, biometrics, night-vision devices, thermal imaging, radio scanning,

nuclear physics, passenger profiling, voice stress analysis) (6 hrs).
- Case study of complicated real case files from FIR till 173 report (start to finish) and analysis of strengths and weaknesses and discussion of actual judgments (12 hrs).
- Left Wing Extremism and Government response: panel discussions, eminent speakers, officers from field, and experience sharing (4 hrs).
- Important issues on National Security and Internal Security (8 hrs).
- Common Integrated Police Application software for ERP in police (4 hrs).
- Dissertation and Project work on professional topic involving 24 hours of library and research work. (24 Hrs).

Topics for Outdoor Sessions (36 Hours')

- Physical Fitness (12).
- Field Tactics including: Ambushes and Counter Ambushes, Special Armed Operations, Hostage Situations, Barricaded Criminals, etc. (4).
- Sand model discussions and simulations or special operations (4).
- Small arms firing on simulators (4).
- VIP security, area security, Intelligence (4).
- Jungle survival and Anti insurgency operations *(4)*
- Meditation, Yoga, games, optional outside regular class hours (4)

The figures within brackets are the suggested number of hours for each subject. These suggestions are not the outcome of a systematic Training Need Analysis but simply suggestive. The actual allocation would vary according to availability of resources, TNA and subject to change.

Stream B: Responsive Policing

Number of Periods Suggested: 42

Only indoor instructions

Topics

- Community Policing (6)
- Comparative policing in various Countries (4)
- Sharing of experience: Best Practices (8)
- Counseling skills (6)
- Victimology and rehabilitation of victims, especially women and children (2)
- Use of e-governance and transparency in complaints management (6)
- Social legislations: Role of Police (2)
- Proactive policing strategies (4)
- Problem Oriented Policing (4)

Stream C: Welfare and Leadership

Number of Periods Suggested: 48

Indoor sessions only

Topics

Welfare of families; project work involving visit to families, interaction with members of police family, interview with children, parents, teachers of children, etc. (10) Living and working conditions of men and proposals to improve them (4)

Counseling subordinates and families- in case of bereavement, sick Members of the Force, accident victims, AIDS/HIV victims (4)

Leadership styles and strategies (8)

Motivational strategies: Whale Done! One Minute Manager, Fish, Situational Leadership (10)

Handling difficult subordinates (4)

Handling Police agitation, unrest and large scale indiscipline (4)

Preventing and predicting fragging, suicide, etc. (4)

Stream D: Self Improvement

Number of Periods Suggested - 60

Indoor Classes and Self Study

Topics

- Media Management; Panel Discussions with eminent journalists, opinion leaders, editors, (6)
- Stress management (4)
- Personal effectiveness and soft skills (8)
- Ethics and value based leadership (2)
- Seven Habits (2)
- Presentation skills including powerpoint, TV interviews, public speaking, Durbars and Sainik Sabhas (6)
- Anger Management (3)
- De addiction and substance abuse (3)
- Hobbies and art as de-stressors (4)
- Departmental Enquiries, punishment and procedures (3)
- Effective office writing including proposals, noting, DO, (6)
- Computer Skills, internet, Computer Security, etc. (12)

Stream E: Innovations

Number of Periods Suggested - 26

Indoor Classes, Group discussions. Case Studies, etc. only

Topics

- Experience sharing (12)
- Environment, wildlife and policing in India (4)
- Innovations in Policing: Interaction with pioneers who started successful police reforms, best practices and path-breaking experiments (10)

Foreign Component (02 weeks)

The inputs during the foreign tour for a duration of 2 weeks including travel time are expected to include visits to institutions and locations to study best practices, classroom lectures, interaction with eminent personalities and senior police managers with experience in International policing and management

The following topics are to be covered.

- Community Policing Experiment (Field visits and interaction with stakeholders and players)
- Traffic Management (Lecture, demonstration and field visits)
- Modern Control Room and communication management (Visit)
- Modern innovations in Police Training (Lecture/ demonstration/ visits)
- Managing security of Olympics Games and mega events (Lecture/ presentation)
- Use of ICT in police
- Urban patrol management (Actual patrolling, witnessing dispatch management and observing actual briefing sessions)
- Securing cooperation of other departments (Lecture)
- PR and Perception Management (Lecture)
- Excellence in leadership: Interaction with the best and the brightest leaders from various walks of life including, business, industry, teaching, banking, politics, Defence Forces (Interaction)
- Motivation (Management experts)
- Accountability and answerability (Interactive session with police leaders, public administrators and political leaders)

"Mid Career Training Programme" Phase III
(April 05, 2010 To May 28, 2010)
List of Participants

S.No	Name of the Participants S/Shri	S.No	Name of the Participants S/Shri
1	Srikanth Chiruvolu	30	D. Roopa
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5	G.K. Chetia	34	T.Sreesukan
6	Tusar Taba	35	K.G. James
7	Apur Bitin	36	Ranvir Singh
8	S.B.S Tyagi	37	Abhay Singh
9	V. Renganathan	38	V.C. Verma
10	Surendra Kumar	39	Pramod Verma
11	Deepak Choudhary	40	Rakesh Pratap Singh
12	Pratul Chandra Phukan	41	Kailash Chandra Jain
13	Rakesh Rathi	42	Mahohar Singh Jamra
14	Ganesh Kumar	43	S.P. Singh
15	Rahul Sharma	44	Ramesh Kumar Marathe
16	Dr. Anand Chhabra	45	Niranjan B. Vayangankar
17	Dave Suresh Kumar Kanti Lal	46	Dilip Shanker Korbu
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23	K. Venkata Ramana	52	Pradip N. Raskar
24	Uttam Chand	53	Jadhav Kishore E
25	Johnny William	54	Abdur Rahman
26	Sonia Narang	55	Yashasvi Yadav
27	Ravi.S	56	M.S. Lohiya
28	Subramanyeswara Rao.A	57	Lunsieh Kipgen
29	Soumendu Mukherjee	58	L. B. Rapthap

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62	Amitendra Nath Sinha	91	P. Singh Rawat
63	Narasigha Bhol	92	Satish Kumar Shukla
64	Satish Kumar Gajbhiye	93	Ajit Kumar Sarkar
65	Dr. Soorya Thankappan	94	Dr. Bharat Lal Meena
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67	Kaustubh Sharma	96	Jayanta Kumar Pal
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69	Sindhu Pillai.A	98	Devendra Prakash Singh
70	Guru Charan Rai	99	Rajesh Kumar Yadav
71	Yadav Mahadev Prasad	100	Tapas Kumar Das
72	Raghavendra Suhasaa	101	Subrata Bandopadhya
73	Rakesh Saxena	102	Ajoy Kumar Ghosh
74	Vipul Chaturvedi	103	Sujit Kumar Sarker
75	Sarwar Khan	104	Dilip Kumar Adak
76	Kapil Kumar C. Saratkar	105	Tamal Basu
77	Sanotsh Kumar	106	Santhosh Varma A.R.
78	S. Paner Seluam	107	Sumit Chaturvedi
79	P.C. Thenmozhi	108	Omendra Nathb Bhaskar
80	G. Karthikeyan	109	Balram Kumar Upadhyay
81	K. Josh Nirmal Kumar	110	Mrinalini Shrivastava
82	K. Bhavaneeswari	111	Deepak M. Damor
83	Dr. N. Kannan	112	S. Shyni
84	Ram. Shanker	113	Yatindra Koyal
85	Rajander Singh	114	Shalin
86	Gulab Singh	115	Shirish Jain
87	Laxmi Narain	116	Vipul Kumar

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2	A.Abraham Lincoln	30	S Parminder Singh
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4	T.V.Sashidhar Reddy	32	Mushtaq Mohd Sadiq
5	Dr. M. Kantha Rao	33	Shakeel Ahmad Beigh
6	B.V.Ramana Kumar	34	Ali Mohammad
7	Dr. M.Naganna	35	Bashir Ahmad
8	Dr. T. Prabhakar Rao	36	Devajyothi Ray
9	Manish Kumar Sinha	37	H S Revanna
10	Deepak Kumar Kedia	38	T G Krishna Bhatta
11	Tajindra Pal Singh	39	Pawar Pravin Madhukar
12	Abhijit Borah	40	G. Sparjan Kumar
13	N M A S F Haque	41	Harshita Attaluri
14	Alok Kumar	42	M.P. Dinesh
15	S.N.Mosobi	43	Ch. Nagaraju
16	S.P.Shukla	44	Dr. Suhas Madhukar Warke
17	Nipuna Torwane	45	R.D Shinde
18	D.B. Vaghela	46	P. R. Dighavkar
19	D.N. Patel	47	R.P. Sengaonkar
20	Archana Shivhare	48	Rajesh Pradhan
21	Ashok Kumar	49	I K Muivah
22	Dipankar Trivedi	50	Vandana Karki
23	V V Chaudhary	51	Nishit Kumar Ujjwal
24	Rakesh Kumar Arya	52	A. R Mawthoh
25	Dinesh Kumar Yadav	53	S.S. Kynjing
26	Pupul Dutta Prasad	54	M K Singh
27	Durga Oraon	55	A S Cheema
28	Hemant Toppo	56	L T Hrangchal

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59	Anurag	88	Tarun Gauba
60	Jasbir Singh	89	Aparna H S.
61	Kavita Jalan	90	Syed Wasim Ahmad
62	Shefeen Ahamed K	91	Pradip Chandra Hota
63	S K Kaushal	92	Ghanshyam Upadhay
64	N K Kanodia	93	G K Verma
65	Pradeep Kumar Yadav	94	Asif Jalal
66	Ashish Choudhary	95	Narendra Singh Bundela
67	Surendra Kumar	96	N B Bharathi
68	Praveen sharma	97	Pankaj Kumar Thakur
69	A K Chand	98	Rajesh Kamble
70	Manoj Tiwari	99	Avi Prakash
71	D Kalpana Nayak	100	Arvinder Singh
72	M T Ganesamoorthy	101	Bidhu Shekhar
73	Sonal V Misra	102	K V Sreejesh
74	Amit Kumar Singh	103	Tarun Kumar
75	J Baskaran	104	Sidhartha Shashni
76	Anant Ram Chauhan	105	Nachiketa Jha
77	Ajay Rautela	106	Ramakant Gupta
78	Tripurari	107	Shakeel Ahmed
79	Dilip Bandyopadhyay	108	B S Jaiswal
80	Nilabja Choudhury	109	Smt. I.B. Rani
81	Prashant Kumar	110	Mahesh Chandra Laddha
82	Prem Narayan	111	Nitish Kumar
83	Ashutosh Kumar	112	K. Sunil Emmanuel
84	G P Kanaujia	113	Jai Prakash Singh
85	Vijay Kumar Dixit	114	G.S Rao

Mid Career Training Programme Phase - III
(February 06, 2012 to 30th March, 2012)
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58	S Jaya Kumar	81	Anish Prasad
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66	Lima Sunep Jamir	89	Anand Verdhan Shukla, (RJ)
67	Smt. Lata Manoj Kumar	90	Swayam PrakashPani (J&K)
68	S.Parimala	91	Vikas Vaibhav (BH)
69	Navajyoti Gogoi	92	Dr Atul Fulzele(HP)
70	Umesh Chander Datta	93	H K Kusumakar
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