

Sensitised Police For Empowered Society



H.J. DORA

H J Dora joined the Indian Police Service in 1965 and was allotted to Andhra Pradesh Cadre. He did his Post Graduation from Andhra University. His posting include DCP (L & O) Hyderabad; SP Krishna District; SP CBI; DIG-Guntur and Warangal ranges; IG- Intelligence; Vice-Chairman and Managing Director of A.P. State Transport Corporation; Director General of Police Andhra Pradesh. During his tenure as DGP, A.P. Police successfully curbed the Naxalite menace. Training and recruitment system of the police department and welfare measures were well developed by him. He served as DG, CISF and Vigilance Commissioner in the Central Vigilance Commission, Delhi. He was President of Indian Olympic Weight Lifting Association. He served as the President of a cultural organization – Rasaranjani, Hyderabad. He was awarded Gallantry Medal for rescuing the military personnel.

Impact of Training on the performance of IPS Officers

Impact of Training on the performance of IPS Officers

H.J. Dora



H.J. Dora



SARDAR VALLABHBHAI PATEL
NATIONAL POLICE ACADEMY
HYDERABAD- 500 052



**IMPACT OF TRAINING ON THE
PERFORMANCE OF IPS OFFICERS**

Impact of Training on the Performance of IPS Officers *by* H.J. Dora

© H.J. Dora

First Published - 2012

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage or retrieval system, without permission in writing from the Publisher.

Published by

Director

SVP National Police Academy

Shivramapalli, Hyderabad - 500 052

Ph: (040) 24015151-58, Fax (040) 24015179

Website: www.svpnpa.gov.in,

Email: administrator@svnpa.gov.in

Cover Design

BS Gulia

Printed by

Arpit Enterprises, Delhi-92

arpitprinto@yahoo.com

IMPACT OF TRAINING ON THE PERFORMANCE OF IPS OFFICERS

H.J. DORA

Former Director General of Police, AP



SVP, National Police Academy
Hyderabad

Foreword

Training can have but one objective: to prepare the cadet for meeting the field challenges. In this context, the training evaluation is regarded as integral to the process of training, adding required dynamism for better results. Four levels of evaluation of training have been identified in literature namely, 'Reaction', 'Learning', 'Job-Behaviour' and 'Ultimate Results'.

Unfortunately only a few studies have been attempted to gauge the effect of training on the 'Job- Behaviour' of trainees in an organizational environment. Earlier in 2002 a post-training analysis of NPA training was done at the SVP National Police Academy, Hyderabad. The results of the study facilitated the modification in the contents and methodology of various courses especially the IPS-basic training.

Shri Dora's research, which is being published in this book form, is of great significance in the context of post training evaluation methodology deriving from field visits and interactions with the trainees as well as their seniors. The research findings are of use to the National Police Academy to review the process of training of IPS Officer trainees.

V.N. RAI
Director
SVP National Policy Academy
Hyderabad

Acknowledgements

I express my gratitude to the following officers for facilitating the completion of this Research Project:

- Shri K. Vijay Kumar, IPS, Former Director, NPA presently DGP/CRPF who initially asked me to do the assignment.
- Shri Rajeev Mathur, IPS (Retd) who took keen interest in formulating the Research Work.
- Shri V. N. Rai, IPS, Director, SVP National Police Academy who went through the concept paper and organized a seminar.
- Dr A. K. Saxena, Prof (T.M.) who guided me at every stage in the Research Project.
- Ms Anita Punj, Deputy Director (Basic Course) and Dr. T. K. Vinod Kumar, Deputy Director (Estt) of NPA.
- Director General of Police Rajasthan, Tamil Nadu, Andhra Pradesh and Meghalaya for facilitating my meeting with all the officers involved in this Work.
- I also thank Shri Manas Aditya, Research Assistant, SVP National Police Academy, Hyderabad for typing the manuscript of the Report.

H. J. Dora

Contents

<i>Foreword</i>	5
<i>Acknowledgements</i>	6
<i>Abstract</i>	9
1. Impact of Training on the Performance of IPS Officers	15
1.1 <i>Training the Officers Trainees (IPS) at National Police Academy: Salient Features</i>	
1.2 <i>Objectives of the Basic Course</i>	
1.3 <i>Basic Approach to Training</i>	
1.4 <i>Inputs given at the Academy</i>	
1.5 <i>Training Methodology</i>	
1.6 <i>Outdoor Training</i>	
1.7 <i>Compulsory Minimum Standards</i>	
1.8 <i>Failures and Injuries</i>	
1.9 <i>Principles of Learning</i>	
1.10 <i>Evaluation of the Officer Trainees</i>	
2. Concept of Training Evaluation	35
2.1 <i>Critical Events Model</i>	
2.2 <i>Purposes and Uses of Evaluation</i>	
2.3 <i>A Few More Definitions</i>	
2.4 <i>Necessity of Training Evaluation A Review of Literature</i>	
3. Research Design of the Study	42
3.1 <i>Introduction</i>	
3.2 <i>Problem Statement and Research Design</i>	

8 / *Impact of Training on the Performance of IPS Officers*

3.3 *Objectives of the Study*

3.4 *Procedural Dimensions of Study*

3.5 *Sample of Study*

3.6 *Description of various questionnaires used in the Study*

3.7 *Delimitations of the Study*

4. Analysis and Interpretation of Data **51**

5. Main Findings and Recommendations **61**

5.1 *District Training in the States*

5.2 *After Training Postings*

5.3 *Recommendations*

Appendix 'A': Self Assessment Report **75**

Appendix 'B' : Assessment of Supervisory Officers **77**

Bibliography **79**

ABSTRACT

Title:

**IMPACT OF TRAINING ON
THE PERFORMANCE OF IPS OFFICERS**

Investigator :

Shri H.J.Dora, IPS (Retd),
Former Director General of Police, AP.

Year of submission :

2012

The study was aimed at understanding the Impact of training at NPA on the performance of IPS OTs in the field. For data collection, 4 States were selected viz. Rajasthan, Tamilnadu, A.P and Assam & Meghalaya. Sample of the study comprised of IPS OTs who underwent training at NPA in the years 2005 to 2008 and their seniors. Besides questionnaire survey, one-to-one structured interview was conducted by the investigator for further data collection.

2. Apart from self-assessment by the IPS-OTs, the seniors rated the IPS-OTs in the following areas.

10 / *Impact of Training on the Performance of IPS Officers*

A. Individual Traits and attitudes	Self Ratings	Ratings by Seniors	Interpretation
i) Emotional involvement in Police work.	Excellent	Excellent	Conformity
ii) Courage of conviction.	Excellent	Excellent	Conformity
iii) Accessibility/ Availability to public.	Excellent	Excellent	Conformity
iv) Humility	Excellent	Excellent	Conformity
B. Relationships with other stakeholder			
i) District Magistrate and others	Excellent	Excellent	Conformity
ii) Political leaders	V.Good	Good	Requires attentions for development
iii) Press	V.Good	Good	
iv) Judicial Officers.	V.Good	Excellent	Rated Excellent by Seniors
v) Prosecutors, Doctors, NGOs etc.	V.Good	Excellent	
C. Professional Matters	Self Ratings	Ratings by Seniors	Interpretation
i) Knowledge of Law.	V.Good	Excellent	Rated Excellent by Seniors
ii) Crisis Management	Excellent	Excellent	Conformity
iii) Ability to withstand pressure and push forward for a solution.	V.Good	Excellent	Rated Excellent by Seniors
iv) Team building abilities (Motivating recognizing and rewarding the officers under him).	V.Good	Excellent	-do-
v) Overall improvement in police image (Work output-Quality and Quantity).	V. Good	Excellent	-do-
vi) Optimum Utilization of Department's Resources.	V.Good	Excellent	-do-
vii) Conflict Resolution Skills.	V.Good	V. Good	-do-
viii) Proactive and innovative measures.	V.Good	Excellent	-do-

3. Main findings & the recommendations of the study touched the following aspects:-

1. Schedule of 27 weeks district training was scrupulously followed by the states.
2. There was disconnect in training where District SPs were not RRs.
3. 80% IPS-OTs were found to be highly satisfied by the training provided by their respective District SPs. Most of them benefited when they worked as SHOs. 90% of the trainer SPs were found to be in touch with the IPS-OTs. On a day today basis
4. District practical training in Assam & Meghalaya was not upto the mark. Meghalaya, OTs were not sent to Assam in tough Districts for training. Secondly, Districts in Meghalaya were headed by non-IPS officers.
5. Most of the IPS-OTs were very positive to the training provided at NPA.

Recommendations

1. 'Police-Politician interface' to show more maturity. Training in this aspect is necessary at NPA.
2. 80% IPS-OTs said that 'Lathi Drill', Arms Drill, Guard mounting etc should be either done away with or reduced. More emphasis should be given to counter LWE & other insurgencies. During outdoor, training more emphasis should be on Motor Driving and use of other technical gadgets.
3. Many probationers wanted more time to be given even during district training with the Prosecutors so that they could attend the Courts and observe the dynamics of Criminal Justice in the Courts.
4. Special inputs on 'Techniques of stress management should be there.
5. Most of the IPS OTs felt that SHO training period can be enhanced so that they will get hands on experience in investigating cases.
6. The District training should also have a component where

12 / *Impact of Training on the Performance of IPS Officers*

the OTs can spend time with Prosecutors and also attend courts for atleast 2 weeks. The OTs felt that this will enable them to understand the working of the Court.

7. The political leader is an important stakeholder and police officers have to get on with him. An effort must be made to evolve better relationship between the police and the political leader.
8. NPA must take initiative and invite political leaders of all parties and have in-depth discussions regarding neutrality of police functioning and advantages of the same.
9. NPA should involve even senior Judicial officers in seminars on the same topic. Supreme Court rulings with regard to police reforms must be taken up in such seminars.
10. In outdoor training greater emphasis must be given for motor driving and usage of other technical gadgets which will impact their performance.
11. With regard to indoor subjects most probationers stated that law could be taught in a more practical way. After a few months of classroom lectures, OTs feel that they should be exposed to Court room procedures where they can study the role of the Prosecutor and Defence Advocate.
12. In these days of Courts monitoring investigations it becomes very necessary for the OTs to understand the provisions of CrPC, IPC and evidence act .
13. Many probationers wanted more time to be given even during district training with the Prosecutors so that they can attend the Courts and observe the dynamics of Criminal Jurisprudence in the Courts.
14. Debates, Moot courts, simulated exercises may motivate IPS officers to become aware of the legal requirements in their profession.
15. Many OTs also felt that subjects like Crime Prevention and Criminology, theoretical lectures on Internal Security and Leadership classes could be reduced. They prefer to have some bright managers who have turned some sick

- units asked to share their experiences with OTs.
16. Several OTs felt that adequate emphasis may be given in the NPA for stress management. This is important since most of the OTs will to be doing stressful jobs in their careers. More emphasis be given to yoga , meditation and lecture by eminent spiritual leaders.
 17. OTs also felt that they must be exposed to modern technology which can improve the police performance. Offences under cyber crime and other related issues must be taught to the probationer during their training where experienced officers from CBI as well as Enforcement Directorate must be invited to give lectures on important cases that they have dealt with regarding organized crime.
 18. Many OTs felt that the overall environment in NPA must be informal and relationship must be warm. Training must be more humane and the reactions should be spontaneous and not structured.
 19. Media-Management is a very important aspect of the police work. Investigator is happy to note that there is a module in NPA in this regard. But few more modules can be added to keep the OTs abreast with the fast changing media world.
 20. Senior correspondents, bureau chiefs and crime reporters of different newspapers and TV channels can be invited to NPA to interact with the IPS OTs.
 21. It is also felt that the IPS OTs should be sensitized to develop empathy with the plight of the victims. They should also be sensitive to gender crimes and as well as complaints of weaker sections of the society. This is extremely important because the direct recruit who is going to become SP shortly should have the correct approach in such situations.
 22. Victim compensation is an important ingredient in today's Justice System Various laws are being enforced to provide compensation to victim in different offences. It is necessary that the IPS OTs are sensitive to this development.
 23. Another aspect which requires proper training and sensi-

tization is VIP Security. The IPS OTs must study the various successful and unsuccessful attempts that have been made against public leaders.

1

Impact of Training on the Performance of IPS Officers

1.1 Training the Officers Trainees (IPS) at National Police Academy: Salient Features

National Police Academy has stated in its Mission Statement that one of its main jobs is to prepare leaders for the Indian Police who will lead/command the force with courage, uprightness, dedication and a strong sense of service to the people. The Academy will endeavour to inculcate such values and norms as would help them to serve the people better.

One of the major activities of the National Police Academy is to organize basic induction training of officers selected for Indian Police Service. The objective of the basic course is to ensure that IPS Officer Trainees acquire necessary knowledge, skills, attitudes, understanding and behaviour required for effectively discharging their duties as Sub-Divisional Police Officer and later as Superintendent of Police.

The basic course is designed to give a glimpse of the way police work in our country. The trainees for the first time try to comprehend the role of police as envisaged in our Constitution, as well as the other laws of the country. They are taught about the management of crime which includes crime prevention, investigation, supervision in investigation of grave crimes, economic offences etc. The trainees are also taught the applications of forensic science and medicine in investigation

and application of technology in forensic labs, data recording and maintenance of history sheets of criminals. They are also taught lessons in the management of public order; methods of crowd control, strikes and agitations, communal offences and insurgency. Lectures are given with regard to the techniques of intelligence collection and the utility of intelligence inputs in combating terrorism, insurgency and other crime.

Trainees also get exposure in leadership and management of police organization in the country. Specialized areas like traffic management, crime and gender issues and weaker sections of society, human rights are also taught to them. Great emphasis is given for the self development of the trainees.

The basic course has a lot of outdoor subjects where the trainees are exposed to physical training, drill, parades, horse riding, firing practice, adventure sports and games. The officer trainees are required to attain a prescribed level of fitness and skills in all outdoor activities. The idea is to develop leadership qualities, improve self esteem of the trainee and to build an attitude to take in stress and work for long hours without physical and mental fatigue. The parade and drill also help them learn how to command and control and take pride in wearing the uniform.

1.2 Objectives of the Basic Course

The main aim of the Academy is to organize basic training for the Officer Trainees inducted into Indian Police Service. At the conclusion of the basic training, the course aims to ensure that the Officer Trainees acquire necessary knowledge, skills, attitudes, understanding and behaviour required for effectively discharging the duties of Sub-Divisional Police Officers initially and later to man various senior supervisory assignments in the rank of Superintendent of Police in Districts and Specialized units of Police Department. The Academy further aims at nurturing human values in all its areas of activity to prepare trainees to be 'effective and good human-beings'.

Thus, the objectives of training are four-fold, namely :

- Imparting of professional knowledge and understanding

- Development of professional skills of excellence
- Nurturing of human values, right attitudes and appropriate behaviours in professional and personal life
- Development of overall personality (character, habits, self-discipline, norms, values, etiquette, etc.)

1.3 Basic Approach to Training

The Academy would endeavour to cover the contents of Basic Course with core concept of 'Self-Learning' and 'Self-Discipline'. In line with this core concept, the faculty of the Academy act more like facilitators to create proper environment in which the Officer Trainees would learn for themselves the knowledge and skills besides the right attitudes.

1.4 Inputs given at the Academy

To achieve the objectives enunciated above, the course has been designed to impart adequate inputs to meet the basic tasks required for the job. These inputs are included in the following domains:

(a) Management of Crime:

- Crime Prevention.
- Investigation of Crime.
- Supervision of Investigation of
 - Ordinary crimes.
 - Serious crimes.
 - Organised crimes.
 - Economic offences.
 - Cyber crimes.
- Prosecution and trials in Courts.
- Application of Law (IPC, CrPC, Indian Evidence Act & Special Laws) in Investigation.
- Application of Forensic Science and Forensic Medicine in investigation.

18 / *Impact of Training on the Performance of IPS Officers*

- Application of Science and Technology in Investigation.
- Crime Intelligence.
- Crime Data Recording and Maintenance.
- Crime Squads.
- Community Policing.
- Trafficking in explosives and illicit arms.
- Enforcement of socio-economic legislation, etc.
- Interview/Interrogation.

(b) Management of Public Order

- Processions, public meetings and large-scale human congregations
- Crowd control
- Strikes and agitations
- Communal Officer Trainees, etc
- Terrorism, insurgency, militancy and naxalism
- Intelligence collection
- Interface with other agencies/NGOs
- Application of Science and Technology in maintenance of public order
- Disaster management/Relief and Rescue operations

(c) Leadership & Management in Police

- Police Organisation - Vision, Mission, Issues and Problems
- HRM in Police :
- Planning.
- Recruitment, selection, training and placement.
- Salaries, benefits, working conditions and welfare.
- Promotion and Career development, Punishments and Rewards.
- Morale and Grievance redressal.
- Performance-Appraisal.

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

(d) Other Specialized Areas

- Traffic management.
- Gender issues.
- Human Rights.
- Weaker sections.
- Problems of women, children and juveniles.

- Environmental issues.
- VIP Security.
- Computers - Word Processor, Personnel information, Crime Records, Inventory Management, Internet, E-mail.
- Handling communication equipment.
- Use of Media for community interface.
- Use of weaponry.
- Handling testing and recognition of drugs, explosives and IEDs.
- Command and control of field situations.
- Use of non-lethal weapons.

(e) Self-Development

- Observation/memory.
- Analysis.
- Discussion.
- Assessing evidence.
- Drafting/Report writing (Case diaries, Grave crime reports, Law & order incidents, Departmental enquiries, official communications).
- Public speaking.
- Presentation skills.
- Media Management.
- Use of Science & Technology (Forensic Science/Forensic Medicine/Computers/Telecommunications/Photography/Videography).
- Social etiquette/Conduct.
- Mental fitness.
- Personality development
- Telephone manners.
- Personal poise confidence, sense of dress and conversational ability.
- Physical fitness.

- Driving.
- Swimming.
- Riding.
- UAC/Yoga/P.T.
- Long marches.
- Rock climbing.
- Self-protection.
- Handling of unpredictability.
- Tactfulness.
- Counselling.
- Open-mindedness and flexibility.
- Objectivity.
- Knowledge of Current affairs.

1.5 Training Methodology

To achieve the objectives mentioned earlier, the following approach/training methodology is used:

- Simulated police environment (arduous nature of work/unpredictability).
- Integrated Approach through module -based inputs.
- Simulated crime scene investigation exercises.
- Simulated public order scenarios.
- Case studies.
- Role plays.
- Field visits.
- Lecture cum demonstration.
- Use of audio-visual aids and Computers, etc.
- Use of films.
- Panel/Group/Open-house discussions.
- Practicals.
- Quizzes.
- Moot Court.
- Project work assignments.

- Presentations.
- Experience sharing.
- Night exercises.
- Self-study.
- Remedial training.
- Books Reviews.
- Interactions with eminent personalities from art, public life, police.
- Administration, literature, etc.
- Study-cum-cultural tours
- Periodical Tests and Final Examinations.
- Attachments (CSWT/Army/CPMF, etc.).

1.6 Outdoor Training

Objectives of Outdoor Training are defined by the Academy as under:

- To develop strength, endurance, flexibility and body coordination. Fitness is valued for its relationship with health and its contribution to the performance in profession
- To develop leadership qualities
- To develop high levels of confidence
- To inculcate a strong sense of internal and external discipline required of an officer of the Indian Police Service
- To build stamina and attitude to take in stress and work for long hours without physical and mental fatigue
- To develop skills of teamwork
- To develop competence in how to command and control.
- To improve turnout, posture and personal drill of an officer of the uniformed service so as to act as a role model and earn respect of men
- To develop pride in uniform,

- To learn skills of firing, weapon handling, tactical operations, combat, riot control and others, which are critical and essential for any professional police officer.

A. Physical Training

The objectives of Physical Training have already been outlined above. Physical Training comprises of the following:-

- Endurance training/cross-country runs.
- Strength, speed and flexibility training.
- Obstacle course/assault course for confidence-building.
- Route marches (which will also be utilized for inputs in FC & Tactics).
- Instructional PT for inputs in teamwork skills to instruct PT to men.

B. Drill

There is a heavy but essential input of Drill during basic training. Officer Trainees would be trained in drill without arms, drill with arms, sword drill, cane drill, guard mounting, Lathi Drill, Riot Drill & Tear Smoke Drill. The reason for the emphasis on drill, is that the foundation of discipline, team work and the correct way of wearing uniform is laid on the parade ground. Officer Trainees would also learn the virtues of punctuality, obeying the leader's orders, tolerating fatigue and would be able to move the troops from one place to another in the correct manner. Doing the drill together in a group will inculcate cohesion and generate loyalty among the Officer Trainees.

C. 1 Lathi Drill, Tear Smoke Drill & Riot Control Drill

The objective of imparting instructions in this subject is to train Officer Trainees in the correct techniques of employing force against an unlawful assembly and the various ammunitions available for the same. The basic formations and exercises are taught.

It may be stated that these drills cannot be strictly followed in real life situations because of the constraints of terrain, time and availability of manpower. However, these drills provide the basic framework on which innovations can be made depending on the situations. This is also reinforced by the simulated exercises in riot drill.

C.2 Sword Drill and ceremonial Drill

The aim of imparting knowledge and practice of Ceremonial Drill is to equip an Officer Trainees with the ability to conduct parades on ceremonial occasions in the field, besides commanding such parades as either an ASP or an SP. The ability to command and control is a core requirement of a police officer and this trait is also developed through ceremonial drill.

D. Police Band

The Police Band is an integral part of police organization. It helps to maintain the traditions and specific identity of the Police as a uniformed force. Many police functions and activities are incomplete without a Band. Therefore, it is essential that Officer Trainees should be conversant with the practices, traditions, instruments and the tunes played by Bugler and the Police Band.

Knowledge of Police Band, band instruments, and well-known tunes used on ceremonial occasions and bugle calls is an important component of the syllabus under the heading 'Ceremonial Parade'.

E. Weapon Training

The objective of Weapon Training is to make Officer Trainees proficient in different weapons presently used in police forces. They are required to undergo extensive practice in handling the weapons, disassembling, assembling and properly maintaining the weapons. A good grounding in weapon training is required to acquire proficiency in firing these weapons. In day to day policing it is required to deal with increasing incidence of violence in the society including

problems like naxalism, insurgency, terrorism, etc. Proficiency with weapons may turn out to be the crucial factor in saving the life and property in such situations.

The Officer trainees are trained in the following weapons:

<i>Weapon Training at Academy</i>		<i>WT at CSWT, BSF, Indore</i>
<i>Intensive Training*</i>	<i>Familiarization</i>	
9mm pistol	.303" Rifle	SSG-69 Sniper Rifle
Glock pistol	.38 Revolver	INSAS 5.56mm Rifle
A K 47 Rifle	.22 Rifle	2" Mortar /51mm Mortar
7.62mm SLR	Corner Shot	Automatic Grenade Launcher
9mm SAF Carbine	.303/7.62mm LMG	HE No.36 Hand Grenade
9mm MP-5	5.56mm INSAS	Exposure to CGRL

*The .303 Rifle/7.62mm SLR is the basic weapon of the constabulary. The Officer Trainees are required to supervise their training and oversee their correct handling and deployment when they hold charge of sub-divisions and later on of districts. The 9mm pistol Glock and AK-47 is the personal weapons of the officers and, hence, they should be well versed in the use of these weapons. 9 mm Carbine is often the weapon carried by the security aid of the officers.

While imparting instructions in the use of the pistol/revolver, particular emphasis will be laid on the following aspects:

- Safety precautions
- Maintenance
- Firing

F. Firing

The Officer Trainees are given extensive practice in firing with each of the weapons mentioned above. The Academy has advanced facilities such as Interactive Fire Arms Training Simulator (iFATS) to give firing practice in a combat situation and to analyze the faults. These will be used extensively in training to neutralize a target consistently in minimum possible

time in real-life situations. The objective would be to train Officer Trainees in following important fundamentals of shooting:

The stance and position:-

- Grip and aids in developing a good grip.
- Breath Control.
- Sight Alignment: The eye, relationship of sights, points of focus, concentration.
- Trigger Control: factors providing for control, application of trigger pressure, Errors in the trigger control and means of combating the same.
- Zeroing.
- Firing in real life situations: Windy conditions, low-light conditions, reflex shooting.

E. Rock Climbing

Officer Trainees are given a basic course in rock climbing by the Indo-Tibet Border Police instructors. This training helps to build confidence in their physical resources and develop courage.

F. Equitation

The main objective of this training is to make them learn a skill which is seen as difficult and challenging by most people, thereby increasing their self-confidence. Once the Officer Trainees achieve a certain standard in riding skills, it will serve as an immense confidence booster for dealing with any such physically threatening task in future.

Also, many states have Mounted Police contingents and grounding in Stable Management. The use of Mounted Police in law and order and for prevention of crime is immensely beneficial.

G. Yoga

The aim of imparting knowledge and practice in yoga is to expose an Officer trainee to correct understanding and employment of scientific techniques to manage his/her health and stress. This is taught in a slow and phased manner and

is also done in a relaxed mood without any strain on the muscles.

This is only an introductory course to enable an OT to adopt yoga as a health and stress management activity in future.

H. Unarmed Combat (UAC)

Direct application of physical fitness is in their capability of preventing loss of life and property. In many law and order situations, Officer Trainees will be required to lead men in taking action against the mob. It is unavoidable to come in close physical proximity to the mob in such situations. The training in Unarmed Combat (UAC) would give you the required skill and confidence to accomplish this task as a leader. Though this is just one example, there would be numerous other situations in which training in Unarmed Combat (UAC) is useful not only in its actual application but also because it gives them confidence in their own physical ability of handling such situations. One may also get encouraged to coach men in these skills and propagate the use of Unarmed Combat in the organization.

I. Swimming

The training in swimming is imparted with the objective of improving physical fitness and enhancing confidence levels besides training in crossing water obstacles and in life saving methods.

J. Field Craft & Tactics and Map Reading

In the present-day internal security scenario, a police officer of the rank of ASP and SP must have ability to plan, execute and lead tactical operations against extremist, terrorists, naxals and other anti-social elements. Besides the inputs in field craft such as field signals, indication of targets, observation by day and night, etc., they are given training in platoon level tactics such as raid, cordon and search, ambush and recovery, combing, first responder action to IEDs etc. during this training course. The instructions are given through lectures,

demonstrations, model exercises and simulated exercises.

At the end of the course, all officers MUST be able to develop the capability to plan an operation and brief the troops on Sand Model/Eye Sketch/Cloth Model.

An OT is also taught Map Reading whereby s/he would acquire the skill of reading a map and using the information for planning and operation or reaching a destination either in day or night with the use of a Service Prismatic Compass/GPS.

K. First Aid and Ambulance Drill

Inputs on First Aid essentials, techniques, equipment used and other life saving procedures is given to the Officer Trainees by the expert institutions to develop the skills of life saving to help a fellow beings in distress.

L. Motor Mechanism

Officer Trainee will be given a short basic course on Motor Mechanism, which includes inputs about a motor car engine and its components, various systems like fuel, gear, ignition, cooling, brakes and all other functioning of a motor car by the experts in the field.

M. Other Activities

OT are given a basic course in rock climbing by the Indo-Tibet Border Police instructors. This training helps to build confidence in Officer Trainees own physical resources and develop courage. In addition, adventure sports like Scuba Diving, Rock climbing, River rafting, Parasailing, Powered Hand Gliding etc are organised.

1.7. Compulsory Minimum Standards

The Officer Trainees are required to attain a prescribed level of fitness and skills in all outdoor activities. Minimum pass score is 50% in each outdoor subject, as well as in aggregate of all outdoor subjects, for successful completion of the basic course.

An effort to guarantee success at the tests is the responsibility of the Officer Trainee. Scheduled training

sessions are limited due to fixed duration available in each of the working day, and therefore the Officer Trainees, who are weak, are expected to schedule personal exercise time in areas of his/her weakness. Facilities and opportunities will be provided liberally by the Academy. Academy instructors will provide guidance and assistance to facilitate learning. Initiative has to come from the Officer Trainee.

1.8 Failures and Injuries

All test components are compulsory and must be passed before a Officer Trainees can complete probation and continue in service. In case of failure, one gets another chance to pass after which the case is referred to the MHA for review.

The Officer Trainees who are injured during basic training and are unable to proceed further, must successfully complete the Programme at a later date when approved by the physician. In such a case, they will have to attend extra classes on holidays in lieu of the classes missed by them. Then, they are allowed to take the examinations.

The probation period is liable for extension owing to non completion of basic training due to any reasons.

1.9 Principles of Learning

The important physiological principles that are followed in the outdoor training to attain steady progress are:-

- **Readiness:** The value of training depends upon the physical and psychological readiness of the individual. Readiness comes with maturity in thinking and humility.
- **Adaptation:** Training induces subtle changes as the body adapts to the added demands. The level of difficulty shall slowly increase to give time to the body to adapt itself to the demands.
- **Overload:** Training must place a demand on the body's systems if desired adaptations are to take place. The rate of improvement is related to three factors - frequency, intensity and duration of exercise. The overload stimulates changes in the muscles and

other systems designed to help the body to cope with future demands.

- **Progression:** To achieve adaptations using principles of overload the training follows the principle of progression. Hence there is a steady increase in the intensity of inputs.
- **Specificity:** All outdoor inputs are designed to impart specific skills. They are need based.
- **Repetition:** Certain inputs, such as drill and weapon handling rely heavily on the principle of building 'muscle memory' through repetition as the actions need to become part of the officer's reflex action.
- **Variation:** To avoid boredom and to maintain interest, variations are introduced at the appropriate time.
- **Reversibility:** It takes longer to achieve fitness and outdoor skills than to lose it. Hence, a year-round Programme is maintained.
- **Group Activities:** Outdoor training in the Academy is conducted primarily as a group activity to inculcate the ethos of team-work. This is intended to ensure that weaker team members push themselves to reach higher standards and the stronger members of the team pull their weaker mates up.
- **Potential:** Every individual has a potential maximum level of performance. Most of us never come close to that potential performance. The only way to approach your potential is to regularly participate in physical activity.

1.10 Evaluation of the Officer Trainees

At learning level, evaluation is done to assess the performance in Indoor and Outdoor Training subjects of IPS Officer trainees through:

- Written Tests
- Practical Examination
- Performance Tests
- Written/Practical examinations

In compulsory Indoor subjects making pattern is as under-

Paper I	: Police In Modern India	150 Marks
Paper II	: The Constitution of India and Indian Evidence Act, 1872	100 marks
Paper III	: Code of Criminal procedure	125 Marks
Paper IV	: Criminology	75 Marks
Paper V	: Forensic Medicine	50 Marks
Paper VII	: Forensic Science (Theory and Practical's)	100 Marks
Paper VIII	: Maintenance of Public Peace and Order	150 Marks
Paper IX	: Police Leadership and Management Theory and Practice	100 Marks
Paper X	: Personality Development and Ethical behaviour	100 Marks

Outdoor training subject marks:

(i) Drill	95 marks
(ii) Weapon Training	50 marks
(iii) Equestrian	40 marks
(iv) Swimming	25 marks
(v) Field Crafts and Tactics and Map Reading	50 marks
(vi) Ceremonial Drill	25 marks
(vii) Unarmed Combat	30 marks
(viii) Yoga	25 marks
	400 marks

Qualifying marks in the periodical test and final examination.
Every Officer Trainee is required to obtain a minimum of 50% marks in each periodical test and in the final examination in each compulsory indoor subject and outdoor subject.

Every Officer Trainee is required to obtain a standard of proficiency in each of the following qualifying subject :

1. Police Telecommunications and Control
Room operations

1. First aid and Ambulance Drill
2. Motor Mechanism and Driving
3. Hindi in Devnagri Script
4. Computer
5. Regional languages

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

1.10.1 Director's Assessment

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

- Basic Training (Phase I) 250 marks
- The Field Training including various attachments of Army,
Central Para Military Forces etc (Phase II) 150 marks
- In Phase I assessment , the marks are awarded by the Director to the IPS trainee officers in consultation with Joint Director, Deputy Directors, Assistant Directors (Indoor Studies), Assistant Director (Outdoor), President Mess Committee, the concerned subject coordinators, and staff counsellors of various clubs and societies. The following information/records are consulted while judging the performance of the trainee officers :
- Record of attendance in respect of indoor and outdoor classes; record of leave; memos issued regarding lack of punctuality; unauthorized absence and any other information relevant in this regard.
- Record in respect of indoor classes on quality of participation and performance in classroom interactions, simulation exercises, individual and group presentations made in the classes, assignments submitted, quizzes and other tests apart from periodical tests conducted every Mondays.

- Record in respect of outdoor classes on quality of participation and proficiency achieved in all outdoor training activities including various attachments.
- Record in respect of tours and field visits on quality of participation, learning gains and reports submitted by the trainee officers on the field visits, study cum cultural tour etc.
- Record of project reports (quality and originality) submitted by trainee officers.
- Record in respect of co-curricular and extracurricular activities on participation and performance including certificates/commendations awarded in respect of participation in Clubs, Societies, Associations, Cultural Events, and Hobbies etc.

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

- (i) Communication skills
- (ii) Sociability and interaction skills
- (iii) Initiative and perservance
- (iv) Conduct and discipline
- (v) Capacity for hard work
- (vi) Positive attitude towards the profession
- (vii) Team building skills.
- (viii) Other leadership skills.

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

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

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

The basic course is spread over 46 weeks in NPA. The total marks that are awarded at the final examination are for 2200. Of this Indoor subjects carry 1200 marks and outdoor subjects carry 600 marks and Directors Assessment is given 400 marks.

2

Concept of Training Evaluation

It is obvious that the basic course is designed keeping in view the needs of the IPS Officer Trainees. Development of professional knowledge, skills and attitudes has been given adequate emphasis in the planning of basic training. The basic course is designed to bring about cohesiveness based on mutual trust and valuing process of collaboration with one another. Therefore, keeping this objective in mind the basic course designed by NPA is an excellent model and it is serving the purpose admirably.

Nevertheless, there is always a constant need to evaluate the utility of training from time to time. Police have to work in a dynamic environment and hence the training needs for the police officers should be assessed periodically

2.1. Critical Events Model

Evaluation and feedback mechanisms have been beautifully interwoven in the process of training by Nadler (1982) in the 'Critical Events Model' (CEM). The model is presented below:

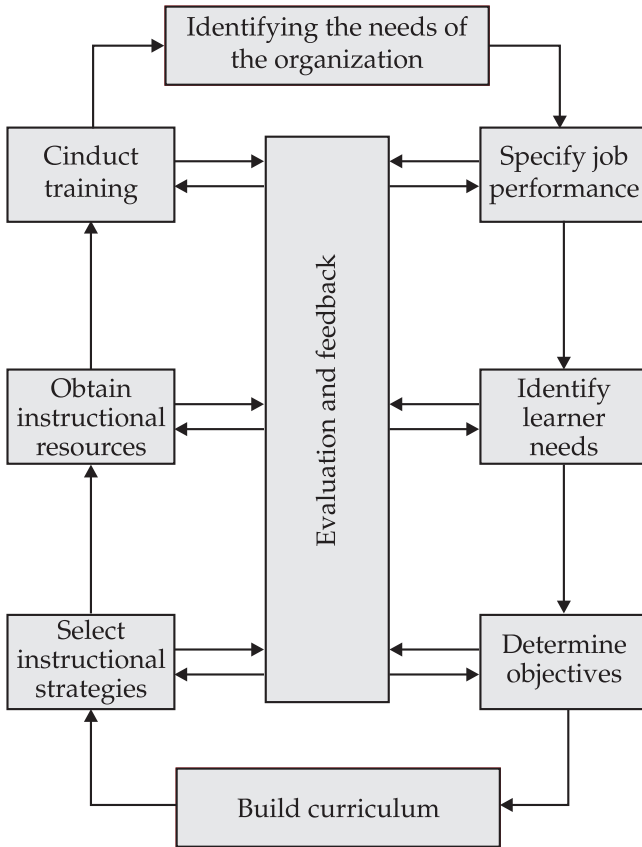


Figure 2.1 Critical Events Model

At every stage of the training programme both evaluation and feedback mechanism play important roles. They are at the heart of the training system having interactive relationship with every element of training process providing enough scope for their improvement. The answers to the following questions can be had before arriving at any decision regarding the training designs from the evaluation procedures:

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

- Whether the training needs have been identified correctly on the basis of anticipated job performance levels or not?
- Whether the objectives have been formulated on the basis of pre-identified training needs for not?
- Whether the curricula has been designed effectively or not?
- Whether the instructional strategies (teaching/ training methodology) have been selected appropriately or not?
- Whether the training has been conducted effectively or not?

It is evident that the Evaluation and Feedback process provides us an opportunity to streamline the training programme.

Kirkpatric (1997) has enunciated four different levels of evaluation namely:

- Reaction level
- Learning level
- Job behaviour level
- Results level.

The hypothesis of Kirkpatric was: “If trainees react favorably, they will probably learn more; if they learn more, they will probably change their job behaviour; and if they change their job behaviour, the usual indices of performance will increase”.

2.2 Purposes and Uses of Evaluation

From time to time, many researchers and evaluation experts have reviewed the purpose and use of training evaluation. Some studies are reported as follows:

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

- To contribute to decisions about programme installations.
- To contribute to decisions about programme continuation, expansion or certification.
- To contribute to decisions about the 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:

1. *Proving*: Demonstrates conclusively that something has happened as a result of training or developmental activities, and that this may also be linked to judgements about the value of the activity, whether the right thing was done, whether it was well done, whether it was worth the cost, and so on.
2. *Improving*: Implies an emphasis on trying to ensure that either content or future programme and activities become better than they are at present.
3. *Learning*: Recognizes that evaluation cannot be divorced with ease from the processes upon which it concentrates .i.e, learning and development process itself.

Since evaluation effects learning it can be put to use as a training need to learning. It effects are likely to be beneficial since it is a primary principle of the psychology of learning that knowledge of results facilitates good learning. Evaluation can help trainees to learn more effectively. Feedback system after training will be a useful method to indicate whether the process of training is in the right lines. In trainer and learner centred training designs, evaluation plays a key role. It keeps the training system in dynamic equilibrium for optimum results.

The Manpower services Commission (UK) defined the following three interrelated concepts:

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

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

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

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

**Evaluation = Qualitative Description + Quantitative
Description Value Judgment.**

2.3 A Few more definitions:

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

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

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

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

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

Training Evaluation as the systematic collection and assessment of information for deciding how best to utilize available training resources in order to achieve organisational goals”. [Warr etal (1970)].

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

2.4 Necessity of Training Evaluation A Review of Literature

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

“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”.

Philips (1991) articulated the following proposal for training evaluation.

- To improve the HRD Process or
- To decide whether or not to continue it.
- 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 participant 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.

Among all the above models the 4 Level evaluation model of Kilpatrick seems to be better. Kilpatrick has aptly said.

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

3

Research Design of the Study

3.1 Introduction

In a federal structure like our country, it is an extremely challenging task to evolve training modules that are at once common to all the IPS officers and at the same time provide enough flexibility for the officers to adapt to the specific working environment of each State. The National Police Academy (NPA) is doing an admirable job in giving basic training to IPS officers who are drawn from various cultural, social and economic backgrounds. These young boys and girls have gone through competitive examination conducted by UPSC and have been selected on the basis of merit. They are very bright, enthusiastic and willing to learn and make a mark in their career. So it becomes imperative for NPA to improve their self esteem in the process of training and sensitization to meet the needs of the people who expect the required responses from the Police Department. Soon after training and within a few years IPS Officers become Superintendents of Police which is extremely important job in the police hierarchy. It is here that they are to quickly understand the needs of the people whom they are serving and sensitise the subordinate staff in a manner that they work to meet the aspirations of the common man.

The role of police in fast developing society like ours undergoes a constant change. Development in itself brings in greater expectations from people who now have more access to the power centres in the society. In addition, the press and

visual media also highlight any small lapse on the part of administration even in a remote place. We have also noticed that sometimes growth is not inclusive and certain sections of people feel that they are marginalised because of reasons of caste, community or a backward geographical area. It is noticed that young people in such places take to organised crime. Some youth also get swayed by extreme political thought and start leftwing extremist movement as we are noticing in several states. Regional imbalances also can lead to agitations and breakdown of public order.

Special and local laws have been enacted by the State Government and also the Government of India has brought in several amendments to Indian Penal Code to take care of the gender discrimination and also to provide comfort to weaker sections of the society. Vested interest in the society in the form of mafias and other social groups exert tremendous influence to ensure that their interests are protected even if it means bending the law. Non- Governmental organizations are also active in the country and they get funds from outside and some of them have their own agendas.

The public representatives are also more demanding and consider that they have stake in day-to-day execution of development projects as well as the functioning of the Government. These perceptions of the political leaders is again different from State to State. In such social milieu the police officer has to quickly grasp the dynamics of the changing situation and provide leadership to the force in a manner that is impartial and justice is done to the victims of crime. Needless to say that this is an extremely daunting task and institutional training, however, good can never meet all the requirements and answer all the questions. Induction training equips the IPS Officer Trainees with necessary skills to operate in a level playing field.

3.2 Problem Statement and Research Design

It is noticed that officers who have done well in different subjects including ethics in the training colleges do not show the same zeal in the field. It is seen that some officers take

things easy and slide down the scale while working in the districts. This mismatch has to be understood and resolved at an early stage. There can be various causes for a bright boy or girl who has done exceedingly well in the environment of a training institution failing to replicate the same amount of success in the field area. The ethos of a cadre, the working environment of a district, the interest evinced by the first SP and other senior officers who supervises his/her work, the political scenario in the state could be some of the reasons for his/her good or poor performance. Added to this the other inherent qualities of the individual also come out to the surface while tackling different situations in the field. An attempt must be made for an appraisal of the officer in the field and a course correction methods could be evolved if it is found that he is straying away from the path. Otherwise the excellent training he received to shape him up will be wasted very soon. It is noticed that wherever the initial training is good and the working environment is encouraging, the Officer Trainee shapes well with proper attitudes.

It is necessary that the training institute is in touch with the trainee and his performance in the field. This helps in ensuring that the training process is conducted as per the required needs. The working environment in the State should also help the Officer Trainees progress methodically as police professionals. Here, it is also important that the Officer Trainees also are sensitive to the social requirements and shape well and provide leadership to the force. Young Officer Trainees should first be clear about his own role and how he can build up a team to achieve the goals. The first few years in his career are very crucial since the assessment of his performance will continue to stay for a long time.

National Police Academy is obviously concerned about the performance of IPS Officer Trainees after they reach the State. Our study relates to the adaptability of IPS Officer Trainees in real life situations. This study is mainly undertaken to provide a feedback to National Police Academy.

3.3 Objectives of the Study

After prolonged institutional training the IPS Officer Trainees for the first time leaves the portals of the training institution and goes to the districts for practical training. So far, what they have learnt in the Indoor and Outdoor classes pertains largely to theoretical knowledge. National Police Academy has been innovative over the years and tries to take the theoretical study closer to the field situation. But, when the IPS Officer Trainees move from virtual to real life situations, their appreciation of facts and understanding of the forces that are in play will determine their ability in the profession. He is like a medical doctor who actually examines and treats sick persons after all that he has learnt in the medical college. All his skills will be put to use first to diagnose the problem and secondly provide a remedy. He will have to tackle the problem in a stand alone situation. Of course, there is some amount of hand holding by the Superintendent of Police under whom he will be working in the District. But, the day to day problems will have to be handled by him. In a matter of few weeks all the training inputs he received in the National Police Academy should come to his rescue and suggest solutions to the problems he is facing in the field. The legal knowledge also will determine the course of action he has to take in a particular situation. In other words, the knowledge of law, the work culture of the State and his knowledge of the local language and the cultural background of the area will enable him to go in the right direction. This study is intended to precisely assess whether the IPS Officer Trainees are travelling in the right direction or are there any deviations. The percentage of deviation cannot be very high given the training inputs that are provided to IPS Officer Trainees at the institute. This study is important since it acts as a feedback to National Police Academy which is very useful. The real test of useful training will be when the Officer Trainees comes up to the expectations and performs well in compelling situations in the field. When the performance of the Officer Trainees is appreciated by the Senior Officers as well as the members of the public, the training institution will feel proud of them. It gives them satisfaction that the training inputs are

really good and they could mould raw material into good finished product. The trainee also will feel grateful to his alma mater which moulded him and made him what he is Hence, a continuous evaluation of the performance of the IPS Officer Trainees is necessary and the study is mainly intended to do this job.

3.4 Procedural Dimensions of Study

Our study basically pertains to the performance of IPS Officer Trainees after the training imparted at NPA. The induction course is over and after the ceremonial passing out parade, the officers are allotted to each State cadre by Ministry of Home Affairs (MHA) and they go report to the respective State Governments. The District training module in the State is also determined by MHA which has laid down the details of the training which the IPS officer undergoes from time to time. It is standard format for all the States and they have to follow this. Our study pertains to the first few years of IPS Officer Trainees in State. His keenness to learn and understand the local situation including the language and quickly assimilate the working environment of the State in the first few months of district training. The IPS Officer Trainee will be meeting different stakeholders each one of them leaving an imprint on the OT. He will be meeting the District Magistrate, District Judge, Doctors, Prosecutors, Public Representatives, senior officers in the Police Department and subordinate staff as well. The Superintendent of Police in the training district will be the pivot in the next few months in shaping and training the IPS Officer Trainees. In the final analysis lot depends on the quality time given by the Superintendent of Police to the young IPS Officer Trainee and the enthusiasm and sincerity with which the IPS Officer Trainee is prepared to take the first few steps in the police profession. *The training provided by the Superintendent of Police and many times Deputy Inspector General of the range will become a role model and continue to mentor the IPS Officer Trainees not only during the training period but also even after that.*

It is noticed that the IPS officers in the National Police

Academy apply themselves very sincerely to the various training modules and acquire good proficiency in subjects like Law, Management, Forensic Medicine and Ethics. They also score high percentage of marks in the examinations conducted by National Police Academy. It is noticed that both in the indoor and outdoor subjects the IPS OT do exceeding well. NPA is now keen to know whether this talent and skills that are provided have been properly used by the IPS Officer Trainees in the respective state cadres. Is it a seamless movement into the reality of the police profession or do the young officers find it difficult to come to terms in the field. The police leadership in each state will also have to give a high priority to the training of IPS Officer Trainees to ensure that they learn things fast and are taught the finer aspects of police functioning in the State cadre.

The study is also a training evaluation which is required by the National Police Academy to oversee the performance of the IPS Officer Trainees after they leave the National Police Academy premises. This is a very laudable objective. National Police Academy is trying to find out how its Officer Trainees feel in the first few months in the field. Are they getting adequate attention? Is their training getting the necessary priority in the state police scheme of things? Whether the training needs are in step with the learning needs? How much of opportunity is available for the IPS Officer Trainees to improve their skills with the new level of trainers in the State. The senior police officers in the State also will observe how the IPS OT is applying his skills to the new work situation.

Any good evaluation will have to take into account whether the trainees were happy with the training and what was their learning experience; One should also observe whether the training brought about a change in the behaviour of the trainees. Whether such change, has positively enhanced the performance of the trainee and improved, the image of the organisation.

So it becomes imperative what the trainee learns in this period and how it effects his behaviour which is going to determine his future commitment to work in the State.

Our study is mainly to assess and evaluate how far the National Police Academy training in the induction course is useful to the IPS Officer Trainees after reaching their States. The National Police Academy is keen to know whether the Officer Trainees are trained in a desirable manner and are able to adapt themselves to the new working environment. It is also a feedback to the National Police Academy as to what the officer Trainees feel about the training skills that were imparted to them at NPA and whether they perceive a need for some change. Their views are also important for NPA to make some course correction eventually.

3.5 Sample of Study

For the purpose of the Study National Police Academy has selected 4 States for field visits of the Investigator. They are Rajasthan, Tamil Nadu, Andhra Pradesh, Assam & Meghalaya. NPA also provided a list of names of IPS officers of certain seniority who should be examined by the Investigator for the purpose of the study. Basing on the requirements of this study the Investigator prepared two questionnaires one meant to be a self assessment report to be filled by the young officer examined by the Investigator. The second questionnaire; was given to 2 or 3 officers who supervised the work of the young IPS Officer Trainee when he reported to the State. This invariably includes the training Superintendent of Police and other senior officers who supervised the Officer Trainee.

In all the 4 States the Investigator interacted with 37 young IPS officers as per list given by the National Police Academy for this study. The Investigator is grateful to the Police Chiefs of the respective States for facilitating the IPS officers to leave their work place and meet the Investigator. Investigator spent 3 to 4 days in each State and examined all the junior police officers as per the list provided by the National Police Academy. After discussing about an hour on the various aspect of his work as well as his training in the districts with each of the officer they were asked to fill a questionnaire on his self assessment. The Investigator at this stage would come to know the supervisory officers who trained and supervised the work

of the IPS Officer Trainees in the first few years of his service in the State. Accordingly, a request was made to the Director General of Police to pool the senior officers available so that the Investigator could meet them and exchange views on the training of IPS Officer Trainees. Accordingly, this was arranged and most of the supervisory officers were examined by the officer and their views were elicited. The supervisory officers also later filled in the questionnaire meant for them. Some supervisory officers who were not available filled the questionnaires and sent them to the Investigator later.

The self assessment report has 16 columns which Investigator feels is a comprehensive report on the various aspects of the Officer Trainees. It deals with individual traits and attitude of the Officer Trainees during district training, their relationship with other stakeholders and their own abilities in the field particularly with reference to the skills they have learned in NPA. With regard to the supervisory officers once again they were asked to assess the individual traits and attitudes of the trainees and what was pursued to be their relationship with other stakeholders. Then their knowledge of professional matters and capabilities of team building etc., were elicited the life styles and ethical behaviour concerning integrity of the Officer Trainees was also ascertained.

3.6 Description of various questionnaires used in the Study

Two forms of questionnaires were prepared by the Investigator meant for the junior IPS Officers who are examined by the Investigator as per the list given by the National Police Academy.

After ascertaining from these officers regarding the officers who supervise them in the District Training and as well as subsequent postings. Separate questionnaire was prepared to elicit the views of the supervisory officers as to what they have to say about the professional involvement of the IPS trainees. The questionnaire was designed keeping the objective of National Police Academy in trying to elicit the opinion of the trainees as to how much the training in National Police

Academy was useful to them and how they could adapt to the new circumstances in the state police. The questionnaire deals comprehensively with regard to the confidence level of the young IPS officer when he is confronted with different situations in the field. His ability in team building, his keenness to observe things and his hands on experience in learning and investigation of cases as Station House Officer have all been elicited in the questionnaire. His relationships with other stakeholders also has been elicited in the questionnaire. The senior officers questionnaire mentions about their observations on the practical training and the enthusiasm and keenness shown by the IPS Officer Trainees in learning the work. His other behaviour patterns and his life style also were observed and commented by the supervisory officers. Thus both the questionnaires give us a clear picture about what the IPS Officer Trainees learnt in the District and how it was assessed by the senior officers.

3.7 Delimitations of the Study

The Study has taken up 4 representative States viz. Ra-jasthan, Assam and Meghalaya, Andhra Pradesh and Tamil Nadu. The characteristics and the working conditions of these States cannot be a true picture for the entire country. There can be several variations in the working environment of different States. To this extent the Study has its own limitations. India is a vast country with different languages and subcultures. So the experience of 4 States may not be superimposed on the whole of the country. But at the same time IPS officers selected from different States are trained in National Police Academy which tries to give a cohesive lookout on police procedures and practices. The cadre allotment is also made in such a way that sufficient number of outsiders go to the State apart from the insiders. So with regard to the adaptability of the IPS Officer Trainees, the pattern will be uniform whatever the size of the sample may be. To this extent, the survey and findings can be validated for the whole country. But the limitations have to be kept in mind while we formulate the policy.

4

Analysis and Interpretation of Data

Basing on the data collected from various States, following conclusions are drawn:

4.1 With regard to the individual traits and attitudes 45.9% said that their emotional involvement in police was excellent and another 45.9% said it was very good. With regard to courage of conviction, 58.3% said that it was excellent and 38.9% said its was very good, 2.8% said it was good.

4.2 Regarding accessibility to public, 56.8% said that it was excellent, 37.8% said its was very good. Even with regard to humility it is more or less the same response. If we super impose this statement with that of the questionnaire filled by the supervisory officers it was noticed that it compared favourably and the picture was to a great extent true. 55.3% of the supervisory officers said that the emotional involvement in police work of the IPS Officer Trainees was excellent, 28.9% said it was very good and 15.8% said it was good. Similarly, for courage of conviction -46% said excellent, 12% very good and 12% good. Regarding Accessibility/Availability to public 80% said excellent, 16% said very good and 4% good. With regard to humility also 52% said excellent, 48% said very good.

So with the individual traits and attitudes it is noticed that the initiatives taken by the training SSP and DISG of Police were resulting in strengthening of the attitudes and traits of the IPS Officer Trainees as taught to them at the National Police Academy.

4.3 But with regard to the second part of the self assessment pertaining to relationship to the other stakeholders, the picture was not so encouraging. The training with the District Magistrate, 45.9% said excellent and 45.9% said its was very good (Self Assessment Report). Political leader is another important stakeholder. Only 2.7% said relationship was excellent. 48.7% said its was very good and 45.9% said that was good. So also with regard to Judicial officers 21.6% said it was excellent, 59.5% said it was very good and 13.5% said it was good. So also with regard to Prosecutor, Doctors and other Non Governmental Organisations 27.8% said it was excellent and 52.7% said was very good and 16.7% said that was good. When we superimpose the questionnaire of supervisory officers picture, was more or less the same except that in the training with judicial officers it was stated that 41.7% was excellent and 30.3% very good and 11.1% good. Again, Prosecutors and Doctors supervisory officers said that 46.2% of them had excellent interactions with Prosecutors, Doctors and Non Governmental Organizations and 29.2% very good and 19.3% said its was good. So it becomes very obvious that there is scope for improving the training of the IPS Officer Trainees with the Judicial Officers and Prosecutors.

4.4 With regard to the relationship with the political leaders, self assessment report says that 2.7% excellent, 48.7% very good and 45.9% good. Whereas supervisory officers mentioned that 5.1% were excellent, 43.6% very good and 48.7% good. This also holds good with regard to relationship with the Press and Media. It become imperative that some more training is required to deal with the Press and Political Leaders by way of practical training in the districts.

4.5 With regard to the professional matters Knowledge of Law is very important in the police department. In the self assessment report 29.7% said excellent, 51.4% said very good and 18.9% said was good. But the supervisory officers felt that 48.6% were excellent and 37.1% were very good and 14.3% were good. With regard to other abilities to withstand pressure and building a team by motivating and rewarding the officers will improve the police image etc. The self assessment reports

of the IPS Officer Trainees were more modest than the reports of the supervisory officers. This only showed that the IPS Officer Trainees were doing a much better job than what they were claiming to do.

4.6 With regard to ability to withstand pressure 54.1% Officer Trainees said its was excellent 35.1% said very good and 10.8% said it was good. But the supervisory officers felt that 73.7% were able to withstand pressure in an excellent way and 23.7% was very good. Similarly, team building abilities the IPS Officer Trainees said that 36.1% were excellent . 55.6% said very good and 8.3% was good.

4.7 With regard to overall improvement in police image the IPS Officer Trainees felt that 37.8% found it excellent, 54.1% found it very good and 8.1% found it good. When we see the supervisory officers who reported, 60.6% found it excellent and 34.2% found it very good and 2.6% found it good. Similarly, with regard to conflict resolution skills and proactive and innovative measures, the investigator noticed that the supervisory officers felt that the Officer Trainees had done much better than how the Officer Trainees assessed themselves. This again goes to show that the supervisory officers who are training the IPS Officer Trainees in the first few years in the State were keenly watching, counselling and intervening to improve the performance of the Officer Trainees. It also showed that the Officer Trainees were performing much better than what they were expected to do in the first few years in their parent cadre. In other words, the assimilation process was sailing smoothly and the IPS Officer Trainees are adopting to the new environment seamlessly without hiccup. Due credit should be given to all the three stakeholders in this training process viz. National Police Academy - Training Superintendent of Police, Deputy Inspector Generals of Police and the trainee himself. As Investigator mentioned earlier, in the report most of the officers are confident and are determined to do their best inspite of some inconveniences.

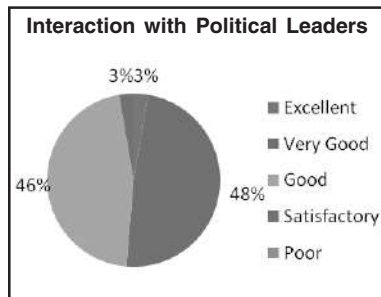
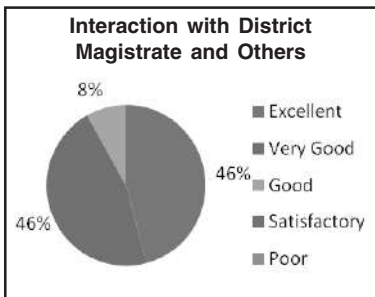
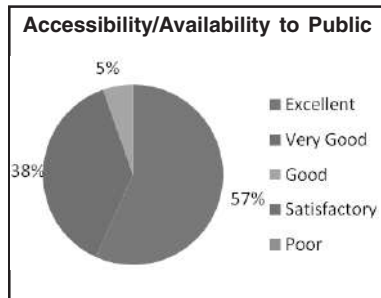
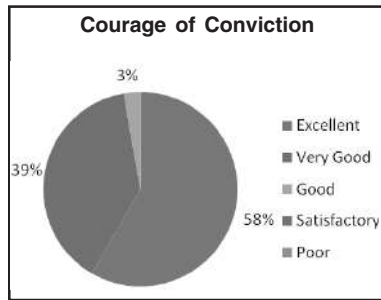
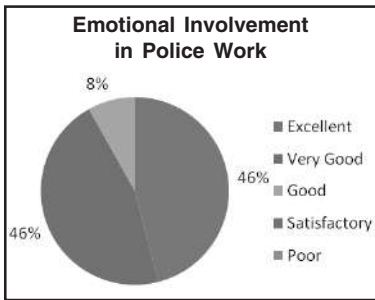
4.8 The self assessment reports of all the states put together are enclosed. The accompanying pie charts also indicates clearly the picture that emerged out of this project.

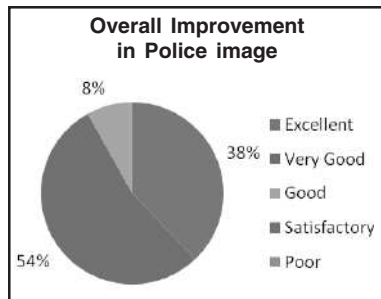
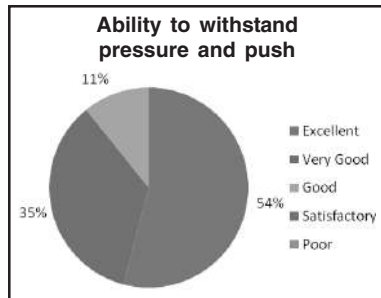
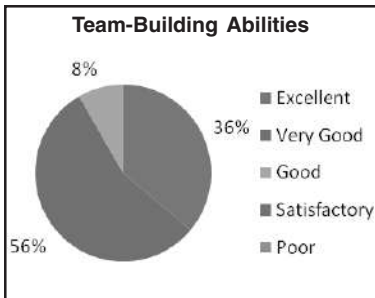
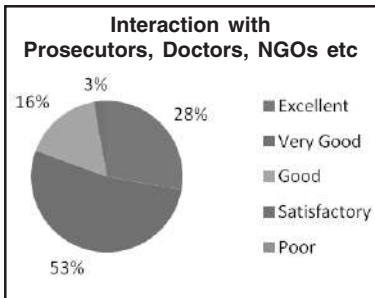
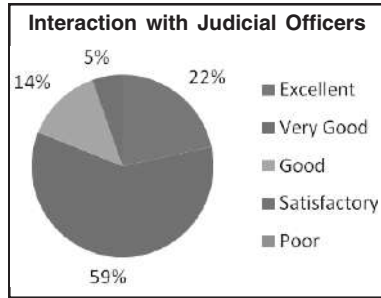
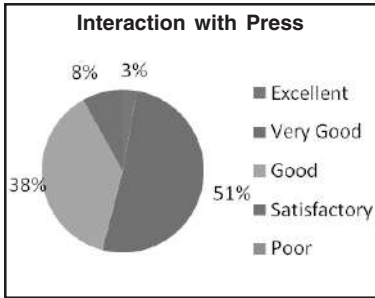
Table 1 : Self Assessment (OVERALL)

<i>Statements</i>	<i>Expected Level of Competence</i>				
	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Satisfactory</i>	<i>Poor</i>
A. Individual Traits and attitudes					
<i>Emotional involvement in Police Work</i>	17 (45.9%)	17 (45.9%)	3 (8.2%)	0	0
<i>Courage of conviction</i>	21 (58.3%)	14 (38.9%)	1 (2.8%)	0	0
<i>Accessibility/Availability to public</i>	21 (56.8%)	14 (37.8%)	2 (5.4%)	0	0
<i>Humility</i>	17 (48.6%)	14 (40%)	4 (11.4%)	0	0
B. Relationships with other Stakeholder					
<i>District Magistrate and others</i>	17 (45.9%)	17 (45.9%)	3 (8.2%)	0	0
<i>Political leaders</i>	1 (2.7%)	18 (48.7%)	17 (45.9%)	1 (2.7%)	0
	1 (2.7%)	19 (51.4%)	14 (37.8%)	3 (8.1%)	0
<i>Judicial Officers</i>	8 (21.6%)	22 (59.5%)	5 (13.5%)	2 (5.4%)	0
<i>Prosecutors, Doctors, NGOs etc</i>	10 (27.8%)	19 (52.7%)	6 (16.7%)	1 (2.8%)	0
C. Professional Matters					
<i>Knowledge of Law</i>	11 (29.7%)	19 (51.4%)	7 (18.9%)	0	0
<i>Crisis Management</i>					
<i>Ability to withstand pressure and push forward for a solution</i>	20 (54.1%)	13 (35.1%)	4 (10.8%)	0	0
<i>Team building abilities (Motivating recognizing and rewarding the officers under him)</i>	13 (36.1%)	20 (55.6%)	3 (8.3%)	0	0
<i>Overall improvement in police image (Work output-Quality and Quantity)</i>	14 (37.8%)	20 (54.1%)	3 (8.1%)	0	0

<i>Optimum Utilization of Departments Resources</i>	12 (32.4%)	18 (48.7%)	7 (18.9%)	0	0
<i>Conflict Resolution Skills</i>	10 (27%)	21 (56.8%)	6 (16.2%)	0	0
<i>Proactive and innovative measures</i>	10 (27%)	22 (59.5%)	5 (13.5%)	0	0

PIE CHARTS REPRESENTING SELF ASSESSMENT





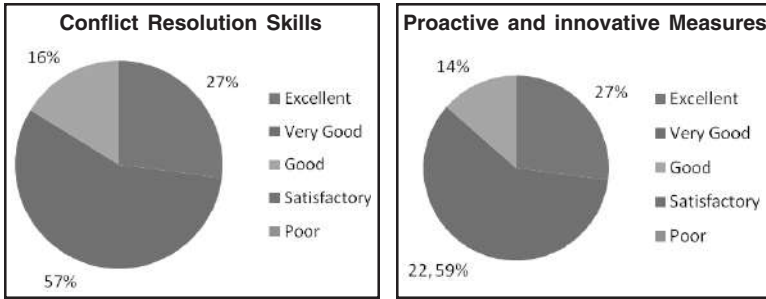


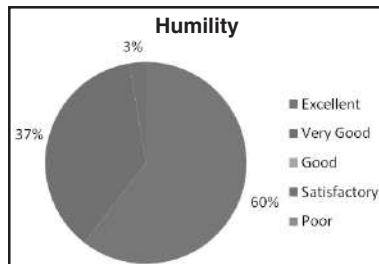
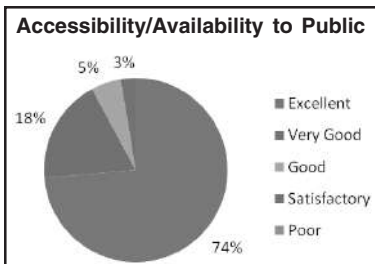
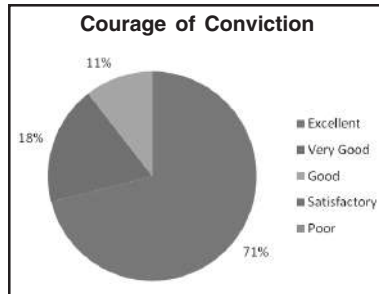
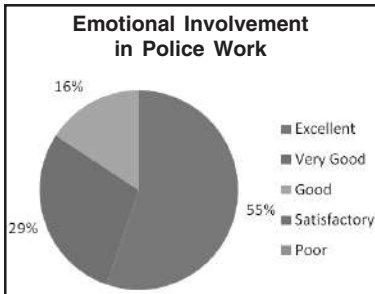
Table 2: SUPERVISORY OFFICERS (OVERALL)

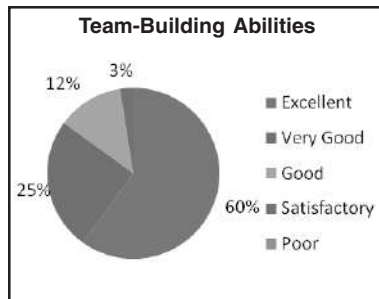
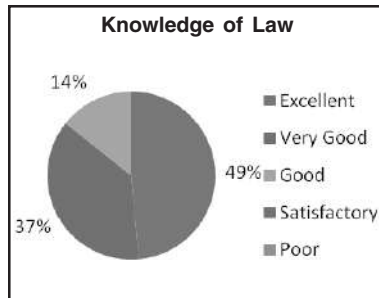
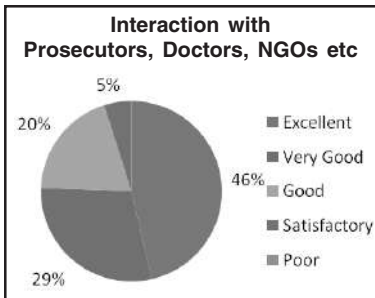
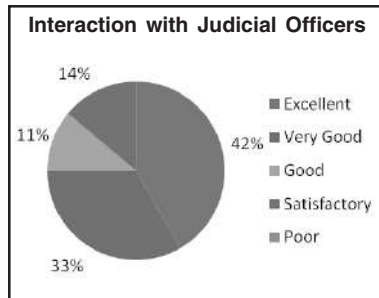
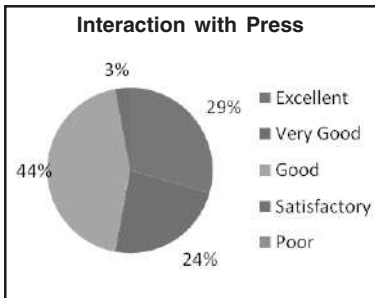
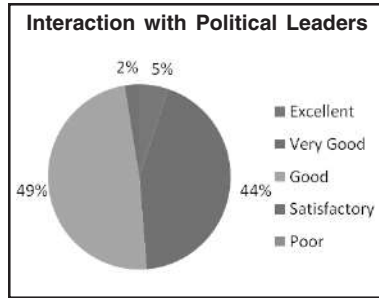
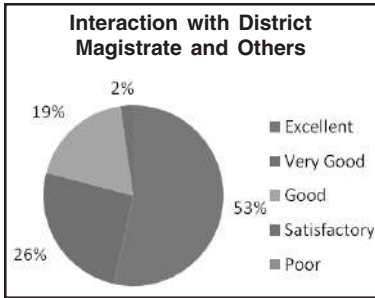
Statements	Expected Level of Competence				
	Excellent	Very Good	Good	Satisfactory	Poor
A. Individual Traits and attitudes					
<i>Emotional involvement in Police Work</i>	21 (55.3%)	11 (28.9%)	6 (15.8%)	-	-
<i>Courage of conviction</i>	27 (71.1%)	7 (18.4%)	4 (10.5%)		
<i>Accessibility/Availability to public</i>	28 (73.7%)	7 (18.4%)	2 (5.3%)	1 (2.6%)	
<i>Humility</i>	23 (60.6%)	14 (36.8%)	-	1 (2.6%)	
B. Relationships with other Stakeholder					
<i>District Magistrate and others</i>	23 (53.5%)	11 (25.3%)	8 (18.6%)	1 (2.6%)	
<i>Political leaders</i>	2 (5.1%)	17 (43.6%)	19 (48.7%)	1 (2.6%)	
<i>Press</i>	10 (29.5%)	8 (23.6%)	15 (44.3%)	1 (2.6%)	
<i>Judicial Officers</i>	15 (41.7%)	12 (33.3%)	4 (11.1%)	5 (13.9%)	
<i>Prosecutors, Doctors, NGOs etc</i>	19 (46.2%)	12 (29.2%)	8 (19.3%)	2 (5.3%)	
C. Professional Mattersr					
<i>Knowledge of Law</i>	17 (48.6%)	13 (37.1%)	5 (14.3%)		

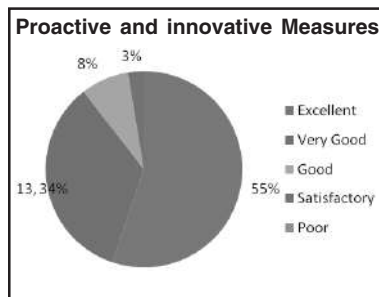
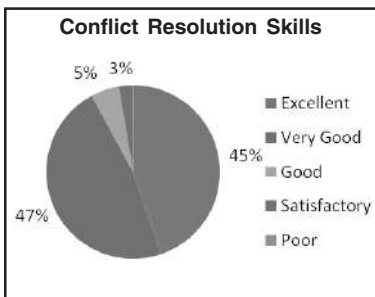
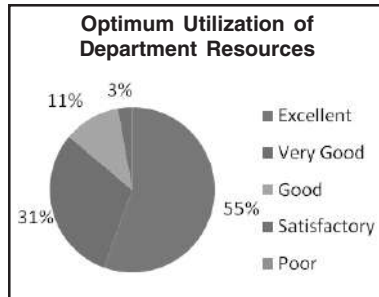
Crisis Management

<i>Ability to withstand pressure and push forward for a solution</i>	28 (73.7%)	9 (23.7%)		1 (2.6%)
<i>Team building abilities (Motivating recognizing and rewarding the officers under him)</i>	24 (60%)	10 (25%)	5 (12.4%)	1 (2.6%)
<i>Overall improvement in police image (Work output- Quality and Quantity)</i>	23 (60.6%)	13 (34.2%)	1 (2.6%)	1 (2.6%)
<i>Optimum Utilization of Departments Resources</i>	20 (55.7%)	11 (30.6%)	4 (11.1%)	1 (2.6%)
<i>Conflict Resolution Skills</i>	17 (44.8%)	18 (47.4%)	2 (5.3%)	1 (2.6%)
<i>Proactive and innovative measures</i>	21 (55.3%)	13 (34.2%)	3 (7.9%)	1 (2.6%)

PIE CHARTS REPRESENTING THE SUPERVISORY ASSESSMENT TOWARDS THEIR SUBORDINATES WORKING PATTERN







5

Main Findings and Recommendations

5.1 District Training in the States

The district training is for 27 weeks for IPS Officer Trainees as per the schedule finalized by MHA, New Delhi. It is noticed that more or less the schedule is scrupulously followed by all States. There are some minor deviations mainly on account of peculiar problems faced in the State. It is seen that when there is a communal problem the Officer Trainees is posted in that area alongwith the armed police only to get better exposure to deal with such situations. Such improvisation has been made by the State Police Leadership only to benefit the Officer Trainee. Otherwise, the schedule is being followed as communicated by MHA to all States.

In all States, the Investigator noticed that the respective Police Chiefs are giving adequate importance to the training of IPS Officer Trainees. Firstly, they are sent to important districts where SSP of sufficient seniority and good track record are available. Such SSP who are incharge of important districts become trainers with their experience for the IPS Officer Trainees. For example, in Rajasthan, it was noticed that most of the Officer Trainees were sent to Udaipur, Jodhpur and Ajmer which are all important districts in the State. Similarly in Tamil Nadu, I noticed that IPS Officer Trainees are sent to Madurai, Tanjaore , Changalpat and Trichy all important districts in the State. In Andhra Pradesh IPS Officer Trainees

are sent to Warangal, Karimnagar, Guntur, Vishakapatnam etc. In Assam, the Officer Trainees are sent to Johrahat, Dibrugarh, Tinshukiya etc.

It becomes very evident that IPS Officer Trainees invariably have trainers who know the Police work and who are considered to be good officers in the respective States. However, it is noticed that where the SSPs are promoted to IPS having been recruited in the respective States, there is some amount of disconnect and training is not properly pursued. They do not have much interest and it may be due to the inferiority complex since the IPS Officer Trainees will become a Superintendent of Police in the next two to three years. This is the only exception to the Rule.

Investigator talked both to IPS Officer Trainees as well as Supervisory Officers with regard to the quality time the Senior Superintendent of Police were devoting during the district training. In 80% of the case the Superintendent of Police put the trainee at ease and made him spend time in office and house and trained him in number of police subjects. The Superintendent of Police involved him in all important bandobust and also raids. Whenever there were general elections or by elections Investigator noticed that the Officer Trainees were invariably involved in the stage of planning as well as execution of election bandobust.

Another important aspect Investigator noticed was that SP took the Officer Trainees along with him to all crime scenes in the district. In places like Assam and Andhra Pradesh where there is some insurgency, the trainees get involved in that type of work also. Investigator also noticed that when there are any communal trouble the Officer Trainees were sent there to get a first hand exposure of the way and means of controlling such situations. This gives the trainees enough confidence to handle a district in the next few years when they become Superintendent of Police.

Another important phase in the district training when the OT is put incharge as SHO of a police station for 3 months. Here also, Investigator noticed that in about 90% of the cases the Officer Trainees were given a tough police station away from the

district headquarters. She/he stays in the Police Lines and spends all his or her time with his men in the Police Station. Investigator only saw, a few exceptions amounting from 15% to 20% where the Officer Trainees were given Police Stations nearer to the District Headquarters. Another good feature was that 90% of the Officer Trainees whom Investigator met mentioned that they registered cases during that period and investigated the same. They also wrote Confidential Reports in their own hand and filed chargesheets as well. Many Officer Trainees got opportunities to register the cases of murder, rape cases, rioting cases etc. and this gave them a good exposure on the working of SHO and his men. Most of the Officer Trainees were greatly benefitted by working as SHOs and getting hands on experience of dealing with criminal cases and utilize the powers that Investigating Officer has under the Criminal Procedure Code and the Indian Penal Code. They also conducted autopsy and held panchnama in such cases. Altogether, this phase of the training gave them adequate exposure in investigation of the cases. They could also see the working environment of the police station and meet the victims of crime. It also gave them opportunity to interact with the public.

In several cases, Investigator noticed that SP makes the Officer Trainees go through the State Manuals and other Local Laws and holds examinations to test his proficiency. 90% of the SSP were on day to day touch with Officer Trainees. They guided them even in the investigation of cases.

Only in 20% of the cases, Investigator noticed that SSP were not taking adequate interest in the training of the Officer Trainees. The Investigator has mentioned earlier that this was mainly because of complexes. In such places, Investigator also noticed that Deputy Inspector General was taking adequate interest in the training of the Officer Trainees. Overall, Investigator should mention that the Deputy Inspector General and even the range Inspector General were meeting the Officer Trainees and spending time with them and enquiring about their progress in training.

With regard to the involvement of IPS Officer Trainees, Investigator should also mention that 90% of them were keenly

interested and emotionally involved in the training process. They also visited lot of crime scenes and moved freely with the subordinate staff. IPS Officers from other States also learnt the language of the State and had enough proficiency to investigate the cases. This is a very good sign leading to encouraging results.

In the case of Assam-Meghalaya Cadre, Investigator noticed that the Officers allotted to Meghalaya were not brought into Assam and vice versa. This is a tremendous disadvantage to the officers allotted to Meghalaya since they have no good districts for practical training. Added to that several languages are spoken in Meghalaya and the knowledge of Assamese was of no use there. But the officers allotted to Meghalaya were still tested for language proficiency in Assamese only.

Another peculiar feature the Investigator noticed was that 80% of the districts in Meghalaya were manned by non IPS Officers. So, the training of IPS Officer Trainees takes a beating in such situations. It was also observed that there were some Mafia gangs in Coal and other mining areas in Meghalaya and these powerful lobbies always want pliable local officers rather than upright IPS Officers from outside the State.

But still, Investigator noticed that IPS Officers were not demoralized and they were doing their work with utmost sincerity and courage.

5.2 After Training Postings

After district training, Investigator noticed that the IPS Officers were posted to important sub divisions in the State. Invariably these sub-divisions were quite heavy from police work point of view. Once again, it was noticed that the Superintendent of Police was taking keen interest in guiding the young ASP. In most of the cases the Deputy Inspector General were also evincing interest in the way ASP was shaping in the sub division. The IPS Officer Trainee were evincing lot of interest in police work and quickly learning the processes. She/he was also involving himself or herself in the various social activities and even trying to learn to manage the Media as well. In many

States, the ASP came to know the other stakeholders who played an important role in the functioning of Administration. Prosecutor, Magistrate, Judge, Doctor in Medico-legal cases were all important Stakeholders in Police administration. Several ASPs were found to be alive to this reality and were developing contacts at this stage with all of them.

With regard to their relationship with Political leaders, it seems to be a different cup of tea. It was noticed that the ASP was, to some extent insulated by the SP and protected to do his own work without external influence. This was by and large the case but wherever the ASP had taken strong action against some vested interest, they were shifted from their places of posting. Fortunately, this only happened in 20% of the cases. This also gave a hint of Political interference in day to day work and the need to manage the Political leaders in coming years. Investigator also noticed that before general elections some officers were being transferred under some wrong perception by the political leaders. Notwithstanding all this, Investigator came across officers who did their job with commitment without getting fettered by such situations. In Tamil Nadu, for example, there are severe caste conflicts and clashes which become very violent at times. Even in such situations the officers who were posted there rose to the occasion and brought the situation under control.

As Investigator mentioned earlier that in 20% of the cases ASP were not posted to important sub-divisions in their first posting and were given less important sub-divisions. This is unfortunate since there will not be adequate work and ASP will not have exposure to a wide variety of cases. This aspect has to be rectified by the concerned police department.

After the ASP posting, it was noticed that in many States there were the posts of senior time scale as Addl. SPs. So the ASP was invariably posted as Addl. SP Administration in such States. In Andhra Pradesh, where there is insurgency, the ASP were posted as Officer on Special Duty (OSD) before they became SPs. In Rajasthan, for example, there was no post of Addl. SP and ASP is given senior scale and was posted to CID or some other specialized department for a couple of months

and then posted as SP of a district. As far as possible, the Police Chiefs were trying to clear the entire batch as SPs so that there was no demoralization in the batch.

Most of the officers Investigator has met ,were working as SSP in various districts. Most of them were very positive and keen to a good job and have built up good image for the Department as well as for themselves. Investigator noticed that 15% to 20% of the officers had different perceptions of the work and fallen into some bad habits. Lack of interest in work also resulted in poor output. In one case, where the mob attacked the police men at the police station, the SP did not rush to the spot resulting in the death of one Inspector and the mob burant the Police Station as well as Police vehicle. Barring a few such instances, Investigator came across about 80% of the officers who were very dedicated, hardworking with integrity. Their Media Management ability was also quite good. The Investigator noticed that the Press thinks highly of the Officer. In all such cases, the Police got a good image and the training the IPS officers had in National Police Academy was ultimately showing itself in the field.

5.3 Recommendations

5.3.1. The study revealed that the police-politician interface has to show more maturity and improvement. The present day public representative wants a say in every executive matter including that of transfers and postings. This is true more or less in all States and request postings have become the order of the day. This practice has already disturbed the command and control mechanism of the Department. This encourages certain bad police officers to go to the politicians and try for their postings. Senior Police Officers sometimes feel helpless. The IPS Officer Trainees were also exposed to the dynamics of political interference and its impact on the Department. A few IPS Officer Trainees are also falling prey to this malady. They are also cultivating and getting closer to the political bosses who are in power. About 20 to 25% of the Officer Trainees find it convenient to go through this route to get choice postings.

The political leader is an important stakeholder. Police

officers, like officers of other department, have to get on with them. In a democratic set-up one cannot wish it away. So the Investigator feels that efforts must be made at NPA to evolve a explain the way the Department functions to establish the rule of Law. Political leaders of all parties should be made to understand that it is in their own interest to leave the police alone. Neutrality of police will be welcomed by the same politician when they are out of power. Such a situation even now occurs during the time of general elections to Assembly and Parliament. Once the notification for elections is issued by the Central Election Committee, the entire State Administration will come under the jurisdiction of the Central Election Commission. They issue orders and even remove tainted officers who were perceived to be one sided showing favouritism to the members of the ruling party. During this period, all the political parties understand the situation and fall in line. Even the quantum and deployment of police force is decided by the Election Commission. No political party has any grievance in this regard. It is time that at the National level similar consensus should be brought about among all the political parties to allow the police to perform job and be accountable to Law. The Reforms envisaged by the Police Commission must be viewed in this context and the States must be encouraged to have Police Boards which include the opposition leaders as well as other noted personalities who are beyond controversy. Infact, there are judicial pronouncements to this effect. A judgement of the Supreme Court clearly mentions that DGP should be given a fixed tenure so that he can discharge his duties without fear or favour. The same judgement also lays down how the selection of DGP should be carried out by the State which removes the arbitrary nature of the selection. Senior Political leaders from all parties, Judges of Supreme Court and High Court must be brought on Board to discuss and bring about some guidelines in this regard.

Till we achieve the ideal situation, effort must be made to bring about a better working arrangement between the Police and the Political leader. The IPS Officer Trainees should not withdraw into their shells to face the political interference.

They should not go over board and cultivate political bosses in power. The senior police officers have to guide him to balance both the issues.

5.3.2. Most of the Officer Trainees interviewed by the Investigator were quite positive about their training in NPA when they were inducted into the service.

They said that NPA gave them an overview of the functioning of the Police Department. Many Officer Trainees said that they were exposed to police sub-culture during their training at NPA. Many officers said that both the Indoor and Outdoor subjects were found to be extremely useful since they understood the significance after working in field. But, many felt that there could be some changes brought about in the training methods.

With regard to the Outdoor training, many Officer Trainees felt that they were benefitted immensely since they attended the Parade and P.T. classes for the first time. It has improved both their physical fitness and self esteem. Weapon training, horse riding and other group activities like rock climbing, rafting were found to be extremely useful. They have understood their own potential to withstand physical stress and are now confident of taking on more such more challenges. **But at the same time 80% of the Officer Trainees said that the lathi drill, arms drills, guard mounting etc should be done away with or reduced since they were not of practical value in the districts.**

A few Officer Trainees also mentioned that more emphasis was given to counter Left wing Extremism and other insurgencies.

Some Officer Trainees felt that training attachment with CPOs particularly BSF was of no use at all. They were only getting exposed to the training institutions and other welfare activities of the force rather than the job they are supposed to perform at the International border areas. Even the training in police training colleges of their respective States can be curtailed so that they can have more time with other aspects of training. **In the outdoor work they felt that greater emphasis should be given for motor driving and usage of other technical gadgets**

which might impact their performance. The emphasis on outdoor training should be reduced since some Officer Trainees who were not good in it are developing a complex that they are not good in their profession. This is altogether an erroneous perception but it has its impact when they are very young and undergoing the basic course.

5.3.3. With regard to the Indoor subjects most of the Officer Trainees feel that Law could be taught in more practical way. Though the subject was very important, they felt that after a few months they must have exposure of Court room. They may observe how a case is argued by the Prosecutor as well as the defence advocate. Such Court room scenarios will enable them to grasp the legal points which they have to keep in mind when they are investigating the cases. In these days of Courts monitoring the investigations, it becomes very essential for the Officer Trainees to understand the proper procedures they have to follow as per the Criminal Procedure Code while conducting the investigations. Many Officer Trainees wanted more time to be given even during district training with the Prosecutors so that they could attend the Courts and observe the dynamics of Criminal Jurisprudence in the Courts. They also felt that some eminent Criminal lawyers from District Courts could give them lectures mentioning specific cases they have handled in the recent months. Important Prosecutors could also be called to give lectures on cases and how criminal cases are built up during investigation particularly when it pertains to terrorists groups or left wing extremism. Producing witnesses and marshalling facts in the courts have to be observed and learnt rather than taught in the classroom. Debates, Moot courts, simulated exercises may motivate IPS officers to become aware of the legal requirements in their profession.

5.3.4. Among the Indoor subjects many Officer Trainees felt that subjects like Crime Prevention and Criminology, theoretical lectures on Internal Security and also leadership classes could be reduced. They feel that young police officers who have done well in the States could be called and asked to lecture on certain cases where the police did well in the

States. Otherwise, mere theoretical lectures become very uninteresting and drab.

Even with regard to Management lectures Officer Trainees felt that some bright people from Industry who have turned round some sick units should be asked to share their experiences with the Officer Trainees. Such exposure would enable the young Officer Trainees to emulate them in the field.

5.3.5. Several Officer Trainees felt that adequate emphasis must be given in NPA for Stress Management. This is important because most of the Officer Trainees will be doing stressful jobs once they go to the districts. Many youngsters undergo great stress in the present environment where the police have to resolve conflicting issues. They feel more emphasis must be given to Yoga, Meditation and lectures by eminent people in this field. Even religious leaders who can give good lectures should be invited to NPA since they are very articulate and their message can be of great utility.

5.3.6. Many Officer Trainees also felt that once cadre allotment is made there should be some interaction between the Officer Trainees and the Police Officers belonging to the States to which they are allotted. For example, if some Officer Trainees are allotted to Bihar, atleast one or two Police Officers from Bihar should be invited to NPA and made to interact with the Officer Trainees who are allotted Bihar. The officers so invited from Bihar must have good field exposure and considered to be successful police officers in the state. These police officers while interacting with the Officer Trainees allotted to Bihar should give an overall picture of the working conditions in Bihar and the socio-economic problems, the governance and other related issues. They should also explain the State language and efforts that the Officer Trainees can make to master it. Many Officer Trainees feel that this type of interaction with cadre officers will equip them and orient them to do their job better.

They will know what to expect when they go to the allotted State and how they should adopt themselves in the new environment.

5.3.7. Many Officer Trainees also felt that modern technology must be adopted to improve the police performance and NPA should take lead in this. Offences under cyber crime and other related issues must be taught to the Officer Trainees during their training. Some good officers from CBI as well as Enforcement Directorate must be invited to give lectures on important cases that they have cracked in dealing with organized crime. Number of cases today are being detected with the help of cell phone monitoring and data available with the accused. These things should also be taught as to how a criminal can be tracked by the service provider and help the Police to nab the criminal. Illegal transfer of money, many times from one country to another with the help of internet, are causes of great concern to the Police. Several terrorists outfits indulge in such transfer of money to carry out their nefarious activities in other countries. New Laws have also been enacted to prevent money laundering in our country. Several processes are now adopted to make difficult as far as money transfer is concerned. IPS Officer Trainees need to have an exposure on these issues.

5.3.8. Some Officer Trainees also felt that the overall environment in NPA is not informal and lacks warmth. They felt that there should be more freedom and informal atmosphere in a training institution. Many Officer Trainees pointed out the unfortunate incident where the father of an OT was seriously ill and the Officer Trainees did not get leave. In a day or two, his father expired in the hospital and this left a bad taste not only to the concerned Officer Trainee but in the entire batch. Many officers in various States mentioned this incident to the Investigator which only shows what an indelible mark this incident has left on their minds. The training must be more humane and greater warmth must prevail in a training institution. When important guests from MHA or other agencies visit NPA the interactions with the Officer Trainees must not be structured and rehearsed beforehand. It should be spontaneous and informal so that the Officer Trainees do not develop any inhibitions at the beginning of their career. IPS officers are going to be the leaders of police forces in India in

future. Hence, NPA has a huge responsibility in shaping them with correct attitudes.

5.3.9. Media Management is a very important aspect of the police work. Investigator was happy to note that there is a module in NPA in this regard and IPS Officer Trainees were given good training on this subject. Both Print and Visual Media are aggressive and they prepare the minds of the public with regard to different incidents that happen everyday. Many correspondents and representatives of different TV channels compete with each other to give news on various issues. In their anxiety to reach the Public before others they do not verify all the facts of the incident and do not even interact with the officials to get their point of view. Hence, it is necessary that the police officers have good working relationship with the media. Even during district training the SP must expose the Officer Trainees to this aspect of training. SP must keep the Officer Trainees in the loop whenever he address Press Meet or issues a Press Note. In the absence of correct facts it is noticed that exaggerated versions are promoted in the Media.

Investigator feels it is necessary that NPA should have a few more modules on Media Management both at the Basic Course Level and as well as Mid Career Training Programme. Reputed Journalists and Media Persons should be invited to interact with the Police Officers. In an emergent situation, all the senior police officers will be busy in the affected areas. That is the time when Media tries to access senior officers to get their point of view. But, in the absence of the official, true facts are not published in the newspapers. Only half truths are published with exaggerated inputs making the situation still worse.

5.3.10 Ten years ago, NPA also conducted a study on related issues of this project. Impact evaluation of basic and inservice training for IPS Officers at NPA was conducted at NPA in 2002 by the then Director Shri P.V. Rajgopal, IPS and Dr. A.K. Saxena now Professor (TM) in NPA. They formulated certain questionnaires to elicit the opinion of IPS Officer Trainees with regard to the training in NPA. It is quite surprising that the perception of the IPS Officer Trainees ten years ago and now

more or less tally. Even during that study, many IPS Officer Trainees felt that the training was more theoretical, traditional, overloaded and away from field reality. The Officer Trainees felt that the training should relate to the job requirements, should be innovative and not traditional. It was then felt that the theoretical inputs should also follow with practical examples and proper backing-up of case studies. Moreover, it was suggested that more field visits should be arranged to bridge the gap between theory and practice.

5.3.11. It is also felt that the IPS Officer Trainees should be sensitized to develop more empathy with the plight of the victims. They should be sensitive to gender crimes as well as complaints of weaker sections of society. This is extremely important because the direct recruit who is going to become SP shortly should have the correct approach in such situations. Otherwise, the vested interest already entrenched in the society will never allow such cases to go forward and prevent the Criminal Justice System from functioning effectively. An officer, who is sensitive, can only champion the cause of the marginalized people who also require justice before law.

Closely related to this issue is human rights perspective that the police officer should have today. Any excesses committed by the Police get highlighted and all the good work done by them is lost and the Department is criticized for such excesses. The Courts are very unsparing and take cognizance suo motto and come down heavily on the police officers responsible for such excesses. The National Human Rights Commission headed by the Former Chief Justice of India and all the States which also have State Human Rights Commission with a former Chief Justice of High Court presiding over it are very active and act as watchdogs to protect the human rights. In the International arena also there are several organizations which monitor and highlight any excesses that happen in any part of the World. Even terrorist or other accused who wage war against the State should be treated in a humane way and has to go through the due process of law before he is convicted or otherwise. Police cannot take Law into their hands even

though they are aware of happenings in the society and the damage done by the accused in such cases. We are witnessing several police officers behind the bars for the excesses they have committed in controlling organized crime. It is very necessary that leaders of the police force should strictly go by the rule of law and should not exceed the legal procedure.

5.3.12. Another aspect which requires proper training and sensitization is VIP Security. This subject is growing in importance day by day because of the activities of the various terrorist organisations. For a wide variety of reasons, certain sections of people get alienated from the mainstream. They perceive that the Government has not given proper due to their grievances. So they take to militancy and procure arms to wage the war against the State. They target important public functionaries or public representatives. They also target public places where there is huge density of population and explode bombs to kill innocent people only to discredit the Government.

Just a handful of people can create havoc and target the most popular public figures and thereby destabilise the Government. Therefore, the IPS Officer Trainees must study the various attempts that have been made against the public leaders. Some of these may be successful and others unsuccessful. Having huge manpower does not improve the security concerns of a public leader. The system must be innovative and constantly undergo changes so that the terrorist cannot easily break the system. This is a universal phenomena and all police forces are confronted with this problem. Hence, this subject requires greater emphasis in the basic course. Case studies should be presented pertaining to the attempts made on political leaders in different countries.

There are various technologies that are used to tighten the access control of an area -be it an airport, or public meeting or the residence of the threatened VIP. The usefulness of intelligence inputs should be explained to IPS Officer Trainees. 'How police should respond to such threats and evolve a system where the VIP is secure must be taught at the National Police Academy during the basic course. Some cases could be simulated to make the lesson more interesting for the Officer Trainees.

Appendix 'A'

Self Assessment Report

<i>Statements</i>	<i>Expected Level of Competence</i>				
A. Individual Traits and attitudes	5	4	3	2	1
Emotional involvement in Police Work					
Courage of conviction					
Accessibility/Availability to public					
Humility					
B. Relationships with other Stakeholder					
District Magistrate and others					
Political leaders					
Press					
Judicial Officers					
Prosecutors, Doctors, NGOs etc					
C. Professional Matters					
Knowledge of Law					
Crisis Management					
• Ability to withstand pressure and push forward for a solution					

<i>Statements</i>	<i>Expected Level of Competence</i>				
A. Individual Traits and attitudes	5	4	3	2	1
• Team building abilities (Motivating recognizing and rewarding the officers under him)					
Overall improvement in police image (Work output- Quality and Quantity)					
Optimum Utilization of Departments Resources					
Conflict Resolution Skills					
Proactive and innovative measures					

5- Excellent 4- Very Good 3- Good 2 – Satisfactory 1- Poor

Name: _____

Designation: _____

Address: _____

Appendix 'B'

Assessment of Supervisory Officers

<i>Statements</i>	<i>Expected Level of Competence</i>				
A. Individual Traits and attitudes	5	4	3	2	1
Emotional involvement in Police Work					
Courage of conviction					
Accessibility/Availability to public					
Humility					
B. Relationships with other Stakeholder					
District Magistrate and others					
Political leaders					
Press					
Judicial Officers					
Prosecutors, Doctors, NGOs etc					
C. Professional Matters					
Knowledge of Law					
Crisis Management					
• Ability to withstand pressure and push forward for a solution					
• Team building abilities (Motivating recognizing and rewarding the officers under him)					

<i>Statements</i>	<i>Expected Level of Competence</i>				
	5	4	3	2	1
A. Individual Traits and attitudes					
Overall improvement in police image (Work output- Quality and Quantity)					
Optimum Utilization of Departments Resources					
Conflict Resolution Skills					
Proactive and innovative measures					

5- Excellent 4- Very Good 3- Good 2 – Satisfactory 1- Poor

2. What are the development areas for learning to him/her?

3. Any other comments (Pen-Picture of the officer) (with reference to integrity and life style)

Name: _____

Designation: _____

Address: _____

Bibliography

Anderson, S.B. and Ball

The Profession and Practice of Program Evaluation, Jussey Bass, San Francisco, California, 1978.

Basarab, Root (1992)

"The Training Evaluation Process". Kluwer Academic Publishers, pp.210-211.

Bramley P. (1996)

" Evaluation Training", Universities Press (India) Limited, Hyderabad, pp.4-5.

Denova Charles (1982)

"Test Construction For Evaluation" American Society for Training and Development PP.1

Goodell P (1983)

"Lest We Trainers Forget", Training and Development Journal, May 1969.
A collection of Articles from Journal of the American Society for Training and Development, Inc.

Hamblin A.C (1970)

"Evaluation and Control of Training", Mc Graw Hill Book Company (UK) Limited, pp.145, 13.6.

Kirkpatrick, D.L. (1983)

"Measuring Training Effectiveness", Personnel Administration (USA), November.

Mark, Easterby- Smith

Evaluation of Management Education, Training and Development, Gower, 1986, pp.3-60.

Nadler, I (1982)

“ Designing Training Programme”. The Critical Events Model. Addison Wesley.

Pareek, Udai (1983)

“ Comprehensive Frame Work for Evaluation Training” in Mishra and Ravishankar’s Mangement Development and Training in Public Enterprises Agents, New Delhi, pp.353-368.

Posavac & G. Carey (1980)

“Programme Evaluation Methods and Case Studies”, Prentice Hall, Inc. Eagle Wood Cliffs, N.J.07632, pp.6

Phillips Jack J. (1945)

“Handbook of **Training** Evaluation and Measurement Methods’ Gulf Publishing Company Houston, Texas, pp.44-52.

Rao, T.V. (1984)

“Role of Training in Human Resources Development”, Indian Journal of Training and Development, July-Sept, pp.118122.

Saxena A.K. (1997)

“Training Evaluation for Results”, Rawat Publications, Jaipur and New Delhi, pp.21-23.

Taylor H. (1991)

“The Systematic Training Model : Corn Circles in search of a spaceship”, Management Education and Development, 22 (4), pp.273.

Tracey W. (1974)

“Evaluation Training and Development Systems”, American Management Association

Warr, P., Bird, M. And N. Rackham (1970)

“Evaluation of Management Training”, Grover, Aldershof.