

**“AN ANALYTICAL STUDY OF CHANGING TRENDS IN
TRAINING MODULES OF POLICE CONSTABLES AND HEAD
CONSTABLES IN MAHARASHTRA At PTC, NAGPUR.”
(2000-2010)**

Project Report

Submitted to
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Pune, Maharashtra.

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2015

Certificate of Supervisor

This is to certify that the present work entitled “**An analytical study of changing trends in training module of police constables and police head constables in Maharashtra Police at PTC, Nagpur**” (2000-2010), has been completed by Miss.Jayashri Subhash Mundewadikar under my supervision. This is being submitted to Center for Police Research, Pune (Maharashtra State).

This work is complete in all respects, and to the best of my knowledge, has not been submitted to any other institute or organization.

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I have completed this project under the aegis of Centre For Police Research, Pune. (M.S.)

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Chapter No. 1
Introduction

CHAPTER No. 1

INTRODUCTION

1.1 Introduction :

The meaning of POLICE,

According to first police commission (1865) police is defined as a governmental department to maintain order, enforce the law, and to prevent and detect crime.

The word POLICE is an acronym of various adjectives which are necessary for effective policing.

P	----	Polite
O	----	Obedient
L	----	Loyal
I	----	Intelligent
C	----	Courageous
E	----	Eager to help

Police personnel should be imbued with the required knowledge and skills to enhance these qualities so that they can discharge their duty effectively, efficiently and impartially. This is done by educating them through the way of training.

The purpose of training according to modern approach is the continuous development of individuals towards their full and unique potential throughout their life span and thus the continuous up-gradation of knowledge of police personnel.

Every policeman has to undergo rigorous training once he gets selected in the department. Responsibility of the training of police personnel of Maharashtra state is vested in the office of 'Training and Special forces (M.S.)'. This unit accomplishes this task through various police training centres and police academy which train members of constabulary and police officers respectively.

This research reveals the importance of training as one of the prerequisites of employee development and its necessity in transforming the behaviour of people who will be serving the police department as a member of constabulary.

This study mainly focused on analysis of the changing trends in two major modules of training and development of men of constabulary like objectives of training, methods of imparting training, changes incorporated in syllabus, frequency of incorporating modifications and factors responsible for those modifications.

This research also threw light on capability of existing training to deliver necessary skills and to accomplish the expectations of men of constabulary to perform their duty.

For deeper understanding of this study one should understand the concepts of 'training', 'education' and 'development'.

1.2 Concept of Training, Education and Development :

“Training is about knowing

Where you stand

At present

And

Where you will be

After

Some point of time”

According to K. Aswathappa “Training and development is any attempt to improve current or future employee performance by increasing an employee’s ability to perform through learning, usually by changing the employee’s attitude or increasing his or her skills and knowledge.”¹

1. Human Resource And Personnel Management Text and cases By K Aswathappa 4th edition, Tata McGraw hills company.

From above definition it can be said that training is an organised activity which aims towards learning of a particular skill and obtaining knowledge, so that employees can be able to enhance their performance. Through training individuals are motivated to apply their learnings for developing their performance on the job. This ultimately leads to the overall employee development. Employee can be accustomed to these skills and knowledge through the process of education.

Education :-

Education is a long term process generally refer to philosophical and theoretical educational process focusing on increase in knowledge, changing attitude, improvement in behaviour and enhancement of existing skills of an individual. It is concerned with increasing general knowledge and understanding of an individual's total environment. This process involves the acquisition of knowledge, sharpening of skill, concepts, rules, or changing attitudes and behaviours to enhance the performance of employees for their overall development. Thus it can be said that the training and education are interrelated concepts and are inseparable from the development.

Development :-

Development is future oriented training which focuses on the personal growth of the employee to meet up the future needs of job. The objective of development is to make people competent to carry out non-technical organisational functions more effectively, such as problem solving, decision making, etc through a planned and a deliberate process of teaching and learning.².

Through training following elements can be imparted to trainees, which contributes in their overall development.

². P. Subba Rao, Personal and Human Resource Management Text & cases, Himalaya Publishing House.

Skills :-

Learning of technical skills and behavioural skills which are necessary to perform their jobs like

Interpersonal skills :-

Interpersonal skills like listening, persuading and showing and understanding of others feeling are needed to understand oneself and other better and act accordingly.

Education :-

This is one of the inputs of training and development and its purpose is to teach theoretical concepts and develop sense of reasoning and judgement.

Development :-

It is a process by which employee learns, grows, and improves his abilities to perform variety of roles within & outside the organization by acquiring socially desirable attitude and values.

Ethics :-

Interest of the society is better protected by an ethically conscious management and implementation of laws.

Attitudinal changes :-

It is a feeling and belief of individual towards his/her work and others. Positive attitude brings motivation, satisfaction and job commitment.

Decision making and problem solving skills :-

This is to improve trainee's ability to define and structure problems, collect and analyze information, generate alternative solutions and make optimal decision among alternatives.

To make acquaint with the knowledge of all these elements and skills through training following methods are used.

1.2.1 Methods of training :

Training methods are categorised in three methods on-the-job training, off-the-job training and new technology based methods. These methods can be used according to the need of employee and type of knowledge to be imparted.

1. On-the-job training types are as follows

Job rotation, coaching, committee assignment, job instructions, guidance and instructions, apprentice training

2. Off-the-job training types are

Vestibule training, role playing, lecture method, conference or discussion, programmed instructions, case study methods.

3. New technology based methods are

Electronic training or e-learning, tele training, video conferencing, electronic performance support system, distance and internet based training, training via internet, learning portals.³

These methods are used according to the skills to be taught and the need of an organisation. These needs are responsible to bring the new trends in the training and development activities.

1.2.2 Trends in ‘Training activities’:

Trend means, “A pattern of gradual change in a condition, output, or process, or an average or general tendency of a series of data to move in a certain direction over time”.⁴

According to Oxford dictionary trend is, “A general direction in which something is developing or changing in a certain direction over time.”⁵

³. Training Division Dept of Personnel & Training, Government of India, Guide to the design of training courses, Thames Valley University of London.

⁴. <http://www.businessdictionary.com/definition/trend.html>

⁵. www.oxforddictionaries.com

Trends in training activities is concern with the aims & objectives of training, methods delivering of training, technique of used for imparting training, need of behavioural change in trainee, learning of skill as per the demand of the society and the organisation, developing, keeping & rewarding talent.⁶

Gone are the days when police force has to perform duties and responsibilities like helping investigation of crime & keeping the record of it, and patrolling etc which are mentioned in the Police Act 1861 which are simple task as compared to today's task. But as time has passed one can observe the changes in roles, duties and responsibilities of police. These changes are due to emergence of various socio-economic and political changes. These changes have impact on human behaviour, thinking and morality of human being and ultimately on society. In the urge of survival and making money people started making use of technological advancement for fulfilling their selfish means. So it gave birth to new trends in crime like economic offenses, human trafficking, rise of communal agitation, hawala, betting, chain snatching, cheating, murders, , white collar crime⁷ crime related to property crime (dacoit, robbery and theft in banks, train, jewellery shops), domestic violence, adulteration in food and essential commodities, political unrest, riots (political and communal), body offences (murder, attempt to murder, hurt), crime against women & children, kidnapping, abduction, narcotic cases, vehicle theft, custodial deaths, cyber crime,⁸ traffic handling and naxalism & terrorism found to be very sensitive these days.

6. <http://www.yourerc.com/blog/post/Top-5-Trends-in-training-Development-Talent.aspx>

7. Gore Committee Report Para 15

8. "Quarterly review of crime in Maharashtra" for the period of 1st July 2014 to 30th September 2014 Published by CID M.S. Pune.

All these types of crime are creating law and order problems and affecting the peace and security of the country. To mitigate with new trends in crime, police have to learn new methods of investigation, different aids of which will speed up the investigation process, and also skills to handle the sensitive issues of the society. So role of police has been changed from crime investigation authority to an authority which will prevent the crime which is committed out of the immorality. Government is also expecting that police should serve the nation by playing role of friend, guide and mentor of public.

Hence the changing trends in crime, some social, political and economic conditions of society and expectation of government are the major factors responsible to bring the modifications in training curriculum of constabulary.

Through this study researcher aspired to understand the existing training curriculum and to bring to notice problems and expectations of men of constabulary, regarding training and development activities. These specifics may be helpful to make training curriculum more compatible.

1.3 Rationale of topic :

My personal experience motivated me to select this topic for research project. I think analysis could help to find out new avenues and necessary modifications for the betterment of police personnel. Although Police department is always criticized by people still they expect many things from this department. As the constabulary constitute approximately 90% of total police force. They are the first who are in immediate contact with the public in any situation. So their behaviour in the society and the way of dealing with the situations creates the image of police in the eye of public. They are the real representatives of police department in the society. There are very few circumstance to take the decisions of their own and entailed to follow the seniors order. But they seem to be the actual executers of the orders received by their superior. Hence they should be balanced and multitasking persons who will act with his or her discretion while performing his/her duty. This expectation can be achieved by giving right training at right time to the men of constabulary.

According to modern concept “Training is not Teaching, it is Learning” with objectives like Preventive, Curative, Adaptive, Transformative knowledge.⁹

Training is a backbone of a ‘Policeman’ so this could be an effective way to bring desired changes in a ‘police person’. There is a need to increase the inner power of every police person so that he could be able to minimize the gap between personal goals, departmental goals and societal expectations.

The structure, work culture, functions, duties and responsibilities have the influence on the contents of the training curriculum of constabulary. By incorporating modifications in the system, those can be aligned with the objectives of government, expectations of public and the goals of police organisation. This will help every police personnel to achieve the balance between his/her tough nature of his/her job and his/her responsibility as a human being through training.

Hence this study will surely help the police personnel to make themselves competent and fulfil the expectations of public. It will help to gain the faith of public for police department. It will also give a prospect to make training a wonderful learning experience to trainee than mere teaching to them.

⁹. Krishan Mohan Mathur, “Administration of Police Training in India” P. No 3

1.4 The structure and functions of the Maharashtra Police :

‘सद्रक्षणाय खलनिग्रहणाय’

1.4.1 Structure :

This is the motto of Maharashtra Police. It means the Maharashtra Police is committed to Protecting the Righteous and Controlling & Restraining the evil and evil designs.

According to article 246 of the Indian Constitution the police force is a state subject and each state government has the responsibility to draw guidelines, rules and regulations for their respective police force. ¹⁰

The state of Maharashtra is divided into administrative units. Director General of Police is the highest in the hierarchy who heads the administration of police department of Maharashtra state. ¹¹ Maharashtra police is the one of the largest police forces in the country having strength of nearly 1.95 lakhs of police personnel. ¹² It constitutes 20,062 women police in its police force. ¹³

Total police force consists of 302 Indian Police Service officers, 282 Superintendents of Police, 523 Deputy Superintendents of Police, 3522 Inspectors, 3123 Assistant Police Inspectors, 6230 Sub-Inspectors, 1,80,550 members of constabulary. ¹⁴

The overall structure follows hierarchy with centralised power of decision making. The hierarchical structure of the Maharashtra Police follows a vertical alignment consisting of senior officers from the Indian Police Service who do the supervisory work and administrative work.

10. The Indian police system- a reform proposal by Ebba Martensson p.no.12
http://fdr.cc/publications/IndianPoliceSystem_PR.pdf

11. Wikipedia

12. <http://www.mahapolice.gov.in/mahapolice/jsp/temp/mahpolice.jsp>

13. “Quarterly review of crime in Maharashtra” for the period of 1st July 2014 to 30th September 2014 Published by CID M.S. Pune P. No. 25

14. <http://www.mahapolice.gov.in/mahapolice/jsp/temp/mahpolice.jsp>

The upper subordinates Asst. Commissioner of Police, Police Inspectors, Sub-Inspectors and Asst. Sub-Inspector generally work at the police station level, divisions, subdivisions, and in main office of S.P. and Police Commissioner. Men of Constabulary who are delegated the work and duty such as patrolling, surveillance, guard duties, and law & order work, etc. The constabulary accounts for almost 90 % of the total strength.¹⁵

Maharashtra State is divided into administrative units such as Police Commissionerates (10) and District Police Units (35). Due to organizational and administrative convenience and population; each unit is divided into several zones, ranges and districts; which are administered through divisions, subdivisions, and police stations. Every police station is assigned an area where the police are upholding local law and order; which is further divided into police chowkeys or outposts and beats.

Enlisting the administrative units of Maharashtra Police Department below

Commissionerates (10)¹⁶

Mumbai, Pune, Thane, Navi Mumbai, Nashik, Aurangabad, Nagpur, Amaravati, Mumbai Rly, Solapur City.

Districts (35)¹⁷

Ahmednagar, Jalgaon, Pune (R), Akola, Jalna, Raigad, Amravati(R), Kolhapur, Ratnagiri, Augrangabad(R), Latur, Sangli, Beed, Washim, Satara, Bhandara, Yavatmal, Sindhudurg, Buldhana, Nagpur(R), Solapur(R), Chandrapur, Nanded, Thane(R), Dhule, Nandurbar, Wardha, Gadchiroli, Nashik(R), Hingoli, Gondia, Osmanabad, Parbhani, Nagpur Rly, Pune Rly.

¹⁵.http://www.humanrightsinitiative.org/index.php?option=com_content&view=article&id=88&Itemid=99

¹⁶. <http://www.mahapolice.gov.in/mahapolice/jsp/temp/mahpolice.jsp>

¹⁷. <http://www.mahapolice.gov.in/mahapolice/jsp/temp/mahpolice.jsp>

Special departments of Maharashtra Police Department ¹⁸

- State Intelligence Department (SID).
- Criminal Investigation Department, Pune(CID).
- Anti Terrorism Squad (ATS).
- Highway Traffic Police.
- State Reserve Police Force(SRPF).
- Training Directorate.
- Protection of Civil Right Cell.
- Motor Transport Unit.
- State Police Wireless.
- Anti Corruption Bureau.

1.4.2. Recruitment : ¹⁹

The recruitment at the Maharashtra police is made at three different levels.

- Deputy Superintendent of Police (Dy.SP) level.
- Police Sub-Inspector (PSI) level.
- Constable (PC) level.

One can get the entry into Maharashtra State police department as an Officers of Indian Police Service (IPS). Officers at this level are recruited and appointed by the central government.

The minimum qualifications prescribed for each level is different. Applicants to first three levels need a graduation degree, and applicant for the constable level only needs a Higher Secondary degree as minimum qualification. The minimum age prescribed is 18 years and the upper age limit varies from 28 to 35 years of age, depending upon recruitment policies.

18. <http://www.mahapolice.gov.in/mahapolice/jsp/temp/mahpolice.jsp>

19. The Indian police system- a reform proposal by Ebba Martensson p.no. 13
http://fdr.cc/publications/IndianPoliceSystem_PR.pdf

Recruitments to the different levels in the police force are conducted separately for each level.

- The IPS police officers are recruited directly through written tests, personality test and interviews conducted by Union Public Service Commission.
- The Dy.SP are either directly recruited or promoted. Direct recruitment is through the competitive examination and personality interviews conducted by the Maharashtra State Public Service Commission.
- Police Sub-Inspectors are promoted or directly recruited through the examinations or departmental examination conducted by the Maharashtra State Public Service Commission. The test involves the physical test, written examination and interview.
- Constables are recruited at district level directly by the administrative head of the respective districts or commissionerates. The test involves physical test, written examination, interview, and medical examination.

Usually, after the selection the police personnel will get minimum three promotions during their entire service tenure.

1.4.3 Postings, promotions and transfers : ²⁰

Decisions to promote to transfer an IPS officer are solely dealt by the state government. Decisions to promote or transfer the police officers from the rank of Deputy Superintendent (Dy.SP) to Police Sub-Inspector are taken by DGP of Maharashtra state.

And the decision regarding promotion and transfer of officers below the rank of Asst. Police Sub-Inspector are being taken by Superintendent of Police in rural units and by Commissioner of Police in urban units.

²⁰. The Indian police system- a reform proposal by Ebba Martensson p. no. 14 http://fdr.cc/publications/IndianPoliceSystem_PR.pdf

1.4.4 General duties and Functions of the Police personnel :

As the police force is the law enforcement agency of government and it is responsible for the progress of society by maintaining law and order problems of the country. For this they have to perform function mainly like:-

- To obey and execute all the orders and warrants lawfully issued to him by any competent authority.
- To collect and communicate intelligence affecting the public peace, law & order.
- To prevent the commission of offences and public nuisance.
- To detect and bring offenders to justice.
- To apprehend all persons, who he is legally authorised to apprehend, and for whose apprehension sufficient and reasonable ground exists.
- To take the charge of all unclaimed property and dispose of the same in accordance with the orders of the concern Magistrate.²¹

The prime duty of police is to prevent crime and disorder by implementing law; this is further expanded into the following multi-faceted tasks

- Maintaining law and order:- Concurrent powers are vested in police officers by the CrPC and by the Mumbai Police Act in regard to the control of assemblies and the use of force by the police.
- Prevention of crime:- Duties such as patrolling by day and night, surveillance of bad character, preventive actions under CrPC
- Crime detection and investigation: - Summoning persons for interrogating them and also for court trial, searching persons and premises, arresting suspects on evidence being forthcoming and

²¹. The Indian police system- a reform proposal by Ebba Martensson p. no. 13
http://fdr.cc/publications/IndianPoliceSystem_PR.pdf

releasing them on bail in bailable offences, and holding an inquest in all cases of suspicious or unnatural death in accordance with the provisions of the CrPC.

- Escorting the arrested accused and under trial accused to the court and jail. Also to summoning witnesses and ensuring their presence in the court.
- **Traffic control :-** Police have to enforce the provisions of the Motor Vehicle Act and related enactments. It is also to be ensured smooth flow of traffic.
- **Internal security :-** Security of vital installations, the railways, industrial establishments VVIP and VIP, and to take measures against hijacking/sabotage of aircraft, subversions and espionage by foreign agents.
- Assisting the public prosecutors.
- Presenting the accused and bringing witness to the court during trial.
- Riot control.
- Crowd management.
- Protecting important property and assets of government.
- Ensuring physical and material safety of people.
- To render assistance in cases of disasters like aircraft and train accidents, natural calamities, and also render services to the aged, infirm, women and children.²²

Function wise divisions in police department :

In Police department divisions are created based upon the category of executive and non executive function. Executive functions are related with the implementation of law enforcement and law & order in their respective units. In non-executive divisions perform administrative tasks to run the police department smoothly. These departments provide all necessary support and share the information among all executive and non-executive branches.

²². Gore Committee Report Para 22, 23, 24

TABLE NO. 1A
A FUNCTION WISE DIVISIONS IN POLICE DEPARTMENT

Executive divisions/branches	Nonexecutive divisions/branches
<ul style="list-style-type: none"> • Police Stations • Crime Branch • Traffic Branch • Crime Investigation Department 	<ul style="list-style-type: none"> • Special Branch • Control Room • Police Head Quarter • Wireless Branch • Criminal Handling Cell • Motor Transport Branch • Anti corruption Branch • Training wing

1.4.5 Duties of Police Constable and police head constable

Police Constable :

This is the lowest post in police hierarchy. It is obvious that now days police constable's duties are not limited to mechanical tasks, but includes duties which have to be performed with understanding the facts, with sympathy & empathy and firmness ²³ so as to create reverence and confidence in the minds of public about police department.

Role & Responsibilities :

Police Constable is not empowered to investigate but being a police officer he can make arrest without a warrant u/s 68 & 72 of Bombay Police Act and also u/s 151, 41, 42 of CrPC when any of the offences specified therein is committed within his view. He is authorised to arrest any accused wanted under cognizable offences. He also can interpose anyone from committing cognizable offence.

²³. Gore Committee Report Para 22

Duties :

- He can seize any property suspected to be stolen.
- Patrolling beat duty (picket duty, nakabandi), watching and shadowing suspects, undercover operations, collection of intelligence in relation to crime and criminals, specific enquires, such as ascertaining the whereabouts or occupation of person under surveillance or relating to particular bad character and suspicious person. He also has to perform traffic regulation duty.
- Assisting an investigating officer in making searches, seizures and arrests and conducting raids, serving summons, and executing warrants, escorting of arrested persons, and preserving scenes of crime.
- Attending bazaars, fairs, festivals, etc for the purposes of maintaining peace and order, performing VVIP, VIP and other security duties and handling of mob.
- Maintenance of police station records
- He has, at times, has to deal with certain situations by himself until the arrival of additional staff or superior officers, appraise and report incidents to his superiors those deal with juveniles, offenders and victims of social crimes and protect the rights of the non-affluent sections of society.
- He has to deal with elected representative of the people, village headman, and other officials appointed by the government at the village level.

Police Head Constable:**Recruitment:**

The post of Police Head Constable is filled through the promotion of Police Naik.

Role & Responsibilities :

- Maintenance of Law & Order in the Jurisdiction of the Police Station.
- Prevention of Crime through beat patrolling, surveillance, holding public meetings, taking preventive action U/S 107/151 Cr.P.C 109/110 Cr. P.C., watch over the activities of criminals, collection of intelligence, to issue verification rolls of government servants and those of strangers ('B' Roll), and those under surveillance ('A' Roll) etc.

- Detection of crime by investigation of cases registered under IPC or Local & Special Laws.
- Police verification required by government, semi government and private agencies.
- Redressal of the grievances of the victims, complainants coming to Police Stations with different problems.
- Miscellaneous duties such as maintenance of public order, controlling different agitations, strikes, dharnas, rallies, rasta-roko programmes, hunger strikes, fast-unto-death, processions, demonstrations etc.

Duties :

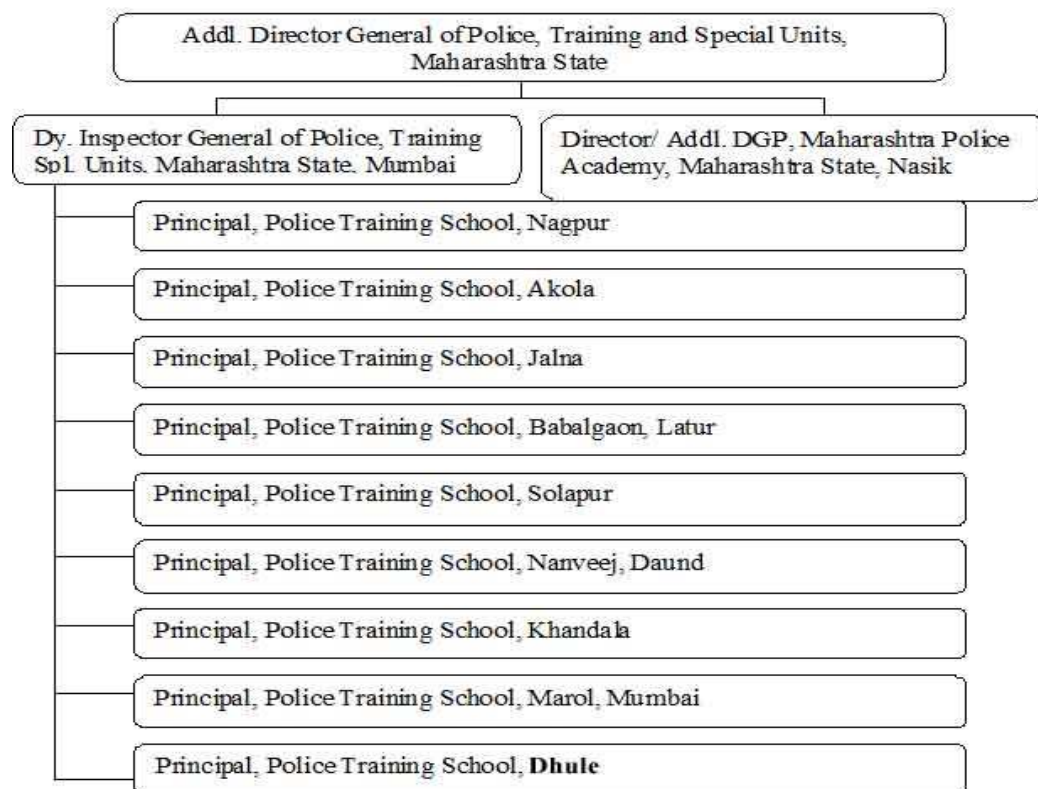
- In-charge of
 - Bank safety guard duty
 - In-charge of Security duty of government offices
 - VIP security
 - High court security duty
 - Fix picket duty
 - Local cash duty
 - Summons duty
- Police officer's security duty
- QRT squad (Duty of Quick Response Team)
- RCP Squad
- Welfare duty
- Bandobast duty
- Day and Night patrolling
- General duty of police station
- Maintenance of register, diaries at police station
- Investigation and detection of crime
- Traffic controlling

To perform the above functions police personnel has to undergo training to get the knowledge about the working of police agency. This activity is done through an organised way in Maharashtra State.

1.5 Police training in Maharashtra State: - Structure of training unit

1.5.1 Structure

The training unit of Maharashtra Police is headed by the Addl. Director General of Police, Training and Special Units, Maharashtra State. The hierarchy of training unit is as follow



Office of Addl. Director General of Police :-

This office is situated at Colaba Mumbai. This unit is responsible for designing, organizing and supervising post entry basic training programs and in-service training programmes for policemen of various ranks.

Police personnel are getting formal and informal training;

A. Formal training through

- Pre-entry training, orientation training, in-service training,
- Post entry training includes foundation, refresher, advanced institutional and specialised training

B. Informal training through literature, departmental circulars and orders, contents of training.²³

This office organizes basic training for individual directly recruited in the ranks viz Police Constable, Police Sub-Inspector (PSI) and Dy. Superintendent of Police (DySP) which lasts for duration of nine months for Police Constables and one year for PSI and DySP. In-service training includes refresher course, advance institutional and specialized training within and outside of the Maharashtra state. The duration of most of the in-service training course varies from one week to three months.

There are total nine training centres to impart basic training to police constables. These training centres are headed by Principal PTC, which are running under the authority of Addl. DGP (Training and Spl. Unit), Mumbai. Maharashtra Police Academy Nasik gives training to directly recruited police personnel in the ranks of PSI and DySP. MPA is being administered under the purview of Director of MPA. But the final authority of decision regarding any training activity lies with the Addl. DGP (Training and Spl. Units, M.S.), Mumbai.

²³. <http://mahapolice.gov.in/mahapolice/jsp/temp/adgtraining.jsp>

This study mainly focused on training modules of the constabulary. Constabulary constitutes police personnel working in the rank of Police Constable, Naik Police Constable, and Police Head Constable. It constitutes approximately 92 %²⁴ of total police force of Maharashtra state.

Here Naik Police Constable have right to investigate some minor criminal offences and Head Constable have the right to investigate minor and some major criminal offences whereas Police Constables do not have any right of investigation but they have obligation to assist their seniors in every investigation and in maintaining law and order situation. Also they have to perform duties like collection of intelligence, and dealing & handling of various emergency situations. As the nature of their duty they have to be in a constant touch with public. They should have the ability to understand the situation and to respond dynamically to situation ²⁵ and behave in a manner which is desired by the society and police organisation as well. The desired behaviour can bring through training.

1.5.2 Aims of training of constabulary:

According to Maharashtra Police Manual, volume-1 aims of training of constabulary are as follows

- Police constables perform guard and sentry duty most of the times for which they need different weapons than military so they should be provide the training of weapons suitable for their nature of job.
- Training like mob dispersal, street fighting, escorting of criminals should be practiced from men of constabulary.

24. <http://www.mahapolice.gov.in/mahapolice/jsp/temp/home.jsp>

25. Gore committee report Page 13

- Training on rules and procedures regarding firing on occurrence of critical incidents during escorting of criminals.
- Police constable should practice firing by following word of command, efficient control of firing under the guidance of senior police officers.
- Firing practice with the help of simulation of various situations.
- Practicing valley firing and individual firing.
- Those who have completed 35 years of age should not be allow for continuous physical drill and exercise.

Here researcher considered two major training modules to study trends incorporated in training modules.

1. Basic training for police constable (Induction Training).
2. Refresher course for police head constable (In-service Training).

1.5.3 Basic training (Induction Training) :

Basic training is given to the newly selected police Constable before entering into the actual field. They have to undergo this training for total 9 months period. The basic training aims towards the transformation process i.e it helps in bridging the gap between existing performance ability and desired performance by learning necessary knowledge for performing police duty.

During training trainees are acquainted with the organisational set up, its system & procedures, rules & regulations, policies regarding service, promotion, transfer, training, performance appraisal and working of police department etc. As the nature of their duty is to implement the laws so they are require to get the knowledge of essential laws, information regarding other security agency of government, skills of gathering sensitive information, means and mode of communicating information to the superiors, information about cultural, religious, economic and political aspects of the society, drill & musketry and physical & mental fitness.

Police constable undergo basic training at following nine centers at Nagpur, Akola, Jalna, Latur (Bablgaon) Nanveej (Daund), Marol (Mumbai) and Solapur, Dhule and Khandala.

Training period is of 9 months duration. The training course consists of two modules as – **Indoor and Outdoor.**

1. In Indoor training the constables are acquainted with all major and minor acts of the state legislature and the central parliament involving police functions (Laws related to civil procedure code, and civil laws are not taught), police procedures and investigation, main articles of the constitution, human rights- Laws concerning women and children and criminology.
2. The Outdoor training consists of Parade, Spot Drill, Armed Drill, PT, Judo, Yoga, Field craft, Weaponry and Firing practice.

All the selected candidates have to undergo basic training course which is designed to give knowledge about police organisation, procedures and system and skills required to handle the routine police work and to maintain the law and order situations. This training course aims towards giving mental and physical training required to an individual to become police constable.

TABLE NO – 1 B

TRAINING CENTRES FOR BASIC TRAINING PROGRAMME

Sr. No.	Name of Training	Name of institute
1	Basic training course	PTC Marol
2	Basic training course	PTC Nagpur
3	Basic training course	PTC Akola
4	Basic training course	PTC Jalana
5	Basic training course	PTC Nanveej
6	Basic training course	PTC Khandala
7	Basic training course	PTC Solapur
8	Basic training course	PTC Latur
9	Basic training course	PTC Dhule

(Source: - Addl. D.G. Training Office, Mumbai)

1.5.4 In- service training programme for Constabulary :

In-service training is given to employee during the course of employment. It is designed to develop the skills, knowledge and competency in concern with their present job.

Refresher training is short term course of fifteen days which is aimed at recall and reinforcement of previously acquired knowledge and skills.²⁶ This is conducted at every district police headquarters.

1.5.5 Refresher Course :

This is one of the major in-service training for constabulary. This course basically aims toward the revision of the knowledge what they have learned in basic training.²⁷ This training is schedule in a way that every member of constabulary would get a chance to undergo refresher course in a year.

The module of the refresher course has been standardised in the year 1997. As the course contents, time table, duration etc are set; to bring the uniformity in the training of police personnel throughout the Maharashtra State. It is a residential training course which is being conducted for two weeks. It is expected that at least 50 % of policemen (member of constabulary) should avail the training of refresher course per year.

Aim of refresher course:

- The aim of this course is to refresh the knowledge and skills to provide better services to the society and gain accolade.
- This training aims to reacquaint police personnel with material previously studied or to bring their knowledge or skill up to date.

^{26.} <http://www.businessdictionary.com/definition/refresher-training.html>

^{27.} Police committee on training Maharashtra State , 1990

- To continuous up-gradation of skills to provide better services to the society and win accolade.
- This also aims to have a striking force; which can be used at the time of law and order emergencies, by the Police Commissioners and District Police Superintendents.²⁸

Following are in-service training programmes conducted in within and outside of Maharashtra state

TABLE NO. 1 C
IN-SERVICE TRAINING PROGRAMMES CONDUCTED AT THE
INSTITUTES OF MAHARASHTRA

Sr. No.	Name of training	Name of institute
1	Crime investigation training	DTS Nasik
2	Antiterrorist training	SRPF
3	Drill instructor course	SRPF
4	Mob dispersal	SRPF
5	45 days commando training	SRPF
6	Karate training	SRPF Gr-8
7	Marine police training	Costal Security guard, Mumbai

(Source: - Addl. D.G. Training Office, Mumbai)

In-service training programmes conducted outside of the Maharashtra state:

Police men are also trained at various best institutes which are established for specialized training outside of the Maharashtra state like Haryana. Madhya Pradesh, Uttrakhand, Tamil Nadu, Nagaland, Chhattisgarh.

²⁸. Circular Sr. Number TRG/1/2(1)/ refresher/97, dt: 07/07/1995.

TABLE NO. 1 D

**IN-SERVICE TRAINING PROGRAMMES CONDUCTED OUTS OF
MAHARASHTRA STATE**

Sr. No.	Name of training	Name of institute
1	Bomb disposal course	NSG, Manesar, Haryana
2	VIP Security course	NSG, Manesar, Haryana
3	Tear Smoke munitions	Tear Smoke units, BSF, Tekanpur, Gawalior (MP)
4	Un-armed combat course	Madhya Pradesh
5	Basic Mountaineering course	ITBP Uttarakhand
6	Men Commando course	Tamil Nadu Commando school
7	Basic sniper course	Tamil Nadu Commando school
8	Police commando instructor course	NSG, Manesar, Haryana
9	Women commando course	Tamil Nadu Commando school
10	VIP driving course	NSG, Manesar, Haryana
11	Mob dispersal course	CTC-I CRPF Coimbatore, Tamil Nadu
12	Left Wing Extremism (LWE) course	NSG, Manesar, Haryana
13	Post blast study (PBS) course	NSG, Manesar, Haryana
14	Counter insurgency and jungle warfare	Assam Rifles, Nagalanad
15	Commando course	CT JW College, Chattisgharh

(Source: - Addl. D.G. Training Office, Mumbai)

The present status of the training and development unit has taken the shape from the historical development of training activities for police which had happened throughout the India. Some police training centres are restructured and developed which were present before the formation of Maharashtra state in 1960 by the Maharashtra Police as per the requirements.

1.6 History of Police training in India :

In 1970 Government of India had established Bureau of Police Research & Development for taking care of training and development activities of police force throughout the country. One of the aims of this institution is to evaluate existing training and development programmes and to introduce new changes in training and development activities according to future needs of training. This Division also helps to the State Police Training Institutions and other academic bodies for the preparation and circulation of syllabi and training materials of different specialized courses.

Krishna Kumar Mathur in his book, 'Administration of Police Training in India' described about the history of training in India. He explained about four phases of evolution of training and its importance in police department.

Chronological development in police training is pointed up below.

1.6.1 First Phase (The Seminal Phase) :²⁹

This phase had laid the foundation for need of establishment of training centres for police personnel. This system made the police officers well disciplined and amenable to the offers of their seniors. It proved quite effective in coming with various sort of problems caused by the growing volume of work, the intricacies of organisation and development of police administration during the 19th century.

1859 :- Establishment of regular Police Training School at Vellore in Madras Presidency.

1860 :- Establishment of Police Commission of 1860 presided by Mr. M. N. Court which recommended imparting the knowledge of duties regarding preventive and detective police.

1862 :- Establishment of chain of 13 police training schools at various districts headquarters in central province by Col. H. Taylor, the first Inspector General of police in Central Province and Berar.

1869 :- Opening of training school at Sagar and Nagpur for station writers. The district training schools were generally run and manned by senior head

constable and sometimes by court inspectors formally schools were under administrative control of district superintendent of police. Regular drill and importance of sound discipline, taught to read and write, day to day duty.

1881 :- Establishment of four police training schools at Bangalore, Hassan, Chikmangalur and Shimoga in Mysore State for imparting training to newly recruited investigating officers. Here instructions were imparted in criminal law, police procedures, drill and musketry.

1892 :- In 1890 committee of police officers recommended that recruitment of subordinate rank should be separated from investigation officers and they should be recruited directly. A Regular police training school was opened at Bangalore in 1892 for officers of imperial police to undergo practical and theoretical training when first appointed. Prior to 1892 all police training schools were temporary.

1892 :- Opening of training school at Phillaur in Punjab to train Sub-Inspectors and Inspectors.

1893 :- After 1892 it was decided that certain probationers of Indian police should be recruited through competitive examination. Probationers were to qualify passing the prescribed examination within or at the first examination and the riding test which held after two years from the date of joining the police force. The first competitive examination was held in 1893.

And directly recruited were sent to training school to learn departmental rules and regulations and law course such as CRPC, IPC, Indian evidence act, Drill. So there was an establishment of first training school at Allahabad in Uttar Pradesh in 1893 for Sub-Inspector.

²⁹. Krishna Mohan Mathur, "Administration of Police Training in India".

Head constable and constable were appointed through a direct method of recruitment by the District Superintendent of Police in all the provinces. It is expected that they should have knowledge of law and drill. Arrangement of training of police constable was in their respective districts. In first phase of police training they had to pass the medical examination conducted by a civil surgeon. They had to learn the elements of squad drill, general police duties, and the law of land, use of firearms. They had to undergo rigorous and intensive training as compared to superior officers.

1895 :- Establishment of police training school at Bhagalpur, Bihar to train investigating officers specially Sub-Inspectors.

1896 :- Another training school at Vellore in Madras to train more number of Sub-Inspectors at a time. At that time total 70 probationer were trained at a time from investigation department. This is the first formal police training school.

And the training aimed at imparting adequate acquaintance with English, sufficient knowledge of law for police purpose, and a reasonable grasp over departmental procedures like plan drawing and system of interrogation. There was a provision of appointment of administrative staff principal trainers, two drill instructors, a survey teacher, a law lecturer and a small ancillary staff to properly administer the training school.

1.6.2 Second Phase (The Expansion Phase) : ³⁰

Second phase is considered as an expansion phase. In 1902 Police commission headed by Lord Curzon recommended improvements in training courses and facilities required for training of superior officers and SI and inspectors and Constables.

Recommendations for Training of superior officers;

- Two years probationary course of training
- Course study should include criminal law and practice including taking notes of cases in the criminal course), Indian history and Indian vernaculars, geography, ethnology and horse riding.
- They have to pass departmental examination.

- Course duration should not be less than 18 months,

Recommendations for Sub-Inspectors and Inspectors;

- Provision of establishment of training school in every province
- Syllabus should include instructions in criminal law and law of evidence, and police procedures and practices and practical training under efficient supervision

Recommendation for training of constable;

- They should be trained at central police training schools and each school was to be located in a town accessible to several districts belonging to common division, speaking common language, and having other similar characteristics and conveniences.

1.6.3 Refresher training : ³¹

The police commission desired that all the members of the police force should be taught the use of arms and instructions of drill and that this knowledge must be kept up by periodical training at headquarters or by regular drill and target practice at the police stations or by both the methods. This gave birth to refresher training in police organisation.

Sequential development in training arrangement during second phase -

1906 :- Training school at Bhamburde at Bombay and at Saugaragar in central province.

³⁰. Krishna Mohan Mathur “Administration of Police Training in India”.

³¹. Krishna Mohan Mathur “Administration of Police Training in India”.

- 1908 :-** Central training school at Assam later shifted to Dibrugarh in 1916 for constable and designated as provincial police training school.
- 1909 :-** Shifting of training school from Bombay to Nasik. And Amalgamation of training school of eastern Bengal and Assam.
- 1910 :-** The Bengal government opened three police training School for constable and head constable.
- 1911 :-** Opening of four training school for constable in madras (course duration is of only six months).
- 1912 :-** Appointment of Royal commission on public services.
- 1913 :-** School for constable in five towns of Bengal at Serdah , Dacca, Rampur, Boalia, Berhampur were established. Establishment of Fingerprint Bureau was established at Shillong(Assam).
- 1914 :-** Establishment of Training school for constable at Cuttack in Orissa.
- 1917 :-** Small photographic unit started in CID in Central Province.
- 1918 :-** Bengal government started Detective Training school to train Sub-Inspectors and Constable in investigation work.
- 1920 :-** Entry of Indians into Imperial police.
- 1934 :-** Mr. R. H. Williamson (ICS) evolved anew syllabus for training and examination for all round development of cadets. Two police training schools for training of constable at Nagpur and Jabalpur in 1937 in Central province were started.
- 1936 :-** Training period was increased to one year from six months at district police line. Advanced course of sub inspectors was introduced; it includes instructions in scientific aids of investigation.
- 1937 :-** Opening of Training school at Angul for constable in Orissa.
- 1938 :-** Law graduates were recruited to man the prosecution branch and they were imparted training specialised in police prosecution work.
- 1941 :-** Police Training School at Sitapur (UP) to train lower rank police officers was established. Emphasis was given on promotional courses for constable in armed and civil police.

Till this phase police training was merely to orient the young police officers to the conditions of country and no specialisation was intended to avoid over centralisation as the police work was considered as generalist. It mainly focused on criminal law and procedure, proficiency in local language, work on the parade ground, visits to trial courts and police officers of various denominations.

1.6.4 Third Phase (Post Independence Centralisation Phase) : ³²

Third phase started after the Independence. This phase illustrates the formation of various police commissions in various states to propose the reforms in structure, functions, roles and responsibilities of police department which was based on The Police Act 1861 ³³ in accordance with the social, political and economical environment for effective policing in their respective states. This phase also marks the creation of some important agency like BPR&D and the Institute of Criminology and Forensic Science

1959 :- Kerala government appointed a “Police Reorganisation Committee” which emphasised the need for a fundamental transformation in the role of police in view of the attainment of political independence and the emergence of a democratic system based on adult suffrage inspired by the objective of the steady uplift of the common man.

^{32.} Krishna Mohan Mathur “ Administration of Police Training in India”.

^{33.} The Indian police commission 1902-03 p.68.

1960-62 :- State government of UP, west Bengal, Punjab and Bihar appointed police commissions.

1962 :- A central school of weapons and tactics was created by the Central Government for training police officers in weapons and tactics.

1963 :- Creation of research wing in CBI for developing and stimulating police research work in India.

1964-65:- Maharashtra government appointed a police commission.

1965-66:- Madhya Pradesh government appointed a police commission.

1966 :- Assam government appointed a police commission.

1966-68:- Delhi government appointed a police commission.

1970 :- The Bureau of Police Research and Development was established.

1972 :- The Institute of Criminology and Forensic Science was established in Delhi.

1.6.5 Fourth Phase (Specialisation Phase) : ³⁴

Fourth phase is an important phase in the development of police training in India. During this phase there is an establishment of Gore Committee which has the significant impact on the training curriculum of police officers of all the ranks. Most of the recommendation of this committee formed the base of all the training programmes of all the states.

1973 :- Formation of Gore Committee Report in 1971-73. The syllabus and training format was accepted by all the states, put forwarded by the Gore Committee.

1976 :- The State Reserve Police Training Centre was established in Gujarat.

³⁴. Krishna Mohan Mathur “ Police Training”.

1980 :- Police Training School was opened at Pondicherry.

1981 :- Sheri-Kashmir Police Training College was started at Udhampur in Jammu & Kashmir.

1986 :- State Armed Police Subsidiary Training Centre for recruits of Manipur Rifles was opened at Jiribam in Manipur and establishment of A.P. Police Academy at Hyderabad in Andhra Pradesh.

Every phase had shown its distinguished presence in the development of police training. It is seen that the trends in the recruitment, various problems in policing, political, social and economical aspects, expectations from the government had the impact on training curriculum. It also created the need of incorporation of change in training trends in accordance with the need of the society. They should be trained with new techniques, methods to acquire and apply the knowledge of policing easily, effectively and efficiently.

Police personnel are the greatest asset of an organisation, so it should be developed in a way that they can discharge their duty effectively and efficiently. This is the law enforcement agency of government which is responsible to maintain peace and security in the society by implementing laws.

Government also expects contribution of Police Department in overall development of the society which is the prime function of the government. So every police person needs to transform himself in such a way that he or she will be able to cater the needs of the society and act as a 'Change Agent' in the society. And the process of transformation can be done through training. Training should also aim at developing a sense of pride about police service.



Chapter No. 2
Literature Review

CHAPTER NO. 2

LITERATURE REVIEW

A literature review surveys scholarly articles, books and other sources relevant to a particular issue, area of research, or theory, and by doing so, providing a description, summary, and critical evaluation of these works. Literature reviews are designed to provide an overview of sources researcher has explored while researching a particular topic and to demonstrate to your readers how your research fits into the larger field of study.

A literature review may consist of simple a summary of key sources, but it usually has an organisational pattern and combines both summary and unification, often within specific conceptual categories. A summary is a recap of the important information of the source, but unification is a re-organisation, or a reshuffling of that information in a way that informs how researcher is planning to investigate a research problem. The analytical features of a literature review might:

- Give a new interpretation of old material or combine new with old interpretations,
- Traces the intellectual progression of the field, including major debates,
- Depending on the situation, evaluate the sources, and advise the reader on the most pertinent or relevant, or
- Usually in the conclusion of a literature review, identify where gaps exists in how a problem has been researched to date.
-

The purpose of literature review is to place each work in the context of its contribution to the understanding of the research problem being studied, describe the relationship of each work to the others under consideration, identify new ways to interpret, and shed light on any gaps in previous research, resolves conflict amongst seemingly contradictory previous studies, identify areas of prior scholarship to prevent duplication of efforts, point the way in fulfilling a need for

additional research, and locate present research within the context of existing literature.

The planning, processing and execution of any research study should be preceded by thorough review of literature in the related field since it helps the researcher to get better insight into the work done in the related field. It is a way in building up and accumulating knowledge over a period of time through the reflection of primarily empirical studies.

The relevant literature reviewed based on books and reports for the present study is described as below:

1. Charles R. Swanson, Leonard Territo, and Robert W. Taylor (1988)³⁵

The book 'Police Administration: Structures, Process, and Behavior' (1988) Second edition written by Charles R. Swanson, Leonard Territo, Robert W. Taylor. The book is all about complex and dynamic process of police administration of American police department. Authors discussed two broad categories of change, the first one focus on changing the individual working within the organization and the second one is on changing organizational structure. They have highlighted programmatic changes by acquiring new methods of police administration through training a one of the tools of human resource management. In this they threw light on some important external factors which is the influence on American police administration and are responsible for need of 'A Change'.

These factors can be Federal Laws, involvement of federal government into local government, civil disorder, rapidly increasing crime rate, local

³⁵Charles R. Swanson, Leonard Territo, Robert W. Taylor, 'Police Administration: Structures, Process, and Behavior' Second edition.

political forces, tenure for police personnel, city councils, state prosecutor, the judiciary, judicial reviews, citizens involvement, churches, news media. These factors have both positive and negative impact on working of police. Negative impact can be minimised by the improving working relationship with these factors by aligning common goal of every institution as empowerment of people. Other institution can help this law enforcement agency to gain the confidence of public by reflecting positively on abilities of the police. In this book various methods of training or new method adapted and practiced by the American Police such as **Quality Circles (QC)** or **Employee Participation Groups (EPG)** is a small group of persons made for solving some work related important problems. SWAT i.e. Special Weapon Tactics Team this trains regularly to respond to critical incidents such as takeovers by terrorist or hostage situations.

Police department acclimatized **Team Policing** this type is closer to open system and has enabled police personnel from various divisions to participate in the development of better ways to produce a superior police service delivery system. Application of principle of Specialization or division of labour in police department to achieve operational effectiveness by creating two divisions one is White Collar Fraud Unit for solving complex frauds mostly related with computer and the second is General Detective Division for solving traditional and simple frauds. In this authors inscribed the methods of Stress management by training on enhancement of awareness and self-esteem, physical fitness, biofeedback and relaxation trainings to reduce work related stress. Also the impact of technological changes on efficiency and effectiveness of delivery of services of law enforcement agency is mentioned here; technological change has brought tremendous change in police department. It leads to automation process. Many software packages were designed for the use of police department like POSSE (Police Operations Systems Support-Elementary) it is a low cost system and enabling storage of variety of management reports.

And other data management systems are CASS (Crime Analysis System Support) it is a crime analysis system that provides crime/suspect correlation, crime patterns, targets profiles, forecasting and resource allocation studies. IMS (Investigative Management Information System) is a criminal investigation monitoring system that provides feedback on workload, performance, case status, and supports budget reports. FMIS (Fleet Management Information System) this helps in assessing vehicle and equipment class performance, monitors fuel consumption and provides support for budget requests. Use of computer based training became integral part of their training activities. Three mostly used training programmes based on CAI (Computer-assisted Instructions) were tutorials, drill and practice, and simulation. These technological advancements proved to be helpful to increase the efficiency and effectiveness of police force. But lastly book illustrates that Police Executives cannot merely be good administrators; they must also understand the art of politics. They must be sensitive to external forces that have an impact upon their agencies and whenever possible either draw upon them as positive resources or neutralize them if their objectives are illegal and destructive.

2. **Kaneez Zera (1993)**³⁶

Kaneez Zera author of the book titled “Training of IPS” (1993) described method of training programmes of IPS officers. In this some methods can be useful for enhancing the leadership qualities, skills required to **work in a team, qualities for decision making**. These qualities were considered to be important for police officers those who have the authority or power to give orders. As the role of police changing due to change in all external and internal factors these qualities are become essential for all the police personnel to fulfil the expectation of public and police department.

³⁶. Kaneez Zera, “Training of IPS”.

3. Mukesh Kumar Chaurasia (2003) ³⁷

A book titled 'Police Training' (2003) is written by Mukesh Kumar Chaurasia. The book is about the training activities for the ranks of non-gazetted police officers of Madhya Pradesh police. He analysed basic and in-service training programmes. He put the emphasis on **perception of trainee, trainer towards the training**. He also discussed **problems of trainees and trainers**. He also had given the emphasis on **infrastructural facilities**. He had the opinion that if these facilities are inadequate it will have bad impact on learning environment. To minimize the loopholes he recommended some valuable suggestion also.

4. HMIC (Her Majesty's Inspectorate of Constabulary)(2004) ³⁸

Modernising the police service: A Thematic Inspection of "Workforce Modernisation- The Role, Management and Deployment of Police Staff in the Police Service of England and Wales",

In this report it is considered that training can be one of the important tools for development of police personnel.

Here noted some schemes as "**Talent Spotting**"- mechanism to identify high talent or exceptional talent among the police staff and their development through schemes or programmes like '**High Potential Development Scheme (HPDS)**', '**Leadership Development Programme**'.

In this it reveals the importance and role of external agencies for police staff training through some case studies. Here it is mentioned that how external agencies were successful in creating awareness and implementation of training programmes through effective use of force newsletter, posters, e-mails among the police staff. The staff can undergo any training of their choice from fifteen different courses designed for them. These courses were of the duration of 3 hr to 2 days and trainers visit to places of trainee to deliver the training.

³⁷. 'Police Training' is written by Mukesh Kumar Chaurasia.

³⁸. A report by Her Majesty's Inspectorate of Constabulary, "Workforce Modernisation, The Role, Management and Deployment of Police Staff in the Police Service of England and Wales".

Through another case study revealed the way to meet the current needs of police staff within existing resources. That is provision of establishment of Central police staff development advisory unit to support local development managers, act as a channel between centrally identified needs and local provision, act strategically to generate development options with or through external organizations, to secure external funding where appropriate and trigger quality assurance of local provision. Also the provision of police staff development management board to prioritise centrally identified development needs and agrees police staff development strategies.

5. “Sardar Vallabhbhai Patel Memorial lectures” (2005) ³⁹

“Sardar Vallabhbhai Patel Memorial lectures” The book published by SVP National Police Academy, Hyderabad (2005). It is a compilation of lectures given by eminent personalities to the trainees at academy.

Through this book light has thrown on many factors which are important for a police person in his or her career. In this book Dr. P.C. Alexander discussed the three factors which can be threats to national integration like diversity in religion, diversity in language, politicization of castes. He told the ways to maintain the integrity of our nation with all these diversities by developing mental resourcefulness, to fit them into that new world as quickly as possible and creating conscious of the fact that they have to make a contribution to the development of democracy. Shri. Soli J. Sorabjee had advised the trainee as **‘Police must act in impartially and with objectivity and keeping in with human rights norms’**.

³⁹. SVP National Police Academy, Hydrabad, “Sardar Vallabhbhai Patel Memorial lectures”

He put the emphasis on need to gain the confidence of public. Dr. A.P.J. Abdul Kalam had mentioned them as partners in the National development. He described them as **‘Engines of Growth’** who have the responsibility of accomplishing our nation’s mission of empowering people through integrated actions. These experiences, suggestions and advices of the speakers will prove beneficial for them.

6. Vinayshil Gautam and Shobhana V. (2006) ⁴⁰

Vinayshil Gautam and Shobhana V. (2006) in the book the titled ‘Training and development- Towards integrated approach’ had discussed new dimensions of training and development. Here authors discussed the importance of **training need in the organization, designs of training, integration of learning and training, use of various technological aids of training and methods** like lecture method, role play, discussion method, seminars, brain storming, fish bowls, syndicate method, action maze, in-basket exercise, case studies, group dynamics, etc, and various techniques to make training more useful and interesting.

7. Allison T. Chappell (2007) ⁴¹

Allison T. Chappell in his research paper ‘Police academy training: comparing across curricula’ has compared the traditional academy curriculum with the new academy curriculum CMS (Curriculum Maintenance System) based on the philosophy of community-oriented policing (COPS). The CMS is redesigned by The Florida Department of Law Enforcement (FDLE) Standards and Training Commission.

In this researcher threw light on contents and its aim of traditional and new academy training curriculum.

^{40.} Vinayshil Gautam and Shobhana V, ‘Training and development-Towards integrated approach’

^{41.} Allison T. Chappell, ‘Police academy training: comparing across curricula’, Policing: An International Journal of Police Strategies & Management Vol. 31 No. 1, 2008 pp. 36-56, q , Emerald Group Publishing Limited

Traditional training focused on physical activities, such as firearms training, physical training, defensive tactics, and driving. It also included some knowledge areas such as law, arrest procedures, traffic enforcement, and officer safety. According to study traditional training prepared officers for a narrow focus on law-enforcement duties whereas new training academy which based on community policing covers areas such as communication, diversity, problem solving, and police-community relations which are neglected in traditional academy training. This will help to develop more **generalist approach in trainee**.

CMS have following features;

- Incorporation of scenarios as the basis for all training;
- Interactive CD-ROMs featuring a number of the problem solving scenarios; and
- Focusing on application of learning rather than memorization;
- It utilizes a problem-solving model (SECURE i.e. Safety, Ethics, Community, Understanding, Response, and Evaluation).
- It provides support materials, student workbooks.

8. **B.R. Virmani (2008)** ⁴²

B.R. Virmani (2008) in his book 'Management training and development – An evaluation approach' given the conceptual framework of training need identification and its evaluation.

He explained the importance of **training need identification** thorough various case studies of organizations other than police by putting emphasis on factors like **objectives of training activities, feedback of employees**, and some plans for **evaluation of training** so that it will give opportunity to trainee for the **self improvement** through learning and transfer of learning.

⁴². B.R. Virmani, 'Management training and development – An evaluation approach.

9. **Sanjay Lathkar (2008)** ⁴³

“Training as a tool to improve police effectiveness need for planned efforts’ a paper presented By Sanjay Lathkar S. P. Latur in a Maharashtra Police journal, Sixth volume.

In this he discussed the importance of training and expectations of department from the police personnel.

He put the light on some problems like last priority given by the trainees to the training, low attendance of trainees for various training which are designed for their improvement and development. He also explained existing training structure and suggested some improvement in existing training structure so that training can become more effective. He suggested **training contents and training policy should be designed by considering the experience of policemen and nature of his job.** Training content should include topics like **public relation, SB training, DTS Training, advanced laws, use of latest and advanced scientific techniques of investigation** etc.

For the in-depth understanding of the present topic there is a need of review of some reports of various commissions and committees formed by the Government of India and by some States Governments. The valuable thoughts on police training mentioned in these reports are presented below.

National level committees

10. Gore Committee on police training (1971-73)⁴⁴

The Gore Committee is constituted on November 10, 1971 by the Government of India to suggest the reforms on police training. This committee is headed by Professor M.S. Gore, a social scientist and former Director of the Tata Institute of Social Sciences Bombay.

⁴³. Sanjay Lathkar. S. P. Latur Research paper in Maharashtra Police journal, Sixth volume

⁴⁴. Gore Committee Report Para 7

According to Gore Committee Report training is defined as, “Training to be purposeful and effective and to make an impact must be closely related to the goals of the organisation and should be undertaken in depth at all levels. If the improvement envisaged is to be sustained, it must percolate to the lowest levels which constitute “the cutting edge of the administration” as far as the citizen and the community are concerned.”

The attitude of those who have gone through a training process should undergo a change so that when they go back to the field their behaviour will have an impact on the behaviour of others.⁴⁵ Training is a continuous process; it acts as a catalytic agent, the total impact of which, in course of time, will affect the entire organization. So the training efforts will have to be sustained to help to achieve desired objectives.

The committee is appointed to study the present arrangement of training and shortcoming in the arrangement of training of police officers of all the ranks from officers of IPS level to police constable. The committee made 186 recommendations, 45 of those were related to police reforms. The recommendation that relates to the police training has mostly been implemented.⁴⁶

It had a task of suggesting a reorganisation the training programmes of the police with a view to equipping them with the knowledge, skills and attitudes require to understand and meet the demands of their new role in a country committed to the establishment of a secular, socialist, democratic society.

^{45.} Gore Committee Report Para 8

^{46.} Report of the review committee on the recommendations of National Police Commissions and other commissions/Committees on police reforms, March 2005 P. No. 5

Committee observed shortcomings in training curricula such as an awareness of the social and political climate in which the policeman hardly had any place in the police training programmes and the inculcation of the appropriate attitudes is limited to emphasising the need for discipline, obedience and loyalty. Knowledge and skills relating to human relations management and higher administration receive little or no attention in these programmes.

Committee suggested on various parameters of training which contributes in accomplishment of aim of training such as syllabus, schedule, evaluation, structure of instructional staff, guide scheme, practical training, promotional course, refresher training, self development of trainee. It has advised on other vital points of training i.e. use of appropriate training methods, aids of training, use of technology for imparting of training, and integrated methods of teaching for effective learning. And lastly gave view on evaluation of training and police citizen relations, higher qualification and improved method of recruitment.

11. National Police Commission (NPC) 1977 - 1981

The National Police Commission (NPC) was the first commission to exhaustively review the Indian police system.

NPC wrote eight reports in four years. The eight reports suggested all together 291 recommendations all related to police reforms. Most of the recommendations have not been implemented.

Recommendations regarding police training & recruitment are discussed in fifth report as follows.⁴⁷

1. Recruitment to the Police:

Recruitment to the Police must be at two levels only- Constables and Indian Police Service. The recruitment at other levels should be eliminated in a phased manner.

⁴⁷. National Police Commission fifth report

2. Psychological Tests:

Properly developed psychological tests should form an important part of the selection procedure. The Central Government should develop the psychological tests with the help of the Ministry of Defence.

3. Evaluation during Training:

The Commission recommended that there should be constant evaluation of the performance, attitudes and behaviour of all recruits during training and those who are not shaping as good policemen should be weeded out.

4. Women Police:

The NPC has recommended that women police should be strengthened and assigned investigation work in much greater measure than at present. Women police should become an integral part of the police organisation and used to deal with crimes against women and children and in tackling the problem of juvenile delinquency. They should in due course share all the duties now performed by their male counterparts. They should be recruited in much larger numbers than at present, particularly in the ranks of Assistant Sub-inspectors and Sub-inspectors of Police.

Summary of report of National Police Commission ⁴⁸ :

The **First Report** addresses the constabulary and administrative issues such as pay-structure, housing, redressal of grievances, career planning for constabulary etc. Twenty eight recommendations were suggested but the most important recommendations still need to be implemented in the states.

⁴⁸. Report of the review committee on the recommendations of National Police Commissions and other commissions/Committees on police reforms, March 2005.

The **Second Report** deals with welfare measures for police families and how to avoid political and executive pressure on the police force. The recommendations propose a new police act to reclassify police duties and responsibilities, postings and tenures of Chiefs of Police, constitution of state security commissions, protection against subjective transfers/suspensions. Thirty three recommendations were made in the second report, wherein both the central government and the state governments need to take action.

The **Third Report** focuses on the police force and weaker sections of the society, village police, corruption in the police, and economic offences and modernisation. Some of the fifty four recommendations are related to postings of Station House Officers /Superintendent of Police, how to combat corrupt police officers as well as guidelines for making arrests. Most of the recommendations have not been implemented.

The **Fourth Report** concentrates on the issues of investigation, trial and prosecution, industrial /agrarian issues, social legislation and prohibition. The suggestions deal with registration of the First Information Report (FIR), recording of statements of witnesses, arrest, remand and confession, amongst others. Fifty nine recommendations were suggested, most of them have not been implemented and many of them need amendments of laws.

The **Fifth Report** attends to issues like recruitment of constables and sub-inspectors, training of police personnel, district police and magistracy, women police and police public relations. Twenty seven recommendations were made in this report. The commission has once again raised the demand for a new police act.

The **Sixth Report** takes up the issues of the IPS, police and students, communal riots and urban policing. Twenty three recommendations were made, some of them dealing with creation of IPS cadres for central police organisations, compulsory training for promotions for IPS officers.

The **Seventh Report** focuses on the organisation and structure of the police, state armed police battalions and district armed reserves, delegation of financial powers to police officers, traffic regulation, performance appraisal of police personnel, disciplinary control, role of the centre in planning, evaluation

and coordination and policing in the North-East of India. Sixty recommendations were made, some of them related to restructuring of police stations, separating crime investigation from law and order.

The **Eight Report** addresses the subject of accountability for police performance. This report suggests amongst other seven major recommendations such as complaints against the police should be defended at governments cost, it also contains a draft bill of a new police act.

12. Ribeiro Committee on Police Reforms 1998 ⁴⁹

The Ribeiro Committee was set up in 1998 on the order of the Supreme Court following a Public Interest Litigation (PIL) on police reforms. The committee proposed five major recommendations related to state security, selection of DGP and complaints against the police.

The committee submitted two reports. Second report presented recommendation regarding training and recruitment as follows. The recommendations have not been implemented.

1. The recommendations of the NPC about recruitment, training and welfare of the constabulary should be implemented.
2. The minimum educational qualifications for recruitment to the level of Constable should be Higher Secondary.
3. A qualitative change in the training being imparted in police training institutions is imperative to improve performance and behaviour of the police

⁴⁹. Ribeiro Committee on Police Reforms 1998

4. All investigating officers should be specially trained in scientific methods of investigation.

13. Padmanabhaiah Committee on Police Reforms 2000⁵⁰

Former Union Home Secretary Shri K. Padmanabhaiah was appointed as chairman of the Padmanabhaiah commission in 2000 by the Home Ministry of Affairs. The commission inspected the recruitment to the police force, training, duties and responsibilities, police officers behaviour, police investigations, prosecution, amongst others. The committee suggested ninety nine actionable recommendations, of which fifty four need to be implemented by the central government and sixty nine needs to be implemented by the state governments.

Following are the recommendations regarding training of constables.

1. Constables should be recruited young. Boys/girls, who have passed 10th Standard examination and are below nineteen years in the age, should be eligible to appear in a common competitive qualifying examination. The successful candidates should be put through a rigorous two-year training programme and qualify for appointment as constables only after passing a final examination.
2. The existing constabulary should be retrained to enable them to imbibe right attitudes to work. Those who do not successfully complete training should be compulsorily retired.
3. A Police Training Advisory Council should be set up at the centre and in each state to advise the Home Ministers on police training matters
4. A constable should be classified as a 'skilled worker' in view of the skills required and risks involved in the job.

⁵⁰. http://www.humanrightsinitiative.org/index.php?option=com_content&view=article&catid=91%3Ashiva&id=753%3Asummary-of-ribeiro-committees-recommendations&Itemid=98

5. All promotions should be subject to completing the mandatory training programmes and passing of promotional examinations.
6. There is an urgent need to encourage specialisation in various aspects of policing.
7. The release of central grants for modernisation or up-gradation funds should be dependent upon compliance by state governments with certain basic issues, like each state having a manpower and career planning system, a transparent recruitment, promotion and transfer policy and meeting certain minimum standards for training.

14. Malimath Committee on Reforms of Criminal Justice System 2001 – 2003 ⁵¹

The committee is chaired by Dr. Justice V.S. Malimath (Formerly Chief Justice of Karnataka and Kerala High Court). The Malimath Committee addressed the principles of the Criminal Justice System, investigation, prosecution, judiciary, crime and punishment. The committee made 158 observations & recommendations.

There are fifty five major recommendations of which forty two have to be implemented by the central government and twenty six by the state governments.

The Malimath Committee discussed on the factors concerning police reforms like strengthening training, infrastructure/ forensic science, improvement in investigation, strengthening of forensic science set up, providing infrastructural facilities to investigating officer etc. The committee stressed on promoting practices like community policing, modern investigation techniques, accountability and attitudinal change especially toward the poor and vulnerable.

⁵¹. http://www.mha.nic.in/hindi/sites/upload_files/mhahindi/files/pdf/criminal_justice_system.pdf page no. 254, para 22.4

It suggested that there should be combined training for senior police officer, prosecutors and judges by acknowledge joint programmes, professional exchanges for long term development.

15. The Model Police Bill 2010⁵²

Sections from 132 to 138 from chapter number 12 i.e. Training, Research and Development of **The Model Police Bill 2010** deals with police training.

Sections related to Police Training :

1. **Sec. 132 :-** The State Government shall evolve a Training-cum-Education Policy for the police, in accordance with the provisions of Section 56 of Chapter V, keeping in view the current and anticipated requirements of policing. The Policy will, as far as possible, take into account any guidelines in respect of police training as may be issued by the Union Government from time to time.
2. The training policy shall aim at achieving the objectives of imparting knowledge in police subjects, developing of professional skills, inculcating the right attitudes, and promoting constitutional and ethical values among police personnel.
3. **Sec. 133 :-** This Training Policy shall ensure that police personnel are adequately trained to efficiently perform their job. Successful participation inappropriate training programmes shall be linked, as far as possible, to the promotion of police personnel of different ranks, and to their postings to different assignments, in a structured manner, as notified by the State Government from time to time.

⁵². The Model Police Bill 2010, sect 123 to 138.

4. **Sec. 134 :-** In evolving the training policy, optimum advantage shall be taken of the methodologies of distance learning, outsourcing and on-the-job training.
5. **Sec. 135 :-** The State Government shall create and upgrade, from time to time, the infrastructure and capabilities of their training institutions in consonance with the holistic training needs of police personnel of different ranks, which shall include, besides all types of specialised training, a compulsory refresher training course of appropriate duration, for all ranks annually. For this purpose, the State Government shall also create suitable training centre with the requisite infrastructure in each Police District or Armed Police Battalion, as the case may be.
6. **Sec. 136 :-** The State Government shall ensure that full advantage is taken of the training facilities available in central and regional police training institutions, to adequately train police personnel of the state in specialised professional subjects, and to train the trainers of the state police training institutions.
7. **Sec. 137 :-** In upgrading their training infrastructure as well as the content and methodologies of their training courses, the training institutions shall take maximum advantage of the standards and practices evolved or guidelines issued by organisations such as the Bureau of Police Research & Development of Government of India, and the National Police Academy.
8. **Sec. 138 :-** For an objective periodical evaluation of the Training Policy of the state and its implementation, the state police may utilise the available assistance of organisations such as the Bureau of Police Research and Development of Government of India.

State Level Commissions

16. State level commissions across India ⁵³

List of state level Committees set up over the years to tackle the police reforms subject in various states.

- Kerala Police Commission (1959) under Shri N.C. Chatterjee, Senior Advocate, Supreme Court.
- West Bengal Police Commission (1960-61) led by Shri K.C. Sen, ICS(Retd.).
- Bihar Police Commission (1961) headed by Shri B.P. Jamuar, Retd. High Court Judge.
- Punjab Police Commission (1961) led by Shri M.C. Mahajan, CJI (Retd.).
- Maharashtra Police Commission (1964) under Shri. Y.V. Dixit, Retd. High Court Judge.
- Madhya Pradesh Police Commission (1966) headed by Shri C.M. Trivedi, ICS (Retd.).
- Delhi Police Commission (1966) led by Shri G.D. Khosla, Retd. High Court Judge.
- U.P. Police Commission (1970-71) led by Shri Ajit Prasad Jain, M.P. and Shri Gangeshwar Prasad, Retd. High Court Judge.
- Assam Police Commission (1971) headed by Shri Shanti Prasad I.P.(Retd.).
- Tamilnadu Police Commission (1971) led by Shri R.A Gopaldaswamy, ICS(Retd.).
- One Man Police Commission of Andhra Pradesh (1984) under Shri K. Ramachandra Reddy, IPS (Retd.).

^{53.} Report of the review committee on the recommendations of National Police Commissions and other commissions/Committees on police reforms, March 2005

17. A report of The Punjab Police Rules 1934 (2008) ⁵⁴

A report of The Punjab Police Rules 1934, issued by and with the authority of the provincial Government under sections 7 & 12 of act of V of 1861, 2008 addition by Haryana Police.

The report reveals importance of training as, 'Successful police work depends very largely on each individual officer acting correctly on his own initiative. The police force of a district or province can be compared to an intricate machine the inefficiency of one cog of which may mean in some important instance the inefficiency of the whole. It follows, therefore, that the training of each individual officer to do the work allotted to him is of the highest importance.'

The objective of such training shall be to inculcate in police officers habits of physical health, activity, discipline, self-reliance, observation, punctuality, sobriety, courtesy and straight-forwardness of dealing in the execution of their work as also knowledge of the technical details of the work required of them.

According to report training shall be a continuous process carried on in the course of work. In this report some provisions are mentioned for annual training of one month duration for police constable every year. And if the constable failing to satisfy the officer in-charge he has to undergo training for further one month. And no replacement should be done of such constable by the police station.

There are also provisions for training of drill instructor i.e. two courses of six month duration each year at Police training schools commencing form 1st April and 1st October. During this period they shall be imparted instructions in drill, physical training, musketry, lathi fighting, elementary automatic weapons training, respirator drill, unarmed combat and swimming.

⁵⁴. A report of The Punjab Police Rules 1934.

During the remaining period they shall learn advanced gymnastics and receive practical training as assistance to drill instructors with a view to inculcating in them self-confidence, power of command and practical instructional ability.

And a refresher course for trained drill and physical training instructors is held at the Police Training School from January 3rd to February 16th and from May 1st to June 15th each year. This report reveals the importance of training of trainer and trainee by putting the emphasis on physical training and fixed time duration for training of trainer and trainee as well. This can be useful for improvement of training system.

After the formation of Maharashtra in 1960, government of Maharashtra has appointed 'The Maharashtra Police Commission' for investigating on several aspects of police administration in the State.

18. The Maharashtra Police Commission, 1964 ⁵⁵

The Maharashtra Police Commission recommendation, 1964 are as follows;

1. To have the metropolitan type of police organization.
2. Recruitment and training :- Selection criteria for police official of different ranks.
 - a. Minimum height of the armed and unarmed constabulary should be 5.4”.
 - b. Qualification for unarmed branch – either primary school leaving certificate or third standard in a secondary school or its equivalent.
 - c. Along with other instructions, a short course in composition and grammar may be given to the unarmed recruits.

⁵⁵. The Maharashtra Police Commission, 1964.

- d. The course in regional training schools should be more intensive than extensive with special emphasis on the subject of police public relations.
- e. Some idea of scientific methods in investigation should also be given.
- f. Refresher courses be held for PCs, HCs.
- g. For practical demonstrations in medical jurisprudence arrangements should be made at Mumbai or Pune if adequate facilities are not available at Nasik.
- h. Chapter XA of the Bombay land revenue code, 1879 (on the record of rights) should be include in the syllabus.

Most of the recommendations were accepted by the Maharashtra government. It can be seen that training is essential part of police force. So various police academies imparts training to police officials. Police academies ensure that officers meet basic local, state, and federal standards.

This literature review revealed the main findings of the different stages, opinions, aspects of the training activities. Most of the studies focused on training activities of total police force in general and very little information is available through literature on training activities of police constables.

Information is provided on various training element which plays vital role in the success of training programme like, use of new methods of imparting training and teaching aids, infrastructure and relevancy with the aim of training (inculcating habits of physical heath, discipline, self-reliance etc).

Police personnel are expected to be an 'Engines of Growth' in the society. To fulfil this expectation police should learn essential qualities like team building, decision making, self-development, and ethics.

Training need analysis and feedback mechanism plays an important role while designing the training module. It enables the organization to incorporate new techniques of training, and design the modules which suits the changing circumstances in the society and the police department.

Suggestions like, 'taking help of external agencies in training and development activities', 'knowledge about the challenges in success of training', 'training activities for trainer', can help the police agency to achieve economy and quality in training activities.

Various police commissions and committee report reveals the information on need of training, expectations from police personnel, improvements in training activities of constabulary.

No separate research has been undertaken to study the training and development activities of police personnel working in the ranks of police constable and police head constables. Present study seeks to fill this gap.



Chapter No. 3

Research Methodology

CHAPTER NO. 3

RESEARCH DESIGN

Research design is the conceptual structure within which research is conducted; it constitutes blue print for collection, measurement and analysis of data.

The basic aim of this research is to study changing trends in training modules of police constables and head constables so it needs basic knowledge about training methodologies used for that purpose.

3.1 Objectives of Research

- To study the importance & present status of training modules.
- To study the major changes in training modules and the factors responsible for it.
- To study whether the existing training modules are capable to deliver the necessary skill or the important factors for handling additional responsibilities i.e. attitude, perception, decision making, morale, interrelationship, etc.
- To study the major problems being faced by the trainers and trainees.

3.2 Hypothesis

1. Training is a prerequisite of improvement.
2. The police force (Constabulary) is satisfied with the training activities.
3. The police personnel (Members of Constabulary) have positive attitude and perception towards training.

To analyse these hypothesis sub hypotheses were formed whenever necessary.

Relevant details of all the possible methods and sources are as under;

3.3 Research methodology

Type of research :- This is a descriptive type of research.

3.3.1 Sampling

Universe of the study

This study intended to focus upon the training modules i.e. basic training (Induction Training) of police constables at PTC, Nagpur and refresher course training(In-service Training) of police head constable of Nagpur City. Hence the universe of the study constitutes the police constables who have undergone basic training at PTC, Nagpur and Police Head Constable undergone refresher course from Nagpur City from the year 2000 to 2010.

Population for the study :

Total Population for study was 10,102 people. Based upon the designation, the population can be group into three classes i.e. Police constable, police heads constable, and trainers of PTC Nagpur

- 1) Trainee Police Constable:- Total **8777** trainee were trained at PTC, Nagpur during the year 2000 to 2010.
- 2) Trainee Police Head Constable :- As per the available data (year 2008, 2009 & 2010) 307 police head constables were trained in three years. It can be considered that approximately 100 trainee may have undergone refresher course per year; hence **1200** trainee may have undergone training during the year 2000 to 2010.
- 3) Trainers of PTC, Nagpur:- **125** trainer of PTC, Nagpur in the year 2011.

Type of sampling :

- 1) Stratified random sampling.
- 2) Simple random sampling.

For this research researcher used stratified random sampling by considering three strata according to ranks of the respondents and are as follows.

- 1) Respondents of the rank of police constable who have undergone basic training at PTC, Nagpur.
- 2) Respondents of the rank of Police Head Constable who have undergone refresher training at Police Head Quarter, Nagpur.
- 3) Trainers of PTC, Nagpur.

Researcher also used simple random sampling to take out samples from each of the strata.

Sample size ⁵⁶ :

Disproportionate allocation scheme is used for determining size of each stratum. Because there is a huge difference in the number of respondents and availability of respondents and importance of information required from each strata.

3.3.2 Determination of sample size for the research ⁵⁷ :

Background: purpose of the study was to find out changing trends in training and development with reference to Maharashtra police. Based upon the designation, the population can be group into three classes: 8777 police constable trained during the year 2000 to 2001, 1200 Police head constables and 125 trainers of PTC, Nagpur.

⁵⁶. Deepak Chawla and Neena Sondhi, “ Research Methodology Concepts and Cases” page no. 228.

⁵⁷. Deepak Chawla and Neena Sondhi, “ Research Methodology Concepts and Cases” page no. 2.

Sample size :

Sample size determination is by proportion method.

The proportion method was used because some key variables in study were measured using dichotomous scale.

Formula

$$N = \frac{z^2 \times (p \times q)}{e^2}$$

Where, 'z' is the standard score associated with confidence level (99% in the current case). Hence standard scores equals to 2.57 (borrowed from normal table).

'p*q' is the variability in the data set, computed using the worst case scenario (0.5*0.5).

E is the tolerable error = 5% (in the current study).

$$\text{Sample size } n = \frac{2.57^2 \times (0.5 \times 0.5)}{0.05^2} = 663.$$

The calculated sample size is 663. Hence a buffer sample of 694 was selected for study. This size of 694 was divided into 500 Police constables, 132 Police heads constable and 62 trainers based upon the size of the strata in the population since there are 8777 police constable, 1200 Police head constables and 125 trainers in Maharashtra police.

3.3.3 Sources of Data Collection :-

Two types of data collection method is used

1. Primary source
2. Secondary source

Primary sources :

Collection of primary data through unstructured and structured interviews, questionnaire, observation, opinion etc.

- Questionnaire - questionnaire are closed ended multiple choice type. In this most of the responses obtained through dichotomous type & checklist type of

questionnaires so that respondents can select multiple responses which are applicable.

Secondary sources :

This data is collected with the help of books, police manuals, circulars, departmental publications, government reports, websites etc. The limitations of secondary data can also be the limitation of the study.

Research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data.

- The basic aim of this research is to study changing trends in training modules of police constables and police head constables for the period of (2000-2010) at PTC, Nagpur. For getting information about the basic training for the post of police constable researcher visited Regional Police Training Center, Nagpur and PTC, Marol, Mumbai and collected information about the training curricula, syllabus, teaching aids, teaching methodologies, training facilities provided to trainees, schedule of training, and also information about the number of trainees trained during the year 2000 to 2010 and training staff. Training circulars related with changes incorporated in training curriculum and books related with training.
- For getting information regarding refresher course researcher visited Police Head Quarters, Nagpur as refresher course is conducted there. Researcher collected information about the refresher course such as syllabus, schedule, time table, training aid and methods, number of trainee trained during the year 2000 to 2010, staff available for training, training facilities and circulars regarding refresher course. Researcher also visited Police Head Quarter Solapur city, Solpaur Rural for getting information regarding facilities of refresher course.

- Researcher visited Addl. D.G. Training Office, Mumbai to obtain information related the duties & responsibilities of police personnel, promotions, compensation, information and all the circulars about the incorporating changes and their reasons in basic training, training need identification process, training evaluation system. Feedback mechanism. And also information about the various in-service training for the constabulary.
- Researcher visited Detective Training School; Nasik to learn about another in-service training i.e. 'Detective training course' where police head constables get the training of scientific methods of investigating crime.
- To know about the expectations from in-service training for constabulary 124 police personnel from ranks of Asst. Police Commissioner to Police Constables were surveyed. This survey is also exploring the problems encountered by police while implementing the law in the society.
- Researcher visited two training centers in Karnataka state to study about the major training activities in the state other than Maharashtra. To learn about the training curriculum of Armed Police Constables and Unarmed Police Constables researcher visited two police training centers situated at Gulbarga & Yelahanka, Bangalore respectively. Researcher also visited to office of Addl. Director General of Police (Training), Bangalore for getting further details about training activities.

3.3.4 Statistical tools used for data analysis :

Statistical tools used for data analysis are frequency distribution, percentage method, Cochran's Q Test, Friedman Chi-Square test and Chi-square test of contingency.

Cochran's Q Test ⁵⁸ - Cochran's Q test is a non-parametric statistical test to verify whether k treatments have identical effects. In this the response variables can take only two possible outcomes. Here this test is used to observe the significance in multiple response options.

Friedman Chi-Square test ⁵⁹ - It is used to detect differences in treatments across multiple test attempts. The procedure involves ranking each row together, then by considering the value of ranks by columns. Here this test is used to ranks in the satisfaction level towards the training components.

Chi-square test of contingency ⁶⁰ - It is applied to sets of categorical data to evaluate how likely it is that any observed difference between the sets arose by chance.

58. http://en.m.wikipedia.org/wiki/Cochran_Q_test

59. http://en.m.wikipedia.org/wiki/Friedman_test

60. http://en.m.wikipedia.org/wiki/Pearson's_chi-squared_test

3.4 Reliability :

Reliability is tested using Test-Retest method. Test-Retest method is straight forward method for measuring reliability. In this method reliability is assessed by administering the question to the same respondent on two different occasions. The correlation analysis was done to compute reliability. The correlation value of more than 0.8 indicates reliability.

TABLE NO. 3 A

RELIABILITY TEST

Variable	ρ (rho)	Result
<i>Post entry basic training of police constable</i>		
Test(Necessity to undergo all training programmes)-Retest(Necessity to undergo all training programmes)	1.000	$\rho > 0.8$ Reliability supported
Test(Importance of knowledge acquired through training in routine work)- Retest(Importance of knowledge acquired through training in routine work)	.892	$\rho > 0.8$ Reliability supported
Test (Complexity of training programme experienced by police constable)-Retest(Complexity of training programme experienced by police constable)	.750	$\rho < .08$ Reliability missed marginally
Test(Training aids and facilities used to impart training)-Retest(Training aids and facilities used to impart training)	.841	$\rho > 0.8$ Reliability supported
Test(Required basic infrastructure/ facilities in the vicinity of the Training centre)-Retest(Required basic infrastructure/ facilities in the vicinity of the Training centre)	.978	$\rho > 0.8$ Reliability supported
Test(Availability of equipment's (weapons) for practice)- Retest(Availability of equipment's (weapons) for practice)	.879	$\rho > 0.8$ Reliability supported
Test(Study environment)- Retest(Study environment)	.995	$\rho > 0.8$ Reliability supported
Test(Syllabus of training)-	.993	$\rho > 0.8$ Reliability

Retest(Syllabus of training)		supported
Test(Duration of Training)- Retest(Duration of Training)	.666	$\rho < 0.8$ Reliability violated
Test(Methods for effective delivery of training contents)-Retest(Methods for effective delivery of training contents)	.928	$\rho > 0.8$ Reliability supported
Test(Feedback mechanism)- Retest(Feedback mechanism)	.875	$\rho > 0.8$ Reliability supported
Test(Concern shown by trainers towards problems encountered by trainee during training)- Retest(Concern shown by trainers towards problems encountered by trainee during training)	.669	$\rho < 0.8$ Reliability violated
Test(Consideration of suggestion)- Retest(Consideration of suggestion)	.959	$\rho > 0.8$ Reliability supported
Test(Usefulness of knowledge gained through training to execute the additional responsibilities)- Retest(Usefulness of knowledge gained through training to execute the additional responsibilities)	.793	$\rho < .08$ Reliability missed marginally
Test(Satisfaction towards overall organisation of basic training programme of police constable)- Retest(Satisfaction towards overall organisation of basic training programme of police constable)	.831	$\rho > 0.8$ Reliability supported
<i>Refresher Course Training</i>		
Test(Necessity to undergo all training programmes)-Retest(Necessity to undergo all training programmes)	.881	$\rho > 0.8$ Reliability supported
Test(Usefulness of knowledge acquired through training for performing routine work)- Retest(Usefulness of knowledge acquired through training for performing routine work)	.907	$\rho > 0.8$ Reliability supported
Test(Complexity of training experienced by police head constable)-Retest(Complexity of training experienced by police head constable)	.645	$\rho < 0.8$ Reliability violated
Test(Training aids and facilities used	.745	$\rho < .08$ Reliability

to impart training)-Retest(Training aids and facilities used to impart training)		missed marginally
Test(Required basic infrastructure/ facilities in the vicinity of the Training)-Retest(Required basic infrastructure/ facilities in the vicinity of the Training)	.820	$\rho > 0.8$ Reliability supported
Test(Availability of equipments (weapons) for practice)- Retest(Availability of equipments (weapons) for practice)	.954	$\rho > 0.8$ Reliability supported
Test(Study environment)- Retest(Study environment)	.781	$\rho < 0.8$ Reliability missed marginally
Test(Duration of Training)- Retest(Duration of Training)	.965	$\rho > 0.8$ Reliability supported
Test(Methods for effective delivery of training contents)-Retest(Methods for effective delivery of training contents)	.742	$\rho < 0.8$ Reliability missed marginally
Test(Feedback mechanism)- Retest(Feedback mechanism)	.979	$\rho > 0.8$ Reliability supported
Test(Concern shown by trainers towards problems encountered by trainee during training)- Retest(Concern shown by trainers towards problems encountered by trainee during training)	.800	$\rho = 0.8$ Reliability supported
Test(Consideration of suggestion)- Retest(Consideration of suggestion)	.954	$\rho > 0.8$ Reliability supported
Test(Usefulness of knowledge gain through training to execute the additional responsibilities)- Retest(Usefulness of knowledge gain through training to execute the additional responsibilities)	.844	$\rho > 0.8$ Reliability supported
Test(Satisfaction towards overall organisation of refresher course training programme of police head constable)-Retest(Satisfaction towards overall organisation of refresher course training programme of police head constable)	.802	$\rho > 0.8$ Reliability supported
<i>PTC Trainers</i>		
Test(Capability of exiting training	.892	$\rho > 0.8$ Reliability

programme to satisfy the aim of training)-Retest(Capability of exiting training programme to satisfy the aim of training)		supported
Test(Consideration shown by trainers and higher authorities of training centre towards problems and suggestion received by trainee through feedback)- Retest(Consideration shown by trainers and higher authorities of training centre towards problems and suggestion received by trainee through feedback)	.793	$\rho < .08$ Reliability missed marginally
Test(Satisfaction towards overall organisation of basic training programme)-Retest(Satisfaction towards overall organisation of basic training programme)	.681	$\rho < 0.8$ Reliability violated

In this test results are based on correlation method. Only three point scale responses are considered for reliability test and multiple response options and dichotomous responses are not considered.

3.5 Limitations of the study :

- This study is limited to Maharashtra state only.
- The period of study is from year 2000 to 2010.
- Study is limited to major training modules of constabulary i.e basic training (Induction Training) of Police Constable and refresher course (In-service training) of Police Head Constable.
- This study covers only two police training centres i.e. PTC Nagpur and PTC Marol where female and male trainees are trained respectively.
- The primary data is collected through questionnaire from police constables who have completed their induction training from PTC Nagpur, police head constables of Nagpur city, and trainers of PTC, Nagpur.
- The trainers of PTC, Nagpur for the year 2011 were considered only; as most of them have considerable work experience at the PTC, Nagpur.
- To study about the refresher course Nagpur city, Solapur City, Solapur Rural is considered.

- Suggestions which can be implemented by the Maharashtra Police are noticed during visit to training centres of Karnataka State Police and
- DTS, Nasik is visited to study best features of ‘Detective Training’ which can be applied to refresher course training.
- The basic limitation of the study is having full dependence on primary and secondary data collected with regards to induction and in-service training.

3.6 Chapter scheme :

Following chapters have been framed in the present study.

- Chapter 1** : Introduction.
- Chapter 2** : Literature Review.
- Chapter 3** : Research Design.
- Chapter 4** : Introduction of Post entry basic training centres for police constables.
- Chapter 5** : In-Service training: Refresher course and DTS.
- Chapter 6** : Data Analysis and Interpretation.
- Chapter 7** : Karnataka State Police (An Overview of Training Activities).
- Chapter 8** : Conclusions and suggestions



Chapter No. 4

Introduction of Post Entry Basic
Training Centers
For Police Constables

CHAPTER NO. 4

INTRODUCTION OF POST ENTRY BASIC TRAINING CENTRES FOR POLICE CONSTABLES

This chapter contains details of two police training centres of Maharashtra state viz Police Training Centre, Nagpur and Police Training Centre, Marol (Mumbai). This chapter enfold the existing statues of training centres like, staff details, infrastructure, training course conduct in the vicinity of training centre , time table, diet chart, assessment of trainee's performance evaluation, welfare and social activities, reward system, feedback mechanism, appreciation of trainers and efforts taken by training centres to improve the quality of the training.

Following two post entry basic training centres were included in the study.

1. Police Training Centre, Nagpur where women police recruits get their training.
2. Police Training Centre, Marol (Mumbai) where male police recruits get their training.

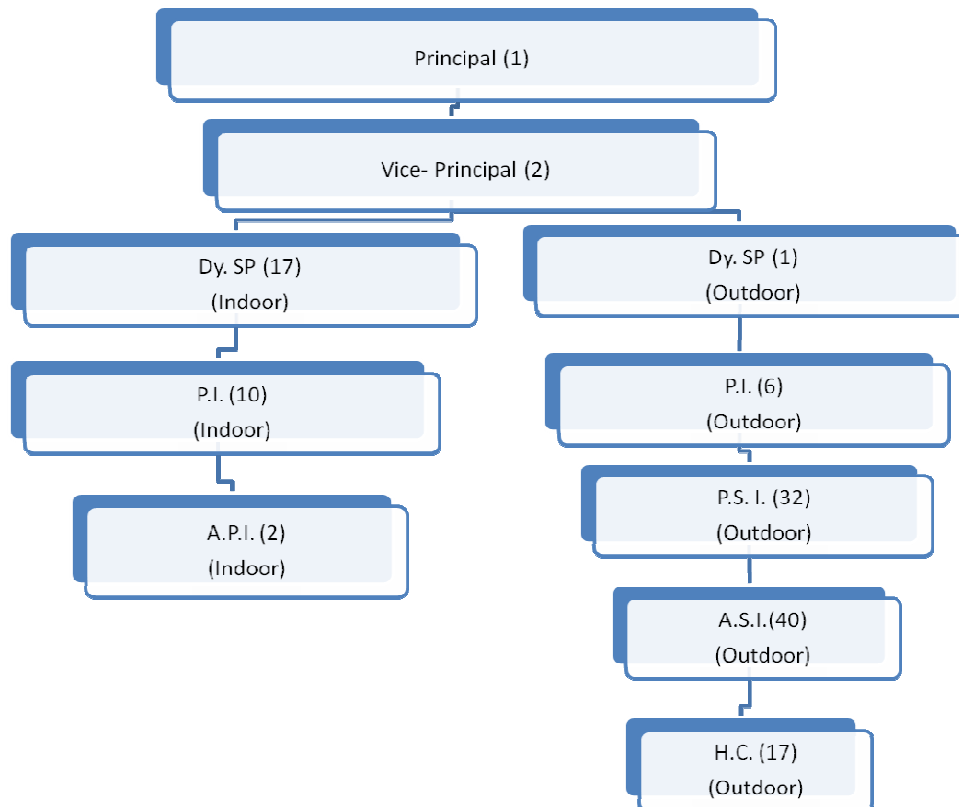
4.1 Police Training Centre Nagpur :

Police Training Centre, Nagpur is established in 1934 for the purpose of imparting post entry basic training to the constables. It is situated at Surendra Nagar, Nagpur in an area of 65 acres. Total capacity of the training centre is 750 recruits.

4.1.1 Hierarchy :

This training centre is headed by the officer of the rank of Superintendent of Police as a Principal. Hierarchy of PTC, Nagpur is as follows.

Hierarchy



4.1.2 Total staff Details (2011) :

These details are according to the number of trainer present in PTC, Nagpur in 2011. Total 249 people were working which includes 145 police personnel and 104 are administrative staff at PTC, Nagpur. Table no 4A and 4B indicates the rank wise availability of police officers and administrative staff. Total 125 police officers perform as trainers, out of which 29 are indoor trainers and 96 are outdoor trainers. And 20 police personnel are engaged in other duties at PTC, Nagpur.

4.1.3 Rank wise staff availability :

TABLE NO. 4 A

RANK WISE STAFF AVAILABILITY (2011)

Indoor Staff				Outdoor Staff			
Rank	Sanct ioned	Actua l status	Perc enta ge (%)	Rank	Sanctio ned	Actual status	Perc enta ge (%)
Superintendent of Police	1	1	100	R. Dy. Superintendent of Police	5	1	20
Add. Superintendent of Police	2	2	100	R. Police Inspector	9 (8+1)	7 (6+1)	78
Dy. Superintendent of Police	23	17	74	R. Police Sub Inspector	32	32	100
Police Inspector	10	10	100	Asst. Police Sub Inspector	52 (47+5)	45 (40+5)	87
Asst. Police Inspector	4	2	50	Head Constable	56 (38+18)	27 (17+10)	52
Total	40	33		Total	154	112	

(Source: Office of PTC, Nagpur)

TABLE NO. 4 B

ADMINISTRATIVE STAFF DETAILS AT PTC, (2011)

Sr. No.	Staff	Number of staff
1	Administrative staff	16
2	Staff for maintenance and cleaning	29
3	Law officers	7
4	Medical staff	4
5	Mess staff	48

(Source: Office of PTC, Nagpur)

4.1.4 Infrastructural Facilities available :

The PTC has spacious area. All the facilities related with the training are provided adequately to the trainee. For its maintenance and beautification all the efforts are taken by the staff of training centre and its trainee. And some initiatives like building of 400 meter running track, mounting sign boards for writing of good thoughts for trainee by training centre.

TABLE NO. 4 C

BASIC FACILITIES AT PTC, NAGPUR (2011)

Sr. No.	Facility	Details about the facility	Availability
1	Library	One available with 573 law books, 157 fictional books, 5 magazines, journals and 6 daily news papers.	Available
2	Recreation Room	One	Available
3	Rest room	One	Available
4	Rooms for accommodation 1. Ventilation facilities 2. Number of trainees per room	1. Adequate facilities are available 2. 3-5 trainees per room	Available
5	Provisions for providing water facilities 1. Drinking water (water coolers) 2. Water facilities for sanitation	1. Adequate facilities are available 2. Adequate facilities are available	Available
6	Parade ground	Three	Available
7	Rooms for conducting lectures 1. Arrangement for seating 2. Ventilation facilities 3. Electricity facilities	Rooms are available with all the mentioned facilities	Available Available Available
8	Rooms for some special training techniques like simulation	Available for fire training	Available
9	Computer facilities	Two computer Labs with 40 Computers in total	Available

10	Provision for electricity	Available and also equipped with electricity generators	Available
11	Internet facilities	Broad band connectivity is available in computer lab	Available
12	Canteen facilities	One	Available
13	Medical facilities <ul style="list-style-type: none"> • First aid kit • Ambulance • Provision of full time medical officer/doctor and required furniture • Provisions for medicines • Provisions for regular check-up of trainees • Provision for hospital facilities 	<ol style="list-style-type: none"> 1. Available in adequate number 2. One 3. One 4. Available in the vicinity of the police hospital 5. Regular checkups camps are arranged for trainees 6. One hospital is in the vicinity of training centre 	Available
14	Gymnasium	Two equipped with all the instruments	Available
15	Facilities for sports and other activities	Provision of grounds for games like basketball, badminton, tennis, boxing, karate, yoga (per Saturday)	Available
16	Other facility	400 meter running track	Available

(Source: Office of PTC, Nagpur)

4.1.5 Types of courses conducted at PTC, Nagpur (2011) :

Basically this centre is established to impart various training courses like pre-promotion course, refresher course and specialized course with the basic training. Due to more number of recruits get selected in police department so it is

not possible to run all the courses simultaneously at PTC. Hence now training centre is engaged in conducting basic training only.

TABLE NO. 4 D

TYPES OF COURSE AT PTC, NAGPUR

Sr. No.	Types of Courses	Duration	Rank	
			Head Constable	Constable
1	Basic course	9 Months	No	Yes
2	Pre-promotion course	----	No	No
3	Refresher course	----	No	No
4	Specialized course	----	No	No

(Source: Office of PTC, Nagpur)

4.1.6 Structure of post entry basic course for constable training :

Nine month's course is divided into two legs. First leg is of three and half months and second leg is of five and half months. Each leg constitutes some indoor and outdoor classes. Indoor classes are being conducted by the police officers and law instructors and outdoor classes are being engaged by the police personnel who have completed drill instructor course.

4.1.7 Division of basic course: First Leg and Second Leg :

First leg is supposed to conduct at District Police Head Quarter. Due to inadequacy of infrastructure it is conducted at Police Training Centres. And second leg is supposed to conduct at Police Training a centre which is of the duration of five and half month.

TABLE NO. 4 E

DIVISION OF BASIC TRAINING COURSE OF POLICE CONSTABLE

First Leg – Three and half Months				
Sr. No.	Indoor subjects	Periods	Outdoor Subjects	Periods
1	Major Acts	125	Physical training	100

2	Minor Acts	100	Drill	100
3	Police Procedures	125	Weapon training	15
4	Gov. and Police organizations & administration, Theory and Special issues	100	Field Craft and Tactics	20
5			Crowd control	20
6			Unarmed combat	25
7			Outdoor duties	20
	Total	450	Total	300

Second Leg – Five and half Months				
Sr. No.	Indoor subjects	Periods	Outdoor Subjects	Periods
1	Major Acts	175	Physical training	100
2	Minor Acts	125	Drill	100
3	Police Procedures	175	Weapon training	70
4	Gov. and Police organizations & administration, Theory and Special issues	125	Field Craft and Tactics	20
5	General Pre examination revision	30	Crowd control	20
6			Unarmed combat	35
7			Outdoor duties	50
8			Yoga	20
9			Explosive	5
	Total	630	Total	420

(Source: Office of PTC, Nagpur)

Weekly time table of a trainee (Till 2011) (Annexure : 1 Table 4F)

Trainees are engaged 10 hrs per day in training related activities. Out of which they spend total 200 min for indoor classes and 420 min for outdoor activities per day.

Diet of trainee (Annexure : 2 Table 4G)

Recruits have to take a specific diet having sufficient protein and vitamins. The diet chart is given by the office of Addl. DGP (Training and Spl. Forces)

4.1.8 Assessment of trainees after the completion of training (Till 2011)

Assessment of trainee is done after the completion of the training course through written examination. In which they have to appear for total 13 subject question papers. They have to secure minimum 40% of total marks in each subject to pass the examination.

Following chart depicting the total subjects, total marks and marks required for passing.

TABLE NO. 4 H
ASSESSMENT CHART OF BASIC TRAINING OF POLICE CONSTABLE
(2011)

Sr. No.	Paper	Subject	Marks	Minimum marks for passing
Indoor Training				
1	Paper I	Major Acts	100	40
2	Paper II	Major Acts (with Book)	100	40
3	Paper III	Minor Acts(with books)	100	40
4	Paper IV	Police Administration	100	40
5	Paper V	Law and order	100	40
6	Paper VI	Government and police organization and administration, theory and special issues	100	40
7	Paper VII	Practical	100	40
Total (A)			700	280
Outdoor training				
1		P.T.	100	40
2		Drill	100	40
3		Arm training	40	16
4		Practical	40	16
5		Physical fitness training	60	24
6		Firing	60	24
Total (B)			400	160
Total (A+B)			1100	440

After the completion of training; attributes like conduct & discipline, knowledge of duties, general knowledge, rewards, and punishment are observed and recorded by the superiors (Annexure 20). As any behavioural measurement test has not been conducted before the commencement of training. Hence it is quite difficult to compare the actual impact of training on the trainee's performance.

4.1.9 Welfare/social activities at PTC :

PTC arranges one day cultural activity for trainees. This way trainee gets the chance to explore their hidden talents. It also helps to develop the rapport amongst the trainee.

4.1.10 Mentoring or counselling :

Each class teacher is responsible for the mentoring of his or her trainees. Trainees can share their problems with the mentor and seek the guidance for the same.

4.1.11 Appreciation or reward systems :

1. Cash rewards up to 100 Rs. to recruit who perform best in Bandobast duty.
2. Trophy and certificate for a Best Cadet Award.
3. Certificates and cash rewards to Best Indoor, Best Outdoor, Best Player, and All Rounder cadet.

4.1.12 Feedback Mechanism at PTC :

There is a provision of feedback mechanism headed by the police officer of the rank of Dy. S.P (Indoor & Outdoor) where trainee can give their suggestion or report their problems. Trainees have to maintain proper order of hierarchy while doing so. Other part of this mechanism is that the training centre has to send a monthly review report of the feedback given by trainees and action taken to address those problems to the office of ADG Training.

4.1.13 Trainers :

There are separate trainers for indoor and outdoor training. Mainly trainers are from the police department but some parts of indoor training are covered by law practitioners. Some guest lectures by eminent personalities are also arranged for trainees to cover some parts of training syllabus.

Criteria for selection:

- 1. Indoor :** Minimum ten years of experience in police department. No arrangement of pre training for being selected as trainer.
- 2. Outdoor :** Completion of training of drill instructor of 3 months duration and minimum five years of experience in police department

Training for trainer : This training course is compulsory only to outdoor trainers. There is no such provision for indoor trainers.

- 1.** TOT (Training of Trainers) or drill instructor of 3 months duration for outdoor training.
- 2.** And regular training courses for trainer to impart the skill required after introduction of new weapons or new techniques of investigation.

Privileges offered to trainers : Police personnel up to the rank of Dy. S.P. gets one step promotion when he/she joins a training institute as trainer.

4.2 PTC Marol :

PTC Marol was established in 1975 with the aim to impart the basic training to the recruit Police Constables.

4.2.1 Details of rank wise staff availability :

Total 146 people were working including police personnel and administrative staff at PTC, Marol. Table no 4I indicates the availability of rank wise police officers working at PTC, Marol.

TABLE NO. 4 I
DETAILS OF RANK WISE STAFF AVAILABILITY
AT PTC, MAROL

Indoor Staff				Outdoor Staff			
Rank	Sanct ioned	Actual status	Actual Strength (%)	Rank	Sanct ioned	Actual status	Actual Strength (%)
Supt. of Police/ Principal	1	1	100	R. Police Inspector	8	3	38
Addl. Supdt. of Police	1	1	100	R. Asst. Police Inspector	14	13	93
Dy. Supdt. of Police	2	1	50	R. Police Sub Inspector	11	11	100
Police Inspector	28	27	97	R. Asst. Police Sub Inspector	50	21	42
Asst. Police Inspector	14	13	93	R. Police Head Constable	30	13	44
Police Sub Inspector	4	Nil	00	Police Nike	8	8	100
				Police Nike (Driver)	2	2	100
				Police Constable	83	32	39
Total	50	43	86	Total	206	103	50

(Source: - PTC, Marol, Office, Mumbai)

4.2.2 Infrastructural Facilities :

All the facilities related with the training are provided adequately to the trainee except medical, ground for playing, and sanitation facilities.

TABLE NO. 4 J

INFRASTRUCTURAL FACILITIES AVAILABLE AT PTC, MAROL

Sr. No.	Facility	Details about the facility	Availability
1	Library	One available with 523 law books, 1700 fictional books, magazines, journals and 29 daily news papers.	Available (some types of books are outdated and only trainers can take books with them)
2	Recreation Room	One	Available
3	Lecture Hall	One	Available
4	Rooms for accommodation <ul style="list-style-type: none">• Accommodation for trainee• Ventilation facilities	<ul style="list-style-type: none">• Barracks and hostels are available for accommodation• Adequate facilities are available.	Available (Accommodation is more than the capacity)
5	Provisions for providing water facilities <ul style="list-style-type: none">• Drinking water (water coolers)• Water facilities for sanitation	<ul style="list-style-type: none">• Adequate facilities are available.• Adequate facilities are not available.	Available
6	Parade ground	Three	Available
7	Rooms for conducting lectures	Rooms are available	Available Available

	<ul style="list-style-type: none"> • Arrangement for seating • Ventilation facilities • Electricity facilities 	with all the mentioned the facilities.	Available
8	Rooms for some special training techniques like simulation	Available for firing and driving simulator training.	Available
9	Computer facilities	Two computer Labs with 40 Computers in total.	Available
10	Provision for electricity	Available and also equipped with electricity generators.	Available
11	Internet facilities	Broad band connectivity is available in computer lab.	Available
12	Canteen facilities	One	Available
13	<p>Medical facilities</p> <ul style="list-style-type: none"> • First aid kit • Ambulance • Provisions for medicines • Provision of full time medical officer/doctor and required furniture • Provisions for regular check-up of trainees • Provision for hospital facilities 	<ul style="list-style-type: none"> • Available in adequate number. • Two • Separate medical facility is not proved for this training centre. Patients are referred to SRPF's hospital. • Not available • Regular checkups camps are arranged for trainees with the help of private hospitals. • Serious patients are referred to Nagpada Police Hospital. 	Available (Nagpada Police Hospital is far away from the PTC, so it is required to have one full time doctor and a separate hospital or dispensary for trainee)
14	Gymnasium	Two equipped with all instruments.	Available

15	Facilities for sports and other activities	Provision of grounds for games like basketball, volley ball, running, kabbaddi, kho kho.	Available (Facilities are available in a single ground for each game)
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(Source: - PTC, Marol, Office, Mumbai)

Weekly time table of a (Annexure : 3 Table no 4 K)

Trainees are engaged 10 hrs per day in training related activities. Out of which they spend total 200 min for indoor classes and 420 min for outdoor activities per day.

4.2.3 Assessment of trainees after the completion of training :

In 2012 assessment pattern has been changed. Here number of subjects increased to 15 from 13. Marks allotted for final assessment were changed to 1300 from 1100. And there is also increase in passing percentage to 50% from 40% in each subject.

Table no. 4L shows the total subjects, total marks and marks required for passing (2013).

TABLE NO. 4 L
ASSESSMENT CHART OF BASIC TRAINING OF POLICE CONSTABLE
(2013)

Sr. No.	Paper	Subject	Marks	Minimum marks for passing
Indoor Training				
1	Paper I	Criminal Acts-1 (Without Books)	100	50
2	Paper II	Criminal Acts-2 (Without Books)	100	50
3	Paper III	Criminal Minor Acts (with books)	100	50
4	Paper IV	Criminology and Police procedure	100	50
5	Paper V	Law and order	100	50
6	Paper VI	Police organization and administration	100	50
7	Paper VII	Science & Tech. in police working	100	50

8	Paper VIII	Practical	100	50
Total (A)			800	400
Outdoor training				
1	Paper I	P.T.	100	50
2	Paper II	Drill	100	50
3	Paper III	Weapon training	60	30
4	Paper IV	F.C. Tactics & U.A.C.	60	30
5	Paper V	Practical	60	30
6	Paper VI	Firing	60	30
7	Paper VII	Commando	60	30
Total (B)			500	250
Total (A+B)			1300	450

(Source: - PTC, Marol, Office, Mumbai)

4.2.4 Evaluation system at PTC, Marol :

Three tests (Two unit tests and one final examination) are conducted during the training period to evaluate the performance of trainee during the training. First unit test is conducted after three months and second is conducted after six months.

TABLE NO. 4 M

EXAMINATION TIME TABLE AT PTC, MAROL

	Indoor		Outdoor		Passing percentage
	Total paper	Marks allotted	Total papers	Marks allotted	
First Unit Test	8	320 (40 marks each)	3	100 (30+50+20) (Drill+P.T.+Pract.)	50 %
Second Unit Test	8	800 (100 marks each)	3	200 (60+100+40) (Drill+P.T.+Pract.)	50 %
Final examination	8	800 (100 marks each)	7	500	50 %

(Source: - PTC, Marol, Office, Mumbai)

4.2.5 Rewards given to the trainee for their outstanding performance:

Rewards are given to trainee for their outstanding performance during training.

TABLE NO. 4 N

REWARDS: BASIC TRAINING OF POLICE CONSTABLE

Sr. No.	Rewards
1	All-Rounder (First)
2	All-Rounder (Second)
3	Indoor (First)
4	Indoor (Second)
5	Outdoor (First)
6	Outdoor (Second)
7	Firing (First)
8	Firing (Second)
9	Commando Training (First)
10	Commando Training (Second)
11	Best Pared
12	Best Uniform
13	Best player
14	Consolation prize for Judo/Karate (National level)
15	Consolation prize for Judo/Karate (National Level)

(Source: - PTC, Marol, Office, Mumbai)

4.2.6 Welfare/social activities :

- A movie show for trainee on every Saturday.
- Organisation of various competitions for trainee like carom, chess, band, etc.

4.2.7 Appreciation or reward systems :

Outperformer in any activity at training centre is appreciated and rewarded. This motivates trainee and trainer to perform excellently.

- **For trainer :**

Trainer receives rewards both in terms of monetary and non-monetary rewards. They get amount from Rs.50 to Rs.500 and a Good Entry in service sheet.

- **For trainee :**

Good turnout prize to a trainee for his best performance during the training at the time of passing out parade.

4.2.8 Negative motivation :

If trainee's performance is not satisfactory or his/her behaviour is improper during the training the trainee is punished with 'Extra Drill' or 'Gate In'. And in major cases trainee can get the punishment of 'District Return'.

This is done to maintain the proper behaviour of trainee and to keep check on trainee's performance.

4.2.9 Feedback Mechanism :

Trainee can express their opinion regarding all trainers, welfare activities, food and other infrastructural facilities at the training centre through the feedback system. Trainee also can express their opinion, problems and suggest improvements in training activity through 'Darbar' which is organised for the trainee after every two months.



Chapter No. 5

In-Service Training

CHAPTER NO. 5

IN-SERVICE TRAINING : REFRESHER COURSE

Refresher courses are conducted at police head quarters of district and commissionarete. In this study three police headquarters were included viz. Police head quarter Nagpur City, Solapur City and Solapur Rural. This chapter enfold the existing statues of training centres like, syllabus of refresher course, infrastructure, details of instructors, time table, diet chart, number of trainees trained, difficulties while conducting the training course, initiatives taken by trainers to improve the quality of the training, and observation by the researcher.

5.1 Nagpur City :

5.1.1 Syllabus for Refresher course:

Following table illustrates the syllabus of refresher course which constitutes the contents of indoor topic. And outdoor training constitutes parade, PT, Drill, mob dispersal training, weapon training and yoga. The syllabus is same throughout the Maharashtra State.

TABLE NO. 5 A

SYLLABUS FOR REFRESHER COURSE

Sr. No.	Subject
1	FIR:- a) Relevancy in law. b) Relevant provision of law. c) FIR when it becomes dying declaration.
2	Public Relations.
3	Night round.
4	a) Recording Panchnama (Spot Panchnama). Statement of witness and women witness. b) Finding and tracing of important clues of offences at the places from where dead body is recovered or located.
5	Third degree method and Human Right Commission.
6	LCB – Modus Operandi – Its importance in detection of crime.
7	Remands – What remand application should contain/ Legal provisions

	about that.
8	How to do application enquiry and write reports.
9	Checking of History Sheeters and surveillance.
10	Bail – Right of the accused person.
11	a) Medical Jurisprudence and its importance of in case of homicide. b) Importance of conduct or behaviour of accused during investigation.
12	a) Experts – Which contraband (articles, things, narcotics, weapons, etc) should be sent to which experts. b) Charge sheet.
13	Control Room – Giving information to control room. Co-ordination between various officers. Prompt reporting to State Police H.Q.'s DGP Circular.
14	Leadership – Importance in police working. Relevance in police working.
15	Maintenance of good health – Regarding Drill , Exercise, Yoga:- Yoga help in maintaining mental equilibrium.
16	Accident death – 1) Clues to be looked for at the place of finding the dead body. 2) Dying Declaration:- How to record it
17	Response to various Riots Schemes including communal Riots Schemes.
18	Common emergencies which the Police Station faces.
19	Importance of Section 27 of Evidence Act, Extra Judicial Confession of the accused.
20	Visitation and Prevention of Crime. Village tour programme as per Bombay Police Manual (B.P.M.) Vol. III Rules.
21	Police Public Relation.
22	Handcuffing latest Supreme Court Judgement and DGP's Order.
23	a) Experts – Which Contrabands should be sent to which experts. b) Charge sheet.
24	Children's Right – Violation of Human Rights committed against children.
25	Atrocities against minorities, constitutional / Legal rights of minorities importance of protecting their rights and successfully scrabbling the atrocities on minorities.
26	Leadership – Taking appropriate decision in exigencies, handling the situation tactfully and firmly.
27	Control Room – Giving information to control room and to promote Co-ordination between various officers.
28	a) Known criminal surveillance and tracing them out.

	b) History Sheet and surveillance.
29	Terrorism.
30	Naxalism.
31	Bomb Explosion.
32	Time management.
33	Communication skill.
34	Courteous behaviour.
35	Feeding data on computer.
36	Family management.

5.1.2 Infrastructural facilities for refresher course :

Adequate infrastructural facility is provided to trainee. But the quality of some facilities like the condition of lecture room, residential facilities and quality of food is not up to the mark.

TABLE NO. 5 B

INFRASTRUCTURAL FACILITIES FOR REFRESHER COURSE NAGPUR CITY

Sr. No.	Facility	Details about the facility	Availability
1	Library	One	Available
2	Rooms for accommodation Ventilation facilities	Adequate facilities are available	Available
3	Provisions for providing water facilities Drinking water (water coolers) Water facilities for sanitation	Adequate facilities are available Adequate facilities are available	Available
4	Parade ground	Two	Available
5	Room for conducting lectures Arrangement for seating Ventilation facilities	Room is available with all the mentioned	Available Available

	Electricity facilities	facilities	Available
6	Provision for electricity	Available and also equipped with electricity generators	Available
7	Canteen facilities	One	Available
8	Medical facilities First aid kit Ambulance Provision of full time medical officer/doctor Provisions for hospital facilities & medicines Provisions for medical fitness checkups of trainees	Available in adequate number One One Provided in the vicinity of the police hospital at HQ Medical fitness check-up of trainee is being done at the time of reporting for training	Available
9	Gymnasium	One, equipped with all instruments	Available
10	Facilities for playing	Provision for games like basketball, holly ball.	Available
11	Other facility	Obstacle training	Available

5.1.3 Instructors for refresher course :

No trainers are appointed separately for refresher courses training. The police personnel who are sent to police headquarter are supposed to conduct outdoor classes. Police officers of other departments are called upon to take indoor lectures as and when required.

TABLE NO. 5 C

DETAILS OF RANK WISE INSTRUCTORS FOR REFRESHER COURSE

Indoor Staff (Rank wise)	Stren- gth	Outdoor Staff (Rank wise)	Stren- gth
Dy. Commissioner of Police	1	Reserve Police Inspector	1
Asst. Commissioner of Police	1	Reserve Police Sub Inspector	1
Police Inspector	1	Head Constable (Drill Instructor)	2
Sr. Public prosecutor	1	Police Constable (Drill Instructor)	1
Medical Officer (Police Hospital)	1	-----	

Time table (Annexure : 4 Table no. 5 D)

Time table details are present in annexure

Diet of trainee (Annexure : 5 Table no. 5 E)

Diet chart is present in annexure

5.1.4 Number of trainees for the refresher course :

Refresher course is offered for the posts of Police Constable, Police Nike, Police Head Constable, Asst. Sub Inspector. Each batch comprises of 86 trainees. Hence total 2064 personnel are being trained per year.

Below mentioned data is for the year 2008, 2009 & 2010.

TABLE NO. 5 F

NUMBER OF TRAINEES FOR THE REFRESHER COURSE

Sr. No.	Year	Trainee participated (Rank wise)				Total trainee participated (out of 2064)	Total number of trainee not participated (out of 2064)
		ASI	HC	NPC	PC		
1	2008	2	165	107	537	811 (39.3%)	1253(60.7%)
2	2009	6	93	87	414	600 (29%)	1464(71%)
3	2010	7	49	72	372	500(24.2%)	1564(75.8%)

From the above table (Table No. 5F) it can be seen that the number of police personnel who are able to attend the training is very less. Total 307 head constables were trained during the year 2008 to 2010.

5.1.5 Difficulties regarding refresher course :

- It is observed that below 50% of police personnel are enrolled for training per year. As the numbers of vacant posts are more therefore, those who are present are loaded with additional responsibilities so it is difficult to attend training by every police personnel. (Annexure No. 9)
- It is also found that as there is no fixed ratio of persons from each rank hence no adequate number of police staff of every rank taken up for training.
- During the period of refresher course, police personnel are assigned with bandobast duty, guard duty or other official duty hence the full training cannot be completed as per expectations owing to hindrance. (Annexure No. 19)

5.1.6 Initiative taken by trainers for refresher course :

Trainers took the initiative and started regular yoga classes for the trainees in the year 2009-2010.

5.1.7 Observed changes in the course (from year 1997 onwards) :

- Topics added in the syllabus of refresher course: - Children's Right – Violation of Human Rights committed against children.
- The practice of obstacles training has been introduced from the year 2010.
- Trainers took the initiative and started regular art of living classes for the trainees from the year 2011.

Observations :

- Only minor changes has been observed in the refresher course content and techniques used in.
- Insufficient time has been allotted to computer training.

- Trainees may not be able to get the proficiency in computer based work due to insufficient number of computers, less allotted time for computer training and lack of opportunity to handle the computer personally.
- Only a few numbers of trainers are focusing on teaching new trends and techniques of crime detection and prefer discussion method for imparting the training.
- Some of the police personnel are found reluctant to take admission/ join the refresher course.
- Oral feedback system is observed only.
- After completion of Refresher course performance evaluation system of trainee has not been introduced.

5.2 Solapur City

5.2.1 Infrastructural facilities :

Adequate infrastructural facilities are provided to trainee are few. Trainee lacks accommodation facilities, water and sanitation facilities. The quality of infrastructure is also poor

TABLE NO. 5 G

INFRASTRUCTURAL FACILITIES AT SOLAPUR CITY

Sr. No.	Facility	Details about the facility	Availability
1	Rooms for accommodation	Not available	Not available
2	Provisions for providing water facilities Drinking water (water coolers)	Adequate facilities are not available	Available
	Water facilities for sanitation	Adequate facilities are not available	Available
3	Parade ground	One	Available
4	Room for conducting lectures	Room is available	Available

	Arrangement for seating Ventilation facilities	with all facilities Available	Available
5	Provision for electricity	Available and also equipped with electricity generators	Available
6	Canteen facilities	One	Available
7	Medical facilities First aid kit Ambulance Provision of full time doctor Provisions for hospital facilities & medicines Provisions for medical fitness checkups of trainees	Available in adequate number One One Provided in the vicinity of the police hospital at HQ Medical fitness check-up of trainee is being done at the time of reporting for training	Available
8	Gymnasium	One, equipped with all instruments	Available
9	Facilities for playing	Football	Available

(Source: - Police Head Quarter, Solapur city)

5.2.2 Instructors :

Rank wise instructors made available for refresher course for the police personnel posted at the headquarter.

TABLE NO. 5 H

INSTRUCTORS FOR REFRESHER COURSE SOLAPUR CITY

Indoor Staff	Outdoor Staff
Asst. Commissioner of Police	Reserve Police Inspector (1)
Police Inspector	Reserve Police Sub Inspector (1)
Sr. Public prosecutor	Head Constable (Drill Instructor) (3)
Medical Officer (Police Hospital)	Naik Police Constable (Drill instructor)(3)
	Police Constable (Drill Instructor) (2)

(Source: - Police Head Quarter, Solapur City)

Time table (Annexure : 6 Table no 5 I)

Time table is present in annexure

5.2.3 Number of trainees :

Rank wise details of trainees attended the refresher course from 08/11/2010 to 02/01/2011.

TABLE NO 5 J

NUMBER OF TRAINEES FOR REFRESHER COURSE: SOLAPUR CITY

Sr. No.	Year	Trainee participated (Rank wise)				Total trainee participated (out of 200)	Total number of trainee not participated (out of 200)
		ASI	HC	NPC	PC		
1	2010	42	34	30	50	156 (78 %)	44 (22 %)

(Source: - Sheet Branch, Solapur City.)

Details :

- Total number of candidates per batch is 50.
- Candidates for refresher courses from each post are nominated by Sheet Branch.
- Headquarter communicates the number of trainees who have attended the course and the reason in case of absenteeism to the sheet branch.

5.2.4 Observed changes :

- Classes for 'Art of living' have been started for trainee from the year 2011.
- New topics such as information regarding medical facilities and other benefits, information of welfare rules, pay and allowance, pension and other benefits to the policemen, information regarding Wireless systems, were added in the syllabus of refresher course.

According to Circular Sr. Number Office-2(4)/ refresher course/2004, Dt: 22/05/2004. Solapur city following changing trends in training module has been observed.

- Course Director would be Police Inspector/Asst. Police Inspector (with more responsibilities and duty) instead of Police Sub Inspector
- The two weeks residential course has been introduced during which woman police are exempted from the compulsory residence at Headquarter.
- Addition of some new topics like information regarding medical facilities and other benefits, information of welfare rules, pay and allowance, pension and other benefits to the policemen, information regarding Wireless systems, in the syllabus of refresher course.
- Provision for organising ‘Opening Ceremony’ and ‘Closing Ceremony’ by the hands of Hon. Commissioner of Police.
- Provision of examination includes two papers of 100 marks each to assess the performance of Indoor and Outdoor training.
- Provision of felicitation of the trainee’s outstanding performance on the day of ‘Closing Ceremony’.

(Source: - Circular Sr. Number Office-2(4)/ refresher course/2004, Dt: 22/05/2004. Solapur city.)

Observations :

- It is found that overall attendance for the training is more than 75 %.
- Adequate inclusion of personnel from each post is observed.
- Almost every police personnel of the rank of ASI, HC, NPC, and PC have attended the refresher course every year.
- Due to scarcity of basic infrastructural facilities like accommodation, water facility, and mess facility it is not taken up as residential course.
- It is observed that traditional methods are being preferred to impart the training.
- No facility has been provided for computer training during the refresher course.
- Trainees are unable to attend refresher course full time due to emergency duty like bandobast duty.

- It is observed that major prevailing reasons for the vacancy in the refresher course are inadequate availability of police staff and health problems of trainee.
- Some of the police personnel are found reluctant to take admission/ join the refresher course.
- Oral feedback system is observed only.
- After completion of Refresher course performance evaluation system of trainee has not been introduced.

5.3 Solapur Rural :

5.3.1 Infrastructural facilities :

Adequate infrastructural facilities are provided to trainee.

TABLE NO. 5 K

INFRASTRUCTURAL FACILITIES AT SOLAPUR RURAL

Sr. No.	Facility	Details about the facility	Availability
1	Rooms for accommodation Ventilation facilities	Two Hostels Available	Available Available
2	Provisions for providing water facilities Drinking water (water coolers) Water facilities for sanitation	Adequate facilities are available Adequate facilities are available	Available Available Available
3	Paved ground	One	Available
4	Room for conducting lectures Arrangement for seating Ventilation facilities Electricity facilities	One hall of 150 capacity is available with all mentioned facilities	Available Available Available
5	Provision for electricity	Available and also equipped with electricity generators	Available
6	Canteen facilities	One	Available
7	Medical facilities First aid kit Ambulance	Two Not available	Available Available

	Provision of full time doctor	One	Available
	Provisions for hospital facilities & medicines	Provided in the Solapur city Police Hospital and City Civil hospital which is nearby the Police Head Quarter.	Available
	Provisions for medical fitness checkups of trainees	Medical fitness check-up of trainee is being done at the time of reporting for training	Available
8	Gymnasium	One, equipped with all instruments	Available
9	Facilities for playing	Provision for games like Football, volly Ball, Cricket	Available
10	Library facility	Available (around 200 books)	Available
11	Other facility	400 meters running track	Available

(Source: - Police Head Quarter, Solapur Rural)

5.3.2 Instructors :

Details of rank wise instructor for refresher course

TABLE NO. 5 L

INSTRUCTORS FOR REFRESHER COURSE: SOLPAUR RURAL

Indoor Staff (Rank wise)	Outdoor Staff (Rank wise)
Dy.S.P.	Reserve Police Inspector (1)
Police Inspector	Reserve Police Sub Inspector (1)
Sr. Public prosecutor	Ass. Sub Inspector (Drill Instructor) (2)
Medical Officer (Police Hospital)	Police Head Constable (Drill Instructor) (3)
	Nike Police Constable (Drill instructor) (3)
	Police Constable (Drill Instructor) (2)

(Source: - Police Head Quarter, Solapur Rural)

Time table (Annexure : 7 Table no 5 M)

Time table is present in annexure

Diet of trainee (Annexure : 8 Table no 5 N)

Diet chart is present in annexure

5.3.3 Details of refresher course at Solapur Rural :

- Total number of trainees per batch are 40.
- Candidates for refresher courses from each post are nominated by Sheet Branch in the S.P. Office.
- Fifteen days of computer training to teach the basic knowledge of computer handling for police personnel.
- Headquarter communicates to the Sheet Branch the number of trainees who have attended the course and the reason in case of absenteeism.
- Provision of DA and TA to the trainees attending the refresher course is arranged.
- Provision of separate TA for each bandobast duty done by the trainee during the refresher course.

5.3.4 Observed change :

- Classes for 'crime prevention' and 'finger print techniques' were added in the curriculum of the training.

Observations :

- More than 50 % of police personnel for every batch have taken up the training.
- Almost every police personnel of the rank of ASI, HC, NPC, and PC have attended the refresher course every year.
- Trainees are unable to attend refresher course full time due to emergency duty like bandobast.
- Sometime duration of training extends due to emergency duties and unavailability of reliever because of which trainees feel it like a burden on them so they are reluctant to join the refresher course.

- It is observed that while selecting trainer for indoor classes Officer In-charges of non-executive were preferred mostly.
- Indoor Trainers are able to find very less time to engage their classes due to heavy workload.
- Sometimes Police station In-charges are not be able to send police employee for the refresher courses due to insufficient staff and heavy workloads.
- Only oral feedback system is observed.
- After completion of refresher course the system of performance evaluation of trainee has not been introduced.

As per table no. 6B – 5 most of the respondents have also attended in-service training other than refresher course. Among the entire in-service training courses attended by respondents; majority have attended and appreciated the ‘Detective training course’. Hence to take overview, researcher visited and interacted with some trainers at Detective Training School, Nasik.

5.4 Detective Training Course:

- Detective training course has been started in the year 1981 at Nasik in the vicinity of MPA. The course designed for the police personnel working on the post of Asst. Sub-Inspector, Police Head Constable and Naik Police Constable who has completed their 10 to15 years of service in police department.
- This training aims to acquaint them with proper use of scientific methods for speedy detection of crime; hence it will help to increase the rate of conviction.
- This course of three weeks duration and total 1100 trainee are trained per year. Single batch constitutes 100 trainees.

5.4.1 Instructors:

Details of rank wise instructors for ‘Detective Training Course’.

TABLE NO. 5 O

INSTRUCTORS FOR 'DETECTIVE TRAINING COURSE'

Indoor Staff (Rank wise)	Outdoor Staff (Rank wise)
Superintendent of Police (1)	Reserve Police Sub Inspector (1)
Addl. Superintendent of Police (1)	Police Head Constable (Drill Instructor) (5)
Dy. Superintendent of Police (4)	
Finger print expert (1)	
Law Instructor (1)	

(Source: - Office of DTC, Nasik)

5.4.2 Infrastructural facilities:

Adequate infrastructural facilities are provided to trainee except the medical facility. As there is no provision of ambulance and inadequacy of first aid boxes if emergency occurs.

TABLE NO. 5 P

INFRASTRUCTURAL FACILITIES AT DTS

Sr. No.	Facility	Availability and details about the facility
1	Rooms for accommodation Ventilation facilities	Adequate facilities are available (barrack of 100 people capacity) Available
2	Provisions for providing water facilities <ul style="list-style-type: none">• Drinking water (water coolers)• Water facilities for sanitation	Adequate facilities are available Adequate facilities are available
3	Pared ground	One
4	Availability of following facilities in lecture room like seating arrangement, ventilation and electricity facilities	One hall of 100 person capacity is available with all the mentioned facilities
5	Provision for electricity	Available and also equipped with electricity generators
6	Canteen facilities	One
7	Medical facilities <ul style="list-style-type: none">• First aid kit• Ambulance	Inadequate Not available

	<ul style="list-style-type: none"> • Provision of full time doctor • Provisions for hospital facilities & medicines • Provisions for medical fitness checkups of trainees 	<p>one</p> <p>Police dispensary in the Vicinity of MPA Nasik</p> <p>Medical fitness check-up of trainee is being done at the time of reporting for training</p>
8	Library facility	One, equipped with all law books and other fiction books, and two news papers
9	Facilities for playing	Provision for games like Football, Holly Ball.
10	Recreation facility	T.V room/ rest room a hall of capacity of 25 people
11	Computer lab	One

(Source: - office of DTC, Nasik.)

Time table (Annexure 12 : Table No. 5 Q)

Time table is present in annexure

Diet of trainee (Annexure 13 : Table No. 5 R)

Diet chart is present in annexure

5.4.3 Evaluation system:

To evaluate the knowledge of trainee two tests are being conducted during the course.

- The first test is conducted before the commencement of training course to check the previous Knowledge of trainee. The test is of 50 marks having multiple choice questions.
- The second test is of 100 marks having multiple choice questions; which is conducted to evaluate the performance of trainee after the completion of training

5.4.4 Reward system:

The efforts and outstanding performance of trainee are appreciated by rewarding them.

- Participation Certificate to every trainee after the completion of training.
- Certificate and monetary rewards for the outstanding performance in final examination as follows

- 1st winner :- Rs. 500/- and Certificate
- 2nd winner:- Rs. 300/- and Certificate
- 3rd winner:- Rs. 200/- and Certificate

5.4.5 Important features of DTS, Nasik

- Received ISO 9001:2000 certification in the year 2007.
- Arrangements for expert guest lectures.
- Use of modern teaching aid such as Video CDs, Power Point presentations for imparting the training.
- Arrangement for yoga classes.
- One batch of this course is reserved for women police participants only.
- Provision of feedback system to know the trainee's opinion regarding major aspects of training.
- Sometimes police personnel of the rank of Police constables are also being called for the training to acquaint with the investigations procedure.

5.4.5 Trainers view on Detective training course

Following points are drawn on the basis of unstructured interview with trainers of DTS. They expressed their view regarding efforts taken by trainers throughout the course during their interaction with researcher.

- Trainer are conducting interactive sessions by putting emphasise on participative style of teaching. Hence it creates interest among the trainee to gain the knowledge.
- Previous knowledge test helps trainer to understand trainee's strong and weak areas. This exercise provides the opportunity to trainee and trainers to put their efforts towards strengthen the weak areas. Hence there is a noticeable increase in the passing percentage.
- Outstanding performance of trainee is appreciated by giving them rewards. Hence it helps to boost the morale of trainee.



Chapter No. 6
**Data Analysis
and
Interpretation**

CHAPTER NO. 6

DATA ANALYSIS AND INTERPRETATION

Analysis of collected data is essential part of research. In this study analysis and interpretation of data is based on information collected from both secondary and primary sources. The interpretation was done with the help of computer and manually as well. Statistical tools are used to analyse the primary data only which is collected through questionnaires. Conclusions are drawn from the findings obtained after analysis and interpretation.

This chapter also includes the data analysis of survey regarding expectations from in-service training of constabulary.

6.1 Data analysis and interpretation of data based on secondary sources :

Data collected from secondary sources are used to analyse the 'trends in training curriculum of basic training of constable and refresher training course'. Analysis is done through information and circulars received from the office of Addl. D G.P (Training and Special Unit, M.S), Mumbai. This unit look after all the training programmes and to have the authority to alter the training contents.

6.1.1 Trends in basic course of police constables based on secondary data :

Following table illustrate the year wise modifications in training curriculum. These changes were incorporated according to the need of the nature of duty, to fulfil the objectives like to bring equality among male and women police, to develop faith in the police department and to mitigate suddenly arising circumstances. As this study is restricted to the period of 2001 to 2010 but for deeper understanding changes incorporated from the year 1993 to 2013 also considered.

TABLE NO. 6 A

**DETAILS OF CHANGES INCORPORATED YEAR WISE IN TRAINING
CURRICULUM OF POST ENTRY BASIC TRAINING OF POLICE
CONSTABLE**

Sr. No.	Year	'Changes' incorporated in the basic training curriculum	Purpose of the 'change' incorporated
1	1993	<p>In this year major changes are observed in duration of training.</p> <ul style="list-style-type: none">• The course duration has increased from 6 months to 9 months in the year 1993.• The course is divided into two modules of which first module of 3 ½ month duration should be conducted at unit Headquarter and the second module of 5 ½ months at police training school. ⁶¹• Increase in the duration of basic training of women police constable to 9 months from 4 months. ⁶² <hr/> <p>⁶¹. TRG/1/5(II)/Syllabus/93 Dt: 03/12/1993 ⁶². TRG/1/6(4)/WPC/93 dt:24/12/1993</p>	To bring women police constable on par with their male counterparts
2	2001	<p>In this year modifications are done in the contents of outdoor training</p> <ul style="list-style-type: none">• Increase in the duration of P.T. from 201 hrs to 260 hrs. ⁶³• Increase in the duration of Drill from 201 hrs to 260 hrs.• Increase in Firing practice hours from 50 hrs to 60 hrs.• Reduction in the total periods allotted to Paper VII of Practical to 100 periods from 120 periods. <hr/> <p>⁶³.TRG/1/5(II)/Syllabus/PC/2000/1103 Dt: 17/4/01</p> <ul style="list-style-type: none">• Marks allotted to Paper VII of Practical are reduced to 50 marks from 100 marks.• Allotment of 225 hrs for extra-curricular activities.• Changed in order of instructions in lesson	To put more emphasis on physical training and practical training.

		no. 2 & 3 of lathi drill. ⁶⁴	

		⁶⁴ . TRG/3/BTC/2001 Dt: 21/12/2001	
3	2005	In this, a step is put forward to develop a faith of trainee in police department. <ul style="list-style-type: none"> • Officer of the rank of Addl. SP/SP(HQ), ACP(HQ), PI to be sent for inspecting basic facilities of training centre, and to discuss problems of trainee.⁶⁵ 	To develop affinity towards their unit, to develop faith in department and to increase the morale of police personnel.

		⁶⁵ . TRG/3basic training/84/2004 dt:26/05/2005	
4	2006	In this year, emphasis is given on making police constables competent by providing advanced training to them with help of external agencies. <ul style="list-style-type: none"> • Provision for training of Swimming, Motor Driving, Computer and English speaking for the trainee with the help of private and government aided institutes.⁶⁶ • Agreement of psychological test for trainee by private organisation.⁶⁷ 	To evaluate recruit's mental health and his behaviour.

		⁶⁶ .Training/3/swimming-driving-computer/06/3520 Dt: 31/08/2006	
		⁶⁷ .Dt:16/5/2006TRG/3/psychological test/07/2008/ 88 Dt:14/02/2008	
5	2007	Following contents were added in training curriculum to acquaint the trainee to the social values. <ul style="list-style-type: none"> • Provision for guest lectures on the ethics, secularism, and values.⁶⁸ 	To bring the behavioural changes

		⁶⁸ .Training/3/ethics/2007/4870 Dt: 19/11/2007	
6	2008	This modification is done to give trainee practical exposure <ul style="list-style-type: none"> • Constable should have first posting at police station for one year, for second year he should be posted to headquarters and in third year to police station again.⁶⁹ 	Men of constabulary should receive holistic experience of police work and they should be able to utilise talent and knowledge

		⁶⁹ .DGP/6/10/12/standing order16/08 dt:14/05/2008	

			learnt during the training.
7	2009	<p>This course is included in basic training by expecting that the police should be able to combat with every disastrous and critical situation.</p> <ul style="list-style-type: none"> • Arrangement of three weeks special outdoor training i.e. commando training at SRPF centres.⁷⁰ <p>_____</p> <p>⁷⁰.Training/exam-2/2(7)/2008/18 dt:01/01/2009</p>	<p>To combat terrorist attacks on 26/11/2008 in Mumbai</p>
8	2009	<p>In 2009 some newly created and amended acts were inserted and old acts were omitted from the indoor syllabus, some new topics were added in paper V of indoor training.</p> <ul style="list-style-type: none"> • Arrangement of five days training of CCTNS(Crime and Criminal Tracking Networks and Systems) at RPTC.⁷¹ • Following acts were repealed from the syllabus.⁷² <ul style="list-style-type: none"> ○ Lotteries (Regulation) Act, 1989. ○ Prevention of Child Marriage Act, 1925. ○ Juvenile Justice Act, 1986. ○ The Prevention of Civil Rights Act, 1955. • Following acts were inserted in the syllabus <ul style="list-style-type: none"> ○ IT Act ○ Protection of Women from domestic Violence Act, 2005. ○ Money Lenders Act ○ The Cinematography Act, 1952. ○ Child Marriage Prevention Act, 2006. ○ The Juvenile Justice (Care & Protection of Children) Act, 2000. • Following topics were inserted in Paper V <ul style="list-style-type: none"> ○ Globalization of crime. ○ Community policing. ○ Prevention of custodial crime. <ul style="list-style-type: none"> ○ Handling of terrorist attack. <p>_____</p> <p>⁷¹.Circular No. Training/2/syllabus/2009</p>	<p>To develop the broader view of crime and policing</p> <p>To training police constables working and application of CCTNS. It is a Nationwide networking for investigation of crime and detection of criminals</p>

		dt:26/06/2009 72·Circular No. Training/2/syllabus/2009 dt: 26/06/2009	
9	2012	<p>In this year major changes incorporated in outdoor and indoor syllabus, as some acts and section are omitted and some are added. There is also change in performance evaluation pattern of trainee.</p> <ul style="list-style-type: none"> • Computer course (MSCIT) or its equivalent is mandatory as training curriculum.⁷³ • Practical examination for computer is included of 25 marks. Note for the same are provided to trainee to bring clarity in the subject • Separate subject on science and technology include.⁷⁴ • Following acts & sections are repealed from the syllabus <ul style="list-style-type: none"> ○ Sec 75, 426, 427, 428, 510 & 200 of IPC ○ Sec 2(D), 145 of CRPC ○ Maharashtra Regional Town Planning Act, 1966. ○ Protection of Civil Rights Act, 1955. ○ Bombay Money Lenders Act, 1946. • Following acts & sections are inserted in the syllabus <ul style="list-style-type: none"> ○ Sec 65 (A) & 65 (B) of Indian Evidence Act. ○ The Prenatal Diagnostic Techniques Act, 1994 Sec 2.k.o and Sec 23. • Vaulting horse exercise from outdoor syllabus is omitted. • More emphasis on training of modern weapons. <p>73·TRG/Training-2/Police Constable syllabus/2012 /427 Dt:20/01/2012</p> <p>74·TRG/Exam-2/improvedsyllabus/police constable /186/2012/4318 dt:28/9/2012</p> <ul style="list-style-type: none"> • Yoga is added as a regular subject and recruits will be examined in it. • Following sections for teaching are transferred to Police Officers from Law 	To make trainee more competent

		<p>instructors</p> <ul style="list-style-type: none"> ○ Sec 55, 56, 57, 64, 66, 68 & 69 of Bombay Police Act, 1951. ○ Sec 107, 108, 109, 110, 144, 174 of CRPC. ● Arrangement of capsule course on various topics such as gender/caste /communal sensitization, personality development, health & hygiene. ● Changes in total number of periods as follows; <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th></th> <th>Previous</th> <th>Present</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Indoor</td> <td>1st Leg</td> <td>450</td> <td>528</td> </tr> <tr> <td>2nd Leg</td> <td>630</td> <td>450</td> </tr> <tr> <td colspan="2">Total</td> <td>1080</td> <td>978</td> </tr> <tr> <td rowspan="2">Outdoor</td> <td>1st Leg</td> <td>300</td> <td>352</td> </tr> <tr> <td>2nd Leg</td> <td>420</td> <td>300</td> </tr> <tr> <td colspan="2">Total</td> <td>720</td> <td>652</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Changes in the final examination pattern is as follows ● Indoor <ul style="list-style-type: none"> ○ Addition of new paper of 'Practical' of 100 marks so total number of papers will be 8 for final examination. ● Outdoor <ul style="list-style-type: none"> ○ Addition of new paper of 'Field craft tactics & Unarmed Combat' of 60 marks so total number of papers will be 8 for final examination. ○ Marks allotted to weapon training increased to 60 from 40 marks. ○ Marks allotted to practical increased to 60 from 40 marks. ● Marking system <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th colspan="2">Marks allotted</th> </tr> <tr> <th></th> <th>Previous</th> <th>Present</th> </tr> </thead> <tbody> <tr> <td>Indoor</td> <td>700</td> <td>800</td> </tr> <tr> <td>Outdoor</td> <td>400</td> <td>500</td> </tr> <tr> <td>Total =</td> <td>1100</td> <td>1300</td> </tr> </tbody> </table> ● Maximum marks required for passing have been increased to 50% from 40%. 			Previous	Present	Indoor	1 st Leg	450	528	2 nd Leg	630	450	Total		1080	978	Outdoor	1 st Leg	300	352	2 nd Leg	420	300	Total		720	652		Marks allotted			Previous	Present	Indoor	700	800	Outdoor	400	500	Total =	1100	1300	
		Previous	Present																																									
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Total =	1100	1300																																										
10	2013	Major changes are done in indoor syllabus.	Practical																																									

	<p>Here some sections are omitted and some are added in all the important acts. Also there is a more emphasis put on practical training.</p> <ul style="list-style-type: none"> • Trainees should be divided in three groups for practical training. ⁷⁵ • One group will go for long march training • Second group will go for hill climbing • Third group will visit to police station <p>Addition of following topics. ⁷⁶</p> <ul style="list-style-type: none"> ○ Paper I:- General explanation of IPC sec 27, 29 ○ Paper II:- CRPC chapter 8-Security for keeping the peace and for good behaviour 111, 117 ○ Paper IV:- Prevention of corruption Act 1998 Sec 1, 2A, 2B, 2C, 7, 13 <hr/> <p>^{75.} TRG/3/basic training/police training centre/27/ 2013/2311 dt: 23/04/2013.</p> <p>^{76.}TRG/Exam2/Improved syllabus/police constable /186/2012/502 dt: 31/1/2013.</p> <ul style="list-style-type: none"> ○ Paper V:- Behaviour with women, children, old and infirm, applicants, and complainants coming to the police station, general conduct behaviour, turn out etc. In public ○ Paper VI:- Duties of- Pairavi officer in courts. Record at police stations- Muddemal register and Dead Stock register ○ Paper VII:- Cyber Forensic SIM, IMEI, CDR, SDR. <ul style="list-style-type: none"> • Following points are omitted <ul style="list-style-type: none"> ○ Paper I:- Chapter 16 Of offenses affecting human body Sec 318, 319, 320 IPC. ○ Paper III:- Prevention of Corruption Act, 1988 Sec 8,9,10,11,12,17. ○ Explosive Substance Act, 1955 Sec 2,3,4,5,8. ○ The Essential Commodity Act, 1955 Sec 2A, 3,7,10A. ○ Dowry Prohibition Act, 1961 Sec 2,3,4. 	<p>application of knowledge received during training</p>
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	<ul style="list-style-type: none"> ○ Representation of Peoples Act, 1951 Sec 1,2,3,, 125, 127, 129, 130 ,131, 132, 133, 135, 135A. ○ Arms Act, 1959 Sec 2 (A,B,C,E,H,I), 3,4,5,7,8,19,20,25,27,28,37,38,39. ○ Indian Railways Act, 1989 Sec 141, 144,145,150,151,152,153,156,162,164,172,174,179. ○ NDPS Act, 1985 Sec 2 (3,14,23), 8, 15, 17, 20, 21, 22, 25, 27, 27A, 42, 43, 50. ○ The Explosive Act Sect, 4D, 6A, 9B, 9C. ○ Paper V:- Duties of PSO, Security of vital installations, road safety measures. ○ Paper VI:- Defence forces, special court, juvenile court. ○ Paper VII:- Medico-legal aspect of death. 	
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6.1.2 ‘Changes’ incorporated in refresher course training based on secondary data :

Following table demonstrate the year wise modifications in refresher training course. Refresher course is altered only once in 1997 by the office of Addl. DGP (Training & Spl. Units), Mumbai. Changes mentioned below are the initiative taken by the individual District Police Headquarters. These changes were incorporated according to the need and availability of infrastructure.

TABLE NO. 6 B

‘CHANGES’ INCORPORATED IN REFRESHER COURSE TRAINING

Sr. No.	Year	‘Changes’ incorporated in the basic training curriculum	Factors responsible for ‘change’
1	1997	<p>The duration of training has changed</p> <ul style="list-style-type: none"> • The course duration has increased from 1 week to 2 weeks.⁷⁸ • Atleast 50% of police 	<p>To get the knowledge of amendment in various laws, new weapons, exchange of ideas and thoughts.</p> <p>This force is considered</p>

		<p>personnel from the constabulary should be trained per year.</p> <p>----- ⁷⁸.TRG/1/5(I)/refresher/97 Dt: 7/7/97</p>	<p>as striking force of heads of division to mitigate the law & order problem which arises suddenly.</p>
2.	2011	<p>These modifications are done according to the need and availability of training infrastructure.</p> <p>Changes noticed in Nagpur city.⁷⁹</p> <ul style="list-style-type: none"> • Topics added in the syllabus of refresher course: - Children's Right – Violation of Human Rights committed against children • Topics deleted:- village visitation & prevention of crime. • Village tour programme • The practice of obstacles training has been introduced from the year 2010. <p>Changes noticed in Solapur City.⁸⁰</p> <ul style="list-style-type: none"> ▪ Addition of some new topics like information regarding medical facilities and other benefits, information of welfare rules, pay and allowance, pension and other benefits to the policemen, information regarding Wireless systems, in the syllabus of refresher course. <p>----- ⁷⁹.CPN/2D/SAL-4/refresher/2011 dt:13/12/2011 ⁸⁰.Office-2(4)/ refresher course/2004 ,Dt:22/05/2004</p>	

From the above table and analysis of secondary data following trends and factors responsible for the same have noticed in training curriculum.

6.1.3 Changes noticed in trends in training and development from the above secondary data (1997-2013) is as follows :

Trends:

Changes in trends in training modules of constabulary are as follows.

- **Basic training of police constable:**

- **Purpose of training :**

- To bring male and female police constables at same level.
- For overall development of police constables.
- To give holistic experience of police work.
- To develop the affinity towards their unit and faith in police department.
- To widen the global perspective of police constable.
- To reduce the gap of practical and theoretical knowledge.

- **Behavioural changes :**

- To make trainee more presentable to the problems of public.
- To make trainee habitual to use advanced technique to speed up the routine work.
- To make trainee habitual to maintain their physical fitness.
- To make trainee stronger enough so that they will be ready to face the suddenly arising challenges in the society.

- **Learning of new skills :**

- Use of scientific knowledge and approach to speed up and to bring accuracy in crime detection and investigation.
- Training of CCTNS and commando training, computer training, English speaking, motor driving, and swimming.

- Addition of newly created acts in training curriculum as per the need of the situation.
 - However Psychological test, motor driving, English speaking & swimming are no longer in practice. But the expenses have to bear by trainee if they wish to take up any training like that during training period.
 - **Methods and techniques used for delivering training :**
 - Use of power point presentations for delivering lectures.
 - Simulators are used for firing practice and motor driving practice.
- **Refresher course training of police head constable :**
 - No modification in refresher course content since its inception in 1997.
 - Syllabus of refresher course is altered as per the need and availability of training aids at Police Headquarters.

6.1.4 Factors responsible for changes in trends in training and development from the above study of secondary data are as follows :

Factors responsible for changes in trends in training and development from the above study of secondary data are as follows;

- Social, economic development in the society.
- Responsibility of fulfilment of public expectations.
- To bring professionalism in the working of police.
- Creation of faith of public in law implementation process and ultimately in judiciary by building good image of police in the society.
- Getting public support to speed up detection of crime and prevention of crime by bringing transparency, discipline, and service oriented approach in police.

- Creation of Society oriented policing by widening the thinking perspective so that they can anticipate the seriousness of situation and can be able to take preventive measures.
- Reducing stress of police by making routine work easy by bring technological up-gradation
- To bring ease in investigation process by increasing the competency level.

6.2 Data analysis and interpretation based on primary data :

This data is collected through the responses received from the questionnaires provided to police constables, Trainers of PTC, Nagpur an police head constables to take their opinion on 'basic training of police constable' and 'refresher course training respectively'.

Data collected from primary sources is analysed and interpreted by using statistical tools. Through this analysis researcher studied present status of basic training & refresher course training programme, and importance of training to bring behavioural changes in the trainee. 'Changes' incorporated and factors responsible for those changes are studied from the questionnaire of trainers.

Through the analysis researcher tried to study the challenges faced by the trainee and trainers. Suggestions from trainee and trainer for the improvement in the existing training curriculum are also collected through questionnaire.

Data is analysed regarding expectations of police personnel from in-service training of constabulary and problems encountered by them while implementing the law in the society. Data is collected through questionnaire as a primary source from 124 police officers in the rank o Dy.S.P to Police Constable through survey.

Testing of research hypothesis and objectives is done by analysis of primary data.

6.2.1 Basic training of Police Constable: Trainee police constables :

Researcher tried to find out trainee's view on 'impact of learnings from training on their behaviour', 'satisfaction towards overall organisation of training programme which they have undergone', 'problems during and after the training', and 'expectations from training for self-development'.

Data were analysed and presented using statistical tools like frequency, percentage, cross tabulation, Cochran's Q test, Friedman Chi-square test, and for graphical representation pie and bar charts are used. Sub-hypotheses have been formed whenever necessary.

Respondents are provided with the closed ended questionnaire to mark their responses. Most of the responses are of multiple response options where respondents can tick as many options which he/she feels appropriate. Multiple response options are measured using dichotomous scale. The space is provided to write their views on any topic related with the training. These responses are collected personally by researcher.

While collecting response regarding training some personal information like gender, educational qualification, number of years on experience etc. is also collected.

DEMOGRAPHIC INFORMATION

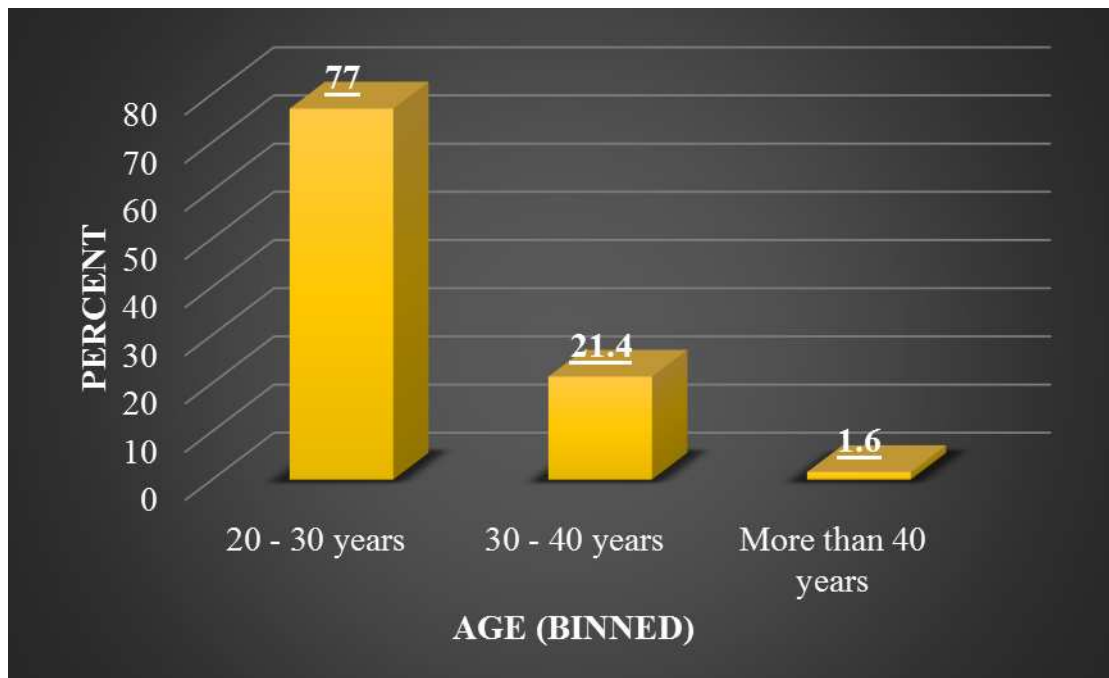
TABLE NO. 6A – 1

AGE WISE DISTRIBUTION OF RESPONDENTS

Age		
Age groups	Frequency	Percent
20 - 30 years	385	77.0
30 - 40 years	107	21.4
More than 40 years	8	1.6
Total	500	100.0

GRAPH NO. 6A – 1

AGE WISE DISTRIBUTION OF RESPONDENTS



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **77%** fall in the range of 20 to 30 years, **21.4 %** in the range of 30 to 40 years and **1.6 %** have age more than 40 years.

Hence most of the respondents are in the age group of 20 to 30 years.

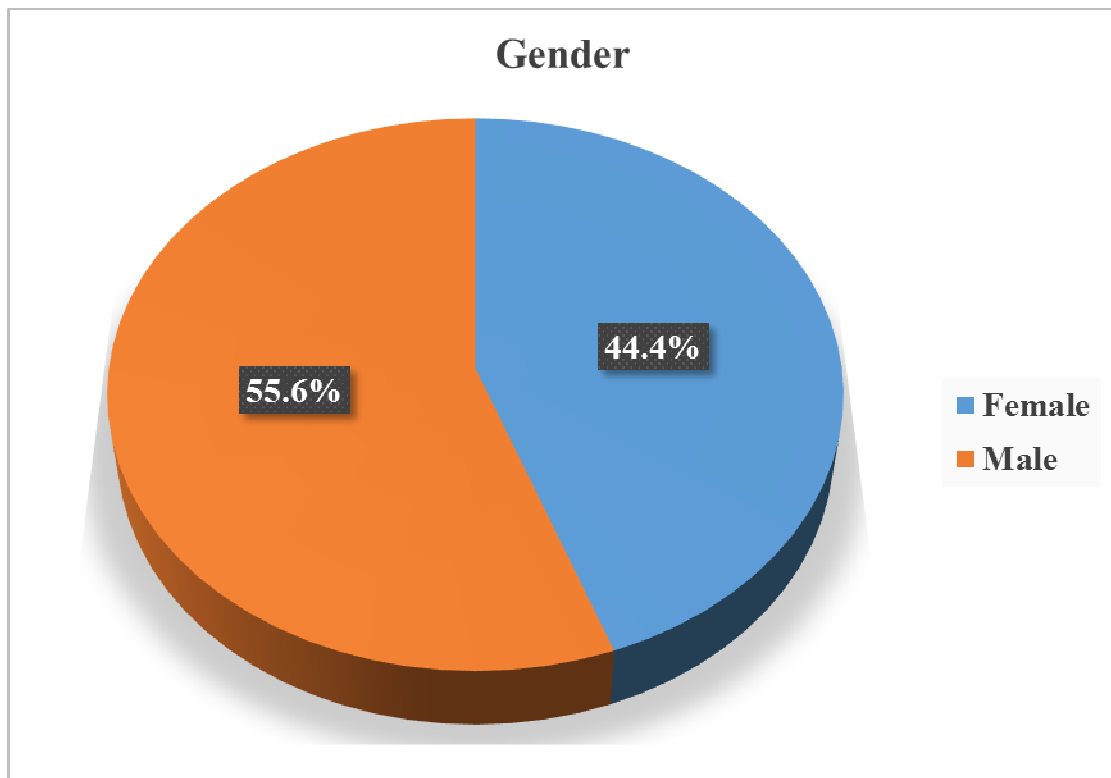
TABLE NO. 6A – 2

GENDER WISE DISTRIBUTION OF RESPONDENTS

Gender		
Gender	Frequency	Percent
Female	222	44.4
Male	278	55.6
Total	500	100.0

GRAPH NO. 6A – 2

GENDER WISE DISTRIBUTION OF RESPONDENTS



From the above frequency distribution table and Pie chart it can be seen that out of 500 respondents **44%** are female and **56%** are male.

Hence number of women police constables is less than the number of male police constables.

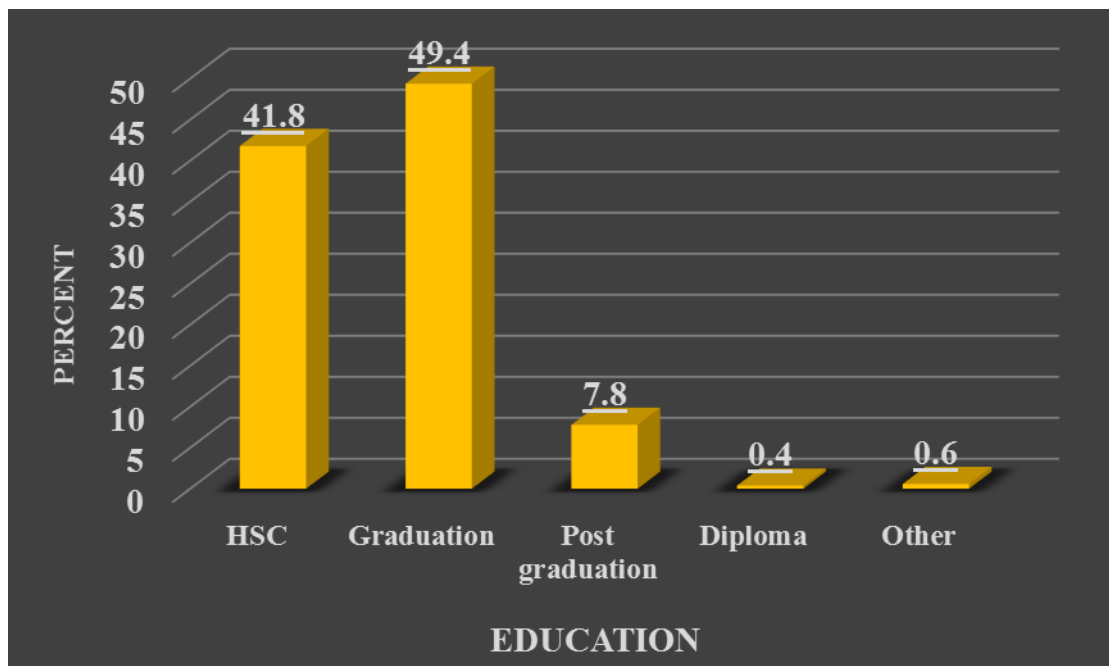
TABLE NO. 6A – 3

EDUCATIONAL QUALIFICATION

Educational qualification		
Education	Frequency	Percent
HSC	209	41.8
Graduation	247	49.4
Post graduation	39	7.8
Diploma	2	.4
Other	3	.6
Total	500	100.0

GRAPH NO. 6A – 3

EDUCATIONAL QUALIFICATION



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **49.4%** have completed their graduation and **7.8 %** of them completed post-graduation.

Hence most of the respondents have higher educational qualification than the prescribed qualification necessary for getting selected on the rank of police constable.

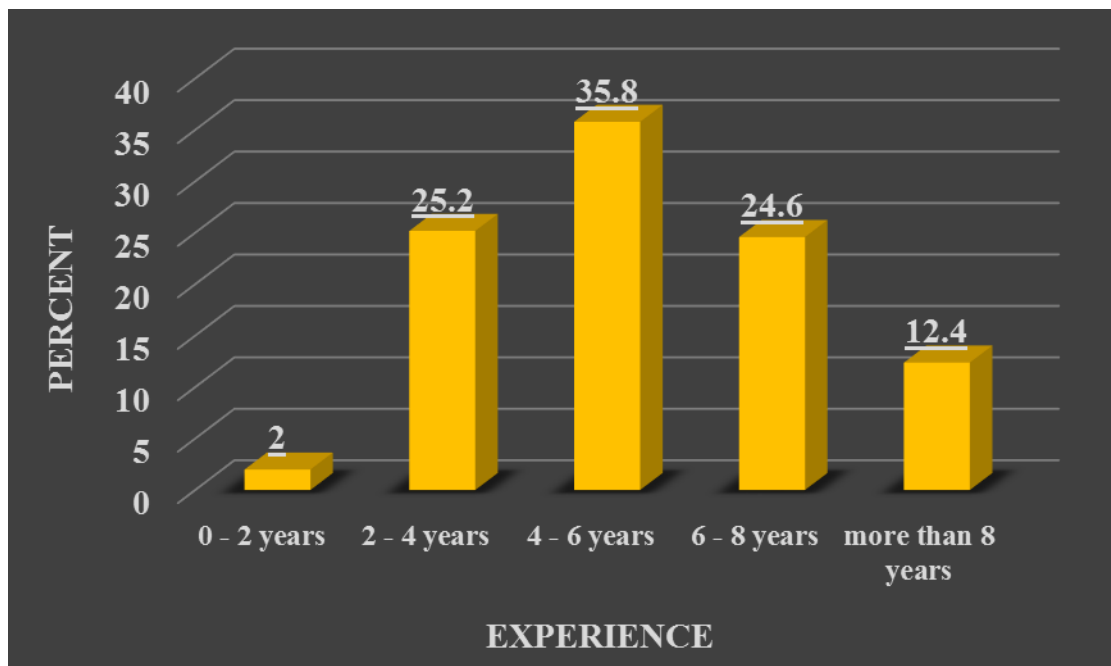
TABLE NO. 6A - 4

EXPERIENCE IN POLICE DEPARTMENT DISTRIBUTION

Experience	Frequency	Percent
0 - 2 years	10	2.0
2 - 4 years	126	25.2
4 - 6 years	179	35.8
6 - 8 years	123	24.6
more than 8 years	62	12.4
Total	500	100.0

GRAPH NO. 6A - 4

EXPERIENCE IN POLICE DEPARTMENT DISTRIBUTION



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **35.8%** have 4 to 6 years experience, **25.2%** have of 2 to 4 years experience and **24.6 %** have 6 to 8 years experience in police department.

Hence majority of the respondents have 2 to 8 years experience in police department.

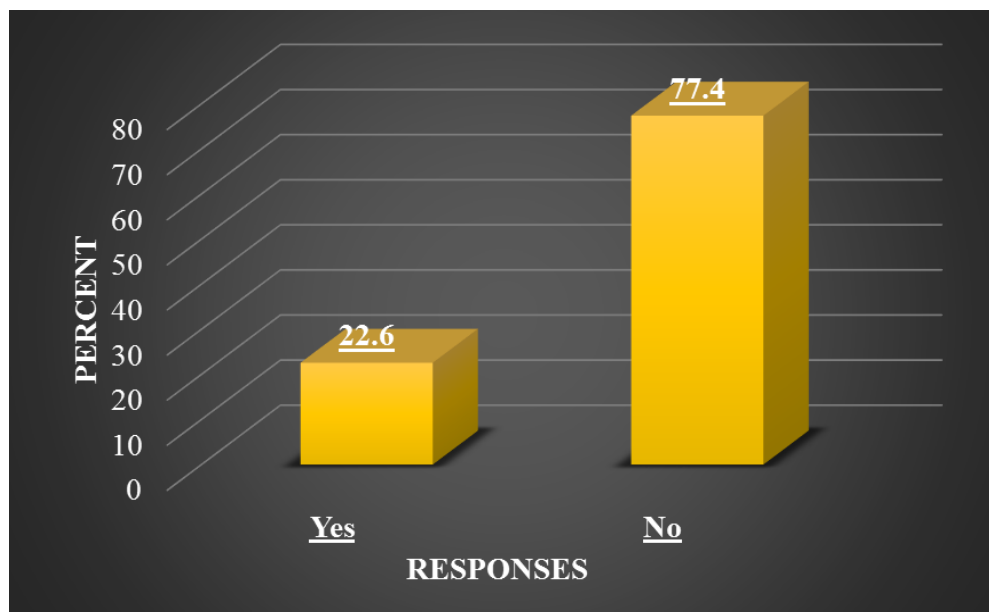
TABLE NO. 6A – 5

ATTENDANCE OF ANY IN-SERVICE TRAINING OTHER THAN BASIC TRAINING BY POLICE CONSTABLE

Attendance of any in-service training other than basic training by police constable		
Responses	Frequency	Percent
Yes	113	22.6
No	387	77.4
Total	500	100.0

GRAPH NO. 6A - 5

ATTENDANCE OF ANY IN-SERVICE TRAINING OTHER THAN BASIC TRAINING BY POLICE CONSTABLE



From the above frequency distribution table it can be seen that out of 500 respondents **77.4 %** attended basic training programmes only whereas **22.6 %** respondents attended the in-service training programmes.

Hence very less number of police constables attended in-service trainings other than basic training.

Table No. 6A – 6 represents the frequencies of five reasons for completing the training programme by police constables.

Sub hypothesis were formed to test the difference in the frequencies across the various reasons for attending training programme by police constables using Cochran's Q Test at the 5% level of significance.

Sub-hypothesis:

- Ho :- There is no difference in the frequencies across various reasons for attending training programme by police constables.
- H1 :- There is a significant difference in the frequencies across various reasons for attending training programme by police constables.

TEST STATISTIC TABLE

Test Statistics	
N	496
Cochran's Q	614.046 ^a
df	4
Asymp. Sig.	.000

Observations: $Q(4) = 614.046$, $N=496$, P value (0.000)

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6A – 6

REASONS FOR COMPLETING THE TRAINING PROGRAMME

Frequencies	Value	
	0	1
	Compulsory	388
To obey the seniors orders	411	85
To get knowledge of technology and skills	131	365

Enthusiasm to learn knowledge	352	144
Fear of punishment	480	16

From the above frequency table it can be seen that, **“get the knowledge of technology and skills”** has the frequency count of 365, **“enthusiasm to learn knowledge”** has frequency count of 144 and **“compulsion”** has frequency count of 108.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the frequencies across various reasons for attending training programme by police constables.

The top three reasons for attending training programmes are “get the knowledge of technology and skills”, “enthusiasm to learn knowledge”, and “compulsion”.

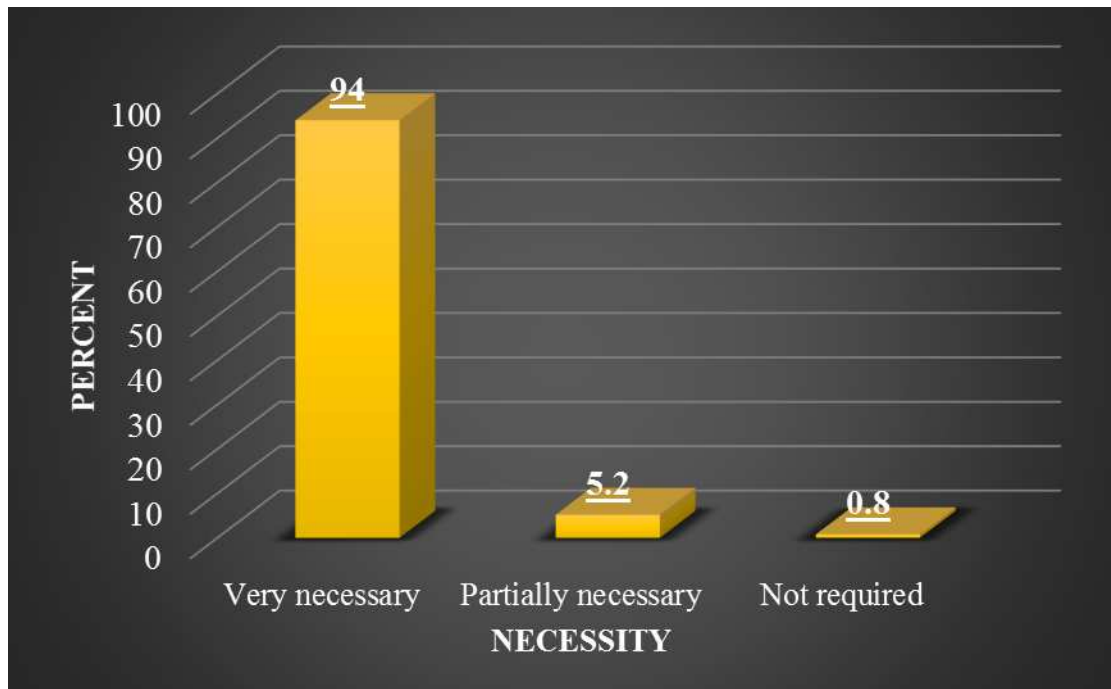
TABLE NO. 6A – 7

NECESSITY TO UNDERGO TRAINING PROGRAMMES

Necessity to undergo training programmes		
Necessity	Frequency	Percent
Very necessary	470	94.0
Partially necessary	26	5.2
Not required	4	0.8
Total	500	100.0

GRAPH NO. 6A – 6

NECESSITY TO UNDERGO TRAINING PROGRAMMES



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents 94% feel that there is a necessity to undergo training programme.

Hence police personnel felt that training is important for their development.

Table No. 6A – 8 - represents the frequencies of extent of eleven changes noticed in the behaviour due to training in themselves

Sub-hypothesis were formed to test the difference in the frequencies across behavioural parameters noticed in police constables due to training using Cochran's Q test at 5% level of significance.

Sub-hypothesis:

- Ho : There is no difference in the frequencies across behavioural parameters noticed in police constable due to training.
- H1 : There is a significant difference in the frequencies across behavioural parameters noticed in police constable due to training.

TEST STATISTIC TABLE

Test Statistics	
N	500
Cochran's Q	695.446 ^a
df	10
Asymp. Sig.	.000

Observations: - $Q(10) = 695.446$ $P = 0.000$, $N = 500$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6A – 8

EXTENT OF CHANGES NOTICED IN THE BEHAVIOUR DUE TO TRAINING

Frequencies	Value	
	0	1
	Self-confidence	269
Knowledge	346	154
Confidence to face difficult situations	212	288
Positive attitude towards duty/work	322	178
Motivation to gain new knowledge	333	167
Increase in decision making ability	331	169
Patience	378	122
Discipline	254	246
Responsible	297	203

Feeling of cooperation	353	147
Any change has not observed	499	1

From the above frequency table it can be seen that, “**confidence to face difficult situations**” has the frequency count of 288, “**discipline**” has frequency count of 246 and “**self-confidence**” has frequency count of 231.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the frequencies across various behavioural parameters noticed in police constable due to training.

So it can be concluded that the top three behavioural changes noticed by police constables in themselves after competing any training programme are “confidence to face difficult situation”, “discipline”, and “self-confidence”.

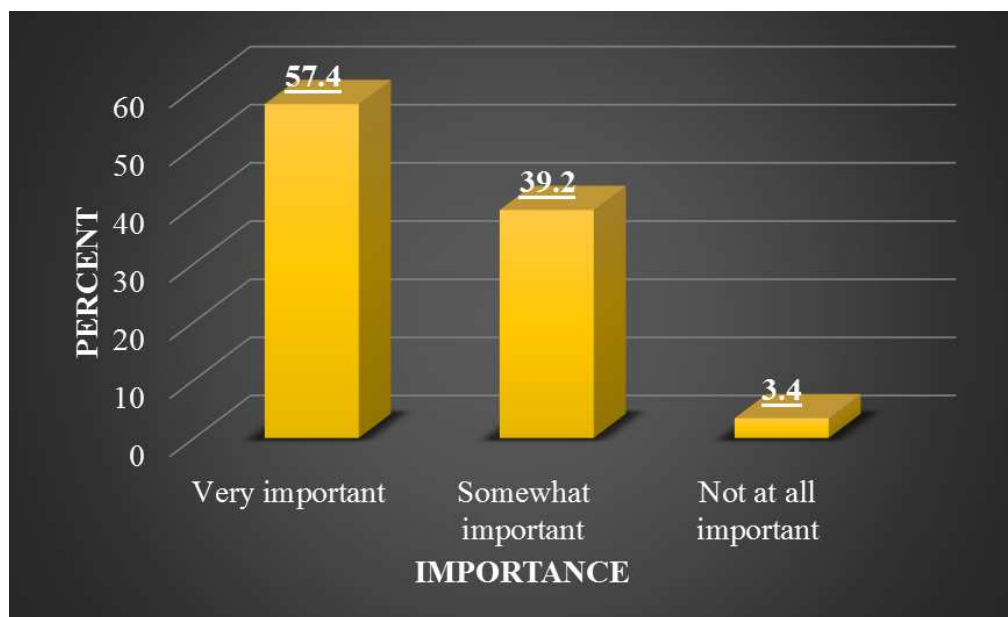
TABLE NO. 6A – 9

IMPORTANCE OF KNOWLEDGE ACQUIRED THROUGH TRAINING IN ROUTINE WORK

Importance of knowledge acquired through training in routine work					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	287	57.4	57.4	57.4
	Somewhat important	196	39.2	39.2	96.6
	Not at all important	17	3.4	3.4	100.0
	Total =	500	100.0	100.0	

GRAPH NO. 6A – 7

IMPORTANCE OF KNOWLEDGE ACQUIRED THROUGH TRAINING IN ROUTINE WORK



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **57 %** feel that knowledge acquired through training is important in routine work, **39%** feel that knowledge acquired through training is somewhat important and **3.4%** feel that knowledge acquired through training is not at all important in routine work.

Hence majority of the respondents think that the training is important to acquire desired skills and knowledge.

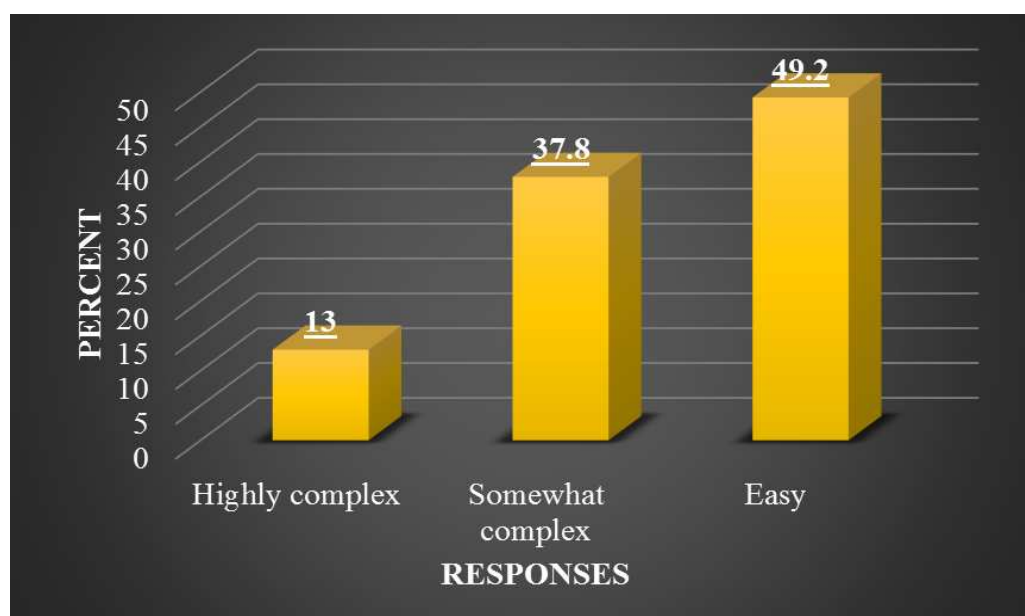
TABLE NO. 6A - 10

**COMPLEXITY OF TRAINING PROGRAMME EXPERIENCED BY
POLICE CONSTABLE**

Complexity of training experienced		
Responses	Frequency	Percent
Highly complex	65	13.0
Somewhat complex	189	37.8
Easy	246	49.2
Total =	500	100.0

GRAPH NO. 6A - 8

**COMPLEXITY OF TRAINING PROGRAMME EXPERIENCED BY
POLICE CONSTABLE**



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **49.2%** find training easy, **37.8 %** find the training somewhat complex, and **13 %** felt the training is highly complex.

Hence majority of the respondents feel that the training is easy to complete.

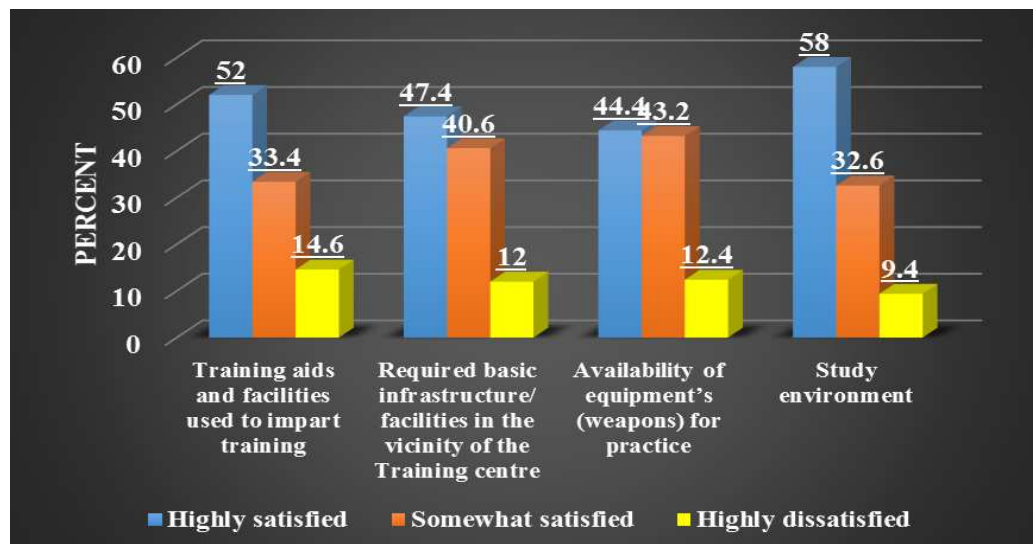
TABLE NO. 6A – 11

SATISFACTION TOWARDS TRAINING COMPONENTS

Training Elements		Highly satisfied	Somewhat satisfied	Highly dissatisfied	Total
Training aids and facilities used to impart training	Frequency	260	167	73	500
	Percent	52	33.4	14.6	100
Required basic infrastructure/facilities in the vicinity of the Training centre	Frequency	237	203	60	500
	Percent	47.4	40.6	12	100
Availability of equipment's (weapons) for practice	Frequency	222	216	62	500
	Percent	44.4	43.2	12.4	100
Study environment	Frequency	290	163	47	500
	Percent	58	32.6	9.4	100

GRAPH NO. 6A – 9

SATISFACTION TOWARDS TRAINING COMPONENTS



From the above frequency distribution table and bar chart represents the satisfaction towards the four training contents. Findings of four training content is as follows

Out of 500 respondents percentage of response for each training element is as follows.

- **Training aids and facilities used to impart training.**

52.00% are highly satisfied with training aids and facilities used to impart training, **33.4%** are somewhat satisfied with the training aids and facilities used to impart training and **14.6%** are highly dissatisfied with the training aids and facilities used to impart training.

- **Required basic infrastructure/ facilities in the vicinity of training centre.**

47.40% are highly satisfied with required basic infrastructure/ facilities in the vicinity of training centre, **40.6%** are somewhat satisfied with the required basic infrastructure/ facilities in the vicinity of training centre and **12%** are highly dissatisfied with required basic infrastructure/ facilities in the vicinity of training centre

- **Availability of equipment (weapons) for practice.**

44.40% are highly satisfied with availability of equipment (weapons) for practice, **43.2%** are somewhat satisfied with availability of equipment (weapons) for practice, and **12.4 %** are dissatisfied with availability of equipment (weapons) for practice

- **Study environment.**

58.00% are highly satisfied with study environment, **32.6%** are somewhat satisfied with study environment, and **9.4%** are highly dissatisfied with study environment

Sub-hypothesis was formed to study the difference in the level satisfaction towards four training elements using Friedman's Chi-Square test at 5% level of significance. Each training component was measured three point scale.

Sub-hypothesis:

- H0: There is no difference in the level of satisfaction towards various training elements

- H1: There is significant difference in the level of satisfaction towards various training elements.

TEST STATISTIC TABLE

Test Statistics	
N	500
Chi-Square	53.320
df	3
Asymp. Sig.	.000

Observation:- $\chi^2 (3) = 53.320$ P = 0.000

TABLE NO. 6A – 12

SATISFACTION TOWARDS TRAINING COMPONENTS: MEAN RANK

TABLE

Ranks	
	Mean Rank
Training aids and facilities used for imparting training	2.53
Required basic infrastructure/ facilities in the vicinity of training centre	2.55
Availability of equipment's (weapons) for practice	2.62
Study environment	2.31

From rank's table it can be seen that **“study environment”** has a mean rank of 2.31, **“training aids and facilities used for imparting training”** has a mean rank of 2.53, and **“required basic infrastructure/ facilities in the vicinity of training centre”** has mean rank of 2.55 and so on.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the level of satisfaction towards various training elements.

Top three training components with which Police Constables are highly satisfied are **“study environment”**, **“training aids and facilities used for imparting training”**, and **“required basic infrastructure/ facilities in the vicinity of training centre”**

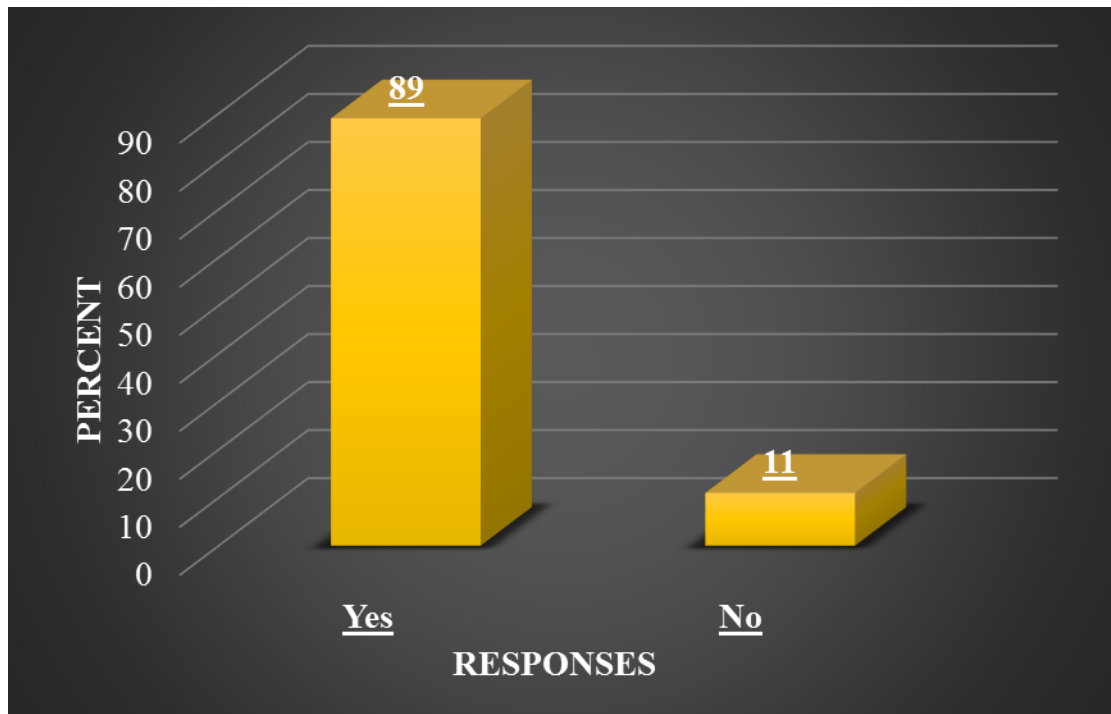
TABLE NO. 6A – 13

NECESSITY TO UNDERGO IN-SERVICE TRAINING

Responses	Frequency (N)	Percentage (%)
Yes	446	89
No	54	11
Total	500	100

GRAPH NO. 6A – 10

NECESSITY TO UNDERGO IN-SERVICE TRAINING



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **89%** would like to undergo in-service training.

Hence the respondents need in-service training for further development.

Table No. 6A–14 - represents frequencies of kind of problem encountered by police constable during training programme

Sub-hypothesis were formed to test the difference in the frequencies across six problems encountered by police constables during training using Cochran's Q test at 5% level of significance

Sub-hypothesis :

- Ho : There is no difference in the frequencies across various problems encountered by police constables during training
- H1 : There is a significant difference in the frequencies across various problems encountered by police constables during training

TEST STATISTIC TABLE

Test Statistics	
N	498
Cochran's Q	379.470 ^a
df	6
Asymp. Sig.	.000

Observations: - $Q(6) = 379.470$ $P = 0.000$, $N = 498$

In order to find out where the difference lies, we refer to the frequency table

TABLE NO. 6A – 14

KIND OF PROBLEM ENCOUNTERED BY POLICE CONSTABLE DURING TRAINING PROGRAMME

	Frequencies	
	Value	
	0	1
Physical training is tough	409	89
Difficulty in understanding of law subjects	419	79
Boring	451	47
Repetitive	469	29
Lack of time	274	224
Other	487	11
Do not have any problem	397	101

From above frequency table it can be seen that, **“lack of time”** has the frequency count of 224, **“physical training tough”** has frequency count of 89, and **“difficulty in understanding law subject”** has frequency count of 79.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is a difference in the frequencies across various problems encountered by police constables during training.

Top three problems encountered by police constable during training programmes are “lack of time”, “physical training is tough”, and “difficulty in understanding of law subjects”

Table No. 6A – 15 - represents the frequencies of post training challenges faced by police constables

Sub-hypothesis were formed to test the difference in the frequencies across five post training challenges faced by police constables using Cochran’s Q test at 5% level of significance

Hypothesis:-

- H0 :- There is no difference in the frequencies across various post training challenges faced by police constables
- H1 :- There is a significant difference in the frequencies across various post training challenges faced by police constables

TEST STATISTICS TABLE

Test Statistics	
N	496
Cochran's Q	855.636 ^a
df	5
Asymp. Sig.	.000

Observations: - $Q(5) = 855.636$ $P = 0.000$, $N = 496$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6A – 15

POST TRAINING CHALLENGES FACED BY POLICE CONSTABLES

	Frequencies	
	Value	
	0	1
Difference in training and actual work	176	320
Lack of opportunities	331	165
Execution of bandobast and guard duties after the training	398	98
Not interested in application of knowledge acquired during training	488	8
Other	489	7
Do not have any problem	494	2

From above frequency table it can be seen that, **“difference in training and actual work”** has the frequency count of 320, **“lack of opportunities”** has frequency count of 165, and **“execution of bandobast and guard duties after the training”** has frequency count of 98.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is a significant difference in the frequencies across various post training challenges faced by police constables.

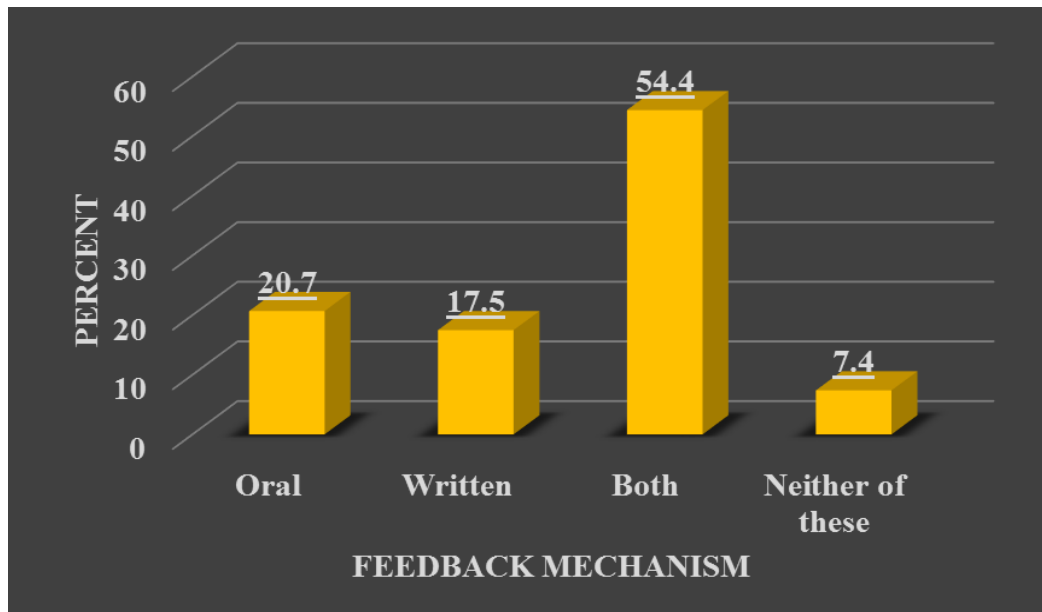
Top three post training challenges faced by police constable are “difference in training and actual work”, “lack of opportunities”, and “execution of bandobast and guard duties after the training”

TABLE NO. 6A – 16
FEEDBACK MECHANISM

		Feedback mechanism			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Oral	101	20.2	20.7	20.7
	Written	85	17.0	17.5	38.2
	Both	265	53.0	54.4	92.6
	Neither of these	36	7.2	7.4	100.0
	Total	487	97.4	100.0	
Missing	System	13	2.6		
Total =		500	100.0		

GRAPH NO. 6A – 11

FEEDBACK MECHANISM



From above frequency distribution table and bar chart it can be seen that out of 500 respondents **54%** respondents said that they can give their feedback through oral and written communication, **20.74%** said that they can give feedback orally, **17.45%** said that they can give their feedback through written communication and **7.4%** said that no such provision exists in training centre.

Hence trainee can express their opinion regarding training through both oral and written communication.

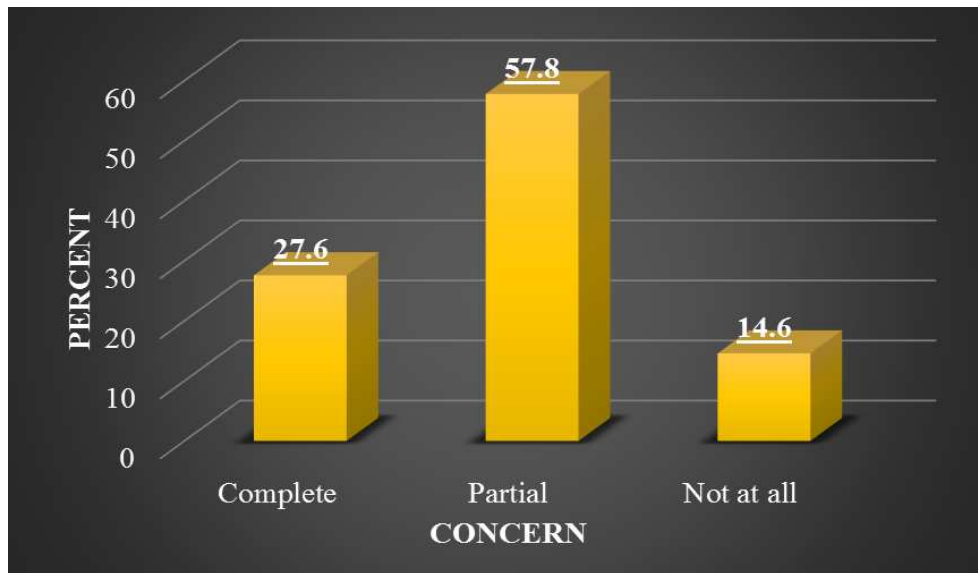
TABLE NO. 6A – 17

**CONCERN SHOWN BY TRAINERS TOWARDS PROBLEMS
ENCOUNTERED BY TRAINEE DURING TRAINING**

Concern shown by trainer towards problems encountered by trainee		
	Frequency	Percent
Complete	138	27.6
Partial	289	57.8
Not at all	73	14.6
Total	500	100.0

GRAPH NO. 6A – 12

**CONCERN SHOWN BY TRAINERS TOWARDS PROBLEMS
ENCOUNTERED BY TRAINEE DURING TRAINING**



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **58%** respondents said that trainer are showing concern partially towards problems encountered by trainee. **27.6 %** said that trainers are showing concern towards problems encountered by trainee completely and **14.6%** said that trainers are showing unconcern towards problems encountered by trainee.

Hence a few trainees are completely satisfied towards the concern shown by trainers towards problems faced by trainee during training.

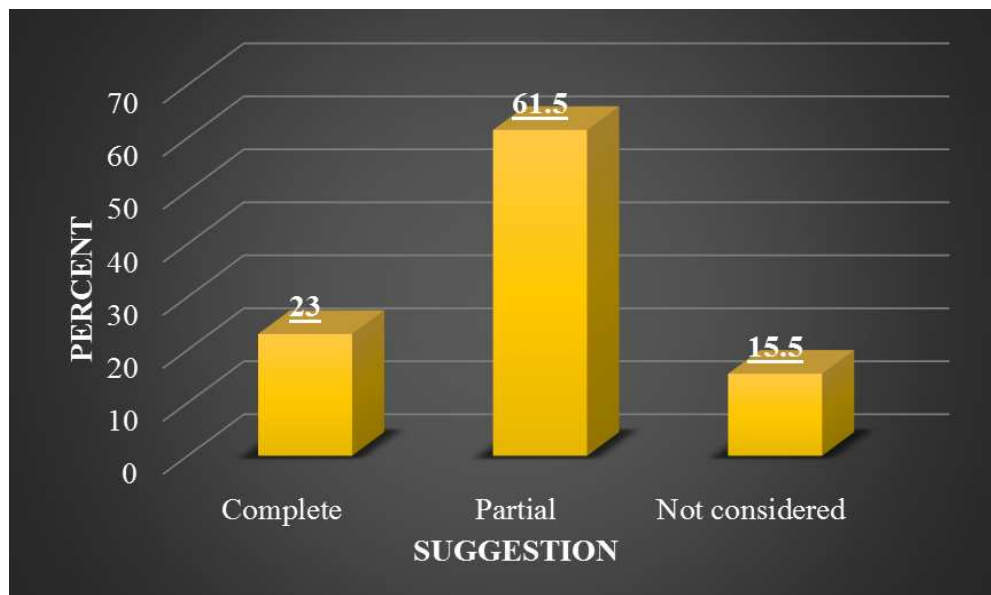
TABLE NO. 6A – 18

CONSIDERATION OF SUGGESTION

Consideration of suggestion					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Complete	114	22.8	23.0	23.0
	Partial	305	61.0	61.5	84.5
	Not considered	77	15.4	15.5	100.0
	Total	496	99.2	100.0	
Missing	0	2	.4		
	System	2	.4		
	Total	4	.8		
Total =		500	100.0		

GRAPH NO. 6A – 13

CONSIDERATION OF SUGGESTION



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **61 %** respondents think that their suggestion are being considered partially, **22.98%** said that their suggestions are considered completely, and **15.52%** said that their suggestions are ignored.

Hence a few trainees are completely satisfied towards the concern shown by trainers towards the suggestion given by the trainee.

TABLE NO. 6A – 19

USEFULNESS OF KNOWLEDGE GAINED THROUGH TRAINING TO EXECUTE THE ADDITIONAL RESPONSIBILITIES

Usefulness of knowledge gained through training to execute the additional responsibilities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly useful	185	37.0	37.1	37.1
	Somewhat useful	286	57.2	57.4	94.6
	Not useful	27	5.4	5.4	100.0
	Total	498	99.6	100.0	
Missing	0	2	.4		
Total =		500	100.0		

From the above frequency distribution table it can be seen that **57.4%** respondents said that the knowledge acquired through training is somewhat useful to execute additional responsibilities, **37.1%** are saying that the knowledge acquired through training is highly useful, **5.4%** are saying that the knowledge acquired through training is not useful to execute additional responsibilities.

Hence most of the respondents find the knowledge gained through training is somewhat useful to execute additional responsibilities.

TABLE NO. 6A – 20

SATISFACTION TOWARDS OVERALL ORGANISATION OF BASIC TRAINING PROGRAMME OF POLICE CONSTABLE

Satisfaction towards overall organisation of basic training programme of police constable		
	Frequency	Percent
Completely satisfied	285	57.0
Partially satisfied	193	38.6
Dissatisfied	22	4.4
Total =	500	100.0

GRAPH NO. 6A – 14

SATISFACTION TOWARDS OVERALL ORGANISATION OF BASIC TRAINING PROGRAMME OF POLICE CONSTABLE



From the above frequency distribution table and bar chart it can be seen that out of 500 respondents **57%** of respondents are completely satisfied with the overall organisation of basic post training programme of police constable, **39 %** partially satisfied with the overall organisation of basic training programme of

police constables and **4%** of respondents are dissatisfied with overall organisation of basic post training programme of police constables.

Hence most of the respondents are completely satisfied with the overall organisation of basic training programme of police constables where as the number of police constables who is partially satisfied or dissatisfied for the same is also considerable.

The analysis of data collected by questionnaire as a primary source from police head constables has been done and explained from point no. 6.2.2.

6.2.2 Refresher course training of Police Head Constable :

Data analysis of refresher course training of police head constable.

Data were analysed and presented using statistical tools like frequency, percentage, cross tabulation, Cochran test, Friedman Chi-square test, Chi-square test of contingency and for graphical representation pie and bar charts are used.

Researcher tried to find out trainee's approach toward refresher course training, usefulness of knowledge gained through training in handling additional responsibilities, satisfaction with overall organisation of training programme which they have undergone, problems during and after the training, expectations from training.

In this respondents are provided with the closed ended questionnaire to mark their responses. Most of the responses are of multiple response options where respondents can tick as many options which he/she feel appropriate. Multiple response options were tested using dichotomous scale. The space provided to express their views on any topic which have significant impact on the effectiveness on success of training. These responses are collected personally by researcher.

While collecting response regarding training some personal information is also collected like gender, educational qualification, number of years of experience etc.

DEMOGRAPHIC INFORMATION

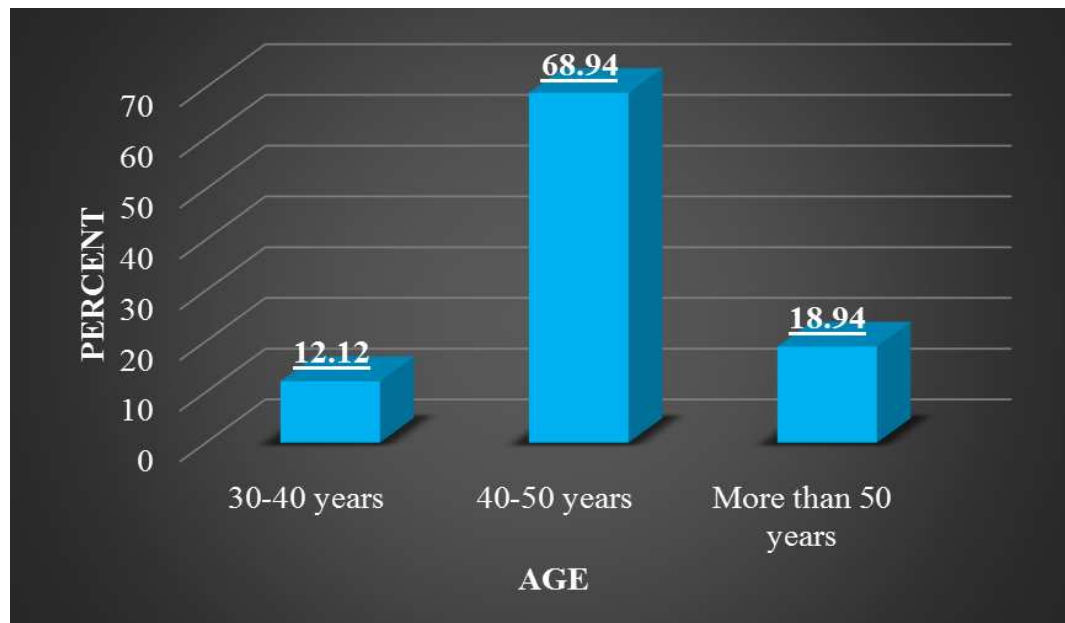
TABLE NO. 6B – 1

AGE WISE DISTRIBUTION OF RESPONDENTS

Age		
	Frequency	Percent
30-40 years	16	12.12
40-50 years	91	68.94
More than 50 years	25	18.94
Total =	132	100

GRAPH NO. 6B – 1

AGE WISE DISTRIBUTION OF RESPONDENTS



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **68.94%** fall in the age group of 40 to 50 years, **18.18%** fall in the age group of 50 to 60 years and **12.12%** fall in the age group of 30 to 40 years.

Hence age of most of the respondents is in the age group of 40 to 50 years.

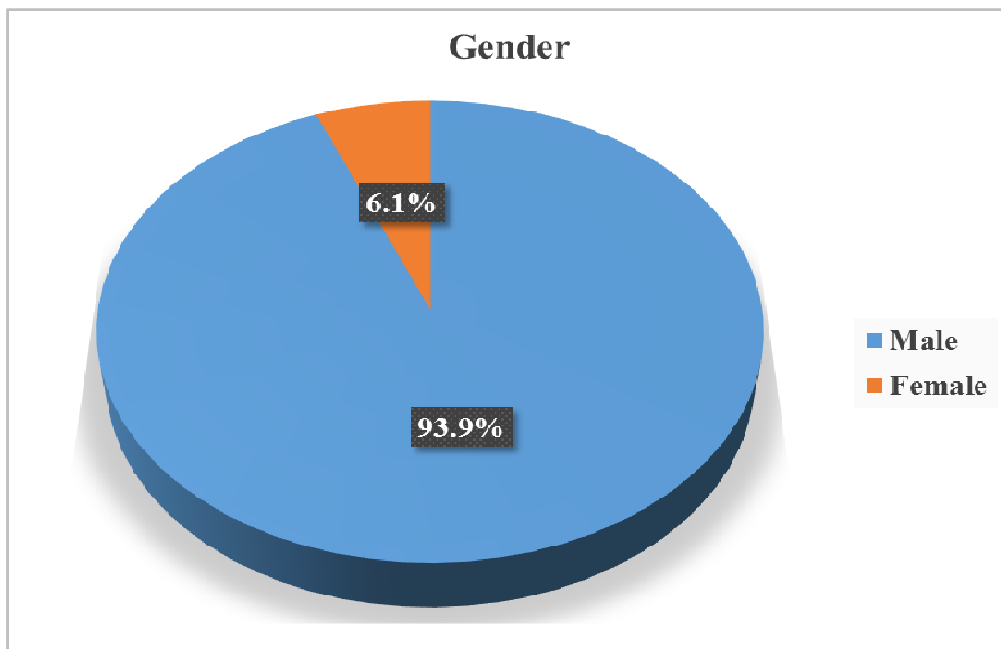
TABLE NO. 6B – 2

GENDER WISE DISTRIBUTION OF RESPONDENTS

Gender		
	Frequency	Percent
Male	124	93.9
Female	8	6.1
Total =	132	100.0

GRAPH NO. 6B – 2

GENDER WISE DISTRIBUTION OF RESPONDENTS



From the above frequency distribution table and pie chart it can be seen that **94%** are male respondents and **6 %** are female.

Hence number of women police head constables is less than the number of male police head constables.

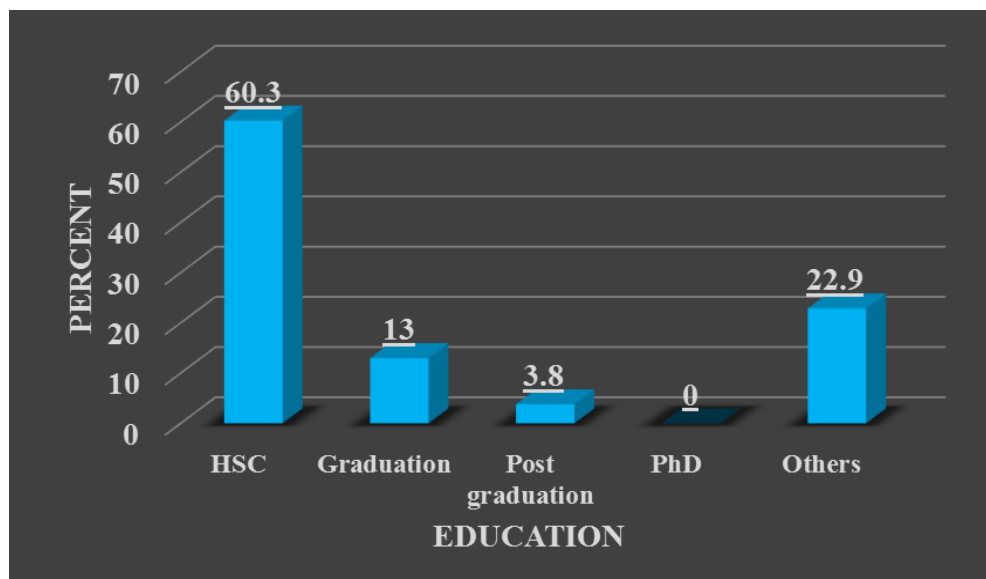
TABLE NO. 6B – 3

EDUCATIONAL QUALIFICATION

		Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	HSC	79	59.8	60.3	60.3
	Graduation	17	12.9	13.0	73.3
	Post graduation	5	3.8	3.8	77.1
	PhD	0	0	0	77.1
	Others	30	22.7	22.9	100.0
	Total		131	99.2	100.0
Missing	System	1	.8		
Total =		132	100.0		

GRAPH NO. 6B – 3

EDUCATIONAL QUALIFICATION



From the above frequency table and bar chart it can be seen that **60 %** respondents completed Higher Secondary degree, **23 %** of respondent have educational qualification less than higher secondary degree, and **13 %** & **4 %** respondents have graduation degree and post graduation degree respectively.

Hence only few numbers of respondents have higher educational qualification.

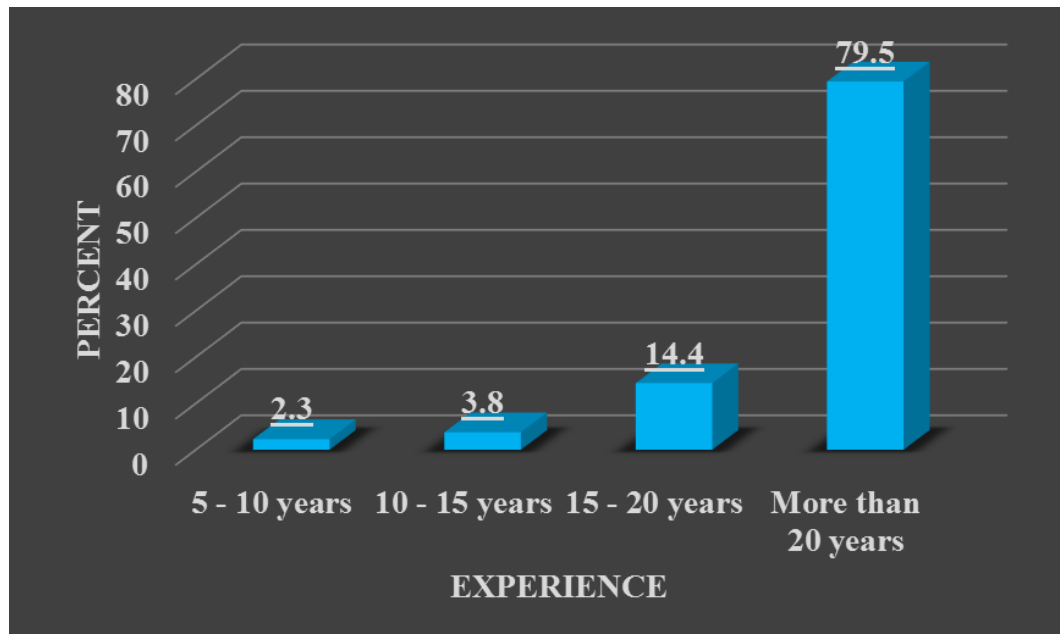
TABLE NO. 6B – 4

EXPERIENCE IN POLICE DEPARTMENT

Working Experience		
	Frequency	Percent
5 - 10 years	3	2.3
10 - 15 years	5	3.8
15 - 20 years	19	14.4
More than 20 years	105	79.5
Total =	132	100.0

GRAPH NO. 6B – 4

EXPERIENCE IN POLICE DEPARTMENT



From the above frequency distribution table and bar chart it can be seen that **80 %** of repondents have experience in police department more than 20 years, **14.39%** respondents have 15-20 years experience.

Hence most of the respondents have the experience more that 20 years.

These data are further used to analyse to study the usefulness of knowledge gained through refresher course in routine work.

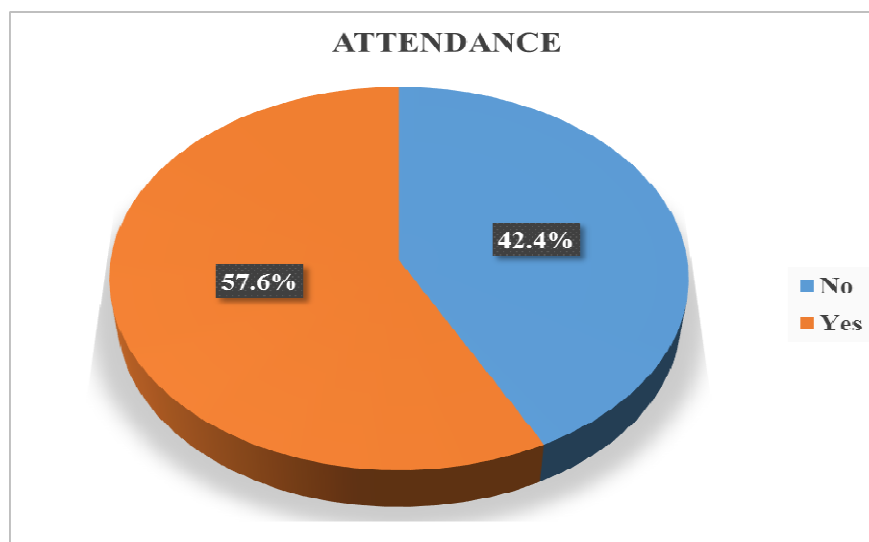
TABLE NO. 6B – 5

**IN-SERVICE TRAINING ATTENDED OTHER THAN REFRESHER
COURSE TRAINING**

In-service training attended other than refresher course training		
	Frequency	Percent
No	56	42.4
Yes	76	57.6
Total =	132	100.0

GRAPH NO. 6B – 5

**IN-SERVICE TRAINING ATTENDED OTHER THAN REFRESHER
COURSE TRAINING**



From the above frequency distribution table and pie chart it can be seen that out of 132 respondents **58 %** candidates attended in-service training other than refresh training whereas **42%** candidates attended refresher training only.

Hence most of the respondents attended the other in-service training programmes other than refresher course training.

Table No. 6B – 6 - represents the frequencies of reasons for completing the all the training programmes.

Sub-hypothesis were formed to test the difference in the frequencies across five reasons for attending training programmes by police head constable using Cochran's Q test at 5% level of significance

Sub-hypothesis:

- Ho:- There is no difference in the frequencies across various reasons for attending training programme by police head constables
- H1:- There is a significant difference in the frequencies across various reasons for attending training programme by police head constables

TEST STATISTICS TABLE

Test Statistics	
N	132
Cochran's Q	135.849 ^a
df	4
Asymp. Sig.	.000

Observations: - $Q(4) = 135.84$ $P = 0.000$, $N = 132$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6B – 6

REASONS FOR COMPLETING THE ALL THE TRAINING PROGRAMMES

	Frequencies	
	Value	
	0	1
compulsory	91	41
To obey the senior's orders	57	75
To get knowledge of technology and skills	85	47
Enthusiasm to learn	128	4
Fear of punishment	132	0

From the table it can be seen that, **“to obey the senior’s order”** has the frequency count of 75, **“to get the knowledge of technology and skills”** has the frequency count 47 and **“compulsion”** has frequency count of 41.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the frequencies across various reasons for attending training programme by police head constables.

Top three reasons for attending training programmes are “ to obey the senior’s order”, “get the knowledge of technology and skills”, and “compulsion”

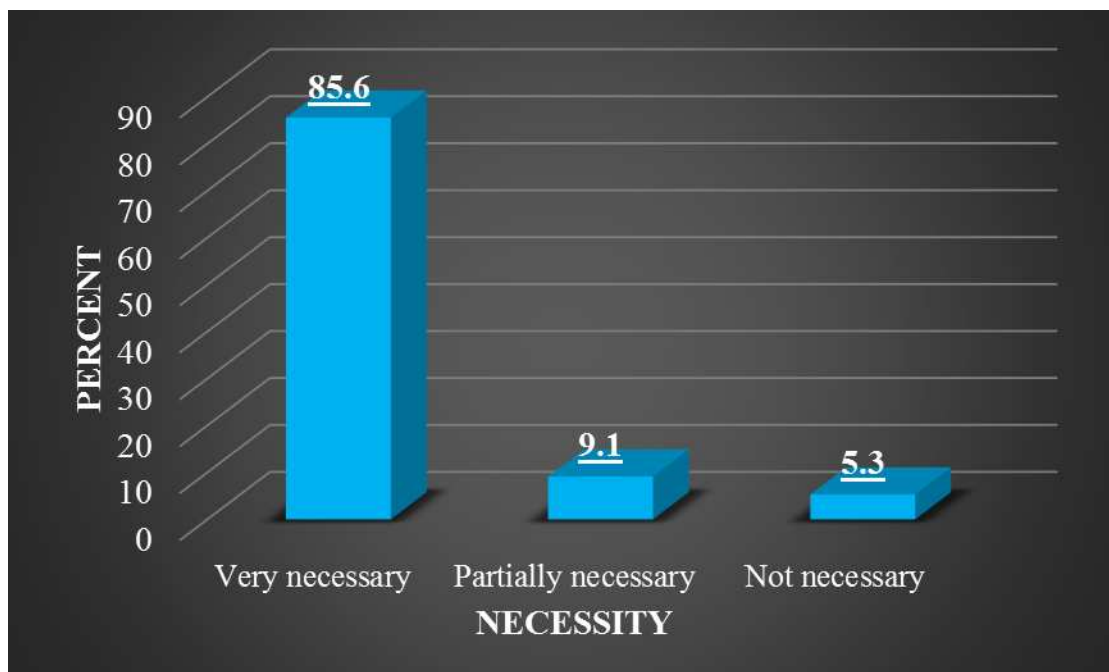
TABLE NO. 6B – 7

NECESSITY TO UNDERGO ALL TRAINING PROGRAMMES

Necessity to undergo all training programmes		
	Frequency	Percent
Very necessary	113	85.6
Partially necessary	12	9.1
Not necessary	7	5.3
Total	132	100.0

GRAPH NO. 6B – 6

NECESSITY TO UNDERGO ALL TRAINING PROGRAMMES



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **85.61%** feel that there is a necessity to undergo training, **9.1%** feel that it is partially necessary to undergo training, and **5.3%** said that refresher training is not necessary.

Hence most of the respondents said that training is necessary to acquire the knowledge and for the development as well.

Table No. 6B – 8 - represents the frequencies for extent of changes noticed in the behaviour due to training in themselves.

Sub-hypothesis is formed to test the difference in the frequencies across eleven behavioural changes in police head constables due to training constable using Cochran's Q test at 5% level of significance

Sub-hypothesis:

- H0: There is no difference in the frequencies across behavioural changes noticed in police head constable due to training.
- H1:- There is a significant difference in the frequencies across behavioural changes noticed in police head constable due to training.

TEST STATISTIC TABLE

Test Statistics	
N	132
Cochran's Q	143.000 ^a
df	10
Asymp. Sig.	.000

Observations: - $Q(10) = 143.000$ $P = 0.000$, $N = 132$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6B – 8

EXTENT OF CHANGES NOTICED IN THE BEHAVIOUR DUE TO TRAINING

Frequencies		
	Value	
	0	1
Self-confidence	61	71
Knowledge	93	39
Confidence to face difficult situations	84	48
Positive attitude towards duty/work	101	31
Motivation to gain new knowledge	87	45
Improvement in decision making ability	99	33
Patience	107	25
Discipline	89	43
Responsible	92	40

Feeling of cooperation	102	30
No change noticed	130	2

From the table it can be seen that, **“self confidence”** has count of 71 **“confidence to face difficult situations”** has the frequency count of 48, **“motivation to gain knowledge”** has frequency count of 45.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the frequencies across behavioural changes noticed in police head constables due to training.

From this it can be seen that the top three behavioural changes noticed by police head constables in themselves after competing any training programme are “self-confidence”, “confidence to face difficult situations”, and “motivation to gain knowledge”.

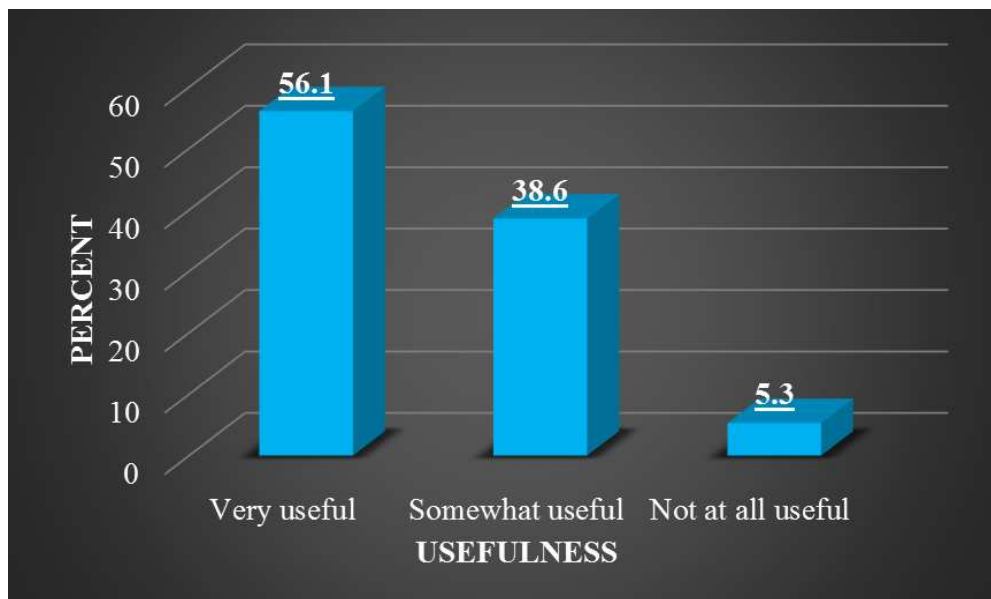
TABLE NO. 6B – 9

USEFULNESS OF KNOWLEDGE ACQUIRED THROUGH TRAINING FOR PERFORMING ROUTINE WORK

Usefulness of knowledge acquired through training for performing routine work		
	Frequency	Percent
Very useful	74	56.1
Somewhat useful	51	38.6
Not at all useful	7	5.3
Total =	132	100.0

GRAPH NO. 6B – 7

USEFULNESS OF KNOWLEDGE ACQUIRED THROUGH TRAINING FOR PERFORMING ROUTINE WORK



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **56.06 %** feel that knowledge acquired through training is very useful for performing routine work and **38.64%** feel that knowledge acquired through training is somewhat useful in performing routine work, and **5.3%** feel that knowledge acquired through training is not at all useful to perform routine work.

Sub-hypothesis is formed to study relation between experience of police head constable and usefulness of knowledge gained through training to perform

routine work by using Chi-square test of contingency at the 5% level of significance.

Sub-hypothesis:

- H0:- There is no relationship between experience of police head constable in police department and usefulness of knowledge gained through training to perform routine work.
- H1:- There is a significant relationship between experience of police head constable in police department and usefulness of knowledge gained through training to perform routine work.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.852 ^a	6	.249
Likelihood Ratio	10.011	6	.124
Linear-by-Linear Association	.332	1	.564
N of Valid Cases	132		

Observations: - $\chi^2 (6) = 7.852$, $P = 0.249$

Since P value (0.249) is more than level of significance (0.05). The null hypothesis is accepted. Hence it is concluded that there is a no relation between experience and use of knowledge gained through training to perform routine work.

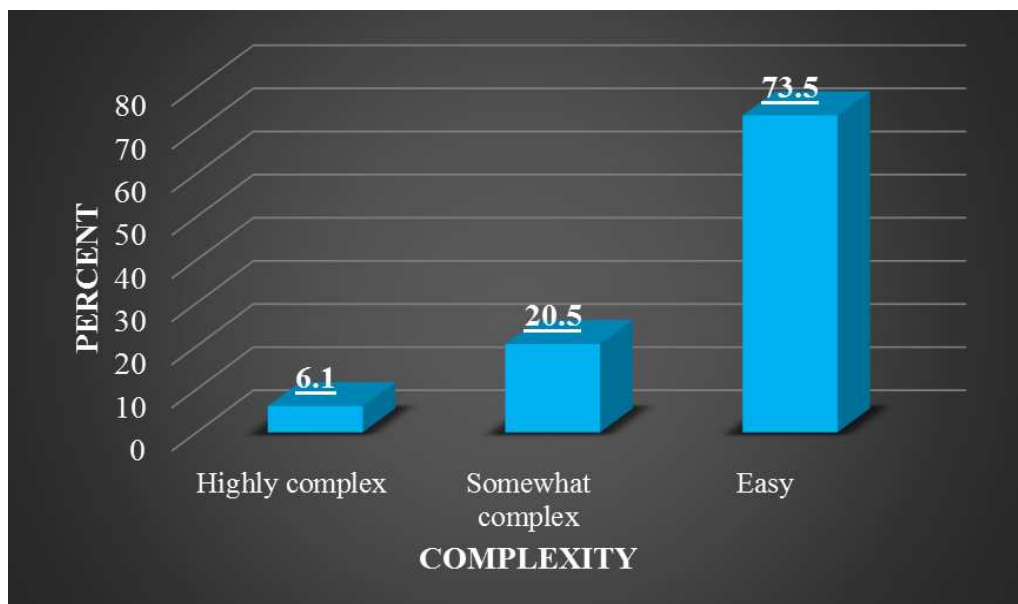
TABLE NO. 6B – 10

**COMPLEXITY OF TRAINING EXPERIENCED BY POLICE HEAD
CONSTABLE**

Complexity of training		
	Frequency	Percent
Highly complex	8	6.1
Somewhat complex	27	20.5
Easy	97	73.5
Total =	132	100.0

GRAPH NO. 6B – 8

**COMPLEXITY OF TRAINING EXPERIENCED BY POLICE HEAD
CONSTABLE**



From the above frequency distribution table it can be seen that out of 132 respondents **73.5%** find training easy, **20.5%** find training somewhat complex, and **6.1%** said that training is highly complex.

Hence most of the respondents feel that training contents are easy to learn.

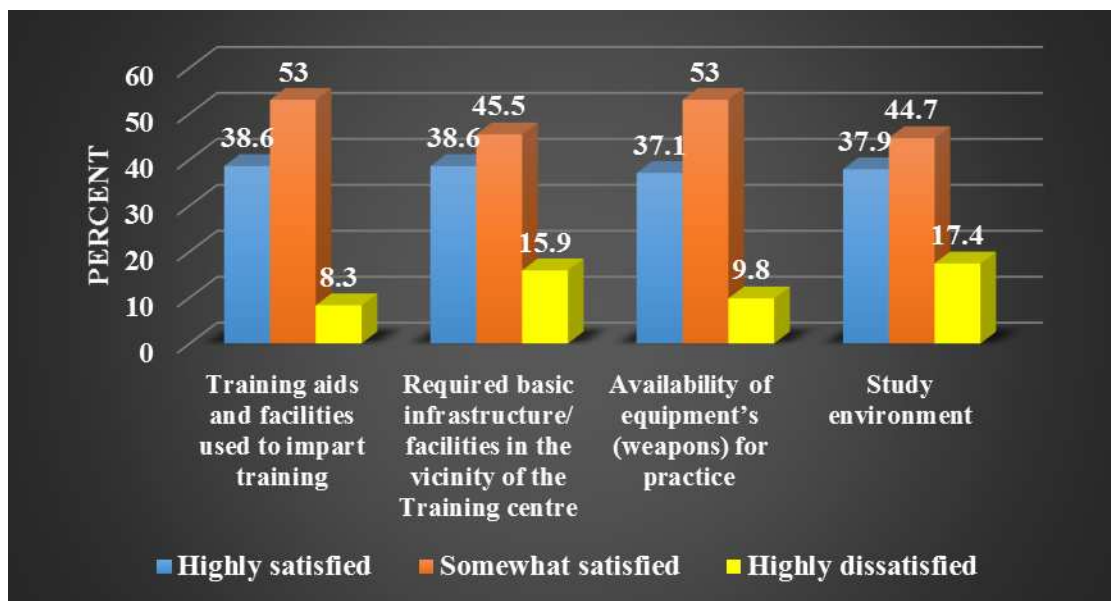
TABLE NO. 6B – 11

SATISFACTION TOWARDS TRAINING COMPONENTS

Training Elements		Highly satisfied	Somewhat satisfied	Highly dissatisfied	Total
Training aids and facilities used to impart training	Frequency	51	70	11	132
	Percent	38.6	53	8.3	100
Required basic infrastructure/ facilities in the vicinity of the Training centre	Frequency	51	60	21	132
	Percent	38.6	45.5	15.9	100
Availability of equipment's (weapons) for practice	Frequency	49	70	13	132
	Percent	37.1	53	9.8	100
Study environment	Frequency	50	59	23	132
	Percent	37.9	44.7	17.4	100

GRAPH NO. 6B – 9

SATISFACTION TOWARDS TRAINING COMPONENTS



From the above frequency distribution table and bar chart represents the satisfaction towards the four training contents. Findings of four training content is as follows.

Out of 132 respondents percentage of response for each training element is as follows.

- **Training aids and facilities used to impart training.**

53.00% are somewhat satisfied with training aids and facilities use to impart training, **38.6%** are highly satisfied with the training aids and facilities use to impart training and **8.3%** are highly dissatisfied with the training aids and facilities use to impart training

- **Required basic infrastructure/ facilities in the vicinity of training centre.**

45.50% are somewhat satisfied with required basic infrastructure/ facilities in the vicinity of training centre, **38.6%** are highly satisfied with the required basic infrastructure/ facilities in the vicinity of training centre and **15.9%** are highly dissatisfied with required basic infrastructure/ facilities in the vicinity of training centre.

- **Availability of equipment (weapons) for practice.**

53.00% are somewhat satisfied with availability of equipment (weapons) for practice, **37.1%** are highly satisfied with availability of equipment (weapons) for practice, and **9.8%** are dissatisfied with availability of equipment (weapons) for practice.

- **Study environment.**

44.70% are somewhat satisfied with study environment, **37.90%** are highly satisfied with study environment, and **9.4%** are highly dissatisfied with study environment.

Sub-hypothesis was tested to study the difference in the level satisfaction towards four training elements using Friedman's Chi-Square test at 5% level of significance. Each training component was measured three point scale.

Sub-hypothesis:

- H0: There is no difference between the levels of satisfaction towards various training elements.
- H1: There is significant difference between the levels of satisfaction towards various training elements.

TEST STATISTICS TABLE

Test Statistics	
N	132
Chi-Square	4.676
df	3
Asymp. Sig.	.197

Observation:- $\chi^2 (3) = 4.676$ P = 0.197 N= 132

In order to find out where the difference lies we refer to rank's table.

TABLE NO. 6B – 12

SATISFACTION TOWARDS TRAINING COMPONENTS : MEAN RANK TABLE

Ranks	
	Mean Rank
Training aids and facilities used for imparting training	2.41
Required basic infrastructure/ facilities in the vicinity of training centre	2,54
Availability of equipment's (weapons) for practice	2.47
Study environment	2.57

From rank's table it can be seen that **“training aids and facilities used for imparting training”** has a mean rank of 4.10, **“availability of equipment's (weapons) for practice”** has mean rank of 4.19, and **“required basic infrastructure/ facilities in the vicinity of training centre”** has a mean rank of 4.19, and so on.

Since P value (0.197) is more than level of significance (0.05) the null hypothesis is accepted.

Hence it is concluded that there is no difference between levels of satisfaction towards various training elements. So it can be concluded that the level of satisfaction do not differ across various training elements.

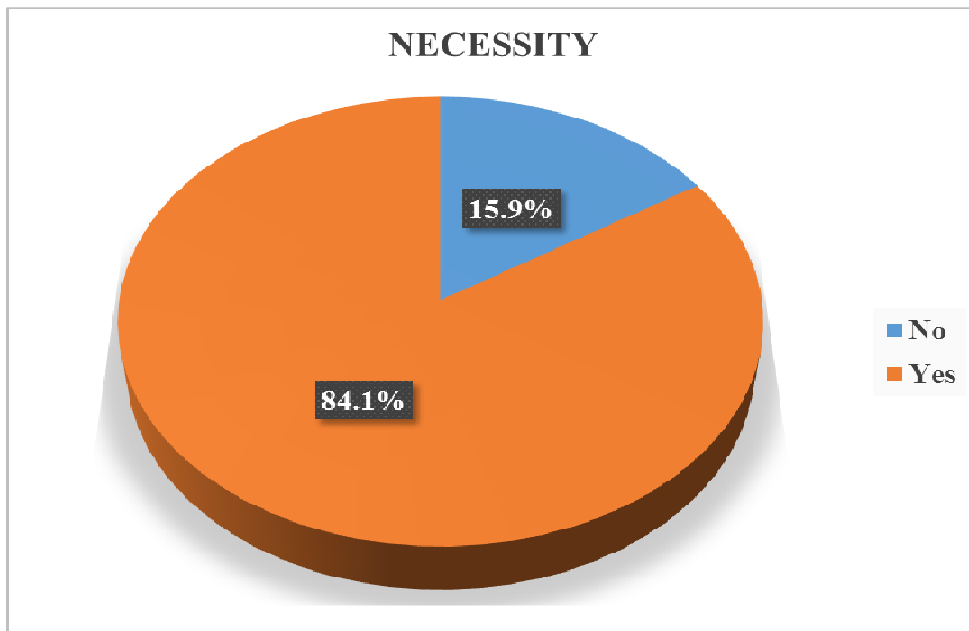
TABLE NO. 6B – 13

NECESSITY TO UNDERGO IN-SERVICE TRAINING

Necessity to undergo in-service training		
	Frequency	Percent
No	21	15.9
Yes	111	84.1
Total =	132	100.0

GRAPH NO. 6B – 10

NECESSITY TO UNDERGO IN-SERVICE TRAINING



From above frequency table and bar chart it can be seen that out 132 respondents **84.1%** feel the necessity to undergo in-service training and **15.9%** said that there is no need to undergo in-service training.

Hence the police head constables need in-service training to strengthen their abilities for efficient policing.

Table No. 6B – 14 - represents the frequencies of kind of problem encountered by police head constable during training programme.

Sub-hypothesis is formed to study a difference in the frequencies across eight problem encountered by Police head constable during training programme using Cochran's Q Test at 5% level of significance.

Sub-hypothesis:

- H0 :- There is no difference in the frequencies across various problems encountered by police head constables during training
- H1 :- There is a significant difference in the frequencies across various problems encountered by police head constables during training

TEST STATISTICS TABLE

Test Statistics	
N	132
Cochran's Q	164.053a
df	7
Asymp. Sig.	.000

Observations: - $Q(7) = 164.053$ $P = 0.000$, $N = 132$

TABLE NO. 6B – 14

KIND OF PROBLEM ENCOUNTERED BY POLICE HEAD CONSTABLE DURING TRAINING PROGRAMME

Frequencies	Value	
	0	1
	Increases Stress	76
Physical training is tough	109	23
Difficulty in understanding of law subjects	118	14
Boring	121	11
Repetitive	116	16
Lack of time	92	40
Execution of law and order duties during the training	63	69
Other	128	4

From the above table it can be seen that, **“execution of law & order duty during training”** has the frequency count of 69, **“increases stress”** has frequency count of 56, **“lack of time”** has frequency count of 40.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is a difference in the frequencies across various problems encountered by police head constables during training.

Top three problems encountered by police head constables during training programmes are “execution of law & order duty during training”, “increases stress”, and “lack of time.”

Table No. 6B – 15 - represents frequencies of post training challenges faced by police head constables

Research question :

Sub-hypothesis is formed to study a difference in the frequencies across four post training challenges faced by police head constables using Cochran’s Q Test at 5% level of significance.

Sub-hypothesis :

- H0 :- There is no difference in the frequencies across various post training challenges faced by police head constables
- H1 :- There is a significant difference in the frequencies across various post training challenges faced by police head constables

TEST STATISTICS TABLE

Test Statistics	
N	132
Cochran's Q	110.415 ^a
df	3
Asymp. Sig.	.000

Observations: - $Q(3) = 110.415$ $P = 0.000$, $N = 132$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6B – 15
POST TRAINING CHALLENGES FACED BY POLICE HEAD CONSTABLES

Frequencies		
	Value	
	0	1
Difference in training and actual work	74	58
Lack of opportunities	76	56
Not interested in applying knowledge gained during training	127	5
Other	131	1

From the table it can be seen that, **“difference in training and actual work”** has the frequency count of 58, **“lack of opportunities”** has frequency count of 56.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is a significant difference in the frequencies across various post training challenges faced by police head constables.

Top two post training challenges faced by police head constables are **“difference in training & actual work”**, and **“lack of opportunities”**

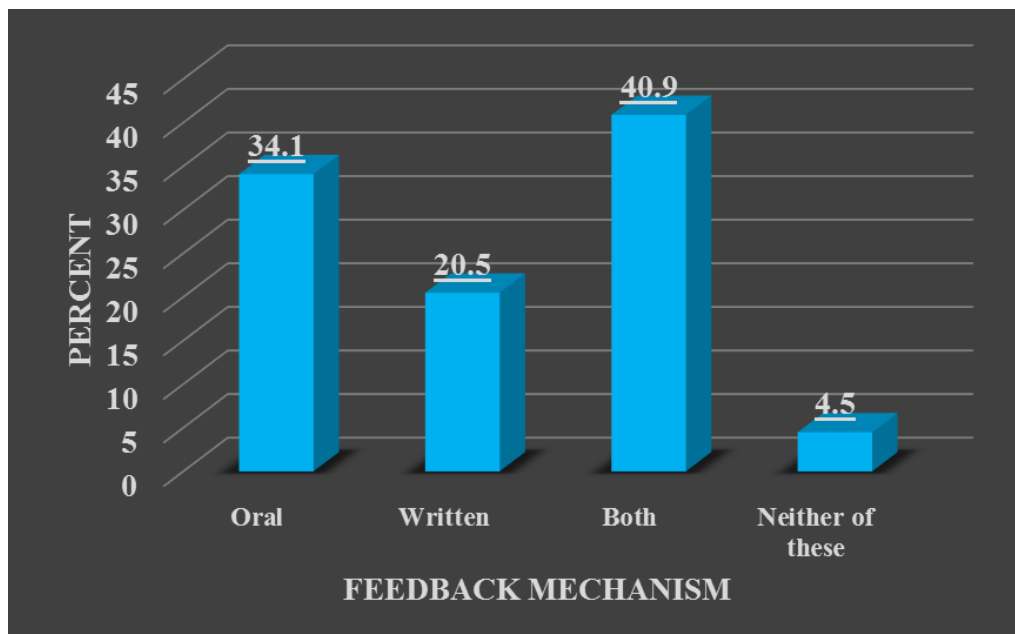
TABLE NO. 6B – 16

FEEDBACK MECHANISM

Feedback mechanism		
	Frequency	Percent
Oral	45	34.1
Written	27	20.5
Both	54	40.9
Neither of these	6	4.5
Total =	132	100.0

GRAPH NO. 6B – 11

FEEDBACK MECHANISM



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **40.9%** respondents said that they can give their feedback through oral and written communication, **34.1%** said that they give feedback orally, **20.45%** said that they can give their feedback though written communication and **4.5%** said that no such provision exists in training centre.

Hence only few respondents said that they can express their opinion regarding training through both oral and written communication.

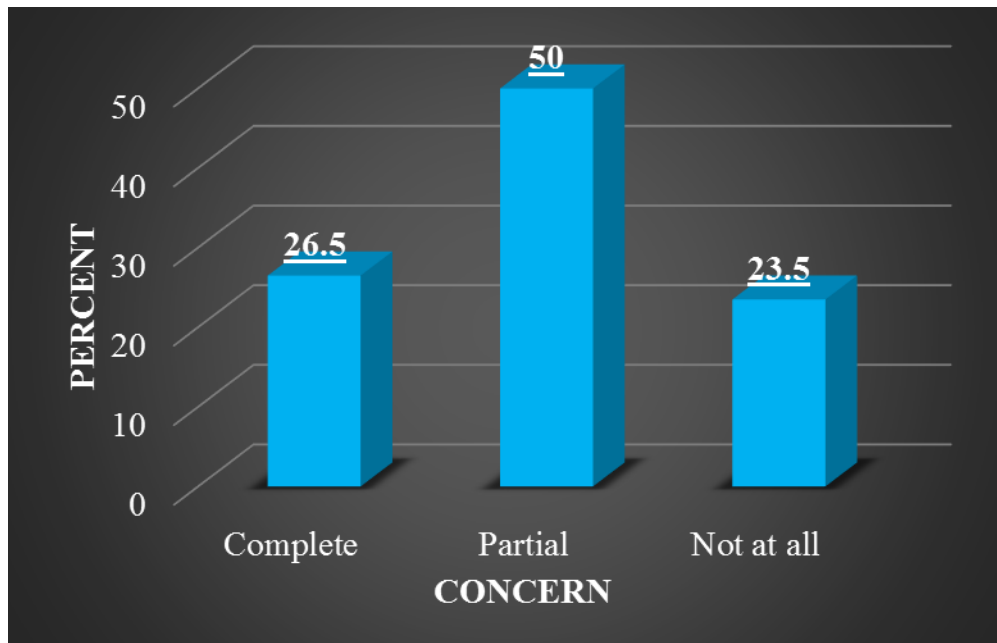
TABLE NO. 6B – 17

**CONCERN SHOWN BY TRAINERS TOWARDS PROBLEMS
ENCOUNTERED BY TRAINEE DURING TRAINING**

Concern shown by trainer towards problems encountered by trainee		
	Frequency	Percent
Complete	35	26.5
Partial	66	50.0
Not at all	31	23.5
Total =	132	100.0

GRAPH NO. 6B – 12

**CONCERN SHOWN BY TRAINERS TOWARDS PROBLEMS
ENCOUNTERED BY TRAINEE DURING TRAINING**



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **50%** respondents said that trainer are showing concern partially towards problems encountered by trainee. **26.5 %** said that trainers are showing concern towards problems encountered by trainee completely and **23.5%** said that trainers are showing unconcern towards problems encountered by trainee.

Hence a few trainees are completely satisfied towards the concern shown by trainers towards problems encountered by trainee during training.

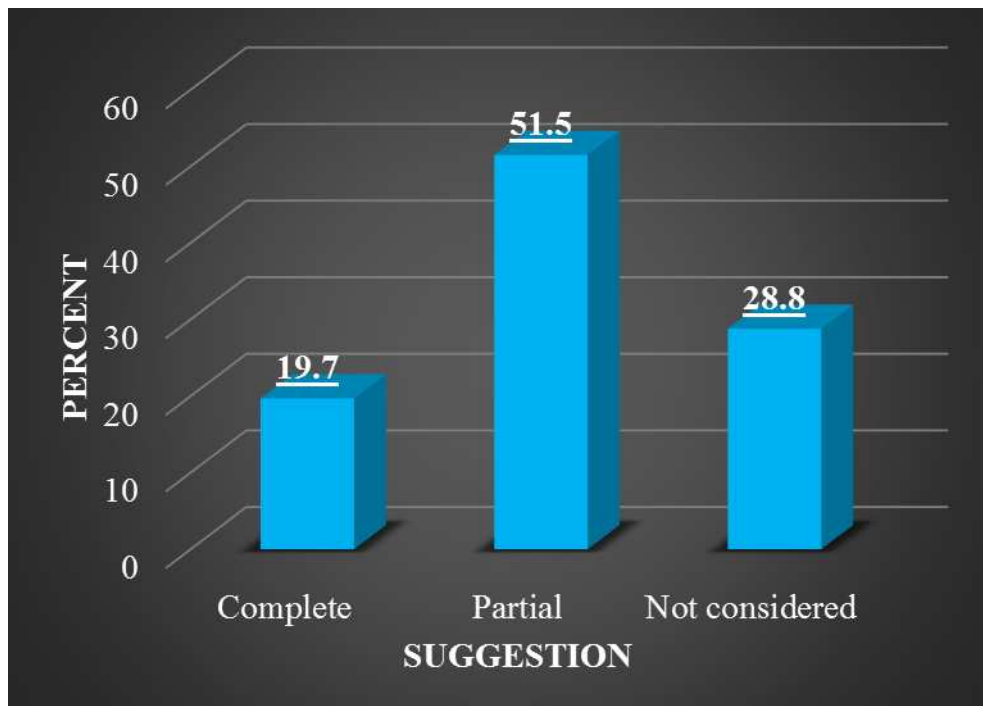
TABLE NO. 6B – 18

CONSIDERATION OF SUGGESTION

Consideration of suggestion		
	Frequency	Percent
Complete	26	19.7
Partial	68	51.5
Not considered	38	28.8
Total =	132	100.0

GRAPH NO. 6B – 13

CONSIDERATION OF SUGGESTION



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **51.52 %** respondents think that their suggestion are being considered partially, **19.70%** said that their suggestions are considered completely, and **28,79%** said that their suggestions are ignored.

Hence a few trainees are completely satisfied towards the concern shown by trainers towards the suggestion given by the trainee

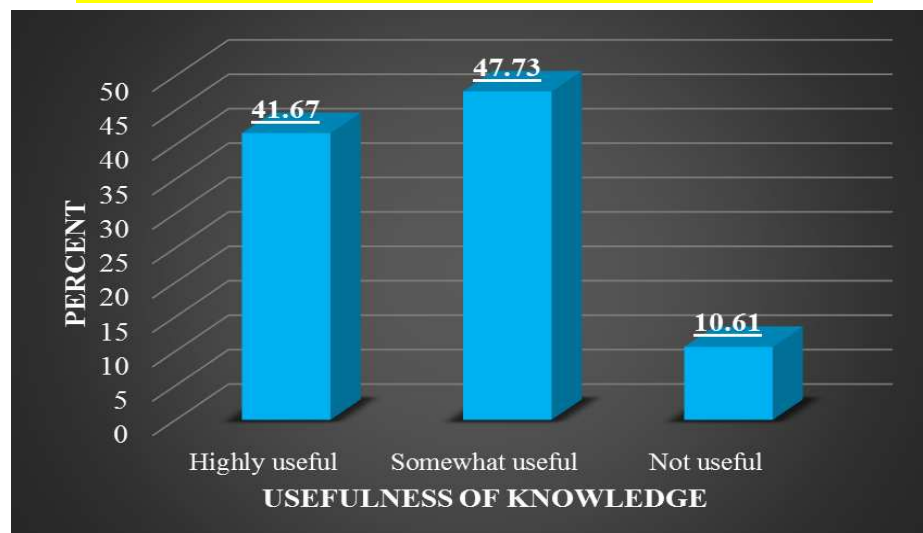
TABLE NO. 6B – 19

USEFULNESS OF KNOWLEDGE GAIN THROUGH TRAINING TO EXECUTE THE ADDITIONAL RESPONSIBILITIES

Usefulness of knowledge gained through training to execute the additional responsibilities		
	Frequency	Percent
Highly useful	55	41.67
Somewhat useful	63	47.73
Not useful	14	10.61
Total =	132	100.00

GRAPH NO. 6B – 14

USEFULNESS OF KNOWLEDGE GAINED THROUGH TRAINING TO EXECUTE THE ADDITIONAL RESPONSIBILITIES



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **47.73 %** respondents have opinion that the knowledge acquired through training is somewhat useful to execute additional responsibilities, **41.67%** are saying that the knowledge acquired through training is highly useful, **10.61%** are saying that the knowledge acquired through training is not useful to execute additional responsibilities.

Hence most of the respondents find the knowledge gained through training is somewhat useful to execute the additional responsibilities.

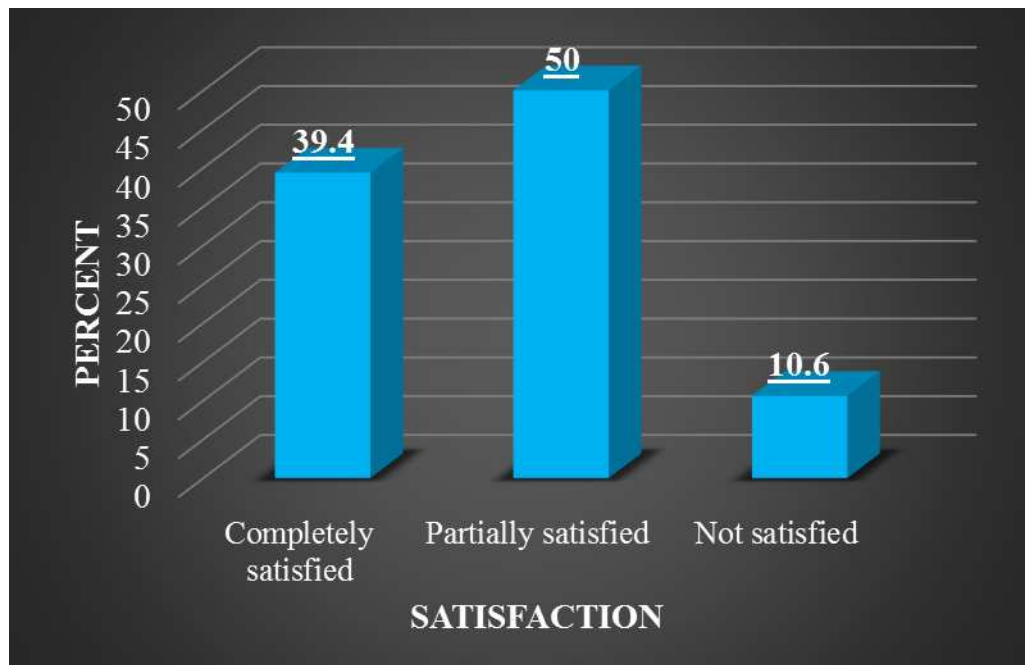
TABLE NO. 6B – 20

**SATISFACTION TOWARDS OVERALL ORGANISATION OF
REFRESHER COURSE TRAINING PROGRAMME OF POLICE HEAD
CONSTABLES**

Satisfaction towards overall organisation of refresher course training programme of police head constables		
	Frequency	Percent
Completely satisfied	52	39.4
Partially satisfied	66	50.0
Not satisfied	14	10.6
Total =	132	100.0

GRAPH NO. 6B – 15

**SATISFACTION TOWARDS OVERALL ORGANISATION OF
REFRESHER COURSE TRAINING PROGRAMME OF POLICE HEAD
CONSTABLES**



From the above frequency distribution table and bar chart it can be seen that out of 132 respondents **50%** of respondents are partially satisfied with the overall organisation of refresher course of police head constables, **39.4 %**

completely satisfied with the overall organisation of refresher course and **10.6%** of respondents are dissatisfied with overall organisation of refresher course for police head constables.

Hence most of the respondents are partially satisfied with the overall organisation of refresher course training programme of police head constables.

The analysis of data collected by questionnaire as a primary source from Trainers of 'basic training for police constables has been done and explained from point no. 6.2.3.

6.2.3 Basic training of Police Constables:-Trainer, PTC Nagpur :

Data analysis of trainers of basic post training of Police Constables.

Data are analysed and presented using of statistical tools like frequency, percentage, cross tabulation, Cochran test, Friedman Chi-square test, and for graphical representation pie and bar charts are used.

Researcher tried to find out

- Trainer's awareness about the 'aim', 'changes incorporated in training', and 'factors responsible for it'.
- Suggestions from Trainer for further development of training curriculum
- Factors for self-development of trainers for effective delivery of training.
- Ways of handling problems of trainee
- Problems faced by trainers during the training.

In this respondents are provided with the closed ended questionnaire to mark their responses. Most of the responses are of multiple response options where respondents can tick as many options which he/she feel appropriate. Multiple response options were tested using dichotomous scale. Also the space provided to express their views on any topic related with the training. These responses collected personally by researcher.

While collecting response some personal information like gender, educational qualification, number of years on experience etc also collected

DEMOGRAPHIC INFORMATION

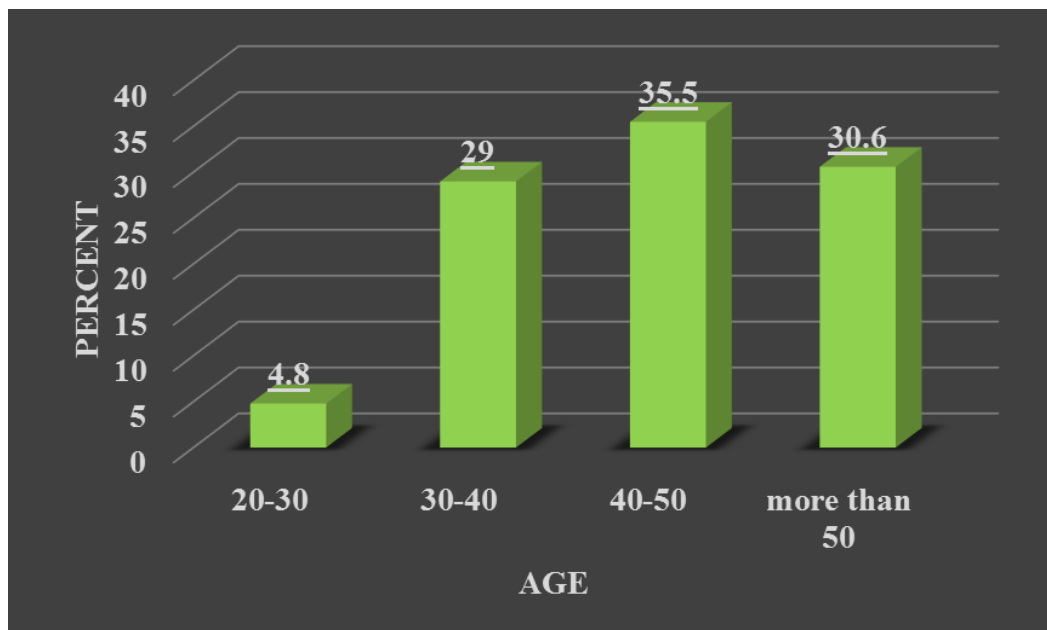
TABLE NO. 6C – 1

AGE WISE DISTRIBUTION OF RESPONDENTS

Age		
	Frequency	Percent
20-30	3	4.8
30-40	18	29.0
40-50	22	35.5
more than 50	19	30.6
Total =	62	100.0

GRAPH NO. 6C – 1

AGE WISE DISTRIBUTION OF RESPONDENTS



From the above frequency distribution table and bar chart it can be seen that out of 62 respondents **35.5%** fall in the age group of 40 to 50 years, **30.6%** fall in the age group more than 50 years.

Hence age of most of the respondents fall in the age group of 40 to 58 years.

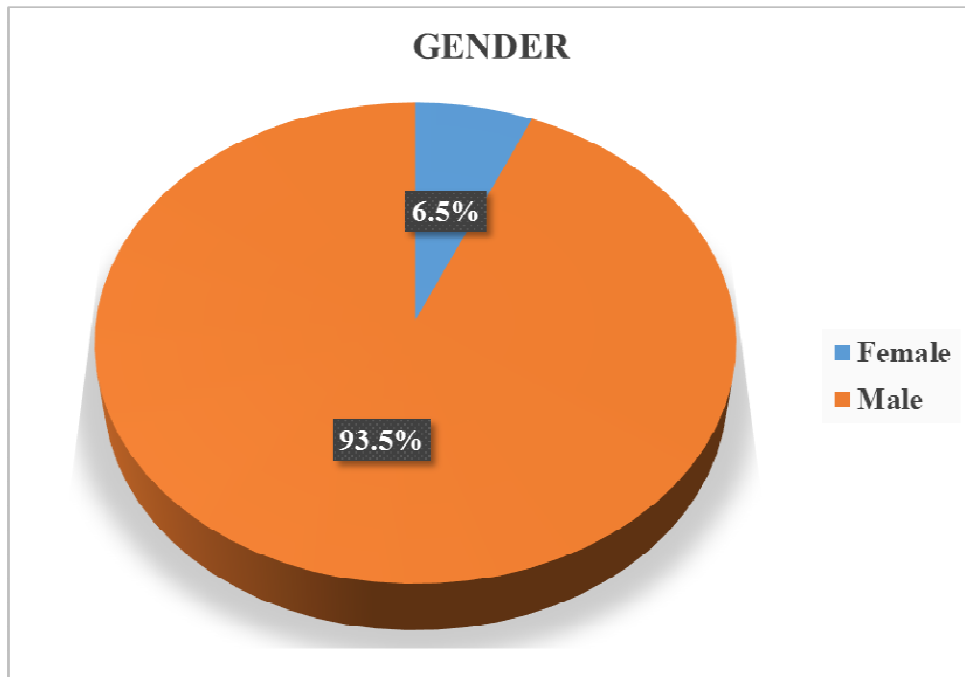
TABLE NO. 6C – 2

GENDER WISE DISTRIBUTION OF RESPONDENTS

Gender		
	Frequency	Percent
Female	4	6.5
Male	58	93.5
Total =	62	100.0

GRAPH NO. 6C – 2

GENDER WISE DISTRIBUTION OF RESPONDENTS



From the above frequency distribution table and pie chart it can be seen that out of 62 respondents **93.5%** are male respondents and **6.5 %** are female.

Hence number of women trainers is less than the male trainer.

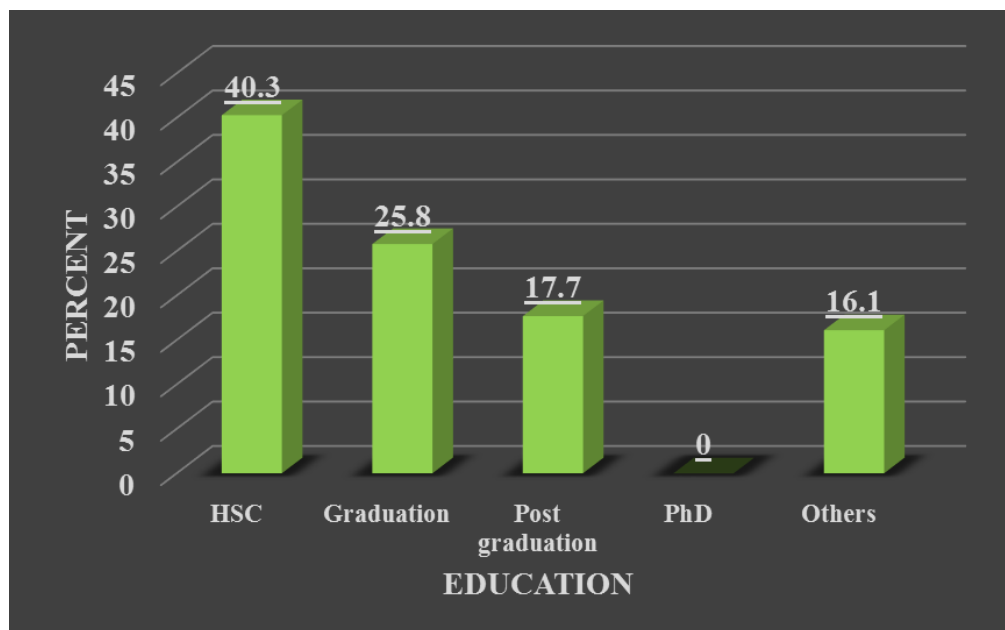
TABLE NO. 6C – 3

EDUCATIONAL QUALIFICATION

Education		
	Frequency	Percent
HSC	25	40.3
Graduation	16	25.8
Post graduation	11	17.7
PhD	0	0
Others	10	16.1
Total =	62	100.0

GRAPH NO. 6C – 3

EDUCATIONAL QUALIFICATION



From the above frequency distribution table and bar chart it can be seen that out of 62 respondents **40.32%** respondents completed Higher Secondary degree, **16.13 %** of respondent have educational qualification less than higher secondary degree, and **25.81 %** & **17.74 %** respondents are having graduation degree and post-graduation degree respectively.

Hence most of the respondents possess qualifying degree required to get selected in police department

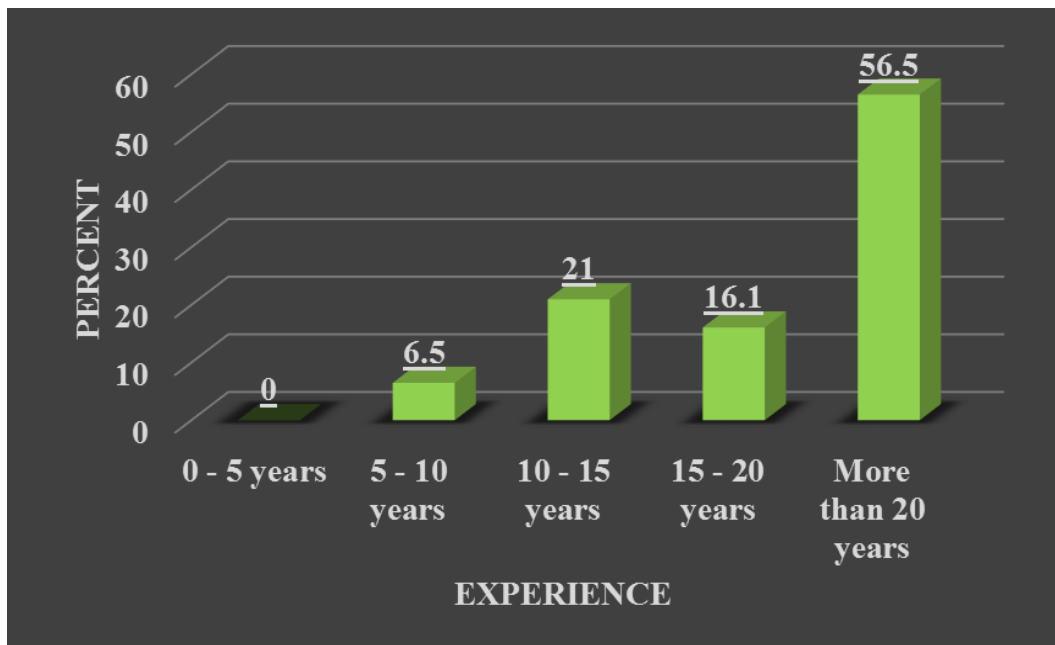
TABLE NO. 6C – 4

EXPERIENCE IN POLICE DEPARTMENT

Working Period		
	Frequency	Percent
0 - 5 years	0	0
5 - 10 years	4	6.5
10 - 15 years	13	21.0
15 - 20 years	10	16.1
More than 20 years	35	56.5
Total =	62	100.0

GRAPH NO. 6C – 4

EXPERIENCE IN POLICE DEPARTMENT



From the above frequency distribution table and bar chart it can be seen that **56.5 %** of respondents have more than 20 years of experience, **21 %** have 10-15 years experience, **16.1%** have 15-20 years experience and **6.5%** have 5-10 years experience in police department.

Hence most of the respondents have experience more than 20 years.

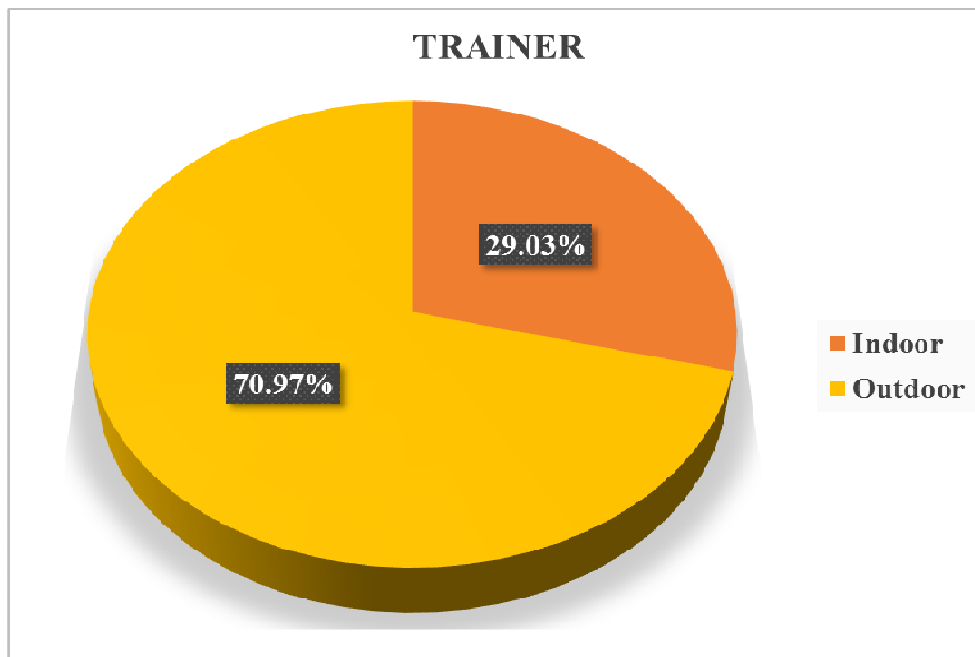
TABLE NO. 6C – 5

TRAINER TYPE

Trainer		
	Frequency	Percent
Indoor	18	29.03
Outdoor	44	70.97
Total =	62	100.0

GRAPH NO. 6C – 5

TRAINER TYPE



From the frequency distribution table and pie chart it can be seen that out of 62 respondents **70.97 %** are outdoor trainers and **29.03%** are indoor trainers.

Hence the percentage of outdoor trainer is more than indoor trainer.

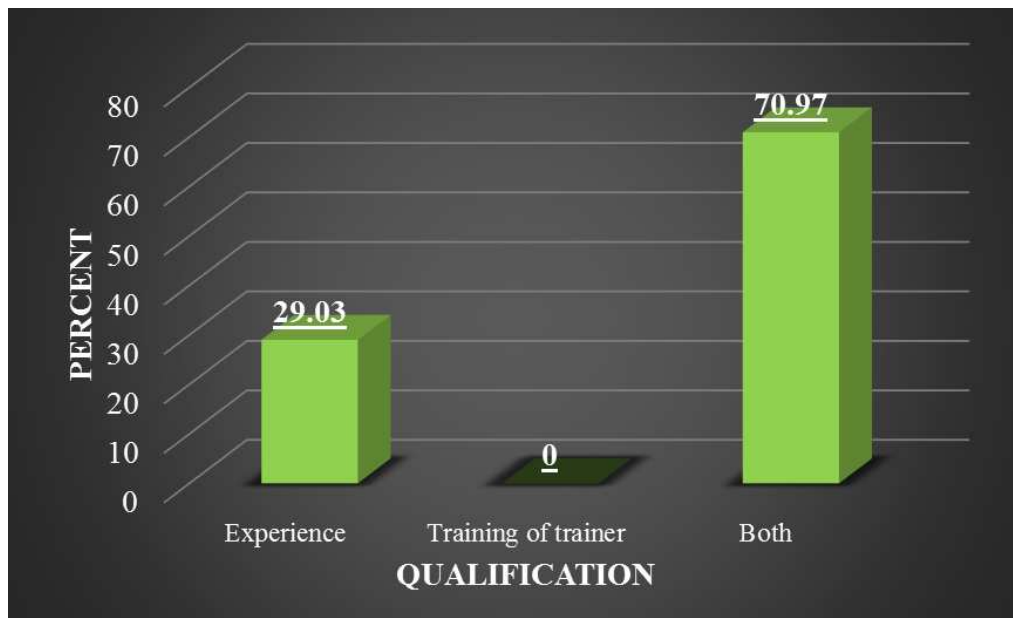
TABLE NO. 6C – 6

QUALIFICATION FOR BEING SELECTED AS A TRAINER

Qualification for being selected as a trainer		
	Frequency	Percent
Experience	18	29.03
Training of trainer	0	0
Both	44	70.97
Total =	62	100

GRAPH NO. 6C – 6

QUALIFICATION FOR BEING SELECTED AS A TRAINER



From the above frequency table and pie chart it can be seen that out of **71%** of the respondents fulfilled both the criteria of experience and completion of course of, “Training of Trainer whereas **29 %** of trainers are selected on the basis of experience in police department.

Hence experience is main criteria for being selected as a trainer.

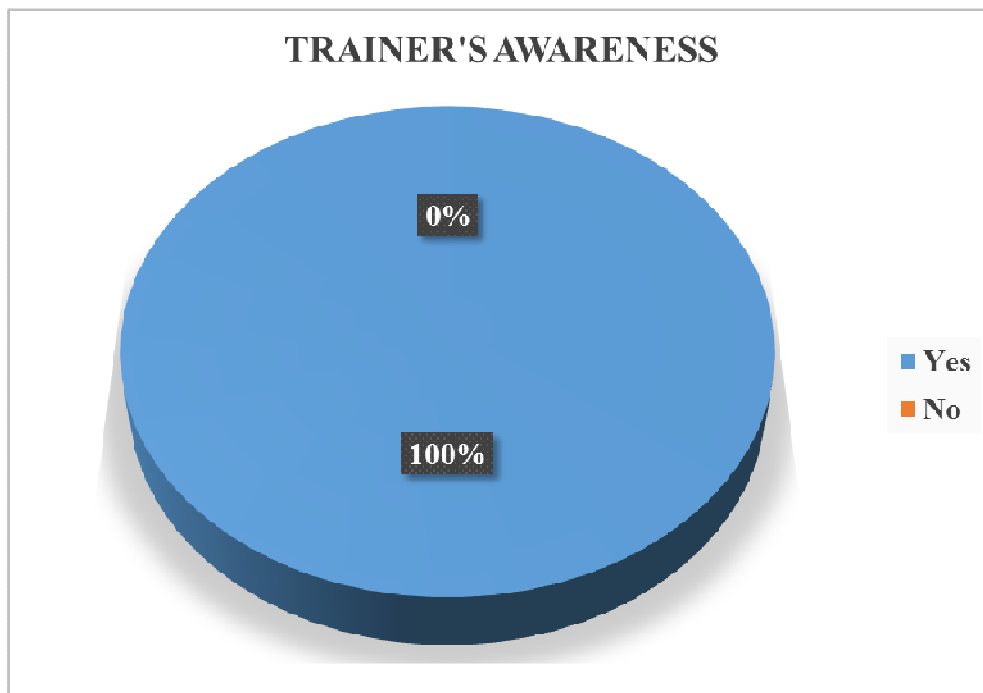
TABLE NO. 6C – 7

AWARENESS REGARDING THE PURPOSE OF TRAINING

Trainer's awareness regarding the purpose of training		
	Frequency	Percent
Yes	62	100.0
No	0	0
Total =	62	100.0

GRAPH NO. 6C – 7

AWARENESS REGARDING THE PURPOSE OF TRAINING



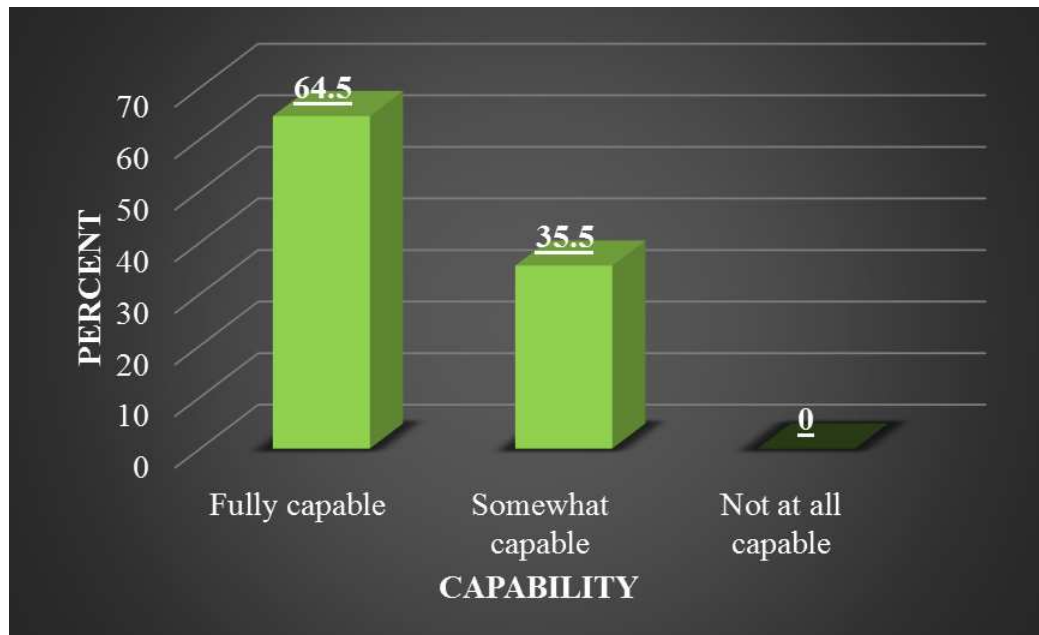
As per the frequency distribution table and pie chart it can be seen than **100%** respondents are aware regarding the purpose of training.

Hence all the trainers are aware about the purpose of training.

TABLE NO. 6C – 8
CAPABILITY OF EXISTING TRAINING PROGRAMME TO SATISFY
THE AIM OF TRAINING

Capability of existing training programme to satisfy the aim of training		
	Frequency	Percent
Fully capable	40	64.5
Somewhat capable	22	35.5
Not at all capable	0	0
Total =	62	100.0

GRAPH NO. 6C – 8
CAPABILITY OF EXISTING TRAINING PROGRAMME TO SATISFY
THE AIM OF TRAINING



From the above frequency distribution table and bar chart it can be seen than out of 62 respondents **64.5 %** have opinion that existing training programme is fully capable to satisfy the aim of training whereas **35.5 %** of respondents said that it is somewhat capable to satisfy the aim of training.

Hence most of the respondents have the opinion that the existing training is fully capable to satisfy the aim of training.

Table No. 6C – 9 - represents mean rank for emphasis on training components.

Sub-hypothesis is formed to test a difference in the amount of emphasis given on twenty three training components in existing training curriculum by using Friedman Chi-Square test at 5% significance level. Each training component was measured using three point scale (1= Highly emphasised, 2= Somewhat emphasised, 3= No emphasis at all).

Sub-hypothesis :

- H0: There is no difference in the amount of emphasis given on various training components in existing training curriculum.
- H1: There is significant difference in the amount of emphasis given on various training components in existing training curriculum.

TEST STATISTICS TABLE

Test Statistics	
N	62
Chi-Square	174.313
df	22
Asymp. Sig.	.000

Observation:- $\chi^2 (22) = 174.313$ N=62 P = 0.000

TABLE NO. 6C – 9

EMPHASIS ON TRAINING COMPONENTS

Ranks	
	Mean Rank
Personality development	15.40
Fundamental knowledge of law	15.02
Knowledge of physical fitness	12.68
Skills of efficient use of power	12.98
Sense of fulfilment of vision of police department	10.60
Positive attitude towards work	10.77
Respect for diversities of society	11.14
Effective handling of suddenly arising critical situation	10.40

Feeling of discipline and respect	10.23
Decision making ability	10.77
Optimum utilisation of available facilities	10.95
Motivation for self development and -development of police department	10.57
Leadership skills	11.87
Eagerness to gain knowledge	11.50
Skills to use weapons	10.58
Increase in willingness to extend cooperation to public, fulfilling responsibilities and discharging duty impartially keeping within the jurisdiction of law	10.77
Practical	12.81
Self assessment	12.76
Public image of police	11.87
Change in role of police in democratic society	13.45
Efficient handling of new modus operandi in crime	13.87
Efficiency to control social evils related to crime	12.06
Control of social evils which are not considered as crime	12.94

Observation :

Highly emphasized ‘Training Components’ with their mean ranks observed from above Rank’s Table.

Training Components	Ranks
Feeling of discipline and respect	10.23
Effective handling of suddenly arising critical situation	10.4
Motivation for self development and -development of police department	10.57
Skills to use weapons	10.58
Sense of fulfilment of vision of police department	10.6

Low emphasized 'Training Components' with their mean ranks observed from above Rank's Table

Components	Ranks
Personality development	15.4
Fundamental knowledge of law	15.02
Effective handling of new modus operandi in crime	13.87
Change in role of police in democratic society	13.45
Skills of efficient use of power	12.98

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant relation in the amount of emphasis given on various training components in existing training curriculum

Conclusion from above rank table :

- **Top five training components on which more emphasis is given in training curriculum are** 'felling of discipline and respect', 'effective handling of suddenly arising critical situation', 'motivation for self development and development of police department', 'skill to use weapons', and 'sense of fulfilment of vision of police department'
- **Very little emphasis is given on training components like** 'personality development', 'fundamental knowledge of law', 'effective handling of new types of modus operandi in crime', 'change in role of police in democratic society', and 'skills of efficient use of power'.

Table No. 6C – 10 - represents the frequencies for changes noticed by the trainers of PTC Nagpur in training curriculum during their tenure.

Sub-hypothesis is formed to test a difference in the frequencies across seven changes noticed by trainer in training curriculum during their tenure using Cochran's Q Test at 5% significance level.

Sub-hypothesis :

- H0:- There is no difference in the frequencies across various changes noticed by trainer in training curriculum during their tenure
- H1:- There is a significant difference in the frequencies across various changes noticed by trainer in training curriculum during their tenure

TEST STATISTICS TABLE

Test Statistics	
N	62
Cochran's Q	70.714 ^a
df	6
Asymp. Sig.	.000

Observations: - $Q(6) = 70.714$ $P = 0.000$, $N = 62$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6C – 10

CHANGES NOTICED BY THE TRAINERS IN TRAINING CURRICULUM DURING THEIR TENURE

	Frequencies	
	Value	
	0	1
Methods of imparting training	14	48
Subjects of training	22	40
Period of training	26	36
Syllabus of indoor training	30	32
Syllabus of outdoor training	25	37

Inclusion of other training methods from any department or agency other than police	40	22
Other	53	9

From table it can be seen that, “**methods of imparting training**” has the frequency count of 48, “**subjects of training**” has the frequency count 40, and “**period of training**” has frequency count of 36.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected.

Hence it is concluded that there is significant difference in the frequencies across various changes noticed by trainer in training curriculum during their tenure.

Top three changes noticed by the trainers of PTC, Nagpur in training curriculum during their tenure are “methods of imparting training”, “subjects of training”, and “period of training”

Table No. 6C – 11 - represents the frequencies for factors responsible for changes in training curriculum.

Sub-hypothesis is formed to test a difference in the frequencies across six ‘factors responsible for changes in training curriculum’ as perceived by the trainers using Cochran’s Q Test at 5% level of significance.

Sub-hypothesis:

- H0:- There is no difference in the frequencies across various ‘factors responsible for changes in training curriculum’ as perceived by the trainer
- H1:- There is a significant difference in the frequencies across various ‘factors responsible for changes in training curriculum’ as perceived by the trainer

TEST STATISTICS TABLE

Test Statistics	
N	62
Cochran's Q	95.340 ^a
df	5
Asymp. Sig.	.000

Observations: - $Q(5) = 95.340$ $P = 0.000$, $N = 62$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6C – 11

FACTORS RESPONSIBLE FOR CHANGES IN TRAINING CURRICULUM

Frequencies	Value	
	0	1
	Political, social and economic changes	24
Changing trends in crime	15	47
Increased Naxal and terrorist activities	15	47
Use of modern and scientific weapon and techniques for crime	19	43

Modernisation of police department	21	41
Other	56	6

From above frequency table it can be seen that, **“political, social, and economic changes”** has the frequency count of 38, **“changing trends in crime”** has the frequency count 47 and **“increased Naxal and terrorist activities”** has frequency count of 47.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected.

Hence it is concluded that there is significant difference in the frequencies across various ‘factors responsible for changes in training curriculum’ as perceived by the trainer.

Top three ‘factors responsible for changes in training curriculum’ as perceived by the trainer are “political, social, and economic changes”, “changing trends in crime”, and “increased Naxal and terrorist activities”

Table No. 6C – 12 - represents the frequencies for challenges encountered by trainers of PTC, Nagpur during training.

Sub-hypothesis is formed to test a difference in the frequencies across eight challenges encountered by trainers during training using Cochran's Q Test at 5% significance level.

Sub-hypothesis:

- H0:- There is no difference in the frequencies across various challenges encountered by trainers during training
- H1:- There is a difference significant in the frequencies across various challenges encountered by trainers during training

TEST STATISTICS TABLE

Test Statistics	
N	62
Cochran's Q	94.920 ^a
df	6
Asymp. Sig.	.000

Observations: - $Q(6) = 94.920$ $P = 0.000$, $N = 62$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6C – 12

CHALLENGES ENCOUNTERED BY TRAINERS DURING TRAINING

Frequencies	Value	
	0	1
	Lack of modern techniques and methods for imparting training	18
Different physical and mental capacities of trainee	17	45
Excessive number of recruits in a batch	27	35
Low number of trainer	39	23
Unwillingness of trainee to change themselves	35	27
Lack of specialized skill in trainers	33	29
Other	58	4

From table it can be seen that, “**different physical and mental capacities of trainee**” has the frequency count of 45, “**lack of modern techniques and**

methods for imparting training” has frequency count of 44, **“excessive number of recruits in a batch”** has frequency count of 35.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected.

Hence it is concluded that there is a difference in the frequencies across various challenges encountered by trainers during training.

The top three challenges encountered by trainers of PTC, Nagpur during training are “different physical and mental capacities of trainee” , “lack of modern techniques and methods for imparting training”, “excessive number of recruits in a batch.”

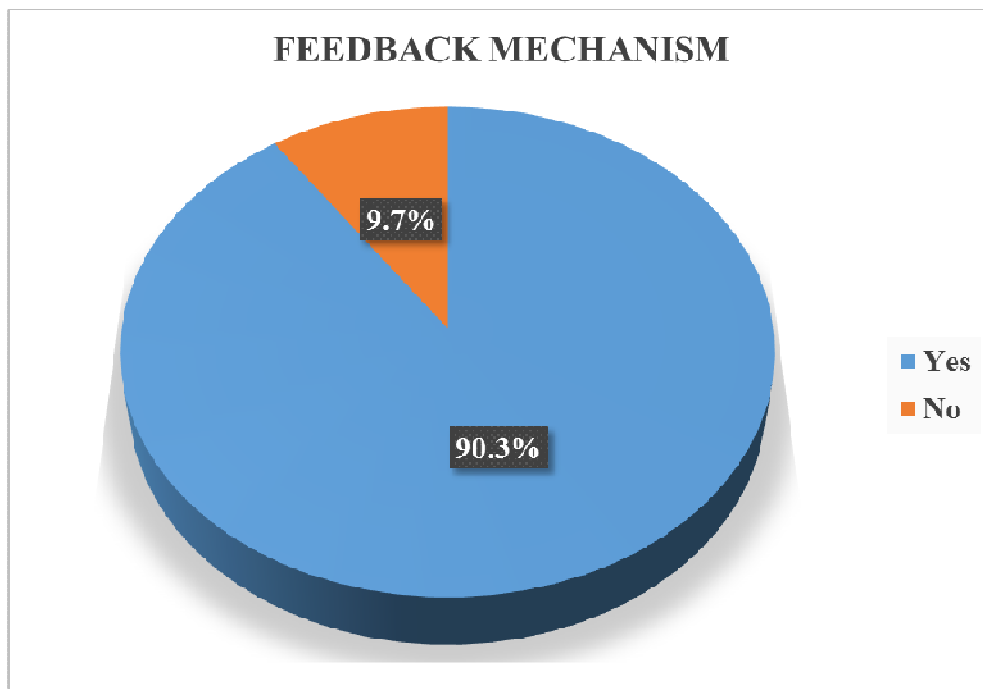
TABLE NO. 6C – 13

PROVISION OF FEEDBACK MECHANISM FOR TRAINEE

Provision of feedback from trainee		
	Frequency	Percent
Yes	56	90.3
No	6	9.7
Total =	62	100.0

GRAPH NO. 6C – 9

PROVISION OF FEEDBACK MECHANISM FOR TRAINEE



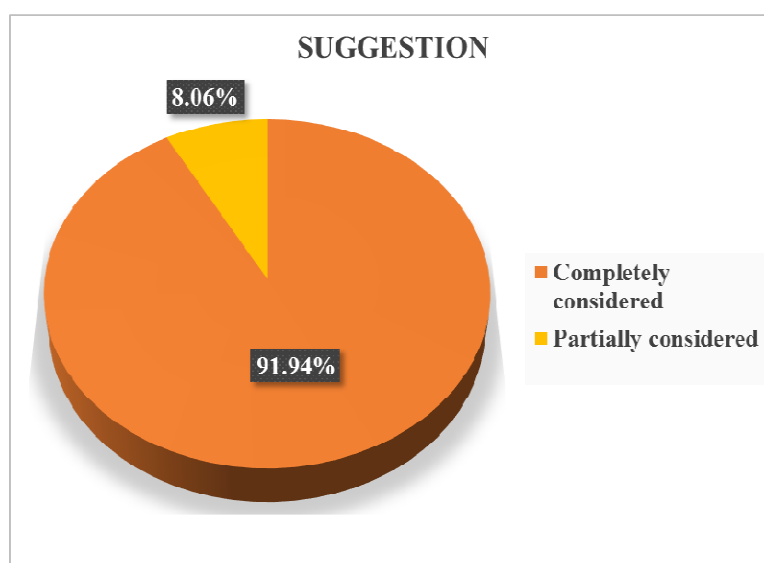
From above frequency distribution table and Pie chart it can be seen that out of 62 respondents **90%** respondents said that there is a provision of feedback mechanism for trainee whereas **10%** of the respondents denied of existence of such mechanism.

Hence feedback mechanism is used for recording the opinions of trainee regarding training.

TABLE NO. 6C – 14
CONSIDERATION SHOWN BY TRAINERS AND HIGHER AUTHORITIES
OF TRAINING CENTRE TOWARDS PROBLEMS AND SUGGESTION
RECEIVED BY TRAINEE THROUGH FEEDBACK

Consideration shown towards problems and suggestions received through feedback		
	Frequency	Percent
Completely considered	57	91.94
Partially considered	5	8.06
Not considered at all	0	0
Total =	62	100.0

GRAPH NO. 6C – 10
CONSIDERATION SHOWN BY TRAINERS AND HIGHER AUTHORITIES
OF TRAINING CENTRE TOWARDS PROBLEMS AND SUGGESTION
RECEIVED BY TRAINEE THROUGH FEEDBACK



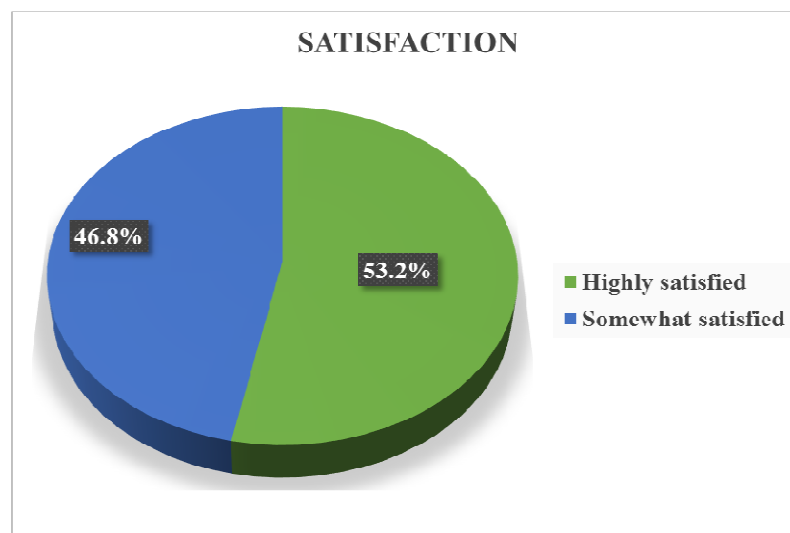
From above frequency distribution table and pie chart it can be seen that out of 62 respondents **92 %** said that problems and suggestions received through feedback are considered completely whereas **8 %** said that problems and suggestions received through feedback considered partially due practical infeasibility.

Hence due consideration is given to problems and suggestion received through feedback by trainers and higher authorities.

TABLE NO. 6C – 15
SATISFACTION TOWARDS OVERALL ORGANISATION OF BASIC TRAINING PROGRAMME

Satisfaction towards overall organisation of basic training programme		
	Frequency	Percent
Highly satisfied	33	53.2
Somewhat satisfied	29	46.8
Not satisfied	0	0
Total =	62	100.0

GRAPH NO. 6C – 11
SATISFACTION TOWARDS OVERALL ORGANISATION OF BASIC TRAINING PROGRAMME



From the above frequency distribution table and pie chart it can be seen that **53.2%** of trainers are completely satisfied towards overall organisation of basic training programme whereas **46.8%** are somewhat satisfied towards overall organisation of basic training programme.

Hence most of the respondents are highly satisfied towards overall organisation of basic training programmes of police constable where as the number of respondents who are partially satisfied for the same is also considerable.

The analysis of data collected regarding 'expectations from in-service training for constabulary' through questionnaire as a primary source from the police officers in the rank of Dy.S.P to Police Constable has been done and explained from point no. 6.3

6.3 Data analysis of survey: Regarding expectations from in-service training

This survey is conducted to take the view of some police officers from the rank of Dy.S.P to Police Constable regarding expectation from training of constabulary. This also through light on factors like purpose to join police department, hindrances came across while executing the endeavour of police department, strengthening the relation between trainee and trainer and some essential element to be integrated with training curriculum of constabulary so that the training will be able to bring the desired qualities in a trainee.

Respondents are provided with the closed ended questionnaire to mark their responses. All the responses are of multiple response options where respondents can tick as many options which he/she feels necessary. Multiple response options are measured using dichotomous scale. The space is provided to write their views on any topic related with the training. These responses are collected personally by researcher.

Data were analysed and represented using statistical tools like frequency, percentage, Cochran test, and for graphical representation pie and bar charts are used.

While collecting response regarding training some personal information also collected like gender, educational qualification, number of years on experience etc.

For data analysis two groups are formed first group is of men of constabulary (Group I) and second is of senior officers (Group II)

DEMOGRAPHIC INFORMATION

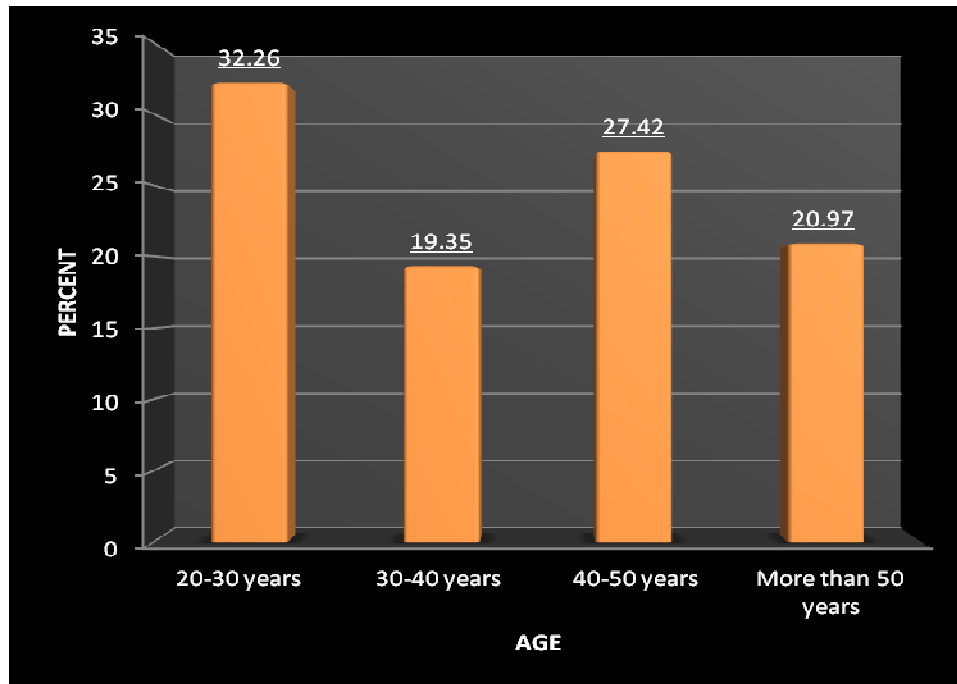
TABLE NO. 6D - 1

AGE WISE DISTRIBUTION OF RESPONDENTS

Age		
Age Groups	Frequency	Percent
20-30 years	40	32.26
30-40 years	24	19.35
40-50 years	34	27.42
More than 50 years	26	20.97
Total	124	100

GRAPH NO. 6D - 1

AGE WISE DISTRIBUTION OF RESPONDENTS



From the above frequency and bar chart it can be seen that out of 124 respondents **32.26 %** were fall in the range of 20 to 30 years, **27.42 %** in the range of 40 to 50 years, and **20.97%** more than 50 years.

Hence most of the respondents are in the age group of 20 to 30 years.

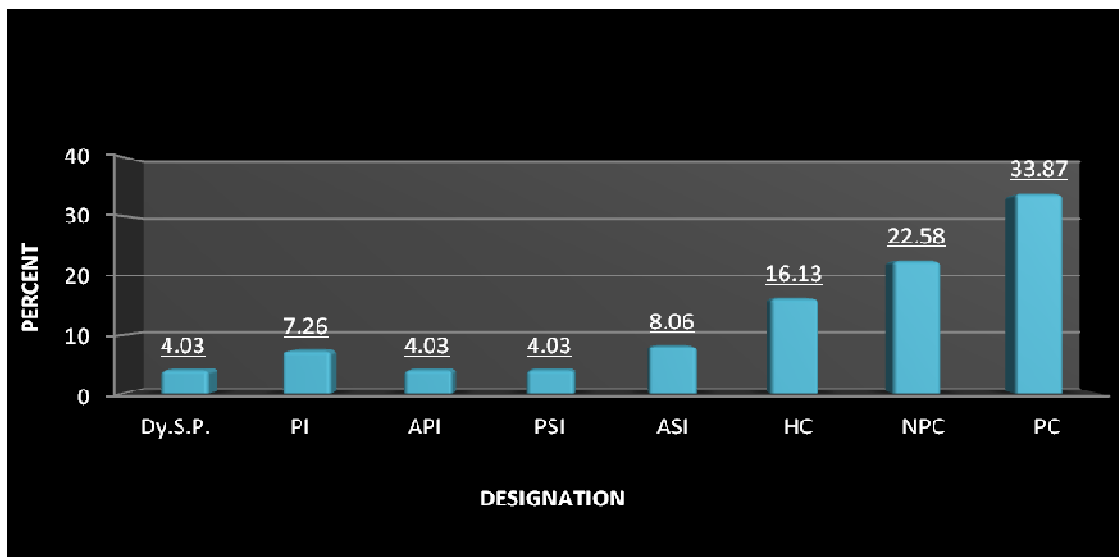
TABLE NO. 6D -2

DESIGNATION WISE DISTRIBUTION OF RESPONDENTS

Designation		
	Frequency	Percent
Dy.S.P.	5	4.03
Police Inspector	9	7.26
Asst. Police Inspector	5	4.03
Police Sub-Inspector	5	4.03
Assistant Sub Inspector	10	8.06
Head Constable	20	16.13
Naik Police Constable	28	22.58
Police Constable	42	33.87
Total	124	100

GRAPH NO. 6D -2

DESIGNATION WISE DISTRIBUTION OF RESPONDENTS



From the above frequency table and bar chart it can be seen that out of 124 respondents **33.87 %** are Police constables, **22.58 %** are Naik Police Constables, **16.13 %** are Police Head Constables.

Hence most of the respondents are police constables.

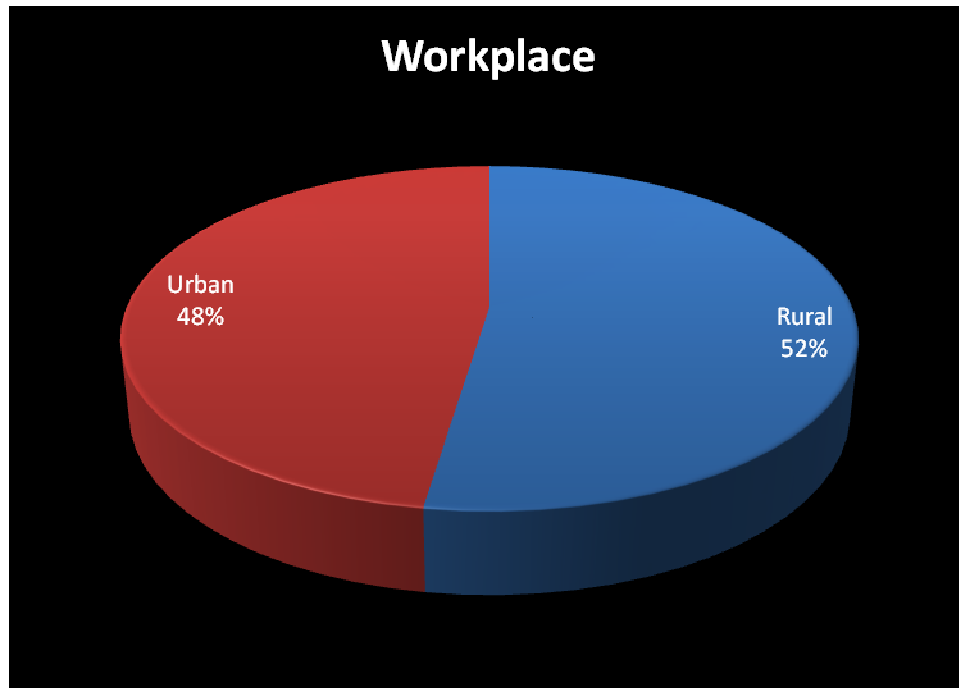
TABLE NO. 6D – 3

WORKPLACE WISE DISTRIBUTION

Workplace		
	Frequency	Percent
Rural	65	52.4
Urban	59	47.6
Total	124	100

GRAPH NO. 6D – 3

WORKPLACE WISE DISTRIBUTION



From the above frequency table and pie chart it can be seen that out of 124 respondents **52%** of respondents work in a rural area and **48 %** work in urban area. Hence most of the respondents were work in rural area.

Hence most of the respondents have their workplace at rural areas.

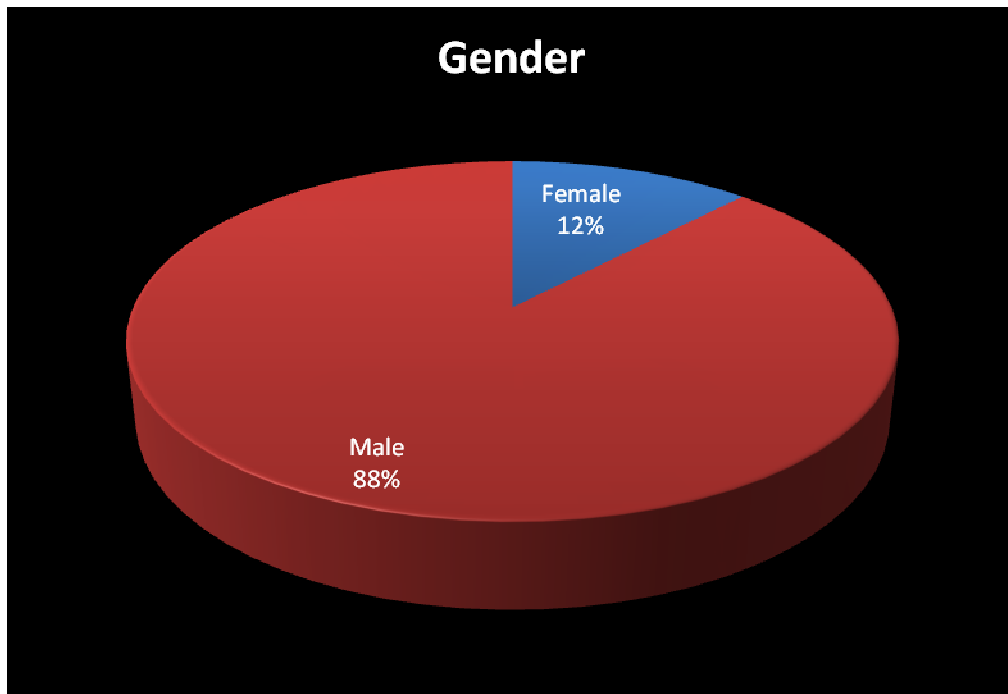
TABLE NO. 6D – 4

GENDER WISE DISTRIBUTION

Gender		
	Frequency	Percent
Female	15	12.1
Male	109	87.9
Total	124	100

GRAPH NO. 6D – 4

GENDER WISE DISTRIBUTION



From the above frequency and Pie chart it can be seen that out of 124 respondents **88%** were male and **12 %** were female. Hence most of the respondents were male.

Hence number of women police is less than the number of male police.

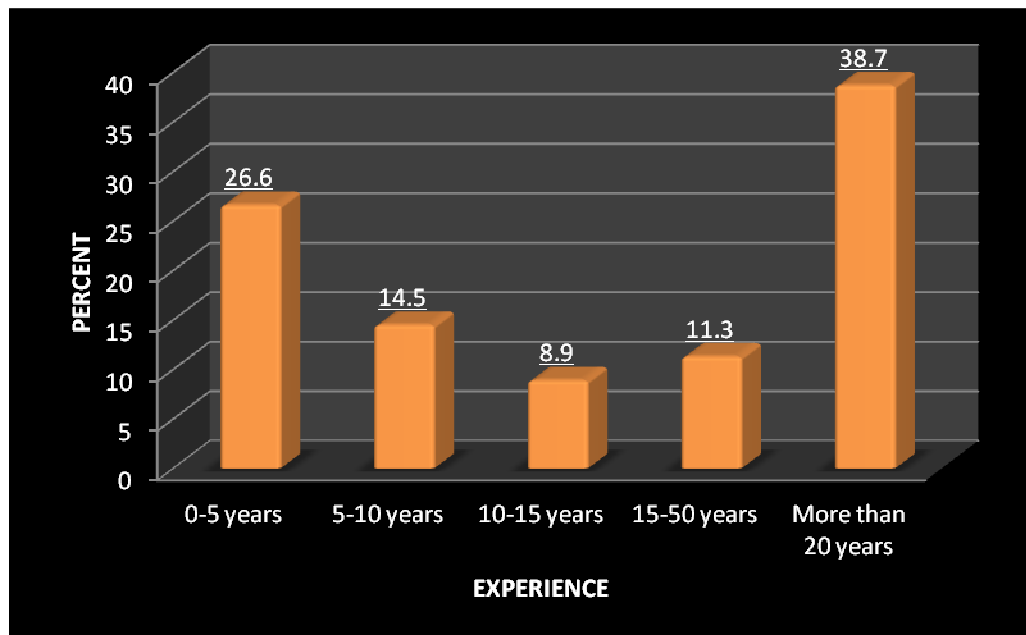
TABLE NO. 6D – 5

EXPERIENCE WISE DISTRIBUTION

Experience		
	Frequency	Percent
0-5 years	33	26.6
5-10 years	18	14.5
10-15 years	11	8.9
15-50 years	14	11.3
More than 20 years	48	38.7
Total	124	100

GRAPH NO. 6D – 5

EXPERIENCE WISE DISTRIBUTION



From the above frequency and bar chart it can be seen that out of 124 respondents **38.71** % were have more than 20 years of experience in Police department.

Hence most of the respondents have more than 20 years of experience in police department.

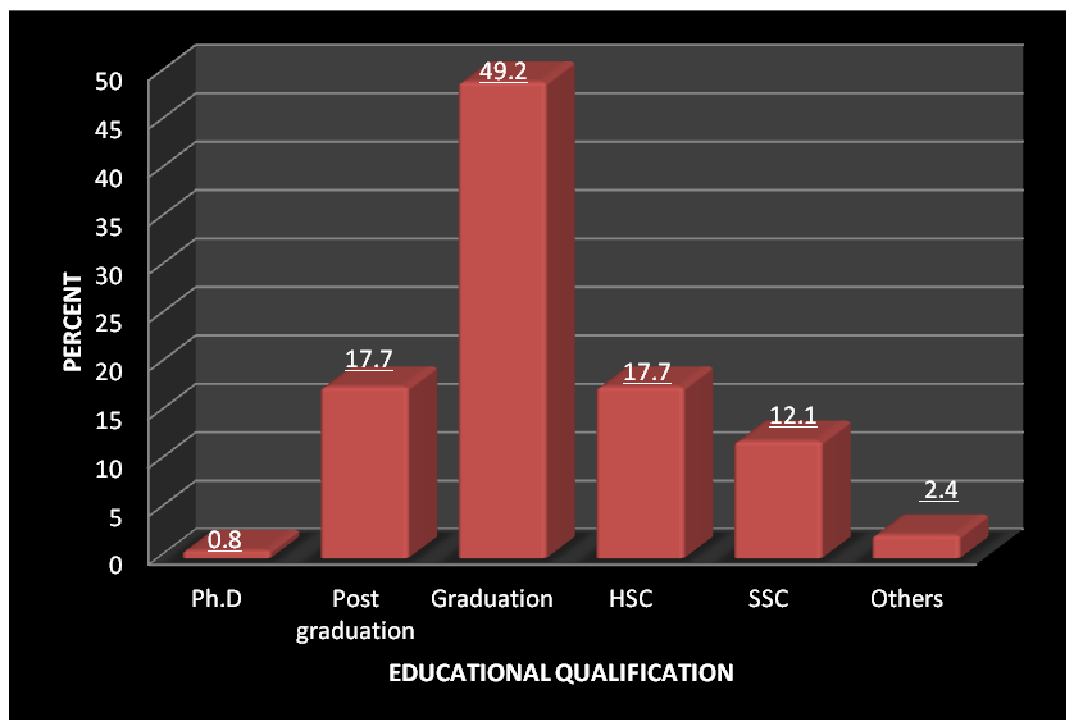
TABLE NO. 6D – 6

EDUCATIONAL QUALIFICATION DISTRIBUTION

Educational Qualification		
	Frequency	Percent
Ph.D	1	0.8
Post graduation	22	17.7
Graduation	61	49.2
HSC	22	17.7
SSC	15	12.1
Others	3	2.4
Total	124	100

GRAPH NO. 6D – 6

EDUCATIONAL QUALIFICATION DISTRIBUTION



From the above frequency and bar chart it can be seen that out of 44 respondents **49.19** % completed graduation degree and **17.74**% of respondents completed post graduation. Hence most of the respondents have higher educational qualification. All the data below is tested and analysed by using Cochran's Q Test at the 5% level of significance.

Table No. 6D – 7 represents the purpose of joining the police department. This data is collected from respondents of Group I

Sub-hypothesis:-

- Ho:- There is no difference in the weighage in the Respondents of Group I attached to the purpose of joining the police department.
- H1:- There is a significant difference in the weightage Respondents of Group I attached to the purpose of joining the police department.

Test Statistics	
N	100
Cochran's Q	38.850 ^a
df	7
Asymp. Sig.	.000

Observations: - $Q(7) = 38.850$ $P = 0.000$, $N = 100$

In order to find out where the difference lies, we refer to the frequency table

TABLE NO. 6D - 7
PURPOSE OF JOINING THE POLICE DEPARTMENT

	Frequencies	
	0	1
Relatives are already working in police department	88	12
Attraction of this department since childhood	59	41
Attraction of social status and power received begin as a police officer	76	24
Opportunity to enhance the status by coordinating with public	80	20
Motivated because of RSP and NCC training undergone during schooling	90	10
One the strongest means to look after the family	80	20
Means of self development and social & economical development of family	82	18
Having physical and mental capability to serve the police department	74	26

From the above frequency table it can be seen that, “**attraction of this department since childhood**” has the frequency count of 41, “**having physical and mental capability to**

serve the police department” has frequency count of 26 & **“attraction of social status and power received begin as a police officer”** has frequency fount of 24.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the weightage Respondents of Group I attached to the purpose of joining the police department.

Top three purpose of joining the police department are “attraction of this department since childhood”, “having physical and mental capability to serve the police department” & “attraction of social status and power received begin as a police officer”.

Table No. 6D – 8 represents the objectives of police department

Sub-hypothesis:-

- Ho:- There is no difference in the weighage in the respondents attached to the objectives of the police department.
- H1:- There is a significant difference in the weightage respondents attached to the objectives of the police department.

Test Statistics	
N	124
Cochran's Q	194.873 ^a
df	5
Asymp. Sig.	.000

Observations: - $Q(5) = 194.873$ $P = 0.000$, $N = 124$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6D – 8

OBJECTIVES OF POLICE DEPARTMENT

Frequencies		
	Value	
	0	1
Protection of life and valuables of public	33	91
Protection of civil right of public	83	41
Strict implementation of laws	84	40
Protect the routine life of people	83	41
Prevention of crime and taking legal action against criminals	52	72
Other	121	3

From the above frequency table it can be seen that, **“protection of life and valuables of public”** has the frequency count of 91, & **“prevention of crime and taking legal action against criminals”** has frequency count of 72.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the weightage respondents attached to the objectives of the police department

Top two important objectives of the police department as per stated by the respondent are **“protection of life and valuables of public”** & **“prevention of crime and taking legal action against criminals”**

Table No. 6D – 9 represents difficulties in implementing aim of police department by rural and urban police.

Sub-hypothesis:-

- Ho:- There is no difference in the weighage rural and urban police attached the difficulties faced while implementing aim of police department.
- H1:- There is a significant difference in the weightage rural and urban police attached the difficulties faced while implementing aim of police department.

Rural		Urban	
Test Statistics ^a		Test Statistics ^a	
N	65	N	58
Cochran's Q	145.641 ^b	Cochran's Q	176.204 ^b
df	10	df	10
Asymp. Sig.	.000	Asymp. Sig.	.000

Observation:-

Rural	Urban
Observations: - Q (10) = 145.641 P= 0.000, N=65	Observations: - Q (10) = 176.204 P= 0.000, N=58

In order to find out where the difference lies, we refer to the frequency tables.

TABLE NO. 6D – 9

**DIFFICULTIES IN IMPLEMENTING AIM OF POLICE DEPARTMENT BY
RURAL AND URBAN POLICE**

	Frequencies ^a			
	Rural (Value)		Urban (Value)	
	0	1	0	1
Difficulty in getting public support due to bad image of police	48	17	36	22
Expectation of public are vague which are unable to fit in the framework of law	43	22	39	19

Stress created out of large working hours and pressure of work	21	44	8	50
Low number of availability of police	49	16	21	37
Inability to get the proper help from other officer and colleagues	60	5	45	13
Incorrect appraisal of performance by seniors	47	18	34	24
Non availability of modern techniques in routine work of police	60	5	36	22
Have little knowledge of existing techniques	58	7	40	18
Negative political pressure	45	20	40	18
Not getting fundamental knowledge during basic training	61	4	48	10
Other	64	1	58	0

From the above frequency table it can be seen that, in case of rural police “**stress created out of large working hours and pressure of work**” has the frequency count of 44, & “**expectation of public are vague which are unable to fit in the framework of law**” has frequency count of 22 & “**negative political pressure**” has frequency count of 20.

And in case of urban police “**stress created out of large working hours and pressure of work**” has frequency count of 50, “**low number of availability of police**” has frequency count of 37, and “**incorrect appraisal of performance by seniors**” has frequency count of 24.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the weightage urban and rural police attached the difficulties experienced by them while implementing aim of police department.

Top three difficulties faced by **rural police** are “stress created out of large working hours and pressure of work”, “expectation of public are vague which are unable to fit in the framework of law”, & “negative political pressure”.

Top three difficulties faced by **urban police** are “stress created out of large working hours and pressure of work”, “low number of availability of police” and “incorrect appraisal of performance by seniors”.

Table No. 6D – 10 represents the skills wish to develop through training to bring simplicity in routine work by rural and urban police.

Sub-hypothesis:-

- Ho:- There is no difference in the weighage rural and urban police attached the skills wish to develop through training to bring the simplicity in routine work.
- H1:- There is a significant difference in the weightage rural and urban police attached the skills wish to develop through training to bring the simplicity in routine work.

Rural		Urban	
Test Statistics ^a		Test Statistics ^a	
N	64	N	59
Cochran's Q	55.045 ^b	Cochran's Q	95.756 ^b
df	6	df	6
Asymp. Sig.	.000	Asymp. Sig.	.000

Observation:-

Rural	Urban
Observations: - Q (6) = 55.045 P= 0.000, N=64	Observations: - Q (6) = 95.756 P= 0.000, N=59

In order to find out where the difference lies, we refer to the frequency tables.

TABLE NO. 6D – 10

**SKILLS WISH TO DEVELOP THROUGH TRAINING TO BRING SIMPLICITY
IN ROUTINE WORK BY RURAL AND URBAN POLICE**

	Frequencies			
	Rural (Value)		Urban (Value)	
	0	1	0	1
Practical training of implantation of law	44	20	29	30
Knowledge of proper handling of existing techniques of investigation	37	27	25	34
Knowledge of techniques useful for Society oriented policing	42	22	29	30
Training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities	29	35	16	43

Training of collection of intelligence from underworld	44	20	27	32
Knowledge about keeping positive coordination with public and media	47	17	23	36
Other	63	1	57	2

From the above frequency table it can be seen that, in case of rural police **“training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities”** has the frequency count of 35, **“knowledge of proper handling of existing techniques of investigation”** has frequency count of 27 & **“knowledge of techniques useful for Society oriented policing”** has frequency count of 22.

And in case of urban police **“training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities”** has frequency count of 43, **“knowledge about keeping positive coordination with public and media”** has frequency count of 36, and **“knowledge of proper handling of existing techniques of investigation”** has frequency count of 34.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the weightage urban and rural police attached the skills wish to develop through training to bring the simplicity in routine work.

Top three skills wish to develop by **rural police** are “training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities”, “knowledge of proper handling of existing techniques of investigation” & “knowledge of techniques useful for Society oriented policing”.

Top three skills wish to develop by **urban police** are “training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities”, “knowledge about keeping positive coordination with public and media”, & “knowledge of proper handling of existing techniques of investigation”.

Table No. 6D – 11 represent the effects of punishment on trainees

Sub-hypothesis:-

- Ho:- There is no difference in the weighage in the Respondents attached to the effects of punishment on trainee.
- H1:- There is a significant difference in the weightage Respondents attached the effects of punishment on trainee.

Test Statistics	
N	117
Cochran's Q	138.679 ^a
df	5
Asymp. Sig.	.000

Observations: - $Q(5) = 138.679$ $P = 0.000$, $N = 117$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6D –11
EFFECTS OF PUNISHMENT ON TRAINEES

Frequencies		
	Value	
	0	1
Decrease in Trainee's enthusiasm for completing the training	101	16
Trainee may develop inferiority complex due to thought of law status among his peers	91	26
Trainee will evaluate the reason of punishment. And he will improve his performance under the guidance of trainer	44	73
Careless approach	104	13
It will not affect trainee	102	15
Other	111	6

From table it can be seen that, **“trainee will evaluate the reason of punishment. And he will improve his performance under the guidance of trainer”** has the frequency count of 73, **“trainee may develop inferiority complex due to thought of law status among his peers”** has frequency count of 26, & **“decrease in trainee's enthusiasm for completing the training”** has frequency count of 16.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the weightage respondents attached the effects of punishment on trainee.

Top three effects of punishment on trainee will be “trainee will evaluate the reason of punishment. And he will improve his performance under the guidance of trainer”, “trainee may develop inferiority complex due to thought of law status among his peers”, and “decrease in trainee’s enthusiasm for completing the training”.

Table No. 6D – 12 represents the attributes suggested by respondents for effective training.

Sub-hypothesis:-

- Ho:- There is no difference in the weighage in the Respondents attached to the attributes for effective training.
- H1:- There is a significant difference in the weightage Respondents attached the attributes for effective training.

Test Statistics	
N	124
Cochran's Q	139.281 ^a
df	5
Asymp. Sig.	.000

Observations: - $Q(5) = 139.281$ $P = 0.000$, $N = 124$

In order to find out where the difference lies, we refer to the frequency table.

TABLE NO. 6D – 12

ATTRIBUTES SUGGESTED BY RESPONDENTS FOR EFFECTIVE TRAINING

	Frequencies	
	Value	
	0	1
Trainee should be provided a platform to exhibit their talents	66	58
Distinguished senior police officers should be invited to speak on topic related with police training after every 15 days	55	69
Basic infrastructural facilities must be provided to trainee at training centre	67	57
Appropriate consideration should be given to trainee's suggestions & problem and feedback should be provide to them	94	30
Trainee who have not completed training period prescribed by the government should not allow to attend the passing out pared. And legal action should take against such trainee after an investigation.	90	34
Other	121	3

From the above frequency table it can be seen that, **“distinguished senior police officers should be invited to speak on topic related with police training after every 15 days”** has the frequency count of 69, **“trainee should be provided a platform to exhibit their talents”** has frequency count of 58, and **“basic infrastructural facilities must be provided to trainee at training centre”** has frequency count of 57.

Since P value (0.000) is less than level of significance (0.05) the null hypothesis is rejected. Hence it is concluded that there is significant difference in the weightage Respondents attached the attributes for effective training.

Top three the attributes for effective training are “distinguished senior police officers should be invited to speak on topic related with police training after every 15 days”, “trainee should be provided a platform to exhibit their talents”, and “basic infrastructural facilities must be provided to trainee at training centre”.



Chapter No. 7

Karnataka State Police

CHAPTER NO. 7

KARNATAKA STATE POLICE

(An Overview of Training Activities)

To study about the major training activities in the state other than Maharashtra researcher visited police training centres of Karnataka State by focusing on changes incorporated in the training curriculum of police constables.

This chapter included brief introduction of the system of Karnataka police department, training activity of police personnel of constabulary, and two police training centres.

7.1 Structure of Karnataka Police:

The Director General and Inspector General of Police is the head of the police department in the state. The state of Karnataka is divided into administrative divisions like 'law and order', 'crime and technical services', 'administration', 'intelligence', 'Karnataka State Reserve Police', 'recruitment and training', and 'civil rights enforcement' etc. Each administrative unit is headed by Additional Directors General of Police which is the next post in the hierarchy. Further it is divided into ranges, districts, sub-divisions, circles, police stations.

The police stations are the lowest functional units of the police department which is headed by Police Inspector in urban areas. Police Inspector is assisted by Sub-Inspectors, Assistant Sub-Inspectors, Head Constables and police constables. In rural areas the Police Stations are headed by either a single Sub-Inspector or two Sub-Inspectors looking after law and order and crime according to the importance of the police stations.

The rural police stations are grouped into circles and these circles come under a sub-division. Sub-divisions are headed by Deputy Superintendents of Police and circles by Police Inspectors.

Hierarchy :

Hierarchy of police department in Karnataka State is as follows

1. Director General and Inspector General.
2. Director General of Police.
3. Additional Director General of Police.
4. Inspector General of Police.
5. Deputy Inspector General of Police.
6. Superintendent of Police.
7. Deputy Superintendent of Police.
8. Circle Police Inspector
9. Police Sub- Inspector
10. Asst. Sub- Inspector
11. Head Constable
12. Police Constable.

7.2 Training activity

Office of training wing is situated in Bangalore. Director General of Police is the head of the training wing. He is assisted by Inspector General of Police (Training), and Deputy General of Police (Training). There are total ten training centres to training police officers.

Objective of these training centres is to impart knowledge, skills and attitude to police personnel. The training curriculum is based upon recommendations of Gore Committee, National Police commission and BPR&D.

Police training institutes of Karnataka State

Following is the list of permanent police training centres where Police personnel of various ranks are being trained. Also there is a provision for temporary training centres where police personnel can be trained.

1. Karnataka Police Academy, Mysore.
2. Karnataka State Police Training Police Training Centre, Gulbarga.
3. Karnataka State Police Training School, Chennapatna.
4. Karnataka State Police Training School, Khanapur.
5. Police Driving & Maintenance School, Yelahanka, Bangalore.

6. Karnataka State Reserve Police Training School, Munirabad.
7. Armed Police Training School, Yelahanka, Bangalore.
8. Traffic Training Institute, Bangalore.
9. Special Branch Training Institute, Bangalore.
10. Wireless Training Institute, Bangalore.

In-service Training courses:

These courses are conducted with the help of BPR&D, NCRB, Karnataka State Police (KSP) and NGO for various ranks of police personnel. Duration of these courses is of 1 to 7 days of duration.

1. Vertical Interaction Course
2. Station House Management
3. Orientation Course
4. Supervisory Skills
5. VIP Security
6. In House Training
7. Crowd Control
8. Training of Trainers
9. Drug Law Enforcement
10. Promotional Courses
11. Handling of Explosives
12. Management Development Programme
13. Police Community Relations
14. Capsule course on Time/ Stress Management, White Collar Crime,
15. SCs & STs (Prevention of Atrocities) Act 1989 and Rules 1995
16. Creating Awareness on Prevention of HIV / AIDS
17. Police and Human Rights
18. Trafficking in Persons and Role of Police
19. Skills in Investigation
20. Scientific Aids to Investigation
21. Station House Management and Skills in Investigation
22. Course on Gender Sensitisation and People-Friendly Police

23. Life Style & Stress Management
24. Workshop on Special Juvenile Police Units
25. Cyber Crime
26. Policing : Reaching out to the Minorities
27. Fight Against Terror
28. Communications for Police Leadership
29. Soft Skills
30. Interrogation Techniques, Militancy, Terrorism & National Security Issues
31. Disaster Management
32. Course on Latest rulings with regard to Criminal Law
33. Capacity building of Police Training Institutes
34. Training on Social Defence
35. Course on KCS(CCA) Rules, KSP(DP) Rules, RTI Act, Disaster Management
36. Media Relations in Crisis Situation

Following in-service courses are designed especially for Head Constables and Police Constables:

- Soft skills
- Tobacco prohibition Act
- Stress management
- Disaster management
- Cyber crime
- Gender sensitisation

All these training programmes support the police personnel to update their knowledge and skill required for effective policing.

To get brief idea about the 'basic training of police constable' two training centres of Karnataka state were visited. In Karnataka state; police constables are recruited as armed police constable and civil police constables. Accordingly separate training curriculum is designed for them by considering the nature of their duty. Training institutes covered are

1. Karnataka State Police Training Police Training Centre, Gulbarga.

2. Armed Police Training School, Yelahanka, Bangalore.

7.2.1 Karnataka State Police training centre, Gulbarga :

The Karnataka Police Training Centre, Gulbarga is situated at Naganahalli, which is about 3 Km from city of Gulbarga in 75 acres of land. It was inaugurated on 7th Feb, 2003 by the former chief minister of Karnataka Shri. S. M. Krishna.

In this training centre Civil Police Constables gets their basic training for the duration of 9 months.

Objectives of PTC

- To impart basic training to the new entrants at the level of Sub-Inspector of Police and Constables of Police of Civil, Armed reserve and other special units.
- To conduct refresher and capsule course for in-service police officers to update their professional knowledge and skills.
- To create a pool of police trainers for the state of Karnataka
- The college strive to impart professional skills ethics and morals of the highest standard; it also tries to inculcate a spirit of service to the community in the training.

Staff details at PTC (2014):

Total 42 staff is present in PTC. Percentage of actual staff present is very low than the sanctioned staff in the case of in-door trainers.

TABLE NO. 7 – A

STAFF DETAILS AT PTC, GULBARGA

Indoor Staff			Outdoor Staff		
Rank	Sanctioned	Actual status	Rank	Sanctioned	Actual status
Superintendent of Police (Principal)	1	1	R. Dy. Superintendent of Police (Armed)	1	1
Add. Superintendent of Police (Vice-Principal)	1	1	R. Police Inspector	2	1

Dy. Superintendent of Police (Civil)	2	1	R. Police Sub Inspector	2	1
Dy. Director of Prosecution	1	1	Armed Head Constable	26	26
Police Inspector (Circle)	6	0	Armed Police Constable	11	6
Police Sub Inspector	10	3			
Total	21	7	Total	42	35
Percentage		33 %			83 %

(Source: Office of PTC, Gulbarga)

Selection criteria

- Experience in police department is the only criteria for selection as trainer.
- Indoor Trainers have to complete Training of Trainers i.e. TOT course of 15 days at Administrative Training Institute, Mysore or Police Training College, Mysore.
- Outdoor trainers are selected from the Armed Reserve Police. And they have to complete TOT course

Facilities for Trainers

- Separate chambers for every trainer
- Separate TV room, and news paper reading room for trainers
- There is provision of sending to trainers to attend the 'training for trainers' at Andhra Pradesh Police Academy

Facilities at PTC, Gulbarga :

All the facilities are provided adequately in the vicinity of training centre except medical facility.

TABLE NO. 7 – B**FACILITIES AT PTC, GULBARGA**

Sr. No.	Facility	Details about the facility	Availability
1	Library	One	Available
2	Recreation facility	Home theatre arrangement (two) of 100 capacity each.	Available
3	Lecture Hall	One	Available
4	Rooms for accommodation <ul style="list-style-type: none"> • Accommodation for trainee • Ventilation facilities 	Barracks are available for accommodation With all the adequate facilities are available.	Available Three barracks in which total 450 pcs can be accommodated at a time. In each Barack 12 maximum.
5	Provisions for providing water facilities <ul style="list-style-type: none"> • Drinking water (water coolers) • Water facilities for sanitation 	<ul style="list-style-type: none"> • Adequate facilities are available. • Solar system is available for hot water and lighting 	Available
6	Pared ground	Two <ol style="list-style-type: none"> 1. Pared ground for PSI 2. Pared ground for PC 	Available (underground lighting arrangements while at night pared)
7	Rooms for conducting lectures <ul style="list-style-type: none"> • Arrangement for seating • Ventilation facilities • Electricity facilities 	Rooms are available with all mentioned the facilities. Total 19 rooms <ul style="list-style-type: none"> • Out of which 4 are fully fledged with projector, mikes, computers have the capacity of 	Available Available Available

		<p>100 each.</p> <ul style="list-style-type: none"> • 1 room for firing simulation • 3 rooms for computer course (one for computer theory, and two for computer lab) • Remaining rooms are small rooms having capacity of 50 people. 	
8	Rooms for some special training techniques like simulation	Available for firing and simulator training.	Available
9	Computer facilities	Two computer Labs with 32 Computers in each lab	Available
10	Provision for electricity	Available and also equipped with electricity generators and solar electricity for lighting.	Available
11	Internet facilities	Broadband connection for every computer	Available
12	Canteen facilities (Mess)	One for psi and one for pc	Available (menu is decided by the mess committee of trainee)
13	<p>Medical facilities</p> <ul style="list-style-type: none"> • First aid kit • Ambulance • Provision of full time doctor • Provision for hospital facilities 	<ul style="list-style-type: none"> • Available in adequate number. • One • Full time doctor is not available. Visiting doctor is available. • No Separate medical facility is proved for this training centre. Patients are referred to government or private hospital. 	Available It is required to have one full time doctor and a separate hospital or dispensary for trainee.
14	Gymnasium	One equipped with all instruments.	Available
15	Facilities for playing	Provision of grounds for games like basketball,	Available (4 grounds for

		holly ball, running, tennis, football	basket ball and 1 grounds for holly ball)
16	Other facility	<ul style="list-style-type: none"> • Swimming tank (100x100 feet) • Dormitory • One rifle room at PSI pared ground to keep rifles at the time of pared. • Motor driving for PSI for the one month. • Separate obstacle section for obstacle training • Arrangement of firing practice in the vicinity of training centre. 	Available

(Source: Office of PTC, Gulbarga)

Evaluation of trainee :

- During the training two examinations i.e. mid-term and final examinations are conducted to assess the progress of the trainee.
- Trainer conducts class tests to see trainee's performance in their subjects.

Disciplinary action :

Disciplinary action is taken against the trainee; if trainee fail to follow the code of conduct during training and same is recorded in the service sheet of trainee. In which trainee can get any minor punishments such as 'postponement of increment', 'leave without pay', 'imposition of fine or any other punishment decided by the Principal' or trainee can get the 'suspension' and 'district return' as a major punishment.

Mentoring or counselling :

- Individual class teachers are responsible for regular mentoring and counselling of their respective class.

- Cadets have the opportunity to put forward their problems or suggestion through 'Mass Meeting' which is addressed by the Principal. This meeting is organised in last week of every month.
- Cadets can also put their suggestions and problems into suggestion box provided at training centres or they can directly meet their trainers or higher authorities of the training centre regarding any problems.

Syllabus of 'basic training' of Civil Police Constable: (Annexure 15)

Syllabus is present in annexure

Schedule of indoor and outdoor classes (Annexure: 16 Table No. 7C)

Schedule of indoor and outdoor classes is present in annexure

Evaluation for Civil Police Constables (2008 onwards) :

Trainees have to appear for total 20 subject papers and they have to secure minimum 40% marks to pass the examination. They get only two attempts to clear the examination and if trainee is not able to clear the exam in two attempts, he/she has to take the permission from Karnataka Police Academy, Mysore for third attempt.

TABLE NO. 7 - D

EVALUATION (CIVIL POLICE)

In-door subject evaluation

Sr. No.	Subject	Marks	Minimum Passing marks	Marks (Before 2008)
1	Paper-I Modern India & Role of Police	50	20	50
2	Paper-II Police Organization & Administration	50	20	50
3	Paper-III Psychology & Criminology	75	30	75
4	Paper-IV Indian Penal Code	100	40	100
5	Paper-V Criminal Procedure & Indian	100	40	100

	Evidence Act			
6	Paper-VI Special and Local Laws	75	30	75
7	Paper-VII Police Science	100	40	NA
8	Paper-VIII Police Manual Vol-I	75	30	75
9	Paper-IX Police Manual Vol-II	100	40	100
10	Paper-X Computer & Wireless	50	20	NA
11	Library, CD show, Guest Lecture & Visits.			
	Total Marks	775	310	625

Outdoor subject evaluation

Sr. No.	Subjects	Maximum marks for passing	Minimum marks for passing
1	P.T. /Yoga/Obstacles	100	40
2	Drill without arms	75	30
3	Drill with arms	75	30
4	Lathi drill and mob operation	75	30
5	Weapon training and maintenance	75	30
6	Guards and sentry duty	75	30
7	VIP Security and Escort	75	30
8	Unarmed Combat (UAC)	50	20
9	Field Craft	50	20
10	303 rifle firing	60	24
	Total	710	284

(Source: Office of PTC, Gulbarga)

7.2.2 Armed Police Training School, Yelahanka, Bangalore

It is started in the year 1982 have the area of 25 Acre. This training institute imparts post entry basic training to armed police constables, civil police constables and & In-service PSI. Total capacity of the training school is 430.

Staff availability at PTS :

Total 83 staff is present in PTS out of which 43 are police officers and 40 is ministerial staff.

TABLE NO. 7 – E**STAFF AT PTS, YELAHANKA**

Police Officers			
Sr. No.	Rank	Total present	No. of Vacancy
1	Superintendent of Police	1	NIL
2	Dy. S. P.	1	NIL
3	Reserve Police Inspector	1	NIL
4	Circle Police Inspector	2	1
5	Reserve Sub-Inspector	3	NIL
6	Police Sub-Inspector	1	NIL
7	Armed Head Constable	21	04
8	Armed Police Constable	14	NIL
Total		43	05
Ministerial staff			
1	First division assistant	2	NIL
2	Second division assistant	2	NIL
3	Typist	2	NIL
4	Dalayath	2	NIL
5	Follower	32	01
Total		40	01

(Source: Office of PTC, Yelahanka)

Motivation for staff :

- Individual assignment given on various topics pertaining to their academics as per ADGP's Instructions.
- Training Methods and Aids used.
- Group discussion held on various topics pertaining to their academics.
- Guest lecturers invited on various topics.
- BSF, CRPF staff invited on outdoor topics.
- Audio Visual used to train trainees.
- Internet clippings on police atrocities shown as per the ADGP'S instruction.
- Special classes on Yoga, Swimming, Unarmed Combat, HIV/AIDS.

- Wireless, anti sabotage training, field craft training by CRPF.
- Practising Night march, Rout march, Cross country, Sentry duties, night patrolling in the campus.

Exam And Evaluation :

- Surprise test and midterm test.
- Final exams are conducted in both indoor and outdoor to evaluate the trainee.

Welfare activities :

- Taking consultation of nutritionist/doctor to assess the require nutrition for trainee during the training.
- Mess managed by trainee themselves under the supervision of mess officer.
- A vegetable garden is grown by the trainee for vegetables.
- A home theatre is provided for the entertainment of the trainee.
- A mess night is conducted by the trainee for the trainee on every fourth Friday to exhibit their talent.
- Various game equipments have been provided to the trainee to develop their game skills.
- Gym facility is being provided to the trainee.
- A flour mill is being run in order to produce the required flour and masala powder for the mess. The flour mill is also used by the staff at reasonable prices.
- Welfare centre provides tailoring machines for the benefit of staff families.
- Celebration of Vanmohostav at training school.

Other good practices :

- Separate interaction with the teaching staff, followers, trainees, administrative staff to know their grievances.
- The trainees are divided into batches and they are under personal supervision of an officer for personal care and redress of their grievances.
- Feed back is taken from the trainee in order to improve the quality of training imparted.
- Preparation of Armed Hand Book.
- Plantation of trees.
- Kitchen garden.
- Shramadhana.
- Extension of pared ground.

Syllabus of ‘basic training’ of Armed Police Constable: (Annexure 17)

Basic duties carried out by armed police constable are sentry duty, guard duty, escort duty to assist civil police in dealing with unlawful assembly, crowd control, VIP Bandobast. Hence the training syllabus is designed accordingly.

Syllabus is present in annexure

7.3 Computer training for Civil and Armed Police Constables

Computer training course incorporated in the training curriculum to make them aware about various functions of Microsoft office and its application in routine police functioning. It is divided into four parts in which they learn about ‘basic computer applications’ and ‘Police IT’. This training is scheduled separately for civil police constables and armed police constables.

TABLE NO. 7 – F

SCHEDULE OF COMPUTER TRAINING FOR CIVIL POLICE CONSTABLE

(73 HRS)

Activity	Duration	Total Duration (Hr)
Part- I Basic IT (38 hrs)		
An overview of computer	2 hrs theory	2 hrs
Operating system, networking and managing folders	Theory 2hrs + Practical 4 hrs	6 hrs
MS Office-MS Word	Theory 3hrs + Practical 5 hrs	8 hrs
MS Office –Excel	Theory 2hrs + Practical 4 hrs	6 hrs
MS Office- MS Power point	Theory 1hr + Practical 3 hrs	4 hrs
E-mail & Internet	Theory 1hr + Practical 3 hrs	4 hrs
Nudi Applications & Kannada typing	8 hrs	8 hrs
Part II – Police IT (12 hrs)		
CCIS (Crime Criminal Investigation System)	2 hrs	2 hrs
Introduction to Police IT	2 hrs	2 hrs
Brief description of crime, law & order and Traffic Module	8 hrs	8 hrs
Part –III Other applications (13 hrs)		
Portrait Parle	Theory 1hr + Practical 4 hrs	5 hrs
E-Beat	Theory 3hrs + Practical 5 hrs	8 hrs
Part IV- Wireless (10 hrs)		
Aim, various sets and their use, maintenance of wireless equipment.	10 hrs	10 hrs

TABLE NO. 7 – G

SCHEDULE OF COMPUTER TRAINING FOR ARMED POLICE CONSTABLE

(58 HRS)

Activity	Duration	Total Duration (Hr)
Part- I Basic IT (38 hrs)		
An overview of computer	2 hrs theory	2 hrs
Operating system, networking and managing folders	Theory 2hrs + Practical 4 hrs	6 hrs
MS Office-MS Word	Theory 3hrs + Practical 5 hrs	8 hrs
MS Office –Excel	Theory 2hrs + Practical 4 hrs	6 hrs
MS Office- MS Power point	Theory 1hr + Practical 3 hrs	4 hrs
E-mail & Internet	Theory 1hr + Practical 3 hrs	4 hrs

Nudi Applications & Kannada typing	8 hrs	8 hrs
Part II – Police IT (10 hrs)		
Introduction to Police IT		2 hrs
Brief description of armed reserve and Motor Transport (MT)	8 hrs	8 hrs
Part IV- Wireless (10 hrs)		
Aim, various sets and their use, maintenance of wireless equipment.		10 hrs

(Source: Office of PTC, Yelahanka)

A. Modules in Police IT: -

There are eleven modules in Police IT. Trainers are outsourced to impart this training. Karnataka state police is going to use Police IT as a backbone software application and they will provide the necessary data to NCRB as per the CCTNS Project objective.

Modules of Police IT :

- Administration
- Armed reserve
- Crime
- Finance
- Forensic science laboratory
- Law and order
- Motor transport
- Stores
- Traffic
- Training
- Wireless

General role: Basic Screens from Administration, MT, Finance, Stores and other modules for administrative work.

B. KSPWAN :- It stands for ‘Karnataka state Police Wide Area Network’. It is established to connect the various departments, CID, Special unit offices and related police units of the Karnataka State.

7.4 Refresher course

Refresher course is designed to revise and update the knowledge gained during basic training. The duration of course is of fifteen days. It is conducted for total 150 hours i.e. 10 hrs each day. Out of which 7 hrs are utilised for outdoor and 3 hrs are utilised for indoor classes.

Topics covered in refresher course :

TABLE NO. 7 – H

TOPICS COVERED IN REFRESHER COURSE

Outdoor	Indoor
Physical Training (PT)	Guest Lecture
Foot Drill	Human Rights
Squad Drill	Police Administration
Arms Drill	Arms Act
Weapon And Tactics	Local Laws
Guard and Sentry Duties	Important Section of IPC, CRPC
Escort of Prisoners & Remittance	First Aid
Introduction of all small Arms	Fire Fighting
R.B. Lessons	Yoga
Tear Gas (TG)	Stress Management
Lathi Drill	
Mob Operations	
Games	

(Source: Office of PTC, Yelahanka)

Time table (Annexure 18 : Table No. 7 I)

Time table is present in annexure

Feedback mechanism :

After completion of training feedback forms are provided to trainees to give their opinion and suggestion regarding various aspects of training such as quality of training, trainer, practical application of knowledge and other facilities provided during training.

7.5 Changes in training curriculum noticed :

Record of year wise (2008 to 2013) changes incorporated in the training curriculum of Civil and Armed Police Constables is mentioned below.

Year 2008:-

In this year major modifications has been done in the syllabus of 'basic training' of Civil and Armed Police Constables as follows.

Civil Police Constable

- Two new subjected were include in training curriculum of police constable i.e Paper-VII Police Science of 100 marks & Paper-X Computer & Wireless of 50 marks.
- Revised marking system i.e total marks for final examination will be 750.
- Increased the marks of Paper-VI Special and Local Laws to 100 from 75

Armed Police Constable

There are many areas where armed police constables have to perform duties like special patrols, night beats and anti-decoity operations, VIP bandobast, election duties, and they have to deal with situations like major accidents, building collapses, natural calamities like flood, earthquakes, etc. Inclusion of topics like naxalism and terrorism to broaden their awareness and to prepare them for handling such major issues.

- Addition of following Topics in Indoor syllabus
 - **Terrorism and insurgency**-an overview, terrorism-its impact on democratic society and measure to combat it
 - Importance of VIP security-problems and challenges
 - Natural calamities and disaster management and role of police
 - Gender sensitization- Police behaviour towards women and children
 - Concept of human rights and role of National Human Rights Commission and State Human Rights Commission.
 - VIP arrangements and security
 - Disaster management
 - Dealing with natural calamities like floods and earthquake
 - Managing major accidents
 - Building collapses
 - Fire prevention and fire fighting
 - Civil defence
- Deleted some sections of CRPC and Police Act, 1986

Year 2012 :

- Minimum passing percentages reduced to 40 % from 50 % in 2012.

Year 2013 :

- Incorporate Computer training for Civil and Armed Police Constables in training curriculum in 2013 (Circular no: - Trg-1/TC-10/2013-14) to make them aware about the use of technology in their routine work.

Other observations :

- All the necessary infrastructural facilities are provided at training centre
- Feedback form covers most of aspects of training.

- Training centre provide all necessary training material to trainee like printed syllabus, notes etc.
- More importance is given to computer based training.
- Trainer are putting more emphasis on modern aids of teaching
- Less privileges are provide to trainers
- Percentage of trainers are very less in training centre
- Trainers are less enthusiastic about their posting as a trainer

7.6 Efforts of trainers and their expectation :

Researcher has taken opinion of trainer regarding present condition and their expectations from training through unstructured interview.

- More emphasis on factors while imparting training: - application based learning, use of case study approach, sharing of experience
- Use of training aids for effective learning: - black board, ppt, visual aids, motivational movies, hard copy of notes, books.
- Initiatives by trainers for developing positive attitude in trainee and to keep them motive throughout the training: - moral education, counselling, mentoring
- Efforts for personal development of trainer themselves: - discussion with superiors and officers of other state, interaction with public prosecutor, judges, and other administrative personnel.
- Expected changes in training curriculum: - developing the habit of reading, provision of modern equipments, personal management and man management, inclusion of ethic
- Expectations from police department: - incentives, other special trainings, rewards, some additional authority.



Chapter No. 8
Conclusions
&
Suggestions

CHAPTER NO. 8

CONCLUSIONS AND SUGGESTIONS

Conclusions are based upon findings of data analysis and hypotheses testing. Hypotheses and objectives of the research were tested using suitable statistical tools. Suggestions are based upon the findings of data analysis of primary and secondary data. Furthermore it enveloped suggestions based upon the observation of researcher.

8.1 Testing of Hypotheses and objectives :

All hypotheses were formed based upon the literature review and were tested in order to examine its acceptance or rejection

8.1.1 Hypothesis testing :

Hypothesis 1: Training is a prerequisite for improvement.

This hypothesis is tested through following points from the questionnaire of police constables, police head constables and trainers of PTC Nagpur.

1. Extent of changes noticed in the behaviour of the police constables and police head constables in themselves due to training (Table no 6A-8 & 6B-8)

○ Police constable:

According to table no. 6A-8 major changes in some behavioural traits noticed by police constables in themselves due to training are “confidence to face difficult situations”, “discipline” and “self-confidence”.

○ Police head constable

According to table no 6B-8 major changes in some behavioural traits noticed by police head constables in themselves due to training are “self-confidence”, “confidence to face difficult situations” and “motivation to gain knowledge”.

As police constables and police head constables noticed some behavioural changes in themselves when they complete any training; which they find useful to improve their performance.

2. Emphasis given on various training components in the view of trainers of PTC Nagpur (Table no 6C-9)

According to table no 6C-9 top five training components on which more emphasis is given in training curriculum are **‘felling of discipline and respect’**, **‘effective handling of suddenly aroused critical situation’**, **‘motivation for self development and development of police department’**, **‘skill to use weapons’** and **‘sense of contribution in fulfilment of vision of police department’**.

whereas **Very little emphasis is given on training components like** ‘personality development’, ‘fundamental knowledge of law’, ‘effective handling of new types of modus operandi in crime’, ‘change in role of police in democratic society’, and ‘skills of efficient use of power’.

According to PTC Trainers training is useful to bring desired behavioural changes in trainees to improve their professional performance.

Hence the hypothesis ‘Training is a prerequisite for improvement’ is accepted.

Hypothesis 2: The police constables and police head constables are satisfied with the training activities

This hypothesis is tested through following points from the questionnaire of police constable, police head constable and trainers PTC Nagpur.

1. Satisfaction of police constables, police head constables towards training elements (Table No 6A-12 & 6B-12)

o Police constable

According to table no. 6A-12 elements with which police constables are highly satisfied are “study environment”, “training aids and facilities used for imparting training” and “required basic infrastructure/ facilities in the vicinity of training centre”.

o Police head constable

From table no 6B-11 it can be seen that top three elements with which police head constables are **somewhat satisfied** with all the training elements like “training aids and facilities used for imparting training”, “availability of equipments (weapons) for practice”, “required basic infrastructure/ facilities in the vicinity of training centre” and “study environment” .

2. Capability of exiting training programme to satisfy the aim of training

According to table no. 6C-8; 64.52 % have opinion that existing training programme is fully capable to satisfy the aim of training whereas 35.48 % of respondents said that it is somewhat capable to satisfy the aim of training.

3. Satisfaction of police constables and trainers PTC Nagpur towards overall organisation of basic training (Table no 6A-17 & 6C-15)

According to table no 6A-17; 57% of police constables are completely satisfied with the overall organisation of basic post training whereas 39 % police constables partially satisfied with the overall organisation of basic training.

According to table no. 6C-15; 53% of trainers of PTC Nagpur are completely satisfied with the overall organisation of basic post training whereas 47% trainers are partially satisfied with the overall organisation of basic training.

4. Satisfaction of police head constables towards overall organisation of refresher course training (Table no 6B-17)

According to table no. 6B-17; 50% of respondents are partially satisfied with the overall organisation of refresher course of police head constable, 39.4 % completely satisfied with the overall organisation of refresher course and 10.6% of respondents are dissatisfied with overall organisation of refresher course for police head constable.

Here it can be conclude that police head constables are partially satisfied with the overall organisation of refresher course.

Hence the hypothesis 'The police constables and police head constables are satisfied with the training and development activities' for police constable is accepted and

In the case of trainers of PTC Nagpur the hypothesis is partially accepted.

In the case of police head constable the hypothesis is partially accepted.

Hypothesis 3: The police personnel have positive attitude and perception towards training (Table no. 6A-6 & 6B-6)

This hypothesis is tested through the reasons given for attending/completing any training programme by police constables and police head constables.

1. Reasons given by police constables and police head constables for completing the training programme

o Police constable (Table no. 6A-6)

According to table no (6A-6) "get the knowledge of technology and skills", "enthusiasm to learn" and "compulsion" are the major reasons for attending the training programme.

The reasons given by police constables are encouraging. Hence the hypothesis 'The police personnel have positive attitude and perception towards training' for police constable is accepted

○ **Police head constable (Table no. 6B-6)**

According to table no (6B-6) “to obey the seniors order”, “to get the knowledge of technology and skills” and “compulsion” are the major reasons for attending the training programme.

The reasons given by police head constables are discouraging as they feel that they are just drafted for training. Hence the hypothesis ‘The police personnel have positive attitude and perception towards training’ for police head constable it is rejected.

8.1.2 Testing of objectives of research study :

Total four objectives were studied in this research

Objective 1: To study the importance & present status of training modules

To study the objective following points were considered.

1. Necessity to undergo training

According to (Table no.6A-7 & 6B-7, 6A-13 & 6B-13) majority of the police constables and police head constables feel that there is necessity to undergo basic training programme and in-service training programmes.

Necessity of training i.e whether training is essential for professional improvement in policing performance.

2. Importance of knowledge gained through existing training in routine work

According to (Table no.6A-9 & 6B-9) 57 % police constables and 56.06 % police constables said that knowledge acquired through training is important in routine work and rest of them said that the knowledge is somewhat useful or it is not useful at all.

Hence Police constables and police head constables finds knowledge is useful to perform their routine work.

The findings are encouraging and objective is achieved.

Objective 2: To study the major changes in training modules and the factors responsible for it. (Table no 6C-10 &6C-11)

This objective is studied through information collected from trainers and secondary data as well.

A. Primary Data

Major changes noticed and major factors noticed by the trainers in training curriculum during their tenure

Major changes (Table no 6C-10)

From table no 6C-10 it can be seen that major changes noticed by the trainers in training curriculum during their tenure, “methods of imparting training”, “subjects of training”, and “period of training”.

1. Major factors (Table no 6C -11)

From the frequency table no (6C-11) it can be seen that major ‘factors responsible for changes in training curriculum are “political, social, and economic changes”, “changing trends in crime” and “increased Naxal and terrorist activities”.

Hence it can be concluded that the changes incorporated in training curriculum were due to factors like ‘political, social and economic changes’, ‘changes in trend in crime’, and “increased Naxal and terrorist activities”.

B. Secondary data (1997-2013):

Trends:

Changes in trends in training modules of constabulary are as follows.

- **Basic training of police constable:**

- **Purpose of training :**

- To bring male and female police constables at same level.
- For overall development of police constables.
- To give holistic experience of police work.
- To develop the affinity towards their district unit and faith in police department.
- To widen the global perspective of police constable.

- To reduce the gap of practical and theoretical knowledge.
- **Behavioural changes :**
 - To make trainee more presentable to the problems of public.
 - To make trainee habitual to use advanced technique to speed up the routine work.
 - To make trainee habitual to maintain their physical fitness.
 - To make trainee stronger enough so that they will be ready to face the suddenly arising challenges in the society.
- **Learning of new skills :**
 - Use of scientific knowledge and approach to speed up and to bring accuracy in crime detection and investigation.
 - Training of CCTNS and commando training, computer training, English speaking, motor driving, and swimming.
 - Addition of newly created acts in training curriculum as per the need of the situation.
- **Methods and techniques used for delivering training :**
 - Use of power point presentations for delivering lectures.
 - Simulators are used for firing practice and motor driving practice.

- **Refresher course training of police head constable :**

- No modification in refresher course content since 1997.
- Syllabus of refresher course is altered as per the need and availability of training aids at Police Headquarters.

However trainings like English speaking, motor driving, swimming and psychological test are no longer in practice. The expenses have to be borne by the trainees if they wished to take up any training like that during training period.

Factors :

Factors responsible for changes in trends in training and development from the above study of secondary data are as follows;

- Social, economic development in the society.
- Responsibility of fulfilment of public expectations.
- To bring professionalism in the working of police.
- Creation of faith of public in law implementation process and ultimately in judiciary by building good image of police in the society.
- Getting public support to speed up detection of crime and prevention of crime by bringing transparency, discipline, and service oriented approach in police.
- Creation of Society oriented policing by widening the thinking perspective so that they can anticipate the seriousness of situation and can be able to take preventive measures.
- Reducing stress of police by making routine work easy by bring technological up-gradation
- To bring ease in investigation process by increasing the competency level.

Objective 3: To study whether the existing training modules are capable to deliver the necessary skill or the important factors for handling additional responsibilities i.e. attitude, perception, decision making, morale, interrelationship, etc.

1. Usefulness of knowledge gained through training to execute additional responsibilities.

Results drawn from table no. (6A-19) & (6B-19) states that as experience increases both police constables and police head constables are loaded with additional responsibilities. In such case 52.7% police constables and 47.73% police head constables find the knowledge acquired through training is useful only to some extent.

Hence it can be concluded that the existing training has the little capability to deliver all the necessary skills and factor for handling additional responsibilities. Police head constables have stressed to include the recent socio-economic issues which are affecting day today policing.

Objective 4: To study the major problems being faced by the trainers and trainees.

This is studied through following points from the questionnaire of police constables, police head constables and trainers PTC, Nagpur.

1. Problems encountered by police constables, police head constables and Trainers of PTC, Nagpur during training (Table no. 6A-14, 6B-14 & 6C-12)

Major problems faced by police constables during training programmes are “lack of time”, “physical training is tough”, and “difficulty in understanding of law subjects” and

Problems encountered by police head constables are “execution of law & order duty during training”, “increases stress”, and “lack of time”.

Major challenges faced by trainer of PTC, Nagpur are; different physical and mental capacities of trainee, excessive number of recruits in a batch and less availability of modern techniques & methods for imparting training as a result they could hardly be used to the full extent by the trainee and trainers”.

2. Post-training challenges encountered by police constables and police head constables (Table no. 6A-15 & 6B-15)

Major post-training challenges faced by police constables are “difference in training and actual work”, “lack of opportunities”, and “execution of bandobast and guard duties after the training” and

Post-training challenges faced by police head constables are “difference in training & actual work”, and “lack of opportunities to apply their knowledge”.

Hence it can be conclude that the learning and application of knowledge tends to be difficult due problems faced by trainee and trainer during and after the training.

8.1.3 Conclusions drawn from the secondary data :

The trends are observed in training objectives, contents, methods, subjects, evaluation pattern as follows:-

Basic training

- Major trends are observed in training objectives, contents, methods, and evaluation pattern.
- Changes noticed in the purpose of training as it is looking forward to integrate human values with policing.
- More emphasis is placed on science and technology in policing and also on police ethics, values and gender sensitization. And addition and deletion of topics as per the need.
- Use of modern training methods and aids for imparting training such as simulators, power point presentations and projectors.
- Changes also noticed in evaluation system as change in marking scheme, and increase in passing percentage.
- The time gap between any modification done in training is more or sometimes it is very less; since 2001 major changes took place in 2006, 2008, 2009 and 2012.

Refresher course

- Syllabus of refresher course is not updated since the year 1997.

- There is no provision of evolution of the trainee after completing the refresher course.
- One of objectives of refresher course is to give knowledge about the amendment in laws and new weapon training; is not practiced yet.
- Allocation of session to practical and physical training depends upon the availability of training aids and material at police headquarters.

8.1.4 Conclusions on findings from the primary data :

Conclusions from the primary data are drawn on the basis of data analysis of responses received through questionnaire.

Conclusions are mentioned for separately for ‘basic training of police constable: trainee’, ‘Refresher course training: police head constable’, and ‘basic training of police constable: trainers of PTC, Nagpur’.

Conclusions drawn from the data analysis of ‘basic training’ collected by police constable is mentioned below in point **8.1.4.1**.

8.1.4.1 Basic training of Police Constable: Trainee

- In demographic analysis researcher found that number of women police respondents is less as compared to men police constables. And majority of the respondents have higher educational qualification than the prescribed qualification necessary for getting selected on the rank of police constable.

- **Reasons for completing the training programme.**

According Table no. 6A-6 and 6A-7 most of the police constables feel that training is necessary for their development. They attend training due to reasons such as “get the knowledge of technology and skills”, “enthusiasm to learn knowledge”. This shows trainee’s positive approach towards the training.

- **Changes noticed in the behaviour due to training.**

Changes noticed in behaviour are noted in table no 6A-8 police constables noticed behavioural changes in themselves after attending training programmes are “confidence to face difficult situation”, “discipline”, and “self-confidence”.

- **Importance of knowledge acquired through training in routine work.**

According to table no. 6A-9 and 6A-19 most of the police constables find the knowledge acquired through training is important in routine work. But they find the knowledge acquired through training is somewhat useful to execute additional responsibilities.

- **Satisfaction towards training components.**

From table no. 6A-12 and 6A-10 police constables are highly satisfied with following training elements such as “study environment”, “training aids and facilities used for imparting training”, and “required basic infrastructure/ facilities in the vicinity of training centre”. And nearly half the percentages of respondents found the training contents are easy to learn as well.

- **Necessity to undergo in-service training.**

According to table no. 6A-13 majority of police constables would like to undergo in-service training. But according to table no. 6A-5 very little number of police constables is able to undergo other in-service training.

- **Problems encountered during training and after training.**

According to table no. 6A-14 and 6A-15 most of the police constables faced problems during training programmes are “lack of time”, “physical training is tough”, and “difficulty in understanding of law subjects”. Post training problems encountered by them are “difference in training and actual work”, “lack of opportunities”, and “execution of bandobast and guard duties after the training”.

- **Feedback mechanism.**

According to table no 6A-16, 6A-17, and 6A-18 majority of police constables give their feedback through both oral and written communication. But their problems and suggestion are being considered partially.

- **Satisfaction towards overall organisation of basic training programme of police constable.**

From table no. 6A-20 it can be seen that majority of police constables are completely satisfied with the overall organisation of basic training programme of police constable.

Conclusions drawn from the data analysis of 'Refresher course training' collected by police head constable is mentioned below in point

8.1.4.2

8.1.4.2 Refresher course training: police head constable.

- In demographic analysis researcher found that number of women police head constables respondents is very less as compared to men police head constables. And few numbers of respondents have higher educational qualification than the prescribed qualification necessary for getting selected in police department as a police constable.

- **Reasons for completing the training programme.**

According Table no. **6B-6 and 6B-7** most of the police head constables feel that training is necessary for their development. They attend training due reasons such as "obey the senior's order", "get the knowledge of technology and skills", and "compulsion".

- **Changes noticed in the behaviour due to training.**

Changes noticed in behaviour are noted in table no 6B-8 police head constables noticed behavioural changes in themselves after attending training programmes are "self-confidence", "confidence to face difficult situations", and "motivation to gain knowledge".

- **Importance of knowledge acquired through training in routine work.**

According to table no. 6B-9 and 6B-19 most of the police head constables find the knowledge acquired through training is important in routine work. But they find the knowledge acquired through training is useful only to some extents to execute additional responsibilities.

- **Satisfaction towards training components.**

From table no. 6B-12 and 6B-10 Police head Constables are somewhat satisfied with following training elements mentioned in the questionnaire. Most of the respondents found the training contents are easy to learn as well.

- **Necessity to undergo in-service training.**

According to table no. 6B-13 majority of police head constables would like to undergo in-service training. And according to table no. 6B-5 majority of police head constables have attended other in-service training.

- **Problems encountered during training and after training.**

According to table no. 6B-14 and 6B-15 most of the police head constables faced problems during training programmes are “execution of law & order duty during training”, “increases stress”, and “lack of time”. And post-training challenges by police head constables are “difference in training & actual work”, and “lack of opportunities”.

- **Feedback mechanism.**

According to table no 6B-16, 6B-17, and 6B-18 majority of police head constables give their feedback through both oral and written communication. But their problems and suggestion are being considered partially.

- **Satisfaction towards overall organisation of refresher course training programme of police constable.**

From table no. 6B-20 it can be seen that majority of police head constables are partially satisfied with the overall organisation of refresher course training.

Conclusions drawn from the data analysis of 'basic training' collected by trainers of PTC, Nagpur is mentioned below in point **8.1.4.3**

8.1.4.3 Basic training of police constable: Trainer

- In demographic analysis researcher found that number of women trainer is very less as compared to male trainers. And most of the respondents possess qualifying degree required to get selected in police department.

- **Capability of exiting training programme to satisfy the aim of training.**

According to table no. 6C-7 and 6C-8 all trainers are aware of purpose of existing training and capability to satisfy the aim of training.

- **Changes noticed by the trainers in training curriculum during their tenure and factors responsible for those changes.**

Major changes noticed by the PTC trainers in training curriculum during their tenure are mentioned in table no. 6C-10 as "methods of imparting training", "subjects of training", and "period of training". According to table no 6C-11 trainers mentioned factors responsible for those changes as "political, social, and economic changes", "changing trends in crime", and "increased Naxal and terrorist activities".

- **Challenges encountered by PTC Trainers during training.**

PTC Trainer faced challenges during training are mentioned in table no. 6C-12 like "different physical and mental capacities of trainee", "lack of modern techniques and methods for imparting training", "excessive number of recruits in a batch".

- **Provision of feedback mechanism for trainee.**

According to table no. 6C-13 and 6C-14 90% there is a provision of feedback mechanism for trainee and problems and suggestions received through feedback are considered completely by trainers and higher authorities of training centre.

- **Satisfaction towards overall organisation of basic training programme.**

From table no. 6C-15 it can be seen that majority of PTC trainers are completely satisfied with the overall organisation of basic training of police constables.

Conclusions drawn from the data analysis of survey conducted to study the ‘expectations from in-service training for constabulary’ collected from police officers from the rank of Police Constable to Dy.S.P. is mentioned below in point

8.1.4.4

8.1.4.4 Survey

- In demographic analysis researcher found that Number of women police officer is very less as compared to male police officers. And most of the respondents possess higher educational qualification.

- **Purpose of joining the police department.**

According to table no. 6D-7 major purpose of joining the police department are “Attraction of this department since childhood”, “having physical and mental capability to serve the police department” & “attraction of social status and power received begin as a police officer”.

- **Objectives of police department.**

Important objectives of the police department as per stated by the respondent are mentioned in table no. 6D-8 as “protection of life and valuables of public” & “prevention of crime and taking legal action against criminals”.

- **Difficulties in implementing aim of police department by rural and urban police.**

According to table no. 6D-9 major difficulties faced by **rural police** are “stress created out of large working hours and pressure of work”, “expectation of public are vague which are unable to fit in the framework of law”, & “negative political pressure”.

And major difficulties faced by **urban police** are “stress created out of large working hours and pressure of work”, “low number of availability of police” and “incorrect appraisal of performance by seniors”.

- **Skills wish to develop through training by rural and urban police.**

According to table no. 6D-10 skills wish to develop by **rural police** are “training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities”, “knowledge of proper handling of existing techniques of investigation” & “knowledge of techniques useful for Society oriented policing”.

And skills wish to develop by **urban police** are “training of procedure of investigation of crimes like organised crime, cyber crime, economic offenses & terrorist activities”, “knowledge about keeping positive coordination with public and media”, & “knowledge of proper handling of existing techniques of investigation”.

- **Effects of punishment on trainees.**

According to table no. 6D-11 effects of punishment on trainee will be “trainee will evaluate the reason of punishment. And he will improve his performance under the guidance of trainer”, “trainee may develop inferiority complex due to thought of law status among his peers”, & “decrease in trainees' enthusiasm for completing the training”.

- **Attributes suggested by respondents for effective training.**

According to table no. 6D-12 Top three the attributes for effective training are “distinguished senior police officers should be invited to speak on topic related with police training after every 15 days”, “trainee should be provided a platform to exhibit their talents”, & “basic infrastructural facilities must be provided to trainee at training centre”.

8.1.5 Findings through personal observation and unstructured interview with police personnel by researcher :

Findings (17) are related with various training elements such as infrastructure required for training programme, purpose of training, trainers, trainee and feedback mechanism.

Infrastructure :

- Good practices noticed in police training institutions.
 - Nagpur PTC:- cleanliness is maintained, placing of small size hording of quotes regarding training, cultural activities for trainee, mentor system to boost the morale of trainee. Few trainers are enthusiastic towards training.
 - Marol PTC:- Trainers and trainee take lunch together, it helps in developing an informal communication between them.
- Trainees are outnumbered than the capacity of training institution so trainee can not avail all the basic facilities adequately.
- Inadequate infrastructure in case of refresher course.
- Library contains outdated books and magazines.
- Lack of modern methods, suitable techniques, and proper training facilities for imparting refresher course training.

Objectives of training :

- Trainers are communicated only the 'changes incorporated' in training but not the purpose for the same.
- Though there is focus on physical fitness during training but it fails to become their habit throughout their career.
- Refresher courses are not being conducted seriously as it should be. Hence the trainees are less enthusiastic about the training as no 'new techniques are taught', 'inadequacy of required training material' and 'performance of bandobast duty during training'.

Trainers :

- Training institutions unable to find officers who are willing to join the instructional staff and teaching staff.
- There is no provision of training for indoor trainers
- Number of female trainers is less.
- Trainers pursue as the posting to the training institution is not a part of their career plan and it is not desirable qualification for promotion and transfer policy. They are more interested in performing executive functions of police department than as trainer. Whereas some trainers have shown their full involvement in training activities.

Trainee :

- Trainees are getting insufficient time for practicing of fire arm training & computer and self-study.
- Few trainees are completing the training by considering it as one of requisite of their career in police department.
- Major reasons for showing inability by trainee to complete the refresher course are 'law and order duty at their place of postings' and 'medical reason'.
- The refresher course is scheduled in a way that 50% member of constabulary would get a chance to undergo refresher course during the year but is observed that there are some members of constabulary who had never attended the refresher course even after the promotion of head constable. It is also observed that some of them have attended the course more than once in a year, creating anomaly.

Feedback mechanism :

- Feedback mechanism is not uniform to all the training centres and also not covering all the aspects of the training. Feedback form of Nagpur PTC contains opinion about the law officers (trainers) only. In Marol PTC tried to constitute all the aspects of training. (**Annexure 25 & 26**)

8.2 Suggestions :

Suggestions (49) are based upon the data analysis of primary and secondary sources, information collected through brief study of Detective Training School, training centres of Karnataka State Police, survey and observation method used by researcher.

Suggestions are related with following training attributes

The objective of training :

1. Training should be designed in such a way that it will align with the personal goal and organisational goal.
2. Training should aim at attitudinal change by developing generalist approach both in trainers and trainee.
3. Training should be able to fill the gap between theoretical and practical knowledge.
4. It should be able to create the faith and respect of police personnel in the Police department.
5. Police personnel should cultivate and imbibe the habits to keep them physically fit.
6. Training should be able to develop a broader outlook towards his work and to attend higher standards of performance and efficiency.

Skills/topics to be incorporated in training curriculum :

Basic training of police constables:

7. Heads of the Departments like CID, Crime Branch, ATS, Traffic, Special Branch etc should be invited to brief the trainees about their department; and visit to those departments should be organised for trainee.
8. Trainee should get the knowledge about recording of statement in courts, for this eminent judges and public prosecutor should be invited.
9. Information, procedures and working of RTO, Fire brigade, Revenue system, Judiciary system, etc should be explained and taught to them in brief.

10. Knowledge for developing skills like positive attitude, patience, motivation new knowledge, feeling of cooperation with others, increase in decision making ability, fundamental knowledge of law, efficient use of power, self-assessment, control of social evils which are not considered as crime, and efficient handling of new modus operandi in crime should be taught during training.

In-service training:

11. In service training must keep abreast of the most recent developments in matters relating to police profession such as amendment in laws, modern weapon training, computer training.
12. Adult learning approach should be adapted. As adults are least interested in learning about the problems but rather they are more interested in solutions of their problems and application of their learning into reality. This approach will be helpful in developing the interest of trainee. Hence it will result in reduction in absenteeism.
13. Refresher course of Head constable in urban and rural areas should incorporate the training as per their requirements and should consider the nature of duty to be performed at their district. For example head constable in rural areas performs duty of in-charge in outpost (OP) this is not in the case of head constable of urban areas.
14. They should be taught such skills which will develop the ability to differentiate between civil (land, water, road, property disputes agricultural land, animals disputes etc) and criminal matters.
15. There should be incentives for head constables to attend in-service training. For instance can undergo one or more training courses be connected to career progression?

Infrastructural and other essential elements of training :

16. While designing the training syllabus factors like, education, family background, and work experience should be considered.

17. All basic infrastructural facilities should be providing adequately at the training centre.
18. Trainees should be provided with booklet containing information of purpose of training, syllabus of training, notes, code of conduct of police department and training centre.
19. Arrangement of EI (emotional intelligence) and IQ test before the commencement of training. It will help the trainer to understand the behaviour & attitude of trainee.
20. Appropriate use of suitable traditional methods and methods of imparting training for example use of audio-visual aids, video lectures, power point presentation etc.
21. Proper method of conducting of case study should be adapted
22. Dummy crime scene of major serious crimes should be created at training centres.
23. Trainee should get enough time to practice weapon training and computer.
24. Uniform feedback mechanism for both basic and refresher training; that should be applied to all the training centres. It should cover all the elements of training and report of feedback analysis is maintained by the training centre.
25. Regarding punishment it should be given to trainee who is found guilty but while dealing with such a situation it should be ensured that it will not affect negatively to trainees; so that and he/she may not spread negative message to other trainees. Morale of the trainee should not be affected.

Trainer :

26. Real change agent in the training process is a “Trainer” who is accountable to make trainee a responsible, honest police officer to serve the nation so they must be chosen and trained accordingly.
27. Number of female trainers should be increased at women police training institutions.

28. Educational qualification should be considered while allotment of subjects of training so that trainer can justify the topic.
29. Criteria to choose trainer should not only be the experience it should also include the educational qualification, places of posting, as the criteria.
30. This posting must be considered as a prestigious hence it will increase the morale of the trainers.
31. Every trainee should be treated equally with due respect in the training institute, so that the morale of trainee will increase.
32. There should be provision of one week orientation training of for indoor trainer after posting to the training centre to learn about effective use of training aids, communication with trainee, solving trainee's problems and handling.
33. Provision of training for personality development, soft skills and refresher course for trainer.
34. Arrangement of symposium in a year to share the experience with the trainer of various training institutes.

Policies related with training :

35. One person from each police station should be trained so that he/she can train all police personnel at his/her respective police station.
36. Criteria should be formulated for trainees to get selected for various training courses. Also the willingness of trainee to undergo the training course should be considered.
37. CR must include details of training completed and outstanding performance in training if any and requirement of training by appraisee. As only one point is added regarding training need in CR in which the appraiser is asked to suggest any training requirement for appraisee.
38. Those who have undergone any training courses must be assigned to jobs where they can make use of it.

39. Orientation training atleast for one week at district headquarter of place of posting to equip them with overall knowledge of the district after completing induction training.
40. Trainee of refresher should not engage with other activities during the training. And to check the absenteeism the authentication of reasons given by trainee should be assessed by the higher authority.
41. Linking of in-service training courses with the channels of promotion to various levels of higher responsibility would ensure better motivation and greater effectiveness in their field.
42. Provision of establishment of a committee for suggesting modifications to be incorporated in existing training activities at a fixed interval in the case of basic training.
43. There should be provision of capsule courses for equipping the trainee about the new trends in technology on yearly basis.
44. In In-service training syllabus should be updated per year by considering the need arising in the particular district.

Other recommendations :

45. Provision of establishment of HRD department to look after training need analysis and other functions related with development of human resource.
46. Women police should get involved in investigation work, and they should get the opportunity to attend the various in-service training.
47. Provision of updating knowledge of weapon and scientific techniques, forensic science, hospitality, scientific techniques of interrogation, training to deal with difficult criminals who can harm themselves, skills for developing cordial relation with all other government agencies, stress management, public awareness and public relation, soft skills, modern weapon training, computer training etc shall be organised at police station level.

48. Basic infrastructural facilities should be provided at police stations.

A few training courses could be outsourced.

49. Efforts should be taken for active participation of police personnel and Police Patils in extending their co-operation in collecting the intelligence, in administering the area, creating public awareness, and quick action against if any offence takes place in the village. This will help to reduce the work pressure experienced by the police personnel. (Refer annexure 14)



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ANNEXURE : 1

**TABLE NO. 4 F - TIME TABLE OF BASIC POST ENTRY TRAINING OF
POLICE CONSTABLE, NAGPUR**

Time	Allotted Time	Particulars
5.45 to 6.05	20 minutes	Follow in
06.05 to 6.45	40 minutes	3 KM running, P.T. table card (with arms and without arm)
06.45 to 06.55	10 minutes	Rest
06.55 to 07.35	40 m	Squad Drill, pared, Foot drill with
07.35 to 08.15	40 m	arms
08.15 to 9.15	60 m	Breakfast
9.30 to 10.05	35 m	Lecture 1
10.05 to 10.40	35 m	Lecture 2
10.45 to 11.20	35 m	Lecture 3
11.20 to 11.40	20 m	Refreshment
11.40 to 12.15	35 m	Lecture 4
12.15 to 12.50	35 m	Lecture 5
12.50 to 13.30	35 m	Lecture 6
13.30 to 14.30	60 m	Lunch
14.30 to 15.00	30 m	Rest
15.30 to 16.00	30 m	Follow in
16.00 to 17.00	60 m	Squad drill and arm training (short
17.00 to 18.10	60 m	run quick march, slow march)
18.30 to 20.00	90 m	Dinner
20.00 to 20.20	20 m	Night roll call Practical
		professional training
20.30 to 22.00	90 m	Self study
After 22.00		Rest
Total	Fifteen hours	

ANNEXURE : 2

**TABLE NO. 4 G - DIET CHART OF BASIC POST ENTRY TRAINING OF
POLICE CONSTABLE, NAGPUR**

	Food items	Proportion
Breakfast At 08.30 A.M.	Milk Bread Chikki	200 gm 1 100 gm
Refreshment At 11.30. A.M.	Suji Halwa/Upma/ Vadapav/Poha/ Batata Vada / Moong Vada & Tea	100 gm One cup
Lunch At 01.30 P.M.	Chappati Rice Pulses Green vegetables/	5 to 6 90 gm 35 gm 100 gm
Dinner At 07.30 P.M.	Chappati Rice Pulses Green vegetables/ other vegetables Salad	5 to 6 90 gm 35 gm 150 gm 50 gm
Special food on every Sunday and Wednesday	mutton for one time in a week/ Sweets two eggs in a week/ Sweets one seasonal fruit in a week	150 gm

ANNEXURE : 3

**TABLE NO. 4 K - TIME TABLE OF BASIC POST ENTRY TRAINING OF
POLICE CONSTABLE, PTC, MAROL**

Time	Allotted Time	Particulars
06.30 to 07.10	40 minutes	Running, road walk, P.T. table card (with arms and without arm)
07.10 to 07.15	05 minutes	Rest
07.15 to 07.55	40 minutes	Squad formation, Drill, etc.
08.00 to 9.30	90 m	Breakfast
9.30 to 10.10	40 m	Lecture 1
10.10 to 10.50	40 m	Lecture 2
10.50 to 11.30	40 m	Lecture 3
11.30 to 11.50	20 m	Refreshment
11.50 to 12.30	40 m	Lecture 4
12.30 to 13.10	40 m	Lecture 5
13.10 to 13.50	40 m	Lecture 6
13.50 to 15.30	100 m	Lunch & Rest
15.30 to 16.00	30 m	Follow in
16.00 to 16.40	40 m	Squad drill and arm training (short run quick march, slow march)
16.40 to 16.45	05 m	Rest
16.45 to 17.25	40 m	Squad drill and arm training (short run quick march, slow march) Night roll call Practical professional training
17.25 to 17.30	05 m	Rest
17.30 to 18.10	40 m	Game/Karate/Yoga
18.10 to 19.00	50 m	Rest
19.00 to 19.45	45 m	Dinner
20.00 to 20.15	15 m	Roll Call

(Source: - PTC, Marol, Office, Mumbai)

ANNEXURE : 4

TABLE NO. 5 D – TIME TABLE: REFRESHER COURSE, NAGPUR CITY

A – (Outdoor)		
Sr. No.	Particular	Time
1	P.T.	06.30 am to 07.30 am
2	Drill	07.30 am to 08.30 am
3	Rest	08.30 am to 09.30 am
4	Arm Training (SLR and AK 47)	09.30 am to 10.30 am
5	Mob Dispersal training	10.30 am to 11.30 am
6	Lunch break	11.30 am to 02.00 pm

B – (Indoor)		
Sr. No.	Particular	Time
1	Lecture – 1	02.00 pm to 03.00 pm
2	Lecture – 2	03.00 pm to 04.00 pm
3	Rest	04.00 pm to 05.00 pm
4	Games	05.00 pm to 06.00 pm
5	Lecture – 3	09.00 pm to 10.00 pm

ANNEXURE : 5

TABLE NO. 5 E – DIET CHART: REFRESHER COURSE NAGPUR CITY

Time	Food items
Breakfast At 08.30 A.M.	Milk, Banana, Egg, Suji Halwa/Upma/ Vadapav/Poha/ Batata Vada / Moong Vada
Lunch At 11.30 A.M.	Chappati Rice Pulses Green vegetables/
Dinner At 08.00 P.M.	Chappati Rice Pulses Green vegetables/ other vegetables Salad
Special food on Wednesday	Mutton for one time in a week/ Sweets

ANNEXURE : 6

TABLE NO 5 I – TIME TABLE: REFRESHER COURSE, SOLAPUR CITY

First week		
Sr. No.	Particular	Time
1	Art of Living	06.00 am to 08.00 am
2	Breakfast	08.00 am to 08.40 am
3	Lecture – I	08.45 am to 09.30 am
4	Lecture – II	09.30 am to 10.10 am
5	Lecture – III	10.15 am to 11.55 am
6	Lunch break	11.55 am to 01.45 pm
7	Lecture – IV	01.55 pm to 02.40 pm
8	Lecture – V	02.40 pm to 03.25 pm
9	Lecture – VI	03.25 pm to 04.10 pm
10	Lecture – VII	04.10 pm to 04.55 pm
11	Arm Training (9mm pistol, AK 47, SLR, MP 5, Grande)	05.10 pm to 06.00 pm
12	Roll call	08.00 pm to 08.30 pm

Second week		
Sr. No.	Particular	Time
1	P.T.	06.30 am to 07.10 am
2	Drill	07.15 am to 07.55 am
3	Breakfast	07.55 am to 08.40 am
4	Lecture – I	08.45 am to 09.30 am
5	Lecture – II	09.30 am to 10.10 am
6	Lecture – III	10.15 am to 11.55 am
7	Lunch break	11.55 am to 01.45 pm
8	Lecture – IV	01.55 pm to 02.40 pm
9	Lecture – V	02.40 pm to 03.25 pm
10	Lecture – VI	03.25 pm to 04.10 pm
11	Lecture – VII	04.10 pm to 04.55 pm
12	Arm Training (9mm pistol, AK 47, SLR, MP 5, Grande)	05.10 pm to 06.00 pm
13	Roll call	08.00 pm to 08.30 pm

(Source: - Sheet branch, Solapur City.)

ANNEXURE : 7

TABLE NO.5 M - TIME TABLE: REFRESHER COURSE, SOLAPUR RURAL

First week		
Sr. No.	Particular	Time
1	P.T.	07.00 am to 07.45 am
2	Drill	07.45 am to 08.30 am
3	Breakfast	08.30 am to 10.00 am
4	Lecture – I	10.00 am to 10.45 am
5	Lecture – II	10.45 am to 11.30 am
6	Tea break	11.30 am to 11.45 am
7	Lecture – III	11.45 am to 12.30 pm
8	Lecture – IV	12.30 pm to 13.15 pm
9	Arm Training (9mm pistol, AK 47, SLR, MP 5, Grande)	15.30 pm to 16.15 pm
10	Games	16.15 pm to 17.00 pm

Second week		
Sr. No.	Particular	Time
1	P.T.	07.00 am to 07.45 am
2	Drill	07.45 am to 08.30 am
3	Breakfast	08.30 am to 10.00 am
4	Lecture – I	10.00 am to 10.45 am
5	Lecture – II	10.45 am to 11.30 am
6	Tea break	11.30 am to 11.45 am
7	Lecture – III	11.45 am to 12.30 pm
8	Lecture – IV	12.30 pm to 13.15 pm
9	Arm Training (9mm pistol, AK 47, SLR, MP 5, Grande)	15.30 pm to 16.15 pm
10	Games	16.15 pm to 17.00 pm

(Source: - Sheet branch, Solapur Rural.)

ANNEXURE : 8

TABLE NO. 5 N – DIET CHART: REFRESHER COURSE SOLAPUR RURAL

Time	Food items
At 06.00 A.M.	Tea
Breakfast At 08.30 A.M.	Milk, Banana, Egg, Suji Halwa/Upma/ Vadapav/Poha/ Batata Vada / Moong Vada
Lunch At 11.30 A.M.	Chapatti Rice Pulses Green vegetables/
Dinner At 08.00 P.M.	Chapatti Rice Pulses Green vegetables/ other vegetables Salad
Special food on Wednesday and Friday	Non- vegetarian food / Sweets

(Source: - Police Head Quarter, Solapur rural)

ANNEXURE : 9

STRENGTH OF POLICE PERSONNEL IN NAGPUR CITY (2011)

Sr. No.	Rank	Sanctioned	Actual status		Vacant
			Male	Female	
1	Commissioner of Police	1	1	0	0
2	Jt. Commissioner of Police	1	1	0	0
3	Addl. Commissioner of Police	1	1	0	0
4	Dy. Commissioner of Police	4	4	0	0
5	Asst. Commissioner of Police	20	14	0	6
6	Police Inspector	121	82	1	38
7	Asst. Police Inspector	168	31	0	137
8	Police Sub Inspector	347	195	30	92
9	Asst. Sub Inspector	597	590	07	00
10	Police Head Constable	1630	1556	40	34
11	Nike Police Constable	1669	1601	64	04
12	Police Constable	3326	2218	727	381

From this chart we can analyse actual position of police personnel and total number of vacancies for each post.

ANNEXURE : 10

STRENGTH OF POLICE PERSONNEL IN SOLAPUR CITY (2012)

Sr. No.	Rank	Sanctioned	Actual status		Vacant	% of vacancy
			Male	Female		
1	Commissioner of Police	1	1	0	0	0
2	Dy. Commissioner of Police	3	2	1	0	0
3	Asst. Commissioner of Police	7	5	0	02	28
4	Police Inspector	24	23	0	01	4
5	Asst. Police Inspector	42	17	1	18	43
6	Police Sub Inspector	60	39	0	21	35
7	Asst. Sub Inspector	161	154	05	02	1.2
8	Police Head Constable	387	370	11	06	1.5
9	Naik Police Constable	526	453	53	20	4
10	Police Constable	926	618	128	180	19

(Source: - Sheet Branch, Solapur City)

From this chart we can analyse actual position of police personnel and total number of vacancies for each post.

ANNEXURE : 11

STRENGTH OF POLICE PERSONNEL (2012)

Sr. No.	Rank	Sanctioned	Actual status		Vacant	% of vacancy
			Male	Female		
1	Superintendent of Police	01	01	00	00	00
2	Addl. Superintendent of police	01	00	00	00	00
3	Dy. Superintendent of police	08	07	00	01	13
4	Police Inspector	25	25	00	00	00
5	Asst. Police Inspector	51	33	00	18	35
6	Police Sub Inspector	58	45	03	13	23
7	Asst. Sub Inspector	221	210	02	11	5
8	Police Head Constable	521	505	04	16	3
9	Nike Police Constable	558	521	27	37	7
10	Police Constable	1096	687	118	409	37

(Source: - Sheet Branch, Solapur Rural)

ANNEXURE : 12

TABLE NO. 5 Q -TIME TABLE AT DTS

First week		
Sr. No.	Particular	Time
1	Falling	06.20 am to 06.30 am
2	P.T. / Pared / Yoga	06.30 am to 08.30 am
3	Breakfast	08.30 am to 09.30 am
4	Lecture – I	09.30 am to 10.15 am
5	Lecture – II	10.15 am to 11.00 am
6	Lecture –III	11.00 am to 11.45 am
7	Lecture – IV	11.45 am to 12.30 pm
8	Lecture – V	12.30 pm to 13.15 pm
9	Lunch & Rest	13.30 pm to 15.30 pm
10	Expert lecture	15.30 pm to 17.00 pm
11	Tea Break	17.00 pm to 17.15 pm
12	Basic computer training / Games/ Working	17.30 pm to 19.00 pm
13	Rest	19.00 pm to 19.30 pm
14	Dinner	19.00 pm to 20.30 pm
15	Roll call	20.30 pm

(Source: - office of DTC, Nasik.)

ANNEXURE : 13

TABLE NO. 5 R -DIET OF TRAINEE AT DTS

Time	Food items
Breakfast At 08.30 A.M.	Milk, Banana, Egg, Suji Halwa/Upma/ Vadapav/Poha/ Batata Vada / Moong Vada / Misal pav / Paratha
Lunch At 11.30 A.M.	Chapatti Rice Pulses Two types of vegetables, pickle, papad
Dinner At 07.30 P.M.	Chapati Rice Pulses Two types of vegetables, pickle, papad
Special food on Wednesday and Friday	Non- vegetarian food / Sweets
	Tea four times in a day

(Source: - Office of DTC, Nasik)

ANNEXURE : 14

Police Patil

According to The Maharashtra Village Act, 1967 Police Patil is appointed to perform police duties at the village level.

Appointment:

The state government has the power to appoint one or more Police Patils for a village which is exercised by the District Magistrate or the person authorised by the state government to do so.

Nature of Appointment:

Temporary appointment for the term of 5 years and the same person can be reappointed many times till he attends his age of 60 years.

Criteria for selection

- **Age:** - not exceeding the age of 25 years at the time of appointment and can work till he attends his age of 60 years.
- **Minimum educational qualification:** - Sixth Standard Passed.
- **The person must be permanent resident of that village.**

Honorarium: - Rs.3000 per month.

Duties of Police Patil

- Act as an informant of the police when any crime has took place in the village
- Police Patil can apprehend any person if he has reason to believe that the person has committed a serious offence and required to produce before nearest Magistrate within 24 hours.

- Police Patil has to perform preliminary investigations and he has to send report to the police station in case of unnatural or sudden death or corpus found within village.
- Power to call and examine witnesses, record evidences and search for concealed articles.
- Collection of intelligence.
- Maintenance of visit books, proclamation (davndi) books, etc.
- He can take help of Gramsevak and Kotwal for performing his duties.
- He is one of the members of Mohhala committee of that village.
- As one of the active members of Mahatma Gandhi TantaMukti Gaon Yojana (2001) through which he can perform his duties of creating public awareness, preventive measures for reducing the crime rate at the village level.

ANNEXURE : 15

Syllabus of 'basic post entry training' of Civil Police Constable Indoor (1000 periods)

Paper 1 Modern India and Role of Police

A. The Political framework

- The Indian Constitution
- Civil liberties and fundamental rights
- The concept of democratic, socialist and secular state
- Political parties, trade unions and other organized groups
- Disruptive forces-communalism, regionalism etc
- National integration
- National flag, emblem and anthem

B. The social framework

- The joint family, caste and untouchability, superstitions

C. The economic framework

- Industrial structure-private and public sectors, labour issues

D. The Indian national traditions

- Gandhi, Tagore and Neharu

E. Implications of the changing social scene for the role of police

- Public expectations of police and their implications
- Recent judicial pronouncements and its impact on the police
- Inter-state border disputes
- Agitations and relate issues including unemployment issues
- Growth of mass media, police media relationship, public relations
- Gender issues
- AIDS/HIV
- Public interest litigations, Lok Adalat
- N.G.O. and Activist groups

F. Challenges before police in 21st Century

- The disruptive forces- casteism, communalism, regionalism , fundamentalism, etc and the police role in checking them
- Terrorism and insurgency – a overview. Terrorism- its impact on democratic society and measures to combat it.
- Drug trafficking and related activities including Narco-terrorism
- Importance of VIP security problems and challenges

G. Natural calamities and disaster management and role of police

Paper 2 : Police Organization and administration

A. General Administrative set-up

- The administrative structure of the Government of India, the state and the union territories
- District and sub-divisional administrative set-ups –relations between the police and other departments
- Central police organisations and institutions
- Indian Armed forces, including T.A. N.C.C. and A. C.C.
- Local self government institutions –urban and rural
- Civil defence

B. Police Organisations

- State
- Range
- District
- Circle / Sub- divisions
- Police station and outpost
- Village police
- Reserve police line
- Traffic police
- District prosecution branch, district crime records sections, local intelligence unit, photo section, finger print section an juvenile unit

Paper 3 : Psychology and Criminology
Psychology

A. Psychology

- Understanding human behaviour and its co-relations
- Dynamics of individual and group behaviour
- Organizational behaviour and sub-culture

B. Police image

- What is image and why positive image necessary
- Present police image
- Police sub-culture
- One case history of police conduct leading to Riot
- Lockup death case and its case study
- Expectations of people
- How to improve police image

C. Police community relations

- Citizen- police-media

D. Police attitude

- Dispute
- Bad characters
- Witnesses
- Man in custody
- Traffic offenders
- Complaints at the police stations
- The people while on beat duty
- Youths
- Labour
- Women and children
- Infirm and destitute

E. Communication skills

F. Stress management

Criminology

- Theories of criminology and recent trends
- Causes of crime & criminogenic factors
- Types of crime
- Theories of penology
- Reformatory measures
- Victimology

G. Special units

H. Auxiliary units

I. Police administration

- Training badges of rank, equipment, arms and ammunitions, pay and allowance, leave, discipline, complaints, appeals, promotions, rewards, decorations, housing, medical treatment, retirement benefits and service records
- Correspondence, accounts and service records

Paper 4: Indian Penal Code

A. Chapter no -1

Introduction and sec 1 to 5

B. Chapter no -2

General explanations sec 6 to 12 ,14,21,22,22,23,24 to 52(a)

C. Chapter no-3

Punishments 53, 71 to 75

D. Chapter no-4

General expectations sec 76 to 106

E. Chapter no-5

Abetments 107 to 109, 114 to120

F. Chapter no-5 (a)

Criminal conspiracy sec 120(a) 120(b)

G. Chapter no-8

Offences of contempt of the lawful authority of Public Servants Sec 172 to 190

H. Chapter no-15

Offences against Religion sec 295 to 298

I. Chapter no-16

Offences affecting the human body sec 299-377

J. Chapter no-18

Offences relating to documents and property marks sec 463 to 477(a)

K. Chapter no – 20

Offences relating to marriage sec 493 to 498 (a)

L. Chapter no-22 attempts to commit offences sec-511

Paper 5: Criminal Procedure Code and Indian Evidence Act

CRPC Sec: 36,37 to 40, 41 to 60, 61 to 69, 70 to 81, 82,83,87,89,90, 99 to 101, 102, 106 to 110, 116, 122, 129 to 132, 144 to 146, 149 to 152, 154 to 176, 436 to 449.

Indian Evidence Act : sec 25, 26, 27, 32(1)

Paper 6:- Special and Local Laws

- Arms Act
- Karnataka excise Act and Rules
- Indian Motor Vehicle Act
- Karnataka Police Act
- N.D.P.S Act
- Protection of Civil Rights act
- Prevention of atrocity on SC/St act
- Prevention of corruption act
- Indian explosives act
- Karnataka forest act
- Prevention of immoral traffic act
- Juvenile justice act
- Domestic violence act
- Right to information act
- Dowry prohibition act

- Prevention of terrorism act
- Wild life protection act
- Prevention of destruction of public property act (Karnataka)
- Prohibition of smoking act
- Copy right act
- IT Act

Paper 7: Police Science

1. Scientific and technical aids:
 - a. General lecture on scientific aid to investigation. Preservation of finger and foot prints at the scene. Use of finger and foot prints found at the scene. Blood stain preservation-experts and their opinion. Use of glass, cloths, dust, hair, cartridges, weapons, etc, found at the scene or during investigation, tyre marks. Police dog squad and use of squad.
 - b. Finger and foot prints: various types of finger and foot prints. Hearing's classification. Computer based FP system. Single digit classification FPB organisation and its functions. Cases in which FP process helped in detection and the evidentiary value
 - c. Forensic science and medicine: importance of medical jurisprudence. Death-General. Asphyxia deaths. Wounds. Poising with symptoms. How to escort a dead body to mortuary?
2. Traffic management and rules
3. Cyber crime: a general idea
4. Intelligence :
 - Administrative set-up: Central, State, District
 - Collection of intelligence and surveillance
 - Fundamental organizations
 - Naxalism-Its origin, in which states it is operating, aims, organization, operational area & how to tackle them.
 - Terrorist activity
 - VIP Security arrangement

5. Handling of explosive
6. First aid
7. Fire prevention and fire fighting
8. Role of police in emergency relief
9. Disaster management

Visits: District Courts, Taluka Offices, Jail, Sub-Jail, Dist. Hospitals,(Witnessing Live PM), Police Station Etc.

Paper 8: Police Manual-I

- Principals and code of conduct of police force
- Recruitment and promotion, training, examinations, posting, pay and transfer of junior police officers
- Powers and duties of superior police officers
- Conduct and discipline. Rewards and medals
- Escorts, orderlies and standing guards
- VIP's security arrangement

Paper 9: Police Manual-II

- Station house routine
- Crime history
- Beats and patrols in rural police station
- Surveillance
- First information report
- Search and seizure
- Arrest, custody, bail & remand
- Identification
- Unnatural and sudden death
- Armed reserve
- Welfare
- Miscellaneous duties

Paper 10: Computer and Wireless

- A) Computer

- Basic concepts
- Windows
- Star office-2000 (Text, Spread sheet, Presentation)
- Kannada Nudi
- Internet
- e-mail
- CCIS
- Hardware maintenance
- Portrait Demo
- Computer typing skill
- E-beat system

B) Wireless

- Aim
- Purpose
- Various types of sets and their use
- Practical
- Maintenance of wireless equipments.

Outdoor (885 Periods)

I) Physical Fitness Programme Out-Door Life and Toughening. (Periods-185)

1. P.T. (as per revised scheme already instructed through TOT)
2. Route Marches
3. Obstacle courses & Cross Country Races
4. Road walk & race
5. Yoga (Surya Namaskara & Pranayama – compulsory)
6. Swimming

II) Drill (Periods-190)

1. Drill with & without Arms
2. Kit Inspection
3. Guard Mounting

4. Ceremonial Drill

III) Weapon Training (Periods-135)

1. .22 Riffle, 410 Musket,.303 Riffle
2. 7.62 SLR, AK-47, 9mm CMC
3. Night Firing
4. Basic Knowledge of Explosives
5. Handling of DEMD & HHMD
6. Land mines & Booby Traps
7. And Measures to Overcome

IV) Crowd Control (Periods-35)

1. Lathi Drill
2. Cane Drill
3. Tear smoke

V) Embussing and Debussing (Periods-04)

VI) Traffic Control (Periods-10)

VII) Field Craft Including Extended Order Drill and Route lining (Periods-68)

1. Judging distance
2. Camouflage
3. Use of compos
4. Identifying Target
5. Ambush techniques and measures to overcome
6. Raid and Attack
7. Jungle warfare and survival techniques
8. Search in different formations
9. Signal commands
10. Basic knowledge of different class of fire and extinguisher

VIII) VIP Security (Deployment)

- Close protection
- Convoy
- Checking of vehicle
- Access control

IX) Un Armed Combat

X) Games and Athletics

XI) Midterm Examination

XII) Final Examination

XIII) POP Practice (passing out pared)

ANNEXURE : 16

**TABLE NO. 7 C - SCHEDULE OF INDOOR AND OUTDOOR CLASSES
OF TRAINING OF CIVIL POLICE**

OUTDOOR (Morning)

Sr. No.	Events	Time
1	Fall In	05.40 am
2	PT -1	06.00 am to 06.40 am
3	5 Min break	06.40 am to 06.45 am
4	PT-2	06.45 am to 07.25 am
5	10 min break	07.25 am to 07.35 am
6	Drill -1	07.35 am to 08.15 am
7	Breakfast and break	08.15 am to 09.30 am

INDOOR

Sr. No.	Periods	Time
1	Period -1	09.30 am to 10.10 am
2	Period -2	10.00 am to 10.50 am
3	Tea/ break	10.50 am to 11.00 am
4	Period -3	11.00 am to 11.40 am
5	Period -4	11.40 am to 12.20 pm
6	Period -5	12.20 pm to 01.00 pm

Lunch (01.00 pm to 03.00 pm)

OUTDOOR (Afternoon & Evening)

Sr. No.	Events	Time
1	Drill/outdoor-2	03.00 pm to 03.40 pm
2	5 min Break	03.40 pm to 03.45 pm
3	Drill /outdoor-3	03.45 pm to 04.25 pm
4	Tea Break	04.25 pm to 04.40 pm

Games (04.40 pm to 05.40 pm)

ANNEXURE : 17

Syllabus of 'Basic Post Entry Training' of Armed Police Constable

Paper 1: Modern India and role of armed police

- Indian national tradition :- Gandhi, Tagore and Neharu
- Salient features of the Indian constitution
- Fundamental rights and directive principles
- Political, social and economic changes in India since independence and their implications for the police
- Major social problems
- Uplift of weaker sections of the people
- National integration
- National flag, Emblem and Anthem
- Current affairs
- Political and communal parties and their ideologies
- Role and functions of the armed police
- **Terrorism and insurgency**-an overview, terrorism-its impact on democratic society and measure to combat it
- Importance of VIP security-problems and challenges
- Natural calamities and disaster management and role of police

Paper 2: Organisation and Administration

- Organisation and functioning of the central and state governments
- Armed forces and auxiliary units
- District and sub-divisional set-up-all departments
- Organisation of the civil police- Police headquarters, range, districts, sub-divisions, circle and police station
- Civil defence units and coordination with them
- Badges of rank, clothing, equipment, arms and ammunitions, pay and allowance, leave, discipline, complaints, appeals, promotions, rewards,

decorations, housing, medical treatment, retirement benefits and service records and educational examinations

Paper 3: Human Behaviour

- Understanding human behaviour- individual, group and crowd
- Police behaviour towards the public
- Police behaviour towards officers and colleagues
- Gender sensitization- Police behaviour towards women and children
- Concept of human rights and role of National Human Rights Commission and State Human Rights Commission.

Paper 4: Police Duties

- Maintenance of order-Control of public meetings, processions and crowd
- Fairs and festivals
- VIP arrangements and security
 - Residential guard for VIPs
 - VIP convoy
 - Checking of convoy vehicles
 - Access control
 - PSO duties
- Guards and escorts
- Disaster management
 - Dealing with natural calamities like floods and earthquake
 - Managing major accidents
 - Building collapses
 - Fire prevention and fire fighting
 - Civil defence
- Fire prevention and fire fighting
- First aid, sanitation and hygiene
- Application of science and technology to armed police work
- CDs & Audio-visual films

Paper 5: Law

1. Indian Penal Code:-

Sec:- 21,76,79,80,82 to 85,87,96,97,99,100,103,105,106,141,143,145 to 149,159,160,186,188,223 to 225, gists of 299,300,302,304(A),307,309,339,430,353,360 to 363,378,38,390 to 397,399,402,410 to 412 & 511.

2. Criminal Procedure Code:-

Sec :- 46 to 54, 57,102,103,129,130,131,132,144,149,151 &154

3. Karnataka Police Act, 1963

Sec 26,28,30,35,65,68,78,79,80,92 (o), (p), (q), (r), 97

Central Reserve Police Act, 1949:- Sec 3 & 7

4. Minor Acts:

- Arms Act, 1959 (sec – 20,25,27,28,& 38)
- Indian Explosive Act, 1894 (Sec – 4(d), 13)
- Explosive Substance Act, 1908 (Sec-3 to 6)
- Motor Vehicles Act, 1939 and Rules (Sec- 134, 184, 185)
- Karnataka Forest Act, (Sec – 62, 74, 84,86)

Outdoor

I) Physical Fitness Programe. Out-Door Life and Toughening

- P.T.
- Outdoor life and toughing
- Route Marches
- Obstacle courses & Cross Country Races
- Road walk & race
- Yoga (Surya Namaskara & Pranayama – compulsory)
- Swimming

II) Drill

- Drill without Arms
- Lathi drill
- Drill with arm
- Guard mounting

- Duties and responsibilities of guard
- Ceremonial Guard
- Ceremonial Drill
- Kit Inspection

III) Weapon Training

- Rifle including classification course
- .22 Rifle, 410 Musket, 7.62 SLR, AK-47, 9mm CMC
- LMG including classification course
- Night Firing
- Basic Knowledge of Explosives
- Handling anti sabotage equipments
- Land mines & Booby Traps And Measures to Overcome

IV) Crowd Control

- Mob operation
- Tear smoke and water jet
- Control of mobs an unlawful assemblies
- Duties during melas, precessions and crowd
- Use of gas masks and protective equipment

V) Cash and prisoners escort

- Cash escort
- Norms to be followed while applying handcuff and leading chain
- Prisoner escort
- Guarding the prisoners at court premises
- Guarding the prisoners at hospitals
- Escorting juveniles delinquents and women prisoners

VI) Un Armed combat and karate

VII) Games and Athletics

ANNEXURE : 18

Table No. 7 – I -Time Table of Refresher course of Karnataka State Police

Sr. No.	Particular	Time
1	P.T.	06.30 am to 07.10 am
2	Outdoor - 1	07.15 am to 07.55 am
3	Outdoor -2	09.15 am to 09.55 am
4	Outdoor -3	10.00 am to 10.40 am
5	Tea Break	10.45 am to 11.00 am
6	Indoor - 1	11.15 am to 11.55 pm
7	Indoor -2	12.00 pm to 12.40 pm
8	Lunch Break	01.00 pm to 02.30 pm
9	Indoor -3	02.40 pm to 03.20 pm
10	Outdoor -4	03.15 pm to 04.25 pm
11	Outdoor -5	04.30 pm to 05.10 pm
12	Tea Break	05.10 pm to 05.30 pm
13	Games	05.30 pm to 06.00 pm
14	Dinner	07.00 pm to 08.00 pm
15	Roll Call	08.30 pm

ANNEXURE : 19

Attendance sheet of refresher course training register Nagpur City.

रिफ्रेशर कोर्स प्र. क्र. ०८/०८ २६/०६/०८

नाम	व. नं.	नेमबुक	HB सामत	HB से रवाना	१५/०६/०८	१६/०६/०८	१७/०६/०८	१८/०६/०८
PC इमरान	४५४५	वा. पश्चिम	$\frac{४०}{१५/०६/०८}$ ०८१५०	$\frac{४५}{२०/०६/०८}$ १०१००	हजल	हजल	बंदोबस्त	नेमबुक
PC मिर्साव	१४३	वा. पूर्व	$\frac{३४}{१५/०६/०८}$ ०८१५०	$\frac{३९}{२०/०६/०८}$ १०१३०	हजल	हजल	बंदोबस्त	नेमबुक
PC कोडे	४६६१	- - -	- - -	- - -	हजल	हजल	बंदोबस्त	नेमबुक
PC गोगी	१३८	वा. पश्चिम	$\frac{४०}{१५/०६/०८}$ ०८१५०	$\frac{४५}{२०/०६/०८}$ १०१००	हजल	हजल	हजल	नेमबुक
PC मंगरीना	४२४४	प्रतापनगर	$\frac{४२}{१५/०६/०८}$ १०१००	$\frac{४७}{१५/०६/०८}$ १०१००	हजल	हजल	बंदोबस्त	नेमबुक
जवला सिंग	४६०६	विनोद अंधा	$\frac{४६}{१५/०६/०८}$ १०१४५	$\frac{५०}{१५/०६/०८}$ १०१४५	हजल	हजल	बंदोबस्त	नेमबुक
महादेव	०६४	नंदनवण	$\frac{५१}{१५/०६/०८}$ १०१५१	$\frac{५४}{२०/०६/०८}$ १०१६०	हजल	हजल	हजल	नेमबुक

रिफ्रेशर कोर्स प्र. क्र. १५/०८ दि. ११/११/०८ १५/११/०८

नाम	व. नं.	नेमबुक	HB सामत	HB से रवाना	११/११/०८	१२/११/०८	१३/११/०८	१४/११/०८	१५/११/०८	१६/११/०८
PC साजिगाव	६६६	साजिगाव	$\frac{१०६}{११/११/०८}$ १०१५५	$\frac{१०९}{१६/११/०८}$ १०१००	CR पत्रक नं. २	CR पत्रक नं. २	CR पत्रक नं. २	CR पत्रक	CR पत्रक	CR पत्रक
PC प्रतापनगर	६४६६	प्रतापनगर	$\frac{२०}{११/११/०८}$ ०८१५५	$\frac{०३}{१५/११/०८}$ १०१०५	CR पत्रक नं. १	CR पत्रक नं. १	CR पत्रक	CR पत्रक	CR पत्रक	CR पत्रक
PC लखनगंज	२१७	लखनगंज	$\frac{२५}{११/११/०८}$ ०८१०५	$\frac{२५}{१६/११/०८}$ १०१०५	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड
PC - - -	१२७	- - -	- - -	$\frac{६६}{१५/११/०८}$ १०१३०	मानकापूर माजरी गाड	मानकापूर माजरी गाड	इलेक्ट्रिशियन	इलेक्ट्रिशियन	इलेक्ट्रिशियन	इलेक्ट्रिशियन
PC - - -	६६०	- - -	- - -	$\frac{६५}{१५/११/०८}$ १०११५	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड	मानकापूर माजरी गाड
PC - - -	५३०१	मानकापूर	$\frac{३३}{११/११/०८}$ १०११५	$\frac{३०}{१६/११/०८}$ १०१०५	NFT हॉल	NFT हॉल	NFT हॉल	NFT हॉल	NFT हॉल	NFT हॉल

(Source: - Office of Nagpur Police Headquarters, Nagpur)

ANNEXURE : 20

Progress report of trainee (Induction training)

Year-2012- 2013

Date :-
State of Health :-
Turn Out & Parade :-
Conduct & Discipline :-
Knowledge of Duties :-
General Knowledge :-
Rewards :-
Punishment :-
Major. - Minor -----
General Remarks :-

Request
Fitness For promotion

Grading :-

Principal
Police Training Center
Nagpur

(Source: - Office of PTC, Nagpur)

ANNEXURE: 21

Questionnaire for basic post entry training of police constable: Trainee

Center for Police Research, Pune

**“An analytical study of changing trends in training modules of
Police Constable and Police Head Constable in Maharashtra
Police at PTC, Nagpur”
(2000-2010)**

Supervisor

Dr. Mrs. Varsha R Thakre.

M.Com. M. Phil., Ph.D.

Associate Professor,

Annasaheb Gundewar College,

Nagpur- 13.

Researcher

Miss. Jayashri Mundewadikar.

प्रश्नावली

दिनांक : / /2012

हुद्दा : पोलीस शिपाई
प्रशिक्षण : मूलभूत प्रशिक्षण
प्रशिक्षणाचे वर्ष : _____
प्रशिक्षणाचे ठिकाण : _____
नोकरीचे ठिकाण : शहर : जिल्हा :

वैयक्तिक माहिती

1. नाव (ऐच्छिक) : _____
2. वय (ऐच्छिक) : _____
3. Email ID (ऐच्छिक) : _____
4. लिंग : 1) पुरुष 2) स्त्री
5. राहण्याचे मुळ ठिकाण : गाव..... .तालुका..... जिल्हा.....
6. शैक्षणिक पात्रता : 1) बारावी (HSSC) 2) पदवी
3) पदव्युत्तर पदवी 4) पदविका (Diploma)
5) इतर पदवी (आचार्य)
7. शिक्षण घेतल्याचे ठिकाण :
8. पोलीस खात्यातील सेवा : 1) 0-2 वर्षे 2) 2-4वर्षे
3) 4-6 वर्षे 4) 6-8 वर्षे
5) 8 वर्षांपेक्षा जास्त

पोलिस शिपाई

1. पोलिस मूलभूत प्रशिक्षणाव्यतिरिक्त खात्यांतर्गत इतर प्रशिक्षण घेतले आहे काय ?
अ) होय. असल्यास कोणते ?
ब) नाही
2. मूलभूत प्रशिक्षण/इतर प्रशिक्षण पूर्ण करण्याबाबत खालीलपैकी कोणती कारणे नमूद करू इच्छिता?
अ) सक्तीचे आहे
ब) वरिष्ठांच्या आदेशाचे पालन करण्यासाठी
क) नवीन कौशल्य व तंत्रज्ञानाचे ज्ञान मिळते
ड) ज्ञान वाढविण्याची उत्सुकता
इ) प्रशिक्षण पूर्ण न केल्यास शिक्षेची भिती
3. आपल्या मते प्रशिक्षण घेणे किती आवश्यक आहे ?
अ) पूर्णतः ब) अंशतः क) आवश्यकता नाही
4. प्रशिक्षणानंतर खालीलपैकी कोणते बदल आपण स्वतःमध्ये अनुभवलेले आहेत?
अ) आत्मविश्वास ब) ज्ञानाची समृद्धता
क) कठीण प्रसंगाला सामोरे जाण्याची क्षमता ड) कामाकडे पाहण्याचा सकारात्मक दृष्टीकोन
इ) नवीन ज्ञान आत्मसात करण्याची प्रेरणा व उत्सुकता
फ) निर्णय क्षमतेमध्ये वाढ ह) प्रसंगावधान
म) शिस्तपालन न) जबाबदारपणा
त) सहकार्य करण्याची भावना
च) कोणताच महत्वाचा बदल आढळून आलेला नाही
5. आपण घेतलेल्या प्रशिक्षणाचा उपयोग आपल्याला दैनंदिन कामकाजामध्ये किती होतो?
अ) पूर्णतः ब) अंशतः क) काहीच नाही
6. प्रशिक्षण आपणांस किती कठीण वाटते ?
अ) पूर्णतः ब) अंशतः क) कठीण नाही
7. खालील प्रशिक्षण विषयक मुद्दयावर किती समाधानी आहात ?

अनु.	प्रशिक्षणविषयक मुद्दे	पूर्णतः	अंशतः	असमाधानी
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10. सेवेअंतर्गत (In-service) प्रशिक्षणाची गरज असल्यास खालीलपैकी कोणती कारणे आपण नमूद करू इच्छिता ?
- जागरूकता वाढण्यासाठी
 - ज्ञान घेण्याची क्षमता वाढविण्यासाठी
 - एखाद्या कौशल्यावर प्रमुख मिळविण्यासाठी
 - पोलीस दलाच्या उद्देशाची जाणीव विकसित होण्यासाठी
11. खालीलपैकी कोणती कौशल्ये आत्मसात किंवा विकसित करण्याचा अभ्यास प्रशिक्षणामध्ये समाविष्ट करू इच्छिता ?
- सकारात्मता
 - संवाद कौशल्य व ऐकुण घेण्याचे कौशल्य
 - स्वयंपिस्त नेतृत्व क्षमता (self management)
 - संघ उभारणीत हातभार लावणे (Team building)
 - संघटन कौशल्य
 - समक्ष घडणा-या घटनांबाबत योग्य निर्णय घेण्याची क्षमता.
 - सहकाऱ्याशी संबंध कसे सुधारावे यांचे प्रशिक्षण (Interpersonal relationship)
 - तपासात शास्त्रीय दृष्टीकोनाचे कौशल्य
 - षारीरीक व मानसीक तणाव नियंत्रण
 - इतर :
 - कोणतेही नाही
12. प्रशिक्षणादरम्यान खालीलपैकी कोणत्या मुद्द्यांवर जास्त भर द्यावा असे आपणांस वाटते ?
- संगणक प्रशिक्षण
 - हत्यार वापराचे तंत्र
 - प्रात्यक्षिके
 - नवनिर्मित कायद्याचा अभ्यास
13. प्रशिक्षणादरम्यान आपणांस खालीलपैकी कोणत्या समस्यांना सामोरे जावे लागते?
- शारीरीक प्रशिक्षण जास्त कठीण आहे
 - विषयांचे आकलन होणे कठीण आहे
 - रटाळवाणे
 - पुनरावृत्ती
 - वेळेचा अभाव
 - इतर :
 - कोणताच नाही

14. प्रशिक्षणानंतर आपणांस खालीलपैकी कोणकोणत्या समस्यांना सामोरे जावे लागते?
- अ) प्रशिक्षण व वास्तविक कामात तफावत
 ब) ज्याचे प्रशिक्षण घेतले आहे ते काम करण्याची संधी मिळत नाही
 क) मी स्वतःच प्रशिक्षणादरम्यान शिकविलेले कौशल्य/तंत्रज्ञानाचा वापर करण्यास उत्सुक नाही
 ड) इतर
 इ) कोणतीही समस्या नाही
15. आपणांसाठी कोणत्या प्रकारची फिडबॅक पध्दती वापरण्यात येते ?
- अ) तोंडी ब) लेखी क) दोन्ही ड) कोणतीही नाही
16. प्रशिक्षणविषयक समस्यांची दखल घेतली जाते काय ?
- अ) पूर्णतः ब) अंशतः क) कोणतीही दखल घेतली जात नाही
17. फिडबॅकद्वारे आपण सुचविलेल्या उपाययोजना/तक्रारींची दखल घेतली जाते काय?
- अ) पूर्णतः ब) अंशतः क) कोणतीही दखल घेतली जात नाही
18. आपल्या मते सध्याचे प्रशिक्षण जास्तीची जबाबदारी स्वीकारण्यासाठी (बढती) आपणांस किती उपयोगी आहे?
- अ) पूर्णतः ब) अंशतः क) निरूपयोगी
19. प्रशिक्षणविषयी आपण एकंदर किती समाधानी आहात ?
- अ) पूर्णतः ब) अंशतः क) असमाधानी
20. आपले अमुल्य मत

ANNEXURE : 22

Questionnaire for Refresher course training: Police Head Constable

Center for Police Research, Pune

**“An analytical study of changing trends in training modules of
Police Constable and Police Head Constable in Maharashtra
Police at PTC, Nagpur”
(2000-2010)**

Supervisor

Dr. Mrs. Varsha R Thakre.

M.Com. M. Phil., Ph.D.

Associate Professor,

Annasaheb Gundewar College,

Nagpur- 13.

Researcher

Miss. Jayashri Mundewadikar.

प्रश्नावली

दिनांक. / /

हुद्दा : पोलीस हेडकॉन्स्टेबल
प्रशिक्षण : उजळणी प्रशिक्षण
प्रशिक्षणाचे वर्ष :
प्रशिक्षण कोठे झाले :
नोकरीचे ठिकाण : शहर : जिल्हा :

वैयक्तिक माहिती

1. नाव (ऐच्छिक) : _____
2. वय (ऐच्छिक) : _____
3. Email ID (ऐच्छिक) : _____
4. लिंग : 1) पुरुष 2) स्त्री
5. राहण्याचे मुळ ठिकाण : गाव..... तालुका..... जिल्हा.....
6. शैक्षणिक पात्रता : 1) बारावी (HSSC) 2) पदवी
3) पदव्युत्तर पदवी 4) पदविका (Diploma)
5) इतर पदवी (आचार्य)
7. शिक्षण घेतल्याचे ठिकाण :
8. पोलीस खात्यातील सेवा : 1) 0-5 वर्षे 2) 5-10वर्षे
3) 10-15 वर्षे 4) 15-20 वर्षे
5) 20 वर्षांपेक्षा जास्त

पोलिस हेडकॉन्स्टेबल

1. उजळणी प्रशिक्षणाव्यतिरिक्त खात्यांतर्गत इतर प्रशिक्षण घेतले आहे का ?

- अ) होय. असल्यास कोणते ?
- ब) नाही
2. उजळणी प्रशिक्षण/इतर प्रशिक्षण पूर्ण करण्याची खालीलपैकी कोणती कारणे नमूद करू इच्छिता ?
- अ) वरिष्ठांच्या आदेशाचे पालन करण्यासाठी
- ब) नवीन कौशल्य व तंत्रज्ञानाचे ज्ञान मिळते
- क) ज्ञान वाढविण्याची उत्सुकता
- ड) प्रशिक्षण पूर्ण न केल्यास शिक्षेची भिती
3. प्रशिक्षण घेणे किती आवश्यक आहे ?
- अ) पूर्णतः ब) अंशतः क) आवश्यकता नाही
4. प्रशिक्षणानंतर खालीलपैकी कोणते बदल आपण स्वतःमध्ये अनुभवलेले आहेत?
- अ) आत्मविश्वास ब) ज्ञानाची समृद्धता
- क) कठीण प्रसंगाला सामोरे जाण्याची क्षमता ड) कामाकडे पाहण्याचा सकारात्मक दृष्टीकोन
- इ) नवीन ज्ञान आत्मसात करण्याची प्रेरणा व उत्सुकता
- फ) निर्णय क्षमतेमध्ये वाढ ह) प्रसंगावधान
- म) शिस्तपालन न) जबाबदारपणा
- त) सहकार्य करण्याची भावना
- च) कोणताच महत्वाचा बदल आढळून आलेला नाही
5. आपण घेतलेल्या प्रशिक्षणाचा उपयोग आपल्याला दैनंदिन कामकाजामध्ये किती होतो?
- अ) पूर्णतः ब) अंशतः क) काहीच नाही
6. आपणांस प्रशिक्षण किती कठीण वाटते ?
- अ) पूर्णतः ब) अंशतः क) कठीण नाही

7. खालील प्रशिक्षण विषयक मुद्द्यावर किती समाधानी आहात ?

अनु. क्र.	प्रशिक्षणविषयक मुद्दे	पूर्णतः	अंशतः	असमाधानी
1.	प्रशिक्षणाचा अभ्यासक्रम (इनडोअर/आऊट डोअर)			
2.	प्रशिक्षणाचा कालावधी			
3.	प्रशिक्षण देण्याच्या पध्दती			
4.	प्रशिक्षण देण्यासाठी वापरण्यात येणारी साधने व सोयी			
5.	प्रशिक्षणासाठी आवश्यक पायाभूत सुविधा			
6.	उपयुक्त साहित्याची उपलब्धता			
7.	अभ्यासाचे वातावरण			

8. जर सध्याच्या मूलभूत प्रशिक्षणात बदल व्हावेत असे वाटत असल्यास खालीलपैकी कोणत्या मुद्द्यात बदल इच्छिता ?

- अ) प्रशिक्षणाचा कालावधी – किती असावा
– कमी करावा
– जास्त करावा
- ब) प्रशिक्षण देण्याच्या पध्दती – अत्याधुनिक पध्दतीचा वापर
– पारंपारीक पध्दतीचा वापर
– दोन्हीचा समतोल वापर
- ड) आपणांस आवश्यक वाटणारे इतर मुद्दे –
- इ) कोणत्याही बदलाची आवश्यकता नाही

9. कार्यक्षमता वाढविण्यासाठी इतर सेवांतर्गत (In-service) प्रशिक्षणाची गरज वाटते काय ?

- अ) होय ब) नाही

10. सेवांतर्गत (In-service) प्रशिक्षणाची गरज असल्यास खालीलपैकी कोणती कारणे आपण नमूद करू इच्छिता ?

- अ) जागरूकता वाढण्यासाठी
ब) ज्ञान घेण्याची क्षमता वाढविण्यासाठी
क) एखाद्या कौशल्यावर प्रमुख मिळविण्यासाठी
ड) पोलीस दलाच्या उद्देशाची जाणीव विकसित होण्यासाठी

11. खालीलपैकी कोणती कौशल्ये आत्मसात किंवा विकसित करण्याचा अभ्यास प्रशिक्षणामध्ये समाविष्ट करू इच्छिता ?
- अ) निर्णयक्षमता
 ब) संघ उभारणी (Team building)
 क) समक्ष घडणाऱ्या घटनांना यशस्वीपणे हाताळण्याचे कौशल्य
 ड) संवाद कौशल्य
 इ) सहकाऱ्याशी संबंध कसे सुधारावे यांचे प्रशिक्षण (Interpersonal relationship)
 म) आधुनिक तंत्रज्ञान
 न) इतर :
 ह) कोणतेही नाही
12. प्रशिक्षणादरम्यान खालीलपैकी कोणत्या मुद्द्यांवर जास्त भर द्यावा असे आपणांस वाटते ?
- अ) संगणक प्रशिक्षण ब) गुन्हे तपासाच्या आधुनिक तंत्रांचा वापर
 क) हत्यार वापराचे तंत्र ड) जनतेचा सहभाग कसा वाढवता येईल याचे ज्ञान
 इ) प्रात्यक्षिके फ) कायद्याबाबतचे कार्यक्षमता वाढविणे
 ह) नवनिर्मित कायद्यांचा अभ्यास
13. प्रशिक्षणादरम्यान आपणांस खालीलपैकी कोणकोणत्या समस्यांना सामोरे जावे लागते?
- अ) ताण निर्माण होतो ब) शारीरिक प्रशिक्षण जास्त कठीण वाटते
 क) विषयांचे आकलन होणे कठीण आहे
 ड) प्रशिक्षण कालावधीत इतर कर्तव्ये करवून घेतात. इ) पुनरावृत्ती
 फ) वेळेचा अभाव
 ह) इतर :
 म) कोणतेच नाही
14. प्रशिक्षणानंतर आपणांस खालीलपैकी कोणकोणत्या समस्यांना सामोरे जावे लागते?
- अ) प्रशिक्षण व वास्तविक कामात तफावत
 ब) ज्याचे प्रशिक्षण घेतले आहे ते काम करण्याची संधी मिळत नाही
 क) मी स्वतःच प्रशिक्षणादरम्यान शिकविलेले कौशल्य/तंत्रज्ञानाचा वापर करण्यास उत्सुक नाही
 ड) इतर.....
 इ) कोणतीही समस्या नाही

15. आपणांसाठी कोणत्या प्रकारची फिडबॅक (Feedback) पध्दत वापरण्यात येते ?
अ) तोंडी ब) लेखी क) दोन्ही ड) कोणतीही नाही
16. प्रशिक्षणविषयक समस्यांची किती दखल घेतली जाते ?
अ) पूर्णतः ब) अंशतः क) कोणतीही नाही
17. फिडबॅक द्वारे आपण सुचविलेल्या नवीन उपाययोजना/मतांची दखल किती घेतली जाते ?
अ) पूर्णतः ब) अंशतः क) कोणतीही दखल घेतली जात नाही
18. आपल्या मते सध्याचे प्रशिक्षण जास्तीची जबाबदारी स्विकारण्यासाठी (बढती) आपणांस किती उपयोगी आहे?
अ) पूर्णतः ब) अंशतः क) निरूपयोगी
19. आपण एकंदरीत प्रशिक्षणाबाबत किती समाधानी आहात ?
अ) पूर्णतः ब) अंशतः क) असमाधानी
20. आपले अमुल्य मत

ANNEXURE : 23

Questionnaire for Basic post entry training of police constable: Trainer

Center for Police Research, Pune

**“An analytical study of changing trends in training modules of
Police Constable and Police Head Constable in Maharashtra
Police at PTC, Nagpur”
(2000-2010)**

Supervisor

Dr. Mrs. Varsha R Thakre.

M.Com. M. Phil., Ph.D.

Associate Professor,

Annasaheb Gundewar College,

Nagpur- 13.

Researcher

Miss. Jayashri Mundewadikar.

प्रश्नावली

प्रशिक्षक

मूलभूत प्रशिक्षण (Basic Training)

दिनांक / /

वैयक्तिक माहिती

1. नाव (ऐच्छिक) : _____

2. हुद्दा/पद : _____

3. लिंग : 1) पुरुष 2) स्त्री

4. वय (ऐच्छिक) : _____

5. शिक्षण : 1) बारावी 2) पदवी

3) पदव्युत्तर पदवी

4) आचार्य पदवी 5) इतर

6. E mail ID (ऐच्छिक) : _____

7. भ्रमण दुरध्वनी (मोबाईल) आहे काय ? : 1) होय 2) नाही

8. पोलीस खात्यातील एकूण सेवा.

1) 0-5 वर्षे 2) 5-10 वर्षे

3) 10-15 वर्षे 4) 15-20 वर्षे

5) 20 वर्षांपेक्षा जास्त

9. प्रशिक्षक : 1) अंतर वर्ग (Indoor)

2) बाह्य वर्ग (Outdoor)

10. प्रशिक्षक पदासाठी तुमच्याकडे काय आर्हता आहे: -----
 11. प्रशिक्षण कोणत्या पदासाठी देता. -----

प्रशिक्षक

- 1) प्रशिक्षणाच्या उद्देशाविषयी आपण जागरूक आहात काय ?
 1) होय 2) नाही
 2.) सध्याचा अभ्यासक्रम प्रशिक्षणाच्या उद्देशपूर्तीसाठी किती प्रमाणात सक्षम आहे.
 1) पूर्णतः 2) अंशतः 3) काही नाही.
 3) प्रशिक्षणाच्या उद्देशात खालील मुद्यावर किती भर दिला जातो ?

अनु. क्र	मुद्दे	पूर्णतः	अंशतः	काही नाही
1.	व्यक्तीमत्वाचा विकास (Spirit of enquiry and scientific temperament)			
2.	कायद्याचे मुलभूत ज्ञान			
3.	शारीरिक क्षमता वाढविण्याचे ज्ञान			
4.	अधिकाराचा योग्य वापर करण्याचे कौशल्य.			

- 4) खालील मुद्यावर प्रशिक्षणामध्ये किती महत्व दिले जाते ?

अनु. क्र	मुद्दे	पूर्णतः	अंशतः	काही नाही
1.	पोलीस दलाच्या उद्देश पूर्तीची जाणीव			
2.	कामाकडे पाहण्याचा सकारात्मक दृष्टीकोन			
3.	समाजातील विविधतेचा आदर करण्याची भावना			
4.	अचानक उद्भवणाऱ्या परिस्थितीचा सामना करण्याची क्रियाशीलता			
5.	शिस्तपालन व आदराची भावना			
6.	निर्णय घेण्याची क्षमता			
7.	उपलब्ध साधन सामग्रीचा योग्य वापर			
8.	आपल्या स्वतःच्या व पोलीस दलाच्या उत्कर्षासाठी प्रोत्साहन			
9.	नेतृत्व गुण			
10.	नवीन ज्ञान आत्मसात करण्याची प्रेरणा व उत्सुकता			
11.	हत्यार वापरण्याचे कौशल्य			
12.	कायद्याच्या चौकटीत राहून निष्पक्षपातीपणे लोकसेवा, कर्तव्यपूर्ती व सहकार्य करण्याच्या इच्छाशक्ती मध्ये वाढ			
13.	प्रात्यक्षिके			
14.	आत्मपरिक्षण			

- 5) खालील मुद्दे यशस्वीपणे हातळण्यासाठी सध्याचे प्रशिक्षण किती सक्षम आहे?

अनु. क्र	मुद्दे	पूर्णतः	अंशतः	काही नाही
1.	पोलीस दलाची जनसमान्यातील प्रतिमा उंचाविणे			

2.	लोकशाही राष्ट्रात पोलीस दलाची बदललेली भूमिका			
3.	कालंतराने झालेल्या गुन्हाच्या स्वरूपातील बदल कौशल्याने हाताळणे			
4.	समाज विघातक प्रवृत्तींना आळा घालणे			
5.	गुन्हा नसणा-या परंतु समाजास असामाजीक वाटणा-या कृत्यांना आळा घालणे.			

- 6) खालील पैकी कोणत्या मुद्यात आपण बदल अनुभवले आहेत ?
- 1) प्रशिक्षण देण्याची पध्दती व साधने
 - 2) प्रशिक्षणातील विषय
 - 3) प्रशिक्षणाचा कालावधी
 - 4) अंतरवर्ग (Indoor) अभ्यासक्रम
 - 5) बाह्यवर्ग (Outdoor) अभ्यासक्रम
 - 6) इतर खात्यातील निवडक प्रशिक्षणाचा अंतर्भाव
 - 7) इतर बदल
 - 8) कोणताही बदल झाला नाही.
- 7) आपल्या मते खालील पैकी कोणते मुद्दे वरील बदलासाठी कारणीभूत आहेत?
- 1) राजकीय, सामाजिक व आर्थिक बदल
 - 2) गुन्हांचे बदलते स्वरूप
 - 3) वाढत्या नक्षल व दहशतवादी कारवाया
 - 4) आधुनिक शस्त्रे व विज्ञानाचा गुन्हेगारी वापर
 - 5) पोलीस दलाचे आधुनिकीकरण
 - 6) इतर
 - 7) लागू नाही.
- 8) आपल्यामते खालीलपैकी कोणत्या मुद्द्यांचा अंतर्भाव प्रशिक्षणात करावा ?
- 1) गुन्हास आळा घालता येईल असे प्रतिबंधात्मक कारवाईला महत्त्व देण्याचे तंत्र
 - 2) नवीन कायद्याचे स्वरूप व व्याप्ती विषयी प्रशिक्षण
 - 3) लोक जागृती व लोक सहभाग.
 - 4) इतर सरकारी, निमसरकारी व खाजगी खात्याबरोबर समन्वय साधणे
 - 5) तपासाचे आधुनिक तंत्रज्ञान व वैयक्तिक ज्ञानाचा कुशल वापर
 - 6) नेहमी शारीरिक व मानसिक आरोग्य सृष्टी ठेवण्याची आवड
 - 7) इतर
- 9) प्रशिक्षणात अद्ययावत बदल करण्याकरीता योग्य कालावधी कोणता असावा ?

- 1) गंभीर व गुंतागुतीचे प्रसंग उद्भवल्यानंतर आलेला अनुभव व अडचणी.
 - 2) एका विशिष्ट कालावधीनंतर
 - 3) भविष्यात घडणाऱ्या गुन्ह्यांच्या गांभीर्याचे अनुमान काढल्यानंतर
 - 4) तात्काळ
 - 5) दुसरीकडे झालेले बदल पाहून
 - 6) आवश्यकते प्रमाणे
 - 7) लागू नाही.
- 10) प्रशिक्षण देताना येणाऱ्या अडचणी
 - 1) प्रशिक्षण विषयक आधुनिक साधनांचा व पध्दतीचा आभाव
 - 2) प्रशिक्षणार्थीची वेगवेगळी शारीरिक, मानसिक व बौद्धिक क्षमता
 - 3) प्रशिक्षणार्थीच्या तुकडीतील अधिक संख्याबळ
 - 4) प्रशिक्षकांचे कमी संख्या बळ
 - 5) स्वतःमध्ये बदल घडविण्यास, प्रशिक्षणार्थींनी दाखविलेली असमर्थता
 - 6) प्रशिक्षकामध्ये असणाऱ्या विशेष नैपुण्यास, प्राधान्याचा अभाव
 - 7) इतर
 - 8) कोणतीही अडचण नाही
 - 11) प्रभावी प्रशिक्षण देण्याकरीता, प्रशिक्षकांसाठी खालील पैकी कोणते मुद्दे आवश्यक आहेत ?
 - 1) प्रशिक्षकांसाठी उजळणी प्रशिक्षणाची तरतुद
 - 2) अत्याधुनिक हत्यारांचे प्रशिक्षण
 - 3) नवनिर्मित कायद्यांचे मुलभुत ज्ञान
 - 4) विशेषीकरणावर भर
 - 5) व्यक्तीमत्त्व विकासाचे प्रशिक्षण
 - 6) इतर
 - 7) कोणतीच आवश्यकता नाही
 - 12) प्रशिक्षणार्थींकडून प्रतिक्रिया (Feedback) घेण्याची पध्दत आहे काय ?
 - 1) होय 2) नाही
 - 13) असल्यास प्रशिक्षणार्थ्यांच्या प्रतिक्रियाद्वारे मिळणाऱ्या तक्रारींची व सूचनांची आपण किती दखल घेता ?
 - 1) पूर्णतः 2) अंशतः 3) कोणतीही नाही.
 - 14) एकंदरीत आपण प्रशिक्षणाबाबत किती समाधानी आहात ?
 - 1) पूर्णतः 2) अंशतः 3) असमाधानी
 - 15) आपले अमूल्य मत.

ANNEXURE : 24

**Questionnaire for to study the expectations from in-service training for
constabulary: Police Officers.**

Center for Police Research, Pune

**“An analytical study of changing trends in training modules of
Police Constable and Police Head Constable in Maharashtra
Police at PTC, Nagpur”
(2000-2010)**

Supervisor

Dr. Mrs. Varsha R Thakre.

M.Com. M. Phil., Ph.D.

Associate Professor,

Annasaheb Gundewar College,

Nagpur- 13.

Researcher

Miss. Jayashri Mundewadikar.

प्रश्नावली

वैयक्तिक माहिती

नाव (ऐच्छिक) :.....

वय :.....

Email ID (ऐच्छिक) :.....

हुद्दा :.....

कार्यक्षेत्र : ग्रामीण / शहर

लिंग : पुरुष / स्त्री

एकुण सेवा : १) ० ते ५ वर्षे २) ५ ते १० वर्षे ३) १० ते १५ वर्ष

४) १५ ते २० वर्षे ५) २० वर्षा पेक्षा जास्त

शिक्षण : १) आचार्य पदवी (PhD) २) पदव्युत्तर पदवी (Post Graduation)

३) पदवी (Graduation) ४) बारावी (HSC)

५) दहावी (SSC) ६) इतर (Other)

प्रश्न.१ कोणत्या कारणांमुळे आपण पोलीसदलात नोकरी करण्यास प्रेरित झालात?

१. जवळचे नातेवाईक पोलीस खात्यात असल्यामुळे.
२. लहानपणा पासून या खात्याचे आकर्षण वाटत असल्याने.
३. या दलात काम करणाऱ्यांना असणाऱ्या अधिकार व सामाजिक प्रतिष्ठेच्या आकर्षणामुळे.
४. समाजाशी होणाऱ्या दैनंदिन संपर्कामुळे समाजात प्रतिष्ठा मिळवता येते म्हणून.
५. विद्यार्थीदशेत घेतलेल्या .आर.एस.पी. / एन.सी.सी. प्रशिक्षणामुळे पोलीसदलात काम करण्याची प्रेरणा मिळाली.
६. पोट भरण्याचे एक प्रभावी साधन म्हणून.
७. स्वतःची व कुटुंबाची भौतिक व आर्थिक उन्नती करता येते म्हणून.
८. शारिरीक मानसीक व बौद्धिक दृष्टीकोनातून या सेवेसाठी मी पुर्णपणे पात्र आहे म्हणून.
९. इतर.....

प्रश्न.२ पोलीस दलाचा काय उद्देश आहे ?

- १) कायद्याच्या चौकटीस अधिन राहून सरकारच्या व जनतेच्या जिवीताचे व मालमत्तेचे रक्षण करणे.
- २) कायद्याच्या चौकटीस अधिन राहून मानवी अधिकारांचे संरक्षण करणे.
- ३) कायद्याच्या चौकटीस अधिन राहून कायद्याची सक्त अमंलबजावणी करणे.
- ४) कायद्याच्या चौकटीस अधिन राहून समाजाचा दैनंदिन जीवन प्रवाह सुरक्षित व सुखरूप ठेवणे.
- ५) कायद्याच्या चौकटीस अधिन राहून गुन्हास प्रतिबंध करून गुन्हेगारांवर कायेदशीर कारवाई करणे.
- ६) इतर.....

प्रश्न.३ पोलीसदलाच्या उद्देशाची प्रत्यक्ष अमंलबजावणी करताना आपल्याला कोणकोणत्या अडचणींना सामोरे जावे लागते.

- १) पोलीसांच्या समाजातील मलीन प्रतिमेमुळे जनतेचा सहभाग मिळत नाही.
- २) जनतेच्या पोलीसांच्या बाबत असणाऱ्या अपेक्षा ह्या अवास्तव व कायद्याच्या चौकटीत बसत नसल्यामुळे.

- ३) पोलीसांवर कामाचा ताण व कामाचे तास हे अति असल्यामुळे निर्माण होणाऱ्या शारिरीक व मानसीक ताणाव.
- ४) पोलीस दलाचे संख्यबळ कमी असल्यामुळे.
- ५) काही पोलीस अधिकारी / कर्मचारी यांच्याकडून सकारात्मक मदत मिळत नाही.
- ६) वरिष्ठ अधिकाऱ्यांकडून केलेल्या कामगिरीची योग्य मुल्यमापन होत नाही.
- ७) दैनंदिन कामकाजात अधूनिक तंत्रज्ञान उपलब्ध नसल्यामुळे.
- ८) अस्तित्वात असणाऱ्या तंत्रज्ञानाचे ज्ञान जुजबी असल्याने.
- ९) नकारात्मक राजकिय दडपणामुळे.
- १०) मुळ प्रशिक्षणा दरम्यान मुलभूत ज्ञान न दिल्याने.
- ११) इतर

प्रश्न.४ दैनंदिनकामकाज सोपे व सोयीचे व्हावे म्हणून प्रशिक्षणामध्ये कोणत्या मुद्यांचा समावेश असावा?

१. कायद्याची अंमलबजावणी कशी होत याचे प्रशिक्षण प्रात्यक्षीक स्वरूपात देण्यात यावे.
२. सध्या वापरात असणाऱ्या तंत्रज्ञानाशी संबंधीत साधनांची व त्यांचा कसा वापर करावा याचे प्रशिक्षण दिले जावे.
३. समाजभीमुख्र पोलीसींग करण्यासाठी कोणकोणत्या अधुनिक तंत्रज्ञानाचा उपयोग करुन घेता येईल याची प्रशिक्षण द्यावे.
४. संघटीत गुन्हेगारी / सायबर गुन्हे / दहशदवादि कारवाया / आर्थिक गुन्हे यांचा तपास कसा होतो याचे प्रशिक्षण देणे आवश्यक आहे.
५. गुन्हेगारी जगतातील गुप्तवार्ता कशी गोळा करावी याचे प्रशिक्षण देणे अत्यावश्यक आहे.
६. जनता व प्रसार माध्यमांशी संपर्कात आले असतांना सकारात्मक दृष्टीनेकसे बोलावे याचे प्रशिक्षण देणे आवश्यक आहे.
७. इतर.....

प्रश्न ५. प्रशिक्षणा दरम्यान प्रशिक्षणार्थीस शिक्षा दिल्यास त्यावर कोणते परीणाम होऊ शकतात.

- १) प्रशिक्षण पुर्ण करण्याची सकारात्मक प्रेरणाकमी होईल.

- २) शिक्षेमुळे प्रशिक्षण घेणाऱ्या सहकाऱ्यांमध्ये आपली प्रतिष्ठा कमी झाली अशी भावना निर्माण होऊन न्युनगंड तयार होईल.
- ३) शिक्षा का दिली त्याचा अभ्यास करून संबंधीत उणीव जिद्दीने नाहीसा करून प्रशिक्षण पूर्ण करता येईल. त्यासाठी वरिष्ठ अधिकाऱ्यांनी प्रशिक्षणार्थीला योग्य मार्गदर्श न करणे आवश्यक आहे.
- ४) बेफिकीर वृत्ती निर्माण होईल.
- ५) काहीही फरक पडणार नाही.
- ६) इतर.....

प्रश्न .६ प्रभावी प्रशिक्षणासाठी आवश्यक वाटणारे मुद्दे.

- १) प्रशिक्षण व प्रशिक्षणार्थी यांच्यात सकारात्मक संबंध व एकमेकांबद्दल आदराची भावना असावी.
- २) प्रशिक्षणार्थींना प्रशिक्षणकेंद्रा मधील अस्तित्वात असणाऱ्या गैरकायदेशीर प्रकारांपासून मुक्त ठेवणे आवश्यक आहे.
- ३) कोणत्याही परिस्थितीत सर्वांना समानतेची वागणूक दिलीच पाहिजे.
- ४) प्रशिक्षणार्थींमध्ये असणारे काला गुणांना योग्य प्रकारे वाव देण्याची संधी मिळावी.
- ५) प्रशिक्षक हे पोलीसींगच्या पेशामधील निष्णांत व्यक्ती असाव्यात तसेच पोलीस खात्यातील निष्णांत वरिष्ठ पोलीस अधिकाऱ्यांनादर १५ दिवसांनी प्रशिक्षणार्थींना संबंधित विशिष्ट विषयांवर मार्गदर्शन देण्यासाठी बोलवावे.
- ६) प्रशिक्षणार्थींना पायाभूत सुविधा देण्यात येव्यात उदा. निवास, भोजन इ.
- ७) प्रशिक्षणार्थींनी केलेल्या सूचनांची योग्य ती दखल घेवून कारवाई करण्यात यावी. व त्याबाबत प्रशिक्षणार्थींना समजपण देण्यात यावी.
- ८) प्रत्येक प्रशिक्षणार्थींनी प्रशिक्षणाचा शासनाने निर्धारित केलेला अनिवार्य कालावधी पूर्ण न केल्यास त्याला पार्सींग आऊट परेडमध्ये समाविष्ट करून घेवू नये. व कालावधिका पूर्णकेला नाही याची सविस्तर चौकशी करून कायदेशीर निर्णय घेण्यात यावा.
- ९) इतर.....

७. आपले अमूल्य मत.

ANNEXURE 25

Feedback form of PTC, Marol

पोलीस प्रशिक्षण केंद्र, मरोळ, मुंबई
सत्र क्र.४४

आपण मुलभूत प्रशिक्षण घेवून परिपूर्ण : होय / नाही
 पोलीस शाळात असे आपल्याला वाटते का

१. आंतरवर्ग पोलीस उपअधीक्षक/पोलीस निरोधक यांच्या शिकविण्याच्या पध्दतीबद्दल आपला अभिप्राय काय ? : उत्कृष्ट चांगली साधारण साधारणपेक्षा कमी

२. विधी निदेशक यांचे शिकविण्याच्या पध्दतीबद्दल आपला अभिप्राय काय ? : उत्कृष्ट चांगली साधारण साधारणपेक्षा कमी

३. बाह्यवर्ग पोलीस अधिकारी/कवायत निदेशक यांचेबद्दल आपला अभिप्राय काय ? : उत्कृष्ट चांगली साधारण साधारणपेक्षा कमी

४. आहारबाबत आपले मत काय ? : उत्कृष्ट चांगली साधारण साधारणपेक्षा कमी

५. निवास व्यवस्थेबाबत आपले मत काय ? : उत्कृष्ट चांगली साधारण साधारणपेक्षा कमी

६. कार्यालयीन कर्मचारी वर्गाशी संबंधीत कामकाजाबाबत आपले मत काय ? : उत्कृष्ट सर्वसाधारण वाईट

७. प्रशिक्षण काळात तुम्हाला मिळालेली वास्तुयुक्त : उत्कृष्ट सर्वसाधारण वाईट

८. प्रशिक्षण काळात आयोजित केलेल्या विविध खेळांबाबत (उदा.क्रिकेट स्पर्धा, फुटबॉल स्पर्धा इ.) : उत्कृष्ट चांगली साधारण साधारणपेक्षा कमी

९. प्रशिक्षण काळात राबविण्यात आलेल्या उपक्रमाबाबत आपले अभिप्राय घोडण्यात लिहा (नेस्ट लेक्चर, चित्रकला, प्रेरणा मासिक वाढदिवस शुभेच्छापत्र इ.)

१०. आगामी सत्रांमध्ये येणाऱ्या आपल्या सहकाऱ्यांना यांगल्या सुविधा मिळणेबाबत आपल्या सूचना

११. मरुत व कॅन्टीन मधील सुधारणेबाबत

१२. अशी बाब को ज्यामध्ये मरुत सुधारणे करीत वार आहे ती सांगा

ANNEXURE 26

Feedback form of PTC, Nagpur.

पोलीस प्रशिक्षण केंद्र, नागपूर

प्रशिक्षणाधीचे प्रशिक्षणाबाबतचे दिनांक / / 2012 ते / / 2013 या आठवड्याचे मुख्यनामन

अ. क्र.	प्रशिक्षकाचे नांव	विषय शिकविण्याची पध्दत				विषय प्रस्तुतीकरण			
		उत्कृष्ट	फार चांगले	चांगले	साधारण	उत्कृष्ट	फार चांगले	चांगले	साधारण
1	श्री. श्री.च.मलेवार, वि.नि.								
2	श्री.सुधिर वानखेडे,वि.नि.								
3	श्री. सचिन राऊत, वि.नि.								
4	कु.एम.बी.देवलकर,वि.नि.								
5	सौ. निना डोगरा, वि.नि.								
6	सौ. वर्षा नेरकर, वि.नि.								
7	कु.वर्षा पाटील,वि.नि.								
8	सौ.मनिषा महल्ले, वि.नि.								

प्रशिक्षणाधीचे नांव स्वाक्षरी व शाळा क्रमांक

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**“Whatever Be The Provocation,
I Would Appeal To You To Remain Cool.
He Who Loses His Temper No Longer
Remains A Policeman.”**

– SARDAR VALLABHBHAI PATEL