

THE GORE COMMITTEE REPORT ON POLICE TRAINING

Ministry of Home Affairs,

Government of India

PREFACE CHAPTERS APPENDICES

SEARCH

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PREFACE

The Government of India constituted the following Committee, under the Ministry of Home Affairs Resolution No. 9/72/71-Pers. II dated the 10th November, 1971. (Appendix I):

Hony. Chairman: Prof M. S. Gore* Permanent, Vice-Chairman : Shri M.M.L. Hooja!! Hony. Members:

1. Shri G. Parthasarathi, Vice-Chancellor, Jawaharlal Nehru University, New Delhi.
2. Shri B. B. Lall, Advocate, Supreme Court, New Delhi.
3. Prof. N.S. Ramaswamy, Director, National Institute for Training in Industrial Engineering, Bombay.
4. Shri Asoka Sen, Joint Secretary, Ministry of Home Affairs, New Delhi.
5. Shri K. F. Rustamji, Director-General, Border Security Force, New Delhi.
6. Shri A. K. Ghosh, Director Enforcement, and director-General of Revenue Intelligence and Investigation, New Delhi.
7. Shri R. Srinivasan, Deputy Commissioner. Delhi.

8. Shri M. Gopalan, I.G.P., Kerala.

9. Shri N. S. Saksena, Ex-I.G.P. Uttar Pradesh. Hony. Member-Secretary:

Dr. A Gupta, Director. Bureau of Police Research & Development, New Delhi. Terms of Reference

2. The terms of reference of the Committee are as follows:

(1) The objectives which should govern all arrangements for the training of Police Officers in the socio-economic background of the country and our value systems and the continuing impact of science and technology not only on social norms and behaviour but also on the methodology of Government and its functionaries;

(2) Basic shortcomings in the arrangement for the training of Police Officers under the Centre and in the States;

(3) (i) Measures to be taken to bring about the desired improvement in the existing state of affairs and in particular in respect of the following points:-

(a) whether it is necessary to set up any more institutions for this purpose either under the Centre or in the States;

(b) whether it is necessary to start any new refresher/specialist courses for any one or more categories of Police Officers.

(c) in what manner the curricula of the existing courses may be revised;

(d) what modern aids and methods of instruction can be usefully employed in the training of Police Officers;

(e) what steps are necessary to improve the quality of instructors in Police Training Institutions;

(f) what means are necessary to produce the educative literature that is necessary for this purpose; and

(g) improvement in the relations between the police force and the public based on mutual trust, confidence and co-operation.

* Director, Tata Institute of Social Sciences, Bombay and Chairman, Indian Council of

Social Sciences Research, New Delhi.

!! Formerly Director, Intelligence Bureau, Ministry of Home Affairs.

!! Additional Secretary, Ministry of Home Affairs, from the 24th March, 1972.

!! Director (Management), Bureau of Public Enterprises, Ministry of Finance, from the

10th October, 1972.

!! I.G., Central Industrial Security Force, from the 25th May, 1972.

!! I.G., Central Reserve Police Force, from the 3rd January, 1972.

(ii) Educational and other qualifications prescribed for and methods of recruitment of Police officers of various ranks so that they may be able to benefit from improvement of training arrangements.

(iii) Any other matter considered relevant to this subject".

Meetings

3. The first meeting of the committee was held in New Delhi on the 19th November, 1971. We held a number of meetings thereafter in different places in the country. We examined 369 witnesses, individually or in groups, including labour and student leaders, vice-chancellors, social scientists, journalists, eminent members of the public and officers of the

judicial, administrative and police services, including non-gazetted police officers and recruit constables.

Questionnaire

4. We drew up a questionnaire (Appendix II) on matters arising out of our terms of reference and circulated 3350 English and 1422 Hindi copies thereof to various persons in the country, who we thought would be interested in the subject. A measure of the public interest in the subject is provided by the fact that we received only 313 replies, a majority of which were from police officers. We were happy, however, to note that our correspondents included some Members of Parliament, political leaders, eminent members of the public, vice-chancellors, journalists, chairmen of public sector undertakings, serving and retired members of the judicial and administrative services and lawyers, and that we received replies from all States and Union Territories.

5. It was felt that it might be worth while to invite suggestions from the general public also. Accordingly, we published a request for suggestions in the 'Letters to the Editor' columns of 31 leading dailies in the country. The response to this effort was also disappointing, as it brought only 72 replies.

Visits to Institutions

6. In order to acquaint ourselves at first hand with the arrangements existing in the country for the training of police officers of various ranks, we visited the National Police Academy, Abu, the Border Security Force Academy, Tekanpur, the Central School of Weapons & Tactics, B.S.F., Indore, the Central Detective Training School, Calcutta, the Institute of Criminology and Forensic Science, New Delhi, the Police Training Colleges, Moradabad (Uttar Pradesh), Barrackpore (West Bengal), Vellore (Tamil Nadu), Nasik (Maharashtra), Kishanagarh (Rajasthan) and Mysore and the Police Training Schools, Moradabad (Uttar Pradesh), Naigaum (Bombay City), Calcutta, Indore (Madhya Pradesh) and Channapatna (Mysore).

7. We also visited the Lal Bahadur Shastri Academy of Administration, Mussoorie, the Indian Military Academy, Dehra Dun, the Defence Services Staff College, Wellington, the Services Selection Centre (North), Roorkee, the Tata Institute of Social Sciences, Bombay, the National Institute for Training in Industrial Engineering, Bombay and the Central Forensic Science Laboratory, Calcutta.

Study Groups

8. We constituted eight study groups to advise us on specific areas e.g., the professional and the social sciences content of the training courses for different branches of the police force, training methods and techniques, training of trainers, specialist, refresher, promotion and orientation courses required, urban policing, etc. The study groups consisted of experts from the Jawaharlal Nehru University, the National Council of Educational Research and Training, the National Institute for training in Industrial Engineering and senior police officers from the States and the central police organizations (Appendix III). We explained to the study groups that our objective was to devise a system of training for police officers aimed at developing in them motivation, attitudes and values essential for their effective functioning in a secular, socialist, democratic society.

Information from Other Sources

9. We held discussions with the Director and some experts of the National Council of Educational Research and Training, Delhi, and senior officers of the Directorates of Military Training and Recruiting of Army Headquarters.

10. We collected a good deal of statistical and other information from the Inspectors General of Police and the police training institutions of the States and the Union Territories. We also examined a number of reports of Commissions and Committees and books and articles on police recruitment, training and citizen relations in Indian and foreign journals to acquaint ourselves with the past and present thinking on these subjects.

11. We have made use of a survey relating to the attitudes of the public towards the police, made by the Bureau of Police Research & Development. The Bureau also undertook, at our instance, a job analysis of Sub-Inspectors, Assistant Sub Inspectors, Head Constables and Constable in Delhi and Bombay through the National Productivity Council. The report of this analysis has been made available to us. We shall refer to the findings and recommendations emerging from these studies at appropriate places in our report.

Acknowledgements

12. We acknowledge with gratitude the consideration and assistance received from various authorities in the States, the Union Territories and the Government of India. In particular, we would like to mention the Director, Intelligence Bureau, whose generous assistance greatly facilitated our work. The Bureau of Police Research & Development gave unstinted support. The assistance rendered by specialists and experts was invaluable. While it is somewhat invidious to mention individuals, we must state that the assistance rendered to us by Dr. Yogendra Singh, Dr. Oomen and Shri Imtiaz Ahmed of the Jawaharlal Nehru University, Professor K. K. Mehta of the National Institute for Training in Industrial Engineering and Shri H. S. Srivastava of the National Council of Educational Research and Training was particularly significant. Many Police officers have also helped us and we thank them all.

13. We would like to place on record our deep appreciation of the valued assistance rendered by our Deputy Director, Shri K. K. Dave, and Assistant Director, Shri D.C. Nath during our deliberations and in the drafting and finalization of our report. The staff in the Committee's office, led by Shri M.L. Luthra, and the personal staff attached to us worked as a dedicated team and put in long hours of work for the prompt preparation and circulation of papers for our benefit and the subsequent preparation of our report.

Members:

(G. PARTHASARATHI) (N. S. RAMASWAMY) (M. S. GORE) (BIPIN BEHARI LALL) (ASOKA SEN) Chairman (K F. RUSTAMJI) (A. K. GHOSH) (M. M. L. HOOJA) Vice-Chairman (N. S. SAKSENA) (M. GOPALAN) (A. GUPTA) (R. SRINIVASAN) Member-Secretary

CHAPTERS

CHAPTER I POLICE TRAINING-AN OVERVIEW

The Committee was appointed to undertake a review of the existing police training programmes in the country and to suggest ways in which they should be modified so that the country may have a police force which is professionally well-equipped and capable of responding effectively to the changing social situation. We are aware that training alone cannot determine the efficiency and the morale of an organisation. Even so, we consider training to be an important factor. We have, therefore, addressed ourselves, in conformity with our terms of reference, to the task of suggesting a reorganisation of the training programmes of the police with a view to equipping them with the knowledge, skills and attitudes required to understand and meet the demands of their new role in a country committed to the establishment of a secular, socialist, democratic society.

2. We visited a number of police training establishments in different parts of the country and our considered view is that police training, except in some of the central police organisations, is currently in a state of general neglect. The training arrangements in the different States are unsatisfactory qualitatively as well as quantitatively. The number of police training institutions is inadequate to meet the needs of an expanding organisation. The strength of the force has increased substantially in every State, but the facilities available in the institutions have not kept pace with this increase. The result is that the total number of trainees per course has increased and, in many cases, the duration of the training programme has been curtailed to make it possible to organise more than one course in a year.

3. Even the buildings, which house many of these institutions, and the state of their maintenance and repair, are unworthy of a major organisation of the Government entrusted with vital functions. In one institution, we found as many as eighty Constable trainees accommodated in one long barrack in conditions worse than those specified for the inmates of a prison. The doors and windows of these barracks were broken and the temporary corrugated roof was leaking. In another institution, the Constable trainees had been accommodated in a condemned jail building, and the Sub-Inspector trainees were occupying a dilapidated building with no light and ventilation. In many institutions, classes were being held in the open for want of covered accommodation and the trainees squatted on the floor since the institutions could provide neither desks nor benches.

4. The situation at the National Police Academy, Abu, the premier police training institution of the country, is not much better. The main building of the Academy formerly housed a residential school for boys. The space is so inadequate that after converting the verandas into additional rooms, the administration has now converted the bath rooms into offices for tutors. The contrast between the Police Academy at Abu and the training establishments of the Defence Services is so great that one cannot escape the impression that the provision of suitable facilities for police training has not received adequate attention even from the Central Government.

5. Our discussions with the heads of the police training schools and colleges have shown that their budgets are meagre and their financial

powers are limited. They cannot find officers who are willing to join the instructional staff and their teaching equipment and other facilities are outmoded.

6. The most important reason for this situation of general neglect seems to us to be the lack of a genuine conviction about the value of training on the part of the administration, including the higher ranks of the police service.

7. In recent years, law and order duties have tended to form the major part of police work in most States. Harassed police officials, who are pressed for time and are perennially short of men, use up their district pools as well as their training reserves and are unwilling to spare their men for training except for the shortest of courses. We have been told of occasions when the trainees were pulled out of training institutions to meet the demands of law and order situations.

8. In such an atmosphere, training has become a ritual where new recruits have to be put through a programme which is sometimes shortened to half, or even less, of its normal duration and wherein unwilling and ill-equipped instructors perform the necessary rites of drilling and lecturing.

9. The training programmes suffer also because the postings of officers to training institutions are not a part of any career plan. A two to three years posting to a police training school or college is neither an essential nor a desirable qualification for promotion. The special allowances given to instructors are marginal and the officers avoid postings to training establishments because it takes them away from their main line of duty and reduces their visibility in the eyes of the senior officers.

10. The syllabi of police training institutions are heavily weighted in favour of outdoor activities, which include drill, P.T. exercises, games and weapon training. In indoor instruction, police science subjects and knowledge of the different branches of the criminal law occupy a major part of the time-table. The teaching of social legislation is given little time.

11. The development of an awareness of the social and political climate in which the policeman has to work hardly finds a 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, man management and higher administration receive little or no attention in these programmes.

12. Instruction in police schools and colleges is based largely on the use of the lecture method. There is a paucity of books, and training materials. Only one of the institutions that we visited has initiated a programme of preparing and publishing simple manuals and texts for the use of recruit Constables and Sub-Inspectors. Very few educational films have been produced in India for police training.

13. In making our recommendations, we have taken into consideration these various shortcomings, the complexity of the demands made on the police in a rapidly changing social situation and the modern techniques that are available now for making training programmes effective. We have suggested higher qualifications for and improved methods of recruitment; we have restructured the syllabi and included elements of the social, behavioural and management sciences appropriately adapted to the needs of the police; we have proposed a number of refresher, promotion and specialist courses; and we have made detailed recommendations about the instructional staff and the materials and methods that need to be utilised. We have made suggestions as to how the training programmes should be organised and we have drawn up a scheme for the re-orientation of the existing personnel. We have also made suggestions for the improvement

of the relations between the police and the public.

14. The implementation of these several recommendations will call for a planning, developing and co-ordinating agency at the Centre as well as in the States. We have, therefore, suggested the creation of a special training cell at the State level and have additionally recommended the establishment of a Central Directorate of Police Training so that the Central Government may be able to aid, guide and co-ordinate programmes of training in the States as well as at the Centre. The Central Directorate will have to help not only in implementing the changes suggested but also in developing a regular system of periodic evaluation of existing programmes and an assessment of the new needs in terms of which these programmes can be revised. We feel that, while the problems of police training must be tackled and solved by the States at the State level, the Central Government will have to provide financial as well as technical assistance in the important task of reorganising training for the police at various levels. The Central Government will also have to create additional institutional facilities for specialised training.

15. The development of the police and police training is not a subject covered by the Five Year Plans. Economic and social development itself leads to increasing demands on the police and this underlines the need of a planned approach to police problems. An entirely ad hoc response to the need for expansion of the police force has created avoidable problems for police training institutions whose capacities have been taxed to the maximum. This is one of the factors which accounts for the inadequacy and ineffectiveness of the training programmes for the police.

16. As stated earlier, we are conscious that even a good, well-organised training programme is only one of the several components, though an important one, which determine the efficiency and the morale of an organization. This is true for police training as well. We have listed in a separate chapter towards the end of our report some other important factors which must be attended to if policetraining is to contribute to increased police efficiency and improved police citizen relations. Moreover, the police force is a sensitive organisation and we have to guard against creating an impression in the members of the force that attention is being paid to only one aspect of the police administration i.e. better methods of recruitment and training.

17. It has been urged before us that, apart from the terms and conditions of service of police personnel, the one single factor which affects police work adversely is their vulnerability at various levels to pressures from political parties, interested groups and individuals. The evidence entertained by many of the State Police Commissions, and reported upon by them, also supports this view. Since we did not consider these issues to be specifically within our terms of reference, we have made no recommendations about them beyond suggesting that Government may consider the appointment of a high-level body to consider the many organizational, administrative and legal issues relating to police work, which have a vital bearing on the effectiveness of the police and their acceptability to the people.

CHAPTER II ORGANISATION OF POLICE IN INDIA

Organisation

The Police Act of 1861 made the establishment of the organised police forces the responsibility of the various provincial governments then in existence in India. The Constitution of Independent India also placed "Public Order" and "Police, including railway and village police", in the State List. The Central Government have exercised an advisory role in such matters and have been rendering assistance to the States in various ways.

2. Although a few States now have Police Acts of their own, the organisation of the police forces of the States is fairly uniform throughout the country. However, there are minor differences in the structure and functions of the police which have been occasioned partly by historical reasons prior to Independence, partly as a result of the recommendations of the State Police Commissions and partly as a consequence of the development of democratic institutions at the district level and below.

3. The State Governments determine all questions relating to the strength and equipment of their police forces and the expenditure to be incurred thereon from year to year and also exercise various administrative and disciplinary powers. They also frame detailed rules for the administration and operation of their police forces which are contained in the Police Manuals/regulations of the different States. The broad pattern of the police organisation in a State is illustrated in Appendix IV.

4. The head of the police force in every State is the Inspector General of Police who is responsible to the State Government for the administration of the police force throughout the State and also for giving advice on police matters. This includes internal economy, equipment, training and discipline of the force and its efficient organization as a means of preventing and checking crime and preserving law and order and the efficient discharge of their duties by officers of all ranks. The Inspector General is expected to keep in constant touch and communication with the regional and district police officers and to keep the State Government informed of the state of crime and political and communal movements throughout the State.

5. The Inspector General is assisted by a number of Range Deputy Inspectors General on a regional basis. The number of ranges in a State depends on its size. Generally four to six districts are grouped together to form a 'Range' for the convenience of the police administration. The Range Deputy Inspector General of Police generally supervises the work of the Superintendents of Police and, without interfering in any way, with the authority of the Superintendent, has to see that the standard of work is maintained at a high level. He visits and inspects the districts regularly to ensure that work is being carried on efficiently and is expected to advise, guide and assist the Superintendent of Police whenever the latter is faced with any difficult situation. He usually has under his control a part of the State armed reserve and can move it to any district within his range.

6. The administration of the police throughout the local jurisdiction of the Magistrate of a district is, under the general control and direction of such Magistrate, vested in a District Superintendent and such Assistant District Superintendent as the State Government consider necessary. With the separation of the Judiciary from the Executive, the District Magistrate's functions, under the Criminal Procedure Code (Cr. P.C.) as far as the police are concerned, are the promulgation and enforcement of regulatory orders and executive processes and the supervision of the work of the executive magistrates, who are entrusted with proceedings under the preventive sections of the Cr. P.C. and in certain States the trials of cases under local and special laws. The trials of cases under the Indian Penal Code (I.P.C.) are now conducted by judicial magistrates. In bigger districts, there may be two, three or even four Superintendents of Police; the senior-most of them is then called the Senior Superintendent of Police.

7. Every district is divided into sub-divisions in-charge of Assistant or Deputy Superintendents of Police. In some States these sub-divisions are further divided into police circles in charge of Inspectors. A district may have three to four police-sub-divisions and six to eight police circles.

8. Each district is divided into a number of police stations, depending on its size and population. The total number of police stations in the country was about 8,000 in 1970. There are some districts with more than 50 police stations, whereas there are others with only eight or ten. The average-sized rural police station has a population of about 75,000 and an area of about 160 sq. kms. The police station is the basic unit of the police administration in a district. Under the Cr. P.C., all crime has to be recorded at the police station and all preventive, detective and law and order work of the police is carried on from there. Each police station is divided into a number of beats, which are assigned to Constables for patrolling, surveillance, service of processes, collection of intelligence etc. The officer in-charge of a police station is usually a Sub-Inspector. In some States/Union Territories Inspectors are placed in charge of the bigger police stations. The officer in charge has varying numbers of Sub-Inspectors, Assistant Sub-Inspectors, Head Constables and Constables placed under him depending on the size of the police station. The total police force in an average district may number about 1,500 officers of all ranks. However, the district police strength varies anywhere from 500 to 3,000.

9. The prosecution of cases in the courts of magistrates, executive as well as judicial, is conducted in some States by a staff of prosecutors who are recruited, trained and administered by the police department. In some other States, this work is done by Assistant Public Prosecutors appointed from the Bar and placed under the control of the District Magistrate. The prosecution of cases in the Sessions Courts is conducted almost entirely by public appointed from the Bar.

10. A district is provided with a certain strength of the traffic police for the regulation and control of traffic. The ranks of the traffic police are generally from Constable to Inspector. Almost all districts have a district crime records sections or a modus operandi bureau and a finger print section, and some have photo sections and dog squads also.

11. Although not ordinarily required to carry arms on routine duties, all personnel of the district police have to be proficient in the use of fire-arms. In some States, the district police is divided into two major branches, i.e. the armed and the civil police. The civil police provides personnel for the police stations and the armed police is kept in the reserve lines and provides fixed guards and escorts and police perform all these duties.

12. The important centres of the police administration in a district are the district police office and the police lines, where the reserve police are stationed, and from where all managerial functions relating to personnel and equipment are carried on.

13. Thus a district, as constituted in India, is expected to carry on all the day to day work relating to criminal administration and maintenance of public order and also to meet minor emergencies.

14. The Inspector General is assisted, at his head-quarters, by one or more officers of the rank of Superintendent or Deputy Inspector General or Additional Inspector General. All States have a Criminal Investigation Department (CID), which is placed under a Deputy Inspector General. In many States, separate Deputy Inspectors General are provided to hold charge of the special branch/intelligence department. The crime branch takes over the investigation of certain specialised crimes, like counterfeiting of currency, professional cheating, gang cases, crimes with inter-district or inter-State ramifications, etc. It also maintains the State

crime information and modus operandi bureau and the State finger print bureau. Police Research Units have been or are being set up under the CID in some States. A few States/Cities are also developing Single Digit Bureaux. The function of the special branch is to collect intelligence of public importance from the security point of view, and to convey it promptly to the Government. In some States, there is a Deputy Inspector General of Police in charge of training, with additional duties of a varying nature.

15. Most States have armed police battalions, the strength and the number of which vary with the size of the State, and which are placed under the charge of a Deputy Inspector General in the bigger States. These battalions are usually distributed in the various ranges and placed under the operational control of the range Deputy Inspector General, a part being retained under the direct control of the Inspector General. The armed police battalions are intended to be deployed on occasions when the district administration is unable to cope with the situation with its normal police complement, including any armed reserves which form part of the district police establishment. These are occasions when large crowds assemble, e.g., V.I.P. visits, big fairs and festivals, general elections and emergencies.

16. In order to facilitate the use of scientific methods of investigation, forensic science laboratories have been or are being set up in almost all the big States. Some States and Cities have units of women police and/or juvenile aid units for work relating to women and juveniles. The motor transport section provides drivers and mechanics for police vehicles. There are armourers, buglers, bandsmen and followers as in the armed forces.

17. There is a wireless or radio branch in all States, which provides the personnel and equipment to man wireless stations. The wireless network consists largely of static stations at district headquarters and important police stations. The States have mobile wireless sets to a varying extent. During the last decade, wireless fitted patrol cars have also been introduced in some of the bigger cities of the country. Workshops are provided in many States for the maintenance of this equipment.

18. An important element of rural policing in India used to be the institution of the village chowkidar. Since the advent of Panchayati Raj, this institution is not uniformly available in the country as an adjunct to the police. The designation chowkidar is also not common but the pattern is more or less the same. The chowkidars are paid, part-time government servants; but they do not have any police powers, the lowest stipendiary policeman being the constable.

19. Policing on the railways within a State is the responsibility of the State Government and the railway police is also placed under the control of the Inspector General. The jurisdiction of a Superintendent of the railway police cuts across the boundaries of several districts.

20. In the cities of Calcutta, Bombay, Madras, Hyderabad, Ahmedabad, Nagpur, Poona and Bangalore, the city police are placed under the command of a Commissioner of Police, who is assisted by a varying number of Deputy and Assistant Commissioners on a regional as well as functional basis. The Commissioner of Police and his officers are empowered to exercise many of the regulatory and licensing powers which are vested in the District Magistrate elsewhere.

21. Direct recruitment to the police is made in the States generally at three levels: the Constable, the Assistant Sub-Inspector/ Sub-Inspector and the Deputy Superintendent. Almost all States have their own police training colleges for the training of directly recruited Sub-Inspectors and Deputy Superintendents and training schools for the training of recruit Constables. Some of the larger States have armed police training

centres/battalions for the training of the armed police personnel. These institutions also conduct some refresher and promotion courses. All police officers of the ranks of Assistant Superintendent, Superintendent, Deputy Inspector General, Commissioner and Inspector General ordinarily belong to the Indian Police Service, which is an All-India Service and recruitment to which is made by the Central Government. Thus, though the State Governments recruit all subordinate police officers, the senior positions are filled by a single All-India Service. This is an important unifying factor for the police forces of India with so many diversities in language, tradition and culture.

Functions of the Police

22. The police have been called "a vital element of the welfare of the people" Under the Police Act they are required to execute all lawful orders and warrants promptly, collect intelligence affecting the public peace, prevent the commission of offences, detect them and bring offenders to justice, and take charge of all unclaimed property and dispose of the same in accordance with the orders of the Magistrate of the district.

23. Briefly stated, the normal functions of the police are:- (i) Prevention of Crime: The prevention of crime entails such duties as patrolling by day and night, surveillance of bad characters, preventive action under the provisions of the Cr. P. C., and interposing to prevent the commission of offences.

(ii) Detection of Crime: The detection of crime involves summoning persons and interrogating them, searching persons and premises, arresting suspects on evidence being forthcoming and releasing them on bail in bailable offences, and holding an inquest in all cases of suspicious or un-natural death in accordance with the provisions of the Cr. P. C.

(iii) Traffic Control: Transport Departments/Motor Vehicles Departments and the police have concurrent jurisdiction in the enforcement of the provisions of the Motor Vehicles Act and related enactments.

(iv) Maintenance of Order: The maintenance of order is the responsibility of magistrates and police officers in this country. Concurrent powers are vested in police officers and magistrates by the Cr. P. C. in regard to the control of assemblies and the use of force by the police. However, prohibitory orders under section 144 Cr. P.C. can be promulgated only by magistrates. The manner in which force should be used in dealing with un-lawful assemblies has been elaborated in the police manuals of the States. Under the Police Act, a Superintendent or Assistant Superintendent is authorised to regulate and license public assemblies and processions. An officer of or above the rank of a station house officer or a magistrate can stop and disperse an assembly or procession violating the conditions of the licence.

(v) Internal Security: This includes the security of vital installations, the railways, industrial establishments and V.I.Ps, and measures against hijacking/sabotage of aircraft, subversion and espionage by foreign agents.

24. The police are also called upon in a big way to render assistance in cases of disasters like aircraft and train accidents, earthquakes and floods, etc. Policemen render whatever service they can to the aged, infirm, women and children.

Strength

25. The total strength of the civil and armed police in the various States and Union Territories of India was 6,57,862 on 31-12-1970. Of this, the civil police numbered 4,30,634 for a population of nearly 55 crores and a

total area of 31,86,664.000 sq. km., which works out to an average of 1 policeman to 1266 persons of population and thirteen policemen per hundred ssssssq. km. of area. The comparative statistics in the former respect for some other countries are: France 1: 329; West Germany 1: 391; Japan 1: 770*; and the U.K. (1971) 1: 466. This comparison, however, is misleading as the basic police powers of search, arrest and investigation vest in these countries in all police officers, whereas they vest in India only in officers of the rank of Sub-Inspector and above. The total strength of Sub-Inspectors who are posted to police stations and available for investigation work, is only 13,346+. The details of the rankwise strength of the civil police in the States and the Union Territories are given in Appendix, V.

Equipment

26. The basic equipment of the civil police consists of motor vehicles, wireless sets, rifles, muskets and revolvers. Facilities for scientific aids to investigation are being augmented gradually. However, the equipment and facilities available to the Indian police do not compare well with those available to the police in the advanced countries. For example, for a population of 7.7 million and an area of 1605.793 sq. km., in London there were 337 wireless fitted vehicles and boats on patrol in 1964 as compared to 18 vehicles for a population of 4.2 million and an area of 1497.014 sq. km. in Delhi in 1971. Walkie-Talkie sets are just being considered for issue to policemen on beat patrol while this is a common feature in the advanced countries. Most police stations in the country do not have even one motor vehicle and a large number of police stations do not have either wireless or telephone communication facilities.

Conditions of Service

27. (a) Uniform: All police officers, except those serving in the Criminal Investigation and Intelligence Departments, have to wear the prescribed uniform. Head Constables and Constables are entitled to free issues of uniform, while officers of higher ranks are given allowances at varying rates for the maintenance of their uniforms.

(b) Disciplinary control: Regulations under the various Police Acts prescribe the procedures for disciplinary action, appeals and revisions. Generally speaking, the Superintendent of Police can punish police officers of the rank of Head Constable and Constable with any punishment, including discharge or dismissal. In the cases of Sub-Inspectors and Inspectors he can award all punishments except orders of dismissal or discharge which have to be passed by the appointing authority, i.e. the Deputy Inspector General or the Inspector General, as the case may be. Disciplinary cases relating to officers appointed by the Government are decided by the State/Central Government in consultation with the State/Union Public Service Commission depending on whether it concerns a member of the State Police Service of the All-India Service.

||*|| World's Police by James Cramer, 1964. ||+|| This figure excludes the number in West Bengal.

(c) Housing. All police officers of the subordinate ranks are entitled to free residential accommodation or house rent in lieu thereof if government accommodation is not available. Gazetted officers are required to pay for their accommodation at ten per cent of their pay, but some relief is admissible at varying rates by way of house rent subsidy in the bigger cities.

(d) Promotion: There are provisions for promotion from every rank to the next higher rank, but in actual fact, the promotion prospects of police officers of the subordinate ranks are meagre, as the structure of the force has a very wide base with a narrow apex. Promotion up to the rank of Sub-

Inspector is based on a system of examination-cum-selection. Promotions from the ranks of Sub-Inspector upwards are based primarily on selection.

(e) Hours of work: All police officers are liable to be called out for duty at any time of the day or night. The constabulary is, therefore, largely concentrated in barracks in police lines and police stations and out-posts. Those living in rented accommodation have to find quarters as close to the places of their posting as possible. The job analysis conducted by the National Productivity Council has shown that the average working hours of the subordinate police officers, except those on fixed-hours duty, are usually from ten to sixteen everyday, seven days of the week. It is in the very nature of police duties that police officers on the executive side are unable to avail of any of the normal government holidays. Indeed on some of these holidays they have to perform extra duties. The only leave they can get is casual leave or privilege leave as prescribed in the various States.

(f) Machinery for representation: It is again inherent in the nature of police duties that police officers cannot be allowed to form trade unions or service associations which can take collective action for the expression of their grievances and it remains the responsibility of the Government and the administrative authorities to keep in touch with the feelings and difficulties etc. of the members of the force in order to provide timely redress as and where called for.

The Role of the Central Government in Police Matters

28. Although the police of the country is organised on a State basis, the Constitution of India has entrusted certain special functions to the Central Government in police matters.

29. The Central Government have established the following Central Forces for certain specified duties:-

(i) Central Reserve Police Force. (ii) Border Security Force.
(iii) Indo-Tibetan Border Police. (iv) Railway Protection Force. (v)
Central Industrial Security Force. (vi) J & K Militia. (vii) Assam Rifles.

30. The main function of the Central Reserve Police Force is to reinforce the State police forces in the event of large scale civil disturbances. The Border Security of the country's extensive Indo-Tibetan Border Police are responsible for the security of the country's extensive borders. The Railway Protection Force performs protective and preventive duties vis-à-vis railway property: The Central Industrial Security Force performs similar duties in respect of industrial undertakings owned by the Central Government and certain specified installation. The Assam Rifles is utilised for the maintenance of law and order and internal security in the north-eastern region. The J & K Militia, which came into voluntary existence in 1947 to deal with the tribal invasion from Pakistan, is at present deployed for the security of the borders.

31. The other important organisations under the Government of India are the Intelligence Bureau, whose functions relate to security and intelligence, and the Central Bureau of Investigation of crimes which may have repercussions and ramifications in several States or which are otherwise of a special and important nature. It is also the anti-corruption agency of the Central Government and the National Crime Bureau of India for cooperation with the International Criminal Police Organisation.

32. The Seventh Schedule of the Constitution empowers the Central Government to establish union agencies and institutions for-

"(a) professional, vocational or technical training including the training of police officers; or

(b) the promotion of special studies or research; or
(c) scientific or technical assistance in investigation or detection of crime".

Accordingly, the Central Government have established the National Police Academy at Abu and the Detective Training Schools at Calcutta and Hyderabad. In addition to training IPS officers, the N.P.A. has been organising since 1968 an annual symposium of the heads of the police training institutions of the States for the discussion of various matters relating to the training of police officers. The Central Detective Training Schools are intended to train investigating officers of the States in scientific methods of detection of crime. The Central Government have also set up Central Forensic Science Laboratories at Calcutta, Delhi and Hyderabad, which besides examining cases, have been training forensic experts. There is also a Central Finger Print Bureau at Calcutta which trains finger print experts.

33. More recently, the Central Government have created a Bureau of Police Research and Development in the Ministry of Home Affairs. The function of this Bureau is to help the States in the modernisation of the police forces through research and development and an examination of the advances in the police field made in foreign countries. An Institute of Criminology and Forensic Science has been established under the auspices of the Bureau to train police officers in certain special subjects.

CHAPTER III TRAINING-CONCEPTS AND OBJECTIVES

What is Training

Training is a conscious effort to impart, improve or increase knowledge and skills and to develop attitudes and values of an individual in a desired direction. It is, thus, a process of developing a person's effectiveness through carefully selected methods by competent trainers in a suitable learning climate. It should be directed not only towards preparing him for the efficient and effective performance of his duties in the assigned job, but also towards developing his capacity for greater responsibilities and where appropriate, fitting him for other duties.

Training Objectives

2. The Assheton Committee (U.K., 1944), while dealing with the objectives and general principles of training stated as follows: "At the outset we asked ourselves, the question: What is the object of training? If the answer is that it is to attain the greatest possible degree of efficiency, then the word efficiency seems to need closer definition. In any large scale organisation efficiency depends on two elements: the technical efficiency of the individual to do the particular work allotted to him and the less tangible efficiency of the organisation as a corporate body derived from the collective spirit and outlook of the individuals of which the body is composed. Training must have regard to both elements"

3. The Committee then went on to outline the objectives as follows:-

- (i) To equip the civil servant with precision and clarity in the transaction of business.
- (ii) To attune the civil servant to new tasks which he will be called upon to perform in a changing world.
- (iii) To develop his capacity for higher of becoming mechanised by visualising what he is doing in a wider setting and by persevering with his own educational development.

(iv) To develop his capacity for higher work and greater responsibilities.

(v) To develop and maintain staff morale particularly because large numbers of people have to deal with tasks of a routine nature.

(vi) To inculcate the right attitude towards the public never forgetting that the civil servant is a servant and not the master of the community.

(vii) To sustain the human touch not only in direct personal contacts with the public but also in handling correspondence which demands a proper sense of urgency and due consideration for the man at the other end.

These objectives are valid for our country also. To achieve them a new entrant into the civil service must have institutional training, training in the field and in-service training. These supplement each other and one cannot replace the other.

4. Traditionally, a great deal of emphasis has been laid on the inculcation of knowledge and professional skill as the twin objectives of training. While these two are important, they do not make training complete and there is a third one that needs to be recognised. This is the objective of developing in the trainees appropriate attitudes of mind towards their work and the people they come into contact with in the discharge of their duties. This third objective requires that training should relate not only to the cognitive and the conative abilities of an individual but also to his effective responses. Training should aim at developing a trainee's total personality for the effective performance of his task.

5. The need for the training of police personnel has been recognised but developments during the recent past have underlined particularly the urgency of inculcating in them attitudes appropriate to their profession. The rapidly increasing political consciousness among the people and their rising expectations and the accelerating rate of change in our society have resulted in an increase in the complexity and variety of the tasks and responsibilities undertaken by Government. The technological explosion has raised standards of living, increased the life span and the pace and speed of communications and thus led to problems of social and economic adjustment. The rate of change has increased to the point where the process of assimilating the implications must be accomplished in an incredibly short time and the individual is faced with major changes in his thinking and his attitudes not once but perhaps more than once during his life time. This, coupled with the increasing size and complexity of the administration calls for a new type of leadership. The technique of administration has moved beyond the purely pragmatic one of trial and error into a scientific discipline and a practice with an organised, ever increasing body of knowledge which has its roots in science and technology and in the remarkable progress in the field of behavioural sciences.

6. In the Indian context, the training programmes must aim at providing a professional leadership, in administration which can help achieve the speedy transformation of an economically backward society into a secular, modern, technologically advanced society characterised by equal opportunity and social justice. A consideration of these objectives of the State emphasises further the need for training in attitudinal development along with the imparting of the professional equipment required to improve the effectiveness of the individual. A civil servant is now concerned not only with maintaining and running his office to provide relatively routine services, he must also be able to deal with, and guide his staff to meet, the varied and dynamic needs of a changing situation which

are often difficult and challenging. Only training which can help to develop positive attitudes, to acquire technical and analytical skills and to encourage initiative and the ability to anticipate situations and innovate in order to achieve the goals of the organisation will be of value. Training should also help in creating a sense of involvement and participation at all levels. What is even more important for a civil servant is that he should develop an enquiring mind respective to new ideas and a restless spirit which keeps urging him constantly to find ways of doing assigned tasks better and more efficiently. He should also learn to keep away from cynicism and the line of least resistance.

The Role of Training as a Change Agent

7. Training can be seen as a vehicle of change. It should not only change the particular individual who is being trained but also those who come in contact with him. The attitudes 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. Training will, thus, act as a catalytic agent, the total impact of which, in course of time, will affect the entire organisation. Training efforts will have to be sustained to help to achieve this desirable objective.

Training at all Levels-Training a Continuous Process

8. 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. This envisages a phased intensive in-service training programme in the form of refresher, orientation, specialised, middle level and senior level courses, besides the induction training of new recruits at different levels. Training is thus a continuous process. But it is not just a matter of more courses. It is necessary to consider what methods of teaching and what subject matter will be most effective at what level. In the police, in particular, the overall efficiency of an individual depends not only on his knowledge and skills but also on his ability to function in a group and to interact more effectively with the people. The higher the level of the officer, the greater will be the input of managerial and conception skills required in their training programmes.

Training as Part of Career Development

9. Training to be useful must also look to the future. Certain kinds of training and education are essential at the post-entry or induction stage. But real education for holding or aspiring to positions of higher leadership and responsibility can take place only when men have attained sufficient maturity and a solid foundation of experience. Therefore, those with prospects of promotion must be given an opportunity to improve and widen their abilities and intellectual attitudes. Linking in-service training courses with the channels of promotion to various levels of higher responsibility would ensure better motivation and greater effectiveness in the field. However, persons who have undergone particular courses must be assigned to jobs where they can make use of the training imparted to them. Otherwise they develop a cynical attitude to training and infect others. A desirable principle is that individuals with promise should be selected for training as a part of their career development so that they can contribute their maximum to the organisation and to society.

10. In-service training affords and opportunity to an individual to spend some time in retrospection and study, to keep abreast of the most recent developments in matters relating to his profession in a changing world and to share his experiences with his colleagues. It also helps him to develop a broader and more understanding outlook towards his own work and that of his colleagues and to attain a higher standard of performance and efficiency.

Relationship between the Trainee, the Trainer and the Organisation

11. Learning is a complex function influenced by many factors such as the individual's motivation and capacity to learn, the norms of the training group, the training methods, the skills and ability of the trainers, the general climate of the institution, the relationship between the men and the officers in the organisation and the environment in which the trainee will have to function on the job. Therefore, the effectiveness of training is determined by a combination of (a) the trainee, (b) the training system, in which the trainer plays the most important role, and (c) the organisation to which the trainee will return. Any imbalance in this would offset the additional inputs given to the individual in terms of specific knowledge, skills and attitudes.

Organisational Climate

12. However effective the training in an institution or however positive the trainee's attitude, this by itself will not guarantee a full and proper utilisation of the knowledge, skills and attitudes, which the trainee may have acquired, if on returning from training, he finds that his enthusiasm is not only not recognised but is even resisted and resented. He is assailed by doubts about the usefulness of his training, his enthusiasm wanes and he soon accepts the advice of his colleagues "to forget it" and the whole exercise ends in disappointment and frustration. Putting into practice the knowledge, skills and attitudes acquired during the training period demands encouragement, support and receptivity. Each officer at every level in the organisation, therefore, needs to be exposed to intensive training programmes which would include attitudinal development through which he would see himself as one who could offer help or counsel to those below him and facilitate their growth. This realization at the senior levels would result in creating the necessary climate to permit the junior officers to change their "Behaviour" and make the organization as a whole more effective for the fulfilment of its new role.

Evaluation of Training Programmes

13. The evolution and implementation of training programmes is not an end in itself and should not provide any room for complacency. A continuous qualitative assessment is necessary, if the programmes are to continue to be effective. The nature, level and content of the courses, the methods of instruction and the quality and quantum of the instructional staff will all need a periodic review with the object of constantly improving the training programmes. Moreover, the impact and the effectiveness of different training programmes may have to be judged and evaluated through field experience and observation.

Limitations

14. The expectation that training can cure all the problems of an organisation is unrealistic as there are many factors that training cannot remedy. Training cannot neutralise unwise promotions or ineffective methods of work; nor can it replace intelligent supervision, favourable environmental conditions, individual willingness to accept responsibility, etc. Effectiveness of training also depends on other organisational factors

such as motivation, morale in the organisation, opportunities for growth and fulfilment of aspirations, recognition of merit, etc.

15. Time is an important factor governing the effectiveness of any training programme. There is a tendency to cover too much ground in a limited time. While a training programme whose primary object is to impart knowledge or skills can be handled in a short time, programmes which include attitudinal development in adult trainees need comprehensive planning, adequate time and intensive effort both by the instructors and the students in order to achieve a positive and lasting effect.

Training - an Investment in Human resources

16. Training does take resources but it also reproduces them manifold as it helps to improve human potential and equip the persons trained with necessary skills and attitudes to perform their functions in a more effective manner. Training should thus be considered as an investment in human resources.

CHAPTER IV THE ROLE OF THE POLICE IN THE NEW SOCIAL CONTEXT AND ITS IMPLICATIONS FOR POLICE TRAINING

The role of the police in India has to be viewed in the perspective of the historical process, the changes in the social situation, the values and aspirations of a developing society and the shape of things to come in the next decade or two.

2. The police in India inherited the historical disadvantages common to all countries formerly subjected to colonial rule. During that phase, the State administrative agencies had come to be identified with the interests of the alien power. It is evident that a meaningful enunciation of the role of the police organization in modern India has to be consciously divorced from past traditions.

Political Factors

3. The situation in the post-Independence era and the specific law and order requirements arising out of continuing conflicts-communal, linguistic, regional and others-have, unfortunately, not permitted the full development of new traditions and attitudes. While, on the one hand, the police are expected to get closer to the people, they are repeatedly called upon, on the other, in their role as the agents of authority, to deal with violent agitations and disturbances of a wide variety. Challenges to authority are inherent in a plural society. These are accentuated in a democratic polity and lead to agitations and disturbances. Additionally, there is the problem of the right uses of authority by parties which are in power. There have been accusations of using the police machinery for political ends. There are also instances of individual politicians interfering with the administration and the work of the police. As may be expected in a society in transition, the norms which should govern the relationship between the party in power, the individual politician and the police have still to be developed.

4. The foundations of national resurgence in India were laid during the independence struggle which was committed to a programme of social and economic reform through the successful operation of a democratic form of Government in the country. The movement for social reconstruction caught popular imagination and provided the base for a democratic political framework, which was later reflected in the Indian Constitution. The Fundamental Rights assure to all citizens social, economic and political justice, liberty of thought and expression, and equality of status and

opportunity. The Directive Principles of State Policy commit the State of creating conditions for the realization of these rights.

5. The constitutional goals and the guarantees of freedom define the political framework within which the administrative authority and the law and order agency must function and also point to the directions of future national progress. The nation-wide effort at socio-economic reconstruction places new responsibilities upon the administrative agencies to be more sensitive and responsive to popular needs, and to make positive contributions to the task of building a Welfare State. The police, as one of these administrative agencies, have a special responsibility not only to ensure the widest possible degree of individual liberty and security in terms of the constitutional guarantees but also to deal with socially disruptive forces.

6. In the political sphere, the enunciation of national goals has resulted in rising expectations and aspirations among the masses. Any gap between the promise of constitutional ideals and the reality leads to strains and tensions which are mobilized for the "politics of agitation". There is no doubt that while these processes lead to the politicalization of the masses and the development among them of a greater awareness of their rights and of the methods of their achievement, they also intensify the ferment and lead to confrontations with authority. Those entrusted with the maintenance of stability in society thus often come into conflict with the forces generated by the political system which they are intended not only to serve but also to preserve. This makes the policeman's task both delicate and complex. And, in fact, the police are likely to be faced increasingly with the problem of determining when a public protest moves from the legitimate sphere and becomes a law and order problem and the point at which it should be controlled. The skill of the administrative agency, in particular the police force, perhaps lies in recognizing that there is, in this situation, not an irreconcilable contradiction, but a possibility of progress through a step by step approach, through understanding the requirements of the political forces at work and through a sympathetic attitude. The police have to deal with such forces with an appreciation of not only the nature of our democratic structure but also the aspirations of the people. In the final analysis, the police forces have to understand that any situation of confrontation is short-lived, as against the permanent nature of the overall public good and has to be handled with patience. Such an appreciation can be acquired only if the members of the force are made aware of the essential nature of the ferment in a developing society, and can relate it to the fact that the same was recognizable in other societies in a similar state of historical development. Perhaps the one single factor which distinguishes the police services in countries where they are considered as models of popularity is either the fact that the forces were created on the basis of such an understanding of their position, or they passed through the phases of turmoil with an intelligent understanding of the basic processes of social development

Socio-economic Factors

7. The declaration of social equality as a goal has resulted in the intensification of social tensions and violence arising from attempts by traditionally powerful groups to prevent the under-privileged from gaining constitutionally guaranteed equality and from the anxiety of the latter to achieve this equality in a free India. Since the police have an accepted role to play in the establishment of conditions favourable for social growth and development, it becomes necessary for them to promote a feeling of confidence and security among the minorities and the weaker sections so

that they can participate fully in and benefit from the national development effort. Thus one of the most important tasks of the police is their duty towards the weaker sections of society, particularly the minorities and the socially or economically backward people.

8. Equally, there is a need for a secular outlook and a sympathetic attitude in dealing with the victims of communal tensions and religious bigotry. All the modern equipment and training available to the police can achieve nothing if their minds are not free from the prejudices of caste, religion and parochialism. The acquisition of a secular outlook is essential, since the goals of social development can never be achieved if large sections of the people are denied a feeling of involvement on the ground of caste, religion or language. Guidelines have been prescribed by the Government for prompt and determined action on the part of the police and administrative agencies in dealing with problems relating to the minorities. It is necessary to inculcate a habit of prompt, vigorous and firm response on the part of law enforcement officers whenever the secular concept is under threat. There is no single aspect of the role of the police which is more important than their active and purposeful participation in programmes of national integration based on the principles of equality and secularism.

9. As the social commitments of Government increase, legislation covering various aspects of social life is enacted and this adds new responsibilities to the traditional law enforcement role of the police. Reformatory and welfare legislation will increase in number and scope as the pace of development in our society accelerates. The primary aim of such legislation is the betterment of the conditions of the people even if a segment of the population may disagree with the goals of particular enactments. The success of such legislation ultimately depends on the effectiveness of its enforcement and policemen will have a protective as well as promotional role to perform in this sphere. They will need to be highly sensitive to and made familiar with the trends and processes of social change and their implications for the society in which they live.

10. The pace of economic development and the growth of an industrial infra-structure in the country have given rise to special problems of crime and of law and order in the industrial field. Economic growth since Independence has been accompanied by imbalances between the rural and the urban areas, and between regions. There has been a certain widening of the differential between the poor and the rich. These factors have also led to social strains and tensions. When these developments are viewed in the context of other problems such as those of unemployment, rapid urbanization and the rise of an organised working class and trade union movement, one can see their implications for the law and order situation in the country.

11. The magnitude of unemployment, both of the educated and the uneducated youth is bound to have serious repercussions on our social system unless attempts are made to control it. The backlog of unemployment in our country in 1971 was estimated to be 1.26 crores of whom about 70 lakhs were in the rural areas. The number of educated persons on the live registers of Employment Exchanges increased from 1.48 lakhs in 1943 to 16 lakhs in 1960 and 30 lakhs in 1968. It is estimated that the educated unemployed by 1975-76 will be four times the figure of 1968. Educated unemployment is the highest in West Bengal, Kerala, Uttar Pradesh, Andhra Pradesh and Bihar where the incidence of student unrest, extremist activities and other agitations has also been high.

12. There has been an increasing shift from the rural to the urban centres, primarily by the younger age group in search of employment. From 4.5 crores in 1941, the urban population has risen to eleven crores in 1971 and

it is estimated that it will be 16.5 crores by 1981. The trend is illustrated in Appendix VI. The percentage of the urban population to the rural population has increased from 11.2 in 1921 to 19.87 in 1971 and this process is likely to gather momentum. Rapid urbanization is accompanied by the growth of slums and crowded localities. This creates a number of problems related to public order. Problems connected with traffic, the management of large crowds, demonstrations, strikes, etc, become more complex. Urbanization also leads to an increase in the incidence of crime, both organized and unorganized, in white collar crime, and in offences by juveniles. The last of these emphasizes the need of a greater understanding of the problems of the delinquents and potential delinquents and of the need of helping them to grow into constructive citizens instead of becoming hardened and habitual criminals. Since urbanization is likely to increase in India both in terms of its rate and magnitude, this process would add further to the demands on police resources and skills.

13. Industrialisation is another element of the social scene which has its impact on the law and order situation. In a developing economy, the expansion of the industrial force and the large increase in the number of trade unions create law and order problems because of inter-union rivalries and conflicts and increasing industrial disputes. There has also been a large increase in white collar workers whose united demands and action, channelled through their associations, create problems. The inter-connected processes of economic growth, industrialization and urbanization pose problems bearing directly upon the law and order situation, which demand an understanding and dynamic response from the police.

14. Relations with the students constitute a particularly sensitive area of police work. The student population which was 7.5 crores in 1967-68 is expected to increase by 2.5 crores by 1973-74 i.e. at the rate of about 40 lakhs a year. The number of students on the rolls of the universities, it is estimated, will have increased during the period from 1960-61 to 1973-74 by 260 per cent. This tremendous increase in the student population leads to severe strains on the already unsatisfactory educational facilities. There is likely to be an increase in conflicts between students and the educational authorities, often involving the State administration and the police as well. Frustrated or disillusioned youth are also easily susceptible to exploitation by political parties often through small coterie of professional student agitators. A great deal of tact and judgement are, therefore, required in dealing with situations involving student communities and the youth, particularly in view of the world-wide phenomenon of youth unrest.

Crime Situation

15. We may briefly consider here the present crime situation in India. The rate of cognizable crime per one lakh of population for the country as a whole has increased by 23.6 per cent during the period from 1960 to 1970*. The increase was highest in robbery (170.8 per cent); there was an increase of 147.1 per cent in dacoities, 154.1 per cent in riots, 44 per cent in murders, and 67.8 per cent in kidnapping and abduction as against a rate of increase of 27.4 per cent in the population during the same period. In absolute terms, 9,55,422 cases of cognizable crime were registered in India in 1970 as compared to 6,06,367 in 1960* showing an increase of 57.6 per cent. While these statistics show that the incidence of crime is increasing and that there is more violent crime as time passes, crime of a sophisticated nature is also increasing. There was an increase of 43.0 per cent and 33.9 per cent during the said period in cases of criminal breach of trust and cheating respectively. These trends are illustrated in Appendices VII to IX. Crimes committed by juvenile and youthful offenders increased from

20,165 in 1960 to 27,226 in 1970*, which represents an increase of 35.0 per cent and is subject to the qualification that the collection of statistics relating to juvenile crimes is as yet far from satisfactory. A majority of the juvenile crimes registered was committed by boys in the age group sixteen to twenty one years and the offences committed in 1970 included theft (10,462), house breaking (4,093) and murder (558). Cases under the Arms Act increased from 10,145 in 1966 (the earliest year for which figures are available) to 18,701 in 1970.

||*|| Source-Crime in India 1970.

16. Apart from a steady increase in crime, the character and the nature of criminal activity are becoming complex. It has been the experience of many countries that with economic development and rapid urbanization, in conditions of scarcity of essential commodities and services and their maldistribution, there is an increase in white-collar crime. Developments in the field of science and technology, the growth of crime syndicates in the larger cities, particularly the metropolitan areas, and the general level of sophistication will make crime more complex and organized in the years to come.

Implications for the Role of the Police

17. The police have admittedly a difficult role, and a role that they are often called upon to perform in the most provocative and trying circumstances. It makes a demand on their knowledge of law and police science, on their physical stamina, mental alertness and professional skill, and additionally on their ability to be firm without being punitive. They are also required to discern when a particular protest or action ceases to be legitimate and peaceful and constitutes a threat to law and order. The police have always had to handle problems of law and order. What is new in the situation today is that many of the agitations have a claim to social legitimacy because they are undertaken in furtherance of goals which are recognised by the Constitution. The police, therefore, run the risk of being cast in an anti-people role. Even so the police have to maintain law and order and support the constitutional processes in society. They must show an understanding of the 'cause' but they must distinguish it from the 'means' that are adopted if these threaten peace or law and order. They should not be afraid of courting unpopularity when the rights of the linguistic, religious and other minorities, enshrined in the Constitution, are in danger of being violated. Both in a negative as well as a positive sense the police have the obligation to defend and promote the normal legal and constitutional processes in the country. It is only through these that the desired social objectives can be achieved in a democratic society.

18. This new role requires the development of proper attitudes and the ability to anticipate, analyse and take decisions to meet difficult situations likely to disturb peace in the community. In addition, there must be an awareness of the fact that the successful accomplishment of tasks depends on the dedication with which they are performed. The policeman, as the most visible symbol of the authority of the State, must act as a responsible public official. He must realise that, to the common citizens, his response or reaction represents the Government's attitude.

19. It will be appreciated that a high degree of discernment is required in the police officer today and that he must have knowledge in depth of society and its problems so that he can take the right decisions. Society is no longer a simple, non-complex, aggregate of individuals living in isolation. It is a living, growing, expanding, collection of people, bound together and inter-dependent on each other, yet sometimes pitted against each other in a manner which could hardly have been conceived by the framers of the Indian Penal Code. Social attitudes change. Economic compulsions

change. Standards of behaviour change. What was not considered a serious crime yesterday may be considered a serious crime tomorrow. The man who hoards and profiteers in a period of acute scarcity could be classed as a criminal of the worst type.

20. In this difficult struggle for survival and progress, the weaker sections have to be helped so that they do not suffer because of the handicaps that society has imposed on them. The approach of the police officer, therefore, must be one of sympathy and compassion and must be imbued with a deep and abiding faith in law and orderly growth. What is needed is that the law should be applied with a deep appreciation and understanding of the changing needs of a society which has to move towards a truly democratic and egalitarian social order.

21. In short, it might be stated that in the changed circumstances of our society a wholly law and order oriented force has to be transformed into one, which while retaining a keen appreciation of its legal responsibilities to safeguard life and property, has also an understanding of the larger social issues involved in its day to day work. The implications of this transformation may be summarised as follows:-

(i) Police officers should acquire a high degree of professional competence and be fully aware of the means whereby science and technology can help in police work.

(ii) They must develop a clear understanding of the social purpose of their activity and a sensitivity to the trends and forces at work in the environment in which they have to act.

(iii) They must develop attitudes in consonance with the concepts of social justice contained in the Constitution and the development programmes with particular reference to the weaker sections of the community, including the poor, the minorities and the scheduled castes/tribes.

22. It follows that it is necessary to induct new concepts into police training programmes, and to provide training material, which may make police officers aware of the tremendous problems of the minorities and the under-privileged classes and the need to deal with them with civility and courtesy and with an understanding of the factors which give rise to particular situations. It will be useful to have a compilation of all the laws, rules and facilities intended to help these classes for use in discussions and tests. The training programmes must also be structured to develop a faith in leadership as well as a capacity and readiness for innovation and improvisation in handling different kinds of situations, so that, while remaining within the law, the police can meet those problems in ways which are not detrimental to the larger social objectives and which can also help to generate the maximum of goodwill for them and elicit public cooperation in their activity. Help can be taken from the philosophic approach and practical idealism of Mahatma Gandhi and Jawaharlal Nehru in doing so.

23. The mental background of an officer is provided by a number of inter-acting factors such as his home and his educational institutions. The officers of the police training institution that a recruit enters first provide an example to him which he carries with him all his life. In a disciplined force like the police, personal example means much more than in any ordinary profession. The officers of training institutions must set an example of behaviour, understanding and readiness to perform difficult jobs which the trainees can adopt and emulate. An excessively authoritarian attitude in a training institution which disregards the interests of the trainees, particularly those of the lowest ranks, hardens their attitudes and they use similar methods when they go out and deal with the public.

24. Under these circumstances, the following considerations deserve special emphasis in the training of the police in order to enable them to play their role in economic development and social welfare:-

(i) Loyalty to the Constitution, commitment to the goals of the nation and the concepts of an egalitarian society and the need for national integration.

(ii) Awareness of the problems that arise in the wake of the developmental process, including conflicts, social disorganisation, scarcity and controls, regional imbalances, etc.

(iii) A deep social awareness for comprehending and reacting to complex situations.

(iv) Development of analytical and innovative skills since situations will continue to change and no ready-made solutions can be prescribed.

(v) A new orientation in dealing with the masses, who come from various strata of society, divided among many contours such as religion, caste, region and income, as may lead to the correct response in individual cases.

(vi) The need for the application of scientific techniques, management concepts and skills, and constructive attitudes and values in police work.

CHAPTER V IMPACT SCIENCE AND TECHNOLOGY

Another factor which is new in the current social scene and which will be of increasing relevance in the future relates to the phenomenal advances that have been and are being made in the fields of science and technology. Science has become so intimate a part and parcel of human life that science-mindedness is now an acquisition per se not only in every profession but also for the average citizen. There are two aspects of this question as far as the police are concerned. Firstly, we have to take note of the fact that criminals are very prompt in taking advantage of science and technology to aid their nefarious activities. Crime is becoming more sophisticated, the sphere of operation of organized gangs and racketeers is widening and is becoming easier for criminals to defy detection wither by leaving the scenes of crime by the fast means of transport that are becoming increasingly available everywhere or otherwise. New heinous crimes are also being committed with increasing frequency by desperate groups of people with international ramifications e.g., hijacking of aircraft and personal attacks through devices like the letter-bombs.

2. The second aspect is of a more positive nature and relates to the assistance that science and technology can give in police work and the administration of criminal justice. Modern means of communication, electronics, electronic data processing, forensic science and medicine, new weaponry, systems analysis etc., have started playing a major role in giving new dimensions to police work in the advanced countries. While in India wireless is being used by the police even now mainly for passing messages from one place to another through static sets and limited use of mobile WT and RT sets is made for managing large crowds and VIP visits, electronics is changing the entire concept of beat duty as is evidenced by the system of unit beat policing introduced in the United Kingdom. In this system, a Constable on foot patrol, a mobile police car and the police control room can all communicate with each other instantly. The day is not far when India will also have to introduce similar systems, involving the use of lacs of wireless sets of various sizes and sophistication. New electronic devices have been invented which enable one to have a clear-

view of things even on a star-lit night by magnifying starlight many times and this can be done in such a fashion that the person observing through the device cannot be spotted by the person observed. The near future may bring forth simple radar devices for detecting the movements of criminal gangs through wooded or ravinous terrain. Likewise, electronic devices have been invented for detecting certain types of bombs and lethal weapons.

3. Facsimile transmission equipment is already in use whereby it is possible to transmit photographs, finger prints etc., over long distances just like radio messages. Video and TV are being harnessed to an increasing extent by police departments. In one force, all persons apprehended, except those arrested for minor offences, were recorded on video tape so that the person's voice, mannerisms and the totality of his appearance were placed on record. The result was that the suspects could be viewed at the discretion of the investigator and shown to large numbers of police officers at one and the same time. In another force, the pertinent facts of a case and the photos of suspects were telecast to the general public who were asked to assist in the apprehension of the person concerned by telephoning in related information to the police. helpful clues have been received through this process in many cases. Incidental to crime detection is the gain thereby obtained in involving the ordinary and closed circuit TV for administration, education, intelligence, surveillance, security and evidence is already well-known. A video tape record is also the best way of preserving information because it can be played back instantly and the time and cost of developing is eliminated. A tape can be erased and re-used upto 500 times and raw tape costs less than raw film.

4. Moreover, scientific equipment is continuously becoming smaller, better, cheaper and easier to handle and this will facilitate its increasing use in police work in the coming years.

5. In most countries of the world, the mobility of the population has increased so much that unless the police are able to get the suspects identified quickly from crime records, they would move on and be lost. The computerisation of records of crimes and criminals, their modus operandi and stolen vehicles, art objects and other valuable property etc., is, therefore, being adopted in many countries to help in the quick location of suspects and detection of cases. Computerized criminal data banks can now supply complete information in such matters, including previous criminal history, associates, rendezvous etc. The computer has many other applications also in the work of the police. It is already in use for facilitating financial and personnel management and inventory control. It can assist in the study of systems through alternative models to discover those which are most cost-effective to solve different problems; it can be utilised in traffic control; and it can project areas which require intensive deployment of the police at different times of the day or night. What more may become possible when the fourth generation of computers comes into being would be difficult to guess. It has been forecast that pattern recognition computers will have matured by the end of this century and will be available for comparing photographs and finger prints which conform to certain criteria. It will be possible for such computers to pick out and compare individual photographs and finger prints from a file containing millions of photographs and finger prints in a period of a few minutes.

6. Scientific aids to the detection of crime started becoming available several decades back with the Henry system of classification of finger prints. Since then, it has been found that every branch of science, including physics, chemistry, biology and medicine can aid in the detection of crime. Advanced forensic science laboratories maintain many standard files to

enable very quick identification e.g., the Typewriter Standards File, the Automotive Paint File, the Bank Robbery Note File, the Fraudulent Check file, the Laundry Marks File etc. Innumerable techniques of identification have been developed by forensic science and forensic medicine in recent years, one of the latest of which is neutron activation analysis.

7. The motor car is no longer the only means of mechanical transport available for use in police work. While motor vehicles of various types are now required by the police and in larger numbers, considerable aid can be had in police work from helicopters also. It is possible to contemplate a combination of helicopter observation, night vision devices and radio communication in police operations of various kinds.

8. The maintenance of order is becoming an extremely difficult problem because of increasing challenges to authority and because the use of force by the police to control situations is being viewed by the people with increasing disfavour. A vast amount of work is being done in the advanced countries to develop new weaponry for the police for use in such situations which may cause minor injuries but will not kill. Examples of these are the wide variety of tear smoke devices, rubber and wooden bullets, sten guns etc.

9. It becomes obvious that the future planning for police training will fail to achieve its purpose if due cognizance is not taken of the advances being made in science and technology. The importance of this is greater for the developing countries where the rate of change is faster and the pressure of problems greater.

10. Contemporary police work has become a complex enterprise requiring not only a good, efficient and traditional police force but a police force which, like the defence services, is equipped with up-to-date equipment, and is staffed with the best people which the country can afford to engage to make the police a modern force. A drastic change is required in the time honoured ways in which the police has been habitually functioning in the past and this can be facilitated by the application of science and technology. A police force which by-passes the constructive impulses of science and technology constitutes a burden on the administration and is, therefore, an anachronism in modern times. Policemen have not only to be trained in the use of modern scientific methods, they must have an interest in science and technology and appreciate the significance of scientific devices and importance of modern sophisticated techniques in optimising police activities.

11. What is really needed is a growing awareness in the police of the "Systems Approach" to the process of law enforcement in which the appliances and personnel combine to form an integrated organism which reacts to changing situations and can be effective. The training at all levels has, therefore, to be reoriented to ensure that all police officers and specially the leaders of the force realize that manpower and the scientific aids, electronic data processing etc., constitute a complete system and that it is necessary that each part knows, supports and utilises the capability of the others to the best advantage. The main push must come from policemen themselves.

12. It has become very necessary for police officers to familiarise themselves with scientific techniques. They have to understand very clearly that the full benefits of science and technology cannot be derived in police work merely by employing and consulting specialists. They must be competent enough to be able to participate actively in the process of the injection of science and technology in police work and also appreciate the value of the help that can be given by technicians. If police training does not get the necessary bias for science and technology today,

twenty years hence we may find ourselves saddled with a large body of policemen who cannot cope with the demands of the times at all effectively.

13. The increasing application of science and technology to police work will necessarily involve the employment of a large number of scientific and technical personnel to man the information systems, wireless and electronics branches, forensic science laboratories and automobile or transport and armament sections of the police forces. Comprehensive arrangements will be needed for the training of technical personnel of various categories in the maintenance and use of scientific equipment. We have not considered it necessary to work out the details of these arrangements, apart from mentioning the facilities that exist for the training of some forensic science experts in the Institute of Criminology and Forensic Science and the Central Forensic Science Laboratories, because there is not enough induction of science and technology into police work in India so far. We consider it necessary that this matter should receive the urgent consideration of Governments by making reasonable investments in research and development work to this end. At this stage, we would like to mention only that we feel that it will be imperative that all technical personnel should have some basic training in police work and also attend appropriate refresher courses. The full details, of course for such personnel should be worked out in consultation with the concerned specialists, as new techniques are introduced in the country. We visualise that the largest requirement of technical personnel will be in the field of electronics, including computer technology, and we are convinced that, while the training of the subordinate or line staff will have to be undertaken by the States, the training of the gazetted officers of the wireless and electronics branches of the police forces may have to be undertaken in a separate institution to be set up for this purpose by the Central Government. Similarly, the existing Institute of Criminology and Forensic Science should develop other courses, in collaboration with the Central Forensic Science Laboratories, so as to cover all branches of forensic science.

CHAPTER VI RECRUITMENT

In the preceding chapter we have indicated how the role of the police is becoming more and more complex in the new social context. The police have now to be more than ever conscious of their role in safeguarding and fostering the processes of socio-economic growth and development and ensuring social justice. Linked with this is their responsibility for preserving the democratic order of society and upholding the Constitutional provisions, particularly with regard to equality before the law. Changes in values and social norms in this restless and turbulent age and challenges to established authority have made the task of the police delicate and exacting. Communal violence poses a serious problem for the police who are committed to maintaining and enforcing the secular concept of the Constitution. The growth of political extremism, a variety of social, political, economic, regional and linguistic tensions, and a rate of violent and heinous crime outpacing the rate of population growth due to industrialisation, rapid urbanisation and other economic factors have brought about a qualitative change in the nature and degree of the responsibility of the police in India. The induction of liberal principles of social defence into various aspects of law enforcement, the progress of science and technology and a very large number of social and other enactments have added to the volume and complexity of police work. At the same time, new techniques and devices

are becoming available to an increasing extent to assist the police in the performance of their onerous tasks.

2. Of all the public services, the police alone can exercise direct coercive influence on the individual citizen. They have also been given discretion in order that they can be effective and responsive to the needs of the public. Their role calls upon them to make quick, perceptive judgments in the thick of conflict and in the glare of public scrutiny and errors of judgement on their part can cause irreparable harm. Law enforcement involves constant interaction with human nature itself is very complex and has no set pattern. Policing in a modern society, therefore, calls for a deep insight into human behaviour and a pragmatic approach.

3. These considerations call for persons of exceptional ability intelligence and alertness and a high level of physical courage and stamina. Besides, they should be honest and impartial and men of character. We must also recognise the fact that the quality of the police officers recruited in the coming years will affect the standards of performance of the force for at least the next quarter of a century and will provide the leadership which will face the challenges not only of today but also of the next two or three decades. The importance of sound recruitment procedures is therefore, crucial.

4. However good the organisational structure, the procedures and the methods, it is the personnel who translate policy into action. recruitment procedures must, therefore, keep in view the need for selecting the best and most suitable men in relation to the functions not only of the rank to which recruitment is made, but also of the higher ranks to which the candidate may become eligible in course of time.

5. The nature of the police role in a democracy requires that the members should be selected impartially; they should be administratively competent, politically neutral, and imbued with the spirit of selfless service. A police officer enjoys vast powers under the law and exercises wide discretion. The recruitment procedures should therefore, be so devised that they are free from political, personal or corruptive influences. The need for objectivity in selection cannot be over-emphasised.

6. A number of witnesses mentioned to us that the composition of the community should be adequately reflected in the police. This is a desirable objective, but we do not think that it is either possible or necessary that the police force should reflect the composition of the community in any exact measure. It is necessary only to ensure that no bias operates against any section of the people in the recruitment process. If it is found that any particular section is not represented adequately, the reasons for this situation may be looked into for such action as may be necessary. The educational standard has been rising all over the country and we presume that an adequate number of suitable and qualified candidates will be forthcoming from all sections. It is possible that there may be backward regions in certain States where the overall educational standard has either not risen high enough or the qualified candidates are attracted away to better jobs. In such areas, we feel, that the relaxations in educational qualifications granted by the State Governments may continue in the case of members of the scheduled castes/tribes for five years when the position in this regard may be reviewed.

7. The recruitment procedure begins by laying down the qualifications and the criteria for the eligibility of candidates for particular posts. The nature of these qualifications is dictated partly by the requirements of the job and partly by the availability in the community of persons with particular qualities and qualifications. The availability in its turn depends partly on the emoluments offered, partly on the job opportunities and

attractiveness and partly on the way the educational and other allocative mechanisms in society function. The evidence laid before us has revealed that candidates from the urban areas are reluctant to join the police, particularly in the constabulary, because of more attractive emoluments and easier working conditions in other comparable jobs in the public and private sectors. As orientation to the needs of urban policing is easier with persons who have an urban base, this difficulty can be met only by improving the pay scales and service conditions of the urban police.

8. Among the qualifications specified for recruitment to the police are age, education, intellectual ability, physical fitness and personal qualities. The age and educational qualifications are easily assessed. Physical fitness and suitability are sought to be judged through field tests and medical examination. Before proceeding to make detailed recommendations in this regard, we may refer to two general considerations, namely, psychological tests and pre-entry orientation.

Psychological Tests

9. Different procedures have been adopted to ascertain whether an individual has the intellectual ability and personal qualities required for post. There is a considerable amount of literature available on the administration of psychological tests prior to selection for appointment. Such tests are being employed in different countries not only for appointments to the police but also for appointments to the armed forces and even in industry and business. These tests are designed to furnish information as to the level of the intelligence of the person tested, his aptitude for specified jobs and the conscious and sub-conscious trends in his personality. The results of these tests put together can form a basis for forecasting the suitability of a person for a particular job. Various agencies have developed test batteries for this purpose. In Japan, elaborate psychological tests were introduced in 1967 for selecting candidates for the Kidotai, the riot police of the Tokyo Metropolitan Police Department. The Kidotai is an elite force which has acquired an international reputation for successfully dealing with large violent crowds without the use of fire-arms. The psychological tests employed in this programme took almost five years to develop and were designed by a police Psychology Research Committee consisting of various scholars, established in the Tokyo Metropolitan Police Department. In the western countries also psychological tests are being used in several police forces.

10. In India, only in Delhi, candidates for appointment as constables are administered certain psychological test to evaluate their motivation for the police service, emotional stability and I.Q. rating. Since this experiment was started as recently as the latter half of 1970, it is not yet possible to evaluate its success. Intelligence and psychological tests were recommended for Constables and Sub-Inspectors by the Delhi, Tamil Nadu and West Bengal Police Commissions and the working group of the Administrative Reforms commission on Police Administration. We are advised that properly developed psychological tests, administered by well qualified and competent psychologists, can make a useful contribution in the police selection process. It is obvious that the tests would be different for the different ranks of the police and a good deal of work will have to be done by way of research and field trials for developing suitable tests. We recommend that a small cell should be set up in the Bureau of Police research and Development consisting of one or two psychologists which should undertake this work expeditiously and on a whole-time basis. An Advisory Committee consisting of a few senior psychologists may be associated with the work of the cell so that it is carried on along correct

lines.

11. Field work in the States on the lines on what is being attempted in Delhi would also be useful. We recommend, therefore, that carefully selected psychologists may be attached to all police forces to function in the first instance as counselling psychologists. They may visit training institutions, police stations and other police units for sample observations and for counsel in cases needing psychological assistance. These activities will give them a first-hand acquaintance with the conditions in which policemen work, the personality traits that are desirable and those that are undesirable in police officers of different ranks and they will thus be prepared to administer psychological tests at the time of selection as and when they are developed.

12. We feel that great care is needed in the selection of persons for direct appointment to the higher ranks of the police, namely, the Sub-Inspector, the Deputy Superintendent and the Assistant Superintendent of Police. We have no doubt in our minds that the higher ranks, and the gazetted officers in particular, set the pace for the lower ranks, and that the image and effectiveness of the police depends to a large extent on their attitudes, direction, effort, determination and leadership. The procedures of their selection should be such as can assess, in addition to the qualities enumerated earlier, the qualities of leadership, decision-making and task-performance, and capacity to withstand stress and strain and to react to failure in the proper light. The Army have developed certain tests for evaluating qualities of this kind. We are of the opinion that these tests should be adapted or other suitable tests should be developed for recruitment to the higher ranks.

Pre-entry Orientation

13. Like any other profession, the police also require personnel who have an aptitude for or interest in police work. In order to create this interest among the youth, it might be useful to expose them to police work during their school/college education and to extend the study of criminology in the universities.

Police Cadet System

14. It is a common practice now-a-days for industry as well as government agencies to have apprenticeship/internship/assistantship schemes for finding the right type of and properly motivated manpower. As far as the police are concerned, we notice that the U.K gave a lead by introducing a police cadet system as far back as 1935 and that similar systems are now in vogue in some States of the U.S.A., in Australia and in a number of continental countries with variations to suit local conditions. In brief, the system provides for a job category known as cadet which is below the rank of Constable. Young men who meet the basic requirements for appointment to the police force, but for age, are selected as cadets. Through extensive training, both on and off duty, they are prepared for ultimate police responsibility. As cadets, they do not have any police powers. Besides classroom training, they are assigned duties normally performed by civilian personnel. On the completion of the prescribed period of time in cadet status and on reaching the minimum age of entry into the police they are considered for regular appointment as Constables. Each cadet is paid an allowance/salary. The Metropolitan Cadet Scheme in London is a three years scheme meant for boys of the sixteen to eighteen years age group. There is a separate Cadets' Training School for their training. The annual intake of cadets in this school is 400. The first two years are spent in providing liberal education and physical training. Professional training is taken in hand only in the final year. Not all cadets join the police at the end

of their training. The system was devised in the U.K. mainly to overcome the problem of shortfalls in police recruitment, but an examination of the various schemes in vogue shows that it can be extremely useful in providing to the police, people who are inclined to choose a police career at an early stage of their school/college life and who are thus motivated to be better policemen than others. The added advantage of such a scheme for a country like India is that since all those who join as cadets will not necessarily remain in the police, all those who remain outside will constitute an increasing section among the people who have a fair understanding of the role of the police, their difficulties and problems and the value of co-operating with them in the solution of social problems. We already have in India a similar system as far as the armed forces are concerned. We have Sainik Schools which include military training, theoretical as well as practical, in their curriculum. Boys from these schools are given preferential treatment in recruitment to the different services.

15. We recognise that it may not be possible to start schools for the police similar to Sainik Schools because of considerations of cost etc., but we feel that it should be possible to introduce some aspects of the police administration in academic courses from the school stage onwards in the syllabus of such subjects as civics, political science and sociology, and there could even be a subject of police science by itself at the degree level on the analogy of the subject of military science. This could be supplemented, for outdoor work, by a Police Cadet Corps, on the lines of the National Cadet Corps (N.C. C.), which student could join voluntarily. We recommend strongly that the Ministries of Home Affairs and Education may set up a high power committee, consisting of representatives of the Police, the Universities and the University Grants Commission (U.G.C.), to examine this matter and to make suitable recommendations. Facilities for the exposure of students to the role of the police during the period of their education should help not only in providing better and more motivated applicants for the police service but also in bringing about greater understanding and rapport between the students and the agents of the law.

National Service Corps Scheme

16. The first symposium of the heads of the police training institutions recommended, inter alia, the examination of the possibility of opening a Police Wing of the N.C.C. We understand that this recommendation, was not acceptable to the Ministry of Defence, who suggested, instead, that the National Service Corps programme could be utilised for the purpose in view. A scheme was then drawn up by the Ministry of Home Affairs (MHA) and instructions were issued to the various State Governments in June 1970 for the inclusion of a police programme in the National Service Corps scheme. A copy of the instructions issued by the MHA is enclosed as Appendix X. We are impressed with the objects and potentialities of this scheme and recommend that the State Governments and the police as well as the educational authorities in the States should implement it with all the earnestness at their command. This scheme should be of positive help in bringing about among students a greater understanding of the role of the police. We recommend further that students who have participated in the police programme of the N.S.C. should be given some preferential treatment in the recruitment of Constables and Sub-Inspectors.

Study of Criminology

17. We have been informed that the senior police officers of the country

have been pressing for the last several years for greater facilities for the study of criminology in the universities. We find that the U.G.C. had appointed a committee to study this matter. The committee made the following recommendations which were accepted by the Commission:-

(i) There should be no hesitation or misgivings in regard to the gradual introduction of criminology as a part of under-graduate courses and a positive encouragement should be attempted for the introduction of this course in a uniform manner.

(ii) A Central Institute of Criminology and Forensic Sciences should be established at Delhi to be followed by a similar institute in the South, for the post-graduate course in criminology and forensic sciences.

(iii) Weightage should be given for candidates who have studied the subjects in the appointment of police and correctional personnel and criminology should also be introduced as an optional subject in the competitive examinations, to create the necessary job potential and encouragement for a study of this subject.

18. We find, however, that not much headway has been made so far in the actual implementation of these recommendations. It seems to us that further progress in this direction is held up on account of a kind of vicious circle. The States have made no provision for some preference to be given to graduates holding degrees/diplomas in criminology in their rules for the recruitment of police officers of various ranks. There is a feeling, on the other hand, that so long as there are no such preferential clauses, increasing facilities for the study of criminology would lead only to the production of experts for whom the employment market is limited. We understand that, for this very reason, the Institute of Criminology and Forensic Science, which the Government of India have set up, is a purely in-service training institution and will not be conducting for the present any post-graduate courses in criminology and forensic science as was contemplated by the U.G.C. Committee.

19. Criminology is being studied seriously in several universities in Europe, England and America. Being the science of crime and criminals, expert knowledge of criminology has to be related to the peculiar conditions of each country. Crime and criminals in India undoubtedly have some common features with crime and criminals in other countries, but, by and large, the Indian conditions in this field are peculiar to themselves and we find that very little original work has been done in India in criminology so far. The courses available in India at present for the study of this subject are detailed in Appendix XI.

20. We feel that these facilities are not adequate for the needs of the country. We recommend, therefore, that the U.G.C. should make larger investments to facilitate the opening of departments of criminology in at least one university in every State and in more than one in the bigger States. If we desire that our police officers should have a greater understanding of the problems with which they have to deal, it is obvious that we must create conditions in which the acquisition of the necessary knowledge may be possible. We recommend also that criminology should be one of the optional subjects for the competitive examinations held at the Centre and in the States.

21. Direct recruitment is made in the police at the levels of the Constable, the Sub-Inspector, the Deputy Superintendent and the Assistant Superintendent. We shall examine the existing recruitment procedures and make recommendations in relation to each of these ranks separately.

Constables

22. A Constable is not empowered to investigate offences but being a

police officer, he can make an arrest without a warrant u/s 54 Cr. P.C. He can seize any property suspected to be stolen. He can also make an arrest without warrant u/s 34 of the Police Act, 1861, when any of the offences specified therein is committed within his view. Some other duties which Constables attached to a police station are required to perform may be briefly stated as follows:-

(i) Patrolling beat duty (picket duty, nakabandi), watching and shadowing suspects, undercover operations, collection of intelligence in relation to crime and criminals, specific enquiries such as ascertaining the whereabouts or occupation of persons under surveillance or relating to particular bad characters and suspicious persons and traffic duty.

(ii) Assisting an investigating officer in making searches, seizures and arrests and conducting raids, serving summons and executing warrants, escorting arrested persons, and preserving scenes of crime.

(iii) Attending bazaars, fairs, festivals, etc., for the purposes of maintaining order, performing V.I.P., and other security duties and handling mobs.

(iv) Maintenance of police station records.

23. It is obvious that a Constable's duties are not limited to mechanical tasks, but include duties which have to be performed with understanding, tact, sympathy and firmness. He has, at times, to deal with situations by himself until the arrival of superior officers, apprise and report incidents to his superiors, deal with juvenile offenders and victims of social crimes and protect the rights of the non-affluent sections of society. With the introduction of Panchayati Raj, he has to deal with elected representatives of the people, village headmen and other officials appointed by the Government at the village level.

24. The importance of the constabulary lies in the fact that they constitute the major part of the force, are the first to come into contact with the general public and the impressions of the people regarding the conduct of the constabulary contribute greatly to the image of the police.

Educational Qualification

25. The educational standards prescribed at present vary from bare literacy to the High School or an equivalent examination. The details in this regard are contained in Appendix II Delhi, Tamil Nadu, Assam, Punjab and Uttar Pradesh Police Commissions and the working group of the Administrative Reforms Commission on Police Administration have recommended that the minimum educational qualification for recruitment to the rank of Constable should be the Higher Secondary or the Matriculation or an equivalent examination. The Bihar Police Commission, while fixing the minimum educational level at the VIII class recommended that preference should be given to matriculates. The Maharashtra and West Bengal Police Commissions were in favour of raising the educational requirements but did not insist on the Matriculation examination being the minimum qualification. The Madhya Pradesh Police Commission recommended the Middle School or the VIII class examination as the minimum educational qualification in consideration of the financial resources of the State.

26. Almost all our witnesses and respondents have expressed the view that uneducated persons placed in authority are inclined to be arrogant and rude and are incapable of appreciating the sentiments of the public and their aspirations. It has been urged that a Constable should possess more than average intelligence, be able to appreciate the difficulties of the public, have an analytical mind and an understanding of his fellow human beings and their rights, and the capacity to take quick decisions. For all this, a higher standard of education is required and the overwhelming opinion is in

favour of the High School or an equivalent examination being prescribed as the minimum educational qualification for the recruitment of Constables.

27. There is a small minority against the raising of educational qualifications for this purpose. They argue that a better educated person will resent having to perform routine duties which do not involve the exercise of intelligence and become frustrated because of lack of promotion opportunities, while a less educated person with a natural readiness to obey is inclined to be more polite and disciplined. Another argument in favour of keeping the educational standard low is that this will provide a larger field for recruitment. We are of the view that these arguments are not valid considering what we have stated about the role of the Constable in the changed conditions of contemporary India. In prescribing the minimum educational qualification for a Constable, we have to note that, on promotion to the rank of Head Constable, he may be required to undertake even investigation of cases or to hold charge of an outpost independently. Indeed we visualise that in due course Constables may have to be given limited powers of investigation also.

28. The educational qualification prescribed, at present, for recruitment to the armed police is class IV in most States. The Uttar Pradesh and Assam Police Commissions have recommended that this should be raised to class VIII. We have noticed, however, that the duties of Constables in the armed police also involve contacts with the public e.g. during law and order arrangements, fairs and festivals, elections, VIP duties etc., and extend to dealing with extremists and dacoits. Therefore, armed policemen should not only be tough, but also intelligent and should have the capacity to discriminate between situations. We are impressed by the views of Brig. B. C. Pande, Commandant of the Border Security Force Academy, Tekanpur on the subject, who stated that a matriculate is any day preferable to one with lower qualifications, even in the armed police, because he is in a better position to assimilate and retain the instructions imparted and to put them into practice, that it is easier to motivate and teach a man with higher educational qualifications and that the general educational standard having gone up in the country there is no reason why the minimum educational qualification of a Constable should be only VIII class.

29. We recommend, therefore, that the High School examination or its equivalent should be the minimum educational qualification for the recruitment of Constables both in the unarmed and the armed branches of the police uniformly throughout the country. The effort, however, should be to attract candidates with higher educational qualifications. To this end, we recommend further that suitable advance increments should be given to candidates who have passed the Intermediate or higher examinations.

30. In recommending the minimum educational qualification for Constables, we have given thought to the availability of a sufficient number of candidates of this standard. Enrolment in classes IX to XI has increased from twelve lakhs in 1950-51 to 70 lakhs in 1970-71, and is expected to be 105 lakhs in 1973-74*. We feel, therefore, that there will be no dearth of matriculates turning up for recruitment as Constables, more especially, if the pay scales are raised suitably.

31. The minimum age prescribed at present is eighteen years, with the exception of West Bengal where it is 20 years. The maximum varies from 21 years in Delhi to as high as 28 in Mysore and Rajasthan and 30 in West Bengal. Relaxation in age upto five years is given to the scheduled castes/tribes candidates in Kerala, Mysore, Rajasthan, Delhi and Maharashtra. There is thus, a considerable gap between the passing of the prescribed examination and the maximum age for entering the police. During this period, which is generally spent without regular occupation,

the candidates forget what they have learnt in school, their mental faculties get rusted and they fall victims to frustration resulting in the development of undesirable traits. Moreover, we have received evidence which shows that many candidates come up for recruitment to the police only after they have failed to get in elsewhere. For all these reasons, we consider it desirable that the time gap between passing out of school and recruitment to the police should be as narrow as possible. The High School examination is generally passed at the age of seventeen. We, therefore, recommend that the minimum age should be eighteen years and the maximum 20. In the case of candidates possessing higher educational qualifications, the latter may be relaxed upto two years. In the case of the scheduled castes/tribes candidates, relaxation upto five years may be given but in no case should the gap between the completion of education and entry into the police be more than three years.

Physical Qualification

32. A policeman performing law enforcement functions works among the people all the time, especially while maintaining order. His build and appearance have, therefore, a direct impact on his effectiveness. A policeman standing in a crowd has a better view if he is taller than the average citizen. He is also likely, in that case, to be more effective. In the U.K, the minimum height prescribed for a Constable is 172.72 cm (5'8"). In Denmark it is 177 cm (5'10"). The height prescribed in different States in India varies from 160 cm to 170.18 cm (5'3" to 5'7"). In the Border Security Force, the minimum height prescribed is 165 cm (5'5") for hill tribes, Gorkhas, Garhwalis, Kumaonis and Dogras, 162.5 cm (5'4") for adivasis of Bihar and adjacent areas and 170.18 cm (5'7") for the rest. A minimum height of 170.17 cm (5'7") was recommended by the Delhi Police Commission and 167.64 cm (5'6") by the Madhya Pradesh, Uttar Pradesh and Bihar Commissions and the working group of the Administrative Reforms Commission on Police Administration. The West Bengal Police Commission favoured the former for Biharis and upcountrymen and the latter for Bengalis and Santhals. The Assam and Maharashtra Commissions recommended a minimum height of 165 cm (5'5") and 162.5 cm (5'4") respectively for local considerations.

33. The deflated chest measurement varies from 78.74 cm (31") to 81.28 cm (32") in the States. In the Border Security Force, it is 76.2 cm (30") for Adivasis of Bihar and adjacent areas and 80 cm (31 1/2") for the rest. The minimum chest measurement recommended by the Police Commissions varies from 78.74 cm (31") to 81.28 cm (32") with an expansion of 5.08 cm (2").

34. For recruitment to the Army, minimum weights are also laid down for different height and chest measurements. In the Police, however, no minimum weight has been prescribed, except in West Bengal and Tripura, where it is 54.53 kg (120 lbs) and 51.71 kg (114 lbs) respectively. According to Army standards, it should be 54 kg for 168 cm height and 52 kg for 162 cm height.

35. We recommend as follows:-

(i) The minimum height should not be less than 167.64 cm (5'6") in general for both the unarmed and the armed branches and 165 cm (5'5") in the case of men from the hill and tribal areas. This may be raised or relaxed in the different States or for selected areas of a particular State for ethnological reasons.

(ii) The minimum chest measurement should be 78.74 cm (31") unexpanded and 83.82 cm (33") expanded for those whose height is 167.64 cm (5'6"), and 76.2 cm (30") unexpanded and 81.28 cm (32")

expanded for those whose height is less.

(iii) Standard age-height-weight correlation tables should be consulted while prescribing the minimum weight limit so that these may be in accord with the height limits that may be adopted by the different States/Union Territories.

Physical Efficiency Tests

36. No physical tests are prescribed in a number of States; even where prescribed, they vary from State to State. In Kerala and Tamil Nadu, the one-star standard of the National Physical Efficiency Test is the qualifying test. The need for standard physical efficiency tests has been stressed by the Assam, Delhi, Tamil Nadu, Uttar Pradesh and West Bengal Police Commissions. The aim should be to provide physical efficiency tests which are easy to administer to large numbers of candidates and which do not require specialised equipment or previous specialised training. Keeping these requirements in view, we feel that the one-star standard of the National Physical Efficiency Test should serve as a model for the physical efficiency test for the recruitment of Constables.

Selection Procedure

37. Constables are recruited at present on a district/battalion basis and there is no standard procedure. In Delhi, recruitment is made by a board consisting of three officers of the rank of Superintendent of Police, the Senior Psychologist and the Educational Adviser. In the States, the Superintendent of Police or even a Deputy Superintendent is entrusted with this work. Recruitment is generally made as and when vacancies occur.

38. The Bihar Police Commission had recommended the appointment of a Police Service Commission on the lines of the Railway Service Commission for recruitment to the lower ranks of the police. Their view was that the selection of Constables should be held centrally on a range basis. The Tamil Nadu Police Commission recommended a qualifying examination by the Public Service Commission and final selection by a Committee comprising of the Superintendent of Police and two gazetted officers. The Uttar Pradesh Police Commission suggested that the Range Deputy Inspector General and the local Superintendent of Police should constitute the selection board. The West Bengal Police Commission recommended a Police Recruitment Board consisting of the Principal of the Training College, who is an officer of the rank of Deputy Inspector General, and a Commandant of the armed police. We agree with the view that there are many advantages in recruiting constables locally and that their recruitment cannot be centralised on account of the large numbers involved. The procedure for the recruitment of Constables should not be cumbersome. It should, however, ensure a uniform standard all over the State, the selection of the best and the most suitable material available and objectivity and impartiality.

39. Keeping the various considerations discussed above in view, we recommend the following procedure for the recruitment of Constables:-

(i) Extensive publicity should be given to the recruitment programme in order to attract suitable candidates from all areas and all sections of the community in adequate numbers.

(ii) The recruitment, both in the unarmed and the armed branches, should be made one month prior to the commencement of the course in the police training school/armed training centre. Since there will be more than one police training school depending on the size of the annual intake in a State, the courses may be staggered in the different schools so that recruitment is a continuous process and vacancies do not accumulate.

(iii) Recruitment to the unarmed branch should be district-based and that

to the armed branch unit-based. Since the qualifications for both branches are the same, recruitment to both may be made jointly.

(iv) After the candidates have been screened with regard to the prescribed educational, physical and age qualifications, a physical test should be administered to them on the model of the one-star National Physical Efficiency Test.

(v) Those who qualify in the physical test should be subjected to I.Q. tests. Candidates whose I.Q. rating is below a predetermined level should be dropped.

(vi) The final selection may be made by a board consisting of the Superintendent of Police of the district/the Commandant of an armed battalion and two other officers, who should preferably include a representative of the police training school.

(vii) Selected candidates should be subjected to a medical examination. Comprehensive instructions should be issued in every State for the guidance of the medical officers conducting this examination.

(viii) The character and antecedents of the selected candidates may be verified as at present.

Sub-Inspector

40. Under the Cr. P.C., the officer in charge of a police station has the powers of arrest without warrant, release on bond or bail, search and seizure, holding inquests, summoning witnesses and ordering the production of any material required for investigation. For dealing with law and order situations and for the prevention of crime, he has the powers of arrest and dispersal of unlawful assemblies. He is, in fact, the king pin of all police action-preventive, detective and regulatory-taken in his jurisdiction. If the police station under his command functions properly, legally, constitutionally and honestly, the people will get an administration which is effective, efficient and responsive to their aspirations. It is the officer in charge of a police station who comes in continuous contact with the public and, while he works with the active co-operation and assistance of the staff under his control, it is he who shoulders all the responsibility and provides the leadership.

41 Except in the bigger cities; the officer in charge of a police station is invariably a Sub-Inspector. Any weaknesses in him can have serious repercussions. With increasing consciousness among the people of their legal rights, the old, rough and ready methods can no longer be used in investigations and enquiries. A sub-Inspector now has to be very well informed in the techniques of scientific investigation. An initial mistake or miscalculation resulting from deficiency of knowledge or error of judgment at the outset of an investigation may be incapable of remedy afterwards. His close contact with the public is an important link in the chain of police citizen relations and the image of the police depends largely on the satisfaction which his police station can give to persons approaching the police for help and on the judicious use of the discretion available to him. His attitude towards society should be upright and sympathetic in order that he can resist the temptation to indulge in malpractices and withstand extraneous pressure in the performance of his duties. He should be sensitive to socio-economic and political changes and be constantly aware of the fundamental rights of the people. He should be professionally competent and politically neutral, imbued with the spirit of service to the community and to the weaker sections of society in particular, and above all, a man of unquestionable character.

Educational Qualifications

42. The minimum educational qualification prescribed for the recruitment

of Sub-Inspectors in the majority of the States is a graduate degree. In Madhya Pradesh, Maharashtra, Gujarat and Goa, it is the Intermediate examination. In Bihar and Assam, it is the Higher Secondary examination. In Himachal Pradesh, Haryana and Punjab, there is no direct recruitment in the rank of Sub-Inspector. All posts of sub-Inspectors are filled by promotion from the rank of Assistant Sub-Inspector for whom the minimum qualification prescribed is the Intermediate examination. For the scheduled castes/tribes candidates, the educational qualification has been reduced to the pre-university certificate in Kerala and Pondicherry. A degree from a recognised university has been recommended as the minimum educational qualification by the Police commissions set up in Assam, Delhi, West Bengal, Tamil Nadu and Madhya Pradesh. The evidence received by us lends overwhelming support to this view. We recommend, therefore, that a graduate degree from a recognised university should be the minimum educational qualification for the recruitment of Sub-Inspectors both the unarmed and the armed branches of the police.

43. We recommend further that in Punjab, Haryana and Himachal Pradesh direct recruitment should be made at the level of the Sub-Inspector, the rank of Assistant sub-Inspector being left entirely to promotion. There is little doubt that direct recruitment at the level of the Sub-Inspector will attract better material and reserving the rank of the Assistant sub-Inspector entirely for promotion will provide the much needed motivation to Constables and Head Constables.

Age Limits

44. The minimum age varies from eighteen to 21 years and the maximum from 23 to 25 years with the exception of Mysore and Rajasthan, where the maximum is 28 years and West Bengal, where it is 30 years. Five years relaxation in age is given to the scheduled castes/tribes candidates in Kerala, Mysore, Orissa, Rajasthan, Delhi, Maharashtra and Gujarat. The Assam, Delhi and West Bengal Police Commissions, who had recommended a degree as the minimum educational qualification, suggested 20-24, 21-24 and 20-25 years respectively as the age limits for the recruitment of Sub-Inspectors. Since a degree is normally obtained at the age of 19-20 years, we feel that the minimum age limit should be 20 years and the maximum 23 years. For post-graduates, however, relaxation may be given up to two years and for scheduled castes/tribes candidates up to five years, provided the gap between the completion of education and the entry into the police does not exceed three years.

Physical Qualifications

45. The height prescribed varies from 162.5 cm (5'4") to 167.64 cm (5'6") and the deflated chest measurement from 78.74 cm (31") to 81.28 cm (32"). A minimum weight is prescribed only in West Bengal and Tripura.

46. As a leader must have the same physical standards as those of his men, if not higher, the physical qualifications for Sub-Inspectors should be the same as we have recommended for Constables.

Procedure of Selection

47. Sub-Inspectors are recruited centrally but the procedure varies from State to State. In Bihar and Kerala, recruitment is made through the Public Service Commission, in Haryana by the State Subordinate Services Selection Board and in Assam, Delhi, Jammu & Kashmir, Orissa, Tamil Nadu, Madhya Pradesh, Rajasthan, Maharashtra and Gujarat through a selection board on the basis of a written examination and an interview. In Andhra Pradesh, recruitment is made through a selection board but on the basis of an interview only. The chairman of the board is a Deputy Inspector

General in Assam, Orissa, Rajasthan and Delhi. The Inspector General presides over the board in Madhya Pradesh, Gujarat and Maharashtra. In Mysore, the chairman is the Secretary, Home Department, Only Delhi, Maharashtra, Gujarat and Uttar Pradesh have prescribed intelligence tests.

48. Written tests were recommended by the Assam, Delhi, Tamil Nadu, Uttar Pradesh, Bihar and Punjab Police Commissions and also by the working group of the Administrative reforms commission on Police Administration. While the Uttar Pradesh Police Commission favoured a written test in general knowledge, psychology and Hindi, the Assam Police Commission recommended English essay and general knowledge as the subjects for the test. The Delhi Police Commission stated that the candidates should appear in the same test which is conducted by the Union Public Service Commission for the assistants of the Central Secretariat. The Tamil Nadu Police Commission recommended a combined competitive examination by the Public Service Commission for non-technical group II services and Sub-Inspectors. Physical efficiency tests were recommended by the Police Commissions of Assam, West Bengal, Tamil Nadu, Uttar Pradesh, Bihar and Punjab. Departmental selection boards were recommended by the Assam, West Bengal, Tamil Nadu and Madhya Pradesh Police Commissions. While the Bihar Police Commission recommended the constitution of a Police Service Commission, the Punjab Police Commission suggested a board comprising of a retired General of the Army, the Inspector General of Police and the Educational Commissioner presided over by the chairman of the State Public Service Commission. The Uttar Pradesh Police Commission recommended a board of two Deputy Inspectors General, a Commissioner and a non-official presided over by a member of the State Public Service Commission. The working group of the Administrative Reforms commission felt that recruitment to the subordinate police ranks should be the full time responsibility of a single body in police headquarters comprising "police experts" with a senior Deputy Inspector General as chairman, assisted by Commandants or Superintendents of Police and a Medical Officer. For Sub-Inspectors, one more Deputy Inspector General, a personality testing officer and a psychologist could be added to the board.

49. We feel that certain tests should be conducted with the object of assessing the qualities of leadership, courage, initiative, practical intelligence and stamina for hard and sustained physical work. We are impressed by the system adopted by the armed forces for the evaluation of these qualities through their Services Selection Centres to which we shall refer later in this chapter. We consider that these tests should be suitably adapted for the selection of Sub-Inspectors.

50. During the course of our visits, we were told that officers serving on selection boards are subjected to extraneous influences and that it becomes difficult for them to resist, such pressures. A candidate, who starts his career with the knowledge that he owes his job not to merit but to other means, cannot be expected to develop correct attitudes. Therefore, we consider to this rank should ensure objectivity and impartiality.

51. After careful consideration, we recommend that the selection of Sub-Inspectors should be handed over to the State Public Service Commission. The detailed procedure may be as follows:-

(i) The physical efficiency tests recommended by us in para 36 may be organised by the Commission in districts through the agency of a board convened by the Superintendent of Police.

(ii) Those qualifying in the tests should appear in a written competitive examination to be conducted by the Commission on the following pattern:-

Subject Marks	Duration	Maximum
1. Essay (in regional language)	1 1/2 hours	100
2. General Knowledge Paper I (to be answered in English or regional language)	2 hours	100
Current Affairs and History Paper II Science and Geography	2 hours	100

Our suggestions with regard to the syllabus for the examination in general knowledge are contained in Appendix XII.

(iii) So long as comprehensive psychological tests are not available, the candidates qualifying in the written examination should be subjected to a few simple aptitude tests, some- what on the lines of those employed by the Services Selection Centres, by a selection board presided over by the Inspector General/Deputy Inspector General, Training, assisted by group testing officers. These tests should carry a maximum of 100 marks. The candidates should then be interviewed by a selection board consisting of a member of the State Public Service Commission, the Inspector General/Superintendent of Police and the State Psychologist. Candidates holding a degree or diploma in criminology may be given some weightage in the interview, which should have a maximum of 100 marks.

(iv) The marks obtained in the interview should be added to those procured in the written examination and in the aptitude tests for draw up the merit list. The vacancies existing should be offered to candidates from this list strictly in order of merit. Suitable candidates could be earmarked from this list for appointment as reserve Sub-Inspectors and Platoon Commanders in the armed police.

(v) Candidates finally selected should be subjected to a thorough medical examination and verification of antecedents.

52. A reasonable percentage of vacancies in the rank of Sub-Inspector should be reserved for promotion from the lower ranks of the force. This should be raised to 50 per cent in due course.

Deputy Superintendent of Police

53. The post of Deputy Superintendent belongs to the State Police Service. His functions, powers and responsibilities are the same as those of an Assistant Superintendent, but his prospects of promotion to higher ranks are very limited, although there have been cases where outstanding officers of the State Police Service have reached the top of the Service.

54. The rank owes its origin to the Police Commission of 1902-03, which had recommended the creation of a provincial cadre of gazetted officers for Indians. This concession to the 'natives' was made with a view to satisfy, to a limited extent, the growing aspirations of the Indian people for a share in their own administration. It was represented to us that in the present circumstances the post today is very much an anachronism. The existing system, in which two categories of directly recruited gazetted officers to similar work and exercise similar authority but have widely different prospects and draw different scales of emoluments, has led to jealousies, frictions and frustrations. Deputy Superintendents of Police are appointed by direct recruitment as well as promotion. There is no direct recruitment in Kerala and no percentage is prescribed for such recruitment in Himachal

Pradesh, Goa, Jammu & Kashmir and Nagaland directly recruit 60 per cent of the cadre; Andhra Pradesh, Gujarat, Mysore and Tamil Nadu 33-1/3 per cent; Maharashtra 30 per cent; Haryana and Punjab 20 per cent; and all other States 50 per cent. Deputy Superintendents are promoted to the IPS upto 25 per cent of the cadre of the service in accordance with the IPS (Appointment by Promotion) Regulations, 1955. A directly recruited Deputy Superintendent has to wait for ten to fifteen years before becoming a Superintendent and being much younger than a promoted Deputy Superintendent he blocks the latter's chances of further promotion almost completely. The result is that a large number of highly competent and devoted officers, who have risen from the ranks, have to retire without finding a place in the promotion quota of the IPS. The growing reflections in the representations made by some State Police Service Associations clamouring for a more equitable share in the promotion quota.

55. The minimum educational standard and the tests recommended by us in the preceding section are aimed at ensuring the induction of men of a high calibre in the rank of Sub-Inspector. It will be necessary to provide adequate avenues and incentives for attracting and retaining such men, and for motivating them to win public approbation for the police and improve its image and at the same time be a dynamic group of officers on whom the people can depend for protection, help and guidance. Direct entry into the rank of Deputy Superintendent reduces the chances of the subordinate ranks for promotion and is a serious impediment in the development of correct attitudes and values.

56. The Inspectors General of Police, whom we had an occasion to meet in a conference, were by and large in favour of abolishing direct recruitment to this rank. The Tamil Nadu Police Commission has expressed the same view on the ground that it would increase the attractiveness of the Tamil Nadu Police Executive Service to graduates of the quality and calibre, who are sought to be drawn into it in future. The working group of the Administrative Reforms Commission on Police Administration felt that this step would be in the best interests of the department. We believe that it will also help in raising the morale and efficiency of the subordinate ranks. We recommend, therefore, that the promotion quota for appointment to this rank should be increased gradually and direct recruitment should be discontinued in the States, where it exists, in a period of five years. This may necessitate some amendment in rule 4 of the I.P.S. (Appointment by Promotion) Regulations, 1955, which prescribes that only officers who have completed not less than eight years continuous service in the rank of Deputy Superintendent are eligible for consideration.

Assistant Superintendent of Police

57. An Assistant Superintendent of Police is generally in charge of a subdivision and may be required to perform any of the duties of the Superintendent, subject to the latter's control. These include the supervision of the work of the various branches of the Superintendent's office and the police lines, the enforcement of discipline and the licensing and regulation of public assemblies and processions etc., under the Police Act. Under the Cr. P.C., he can exercise the same powers as an officer in charge of a police station throughout the area to which he is appointed. He is the second-in-command of the Superintendent and should be able to assume all his responsibilities in his absence. He may also be posted to an armed police battalion or other branches like the criminal investigation department, the intelligence department, etc.

58. On promotion to the rank of Superintendent he is called upon to keep the force under his control properly trained, efficient and contented and ensure by constant supervision that the prevention and detection of

crime receive prompt and effective attention and that law and order is maintained. He is responsible also for the management of the internal economy of the police force of his district and his discipline.

59. Direct recruitment to the I.P.S. is made on the basis of a combined competitive examination held by the U.P.S.C., for the I.F.S., the I.A.S., the I.P.S., and certain Central Services Class I & II. The minimum age prescribed for the I.P.S. is 20 years as against 21 years for the other services. The number of optional subjects required to be offered is two for the I.P.S., three for the Central Services Class I and five, including two of a higher standard, for the I.A.S., and the I.F.S. The personality test for the I.P.S., carries 200 marks as against 300 for the I.A.S., and 400 for the I.F.S.

60. A large number of persons have expressed to us their serious concern about the deterioration in the quality of the new entrants to the I.P.S. A committee of very senior police officers, formed by the conference of the Inspectors General of Police in 1968 to examine this matter, found that candidates of comparatively low academic calibre had entered the service in previous years. This committee had the benefit of examining the reports of the Inspectors General on the actual performance of I.P.S., officers in the field and came to the conclusion that there had been a large influx of average and mediocre officers into the service with a corresponding fall in the number of outstanding candidates. This state of affairs is due to the defects inherent in the present system in that it fixes the lower age limit at 20 years, the number of optional subjects to be offered at two and the marks for the personality test at 200 which taken together, seem to presume that the I.P.S., can do with candidates without post-graduate qualifications and a comparatively inferior personality.

61. Another very serious defect of this system is that it develops an inferiority complex in I.P.S., officers from the very start which is not in the interest of the service or the nation. The I.P.S., provides almost the entire leadership to the police and the security system of the country and it has a vital role to play in the administration as a whole, the more so at a time when the police are confronted with new challenges and increasingly complex tasks.

62. Officers of the I.A.S., and the I.P.S. who have to run the district administration, face the same difficult and complex situations, arising out of the problems of social and political confrontation and change, from the beginning of their career. They have to deal with the same crisis situations and meet the same public criticism. They must have the same qualities of leadership, capacity to take decisions and ability to rise to the occasion. The calibre, temperament and character of the members of the two services, should, therefore, be of the same standard. We are convinced that this is not ensured in the present system of selection.

63. For all these reasons, we recommend that the lower age limit for the I.P.S., should be raised to 21 years and the written examination and the marks for the personality test should be the same as for the I.A.S. We also feel that, in view of the progress of science and technology and the increasing need of specialisation in the public services, the range of the optional subjects for the written examination should be widened to include criminology, as recommended in paragraph 20, and electronics.

64. Considering the special features of the service which call for qualities of leadership a high degree of pragmatic sense, mental alertness, self confidence and dynamism, we agree with the committee mentioned in paragraph 60 that candidate for the I.P.S., should be subjected to certain psychological and other tests also.

65. We had an opportunity of watching such tests being conducted at a Services Selection Centre for the selection of Commissioned Officers in

the armed forces. These tests were carried out by a set of trained "group testing officers" and a psychologist. The candidates took part in group discussions and underwent various I.Q. and physical tests and exercise designed to assess the following qualities:-

(i) Capacity to plan and organise (effective intelligence, reasoning and organising abilities and power of expression).

(ii) Ability for social adjustment (social adaptability, co-operation and sense of responsibility).

(iii) Social effectiveness (initiative, self-confidence, decision-making, ability to influence others and liveliness)

(iv) Dynamism (determination, courage and stamina).

66. The whole procedure was spread over a period of four days and concluded with a full conference of the board where the candidates were finally assessed and marked. We suggest that similar tests, suitably adapted to the special requirements of the police, should be introduced as a part of the personality test for candidates for the I.P.S., as soon as they have been developed and trained officers are available to administer them. These tests may be held after the written examination and should carry a maximum of 100 marks. The marks which a candidate obtains in these tests should be added to the marks obtained in the interview part of the personality test. As the examination held by the U.P.S.C., is a combined examination for the I.A.S., and various other services, there will be many candidates who qualify at the written examination for the I.P.S., as well as for the other services. We believe that subjecting the candidates who qualify for the I.P.S., and the I.A.S., to such tests will prove in the long run to be of distinct benefit to the administration.

67. We have been informed that the I.P.S., is becoming progressively unpopular among candidates appearing in the combined competitive examination. Among the All-India and Central Services, the I.P.S., generally gets the last preference of the candidates. A majority of the candidates who qualify for the I.P.S., and the Central Services prefer to opt for the latter. The directing staff of the Lal Bahadur Shastri Academy of Administration, Mussoorie told us that the I.P.S., probationers attending the foundational course are often found busy preparing for the next competitive examination. As will be evident from Appendix XIII, the number of probationers who have left the I.P.S. and joined other services during or after their training at the National Police Academy in the last ten years has not been insignificant.

68. A change in the system of recruitment alone will not ensure that candidates of the required calibre are attracted to the service. The testimony of the witnesses who appeared before us and the replies that we have received show that the main factors which inhibit better quality candidates from entering the I.P.S., are the general unpopularity of the service due to an unattractive pay structure not commensurate with the responsibilities and the arduous and hazardous nature of police duties, meagre promotion prospects, lack of social recognition vis-a-vis the other services and a sense of uncertainty arising from political situations. We will refer to these considerations in a later part of our report.

CHAPTER VII TRAINING OF GAZETTED POLICE OFFICERS

Indian Police Service

We believe that training at the senior management level, namely that of the I.P.S., officers, deserves the most thorough consideration, since the performance of the police at the lower levels depends largely on the leadership provided by these officers. Without proper attitudes, attributes of character and equipment in knowledge and skills, they cannot give a lead to

the force for the accomplishment of its tasks in the desired manner. Their personal example, drive and initiative set the tone for the lower ranks and the impact of their knowledge, skill and personality can result in an overall improvement in the effectiveness and conduct of the force.

Present Arrangements

2. Direct entrants to the I.P.S., attend a four months foundational course with the probationers of the Indian Administrative Service, the Indian Foreign Service and the Class I Central Services at the Lal Bahadur Shastri Academy of Administration (L.B.S.A.A.), Mussoorie. This is followed by a fifteen days course at the National Civil Defence College and a five days course in the detection and handling of explosives in the Chief Inspectorate of Explosives at Nagpur. Thereafter, the probationers undergo one year's training at the National Police Academy (N.P.A.), Abu. This is followed by a fortnight's attachment with Army units. The probationers then report to their respective States of allotment.

3. The institutional training is followed by practical training in the States for one year. The system of practical training was examined by sub-committee of the conference of the Inspectors General of Police, 1960, under the chairmanship of Shri B. N. Mullik, then Director of the Intelligence Bureau. In 1966, the system was re-examined by Shri D. P. Kohli, then Director of the Central Bureau of Investigation. The schedule of practical training recommended by Shri Kohli and approved by the Ministry of Home Affairs in 1970 is detailed in Appendix XIV. This has been in force throughout the country with minor variations to suit local conditions.

Foundational Course

4. The aim of the foundational course at the L.B.S.A.A., Mussoorie is to impart an understanding of the constitutional, economic and social framework within which the All-India and Central Services Officers have to function and the fundamentals of administration, and some knowledge of the entire machinery of the Government, its different departments and their inter-relationship. The course also aims at promoting common outlook among the officers of the various services. Some witnesses told us that the course has only a limited utility as a major part of its law content is covered in greater detail at the N.P.A. and unhealthy rivalries develop between probationers from the different services during this course which militate against the perspective of unity among the services. The only items of the law syllabus common to both courses are the I.P.C., the Cr. P. C. and the Indian Evidence Act, but only a bare outline of these Acts is given in the foundational course. The deletion of these items from the syllabus of the foundational course would not result in any substantial reduction in its duration. We have made recommendations in regard to the system of recruitment, which, we hope; will eliminate or at least mitigate the possibility of the development of unhealthy complexes. After careful consideration, we feel that the I.P.S., probationers should continue to undergo the foundational course at the L.B.S.A.A. The opportunity of living and working with officers of the other services helps to foster a spirit of understanding and co-operation.

Probationers' Course

5. We have dealt with the functions of Assistant Superintendents of Police in chapter VI. The objective of the probationers' course is to equip them with all such professional knowledge, skills and attitudes as will not only prepare them for the effective performance of their tasks but also for higher responsibilities. In order to enable them to guide and supervise the work of their subordinates, these officers must be thoroughly trained in the

latest techniques of police work and, above all they should be helped to develop a proper sense of values, faith in the rule of law and a spirit of public service. They should have an understanding of the socio-economic changes a ***** place in the country and their thinking should be intune with the national goals and value systems and the urges and aspirations of the people.

Syllabus

6. The N.P.A., programme for the proba- tioners lays considerable stress on law, police science, the use of weapons, drill and other outdoor activities. But it does not make ade- quate provision for sensitizing them to the changing socialsituation in the country and its implications for the role of the police. The growing awareness among the people of the concept of a Welfare State and their ris- ing expectations demand that public servants should be sensitive to the people's aspirations and skilled in human relations. It is only then that they can play a promotional role. At the same time, the probationers, who are potential leaders of the force, should develop positive attitudes in police work to face the new and complex challenges of a fast chang- ing society. In the years to come, they will be increasingly faced with the problems of legi- timacy in conflict situations and required to determine the points at which public pro- tests should be controlled. This requires fami- liarization with the concepts of psychology so that situations which pose a threat to public order may be handleed with under- standing. They should be conscious not only of their own attitudes, problems and compul- sions, but also those of others, individually and collectively. In this context, the applica- tion of research in the behavioural sciences acquires a special significance in their train- ing. A sensitive awareness of social develop- ments and their likely repercussions on the law and order situation can help in taking timely preventive action. The officers can make and assessment of a developing situation and anticipate events if they have a probing, alert and analytical mind. Equally important for this purpose is good intelligence. They must, therefore, be so trained that, apart from what they receive from specialised agencies,they can themselves actively collect intelligence and encourage their subordi- nates to do so.

7. Another shortcoming of the present syl- labus is the absence of management concepts and techniques. Senior police officers have to look after men, money and materials. They should,therefoe, have a proper understand- ing of the basic principles and techniques of management and decision-making. The cor- rectness and maturity of their decisions would, in turn, depend on thier analytical conceptual skills and inter-personal understanding. I.P.S., officers equipped with such knowledge and skills will be able to take decisions and manage the force under them more effectively than can do at present.

8. we feel also that there is need for greater emphasis in the syllabus of the I.P.S., officers' course on the preventive aspects of police work and on social defence through a knowledge of the modern concepts of criminology, penology and crime prevention than is provided for at present, so that they may develop faith in the usefulness of pre- ventive police work.

9. It does not appear necessary to us that I.P.S, probationers should be taught law in such great detail as is being done at pre- sent. While they should have an adequate knowledge of law to enable them to super- vise investigations effectively, they need not know all the sections, sub-sections and claus- ses, since legal assistance would be readily available to them in intricate matters and unusual situations .All that is necessary is that they should know the code of the law and be familiar with important provisions.

A part of the law syllabus can be left for self-study, with arrangements for their difficulties to be resolved by the instructor in the class. For the same reason, we feel that the examination in the lawpapers should be with books.

10. The central function of the police is 'law enforcement'. And the law is but an instrument of justice-social, economics and political. Democracy will not succeed social justice will not become a reality unless the law reigns supreme. The Rule of Law envisages that all powers must be exercised in accordance with the law and that the law must be placed above all-even above the executive. A police officer should clearly appreciate the fact that he is an agent of the law and of law alone. In the larger interests of the nation and its people, he must develop this attitude firmly.

11. Although efficient law enforcement by itself, is no mean achievement, yet the method of enforcement should also be such as would best serve the demands of justice and demonstrate that discretion has been exercised judiciously. While exercising this discretion or any authority conferred by the law, police officers must be conscious of their role of service to society and the need for an attitude of sympathy and consideration, particularly towards the weaker section. The enforcement of social legislation should be made as humane and ameliorative as is possible within the bounds of the law. A constant effort should be made in the training of the probationers during their stay at the Academy to endow them with this broad and liberal perspective of law and justice.

12. Similarly I.P.S. officers do not need to have the expertise of a forensic scientist or medico-legal or finger print or any other expert. They should, however, be fully aware of the potentialities of scientific aids in the detection of crime and they should know how the services of experts can be utilised. What is most necessary is that they should have a keen understanding of how science can aid police work generally and the investigation of crime in particular.

13. The present physical training programme has been a failure from the point of view of creating in officers a lasting interest in physical fitness. We feel that a physical fitness programme should be such as would ensure that the trainees maintain their interest in keeping fit throughout their service. This can be accomplished only if the programme lays emphasis on individual activity and development both through theoretical and practical work. Such a programme should be integrated with out-door life and should include toughening exercises such as route marches, obstacle courses, cross-country runs, swimming and rock climbing. The entire programme should be so designed as to be both interesting and capable of progressively building up physical toughness and stamina. A programme, which meets these requirements, and which has been approved by the heads of police training institutions at their third symposium is at appendix XV.

Revised Curriculum

14. We have re-structured the curriculum of the probationers' course on the basis of these considerations and the revised curriculum is contained in Appendix XVI. The curriculum has been divided under the following broad heads:-

Indoor work (1113 periods)

- | | | |
|-----|-----------------------------------|----------------------|
| I | modern India and the Role of the | Police. |
| II | General administrative set up and | Police Organization. |
| III | Management concepts and techni- | ques. |
| IV | Human Behaviour and Police Atti- | tudes. |
| V | Law. | |

- VI Criminology.
- VII Police Science.
- VIII Map Reading and Plan Drawing.
- IX First Aid and Ambulance.
- X Motor Transport.
- XI Wireless Communication.
- XII Languages.
- Outdoor work (683 periods)
 - I Physical fitness Programme.
 - II Drill.
 - III Weapon Training.
 - IV Crowd Control.
 - V Fieldcraft and Tactics.
 - VI Equation.
 - VII Unarmed Combat.
 - VIII Games.
 - IX Driving.

15. We are recommending in chapter XIII that the method of integrated teaching should be adopted in the institutional training of I.P.S., officers. We are also commending the same place the guide scheme introduced in the N.P.A., recently. In addition, it is necessary to establish a link between theory and reality in institutional training. Unless the trainees are exposed to real life situations in the field with reference to what they are conceptually learning in the class room, the learning will not become total or meaningful. As an example, it may be stated that theoretical instructions in traffic rules can give the trainees only a vague idea of what traffic controlling involves unless they are exposed to the problems of enforcing traffic rules in a live situation. Similarly, non-exposure to court proceedings is a handicap in learning work relating to investigation, collation of evidence and preparation of charge-sheets. No amount of conceptualising or simulation in the class room the study of actual cases can teach as much as witnessing a live situation. This calls for concurrent field exposure as an essential part of the instructional technique. The trainees should be taken to the field, in convenient batches, to observe real life situations after discussing different problems in the class room. This would also mean a very careful structuring of the training schedule by each instructor in the light of the facilities and/or opportunities that may be available.

16. At present the probationers go in four groups to four different parts of the country for a three weeks study cum-cultural tour. They visit important police offices, meet senior police officers and discuss various police problems. We suggest that, as long as this tour cannot be converted into a part of the programme of concurrent field exposure, it should be made more purposeful by taking the probationers to fewer places and providing in their programme more time to study the problems relating to the subjects on which they have been given instructions. These visits could be arranged at various stages of the training.

Field Training

17. It is an accepted fact that in professional training of any kind, institutional training has to be supplemented by practice and experience. This raised the question of field training for all direct recruits. It is only practical training which enables the trainees to understand the theoretical training in its proper perspective. The overall effectiveness of training further depends on the extent to which training in the institution and the field are integrated. While practical training should be related to the formal

instruction received in the institution, the latter should take note of the field conditions and seek to provide practical answers to real life problems.

18. We have indicated how a link can be established between theory and practice during institutional training. This link can be strengthened only by going into action to learn the reality of the situation and this is achieved in professional training programmes by practical training in the field. Action methods are more effective than observation methods because they are problem solving and employ direct involvement and responsibility. The observation method does not help to inculcate an experience as deeply as when one is involved in live work. Nor does it help to build self-confidence. We may add that since most of the preventive work of the police is performed at night, there should be due emphasis on night work during practical training.

19. A shortcoming of the present system of field training is that its success or failure depends on the availability of competent senior officers who have the knowledge, skill and ability to communicate with and motivate the trainees, besides giving them a deeper awareness of the finer techniques of police work and the higher purposes of the administration. There is always a danger that impressionable trainees might come into contact with indifferent superiors and develop wrong attitudes and work habits. In any case, the district officer of today, unlike the district officer of yesterday, has his hands too full and responsibilities too many with result that he cannot take an adequately deep and sustained interest in the training of probationers who are thus generally left to themselves and do not get adequate guidance or supervision. These shortcomings can be got over by involving the N.P.A., in the field training programme. This arrangement will also provide an effective mechanism of feedback with a view to bridging the gap between theory and reality and evaluating and revising the contents and methods of the training programme of the N.P.A. In addition the directing staff will get an opportunity to build up the necessary case study material for the N.P.A.

20. We feel that it will be useful if the probationers go back to the N.P.A., for a short period after their field training so that the problems noticed by them in the field may be resolved and their doubts may be cleared through discussions with the Academy staff. We recommend, therefore, that the duration of the practical training in the States should be reduced by one month and that the probationers should go back to the N.P.A. for a month to round off their training. The revised programme of the post-N.A.P., training of I.P.S., officers devised by us is detailed in Appendix XVII.

21. The involvement of the N.P.A., in the field training of the probationers will necessitate a strengthening of the directing staff of the Academy. One Assistant Director should be made responsible for overseeing the practical training of a group of about ten probationers. These officers will meet the probationers and the senior officers, designated to look after them, in the States from time to time during the course of their practical training. They will apprise the supervisory officers and also the Inspector General of the shortcomings, if any. These visits will afford them an opportunity of discussing current police problems with field officers and add to their experience and competence for instructional purposes. The States should send annual progress reports to the N.P.A., on I.P.S., probationers for five years after they have passed out in order that their performance in the field can be evaluated and compared with the assessment made at the N.P.A.

Sandwich Pattern of Training

22. We have no doubt the best system for the training of I.P.S., officers at the N.P.A., is the method of integrated teaching linked with concurrent field exposure to be followed by practical training in the States for eleven months and a final rounding off at the academy for one month. However, if concurrent field exposure cannot be arranged because of such factors as the non-availability of facilities for the same in the vicinity of the Academy on account of its location, then the alternative would be a sandwich pattern of training. Outdoor training will have to go on during both periods at the Academy and the institutional and post-institutional training will have to be split up and inter-woven as follows:

- I. First Leg of Training at the N.P.A.-Eight Months.
 - (a) Modern India and the Role of the Police.
 - (b) Police Organization.
 - (c) Law.
 - (d) Crime Prevention.
 - (e) Crime Investigation.
 - (f) Languages.
- II. First Leg of Practical Training-Two Months One week.
 - (a) Training in Police Stations (Rural and Urban)-One month.
 - (b) Attachment to the Circle Inspector/ Sub Divisional Police Officer-One week.
 - (c) Attachment to Prosecution Branch- One month.
- III. Second Leg of the Training at the N.P.A.- Seven months.
 - (a) General Administrative set up at the Centre and in the States.
 - (b) Management Concepts and Techniques.
 - (c) Human Behaviour and police Attitudes.
 - (d) Criminology.
 - (e) Enforcement of Social Legislation.
 - (f) Maintenance of Order.
 - (g) Traffic Control.
 - (h) Security and Foreigners.
 - (i) Map Reading and Plan Drawing.
 - (j) First Aid and Ambulance Drill.
 - (k) Motor Transport.
 - (l) Wireless Communication.
- IV. Second Leg of Practical Training-Eight Months Three weeks.
 - (a) State Police Training College or I.G.P's office to learn local laws and language-Two months.
 - (b) Station House Officer-one month.
 - (c) Attachment to Circle Inspector/Sub Division Police Officer-Three weeks.
 - (d) Attachment to District Police Office and District Headquarters-Three months
 - (e) Attachment to Crime Branch, State C.I.D/Intelligence Branch-One month.
 - (f) Attachment to Headquarters of Armed police Battalion-Two weeks.
 - (g) Attachment to miscellaneous non-Police officers-Two weeks.
- V. Third Leg of Training at the N.P.A.- One Month.

23. The sandwich pattern of training will be attended by another complication. In the case of officers posted in the border States, the period involved in journeys will be substantial and will also entail considerable expenditure. To accommodate the journey period, it will be necessary to

extend the total period of training.

24. Although we have worked out the details of a sandwich pattern of training for I.P.S., officers, we may reiterate that we attach considerable importance to concurrent field exposure during their institutional training. We are convinced that the splitting up of the institutional and the practical training into two parts each will not be conducive to the training programme as a whole achieving its objectives in an effective manner which is so necessary for successful police work in the present difficult times. We have dealt with the question of the location of the N.P.A., in a later chapter at some length. We may mention in this place also that we would like to see the Academy located at a place where facilities for field exposure are readily available.

Daily Schedule and Duration

25. Our discussions with the probationers and the directing staff at the N.P.A., indicated clearly that in order to complete the present syllabus in one year the probationers had to follow a very tight schedule leaving them no time the commencement of the daily programme with three periods of 40 minutes each of outdoor work like P.T., and Drill in the morning militates against the probationers' ability to be fully attentive in the long session of indoor classes both in the forenoon and the afternoon. We feel that this schedule requires a radical modification. We recommend that the daily schedule of training at the Academy should be revised as follows:-

0630-0700 Physical fitness programme.

0900-1300 Class-room work.

1500-1540 Language studies.

1600-1830 Parade and games.

2030-2200 Self study.

26. It will be noticed that in revising the syllabus for the training of I.P.S., officers, we have made no reduction either in the indoor or the outdoor contents of the existing programme although we have introduced a change in the emphasis. This has resulted in saving of some periods in both outdoor and indoor work particularly in law. However, we have added three important subjects, namely Modern India and the Role of the Police, Management Concepts and Techniques and Human Behaviour and police Attitudes. We consider all these subjects essential to meet the present day requirements and the increasing responsibilities of the police in the future. The use of new and more effective instructional methods, which involve trainee participation, such as case studies, role play, simulation exercises, project assignments, tutorials, etc., would by themselves demand more time than is needed in the lecture method. Talking into account further the requirements of guest lecturers, concurrent field training and self study, we feel that the total period for the training of I.P.S., probationers at the Academy may have to be extended to fifteen months.

Evaluation

27. The probationers' course is designed to lead to an all-round development of the trainees. This process occurs mainly through the acquisition of professional knowledge and skills and the ability to apply them in analysing situations, drawing inferences and taking decisions, and the development of desirable attitudes and qualities e.g., sympathy towards the weaker sections of society, leadership, initiative, sense of responsibility, discipline, co-operation, etc.

28. It is necessary to assess such growth in order to ensure that the

trainees are developing in terms of the objectives of the training programme. Any evaluation of this kind should be objective and capable of serving as the basis for further improvement in teaching as well as learning. This latter aspect has been ignored in the past since the result of evaluation are used mainly for the purpose of comparative ranking. The other more important user of evaluation are diagnosis of the trainees's strengths and weaknesses, designing and providing remedial instruction and assessing the individual's capabilities. We feel that in a professional course these aspects of evaluation should not be overlooked.

29. A system of evaluation designed to meet these requirements should have the following characteristics:-

(i) Evaluation should be continuous. All the skills and abilities which a trainee should acquire through a Training programme cannot be effectively assessed through a comprehensive examination at the close of a term or at the end of the whole course. Therefore, such examinations have to be supplemented by continuous evaluation of personality traits and personal and social qualities which have to be observed over a long period of time. Continuous evaluation also provides the necessary feed back to the instructors about the outcome of the training programme and thus assists in the improvement of both teaching and learning. The instructors are able to assess the degree of success achieved through the instructional techniques adopted and the aids used. On the other hand the trainees are enabled to know their weaknesses from time to time and to concentrate their efforts on removing them.

(ii) Evaluation should be comprehensive. It should cover the academic as well as the non-academic areas. It is common experience that if the system of evaluation does not cover certain aspects or areas of growth, the instructional programme also tends to neglect them. A professional training programme cannot afford any such shortcoming. The system should, therefore, include a variety of techniques since one or even a few techniques would not be appropriate for assessing achievement in all the different areas of growth.

(iii) Evaluation should be related to the objective which the training programme is designed to achieve.

Procedure for Evaluation

30. The system of evaluation in force at present in the Academy and the other police training institutions consists mainly of written examinations in theoretical subject and practical tests in outdoor work. This formal evaluation should be accompanied by a continuous and informal evaluation through question and answer sessions in the classroom group discussions, role playing, and other problem-oriented exercises, tutorials, etc.

Written Examination

31. Although a great deal has been written for and against a written examination, there is no substitute for it to assess the progress made by a trainee. However, the system of examinations in vogue in the police at present has many shortcomings, which need to be removed, namely (i) it tests mainly the power of memorization and not the higher abilities like understanding, application analysis etc., (ii) the papers consist mostly long answers, which are well suited only to test academic learning, (iii) the options provided in these papers encourage selective study which should not be permitted in a professional course, and (iv) the absence of a de-

tailed marking scheme leads to considerable subjectivity in the assessment of the answers.

32. We suggest the following improvement to remove these defects:

(i) The papers should incorporate short answer and objective type questions, besides the essay type so as to test theoretical knowledge as well as higher abilities. Questions of each type should be placed in a separate section with a separate time limit. Their proportion inter se should be determined according to the scope of the different subjects. The increase in the number of questions would enable an effective coverage of the syllabus.

(ii) No option should be permitted in the short-answer and objective type of questions. The options in the essay type of question should be based essentially on the same topic, test the same ability or objective of instruction and be of the same level of difficulty.

(iii) A specific percentage of marks should be allotted to each major area of the subject to discourage any selective study.

(iv) The examiner should prepare a marking scheme, which gives an outline of the correct answers and the marks to be allotted to the various aspects of the answer at the same time when he sets the question paper. This will help in the detection of shortcomings in the answers and reduce errors in marking arising out of subjectivity.

Evaluation of Outdoor Work and Social and Personal Qualities

33. Practical examinations are held in almost all items of outdoor work and the marking is generally done on the overall performance of the trainee without any specific weightage being allotted to significant parts of a particular task. Since different criteria are not identified, it is likely that one single fault may overshadow good points or vice versa. Therefore, the various items of practical work need to be listed and criteria for their evaluation developed. This applies also to the evaluation of personal and social qualities. Some suggestions which we have received for the development of rating scales in this regard are contained in Appendix XVIII. These may be worth experimenting upon.

Assessment of Attitudes

34. Since the development of the attitudes desirable in police officers is an important objective of the training programme, special attention needs to be given to their evaluation in this area also. While it is relatively easy to measure, through formal examinations or other tested techniques, the extent to which a trainee has acquired knowledge or skill, it is much more difficult to assess attitudes and behavioural change. Pending research into more effective ways of assessing attitudes, we suggest that this should be attempted through observation of how the trainees behave in different situations by all the teachers who should maintain a personal record for each trainee. It may be possible to develop rating scales for desirable attitudes also. The final assessment may be made at a joint meeting of all the teachers. Among the attitudes on which special emphasis may be laid are integrity, impartiality and sympathy towards the weaker sections of the people.

Final Examination

35. The Indian Police Service (Probationers' final Examination) Regulations, 1969 lay down the present system of examination. We have

prepared a new pattern for this examination, in the light of the changes suggested by us in the syllabus and the method of evaluation, which is detailed in Appendix XIX.

Senior Officers Course

36. The N.P.A., conducts an advanced course of six months duration for I.P.S., officers with six to eight years service and Deputy Superintendents with a comparable length of service who are on the select list for promotion. This course was started in 1960. The object is to give an opportunity to the participants to keep abreast of innovations in police techniques and administration and to think out solutions to existing and developing professional problems. The course includes a study tour of two to three weeks in which they collect data for the preparation of their syndicate papers. A recent innovation has been to depute these officers to observe and study various kinds of police operations. Police officers from foreign countries also participate in this course under the technical co-operation scheme of the Colombo Plan and the Special Commonwealth African Assistance Plan.

37. We were repeatedly told that the Inspectors General tend to be reluctant to depute officers to this course because this involves administrative changes. The officers themselves are unwilling because the deputation involves dislocation of family life. We are convinced that the retraining of the senior officers is essential for the success of the new role of the service. It is required for changing the old law-and-order-oriented attitudes, increasing responsiveness towards the legitimate demands and difficulties of the citizens, updating their knowledge and skills to meet new problems and challenges arising out of the changing crime patterns and techniques and increasing strains and tensions and providing a new and dynamic leadership to the force. We recommend, therefore, that every officer should be made to undergo this course as a part of career development.

38. We have re-designed the syllabus of the senior officers course, keeping these requirements in view, as detailed in Appendix XX. The duration has been reduced from six months to fourteen weeks and, apart from providing a focus on updating professional knowledge, stress has been laid on management concepts and human behaviour and attitudes.

39. The management and the human behaviour and attitudes content of this course will be the same as provided in the revised syllabus of the I.P.S., probationers' course as no officer of the I.P.S., has yet been exposed to these subjects. It will be necessary to revise the contents of this course when I.P.S., officers, who have been put through the new syllabus, return to the N.P.A., for a refresher course. This will take another six to eight years by which time sufficient experience will have been gained to permit the re-designing of the syllabus of the two courses as necessary.

Specialist Functional Courses

40. Apart from the senior officers course, we recommend the following courses of about two to three weeks duration in the various functional areas of police administration and in the techniques of management for officers of about six to ten years service:-

- (i) Crime Prevention and Detection.
- (ii) Crowd Control.
- (iii) Crime on the Railways.
- (iv) Police Public Relations.
- (v) Social Defence.
- (vi) Techniques of Management.
- (vii) Personnel Management and Leadership.

(viii) Application of Computer Technology to Police Work.

*(ix) Anti-corruption.

(x) Counter-insurgency and anti-Naxalite Operations.

(xi) Intelligence including VIP Security.

(xii) Industrial Security. (The above list is only illustrative).

Police Executive Development Programme (For Higher Administrative Level Officers)

41. We suggest a course of four to six weeks duration for officers who are due to be promoted or have been promoted as Deputy Inspectors General of Police to sensitize them to the social, political and economic changes and the value structure of society; to increase the awareness of the need for inter-departmental integration through the building up of a loyalty to objectives; to increase their knowledge of management concepts, processes and techniques; and to develop in them analytical and decision-making skills and communication abilities.

42. We have drawn up a syllabus for this course under certain specified topics as shown in Appendix XXI. The Course Director would be responsible for selecting the items to be covered in each course from those listed under the several topics of the syllabus.

43. Modern methods of instruction would be used in this course. The object would be to secure the maximum possible participation by the officers attending the course. * to be conducted by the Central Bureau of Investigation to be conducted by the Intelligence Bureau. There would be group discussions, preparation of syndicate papers, discussions on prepared agendas, case studies, etc. There would be lectures by distinguished visiting experts followed by discussions. They may include ministers, senior politicians, members of the armed forces, the judiciary, the administrative and other services, senior police officers and representatives of the press, business, industry, management, education, etc. The course would include a four days workshop on 'administrative behaviour' conducted by reputed persons in the field, which would also provide sensitivity training.

Isolation of the Police

44. We have noticed that police officers, even of the higher ranks, tend to live and work in a kind of isolation which is not conducive either to efficiency or to morale. We feel, therefore, that arrangements should be made to provide structured opportunities to police officers of exposure to other disciplines and organisations. Such contacts will not only acquaint them with the latest concepts of administration, management and human relations, they will also promote a better understanding of the police in the community and a wider appreciation in police officers of the problems of the community in fields which may not have a direct bearing on police work but which do contribute in some way or the other to the emergence of police problems. We recommend, therefore, that police officers of appropriate ranks should be sent to suitable courses in non-police institutions within the country as a regular arrangement.

45. Many new developments are taking place in the field of police training in foreign countries and we suggest that police officers of appropriate seniorities should be sent to advanced training institutions abroad also on a well-planned basis. Many police problems are common to all countries, though there may be differences in laws and procedures. Attending courses in academic and training institutions abroad will increase the professional knowledge and skills and widen the horizons of Indian police officers. A list of some suitable courses available in India and abroad

is contained in Appendix XXII.

Deputy Superintendent of Police

46. We have recommended in chapter VI that direct recruitment to the rank of Deputy Superintendent should be gradually discontinued. Till such time as this is not done, arrangements will be required for the basic training of directly recruited Deputy Superintendents. Their institutional training is, at present, conducted in the State police training colleges for twelve months, except in Uttar Pradesh, Rajasthan and Madhya Pradesh where the duration is twelve and a half, ten and six months respectively. Directly recruited Deputy Superintendents from the Union Territories and the States of Manipur, Tripura and Nagaland, are, at present, trained at the N.P.A., along with I.P.S., probationers. In the past, such Deputy Superintendents from Andhra Pradesh, Jammu & Kashmir and Madhya Pradesh have also been trained at the N.P.A. As in the case of I.P.S., officers, the institutional training of Deputy Superintendents is followed by practical training in the form of attachments to different officers and branches of the police, for a duration varying from six months in West Bengal, Andhra Pradesh and Nagaland to two years in Assam.

47. The powers, functions and responsibilities of Deputy Superintendents being the same as those of Assistant Superintendents, the content of their basic training should be of an equally high standard and equally comprehensive. For this reason, the question of having them trained at the N.P.A. along with the I.P.S. probationers was discussed by us with the Inspectors General of Police when we met them in a conference. They were not in favour of this suggestion as they felt that training Deputy Superintendents along with Assistant Superintendents at the N.P.A., would create problems and accentuate the sense of frustration already prevailing in the former because of the substantial disparities in their pay and promotion prospects. There would also be difficulties in synchronising the training of Deputy Superintendents with that of the I.P.S., probationers since recruitment to this rank in the States is not regular. A number of witnesses also expressed the view that Deputy Superintendents should be trained at the State police training colleges as this would help in developing an esprit-de-corps among officers who have to work in the State throughout their service. We agree with this view, but would recommend that the syllabus for their training should be the same as for the I.P.S., probationers with the difference that the items relating to language training and the three weeks study-cum-cultural tour may be omitted and equitation may be included only in the States in which it may be confined to the following items subject of management concepts and techniques may be confined to the following items to be covered in about 60 periods-

(i) The role of a Deputy Superintendent as a supervisor and a leader; styles of supervision: the supervisory skill-its understanding, appreciation and development <

47 (ii) The dynamics of relationship-inter-departmental, senior-subordinate and inter-personal; road blocks and gateway to communication; engineering of an agreement; techniques of communication; understanding human behaviour; human needs; motivation; attitudes and self-development; recent trends in techniques of control and supervision.

48. We recommend further that the programme of the practical training of Deputy Superintendents should be the same as for I.P.S., officers.

49. A refresher course for Deputy Superintendents has been prescribed only in Tamil Nadu and Uttar Pradesh of a duration of 42 days and 90 days respectively. The importance of refresher training for this rank is obvious

because these officers, whether promoted or directly appointed, have to mark time in this rank for a number of years before they are promoted. Besides, their functions and responsibilities require that they should be up-to-date in their knowledge and their attitudes should be re-oriented in the light of the developing social situation. We recommend that after an officer has put in five years service as a Deputy Superintendent after his initial training, he should attend a refresher course of eight weeks duration to be conducted at the police training college. Officers selected for promotion to the I.P.S., will naturally attend the senior course at the N.P.A. Those who are not so selected should attend another refresher course on completing about ten to fifteen years service. The syllabus for the refresher course is given in Appendix XXIII.

50. There should be a course for Inspectors selected for promotion to the rank of Deputy Superintendent. Since they will be experienced officers, the content should be the same as of the refresher course for Deputy Superintendents and, in addition, they should be given instruction in the supervision of the work of the reserve police lines and the various branches of the district police office. The duration of the course may be ten weeks.

CHAPTER VIII TRAINING OF SUB-INSPECTORS

Present Arrangements

The training of Sub-Inspectors is conducted at the police training colleges of the States. The States/Union Territories which do not have a police training college have arrangements with the neighbouring States for the training of their sub-Inspectors. The Police Training College at Phillaur (Punjab) conducts the basic course for Assistant Sub-Inspectors of Punjab, Haryana and Himachal Pradesh where direct recruitment is made in this rank. The Sub-Inspectors of the Delhi Police are trained either at the Police Training College, Phillaur or Moradabad (Uttar Pradesh). The duration of this basic training is one year all over the country, except in Maharashtra where it is two years.

2. The training of Sub-Inspectors at the police training college is followed by practical training in the field. The duration of the practical training is three months in Manipur, eighteen months in Orissa, twenty months in Madhya Pradesh and two years in West Bengal, Assam and Tripura. In a number of other States, including Delhi and Rajasthan, the duration is one year.

3. In most States there is a refresher course for Sub-Inspectors but there is no uniformity. The duration varies from 21 days to six months. The States of Punjab, Rajasthan, Orissa, Mysore and Tamil Nadu impart refresher training to Inspectors for a duration varying from three months in Punjab and Rajasthan to six weeks in Tamil Nadu.

4. There is a course of six months for Head Constables selected for promotion to the rank of Sub-Inspector in Kerala and Tamil Nadu. In Mysore and Punjab there is a six months course for Assistant Sub-Inspectors for promotion as Sub-Inspectors. Similar courses in Assam, West Bengal, Madhya Pradesh and Rajasthan are of three months duration. In Uttar Pradesh Constables and Head Constables selected for promotion to the rank of Sub-Inspector are put through the Sub-Inspectors' basic course of twelve months. There is a promotion course for Sub-Inspectors for promotion to the rank of Inspector in the States of Madhya Pradesh, Assam, Rajasthan and Uttar Pradesh varying from two to three months.

5. Besides the above basic, refresher, and promotion courses, a number of specialised courses for officers of the rank of Sub-Inspector are available in the police training institutions under the Central Government and in the States as indicated in Appendix XXVI.

6. We have detailed the importance of the role of the Sub-Inspector in the Indian police system in chapter VI. He can exercise his powers and authority for the benefit or to the detriment of the citizen. In the matter of attitude formation, a Sub-Inspector needs the utmost attention so that all his actions may be for the larger good of the society which he serves. He should be able to identify himself with the people, appreciate their urges and expectations and develop sympathy for the weaker sections. He should be very alert and sensitive to happenings in his area to be able to take timely action and keep the higher authorities informed of developments. He must realise that his effectiveness depends on the extent of co-operation he can win from the people. And above all, he should be honest and impartial in the discharge of his duties. Field duties in the police involve very strenuous and sustained hard work and the Sub-Inspector has to bear the major brunt of it. His training will have to keep in view the development of both mental and physical qualities to enable him to meet the very responsible tasks that lie ahead of him. Since a successful Sub-Inspector should ultimately rise to gazetted rank, it is desirable that his training should also lay emphasis on developing qualities of leadership and a constructive outlook in law enforcement.

Syllabus

7. A detailed examination of the syllabi of the basic courses for Sub-Inspectors in the police training colleges of the different States reveals that, by and large, they are focussed on imparting knowledge and developing skills for work relating to the investigation of crime and the maintenance of law and order, including the study of laws and legal procedures, the fundamentals of social defence, and building the physical stamina required for the strenuous and hazardous nature of police work. During our visits to various police training colleges, we found that the stress on imparting knowledge and professional skills was unaccompanied by any systematic programme to develop the attitudes desirable for the performance of tasks in a spirit of public service in the context of the changing situation. There is urgent need to remove this shortcoming. We have therefore, included the topics of Modern India and the Role of the Police and Human Behaviour and Attitudes in the revised syllabus for Sub-Inspectors.

8. There is need also of sensitising Sub-Inspectors to the human problems that arise from social or physical handicaps and we feel that it would be useful to attach them to some social service institutions, wherever they exist, for short periods, during their stay at the police training college. An experiment of this nature has been tried with good results in the U.K., during the last few years. We have provided 100 periods for such an attachment in the basic course for Sub-Inspectors. The authorities concerned should be required to report on the interest taken by the trainees in this work. Some of the social service agencies to which attachment can be made are Recreation Societies for Children, Balkanji Bari, Boys Clubs, Probation Associations, Harijan Sevak Sangh, Hospitals, Children's Homes and Homes for the Blind. Where such institutions do not exist, the police training colleges may develop a social service programme of their own. This training could be systematised in due course in the light of the experience gained.

9. A Sub-Inspector has to detail the staff under him for the performance of various duties at the police station and also control and supervise their work to ensure that they perform their duties effectively within the limits of the law and to the satisfaction of the people. This is not an easy task when viewed in the context of the strenuous nature of the work, the handicaps and the working conditions of the service and the growing feelings of disrespect for the law and hostility to the authority enforcing them in various sections of the people. A Sub-Inspector has to take important decisions on the spot and, therefore, he must be given training not only in directing and supervising his subordinates but also in analysing situations and forestalling events. Thus adequate training in supervision and leadership and certain concepts of management is essential.

10. The other areas which require considerable emphasis are social defence and faith in the preventive aspects of police work. The punitive and retributive theories of punishment have given way to the principles of treatment and reform. A Sub-Inspector should be acquainted with the modern theories of crime and the reformation of criminals. He should understand the basic principles of penology so that he does not have a rigid approach while dealing with suspects and criminals. With growing urbanisation, more and more youngsters are getting involved in crime. A Sub-Inspector must, therefore, have a thorough understanding of the problem of juvenile delinquency and his own role in this regard.

11. The most important function of the police will always be law enforcement. To enable a Sub-Inspector to discharge this function, he must not only have a thorough knowledge of the laws but also of his legal obligations. All the same, the subject of law is so vast that it is not possible to teach the whole of it with equal emphasis within a limited period of training. The best course, it appears to us, would be to divide it into three parts:-

(i) Laws most frequently required in police work:

While a Sub-Inspector must know the various sections which define offences and make them penal in actual practice, he has to apply only a limited number frequently. A study at a few police stations in Uttar Pradesh, with over 2,000 as the annual crime figure, showed that of the 511 sections of the I.P.C. only about 90 had been applied in a year. A similar analysis at a police station, with about 1,000 annual crimes showed that only 63 sections of the I.P.C. had been applied. Offences against property and person alone accounted for more than 60 per cent of the cases. There are some offences which have greater significance for the police, because of the impact they make on the people's mind, such as promoting enmity or hatred between different groups or castes or communities on grounds of religion, race, language etc. Such substantive laws and sections should be included in the first course. The examination in this course may be without books.

(ii) General and procedural laws:

A Sub-Inspector can refer to such laws at the police station and also obtain advice from an expert where necessary. They can be included in the second course. The examination in this course may be with books.

(iii) The Indian Constitution:

A Sub-Inspector should be fully aware of the fundamental rights and freedoms guaranteed to the citizen and also of the Directive Principles of the Constitution which indicate the way society should develop and advance. In all his law enforcement functions, a Sub-Inspector has to keep these constitutional provisions upper-most in his mind and, in fact, they need to be reflected in his attitudes. He should not only know the laws relating to social reconstruction, but should also have a complete

understanding of their implications for the progress of society towards its goals. The relevant legal provisions can be included in the third course. The examination in this course may also be with books.

12. The need for thorough training in the techniques of investigation cannot be over-emphasised in the case of Sub-Inspectors. An adequate knowledge of forensic science and forensic medicine is important in this context. Much of the criticism against the police can be overcome if investigations are conducted quickly, systematically, thoroughly and along scientific lines. The application of scientific aids to the investigation of crime helps the investigating officer to identify the suspect and establish his connection with the crime; to clear an innocent person of crime; to discover one or more missing links or strengthen a weak link in the chain of evidence; and to verify the accuracy or otherwise of a statement made by a suspect or a witness. It may not be possible to avail the aid of science in every investigation, but it is necessary to ensure that any clues which permit the application of science are not overlooked and are carefully collected and referred to an expert. While a Sub-Inspector's knowledge and skills in this area need not be of the same order as that of an expert, he should be aware of all the aids which science can provide in the investigation of crime. He should also develop a genuine faith in forensic science as a valuable aid to investigation.

13. Some forms of crime are important because they are heinous or because their consequences to society are grave. He should know the ways in which these crimes are committed, how the moves of such criminals can be countered and what special methods or techniques can be adopted for detecting them.

14. The maintenance of order is another important subject which requires very thorough attention. This should include training in crowd control; regulation of fairs, festivals, meetings and processions; and dealing with communal, agrarian, labour, student and other agitations and the commonly used forms of protest, such as hunger strikes and gheraos. It is now an every day affair for the police to face not only peaceful mass demonstrations but also violent and politically motivated mobs. It is the handling of these situations that make or mar the reputation of the police. They call for prompt and effective action. Communal disturbances, in particular, call for very firm and determined action from the beginning. Timely preventive action can often avert a serious situation.

15. Timely information of incidents or developments which can take a serious turn, and of their reactions in the public, is necessary in order to assess situations and to anticipate events. This makes the task of intelligence collection very important, particularly at the ground level. Intelligence is not collected through covert sources only and this task should not be left entirely to the specialised agencies. It is essential that their efforts should be supplemented by those of the field officers. A Sub-Inspector is expected to have wide contacts. Training should develop in him intelligence consciousness of a lasting nature.

16. A police officer is often required to face gravely provocative situations in which an ordinary individual will tend to lose his equanimity and sense of proportion. Such situations have to be handled by the Sub-Inspector personally, often without any guidance from senior officers. He should have, therefore, a good insight into the behavioural patterns of various groups in society e.g. students, labour, landlords, industrialists, communal elements, etc., and the mental equipment required to deal with law and order problems with foresight, presence of mind and patience.

17. Equally delicate are the problems of security relating to VIPs, vital installations, the railways and industrial establishments, nixing/sabotage

of aircraft and subversion and espionage by foreign agents. An important feature of Democracy is the conduct of a free and fair manner and a police officer has to discharge his duties in such a way that he may not be accused of any political involvement. Added to these, are the responsibilities of the police in natural calamities and serious accidents involving large numbers of people. A Sub-Inspector has to be given sufficient training to deal with such situations efficiently.

18. For the proper performance of his functions, a Sub-Inspector must know his place in the total scheme of the administration and how the apparatus of the State functions. If he is ignorant of the total picture, he may work in a narrow groove and, at times, at cross purposes. For proper co-operation and co-ordination, he must have a good understanding of the functioning of the various departments of Government, the central police organisations and his own organisation.

19. Training programmes for the police, and especially that for the Sub-Inspector, must take note of the special features of urban policing. An urban population is characterised by a high degree of assertion of their civic rights and the ability to give an articulated and even vociferous expression to its demands for economic equality and social justice. In this age of protest against any form of authority, the urbanites are more sensitive to the slowness of the bureaucratic machinery. The police have to work under the critical gaze of a community which is by and large more educated and sensitive than the rural community. Large crowds gather in no time and a threat to law and order can develop and spread like wild fire at very short notice. The existence of groups -communal, linguistic, youth and labour- has by itself a law and order potential and the presence of a large number of educated unemployed in the cities makes the situation more volatile. Professionalization and the use of ingenious devices and methods in the commission of traditional and white-collar crime, social vices, juvenile delinquency and traffic regulation are other important problems for the police in an urban situation. We have kept these special features of urban policing in mind while proposing the basic and specialised courses for police officers. Urban policing also calls for qualities such as greater alertness and quicker response. These should be developed during practical training under guided supervision.

20. In order that there is a sustained effort to maintain physical fitness and stamina throughout the service, it is desirable that the physical fitness programme recommended by us for I.P.S. probationers should be introduced in the course for Sub-Inspectors also.

21. It is a part of the duty of a Sub-Inspector to deal with dangerous criminals and situations where he runs the risk of being attacked. We have, therefore, included training in unarmed combat in the outdoor syllabus of this course.

22. A motorcycle is indispensable to a Sub-Inspector in the performance of his duties in urban as well as rural areas. It is necessary that he should be trained in riding and maintaining a motorcycle. In view of the increasing use of wireless in police work, he should also be proficient in the handling of Radio Telephony equipment.

Revised Curriculum

23. Based on the above considerations, a revised syllabus for the basic course for Sub-Inspectors has been framed and is at Appendix XXIV.

Integrated Teaching

24. Integrated teaching requires to be introduced in the Sub-Inspectors course also in order that attitude formation becomes part and parcel of the entire learning process. As detailed earlier, increased use of various me-

thods of instruction and audio visual aids will help to make integrated teaching effective and purposeful. We are recommending in chapter XIII that the guide scheme of the National Police Academy should be adopted in other police training institutions also.

Concurrent Field Exposure

25. We have dealt with the advantages of concurrent field exposure in chapter VII. We consider this method of imparting training essential in the case of Sub-Inspectors also. The trainees may be taken in small batches under the supervision of instructors to visit police stations, courts, scenes of crime or incidents, etc., during their institutional training. This will help to place class-room learning in the perspective of real life situations under proper guidance.

Duration and Daily Schedule

26. The total period of the training of Sub-Inspectors at the police training college should be twelve months. During our visits to various police training colleges, we found that there was too much emphasis on outdoor work and that conducting it in the morning fatigued the trainees to such an extent that they were unable to pay adequate attention to the indoor classes held later in the day. We suggest, therefore, that the daily schedule at the police training colleges should be modified on the lines of the schedule drawn up by us for the I.P.S. probationers' course. One period of the physical fitness programme in the morning is necessary to freshen up the trainees and develop the habit of early rising; all other outdoor training should be conducted in the afternoon. Five periods of 40 minutes each in the forenoon may be devoted to indoor subjects. In the afternoon, a period of one hour may be provided for programmes like tutorials, guest lectures and study in the library. Tutorials may be organised on alternate days. The entire training programme scheduled for a particular day may be gone through at night once a month in view of the importance of night work for the police.

Evaluation

27. We have recommended a system of evaluating the progress of I.P.S. trainees in the preceding chapter. In the case of Sub-Inspectors also, the process of evaluation should be continuous, comprehensive and objective. We expect that when the police training instructors are better qualified and have undergone the training course for instructors, suggested in chapter XIV, it will be possible for them to conduct the written and practical examinations with these objects in view. For the assessment of attitudes, every instructor should maintain a separate file for each trainee in which he should record all relevant incidents relating to the trainee's day to day behaviour in the classroom and outside which come under his personal observation. Towards the close of the session, all the instructors should meet in a conference, to be presided over by the Principal, who should ascertain the views of each instructor, make his assessment and award his marks.

Practical Training

28. The practical training programmes of Sub-Inspectors in all States include attachment to a police station, to learn the duties performed by police officers of different ranks, and the prosecution branch. The probationers are attached to the district police office and the reserve police lines also in some States. In Rajasthan, they are attached to the

Superintendent of Police to work as reader. In Mysore, Orissa and Tripura, they are attached to Circle Inspectors. In Madhya Pradesh, there is a short attachment to an armed police battalion, during which the probationer is taught fieldcraft and how to handle the weapons issued to the battalion. In Orissa and Madhya Pradesh, there is a brief attachment to the district crime branch and the special branch.

29. The Delhi and Assam Police Commissions have recommended practical training for a period of twelve months. While proposing a two years course for the recruit Sub-Inspector, the Tamil Nadu Police Commission recommended attachment to a local police station for brief periods to learn practical work. The Bihar Police Commission suggested a fifteen months course for the institutional training of Sub-Inspectors with two spells of practical training of two and three months sandwiched therein followed by a further twelve months of practical training in a police station, a court office and a circle office. The Bihar Police Commission is the only Commission which has suggested a sandwich pattern of training for Sub-Inspectors, but we find that the State Government has not implemented this suggestion. After careful consideration, we also do not favour a sandwich pattern of training for Sub-Inspectors. The objective of this form of training can be better achieved through concurrent field exposure and practical training under proper supervision. The practical training should be for a period of twelve months and should aim at the development of the total personality of the trainees and their character and attitudes. Since a lot of police work is performed at night, there should be due emphasis on night work during practical training. A programme for the practical training of Sub-Inspectors is contained in Appendix XXV.

30. The responsibility for the practical training of Sub-Inspectors during their attachment to a police station should vest in the officer in charge and the Circle Inspector concerned, who should be carefully selected for this purpose. Officers who have imparted good training should be given due credit and an entry should be made in their service rolls stating the names of the probationers trained.

31. We are recommending in chapter XII that there should be an Inspector General/ Deputy Inspector General of Police, Training, along with a certain number of Deputy Superintendents of Police, Training, in each State in order to ensure that the training of police officers receives adequate attention. The probationary Sub-Inspectors should submit a weekly work diary to the Deputy Superintendent, Training, through the officer under whom they are posted indicating the work on which they were engaged, what they learnt during the course of each day of the week and the difficulties experienced by them. While scrutinising the weekly diary, the officers concerned should see whether the probationers have mentioned all the items of work which they were expected to learn during any particular period of attachment. The items of work not mentioned should be pointed out and the probationers asked to cover them in their subsequent reports. The Deputy Superintendent, Training, should meet the probationers once a month and test their knowledge make enquiries relating to their personal life, accommodation and other problems and give necessary guidance. He should also ensure that the probationers are introduced into circles where they can widen their public contacts and develop an outlook of service to the people. He should submit monthly progress reports on the probationers to the Superintendent of Police with a copy to the Inspector General/Deputy Inspector General, Training. The latter should visit the districts once a year and make an assessment on the basis of the progress reports and interviews of the probationers. In the case of probationers found below standard, he should recommend the termination of services or the

extension of the period of probation as merited. The evaluation report of the Inspector General/Deputy Inspector General, Training, should be filed in the probationer's personal record.

32. Inspecting officers, including the range Deputy Inspector General, should meet the probationers as frequently as possible to assess their progress. The remarks of these officers about the progress of the probationers should be communicated to the Inspector General/Deputy Inspector General, Training.

Refresher Training

33. Basic training prepares an officer for the performance of his job during the first five years or so. The environment in which a police officer has to function undergoes changes with the passage of time and there are usually corresponding changes in the nature of the job to be performed by him. This calls for refresher training. The need for such training is enhanced by the progress in science and technology which makes newer methods and techniques available for application to police work. Moreover, because of its very nature, police work results in the development of a narrow and cynical outlook over a period of time. Refresher training provides a break from departmental routine and an opportunity for study, reflection and a readjustment of attitudes and values.

34. Considering the numbers of Sub-Inspectors, it is necessary to restrict the refresher course to such officers as are capable of deriving the most benefit from it. Sub-Inspectors who have completed 25 years of service or 50 years of age, those who have a persistently unsatisfactory record of service and officers who have done a promotion course or have been approved for promotion need not attend a refresher course.

35. Refresher courses should be utilised to identify officers who have an aptitude for instructional work or particular areas of specialisation e.g. special branch work, investigation of crime etc., as a part of career planning.

36. A Sub-Inspector is primarily meant to hold charge of a police station. He should be holding charge of an important police station after about seven years service. We feel that, at this stage, he should be required to undergo a refresher course of six to eight weeks duration in the police training college which should lay emphasis on investigation, with particular reference to specialised or organised crime, his role in the prevailing context, the attitudes desirable, leadership and supervision. The course will have to acquaint the trainees with new legislation, important rulings and new techniques and methods of crime prevention and investigation promulgated/developed since their basic training. It will emphasise the need for obtaining the people's cooperation in dealing with police problems and draw attention to the new dimensions given to police work in the context of the social defence programmes of the country. The syllabus proposed by us is given in Appendix XXVI.

Refresher Course for Inspectors

37. We feel that it would be advantageous to prescribe the above refresher course for Inspectors who have not attended either this course as Sub-Inspectors or a promotion course since the object of the course is to reorient attitudes, besides bringing professional knowledge up-to-date.

Specialised Courses

38. It is necessary to organise the following courses for Sub-Inspectors in the police training colleges to provide intensive orientation in certain important areas and functional aspects of police work:-

- (i) A six to eight weeks course on crowd control. Institutions would be

given on preventive measures, including the collection of intelligence to forestall a law and order situation; measures for countering rumours and panic; utilising voluntary agencies and citizens' bodies; use of the latest methods of and equipment for crowd control; human psychology and behaviour with particular reference to various groups such as students, labour, etc; importance of the control room, communications, transport and the internal security schemes; deployment of manpower; arrangements for dealing with specific situations; arrest of ring leaders and known bad characters; identification of accused persons; investigation of riot cases and the role of the Home Guards, the Magistracy and the Army in aid of the civil power.

(ii) A course on intelligence work. The Intelligence Bureau has been organising courses covering all aspects of intelligence work for officers of the State special/intelligence branches. Some States also have similar courses of their own. It is desirable that such courses are organised by the special/intelligence branch in every State so that an officer transferred from the executive to the special intelligence branch can receive proper training as soon as possible after he joins the branch. Model syllabi for these courses should be drawn up by the intelligence Bureau.

(iii) A six to eight weeks course on the investigation of fraud, embezzlement, organised rackets and economic offences. Such offences are rapidly on the increase and have a great impact on the socio-economic conditions in the present context and would be by the State police in future. A detailed syllabus for this course may be prepared by the Central Bureau of Investigation.

(iv) A four weeks course on the role of the police in dealing with juvenile delinquency. The Institute of Criminology and Forensic Science, New Delhi, is running a course on this subject. In view of the increasing incidence of juvenile crimes, each State should organise a course on this subject in collaboration with should cover subject relating to child development and delinquency, prevention of juvenile delinquency, correctional law, procedures and institutions, probation and after care services, sphere of police action and special police units.

(v) A two weeks course in police community relations. The object of this course would be to enable police officers to assess their role in an increasingly complex society; to create a better recognition of the presence of other agencies interested in the welfare of the community and to encourage their co-operation in police work; to enable a better appreciation and assessment of the causes and factors that lead to the peoples' dissatisfaction with the police; to explore ways and means of promoting a closer relationship between the police and the people and obtaining public support in police work; and, above all, to acquire a clear understanding of the need and importance of the functioning of the police within the legal framework and in keeping with the growing aspirations and expectations of the people.

39. These courses will be useful for Inspectors and Deputy Superintendents also.

40. A course of fourteen weeks duration in Advanced Scientific Methods of Crime Investigation is run at the Central Detective Training School (C.D.T.S) at Calcutta and Hyderabad for Sub-Inspectors and Inspectors. This is a well designed course to improve the standards and methods of investigation. The States should take the fullest advantage of this course. We are recommending the opening of a few more C.D.T.Ss. to facilitate this.

Promotion Courses

41. The object of a promotion course is to equip an officer for the duties of the next higher rank and all those approved for promotion should be required to undergo such a course. The course contents should include the role of the police, behaviour and attitudes and supervision and leadership. We recommend the following promotion courses:-

(i) A three months course for Assistant sub-Inspectors selected for promotion to the rank of Sub-Inspector. The input should be the same as in the basic course for Sub-Inspectors with due allowance for what the Assistant Sub-Inspectors can be expected to have learnt already. The emphasis should be on supervision and leadership; prevention and investigation of crime with special reference to gang cases, heinous crime and scientific aids; social defence; new legislation and court rulings; and maintenance of law and order. In States in which there are no Assistant Sub-Inspectors and Head Constables are promoted directly as Sub-Inspectors, the duration of this course may be six months. In States where Constables are also eligible for promotion to the rank of sub-Inspector, those selected for such promotion should undergo the basic course for direct Sub-Inspectors.

(ii) A six to eight weeks course for Sub-Inspectors for promotion to the rank of Circle Inspector. This course may not be necessary in States where an Inspector has no supervisory functions. Emphasis should be on supervision and leadership; the art of supervising investigation; scrutinising case diaries of undetected crimes; finding out shortcomings and suggesting new lines in investigations; dealing with organised crime particularly cases with inter-district or inter-State ramifications: coordination, supervision and inspection of the work of police stations; co-operation between different branches of the police department and other departments of Government; holding departmental enquiries; and ways departmental enquiries; and ways of ascertaining the grievances of the public and removing them.

Assistant Police Prosecutors

42. A separate cadre of Assistant Police Prosecutors, whose minimum educational qualification is a law degree, exists for conducting cases in courts, other than the sessions courts, in Assam, Bihar, Haryana, Himachal Pradesh, Orissa, Punjab, Rajasthan, Uttar Pradesh and the Union Territory of Delhi. The duration of their institutional training varies from two months in Madhya Pradesh to twelve months in Uttar Pradesh. In Rajasthan, Punjab and Bihar the duration of training is six months. In Punjab, Himachal Pradesh and Haryana the institutional training is followed by practical training of six months at a rural police station. In Madhya Pradesh, the practical training consists of attachment to a police station for one month each as extra investigating officer and station house officer; and to a circle Inspector for one month. In Rajasthan, they are attached to a police station for three months, the district police office for fifteen days and the state Police headquarters for fifteen days to learn the work of the finger print bureau, the modus operandi bureau and the forensic science laboratory. Thereafter they are attached to the Police Prosecutor and the Government Advocate for five months.

43. In our opinion, well qualified law graduates should be employed for

prosecution work and the States, where Sub-Inspectors are used as prosecutors, should have a cadre of Assistant Police Prosecutors. Being law graduates, they will need to be taught only the minor Acts which are of relevance to police work, forensic medicine and forensic science. However, the subjects for their examination should include the I.P.C, the Cr. P.C and the Indian Evidence Act Their training will have to lay stress on investigation and court procedures. They should be familiar with the duties and responsibilities as also the difficulties of the police in the prevention and detection of crime, the elements of criminology and the organisational structure and functions of the police. They should be given instruction in on how to behave with witnesses while the latter are waiting to be examined or during examination. Courtesy, looking after their personal convenience, and prompt payment of diet money etc. are important in this context. Assistant Police Prosecutors should be imparted basic training for a duration of six months in the police training college. Before attending court during field exposure, the local Police Prosecutor should give them notes relating to the case and their attendance should be followed by a discussion with the police Prosecutor. In States where Assistant Police Prosecutors are required to wear uniform, they should be taught elementary drill. They should also be required to attend the physical fitness programme and play games along with the other trainees. The syllabus for their basic course in the police training college is at Appendix XXVII.

44. After the institutional training, the Assistant Police Prosecutors should be attached to a medium sized station for a period of one month of familiarise them with the records and the routine work of the police station. They should accompany the station house officer in the investigation of important cases. Thereafter, they should be posted to the prosecution branch and work under the supervision of the Police Prosecutor for two months, before they are allowed to function independently. During this period. they should be required to attend hearings in two sessions cases, two warrant cases, one summons case and one summary trial. They should also learn the work of the Police Prosecutor's office, including the maintenance of various registers, the working of the finger print branch and the mal-khana, and the preparation of briefs on challans and acquittal and other reports.

45. After an Assistant Police Prosecutor has put in about eight years service, he should be required to undergo a refresher course of six eight weeks duration. In this course, he should be given instruction in the latest advances in forensic science and forensic medicine, new legislation and important rulings.

46. We are not recommending any course for Assistant Police Prosecutors for promotion to the rank of police Prosecutor since they would be acquiring the necessary expertise in prosecution work through experience, and promotion will not involve any fundamental change in their duties and responsibilities except that as police Prosecutors they will be required to handle more complicated cases and exercise supervision over the work of Assistant Police Prosecutors and the other staff of the prosecution branch. The administrative aspects of their work would be covered by the refresher course suggested above.

CHAPTER IX TRAINING OF CONSTABLES

Present Arrangements

Constables are trained in the police training schools in the States, except

in Rajasthan where basic training is imparted in the range training centres and in Assam, West Bengal, Orissa and Tripura, where it is given in the police training colleges. Calcutta and Bombay have their own training schools for Constables of the city police. The duration of the basic training is four and half months in Tripura, six in Andhra Pradesh, Bihar, Kerala, Mysore, Nagaland, Uttar Pradesh and West Bengal, seven in Punjab and Goa, eight in Gujarat, nine in Jammu & Kashmir, Madhya Pradesh, Orissa, Tamil Nadu, Delhi and Maharashtra and ten in Assam.

2. We have described in chapter VI the functions of the Constables. He is the most frequently seen police officer and generally the first to come in contact with the public. Though turn out and smartness impress the people by and large, judge a Constable by his behaviour and the extent to which his attitude is helpful or otherwise. This applies in particular to the non-affluent section to whom the Constable is the visible symbol of authority and who expect him to use it for safeguarding their right and rendering them assistance in the solution of their problems. The Constable's power of arrest, even though limited, give him large scope for the use of his authority. His training should, therefore, concentrate on imparting professional skills and developing his abilities and attitudes in a manner which will enable him to discharge his functions effectively. It will also be necessary to make him physically fit to cope with the rigours of the service.

Syllabus

3. The syllabi of the basic courses for constables in the different States show that, by and large, they lay stress on crime prevention, assistance in the investigation of crime and maintenance of law and order, drill, discipline and smartness, and building physical stamina. First aid, general knowledge and the principles of police conduct are included in all these syllabi. Elementary knowledge of the Constitution is imparted in Delhi, Jammu & Kashmir, Uttar Pradesh, Maharashtra, Orissa, Tripura, Madhya Pradesh and Punjab. In some States, training is given in observation and memory, relief work, social defence and the prevention of social vices.

4. Maximum attention should be paid in the training of a Constable to his behaviour and attitude towards the common man. The need for courtesy, humour and impartiality, a constant awareness of the right of the citizen and of the constraints under which a Constable has to function, and a high sense of duty and service to the people have to be emphasised.

5. A Constable is required to deal with individuals as well as groups of people. He has to face large crowds, with different affiliations and motivations, which may be angry, frustrated, peaceful or violent. He should, therefore, have some understanding of human behaviour and the attitudes appropriate for dealing with different types of people and situations. Students and organised labour, in particular, need to be handled with maximum patience and tact.

6. We have stated earlier that there is need to develop in a Constable the attitude that, instead of looking at his work as a task to be performed mechanically, he should have a feeling of involvement in the large purpose of police work. He must, therefore, know the "why and how" of his duties as related to the different situations he may have to face and the laws he has to enforce. Only then can he derive greater job satisfaction. It would be useful to bring out the purpose behind various legal provisions, and social legislation in particular, in order to impart a better understanding of the attitudes that are required in a constable while exercising his legal powers. Greater use of audio-visual aids, demonstrations, practical exercises, discussions and role plays would facilitate the attainment of this objective. We have mentioned the need for orienting policemen to the requirements of

urban policing in the preceding chapter. What has been stated there with respect to the training of Sub-Inspectors applies equally to Constables.

7. The Physical fitness programme recommended by us for the higher ranks should be introduced in the police training schools as well. Training in unarmed combat is even more essential for Constables. They should also be able to ride a bicycle and know how to use the telephone.

8. Based on the above considerations, a revised syllabus for a nine months basic course for Constables has been framed and is at Appendix XXVII. This syllabus lays more emphasis on indoor than on outdoor work.

Daily Schedule

9. As for senior ranks, the daily programme of training of Constables should begin with a period devoted to physical fitness. All other outdoor training and tutorials should be conducted in the afternoon. Some time should be made available in the evening for study in the library. In view of the importance of night work for the police the entire training programme for a particular day may be conducted at night once each month.

Evaluation

10. In order to assess what the trainees have learnt, examination and/or tests should be conducted from time to time throughout the course. The first examination may be held three months after the beginning of the course in order to grade the class into homogeneous groups and final examination at the end of the course. In addition, periodical test during the course would ensure assimilation of the instructions by the trainees, assist the instructors to measure the extent of revision necessary, keep the tempo of the course high and the interest of the trainees alive and make sure that they study the subjects from day to day instead of postponing it to the time of the last examination. Apart from these examinations and periodical tests, which could be either oral or written, there should be practical exercises to test the trainees' skills.

11. We feel that the guide scheme recommended by us for the training of the higher ranks should be introduced in the police training schools also. A group of about fifteen recruits should be attached to each instructor, who would guide them in their studies and also develop informal contacts with them with a view to evaluating their attitudes and correcting them, whenever necessary. He should maintain a descriptive record concerning the attitudes and behaviour of each trainee attached to him. In respect of the other trainees also, he should keep a record of any incident which comes to his personal notice in the class room or outside. Twice a year, at the middle and again at the end of the session, all the instructors should meet in a conference to be presided over by the head of the institution. They should discuss the attitudes and behaviour of each trainee, make a final assessment and give the Commandant's marks which should be added to the marks obtained in the written and practical examinations and other tests for the final grading. The assessment of attitudes is no easy task and the staff will have to be specially trained for this purpose.

Practical Training

12. There is no system of imparting practical training to Constables except in Maharashtra, where he is given practical training for six months at a police station under the supervision of the officer in charge, and in West Bengal, where he is attached to a court, a police station and the district reserve for a total period of six months. The Delhi Police Commission recommended that, after passing out from the police training school, a Constable should be on practical training for a period of six months in a

police station where he should first be given duties which can be performed in the company of other trained Constables, such as patrols, sentry, escorts etc, Later, he should accompany them on duties which are performed individually like process serving, fixed post or nakabandi etc. This period of attachment to senior Constables should last for four months and thereafter he should be required to do every phase of his work independently for the remaining two months. The Assam Police Commission considered that two months practical training, which would include beat work, arrest and raids, service of processes, accompanying investigating officers, preservation of scene of crime, day and night patrolling and surveillance, should be sufficient. The trainee should in the first phase, accompany experienced and selected men and thereafter he should in the first phase, accompany experienced and selected men and thereafter he should perform these duties independently It also recommended that the Constable should be taken along by investigating officers when witness are put up in courts so that he may get a practical idea of how evidence is given. The Tamil Nadu Police Commission suggested that the institutional training of one year for Grade I Constables should include a brief period of attachment to the local police stations for practical training . The Bihar Police Commission recommended a sandwich course of three months practical training in the one year's basic institutional training. The Punjab Police commission felt that the training of Constables should comprise extensive orientation and indoctrination during the first nine months, to be followed successively by nine months field service under proper supervision, a nine months course in general knowledge, law and physical toughness and, finally, a nine months period of field work in a thana, The working group of the Administrative Reforms Commission on police Administration had recommended the sandwiching of six months practical experience between two periods of six months training at the police training school.

13. The object of practical training is to enable the recruits to apply the instructions they have imbibed at the school. The Constables are the eyes and ears of the officer in charge and his main working instruments. They have often to act independently as law enforcement officers, particularly in matters relating to suspicious characters or property, and to develop the capacity to observe and detection of crime but even while dealing with crowds or law and order problems. Training the senses to spot suspects or suspicious property during beat or bazar duty or night patrolling by itself takes a long time. Practical training has, therefore, to be very thorough and should be so arranged that from the very beginning of their service, the recruits learn to apply their minds and use initiative . There should be emphasis on night work and the training should include an attachment to social service institutions (as mentioned in para 8 of chapter VIII), wherever they exist, for about two hours a week.

14. A system of maintaining observation note books, in which a constable records all the observations made by him daily at the closed of the day, is in vogue in some States. Much can be achieved in training a Constable to apply his mind to his work intelligently by encouraging and guiding him to make meaningful entries in his note book. This should be a part of practical training so that it becomes a regular habit with every Constable.

15. To cover all these items of practical work, we have suggested a six months field training programme as detailed in Appendix XXXIX. This training can be best conducted at medium-sized police stations, which combine some urban and some rural areas and are also the headquarters of the Circle Inspector. Its supervision should be made the responsibility of a specially selected and well-motivated Sub-inspector known for his

integrity and efficiency who might if necessary, be an additional officer depending on the number of constables to be trained. Specially selected senior Constables/Head Constables to whom the trainee Constables would be attached to learn the work should be posted to this police station. The sub-Inspector in-charge of the training should submit monthly progress reports on each trainee Constable to the Deputy Superintendent, Training. At the end of the practical training the Deputy Superintendent, Training, should personally examine each Constable to ascertain if he has made satisfactory progress and developed the correct attitudes, and submit a report to the Inspector General/Deputy Inspector General, Training, pointing out the favourable characteristics and the defects to enable the latter to decide whether the services of any constable should be dispensed with or whether his period of probation should be extended in the cases of those reported upon adversely. The report would eventually be filed with the service record of the constable concerned.

16. It is desirable that during the first few years of their service, Constables of the civil police should not be posted to the reserve lines where they would either form part of the reserve or perform mechanical duties. They should spend the first three years in police stations so that they can acquire proficiency through experience of field work. In order to give them an incentive to learn their work intelligently and to perform it efficiently, they should be allowed to take the examination for promotion period. Career planning should make it possible for a deserving Constable to earn promotion by the time he has put in about five years service.

Promotion Courses

17. Constables selected for promotion to the rank of Head constable are put through a course lasting two and a half months in Andhra Pradesh and West Bengal, three in Assam and Madhya Pradesh, six in Bihar Punjab and Rajasthan and eight in Uttar Pradesh. A three months course for Head Constables selected for promotion to the rank of Assistant sub-Inspector is conducted. It is six months in Mysore and Rajasthan and nine in Punjab.

18. The system of utilising Head Constables and Assistant Sub-Inspectors for investigation; work varies from state to state. In Uttar Pradesh, Head Constables are not authorised to take up investigation; but Assistant Sub-Inspectors promoted from Head Constables act as extra investigating officers. In West Bengal, Bihar and Orissa Head Constables do not investigate and Assistant Sub-Inspectors take up investigation only when directed by the officer in charge. In Tamil Nadu, Kerala, Mysore, Andhra Pradesh, Madhya Pradesh and Punjab, a Head Constable undertakes investigation of simple cases either in the absence of a senior officer from the police station or when he is deputed for the purpose. Assistant Sub-Inspectors, however, are utilized for investigations are generally verified by the Sub-Inspector before the submission of the final report or charge sheet. We have recommended the High School examination as the minimum educational qualification for Constables, but we expect that men with even higher educational qualifications will be joining the constabulary in future and that the new batches of Head Constables will also be better trained and motivated. We recommend, therefore, that in all States the investigation of simple cases should be entrusted to Head Constables and they should also be authorised to take up investigation of other cases in the absence of an officer of higher rank from the police station. Similarly, Assistant Sub-Inspectors should be utilised as extra investigating officers. This would make both these ranks feel more responsible and provide some relief to the investigating officers in their heavy workload. Promotion to

the rank of Head Constable will, therefore, have to cover a large area of knowledge and skills that will be required for the discharge of new duties. It will include detailed instruction on the procedures and techniques of investigation, related laws, forensic science and forensic medicine, social defence and the preventive aspects of police work. There should be emphasis on human behaviour and the role of the police in the context of the changes that are taking place in the country. The integrated method of teaching should be adopted as in the case of Sub-Inspectors. We recommend that the duration of this promotion course should be six months.

19. Head Constables selected for promotion to the rank of Assistant Sub-Inspector should undergo a three months course. As Assistant Sub-Inspectors, the officers will have to share the responsibility of supervision with the officer in charge and also investigate comparatively more complicated cases. Subjects relating to the prevention and detection of crime will need brushing up. In addition, the course should include training in supervision and leadership and in handling specialised forms of crime; the role of the police, human behaviour and police attitudes; methods of crowd control and the handling of different types of situations, particularly those relating to students and industrial workers. Motor cycle riding and maintenance should also be included.

Refresher Training

20. Refresher training is given to Constables in police training schools in Andhra Pradesh, Gujarat, Maharashtra and the Union Territory of Goa, Daman & Diu for periods varying from four weeks in Goa to five months in Gujarat. In some States like Assam, Bihar, Madhya Pradesh, Jammu & Kashmir, Orissa, Punjab, Uttar Pradesh and West Bengal, the practice is to mobilise Constables in the district headquarters for one month every year for refresher training. All our witnesses were emphatic that this mobilisation serves little purpose, beyond enabling them Constables to go through their annual musketry practice. Hardly any training takes place since the force mobilised at district headquarters is quite frequently deployed on emergent duties. There is, besides, no uniform syllabus for this training. Head Constables are given short refresher courses in Gujarat and the Union Territory of Goa, Daman & Diu lasting 21 days and a month and a half respectively.

21. Thus, by and large, the only training that Constables receive throughout their service is the basic training on recruitment. A vast majority of them mark time as Constables without any hope of promotion and they perform their duties in a mechanical way. The lack of any further training coupled with a lack of promotional opportunities seriously affects their efficiency and has an adverse effect on the image of the police. We consider a refresher course for Constables essential to maintain their professional efficiency and to ensure that they maintain the attitudes desirable in police officers. A refresher course of four weeks duration should be compulsory for Constables at intervals of seven years. The human relations content of this training programme will have to be substantial with emphasis on the development of correct attitudes and the preventive and social defence aspect of police work. To be purposeful and effective this training should be conducted in police training schools. The syllabus suggested by us is at Appendix XXX. The refresher courses should also be utilised to identify Constables of a promising type for being encouraged to work their way up.

22. We would like all Constables to attend the refresher course but since their number is very large, the course should be restricted to those

Constables who are capable of deriving the most benefit from it. Constables who have completed 25 years of service or 50 years of age, those who have a persistently unsatisfactory record of service and Constables who have done a promotion course or have been approved for promotion need not be sent for refresher training.

23. The posts of Head Constables and Assistant Sub-Inspectors are filled by promotion in all the States, except Punjab, Haryana and Himachal Pradesh, where the latter rank is filled both by direct recruitment and promotion. Thus all Head Constables and Assistant Sub-Inspector who have put in seven years service in their respective ranks, should be required to undergo at intervals of seven years a refresher course of eight weeks duration with a bias on scientific methods of crime detection. It should include an attachment to the State Forensic Science Laboratory for a week. Their knowledge of law and procedure with regard to investigation should be refreshed and they should be acquainted with new laws and court rulings and the preventive and social defence aspects of police work. Police-citizen relations should form a part of the course. The syllabus suggested by us is given in Appendix XXXI. The exceptions made in the preceding paragraph would apply in this case also.

Self-Development

24. As mentioned in chapter VI, there are a large number of Constables whose educational qualification are meagre. A number of them are even illiterate. Since it is otherwise also desirable to raise the educational standards of the police, opportunities should be provided to Constables for self-education. As regular classes may not be feasible for the constabulary, whose hours of duty are irregular because emergencies requiring the deployment of men in large numbers are frequent, the solution lies in encouraging them to avail of correspondence courses and/or evening classes for improving their educational qualifications to the extent this can be done without detriment to their duties. We understand that some correspondence courses are now available in the country. It would facilitate this process if Government bear the charges on account of the fees for these courses. A list of such courses, prepared on the basis of information collected from the University Grants Commission and the Ministry of Education is at Appendix XXXII. Suitable allowances may be sanctioned to Constables who pass the High School or higher examinations in the form of advance increments. This will provide the necessary motivation.

CHAPTER X TRAINING OF ARMED POLICE

Functions

The armed police, consisting of a well trained body of personnel, provides a reserve force to aid the civil police whenever required. The functions of an armed police battalion are, mainly, to assist the civil police in the maintenance of law and order and in the management of large crowds at fairs, festivals, public meetings, elections and visit of VIPs; quell riots and communal disturbances, conduct anti-dacoity operations and perform counter-insurgency duties and tasks connected with border security; help the civil population during natural calamities; guard VIPs and vulnerable points; escort prisoners, treasure, etc; assist the Army during peace and hostilities; and guard prisoners of war, control and protect refugees and assist civil defence units wherever necessary.

2. A State armed police battalion usually consists of six active companies, each comprising of three platoons, each of which is in turn divided into three sections. The Commandant of a battalion is an officer of the rank of Superintendent of Police and is assisted by two or more Assistant Commandants of the rank of Deputy Superintendent. The Company, Platoon and Section Commanders are of the rank of Inspector, Sub-Inspector and Head Constable respectively.

Basic Training Courses

3. In the States, which have a large number of police battalions, such as Uttar Pradesh, Madhya Pradesh, Tamil Nadu and Punjab, training is given at the armed police training centres/battalions, while those with a smaller number of battalions impart training within the units. In a few States like Madhya Pradesh and Uttar Pradesh, a Constable recruit is given preliminary training in the unit for a couple of months before he is sent to the training centre/battalion to help him to find his feet and prepare him for the strict discipline of a training centre. The duration of the basic course for constables varies from six months in Madhya Pradesh and Uttar Pradesh to ten months in Tamil Nadu. The subjects included in the basic course are physical training, drill, discipline, sentry duty, weapon training, bayonet fighting, lathi drill, crowd control, tactics, fieldcraft and unarmed combat. Instruction is also imparted in law, general knowledge, first aid, hygiene and sanitation, and map reading. However, the degree of importance given to particular subjects varies in the States. While some States like Tamil Nadu stress drill, guard and sentry duty, other States like Madhya Pradesh and Uttar Pradesh pay more attention to fieldcraft, tactics and toughening in general. The duration of the basic course for Platoon Commanders in Uttar Pradesh, Tamil Nadu and Madhya Pradesh is eight, ten and twelve months respectively.

4. Basic training in the armed police has the objective not only of training the personnel to a high degree of efficiency in the use of weapons and equipment and the performance of their duties but also of making them physically tough, disciplined and capable of working in a team for the successful achievement of a common aim or task. An examination of the training programme of armed police personnel indicates that there is considerable stress on the teaching of professional subjects with little, if any, attention to an understanding of the role of the armed police in relation to the people or on inculcating proper attitudes in dealing with the latter. A large number of witnesses told us that the armed police were being increasingly deployed on duties such as controlling large crowds at fairs and festivals and in connection with elections, political meetings and processions, and they urged that the training programme should be enlarged to impart to the armed police personnel a proper understanding of the purpose behind their tasks. An armed policeman needs to be courteous, helpful, kind and yet firm while dealing with the public. These requirements have been kept in view in preparing the syllabi of the various courses for the armed police. Since a lot of their work is performed at night, there should be due stress on night work during their training..

Constables

5. A Constable of an armed police battalion has to perform sentry, patrol and picket duties; guard and escort prisoners; deal with large crowds during melas, processions, VIP visits and disturbances; take part in operations against dacoits, insurgents and extremists; and help the civil population during natural calamities. He must be made fully conversant

with these duties and the laws which give him powers to act or which require his intervention, and with the organisation and working of the police department, other departments of the Government in the State and at the Centre, and of the armed forces and other auxiliary units. A syllabus for a nine months basic course for Constables of the armed police is at Appendix XXXIII.

Sub-Inspector (Platoon Commander)

6. A Platoon Commander is in charge of the administration, training and discipline of a platoon and, should an occasion arise, of a company. He has also to know the administrative duties of a Subedar Adjutant, a Subedar Quarter Master, etc. He must be proficient in all the duties which his subordinates may be called upon to perform. The men look up to him for guidance and expect him to lead and look after them in all situations. He should be able to motivate them and be capable of acting swiftly and decisively with boldness and courage and with a proper understanding and appreciation of the situation to be faced. His subordinates, colleagues and dependable person. The syllabus for a nine months basic courses for Sub-Inspectors of the armed police is at Appendix XXXIV.

Orientation Course

7. The duties which the armed police perform are different in many respects from those of the civil police. Therefore, it is essential that officers of the rank of Sub-Inspector, Inspector and Deputy Superintendent transferred from the civil to the armed police should attend an orientation course with emphasis on unarmed combat, weapon training, fieldcraft, tactics, map reading, emergency relief operations and the functions of the armed police. This course need not be a regular feature and can be conducted once a year, or whenever necessary depending on the number of personnel required to be trained. The syllabus for a four months orientation course is given in Appendix XXXV.

Promotion Courses

8. We consider it necessary that promotion courses should be arranged for the various ranks of the armed police, in which, besides refreshing the knowledge and skill already acquired, inputs are provided to assist the officers to cope with their new duties and responsibilities. We recommend the following promotion courses:-

(i) A course for Constables selected for promotion as Head Constables. As a Section Commander, a Head Constable has to lead his men and be responsible for their training, discipline and administration. He should be able to handle a platoon, should such an occasion arise. The course should include instruction in all these duties.

(ii) A course for Head Constables selected for promotion as Sub-Inspectors. Instruction should be given in the duties and responsibilities of a Platoon Commander. The additional subjects to be taught are maintenance of registers, documents etc, of a platoon; duties of the Subedar Adjutant and the Subedar Quarter Master; platoon and company drill; and leadership and supervision.

(iii) A course for Sub-Inspectors selected for promotion as Inspectors. An Inspector in an armed police battalion is required to administer, train and command a company. In addition to teaching these duties, the course should include instruction in holding departmental enquiries and in leadership and supervision.

9. The topics mentioned under the heads 'General' and 'Human Behaviour' in the basic course should be included in all these promotion courses, which will be of four-teen/fifteen weeks duration.

Refresher Course

10. In the armed police, the scope for pro- motion depends on the number of armed police battalions and one may have to wait for several years in the same rank before promotion. Refresher training is, therefore, of special significance in the armed police, since the professional knowledge and performance of every single individual in the field has to be kept up-to-date and of the re- quired standard. There should be stress in refresher courses on weapon training and musketry, tactics, fieldcraft, security duties and crowd control. Topics under the heads 'General' and 'Human Behaviour' in the basic course should also be included. All officers should undergo refresher courses every seven years, except those who have done a promotion course or are approved for one. We recommend the following refresher course:-

- (i) A three months refresher course for NCOs (Head Constables and Naiks) to be conducted in the units.
- (ii) A fourteen weeks refresher course for Sub-Inspectors (Platoon Com- manders) to be conducted at the State armed police training centre.
- (iii) A fifteen weeks refresher course for Inspectors to be conducted at the State armed police training cen- tre.

Specialist Courses

11. Weapon Training Course-The correct and effective use and the careful and regu- lar maintenance of the weapons issued are matters of supreme importance for the effi- ciency of an armed police unit. Section and Platoon Commanders should have a thorough knowledge of these weapons so that they can make the best use of them and also instruct and train their subordinates in handling and maintaining them properly. There is need, therefore, of a course design- ed to make such officers proficient in the maintenance and use of all the weapons (rifle, LMG, sten/TMC, pistol/revolver, gre- nade, 2" mortar, etc.) that are or may be issued to an armed police battalion. The course should include fieldcraft, close quar- ter battle exercises, booby traps., demolition sets, range organization and butt duties, sighting, dismantling and assembling of weapons, maintenance procedures, location of faults,and preparation of training pro- grammes. The training should lay adequate emphasis on night work. The course will be of three months duration. A Platoon Com- mander should attend this course within the first four to five years of his service. Head Constables doing well in this course can be selected to work as instructors in their units.

12. We recommend the following other courses for the armed police:-

- (i) Handling of unexploded bombs and explosives (one week).
- (ii) Field engineering (one month).
- (iii) Quarter Master's duties (one month).

Instructors Course

13. The training of outdoor instruction is of special importance in the armed police. Out- door instructors are required for the follow- ing branches of specialization:-

- (i) Drill
- (ii) Physical fitness.
- (iii) Unarmed combat.
- (iv) Weapons.

- (v) Tear-smoke.
- (vi) Anti-dacoity operations.
- (vii) Counter-insurgency and anti-extremist operations. We shall refer to the training of outdoor instructors in chapter XII.

Evaluation

14. We recommend the same system of evaluation for the armed police as we have suggested for the corresponding ranks of the civil police. Since in the armed police, practical application is more important than theoretical knowledge the trainee should, in addition, be assessed regularly on his performance in the handling of weapons and equipment and in the deployment and management of personnel. A general impression note should be maintained by the instructors in respect of each trainee in which the former should record any notable incident which comes to his personal knowledge particularly in regard to attitudes and behaviour. The general impression notes should be discussed and the Commandant's marks should be awarded in a conference of the instructors with the head of the institution towards the end of the course. These marks should be added to the marks obtained in the written and other tests for final grading.

Method of Instruction

15. The integrated method of teaching should be used wherever possible. While dealing with subjects like crowd control, communal disturbances, rioting, counter-insurgency etc., the relevant legal provisions should be explained along with an exposition of the attitudes required for dealing with different situations. The maximum possible use should be made of audio-visual aids, including and model discussions, tactical exercises without troops and outdoor exercises.

Daily Schedule

16. The nature of their work and living conditions ensure that armed police personnel have the opportunity for physical training throughout their service, except during emergencies. The physical fitness programme recommended for the civil police need not, therefore, be adopted in the armed police. Instead, there should be a regular physical training programme intended to make the personnel tough. Their daily schedule of training should begin with physical training in the morning and the indoor classes should be held when the trainees are least fatigued, i.e. in the forenoon. Outdoor work like weapon training tactical exercises and other practical work can be done during any time of the day.

17. We have not considered the training requirements of the armed police forces under the Central Government because their organisation, function and problems are of a special nature.

CHAPTER XI RE-ORIENTATION OF EXISTING PERSONNEL

We have made detailed recommendations in the preceding chapters as to the kind of persons who should be enlisted in the police forces at different levels, the methods to be adopted for their selection and the system of their initial and in-service training at various stages of their career. These recommendations, when implemented, will ensure that the new entrants to the police force will have the necessary attitudes and skills which will lead to improved efficiency and better police-citizen relations. But the annual additions to the force are at best a small percentage of the total number. If

the new programmes of training have to make an impact, it is important that they cover not only the new entrants but also the existing personnel. It is necessary, therefore, to devise a programme which can help the existing six lakhs and more policemen to gain a better appreciation of their role in contemporary India, of what the Government and the people expect of them and how they can re-orient their attitudes to come up to these expectations to the maximum possible extent.

2. An attitudinal transformation in the police force so that it may be in tune with the aspiration of a developing society can be brought about only by a rapid change of perspective in the senior officers who set the example as to what should be done and how it should be done. It is they who manage the field workers and supervise their actual performance. It is on them that the responsibility lies to correct, to reward and to punish as necessary. We feel, therefore, in consideration particularly of our limited resources, that a massive effort should be launched first of all to re-orient the attitudes of the senior police officers. If there is keen appreciation at their level of the changing role of the police, of the human and behavioural problems with which the police have to deal and of the need for appropriate changes in attitudinal and management concepts, they will develop a consciousness that a great many problems can be solved by proper and constant attention to the training and supervision of the personnel under their command.

3. The authorised strength of the Indian Police Service at present is 1790 officers of whom about 1300 are of and above the rank of Superintendent. About 200 of the latter are officers of administrative ranks i.e. Deputy Inspectors General, Additional Inspectors General and Inspectors General. We recommended the following measures for immediate adoption for developing in these officers an adequate consciousness of the importance of training for re-orienting the attitudes of the police personnel of the subordinate ranks towards their work and the people:-

(i) The Institute of Criminology and Forensic Science should organise in collaboration with the National Police Academy and one or more institutions concerned with management training, a three-days seminar in New Delhi for all Inspectors General and Additional Inspectors General in which discussions may be arranged with the participation of an interdisciplinary faculty on the following topics:-

- (a) The changing role of the police in contemporary India.
- (b) Conflict areas and the problems that emerge from them.
- (c) Human behavioural problems and how they are accentuated or relieved by different attitudinal approaches.
- (d) The role and range of training.

(ii) Similar seminars should be organised by the Institute for officers of the rank of Deputy Inspector General at different regional centers in the country for about 25 officers each. About five such seminars will be required and these could be arranged at Calcutta, Ahmedabad, Hyderabad, Bombay and Delhi.

(iii) The Institute of Criminology and Forensic Science should develop a ten days course on this subject for Superintendents of Police and try to run 25 such courses every year for 20 officers in each course. This will enable practically all Superintendents of Police in the country to be put through this course in the next two years. The content of this course may be as follows:-

- (a) The implications of the changing social, political and economic conditions in India for the role of the police
- (b) The role of the Superintendent of Police in the context of the value and significance of training.

(c) Understanding human behaviour with reference to conflict situations and critical social groups- problems relating to students and youth, industrial and agrarian workers, political parties, radicals and reactionaries, communal strife and linguistic and regional conflicts.

(d) Police-community relations- importance and techniques.

4. The staff and other facilities at the Institute should be augmented suitably for this programme to be carried out in a meaningful manner.

5. The Re-orientation of the leadership of the force, while achieving a great deal, will not be enough to attain our objective. Some input in orientation will have to be given to the other ranks also. We are recommending a series of refresher, specialist and promotion courses for officers of the ranks from Constable to Deputy Superintendent. Some of the existing personnel will participate in these courses as soon as they get started. There will, however, be many who will have to wait for a long time before they get an opportunity to attend. We recommend that short courses should be started in all the State police training colleges, on the lines of the course to be developed for Superintendents of Police by the Institute of Criminology and Forensic Science, for Deputy Superintendents, Inspectors and Sub-Inspectors separately in such a manner that all officers of these ranks who will not be going to any of the other courses suggested by us, who are not above the age of 50 years and who have a reasonably good record of service can be put through these courses within the next two years. If the duration of these courses is limited to seven to ten days, it should not be difficult to spare officers for attending them.

6. It is obvious that these courses will have to be conducted largely by guest faculties, which may consist of sociologists, psychologists, senior politicians and Ministers, senior officers of the administrative, judicial and police services and representatives of the press, industry and management, education etc.

The technique of instruction should not be confined to lectures. The background situations and problems should be stated and discussions should take place on the issues that may be formulated therefrom. There should be an effort to encourage maximum participation on the part of the officers attending such courses.

7. There remains the question of the very large numbers of the constabulary, who have the maximum contact with the people. We have given a good deal of thought to the devising of a system for the re-orientation of the constabulary so as to re-model their attitudes to the needs of the present day. The organization of any institutional arrangements for this re-orientation, will not only take time for the process to start, but will also mean a good deal of expenditure. We feel, therefore, that a series of fourteen days orientation courses should be organised simultaneously by the Inspectors General of Police of all States/Union Territories in all districts and armed police units with the help of the best available local talent by collecting batches of 50-60 Head Constables and Constables at the headquarters at a time. This would mean that it would be possible to deliver an intensive input of this kind to a district with upto 1000 Constables and Head Constables in one year. Districts with a large strength may increase the size of each batch or take a little longer to complete the programme depending on the local conditions and facilities available. The content of this course may be as follows:-

(i) Salient features of the Indian Constitution-fundamental rights and directive principles.

(ii) Political, social and economic changes in India since Independence and their implications for the police -major social

problems-national integration, uplift of weaker sections of the people.

(iii) Understanding human behaviour- individual, group and crowd.

(iv) Conduct of the police with the public in general and in particular with complainants, witnesses, suspects, accused persons, traffic offenders, youth, labour, women and children and the infirm and destitute.

8. Head Constables and Constables earmarked for refresher or promotion courses during the period while this programme is in force may be exempted from participating in it to the extent necessary. The Inspectors General/Deputy Inspector General (Training) and the Deputy Superintendents of Police (Training) recommended by us in a later chapter should oversee this programme and give it every possible support and assistance.

CHAPTER XII ORGANISATION OF TRAINING

Having set out the training programme required for police officers of various ranks, we proceed to consider questions relating to the organization of this training. We shall deal with existing arrangements and those required in the States and at the Centre in that order. We shall indicate briefly the present state of affairs in police training institutions and then deal with such specific matters as physical facilities, courses to be run, staff pattern, supervision of training and motivation for attending courses.

2. Organized police forces came into existence in most countries of the world in the 19th Century, but, to start with, it used to be firmly believed that this was a profession in which the requisite expertise could be gained merely by being on the job. We have, therefore, a situation where police training institutions come up at a snail's pace and on an ad-hoc basis. Given a certain standard of native gifts of mind and character and depending on the organizational climate, a new entrant can certainly pick up a part of the knowledge required through the process of self-learning or on the job. But it is now recognised everywhere that if training has to be effective and meaningful, it should be properly and systematically institutionalised. The need for campus training is all the more important in the police as it helps to build up a group spirit which is the sine qua non of efficiency and effectiveness in any disciplined organization. No major police force in the world is without its training institutions.

Present State of Training Institutions in the States

3. There are 60 police training institutions in the States as listed in Appendix XXXVI, which mentions also the courses being conducted therein at present. It will be seen that while the basic training of direct entrants to the civil police is fairly well institutionalised in the country, that of the armed police is not so in a number of States.

4. The overall picture that has emerged from our visits to a number of police training institutions, the testimony of our witnesses and the information received by us from the police training institutions in reply to our questionnaire (Appendix XXXVII) is very disappointing. Indeed, it would not be an exaggeration to say that there has been, what might be called, a callous indifference to the importance of training in practically all the authorities concerned. The figures in Appendix XXXVIII will show that the expenditure which the States incur on police training is very small.

Institution Required

5. We believe that, in all planning for police training, we must take note not only of the needs of today, but also of those of at least the next fifteen to twenty years to come. The existing sanctioned strength and the annual intake of direct recruits in the different ranks of direct recruits in the different ranks is shown in Appendix XXXIX. We consider it necessary that there should be three kinds of institutions in the States in order that the training of all ranks and all branches of the police may receive proper attention. There should be a police training college for the training of Sub-Inspectors, Inspectors and Deputy Superintendents. There should be one or more police training schools for the training of Constables and Head Constable. There should be an armed police training centre for the training of personnel of the armed police battalions.

Courses to be run in State Training Colleges

6. The police training colleges in the States will run the following courses:-

- (i) Basic course for directly recruited Sub-Inspectors-one year.
- (ii) Refresher courses for Sub-Inspectors and Inspectors-eight to ten weeks.
- (iii) Courses on crowd control for Sub-Inspectors, Inspectors and Deputy Superintendents-six to eight weeks.
- (iv) Courses on the investigation of fraud, embezzlement, organised rackets and economic offences for Sub-Inspectors, Inspectors and Deputy Superintendent-six to eight weeks
- (v) Courses on the role of the police in dealing with juvenile delinquency for Sub-Inspectors, Inspectors and Deputy Superintendent-four weeks.
- (vi) Courses on police-community relations for Sub-Inspectors, Inspectors and Deputy Superintendents-two weeks
- (vii) Courses for Head Constables/Assistant Sub-Inspectors selected for promotion to the rank of Sub-Inspector -six months for Head Constables and three months for Assistant Sub-Inspectors.
- (ix) Basic course for Assistant Police Prosecutors-six months
- (x) Refresher course for Assistant Police Prosecutors-six to eight weeks.
- (xi) Refresher course for Deputy Superintendents-eight weeks.
- (xii) Course for Inspectors selected for promotion to the rank of Deputy Superintendent-ten weeks.

7. The exact workload of each police training college will have to be worked out by the State concerned on the basis of the present sanctioned strength of its police force and the plans, if any, for expansion in the near future; but it is obvious that it will be considerably heavier than the present workload and it will be necessary to expand the existing facilities and staff in practically all the State police training colleges. Some of the States which do not have a police training college at present will need to set up new colleges to carry out this programme effectively.

Courses to be run in Police Training Schools

8. The police training schools of the States will have to run the following courses:-

- (i) Basic course for recruit Constables- nine months.
- (ii) Refresher course for Constables- one month.
- (iii) Refresher course for Head Constables/Assistant Sub-Inspectors- eight weeks.
- (iv) Course for Constables selected for promotion to the rank of

Head Constable-six months.

(v) Course for Head Constable selected for promotion to the rank of Assistant Sub-Inspector-three months.

9. The annual intake of Constable is very large in the bigger States. The total number of civil police Constables is over 20, 000 in six States. In some States, the total number of Constables of seven years service, who will have to be put through the refresher course annually may be of the order of 1000 or even more. The Assam and the Tamil Nadu Police Commissions have expressed the view that a police training school should have a capacity for training 400 Constables at one time. The Delhi Police Commission recommended a capacity of 300 trainees, while the Uttar Pradesh Police Commission favoured a capacity of 600. Some of our witnesses have also favoured a capacity of 400 trainees. We have examined this matter and we feel that a police training school with a capacity of 400 would be the most viable. The States and Union Territories may examine this matter in the light of their actual requirements and expand the existing schools or set up new ones as necessary to reorganise the training of Constables and Head Constables, as recommended by us. The course mentioned at serial (v) in para 8 is being run at present in the police training colleges in some of the States, but we feel that it would be better to run this course in the police training schools as this will raise the stature and improve the atmosphere of the schools.

Courses for Armed Police

10. The armed police training centres of the States will have to run the following courses:-

- (i) Basic course for recruit Constables- nine months.
- (ii) Basic course for directly recruited Sub-Inspectors-nine months.
- (iii) Re-orientation courses for civil police personnel transferred to the armed police-four months.
- (iv) Course for Constables selected for promotion to the rank of Head Constable-fourteen-fifteen weeks.
- (v) Course to Head Constables selected for promotion to the rank of Sub Inspector-fourteen-fifteen weeks.
- (vi) Course for Sub-Inspectors selected for promotion to the rank of Inspector-fourteen-fifteen weeks.
- (vii) Refresher course for Sub-Inspectors -fourteen weeks.
- (viii) Refresher course for Inspectors- fifteen weeks.

11. The Assam Police Commission recommended that the training of recruits for the armed police battalions should be organised on a centralised basis in the battalion to which the armed training centre is attached, and this battalion should have two/three recruit companies in its total allocation. The Commission felt that for the training of the recruit companies, the company staff would be sufficient. In view of the fact that a number of courses will have to be run in the training centre as indicated above, we are of the view that all States which have a large enough strength of armed police battalions should have an armed training centre on the lines of the Armed Training Centre, Sitapur, Uttar Pradesh. If the facilities at this Centre prove inadequate for the training of recruits, a State may convert one or more battalions into training battalions, may group together to have an armed police training centre for which staff and finances could be provided jointly. In the alternative the states falling in the latter category could start an armed wing at their police training college/school.

12. There are some small States and Union Territories in the country where the annual intake as well as the total complement of the police force is small and where independent institutions may not be feasible. We re-

commend that the Central Government should set up at least one police training college and one police training school for such States and Union Territories. These could, perhaps, be located very advantageously under the Eastern Zonal Council at Shillong or Gauhati to serve primarily the needs of Manipur, Tripura, Arunachal Pradesh, Nagaland and Mizoram. The central police training college and school can serve as models for the States.

Location

13. We believe that the location of a training institution is of great consequence. The evidence laid before us suggests that a police training institution should be located in or near a city with a university and well connected by rail, road and air communications to facilitate external contacts. Such a location alone can ensure that the trainees are exposed to real life problems relating to crime, crowd and traffic control and law and order during their training, that there is a ready availability of scholars for imparting instruction in subjects like sociology, psychology, current affairs etc. and that there is no difficulty in getting eminent persons to the institution as guest lecturers. Not many of our existing police training institutions meet this criterion.

Physical Facilities

14. A major shortcoming of several of the existing police training institutions is insufficient accommodation. At some places, the institutions are so cramped that even the head of the institutions has no separate office room provided for him. Many institutions do not have regular class-room facilities for the trainees. We have seen classes being held in the open air under the trees for want of any other alternative. Most of them do not have an auditorium or a meeting hall. As many as 26 institutions do not provide any common room facilities for the instructional staff.

15. Of the 57 institutions, from whom we have heard, only nine have residential accommodation for all the instructional staff, while five have no such accommodation at all. The barrack or hostel accommodation for the trainees is also woefully inadequate in a majority of the institutions. In one institution that we visited, the trainees are accommodated in Nissen huts with no ceiling whatsoever to protect them from the sweltering heat of the summer. Each recruit constable is provided there with barely 3' X 6' = 18 sq. feet of space and has to sleep on the floor. In some institutions, the trainees are accommodated in tents. There are glaring inadequacies even in such essentials as toilets, baths, messes and dining rooms.

16. All these deficiencies are due to the fact that many of the training institutions have been accommodated in an ad hoc fashion in buildings constructed for altogether different purposes e.g. old forts or temporary army lines etc. Only ten institutions have their own buildings. The maintenance of the existing buildings also leaves much room for improvement.

17. Most training institutions provide some recreational facilities to the trainees. But much more needs to be done in this regard. Many institutions do not provide any canteen facilities. A few institutions do not have adequate playgrounds. Swimming pools have been provided in seven training schools and four training colleges only.

18. The furniture provided in the class-rooms, barracks, hostels and recreation rooms is generally inadequate and unsuitable. Library facilities are meagre, where provided, and are often accommodated in make-shift arrangements. The annual budget grant for the library is less than Rs. 1000 in a majority of the institutions.

19. Most police training colleges have hospital facilities but these are generally wanting in a number of police training schools. Where a separate

hospital is not available for a training institution, patients are treated in the nearby city hospitals. A few of the institutions engage part-time doctors on an honorarium.

20. At many places, the trainees bear either wholly or partly the cost of the cooking utensils of their messes. In a majority of these institutions, the trainees have to pay for the services of washermen and cobblers as also for electricity.

Recommendations as to State P.T.S./ A.T.Cs- Physical facilities

21. We recommend that the question of providing all essential physical facilities in the police training institutions should receive urgent consideration in the States. The layout and design of the buildings should make adequate provision for the administrative offices, assembly hall and class-rooms, a library and reading room, a gymnasium, a Swimming pool, garages, canteen, married accommodation for the instructional staff and single accommodation for the trainees with adequate toilets, bath rooms, cook houses and dining rooms, extensive grounds for parades and games and facilities for various forms of recreation and artistic and cultural activities. Every police training institution should have a hospital for the treatment of all minor ailments, with arrangements for specialist treatment in the city hospital. The members of the families of the instructional staff should be eligible for treatment in these hospitals. The buildings should be located suitably to prevent any wastage of time in movements from place to place for attending the different items of the training programme and the campus as a whole should permit the development and growth of a healthy corporate life in the institution. Furniture, fixtures and fittings should be adequate to ensure a reasonable degree of comfort while at work or in quarters and should facilitate the use of modern aids to instruction. Sub-Inspector trainees should be provided with hostel accommodation in single or double seated rooms. Accommodation in barracks will suffice for recruit Constables, but each recruit should get a cot to himself and at least a wooden rack or a table to keep his essential belongings and reading material for study. We also suggest that, in all training courses the trainees should be required to pay only for their food and that all other institutional and establishment expenses should be borne by Government. It will be helpful if the Government of India evolve and lay down a standard blue-print and aid the States with suitable building grants for this purpose.

22. Every police training college should have a miniature laboratory. This was recommended by the symposium of the heads of police training institutions some years back. The laboratory should have sufficient equipment to enable demonstrations to be given in various items of forensic work, including finger and foot prints, ballistics, document examination, physical examination etc. We believe that, in the long term plans for the modernization of the police, there is a proposal for having regional forensic science laboratories, besides a central one, in the bigger States. We recommend that one such regional laboratory should be established in the town where the police training college is located.

23. Every police training college/school should have a model police station, which should have a complete set of the forms and registers used in police stations preferably duplicated from entries in the records of an actual police station. It should also have the case diaries and judgements of a sufficient number of cases which may help to give a practical bias to theoretical training.

24. We are pointing out in chapter XIII that audio-visual aids will have to be used on an extensive scale to make the teaching process effective. Many

of these audio-visual aids can be fabricated in the institution itself. A small workshop with skilled personnel should form a part of every police training institution to develop and prepare audio-visual aids and repair and maintain equipment.

25. A paucity of funds and inadequate powers of expenditure of heads of the police institutions have been a serious handicap in improving the existing state, both in relation to physical as well as teaching facilities. We recommend that every police training institution should be given an annual training grant of Rs. 20,000 in addition to funds under specified items. The head of the institution should be empowered to spend the same at his discretion for miscellaneous expenditure with regard to training programmes and aids.

Staff

26. The head of a State police training college should be a Deputy Inspector General in the bigger States and a senior Superintendent of Police of the selection grade elsewhere. The police training school should be headed by an officer of the rank of Superintendent of Police. A Deputy Commandant of the rank of Superintendent of Police and an Adjutant (Deputy Superintendent) should be placed in exclusive charge of the armed police training centre. Where armed wings are set up in police training colleges, an officer of the rank of Commandant, but junior in service to the Principal should supervise all the work of the armed wing.

27. The staff pattern of the police training institutions generally is that, for indoor instruction, a certain number of police officers of the regular line are provided for teaching police rules and procedure and allied subjects and a certain number of police officers of the prosecution branch are provided for giving instruction in law. Subjects of general education are also handled mostly by the same staff. Most of the indoor instructors in the police training colleges are of the rank of Inspector and those in the police training schools of the rank of Sub-Inspector. We have given this matter a good deal of thought. We have added new subjects to the syllabi and we have advocated a new approach to the entire training process. We consider that the status of the instructor, apart from his educational qualifications and professional experience, is an important factor, which influences his effectiveness. We recommend, therefore, that the existing staffing pattern of police training institution should be upgraded and that the indoor instructors in the police training colleges and schools should not be below the rank of Deputy Superintendent and Inspector respectively. We believe that this change, coupled with the changes in the syllabi, will give a much-needed boost to police training in the country within a short time and will also help to overcome many of the difficulties that have been experienced for years in finding suitable instructors for police training institutions.

28. We would also suggest that every police training institution should have three departments, i.e. a department of legal studies, a department of police science and a department of social sciences. In the police training colleges, the legal studies department should be headed by a senior Police Prosecutor, that of police administration by a Superintendent or senior Deputy Superintendent and that of social sciences by a sociologist, psychologist or criminologist of the grade of Reader in a university. The heads of these departments may be one rank lower in the police training schools/armed training centres. All the teaching of law in the various courses to be run at the college/school should be systematically organised by the legal studies department and the other two departments should likewise organise the teaching of all subjects relating to police or-

ganisation and administration etc., and general education respectively. The existing practice seems to be that the syllabus is handed over to each instructor and he goes about it with the class given to him in his own way. A departmental organization of the staff will ensure constant inter-communication within the staff and a pooling of feedback from the trainees with a view to the introduction of improvements as and where necessary. While on this subject we may add that ordinarily, an indoor class should not consist of more than 30 trainees in the case of the lecture method and fifteen trainees in the case of syndicates and tutorials. The staff requirements of the three departments may be worked out on this basis.

29. We have recommended the inclusion of some new subjects in the various courses for officers of different ranks. It may not be possible for the staff of the social sciences department to do justice to all these subjects by themselves and it will be necessary to invite guest lecturers to deliver talks on some of them. In order that eminent people and specialists may be willing to visit police training institutions for this purpose, it will be necessary that the institution should bear their travelling expenses and also offer them a suitable honorarium. We recommend that it should be within the powers of the heads of the training institutions to pay honoraria to guest lecturers at the rate of at least Rs.50 per lecture.

30. The outdoor instructors should not be below the rank of Head Constable and some of those in the police training colleges should be of the rank of Sub-Inspector. The general norm seems to be to provide one instructor for every 20 trainees in drill and musketry and one for every 40 in physical training. For training in outdoor subjects, it is absolutely necessary that a 'demonstration squad' comprising of selected men should be available to each institution. We understand that such a facility has not been provided to many of the existing institutions. The provision of a firing range is also necessary.

Need of Research Cell

31. We have been struck by the total absence of any research facilities in our police training institutions. We will mention later the inadequacy of educative literature. The inevitable result has been that all police training is based on old ideas and practices and the limited experiences of individual members of the instructional staff even while conditions relating to and around police work have been changing fast. In order that the police training institutions remain intellectually vibrant and up-to-date in their knowledge of police problems, research should be considered to be one of their basis functions. While fundamental research may be undertaken mostly by the Central and State police research units, the training institution should also undertake a certain amount of applied research through its instructional staff so that the hiatus between theoretical training and practical police work may be eliminated as far as possible. Research is a vehicle through which the trainers take note of the administrative reality and attempt to provide answers to real life problems. In a developing country where the social milieu and administrative reality undergo rapid changes, it is important for the training institutions to have a close observation and an intimate understanding of changing situations. We recommend, therefore, that every police training institution should have separate cell under a competent instructor for this purpose. In taking up research work along with training assignments, the trainers improve both their competence and credibility. They improvise and adapt techniques and practices which lead to improvement in training. Realistic programmes and competent trainers will together ensure greater trainee participation and effectiveness of the training process.

32. While the field for research is vast, it involves considerable commitment of resources and is a time-consuming process. It would suffice, therefore, for the present, if these research cells confine themselves to problems in the training field for which satisfactory answers have yet to be found, such as the identification of training needs; the proportion between theoretical and practical periods of instruction in a training programme and the proper sequence in which they should be arranged; determining the suitability and effectiveness of various training methods for different instructional purposes, keeping in view the knowledge to be conveyed, the level of the students, the capability of the trainer and the relative costs and benefits of various training methods; development of training material, since the lack of this is a major limiting factor in the qualitative improvement of training programmes; and evaluation of the results of training to determine the extent to which the desired objectives have been fulfilled and the areas in which there is room for further improvement. This research work could be undertaken under the guidance of the Inspector General/Deputy Inspector General, Training, and in co-ordination with the Central Directorate of Police Training which we are recommending later.

Intelligence Work

33. In view of the very great importance of intelligence for duties ranging from law and order to national security, we consider it necessary that training in intelligence should be systematised and each State should have well organised training school for officers of the special/intelligence branch. Model syllabi for the courses required should be drawn up and the instructors trained by the Intelligence Bureau.

Training Reserves

34. We have mentioned in earlier chapters that there are not many refresher or specialist courses being conducted in police training institutions at present. We have been told that it is not always possible to fill up all the seats in even the limited number of courses that are available either because officers are generally unwilling to be deputed to such courses or because the administrative authorities feel that they cannot be spared. This question is connected with the consciousness of the importance of training at all levels. If the system established is such that the administrative officers concerned as well as the officers selected to attend courses of different kinds feel that the training proposed has a useful purpose to serve, there should be no difficulty of this kind. We have no doubt that in the years to come, all concerned will realize the importance of training to an increasing extent. However, a bottleneck will nevertheless remain particularly in view of the fact that we are recommending the institution of a large number of new courses for police officers of different ranks. This bottleneck will be in the non-availability of adequate training reserves. We have found it difficult to work out an exact percentage for the training reserves to be provided in the various ranks in view of the great variation in the size of the police forces of different States and Union Territories. This will have to be calculated by each State and Union Territory for itself and this should be followed by an augmentation of the strength of the different ranks to the extent necessary to ensure that officers can be made available to attend the refresher, promotion and specialist courses organised from time to time.

Motivation for Self-Development

35. Another factor which tends to dissuade officers from attending courses willingly is that this involves the problem of maintaining a double

establishment. Courses whose duration is more than six weeks also involve the officer's transfer and uncertainty as to his posting on the conclusion of the training. We have kept this problem in view in determining the duration of the various refresher/specialist courses that we have recommended. We recommend further as follows:-

(i) An officer deputed to a course, the duration of which does not exceed three months, should not be liable to transfer from the post from which he is deputed to the course. The availability of the training reserve should help to provide a temporary substitute to look after his work during his absence. This, of course, would not apply to officers deputed to courses, the successful conclusion of which is accompanied by rank promotion.

(ii) Officers deputed to courses should be entitled to a compensatory allowance to enable them to meet their incidental and other expenses.

(iii) The courses that an officer has attended and his performance therein should be taken fully into account in all selections and promotion.

(iv) The selection of officers for attending courses should not be a mere casual exercise and should be related to considerations of career planning, the merits of the various officers in the field of selection and their qualifications and experience from the point of view of their capacity to benefit from the proposed course.

(v) Constables passing refresher or specialist courses should also be entitled to wear a stripe on their arms to distinguish them from those who have not attended any such course.

Supervision of Training in the States

36. Manpower constitutes the most important element of the police system. From what we have stated in the preceding chapters, it is evident that important matters relating to personnel administration in the police likerecruitment, training, career development and promotion have not been receiving the attention that they deserve. We have set out in some detail the qualifications to be prescribed and the system to be adopted for the recruitment of police officers of different ranks and also for their institutional and field training. We believe that it will be necessary for the proper implementation of our recommendations in these important respects that a senior police officer of the rank of Inspector General is appointed in each of the bigger States to devote whole time attention to these matters. This officer may be of the rank of a Deputy Inspector General in the smaller States and a Superintendent of Police in some of the Union Territories. He will be responsible to the head of the force for all matters relating to personnel administration and will devote special attention to the management and supervision of the institutional and practical training of police officers of all ranks. We propose that he may be designated as Inspector General/Deputy Inspector General/superintendent, Training, as the case be. We notice seven States of the country already have posts of Deputy Inspector General, Training, but in almost all cases the post combines other duties also and the incumbent is thus not in a position to give his whole time attention to training alone. In some States the Deputy Inspector General, Training, is also the Principal of the police training college. There should be separate officers for these two posts.

37. The Inspector General/Deputy Inspector General, Training, should be provided with a Superintendent, Training, as an assistant at his headquarters and a number of Deputy Superintendents, Training, in the field either on a range basis or by groups of districts, to supervise the practical

training of Sub-Inspectors and Constables. The number of Deputy Superintendents, Training, required in the field would depend on the number of districts in the State and the number of trainees to be supervised at any given time. We must make it clear, however, that this arrangement is not intended to and should not in practice minimize in any way the involvement of the District Superintendent of Police in the practical training of the officers concerned. The Deputy Superintendent, Training, although working under the administrative control of Inspector General/Deputy Inspector General, Training, must keep close contact with the Superintendent of Police in all matters that may come within his purview.

38. The recommendations that we have made in the preceding paragraphs with respect to the police training institutions of the State will undoubtedly entail considerable extra expenditure. We have no doubt that if these recommendations receive the endorsement of the Central Government, the States will be willing to find more money for police training to improve the existing arrangements as recommended by the Central Government if police training is to be re-oriented and modernized to the desired extent throughout the country.

Central Institutions

39. We have mentioned certain central police training institutions in chapter II. These include the National Police Academy at Abu, the Central Detective Training Schools at Calcutta and Hyderabad and the Institute of Criminology and Forensic Science at New Delhi. Certain central police organisations like the Intelligence Bureau, the Central Bureau of Investigation, the Border Security Force, the Central Reserve Police Force and the Central Industrial Security Force also have a number of training institutions in some of which the facilities for training are extended to police officers from the States.

National Police Academy

40. We visited the National Police Academy from the 10th to the 13th of February, 1972. Besides inspecting the buildings, we had prolonged discussions with the Director and the members of the staff as well as the officers under training. We found that there is no campus atmosphere in the Academy at all. The buildings are scattered over a wide area and the Academy does not have playgrounds of its own. The administrative and academic block is ungainly and overcrowded. We saw old bathrooms being converted for use as office rooms. The floor is uneven and the ceiling leaks. The residential facilities for the officer-trainees are most inadequate besides being divided into a number of buildings separate from each other. These buildings are unsuitable for a training institution and the more so for the premier training institution of an important service.

41. There are some facilities for instruction in scientific aids to the detection of crime but there is no forensic science laboratory and there are no modern audiovisual aids to instruction. There is a library, but it does not have either a wide range or an adequate number of books or the latest literature on various aspects of police work and administration. The annual grant for the library at present is Rs. 15000, The expenditure on newspapers and magazines has also to be met from the same grant.

42. We have explained in chapter VII the importance of a concurrent field exposure in the institutional training of I.P.S. officers. A very serious handicap in the present arrangements is that it is not possible to arrange for any such exposure during the theoretical training of the probationers.

Abu is not a district headquarters and rarely has any law and order problems. There is a police station in Abu which falls within Sirohi district, but the incidence of crime in the jurisdiction of this police station is nominal as will be evident from the following table.-

Incidence of cognizable crime reported at Abu Police Station

	1962	1970	1971
Murder			1
Theft			2
Riot			2
Local Acts ..	1	1	3
Burglary ..	4	3	..
Robbery ..	1	..	..
Cattle Theft ..	1	..	..
Other Thefts	3	3	..
Miscellaneous	8	12	13
Total ..	17	20	21

Incidence of non-cognizable complaints filed by the Abu Police Station

Year	Cr.P.C.	M.V.Act
1969 ..	107 Cr. P.C.-3	8
1970 ..	107 Cr. P.C.-6	17
1971 ..	107 Cr. PC.-8	4
	109 Cr. P.C.-1	..

43. The experience of the last few years has been that it is difficult to get eminent persons to visit the Academy as guest lecturers because a good deal of time is taken up in travelling to Abu and back. Indeed some senior police officers, who have a busy schedule, had to decline invitations in the past even to serve as examiners for the final examination of the probationers, because of the difficulty of access and the consequent waste of time involved.

44. In the training plan drawn by us, the National Police Academy will run the following courses:-

- (i) Basic course for I.P.S. officers of sixteen months duration.
- (ii) Senior course for I.P.S. officers- fourteen weeks.
- (iii) Executive Development Programme for officers due to be promoted or who have been promoted as Deputy Inspectors General-four to six weeks.
- (iv) Short courses in certain functional areas-
 - (a) Crime Prevention and Detection.
 - (b) Crowd Control.
 - (c) Crime on the Railways.

45. The role of the service is becoming wider and the relevance of the use of science and technology in police work is increasing. We have indicated elsewhere that the Academy should have a Training of Trainers Wing and

a Case Study Unit with qualified staff for the preparation of training material. We can visualise that the number of courses to be run at the Academy will increase in the future. We are convinced that all these important activities for the training of senior police officers cannot be carried on effectively in an institution located in an inaccessible place, away from the rough and tumble of life, away from any university or other institutions of learning, away from a Central Forensic Science Laboratory and a Central Detective Training School and where even daily newspapers reach after considerable delay.

46. Some of the physical facilities can be improved by repairing existing buildings and constructing others, but additions and alterations of this nature cannot create the campus atmosphere that is needed in the N.P.A. The Academy should not only be a reservoir of up-to-date professional knowledge for the police, but also a source of inspiration to its alumni. It draws officers from all parts of the country with varying backgrounds and mother tongues. It should have an environment and atmosphere in which academic work, both indoor and outdoor, may be blended happily and comfortably with extra-curricular activities of a wide variety. The essential requirements of such an institution would include an administrative block, with a library and reading rooms; staff rooms, classrooms of different seating capacities and facilities for simulating situations; a forensic science laboratory; a workshop; a language laboratory; an auditorium, a gymnasium; a swimming pool; hostels with dining halls and other essential facilities; parade and play grounds; and a miniature range for revolver shooting. Such an arrangement alone can promote effective instruction, a community of outlook and objectives, a team spirit and ideals of national integration and public service.

47. We understand that the Government of India had proposed at one time to shift the Academy to Hyderabad and that land had been acquired and a number of buildings also put up there; but the proposal was subsequently dropped. In view of the several considerations discussed above, we are convinced that it is necessary in the interest of police training that the Academy should be shifted from Abu to any suitable central location which can provide the supporting infrastructure needed for such an institution.

48. As in the case of the State police training colleges, the staff pattern of the Academy is also of an ad hoc nature. We believe that the time has come when the work of the Academy should be organised into four departments as follows:-

- (i) Department of Legal Studies.
- (ii) Department of Police Science.
- (iii) Department of Social Sciences.
- (iv) Department of Research, Development and Information.

49. The syllabi that we have devised for the courses for I.P.S. officers include professional as well as non-professional subjects and the faculty of the Academy will have to consist of professional police officers, scholars in social sciences and specialists in education and management. The professional background and qualifications of the heads of the different departments mentioned above and the staff pattern of each department will have to be worked out by the Director of the Academy in consultation with the Central Directorate of Police Training and experts in universities and other institutions of learning. We may add, however, that it will be necessary that adequate supporting staff should also be provided to attend to the management, welfare and other work of the institution.

Detective Training Schools

50. We visited the Central Detective Training School (C.D.T.S.) at Calcutta and were impressed with the work being done there. The two existing C.D.T.Ss., however, can train only 180 Sub-Inspectors/inspectors annually. The total number of Sub-Inspectors in the country at present is over 13,000 and there are indications that this number will go on increasing in the coming years. We recommend, therefore, that more C.D.T.Ss. should be opened on a regional basis. The existing Schools may be earmarked to serve the needs of the Eastern and the Southern States/Union Territories, and new Schools should be started at Lucknow/Chandigarh and Jaipur to serve the needs of the Northern and the Western States/Union Territories. Efforts may also be made to increase the capacity of the existing Schools to the extent possible without prejudice to the quality of the instruction provided there.

Training of Trainers

51. There are no arrangements in the country for the training of the instructional staff of police training institutions. There are at present seven Deputy Inspectors General, 76 Superintendents, 112 Deputy Superintendents, 330 Inspectors, 836 Sub-Inspectors and 2878 Assistant Sub-Inspectors/Head Constables engaged in instructional duties in the Central and State police training institutions all over the country. We have mentioned that the implementation of our recommendations will involve a re-orientation of the existing institutions and the setting up of some new institutions. The resultant increase in the number of persons required for the instructional staff would naturally be considerable. NO single institution and no single programme will be able to cater to the training needs of so large a staff, and a good deal of the training of trainers will have to be undertaken by the States themselves. But they will need guidance and help for this purpose. We recommend, therefore, that the Central Government should aim at setting up an Institute for the Training of Trainers, when the requisite expertise has been developed and that, in the meantime and as an immediate measure, they may establish a Training of Trainers Wing of the National Police Academy at Hyderabad to conduct courses for instructors of the rank of Deputy Superintendent and above from the training institutions of the Centre and the States. A syllabus for the course has been suggested in chapter XIV. We understand that the Government of India have already agreed in principle to the organization of a course for the training of trainers at the National Police Academy and that it could not be started so far only because of the difficulties of accommodation and availability of a faculty at Abu. Hyderabad will be an ideal location for this Wing as it has a university and a number of other institutions like the Administrative Staff College, the Small Industries Extension Training Institute etc., from where suitable experts could be drawn. Instructors trained at this Wing can be utilized to train instructors of lower ranks in the States by establishing similar or analogous training programme in their own police training institutions.

52. A Deputy Director of the rank of Deputy Inspector General should be in charge of this Wing. To start with, he may be assisted by one Assistant Director of the rank of Superintendent and adequate supporting staff and should start the course with a guest faculty. In due course suitable specialists should be appointed to the Wing on a deputation basis. Simultaneously, efforts may be made to get some police officers, including Superintendents and Deputy Superintendents, trained in the art of teaching in some universities or other teachers training institutions so that, the Wing, and later the Institute, may have a composite and self-sufficient faculty of its own. Some of these police officers could also be sent to attend

specialised courses in training techniques in some of the advanced countries so that they may acquaint themselves with the latest trends in educational research and techniques. We have indicated three such courses in Appendix XXII. The supporting staff, including the administrative staff, and the other facilities that will be required at various stages, can be worked out by the Academy.

Outdoor Instructors

53. Outdoor instructors for the police training institutions will be required to be trained separately in certain branches of specialization as detailed in paragraph thirteen of chapter X. Some of these are covered by courses being run centrally. The Central School of Weapons and Tactics, Indore, conducts courses on counter-insurgency and anti-extremist operations, anti-dacoity operations and weapon training. The Central Training College of the Central Reserve Police Force at Neemuch runs a regular course on unarmed combat. We recommend that the States should take full advantage of the existing courses by sending selected outdoor instructors to attend them regularly so that they may in their turn build up the requisite number of instructors in the States. The physical training programme now in vogue in the police training institutions has been recently revised by a sub-committee of the symposium of the heads of the police training institutions. We have found merit in the revised physical fitness programme and have recommended it elsewhere in our report. The Principal, Police Training College, Nasik, was associated with this work of revision. We suggest, therefore, that a suitable course for training instructors in this new physical fitness programme may be started at the Police Training College, Nasik. Similarly, a course for drill instructors can be organized and run by the Armed Training Centre, Sitapur, where a high standard of expertise has been built up over the years and excellent physical facilities exist. The Police Training College, Phillaur, is the oldest institution in the country to run regular courses on tear smoke; we suggest central programmes at Phillaur and Vellore to cater to the needs of other police training institutions in this subject. What is important in running all these programmes is not only to impart advanced technical expertise in the various branches of specialization, but also to demonstrate the new methods of instruction and to help develop the correct attitudes in the instructor-trainees.

54. The newly-created Institute of Criminology and Forensic Science under the Bureau of Police Research and Development at New Delhi is intended to run only the following courses at present:-

Department of Criminology

- (i) A course in Criminology for Superintendents of Police and Judicial Officers.
- (ii) A senior and a junior level course in Research and Methodology.
- (iii) A course for junior police officers on the Role of the Police
- (iv) A courses in Police-Community Relation for Superintendent of Police.

Department of Forensic Science

- (i) A diploma course in Ballistics for experts.
- (ii) A diploma course in Department Examination for experts.
- (iii) A diploma course in Police Photography for experts.
- (iv) A course in Orientation to Forensic Science for Deputy Super-

intendents of Police.

55. The Institute should develop as early as possible new courses in techniques of management, personnel management and leadership, application of computer technology to police work and social defence for I.P.S officers and should also organize a series of symposia and seminars on various aspects of police work with a view to maintaining a constant dialogue between police officers and various other sections of public opinion. The course on management, mentioned above, could be arranged in the existing institutes of management till the Institute of Criminology and Forensic Science is in a position to undertake them.

56. One of the objectives of the Institute is to undertake and promote research work in criminology and forensic science in the Indian context. We recommend that the Institutes should start a system of fellowships to encourage interested police officers to undertake research work on a whole time basis. The Institute might be affiliated to a university for this purpose.

Training of Traffic Police

57. Traffic problems are becoming more and more complex and difficult not only in the metropolitan cities but also in several other big cities whose number itself is increasing at a fast pace. These problems have increased in the rural areas also all over the country due to increases in road mileage, number and variety of vehicles and road traffic of passengers as well as goods. With economic progress, these problems would continue to become more and more acute. This would necessitate a rapid increase in the strength of the traffic police in the country and would call for specialised training of the higher ranks in the latest techniques of traffic policing. The subject has not received due attention and has remained neglected. Apart from reducing traffic hazards, this aspect of police work has a very important bearing on the image of the police. During our visits, we have found that in cities where the traffic police are efficient, the people by and large have a good opinion about the police. The subject of imparting basic and specialised training in traffic policing not only to the rank and file of the traffic police but also to officers of the higher ranks, therefore, requires urgent attention.

58. There is a Traffic institute in Bombay and a Traffic Training School in Calcutta. As early as 1962, the conference of the Inspectors General of Police had set up a sub-committee to work out the details of a central institution for specialised training of police officers in traffic problems. The sub-committee had recommended the establishment of a central institution for imparting training to officers, preferably with experience of traffic work, from the rank of Sub-Inspector or Sergeant to that of Superintendent of Police. A Central Traffic Institute is, indeed, an immediate necessity. In addition, there should be traffic training schools in all the big States for imparting basic and specialised training to the rank and file of the traffic police.

59. We understand that the Government of India have in principle agreed to the establishment of a Central Traffic Institute but the location of the Institute at a suitable place has still to be decided. The sub-committee referred to earlier had suggested that the Central Traffic Institute might be located either at Calcutta or at Bombay where there would be an opportunity for a direct study of traffic problems of both metropolitan and long distance varieties. While the suggestion was being examined, a further suggestion was mooted that it should be possible to set up an Institute of this kind under the aegis of the National Police Academy. This was,

however, to take place only when the National Police Academy was shifted from Abu to Hyderabad. We feel that the Government of India should take urgent steps to set up a Central Traffic Institute at some suitable place. The Central Road Research Institute being located in Delhi, the Traffic Institute could also be located there. This will facilitate the employment of the staff of the former as a guest faculty for the latter. It will be necessary to set up a few more Institutes of this kind later on at places like Calcutta, Bombay and Madras.

60. We have already made detailed recommendations with regard to the provision of all essential physical facilities in the police training institutions of the States and the N.P.A. We suggest that the other central police training institutions should also be provided with all essential physical facilities including arrangements for the board and lodging of the officers attending courses in these institutions. We recommend further that no capitation fee should be charged from the States in respect of courses run for State police officers in central training institutions.

Central Directorate of Police Training

61. It will be evident from what we have stated so far that it will be indispensable for the success of the scheme of the training of police officers which we have visualised, that there should be a central coordinating unit at the Centre. We find that a Central Directorate of Police Training was recommended by the first symposium of the heads of the police training institutions in 1968 and that the conference of the Inspectors General of Police, 1970 had also endorsed this recommendation. There is no machinery in existence at present which can devote full attention to the training of police officers, even though there are a number of training institutions both under the Centre and in the States. There are no systematic arrangements for any coordination between the activities of all these institutions apart from the symposia of the heads of police training institutions held annually under the aegis of the National Police Academy. There is also no arrangement for the evaluation from time to time of the functioning of the training system, which is necessary to keep pace with the requirements of a changing social scene. The establishment of the Directorate is an important and urgent need.

62. The functions of the Directorate of Training should be as follows:

(i) To review from time to time the arrangements for police training and the needs of the country in this field in the light of the changing social conditions and the introduction of scientific techniques in training and in police work generally, and to formulate and co-ordinate training policies and programmes in the field of police administration and management.

(ii) To evaluate training programmes with a view to securing such standardization and uniformity in the training arrangements, including courses, syllabi and curricula, for various ranks in the different States/ Union Territories as may be desirable and to suggest modifications and improvements that may be considered necessary from time to time to meet new challenges and problems.

(iii) To help devise new refresher, promotion, specialist and orientation courses considered necessary for the different grades and kinds of police officers.

(iv) To prepare, in co-ordination with the police training institutions, standard manuals, textbooks, pamphlets, lecture notes, case studies, practical exercises and other educative literature for use in these institutions,

(v) To distribute relevant literature to Inspectors General/Deputy Inspectors General, Training, in the States for circulation to officers in order to familiarise them with training concepts and to inculcate training consciousness among the higher ranks.

(vi) To standardise equipment for training and training aids and to arrange for their production and supply to the various training institutions.

(vii) To create and maintain a circulating library of films for the use of the various police training institutions.

(viii) To assist in the training of police officers of various ranks at appropriate non-police institutions inside and outside the country.

(ix) To organise the annual symposium of the heads of police training institutions and short seminars on various aspects of police training.

(x) To suggest the establishment of new training institutions under the Centre as necessary from time to time.

(xi) To publish reports and journals for wide dissemination in the police forces of the country.

(xii) To act as a clearing house for information relating to syllabi, methods of training, teaching aids, training programmes and literature on various aspects of police work etc. from India and abroad.

(xiii) To help in the development of libraries in the Central and State police training institutions.

(xiv) To liaise with the Directorate of Training of the Department of Personnel in relation inter alia, to training aid, projects and fellowships under the U.N.D.P., U.N.E.S.C.O. and Colombo Plan etc.

(xv) To advise the Central and State Governments as desired on matters relating to the training of police officers.

63. The functions listed above, specially the advisory functions, make it inevitable that the Directorate should be located at Delhi as an integral part of the Ministry of Home Affairs in order that it may be possible for the Central and State police forces to derive full advantage from its work. It is obvious that the Directorate would have to maintain close liaison with the training institutions of the Centre, including the National Police Academy, and the State police training colleges/schools.

64. We suggest that the proposed Directorate of Police Training should be a part of the Bureau of Police Research and Development. The Bureau has been set up with the object of modernising the police forces of the country by promoting a speedy and systematic study of police problems in a changing society and bringing about rapid application of science and technology to the methods and techniques of the police. The training of police officers will be a part of this process of modernization and it should not be divorced or kept separate from the organisation which deals with research and development leading to modernization.

Collaboration with Academic Institutions

65. Like other countries, Indian society and the Indian police have features and problems peculiar to themselves. We notice that while a mass of literature is being produced on subjects relevant to the police and police training in foreign countries, and rapid strides are being taken to bring a study of the police system into the academic framework, there is not even a semblance of any similar effort in this country. The only way in which studies of this kind can be promoted in India is to have collaborative

arrangements with universities and other appropriate institutions undertaking training, research and publication work. The type of arrangements, we visualise, would include research projects on matters of interest to the police and training programmes designed to meet the requirements of police officers at various levels and run exclusively for them, particularly in management training institutions. This would assist in the development of a faculty and research staff in the training institution concerned who would become increasingly involved in studying police problems. We are informed that the Bureau of Police Research and Development is in contact with some universities and other institutions for research in subjects of interest to the police. The arrangements, we have suggested, if implemented, will assist in the establishment of a channel of communication between the police and police training institutions on the one hand and the academic world on the other, expose police instructors to modern concepts in training methodology, help to capitalise on knowledge and skills developed in other institutions and universities, develop training materials and make the public aware of the work being done by the police, thereby improving police community relations. We are convinced that every effort should be made to involve social scientists and other specialists in police matters.

CHAPTER XIII INSTRUCTIONAL METHODS AND AIDS

Teaching Methods

Training is fundamentally a problem of communication. The trainer must constantly interest, motivate, challenge and instruct efficiently. The longer the session, the more difficult is his task in putting his points across. The basic question of how much the trainee learns depends largely on the approach adopted by the instructor. All the knowledge, experience, preparation and enthusiasm of an instructor can be set at naught by the use of a dull and ineffective way of teaching. An instructor today is charged not only with the responsibility of imparting knowledge and skills but also of inculcating the most appropriate attitudes so that the trainees fit in with the overall objectives of the organisation. Thus, both the content and the methods of teaching have to be oriented to meet this need. The most common instructional method being followed in police training institutions, at present, is the lecture method, supplemented by demonstrations and written and oral instructions. It is quite apparent that this method, particularly in the hands of inexperienced instructors and without the assistance of any visual aids, is not achieving the desired results.

2. In other words, each faculty member will have to work out a plan of handling his subjects with a view to achieving the following objectives:-

- (i) To impart the necessary knowledge regarding the subject.
- (ii) To assist the participants to develop the necessary skills for translating the knowledge into action.
- (iii) To enable the participants to identify and understand the attitudes which would be desirable in handling different police situations.

Integrated Method of Teaching

3. During our visits to various police institutions, we found further that different aspects of the same topic were covered one by one and at

different times, thus depriving the participants of a total understanding of various aspects relating to the totality of a situation. We recommend, therefore, that the integrated or concentric method of teaching should be adopted in all training programmes. This will involve close co-operation between the various staff members lecturing on different aspects of the same theme and also require a relatively higher ratio of staff to trainees than is the case at present.

4. In concentric or integrated teaching, all the aspects of a theme are taken up together and the focus is on problem-solving rather than on memorizing various sections or texts. The development of proper attitudes has to be integrated with the teaching of every topic of the syllabus. For example, the instructor can take up a real life situation under the topic "crime investigation" and while explaining the procedure and techniques of the investigation teach the related provisions of the law and also bring out the attitudes that are required to handle the situation. In this method of teaching, the various laws, procedure and techniques would not hang in the minds of the participants as independent bits and pieces. This method would help not only in acquiring knowledge and skills thoroughly, but also in developing the trainees' attitudes and personality for effective task-performance in a manner acceptable to society. In order to further integrate the theoretical and the practical training and to lessen the gap between theory and reality, it would be necessary to introduce concurrent field exposure as an essential part of the instructional technique, as already mentioned in chapter VII.

5. The effectiveness of integrated teaching can be enhanced by supplementing the lectures with other teaching methods and using modern teaching aids such as those detailed hereafter so as to ensure the maximum possible trainee participation in the training process. Tutorials, in particular, provide a good opportunity to the instructor to come in intimate contact with the trainees, to remove their doubts and difficulties and to help them in developing the proper attitudes. Practical exercises can form part of the teaching of technical subjects, such as forensic science and forensic medicine, map reading and plan drawing, motor transport and wireless telegraphy. Problem oriented exercises can be introduced in the teaching of law with advantage. This will stimulate their thinking and bring home to the trainees the inter-relation and inter-dependence of the three major Acts. In teaching forensic medicine, a post mortem examination can be shown and charts, pictures, slides, plastic models of parts of body, skeletons etc. can be fully used. Judgements of courts, wherein the use of forensic science and/or medicine has been referred to, can be utilised as additional teaching material.

Teaching of Management Concepts and Techniques and Human Behaviour and Attitudes

6. The teaching of management concepts and techniques is facilitated by project assignments, management games and exercises, practicals, discussions, role play and case study in addition to lectures. For the important subject of human behaviour and attitudes, we suggest the inclusion of a series of eight to ten two-hours panel discussions for understanding critical social groups (students and youth, industrial workers, political and communal parties, etc.) and conflict situations. An economist, a sociologist, a psychologist and a police officer could constitute the panel, and provide insights characteristics of their disciplines in each of the problems confronting the police. Well in advance of the panel

discussions, the trainees should be given a reading list which would help them to raise issues and take part in the discussions. Likewise there could be a series of eight to ten two-hours discussions around selected short cases involving the dilemmas faced by the police and the attitudes that would be appropriate in facing them. This would, naturally, require a good deal of preparation.

Guide Scheme

7. A guide scheme has been introduced in the National Police Academy (N.P.A.) recently with a view to the allround development of the personality of the trainees through self-analysis and self-development. Under this scheme, a senior instructor is placed in charge of a group of probationers and he meets them informally at least once a week. The scheme aims at shaping the character and personality of the probationers by removing their shortcomings, if any, and helping them to acquire a sense of duty, integrity, selflessness, etc. We commend this scheme for adoption in all police training institutions.

8. We proceed to detail some of the methods of and aids to instruction which, we believe, will help materially in the attainment of the objectives of police training that we have in view

Lecture

9. The lecture method is simple and inexpensive. An experienced speaker can make a lecture interesting, thought-provoking and even challenging. A lecture can speed up the learning process as it enables the instructor to offer in a concentrated form the benefits of his knowledge and experience. But, since the participants have only a passive role, this method ignores the principle that learning to be effective must involve participant activity on the part of the trainees. Thus, it tends to add to information rather than increasing understanding. It is most suited for introductory lessons to large groups of participants, but is perhaps the least effective for courses for senior officers, executive development programmes or of those trainees who already possess some first hand experience of their particular profession. It can, however, be improved by the advance distribution of the outlines of the content, the utilisation of audio-visual aids, the provisions of time for questions and by supplementing it with tutorials.

10. The practice of inviting guest lecturers is now being resorted to increasingly in the N.P.A. and certain other institutions. The main drawback of this device is that the content and the quality of the lecture depends on the interest, aptitude and scholarship of the lecturer. There is also the problem of integrating these lectures into the overall scheme of training. However, such lectures can be very useful if guest speakers are briefed in detail on how much of the subject the trainees are familiar with and in what aspects of it they would be particularly interested. The effectiveness of visiting speakers can be increased by providing time to them to meet the trainees in small groups for discussions after their lectures. It has been the experience of some organisations that visiting lecturers are most effective if they are given an opportunity to live in the culture in which they are going to talk and are provided adequate time and facilities for preparing their talks.

Demonstration

11. A demonstration is the simulated performance of an actual operation. It is a more effective form of teaching than the lecture when the subject

matter calls for instruction in procedures or manual skills or the use of mechanical devices. It is particularly useful if the trainees have limited educational qualifications or practical experience. Demonstrations can also be used to set up or define standards of performance, by serving as patterns or models. This method can form an important aid in teaching subjects such as crime investigation, forensic science and medicine, first aid and ambulance drill, traffic control, motor transport and wireless telegraphy at all levels.

Observation Method

12. The underlying principle of the observation method is that direct experiences are more effective in the process of learning than lectures. They are retained in the mind for a longer period of time than things learnt in the class-rooms. First-hand information is also a strong motivating force for further inquiry. This method, however, necessitates a well-planned and well-directed procedure in order to employ it to the best advantage for integrated teaching. Trainees are taken to observe incidents or situations either during the actual development of an incident or a situation or after it is over, to observe things for themselves, draw their own conclusions and plan their own approach when they may be called upon to solve similar problems. The instructor acts as a guide. This method can be widely used in police training programmes at all levels since police officers have to deal with practical situations directly all the time.

Discussion Method

13. The discussion method can be utilised as an alternative to lectures to develop critical thinking among the trainees. Because of the active participation of the trainees, absorption is much greater. The success of this method depends on the involvement of the maximum number of students, but for deriving the optimum advantage, it is desirable to limit the size of the class of about 25 trainees.

14. In this method, the teacher sets a topic on which the students have to come prepared for a discussion. They raise various points and a discussion follows. This method helps to foster healthy rapport between the teacher and the trainees because it provides the latter with an opportunity to participate and stimulates enquiry and understanding. The discussion method, like the observation method, is suitable for police training programmes at all levels.

Group Discussion

15. A group discussion is held under the supervision of a leader selected from the group itself on a subject which may have either come up in the class-room or may have been selected by the instructor. It affords close and intimate contact between the teacher and the student and an opportunity for questions and clarifications. The aim is to facilitate a planned and purposeful interchange of ideas and reactions, help the trainees to acquire new knowledge and develop appropriate attitudes through a process of direct involvement. In addition, the trainees who act as group leaders are helped to develop qualities of leadership.

16. The discussion has to be carefully planned. If it is allowed to meander, it may be fruitless or lead to serious inter-personal conflicts and thereby fail to achieve the objective. The instructor has, therefore, a key role to play in a group discussion not only in planning the exercise, but also in facilitating communication in the group and in keeping the discussion relevant to the problem at issue. This method is suitable for the training programmes for officers of the rank of Sub-Inspector and above.

17. The variations of this method which could well be utilised for police training are:

(i) Tutorials-individual guidance given to small groups of pupils by an instructor.

(ii) Workshop-a group effort to work out the details of a task, as distinct from a discussion of general principles.

(iii) Symposium-a presentation of views by different speakers on a common theme.

(iv) Panel Discussion-a symposium supplemented by inter-action among speakers.

(v) Brains Trust-a number of senior officers, preferably not more than five, form a group to answer questions put by the trainees.

18. The method has essentially four steps from the point of view of a teacher. These are planning, conducting, reporting and evaluating. In conducting a programme, the teacher acts as a guide, a partner and a coordinator. While tutorials can be useful for all levels of trainees, the other techniques are more appropriate for the training of the higher level officers. The workshop technique, in particular, can be usefully developed for the production of case studies by officers attending senior courses.

Case Study

19. The case study method has special relevance to police training because the police have to deal with cases and a trainee's acquaintance with cases which may have occurred in the past or with some hypothetical, but realistic, examples is likely to lead to a proper understanding of the situations which he may have to face in his future professional career. This method places the greatest emphasis on participation by the trainees.

20. A case generally provides as much data as an officer would normally have available to him when he is called upon to resolve the issues involved in it. It may contain a simple decision making situation or a highly complex one. The basic aim of this method is not merely to solve a particular problem, but to develop the trainees' powers of thinking, analysis and quick reaction so necessary in police officers.

21. Since the cases discussed are generally based on real life situations and are chosen with reference to current problems, this method has a meaningfulness few other methods possess. It stimulates the trainees to sift facts, distinguish between the important and the non-essential, analyse data, synthesise the evidence and organise thoughts, and to present them in a logical and coherent manner. The emphasis is as much on analysis as on decision-making. It can be used for a number of different purposes-either to illustrate specific points that an instructor wants to make or to show how theoretical concepts show up in real life situations. This method is particularly useful in the training of the middle and the higher level police officers.

Role Playing

22. Though difficult and time consuming, role playing is a very effective method of instruction. While emphasising the importance of self-activity in learning, it assists trainees to obtain a precise idea on how to act in a real life situation through dummy exercises. It simulates actual situations in which two or more trainees are required to play specific roles, while the rest of the group act as observers. The actor-trainees learn to see situations through another person's perspective while the observer-members of the group, identify themselves with one or the other actor and thus come to a better understanding of peoples' feelings and actions. If well planned and executed in police training programmes, it can help to provide a real insight into the various kinds of problems which police officers are called upon to

face and resolve and to motivate them to tackle unforeseen situations with all the necessary knowledge, tact and skill. It can be very effective in building human relations skills also. This method can be employed for the training of police officers at all levels.

23. The instructional staff have a very important and crucial role to play in this method. They have to select the situation, assign roles to each actor or group, describe the centre theme of the play, provide as much background information as is required by the trainees to play their roles, conduct the exercise and make the group discussion which follows meaningful.

Simulation

24. Simulation, as a teaching-method, has been used for many years in many professions and services. The trainees are assigned roles in a simulated real life situation and given only the information that they will ordinarily have in real life. They must then discover for themselves what the real problems are, analyse them and decide how to solve them. Each exercise is followed by a critique session in which the skill, judgement and action of each participant are discussed. The programme seeks to develop a systematic approach and focuses on problem analysis, situation analysis and decision making and can be most usefully employed in the training of officers of the rank of Sub-Inspector and above.

T-Group of Sensitivity Training

25. One of the newest methods for developing skills in human relations, leadership and supervision, all of which are essential for the effectiveness of a police officer, is the T-Group or L Group discussion or sensitivity training. The basic objective of this training is to help the participant to improve his effectiveness through the process of developing insight into his own behaviour enhancing his ability to communicate with others and increasing sensitivity to inter-personal relationship. This is in effect a laboratory approach where the learning takes place on the data generated through a series of experiences, which are unstructured and based on instrumented exercises depending on the growth of the group, in a 'here and now' situation. The leader introduces in the programme, at various stages, information regarding concepts and techniques of behavioural sciences which help the participants to understand individual, group and organizational behaviour.

26. One of the significant achievements of 'T' group training is its contribution to the growth of a team spirit, which is also important for a police officer. The method consists of a small group of ten to fifteen participants working with a trained 'T' group instructor. As they develop as a group, they observe the processes involved in their own interactions. Problems of power, authority dependency, formation of sub-groups and management conflicts are experienced and observed by the participants. The leader helps the participants to identify these problems and to cope with them. This method requires a high degree of competence and insight on the part of the instructor, who should preferably be a behavioural scientist.

Syndicate

27. A syndicate generally consists of a small group of persons, with one member acting as the chairman and another as the secretary, for examining a specified topic. Each syndicate is briefed in detail on the topic assigned to it, indicating clearly its nature and scope and is provided with a reading list and specially prepared background material in the form of papers, exercises and cases. The chairman, with the guidance of the instructor, plans the work, conducts the discussion and study and helps the syndicate to prepare a report. This method calls for sustained effort by every member

and develops co-operative thinking and the powers of expression, judgement and decision.

28. Syndicate work does not consist of discussions only. It is, in fact, an organised effort for the performance of a specific task or dealing with a particular situation or problem with the help of a team, much as in real life. As participants, the trainees develop a sense of joint responsibility for the enterprise as a whole. The trainee chairman has to secure the support of the whole group. In this process, he improves his skill in communicating with and understanding his colleagues, in group thinking and in decision making. He acquires the ability to mobilize other peoples' ideas and efforts. However, this method has its limitations when the number of trainees is very large or they lack practical experience. It is more suitable for the training programmes of the middle or higher level police officers, but can be employed in the training of Sub-Inspectors also.

In-basket Method

29. This exercise requires an individual or a group to work on material selected from the IN-tray of an officer from a few days' mail for the trainees to work on. The trainees are required to schedule their time, determine priorities and execute the work. The instructor provides the necessary background for the exercise; finally he leads a discussion to review the exercise in order to derive useful concepts.

Incident Method

30. The instructor sketches an incident; the trainees study the brief sketch and obtain more facts from the instructor to complete the case. In the process, they learn how to obtain relevant data for studying an event or an incident. In the next phase, each trainee diagnoses the incident and writes down the solution individually. The trainees are then divided into like-minded groups and each group formulates its reasoning and elects a spokesman. In the subsequent phase, each spokesman outlines the position of his group. The groups then test the strength of their positions by obtaining more facts from the instructor. The instructor next tells the trainees what was actually decided and how it worked out. The trainees think over the entire problem and discuss such aspects thereof as promote a full understanding of the case.

31. The incidents are taken from actual life situations. This is an excellent method for developing understanding of how to obtain the right data for studying a situation, how to use data effectively and what the weaknesses are in the trainee's own approach to the solution of the problem.

32. A variation of this is the "brain-storming session" which can be used to make the trainees aware of the fact that when emergencies arise, officers facing the situation are called upon to find solutions to problems in a matter of minutes. After briefing, the trainees are requested to write down very briefly the solutions which they would adopt for meeting the situation. The various solutions are then discussed and analysed as in the incident method.

Problem-oriented Exercises and Projects

33. Problem-solving is not a separate technique, as all training methodology should be oriented to the solution of problems. But it is useful to assign specific problems which compel the trainees to apply conceptual skills. Exercises and projects are prepared by the instructor with as much information as is required to work on the problem under study. This is distributed in advance to the trainees who are divided into groups and work separately on the problem. In the final session, the groups present their reports and a general discussion follows.

Programmed Instruction

34. Programmed instruction is a unique method which does away with class-room techniques and hinges on two basic psychological principles of learning, namely, learning is easier if it is organised into short sequential ideas or themes, and it is reinforced by the successful completion of successive steps.

35 The programmed material is generally presented either by a machine or a programmed text. The student reads some information and is asked to respond. After he has marked the answer, the correct answer is indicated. He then moves on the next bit of information and the process is repeated. Each step depends on the preceding one and the questions are so formulated that a normal student can proceed at his own pace without too many mistakes.

36. Programming an instruction requires considerable skill and experience. Before programming, the subject matter has to be analysed into units to provide frames for the instructional programme. The process of writing a programme is expensive and time-consuming, but where competent teachers are in short supply, programmed instruction can be extremely useful. Since programmed instruction requires active participation and makes sure that the student moves to the next step only after he has mastered the previous one, it improves absorption and ensures understanding. It would be of advantage to introduce this method in the courses of training for Constables.

Training Aids

37. The Russians say "he who has seen does not have to be told" and there is a Chinese proverb "one picture is worth a thousand words". Words are never enough. Therefore, if the trainer is to make certain that what he says is understood exactly as he intends it, he needs to use the most appropriate training aids. By training aid is meant any device which by appealing to the senses, singly or in combination, facilitates the training or learning process. The purpose is always the same, namely to make it easier for the trainer to present what is to be learnt and for the trainee to master it with the maximum effectiveness and the minimum expenditure of time and effort. In a series of training sessions, the instructor is also faced with the problem of maintaining the attention and interest of the trainees and stimulating their understanding. Much assistance can be obtained in this direction by employing varying methods of presentation and training aids.

38. Training aids help to formulate correct concepts, stimulate interest, intensify impressions, broaden experience and "bring the programme to life". The variety of scientific aids available to the trainer is almost inexhaustible. However, we found during our visits to different institutions in the country that, except for some central training institutions, there was an almost total lack of modern audio-visual aids in police training. In fact, the replies received from 52 police training institutions, in response to our questionnaire, show that only three institutions possess tape-recorders, eight use models, six have epidiascopes, six possess projectors and ten use films in their training programmes. The lack of resources was mentioned as the main reason for the small number of teaching aids available. We feel, however, that another and perhaps even more important reason is the lack of awareness on the part of both the staff and the instructors of the nature and place of audio-visual aids in the training process and of the proper technique of using the few aids that are available in the institution. Some of the more important aids which can be usefully employed in police training programmes are discussed in the paragraphs that follow.

Black-boards, Display boards and Flannel-boards

39. Perhaps the most commonly used training aid is the black-board and it would be unwise for any instructor to under-estimate either the importance or the flexibility of this aid in his desire to use the more sophisticated devices. Display boards vary from fixed bulletin boards to portable or suspended and sliding boards that can be moved out of the way when not in use. Any material that will take tacks, pins or adhesives such as cork, soft wood, composition board etc. can be used.

40. The advantage of magnetic or magna boards is that they enable the trainer to make two or three dimensional demonstrations with small objects on a vertical surface. Essentially they consist of a sheet of soft iron or wire mesh painted in the desired colour to which small objects can be fixed by means of small magnets. Flannel boards, like magnetic boards, are easily made. Any stiff packing material covered by flannel can serve as a board of this type. Objects with a backing that will adhere to flannel such as rough paper, sand paper, felt, suede etc. are placed on the board and cling there.

41. The various types of boards described above can be used by the instructor to put up illustrations which will get the point across to the trainees, such as diagrams, clip-pings, charts, drawings, etc. This helps the instructor to highlight major ideas and add vividness and vitality to the discussion.

Training Graphics, including Models and Cut-away

42. Training graphics include such aids as maps, charts, tables, diagrams, figures, graphs, pictures, cartoons, posters and models. All these aids are devices which serve to illustrate some idea or operation or process. to catch the attention of the trainee and to allow the trainer a change of pace to enable him to emphasise the salient points. All these are very effective training aids as they can help the instructor to get across even complicated ideas or processes, not only because they have the effect of dramatising what is being taught, but also because they can illustrate an exact situation. Sand and other models can be utilized in several subjects and are particularly useful in the training of the armed and the traffic police. These aids are inexpensive and at the same time effective and could be prepared in the workshop proposed to be attached to each training institution.

Films

43. Films, especially sound films which combine action, dialogue and sound effects, absorb attention particularly if the presentation is of a professional standard. Unconsciously, the viewers tend towards an emotional identification with the characters to an extent which few, if any, other learning aids can match. Since 90 per cent of knowledge is learnt through the sensory organs of hearing and sight, it is evident that the training value of films cannot be over-emphasised. The results of research indicate that films speed up training without loss of effectiveness; make training sessions more interesting; are more effective than verbal instruction or other visual aids in assisting the trainee to retain knowledge; and help to modify set or pre-conceived beliefs in desirable directions.

44. To obtain the maximum advantage from the use of films, the trainer must prepare the trainees so that they pay proper attention to the picture and not consider it merely as an interesting break in the training process. A summary of the main points of the film should be given to the trainees prior to the show and they should be told exactly what knowledge they are expected to derive from the film.

45. A film should invariably be followed by a general discussion to

enable the instructor to discover how much the trainees have learnt or have failed to learn. Such discussions help to separate the important ideas from the irrelevant ones and usually assist the group to improve its powers of observation, quick analysis and self-expression.

46. It is sometimes of advantage to show a film more than once as it is seldom that viewers can extract all that a film has to offer in one showing. The resort to multiple showing should be determined by the degree of interest taken by the trainees and how much additional knowledge is likely to result from each successive showing. The use of films involves a considerable expenditure of resources, time and effort. It is important, therefore, that each film is evaluated not only by the instructor but also by the trainees. A feedback from the latter will enable the instructor to decide whether or not the time spent on the film has been well invested.

47. A few instructional films have been produced on police subjects, during the past few years, but not enough use is being made of these films by training institutions for lack of resources. A list is provided at Appendix XL. We feel that an intensive effort is necessary in developing this field. An illustrative list of subjects which could be taken up immediately is at Appendix XLI. Films are expensive and, therefore, it may not be possible for every institution to build up a complete library of its own. We have already recommended that a central circulating film library should be created.

Film Strips

48. These are particularly useful for showing incidents which depict a sequence of events or to illustrate the relationship between an event and its effects. Film strips are much easier and cheaper to produce than films.

Slides

49. The slide is one of the oldest and perhaps the most popular of training aids. It is easy to handle and can be put to a large number of uses. An instructor can use slides to illustrate his points and thus remain in complete control of the situation. Unlike film strips, slides can be shown in any order. A number of slides can be shown and each one analysed thoroughly or a larger number can be projected in order to present a survey of the topic.

Projectors

50. The projector can simultaneously project and enlarge any desired object from the size of a postage stamp to the page of a book so that every trainee in the room can see it clearly and without distortion. Maps, charts, diagrams, pictures, drawings, photographs, slides etc. can all be displayed effectively through projectors. The projectors required for film strips and slides are inexpensive and simple to operate. The over-head projector enables the instructor to face the group while demonstrating what he is trying to put across.

Tape-Recorders

51. Few training aids have the flexibility of tape-recorders, which can be put to an infinite variety of uses. For example, listening to taped group discussions and role playing situations enables both the individual concerned and the group to evaluate what has taken place in an objective and analytical manner. Talks by outstanding guest lecturers which may be useful in future training programmes can be taped. A tape record of a training session, in other words of the trainer in action, can help the trainer to improve his own performance. The tape recorder can be usefully utilised for synchronised comments with the showing of slides, film strips,

graphs, charts, pictures, etc.

Selection and Use of New Techniques-Implications

52. In the paragraphs above a number of methods, techniques and aids which can be usefully employed for the integrated teaching of knowledge, skills and attitudes have been indicated. But their use requires considerable skill and familiarity. Therefore, an essential pre-condition is that the instructors in all police training institutions must be fully trained in instructional aids and methods.

53. The selection of proper aids and techniques will depend on the subject matter, the level of the trainees, and the different needs of the various police training programmes. Many will have to be used singly and sometimes jointly depending on what is attempted to be conveyed, the trainer's familiarity with the method, and time available, the size of the group and the type of programme. The instructors will have to develop the ability to modify and adapt these techniques and to identify which of them be the most suitable for a particular group of trainees or for a particular subject or at a particular stage of the trainees' career. In selecting a technique or a training aid, the instructor should be guided by the principles that the aid selected will help to deepen the trainees' insight into the subject under consideration, increase their abilities to analyse and solve problems, impart a more detailed and better integrated knowledge of the subject matter, and stimulate them to think and broaden their interests. The fact that these techniques are time consuming and their use will result in increasing the duration of training programmes needs to be recognised and accepted.

Teaching Material for Instructors and Reading Material for Trainees

54. A most important need of a training institution is a well-equipped library, with a documentation cell and micro-filming facilities. We have referred earlier to the present state in this regard. We recommend that adequate resources should be allotted for this purpose in future. These libraries have not only to acquire books and journals of police interest from the widest possible angle, they must also have a good deal of indigenous material relevant to the Indian context. We have been struck by the dearth of suitable training material of indigenous origin. The introduction of the new instructional techniques and aids recommended above will need simultaneously the development of new teaching material suited to our own requirements. This will fall into the following main categories:-

(i) Text books and manuals on police subjects. Few text books are available on police subjects and the manuals are mostly out of date. On important subjects like wireless and electronics, scientific aids, medical jurisprudence and computer technology hardly any satisfactory indigenous publications are available. It would be necessary to commission competent writers or expert committees to prepare standard manuals and text books on police subjects. This task may be undertaken by the Central Directorate of Police Training.

(ii) Digests of important books and articles, reports and papers published in periodicals etc. The digests could be prepared by the instructors in the subjects of their interest and circulated to the students. To facilitate the circulation of this material, each institution should have an electrically-operated cyclostyling machine.

(iii) Case studies, role play, problem oriented and simulation exercises, etc. This is perhaps the most important area in which the production of teaching material is required if the new techniques that

have been suggested are to be effective. The preparation of these case studies and exercises requires considerable expertise and skill. To begin with the Central Directorate of Police Training should undertake the work of getting a number of model case studies and exercises prepared with the help of experts for circulation to all Central and State training institutions. Similarly, the State Inspectors General/Deputy Inspectors General, Training, should enlist the help of experts in the States to assist in preparing model case studies and exercises. As expertise in the police increases, a vast amount of material for preparing case studies and exercises could be collected in the National Police Academy by the staff through field visits, discussions with officers and a study of the files and material available in the field, from the trainees attending refresher and senior courses, whose experiences could be reduced to writing and used for teaching and by holding workshops of officers attending the Senior Officers' course for this specific purpose. This would require the building up in the National Police Academy of a Case Study Unit with staff properly qualified and trained in case study methods which would continuously obtain material both from the field and the trainees and suitably structure it in the context of the objectives of the organisation for use in training programmes. Similar work of collecting material and structuring case studies etc. would have to be taken up by the other Central and State institutions in due course.

(iv) Proceedings and summaries of seminars, symposia, panel discussions and talks by eminent visitors or guest speakers. These should be properly recorded so as to be available to teachers and trainees alike. Records of discussions in earlier training programmes on specific subjects, group discussions as well as the recommendations of the trainees and observations during the discussions should be of considerable help and should form a part of the teaching material for future courses.

(v) Books on instructional methodology. No teachers' guides on specific police subjects are available and those on instructional methodology are mostly foreign with little relevance to police training programmes for our situation. The preparation of books of this nature should be taken up by the Training of Trainers Wing of the National Police Academy.

(vi) Documentation Cell. All this material should be classified and indexed for ready reference by teachers/trainees and exchanged between the various State institutions. This would also require the maintenance of an up-to-date bibliography. The Central Directorate of Police Training should be able to help in the preparation of a comprehensive bibliography and the exchange/circulation of new material as it is produced in the different training institutions.

55. Since a uniform pattern of training is being suggested for adoption throughout the country, the methodology and to a large extent the training material should also be uniform. The Central Directorate of Police Training would, therefore, have to co-ordinate the efforts at the Centre and in the States and assist the State Inspectors General/Deputy Inspectors General, Training, and the heads of the State training institutions with advice and guidance in this work, as already indicated in chapter XII.

Evaluation

56. It is difficult to assess the effectiveness of training methods, techniques and aids in isolation from the training courses. Sophisticated methods for evaluating their usefulness will have to be considered and this

work may also be undertaken by the Central Directorate of Police Training in due course.

CHAPTER XIV THE INSTRUCTIONAL STAFF

Present State of Affairs

Modernised training institutions and sophisticated teaching aids are important, but the success of all training programmes hinges on the instructors. The picture which has emerged from the discussions that we have had with various officers at different levels and our visits to some of the police training institutions is very discouraging. Most of the witnesses, also, have referred to the poor quality of the instructors in these institutions at present. The majority of the instructors are serving police officers without any training or experience in the art of teaching. At many places, they are not adequately educated, are either unwilling themselves or are unwanted elsewhere, and have no commitment to training. It has also been pointed to us that not infrequently older people, who are neither responsive nor willing to accept change, are posted to training institutions. Sometimes instructors stay on for an indefinite period and lose touch with police practice. In other cases, there is too rapid a turn-over of instructors, which militates against the building up of expertise in the training institutions. Frequent changes of the head of the institution, in particular, effect its prestige and character and result in a lack of continuity in its policies and programmes. It is not surprising, therefore, that most of the instructors only mark time and remain impervious to the advances made in the field of instructional technology. We thus have a situation in which the men who are to motivate and guide the new entrants to the service are themselves devoid of any motivating spirit or initiative or derive.

Factors Responsible

2. It is possible to identify and analyse the factors responsible for the present state of affairs. One of the major reasons is, to our mind, a lack of adequate interest in training matters on the part of the authorities. The Government and senior police officers in the States are generally preoccupied with immediate problems and the training programmes derive little inspiration from them. The problems of law and order are considered to be so demanding that the most suitable or talented officers are rarely spared for the training institutions. The attitude is not uncommon among senior officers that officers who are not likely to deliver the goods in the field should be sent to the training institutions. A posting to the training institution is also sometimes decided upon as a matter of convenience and is considered as a measure of punishment by the officer affected. Needless to say, such practices cause great damage to the entire training programme. Even if some officers adjust themselves to such postings, it is difficult to ignore the stigma or the loss of face.

3. The other general complaint voiced by many instructors is that once an officer is posted to a training institution, he is generally forgotten for being considered for any other attractive or suitable posting or even promotion. Last but not least, the post of instructor holds no attraction per se. On the contrary, the officer coming from the field suddenly loses the privileges which go with executive posts. No compensation is given to him either in the form of a substantial material incentive or gain in status.

Role of Instructors

4. A change in this situation appears to us to be most urgent and pressing.

The general opinion reflected by our witnesses is that instructors for the police training institutions should be selected from the best talent available in the force. The importance of the role of the instructor is underlined by the fact that he is the first person to take charge of a new entrant and it is from him that the recruit learns the ideals, principles and practices which he will have to adopt during his life in the force. Apart from imparting vocational knowledge and skills, the instructor sets the model for the trainees, trains their minds and shapes their character and attitudes.

5. The instructor plays the role of a change-agent in the organisation. If training is to serve the primary purpose of preparing an individual to meet the challenges of today and the complexities of the future, if training is to help in heralding suitable changes in the organisation so that it may remain a living organism, the role of the instructor as a change-agent is crucial.

6. The new responsibilities imposed on administrative organisations in the present age of exponential changes have had their impact on the role of the instructor. It is now widely acknowledged that the trainers in an organisation have to learn to identify the training needs of the various categories of employees and to locate teaching materials and processes and prepare them for fruitful use. As a part of the research wing of the organisation, the trainer has to be involved in a continuous search for better ways of teaching and for the most recent advances in his particular branch of knowledge.

Merits of Separate Cadre of Instructors

7. The need of good instructors has been met in the armed forces by two-fold action. Firstly, there is a whole branch, designated as the Education Corps, which provides all the non-professional teachers required by their training establishments. This Corps consists of scholars, including scientists, who are recruited and trained for instructional duties and devote their whole service to this work. The pay scales and other conditions of service are so designed as to attract and retain talented persons. Secondly, those posts of instructors, which have to be filled by serving officers, are considered to be prestige appointments and a successful tenure as an instructor is a feather in the cap of a serving officer and is taken into consideration in selection for promotion.

8. Some witnesses suggested to us that the police should also have a Police Education Corps or Branch, which should comprise not only of scholars but also of professional police officers who may become expert trainers and devote their whole service to instructional work. We believe, that in the French Police, many officers make a whole career in the various training establishments. It is reported that the excellent quality of the senior professional officers of police Nationale owes a great deal to the excellence of their professional education and that this is ensured by the ability, experience and authority with which they are taught. In the U.K. also, there is a school of thought which believes that there is a strong case for a permanent cadre of professional police trainers. In this connection, a reference has been made to the enviable roster of officers in the Metropolitan Police, whose long service in the instructional sphere has contributed effectively to the selection and training of police trainers. It is argued that the existence of an academic division of the service and an academic career within the profession would give to the police a new resource of great actual and potential values*.

9. We have given careful thought to this suggestion in view of the seriousness of our problem of police trainers, but we feel that it is not practicable in our conditions because the police forces are organised on a State basis, almost all the training in the State institutions has to be imparted

in the regional or local languages and the requirement of trainers is not large enough even in the bigger States to sustain a separate cadre. Some people are also of the view that, as instructional duties require a sound background of field experience, officers confined to an academic branch would soon become out of date. The latter difficulty is not insoluble, but the former is, by and large, conclusive. We have, therefore, to find other ways of solving our problems in this sphere.

Recommendations

10. We have already recommended in chapter XII that indoor instructors in the police training colleges and schools should not be below the rank of a Deputy Superintendent and Inspector respectively. In order to attract the best talent for the instructional staff, it is necessary to ensure that postings to the training institutions are not made a matter of convenience. Suitable officers properly selected, should be kept in view for such postings; only then will these postings be considered a matter of pride. The actual postings should be so arranged that there is at least a month's overlap between the arrival of a new instructor and his predecessor's departure.

11. We would also recommend that teaching assignments in training institutions should be for a fixed duration so that there are no cases where officers posted as instructors are forgotten and continued to be there for indefinite periods. A planned turn over the staff and a constant infusion of new blood are essential. In the U.K., the deputation to a training institution does not exceed two years. We are of the opinion that the normal tenure of the instructional staff should be for three years which may be extended to five years in the cases of officers found eminently suitable. An officer posted to a training institution should be allowed to do his full term even if his promotion accrues in the meantime. This could be done

* ***** Police Journal, Vol. XLV No. 2, April-June 1972 pages 89-90.

by giving him the benefit of promotion by temporarily upgrading the post held by him.

Incentives and Facilities

12. In addition, steps should be taken to provide adequate incentives so that posting to a training institution is desired and not shunned as at present. All the witnesses and respondents have been unanimous on this point. Having considered the various suggestions made to us, we recommend that the instructional staff should be entitled to rent free accommodation, special pay and/ or rank promotion, schooling facilities for children and recognition by way of promotion, good postings and rewards.

13. We have been told that rank promotion would be more attractive to the subordinate ranks than special pay. Officers who are in the approved lists for promotion could, therefore, be given accelerated promotion and posted to training institutions.

14. We have stressed the responsibility of the instructional staff in moulding correct attitudes and behaviour and we have recommended a guide scheme in which the instructors and the trainees will have informal contacts and discussions. It will be necessary to provide adequate facilities to the instructional staff to enable them to invite and entertain the trainees at their residences.

15. An exchange of ideas between colleagues is always conducive to better understanding and advancement of knowledge and skills. The instructional staff of the training institutions should, therefore, be encouraged to visit similar institutions in other States.

The Instructor; Essential Qualifications

16. The first and most essential requirement of a good instructor is that

he should have adequate professional knowledge and experience of the subject which he is to teach along with sincerity and enthusiasm for the job. He has to deal with the most sensitive material in existence, namely, human personality. For the young and impressionable trainees, the instructors' devotion to duty and enthusiasm should be catching. A good teacher must have a well-balanced personality and an even disposition. His bearing and appearance should display abundant self-confidence and vitality. Only then will he have the force of character sufficient to mould the character and attitudes of the trainees who come to the training institution as adults.

Selection of Instructors

17. In order to get the right kind of persons, it is necessary to select the prospective instructors with great care. One method of selection would be 'talent spotting'. The heads of the police training institutions should be on the look out in every course for officers with instructional aptitude and potential and suitable entries should be made in the annual confidential rolls of officers considered likely to make good instructors. Simultaneously, applications should be invited from officers for posts on the instructional staff and the best persons should be selected through interviews out of those who volunteer.

Training of Trainers

18. The officers so selected will have to be given a strong theoretical grounding in the philosophy of education, the various sociological factors which have a bearing on the educational attainment of individuals and the psychological elements which determine an individual's perception and motivation towards learning before they are assigned to instructional work. They will also have to develop effective leadership abilities and skills essential in the art of teaching. They must know the mechanism of the various processes of instruction such as preparation, presentation, discussion and review. Preparing a detailed lesson-plan will have to be an article of faith with them. In order that their knowledge and skills can be transmitted to the trainees, they will have to develop the necessary communication skills, which implies that they should be conversant with the various methods of instruction and those most appropriate for particular subject. It would also be necessary for them to know the integrated or concentric method of teaching. In order to enable them to make effective use of the various methods of instruction and audio-visual aids, they should be provided with opportunities to become proficient in their use.

19. It is essential for instructors to learn to evaluate the performance of their trainees, which will also enable them to know how effective or otherwise their instruction has proved to be. In this process, it will be necessary for them not only to assess the acquisition of knowledge by the trainees, but also to evolve techniques for assessing attitudes and values.

20. We have already emphasised how important the atmosphere in a training institution is for the success of the learning process. In the present context, we have to consider that the community life needed for training institution can be developed only through a healthy rapport between the trainers and the trainees. The instructors should, therefore, have a good knowledge of the organisation and administration of the training institution in all its aspects.

21. A syllabus for the training of trainers' course incorporating all these ideas and objectives has been suggested at Appendix XLII. Extensive practical demonstration should be included in the programming of the course. In addition, visits to institutions running courses for the training of trainers should be arranged.

22. Apart from the training of trainers suggested above, advantage should

be taken of courses in training techniques available in other institutions mentioned in Appendix XXII.

23. We have received a suggestion that refresher courses should also be arranged for instructors. We, however, do not commend this suggestion as we would like teaching assignments to be tenure posts of specified durations. It would, however, increase the effectiveness of instructors if they are exposed to management training, which would enable them to appreciate the need for change, grasp new developments quickly, retrain themselves when necessary and develop creativity, sound judgment and planning.

Evaluations of Instructors

2. All training programmes must have a system of evaluation of instructors. The trainer must evolve a method of receiving feedback from his trainees and, wherever possible, an assessment from his colleagues. The trainer should also have the capacity to evaluate his own performance by judging the reactions of his trainees and through the results of the various tests held by him from time to time. The responsibility for evaluating the effectiveness of an individual instructor should, however, mainly be that of the head of the training institution. It would be necessary for the latter to discuss with each instructor the subject to be taught by him, the preparation he has made, the methodology he proposes to adopt and the integration of instructional aids in the teaching process that he has planned. It would also be useful if he occasionally visits the class rooms to feel for himself the reactions of the trainees to different instructors.

Organisational Climate

25. The instructor's contribution to the organisation is by its very nature not overtly seen and is intangible. However proficient he may be in his techniques, the development of the trainees as a result of his sincere and hard labour will ultimately depend on the organisational climate. The comparative absence of training consciousness in the police organisation can prove to be a major inhibiting factor in the effectiveness of the instructional staff. It is necessary, therefore, that the senior officers should display faith and belief in and extend their whole-hearted support to the process of training, so that the job of the instructor may not remain as unrewarding as it tends to be.

CHAPTER XV DETERMINANTS OF POLICE EFFICIENCY OTHER THAN TRAINING

We have described the organisation and the traditional role of the police in India and we have endeavoured to delineate how this role has changed in the context of our freedom and the objectives of a socialist, secular democracy. We have detailed our considered recommendations as to the human material required for the police force and how they should be selected and trained. We have also indicated how a re-orientation may be effected in the outlook and attitudes of the existing personnel.

2. It has been forcefully urged before us by our witnesses and respondents that, besides training, there are a number of important considerations which determine the effectiveness, conduct and reputation of the police. While we are conscious that these determinants are not specifically within our terms of reference, an attempt has been made in this chapter to refer to the most important of them as they have a decisive bearing on the results desired to be achieved through training.

The Morale of the Police

3. The first and foremost among these considerations is that of the morale

of the police force. It is an accepted fact that a proper discharge of the functions of the police is of the highest importance to the maintenance of the social order and the success of programmes of development and social welfare and amelioration. Police-men have to be clothed with considerable authority and legal power vis-a-vis the ordinary citizen for carrying out these functions. The manner in which they carry out these functions is dependent not only on how well they have been selected and trained but also on the state of their morale. Morale is dependent on a number of factors such as terms and conditions of service, public opinion, and, additionally in the case of the police, status in the eyes of the law. The considerations that should determine the remuneration of police officers were examined in the U.K. by the Desborough Committee in 1919 and subsequently by the Police Post-War Committee in 1948-49 in their Fourth Report. The latter Committee found themselves in entire agreement with the former and quoted their observations at some length. As the considerations detailed by them are very relevant to our own situation, we have reproduced some of them in Appendix XLIII.

4. Stated in brief, these considerations are that a policeman must reach certain standards of physical development and have a constitution which is sound in every way; a man cannot be a good policeman unless his general intelligence, memory and powers of observation are distinctly above the average; a policeman should have an unblemished character, be humane and courteous, and should possess a "combination of moral, mental and physical qualities not ordinarily required in other employments"; the burden of individual initiative, discretion and responsibility placed upon a policeman in all sorts of contingencies is much greater than that of any other public servant of subordinate rank; the police have a special obligation to the public as the duly constituted guardians of law and order and so hold a position of trust which it is important they should be able to maintain; the nature of their employment subjects them to certain social disabilities and requires them to maintain a standard of personal conduct which imposes upon them certain restrictions which do not exist in ordinary employments and hardly apply in the same degree even in the case of other public servants; they are liable to be called for duty at any time, and are therefore restricted in their choice of residence; they are exposed to special temptations which are obvious and any lapse on their part has to be dealt with severely; and finally, their calling exposes them to special dangers.

5. In view of these considerations, the Post War Committee were "satisfied that a policeman has responsibilities and obligations which are peculiar to his calling and distinguish him from other public servants and municipal employees" and considered the police "entitled thereby to special consideration in regard to their rate of pay and pensions". In our case, on the other hand, the present position is that the Constable is equated not only in the people's mind but also in the wage structure determined by Government with unskilled labour and the Sub-Inspector's position is only a little better.

6. The housing conditions of the lower ranks of the force are far from satisfactory. We have seen how appalling are the conditions of living and the environment in which the members of the police force live and work in many places. An acute shortage of government accommodation seems to be a uniform feature all over the country. In six States/Union Territories, the percentage of residential accommodation provided to the constabulary is less than five. The majority of the Constables have to live away from their families in most States. For the Sub-Inspectors, it is below 25 in five States/ Union Territories. We are aware that the Government of India have been giving financial aid to the States for police housing for the last few

years. The funds provided should be utilised promptly and fully and should also be increased where necessary. Indeed, it has been urged before us that the magnitude of the requirements in this respect is so large and the repercussions so serious that the housing of the subordinate police officers should be a Plan Scheme in the Fifth Five-Year Plan so that it may be possible to provide them with a minimum of decent family accommodation within or near their places of posting, be they police stations or outposts or the police lines within a foreseeable period.

Promotion Prospects and Retirement Benefits

7. The promotion prospects of both Constables and Sub-Inspectors are meagre and most of them retire in the rank in which they enter the force. Even the promotions earned take an unduly long time. Constables take from ten to twenty years to become Head Constables. A Sub-Inspector may have to put in fifteen to twenty five years service before he becomes an Inspector. The retirement benefits of police officers also have little to commend them. The demotivating effect of this state of affairs is evident.

8. All these factors have a seriously adverse effect on the morale of police officers. It is unrealistic to expect that such persons will develop a high idealism and social motivation in the discharge of their duties.

Distrust of the Law

9. This state of affairs is aggravated in the case of police officers of the rank of Sub-Inspector, which provides most of the station house officers in the country, by the fact that the Criminal Procedure Code and the Indian Evidence Act look upon them with a distrust which lowers their morale further, reduces their efficiency and affects their character. We are advised that these provisions were introduced at a time when an unorganised and ill-paid police was just being transformed into an organised structure with its own officers and that they were not the result of any principles of jurisprudence. A station house officer of Bombay city, who gave evidence before us, stated that the public could not be expected to trust him when the law itself did not do so; the fact that this distrust of the police is not only widely known but also manifests itself everyday in every court throughout the country has inevitably had the effect, we have been told, of denigrating every investigating police officer. It has also been mentioned to us that police officers resort to improper methods as courts do not believe them.

10. We understand that the law relating to confessions before the police varies from country to country, but that such confessions are not altogether inadmissible in evidence, as in India. Confessions before the police are admissible in the U.K. provided they are recorded in accordance with the Judges' Rules. These Rules prescribe that, before recording a confession, the accused has to be cautioned that he is not obliged to say anything and that anything he may say will be taken down and may be used in evidence against him. The Criminal Law Revision Committee set up in that country in 1959 has come out with its 11th report recently which deals with changes in the Law of Evidence. The Committee observed: "There is now a large and increasing class of sophisticated professional criminals who are not only highly skilful in organising their crimes and in the steps they take to avoid detection, but are well aware of their legal rights and use every possible means to avoid conviction if caught. These include refusal to answer questions by the police and elaborate manufacture of false evidence". They have stated that the former rules of evidence no longer serve a useful purpose but on the contrary have become a hindrance, rather than help to justice, and that the law of evidence should now be less tender to the criminals generally. They have expressed the view that fairness in criminal trials means that the law should be such as will ensure, as far as

possible, that the result of the trials is the right one. They have gone further and recommended the abolition of the practice that the police must tell a suspect that he is not obliged to say anything, and the placing of some onus on the accused in the matter of his defence. The recommendations of the committee would make the task of the prosecution in criminal trials easier while preserving safeguards against injustice. We have no doubt that this whole matter deserves to be considered further not only in the context in which we have mentioned it, i.e., that of the morale of the police force but also because of its effect on police efficiency.

11. We have enlarged the content of and changed the emphasis in the training of I.P.S. officers and we have suggested that they should be sent to attend courses in some non-police institutions also. We have noticed that the career pattern of I.P.S. officers in the existing system is strictly confined to police jobs. This leads to the development of a narrow departmental outlook. To widen their horizons it seems necessary to expand employment opportunities so as to provide for a direct contact with other fields of national endeavour. We understand that Government have already decided to induct suitable police officers into executive posts in the public sector at appropriate levels as also in the Central and State Secretariats. We believe that the morale of the service and its social utility will improve if this scheme is implemented expeditiously and its scope enlarged.

12. Our attention has been drawn to a feature of the organisation of the Indian police which is connected with the question of trust. The Police Act of 1861 places the police in a district "under the general direction and control of the District Magistrate". It has been urged before us that this system has an adverse effect on the morale of police officers as well as on their public relations without bringing any appropriate benefits. We have also heard the contrary view that it is necessary to place the police under some such control. The system needs to be re-examined in the context of our present social situation and the kind of police officer that we wish to have through a new system of recruitment and training.

Inadequate Strength of Investigating Staff

13. We have referred earlier to the magnitude and complexity of the duties entrusted to the police. Most of our witnesses and respondents have urged that the strength of the investigating staff needs considerable augmentation if we desire a more effective and prompt response by the police in the prevention and detection of crime. We have been told repeatedly that the maintenance of law and order takes up most of the time of the police officers and men in the police stations and that they are able to pay only intermittent attention to the detection of crime and are compelled to practically ignore their duties relating to the prevention of crime. The enforcement of social legislation also receives a very low priority. This state of affairs has been confirmed by the job analysis conducted by the National Productivity Council which shows further that this is so in spite of the fact that the staff in the police stations work for seven days in the week and for ten to sixteen hours every day.

14. We find that the inadequacy in the strength of the civil police appears to be due to two reasons. Firstly, police is a non-Plan subject in the sphere of the States and expenditure thereon is severely limited by the constraints on non-Plan expenditure. Secondly, we have noticed that there has been a sharp increase in the strength of the armed police of the States, as well as of the Centre, particularly during the decade of the sixties. The Delhi Police Commission have mentioned that whereas before Independence 85 per cent to 90 per cent of the force consisted of civil police, the armed police now constitutes nearly 50 per cent of the total police force of the country. We

have no comments to make on the strength or the armed police as it must depend on the law and order situation as it obtains from time to time. However, as we have indicated earlier, the strength of the civil police and particularly that of the investigating officers must be determined and provided on objective considerations and with due regard to how much work a police officer can do in ordinary circumstances.

15. In determining the requirements of the civil police, it may be worthwhile to re-examine the powers of the different ranks also. It may be that a systematic examination of this question may lead to the conclusion that greater specialisation, mobility and mechanization and better communications, an increase in the number of Sub-Inspectors and Assistant Sub-Inspectors and entrusting limited powers of investigation to Head Constables may help to achieve an overall increase in the cost-effectiveness of the force.

Separation of Crime from Law and Order Staff

16. We may also mention that a number of witnesses have suggested that there should be an effective separation of the investigation from the law and order staff in police stations in the cities. The ordinary citizen naturally desires and expects prompt attention from the police in matters requiring investigation or enquiry, for example cognizable cases of crime, missing persons etc. We have noticed that the Law Commission, and practically all the State Police Commissions, have made similar recommendations and that some such system is already functioning in the State of Andhra Pradesh and Tamil Nadu. As far as the expense involved in such separation is concerned, we would like to quote what the Law Commission have stated in their fourteenth report. "The separation of the investigating machinery may involve some additional cost. We think, however, that the exclusive attention of the investigating officer is essential to the conduct of an efficient investigation and the additional cost involved in the implementation of our proposal is necessary. The adoption of such a separation will ensure undivided attention to the detection of crimes. It will also provide additional strength to the police establishment which needs an increase in most of the States". We have been told further that this separation can be effective only if the staff for investigation is put in plain clothes to prevent their mobilization for law and order duty and that a plain clothes investigating officer would be more welcome to the people also.

Inadequacy of Modern Equipment

17. We have referred to the fact that the processes of industrialisation, urbanisation, and socio-economic development of various kinds and advances in science and technology lead not only to an increase in crime but also to a greater sophistication and complexity in its commission. In this context, we find that our national planning process takes no note of the need of strengthening the law enforcement agencies to the extent necessary to meet the new challenges. We are aware of the efforts that the Government of India are making for the modernisation of the police forces of the country through a system of financial aid to the States which was started two years back. A sum of Rs. 1 1/2 crores was spent on this scheme in 1970-71. seven crores in 1971-72 and another seven crores has been allocated in the current year. The evidence laid before us shows that the requirements of the Indian police in this respect are so large that allocations of this order are not likely to bring the desired results for a long time to come. As mentioned earlier, many police stations do not have any motor vehicle or wireless set or telephone connection and some States do not have a forensic science laboratory. The workload appears to be very high even in the existing forensic science laboratories as a survey made at our instance in respect of

Uttar Pradesh has shown. Many of the advantages that we are seeking from improved recruitment and training systems will be off-set if the scientific and technological facilities required by the police forces are not provided in adequate measure.

18. We have referred in a separate chapter at some length to the aid that science and technology can give to police work. We are convinced that all that is needed in this respect cannot be achieved unless the modernisation of the police is made a part of the Fifth Five-Year Plan because all aspects of modernisation will involve substantial financial investments which will not be within the means of the non-Plan budgets of the States. We have no doubt that making the modernisation of the police an integral part of the planning process will help to resolve many of our existing problems in the police sphere.

Systems and Procedures

19. We understand that there has been no radical change in the systems and procedures of police work which were prescribed many years ago. With the many aids to administration which are provided by science and technology, there would seem to be sufficient scope for a thorough and scientific examination of these systems and procedures in order to reduce unproductive labour, ensure a better utilization of highly-trained professional personnel and curtail the time-lag between the reporting of a problem and an effective response from the police.

Inadequacy of Supervisory Staff

20. The rank structure of any organisation is important from two points of view. First of all, it should provide for a reasonable scope for movement from the bottom to the top, i.e. promotion prospects. The second aspect is the provision that it makes for inspection and supervision. Police officers are often required to act individually or in small parties. Constables on beat patrol work in ones or twos. A Sub-Inspector conducting an investigation, which may include personal and house searches and arrests, acts by himself. It is obvious, therefore, that the proportion of supervisory officers should be high in any police force. This applies more to India than elsewhere because of the complexity of the tasks which face the Indian police as also the fact that our developing society is subject to many pressures and dilemmas for authority. We have been told that the number of Superintendents and Deputy Superintendents provided in the districts in India is far from adequate for exercising any effective supervision over the subordinate ranks or for affording the much needed motivation to the lower ranks.

Certain Defects of the Criminal Justice System

21. It has been forcefully urged before us that delays in trials and wholly inadequate facilities in court premises for complainants and witnesses badly affect the image as well as the efficiency of the police. We find that the percentage of the total workload of cases disposed of by criminal courts in India in a year has decreased steadily from 49.4 in 1964 to 32.9 in 1970*. Justice delayed is, proverbially, justice denied. Apart from this, it is an accepted fact that the deterrent value of punishment is greatly dependent on the promptness and certitude with which it is awarded. We have already referred to certain shortcomings of the criminal law which have the effect of creating an imbalance in favour of the accused. It seems necessary that the operation of the criminal justice system should be subjected to a review in order to find ways and means of removing the inconveniences of the people and making the dispensation of criminal justice more prompt.

System of Assessment and Promotion

22. Our attention has also been drawn to the fact that the existing systems of assessment and promotion are subjective and in some cases vitiated by extraneous influences, thus leaving room for merit going unrecognised. A considerable amount of research has been done in recent times into systems of assessment and evaluation of performance. It appears to us desirable that advantage should be taken of such research to introduce objective systems of assessment and promotion at the various levels of the police force.

Police as Agents of Law

23. Most of our witnesses and correspondents have mentioned that there is a great deal of political interference in the administration as well as the operation of the police force, particularly at the lower levels. In a secular, socialist democracy, which guarantees certain fundamental rights to every individual irrespective of caste, community, religion or political faith, it must be ensured that policemen function impartially and courageously in the discharge of their onerous duties. Political or administrative pressures in the working of the police lead to abuse of authority and indecision and delays in dealing with situations because of a sense of fear that the officer concerned may be transferred or removed if he happens to displease particular individuals or groups. Any impression among the public that the police can be made to act according to one's wishes if the necessary pressures are applied shakes public confidence in the police and in the whole administrative set-up. It has also been pointed out that police officers often seek to use politicians to advance their own interests in the matter of postings, transfers and promotions. But whether it is a question of political or administrative pressures or individual police officers taking advantage of politicians, it appears from what we have heard and what has been conveyed to us in the replies to our questionnaire, that the conditions in this regard are genuinely unsatisfactory and that the malaise has been affecting not only the lower ranks but also officers upto the highest level.

24. We have mentioned in an earlier chapter that the norms that should govern the relationship of the party in power, the individual politician and the police have still to be developed. The development of these norms is connected with the larger question of accountability. It seems clear to us that among the questions which arise are the accountability of the police to the law and the State, democratic control of the police and ministerial responsibility, organisational and functional independence of the police, the statutory duties of the police under the law and executive instructions which interfere with police functioning. We believe that these are important issues which need to be examined in detail and healthy norms developed in order to contain effectively the problem of what is described as political interference.

Need for a Comprehensive Examination of Other Important Problems of Policing

25. In short, we may reiterate that training is only one of the important factors which determine the efficiency and effectiveness of an organisation. There are several other factors which are equally, if not, more important in this connection. The need for them to be examined in detail is obvious and urgent. It was not within our purview to undertake this discussion. We feel, therefore, that it is necessary to set up a high level body to examine our police system in all its aspects in detail in the light of our changing social conditions and value systems and the urges and aspirations of the people of a secular, socialist,

democratic State. Apart from the questions mentioned in the immediately preceding paragraph, such a body should consider what changes are required in the existing organisational structure of the police force and the powers and duties of the different ranks of police officers. What criteria should determine their emoluments and conditions of service, what changes are required in the Police Act and the other Acts which regulate the functioning of the police, what should be the system of financing the police so that the proper development of this vital service may not be inhibited by inadequacy of resources and what improvements are necessary in the working of the criminal justice system in order to provide the minimum necessary facilities to all the parties concerned and to ensure that the dispensation of justice is reasonably prompt in criminal cases.

CHAPTER XVI POLICE CITIZEN RELATIONSHIP

The Importance of Public Relations

We have described in chapter IV the role of the police in the context of the social, economic and political changes in the country. We have explained why the police will now have to be service-oriented in relation to the people and realise in particular the need to safeguard the interests of the weaker sections of the community in the discharge of their various functions as agents of the law and even in their non-enforcement roles. This underlines the need as well as the importance of developing a meaningful relationship between the police and the people. We are aware of the efforts that have been made to improve the quality of this relationship, but the crucial nature of the subject calls for further thought and an analysis of the problem in all its nuances so that systematic action may be taken by all concerned to achieve the goal.

2. We have received abundant evidence to prove, what is also axiomatic, that the willing co-operation of the people is indispensable to the success of police work. Whether it be preventive work or the detection of crime or the maintenance of order, the success of the police is, in great measure, dependent on the voluntary co-operation available from the community. Right from the time of recording an information at the police station, for example, through the entire process of enquiry and investigation and even in the ultimate stage of prosecution and its results, all police actions are not only under the constant gaze and scrutiny of the public, but also require their support and assistance. On the other hand, due to an utter lack of communication between the police and the public, the public are not aware of the stresses and strains under which the police work. Their failures, thus readily make news and attract uninformed criticism, which, in turn, affects the morale of the force adversely. All successful police officers will vouchsafe the value of public co-operation in their work and this needs to be driven home to the younger officers and the new entrants.

3. Another important point to be appreciated in this context is that, in a democratic form of Government, the authority of the Government is dependent on the consent of the governed. The police are the most visible form of the authority of the Government; they have to act, therefore, so as to elicit the co-operation of the majority of the law-abiding sections of the people. The basis of the authority of any police force, in a democratic country, will have to be 'public trust'. In a developing society, in particular, no discerning police officer should fail to take note of the expectations of the people vis-a-vis the police.

4. In accordance with the Directive Principles of the Constitution, the

Government are committed to evolving a secular and socialist pattern of society and, to this end, an increasing body of social legislation is being placed on the statute book. This requires the police to act in many new areas. The consequent expanding role of the police emphasises more pointedly the increasing need for public co-operation, for such legislation calls not merely for enforcement, but also for effective propaganda and persuasion, which presupposes a background of cordial relations between the police and the community.

5. The police have a contribution to make in our overall programme of socio-economic development also. The maintenance of public order and peace is of fundamental importance for any progress. It is only with the sanction of support from the people that the police can successfully maintain peace and order to enable the uninterrupted success and growth of all development programmes.

Principles of Police Conduct

6. It is not without reason that the subject of police-citizen relations has been exercising the minds of eminent public leaders and senior government officials ever since the days of Independence. The Inspectors General of Police have been discussing this subject regularly in their biennial conferences. In their conference of 1954, they had considered the matter at great length and had suggested a number of measures for improvement. In 1960, they adopted a set of principles of police conduct in which the need for public co-operation and popular support was stressed. The three main principles evolved in this connection were: firstly, that the police are also citizens with the only difference that they are employed in a whole-time basis to perform duties which are normally incumbent on every citizen, which means that the police must not think of themselves as a body apart from the public; secondly, that the efficient performance of police duties is dependent on the ready co-operation of the people, which will not be forthcoming unless they conduct themselves so as to gain the respect and confidence of the people and try, as far as possible, to deal with situations without the use of force; and thirdly, that they are sympathetic, considerate and mindful of the welfare of all sections of the people and always ready to offer individual service, friendship and assistance to people in need without regard to their social standing. This subject has also been discussed by the Police Commissions set up by the States since Independence and various measures have been suggested for improving the existing relationship.

Police Image

7. The police force consists of a number of branches. The people, however, come into contact mostly with the personnel posted to police stations and outposts. The evidence laid before us shows that, generally speaking, the image of the police is not what is desirable, even though any proposal to shift or abolish a police station or outpost is stoutly opposed by the people concerned. We must also mention that some witnesses have said that the people in our country are doing a good job. Indeed that work of the police in preserving order in the face of agitations of a wide variety and intensity and in guarding the country's international borders is also widely appreciated.

8. As far as the police are concerned, however, the evidence before us seems to suggest that their image, by and large, is unsatisfactory. They are generally said to be impolite, authoritarian, professionally not up to the mark, dishonest and unsympathetic to the complaints and grievances of the people. They allegedly favour the well-to-do or the otherwise powerful

sections of the community while poorly dressed citizens are either neglected or harassed. This is supported by a survey of public opinion, undertaken by the Bureau of Police Research and Development, in which the main reasons adduced for the unwillingness of the people to go to the police are that the police are disinclined to record reports against persons of high status and those having good relations with them, police action on information/evidence furnished is not prompt, there is corruption and the police machinery is ineffective. The survey also indicates that, according to the respondents, the attitude of the police towards the weaker sections of the society is unsatisfactory in a large number of cases and that the reactions of the police are often determined by the income and educational qualifications of the complainants. Other reasons for the poor image of the police, according to the survey, are that complainants have to wait at police stations for an unreasonably long time, there is fear of vengeance by the accused, payment of compensation to complainants or witnesses attending courts is inadequate and there is dissatisfaction with the ultimate outcome of the cases reported to the police.

Reorientation of Attitudes

9. The nature of police work is such that all the parties concerned can never be satisfied with the way in which the police act in a particular situation. A law enforcement agency inevitably has a negative silhouette and this prevents the police from becoming a popular agency and strains the effort for establishing a positively satisfactory relationship between the police and the community. This inherent difficulty can be met to a certain extent by the development in policeman of attitudes in tune with the changed tenor of life in our society since Independence, but it seems to us that steps are necessary also for an effort to reorient the attitudes of the people towards the police.

10. We have considered the question of re-orienting the attitudes of police officers in great detail and we have made a number of recommendations so that this may be achieved to the extent possible by an improved system of recruitment and training. It is our hope that properly selected and trained police officers will appreciate the demands of the service better and perform their duties with more constructive attitudes than is manifest at present. We may, however, reiterate that policemen have to realise that the police function is no longer repressive and that the police have a positive protective role also to play. They have to appreciate that they deal with people when the latter are frightened, desperate, ashamed, angry, threatening or violent. Every police action can vitally affect in some way or other some one's dignity or self-respect, or sense of privacy or constitutional rights. The need for a helpful and sympathetic attitude on the part of the police cannot, therefore, be over-emphasised. We need add only that the senior police officers should try to ensure that the principles of police conduct become a reality in practice.

Participation in Community Life

11. The fact that policemen have to remain in constant contact with criminals of all kinds and other violent and anti-social elements tends to affect their attitudes and outlook. It results also in a certain stigma being attached to police work in the eyes of the people. The pressure of the psychological complexes generated by this situation might be relieved to some extent if policemen could be made to feel more involved in the socio-economic life of the community they serve. We suggest, therefore, that steps may be taken to make the officer in charge of a police station and his seniors ex-officio members of civic bodies like Panchayats, local boards and Municipal Corporations, etc.

12. We recommend further that there should be active participation by police officers in the social and cultural life of the community. That a police officer can make a mark in a literary function or earn plaudits in a musical performance, is something not known to the public. Likewise it should be ensured that the public participate in various police functions like police parades, sports, etc. as frequently as possible. The people should also be encouraged to visit police institutions on suitable occasions. Organising village defence societies, resistance groups and 'special police' or appointing traffic wardens from amongst the citizens can be a useful part of a citizens' participation programme which will help to bring the public and the police close to each other.

Integrity

13. The question of integrity is as important as that of correct attitudes for healthy police community relations. To gauge the exact extent of corruption prevalent in an organisation or at the various levels of its hierarchy is difficult. As far as the police are concerned, we notice that this problem has also been exercising the minds of senior police officers and that a sub-committee of the conference of the Inspectors General of Police, 1962 had examined it and suggested remedial measures. That the dimensions of the problem continue to be large, nevertheless, indicates that the malaise is difficult to eradicate. It would, however, be dangerous to develop an attitude that this is something which is inevitable and endemic. A number of factors are involved in the problem of corruption. Apart from the conditions of service of the members of the force, to which we have referred in the preceding chapter, the attitude of the members of the public can be a breeding factor for corruption. But it is imperative that stern action should be taken against an officer found to have indulged in corruption and malpractices. As the Delhi Police Commission have said: "There should be a concerted drive to make it impossible for a dishonest person to remain in service. All complaints of corruption should be promptly investigated; and action against the guilty must be drastic whatever be his rank". We entirely agree with this. The lead for a relentless campaign for weeding out corruption must come from the gazetted police officers. The integrity of police officers should be beyond all shadow of doubt and suspicion. Corruption is a taint which deprives the force of public esteem and co-operation.

Professional Efficiency

26. A very sensitive and delicate area in police-public relations is the contact of the police with the student community. We have examined a number of student leaders and, while they showed an appreciation of the responsibilities of the police, most of them were critical of police behaviour in dealing with student agitations. This problem will be eased to some extent when the lower ranks of the police are more educated and better trained than at present.

27. We have received a suggestion that there should be special squads in the police department for dealing with student problems wherever student trouble is endemic. The suggestion, though valuable, does not appear to be practical. We recommend, therefore, that in the major cities and university towns with a substantial student population, police officers who have to deal with student problems should be specially selected and trained and that they should develop close contacts both with the university faculty and the student community.

28. Contacts with the student community in secondary schools can be established through sports and games, participation in school functions and meetings across the table over various issues. We feel that contacts of this kind can be very useful. Senior police officers should not only set an

example in this respect themselves, they should also encourage their subordinates to mix with the student community freely and try to involve them in police duties like traffic, regulating crowds near schools etc., as much as practicable. It will be helpful if senior officers visit schools and colleges occasionally to deliver talks, accompanied by film-shows, on subjects like the rules of the road, safety first, crime prevention measures, the value of the respect for the law, policing of the borders etc.

29. The suggestion of the Maharashtra Police Commission that text books for young school children should contain lessons on how a policeman is of help to the people is valuable and we commend it. As a matter of fact, it should not be difficult for senior police officers to mix freely with literateurs, journalists and film producers and to prevail upon them to assist in projecting an objective picture of what the police do or can do for the good of the people. In this context, we endorse the suggestion made by the conference of the Inspectors General in 1964 and 1966, and reiterated by the Madhya Pradesh Police Commission, that the Inspectors General might explore the possibility of inviting well known persons to write articles on various aspects of police work to bring out their difficulties and achievements. Suitable books, plays and documentary films could also make a significant contribution in raising the police in public estimation.

Police and Agitations

30. The role of the police in dealing with strikes and other agitational activities is another area in which there is much scope for misunderstandings and strained relations with large sections of the people. Labour leaders complain that the police favour the industrialists and serve the interests of the few as against those of the masses. We have also been told that labour agitations are often organised by opposition leaders for political purposes. The brunt has to be borne by the police and when the police move in to maintain or restore peace and order, they are criticised for using undue force in suppressing popular agitations. The role of the police in labour agitations or political movements is indeed very sensitive and any mistake or false step taken without due discrimination or in haste can destroy the goodwill built up over a period of time.

31. The evidence that we have received suggests that it is necessary for the police to project an image of strict neutrality while dealing with labour disputes and agitational activities. It should be manifest on such occasions that the police are present on the scene to forestall breaches of the peace and to prevent violence and not to side with any party whatsoever. The rules on the subject of the use of force are very clear and we wish to observe only that an attitude of mind has to be developed in police officers that many situations can be handled without the use of force if the approach is one of patience and understanding. There are, indeed, many factors which compel a police officer to resort to the use of force, but it is also true that a suitable frame of mind can reduce such occasions. We have laid stress on the fact that the development of proper attitudes to deal with such situations must receive adequate attention in the training programmes of police officers of all ranks.

Communication with the Community

32. The gap between the people and the police is widened by inadequate communication between the two. The discipline of the service prevents police officers from speaking out to the members of the community. In fact, in some States, the District Superintendents cannot give even the official version of an incident to the press. In the subordinate ranks also, officers keep to themselves and move about in narrow circles, partly because of the nature of their work. An invisible wall of separation is thus

gradually built up around police officers. The police service has, therefore, been sometimes euphemistically called the 'silent service'. It was pertinently said in the House of Commons in Great Britain during the debate on the Royal Commission's Report (1962): "The police have too closed a mind and lead too] monastic an existence to get the right sort of relationship with the public."

33. It seems to us that there is need for a system which would enable police officers to inform the citizens of the difficulties they face and the handicaps they suffer from in their work. Many police officers have sacrificed their lives in encounters with law breakers over the years; the force as a whole has borne heavy stresses and strains in fighting the extremist menace and in dealing with agitations in various parts of the country; they have faced enemy attacks on the country from across the border more than once; and they man almost inaccessible checkposts, some of which are located at altitudes of more than 12,000 ft. Such important contributions made by the police in the service of the people are often not known to the public. In other words, it should be possible for the members of the police force to furnish objective information to the public about the activities of the police department. It is equally necessary that the people should be informed of the elementary do's and don'ts of social security and the ways and means in which they can render invaluable help to the police. It has been suggested to us that Citizens' Committees should be formed at the district, sub-division and police station levels. It may be worthwhile to test the utility of this suggestion on an experimental basis. Such committees should consist of representatives of the various professional groups of the community and other respected persons and be formed by the Superintendent of Police. They could meet once a month to review the crime and law and order situation and make suggestions for resolving problems with mutual co-operation. The minutes of these meetings could be recorded for follow-up action on the suggestions made. A channel of regular contact with the people of this kind should be kept open always and should not be used only in emergencies or crisis situations.

Police and Press

34. To gather correct information about incidents and occurrences is the business of both the police and the press, but the objectives of the two are different. The press wants to ascertain the facts to keep the public informed of what is happening and to build or mould public opinion, whereas the police seek to ascertain the same facts to enforce the law and to maintain order by placing them as evidence before courts of law. This involves an apparent clash of interests and yet there is everything to be gained by an understanding between the police and the press and we feel that sustained efforts should be made to develop such an understanding. We were informed by the few representatives of the press, whom we were able to examine, that their relations with the police have improved over the years, but the situation is not uniformly happy all over the country. We would, therefore, recommend that a procedure should be standardised by which pressmen can have regular access to the information they desire, subject to the considerations of legitimate public interest. Pressmen naturally prefer to get information directly from the Inspector General or the Commissioner or the District Superintendent because they can then treat it as authentic. It is, therefore, necessary that the senior police officers should be readily accessible to the press at all times and particularly when there is a disturbance of the peace or a serious crime has been committed or an incident has taken place, which is likely to arouse public interest. The process of regular communication between the police and the press can be

facilitated by the institution of a press relations officer whose function can be performed by the Public Relations Officer to whom we shall refer later. While any desire to court cheap popularity should be eschewed, there is no need of any allergy in the police to criticism in the press. Police officers must appreciate that the press also have their own compulsions. If the channel of communication between the two is free and frank, occasions for misunderstandings will be possible to find more space in the press for the good work done by the police.

35. We recommend further, that the Sub-Divisional Police Officer should also be to communicate with the press whenever required. In modern times, when pressmen reach all corners of the country and collect information from the scene, it is not necessary to debar responsible police officers from giving to the press factual information about matters concerning the police. The furnishing of correct information obviates misconceptions and forestalls or kills rumours.

Other Publicity Media

36. We are convinced that there is urgent need of a public relations Officer to be attached to the head of each force. The conference of the Inspectors General had recognised this as early as 1964. It was reiterated in subsequent conferences. The Government of India, we understand, had requested the State Governments to consider this suggestion favourably and to create the post of a Public Relations Officers in their police departments. Most of the State Police Commissions have also recommended this suggestion. We gather that some States now do have Public Relations Officers in their police departments. But many others have still to create such a post. A Public Relations Officer at the police headquarters can be of great help in furnishing prompt information to the press about matters of topical interest and in projecting the good work and the welfare and other services rendered by the police which go unnoticed at present. He can also help to organise periodic publicity programmes like exhibitions, film shows, etc. all of which can bring the people and the police closer than they are at present.

37. Another important channel through which the police can reach every home is the radio. We understand that the All India Radio (A.I.R.) authorities are extending necessary facilities to the police department for this purpose. We recommend that the police should make full use of the facilities offered by the A.I.R. authorities for keeping the people informed of matters of mutual interest.

Attitude of the Community

38. In all that we have said and suggested to bring about an improvement in police citizen relations, we have emphasised that it lies essentially with the police to take the initiative and the necessary steps to rectify mistakes. A constructive relationship is, however, a two-way affair. It is, therefore, necessary to appreciate that the attitude and conduct of the police depends on the response of the community also. We have suggested what the police should do to inform and educate the public in matters relating to crime, law and order and other police responsibilities, but the citizens also have a responsibility to discharge if the police are to be enabled to function effectively to safeguard their interest and welfare.

CHAPTER XVII SUMMARY AND RECOMMENDATIONS

CHAPTER I.-POLICE TRAINING-AN OVERVIEW 1

The training arrangements in the different States are unsatisfactory qualitatively as well as quantitatively. The most important reason for this situation of general neglect is the lack of a genuine conviction about the value of training. Training has thus become a ritual wherein unwilling and ill-equipped instructors perform the necessary rites of drilling and lecturing. The development of an awareness of the social and political climate in which the policeman has to work hardly finds a place in the police training programmes and the inculcation of the appropriate attitudes is limited to emphasising the need for discipline, obedience and loyalty. There is a paucity of books and training material. We have taken into consideration the various shortcomings of the existing arrangements in making our recommendations.

2 The implementation of our recommendations will call for a planning, developing and

coordinating agency at the Centre as well as in the States. While the problems of police training must be tackled and solved by the State level, the Central Government will have to provide financial as well as technical assistance in the important task of reorganising training for the police at various levels. The development of the police and police training is not a subject covered by the Five Year Plans. This is one of the factors which accounts for the inadequacy and ineffectiveness of the training programmes for the police.

3 A good, well-organised training programme is only one of the several components,

though an important one, which determine the efficiency and morale of an organisation. There are other important factors which must be considered and attended to if police training is to contribute to increased police efficiency and improved police-citizen relations. These include the vulnerability of the police to pressures from political parties and others and many organisational, administrative and legal issues which have a vital bearing on the effectiveness of the police and their acceptability to the people.

CHAPTER II.-ORGANISATION OF POLICE IN INDIA

The organisation of the police is a State subject in India. The hierarchy of the police force consists of the Inspector General of Police, Deputy Inspectors General, Superintendents of Police, Assistant/Deputy Superintendents, Inspectors, Sub-Inspectors, Assistant Sub-Inspectors/Head Constables and Constables. The administration of the police at the district level is vested in a District Superintendent under the general control and direction of the District Magistrate. The districts are divided into sub-divisions, each of which consists of a number of police stations. The police station is the basic unit from which all preventive, detective and law and order work of the police is carried on. The officer in charge of the police station is usually a Sub-Inspector. The prosecution of cases in the courts of magistrates is generally conducted by prosecutors administered by the police department and in the Sessions Court by Government counsels appointed from the Bar. Although not ordinarily required to carry arms on routine duties, all personnel of the district police have to be proficient in the use of fire-arms.

Serial
No..

Summary and Recommendations

2 All States have Criminal investigation and Intelligence Departments with branches at

the regional and district levels. Most States have armed police battalions for deployment on occasions when the district police are unable to cope with situations with their normal complement. The police force has a number of special units/branches such as a forensic science laboratory, the wireless branch, women police, armourers, buglers, etc. An important element of rural policing in India used to be the institution of the village chowkidar which is no longer uniformly available as an adjunct to the police since the advent of Panchayati Raj. Policing on the railways is also the responsibility of the police of the State.

3 Some of the large cities in the country are placed under the command of a Commissioner of Police, who, along with his officers, is empowered to exercise many of the regulatory and licensing powers vested in the District Magistrates elsewhere.

4 Direct recruitment is made in the police generally at the levels of the Constable, Assistant Sub-Inspector/Sub-Inspector, the Deputy Superintendent and the Assistant Superintendent. Almost all the senior officers belong to the Indian Police Service, which is an All-India Service, recruited by the Central Government.

5 The functions of the police include the prevention and detection of crime, traffic control, maintenance of order and internal security.

6 The proportion of the Police to the population in India cannot be compared with that in advanced countries because the powers of search, arrest and investigation vest in these countries in all police officers, whereas they vest in India only in officers of the rank of Sub-Inspector and above, whose number is quite small. The equipment and facilities available to the Indian police do not compare well with those provided in the advanced countries. The promotion prospects of police officers of the subordinate ranks are meagre. Their average working hours are from ten to sixteen per day, seven days of the week. Police officers are not allowed to form trade unions.

7 The Central Government exercises an advisory role in police matters and renders assistance to the States in various ways. They have established a number of Central Forces and Institutions for this purpose.

CHAPTER III.-TRAINING-CONCEPTS AND OBJECTIVES

1 The objectives of the training of police officers will be the inculcation of knowledge and professional skills and the development of attitudes appropriate to their work and the people they come into contact with. Police training should, in addition, be given the necessary bias for science and technology.

2 The training programmes must aim at providing a professional leadership which can help achieve the speedy transformation of an economically backward society into a secular, modern, technologically advanced society characterised by equal opportunity and social justice. Training should help to develop positive attitudes, acquire technical and analytical skills and encourage initiative and the ability to anticipate situations and innovate in order to achieve the goals of the organisation. It should create a sense of involvement and participation at all levels. The trainees should develop an enquiring mind receptive to new ideas and a restless spirit which urges constantly to find ways of doing assigned tasks better and more efficiently and to keep away from

cynicism and the line of least resistance.

3 There should be a phased in-service training programme in the form of refresher, orientation, specialised, middle level and senior level courses, besides the induction training of new recruits at different levels to make training purposeful and effective for the attainment of the goals of the organisation. For the higher level officers, there should be a greater input of managerial and conceptual skills in the training programmes.

4 In-service training courses should be linked with the channels of promotion to various levels of higher responsibility to ensure better motivation and greater effectiveness in the field. Persons who have undergone particular courses must be assigned to jobs where they can make use of the training imparted to them to ensure that they do not develop a cynical attitude to training which may infect others. It is desirable that individuals with promise should be selected from training as a part of their career development so that they can contribute their maximum to the organisation and to society.

5 The effectiveness of training is determined by a combination of the trainee, the training system, in which the trainer plays the most important role, and the organisation to which the trainee will return. Any imbalance in this would offset the additional inputs given to the individual in terms of specific knowledge, skills and attitudes.

6 Effective training and positive attitudes of the trainees will not guarantee, by themselves, a full and proper utilisation of the knowledge, skills and attitudes imparted, if on returning from training, the trainee finds that his enthusiasm is not only not recognised but is even resisted and resented. Police officers at all levels must be so trained as to see themselves as persons who can offer help or counsel to those below them and facilitate their growth. Such a realization at the senior levels would result in creating the necessary climate to permit the junior officers to change their "behaviour" and make the organisation as a whole more effective for the fulfilment of its new role.

7 The nature, level and content of the courses, the methods of instruction and the quality and quantum of the instructional staff will all need a periodic review with the object of constantly improving the training programmes.

8 Training cannot neutralise unwise promotions or ineffective methods of work; nor can it replace intelligent supervision, favourable environmental conditions, individual willingness to accept responsibility, etc. The effectiveness of training also depends on such factors as motivation, morale in the organisation, opportunities for growth and fulfilment of aspirations, recognition of merit, etc.

9 Training should be considered as an investment in human resources . .

CHAPTER IV.-THE ROLE OF THE POLICE IN THE NEW SOCIAL CONTEXT AND ITS IMPLICATIONS FOR POLICE TRAINING

1 The police in India inherited the historical disadvantages common to all countries formerly subjected to colonial rule. Unfortunately, the situation in the post-Independence era and the specific law and order requirements arising out of continuing conflicts have not permitted the full development of new traditions and attitudes. Additionally, there is the problem of the right use of authority by those in power. There have

been instances where Governments have been accused of using the police machinery for political ends as well as of individual politicians interfering with the administration and the work of the police. The norms which should govern the relationship between the party in power, the individual politician and the police have still to be developed.

2 In the political sphere, the enunciation of national goals has resulted in rising expectations and aspirations among the masses. Those entrusted with the maintenance of stability in society thus often come into conflict with the forces generated by the political system. The police have to deal with such forces with an appreciation of not only the nature of our democratic structure but also the aspirations of the people. The police forces must understand that any situation of confrontation is short-lived as against the permanent nature of the over-all public good end has to be handled with patience.

3 The declaration of social equality as a goal has resulted in the intensification of social tensions and violence arising from attempts by traditionally powerful groups to prevent the under privileged from gaining equality and from the anxiety of the latter to achieve it. Since the police have an accepted role to play in the establishment of conditions favourable for social growth and development, it is necessary for them to promote a feeling of confidence and security among the minorities and the weaker sections so that they can participate fully in and benefit from the national development effort.

4 There is need of a secular outlook and a sympathetic attitude in dealing with the victims of communal tensions and religious bigotry. The law enforcement officers must inculcate a habit of prompt, vigorous and firm response whenever the secular concept is under threat. No aspect of the role of the police is more important than their active and purposeful participation in programmes of national integration based on the principles of equality and secularism.

5 The success of social legislation depends on the effectiveness of its enforcement and the police have a protective as well as a promotinal role to perform in this sphere.

They should be highly sensitive to and familiar with the trends and processes of social change and their implications for the society in which they live.

6 The pace of economic development, the growth of an industrial infrastructure, economic imbalances, unemployment, particularly among the youth, rapid urbanization and the rise of a working class movement have serious implications for the social system and lead to complex problems of crime and law and order, which demand an understanding and dynamic response from the police. The increase of offences by juveniles emphasises the need for a greater understanding among police officers of the problems of the actual and potential delinquents and the need of helping them to grow into constructive citizens instead of becoming hardened and habitual criminals.

7 Relations with the students constitute a particularly sensitive area of police work. A great deal of tact is required in dealing with situations involving student communities and the youth, particularly in view of the world-wide phenomena of youth unrest.

8 The police have a difficult role which they have often to play in most provocative and trying circumstances. Today many of the agitations which pose a threat to law and order have a claim to social legitimacy.

The police, therefore, run the risk of being cast in an anti-people role. Even so the police must maintain law and order and support the constitutional processes in society. They must show an understanding of the 'cause', but distinguish it from the 'means' that are adopted if these threaten peace or law and order. The police have the obligations to defend and promote the normal legal and constitutional processes in the country, both in a negative and in a positive sense, so that it may be possible to achieve the desired social objectives in a democratic society.

9 This new role requires the development of proper attitudes and the ability to anticipate, analyse and take decisions to meet such difficult situations. There must also be an awareness of the fact that the successful implementation of tasks depends on the dedication with which they are performed. The police officer must have a high degree of discernment and a knowledge in depth of society and its problems. His approach must be one of sympathy along with an abiding faith in law and orderly growth. Law has to be applied with a deep understanding of the changing needs of society.

10 In the changed circumstances of our society, a wholly law and order oriented force has to be transformed into one, which, while retaining a keen appreciation of its legal responsibilities to safeguard life and property, has also an understanding of the larger social issues involved in its day to day work. The implications of this are that police officers must acquire a high degree of professional competence and develop an understanding of the social purpose of their activity, a sensitivity to trends and forces at work in the environment in which they act, and attitudes in consonance with the concept of social justice with particular reference to the weaker sections of the community.

11 It is necessary, therefore to induct new concepts into police training programmes, and to provide training material, which may make police officers aware of tremendous problems of the minorities and the under-privileged classes and the need to deal with them with an understanding of the factors which give rise to particular situations.

12 The mental background of an officer is provided by a number of interacting factors, including his educational institutions. The officers of police training institutions must, therefore, set an example of behaviour, understanding and readiness to perform difficult tasks, which the trainees can emulate. An excessively authoritarian attitude hardens the trainees and they use similar methods when they go out and deal with the public.

13 Under these circumstances, the following considerations deserve special emphasis in the training of the police:- (i) Loyalty to the Constitution, commitment to the goals of the nation and the concepts of an egalitarian society, and the need for national integration.

(ii) Awareness of the problems that arise in the wake of the developmental process including conflicts, social disorganisation, scarcity and controls, regional imbalances, etc.

(iii) A deep social awareness for comprehending and reacting to complex situations.

(iv) Development of analytical and innovative skills since situations will continue to change and no ready-made solutions can be prescribed.

(v) A new orientation in dealing with the masses, who come from various strata of society, divided among many contours such as religion, caste, region and income, as may lead to the correct

response in individual cases.

(vi) The need for the application of scientific techniques, management concepts and skills, and constructive attitudes and values in police work.

CHAPTER V.-IMPACT OF SCIENCE AND TECHNOLOGY

1 Phenomenal advances have been and are being made in the fields of science and

technology. There are two aspects of this question as far as to the police are concerned. Firstly, crime is becoming more sophisticated, the sphere of operation of organised gang and racketeer is widening and it is becoming easier for criminals to defy detection. The second aspect relates to the assistance that science and technology can give in police work and the administration of criminal justice. Modern means of communication, electronics, electronic data processing, forensic science and medicine, new weaponry, systems analysis, etc., have started playing a major role in giving new dimensions to police work in the advanced countries. The day is not far when India will also have to modernise its police forces on similar lines.

2 The computerisation of records of crime and criminals, their modus operandi and stolen vehicles, art objects and other valuable property, etc. is being adopted in many countries to help in the quick location of suspects and detection of cases. The computer has many other applications also in the work of the police. Scientific aids to the detection of crime are available now from every branch of science. A vast amount of work is being done abroad to develop new weaponry for the police. It is obvious that the future planning for police training will fail to achieve its purpose if due cognizance is not taken of the advances being made in science and technology.

3 Contemporary police work has become a complex enterprise requiring not only a good, efficient and traditional police force but a police force which, like the defence services, is equipped with up-to-date, equipment, and is staffed with the best people which the country can afford to engage to make the police a modern force. A police force which by passes the constructive impulses of science and technology constitutes a burden on the administration and is, therefore, an anachronism, in modern times. Policemen have not only to be trained in the use of modern scientific methods, they must have an interest in science and technology and appreciate the significance of scientific devices and the importance of modern sophisticated techniques in optimising police activities. The training at all levels has to be reoriented to ensure that all police officers realize that man-power and the scientific facilities available constitute a complete system and that it is necessary that each part knows, supports and utilises the capability of the others to the best advantages. Police officers must be competent enough to be able to participate actively in the process of the injection of science and technology in police work and also appreciate the value of the help that can be given by technicians.

4 The increasing application of science and technology to police work will necessarily involve the employment of a large number of scientific and technical personnel to man the information systems, wireless and electronic branches, forensic science laboratories and automobile or transport and armament sections of the police force. Comprehensive arrangements will be needed for the training of technical personnel of various categories in the maintenance and use of scientific equipment. They should also be given some basic training in police work. The full

details of courses for such personnel should be worked out in consultation with the concerned specialists. The largest requirement of technical personnel will be in the field of electronics, including computer technology and, while the training of the subordinate staff will have to be undertaken by the states, the training of the gazetted officers of the wireless and electronics branches of the police forces may have to be undertaken in a separate institution to be set up for this purpose by the Central Government. The Institute of Criminology and Forensic Science should develop other courses so as to cover all branches of forensic science.

5 The Governments should make reasonable investments in research and development work to promote the induction of science and technology into police work in India.

CHAPTER VI.-RECRUITMENT

1 The nature of police work calls for persons of exceptional ability, intelligence and alertness and a high level of physical courage and stamina. They should also be honest and impartial and men of character.; The quality of the police officers recruited in the coming years will affect the standards of performance of the force for at least the next quarter of a century and will provide the leadership which will face the challenges not only of today but also of the next two or three decades. The importance of sound recruitment procedures is therefore crucial.

2 Recruitment procedures must keep in view the need for selecting the best and most suitable men in relation to the functions not only of the rank to which recruitment is made but also of the higher ranks to which the candidate may become eligible in course of time.

3 The nature of the police role in a democracy requires that the members should be selected impartially, should be administratively competent, politically neutral and imbued with a spirit of selfless service. The recruitment procedure should, therefore, be so devised that they are free from political, personal or corruptive influences. The need for objectivity in selection cannot be over-emphasised.

4 It is desirable that the composition of the community should be reflected in the police force to the extent possible and it is necessary to ensure that no bias operates against any section of the people in the recruitment process. If any particular section is not represented adequately the reasons for this may be looked into for necessary action.

5 In backward regions, where the overall educational standard has either not risen high enough or qualified candidates are attracted away to better jobs, the relaxation in educational qualifications granted by the State Governments may continue in the case of the scheduled castes/scheduled tribes for five years, when this question may be reviewed.

6 As candidates from the urban areas are reluctant to join the police, particularly the constabulary, because of more attractive emoluments and easier working conditions in other comparable jobs in the public and private sectors, the pay scales and service conditions of the urban police need to be improved to attract persons with an urban base to meet the needs of urban policing.

7 Properly developed psychological tests administered by competent psychologists can make a useful contribution in the police selection process. As a great deal of research work is necessary to develop suitable tests, a small cell of one or two psychologists should be set up in the Bureau of Police Research and Development to develop them expeditiously. An Advisory Committee of senior psychologists should be associated with the work of this cell.

8 Selected psychologists may be attached to all police forces to function in the first instance as counselling psychologists. This will give them a first hand acquaintance with police problems and prepare them to administer psychological tests as and when they are developed.

9 For recruitment to the higher ranks of the police, it is necessary to assess the qualities of leadership, decision-making and task performance and the capacity to withstand stresses and strain. The tests employed by the Army to evaluate these qualities may be adopted or other suitable tests developed for this purpose.

10 In order to obtain properly motivated candidates for the police, it is necessary to create an interest in police work among students by exposing them to the role of the police during their school/college education. A high power committee may be set up by the Ministries of Home Affairs and Education, consisting of representatives of the Police, the Universities and the University Grants Commission, to examine the question of introducing some aspects of police administration in academic courses and starting a Police Cadet Corps on the lines of the national Cadet Corps.

11 The instructions issued by the Ministry of Home Affairs for the inclusion of a police programme in the National Service Corps scheme should be implemented with earnestness by the State Governments. Students who have participated in this programme should be given some preferential treatment in the recruitment of Constables and Sub-Inspectors.

12 The present facilities for the study of criminology in the universities are not adequate for the needs of the country. The University Grants Commission should make larger investments to facilitate the opening of departments of criminology in at least one University in every State and more than one in the bigger States.

13 Criminology should be one or the optional subjects for the competitive examinations held at the Centre and in the States.

14 The duties of a Constable are not limited to mechanical tasks, but include duties which have to be performed with understanding, tact, sympathy and firmness. He may some times be required to deal with situations by himself until the arrival of superior officers, to apprise and report incidents to superiors, deal with Juvenile offenders and victims of social crimes and protect the rights of the non-affluent sections of society. The constabulary constitute the major part of the police force and are the first to come into contact, with the general public. The impressions of the people regarding the conduct of the constabulary contribute greatly to the image of the police. It is necessary that a Constable should possess more than average intelligence, be able to appreciate the difficulties of the public, have an analytical mind and an understanding of his fellow human-beings and their rights, and the capacity to take quick decisions. All these require a higher standard of education in candidates for recruitment as Constables. We reject the argument that a better educated person will resent having to perform routine duties and become frustrated because of lack of promotion opportunities, while less educated persons have a natural readiness to obey and are more polite and disciplined. We also do not agree that keeping the educational standard low will provide a larger field for recruitment. A Constable on promotion may be required to undertake even investigation of cases or hold charges of an outpost. The duties of Constables in the armed police also involve contact with the public and armed police men have not only to be tough but also intelligent and capable of discriminating between situations. A person with higher educational qualifications can

assimilate instructions and put them into practice better than a less educated person and it is also easier to motivate a person with higher educational qualifications.

15 The educational and physical qualifications for the recruitment of Constables, both in the unarmed and armed branches of the police should be as follows:-

(i) The high School examination or its equivalent should be the minimum educational qualification. Suitable advance increments should be given to candidates with higher qualifications.

(ii) The minimum age should be eighteen years and the maximum 20. It may be relaxed upto two years for those possessing higher educational qualifications. For scheduled castes/tribes, relaxation may be given upto five years, but the gap between the completion of education and entry into the police should not be more than three years

(iii) The Minimum height should not be less than 167 cm (5'-6") in general and 165 cm (5'-5") in the case of men from the hill and tribal areas. This may be raised or relaxed in the different States or for selected area of a particular State for ethnological reasons.

(iv) The minimum chest measurement should be 78.74 cm (31") un-expanded and 83.82 cm (33") expanded for those whose height is 167.64 cm (5'.6") and 76.5 cm (30") un-expanded and 31.28 cm (32") expanded for those whose height is less.

(v) Standard age-height-weight correlation tables should be consulted while prescribing the minimum weight limits so that these may be in accord with the height limits adopted by the different States/Union Territories.

16 The following procedure should be adopted for the recruitment of Constables

(i) Extensive publicity should be given to the recruitment programme.

(ii) Recruitment should be made one month prior to the commencement of the course in the police training school/Armed training centre. The course may be staggered in the different schools in a State so that recruitment may be a continuous process and vacancies do not accumulate.

(iii) Recruitment to the unarmed branch should be district-based and that to the armed branch unit-based. Since the qualifications for both-branches are the same, recruitment to both may be made jointly.

(iv) After the candidates have been screened with regard to the prescribed educational, physical and age qualifications, a physical test should be administered to them on the model of the one-star National Physical Efficiency Test.

(v) Those who qualify in the physical test should be subjected to I.Q. test. Candidates whose I.Q. rating is below a pre-determined level should be dropped.

(vi) The final selection may be made by a board consisting of the superintendent of Police of the district/the Commandant of an armed reserve battalion and two other officers, who should preferably include a representative of the police training school.

(vii) Selected candidates should be subjected to a medical examination. Comprehensive instructions should be drawn up and issued in every state for the guidance of the medical officers in this regard.

(viii) The character and antecedents of the selected candidates may be verified as at present.

17 The sub-inspector is the king-pin of all police action-detective, preventive and regulatory-taken in his jurisdiction. If the police station under his command functions properly, legally, constitutionally and honestly, the people will get an administration which is effective,

efficient and responsive to their aspirations. A Sub-Inspector has now to be very well informed in the techniques of scientific investigation. His contact with the public is constant and close. His attitude towards society should be upright and sympathetic in order that he can resist the temptation to indulge in mal-practices and withstand extraneous pressure in the performance of his duties. He should be professionally competent and politically neutral, imbued with the spirit of service to the community and to the weaker sections of society in particular, and above all, a man of un-questionable character.

18 The educational and physical qualifications for the recruitment of Sub-Inspectors, both in the un-armed and armed branches of the police should be as follows:

(i) A graduate degree from a recognised university should be the minimum educational qualification.

(ii) The minimum age limit should be 20 years and the maximum 23. for post-

graduates relaxation may be given upto two years, and for scheduled castes/ tribes candidates upto five years; the gap between the completion of education and entry into the police should not exceed three years.

(iii) The physical qualifications should be the same as for constables.

19 In Punjab, Haryana and Himachal Pradesh, direct recruitment should be made at the

level of sub-Inspector, the rank of Assistant Sub-Inspector being left entirely to promotion.

20 We have been told that officers serving on selection boards are very often subjected to extraneous influences and we consider it important that the system of selection should ensure objectivity and impartiality in the selection process. We recommend that the selection of sub-Inspectors should be handed over to the State Public Service Commission. The detailed procedure may be as follows:-

(i) Physical efficiency tests may be organised in districts by the Commission through the agency of a board convened by the Superintendent of Police.

(ii) Those qualifying in the tests should be permitted to appear in the written

competitive examination to be conducted by the commission, which should consist of three papers, i.e., Essay, General Knowledge I (Current Affairs and History) and general Knowledge II (Science and Geography), each carrying a maximum of 100 marks.

(iii) So long as comprehensive psychological tests are not available, the candidates qualifying in the written examination should be subjected to a few simple aptitude tests carrying 100 marks, somewhat on the lines of those employed by the Services Selection Centres, by a selection board presided over by the Inspector General/Deputy Inspector General, Training, assisted by group testing officers. The candidates should then be interviewed by a selection board consisting of a member of the State Public Service Commission, Inspector General/Deputy Inspector General, Training, one Deputy Inspector General/ Superintendent of Police and the State Psychologist. The board should allot marks for the interview out of a maximum of 100. Candidates holding a degree or diploma in criminology may be given some weightage in the interview.

(iv) the marks obtained in the interview should be added to those obtained in the written examination and in the aptitude tests for drawing up the merit list. The vacancies existing should be offered to candidates from this list strictly in order of merit. Suitable candidates

could be earmarked from this list from appointment as Reserve Sub-Inspectors or as Platoon Commanders in the armed police.

(v) Candidates finally selected should be subjected to a thorough medical examination and verification of antecedents.

21 A reasonable percentage of vacancies in the rank of Sub-inspector should be reserved for promotion from the lower ranks of the force. This should be raised to 50 per cent in due course.

22 The rank of Deputy Superintendent of Police was recommended by the Police Commission

1902-03 as a sop to the aspirations of the Indian people for a share in their own administration. This has created a system, in which two categories of directly-recruited gazetted officers do similar work and exercise similar authority, but have widely different pay scales and promotion prospects, leading to jealousies, frictions and frustrations. The promotion quota in the I.P.S. being only 25%, direct recruitment to the rank of Deputy Superintendent of Police also prevents a large number of highly competent and devoted officers, who have risen from the ranks, from getting into the I.P.S. Our recommendations will lead to a higher calibre of men in the rank of Sub-Inspector. It is necessary that adequate avenues and incentives should be provided to such men to motivate them to win public approbation for the police and be a dynamic group of officers on whom the people can depend for help and guidance. There is an overwhelming body of opinion in the country in favour of abolishing direct recruitment, to this rank. We recommend, therefore, that the promotion quota for appointment to the rank of Deputy superintendent should be increased gradually and direct recruitment in the States, where it exists, should, be discontinued in a period of five years. This may necessitate some amendment in Rule 4 of the I.P.S. (Appointment by Promotion) Regulations, 1995.

23 An Assistant superintendent of Police is generally in-charge of a subdivision and may be required to perform any of the duties of the Superintendent, subject to the latter's control. There is considerable evidence to show that the quality of the new entrants to the I.P.S. has been deteriorating and that candidates of comparatively low academic calibre have entered the service in recent years. This is ascribed to the defects inherent in the present system of selection in so far as it fixes the lower age limit at 50 years, the number of optional subjects to be offered at two, and the marks for the personality test at 200, which, taken together, seem to presume that the I.P.S. can do with candidates without post-graduate qualifications and a comparatively inferior personality. This system also develops an inferiority complex in I.P.S. officers from the very start. Officers of the I.A.S. and the I.P.S., who have to run the district administration face the same difficult and complex situations and have to be endowed with the same qualities of leadership and decision making and character and temperament. We recommend, therefore, that the lower age limit for the I.P.S. should be raised to 21 years and the written examination and the marks for the personality test should be the same as for the I.A.S. the range of the optional subjects for the written examination should be widened to include criminology and electronics

24 The I.P.S. calls for qualities of leadership and a high degree of pragmatic sense, mental 64-66

alertness, self-confidence and dynamism. We have observed that, for the selection of Commissioned Officers, the Defence Services Selections Centres test the candidates capacity to plan and organise, ability for social adjustment, social effectiveness and dynamism

through a series of tests conducted by trained group testing officers and a psychologist over a period of four days. We suggest that similar tests, suitably adapted to the special requirements of the police, should be introduced as a part of the personality test for candidates for the I.P.S. as soon as they have been developed and trained officers are available to administer the. These tests may be held after the written examination and should carry a maximum of 100 marks obtained by him in a candidate obtains in these tests should be added to the marks obtained by him in the interview part of the personality test. Subjecting the candidates who qualify for the I.P.S. and the I.A.S. to such test may prove in the long run to be of distinct benefit to the administration.

25 A change in the system of recruitment alone will not ensure that candidates of the 68

required calibre are attracted to the service. It would appear that the main factors which inhibit better quality candidates from entering the I.P.S. are the general unpopularity of the service due to an unattractive pay structure not commensurate with the responsibilities of police duties, meagre promotion prospects, lack of social recognition vis-a-vis other services and sense of uncertainty arising from political situations.

CHAPTER VII.-TRAINING OF GAZETTED POLICE OFFICERS

1 The I.P.S. probationers should continue to undergo the foundational course at the Lal 4

Bahadur Shastri Academy of administration. the opportunity of living and working with officers of the other services helps to foster a spirit of understanding and cooperation.

2 The I.P.S. probationers, who are the potential leaders of the force, must be equipped 5 to with all such professional knowledge, skills and attitudes as will not only prepare them 12 for the effective performance of their tasks but also for higher responsibilities. These 14 officers must be thoroughly trained in the various and latest techniques of all aspects of their professional duties and should be helped to develop a proper sense of values, faith in the rule of law and a spirit of public service. They should have an understanding of the socio-economic changes going on in the country and their thinking should be in tune. With the national goals and value systems and the urges and aspirations of the people. Based on these considerations, the probationers' course has been restructured. It should be organised in accordance with the revised curriculum detailed in Appendix XVI.

3 The physical fitness programme must not only build up physical toughness and 13 stamina but should also ensure that officers maintain their interest in keeping fit throughout their service. A programme which meets these requirements and which should be introduced is at Appendix XV.

4 Concurrent field exposure is an essential part of the instructional technique in order to establish a link between the theory and reality. For this purpose, the trainees should be taken in convenient batches to the field to observe real life situations after discussing different problems in the class-room. this will mean careful structuring of the training schedule in the light of the facilities and/or opportunities available.

5 As long as the existing three weeks study-cum-cultural tour cannot be converted into a part of the programme of concurrent field exposure, the probationers should be taken to fewer places and more time should be provided in their programme to study the problems relating to the subjects on which they have been given instruction.

6 In professional training, institutional training in the field and the

overall effectiveness of training depends on the extent to which they are integrated. Practical training should be related to instructions received in the institution and the latter must take note of the field conditions and seek to provide practical answer to real life problems. There should be due emphasis on night work during practical field training. The probationers should go back to the N.P.A. for a month to round off this training. The N.P.A. training of I.P.S. officers should be conducted according to the revised programme detailed in Appendix XVII.

7 The heavy work load of the district officers of to-day and his numerous responsibilities account for the lack of interest in and inadequate supervision over the practical training of probationers. The contact of the impressionable trainees with indifferent superiors can lead to the development of wrong attitudes and work habits. Therefore, the N.P.A. should be involved in the field training programme of I.P.S. probationers. One assistant Director of the N.P.A. should be made responsible for overseeing the practical training of a group of about ten probationers. These officers will meet the probationers and the senior officers designated to look after them in the States from time to time during the course of their practical training and apprise the latter of the shortcomings, if any. The State should send annual progress reports to the N.P.A. on I.P.S. probationers for five years after they have passed out in order that their performance in the field can be evaluated and compared with the assessment made at the N.P.A.

8 The best system for the training of I.P.S. officers is the method of integrated teaching linked with concurrent field exposure to be followed by practical training in the States for eleven months and a final rounding off at the Academy for one month. If the concurrent field exposure cannot be arranged because of the non-availability of facilities in the vicinity of the Academy, the alternative would be a sandwich pattern of training, Outdoor training will go on during both periods at the Academy and the institutional and post-institutional training will have to split up and interwoven.

9 The splitting up of the institutional and the practical training, each into two parts, as envisaged in the sandwich pattern of training, will not be conducive to the training programme as a whole to achieving its objectives in an effective manner which is so necessary for successful police work in the present difficult times. The N.P.A. should be located, therefore, at a place where facilities for field exposure are readily available.

10 The present system of three periods of outdoor work, like PT and Drill, in the morning militates against the probationers' ability to be fully attentive in the long session of indoor classes in the forenoon and the afternoon. The daily schedule of training at the N.P.A. should be revised as follows:-

- 0630-0700-Physical fitness programme.
- 0900-1300-Class-room work.
- 1500-1540-Language studies.
- 1600-1830-Parade and games.
- 2030-2200-Self-study.

11 In view of the addition of important subjects to the syllabus, like the role of the Police in Modern India, Management Concepts and Techniques and Human Behaviour and Police attitudes, which are considered essential to meet the present-day requirements and the increasing responsibilities of the future, the use of more effect give instructional methods which, by themselves, demand more time and the requirements of guest lecturers, concurrent field training, etc., the total

period of training of I.P.S. probationers at the N.P.A. may have to be extended to fifteen months.

12 In order to ensure that trainees are developing properly a system of evaluation, which can serve as the basis of further improvement in teaching as well as learning, should be introduced. It should be continuous, comprehensive enough to cover both the academic and non-academic areas, and related to the objectives of the training programme. Formal evaluation, through written examinations in theoretical subjects and practical tests in outdoor work, should be accompanied by an informal evaluation through question and answer sessions in the class-room, group discussions, role playing and other problem oriented exercises, tutorials, etc.

13 To remove the shortcomings in the present system of written examinations and to improve their reliability as a method of evaluation:-

(i) The paper should incorporate essay, short answer and objective type questions, so as to test theoretical knowledge as well as higher abilities. Questions of each type should be placed in a separate section with a separate time limit. Their proportion inter se should be determined according to the scope of the different subjects.

(ii) No option should be permitted in the short-answer and objective type of questions. The options in the essay type of questions should be based essentially on the same topic, test the same ability or objective of instruction, and be of the same level of difficulty.

(iii) A specific percentage of marks should be allotted to each major area of the subject to discourage selective study.

(iv) The examiner should prepare a marking scheme, which gives an outline of the correct answers and the marks to be allotted to the various aspects of the answer at the same time when he sets the question paper.

14 For the evaluations of practical work and personal and social qualities, various items should be listed and rating scales for their evaluation developed. Some suggestions received in this regard are at Appendix XVIII.

15 The development of the attitudes desirable in police officers is an important objective of the present training programme. Pending research into effective ways of assessing attitudes, this should be attempted through observation of how the trainees behave in different situations by all the teachers, who should maintain a personal record for each trainee. It may be possible to develop rating scales for desirable attitudes also. The final assessment may be made at a joint meeting of all the teachers. Among the attitude on which special emphasis may be laid are integrity, impartiality and sympathy towards the weaker sections of the people

16 The final examination of the I.P.S. probationers should be conducted according to the new pattern suggested in Appendix XIX.

17 The re-training of the senior officers is essential for the success of the new role of the service. It is required for changing the old law and order-oriented attitudes, in increasing responsiveness towards the legitimate demands and difficulties of the citizens, updating professional knowledge and skills to meet new problems and challenges and for providing a new and dynamic leadership to the force. The revised syllabus of a fourteen weeks course for I.P.S. officers of six to eight years service and Deputy Superintendents with a comparable length of service, who are on the select list of promotion, is at appendix XX. this course should be attended by every officer as a part of career development.

18 Apart from the senior officers course, we recommend a number of courses of about two to three weeks duration in the various functional

areas of police administration and in the techniques of management of officers of about six to ten years service.

19 Officers who are due to be promoted or have been promoted as Deputy Inspectors General should go through a police executive development programme of four to six weeks duration as detailed in Appendix XXI.

20 Police officers, even of the higher ranks, tend to live and work in a kind of isolation which is not conducive either to efficiency or morale. It is necessary, therefore, to provide structured opportunities to police officers of exposure to other disciplines and organisations in order to acquaint them with the latest concepts of administration, management and human relations and to promote a better understanding of the police in the community. Police officers of appropriate rank should be sent to suitable training institutions in non-police organisations within the country as a regular arrangement. Many new developments are taking place in the field of police training in foreign countries. Police officers of appropriate seniority should be sent to advanced training institution abroad also on a well-planned basis. A list of some suitable courses available in India and abroad is contained in Appendix XXII.

21 (i) Till such time as direct recruitment to the rank of Deputy Superintendent is not discontinued, they should be trained at the State police training colleges.

(ii) The syllabus for their training should be the same as for the I.P.S. probationers with the difference that the items relating to language training and the three weeks study-cum-cultural tour may be omitted and equitation may be included only in the States in which there are units of the mounted police. The subject of management concepts and techniques should be covered in about 60 periods.

22 Deputy superintendents of Police, whether promoted or directly appointed, have to mark time in this rank for a number of years before promotion. Their functions and responsibilities require that they should be up to date in their knowledge and their attitudes be reoriented in the light of the changing social context. After an officer has put in five years as a Deputy Superintendent after his initial training, he should attend a refresher course of eight weeks duration to be conducted at the police training college. Officers not promoted should attend another refresher course on completing about ten to fifteen years service. The syllabus of the course is contained in Appendix XXIII.

23 There should be a ten weeks course for Inspectors selected for promotion to the rank of deputy Superintendent. The content of this course should be the same as of the refresher course for Deputy Superintendents and in addition, they should be given instruction in the supervision of the work of the reserve police lines and the various branches of the district police office.

CHAPTER VIII.-TRAINING OF SUB-INSPECTORS

1 In the matter of attitude formation, Sub-Inspector need the attention so that all their actions may be for the larger good of the society they serve. They must realize that their effectiveness depends on the extent of co-operation they can win from the people. They should be honest and impartial in the discharge of their duties. their training should develop the mental and physical qualities needed to meet the very responsible tasks that lie ahead of the. We have made provision for this in the revised syllabus.

2 There is need also of sensitising them to the human problems that arise from social or physical handicaps. In this context, it will be useful to attach them to social or institutions for short periods while under training at the police while under training at the police training college. Where such

institutions do not exist, the police training colleges may develop a social service programme of their own.

3 A Sub-Inspector has to control and supervise the staff under him to ensure that they perform their duties effectively and to the satisfaction of the people. He must have training in supervision and leadership, an adequate knowledge of social defence and faith in the preventive aspects of police work. He must have a thorough knowledge of the laws and his legal obligations and be fully aware of the fundamental rights and freedoms guaranteed to the citizens as also of the laws relating to social reconstruction and their implications for the progress of society towards its goals. He must be thoroughly trained in the techniques of investigation and the application of scientific aids and the way in which crimes, which are heinous or of grave consequence to society can be prevented or detected. The various aspects of the maintenance of order require very thorough attention in this training. He is expected to be intelligence oriented so that he can anticipate events. Since he has to work often under gravely provocative situations, he must have a good insight into the behavioural patterns of various groups in society and the mental equipment required to deal with law and order problems with foresight, presence of mind and patience. He has to learn to deal with the delicate problems of security and must be trained in the special features of urban policing. He must also have the ability to tackle dangerous criminals. Based on these considerations, a revised syllabus for the basic course of Sub-Inspectors of twelve months duration has been framed and is at Appendix XXIV.

4 Integrated teaching and concurrent field should be introduced in the training of Sub-Inspectors also. This would help to place class room learning in the perspective of real life situations under proper guidance.

5 The daily schedule at the police training colleges should be modified on the lines of the schedule drawn up by us for the I.P.S. probationers' course. In the afternoon, a period of one hour may be provided for programmes like tutorials, guest lectures and study in the library. The entire training programme scheduled for a particular day may be gone through at night once a month in view of the importance of night work for the police.

6 The evaluation of the progress of the trainees should be done on the lines recommended by us for the I.P.S. probationers. For the assessment of attitudes, every instructor should maintain a separate file for each trainee in which he should record all relevant incidents relating to the trainee's day today behaviour in the class-room and outside which come under his personal observation. Towards the close of the session, all the instructor should meet in a conference, to be presided over by the Principal, who should ascertain the views of the each instructor, make his assessment and award his marks.

7 The practical training of Sub-Inspectors should be for a period of twelve months according to the programme detailed in Appendix XXV. It should aim at the development of the total personality of the trainee and his character and attitudes. Since a lot of police work is performed at night, there should be due emphasis on night work during practical training also.

8 The responsibility for the practical training of Sub-Inspectors during their attachment to a police station should vest in the officer in-charge and the Circle Inspector concerned, who should be carefully selected for this purpose. Officers who have imparted good training should be given due credit and an entry should be made in their service rolls stating the names of the probationers trained.

9 The trainee Sub-Inspectors should submit weekly work diary to the Deputy Superintendent, Training, through the officer under whom they are posted. The Deputy Superintendent, Training, should meet the probationers once a month and submit monthly progress reports on the probationers to the Superintendent of Police with a copy to the Inspector General/Deputy Inspector General, Training. The latter should visit the districts once a year and make an assessment on the basis of the progress reports and interviews of the probationers. Those found below standard should be recommended for termination of services or extension of the period of probation as merited. The evaluation report of the Inspector general/Deputy Inspector general, Training, should be filed in the probationer's personal record. Inspecting officers, including the range Deputy Inspector General, should see the probationers as frequently as possible, to assess their progress. Their remarks should be communicated to the Inspector General/Deputy Inspector General, Training.

10 The environment in which a police officer has to function undergoes changes with the passage of time and there are usually corresponding changes in the nature of the job to be performed by him. Besides, the progress in science and technology makes newer methods and techniques available for application to police work. All this calls for refresher training, which will also provide a break from departmental routine and an opportunity for study, reflection and a readjustment of attitudes and values.

11 Sub-Inspectors who have completed 25 years of service or 50 years of age, those who have a persistently unsatisfactory record of service and officers who have done a promotion course or have been approved for a promotion need not attend a refresher course. These courses should be utilised to identify officers who are suitable for or have aptitude for instructional work or particular areas of specialisation. e.g. special branch work, investigation of crime, etc., as a part of career planning. Officers who have put in about seven years service should be required to undergo a refresher course of six to eight weeks duration in the police training college. The syllabus is at appendix XXVI. Inspectors should also attend the above refresher course, provided they have not already gone through it or attended a promotion course.

12 The following specialised course should be organised for sub-Inspectors:-

- (i) A six to eight weeks course on crowd control.
- (ii) A course on intelligence work for officers transferred from the executive to the special/intelligence branch.
- (iii) A six to eight weeks course on the investigation of fraud, embezzlement, organised rackets and economic offences.
- (iv) A four weeks course on the role of the police in dealing with juvenile delinquency.
- (v) A two weeks course in police-community relations.

13 The above specialist courses would be useful for Inspectors and Deputy Superintendents also.

14 The States should take the fullest advantage of the courses in Advanced Scientific Methods of Crime Investigation run at the Central Detective training School at Calcutta and Hyderabad for sub-Inspectors and Inspectors.

15 The following promotion courses should be organised:-

- (i) A three months course for Assistant sub-Inspectors selected for promotion to the rank of sub-Inspector. In States in which there are no Assistant Sub-Inspectors and Head Constables are

promoted directly as sub-Inspectors, the duration of promotion to the rank of sub-Inspector, those selected for such promotion should undergo the basic course for direct Sub-Inspectors.

(ii) A six to eight weeks course for Sub-Inspectors selected for promotion to the rank of Circle Inspector. This course may not be necessary in States where an Inspector has no supervisory functions.

16 States where Sub-Inspectors are used as prosecutors should also have a cadre of Assistant Police Prosecutors. Being law graduates, they will need to learn only the minor Acts which are of relevance to police work, forensic medicine and forensic science. The subjects for their examination should, however, include the I.P.C., the Cr. P.C. and the Indian Evidence Act. Their training will have to lay stress on investigation and court procedures. They should be familiar with the duties and responsibilities of the police in the prevention and detection of crime and the elements of criminology and must know how to behave with witnesses. They should be imparted basic training for a duration of six months in the police training college as detailed in the syllabus at Appendix XXVII.

17 After the institutional training, the assistant Police Prosecutors should be imparted practical training for a period of three months, including attachment to a medium sized police station for one month and to the prosecution branch for two months.

18 After an Assistant Police Prosecutor has put in a service of about eight years, he should be required to undergo refresher course of six to eight weeks duration. In this course, he should be given instruction in the latest advances in forensic science and forensic medicine, new legislation and important rulings.

CHAPTER IX.-TRAINING OF CONSTABLES

1 The Constable is the most frequently seen police officer and the first to come in contact with the people, who expect him to use his authority for safeguarding their rights and rendering them assistance in the solution of their problems. His powers of arrest, though limited, give him much scope for the use of his authority. His training should concentrate on imparting professional skills and developing his abilities and attitudes in such a way as will enable him to discharge his functions effectively. He has to deal with individuals as well as groups of people. The one aspect which deserves the maximum attention in his training, therefore, in his behaviour and attitude towards the common man. He must be physically fit and fully trained in unarmed combat. He has also to be oriented to the requirements of urban policing. Based on these considerations, a syllabus for a nine months basic course for constables is detailed at Appendix XXVIII.

2 The physical fitness programme should be conducted in the morning. All other outdoor training could be conducted in the afternoon. In view of the importance of night work for the police the entire training programme for a particular day may be conducted at night once a month.

3 Examinations and/or tests should be conducted from time to time throughout the course. The first examination may be held three months after the beginning of the course. Apart from these examinations and periodical tests, which could be either oral or written, there should be practical exercises to test the trainees' skills.

4 The guide scheme should be introduced in the police training schools also. A group of about fifteen recruits should be attached to each instructor, who would guide them in their studies and also develop

informal contacts with them with a view to evaluating their attitudes and correcting them, whenever necessary. In respect of the other trainees also, each instructor should keep a record of any incident which comes to his personal notice in the class-room or outside. Twice a year, at the middle and again at the end of the session, all the instructors should meet in a conference to be presided over by the head of the institution. They should discuss the attitudes and behaviour of each trainee, make a final assessment and give the Commandant's marks. These marks should be added to the marks obtained in the written and practical examinations and other tests for the final grading.

5 A system of practical training of Constables should be introduced in a State. It should be for a duration of six months as detailed in Appendix XXIX. There should be emphasis on night work and the training should include an attachment to social service institutions, wherever they exist, for about two hours a week. The proper maintenance of an observation note book should be made a regular habit with every Constable. This training can be best conducted at medium-sized police stations, which combine some urban and some rural areas and are also the headquarters of the Circle Inspectors. It should be the responsibility of a specially selected and well-motivated Sub-Inspector known for his integrity and efficiency, who might, if necessary, be an additional officer, depending on the number of Constables to be trained. The Sub-Inspector in-charge of the training should submit monthly progress reports on each trainee Constable to the Deputy Superintendent, Training. At the end of the practical training the Deputy Superintendent, Training, should submit a report to the Inspector General/Deputy Inspector General, Training, pointing out the favourable characteristics and the defects, to enable the latter to decide whether the services of any Constables should be dispensed with or whether the period of Probation should be extended in the cases of those reported upon adversely.

6 During the first few years of their service, Constables of the civil police should not be posted to the reserve lines where they would either form part of the reserve or perform mechanical duties. They should spend the first three years in police stations/so that they can acquire proficiency through experience of field work. In order to give them an incentive to learn their work intelligently and to perform it efficiently, they should be allowed to take the examination for promotion to the rank of Head Constable during this period. Career planning should make it possible for a deserving Constable to earn promotion by he has put in about five years service.

7 In all States, the investigation of simple cases should be entrusted to head Constables and they should also be authorised to take up investigation of other cases in the absence from their police station of an officer of higher rank. Similarly, assistant Sub-Inspectors should be utilised as extra investigating officers.

8 The following promotion courses should be organised-

(i) A course of six months duration for Constables selected for promotion to the rank of Head Constable.

(ii) A course of three months duration for head Constables selected for promotion to the rank of Assistant sub-Inspector.

9 A refresher course of four weeks duration should be compulsory for constables at intervals of seven years in order to maintain their professional efficiency and to ensure that they maintain the attitudes desirable in police officers. To be effective this training must be imparted in the police training scrolls according to the syllabus detailed in

Appendix XXX. The course should be utilised to identify promising Constables for being encouraged to work their way up. Constables who have completed 25 years of service or 50 years of age, those who have a persistently unsatisfactory record of service, and Constables who have done a promotion course or have been approved for promotion need not be sent for refresher training.

10 All Head Constables and Assistant sub-Inspectors who have put in seven years service in their respective ranks, should be required to undergo, at intervals of seven years, a refresher course of eight to ten weeks duration with a bias on scientific methods of crime detection. The syllabus suggested is detailed at appendix XXI. The exceptions made in the preceding recommendation would apply in this case also.

11 Constables should be encouraged to avail of correspondence courses and/or evening classes for improving their educational qualifications to the extent this can be done without detriment to their duties. It would facilitate this process if Government bear the charges on account of the fees for these courses. To provide the necessary motivation, suitable allowances may be sanctioned in the form of advance increments to Constables who pass the High School or higher examination.

CHAPTER X.-TRAINING OF ARMED POLICE

1 Personnel in the armed police must not only be efficient in the use of their weapons and equipment and the performance of their duties, but also physically tough, disciplined and capable of working in a team. Since they are being increasingly deployed on duties which bring them into intimate contact with the public, their training must be enlarged to impart a proper understanding of their role in relation to the people. The officers in the armed police must be capable of motivating the personnel under their command to work with a spirit of service, be capable of tackling problems with competence and assurance and with a proper understanding and appreciation of the situation to be faced. Keeping these considerations in mind we have devised new syllabi for basic courses of nine months duration each for Constables and Sub-Inspectors as at Appendices XXXIII and XXXIV respectively.

2 Officers of the rank of Sub-Inspector and Deputy Superintendent transferred from the civil police to the armed police should attend an orientation course of four months duration as given in Appendix XXXV.

3 The following promotion courses of fourteen/fifteen weeks duration should be organised

- (i) A course for Constable selected for promotion as head Constable.
- (ii) A course for Head Constable selected for promotion as sub-Inspectors.
- (iii) A course for Sub-Inspectors selected for promotion as Inspectors

4 The following refresher courses should be organised-

- (i) A three months refresher course for NCOs (Head-Constables and Naiks) to be conducted in the units.
- (ii) A fourteen weeks refresher course for sub-Inspectors (platoon Commanders) to be conducted at the State armed police training centre.
- (iii) A fifteen weeks refresher course for Inspectors to be conducted at the State armed police training centre.

5 The following specialist courses should be arranged-

- (i) Weapon training for section and Platoon Commanders. A platoon Commander should attend this course within the first four to five

years of his service. Head Constables doing well in this course can be selected to work as instructors in their units (three months).

(ii) Handling of un-exploded and explosives (one week).

(iii) Field engineering (one month).

(iv) Quarter Master's duties (one month).

6 Instructor's courses should be conducted in the following branches of specialisation-

(i) Drill

(ii) Physical fitness

(iii) Unarmed combat

(iv) Weapons

(v) Tear-smoke

(vi) Anti-dacoity operations

(vii) Counter-insurgency and anti-extremist operations.

7 The system of evaluation form the armed police should be the same as for the corresponding

ranks of the civil police. The trainee should, in addition, be assessed regularly on his performance in the handling of weapons and equipment and in the deployment and management of personnel. A general impression note should be maintained by the instructors in respect of each trainee. The general impression notes should be discussed and the Commandant's marks should be awarded in a conference of the instructions with the head of the Institution towards the end of the course. These marks should be added to the marks obtained in the written and other tests for final grading.

8 The integrated method of teaching should be used wherever possible. The maximum

use should be made of audio-visual aids, including sand model discussions, tactical exercises without troops and outdoor exercises.

9 There should be a regular physical training programme intended to make the per

sonnel tough. Their daily schedule of training should begin with physical training in the morning and the indoor classes should be held when the trainees are least fatigued, i.e., in the forenoon. Outdoor work like weapon training, tactical exercises and other practical work can be done during any time of the day.

CHAPTER XI-RE-ORIENTATIONS OF EXISTING PERSONNEL

1 The annual additions to the force are a small percentage of the total number. If the

new programmes of training have to make an impact, it is important that they touch the existing personnel also.

2 An attitudinal transformation in the police force so that it may be in tune with the

aspirations of a developing society can brought about only by a rapid change of perspective in the senior leadership of the force. The following measures should first of all to reorient the attitudes of the senior officers. The following measures should be undertaken immediately to this end-

(i) The institute of Criminology and Forensic Science should organise, in collaboration with the National Police Academy, Abu, and one or

more institutions in the country concerned with management training, a three-days seminar in New Delhi for all Inspectors General and Additional Inspectors General of Police in which discussions may be arranged with the participation of an inter disciplinary faculty on the following topics.

- (a) The changing role of the police in contemporary India.
- (b) Conflict areas and the problems that emerge from them.
- (c) Human behavioural problems and how they are accentuated or relieved by different attitudinal approaches.
- (d) The role and range of training .

(ii) Similar seminars should be organised by the Institute for about 25 officers of the rank of Deputy Inspector general each at different regional centres in the country. About five such seminars will be required and these could be arranged at Calcutta, Ahmedabad, Hyderabad, Bombay and Delhi.

(iii) The Institute should develop a ten days course on this subject for Superintendents of Police and try to run 25 such courses every year for 20 officers in each course. This will enable practically all superintendents of Police in the country to be put through this course in the next two years. The broad contents of this course are indicated in the body of the report.

3 The staff and other facilities at the Institute should be augmented suitably for this programme be carried out in a meaningful manner.

4 Short courses of seven to ten days duration should be started in all the State police training colleges, on the lines of the course for superintendents of Police to be developed by the Institute of Criminology and forensic Science, for Deputy Superintendents, Inspectors, and Sub-Inspectors separately in such a manner that all officers of these ranks who will not be going to any of the other courses suggested by us, who are not above the age of 50 years and who have a reasonably good record of service, can be put through these courses within the next two years. The technique of instruction to be adopted in these courses has been spelt out in the body of the report.

5 Series of fourteen days orientation courses should be organised simultaneously by the Inspectors General of Police of all States/Union Territories in all districts and armed police units with the help of the best available local talent by collecting batches of 150-60 Head Constables and Constables at the headquarters at a time. Districts with a larger strength may increase the size of each batch or take a little longer to complete the programme depending on the local conditions and facilities available. The content of this course may include the fundamental rights enshrined in the Constitution, political and socio-economic changes and their implications for the police, understanding human behaviour and the conduct of the police with the public.

6 Head Constables and constables earmarked for refresher or promotion courses during the period while this programme is in force may be exempted from participating. The Deputy Inspectors General, Training, and the Deputy Superintendents of Police, training, should oversee this programme and give it every possible support and assistance.

CHAPTER XII- ORGANISATION OF TRAINING

1 The overall picture of police training institutions that has emerged from our enquiry

is very disappointing. There has been a callous indifference to the importance of training in all the authorities concerned. The expenditure incurred in the States on police training is very small.

2 There should be three kinds of institutions in the States for the training of police officers- (i) A Police training college for the training of Deputy Superintendents, Inspectors and Sub-Inspectors.

(ii) One or more police training schools for the training of Constables and Head Constables.

(iii) An armed police training centre for the training of personnel of the armed police battalions

3 The police training colleges in the States should run the following courses-

(i) Basic course for directly recruited Sub-Inspectors-one year.

(ii) Refresher courses for Sub-Inspectors-eight to ten weeks,

(iii) Courses on crowd control for Sub-Inspectors, Inspectors and Deputy Superintendents-six to eight weeks.

(iv) Courses on the investigation of fraud, embezzlement, organised rackets and economic offences for sub-Inspectors, Inspectors and Deputy Superintendents -six to eight weeks.

(v) Courses on the role of the police in dealing with juvenile delinquency for sub-Inspectors, Inspectors and Deputy Superintendents-four weeks.

(vi) Courses on police-community relations for Sub-Inspectors, Inspectors and Deputy Superintendents-two weeks.

(vii) Courses for Head Constables /Assistant Sub-Inspectors selected for promotion to the rank of Sub-Inspector-six months for Head Constables and three months for Assistant Sub-Inspectors.

(viii) Course for Sub-Inspectors selected for promotion to the rank of Inspector- six to eight weeks.

(ix) Basic course for Assistant Police Prosecutors-six months

(x) Refresher course for Assistant Police Prosecutors-six to eight weeks.

(xi) Basic course for directly recruited Deputy Superintendents-one year.

(xii) Refresher course for Deputy Superintendents-eight weeks.

(xiii) Course for Inspectors selected for promotion to the rank of Deputy Superintendent-ten weeks,

4 The exact workload of each police training college should be worked out by the State

concerned on the basis of the present sanctioned strength of its police force and the plans, if any, for expansion in the near future. The existing facilities should be expanded and new colleges set up as necessary in the different States.

5 The police training schools of the State should run the following courses:-

(i) Basic course for recruit Constables-nine months.

(ii) Refresher course for Constables-one month.

(iii) Refresher course for Head Constables/Assistant Sub-Inspectors-eight weeks.

(iv) Course for Constables selected for promotion to the rank of Head Constable- six months.

(v) Course for Head Constables selected for promotion to the rank of Assistant Sub-Inspector-three months.

6 The size of the constabulary is very large in some of the bigger States. A police training school with a capacity of 400 appears to us to be the most viable. The States and Union Territories may examine this matter in the light of their actual requirements and expand the existing schools or set up new ones as necessary to organise the training of Constables and Head Constables as recommended by us.

7 The armed police training centres of the States should run the following courses-

(i) Basic course for recruit Constables-nine months.

- (ii) Basic course for directly recruited Sub-Inspectors-nine months.
- (iii) Re-orientation courses for civil police personnel transferred to the armed police-four months.
- (iv) Course for Constables selected for promotion to the rank of Head Constables -fourteen-fifteen weeks.
- (v) Course for head Constable selected for promotion to the rank of Sub-Inspector -fourteen-fifteen weeks.
- (vi) Course for Sub-Inspectors selected for promotion to the rank of Inspector- fourteen-fifteen weeks.
- (vii) Refresher course for Sub-Inspectors-fourteen weeks.
- (viii) Refresher course for Inspectors-fifteen weeks.

8 All States which have a large enough strength of armed police battalions should have an institution on the lines of the Armed Training Centre, Sitapur, U.P. If the facilities at this Centre prove inadequate for the training of recruits, a State may convert one or more battalions into training battalions, solely for this purpose. The States which have only a few armed police battalions, may group together to have an armed police training centre for which staff and finances could be provided jointly. In the alternative the States falling in the latter category could start an armed wing at their police training college/school.

9 The Central Government should set up at least one police training college and one police training school for States and Union Territories where the annual intake as well as the total complement of the police force is small and where independent institutions may not be feasible. these could, perhaps, be located very advantageously under the Eastern Zonal Council at Shillong or Gauhati to serve primarily the needs of Manipur, Tripura, Arunachal Pradesh, Nagaland and Mizoram. The central police training college and school can serve as models for the States.

10 A police training institution should be located in or near a city with a university and well connected by rail, road and air communications to facilitate external contacts and to ensure that the trainees can be exposed to real-life problems during their training and that there is a ready availability of scholars and guest lecturers for imparting instruction in the social and behavioural sciences, current affairs, etc.

11 Most of the police training institutions have been accommodated in an ad hoc fashion in buildings constructed for altogether different purposes, e.g., old forts, temporary army lines, etc. The maintenance of the existing buildings also leaves much room for improvement. Many of them have no regular class room facilities; most have no auditorium or a meeting hall; and a large number do not provide any common room facilities for the instructional staff. In some even the head has no separate office of his own. Barrack and hostel accommodation and such essentials as toilets, baths, messes and dining rooms for the trainees are woefully inadequate. The library facilities are meagre and often accommodated in make-shift arrangements. Canteen facilities are generally lacking. The furniture provided, even for class rooms, is mostly insufficient and unsuitable and at many places the trainees bear either wholly or partly the cost of the cooking utensils of their messes and pay for the services of washermen and cobblers as also for electricity. Recreational facilities need improvement; some institutions do not have adequate playgrounds; swimming pools have been provided in very few and most lack hospital facilities. A very small number provide residential accommodation for all the instructional staff.

12 The question of providing all essential physical facilities in the police training institutions should receive urgent consideration in the States. The lay-out and the design of the buildings should make adequate provision for the administrative offices, assembly hall and class-rooms,

a library and reading room, a gymnasium, a swimming pool, garages, canteen, married accommodation for the instructional staff and single accommodation for the trainees, with adequate toilets, bath rooms, cook houses and dining rooms, extensive grounds for parades and games and facilities for various forms of recreation and artistic and cultural activities. Every police training institution should have a hospital for the treatment of all minor ailments, with arrangements for specialist treatment in the city hospitals as and when necessary. The members of the families of the instructional staff should be eligible for treatment in these hospitals. The campus as a whole should permit the development and growth of a healthy corporate life in the institution. Furniture, fixtures and fittings should be adequate to ensure a reasonable degree of comfort and should facilitate the use of modern aids to instruction. Sub-Inspector trainees should be provided with hostel accommodation in single or double seated rooms. Barrack accommodation will suffice for recruit Constables, but each recruit should get a cot to himself and at least a wooden rack or a table to keep his essential belongings and reading material for study. In all training courses, the trainees should be required to pay only for their food and all other institutional and establishment expenses should be borne by Government. The Government of India should evolve and lay down a standard blue-print and aid the States with suitable building grants for the above purpose.

13 Every police training college should have a miniature laboratory with sufficient equipment to enable demonstrations to be given in various items of forensic work. In the bigger States one regional Laboratory should be established in the town where the police training college is located.

14 Every police training college/school should have a model police station, which should have a complete set of the forms and registers used in police stations preferably duplicated from entries in the records of an actual police station. It should also have the case diaries judgements of a sufficient number of cases which may help to give a practical bias to theoretical training.

15 A small workshop with skilled personnel should form a part of every police training institution to develop and prepare audio-visual aids and repair and maintain equipment.

16 Every police training institution should be given annual training grant of Rs. 20,000 in addition to funds under specified items. The head of the institution should be empowered to spend the same at his discretion for miscellaneous expenditure with regard to training programmes and aids.

17 The head of a State police training college should be a Deputy Inspector General in the bigger States and a Senior Superintendent of Police of the selection grade elsewhere. The Police training school should be headed by an officer of the rank of Superintendent of Police. A Deputy Commandant of the rank of Superintendent of Police and an Adjutant (Deputy Superintendent) should be placed in exclusive charge of the armed police training centre. where armed wings are set up in police training colleges, an officer of the rank of Commandant, but junior in service to the Principal, should supervise all the work of the armed wing.

18 The existing staffing pattern of police training institutions should be upgraded and indoor instructors in the police training colleges and schools should not be below the rank of Deputy Superintendent and Inspector respectively.

19 Every police training institution should have a department of legal studies, a depart

ment of police science and a department of social sciences. In the police training college, the legal studies department should be headed by a senior Police Prosecutor, that of police administration by a Superintendent or senior Deputy Superintendent and that of social sciences by a sociologist, psychologist or criminologist of the grade of Reader in a university. The heads of these departments may be one rank lower in the police training schools/armed training centres. All the teaching of law in the various courses to be run at the college/school should be systematically organised by the legal studies department and the two other departments should likewise organise the teaching of all subjects relating to police organisation and administration, etc., and general education respectively. A departmental organisation will ensure constant inter-communication within the staff and a pooling of feed back from the trainees,

20 Ordinarily, an indoor class should not consist of more than 30 trainees in the case of the lecture method and fifteen trainees in the case of syndicates and tutorials. The staff requirements of the three departments may be worked out on this basis.

21 It will be necessary to invite guest lecturers to deliver talks on some subjects. The institution should bear their travelling expenses and it should be within the powers of the heads of the training institutions to pay an honoraria to guest lecturers at the rate of at least Rs. 50 per lecture.

22 The outdoor instructors should not be below the rank of Head Constable and some of those in the police training college should be of the rank of Sub-Inspector. There should be one instructor for every 20 trainees in drill and musketry and one for every in physical training. Every institution should have a 'demonstration squad' and a firing range.

23 In order that the police training institutions remain intellectually vibrant and up-to-date in their knowledge of police problems etc., research should be one of their basic functions. While fundamental research may be undertaken by the Central and State Police research units, the training institution should undertake some applied research through its instructional staff. Every institutions should have a separate cell under a competent instructor for this purpose. These cells should confine themselves to problems in the training field for which satisfactory answers have yet to be found and which have been enumerated in the body of the report. This research work should be undertaken under the guidance of the Inspector General/Deputy Inspector General, training, and in coordination with the Central Directorate of Police Training.

24 Each State should have a well organised training school for officers of the special/intelligence branch. Model syllabi for the courses required should be drawn up and the instructors trained by the Intelligence Bureau.

25 We have recommended a large number of new courses for police officers of different ranks. Each State/Union Territory should calculate the percentage of the training reserve required and augment the strength of the different ranks to the extent necessary to ensure that officers can be made available to attend refresher, promotion and specialist courses organised from time to time.

26 In order to motivate officers to attend courses, we recommend as follows

(i) An officer deputed to a course, whose duration does not exceed three months, should not be liable to transfer. This would not apply to officers deputed to courses, the successful conclusion of which is accompanied by rank promotion.

(ii) Officers deputed to ensure should be entitled to a compensatory allowance to enable them to meet their incidental and other

expenses.

(iii) The courses that an officer has attended and his performance therein should be taken fully into account in all selections for promotion.

(iv) The selection of officers for attending courses should be related to considerations of career planning, the merits of the various officers in the field of selection and their qualifications and experience from the point of view of their capacity to benefit from the proposed course.

(v) Constables passing refresher or specialist courses should also be entitled to wear a stripe on their arms to distinguish them from those who have not attended any such course.

27 In each of the bigger States, a senior officer of the rank of Inspector General should be appointed to devote whole time attention to important matters relating to personnel administration like recruitment, training, career development and promotion, and the management and supervision of the institutional and practical training of police officers of all ranks. He may be of the rank of Deputy Inspector General in the smaller States and Superintendent of Police in some of the Union Territories. He should be designated as the Inspector General/Deputy Inspector General/superintendent, Training, as the case may be. There should be a separate officer for this post Principal of the police training college.

28 The Deputy Inspector General, Training, should be provided with a Superintendent, Training, as an assistant at his headquarters and a number of Deputy Superintendents, Training, in the field either on a range basis or by groups of districts, to supervise the practical training of Sub-Inspectors and Constables. This arrangement should not minimise in any way the involvement of the District Superintendent in the practical training of the officers concerned.

29 The States should find more money for police training to improve the existing arrangements. A major financial investment will also have to be made by the Central Government if police training is to be reoriented and modernised throughout the country.

30 The National Police Academy, Abu, which we visited, has no campus atmosphere. The buildings are scattered over a wide area and the Academy has no playgrounds of its own. The administrative and academic block is overcrowded; residential facilities for officers and trainees are most inadequate; there is no forensic laboratory or modern audio-visual aid to instruction; and the library does not have either a wide range or an adequate number of books or latest literature on various aspects of police work and administration. The present location of the Academy presents a serious handicap in arranging for concurrent field exposure during the institutional training of the probationers. Because of the time taken in travelling to Abu and back, the Academy finds it difficult to get eminent persons as guest lecturers.

31 The Academy should run the following courses:-

(i) Basic course for I.P.S officers-sixteen months.

(ii) Senior course for I.P.S. officers-fourteen weeks.

(iii) Executive Development Programme for officers due to be promoted or who have been promoted as Deputy Inspectors General-four to six weeks.

(iv) Short courses on:

(a) Crime prevention and Detection.

(b) Crowd Control.

(c) Crime on the Railways.

32 It has been indicated elsewhere that the Academy should have a Training of

Trainers Wing and a Case Study Unit. The number of courses to be run will also increase in future. All these activities for the training of senior police officers cannot be carried on effectively in an institution located in an inaccessible place and away from any university or other institutions of learning. The Academy draws officers from all parts of the country. It should be a reservoir of up-to-date professional knowledge, promote effective instruction, a community of outlook and objectives, a team spirit, ideals of national integration and public service and be a source of inspiration to its alumni. It is necessary in the interest of police training that the Academy should be shifted from Abu to any suitable central location which can provide the infra-structure needed for such an instruction.

33 (i) The work of the Academy should be organised into four departments as follows-

(a) Department of Legal Studies.

(b) Department of Police Science.

(c) Department of Social Sciences.

(d) Department of Research, Development and Information.

(ii) The professional background and qualifications requisite in the heads of the different departments and the staff pattern of each department should be worked out by the Director of the Academy in consultation with the Central Directorate of Police Training and experts in universities and other institutions of learning. Adequate supporting staff should be provided to attend to the management, welfare and other work of the institution.

34 More Central Detective training Schools should be opened on a regional basis. The existing Schools may be earmarked to serve the needs of the Eastern and the Southern States/Union Territories and new Schools started at Lucknow/Chandigarh and Jaipur to serve the needs of the Northern and the Western States/Union Territories. The capacity of the existing Schools may be increased to the extent possible without prejudice to the quality of the instruction provided there.

35 There are no arrangements in the country at present for the training of the instructional staff of police training institutions. Their number will increase with the reorientation of the existing institutions and the setting up of new ones recommended by us. The Central Government should aim at setting up an Institute for the Training of Trainers, when the requisite expertise has been developed and, in the meantime and as an immediate measure, they may establish a Training of Trainers Wing of the National Police Academy at Hyderabad to conduct courses for instructors of the rank of Deputy Superintendent and above from the training institutions of the Centre and the States. A syllabus for the course has been suggested in Chapter XIV. Instructors trained at this Wing can be utilised to train instructors of lower ranks in the States by establishing similar or analogous training programmes in their own police training institutions.

36 A Deputy director should be incharge of this Wing, with adequate supporting staff, and should start the course with a guest faculty. Suitable specialists should be appointed to the Wing on a deputation basis. Simultaneously, efforts may be made to get some police officers trained in the art of teaching in appropriate institutions so that, the wing, and later the Institute may have composite and self-sufficient faculty of its own. Some of these police officers could also be sent to attend specialised courses in training techniques in some of the advanced countries. Three such courses are indicated in Appendix XXII.

37 The States should send selected outdoor instructors to the following courses regularly

(i) Courses on counter-insurgency and anti-extremist operations,

anti-dacoity operations and weapon training conducted at the Central School of Weapons and Tactics, Indore.

(ii) Course on unarmed combat conducted at the Central Reserve Police Training College, Neemuch.

38 A course for training instructors in the new physical fitness programme should be started at the Police Training college, Nasik. A course for drill instructors should be organised and run by the Armed Training Centre, Sitapur. Central programmes for training instructors on tear smoke should be started at the Police Training Colleges at Phillaur and Vellore.

39 The Institute of Criminology and Forensic Science should develop new courses in techniques of management personnel management and leadership, application of computer technology to police work and social defence for I.P.S. officers, organise a series of symposia and seminars on various aspects of police work with a view to maintaining a constant dialogue between police officers and various other sections of public opinion and start a system of fellowships to encourage interested police officers to undertake research work on a whole-time basis. The Institute might be affiliated to a university for the last-named purpose.

40 The courses on management could be arranged in the existing institutes of management till the Institute of Criminology and Forensic Science is in a position to undertake them.

41 Traffic problems are becoming more and more complex and difficult in the urban as well as the rural areas. These problems will necessitate a rapid increase in the strength of the traffic police and will for specialised training to be imparted to the higher ranks in the latest techniques of traffic policing. At present there is a Traffic Institute in Bombay and a Traffic Training School in Calcutta. The Government of India should take urgent steps to set up a Central Traffic Institute for imparting training to officers from the rank of Sub-Inspector or Sergeant to Superintendent of Police at a suitable place, preferably Delhi, where the Central Road Research Institute is located. More institutions of this kind will be necessary later on at places like Calcutta, Bombay and Madras.

42 We have made detailed recommendations for the provision of all essential physical facilities in the police training institutions of the States and the N.P.A. The other central police training institutions should also be provided with all essential physical facilities including arrangements for the board and lodging of the officers attending courses in these institutions. We recommend further the no capitation fee should be charged from the States in respect of courses run for State Police officers in Central training institutions.

43 It will be indispensable for the success of the scheme of the training of police officers visualised by us that there should be a Central co-ordinating unit at the Centre. There is no machinery at present which can devote full attention to this work. There is also no arrangement for any periodic evaluation of the functioning of the training system. We consider the establishment of a Central Directorate of police Training an important and urgent need. The functions of the Directorate have been enumerated in the body of the report.

44 The Directorate should be located in the Bureau of Police Research and Development at Delhi as an integral part of the Ministry of Home Affairs.

45 There should be collaborative arrangements between police training institutions and universities and other appropriate institutions for undertaking research projects on matters of interest to the police and

training programmes designed to meet the requirements of police officers at various levels. These will help to establish a channel of communication between the police and the academic world, capitalise on knowledge and the skills developed in other institutions and universities, develop training material and make the public aware of the work being done by the police, thereby improving police community relations.

CHAPTER XIII-INSTRUCTIONAL METHODS AND AIDS.

1 Every instructor should work out a plan of handling his subjects with a view to achieving

the following objectives:-

- (i) To impart the necessary knowledge regarding the subject.
- (ii) To assist the participants to develop the necessary skills for translating the knowledge into action.
- (iii) To enable the participants to identify and understand the attitudes which would be desirable in handling different police situations.

2 The integrated or concentric method of teaching should be adopted in all training programmes for developing in the trainees an understanding of the various aspects relating to the totality of a situation. In this method, all the aspects of a theme are taken up together and the focus is on problem-solving rather than on memorizing various sections or texts. This will involve close cooperation between the various staff members lecturing on different aspects of the same theme and will also require a relatively higher ratio of staff to trainees than is the case at present. The effectiveness of integrated teaching can be enhanced by supplementing the lectures with concurrent field exposure and other teaching methods and using modern teaching aids so as to ensure the maximum possible trainee participation in the training process. Tutorials, in particular provide a good opportunity to the instructor to help the trainees in developing the proper attitudes.

3 The teaching of management concepts and techniques is facilitated by project assignments, management games and exercises, practical, discussions, role play and case study in addition to lectures. For teaching the subject of human behaviour and attitudes, a series of panel discussions should be included for understanding critical social groups, conflict situations, the dilemmas faced by the police and the attitudes appropriate in facing them.

4 The guide scheme introduced in the National Police Academy should be adopted in all police training institutions with a view to developing the around personality of the trainees through self-analysis and self-development.

5 The various modern teaching methods in vogue at present in professional training institutions have been described in some detail-lecture, demonstration, observation, discussion and its varieties, case study, role playing, simulation, sensitivity training, syndicate, in-basket, incident, brain-storming, problem oriented exercises and projects and programmed instruction. The levels of police officers for whose training they are most appropriate and how they should be employed so as to make police training purposeful and effective have been indicated.

6 A number of scientific training aids are available now which facilitate and enhance the effectiveness of the training/learning process. Not much use is being made of such aids in police training in the country at present. Several of them have been described in detail black-boards, display-boards, flannel-boards, training graphics, including models and cut-aways, films, film strips slides, projectors and tape-recorders. It has also

been indicated how they can and should be used to advantage in police training.

7 A list of the films available for police training is contained in Appendix XL and a

list of some of the subjects on which films should be prepared is at a appendix XLI.

8 The instructors in all police training institutions should be fully trained in instructional aids and methods. They should develop the ability to modify and adapt the various techniques and to identify which of them would be the most suitable for particular groups of trainees or for particular subjects or at particular stages of the trainees' career. In selecting a technique or a training aid, the instructor should be guided by the principles that the aid selected will help to deepen the trainees' insight into the subject under consideration, increase their abilities to analyse and solve problems, impart a more detailed and better integrated knowledge of the subject matter and stimulate them to think and broaden their interest. It should be accepted that their use will result in increasing the duration of training programmes.

9 Adequate resources should be allotted for setting up a well-equipped library, with a documentation cell and micro-filming facilities in all police training institutions. These libraries have not only to acquire books and journals of police interest from the widest possible angle, they must also have a good deal of indigenous material relevant to the Indian context. The various kinds of material required and how it should be built up has been indicated. In this connection, we suggest that-

(i) the Central Directorate of Police Training should commission competent writers to prepare standard manuals and text books on police subjects;

(ii) the instructors should prepare digests of important books and articles etc., and circulate the same to the students and each institution should have an electrically operated cyclostyling machine to facilitate the circulation of this material;

(iii) the Central Directorate of Police Training should get a number of model case studies and role-play, problem-oriented and simulation exercises prepared with the help of experts for circulation to all Central and State training institutions; the State Inspectors General/Deputy Inspectors General, Training, should enlist the help of experts in the States to assist in preparing model case studies and exercises; there should be a Case Study Unit in the N.P.A. with staff properly qualified and trained in case study methods which would continuously obtain material both from the field and the trainees and suitably structure it for use in training programmes and similar work of collecting material and structuring case studies etc., should be taken up by the other Central and State institutions also;

(iv) proceedings and summaries of seminars, symposia, panel discussions and talks by eminent visitors or guest speakers should be properly recorded so as to be available to teachers and trainees alike, records of discussions in earlier training programmes on specific subjects, group discussion as well as the recommendations of the trainees and observations during discussion should form a part of the teaching material for future courses;

(v) the preparation of books on instructional methods should be taken up by the Training of Trainers Wing of the National Police Academy; and

(vi) all this material should be classified and indexed for ready reference by teachers/trainees and the Central Directorate of

Police Training should help in the preparation of a comprehensive bibliography and the exchange/circulation of new material as it is produced in the different training institutions.

10 Since a uniform pattern of training is being suggested for adoption throughout the country, the methodology and to a large extent the training material should also be uniform. The Central Directorate of Police Training should co-ordinate the efforts at the Centre and in the States and assist the State Inspectors General/Deputy Inspectors General, Training and the heads of the State training institutions with advice and guidance in the work.

11 Sophisticated methods for evaluating the usefulness of training methods, techniques and aids should be evolved by the Central Directorate of Police Training in due course.

CHAPTER XIV. -THE INSTRUCTIONAL STAFF.

1 The present position with regard to the instructional staff of the police training institutions in the States is very discouraging. This is due to a lack of adequate interest in training matters on the part of the authorities and the posts of instructors not having any attraction per se. A change in this situation is most urgent and pressing and it needs to be recognised that the instructor plays the role of a change agent in the organisation.

2 We have considered the system prevailing in the armed force and some foreign countries and we consider that the suggestion of having a Police Education Corps is impractical in our conditions.

3 In order to attract the best talent for the instructional staff, it should be ensured that postings to the training institutions are not made a matter of convenience. Suitable Officers properly selected should be kept in view for such postings so that they may be considered a matter of pride.

4 Teaching assignments at training institutions should be for a fixed duration. There should be planned turn over of the staff and a constant infusion of new blood. The normal tenure of the instructional staff should be for three years which may be extended to five years in the cases of officers found eminently suitable. An officer posted to a training institution should be allowed to do his full term even if his promotion accrues in the meantime. This could be done by giving him the benefit of promotion by temporarily upgrading the post held by him.

5 In order that posting to a training institution is desired and not shunned as at present, steps should be taken to provide adequate incentives. The instructional staff should be entitled to decent free accommodation, special pay and/or rank promotion, schooling facilities for children, and recognition by way of promotion, good posting and rewards. Since rank promotion would be more attractive to the subordinate ranks than special pay, officers who are in the approved lists for promotion should be given accelerated promotion and posted to training institutions.

6 The guide scheme which aims at moulding correct attitudes and behaviour, requires the instructors and the trainees to have informal contacts and discussions. Adequate facilities should be provided to the instructional staff to enable them to invite and entertain the trainees at their residences.

7 The instructional staff of the training institutions should be encouraged to visit similar institutions in other States for promoting better understanding and advancement of knowledge and skills by interaction with colleagues.

8 An instructor should have adequate professional knowledge and

experience of the subject which he is to teach, along with sincerity and enthusiasm for the job. For the young and impressionable trainees, the instructor's devotion to duty and enthusiasm should be catching. A good teacher must have a well-balanced personality and an even disposition. His bearing and appearance should display abundant self-confidence and vitality. Only then he will have the force of character sufficient to mould the character and attitudes of the trainees who come to the training institution as adults.

9 The heads of the police training institutions should be on the look out in every course for officers with instructional aptitude and potential and suitable entries should be made in the annual confidential rolls of officers considered likely to make good instructors. Simultaneously, applications should be invited from officers for posts on the instructional staff and the best persons should be selected out of those who volunteer through interviews.

10 The officers selected should be given a strong theoretical grounding in the philosophy of education, the various sociological factors which have a bearing on the educational attainment of individuals and the psychological elements which explain an individual's perception and motivation towards learning before they are assigned to instructional work. They will need also to develop effective leadership abilities and the skills essential in the art of teaching. They should be conversant with the various methods of instruction. In order to enable them to make effective use of these methods and audio-visual aids, they should be provided with opportunities to become proficient in their use. It is essential for instructors to learn to evaluate the performance and attitudes and values of their trainees, which will also enable them to know how effective or otherwise their instruction has proved to be. The instructors should also have a good knowledge of the organisation and administration of a training institution in all its aspects. Incorporating these ideas and objectives, a syllabus for a training of trainers' course of three months duration has been suggested at Appendix XLII.

11 Apart from the training of trainers suggested above, advantage should be taken of courses in training techniques available in other institutions in the country and abroad.

12 The instructors should be exposed to management training to enable them to see the need for change, to grasp new developments quickly, to retain themselves when necessary and to develop creativity, sound judgement and planning.

13 All training programmes must have a system of evaluation of instructors. The trainer should evolve a method of receiving feedback from his trainees and, wherever possible, an assessment from his colleagues. He should also have the capacity to evaluate his own performance by judging the reactions of his trainees and through the results of the various tests held by him from time to time. The head of the institution, who would be responsible for evaluating the effectiveness of the several instructors, should discuss with each the subjects to be taught by him, the preparation he has made, the methodology he proposes to adopt and the integration of instructional aids in the teaching process that he has planned.

14. The senior officers must display faith and belief in and extend their whole-hearted support to the process of training in order to make the job of the instructor effective and rewarding.

1 It has been forcefully urged before us that, besides training, there are a number of important considerations which determine the effectiveness, conduct and reputation of the police.

2 The first and foremost of these considerations is that of the morals of the police force. Morale is dependent on a number of factors such as terms and conditions of service, public opinion, and additionally, in the case of the police, status in the eyes of the law. The considerations that should determine the remuneration of police officers were detailed at length by two Committees in the United Kingdom in 1919 and 1948-49. These considerations are very relevant to our own situation. The present position of our Constables and Sub-Inspectors in this respect is not what it should be.

3 The housing conditions of the lower ranks of the force are far from satisfactory. The magnitude of the requirements in this respect is so large and their repercussions so serious that the housing of the subordinate police deserves to be made a Plan Scheme in the Fifth Five Year Plan.

4 The promotion prospects of both Constables and Sub-Inspectors are meagre and most of them retire in the rank in which they enter the force. The retirement benefits of police officers have little to commend them.

5 The Cr. P. C. and the Indian Evidence Act look upon police officers with a distrust which lowers their morale further, reduces their efficiency and affects their character.

6 The career pattern of I.P.S. officers is strictly continued to police jobs and leads to the development of a narrow departmental outlook. Much has been said in favour of and against the system of placing the police in a district "under the general direction and control of the District Magistrate".

7 The strength of the investigating staff posted to police stations needs considerable augmentation if the police are to be made effective and prompt in the prevention and detection of crime. The inadequacy in this regard is due to the fact that the police is a non-Plan subject in the sphere of the States and there have been severe constraints on non-Plan expenditure. A systematic examination of the question of the strength of the police may lead to the conclusion that greater specialisation, mobility and mechanisation and better communications, and changes in the powers of the different ranks of the force may help to achieve an overall increase in the cost effectiveness of the force.

8 There is need for an effective separation of the investigation from the law and order staff in urban police stations.

9 Our national planning process takes no note of the need of strengthening the law enforcement agencies to the extent necessary to meet new challenges. Although the Government of India have started a loan-cum-grant scheme to give financial assistance to the States for the modernisation of the police forces, the needs in this respect are so great that all that is required cannot be achieved unless the modernisation of the police is made a part of the Fifth Five Year Plan

10 There is need for introducing radical changes in the systems and procedures of police work, which continue to be the same as were prescribed many years ago in order to reduce unproductive labour, a better utilisation of highly trained personnel and improve the 'response time'.

11 The number of Superintendents and Deputy Superintendents of Police does not appear to be adequate for exercising effective supervision over the subordinate ranks or for affording the much needed motivation to them.

12 The criminal justice system is subject to inordinate delays. It is necessary to find ways and means of removing the inconveniences of the

people and making the dispensation of criminal justice more prompt.

13 Advantage should be taken of research into systems of assessment and evaluation of performance to introduce objectivity into promotions at the various levels of the police force.

14 In a secular, socialist democracy it must be ensured that policemen function impartially and courageously in the discharge of their onerous duties. Political or administrative pressures in the working of the police lead to abuse of authority and indecision and delays in dealing with situations. Any impression among the public that the police can be made to act according to one's wishes if the necessary pressure are applied shakes public confidence in the police and in the whole administrative set up.

15 Finally, there is the question of determining such questions as accountability of the police to the law and the State, democratic control of the police and ministerial responsibility, organisational and functional independence of the police, statutory duties of the police under the law and executive instructions which interfere with police functioning.

16 We have not examined these various questions, vital though they are, because we considered them as not falling specifically within our terms of reference. It seems necessary to us, however, that a high level body may be set up which may examine our police system in all its aspects in detail in the light of our changing social conditions and our value systems and the urges and aspirations of the people of a secular, socialist, democratic State. Apart from the questions mentioned in the immediately preceding paragraph, such a body should consider what changes are required in the existing organisational structure of the police force and the powers and duties of the different ranks of police officers, what criteria should determine their emoluments and conditions of service, what changes are required in the Police Act and the other Acts which regulate the functioning of the police, what should be the system of financing the police so that the proper development of this vital service may not be inhibited by inadequacy of resources and what improvements are necessary in the working of the criminal justice system in order to provide the minimum necessary facilities to all the parties concerned and to ensure that the dispensation of justice is reasonably prompt in criminal cases.

CHAPTER XVI.-POLICE CITIZEN RELATIONSHIP

1 The police will now have to be service-oriented in the discharge of their various functions. This underlines the need and importance of a meaningful relationship between the police and the people.

2 The success of the police in all their work is, in a great measure, dependent on the voluntary cooperation available from the community. The utter lack of communication between the police and the public attracts uninformed criticism which affects the morals of the force adversely. The value of public co-operation should be driven home to the younger officers and the new entrants.

3 The basis of the authority of any police force, in a democratic country, has to be 'public trust'. In a developing society, in particular, no discerning police officer should fail to take note of the expectations of the people vis-a-vis the police.

4 The enforcement of social legislation, enacted in furtherance of the Directive Principles of the Constitution and the concept of a socialist, secular society expands the role of the police and pre-supposes a background of cordial relations between the police and the community.

Indeed the police need the support of the people in maintaining peace and order to enable the success of all developmental programmes.

5 A set of principles of police conduct was adopted by the conference of the Inspectors General of Police in 1960, in which the need for public co-operation and popular support was stressed. The three main principles evolved were that the police are also citizens with the only difference that they are employed on a whole-time basis to perform duties which are normally incumbent on every citizen, which means that the police must not think of themselves as a body apart from the public, that the efficient performance of police duties is dependent on the ready co-operation of the people, which will not be forthcoming unless they conduct themselves so as to gain the respect and confidence of the people and try, as far as possible, to deal with situations without the use of force, and that they are sympathetic, considerate and mindful of the welfare of all sections of the people and always ready to offer individual service, friendship and assistance to people in need without regard to their social standing. Senior police officers should try to ensure that the principles of police conduct become a reality in practice.

6 The police have done good work since Independence in furtherance of the national interests, but the common man is most concerned with the conduct of the thana police. The evidence before us suggests that the public image of the thana police is unsatisfactory. Besides a change in the attitudes of the police, steps are necessary also to reorient the attitudes of the people towards the police.

7 The fact that policemen have to remain in constant contact with criminals of all kinds and other violent and anti-social elements tends to affect their attitudes and outlook. It results also in a certain stigma being attached to police work in the eyes of the people. The pressure of the psychological complexes generated by this situation might be relieved to some extent if policemen could be made to feel more involved in the socio-economic and cultural life of the community they serve. It should also be ensured that the public participate in various Police functions like annual police parades, sports, etc. as frequently as possible and are encouraged to visit police institutions on suitable occasions. Organising village defence societies, etc., can be a useful part of citizens' participation programme which will help to bring the public and the police close to each other.

8 Corruption is a taint which deprives the force of public esteem and co-operation. There should be a concerted drive to make it impossible for a dishonest person to remain in service. All complaints of corruption should be promptly investigated and action against the guilty must be drastic whatever be his rank. The lead for a relentless campaign for weeding out corruption should come from the gazetted police officers.

9 The professional efficiency of the police in the prevention and detection of crime has a direct bearing on their relations with the public. The popular impressions with regard to non-registration and minimization of crime, improper methods of investigation, complicity or connivance with the under-world, indiscriminate arrest and implication of innocent persons have to be removed. This involves several factors, besides training, such as the work-load, personnel strength and organization; legal procedures, methods of working, equipment, scientific aids, specializations, etc.

10 The lack of properly furnished reception rooms and other amenities at the police stations for complainants and witnesses should be made good as quickly as possible.

11 The work-load of police officers posted to police stations is much too

excessive. It should be rationalised by so increasing the strength of the police station staff as to enable officer to carry out his official tasks promptly and have some spare time to attend to his personal necessities and follow individual creative pursuits occasionally for mental sustenance and recreation.

12 A prompt response from the police to information reported to them greatly assuages the feeling of the aggrieved party or parties and brings the police closer to the public. For reducing the 'response time', the police should be equipped with a proper communications system and adequate transport. Besides, senior police officers should urge the necessity of cutting down the 'response time' in police action upon all their subordinate staff, particularly those posted at the police stations.

13 It should be one of the important duties of the District Superintendent to ensure that all complaints of misbehaviour, etc., received against his subordinates are promptly enquired into by a gazetted officer, appropriate disciplinary action is taken in cases in which the complaint is found substantiated and the action taken is communicated to the complainants concerned. Moreover, senior police officers should be readily accessible to the public at all times of the day or night, as far as circumstances permit.

14 While the need and utility of statistics for the purposes of making comparative assessments and evolving action programmes cannot be denied, it has to be recognised that any undue emphasis on them for judging the efficiency of police officers has led to various kinds of undesirable practices like the non-registration or minimization of crime, the implication of innocent persons under the preventive section of the Cr. P. C. or under some of the special Acts etc. It has to be appreciated the the incidence of crime is bound to increase under the impact of increasing population and various other socio-economic factors. The senior officers should create an atmosphere that they will not draw any hasty conclusions from statistics. They should encourage a full and correct registration of crime and put down with a heavy hand any implication of innocent persons for the sake of making up a good statistical record. This matter is of special concern to us as it effects adversely the poorer and weaker sections of society in particular.

15 Better training, close supervision and prompt attention to complaints will wean investigating officers away from malpractices and lead to greater public confidence in the methods of the police.

16 The classification of offences under the existing criminal law as cognizable and non-cognizable affects the image of the police adversely because it restricts their potentiality to be of service to the people to the cognizable area only. The worst affected by this distinction are the poorer and weaker sections of society who do not have either the resources or the time to go to court. The promotional role that the police are expected to play in our welfare democracy by performing non-enforcement functions is also adversely affected when the police are prevented from taking positive or immediate action their own against violations which happen to be non-cognizable in nature. A wholesale abolition of this distinction is not practicable, but Government should consider the problem urgently.

17. The police should be responsible for the enforcement of social welfare legislation. If they carry out this task with a sense of commitment to the welfare of the weaker sections of the community, they cannot project a good image of themselves before the majority of the people. A fuller involvement of the police in this process would necessitate increasing their strength. There should be greater involvement of the police

in social defence work also.

18. A very sensitive and delicate area in police-public relations is the contact of the police with the student community. In the major cities and university towns with a substantial student population, police officers who have to deal with student problems should be specially selected and trained and they should develop close contacts both with the university faculty and the student community. Contacts with the student community in secondary schools should be established through sports and games, participation in school functions and meetings across the table over various issues. Senior police officers should set an example in this respect and also encourage their subordinate officers to mix with the student community freely and to try to involve them in police duties like traffic, regulation crowds near schools etc., as much as practicable. They should visit schools and colleges occasionally to deliver talks, accompanied by film-shows, on subjects like the rules of the road, safety first, crime prevention measures, policing of the borders, etc.

19. Text books for young school should contain lessons on how a policeman is of help to the people. Senior police officers should mix freely with literateurs, journalists and film producers to enlist their assistance on project in an objective picture of what the police do or can do for the good of the public. The Inspectors General should explore the possibility of inviting well-known persons to write articles on various aspects of police work and to bring out their difficulties and achievements. Suitable books, plays and documentary films could also make a significant contribution in raising the police in public estimation.

20. Police action in dealing with strikes and other agitational activities also has much scope for mis-understandings and strained relations with large sections of the people. The police should project an image of strict neutrality on such occasions and make it patently clear that the police are present on the scene to forestall breaches of the peace and to prevent violence and not to side with any party whatsoever. An attitude of mind should be developed that situations can often be tackled without the use of force, if the approach is one of patience and understanding.

21. The gap between the people and the police is widened by inadequate or restrained communication between the two. The many important contributions made by the police in the service of the people are often not known to the public. It should be possible for police officers to furnish objective information to the public about the activities of the police department. It is equally necessary that the people should be informed of the elementary do's and don'ts of social security and the ways and means in which they can render invaluable help to the police. It may be worth while to try the experiment of the Superintendent of police forming Citizen's Committees at the district, sub-division and police station levels consisting of representatives of the various professional groups of the community and other respectable persons.

22. The press wants to ascertain facts to keep the public informed of what is happening and to build or mould public opinion, whereas the police seek to ascertain the same facts to enforce the law and to maintain order by placing as evidence before courts of law. This involves an apparent clash of interests and yet there is everything to be gained by an understanding between the police and the press and sustained efforts should be made to develop such an understanding. A procedure should be standardised by which pressmen can have regular access to the information they desire, subject to the considerations of legitimate public interest. The

senior officers should be readily accessible to the press at all times and particularly when there is a disturbance of the peace or a serious crime has been committed or an incident has taken place, which is likely to arouse public interest. The process of regular communication between the police and the press can be facilitated by the institution of a press relations officer whose function can be performed by the Public Relations Officer, referred to later. While any desire to court cheap popularity should be eschewed, there is no need of any allergy to criticism in the press. The Sub-divisional Police Officer should also be authorised to communicate with the press whenever required.

23. A public relations Officer should be attached to the head of each force. A Public Relation Officer at police headquarters will be of great help in furnishing prompt information to the press about matters of topical interest and in projecting the good work done and the welfare and other services rendered by the police which go unnoticed at present. He can also help to organise periodic publicity programmes which can bring the people and the police closer than they are at present.

24. The police should make full use of the facilities offered by the A.I.R. authorities for keeping the people informed of matters of mutual interest.

25. It lies essentially with the police to take the initiative and positive steps in improving police-citizen relations. A constructive relationship is however, basically a two-way affair. It is therefore, necessary to appreciate that the attitude and conduct of the police will greatly depend on the response of the community. The citizens also have a responsibility to discharge of the police are to be enabled to function effectively to safeguard their interests and welfare.

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APPENDIX I

No. 9/72/71-Pers. II
GOVERNMENT OF INDIA
MINISTRY OF HOME AFFAIRS
GRIH MANTRALAYA
New Delhi-1, the 10th November, 1971/19 Kartika,
1893

RESOLUTION

The Government of India have decided to set up a Committee on Police Training composed of the following:-

Hony. Chairman-Prof. M. S. Gore.
Permanent Vice-Chairman-Shri M. M. L. Hooja.
Hony. Members-

1. Shri G. Parthasarathi, Vice-Chancellor, Jawaharlal Nehru University, New Delhi
2. Shri B. B. Lal, Senior Advocate, Supreme Court.
3. Prof. N. S. Ramaswamy, Director, National Institute of Training of Industrial Engineers, Bombay.
4. Shri Asoka Sen. Joint Secretary, Ministry of Home Affairs, New Delhi.
5. Shri K. F. Rustamji, D. G., B. S. F., New Delhi.
6. Shri A. K. Ghosh, Director, Enforcement and Director General of Revenue Intelligence and Investigation.
7. Shri R. Srinivasan, Deputy Commissioner, Delhi.
8. Shri M. Gopalan, I. G. P., Kerala.
9. Shri N.S. Saksena, Ex-IGP, U.P.

Hony. Member Secretary-

Dr. A. Gupta, Director, B.P.R. & D., New Delhi.

2. The Committee will be required to inquire into and make recommendations on :-

(1) The objectives which should govern all arrangements for the training of Police Officers in the socio-economic background of the country and our value systems and the continuing of impact of science and technology not only on social norms and behaviour but also on the methodology of Government and its functionaries;

(2) Basic short-comings in the arrangement for the training of Police Officers under the Centre and in the States;

(3) (i) Measures to be taken to bring about the desired improvement in the existing state of affairs and in particular in respect of the following points :-

(a) whether it is necessary to set up any more institutions for this purpose either under the Centre or in the States;

(b) whether it is necessary to start any new refresher/specialist courses for any one

or more categories of police officers;

(c) in what manner the curricula of the existing courses may be revised;

(d) what modern aids to and methods of instruction can be usefully by employed in the training of police officers;

(e) what steps are necessary to improve the quality of instructors in Police training institutions;

(f) what means are necessary to produce the educative literature that is necessary for this purpose; and

(g) improvement in the relations between the police force and the public based on mutual trust, confidence and co-operation.

(ii) Educational and other qualifications prescribed for and methods of recruitment of Police Officers of various ranks so that they may be able to benefit from improvement of training arrangements.

(iii) Any other matter considered relevant to this subject.

3. The Committee will devise its own procedure and may consult such advisers as it may consider necessary for any particular purpose. It may call for such information and take such evidence as it may consider necessary. Ministries and Departments of the Governments of India will furnish such information and documents and any other assistance as may be required by the Committee. The Government of India trust that the State Governments, Service Associations and others concerned will extend to the Committee their fullest co-operation and assistance.

4. The Committee will make its recommendations as soon as practicable.

(Sd.)

GOVIND NARAIN,

Secretary to the

Government of India

APPENDIX II

From

Member-Secretary,
Committee, on Police Training,
Government of India,
25, Akbar Road,
New Delhi.

To

Dated, New Delhi, the

Dear Sir/Madam,

The Government of India have set up a Committee on Police Training under the Ministry of Home Affairs Resolution No. 9/72/71-Pers. II dated 10th November, 1971, to inquire into and make recommendations on:-

(1) The objectives which should govern all arrangements for the training of Police Officers in the socio economic background of the country and our value systems and continuing impact of Science and technology not only on social norms and behaviour but also on the methodology of Government and its functionaries;

(2) Basic shortcomings in the arrangements for the training of Police Officers under the Centre and the States;

(3) (i) Measures to be taken to bring about the desired improvement in the existing state of affairs and in particular in respect of the following points;

(a) whether it is necessary to set up any more institutions for this purpose either under the Centre or in the States;

(b) whether, it is necessary to start any new refresher/specialist courses for any one or more categories of Police Officers;

(c) in what manner the curricula of the existing courses may be revised;

(d) what modern aids to and methods of instructions can be usefully employed in the training of Police Officers;

(e) what steps are necessary to improve the quality of instructors in Police Training Institutions;

(f) what means are necessary to produce the educative literature that is necessary for this purpose;and

(g) improvement in the relations between the Police force and the public based on mutual trust, confidence and cooperation.

(ii) Educational and other qualifications prescribed for and methods of recruitment of Police Officers of various ranks so that they may be able to benefit from improvement of training arrangements;

(iii) Any other matter considered relevant to this subject.

The Questionnaire that follows has been drawn up with a view to elicit information and opinion on all aspects of Police Training according to the terms of reference. Part 'A' of the Questionnaire is of a general nature and Part 'B' is more specifically concerned with the system of Police recruitment and training. It is neither necessary nor expected that every one should give his views on all the questions. Your reply may cover only such questions as you may be interested in and about which you may have definite information or opinion and suggestions. Should there be any other relevant matter not expressly included in the Questionnaire, but which you would like the Committee to consider, you may kindly indicate it and send your opinion or suggestions thereon under the last question.

The Committee is most anxious to conclude its enquiry as expeditiously as possible and, therefore, requests you to kindly send your replies to the Questionnaire as early as possible. It will facilitate us greatly if your reply could reach us by February 29, 1972.

Besides your replies to the Questionnaire, the Committee would much appreciate a short note from you containing the thoughts that are uppermost in your mind regarding the functioning of the Police in India.

Yours faithfully,

A. GUPTA.

COMMITTEE ON POLICE TRAINING
MINISTRY OF HOME AFFAIRS
GOVERNMENT OF INDIA

QUESTIONNAIRE

NOTE-

- (1) All questions need not be answered.
- (2) If possible, answers may please be typed on one side of the paper only and sent in duplicate.
- (3) If you desire any part of your replies to be treated as confidential, this may please be indicated and your wishes will be respected.
- (4) It will be much appreciated if you could kindly mention your full name, address, designation/profession and the year since when working in the chosen field in your reply.

PART 'A'

The role of the Indian Police has changed after Independence. The country has since witnessed considerable political, social and economic changes aimed at the establishment of a Welfare State. This process of change is likely to continue. A clear understanding of the deeper currents of this process is required by policemen of all ranks not merely in the context of their law and order role but also in the context of the other functions entrusted to them. Various steps have been initiated from time to time to infuse the Police with awareness of, sympathy with and responsiveness to the aims and objectives of the changes that are taking place in society in the course of the discharge of their statutory responsibilities. But the impression persists in sections of the public mind that the Police, especially at their first levels of contact with the people, are either not aware of their changed role or have not moulded their attitude as a public service as required by the changed conditions. This calls for an immense task of imaginative training of new entrants along with the retraining of the existing personnel. In this perspective:-

Role of the Police

1. (a) Do you think that Police Officers and men have an adequate appreciation of the rights and freedom guaranteed to all citizens under our Constitution?

(b) Do you think that this appreciation is particularly absent in any specific ranks of the Police?

(c) In your opinion, have the Police grasped the significance of the changes that have taken place and are taking place in the social and the economic fields and their reaction on crime and criminals and broadly understood their changed role after Independence? If not, in what specific areas is the gap widest?

(d) To what extent and by what measures do you think that training can remove the gaps in understanding mentioned above?

Functions of the Police

2. (a) Do the Police give adequate attention to each of the following functions-

- (i) Prevention of crime;
- (ii) Detection of crime;

- (iii) Enforcement of social legislation;
- (iv) Traffic control;
- (v) Maintenance of order; and
- (vi) Internal security.

(b) What, in your view, are the reasons which contribute to the deficiencies which you may identify in any of these fields?

(c) What are your suggestions for the removal of these deficiencies?

3. Do you think that the Police should be entrusted with certain functions other than of law enforcement, such as mediation, counselling and assistance? If so, to what extent and in what respect should the Police be required to take on this responsibility?

Police-Public Relations

4. It is felt that there is need of a basic change in the attitudes and conduct of Policemen. In what directions, in your view, is this change necessary?

5. What are the most common complaints and grievances of the people vis-a-vis the Police? What are your suggestions for removing them?

6. Are the Police courageous and impartial in the discharge of their duties? If not, what, in your view, is this due to? What are your suggestions to ensure that the Police function impartially?

7. The people are generally disinclined to help the Police. They try to avoid having anything to do with them and hesitate even to pass on any information that they may have about crime and criminals. To what factors in your view is this due? How can these be eliminated?

8. What are your suggestions for obtaining adequate public participation in the different functions of the Police.

9. Do you think that there are any socio-economic factors that impede the effective functioning of the Police? If so, please detail them and give your suggestions for eliminating them to the extent possible?

10. Do you think that there is unwarranted interference in the work of the Police? Have you any suggestions to make about this?

11. (a) Should the enforcement of social legislation, relating to the removal of untouchability, prohibition, protection of children and suppression of immoral traffic in women and girls etc., be the responsibility of the Police or should this work be entrusted to separate agencies?

(b) Does the involvement of the Police in these spheres affect Police-Public Relations

adversely? If so, how can this be avoided?

12. (a) The two categories of Police Officers who directly and closely come into contact with the public, day in and day out, are the S.I. and the Constable. What measures can be taken, in your view, to improve their calibre, their professional competence, their effectiveness, their attitudes and their behaviour?

(b) Would the measures you suggest apply to Gazetted Police Officers also or would there be need of some other measures in their case?

13. To some extent the image of the Police may be tarnished because of absence of a clear appreciation of the difficulties of the Police and the limitations under which they have to function within the four corners of the law. What could be done, in your view, to improve matters in this regard and to develop a closer understanding between the people and the Police.

14. What types of programmes can be introduced in the training of Police Officers of different ranks to help place the relations between the Police force and the public on a basis of mutual trust, confidence and co-operation?

15. Do you consider that any other steps, e.g., a Public Relations Organisation, Exhibitions, wrestling matches etc., can help to improve the relations between the Police force and the public?

PART 'B'

Recruitment

16. The educational and other qualifications prescribed for and the methods of the recruitment of Police Officers of the ranks of Sub-Inspectors and Constables are detailed in Appendix 'A'. Do you think that under these conditions candidate of the right kind are coming forward and being recruited in adequate numbers to join the Police in these ranks? If not, what changes in these qualifications/methods do you consider necessary?

17. Deputy Superintendents of Police are appointed by promotion and/or direct recruitment. The latter is made through the State Public Service Commissions on the basis either of a combined competitive examination for the State Services or a separate examination. Have you any suggestions to make in respect of appointment/recruitment to this rank?

18. I.P.S. Officers are recruited through a combined competitive examination conducted by the U.P.S.C. for the I.F.S./I.A.S. and other Central Services with differences in the minimum age limit (which in case of I.P.S. is, 20 years and in the

case of other 21 years) and optional subjects to be offered (in case of I.P.S. only two papers are required to be taken, for other Central Services three papers are to be taken and for I.F.S and I.A.S. two more additional papers of a higher standard, viz., five in all, are to be offered). The personality test for I.F.S. and I.A.S. carries 400 and 300 marks respectively, whereas for I.P.S. and other Central Services it carries only 200 marks. Does this system affect the quality of officers coming to the Police service as compared to those opting for other services? If so, what changes in the system do you advocate?

Training

19. The general pattern of the initial training of Constables, Sub-Inspectors, and Dy. Ss. P. obtaining in the States is shown in Appendix `B'. What do you consider to be the basic shortcomings in these arrangements in regard to-

- (a) content; and
- (b) duration

of any of the courses. Please reply with reference to each of the levels obtaining, i.e.,

- (a) Constable.
- (b) Sub-Inspector, and
- (c) Deputy Superintendent of Police,

and indicate your suggestions for remedying the same.

20. In particular, do you think that it is necessary to give as much emphasis as is given at present to drill etc., in the training of Civil Police S. Is. and Constables, whose main function is the prevention and detection of crime?

21. I.P.S. Officers attend a Foundational Course (details in Appendix `B') at the National Academy of Administration, Mussoorie of 3 months and a professional course at the National Police Academy, Abu of one year followed by a short Course at the State Police Training College. Do you think that it is useful for I.P.S. Officers to attend the Foundational Course or do you think that the period spent there can be better utilised in practical professional training? Have you any other suggestions in regard to the training of I.P.S. Officers either at the N.A.A. or the N.P.A. or in the State College?

22. The general pattern of the initial training of the Constables of the Armed Police battalions of the States is shown in Appendix `C'. Do you think that this training requires any re-orientation? If so, in what respects?

23. (a) What, in your view, should be the system of imparting practical training to new recruits to

the Police of different ranks?

(b) Should the recruits be required to go back to the training institution for a short spell after the practical training?

(c) How should the practical training be supervised and its results assessed?

24. To what extent do you consider it necessary that a provision should be made for refresher training for Police Officers of different ranks? Please reply with reference to each of the ranks mentioned in question 18 above and also with reference to I.P.S. Officers.

25. Refresher courses can be organised only to the extent training reserves are provided in the sanctioned strength of the force. What do you think should be the percentage of the training reserves for different ranks?

26. Do you consider it necessary that promotion from rank to rank should be preceded by promotion courses? If so, at what levels.

27. Do you think that there is any need for management courses for senior Police Officers? If so, should such courses be developed in one or more Police Training Institutions in India or should such training be arranged in Management Institutes in India or abroad? Please mention your specific recommendations in this respect.

28. Do you think that it would be useful to supplement the regular training arrangements by organising short courses, extension lectures, seminars, symposia, round tables and summer/winter schools on different aspects of Police work different centres in the country from time to time?

29. Do you think that it may be useful to provide facilities to Police Officers and men to improve their educational qualifications while in service?

30. Do you think that there is need of establishing courses in Criminology, Forensic Science, Police Administration, etc., in the universities as is being done in some foreign countries?

31. Training is a continuous process that goes on throughout service and should receive attention from supervisory officers in day to day work. What should be the proportion of supervisory officers (Inspectors/ Dy. Ss. P/A. Ss.P/Ss.P.) to other ranks?

32. Do you think that it is necessary to have a senior Police Officer at the headquarters of the Inspector General of every State to devote exclusive attention to the training of Policemen?

Training

Institutions

33. Do you think that the institutions provided for the training of Police Officers by the Centre and the States are adequate or do you think that it is necessary to open any new institution under the Centre or on a regional basis or in the States? Please indicate the nature of the new institutions suggested and the categories of Police Officers for whose training they should be established. What courses should be organized in the institutions suggested?

34. Do you think that the environment of Training Institutions has any bearing on the effectiveness of training? If so, what factors should be taken into account in determining the set up of Police Training Institutions?

Instructors

35. The Instructors of Police Training Institutions are mostly serving Police Officers without any special training in instructional work. What steps would you suggest to improve the quality of these instructors?

36. Do you think it desirable that persons selected for posting to Police Training Institutions as Instructors should receive any special training in India or abroad? If so, please suggest the institutions at which such training could be imparted.

37. Do you think that there is need for any special incentives to attract competent and willing persons to take up instructional work? If so, what incentives do you suggest?

38. Do you favour the employment of academicians for the training of Police Officers in any particular subject or subjects? If so, please suggest the subjects.

Aid and Methodology

39. Can you suggest what modern aids and methods of instructions can be usefully employed in the training of Police Officers?

40. Can you suggest any method to ascertain how far the trainees have assimilated the training imparted to them?

41. There is a great dearth at present of educative literature, text-books, etc., for the training of Police Officers. What means or machinery do you suggest for producing the educative literature that is required?

Directorate of Police
Training

42. It has been suggested that it is necessary to have a Directorate of Police Training at the Centre for carrying out a constant review of the Police Training arrangements in the country, for conducting research and for helping to produce educative literature and modern aids to instruction like films, film strips, slides etc., for Policemen. What are your views in this regard?

Other Factors

43. The lowest rank in the Police is that of the Constable. Considering his duties, functions and responsibilities, do you think that there is any need for raising his status and improving his prospects and also for enhancing his powers so as to make him a better, more effective and a more useful instrument in the enforcement of law and order in a secular and democratic society and to give him a sense of participation ?

44. Do you think that, apart from training, there are other factors also, e.g., shortcomings in the organizational structure, charter of duties and/or pay scales of different ranks, inadequacy of modern equipment, etc., which call for attention to achieve the objective of a good Police force? If so, please list these factors with their implications and give your suggestions for remedial action.

APPENDIX 'A'

EDUCATIONAL AND OTHER QUALIFICATIONS PRESCRIBED FOR AND THE METHODS OF RECRUITMENT OF POLICE OFFICERS OF VARIOUS RANKS

Method of	Minimum Selecting	Physical	Minimum	Written	Other	
State tests	Age limit selection	physical Authority Require-ments	tests Prescribed	Educational Qualification prescribed	tests prescribed	
1	2	3	4	5	6	7
8	9					

CONSTABLES

- 1 Delhi
- 2 18-21 yrs; SC & ST between 18-26 yrs.

3 Ht. 5'-7" (relaxable by 2" for SC and ST and
hill persons).
Chest 33"-34 1/2" (relaxable as above).
4 Capacity in running, jumping, climbing a
wall/rope etc.
5 Matric/Hr. Sec. for Dist. Police & 8th
Standard for D.A.P.
6 Psychological motivation written test
7 -
8 Interview before a board (3 SPs, Sr.
Psychologist and Educational
Adviser).
9 Board

1 Punjab
2 -
3 Ht. 5'-7" Chest 33"-34 1/2".
4 Nil
5 Illiteracy not a bar but literates preferred
6 -
7 -
8 -
9 -

1 U.P.
2 18-23 yrs.; in case of SC relaxable upto 28.
3 Ht. 5'-6" Chest 34" Exp. 2", relaxable in
case of hill men Ht.
5'-4" Tribals 5'-3"
4 Long Race, High Jump, Long Jump, Shot Put.
5 VIII Class preferably High School
6 Test in knowledge of Hindi.
7 -
8 -
9 -

1 Maharashtra
2 18-22 years.
3 Ht. 5'-4" for unarmed and 5'-6" for armed.
Chest mean between
deflated 31" Expn. 2".
4 Nil
5 6th Standard for Unarmed & 4th Standard for
Armed.
6 -
7 General Knowledge and simple Arithmetic.
8 -
9 -

1 Andhra Pradesh
2 18-25 years.
3 Ht. 5'-6" Chest 34" Expn. by 2".
4 Nil
5 8th Standard.
6 -

7 -
8 -
9

1 West Bengal
2 20-30 years; relaxable upto 45 years for
displaced persons.
3 Ht. 5'-6" for Bengalis. 5'-7" for non-
Bengalis, 5'-4" for hill
people Wt. 120 lbs. Chest 32"-34" for non-
Bengalis, Expn. by 2"
31"-33" for Bengalis.
4 Free from disease or abnormalities. (fitness
examined by medical
Officer/D.M.O.)
5 Class V
6 No.
7 Personality test conducted by S.P.
8 Done by S.P./Addl. S.P./Dy. S.P. in the
District.
9 S.P.

1 Orissa
2 18-25 years.
3 Ht. 5'-6" Chest 32" for ST/SC Ht. 5'-2"
Chest 31"
4 Running, High jump, Long jump, Swimming,
Bicycle-riding.
5 M.E. Standard.
6 -
7 -
8 -
9 S.P.

1 Tamil Nadu
2
3 Ht. 5'-5 1/2" Chest 34" Expn. by 2".
4 Nil.
5 8th Standard.
6
7
8
9

1 Bihar
2 18-25 years.
3 Ht. 5'-5"
4 High Jump, Rope Climbing and Mile Race,
generally imposed but
not prescribed.
5 Middle Standard/7th Standard.

6 Dictation tests and intelligence tests
generally imposed but not
prescribed.

7
8
9

1 Madhya Pradesh
2 18-28 years.
3 Ht. 5'-7" relaxable to 5'-6" in certain
districts. Chest 33".
Good binocular vision, should be free from
diseases of eye-lids
& eye-balls. Vision 6/9 and 6/12, should be
able to dis-tinguish
colours.
4. Nil.
5. 4th Standard.
6. Nil.
7. -
8. -
9. S.P.

SUB-INSPECTORS

1 Delhi
2 20-24 years relaxable upto 29 yrs. for S.C.
and S.T. and
displaced goldsmiths and for ex-service-men
ac-cording to the
orders of the Govt. of India.
3 Ht. 5'-5" Chest 32"-33 1/2" re-laxable 1"
for S.C. and S.T.
candidates.
4 Broad Jump, High Jump, 100 Mtrs. One Mile
Shot Put, Obstacle
Test. Candidates have to qualify in each of
these tests.
5 B.A.
6 Genl, Know-ledge, Hindi Essay, Arithmetic.
7 Psychology test.
8 Candidates successful in the Written Test
appear before a
Selection Board.
9 1 DIG. 2 SPs. 3 Sr.Psy-chologist.

1 Orissa
2 20-25 years.
3 Ht.5'-4" Chest 32"
4 Long Jump, Cycling, Running. Candidates have
to qualify in these
tests.
5 B.A.

6 Gen. Intelli-gence. English Essay Oriya
Essay.

7 Viva Voce.

8 Ss. P. hold the physical & Written tests and
submit a list to

the IGP; selected candidates appear before
the Central Selection
Board.

9 Central Selection Board Consisting of DIG.

1 Mysore

2 18-28 years, relaxable upto 33 yrs. in case
of S.C. & S.T.

3 Ht. 168 Cms Chest 86 Cms with Expn, of 5Cms.

4 Running, Weight-lifting, Ball-throwing.

5 Degree or equivalent

6 English of General Knowledge.

7 (1)Speaking in English for five minutes. (2)

Viva Voce.

8 By a Committee

9 (i) Secy. to Govt. (Home Deptt.)-Chairman.

(ii) IGP-Member.

(iii)Dy. Secy. to Govt. Social Welfare -
Member. 1 Bihar

2 20-23 years. 3 Ht. 5'-3" Chest
30" deflated. 4

Mile Race 7 minutes, High Jump 4'-6",
Cycling. (Tests are

qualifying) 5 Higher Secondary

Intermediate 6 (1)

English (2) General Knowledge. 7 Viva
Voce.

8 By Bihar Public Service Commission. 9
Bihar Public

Service Commission.

1 J. & K.

2 18-25 years.

3 Ht.5'-6" Chest 32"-33 1/2" with expansion.

4 Yes.

5 Graduation.

6 Yes.

7 Viva Voce

8 By a Board

9 -

1 Tamil Nadu

2 20-25 years, relaxable upto 30 yrs. for S.C.
& S.T.

3 Ht. 166 cms. Chest 81 Cms. plus expansion by
5 Cms.

4 (1)High jump 4'-6". (2) Long Jump 15' (3)

Shot Put (16 Ibs.)
20'. (4) Cricket ball throw 200'. (5) Rope
Climbing 12'. (6) 100
Mtrs. run in 14 scds. Must qualify in five
of these above tests.
5 Graduate for S.T. & S.C. PUC or Inter-
mediate.
6 English General Knowledge
7 Viva Voce.
8 (1) Preliminary selection at distt. level-
(2) Range Selection
Board- (3) State Selection Board.
9 S.P. D.I.G.

1 Andhra Pradesh
2 20-25 years.
3 Ht. 5'-5 1/2" Chest 32" with expansion 35".
4 -
5 Degree, For S.C. & S.T. Intermediate or
P.U.C.
6 -
7 Viva Voce.
8 S. Pa. forward applications of all eligible
candidates to the
respective DLG; candidates are called for
interview to a
Selection Board appointed for the purpose by
the IGP. The final
list is submitted to the IGP for approval.
9 -

1 Kerala
2 20-25 yrs. relaxable 3 yrs. for S.C. & S.T.
3 Ht. 165 Cms Chest, 82.8 Cms with expansion
of 5 Cms. Ht. 160.02
Cms for SC & ST.
4 (1) 100 mtrs run (2) High jump (3) Long
jump. (4) Putting the
shot. (5) Throwing the cricket ball (6) Rope
climbing. (7) Pull
ups or chinning. (8) 1500 mtrs. Must qualify
in any five of
those events.
5 Graduation; for SC & ST Intermediate P.U.C.
6 Yes
7 Viva Voce.
8 Candidates securing a pass in the written
test conducted by
Kerala PSC must qualify in any 5 events for
physical efficiency
9 Kerala Public service Commission.

1 Gujarat
2 19-25 yrs. relaxable upto 30 yrs for SC &
ST.
3 Ht. 5'-5" Chest 33" with expansion of 2".
4 Running 1/2 mile Obstacles.
5 Inter Arts & Proficiency in regional
language.
6 Intelligence test, Eng. Essay, General
Knowledge.
7 Viva Voce.
8 (1) Dist. Selection Committee S.P. (2)
Central Selection
Committee Senior S.D.P.O.
9 (1) IGP President. (2) Director, Anti-
Corruption Bureau Member.
(3) Commissioner of Police, Ahmedabad
Member. (4) Senior most
DIG-Member. (5) Principal P.T.C. Member.

1 Assam
2 20-24 yrs.
3 Ht. 5'-3" Chest 30"
4 -
5 P.U.C. Higher Secondary.
6 -
7 Viva Voce.
8 (1) Selection by a Board. (2) Finally
approved by IGP.
9 Two DIG or a DIG and Addl. I.G.

1 Madhya Pradesh.
2 18-24 years. relaxable upto 29 yrs. for S.C.
& S.T. and 35 yrs.
for goldsmiths & temporary Govt. servants.
30 years for
permanent Govt. servants.
3 Ht. 5'-5" Chest 32"
4 -
5 Intermediate Exam. Passed 1st year of 3-year
degree course. For
S.C. & S.T. Matriculation.
6 (1) Arithmetic (2) General Knowledge. (3)
Dictation in Hindi &
English.
7 Viva Voce.
8 (1) Dist. Selection Committee. (2) Central
Selection Committee.
9 (1) D.M. (2) S.P. (1) IGP (2) DIG (three).
(3) Principal, M.P.
Police, College

1 West Bengal.
2 20-30 yrs. relaxable upto 45 years for
displaced persons.
3 Height 1.63 metres subject to the relaxation
for Gurkhaa etc.
(1.73 m for Ar. S.I.) Chest 79 cms with 5 cms
expansion. Wt.
51-71 Kg. varying according to height.
4 Free from any disease or abnormality
(fitness examined by Distt.
Medical Officer).
5 A degree of a recognised University, H.S.
for Armed S.I.
6 Competitive test is conducted by the Central
Selection Board,
West Bengal Police.
7 Personality test is conducted by the Central
Selection Board,
W.B. Police.
8 Competitive Test.
9 Appointed by the Principal, Police Training
College, on the
basis of Selection by the Central Selection
Board, W.B. Police.

1 Maharashtra.
2 19-25 years.
3 Ht. 5'-5" Chest 33" 2" expansion.
4 Pull-up Balance Walk. Long Jump. One mile
race (Competitive).
5 Intermediate
6 (1) English Essay.
(2) General Knowledge. (3) Hindi.
7 Viva Voce.
8 -
9 -

1 U.P.
2 -
3 -
4 High Jump Running. Long Jump. Shot Put One
Mile Race.
(Competitive).
5 Intermediate.
6 (1) Hindi Composition. (2) General
Knowledge. (3) Intelligence
Test.
7 Viva Voce.
8 -
9 -

The general pattern of initial training of
Constables, Sub-Inspectors and Dy. Ss. P.

obtaining in States of the Foundational Course attended by I.P.S. Officers at the National Academy of Administration, Mussoorie.

Rank	Subjects	Periods
1	2	3

Constables	Indoor		
9 months			
	I.	General	Knowledge
96		(i) General Education	
6		(ii) Elementary Civics	
6	(iii)	Discipline and Loyalty	6
		(iv) Juvenile Delinquency)	
3		(v) Intelligence	
5		(vi) Visits to Jail, Court, Police	
9		Station, etc.	
	(vii)	Community Development,	
Panchayati		Raj and Family Planning	
5	(viii)	Various political organisations	
		and parties	
4	(ix)	Routine	Duties
13	(x)	Current	Affairs
22	(xi)	Miscellaneous.	
17	II.	Criminal	Laws
214		(i)	I.P.C.
60		(ii)	Cr. P.C.
88		(iii)	Evidence Act
18		(iv)	Special and Local Laws.
48	III.	Police Station	Routine.
168			

29	IV. Scientific Aids to Investigation
21	V. First Aid.
36	VI. Observation.
36	VII. Portrait.
36	VIII. Expression Oral.
12	IX. Public Relations and Courtesy.

Outdoor

9	(i) Introduction, medical check-up and fire-fighting, etc.
128	(ii) Physical Training
112	(iii) B.T.
312	(iv) Drill
147	(v) Arms Drill and Musketry
12	(vi) Guards and Sentries
11	(vii) Street Lining
18	(viii) Mob Operation
24	(ix) Route March
4	(x) Traffic Signal
5	(xi) Bussing and Debussing
2	(xii) Tear Gas
12	(xiii) Unarmed Combat

(Given above is a brief of the syllabus obtaining in a particular State. The pattern of other States is about the same. The duration, however, varies from 6 to 10 months).

Sub-Inspectors Indoor
1 year

I. General Subjects
100

- (i) History of Freedom Movement in India.
- (ii) State Police Organisations.
- (iii) Central Police Organisations.
- (iv) Interpol.
- (v) Tasks before the Police.
- (vi) Police and public cooperation and analysis of the causes of Police unpopularity.
- (vii) Principles of Police conduct.
- (viii) Man-Management and Welfare.
- (ix) Administration.
- (x) Correctional Work.
- (xi) Social Vices and Control.
- (xii) Social Evils.
- (xiii) Juvenile Delinquency.
- (xiv) Informers and Collection of Intelligence.
- (xv) Security.
- (xvi) Traffic Control.
- (xvii) Fairs and Festivals.
- (xviii) Police Dress Regulations and Decorations.
- (xix) National Anthem and Flags.
- (xx) Manners and Etiquette.
- (xxi) Current Affairs and General Knowledge.
- (xxii) Miscellaneous.

II. Police Practical Works

200

- (i) Causes of crime.
- (ii) Qualities of the investigator.
- (iii) Prevention of crime.
- (iv) Investigation.
- (v) Non-cognizable cases and Police.
- (vi) How to give evidence in court.
- (vii) Accidents.
- (viii) Civil Disturbances and Mob Control.
- (ix) Communal Disturbances.

III. Indian Penal Code

140

IV. The Code of Criminal Procedure

140

V. (a) Indian Evidence Act- 110

170

(b) Rajasthan Local Acts-60

VI. Minor Acts (Central Acts)

140

VII. (a) Scientific Aids to Investigation-100 150

(b) Medical Jurisprudence- 50

VIII. Rajasthan Police Rules

140

IX.	(a) Sc. Aids to Inv. (Prac)	
	(b) Finger Print.	20
	(c) Foot Print. (Prac)	
X.	(a) M.O.B.	20
	(b) Observation and Police Portraits	10
	(c) Plan Drawing and Map Reading	20
XI.	Accounts	45
XII.	First Aid to injured	15
XIII.	Spares for syndicate and Group Meetings, Study for	
	Mela Arrangements of Police and Guest Lectures	90
	Outdoor	
	1. Drill	436
	(i) Infantry Training-336	
	(ii) Police Training-100	
	2. Equitation	80
	3. Physical Training including Unarmed Combat	180
	4. Musketry	90
	5. Games and Sports	

(Given above is a brief of the syllabus obtaining in a particular State. The pattern of training of S.Is. in other States is, however, about the same with minor modifications).

Deputy Supdts. About the same as for Sub-Inspectors but with greater emphasis of Police on some subjects.

Asstt. Supdts. Foundational Course.
4months of Police

I. Public Administration
(i) Essentials of Administration.
(ii) Organisational Structure of Government and Procedures.

	(iii) Office Management and Procedures.
	(iv) Bureaucracy.
	(v) Role of Civil Servants in Democracy.
	(vi) Modern Aids to Administration.
	(vii) Delegation and Decentralisation.
	(viii) Local Administration.
	(ix) Administrative Ethics.
	(x) Disciplinary Procedures in Government.
	(xi) Staff Relations.
Administration.	(xii) Personnel
Administration.	(xiii) Financial
	(xiv) Public Undertakings.
Accountability.	(xv) Administrative
	(xvi) Social Administration.
Administration.	(xvii) Comparative
the Public.	(xviii) Administration and
Government.	(xix) Impact of Science on
	II. Law
	(i) General Law.
detailed study.	(ii) Specific Acts for
Constitution of India.	III. Political Theory and
	(i) Basic Political Concepts.
	(ii) Constitution of India.
Plans	IV. Economics and Five-Year
	(i) Basic Economic Concepts.
	(ii) National Income.
	(iii) Economics Development.
	(iv) Economic Planning.
	(v) The Indian Plans.
Policy.	(vi) Instruments of Economic
contemporary	(vii) Some selected topics of
	importance.
history including	V. Indian History and Culture
music and philosophy.	(i) Survey of socio-economic
Freedom Movement	Indian art, architecture,
	(ii) History of the Indian
	VI. Hindi
Equitation.	VII. Physical Training or

The general pattern of initial training of the Constables of the Armed Police Battalions obtaining in the States.

Serial No.	Subjects	Periods
1.	Physical Training	110
6 to 9		
2.	Drill	
340 months.		
3.	Weapon	Training
300		
4.	Fieldcraft & Tactical	Training
150		
5.	Unarmed	combat
7		
6.	Mob	Operation
5		
7.	Education-	
	(i) National Anthem	
	(ii) Arithmetic	
	(iii) Elementary law & Police procedure	
40		
	(iv) Use of telephone	
to		
	(v) Duties of Police	
90		
	(vi) General conditions of Police	
Service		
	(vii) Map	Reading
10		
8.	Hygiene and	Sanitation
10		
9.	First	Aid
20		
10.		Games
200		

APPENDIX III

LIST OF OFFICERS CONSTITUTING THE STUDY GROUPS

1. Dr. Yogendra Singh, 2. Dr. T.K. Oomen, 3. Shri Imtiaz Ahmed-Jawaharlal Nehru University, Delhi.
4. Prof. K. K. Mehta-National Institute for Training in Industrial Engineering, Bombay.
5. Prof. H. S. Srivastava, 6. Dr. B. D. Atreya, 7. Dr. A. Sharma, 8.

Mrs. S. Sidhu-National Council of Educational
Research and
Training, Delhi.

9. Shri J. J. Panakal-Tata Institute of Social
Sciences, Bombay.

10. Shri Ranjit Gupta-*Special Inspector General
of Police, West
Bengal, Calcutta.

11. Brig. B. C. Pande-Commandant, Border Security
Force Academy,
Tekanpur, (Madhya Pradesh)

12. Shri J. W. Rodrigues-Commandant, Central
School of Weapons and
Tactics, Indore.

13. Shri V. V. Naik-Deputy Director, National
Police Academy, Abu.

14. Shri B. S. Danewalia-Principal, Police
Training College, Phillaur
(Punjab).

15. Shri G. S. Arya-Deputy Inspector General of
Police, Kanpur.

16. Shri G. C. Singhvi-Deputy Inspector General,
Border Security
Force, Jullundur.

* Inspector General of Police, West Bengal from
the 31st August, 1972.

APPENDIX V

RANK-WISE SANCTIONED STRENGTH OF CIVIL POLICE (1971)

Serial Cons- table	State/Union Total Territory	I.G.	Adnl. I.G.	Com- missioner	S.P.	of Police D.I.G.	Adnl. S.P.	A.S.P. D.S.P.	Ins- pector	Sub- Inspec-	A.S.I.	Head Const.
1	Andhra Pradesh	1	...	7	36	97	353	1,506	12	3,772	21,197	26,981
2	Assam	1	1	7	51	128	253	1,225	1,388	303	8,654	12,011
3	Bihar	2	...	9	46	153	410	2,220	2,267	1,752	24,915	31,774
4	Gujarat	1	...	7	33	80	233	1,167	...	5,873	13,537	20,931
5	Haryana	1	2	3	22	39	75	331	601	1,181	6,640	8,895
6	Himachal Pradesh	1	...	1	14	24	43	211	277	638	3,010	4,219
7	Jammu & Kashmir	1	...	4	27	42	171	344	617	1,158	5,883	8,247
8	Kerala	1	...	3	20	31	109	390	...	1,674	6,70	8,931
9	Madhya Pradesh	1	...	11	164	132	416	2,010	581	5,402	26,769	35,486
10	Maharashtra	3	...	10	61	175	462	3,090	...	9,865	31,739	45,405
11	Mysore	1	...	8	32	73	241	875	181	3,345	16,017	20,773
12	Nagaland	1	1	...	3	8	19	73	133	131	2,160	2,529
13	Orissa	2	...	9	85	120	321	1,402	1,475	438	9,481	13,333
14	Punjab	1	...	6	26	85	140	669	1,080	1,990	12,243	16,240
15	Rajasthan	1	1	8	92	120	186	1,338	596	2,540	17,936	22,818
16	Tamil Nadu	1	...	9	35	110	484	1,763	17	3,587	21,391	27,553

17	Uttar Pradesh	1	1	14	76	...	640	5,267	...	10,137	58,720	74,856
18	West Bengal	1	1	8	52	163	400	3,201	3,174	890	19,664	27,554
19	Manipur	. 1	...	1	4	27	24	152	160	266	1,431	2,066
20	Tripura	. 2	...	...	8	14	25	135	204	30	1,294	1,712
21	Delhi	. 1	...	2	20	70	225	1,268	1,127	2,376	8,293	13,382
22	Goa	. 1	...	...	1	7	11	49	11	268	1,091	1,439
23	Pondicherry	. 1	...	...	2	...	14	37	7	76	422	559
24	A & N Islands	.	...	...	1	8	17	165	25	142	631	989
25	Chandigarh	.	.	...	1	4	39	141	130	233	1,139	1,687
26	D & N Haveli	.	...	...	1	1	1	3	1	19	75	100
27	Lacadives	.	.	...	...	1	1	10	...	18	134	164

4,30,694 -----

APPENDIX VI

TREND OF TOTAL POPULATION AND URBAN POPULATION FROM 1951 TO 1981

SOURCE:- REPORT ON POPULATION PROJECTION OF THE REGISTRAR GENERAL OF INDIA.

APPENDIX VII

POPULATION, CRIMES & CRIME RATE PERCENT CHANGE OVER 1960

APPENDIX VIII

PERCENTAGE GROWTH OF MURDER, DACOITY, KIDNAPPING & ABDUCTION, ROBBERY, RIOTS AND POPULATION OVER 1960

APPENDIX IX

PERCENTAGE GROWTH OF CHEATING, CRIMINAL BREACH OF TRUST AND POPULATION OVER 1960

APPENDIX X

No. 20/10/70-GPA. 1
GOVERNMENT OF INDIA
MINISTRY OF HOME AFFAIRS

To
All State Governments (Kind attention Home Secy.),
New Delhi-1, the 27th June, 1970.

INCLUSION OF POLICE PROGRAMME IN THE NATIONAL SERVICE SCHEME

Sir,

I am directed to say that this Ministry has been engaged in the study of developing a keen interest in police matters among the student community and the measures required to be taken to bring about a police-orientation in the youth of today with a view to building a society where police functions are treated as and become part of social discipline. Towards this end it has been decided to include 'Police Programme' in the National Service Scheme which is being implemented by the Union Ministry of Education. A note prepared by the National Police Academy, Abu, on the subject, is enclosed. Copies of this note are being sent by the Union Ministry of Education to the Universities and Colleges implementing the National Service Scheme Programme.

The Ministry of Education are also suggesting to the Universities that for effective implementation of the Scheme, they may have on their National Service Scheme Advisory Committee a representative of the local police. It is requested that the State Government may kindly ensure the cooperation of their police officers in implementing proposals contained in the note.

Yours faithfully,

Sd/-

Deputy Secretary to
the Govt. of India,

A NOTE ON THE INCLUSION OF POLICE PROGRAMME IN THE N.S.C.SCHEME

The National Service Corps Scheme, which has been started on's selective basis in certain colleges and universities is intended not only to give the students, by organizing suitable programmes, work experience, which might lead them to start life as self-reliant persons after completion of university career, but also to give them a fairly deep sense of participation in social service, social reconstruction and development. This alone would give them a purpose

and a direction in their life and foster in them habits of self-discipline as well as social discipline. In order to foster such a sense of dedicated social service in the present generation of students, the N.S.C. programme should cover fields which would fire the imagination of students and inspire them with ideas of service. The modern police work covers a wide variety of social service areas which could hold the interest of the young generation during their impressionable age. In many ways police duty is social service.

2. Social service is possible not only through the more tangible and constructive programmes, but also through the maintenance of public order and peace, safety, security and well-being of persons (including women, children and delinquents) and property which are basic requirements for the very existence and happy corporate life of the community. As the operative agency for ensuring these essentials of civilized life, the traditional functions of the police have comprised maintenance of law and order, security of the nation and Government; internal defence during war, protection of life and property, prevention and detection of crime, and regulation of traffic. However, the enforcement of social legislation, control of vice and eradication of corruption as well as the new scientific concept of development of a human being rather than his repression, in the disciplines of psychology, penology, sociology and criminology have progressively added new dimensions to their tasks. Crime, national as well as international, is changing in content and methods of commission and offers new challenges. Due to the violent agitational approach widely adopted in various parts of the country, the law and order problem in manifesting itself in very ugly form and there is a perceptible decline in the respect for authority. The police have to discharge their duties, as a stable element in society, in a restless, turbulent age against the shifting background of social change.

3. In a democratic society based on the Rule of Law, the police have to discharge their functions without fear or favour so that the ideal of equal protection of laws to all citizens and equal subjection of all to the laws of the land is achieved. Otherwise there will be anarchy and negation of the Rule of Law. The police have to uphold the rights of citizens and to preserve and enlarge freedom. They have to control anti-social and fissiparous tendencies and thus aid in the

process of social cohesion and national integration.

4. Even in the penological field, the emphasis is shifting from punishment and deterrence to reformation and rehabilitation. The police are no longer treated merely as 'agents of Law' they are also very much the agents of social defence and social welfare. The sociological concept of prevention of crime envisages elimination of crime breeding situations. The old concept of crime prevention for protection of society is giving way to the new and wider concept which envisages preventing a potential offender from becoming a criminal or taking to a career of crime. Crime is considered to be more a social product than a social problem.

5. Criminologists and penologists all over the world feel that society has no right to punish but only a duty to reform, rehabilitate and reabsorb the criminal as a normal citizen. Care of neglected or victimised juveniles as well as those prone to delinquency and the provision of social services to prevent even the adults from falling a prey to the temptation to commit crime is a vital part of the social defence programme. The police have a very crucial role to play in this process of social defence. The sociological role of the police takes them fairly inside the field of social work. They have done excellent work by organizing Juvenile Aid Bureaux and Boys Clubs and in assisting in the rehabilitation of delinquents and criminals.

6. Most police work thus constitutes social service. It is essential that our youngmen know the procedures and processes by which society attempts through the police to maintain its security, peace, freedom from fear and crime and protection of women and children and freedom of the country. It would be in the vital interest of the younger generation to go through a programme which imparts knowledge to them about what the police are, their aims and objectives, their changing role in society and in the process of administration of justice, social defence and social welfare and development.

7. The new dimensions of students indiscipline, which is also a part of the world phenomenon, has abstracted nation-wide attention in recent years. There is a deplorable trend towards the development of unhealthy attitudes towards establishment institutions and authority which

manifests itself in open defiance of Law and violence leading to the confrontation of students with the police. The elimination of student indiscipline requires sustained and determined efforts in several shapes. The condition of disciplined life is observance of law and rules and inculcation of respect for authority. For this purpose, it is necessary to bring the students and police together in matters of common interest. Quite a bit of misunderstanding at present undoubtedly arises from misapprehensions about the role of the police. There is imperative need for students appreciating the role and functions of the police. For want of proper liaison and understanding between the students and the police, the problem of handling students unrest is becoming increasingly delicate and difficult. The value of effective liaison between the two is obvious. The proposed police programme under the N.S.C. scheme will help in developing healthy contact between the police and the students. Joint participation in this area would lead to good results.

8. Familiarization of the student community with the functions and challenging activities of this vital service, and deeper and more profound understanding of its processes by the younger generation may unfold to them the possibilities of achieving greater social welfare by rendering assistance and ready and willing co-operation to the police in maintaining stable and secure social order. When these students become the citizens of tomorrow, they would be able to play an important role in fostering respect for law and appreciation of the need to help the law enforcement agencies in achieving the highest social goals and the need to act themselves according to law to protect interests of society.

9. The programme oriented to this objective could be organised as a part of the National Service Corps Scheme in selected colleges or universities where there is enthusiasm for such programmes.

10. The programme could include lectures by selected police officers on subjects like:-

(1) "Citizen's duty under the Law". Under this heading may be touched, inter alia, Sections 43-53, 57, 66, 67, 75, 76, 78, 80, 94, 100-103, 128, 161 and 175, of the Criminal Procedure Code; Sections 96-106, 179, 180, 182, 193, 201 and 211 of the Indian Penal Code; and Sections 17-19 of the Police Act of 1861 or sections relating to 'Special Police' in relevant State

Acts. An awareness in this behalf is likely to make the students not only more law abiding but law protecting:

(2) Action for preservation of scenes of crime watching out and apprehension of criminals and aid during investigation;

(3) Participation in crime control activities or anti-crime patrols in villages and town patrolling;

(4) Aid in prosecution of criminals;

(5) Prevention and removal of public nuisances;

(6) Juvenile Delinquency-looking after unattended victimised and exploited children or those in predelinquent stage or exposed to moral danger;

(7) Protecting women, the needy and the old;

(8) School safety patrols, road safety campaigns, observance of traffic code and traffic control;

(9) First Aid to injured;

(10) Life saving;

(11) Maintenance of peace and order especially in times of serious communal, political, linguistic or other riots and strikes;

(12) Action in cases of road accidents, fires, flood and other emergencies;

(13) Participation in Civilian Rifle Training Schemes, Home Guards, Village Volunteer Forces, Village Defence Parties, Village Resistance Groups and encounters with Dacoits:

(14) Action during war, civil defence, guarding vital installations, air raid precautions, look out for suspicious foreigners, spies etc., and

(15) Need for rendering assistance to the Police and possible ways in which this could be done.

11. The lectures could be combined with field trips and visits to police establishments during which police operations could be seen at first hand by the students. They could be taken round police stations and outposts, District Police Headquarters, control rooms, training establishments, juvenile aid bureaux and boys clubs, etc. Practical training in the functions and duties which a policeman is expected to perform could be arranged. For this purpose, they could accompany police officers on beat duty and night rounds, traffic regulations and control, control of crowds at public meetings and processions, and cricket, football and hockey matches. They could also be shown how police go about their job of controlling criminals, dealing with the investigation of crime, traffic accidents, unnatural or suspicious deaths and

above all, helping the needy, the women and children. The students could also be taken to the courts-both juvenile and adults in Talukas, District Headquarters and State capitals. Local camps could also be arranged for a small number of students. This would provide them opportunities to gain insight into police, to understand the problems faced by the police and to appreciate their dependance on public assistance in the proper performance of their tasks. It would also give them an idea of what being a police officer means and thus foster a sense of identity with service.

12. Apart from spreading the right knowledge about police amongst the public, such a programme will have a beneficial effect on police-public relations in the long run and develop public acceptability, public approbation and public support for the police which is so vital for proper functioning of the police and for the peace and stability of society. After all, the police are an instrument of society for the latter's well being and freedom. The civil mechanics of the well-being, health, peace, security, safety and freedom of society are most complicated and vital. They are as vital as those of winning a war by an army but more difficult to administer and control. As Charles Reith pointed out, civilization and Empires have disappeared in the past because they failed to understand the laws of these civil mechanics of internal peace and order and to realise the need of a civil organization like the police to serve them for enforcement of laws. Police by itself, unaided by the citizens of a society cannot perform their complex service properly. If every young citizen also becomes somewhat of a police officer by association with the police through this N.S.C. programme and is able to understand how the evil forces of social disruption work and how society has authorised police to handle these violent anti-social forces and why, he will not only become a disciplined and constructive type of citizen but will also be able to serve the best interests of his society and of himself.

13. The foundations of a strong welfare state cannot be laid on the shifting sands of instability and disorder. This scheme, therefore, can contribute greatly to the strengthening of the foundations of a strong, stable dynamic and free welfare state.

APPENDIX XI

COURSES IN CRIMINOLOGY AND FORENSIC SCIENCE AVAILABLE IN INDIAN UNIVERSITIES

Serial No.	University	Post Graduate courses	Graduate courses
1	Sagar University, Sagar.	M.A. in Criminology	B.A. in Criminology
2	Tata Institute of Social Sciences, Deonar,	M.A. in Criminology	.. ..
3	University of Karnataka Dharwar, Mysore.	M.A. in Criminology in Forensic Science.	M.Sc. B.A. in Criminology B.Sc. in Forensic Science.
4	Mysore University, Mysore.	..	B.A. in Criminology ..
5	Madras University, Madras.	M.A. in Criminology in Forensic Science.	M.Sc. B.A. in Criminology. B.Sc. in Forensic Science.
6	Lucknow University, Lucknow.	..	.. Diploma course in Criminology.
7	Rajasthan University Jaipur.	..	.. Diploma course in Criminology.
8	University of Delhi, Delhi in	..	.. Certificate course in Forensic Science.
9	Indore University, Indore	..	B.A. in Criminology ..
10	Ravishankar University, Raipur.	..	B.A. in Criminology ..

APPENDIX XII STANDARD SYLLABUS OF THE EXAMINATION IN GENERAL KNOWLEDGE PAPER FOR THE RECRUITMENT OF SUB-INSPECTORS

PAPER I

Current Events-Knowledge of important events that have happened in India during the past two years. India's system of government. Important measures of legislation whether undertaken by the Parliament or State Legislatures. Broad questions of India's policy relating to foreign affairs. (Questions set will test the factual knowledge of candidates).

World events of international importance-Important personalities, both Indian and foreign. Sports and other cultural activities of outstanding importance.

Indian History-Broad outline knowledge

of Indian History, knowledge of India's ancient culture and civilization as disclosed by monuments, ancient buildings and masterpieces of literature. Growth of Self Government. Main stages in the national movement leading to Independence.

World History-Elementary knowledge of major events in world history. Reforms of national movements such as represented by the French Revolution, Industrial Revolution in the U.K. and the American War of Independence. The foundation of U.S.S.R. World War I and II. Modern freedom movements in Asia.

PAPER II

SCIENCE

Physics-Physical properties and states of matter, and simple measurements of mass, weight, density and specific gravity.

Motion of objects-Velocity, acceleration, force and gravity.

Effects of heat, measurement of temperature, transference of heat and change of state.

Rectilinear propagation of light, phenomenon of reflection and refraction.

Natural and artificial magnets-properties of a magnet.

Electricity, static and current; conductors and non-conductors; heating, lighting and magnetic effects of currents.

Chemistry-Physical and chemical changes; elements, mixtures and compounds; chemical properties of air, chemical composition of water; preparation and properties of oxygen, hydrogen and nitrogen, acids, bases and salts; carbon; coal; carbondioxide.

GENERAL

Elementary knowledge of the human body and its important organs.

Names and uses of common animals, trees, plants, flowers, birds and minerals.

Common epidemics, their causes, means of prevention and cure.

Eminent scientists and their achievements.

GEOGRAPHY

The shape and movements of the Earth. Time, Night and Day and the Seasons. Climate and Weather- the main climatic and vegetation regions. The Earth's crust-erosion, transportation and depositions. Earthquakes and volcanoes. Tides and ocean currents. Maps.

Human occupations and activities in

relation to geographical factors.

The geography of India with special reference to the above.

APPENDIX XIII
INFORMATION REGARDING I.P.S. PROBATIONERS
JOINING OTHER SERVICES ETC.

Year of probationers who resigned	No. of IPS probationers who joined the I.A.S.	No. of IPS probationers who left for the Central Services	No.
1962	4	4	2
1963	4	..	..
1964	8	3	..
1965	10	..	..
1966	5	3	2
1967	15	2	1
1968	9	3	..
1969 available	3	not available	not
1970	8	Do.	Do.
1971	4	Do.	Do.

5	Total ..	70	15

APPENDIX XIV

EXISTING PROGRAMME OF POST-N.P.A. TRAINING OF I.P.S. PROBATIONERS

(a) First and Second Months-State Police Training College or I.G.P.'s office to learn local laws and language.

(b) Third Month-H.Q. of district of posting. Familiarisation with district topography, officials and conditions.

(c) Fourth Month-Training in police stations (rural and urban).

(d) Fifth Month-Station House Officer.

(e) Sixth Month-Attachment to Circle Inspector/Officer.

(f) Seventh Month-Attachment to prosecution branch.

(g) Eighth, Ninth and Tenth Months-Attachment to district police office and district H.Q.

(h) Eleventh Month-(i) First two weeks at H.Q. of armed police battalion.

(ii) Second two weeks-miscellaneous non-police officers.

If any State Government considered it necessary to augment the period under item (a), upto two weeks could be taken from item (h).

APPENDIX XV AN OUTLINE PLAN FOR PHYSICAL FITNESS PROGRAMME

(as approved by the third symposium of the heads of police training institution in India).

AIM

1. A conscious development of the health of body and mind, now and throughout life

(The P.T. period will be 45 minutes instead of 30 minutes).

INDOCTRINATION-(Fifteen periods)

2. About fifteen indoor periods would be necessary to indoctrinate the probationers into the why and how of physical health. The physiological effect of different types of physical exercises on the human body will be explained. Scientific analysis of suitable diet will be communicated to them. Even tips regarding first aid to keep physically fit will be given to them.

JOGGING-(Thrice a week)

3. Running or jogging will be done thrice a week at the beginning of the P.T. period. The running should be about for half a mile to one mile. Upto 25 years of age one mile run should need about seven minutes. Upto 35 years about eight minutes. Thus this running can be finished within the first ten minutes of the P.T. period. On the other days on-the-spot running should be done for five minutes. If a step is counted on the left foot, about 400 to 450 steps should be completed in this on-the-spot running. In the Indian system of Asanas this is called 'Eksthanpalayanasana'. On-the-spot running for three to five minutes for all age is recommended before each meal for keeping fit.

BREATH CONTROL OF DYNAMIC BREATHING-(Every-day)

4. After the running or, if for any reason, it is not done, at the commencement of the P.t., breath control or deep breathing should be done without hurry and systematically. This breathing can be done from the sitting posture called 'Siddhasana' or it can be done while standing in a relaxed manner. This systematic deep breathing may be done for five minutes (or for prescribed number of times which can be increased according to practice) each morning and last thing each evening.

SURYANAMASKARS-(Every-day)

5. Every morning 20-25 Suryanamaskars which require about less than ten minutes should be performed. These suryanamaskars must be performed every day and as part of Mass P.T. also.

YOGASANAS-(Thrice a week).

6. Simple Yogasanas will be performed twice a week in the P.T. period. After running, the following Asanas will be performed:-

(a) Padmasana. (b) Sarvangasana. (c) Halasana. (d) Bhujangasana. (e) Salabhasana. (f) Dhanu-rasana. (g) Pascimotthasana. (h) Matsyasana. (i) Viparitarani. (j) Yogamudra. (k) Shavasana (deep relaxation).

BODY BUILDING AND DEVELOPMENT WITHOUT EQUIPMENT-

(This should be done on holidays (Twice a week). also privately for 20-30 minutes).

A. The most important and basic three exercises

1. Press-up:-

This is 'Ardhdandasana'. The full 'Dandasana' is press up plus cat stretch. Hands on ground, shoulder width apart, palms turned inwards at 45°, body is a straight line, lower body, arms

bend and stretch. Do 20 repetitions.
Increase according to practice.

2. Knees bend (Squat):-

In Hindi this is 'Baithak'. Standing, arms at sides, quick full knees bend and stretch, simultaneously swinging arms forward to shoulder level, breathe in deeply as you go down. Breathe out as you go up. Rise on toes. Knees should be together not spread out. Do 30 repetitions. Increase according to practice. Another variation is to have knees flat on floor. Also instead of full knee bend, half knee bend can also be practised.

3. Sit-ups:-

In Yogas this is called 'Merudandasana'. Back lying, arms above head, trunk raise to forward reach trying to put head on knees without bending them fix feet under heavy body like chair, barbell etc. Repeat fifteen times and increase to two or more sets.

This can be done by arms straight or arms locked behind the head.

B. Supplementary Exercises:-

1. Calf raise:-

Standing slowly rising on toes and going down. Do 30 repetitions.

2. Neck exercises:-

One exercise is neck revolving clockwise an anti-clockwise for a certain number of repetitions. The other exercise is pulling head down with arms locked behind the neck. Pull the head at the same time resisting it, until the chin is locked on the chest. Reverse the action slowly. Do ten repetitions. Increase by practice.

3. Wrist exercises:-

Standing, keeping elbows pressed to sides, bend arms to the chest, revolve fists in clockwise and anti-clockwise direction for a number of repetitions.

4. Feet exercises:-

Sit on a chair, raise feet and keep the knees straight.

(a) Circle both feet slowly forwards, toes pointing upwards. Then reverse the movement, at the same time contract muscles on front and side of the shine.

(b) From the position of feet pointed to the fullest extent, turn the feet slowly upwards, reverse the movement. Contract concerned muscles.

(c) On completion of exercises relax. Do adequate number of repetitions.

C. Additional Exercises

1. Arms exercises-

(a) Astride arms bend, fists on chest, swing upwards at shoulder level. Do 20

repetitions. There can be many variations of this exercise.

(b) Boxing stance:-Either quickly or slowly do imaginary movements of boxing. In this wrists and arms are bent and all muscles contracted and slowly and alternately the arms are stretched fully.

2. For abdominal and back muscles:-

(a) Astride touching alternate toes, that is, 'Trikonasana'. Do twelve repetitions.

(b) Ten repetitions of 'Halasana'.

(c) Leg raises:-Back lying, arms at sides legs straight, raise slowly, lower slowly. This can be done by single leg raises also. Do twelve repetitions.

(d) Repetitions of 'Dhanurasana'.

(e) Prone lying:-Lift head, chest, legs off floor, form bow shape. Twelve repetitions. In Yogasanas this is called 'Dolasana'.

(f) In the position of 'Sarvangasana' do bending or widening or cycling of legs.

(g) Wrestlers bridge:-In Yogasanas this is called 'Vipritdhanurasana' that is reverse of 'Dhanura-sana'. This improves neck, back and abdominal muscles.

(h) Trunk bending side to side or trunk revolving or trunk turning side ways with arms locked behind the head.

Concentration during Exercises:-

7. It has to be borne in mind that superb muscular development depends upon the complete contraction of the muscles followed by their complete relaxation. Therefore, knowledge of main groups of muscles is necessary. There should be no hurry while performing exercises for body development. Concentration is of great importance. It is necessary to visualise (if necessary by closing eyes) the particular muscle or set of muscles or part of body affected becoming stronger and larger while contracted. Mind should not be allowed to wander during exercise.

Some Exercises for health of all:-

8. Following are some easy but important exercises to reduce belly size, improve digestion, elimination and for curing many ailments:-

(a) Dhanurasana.

(b) Bhujangasana-Cat stretch.

(c) Katichakrasana-Astride, trunk revolving in full circle clockwise and anti-clockwise with stretched hands over head.

(d) Uthitpadasana-Back lying, leg raise.

(e) Prushthasana-Back lying, fold knees on to the chest, lock arms on the shins, raise

head to form chin lock on the chest, swing.

Body Building and development with equipment-(Thrice a week in evening)

9. As part of this fitness programme, each probationer must be given three corresponding periods in the evening on alternate days in a week for specific and planning muscular development. These three periods will be spent in the gymnasium where in addition to muscle building exercises without apparatus he will also do these exercises with the help of equipment. So far as equipment is concerned he must do on each of these days ten minutes of bull-worker to begin with. After that he should be put on elementary weight training with the help of dumb-bells and bar-bells. After he has progressed sufficiently he can do work on the beam, rope, wall ladders (if available). There should be enough equipment to enable about fifteen people to work at a time.

Mass P. T.-(Once in a week)

10. One period in a week can be devoted for mass P.T. In this the following fifteen exercises are recommended:-

(a) Arms (and shoulders) swinging and revolving:-

(i) Feet astride-Arms swinging forward, downward, sideways and circling backward.

(ii) Feet astride-Arms swinging forward, sideways, forward and downward.

(iii) Feet astride, arms cross bend-Elbow pressing backward to the count of two, followed by arms swinging forward sideways.

(b) Trunk revolving and twisting:-

(i) Feet astride-Trunk bending from side to side with one arm reaching downward and one arm under bending.

(ii) Feet astride-Relaxed trunk bending downward to reach as far as possible between legs with hands to counts of four, trunk unrolling slowly.

(iii) Feet astride, arms sideways stretched-Trunk bending downward to touch knee with opposite ear alternately (come to arms sideways position after each movement). (This is called 'Trikonasana' in Yoga).

(iv) Feet astride-Relaxed trunk bending downward to reach as far as possible between legs with hands, to three counts followed by trunk unrolling with arms swinging sideways on fourth count. (This is called 'Shundasana' in Yoga).

(v) Feet astride hands on hips-Trunk rolling with a smooth continuous circling movement passing through side bend position to one side relaxed downward side bend position to

opposite side and slight backward bend position. (A form of Yogasana called 'Katicha-krasana').

(vi) Sitting feet wide apart, arms sideways, trunk turning and bending to touch knee with opposite ear (This is a form of a Yogasana called 'Paschimothanasana').

(vii) Lying on back, legs raised to vertical position arms sideways, palms on floor-legs lowering to touch floor near opposite hand (Keep shoulders flat on floor and legs straight). (This is called 'Padparshvachalanasana' in Yoga).

(c) Jumps (Legs):-

(i) Skip jumping later skip jumping to crouch with fingers supporting after a given number of counts.

(ii) Skip jumping to the count of four, followed by astride jumping to the count of four with arms swinging sideways.

(iii) Astride jumping with arms swinging forward, sideways and upward (arms should be kept straight and fingers stretched).

(d) Whole body:-

(i) Lying on back-Trunk raised upward with elbow and shoulder support-cycling. (In big circular movements). (In Yoga this is called 'Viparitkarani').

(ii) Lying on back, arms upward, palms facing inward hands loosely closed-Trunk swinging forward and downward reaching as far forward as possible followed by legs raising to vertical position. (In Yoga this is called 'Paschimothanasana').

These exercises are more or less basic exercises in any system in any country. There can be many variations in each of these exercises. This P.T. will not take more than fifteen minutes. After the mass P.T., there can be mat work, beam work, rope work, horse work, pole-work (Malkhamb) according to the development of the trainee. Malkhamb or Pole Perpendicular should be introduced in very police training college and every trainee must be familiarised with its use. Since lathi is an important police weapon, resistance exercises with lathi may also be undertaken to familiarise the police trainee with the use of lathi.

APPENDIX XVI

BASIC COURSE FOR I.P.S. PROBATIONERS-Fifteen Months

I. Modern Indian and the Role of the Police
Periods 25

- A. The Political Framework.
 - 1. The Indian Constitution.
 - 2. Civil liberties and fundamental rights.
 - 3. The concept of a democratic, socialist and secular State
 - 4. Political parties, trade unions and other organised groups.
 - 5. National integration.
 - 6. Disruptive forces-communalism, regionalism, etc.
 - B. The Social Framework.
 - 1. Rural and urban communities.
 - 2. The joint family.
 - 3. Caste and untouchability.
 - 4. Religion and religious institutions.
 - 5. Growth of population and demographic changes.
 - C. The Economic Framework.
 - 1. Agrarian structure-land reforms.
 - 2. Industrial structure-private and public sectors.
 - 3. Entrepreneurship and economic growth.
 - 4. Fiscal policies and public finance.
 - D. The Indian National Tradition.
 - Gandhi, Tagore and Nehru.
 - E. International Relations.
 - Relations with neighbouring countries and major international powers-their socio-economic impact on Indian life.
 - F. Implications of the Changing Social Scene for the Role of the police.
 - G. The Role of the Sub-divisional police Officer and the Superintendent of Police.
- II. General Administrative Set-up and Police Organisation Periods
44
- A. 1. The administrative structure of the Government of India, the States and the Union Territories.
 - 2. Divisional administrative set-up.
 - 3. District administrative set-up.
 - (a) General.
 - (b) Revenue, magisterial, judicial and development.
 - B. 1. The Role of the Central Government in Police Work.
 - Central Police Organisations and Institutes.
 - (a) Intelligence bureau.
 - (b) Central Bureau of Investigation
 - (c) Bureau of Police Research & Development
 - (d) Central Reserve Police Force.
 - (e) Border Security Force.
 - (f) Railway Protection Force.
 - (g) Central Industrial Security Force.
 - (h) National Police Academy.
 - (i) Institute of Criminology and Forensic Science.
 - (j) Central Forensic Institutes.
 - (i) Central Detective Training Schools, Calcutta and Hyderabad.
 - (ii) Central Forensic Science Laboratory, Calcutta and Hyderabad.
 - (iii) Central Finger Print Bureau, Calcutta.
 - (k) Offices of Government Examiners of Questioned documents, Simla, Calcutta and Hyderabad.

2. Indian Armed Forces, including T.A., N.C.C. and A.C.C.
 3. Local Self Government Institutions-urban and rural.
- C. Police Organisation
1. General
 - (a) History of police in India.
 - (b) Police organization in other countries.
 - (c) International Criminal Police Organization.
 2. Organization of State Police
 - (a) State.
 - (b) Range.
 - (c) District.
 - (d) Circle/Sub-division.
 - (e) Police station and outpost.
 - (f) Village police.
 - (g) Reserve Police lines.
 - (h) Traffic police.
 - (i) District prosecution branch, district crime records section, local intelligence unit, photo section, finger print section and juvenile unit.
 3. Special Units
 - (a) C.I.D., including state modus operandi bureau and State finger print bureau.
 - (b) Intelligence department/special branch.
 - (c) Women police.
 - (d) Special armed police.
 - (e) Railway police.
 - (f) Mounted police..
 - (g) Public relations organization.
 - (h) Police transport.
 - (i) Police wireless.
 - (j) State forensic science laboratory.
 4. Auxiliary Units
 - (a) Home guards.
 - (b) Village voluntary forces.
 - (c) Special Constables.
 5. Law relating to Police.
 - (a) Police Acts, 1861, and 1949.
 - (b) Police (Incitement to Disaffection) Act, 1922.
 - (c) Police-Forces (Restriction of Rights) Act, 1966 and the Rules made thereunder.
 - (d) Delhi Special Police Establishment Act, 1946.
- D. Office Records and Procedures.
1. Correspondence.
 2. Accounts.
 3. Inspections.
- III. Management Concepts and Techniques
- Periods 120
- A. Organisation and Management.
1. Evolution of management as a science.
 2. Different schools of thought.
 3. Basic task and concepts of management.
 4. Application of management concepts in various professions and social institutions.
 5. Principles and process of management.
 - (a) Planning.
 - (b) Organising.

- (c) Controlling and co-ordinating.
- (d) Communication.
 - (i) Written.
 - (ii) Face to face.
 - (iii) Discussion leading.
- 6. Formal and informal organization structure-its functions, problems and effectiveness.
- 7. Line staff functioning.
- 8. Authority and responsibility-delegation.
- 9. Decision making.
 - (a) Analytical skill.
 - (b) Relational skill.
 - (c) Conceptual skill.
- 10. Sensitivity/Awareness to self.
- 11. Time management.
- 12. Managing by results.
- 13. Managing by exceptions.
- 14. Managing by objectives.
- 15. Managing by styles.
- B. Personnel Management.
 - 1. Concepts of personnel management-Why personnel management.
 - 2. Manpower planning.
 - 3. Job analysis.
 - 4. Job evaluation.
 - 5. Selection.
 - (a) Application
 - (b) Testing.
 - (c) Interviewing.
 - 6. Performance appraisal.
 - 7. Counselling.
 - 8. Training and development.
 - 9. Relational problems.
 - (a) Senior-subordinate.
 - (b) Inter-personal.
 - (c) Peers.
 - 10. Managing conflicts.
 - (a) Senior-subordinate.
 - (b) Inter-personal.
 - (c) Inter-departmental.
- C. Management and Productivity Techniques
 - 1. Productivity concepts.
 - 2. Methods study.
 - 3. Work measurement.
 - 4. Office organisation and methods.
 - 5. Information systems.
 - 6. Computers.
 - 7. Elementary statistics.
 - 8. ABC Analysis.
 - 9. Gantt chart scheduling.
 - 10. Programme evaluation and review technique (PERT).
 - 11. Operations research.
 - 12. Inventory control.
 - 13. Maintenance.
 - 14. Budgeting.

- A. Understanding Human Behaviour.
 - 1. Why human beings behave the way they do.
 - 2. Development of human personality.
 - 3. Motivational mechanics.
 - 4. Anxieties.
 - 5. Attitudes to authority, authoritarian personality.
 - 6. Characteristics of a stable personality.
- B. Understanding Critical Social Groups and Conflict Situations

Problems relating to students and youth, industrial workers political parties, radicals and reactionaries, communal strife, linguistic and regional conflicts, agrarian unrest, etc.
- C. The Personality of a Police Officer.
 - 1. Selected short cases involving dilemmas faced by the police and appropriate police attitudes.
 - 2. Principles of police conduct.
- D. Police-Community Relations.

Importance and techniques.
- V. Law

Periods 241

 - A. Class Work
 - 1. Constitution of India

Preamble, articles 12 to 35, 105, 194, 216, 308 to 311.
 - 2. Indian Penal Code

Chapters : I, II, III (Ss. 71 and 75), IV, V, VA, VI (Ss. 121 to 124A and 128-130), VII (Ss. 136 to 140), VIII (Ss. 141 to 149, 153A, 159 and 160), IX, X (Ss. 174, 182, 186 and 188), XI (Ss. 191 to 193, 196, 201, 202, 211, 212, 216, 221 to 225B), XII, XIV (Ss. 268 to 269, 279, 292-294), XV, XVI (Ss. 299 to 304A, 307 to 309, 318 to 326, 330 to 333, 336 to 342, 348 to 354, 359 to 366B, 375 to 377), XVII (Ss. 378 to 384, 390 to 420, 425, 441 to 448, 454, 457, 460), XVIII (Ss. 463 to 465, 467, 468, 471, 477A to 489), XXII (Ss. 503, 506, 509), and XXIII.
 - 3. Code of Criminal Procedure

Chapters: 1 (Ss. 1, 4 and 5), II (Ss. 22 and 25), IV, V, VI (Ss. 68-87), VII (Ss. 94-99A, 100 to 105), VIII (Ss. 106 to 110, 117 and 124), X (S. 133), XI, XII (Ss. 145 and 147), XIII, XIV (Ss. 337, 338, 343 and 344), XXX, XXXIX, XLI, XLII (Ss. 514 and 516), XLVI (Ss. 550 to 552, 565 and Schedule II).
 - 4. Indian Evidence Act

Chapters: I, II (Ss. 5 to 11, 14, 21, 24 to 30, 32 (1), 34-35, 45 to 47, 51, 53-54), IV, V (Ss. 61 to 65, 67, 73 to 77, 80), VII (Ss. 101 to 106 and 114), IX (Ss. 118, 120, 122 to 125, 132-133), X (Ss. 137-138, 145, 149 to 152, 157, 159, 167).
 - 5. Special Laws
 - (a) Arms Act, 1959.
 - (b) Indian Explosives Act, 1884 (S. 13 only).
 - (c) Explosive Substances Act, 1908.
 - (d) Indian Lunacy Act, 1912 (Ss. 1, 3, 13, 15 and 34).
 - (e) Telegraph Wires (Unlawful Possession) Act, 1950.
 - B. Self-study
 - 1. Constitution of India Union and State Judiciary.
 - 2. Indian Penal Code

Chapters: III (Ss. 53 to 70 and 72 to 74), VI (Ss. 125 to 127), VII (Ss. 131 to 135 and 137 to 139), VIII (Ss. 150 to 153, 154 to 158), IX, X (Ss. 172, 173, 175 to 181, 183 to 185, 187, 189 and 190), XI (Ss. 213 to 215, 217 to 220, 217 to 220, 227 and 228), XIII, XIV (Ss. 305, 306, 310, 311, 312 to 317, 327 to 329, 334, 335, 343 to 347, 355 to 358 and 367 to 374), XVII (Ss. 385 to 389, 421 to 424, 426 to 440, 449 to

453, 455, 456, 458, 459, 461, 462), XVIII (Ss. 489-A to 489-E), XIX, XX, XXII (Ss. 504, 505, 507, 508 and 510).

3. Code of Criminal Procedure

Chapters : II (Ss. 6 to 17), III (Ss. 30, 32 and 34), VII-A, XVIII, XIX, XX, XXI, XXIII (S. 288) XXVIII (Ss. 386 and 387), XXXI (Ss. 417, 418 and 423), XXXII (Ss. 435 to 439), XXXVIII and XLIII.

4. Evidence Act

Chapters : II (Ss. 18 to 20, 22, 31, 32 (2) to 32 (8), 33, 36 to 38 and 48), III, V (Ss. 78, 79, 81 to 83) VII (Ss. 107, 108 and 110), IX (Ss. 119, 121, 126 to 131, 134), X (Ss. 135, 136, 139 to 144, 146 to 148, 153 to 156, 158, 160 to 164), and XI.

VI. Criminology

Periods 30

A. An Introduction on Modern Concepts in Criminology.

B. Criminogenic Factors

1. Psychological.
2. Sociological.
3. Economic.
4. Political.

C. Deviance

1. Individual deviance-juvenile delinquency.
2. Collective deviance.
 - (a) Organized crime.
 - (b) Vice (gambling, alcoholism and prostitution).
 - (c) Organized defiance of authority.
3. White collar crime.
4. Drug addiction.

D. Penology

1. Punishment-prisons.
2. Correction and reformation-probation, parole and corrective institutions.
3. Recidivism.

E. Police as a part of the criminal justice system-inter-organization, coordination and co-operation.

VII. Police Science.

Periods 58

A. Crime Prevention

1. Criminals

- (a) Professional and habitual-Habitual Offenders Act.
- (b) Criminal gangs.
- (c) Non-professional and casual.
- (d) Of inter-district and inter-State importance.
- (e) Of international importance.
- (f) Ex-criminal tribes.

2. Crime Records

- (a) Need and importance.
- (b) Police station records.
- (c) District records.
- (d) State C.I.D. records.
- (e) M.O.B. at the district and State levels.
- (f) National Crime Bureau.
- (g) Modernization of crime records.

3. Prevention of Crime

- (a) Patrolling and surveillance.
- (b) Collection of criminal intelligence.
- (c) Bad livelihood cases.

(d) Use of gram panchayats.
(e) Prevention of special types of crime like dacoity and burglary.

- (f) Relevant law-Criminal Procedure Code.
Chapter VIII (Ss. 106 to 110, 117 & 124).
Chapter IX.
Chapter X (Ss. 133).
Chapter XII (Ss. 145 and 147).
Chapter XIII.

B. Crime Investigation
Periods 144

1. General
- (a) General principles, including qualities of an investigating officer.
- (b) Preparation of F.I.R.
- (c) Procedure and method of investigation.
(i) Inspection of scene of crime.
(ii) Collection of physical evidence.
(iii) Consultation of crime records, local, district and State.
(iv) Interrogation of witnesses, suspects and accused persons.
(v) Statements of confessing accused.
(vi) Searches and seizures.
(vii) Arrests.
(viii) Identification parade.
(ix) Employment of sources and agents.
(x) Coordination with other police stations.
(xi) Checking of receivers of stolen property.
(xii) Shadowing of suspects.
- (d) Preparation of case diaries.
- (e) Preparation of final reports/charge sheets.
- (f) Preparation of special reports.
- (g) Investigation of specialised types of crimes.
(i) Robbery and dacoity.
(ii) Burglary.
(iii) Rioting.
(iv) Murder.
(v) Motor accidents.
(vi) Criminal breach of trust; commercial and banking frauds; insurance frauds; postal, telegraph and railway frauds; cheating by personation, false representation and various tricks, etc.
(vii) Counterfeit coins and note forgery.
(viii) Hoarding, black-marketing and profiteering-Essential Commodities Act, 1955.
(ix) Bribery and Corruption-Prevention of Corruption Act, 1947.
(x) Crime on Railways-Indian Railways Act, 1890 (Ss. 100, 100A, 100B, 101, 112, 119 to 121, 126 to 132), and Railway Property (Unlawful Possession) Act, 1966.
- (h) Supervision and control.
(i) Correct registration of crime.
(ii) Investigation of cases..
(iii) Supervision notes and reports of serious or grave crimes.
- (i) Practical exercises in investigation.

(j) Extradition-Indian Extradition Act, 1962.

(k) Relevant law.

Criminal Procedure Code.

Chapter I (S. 4)

Chapter IV

Chapter V

Chapter VI (Ss. 68 to 87)

Chapter VII (Ss. 94 to 99A, 100-103)

Chapter XIV

Chapter XVI (S. 202)

Chapter XXXIX (Ss. 496 and 497)

Chapter XLI (Ss. 511 and 512)

Chapter XLIII (Ss. 516, 517 and 523)

Chapter XLVI (Ss. 550, 551 and 565)

Indian Evidence Act.

Ss. 9, 24, 25, 26, 27, 29, 30 & 32.

Article 20(3) of the Constitution of India.

2. Forensic Medicine

(a) Introduction-scope and importance of forensic medicine to police.

(b) Examination of scenes of occurrence from the point of view of medico-legal evidence.

(c) Methods of establishing identity of living subjects, including determination of age.

(d) Methods of establishing identity of dead persons-exhumation, post-mortem

examination, examination of mutilated bodies and skeletal remains.

(e) Medico-legal aspects of death, with emphasis on cause and time of

death-distinction between homicidal, suicidal, accidental and natural deaths.

(f) Violent asphyxial deaths-by hanging, strangulation, throttling, suffocation and drowning.

(g) Deaths from starvation, heat and cold.

(h) Medico-legal aspects of different types of wounds-by fire-arms, sharp-edged

or pointed weapons, burns and scalds and explosives.

(i) Medico-legal aspects of deaths and injuries arising out of traffic

accidents-drunken drivers.

(j) Deaths and injuries caused by lightning and electricity.

(k) Sexual offences-rape, criminal abortion and infanticide.

(l) Medico-legal aspects of insanity.

(m) Medico-legal aspects of poisons commonly used in India in the commission of

crime (living subjects and dead bodies).

3. Forensic Science

(a) Theory.

(i) History of forensic science.

(ii) F.S.L. and other expert institutions and their utilisation in police work.

Law relating to experts and scientific evidence.

(iii) Scene of occurrence-preservation and examination-

principles and

possibilities.

(iv) Fingerprints-importance, classification, types of impressions, collecting (lifting or photographing), recording (ten digits and single digit

records), identification and palm prints.

(v) Footprints-importance, location, collection (casting), identification, sole prints and shoe prints.

(vi) Physical evidence-importance, sources, utility, location and collection.

(vii) Identification.

Hair, fibres and fabrics.

Blood, semen and other fluids.

Soil, dirt and dust.

Tyre impressions and skid marks.

Glass and paints.

Telegraph and traction wires and cables.

Burnt remains (arson cases).

(viii) Documents-problems and principles, forgeries, erasures, alterations,

additions, obliterations,

counterfeit coins and currency, handwriting,

typescript, printed matter,

paper and ink.

(ix) Ballistics-firearms, cartridges, bullets, range of fire and explosives.

(x) restoration of obliterated marks, tool marks, mechanical fit and trace

analysis.

(xi) Alcohol, drugs, narcotics and poisons.

(xii) Blood-animal and human-blood grouping.

(xiii) Photography in police work-crime scene photography, laboratory

photography, photography in court work, etc.

(xiv) Infra-red, ultra-violet, X-rays-their importance and application,

tracing materials and detection.

(xv) Portrait parle.

(b) Practicals

(i) Lifting and developing of latent prints.

(ii) Casting of footprints.

(iii) Photography of crime scene.

(iv) Handling, examining and packing of exhibits.

(v) Use of dyes and chemicals in trap cases.

(vi) Tracing.

(vii) Obtaining of samples of hand-writing.

(c) Relevant law-Identification of Prisoners Act, 1920.

C. Enforcement of Social Legislation.

Periods 15

1. Children Act, 1960.

2. Public Gambling Act, 1867.

3. Untouchability (Offences) Act, 1955.

4. Reformatory Schools Act, 1897.

5. Opium Act, 1878.

6. Dangerous Drugs Act, 1930.

7. Suppression of Immoral Traffic in Women and Girls Act, 1956.

D. Maintenance of Order

Periods 30

1. Counselling and mediation.
2. Control of lawful and unlawful assemblies.
3. Agitations-political, communal, linguistic, agrarian, labour and student.
4. Elections-Representation of the Peoples' Act, 1951 (Ss. 1, 2, 123, 125, 126, 127, 129, 130-132, 134-136).
5. Emergencies arising out of accidents, natural calamities, etc.
6. Collection of intelligence.

E. Traffic Control

Periods 28

1. Background and development of traffic problems.
2. General principles of law and regulations affecting traffic enforcement, organization and administration.
3. Safety education.
4. Drivers' selection, training and control.
5. Traffic codes.
6. Vehicle registration and control.
7. Coordination of traffic activities.
8. Mass transportation.
9. Long range traffic transportation planning.
10. Traffic survey, analysis, planning and certain aspects of engineering affecting traffic operations.
11. Police traffic supervision.
12. Highway code and road courtesy. Motor Vehicle Act, 1939 (Ss. 1 to 6, 17, 19, 71 to 91, 112 to 132).

F. Security and Foreigners

Periods 20

1. Security of V.I.Ps., vital installations, railways, industrial establishments and border, hijacking sabotage of aircraft, subversion and espionage by foreign agents.
2. Foreigners' registration and movements.
3. Relevant law.
 - Criminal Law Amendment Acts, 1932 and 1961,
 - Criminal and Election Laws (Amendment) Act, 1969.
 - Maintenance of Internal Security Act, 1971.
 - Unlawful Activities (Prevention) Act, 1967.
 - Prevention of Seditious Meetings Act, 1911.
 - Foreigners Act, 1946.
 - Foreigners Order, 1948.
 - Indian Passport Act, 1920 and Passport Act, 1967 and rules made thereunder
 - Citizenship Act, 1955.
 - Indian Official Secrets Act, 1923-scope during emergencies.
 - Press and Registration of Books Act, 1867.

VIII. Map Reading and Plan Drawing

Periods 12

IX. First Aid and Ambulance Drill

Periods 12

X. Motor Transport

Periods 20

XI. Wireless Communication

Periods 24

XII. Languages

	A. Hindi		
Periods	100		
	B. Regional		
Periods	60		
	XIII. Tutorials		
Periods	60		
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		Total	..
1128			

OUTDOOR

I. Physical Fitness Programme Outdoor Life and Toughening
Periods 148

- A. P.T.
- B. Yogasanas.
- C. Suryanamaskars.
- D. Body Building.
- E. Route Marches.
- F. Obstacle Courses and Cross Country Races.
- G. Road Walk and Race.
- H. Swimming.
- I. Rock Climbing.

II. Drill

Periods 95

- A. Drill with and without Arms.
- B. Sword Drill.
- C. Guard Mounting.
- D. Ceremonial Drill.

III. Weapon Training

Periods 99

- A. Rifle.
- B. Light Machine Gun.
- C. Revolver and Pistol.
- D. H.E. No. 36 Grenade.
- E. Lighting Machine Carbine 9 M.M.
- F. Cleaning and Inspection of Arms.
- G. Range Courses.

IV. Crowd Control

Periods 25

- A. Lathi Drill.
- B. Mob Dispersal Drill (riot drill).
- C. Tear Smoke.

V. Field Craft and Tactics

Periods 12

VI. Equitation

Periods 60

- A. Equitation.
- B. Stable Management including Saddling and Bridling.

VII. Unarmed Combat

Periods 30

VIII. Games

Periods 178

IX. Driving

Periods 36

683

Total

APPENDIX XVII

REVISED PROGRAMME OF POST-N.P.A. TRAINING OF I.P.S. PROBATIONERS

- (a) First & Second Months-State police training college or I.G.P's office to learn local laws and languages.
- (b) Third Month-Training in police stations (rural and urban).
- (c) Fourth Month-Station house officer.
- (d) Fifth Month-Attachment to Circle Inspector/Sub Divisional Police Officer.
- (e) Sixth Month-Attachment to prosecution branch.
- (f) Seventh, Eighth & Ninth Months-Attachment to district police office and district H.Q.
- (g) Tenth Month-Attachment to crime branch, State C.I.D./intelligence branch.
- (h) Eleventh Month-(i) First two weeks at H.Q. of armed police battalion.
(ii) Second two weeks-miscellaneous non-police officers.

If any State Government considered it necessary to augment the period under item (a), upto two weeks could be taken from item (h).

APPENDIX XVIII

RATING SCALES

I. Outdoor work
A. Discipline
0/E

1/D

2/C

Rarely or never obeys rules and regulations minor

Occasionally breaks serious rules or regulations

Usually obeys rules and but may be careless of rules.

3/B

4/A

Obeyes rules and regulations most of the time, knows responsibility.

Always obeys rules and regulations accepts the role assigned to him.

B. Performance
0/E

1/D

2/C

Has no understanding of the techniques. does not possess essential skills.

Shows poor understanding of the techniques.

Has some understanding of techniques but

3/B

4/A

Has some understanding of the techniques and also has acquired essential skills.

Has a thorough understanding of the techniques and has mastered the essential skills.

II. Personal & Social Qualities

A. Sense of Responsibility

0/E

1/D

2/C

Indolent, refuses to assume responsibility.

Not sincere, shirker, avoids assuming responsibility.

Assumes responsibility but

3/B

4/A

Assumes responsibility most of the time.

Sincere, conscious of his duties, assumes responsibilities willingly.

B. Initiative

0/E

1/D

2/C

Lacks creativity and leadership qualities. occasionally action.

Initiates but generally needs goading.

Usually self-reliant, needs to be urged to

3/B

4/A

Usually acts on his own, frequently undertakes creative activity without stimulation by others.

Highly creative, has leadership, always thinks, plans and acts on his own.

C. Emotional Stability

0/E

1/D

2/C

Easily excitable and irritable balanced, but may most of the time. control under stress.

Sensitive, often loses emotional control, rarely composed.

Usually well lose emotional

3/B

4/A

Composed most of the time, keeps emotions under control.

Thoroughly composed, rarely, if ever loses temper.

D. Industry

0/E

1/D

2/C

Seldom works even under pressure. Seldom works even under pressure.

Needs constant goading of work.

Occasionally needs to be

3/B

4/A

Performs assigned work without reminder.

Works hard, seeks additional work.

E. Cooperation

0/E

1/D

2/C

Tends to clash with others, disturbs group activity.

Dislikes joining others to carry out an assignment.

When desired cooperates with others.

3/B

4/A

Works quite harmoniously with others most of the time.

Works with others towards the common goal subordinating his own interest.

F. Spirit of Social Service		
0/E	1/D	2/C
Hostile to social work and never indifferent to social service volunteers for any activities but participates when	Participates in social work on rare occasions. required.	Is
3/B	4/A	
Volunteers for social work on some occasions. for social service work.	Always works for the good of the society, initiates and volunteers	

NOTE-The numbers/letters given at the top of each defined point of the rating scales give the scores in terms of marks and grades that each particular level of behaviour may be given.

APPENDIX XIX

FINAL EXAMINATION OF IPS PROBATIONERS

PART I-INDOOR WORK

Serial Duration No.	Subject	Max. Marks
1.	(a) Modern India and the Role of the Police. (b) Police organisation. Office Records and Procedure	50 2
hrs. 2	Law (With books). Paper I-Indian Penal Code	100 3
hrs.	Paper II-Criminal Procedure Code . . . . .	.100 3
hrs.	Paper III-Indian Evidence Act and Minor Acts. .100	3
hrs. 3	Police Science. Paper I-Crime Prevention	50 2
hrs.	Paper II-Crime Investigation	75 3
hrs.	Paper III-Forensic Medicine	25 1 1/2
hrs.	Paper IV-Forensic Science	50 2

hrs.	Paper V-Maintenance of Order, Traffic Control and Security of Foreigners	75	2
hrs.	Forensic Science-Practical	25	Time
to be			fixed
by the	examiner.		
4 hrs.	Criminology	50	2

	Total Marks .	700	

	5. Management Concepts and Techniques	75	
carrying	(Instructors would maintain observation/evaluation sheets		
	marks depending on rating scales)		
	6 Human Behaviour and Police Attitudes	75	
	(Instructors would maintain observation/evaluation sheets carrying		
	marks depending on rating scales)		

	Total Marks .	150	850

NOTES-1. In each subject, the examination will be held soon after the teaching of the subject is completed.
 2. A record of all practicals should be maintained by each trainee on which marks would be given

PART II-OUTDOOR WORK

1.	Physical Fitness	50
2.	(a) Personal performance in Squad Drill, Arms Drill and Sword Drill including turn out	25
	(b) Command & Control	25
	(c) Fieldcraft	10
	(d) Crowd Control	15
3.	Weapon Training and Musketry, handling and firing of Rifle, Revolver, L.M.G. and the Sten Gun and acquaintance with the use of Hand Grenades and Tear Smoke	50
4.	Equitation (Optical)	25

	Total Marks .	200

(NOTE-Every probationer should be required to obtain such minimum number of marks in each subject mentioned above as the Director, N.P.A., may determine with the prior approval of the Central Government).

QUALIFYING TESTS

Every probationer should also be required to obtain such standard of proficiency, as the Director, N.P.A, might determine with the previous approval of the Central Government in the following subjects-

(i) A regional language, shown in column 2 of the Third Schedule against the State to which he got allotted. Where more than one regional language is shown against a State, the Director, N.P.A., should ascertain whether the probationer was already familiar with any of them and thereafter decide in consultation with the State Government in which one of the regional languages the probationer should be examined.

(ii) Hindi, except for candidates who are examined in Hindi as a regional language under clause

(i).

The test in regional language and Hindi would comprise translation, free composition, set composition, conversation and dictation. The probationer's knowledge of grammar would be tested chiefly by composition, conversation and by passages for comment.

(iii) Map Beading and Plan drawing.

(iv) First Aid and Ambulance Drill. The probationers would be trained and tested in First Aid and St. John's Ambulance Drill.

(v) Swimming (depending upon facilities).

(vi) Unarmed Combat.

(vii) Lathi Drill.

(viii) Motor Transport, which will include driving, and the maintenance of motor vehicles; and elementary knowledge of their working and knowledge of traffic duties.

(ix) Wireless training, which will include a general knowledge of the maintenance of wireless telegraph units and the police grid system, mobile wireless patrolling and inter-vehicular communication by wireless.

APPENDIX XX

SENIOR OFFICERS COURSE

Fourteen Weeks

I. Public Order and Security

A. Internal and International Situations and their Implications for the Police.

B. Dealing with Unlawful Assemblies and Riots, Intelligence planning for public order, use and development of police equipment and communications for effective public order and security, case studies of selected riots and command and control exercises.

C. Coordination with Armed Forces, Central Police Organisations and Magistracy. (Panel discussion in which a senior magistrate and a representative of the Armed Forces should also participate).

D. Internal Security and Communal Riot Scheme.

E. Police and Industrial Development-Industrial relations in modern society.

F. Counter Insurgency and Political Extremists.

G. V.I.P. Security.

H. Planning for Police Assistance in Emergencies.

II. Crime

A. Special Types of Crime and their Investigation and Prosecution, e.g., arson, sabotage, espionage etc.-some selected cases.

B. Organized Crime, including White Collar Crime-some selected cases.

C. Techniques of Prevention of Crime and People's Participation in Crime Prevention.

D. Police Participation in Social Defence.

III. Law

A. New Legislation.

B. Important New Rulings.

IV. Application of Science and Technology to Police Work

A. Latest Advances in Forensic Science and Forensic Medicine.

B. Improvements in Transport and Communications (W/T).

C. Other Applications of Electronics, e.g., closed circuit T. V.

D. Modernization of Criminal Records and Statistics.

E. Use of Computers.

V. Research and Training

Importance of research and training-A small project to be completed.

VI. Human Behaviour and Police Attitudes

A. Understanding Human Behaviour.

1. Why human beings behave the way they do?

2. Development of human personality.

3. Motivational mechanics.

4. Anxieties.

5. Attitudes to authority, authoritarian personality.

6. Characteristics of a stable personality.

B. Understanding Critical Social Groups and Conflict

Situations.

Problems relating to students and youth, industrial workers, political parties, radicals and reactionaries communal strife, linguistic and regional conflicts, agrarian unrest, etc.

C. The personality of a Police Officer.

1. Selected short cases involving dilemmas faced by the police and appropriate police attitudes.

2. Principles of police conduct.

D. Police Community Relations.

Importance and techniques.

VII. Management Concepts and Techniques

A. State and Society-role of social

institutions and State governed institutions in society; inter-dependence of institutional services in society; review of police function and its contribution to society.

B. Policing and Managing-objectives of business; organization structure and functions; concepts of authority and responsibility; centralization-decentralization; process of management planning, organizing, control and coordinating; communicating and motivating.

C. Effective systems for Managing Money-budgeting, accounting, auditing, concepts of cost and value.

D. Organization-its significance; recruitment and selection; manpower planning-job analysis and job evaluation; performance appraisal and counselling; training and development; concepts of job enrichment-enlargement and career development; induction; human needs; attitude; motivation; communication- written, face to face, techniques of communication, speech making and discussion leading; leadership styles.

E. Managing the Material-stores and inventory control; transportation management; office engagement; evolving procedures and office forms; work study approach to increase productivity, programme evaluation and review techniques (PERT) and critical path method (CPM).

APPENDIX XXI

POLICE EXECUTIVE DEVELOPMENT PROGRAMME (FOR HIGHER ADMINISTRATIVE LEVEL OFFICERS)

-(Four to Six weeks)

Selected items would be taken up in each course from the list of topics given below-

I. Maintenance of Public Order

The administrative and operational aspects of the control of civil disturbances, development of police equipment, intelligence, planning, command, coordination with Army, Central Police Organizations and Magistracy, judicial enquiries with reference to some case histories, internal security schemes, counter-insurgency operations, traffic control, crowd control, etc.

II. Crime

Organised crime, inter-State crime and criminals, white collar crime, crime on railways, modernization of crime records, use of advanced scientific aids in detection and prevention of crime, role of police in social defence and combating corruption.

III Security

V. I. P. security, collection, evaluation and dissemination of intelligence, counter espionage.

IV. Personnel Management

A. Leadership-relations with employees, delegation and control, authority, responsibility and communications.

B. Development of Personnel-training, promotion system, staffing and recruitment, performance appraisal, morale, motivation and discipline.

C. Welfare Plans and Social Security Schemes.

D. Manpower Planning and Cadre Management.

V. Management Processes and Administrative Techniques

Managing principles and practice, decision making, planning, forecasting and policy formation, modern aids to administration like O. & M., operations research, work study, systems analysis, methods of supervision and inspection, application of modern technology (like computers) to administration.

VI. Management and Allocation of Resources

Budgeting, accounting, purchasing, etc., from the point of view of materials planning, police equipment including communications.

VII. Interaction with Environment

Police and social change, i.e., pulls and constraints of changing the social situation and responsibility of police and administration, public relations, relations with peoples' representatives and organised groups, e.g., students, labour etc., police and democratic processes, machinery for grievances.

VIII. Legal Processes

Rule of Law, Centre-State relations, writs and departmental proceedings, private prosecutions against police. etc.

IX. Administrative Behaviour

Four-day workshop.

APPENDIX XXII

SUGGESTED COURSES FOR POLICE OFFICERS IN INDIAN AND FOREIGN TRAINING INSTITUTIONS

I. Indian Institutions

A. National Academy of Administration, Mussoorie.

1. Seminar on Growth with Social Justice-one week.

2. Advanced course in Economics and Management in Government-six weeks.

B. National Defence College, New Delhi.

Higher training in Defence Strategy to senior military and civilian officers-one year

C. Indian Institute of Public Administration, New Delhi.

1. Social Police and Administration-thirteen days.

2. Personnel Administration-thirteen days.

3. Administrative Leadership and Behaviour-two weeks.

4. Modern Aids to Management-two weeks.

5. Techniques of Administrative Improvement-nine weeks.

6. Introduction to Computers-one week.

D. National Institute for Training in Industrial Engineering (NITIE), Bombay.

1. Organization and Techniques of Training-three weeks.

2. Personnel Administration-three weeks.

3. Administrative Management-two weeks.

4. Human Relations-two weeks.

5. Development of Human Resources-two weeks.

6. Job Evaluation and Merit Rating-three weeks.

E. Indian Institute of Management, Calcutta.

1. Managerial Leadership & Conflict Resolution-ten days.

2. Operations Research Workshop-six days.

3. Personnel Administration for Organizational Development-eight days.

F. Indian Institute of Management, Ahmedabad.

1. Developing an Organization-ten days.

2. Application of Operations Research-fifteen days.

G. Administrative Staff College of India, Hyderabad.

1. Course for Senior Executives-eight weeks.

2. Management by Objectives-one week.

3. Management of Human Resources-twelve days.

II. Foreign Institutions

A. The Administrative Staff College, Henley-on-Thames, England.

Principles and Techniques of Organization and Administration-three months.

B. Royal Institute of Public Administration, London.

Training Techniques-three months.

C. Police College, Bramshill, England.

1. Intermediate Command Course-three months.

2. Senior Command Course-Six months.

D. Central Planning Unit, Police Training Centre, Ryton-on-Dunsmore, England. Instructors Course-six weeks.

E. Canadian Police College, Ottawa, Ontario, Canada.

1. Executive Development-six weeks.

2. Senior Police Administration Course-six weeks.

3. Instructional Techniques-two weeks.

N.B.-This list is only illustrative.

APPENDIX XXIII

REFRESHER COURSE FOR DEPUTY SUPERINTENDENTS OF POLICE

-(Two Months)

I. Modern India and the Role of the Police

A. The Political Framework.

1. The Indian Constitution.

2. Civil Liberties and fundamental rights.

3. The concept of a democratic, socialist and secular State.

4. Political parties, trade unions and other organized groups.

5. Disruptive forces-communalism, regionalism, etc.

6. National integration.

B. The Social Framework.

1. Rural and urban communities.

2. The joint family.

3. Caste and untouchability.

4. Religion and religious institutions.

5. Growth of population and demographic changes.

C. The Economic Framework.

1. Agrarian structure-land reforms.

2. Industrial structure-private and public sectors.

3. Entrepreneurship and economic growth.

4. Fiscal policies and public finance.

D. The Indian National Tradition.

Gandhi, Tagore and Nehru.

E. International Relations.

Relations with neighbouring countries and major international powers-their socio-economic

impact on Indian life.

F. Implications of the Changing Social Scene for the Role of the Police.

G. The Role of the Sub-divisional Police Officer and the Superintendent of Police.

II. Human Behaviour and Police Attitudes

A. Understanding Human Behaviour.

1. Why human beings behave the way they do?

2. Development of human personality.

3. Motivational mechanics.

4. Anxieties.

5. Attitudes to authority, authoritarian personality.

6. Characteristics of a stable personality.

B. Understanding Critical Social Groups and Conflict Situations.

Problems relating to students and youth, industrial workers, political parties, radicals and reactionaries, communal strife, linguistic and regional conflicts, agrarian unrest, etc.

C. The personality of a Police Officer.

1. Selected short cases involving dilemmas faced by the police and appropriate police attitudes.

2. Principles of police conduct.

D. Police Community Relations.

Importance and techniques.

III. Management Concepts and Techniques

A. The Role of the Deputy Superintendent of Police as a Supervisor and a Leader-styles of supervision; the supervisory skill-its understanding, appreciation and development.

B. The Dynamics of Relationships-inter-departmental, senior-subordinate and inter-personal road blocks and gateway to communication; engineering of an agreement; techniques of communications; understanding human behaviour; human needs; motivation: attitudes and self-development; recent trends in techniques of control and supervision.

IV. Public Order and Security

A. Dealing with Unlawful Assemblies and Riots-intelligence planning for public order; use and development of police equipment and communications for effective public order and security; case studies of selected riots; command and control exercises.

B. Co-ordination with Armed Forces, Central Police Organizations and Magistracy. (Panel discussion in which a senior Magistrate and a representative of the Armed Forces should also participate).

C. Internal Security and Communal Riots Schemes.

D. Police and Industrial Development-industrial relations in modern society.

E. Planning for Police Assistance in Emergencies.

V. Crime

A. Organized Crime, including White Collar Crime-some selected cases.

B. Techniques of Prevention of Crime and People's Participation in Crime Prevention.

C. Police Participation in Social Defence.

VI. Law

A. New Legislation.

B. Important New Rulings.

VII. Application of Science and Technology to Police Work

Latest advances in forensic science and forensic medicine.

APPENDIX XXIV

BASIC COURSE FOR SUB-INSPECTORS-CIVIL POLICE

-(Twelve Months)

1. Modern India and the Role of the Police

A. The Political Framework

1. The Indian Constitution

2. Civil liberties and fundamental rights.

3. The concept of a democratic, socialist and secular State.

4. Political parties, trade unions and other organised groups.

5. Disruptive forces-communalism, regionalism, etc.

6. National integration.

7. National flag, emblem and anthem.

B. The Social Framework.

1. Rural and urban communities.

2. The joint family.

3. Caste and untouchability.

4. Religion and religious institutions.

5. Growth of population and demographic changes.

C. The Economic Framework.

1. Agrarian structure-land reforms.

2. Industrial structure-private and public sectors.

3. Entrepreneurship and economic growth.

4. Fiscal policies and public finance.

D. The Indian National Tradition. Gandhi, Tagore and Nehru.

E. International Relations. Relations with neighbouring countries and major international powers-their socio-economic impact on Indian life.

F. Implication of the changing Social Scene for the Role of the Police

G. The Role of the Sub-Inspector.

II. Organisation & Administration

Periods 30

A. General Administration Set-up.

1. The Administrative structure of the Government of India, the

States and the Union Territories.

2. Divisional administrative set-up.

3. District and sub-divisional administrative set-ups-relations between the police and other departments.

4. Central Police Organisation and Institutes.

(a) Intelligence Bureau.

(b) Central Bureau of Investigation.

(c) Bureau of Police Research and Development.

(d) Central Reserve Police Force.

(e) Border Security Force.

(f) Railway Protection Force.

(g) Central Industrial Security Force.

(h) National Police Academy.

(i) Institute of Criminology and Forensic Science.

(j) Central Forensic Institutes.

(i) Central Detective Training Schools, Calcutta and Hyderabad.

(ii) Central Forensic Science Laboratory, Calcutta and Hyderabad.

(iii) Central Finger Print Bureau, Calcutta.

(k) Offices of Government Examiners of Questioned Documents, Simla, Calcutta and Hyderabad.

5. Indian Armed Forces, including T.A., N.C.C. and A.C.C.

6. Local Self Government Institutions-urban and rural.

7. Civil Defense.

B. Police Organisation.

1. Organization of State Police.

(a) State.

(b) Range.

(c) District.

(d) Circle/Sub-division.

(e) Police station and outpost.

(f) Village police.

(g) Reserve police lines.

(h) Traffic police.

(i) District prosecution branch, district crimerecords section, local intelligence unit, photo section finger print section and juvenile unit.

2. Special Units.

(a) C.I.D., including State modus operandi bureau and State finger print bureau.

(b) Intelligence department/special branch.

(c) Women police.

(d) Special armed police.

(e) Railway police.

(f) Mounted police.

(g) Public relations organization.

(h) Police transport.

(i) Police wireless.

(j) State forensic science laboratory.

3. Auxiliary Units.

(a) Home guards.

(b) Village voluntary forces.

(c) Special Constables.

C. Police Administration.

1. Training, badges of rank, clothing, equipment, arms and ammunition, pay and allowances, leave, discipline, complaints,

punishments, appeals, promotion, rewards, decoration, housing, medical treatment retirements benefits and service records.

2. Correspondence, accounts and service records.

3. Law relating to Police.

(a) Police Acts, 1861, 1888 and 1949.

(b) Police (Incitement to Disaffection) Act, 1922.

(c) Police Forces (Restriction of Rights) Act, 1966 and

Rules made thereunder.

(d) Delhi Special Police Establishment Act, 1946.

III. Leadership and Supervision

Periods 60

A. The Role of a Sub-Inspector as a Supervisor and a Leader-styles of supervision; the supervisory skill-its understanding, appreciation and development.

B. The Dynamics of Relationships-inter departmental-subordinate and inter-personal; road blocks and gateway to communication; engineering of an agreement; techniques of communication, understanding human behaviour; human needs; motivation; attitudes and self-development; recent trends in techniques of control and supervision.

IV. Human Behaviour and Police Attitudes

Periods 85

A. Understanding Human Behaviour.

1. Why human beings behave the way they do.

2. Development of human personality.

3. Motivational mechanics.

4. Anxieties.

5. Attitudes to authority, authoritarian personality.

6. Characteristics of a stable personality

B. Understanding Critical Social Groups and Conflict Situations.

Problems relating to students and youth, industrial, political parties, radicals and reaction-aries, communal strife, linguistic and regional conflicts, agrarian unrest, etc.

C. The Personality of a Police Officer.

1. Selected short cases involving dilemmas faced by the police and appropriate police attitudes.

2. Principles of police Relations.

D. Police Community Relations. Importance and techniques.

V Law

Periods 60

A. Course I-Law-without books.

1. Indian Penal Code (Sections). Related Sections.

Chapter II-General explanations.

22 to 25 378, 415, 425, 463 and 464

IPC.

27 411, 412 IPC.

28 230, 231 and 255 IPC.

29

34 35 to 38, 114, 120(B), 149,

396, 460 IPC.

39 321, 322 IPC.

52 88, 89 and 93 IPC.

52A 130, 157, 216, 216A IPC.

Chapter IV-General exceptions

76. 79 IPC.

80. 279, 336, 337, 304A IPC.

90. 87, 88, 89, 92, 361 and 375

IPC.

95.	.	.	.	.	.	.	.	.	.
96 to 106	.	.	.	.	.	.	.	.	Offences against human body and property.
Chapter V-Abetment									
107, 108 108A	.	.	.	.	.	.	.	.	109 and 114 IPC.
Chapter VA-Criminal conspiracy									
120A and 120B	.	.	.	.	.	.	.	.	107, 196A Cr. P.C.
Chapter VIII-Offences against public tranquility									
141, 142, 146, 149,	.	.	.	.	.	.	.	.	Chapter IX Cr. P.C. relating to unlawful assemblies.
Ss. 30 to 32 of Police Act.									
153A	.	.	.	.	.	.	.	.	505 IPC and 196 Cr. P.C.
159	.	.	.	.	.	.	.	.
Chapter IX-Offences by or relating to public Servants									
161 and 165A	.	.	.	.	.	.	.	.	3 and 5 (2) Prevention of Corruption Act.
170	.	.	.	.	.	.	.	.	416 IPC.
171	.	.	.	.	.	.	.	.	140 IPC.
Chapter XI-Offences against public justice									
216, 216A, 224, 225, 225B	.	.	.	.	.	.	.	.	53A, 130, 157, 224 to 225B
IPC									
Chapter XII-Offences relating to coins									
230 to 243, 255 to 260, 489, 489A	.	.	.	.	.	.	.	.	28 IPC.
Chapter XIV-Offences affecting public health, safety, convenience, etc.									
268	.	.	.	.	.	.	.	.	133 Cr. P.C.
Chapter XVI-Offences affecting the human body									
299 to 301 (difference between culpable homicide and murder to be explained)	.	.	.	.	.	.	.	.	302, 396, 460 I.P.C. and 100 Cr. P.C.
304A, 336 to 338, 332, 349 to 351, 353, 354, 359 to 362 and 368 (distinction between kidnapping and abduction to be explained).	.	.	.	.	.	.	.	.
375	.	.	.	.	.	.	.	.	90 I.P.C.
307, 317, 318, 319	.	.	.	.	.	.	.	.	320.
Chapter XVII-Offences against property									
378, 383, 390 and 391 (distinction between theft and robbery, extortion and robbery and robbery and dacoity to be explained).	.	.	.	.	.	.	.	.	22 to 24 I.P.C.
403, 405, 415 and 420 (distinction between criminal breach of trust and cheating to be explained).	.	.	.	.	.	.	.	.
410	.	.	.	.	.	.	.	.	411 and 412 I.P.C.
441 to 446	.	.	.	.	.	.	.	.
399, 402, 425	.	.	.	.	.	.	.	.
2. Criminal Procedure Code (Sections)									
Chapter I-Definitions									
4, b, f, i, l, n, o, p, s, v, w.	.	.	.	.	.	.	.	.
Chapter IV & V-Aid and information to Magistrate and police and regarding arrests generally.									
42	.	.	.	.	.	.	.	.	187 I.P.C.
46 to 63, 66 and 67.	.	.	.	.	.	.	.	.
Chapter VI-Process to compel appearance.									
87 and 88	.	.	.	.	.	.	.	.	512 Cr. P.C.
69, 70, 71, 80 to 82, 84 and 85	.	.	.	.	.	.	.	.
Chapter VII-Processes to compel the production of documents and other movable property.									
94	.	.	.	.	.	.	.	.	Provisions regarding testimonial compulsion.

95	
102	47, 48 & 52 Cr. P.C.
103	165 & 166 Cr. P.C.
Chapter VIII-Prevention of offences.	
107, 109 and 110	
Chapter IX-Unlawful assemblies	
127 to 132A	141 and 142 I.P.C.
Chapter XIII-Prevention action of the police.	
149 to 151	
152	431 to 434 I.P.
153	Chapter XIII of I.P.C.
Chapter XIV-Information to the police and their powers to investigate.	
154 to 173	180, 182 and 211 I.P.C.
108 and 165	166 Cr. P.C.
Chapter XXXIX-Bail.	
496, 497	II Schedule and S. 514.
Chapter XLI-Special role of evidence.	
512	87, 88 Cr. P.C.
Chapter XLIII-Disposal of properties.	
423, 51	550 Cr. P.C. and 25 Police Act.
Chapter XLVI-Miscellaneous.	
550 to 551.	
3. Indian Evidence Act (Section).	
9, 24 to 27 and 32.	
4. Minor Acts (Sections).	
Arms Act, 1959.	
2 to 15, 17, 19, 20 to 22, 26 to 33, 35, 36 to 40 and 42.	
Indian Explosives Act, 1884.	
4 and 13.	
Explosives Substances Act, 1908.	
1 to 7	
Motor Vehicles Act, 1939.	
112 to 127	
Telegraph Wires (Unlawful Possession) Act, 1950.	
1 to 7	
B. Course II-Law-with books.	
1. Indian Penal Code (Ss.).	
Chapter I-Introduction.	
1 to 5	
Chapter II-General explanations.	
6 to 12, 14, 17 to 21, 26, 29, 30 to 33, 35 to 38, 40 to 51.	
29	30, 31, 463, 464, I.P.C.
Chapter III-Of punishments.	
75.	Other special and local acts containing provisions of enhanced sentence.
Chapter IV-General exceptions.	
77 to 79, 81 to 89, 91 to 94.	
Chapter V-Abetments.	
109 to 120	The various sections dealing with constructive and vicarious liabilities.
Chapter V-A-Criminal Conspiracy.	
120B (Difference of Abetment and criminal conspiracy to be explained) Procedure for investigation	

as well as
prosecution e.g., 196 Cr. P.C., 121 I.P.C. and
other Ss. involving criminal
conspiracy. Chapter VII-Offences relating to Army,
Navy and Air Force.
136 to 140 549 Cr. P.C. and provision of Army
Act dealing with
. trials by Court Martial/Civil Courts. 171 I.P.C.
while
. teaching 140 I.P.C.
Chapter VIII-Offences against public
tranquility
143 to 145, 147, 148, 150 to 153, 154 to 158
and 160 30 to 32 Police Act and 127 to 129
Cr. P.C.
Chapter VI-Offences against the State.
121 to 124, 125 to 130
Chapter IX-Offences relating to public
servants.
162 to 163, 166 to 169 4, 5 and 6 Prevention of
Corruption Act. Chapter IX-A-Offences relating to elections.
171A to 171F
Chapter X-Offences of contempts of the
lawful authority of public serevants.
172 to 190 (Difference between 182 and 211
I.P.C. to be explained 195 Cr. P.C.
Chapter XI-False evidence and offences
against public justice.
191 to 299 excluding 216, 216A, 224, 225A,
225B 476, 479 and 195 Cr. P.C.
Chapter XII-Offences relating to coins and
governments stamps.
231 to 263A
Chapter XIII-Offences relating to weights
and measures,
264 to 267 153 Cr. P.C.
Chapter XIV-Offences affecting the public
health, safety, convenience, decency and
morals.
269 to 294 196 Cr. P.C. while teaching 294
I.P.C. 337, 338, 304A
. I.P.C. and 115, 116 and 117 Motor Vehicle Act.
Chapter XV-Offences against religion.
295 to 298 153A and 505 I.P.C.
Chapter XVI-Offences affecting the human
body.
303 to 316, 331 to 335, 341 to 348, 352,
355 to 358, 363 to 367, 369, 374, 376 and
377 (Difference between culpable homicide
amounting and not amounting to murder,
kidnapping and abduction to be fully
explained, Criminal force, assault and
hurt to be explained) 198A and 561 Cr. P.C. while
teaching 376.
Chapter XVII-Offences against property.
379 to 382, 384 to 389, 392 to 398, 400, 401,
404, 406 to 410, 411, 412, 413, 414, 417 to

419, 421 to 424, 426 to 440, 447 to 462
(Difference between theft, extortion, robbery, dacoity and cheating, criminal misappropriation, criminal breach of trust to be explained).

Chapter XVIII-Offences relating to documents and to property marks.
468 to 489B 195 and 476 I.P.C.

Chapter XX-Offences relating to marriage.
493 to 498B 100 Cr. P.C. while teaching 498 I.P.C.
198 Cr. P.C.

Chapter XXI-Defamation.
499 to 502 198B

Chapter XXII-Of criminal intimidation, insult and annoyance.
403 to 510 (Difference between extortion and criminal intimidation to be explained).

Chapter XXIII-Attempts to commit offences.
511 307, 308 and 309 I.P.C.

Distinction between intention, preparation and attempt to be explained), 308 and other offences to which 511 I.P.C. is not applicable, e.g., offences punishable with fine only, those in respect of which express provision is made and those which do not constitute an offence u/s 40 I.P.C.

2. Criminal Procedure Code (Sections).
Chapter I-Preliminary.
1, 3, 4(a), (c), (d), (e), (g), (h), (j), (k), (m), (q), (r), (u) and 5.

Chapter II-Construction and classification of criminal courts.
6 to 17

Chapter III-Powers of courts.
29B, 30, 32 and 34

Chapter IV-Aids and information to Magistrate, police and persons making arrest.
42 to 45

Chapter V-Arrest, escape and retaking.
46 to 67

Chapter VI-Process to compel attendance.
68 to 93A

Chapter VII-Process to compel the production of documents and other movable property and for discovery of persons unlawfully confined.
94 to 105

Chapter VIII-Prevention of offences, security for keeping peace and good behaviour.
106 to 119

Chapter IX-Unlawful assemblies.
127 to 132A 141 and 142 I.P.C. and 30 to 32 Police Act.

Chapter X-Public nuisance.	133 to 141
Chapter XI-Temporary orders in urgent cases of nuisance or apprehended danger.	
144	188 I.P.C.
Chapter XII-Disputes as to immovable property.	145 to 148
Chapter XIII-Preventive action of police.	
149 to 153	107/117 Cr. P.C. while teaching 151.
Chapter XIV-Information to police and their power to investigate.	
154 to 176	
Chapter XV-Jurisdiction of criminal courts.	
177 to 189	
Chapter XVI-Conditions requisite for initiating of proceedings.	
190, 195 to 199B	
Chapter XVII-Complaints to magistrate.	
200 to 202	
Chapter XVIII-Inquiry into cases triable by court of sessions.	
207A	
Chapter XIX-Joinder of charges.	
233 to 240.	
Chapter XX-Trial of summons cases by magistrate.	
247	
Chapter XXI-Trial of warrant cases by magistrate.	
251A	
Chapter XXIII-Trial of court of sessions.	
288	
Chapter XXIV-General Provisions as to inquiries and trials.	
337 to 340, 342, 344, 345 and 348	
Chapter XXIX-Suspension, remission and commutation of sentence.	
401	
Chapter XXX-Previous conviction or acquittal.	
403	
Chapter XXXI-Appeals.	
417, 418 and 421	
Chapter XXXII-Reference and revision.	
435 and 439	
Chapter XXXIV-Lunatics.	
464	
Chapter XXXV-Proceeding in case of certain offences affecting administration of justice.	
476, 479A	
Chapter XXXIX-Bails.	
496 to 498	
Chapter XLI-Special rules of evidence.	
509 to 512	
Chapter XLII-Provision as to bonds.	
514	

Chapter XLVI-Miscellaneous.

539B, 540, 540A, 545, 551, 552, 561,
563 and 565

Schedule II of Cr. P.C.

3. Indian Evidence Act (Sections).

3, 5-8, 10-11, 14-16, 17-22, 24-31,
32-38, 45-48, 51, 53-54, 56-58,
59-60, 61-65, 67, 71, 74-78, 79-83,
88, 101-110, 112, 114, 118-129,
132-134, 135-159, and 160-165

4. Minor Acts (Sections).

Ancient Monuments and Archaeological
Sites and Remains Act, 1958,
30 and 32

Atomic Energy Act, 1962

2, 24 to 26

Indian Telegraph Act, 1885.

3, 20 to 31 and 33

Indian Post Office Act, 1898.

2, 40 to 49 and 50 to 71

Identification of Prisoners Act, 1920.

1 to 7

Press and Registration of Books Act, 1867.

1, 3 to 8A and 12 to 15

Army Act, 1950.

34 to 70, 101 to 107, 125 to 127

Cantonments Act, 1924.

56 to 58, 250 and 251

Cattle Trespass Act, 1871.

3, 10, 11, 19, 20 and 24 to 27

Sarais Act, 1867.

2, 4, 7 to 9, 12, 14 and 15

Indian Aircraft Act, 1934.

2, 5, 6 and 10 to 12

Indian Naval Armament Act, 1923.

2, 3, 5, 7 and 12

Indian Fisheries Act, 1897.

3 to 7

Unlawful Activities (Prevention) Act,
1967.

1 to 3, 7 8(a), 10 to 14 and 17

Prevention of Seditious Meetings Act, 1911.

3, 5, 6 and 8

Maintenance of Internal Security Act, 1971.

Criminal Law Amendment Acts, 1932 and
1961.

Foreigners Act, 1946.

Foreigners Order, 1948.

Indian Passport Act, 1920 and Passport
Act 1967 and the rules made thereunder.

Citizenship Act, 1955.

Indian Official Secrets Act, 1923 and scope
during emergency.

C. Course III-Constitution of India and Laws

relating to socio-economic reconstruction- with books.

1. Constitution of India.

(a) Preamble, articles 12 to 35, 105, 194, 226,

308 to 311.

(b) Directive Principles of State Policy.

2. Minor Acts-Social Legislation (Sections).
 - Drugs & Magic Remedies (Objectionable Advertisement) Act, 1954.
2, 7, 9A
 - Suppression of Immoral Traffic in Women and Girls Act, 1956.
1 to 18, 20 and 21
 - Children Act, 1960.
1 & 2, 13 to 16, 18 to 22, 23, 36, 41 to 44 and 49.
 - Untouchability (Offences) Acts, 1955.
1 to 12, 14 and 15
 - Young Persons (Harmful Publications) Act, 1956.
1 to 4, 6 and 7
 - Lepers Act, 1898.
2, 6, 9 and 12
 - Spirituous Preparations (Inter State Trade and Commerce) Control Act, 1955.
2, 5, 7 to 9 and 11
 - Prevention of Corruption Act, 1947.
1 to 7, 7A and 8
 - Prize Competitions Act, 1955.
2, 14 and 18
 - Prevention of Cruelty to Animals Act, 1960.
11 to 13, 31 to 31 and 36
 - Wild Birds and Animals Protection Act 1912,
3, 6 and 8
 - Probation of Offenders Act, 1958.
1 to 6, 8 to 12
 - Indian Lunacy Act, 1912.
13 to 17, 24, 36 and 93
 - Public Gambling Act, 1867.
1, 3 to 6, 8 to 13, 15 and 16
 - Small Coins (Offences) Act, 1971
 - Opium Act, 1878.
3, 4, 9 to 11, 16 to 18 and 20
 - Dangerous Drugs Act, 1930.
1, 2, 4 to 30, 32 to 35
3. Minor Acts-Economic Offences (Sections)
 - Imports & Exports (Control) Act, 1947.
2, 3, 5 and 6
 - Essential Commodities Act, 1955.
1 to 3, 7 to 10, 12 to 14
 - Foreign Exchange Regulation Act, 1947.
2, 2A, 2B, 19A to 19H and 23
 - Customs Acts, 1962.
3, 6, 100 to 108, 110, 12, 114, 116, 117, 132, 134 to 137, 140, 144, 147, 151
 - Gold (Control) Act, 1968.
2, 4, 58, 59, 61, 63 to 66, 68, 70 to 77, 85 to 98, 101, 102 and 110
 - Forward Contracts (Regulations) Act, 1952.
2, 20, 21, 21A, 22, 22A and 23

Securities Contracts (Regulation) Act, 1956.
2, 23 and 24

VI. Criminology

Periods 30

A. An Introduction on Modern Concepts in Criminology.

B. Criminogenic Factors.

1. Psychological.
2. Sociological.
3. Economic.
4. Political.

C. Deviance.

1. Individual deviance-juvenile delinquency.
2. Collective deviance.
 - (a) Organized crime.
 - (b) Vice (gambling, alcoholism and prostitution).
 - (c) Organized defiance of authority
3. White collar crime.
4. Drug addition.

D. Penology.

1. Punishment-prisons.
2. Correction and reformation-probation, parole and corrective institutions.
3. Recidivism.

E. Police as a Part of the Criminal Justice System-inter-organization, coordination and co-operation.

VII. Police Science

Periods

385

A. Crime Prevention.

1. Gang registers and gang cases.
2. Criminals.
 - (a) Professional and habitual-Habitual Offenders Act.
 - (b) Non-professional and casual.
 - (c) Of inter-district and inter-state importance.
 - (d) Of international importance.
 - (e) Ex-criminal tribes.
3. Crime Records.
 - (a) Need and importance.
 - (b) Police station records.
 - (c) District records.
 - (d) State C.I.D. records.
 - (e) M.O.B. at the district and State levels.
 - (f) National Crime Bureau.
 - (g) Interpol.
4. Prevention of Crime.
 - (a) Patrolling and surveillance.
 - (b) Collection of criminal intelligence.
 - (c) Bad livelihood cases.
 - (d) Use of gram panchayats.
 - (e) Prevention of special types of crime like dacoity and

burglary.

- (f) Relevant law-Criminal Procedure Code.
 - Chapter VIII (Sc. 106 to 110, 117 and 124).
 - Chapter IX
 - Chapter X (S. 133)

Chapter XI
Chapter XII (Sc. 145 and 147).
Chapter XIII

B. Crime Investigation.

1. General.

- (a) General principles including qualities of an investigating officer.
- (b) Preparation of F.I.R.
- (c) Procedure and method of investigation.
 - (i) Inspection of scene of crime.
 - (ii) Collection of physical evidence.
 - (iii) Consultation of crime records, local, district and State.
 - (iv) Interrogation of witnesses, suspects and accused persons.
 - (v) Statements of confessing accused.
 - (vi) Searches and seizures.
 - (vii) Arrests.
 - (viii) Identification parade.
 - (ix) Employment of sources and agents.
 - (x) Coordination with other police stations.
 - (xi) Checking of receivers of stolen property.
 - (xii) Shadowing of suspects.
- (d) Preparation of case diaries.
- (e) Preparation of final reports/charge sheets.

Prosecution.

- (i) Giving evidence.
- (ii) Treatment of witnesses.
- (iii) Expert witnesses.
- (g) Investigation of specialised types of crimes.
 - (i) Robbery and dacoity.
 - (ii) Burglary.
 - (iii) Rioting.
 - (iv) Murder.
 - (v) Motor accidents.
 - (vi) Criminal breach of trust; commercial and banking frauds; insurance frauds; postal, telegraph and railway frauds; cheating by personation, false representation and various tricks, etc.
 - (vii) Counterfeit coins and note forgery.
 - (viii) Hoarding, black-marketing and profiteering-Essential Commodities Act, 1955.
 - (ix) Bribery and corruption-Prevention of Corruption Act, 1947.
 - (x) Crime on Railways-Indian Railways Act, 1890 (Ss. 100, 100A, 100B, 101, 112, 119, 120, 121, 126 to 132) and Railway Property

(Unlawful Possession) Act, 1966.

- (h) Practical exercises in investigation.
 - (i) Extradition-Indian Extradition Act. 1962.
- 2. Forensic Medicine.
 - (a) Introduction-scope and importance of forensic medicine to police.
 - (b) Examination of scenes of occurrence from the point of view of medico-legal evidence.
 - (c) Methods of establishing identity of living subjects, including determination of age.
 - (d) Methods of establishing identity of dead persons-exhumation, post-mortem examination, examination of mutilated bodies and skeletal remains.
 - (e) Medico-legal aspects of death, with emphasis on cause and time of death-distinction between homicidal, suicidal, accidental and natural deaths.
 - (f) Violent asphyxial deaths-by hanging, strangulation, throttling, suffocation and drowning.
 - (g) Deaths from starvation, heat and cold.
 - (h) Medico-legal aspects of different types of wounds-by fire-arms, sharp-edged or pointed weapons, burns and scalds, and explosives.
 - (i) Medico-legal aspects of deaths and injuries arising out of traffic accidents drunken drivers.
 - (j) Deaths and injuries caused by lightning and electricity.
 - (k) Sexual offences-rape, criminal abortion and infanticide.
 - (l) medico-legal aspects of insanity.
 - (m) medico-legal aspects of poisons commonly used in India in the commission of crime (living subjects and dead bodies).
- 3. Forensic Science.
 - (a) Theory
 - (i) History of forensic science
 - (ii) F.S.L. and other expert institutions and their utilization in police work. Law relating to experts and scientific evidence.
 - (iii) Scene of occurrence-preservation and examination-principles and possibilities.
 - (iv) Fingerprint-importance, classification, types of impressions, collection (lifting or photograaaaaphing), recording (ten digits and single digit records), identification and

- palm prints.
 - (v) Footprints-importance, location, collection (casting), identification, sole prints and shoe prints.
 - (vi) Physical evidence-importance, sources, utility, location and collection.
 - (vii) Identification.
 - Hair, fibres and fabrics.
 - Blood, semen and other fluids.
 - Soil, dirt and dust.
 - Tyre impressions and skid marks.
 - Glass and paints.
 - Telegraph and traction wires and cables.
 - Burnt remains (arson cases).
 - (viii) Documents-problems and principles, forgeries, erasures, alterations, additions, obliterations, counterfeit coins and currency, handwriting, type-script, printed matter, paper and ink.
 - (ix) Ballistics-firearms, cartridges, bullets, range of fire and explosives.
 - (x) Restoration of obliterated marks, tool marks, mechanical fit and trace analysis.
 - (xi) Alcohol, drugs, narcotics and poisons.
 - (xii) Blood-animal and human-blood grouping.
 - (xiii) Photography in police work-crime scene photography, laboratory photography, photography in court work, etc.
 - (xiv) Infra-red, ultra-violet, X-rays their importance and application, tracing materials and detection.
 - (xv) Portrait parle.
- (B) Practicals.
 - (i) Lifting and developing of latent prints.
 - (ii) Casting of footprints.
 - (iii) Photography of crime scene.
 - (iv) Handling, examining and packing of exhibits.
 - (v) Use of dyes and chemicals in trap cases.
 - (vi) Tracing.
 - (vii) Obtaining of samples of handwriting.
- (c) Relevant law-Identification of Prisoners Act, 1920.
- C. Maintenance of Order.
 1. Dynamics of group-group pressures; group goals; group conformity.
 2. Individual and mass behaviour in extreme situations.
 3. Counselling and mediation.
 4. Control of lawful and unlawful assemblies.
 5. Agitations-political, communal, linguistic, agrarian, labour and student-Industrial Disputes Act, 1947.
 6. Elections.

- Representation of the Peoples Act, 1951.
7. Emergencies arising out of accidents, natural calamities, etc.
 8. First aid.
 9. Collection of intelligence.
- D. Traffic Control.
1. General principles of law and regulations affecting traffic enforcement,
 - organization and administration.
 2. Safety education.
 3. Traffic codes.
 4. Vehicle registration and control.
 5. Coordination of traffic activities.
 6. Highway code and road courtesy. Motor Vehicles Act, 1939 and the rules framed thereunder (emphasis on Ss. 1 to 6, 17, 19, 71 to 91 112 to 132).
- E. Security and Foreigners.
1. Security of V.I.P.s., vital instalations, railways, industrial establishments and border, hijacking/sabotage of aircraft, subversion and espionage by foreign agents.
 2. Foreigners' registration and movements.
 3. Relevant law.
 - Criminal Law Amendment Acts, 1932 and 1961.
 - Criminal and Election Laws (Amendment) Act, 1969.
 - Maintenance of Internal Security Act, 1971.
 - Prevention of Seditious Meetings Act, 1911.
 - Unlawful Activities (Prevention) Act, 1947.
 - Foreigners Act, 1946.
 - Foreigners Order, 1948.
 - Indian Passport Act, 1920 and Passport Act, 1967 and the rules made thereunder.
 - Citizenship Act, 1955.
 - Indian Official Secrets Act, 1923.
 - Applications of Science and Technology to Police Work.
 1. Wireless.
 2. Electronics.
 3. Computers.
- VIII. Tutorials, Guest Lectures and Library Periods 300
Total Periods 1,325

OUTDOOR

- I. Physical Fitness Programme Outdoor Life and Toughening Periods 170
- A. P.T.
 - B. Yogasanas.
 - C. Suryanamaskars.
 - D. Route Marches.

E. Obstacle Courses and Cross Country Races.	
F. Road Walk and Race.	
G. Swimming.	
II. Drill	Periods 170
A. Drill with and without arms.	
B. Guard Mounting.	
C. Ceremonial Drill.	
D. Kit Inspection.	
III Weapon Training	Periods 85
A. Rifle.	
B. 410 Musket.	
C. Revolver.	
D. Range Courses.	
IV. Crows Control	Periods 60
A. Cane Drill.	
B. Mob Dispersal Drill.	
C. Tear Smoke.	
V.	
A. Maintenance and Mechanism of Motor-cycle and its Driving.	
B. Handling of R/T Equipment	Periods 40
VI. Unaaarmed Combat	Periods 50
VII. Games and Athletics	Periods 100
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Total	675
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VIII. Attachments to Social Service Agencies (minimum of 2 hrs on holidays) Periods 100

APPENDIX XXV

PRACTICAL TRAINING OF SUB-INSPECTORS-CIVIL POLICE

(Twelve months)

First Month-Attachment to a rural police station as Head Constable-Writer, Special attention to be given to maintenance of the duty roster, the general diary and the other police station records and returns, the accounts work of the police station, including preparation of T.A. bills of staff, the use of the Police and criminal Intelligence Gazettes, and Receipt and disposal of complaints. The probationers should attend the morning parades and kit inspections and question the subordinates to check their knowledge.

Ssecond Month-Attachment to a senior Sub-Inspector in a rural police station to learn duties relating to the prevention of crime-surveillance, checking of hotels, dharamshalas and other public places or haunts likely to be visited by bad characters, including bazars in the interior, and collection of intelligence about crime and criminals generally. The probationers

should be taken out on tour extensively.

Third and Fourth Months-Attachment of the officer in charge of a rural police station to attend inquests and at least six investigations. The probationers should be taught how to collect clues for scientific examination and write case diaries independently. They should accompany the Circle Inspector for enquiries and investigations in at least two cases, attend one of his inspections and see the police arrangements on occasions for crowd control and mob dispersal. They should be initiated into public relations work by introduction to politicians, pressmen, panchayat members and the local public and social workers and taught how to develop understanding and tact. Special attention should be given to the correct attitudes, matters relating to management, the role of the police with regard to social legislation and the nature of report writing.

(As far as possible training in the first four months should be at the same police station).

Fifth Month-Attachment to the prosecution branch under the direct supervision of the Police Prosecutor. The Probationers would learn office work, how to scrutinise challans and prepare briefs and accompany the Police Prosecutor to courts to watch the conduct of the one sessions case from the beginning to the end, including cross-examination of witnesses and arguments by lawyers for the prosecution and the defence. The probationers would be taken for interviewing unidentified prisoners in jail and explained how previous convictions are traced.

Sixth Month-Attachments with the district special branch, the crime branch and the MOB. Some cases of inter-district and inter-State crime would be explained.

Seventh and Eighth Months-Postings as a junior Sub-Inspector and extra investigating officer to a medium sized police station where he would have an opportunity to investigate a variety of offences and participate in different types of police station work.

Ninth and Tenth Months-Posting as extra investigating officer to a city police station where the crime work is heavy. He would be required to go on night rounds, supervise beat work and be associated with the work relating to traffic and sarafa (jewellery market) checking, handling law and order situations and industrial problems and dealing with white collar crime, smuggling, vice etc. The probationers should visit correctional institutions wherever they exist.

Eleventh Month-Attachment to the Superintendent of Police to work as his reader. The probationer would attend parades and also learn the work of

the district reserve lines.

Twelfth Month-Attachment to an armed police battalion to learn the working of the armed police with particular reference to crowd control, mob dispersal, anti-dacoity work and incidents/movements involving violence. The probationers would also be taught to handle the weapons used by the armed police, and field craft. They would be attached for a period not exceeding one week to an armed police party, if one is required to be deployed for law and order work.

APPENDIX XXVI

REFRESHER COURSE FOR SUB-INSPECTORS-CIVIL POLICE

(Six to Eight weeks)

- I. Modern India and the Role of the Police
 - A. The Political Framework.
 1. The Indian Constitution.
 2. Civil liberties and fundamental rights,
 3. The concept of a democratic, socialist and secular State.
 4. Political parties, trade unions and other organised groups.
 5. Disruptive forces-communalism, regionalism, etc.
 6. National integration.
 7. National flag, emblem and anthem.
 - B. The Social Framework.
 1. Rural and urban communities.
 2. The joint family.
 3. Caste and untouchability.
 4. Religion and religious institutions.
 5. Growth of population and demographic changes.
 - C. The Economic Framework.
 1. Agrarian structure-land reforms.
 2. Industrial structure-private and public sectors.
 3. Entrepreneurship and economic growth.
 4. Fiscal policies and public finance.
 - D. The Indian National Tradition.

Gandhi, Tagore and Nehru.
 - E. International Relations.

Relations with neighbouring countries major international powers-their socio-economic impact on Indian life.
 - F. Implications of the Changing Social Scene for the Role of the Police.
 - G. The Role of the Sub-Inspector.
 - II. Human Behaviour and Police Attitudes
 - A. Understanding Human Behaviour.
 1. Why human being behave the way they do.

2. Development of human personality.
 3. Motivational mechanics.
 4. Anxieties.
 5. Attitudes to authority, authoritarian personality.
 6. Characteristics of a stable personality.
- B. Understanding Critical Social Groups and Conflict Situations.
- Problems relating to students and youth, industrial workers, political parties, radicals and reactionaries communal strife, linguistic and regional conflicts, agrarian unrest, etc.
- C. The Personality of a Police Officer.
1. Selected short cases involving dilemmas faced by the police and appropriate police attitudes.
 2. Principles of police conduct.
- D. Police Community Relations. Importance and techniques.
- III. Leadership and Supervision
- A. The Role of a Sub-Inspector as a Supervisor and a Leader-styles of supervision; the supervisory skill-its understanding, appreciation and development.
- B. The Dynamics of Relationship-Inter-departmental, senior-subordinate and inter-personal; road blocks and gateway communication; engineering of an agreement; techniques of communications; understanding human behaviour; human needs; inotivation; attitudes and self-development; recent trends in techniques of control and supervision.
- IV. Crime Prosecution and Investigation
- A. Special Types of Crime and their Investigation and prosecution e.g. arson, sabotage, espionage etc. some selected cases.
- B. Organised Crime, including White Collar Crime-some selected cases.,
- C. Techniques of Prevention of Crime-people's participation in crime prevention.
- D. Police Participation in Social Defence.
- V. Law
- A. New Legislation.
- B. Important New Rulings.
- VI. Application of Science and Technology
- A. Latest Advances in Forensic Science and Forensic Medicine.
- B. One Week's Training at the State Forensic Science Laboratory.

APPENDIX XXVII

BASIC COURSE FOR ASSISTANT POLICE

PROSECTORS-(Six months)

I. Modern India and the Role of the Police
Periods 20

1. The Indian Constitution.
2. Civil liberties and fundamental rights.
3. The concept of a democratic, socialist and secular State.

4. Political Parties, trade unions and other organised groups.

5. Disruptive forces-communalism, regionalism, etc.

6. National integration.

7. National flag, emblem and anthem.

B. The Social Framework.

1. Rural and urban communities.

2. The joint family.

3. Caste and untouchability.

4. Religion and religious institutions.

5. Growth of population and demographic changes.

C. The Economic Framework.

1. Agrarian structure-land reforms.

2. Industrial structure-private and public sectors.

3. Entrepreneurship and economic growth.

4. Fiscal policies and public finance.

D. The Indian National Tradition. Gandhi, Tagore and Nehru.

E. Implications of the Changing Social Scene for the Role of the Police.

II. Organisation and Administration

Periods 20

A. General Administrative Set-up.

1. The administrative structure of the Government of India, the States and the Union Territories.

2. Individual Administrative set-up.

3. District and sub-divisional administrative set ups-relations between the police and other departments.

4. Central Police Organizations and Institutes.

- (a) Central Reserve Police Force.

- (b) Border Security Force.

- (c) Railway Protection force.

- (d) Central Industrial Force.

- (e) Intelligence Bureau.

- (f) Central Bureau of Investigation.

- (g) Bureau of Police Research and Development.

- (h) National Police Academy.

- (i) Central Forensic Institutes.

- (i) Central Detective Training Schools,

Act, 1922.

(c) Police Forces (Restriction of Rights) Act, 1966.

(d) Delhi Special Police Establishment Act, 1946.

3. (a) Minor Acts-Social legislation.

Drugs and Magic Remedies (Objectionable Advertisement) Act, 1954.

Ss. 2, 7 and 9A.

Suppression of Immoral Traffic in Women and Girls Act, 1956.

Ss. 1 to 18, 20 and 21.

Children Act, 1960.

Ss. 1, 2, 12 to 16, 18 to 22 23, 36, 41 to 44 and 49.

Untouchability (Offences) Act, 1955. Ss. 1 to 12, 14 and 15.

Young Persons (Harmful. Publications) Act, 1956.

Ss. 1 to 4, 6 and 7.

Lepers Act, 1898.

Ss. 2, 6, 9 and 12.

Spirituous Preparations (Inter-State Trade and Commerce) Control Act, 1955

Ss. 2, 5, 7 to 9 and 11.

Prevention of Corruption Act, 1947.

Ss. 1 to 7, 7A and 8.

Prize Competitions Act, 1955.

Ss. 2, 14 and 18.

Prevention of Cruelty to Animals Act, 1960.

Ss. 11 to 13, 31 to 34 and 36.

Wild Birds and Animals Protection Act, 1912.

Ss. 3, 6 and 8.

Probation of Offenders Act, 1958.

Ss. 1 to 6 and 8 to 12.

Indian Lunacy Act, 1912.

Ss. 13 to 17, 24 36 and 93.

Public Gambling Act, 1867.

Ss. 1, 3 to 6, 8 to 13, 15 and 16.

Small coins (Offences) Act, 1971.

Opium Act, 1878. Ss. 3, 4, 9 to 11, 16 to 18 and 20.

Dangerous Drugs Act, 1930. Ss. 1, 2, 4 to 30 and 32 to 35.

(b) Economic offences.

Imports and Exports (Control) Act, 1947.

Ss. 2, 3, 5 and 6.

Essential Commodities Act, 1955.

Ss. 1 to 3, 7 to 10 and 12 to 14.

Foreign Exchange Regulation Act, 1947.

Ss. 2, 2A, 2B, 19A to 19H and 23.

Customs Act, 1962.

Ss. 3, 6, 100 to 108, 110, 112, 114, 116, 117, 132,

134 to 137, 140, 144, 147 and 151.

Gold (Control) Act, 1968.

Ss. 2, 4, 58, 59, 61, 63 to 66, 68, 70 to

77, 85 to
98, 101, 102 and 110.
Forward Contracts (Regulation) Act, 1952.
Ss. 2, 20, 21, 21A, 22, 22A and 23.
Securities Contracts (Regulation) Act,
1956.
Ss. 2, 23 and 24.
(c) Internal Security and foreigners.
Arms Act, 1959.
Sc. 2 to 15, 17, 19, 20 to 22, 24, 26 to 33,
35,
36 to 40 and 42.
Indian Explosives Act, 1884.
Ss. 4 and 13.
Explosive Substances Act, 1908
Ss. 1 to 7
Telegraph Wires (Unlawful Possession) Act,
1950. Ss. 1 to 7.
Indian Telegraph Act, 1885.
Ss. 3, 20 to 31 and 33.
Indian Post Office Act, 1898.
Ss. 2, 40 to 49 and 50 to 71.
Railway Property (Unlawful Possession) Act,
1966.
Press and Registration of Books Act, 1867
Ss. 1, 3 to 8A and 12 to 15.
Army Act, 1950.
Ss. 34 to 70, 101 to 107 and 125 to 127.
Unlawful Activities (Prevention) Act, 1967.
Ss. 1 to 3, 7, 8(6), 10 to 14 and 17.
Prevention of Seditious Meetings Act, 1911.
Ss. 3, 5, 6 and 8.
Maintenance of Internal Security Act, 1971.
Criminal Law Amendment Acts, 1932 and 1961.
Foreigners Act, 1946.
Foreigners Order, 1948.
Indian Passport Act, 1920 and Passport Act,
1967.
Citizenship Act, 1955.
Indian Official Secrets Act, 1923 and scope
during emergency.
Indian Naval Armament Act, 1923.
Ss. 2, 3, 5, 7 and 12.
(d) Other Acts.
Motor Vehicles Act, 1939.
Ss. 1 to 6, 17, 19, 71 to 91 and 112 to 132.
Representation of the People (No. 2) Act,
1951.
Ancient Monuments and Archeological Sites
and Remains Act, 1958.
Ss. 30 and 32.
Atomic Energy Act, 1962.
Ss. 2 and 24 to 26.
Cantonments Act, 1924.
Ss. 56 to 58, 250 and 251.
Cattle Trespass Act, 1871.
Ss. 3, 10, 11, 19, 20 and 24 to 27.

Sarais Act, 1867.
 Ss. 2, 4, 7 to 9, 12, 14 and 15.
 Indian Aircraft Act, 1934.
 Ss. 25, 6 and 10 to 12.
 Indian Fisheries Actg, 1897.
 Ss. 3 to 7.
 Criminal and Election Laws (Amendment) Act,
 1969.
 Industrial Disputes Act, 1947.
 B. Recording of Statements and Confession u,s
 164 Cr. P.C. and of Dying Declaration u/s 32
 Evi-
 dence Act.
 C. Remand and Custody of Accused Pending
 Investigation-Se. 167 and 344 Cr. P.C.
 D. Sanction and Time Limit for Prosecution-
 Ss. 195 to 197 Cr. P.C. and other Ss. of
 special and local laws.
 E. Scrutiny of Challans and Case Diaries and
 Preparation of Briefs.
 F. Endorsing of Challans to Courts for En-
 quiry or Trial and Cause List. S. 173 Cr.
 P.C.
 G. Conduct of Cases in Court.
 1. Procedure of trial-Summons, Warrant
 and Summary.
 2. Examination and cross-examination of
 P.Ws., D.Ws. and C. Ws.
 (a) Discovery u/s 27 Evidence Act and re-
 levancy of oral and documentary evidence
 connected the rewith.
 (b) Identification of accused and property.
 (c) Approvers and tender of pardon to ac-
 complices. Ss. 337 to 340 Cr. P.C.
 3. Examination of accused persons and framing
 of Charges
 Ss. 207A, 242, 242A and 251A Cr. P.C.
 4. Joinder of charges and accused persons.
 Ss. 233 to 240 Cr. P.C.
 5. Evidence of experts
 6. compelling attendence of Witnesses.
 Ss. 435A and 540 Cr. P.C.
 7. Proof of previous convictions.
 8. Action against absconders and proclaimed
 offenders.
 S. 512 Cr. P.C.
 9. Prosecution of Police officers and other
 Gov-
 ernment servants.
 10. Preparing cases for arguments.
 11. Compounding of offences.
 H. Classification of Under-trials and
 Convicts
 for purposes of Jail Custody.
 I. Scrutiny of Cases Acquitted or
 Discharged;

Appeals and Revisions.

J. Registers and Files maintained in Police
Prosecutor's Office.

K. Submission of Monthly. Quarterly and
Annual

Reports.

V. Criminology

Periods 30

A. Modern Concepts in Criminology.

1. Criminogenic Factors.

(a) Psychological.

(b) Sociological.

(c) Economic.

(d) Political.

2. Deviance.

(a) Individual deviance-juvenile delinquency.

(b) Collective deviance-organized crime/
defiance of authority.

(c) White collar crime.

B. Penology.

1. Punishment-prisons.

2. Correction and reformation-probation, parole
and corrective institutions.

3. Racidivism

C. Police as a Part of the Criminal Justice
System

-inter-organizational coordination
and co-operation.

VI. Police Science Periods
310

A. Crime Prevention.

1. Gang registers and gang cases.

2. Professional and habitual criminals-Habitual
Offenders Act.

3. Bad livelihood cases.

4. Relevant law-Criminal Procedure Code.

Chapter VIII (Ss. 106 to 110, 117 and 124).

Chapter IX

Chapter X (S. 133).

Chapter XII

Chapter XII (Ss. 145 and 147).

Chapter XIII

B. Crime Investigation.

1. General.

(a) Preparation of F.I.R.

(b) Procedure and method of investigation,

(i) Inspection of scene of crime.

(ii) Collection of physical evidence.

(iii) Consultation of crime records, local,
dis-
trict and State.

(iv) Interrogation of witnesses, suspects and
accused persons.

(v) Statements of confessing accused.

(vi) Searches and seizures.

(vii) Arrests.

(viii) Identification parade.

- (c) Preparation of case diaries.
- (d) Preparation of final reports/charge sheets.

2. Forensic Medicine.

- (a) Introduction-scope and importance of forensic medicine to police.
- (b) Examination of scenes of occurrence from the point of view of medico-legal evidence.
- (c) Methods of establishing identity of living subjects, including determination of age.
- (d) Methods of establishing identity of dead persons-exhumation, post-mortem examination, examination of mutilated bodies and skeletal remains.
- (e) Medico-legal aspects of death, with emphasis on cause and time of death-distinction between homicidal, suicidal, accidental and natural deaths.
- (f) Violent asphyxial deaths-by hanging, strangulation, throttling, suffocation and drowning.
- (g) Deaths from starvation, heat and cold.
- (h) Medico-legal aspects of different types of Wounds-by fire-arms-sharp-edged and pointed weapons, burns and scalds and explosives.
- (i) Medico-legal aspects of deaths and injuries arising out of traffic accidents-drunken drivers.
- (j) Deaths and injuries caused by lightning and electricity.
- (k) Sexual offences-rape, criminal abortion and infanticide.
- (l) Medico-legal aspects of insanity.
- (m) Medico-legal aspects of poisons commonly used in India in the commission of crime (living subjects and dead bodies).

Forensic Science.

- (a) History of forensic science.
- (b) F.S.L. and other expert institutions and their utilisation in police work. Law relating to experts and scientific evidence.
- (c) Scene of occurrence-preservation and examination-principles and possibilities.
- (d) Fingerprints-importance, classification, types of impressions, collecting (lifting or photographing), recording (ten digits and single digit records), identification and palm prints.
- (e) Footprints-importance, location, collection (casting), identification, sole prints and shoe prints.

- (f) Physical evidence-importance, sources, utility, location and collection.
- (g) Identification.
 - Hair, fibre and fabric.
 - Blood, semen and other fluids.
 - Soil, dirt and dust.
 - Tyre impressions and skid marks.
 - Glass and paints.
 - Telegraph and traction wires and cables.
 - Burnt remains (arson cases).
- (h) Documents-problems and principles, forgeries, erasures, alteration, additions, obli-
paper
 terations, counterfeit coins and currency, handwriting, type-script, printed matter, and ink.
- (i) Ballistics-firearms, cartridges, bullets, range of fire and explosives.
- (j) Restoration of obliterated marks, tool marks, mechanical fit and trace analysis.
- (k) Alcohol, drugs, narcotics and poisons.
- (l) Blood-animal and human-blood grouping.
- (m) Photography in police work-crime scene photography, laboratory photography, in court work, etc.
- (n) Infra-red, ultra-violet, X-rays-their importance and application, tracing materials and detection.
- (o) Portrait parle.
- (p) One week attachment to State forensic science laboratory.
- (q) Relevant law-Identification of Prisoners Act, 1920, S. 510 Cr.
P.C. and Ss. 45 and 73 Indian Evidence Act, 1872.

OUTDOOR

I. Physical Fitness Programme Outdoor Life and Toughening

- Periods 100
 - A. P.T.
 - B. Route Marches.
 - C. Obstacle Courses and Cross Country Races.
 - D. Road Walk and Race.
 - E. Swimming.
- II. Drill without Arms
Periods 40
- III. Unarmed Combat
Periods 30
- IV. Games and Athletics
Periods 100

Total .. 270

APPENDIX XXVIII

BASIC COURSE FOR CONSTABLES-CIVIL POLICE

-(Nine Months)

I. Modern India and the Role of the Police

Periods 30

A. Indian National Tradition. Gandhi, Tagore and Nehru.

B. 1. Salient features of the Indian Constitution.

2. Fundamental Rights and Directive Principles.

C. 1. Political, social and economic changes in India since independence and their implications for the police.

2. Major social problems.

3. National integration.

4. Uplift of weaker sections of the people.

D. 1. Current affairs.

2. Political and communal parties and their ideologies.

E. 1. Role and functions of the civil police.

2. Role of the Constable.

II. Organization

Periods 30

A. 1. Organization of the Central Government.

2. Central Police Organizations.

B. Organization of the State Government-State district and sub-divisional set-up.

C. Organization of the Civil Police-police headquarters, range, district, sub-division circle

and police station.

D. Organization of the Armed Police-battalion, company, platoon and section.

E. Organization of the Railway Police and the Traffic, Crime and Special Branches and Village Police.

F. Civil Defence/Home Guards Units and Co-ordination with them.

G. Relations between the Police and the Panchayats, the Social Services, the Magistracy and other Departments.

III. Human Behaviour

Periods 90

A. Understanding Human Behaviour-individual group and crowd.

B. Police Behaviour towards the Public-

1. Principles of police conduct.

2. Selected short cases bringing out the police-

man's attitude towards-

(a) disputes,

- (b) bad characters,
- (c) witnesses,
- (d) men in custody,
- (e) traffic offenders,
- (f) complaints at the police station,
- (g) the people while on beat duty,
- (h) youth,
- (i) labour,
- (j) women and children, and
- (k) infirm and destitute,,

IV. Administration

Periods 20

Badges of ranks, clothing, equipment, arms and ammunition, pay and allowances, leave, discipline, complaints, punishments, appeals, promotion, rewards, decorations, housing, medical treatment, retirement benefits and service records.

V. Police Duties

Periods 125

- A. Causes of Crime.
- B. Types of Criminals.
- C. Observation and Collection of Criminal Intelligence.
- D. Prevention of Crime-beat and patrol duty, surveillance and attendance at jail parades.
- E. Investigation.
 - 1. Registration of crime.
 - 2. Elementary knowledge of scientific aids to investigation-preservation of the scene of crime and police portraits.
 - 3. Service of summonses and execution of warrants.
 - 4. Assistance in raids, searches, seizures and arrests and interrogation.
- F. Juvenile Delinquency.
- G. Maintenance of Order-control of meetings, pro-
cessions and crowds.
- H. Fairs, Festivals and Village Bazars.
- I. VIP Arrangements and Security.
- J. Guards and Escorts.
- K. Police Station Routine and Records.
- L. Application of Science and Technology to Police Work.
- M. Emergency Relief-assistance in natural calamities.
- N. Fire Prevention and Fire Fighting.
- O. First Aid Sanitation and Hygiene.

VI. Law

- A. Indian Penal Code.
Ss. 21 to 28, 33, 34, 39, 44 to 46, 52, 76 to 106,
141 to 149, 152 to 161, 165, 165A, 170,
171, 182, 186, 201, 211, 221 to 223, 230 to

	235, 279, 292, 294, 299 to 304A, 307 to 309, 317 to 326, 332 to 333, 338, 339 to 340, 349 to 351, 353, 354, 359 to 363A, 366, 366A, 375 to 383, 390 to 396, 399, 402, 403, 406, 410 to 412, 415, 416, 420, 425, 429, 435, 441 to 447, 454, 457, 489A and B, 503, 506, 511.	
	B. Criminal Procedure Code.	
44 to	Ss. 4(b). (f), (l), (n), (o), (v) & (w), 42, 61, 66 to 72, 75 to 77, 79 to 82, 87, 88, 101 to 103, 107, 109, 110, 127, 128, 149 to 152, 154, 155, 160, 163, 171, 174, 175, 497, 550. 551.	
	C. Indian Evidence Act.	
	Ss. 25, 26, 27, 32(i).	
	D. Minor Acts.	
	1. Arms Act, 1959.	
	Ss. 2(1), a, b, c, 3, 4, 25(i), a, b, 19, 20, 27 to 29.	
	2. Cattle Trespass Act, 1871.	
	Ss. 10, 11, 24.	
	3. Excise Act, Ss. 50, 60a, g, j. Rules 40, 53(3) a.	
	4. Motor Vehicles Act, 1939.	
	Ss. 78, 81 to 85, 86(1), 87, 88, 89, 112, 113, 115 to 118A, 124, 128, 131.	
	Schedules IX to XI.	
	5. Opium Act, 1878.	
	Ss. 9, 14, 15.	
	6. Indian Railways Act, 1890.	
	Ss. 120, 126 to 129, 131.	
	7. Railway Property (Unlawful Possession) Act 1966.	
	8. Police Act, 1661.	
42.	Ss. 2, 7 to 10, 22, 23, 25, 28, to 31, 34, 9. Untouchability (Offences) Act, 1955. Ss. 2 to 7, 10, 15.	
	10. Children Act, 1960.	
	11. Public Gambling Act, 1867. Ss. 13, 13A.	
	12. Prevention of Corruption Act, 1947. Ss. 3 to 5.	
	13. Indian Explosives Act, 1884.	
	14. Explosive Substances Act, 1908.	
	15. Telegraph Wires (Unlawful Possession) Act, 1950.	
	16. Essential Commodities Act, 1955.	
	VII. Tutorials, Guest Lectures, Film Shows and Library Periods 175	--

Total . .	Periods 645	--

OUTDOOR

I. Physical Fitness Programme Outdoor Life and Toughening

Periods 190

- A. P.T.
- B. Route Marches.
- C. Obstacle Courses and Cross Country Races.
- D. Road Walk and Race.
- E. Swimming.

II. Drill

Periods 190

- A. Drill with and without Arms.
- B. Kit Inspection.
- C. Guard Mounting.
- D. Ceremonial Drill.

III. Weapon Training

Periods 80

- A. .410 Musket.
- B. Rifle.
- C. Range Courses.

IV. Crowd Control

Periods 40

- A. Lathi Drill.
- B. Cane Drill.
- C. Tear Smoke.

V. Embussing and Debussing

Periods 5

VI. Traffic Control

Periods 30

VII. Fieldcraft, including Extended Order Drill and Route Lining Periods 30

VIII. Unarmed Combat

Periods 70

IX. Games and Athletics

Periods 75

Total . . . Periods 710

APPENDIX XXIX

PRACTICAL TRAINING OF CONSTABLES-CIVIL POLICE

-(Six Months)

First Month-Attachment to a police station to learn routine duties, such as sentry, escort and picket. Special attention should be given to the maintenance of the duty roster, the general diary

and other police station records and returns, the accounts work of the police station, including the preparation of T.A. Bills and the use of the Police and Criminal Intelligence Gazettes. The Constables should attend the morning parades and kit inspection and acquire knowledge about local criminals.

Second and Third Months-Special attention should be given to preventive work, such as patrolling, beat duty, surveillance and Naka Bandi by day and night. The need for developing police-public relations, helping persons in need and dealing with juveniles with sympathy should be emphasised. Training should be given in developing contacts in haunts of bad characters, gambling dens and brothels for the collection of criminal intelligence. Memory and observation training should be given in order to develop the capacity to detect wanted or habitual criminals from their descriptive rolls or photographs.

Fourth Month-The Constables should be required to accompany investigating officers to learn duties relating to the preservation of scenes of crimes, searches, seizures, arrests and raids. They should be told how criminal records at the police station and in the M.O.B. are used for the detection of crime and the location of criminals.

Fifth and Sixth Months-Attachment to an urban police station for being made familiar with problems of urban policing with particular stress on duties relating to heat, and law and order. The Constables should be acquainted, under close supervision, with the management of different types of peaceful crowds first and thereafter with the handling of mobs and unlawful assemblies requiring the use of force. The need for tact, courtesy, patience and restraint should be stressed.

APPENDIX XXX

REFRESHER COURSE FOR CONSTABLES-CIVIL POLICE

-(One Month)

I. Modern India and the Role of the Police

A. Fundamental Rights and Directive Principles.

B. 1. Political, social and economic changes in India since independence and their implications for the police.

2. Major social problems-uplift of weaker sections of the people.

3. National integration.

C. Current Affairs.

II. Human Behaviour

A. Understanding Human Behaviour-individual,

group and crowd.

B. Police Behaviour towards the Public.

Principles of police conduct-selected cases to emphasise the importance of courtesy, impartiality and integrity.

III. Police Duties

A. Prevention and Detection of Crime with particular reference to Beat, Patrol, Surveillance and Collection of Intelligence.

B. Investigation-elementary knowledge of scientific aids to investigation-preservation of the scene of crime and police portraits.

C. Maintenance of Order with particular reference to Student and Labour Problems, Political Agitations and Communal Disturbances.

D. Role of Police in Social Defence-juvenile delinquency.

E. Application of Science and Technology to Police Work.

IV. Law

A. Revision of Important Provisions of I.P.C. and Cr. P.C.-general exceptions and definitions of cognizable offences, offences relating to obstruction or deterring public servant from duty and powers of arrest.

B. New Legislation.

APPENDIX XXXI

REFRESHER COURSE FOR HEAD-CONSTABLES AND ASSISTANT SUB-INSPECTORS CIVIL POLICE

-(Eight Weeks)

I. Modern India and the Role of the Police

A. Fundamental Rights and Directive Principles.

B. 1. Political, social and economic changes in India since independence and their implications for the police.

2. Major social problems-uplift of weaker sections of the people.

3. National integration.

C. Current Affairs.

II. Human Behaviour

A. Understanding Human Behaviour-individual, group and crowd.

B. Police Behaviour towards the Public. Principles of police conduct-selected cases to emphasise the importance of courtesy, impartiality and integrity.

III. Criminology

A. Modern concepts in Criminology.

1. Ciriminogenic Factors.

(a) Psychological.

(b) Sociological.

(c) Economic.
 (d) Political.
 2. Deviance.
 (a) Individual deviance-juvenile delinquency.
 (b) Collective deviance-organized crime/defiance of authority.
 (c) White collar crime.
 (d) Vice (gambling, alcoholism, prostitution and drag addiction).
 B. Penology,
 1. Punishment-prisons.
 2. Correction and reformation-probation, parole and corrective institutions.
 3. Racidivism.
 C. Police as a Part of the Criminal Justice System-inter-organisational coordination and co-operation
 IV. Crime Prevention
 A. Prevention of Crime.
 1. Collection of criminal intelligence.
 2. Prevention of special types of crime like dacoity and burglary.
 V. Crime Investigation
 A. General.
 1. Preparation of F.I.R.
 2. Procedure and method of investigation.
 3. Preparation of case diaries, final reports and charge sheets.
 4. Relevant law.
 Criminal Procedure Code.
 Chapter I S. 4. Chapter IV Chapter V
 Chapter VI Ss. 68 to 87. Chapter VII Ss. 94 to 99A, 100-103. Chapter XIV Chapter XXI S. 202.
 Chapter XXXIV Ss. 496 and 497. Chapter XLI Ss. 511 and 512. Chapter XLIII Ss. 516, 517 and 523.
 Chapter XLVI Ss. 550, 551 and 565.
 Indian Evidence Act. Ss. 9, 24, 25, 26, 27, 29, 30 and 32. Article 20(3) of the Constitution of India. New legislation and rulings.
 B. Scientific Aids to the Detection of Crime.
 VI. Application of Science and Technology to Police Work
 [NOTE-The course should include attachment to State forensic science laboratory for one week.]

APPENDIX XXXII

CORRESPONDENCE COURSES OFFERED BY THE UNIVERSITIES AND OTHER INSTITUTIONS

 Name of the University/ Correspondence
 Medium of Duration of
 institution courses offered examination
 courses

(1)	(2)	(3)	(4)
1. Delhi University, Delhi 3 years	B.A.	Hindi & English	
	B.Sc. (Gen.) B. Com.	English Hindi & English	
2. Rajasthan, University, English 3 years Jaipur. English 2 years	B.Com. M.A.	Hindi & Hindi &	
3. Punjabi University, Patiala English 1 year 3 years	Pre-University B.A.	Punjabi & Punjabi &	
4. Mysore University, Mysore Kannada 1 year Kannada 3 years	Pre-University B.A.	English & English &	
5. Meerut University, Meerut 2 years	B.A.	English & Hindi	
6. Madurai University, Madurai Tamil 3 years	B.A.	English &	
7. Bombay University, Bombay English 4 years English 4 years	I.A.	English I.Com.	
8. Andhra University, Waltair 3 years	B.A. & Com.	English B.	
9. Himachal Pradesh Uni- 1 year versity, Simla. University 3 years and T.D.C. Part I the exami- 2 years nation is both and Hindi 1 year	Pre-University Course. B.A. (T.D.C.)	English In Pre- M.A. medium of B.Ed. English M.Ed.	
10. Sri Venkateswara 3 years University, Thirupathi.	B.A. & B.Com.	English English	
11. Punjab University English, 1 year Chandigarh. English, 3 years	Pre-Uni- versity Course B.A.	Hindi, Punjabi Hindi, Punjabi	
12. Patrachar Vidyalaya, 1 year Directorate of Education, 1 year Delhi Administration, Lucknow Road, Delhi.	Hr. Secondary High School,	Hindi Hindi	

B. Police Behaviour towards the Public. Principles of police conduct selected cases to emphasise the importance of courtesy, impartiality and integrity.

C. Police Behaviour towards Officers and Colleagues.

IV. Police Duties Periods
57

A. Maintenance of Order-control of meetings, processions and crowds.

B. Fairs and Festivals.

C. VIP Arrangements and Security.

D. Guards and Escorts.

E. Emergency Relief-assistance in natural calamities.

F. Fire Prevention and the Fighting.

G. First Aid, Sanitation and Hygiene.

H. Application of Science and Technology to Armed Police Work.

V. Law Periods
70

A. Indian Penal Code.

Ss. 76, 79, 80, 82 to 85, 87, 96, 97, 99, 100, 103, 105, 106, 141, 143, 145 to 149, 159, 160, 186, 223 to 225, gists of 299, 300, 339, 340, 360 to 363, 378, 380, 390 to 397, 399, 402, 410 to 412 and 511.

B. Criminal Procedure Code.

Sc. 4(b), (n), (o), (h), 46 to 54, 57, 102, 103, 127 to 129 and 151.

C. Police Act, 1861.

Ss. 2, 7, 10, 20, 22, 23, 25, 28, 29, 30 to 34 and 44.

D. Important Provisions of the Act promulgated for each Armed Police Force.

E. Minor Acts.

1. Arms Act, 1959.

Ss. 20, 25, 27, 28, 36 and 38.

2. Indian Explosives Act, 1894.

S. 13.

3. Explosive Substances Act, 1908.

Ss. 3 to 6.

4. Motor Vehicles Act, 1939 and Rules.

Important Sections only.

5. Indian Railway Act, 1908.

S. 131.

6. Excise Act.

S. 60.

7. Indian Forests Act, 1927.

Ss. 52, 63, 64 and 78.

OUTDOOR

1138

Periods

I. Physical Training, Outdoor Life and Toughening

A. P.T.

B. Route Marches.

C. Obstacle and Assault Courses and Cross Country Races.

D. Road Walk and Race.

E. Swimming.

F. Physical Efficiency Tests.

- II. Drill
 - A. Drill with and without Arms.
 - B. Guard Mounting and Duties of Sentries.
- III. Weapon Training
 - A. Rifle including Classification Course.
 - B. L.M.G. including Classification Course.
 - C. Grenade including Lobbing of Hand Grenades and Firing Rifle Grenades.
- IV. Crowd Control
 - A. Lathi Drill.
 - B. Cane Drill.
 - C. Tear Smoke.
 - D. Duties during Melas, Processions and Crowds.
 - E. Control of Mobs and Unlawful Assemblies.
 - F. Use of Gas Masks and Protective Equipment.
- V. Fieldcraft and Tactics-Section training
 - A. Fieldcraft and Tactics (section training).
 - B. Anti-Extremists Operations.
 - C. Elementary Map Reading including use of Compass.
 - D. Elementary Knowledge of Field Engineering :-
Mines, booby traps, overcoming obstacles and laying telephone lines.
 - E. Street Lining.
- VI. Miscellaneous
 - A. Fire Prevention and Fire Fighting.
 - B. Escorting and Guarding Prisoners.
 - C. Cycling.
- VII. Unarmed Combat
- VIII. Games and Athletics

APPENDIX XXXIV

BASIC COURSE FOR SUB-INSPECTORS-ARMED POLICE

(Nine Months)

1. General

Periods 50

- A. The Political Framework.
 - 1. The Indian Constitution.
 - 2. Civil liberties and fundamental rights.
 - 3. The concept of democratic, socialist and secular State.
 - 4. Political parties, trade unions and other organised groups.
 - 5. Disruptive forces-communalism, regionalism, etc.
 - 6. National integration.
 - 7. National flag, emblem and anthem.
- B. The Social Framework.
 - 1. Rural and urban communities.
 - 2. The joint family.
 - 3. Caste and untouchability.
 - 4. Religion and religious institutions.
 - 5. Growth of population and demographic changes.
- C. The Economic Framework.
 - 1. Agrarian structure-land reforms.
 - 2. Industrial Structure-private and public sectors.

3. Entrepreneurship and economic growth.

4. Fiscal policies and public finance.

D. The Indian National Tradition. Gandhi, Tagore and Nehru.

E. International Relations. Relations with neighbouring countries and major international powers-their socio-economic impact on Indian life.

F. Implications of the Changing Social Scene for the Role of the Police, with special reference to the Armed Police.

II. Organisation and Administration

Periods 120

A. Organization and Functioning of the Central and State Governments.

B. Armed Forces, Para-military Forces and Auxiliary Units.

C. District and Sub-divisional Set-up-all departments.

D. Organization of the Civil Police-police headquarters, range, district, sub-divisions, circle and police station.

E. Organization of Armed Police-battalion, company, platoon and section.

F. Civil Defence Units and Coordination with them.

G. Badges of Ranks, Clothing, Equipment, Arms and Ammunition, Pay and Allowances, Leave, Discipline, Complaints, Punishments, Appeals, Promotion, Rewards, Decorations, Housing, Medical Treatment, Retirement Benefits, Service Records and Educational Examinations.

III. Leadership and Supervision

Periods

60

A. The Role of a Sub-Inspector as a Supervisor and Leader-styles of supervision, the supervisory skill its understanding, appreciation and development.

B. The Dynamics of Relationships-interdepartmental, senior-subordinate and inter-personal; road blocks and gateway to communication; engineering of an agreement; techniques of communication; understanding human behaviour, human needs, motivation, attitudes and self-development, recent trends in techniques of control and supervision.

IV. Human Behaviour and Police Attitudes

Periods 85

A. Understanding Human behaviour.:

1. Why human beings behave the way they do.

2. Development of human personality.

3. Motivational mechanics.

4. Anxieties.

5. Attitudes to authority, authoritarian personality.

6. Characteristics of a stable personality.

B. Understanding Critical Social Groups and Conflict Situations. Problems relating to students and youth, industrial workers, political parties, radicals-reactionaries, communal strife, linguistic and regional conflicts, agrarian unrest, etc.

C. The Personality of a Police Officer:

1. Selected short cases involving dilemmas faced by the police and appropriate police attitudes.

2. Principles of police conduct.

D. Police Community Relations. Importance and techniques.

V. Police Duties

Periods 96

A. Maintenance of Order-control meetings, processions and crowds, unlawful assemblies and use of force internal security and riot schemes.

- B. Fairs and Festivals.
- C. Security of VIPs and Vital Installations.
- D. Guards and Escorts.
- E. Maintenance of Registers, Documents, etc., of a Platoon.
- F. Duties of Subedar Adjutant and Working of `A' Branch.
- G. Working of `Q' Branch and Duties of Subedar Q.M.
- H. Maintenance of Cash Book, T.A. Medical Reimbursement and Financial Rules.
- I. Running of Messes and their Accounts.
- J. Emergency Relief-assistance in natural calamities.
- K. Fire Prevention and Fire Fighting.
- L. First Aid, Sanitation and Hygiene.
- M. Application of Science and Technology to Police Work.

VI. Law Periods
97

- A. Indian Penal Code.
Ss. 76, 79, 80, 82 to 85, 87, 96, 97, 99, 100, 103, 105, 106, 141, 143, 145 to 149, 159, 160, 186, 223 to 225, 397, 399, 402, 410 to 412 and 511.
- B. Criminal Procedure Code.
Ss. 4(b), (n), (o), (h), 46 to 54, 57, 102, 103, 124 to 132 and 151.
- C. Police Act, 1861.
Ss. 2, 7, 10, 20, 22, 23, 25, 28, 29, 30 to 34 and 44.
- D. Important Provisions of the Act Promulgated for each Armed Police Force.
- E. Minor Acts :
 1. Arms Act, 1959.
Ss. 20, 25, 27, 28, 36 and 38.
 2. Indian Explosives Act, 1894.
S. 13.
 3. Explosive Substances Act, 1908.
Ss. 3 to 6.
 4. Motor Vehicles Act, 1939 and Rules.
Relevant sections only.
 5. Indian Railway Act, 1890.
S. 131.
 6. Excise Act.
S. 6.
 7. Indian Forests Act, 1927.
Ss. 52, 63, 64 and 78.

VII. Transport and Communications
Periods 37

- A. Motor Transport of Armed Police.
- B. Types of Wireless Sets and Telephones, Elementary Radio Telephony and Maintenance and Charging of Batteries.
- C. Cipher Work.

OUTDOOR

Periods 1030

- I. Physical Training. Outdoor Life and Toughening
 - A. P.T.

- B. Route Marches.
- C. Obstacle and Assault Courses and Cross Country Races.
- D. Road Walk and Race.
- E. Swimming.
- F. Physical Efficiency Tests.
- II. Drill
 - A. Drill with and without Arms.
 - B. Guard Mounting and Duties of Sentries.
- III. Weapon Training
 - A. Rifle, including Classification Course.
 - B. L.M.G., including Classification Course.
 - C. Grenade, including lobbing of Hand Grenades and Firing Rifle Grenades.
 - D. Revolver, including Classification Course.
 - E. Sten/T.M.C., including Classification Course.
 - F. Handling and Firing 2" Mortar.
- IV. Crowd Control
 - A. Lathi Drill.
 - B. Cane Drill.
 - C. Tear Smoke.
 - D. Dispersal of Riotous Mobs and Unlawful Assemblies.
 - E. Duties during Melas, Processions and Crowds.
 - F. Use of Gas Masks and Protective Equipment.
- V. Fieldcraft and Tactics
 - A. Fieldcraft and Tactics-section and platoon formations, field signals, duties of scouts and battle procedure.
 - B. Anti-extremist Operations.
 - C. Elementary Map Reading including use of Compass.
 - D. Counter-insurgency Operations upto Platoon Level.
 - Patrol and ambush, infiltration and raid, road blocks and living off the land.
 - Appreciation.
 - Defence, general and of a Post.
 - Abandonment of a Post.
 - Raiding of a stronghold/hideout.
 - E. Elementary Knowledge of Field Engineering-mines, booby traps, overcoming obstacles and laying telephone lines.
 - F. Street Lining.
- VI. Miscellaneous
 - A. Fire Prevention and Fire Fighting.
 - B. Escorting and Guarding Prisoners.
 - C. Cycling/Motor Cycling.
- VII. Unarmed Combat
- VIII. Games and Athletics.

APPENDIX XXXV

RE-ORIENTATION COURSE FOR OFFICERS POSTED TO THE ARMED POLICE FROM THE CIVIL POLICE

-(Four Months)

I. General

Implications of the Changing Social Scene for the Role of the

Police with particular reference to the Armed Police.

II. Organisation & Administration

A. Organization of Armed Police-battalion, company platoon and section.

B. Armed Forces, Para-military Forces and Auxiliary Units.

C. Role of Sub-Inspector/Inspector/Deputy Superintendent in the Armed Police

III. Police Duties

A. Maintenance of Order-control of meetings, processions and crowds, unlawful assemblies and the use of force-internal security and riot schemes.

B. Fairs and Festivals.

C. Security of VIPs and Vital Installations.

D. Guards and Escorts.

E. Working of Adjutant's and Battalion Offices.

F. Working of 'Q' Branch.

G. Maintenance of Cash Book, T.A., Medical Reimbursement and Financial Rules.

H. Rules pertaining to Welfare Activities and their Accounts.

I. Application of Science and Technology to Armed Police Work.

IV. Law Important Provisions of the Act Promulgated for each Armed Police Force.

V. Transport and Communications

A. Motor Transport of Armed Police.

B. Types of Wireless Sets and Telephones, Elementary Radio Telephony and Maintenance and Charging of Batteries.

C. Cipher Work.

OUTDOOR

I. Physical Training. Outdoor Life and Toughening

A. P.T.

B. Route Marches.

C. Obstacle and Assault Courses and Cross Country Races.

D. Road Walk and Race.

E. Swimming.

F. Physical Efficiency Tests.

II. Drill

Platoon, Company and Battalion Drill.

III. Weapon Training

A. Rifle including Classification Course.

B. L.M.G. including Classification Course.

C. Grenades including Lobbing of Hand Grenades and Firing Rifle Grenades.

D. Revolver including Classification Course.

E. Sten/T.M.C. including Classification Course.

F. Handling and Firing 2" Mortar.

IV. Crowd Control

A. Dispersal of Riotous Mobs and Unlawful Assemblies.

B. Use of Gas Masks and Protective Equipment.

V. Fieldcraft and Tactics

A. Fieldcraft and Tactics-section and platoon formations, field signals, duties of scouts and battle procedure.

B. Anti-extremist Operations.

C. Elementary Map Reading including use of Compass.

- D. Counter-insurgency Operations upto Platoon Level.
 Patrol and ambush, infiltration and raid, road blocks and living off the land.
 Appreciation.
 Defence, general and of a Post.
 Abandonment of a Post
 Raiding of a stronghold/hideout.
- E. Elementary Knowledge of Field Engineering-mines, booby traps, overcoming obstacles and laying telephone lines.
- VI. Unarmed Combat.

APPENDIX XXXVI

POLICE TRAINING INSTITUTIONS AND THE COURSES BEING RUN THEREIN

I. Under Central Police Organisations

Name of the Police Training Institutions (1)	Courses (2)
<p>A. BSF Academy, Tekanpur. Course. Course. Course. for Office Course. (D.E.) Course. Course. Technical (D.E Course.</p>	<p>1. Recruits Training Course. 2. Battalion Commandant 3. Deputy Commandant (TAC) 4. Company Commanders (TAC) 5. Field Engineering Course rs and NGOs. 6. Commando Course. 7. Deputy Commandant (D.E.) 8. Assistant Commandant 9. Instructor Technical 10. Assistant Commandant) Course. 11. SI/ASI-Radio (Mech) 12. Radio Operator's Course. 13. CISF Constable Course. 14. Drill Course for NCOs. 15. Junior Leader's Course.</p>
<p>B. BSF Training Centre and School, Hazaribagh. Courses.</p>	<p>1. 3-m Motar Course. 2. M.M.G. Course. 3. Jungle Course. 4. Camouflage and Concealment</p>

5. Field Engineering Courses.
6. Physical Training Courses.
7. Anti-extremist activity

Courses.

- | | |
|--|--|
| C. BSF Training Centre, Jammu | . Recruit Training. |
| D. BSF Training Centre, Jullundur Cantt. | . Recruit Training. |
| E. BSF Training Centre, Kadamtala | . Recruit Training. |
| F. BSF Training Centre, Jodhpur | . Recruit Training. |
| G. BSF Training Centre, Shilong | . Recruit Training. |
| H. C.S.W.T., Indore | . 1. Basic Recruits Training.
2. Weapons & Tactics Course.
3. Platoon Weapons Course.
4. Sniper Course.
5. Armourer Basic Course.
6. Armourer Refresher Course. |

(1)

(2)

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|--|---|
| I. Central School of Mechanical Course for NGOs and Transport, Sagar. NGOs and NCOS. | . 1. Driving and Maintenance NCOS.
2. Auto fitters Course for |
| J. CBI Training Centre, New Delhi State Anti-Corrupt | . 1. Special Course for CBI and on Officers.
2. Company Law Courses.
3. S.I. Courses.
4. EOW Study Course. |
| K. CDTS, Calcutta of Crime |
Advanced Scientific Methods Investigation. |
| L. CDTS, Hyderabad of Crime |
Advanced Scientific Methods Investigation. |
| M. CFPB, Calcutta |
Short course in Finger Print. |
| N. CISF Training Centre, Hyderabad Recruit Guards. | . 1. Basic Training Course for
2. Refresher Course for
Industrial Establishments which are taken over by the |
| Guards from the Government. | |
| O. Institute of Criminology and Criminology for police, service officers. | . 1. Advanced Course in judicial and correctional |

Forensic Science, New Delhi.
Courses in Research
officers on the Role
Juvenile
Relations for
Examination for
Photography for
Forensic Science for
Police.
P. CRPF, Central Training College,
appointed Gazetted
Neemuch.
Subordinate Officers/Under
Q. CRPF, Training College, Avadi
Subordinate Officers and
(Tamil Nadu).
Refresher Course.
Intelligence Course.
Subordinate Officers
R. CRPF, Training Centre, Avadi
S. CRPF, Training Centre, Barwah

2. Junior and Senior level
Methodology.
3. Course for junior police
of the Police in dealing with
Delinquency.
4. Course in Police Community
Superintendents of Police.
5. Diploma Course in Document
experts.
6. Diploma Course in Police
experts.
7. Course in Orientation to
Deputy Superintendents of
1. DAGOs Course. (Directly
Officers Course).
2. Directly appointed
Officers special Course.
3. Re-orientation Course.
4. Senior Cadre Course.
5. W/T Course.
6. PTI Course.
7. Gymnastics Course.
8. Unarmed Combat Course.
1. Directly appointed
Under Officers'
Course.
2. Platoon Commanders-
3. Tear-smoke Course.
4. Map-reading and
5. CISF, directly appointed
and Under Officer's Course.
Basic Recruit Training.
Basic Recruit Training.

T. National Police Academy, Mount
Bureau Cadets.

Abu.
(S.Is.).
Probationers.

1. Basic Course for Intelligence
(Sub-Inspectors).
2. Basic Course for CBI Cadets.
3. Basic Course for IPS
4. Senior Officers Course.

II. Under State Governments

State Courses	Names of Police Training Institutions	
(1)	(2)	(3)

Andhra Pradesh Course for Constables- Unarmed).	A. Police Training College, Anantpur Police Training School, Anantpur.	1. Basic (Armed and 2. Basic Sub- 3. Basic Sub- 4. Basic Reserved 5. Basic 6. 7.
Course for Inspectors. Course for Reserve Inspectors. Course for Armed Sub-Inspectors. Course for Dy. Ss.P. Refresher Course for Constables. Refresher Course for Head Constables.		

Technicians' Course.		8. Radio
for Band Constables.		9. Course
Course for Recruit Constables.	B. Police Recruits School, Vijayanagaram.	1. Basic
Promotion Course for Constables.		2.
Course for Recruit Constables.	C. Police Recruits School, Amberpet.	1. Basic
Promotion Course for Constables.		2.
Grade Operators Course.		3. IInd
Assam . . . Course for Recruit Constables.	D. Police Training College, Dergaon	1. Basic
Course for Recruit Assistant Sub-Inspectors.		2. Basic
Course for Recruit Inspectors.		3. Basic
Course for Recruit Dy. Inspectors.		Sub-
Promotion Course for Recruit Inspectors.		4. Basic
Promotion Course for Recruit Sub-Inspectors.		Ss.P.
Promotion Course for Recruit Inspectors.		5.
Enforcement Inspectors/Checker		Constables.
Industrial Security		6.
		Assistant
		7.
		Sub-
		8.
		Course.
		9. Central
		Force, Guards

Course.

(1)	(2)	(3)
Assam contd. Operator Course for and Assistant Sub- Fitter cum Electrician Constables. Radio Mechanic Course Sub-Inspectors and Operators Course for Sub-Inspectors, Sub- and Inspectors. Radio Mechanics Course Sub-Inspectors and Inspectors.	E. Police Radio Training School, Gauhati.	1. Grade III Constables Inspectors. 2. Grade III Course for 3. Grade III for Assistant Constables. 4. Grade II Assistant Inspectors 5. Grade II for Assistant Sub-
Bihar Course for Assistant Inspectors and Women Course for Sub- Course for Sergeants. Course for Dy. Ss.P. Course for Assistant Prosecutors. District Prosecutors	F. Police Training College, Hazaribagh,	1. Training Sub- Constables. 2. Training Inspectors. 3. Training 4. Training 5. Training District 6. Senior

for Recruit	G. Constables Training School, Nathnagar.	Course. 1. Basic Course Constables. 2. Section (Promotion Constables). Course on Scientific Aids to SIs and
Leaders' Course		
Course for		
Criminology and	H. Advance Training School, Patna	
investigation for ASIs,		
Inspectors.		
Gujarat . . .	I. Police Training School, Junagarh	1. Basic Course
for Sub-Inspectors		2. Basic Course
for Dy. Ss.P.		3. Refresher
Course for Constables.		4. Refresher
Course for Head		Constables.
Course for Sub-		5. Refresher
Course for IPS		Inspectors.
Recruit Constables.	J. Police Training School, Baroda	6. Orientation
		Probationers.
Haryana . . .	K. Constables' Advance Training	1. Advanced
Training Course for	Centre, Ambala City.	Constables.
Training Course for		2. Detective
Recruit Course.		Constables.
		3. Women Police
Himachal Pradesh .	L. Recruits Training Centre, Chamba	Basic Course
for Recruit		Constables.

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(2)

(3)

Jammu & Kashmir . . M. Police Training School,

1. Basic Course

for Recruit	Udhampore	Constables.
aged Constables		2. Un-trained
Head Constables		Course.
Course.		3. Junior Grade
Kerala . . .	N. Police Training College,	Promotion
for Recruit	Trivandrum.	1. Basic Course
for Sub-Inspectors.		Constables.
Course for Head		2. Basic Course
Course for I.P.S.		3. Promotion
Madhya Pradesh . . .	O.M.P. Police Training College,	Constables.
Training Course for Sub-	Sagar.	4. Orientation
Training Course for Dy.Ss.P.		Probationers.
Course for Sub-		1. Basic
Criminology and		Inspectors.
Science.		2. Basic
Psychology and Crowd		3. Promotion
Course.		Inspectors.
Police Prosecutors		4. Diploma in
Officers' Training Course.		Forensic
Course for I.P.S.		5. Mob
for Recruit	P. Police Training School, Indore	Control
Course for Constables.		6. Assistant
Course for Traffic		Course.
Course for Head		7. G.R.P.
		8. Orientation
		Probationers.
		1. Basic Course
		Constables.
		2. Promotion
		3. Promotion
		Constables.
		4. Promotion
		Constables.

Course for Assistant Inspectors.		5. Promotion Sub-
Constables Course.		6. Traffic
Constables Course.		7. City
Constables Advanced Officers' Course.		8. Traffic Head Course. 9. G.R.P.
for Recruit	Q. Police Training School, Rajnandgaon.	1. Basic Course Constables. 2. Promotion 3. Promotion Constables. 4. Promotion Sub-
Course for Constables.		
Course for Head-		
Course for Assistant Inspectors.		
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Madhya Pradesh-contd. Public Prosecutors'	Q. Police Training School, Rajnandgaon.	5. Assistant Course. 6. City 7. G.R.P.
Constables Course.		
Constables Course.		
for Recruit	R. Police Training School, Tigra	1. Basic Course Constables. 2. Promotion 3. Promotion Constables. 4. Traffic Course. 5. City
Course for Constables.		
Course for Head		
Police Constables		
Constables Course.	S. Police Training School,	1. Basic Course

for Recruit	Pashmarhi.	Constables.
Course for Constables.		2. Promotion
Course for Head		3. Promotion
Course for Assistant		Constables.
Inspectors.		4. Promotion
Constables Course.		Sub-
		5. City Police
Course for Recruit	T. Police Training School,	1. Basic
Constables.	Rewa	
Course for		2. Promotion
Constables Course.		Constables.
Training Course for	U. 1st Training Battalion,	3. City
Constables.	S.A.F., Indore.	1. Basic
Refresher/Promotion Course for		Recruit
Constables.		2.
Refresher/Promotion Course for		Head
Commanders.		3.
Course for Sub-		Platoon
Inspectors.		4. Promotion
Course for Sbedars.		5. Promotion
Course for Head		6. Gunman
Constables.		7. Snipers
Course for Constables		and Head
Constables.		8. Drill
Instructor's Course for		H.Cs. and
P.Cs.		9. Buglars'
Course for H.Cs. &		P.Cs.
		10. P.T.

Instructor's Course for
Pcs.

Course for Young G.Os.
in Weapons and
G.Os.
in Weapons and
N.G.Os.

H.Cs. and

11. Weapons
12. Pre-course
Tactics for
13. Pre-course
Tactics for

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(2)

(3)

Madhya Pradesh-contd. V. VI SAF Training Battalion,
Course for Recruit

Constables.

Ranchi.

Course for direct H.Cs.

Course for direct

Commanders.

direct Subedars.

Course.

Course.

W. Radio Training School, Indore
Radio Operators' Course.

Reserve Radio

Course Grade III.

Course for Radio

Company.

Maharashtra
Course for

X. Police Training College, Nasik

Inspectors.

Course for Dy. Ss. P.

1. Basic
2. Basic
3. Basic
Platoon
4. Course for
5. Tear Smoke
6. Jujitsu
1. Basic
2. Emergency
Operarots'
3. Refresher
Staff.
4. Boys
1. Basic
Sub-
2. Basic

Course for Sub-Inspectors.		3. Refresher
Orientation Course for I.P.S. Probationers.		4.
Course for Recruit Constables.	Y. Police Training School, Naigam, Bombay.	1. Basic
Course for Constables.		2. Refresher
Course for Recruit Constables.	Z. Recruit Police Training School, Akola.	1. Basic
Course for Recruit Constables.	AA. RPTS, Nagpur	1. Basic Course for Recruit Constables.
Course for Constables.		2. Refresher
Course for Recruit Constables.	AB. RPTS, Khandala.	1. Basic
Course for Recruit Constables.		2. Refresher
Course for Recruit Constables.	AC. RPTS, Jalna	1. Basic
Course for Recruit Constables.		2. Refresher
Course on Intelligence for S.Is. and Inspectors.	AD. Special Branch Training Institute, Dadar, Bombay.	1. Integrated collection
Course on Intelligence		2. Integrated collection

for Senior		Officers.
Course for Officers	AE. Traffic Institute, Bombay.	1. Traffic
India.		from
Probationary		all over
Prosecuting Sub-Inspectors.		2. Course for
and Outriding Course.		3. Pilosing
Course for Constables.		4. Traffic
Course for Greater		5. MT Drivers
Naval Personnel,		Bombay.
NCC Cadets.		6. Course for
		Home
		Guards and

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Mysore	AF. Police Training College,	1. Basic
Course for H.Cs.	Mysore.	2. Basic
Course for A.S.Is.		3. Basic
Course for S.Is.		4. Basic
Course for R.T.Os.		5. Basic
Course for Dy. Ss. P.		6. Refresher
Course for S.Is.		7. Refresher
Course for		
Inspectors.		8. Promotion
Course for H.Cs.		9. Promotion
Course for A.S.Is.		10. Training
Course on Motor		Driving
		for S.Is.
Course on Motor		11. Training

for Officers.		Training
Course in Telephony		12. Training
Inspectors.		for Sub-
Orientation Course for I.P.S.		13.
Probationers.		
Course for Constables.	AG. Mysore State Police Training School, Channapatna.	1. Basic
Orientation Courses for	AH. City Armed Reserve, Bangalore.	1. Basic
		different ranks.
Nagaland	AI. Police Training School,	1. Basic
Course for Recruit		
Constables.		2. Basic
Course for A.S.Is.		
Orissa	AJ. Police Training College, Angul.	1. Basic
Course for Constables.		2. Basic
Course for Writer		
Constables.		3. Basic
Course for CISF Guards.		4. Basic
Course for A.S.Is.		5. Basic
Course for S.Is.		6. Basic
Course for direct		
Inspectors.		7. Basic
Course for Dy. Ss.P.		8. Refresher
Course for S.Is.		9. Refresher
Course for		
Inspectors.		10.
Orientation Course for A.P.Ps.		11.
Orientation Course for I.P.S.		
Probationers.		

AK. Police Training School, Course for Recruit Constables.		1. Basic
Nayagarh. Course for OMP (Armed Recruit Seppys. Instructors Course for Havildars. Training Instructors' L/NK.		2. Basic Police) 3. Drill Naiks and 4. Physical Course for
Punjab Course for Recruit Constables Bahadurgarh centre). Course for A.S.Is. Course for S.Is.	AI. Police Training College, Phillaur	1. Basic (at 2. Basic 3. Basic
(1)	(2)	(3)
Punjab-contd. . Course for Inspectors. Course for C.I.S.F. Inspec- Course for Dy. Ss.P. Course for Constables. Course for H.Cs. Course for A.S.Is. Course for S.Is. Course for	AL. Police Training College, Phillaur-contd.	4. Basic 5. Basic tors. 6. Basic 7. Promotion 8. Basic 9. Basic 10. Refresher 11. Refresher

Inspectors.		12. Refresher
Course for G.Os.		13. Refresher
Course for Drill		
Inspectors.		14. PPSIs.
Course.		15. PSI
(Delhi) Course.		16. Assistant
Traffic Inspectors		Course.
		17. Assistant
		(RPF)
		Course.
		18.
Public Prosecutor		19. AWT Course
		H.Cs. and
Photography Course.		20. Drill
for Constables,		21. Elementary
A.S.Is.		
Instructors Course.		22. Advanced
Traffic Course for		for NGOs
Constables.		23.
Mob-control Course		Pro-
and HCs.		bationers.
Orientation Course for I.P.S.		
	AM. Police Training Cen-	1. Basic
Course for Recruit	tre, Jahankalan.	Consta-
		bles.
Course for		2. Promotion
Constables.		
Course for H.Cs.		3. Promotion
Course for S.Is.		4. Refresher
Course for		5. Refresher
Inspectors.		
Rajasthan	AN. Police Training College,	1. Basic

Course for S.Is.	Kishengarh.	2. Basic
Course for Inspectors.		3. Basic
Course for Dy. Ss.P.		4. Refresher
Course for S.Is.		5. Refresher
Course for		
Inspectors.		6. Refresher
Course for		
Probationary		
confirmation.		S.Is. for
Course for		7. Refresher
Inspectors.		
Course for		8. Promotion
Constables.		
Course for H.Cs.		9. Promotion
Course for A.S.Is.		10. Promotion
Course for S.Is.		11. Promotion
Course for		12. Promotion
Inspectors.		
Course for		13. Promotion
Prosecuting		
		S.Is.

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Rajasthan-contd. Prosecuting Sub- Inspectors.	AN. Police Training College Kishengarh-contd.	14. Course for
Sub-Inspectors		15. Course for

	(CID, IB and FPB	
Cadets).		
Course for	16. Refresher	
Prosecuting		
and Prosecuting	Inspectors	
Inspectors.	Sub-	
Orientation Course for I.P.S.	17.	
Probationers.		
Tamil Nadu	AO. Police Training College,	1. Basic
Course for A.S.Is.	Vellore.	2. Basic
Course for S.Is.		3. Basic
Course for Asstt.		Command-
		ant.
Course for Dy. Ss.P.		4. Basic
Course for S.Is.		5. Refresher
Course for		6. Refresher
Inspectors.		
Course for Dy. Ss.P.		7. Refresher
Course for A.Ss.P.		8. Refresher
Orientation Course for I.P.S.		9.
		Pro-
		bationers.
Course for Recruit	AP. Police Recruits School,	Basic
Constables.		
	Vellore	
Course for Recruit	AQ. Police Recruits School, Coimba-	Basic
Constables.		
	tore.	
Centre for Jamadars.	AR. SAP, 1st Battalion, Madras	1. Training
Course for Reserve		2. Training
		A.S.Is.

Course for Reserve	3. Training S.Is.
U.P. AS. Police Training College, Course for Recruit Con- Mounted Police. Moradabad.	1. Basic stables of
Course for Inspectors.	2. Basic Sub-
Course for S.Is. and Police.	3. Basic H.Cs. of Women
Course for Assistant (R.P.F.).	4. Basic Security Officers
Course for Dy.Ss.I.	5. Basic
Course for A.P.Ps.	6. Basic
Course for Dy.Ss.I.	7. Refresher
Course for P.Ps.	8. Refresher
Course for Constables.	9. Promotion
Course for Head	10. Promotion Con- stables.
Course for Reserve	11. Promotion S.Is.
Course for Inspec-	12. Promotion Sub- tors.

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U.P.-contd. AS. Police Training College, Morada- 13.
Promotion Course for
Staff Sub-
bad-contd.

Inspectors.		14.
A.R.Os. Course (Radio Section).		
Farrier Course.		15.
Specialised Course in pedagogy for Police Training Instructors.		16.
Orientation Course for I.P.S. Pro- bationers.		17.
Course for Recruit Constables.	AT. Recruit Training School, Moradabad.	Basic
H.Cs/Armed Police qualifying Course.	AU. Armed Training Centre, Sitapur	1.
S.I./Armed Police Course.		2.
Reserve S.Is. Course.		3.
Direct H.Cs. Traffic Police Course.		4.
Advance Drill Instructors Course.		5.
PTI qualifying Course.		6.
PTI Refresher Course.		7.
Bugler qualifying		8.

Course.		9.
Bugler Refresher		
Course.		10.
Pre-basic Course for		
Constables		
Armourer.		11.
Tear-gas Course.		12.
Refresher Course for		RPF
Com-		pany
Commander.		
Training Course for	AV. Recruit Training School, Sitapur	Basic
Recruit		
Constables.		
Training Course for	AW. Recruit Training School,	Basic
Recruit	Shajahanpur.	
Constables.		
Training Course for	AX. Recruit Training School, Gonda	Basic
Recruit		
Constables.		
Training Course for	AY. Recruit Training School, Ghazi-	Basic
Recruit	pur.	
Constables.		
Training Course for	AZ. Recruit Training School,	Basic
Recruit	Fatehgarh.	
Constables.		
	BA. Intelligence Department	

Specialised Intelligence

Training Course.	Training School, Lucknow.	
Transport Training for different ranks.	BB. Police Motor Transport Centre, Sitapur.	Motor for
West Bengal Basic Course for	BC. Police Training College,	1.
Recruit Constables.	Barrackpore.	2.
Basic Course for		2.
A.S.Is.		3.
Basic Course for S.Is.		3.

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West Bengal-contd. Basic Course for	BC. Police Training College, Barrack-	4.
Sergeants.	pore.-contd.	5.
Basic Course for		5.
Dy.Ss.P.		6.
Promotion Course for		6.
Constables		and
A.S.Is.		7.
Refresher Course for		7.
Probationary		and
officiating S.Is.		8.
Drill Certificate		8.

Course for NGOs.	9.
Wireless Operator	
Course.	10.
Detective Training	for
S.Is.	11.
Orientation Course	for
I.P.S. Pro-	
bationers.	
BD Police Training School, Calcutta	1.
Basic Course for	
Recruit con-	
stables.	2.
Refresher Course for	
Constable	
Drivers.	3.
Refresher Course for	
H.Cs.	4.
Refresher Course for	
S.Is. and	
Sergeants.	5.
Drill Course Part I.	6.
Drill Course Part II.	7.
Weapons Course.	
(NOTE-Unarmed Combat	
Training	is
compulsory for all	the
Courses).	
Tripura	BE. Police Training Centre, Agartala
Basic Course for	1.
Constables.	2.

Basic Course for A.S.Is.		3.
Basic Course for S.Is.		4.
Law Instructors' Course.		5.
Traffic Control Course.		6.
P.T. Instructors' Course.		1.
Delhi	BF. Police Training School, Mehrauli	1.
Basic Course for Recruit Constables. Goa, Diu and Daman	BG. Police Training School, Volpoi	1.
Basic Course for Recruit Consta- bles.		2.
Refresher Course for Constables Head Constables.		and 3.
Drill Instructors Course.		3.
Manipur	BH. Police Training Centre, Pangei.	1.
Basic Course for recruit Con- stables (Civil Police).		2.
Basic Course for Recruit Con- stables (Armed Police).		2.

APPENDIX XXXVII

STATE-----
NAME & ADDRESS

**QUESTIONNAIRE ON ORGANIZATION, BUILDING, AND
OTHER REQUIREMENTS, ETC.**

- 1.1 Date of establishment of the Institute.
2. Buildings
- 2.1. Has the Institute its own building?
Yes/No
- 2.1.1. Is the accommodation sufficient for all the courses imparted
at
the Institutes ?
Yes/No
- 2.1.2. Is there an Instructor's Common Room ?
Yes/No
- 2.1.3. Is it adequate for the requirements ?
Yes/No
- 2.1.4. Is there a separate room for the Head of the Institute?
Yes/No
- 2.1.5. Is there a separate room for Office of the Institute?
Yes/No
- 2.1.6. Is it adequate for office requirements?
Yes/No
- 2.1.7. Is there a Canteen in the Institute?
Yes/No
- 2.1.8. Is it adequate?
Yes/No
- 2.2 Furniture in Class Rooms, Office, etc.
- 2.2.1. Have desks and chairs or benches been provided in the class-
rooms?
Yes/No
- 2.2.2. Are the trainees required to sit on the ground?
Yes/No
- 2.3. Is provision of furniture adequate for-
- 2.3.1. Office
Yes/No
- 2.3.2. Common Room
Yes/No
- 2.3.3. Library
Yes/No
- 2.3.4. Auditorium
Yes/No
- 2.4. Does the layout and design of the Institute ensure saving of
effort and man power (efficient functioning)?
Yes/No
- 2.4.1. If not, attach a brief note stating the shortcomings
- 2.5. Do the buildings afford opportunity to develop corporate life
and build healthy traditions?
Yes/No
- 2.6. Does the Institute make sufficient arrangements for discussion
Yes/No
and exchange of ideas by encouraging group activities and com-
(Please attach a

community living?
brief note)

2.7. Has the Institute a Swimming Pool?
Yes/No

2.7.1. Has the Institute a Play Ground?
Yes/No

2.7.2. Is the Play Ground adequate for drill, PT, sports and games?
Yes/No

3. Residential Accommodation

3.1. Is there sufficient residential accommodation for staff?
Yes/No

3.2. Is residential accommodation provided to supervising and
Yes/No instructional staff?

3.3. How many members have been provided accommodation?

3.4. How many members have not been provided accommodation?

4. Hostel

4.1. Does the Institute have a hostel for trainees?
Yes/No

4.2. Is it adequate for all the trainees?
Yes/No

4.3. If not adequate, what other arrangements are usually made to
(Please

attach a brief

note)

house the trainees?

4.4. Nature of Accommodation
Room/Barrack

4.5. What is the accommodation for trainees?

4.5.1. Constable

4.5.2. Head Constable/Asstt. Sub-Inspector

4.5.3. Sub-Inspector/Inspector

4.5.4. Deputy Supdt. of Police

4.6. Has the hostel a Common Room for recreation?

Yes/No

4.7. What is the distance of the hostel from the Institute?

5. Mess

5.1. Does the hostel have a mess?
Yes/No

5.2. Are cooks, water carriers and other menial staff provided for
the hostel?

Yes/No

5.2.1. Who bears they pay?
Govt./Trainees

5.3. Are Dhobies provided?

Yes/No

5.3.1. Who bears expenditure on them?
Govt./Trainees

- 5.4. Are Cobblers, etc. provided?
Yes/No
- 5.4.1. Who bears expenditure on them?
Govt./Trainees
- 5.5. Who provides cooking and dining utensils?
Govt./Trainees
- 5.5.1. Are these adequate?
Yes/No
- 5.6. Are tables, chairs, benches, etc. provided for proper seating?
Yes/No
- 5.6.1. Are they adequate to meet the requirements?
Yes/No
- 5.7. Are bathing facilities available on the premises?
Yes/No
- 5.7.1. Are they adequate?
Yes/No
- 5.8. Are latrine facilities available on the premises?
Yes/No
- 5.8.1. Are they adequate?
Yes/No

6. Recreational Amenities

- Are the following facilities available?
- 6.1. Cinema Shows
Yes/No
- 6.2. Television
Yes/No
- 6.3. Radio
Yes/No
- 6.4. Record-players
Yes/No
- 6.5. Radiogram
Yes/No
- 6.6. Any other facilities available?
(Please attach a
brief note)
- 6.7. Is there an Auditorium?
Yes/No
- 6.8. Is there an open-air theatre?
Yes/No

7. Medical Attendance

- 7.1. Is there a hospital for the Instt.?
Yes/No
- 7.2. Is it adequate for the needs?
Yes/No
- 7.3. Are there facilities for hospitalisation?
Yes/No
- 7.4. Is there a resident medical officer?
Yes/No
- 7.5. In case there is no hospital at the Institute, what
arrangements (Please attach a
brief
note) exist for medical attendance at the Institute.

8. Cultural Activities

8.1. Are facilities provided to encourage such activities as Drama, Music, Painting, etc.?

Yes/No

8.2. If yes, please attach a brief note

9. Model & Demonstration Rooms

Are the following model and demonstration rooms available?

9.1 Model Police Station

Yes/No

9.2. Model Control Room

Yes/No

9.3. Sand Models of-

9.3.1. Traffic points

Yes/No

9.3.2. Crowd Control at VIP meetings

Yes/No

9.3.3. Law and order duties

Yes/No

9.3.4. Anti-dacoity measures

Yes/No

9.4. Sectional Models

Yes/No

10. Firing Range

10.1. Is there a rifle firing range attached to the training Institute? Yes/No

10.2. If not, are necessary facilities available elsewhere?

Yes/No

11. Miniature Forensic Science Laboratory

11.1 Has Miniature Forensic Science Laboratory been provided to give practical training in scientific aids?

Yes/No

11.1.1. If not, how are these instructions given?

(Please attach a brief note)

11.1.2. What are the arrangements for giving instruction in Forensic Medicines?

(Please attach a brief note)

11.1.3. Are Museums available?

Yes/No

12. Demonstration Squad

12.1. Is there provision in the training institute for giving demonstration to teach riot-drill, tear-gas operation, crowd control, etc.?

Yes/No

12.2. If not, what arrangements are made for this?

(Please attach a

brief

note)

13. Library

13.1. What is the Library staff sanctioned?

(1969-70

- 13.2. Annual allotment of funds (1970-71)
- 13.3. Is the Library sufficient to meet the requirements of the training institute?
- Yes/No
14. Is there a Police band at the Institute?
- Yes/No
15. What is the medium of instruction?
- 16.1. What is the Instructor-Trainee ratio for the outdoor?
- 16.2. What is the Instructor-Trainee ratio for the indoor?
17. What methods are employed for assessment of the (Please attach a brief note) progress of trainees?
18. What was the expenditure of the Institute in 1970-71 on-
- 18.1. Staff
- 18.2. Others
- 18.3. Total
19. Has the Institute an approved plan for expansion, construction of buildings?
- Yes/No

APPENDIX XXXVIII

TOTAL EXPENDITURE AND POLICE EXPENDITURES IN DIFFERENT STATES/ U.T.s IN INDIA

Expendi- Serial ture No. expendi- on to police training expendi- tions to total police expendi- ture	% of States,U.Ts. expendi- on police training institi- tutions	Total Expendi- ture on institi- tutions	Total Police Expendi- ture	% of police expendi- ture to total expendi- ture	Expendi- ture on police traini- ng insti- tutions	% of expendi- ture on police traini- ng instts. to total police expendi- ture	Total Expendi- ture	Total Police Expendi- ture	% of police expendi- ture	
1	2	3	4	5	6	7	8	9	10	11
1	Andhra Pradesh 7.74 0.5	88,732.86	1,387.63	1.6	9.77	0.7	67,186.82	1,439.14	2.1	
2	Assam 10.43 0.9	40,693.38	1,208.47	3.0	8.42	0.7	39,960.79	1,153.17	2.9	
3	Bihar 9.21 0.6	68,319.26	1,391.51	2.0	8.51	0.6	75,076.61	1,428.07	1.9	
4	Gujarat 14.00 1.0	99,487.03	1,234.60	1.2	13.47	1.1	77,996.71	1,386.25	1.8	

5 Haryana . . .	24,406.69	349.74	1.4	...	...	28,854.75	383.76	1.3
6 H.P. R.E. 0.66 0.3	7,718.53	280.30	3.6	0.61	0.2BE	8,295.85	253.40	3.1
7 Jammu and Kash- mir . . . 2.11 0.4	10,780.77	454.51	4.2	2.71	0.6	9,207.84	542.89	5.9
8 Kerala . . . 6.83 1.0	29,395.39	626.24	2.1	6.08	1.0	29,038.10	667.32	2.3
9 Madhya Pradesh 15.83 1.0	52,269.11	1,522.47	2.9	14.15	0.9	57,741.04	1,553.94	2.7
10 Maharashtra 15.83 0.5	156,684.40	2,960.04	1.9	14.79	0.5	144,660.06	3,207.96	2.2
11 Meghalaya . . . ...	...	...	...	...	...	1,703.49	...	...
12 Mysore . . . 5.53 0.6	108,181.85	803.48	0.7	5.51	0.7	107,734.28	856.80	0.8
13 Nagaland . . . 2.87 0.5	18,642.34	482.18	2.6	2.32	0.5	20,148.92	587.87	2.9
14 Orissa . . . 7.76 1.1	42,214.50	648.05	1.5	7.32	1.1	43,412.81	682.54	1.6
15 Punjab . . . 5.82 0.7	43,047.84	810.77	1.9	5.79	0.7	46,567.34	806.66	1.7
16 Rajasthan . . . 10.82 1.0	80,332.32	1,029.54	1.3	9.19	0.9	84,668.99	1,110.79	1.3
17 Tamil Nadu . . . 7.70 0.5	93,677.94	1,366.43	1.5	8.08	0.6	92,197.69	1,470.62	1.6
18 Uttar Pradesh 21.25 0.8	161,890.88	2,396.07	1.5	19.00	0.8	155,031.00	2,613.89	1.7
19 West Bengal 23.35 0.8	74,647.64	2,420.39	3.2	23.90	1.0	94,430.14	3,082.89	3.3

Total 1,201,012.73 21,372.42 1.8 159.62 0.8 1,183,913.23 23,227.96 2.0
167.74 0.7

U. Ts.

20A. & N. Islands ...	667.60	87.05	13.00	...	...	762.42	92.21	12.1
21 Chandigarh	539.58	60.87	11.3	...	...	724.58	69.19	9.5
22 Dadra & N. Haveli ...	57.55	3.23	4.6	...	...	81.23	4.35	5.4
23 Delhi . . . 7.38 1.0	7,569.16	620.85	8.2	**	...	8,339.23	718.86	8.6
24 Goa, Daman and Diu 0.61 0.8	2,123.84	72.85	3.4	0.61	0.8	2,660.45	77.50	2.9
25 Laccadive Islands ...	102.15	3.21	3.1	...	...	137.75	5.51	4.0
26 Manipur B.E. ...	1,599.02	289.57	18.1	...	...	1,599.02	289.57	18.1
27 Pondicherry ...	178.16	26.33	14.8	...	...	156.01	32.00	20.5
28 Tripura R.E. ...	2,241.64	169.55	7.6	...	B.E.	2,299.47	178.08	7.7

Total . 15,078.70 1,333.51 8.8 0.61 0.05 16,760.16 1,467.27 8.8
7.99 0.5

B.E.
69-70
Repeat-
ed

 GRAND TOTAL 1216,091.43 22,705.93 1.9 160.23 0.7 1,200,673.39 24,695.23 2.1
 175.73 0.7

Police Training Institutions under Central Government

National Police Academy . 22.58 21.62
 C.R.P. Trg. College . 3.03 20.24

** Included under Central Government.

SOURCE-Budget papers issued by Finance Departments of Governments of various States/U.T.s and Demand for Grants of M.H.A., Government of India.

APPENDIX XXXIX

TOTAL STRENGTH AND ANNUAL INTAKE

Serial No.	State	STRENGTH			ANNUAL INTAKE			
		Constable		Sub-Inspector	Constable		Armed	Civil
		Armed	Civil		Armed	Civil		
1	2	3	4	5	6	7	8	9
10								
150	Andhra Pradesh	21,197	7,985	1,506	226	1,836	300	150
20	Assam	8,654	14,493	1,225	405	800	1,100	75
3	Bihar	24,915	10,022	2,220	84	...	...	...
4	Gujarat	13,537	18,692	1,167	169	703	1,815	55
2	Haryana	6,640	2,644	331	88	400	152	4
6	Himachal Pradesh	3,010	1,769	211	43	18	3	...
7	Jammu & Kashmir	5,883	2,125	344	82	...	...	...
8	Kerala	6,703	5,927	390	105	...	686	33
9	Madhya Pradesh	26,769	17,658	2,010	...	1,200	1,000	90
50	Maharashtra . .	31,739	26,217	3,090	251	3,036*	...	118
1	Mysore	16,017	6,799	875	162	850	295	70
25	Nagaland	2,160	3,388	73	87	316	835	5
4	Orissa	9,481	8,639	1,402	82	500	300	49
5	Punjab	12,243	3,421	669	111	745	1,811	...
15	Rajasthan . . .	17,936	10,312	1,338	248	750	185	53
3	Tamil Nadu . . .	21,391	9,107	1,763	174	2,064	288	115
16	Uttar Pradesh . .	58,720	11,692	5,267	124	2,540*	...	120

11									
18	West Bengal . .	19,664	14,296	3,201	297	740	185	50	
25									
19	Delhi	8,293	3,205	1,268	124	731*	...	80*	
...									
20	Manipur . . .	1,431	1,753	152	20	100*	...	5	
21	Tripura . . .	1,294	1,390	135	58	55*	...	1	
1									
22	Goa	1,091	466	49	6	57	54	6	
...									
23	Pondicherry .	422	12	37	2	22	30	2	
4									

* Includes civil and armed police.

APPENDIX XL

POLICE DOCUMENTARIES AND INSTRUCTIONAL FILMS WHICH HAVE BEEN PRODUCED

1. Burglar,s visiting cards,
2. Where science guides the police,
3. Working of a model police station.
4. Scene of crime,
5. Traffic control
6. Road accidents and their scientific investigation.
7. Focus on Fraud.
8. Dacoit Amrit Lal.
9. Wall-less Prison.
10. Jan Sewak.
11. Bolte-Nishan.
12. Broken Vase.
13. Ungal Nan-bau (your friend.)

APPENDIX XLI

SUBJECTS TO BE FILMED FOR INSTRUCTIONAL PURPOSES

Conduct with the citizens who come to police stations to report occurrences of crime.

2. Treatment of witnesses.
3. Treatment of men in custody and suspects.
4. Patrol and best duty.
5. Scientific aids to investigation.
6. Police Courtesy Week arrangements.
7. Lifting of latent finger prints.
8. Lifting of foot-prints.
9. Mob control.
10. Inspection of a scene of crime.
11. Road-side accidents and their investigation.
12. Anti-dacoity operations—from the point when intelligence is received to the final deployment of force and action.

13. Policeman at play.
14. Physical training and unarmed combat.
15. Security.

N.B.- this list is only illustrative.

APPENDIX XLII

TRAINING OF TRAINERS COURSE

-(Three Months)

1. Theory of Education

A. General Aspects of Education.

1. Philosophy of education-what is education; models of education; theory of knowledge; teaching, training and instructional what is training; basing training on job-analysis; new trends in educational developmental teaching; progressive educational objectives of professional training; developing mind, body and spirit adequate to the job.

2. Sociology of education-relevance of the problems and methods of sociology for the teacher; social Factors affecting educational attainment , sociology of work and leadership.

B. Psychology of Learning.

1. Different kinds of learning- behaviour and learning; acquisition of skill; language and communication; perception; remembering and forgetting; how to improve memory; the slow learner.

2. Methods of learning, habits, attitude and use of the mind.

3. transfer of training and need of student's participation, shaping other minds.

4. Need of self-development of personality and character.

5. Emotion and motivation.

6. Groups and their behaviour.

II. Art of Teaching

A. preparation to instruct.

1. What a good instructor should be-his point of view, responsibilities and physical and mental qualities; many - sided role of an instructor and need of extra curricular activities to secure all round development of students.

2. Selecting syllabus in a training course.

3. Lesson plans-their value and how to make them.

4. Preparing, classifying and recording material used for lectures in a training course.

B. Instructional Methodology.

1. The principles of objective-based instruction.

2. The techniques and methods of instruction, their pedagogical basis (principles),

salient features, modes and steps of operation, the situations suitable for their use, conditions for their successful use, their merits and demerits.

3. Integrated method of teaching.

4. Teaching students how to study-how to memorise; training to think; importance of attention and interest; art of listening in class; advantage of habit formation; methods and techniques of study; use of analytical method of study; techniques of reading; use of text books and reference Books; note-taking in class room; improving and writing reports; quick reading and effective listening.

5. Various methods of instruction-lecture; demonstration; observation; discussion-class-room, round table, panel and group socialised discussion-tutorial, workshop, symposium and brains trust; case study; role playing; simulation; T. Group or sensitivity; syndicate; inbasket; incident; Management games; programmed instructional problem-oriented exercises and projects.

6. Speech training.

C. Instructional Aids.

1. Use of audio-visual aids-what is a good instructional aid; text books; reference books; charts, graphs and diagrams; black-boards, display boards and flannel boards; sand models and cut-aways; tape-recorders; films, filmstrip, slides; epidiascopes; overhead projectors.

2. integration of aids with methods of instruction.

D. Bibliography.

How to complete bibliography for a training course.

III. Evaluation

A. The concept of Evaluation-the need of evaluation; what is a good evaluation device.

B. Evaluation in Police Training Programmes.

C. Evaluation Techniques and Tools for Assessing Academic and Non-academic Aspects of Growth.

D. Unsatisfactory Characters of the Old Type of Examination-features of a good examination.

E. Major Types of Examination-advantages and dis-advantages.

1. Written examination-types of questions-essay (discussion, objective, completion, matching, true -false, right-wrong, arrangement and multiple choice.

2. Oral test.

3. Performance test.

4. Observation test.

F. Scoring and Grading-methods of scoring

and grading; discussion of examination results with class; examination analysis and item analysis in order to improve instruction and examination.

Iv. Organising Training Institute

A. organisation and Administration of a Training Institution.

1. Maintenance of discipline, management, welfare of students, social life at the institution, individual attention to backward students, organising examinations and tests, preparation and maintenance of teaching aids and miscellaneous duties of instructors.

2. Arranging and costing a course.

3. Research for training.

4. Career development and training.

V. Practical Exercise and Visits

a. Practical Exercises in Instructional Methodology and Use of Instructional Aids.

B. Practical Exercises in Evaluation Techniques.

C. Visits to Outside Training Institutions.

APPENDIX XLIII

EXTRACTS FROM THE FOURTH REPORT OF THE POLICE POST-WAR COMMITTEE OF THE U.K., 1949

The Post-war Committee observed:

"As a result of their enquiry, the Desborough Committee were "satisfied that a policeman has responsibilities and obligations which are peculiar to his calling and distinguish him from other public servants and municipal employees." They considered the police "entitled thereby to special consideration in regard to their rate of pay and pensions." Their report continues:

"29. A candidate for the Police must not only reach certain standards ofphysical development, but must have a constitution which is sound in every way. The duties the police have to perform are varied and exacting; they are increasing, and will probably still increase in variety and complexity, and a man cannot make a good policeman unless his general intelligence, memory and powers of observation are distinctly above the average. His character should be unblemished; he should be humane and courteous and, generally, he should possess a combination of moral, mental and physical qualities not ordinarily required in other employments. Further, when he becomes a constable, he is entrusted with powers which may gravely affect the liberty of the subject, and he must at all

times be ready to act with tact, and discretion and on his own initiative and responsibility, in all sorts of contingencies. The burden of individual discretion and responsibility placed upon a constable is much greater than that of any other public servant of subordinate rank".

"30. The Police also stand in a special relationship to the community. Each constable on appointment becomes one of the duly constituted guardians of law and order for and on behalf of the citizens as a whole..... He undertakes special responsibilities in regard to the prevention and detection of crime, and, while he does not relieve the citizen from all responsibility for the protection of his own property and for bringing offenders to justice, he claims to be and is the principal agent in the prevention and detection of crime of all kinds, and generally holds a position of trust which it is important he should be able to maintain. We consider it essential that the sense of obligation to the public should be preserved in the Police, and the reason we dwell on these considerations at some length is that they are fundamental to the views we have formed as to the status of the Police and the pay they should receive."

"31. A number of police witnesses have urged that in various ways a Constable is subject to social disabilities by reason of his employment. Moreover, he must at all times, both on and off duty, maintain a standard of personal conduct befitting to his position, and this does impose upon him certain restrictions which do not exist in ordinary employments and hardly apply in the same degree even in the case of other public servants. He is liable to be called for duty at any time in an emergency, and, in order that he may be available for unexpected calls, he may be restricted in his choice of a residence. The special temptations to which a constable is exposed are obvious, and, as any lapse must be severely dealt with, it is only just that his remuneration should be such as will not add to his temptations the difficulties and anxieties incidental to an inadequate rate of pay. The policeman's calling also exposes him to special dangers. He may at any time have occasion to arrest an armed criminal;.....and he may occasionally have to take part in suppressing violent disorder".

"32. The policeman is also put to certain special expenses by reason of his employment, for example, he not only requires good and sustaining food but the cost of his house keeping is increased by the irregularity of the hours at which he has to take his meals....."

Appendix XLIII

"We entirely agree with these observations. The policeman's responsibilities are essentially unchanged; but they are now exercised in a wider field. Legislation since 1919 has added to his duties and increased their complexity. more recently, wartime shortages and the resultant rationing and controls have created a whole new range of offences which frequently offend less against the conscience than against the law, and have led to an increase in crime. The organisation and techniques of modern criminals, their use of cars, and their increased tendency to carry firearms, have all added to the difficulties and dangers attached to preventing crimes and capturing criminals. Moreover, the police have had to deal with a much wider cross-section of the public since motor traffic regulations, the liquor licensing laws, rationing and controls have brought increased chances of wrong-doing to even the well-intentioned and the well-to-do. Since 1919 there has been a notable spread of educational facilities and they are to be extended in the near future. A police service which has to deal with a better educated public must itself be properly equipped for its task.....so far the spread of knowledge has not lightened the policeman's task; in fact, it has added to his responsibilities- ties.....We are convinced that police responsibilities are more exacting now than they were when the Desborough Committee reported in 1919 and are not likely to become less; and we have had this at the forefront of our minds in all our enquiries into police emoluments.