

Archivos de Criminología, Seguridad Privada y Criminalística

ISSN: 2007-2023.



Fecha de recepción: 11/02/2012
Fecha de aceptación: 13/04/2012

POLICE EDUCATION AND TRAINING IN PAKISTAN EDUCACIÓN Y ENTRENAMIENTO POLICIAL EN PAKISTÁN

Dr. Fasihuddin
Sociedad Pskistaní de Criminología
fasih68@hotmail.com
Pakistán

RESUMEN

Educación y capacitación son sólo dos palabras que son ampliamente utilizadas e incluso más que cualquier otras palabras en casi todos los de la literatura y escritos de una disciplina académica y profesional. Ambos tienen similar significado de diccionario y a veces se utilizan con la superposición de descripción. La policía es una organización altamente estructurada y compleja con una variedad de deberes obligatorios y opcionales y responsabilidades. El estatus en la jerarquía organizativa de policía exigen un sistema separado de gestión de recursos humanos.

PALABRAS CLAVE: Educación policial, Entrenamiento, Habilidades.

ABSTRACT

Education and training are the only two words which are widely used, and even more than any other words in almost all of the literature and writings of an academic and professional discipline. Both have somewhat similar dictionary meaning, and at times are used with overlapping description. The police is a highly structured and complex organization with a variety of compulsory and optional duties and responsibilities. The various strata in the police organizational hierarchy demand a separate system of human resource management.

KEYWORDS: Police education, Training, Skills.

EDUCATION AND TRAINING—TERMINOLOGY

Education and training are the only two words which are widely used, and even more than any other words in almost all of the literature and writings of an academic and professional discipline. Both have somewhat similar dictionary meaning, and at times are used with overlapping description. The Oxford Advanced Learner's Dictionary describes education as 'a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills' and the meaning of 'training' is given as 'the process of learning the skills that you need to do a job'.

POLICE EDUCATION AND TRAINING—A CONCEPTUAL UNDERSTANDING

Despite glaring interconnectedness and inclusiveness of the two words, the police education and training are generally slightly differentiated. The old literature on police and policing might have used it as synonyms, but we appreciate the efforts of our recent writers who are trying to give us some concrete and independent explanation and identifying the kinds of the two basic words and concepts. Training and education differ in terms of scope and objectives; also the purpose of education is broader and more general as compared to that of training. Education is concerned with the development of the mind (of the intellect) while training deals with learning specific skills. Education is a more personal activity; training means developing skills that will be used more for social and economic reasons than for personal purposes. Education should come first, and then training should follow. Michael L. Birzer and Cliff Roberson quotes two police scholars Stan Shernock and Gail Dantzker on more comprehensive views to differentiate training from education.

When educated people are faced with a novel situation, they should be able to analyze, interpret, and make judgments about the situation themselves rather than relying on others to tell them what to do.....A person who has been merely trained, on the other hand, is more likely to rely on others to tell him or her what to do in a particular situation and is less likely to understand the reasons for doing what he or she is directed to. (Quoted in Birzer and Roberson, 2007).

M.R. Haberfeld of Jhon Jay College has excellently described the two terms in the chapter 'Training and Education, Conceptual Framework' in her book, Critical

Issues in Police Training, with advantages and disadvantages of the two. However, both training and education play important role in the field of law enforcement. Training provides officers with unambiguous instructions on how to perform many of the tasks that they are expected to complete. As an outcome, trained officers often respond both more consistently, using proven techniques, and more automatically, even under emergency conditions. Education, in contrast, helps prepare officers to solve problems independently as well as to communicate and interact effectively with others (Haberfeld, 2002).

The police is a highly structured and complex organization with a variety of compulsory and optional duties and responsibilities. The various strata in the police organizational hierarchy demand a separate system of human resource management. Initial and simple ground work will need ordinary skills and a lower or medium educational level, whereas higher and complex situation will demand more comprehensive education and a specialized training. The horizontal and vertical diversification and proliferation of police department and policing responsibilities dictate a continuous, on-job or in-service education and training. The 21st century complex society and complicated nature of crimes have made the job of the police highly difficult and challenging. Birzer and Tannehil (2001) have been quoted as.

There is an obvious need for police officers to acquire knowledge of the latest legal decisions, technological advances, and tactical developments in the field, and to remain proficient in a number of job-related skills. There is also an urgent need for police officers who are skilled communicators and decision makers, who are capable of helping citizens, identify and solve problems in their communities, and who possess effective mediation and conflict resolution skills (Quoted in Wroblewski and Hess, 2006).

It is one of the reasons that many countries, like Canada and Britain and others have made a combination of both for nearly all positions. Need for further education and training is identified at various levels of police administration and service. Different and specialized courses and programmes are initiated, introduced, implemented and evaluated. The public demands and satisfaction, and government commitment and policies are the external factors for enhanced education and training, in addition to the internal pressure of professional excellence, service delivery, increased monetary benefits, promotion, selection for an enviable job or higher/foreign scholarship or assignment, gallantry awards, and many more departmental achievements. However, the basic conceptual framework of all such education-cum-training initiatives revolves around certain key elements:

- I. Continuous motivation of the trainee, trainer, and the department;
- II. Constant updating of knowledge, skills and attitude (KSA) [with a T from training, accomplishes the TASK in a reverse form];
- III. Identifying performance level vis-à-vis expectations or standards;
- IV. Scanning the environment and situation-analysis for structural and functional changes;
- V. Well-thought Training Needs Analysis (TNA) and concomitantly, well-prepared training programmes;
- VI. Conducting and evaluating training, with constant feedback loop to assess effectiveness in terms of meeting the needs; and

VII. Reviewing, overhauling and bridging the gap between practice and theory.

The success of various teachings and training methods—like individual study, case exercises, tutorial discussions, experiential learning, field study tour, individual and group presentations, writing and presenting research paper on a specific theoretical concept or practical issue, simulation exercises, role-playing, penal discussions, demonstration, book review, conducting interview or a job rotation for a short period for a tour of duty, etc—depends on many factors like the complexity of the subject, size of class room, requisite human and financial resources, logistics, instructors' knowledge, technical proficiency, personality, interpersonal skills and the trainees' capacity and motivation to learn and acquire. No single programme is a cent per cent success, and at times falls short of expectations due to many intrinsic and extraneous debilitating factors e.g; deficiencies in the programme content (overemphasizing one element and ignoring the other), low quality of trainers, insufficient training facilities and equipments, unrealistic and inappropriate expectations and unequal blending of theoretical knowledge and practical field training and a lack of proper evaluation and feedback system. To overcome all such difficulties and irritants, an action plan is needed, which means an agreed upon, specific, and achievable plan of how personal and professional development can be addressed within a given time limit. An action plan should be SMART (British Police Training Centre, 1999) which is Specific, Measurable, Achievable, Realistic and Timed. (Haberfeld, 2002). After this brief academic overview, we now turn to the various police education and training programmes and courses in Pakistan.

POLICE ORGANIZATION: TRAINING AND EDUCATIONAL REQUIREMENTS

First of all, we should know that Pakistan is a federation and the law and order responsibility rests with the four provinces. Secondly, the recruitment and selection to the police department are made at various levels. The different levels of entries have been a moot point and are often criticized. Thirdly, though maintaining the law and order is a provincial issue, yet some high profile crimes are dealt by federal or military-cum-civil agencies, e.g; National Accountability Bureau (NAB), Federal Investigation Agency (FIA) and Anti-Narcotic Force (ANF), etc. The police officers are generally posted to these agencies. The civil armed forces like the Frontier Constabulary, and the Intelligence Bureau (IB) of Pakistan are most of the time commanded by the officers from the Police Service of Pakistan (PSP).

The organization of the police department (Annex A) describes these various levels of entries. At the lower level, a constable is recruited by the District Police Officer (DPO) or by a selection/recruitment committee, nominated by the Provincial Police Officer (PPO, formerly called the Inspector General of Police-IGP). The constable is promoted to head constable after passing some mandatory capacity-building and efficiency-developing short courses, and seniority-cum-fitness. Some of the Assistant Sub-Inspector (ASI) are promoted from head constable, after a head constable undergoes some further mandatory training and a certain period of service, with an unspotted service record, and some are directly selected/recruited (Probationer ASI), by the Provincial Public Service Commission (PPSC). ASI is promoted to Sub-inspector (SI) and Inspector (IP) after another mandatory course at Police Training

College (PTC) again on seniority-cum-fitness formula. The constable and head constable are known as Lower-subordinates whereas the ASI, SI, and IP are grouped together as Upper-subordinates. The minimum educational requirement for a constable is matriculation (Class 10th or ten years of school education), which is mostly general in nature and content, and no specific subjects are required for this qualification. The inspector (IP) may be promoted to the rank of Deputy Superintendent of Police (DSP). A DSP may be selected by the PPSC after a thorough and competitive examination in various compulsory and optional subjects, subject to psychological tests, medical fitness and an interview before the commission. Unfortunately, the IP before his promotion to the rank of DSP does not need undergo any training or further educational qualification. The minimum educational requirement for a directly selected DSP is Bachelor of Arts/Science (B.A/BSc). A probationer DSP undergoes a mandatory training in the PTC of the respective provinces. Similarly, the most esteemed group of PSP comes from nation-wide, Central Superior Service (CSS) competitive examination, held every year by the Federal Public Service Commission (FPSC) of Pakistan. The first entry is an Assistant Superintendent of Police (ASP) who, after qualifying the theory examination in CSS (with 500 score compulsory subjects and 600 score of optional papers) passes through a series of psychological tests, medical checkup and an interview (viva voce) examination before the FPSC. Again the minimum educational requirement is B.A/BSc, but in reality a new entrant is tested for his/her academic abilities and writing style in a dozen of subjects, which are otherwise not very easy to attempt. It needs a lot of struggle, commitment, intellectual caliber and preparation before sitting in the CSS examination hall every year. An aspirant candidate is given only three chances/attempts. It depends on the availability of seats, and on average 10-20 ASP are selected by the FPSC through out the country every year. This is not a strictly merit-oriented criteria, because the final selection is made on the basis of availability of seats for every province, which is called a quota system, a provision for the underdeveloped parts of the country. The probationer ASP will now undergo a one year mandatory training in general subjects at the Civil Services Academy (CSA) at Lahore. This is called Common Training Programme (CTP) which is more of socialization, interpersonal interaction and refinement of the probationary officers than a strict, stratified training. Certain important subjects are taught and evaluated in addition to the overall social activities, field trips, study tours, research papers and report writings. After CTP, the various groups disperse for their future professional academies and so the ASP (under training) are given a welcome at the National Police Academy (NPA) at Islamabad, where different police-related subjects are taught, besides their physical exercises, horse-riding, social get-together with senior officers, country-study tours to all major cities of the country—a relatively tough training after the ‘honeymoon period’ at CSA. This is called Specialized Training Programme (STP) and which lasts for another period of one year. A nine month field practical training is followed, which is based on the philosophy of job rotation for a short period of time where an ASP (or a DSP in case of provincial selection) performs certain jobs at police station level, or at headquarters, and thus starts a true learning of the police work, police culture and police administration. The ASP are supposed to pass an internal examination by the NPA and again a theoretical examination by the FPSC, called the Final Passing Out-Examination (FPOE). The details of some of these police basic and special examinations/courses with names of subjects, total score, passing score and

duration of the course are attached separately, in order to avoid too many tables in the flow of the paper. These are:

Annex B— Basic Recruit Training Programme for Constable at Police Training Colleges—total period one year (Table:IV) and Training Programme for Head Constable (Lower Examination)—total period six months (Table: V)

Annex C—Training Programme for Intermediate Course (Table:VI) and Upper Course (Table:VII) for Upper subordinates

Annex D—Training Programme for Probationer ASI (Selected by PPSC) (Table:VIII and Table:IX)

Annex E—Training Programme for Drill Instructor Course (Table:X) and Basic Training Programme for ASP in the National Police Academy, Islamabad (Table:XI)

All these details and information are provided by the Police Training College (PTC), Hangu of the North-West Frontier Province (NWFP) and the National Police Academy, Islamabad. There will be a slight variation amongst the colleges, but the basic subjects and procedures remain the same. The subjects which are taught to the ASP in the NPA are Criminal Law and Procedure, Police Rule, and a few modern policing concepts in the various newly designed module system, mostly reformed by foreign experts from UK under their Central Police Training Unit (CPTU) project in late 90s. Unfortunately, many important subjects like Criminology, International Crimes and Police Administration have been deleted in the new syllabus. This is a very sad happening. For a comparative study, a proposed curriculum/programme for basic academy/recruit training is reproduced from California Commission on Peace Officer Standards and Training (Annex-F). One can easily see the concept and style of police training in the developed world and the manner in which we are stuck with the much outdated and repetitive training system.

EVALUATION OF THE VARIOUS TRAINING PROGRAMMES

- a) As we have seen in the above section that the basic educational requirements for all levels are unrealistic and not commensurate with the modern day demands of new policing in a new era. There is a trend of generalized knowledge and greater emphasis on bookish or legal subjects throughout the training schedule. Many topics are repeatedly taught in the overall training programmes, right from constable to DSP. The best hope for long-term improvement in police lies in the development of superior personnel to carry out future planning and direction in the field. The best way to achieve this objective is through college education (Wilson and Mc Laren, 1977). In the USA, the need for highly educated police personnel was recognized as early as 1931 in the Wickersham Commission report, which recommended a bachelors' degree as the entry level education qualification for police officers. In 1967, the President's Commission on Law Enforcement and the Administration of Justice reaffirmed the need for four-year degrees for police officers (Ortmeir, 2006). Contrary to these efforts at international level, and given the low standards of school and college education in Pakistan, the required educational qualification for all levels is too low. Moreover, it should be more specific and a generalized

degree in linguistics and literature should not be taken serious as a requisite qualification.

- b) There is an increased and boring repetition of law subjects at all levels, mostly taught by an old law instructor who is often too skeptical and critical of the field officers who, in his opinion, do not care for legal knowledge in discharge of their duties. The young field officers have their own grievances against these law instructors who, in their opinion, befog their minds with unnecessary nitty-gritty of dry and elusive legal provisions.
- c) The major police law, the Police Act 1861 was upheld after Pakistan's independence in 1947 and was repealed by the Police Order 2002, which put an end to the old colonial law, and provided a division of the existing police into a separate functional and structural units, like the Watch and Ward (Operation) and Investigation. Prosecution was detached from it through a separate law. Though the police reforms were very enthusiastically welcomed at the time of its introduction, but due to excessive changes and fundamental amendments, and a lack of political will and a lack of absorption capacity of the department, the new police law has lost its luster and appreciation. It is on the reverse everywhere in the country and some Provincial Police Officers (PPO), though unwarrantedly, have issued orders which have literally brought the old structure again from a departmental backdoor. Unfortunately, the police reforms were made at a legal, administrative and structural level, and not at functional level of capacity-building or human resource management. Police education and training did not precede the on-ground specialization and separation of powers and responsibilities. The police education, recruitment, selection and training remained on the same old pattern, despite the introduction of a highly modernized, rehabilitative, service-oriented, non-authoritative, accountable, and community-centered police service! The transition from force to service awfully missed the concomitant support from training schools and colleges, which should have been revamped, much earlier, for a completely different commitment and delivery. This is a lesson for all other nations and departments across the world.
- d) The design of the given curriculum is not satisfactory, and it terribly fails to address the new challenges and threats of the modern crime market in the world. Investigation is generally given little attention as compared to prevention and control. The modern paradigm shift in favour of scientific investigation, forensic psychology, criminalistics, compstat, profiling, etc, are not on priority. One reason may be resources and technical know-how but the other is commitment and awareness. The latest information technology (IT) revolution has put enormous pressure on police in terms of skills and personnel for making certain changes in their curricula in at least three programmes: In terms of technology skills, courses can be offered on crime mapping techniques, database management, and use of the Internet by police. Technology-based courses in analytic development might include courses on the application of a wide range of data analysis techniques and programmes for problem solving by police. Finally, technology-based courses in the area of knowledge development would introduce police to the latest developments in IT with current and/or potential applications to current policing problems (Byrne and Buzawa. 2005). All these modern concepts and techniques are conspicuously non-existent in Pakistan's police colleges, even in the National Police Academy's training

programme. Even the on-job/in-service capacity-building training for a short period or a few days don't serve the purpose of a highly qualified and professionally competent police service.

- e) Modern concepts, styles and strategies of policing, and latest literature on criminology, criminological research, theories, studies and reports are not included in the respective curricula or available at the college/academy's libraries. Not a single international or peer-reviewed journal on policing, criminology or criminal justice is received in any of our police college or NPA. This is how a knowledge gap is widening between us and the rest of the world.

FINDINGS OF A SMALL SURVEY

A random survey on the topic under discussion was conducted by the writer, where sixty police officers of different ranks replied to a semi-structured questionnaire. They included head constable, ASI, SI, PI, and DSP, both from field, desk job, drill instructors and academy trainers. The mixed sample generated a wonderful mixed response.

An uncountable combination of responses and replies provided me the opportunity to count the variety of replies for easy understanding. The biggest challenge to the current police was identified as terrorism (22.22%) and the biggest constraint in our police training was named as Inadequate training facilities (14.44%). A huge number (9.44 %) advocated training of modern weapons as the new thing they will introduce to the existing police recruit training system. Despite enumeration of a lengthy list of challenges and constraints as evident from Table I, II, and III, 18% are fully satisfied and 62% are satisfied to some extent with their training in the police school they got as trainee, however 18% give importance to Police Practical Work (PPW) as top priority than the 23% of respondents who attach higher importance to legal studies by a fresh trainee. These are the trends showing statistics and a more vigorous and through analysis of our training system is to be carried out as to assess and evaluate our needs and demands in the wake of modern day requirements in the current security environment. Figures I, II, and III are self-explanatory.

Annex-A

Table: I WHAT IN YOUR OPINION ARE THE THREE BIG CHALLENGES TO THE POLICE AT THE MOMENT?

Identified Challenges	No. of Replies	%age
Terrorism	40	22.22%
Religious Militancy	05	2.77%
Suicidal Attacks	10	5.55%
Law and Order	06	3.33%
Resources Deficits	31	17.22%
Training and Equipments	02	1.11%
Strength Deficit	12	6.66%
Political Interference	12	6.66%
24 hours Duty /No shift system	02	1.11%
Improper Investigation	06	3.33%
Lack of Heavy Weapons and Vehicles	04	2.22%
Domestic financial problems of the force	15	8.33%

Crimes against property and Kidnapping for ransom	12	6.66%
Weak Surveillance and outdated communication system	04	2.22%
Lack of Discipline in the force	04	2.22%
Excessive workload	03	1.66%
Corruption in Department	02	1.11%
Lost police public image	01	0.5%
Inadequate Training	02	1.11%
Total	180	100%

Table: II WHAT IN YOUR OPINION ARE THE THREE BIG PROBLEMS OF PRESENT BASIC TRAINING FOR NEW RECRUITS?

Identified Problems	No. of Replies	%age
Inadequate Training facilities/training aides.	26	14.44%
Training becomes difficult due to recruits low educational criteria for selection and recruitment	10	5.55%
Poor attention on Police Practical Work (PPW)	08	4.44%
Time period for various courses too short	03	1.66%
Little emphasis on physical training	03	1.66%
Selection /recruitment not on merit	03	1.66%
Inadequate weapons/ heavy weapons training	04	2.22%
Corruption /malpractices in instructors /drill staff	06	3.33%
Low standard of trainers	08	4.44%
Low educational qualification of drill staff/trainers	05	2.77%
Recruitment without Psychological tests	03	1.66%
No training with demonstration in the field	05	2.77%
No visit to the scene of crime/study trips	06	3.33%
Lack of Islamic and moral education in the	04	2.22%
Improper accommodation problem	05	2.77%
Trainers' overbearing, unfriendly attitude towards new young recruits	07	3.88%
Excessive foul language used by the trainers in the class and during physical events	09	5.00%
Lack of interest and responsibility by the trainers and the trainee	09	5.00%
100 years old training methods and syllabi	06	3.33%
Excessive emphasis on physical training	12	6.66%
Food provision to recruits is below standard	08	4.44%
Little relaxation time	05	2.77%
No tea or refreshments during continuous long training period	05	2.77%
Some inhuman behaviour in training Centers		
Unbecoming physical punishment	04	2.22%
No attention on personality and confidence building	05	2.77%
Undue favour in examinations by drill /instructors staff to some blue eyed trainee or for petty gifts	11	6.11%
Fatigue work is often trainers personal job and a sign of slavery	03	1.66%
Total	180	100%

Table: III WHAT THREE THINGS WILL YOU INTRODUCE TO THE PRESENT DAY POLICE BASIC TRAINING FOR RECRUITS?

Factors of Changes	No. of Replies	%age
Psychological tests/psychological analysis of trainees	07	3.88%
Specialized training for various situation	07	3.88%
Public –friendly policing methods	10	5.55%
Creation of congenial and friendly atmosphere in training centers	09	5.00%

Computer education and skills	10	5.55%	
Religious education on morality	05	3.33%	
Inculcation of patriotism and national spirit	03	1.66%	
Modern weapons training	17	9.44%	
Counter-terrorism strategies and techniques	13	7.22%	
Improving accommodation facilities	04	2.22%	
Financial rewards for outstanding recruits	09	5.00%	
Replacement of excessive physical exercises by games like football, crickets etc	03	1.66%	
Extra financial support for food/refreshment during course	07	3.88%	
Giving proper leisure time and leave	03	1.66%	
Raising trainers' educational level	09	5.00%	
New training methods and techniques e.g; audiovisual	03	1.66%	
Abolishing or minimizing physical punishments for recruits	04	2.22%	
Classes on stress management and fitness	03	1.66%	
Appointment of law graduates as law instructors	06	3.33%	
Communication skills on how to talk to the public	05	2.77%	
Training on tear gas and explosives	03	1.66%	
Training on drugs control	03	1.66%	
Discipline and proper wearing of uniform	03	1.66%	
Reducing theoretical subjects	06	3.33%	
Transfer and reshuffle of too old staff and new appointments	10	5.55%	
Practical police work in the field	11	6.11%	
Islamic teachings on fear of God as an internal restraint	04	2.22%	
Proper legal curriculum and changes in the existing syllabus	03	1.66%	
Total	180	100%	

SOME RECOMMENDATIONS

- a) One of the main purpose for higher education is the development of transferable skills and the transition from education to work. Therefore, the level and requirement for higher education for induction into the police should be enhanced. By the year 2001, educational standards across US police departments were nearly double the standards of 1990 (White, 2007). This approach of setting higher standard of college education should be taken into serious consideration by the policy-makers in our country.
- b) The police officer who will be desired in the future will be one who has been educated in liberal arts and sciences and one who can think and make decision on his or her own and solve problems with the community's as a priority. The new police officer will also be more interested in providing community service than in simply being a crime fighter (Birzer and Roberson 2007). This suggestion demands incorporation into police curricula a variety of subjects and skills, including criminal justice and juvenile justice processes, criminology and the causes of crimes, law enforcement, law adjudication, corrections, police organization, police culture, styles of policing, social work, human rights, ethics, conflict resolution, restorative justice, minority and women studies, stress management, social problems, racial/ethnic group contacts, urbanization and multiculturalism, to name a few important topics. None of these is given due importance in our police colleges and academy. We need an urgent overhauling of our basic police training and education at all levels, right from a constable/recruit basic training to the training of ASP/DSP.

- c) On-job/in-service training should be reshaped as a specialized assignment for the middle manager and upper-subordinates. This should be in the areas of money-laundering, human-trafficking, drugs and narco-businesses, terrorism and counterterrorism strategies, child abuse and violence against women and minorities, hate crimes, white-collar or organized crimes, etc. Separate training at a higher level, and particularly the investigation of all such crimes shall be made an independent subject and be given weightage for promotion and posting to specific assignment. Currently, there is no such system of career-building or searching for the right man for the right job in Pakistan police department.
- d) The overall training programmes shall emphasize less on rigorous physical exercises, which is the old traditional way of school master beating. Rather, the intellectual capabilities of the officer are sharpened through modern techniques of learning and teaching in a good learning environment for which the respective colleges/academy shall be given additional resources and support. The training schedule should be adjusted to the demands of the time and the challenges being faced by the Pakistani police e.g; fighting street robberies, street violence, mob control, bomb blasts, suicide bombing, target killing and problems of community's concern like drugs addiction in the local areas. Skills, rather than extensive legal studies, shall be given priority to deal with such problems. Self-study, report-writing, researching, presentation and communication skills shall be given due importance in our training programmes. Research methodology must get a place in the training programme of the senior officers like ASP and DSP.

Annex-B

Table IV: TRAINING PROGRAMME FOR RECRUITS COURSE, DURATION OF TRAINING 09 MONTHS

S.NO.	Theory/Written Subjects	Total Score/Marks	Passing Marks	%age
	Drill/Ground Work Subjects	Total Score/Points	Passing marks	%age
1	Pakistan Penal Code(PCC)	100 50%	Squad Drill 70	50%
2	Criminal Procedure Code(CrPC)	100 50%	Rifle Musketry	80
3	Islamiyat(Islamic Studies)/Human Rights	100 50%	Extend Order Drill	35
4	Police Practical Work/General Police Duty	100 50%	Mob Dispersal	30
5	Local & Special Laws/ Qanoon-e-Shahdaat (Evidence Act)	100 50%	Bayonet Fighting	10 50%
6	Police Rules, 1934	100 50%	Traffic Control	20 50%
7	Security/General knowledge/Finger Prints/Wireless Telegraphy/Attitudinal Change	100 50%	Physical Training	20 50%
8		Unarmed Combat	20	50%
9		Assault Course	150	50%
GRAND TOTAL		700	GRAND TOTAL	435

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Table V: TRAINING PROGRAMME FOR LOWER COURSE, DURATION OF TRAINING 06 MONTHS

S.NO.	Theory/Written Subjects	Total Score/Marks	Passing	Marks	%age
	Drill/Ground Work Subjects	Total Score/Points	Passing marks	%age	
1	Pakistan Penal Code	100 50%	Physical Training	20	50%
2	Criminal Procedure Code	100 50%	Squad Drill	40	50%
3	Islamiyat (Islamic Studies)	100 50%	Rifle Exercise	20	50%
4	Police Practical Work (PPW)	100 50%	Gurad Duty	20	50%
5	Local & Special Laws	100 50%	Unarmed Combat	10	50%
6	Police Rules, 1934	100 50%	Traffic Control	30	50%
7	Medical Jurisprudence/Finger Prints	100 50%	Assault Course	150	50%
8	Qanoon-e-Shahdaat(Evidence Act)/General Knowledge/Attitudinal Change	100 50%	Extend Order Drill	30	50%
9			Riot Drill	15	50%
10			Rifle Musketry	80	50%
GRAND TOTAL		800	GRAND TOTAL	415	

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Annex- C

Table VI: TRAINING PROGRAMME FOR INTERMEDIATE COURSE, DURATION OF TRAINING 06 MONTHS

S.NO.	Theory/Written Subjects	Total Score/Marks	Passing	Marks	%age
	Drill/Ground Work Subjects	Total Score/Points	Passing marks	%age	
1	Pakistan Penal Code	100 50%	Squad Drill	30	50%
2	Criminal Procedure Code	100 50%	Guard Duty	20	50%
3	Police Rules, 1934	200 50%	Physical Training	20	50%
4	Local & Special Laws	100 50%	Mob Dispersal	20	50%
5	Police Practical Work (Theory)	100 50%	Extend Order Drill	40	50%
6	Police Practical Work (Practical)	100 50%	Rifle Fire	80	50%
7	Scientific Aid	100 50%	Lathi Fighting	10	50%
8	Plan Drawing	50 50%	Traffic Control	30	50%
9	Finger Prints	100 50%	Unarmed Combat	10	50%
10	Medical Jurisprudence	100 50%			
11	Qanoon-e-Shahdaat (Evidence Act)/General Knowledge			100	50%
12	Islamiyat(Islamic Studies)	100 50%			
GRAND TOTAL		1250	GRAND TOTAL	260	

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Table VII: TRAINING PROGRAMME FOR UPPER COURSE, DURATION OF TRAINING 06 MONTHS

S.NO.	Theory/Written Subjects	Total Score/Marks	Passing	Marks	%age
	Drill/Ground Work Subjects	Total Score/Points	Passing marks	%age	
1	Pakistan Penal Code	100 50%	Squad Drill	50	50%
2	Criminal Procedure Code	100 50%	Physical Exercises	20	50%
3	Police Rules, 1934	100 50%	Mob Dispersal	40	50%

4	Local & Special Laws	100	50%	Unarmed Combat	10	50%
5	Police Practical Work (Theory)	100	50%	Raid on Proclaimed Offenders	20	50%
6	Police Practical Work (Practical)				150	50%
7	Scientific Aid	100	50%			
8	Plan Drawing	50	50%			
9	Medical Jurisprudence	100	50%			
10	Qanoon-e.Shahdaat (Evidence Act)/General Knowledge				100	50%
11	Islamiyat (Islamic Studies)	100	50%			
	GRAND TOTAL	1100		GRAND TOTAL	140	

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Annex-D

Table VIII: TRAINING PROGRAMME FOR PROBATIONER ASI's (FIRST SESSION), DURATION OF TRAINING 06 MONTHS

S.NO.	Theory/Written Subjects	Total Score/Marks	Passing	Marks	%age	
	Drill/Ground Work Subjects	Total Score/Points	Passing marks	%age		
1	Pakistan Penal Code	100	50%	Physical Training	20	50%
2	Criminal Procedure Code	100	50%	Squad Drill	40	50%
3	Islamiyat (Islamic Studies)	100	50%	Rifle Exercise	20	50%
4	Police Practical Work	100	50%	Gurad Duty	20	50%
5	Local & Special Laws	100	50%	Unarmed Combat	10	50%
6	Police Rules, 1934	100	50%	Traffic Control	30	50%
7	Medical Juris Prudence/Finger Prints	100	50%	Assault Course	150	50%
8	Qanoon-e-Shahdaat(Evidence Act)/General Knowledge/Attitudinal Change	100	50%	Extend Order Drill	30	50%
				Riot Drill	15	50%
				Rifle Musketry	80	50%
	GRAND TOTAL	800		GRAND TOTAL	415	

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Table IX: TRAINING PROGRAMME FOR PROBATIONER ASI's (SECOND SESSION), DURATION OF TRAINING 06 MONTHS

S.NO.	Theory/Written Subjects	Total Score/Marks	Passing	Marks	%age	
	Drill/Ground Work Subjects	Total Score/Points	Passing marks	%age		
1	Pakistan Penal Code	100	50%	Squad Drill	30	50%
2	Criminal Procedure Code	100	50%	Guard Duty	20	50%
3	Police Rules, 1934	200	50%	Physical Training	20	50%
4	Local & Special Laws	100	50%	Mob Dispersal	20	50%
5	Police Practical Work (Theory)	100	50%	Extend Order Drill	40	50%
6	Police Practical Work (Practical)	100	50%	Rifle Fire	80	50%
7	Scientific Aid	100	50%	Lathi Fighting	10	50%
8	Plan Drawing	50	50%	Traffic Control	30	50%
9	Finger Prints	100	50%	Unarmed Combat	10	50%
10	Medical Jurisprudence	100	50%			
11	Qanoon-e-Shahdaat(Evidence Act)/General Knowledge				100	50%
12	Islamiyat (Islamic Studies)	100	50%			

GRAND TOTAL 1250 GRAND TOTAL 260

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Annex-E

Table X: TRAINING PROGRAMME FOR DRILL INSTRUCTOR COURSE, DURATION OF TRAINING 09 MONTHS

S.NO.	Drill/Ground Work Subjects	Total Score/Points	Passing Marks %age
1	Guard Duty 30	50%	
2	Traffic Control 30	50%	
3	Bayonet Fighting 30	50%	
4	Range Firing 80	50%	
5	SMG Firing 151	50%	
6	Gymnastics 50	50%	
7	Revolver Instructions 24	50%	
8	Grenade Instructions 25	50%	
9	2 inch Morter 30	50%	
10	SMG Instructions 30	50%	
11	Rifle Arms Instruction 25	50%	
12	Section Formation 25	50%	
13	Rifle Firing 25	50%	
14	Rifle Aiming 25	50%	
15	General Conduct 20	50%	
16	Field Craft 25	50%	
17	Tear Gas Firing 15	50%	
18	Tear Gas Aiming 15	50%	
19	Tear Gas Course 20	50%	
20	Assault Course 150	50%	
21	Squad Drill 40	50%	
22	Physical Training 20	50%	
23	Unarmed Combat 70	50%	
24	Care of Arms 20	50%	
25	Rifle Exercise 20	50%	
26	Mob Dispersal 50	50%	
GRAND TOTAL 1045			

Source: Office of the Commandant, Police Training College (PTC), Hangu, NWFP (Pakistan)

Table XI: BASIC TRAINING PROGRAMME FOR ASP IN NATIONAL POLICE ACADEMY, ISLAMABAD

Name of Theory Written Subjects	Total Score	Passing Score
% age Academy Internal Activities	Total Score	Passing Score
% age		
Police Rules With Books 100	45%	Physical Training (PT) 4 events 100 50 %
Police Rules Without Books 100	45%	Obstacle 12 events 100 50 %
Criminal Procedure Code (CrPC) With Books 100	45%	Drill 5 events 100 50 %
Criminal Procedure Code (CrPC) Without Books 100	45%	Firing with 4 different weapons 100 50 %
Local and Special Laws With Books 100	45%	Commandants Assessment 50 -

Local and Special Laws Without Books	100	45%		
Pakistan Penal Code With Books	100	45%		
Pakistan Penal Code Without Books	100	45%		
Qanoon-e-Sarhad (Evidence Act) With Books	100	45%		
Qanoon-e-Sarhad (Evidence Act) Without Books	100	45%		
Forensic Sciences Medical Jurisprudence	100	45%		
GRAND TOTAL	1100		GRAND TOTAL	450

Annex-F

CALIFORNIA COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING, 2004

The curriculum for basic police academy training includes a wide range of subjects. Although basic academy programs vary slightly, a typical curriculum may be similar to the following:

- Leadership, Professionalism, and Ethics (08 hours)
- Criminal Justice System (04 hours)
- Policing in the Community (12 hours)
- Victimology/Crisis Intervention (06 hours)
- Introduction to Criminal Law (06 hours)
- Property Crimes (10 hours)
- Crimes Against Persons (10 hours)
- General Criminal Statutes (04 hours)
- Crimes Against Children (06 hours)
- Sex Crimes (06 hours)
- Juvenile Law and Procedures (06 hours)
- Controlled Substances (12 hours)
- Liquor Law Violations (04 hours)
- Laws of Arrest (12 hours)
- Search and Seizure (12 hours)
- Presentation of Evidence (08 hours)
- Investigative Report Writing (40 hours)
- Vehicle Operations (24 hours)
- Use of Force (12 hours)
- Patrol Techniques (12 hours)
- Vehicle Pullovers (14 hours)
- Crimes in Progress (16 hours)
- Handling Disputes/Crowd Control (12 hours)
- Domestic Violence (08 hours)
- Unusual Occurrences (04 hours)
- Missing Persons (04 hours)
- Traffic Enforcement (22 hours)
- Traffic Accident Investigation (12 hours)
- Preliminary Investigation (42 hours)
- Custody (04 hours)
- Lifetime Fitness (40 hours)
- Arrest and Control/Baton (60 hours)

- First Aid and CPR (21 hours)
- Firearms/Chemical Agents (72 hours)
- Information Systems (04 hours)
- Persons with Disabilities (06 hours)
- Gang Awareness (08 hours)
- Crimes Against the Justice System (04 hours)
- Weapons Violations (04 hours)
- Hazardous Materials Awareness (04 hours)
- Cultural Diversity/Discrimination (24 hours)
- Scenario Tests (40 hours)
- Knowledge Tests (25 hours)

Source: Ortmeier P.J. (2006): Introduction to Law Enforcement and Criminal Justice, 2nd Edition, Pearson Prentice Hall, USA

BIBLIOGRAPHIC REFERENCES

Ortmeier P.J. (2006). *Introduction to law enforcement and criminal justice*. USA: Pearson Prentice Hall.