

An Aspect of Post Graduate Diploma in Police Science (PGDPS) Program

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Abstract

The aim of faculty of management's Post Graduate Diploma in Police Sciences (PGDPS) is to develop creative, result oriented and socially responsible police professionals to fill up the middle level positions in Police Organization of Nepal. This course also provide theoretical knowledge, practical skills, research oriented activities and undertaking of general and specialized areas of police service and relevant areas that support the functions of police administration/ operation. The methodology is used for the study of the descriptive one based on survey method. The present article covers the background and issues of PGDPS, Objectives of the study, Scope and Limitation of the Study, Methodology, analysis of opinions of the Products of PGDPS Program, Role of Government and regulative organizations in Program Improvement, Analysis of The views of Faculty Members Regarding the PGDPS Program and suggestions.

Keywords: Post Graduate Diploma, Police Science, Government

Background and Issues

Postgraduate Diploma in Police Sciences (PGDPS) is a special purpose program in semester system designed to impart professional education to the students. Post Graduate Diploma in Police Science (PGDPS) is a two semester, 30 credit hours program extended over a 10 months duration. The mission of PGDPS is to develop socially responsible, creative and result oriented police professionals to fill up the middle level positions in police organization of Nepal. The course provides a professional qualification indicating the achievement of intellectual skills and comprehensive knowledge and undertaking of general and specialized areas of police service. The newly recruited police inspectors are required to undertake this program. This program has been divided into two major components. The first component of PGDPS covers Credit Courses. The second component constitutes non-credit courses which is absolutely administered by NPA.

Many issues still need to be carefully analyzed so far as the education for police science is concerned. It is here pertinent to ask:

- Whether the present imparting of police science education visualizes the growing complexity of police affairs and changing time perspective.
- Whether a separate institute of police administration promotes the professionalization concept of police Administration.
- Whether the mutual understanding and exchange of ideas among and between the persons and institution related directly and indirectly with the program help enhance the status of program.
- Whether the knowledge of police Administration given in the program needs to be realized for the applicability of the same?

It is therefore, with consideration of the growing issues regarding police science education, the study purpose to make an assessment of post graduate diploma in police science program.

The rationale of PGDPS Program can be attributed to the following basic concerns: Necessity to modify the old training systems of Nepal Police in present situation. Strategic Plans of Nepal Police to establish the National Police Academy as a Centre for Excellence.

In view of increasing need to make police officials more competent and adaptive to contemporary situation, National Police Academy (NPA) has designed a Post Graduate Diploma in Police Science (PGDPS). The Program has affiliation of Tribhuvan University (TU) Kathmandu. The Faculty of Management and the Central Department of Public Administration have already accepted the program. The newly recruited police inspectors are required to undertake the program. The objectives of the program are to increase and enhance the standard of present training module, boost up the morale of trainees, to produce qualified and well trained Police Officers for Nepal Police.

The Post Graduate Diploma in Police Science (PGDPS) is a two-semester program offered by the Faculty of Management. The program spans a total duration of 10 months, with students required to complete 30 credit hours across 10 subjects. The program follows a semester-based system, and the total full marks for the course amount to 500. To graduate, students must successfully complete the 30 credit hours as prescribed, achieving a minimum passing grade in all courses, with an aggregate semester grade of 2.0 or a letter grade of C. Additionally, the completion of the program must occur within the time limit set by Tribhuvan University (N. P.A., 2078).

Objectives of the study

This study aims at analyzing the views of:

- a) The products of program regarding the improvement of the program and their performance improvement.
- b) Faculty members directly and indirectly involved in the program, with regard to the present status of the program and future challenge as well.
- c) To make suggestions on the basis of findings.

Scope and Limitation of the Study

This study concentrated mainly on PGDPS program. The products of the program included only those of the police. This study excludes an integrative perspective including the efforts of the other similar institution.

Methodology

Research design of this study is descriptive cum analytical in nature.

Sources of Information:

The following sources comprised the basis of primary data for the purpose of the study.

- a. Resource person of the Academy and other resource persons associated with the program.
- b. Products of the program

Information was gathered through questionnaire method.

Selection of Respondents

- a) Faculties included the instructors of police Academy, and other teachers associated with PGDPS program.
- b) Products of the program included products of Police Academy only. Questionnaires were distributed to 172 respondents, out of which, 148 questionnaires were received. Purposive sampling method was used.

Tools Used for the Study

Two sets of questionnaires were developed for the collection of information from the faculty members/resource persons and products of the program.

Analysis of opinions of the Products of PGDPS Program

Opinions regarding improvement aspect of PGDPS program have been analyzed here. A total of 148 respondents provided their opinion on the various aspects of program improvement. The need for program improvement was felt essential to make the program in line with the changing situation. All the respondents (148) clearly showed the need for the improvement of the program. The reasons for program improvement as felt by the respondents are presented below:

Table 1
Need for program Improvement

Reasons	No. of Respondents	Percentage
- To make fruitful in-terms of its applicability to job	28	18.92
- To make program internationally recognized	16	10.81
- Both of the above	104	70.27
Total	148	100%

Source: Field survey, 2079

The above table shows the views of the products of PGDPS program regarding the causes for the need of program improvement. Out of 148 respondents, 104 respondents (70.27 percent), viewed the reason for program improvement both interns of making the program applied oriented and standardizing the program in order to make it internationally recognized. The above responses clearly indicated the importance of both the above mention reasons for the purpose of improvement of PGDPS program.

Opinions regarding different areas of the program improvement have been analyzed and the rank order of these areas-5 areas as viewed by the respondents have been presented below:

Table 2
Improvement areas of the program

Improvement areas	Percentage of Responses	Rank order
- Duration of the program	10.81	3
- Courses of study	67.57	1
- Examination & Evaluation System	13.51	2
- Instructional/Teaching method	8.11	4

Source: Field Survey,2079

Above table shows the ranking of respondent's preferences on areas of program improvement. The figures above shows "courses of study" as the first priority area in the order of preference with 67.57 percent of the responses. The second priority area of improvement included "Examination and evaluation system" with 13.51 percent of responses. The duration of the program and Instruction/Teaching method were identified as third and fourth areas of program improvement with 10.81 and 8.11 percent respectively. From the above analysis, courses of study, examination, and evaluation system, duration of the program, and Instructional/Teaching methods were identified as priority areas for the improvement of the program in order of the first, second, third and fourth rankings.

Appropriateness of PGDPS program

The appropriateness of the program included its utility for the expansion of knowledge and skills of post graduates diploma in police administration and enhancing 148 respondents, 124 (83.78 percent) clearly asserted the appropriateness of the program both in terms of above mentioned two aspects. A total of 16 (10.81 percent) respondents indicated as not having any idea regarding the appropriateness of the program which 8 (5.41 percent) respondents perceived the program inappropriate both in terms of above mention two criteria.

Usefulness of the courses

The following courses of PGDPS program were identified by the respondents as being useful and appropriate in terms of their utility for the expansion of knowledge of police administration and

the improvement in the level of job performance. The priority order of the course in terms of their utility as identified by the respondents included:

1. PSC 401 Foundations of Public Affairs Management
2. PSC 402 Basic Police Administration
3. PSC 403 Police Operations Management
4. PSC 404 Security Management
5. PSC 405 Constitutional and Legal System in Nepal
6. PSC 406 Social Research
7. PSC 407 Development Management
8. PSC 408 Crime Management
9. PSC 409 Crime Investigation Management
10. PSC 410 forensic Science

Non Credit Courses

Physical Training, Parade, Musketry and Firing, Sports (ED Running Cup), Wisdom Events and Unarmed Combat (Judo and Karate), Adventure and Confidence Building (Bungee, Horse-riding, Swimming, Rock Climbing and Water Rescue, Emergency Medical Response and Disaster Rescue Operation, Crowd Management, Information Technology, Police Administrative and Criminal Procedure, Desh Darshan, Field Attachment, Scenario Based Exercise (SBeX), Police Operation and Tactics, Discipline and Conduct.

Need for Introducing New Courses:

Opinions of respondents regarding the need to introduce new areas of study clearly indicates the updating of courses of instructions with the change in time and discipline. The following areas of study were identified by the respondents as additional new study areas to the present courses of instruction.

- Environmental social Governance
- Security and conflict Management
- Knowledge base Information Technology
- International Relations and Development Policy
- Police Administration and
- social change and Process Management

Appropriateness of Examination and Evaluation System:

Responses clearly indicate that 116 respondents (78.38) percent) out of 148 respondents asserted that the present system of examination and evaluation is not appropriate. A total of 28 respondents (18.92 percent) showed a system as appropriate while 4 respondents (2.70 percent) indicated as having no idea regarding the system. Opinions regarding changes to make the examination and evaluation system more effective was taken and the alternatives for the

improvement of the system have been presented below:

Table 3

Types of change as Alternatives for Appropriate Examination and Evaluation System

Alternatives	No of Responses	Percentage
Class evaluation followed by term paper assignment	96	82.76
Semester examination	8	6.90
Annual examination with class evaluation	12	10.34
Total	116	100.00

Source: Field Survey, 2079

The above table shows the alternatives for the improvement of the present examination and evaluation system as perceived by the products of the program. Out of 116 respondents who asserted the present examination and evaluation system as being not appropriate, 96 respondents (82.76 percent) showed class evaluation followed by term paper assignment as an alternative to the present system.

A total of 12 respondents (10.34 percent) perceived the need to introduce annual examination with class evaluation while 8 respondents (6.90 percent) indicated the need to follow semester examination system as an alternative to the present system. Hence, the majority of the respondents favored class evaluation plus term paper assignment to the present examination and evaluation system.

Method of Instruction/Teaching

The views of respondents regarding the present method of instruction indicate that the method is moderate. Out of 148 respondents, 116 respondents (78.38 percent) indicated the method of instruction as being moderate. The total of 20 respondents (13.51 percent) perceived the method of instruction as effective while the remaining 12 respondents (8.11 percent) indicated method of instruction as not effective. The table given below show the opinions of the respondents regarding alternative techniques for instruction/teaching method.

Table 4

Improvement in Instructional and Teaching Method

Alternative Techniques	Percentage of the respondents	Rank Order
- Group Discussion	37.84	2
- Mini-Research Studies	40.54	1
- Field Visits	9.46	5
- Seminars	6.76	4

Source: Field Survey, 2079

The above table shows the ranking of alternative techniques for the improvement of instructional/teaching method. The figures indicate the mini research studies as the first priority in the order of preferences with 40.54 percent of responses. Group discussion technique was identified as the second priority in the preference ranking by the respondents with 37.84 percent of

responses on it. 9.46 percent of responses favored seminars to make the method of instruction and teaching effective. Short term training and field visit were identified as alternative techniques by 6.76 and 5.40 percent of responses respectively.

The view of the respondents regarding the need to undertake other additional activities to strengthen the program clearly shows the importance of research and consultancy services and accordingly 100 respondents (67.57 percent) indicated the need to make research and consultancy an integral part of the program. A total of 32 respondents (21.63 percent) supported the need to carry out training program to strengthen the MPA program while 16 respondents (10.80 percent) felt the need to introduce bachelor level program in public administration. Similarly, the views of respondents regarding the importance of concerned individuals and authorities were taken and the table below presents the opinions of the respondents regarding the same:

Table 5
Importance of the Individual/Authorities for program Improvement

Whose role is important	Percentage of responses	Rank Order
University administration	37.84	1
Academy administration	32.43	2
Faculty members/resource persons	27.03	3
Students/ inspectors	2.70	4

Source: Field Survey, 2079

The figures above present the views of the respondents regarding the importance of the role of concerned authorities for the improvement of the program. The role of university administration was identified as the most important one with 37.84 percent of responses. The respondents' ranked Academy administration in the second priority order with 32.43 percent of responses while the role of faculty members and students were identified third and fourth ranks in the order of the importance with 27.03 and 2.70 percent respectively.

Role of Government and regulative organizations in Program Improvement

The role of government in program improvement has always been a matter of concern for all those who show substantial interest in the program. The views of respondents were taken in this regard. Responses show the following expected role of government regarding the program improvement:

- Financial support to strengthen physical facility and to diversify the activity of the Police Academy/ institution.
- Carrying out joint programs like training, work-shop cum seminar and research studies and contemporary areas of relevance.
- Provision of scholarship and study opportunities for the police employees in the institution and
- Provision of scholarship for the human resource development of the institution.

Regarding the relevancy of the PGDPS program to job, 88 respondents (59.46 percent) out of 148 respondents showed the program as being relevant in moderate terms. The views of respondents regarding the reasons for considering the program as being fruitful have been presented in table below:

Table 6
Reasons Regarding Relevancy of the Program

Reasons	Percentage of the responses	Rank Order
- Support job performance	37.84	2
- Broaden knowledge about police science	43.24	1
- Helps for promotion	2.70	4
- Helps only to enter police service	16.22	3

Source: Field Survey 2079

The above table shows the ranking of the reasons which the respondents found relevant. The figures above show the ranking order of the types of support from the program 43.24 percent of respondents identified the support of the program in terms of the programs effect on broadening the knowledge about PGDPS and hence occupied the first rank order. Support of the program in terms of facilitating job performance and further studies were identified by the respondents as important effects of the program with 37.84 and 16.22 percent of responses occupying the second and third ranks 2.70 percent of respondents considered the effect of the program in terms of support for promotion.

Analysis of the views of Faculty Members Regarding the PGDPS Program

The views regarding various aspects of the PGDPS program were taken through an open questionnaire. The views of all teaching staffs and other teachers partly associated with the program were analyzed and presented here to realize objectives of the study. All the respondents clearly indicated the need to make the program effective. The need was supported by the respondent's realization of the growing importance of the PGDPS program. Respondents identified the importance of the program in the following specific terms

- To provide standard, contextual and useful education and training in police science.
- To develop higher level police/security manpower, change process.
- To enhance the efficiency of the employee irrespective of involvement in different institutions.
- To provide academic leadership for the dissemination of police science education.
- To support research activities of contemporary relevance to public sector reform and
- To contribute to police service reform and policy re-orientation.

The responses indicated a number of problems of the program. The problems identified by the respondents include:

- Lack of academic environment including physical as well as Library facilities.
- Lack of dynamic academic leadership in the institute.
- Weak networking, also indicated by the lack of institutional linkages with the institutes both within the country and abroad.
- Lack of opportunities for research studies
- Lack of need based courses of instruction and the lack of in-depth coverage in specialization areas.
- Lack of modern techniques of instruction and effective evaluation system, and
- Lack of governmental support to strengthen the program and policy weakness on the part of Tribhuvan University.

The need to reorient the present imparting of PGDPS education particularly in the change context was overwhelmingly stressed by the respondents. The responses clearly showed the following issues as the important concerns so far as the measures to strengthen the program are concerned.

- Imparting practical knowledge supported by field studies.
- Qualitative output and the environment supportive to the application of knowledge gained from the program
- Institutional leadership, linkages and operational autonomy. Diversification of the activities of the institution and the extension of the program.
- Support of the government and Tribhuvan University to strengthen the program.
- Academic upliftment of the faculty members and
- Development of contemporary need based choice courses of seminar nature.

The above mentioned issues represent those concerns which should be analyzed and supported by further studies. The responses clearly support this fact and the need to pursue separate study can no longer be ignored.

Suggestions

- In view of the increasing importance of the education for PGDPS, the activities of the institution should be diversified and should be made effective in terms of its contributions to produce qualitative manpower.
- Short term crash programs should be launched so as to make the program in line with the needs of contemporary relevance issue areas.
- Need based courses of instruction should be developed.
- The need for introducing new areas of study should be carefully examined in light of the courses abroad.
- The various improvement aspects of the program mainly courses of examination and evaluation system, duration of the program and teaching methods should be seriously considered taking in to account the types of change identified from this study for the respective improvement aspects.

- Efforts should be made strengthen physical facilities so as to support diversification of the program.
- The Academy administration should be made strong enough to take academic leadership supportive to program improvement.
- The role of government should be positive, with regard to the improvement of the program.
- The supportive role of the Tribhuvan University authority can be realized when it concentrates its efforts on policy matters rather than routine administration.

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