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PROFESSIONAL COMPETENCE OF BORDER GUARDS IN THE REPUBLIC OF INDIA

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On the basis of analysis of scientific pedagogical literature we have investigated the notions of «professional competence» and «professional military competence», also defined the category of professional competence of border guards in the Republic of India which is combination of professional knowledge, skills, and attitudes; and determines readiness of an expert of border agency to carry out professional activities efficiently. The essential condition of formation of professional competence of border guards is an integration of all its structural components described in the article. Having found that there are similar threats at the border in Ukraine and the Republic of India we have come to the conclusion that it is important to investigate the system of professional training of border guards in the Republic of India, professional competence of border guards in the Republic of India in particular, in order to reveal its strength with possible creative implementation in Ukraine.

Key words: professional competence, border guards, professional activities, knowledge, skills, attitudes, components of professional competence of border guards

Introduction.

New challenges for our society in the XXI century resulted in significant changes in objectives, content and organization of professional training of

security sector experts, border guards in particular. Peculiarities of state border protection in the Republic of India determine a special attention to the process of formation of professional competence of experts of Indian border agencies as there are some similarities between threats at the state border in Ukraine and the Republic of India: continuing border conflicts, armed clashes between agents of armed forces and law-enforcement services of neighbouring countries, proxy wars, attempts of illegal crossing the borderline, examples of smuggling, etc. We assume that it is necessary to study experience of the Republic of India in the sphere of professional training of border guards in order to implement some ideas creatively in the process of training of personnel of the State Border Guard Service of Ukraine for its modernization.

The analysis of scientific pedagogical literature proves that the problem of professional competence was studied by many Ukrainian (S. Diakov, O. Prykhodko, V. Yagupov, L. Romanyshyna, etc) and foreign scholars (J. Raven, S. Huntington, R. Yacobs, M. Stebler, D. Robinson, J. Masland, L. Radway, etc.). Some aspects of professional competence of border guards in Ukraine were analyzed by I. Bloschynskyi, I. Hriaznov, O. Didenko, O. Torichnyi, L. Borovyk, V. Poliuk, Yu. Demianiuk, M. Nedbai, V. Veretilnyk, V. Baratiuk, O. Stavytskyi, O. Bohdaniuk, etc. Also we can name a number of Indian researchers who studied the category of professional competence; they are the following: N. Shah, Ch. Desai, G. Jowerkal, D. Badayal, T. Singh, J. Modi, P. Gupta, T. Singh, H. Kaur, A. Bains, V. Chouhan, S. Srivastava and others, but professional competence of border guards in the Republic of India is undeservedly disregarded by Ukrainian pedagogues. Thus, the **aim of the article** is to study the notion of professional competence of border guards in the Republic of India and explain its structural components.

Results of investigation.

Competence is a specific ability necessary for efficient execution of particular action in certain sphere and constitutes of specialized knowledge, skills, attitudes, modes of thought and realization of responsibility for own activities [3]. R. Yacobs defines competence as skills and abilities which are required for successful performance of any task [15], and M. Stebler, D. Robinson, P. Heron indicate that formation of competence is the most important part of training when future specialist acquire new skills and attitudes necessary for execution of certain activities [24].

Concerning the notion of “professional competence”, it is determined as a combination of knowledge, skills, attitudes, working methods, professionally important qualities which are necessary for efficient execution of professional activities. Professional competence is a measure of professionalism, essential condition for successful performance of social and professional functions and all activities of daily living [2].

V. Yagupov believes that expert’s professional competence is a complicated integral intellectual, professional and personal phenomenon which is formed “in the process of professional training at the higher educational establishment; realizes, improves and develops during professional activities, and its efficiency depends on types of expert’s theoretical, practical and psychological readiness to professional involvement, his personal, professional and individual psychological qualities, realization of objectives, values, content and peculiarities of these activities” [5; p. 6].

The category of professional competence has been analyzed in the studies of Indian scholars in details [6-9, 11-13, 16-19, 21]; and Table shows main definitions.

Table 1.

Determination of notion of professional competence (on the basis of studies of Indian scholars)

N. Shah, Ch. Desai, T. Singh, G. Jowerkal, D. Badayal	ability to perform professional activities which embrace four components: knowledge, skills, attitudes and values.
R. Manna, A. Singh, P. Sharma	includes knowledge, aptitude, skills, and attitudes to professional activities; the desired result of professional competence formation is execution of professional activities.
V. Chouhan, S. Srivastava	readiness to perform different types of service activities.
Sh. Sarkar	knowledge, skills, attitudes which are necessary for efficient professional activities.
S. Khanna, A. Kaushik, M. Barnela	knowledge and skills which are necessary for solving professional tasks; includes conceptual, planning and realization components; requires ability to operate with new ideas.
J. Modi, P. Gupta, T. Singh	ability to carry out tasks, professional skills.
<u>M. Epstein, E. Hundert</u>	usual and rational usage of communication skills, knowledge, technical skills, ability to make conclusions, modulation of emotion, system of values and understanding of own actions while executing professional activities.
R. Englander, B. Orgill D. Simpson	special sphere including many aspect and which can be expressed as a set of skills in the context of environment, experience and time (or stage of training).
J. Bhalla	ability to use one's knowledge skillfully and professionally; unity of knowledge, skills, understandings, values and links which allow a person to function comfortably as a productive member of professional community.
R. Dubey, S. Samar Ali	an instrument to reach the desired level of execution of professional activities.
S. Sarkar	major worker's characteristics, which are considered to be his motives, personal qualities, knowledge, skills, attitudes, social image aspects, social role, etc., that can bring to efficient activities and/or accomplishment of professional tasks at the highest level.
H. Kaur, A. Bains	sum of experience, knowledge, skills and attitudes which are acquired by a worker during his lifetime in order to carry out professional activities efficiently.
D. Banerjee	ability to perform one's work.

As regards professional military competence we think that it is a complicated psychological and pedagogical formation determined mainly by danger factor as significant component of execution of service duties under

any conditions. In particular, a subject of activities in security sector should possess high professional qualification, professional skills and attitudes, up to date methods of solving professional tasks which make for highly productive professional activities.

According to S. Huntington a military professional is an expert having specific knowledge and skills in certain sphere [14]. It is his opinion that professional knowledge is the result of education in general educational establishment, and specific knowledge and skills – in specialized educational establishment. S. Huntington outlines the three groups of serviceman's characteristics forming his professional competence. The first group includes proper service activities and commanding of subordinates whose main function is to use force [14] which are universal characteristics as they should not be affected neither time nor place. The scholar asserts that it is "extraordinary complex of intellectual and physical skills" [14; c. 127] requiring comprehensive and continuous studying, formation, training and improvement. In order to achieve high level of professional military competence, a serviceman should devote all his life to this activity.

The second group concerns social responsibility as a serviceman performs important role for society. Material reward should not be on the top of his list of priorities [14]. Main mission of a serviceman is protection of citizens and then his motivation should be stipulated for social responsibility which along with the code of ethics is based on the traditions and customs, but not financial compensation.

The third group embraces unity feeling, team spirit and consciousness among all members of military community that they belong to the certain organization with accurately determined standards of professional competence, authorities and means for their accomplishment. Military community is a separate organization which is official agency and that is why entry into military service is restricted to educational and physical

requirements and career advancement depends on knowledge level, physical training and military experience. Also officer's behavior should comply with fixed rules and norms and any deviation will be strictly punished whereas courage and honour are rewarded [14]. Accordingly, we can come to the conclusion that professional military competence is a combination of these three groups of characteristics stated above, and they cannot be acquired without profound changes.

A. Stepan stresses on a different role of servicemen in developed countries and developing ones [23], and we assume that this concept is acceptable for the Republic of India and Ukraine. So, A. Stepan differentiates "new" and "old" military professionalism. A serviceman in developing country should possess new characteristics – "interrelated political and military skills" [23; p. 23]. It means that he should be able to assess a threat adequately and use force correctly. "New" military professional form belief that there is a fundamental link between military and other spheres and then A. Stepan considers that today in developing country a serviceman should orient himself not only in military categories but also in social, political and economic ones. Earlier this approach had been studied in the works of E. Cline who affirmed that professional military training should be valuable on its own. "It should not be training to death but formation of realistic understanding of war, its reasons, and soldier's role in political processes" [10; p. 590]

Considering the analysis of professional military competence, E. Cline described its components. They are the following: physical hardening (which is different from physical training), practical skills for accomplishment of combat missions, technical skills, knowledge of social and human sciences, and language training. Physical hardening is a comprehensive program including various sports, survival rules, nutrition, and first aid as well as strict tests after which weaknesses are analyzed. Practical skills for

accomplishment of combat tasks include professional skills to perform duties connected with military service (in this particular case – duties of border protection). The third component – technical skills mean execution of tasks regarding fast calculations and require good memory, understanding of technique and military equipment, skills to make deductive conclusions, orient oneself in the locality, use communications, computer technologies, precision weapons, etc. Social and human sciences help a border guard to realize the role of army for society and understand fundamentals of democracy, principles of international affairs, geography, economics, sociology, history, psychology, and ethics. Learning of languages (native, regional and international ones) concerns formation of skills of writing, text comprehension, correct speaking in order to perform service duties efficiently [10].

J. Masland and L. Radway [18] assume that officer's professional competence is a unique combination of many components which are designated to accomplishment of military duties and include the following elements:

1) Proper military competence means general military knowledge and skills as well as special military knowledge and skills according to his position and experience. Proper military competence includes knowledge about military functions, military organization and their role in national security, military doctrine and military technical equipment. Proper military competence is necessary for an officer to be a good commander and a role model for his subordinates.

2) General qualifications of commander and authority official mean leadership skills, ability to use finances rationally, inspire subordinates, assess information, work in harmony with others, communicate effectively in oral and written form. General qualifications of commander and authority official refer to the following:

Ability to understand and solve complicated tasks – ability to provide a complete picture of the situation considering all details and to forecast the result. While making a decision, it is necessary to take into consideration all possible technical, financial, organizational and social consequences.

Ability to adjust creatively to changing conditions – a special feature of many officers which means that a serviceman should be able to adjust to dynamic and complicated environment as during his service many things can change: enemy status due to diplomatic peace negotiations, types of weapons, technologies, agency tasks, combat tactics, logistics, communications, etc. On the one hand, every officer should be able to forecast changes and analyze risks. On the other hand, he should be able to benefit from changes, manage them fast, and if it is necessary - to avoid them or alter their direction.

Absence of parochialism. Parochialism means to take care of one's community, to close it from outsiders. Today when military commanders have many contacts outside the military agency (foreigners, civil persons, representatives of other agencies or neighbouring countries, etc.) they have to respond on complaints, participate in joint operations, interact with civil organizations and so on.

3) Military qualifications of commander or authority official deal with management skills including:

Universality, flexibility_– ability to switch rapidly, adjust, consider all points of view, make decisions on the basis of evidences and facts, have political, economic, technical knowledge and accept new data. Besides universality as characteristics of professional military competence means ability to balance, assess the situation, understand and perform commander's orders.

Motivation is officer's enthusiasm, his correct moral patterns and beliefs in importance of professional activities in order to motivate subordinates and make their service more efficiently.

Effective service under command of civil persons concerns the fact that contemporary social relations can stipulate for the situation when a civil person can be appointed as a head of a military department or law-enforcement agency. A military professional should accept such event and continue accomplishing service duties.

4) Combat competence in the chosen sphere means skills of combat situation assessment and military operation management, personal qualities of combat commander and operation-tactical skills.

Considering border guards, we share the opinion of O. Torichnyi who asserts that professional competence of border guard officer is qualitative characteristic of acquisition level of professional activity and stipulates for realization of one's aspirations to professional activities, understanding of own social role, evaluation of personal qualities and correlations the results with objective agency requirements to officer's duties, and regulation of professional self-actualization on the basis of evaluation data obtained [4].

On the basis of scientific findings [25] we can assert that professional competence of border guards consists of knowledge, aptitude, skills, abilities and attitudes, where knowledge is information and results of studying of a serviceman concerning state border protection; aptitude is physical and psychological characteristics and strict response to situations or obtained data (good eyesight, self-control, physical readiness, etc.); skills – experience, habits, practical knowledge, e.g. shooting, driving, management skills, etc.; abilities – possibilities to carry out a certain task; attitudes – self-appraisal, set of values, interest to professional activities, motivation.

Besides, significant peculiarity of professional competence of border guards in the Republic of India is its division into individual and collective competences. A. Barman and J. Konwar determine individual competences as knowledge, skills and abilities to perform service activities individually, especially in extreme conditions; and collective competences means qualities which characterize collective actions at the agency level that help to organize group and solve service tasks of all sorts of complexity [8].

Thus, we can come to the conclusion that professional competence of border guards in the Republic of India is the desired result of professional training and is considered to be a combination of professional knowledge, skills and attitudes, and consequently, is an ability to perform service duties in the sphere of border protection efficiently.

According to scientific sources [1, 6-7, 22], we can come to the conclusion that professional competence of border guards in the Republic of India has its own peculiarities. They are as follows:

1) The notion of professional competence of border guards in the Republic of India includes professional knowledge, skills and attitudes considering special character of sphere of responsibility of particular border agency (Border Security Force, Indo-Tibetan Border Police, Assam Rifles, Sashastra Seema Bal, or Coast Guard).

2) Professional competence of border guards in the Republic of India is the result of studying activity at the agency-specific educational establishment or basic training center that belong to the structure of the particular border agency.

3) Professional competence is a condition of execution of professional duties by a border guard in accordance with chosen specialization and occupied position.

4) Professional competence of border guards includes individual qualities, positive personal attitudes and realization of social role in the

Indian society as a defender of democracy and sustainable economic development. Especially this role has a significant meaning for the developing country which is not a member of military alliance.

5) Professional competence of experts of border agencies in the Republic of India is resulting from danger factor and special service conditions as components of professional activities, namely existing of permanent border conflicts with neighbouring countries (Pakistan, China) and migration crisis (Bangladesh, Myanmar), a great number of attempts of smuggling of drugs and counterfeit bills, etc.

6) An important condition of formation of professional competence of border guards in the Republic of India is professional experience or combination of studying activities and professional activities at the border guards organs immediately during professional training.

7) Acquisition of professional competence gives a border guard a possibility to perform professional activities independently and consciously regarding his professional knowledge, skills, experience, personal qualities and attitudes.

8) Nonpolitical attitude of border guards (political indifference, refusal to participate in political life of the country, living in detached cantonments, etc.) creates conditions for strengthening of team spirit and sense of belonging to a military community. It is considered that such characteristics help a serviceman to concentrate on issues of national security. At the same time, a border guard should possess military and political knowledge and switch his social roles. A serviceman is a respectful person in the developing country who solves a wide range of social problems. Also, an important task in the process of formation of professional competence is to train border guards to avoid parochialism: be objective, balance and know how to interact with civil community.

9) One of the requirements of professional competence of border guards in the Republic of India is objectiveness and open-mindedness to different nationalities, religions and cultures, also respect to representatives of other groups within the military society. It can be achieved due to repeated rotations to various places of service, formation of border guard units from representatives of various cultures and religions.

10) Peculiarities of formation of professional competence of border guards in the Republic of India are stipulated for age and life experience of students as average age at the time of entrance to the agency-specific educational establishment is 21-27 years, and a number of cadets are nearly 35 years old.

11) The process of professional competence of border guards in the Republic of India has some peculiarities because of voluntary service in organs of Ministry of Defense and Ministry of Internal Affairs.

12) Due to a great number of applicants for military service the process of formation of professional competence of border guards in the Republic of India comes after long-term and intensive training.

13) Castes and caste system influenced positively on the formation of professional Indian army as there were laid foundations of military family traditions stipulated for existing of military castes.

14) Colonization of India by the British Empire had positive effect on the formation of professional competence of servicemen. Indeed Indian army is 90 years older than the Republic of India itself. Also we can assert about significant beneficial impact on development of border forces (Punjab Frontier Force) that was the first border guard formation conducting specific combat operations at the border areas. Moreover, this period is characterized by establishment training centers and frontier schools, development of training programs for the military to prepare them to combat operations at the border areas.

15) Regardless of permanent border conflicts Indian border guards should perform various humanitarian duties – search and rescue operations in the time of natural disasters, medical care for population in remote areas, including vaccinations, educating of children, logistic functions, security of tourists, etc.

While analyzing scientific and pedagogical literature [1, 6-7, 11, 13, 16], devoted to the professional training of servicemen in the Republic of India including border guards we have distinguished the following structural components of professional competence of border guards: coordinating and purpose-oriented, organization and pedagogical, resultative, conceptual, motivation and orientational, operation and activity, appraisal and reflexive. Let us analyze them in details.

Coordinating and purpose-oriented component concerns setting of objectives of formation of professional competence in according to tasks outlined by border agency; it is connected with planning and coordinating activities of agency and information, technical, normative and legal support of process of professional training of border guards.

Organization and pedagogical component deals with organization of educational process: development of training programs and materials for diagnostics of professional competence formation level. Also, the component includes employment of qualified instructors and supplying of educational establishments with training resources.

Resultative component concerns current and final diagnostics of professional competence formation level, analysis of conclusions by independent commissions with the purpose to enhance the results of professional training and avoid errors.

Conceptual component of professional competence of border guards embraces knowledge about peculiarities of professional activities in the

sphere of state border protection and difficulties of service as well as intellectual qualities of border guards.

Motivation and orientational component includes motives to educational activity, conscious and value attitudes to professional duties, and positive motivation to self-improvement and self-actualization. Also, this component concerns professionally necessary qualities which are required to efficient professional activities: responsibility, independence, initiative, self-discipline, etc.

Operation and activity component of professional competence of experts of border agencies includes intellectual, psychological and physical development, skills to solve professional duties in the sphere of border protection either individually or in group, skills to act in extreme and dangerous conditions, knowledge of agency standards and consistency border guard's behavior with them.

Appraisal and reflexive component of professional competence of border guards concern self-appraisal of own activities and assessment of self-actualization level.

Conclusions.

To conclude, professional competence is a subject of many investigations. On the basis of analysis of a number of studies we can assert that professional competence of border guards in the Republic of India is a combination of professional knowledge, skills and attitudes that means readiness of an expert of border agency to perform professional activities efficiently. Unity of all its structural components is a significant condition for achievement of professional competence of border guards, to be exact: coordinating and purpose-oriented, organization and pedagogical, resultative, conceptual, motivation and orientational, operation and activity, appraisal and reflexive. Further we are planning to investigate criteria,

levels and indices of professional competence of border guards in the Republic of India.

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