



Police Training and Motivation Perception Survey Report

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1. Executive Summary

This report presents the results of two ‘Police Training and Motivation Perception’ surveys conducted by IDFC Institute in collaboration with Madhya Pradesh Police and BetaGov at New York University Marron Institute. The surveys collected feedback from the Deputy Superintendents of Police (DSP) on various aspects of their foundational training programme. The surveys’ objectives were to gauge the satisfaction of new recruits with the current training practices, understand their expectations on how the training programme can be improved, and identify the factors that motivate new recruits.

The duration of the programme is two years, where the first is spent at the academy and the second in the field. We conducted the survey with two cohorts¹ of newly recruited DSPs. The surveys were administered via a WhatsApp link. The first cohort of 128 recruits, had completed only their first year at the academy (Survey 1). The second cohort, of 37 recruits, had completed the entire training programme (Survey 2). Survey 1 was conducted in March 2019 and Survey 2 was conducted in July 2019.

First, we collected information on their socio-demographic background in order to contextualise them. The results show that the proportion of female recruits (40% in Survey 1 and 35% in Survey 2) is above the mandated 33% reservation made for the representation of females in the police force. We also observed that while female recruits are more likely to have grown up in cities, male recruits are more likely to have grown up in villages. At least three-quarters (76% in Survey 1 and 84% in Survey 2) of the recruits are between 25 and 30 years of age. Two-thirds (67% in Survey 1 and 70% in Survey 2) of the recruits have completed their graduation, the minimum entry requirement, while the remaining recruits have higher qualifications. Recruits are also most likely to have been students before applying. Most of the recruits are from families where the mother is a homemaker (89% in Survey 1 and 95% in Survey 2) and the father is either a government employee (31% in Survey 1 and 49% in Survey 2), farmer (20% in Survey 1 and 19% in Survey 2), teacher (18% in Survey 1 and 5% in Survey 2), or self-employed (9% in Survey 1 and 19% in Survey 2). This background provides a wealth of information for customising the training programme to meet the recruits’ needs.

As a part of the training feedback, we focused on three broad areas. Firstly, we asked recruits about aspects they liked, disliked, and those they would like to change about the training programme. Secondly, we asked recruits about the channels of communication they typically use or expect to use on the job. Finally, we asked about the technology used as a part of the training at the academy as well as in the field and their overall satisfaction with all aspects of the training programme. The recruits rated their satisfaction levels on a Likert scale of one to five, with higher numbers indicating greater satisfaction levels. While the mean satisfaction score for outdoor training (physical activity, parade, drill, weapons training, etc.) at the academy was one of the highest by both cohorts (3.65 in Survey 1 and 3.35 in Survey 2), more than half of them (53% in Survey 1 and 51% in Survey 2) wanted the proportion of outdoor versus indoor (classroom training, theory classes, etc.) to be less than 50% of the overall training programme. The mean satisfaction score was the lowest for indoor training (3.0) in Survey 1 and for equipment (2.76) in Survey 2.

¹ The entire cohort was sampled for the survey.

The aspects disliked and changes they would like to see in the training programme were consistent with the mean satisfaction scores. Most recruits want the indoor component to be better designed, with a greater focus on practical learning techniques, such as the use of case studies, regular attachment of trainees to police stations, emphasis on the investigation aspects, specialists addressing the trainees on their learnings, etc. Investigation skills were also highlighted as the topic that they wanted to learn the most (92%). Aspects disliked included the overall organisational culture, and lack of personal time, leave and family visitations.

The feedback on communications indicated that WhatsApp is the most widely used channel of communication between police personnel. Junior, as well as senior officers, mentioned that the groups/batches formed, using this platform, provided a forum for discussion and an opportunity for the recruits to connect throughout their career. In terms of the hierarchy of communication, the results indicate that the recruits connect more with senior police officers when they are in the field (81%) than when they are at the academy (31%). This is consistent with the current format as the field training is designed for mentoring and fostering greater interaction between senior and junior police officers, while the academy training is designed to be a classroom-style learning format, precluding frequent opportunities for mentoring and interaction with seniors.

Responses on the technology used indicate a wide disparity between the expected and actual application of technology in the field. The responses from Survey 1 are more generic, suggesting the need to better prepare recruits for the practical applications of the technologies used during the training programme. The proportion of recruits who felt they don't know/partly know the technology decreased after the fieldwork. However, nearly 70% of the recruits continue to feel that they don't know/partly know the technology even after the field training. On the other hand, more than 80% of the recruits are keen to learn more about the applications of technology.

For understanding the motivation of police officers, we asked the recruits why they joined the police force, their professional and personal goals, the primary role of police and whether this job would help them achieve their dreams and aspirations. The most frequently cited reasons for joining the police are 'a spirit of service to society' (45% in Survey 1 and 54% in Survey 2) and 'a passion for policing/uniform' (21% in Survey 1 and 16% in Survey 2). The professional goals of recruits include the 'desire to be competent' (46% in Survey 1 and 59% in Survey 2) and 'perform to the best of one's ability to climb up the ladder'. Personal goals include 'a happy life with a work-life balance' (40% in Survey 1 and 49% in Survey 2).

We further analysed the responses to the motivation based questions through two well-accepted theoretical frameworks of motivation—Maslow's hierarchy² and Herzberg's two-factor theory³. The former focuses on the hierarchy of needs of individuals while the latter divides motivating factors into intrinsic and extrinsic. Maslow's theory predicts that the highest needs are those of self-actualisation and this is reflected in the recruits' desire to 'lead a successful, happy and balanced life'. Echoing the intrinsic factors of motivation as propounded by Herzberg's theory, the recruits cite the 'need to be competent, to advance and to grow personally'. Incorporating these inputs as a part of the training programme can help ensure high motivation levels of newly trained officers.

² A Theory of Human Motivation, Maslow, 1943

³ Herzberg, F. (1966).

Finally, based on the survey findings (Part One of the survey questionnaire) and inputs from the recruits on ideas they would like to implement (Part Two of the survey questionnaire), we narrowed down certain recommendations. The main problems identified from the responses to the surveys are the need for a formal grievance redressal system, improving the quality of indoor training and curriculum, regular evaluation of the faculty, focus on personality development, and infrastructural changes to improve facilities at the academy. These issues can be addressed in the form of interventions, that can be rigorously tested (including the use of randomised controlled trials (RCT), when appropriate) to evaluate the impact on satisfaction levels with the training programme and motivation of police officers.

2. Introduction

Motivations

Law and order is the purest form of public good and the core responsibility of the State towards its citizens. Sound law and order is essential for a good quality of life and inclusive economic growth, a fact propounded Venkaiah Naidu, Vice President of India: “[s]table law and order ensured by motivated and committed police would provide the necessary foundations for sustained economic progress of the country”⁴. Police are the public’s first interface with the law and order machinery. As outlined by the Bureau of Police Research and Development (BPR&D) “[p]olice are one of the most ubiquitous organisations of the society. The policemen ... happen to be the most visible representatives of the government [and] are expected to be the most accessible, interactive and dynamic organisation of any society.”⁵ Given the nature of police work and the role of a police officer in society, there is a high degree of responsibility placed on a police officer’s actions and behaviour.

In India, constables, for example, constitute 86%⁶ of the entire police force. However, certain evidence and case studies, based on work conducted by practitioners, show that this segment of the police force is highly demotivated and disempowered⁷. This lack of morale impacts their ability to police and influences their interaction with the public. Therefore, it is particularly important for officers to be motivated for better policing outcomes and performance.

Literature suggests that a link exists between the training of police personnel and their motivation levels. The learning style and environment at academies play a crucial role in determining the future performance of recruits. Typically, training programmes at police academies follow a ‘command-and-control’ format “which emphasises mastery and obedience, puts undue stress on students, and does not encourage effective learning.”⁸ The philosophy is rather “rigid, authoritarian and does not lend itself to higher-order thinking. It is conducted in a paramilitary setting, with discipline [being] the mainstay of daily activities”⁹. Current training practices are often inadequate and offer limited practical use to new recruits: “It is the rigid adherence to this

⁴ <https://bharatshakti.in/vice-president-naidu-enhance-capabilities-of-security-forces-to-deal-with-emerging-challenges/>

⁵ Chapter 1 of the Functions, Roles and Duties of Police in General, published by the Bureau of Police Research and Development (BPR&D)

⁶ <https://www.prsindia.org/policy/discussion-papers/police-reforms-india>

⁷ Kumar and Kapoor, 2016

⁸ Birzer, 1999

⁹ Guthrie, 2000

control structure that effectively prevents highly motivated and intelligent police officers from exercising any modicum of self-direction”¹⁰. This holds true for Indian police training academies as well: “All training institutes across India are not giving the desired results and are actually proving counterproductive ... [f]rustration, dissatisfaction and low self-esteem rules the portals of training institutions”¹¹ says VK Singh, Director of Telangana State Police Academy. Research indicates that “[w]hat new officers learn from the police academy curriculum serves as the foundation and building blocks for effective change in policing”¹². Modern police training programmes should impart information that is practical and distance itself from traditional models. “Training should refocus on more pertinent and relevant issues (eg., conflict resolution, quality-of-life issues) than the traditional curriculum, which has largely [centred] on the mechanical and technical aspects of policing.”¹³ Gearing recruits for duties and tasks they will be performing on the ground will make for a more efficient and well-equipped force.

Inadequate training can also result in adverse outcomes over time. One study found that initial high levels of commitment and motivation embodied by trainees declines significantly after nine weeks in the field and when the police college training does not meet their expectations.¹⁴ Another study revealed that a lack of adequate relevant training was a demotivator but training and personal achievement encouraged police officers to pursue self-fulfilling goals.¹⁵ Therefore, police departments should shift their training focus from demanding obedience to a more balanced approach that emphasizes discipline but also empowers officers. This “may foster a more effective learning experience”¹⁶.

Objective

The primary objective of any training programme is to teach a person the requisite skills to perform a particular job.¹⁷ However, “[t]he paradox in the current state of police training is that the majority of training curricula are designed almost exclusively to teach officers what they will be doing a small percentage of their on-duty time”¹⁸. For police officers, incorporating the use of cognitive skills and problem solving techniques is essential at the entry-level.¹⁹ There is a need for the readjustment and revision of the existing training practices and curriculum, to focus more on the development of “higher-order thinking” and less on the use of force²⁰.

Foundational training programmes carry an immense potential for meeting this need. A training program that will empower the newly recruited police officers with the confidence and emotional support required to accomplish their professional and personal goals is required. “[New recruits] look up to their trainers and leaders as role models to emulate. As [they] embark upon their careers, they need support to gain an understanding of the job and to develop a keen awareness

¹⁰ Rekindling Police Burnout

¹¹ <https://timesofindia.indiatimes.com/city/hyderabad/police-academies-turning-into-dumping-grounds-vk-singh/articleshow/71430895.cms>

¹² Birzer, 1999

¹³ Birzer, 1999

¹⁴ The development of organisational commitment: Pre-recruitment, training and probation (Beck, 1999)

¹⁵ An identification of factors influencing police workplace motivation (Sommerfeldt Vernon, 2010)

¹⁶ Birzer, 1999

¹⁷ Rekindling Police Burnout

¹⁸ Birzer, 1999

¹⁹ Guthrie, 2000

²⁰ Rekindling Police Burnout

of the street and its accompanying realities. At the onset, excellent training – both in the academy and on the street – is essential to properly motivate the new officer and to develop healthy outlooks and appropriate attitudes.”²¹

Historically, police reform in India has been primarily grounded in anecdotal information with little empirical evidence supporting proposed changes. An evidence-based approach to understand how training modules can be improved in order to achieve a motivated police force is essential. The purpose of this report is to highlight the recruits’ perceptions of the current state of police training practices at the Madhya Pradesh Police Training Academy in Bhopal and suggest improvements. By incorporating their recommendations into the existing police training structure, the intention is to stimulate a renewed interest in the profession and improve the quality of service delivery. This will be instrumental in ensuring workforce productivity, increased job satisfaction, improvement in the internal capacity of the police machinery and the public's perception of, and trust in, the police.

The idea for an intervention targeted at the training programme was developed through consultations with officials from the Madhya Pradesh Police training department who are keen to improve the motivation level and performance of the officers.

How to Use the Report

This report uses primary data from a ‘Police Training and Motivation Perception’ surveys of feedback on the training programme conducted at the Madhya Pradesh Police Training Academy. We surveyed DSP recruits over two rounds. The survey serves as an illustration of how feedback on training can be collected and how improvements, grounded in evidence, can be made to meet the expectations of the trainees to produce a motivated police force.

Structure of the Report

The report has seven main chapters including the Executive Summary and the Introduction. Chapter three provides an overview on the role and responsibilities of DSPs, the current training structure followed by the Madhya Pradesh Police Training Academy and a summary of globally renowned training practices. In Chapter four, we present our methodology of the study. The results from both the surveys are presented in Chapter five, including sociodemographic characteristics of the police recruits, their feedback on training, the technology used as a part of the training, communication hierarchies and the motivations and aspirations of the recruits. In Chapter six, we provide recommendations for curriculum redesign, based on inputs from Chapter five and in Chapter seven we present the scope for further research.

3. Background

This Section of the report captures the role and responsibilities of DSPs, the training structure at the Madhya Pradesh Police Training Academy, and a reference to two globally renowned police training practices. Through this information, this Section lays the context for a better understanding of the analysis contained in Chapter five.

²¹ <https://www.policeone.com/police-jobs-and-careers/articles/8093415-4-ways-leaders-can-and-should-motivate-their-officers/>

Role and Responsibilities of DSPs²²

The police hierarchy consists of two broad categories—superior officers, who work in a supervisory/controlling capacity and junior officers, who work in an executory capacity. DSPs work in a supervisory capacity. They supervise the functions of the junior officers (Inspectors/Sub-Inspectors, Assistant Sub-Inspectors, Head Constables, and Constables) in a particular subdivision of a district and they report to the Superintendent of Police (SP) of their district. DSPs are primarily responsible for supervising investigating, preparing heinous-crime reports within a week of the issue of an FIR, preparing weekly progress reports of cases until their disposal, and maintaining a weekly diary containing details about all functions performed by the DSP in that week. These reports are prepared for the perusal of the SP.

Current Training Structure of Madhya Pradesh Police

The BPR&D's training division provides a curriculum for newly recruited DSPs. While this is the prescribed design, states have the flexibility to customise the training programme, given that policing is a state subject.²³ In Madhya Pradesh, candidates satisfying the minimum eligibility criteria for applying, write two levels of examinations—'Preliminary', which tests the general aptitude and awareness of the candidate, and 'Main', which consists of seven essay-type papers (with two electives). Only candidates who meet the cut-off requirements for the Preliminary exam qualify for the Main. Candidates who clear the Main exam qualify for a final interview. Once candidates clear the final interview, they attend a two-year training programme.

The training programme, as per BPR&D's guidelines, involves five phases. Each phase has an indoor and outdoor component. The phases are as follows:

1. The Foundation Course (1st and 2nd month) covers the Constitution of India, the administrative set-up of the police and inter-departmental relationships, the socio-economic environment of India, special and local laws specific to the states, etc.
2. Institutional Training Module - Phase I (3rd to 10th month) is at the police academy and covers police in modern India, law, criminology, crime prevention and records, public order, traffic and security, investigation and trial - methods and skills, human behaviour, and relationship management.
3. Practical Training Module (11th and 12th month) involves in-field and operational areas covering prevention and investigation of crime, maintenance of law and order, enforcement of special and local laws, security duties, traffic regulation, large scale *bundobast*²⁴, community relationship and collection of intelligence on crime, criminal gangs, anti-social elements, and extremists.
4. Institutional Training Module - Phase II (13th to 15th month) is again at the academy with the goal of reinforcing what has been learnt so far in the classroom and in the field. The module includes case studies, simulation exercises, practical and field exercises, role-play, etc. Additionally, recruits are taught first aid, relief, emergency and fire-fighting, problem-solving exercises, hands-on training on computers, and training in communication skills. The final examinations are conducted at this stage.

²² Functions, Roles and Duties of Police in General, BPRD

²³ The trainee syllabus for foundation course is only indicative in nature and includes topics, which must find a place in any such course. The training academy for state civil servants may draw their own exhaustive course contents (Training Module For Deputy Superintendent of Police, BPRD).

²⁴ Arrangement or organisation against a crime/attack

5. Headquarter Attachment Module (16th month) is when new recruits acquaint themselves with various stakeholders and branches within the police organisation.

In Madhya Pradesh, the DSP training programme is designed as a year-long classroom style training in the police academy, followed by a year of training in the field.²⁵ Upon completion of the field training, candidates return to the academy to formally present and receive feedback on what they have learned.

Globally Renowned Training Practices

To understand global practices, this study also reviewed some of the police training programmes in countries like Germany and Japan. These examples help highlight various aspects that are central to police training. The Japanese police training structure highlights how a police training course can integrate leisure, culture, and community values in the curriculum. The course begins with classroom sessions, followed by on-the-job training, and then a few more months back in the classroom. This model helps reinforce the theoretical teachings and reduces the gap between what is taught and what is applied in the field. The curriculum also integrates Japanese culture and provides time for leisure and personal development.

The Bavarian police training programme highlights the need for holistic entry requirements. Here, the recruits who qualify, are marked not just on their examination scores and physical ability, but also on their cognitive skills, their ability to communicate, social behaviour, and attitude. The tests are designed keeping in mind the role and responsibility of the police in society. The training spans over two and a half years and is divided into five sessions lasting six months each with exams on the subjects learnt. Each session involves classroom training and a posting in an actual police station for hands-on learning. The three main areas of focus are law, practical applications of skills, and personal development. A detailed overview of the training structure of these countries are provided in the Appendix.

4. Methodology

This report presents the results of two ‘Police Training and Motivation Perception’ surveys conducted at the Madhya Pradesh Police Academy, to collect feedback from the recruits on the various aspects of the foundational training program. The surveys were administered on two cohorts of newly recruited DSPs. The first cohort, with a sample size of 128 recruits, had completed only their 1st year at the academy (Survey 1). The second cohort, with a sample size of 37 recruits, had completed the entire training programme (Survey 2). Survey 1 was conducted in March 2019 and Survey 2 was conducted in July 2019. An online survey link—via WhatsApp—was sent to the recruits and left open for approximately 36 hours for respondents to fill. The survey questionnaire was divided into two parts—part one, which was mandatory and part two, which was optional. Part one included a mix of multiple choice and open ended questions on topics ranging from motivations for joining the police force, to satisfaction with various aspects of the training, and skills/technologies learnt during the training, amongst others. Part two required the respondent to propose ideas/solutions to specific problems/practices at the Academy. The response rate was 100% for both cohorts for part one of the Survey. The response rate for part two of the survey was 66% and 70% for the first and second cohort, respectively. The survey also gave the respondent an option to fill in their personal information or remain anonymous. The

²⁵ MP Police Academy Bhopal Syllabus for DSP Training

questionnaires were prepared in English and translated into Hindi. The respondents had the option to respond in either language. The responses to the Hindi survey were translated into English for analysis. Thereafter, the data was analysed using sample proportions. This study does not incorporate the feedback and perspective of the faculty, trainers, and officers, both from the academy and the field.

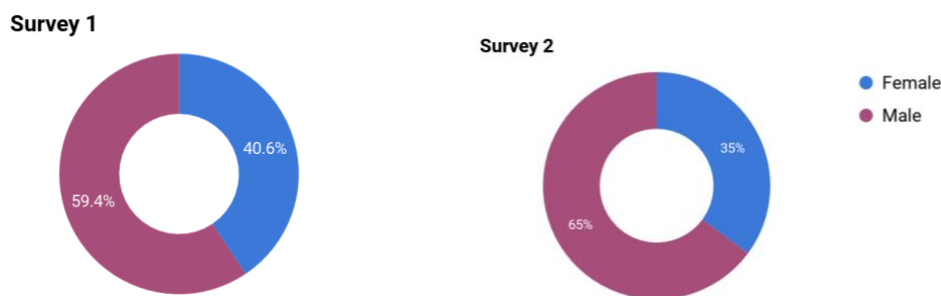
5. Analysis

Socio-demographic Profile

This section of the report presents the sociodemographic characteristics of the respondents. The gender composition, age distribution, educational background, place of origin, and previous profession of recruits along with their parents' profession are presented.

1. Gender

Figure 1. Gender composition



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

In both cohorts of DSP recruits, the proportion of women is above 33%, the reservation level as mandated by the Government²⁶. However, a closer look at the total number of women in the Madhya Pradesh police force (5,160 or 5.53%²⁷) vis-a-vis the national average (1,69,550 or 8.73%²⁶) presents a grim picture of the status quo. This warrants greater attention given that 74 crimes were reported per one lakh women, making Madhya Pradesh one of the top five states with the highest crime rates against women in 2017.²⁸

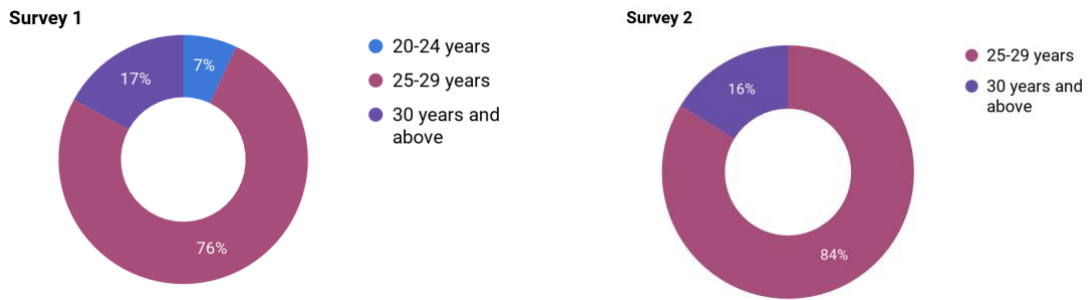
²⁶ <https://pib.gov.in/newsite/PrintRelease.aspx?relid=117550>

²⁷ <https://www.indiastat.com/table/crime-and-law-data/6/women-police-forces/479116/1253398/data.aspx>

²⁸ <http://ncrb.gov.in/StatPublications/CII/CII2017/pdfs/Table%203A.2.pdf>

2. Age

Figure 2. Age distribution

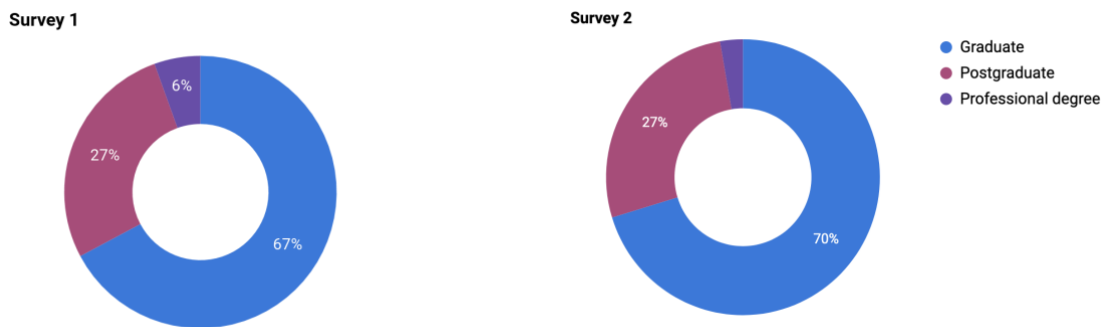


Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

The average age of recruits in both surveys was 28 years. However, the age varies from 23 years to 38 years in Survey 1 and from 25 years to 34 years in Survey 2. There is a 15-year and a nine-year age gap between the youngest and oldest recruit in Survey 1 and Survey 2, respectively. There is no significant gender differential for the age distribution across Survey 1 and Survey 2.

3. Education

Figure 3. Educational qualification

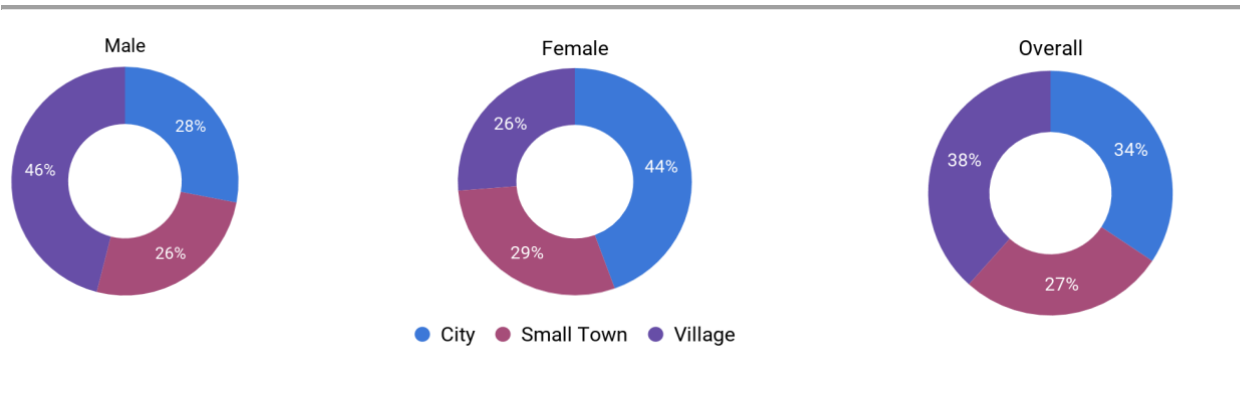


Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

The minimum eligibility criteria for writing the State Service Examination is completion of graduate level studies. Approximately one-third of the recruits have a higher qualification—either a postgraduate degree or a professional qualification. Looking at educational qualifications by gender, we find similar results for males and females in Survey 1. However, in Survey 2, the proportion of women with postgraduate degrees (38%) is higher than that of men (21%).

4. Place of origin²⁹

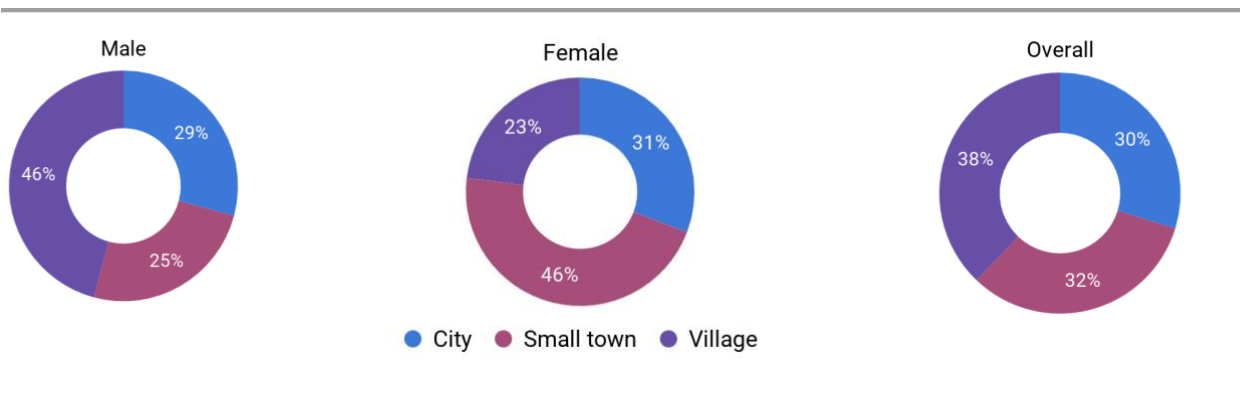
Figure 4. Place of origin of recruits (Survey 1)



Source: Primary survey. Sample size for Survey 1 is 128.

In Survey 1, a little over one-fourth of the women recruits come from villages and about the same from small towns while about half are from cities, whereas only about one-fourth of male recruits are from cities. This trend is consistent in the case of Survey 2 as well.

Figure 5. Place of origin of recruits (Survey 2)



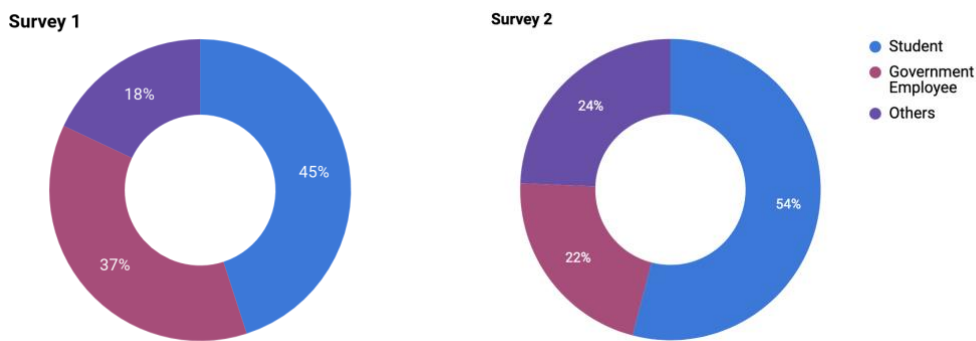
Source: Primary survey. Sample size for Survey 2 is 37.

Across both the Surveys, approximately two-thirds of the recruits are from villages and small towns.

²⁹ The responses to 'place of origin' are based on recruits' perception of the term rather than a definition or classification criteria.

5. Previous Profession

Figure 6. Previous job experience of the recruits



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

Note: “Others” includes doctor, teacher, engineer, bank employee, auditor, private sector employee.

45% of the recruits in Survey 1 and a little more than half the recruits (54%) in Survey 2 were previously students. In both Surveys, females were more likely to have been students (55% in Survey 1 and 62% in Survey 2) previously. However, male recruits were more likely to have been employed (60%) in Survey 1, and in Survey 2, male recruits were equally likely to have been students or employed. Where recruits were previously employed, they were more likely to have been government employees. While most recruits have some professional work experience, a few have never worked before. Hence, the expectations of recruits from their training might be varied requiring different training approaches based on a recruit’s prior qualifications and work experience.

6. Parents’ Profession

Many studies have looked into the relationship between a parents’ education, profession, income, and other socioeconomic indicators, and the educational and career outcomes of their child. In a research³⁰ conducted in 2018, the intergenerational impact of India’s district primary education program (DPEP) was analysed. It was found that children of female beneficiaries of DPEP performed better on standardised test scores of English, Math and Reading than children whose mothers were not beneficiaries of the program. However, the study also found that the same was not true for children whose fathers were beneficiaries of the program. On the other hand, in the UK, a report from the Office for National Statistics in Britain found that a father’s level of education is the strongest factor in determining the success of the child at school.³¹ This can create a self-reinforcing cycle of poverty and underachievement, passed on from poorly educated parents to children. The study further found that such children are 7.5 times less likely to be successful at school compared to children with better educated fathers. Many studies conducted in a similar vein found that parents’ education is an important predictor of children’s education and career outcomes.³²

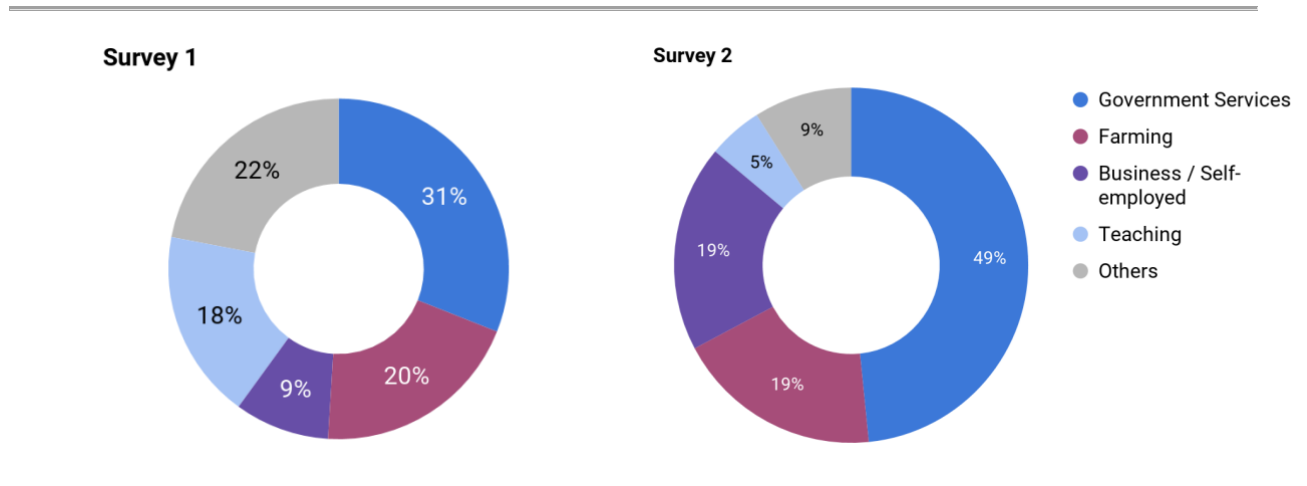
³⁰ Parent’s Schooling and Intergenerational Human Capital, Naveen Sunder (2018)

³¹ How do childhood circumstances affect your chances of poverty as an adult?

³² Davis-Kean, 2005, Dearing, McCartney, & Taylor, 2002; Nagin & Tremblay, 2001; Smith, Brooks-Gunn, & Klebanov, 1997

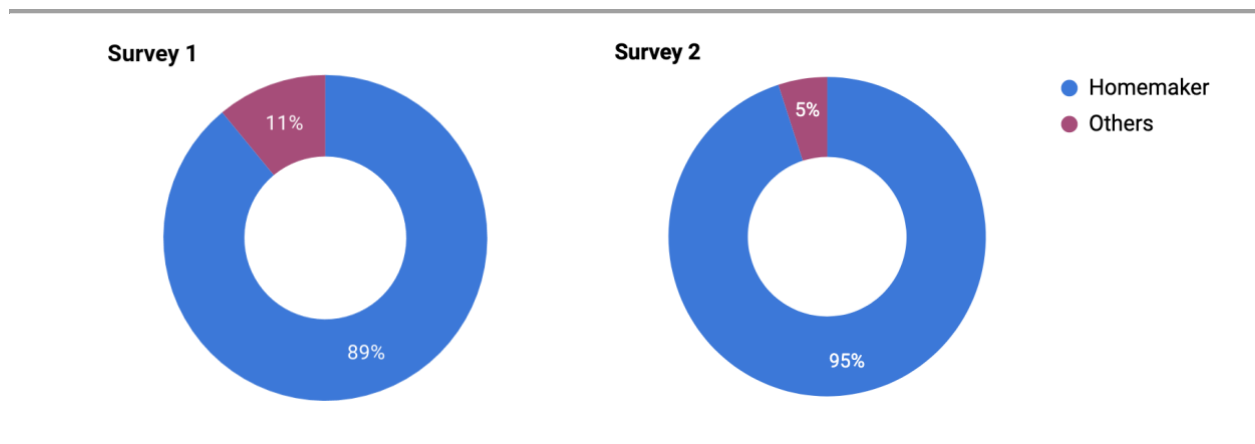
The professions of the recruits as well as their parents were collected to see if there are underlying patterns for how familial aspirations/experiences relate to that of an individual. Parents play a crucial role in influencing the aspirations of their children as they provide the economic and social resources available to the child. Similarly, parental aspirations for their children are influenced by a number of factors such as demographic characteristics, socioeconomic variables, gender, ethnicity, perceptions of their own parenting ability, involvement in parenting, etc.³³ A deeper look at the socioeconomic background of parents and the recruits may help provide insights into this relationship.

Figure 7. Father's profession



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.
Note: "Others" include policing, unemployed, passed away.

Figure 8. Mother's profession



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.
Note: "Others" include government job, teaching.

At least half the recruits are from families where the father is a government employee or a farmer, whereas in most cases the mother is a homemaker. Parents' professions were similar for both male and female recruits across Survey 1 and Survey 2.

³³ Determinants of aspirations, Akerman (2008).

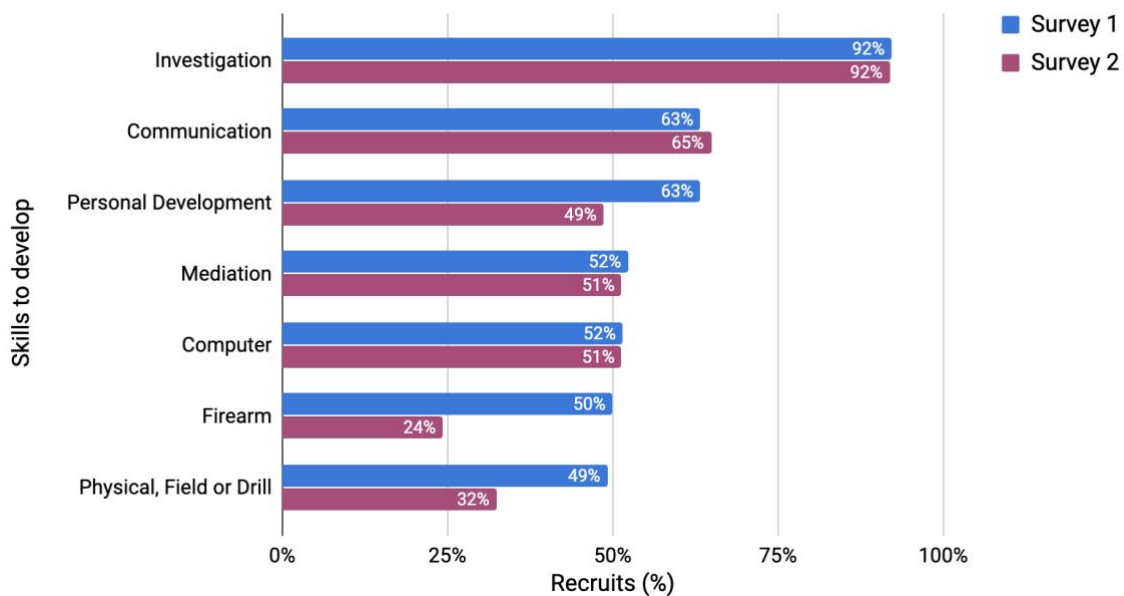
Feedback on Training

In this section, the DSPs were asked about the skills they wanted to develop, aspects of the training they liked, disliked, or would like to change, the technology used, and the communication channels used during the training. They were also asked to quantify their satisfaction with the faculty, infrastructure, curriculum, and indoor/outdoor training elements, and overall training programme, on a Likert scale of one to five.

1. Skills to further develop

From the topics that the recruits studied at the academy, they were asked to indicate which ones they would like to develop further.

Figure 9. Skills to further develop



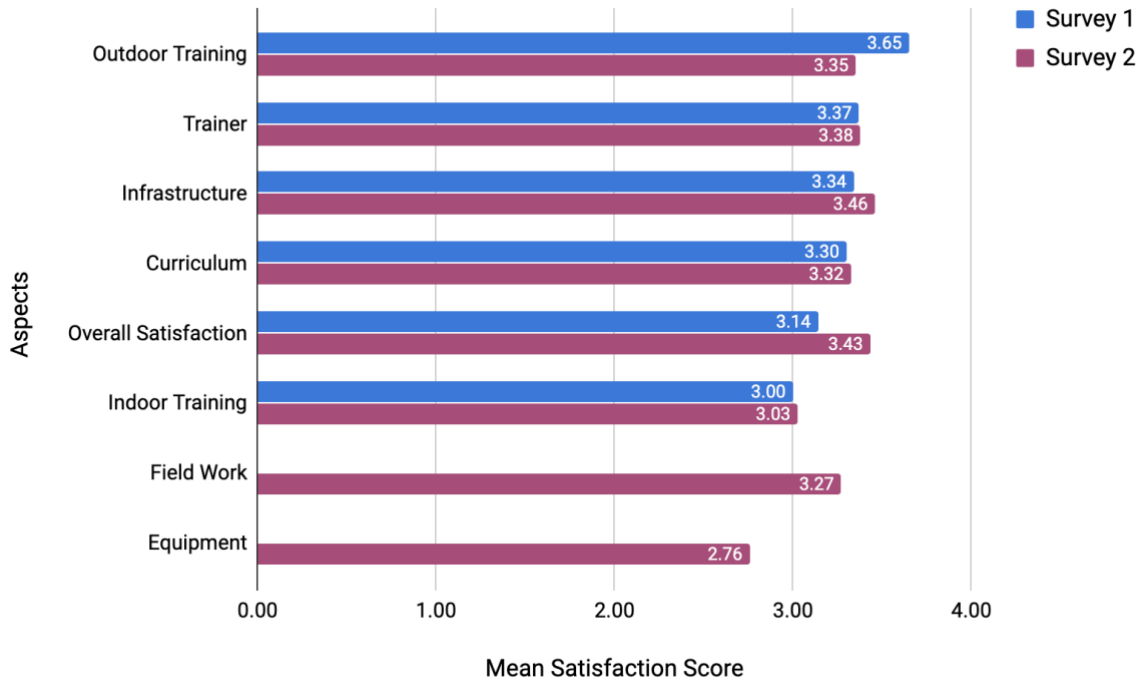
Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37

In both surveys, investigation skills is the main topic/skill that recruits would like to develop further.

2. Satisfaction

The recruits rated their satisfaction levels with various aspects of the training on a Likert scale of one to five, with higher numbers indicating greater satisfaction levels. Satisfaction with field work and equipment was added as a part of Survey 2.

Figure 10. Aspect wise satisfaction scores



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

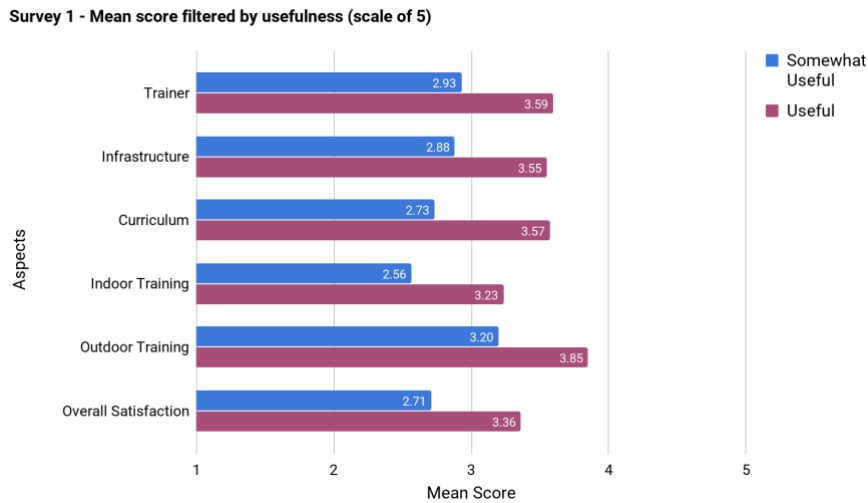
Note: Satisfaction with Field work and Equipment was asked as a part of Survey 2 only.

In both surveys, indoor training scored one of the least and equipment in Survey 2 had the lowest rate with a mean score of 2.76. The satisfaction scores across all other aspects of the training centred around the range of 3.00-3.65, indicating that the recruits were only moderately satisfied with various aspects of the training. Outdoor training and infrastructure garnered marginally higher satisfaction scores compared to the other aspects in Survey 1 and Survey 2, respectively.

3. Usefulness and Relevance

We filtered the satisfaction scores by the recruits' perception of the utility/relevance of the overall training.

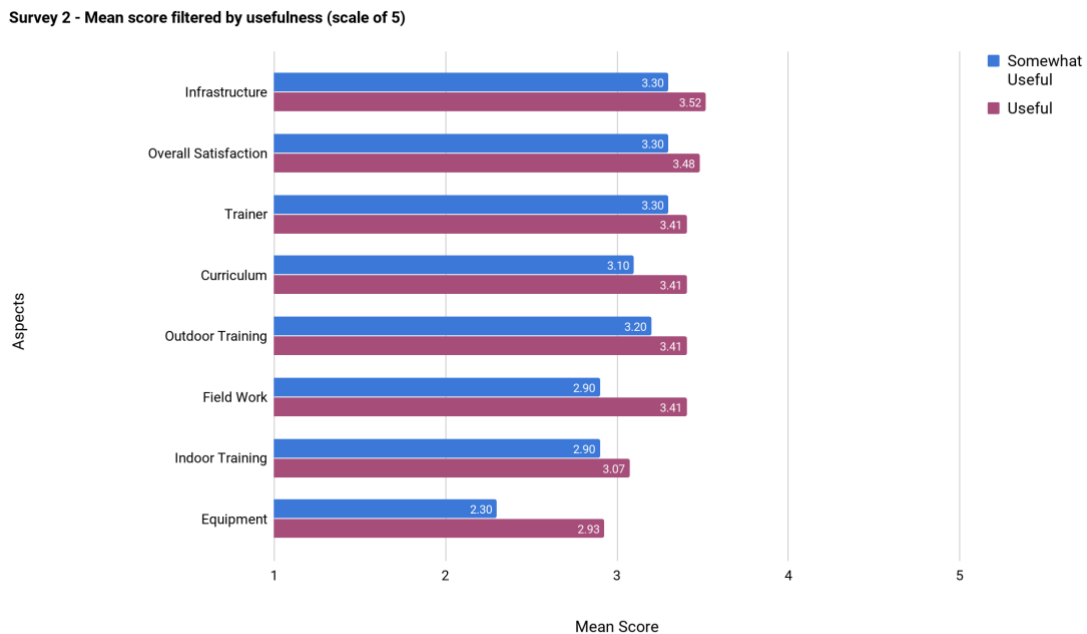
Figure 11. Aspect wise mean satisfaction filtered by usefulness/relevance (Survey 1)



Source: Primary survey. Sample size for Survey 1 is 127.

Note: One respondent in Survey 1 didn't find the training either useful or relevant. We have not presented the scores for this respondent.

Figure 12. Aspect wise mean satisfaction filtered by usefulness/relevance (Survey 2)



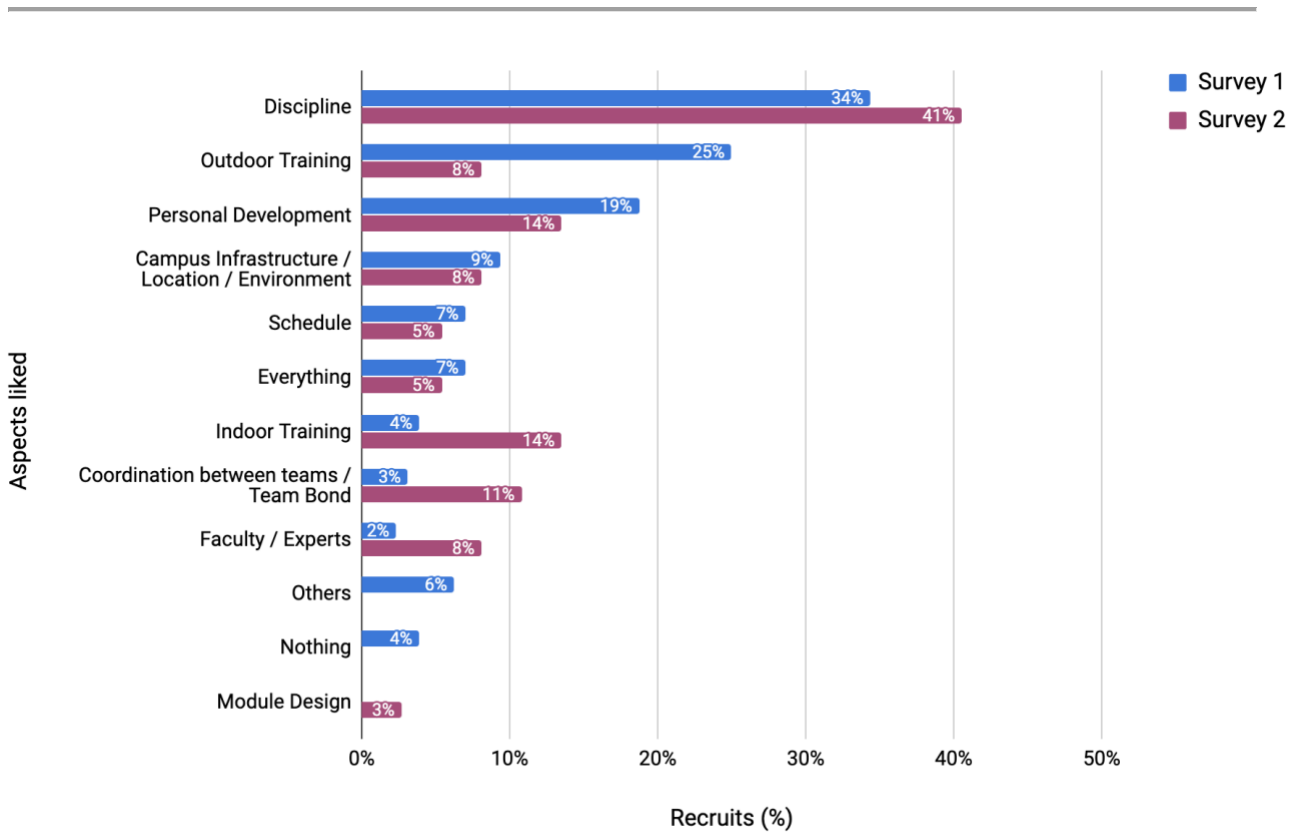
Source: Primary survey. Sample size for Survey 2 is 37.

The results show that those who found the training useful and relevant were also more satisfied with all aspects of the training, compared to those who found the training only ‘somewhat’ useful and relevant.

4. Aspects Liked

The DSP recruits were asked what aspects of the training they liked through an open-ended question, so as not to limit their responses. The results were then categorised based on common themes that emerged.

Figure 13. Aspects liked about the police training



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

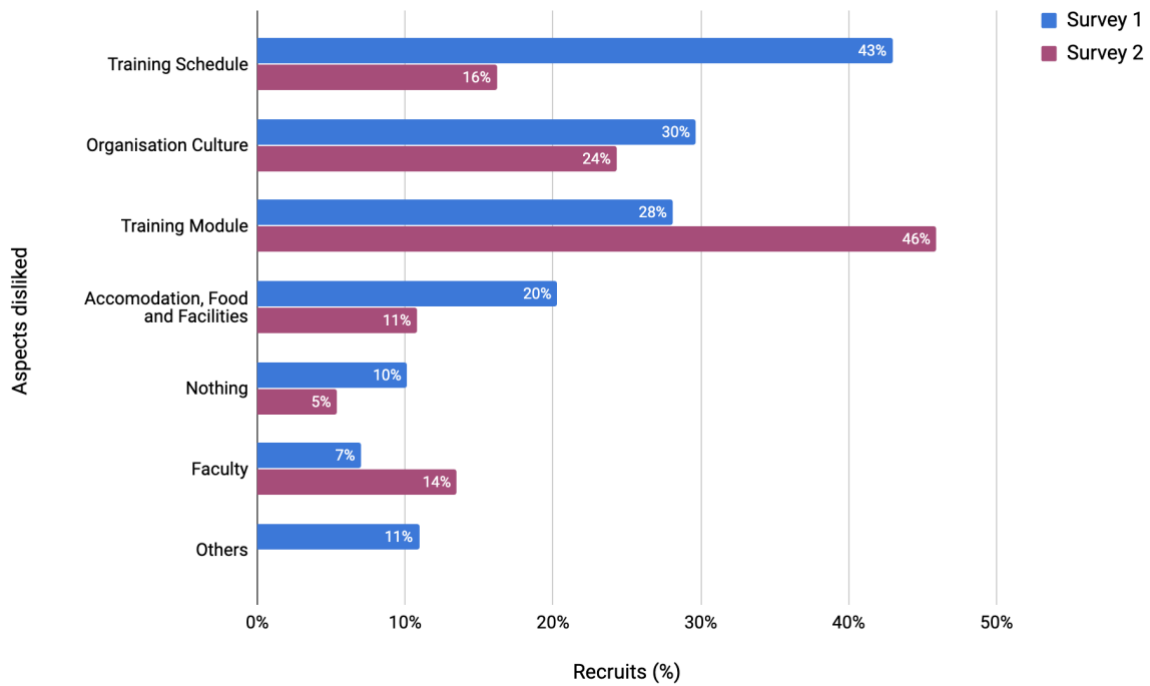
Note: “Others” includes field exposure and visits made by experts.

The results from both surveys show that discipline was the most liked training aspect, possibly indicating that the recruits appreciated the strict schedule, punctuality, and decorum at the Academy. A response from one of recruits to this question was: “[I liked] the way [the] training academy mentally prepare[s] us to be tough and to accept new challenges.” Further, comparing the aspect-wise satisfaction score (Figure 10) with responses from the open-ended question regarding aspects liked about the training (Figure 13), we find that most recruits are satisfied with and appreciative of the outdoor training.

5. Aspects Disliked

Respondents were asked what aspects of the training they disliked as an open-ended question. The results were then categorised based on common themes that emerged.

Figure 14. Aspects disliked about the police training



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

Note: “Others” includes separate accommodation for male and female recruits, snakes and stray dogs being found on campus.

In response to the open ended question regarding the training aspects disliked, some recruits indicated they were unhappy with the culture at the training academy. As per responses, certain instances of favouritism, strictness and rigidity by the faculty and superiors, etc. have led to such perceptions: *“Some people get extra benefits and facilities. Talking about trainers as well, excluding one or two, all are partial. Only two trainers here are actually perfect in teaching drill. We are given seminars on police sensitisation but faculty itself is not sensitive about anything...”* The perceptions regarding other training aspects are summarised below:

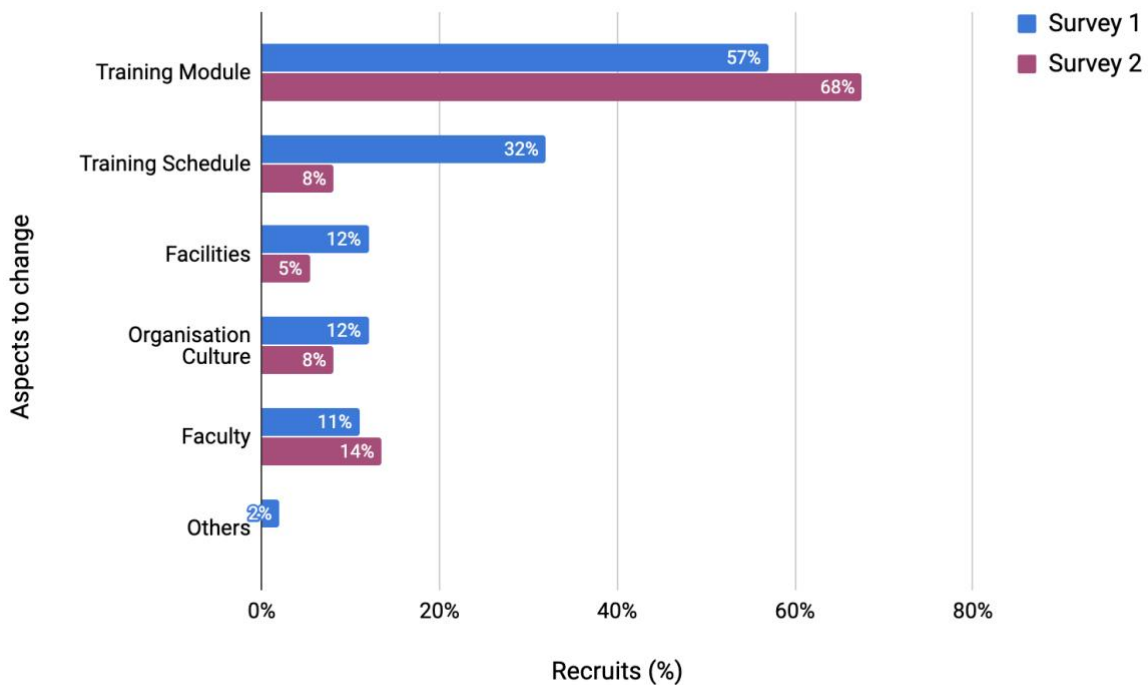
- Training Schedule - A large proportion of DSP recruits disliked the training schedule: *“[t]raining is very long and boring. Cutting [off] from family and society is also a bit difficult...”*. The dissatisfaction with the training schedule included the long duration of training sessions, poor provision of personal time/leisure time, and lack of family visits.
- Training Module - The most common perceptions were that there was an excessive focus on outdoor trainings and that the modules were outdated and impractical: *“[There is] too much focus on outdoor [training] [because] of [which] [the] mind is tired.. and [we also get] less sleep”*.
- Accommodation, Food, and Facilities - Another common grievance was with regards to the quality of food and accommodation. Facilities such as sports, parking, infrastructure, and medical were found to be lacking.

- Faculty - The recruits were also unhappy with the quality of and lack of guidance/mentorship from the faculty.

6. Aspects to Change

Respondents were asked what aspects of the training they would like to change as an open-ended question. The results were then categorised based on common themes that emerged.

Figure 15. Aspects to changes for next batches



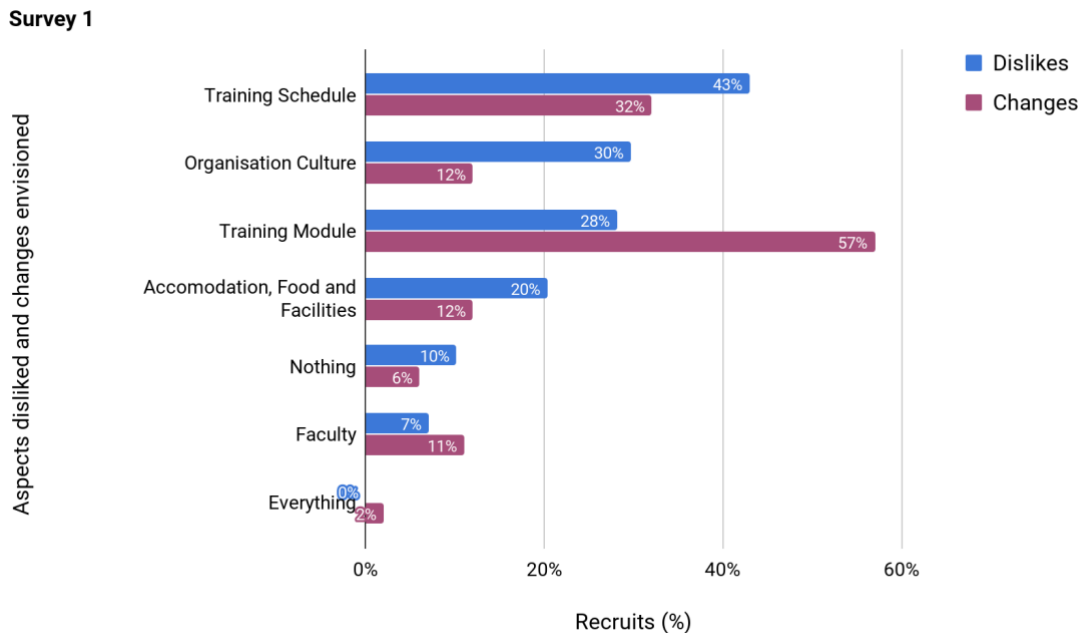
Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.
 Note: “Others” includes systematic system for recording and approval of leaves

Results from both surveys indicate that most recruits desire a change in the training module. Some of the changes inferred from the responses include, better coordination between indoor and outdoor trainings and making the module more practical and application based: “give them [(the next batch)] practical knowledge, more like how to [write] an FIR....how to write case diary..how to make..TA..DA....best case diary by which accused was convicted along with crowd management, how to throw tear gas, etc...”. Some responses also called for incorporating and interspersing more field visits. Suggestions included, “Practice of 2-2 month academic and field working rotational training module can be debated (like in judiciary)” as well as “Attachment of trainees to nearby police stations should be initiated, it will help them develop learnings into practice”. Recruits also made suggestions for incorporating case studies and sessions on investigation techniques: “Emphasis [should be laid] on investigation, record maintenance and significance and working of CCTNS”. In addition to the training module, recruits suggested changes to the following aspects:

- Training Schedule - Recruits preferred a shorter duration of the training, and better provisioning for leave, leisure, and family visits.
- Organisation culture - Recruits requested lesser hierarchical attitudes and restrictions. They want to be treated with more sensitivity: “...On Saturdays, trainees should be allowed to learn some new activities as well as they should be taken to visit places. The higher authorities should meet with trainees regularly and help solve their [problems], [as] the middle level officers serve their own interests and play [the] blame game at both ends”. Such responses indicated the desire for a grievance redressal system as well as a periodic review system.
- Faculty - The recruits felt the need for more professional and competent faculty: “For indoor training, professional experts should be called.”

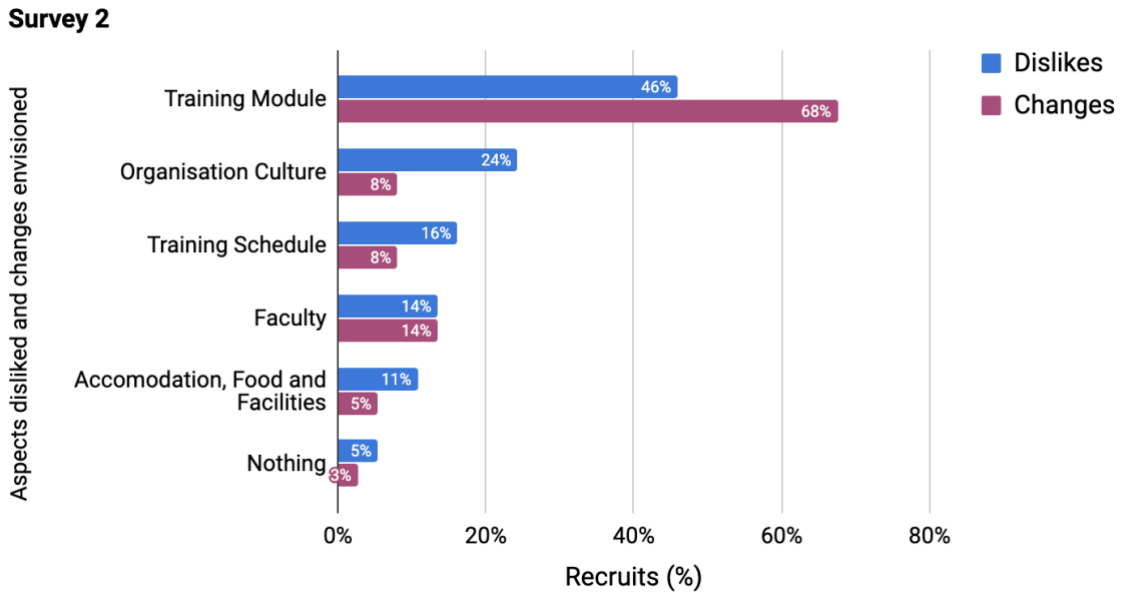
We also observed a link between the aspects disliked by the respondents and the changes desired by them for the next batch:

Figure 16. Training aspects disliked and changes envisioned (Survey 1)



Source: Primary survey. Sample size for Survey 1 is 128.

Figure 17. Training aspects disliked and changes envisioned (Survey 2)



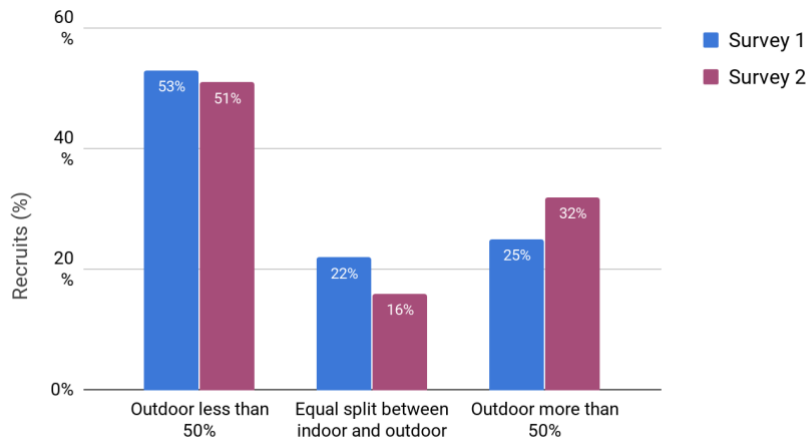
Source: Primary survey. Sample size for Survey 2 is 37.

Training schedule and training modules are popularly disliked and recommended for undergoing a change as well.

7. Proportion of Indoor vs. Outdoor Training

The recruits were asked their preferred split between indoor and outdoor training. Indoor training includes classroom training, theory classes, lab work, etc. Outdoor training includes physical activity, parade, drill, weapons training, etc.

Figure 18. Proportion of indoor-outdoor training



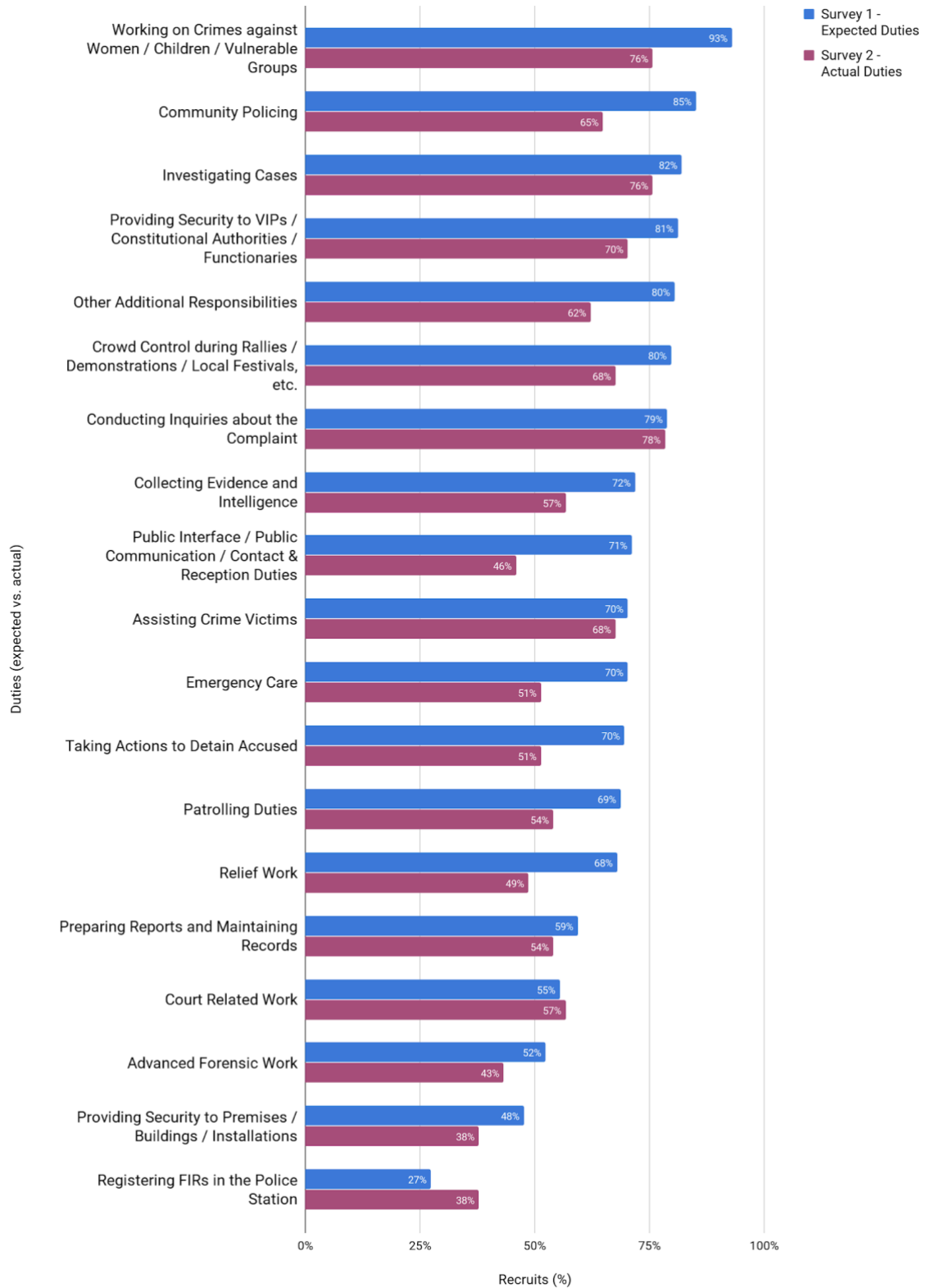
Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

Over half of the recruits, in both surveys, want the proportion of outdoor to be less than 50%. This is consistent with the feedback received on the aspects of the training liked, disliked, and recommended for change.

8. Comparison of Expected vs. Actual Duties

Although the surveys have different sample sizes, below is an illustrative comparison of the duties that the recruits expected to perform on the job (Survey 1) with the duties they actually performed in the field (Survey 2).

Figure 19. Expected duties (Survey 1) vs. Actual Duties (Survey 2)



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

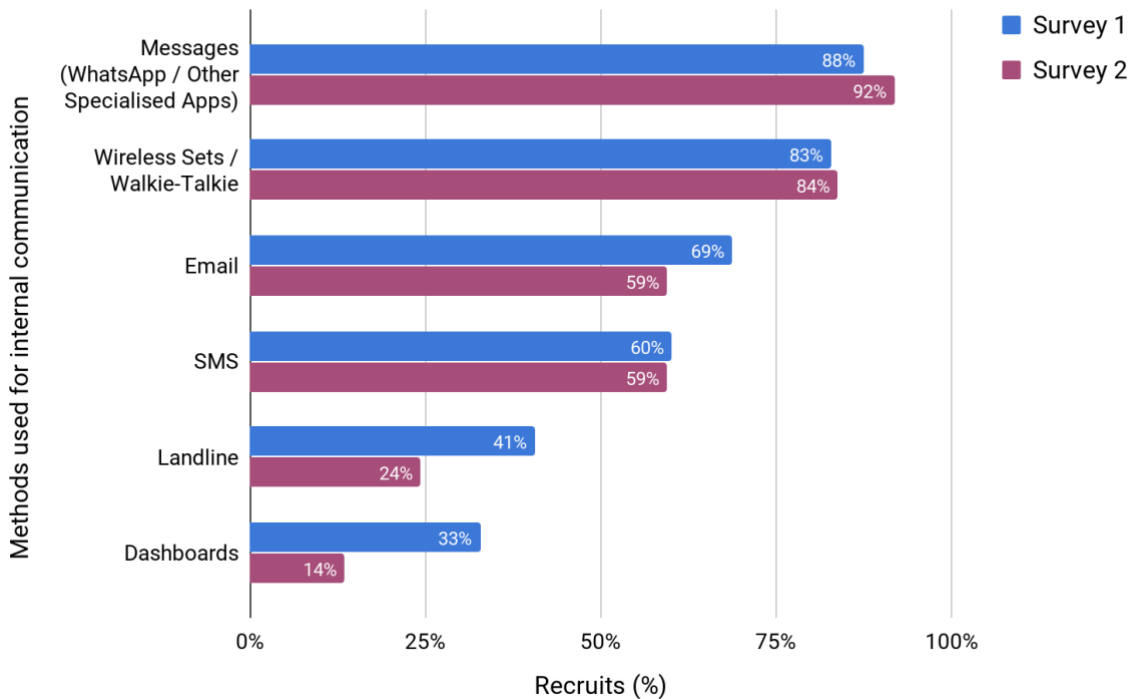
Results indicate that there is a tendency to overestimate the proportion of each kind of work they are expected to do.

Communication

1. Internal Communication Mechanisms

In this section, respondents were asked about which platforms they use for internal communications.

Figure 20. Technology used for internal communication



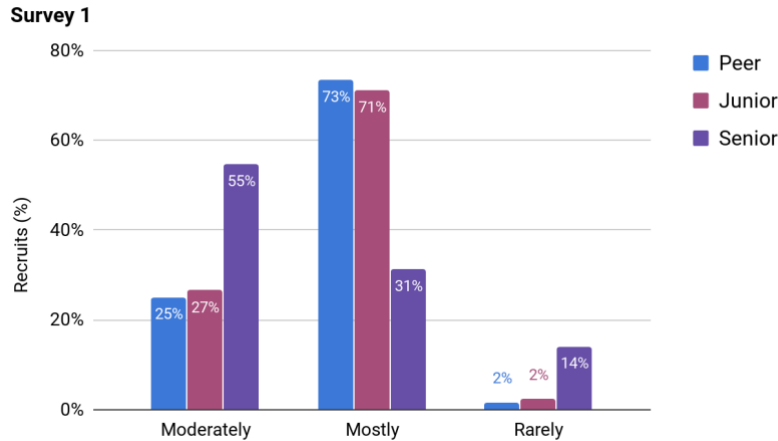
Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

WhatsApp is the most used platform for communication at 88%. Based on interviews with the newly recruited DSPs and the Madhya Pradesh police leadership, we also know that WhatsApp groups are created for each batch of recruits from each police academy. These groups provide recruits a unique way of staying in touch with their batch mates even after graduation and possibly throughout their career.

2. Hierarchy in Communication

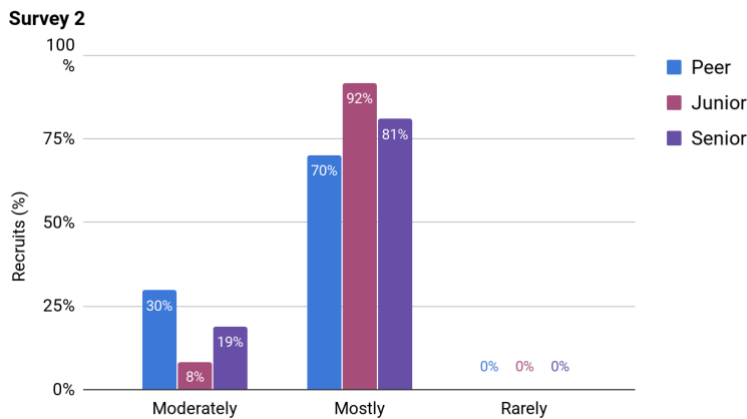
Respondents were then asked how often³⁴ they communicate with juniors, peers, and seniors in the police force. Studies suggest that recognition from senior employees/leadership can help improve employee motivation levels.³⁵

Figure 21. How often do you communicate with your juniors, peers and seniors? (Survey 1)



Source: Primary survey. Sample size for Survey 1 is 128.

Figure 22. How often do you communicate with your juniors, peers and seniors? (Survey 2)



Source: Primary survey. Sample size for Survey 2 is 37.

The results are consistent with the structure of field training and academy training. The field training is designed for mentoring while the academy training is in the form of classroom sessions.

³⁴ The survey did not define quantitative benchmarks for frequency of communication. The responses (rarely, moderately and mostly) were based on the recruits' perception of the term.

³⁵ Ali, R. and Ahmed, M.S., 2009.

Technology

In this section, respondents were asked to list the various technologies they expected to use in the field. They were also asked to rate if they felt they had sufficient knowledge to use/handle the technology and whether they were keen on learning more about it.

1. Technology Expected Vs. Actually Used

Table 1. Technology expected to be used (Survey 1) vs. Technology actually used (Survey 2)

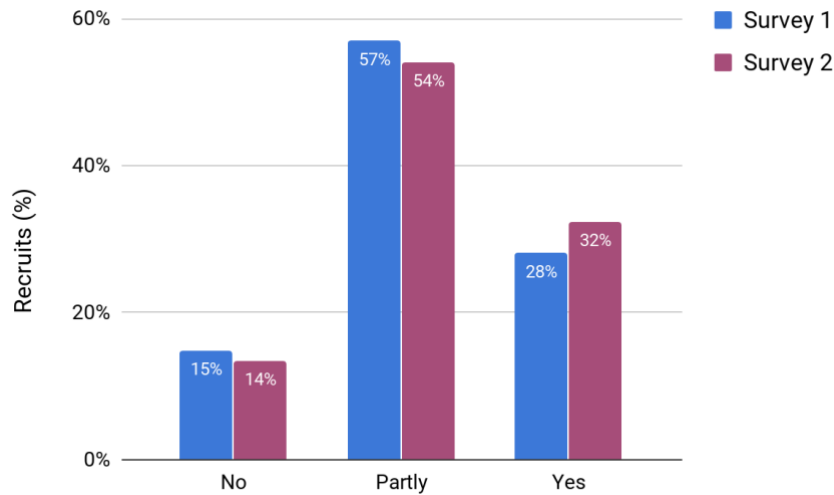
Technology expected to be used (Survey 1)	Technology actually used (Survey 2)
Mobile, computer, wireless, internet, forensics, CCTNS, social media, CCTV, GPS, Dial 100, camera, and so on.	CDR and PSTN data, CCTNS, CCTV surveillance, wireless, MS Word, MS Excel, forensics (DNA profiling), camcorder, cyber, tracing mobile tower location, investigating box, social media, etc.

Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

It can be observed that the responses are more specific once the recruits have been in the field. In Survey 1, the recruits use more broad terms to describe the most commonly used technology during the training, including computers, followed by internet, presentation, forensics, projector, and mobile. However, the results from Survey 2 are more precise and descriptive with regards to the technology they used in the field. This highlights the need to adequately prepare the officers for the practical applications of these technologies and how they relate to their fieldwork.

2. Knowledge of the Technology and Keeness to Learn

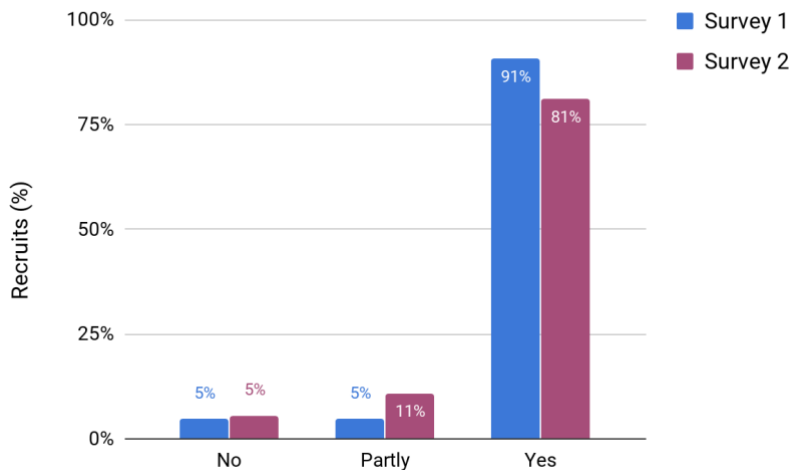
Figure 23. Do you feel you have sufficient know-how about this technology?



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

While the proportion of recruits who felt they don't know/partly know the technology came down after their field experience, their unfamiliarity with technology remains high (70%).

Figure 24. Would you like to know more about this technology?



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

Fortunately, more than 80% of the recruits responded they are keen to learn more.

Motivation

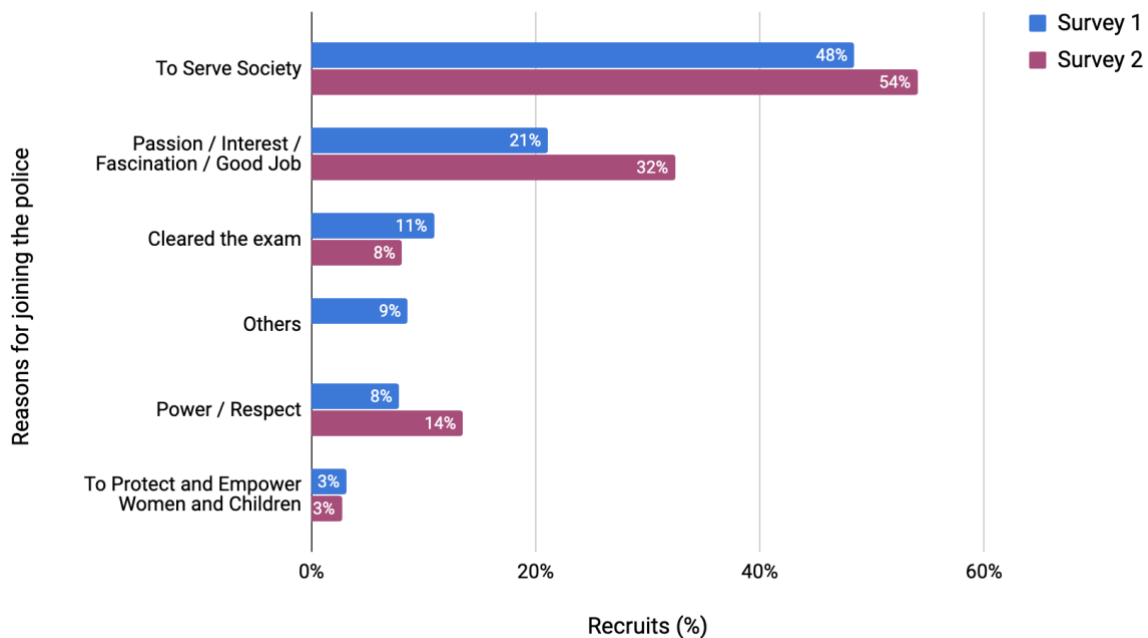
Understanding the Nature of Motivation

In this section we asked the respondents about their motivations for joining the police force, their professional and personal goals and aspirations, and their understanding of the role of police. These were free-text questions wherein the respondents filled in their answers without any inputs/prompts. During analysis, responses were grouped into categories that best reflected the answers. The final question on whether their job in the police will help them achieve their goals and aspirations was a multiple choice question wherein they selected the most suitable response from the given options.

1. Reasons for joining the police

While the Survey 1 captures the responses of recruits after their first year of training at the academy, Survey 2 shows the responses of recruits who were asked the same question after their year in the field. The responses remain broadly the same. A larger sample size, with officers who have spent a longer time in the force, may help answer questions on whether the differences in responses are significant or whether they change over time.

Figure 25. Reasons for joining the police



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

Note: "Others" includes family pressure, father's dream, to change the image of police in society, etc.

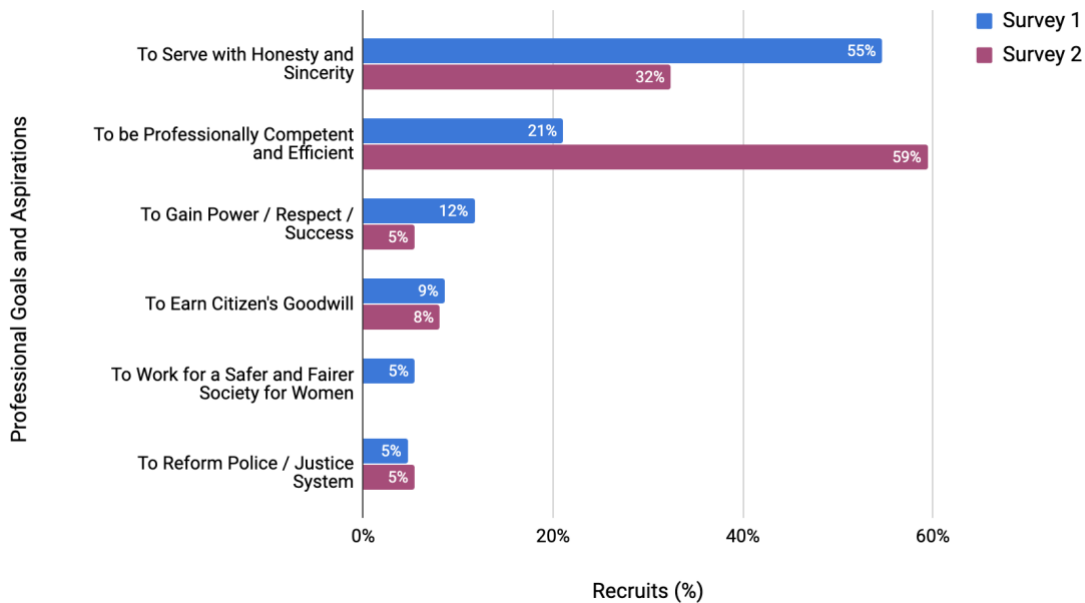
The topmost reason cited by almost half of the recruits was 'to serve society'. This was followed by a 'sense of fascination, passion, and interest for the job/uniform'. While a few recruits in Survey 1 mentioned 'protecting women and children' as a reasoning for joining the police, no one in Survey 2 mentioned this. A portion of recruits (11% in Survey 1 and 8% in Survey 2) also mentioned that they joined the police force just because they 'cleared the exam', without any prior desire to join the force. These motivations are detailed out below:

- To serve the society - The spirit of public service seems to be the major reason for joining the police which shows the intrinsic motivation of the recruits: *“Police is the largest organisation in the country that can help people in their miseries and problems. The country and the region are capable of reducing crime and punishing the culprits. It inspires us that we also join the police and work for the country and society.”*
- Good job/fascination for the uniform/passion/interest in policing - Another reason for joining the police is the nature of the job, for example, government employment, penchant for uniform jobs, challenging profession, higher grade job, etc.: *“No member of my family was from the police background, the dream of wearing a uniform was from childhood. In this department, I wanted to change the bad image of the police department.”*
- Clearing the exam - Some of the recruits mention clearing the Madhya Pradesh Public Service Commission examination as the reason for joining the police, despite it not being their preferred choice: *“I want[ed] to be selected via The Public Service Commission and appointed for any post. Especially was not interested in the police.”*
- Power/respect for the job - Certain recruits mentioned that they were attracted to this profession due to the *“prestige and recognition”* and *“respect in society”* that this profession commanded.

2. Professional goals and aspirations

Here the respondents outlined what their professional goals and aspirations are as a police officer.

Figure 26. Professional goals and aspirations



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

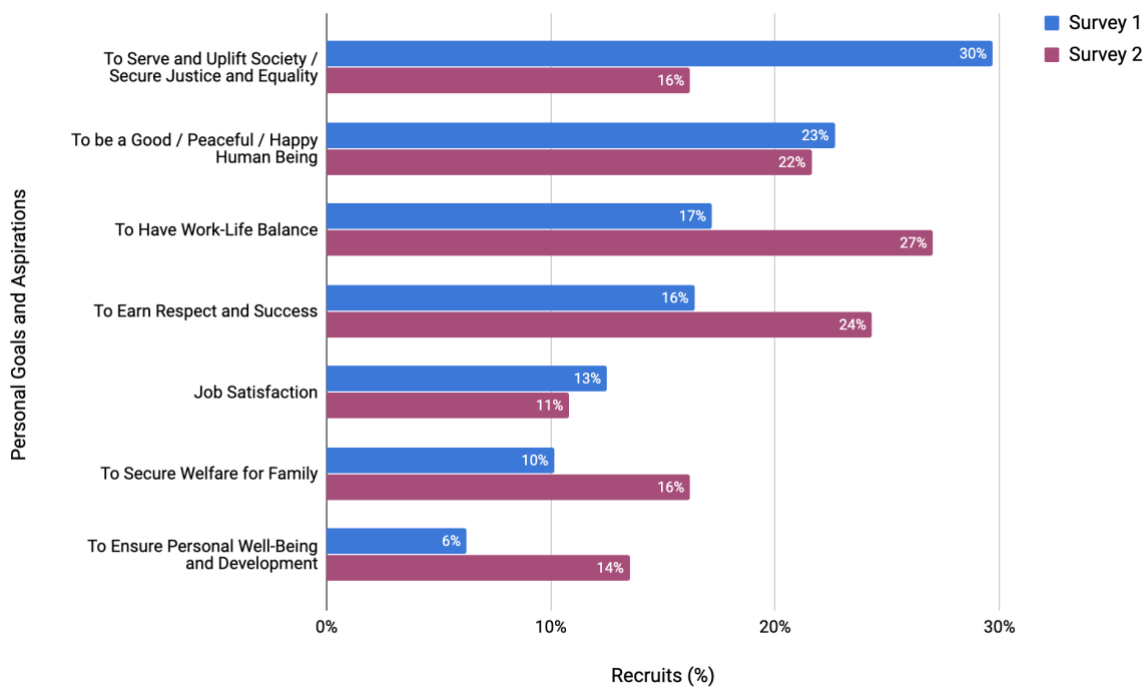
Some of the responses from the surveys are mentioned below to bring out the responses:

- To be professionally competent and efficient - Recruits aimed at improving at their work, gaining professional competency and expertise in order to be efficient and successful as police officers: *“My goals are do honestly whatever project or work will allot to me, my aspirations are to achieve highest point of my capability”*
- To serve with honesty and sincerity - Another common goal was to serve society by being an honest and sincere police officer: *“It is my ambition to do something good for the good of society to do good discharge of the duties and responsibilities of my profession”*
- To gain power/respect/success - Recruits also demonstrated ambitions of gaining power by aiming *“to rise up the maximum hierarchy possible.”*
- To earn citizen’s goodwill - Increasing trust of the public in police machinery was also cited by the recruits as one of their aspirations: *“Improving the image of the police force in the public/making it self-sufficient in departmental work/criminals & crime abolition.”*
- To reform police/justice system - Some recruits also desired to *“do something new in policing which will become a trend for other for controlling crimes or for the prevention of crimes.”*

3. Personal goals and aspirations

Here the respondents outlined what their personal goals and aspirations are.

Figure 27. Personal goals and aspirations



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

These responses are highlighted below:

- To serve and uplift society and secure justice and equality - Many responses indicated the aspiration to ensure “[the] reach of justice to the lowest section of society” and to “.. maintain peace in society and “work for the upliftment of society.”
- To be a good, peaceful and happy human being/maintain work-life balance - Work life balance emerged as a major aspiration among recruits: “I want to balance my personal and professional life. Want to be a good mother, good wife.”
- To earn respect and success - Some recruits expressed that their personal goal was to “become IPS in next 3-4 years instead of 25 years and fulfill own and family’s dream (including respect in society).”
- Ensure welfare of the family - Recruits desired to improve the social standing of their family and “increase the respect for [their] family in society.”
- Job satisfaction - Recruits aspired to “live a life with professional satisfaction and serve the nation with great dedication.”

Table 2. Personal Goals and Aspirations of Surveyed Recruits by Gender

Personal goals and aspirations	Survey 1		Survey 2	
	Male	Female	Male	Female
To Serve and Uplift Society / Secure Justice and Equality	27.63%	32.69%	20.77%	15.38%
To be a Good / Peaceful / Happy Human Being	23.68%	21.15%	25.00%	15.38%
To Have Work-Life Balance	19.74%	13.46%	25.00%	30.77%
To Earn Respect and Success	17.11%	15.38%	20.83%	30.77%
Job Satisfaction	9.21%	17.31%	16.67%	0.00%
To Secure Welfare for Family	13.16%	5.77%	20.83%	7.69%
To Ensure Personal Well-Being and Development	5.26%	7.69%	12.50%	15.38%

Source: Primary survey. Sample size for Survey 1 is 128. Sample size for Survey 2 is 37.

Table 2 depicts the personal goals and aspirations of the recruits bifurcated by gender. Survey 1 was taken by 76 male recruits and 52 female recruits and Survey 2 was taken by 24 male recruits and 13 female recruits.

4. Primary role of the police

Here the respondents outlined what their perception of the primary role of the police is.

Figure 28. Primary role of the police



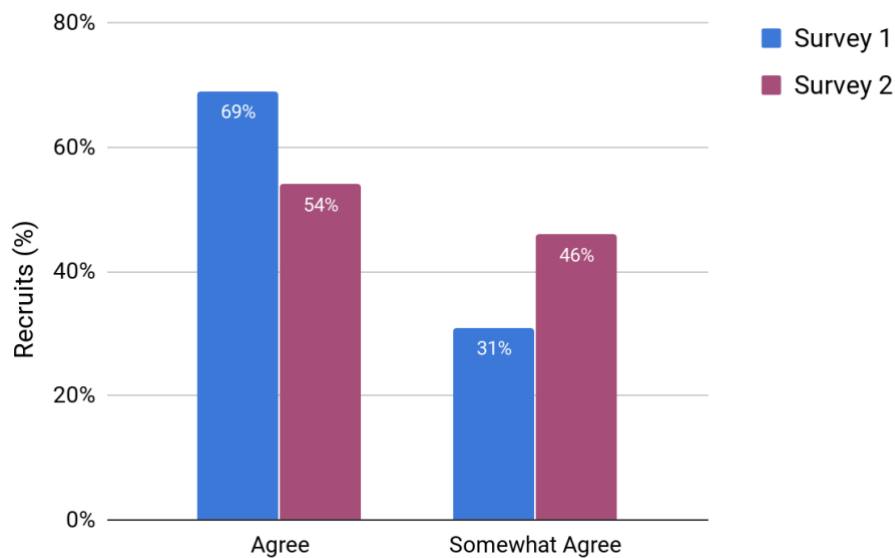
Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37.

The Mission Statement of Madhya Pradesh Police outlines maintenance of law and order, prevention of crime, and enhancing the feeling of safety and security as the primary role of the police. The responses from the surveys reflected this idea as well. One of the responses to this question was: *“Although police have an important role in crime control and crime investigation, but maintaining law and order in the modern era is a major task.”* Another response was: *“To continuously strive for the betterment of the society as a vigilante watchdog for prevention of crimes by remaining honest and dutiful to his department. Increasing the confidence of the people in the police.”* Further, it would be interesting to study the role of training in instilling and reinforcing these ideas.

5. Achieving dreams and aspirations through police work

Here the recruits were asked whether their chosen profession will help them achieve their goals and aspirations.

Figure 29. Whether being a police officer would help in achieving dreams and aspirations



Source: Primary survey. Sample size for Survey 1 is 128 and for Survey 2 is 37

The results show that recruits believe that the job will help them achieve this, indicating that there is alignment of their personal/professional goals with the goals of the police organisation.

Assessing the Responses through Frameworks for Motivation

This section aims to understand the factors that influence the motivation of the DSP recruits. We analyse and interpret the responses based on two well accepted theoretical frameworks—Maslow's hierarchy and Herzberg's two factor theory. In order to understand what motivates the recruits, we looked at answers to the following questions from the survey:

1. What aspects did you like about the training?
2. Why did you join the Police force?
3. What are your professional goals and aspirations?
4. What are your personal goals and aspirations?

In order to understand what demotivates the recruits we looked at answers the following questions from the survey:

1. What aspects did you dislike about the training?
2. What changes would you like to see for the next batches?

Below is a presentation of the analysis, based on responses from both surveys.

1. Maslow's Hierarchy of Needs³⁶

Maslow identifies five categories of needs—physiological, safety, social, esteem, and self-actualisation—arranged into a hierarchy or pyramid. Needs follow a natural progression, and the completion of a lower order need is followed by the pursuit of a higher order need in the sequence. The figure below depicts this hierarchy of needs.

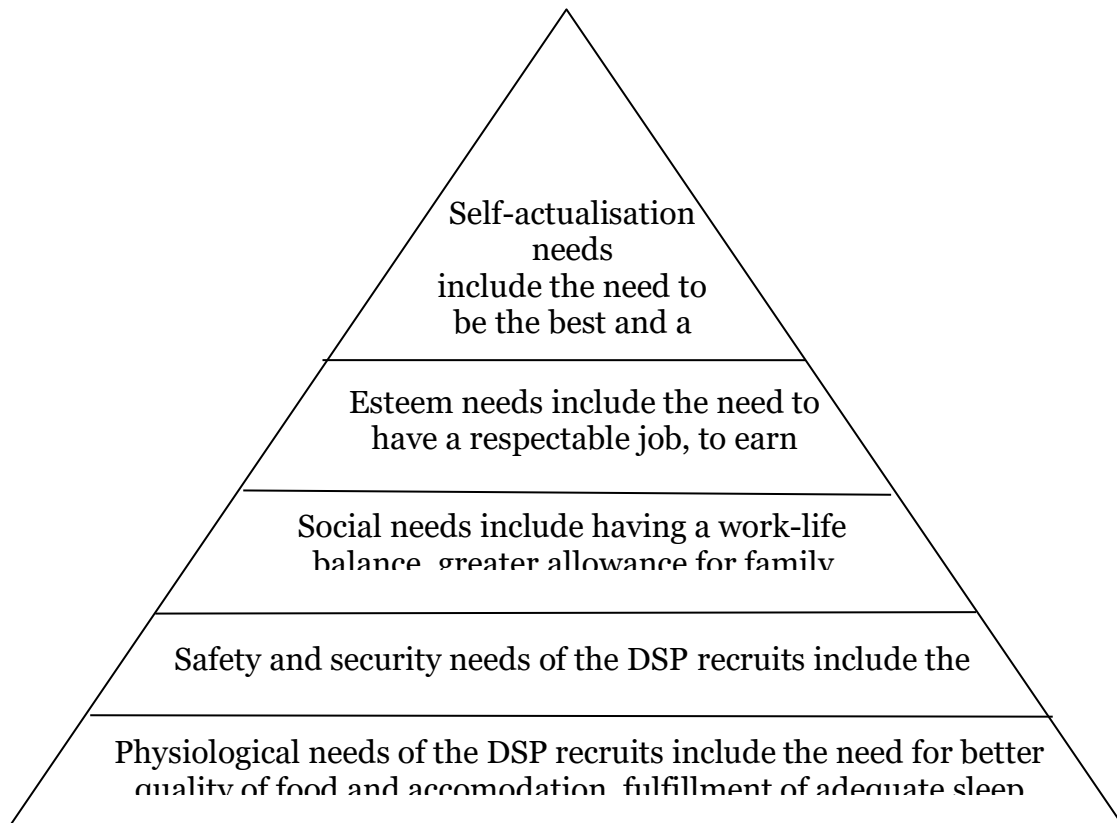
Figure 30. Theoretical framework of Maslow's Hierarchy



The responses were then categorised according to the framework.

³⁶ Maslow, A. H. (1968).

Figure 31. Responses from Survey 1 and Survey 2 categorised in Maslow's framework

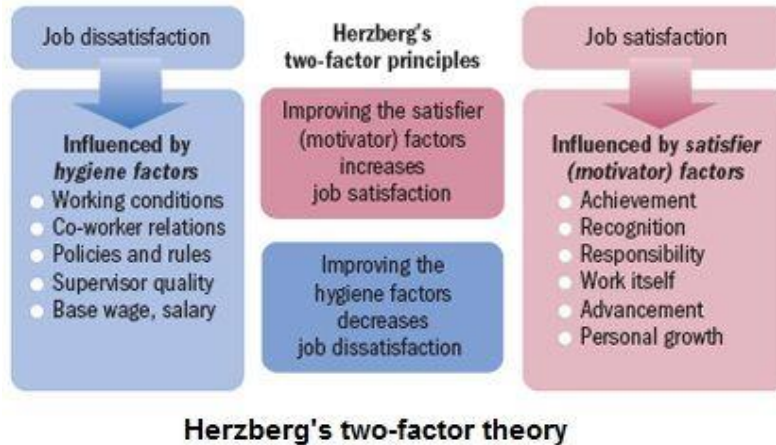


2. Herzberg's Two-factor Theory³⁷

This theory categorises motivation factors into two kinds—Extrinsic (or Hygiene) factors and Intrinsic (or Motivating) factors. Extrinsic factors are closely related with job dissatisfaction and improving the conditions of these factors will help reduce dissatisfaction, but will not necessarily increase satisfaction. These include working conditions, company rules and policy, salary amount, interpersonal relations (with superiors, peers, and subordinates), and job security. Intrinsic factors are closely related with job satisfaction and improving the conditions of these factors will help increase satisfaction, but will not necessarily reduce dissatisfaction. These include a sense of achievement, meaningfulness of work, responsibility, recognition, and opportunities for growth and promotion. The figure below depicts the theory.

³⁷ Herzberg, F. (1966).

Figure 32. Theoretical framework of Two-factor theory



This theory has been frequently used to study employee motivation in organisations, including the police.³⁸ The responses from the surveys were categorised according to this framework as well.

Figure 33. Responses from Survey 1 and Survey 2 categorised in the Two-factor theory

<p style="text-align: center;">Hygiene Factors</p> <ul style="list-style-type: none"> Better quality of food, accommodation and campus facilities Shorter duration of trainings Downtime and family visits Less hierarchical structures and favouritism Lesser restrictions 	<p style="text-align: center;">Motivators</p> <ul style="list-style-type: none"> More field visits Greater exposure to case studies and investigation training Improved technology use Personal upskilling and development Being treated with respect,
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6. Conclusion and Recommendations

The survey results make a strong case for reviewing the existing police training programme at the academy, especially for DSPs. The survey findings offer a wealth of information that can be used to improve and modernise the course, in order to meet the needs of the recruits at the entry-level and help motivate them through their career. The survey is an illustration of how feedback on training can be collected and evidence-based improvements can be incorporated into the system. In part two of the survey, we asked recruits to highlight aspects they thought were particularly problematic and suggest potential solutions that can be implemented to bring about a positive change. The broad themes that emerged were:

³⁸ Tengpongsthorn, W. (2017); Gaines, L. K., Tubergen, N. V., & Paiva, M. A. (1984).

1. Grievance redressal system - A formalised system of anonymous feedback at the end of every training programme.
2. Improved quality of indoor training and curriculum - A redesign of the training to include more practical elements.
3. Evaluation of faculty - An anonymised evaluation and feedback of the faculty by the recruits.
4. Focus on personality development - Time and support to encourage more activities that focus on confidence and personality building of the recruits.
5. Infrastructure changes - Improving on-campus facilities.

Table 3. Problems identified by the recruits' and proposed solutions

Identified Problems	Proposed Solutions
Too many theoretical classroom sessions and very few practical classes	<ol style="list-style-type: none"> 1. Field visits to different police stations/academies in other states 2. Assignment to a <i>thana</i> (station) during training, practical application of forensic techniques 3. Classes on a lawyer's approach to cases 4. Solving cases live in class 5. Exercises to understand the working of an ideal police station, exposure to standard operating procedures, and role-playing techniques 6. Crime scene visits 7. Training through scientific methods, excursions, meeting with other administrative trainees, internal coordination, and training through seminars
Monotonous routine, stress, and no time for leisure	<ol style="list-style-type: none"> 1. Meditation techniques 2. Weekly recreational activities 3. Weekly cultural and literary activities 4. Mandatory development of a sport as a hobby with coaches appointed for each sport 5. Weekly day off (Sunday) 6. Family visitation or leave to visit family during weekends 7. Practising gym, yoga, and martial arts in the evening instead of physical training
Poor management	<ol style="list-style-type: none"> 1. A pre-planned annual schedule disseminated to the trainees 2. Better balance between indoor and outdoor classes 3. Advance information on the list of things that will be given to the trainee or what they need to bring
No grievance redressal	<ol style="list-style-type: none"> 1. A system for weekly feedback on all activities 2. A complaint box to report problems anonymously under the control of the head of the academy 3. Ability to share confidential feedback on indoor and

Identified Problems	Proposed Solutions
	outdoor training with senior officials 4. Regular evaluation of the faculty
Not enough specialists	1. More faculty with wide experience in other fields 2. Teaching or opportunities for deputation with other agencies such as the Armed Forces 3. Regular interactions with successful police officers who can teach the class about past cases and their careers
Poor infrastructure	1. On-campus stationery shop for photocopies, scans, courier service, etc. 2. Cyber cafe 3. On-campus medical facility
Personal development	1. Counselling sessions on areas of improvement 2. English-language training for personal development

Recommended Solutions

While all the above mentioned recommendations are a step in the right direction, after cross-checking the analysis from the feedback against them, the following four ideas emerged as the most applicable in this scenario. Testing any one of these solutions help bring about a positive change in the level of motivation and preparedness of DSP recruits.

1. Making classroom-based training more practical especially with respect to investigation and evidence gathering skills/module - The recruits identified this as the skill they would like to further develop the most (Figure 9), ranked the current form of the indoor training one of the lowest on aspect wise satisfaction scores (Figure 10) , and also regarded non-practicality of training modules as a key aspect they disliked and would like to change (Figures 14-17), as well as the third most frequent function that they expected to and actually performed on the job (Figure 19). Crime investigation is one of the core responsibilities of a police officer and critical for public safety. Developing this skill will lead to greater sense of mastery of this task as well as autonomy in decision making and performance.
2. Modifying the curriculum/schedule to be more balanced - This theme is evident throughout the survey responses. An examination of their responses from the Feedback on Training section reveals that the recruits are keen that the training schedule and modules be more balanced. They were moderately satisfied with the current state of affairs (Figure 10) and found these aspects moderately useful/relevant (Figures 11-12). In terms of aspects liked, the current module design and schedule scored very low (Figure 13). The long duration of the sessions and excessive focus on outdoor trainings emerged as the aspects most disliked (Figure 14) and recommended for change (Figure 15-17). Finally, this also came through in the preferred split for indoor vs. outdoor training (Figure 18).
3. Improving faculty recruitment or evaluation, rebrand the role of trainers - The recruits' moderate response in terms of satisfaction with and usefulness/relevance of this aspect (Figure 10-12), very low score on aspects liked (Figure 13), as well as a part of the aspects they disliked (Figure 14) and they would like to change (Figure 15) indicates that this is

something that can be improved at the academy. Looking into the selection and evaluation of the faculty and boosting their position to improve the quality of trainers will have a positive impact on recruit motivation and performance as well.

4. Establish a feedback loop to foster more transparency and accountability - Another suggestion that came up frequently as part of the open-ended questions and an aspect that they would like to change (Figure 15) is the lack of voice that they have in what goes on at the academy and in the training programme. Establishing a feedback loop and giving recruits a forum to discuss their opinions will help instil a sense of ownership as well as create more transparency and accountability.

As next steps, one of these solutions can be designed and rigorously tested, including as RCTs when feasible, to evaluate the impact on the recruits' satisfaction and motivation levels. By having 'control' and 'treatment' groups, the relevant elements can be tested through the training programme/curriculum and successful interventions can be institutionalised, replicated and scaled. Each of these solutions also will require further background data on training that are already collected at the academy or police headquarters. The data will aid in designing the intervention and its evaluation as well.

7. Scope for Further Research

Apart from the problems identified and the solutions suggested by the respondents, it is important to consider expanding the scope of research to include other perspectives. Below is an indicative list of ideas that can be further explored in order to understand the relationship between training and motivation. Such outcome driven research would contribute immensely to the vision of enabling a more efficient and motivated police force for better public service delivery.

1. The police training environment in particular, struggles to find a balance between discipline and autonomy. Such a study can explore the mental and emotional toughening and disciplining of recruits versus the building of their sense of autonomy, and the conflict that exists between these two notions in the police training environment.
2. A critical analysis of the duration of the training programme compared with other training environments in India or police training in other countries can help highlight current shortcomings.
3. A comparison of the field training period with a mentoring framework versus the academy training with a classroom based framework and the resulting conflict/points of convergence between these two approaches.
4. Studying the variance between the existing and normative standards of what a motivated police officer looks like and the role played by the training program in minimising the variance. Beginning with focused group discussions with experts to help define the normative standards for a motivated police officer, followed by assessing the needs to be met for attaining the normative standard, and designing an intervention to meet these needs.
5. Studying the role of training in instilling and reinforcing the idea of maintenance of law and order, prevention of crime, and enhancing the feeling of safety and security as the primary role of the police.

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Rekindling Police Burnout: Implications for the Motivation and Retention of Personnel Gene L. Scaramella, Edward W. Shannon and Mario A. Giannoni Kaplan University (<https://pdfs.semanticscholar.org/b9d7/a44e18b8cb86bddd7a4a2e8a0a8c82c3ca3a.pdf>)

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9. Appendix

Police Training in Japan

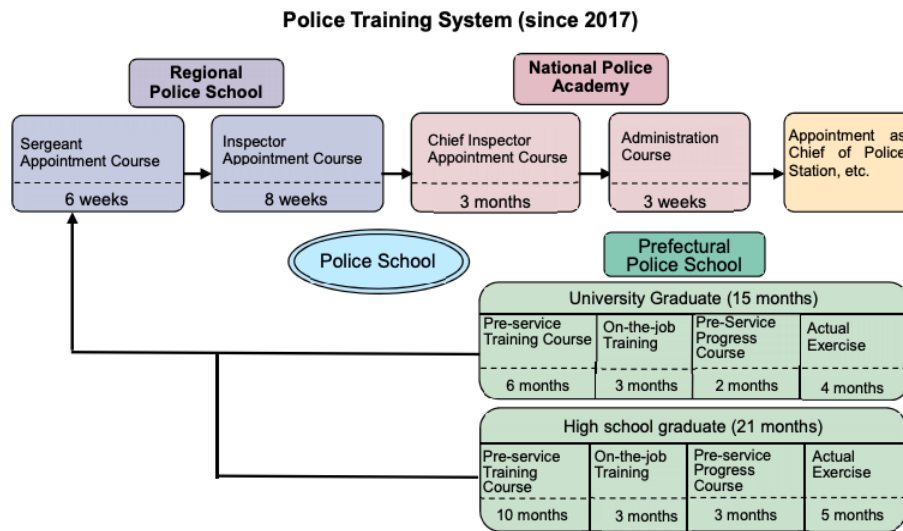
Law enforcement in Japan is chiefly provided by the Prefectural Police Departments (the equivalent of state police departments in India) with oversight from the National Police Agency (equivalent to the Indian Ministry of Home Affairs). An additional third layer of operation is provided by community-centred stations (also known as police boxes or *koban*). Newly recruited prefectural police officers attend the respective 'Prefectural Police School'. They have to clear the entry-level exam which then, depending on the level of education, determines the duration of their training. High school graduates undergo 21 months of training while university graduates undergo 15. What is unique to Japanese police training is its structure and the integration of leisure, culture and community values in the curriculum.

A. Training Structure

The programme involves ten months of classroom training (in the case of a high school graduate) or six months (in the case of a university graduate) in the prefectural police school, followed by three months of on-the-job training. This is then followed by another three months (in the case of a high school graduate) or two months (in the case of a university graduate) of classroom training

in the prefectural police school. This reinforces what is taught and reduces the gap between what is taught and what is applied in the field. Finally, graduates go on to serve in their respective roles. The police officers are divided into uniformed police and detectives (focusing on investigation). The training structure is in the figure below (Figure 34).

Figure 34. Police training system in Japan



Source: Police of Japan, NPA Publication

B. Curriculum

The training curriculum consists of the following components:

1. As a part of classroom training, new recruits are taught general academic subjects such as Japanese, geography, and economics. They have law classes focusing on the constitution, police administration law, criminal and civil laws, and criminal procedure.
2. Physical training involves classes on arresting techniques, physical exercise and martial arts such as karate, judo and kendo, along with boxing.
3. Modules on ethics, along with community-oriented policing, are a novel aspect of Japanese police training that blend culture, warmth, and a sense of public responsibility. Ethics courses focus on correction of negative attitudes, common sense and a kind approach, and a sense of justice, responsibility, and service.
4. Personal development is encouraged as part of the curriculum. For instance, in the Hyogo Prefecture Academy, an hour is devoted each Wednesday for personal refinement, which involves activities such as a tea ceremony, flower arrangement, calligraphy, painting, Japanese chess, folklore, music, and poetry.
5. On-the-job Training constitutes patrol, investigation, traffic regulation, crime prevention and guard duties, as well as shooting and riot drill. Around 30 specialised courses are run, in varying duration ranging from ten days to three weeks, on subjects including traffic,

investigation, English language, and computing. Public relations is emphasised in all aspects of training to overcome the negative police reputation in Japan.

C. Infrastructure and Culture

Similar to the Madhya Pradesh Police Academy, the prefecture police schools are run in a militaristic and formal manner. The cadets stay in dormitories during the week. However, unlike in Indian police training, cadets are able to go home on weekends and are not expected to wear their uniform at that time. The motive of this policy is to allow cadets to identify with the rest of the community, particularly members of their own age group.

The infrastructure of prefecture police schools is well-equipped with a hall, canteen, library, and gymnasium for all kinds of martial arts and exercise. It also has a swimming pool, sports court (basketball and volleyball), and track and field for training. The dormitories have single occupancy rooms, group study rooms, and a departmental store. Medical doctors are also present on campus and a nutritionist advises on their food intake. Cadets are given three meals totaling 2,740 calories per day.

Police Training in Germany

Law enforcement in Germany is the exclusive responsibility of the states. The federal police force, *Bundespolizei*, takes care of security for railways, airports, seaports, and other special duties. In this report, training practices followed by the Bavarian State are presented. In 2016, the Karnataka state police force collaborated with Bavaria's police for understanding the recruitment and training best practices in policing. A delegation of officers from each state conducted and attended training sessions in Munich and Bangalore.

The Bavarian police force recruits at three levels—entry, middle service, and leadership. Direct entry into higher levels is possible based on satisfying certain eligibility criteria. The Bavarian police's holistic entry requirements, training structure, and practical approach to police training are presented below.

A. Entry Requirements

There are a host of personal and educational eligibility requirements that need to be satisfied in order for a person to qualify and enter into the entry level. Personal eligibility criteria include German citizenship, height (at least 165 cm), age (between 17 to 30 years on the date of signing the contract), health, no record of conflict with the law, orderly financial and socio-economic circumstances, no visible tattoos, and swimming certification. Educational requirements include a high school diploma, a middle school degree, or a secondary school degree with a professional apprenticeship. On meeting the above criteria, candidates are invited for a two-day recruitment test that involves:

1. A physical component that entails performing timed exercises such as bench presses, sprints, etc. Benchmarks differ for female and male recruits.
2. A written component that involves a language test, a basic ability test (evaluating logic, memory and speed) and, if recruits pass these, a group discussion round, followed by a personal interview.

3. A medical component that involves a detailed assessment of the body, including sense organs (sight and hearing), height, weight, overall constitution, breathing, nervous system, psychological evaluations, etc.

Qualifying depends on meeting all the requirements mentioned above. The recruits who qualify are marked not just on their examination scores and physical ability, but also on their cognitive skills, their ability to communicate, social behaviour, and attitude. The tests are designed keeping in mind the role and responsibility of the police in society.

B. Training Structure

The training spans over two and a half years and is divided into five sessions lasting six months each with exams on the subjects learnt. Each session involves classroom training and posting in an actual police station for hands-on learning.

1. The first session involves arriving at the training location and getting to know colleagues (team building), receiving the uniform and equipment, legal and practical instruction (including legal basics, handling of the service pistol, physical fitness) and an information week in a police station close to home.
2. The second session involves lessons on service operation, traffic, patrol and crime control, practical training in police behaviour, safe handling of special computer programs, case management, performance review in physical fitness. Additionally, the officers have to obtain a driving license before this session ends.. At the end of this session, recruits are appointed as Police Superintendents.
3. The third session involves a one-month internship at a local police station, shadowing an experienced officer in a patrol car, safe-driving training, etc.
4. The fourth session involves a three-month internship at a local police station, training on the driving simulator, stress-management techniques, and on-the-job police training.
5. The fifth session involves training on complex operations including arrest of a fugitive, challenging topics such as the handling of the mentally ill or initial measures after official firearms use, followed by intensive preparation for the qualification exam. The qualification examination involves a written exam, a practical/oral-exam section (a typical real-life situation), and an oral English exam. Clearing this exam will then mean an appointment to the police master.

C. Curriculum

The three main areas of focus are law, practical applications and personal development. The legal training involves a deeper understanding of relevant laws in relation to general police services, civil services, special security laws (including narcotics and gun control), criminal offences, and traffic. The practical training involves police behaviour, training in weapons and marksmanship, criminalistics (including forensics and fugitive pursuit), recording a reported crime (including accuracy and documentation), information technology (including cyber crime), event security, learning to drive a police car, and safety training and first aid. The personality development training focuses on communication, conflict resolution, professional ethics, english, sports, mission-based self-defense, and political education/current affairs.



D. Infrastructure

Training locations provide accommodation; tea kitchens and common areas; sports facilities such as sports hall, beach volleyball courts and fitness rooms; modern teaching facilities such as driving safety centre, shooting ranges and crime rooms; and training rooms for police deployment training.

E. Culture of Empathy

During the training, recruits are expected to live on the training grounds. However, keeping in mind their personal preferences/constraints, the recruits are taught as close as possible to their respective hometowns.