# Strategies for capacity building and training in Indian police department

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**Abstract-** The Indian policing system is struggling to consolidate its human resources by efficient training and capacity-building programs. The paper will explore ways of improving the capacity of the police personnel in all ranks - including the local constabulary as well as the elite central agencies - based on current literature and policy trends. The discussion points out a changing agreement on the necessity of multimodal training changes that include technological competence, psychological strength, tactical abilities, and community-oriented policing. Among the reforms in question, there are the revitalization of curricula using digital resources, the promotion of soft skills and leadership like communication and cultural sensitivity, and the establishment of some continuous development programs. The findings summarize findings that properly planned and resource endowed strategic capacity-building interventions can enhance the effectiveness, accountability and the trust of the police towards the community. The Results section contains one figure and one table explaining existing gaps and suggested strategies. It has also been pointed out in the discussion that India has undertaken the process of reforms (including post-2020 digital training platforms and policies), however, a comprehensive and long-term application of capacity-building approaches is necessary. The conclusion made in the paper is that a total reform in training that is supported by organization and policy change is needed to build a community-oriented, modern and responsive police force in India.

**Keywords-** Capacity building, Police training, Skill development, Digital literary, Police reforms.

## I. Introduction

The Indian system of policing has a long history of colonial-era institutions and an ancient training philosophy, which created loopholes in professionalism and popular trust (Verma and Subramanian, 2013). Although many commissions have suggested the reforms, the development of police training has been rather slow and uneven. Training as an agent of police professionalism cannot be underrated - constant and properly designed training creates discipline, enhances the quality of the provided services, and inculcates democratic principles into policing (Das, 2023). However, empirical evaluations reveal that the police training facilities and systems in India are still underdeveloped to deal with the modern day challenges.

An example is that the proportion of lower-ranking personnel getting in-service training annually is very low, whereas the rate of senior officers is significantly higher (Common Cause & CSDS, 2019). This gap, as shown in Figure 1 highlights structural limitations like minimal training budgets (c. 1 per cent of police spending) and absence of culture of continuous learning among the rank-and-file. These constraints are further

reinforced by the growing capacity of the police to grapple with new issues - cybercrime and terrorism to community relations and pandemic response - that require new and different skills and knowledge. As a result, there is an urgent necessity of elaborate plans to develop capacity at all the levels of the Indian police. This paper is aimed at defining and assessing such strategies, and the given interest is in recent trends (especially within the last decade) and the changes after 2020, like the use of digital training platforms. The objective is to combine the knowledge about technological, psychological, tactical, and community-based training methods into a logical framework of capacity building.

The paper has achieved this by discussing the state, central, and local police settings, both realms, as the paper has taken into consideration the wide spectrum of policing hierarchy in India and it is only through systemic capacity building that policing can be effective. The sections below include a literature review of police training issues and reforms, detail the approach used to approach the research, major findings, such as a summary of strategies in a table and the information concerning the gaps in training now and in the future, and the implications of these findings will be described. Conclusively, the research paper maintains that a comprehensive and long-term training reform agenda is the only way to make the Indian police ready to serve the changing demands of the population in a democratic society in terms of safety and justice.

## II. Literature Review

According to the previous study, the capacity building of the police in India needs to be conducted with a focus on resolving not only the old-standing gaps but also the new ones. The heritage of old training models is one of the recurring themes. The lower-rank training used to be based on drill, discipline, and the simplest law-and-order, according to the decades-old patterns (Verma and Subramanian, 2013). Verma and Subramanian (2013) observe that constable and sub-inspector curriculum has not been changing much, and there has been fewer attempts to include social sciences, technology or problem-solving pedagogy.

Through this, a large number of the officers get into the field unprepared to the complexities of law enforcement in the present day. According to Kapoor (2015), the training orientation requires a paradigm shift - to stop focusing on teaching hard skills of policing and incorporate a balance of soft skills: communication, community involvement, and sensitivity to vulnerable populations. As Kapoor (2015) notes, the vision of S.M.A.R.T. policing by the Prime Minister (strategic and sensitive, modern and mobile, alert and accountable, reliable and responsive, tech-savvy and trained) implies an increased capacity in such areas as the use of technologies, reaching the community, and professional ethics. New researches support this trend.

Such as Wahab (2024), however, stresses the combination of traditional training with the programs about the development of leadership skills, human rights, gender sensitivity, and technological skills. In a critical survey, Wahab (2024) concludes that the contemporary police training programs need to address issues such as a crowd control and event management, as well as cybercrime and mental health - an upgrade in the training programs and infrastructure needs to be multifaceted.

Community-oriented and ethical policing is the other area of severe concern in the literature. According to scholars, the success of capacity building should bring in the values of serving the people, being unbiased and culturally sensitive. According to the analysis provided by Vineet Kapoor, the development of capabilities should make officers focus on non-partisan, community-oriented policing, particularly in the multicultural society where numerous marginalized groups live (summarized in ). Sinha and Dutta (2025) analyze the community policing programs in the Indian state and conclude that there are opportunities and obstacles. They observe that where community policing initiatives (like Friends of Police or the implementation of neighborhood watch programs) have been implemented, the success of these programs has depended on appropriate training of the officers in the techniques of partnerships and trustbuilding.

Nevertheless, the authors also identify gaps - most of the personnel are not trained in cultural competence and conflict de-escalation because of which the effectiveness of community policing is weakened (Sinha & Dutta, 2025). The indications that police attitudes and behavior towards the people can be enhanced through a specific training are increasing. As an example, a pilot gender-sensitivity training program in Bihar (as part of a study in progress) has demonstrated the potential to transform the attitude of police officers involved in the management of gender-based violence cases through interactive and arts-based activities (as described by Wahab, 2024). These results are in line with the general global trends, where training police to be democratic individuals should also include human rights, ethics, and community relations modules (Belur & Bentall, 2023). The article by Belur and Bentall (2023) examines the concept of blended learning in police training and highlights the value of developing such concepts as community work and procedural justice as much as the tactical skills. Also, they emphasize that online and face-to-face training (blended learning) can also increase capacity when done properly, but it needs to invest in technology and training of instructors (Belur and Bentall, 2023).

With the emergence of technology and virtual policing, new training requirements have been created, and the literature of recent years has begun to refer to them. Mahajan and Chaudhary (2025) go through the history of the Indian policing development in the era of SMART, stating that the activity of the government, including the Digital India program and the Modernization of Police Forces initiative, has resulted in the popularity of using databases, surveillance systems, and analytics. Nevertheless, they note that the issue of poor training and resistance to change continues to be observed after the introduction of technology (Mahajan and Chaudhary, 2025, p. 802). Rani (2024) specifically addresses the application of Artificial Intelligence (AI) to Indian policing and discovers that there is institutional interest in the implementation of AI to complete activities such as facial recognition, crime mapping, and predictive analytics.

The research by Rani, however, sheds light on the fact that the main aspect of utilizing the benefits of these tools is to educate the officers not only in terms of technical usage but also in terms of interpreting ethical aspects (Rani, 2024). Such aspects as the bias of algorithms or privacy issues imply that police need to be informed about the correct, rights-compliant use of AI (Rani, 2024). Therefore, technology capacity building is a twofold process; enhancement of technical skills and maintenance of legal-ethical

principles of officers in the use of sophisticated tools. Some of these trends were hastened by the COVID-19 pandemic, which compelled the traditional training academies to consider online training solutions.

The police around the world switched to e-learning and virtual training as physical training was limited (Belur & Bentall, 2023). In India, the government introduced the remote training platform, the Integrated Government Online Training (iGOT) in 2020 to train officials, such as police, on such issues as handling the pandemic. The experience has presented opportunities of blended training models in future where the digital modules will supplement the traditional academy training. According to the literature, the adoption of these models might widen training access and frequency but agencies will need to address issues such as digital literacy, resource limitations and keeping trainees engaged online (Belur & Bentall, 2023).

Another body of literature deals with psychological and wellness training as an essential part of capacity building. Police work is considered a stressful field in India, as police officers have to work long hours, face trauma, and organizational pressure as contributing factors to burnout and mental illness (Kaur, 2018). Kaur (2018) captures the impact of organizational stressors on the health and performance of officers; they contribute to poor performance and health due to bureaucratic hurdles and lack of manpower. She and other people advocate the use of stress management and resilience-building in police training programs (Kaur, 2018).

The evidence on the subject is international: a systematic review of related studies by Moreno et al. (2024) reveals that most of resilience training interventions (e.g. mindfulness-based stress reduction, peer support programs, and scenario-based resilience exercises) yield a positive result in the form of decreased levels of anxiety and enhanced coping within the officers. But the interventions of this sort are still in their infancy in India. Among such efforts is the periodical workshops on mindfulness and yoga among police in some states, which are often informal instead of formalized in training programs. The literature recommends a more organized solution, such as frequent mental health courses, counseling services, and supervisor training to identify and prevent stress among their employees (Moreno et al., 2024; Kaur, 2018). An increase in psychological well-being is said to be not only beneficial to the officers but also advances the service delivery (minimal usage of excessive force or misconduct that normally occurs because of stress and frustration).

Last but not least, there is evidence-based training intervention which has shown that strategic capacity building can achieve quantifiable improvements. One of the most significant randomized field experiments conducted in Rajasthan gave an objective evidence on training effects (Banerjee et al., 2021). One of the interventions conducted in that study was the in-service training program on investigative skills and soft skills of the police station staff. Banerjee et al. (2021) discovered that the training had a noticeable positive effect on police performance: crime victims who communicated with trained officers said that they felt more satisfied, and independent audit of case files revealed that trained employees showed better quality in their investigation. It is important to note that this training intervention was the only reform among many that the state police chose to expand after the experiment. This has been made possible by

the content of the training, that included technical knowledge in addition to communication and sensitivity training, and the fact that it solved a skills gap that had not been looked into before.

The effectiveness of training is also shed of light by Kumar (2019), who compares the perceptions of police trainees and senior officers. According to his research, there was a gap in the perceptions of what should be valued in good policing: senior officers thought that the key aspect is discipline and enforcing the law, whereas new trainees put more emphasis on the collaboration with the population and problem-solving (Kumar, 2019). This disconnect implies that there should be training programs to fill in the traditional thinking and the contemporary expectations. One of the possible strategies could be to streamline the views of various ranks by participating in training workshops and mentorship, as the results of Kumar (2019) suggest.

To conclude, the literature comes to the same conclusion that capacity building within the Indian police should be a multidimensional one. The emerging critical approaches are: revising training curricula to represent current issues (cybersecurity, human rights, gender issues); applying new pedagogical strategies (interactive scenario training, simulations, and blended learning); enhancing the coverage of continuous training at all ranks; developing special skills to approach new challenges (terrorism, cybercrime, disaster management); and meeting the mental and physical health needs of officers through resilience and stress-management initiatives. All this should be supported by the sufficient resources and political motivation because the process of reforms in the sphere of trainings needs to be supported by the investment in academies, trainers, and technology. The methodology of the paper is currently directed at the synthesis of these implications and recent information to build a consistent scenario on the current situation and outlooks on the strategies of police capacity building in India.

## III. Methodology

The research design used in this study is a qualitative research design in the form of a narrative review and synthesis of the literature and policy documents that are relevant. To conduct the research, the systematic search of peer-reviewed journal articles, governmental reports, and other reliable publications of institutions of approximately 2015 and, more precisely, the last decade to include recent reforms and modern-day challenges was conducted. Sources were selected out of scholarly articles about policing, training of law enforcement and training of administering the state (as a source of information on the training infrastructure and initiatives) included in the academic databases and publications of the Indian government and police organizations (as a source of information about the training infrastructure and initiatives).

The important search words were the combination of the following terms: police training India, capacity building police, police reform, police digital training, and police stress management among others. The inclusion criteria of literature review were based on studies addressing the Indian context or in the case where global literature is applied (e.g., resilience training or blended learning), studies providing information that could be transferred to the situation in India.

Every chosen source was discussed to define central topics and results of training approaches and strategies, including the content of the curriculum, the frequency of training, approaches to training, and the result of training. Specific consideration was put on the works where empirical results of training interventions were documented (to base the discussion on evidence) or where training needs were assessed comprehensively. When analyzing policy documents and reports, the study retrieved quantitative data (e.g. the statistics of training coverage, budget amounts, the number of training institutions) in order to give a baseless baseline in terms of the research of capacity gaps. These statistics are employed in the Results section to put the discussion of strategies in perspective.

Comparative factor was also taken into consideration in the methodology: the capacity-building methods at the various levels of policing (central, state, and local) were considered. As an example, the research factored in data about high-end federal training academies (including the National Police Academy of Indian Police Service officers) and on state police training college curriculum and informal on-the-job training in the district level. This multi-level approach will make sure that the strategies suggested are not limited to a single level of the police but cover the system in its entirety.

The synthesis of results of various sources will help the research to form a holistic image that will be descriptive (what is present and what is absent in the existing police training) and prescriptive (what should be done to improve, based on best practices and research evidence). It is important to note that though this type of narrative review methodology does not involve the primary data collection, it is advantageous in that it triangulates multiple secondary data in order to give it strength. To illustrate, the fact that low training budgets are observed is also supported both by an independent NGO report and official data provided by the Bureau of Police Research and Development, which gives even greater weight to the fact. In case of contradictions or variations of sources, the background of the study was critically examined, the difference may occur, e.g., between states or in time - these nuances are stated to be adequate.

In general, this methodological approach will be appropriate to the objectives of the study, as there is a significant amount of scholarly work and reviews on police capacity building that can be consolidated. It also enables us to combine the information gained in the academic area with the information gained on the ground, thus creating a sound foundation on which the analysis of the strategies in the Results and Discussion sections will be conducted.

## IV. Results

The analysis of the literature and statistics has shown that the picture of police capacity in India is not simple, with numerous gaps yet with some bright prospects. The following part provides two items: firstly, quantitative data on the existing trends in training (as shown in Figure 1), and secondly, a generalized model of capacity-building options (summarized in Table 1) that have been found in the recent practice and literature.

Existing Training Lapses: A review of national statistics highlights the out-of-proportion and inadequate in-service training at the various ranks. Figure 1 shows the mean percentage of police staff who had any in-service training by rank each year (2012-2016 average) according to an official survey of police agencies. It is clear that the constables, who are the majority of the force and are the main point of contact with the people, have the lowest training attendance rate of approximately 6 percent per year. In comparison, top ranks (officers of Indian Police service) demonstrate about 38 percent of taking some in-service training every year. The intermediate ranks (e.g. deputy superintendents and superintendents of police) are in between although still far below coverage of one-third.

This difference shows hierarchy where the senior officers are heavily trained as compared to the front line staff. Also, even on higher ranks, the numbers indicate that a significant proportion of the officers lack regular refresher courses. Budgetary analyses support such patterns, with an average of 1.26% of police budgets in the states spent on training (Common Cause & CSDS, 2019, p. 24) and the number going lower than that in a number states of large size. The lack of investment and engagement in training especially at constabulary levels is what causes the stagnation of skills and knowledge. In fact, according to the survey data, approximately half of police officers have not attended refresher courses on some of the fundamental areas such as crowd control, handling of weapons or physical fitness since the time they were first trained in academies (Common Cause & CSDS, 2019).

Operational implications of this training gap include use of ineffective tactics or lack of skills on how to engage the community by untrained personnel, which results in population dissatisfaction or even abuse of rights. It also has an impact on the morale: junior officers tend to feel that they are not developed, senior officers are complaining about the skills gap amongst their subordinates (Kumar, 2019). The findings precondition the investigation of the strategies that might help to solve such gaps. An efficient capacity-building strategy should, on the one hand, extend the foundation of training to the ongoing training of the constables and mid-level officers and on the other hand, devote more resources (financial, human, and material) to training infrastructure. The following strategic framework considers such needs.
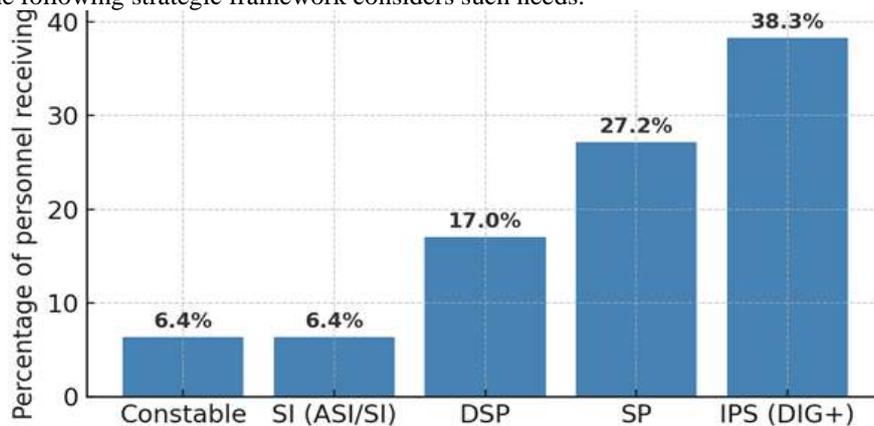


Figure 1: In-Service Training Rates by Rank (Annual Average).

Despite recent calls for reform, in-service training remains concentrated at higher ranks. On average, only around 6% of constables and sub-inspectors receive annual in-service training, compared to roughly 27–38% of senior officers. Data reflect 2012–2016 annual averages for Indian police across states (Common Cause & CSDS, 2019). This disparity highlights the need to expand training access at the lower levels of the force. (Common Cause & CSDS, 2019, p. 23)

Capacity Building Strategies: Table 1 is a synthesized overview of major strategies of building capacity based on the literature and practice. The strategies are based on five general areas - technological, community-oriented, specialized/tactical, psychological wellness and leadership/organizational development, each having certain initiatives and desired results. These were the categories, which were found in the research as the key dimensions of police capacity, and they are relevant to the multi-faceted role of police in India today. Strategies that can be used in all policing levels (local, state, central) are also implicitly reflected in the table with the description of example initiatives under every category. It is important to note that numerous of these strategies are interconnected, such as, community-policing training and psychological training are related in the field of communication and empathy, and leadership development and technology are related when leaders have to deal with digital change. The table format allows condensing the entire approach that is required.

**Table 1: Capacity-Building Strategies for the Indian Police**

| Strategy Area | Key Initiatives/Approaches | Intended Outcomes |
|---|---|---|
| Technological Capacity | – Training in cybercrime investigation, digital forensics, and data analytics<br>– Implementing e-learning platforms and simulation-based modules for continual skill upgrades<br>– Workshops on AI tools, surveillance tech, and IT systems (e.g. CCTNS)** | Improve technical proficiency; enable police to utilize modern tools effectively in investigations and crime prevention (Rani, 2024). Enhance efficiency through familiarity with databases, analytics, and digital evidence handling. Foster adaptability to technological change and reduce resistance through hands-on exposure (Mahajan & Chaudhary, 2025). |
| Community-Oriented Training | – Modules on communication skills, conflict de-escalation, and mediation<br>– Cultural sensitivity and human rights workshops (with scenario role-plays involving minorities, women, children)<br>– Community policing attachments (e.g. short postings in community | Strengthen police-public relations and trust. Officers learn techniques to peacefully resolve disputes and interact respectfully with diverse communities (Kapoor, 2015). Expected outcomes include reduced complaints against police, higher public satisfaction, and greater flow of community intelligence to |

| Strategy Area | Key Initiatives/Approaches | Intended Outcomes |
|---|---|---|
| | outreach units or "beat" systems)** | police. This aligns police work with democratic policing values and improves legitimacy (Sinha & Dutta, 2025). |
| Specialized Tactical Skills | – Advanced tactical courses (e.g. counter-terrorism, insurgency combat) often in collaboration with elite units (e.g. NSG commando training)<br>– Crowd control and riot management simulations (especially for state armed police units)<br>– Traffic management and disaster response drills using real-life scenarios** | Ensure readiness for high-risk and specialized operations. Officers gain confidence and competence in handling terrorism, insurgency or riot situations with minimum collateral damage (Negi & Bhati, 2015). Better tactical training leads to swifter, more effective responses during crises and reduces over-reliance on military or central forces for local incidents. It also standardizes responses across regions by disseminating best practices. |
| Psychological Wellness & Resilience | – Regular stress management and resilience workshops (including mindfulness, yoga, and peer support programs)<br>– Counseling services and mental health awareness training for officers and supervisors<br>– Incorporating mental health crisis intervention in training (how to handle citizens with mental illness and manage one's own stress in tense situations)** | Enhance officer well-being and decision-making under stress. Expected outcomes are lower levels of burnout, depression, and maladaptive behaviors like aggression or substance abuse (Moreno et al., 2024). With training, officers become more adept at self-regulation and peer support, leading to more professional conduct on duty (Kaur, 2018). Importantly, this also improves service delivery: an officer equipped to manage stress and empathy is less likely to resort to excessive force and more likely to engage constructively with the public, even under pressure. |
| Leadership & Organizational Development | – Mid-career and senior executive courses focusing on ethics, management skills, and change leadership (e.g. strategic planning, project management for police reforms)<br>– "Train-the-trainer" programs to develop a | Cultivate forward-thinking and ethical leadership within the police. Leaders trained in contemporary management are better able to implement reforms (Sharma, 2025). They can mentor juniors, drive accountability, and foster an |

| Strategy Area | Key Initiatives/Approaches | Intended Outcomes |
|---|---|---|
| | cadre of high-quality police instructors capable of modern pedagogical methods<br>– Use of performance feedback systems and continued professional education credits for promotions** | organizational culture of continuous learning. Train-the-trainer initiatives multiply impact by improving the quality of instruction at all academies and units (Belur & Bentall, 2023). Overall, these approaches aim to institutionalize capacity building: making it self-sustaining through leadership commitment and embedding it as a core value in the police force's structure. |

(Sources: Compiled by the author from analysis of Wahab (2024), Kapoor (2015), Banerjee et al. (2021), Sinha & Dutta (2025), Kaur (2018), Moreno et al. (2024), Negi & Bhati (2015), Rani (2024), and other sources as cited in text.)

Table 1 supports each of the areas of strategy using concrete examples that are seen or suggested. As an example, under the technological capacity, there is a significant change in the sense that in recent years a number of state police departments have begun to establish cybercrime training laboratories, many of which have been funded by the central government. The officers who attended such courses claim to have become more confident in their abilities to deal with digital evidence. Experiments such as the "Community Liaison Group" exercises in Kerala have been done in community-oriented training, in which police trainees also spend time in villages to learn about communication and empathy by experience - a trend that is consistent with the wider move towards sensitivity training (Kapoor, 2015).

An example of specific tactic training is the program described by Negi and Bhati (2015): the National Security Guard (NSG) commandos have conducted joint training with the state police quick-response groups to share their experience on counter-terror operations. The results have been establishment of small commando units within state police (e.g. the "Greyhounds" in Andhra Pradesh / Telangana to engage in anti-insurgency operations, and the "QRTs" in metros to respond to terror attacks) - a kind of capacity building that transfers specialist skills to local levels (Negi and Bhati, 2015).

The relatively new psychological wellness programs have been tested. Indicatively, recently, the Bureau of Police Research and Development (BPR&D) has been partnering with mental health professionals to design a stress management module which has been implemented in a handful of state police academies as an elective course. Feedback obtained early indicates that officers consider such training useful to cope personally but it is still in the development phase of becoming a regular and common aspect of the training process (Kaur, 2018). Finally, the concept of leadership development has been propagated by the processes such as the Mid-Career Training

Program (MCTP) in the case of IPS officers which breaks down their career into stages and obligatory training is required in every one of the stages.

These classes have also had elements of change management and technology leadership added to them since 2015 (Sharma, 2025). Moreover, the program of the Government of India, Mission Karmayogi (National Programme for Civil Services Capacity Building introduced in 2020) is an indication of a policy change towards continuing online education of all government officers, including police. Within the frames of this mission, the police organizations have started incorporating online courses (through the iGOT platform) on such topics as AI in policing as well as soft skills, which is a sign of an organizational shift towards most of the strategies listed in Table 1.

Overall, the findings prove two major things: (1) the present training program of Indian police is deficient in a number of aspects that need to be fixed as soon as possible (the coverage data provided in Figure 1 is a grim indicator, (2) there is a range of reform options that have been identified and are already in pilot forms to be used to fill the gaps (which are organized in Table 1). The ground is now prepared to debate how the strategies can be appropriated and what issues or factors can influence their success.
Discussion: The above findings give a picture of critical need and opportunity of police capacity building in India. Here, we interpret such results through the prism of more general reform imperatives, discuss possible challenges in the implementation of the identified strategies and mention recent developments (including post-2020 initiatives) that make us have grounds to be optimistic. One of the similarities could be that capacity building needs to be an institutionalized process - piecemeal or informal approaches will not be adequate given the extent and the complexity of policing issues in India.

The first thing to be discussed is the necessity of extending training opportunities to lower ranks. This is shown by the fact that of the entire police force, only about 6 percent (Common Cause & CSDS, 2019) have in-service training every year, which demonstrates systemic disregard towards the people who interact with citizens the most. This loophole arguably leads to such problems as the inconsistency of quality of provided services and complaints by the population about unprofessional conduct at the police stations. The world best practices propose that frontline officers be trained regularly as a way of refreshing their legal training, tactical expertise and approach to customers (Marenin, 2004, as cited in Belur and Bentall, 2023). This will need a cultural change in the police organizations in India: the training should not be viewed as a one-time process at the induction stage but a life long continuous activity.

 Positively, police leadership has come to appreciate this. The instructions of the Supreme Court in the landmark Prakash Singh case (2006) - often recalled to have brought structural changes - also unofficially demands enhancing the level of police professionalism, which senior police officers view as a requirement to bolster training (Sharma, 2025). Other states have reacted by requiring some courses to be taken in order to be promoted (e.g., a constable may be required to do a course on investigation skills before he/she becomes eligible to a Head Constable). These are the right steps, but they must be adopted and implemented in an equal manner. Moreover, decentralization of training delivery could be used to boost capacity-building in the

constabulary level. Rather than only depending on state level academies (which in most cases are unable to remember all of the personnel regularly since of resource limits), the districts can have regular training workshops. One of them is the Police Training Week phenomenon that was experimented in Rajasthan, according to which every district police office organized a week of in-service training activities in the selected location, with the topics of human rights to weapon handling (Banerjee et al., 2021). Although not monitored, that experiment showed that training may be a part of normal police work with leadership focus.

The other area of discussion that is given a lot of attention is the incorporation of technology and contemporary pedagogy, particularly the one that is accelerated by the COVID-19 pandemic. There were innovative ideas, like webinars on cybercrime on the internet and video-conference briefings to investigators, which arose due to the need during the pandemic. Most of these emergency solutions demonstrated that police staff can adjust to digital learning when the need arises. Belur and Bentall (2023) warn though that there are the challenges of the 3Cs of blended learning of policing - capacity (infrastructure and skills to utilise e-platforms), capability (enabling the content actually to build competence) and overcoming cultural resistance. Capacity in Indian context implies the availability of quality computers, internet, and technical support in the training facilities and even in the police offices (where online training is taken). This is one of the areas that recent government spending is encouraging: as a part of the modernization process, there are investments in smart classrooms and simulators in a number of police schools.

Capability is connected with content relevance - e-learning courses should be made relevant to the practical needs. Some of the first online courses introduced have been generic and have not involved officers, but more recent courses (such as those on the iGOT platform on pandemic response, or a course on cybersecurity by the National Crime Records Bureau) have been more pragmatic and successful. The resistance to the culture is probably the most difficult: historically, the police values physical exercises and real-life training; a course on a computer is not something to be taken seriously. This may be overcome through combination of online studies with practical elements, as well as through leadership support (e.g., senior officers pursuing the same courses and discussing them to show that they put a value on it). The argument thus indicates that digital is supposed to supplement rather than to supplant traditional training. An example is that theoretical components of a course (laws, procedures) can be completed through e-learning at the convenience of the officer after which he or she can practice the skills in face-to-face simulations. The pressure on the academies could also be relieved with such a hybrid model and more frequent update of knowledge could be done.

Community-oriented and soft-skills training agenda has a broader implication on the police organization, but it also applies to the people's level of trust in the justice system. The reviewed studies (Kapoor, 2015; Sinha and Dutta, 2025) all point to the fact that, without empathy, communication, and the respect of the rights of citizens, police cannot fulfil the mandate of a democracy. The argument acknowledges that the application of this aspect is more of an attitude than a curriculum issue. The police culture in India has been characterized as military-driven and authoritarian with a colonial policing

model, which is characterized by control as opposed to service (Verma and Subramanian, 2013).

This culture can be changed gradually with the help of training. An effective example is the involvement of the community members as spectators or players during training-related activities, e.g., by inviting local civilians to assume roles during scenario-based training. This makes the trainees humanized. A second method is narrative or victim contact: at some academies, the victims of crimes or social movements talk to the trainees about their experiences, and this makes the officers aware of the human cost of policing. Such practices have to be increased. This may be opposed internally; soft skills might at first be considered as minor by some of the officers to real police work. But, Banerjee et al. (2021) showed that soft skills training resulted in less rude officers and victims, plus did not negatively affect enforcement effectiveness.

In the long run, when the results of such training efforts (such as the reduced number of grievances in the population or the number of vulnerable groups showing up in cases) can be linked to the frontline results, this will make these training efforts more significant to the skeptics. Community training is also connected with such programs as community policing. Friends of Police (FOP) movement, which was first demonstrated in Tamil Nadu, demonstrated the fact that when such a process as the police being trained to collaborate with citizen volunteers is applied, it produces a mutually beneficial net: crime prevention and conflict resolution are improved. The expansion of this type of programs would involve institutionalizing them within the police training programs nationwide and checking their effectiveness, but it potentially could be a potent capacity multiplier at the grassroots.

Discussing the specialized and tactical capacity, it is stated that whereas elite Indian forces (e.g., NSG, ATS squads) are highly trained, regular police tend to be poorly equipped in terms of specialized preparation. The Mumbai 2008 attacks served as a wake up call and there has been improved equipping and training of police in metro cities in case of terrorist attacks. However, in most states, the typical police department has little capacity to deal with such events as an active shooter or a bomb threat. This collaboration model, described by Negi and Bhati (2015) - when NSG professionals train state government police commandos, is a great example of the collaboration to be implemented on a regular basis. Not only does it transfer knowledge but it also develops interoperability among agencies. Besides, since India is confronted with a multiplicity of security issues (left-wing extremism, cross-border terrorism, organized crime), the police of every state must be somewhat specialized.

There is consequently tailoring of capacity building strategies: such as, the states that have Maoists insurgency have increased specialised anti-Naxal forces and despatched them in intensive training. The difficulty lies in the fact that it is necessary not to build silos; eventually, specialized skills are to be spread to the general force. One of the concepts is the idea of rotational postings: high-end tactical trained officers could be returned to regular policing after a stint with their skills and mentality in regular policing. This would also assist in the breaking of the hierarchy where only IPS officers receive various training opportunities, lower ranked officers should also be given advanced courses where aptitude and necessity are used to determine who is eligible to

attend the course. Lastly, the discussion observes that the implementation of tactical training should be supported by logistical capacity (equipment, intelligence, backup resources) to be actually functional. There is no use in training an officer on how to rescue the hostage, say, when his station does not have the weapons or the units to carry out the rescue. Therefore, training reform has to be aligned with material modernization in programs such as the Modernization of Police Forces (MPF).

In the case of psychological wellness training, it is stated that there is a positive shift in the matter, as police leadership and governments are slowly realizing that police mental health is not a personal issue, and it is a legitimate concern. The sad statistics of police suicides and cases of strained temperament, which have been captured on numerous cameras over the past few years, has led to internal investigations, and most cases lead to stress and burnout. As Moreno et al. (2024) point out, policing-related resilience programs are already performing better globally, and their implementation in India may be a breakthrough. Stigma and allocation of resources are the major challenges in this case. Police staff might feel too afraid of being perceived as weak in a macho workplace to confess or seek assistance because of stress. To overcome it, there is a need to deploy top-down communications that getting psychological assistance is a strength, and not a weakness. It is a good development to have some states initiating 24/7 police counseling helplines anonymously. The integration of mental wellness into training (e.g. weekly yoga classes during basic training, a compulsory annual psychological fitness workshops) will slowly make it normal.

Also, it is important to include training about how to approach mentally ill individuals (as first responders) based on the aspect of public safety. Unfortunately, there are also cases in India when handling of autism or mental illness by police turned into the process of escalation due to the lack of training. This dual advantage of capacity building in this area is therefore to not only safeguard the health of the officers but also to allow the officers to safeguard the populace in a better manner. One of the suggestions that may be made in the discussion is to collaborate with institutions such as the National Institute of Mental Health to make curricula in police - the input of the professionals. Such programs are also relatively affordable (as compared to, say, tactical training), mostly it is the cost of expert time and certain infrastructure in the form of workshops, and the outputs in terms of less sick leave, increased productivity, and improved police-community relations are probably high (Kaur, 2018).

Finally, the leadership and organizational reforms factor comes to the fore and supports all the rest. Even the most brilliant curriculum changes may sink in implementation without committed and well trained leaders. The findings suggest that the senior officers are gradually being oriented in contemporary management (Sharma, 2025), however, the debate should cover the sustainability and a trickle-down effect of leadership capabilities. The introduction of lateral learning has been one reform - senior Indian police officers are now quite commonly sent on short executive courses at leading institutes (e.g., Indian Institutes of Management or even overseas training) on such issues as organizational transformation, ethics and technology leadership. These experiences enlarge their outlook. Nevertheless, the impact is not as sensational unless such officers apply their new knowledge to mentor and transform practices in their home cadres.

Consequently, there is importance of responsibility in the implementation of training. Quality can be retained with having dedicated trainers, and good trainers can be rewarded with career benefits. Mechanisms such as conducting training needs assessment on a yearly basis at the unit level can ensure that the content remains topical to the arising needs (Rani, 2024 points out the rapid shift in technology trends, which will mean that the syllabus will need continuous updates). Also, capacity building should include monitoring and evaluation. The measures that police departments should monitor include training time per officer, performance measurements after the training (e.g. convictions increase or community engagement), and the use of the latter to optimize the programs (Banerjee et al., 2021 showed that evidence is worthwhile - once training showed improvements in performance, it justified an increase in scale of the training).

The challenges are not trivial to these reforms: bureaucratic inertia, shortage of finances, political interferences (in certain areas training on human rights have been overlooked because of law-and-order-first mindset), and the magnitude of the force (more than 2 million workers). The debate is however optimistically tentative. Judicial pressure, the demand by society to have accountable policing, internal awareness of difficulties (e.g. senior officers openly discussing police stress and lack of trust) has made the climate conducive to change. The post-2020 period demonstrates in particular that given circumstantial pressure (pandemic, technological disruptions), the police can be creative in training. It is now the responsibility to convert these reactive adjustments to proactive, planned approaches.

Finally, the provision of the set of strategies that will be applied, including technological upskilling, community relations training, and wellness programs, as well as leadership development will need a thorough plan and dedication. One strategy supports the others, and one area of weakness may jeopardize gains in other ones (such as enhancing technology without moral education may result in violations of rights, or strategic skills without stress management may result in malpractices). Consequently, it is important to take police capacity building in India in a comprehensive manner. The concluding section gives closing thoughts and certain recommendations based on this analysis with special emphasis that the final aim of such strategies is to have an effective, just and a police force that is in tandem with the democratic values and varied needs of an Indian society.

## V. Conclusion

The capacity-building and training improvements in the Indian police is a pressing and realizable reform, which is at the core of future improvements in the law enforcement results and citizen confidence. This paper has examined the complex measures that need to be taken in order to create a community-based, modern, and resilient police force. A number of major conclusions can be made. To begin with, it is clear that there should be an increase in systemic investment in training infrastructure and culture. The situation that exists today - with merely a small percentage of lower-level officers getting constant training and training budgets being fixed at one percent of the spending - is insufficient. This will be solved through policy-making to set aside specific funds

and time to provide a consistent in-service training making it a part of police work and not an extra responsibility.

Lastly, it is important to note that training and capacity building, no matter their importance, are included in a bigger picture of police reform. Issues like lack of enough personnel, lack of infrastructure and organizational incentives shall also affect performance. An example is that without sufficient staffing, the officers will be overworked and hence will not have time to participate in training, and without updated equipment, training on modern technology becomes irrelevant. Therefore, training reforms must be coordinated with more widespread reforms - more officers must be recruited (to allow training to occur in shifts, without knocking out field presence), the infrastructure of the facilities must be improved (so modern training equipment can be used), and a career ladder that will reward the acquisition of skills (perhaps by certifications and other special ranks). The report of 2 nd Administrative Reforms Commission "Public order" (Government of India, 2007) observed that the sine qua non of a professional police is continuous training, which is the essence of the fact that training is the thread with which the various aspects of reform are sewed together.

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