

1. Police - Crime Prevention and Control

Objectives

- To apprise students about the role and functions of police.
- Give them an idea that police is a friend and has social responsibility, besides prevention and control of crime.
- Infuse in the learners a sense of responsibility and help police in maintaining peace and controlling crime.



Indoor Learning

1. Students may be asked what type of society they want.
2. They may be asked to give their views on 'benefits of peaceful society and how to achieve it.
3. They may be asked how they and their families can help police in discharge of their duties.
4. Tenant and service provider verification forms may be shown to the group of students.
5. Pledge by students to be 'law abiding'.



Source: Delhi Police

Group Discussion

Students may be divided into groups and they may be asked to discuss the following topics.

- How can the students help in Police functions.
- Police can play a constructive role for the betterment of society
- Effective law and order is the pre-requisite for development
- Can Police be a torchbearer for social change?
- Community, if actively engaged, can help in substantially reducing crime and maintaining law and order in the society.

Students may be asked to write a brief essay about the working of local police and public perception of the area he or she belongs to. It may contain about 200 words.

Outdoor Learning

1. Visit to Police Station/Police outpost

Groups of students may be formed and they may be taken to Police Station/Police Outposts:-

- To have an idea about day-to-day working of Police
- To apprise them about various important records being maintained at police station and their relevance for prevention and control of crime
- Various verification forms like service provider verification, tenant and domestic help verification may be shown to learners and their relevance and importance may be explained.

2. Visit to Mohalla and Peace Committee Meetings

Students may be taken to various Mohalla and Peace Committee meetings so that they can realise the importance of public opinion in conflict resolution.

3. Visit to the Office of Executive Magistrates

Executive magistrate plays a pivotal role in maintaining law and order of the area. Students may be taken to the office of the Executive magistrate so that they could have an idea of the role of Magistracy in maintaining law and order.



2. Community Policing and Students

Objectives

- To apprise students about various community policing initiatives
- To encourage them to be a helping hand to police for maintaining peace and harmony in the society.



Indoor Learning

- Group discussion may be arranged regarding importance of various community policing initiatives taken-up by local police for a peaceful and harmonious society.
- Essay writing competition may be organized on how community policing programmes are instrumental for bridging the gap between police and society.
- A short film on various community policing initiatives undertaken by state police may be screened.

Outdoor Learning

- Visit to *suraksha samiti* formed in each police station will familiarise students with community policing activities and instil in them the ethos of democratic policing.
- The students may accompany beat officers for visiting houses and for data base creation. They may be included in the 'School samitis' functioning under the auspices of community policing. They can be encouraged to do social service along with the people of the locality. They can also be trained as volunteers to watch out for undesirable activities like drug abuse, use of liquor and pan masala, pornographic material in the school premises and outside.
- Interaction with village level and block level government officers may be arranged to provide students with knowledge of various government schemes for community development.
- Awareness classes on responsible use of internet, dangers involved in cyber space, cyber crime etc. can be conducted for them as children are most vulnerable to cyber crimes.
- SPC cadets may be trained to work under Disaster Mitigation Voluntary Teams during natural and human-made disasters, road accidents etc.
- Passed out SPC cadets who are willing to engage themselves in community policing may be invited to join its various programmes. They could also be

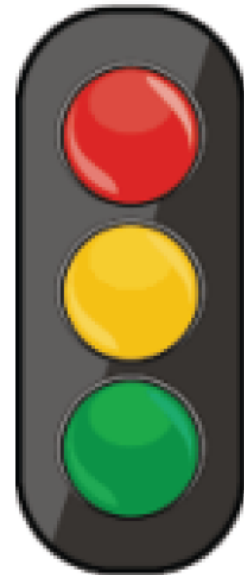
inspired to teach illiterate people, create awareness in the community, popularize various initiatives and schemes of the police among the public.

- They may act as guardians of environment in and around their school, residences etc.
- They may be trained and could perform traffic control duty for a few hours in a week in their neighborhood. Such programmes will be very useful to control crowd in front of schools and colleges during peak hours. By taking part in such programmes a sense of proper traffic culture, crowd management techniques etc. can be imbibed by the students.
- Girl cadets may be involved in the self-defence programme for women conducted under the auspices of community policing.

3. Road Safety and Traffic Awareness

Objectives

- To educate students about traffic rules, do's and don'ts on roads.
- To give them an idea of road signages, road discipline and road safety.
- To inculcate traffic sense among the people.
- To develop traffic awareness among the people and help them obey traffic rules.
- To make the people aware of the traffic signs.
- To provide knowledge of road rules.
- To create an understanding of why road rules are broken and why doing so is dangerous.
- To enroll students in Road Safety Patrol so that they get a feel of the road and its rules.



Indoor Learning

- Demonstrate traffic signals to learners and explain.
- Invite a traffic personnel who will explain the Dos and Dóns on the roads.
- Traffic personnel will explain the learners common causes of accidents on the roads and also about importance of four E's [Education, Engineering (of roads and vehicles), Enforcement and Emergency] for effective traffic management.
- Groups of 3-5 learners be formed and assigned task of sketching various traffic signals and asked to write their place of display.
- The sketches made by learners be displayed in the school assembly to create an awareness amongst other students in the school. The relevance of each sign be described to the assembly.
- Traffic quiz may be organised about traffic signals, do's and don'ts on the road to develop traffic sense and attitude to obey traffic rules.
- Students be informed and asked to note various important telephone numbers such as Police Control Room, Fire Service, Ambulance, Traffic Help line, Women & Children Help lines Trauma centres and local police station.
- Students may be asked to discuss among themselves various aspects of road safety.

Outdoor Learning

Learners may be divided into groups of 4-5 students each. Every group will visit:-

- Traffic Police Line/Traffic outpost to know the day-to-day working of Traffic Police and see the equipment and their use viz breath analyser, traffic radar, cameras at traffic signals and barriers.
- Two-three important traffic intersections in the city to manage traffic with/under the help/supervision of traffic personnel.
- Traffic check post / barrier - students be taught the requirement of important papers a vehicle owner should keep.
- Students be encouraged to challan the law breakers/violators on the spot so that it encourages them and public to follow the traffic rules.
- Students be taken to various identified accidents prone areas or dark spots to know various causes of accidents at that particular spot.
- Students be taken to see various parking spots and no parking areas.
- A traffic awareness rally can be organised by students with the help of various government departments in which students can have various placards depicting traffic slogans.

4. Fight against Social Evils

Objectives

- Identification of different kinds of social evils existing in the society.
- To make students understand the adverse impact of social evils and to sensitise them to the ways and means to overcome it for nation building.

Indoor Learning

These questions may be raised and a group discussion maybe organized among the students.

1. What type of social evils you observe in your surrounding? And what measures you suggest to prevent these social evils?
2. What type of society you want to live in?
3. How do you regard your sisters and other girls in your neighbourhood?
4. Students may be asked to give their opinion about the effects of various social evils in their surroundings.
5. Students may be asked to explain the distress in the life of a victim of social evils.
6. The learners may be divided in groups and asked about their perception of evils in their surroundings.
7. They may be asked to express and answer:-
 - (i) What is dowry?
 - (ii) Why is it bad?
 - (iii) Impact of dowry on the parents of a girl.
 - (iv) What are the socio-economic causes which resulted into this evil?
 - (v) How has this evil affected the gender ratio?
 - (vi) What do they understand by female foeticide and female infanticide?
 - (vii) How some clinics play a dubious role in the rise of female foeticide?
 - (viii) Is there a law prohibiting sex determination of a child in clinics?
 - (ix) What are the differences between patriarchal society and matriarchal society?
 - (x) How do you prioritise the following important tools to eradicate the social evils?
 - (a) Education
 - (b) Social and moral values
 - (c) Strong family bond
 - (d) Strict laws
 - (e) Social awareness

- (f) Social disrespect to the evil doers or get them boycotted
 - (g) Positive role of elders in family and society
8. A short play can also be enacted on the impact of social evils and suggested possible ways for eradication should be suggested.
 9. Pledge not to take or give dowry.
 10. Screen the two episodes of UNICEF based animated series 'Meena: a Girl Child'. It focuses on the importance of a girl child and about the children's right to safety.

First episode: *Meena - Its got to be a boy*

Meena is representing all Girl Children of South Asia who remain unwanted and neglected.

5. Safety of Women and Children

Objectives

- To sensitize the students and make them aware about safety of women and children.
- To create awareness about women empowerment, gender sensitization and role of education in the upliftment of society.

Indoor Learning



Groups of 4-5 students each may be formed and following topics may be given to them for group discussion:-

- Status of women in society
 - How safe women and children are on streets?
 - Reason of imbalance of male-female ratio in India
 - How do the prevalent social evils restrict the overall development of a girl child in society?
 - Films on safety and security of children, human trafficking and safety measures, empowerment of women should be made and displayed.
- The learners be shown and asked to read various guidelines laid down by the Honble Supreme Court in D.K. Basu Case and the National Human Rights Commission (NHRC) regarding arrest and interrogation of women.
 - Children should discuss how to protect themselves.
 - Screen *Chuppi Todo* (चुप्पी तोड़ो) film against child sexual abuse for creating awareness about safe and unsafe touch.
 - Screen *Komal* - A film on child sexual abuse (CSA) - Hindi (Duration: 10 minutes), www.childlineindia.org.in

Outdoor Learning

Learners may be divided into groups and they may be taken to :-

- Women Police Station/Women Help Desk to learn how the complaints regarding women are addressed.
- Visit to Nari Niketan and Children Protection Home, Children Home
- Visit to NGO with proven credentials in the field of child protection, against exploitation and abuse of children.
- Visit to Child Care Institution, defined in Juvenile Justice Act meant for providing care and protection who are in need.
- Interact with Child Welfare Officer who is an officer attached to a children home for carrying out various directions given by Children Welfare

Committee; Child Welfare Police Officer - designated Police officer under Juvenile Justice Act.

- Mock drill may also be arranged to show how woman can protect them in case of any emergency.
- Gadgets and tools helpful for women in distress may be displayed and their operation may be explained.

6. Fight against Corruption

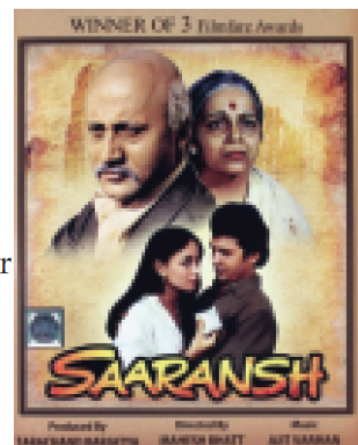
Objectives

- To apprise the students about the prevalent evil of corruption in the society and the ways to fight against it.
- To explain the importance of honesty so as to make them a fair, responsible and proud citizen of India.



Indoor Learning

- A concept on legitimate earning could be given and learners may be involved in the discussion and asked to react.
- The earning through corruption is bad and it will affect our children – hence we should not be corrupt was an ideal of people, before corruption was accepted as a norm by society. With the onset of modern way of living, corruption has been institutionalised and accepted as a norm by society.
- Learners may be asked to react on the above concept through questions:-
 - (a) How would you like to earn?
 - (b) How important are the means?
 - (c) Why corruption is bad and how students would like to eliminate it?
 - (d) “Earning by any means will create income gap and unrest in society” – Do you agree and how would you like to react?
- Examples of honest leaders like Lal Bahadur Shastri may be given and how beloved they have been and respected by people – should be told to learners.
- Debate and group discussion may be organised on following topics:-
 - (a) Corruption is a habit and people in the society are susceptible to it.
 - (b) The honest person is one who does not get the opportunity.
 - (c) Prevention and eradication of corruption is an absolute requirement for better public life.
- The movie *Saaransh* could be screened and learners could be asked to give their reaction on the impact of corruption in public life.
- Corruption could be linked with wellness index emphasising the point that the countries which are lesser corrupt have higher place in the wellness index.



7. Disaster Management

Objectives

- To create an awareness on disasters and the probability of their occurrence.
- To make the children conscious of the crucial factors in managing disasters to reduce their gravity.
- To enable the learners to prepare an action plan for managing disasters.

Indoor Learning

- The learners may be shown the video comprising of various shots of natural and man-made disasters. The trainer may generate discussion by posing following questions:-

- (a) Which are the disasters you have seen in the video?
- (b) Are all of them natural disasters? If yes, what are they?
- (c) Is it possible to predict a disaster? How?

Now, make the learners sit in groups and discuss what they would do before, during and after each disaster shown in the video. Each group can work on any of the disaster shown in the video.

When one group presents their ideas, let the other groups ask questions and make further suggestions.

- Learners may be assigned the following situations by providing them scene of:-

- (a) Explosion of a gas tanker in the nearby road.
- (b) Fire breaks out in the neighbouring house due to short circuit.
- (c) A bridge across a canal gets washed away due to heavy rain and the people are in panic.
- (d) The outbreak of an infectious disease in the locality and many are hospitalised.

Let the learners dramatize or present how they would deal with the situation after discussion in their groups. The presentation should focus on how to manage the situation effectively.

- The learners may be shown a video that shows a scene of fire break out in a building. After playing the video the participants may be divided into four groups and every group may be assigned a separate task e.g., first group to prepare an action plan to clear the people in the nearby rooms who are likely to be affected by the fire, the second group to chart out a plan for providing medical care and rehabilitation to survivors, the third group be given the task of removing the debris from the affected area and the fourth group be given the task to prepare for an awareness programme to be conducted in a month after the incident.

For short films on safety during earthquake, landslides, floods, cyclones, tsunami, heat wave, etc. visit, <http://www.ndma.gov.in/en/awareness-films.html>

8. Values and Ethics

Objective

- To motivate students to inculcate socially acceptable and significant values and adopt high standards of ethics to become good, responsible and law abiding citizens.



Indoor Learning

1. Group discussions may be organised and the learners may be asked to share their views on the following topics:
 - (a) Benefits of joint family system
 - (b) What values should a citizen possess?
 - (c) Why ethical behaviour is important? What are its advantages to individuals, society and the nation.
 - (d) Students may be asked to share their experiences wherein they felt that someone's unethical behaviour was not acceptable and take a lesson from that for not acting unethically.

Outdoor Learning

1. The learners may be asked to identify living beings, other than humans in and around the school campus/school locality/homes/neighbourhood etc. that need care and protection. These may include birds/animals/trees/insects etc. Providing food, shelter, medical aid etc. to such distressed beings can be undertaken by the learners. They may also be asked to write letters to Principal and other authorities to find possible solutions for the care and protection of such beings. They will also add their suggestions and efforts they have made at their own level.
2. Visit to old age homes and orphanages may be arranged. The learners be allowed to interact and share the problems. They may be asked to suggest possible ways to solve the problems and what changes in the psyche of society is required.

II.2 DAYS AND 3 DAYS SPECIAL CAMPS(15% + 15%= 30%) :-

(TWO SPECIAL CAMPS =30% OF COMPLETION OF OVERALL YEAR PROGRAMME OF OUT DOOR ACTIVITIES)

SPECIAL CAMP-2DAYS (15%)	SPECIAL CAMP-3 DAYS (15%)	TOTAL % OF OVERALL YEAR PROGRAMME OF OUTDOOR ACTIVITIES COMPLETED
YES,COMPLETED	YES,COMPLETED	IF BOTH ARE YES, PUT 30%

III.FIELD TRIPS(15% + 15%=30%):-

(FOR TWO FIELD TRIPS = 30% OF COMPLETION OF OVERALL YEAR PROGRAMME OF OUTDOOR ACTIVITIES)

FIRSTFIELD TRIP	SECOND FIELD TRIP	TOTAL % OF OVERALL YEAR PROGRAMME OF OUTDOOR ACTIVITIES COMPLETED (30%)
YES,COMPLETED	YES,COMPLETED	IF YES,PUT 30%

OVERALL COMPLETION OF OUTDOOR ACTIVITIES IN % =(COMBINED I,II AND III) =

S.No	SDO	NAME OF THE SI	PS	CELL NO.
1	KPM	SSI.Tr.E.Mahendiran	B1. Siva kanchi	6382194803
2	KPM	Gr1.2078.Tr.Karthick	B2. Vishnu kanchi	9498124749
3	KPM	Gr1.1276.Tr.Umapathi	B3. Kanchi Taluk	9498127106
4	KPM	HC.543.Tr.Saravanan	B4. B.C. Chatram	9498146209
5	KPM	HC.274.Tr.Muthukumaran	B5. Walajabad	9488146251
6	KPM	SSI.Tr.Ramesh	B6. Magaral	9498146520
7	KPM	HC.3466.Tr.Selvarajan	G2. Uthiramerur	9498103836
8	KPM	Gr1.1903.Tr.Kalimoorthi	G9. Perunagar	9498146993
9	KPM	Gr1.1874 Tr.Sarathkumar	D5. Salavakkam	8838107398
10	SPR	PC.264.Tr.Poomani	C1. Sriperumbudur	9944550532
11	SPR	HC.422.Tr.Ganesan	C5. Oragadam	9786758338

பள்ளி அளவில் கீழ்க்காணும் பதிவேடுகள் பராமரிக்கப்பட வேண்டும் எனவும்
தெரிவிக்கப்பட்டுள்ளது.

1. Visitors book
2. Minutes of meetings
3. Bank account passbooks
4. Cashbooks
5. Bio data of CPOs, ACPOs and SPC Cadets
6. Proceedings of the School Advisory Committee
7. Details of Drill Inspectors
8. Outdoor Registers
9. Indoor Registers
10. Field Visit Registers
11. Journal for CPO, ACPO and Cadets
12. Monthly Assessment Register
13. Performance Register
14. Attendance Register

STUDENT POLICE CADET PROGRAM -PHASE - II

SCHOOL LIST

DISTRICT - KANCHEEPURAM (24-Schools)

S.NO	NAME OF THE SCHOOL WITH FULL ADDRESS
1	ADW HSS, RETTAMANGALAM
2	GHS, DEVARIYAMBAKKAM
3	GHS PURISAI KANCHIPURAM DIST. 631553
4	GHS, THIRUMUKUDAL
5	GHS,ULLAVOOR
6	GHS , Uthukkadu
7	GHSS, AYYANGARKULAM KANCHIPURAM
8	CSM MPL HR SEC SCHOOL, PILLAIYARPALAYAM,
9	GGHSS, EKANAMPET
10	GHSS KALIYAMPOONDI
11	BMS GGHSS LITTLE KANCHIPURM
12	GHSS,MUSARAVAKKAM
13	RANI ANNNADURAI Mpl HSS , KANCHIPURAM
14	GHSS, THENNERI
15	GHS, PERIYANATHAM
16	GHS, THAMMANUR
17	ADW HS, ORIKAI
18	DHANDAPANI ORIENTAL, HSS, KANCHIPURAM
19	GHSS, KAMALAMPOONDI
20	ADW HS MELOTTIVAKKAM

S.NO	NAME OF THE SCHOOL WITH FULL ADDRESS
21	GHSS SALAVAKKAM
22	SSKV(G) HSS, KANCHIPURAM
23	LITTLE FLOWER AIDED HSS, THERASAPURAM
24	GHS KATRAMBAKKAM-



STUDENT POLICE CADET, KANCHIPURAM DISTRICT

PHASE-II(24 SCHOOLS) MEETING OF HMs @ PACHAIYAPPAS HSS, KANCHIPURAM @ 1.30 PM on 22.09.2023

-:MEETING MINUTES:-

- 1.All 24 schools selected for SPC programme should follow the “syllabus” prescribed by BPRD(Bureau of Police Research&Development).
- 2.SPC handbook has been sent to all schools.It contains 15 topics with corresponding Indoor and Outdoor activities.
- 3.All schools should periodically conduct Indoor and Outdoor activities for SPC units.
- 4.Each school should have 2 platoons of SPC students-1st platoon contains (22) VIII std students and 2nd platoon contains (22) VIII std students.If one consists of Boys and the other will be Girls.
- 5.Expenditures to be made as per the split up details given below**

i. Teaching Aids	- Rs 16000
ii. Outdoor activities	-Rs 24000
iii. Training	-Rs 5000
iv. Contingency	-Rs 5000
TOTAL	= Rs 50,000/-

6. Teaching aids:-

- i. Road safety – sign boards
- ii. Disaster Management
- iii. Various Govt. Schemes
- iv. Schemes of the police
- v. various important telephone numbers (such as Police Control Room, Fire Service, Ambulance, Traffic Help line, Women & Children Help lines Trauma centres and local police station).
- vi. Kinds of social evils
- vii. Empowerment of woman
- viii. Self-defence techniques
- ix. Safety measures
- x. Ethics and Values
- xi. Attitude

7. Out-Door activities:-

- i. Visit to police station
- ii. Interaction with Village level and Block level Govt. officers
- iii. Traffic control duty

- iv. Interaction with child welfare officer
- v. Visit to Children Home / Child Protection Home/Child Care Institutions
- vi. Mock Drill
- vii. Assessment of need of Health and sanitation
- viii. Visit to Orphanages/Old age homes
- ix. Visit to sports complexes and interaction with sports persons
- x. Play games with teams of neighbouring schools

8. Training:-

- i. Group discussion
 - ii. Essay competition
 - iii. Quiz programmes
 - iv. Short play/Drama
 - v. Pledge taking against social evils
 - vi. Film shows
 - vii. Video shows of man made disaster
 - viii. Debate/Group discussion on ethics and values
 - ix. Narration of real life stories
 - x. Inspiring lectures of senior citizens who are the Role models
 - xi. Asking Opinions of students on various issues.
 - xii. Group learning activities
9. At any cost, SPC grant should not be utilized for “SPC UNIFORMS PURCHASE”

10.DIG(Training) will visit schools to verify/review the implementation of SPC programme in schools

11.CPOs,ACPOs must take in-charge for this programme.

12.All SPC programmes conducted in schools must be “documented by PHOTOS”

13.At the end of the academic year,SPC AUDIT will be conducted by District Police Office.

14.All expenditures must be carried out as per the allocations under various Heads mentioned like 1.Teaching Aids(Rs 16000) 2.Outdoor activities(Rs24000) 3.Training(Rs5000) 4.Contingency(Rs5000)

15.All CPOs must contact the nearest Police station attached to your schools for conducting Drill,Indoor activities and Outdoor activities.Police personnel will guide you for all your doubts in conducting the programmes.

16.There are 15 topics prescribed for SPC training programme. But for 8th std(I-year),only 8 lessons shall be taught

	1.	Police - Crime Prevention and Control	1
	2.	Community Policing and Students	13
	3.	Road Safety and Traffic Awareness	19
	4.	Fight against Social Evils	35
	5.	Safety of Women and Children	43
	6.	Fight against Corruption	49
	7.	Disaster Management	55
	8.	Values and Ethics	67
	9.	Patience	71
	10.	Tolerance	77
	11.	Empathy and Sympathy	83
	12.	Respecting Elders	87
	13.	Attitude	93
	14.	Team Spirit	101
	15.	Discipline	105

First year syllabus,lesson 1 to 8 ;

17.For conducting Indoor Training programmes,“Experts from the respective areas” should be invited to schools for Training.

Resource persons/Experts for indoor training:

1. Police officials 2. Transport officials 3. Lawyers 4. Doctors 5. Motivators 6. Leading personalities
7. Revenue officials 8. Educationist 9. Fire dept officials 10. Personalities expert in the respective fields.

18. When students are inducted to Outdoor activities, Safety and Care should be taken priority.

19. All training Programmes must give the students the knowledge and Training as expected in the objectives of each prescribed topics.

20. All photos of all SPC programmes in the schools should be sent to the email ceokpma6new@gmail.com

21. FIVE COMPONENTS OF SPC TRAINING PROGRAMME:

i. In-door training/Study classes:-One class per month

ii. Physical training:-(Out-door training-Half a day twice a month, after school hours or on week end

iii. Field visits:-Field visits to establishments that administer, implement and adjudicate the law, places of historical, cultural, scientific and national importance

iv. SPC camps:-

Mini camp:-2 days camp during vacation; Annual District level summer camp:-3 days residential camp; Annual State level summer camp:- 5 days residential camp

v. Practical Training projects:-

Awareness classes for fellow students on various community issues such as road safety, drug and substance abuse. Environmental protection and aspects of law and crime.

22. SPC SCHOOL LEVEL PREPARATORY PLANNING-FROM 25.9.23 TO 30.9.23

23. IN-DOOR AND OUT- DOOR LEARNING SCHEDULE BOTH WEEKLY AND MONTHLY AS ENCLOSED SHOULD BE FOLLOWED AND REPORT SHOULD BE SENT TO CEO OFFICE IN THE MAIL MENTIONED ABOVE WEEKLY AS WELL AS MONTHLY IN THE GIVEN FORMAT.