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NATIONAL POLICE MISSION

... a march towards professionalism



COMPENDIUM OF PROJECTS

(Volume IV)

Bureau of Police Research & Development
'Promoting Good Practices and Standards'





BUREAU OF POLICE RESEARCH & DEVELOPMENT

**COMPENDIUM OF PROJECTS
(VOLUME-IV)**

NATIONAL POLICE MISSION

‘Promoting Good Practices and Standards’

National Police Mission

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FOREWORD

During his address at DGSP/IGSP Conference on October 6, 2005 the then Hon'ble Prime Minister announced the setting up of a National Police Mission (NPM). The mission has been mandated to transform the Police forces in the country as an effective instrument for the maintenance of internal security by equipping them with the required material, intellectual and organizational resources.

Since its inception, the NPM has been striving hard to empower the Indian Police by enhancing the skills and competency at the grassroots level. It promotes a culture of excellence and accountability of the Police to meet the challenges in policing. The mission is focused not only on present-day challenges in policing but also on futuristic ones.

The NPM has seven Micro Missions with 156 members. These members are primarily serving Police/CAPF/CPO officers and also include those from academia, NGOs, etc. Through detailed deliberations, the members develop viable projects to achieve the mandate.

I am happy to note that the NPM is bringing out the 4th, 5th, and 6th volumes of compendium, containing 15 projects, and a compendium on SOPs/Study Reports, completed in the last 02 years. The compendiums will help the States/ UTs to implement projects suiting their requirements and will be helpful for senior police officials and policymakers. They will be relevant to offer innovation in these areas and enhance capabilities for better policing in our country.

I extend my compliments and good wishes to the Micro Mission members and take this opportunity to thank them for their work. I also appreciate the efforts of Director Shri Tajender Singh Luthra, SPs S/Shri A.K. Vidyarthi, B. Kaushal, Devbrat Negi and PAs S/Shri Rajesh, Rajiv Kumar, Ms. Sweta Kushwaha, all of NPM Division for publishing these Compendiums.

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Preface

The National Police Mission (NPM) was announced by the Hon'ble Prime Minister of India on October 6, 2005, during his address at the DGSP/IGSP Conference. Over the last 15 years, the Mission has contributed in preparing the police forces for emerging challenges, including Terrorism, Insurgency, Cyber and Economic Crimes. Equally, the National Police Mission has endeavored to bring about attitudinal changes by transforming the 'force psychology' into 'service psychology', with a view to facilitating the effective delivery of citizen services.

Seven Micro Missions are currently working to develop projects under different heads relating to Human Resource Development, Community Policing, Communication and Technology, Infrastructure, Process Engineering, Proactive Policing and Future Challenges, as well as Gender issues, involving Women and Children.

The Compendiums at hand, trace the contours of several significant projects, including 'the 'Beat System', 'Training for Attitudinal Change', 'Community Policing Initiatives for Women', 'Slums' etc, apart from many niche SOPs and Studies. While, some of the projects flagged, are already being implemented in States/UTs, it is hoped that this documentation will evoke interest even among the other stakeholders, who may have missed out earlier.

A valuable addition to BPR&D's growing repertoire of Policing and National Security assignments, the NPM Division, over the last several years, has helped leverage the wisdom of a wide variety of stakeholders from within the system and outside.

I thank all the Micro Mission members for their work, and congratulate Team NPM, led by Shri Tajender Singh Luthra, Director, both, for anchoring the projects, and the gift of the compendiums!

(Neeraj Sinha)

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The National Police Mission (NPM) prepares and shares the completed projects with the States/UTs to provide implementable project reports. In the last almost 02 years, the NPM has, prepared 19 Project Reports and shared with the State/UTs. Since its inception, the NPM has prepared 54 project reports and shared them with stakeholders. In addition, the NPM has prepared several Research Studies, SOPs and Guidelines. The Mission has already published 03 compendiums containing 35 Projects and now publishing 03 more volumes on Project Reports and one on SOPs/Study Reports. These four volumes contain 15 project reports, 11 SOPs/Study Reports, and some of the project reports are planned for publication separately.

I am glad to say that Mission has a knowledge-based strength of 156 Police Officers from CAPFs/CPOs/States/UTs and members of academia, NGOs, etc. The members of the Micro Missions are working hard to bring a qualitative change in policing in our country.

The NPM has shared its project reports with the States/UTs, the MHA, and concerned ministries. We invite feedback for improving the reports. Consequently, we have been receiving positive feedbacks from States/UTs about the implementable values of such projects.

The Mission encourages field practitioners to promote their ideas and initiatives. It enables us to identify the future needs of our dynamic society and work for new and futuristic resolutions. Carrying out work on innovative ideas remains the hallmark of the NPM.

(Tajender Singh Luthra)

Training for Attitudinal Changes for Police in India



Micro Mission: 01 (Human Resource Development)

‘Promoting Good Practices and Standards’



1 Introduction

An attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. While attitudes are enduring, they can also change.

Attitudes of police in India have been under scanner for a long time now. Despite many efforts to improve the police functioning in India, there is a general feeling that police in India lacks right kind of Attitudes. This study examines the current state of police Attitudes as perceived by various stakeholders and recommends measures to improve attitudes of newly recruited police officers and men during training.

2 Attitudes Defined

Psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times. For example, you might have mixed feelings about a particular person or issue.

Researchers also suggest that there are several different components that make up attitudes¹.

The components of attitudes are sometimes referred to as CAB or the ABC's of attitude.

- **Cognitive Component:** your thoughts and beliefs about the subject.
- **Affective Component:** how the object, person, issue, or event makes you feel.

- **Behavioral Component:** how the attitude influences your behavior.

Attitudes can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviors

2.1 Attitudes and Behaviours- How are they connected?

It is generally understood that behaviours are external manifestation of one's attitudes. For e.g. it is not possible to measure visually or aurally if a person has Empathetic attitude. But is almost easy to measure the same how that person 'behaves' with poor and down-trodden or those in trouble. Even here, behaviour can be measured by measuring how far this person 'listens' to and 'Communicate' with such person. Similarly how 'empathetic' is this person to such people and how 'Fair' is he in his dealings. To summarize, the attitude of a person finally boils down to measurable behavioural aspects like listening, Communication, Fairness, Empathy and so on. Thus, what we may focus eventually on, is these factors, to determine the Attitude of an individual. Thus, one can say that attitudes decide, to a large extent, the behaviour of a person, which can be measured through certain quantifiable terms as described above.

2.2 Factors that Influence Attitude Strength

People are more likely to behave according to their attitudes under certain conditions²:

¹ Gans and MD, "How Can Our Attitudes Change and Influence Behaviors?"

<https://www.verywellmind.com/attitudes-how-they-form-change-shape-behavior-2795897>

² Gans and MD, "How Can Our Attitudes Change and Influence Behaviors?"



- When your attitudes are the result of personal experience.
- When you are an expert on the subject.
- When you expect a favorable outcome.
- When the attitudes are repeatedly expressed.
- When you stand to win or lose something due to the issue.

3 How Attitudes are formed?

There are a number of factors that can influence how and why attitudes form.

- **Experience**
Attitudes form directly as a result of experience. They may emerge due to direct personal experience, or they may result from observation.
- **Social Factors**
Social roles and social norms can have a strong influence on attitudes. Social roles relate to how people are expected to behave in a particular role or context. Social norms involve society's rules for what behaviors are considered appropriate.
- **Learning**
Attitudes can be learned in a variety of ways.

Operant conditioning can be used to influence how attitudes develop. Imagine a young man who has just started smoking. Whenever he lights up a cigarette, people complain, chastise him, and ask him to leave their vicinity. This negative feedback from those around him eventually causes him to develop an unfavorable opinion of smoking and he decides to give up the habit.

Finally, people also learn attitudes by observing the people around them. When someone you admire greatly espouses a particular attitude, you are more likely to develop the same beliefs. For example, children spend a great deal of time observing the attitudes of their parents and usually begin to demonstrate similar outlooks.

4 Why certain Attitudes are important for police in India?

Police are one of the most ubiquitous organisations of the society. The policemen, therefore, happen to be the most visible representatives of the government. In an hour of need, danger, crisis and difficulty, when a citizen does not know, what to do and whom to approach, a policeman is expected to give a helping hand and support such people. Whenever the rights of citizens are violated, they look upon the police to help them get their rights.

During the British Raj, the government of the day used police to suppress any uprisings by the locals. Even today, the police is not totally free from this stigma. In a democracy, the police is to function as any other public service, which renders services to the community and not as a *Force*. It is said that³:

“Every member of the force must remember his duty is to protect and help members of the public, no less than to apprehend the guilty persons. Consequently, whilst prompt to prevent crime and arrest criminals, he must look upon himself as the servant and guardian of the general public and treat all law abiding citizens, irrespective of their position, with unfailing patience, courtesy and good humour”.

Thus, the ideas of police as a service rather than a force, encompasses the idea of

³“The Indian Police Journal Vol 63, No2-3, April-September 2016.”



effective accountability, citizen centricity and respect for human rights and the dignity of the individual. Thus these values should permeate all aspects of policing⁴. The above comments on the Indian Police being service and not a Force, aptly explains why police need to have certain attitudes as without such attitudes they cannot do what they are expected to do.

When one looks into the Model Police Act of 2006, section 58 says⁵:

4.1 Every police officer shall

- behave with the members of the public with due courtesy and decorum, particularly so in dealing with senior citizens, women, and children;
- guide and assist members of the public, particularly senior citizens, women, children, the poor and indigent and the physically or mentally challenged individuals, who are found in helpless condition on the streets or other public places or otherwise need help and protection;
- provide all requisite assistance to victims of crime and of road accidents, and in particular ensure that they are given prompt medical aid, irrespective of medico-legal formalities, and facilitate their compensation and other legal claims;
- ensure that in all situations, especially during conflict between communities, classes, castes and political groups, the conduct of the police is always governed by the principles of impartiality and human rights norms, with special

attention to protection of weaker sections including minorities;

- prevent harassment of women and children in public places and public transport, including stalking, making objectionable gestures, signs, remarks or harassment caused in any way;
- render all requisite assistance to the members of the public, particularly women, children, and the poor and indigent persons, against criminal exploitation by any person or organised group; and
- arrange for legally permissible sustenance and shelter to every person in custody and making known to all such persons provisions of legal aid schemes available from the Government and also inform the authorities concerned in this regard.

Thus, it is abundantly clear that police is expected to have a set of attitudes which are necessary for fulfilling the expectation of the democratic society to which they serve.

5 Current experience of attitudes of Police in India

The Indian Police Commission appointed in July, 1902 under the chairmanship of Sir A.H.L. Fraser concluded⁶:

“The police force is far from efficient; it is defective in training and organisation; it is inadequately supervised; it is generally regarded as corrupt and oppressive; and it has utterly failed to secure the confidence and cordial co-operation of the people.”

⁴ “The Indian Police Journal Vol 63, No2-3, April-September 2016.”

⁵ “Model Police Act: Bureau Of Police Research And Development, Government of India on www.bprd.nic.in.”

⁶ “Report of the Indian Police Commission 1902, available at SVPNPA Library.”



One could say that this was the situation in 1902 when British were ruling us. Things must have changed by now. However, a few observations are worth noting down:

- In the month of September, 2019 in a notice issued to the Chief Secretary and the DGP of a State, in a matter involving suicide by a rape victim in the police station, the National Human Rights Commission termed the police behaviour as ‘insensitive and lackadical’ towards the victim.
- On June 16th 2019, a few police officers and men got into physical scuffle with a tempo driver and his son in Delhi. The matter attracted wide-spread criticism and in an inquiry conducted by a senior police official of Delhi Police, it was observed that:

“The above act on the part of Shekhawat and Prakash (the two Constables involved in the scuffle) is “unprovoked, indiscreet and highly unprofessional” and that too in full public view, such act is contrary to the training imparted to them. The use of feet and shoes to hit an already overpowered person is an “uncivil and abhorrent act”.

- According to a 2018 survey of 15,562 respondents across 22 states on perceptions about policing, the Lokniti team at the Centre for the Study of Developing Societies (CSDS)⁷ found that less than 25% of Indians trust the police highly (as compared to 54% for the army). It is worth noting that Trust between two parties has a direct

correlation with Integrity, Benevolence and Competency. Thus, two out of three factors that actually results into trust are about Integrity and Benevolence which does not fall into Knowledge or skills set of a police officer but are part of the desired Attitudes.

- In 2013, while hearing a matter wherein a 65-year-old woman protesting against the rape of a minor was assaulted by a police official, the Supreme Court of India said, “Police Behaviour is worse than the mad animals” and warned all the States against such behaviour of police officers⁸.
- In its 2009 report, “Broken System (Dysfunction, abuse and Impunity in the Indian Police), the NGO Human Rights Watch said⁹, “A dangerous anachronism, the police have largely failed to evolve from the ruler-supportive, repressive forces they were designed to be under Britain’s colonial rule. While sixty years later much of India is in the process of rapid modernization, the police continue to use their old methods. Instead of policing through public consent and participation, the police use abuse and threats as a primary crime investigation and law enforcement tactic. The institutional culture of police practically discourages officers from acting otherwise, failing to give them the resources, training, ethical environment, and encouragement to develop professional police tactics.

⁷ “CSDS on <https://www.csdsonline.org/research/projects>.”

⁸ “Police Behaviour Worse than Mad Animals’, Will Intervene Directly Now, SC Warns States - Indian Express.”

⁹ Avenue, York, and t 1.212.290.4700, “Broken System | Dysfunction, Abuse, and Impunity in the Indian Police.”



- There are innumerable reports appearing in news papers, wherein attitudes/behaviour of police officers have been shown in a poor light. This shows that all is not well with the police attitude and something needs to be done to correct the same.

6 Attitude change during training –is it possible? Experience in India and from other countries. (Efforts being made currently in training academies in India and abroad)

When the author discussed this issue with some police officers and trainers about changing attitudes through training, many of them were of the opinion that it may be rather difficult to do so through training. They were of the opinion that by the time, a person joins the police service, he has already formed his beliefs, opinions and attitudes. Thus it may not be easy to change the same in a short period of training when too much time is spent on imparting knowledge and skills. Some others were of the opinion that the real attitudes are amenable to change depending upon the organizational culture. They opined that a person joining the police is likely to change his attitudes once he joins the job in his State or district, rather than in training academy. However, some of them were of the opinion that it is possible to change the attitudes to a limited extend during the training period and it is worth trying.

6.1 Efforts being made currently in some police training academies in India

Most police training academies in India have been found to be largely focussing on

Knowledge and Skills. There is little focus on attitudinal formations. But some efforts are definitely being made in the current system of police training. Some examples are¹⁰:

- Visits to Children Homes, Old Age Homes etc;
- Talks by Eminent Speakers
- Meeting with Commercial Sex Workers, Surrendered Naxals etc.
- Session on Officer Like qualities

Similarly, when the author spoke to the Director of a State Police¹¹ that trains the Deputy SPs and the Sub-Inspectors', it was found that following efforts are being made currently for bringing about the desired attitudinal changes in the new recruits:

- Orientation about expected Attitudes in the Initial week of joining
- Talks by eminent speakers
- Training sessions on Emotional Intelligence

In an interesting report on the impact of attitudinal changes on police through training is the case of Emotional Intelligence training experiment conducted in Nagpur Police, of Maharashtra State. The experiment, as has been reported in a newspaper¹², has resulted in "The police recognising and managing emotions and being able to avoid miscommunication and stress." The police officer and men who underwent this training programme have been found to be better listeners, patient and empathetic to the complainants and people approaching them in distress.

¹⁰ "www.svpnpa.gov.in. Personal experience of the author at the academy"

¹¹ "Discussion with the Director of Maharashtra State Police Academy over Telephone."

¹² "Hindustan Times EPaper, English News Paper, Today Newspaper; Online News Epaper."



6.2 Efforts and Experiments Abroad

6.2.1 Singapore Police Academy (Home Team Academy)

While personally discussing¹³ this issue of attitude formation in new recruits with a senior officer from **Singapore Police**, it was found that the Singapore Police Academy is currently making the following efforts:

- Singing songs or shouting loudly or pledging using the wordings of their core values – Courage, Loyalty, Integrity, Fairness- together as a squad or a class daily
- Team bonding games
- Classroom lessons
- Performance by the squads of trainees during the functions/events at the Academy
- Message by Commander or Commanding Officer or Course Manager from time to time
- Pasting stickers on the laptops showing core values thus reminding the same to the cadets every time they are using the laptops

6.2.2 UK Police

In her research¹⁴ on the **UK Police**, author Sarah Charman mentions that after four years of study over a few recruits of **UK Police** she found that:

“The recruits’ views on the role of the police shifted during their first four years. They moved away from thinking that “crime fighting” and “upholding the law” were the main roles of

the police. Instead, their focus turned towards “public protection” and “safeguarding”. One officer told me: “I can’t tell you the last time I went to a crime,” while another said “it’s 30% crime, 70% social work”. When asked what skills they needed to be police officers, they replied it was communication and empathy rather than authority and physical strength.”

This study on **UK Police** shows that it is not only the training academy but also the time spent on job that brought about the changes in the way these new recruits changed the outlook toward their job and their role towards the society.

6.2.3 Australian Police

In another experiment¹⁵ conducted in **Australia** “Effects of Recruit Training on Police Attitudes Towards Diversity: a Randomized Controlled Trial of a Values Education Programme by Deborah Platz, Elise Sargeant and Heather Strang” on a ‘Value based programme called V4V’, 132 police recruits at the Queensland Police Academy received the training. Under randomised field trial conditions, the impact of the programme was evaluated to assess whether or not a values-based education programme at recruit level could increase recognition of racist and sexist behaviour, prejudice, empathy and tolerance of diversity. The results of the experiment were however mixed. The experiment did not clearly confirm if such a programme positively resulted in desired level of change in the attitudes, though there were definitely certain levels of changes in the outlook of these recruits on these attitudes, post undergoing the programme.

¹³“Personal discussion with a senior police officer of Singapore police.”

¹⁴ Charman, “How New Recruits Are Changing Police Culture for the Better.”

¹⁵“Effects of Recruit Training on Police Attitudes Towards Diversity: A Randomised Controlled Trial of a Values Education Programme | SpringerLink.”



6.2.4 US Police

In an experiment¹⁶ conducted by Randy Gardener of Houston State University in USA, he found that “When a survey assessing individual’s attitudes towards policing and their distinctive impact or effectiveness in law enforcement was administered to a group of academy cadets and the same individuals were again assessed one year post training. Their expressed attitudes on key issues had undergone considerable change, although most believed that their attitudes had remained stable.”

6.2.5 In another experiment¹⁷

“Consequence-Based Approach-Avoidance Training: A New and Improved Method for Changing Behaviour and Attitude”, interesting insights were found in the role of training in changing attitude and behaviour. The researchers, from Ghent University (Belgium), used Approach-Avoidance (AA) Training, which involves having participants repeatedly “approach” certain stimuli (e.g., moving a joystick toward images of healthy food) and “avoid” other stimuli (e.g., moving a joystick away from images of unhealthy food). In general, the research is mixed on the effectiveness of AA training, but these studies used a new version of the task that may produce more promising effects.

In particular, the researchers made sure that the AA training was clearly associated with positive and negative consequences. In their studies, participants played a modified videogame where they controlled an avatar that had to learn to approach or avoid certain foods with the goal of maintaining the avatar’s health.

For healthy foods (like carrots), making the avatar approach the food resulted in better health and avoiding those foods worsened health. For unhealthy foods (like cookies), the opposite was true; approaching led to worse health and avoiding led to better health. Rather than being explicitly told (or reminded) which foods were good or bad, participants now more subtly learned whether each food was associated with positive or negative consequences.

Although this game might seem a bit silly, the results suggest that playing the game changed participants’ attitudes, goals, and behaviors. Compared to participants in a control condition, participants who completed the AA training game had more positive implicit (measured with an IAT) and explicit (measured with self-report) attitudes towards healthy foods. They also indicated a greater desire to buy healthier food both immediately after the training and again the following day. Most interestingly, participants completing this AA training did less actual snacking on unhealthy foods like potato chips at the end of the study.

These are some of the few experiments on the impact of training in changing attitudes of police officers and gives a hope that training can make some impact on the attitudinal changes in police in India.

7 Research Questionnaire Analysis

Through a brainstorming and discussion session, list of 15 attitudes which are essential for any police officer in India were shortlisted. These attitudes are listed as below:

- Integrity
- Empathy

¹⁶ Garner, “Police Attitudes on https://www.researchgate.net/publication/229045509_Police_Attitudes_The_Impact_of_Experience_After_Training.”

¹⁷ “Consequence-Based Approach-Avoidance Training: A New and Improved Method for Changing Behavior - Pieter Van Dessel, Sean Hughes, Jan De Houwer, 2018.”



- Benevolence
- Humility
- Sensitive towards women, children, elderly, Poor and Down-Trodden
- Active Listening
- Dropping Biases and Non-Judgemental
- Personal Resilience
- Courage
- Collaborative Negotiation and Mediation
- Non-Violent Communication
- Non-Discrimination and respect for diversity
- Fairness
- Friendly
- Following the laws and rules in letter and spirit

Thereafter, a survey was created wherein responses were taken asking police officers and other persons to rank these 15 Attitudes from the most important to not-so-important, as per their opinion. More than 100 police officers and 100 others filled up the questionnaire. The results are shown as below:

7.1 Following three questions were asked in the survey

- Q1. Arrange the following attitudes which are absolutely essential in a police officer in order of most important to not-so-important from the list given below. If you do not agree with any item in the list, please mention the same in the ‘Not Applicable’ space.
- Q2. Please mention if you would like any other ‘Attitude/s’ in a police officer in India.

Q3. How according to you the training academies can Orient/improve upon the Attitude of newly recruited police officers and men through the training towards the desired attitudes mentioned above?

7.2 The results of the survey are as shown below

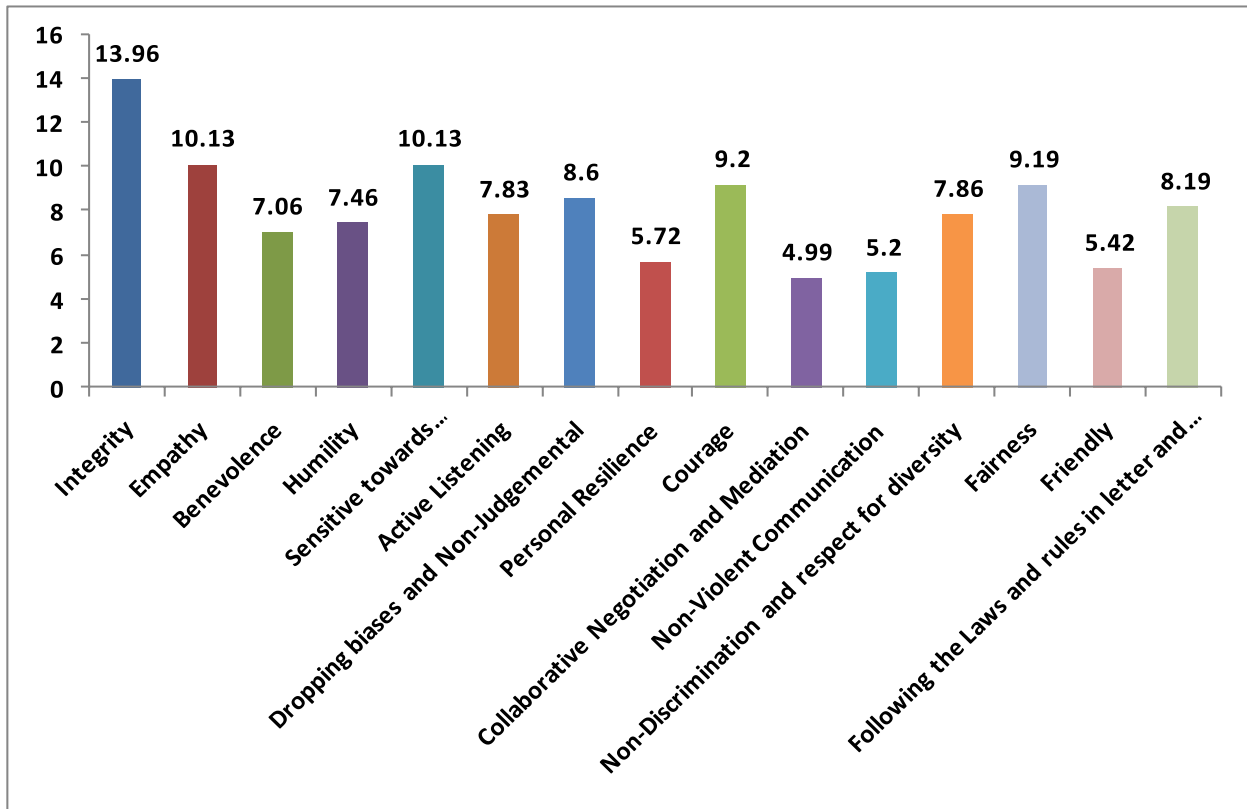
Q1: Arrange the following attitudes which are absolutely essential in a police officer in order of most important to not-so-important from the list given below. If you do not agree with any item in the list, please mention the same in the ‘Not Applicable’ space.

7.2.1 Police officers

Integrity	13.96
Empathy	10.13
Benevolence	7.06
Humility	7.46
Sensitive towards Women, Children, elderly, poor and down-trodden etc	10.13
Active Listening	7.83
Dropping biases and Non-Judgemental	8.6
Personal Resilience	5.72
Courage	9.2
Collaborative Negotiation and Mediation	4.99
Non-Violent Communication	5.2
Non-Discrimination and respect for diversity	7.86
Fairness	9.19
Friendly	5.42
Following the Laws and rules in letter and Spirit	8.19



The scores are depicted in bar chart as below.



As can be seen from the chart above, which is the outcome of questionnaire filled up by the police officers, the maximum importance has been attached to “Integrity, Empathy, Sensitivity towards the weaker sections of the society, Courage, Fairness, Dropping biases & being Non-Judgemental and following laws & rules in letter and spirit” as the top behaviours for the police officers.

The police officers have also indicated that “Non-discrimination and respect for diversity, Active Listening, Humility and Benevolence” are next important behaviours in a police officer.

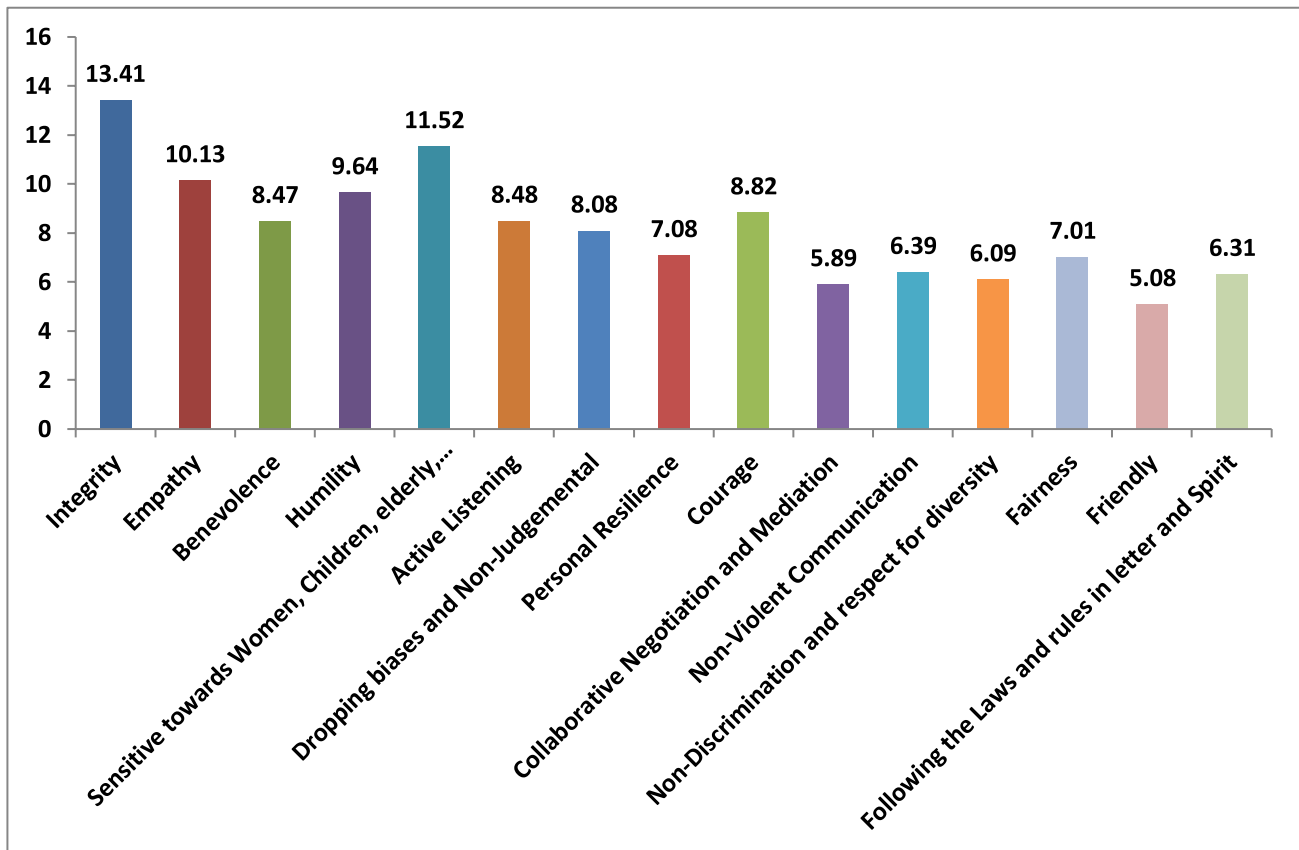
Finally, the police officers who participated in the survey, opined that attitudes like “Personal Resilience, Friendly, Non-Violent Communication and Collaborative Negotiation and Mediation” as the bottom ranking attitudes.

7.2.2 Non-Police officers/others

Integrity	13.41
Empathy	10.13
Benevolence	8.47
Humility	9.64
Sensitive towards Women, Children, elderly, poor and down-trodden etc	11.52
Active Listening	8.48
Dropping biases and Non-Judgemental	8.08
Personal Resilience	7.08
Courage	8.82
Collaborative Negotiation and Mediation	5.89
Non-Violent Communication	6.39
Non-Discrimination and respect for diversity	6.09
Fairness	7.01
Friendly	5.08
Following the Laws and rules in letter and Spirit	6.31



The results are depicted in a bar chart as below:



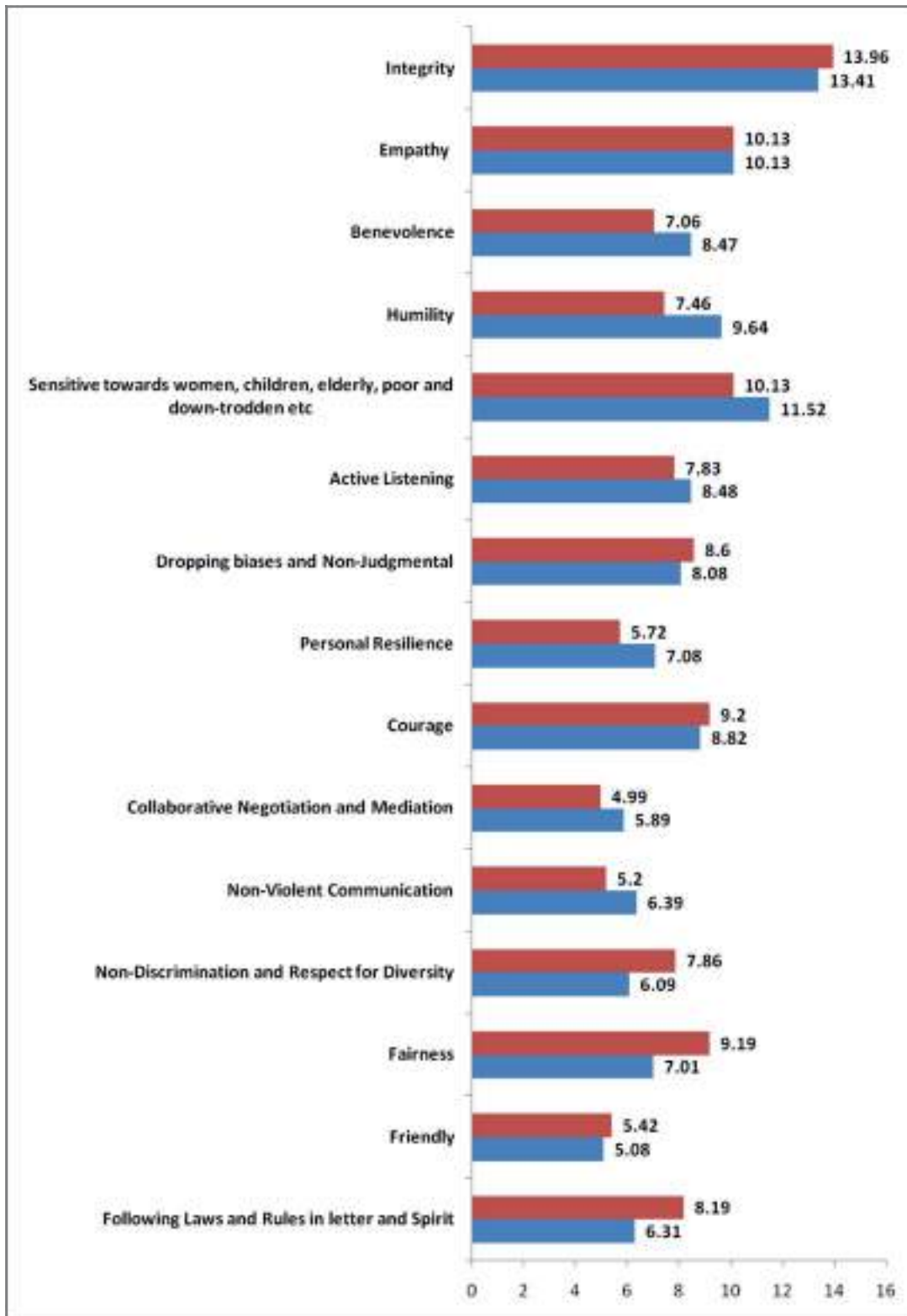
As can be seen from the chart above, which is the outcome of questionnaire filled up by the non-police officers/others, the maximum importance has been attached to “Integrity, followed by Sensitivity towards the weaker sections of the society, Empathy, Humility, Courage, Active Listening, Benevolence, and Dropping biases and Non-Judgemental” as the top behaviours for the police officers.

The non-police officers/others have also indicated that “Personal Resilience, Fairness, Non-Violent Communication, Following laws and Rules and in letter and spirit are next important behaviours in a police officer.

Finally, the police officers who participated in the survey, opined that attitudes like “Collaborative Negotiation & Mediation and Friendly” as the bottom ranking attitudes.



The two survey results when plotted together are seen as below:



The bars in Red are for Police Officers while the ones in Blue are for others.

‘Promoting Good Practices and Standards’



7.2.3 There are certain interesting observations when the two charts above are compared

- Both police officers and common people gave highest importance to Integrity as the topmost attitude in a police officer in India.
- On Empathy, the responses of both police officers and others are equal.
- People expect police officers to be more benevolent than the police officers themselves. Similarly common people want police officers to be with much more humility.
- Both police officers and common people give fairly high and equal importance to the attitudes of sensitivity towards women, children, down-trodden etc and dropping biases and being non-judgemental.
- Interestingly, common people felt more need for personal resilience for police officers than the officers themselves.
- Courage is seen as an equally important attitude both by the police officers and common people.
- People expect police to use non-violent communication. This goes well with the common complaints against the police regarding improper or abusive/threatening language used by the police.
- Surprisingly, police officers gave very high importance to Fairness than the common people and slightly higher importance to non-discrimination and respect for diversity.
- Both police officers and common people think that police should not be friendly.

This is against the common belief that people want their police to be friendly.

Thus the above comparison gives some idea about the perception of police officers and others towards the desirable attitudes and relative importance attached to each of the fifteen attitudes.

The respondents were also asked to mention if they would like any other attitudes in the police in India. Some of the important responses are as given below:

Police Officers

- Courage of Conviction.
- Honesty and dedication to duty. Self esteem.
- (a) Must have courage and follow the rules and principles. (b) To set example as an individual Police officer.
- Intellect, power of discrimination
- Initiative, proactive.
- Personal bearing and conduct. Soft Skills
- Nationalism and visionary.
- People friendly, supportive
- Be what they are expected to be as per rules and that is Public Servant and not Public Masters.
- (a) Ability to remain relaxed in a tense situation (b) High Emotional Intelligence (c) High emotional control
- Be very polite towards public.
- Punctuality at any cost, develops a sense of delivering the right thing at the right time (justice should not be delayed).
- By his personal and professional act he should be able to win the confidence of the general public.



- Having moral values.
- Proactive.
- Follow rules & regulations.
- Confidence, smartness and leadership qualities, analytical mind.
- Self respect is must.
- Development of 'soft skill'. An officer should have a sense of guarding attitude towards his subordinates and that should reach to a level where his subordinates may become ready to do anything legitimate on the command of his senior.
- Police officer should be courageous and obedient and should be loyal.
- Patience and good moral.
- Professional attitude.
- Resistance against political influence.
- A police officer should be public oriented, mild towards complainant but very strict against criminals. Lead from front and set examples before subordinates.
- Empathy towards subordinates and being progressive minded.
- Perseverance.
- Passion for the service and attitude to help common people.
- Honesty.
- Innovative attitude.
- Being a leader and a team man.
- Empathetic Behaviour with subordinates.
- Stress endurance.
- Passionate towards and taking pride in

duties entrusted upon.

- He should be down to earth not arrogant.
- Carry out all duties according to constitution and law, and become smart and gentle. Protect all citizens' right.
- Exemplary fitness level and reflexes.
- Professional integrity.
- Good morale approach.
- Competent, professional, humane.
- Showing leadership standing up for the colleagues and subordinate.

The non-police officers and others responded as below:

- Respectful helpingtrust worthy.
- People friendly not fearsome to general public but to criminals.
- While performing his duties he should not conclude immediately without verifying facts. Should educate common man about general provisions of law in a friendly manner. Should not be egoist.
- Reliability.
- Human approach.
- (a)Ability to get away from the influence of Politicians, (b) Courage and conviction to tell the Superior/s what is correct and/or right (c) Ability to instil confidence in his Team.
- Ability to Command.
- The common man should not feel afraid to approach the police for help.
- Should be able to think as the victim.



- Positive attitude towards problems of people.
- Proactive.
- Police officers should respect the fundamental rights of the citizen and act without fear or bias. Have courage to withstand political pressure.
- Prompt in action.
- Respect for public, helpful and soft spoken.
- Have the courage to say no to illegal or immoral directions.
- Police officers should provide a sense of security and comfort to the public.
- Courteous but firm.
- Fairness.
- Straight forwardness.
- Polite and respectful behaviour.
- Politeness.
- Honesty.
- Devotion towards Nation.
- Empathy - to render justice.
- Courageous.
- Not be abusive in approach and behaviour. Not be arrogant and be a good listener followed by moderate approach.
- Police official should also have attitude for scientific knowledge and Information & Communication Technology as cyber crimes are growing rapidly now-a days as they have to tackle these cases also.
- Technology savvy.
- Aggression & commitment for solving cases.
- Fair attitude.

- Reachable, friendly and sensitive.
- Helping. One should feel safe when police approach to him.
- Should be fit from physical & mental side.

It can be seen that most of the suggestions above, are largely covered in the list of 15 desirable attitudes already shortlisted in this study. Similarly some of these responses fall in the category of 'Knowledge and Skills' and hence are not considered further.

7.3 Lastly, the respondents were asked to give their opinion as to how these 15 attitudes can be inculcated in police officers through training. The noteworthy responses are as below

Police officers

- Conduct Case studies. Motivational talks by Sr. officers. Organize outdoor training activities.
- Training academies are the best place to check anyone's attitudes and to rebuild someone's personality. There must be a provision of aptitude test before joining the job and after leaving the academy. While passing out if someone has got required attitude then only one should be posted in that field. Posting places can also be classified as per the requirement of attitudes. During training a person lives in a closed campus which is like a society where he or she can be checked easily. Aptitude test and integrated method of examinations can be introduced in the training centres. In this way of examination method we should not go for or different papers for law police procedures forensic science etc., but we



can design a two or three days test, in which one's aptitude can be checked and an overall output can be seen.

- Case studies discussion, cases across the globe, each highlighting not just the attitudes of important nature but also which should take precedence at such times. Group discussion about individual attitudes and their importance Personal experience of a police officer and the reason why he /she took that particular decision at that point of time both right and wrong decisions which have happened should be discussed with equal footing.
- May be case studies involving the working methods of police today to what is desired.
- Training structure should have psychological aspects. Institutions like DIPR should be consulted to design training programs.
- Good case studies discussions. Team and leadership management games Classes on soft skills.
- To instil sense of responsibility towards nation and society.
- Putting Role Models as Trainers who can instil and reinforce faith in the system ; Have periodical tests including psychological tests ; Incentivise the training, by linking with promotions, postings ;
- By practising rather than preaching. Faculty and the serving officers should be the role models. Trainees learn by seeing more than listening.
- By exposing to multiple stakeholder and providing skills to do scientific investigation and behaviour.
- Experiential learning tools.
- The parameters mentioned above should be integral part of course and consciously included in each training sessions- indoors and outdoors. In fact each course should be checked for adequate focus on above mentioned attributes. Example- case study while being analyzed should spend time on the attitudes of the police officers involved in that case and look for scenarios- if the officer was better listener, then how would the results have changed? The trainers and seniors should be role model- they should also consciously follow the attitudes described above. Practice of naming and shaming those who don't follow the behaviors listed above. A special session each week should be on reflection on self. With regards to the identified attitudes. Recognize those with best behaviors and coach those who have difficulty. Feedback from public and peers could be used for triangulation of results.
 - » Observation of behaviour in relevant situation.
 - » Case studies of errant officers.
 - » Appropriate Role models.
 - » Rewarding desired behaviour.
 - » Create cognitive dissonance situations.
- New recruit must be trained in such a way that all police force up to the rank of constable are players of the game performing their assigned job to achieve the goal if the senior officer behave like a



- boss then they will not achieve the goal.
- Police officers should be free from political bias all the time otherwise the constitutional duties as enshrined in Indian constitution will never be in force, the new one will be trained in that way.
- To remember them they are public servant not their Boss.
- Make them visit old age homes, remand homes, orphanages so that they can have a glimpse of the sufferings of the have not's and empathy can be developed, make them study some universal religious teachings which can develop benevolence, integrity etc in them.
- Management training, aid moral education.
- By being more humanitarian towards its own officers.
- The first and foremost thing is to try to recruit 'right type of person'. Any training will not change the 'basic traits' of the person.
- The policing system prevalent in India is adopted from the British who approached it with a view to rule a colony. The police personnel working today has to understand that policing has to proceed in cooperation with the society for making a better tomorrow for our successors. Hence, interaction with different sections of the society to have a proper understanding of their problems at the ground level during training may be fruitful.
- Behavioural training program should be inculcated.
- We should teach ethical attitude training human behaviour, sensitivity towards women and children and always follow rules and regulations.
- Visit the places where actual problems are and interaction with them since starting of training.
- Through proper training, different activities like horse riding, mountaineering, firing, field visit, experience sharing of different case studies to promote interest among the trainees.
- Best police persons /officers sessions are must. Showing some of best motivational movies and documentary based upon attitude.
- Knowledge and Skill acquired during a Training programme bring motivational changes leading to orientation in attitude.
- To be sensitised for friendly behaviour.
- Academy may choose certain role models in police organisation who are considered to have almost all of these virtues in them. And they may be called to take classes on their story of attitude building/source of motivation before new recruits.
- The IPS trainees should come back to the Academy for a specialized course of 1 to 3 months duration in which their experiences at the district level should be discussed threadbare with holds barred and should be full of suggestions for corrective measure.
- Motivated to put himself on victim position.
- Training to enhance knowledge, understanding and develops sense of integrity, humane attitudes and integrity in a newly recruited officer.



- Through practical field training.
- Values are incorporated by family and society not by academies.
- By inducing a system where the police will get humanly behaviour. People render that treatment what he himself gets.
- A complete attitudinal change which teaches one to put society ahead of their petty personal gains.
- Taking the new recruits to police stations to face real life situations where they can observe and compare how local police deals with a problem and how they would have done.
- It has to be instilled in the minds of trainees that with great power comes great responsibilities and they need to have field visits to be with the poor to understand their plight.
- Through field visits, practical training besides regular teaching modules.
- Through personal counselling.
- By sending them to a police station stealthily and experience the way a police personnel behaves with a common man.
- Working more on human values rather than teaching of being legal, drawing the line, over discipline where in the process the actual goal is lost.
- Through training on stress management.
- One should be taught to do away with their 'egos', the foremost. Humility is the first step towards being a compassionate Officer who can understand the plight of the commoner.
- Teaching moral stories in various ways.
- A psychometric test may be conducted in the beginnings based on the attributes required to become a socially desired, people welfare, emotionally intelligent police officer not carrying any biases. And after identifying where exactly he is deviating and lacking and where he excels, he /she should be given focused training.
- This could be imbibed at the formative and training stages because they're to make a difference at the senior level down to constabulary levels! The top level police behaviour should be inspirational... for the others to follow.
- Having an attitudinal session with expert.
- By creating awareness, acknowledgment through role plays
- Introduce topics related with Spirituality. That will imbibe all the good qualities in them for sure.
- Refresher courses and attitudinal training should be frequent.
- Corruption flows from up to down so IPS fraternity has to take right stand. In most of the cases be as a senior don't support a junior for his or her professional stand. These things should be imparted during basic training repeated & reminded during 2nd phase & induction also.
- By making them morally strong also.
- Training/Reward/Recognition/self esteem to actualise being human more than being a policeman.
- Trying to inculcate these attributes through role play, field examples so as to imbibe upon oneself such attributes.



Non-Police officers and others

- (a) Meditation....helps build character and sense of responsibility and fairness towards each other.
- (b) Physical fitness gives confidence and ability to respond to any emergency with zest and right attitude ...
- Rigorous and consistent training in all aspects of practical problems in consonance with theoretical knowledge. More to respond on very practical problems and issues of the society.
- They should include the course on personality development.
- They shall sensitize them to real situations. We can have play or drama kind of thing to train them.
- Train them for empathy.
- By learning to acquire the trust of the society about their fairness and impartiality. It is more important to be fair rather than appearing fair.
- By including real incidents as case studies specially incidents covered in media.
- They should be trained that they have been chosen from the common men to serve the common men in general and society in particular by virtue of their specific qualifications. Should be trained to ensure trust of general public in police department. Specially they must be extremely honest while dealing with the matters of women and child abuse cases..
- By building a positive police image in public... Initiatives of community policing.
- Humanity.
- Just and Unbiased nature.
- Through (a) Yoga (b) Curriculum signifying human values and dignity (c) Love of God with the help of Scriptures/ Holy Books and (d) Instilling in their mind the fact that one will reap what one sows.
- By training in simulated situations
- First is to get rid of the British Raj hangover of Police lording over the common man. They should be able to take a stand for what is right.
- Inculcating a sense of integrity while understanding the need.
- Online trainings Outsourcing trainings.
- By doing gap analysis of their state of mind by psychometric test and job requirements and then filling that gap by training.
- First analysis the potential of individuals and plan the training according to the capabilities and requirements of individual
- Training academy can definitely inculcate good habits but most important is that the senior officers need to set example.
- They should be approachable & empathy should be imbibed through case studies.
- Screen international films where positive and good role played by cops. Interactive sessions with society members giving out their expectations.
- They should be told and groomed to serve the public and not rule them. The attitude has to be of serving the nation and protect its resources and not to be ruler and misusing and looting the resources.



- Interaction with people from all walks of life.
 - Training on behavioural aspects to bring about attitudinal changes through case studies can be useful.
 - Exposing them to the best practices of police forces in developed countries. Sensitising them with the case studies, where intentional wrongful action by police officer destroyed the family.
 - Men can be lead by examples only. Mere lecturing doesn't help unless there is conviction behind the thought.
 - By allowing them to work in real-life situations during the training and orienting them after taking feedback from those whom he had interacted with during such situations.
 - Popular movies, role play with actual police station situation.
 - Psychological training. Utopian ideological environment of training. Strictness and zero tolerance for and deviation from laid down norms.
 - By trainers being role models.
 - By empathizing and sensitizing them toward society.
 - By appreciation, recognising their work.
 - Should have training session for compliance with civilians.
 - Case studies, sensitising through various means.
 - Worldwide training.
 - Field level work for couple of years in addition to training - grass root living - understanding the reality & living it will translate into success in desired attitudes
 - Meditation can be part of training.
 - Simulated programs based on the real life experiences can be good modules
 - In training curricular, ethics should also be taught for developing integrity, empathy, compassion etc.
 - Case studies like **Chara Ghotala** which depicts many of the above attributes must be taught.
 - They can give broader exposure. Young recruits are guided by their narrow personal experiences and social conditioning.
 - Community interactions.
 - Psychology skills.
 - Good policing requires mental revolution among newly recruited. This can only be achieved by rigorous training.
 - By instilling the respect to the citizens and commitment to the rule of law. To earn respect by deeds not by authority.
 - Nationalism & respecting people of India.
 - People will be happy to see them and not be afraid on seeing them
 - By providing them the best environment in the Institute.
- Thus, a number of suggestions have been given by both police officers and others as to how the desired attitudes be inculcated in police officers through training. Some of these have been incorporated while framing recommendations in this project.

8 Recommendations

Based on the responses of the respondents to the questionnaire and the brainstorming session, **following recommendations are made**



to inculcate right kind of attitudes in police officers through training:

8.1 Most of the research in India and abroad has shown that it is not possible to completely bring the desired attitudinal changes in Police officers and men through training per se. Even the literature in psychology on attitude formation shows that apart from the training, there are other factors that influence attitude change. Thus, we may begin by agreeing that while several interventions may be made to bring in the desired attitudinal changes through training, (here training refers to training in a police training academy, though training may take place on job as well), we may not get 100% success. The key is to continue efforts on job as well, at least for first few years till the attitudes are well formed and settled in the individuals.

8.2 First effort that training academies may make to bring about desired attitudinal changes in their police officers is to give them firsthand **experience** of results of poor attitudes. Some of the initiatives that may work are:

- Sending the trainee officers on day one of their training to a local police stations incognito, and asking them to get one FIR registered. This is a very powerful experiment that will expose the trainees how our police station staff behaves. It will give them firsthand experience of the lack of empathy, poor listening, and poor communication skills of our police station staff in many cases. Even if some of them had a good experience in a particular police station, sharing and listening to the experiences of the entire

class will surely make them realise how difficult it is to get a FIR registered and more than that how our staff lacks proper attitudes.

- Arrange for visits to Women home, children home and Juvenile Homes. Let them interact with the women and children and many of them will realize
- that a little better sensitivity towards these women and children would have probably changed the narrative of some of the stories they heard from them. Probably, a little more Empathy and Integrity on part of some of our police men would have probably changed the course of lives of some of these women and children.
- Even arranging interaction with some criminals, surrendered naxals, children in conflict with law etc would make them realize how lack of some of the attitudes in a few police officers can completely change the lives of some of the people, making it worse. They may also come across with stories of how some good police men helped a youth from turning into a hard core criminal. Such firsthand interaction will have a hundred times better impact than a police officer or a faculty talking about the same in the class.
- Another experiment can be done at the training academies. The trainees should be attached with some of the villages in the vicinity. They shall be made to visit their assigned villages at least 5-6 times during their training period without being escorted by senior officers. Help of well meaning and genuine NGOs may be



taken to organize such visits. Once they connect with the people of the village and develop some kind of trust, they will understand what important role a police station or officers therein can play in the lives of ordinary citizens. They will understand what behaviours of policemen cause resentment or anger and what attitudes the society expects from police. This, it is felt can be a very impactful experiment for a young entrant to the service.

- 8.3 Another way of forming attitudes is through **role modelling**. It is important that only those officers, who are fairly high on the selected attitudes mentioned above, are selected for positions in our training academies and schools. The faculty members should be first themselves clear about the desired attitudes in young police officers and then demonstrate the same in every act of theirs. The trainees observe very closely how the faculty members operate on these attitudes and try to imbibe/copy the same. Thus in everything that a faculty does—even a small thing like not talking to people belonging to his own region in the regional language, equal treatment in sanction of leave or giving punishments, allocation of marks, selecting group leaders for educational trips, selecting trainees who will be welcoming a guest or reading out vote of thanks etc, the faculty must show that he is fair to all and does not discriminate on any grounds.

Similarly while teaching or addressing the trainees, sharing stories of themselves or others where someone got something

done through violation of any of the desirable attitudes, sends a wrong signal to the trainees. If we expect the trainees to imbibe the attitude of empathy, the faculty must be empathetic to the problems of the trainees. For example, if leave policy does not provide for leave on a particular weekend, but if a trainee has a genuine problem, then making an exception giving cogent reasons can go a long way in forming empathetic attitudes.

Many senior police officers are poor listeners. They do not have patience to even completely listen to what others have to say. Thus, such an officer who does not listen to trainees and intervenes every now and then cannot expect the trainees to imbibe the attitude of active listening. ‘Listening to understand and not just listening to respond’ can only be demonstrated and cannot be taught in the class. The faculty members dealing with the trainees must display this attitude in every interaction with the trainees.

Similarly during the training period, it is advised that police officers who are generally held in high esteem by a large number of people, be invited to address the trainees. Since, such officers are highly admired and talked about, they become role models for the new trainees. They will observe closely how they talk, how they behave and what kind of attitudes they display. The trainees will then try to copy those, if they really admire that person.

- 8.4 As the psychologists prescribe, “Social roles and social norms can have a strong influence on attitudes”. It is felt this can be effectively used to inculcate desirable



attitudes during training period and beyond.

Social roles relate to how people are expected to behave in a particular role or context. There is a wonderful example in most of the training academies to substantiate this theory. In all the training academies in India, it is taught to the trainees how to salute and when/whom to salute. They are made to practice the same hundreds of time on the parade ground. The outdoor trainers and even others tell them and even admonish them if they do not salute a senior officer or others. Thus, over a period of few months, it is abundantly clear to the new trainees when to salute and whom to salute and that it is an essential norm in a hierarchical organization like police to salute to ones seniors. Thereafter, no one needs to tell them or guide them to do so. It becomes almost internalized to them. Thus it proves that the above psychological prescription does work in police training. Now the challenge is to extend this concept to inculcating the right attitudes in the police officers.

However, it does not happen with other norms or attitudes expected from them. In most police academies, the trainees are ‘told’ about other attitudes and behaviours expected from them. In most academies, a session with a PowerPoint presentation on “Officer Like Qualities”, or “Manners and Etiquettes” is arranged at the beginning of the training. These sessions almost cover most of the 15 desirable attitudes mentioned above. However, why that most of these police officers then do not continue to display

these attitudes in the field is a question. The explanation can be found in the above paragraphs where what these very same academies are doing with regard to saluting- Hammering! The very same academy that hammers into the minds of every trainee that they shall salute a senior, fails to hammer the attitudes like Integrity, Empathy, Listening, Fairness, etc which are the essential norms of every police organizations. The references to these attitudes come occasionally in some talks etc but there is no hammering of these into the minds of trainees. Thus, these become more of words than the norms. And things which are not presented as norms do not get imbibed as desirable attitudes in these young officers.

Here, there is something to learn from the Singapore Police Academy. They are exactly doing the required thing- Hammering the norms. As mentioned already in 6 above, the Singapore police academy does a few interesting things which may look trivial to start with:

- Singing songs or shouting loudly or pledging using the wordings of their core values – Courage, Loyalty, Integrity, Fairness- together as a squad or a class daily.
- Message by Commander or Commanding Officer or Course Manager from time to time.
- Pasting the stickers showing core values on the laptops of the trainees so that they are reminded of the same whenever they are working on the laptops.

This is nothing but hammering again



and again the core values of Singapore Police in the minds of young trainees so much so that these becomes internalized in them. This is what our academies should do rather than just one session in classroom. Every faculty and staff of the academy shall look for any abrasions on the core attitudes and bring it to the notice of the trainees. Similarly display of these attitudes by a trainee shall be suitably appreciated.

Similarly, as per theory of psychology, **social norms** involving society's rules for what behaviours are considered appropriate, also have a strong influence on the behaviour formation. This concept can be used once a trainee is on-the-job training in field or once he joins his first posting and is still under learning phase. Here the senior officers in the field can play a very important role by first becoming good role models, then constantly reminding the new officers about the desired attitudes and correcting them if they go wrong. If a young officer displays an undesirable attitude, he can be counselled and if required reprimanded by the senior officers. If this is done in initial years of the career of an officer, the officer will understand the social norms as far as the desirable attitudes are concerned and will change his attitude to confirm the attitudes of the organization.

- 8.5 **Operant Conditioning** can also be used to change the attitudes of police officers. Operant conditioning relies on a fairly simple premise - actions that are followed by reinforcement will be strengthened and more likely to occur again in the future.

If you share an anecdote in class and everybody connects with the same leading to greater learning, you will probably be more likely to tell that anecdote again in the future. If you raise your hand to ask a question and your teacher praises your polite behavior, you will be more likely to raise your hand the next time you have a question or comment. Because the behavior was followed by reinforcement, or a desirable outcome, the preceding actions are strengthened.

Conversely, actions that result in punishment or undesirable consequences will be weakened and less likely to occur again in the future. If you tell the same anecdote again in another class but nobody laughs this time, you will be less likely to repeat the anecdote again in the future. If you shout out a question in class and your teacher scolds you, then you might be less likely to interrupt the class again.

This theory is already being used in our police training academies where unacceptable behaviours like coming late for the class, remaining absent or coming back late from leave etc are penalized. However, this should be further extended to penalize the indicators of non-compliance to desirable behaviours like Integrity, Listening, Non-violent communication, Fairness, Sensitivity towards women; children etc shall be penalized suitably. Similarly good behavior displayed by any trainee shall be rewarded.

- 8.6 Case studies specifically written with focus on desirable attitudes can also be



used effectively during the training. Two types of case studies can be used- one where the protagonist in the case has already taken a decision and the trainees are asked to evaluate and argue about the correctness or otherwise of those decisions in light of their being fair, legally correct, empathetic etc. In second types of cases, the protagonists be shown in a dilemma, and the trainees may come up with different possible course of actions , while justifying why they think such action should be taken in that situation. Such case studies, if discussed with proper preparation and giving sufficient time, can have a reasonable impact on the thinking and resultant behaviour of the trainees. A few case studies have been enclosed in this report at Annexure 2.

Senior police officers can be invited to share their experiences where they acted in a particular manner, sharing why they acted that way. The trainees then can go for group discussions in small groups and discuss the pros and Cons of the decision taken. They may also ask themselves and others in the group, how they would have decided that issue and why? Such exercise would surely make the trainees to think in different possible directions on the same issue and weigh the pros and cons of each of the decisions and the behaviours involved.

- 8.7 Another experiment that has worked very well in some of the training institutions is of organizing documentary movie festival. A number of carefully selected documentary movies can be selected and efforts be made to invite the Director/ Actors of these movies. Movies on the issues that affect the society like

-Integrity, Sensitivity towards weaker sections, fairness, following rules and procedures in letter and spirit etc can be screened for the trainees. Thereafter an interaction session with the Director/ Actors be arranged where the subject of the topic, the motivation behind making a particular movie etc be discussed. It has been found that such an effort results in ignition of thought process and crystallization of desired attitudes in large number of trainees. When faced with the similar issues in real life, they tend to recall the movie and the respond in an appropriate manner. The author distinctly recalls a documentary named “Thanir-Thanir” which was shown in the foundation course at Mussoories in the year 1996. The movie was about bureaucratic hurdles in providing water to villages.

The movie created a deep impact on the mind of the author and most of the other co-trainees and reminds us whenever we are doing our job.

- 8.8 While designing various courses, the academies should ensure that the discussion on Attitudes should be integral part of every course and consciously included in each training sessions- both indoors and outdoors. Each course should be checked for adequate focus on above mentioned attributes. Example- case study while being analyzed on legal aspects should also focus on the attitudes of the police officers involved in that case. Try to look for optional scenarios- if the officer was better listener, then how would the results have changed? If the officer had shown some empathy or Courage, how would the events have unfolded?



If the officer had followed the rules and regulations in letter and spirit, what would have been the outcome of the scenario at hand?... and so on and so forth. This will ensure that desirable attitudes become integral part of every aspect of training and not just in isolation for a session or two.

- 8.9 The attitudes mentioned above should be explained on day one of the training and then in every aspect of the training—be it field trips, sports, exams, practice sessions etc., the trainees be constantly evaluated whether they are improving upon these attitudes. Training institutes may also think of innovative methods of letting a particular trainee know if he/she has gone wrong on any of the desirable attitudes. A special session each week should be devoted for self reflection with regards to the identified attitudes. Open recognition of those with best behaviours will encourage others to follow the behaviours of those who were recognized. Special coaching sessions may be conducted for those who have difficulty in adapting to these attitudes. Feedback from public and peers could be used for triangulation of results. The peer feedback can be taken at various stages of the training and can be extended to district practical training where the inputs of public can also be included to evaluate individuals.
- 8.10 Another time tested method of bringing desired attitudinal changes are through Story Telling. Though quite underrated in police training, researchers have great

things to say about the impact the stories can create.

Vanessa Boris a Senior Manager, Video Solutions at Harvard Business Publishing Corporate Learning in an article¹⁸ mentions, "Telling stories is one of the most powerful means that leaders have to influence, teach, and inspire. What makes storytelling so effective for learning? For starters, storytelling forges connections among people".

Kendall Haven, author of the book 'Story Proof and Story Smart', has written:

"Your goal in every communication is to influence your target audience (change their current attitudes, belief, knowledge, and behavior). Information alone rarely changes any of these. Research confirms that well-designed stories are the most effective vehicle for exerting influence.

Stories about professional mistakes and what leaders learned from them are another great avenue for learning. Because people identify so closely with stories, imagining how they would have acted in similar circumstances, they're able to work through situations in a way that's risk free. The extra benefit for leaders: with a simple personal story they've conveyed underlying values, offered insight into the evolution of their own experience and knowledge, presented themselves as more approachable, and most likely inspired others to want to know more".

¹⁸ "What Makes Storytelling So Effective For Learning? - Harvard Business Publishing on <https://www.harvardbusiness.org/what-makes-storytelling-so-effective-for-learning/>."



Thus, police leaders with substantial experience can be invited to share their stories of success and failures and the behaviours associated with each of their stories. If the research on importance and impact of storytelling is to be believed, such stories will stick to the trainees and they may remember the same when faced with similar situations in their career and may go for a behavioural decision that they think got people success in the past as told to them through stories.

- 8.11 Desired attitudes can also be reinforced by conducting experiential activities, highlighting specific attitudes. Annexure 1 shows some of these training activities which can be administered to the trainees during their training in academies. Such activities sometimes on their own may not be permanently impactful in changing the attitudes, but they will surely make the newly recruited officers remember the activities and discussions held during these modules. They also are a nice tool to ‘hammer’ the desired attitudes in a participative manner without the need to give lectures on the attitudes.

While Annexure 1 enlists some of the activities which can be taken up to introduce a particular behaviour, individual organizations shall develop their own activities depending upon their needs. Many of these activities have been adopted from the International Federation of Red Cross and Red Crescent Society’s programme “Youth as agents of Behaviour Change” available on their website <https://www.ifrc.org>. However, while designing your own activities, following points must be kept in mind:

It must be realised that these activities are being designed for bringing about attitudinal changes. These are not for imparting any knowledge or skills. Thus the activities have to be designed through experiential methods as it connects to learners’ hearts, feelings and life experiences.

Activities must aim at Changing Minds by starting with inner change. The activity must be first about fostering self-awareness, self- reflection and personal transformation as the key to inspiring a change of mind- sets, attitudes and behaviours.

The activities must be aimed at Changing Minds through role-modelling the culture of Critical thinking, dropping biases, collaborative negotiation, mediation and enhancing personal resilience as we want in our police officers .

The activities must Change minds by touching hearts. The learning methodology must be experiential. The activities shall move the trainees out of their comfort zone, while, at the same time, creating a safe and respectful environment to help them reconnect with their self and our desired attitudes.

The activities must help the young officers help learning from within and shall be based on an open-ended approach to learning, where the trainee is not told what to think or do, but rather develops his or her own position and commitment through critical reflection and exchange of ideas with peers.

The activities developed must be tested over a period of time and shall be



improved from time to time to make them more robust to help us achieve our goal of changing attitudes in police officers and men.

9 Conclusion

Attitudes are very important and desirable part of every police training academy curriculum. In fact it should be the central thought process around which the knowledge and skills should be woven to make a complete package for the new entrants into service. Sadly, most training academies in India are lacking in this central idea and are largely focusing on the knowledge and skill aspect of training only. It is well known fact that a majority of complaints from various

stakeholders against police officers in India are not about their knowledge and skills, but about one or the other attitudinal issue. While almost every vision statement of police academies and organizations do 'mention' right attitudes as integral part of a police officer, in reality they remain mere words. This paper has tried to look into the attitudinal aspect of making a good police officer. While comparing the best practices from some other countries as well as a survey seeking opinion of police officers and others, certain recommendations have been offered to add on the much desirable aspect of Attitude to the training curriculum of police officers training in India.



Active Listening

The activity on “Active Listening” should be started by discussing what Active Listening is. The participants shall be encouraged to come up with their own understanding and interpretation of this term and the benefits of having this attitude in them as a police officer. Once the discussion takes place for about 10 minutes (depending upon the number of participants in the class), the facilitator/faculty may either display on screen, the definition and meaning given below or may give a hand out to the participants and let them go through the content. If any participant wants to say anything on the concept or the usefulness, he/she may be encouraged to do so.

Definition	<p>Active listening is being present for the speaker. It is listening to what is being said, as well as to how and why something is being said, to ensure we have true understanding of its real meaning or of what this means to the speaker.</p> <p>Active listening is also about listening ‘neutrally’, without relying on our own preconceived ideas, biases or ‘filters’ created by our culture, education or upbringing.</p>
What it is not	<p>Actively listening to someone means neither remaining silent nor giving advice or ‘right’ or ‘wrong’ comments.</p> <p>Also, we cannot truly listen if our attention is split between several things or speakers at the same time. For example, we are not giving our full attention and therefore are signaling to the speaker that we are not or no longer actively listening:</p> <ul style="list-style-type: none"> • if someone is telling a story and we begin to ask ourselves what we would do in the same situation • if we interrupt someone’s story with ‘our own story’, as this interjection can signal to the speaker that we feel ‘our story’ is more important than their story • if we do not look at the person speaking but at other things or people instead (unless looking directly at a person is culturally inappropriate) (e.g., if at the same time we plan the rest of our day or send a quick text message to a friend) • when we immediately share our thoughts or jump to (our own) conclusions, rather than listening to the entire story or what the person has to or wants to say. Again, we are no longer focusing on the speaker but rather on ‘our own story’ or our interpreted version of the speaker’s story. <p>Active listening is not an abstract concept; it is a real skill that can be developed and mastered with practice. Active listening goes hand in hand with other intra and interpersonal skills, in particular with empathy, critical thinking, dropping bias, non-judgmental, non-violent communication, and inner peace.</p>



<p>The essence</p>	<p>The most important thing for the active listener is to be connected to ‘what is really going on’ or what is ‘alive’ in the speaker. Therefore, actively listening is really about being in the present moment, putting our entire focus and attention on the speaker, on what is said and not said, how and why, and this with neutrality and non-judgmental. Active listening requires time, which can be a real challenge in today’s rapidly changing and speedy way of life where time is money.</p>
<p>Key ingredients</p>	<p>The objective of active listening is to make sure that what we understand is what the speaker is trying to communicate. Some key components of active listening are to:</p> <ul style="list-style-type: none"> • refrain from trying to ‘control’ the story, not interjecting with our story or thoughts • ask for details or questions of clarification to gain a better and ‘fuller’ picture. For example, if a complainant says “The way my neighbor spoke to me made me really angry; He is mad”, the police officer could ask a clarifying question like: “What was it exactly that your neighbor did that made you angry?” The point here is to gain a ‘fuller’ picture, or details behind labels or vague concepts like “the way” and “he is mad...” • paraphrase i.e., to repeat what we have heard while using our own words, different from the speaker’s and focus in particular on their meaning. This is key to making sure that we really understand what the speaker is trying to communicate and, in particular, the meaning it has for them. It also lets the speaker know that he or she is really being heard and understood .For example: “You are saying that your neighbor raised his voice, abused you and threw the bucket at you, and that you felt humiliated..., correct?” It is good if the speaker responds to this (“Yes, this is what I mean” or “No, what I am trying to say is that ...”), to clear any potential Misunderstanding or (mis)interpretation.
<p>Why is it so important?</p>	<p>For Police Officers:</p> <p>Being truly listened to and heard, in particular with empathy, will make the complainant, victim and other people feel valued and appeased. Being truly listened to or heard, with empathy, will establish a connection between the speaker and the listener from the heart to the heart.</p> <p>This will allow the complainant, victim etc to place genuine trust in the police officer as trust or confidences are preconditions for desirable change. As such, trust is a ‘door-opener’. It encourages the willingness of the other to ‘open up’.</p> <p>Active listening is required to apply and live our desirable attitudes effectively, in particular Empathy and Impartiality. These requires connecting with people, with what is alive in them, to understand their physical, mental, moral and other suffering; for this, active listening is a crucial tool. Through active listening, potential suffering also can be identified upfront and prevented.</p>



Why is it so important?	In addition, active listening is a required skill for enhancing the attitude of Impartiality, as one's decisions and actions need to be: (i) guided solely by needs; (ii) proportional to the degree of problem; and (iii) prioritized on the basis of urgency and vulnerability. Through active listening, we can identify needs, which would otherwise not be noticed, and assess the real degree, depth and meaning of problems faced by people. As a police officer one has to handle a number of issues at a time. Active listening will help them to prioritize these multiple issues.
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Activity to improve Active Listening:

“I KNOW IT ALL”

Goal	To experience how some techniques of ‘non-contradiction’ and ‘non-interruption’ may contribute to creating a conducive environment to actively listen to someone and make that person heard, understood and valued.
Summary	In pairs, participants engage first in a storytelling exercise; one of the partners is asked to continuously contradict the other and interrupt with their own views and opinions (acting as superior). Participants then identify key techniques that demonstrate active listening, which the partner who previously acted as a ‘know-it-all’ person has to put into practice during a second round of the same storytelling exercise. Finally, participants reflect on their communication with one another and on the mindsets, attitudes and behaviours that prevent or help to create an enabling environment for empathy and trust, constructive sharing of ideas and mutual understanding.
Expected learning	To be aware of the mindsets, attitudes and behaviours that prevent or enable active listening. To understand what active listening is about, especially in terms of verbal and non-verbal communication. To develop the skill of active listening to build connection, empathy and trust, create a conducive environment for sharing ideas, and, as a result, be better equipped to take action to promote a culture of non-violence and peace in society.
Approximate time needed	60 minutes
Required materials	<ul style="list-style-type: none">• A flipchart or white/blackboard• Markers or chalk
Facilitation tips	Preferably, there should be two peer educators to facilitate this activity: one in charge of Partners A and one in charge of Partners B . In the case of an odd-numbered group, ask for someone to act as an external observer who may also help you to monitor the process and take notes about the development of the overall situation as well as of the communication techniques used by the partners.



Facilitation tips	Before starting, let participants know that there are various stages in this activity and that you will guide them through. Also, make sure they all clearly understand their instructions so they will be able take part in the activity effectively.
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Step by step process

Step 1	Partners’ introduction (5 minutes)
	Invite participants to explore the way they communicate with one another, and ask them to choose a partner with whom they feel comfortable and form pairs — defining one person to be Partner A and the other, Partner B .
Step-2	Share your personal story (10 minutes)
	Take aside and brief separately all Partners A and then all Partners B , asking: <ul style="list-style-type: none"> • partners A(a junior police officer) to share with their partner B(Their senior officer) a problem for which they had to find a solution. Also, specify that their story should focus on the process and their reasoning for finding the solution. • partners B to act as a ‘know-it-all’ senior officer whose main goal is to show that they are very busy and always have a better solution. Also, specify that, while their partner A is sharing a story with them, they have to constantly think about how they would have managed the situation differently, express their difference of opinion and interrupt with their own perspective on their partner’s story. • Once all participants are clear about their instructions, invite partners A to get back into their pairs and start the exercise whenever they feel ready.
Step-3	Let’s reflect (15 minutes)
Facilitation tips	Once the time is up, stop the exercise and invite all participants to come together to reflect on this experience. You may use the following questions to guide the group discussion: <ul style="list-style-type: none"> • How did you feel during this storytelling exercise? Why? Think about: <ul style="list-style-type: none"> » whether or not you felt, for instance, not listened to, not respected, in opposition to and/or distant from your partner, judged, etc. » the general atmosphere between you and your partner » the way you and your partner were relating to and communicating with one another, etc. • What were the instructions of partners A? What were the instructions of partners B? What was it like to strictly follow your instructions? Why?How did partners B contradict and interrupt partners A with their own views and opinions? Think about both the verbal and non-verbal communication techniques used, especially the body language, words and ‘habits’ (e.g., “No!” or “Yes, but...”), etc. How did these contradictions and interruptions affect partners A in their storytelling? How did they act and react to these interruptions?



Facilitation tips	<ul style="list-style-type: none"> • How did partners A express their possible frustration when feeling not listened to? Think about both verbal and non-verbal communication techniques used (e.g., raising your voice, increasing use of hand gestures, interrupting each other, etc.) • What qualities are needed for a person to be a good listener? • How could you engage and/or take part in the storytelling in such a way that both of you would feel heard and respected?
Step-4	Practice (5 minutes)
	<p>Invite participants to put to the test the communication techniques that they have just identified. Ask both partners to get back into their pairs and explain that, this time, while partner A tells the same story, they (especially partner B) have to demonstrate active listening, using the qualities and abilities previously identified, so their partner feels heard and respected. Depending on time available, you may repeat this process as many times as you consider appropriate, using different stories and/or inviting partners to switch roles, while observing and monitoring the learning that happens each time, especially the improvement of skills and techniques.</p> <p>[This is intended to highlight how the interaction and relationship change when one just listens, lending one’s ears rather than one’s tongue and creating a space of self-reflection for the other.]</p>
Step-5	The end (25 minutes)
	<p>Once the time is up, end the exercise, invite partners to thank each other and ask all participants to sit together in a semicircle to reflect on this experience. You may use the questions below to guide the group discussion.</p>

Debriefing phases and questions

Phase 1	Understanding the experience (10 Minutes)
	<ul style="list-style-type: none"> • How did you feel during the storytelling exercise this time? Why? Think about: <ul style="list-style-type: none"> » whether or not, for instance, you felt closer to your partner, not judged but listened to, respected, etc. » the general atmosphere between you and your partner » the way you and your partner were relating to and communicating with one another » whether or not you used the listening qualities and communication abilities previously identified (e.g., the tone and intensity of your voice, your hand gestures, etc.) • How did partner B share their views and opinions with partner A this time? Think about both the verbal and non-verbal communication techniques used, especially the body language, words and ‘habits’ (e.g., “Yes, and...”), etc. • How did the ideas and feedback given affect partner A in their storytelling? How did they act and react to these interventions?



	<ul style="list-style-type: none"> • Which exercise most affected you? Why? Think about: <ul style="list-style-type: none"> » when it was most enjoyable to share the story » when it was easiest to listen to the story » the verbal and non-verbal communication at that time (words used, ‘habits’, body language, mindset, attitude, behaviour, etc.) • What kind of change did you observe during the activity? Think about the way your interaction and relationship with your partner developed, and why, etc.
Phase-2	Relating it to real life (10 Minutes)
	<ul style="list-style-type: none"> • What do you learn from this experience? • How can you relate this activity to real-life situations that you may have experienced or witnessed in your community? Think about: <ul style="list-style-type: none"> » the impact of the different verbal and non-verbal communication techniques used to share stories and/or ideas, provide feedback to others, etc. » the consequences of your mindsets, attitudes and behaviours on your interaction with others » the way, the use or lack of use of active listening affects your relationships with others, and why, etc.
Phase -3	Applying the learning in the future (5 Minutes)
	<p>How can we, inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of empathy, trust and fairness in our work space? Think about real ways in which we can continue this journey of active listening, creating a conducive environment for building connection, empathy and trust, constructively sharing ideas and respectfully providing different perspectives to others (e.g., “when speaking with the complainant, I will ask questions instead of interrupting”), etc.</p>

Conclusion

Facilitation notes	<p>This activity is a powerful way for participants to develop their awareness of one another and to identify, use and/or practice a variety of techniques that may enable them to exercise and demonstrate active listening. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.</p> <p>In addition, even though five minutes is a good length of time for each stage of the storytelling exercise, you may let it continue for longer depending on the way it develops.</p> <p>In addition, on a flipchart or white/blackboard, you may make a list of the key messages, qualities, abilities and techniques, as well as of the mindsets, attitudes and behaviours, required to demonstrate and practice true active listening, that participants suggest during the discussions.</p>
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Possible qualities highlighted from the storytelling exercise:
<ul style="list-style-type: none"> • Open-mindedness • Empathy • Generosity • Curiosity • Respect • Patience • Care.

Empathy

The activity on “Empathy” should be started by discussing what Empathy is. The participants shall be encouraged to come up with their own understanding and interpretation of this term and the benefits of having this attitude in them as a police officer. Once the discussion takes place for about 10 minutes (depending upon the number of participants in the class), the facilitator/faculty may either display on screen, the definition and meaning given below or may give a hand out to the participants and let them go through the content. If any participant wants to say anything on the concept or the usefulness, he/she may be encouraged to do so.

Definition	Empathy is the ability to put ourselves in someone else’s shoes. It means that we understand and are sensitive to the feelings of someone else and can also, even if temporarily, share the feelings of that person.
What it is not	<p>It is important not to confuse empathy with pity. Pity is feeling sorry for someone. Now, if we feel sorry for someone, we are somehow comparing ourselves with that person and generally feeling better off than the person we pity “Oh, you poor thing!” is a typical way of expressing pity. It is often perceived or felt by the other as ‘looking down on’, making that person feel inferior and (too) vulnerable. Therefore, people generally do not like to be pitied. Empathy requires considering the other person of equal value or as equal.</p> <p>Empathy is not sympathy. Sympathy is when we feel the suffering of the sufferer as if we were ourselves the sufferer. Sympathy often seeks to comfort or console, while empathy seeks to understand. Sympathy is empathy that goes too far in the sense that its effect is overwhelming emotionally or putting us off-balance, which means we are no longer able to act, ‘walk the talk’ and inspire change. We need to protect ourselves and remain balanced to be in a position to help, assist or accompany others. There is therefore a necessary limit to empathy and it is essential to enhance our personal resilience and cultivate inner peace at the same time.</p> <p>Empathy is not an abstract concept; it is a real skill that can be developed and mastered with practice. Empathy goes hand in hand with other intra and interpersonal skills, in particular with active listening, critical thinking, dropping bias, non-judgement, non-violent communication, mediation, personal resilience and inner peace.</p>



The essence	<p>Empathy connects us deeper to others than through the mind or with reason. It is about being present for the other through a heart-to-heart connection, and to tune into their feelings and emotions. It is about recognizing the other as a human being who has feelings just like us.</p> <p>Empathy is a true two-way communication at the deepest level. It underlies love, caring and compassion and further develops friendship and mutual understanding. Empathy calls for spontaneous action.</p>
Key ingredients	<ul style="list-style-type: none"> • Active listening (when the person is talking), so that we truly understand what they are saying and the meaning it has for them • Pay attention to the whole person, including their body language, feelings and needs • Increase non-verbal communication, including physical signs like body language and eye contact, when culturally appropriate • Establish a connection from heart to heart, to go beyond understanding with our mind • Critical thinking. We have empathy when we understand the plight of the other person and maintain a balanced and healthy emotional distance at the same time. Therefore, critical thinking needs to accompany empathy. • Develop or strengthen our personal resilience (see above paragraph on empathy compared to sympathy)
Why is it so important?	<p>For a Police officer:</p> <p>It is essential for a police officer to be able to connect with those around us, especially the victims, complainants and other vulnerable sections in the society on an emotional level. Active listening and empathy will help us to build trust and create an open environment in which we can inspire confidence of people in us.</p> <p>Empathy is a desirable for fulfilling our duties, which are ‘to protect life and liberty of people and to protect the human rights of every citizen of our country.’.</p>

Activity for Empathy

“ON STAGE”

Goal	To experience the impact of verbal and non-verbal communication on how individuals display empathy versus pity towards others, in everyday life.
Summary	Through role plays, participants are confronted with different daily-life situations to which they react first naturally, and then either ‘negatively’ or ‘positively’. Finally, they reflect on and practice effective skills and techniques to positively change a situation and its outcome.



Expected learning	<p>To be aware of some of the difficulties and challenges that others may face on a daily basis, and how empathy can be felt in everyday situations and towards everyone.</p> <p>To understand the difference between pity and empathy, and how verbal and non-verbal communication may contribute to displaying one or the other.</p> <p>To develop empathy to gain greater insight into the feelings and needs of others, use the power of verbal and non-verbal communication to positively influence non-empathetic mindsets, attitudes and behaviours and, as a result, be better equipped to take action to promote a culture of non-violence and peace in society.</p>
Approximate time needed	90 minutes
Required materials	<ul style="list-style-type: none"> • Scenarios of daily-life situations (please see handout at the end) • A flipchart or white/blackboard • Markers or chalk
Develop your own situations	Feel free to adapt the activity, developing your own daily-life/police situations and characters or selecting from the proposed list.
Facilitation tips	<p>Preferably, there should be two faculty/Facilitators to facilitate this activity: one in charge of the role players and one in charge of the remaining participants.</p> <p>Before starting, make sure they all clearly understand the situation and their character so they will be able to act out their role accurately.</p> <p>Finally, make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning?, what are you doing tonight?, etc.).</p>

Suggested

Step by step process

Step 1	Direction (10 minutes)
	<p>Choose or ask for at least five volunteers and take them aside, preferably to a separate area where the rest of the participants cannot hear or see them. Then, give a different scenario to each one of them (at least one scenario for one role player, one scenario for two role players and one scenario for a group of role players), explaining that they will take turns acting out various characters and situations throughout the activity, either alone, in pairs or in a group. While the volunteers are preparing their different scenarios together. Inform the rest of the participants that they will be an active part of several role plays and witnesses to various scenes that will be performed in front of them. They are therefore free to react to the different situations and can respond as they feel like, i.e., either ‘positively’ or ‘negatively’, verbally or non-verbally or both.</p>



Step2	Action (5 minutes)
	Once the role players are ready, ask them to come back to the main activity area. One at a time, invite each volunteer who had a one-person scenario to perform their scene, acting out alone their character and situation.
Step-3	Let's reflect (15 minutes)
	<p>After a few minutes, end the performance and invite all participants to come together to reflect on this experience. You may use the following questions to guide the group discussion:</p> <ul style="list-style-type: none"> • How did you feel during the scene(s)? Why? Think about: <ul style="list-style-type: none"> » the way the verbal and physical reactions of those around you made you feel while role-playing your character and scene » the way you felt towards the character(s) being role-played in the scene(s) you just witnessed, etc. • How did the situation(s) end? Why? • Who reacted to the situation(s)? Who did not? Why? How? Think about: <ul style="list-style-type: none"> » whether or not your feelings towards the character(s) influenced your decision to react or not to react, why and, if so, how » whether or not you tried to do anything to better understand » the feelings and needs of the character(s) being role-played in the scene(s), why and, if so, how, etc. • Which reaction(s) did you perceive as positive or negative? Why? Think about both the verbal and non-verbal communication used (e.g., words, body language, etc.) • How did different reactions create different atmospheres? Think about: <ul style="list-style-type: none"> » whether or not the way some of you chose to behave affected others, why and, if so, how » whether or not the way others chose to behave influenced you, why and, if so, how » the consequences of your mindsets, attitudes and behaviours on the outcome(s) of the situation(s), the life (lives) of the person(s), etc. • What would it take to achieve real understanding of and empathy for the character(s) in the scene(s) and their needs and aspirations?
Step-4	Second take (5 minutes)
	<p>One pair at a time, invite the volunteers who had a two-person scenario to perform their scenes, acting out their characters and situations. While each role play is taking place, whisper to:</p> <ul style="list-style-type: none"> • two or three participants to intervene 'negatively'; and then, to • one or two participants to intervene, seeking to 'positively' influence the situation using both verbal and non-verbal communication.



Step-5	Let's reflect again (15 minutes)
	<p>After a few minutes, end the performance and invite all participants to come together to re-reflect on this experience. You may use the following questions to guide the group discussion:</p> <ul style="list-style-type: none">• How did you feel in the scene(s)? Why? Think about:<ul style="list-style-type: none">» the way you felt when participating as you were instructed» the way you felt towards the observers who 'negatively' or 'positively' intervened in the scene(s), etc.• Who reacted to the situation(s) this time? Who did not? Why? How?• Which reaction(s) did you perceive as positive or negative? Why? Think about both the verbal and non-verbal communication used (e.g., words, body language, etc.)• How did the situation(s) end this time? Why? Think about:<ul style="list-style-type: none">» whether or not those of you who were instructed to 'positively' intervene managed to change the situation(s) and its (their) outcome(s), why and, if so, how» whether or not those of you who were not given special instructions tried to influence the 'negative' mindsets, attitudes and behaviours adopted by some of the other witnesses, why and, if so, how» whether or not having empathy for those intervening 'negatively' is important or necessary, and why the challenges and obstacles faced the techniques and skills used to (try to) overcome these difficulties, etc.
Step-6	ABC practice (15 minutes)
	<p>Invite the volunteers to perform their collective scene(s), acting out in a group their characters and situation(s). While each role play is taking place, whisper to:</p> <ul style="list-style-type: none">• three or four participants to intervene 'negatively'; and then, to• two or three participants to intervene, seeking to 'positively' influence the situation using both verbal and non-verbal communication and putting into practice the skills and techniques previously explored. <p>Depending on time available, you may repeat this process as many times as you consider appropriate, using similar scenarios while observing and monitoring the learning that happens each time, especially the improvement of skills and techniques.</p>
Step-7	The end (25 minutes)
	<p>When time is over, end the performance and invite all participants to sit together in a semi-circle to reflect on this experience. You may use the questions below to guide the group discussion.</p>



Debriefing questions

Phase 1	Understanding the experience (10 Minutes)
	<p>How did you feel in the scene(s) this time? Why?</p> <ul style="list-style-type: none"> • Who reacted to the situation(s) this time? Who did not? Why? How? • Which intervention(s) did you particularly like? Why? • How did the situation(s) end this time? Why? • What were the most effective skills and techniques of intervention to positively change the situation(s) and its (their) outcome(s)? • What kind of change did you observe during the activity? Think about the possible differences and changes of reactions and experiences between the several performances, etc.
Phase 2	Relating it to real life (10 minutes)
	<ul style="list-style-type: none"> • What do you learn from this experience? • How can you relate this activity to real-life situations that you may have experienced or witnessed in your community? Think about: <ul style="list-style-type: none"> » the different scenes performed and their respective outcomes » the way these specific groups of people are treated in your community » the difficulties and challenges they face on a daily basis, and their particular needs » the origins of non-empathetic mindsets, attitudes and behaviours towards others, especially when they are vulnerable, etc.
Phase 3	Applying the learning in the future (5 minutes)
	<p>How can we, as police officers inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in our communities? Think about real ways in which we can work to better understand where non-empathetic mindsets, attitudes and behaviours come from to enable us to address their root causes (e.g., overcome our biases and develop our own empathy towards these groups and, more generally, towards those with whom we feel we have nothing in common – the ‘other’ – or those whom we do not like), etc.</p>



Conclusion

	<p>As police officers, we need to be aware of the complex situations, feelings and particular needs of others. We also need to understand that it is about more than just feeling sorry for others or just understanding intellectually what someone else is feeling. It is therefore important to consider the other person as our equal and to combine different techniques, such as of verbal and non-verbal communication, to enable us to better understand one another and to grow together.</p> <p>Developing empathy will help us to see each person as a unique individual and not just as a member of a larger group. This will also enable us to be more sensitive and connected to the feelings thoughts and needs of victims, complainants etc, and to gain greater insight into their situations and realities.</p> <p>Key points:</p> <ul style="list-style-type: none"> • The ability to put ourselves in someone else’s shoes (including understanding diversity and the reasons behind non-empathetic mindsets, attitudes and behaviours) and confider everyone as equal (i.e., human beings with both ‘negative’ and ‘positive’ aspects) • The difference between empathy, pity and sympathy • The importance of not judging and of objectively analyzing a situation to constructively change its outcome • The power of inner change and both verbal and non-verbal communication
<p>Facilitation notes</p>	<p>This activity is a powerful way for participants to develop their awareness of one another and to identify, use and/or practice a variety of techniques that may enable them to truly empathize with others. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.</p> <p>In addition, even though a couple of minutes is a good length of time for each role play, you may let it continue for longer depending on the way it develops.</p> <p>Finally, on a flipchart or white/blackboard, you may make a list of the key messages, abilities and techniques, as well as of the mindsets, required to develop and show empathy towards others, that participants suggest during the discussions.</p>

Possible Scenarios for One Role-Player

<p>You are a disabled or elderly person, having trouble crossing the street because of the heavy bag you are carrying.</p>	<p>You are a street child or homeless person begging for money.</p>
<p>You are a wealthy adolescent and have just lost your wallet and phone. You are used to having everything taken care of for you but you have no way to get home and are starting to get frightened.</p>	<p>Your sports car has just been towed away as you have committed too many parking offences. You have also just received a call that someone in your family has been rushed to the hospital.</p>



Possible Scenarios for Two Role-Player

You have just been caught stealing. You try to explain to the one you stole from or to a police officer that you are desperate and had no choice.	You are prevented from entering a café or nightclub (by its owner or security guard) because you look like a migrant or drug addict.
You are a deaf person and someone is angrily asking you to move out of their way.	

Possible Scenarios for a Group of Role-Player

You are a pregnant woman entering a crowded bus and there are no empty seats available.	You have just told your colleagues at work that you are homosexual and now they are ignoring you.
You are a single mother or father walking downtown with your three small children who are running everywhere, bothering those around you and refusing to listen to you.	

Non-Discrimination and Respect for diversity

The activity on “Non-Discrimination and respect for diversity” should be started by discussing what non-discrimination and respect of diversity is. The participants shall be encouraged to come up with their own understanding and interpretation of this term and the benefits of having this attitude in them as a police officer. Once the discussion takes place for about 10 minutes (depending upon the number of participants in the class), the facilitator/faculty may either display on screen, the definition and meaning given below or may give a hand out to the participants and let them go through the content. If any participant wants to say anything on the concept or the usefulness, he/she may be encouraged to do so.

Discrimination	<p>Discrimination consists of treating differently, persons whose needs or vulnerabilities are the same, based - whether or not it is said - on criteria such as gender, age, social standing, religion, sexual orientation, political affiliation, etc.</p> <p>It is, for instance: denying entry to a temple to someone because of their caste; to a job because of their religion; or refusing to register FIR because of their social standing, etc.</p> <p>Discrimination often results from an absence of critical thinking and objectivity or out of ignorance leading to fear of the ‘other’ who is ‘different’. Intolerance, which can be caused for instance by clichés or stereotypes, is an attitude of rejection of differences. It can result in stigmatization - or pinpointing differences as something ‘bad’, which itself often leads to discriminatory behaviour - different treatment that is prejudicial - and to exclusion.</p>
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	<p>Discrimination is a further expression of stigmatization. Gender discrimination, often rooted in unequal power relationships or misuse of power between males and females, is very common all over the world.</p> <p>Another desirable attitude- Impartiality, according to which we act without discrimination towards vulnerable people, solely guided by their needs, and in proportion to the urgency and seriousness of their needs, also refers to non-discrimination.</p> <p>Intolerance, stigmatization and discrimination can quickly lead to dissatisfaction and unrest in the society and hence it is important that every police officer in India carries the attitude of non-discrimination and respect for diversity.</p>
Non-discrimination	<p>Non-discrimination consists of giving the same treatment to persons who are in the same situation in terms of needs or vulnerability, even though their situations differ in other aspects: religion, political affiliation, social class, gender or other criteria.</p> <p>It is one of the fundamental aspects of democracy and the rule of law: every individual must be treated the same, without discrimination. Constitution of India Article 14 talks about the Equality before law and equal protection of law. It is duty of every police officer to ensure this principle is upheld at any cost.</p> <p>The Fundamental Principle of Impartiality also calls for proactive and specific measures to reach groups who, because of their differences, would otherwise not benefit from police services. For example, if elections are being held It shall be ensured that minority people or people belonging to oppressed classes are able to vote freely, without any fear, otherwise, they would not be able to benefit from the right to vote guaranteed to every citizen under the constitution of India and this would be discrimination.</p>
Respect for diversity	<p>Respect for diversity means not only accepting that others may be different - for instance in political affiliation, etc. - but also respecting that difference.</p> <p>We sometimes talk about diversities instead of diversity, to show that the identity of a person is defined not by one single factor but by many aspects: sex, age, Language, social status, religion, sexual orientation, political opinions, etc.</p> <p>Ensuring respect for diversity requires communicating messages in languages that the audience can understand and by appropriate means. For example, a campaign creating awareness about right to vote in election might not achieve its objectives if led only through the Internet, or a public campaign regarding Lok Adalat might not reach villagers if conducted only in English language, which the villagers do not understand.</p> <p>It is evident that attitudes such as active listening, empathy, critical thinking, dropping bias, and non-violent communication, are essential for a person to be able to respect, value and celebrate diversity!</p>



Activity for Non-Discrimination

"TRIP AROUND THE WORLD"

Goal	To experience how stereotypes and prejudices, based on either physical characteristics or personal identity traits, may result in unequal treatment and unequal access to opportunities, and therefore limit the lives of stigmatized and marginalized people.
Summary	Participants first get into the role of a specific character that they have chosen. Then, a few of them are randomly chosen to be members of a ship crew who are about to take a one-year trip around the world. The crew members have to select a few more characters among the remaining participants to complete the crew required on board. Each of the remaining characters has to try to convince the crew members to choose them rather than the others. Finally, participants reflect on stereotypes, assumptions and prejudices and explore the consequences that these have on the lives of the affected people.
Expected learning	<p>To be aware of stereotypes and prejudices based on physical characteristics and personal identity traits.</p> <p>To understand the consequences of the resulting stigmatization, discrimination and marginalization on the daily lives of the affected people (e.g., unequal treatment, unequal access to life's opportunities, oppression, exclusion, etc.).</p> <p>To develop intra and interpersonal skills, such as empathy, critical thinking, dropping bias, and non-judgement, to be better equipped to take action to reduce stigmatization, prevent marginalization and promote respect for diversity, equality and inclusion in society.</p>
Approximate time needed	45 minutes
Required materials	<ul style="list-style-type: none"> • A character description for each participant (please see handout at the end) • A pin for each participant, or some sticky tape • A flipchart or white/blackboard • Markers or chalk
Cross-cultural tips	Be sensitive to the profiles of your participants and aware that some of the suggested characters might not be appropriate for your audience. Feel free to adapt the activity, developing your own character descriptions or selecting from the proposed list those that are suitable for and/or relevant to the context in which they are used.



Facilitation tips	<p>Before starting, let participants know that there are various stages in this activity and that you will guide them through. Also, make sure they all clearly understand their character description so they will be able to act out their role accurately.</p> <p>Note that some participants may feel uncomfortable about physical closeness to others, and some may experience overwhelming emotions as this activity might bring up memories from real life. Therefore, closely monitor the group dynamics, pay particular attention to participants’ reactions as you go along, and let them know that they can step out of the process at any time.</p> <p>You may, for instance, provide each participant with an SOS card that they can raise above their head to indicate they wish to leave the activity if they are feeling uncomfortable. If any participant does choose to leave the space or room, make sure they are accompanied by a fellow participant or yourself for support.</p> <p>Also, keep an eye on participants’ physical proximity to one another, and make sure you have a room or open space, either inside or outside, that is large enough for them to be able to move around and stand in a line.</p> <p>In addition, pay particular attention to the tension that the activity can cause and, therefore, to the division and/or the emotional, psychological or physical violence that it may generate among or between participants. Observe carefully the process of participants choosing a character description to make sure there are no instances of violence if some have a conflict due to competition for a specific character.</p> <p>Finally, make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning?, what are you doing tonight?, etc.).</p>
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Suggested Step by step process

Step-1	Who would you like to be? (10 minutes) <p>Place all the character descriptions on a table and ask participants to come (all at the same time) and choose one. Once they have all selected a specific character to represent, give them some time to get familiar with their character’s physical and identity traits. Then, invite them to walk around and think about their characters, asking them to imagine the physical appearance and the life story of the people they are to portray. Once they can each clearly visualize this person, ask them to place his or her description onto their shirts (using a pin or sticky tape), gradually put themselves into his or her shoes and start acting out their chosen character.</p>
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Step-2	A one-year trip around the world (10 minutes)
	Choose or ask for three to five volunteers (depending on the size of the group) and invite the remaining participants to stand in line in front of them. Tell the group that the volunteers are now members of a ship crew who are about to realize the dream of all of them: a one-year trip around the world. Then, explain that one to three or more persons (depending on the size of the group) are required to complete the crew on board, and that the volunteers will have to select them from those remaining in line. Tell those in line that they therefore have to convince the ship crew members to choose them over the other characters.
Step-3	The end (25 minutes)
	Once the ship crew members have agreed on the additional characters to join them for the one-year trip, end the game and invite all participants to sit together in a semicircle to reflect on this experience. You may use the questions below to guide the group discussion.

Debriefing

Phase 1	Understanding the experience (10 Minutes)
	<ul style="list-style-type: none"> • How did you feel throughout this process? • Which character did you choose? Why? • How did you feel about taking the role of this character and acting it out? • How did you feel when you heard about the recruitment of the ship crew members? • How did you feel about the final choice of the ship crew members? • Who were the additional characters selected? Why? Think about: <ul style="list-style-type: none"> » the discussions and consensus-building process among the ship crew members » the criteria used for the selection (e.g., physical characteristics and personal identity traits, techniques and arguments used to try to convince them to choose one character over the others), etc.
Phase 2	Relating it to real life (10 minutes)
	<ul style="list-style-type: none"> • What do you learn from this experience? • How can you relate this activity to real-life situations that you may have experienced or witnessed in 'your community'? <p>Think about:</p> <ul style="list-style-type: none"> » the groups who may suffer from stereotypes and prejudices in your community, and why » the consequences of these assumptions and biases on the daily lives of the affected people, etc.



Phase 3	Applying the learning in the future (5 minutes)
	<ul style="list-style-type: none"> How can we, as agents of behavioural change, help to reduce stigmatization, prevent marginalization and promote respect for diversity, equality and inclusion in our communities?

Conclusions

	<p>As agents of behavioural change, we need to be aware of and understand that stereotypes and prejudices are the root causes of discrimination and marginalization and that these limit the lives of people affected by the resulting unequal treatment and unequal access to opportunities.</p> <p>Developing intra and interpersonal skills, such as empathy, critical thinking, dropping bias, and non-judgement, will help us to reduce stigmatization and to respect and value diversity. As a result, we will be better equipped to inspire and influence a positive transformation of mindsets, attitudes and behaviours towards equality and inclusion in society.</p> <p>Key points:</p> <ul style="list-style-type: none"> Stereotypes and prejudices at the root of stigmatization, marginalization and discrimination Unequal treatment and unequal access to opportunities in life resulting from stigmatization, marginalization and discrimination The ability to put ourselves in someone else’s shoes, challenge perceptions and assumptions, and drop biases The importance of thinking critically, not judging, and positively valuing diversity
Facilitation notes	<p>This activity is a powerful way for participants to identify, use and/or practice a variety of skills and techniques that may help them when they are faced with complex situations of (potential) discrimination. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.</p> <p>However, if you feel that any aspect of this activity may cause them more ‘harm’ (i.e., high emotional distress) than ‘good’ (i.e., a positive learning experience about mindsets, attitudes, knowledge and skills related to non-discrimination and respect for diversity), then either leave out a particular part of it, adapt it or decide to not use it.</p> <p>You may also direct questions to the whole group collectively, instead of asking specific individual questions. Otherwise, such personal attention may generate negative emotional responses from participants who may have been (or still are being) traumatized in their lives after experiencing an event similar to that which is the focus of the activity.</p> <p>In addition, on a flipchart or white/blackboard, you may make a list of the key messages, skills and techniques, as well as of the mindsets, attitudes and behaviours, required to achieve nondiscrimination and respect for diversity, that participants suggest during the discussion.</p>



	<p>Finally, you may find it interesting to use this activity in conjunction with the one entitled ‘Labelled’.</p>
Possible Variation	<p>Draw a picture of a house and invite participants to close their eyes (if they feel comfortable doing so), relax and listen to the story of the Miller-Farmer family: Mr and Mrs Miller-Farmer live quite happily in this house with their 20-year-old son David. One day a bad accident happens, though, and the father and mother lose their lives. David inherits the house of his family and lives a single and satisfied life, until one day when he loses his job. David is no longer able to afford to live in the big house by himself. With his last amount of money, he decides to split the house into six apartments and puts five of them up ‘for rent’ in the newspaper.</p> <p>Invite participants to imagine that they are David, asking them to visualize him, to try to see, hear and feel him, to recall his life and to make it their own. Give participants a few minutes to put themselves into David’s shoes and then invite them to slowly open their eyes (for those who had them closed). Finally, provide them with the list of people who applied for the apartments and explain to them that to be able to keep their house, they must choose five tenants among the list supplied.</p> <p>If you go for this version of the activity, hereafter is an additional facilitation tip to consider.</p> <p>Throughout the storytelling and visualization processes, use a calm and soft voice, preferably speak slowly and pause after each instruction to allow participants time to imagine the situation and the characters.</p>

Possible Character Descriptions

A young religious fundamentalist	An athletic mercenary who has one leg
An attractive sex worker	A pushy, arrogant porn star
A businessman wearing designer clothes and sought for fraud by the police	A hot-tempered ex-prisoner who served 20 years in jail for murder
A pretty heroin addict	An homosexual cook assistant
A compulsive liar wearing lots of expensive jewellery	A smelly unconventional artist wearing old worn-out clothing
An obese former dictator	A blind multilingual interpreter and his or her dog
A very laid-back surfer with feminine gestures	A very smart deaf-mute person
A rich and generous elderly person	A disgustingly filthy homeless person
A strong person seeking asylum because of his or her political activism	A clean and moody engineer who is a know-it-all
A wise chief of a tribe who practises anthropophagy	A quiet person who is mentally ill
A former child soldier with good team spirit	An alcoholic pirate who likes joking
An illegal migrant (boat people), talented for sewing	A single mother and her baby, both living with HIV



Non-Violent Communication

The activity on “Non-violent Communication” should be started by discussing what non-violent communication is. The participants shall be encouraged to come up with their own understanding and interpretation of this term and the benefits of having this attitude in them as a police officer. Once the discussion takes place for about 10 minutes (depending upon the number of participants in the class), the facilitator/faculty may either display on screen, the definition and meaning given below or may give a hand out to the participants and let them go through the content. If any participant wants to say anything on the concept or the usefulness, he/she may be encouraged to do so.

Definition	Non-violent communication means expressing ourselves in a way that is respectful of and does not threaten, intimidate or harm others. It is communication with respect and in such a way that we express our feelings and needs with regard to a situation without accusing or putting the blame on the other person.
What it is not	Non-violent communication is not just communication without using violence, whether this be physical, verbal (violent or aggressive language or words) or implied (unspoken threats). It is more about abandoning the violence in our heart, which is usually expressed through hurtful, aggressive or accusing words. Non-violent communication is about more than speaking in a soft tone of voice, with calm and non-intimidating body gestures. Non-violent communication is not an abstract concept. It is a real skill that can be developed and mastered with practice. (See www.cnvc.org)
The essence	Non-violent communication is about communicating in a detached and respectful way. Only when we have been able to step back and distance ourselves from our emotions (‘cooling down’, for instance, when we are angry) will we be better able to see the objective facts that took place - rather than our interpretation or judgment of the situation, which is the case when we are still too concerned about our emotions. It is when we have distanced ourselves from our own emotions that non-violent communication, as detached communication, can take place.
Key ingredients	<ul style="list-style-type: none">• If a situation stirs us up emotionally, and ‘sparks off’ (or has potential to spark off) aggressive or violent behaviour within us, taking a step back or asking for time to calm down is the first (and best) thing to do. This will help us to not react against and, on the basis of our immediate emotions, say or do things which we would regret and would not solve the situation at all (on the contrary, most likely would worsen it). It helps us to think before we act.• Critical thinking, dropping bias, and non-judgment make up another key element of non-violent communication. The key is to try to be an ‘external observer’ to the situation in which we are involved, and to seek to ‘see’ what really happened, the objective facts, rather than our interpretation or judgment on the basis of our immediate emotions. For example, instead of saying “the police station is unbelievably messy”, we can say: “I see files, papers and other material all over the floor in the room”. Also, as-long as we judge the other person, we will not be able to communicate nonviolently and solve a problem, as judgment prevents interaction and is a ‘door-closer’.



	<ul style="list-style-type: none"> • When we are calm and can see the ‘objective reality’ more clearly, we will be ready to engage in non-violent communication. We then need to first let the other person express themselves and to practice active listening and empathy, paraphrasing frequently and, in the end, seeking to identify how the person felt and what their unmet needs are. We will then communicate this clearly to the person and receive a form of confirmation from them. If our understanding of their feelings and needs is not really correct (yet), we need to ask more questions of clarification and detail, and try it another time. “Am I understanding you correctly that the situation ... [which you describe objectively] makes you feel... (e.g., sad, upset, angry, etc.) and that you would need... (e.g., collaboration, respect, care, friendship, to express yourself, etc.)?”. It is when the other person says “yes, that’s it!” that they, in turn, will be ready to listen to ‘our truth’, and acknowledge our feelings and needs. • When we have understood the feelings and needs of the other person, it is important that we share how we feel about the situation and which of our needs are yet unmet, until the other person understands us, and we have acknowledged this (“yes, that’s how I feel and what I need”). • Finally, we can explore with the other person how to avoid the situation in the future and continue our relationship on a constructive and harmonious footing. “While I realize you need to communicate frequently over the phone, would you be willing to whisper on the phone when I am also in the open workspace as I need to concentrate?”
<p>Why is it so important?</p>	<p>For Police officers in India:</p> <p>Violence is a form of expression. It is often a desperate cry for attention to an unheard or unmet need. Reacting to violence with violence, whether physical or verbal, is not a solution; it is worsening the problem and making it unlikely that the situation will be resolved. As police officers, non-violent communication is therefore crucial to mitigate tension and prevent it from escalating into violence. Every day, a police officer faces situation when the stakeholders to whom he is interacting with is either scared, frightened, angry or disrespectful. It is essential that a police officer posse the attitude of non-violent communication as people expects police not only to listen to them but also respond in a polite and non-judgmental manner.</p> <p>When the other person feels listened to, heard and understood, they will be more open and willing to also hear our perspective. Active listening, empathy and non-violent communication are therefore providing a platform for respectful and open self expression. Self-expression is an essential need to be met towards engaging in fruitful dialogue and finding an effective and viable solution to a situation or problem which people expects police to do so on a regular basis.</p>



Activity for Non-Violent Communication

“LET US OUT!”

Goal	To experience the importance of sincerity and authenticity in communication and how different verbal and non-verbal forms of non-violent communication may contribute to demonstrating them and creating opportunities for more open dialogue and cooperation, therefore preventing, mitigating and/or constructively responding to situations of (potential) tension and violence.
Summary	Participants are divided into two equal groups: one group represents prisoners held in separate cells of a castle, each one of which is guarded by a member of the other group. The castle is formed by a circle in which each prisoner stands, in front of their guard. Each prisoner has to try various forms of verbal and nonverbal communication not only to challenge or disprove the accusations or charges against them but also to convince the guards to open their cell's door. Guards will do so only if they believe in the sincerity of the prisoner's words and if the message, as well as how it is communicated, is a form of non-violent communication. If this is not the case, they will rotate their positions and therefore make the process start over, in front of another prisoner. Prisoners who have been released may then - from outside the circle - coach and advise the ones still kept captive inside, while guards who have set their prisoners free may then help those guards still keeping prisoners to guard their cells. Participants progressively reflect on the importance of the perception of their words and sincerity when communicating, while exploring the impact of individual actions on a group's dynamics and conversely the supportive effect of a group dynamics in helping its individual members to develop their abilities. They then switch roles and repeat the process with different accusations or charges to practice the key verbal and non-verbal forms of non-violent communication previously identified. Finally, participants reflect on the mindsets, attitudes behaviours that help to build an environment of trust, encourage cooperation and therefore prevent, mitigate and/or constructively respond to situations of (potential) tension and violence.
Expected learning	<ul style="list-style-type: none">• To be aware of the importance of sincerity and authenticity in communication.• To understand the power of both verbal and non-verbal forms of non-violent communication to demonstrate sincerity and authenticity and its impact, both on oneself and on one's relationships with others.• To develop the skill of non-violent communication to avoid the cycle of blame, allow an honest, respectful and constructive dialogue, create trust and, as a result, be better equipped to take action to promote a culture of non-violence and peace in society
Approximate time needed	60 minutes



Required materials	<ul style="list-style-type: none"> • A flipchart or white/blackboard • Markers or chalk
Facilitation tips	<p>Preferably, there should be two peer educators to facilitate this activity: one for each group.</p> <p>In the case of an odd-numbered group, ask for someone to act as an external observer who may also help you to monitor the process and take notes about the development of the overall situation as well as of the forms of communication used by the pairs.</p> <p>Before starting, let participants know that there are various stages in this activity and that you will guide them through. Also, make sure they all clearly understand their instructions so they will be able to take part in the activity effectively.</p> <p>It is best not to let the ‘convincing exercises’ go on for too long. Define an appropriate duration depending on your objectives and time-frame, as well as on the size of the group and the speed at which the participants complete the different steps of the suggested process.</p> <p>Also, invite those who may be reluctant to communicate in a violent way to act as special observers instead and to take notes about the physical and emotional reactions of others during the exercises.</p> <p>Finally, make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning?, what are you doing tonight?, etc.).</p>

Suggested Step by step process

Step 1	The castle (5 minutes)
	<p>Divide participants into two equal groups - defining one as group A and the other as group B. Then, take aside and brief each group separately, explaining to:</p> <ul style="list-style-type: none"> • members of group A that they are portraying prisoners held in separate cells of a castle, each one of which is guarded by a member of group B. Tell them that the only way out of their cell is to try various verbal and non-verbal forms until they find the non-violent communication ‘key’ that will not simply challenge or disprove the accusations or charges against them but truly convince the guard to open their cell’s door by conveying their sincerity and the authenticity of their words and message. Specify that, once they have gained back their freedom, they are not allowed to re-enter the castle at any point but may, however, coach and advise the prisoners still held in there from outside the castle. • Members of group B that they are portraying guards of separate cells of a castle in which prisoners, represented by members of group A, are held individually. Tell them that they can only open their cell’s door if they believe in the sincerity of the prisoners’ words and if they are completely satisfied with their non-violent communication approach and message. Specify that:



	<ul style="list-style-type: none">» when this is the case, they have to release the prisoner out of the castle, and move on to the next level (i.e., outside of the castle, where they will help their peer guardians who are still retaining prisoners to keep the prisoners inside of the castle in their cell).» when this is not the case (i.e., they are not convinced of the sincerity and non-violent messages), they have to raise both hands in the air and say loudly “we are not there yet”. Once they do this, all of the guards are then to raise their hands in the air and say together “we are not there yet” then move one place to the left. This therefore resets the counter to zero and so the process has to start over, with a different prisoner this time. <p>Finally, ask them to think about an accusatory or blaming statement (e.g., “Your ideas do not belong here”) that they will make to the prisoner standing in front of them, for the process to begin.</p>
Step2	Getting out... (10 minutes)
	Once both groups are clear about their instructions, invite members of group A to form tight circle, facing outwards, and members of group B to surround the tight circle formed by members of group A. Ask each member of group B to stand in front of a member of group A to form pairs, ‘prisoner - guard’, and begin the exercise by stating their accusations or blames.
Step-3	Let’s reflect (10 minutes)
	<p>When at least a few prisoners have been released from their cells, stop the exercise and invite all participants to sit down together to reflect on this experience. You may use the following questions to guide the group discussion:</p> <ul style="list-style-type: none">• How did you feel throughout the process? Why? Think about:<ul style="list-style-type: none">» the initial accusatory statement, what it prompted in you and how you moved to a discussion after that» the power or ‘non-power’ of your character (i.e., prisoner versus guard)» the moments when someone was released» the moments when the counter was set back to zero and you had to start over while, in your opinion, you were making progress, especially: whether or not you found yourself blaming someone (from your group or the other group) for that and. if so, whether or not it helped you to be coached by those who had been released the way it affected your sense of belonging to your group, etc.• Who managed to get out of the castle? How? Think about:<ul style="list-style-type: none">» the way you moved past the blame and transformed it» unsuccessful forms of verbal and non-verbal communication which led the counter to be set back to zero and prisoners having to start over the process with another guard» Convincing forms of verbal and non-verbal communication that demonstrated non-violence, sincerity and authenticity, etc.• Who, once out of the castle, helped the prisoners still held? Why? How?



Step-4	Reversal (10 minutes)
	<ul style="list-style-type: none"> Once participants have explored different verbal and non-verbal forms of non-violent communication, invite them to switch roles and repeat the process, preferably starting the exercise with different accusations or blames.
Step-5	The end (25 minutes)
	<p>Once all participants have practiced forms of non-violent communication to prevent, mitigate and/or constructively respond to situations of (potential) tension and violence, invite them to thank each other and sit together in a semicircle to reflect on this experience. You may use the questions below to guide the group discussion.</p>

Debriefing

Phase 1	Understanding the experience (10 Minutes)
	<ul style="list-style-type: none"> How did you feel throughout the process this time? Why? Think about the way you felt about your character and towards the character you were previously portraying, etc. Who managed to get out of the castle this time? Why? <p>Think about:</p> <ul style="list-style-type: none"> » whether or not your past experience as a guard helped you to find convincing forms of communication to show your sincerity, authenticity and non-violent approach » whether or not your past experience as a prisoner made you a tougher guard, and why » Whether you considered this challenge as an individual or a collective one, and the way it would have worked the other way, etc. <ul style="list-style-type: none"> What kind of change did you observe during the activity? <p>Think about:</p> <ul style="list-style-type: none"> » whether, during each ‘convincing exercise’, you found yourself approaching the problem or the person in front of you » what you focused on, as a prisoner, to convince each one of the different guards you had in front of you » whether having been released and becoming a coach made it easier or more difficult for you to identify which communication approach would work and which would not, and why, etc.
Phase 2	Relating it to real life (10 minutes)
	<ul style="list-style-type: none"> What do you learn from this experience? How can you relate this activity to real-life situations that you may have experienced or witnessed in your community? <p>Think about:</p> <ul style="list-style-type: none"> » the way the intention and the perception of words and actions may differ » whether or not non-violent communication could make a difference in these circumstances, why and, if so, how



	<ul style="list-style-type: none">» whether or not the verbal and non-verbal techniques related to nonviolent communication would be useful in other types of situations and, if so, what kinds and why» other skills that would be necessary or helpful when trying to use nonviolent communication and demonstrate sincerity and authenticity in these types of situations, and why, etc.
Phase 3	Applying the learning in the future (5 minutes)
	How can we, as agents of behavioural change, inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in our communities? Think about real ways in which we can continue this journey of non-violent communication, creating a conducive environment for building trust and enabling honest, respectful and constructive dialogue, etc.

Conclusions

<p>As police officers, we need to be aware of the importance of being sincere when communicating with others and of its impact both on ourselves and on our relationships with them. We also need to understand the power of both verbal and non-verbal forms of non violent communication to express our feelings and needs instead of blaming, ‘pointing the finger at’ or accusing the other person (e.g., using ‘you’ statements or messages) which lead the other to defend themselves and react against you. Indeed, speaking from a place of ‘I’ expressing our emotions, gives the others the opportunity to do the same, creates trust and allows an honest, respectful and constructive dialogue to exist. In contrast, blame or accusation leads to a dead end and may trigger a rise in the intensity of violence and a never-ending cycle of ‘reaction against’, others. It is therefore important to remember that there is always an alternative to violence and that we can always choose to communicate effectively and constructively and, as a result, positively influence our relationships and environment.</p> <p>We interact with a lot of stakeholders every day. Many of these stakeholders are angry, scared, apprehensive, accusing and blaming us for the wrongs committed on them. Rather than replying to them in a manner that will heal their feelings and emotions, many a times, we communicate in a way that hurts more than heal them. Developing the skill of non-violent communication will help us not only to develop awareness of and acknowledge our own feelings and needs as well as those of others but also to think about how and why they affect us and them. This will enable us to understand the situation before us in a more peaceful way, to avoid reacting against instead of critically thinking and taking emotional distance, and</p> <p>therefore to avoid the cycle of blame and prevent, mitigate and/or constructively respond to situations of (potential) tension and violence. As a result, we will be better equipped to inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in society.</p>



	<p>Key points:</p> <ul style="list-style-type: none"> • The power and influence of different forms of non-violent communication, both verbal and non-verbal • The importance of being sincere when communicating, leaving out blame and accusation, and, instead, always holding ourselves responsible for how and what we communicate to others • The existence, always, of an alternative to violence and of the choice to communicate effectively, create an opportunity for dialogue and cooperation, and therefore positively influence our relationships and environment • The ability to actively listen to, acknowledge and understand the feelings and needs both of ourselves and others, to avoid the cycle of blame and, therefore, to prevent, mitigate and/or constructively respond to situations of (potential) tension and violence
<p>Facilitation notes</p>	<p>This activity is a powerful way for participants to develop their awareness of one another and to identify, use and/or practice a variety of techniques that may enable them to exercise and demonstrate non-violent communication. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.</p> <p>You may also direct questions to the whole group collectively, instead of asking specific individual questions. Otherwise, such personal attention may generate negative emotional responses from participants who may have been (or still are being) traumatized in their lives after experiencing an event similar to that which is the focus of the activity.</p> <p>In addition, even though ten minutes is a good length of time for each ‘convincing exercise’, you may wish to let it continue for longer depending on the way it develops. Also, you may clap your hands or use a glass and a pencil, a gentle sound, a little bell or any other sound-making device to help you signal to participants the start and end of each exercise. You may also wish to draw their attention, in particular, to the different impact created by the body language, the tone of voice, the use of ‘I’ versus ‘You’ statements, etc.</p> <p>In addition, on a flipchart or white/blackboard, you may make a list of the key messages, abilities and techniques, as well as of the mindsets, attitudes and behaviours, required to demonstrate and practise true non-violent communication, that participants suggest during the discussions.</p>



Dropping biases and Non-Judgemental

<p>Definition</p>	<p>Critical thinking is a process of neutral and unbiased thinking. It is a skill by which we use our knowledge and intelligence to arrive at the most objective and reasonable position about an issue.</p> <p>A bias is a preference for, or prejudice against, someone or something. A bias is not objective, and often considered unfair. Different forms of bias exist: personal (“I prefer girls with skirts over girls with trousers”), cultural (“in my culture, girls with skirts are preferred over girls with trousers”), media bias, etc. Bias leads to a one-sided or partial perspective. Dropping bias means letting go of these preferences or prejudices so that we can be objective and neutral. Dropping bias is an essential step in the critical thinking process.</p> <p>Judgement is a rigid and definite position on persons or things as being ‘good’ or ‘bad’, ‘right’ or ‘wrong’. It means, for instance, constantly evaluating or condemning others for having a different opinion or way of being than ours. Non-judgement means that we do not label or categorize something or react to it through this ‘right’ or ‘wrong’, ‘good’ or ‘bad’ lens.</p>
<p>What it is not</p>	<p>Critical thinking is not thinking negatively or seeking to find fault or flaws in people or things. It is not about being picky, argumentative or critical of others.</p> <p>Critical thinking, dropping bias, and non-judgement do not imply that we can no longer have our own personal opinion. Our individuality or personality will not be threatened by these skills. Instead, as these skills rely on reflection and questioning, they enhance open-mindedness, independent positioning and the taking up of responsibility for our thoughts, feelings, decisions and actions.</p> <p>Critical thinking is not a substitute for empathy or being connected to others on an emotional level. Both skills are required to promote a culture of nonviolence and peace as agents of behavioural change.</p> <p>Critical thinking, dropping bias, and non-judgement are not abstract concepts. They are real skills that can be developed and mastered with practice. Critical thinking and dropping bias go hand in hand with non-violent communication, collaborative negotiation, mediation and personal resilience. Non-judgement goes hand in hand with active listening and empathy, and is also an essential component of inner peace.</p>
<p>The essence</p>	<p>Critical thinking refers to the ability to think clearly, rationally, objectively and neutrally. It requires us to question any ‘given’ information, identify and abandon our personal, cultural and other preferences and prejudices, and challenge assumptions or things we take for granted without evidence of proof.</p> <p>“Is it really so?” That is the question! “What I take for the absolute truth, is it really so? What I have been told by the media, is it really so?...”</p> <p>Critical thinking, dropping bias, and non-judgement require a willingness and commitment to see the many ‘greys’ of a situation and to walk away from ‘black versus white’ positioning and holding on to ‘absolute truths’.</p>



	<p>The essence of critical thinking, dropping bias, and non-judgement are: open mindedness, flexibility and adaptability, humility and freedom of thought and action.</p>
<p>Key ingredients</p>	<p>Some essential components of critical thinking include:</p> <ul style="list-style-type: none"> • Seek different sources of relevant information to be able to understand the ‘full picture’. Important is to look for information sources which are credible, unbiased and accurate. This will depend on the sources’ qualifications or seriousness, integrity and honesty • Identify your own biases and prejudices, and drop them. • Recognize your preconceived ideas, hidden beliefs and assumptions and challenge them, looking for different perspectives (with evidence). • Treat opposing views seriously; they are key in developing an objective perspective and finding a solution which is grounded in critical thinking. • Seek alternative perspectives or solutions to ensure flexibility. • Identify pros and cons for each perspective or solution, considering both short and long-term consequences. • Search for more evidence to back up and contradict each solution or perspective. • Analyze, weigh and evaluate all evidence rationally and objectively. <p>(In a situation with many stakeholders involved, it is essential to involve all those who might be potentially affected by a decision when exploring solutions.)</p> <p>Some key elements to non-judgement are:</p> <ul style="list-style-type: none"> • be aware of stereotypes, generalizations and biases • do not react against things, situations or people irritating you but observe your feelings and take a step back • look for, or even try to imagine, positive characteristics and qualities in someone else or in their ideas • focus on what we have in common, on what connects us, rather than on differences, which separate us.
<p>Why is it so important?</p>	<p>For Police officers:</p> <p>Critical thinking is a crucial tool for self-reflection and self evaluation and, therefore, for police officers committed to lifelong learning and self-improvement.</p> <p>Critical thinking enables us to challenge assumptions and ‘absolute truths’, and develop our own position, based on reason and objectivity, which we can fully ‘own’ and take responsibility for. This is a key objective for police officers.</p> <p>Critical thinking is important to identify and understand underlying issues, beneath the surface of what is visible or ‘obvious’. Police officers, committed to effectively promoting a culture of non-violence and peace, need to see and understand underlying issues or root causes of discrimination, exclusion and violence.</p>



Critical thinking allows us to see a ‘bigger picture’ and make connections or linkages. It helps us to understand the interdependence of perspectives, humans and things, and therefore helps police officers to identify holistic and sustainable solutions.

A judgment locks the judger and the person being judged into a fixed position or a dynamic that is unchangeable. When a person is judged, he or she can no longer be themselves. As a result, judgments will not foster a genuine connection between two people instead, they prevent those being judged from placing trust in the judger. Judgment is therefore a ‘door-closer’. It closes the willingness of the other to ‘open up’ and to consider change freely.

Non-judgment, on the other hand, fosters trust and is the ‘dooropener’.

Non-judgment also leads to quietening our mind or mental chatter and, therefore, enhances calmness and balance. It is an essential component of inner peace, which is another important skill to develop and cultivate as police officers.

Activity for Critical thinking, dropping bias and Non-Judgmental

LABELLED!

Goal	To experience how stereotypes and prejudices, based on either physical characteristics or personal identity traits, may affect people and result in stigmatization, marginalization and discrimination.
Summary	<p>Post-it notes or tags mentioning different groups of people who are commonly stigmatized and/or discriminated against are stuck on the foreheads of participants while their eyes are closed. Then, without communicating to each other what is on their labels, participants act and react towards one another according to what is written on the forehead of the other. Finally, they reflect on their preconceived ideas, stereotypes and prejudices and on the consequences these have on the lives of those groups of people.</p> <p>This activity can be slightly modified by making one person as a police officer and another one (with a post-it note on his forehead) as a complainant who wants to get a FIR registered.</p>
Expected learning	<p>To be aware of stereotypes and prejudices, partially based on physical characteristics that lead us to ‘label’ people, which may result from cultural and social expectations and norms.</p> <p>To understand the consequences of stereotypes, prejudices and ‘labels’ on the lives of affected people (stigmatization, discrimination, marginalization, exclusion, violence, etc.).</p> <p>To develop critical thinking, dropping bias, and non-judgment to question perceptions, preconceived ideas, generalizations and ‘labels’ and, as a result, be better equipped to take action to promote a culture of non-violence and peace in society</p>



Approximate time needed	45 minutes
Required materials	<ul style="list-style-type: none"> • A post-it note or tag with a label for each participant (please see handout at the end) • A flipchart or white/blackboard • Markers or chalk
Facilitation tips	<p>Before starting, let participants know that there are various stages in this activity and that you will guide them through. Also, make sure they keep their eyes closed until you signal them to start the exercise, and do not communicate to each other what is on their labels during the exercise.</p> <p>Finally, make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning?, what are you doing tonight?, etc.).</p>

Step by step process

Step 1	Tagged (10 minutes)
	<p>Invite participants to come together in the middle of the space or room and close their eyes (or put their hands in front of their eyes). Tell them to remain with their eyes closed (or with their hands in front of their eyes) until you signal them to start the exercise. Stick the post-it notes or tags on their foreheads. Then, explain that they will have to relate to their fellow participants and act and react towards them based on what is written on their forehead. Clearly specify that they are not allowed to tell or mime to each other what the other's post-it note or tag has written on it.</p> <p>In case you decide to go for the police –complainant version, they may be made to sit across a small table and interact.</p>
Step2	Labelled relationships (10 minutes)
	<p>When all participants are clear about the instructions, allow them to open their eyes (or take their hands off their eyes) and invite them to move around the space or room to interact with each other.(Across the table for other version) After a few minutes, ask participants to sit together in a semicircle and tell them to remove their post-it note or tag without looking at it, placing it face down in front of them so they cannot see what it says.</p>
Step-3	The end (25 minutes)
	<p>Once all labels have been removed, end the exercise and invite all participants to reflect on this experience. You may use the questions below to guide the group discussion.</p>



Debriefing questions

Phase 1	Understanding the experience (10 Minutes) <ul style="list-style-type: none">• How did you feel about the way the others (the officer) were/was relating to you? Why? How did they/he act and react towards you? Why?• What do you think is written on your post-it note or tag? (After a brief discussion, invite participants to flip over their post it note or tag and look at what is written on it.)• How did you react or feel when you discovered what was written on your post-it note or tag? Why?• What first came to your mind at that moment? Why?• How do you feel about the label you wore on your forehead? Why?• How do you feel about the way the others/the officer were/was relating to and acting and reacting towards you during the exercise, now that you know what your post-it note or tag was saying? Why? Think about whether or not the actions and reactions of others/officer were/was realistic, and why, etc.• How did you (the police officer) relate to and act and react towards the labeled person during the exercise? Why? Think about whether or not you were influenced by the labels and, if so, how / if not, why not, etc.• How do you feel about the way you were relating to and acting and reacting towards others during the exercise, now that you know what your own label was? Why?
Phase 2	Relating it to real life (10 minutes) <ul style="list-style-type: none">• What do you learn from this experience?• How can you relate this activity to real-life situations that you may have experienced or witnessed in your community/or if you have treated someone in this manner? Think about:<ul style="list-style-type: none">» other groups (in addition to those already written on the post-it notes or tags) who may suffer from stereotypes and prejudices in your community, and why» the way people from these groups are usually perceived, and why (e.g., the influence of cultural and social expectations, pressure and norms, etc.)» the consequences of these preconceived ideas, assumptions and generalizations on the daily lives of the affected people (e.g., the impact that the resulting stigmatization has on them, etc.), ect.» How would people belonging to different religions/castes/Political affiliation / Gender etc must be feeling when police officers at the police station treat them with preconceived ideas or assumptions or biases?
Phase 3	Applying the learning in the future (5 minutes) <ul style="list-style-type: none">• How can we, as police officers, inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in our police stations and our areas of influence/command? Think about real ways in which we can:• recognize and free ourselves from our own prejudices and stereotyped thinking• intervene gently but effectively when those around us express their bias and judgment towards others, etc.



Conclusion

	<p>As police officers, we need to be aware of how easily we as human beings can fall into the trap of labeling, whether it is because of our own personal likes, dislikes or judgments, or learnt in our upbringing or culture. We also need to understand that stereotypes and prejudices are the root causes of discrimination marginalization, exclusion and even violence, which seriously damage the lives of people affected by the resulting stigmatization, oppression and inequality.</p> <p>Developing critical thinking, dropping bias, and non-judgment will help us to identify the cultural and social expectations and norms that influence our perceptions and therefore to recognize and remove our own preconceived ideas, assumptions and generalizations. This will enable us to reduce stigmatization, to further understand, respect and value diversity, and to relate to others differently than according to the stigmatization that society has created. As a result, we will be better equipped to inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in our work. This will eventually improve our image</p> <p>Key points:</p> <ul style="list-style-type: none"> • The influence and impact of cultural and social expectations and norms on perceptions, mindsets, attitudes and behaviours • Discrimination, marginalization, exclusion and violence possibly resulting from stereotypes and prejudices at the root of stigmatization, oppression and inequality • The ability to think critically, drop preconceived ideas, assumptions and generalizations, and not to judge • Improving the image of police in long run.
Facilitation notes	<p>This activity is a powerful way for participants to develop their self-awareness and to identify, use and/or practice a variety of techniques that may enable them to think critically, drop their bias(es), and not judge others. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.</p> <p>You may, for instance, direct questions to the whole group collectively, instead of asking specific individual questions. Otherwise, such personal attention may generate negative emotional responses from participants who may have been (or still are being) traumatized in their lives after experiencing an event similar to that which is the focus of the activity.</p> <p>You may also refer to the context as ‘the game’ to make it sound different from a real-life situation, especially for those participants who may have experienced similar events.</p> <p>In addition, even though a couple of minutes is a good length of time for the interaction stage, you may let it continue for longer depending on the way it develops.</p>



	Then, on a flipchart or white/blackboard, you may make a list of the key messages, abilities and techniques, as well as of the mindsets, attitudes and behaviours, required to develop and demonstrate critical thinking, dropping bias, and non-judgement, that participants suggest during the discussion.
Possible variation	In addition to the ‘labels’, you can write down on the post-it notes or tags any actions, reactions or behaviours that you would like participants to express towards the others (e.g., laugh, walk away, avoid, make fun of, ignore, accuse, tell them that they are lying etc...). This will especially be useful while doing the police complainant version. Instead of using post-it notes or tags to be stuck on participants’ foreheads, you can create ‘paper crowns’.

Possible Labels

Religious fundamentalist	Political activist	Sex worker	?
Someone from ‘other’ State not speaking local language properly	A very poor villager	Commercial Sex Worker	Elderly
Mentally handicapped	Physically disabled	Deaf-mute	Blind
Mentally ill	Homeless	Drug addict	Alcoholic
Living with HIV/ AIDS	Homosexual	?	Obese
Tribal	Ex-prisoner	?	?

? (Think of your own)

Collaborative Negotiation and Mediation

Definition	<p>Negotiation is a process or exchange where parties seek to gain an advantage for themselves at the end of the process.</p> <p>Collaborative negotiation is a constructive negotiation where the relationship is seen as important and valuable as is the outcome of the negotiation. In a collaborative approach, parties seek to gain the best possible solution for both, rather than the best for oneself at the expense of the other party. The outcome is reached by consensus and leaves both parties happy or satisfied as it meets (some of) their respective needs.</p> <p>Mediation is a voluntary process to resolve disputes or disagreements between parties, in which a neutral third actor - the mediator - intervenes to help them reach an agreement, and this, through minimal facilitation since the parties are in the driving seat.</p>
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What it is not	<p>Collaborative negotiation is not competitive or adversarial, which is what we generally or traditionally associate negotiation with. Competitive negotiation is about pursuing a zero sum, a win (for us) and lose (for the other) solution, in other words the best deal for oneself. In competitive negotiation, there is neither a concern for the other nor for the relationship. Parties make high demands, can make threats, use deceptive tactics such as bluffing or advancing false arguments to obtain a maximum of concessions from the other. Clearly, therefore, ethics and honesty are not key ingredients of competitive negotiation.</p> <p>Collaborative negotiation is not bargaining or haggling where parties start from extreme positions and, if required, gradually and reluctantly ‘lose ground’ (release what they see as being in a position of power). “I had a good bargain” means that I (e.g., the buyer) bought it at a very cheap price and it provided a maximum profit or gain, and the other (e.g., the seller) received a minimal gain or profit. Being collaborative does not mean being weak and giving in.</p> <p>Mediation is neither imposing a solution on the parties, nor controlling or taking over the process, nor manipulating or steering it towards a particular outcome.</p>
The essence	<p>In collaborative negotiation, the parties do not want to jeopardize the relationship with a ‘win for one’ and ‘lose for the other’ outcome. They work together constructively to achieve mutually satisfying outcomes, as this will be beneficial for the harmonious continuation or restoration of the human relationship. Securing the continuity and quality of the relationship is therefore the essence.</p> <p>In collaborative negotiation, parties view each other not as competitors but as partners. All are committed to dealing with differences constructively to meet the other side’s interest and underlying needs while advancing their own. Therefore, all must gain for an agreement to be reached. Decisions are made by consensus, meaning that all support the outcomes. (This is not the same as unanimous consent or everyone getting their preferred option.)</p> <p>Mediation is more technical than collaborative negotiation, with a structure, a timetable and dynamics that ‘ordinary’ negotiation lacks (see below) Having a structure in place helps to ensure that parties stay on track and progress toward a resolution for their dispute. A mediator merely facilitates, i.e., enables the parties to explore and reach an agreement themselves through setting up a conducive environment for consensus building. In a mediation process, the parties themselves are the key drivers. Participation in mediation is usually voluntary. The parties must have trust in the mediator and in his or her capacities to be neutral and impartial.</p> <p>Both collaborative negotiation and mediation go hand in hand with skills required to be an agent of behavioural change, in particular with active listening, empathy, as well as critical thinking, dropping bias, and non-judgement.</p> <p>Collaborative negotiation and mediation are very technical skills with a number of specific techniques that can be learned and practiced.</p>



Key ingredients

Some essential elements to collaborative negotiation are:

- Ensure an appropriate setting (time, location, etc.)
- define your minimum positions, interests, high expectations, bottom lines or limits to compromise, principled criteria and potential strategies and solutions
- analyze the context, i.e., assess the nature and importance of your relationship, and identify hidden decision-makers and outside influences As building consensus may take some time and be a very stressful experience for those involved, it is important to relax, be patient and not to rush into a solution with which you and the other party may be unhappy afterwards. It is important that every party is comfortable and feels that their needs and arguments are being listened to, valued and met. Trust and transparency (free, open and honest sharing of information), and an ethical or principled approach in general, are key in collaborative negotiation. As a mediator, before calling people together for the mediation, it is important that you first:
- gather information by actively listening to both parties (separately), using open-ended questions, paraphrasing, repeating key ideas and summarizing to identify the underlying emotions (what is ‘alive’ in the person, the feelings, needs and concerns behind the words)
- understand the needs, interests, positions and arguments of each party
- Identify the problems and the areas of agreement or disagreement, to establish which issues can be settled easily (these will be settled first) and identify common interests or goals between the parties. Common interests, principles or goals are ‘connectors’, which will be relied on to find mutually agreeable solutions

In a second stage:

- Call people together for the mediation, have the parties introduce them-selves and deliver a positive opening statement.
- Explain your role as being neutral and impartial, and help parties to establish some ground rules (guidelines for respectful exchange).
- Help the parties draw up an agenda that breaks down the issues to be resolved and the interests to be served.
- Let each party tell his or her side of the story behind each issue. Make sure each party correctly ‘hears’ the other; this means really understanding what is ‘alive’ in the other. Do this by asking each party to rephrase what he or she heard the other say, in their own words and emphasizing the meaning they understood it has for the other party. For instance, you say “A, could you please say in your own words what you heard B say”. And after A has done so, “B, is this what you meant?”. When B says “Yes, it is.”, let B move to his or her story on another issue. If B says “No, that’s not it.”, ask him or her to explain again, and repeat the process, until B acknowledges being really understood.



	<ul style="list-style-type: none"> • Ask open-ended questions to obtain more details that will highlight un-spoken party interests and reveal common interests or goals or ‘connectors’. • Brainstorm solutions. Be creative, assist the parties in coming up with options that serve each party’s respective interests. Record all ideas while making clear they are ‘only’ ideas and not to be seen as commitments. • Help the parties choose or collaboratively negotiate available solutions. If useful, combine available solutions into multiple creative options. Help the parties come to an agreement that serves as many of each party’s interests as possible (‘win-win’ agreements). Appealing to higher values, using shared beliefs or principles to reach agreement (such as both parent’s desire to do ‘what’s best for the children’), can be a good tactic. You may wish to include contingent agreements and provide for monitoring • Close the mediation with an affirmative note praising participation.
<p>Why is it so important?</p>	<p>For police officers:</p> <p>Police officers in India are called upon every day, to resolve conflicts between people. A large number of groups with different identities, neighbours, and even family members get into conflict every now and then and police is expected to resolve these conflicts. Registration of FIR in every matter is not warranted. Thus, police officers need to talk it out with the conflicting parties and try to further, better mutual understanding and more peaceful interactions in many such cases. It is clear from the above that collaborative negotiation and mediation are important skills in this regard, as they help police officers in ensuring peace in the society.</p> <p>Collaborative negotiation is an important skill to safeguard the autonomy of the police in India so as that they are able to act in accordance with our Constitution.</p> <p>Collaborative negotiation will also be important to not letting political, caste, community or social pressure dictate our line of action, while at the same time preserving a constructive relationship with our stakeholders. As public authorities, it is an essential skill for police officers to operate as partners while, at the same time, upholding Independence or their autonomy to comply with the Fundamental principles, such as Humanity, Impartiality and Neutrality.</p> <p>Mediation is an important skill to create bridges and heal divides in the community, and therefore to promote a culture of nonviolence and peace. Within the context of the Fundamental Principle of Neutrality, when seen as not asking for a passive stance and serving the purpose to guarantee access to all those vulnerable, mediation between opposing perspectives can also be an essential skill. In view of the confidence and trust generally placed in the police officers to resolve problems of people and our Fundamental Principle of Impartiality, we are in a privileged position to be called upon as a neutral mediator by parties in conflict.</p>



Activity for Mediation

"TROUBLE IN THE VILLAGE"

Goal	To experience how mediation and its related techniques may contribute to dealing with multiple parties in dispute and everchanging challenges, and therefore prevent, mitigate and/or constructively respond to situations of (potential) disagreements, tension and violence.
Summary	Participants are divided into three groups representing three different communities living in three different villages (Malapur, Kawapur, Herepur) that share a common water tap located in one of them (Kawapur), which is further away from one of the other two villages (Herepur) than that of the other (Malapur). In a short amount of time, they have to fill as many bottles as members in their community, while respecting their particular village's constraints regarding water access (e.g., recipient's size, distance from the tap, number of community members at a time, etc.). A volunteer from each group is assigned to act as a special observer of his or her village community and to take factual notes about the development of the overall situation. While participants wait in line for the member(s) of the village which is the furthest away (Herepur) to finish filling all their bottles so they can finally take their turn at the water tap, two members from the other village with no water tap (Malapur) lose their patience and start making trouble, blaming those 'monopolizing' the water tap and spreading among the other villagers false information, rumours and lies about that community. A community member of the village in which the water tap is located (Kawapur) then announces to all community members from other villages that his or her village is no longer willing to share the water tap with them. As tension is rising, the volunteers previously role-playing special observers are assigned to intervene as mediators to help the community members from the three villages to find a solution to their dispute. Finally, participants reflect together on the different methods and techniques that may be used to succeed in mediating a complex situation of dispute involving multiple parties and ever-changing challenges.
Expected learning	<ul style="list-style-type: none">• To be aware of how challenging a mediation process can be in a changing situation of tension and (potential) violence between multiple parties.• To understand the importance of establishing trust and exploring the different needs, positions and arguments of parties involved in a situation of disagreement or tension.• To develop the skill of mediation to create a conducive environment for dialogue, mutual understanding and consensus building, provide multiple parties in negotiation with the opportunity to find their own best 'win-win' solution together and, as a result, be better equipped to take action to promote a culture of non-violence and peace in society.



Approximate time needed	60 minutes
Required materials	<ul style="list-style-type: none"> • Empty bottles of two litres (528 gallons) each for one third of the number of participants • Empty bottles of one litre (264 gallons) each for one third of the number of participants • Empty bottles of 500 millilitres (about 17 fluid ounces) each for one third of the number of participants • A rubbish bin • A watch, if possible with a timer • A flipchart or white/black board • Markers or chalk
Cross-cultural tips	Be sensitive to the profiles of your participants and aware that the suggested scenario and/or roles might not be appropriate for your audience. Feel free to adapt the activity, developing your own situation and characters, to make it suitable for and/or relevant to the context in which it is used.
Facilitation tips	<p>Preferably there should be three peer educators to facilitate this activity: one for each group.</p> <p>Also, assign the peer educator in charge of the village which is the furthest away to monitor closely the time that each person should spend at the water tap to fill his or her bottle(s).</p> <p>Before starting, let participants know that there are various stages in this activity and that you will guide them through. Also, make sure they all clearly understand their particular village's constraints regarding water access so they will be able to play the game accurately.</p> <p>It is best not to make the game too long. Define an appropriate duration for each stage depending on your objectives and timeframe, as well as on the size of the group and the speed at which the participants complete the different steps of the suggested process.</p> <p>Finally, make sure that participants step out of their roles properly and return to their own reality after the activity, using, for instance, an energizer or asking one of them an everyday-life question (e.g., what did you have for breakfast this morning?, what are you doing tonight?, etc.).</p>



Suggested

STEP BY STEP PROCESS

Step 1	Malapur, Kawapur and Herepur (10 minutes)
	<p>Divide participants into three groups, and choose or ask for a volunteer from each group to act as timekeepers and special observers who will have to help you to monitor the process and take notes about the development of the overall situation that is to be role-played. Explain to the rest of the participants that they represent community members from three different villages - Malapur, Kawapur, Herepur - which share a common water tap. Locate the three villages as far away from each other as possible within the room or open space and then place the rubbish bin (to represent the water tap) in one of the areas which represents one of the three villages (e.g., Kawapur). Then, distribute an empty bottle of two litres to each community member of the village which is the furthest away from the water tap (e.g., Herepur), an empty bottle of one litre to each community member of the village in which the water tap is located (e.g., Kawapur) and an empty bottle of 500 millilitres to each community member of the remaining village (e.g., Malapur). Once the scene is set up, invite the ‘community members’ to go to their respective ‘villages’ and brief them separately, explaining to:</p> <ul style="list-style-type: none">• the community members of the village which is the furthest away from the water tap (e.g., Herepur) that only one or two of them can go to the water tap to fill all their bottles of two litres and that they have the opportunity to go there only once because of the distance• the community members of the village in which the water tap is located (e.g., Kawapur) that they all have to go to the water tap by themselves to fill their own bottle of one litre. Specify to them that only one member from their village can go to the water tap at a time, so they will therefore have to wait for the person who went there first to return before the second person is allowed to go, and so on.• the community members of the remaining village (e.g., Malapur) that they all have to go to the water tap by themselves to fill their own bottle of 500 millilitres. Specify that only one member from their village can go to fill up their bottle every 30 seconds. Once all participants are clear about their respective village’s constraints regarding water access, explain that the objective of each community is to fill all their bottles during the next five to ten minutes, respecting the specific instructions previously given. Then, inform them that a bottle of two litres requires two minutes to be filled, a bottle of one litre only one minute and a bottle of 500 millilitres just 30 seconds. Finally, clearly specify that the water tap can be used by only one person at a time and they therefore have to wait in line for their turn.



Step2	The common water tap (10 minutes)
	<p>Once all participants are ready, give them a signal (e.g., clasp your hands twice or blowing a whistle) to start performing. During the game, regularly shout out the time that is left to fill all their bottles, to increase the pressure involved in the scenario. When the patience of the community members waiting in line for those members of the village furthest away (i.e., Herepur) to finish filling all their bottles is reaching its limit (after around five minutes), whisper in the ears of two members from the other village which has no water tap (i.e., Malapur) to start a dispute with these villagers who are ‘monopolizing’ the water tap. Tell them to act as trouble-makers, spreading false information, rumours and lies about that community among the two other villages, to increase the tension and blame between their respective villages and to keep the dispute going. Once the argument is taking place, whisper in the ear of one community member of the village in which the water tap is located (i.e., Kawapur) that he or she has to announce to all community members from other villages that his or her village is no longer willing to share the water tap with them.</p>
Step-3	Resolving a tripartite problem (10 minutes)
	<p>Let the performance continue and as the conflict arises, take aside and tell the special observers to engage in the role play, acting as mediators whose task is therefore to help the three villages to find a solution to their dispute. Remind them that some of the community members may not really be working to solve the problem and, therefore, encourage them to make sure they have an accurate understanding of the dispute dynamics.</p>
Step-4	The end (30 minutes)
	<p>Once you have carefully observed the mediation techniques tried out in this situation for a while, end the performance using the same signal as previously (e.g., clasp your hands twice or blowing a whistle), and invite all participants to thank each other and sit together in a semicircle to reflect on this experience. You may use the questions below to guide the group discussion.</p>



Debriefing questions

<p>Phase 1</p>	<p>Understanding the experience (15 Minutes)</p> <ul style="list-style-type: none"> • How did you feel during the performed scene? Why? • How did the situation develop? Why? Think about: <ul style="list-style-type: none"> » whether or not you all succeeded in filling your bottles and, if so, how / if not, why not » whether or not you sought out information from the other villages or only within your own » the effect that the trouble-makers had on you » whether or not you ended up being in a dispute or conflict, and why » whether or not a ‘mediation’ process took place and, if so, whether or not » the situation could have been solved without it, and why, etc. • How did the mediation process work out? Why? Think about: <ul style="list-style-type: none"> » whether it was easy or difficult, realistic or unrealistic, to solve this situation in the amount of time given, and why » the impact of having multiple and not just single parties involved (i.e., groups versus individuals) » the way trouble-makers were dealt with » whether or not you trusted the mediators, and why » whether or not you trusted any information that the mediators brought’ from the other villages, why and, if not, whether or not you were able to get past it, why and, if so, how » whether or not you were finally able to find a satisfying solution together for you all, why and, if so, how » the methods and techniques used to achieve those tasks, etc. • How does establishing trust and ground rules, ensuring • neutrality and confidentiality, as well as understanding the needs, perspectives, interests, real motivations and desired outcomes of all parties in negotiation help in a mediation process? • What could be the benefits and/or risks of having a longer time-frame for mediation?
<p>Phase 2</p>	<p>Relating it to real life (10 minutes)</p> <ul style="list-style-type: none"> • What do you learn from this experience? • How can you relate this activity to real-life situations that you may have experienced or witnessed in your community? <p>Think about:</p> <ul style="list-style-type: none"> » the way similar complex situations of disagreement and tension involving entire groups develop, and why » whether or not mediation could make a difference in these circumstances, why and, if so, how



	<ul style="list-style-type: none"> » the way mediation may have influenced the outcome of a similar situation of (potential) violence » whether or not the methods and techniques related to mediation would be useful in other types of situations and, if so, what kinds and why » other skills that would be necessary or helpful when trying to use mediation in these types of situations, and why, etc.
Phase 3	Applying the learning in the future (5 minutes)
	<ul style="list-style-type: none"> • How can we, as police officers, inspire and influence a positive transformation of mindsets, attitudes and behaviours towards a culture of non-violence and peace in areas of jurisdiction? Think about real ways in which we can continue this journey of mediation, identifying and using appropriate methods and techniques to encourage dialogue and mutual understanding, reduce or mitigate disagreements and tension, and therefore prevent and/or constructively respond to situations of (potential) violence, etc.

Conclusions

As police officers, we need to be aware of the challenges that any mediation process entails given that it cannot be forced upon anyone and that situations for which it is generally required are always changing, particularly with parties who may enable or disrupt negotiation processes. It is important, therefore, for the mediator to be neutral and impartial, and not want one side to receive more than another. This will ensure that every party in the negotiation agree on and trust him or her, which is essential to enable him or her to gather information and find out the needs, positions and concerns of all parties involved. We also need to understand that our job as mediators is not to propose our own personal solutions or make the decisions for the parties in negotiation but to create the enabling environment for them to find their own best 'win-win' solution together, which is then more likely to last. As this may take some time and as agreements cannot be forced, mediation can be a very stressful experience: it is therefore important to establish ground rules that will help the process move along smoothly, to relax and to be prepared to wait and exercise patience.

Developing the skill of mediation will help us to establish trust, understand the different needs, interests and motivations of parties in negotiation and build a relationship between them to create a constructive environment to enable them to generate possible 'win-win' solutions and reach an agreement that they all feel comfortable with and satisfied about.



	<p>Key points:</p> <ul style="list-style-type: none">• The impact of mindsets, attitudes and behaviours on the outcome of a mediation process• The importance of neutrality, impartiality, empathy, personal resilience and inner peace in an ever-changing situation of disagreement, tension or dispute involving multiple parties• The ability to establish trust and understand the needs, positions, arguments, interests, real motivations and desired outcomes of parties in negotiation to help them build consensus and find out their own best 'win-win' solution• The ability to identify and use appropriate methods and techniques, such as active listening, critical thinking, dropping bias, non-judgement and non-violent communication, to encourage constructive dialogue and mutual understanding• The power of inner change and role-modelling
Facilitation notes	<p>This activity is a powerful way for participants to develop their self awareness and neutrality, and to identify, use and/or practise a variety of techniques that may enable them to exercise and demonstrate mediation. Since the process is as important as is the outcome, it is essential that participants understand what they are doing and take in the lessons included in the different steps of the activity.</p> <p>You may also direct questions to the whole group collectively, instead of asking specific individual questions. Otherwise, such personal attention may generate negative emotional responses from participants who may have been (or still are being) traumatized in their lives after experiencing an event similar to that which is the focus of the activity.</p> <p>In addition, in case the scenario is not performed as expected, you may decide to join the role play at some point, acting out being a trouble-maker. Also, even though ten minutes is a good length of time for the mediation process, you may let it continue for longer depending on the way it develops. Then, you may clap your hands or use a glass and a pencil, a gentle sound, a little bell or any other sound-making device to help you signal to participants the start and end of the performance.</p> <p>You may also wish to draw their attention, in particular, to the different steps of a collaborative negotiation or mediation process, highlighting that finding out the real interests and motivations of parties involved may not immediately solve their problem but, instead, help them to understand what the issue really is, which may lead to a solution later on, etc.</p> <p>In addition, on a flipchart or white/blackboard, you may make a list of the key messages, abilities and techniques, as well as of the mindsets, attitudes and behaviours, required to demonstrate and practise true mediation, that participants suggest during the discussion.</p>



Personal Resilience

Definition	<p>Personal resilience is the ability of an individual to cope with adversity (difficulties) and catastrophe. In addition, it is the capacity to overcome adversity by positively adapting to it and transforming it into growth.</p>
What it is not	<p>Being resilient is not about being superhuman. It does not mean we cannot cry, need to act tough or mask our feelings by putting on a happy face. Resilient people have both ‘positive’ and ‘negative’ emotions, with just as much intensity as anyone else.</p> <p>Being resilient does not mean that we must face our problems on our own, and refrain from calling on others for assistance. On the contrary, resilient people are resourceful, and being able to ask for help when needed is an important resource.</p> <p>Being resilient does not mean that we are immune to difficulties, stress or suffering. Adversity, change and suffering are all part of our human condition and life. What counts is how we cope with it. If we are able to adapt and transform difficulties in positive ways, this is resilience.</p> <p>Personal resilience is not something people either have or do not have. Resilience is a capacity that involves thoughts, behaviours and actions. It can be learned by and developed within anyone.</p>
The essence	<p>There is a silver lining to every cloud. The essence of resilience is to find and work on that silver lining. What makes people stronger is not the ‘cloud’ or adversity and suffering. Instead, it is the process of struggling, learning and persevering; it is finding that silver lining and using it to dissipate the cloud, and see the sun again. This is resilience.</p> <p>Resilience is about our capacity to adapt and evolve. Resilience is using one’s human vulnerability to the benefit of one’s growth. It is about seeing ‘failure’ or ‘falling’ as an opportunity to overcome the problem or get up and reach further next time. Resilience is interplay of individual, relationship, community factors and cultural factors. Factors that contribute to resilience include:</p> <ul style="list-style-type: none"> • a positive view of ourselves and confidence in our strengths and abilities • the ability to manage emotions, strong feelings and impulses • good problem-solving and communication skills • ‘feeling in control’ and not seeing ourselves as a victim • seeking help and resources • coping with stress in healthy ways and avoiding harmful coping strategies, such as substance abuse • close relationships with family and friends • helping others. <p>Working on one’s personal resilience is an upward spiral. Indeed, after each success, confidence about overcoming future difficulties will grow more and more.</p>



- Key ingredients
- **Focus on strengths, listen to and believe in yourself.** We can nurture a positive view of ourselves through knowing and tapping into our strengths and abilities, our ‘inner resources’. This positive view of ourselves will help us believe that we can handle and overcome any difficulties we encounter.
 - **Find what gives meaning to your life or your life’s purpose.** A personal vision of what we really want to do with our life strengthens our resilience. It is light onto which we can cling and towards which we can keep on moving, even when the tunnel is in its darkest.
 - **Put things in perspective.** When we face difficulties, it can seem to be eternal. However, when we put this experience on the timeline of our lifespan, and therefore into the ‘correct’ perspective, it becomes only a black dot. Everything is relative as well as not being permanent, so we must know that **this too shall pass**. We can avoid blowing the significance of an event out of proportion, or seeing every crisis as an insurmountable problem, by looking for exceptions (i.e., times when the problem was gone or was not as bad), matching ‘negative’ emotions with ‘positive’ ones (like gratitude, joy, kindness, love or forgiveness). Positive emotions are ‘fuel’ for resilience: they help us find meaning in ordinary and difficult events, which in turn leads to a greater ability to find meaning in life or its purpose (see above). Positive emotions are other ‘inner resources’ that resilient people, as resourceful people, can draw on.
 - **Be assertive.** Rather than avoiding or undergoing difficult situations and challenges, being decisive and active as we experience such issues enables us to not see ourselves as a victim but, instead, to take whatever control we can over the situation. So, when situations are beyond our control, we stay focused ‘on the bigger picture’.
 - **Connect with things that 'recharge our battery'.** Enhancing personal resilience is about cultivating self-knowledge and self-awareness. This may mean reflecting on past experience to identify our own particular pressure points, knowing our limitations as well as our strengths, understanding how we respond to different situations and why, and finding out what 'recharges our batteries' and what helps us to maintain our energy levels and manage stress and relax, especially during challenging circumstances. (Ways of recharging our batteries can be by getting more sleep, eating better, doing physical exercise or sport, walking in nature, or even dancing etc.).
 - **Connect; develop a support group.** Cultivating genuine and caring relationships that create love and trust and offer support (for instance, family or friends) is critical to well-being and resilience. Social and professional connections are also important.



	<ul style="list-style-type: none"> • Dare ask for help or advice. Being able to reveal our problems and vulnerabilities to people to whom we are close, and to ask for help when we need it, is part of being resilient. As said above, resilient people are resourceful, and the support of family and friends are valuable 'external resources' to draw on for support. • Go step by step. Break down a complex situation you are facing into smaller parts and deal with these one at a time. Tackle first what is under your control, or circumstances you can alter. Structured problem-solving enables us to know where we are, gradually gain control over our environment and help us to not be (come) overwhelmed. • Stay flexible and adaptable. Accept uncertainty and change as a natural part of life. Be aware that often the only thing we can change is the way we interpret and react to events, not the events themselves. • Self-express through creativity. Being able to express oneself is the key to strengthening our personal resilience. Arts, sports, music, dance and video are very useful tools of selfexpression, in particular youth. These creative tools help us to express a painful experience and describe how it impacted us, and can greatly contribute to overcoming trauma.
<p>Why is it so important?</p>	<p>For Police officers:</p> <p>It is essential for us, as police officers, to believe in ourselves and to be supported by inner strength to 'walk the talk' and be role models.</p> <p>Addressing issues like law and order, crime investigation etc is energy and stress intensive. Therefore, it is crucial to engage in this without 'burning out' and to successfully cope with stress.</p> <p>Having empathy for others is a great skill, but not to the point where we become overwhelmed by emotions and unable to act. Therefore, it is crucial to manage emotions, remain balanced and thus again enhance our personal resilience.</p> <p>A large number of police officers and men in India are found to be under some kind of stress most of the time because of the demands of the job. Understanding and developing Resilience techniques will be immensely beneficial to each of them and in turn to the people whom they serve. A stress free and cheerful police officer will serve its people in a better manner than one under stress.</p> <p>Types of resilience-</p> <p>For the purpose of ease, the inner resilience can be seen as a combination of physical, mental, emotional, social and spiritual resilience.</p>

Activity for Resiliency

After the discussion/presentation on what resiliency is all about, divide the participants into 5 groups. Assign each group with one of the 5 factors of resiliency i.e. Physical, social, emotional, mental and Spiritual. Each group

will begin work in their assigned resiliency groups and create a thirteen minute resiliency presentation/activity for the class. In the first three minutes of the presentation a narrator from each team will give an overview of his/her team's resiliency topic. Then the entire team will



do a ten-minute presentation on their resiliency topic. It should be as creative as possible, give tips for police officer on how to be resilient in this area of resiliency, and *every member of the group has to be involved in the presentation*. Encourage the participants to think of skit, song, or similar activity. Presentation should be the last resort for them. The five presentations will be on physical, mental, emotional, social, and spiritual resiliency. After the formal screen show presentation/discussion on resiliency, the five groups can start working on their specific resiliency topic area.

Integrity

Definitions of individual integrity

- Divide the participants into small groups of 2-5 people around one table.
- Distribute one sheet per group with the list of 8 definitions of integrity given by dictionaries, scientists and philosophers (**Handout 1**).
- Give the participants 5 minutes to discuss the definitions in their group, agree on the choice of one favourite definition, and reflect on why they chose it.
- Ask each group to tell the others which definition they chose and why.
- Write the chosen definitions on the flip chart.
- Explain that none of these definitions are wrong. They all define integrity in slightly different words, emphasising slightly different aspects.
- Generate a discussion using the following questions:
 - » What do all of these definitions have in common?

- » How would you summarise them all to make your own simple definition of integrity?
- » All of these definitions mention two elements, what are they?
- » What should be the link between these two elements?
- » Is integrity something that one can impose on someone else?

- Complement and/or summarise with the following recommended elements of response: All definitions of integrity entail two elements. The first one is what is right: ethical values, moral principles, wisdom. The second one is what you do: your actions and behaviour. Integrity is having the inner personal strength and courage to always link the two, even in difficult situations, even when you get no advantage from it or even risk being disadvantaged by it, even when others want or expect you to behave differently: align your behaviour with ethical values, do what is right.

Notes:

- You are encouraged to add definitions that you like to Handout 1, and replace the dictionary definitions of integrity by those provided in local language dictionaries.
- Instead of a sheet with the list of definitions, you can choose to write each definition on one small piece of paper.

Thereafter have a short discussion on why Integrity is an essential attitude for a police officer in India.



Handout 1

Definition of integrity

Instructions: Read all the definitions individually. Agree on one favourite definition by discussing together and arguing why you prefer one definition to the others. At the end, be prepared to share your findings with the other colleagues.

- “Integrity is doing the right thing. Even when no one is watching.” (C.S Lewis)
- “Wisdom is knowing the right path to take. Integrity is taking it.” (M.H. McKee)
- “Choosing your thoughts and actions based on values rather than personal gain.” (Unknown author)
- “I will have the moral courage to make my actions consistent with my knowledge of right and wrong.” (Christian tradition)
- “Doing what is right, even when it is difficult.” (Unknown author)
- “Integrity is a concept of consistency of actions, values, methods, measures, principles, expectations and outcomes. It can be regarded as the opposite of hypocrisy.” (Wikipedia)
- “The quality of being honest and having strong moral principles.” (Oxford dictionary)
- “Steadfast adherence to a strict moral or ethical code.” (The American Heritage Dictionary of the English Language)

Activities for Integrity

The Trick Scavenger Hunt

Come up with a list of scavenger hunt items that you have hidden around the building area. Hide exactly one item per trainee in the office and choose items that can easily be found

in the wash room and another room marked ‘x’ that aren’t commonly found in the main office area (such as coffee filters, boxes of staples, etc.), but put some kind of inconspicuous identifying marker on these items first like a spot of paint.

When it comes time to hold the scavenger hunt, tell your trainees the boundaries of the scavenger hunt are within the main building and that the wash room and room ‘x’ are off limits. Say that the person with the most points will get nice gift card.

Give your trainees a fair amount of time to search around the building and find the items and tell them you’ll be gone during this time. Leave the building during the search and then come back when time is up. Tell your trainees to put their pile of items on their scavenger hunt list with their name on the conference table, then tell them all that you have identified all of the items you hid in the office by marking them, so you will know if they got items outside of the boundaries of the game.

Say they will be disqualified if they have any items without these marks and that if they did leave the game boundaries, they can take out any items they broke the rules to get now and they will not be judged and will stay in the game. After giving anyone who cheated a chance to come clean, thank everyone and tell them you’ll now total the points for the hunt.

Check all items your trainees turned in and total their points, disqualifying anyone that has an item without your mark on it. Don’t publicly or privately say anything to someone who was disqualified for cheating as the idea here is to **reward your trainees who showed integrity**, not punish those who decided to cut corners. Announce the winner in front of the rest of the group and say how you proud you are that



they followed the rules even though it can be tempting and easy to skirt the rules sometimes.

The Distraction Minefield

The minefield is one of the most classic teambuilding activities to build trust among trainees. In the classic version of the game, you blindfold an trainee and then have a partner guide her through a minefield obstacle course using only words like “forward, backward, right and left.” The game normally helps **builds trust and improves communication**, but you can add an extra message about the importance of integrity and focus by having the guide have to direct their blindfolded partner despite being distracted by other trainees.

To do this, lay out cones or paper plates along your playing field to serve as the mines. No one is allowed in the minefield besides the blindfolded person, who cannot be touched. Everyone is allowed to try to distract the guide, but while they can talk to him, they cannot yell over him or try to confuse the blindfolded partner. They also can touch him, but they **cannot block his vision**.

Once the blindfolded partner either “blows up” by touching the mines or makes it through the minefield, the guide is then blindfolded to make his way through the obstacle course. The game goes on until everyone has gone through the course. At the end, reinforce the integrity aspect by asking questions about how the guide’s integrity and dedication to his job helped his partner make it through the minefield. Follow this up by asking **how integrity can help the team itself** in the future.

Two Truths and a Lie

Two truths and a lie is easily the most famous of all integrity icebreakers. This game asks trainees to lie and to learn to recognize one

another’s poker faces. When trainees know that their co-workers can recognize when they are lying or telling the truth, they will be more likely to be honest. Additionally, when you build trust between your trainees, they will know they can **maintain their integrity with one another no matter how difficult** the situation because they understand that their co-workers will believe them even if the truth seems unbelievable.

This icebreaking activity is pretty simple to start, just have each member of your team write down two truths and a lie about themselves in any order, labelling them with an “a,” “b,” and “c.” Then give everyone a chart with a box next to each of their co-worker’s names before giving everyone 15 minutes or so to circle around and socialize like they would at a party. Tell them they have to show their truths and lie page to everyone they talk to and then encourage them to ask each other questions to help figure out what is true. Be sure to let them know that since everyone has to answer truthfully, **no one can ask questions that violate the nature of the game**, like “which one is your lie?”

When a person thinks they have figured out which one of their co-worker’s statements is a lie, they should write the letter of that statement beside that person’s name. After everyone has played detective and thinks they’ve worked out the truth, reconvene in a group where everyone reveals their truth and then everyone raises their hands if they guessed correctly. For each correctly identified lie, a person gets a point and if anyone has a lie that no one correctly identified, they get a point as well. The person with the most points wins.



Annexure II

Some Caselets that can be used to discuss desirable attitudes

Public Duty or Brotherhood

You are a young police officer in a small town. You have worked for the police department for almost nine months. In four weeks you will be off probationary status and will be eligible for a salary increase.

You grew up in the town you work for. Both yourself and your family are well liked and respected by most members of the community. You know many families in your town and feel you have a good relationship with most of them.

Domestic Disturbance

One night on patrol you receive a domestic disturbance call. From the dispatcher's remarks, you realize it is apparently a family fight complaint which was turned in by a neighbour.

Upon arriving at the scene, you notice that several of the neighbours have gathered in the front lawn of the house. As you get out of your vehicle you can hear loud arguing coming from inside the house.

As you walk toward the house you advise the people in the yard that they should return to their homes. A couple of people voice objections and demand to know how you are going to handle the call. One man states. "He won't do anything to a fellow cop!"

You did not recognize the address as being a police officer's home but you do recognize the motorcycle kept in the parking being a policeman's. You now realize that a police officer does live here. Upon enquiring with your driver, you come to know his name is Ramesh Kumar and that he has been a Sub-Inspector on the force

for about ten years. Your driver informs that he is an expert in intelligence and has large number of sources and has in the past got some wonderful intelligence and is recognized by even the senior most officers.

On Lookers

As you knock on the door of the house you glance behind you at the people still standing in the front lawn. They are wondering and waiting to see how you will handle the situation. After the third knock Ramesh Kumar opens the door. You smell alcohol and can see Ramesh has been drinking heavily. He belligerently asks what you want. You explain that a neighbour has complained about the argument he is having with his wife. Ramesh's wife suddenly runs to the door and demands that you take Ramesh out of the house. Ramesh turns around, slaps her hard on the face, and then pushes her back into the house. You start inside and Ramesh turns to you and tells you to keep out of his and his wife's business. "I don't need advice of anyone to tell me how to run my private life." Ramesh yells at you. He is clearly under the influence of alcohol. He sees the people standing in the front lawn and screams for them to go away or he will throw them all in jail. You are thinking to yourself that if Ramesh Kumar was not a police officer, you would not be as hesitant regarding your next move. Had he been any other person, you would already have put him in the back of your Jeep heading to jail. But, Ramesh is a police officer and that too a well known officer. You have heard from the other officers in the department how police officers have to take care of each other, like a fraternity. You have previously let other officers off for minor violations and such because



they were fellow police officers. Private Citizens are watching how you are going to handle this particular issue.

You quickly step inside the house and close the door. Ramesh shouts, “I told you to get away from here.” You see Ramesh’s wife, sitting on the floor, sobbing. She has obviously been beaten.

You ask Ramesh for an explanation. Ramesh Kumar tells you there is nothing you can do except leave him alone. Ramesh Kumar’s wife then shouts at you to take Ramesh Kumar to jail because she is afraid of him. Ramesh Kumar tells her to shut up, that nobody is going to put another police officer in jail.

You get Ramesh Kumar into the living room and have him sit on the sofa. Using as much tact as you can, you explain the problem to Ramesh Kumar and urge him to calm down. After talking with Ramesh Kumar a few minutes, he becomes more subdued. Ramesh Kumar’s wife is still upset and wants you to arrest Ramesh Kumar.

You look out the living room window and see even more people gathered outside. You know that some type of action must be taken. If you arrest Ramesh Kumar, you will defuse the crowd outside as well as temporarily protect Ramesh Kumar’s wife from further abuse. If you do not arrest Ramesh Kumar, you may be accused of protecting a person just because he is a police officer.

You are still looking out the window at the crowd of people waiting for you to take action. They want you to arrest a fellow Police Officer. You don’t know what to do.....

Duty of a Constable in Hospital

At 7.00 p.m. a patient was brought to General Hospital. He was complaining of severe stomach pain and needed immediate attention. The doctor in charge had just then gone out. Those who had come with the patient could not wait further for the doctor to arrive, as they had already waited for more than 10 minutes. They requested the nurse to attend on the patient as he needed immediate attention. She flatly refused and asked them to wait till the doctor arrived. A heated argument ensued. A Constable on duty who had watched all the while/ resorted to forcing her to attend to the patient. He even shouted at her badly. A hue and cry was raised by the nurse of attempted molestation (Meanwhile the doctor had arrived and immediately attended to the patient). The nurse also complained that the constable was under the influence of alcohol as she suspected him to be an alcoholic. Soon the other nurses in the hospital, knowing the incident came out and protested against the high-handedness of the- police. The Hospital Superintendent reached the ‘spot and tried to pacify them, but it was of no avail. He rang up to the SP. The SP rushed to the spot. He talked to the nurses gathered outside and promised to look into the matter. He removed the constable from that spot.

By next morning, the event had spread like wildfire. The nurses stopped the work and created a law and order problem. The SP promised that if the constable were to be guilty he would take disciplinary action against him. Though this abated the situation, it was only temporary.

Some of the local politicians got involved in the situation and on their advice the nurses’ association work totally on the next day demanding the dismissal of constable. They



were joined by the class IV employees and junior doctors who went on a sympathy strike with demand for the dismissal of the constable and a guarantee that such high-handedness on the part of the Police would not occur in the hospital in the future. The hospital work was almost paralysed.

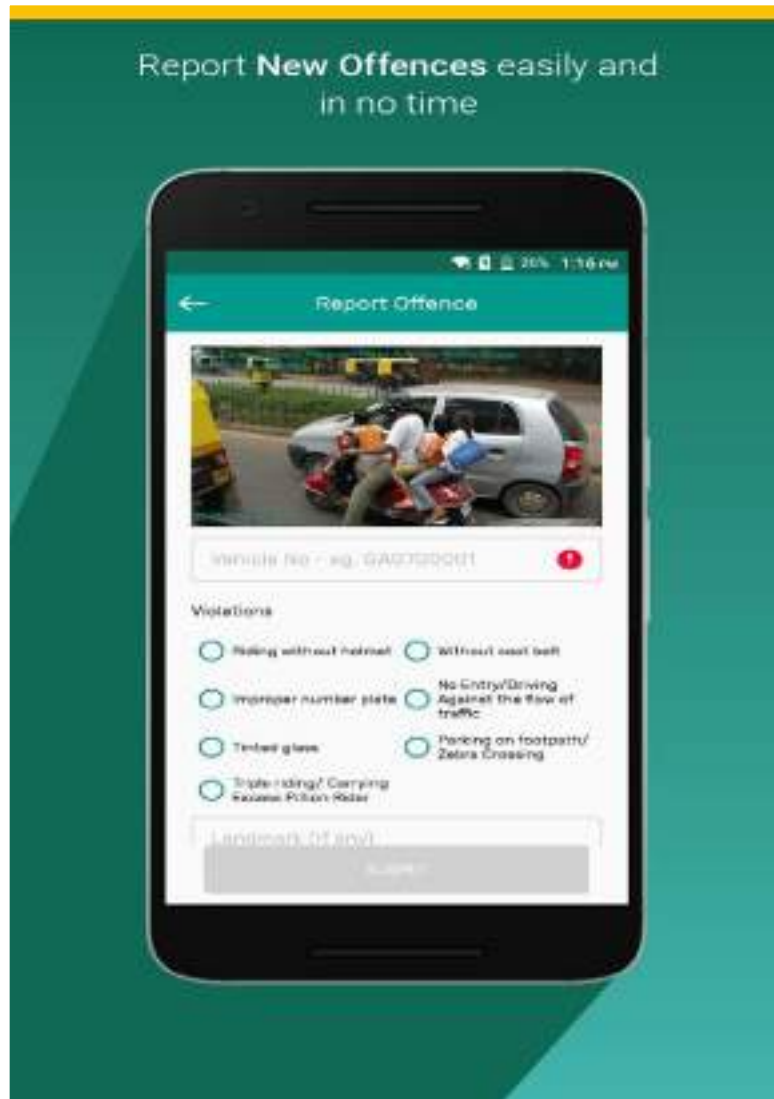
This situation continued for two days. Patients were advised to get treated outside

and many left the hospital. A local-news-paper reported that two of the patients who were in a rather serious condition died due to lack of medical treatment. There was a public uproar. The total blame was put on the police and the SP was criticized for inept handling of the situation.

If you were the SP, what would you do in this situation?

TRAFFIC SENTINEL SCHEME

(Community Involvement in Traffic Enforcement)



Micro Mission: 02
(Community Policing)

‘Promoting Good Practices and Standards’



1 Introduction/Background

Deaths due to accidents have been a major area of concern for all the States and Union Territories. According to the latest NCRB publication on traffic accidents 1,51,801 people lost their lives in road accidents in 2016. The total number of road accidents in that year was as high as 4,73,050. During 2016, two wheelers have accounted for maximum fatal road accidents (46,370 deaths), contributing 30.5% of total road accident deaths, followed by trucks/lorries (26,514 deaths - 17.5%), cars (20,714 deaths - 13.6%) and buses (12,602 – deaths 8.3%).

Cause-wise analysis of road accidents reveals that most of road accidents are due to over-speeding accounting for 49.5% of total accidents (2,34,303 out of 4,73,191 cases) which caused 68,704 deaths and injuries to 2,41,158 persons. Dangerous/careless driving or overtaking caused 1,54,500 accidents which resulted in 53,392 deaths and injuries to 1,52,918 persons during 2016.

Driving under influence of drug/alcohol & defect in mechanical condition of motor vehicle contributed 1.4% of total such accidents which resulted in injuries to 6,635 persons & 6,472 persons and 2,603 deaths & 2,792 deaths respectively in the country.

Further with increasing urbanisation, all our cities are afflicted by traffic woes. Be it Delhi, Mumbai, Kolkata, Bengaluru or any other city, thousands of commuters remain stranded on roads as a result of traffic jams. These traffic jams are at times caused by faulty road designs but in daily practice these are mostly due to traffic violations.

Traffic police cannot man every nook and corner and for a civic society it is imperative that every citizen becomes a part of the law

enforcement. No public authority, including police, can discharge its functions without the active involvement and assistance of the general public. In fact the public at large is the main stakeholder in ensuring orderly movement of motor vehicles as they are the users of road spaces.

2 Overview

2.1 Project Title

Traffic Sentinel Scheme'

2.2 Vision

'Making the road traffic safe and smooth in our cities'

2.3 Mission Statement

Enlisting support of the community for better and effective management of road traffic.

2.4 Organisational Objectives:

- To enforce traffic regulations strictly
- To prosecute traffic violators
- Create traffic sense among road users
- To seek active participation of the community in traffic enforcement

3 The Project

3.1 Purpose of the Project

As in para 2.4 above.

3.2 Sponsor

The programme will be sponsored by the State/UT Governments concerned.

3.3 Responsibility of the State/UT Governments:

- The responsibility for the implementation of the scheme will be that of the State/UT Government concerned.
- For the effective implementation of the scheme, and institutionalization of the



programme, the State/UT Government will have to play an active role through issue of necessary executive instructions, and providing additional funds if needed.

- They should ensure proper monitoring of the implementation of the programme.

3.4 Responsibility of the Central Government

- To start with, the MHA may direct all Union Territories to implement the project as it has already been successfully implemented in Goa.
- Once the implementation progresses, MHA may arrange for independent evaluation of the project. Depending on the outcome of evaluation, changes may be done, if needed and the project may be circulated to all the State/UT Governments in the country for implementation at one stretch.
- MHA, through the BPR&D and the members of the MM2, will provide support in terms of the initial briefing of the officers as well as arrange independent evaluation of the programme.
- A committee of selected group of officers from MHA, BPR&D and MM2 may be constituted to monitor the implementation of the programme by the States/UTs.

4 Situational Assessment and Problem Statement

Manpower shortage in the police forces is a perennial problem. The population growth and the concomitant traffic growth have continuously added to the work load of the existing police force. The expectations of the public keep growing while the already overburdened police keep struggling to live up to those expectations.

Traffic impacts the life of every citizen in one way or the other. Its mismanagement often leads to great emotional trauma to all the road users and also creates a bad impression about the police forces. Active participation of the community in regulation of traffic can greatly improve the situation and also make the community an equal partner in keeping the roads safe and traffic smooth.

5 Critical Assumptions and Constraints

5.1 Assumptions

- It will be possible for the police officers to enlist the support of the community by convincing them about the utility of this project.
- The State/UT will be able to provide necessary technological and financial support.

5.2 Constraints....

- The lack of sufficient trained staff to handle the huge number of violations reported.
- The support from the community may be lacking in the beginning.
- There may be duplicate and wrong reporting of violations.
- Receiving of violations in bulk may hamper the timely generation of notices.
- Owner details may have to be fetched manually from www.vahan.nic.in
- Lack of good data connectivity



6 Implementation Strategy

6.1 Traffic Sentinel Scheme

The States/UTs desirous of implementing the project will have to develop a Standard Operating Procedure (SOP) to begin with. A copy of the SOP already developed by Goa police is enclosed as Annexure “A” for ready reference.

Thereafter a proposal should be submitted to the government for according necessary approval to implement the scheme. The proposal should include the following:

- Standard Operating Procedure
- Creation of separate budget head for disbursement of cash reward to eligible traffic sentinels.
- Delegation of financial powers to police department for sanctioning the reward amount.
- Sanction to develop a mobile App for operating the Traffic Sentinel Scheme.

Simultaneously, or upon receipt of approval from the government, a mobile App will have to be developed. The scope of work and the financial implications in developing the mobile App will also have to be got sanctioned from the government.

Application Programme Interface (API) of websites through which vehicle details and driving license details could be auto fetched should be got issued from Ministry of Road Transport and Highways (MORTH), Delhi. The API is required to be integrated to the web application for auto fetching of vehicle details during the course of generation of notice and auto fetching of driving license details while compounding the violation.

An agreement may be signed with the Department of Posts for dispatching the

generated notices through speed post to the owners of defaulting vehicles.

In order to facilitate the violators to compound the violation appropriate number of compounding fees collection centres may be set up throughout the state. Provision for compounding of violation through online mode can also be made.

The scheme should be given wide publicity before its launch and all sections of road users should be invited to join as Traffic Sentinels. The corporate houses and vehicle manufacturers can be approached for sponsoring the prizes kept for the traffic sentinels.

6.2 Procedure for Operating Sentinel Traffic Scheme

Considering the priorities of the concerned State police the violations that are to be monitored through the scheme can be identified. Goa Police has listed following violations along with the reward points.

Type of Violation	Reward Points
Photo or Video	
Driving against the flow of traffic	10
Parking on Footpath/Zebra Crossing	3
Triple Riding	10
Improper Number Plate	3
Without Seat Belt	7
Without Helmet	7
Using Vehicle with tinted Glasses	3
Video Clip Only	
Red Light Jumping	10
Dangerous Driving	10
Using Mobile Phone while driving	10

Some other violations that can be considered are violation of stop line, under-age driving, defective lights or indicators, mandatory/regulatory sign violations and vehicles causing pollution.



6.3 Working of Traffic Sentinel Scheme

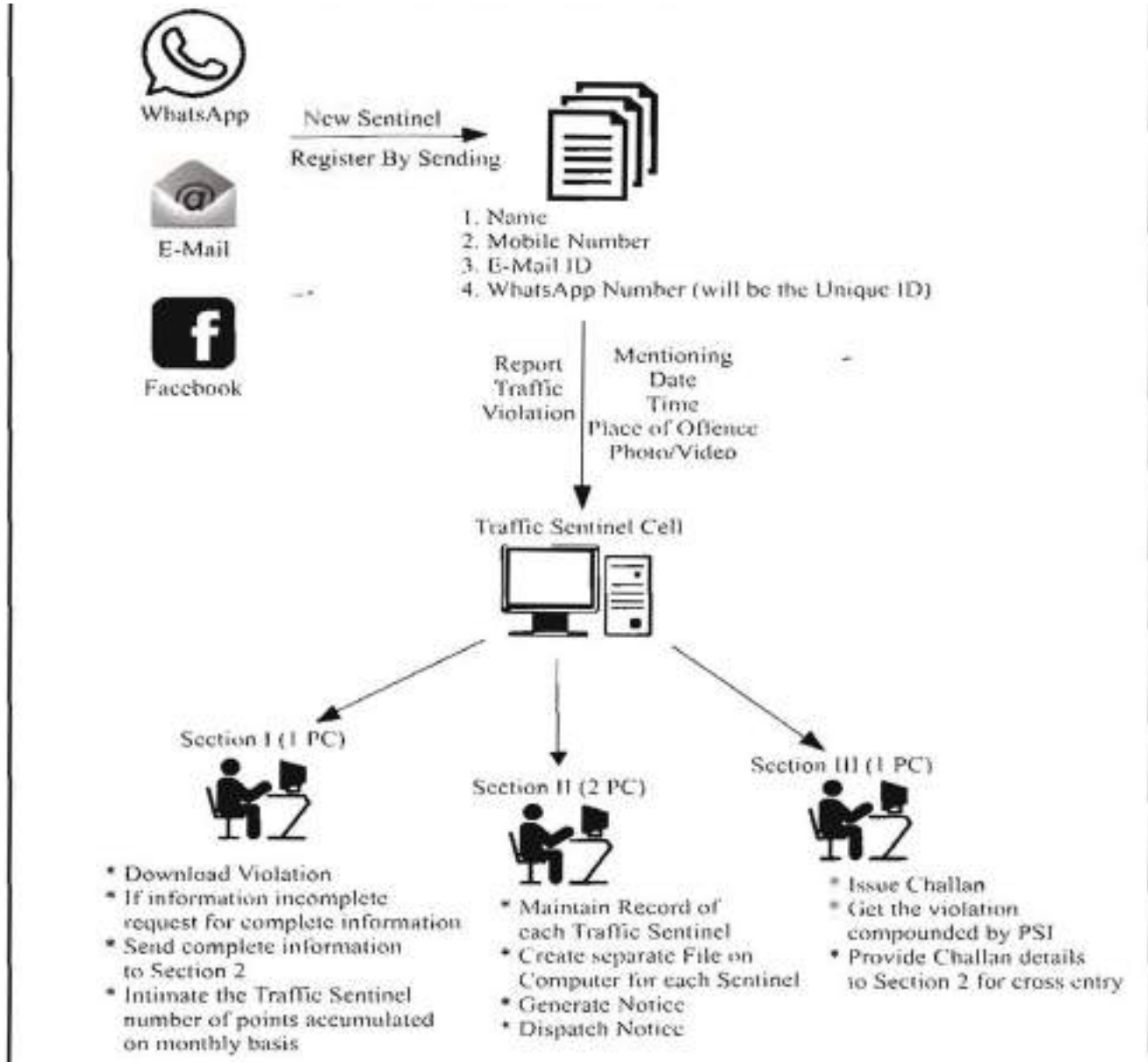
- Members of public will have to register themselves on a dedicated WhatsApp Number, by providing their Full Name and Mobile Number.
- The Mobile Number itself will be the Unique ID.
- Thereafter while reporting any violation the Unique ID should always be mentioned so as to credit the rewards points to the Unique ID.
- The violation can be reported through WhatsApp, E-Mail, Facebook Page. The States/UTs can explore other social media platforms for reporting the violation.

6.4 Charter of Duties

- Once a violation is reported, it must be confirmed whether the member of public concerned is registered with Traffic Police concerned or not.
- If not registered, he/she should be requested to register himself/herself by providing Full Name, Mobile Number and E-Mail ID.
- Once registered the Mobile Number itself will be the Unique ID and should be compulsorily used for future communication. The terms and conditions should be sent to the user. The terms and

conditions are liable to change as and when required by the Police.

- As and when a violation is reported by the registered sentinel, the reward points should be credited to his/her account.
- Once 100 points are accumulated under a particular ID, then he/she should be intimated to collect his/her prize and a fresh point count should be maintained.
- At the end of every year a list of all active citizens along with details of points accumulated (above certain cut-off) by each sentinel shall be prepared and lucky winner will be selected through draw of lots.
- Whenever, any violation is reported and is found to be incomplete, the sentinel concerned should be requested to provide all the required details like date, time, place and type of offence.
- A proper database should be maintained in respect of violations reported and number of vehicles prosecuted. The database should be maintained in such a way that while generating Notice to the defaulting vehicles it should provide information of repeat offenders, if found, necessary challan in that respect shall be initiated.



Traffic Sentinel Flow Chart

6.5 Automation

Considering the huge response that is likely to be received from the citizens, the Mobile App on Android Platform and Web Application for management of the scheme would have to be developed. In Goa, the App has been developed by Goa Electronics Ltd. (copy of scope of work submitted by GEL is enclosed at Annexure – “B”).

6.6 Benefits of Automation

The “Goa Traffic Sentinel” App has ensured smooth implementation of the Scheme, the main features of which are:

- The App does not allow import of photo/video from external source. The photo/video is required to be compulsorily clicked/recorded through the App which



is geo-tagged to the location of offence along with date and time.

- The App has provision to record violation in offline mode, which is immediately uploaded once the Mobile becomes online.
- The App has the facility to automatically retrieve ownership details.
- In order to avoid delay in serving of Notices, an agreement has been signed with Department of Posts and all the Notices are being dispatched through Speed Post. This has ensured speedy delivery of Notices.
- Date, Time and GPS coordinates of the location are automatically uploaded along with picture/video.

6.7 Using the Mobile App

- Login with mobile number using OTP.
- Register by submitting basic details such as Name, Address, Bank Details, PAN Card Number and acceptance of terms and conditions.
- Dashboard to display total number of Violations Reported, Violations Rejected, Current Point Count, Pending for Approval, Approved Violations.
- Provision to click photo or record video from the app itself.
- Provision to save the data locally on the mobile in case of no connectivity.
- Sentinel can view the total reward points earned till date and the amount deposited in his/her account.
- The status of each reported traffic violation can also be checked.
- Additional features such as view or

edit profile, FAQ, view notifications & feedback are also included in the App.

- Importing of photo/video from external source like Mobile Gallery, CCTV etc. is not possible

6.8 Web Application for the Traffic Office

- Provision to view offences reported by sentinel.
- Provision to zoom in/zoom out of the photo.
- Provision to play the video.
- Provision to view the location on Google Map.
- Provision for department user to APPROVE or REJECT a violation submitted by the registered sentinel.
- Provision to generate notice u/s 133 of M.V. Act 1988 and print (copy enclosed at Annexure – “C”)
- Provision to enter challan details and print challan at the time of payment of fine.
- A list of all the eligible sentinels for the reward will be generated as per the bank format for carrying out Direct Bank Transfer (DBT).
- Provision is made in the web application to view and reply to the feedbacks and queries submitted by the sentinels on the App.
- Provision to view various reports in PDF & Excel.

6.9 Manpower

The scheme requires a cell for monitoring. In Goa only One PSI and four constables have



been deputed for the task and entrusted with the responsibility of ensuring the smooth operation of the Traffic Sentinel Scheme.

6.10 Terms and Conditions

Following terms and conditions are required to be agreed by the Traffic Sentinels.

- I am willing to provide my name, mobile number, email-id, account number with bank and branch, PAN Card Number, to register myself in the Traffic Sentinel Scheme. b)I state that the violation posted through picture video is actually witnessed and captured by me and the date, time and place of violation reported by me is correct to my knowledge and it is not fake or edited in any manner.
- I hereby agree to appear before any Court of Law to testify for the violation reported by me, if so required. (Please note: It may be needed only when the violators contest the matter in court).
- I agree to obey prevailing traffic rules and regulations.
- I will not use the App while driving/riding.
- I also agree that violation posted by me will not be again posted by me on any other messenger/social sites and I agree to maintain its secrecy.
- I agree to receive messages sent to me from time to time by the police.
- I agree to abide by the terms and conditions if altered during the course of my enrolment.
- I understand that any traffic violation by me will debar me from Traffic Sentinel Scheme and my name will not be taken into consideration for any reward.

6.11 Various Modes for Compounding of Violations

Upon receipt of Notice generated u/s 133 of M.V. Act 1988 the violator can compound the violation through following modes.

- The violation can be physically compounded at various locations earmarked by the state police.
- The violation can also be compounded online as under:
 - » Scan the QR Code mentioned on the Notice.
 - » Register on Online Portal
 - » After registering, Login by entering either Login Name/Mobile/Email ID or Password.
 - » After Login, go to Menu and Click on Police – Fine payment, Pay by either choosing on “Vehicle Number” or “Notice Number”. After selecting the desired option follow the instructions given.
 - » Enter the Vehicle Number/Notice Number.
 - » Click on the Check Box provided in the Notice details.
 - » Enter the Driving License Number and tick the declaration Check Box below and click on the “Proceed to Payment” Button, which will then direct the violator to the e-challan webpage.
 - » The final step involves payment via Net-Banking.

7 Deliverables

- Road traffic will become smoother
- Reduction in accidents



- Reduction in road fatalities
- Gap between the police and the community will be bridged
- Data base of sentinels can be utilised for associating them in other community policing activities.

8 Stakeholders

- Government
- Police
- Community

9 Milestones

- Submission of the project to BPR&D by 29 February 2020
- Final approval of the project by March 31, 2020
- Circulation of project report to States/UTs.
- Meeting of Nodal Officers of States/UTs within a fortnight after issue of project report.
- Issue of GO by States/UT-'s Home Departments within two months of approval
- Sanction of budget by Governments concerned within two months of approval
- Issue of Standing Orders by the DGPs of the States/UTs within two months of approval
- Implementation of the project by the District SPs/CoPs within a fortnight of issue of Standing Orders by DGPs

10 Budget Requirement:

Actual financial implications will depend on the size of the State/UT and the number and

size of the cities in which the scheme is going to be implemented. Financial implications involved in implementing the “Traffic Sentinel Scheme” by Goa Police since its inception are as under:-

- Initially the “Traffic Sentinel Scheme” was implemented through WhatsApp Messenger. For analyzing the violations reported at the backhand 03 Desktop Computers were purchased spending an amount of Rs. 1,81,974/-.
- For effective implementation, the Traffic Sentinel Scheme was automated and a Mobile App (Goa Traffic Sentinel) on Android Platform was developed through Goa Electronics Ltd. (GEL) for which an amount of Rs. 23,34,365/- was spent with the approval of the Government of Goa.
- Thereafter, for speedy delivery of Notices an agreement was signed with Department of Posts for dispatching the Notices through Speed Post. An amount of Rs. 15/- is being charged by Postal Department for delivering the Notices to the violators through Speed Post.

11 Related Projects

- Automated Traffic Monitoring System (MM:03)
- Golden Hour Trauma Care Centre (MM:03)

12 Work Plan

- Issue of advisory by GOI to State/UT governments
- Issue of GO by State/UT government
- Sanction of budget State/UT Government
- Issue of Standing Orders and appointment of Nodal Officers by DGPs





- Meeting of Nodal Officers
- Organising training for the Traffic office personnel
- Actual implementation of the project as per details given above.
- Continuous monitoring and review by the state's Nodal Officer
- Laying down criteria for internal and independent evaluation
- Annual evaluation and audit by an external agency/committee constituted by the State/MHA/BPR&D.

13 Conclusion

The steps spelt out in the above scheme provide an opportunity to the police department to address the issue of traffic management in an effective manner. It also opens opportunities for bringing the community closer to law enforcing agencies and bridge the gap that has existed for a long time. The financial implications are not very high and whatever money is spent will be recouped through increased revenues generated by more challans due to reporting by the sentinels. The scheme also provides for honing technology for effective and efficient policing with less manpower intensive strategies. The implementation of the project is likely to bring positive results within a short span of time.



Annexure “A”

	Superintendent of Police, Traffic, Goa Traffic Police HQs, Old IPHB Complex, Altinho, Panaji-Goa.403001 Phone No: 0832-2422112 Fax No: 0832-2422112 E-mail: sptrafficgoa@gmail.com																											
No. SP/TRF/PAN/ /2017		Dated: /11/2017																										
<u>STANDARD OPERATING PROCEDURE FOR OPERATING TRAFFIC SENTINEL SCHEME</u>																												
<u>I. INTRODUCTION</u>																												
<p>Due to rise in vehicular population the rate of accident on the existing road network, which has not been proportionately developed, is a matter of concern. Moreover, violations of traffic laws in the State are also increasing and it is not feasible to detail traffic staff at each and every corner due to limited manpower. Therefore to enable and encourage citizens to participate/assist Traffic Police, it is proposed to start Traffic Sentinel Scheme.</p>																												
<u>II. OBJECTIVE</u>																												
<p>As a part of community policing active participation of members of public through Traffic Sentinel Scheme will be sought to prosecute traffic violators. This scheme will also play a major role in creating road safety awareness amongst various sections of road users.</p>																												
<u>III. AIM</u>																												
<ol style="list-style-type: none"> 1. To prosecute traffic violators 2. Create traffic sense amongst various sections of road users 3. To seek active participation of members of public. 																												
<u>IV. TYPE OF VIOLATIONS AND THEIR REWARD POINTS</u>																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Violation</th> <th style="text-align: center;">Reward Points</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Photo or Video</td> </tr> <tr> <td>Driving against the flow of traffic</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Parking on Footpath/Zebra Crossing</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Triple Riding</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Improper Number Plate</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Without Seat Belt</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Without Helmet</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Using vehicle with Tinted Glass</td> <td style="text-align: center;">3</td> </tr> <tr> <td colspan="2" style="text-align: center;">Video Clip Only</td> </tr> <tr> <td>Red Light Jumping</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Dangerous Driving</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Using Mobile while Driving</td> <td style="text-align: center;">10</td> </tr> </tbody> </table>			Type of Violation	Reward Points	Photo or Video		Driving against the flow of traffic	10	Parking on Footpath/Zebra Crossing	3	Triple Riding	10	Improper Number Plate	3	Without Seat Belt	7	Without Helmet	7	Using vehicle with Tinted Glass	3	Video Clip Only		Red Light Jumping	10	Dangerous Driving	10	Using Mobile while Driving	10
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<u>V. MANPOWER</u>																												
<p>01 PSI and 04 PCs shall operate the Traffic Sentinel Scheme. They shall be responsible to ensure smooth operation of Traffic Sentinel Scheme.</p>																												



VI. WORKING OF TRAFFIC SENTINEL SCHEME

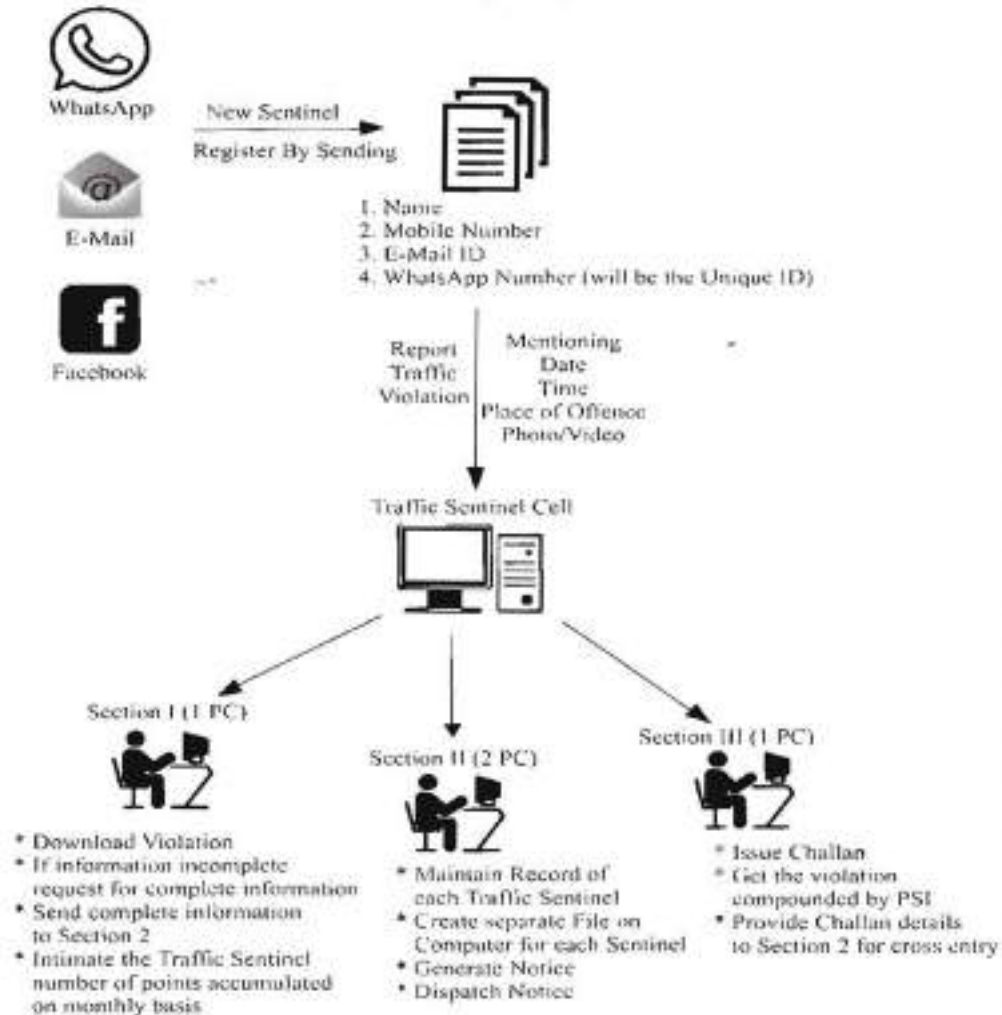
- Members of public will have to register themselves through WhatsApp No. 7875756110 by providing their Full Name and Mobile Number.
- The Mobile Number itself will be the Unique Id.
- Thereafter while reporting any violation the Unique id should always be mentioned so as to credit the rewards points to the Unique id.
- The violation can be reported through WhatsApp (7875756110), E-Mail (sptrafficgoa@gmail.com) or Facebook Page (Goa Traffic Police).
- Once a citizen collects 100 Points he/she will be given cash reward of Rs. 1,000/-.
- At the end of the year a Bumper Draw shall also be organized to reward the lucky winner(s).

VII. CHARTER OF DUTIES

- Once a violation is reported through WhatsApp No. 7875756110 it must be confirmed whether the concerned member of public is registered with Goa Traffic Police or otherwise.
- If not registered he/she should be requested to register himself/herself by providing Full Name, Mobile Number and E-Mail ID.
- Once registered the Mobile Number itself will be the Unique ID and should be compulsorily used for future communication. The terms and conditions should be sent to the user. The terms and conditions are liable for change as and when required by the Police.
- As and when violation is reported by the registered citizen, the reward points should be credited to his/her account.
- Once 100 points are accumulated under a particular ID, then he/she should be intimated to collect his/her prize and a fresh point count should be maintained.
- At the end of every year a list of all active citizens along with details of points accumulated (above certain cut-off) by each citizen shall be prepared and a lucky winner will be selected through draw of lots.
- Whenever, any violation is reported and is found to be incomplete the concerned citizen should be requested to provide all the required details like date, time, place and type of offence.
- A proper database should be maintained in respect of violations reported and number of vehicles prosecuted. The database should be maintained in such a way that while generating Notice to the defaulting vehicles it should provide information of repeat offences, if found, necessary challan in that respect shall be initiated.



VIII. TRAFFIC SENTINEL FLOW CHART



IX. SUPERVISION

The Traffic Sentinel Scheme shall be operated and maintained by an officer of the rank of Police Sub-Inspector. He/She shall be assisted by 4 Police Constables. Dy. Supdt. of Police Traffic (HQ) shall be the Supervisory Officer under the overall supervision of SP Traffic.

This SOP supersedes earlier SOP issued vide No. SP/TRF/PAN/524/2017 dated 06/06/2017.

Sd/-
(Dinraj R. Govenker)
Superintendent of Police, Traffic,
Panaji- Goa.

To
1. Dy. Supdt. of Police Traffic (HQ)
2. I/C of Traffic Sentinel Scheme

Copy submitted for information to: 1. DGP
2. DIG (C&R)



TRAFFIC SENTINEL SCHEME

FREQUENTLY ASKED QUESTIONS

1. What is Traffic Sentinel Scheme?
 Ans. Traffic Sentinel Scheme has been launched by Goa Traffic Police for empowering general public to participate in better management of traffic on Goan roads. In this scheme, any person can report traffic violation by capturing the photo/video of the defaulting vehicle and send it through Whatsapp on Mobile No. 7875756110, E-Mail on sptrafficgoa@gmail.com or Facebook Page of Goa Traffic Police.
2. Who is Traffic Sentinel?
 Ans. Traffic Sentinel is a person who reports traffic violation committed on Goan roads using WhatsApp (7875756110), E-Mail (sptrafficgoa@gmail.com) or Facebook Page (Goa Traffic Police). Predefined reward points for different violations will be credited in the account of Traffic Sentinel for each violation so reported. Once the Traffic Sentinel accumulates 100 Points he/she will be given cash reward of Rs. 1,000/-.
3. How one can become Traffic Sentinel?
 Ans. One has to register by providing his name, mobile number and email ID on WhatsApp Number 7875756110. His/her Mobile Number will be his/her Unique Id. Thereafter can start reporting traffic violations through WhatsApp (7875756110), E-Mail (sptrafficgoa@gmail.com) or Facebook Page (Goa Traffic Police) by compulsorily mentioning his unique Id.
4. What type of violations can be reported through this scheme and what are the credit points for different violations?
 Ans. 11 type of traffic violations can be reported through this scheme. The details of credit points for each violation is as follows:

Type of Violation	Reward Points
Photo or Video	
Driving against the flow of traffic	10
Parking on Footpath/Zebra Crossing	3
Triple Riding	10
Improper Number Plate	3
Without Seat Belt	7
Without Helmet	7
Using vehicle with Tinted Glass	3
Video Clip Only	
Red Light Jumping	10
Dangerous Driving	10
Using Mobile while Driving	10

5. What all is required to report a violation?
 Ans. The following information needs to be sent while reporting traffic violation. The photo/video if possible should be clicked/recorded by keeping GPS in ON Mode for getting exact date and time.
 - a. Photo/video with clear view of Registration No. of the defaulting vehicle
 - b. Time & Date of violation
 - c. Place of violation
 - d. Type of violation



6. How can I see my reward points?
Ans. Once 100 points are accumulated the concerned citizen will be intimated via e-mail. Nevertheless, the citizen can inquire through WhatsApp, E-Mail, Facebook the status of their points.
7. What kind of rewards are being given in the scheme?
Ans. Once the Traffic Sentinel accumulates 100 Points he/she will be given cash reward of Rs. 1,000/-.
8. Can I report multiple violations?
Ans. Yes. Traffic Sentinel can report multiple violations in a single reporting. For example, if the picture sent by Traffic Sentinel shows a person driving motorcycle without Helmet and stopping beyond stop line, than it will be counted as two violations and each violation will have separate reward points. Also a Traffic Sentinel may send as many photos/videos for reporting different traffic violations as he/she wishes.
9. What is my reference ID?
Ans. Your registered Mobile Number is your unique reference ID.
10. What could be the reason for a reported violation for not getting the reward point?
Ans. If a picture or video of a reported violation does not clearly indicate the violation committed or the vehicle number is not clear then this reported violation will be discarded and will not get any reward point.
11. What is the responsibility of a Traffic Sentinel in legal aspect?
Ans. In case any violator challenges the violation recorded and reported by a Traffic Sentinel, the Hon'ble Court may require the Traffic Sentinel to testify before it for the violation so reported.




Annexure "B"

Goa Electronics Ltd. (GEL)

NetworkLayer

*Proposal for
Superintendent
of Police,
Traffic*

**Traffic
Sentinel Scheme**



Important: The information contained in this document is for exclusive use of Superintendent of Police, Traffic, Goa. The information contained in this document should not be passed on to any third party in part or full.

'Promoting Good Practices and Standards'



VISION HISTORY

Revision No./ Version No.	Date	Prepared by	Approved by	Details of Change
1.0	28-Dec-2017	Miss. Rinki Parab		
1.1	22-Jan-2018	Miss. Rinki Parab		1. Added Online Payment facility module. 2. QR code printing on the Notice issued to the vehicle owner.
1.2	04-Jun-2018	Miss. Rinki Parab		1. Module to handle in case of transfer of vehicle wherein details not updated on MORTH. 2. Detailed data capture while making online fine payment.

Version 1.1

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1. Background of Project and Other Basic Information

1.1. Introduction

The traffic cell manages the flow and control of traffic in Goa. To minimize the increasing rate of accidents and fatalities, strict enforcement of traffic laws is being carried out by the traffic police. Goa Police have launched a novel cash reward scheme to get citizens involved in filming, clicking and reporting traffic violations. "The 'Traffic Sentinel Scheme' launched rewards citizens by as much as Rs 1,000 for every 100 reward points accumulated by them for spotting offences.

Challenges in current Process.

Traffic Sentinel Scheme was started with an aim to reduce traffic rules violations in absence of traffic police at different locations. Currently the processing of the scheme is unorganized and troublesome. Registering of user and Monitoring of offences is done manually over whatsapp. Capturing and managing of details is done over excel which is again a tedious process.

Considering these hurdles, Traffic Cell has proposed to develop software solution was to make this process simple and uncomplicated.

- I) Mobile application is to be developed for automation of the traffic sentinel scheme.
- II) A web application will be developed to regulate the scheme.

The features and functionality of the application is as described under Section 3 (scope of work).

Stakeholders;

- a) Traffic Sentinels
- b) Traffic Cell Department

Mentioned in all the below chapters are the details towards the development and implementation of the application.



2. Executive Summary

Version 1.1

To facilitate even functioning of The Traffic Sentinel Scheme, we would like to propose a software system consisting of Mobile Application for Offence Reporting by General public and Web Application for management of scheme by Traffic cell. The major functioning of the developed system is as listed below.

- Registration process over mobile application.
- Capturing of Photos or videos directly from app and auto capturing details such as Place, date and time.
- Easy management of scheme by traffic cell over web application by bulk generation of challans, disbursement towards eligible sentinels, etc.
- Effective mechanism for generation of reports.

3. Scope of Work

The Scope of work under this project will include the following:

- I) Android and ios Mobile Application
- II) Web application for the Traffic Cell.
- III) Providing Maintenance and Support.
- IV) Capacity Building

I) Android and ios Mobile Application

1. Registering of Sentinel

An individual will have to download the application from Google play store and install. Once the app is installed one will have to register themselves in order to use the app by providing valid details such as name, contact number, Email id. One time password (OTP) will be sent to the registered mobile number for verification.

Once verified terms and conditions for the scheme will be displayed which should be read and accepted by the user. " I agree" Check box should be checked by the user to proceed. Upon acceptance of all terms and conditions, the user will be entitled to report the offence.



Acknowledgement will be sent to the user via email and SMS intimating successful registration. The system will reject the registration if sentinel user with same aadhaar number already exists in the system.

A separate screen will be provided for registration of the sentinels appointed by Traffic Police Headquarters. Basic details of the sentinels like name, mobile number, email ID, the designation will be captured by the system. *(No reward benefits are applicable for such sentinels).*

2. Home/Dashboard

This window will be the landing page every time app opens. Here the dashboard will be displayed which will have the Total Number of Violations reported, Rejected Violations and Current Point Count. On click of Number of Violations user will be redirected to view Violation window (description of violation window is given in section 4.1). On click of Current point count user will be redirected to Rewards window (description of Reward window is given in section 4.1).

There will be a Button namely "Report Offence" which will allow a user to report a new offence (description of "Report Offence" is given in section 3 below).

A bell icon on the top right side of this window will show a number of notifications highlighted. Notifications such a reminder to check new rejected list, reward points earned etc. will be shown on click of this bell notification icon.

3. Report Offence

In this window, the user can report a new offence. The camera will be integrated so as to facilitate direct capturing of photo or video (No provision will be available for uploading external image/video). Details captured while reporting offence are Type of Violation, Vehicle number, date of violation, time of the violation, place of the violation and landmark if any. Date, time and place will be auto acquired on capturing of the photo/video while the type of violation and vehicle number is to be entered. Provision will be made for selecting multiple offences for the same vehicle. Some type of violations requires only video evidence hence restriction will be imposed on such types of violation media upload.



On click of submit, details entered by the user will be displayed and the user will have to click confirm to proceed. This will save the new offence to the system and will be sent for approval by traffic cell. SMS and email will be sent to the user as an acknowledgement.

In case of non-availability of the network to report the offence via the app, the data will be stored locally and will have a provision to forward it within X* hours from the time the offence has been fed in the app, failing which the offence will stand cancelled (* value to be decided by Traffic Cell Department).

The maximum size and resolution of the captured image/video will be considered as suggested by Department.

4. Navigation Menu

The menu on top left side of the window will have all the functions listed for easy access. Following are the options that can be accessed by the user from the menu.

- a. **Violations:** This window will have the list of offence submitted by the user. User can then view/search the list based on status, i.e. pending, approved, rejected or on hold, Date range, type of violation or all. On selection of record, the window will display the details that were submitted by the user. Once submitted user can only view the record and cannot be modified. On rejection of a record, option will be available only to edit the Vehicle number and resubmit. No other modification will be permitted.
- b. **Rewards:** Every reported approved offence on generation of notices will be assigned a prefixed number of points. Accumulation of 100 points will earn a user Rs.1000. On completion of 100 points Earning will be incremented by 1000 and the current count will be reset to 0 (*points will be carried forward incase the reward points earned by greater than 100 i.e if total reward points earned are 120, the points carried forward will be 20*). One can view the reward points earned by him/her over submission of violations in this window. Total points count (*Count from the date of registration of user*) and current point count (*Point count before completion of 100*) will be displayed here.



Total Earnings will also be displayed along with bifurcations into two i.e. Amount credited (Amount that is credited to user's bank account) and amount to be credited (Amount yet to be credited to user's bank account).

List of types of violations and their respective points have been attached in Annexure-I .

- c. **Profile:** This window will show the personal detail of the user. If user wishes to change or correct any details he/she will have to click "UPDATE" button, than the editing mode will be enabled. Any modification Mobile number, address or email address can be done here. User can also upload his/her photograph. In case a mobile number is changed verification will need to be done by entering the OTP that will be received by the user, failing of which number will not be changed. Bank details can also be update in this window.
- d. **Instructions:** Instruction related to The Traffic Sentinel Scheme will be displayed in detail over here. User can also check the prefixed points assigned to all types of offences under this link.

II) Web application for the Traffic Cell

1. Login & User Management

This module will allow the creation of Users. Generation of User Name & Password for every user that will be using application. The registered users will be allowed to log in to the system for accessing various functionalities. A distinct user id will enable to keep track of the list of activities carried out in the system. Change Password facility will also be provided in case the user needs to change his/her password at any point of time.

2. Masters

This module will cover masters which are required for the application. Masters such as Violation type Master, Reward Master, section masters will be made available.



3. Authorization

This page will allow a user to approve, reject or keep on hold a violation submitted by the registered sentinel user. List of submitted violations will be shown with all details captured while reporting the offence by Sentinel user. The system will auto-fetch the vehicle details from the Ministry of Road Transport and Highway (MORTH) application *(API to be provided by the Department to integrate with this developed application)* for verification purpose. Provision will be made against respective record to approve, reject or keep on hold. If the record is rejected or kept on hold, the reason for the action taken needs entered by the user. Enlarged view of the image will be viewed on click of the media image. If media is video then on click on the media video will be played with an enlarged view. Vehicle Number will be displayed at the bottom of the enlarged media view to ease comparing of vehicle number of the vehicle in Media. Only approved offences will be processed further and considered for the scheme.

4. Generation of Notice

Upon approval of the reported offence, the system will auto-fetch the vehicle details from the Ministry of Road Transport and Highway (MORTH) application *(API to be provided by the Department to integrate with this developed application)*. This page will facilitate generation and printing of the notice to the vehicle owner. QR code will be printed on the notices issued for accessing the online payment portal.

Bulk generation of notices will also be provided. One can search details based on the type of offence, Date range, and vehicle no, etc. Based on the input provided, a list of all approved offences will be generated.

On click of print, a pdf file will open with the notices to the vehicle owner toward the offence ready to be printed. Image of the reported offence will be printed on the notice for reference.

The Department user will print and post/serve the notices to the vehicle owner.

The sentinel user will be notified once the notice towards the offence is generated. Upon generation of the notice towards the reported offence, respective points will be added to the sentinels account.

In case of transfer of vehicle is not reflected in the data pulled from MORTH application and the owner of the vehicle produces the requisite documents to the traffic cell,



provision will be provided in the system to update the owner details manually and regenerate the notice with the new owner details.

System will have provision to enter the owner details manually, incase the MORTH API does not return any record against a vehicle number.

5. Issuance of Challan

This module will enable the Department to enter the challan issued against the notice served (Challan is issued to the person driving/riding the vehicle and not the vehicle owner). This screen will have the provision to enter driving license, based on the driving license (DL) number details of the DL owner details will be pulled and populated. Upon confirmation the department user will be asked to enter the challan details such as challan no, challan book no etc which will be saved in the application developed (Challan will be issued manually in the current process).

6. Biometric Capture

In case of offline payment biometrics will be captured of the defaulter while making the payment. The QR code printed on the notice generated will be scanned to fetch the details against the notice issued. Once biometrics is captured, the defaulter will be asked to make the necessary payment. No offline payment submission will be allowed before biometrics is captured. A complete history of the same will be maintained in the system. *(Traffic Cell to make arrangement of the necessary hardware.)*

System will have the provision to bypass the biometrics capture is required.

7. Defaulter Check

This module will list out details of the Sentinel those are eligible to earn the reward. Before generation of the disbursement list, a check will be performed (check will be performed on the name) of the reward winner against the defaulter to verify that no defaulter is given the reward (i.e. no traffic offence should be registered against the sentinel). All possible matches will be populated and the traffic cell user will have the option to either ignore or accept and take the necessary action.

8. Disbursement of reward points

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A list of all the eligible sentinels for the reward will be generated as per the bank format for carrying out Direct Bank Transfer. The list can be then forwarded to the disbursing authority for further process. Once the rewards earned by the sentinel are credited to the user, the same will be updated in the system and the reward points counter will reset accordingly.

9. Reply to Sentinel

Provision will be made on the web application to view and reply to the feedbacks and queries submitted by the sentinel user on app.

10. Notifications

Notification towards activities such as new feedback/query, completion of 100 points of any user, etc. will be shown. Notifications will be shown in landing page of the web application.

11. Sentinel User

This page will allow searching and viewing of any sentinel user registered on the app. Traffic cell user will have authority to block or activate any user as and when required.

12. Reports

This Page will allow Traffic cell user to generate a report as per their requirements. The user will have to select the type of report, type of violation (optional) and date range. Below are some of the reports that can be feasibly generated:-

- **Violation report:** This report will include the list of violators along with details such as Name, Vehicle number, Violation number, type of violation, Section charged and Amount of fine. Options will be available for this reports such as Settled or Un-Settled.
- **Reported Offence:** This report will have the list of violations reported within the date range selected. Details such as Name of sentinel, id, type of violation, date time and place will be available.
- **Account Report-Violator:** This will be a detailed report toward amount of fine paid by the violators. Details such as date of payment, violators name, vehicle no, Amount paid, etc.



- **Account Report-Sentinel:** This will be a detailed report of amount credited to sentinel user's account as a reward based on accumulated points. Details such as date, Name, Amount credited, points accumulated (will be in multiples of 100), Total etc.
- **Vehicle-wise Violation:** User will have to enter the vehicle number and date range in order to generate this report that will include the violation type, Date, time, place of the violations committed by the violator possessing a vehicle with the vehicle number.
- **5 or more Violations:** This report can be used to generate a report of violators who have committed violations 5 or more time in the specified date range. This report will include vehicle name, violators name, number of times, etc.

NOTE: The reports will be generated towards the data available within the boundary of the scope defined in this document.

13. Integration of eMail and SMS services.

The system will be integrated with SMS and email Gateway which will provide a wide way for disseminating information to the sentinels.

Note: the email and SMS gateway service to be provided by Traffic Cell.

14. Online Payment

Violators can pay the fine online through Net banking/Credit card/Debit Card for offences committed by them once they receive intimation through letter.

The violator will be given option to search for the violation based on the notice number issued to the offender. The offender will be asked to enter the Motor Driving License no, mobile no, aadhaar no and nationality. One time password (OTP) will be sent to the registered mobile number for verification. If the nationality entered is other than Indian, the offender will then be asked to enter the passport number. Upon submission of the data the offender will be directed to the payment page.



NIC e-challan payment gateway will be used for collection of payment towards government account heads. Currently net banking, credit card and debit card payment options are available in NIC payment gateway.

In case the Department intends to collect payment using any other payment heads, the department will have to provide necessary payment gateways compatible with Government payment gateway.

NOTE: If any different payment gateway is to be integrated, additional cost towards the same will have to be borne by the Department.

II) Providing Maintenance & Support

GEL will provide support from the launch of software. Continuous support and technical consultancy will be provided to ensure that the project continues functioning smoothly and sustains any procedural changes that may arise in the Operation. The major tasks that would be carried out under this handholding support would be as follows:

Change Requirement Analysis:

GEL would coordinate with the Traffic Cell users to understand any changes/updates required in the Software. GEL would carry out a complete feasibility study to understand implications of these changes/updates to the system.

Modifications and Enhancements which are required for implementation of the software:

Based on the change requirement analysis GEL would incorporate the changes/updates in the system to ensure that it meets all the requirements from time to time during the support period. No additional functionalities will be developed in the software under this phase.

III) Capacity Building



GEL will conduct centralized training to the staff for operation of the application. Two rounds of Hands on trainings will be conducted for the officials.

Note: Training hall and other prerequisites to be arranged by department. Two trainers will carry out a training of maximum 30 users in a single batch and only 2 batches per day will be allowed.

Note: Third Party Security Audit.

As per the Ministry of Electronics and Information Technology, Government of India, Standards the application needs to be audited for security purpose. The Third Party security audit can be conducted by any of the CERT-in empanelled vendors. GEL will patch up all the security threats identified in the security audit.

4. Assumptions

Following assumptions are made while preparing the techno commercial proposal.

1. The hosting environment and tools required during execution of this software will be provided by Traffic Cell.
2. The application server and database server will be solely provided by Traffic Cell.
3. Training on use of software to Traffic Cell will be provided by GEL.

5. Project Deliverables

- Software Application
- Maintenance support for period of 5 Years
- User Manual
- Software Training
- Software Reports

6. Architecture and Technical specification of software

↓ Architecture : 3-tier Centralized Web based Application

The application will be developed using a 3-Tier Architecture with basically the following layers;



- ⚡ **Server** –Windows Server 2008 with IIS 7 or 8
- ⚡ **Clients** –Any Mid or entry level computers with Acrobat Reader and Internet Explorer or any other browser
- ⚡ **Development Platform** --JAVA with Apache Wicket 1.6 Framework
- ⚡ **RDBMS**--Postgress
- ⚡ **Connectivity** : State Wide Area Network (SWAN)
- ⚡ **Location to be installed** :Hosted on State Data Centre, Goa

7. Time Frame

- Software Development of all the modules will be completed within 3 months.
- Schedule for the complete project is as mentioned below;

Sr.no	Phase	Y1												Y2	Y3	Y4			
		M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12						
1	Initialisation & System study																		
2	Software Design																		
3	Coding & Testing																		
4	UAT																		
5	Go Live																		
6	Maintenance & Support				PAID SUPPORT														

UAT to be done as per format attached at Annexure-II

8. Change Management Strategy

Each change request has to be routed through a change request form. Change request format is attached at Annexure 1.



Note: Any additional workflow module or new service integration will not be considered in support period. In case a new module for form or process need to be developed the efforts towards the same would be worked out on function point analysis and will involve additional cost. The urgency of project will be directly proportional to the cost.

9. Project Cost

Software Development Cost				
Srno	Description	Person Months		Total Cost
			Rate per Month	
1	Development of software as per the scope of work mentioned.	27	55,000.00	14,85,000.00
2	Mobile app developed as per the scope of work mentioned.	10	55,000.00	5,50,000.00
Contingency Funds @ 5%				1,01,750.00
Total Amount				21,36,750.00

Maintenance and Handholding					
SrNo	Description	Nos	Rate Per Month	Months	Total Cost
1	Developer	1	55,000.00	12	6,60,000.00
2	Implementation Engineer	0.25	27,272.00	12	81,816.00
Total Cost for 1 Year					7,41,816.00

11. Terms and Conditions

1. GST @18% will be charged extra on the billed amount.
2. Any changes in Government Levies will be charged extra at actual at the time of delivery.



3. The application can be hosted on a server located at SDC, however if the same need to be hosted on the BSNL cloud server then the same may be procured by Traffic Cell at a rate of approximately 10,000/- per month.
4. Charges towards the security audit will be borne by Traffic Cell.
5. 10% increment will be considered on the maintenance charges every year.
6. **The developed portal will be made GO-LIVE once UAT is received towards all the modules mentioned in Scope of Work.**
7. The work will be taken up within 15 days **on receipt of mobilization advance.**
8. The work will be taken up within 15 days on placement of the work order.
9. The above offer is valid for **45 days** and subject to revision as per management discretion.
10. Deliverables / Service do not include :
 - a) Any hardware/software setup of the same on the LAN/WAN etc.
 - b) Any WAN hardware/software and any setup or performance issues of the same.
 - c) Any WAN related software requirements / third party software.
11. Any extra functionality besides those mentioned in the Scope of the work to be covered in the software system will be charged extra as per mutually agreeable effort and cost calculation.
12. Any training conducted outside the scope of work is chargeable.
13. Necessary approvals/permission to be given by the Traffic Cell from time to time during deployment/integration.
14. Any delay in approval will thereby affect timelines in development of the software.

10. Next Step

As outlined in the payment terms & conditions section, our pricing is valid for 45 days, to take advantage of this proposal and proceed with the project as outlined; next steps must be to:

- Accept the proposal as-is
- Discuss desired changes with Goa Electronics Limited
- Finalize and issue a work order

Once completed, Goa Electronics Limited will contact Traffic Cell to schedule a project launch meeting to make introductions and gather information before beginning the work.



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ANNEXURE I

Change Request Form

Project Name:		Department:	
Change Request No	Change Taken By	Change Requested by	Date Requested
Sr No	Description of Change Request	Urgent (High /Low/Medium)	
Reason for Change:			
Approvals			
Name	Signature	Date	



ANNEXURE II

Version 1.1

User Acceptance Test

Test No:		Test Status:	
Module:		Form Name:	
Tested By:		Tested Date:	
Ref: Previous UAT			
Reviewed By:		Reviewed Date:	
Priority:		Issue:	
Issue Status:		Resolution Date:	
Issue Description			

Note:The software will be made GO-LIVE once UAT is received towards all the modules mentioned in Scope of Work.



ANNEXURE – IV



OFFICE OF THE DEPUTY SUPERINTENDENT OF POLICE (TRAFFIC)

Traffic Police Headquarters, Old IPHB Complex
Altinho, Panaji-Goa 403001. Phone No: 0832-2436580



NOTICE UNDER SECTION 133 OF MOTOR VEHICLES ACT, 1988

Notice No: 171112

Dated : 01-Jan-2019

To
Mr/Ms MR ANIL NAIK ✓
S/W/D S/O MUKUND NAIK
34 4-A DUARTE PACHECO ROAD,RANIYA BRANGANCA HOUSE
PANAJI, TISWADI GOA

Dear Sir/Madam,

Vehicle No. G07MH929 stands registered in your name in the records of the Transport Department. It has been reported that the driver of this vehicle has committed Traffic offence mentioned below on 30-Dec-2018 at 11:07:26 hrs. at Ribeiro Building, Cunha Rivara Rd, Panaji, Goa 403521, India. In respect of which there is photographic evidence of the offence as shown below..

You are hereby directed to provide information regarding the name, address and driving license number of the person who was driving the vehicle owned by you when the below mentioned offence is alleged to have been committed.

The owner/driver should contact the Notice Branch at Traffic Headquarters, Altinho-Panaji/District police Headquarters South Goa Margao/Traffic cells Mapusa, Bicholim, Ponda, Vasco, Curchorem, Canacona with relevant documents as well as vehicle on working days within 15 days from the date of receipt of this notice. If you wish to compound the traffic offence, you may remit the below mentioned compounding amount at Notice Branch. Failure to comply with the direction of this notice within 15 days, would result in submitting the Notice to the Court with the addition of Section 187, M.V. Act, 1988, which provides punishment with imprisonment for a term which may extend to 3 months, or with fine which may extend to Rs.500/- or with both; in addition to the punishment provided for violation of traffic.

Sr No.	Violation	Fine(Rs.)
1	G.S1 Improper number plate	100.00
Total amount payable(Rs.)		100.00



Sd/-

I/C NOTICE BRANCH For
For DY. SUPDT. OF POLICE(TRAFFIC H.Q.)
ALTINHO-PANAJI



scan QR code to pay online. Or visit
goaonline.gov.in and pay

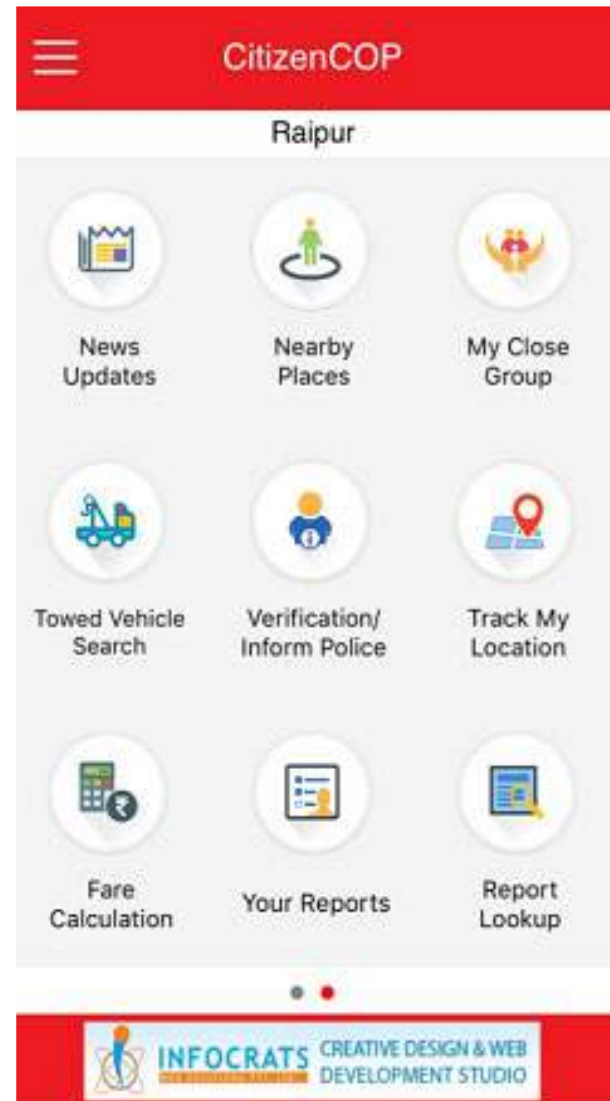
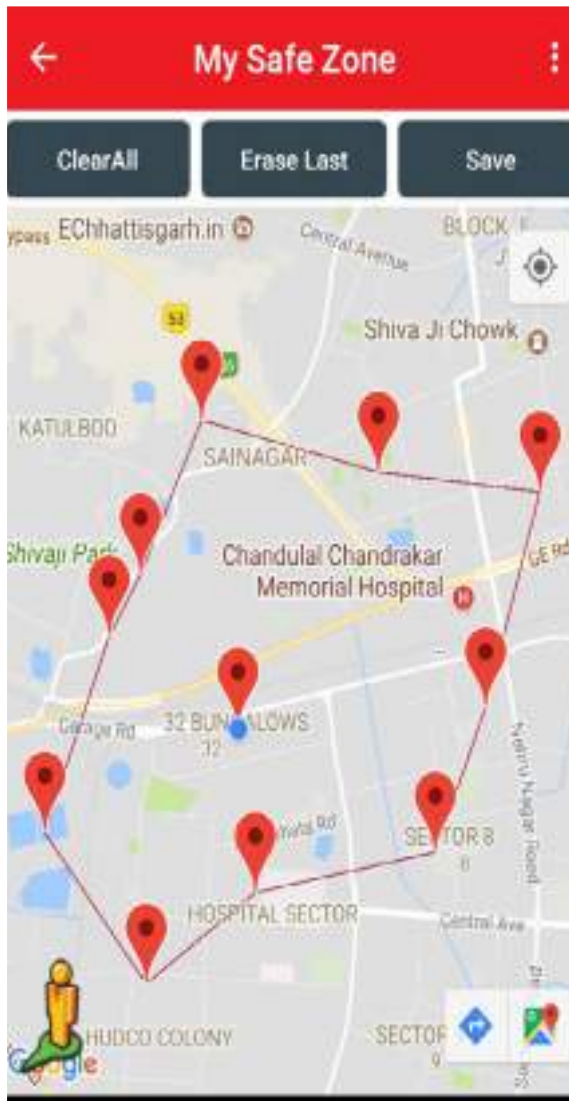


Note:-

- 1) You can also pay fine through www.goaonline.gov.in
- 2) This is a computer generated notice

Citizen COP - Mobile Application

One Country One App



Micro Mission: 03
(Communication and Technology)

‘Promoting Good Practices and Standards’



1 Introduction / Background

Citizen COP Mobile Application for safety has been launched in Chhattisgarh since Sept 2015 and has become fulcrum of policing in urban areas. This App has been adjudged as the best Mobile App and has bagged Digital India Award 2016 (Platinum) from Govt of India.

There are a lot of mobile apps being used in various States in India but Citizen COP has been found to be very comprehensive and is packed with all important features that fulfil the security needs of the citizens.

One of the most important features associated with this App is that it has been developed on PPP model under CSR initiative. Thus, no government budget has been spent in its development. As no government budget is involved, it imparts flexibility to its operation, maintenance and upscaling as per the needs of the citizens. The software and system architecture has been designed in generic format for its efficient functioning so that it can be used uniformly across the country as a single App.

By using this as One Nation One App, MHA can gather very valuable data on crime patterns and the safety concerns of the citizens of various states. Another striking feature of this App is that it maintains the anonymity of the complainant/user so that the citizen can give information about any crime fearlessly. Therefore, no identification is required either at the time of downloading or at the time of logging a complaint. This App has the potential to evolve itself as the basis of contactless policing in the country.

If required at a short notice it can be launched as One Nation One App Security Application under Digital India Initiative by Hon'ble PM himself. This will help in bringing

a sea change in the mind set of ground level policemen in the country. The App is designed with delivery centric objective. This App needs to be evaluated from the point of view of the above optics.

2 Overview

Citizen COP App is a unique platform that promotes community policing & enables citizens to interact with the Police anonymously and empowers common man to take responsibility of safety and security of their environment. Citizen COP Mobile App has brought law enforcement authorities a click away from the common people. The citizens needed a platform, where help can be made easily available and citizens could themselves participate in ensuring safe and secure society.

With an aim to bring police and citizens together against crime, this influential tool has been developed to empower the common man. It comes with a bundle of compelling features to help citizens find instant help whenever they require. Additionally, it facilitates users to voluntarily report a crime without disclosing identity, secure themselves in safe zone, access quick help, call police and enjoy convenience through instant towed vehicle search and notifications. This Mobile App in nutshell has strengthened accessibility of public to police.

2.1 How can Citizen COP bring a CHANGE?

- Procure and Send Evidence in Real-time.
- Guarantee Non-Disclosure of Identity.
- Easily connect and get help in Emergency.
- Facilitate reporting with location details.
- Platform for Instant communication.
- Hassle-free way to Report in Incidents.



2.3 Highlights

- Easily Scalable across Different Cities & States.
- Distributed Storage of Data.
- Single Utility for Multiple Administrative Departments.
- Citizen COP – Mobile App

2.4 How can Citizen COP assist in Community Policing?

- Promotes citizen participation.
- Motivates citizens to sharing responsibility of their city.
- Develop citizens into force multipliers that works towards betterment of the city.
- Assists administration.
- Leverages technology to empower citizens.

2.5 Why does a significant proportion of crime go unreported or unnoticed?

- Lack of COMMUNICATION PLATFORM.
- Fear of IDENTITY DISCLOSURE.
- Lack of EVIDENCE.
- JURISDICTION ISSUES.
- Lack of EMERGENCY HELP.
- Fear of Being TARGETED.

3 Vision

- Women and Child safety.
- Empowerment of common man to participate in creating safe environment.
- Focuses on Delivery of services to common man.
- Unified solution throughout the nation is possible.
- Innovative use of technology to connect with people for securing cities.

- Streamlines the work flow of authorities on one hand and empowers common man on the other.
- Loaded with powerful features that offer convenience, safety and empowerment.
- Easy to use.
- Can facilitate Connectivity to different administrative departments through a single app.
- Completely scalable to include as many feature as possible.
- Available with latest User Interface in ANDROID as well as iPhones along with a secured and easy to use extensive web based back end MIS tool.
- Encourages citizens to participate in securing their cities.
- Facilities to recover lost/stolen mobile phones.
- Also an important tool to collect criminal intelligence as it maintains anonymity.

4 Objective

In the process of modernization and implementation of Social Policing Concept, our police department has evolved “Citizen COP”, which is a revolutionary mobile application that would bring the Common People close to the law enforcement officers in terms of developing a healthy relation of trust and assistance.

The application empowers every common man to be a powerful Citizen COP and join hands with the police men to control crime. It will help the users in reporting an incidence/petty crimes to the police at the click of a button. This can be achieved without undergoing any cumbersome process of appearing in person in Police Station. Its feature “Report lost article” is



particularly very useful for the citizens. In order to make it popular, people should be made aware about its ease of use and citizen friendly features.

As approaching the police station, to report every petty crime is a lengthy process, this application would help citizens to report the crime, lost articles & seek emergency help at the time of distress at the click of a button. This user friendly safety application has been developed in response to the concerns and needs of the citizens to enlist their cooperation and participation in creating a safe, secure and crime free society.

5 Purpose

Despite availability of modern technology Citizens are mired by impact of artificial boundaries/jurisdictions created by us. Integrity of Data collection is not above board. It does not reflect truthful trends and concerns of the citizens. There is plethora of safety and security apps across the country. Different cities and states have come up with their own apps with a limited functionality and high budget expenditures. Users have to carry multiple apps and get confused on which to use and where. Also, the structure of these apps is not uniform.

6 Sponsor

State Police

7 Financial Benefits

Citizen COP is a CSR effort by a registered NGO named Citizen COP Foundation. Deployment, operational and implementation costs are negligible. There is no cost involved in implementation or execution at all. It is a well-accepted and extensively tested tool in Chhattisgarh, Madhya Pradesh and a few other states.

Citizen COP is easily scalable to all states of Nation. It is very comprehensive and addresses

wide gamut of Policing needs with over 25 utility features. It has a strong backend control panel / dashboard at district, range and state levels which can be further scaled up for National level.

A fare possibility of predictive policing can be seen if all the data is stored at central repository for monitoring. There is a back end mechanism to forward complaints to concerned authority and a provision to communicate back to Citizens closing the loop.

8 Important Features of the App

8.1 Report an Incident

Report an anonymous complaint directly to police control rooms through images, videos or audios. This feature is helpful when you come across situations, where you could have helped a victim by reporting the witnessed incidence.

8.2 Call Police

Get all police contact details gathered at one place, which can be filtered as per your current location. In an emergency situation we do not have time to find the right number to call. This feature helps us by giving those details immediately.

8.3 Help Me! SOS

Send instant auto generated help messages to already added contacts for any emergency help. If you are in trouble, and cannot press a button for SOS on your phone, this feature will sense your proximity or the shake motion and send an auto generated SOS. It includes with Proximity Sensor & Shake Motion Sensor.

8.4 SOS Snooze

Just like the alarm clock, this feature helps in sending multiple SOS messages within a time frame to your selected contacts. In any situation, your contacts would not miss the SOS from your side and would then be able to help you easily.



8.5 My Safe Zone

Fence your device within a secure geographical boundary, and let your near ones know if you're in danger. If your child has gone out of a set boundary or his "safe zone" then this feature would send you an alert about the same.

8.6 News Updates

This feature helps you receive latest news related to the city. Suppose there is a road diversion created due to some procession, you can stay informed with this feature.

8.7 Report Lost Article

Citizen COP's "Report lost Article" feature helps you file a complaint against any lost article instantly. If you lose a valuable item, like your phone and do not want to go through a lengthy process for filing the complaint, this feature can really help you.

8.8 My Close Group

With this feature you can track live location of your children, loved ones, friends etc. Suppose your child is in danger and you had no idea about it, by tracking him you will immediately get to know his location.

8.9 Emergency Calls

Get instant help while in trouble or any emergency situation. In an emergency where you need to get quick access to numbers like Police Control Room, Ambulance, Child Helpline, Fire Control Room and CM Helpline etc, this feature can help.

8.10 Vehicle Search

This feature helps to know about the vehicle's history, its registration details, owner name etc. To use the facility of Online Vehicle Owner Search you just to enter the vehicle number which can be found on Certificate of Registration issues by Madhya Pradesh Transport Department

/ MP RTO or Number Plate of the vehicle or you can enter Chassis number or Engine Number to get the vehicle registration information whatever is easily available and click the 'Search' button.

8.11 Track My Location

This feature gives your current location to the admin. If you are in danger, and need to be tracked by the officials, the feature records your activities and shows it on the map to them.

8.12 Inform Police

- Domestic Helper / Servant
- Tenant Information
- Character Verification

With this feature you can easily inform and update the police about these three things. Suppose you get a new servant, and do not want to physically go to the police, to inform about the same, then this feature can help.

8.13 Pathik

- Validate Public Transport Driver
- Send Public Transport Details to emergency contacts

When you enter an auto number in the feature, it will give the name of driver as well as a photograph. You can also send a message to your saved contacts and give details of the auto number, from and to location.

8.14 Fare Calculation

Fare Calculator uses intelligent fare estimating to forecast the Auto/taxi charges. Now, you do not have to waste your time in checking whether the amount quoted by the driver is appropriate or not.

8.15 Towing Vehicle Search

This feature helps you to check the details of your towed vehicle. Many times we are distressed due to the lack of information on our



towed vehicle, but now we can take the help of this feature.

8.16 Call Administration

This feature helps you contact senior administrative officials directly. If your problem has not been resolved and you need to contact a higher official, you can get their contact number in the app.

8.17 Nearby Places

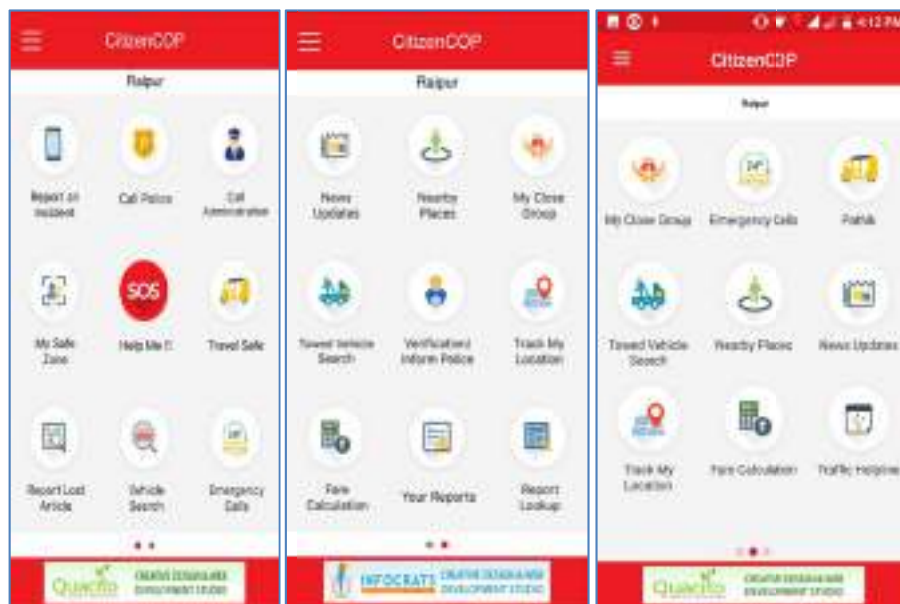
This feature helps to provide you with information on important places like police station, hospitals, Bank/ATM etc nearest to your current location. While travelling you might land up in a place where you have no idea about any

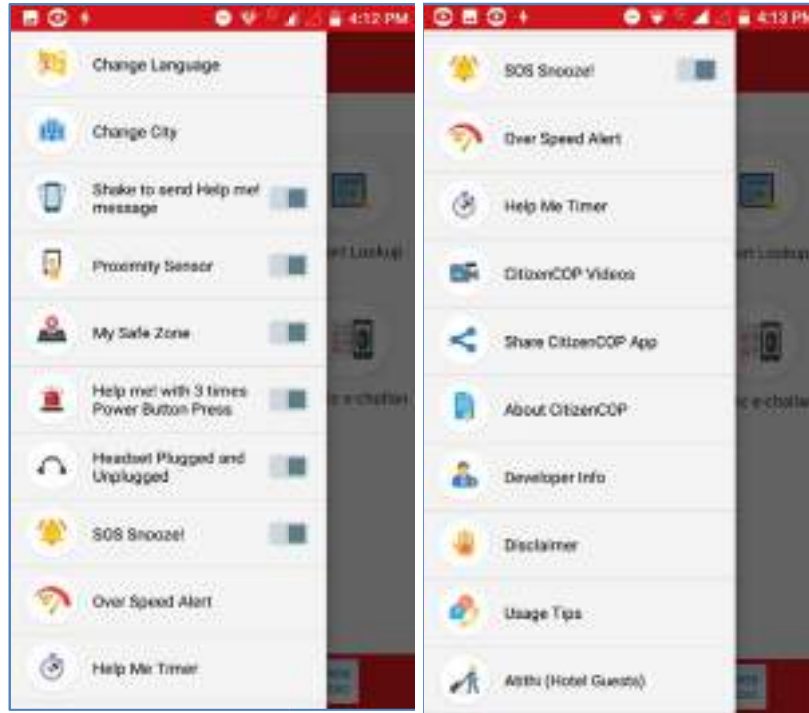
geographical location, in which case you just need to tap the nearby option from the settings menu and it will quickly identify your exact location while helping you find the nearest place that you might be looking for.

8.18 Multi Lingual

The application provides you with an option in the menu drawer to change the language to Hindi and other languages. Now, you don't have to know only a particular language to feel safe.

8.19 App Screenshots





8.20 Creative Graphics



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8.21 Hierarchical Control Panels

Any complaint made to the District Police can be effectively supervised and monitored for action and follow up by senior officers at all levels.

- Superintendent of Police
- Inspector General of Police
- Director General of Police
- Ministry of Home Affairs (Proposed)

Information repository can be maintained.

9 Follow-up Initiatives

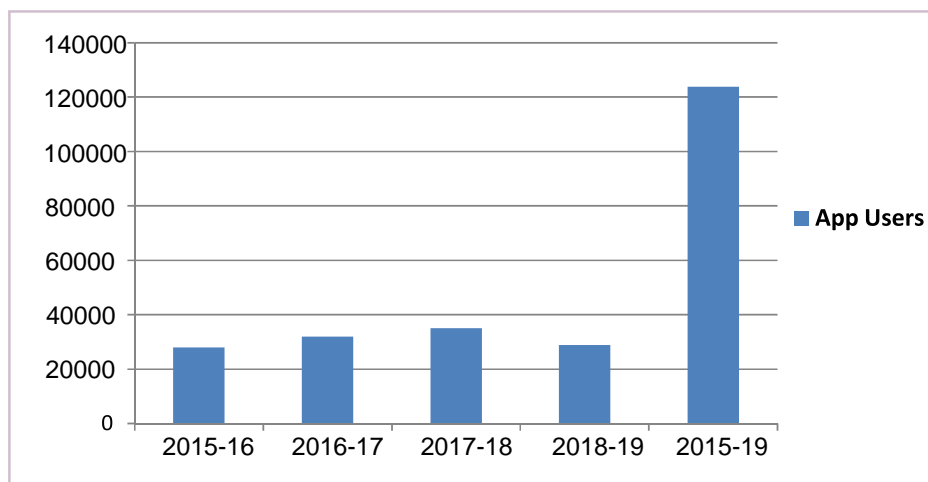
Citizen COP mobile application has been launched on 8 September 2015 at Raipur the capital of Chhattisgarh. It is worth noting that this application is effective from different dates and successfully running in 11 districts of Chhattisgarh. Around 123750 users have already downloaded this application in a few time. By using various features of this application, common people have started easily accessing police services and getting status reports in response to their reports.

The year-wise statistics of this application are as follows:-

CitizenCOP - Mobile Application

Date Range	Total User	Total Complaint	Not Actionable	Actionable	Directly benefited to citizens	New	Total SOS	Total Towing Vehicle	Total Report Lost Article
08-09-2015 to 07-09-2016	27941	2376	906	1332	828	138	1087	2541	686
08-09-2016 to 07-09-2017	31874	2567	895	1469	944	203	723	1721	1108
08-09-2017 to 27-07-2018	35039	3365	1092	2057	1569	216	830	31	2280
08-09-2018 to 15-11-2019	28895	4805	895	2280	1525	1630	646	0	5860
08-09-2015 to 15-11-2019	123749	13113	3788	7138	4866	2187	3286	4293	9934
Current Data	123750	13113	3788	7138	4866	3286	3286	4293	9934

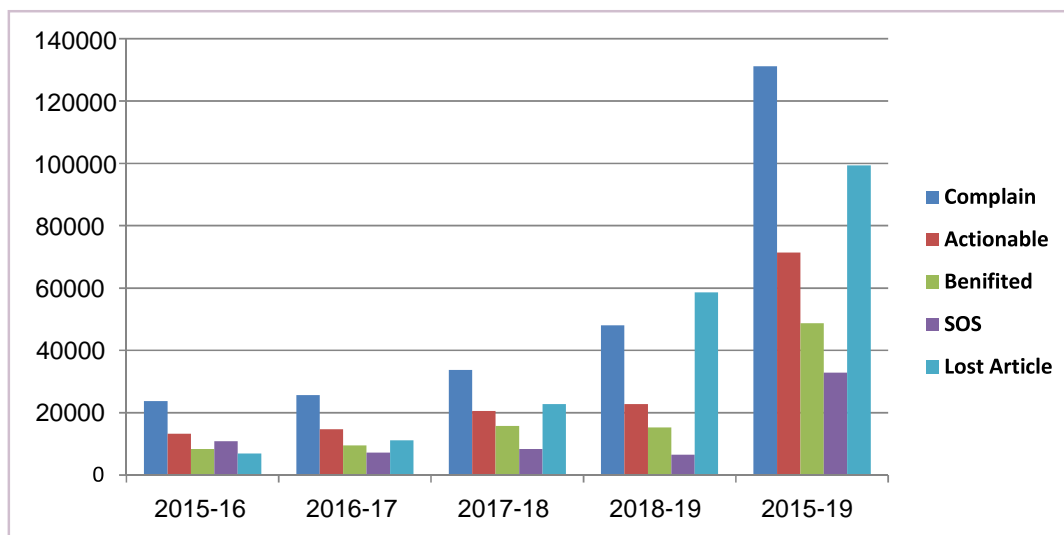
10 App Users



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11 Use Analysis



12 Comparison – Citizen COP and competing applications

Sr. no	Feature	Citizen COP	MPe Cop	Pratisaad	Family Locator - GPS Tracker	Citizen's Patrol
1	Report an Incident	Yes	Yes	-	-	-
2	Police Directory	Yes	Yes	-	-	Yes
3	Directory for administrative officials	Yes	-	-	-	Yes
4	Seek SOS Help	Yes	Yes	-	-	Yes
5	My Safe Zone	Yes	-	-	Yes	-
6	Fare Calculation	Yes	-	-	-	-
7	Towed Vehicle Search	Yes	-	-	-	-
8	News Updates	Yes	Yes	-	-	-
9	Report Lost Article	Yes	Yes	-	Only Phones	
10	Create Close Group of family members / friends	Yes	-	-	-	-
11	Emergency Calls	Yes	-	-	-	Yes
12	Vehicle Search	Yes	-	-	-	Yes
13	Track Real-time Location	Yes	-	-	Yes	Yes
14	Find Nearby Places including police station s, hospitals, ATM, Doctors	Yes	Only police stations	-	-	-
15	Request Domestic Helper / Servant Verification	Yes	-	-	-	-

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16	Request Tenant Verification	Yes	-	-	-	-
17	Request Character Verification	Yes	-	-	-	-
18	Communicate auto/cab info while travelling	Yes	-	-	-	-
19	Check Authenticity of Officials	Yes	-	-	-	-
20	Shake Phone to Send SOS	Yes	-	-	-	-
21	Proximity Sensor	Yes	-	-	-	-
22	Headset plug and unplug to send SOS	Yes				
23	Send SOS by pressing power button three times	Yes	-	Yes	-	-
24	SOS Snooze	Yes	-	-	-	-
25	Help Me Timer	Yes	-	Yes	-	-
26	Missing Person Search	-	Yes	N/A	-	-
27	Unidentified Bodies Search	-	Yes	N/A	-	-
28	Option to Call directly from the app	Yes	-	-	-	-
29	Link to Police Control Room	Yes	Yes	-	-	-
30	Registration Required	-	Yes	-	-	-
31	Available Multiple Languages	Yes	No (Only Hindi)	-	-	-
32	Helpline Number	Yes	Yes	-	-	-
33	Option to Change City	Across India	-	-	-	-
34	iOS and Android app	Yes	Only Android	Only Android	-	-
35	Time to Load	Less	More	More	-	-
36	User Experience	Easy to use application with intuitive colourful icons	Less intuitive UI			
37	Viewing FIRs			Yes		
38	Sharing success stories			Yes		
39	In app purchases				Yes	
40	Hotel guest entry interface	Yes				
41	Travel safe	Yes				
42	Group Broadcast				Yes	

13 Impact



Patrika Raipur, 5th July 2016



DainikBhaskar Raipur, 12th October 2016

14 Gap Analysis

Prior to the existence of the Citizen COP App, there was a lack in the recording system. The police department used to get complaints and reports; however, they could never properly arrange these records, eventually failing to address them easily. With this application, the department and the citizens got a mutual platform

to share and receive the complaints.

The application uses real time location and evidences to make everything smooth and effortless as well as authentic and precise. We aim to maintain anonymity through the application as well as focus on predictive policing. This would help to predict crimes in future by analyzing the pattern of theft on the basis of areas.

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15 Implementation Strategy

15.1 Deliverables

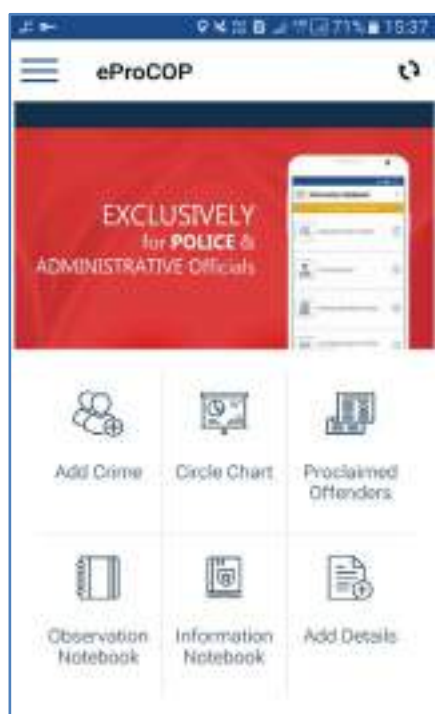
Citizen COP - Mobile Application is free available on Google Play Store and Apple Store. It is really beneficial due to the fact that all features of this application are very useful for the common citizens and working at the quick pace for the police operations. Common man and media persons have shared features and impact of the app through print media, electronic media and social media such as Facebook, Twitter and Whatsapp. As a result of the app has become popular among ordinary citizens in a very short time.

15.2 Stakeholders

The information and complaints received through citizens forwarded by Citizen COP Cell to the concerned Police Station/ Civil Administration and Local Body or Organisation for Necessary actions as per rules.

16 Related Projects

16.1 eProCop App



A Mobile App, designed for the internal use by the police department for efficient and effective policing eProCop helps to make Policing Professionals Proficient and Proactive.

It addresses the internal issues like Explosion of Police Tasks, Lack of Internal Checks and Updates, Unstructured Way for Communication, Colossal Ignorance of Duty & Services and Poor Selection & Training Process. It is an Efficient & Interactive Tool with Geo-Tracking Technology.

The app provides Predictive Policing, Consolidation of records for Cross Thana's & Cross Districts, Beat wise Criminals mapping, Beat chart & Work Assignments for Policing and Geo-Tagging of CrimeLocation with Real Time Evidences. Most of all, it provides a way to maintain the "information book" online.

17 Work Plan

National Level Citizen COP : NCRB / MHA will have a strong source of incidences reported for Crime from Citizens across the Nation.

State Level Citizen COP Cell: A state level cell will be formed.

Range Level Citizen COP Cell: Computer with internet connectivity, printer, telephone, fax, and required furniture. At least two staffs will be deployed under the control of IGP Range, which will monitor the progress received from all districts, and regularly submit to IGP Range, who will also be guid the district level cell.

District Level Citizen COP Cell: Computer with internet connection, printer, telephone, fax, and required furniture. Setup of Citizen COP Cell -

Nodal Officer	-	01
Gazetted Police Officer		



Compendium of Projects

In-charge Officer	-	01	district control cell ensuring necessary action on the entire complaint / information, through the radio set, email / fax / telephone and Whatsapp. Serious information and complaints will be submitted to the superintendent / nodal officer and will ensure immediate action.
Inspector / Sub Inspector			
Computer Operator Admin	-	04	
Constable (tern duty on 24*7)			

This Cell will ensure all kinds of complaints / information received from the application,

Spandana and Parivartan Administrative Reforms for Good Governance



Micro Mission: 03
(Communication & Technology)

‘Promoting Good Practices and Standards’



1 Introduction

India is a vast country in terms of area, with some districts as large as some small countries. Considering India's vastness, direct communication becomes very difficult as it is both time-consuming and expensive. For an ordinary person, it is challenging to travel long distances to approach the district or sub-divisional headquarters to redress his grievances. It is even more problematic for the people of socio-economically-weaker sections, women, children, and the elderly, to easily access the police services.

Sometimes, the ground level police can not respond appropriately to the petitioners and resolve their grievances due to professional engagements. Therefore, easy and prompt access to senior officers enables the general public to redress their grievances swiftly.

An ordinary man is generally hesitant to approach the Superintendent of Police (SP) to lodge his complaint against someone. Hitherto, some citizens also have to travel from faraway places of the district, losing their hard-earned money over food and travel. Despite spending an entire day at the office of an SP, they are not sure that they would be able to meet the concerned officer. There is also a general perception that meeting a high-ranking officer is possible only with some influence, someone's recommendation, or known sources.

Even when the petitioner can meet the high-ranking officer, he may not solve their grievances due to varied reasons. Senior Officers may not be physically present to receive petitions from the public in a transparent and accountable manner due to their preoccupied schedules. In general, there is no proper system of registration of public grievance in many offices. Thus public

grievances are not reviewed and resolved in time. The saying is that justice delayed is justice denied. Therefore, grievances not disposed of in time create a sense of denial of justice.

The video conference-based grievance redressal system, *Spandana*, promises to bring accessibility, accountability and transparency in public administration as it improves the public's access to senior officers to resolve their grievances. Such a grievance redressal system meets the general public's expectations from the police in the long term.

Like any other department, even the police department has review meetings and training programmes, for which officers need to be present physically at their headquarters. It leads to the absence of executive officers or station house officers from their respective police stations, delaying the resolution of the people's grievances.

Police of Prakasam district has adopted an intensive weekly review system over the traditional monthly one through *Spandana*. Such a review redresses peoples' grievances online, automatically records the meetings, and creates foolproof and accountable documentation.

2 Overview

The video-conference based grievance redressal system, *Spandana*, is a transformed version of the general Public Grievance Redressal (PGR) system. It also includes Parivartan, which has two elements: Performance Appraisal and Review (PAR) and Training and Capacity Building (TCB). *Spandana* uses a package of technological solutions to leverage information technology to transform the systems and increase the scale and scope of organisational processes. This project uses an ultra-low-cost solution with a combination of new and old equipment. It



also uses open-source software and other freely available online tools to create a whole ultra-low-cost live multimedia link network (video conferencing). The SPANDAN also uses more versatile systems for video-conferencing and sharing documents, data, tables, and weblinks as the regular systems are costly.

2.1 Project Title: Spandana and Parivartan

The *Spandana* and *Parivartan* are digital avatars of the usual government processes as they leverage information technology and technological solutions to change the scale and scope of organisational processes.

2.1.1 VC-Based Grievance Redressal System, Spandana

The project *Spandana* is a novel grievance redressal system, which enables citizens to avail police services conveniently. The project has revamped the front-end delivery system of public services. Through technological solutions, it allows citizens to approach the police headquarters remotely. Citizens can simply

access the senior officers from their computer or the video conference facility available at their local police station. Thus, citizens can have their grievances redressed swiftly.

The *Spandana* is a delivery system of public services available everywhere in a district, accessible from anywhere in the world and deliverable on-demand and onsite. It redresses the public's grievances through a video conferencing system, connecting all police stations, offices, technical and trained personnel for the smooth execution of the processes.

Citizens can access *Spandana* to lodge their grievances with the SP in three ways:

2.1.1.1 Spandana Live

In *Spandana Live*, citizens come to police headquarters to submit their grievances directly. Then, the SP directs the field officer to take necessary actions, using the live-video link, as all officers are virtually connected. Such a system assures the general public and promotes an environment of respect and trust.

Figure-1





2.1.1.2 Spandana Online

However, the citizens who cannot travel to police headquarters use *Spandana Online* to submit their grievances for various reasons. In this system, citizens submit their grievances at

the nearest police station. After the Station House Officer accepts the grievance, the SPANDAN Online connects citizens, SHO of that police station and the SP virtually through a web link. Thus, the citizens get an opportunity to express their grievances before the SP.

Figure 2



2.2.1.3 Spandana Beyond Borders

Under Spandana Beyond Borders, the citizens can communicate their grievances to the SP from any location.

Figure 3: Petitioner Interacts Live with officers



'Promoting Good Practices and Standards'

2.1.2 VC-Based Performance-Review and Capacity-Building System, Parivartan

Project *Parivartan* also aims to reengineer the critical processes, such as Performance Appraisal and Review (PAR) and Training and Capacity Building (TCB). The *Parivartan* ran a pilot project to test the design and processes using information communication technology (ICT) tools and applications.

This project is much more versatile than a standard VC system as it establishes live multimedia data links among all police stations and officers. It helps to share files, documents, videos, data and important web links. Consequently, it enables online surveys, update existing files and documents.

Conducting PAR and TCB in physical mode is inconvenient, disruptive, expensive, and limited in scale and scope. Additionally, it also disturbs routine functioning and weakens the emergency response. Hence, *Parivartan* has redesigned PAR and TCB in digital format and increased their scale, scope, and impact.

The two processes carried out through *Parivartan* are:

2.1.2.1 PAR

The performance appraisal and review system has progressed from a monthly to a more intensive weekly review system.

2.1.2.2 TCB

Under *Parivartan*, it is now possible to train many officers simultaneously across various locations using minimum time and money and without disrupting the regular and routine work.

Figure –4





Figure 5 & 6



Figure 7



'Promoting Good Practices and Standards'



2.2 Vision

Need for the Initiatives

Spandana

The project *Spandana* addresses three problems citizens face in availing police services: availability, accessibility, accountability and transparency.

2.2.1 Availability

- In the present system, the officers cannot focus and devote time to solving public grievances for various reasons. The officers cannot hear the public and solve their grievances as they spend a lot of time travelling to the District Headquarters and remain preoccupied in other official engagements. There was no system to register public grievances, resolve them in a time-bound manner, and properly dispose of them.

2.2.2 Accessibility

- India is a vast country. Therefore, it is very inconvenient, time-consuming and expensive to have direct personal communication.
- Traditional grievance redressal services are limited to the district headquarters, inconvenient for the public from remote areas where public transport is also limited.
- When petitioners approach an SP with their grievance, the SP would issue instructions on the petition and forward it to the concerned officer(s) through a post that takes a lot of time to reach the destination.
- So far, petitions could be submitted only in person. And, citizens residing in other districts, states or countries could not report their problems and lodge

grievances at the police station of their native district.

2.2.3 Accountability and Transparency

- In the traditional system, sometimes at ground level, bribes influence officers, resulting in dishonest and improper disposal of grievances. Before Spandana, there was no easy recourse for the general public in such situations.
- The traditional grievance redressal procedure was not transparent at the field level. And due to poor supervision and lack of systematic monitoring, petitions used to be pending for lack of progress.
- There was no system to share information about the progress/status of petitions filed by the citizens.
- There was no time-bound process for the disposal of petitions. There was no system for taking feedback from petitioners on the action taken on their petitions.

Parivartan

Both PAR and TCB are critical processes to enhance efficiency, effectiveness and expand the scale. So far, both these processes have employed archaic ways. Understandably, these old methods were inadequate about the requirements of 21st century policing to facilitate good governance and better citizen services. Therefore, Parivartan has created an improvised design to suit contemporary times and needs.

2.2.4 PAR

The Performance Appraisal and Review (PAR) functioned through the system of monthly crime review meetings. The officers of the district had to travel to their headquarters to attend meetings. The physical journey was long and tiring for the officers serving in remote areas of the district, as they would spend around 7 to 8 hours in travel. Therefore, the SP met a



limited number of officers in the earlier PAR and reviewed a restricted set of performance indicators.

These meetings disrupted the regular work and consumed the productive time of officers concerned. Moreover, the officers weren't physically available to attend to any emergency matter in their jurisdiction. Therefore, it was not practical to conduct such meetings frequently.

- The SP could not conduct a fair review of officers' performance as he would have limited time and opportunity to meet them.
- The documentation of PAR in monthly crime meetings was in the form of handwritten minutes. The system did not record all instructions issued with high fidelity, leading to poor accountability of the officers under review.

2.2.5 TCB

Training and Capacity Building (TCB) of police was built around the system of classroom-based training by instructors/experts who were required to be physically present in the classroom and the trainees.

- Earlier, TCB classes for the police personnel were conducted only at the district headquarters.
- Only a limited number of participants could attend the sessions. The one-trainer-one-classroom module could train only 30 to 35 officers at a time, which was not sufficient for the needs of contemporary police establishments. Moreover, the entire police force needed to be trained regularly and in time.
- One of the crucial issues in TCB was the unavailability of instructors. Instructors

are rare and valuable resources. They are usually available in big cities and not in the districts.

- Therefore, the TCB system was reformed and re-engineered to maximise the instructors' availability and enhance the value of training and capacity building.

2.3 Objectives

2.3.1 Objectives of Spandana

- Generally, the citizens do not get a prompt response from the police and the police services. The poor, women and people from weaker societies face even more significant difficulties in getting police services.
- The objective of Spandana is to increase access to justice, protect the weaker, and remove socio-economic, administrative, and other physical barriers.
- Hitherto citizens suffered a lot in approaching the SP to lodge their grievances. They had to travel from faraway places of the district, losing their hard-earned daily wages while spending extra money from their pockets over travelling and food, apart from wasting their productive hours in the process.
- Spandana ushers a new era of transparency and accountability in police public administration as this project may be easily upscaled and replicated in the country.

2.3.2 Objectives of Parivartan

- The main objective of this project is to address the inefficiency, ineffectiveness and severely throttled scale and scope of organisational operations.



- Most importantly, the project aims at saving time, energy and money incurred on physical communication. It also minimises work disruption due to officers' absence from the field for training or review purposes.

3 The Project

3.1 Purpose

3.1.1 Purpose of Spandana

The project *Spandana* emphasises the use of technology in policing to bring about changes in the implementation of overall enforcement of law in society. Its purpose is to create an appropriate public perception about police and enhance the trust between the police and the public. The project also aims to become a platform for the young officers to improve their knowledge, skills and competencies using technology.

In today's scenario, where corruption has become a menace at lower levels of administration, resulting in dishonest and fraudulent disposal of grievances, there is a need to adopt an efficient system like *Spandana*. The project *Spandana* makes it convenient for the general public to approach the police personnel to resolve their grievances. The project also cuts down various travel costs by the petitioners to meet the police officers at headquarters. It ensures the presence of station house officers in their respective jurisdictions at the time of emergency.

This project enables sharing of documents, data, and other files among the police establishments. It helps in creating new records, updating existing ones, and review of the pending cases. The project enables the general public to submit complaints and know the status of their complaint without approaching the police station physically.

3.1.2 Purpose of Parivartan

Systemic inefficiencies and ineffectiveness adversely affect the scale and scope of significant departmental or organisational operations. Therefore, the project *Parivartan* helps in addressing and revamping the following purposes in the government:

- Review Meetings
- Training

3.1.2.1 Review Meetings

The review meetings in police are conducted every month during crime-review meetings. Due to the lack of time in these meetings, the SP meets a limited number of officers and reviews a limited number of cases and performance indicators.

While such meetings disrupt day to day work, they also make it difficult for the officers to attend the meetings due to exigencies at their respective offices. It results in the loss of valuable time and energy. Moreover, it is also not practical to conduct such meetings frequently across the regions because of such hassles.

Since the documentation in monthly crime-review meetings is handwritten, it is challenging to record the instructions entirely and in a timely manner. The handwritten documents do not have the required information affecting accountability and transparency.

The project *Parivartan* addresses and overcomes the challenges in the existing system as the officers do not need to travel to the headquarters for review meetings or training. Consequently, they devote their time and energy to monitor day-to-day work and redress the public's grievances in a time-bound manner. The project also records the meetings conducted virtually and prevents data loss or left out issues discussed in the discussions.



3.1.2.2 Training

- Training and capacity-building of police are organised through classroom-based training by instructors/experts who need to be physically present in the classroom with the trainees.
- In the earlier system, as the training classes for the police personnel were conducted only at district headquarters, only a limited number of participants could attend the sessions. The one-trainer-one-classroom module could train only 30 to 35 officers at a time, which was not sufficient for the needs of contemporary police establishments. Moreover, the entire police force needed to be trained regularly and in time.
- As instructors are rare and valuable resources, therefore, the unavailability of instructors was a crucial issue in training. Instructors are generally available in big cities and not in the districts. Thus, the Training system was reformed and re-engineered to maximise the instructors' availability and enhance the scope, scale and value of training and capacity building.
- Parivartan project engages experts from various domains online. It imparts specialised training and skills to police personnel at their offices in large numbers, helping police to transform into a professional workforce.

3.2 Financial Benefits

Projects Spandana and Parivartan bring a variety of benefits to the general public and the government. Earlier, the general public had to face many hardships to redress their grievances, and the government had to spend a lot of time

and money to redress the public's grievances. These projects reduce the money, time and effort costs of the people and the government.

3.2.1 Sample Project and Benefits of the Project (Sample District: Prakasam)

- Ultra-Low-Cost Solution for Setting-up VC

So far, there was only one standard VC set up at the headquarters, costing ₹3.2 lakh. However, Spandan installed ultra-low-cost VC systems at the rate of ₹2,400.00 per terminal, spending just 2% of the market price.

Purchased

- Standard webcam (Logitech): ₹1600.00
- Standard microphone with 3.5mm jack: ₹500.00
- USB speakers: ₹400.00
- The license of Zoom application for 100 users for a year: ₹12000.00

Existing

- Display system and signal processor: Nil (Used existing computer systems)
- Repair/up-gradation of other hardware/ internet connection: Cost will vary.
- Minor software/driver updates: Free



Table 1: Indicative Cost Savings to Government in VC Establishment

	No. of Terminals	Estimated Market Cost for Standard VC	Devised Ultra-Low-Cost Solution	Cost Saving (Col. 3 – Col.4)
Police Station	1	₹3.2 Lakh	₹ 2535 Rs	₹3.17 Lakh (approx)
In Prakasam District (after implementation)	84	₹2.68 Cr (84 x ₹3.2 Lakh per one terminal)	₹2.13 Lakh (84 x ₹2535 for one terminal)	₹2.68Cr
Entire Country	25000 (appx)	₹800 Cr	₹6.3 Cr	₹794 Cr

Figure 8: Standard VC Market Cost Estimation Bill for 84 Terminals

IS COMMUNICATIONS
 No.421,2nd Floor, Dev. Complex, Cross Durt Road, Coimbatore-541001
 e-Mail:iscommunications.cd@gmail.com

Ref:HYD/VC/82000
 Date:06.02.2020

To
 Superintendent of Police
 Prakasam District,
 Andhra Pradesh
 Dear Sir,

Subject: proposal for Panasonic HDVC series VC Equipment with TV

We have pleasure in enclosing the commercial for the Panasonic VC1000 make of video conferencing device with complete kit.

S.No	Model	HSN Code	Description	Qty	Unit Price (INR)	Total Price (INR)
1	KV-VC1000SK	85171890	Panasonic HD vocal Comm (only Coding)	84	210104	17648736
2	GpP VDE31	85176290	3x Optical/4x Digital Zoom PTZ Camera			
3	KX-VCAC02	85177090	Panasonic Analog Boundary Microphone			
4	32 inch		32 inch Television	84	10000	840000
5	Installation		Installation	84	1680000	14112000
6	(CPU)		IS (CPU) with Keyboard, Mouse	84	14000	1176000
			Total			23024736
			GST		18%	4144452
			Grand Total			27169188

Terms & Conditions:

1. Warranty-3 Year Warranty from the date of installation /Delivery
2. GST 18% Applies
3. Delivery -2 to 3 weeks from the date of PO
4. Payment-100% in advance
5. PO to be sent from the communication mail to execute the order.

For IS Communications:

Jaganathan C
 Managing Partner
 Cell:9000112275

Regd Office:10th/10,1st floor, Venkateswara Apartments, Fries vijayaagar colony, Annamalai, Hyderabad-500027 Head office: 8th/1,2nd floor, 10th Main road, Indira Nagar 1st Stage, Bangalore-560038
 Cochin office: 03, 2nd floor, Heavenly Plaza, above mallace Mart, varikala colony 110g, civil line road, kakkanad, cochin-582011



3.2.2 Financial Benefits for Public through Spandana

The project Spandana serves all community members directly and provides ease of living to the general public.

Before Spandana, the general public travelled to the headquarters to submit their grievance to the SP. On an average, a Citizen would travel about 100 km and spend:

Bus tickets: ₹150.00 x 2 = ₹300.00

Food expenses: ₹200.00

Daily wage: ₹500.00

Total expenditure: ₹1000.00

In Prakasam district, therefore, on an average, expenditure for 150 people travelling to the headquarters in a week amounts to ₹1,50,000.00 (one lakh fifty thousand rupees); and ₹78,00,000.00 (seventy-eight lakh rupees) in a year.

Project cost for connecting all 84 police stations/ offices (per year) of Prakasam district: ₹2,13,600.00 (two lakh thirteen thousand six hundred rupees)

On average, 150 persons are approaching the headquarters every week for their grievance redressal. At this rate, approximately 7,800 (150 x 52) petitioners come to the headquarters in a year.

The cost to deliver services on one petition comes to ₹27.40.00 (twenty-seven rupees forty paise).

3.2.3 Financial Benefits for Public through Parivartan

By implementing the Parivartan project, a saving of ₹1.57 Cr could be made in a year, considering the case of Prakasam District. This saving would be ₹984.2 Cr, considering the cost of the entire nation.

Method of Calculating the Savings in Project Parivartan

Parivartana holds PARs and TCB programmes once in four weeks for all officers in the Prakasam district and saves the following:

Time:

In Prakasam, the 10th largest district in the country, 120 officers across the district spend 3 hours to reach police headquarters for a crime-review meeting.

Total man-hours used in a week = 120 x 6 (3+3 hours up and down) = 720

Total man-hours used in a month = 120 x 6 x 4.3
52 weeks in 12 months = 3096

Three thousand ninety-six man-hours of officers are spent in the district to assemble at the headquarters, which is approximately equivalent to having 17 extra officers on the payroll. The costs of 3096 man-hours are:

17 x ₹50,000.00 (average salary) = ₹8,50,000.00

Vehicle Mileage:

On average, a vehicle runs for about 100 kilometres for a crime-review meeting in a week. So, for 120 officers, the vehicle mileage would be:

120 x 100 kms = 12000 km

Vehicle mileage in a month would be = 12000 x 4.3 (considering 52 weeks in 12 months) = 51600 kms

A vehicle travels 51600 km in a month and spends about 1.6 lakhs which is equivalent to purchasing a new vehicle within five months, considering an average cost of a vehicle is ₹8,00,000.00. Thus, savings per one month will be-

= ₹8,00,000.00/5 = ₹1,60,000.00



Vehicle Fuel:

Fuel spent in a month in attending crime meetings = $51600/9$ (average mileage) = 5733 litres of fuel

A vehicle would consume about five thousand seven hundred thirty-three litres of fuel, equivalent to providing fuel to additional 48 officers, assuming each officer gets 120 litres of fuel.

Savings per one month 5733×75 (Cost of fuel) = ₹4.3 Lakh

Total savings per month for Prakasam district = Manhours Cost + Fuel Cost + Monthly Cost of a New Vehicle = ₹8,50,000.00 + ₹4,30,000.00 + ₹1,60,000.00 = ₹14.4 Lakh

Saving per year for the Prakasam district will be ₹14.4 Lakh $\times 12$ = ₹1.72 Cr.

Saving per month for the entire country amounts to (630 Districts across the country \times ₹14.4 Lakh) = ₹90.7Cr.

Saving per one year for entire country = ₹90.7Cr $\times 12$ = ₹1088.4 Cr

4 Situational Assessment and Problem Statement

4.1 Spandana

After studying the problems faced by the public in availing of police services and assessing the situation in the field with multiple stakeholders, including journalists, NGOs, welfare associations, public representatives, women's organisations, and police officers, the Police explored all possible ways and means to improve the system.

- The new Andhra Pradesh government had started a public grievance programme across their various departments urging all field officers to think and suggest innovative initiatives to improve the system and take the government closer to

the public.

- Police's main challenges are its availability, accessibility and accountability to the general public. A core team of senior officers from the field, staff from the IT team and others deliberated to meet these challenges by harnessing information technology.
- An understanding of how to act and tackle the challenges also emerged in the course:

Availability

The Police felt that police services should be provided effectively for all ordinary citizens and police personnel at every police station.

Accessibility

The Police decided that instead of people coming to the headquarters to meet the SP, it should empower the public to access the police services from their local police stations. The Police also decided to make their services online, to enhance its accessibility, availability and accountability for everyone from all corners of the world.

Accountability & Transparency

Prakasam Police felt the need to have a live system to hear the public's grievances and record them automatically.

4.2 Parivartan

Parivartan enables professionals and experts to remotely impart skill-building education and training to many police personnel without disturbing their routine. Prakasam District's in-house Team implemented Parivartan at a meagre cost without the assistance of an outside vendor. The project improved the scale and scope of departmental processes, such as PAR and TCB.



PAR

- A weekly online PAR was designed instead of the regular monthly review. In this process, all officers, along with junior investigation officers (JIOs), were engaged.
- Officers of the district could attend the PAR by sitting in their respective offices instead of travelling to the headquarters.
- The new system minimised the disruption in routine work, which made the officers available in their respective jurisdictions to handle emergencies.
- Since more than 500 officers connect every week, senior officers could now instruct them on various topics/subjects and collect their responses immediately. Investigation Officers could also respond instantly after verifying the records.
- All video conference proceedings could be saved in this system to create a permanent record.

TCB

Police felt to develop skills and train many police personnel without wasting time, money and energy. Therefore, a comprehensive e-learning system was required.

Securing the physical availability of instructors was a challenge; therefore, the online lectures were conducted and saved for revisions in future for those who could not attend the sessions.

- The Prakasam Police conducted online classroom training sessions. As per the planned schedule, all trainees joined the same online platform using video links from their respective locations, i.e., police stations.

- The system creates a permanent record in the form of video documentation of the proceedings. It covers a comprehensive e-learning solution, which enables the conduct of TCB programmes through live lectures, demonstrations of software applications, online testing assessment and sharing of files. All participants interact with their instructor and express their views about the training.
- After reengineering the government processes, various reports like DSR (daily situation reports), MCR (monthly crime reports), visiting and inspection notes of senior officers are forwarded online from all police stations and officers.

5 Critical Constraints and Challenges

5.1 Spandana and Various Constraints

Financial constraints

Getting dedicated video displays, signal processors, omnidirectional microphones, and wide lens PTZ cameras.

Bandwidth Constraints

Getting dedicated hi-speed broadband fibre for all police stations, like the SWAN network of the AP government, was not feasible.

Capacity Constraints

To test and implement the new system, all stakeholders needed training for seamless usage.

5.2 Parivartan and Challenges

Financial Challenges

Connecting all police establishments with a video conferencing system and getting dedicated video display monitors, signal processing unit (SPU), omnidirectional microphones, and UHD PTZ camera is costly.

Challenges

Getting a dedicated hi-speed broadband connection for all police stations might not be feasible.

Capacity Challenges

Successful implementation of the system across the jurisdictions requires all officers to be adequately trained for smooth functioning. Due to insufficient resources of technical staff, it wouldn't be easy to monitor the project.

Maintenance Challenges

Maintaining the quality of the deliverables and services in the long run and sustaining superior officers' interest in the system is challenging.

6 Implementation Strategy

6.1 Equipment, Plan and Resources

Necessary Equipment required at Police Stations to establish and Run the Project: -.

- CPU, monitor, keyboard and mouse
- Internet facility (minimum speed of 2 Mb per second)
- Web Camera (minimum 2 megapixels)
- External Mike
- External Speakers

Computer and internet facilities are essential to implement the project. Under the CCTNS project, the central government has provided 3-5 computer systems to every police station in the country so that one could be used for this purpose.

Similarly, the government has also provided fibre net, BSNL internet facilities to all police stations in the country. However, an internet connection with moderate speed would do the required job.

Detailed Descriptions of Equipment

Web Camera

- A moderate-quality camera is enough for the VC. Prakasam Police opted for the Logitech C170 HD camera out of several tested web cameras, which cost ₹1200.00.



(Figure 9)

- However, the type and brand of the camera would vary depending on the quality desired.
- External Small Microphone and Speakers
 - » External mike and speakers are required to ensure better audio. For this purpose, Prakasam police purchased mike and speakers for ₹400.00.



(Figure 10)

- » Prakasam police have been using the same for more than a year. They are quite satisfied with the performance of the mikes and speakers.



- Zoom Video Conferencing Application



(Figure 11)

- » Prakasam police zeroed in on the ZOOM, as it is has a user-friendly interface. However, the cost of the ZOOM application would vary according to the number of participants. There are 84 police stations in Prakasam District. The IT team assessed that the subscription of 100 participants as a pilot project would cost ₹12,000.00 p.a.

7 Implementation of Spandana

Prakasam Police formed a unique plan to implement Spandana.

7.1 At Headquarters

- A core team consisting of a few officers and staff from the IT team and Coordination Cell was formed.
- The Coordination Cell was trained to monitor the programme, make correct entries in CCTNS and collect feedback.
- An SOP (Standard Operating Procedure) was created to coordinate synchronised meetings with the IT core team, Coordination Cell, officers from police stations and other offices.
- Based on their education, two persons from every police station were trained to handle the interface of video-conference

applications at their respective police stations.

Role of Coordination Cell

- It will monitor the process.
- It will receive the details of all petitioners who lodge their grievances to the SP.
- One day in a week will be earmarked to resolve the grievances. Every petitioner will be given a time slot to interact with the SP.
- It will make proper entries of petitions/ grievances in the CCTNS.
- It will monitor the action taken/ response received from the field officers.
- It will collect/receive all enquiry reports from enquiry officers and put them before the SP for perusal.
- It will collect feedback from the petitioners on the action taken in the context of their grievance.
- After the grievance has been duly redressed, the petition will be closed by making its proper entry in the CCTNS and records.

Role of IT Core Team

- It will connect all police stations through the VC system by sharing the meeting ID and password among all officers, circle offices and sub-division offices.
- After connecting all the offices, it will test their connection with the headquarters and the SP.
- The SP's terminal will function as host and control of all VC meetings.
- It will share a live video link with the petitioner who wants to connect to the SP and eventually facilitate the video



meeting using that link.

- Once all police stations are connected, the entire process will be live-streamed/broadcast on Facebook and YouTube using OBS software (open source).
- Using the VC system, the SP will interact with the petitioners and direct the field officers located at various police stations to resolve the grievances.
- It will ensure that the web link terminates automatically soon after the meeting concludes.

7.2 At Police Station/ Circle Office/ Sub-Division Office

- Reception centres will be set up.
- Separate staff will be engaged to receive the petitioners.
- A separate room will be arranged to accommodate the VC system.
- Brief particulars of the petitioners and their grievances will be noted.
- Field Officers and the petitioners will be present in the room specified for the video conference.

Role of Field Officers

- After hearing the petitioners online, their grievance will be endorsed to the field officers concerned for taking necessary actions.
- The field officers concerned will enquire into the grievance and take appropriate action.
- After taking necessary actions, the field officers will submit their enquiry reports to the Coordination Cell at the headquarters.

8 Implementation of Parivartan

- As far as the Appraisal and Review (PAR) system is concerned, monthly crime review meetings at the headquarters evolved into weekly performance review meetings conducted through video conference.
- Over 400 personnel, including the head constables and ASIs, participate in video conferences.
- The IT Team ensures that all police stations and offices are connected to the host (SP) at the headquarters.
- Since all police stations are connected, the host can interact with all the police stations.
- All proceedings are automatically saved to make a permanent record.

8.1 Deliverables

Key deliverables of the project are:

Availability

- The project ensures immediate and proper response to the petitioners' grievances.
- Petitioners will not waste their time by visiting the headquarters to redress their grievances.
- The parties concerned or the petitioners will be able to participate without fear, intimidation or retribution.
- Clear and transparent procedures, processes and time frames will be adopted.
- Grievances will be reported in a streamlined and systematic manner.

Accessibility

- After all police stations are connected, the public can walk into any police station and connect directly with the SP regardless of their residence.



- The service delivery points increased from 1 to 84, where the public can access the department's superior officer.
- Citizens beyond the borders will participate in Spandana and avail its services using a mobile app.

Accountability and Transparency

- It will help in transparent enquiry and analysis of grievances.
- It will provide fast and fair handling of grievances.
- It will automatically drive the entire grievance procedures, right from its registration to its closure.
- It will alert the users, i.e., officers, immediately on grievances and their redressal.
- It will prevent unfair practices and provide an effective mechanism for grievance redressal.
- It will make the administration accountable and foster equality in the system.

Access to Protection of the Law

- After implementing Spandana, the percentage of women seeking police's services rose from 20% to almost 50%. 2. Now 60% of total complainants connect directly to the SP without going to the police station first. 3. Citizens, especially the poor and people belonging to weaker and backward sections of society, have direct access to the SP. It has broken many socio-economic, socio-psychological and political barriers.

8.2 Stakeholders

Government

State Police is the prime stakeholder for the projects *Spandana* and *Parivartan*.

Public

In terms of numbers, the general public is the largest stakeholder of the project.

Print and Electronic Media

Print and electronic media were involved in spreading awareness about the projects.

NGOs

NGOs have also helped to implement the programme by improving communities' engagements and promoting citizens' participation.

Specific Government Departments

Revenue and a few other government departments have also contributed to the success of the programme.

Technology Platforms

Platforms like Facebook, YouTube, Zoom, and OBS have been used to facilitate operations.

8.3 Related Projects

Initially, the Prakasam district launched Spandan Live to interact with police officers in the district. Later, Spandan Live transformed into Spandana Online and Spandana Beyond Borders to strengthen the system of public grievance redressal system.

Project JIO

Project JIO (Junior Investigation Officers) is a unique capacity-building programme for the ground-level Junior Investigation Officers, i.e., head constables and ASIs. It focuses on their intellectual and psychological capacity-building

to make them responsible decision-makers. The project enables the participants to handle the proliferation of cases.

Project TATA

The project TATA (Training And Activities for Technology Adoption) is an extensive programme under Parivartan, which aims to train the entire police force of the Prakasam district in technological applications. It aims to train all officers of the district in technology in six months. It would make trained officers proficient users of various police-related, non-police software and technologies.

8.4 Work Plan

Communicating Police Stations/ Establishments in Prakasam District

- The Prakasam district has 84 police establishments divided into five subdivisions. Each subdivision has 16 to 18 police establishments.
- Each sub-division has two technically proficient system administrators coordinating the CCTNS project and analysing CDR.
- A two-day training workshop was held to train participants in handling Zoom video conference.
- A WhatsApp group called PKM ALL OFFICERS was created to facilitate smooth and secure communications among the SP and all other district officers (including DSsP, SHOs, and CIs).
- Similarly, another WhatsApp group was created to connect system administrators, computer operators and all participating officers of the district.
- Andhra Pradesh created Spandana to address the public grievances, under

which every Monday is scheduled to hear and address the public grievances. It gave the general public access to justice without spending much money and effort.

- A wide range of awareness programmes was conducted every Saturday to spread awareness among the public to cut the travel to headquarters to meet the SP.

Project Integration Process

- The IT team in the district headquarters shares the video conferences' details, including meeting IDs, links and passwords, among the IT staff of subdivisions using the WhatsApp groups.
- Similarly, they also share the details with all SHOs in the district. A single video meeting could link all offices of the district.
- The district headquarters acts as a host and monitor the remaining members. Once the meeting concludes, the video meeting link is automatically terminated.



Figure 12: Final Setup of the System

8.5 Conclusion

After walking through all facts and details of the two projects, Spandana and Parivartan, technology giants, philanthropists and senior



officers of some other government departments, concluded that the projects have sustainable potential to redress the public grievances.

The following three case studies are a testimony to the success of project Spandana in the Prakasam district for various reasons.

8.6 Three Case Studies on Spandana

8.6.1 Case Study-1

Tammisetty Chennaiah (59), S/o Venkateswalru, resident of Vaddepalem (Ongole), belonged to the weaker section of society. She complained to the Superintendent of Police through Spandana Live, that her son Tammisetty Anjaiah had been missing for 7 years. Tammisetty Chennaiah has two sons and a 15-year-old daughter. Due to the disappearance of the Anjaiah, his wife Sujatha reached her maternal home in a village named Marrichetlapalem. Later, Sujatha, married her underage granddaughter (not named) with her maternal uncle. After that, the maternal uncle had sexual intercourse with the minor victim girl. Later, Tammisetty Chennaiah, who is the grandfather of the minor victim approached Spandana Live and submitted his representation. In this regard, the petitioner, the SHO of Ongole I Town PS, the DSP of Ongole Subdivision and the SP interacted through VC. The SP instructed the above officers to render justice to the petitioner. The SHO of Ongole I town PS registered a case in Cr.No.222/2019 under Section 376 IPC, Sections 4 and 17 of POCSO Act, and Sections 9,10, and 11 of Prohibition of Child Marriage Act, 2006, and arrested the accused and sent him to remand.

8.6.2 Case Study-2

On 20th January 2020, a 19-year-old woman Mannam Jagathi Bhavya, a native of Muppavaram village of Kondapi Mandal but residing in Birmingham, UK, approached

Spandana Beyond Borders. She complained that an unknown person created her fake Instagram account on her name, uploaded her photos after morphing them and sent inappropriate messages to some of her friends. The petitioner came to know about the Spandana Beyond Borders programme through social media and contacted the Superintendent of Police. The petitioner, the SHO of Kondepi PS, the Inspector of Police of Singarayakonda Circle, the SDPO of Ongole Sub-division and the SP concerned got connected face-to-face and interacted through VC. The SP instructed the above officers to render justice to the petitioner. Immediately, the SHO of Kondepi PS sent a requisition on 28th January 2020 to delete her fake Instagram account of the petitioner.

8.6.3 Case Study-3

Katikaala Jeevan Kumar S/o PeddaDevayya, a 33-year-old Indian Army Naik from 102 Regiment, Tejpur, Assam State, belongs to a weaker section of the society and is a native of Kalanuthala village of Peddaraveedu Mandal. Using Spandana Beyond Borders, he complained that, on 1st August 2020, his mother

Katikela Nagamma and his relative Chilaka Yohan fell on the road in a drunken state. Noticing that, the petitioner approached and lifted Yohan. The accused Chilaka Raju, S/o Yohan, reached the spot and misunderstood that the petitioner had beaten up Yohan and hit the petitioner with stones, resulting in injuries. Elders from the village held a panchayat meeting and settled the problem. Two days later, while the petitioner was away on his duty in Assam, the accused attacked the petitioner's wife. Since the petitioner's wife had infants at home, she couldn't go to the police station. But she informed her husband. Over Spandana Beyond Borders,



the petitioner, the SHO of Peddaraveedu PS, the Inspector of Police Markapur Circle, the SDPO of Markapur, and the SP connected and interacted face-to-face through VC. The SP instructed the

above officers to render justice to the petitioner. The SHO of Markapur PS registered the case against the accused and proceeded as per law.

Establishment of District Armed Reserve/Line Office in Every District



Micro Mission: 04
(Infrastructure)

‘Promoting Good Practices and Standards’



1 Introduction

In any district, District Police Office and Armed Reserve Administrative Office/ lines are definitely required for the better functioning of District Police Administration. District Armed Reserve / lines work as the backbone for the Superintendents of Police and their services are utilized for maintenance of law and order disaster management, and other urgent activities Normally, in Southern States, District Armed Reserve is headed by the Deputy Superintendent of Police and assisted by Inspectors, Sub Inspectors and at least 250 to 500 police personnel depending on the size of the district.

2 Overview

2.1 Project Title

Establishment of Armed Reserve Complex in all Districts in the States

2.2 Vision

Armed Reserve take care of management of personnel, their deployment and other welfare activities. Apart from that, they take care of all the weapons in the Districts and the fleet strength. Complete strength of Armed Reserve is generally located in one place providing residential accommodation for the officers and men so that full strength can be mobilized at any given point of time whenever they are required to handle the unforeseen problems.

2.3 Project Objective

It is essential to have following complexes for Police Personals at one place:-

- Proper Armed Reserve Administrative Complex,
- Motor Vehicle Shed,
- Bell of Arms,
- Armoury Workshop,

- Garage,
- Proper Playground, and
- Parade ground

3 The Project

3.1 Purpose of the Project

Project was submitted for the establishment of District Police Office in new districts. It was felt that the effective function of the District SP will not be possible without proper infrastructure of District Armed Reserve.

3.2 Sponsor

The State Government/ Government of India

3.3. Financial Benefits

If proper complex for the District Armed Reserve is not provided, it will be located in private buildings and huge rent will be paid by the Government. Moreover, placement of vehicles, weapons etc., will be very difficult. In absence of proper parking places, garage etc., maintenance of vehicles will be very poor, leading to unwanted expenses on the maintenance of vehicles.

4 Situational Assessment and Problem Statement

While working on the project to establish District Police Office in all Districts, it was felt that Armed Reserve is required in each DPO. As we are aware that Armed Reserve strength work as the backbone for the District Superintendent of Police to maintain Law & Order, Disaster Management and other urgent activities.

5 Critical Assumptions and Constraints

Visited Armed Reserve of different States and Group Head Quarter of CRPF in Salt Lake, Kolkata. It was observed that there is no standard design for the District Armed Reserve. Best practices from different places were taken out and this design was proposed.



6 Implementation Strategy

6.1 Implementation Strategy

The proposed design of District Armed Reserve Complex may be provided to all states with a request to sanction fund for the establishment of District Armed Reserve Complex.

6.2 Deliverables

Establishment of Armed Reserve Administrative Block/ lines administrative block, Separate Barracks for Men and Women, Bell of Arms, Guest house, Garage, MT shed, Hospital, Laundry, Barber shop, Dog kennel, Dog Squad Office, Police personnel Quarters and Parade ground are must for all the districts in the State.

6.2.1 Administrative Building with an approximate area of 25,710 + sq. ft. with ground+ 1 floor is required to accommodate all the branches of offices.

• Accommodation in Ground floor:

- » 2 Nos. of Platoons (each of size 1200 sq. ft. approx.),
- » Office room (145 sq. ft. approx.),
- » Guard room (247 sq. ft. approx.),
- » Duty Sub – Inspector room (188 sq. ft. approx.),
- » 2 Nos. of RI/AR Chamber (484 sq. ft. approx.),
- » 2 Nos. of RI Writer room (244 sq. ft. approx.),
- » Women rest room with dressing room and toilets (1126 sq. ft. approx.),
- » Armourer Workshop (210 sq. ft. approx.),
- » Inspector/Store (240 sq. ft. approx.),
- » RI Office (243 sq. ft. approx.),

- » Carpentry room (218 sq. ft. approx.),
- » Ammunition room (172 sq. ft. approx.),
- » VHF room (135 sq. ft. approx.),
- » Bell of Arms stock room (322 sq. ft. approx.),
- » Bell of Arms (300 sq. ft. approx.),
- » Administrative store (435 sq. ft. approx.),
- » Gas Ammunition room (125 sq. ft. approx.),
- » Garage/Workshop (374 sq. ft. approx.),
- » Vehicle service and painting (110 sq. ft. approx.),
- » MT Office (304 sq. ft. approx.),
- » RI MT Chamber (287 sq. ft. approx.),
- » RI Writer (152 sq. ft. approx.),
- » Armourer room (210 sq. ft. approx.),
- » SI room (136 sq. ft. approx.),
- » MT Store (301 sq. ft. approx.),
- » Rooms in First floor:
 - » 2 Nos. of Platoons (each of size 1200 sq. ft. approx.),
 - » Office room (145 sq. ft. approx.),
 - » DC chamber with rest room (503 sq. ft. approx.),
 - » DC writer room (275 sq. ft. approx.),
 - » DC Office store (187 sq. ft. approx.),
 - » Waiting room (215 sq. ft. approx.),
 - » Meeting hall with AC Office (812 sq. ft. approx.),
 - » AC Chamber with rest room (439 sq. ft. approx.),
 - » AC Writer room (161 sq. ft. approx.),



- » Insp. Writer room (90 sq. ft. approx.),
- » Band room (258 sq. ft. approx.),
- » RI store (324 sq. ft. approx.),
- » Inspector writer room (110 sq. ft. approx.),
- » Computer room (226 sq. ft. approx.),
- » PC's rest room with bath and toilet (949 sq. ft. approx.),
- » RI / KID articles (178 sq. ft. approx.),
- » Gym (594 sq. ft. approx.),
- » SI room (136 sq. ft. approx.),
- » Office room (145 sq. ft. approx.),
- » Store (170 sq. ft. approx.),

6.2.2 Barracks: Building with an approximate area of 22,837 sq. ft. with ground + 1 floor is required to accommodate 150 Police Personnel.

In Ground floor :

- » A Hall (729 sq. ft. approx.),
- » Recreation/Reading (634 sq. ft. approx.),
- » Dining (1743 sq. ft. approx.), and necessary provision made for Kitchen, Washing and Store room.

In First floor :

- » 4 Nos. of Dormitory, Dormitory 1 (19 Nos.- 953 sq. ft. approx.),
- » Dormitory 2 (15 Nos.- 794 sq. ft. approx.),
- » Dormitory 3 (12 Nos.- 634 sq. ft. approx.),
- » Dormitory 4 (12 Nos.- 634 sq. ft. approx.),
- » Toilet, Bath area, Barber and Dhobi rooms are provided.

6.2.3 Bell of Arms : Building with and approximate area of 9596 sq.ft. with ground floor is required to accommodate 7 Arms rooms, Store, Guard room, Work shop Hqrs, Duty officer, Waiting room, Gas Ammunition and Magazine rooms.

6.2.4 Guest room : Building with and approximate area of 10327 sq. ft. with ground + first floor is required to accommodate 4 suits for Officers, Kitchen, Dining and Lounge in Ground floor and 6 Bed rooms, Gym and Library in First floor.

6.2.5 Garage: For 20 vehicles with an approximate area of 9900 sq. ft. in the ground floor is required.

6.2.6 MT shed: An approximate area of 2690 sq. ft. in the ground floor is required.

6.2.7 Hospital: Building with an approximate area of 2740 sq. ft. in the ground is required to accommodate Doctor room, Treatment room, Lab, Ward, X-ray room and Pharmacy.

6.2.8 A Laundry: Building with an approximate area of 1080 sq. ft. in the ground floor is required to accommodate washing and ironing.

6.2.9 A Barber: Building with an appropriate area of 220 sq. ft. in the ground floor is required.

6.2.10 Dog kennel: Building with an approximate area of 620 sq. ft. in the ground floor is required to accommodate for 5 dog rooms with moving space.

6.2.11 Dog squad: Office building with an approximate area of 600 sq. ft. in the ground floor is required to accommodate kitchen, office and men room.



- 6.2.12 SP Quarter** cum Camp Office with an approximate area of 3940 sq. ft. with ground+ 1 floor.
- 6.2.13 DSP Quarters** cum Camp Office with an approximate area of 3195 sq. ft. with ground+ 1 floor.
- 6.2.14 Parade ground** with an approximate area of 5.198 acres is required for conducting sports activities and regular parade.
- 6.2.15 In addition** to that, 5.576 acres is required for construction of 282 **Police Personnel Quarters** (1 SP, 1 DSP, 24 Insp., 56 SI, 200 PC/HC quarters).
- 6.2.16. Security Features** for security purpose, security perimeter is required around the boundary. The entry and exist system should be provided with proper sentry

room with reception area and intercom facilities. For office staff a seperate enrty with biometric entry system should be provided. CCTV should be installed at important places. Boom barrier should be provided at entry point to regulate vehicles movement. Morcha shuld be installed at roof top and near the main gate.

7 Stakeholders

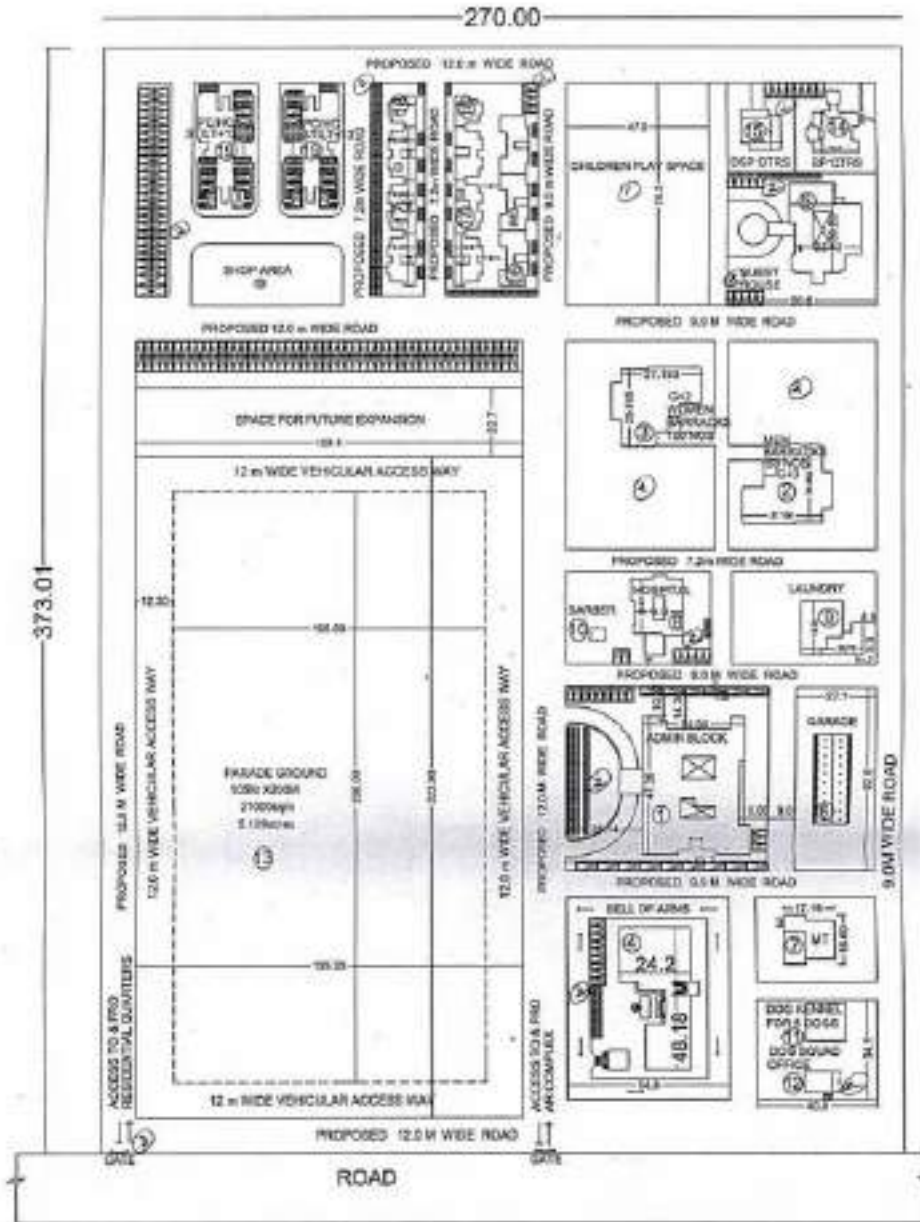
District Police

8 Related Projects

Establishment of District SP Office.

9 Work Plan

(Annexure) Attached



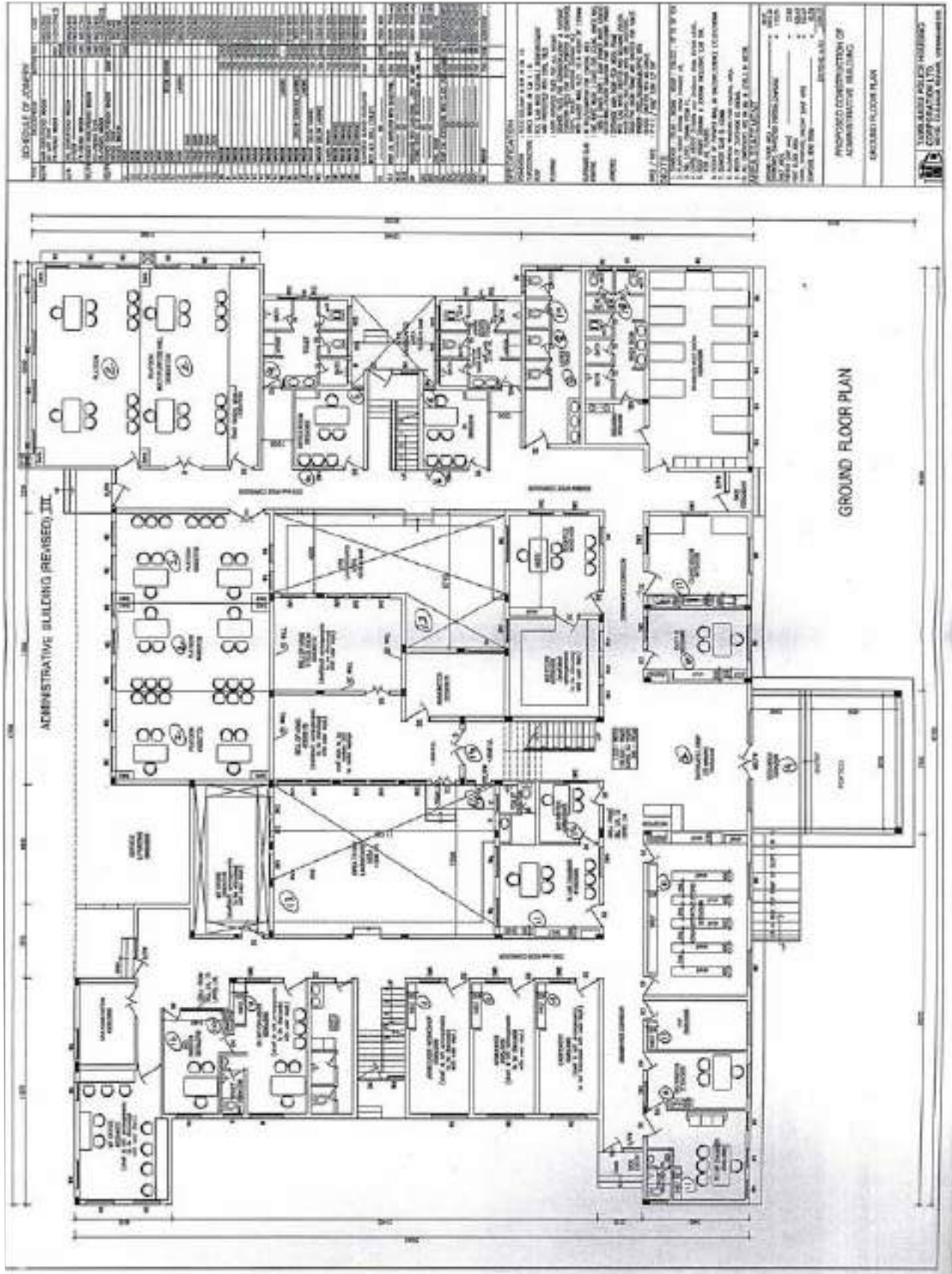
AREAS REQUIRED

Sl. No.	Name of Building	Area (sq.m)	No. of Blocks	Block No.	Type of Building	Area (sq.m)	Total Area
1	ADMINISTRATIVE BLOCK	288.57	1	0-1	SP	288.57	288.57
2	MEN BARRACKS	2121.55	1	0-3	OSP	2121.55	2121.55
3	WOMEN BARRACKS	1504.86	1	0-2	SE	1504.86	1504.86
4	BELL OF ARMS	851.71	1	0	SE	851.71	851.71
5	GUEST HOUSE (18 ROOMS)	858.41	1	0-4	SE (+H/L)	858.41	858.41
6	GARAGE	1809.32	1	0	PCMC	1809.32	1809.32
7	M.T. SHED	248.76	1	0	PCMC	248.76	248.76
8	HOSPITAL	277.08	1	0	PCMC	277.08	277.08
9	LAUNDRY	105.08	1	0	PCMC	105.08	105.08
10	KITCHEN	28.57	1	0	PCMC	28.57	28.57
11	DOG KENNEL	87.10	1	0	PCMC	87.10	87.10
12	DOG SQUAD OFFICE	56.56	1	0	PCMC	56.56	56.56
13	PARADE GROUND	27000sqm	1	0	PCMC	27000	27000
TOTAL						30177.32	30177.32

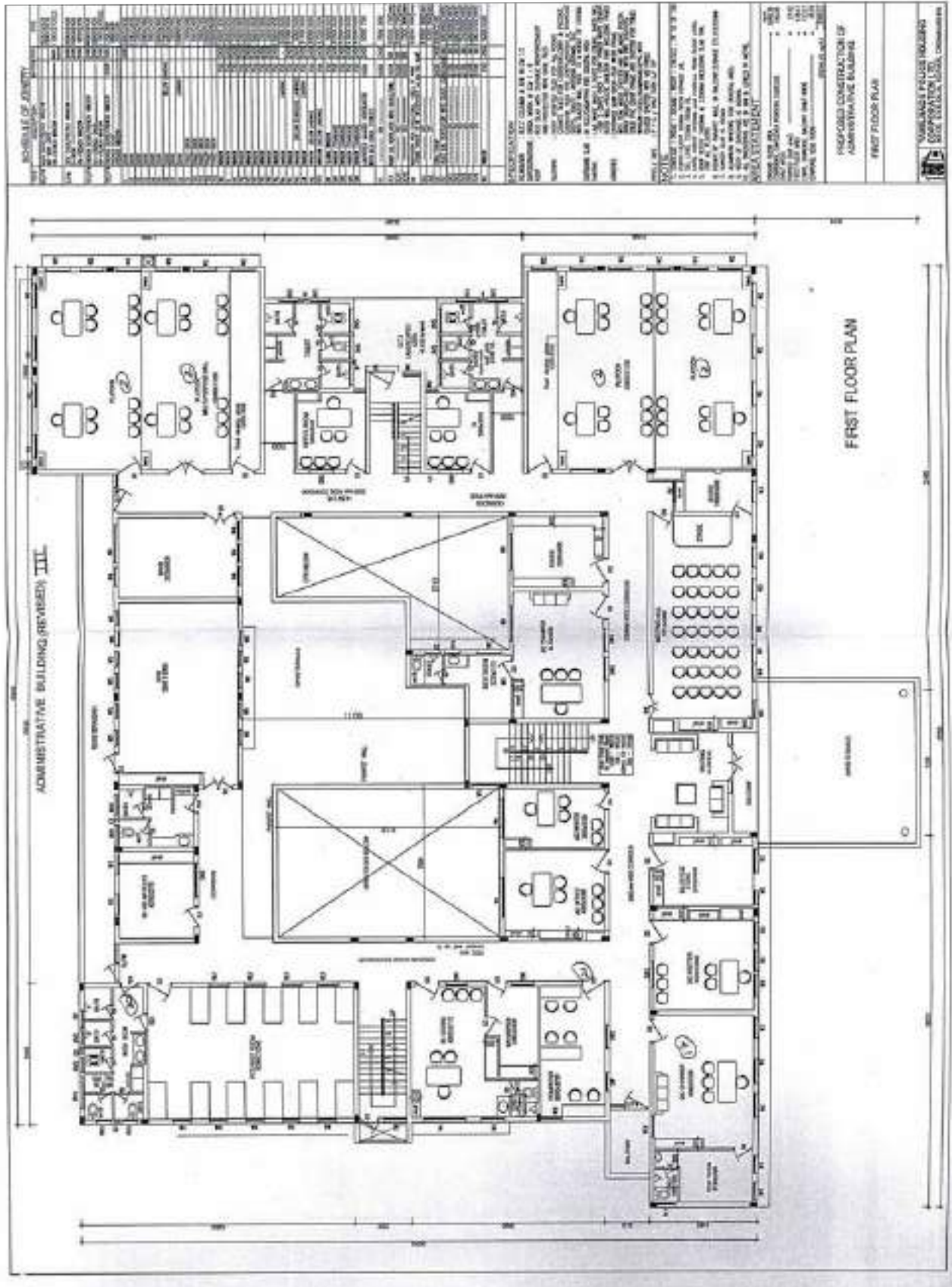
BLOCKS NO.	TYPE OF BUILDING	NO OF BLOCKS	NO OF FLOORS	AREA SQM	BLOCK NO.	TYPE OF BUILDING	NO OF BLOCKS	NO OF OTRS	NO OF FLOORS	AREA SQM	AREA STATEMENT
01	ADMINISTRATIVE BLOCK	1	0+1	288.57	01	SP	1	1	0+1	305.58	SITE EXTENT - 150718.82 sq.m (34.88 ACRES)
02	MEN BARRACKS	1	0+3	2121.55	02	OSP	1	7	0+1	236.83	
03	WOMEN BARRACKS	1	0+2	1504.86	03	SE	3	34	0+3	1448.00	1:500 (SCALE DRAWING)
04	BELL OF ARMS	1	0	851.71	04	SE	8	42	0+3	3276.40	
05	GUEST HOUSE (18 ROOMS)	1	0+4	858.41	05	SE (+H/L)	2	8	0+3	580.00	DATE APPROVED: _____ DATE ISSUED: _____
06	GARAGE	1	0	1809.32	06	PCMC	2	208	0+1+11	16070.00	
07	M.T. SHED	1	0	248.76						22871.32	PREPARED BY: _____ DATE: _____ CHECKED BY: _____ DATE: _____ APPROVED BY: _____ DATE: _____ DISTRICT POLICE HEADQUARTERS TALKASUR, DISTRICT BELLARIE, KARNATAKA.
08	HOSPITAL	1	0	277.08							
09	LAUNDRY	1	0	105.08							
10	KITCHEN	1	0	28.57							
11	DOG KENNEL	1	0	87.10							
12	DOG SQUAD OFFICE	1	0	56.56							
13	PARADE GROUND	1	0	27000							
TOTAL				30177.32			15	322			

TOTAL BUILT UP AREA - 10077.32 + 12641.32 + 33069.20 sq.m

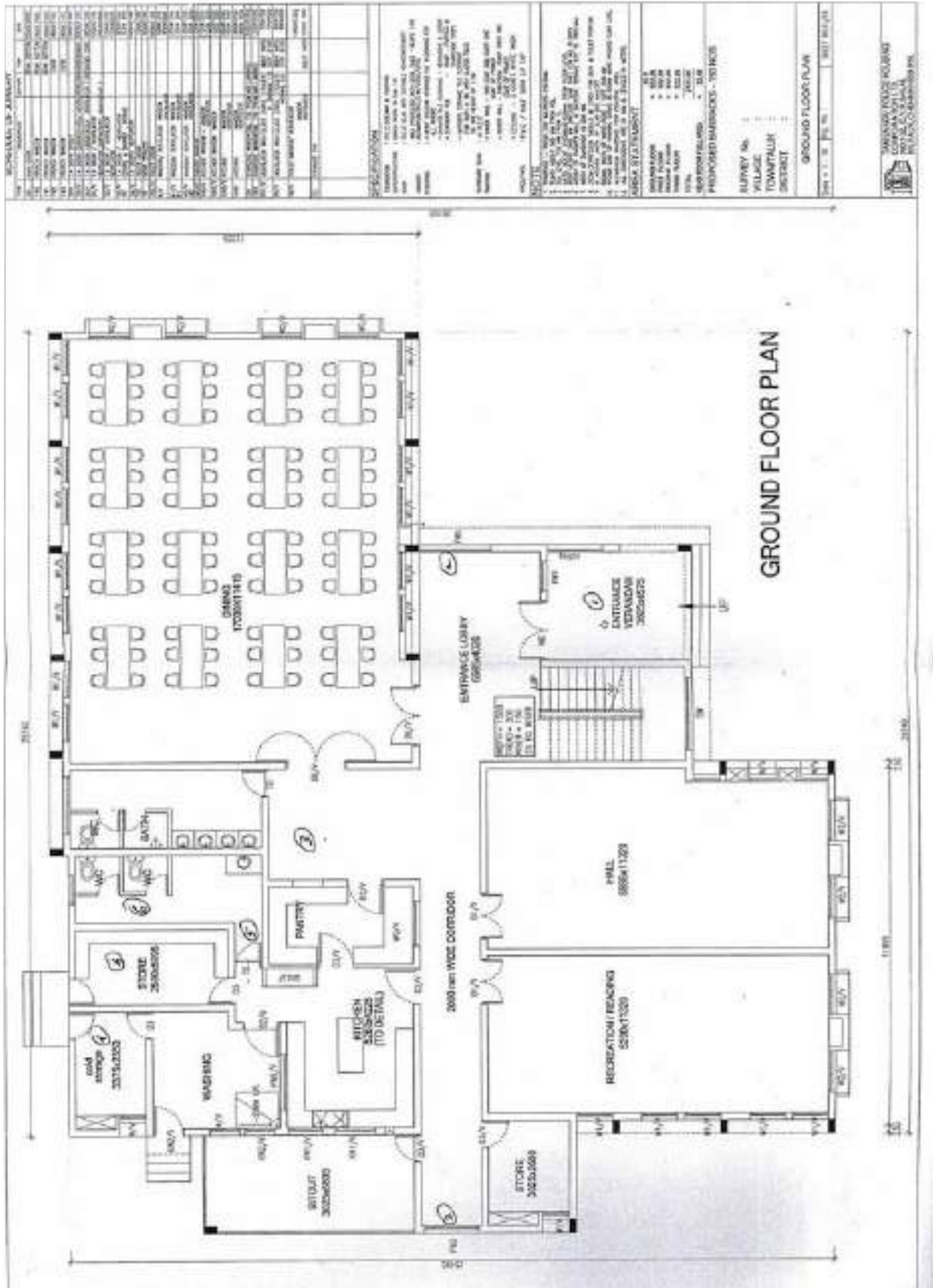
LAYOUT FORMATION OF AR COMPLEX



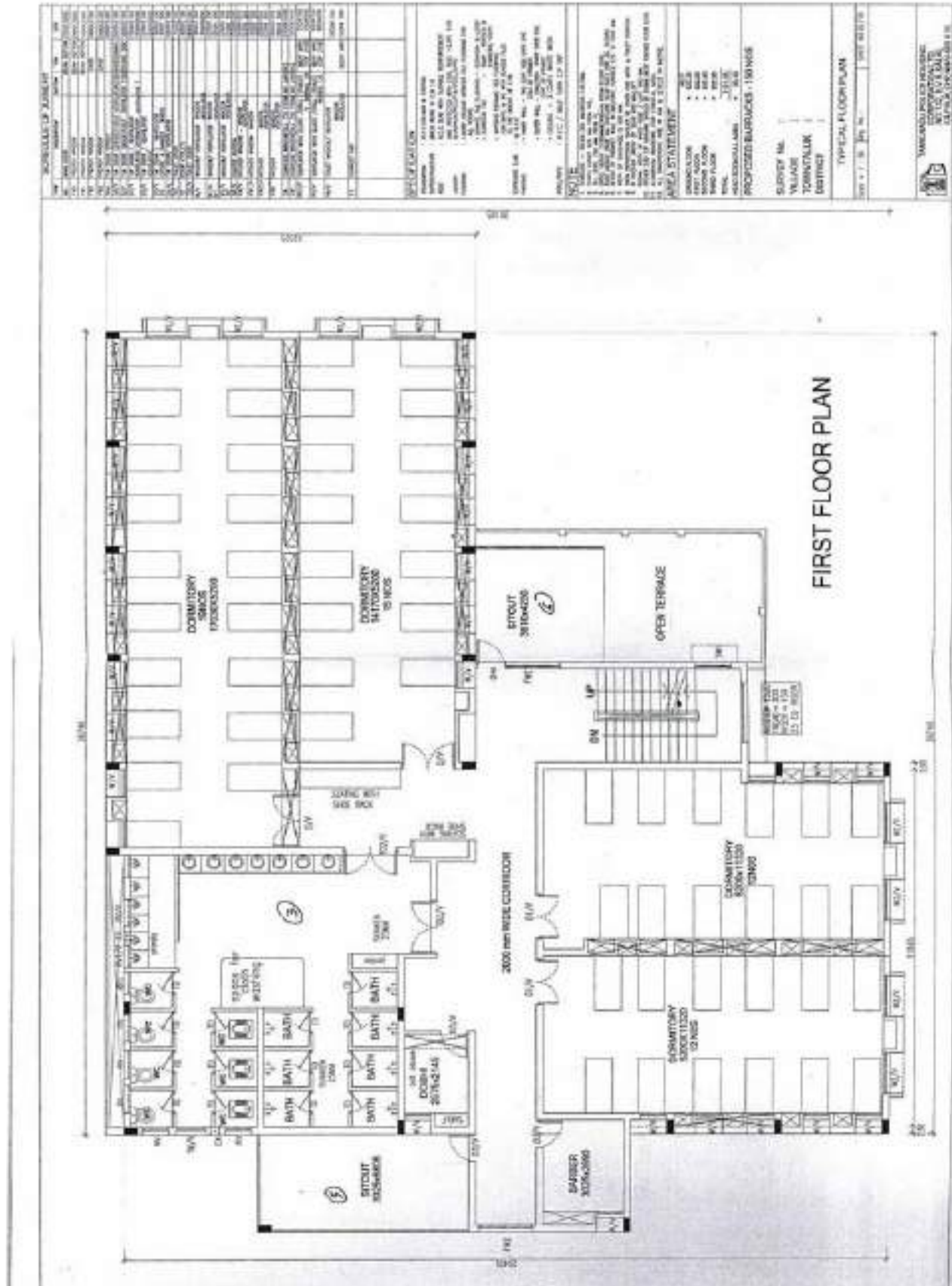
'Promoting Good Practices and Standards'



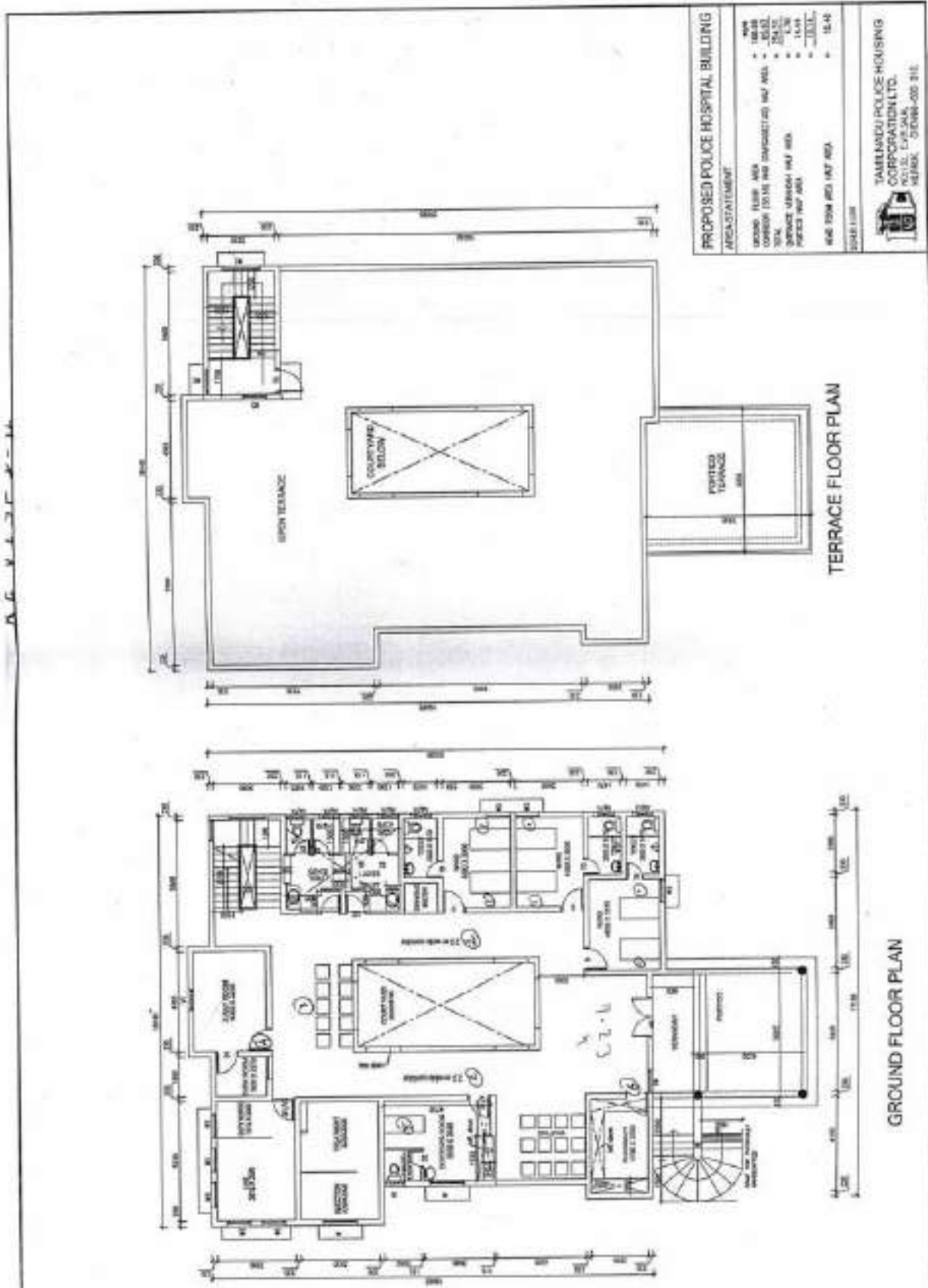
'Promoting Good Practices and Standards'



'Promoting Good Practices and Standards'



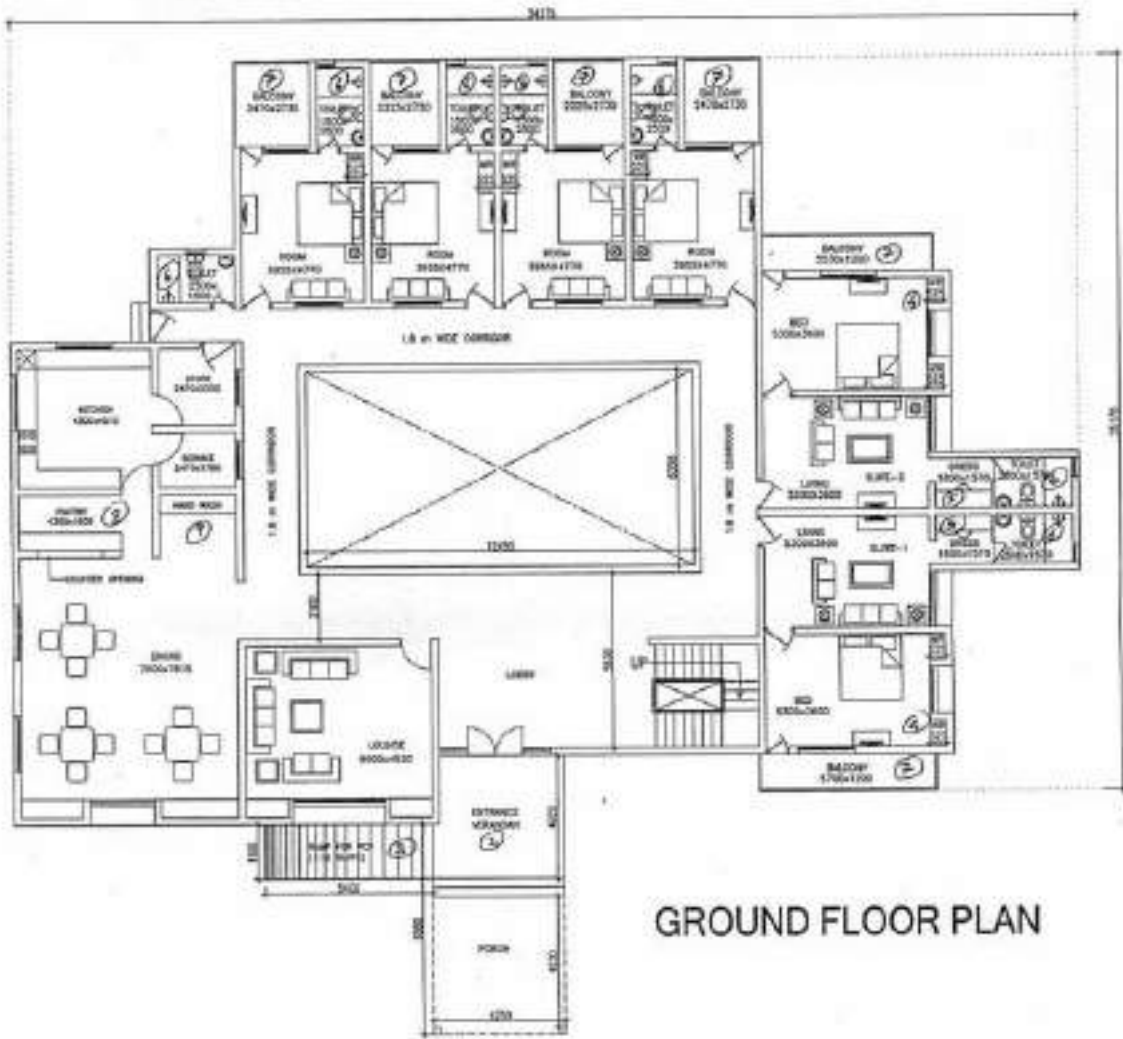
'Promoting Good Practices and Standards'



'Promoting Good Practices and Standards'



GUEST HOUSE (REVISED) II

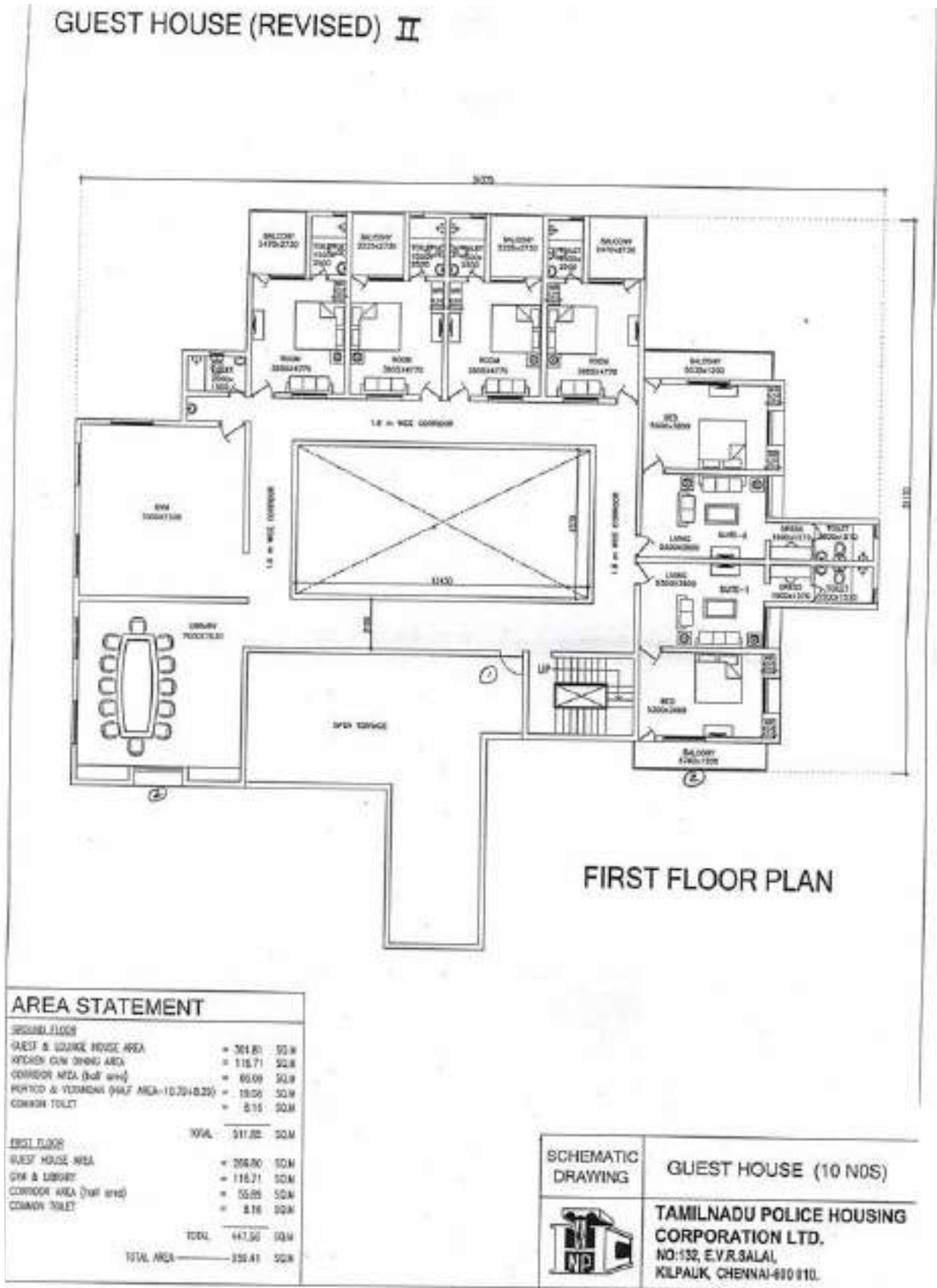


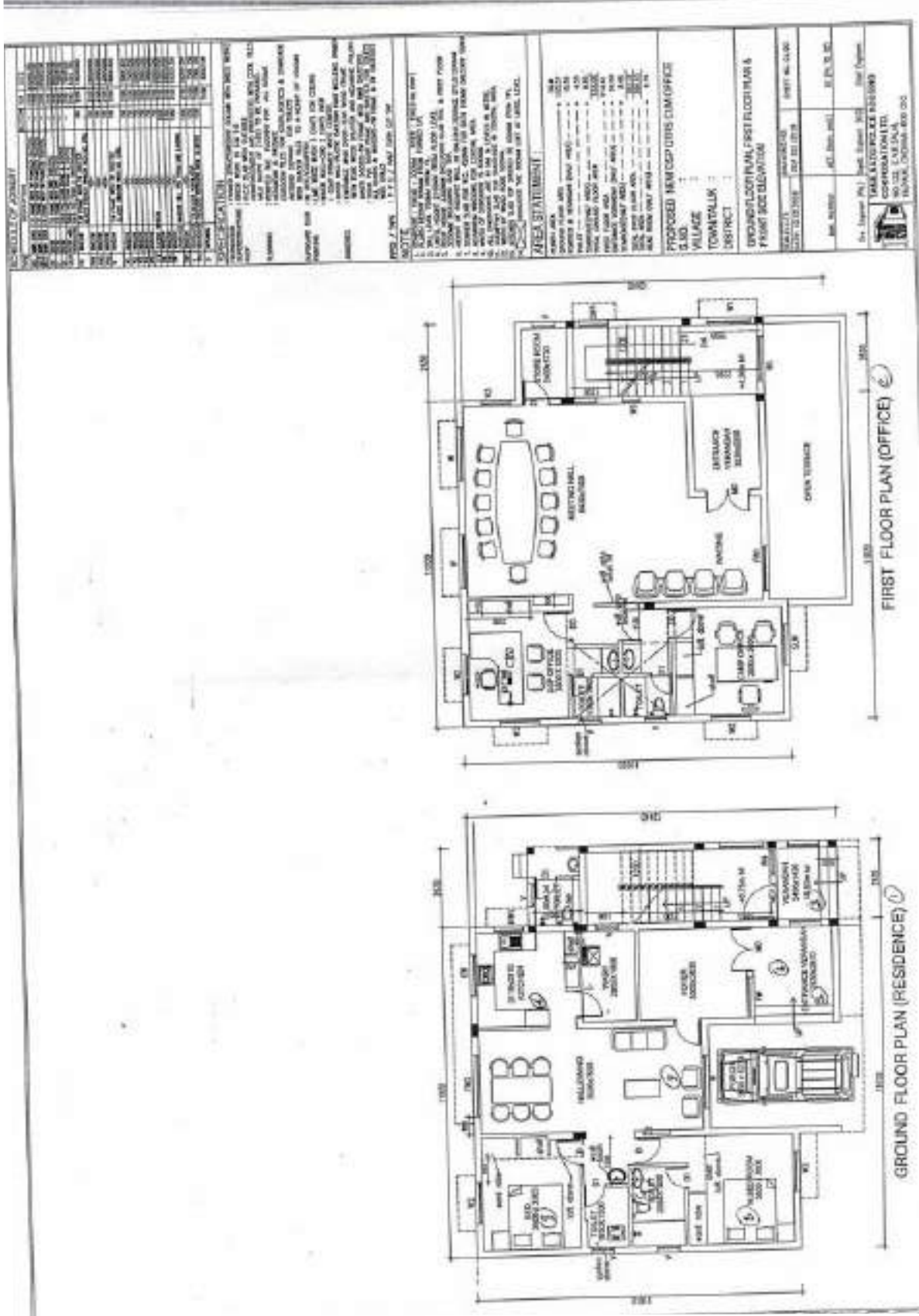
GROUND FLOOR PLAN

AREA STATEMENT

GROUND FLOOR	
GUEST & LOUNGE HOUSE AREA	= 331.81 SQ.M
KITCHEN DINING AREA	= 116.71 SQ.M
CORRIDOR AREA (half area)	= 55.00 SQ.M
PORCH & VERANDAH (HALF AREA-10/7148.20)	= 10.00 SQ.M
COMMON TOILET	= 8.16 SQ.M
TOTAL	511.68 SQ.M
FIRST FLOOR	
GUEST HOUSE AREA	= 280.60 SQ.M
DIN & LIBRARY	= 116.71 SQ.M
CORRIDOR AREA (half area)	= 55.29 SQ.M
COMMON TOILET	= 8.16 SQ.M
TOTAL	447.56 SQ.M
TOTAL AREA	959.24 SQ.M

	SCHEMATIC DRAWING GUEST HOUSE (10 NOS)
	TAMILNADU POLICE HOUSING CORPORATION LTD. NO:132, E.V.R.SALAI, KILPAUK, CHENNAI-600 010.





'Promoting Good Practices and Standards'





... empowering Indian Police



Bureau of Police Research & Development
Ministry of Home Affairs, Government of India
NH-8, Mahipalpur, New Delhi-110037