

**OFFICE OF THE DIRECTOR GENERAL OF
POLICE, RAJASTHAN. JAIPUR**

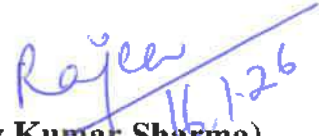
No. P-11(01)trg./policy/2026/ 215

Date: 16/01/2026

STANDING ORDER 03 /2026

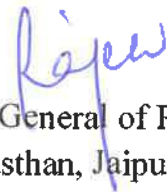
In suppression of the Standing Order no 20/2025 dated 26.12.2025 for Basic Training course issued for the newly recruit Constables (General Duty), the attached new Syllabus for 09 months (36 weeks) is hereby issued. The order shall come into effect immediately.

Enclosed: As Above


(Rajeev Kumar Sharma)
Director General of Police,
Rajasthan, Jaipur.

Copy forwarded to:

1. Director General of Police, Law & Order, Rajasthan, Jaipur.
2. Director General of Police, Training & Traffic, Rajasthan, Jaipur.
3. Director General of Police, Operations, Rajasthan, Jaipur.
4. All Additional Director General of Police, Rajasthan, Jaipur.
5. Director, Rajasthan Police Academy, Jaipur.
6. Commissioner of Police, Jaipur/Jodhpur.
7. All Inspector General/Deputy Inspector General of Police, Rajasthan.
8. All Superintendent of Police including GRP Ajmer/Jodhpur.
9. Principal, RPTC, Jodhpur/Kishangarh.
10. Commandant, PTS, Jodhpur/Kherwara/Jhalawar/Bikaner/Alwar/Bharatpur/Silora/PMDS Bikaner.
11. Commandant, Sardar Vallabhbhai Patel Police Commando Training School, Jodhpur.
12. Superintendent of Police, Central Store, Police Headquarters, Rajasthan, Jaipur.


Director General of Police,
Rajasthan, Jaipur.

Rajasthan Police

Indoor Syllabus

for

Constable Basic Course

General Instructions :

1. The syllabus acknowledges the important role played by the constabulary in not only serving as the first point of contact with the public as first responders but also as police officers who significantly assist in the process of investigation.
2. The syllabus consists of 13 papers. The combination of papers is woven together into 19 composite Chapters. Each chapter contains integrated, theoretical and practical modules using a variety of methodologies including simulation exercises.
3. Teaching chronology of the Chapters has been designed in a logical manner starting with the introduction of subjects followed by graded acquisition of functional expertise and skill.
4. Emphasis has been given on imbibing the right kind of attitude, empathy, respect for human values, ethics, accountability and professional integrity in addition to honing field work related functional skills, investigation skills and drafting skill through experiential learning.
5. To ensure active participation of trainees, hybrid modules/integrated modules/practical simulation/group discussion/role play training methodologies have been introduced. Field visits and Moot court exposure have also been made important part of the syllabus. Related case studies, case laws, training videos, documentaries, web series and movies have also been suggested as part of the training methodology.
6. At the end of each Chapter:
 - 6.1. The provision of regular evaluation by way of examinations i.e. MCQ/Viva/Objective test/Projects/Presentation/Assignments has been introduced after each chapter.
 - 6.2. Continuous assessment and progressive evaluation have been introduced during training Programme and it has weightage of 60 % marks.
 - 6.3. This system of evaluation has been designed to keep the trainees continuously involved and engaged with training.
 - 6.4. MCQ/ Objective type of exam is aimed at ensuring transparent and objective conduct of exams and systematic record management throughout the training programme for the administration as well as training faculty. To this end in view, the exams can be taken in CBT (Computer based Test) mode.
 - 6.5. Final exam of Indoor shall have weightage of 40 % marks.
7. **Domain expertise:**

60 sessions allocated for domain expertise are kept reserved to be used for Domain expertise topics. This has been introduced to encourage the trainees to utilize their education and intelligence to attain a certain level of expertise in an area of professional policing as per their aptitude and requirement so that their talent and expertise could be put to good use in assisting police work when they leave the Training institute. This is also to reinforce the attitude that trainees should be able to work from their strengths instead of deriding them for having qualifications more than the minimum required to be eligible to apply for the post.
8. **Self-study:**

Self-study has been introduced as a novel concept wherein those sections, topics or parts of the major and minor acts which are not required to be taught to the trainees have been kept for self-study, which is purely optional and have to be learned voluntarily by the trainees but not to be included in the tests or exams. In addition, all topics have been categorized as Higher/Lower Weightage to help faculty prioritize time and focus accordingly.

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Annual Plan of Constable Training

Sr. No.	Details	Duration
1	Basic Training	09 months (273 days)
2	District Practical Training	03 months
Total		12 months

Basic Programme for Constable Training

Sr. no.	Details	Days
1.	Training duration a. Basic course in Academy b. District training	12 Months a. 9 Months (273 Days) b. 3 Months
2	a. Sundays b. 2 nd and 4 th Saturdays c. Government Holidays	a. 38 (Sundays) b. 18(2 nd and 4 th Saturday) c. 18 (Other public holidays) Total 74Holidays
3	Working days	199
4	Zero week	06
5	Mid-term break	06
6	Final examination	13
7	Training days	174
8	Total days available for indoor sessions	174
9.	Number of sessions per day	6 sessions in a day 174 x 6 = 1044 sessions Total 1044 Sessions
10.	Total indoor sessions (174 days)	Total 1044 Sessions for basic training a. 934 sessions (for indoor training) b. 50 sessions (for outdoor in last 2 months) c. 60 sessions (for domain expertise)
11.	Total sessions available for indoor training	934 sessions (678 theory + 256 practical hands on)
12.	District training	3 months

Indoor Teaching Syllabus

Serial No.	Name of Paper
Paper – 1	Bharatiya Nagarik Suraksha Sanhita 2023
Paper – 2	Bharatiya Nyaya Sanhita 2023
Paper – 3	Central and State Minor acts and Special Laws
Paper – 4	Bharatiya Sakshya Adhinyam 2023
Paper – 5	Forensics: A. Forensic Science (theory/practical) B. Forensic Medicine (theory/practical)
Paper – 6	ICT and Cyber Investigation
Paper – 7	Criminology and Crime Prevention A. Criminology B. Crime prevention
Paper – 8	Police Organization and Administration A. Police Organization - Central and State B. Administration and Service Matters
Paper – 9	Police Station Management A. Police station records B. Functioning of Police Station and Duties
Paper – 10	Personal Development A. Personal Development B. Soft Skills
Paper – 11	Internal Security and Public Order
Paper – 12	Ethics and Accountability A. Ethics and Ethical Behaviour B. Accountability B1. Constitutional Values, Rule of Law and Role of Police B2. Purpose of Life; Purpose of Profession (Police as a Protector of Common Citizen) B3. Human Rights and Rights-based Policing
Paper – 13	Practical (Hands On): SKILL 1 - Prevention, Detection and Investigation SKILL 2 – Documentation SKILL 3 – Professional Skills

Paper wise Sessions		
Sr. No.	Paper	No. of sessions
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	55
2	Bharatiya Nyaya Sanhita 2023 (BNS)	67
3	Central and State Minor acts and Special Laws	76
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	28
5	Forensics	41
6	ICT and Cyber Investigation	91
7	Criminology and Crime prevention	20
8	Police Organization and Administration	55
9	Police Station Management	81
10	Personal Development	48
11	Internal Security and Public order	45
12	Ethics and Accountability	71
	Total (Theory)	678
13	Practical (Hands on)	256
Grand Total (Theory + Practical+ Integrated practical module)		934

Note- Major portion of Indoor Training syllabus will be covered through Practical and Integrated Modular Approach

(Total 30 modules (A-720 + B-196 + C-18) = 934 session)

Modules

A: Professional skill, Detection and Investigation Module (Integrated Practical Module)				
Sr No.	Name of module	Theory Sessions	Practical Hands-on session	Total
A-1	Introduction to laws	48	6	54
A-2	Preventive Measures	36	18	54
A-3	FIR and Petition	30	12	42
A-4	Missing Children and Human Trafficking	18	12	30
A-5	Offences Affecting the Human Body and Unnatural Death	48	30	78
A-6	Crime Against Women	24	12	36
A-7	Road Accident and Traffic Management	18	18	36
A-8	Crime Against Property	18	12	30
A-9	Economic Offence	12	6	18
A-10	Cyber Crime Investigation	98	54	152
A-11	Riot	18	12	30
A-12	Crime Regarding Public Servants	24	10	34
A-13	Public Health and Safety	12	12	24
A-14	NDPS	12	12	24
A-15	Inter/Intra State / Inter Department Coordination	18	6	24
A-16	Moot Court	12	12	24
A-17	Disaster Management	12	6	18
A-18	VIP Security	6	6	12
TOTAL		464	256	720

B: Theoretical Module		
Sr. No.	Name of Module	Sessions
B-1	Constitutional Values	06
B-2	Soft Skill-1	12
B-3	Soft Skill-2	06
B-4	Human Rights	24
B-5	Ethics and Ethical Behavior	24
B-6	Juvenile Delinquency	06
B-7	Criminology	06
B-8	Security Management	12
B-9	State Specific Acts	10
B-10	State Police Rules and Regulations	45
B-11	Standing orders/Circulars of State	45
Total		196

C: Police Station Records Module (Practical in Model Police Station) (18 sessions)

Field visits: Visit may be done on 2nd and 4th Saturday

Sr. No.	Place Of Visit	Details	Module Name
1	Visit to Police Control Room / 112	Understanding the role and functioning of control room	A-01: Introduction to Laws
2	Mental Asylum Centre	Sensitization towards mentally challenged person	
3	Visit to NGO	Learning about working of NGO regarding protection against human rights violation	B-04: Human Rights
4	Sub Divisional Magistrate/Executive Magistrate office and interaction	Coordination with civil authorities	A-02: Preventive Measures
5	Model Police Station Visit (In academy)	All the police station records/registers to be shown for practical exposure Practical learning of writing beat reports, statements, Panchanama, arrest procedure, reading and understanding case diaries, etc.	A-03: FIR and Petition C: Police Station Record
6	Police Station Visit	All the police station records/registers to be shown for practical exposure. Practical learning of writing beat reports, statements, Panchanama, arrest procedure, reading and understanding case diaries, etc.	C: Police Station Record
7	Observation Home for Children	Understanding the behavior and psychology of child criminals which can help in crime prevention, The Juvenile Justice (Care and Protection of Children) Act, 2015	B-06: Juvenile Delinquency
8	Jail	Concept of crime, recidivism, Inmates living condition and transformational initiatives.	B-07: Criminology
9	Burns Ward in hospital	Sensitisation and learning about various burns cases and their forensic investigation	A-05: Offences Affecting the Human Body and Unnatural Death
10	Post Mortem Room	Learning about causes of death and method of conducting post mortem. Learning to read and understand a PM report.	

11	Visit to FSL	Understanding of practical aspects related to forensic science	
12	Nari Sanrakshan Gruh	Learning about women victims and their condition	A-06: Crime Against Women
13	One Stop Crises Center	Learning about social, mental conditions of victim of domestic violence, abducted women The Protection of Children from Sexual Offences Act, 2012 The Protection of Women from Domestic Violence Act, 2005	
14	Congested Traffic Area	Regulating traffic at intersections Traffic control devices and equipment, duties during traffic jam	A-07: Road Accident and Traffic Management
15	Economic Offence Wing Branch of Respective States	Learning about modus operandi of various economic frauds and detection techniques	A-09: Economic Offence
16	Cyber Control Room (1930)	Practical learning about investigation of cyber-crimes, modus operandi etc..	A-10: Cybercrime Investigation
17	De-addiction/Rehabilitation Centre visit	Learning about social evils and repercussions of drugs in lives of People	A-14: NDPS
18	CAPF unit	Functioning and learning coordination with Central police forces in various circumstances	A-15: Inter/Intra State / Inter Department Coordination
19	SP Office, DG Office and any other nearby unit	Learning about police organization in the state and hierarchical Setup	
Note: Detailed report to be submitted after each visit.			

Hybrid Mode Training by Indoor and Outdoor Staff			
Sr. No.	Subjects	Indoor inputs	Remarks
1	Night patrolling	Relevant rules from respective state police manuals and standing orders	It should be carried out during practical simulation of integrated practical module i.e. A-02: Preventive Measures
2	Combing	Section 35,50,96,103,106,168,170 of Bharatiya Nagarik Suraksha Sanhita 2023 and State police manual	
3	Raid	Section 35,50,96,103,106,168,170 of BNSS, state police act and State police manual	
4	Check-post	Section 35,50,96,97,103,106,168,170 of BNSS, state police act and State police Manual	
5	Vehicle checking	Section 35,106 Of BNSS and Motor vehicle act and motor vehicle rules (central and State)	It should be carried out during practical simulation of integrated practical module i.e. A-07: Road Accident and Traffic Management
6	Traffic control	It should be done in coordination with the outdoor during integrated practical module i.e. Road accident and traffic management;	
7	First aid and CPR	It should be done in coordination with the outdoor during integrated practical module i.e. Road accident and traffic management.	
8	Riots	It should be done in coordination with the outdoor during integrated practical module i.e. Riot	It should be carried out during practical simulation of integrated practical module i.e. A-11: Riot
9	Guard and Sentry duty and treasury	Relevant rules from respective state police manuals and standing orders	It should be carried out during practical simulation of integrated practical module i.e. A-12: Crime Regarding Public Servant
10	Police escort with prisoners	Section 259,260,261,262,263,264,265,266,269 Of BNS 2023and state police Manuals	
11	Handcuffing and ropes	; Relevant rules from respective state police manuals and standing orders, Guidelines of D.K. BASU Vs state of Bengal judgement, section 43,56 of BNSS	
12	Disaster management	It should be done in coordination with the outdoor during integrated practical module i.e. Disaster management	It should be carried out during practical simulation module i.e A-17: Disaster Management
13	VIP Security	It should be done in coordination with the outdoor during integrated practical module i.e. VIP security	It should be carried out during practical simulation module i.e A-18: VIP Security

EXAMINATION AND EVALUATION

DISTRIBUTION OF MARKS				
SR. NO.	SUBJECT	EXAM	WEIGHTAGE (%)	MARKS
1	CHAPTER 1 TO 19	MCQ/VIVA/ETC	60 %	1100
2	PAPERS 1 TO 13	FINAL EXAM	40 %	750
		TOTAL	100 %	1850

Instructions for Examination & Evaluation:

- 1- A local board will be constituted by Head of the institute for internal examination i.e. for chapter 1 to 19.
- 2- A record of marks obtained by the candidate in each internal exam will be maintained by head of the institute as it will be the part of Final evaluation of the candidate.
- 3- A board will be constituted for the Final examination. The structure of the board will be
Inspector General of Police – Chairperson
Superintendent of Police- Member
Commdt./Addl.SP-Member Secretary
- 4- Minimum 50% marks is required in each Subject/Exam to pass the examination.
- 5- If a candidate fails in 1 or 2 subjects/exam, he/she will have to appear for re-examination by the board constituted.
- 6- If a candidate fails in more than 2 subjects/exam, he/she will be recalled for 30 day training programme for the subjects, he/she failed.
- 7- If a candidate failed in examination or in correctional training, his/her matter will be sent to Police Headquarters for further orders.

1. Each chapter will end with MCQ/ Objective type or CBT (Computer based Test) mode of exam containing weightage of 60 % marks of whole syllabus.

Chapter		Marks
1	Introduction	110
2	Preventive Measures	110
3	Police Procedures	110
4	Records	35
5	Juvenile offences	55
6	Body Offences	110
7	Gender related Crime	50
8	Road Safety	50
9	Property Offences	50
10	Economic Offences	35
11	Cyber crime	100
12	Riot and Public disorder	40
13	Offences related to Public Servants	50
14	Offences related to Public Safety and Nuisance	30
15	Offences related to Drugs and Psychotropic Substances	40
16	Coordination	30
17	Court procedures	30
18	Disaster Management	25
19	Security – Internal and National	40
Total		1100

2. Final exam of Indoor shall have weightage of 40 % marks.

DISTRIBUTION OF MARKS: FINAL EXAM				
Sr. No.	Paper		Sessions	Marks
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)		55	100
2	Bharatiya Nyaya Sanhita 2023 (BNS)		67	100
3	Central Minor acts and Special Laws		76	50
4	Bharatiya Sakshya Adhinyam 2023 (BSA)		28	25
5	Forensics		41	50
6	ICT and Cyber Investigation		91	75
7	Criminology and Crime prevention		20	25
8	A: Police Organization B: Administration and service matter C: Office Procedures D: Departmental Proceedings E: Punishments and Appeal Rules	F: State Civil Service (Conduct) Rules G: State Civil Service (Leave) Rules H: Important circulars of the State and Landmark Judgements of SC/HC I: State Police Act/ State Minor Act	60	100
9	Police Station Management		76	50
10	Personal Development		48	50
11	Internal Security and Public order		45	50
12	Ethics and Accountability		71	75
Total (Theory)			678	750

Note: Wherever possible, Projects, Presentations, Viva may also be introduced for more comprehensive evaluation.

Domain Expertise (Total duration: 60 Sessions) (3 sessions per topic)	
Sr. No.	Topic
1	Cyber Crime prevention and detection
2	Economic Offences – Financial crime / Property related crime
3	Community policing
4	Substance abuse and vice crime - NDPS/ Tobacco/ Alcohol/ Gambling/ Lottery etc.
5	Terrorism/Extremism/Coastal security
6	Student Police Cadet programme
7	Intelligence Gathering / Surveillance
8	Family counseling
9	Gender Sensitization
10	Conflict Management and Negotiation
11	CCTNS/ Various Software/Application/Tools used by states
12	Cross Border Crime, coordination between various agencies and Investigation
13	Use of Artificial Intelligence in policing
14	Community policing
15	Court pairvi
16	Witness protection
17	Bank frauds
18	Social media analysis
19	CDR analysis
20	Compassionate policing

Paper– 1: Bharatiya Nagarik Suraksha Sanhita 2023

Total: 55 sessions

Sr. No.	Chapter/Section	Details	Importance	Method	Nos. of Sessions	Module name
1	Introduction	Introduction - Important timelines and role of police in New Criminal Laws	Higher Weightage	Module case study, PPT, group discussion and group presentation	03	A-01: Introduction to laws
2	Chapter 1(Section 1-5)	Definitions			01	A-01: Introduction to laws
3	Chapter 2 (Section 6 ,8, 14-20) Chapter 3 (Section 21-23)	Constitution of Criminal Courts and Offices, Structure of criminal court, PP, DOP			02	A-01: Introduction to laws
4	Chapter 4 (Section 30-33)	Powers of superior officers of Police and aid to the magistrates and the police			01	A-01: Introduction to laws
5	Chapter 5(Section 35 - 62)	Arrest of persons			04	A-01: Introduction to laws A-15: Inter/Intra State / Inter Department Coordination
6	Chapter 6(A) (Section 63 - 71) Chapter 6(B) (Section 72 - 83)	Summons Warrant of arrest			02	A-01: Introduction to laws
	Chapter6(C) (Section 84,85,86)	Proclamation and attachment of property other rules regarding processes			14	
7	Chapter 7 (Section 94-97,101-104)	Processes to compel production of the things, search warrants and general provisions relating to searches	03	A-01: Introduction to laws A-15: Inter/Intra State / Inter Department Coordination		

8	Chapter 7D (Section 105-110)	Miscellaneous Electronic recording of search & seizure Applications: e-Sakshya	Higher Weightage	02	A-01: Introduction to laws A-15: Inter/Intra State / Inter Department Coordination
10	Chapter 9 (Section 125-135) Chapter 12 (Section 168 - 172)	Security for keeping the peace and for good behaviour Preventive actions of the police	Higher Weightage	04	A-02: Preventive Measures A-01: Introduction to laws
11	Chapter 10(Section 144 - 147)	Order for maintenance of wives, children and parents		01	A-06: Crime Against Women
12	Chapter 11(Section 148,151,152,163-167)	Maintenance of public order and tranquility		04	A-02: Preventive Measures A-11: Riot A-13: The Public Health and Safety
13	Chapter 13 Section (173 - 196)	Information to the police and their powers to investigate		10	A-03: FIR and Petition A-15: Inter/Intra State / Inter Department Coordination
14	Chapter 14 (Section 197-204,209)	Jurisdiction of the Criminal		02	
	Chapter 15 (Section 218,222) Chapter 16 (Section 223,225,226)	courts in inquires and trials, Conditions requisite for initiation of proceedings Complaints against Magistrate/Public Servants -Prosecution for Defamation			A-03: FIR and Petition A-16: Moot Court

15	Chapter 17 (Section 230-233) Chapter 18 (Section 234,235,239, 241,242,243,246,247) Chapter 19 (Section- 248, 249, 250, 254,258) Chapter 24 (Section 301,302,303) Chapter 25 (Section 308,326,329,333,335,336) Chapter 26 (Section 338,340,341,343,356,359,366) Chapter 28 (Section-389) Chapter 29 (Section-394,399)	-Commencement of proceeding before magistrate -The Charge Trial before a court of session -Attendance of persons confined or detained in prisons -Deposition of medical /Govt./Scientific Expert witnesses -Sworn of affidavit Present of PP at trial -Right of defense -Free legal aid -Tender of Parden to accomplice -Compounding of offense - Compensation to victim of groundless arrest			06	A-16: Moot Court
16	Chapter 35 (Section 478- 482, 485)	Provisions as to bail and bonds -Anticipatory bail			02	A-16: Moot Court
17	Chapter 36 (Section 503-505)	Disposal of seizure property	Lower Weightage		01	A-16: Moot Court
18	Chapter 39 (Section 527,528,530,531)	Inherent power of HC to quash FIR 16			01	A-15: Inter/Intra State / Inter Department Coordination A-16: Moot Court
19	Schedule-1 Classification of Offences Schedule-2 Classification of Offences against other Laws	Investigation – cognizable and non-cognizable Cases Bailable and non bailable Offences	Higher Weightage		02	A-01: Introduction to laws

20	Trial and Steps Involved	Difference between acquittal and discharge, Stages of Trial, Cognizance, Issue of Process, personal attendance of accused, Commitment of case to Court of Session, prove the guilt of the accused, Court will consider and may discharge or Frame Charges, Framing of charges, Contents of charge, Charges read over and accused asked whether he pleads guilty or not, Conviction on plea of guilt, Examination of accused under sec.351 of BNSS., Evidence for the defense, Arguments, Judgment		Visits to Court or Mock Court for real time cases Group Discussion	04	A-16: Moot Court
				Total	55	

Note: Except sections included in above syllabus of BNSS, remaining sections can be treated as SELF-STUDY. Those Sections should not be included in any exams.

Paper– 2: Bharatiya Nyaya Sanhita 2023

Total: 67 Sessions

Sr. No.	Chapter/Section	Details	Importance	Method	Nos. of Session	Module name	
1	Introduction Chapter 1 (Section 1 - 3) Chapter 2 (Section 4,9) Chapter 3 (Section 14 - 44)	Familiarization- Introduction module- knowledge, intention, motive, actus rea, mens rea, object Definition of Jurisprudence- Meaning of Legal Theory, Concept of Principle of Natural Justice Legal Concepts - Men's rea, Burden of Proof, Benefit of Doubt, Evidence and Proof Theories of Justice - Administration of Justice, Civil and criminal justice systems Introduction General explanations Punishment General exceptions	Higher Weightage	Case study	06	A-01: Introduction to laws	
2	Chapter 4 (Section 45 - 62)	Abatement Criminal conspiracy			02	A-01: Introduction to laws	
3	Chapter 5 (Section 63 - 99)	Of Offences against woman and child				08	A-06: Crime Against Women A-04: Missing Children and Human Trafficking
		18					A-05: Offences affecting the Human Body and Unnatural Death

4	Chapter 6 (section 100 - 146)	Of Offences against the human Body			10	A-07: Road Accident and Traffic Management A-04: Missing Children and Human Trafficking
5	Chapter 7 (Section 147 - 158)	Of Offences against the State			04	A-12: Crime Regarding Public Servants
6	Chapter 8 (Sections 159 – 168)	Of Offences against relating to the Army, Navy and Air force	Lower Weightage		01	A-12: Crime Regarding Public Servants
7	Chapter 9 (Section 169 - 177)	Of Offences relating to Elections			03	A-12: Crime Regarding Public Servants
8	Chapter-10 (Section 178 - 188)	Of Offences relating to Coin, Currency-Notes, Bank Notes and Government Stamps	Higher Weightage		02	A-09: Economic Offence
9	Chapter 11 (section 189 – 197)	Of Offences Against the public tranquility		Modular (Case Study of various crimes)/ Simulation of Crime Scene	03	A-11: Riot
10	Chapter 12 (Section 198 - 205)	Of offences By or Relating to Public Servants		Module	02	A-12: Crime Regarding Public Servants
11	Chapter 13 (Section 206 - 226)	Of Contempt of the Lawful authority of public Servants			04	A-12: Crime Regarding Public Servants
12	Chapter 14 (236,238,248,249,253 to 259,263 to 269)	Of false evidence and offences against public justice			04	A-12: Crime Regarding Public Servants
13	Chapter 15 (Section 270 - 297)	Of offenses affecting the public health, safety, convenience, decency and morals		Module	04	A-13: The public health and Safety

						A-07: Road Accident and Traffic Management
14	Chapter 16 (Section 298 - 302)	Of offences relating to religion	Higher Weightage	Session, PPT	01	A-11: Riot
15	Chapter 17 (Section 303 - 334)	Of offences against property	Higher Weightage	Module	09	A-08: Crime Against Property
16	Chapter 18 (Section 335 - 350)	Of offences relating to documents and to property marks	Lower Weightage	Session, PPT	02	A-08: Crime Against Property
16	Chapter 19 (Section 351 - 357)	Of Criminal intimidation, insult, annoyance, defamation etc.			02	A-05: Offences affecting the Human Body and Unnatural Death
Total					67	

Note: Except sections included in above syllabus of BNS, remaining sections can be treated as SELF-STUDY. Those Sections should not be included in any exams.

Paper– 3: Central and State Minor acts and Special Laws

A-Central and State Minor Acts

Total: 76

Sr. No.	Act	Section/Article Higher Weightage	Note	Importance (Rest of sections Lower Weightage)	Method	Nos. of Session	Module name
1	The Protection of Women from Domestic Violence Act, 2005	1 to 9, 21, 24, 27, 31 to 35	-Importance of Minor Acts -Aware them about negligence -Benefits of Alertness	Higher Weightage	Module	01	A-06: Crime Against Women
2	Dowry Prohibition Act, 1961	1-4				01	
3	The Indecent Representation of Women (Prohibition) Act, 1986-	3,4,6,8				01	
4	The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013	1 to 10				01	
5	The Immoral Traffic (Prevention) Act, 1956	1-9, 14, 15				01	
6	The Protection of Children from Sexual Offences Act, 2012	1-12,23,24,25,37				01	A-04: Missing children and Human Trafficking
7	The Child and adolescent labour (Prohibition and regulation) Act, 1986	1-3,13,14	21		02		
8	Child Marriage Prevention Act, 2006	Sections 2, 9, 10, 11, 13			Case Study		01

9	Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act,1989	1,2,3,4,15A,22			Case Study	02	A-05: Offences affecting the Human Body and Unnatural Death
10	Arms Act,1959	1-7,25,27,38,39,45			Case Study	(01)	A-11: Riot
11	The Indian Explosives Act, 1884	1,4,6,6A,6B,9B,12,13		Lower Weightage	Case Study		
12	The Explosives Substances Act, 1908	1-3			Case Study		
13	Right to Information Act, 2005	1-4,8,12,15,20,21			Case Study	02	A-01: Introduction to laws
14	NDPS Act, 1985	1,2,8,22,29,37,42 -Identification of places/spots where the drugs is sold - University/Colleges/School/ etc. and ways to prevent. -Drug related Crimes: Sensitization of Trainees on utilization of various Application and Database.		Higher Weightage	Case Study	12	A-14: NDPS
15	The Motor Vehicles Act, 1988	1-4,177,181,183-187,192,192A,200-202,206,207			Module	03	A-07: Road Accident and Traffic Management
16	Prevention of Corruption Act, 1988	1,2,7-11 (Sensitization of Police regarding menace of corruption and methods to counter corruption.)			Case study	05	A-12: Crime Regarding Public Servants
17	The Representation of People's Act, 1951	2,125-130,135,136		Lower Weightage	Session, PPT	03	A-12: Crime Regarding Public Servants
18	Prevention of Insults to National Honor Act, 1971	1-3A	22			01	
19	Unlawful Activities (Prevention) Act, 1967	1,2,10,13-16,38,39,40,45				01	A-02: Preventive Measures
20	Cigarettes and Other Tobacco Products Act, 2003	1,3-6,12,13,21,24,27,28				01	A-01: Introduction to laws

21	Information Technology Act, 2000	Section 3, 3A, 65, 66, 66A, 66F	IT Rules 2021 for Social Media Intermediaries also to be studied along with	Higher Weightage	Module	04	A-10: Cyber Crime Investigation
22	The Juvenile Justice (Care and Protection of Children) Act, 2015	Section 3, 10, 32, 75, 76, 77, 78, 79, 83, 84, 109			Case study / Visit to observation home	04	B-06: Juvenile Delinquency
23	Prevention of Damage to Public Property Act, 1984	1-4			Module		A-11: Riot
23	The Indian Railway Act, 1989	Section 150, 151, 152, 153,		Lower Weightage	Session, PPT	02	A-11: Riot
24	The Railway Property (Unlawful Possession) Act, 1966	Section 3, 6, 10					
25	Prevention of Cruelty to Animals Act, 1960	Sections 2 (C, D, G), 11, 12, 31, 32, 36		Higher Weightage	Session, PPT/Case Study	01	A-13: The Public Health and Safety
26	National Security Act, 1980	Sections 3, 4, 5, 7, 8, 9, 14		Lower Weightage	Session, PPT	01	A-02: Preventive Measures
27	Prevention of Food Adulteration Act, 1954	Section 2, 5, 6, 7, 10, 16, 16A, 17, 18, 20, 21				01	A-13: The Public Health and Safety
28	Official Secrets Act, 1923	Sections 2, 3, 4, 5, 6, 7, 10, 13				01	A-12: Crime Regarding Public Servants
29	Cattle Slaughter and Transport Prohibition Act 2004	Section 1, 2, 4, 5, 6, 8, 9, 10, 11, 14		Higher Weightage	Session, PPT/Case Study	01	A-13: The Public Health and Safety
30	Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994	Section 1, 2, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34	23			02	A-06: Crime Against Women
31	Police (Incitement to Disaffection) Act, 1922	Section 1 – 6				01	A-01: Introduction to laws

32	Police Forces (Restriction of Rights) Act, 1966	Section 1 – 6		Lower Weightage	Session, PPT/Case Study	01	
33	Prevention of Money Laundering Act 2002	Section 3, 4				01	A-09: Economic Offence
34	Negotiable Instrument Act 1881	Section 138				01	
35	Rajasthan Control of Gundas Act 1975	Related sections		Higher Weightage	Session, PPT/Case Study	02	A-02: Preventive Measures
36	Rajasthan Habitual Offenders Act 1953	Related sections		Higher Weightage	Session, PPT/Case Study	02	A-02: Preventive Measures
37	Rajasthan Prevention of Anti- Social Activities Act 2006 (Raj PASA)	Related sections		Higher Weightage	Session, PPT/Case Study	02	A-02: Preventive Measures
38	Rajasthan Excise Act 1950	Related sections		Higher Weightage	Session, PPT/Case Study	04	B-09: State Specific Acts
39	Rajasthan Bovine Animal (Prohibition of Slaughter and Regulation of Temporary Migration or Export) Act 1995	Related sections		Higher Weightage	Session, PPT/Case Study	02	B-09: State Specific Acts
40	Rajasthan Public Gambling Ordinance 1949	Related sections		Higher Weightage	Session, PPT/Case Study	02	B-09: State Specific Acts
41	Rajasthan Forest Act 1953	Related sections		Higher Weightage	Session, PPT/Case Study	01	B-09: State Specific Acts
42	Rajasthan Noises Control Act 1963	Related sections	24	Higher Weightage	Session, PPT/Case Study	01	B-09: State Specific Acts
Total						76	

Note: Except sections included in above syllabus of Central Minor Acts, remaining sections can be treated as SELF-STUDY. Those Sections should not be included in any exams.

Paper– 4: Bharatiya Sakshya Adhiniyam 2023

Total: 28 Session

Sr. No.	Chapter/Section	Details	Importance	Method	Nos. of Session	Module name
1	Introduction	Introduction of Indian Evidence Act	Higher Weightage	Module	04	A-01: Introduction to laws
2	Chapter 1 Section (1 - 2)	Definitions		Case study	02	A-01: Introduction to laws
3	Chapter 2 Section (3-23,26-49)	Relevance of facts		Case study, Session / Practical (Such as Section 23 Discovery Panchanama, Section 26 Dying Declaration)	06	A-01: Introduction to laws -A-03: FIR and Petition --05: Offences affecting the Human Body and Unnatural Death -A-06: Crime Against Women -A-08: Crime Against Property -A-09: Economic Offence -A-11: Riot
4	Chapter 3 Section (51 – 53)	Facts which need not be Proved		Case study	02	- A-01: Introduction to laws
5	Chapter 4 Section (54 – 55) Chapter 5 Section (56-67)	Oral Evidence Documentary Evidence			04	-A-04: Missing Children and Human Trafficking - A-06: Crime Against Women
6	Chapter 7 Section (104-113,116,117,118,120)	Of the Burden of Proof			05	- A-08: Crime Against Property - A-09: Economic Offence -A-11: Riot
7	Chapter 8 Section (121-123)	Estoppel			-A-16: Moot Court	
8	Chapter 9 Section (124, 125,126,128,131,138)	Of Witnesses	Higher Weightage	03	A-01: Introduction to laws A-03: FIR and Petition A-05: Offences Affecting the Human Body and Unnatural Death A-06: Crime Against Women	
9	Chapter 10 Section (142-144,149,151,156,159-164)	Of Examination of Witnesses Of Improper Admission and Rejection of Evidence	25	02	A-08: Crime Against Property A-11: Riot A-16: Moot Court	
Total					28	

Note: Except sections included in above syllabus of BSA, remaining sections can be treated as SELF-STUDY. Those Sections should not be included in any exams.

Paper– 5: Forensics						
Total: sessions 41						
A: Forensic Science (Theory and Practical) Total: 26 sessions						
Sr. No.	Chapter	Details	Importance	Method	Nos. of Session	Module name
1	Introduction	Forensic Science (FSL) - Definition, use in investigation of crime, importance of Forensic evidence, role of forensic science, laboratory	Higher Weightage (Basic knowledge of identification of various evidences, with emphasis on the significance and preservation of evidences)	Case Study of important Cases and Visit to FSL	01	A-05: Offences Affecting the Human Body and Unnatural Death
2	Physical Evidence	Importance, source, types, identification, packing, naming, sealing, forwarding letter, chain of custody				
3	Finger Print	Importance, aim, procedure, classification, finger prints at the crime scene, patterns of latent prints, developing latent prints, recording of developed latent print, collection of developed prints, photography, AFIS (Automatic fingerprint identification system)				
		Applications: NAFIS				
4	Foot Prints	Importance, source, casting, procedure of correction, gait pattern (walking picture)				
5	Identity	Hair, Fibers, Semen, Blood, Soil, Glass	26		01	A-08: Crime Against Property
					01	A-05: Offences Affecting the Human Body and Unnatural Death

6	Vehicular Accident Cases	Investigation of road accidents, skid marks and tire-marks, identity of the vehicle, estimation of the speed of the Vehicle			02	A-07: Road Accident and Traffic Management
7	Marks of Tools and recovery of erased marks	Types, source, principles of comparison, basis of comparison, recovery of erased marks, Recovery from wood, plastic and Skin			02	A-07: Road Accident and Traffic Management
8	Documents	Disputed documents, points of dispute, identity, forged documents			02	A-09: Economic Offence
9	Alcohol and Drugs	Types of alcohol, types of drugs, narcotic drugs and psychotropic substances, investigation of crime and identification of alcohol and drugs			01	A-14: NDPS
10	Forensic Ballistics	Classification, range, elements of fire arms and their ammunition, identification of shooter and firearm, direction and time, evidences regarding cases, IBIS (Integrated ballistic identification system)			02	A-05: Offences Affecting the Human Body and Unnatural Death
11	Explosives	Explosives and explosions, types, precautions to be taken when found, safekeeping of the place where explosion has taken place, IED, series, elements, firing mechanism			01	A-11: Riot
12	Source of Forensic Lights	Types, usage and importance Ultraviolet, visible and Infrared			01	A-09: Economic Offence
13	Behavioral Forensics Portrait Parle	Narco-analysis, brain mapping, polygraph, layered voice analysis Introduction and definition, Bertillon portrait parle, ideal portrait parle, computerized portrait building system	27	FSL visit, Case study	02	A-05: Offences Affecting the Human Body and Unnatural Death

14	DNA Profiling	DNA fingerprint, source, technology and its uses
15	ACB Trap case	Sensitization of Police regarding menace of corruption and methods to counter corruption. Introduction, procedure of planning of trap case
16	Photography and Videography of Crime scene	Methods, importance, evidence from photography and videography of crime scene
17	Digital Evidence	Cyber-crime, search and seizure, collection, analysis and presentation, CCTV, internet and IP Address, social media, mobile device
18	Identification of Counterfeit Currency	Use of ultraviolet waves, Magnetic and color shifting ink

Case Study of important cases	01	A-05: Offences Affecting the Human Body and Unnatural Death
FSL visit, Case study	01	A-12: Crime Regarding Public Servants
FSL visit, Case study	01	A-05: Offences Affecting the Human Body and Unnatural Death
Case Study of important cases	04	A-10: Cyber Crime Investigation
Case study	01	A-09: Economic Offence
Total	26	

Note: All the sessions should be taught by forensic experts with Police officer.

B: Forensic Medicine (Theory and Practical)

Total: 15 sessions

Sr. No.	Chapter	Details	Importance	Method	Nos. of Session	Module name
1	Introduction	Medico-legal Evidences, their importance and types of cases – Medical jurisprudence, supervision of crime scene and SOPs – Basic knowledge of digital devices, digital evidences and procedures/evidence gathering	Higher Weightage (Basic knowledge of identification of various evidences, with emphasis on the significance and preservation of evidences) Visit to burns ward Visit to post mortem room 29	Case study, Session, Practical (Crime Scene)	02	A-05: Offences Affecting the Human Body and Unnatural Death
2	Death Investigation	Identification of dead and alive, attributes, signs and time of death, inquest Panchnama, post-mortem, changes in body		Case study	02	A-05: Offences Affecting the Human Body and Unnatural Death
3	Injuries and Wounds Electrocution Cases	Types, traits and marks, age, ante-mortem and post-mortem injuries, accidental injuries, bullet injuries, entry and exit wounds, bite marks Marks and traits, entry and exit points, medico-legal importance		02	A-05: Offences Affecting the Human Body and Unnatural Death	
4	Burns Cases	Examination of the victim, crime scene, Marks and traits, Ante-mortem and Post-mortem burning, Collection of evidences		02	A-05: Offences Affecting the Human Body and Unnatural Death	
5	Asphyxia	Hanging, strangulation, smothering, drowning		01	A-05: Offences Affecting the Human Body and Unnatural Death	

6	Forensic Osteology and Anthropometry	Estimation of age and identity through skeletal examination, Forensic anthropometry			01	A-05: Offences Affecting the Human Body and Unnatural Death
7	Exhumation and Post-Mortem	Introduction and procedure of exhumation, legal necessities, post-mortem examination-type, procedure and importance			01	A-05: Offences Affecting the Human Body and Unnatural Death
8	Sexual Offences	Types: Rape/Natural/Unnatural, Collection, labeling, sealing, packaging of evidences, of accused and victim.			01	A-06: Crime Against Women
9	Toxicology	Definition, poisons, types of poisons, crime scene investigation and evidence collection, result of post-mortem examination in poisoning cases, collection of viscera and identification of poison			02	A-05: Offences Affecting the Human Body and Unnatural Death
10	Various Reports	- Basic understanding of PM (post-mortem), MLC (medico legal cases) report - Importance of collecting medical/ wound / Postmortem/ FSL report / certificate			01	A-05: Offences Affecting the Human Body and Unnatural Death
Total					15	
Note: All the sessions should be taught by forensic experts with Police officer.						

Paper– 6: ICT and Cyber Investigation (91 session)

A-New Software/ Applications used by State (14 sessions)

Mobile App used in Rajasthan Police and Other useful Portals/ Applications

- SSO Portal and related applications (RAJKAJ, RAJCOP, Citizen Services, Sampark Portal, LITES, DREAMS, RAJCOP Citizen, Raj LMS, Senior Citizen)

- Other Applicatio

- | | |
|--|---|
| <ul style="list-style-type: none"> • Child Tracking Web Portal • NDSO- Sexual offender database • ITSSO-Sexual-offences investigatio • I4C • CriMAC- Alert system between PS • NDOFO- Foreign Offender Databas • NCRB | <ul style="list-style-type: none"> • Rajasthan Police Web Portal • digital Police Portal • tracker • NIDAAN • Finex FIU • ICJS • Mission Vatsalya Portal |
|--|---|

B: CCTNS Police Station Module – Theory and Practical

Total: 60 sessions

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Parts of Computer, Windows Application, MS Word, MS Excel, MS PowerPoint, Working of Internet	Higher Weightage ³¹	Practical training in computer laboratory	20	A-10: Cyber Crime Investigation
2	CCTNS	Higher Weightage	Practical training in computer laboratory	40	
Total				60	

C: Cyber-crime (17 session)

Sr. No.	Chapter	Details	Importance	Method	Nos. of Session	Module name
1	Basics of Cyber Investigation	Basic knowledge of cyber tools and digital devices to deal with cyber related offences	Higher Weightage	Case study, Practical information about cyber-Helpline 1930) Visit to control room of 1930	02	A-10: Cyber Crime Investigation
2	Mobile Communication Technologies and Surveillance	<p>- Introduction to IP log analysis, CDR (call detail record)/ DUMP DATA/IPDR (Internet protocol detail report) analysis, tracing IP address, email investigation</p> <p>-Using the application (such as CCTNS, HAWKEYE, Facebook, WhatsApp, X, Instagram, Snapchat, mails etc.)</p> <p>- Applications: CCTNS</p> <p>- Updating on respective online application</p> <p>- awareness about the latest technology applications on Police aspects.</p> <p>-supporting crime detection and prevention by using latest technology tools like call data</p>	32		04	

		records, locations, various Database. -Cyber and Drug related Crimes: Sensitization of Trainees on utilization of Application and Database in Training.				
3	Digital Payment Frauds	Digital payment systems, terminologies in bank statements, payment banks and usage of digital payment			03	
4	Other Frauds	Salami attacks, lottery frauds, phishing, vishing, impersonation, identity theft, ATM hacking, OTP frauds, delivery frauds			02	
5	Social Media Investigation	legal aspects of social media, use of social media for police (Personal and professional use) intermediary guidelines, cyber stalking, cyber grooming, child pornography, identity theft, spread of fake news Dos and Don'ts: Use of Social Media for Police			03	
6	IoT (Internet of things Forensics	Introduction to IoT (Internet of things) devices, SOP for handling IoT devices and handling of digital evidences	33		03	
Total					17	
Note: All the sessions should be taught by cyber experts with police officer.						

Paper– 7: Criminology and Crime Prevention

Total: 20 sessions

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Criminology and Victimology Introduction Victimology – Definition, Rights of the victim, Victim compensation scheme, Role of Police, Role of NGO	Higher Weightage	Case study, PPT, group discussion modular method Visit to jail.	06	B-07: Criminology
2	Criminogenic Reasons – why do people commit crimes?	Higher Weightage			
3	Types of Criminals – Occasional, Professional, Habitual, White collar, Insane	Higher Weightage			
4	Types of Crime – Social, Domestic	Higher Weightage			
5	Deviance	Higher Weightage			
6	Criminology – Penology, Types of Punishment	Higher Weightage			
7	Juvenile Delinquency – Reasons and types -Identification and early detection of minors in cases of drug abuse including patrolling the areas around schools	Higher Weightage	Modular method	03	B-06: Juvenile Delinquency
8	Crime prevention <ul style="list-style-type: none"> • Intelligence basics • Intelligence Source Management • Gathering Intelligence • Managing information • Surveillance • Shadowing of Suspects • MCR and History sheet 	Higher Weightage 34	Modular method	06	A-02: Preventive Measures

9	<ul style="list-style-type: none"> • Community Policing -Meetings with Community -State Specific Programs -Methods to improve police-public relations: In order to improve police image through community policing like participating in religious ceremonies and organization of sports activities at the level of Police Station 	Higher Weightage	Modular method	05	A-02: Preventive Measures
Total				20	

Paper– 8: Police Organization and Administration

(55 sessions)

A: Police Organization-Central and State (06 sessions)

Sr. No.	Details	Note (For positive attitude and behavior changes)	Importance	Methodology	Nos. of Session	Module name
1	Origin, History and Evolution of Police in India, Relation with Neighboring Countries / Border Issues		Higher Weightage	Session, PPT	01	A-15: Inter/Intra State/Inter Department Coordination
2	Central Police organizations like I.B., C.B.I., C.R.P.F., B.S.F., I.T.B.P., R.P.F., C.I.S.F., N.C.B., N.C.R.B., N.I.A., S.S.B., RAW, Assam Rifles, B.P.R and D, N.P.A., C.D.T.S., N.I.C.F.S., Central Forensic Science Laboratory, Central Finger Print Bureau, Army, Navy, Air Force, Local Army, N.C.C, Rastriya Raksha Shakti University, National Forensic Science University	Organizational structure Achievement / work of each organization -Historical and memorable operations -Brave heart history -Selected operations of various central and state allied institution and various branches	Higher Weightage	Project (Flowchart/PPT/Any other creative idea)	01	
3	Organizational Structure of State Police - D.G.P. Office, Range, Commissionerate, District, Sub Division, Circle, Police Station, Chowki, Outpost Functioning of various branches of Police – C.P./S.P. Office and its various admin branches, Reader Branch, Special Branch/L.I.B., P.C.B., D.C.B./L.C.B., Police Headquarter, Traffic Police, Woman Police Station, Coastal Police Station, Wireless, M.O.B., M.T., S.O.G. etc.(Modification can be done as per the state police organization / structure)	-Adaptation and harmonious co-existence among personnel of police and other agencies			01	
4	Allied Institutions S.C.R.B., Fingerprint Bureau, C.I.D. Crime, State Intelligence Bureau, Armed Units, Railway Police, Director of prosecution, Communication, State Traffic Branch, D.F.S., A.T.S., S.O.G., Home Guard and Civil Defiance, A.C.B., Special Police Officer, State Police Training Academy, state Commando, State Vigilance	36	Higher Weightage	Session, PPT	01	

	Bureau, Fire Services, Home Department, Jail, state Police Housing Corporation (Modification can be done as per the state police organization / structure)					
5	Police Welfare and Police Cooperative Society (Various Activities for Police Welfare) (Modification can be done as per the state police organization / structure)			Active participation in any real time meeting or any event	01	
6	Study of neighboring state police setup (organization)				01	
Total					06	

B: Administration and Service matters (04 sessions)					
Sr. No.	Details	Importance	Method	Nos. of Session	Remarks
1	Administrative structure of State Government	Higher Weightage	Session, Practical	01	
2	Local Self-Government Institutions (Rural and Urban)			01	
3	- District and Sub Divisional Administrative Structure, Coordination of Police with various Departments (FSL, Civil Hospital, Court, School, Collages) - Land disputes and Redressal, local issues			01	
4	Police, Army, Navy, Air Force's designations and badges, Flags and Star Plates, etc.		Power Point/ Project Activity on comparison of analogous ranks of Defense and Police	01	
Total				04	

C: Rajasthan Police Rules and Regulations (45 sessions)					
Sr. No.	Details	Importance	Method	Nos. of Session	Remarks
1	Office Procedures (including Accounts and T.A. Rules) State Civil Service (Leave) Rules	Higher Weightage	Session, Practical	10	B-10:
2	Departmental Proceedings (Service and Conduct Rules) Rajasthan Civil Services (Classification, Control and Appeal) Rules 1958 Rajasthan Civil Services (Conduct) Rules 1971			15	
3	Rajasthan Police Act 2007			02	
4	Rajasthan Police Rules 1948, 1965 and 2008		Power Point/ Project Activity on comparison of analogous ranks of Defense and Police	18	
Total				45	

Paper– 9: Police Station Management

Total: 81 sessions

A: Police station Records (12 session)

Sr. No.	Registers	Note	Importance	Method	Nos. of Session	Module name
1	Inward Register.	Importance of each and every Record/Register –How to Maintain records -Importance of classification of records -Digitization of records	Higher Weightage	Practical (Show each record in CCTNS and give hands on training) -Visit (All the Records to be shown during Police Station Visit for practical exposure) Model police station visits Module	12	C: Police Station Records
2	Outward Register.					
3	Stock Account, Part I-Arms, Ammunition and Accoutrements. Part-II-Clothing Part-III Dead Stock,					
4	Register of warrants for recovery of fines.					
5	Service Stamp Account.					
6	Register of property passing through the hands of the police (Malkhana Register).					
7	Register of persons arrested within the jurisdiction of the Police Station.					
8	Registers of summons and warrants received for service or execution. Usage of e-summons.					
9	Register of licenses for arms					
10	Register of arms deposited with the police.					

11.	Lock up Register.				
12.	Kit Deposit Register.				
13.	Ammunition Deposit Register.				
14.	Library Register.				
15.	Muster Roll of Policemen.				
16.	Book of requisitions for emergent Police				
17.	Duty Pass Book (on Railway only).				
18.	Crime Register.				
19.	Non-Cognizable Register.				
20.	Chapter Cases Register.				
21.	Register of missing persons.				
22.	Known Criminal Register.				
23.	General Conviction Register.				
24.	Index to History Sheets and Personal files (Part I and II)				
25.	Absconders Register (Parts 'A' and 'B')				
26.	Motor Accidents Register.				
27.	Visitors' Register.				
28.	History Sheets.				
29.	Village Crime Note Books (Parts I to V)				
30.	A' Rolls.				
31.	B' Rolls.				
32.	Bill Register showing details of all Bills sent to S. P's office				
33.	Search Slip Register.				
34.	Trace Memo Register.				
35.	Account of Stationary articles.				
36.	Account of forms and envelopes.				
37.	Building Register.				
38.	Register of explosive license holders.				
39.	Day Book				
40.	Ledger of works departmentally executed (except on Railway).				

41	Railway, Motor and Steamer Warrants Books.					
42	Receipt of property attached by the Police.					
43	Book of passes issued to Head Constables and Constables leaving their Station on duty.					
44	Local dispatch book.					
45	Muddamal dispatch Book.					
46	Day Book Receipt Book (Manuscript).					
47	Receipt Book of account					
48	Registers, Lists etc.					
49	Daily reports (DSR, DPR)					
50	Maintenance of data - Register Maintenance of hard copy - Back up of soft data - Data security (Antivirus/ Cyber safety)					
Total					12	

B: Functioning of police station and Duties (24 session)

Sr. No.	Details	Note	Importance	Method	Nos. of Session	Module name
1	Communication and Behavior with Complainant and Witness, Victim, Accused Children, Women, Senior Citizens, SC and ST, under privileged LGBTQIA+, Seniors and Juniors Handling of Public and Media who are visiting police station		Higher Weightage	Role play, Case study, Group discussion	08	B-03: Soft Skill-2
2	CCTNS module in police station working		Higher Weightage	Session, Practical	08	C: Police Station Records
3	Day-to-day functioning of Police Station and maintaining rapport with other sections like general duty, section duty and crime.					
4	Roll Call and All's Well- Duty distribution, Parade and Night Round					
5	Functioning of Chowki and Outpost, Village Visitation					
6	Service of Summons, warrant and notice through e-summons portal.					
7	PSO duty,					
8	Wireless duty, Communication duty					
9	Account writer head, Crime writer head, Registry,					
10	Court Duty – Maintenance of Original chargesheet case papers (PP Files)					
11	Police station Duty(Special Branch/LIB) - Passport / Job / Character verification certificate, Alert inputs, political HS, Internal vigilance					
12	MOB, History sheet, MCR card, finger print, A roll, B roll,				08	A-02: Preventive Measures
13	Beat patrolling, maintenance of note book and Patrol book					
14	- LIB, Intelligence gathering (political events, communal, anti-social activities) Intelligence Source management, Shadowing of suspects,					

	Managing of information, Difference between information and intelligence, surveillance,					
15	- Inter state intelligence sharing- Crime/Law & Order (bordering					A-15: Inter/Intra State / Inter Department Coordination
Total					24	

C: Standing Orders/Circulars related with Police Station (45 session)

Sr. No.	Details	Note	Importance	Method	Nos. of Session	Module name
1	Standing orders/Circular related with crime		Higher Weightage	Group discussion	45	B-11:
2	Standing orders/Circular related with community policing and civil right			Visit to Police Station		
3	Standing orders/Circular related with law & Order					
4	Standing orders/Circular related with welfare schemes					
5	Standing orders/Circular related with operation of police stations			Visit to Police Control room		
6	Standing orders/Circular related with security					
7	Standing orders/Circular related with service matters					

Paper– 10: Personal Development

Total: 48 sessions

A: Personal Development (24 session)

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Emotional Intelligence, Positive thinking	Higher Weightage	Case Study Practical, Case Study, Group Discussion	3	A-06: Crime against women
2	Management A. Time Management B. Personal financial management (Salary, TA/DA, Investment)			3	A-05: Offences Affecting the Human Body and Unnatural Death
3	Team Management at police station, Collective Decision Making, Importance of Team work in police			3	
4	Occupational Stress and work life balance , Stress management at police station, Meditation and Yog, Use of Mobile phones on duty			3	
5	Conduct with various sections of society, Conduct when not on duty/ not in uniform,			3	
6	Responsibilities towards environment and eco system, problems of pollution, Waste management, Reduce- Recycle - Reuse, Swachchha Bharat Mission			3	
7	Personal hygiene and Care - Importance of Nutritious food / Hydration - Fitness - Regular Medical Checkup - Routine personal care, grooming – Spreading awareness about use and disposal of sanitary pad, use of vending machine - Cyber hygiene, Ethical behavior			4	A-04: Missing Children and Human Trafficking
8	-To detect offence: Communication and coordination skill- intra state and inter State - control room, use of website search, Map reading,				02
Total				24	

B: Soft Skills (24 session)

B: Soft Skills (24 session)					
Sr. No.	Topic	Importance	Method	Nos. of Session	Module name
1	Gender sensitization and sensibility in Police, Empathy, Openness, Active listening, Reacting and interpersonal skills, Communication and behavior with complainant and witness, victim, women, LGBTQIA+	Higher Weightage	Games, Videos, Role Playing, Case Study and Practical Modules, Group Discussion.	12	B-02: Soft Skill-1
2	Active Listening, Reacting, and Interpersonal Skills with visitors and victims				
3	Empathy, Openness - with visitors and victims and clarity while making decisions				
4	Definition, Difference between Soft and Hard skills, Importance of Soft Skills				
5	Elements of Soft Skills – Written, Oral, Gestures, Signs, Expressions				
6	Negotiation Skills, Persuasive and Verbal Communication, Counselling people about their personal & family / property disputes	Higher Weightage	Practical, Modular (Case study of Murder, Extortion, Kidnapping etc.)	12	A-03: FIR and Petition
Total				24	
Note: Sessions will be taken by expert of each specific topic.					

Paper– 11: Internal Security and Public Order, (Mob Management-Riot / Rallies / Dharna, VIP / Vital Installation Security, Disaster Management, Traffic Management)

Total: 45 session

A: Security Management (24 session)

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	<p><u>Introduction to inter-state and trans- Border crime</u></p> <ul style="list-style-type: none"> • Inter state crime types and methods to combat <p>-Internal Security:(Various types of Extremism/ Naxalism including Left Wing Extremism/ Naxalism militancy, Insurgency, activity and religious fundamentalism)</p> <p>-Collection of Intelligence in context of internal security</p> <p>-Mechanism to check and prevent anti-national element</p> <p>-Radicalization and Anti radicalizations programs</p> <p>-Counter measures, strategy, and tactics to deal with internal terrorism, insurgency and left-wing extremism, counter insurgency operation</p> <p>– Internal Security Schemes</p> <p>-Organizes crime</p> <ul style="list-style-type: none"> • Trans- National Border crimes: Types and methods to combat: <ul style="list-style-type: none"> - Trans National Terrorism - Intrusion of other nationals like Bangladeshi/Pakistani - Drug trade - Illegal Weapon 	Higher Weightage	Coordination with other agencies such as CRPF/BSF/Coast Guard/ITBP/CISF	06	B-08: Security Management

	<ul style="list-style-type: none"> - Cybercrime like digital arrest - Human trafficking - Handling Urban Terrorism, Hostage situations, Counter Terrorism and Counter terrorism operations - Mechanism to check and prevent anti-national element 				
2	<p>Introduction: Security category (X, Y, Z, Z+, NSG & SPG) VIP Security at place of stay, Place of function and route Categories of Security, importance of contingency route & safe house</p> <ul style="list-style-type: none"> - Access Control and Frisking of a Person <p>Search of a Vehicle Anti- sabotage Check– Use of HHMD, DFMD, Sniffer dogs, Identifying to suspicious objects and subsequent action</p>			06	A-18: VIP security
3	<p>Vital Installation Security Gestures - During Patrolling, VVIP Bandobast, Road Bandobast, Traffic duty</p>			03	B-08: Security Management
4	<p>Public Order Duties: Concepts of Public Order and Public safety Role of Police in public order Management and ensuring safety to citizens</p>			03	A-13: The Public Health and Safety
	<p>Rumors and malicious campaigns and its effects on public order and ways to deal with it Major bandobast arrangement- Mela, Dharana, Religious procession, Unions rally (student, labour, etc.), Political rally, Farmer rally etc.</p>			03	B-08: Security Management
5	<p>Crowd/ Mob management Types of crowds, Crowd mentality, Crowd behavior, Handling of peaceful and aggressive crowd, Riot.</p>			03	A-11: Riot
Total				24	

B: Disaster Management- (Hybrid module) (12 session)

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Role of Police during disasters: Leadership during crises and disasters <ul style="list-style-type: none"> • Before Disaster (Prevention and preparedness phase) • During disaster -Emergency response phase • After disaster-Restoration phase 	Higher Weightage	Case study Modular (Simulation exercise can be undertaken to give hands on training) Tabletop exercise (TTX) Coordination with various organization like NDRF, SDRF	12	A-17: Disaster Management Note: Hybrid module (disaster management) should be carried out during this theory module in coordination with outdoor
2	Disaster management framework in India <ul style="list-style-type: none"> • DM ACT 2005 summary with focus on Institutional framework (NDMA, NEC, SDMA, SEC, DDMA, nodal ministries for disasters, Role of NDRF and SDRF and other stakeholders) • National Policy on Disaster management,2009. 				
3	Overview of Incident response system (IRS) and Emergency operations management center (EOC) in India.				
4	Community based disaster management (CBDM)				

5	<p>Emerging technologies in disaster management</p> <ul style="list-style-type: none"> • Importance of GIS mapping. • Early warning systems and effective crisis communication. • Use of life-saving devices in disaster 				
6	<p>Overview of Search and Rescue (SAR) Operations</p>				
7	<p>Management of Trauma and medical emergencies during Disasters:</p> <ul style="list-style-type: none"> • Concept of Golden Hour • Victim extrication, assessment, stabilization, and evacuation. • First aid (Basic life support, Cardio-pulmonary resuscitation), Lifting and emergency movement drills. 				
8	<p>DO'S and DON'T during various disasters:</p> <ul style="list-style-type: none"> • (Earthquake and landslides, Flood, boat capsized, drowning, CBRNE, Fire, Avalanche, Lightning and Heat wave) 				
9	<p>Case study/panel discussion on state/district/city specific disaster response:</p> <ul style="list-style-type: none"> • Case study based on any nature of emergency/ disaster encountered by the first responders in the area of jurisdiction. 				
10	<p>Tabletop exercise (TTX)/Scenario based mock exercise on disaster response: The TTX will be focused on vulnerability (Disasters) profile of the area of jurisdiction.</p>				

Total

12

C: Traffic Management (9 session)

Sr. No.	Details	Importance	Method	Nos. of Session	Module name	
1	Introduction: - Road Safety education - Traffic signs and signals - Traffic control devices and equipment	Higher Weightage		01	A-07: Road Accident and Traffic Management	
2	Regulating Traffic at intersections, Duties during traffic jam - Traffic Drill- Principles of traffic control, manual control by hand drill, thorough road drills			01		
3	Traffic Laws and Rules/ Circular, Preparation of challan/ e-Challan for traffic offences			01		
4	Concept and techniques of Traffic management including identification of black spot, traffic engineering, education and enforcement		Module.		06	A-07: Road Accident and Traffic Management
5	Traffic Police organization and functions, coordination with transport department, road authority, municipal authority, Electricity department.					
6	Importance of traffic management (in different scenario like-Mass gathering/ Disaster/ VIP duty/ Crime scene/ City junction)					
7	Guarding the place of accident and rescuing victims					
8	Visit to the congested intersection					
9	Primary knowledge of vehicle maintenance / troubleshooting.					

Total

09

Paper– 12: Ethics and Accountability

Total: 71 sessions

A: Ethics and ethical behavior (29 session)

Sr. No.	Details	Importance	Method	Nos. of Session	Module Name
1	Integrity and corruption Financial corruption- Collusive and Coercive corruption Moral corruption Effects of corruption on victim/ family/ society/ organization/ nation Demerits of Corruption	Higher weightage	Role playing, Case study, Group discussion, Debate	06	B-05: Ethics and Ethical Behavior
2	Eradicating Corruption in police organization Prevention of Corruption Act 1988 Service Conduct Rules		Role playing, Case study, Group discussion, Debate	06	
	Use of technology in Eradicating Corruption CCTV, body worn camera, spy camera, GPS, Online FIR, role of social media etc.		Role playing, Case study, Group discussion, Debate	03	
3	Use of technology in Investigation CCTV, body worn camera, spy camera, GPS, Online FIR, role of social media etc.				03

4	Ethical Dilemma in Police Working (Case Studies) (h) Law and Order Situation (i) Transportation of Prisoners (j) During Police Custody (k) During Traffic Duty (l) During Complaint- To register FIR or not (m) When to do arrest (n) Dropping name from Chargesheet -DOs and Don'ts with regard to human rights and ethical standards for lawful policing module-12 (2 session) -Need for Attitudinal changes		Session, PPT, Practical, Case Study	06	B-05: Ethics and Ethical Behavior
5	Case study on ethical behavior	Higher weightage	Case study and group discussion	03	
6	Avoid burking and minimization of crime, helping the accused, curb the corruption.			02	A-03: FIR and Petition
Total				29	

B: Accountability

Total: 42 sessions

B1. Constitutional values, rule of law and role of police

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Preamble of Indian Constitution – Democratic, Republic, Sovereign Socialistic, Secular and Federal State of India Rule of law and Role of police Spirit of Indian Constitution Part 3 (Article 12-35) Fundamental Rights	Higher Weightage	Movie- a. Article 15 b. Jay bheem Session, PPT case study, Group discussion	06	B-01: Constitutional Values
Total				06	

B2: Purpose of life; purpose of profession (police as protector of common citizen)

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Purpose of Life and profession of Police - As a Protector of People. - Policing in a welfare state, - Changing role of police in the context of present social order - Need for behavioral changes in the police work, cleanliness of PSO Desk / reception / work place. - Transformation to service orientation professionalism in police functioning, Code of conduct for Police, Socio-economic problems and Role of Police	Higher Weightage	Case Study, Group Discussion, Role Play, Debate	03	A-01: Introduction to laws
2	Harmony in Society-, Sensitization, Anti Prejudice, Neutral Role of Police Constable in Protecting Human Rights of Arrested Person, SC/ST, Minorities, Women, Children, Elderly Person, Differently-abled, Mentally Ill, Immigrant labour Prisoners and LGBTIQ+.			03	
3	<u>Police Code of Conduct</u> - Code of Conduct - Police Motto and tagline - Constitutional duties - Police priorities	Higher Weightage	Case Study, Group Discussion, Role Play, Debate	06	
Total				12	

B3: Human rights and rights-based policing

Sr. No.	Details	Importance	Method	Nos. of Session	Module name
1	Background, Purpose and Importance of Human Rights in India	Higher Weightage	NGO, Case Study and Group Discussion, Debate,	24	B-04: Human Rights
2	Legal Provision on Protection of Human Rights in India -Introduction of Human Rights Laws in India -Criminal Justice System and its recent development Human Rights Protection Act, 1993 (Section 2,3,4,5,12,13,14) and its amendments.				
3	-Guidelines by NHRC/ SHRC regarding custodial death -Human Rights Best Practices. -Role of constable in Custodial Justice (managing criminals while on custody) and Beat Patrolling				
4	General Human Rights Violation in India and Role of police -Understanding HR (Human rights) Violations -Types of HR (Human rights) Abuse in India				
5	Protection of Human Rights -Redressal of complaints -Human Rights concern in Duties of Law-and-Order situation				
6	Important Judgments on Human Rights, Important remarks regarding dealing with – victim, complainant, witness, accused -Joginder Kumar V/s State of UP and others 1994(Arrest) -Munshi Singh Gautam V/s State of MP 1999(Torture) -D.K. Basu V/s State of West Bengal (Arrest) -Prem Shankar Shukla V/s Delhi Administration (Arrest) -Pooran Mal V/s Director of Inspection (Investigation) (Search and Seizure) -Ramlila Maidan incident V/s Union of India and others (Public Protest)				
7	Formation of National Human Rights Commission, Functions and Powers, State Human Rights Commission, SC-ST Commission, Women’s Commission, Children’s Commission, Minority Commission, SOP regarding police investigation in custodial crimes given by NHRC -Role of NGOs				
Total				24	

Paper– 13: Practicals (hands on)

Total: 231 sessions

Skills 1 - Prevention, Detection and Investigation

Sr. No.	Topic	Laws Covered (BNSS) and Sections to be taught	Places to be visited	Training methodology	Case Laws/case study referred	Self-study	Skill Knowledge Attitude
1	Preventive Measures	Community Policing Mohollah committee Intelligence gathering- Beat patrolling Surveillance on HS and MCR BNSS Chapter 09		Case Study and Practical			Covered in paper-7 and Preventive measures module

Skills 2 – Documentation

- Covered in Paper-9 Police station Record.
- During practical, trainees are expected to learn to write in these registers and should practice the copy of sheets of each register by themselves.
- During modular exam, the trainees are expected to write in the sheet of relevant records.

13	Ammunition Deposit Register.				
14	Library Register.				
15	Muster Roll of Policemen.				
16	Book of requisitions for emergent Police				
17	Duty Pass Book (on Railway only).				
18	Crime Register.				
19	Non-Cognizable Register.				
20	Chapter Cases Register.				
21	Register of missing persons.				
22	Known Criminal Register.				
23	General Conviction Register.				
24	Index to History Sheets and Personal files (Part I and II)				
25	Absconders Register (Parts 'A' and 'B')				
26	Motor Accidents Register.				
27	Visitors' Register.				
29	History Sheets.				
30	Village Crime Note Books (Parts I to V)				
31	A' Rolls.				
32	B' Rolls.				
33	Bill Register showing details of all Bills sent to S. P's office				
34	Search Slip Register.				
35	Trace Memo Register.				
36	Account of Stationery articles.				
37	Account of forms and envelopes.				

38	Building Register.					
39	Register of explosive license holders.					
40	Day Book					
41	Ledger of works departmentally executed (except on Railway).					
42	Railway, Motor and Steamer Warrants Books.					
43	Receipt of property attached by the Police.					
44	Book of passes issued to Head Constables and Constables leaving their Station on duty.					
45	Local dispatch book.					
46	Mal Khana dispatch Book.					
47	Day Book Receipt Book (Manuscript).					
48	Receipt Book in form Gen. 113-e.					
49	Registers, Lists etc.					
50	Daily reports (DSR, DPR)					
51	Maintenance of data - Register Maintenance of hard copy - Back up of soft data - Data security (Antivirus/ Cyber safety)					
Total					12	

***Notes - 1 Use of registers to be taught as per CCTNS**

Chapter No.	CHAPTER	Total Sessions	
1	INTRODUCTION	72	
	Module B-01: Constitutional Values		06
	Module B-02: Soft Skill-1		12
	Module A-01: Introduction to Laws		54
2	PREVENTIVE MEASURES	94	
	Module B-03: Soft Skill-2		06
	Module B-04: Human Rights		24
	Module A-02: Preventive Measures		54
	Module B-09: State Specific Acts		10
3	POLICE PROCEDURES	111	
	Module B-05: Ethics and Ethical Behavior		24
	Module A-03: FIR and Petition		42
	Module B-10: State Police Rules and Regulations		45
4	RECORDS	63	
	Module C: Police Station Records		18
	Module B-11: Standing orders/Circulars		45
5	JUVENILE OFFENCES	36	
	Module B-06: Juvenile Delinquency		06
	Module A-04: Missing Children and Human Trafficking		30
6	BODY OFFENCES	84	
	Module B-07: Criminology		06
	Module A-05: Offences Affecting the Human Body and Unnatural Death		78
7	GENDER RELATED CRIME	36	
	Module A-06: Crime Against Women		

8	ROAD SAFETY		36
	Module A-07: Road Accident and Traffic Management		
9	PROPERTY OFFENCES		30
	Module A-08: Crime Against Property		
10	ECONOMIC OFFENCES		18
	Module A-09: Economic Offence		
11	CYBER CRIME		152
	Module A-10: Cyber Crime Investigation		
12	RIOT AND PUBLIC DISORDER		30
	Module A-11: Riot		
13	OFFENCES RELATED TO PUBLIC SERVANTS		34
	Module A-12: Crime Regarding Public Servants		
14	OFFENCES RELATED TO PUBLIC SAFETY AND NUISANCE		24
	Module A-13: The Public Health and Safety		
15	OFFENCES RELATED TO DRUGS AND PSYCHOTROPIC SUBSTANCES		24
	Module A-14: NDPS		
16	COORDINATION		24
	Module A-15: Inter/Intra State / Inter Department Coordination		
17	COURT PROCEDURES		24
	Module A-16: Moot Court		
18	DISASTER MANAGEMENT		18
	Module A-17: Disaster Management ⁶²		
19	SECURITY – INTERNAL AND NATIONAL		24
	Module B-08: Security Management	12	
	Module A-18: VIP Security	12	
TOTAL			934

CHAPTER-1: INTRODUCTION

Module B-01: Constitutional Values (01 day) (06 session)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
B-01	Constitutional Values (Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:12 (B-1)</u> <u>(06 session)</u> <ul style="list-style-type: none"> • Preamble of Indian Constitution – Democratic, Republic, Sovereign Socialistic, Secular and Federal State of India • Rule of law and Role of police • Spirit of Indian Constitution • Part 3 (Article 12-35) - Fundamental Rights 	<ul style="list-style-type: none"> • Group Discussion • Debate 	<ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips 	<ul style="list-style-type: none"> • Case Laws: - Kesavananda Bharti Vs. Union of India 1973 - S.R. Bommai Vs. Union of India (1994) • Movie: 1. Article 15 2. Jay bheem (See and follow note 4 of module A-1 for movies/web series) 	<ul style="list-style-type: none"> • Knowledge, interpretation of Constitutional provision • Sensitization and respectfulness towards constitution 	

Module B-02: Soft Skills – 1 (02 days) (12 session)							
Sr. No.	Topic	Details	Training methodology	Activities covered	Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
B-02	Soft skills-1 Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:10(B)</u> <u>(12 session)</u> <ul style="list-style-type: none"> • Gender sensitization and sensibility in Police, Empathy, Openness, Active listening, Reacting and interpersonal skills, Communication and behaviour with complainant and witness, victim, women, LGBTQIA+ • Active Listening, Reacting, and Interpersonal Skills with visitors and victims • Empathy, Openness - with visitors and victims and clarity while making decisions • Definition, Difference between Soft and Hard skills, Importance of Soft Skills • Elements of Soft Skills – Written, Oral, Gestures, Signs, Expressions 	<ul style="list-style-type: none"> • Case Study • Group Discussion 	<ul style="list-style-type: none"> • Demonstration of ideal behaviour of police during public interface • Role Play 	<ul style="list-style-type: none"> • Case Laws - Naz foundation Vs Union of India 2014 (LGBTQIA+) 	<ul style="list-style-type: none"> • Develop Soft skill 	

Module A-01: Introduction to Laws (09 days) (54 Session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
A-01	<p>Introduction to Laws</p> <p>(Faculty required: Subject expert)</p> <p>((Note: Faculties may refer material from column 6 & 5 for activity wherever it is required))</p>	<p><u>Paper-12 B2 (06 session)</u></p> <p>Purpose of Life and profession of Police - As a Protector of People.</p> <ul style="list-style-type: none"> - Policing in a welfare state, - Changing role of police in the context of present social order - Need for behavioral changes in the police work, cleanliness of PSO Desk / reception / work place. - Transformation to service orientation professionalism in police functioning, Code of conduct for Police, Socio-economic problems and Role of Police -Harmony in Society-, Sensitization, Anti Prejudice, Neutral Role of Police Constable in Protecting Human Rights of Arrested Person, SC/ST, Minorities, Women, Children, Elderly Person, Differently-abled, Mentally Ill, Immigrant labour Prisoners and LGBTIQ+. <p><u>Paper 1 BNSS (18-sessions)</u></p>	<ul style="list-style-type: none"> • Group Discussion • Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) • Applications: e-Sakshya <p>(See and must follow the below Note-1 and Note-2)</p>	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Police control room - Mental Asylum Centre visit (See and follow note 3 to comply visit) • Role play: (Victim-police) • Group discussion: (Dos and Don'ts) 	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Arnesh Kumar v. State of Bihar 2014 - Aspak Alam v. State of Jharkhand 2022 - Satender Kumar Antil v. CBI 2022 - Deepa v. Vijay Laxmi Writ Appeal 2025 - Jose v. State of Kerala 2010 (2) KIT 163 - Sharad Birdichand Sharda v. State of Maharashtra 1984 - Ravindra v. The State of Maharashtra and others [Criminal Application No. 356 of 2020] - V. SHASHIDHAR & others v. STATE OF KARNATAKA BY YELAHANKA 	<ul style="list-style-type: none"> • Analytical skills • Primary information • about substantive and procedural law 	

	<p>- Introduction-Definitions, schedule-A of offences in BNSS--</p> <p>Section-1,2,6 ,14 to 20 & 30 to 109</p> <p><u>Paper 2 BNS (08 sessions)</u></p> <p>BNS- General Explanation, Punishments, General Exceptions, Mens Rea, Actus Rea, Object, Motive, Intention</p> <p>Section- 1,2,3,4, 14 to 62</p> <p><u>Paper-3 Minor Act (06 session)</u></p> <p>-Police (Incitement to Disaffection) Act, 1922</p> <p>Section 1 – 6</p> <p>-Police Forces (Restriction of Rights) Act, 1966</p> <p>Section 1 – 6</p> <p>-Right to Information Act, 2005 (2 session)</p> <p>section 1-4,8,12,15,20,21</p> <p>-Cigarettes and Other Tobacco Products Act, 2003</p> <p>Section 1,3-6, 12,13,21,24,27,28</p>	<p>66</p>		<p>- S. CYRIL ALEXANDER vs. STATE REPRESENTED BY DR. V.K. PALANI 2023</p>		
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		<p><u>Paper 4 BSA (04 sessions)</u></p> <p>BSA- General Introduction</p> <p>1,2,22,23,26,27,32,45,51, 52,53,55,124,125,138</p> <p><u>Police Code of Conduct</u></p> <p><u>(Paper 12 B2) (06 sessions)</u></p> <ul style="list-style-type: none"> - Code of Conduct - Police Motto and tagline - Constitutional duties - Police priorities <p><u>Paper 13: Practical</u></p> <p><u>(Hands- on) (06 session)</u></p> <ul style="list-style-type: none"> -Knowledge, interpretation of Constitutional provision -Difference between Soft and Hard skills, -Gender sensitization -Communication and behavior -Elements of Soft Skills -Active Listening -General Explanation & discussion important sections of Major & Minor laws 					
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- Activities to be done during last day of the module (practical hands-on sessions)
- **Note-1:** Divide the whole class in **Twelve groups**. They should be given task in small group. as per column no. 5
- **1st Small group-** Constitutional Values(B-1), Preamble of Indian Constitution – Democratic, Republic, Sovereign Socialistic, Secular and Federal State of India, Rule of law
- **2nd Small group-** Constitutional Values(B-1), and Role of police, Spirit of Indian Constitution, Part 3 (Article 12-35), Fundamental Rights Knowledge, interpretation of Constitutional provision
- **3rd Small group-** Paper-(12-B2), Module (A-1), Purpose of Life and profession of Police, Transformation to service
- **4th Small group** – Soft skills-1 Module (B-2), Difference between Soft and Hard skills, Gender sensitization
- **5th Small group** – Soft skills-1 Module (B-2), Communication and behavior, Elements of Soft Skills, Active Listening
- **6th Small group– Paper 2 BNS,** Module (A-1), BNS- General Explanation, Punishments, General Exceptions,
- **7th Small group - Paper 2 BNS,** Module (A-1) Mens Rea, Actus Rea, Object, Motive, Intention
- **8th Small group-** Paper 1 BNSS, Module (A-1) Introduction-Definitions, schedule-A of offences in BNSS
- **9th Small group-** Paper 1 BNSS, Module (A-1) Inclusion of applications like e-Sakshya, etc.
- **10th Small group-** Paper 4 BSA, Module (A-1), General Introduction
- **11th Small group- Paper-3 Minor Act,** Module (A-1) Police (Incitement to Disaffection) Act, 1922, Police Forces (Restriction of Rights) Act, 1966
- **12th Small group- Paper-3 Minor Act,** Module (A-1), Right to Information Act, 2005 (2 session), Cigarettes and Other Tobacco Products Act, 2003
- **Note-2:** Group discussion should be done on the basis of dos and don'ts.
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
- **Note-4:** Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-5: Exam: Viva/MCQ test is to be conducted from B-01, B-02 and A-01 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize the soft skills and hard skills taught in the “INTRODUCTION” Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-1: INTRODUCTION (B-01, B-02, A-01)		
Paper No.	Paper Name	Used Sessions in Chapter-1
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	18
2	Bharatiya Nyaya Sanhita 2023 (BNS)	08
3	Minor acts, Special and Local laws	06
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	04
10	Personal Development	12
12	Ethics and Accountability	18
13	Practical Hands-on	06
	Total	72

CHAPTER-2: PREVENTIVE MEASURES

Module B-03: Soft Skill-2 (01 day) (06 session)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
B-03	Soft skill-2 Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	Paper: 9(B) (06 session) -Communication and Behaviour with Complainant and Witness, Victim, Accused Children, Women, Senior Citizens, SC and ST, under privileged, LGBTQIA+, Seniors and Juniors, Handling of Public and Media who are visiting police station	<ul style="list-style-type: none"> Group discussion Case study: (Based on how wrongly handled cases negatively affects police officer and victim)	<ul style="list-style-type: none"> Demonstration of ideal behaviour of police during public interface <ul style="list-style-type: none"> Role play 	<ul style="list-style-type: none"> Case Laws: - Nipun Saxena Vs Union of India 2019 	<ul style="list-style-type: none"> Develop communication skill situation handling skill 	

Module B-04: Human Rights (04 days) (24 session)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Remarks
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1	2	3	4	5	6	7	8
B-04	<p>Human Rights (Faculty required: Subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper:12(B-3) Human rights</u> <u>(24 session)</u></p> <ul style="list-style-type: none"> • Background, Purpose and Importance of Human Rights in India • Legal Provision on Protection of Human Rights in India <ul style="list-style-type: none"> -Introduction of Human Rights Laws in India -Criminal Justice System and its recent development -Human Rights Protection Act, 1993 (Section2,3,4,5,12,13,14) and its amendments. • Guidelines by NHRC/ SHRC regarding custodial death • Human Rights Best Practices. <ul style="list-style-type: none"> -Role of constable in Custodial Justice and Beat Patrolling • General Human Rights Violation in India and Role of police <ul style="list-style-type: none"> -Understanding H.R (Human rights) Violations -Types of HR (Human rights) Abuse in India • Protection of Human Rights <ul style="list-style-type: none"> -Redressal of complaints 	<ul style="list-style-type: none"> • Group Discussion • Case Study: (Based on how wrongly handled cases negatively affects police officer and victim) • Debate 	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - NGO (See and follow note 3 to comply visit) 	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Joginder Kumar V/s State of UP and others 1994(Arrest) -Munshi Singh Gautam V/s State of MP 1999(Torture) -D.K. Basu V/s State of West Bengal (Arrest) -Prem Shankar Shukla V/s Delhi Administration (Arrest) 	<ul style="list-style-type: none"> • knowledge of Human Rights 	

		<p>-Human Rights concern in Duties of Law-and-Order situation</p> <ul style="list-style-type: none"> • Important Judgments on Human Rights, Important remarks regarding dealing with – victim, complainant, witness, accused • Formation of National Human Rights Commission, Functions and Powers, State Human Rights Commission, SC-ST Commission, Women’s Commission, Children’s Commission, Minority Commission, SOP regarding police investigation in custodial crimes given by NHRC <p>-Role of NGOs</p>			<ul style="list-style-type: none"> - Pooran Mal V/s Director of Inspection (Investigation) (Search and Seizure) - Ramlila Maidan incident V/s Union of India and others (Public Protest) • Movie: <ul style="list-style-type: none"> - Gangajal <p>(See and follow note 4 of A-2 module for movies/web series.)</p>	
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Module A-02: Preventive Measures (13 days-78 sessions)

Hybrid module- Indoor (54 sessions), outdoor (24 sessions)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
A-02	<p>Preventive Measures</p> <p>(Faculty required: Subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 1 BNSS</u> <u>(08 sessions)</u></p> <p>Section -125 to 135 & 152,163-166</p> <p><i>Use of e-sakshya</i> - digital video recording of combing following search & seizure procedure during investigation. (BNSS-105)</p> <p><u>Paper-3 Minor Acts</u> <u>(03 session)</u></p> <ul style="list-style-type: none"> • Unlawful Activities (Prevention) Act, 1967 1,2,10,13-16,38,39,40,45 • National Security Act, 1980 Sections 3, 4, 5, 7, 8, 9, 14 <p><u>Paper 7 Criminology and crime prevention</u> <u>(11 sessions)</u></p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) • <i>Mechanism to check/prevent the Anti-National Elements:</i> • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) 	<ul style="list-style-type: none"> • Visit: - Sub Divisional Magistrate/Executive Magistrate office and interaction (See and follow note 3 to comply visit) • Dos and Don'ts • Relevant video clips • Role Play • Practical simulation session (Media and crowd management, Report to Executive Magistrate u/s 126 of BNSS and u/s 129 (g) of BNSS, Statements of 	<ul style="list-style-type: none"> • Case Laws: - Shivkumar Verma VS State of UP (2020) - MANISH RATHORE Vs STATE OF CHHATTISGARH SLP (Crl) No. 17921/2024 - Jalaluddin Khan v. Union of India (Neutral Citation: 2024 INSC 604) - Hetchin Haokip v. State of Manipur 2018 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws based on Investigation, Importance of informers • Procedure: Execution of bond, Coordination with civil authorities • Soft skills: Creation of bridge between people and police, Negotiation skill, persuasion 	

	<p>Crime prevention</p> <p>Community Policing, Meeting with community,</p> <p>Intelligence basics, Intelligence source, Gathering intelligence, Intelligence analysis & management, Surveillance Shadowing of Suspects,</p> <p>-Methods to improve police-public relations: In order to improve police image through community policing like participating in religious ceremonies and organization of sports activities at the level of Police Station</p> <p><u>Paper 9 (B) Functioning of Police Station and Duties (08 sessions)</u></p> <p>MOB, History sheet, MCR card, finger print, A roll, B roll</p> <p>Beat patrolling, maintenance of note book and Patrol book,</p> <p>LIB, Intelligence gathering, Intelligence Source management, Shadowing of suspects, briefing security guard @ ATM, Bank, Jeweler shop Managing of information, Difference between</p>	<p>(See and must follow the below Note-1 and Note-2)</p>	<p>witness and Police Officer, Show Cause Notices (BNSS.130), Summons/ e-Summons, Bailable Warrant/ Non bailable Warrant (BNSS S.132), Interim Bond (BNSS S.135), Final Bond (BNSS 136), Proposal of BNSS 170, Order of externment)</p> <ul style="list-style-type: none"> • Police patrolling: <ul style="list-style-type: none"> a. Beat patrolling b. Positioning of personnel in vehicles c. Positioning of weapons d. Approaching a suspect e. Chasing and restraining a suspect • Night Patrolling 	<p>- Yusuf Malik v. Union of India and Ors. WP(Crl) No. 16/2023</p> <p>-</p>	<p>skill, Visible policing</p>	
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information and intelligence, surveillance, technical surveillance
Receiving Dial 100 complaints and giving response Promptly in absence of section Head constable

Paper 3 -Preventive Laws in Rajasthan (06 sessions)

- Rajasthan Control of Gundas Act 1975
- Rajasthan Habitual Offenders Act 1953
- Rajasthan Prevention of Anti-Social Activities Act 2006 (Raj PASA)

Paper 3-State Specific Laws

(10 sessions)

- Rajasthan Excise Act 1950
- Rajasthan Bovine Animal (Prohibition of Slaughter and Regulation of Temporary Migration or Export) Act 1995
- Rajasthan Public Gambling Ordinance 1949
- Rajasthan Forest Act 1953
- Rajasthan Noises Control Act 1963

Outdoor Inputs

(24 sessions)

- Police patrol (2 sessions)
 - a. Day long field visit (10 sessions)

Demo and practice

		<ul style="list-style-type: none"> • Physical surveillance _ Lecture and demo (2 sessions) a. Day long field visit for practice (10 sessions) <p><u>Paper 13: Practical (Hands-on)</u></p> <p><u>(18 Session)</u></p> <ul style="list-style-type: none"> • Practical Skills <p>Prevention, Detection and Investigation</p> <p>Preventive measures, community Policing, Mohollah committee, intelligence gathering, beat patrolling, e-beat patrolling, surveillance on HS, MCR and Criminal</p> <p>Practical documentation/Report writing - Writing of search and seizure report, reporting of seizure to the judicial magistrate, documentation regarding search warrant, report writing to executive magistrate regarding preventive action etc.</p>					
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Activities to be done during last Three days of the module (practical hands-on sessions)

- **Note-1:** Divide the whole class in **Seven groups**. They should be given task in small group. as per column no. 5
- **1st Small group-** Interaction with victim and complainant Paper: 9(B), Module (B-3)
- **2nd Small group-** Paper:12(B-3), Human rights Module (B-4)
- **3rd Small group-** Writing report to Executive Magistrate- Paper 1 BNSS, Module (A-2)
- **4th Small group-** Taking interim bond from accused as per order of Executive Magistrate- Paper 1 BNSS, Module (A-2)
- **5th Small group –**Writing proposal of Paper-3 Minor Acts, Module (A-2)
- **6th Small group–** Group Discussion on community policing, gathering intelligence & Surveillance Shadowing of Suspects Paper 7 Criminology, Module (A-2)
- **7th Small group–** Writing proposal for order of externment in accordance with respect to State Police Act. Paper 9 (B) Functioning of Police Station and Duties, Module (A-2)
- **Note-2:** Group discussion should be done at the end of practical simulation to clear the dos and don'ts.
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement.
- Note-4: Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-5: Exam: Viva/MCQ test is to be conducted from B-03, B-04 and A-02 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize the soft skills, human rights & Preventive measures taught in the “**PREVENTIVE MEASURES**” Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-2: PREVENTIVE MEASURES (B-03, B-04, A-02)		
Paper No.	Paper Name	Used Sessions in Chapter-2
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	8
3	Minor acts, Special and Local laws	19
7	Criminology and Crime prevention	11
9	Police Station Management	14
12	Ethics and Accountability	24
13	Practical Hands-on	18
	Total	94

CHAPTER-3: POLICE PROCEDURES

Module B-05: Ethics and Ethical Behavior (04 day) (24 session)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
B-05	Ethics and Ethical Behavior Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper:12(A)</u> <u>(24 session)</u></p> <p>Integrity and corruption</p> <p>Financial corruption- Collusive and Coercive corruption</p> <p>Moral corruption</p> <p>Effects of corruption on victim/ family/ society/ organization/ nation</p> <p>Demerits of Corruption</p> <p>Use of technology in Eradicating Corruption</p> <p>CCTV, body worn camera, spy camera, GPS, Online FIR, role of social media etc.</p> <p>Eradicating Corruption in police organization</p> <p>Service Conduct Rules</p> <p>Use of technology in Eradicating Corruption</p> <p>Ethical Dilemma in Police Working (Case Studies)</p> <p>(a) Law and Order Situation</p> <p>(b) Transportation of Prisoners</p>	<ul style="list-style-type: none"> • Group discussion • Case study • Role play • Debate <p style="text-align: center;">79</p>	<ul style="list-style-type: none"> • Interact with victim and complainant • Ethical Dilemma in Police Working 	<ul style="list-style-type: none"> • Case Laws: - Vihaan Kumar Vs State of Haryana 2025 INSC 162 • Movies: -Newton - Well-done Abba <p>(See and follow note 4 of A-3 module for movies/web series.)</p>	Ethics and ethical behavior	

		(c) During Police Custody (d) During Traffic Duty (e) During Complaint- To register FIR or not (f) When to do arrest (g) Dropping name from Chargesheet -Dos and Don'ts with regard to human rights and ethical standards for lawful policing -Need for Attitudinal changes Case study on ethical behavior					
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Module A-03: FIR and Petition (08 days) (48 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8

<p>A-03</p>	<p>FIR and Petition</p> <p>(Faculty required: Subject expert)</p> <p>((Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 10 (B) Soft skills</u> <u>(12 sessions)</u></p> <p>Negotiation Skills, Persuasive and Verbal Communication, Counselling people about their personal & family / property disputes</p> <p><u>Paper 12 A (02 session)</u></p> <p>Avoid burking and minimization of crime, helping the accused, curb the corruption.</p> <p><u>Paper 1 BNSS</u> <u>(12 sessions)</u></p> <p>Section- 173 to 209</p> <p>- Important timelines and role of police in New Criminal Laws</p> <p>- BNSS (Section: 35(7), 173 (1-B,3), 183(6-A), 187, 193(3-2)</p> <p><u>Paper 4 BSA (4 sessions)</u></p> <p>Section- 4 to 8 ,131</p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) • Case study: Based on how wrongly handled cases negatively affects police officer and victim <p>(See and must follow the below Note-1 and Note-2)</p>	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Model Police Station Visit <p>(See and follow note 3 to comply visits)</p> <ul style="list-style-type: none"> • Procedure Writing of application, Recoding of statement of applicant, opponent, witnesses, Enquiry report writing, Report to senior about application enquiry • Role play 	<ul style="list-style-type: none"> • Case Laws <ul style="list-style-type: none"> - Lalita kumari VS State of UP (2013) - Om Prakash Ambedkar v. State of Maharashtra a 2025 Live law (SC) 139 - Rattan Singh v. State of Himachal Pradesh AIR 1997 SC 768 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws based on questioning skills, Detail orientation • Procedure How to conduct application enquiry, write final report, how to record statements, Assistance in Registration of NC complaints • Soft skills: Respectfulness, sensitization towards LGBTQIA+ community. 	
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Paper 13: Practical
(Hands-on)

(12 Session)

Writing of application, recording of statement of applicant, opponent, witnesses, Enquiry report writing and updating of petition / application, issuance of Acknowledgement, Report to senior about application enquiry

Activities to be done during last Two days of the module (practical hands-on sessions)

- **Note-1:** Divide the whole class in **Twelve groups**. They should be given task in small group as per column no. 5
- **1st Small group**- Interact with victim and complainant- Paper (12-A), Module (B-5)
- **2nd Small group**- Paper 10 (B) Soft skills, Module (A-3)
- **3rd Small group**- Drafting of petition-Paper 1 BNSS, Module (A-3)
- **4th Small group**- Drafting of FIR- Paper 1 BNSS, Module (A-3)
- **5th Small group** -Drafting of NC complaint- Paper 1 BNSS, Module (A-3)

- **6th Small group**- Writing of witness statement and e-Sakshya- Paper 1 BNSS, Module (A-3)
 - **7th Small group**–Drafting of enquiry report in case of petition- Paper 1 BNSS, Module (A-3)
 - **8th Small group**- Drafting of report to Judicial Magistrate in case of NC complain- Paper 1 BNSS, Module (A-3)
 - **9th Small group**- Drafting of closing report to be sent to complainant- Paper 1 BNSS, Module (A-3)
 - **10th Small group**- Drafting of Remand report to be sent to court- Paper 1 BNSS, Module (A-3)
 - **11th Small group**- Preparation of case diary. Paper 1 BNSS, Module (A-3)
 - **12th Small group**- Paper 4 BSA, Module (A-3)
- **Note-2:** Group discussion should be done at the end of practical simulation to clear the do’s and don’ts.
 - **Note-3:** Model Police Station Visit should be done on weekends/public holidays before/after modules as per requirement
 - **Note-4: Movie/Web series should be shown on weekends/public holidays before/after modules as per requirement**
 - **Note-5: Exam: Viva/MCQ test is to be conducted from B-05 and A-03 during the last session of the practical hands-on sessions.**
 - During practical simulation, all trainees, being police officers, are expected to utilize the Ethics and ethical behavior, FIR and Petition taught in the “**POLICE PROCEDURE**” Chapter.
 - Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-3: POLICE PROCEDURE (B-05, A-03)		
Paper No.	Paper Name	Used Sessions in Chapter-3
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	12
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	4
10	Personal Development ⁸³	12
12	Ethics and Accountability	26
13	Practical Hands-on	12
	Total	66

CHAPTER-4: RECORDS

Module C: Police Station Records (03 day) (18 session)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
C	Police Station Records and Duties (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper:9(A)</u> <u>(9+3=12 session)</u></p> <p>A-Police station Records (as per list of registers shown in Paper-9, no. 1 to 51)</p> <p><u>Paper:9(B) Police station duties/function</u> <u>(06 session)</u> as per list shown in paper-9, no. 2 to 11)</p>	<ul style="list-style-type: none"> • Display of documents • Importance of each and every Record/Register <ul style="list-style-type: none"> -How to Maintain records -Importance of classification of records -Digitization of records - Practical (Show each record in CCTNS and give hands on training) <p style="text-align: center;">84</p>	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Visit to model police station (in training center) - Visit to Police station (Existing in city/district) <p>(see note 3 to comply visit)</p> <p>Note: Display specimen of each document i.e FIR Case diary, Chargesheet etc. and Registers i.e Station diary, Lock-up register etc. as per actual stationary used in police station/Unit/Offices</p>	-	<ul style="list-style-type: none"> • Computer knowledge • knowledge of keeping physical records 	

- **Note-1:** Divide the whole class in **Two groups**. They should be given task in small group. as per column no. 5
- **1st Small group-** Police station Records Paper:9(A), Module C
- **2nd Small group-** Police station duties/function- Paper:9(B), Module C
- **Note-2:** Group discussion should be done after Display of documents and registers.
- **Note-3:** Visit of model police station should be done on weekends/public holidays before/after modules as per requirement.
- Note-4: **Exam: Viva/MCQ test is to be conducted from Module-C during the last session of the practical hands-on sessions.**
During practical simulation, all trainees, being police officers, are expected to utilize the knowledge and exposure of Police station records and Duties taught in the “**RECORDS**” Chapter.

Exam of CHAPTER-4: RECORDS (C)		
Paper No.	Paper Name	Used Sessions in Chapter-4
9	Police Station Management	18
	Total	18

CHAPTER-5: JUVENILE OFFENCES

Module B-06: Juvenile Delinquency (01 day) (06 session)

Sr. No.	Topic	Laws Covered and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day	
1	2	3	4	5	6	7	8	
B-06	Juvenile Delinquency (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:7(7)</u> <u>(03 session)</u> Juvenile Delinquency – Reasons and types <ul style="list-style-type: none"> Identification and early detection of minors in cases of drug abuse including patrolling the areas around schools <u>Paper 3: Minor Acts, Special and Local Laws</u> <u>(03 sessions)</u> The Juvenile Justice (Care and Protection of Children) Act, 2015 Section 3, 10, 32, 74,75, 76, 77, 78, 79, 81 to 84,87, 109	<ul style="list-style-type: none"> Modular method 	<ul style="list-style-type: none"> Visit: <ul style="list-style-type: none"> - Visit to Children Observation Home - (see note 3 of module A-4 to comply visit)	86	<ul style="list-style-type: none"> Case Laws: <ul style="list-style-type: none"> - Court on its own motion v. Dept. of Women and Child Development, WP (Civil) No. 8889 of 2011 - Abuzar Hossain v. State of West Bengal (2012) 10 SCC 489 - Jarnail Singh v. State of Haryana 2013 7 SCC 263 - Madhya Pradesh v. Anoop Singh 2015 7 SCC 773bsa 	<ul style="list-style-type: none"> How to behave with juvenile 	

Module A-04: Missing Children and Human Trafficking (06 days) (36 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-04	<p>Missing Children and Human Trafficking</p> <p>(Faculty required: Subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 10 (A)</u> <u>Personal Development</u> <u>(04 sessions)</u></p> <ul style="list-style-type: none"> Personal hygiene and Care <ul style="list-style-type: none"> - Importance of Nutritious food / Hydration - Fitness - Regular Medical Checkup - Routine personal care, grooming - Spreading awareness about use and disposal of sanitary pad, use of vending machine - Cyber hygiene, Ethical behaviour <p><u>Paper 12 A</u> <u>(03 session)</u></p> <p>Use of technology in investigation:</p>	<ul style="list-style-type: none"> Group discussion Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the family/parents of child) Case study: <p>(Based on how wrongly handled cases negatively affects police officer and victim's family)</p> <p>(See and must follow the below Note-1 and Note-2.)</p>	<ul style="list-style-type: none"> Dos and Don'ts Relevant video clips: (Identification and early detection of minors in cases of drug abuse including patrolling the areas around schools) Role Play Practical simulation session <p>(Preservation of crime scene, media and crowd management, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSL and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand</p>	<ul style="list-style-type: none"> Case Laws: <ul style="list-style-type: none"> - Bachpan Bachao Andolan VS Union of India (2011) Movie- <ol style="list-style-type: none"> Mardani part 1, Madari Traffic Signal Web series- <ul style="list-style-type: none"> -Adolescence (Netflix) <p>(Follow note 4 for movies/ web series)</p>	<ul style="list-style-type: none"> Knowledge and understanding relevant Laws based on juvenile Justice, Investigation, Examination of child victims for statements, Gazette notification, Drafting of poster and pamphlet for public display, Missing Closure Reports Procedure <ul style="list-style-type: none"> -Investigation and Court Procedure 	

		<p>CCTV, body worn camera, spy camera, GPS, Online FIR, role of social media etc.</p> <p><u>Paper 2 BNS</u> <u>(06 sessions)</u></p> <p>Section-93 to 99 & 137 to 146</p> <p><u>Paper 3 Minor Acts, Special and Local Laws</u> <u>(03 sessions)</u></p> <ul style="list-style-type: none"> • The Child and adolescent labor (Prohibition and regulation) Act, 1986 1-3,13,14 • Child Marriage Prevention Act, 2006 Sections 2, 9, 10, 11, 13 • Protection Of Children from Sexual Offences Act 2012: Section.4,6,8,10,11, 12,17,18,24,27 		<p>report, writing case diary, chargesheet)</p> <p>88</p>		<p>-Collection and Packaging of various evidence</p> <ul style="list-style-type: none"> • Soft skills: <p>-Empathy, Openness, and clarity while making decisions,</p> <p>-Active Listening, Reacting, and Interpersonal Skills</p> <p>-Broad mindness</p>	
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		<p><u>Paper 4 BSA</u></p> <p><u>(02- sessions)</u></p> <p>Section-110-111</p> <p><u>Paper 13: Practical</u></p> <p><u>(Hands-on)</u></p> <p><u>(12 Session)</u></p> <p>Preservation of crime scene, media and crowd management, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSL and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet</p>					
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Activities to be done during last Two days of the module (practical hands-on sessions)

- **Note-1:** Divide the whole class in Seven groups. They should be given task in small group as per column 5.
 - **1st Small group-** Protect the crime scene- Paper 2 BNS, Module (A-4)
 - **2nd Small group-** Interact with victim and complainant- Paper 10 (A), Module(A-4)
 - **3rd Small group-** Drafting of FIR, **e-Sakshya-** Paper 3: Minor Acts, Module(A-4)
 - **4th Small group -**Arrest of accused- Paper 3: Minor Acts, Module(A-4)
 - **5th Small group –** Collection of evidence, Paper 4 BSA, Module(A-4)
 - **6th Small group-** Juvenile Delinquency – Reasons and types, Paper:7 Criminology, Module(B-6)
 - **7th Small group-** Use of technology in investigation, Paper 12 A, Module(A-4)
- **Note-2:** Group discussion should be done at the end of practical simulation to clear the dos and don'ts.
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
- **Note-4:** Movie/Web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-5: Exam: Viva/MCQ test is to be conducted from B-06 and A-04 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge of the Juvenile Delinquency, Missing Children and Human Trafficking taught in the **"JUVENILE"** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-5: JUVENILE OFFENCES (B-06, A-04)		
Paper No.	Paper Name	Used Sessions in Chapter-5
2	Bharatiya Nyaya Sanhita 2023 (BNS)	6
3	Minor acts, Special and Local laws	6
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	2
7	Criminology and Crime prevention	3
10	Personal Development	4
12	Ethics and Accountability	3
13	Practical Hands-on	12
	Total	36

CHAPTER-6: BODY OFFENCES

Module B-07: Criminology (01 day) (06 session)

Sr. No	Topic	Details	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
B-07	Criminology (Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:7 Criminology (1-6)</u> <u>(06 session)</u> -Criminology and Victimology Introduction -Victimology – Definition, Rights of the victim, Victim compensation scheme, Role of Police, Role of NGO -Criminogenic Reasons – why do people commit crimes? -Types of Criminals – Occasional, Professional, Habitual, White collar, Insane -Types of Crime – Social, Domestic -Conflict management and conflict resolution -Criminology – Penology, Types of Punishment	<ul style="list-style-type: none"> • Case study • PPT • Group discussion <p style="text-align: center;">92</p>	<ul style="list-style-type: none"> • Visit: Jail (see and follow note-3 to comply visit)	<ul style="list-style-type: none"> • Case Laws: Faculties may refer regional case study - Surendra Kohli Vs. State through CBI-2023 - Shraddha Walkar Murder Case - Amarjeet Sada Case (Bihar)	<ul style="list-style-type: none"> • To understand criminal/ Victim mental situation • Rights of the victim, Victim compensation scheme 	

Module A-05: Offences Affecting the Human Body & Unnatural Death (14 days) (84 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-05	<p>Offences Affecting the Human Body & Unnatural Death</p> <p>(Faculty required: Subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 10 (A) Personal development</u></p> <p><u>(15 sessions)</u></p> <ul style="list-style-type: none"> • Time management, Team Management at police station, Collective Decision Making, Importance of Team work in police • Occupational Stress and work life balance, Stress management at police station, Meditation and Yog, Use of Mobile phones on duty • Conduct with various sections of society, Conduct when not on duty/ not in uniform, • Responsibilities towards environment and eco system, problems of pollution, Waste management, Reduce- Recycle - Reuse, Swachchha Bharat Mission 	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatnamuna (Demonstration of correct and incorrect way) (How to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) <p>Mechanism to check/Prevent the Anti-Social Elements: (Follow the below Note-1 and Note-2)</p>	<ul style="list-style-type: none"> • VISIT: <ul style="list-style-type: none"> - Post Mortem Room visit - Visit to burns ward - FSL visit <p>(See and follow note 3 to comply visits)</p> <ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips • Role Play • Practical simulation session: (Preservation of crime scene, media and crowd management, isolation of witness, drafting of FIR, various 	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Joginder Kumar VS State of UP (1994) - P Jayraj and Benics VS State of Tamil Nadu (2020) - Prasad Pradhan v. State of Chhattisgarh AIR 2023 SC 643 - ChandraPal v. State of Chhattisgarh AIR 2022 SC 2542 - Mohd. Firoz v. State of MP AIR 2022 SC 1967 - Digambar v. State of Maharashtra AIR 2023 SC 2827 	<ul style="list-style-type: none"> • Knowledge and understanding of relevant Laws • Soft skills: <ul style="list-style-type: none"> - Communication skills - Active listening skills • Procedure: <ul style="list-style-type: none"> - Investigation and Court Procedure - Collection and Packaging of scientific/ physical/technical evidence • Ethics <p>Critical analysis ability</p>	

		<p><u>Paper 2 BNS</u> <u>(10 sessions)</u> Section: 100 to 136,238,351,352,</p> <p><u>Paper 3 Minor Acts</u> <u>(02 session)</u></p> <ul style="list-style-type: none"> Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act,1989 1,2,3,4,15A,22 <p><u>Paper 5(A) (08 sessions)</u></p> <p>- Introduction</p> <p>-Physical Evidence</p> <p>-Identity: Hair, Fibers, Semen, Blood, Soil, Glass, etc.</p> <p>- Forensic Ballistics</p> <p>- Behavioral Forensics</p> <p>Portrait Parle</p> <p>- DNA Profiling</p> <p>- Photography and Videography of Crime scene</p>		<p>Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSI and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)</p>	<ul style="list-style-type: none"> Movies: <ol style="list-style-type: none"> Forensic Files Jolly LLB 2 <p>(See and follow note 4 for movies/web series)</p>		
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	<p><u>Paper 5 (B)</u></p> <p><u>(12 sessions)</u></p> <p>- Introduction</p> <p>- Exhumation and Post mortem of human body</p> <p>- collection of medical/ wound / Postmortem/ FSL report / certificate</p> <p>Death Investigation</p> <p>Identification of dead and alive, Attributes, Signs and time of death, Inquest Panchnama, Post-mortem, Changes in body</p> <p>Burns cases</p> <p>-Exhumation and Postmortem</p> <p>Asphyxia death and its investigation-</p> <p>-Medico-legal Evidences, importance,</p> <p>-Medical jurisprudence, digital evidences</p>					
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	<p>- Injuries and Wounds</p> <p>Electrocution Cases</p> <p>Forensic osteology and Anthropometry</p> <p>Estimation of age and identity through skeletal examination, Forensic anthropometry</p> <p>Toxicology</p> <p>Definition, poisons, types of poisons, crime scene investigation and evidence collection, result of post-mortem examination in poisoning cases, collection of viscera and identification of poison</p> <p>Various Reports</p> <p>Basic understanding of PM, MLC report collecting of medical/ wound / Postmortem/ FSL report / certificate</p> <p><u>Paper 4 BSA</u></p> <p><u>(01 sessions)</u></p> <p>Section- 3,5,138</p>					
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Paper 13: Practical (Hands-on) (30 Session)

Preservation of crime scene, media and crowd management, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSL and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet

Activities to be done during last Five days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in Ten groups. They should be given task in small group as per column 5.
- **1st Small group-** Protect the crime scene- Paper 5(A), Module(A-5)
- **2nd Small group-** Interact with victim and complainant- Paper:7 (1-6), Module(B-7)
- **3rd Small group-** Drafting of FIR, **Accidental death proclamation report- Paper 2 BNS**, Module(A-5)
- **4th Small group** -Arrest of accused- **Paper 2 BNS**, Module(A-5)
- **5th and 6th Small group** - Time management, Occupational Stress and work life balance, Conduct with various sections of society, Responsibilities towards environment Paper 10 (A) Personal development, Module(A-5)
- **7th Small group-** Prevention of Atrocities Act, Paper 3 Minor Acts, Module(A-5)
- **8th Small group-** Paper 4 BSA, Module(A-5)

- **9th Small group**- Write a letter to FSL, Medical Officer and senior officer- Paper 5 (B), Module(A-5)
- **10th Small group**- Drafting of chargesheet (Final Report)- Paper 2 BNS, Module(A-5)
- Note-2: At the end of above task of practical simulation group discussion should be done on the basis of dos and don'ts.
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
- **Note-4:** Movie/ Web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-5: Exam: Viva/MCQ test is to be conducted from B-07 and A-05 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Criminology, Offences affecting the human body & Unnatural Death taught in the "BODY OFFENCE" Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-6: BODY OFFENCES (B-07, A-05)		
Paper No.	Paper Name	Used Sessions in Chapter-6
2	Bharatiya Nyaya Sanhita 2023 (BNS)	10
3	Minor acts, Special and Local laws	2
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	1
5	Forensics	20
7	Criminology and Crime prevention	6
10	Personal Development⁹⁸	15
13	Practical Hands-on	30
	Total	74

CHAPTER-7: GENDER RELATED CRIME

Module A-06: Crime Against Women (07 days) (42 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-06	Crime Against Women (Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper 10 (A) Personal development (03 sessions)</u></p> <ul style="list-style-type: none"> Emotional Intelligence, Positive thinking <p><u>Paper 1 BNSS (01 sessions)</u></p> <p>Section.144 to 147</p> <p>Use of e-sakshya for digital video recording of search & seizure during investigation. (BNSS-105)</p> <p><u>Paper 2 BNS (08 sessions)</u></p> <p>Section-63 to 87,108</p> <p><u>Paper 3 Minor Acts, Special and Local Laws (06 sessions)</u></p> <ul style="list-style-type: none"> Dowry prohibition Act: Section.3,4 	<ul style="list-style-type: none"> Group discussion Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) <p>• Case study:</p> <p>(Based on how wrongly handled cases negatively affects police officer and victim)</p> <p>(See and must follow the below Note-1 and Note-2)</p> <p style="text-align: center;">99</p>	<ul style="list-style-type: none"> Visit: <ul style="list-style-type: none"> Nari Sanrakshan Gruh One Stop Crisis Centre <p>(See and follow note 3 to comply visits)</p> <ul style="list-style-type: none"> Do's and Don'ts Relevant video clips Role Play Practical simulation session <p>(Preservation of crime scene, media and crowd management, isolation of witness,</p>	<ul style="list-style-type: none"> Case Laws: <ul style="list-style-type: none"> Vishakha Guidelines by Hon' Supreme Court (1997) Lalita kumari vs State of UP (2013) Nirbhaya case (2012) Ritu Kohli (Cyber Bullying) case (2020) Naim Ahmed v. State NCT of Delhi 2023 Jarnail Singh v. 	<ul style="list-style-type: none"> Knowledge and understanding relevant Laws based on gender Justice, Investigation Procedure Investigation and Court Procedure Collection and Packaging of various evidence Soft skills -Ethics -Broad mindness 	

		<ul style="list-style-type: none"> • Sexual Harassment at Workplace (Prevention Prohibition and Redressal) Act,2013 • Immortal Traffic Prevention Act- Section.3,4,7,8,9 • The Pre-Conception and Pre Natal Diagnostic Techniques (Prohibition of Sex Selection) Act,1994- Section- 22,23,27,28 • The Indecent Representation of Women (Prohibition) Act, 1986- Section.3,4,6,8 • The Protection of Women from Domestic Violence Act, 2005 <p>Section 1 to 9, 21, 24, 27, 31 to 35</p> <p><u>Paper 4 BSA (03 sessions)</u></p> <p>Section- 9.44,47,48,49,116,117,118, 120,126,128</p> <p><u>Paper 5 (B) (03 sessions)</u></p> <p>Burns cases- Examination of Victim, Crime Scene, Marks and Traits, Ante Mortem and Post Mortem burning, Collection of evidences,</p> <p>Sexual Offences- Types, Rape, Natural and unnatural, examination of victim, accused and other biological evidences</p>	<p>100</p>	<p>drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSL and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)</p>	<p>State of Haryana 2013</p> <ul style="list-style-type: none"> - Pintu v State of UP 2020 - Attorney Journal of India v. Satish Ragde and another 2021 INSC 762 <p>• Movie:</p> <ol style="list-style-type: none"> 1. Pink 2. Thappad 3. Bhakshak 4. India's Daughter <p>(Follow note 4 for movies/ web series)</p>		
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collection of medical/ wound /
Postmortem/ FSL report / certificate

Paper 13: Practical (Hands-on) (12 Session)

Preservation of crime scene, media and crowd management, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSI and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet and collecting of medical/ wound / Postmortem/ FSL report / certificate

Activities to be done during last Two days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in Ten groups. They should be given task in small group as per column 5.
 - **1st Small Group-** Protect the crime scene- Paper 5 (B)
 - **2nd Small group-** Interact with victim and complainant- Paper 2 BNS
 - **3rd Small group-** Drafting of FIR, E Sakshya- Paper 3 Minor Acts

- **4th Small group - Paper 4 BSA**
 - **5th Small group** -Interact with witness and write down the statement, E Sakshya- Paper 3 Minor Acts
 - **6th Small group**- Use of e-sakshya for digital video recording of search & seizure during investigation, Paper 1 BNSS
 - **7th Small group**- Write down the inquest Panchnama if required- Paper 2 BNS
 - **8th Small group**- Write a letter to FSL, Medical Officer and senior officer- Paper 5 (B)
 - **9th Small group**- Drafting of chargesheet (Final Report) - Paper 3 Minor Acts
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of Dos and don'ts.
 - **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement)
 - **Note-4:** Movie/Web series should be shown on weekends/public holidays before/after modules as per requirement
 - **Note-5: Exam: Viva/MCQ test is to be conducted from A-06 during the last session of the practical hands-on sessions.**
 - During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Offences Against Women taught in the **“WOMEN”** Chapter.
 - Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-7: GENDER RELATED CRIME		
Paper No.	Paper Name	Used Sessions in Chapter-7
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	1
2	Bharatiya Nyaya Sanhita 2023 (BNS)	8
3	Minor acts, Special and Local laws	6
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	3
5	Forensics	3
10	Personal Development	3
13	Practical Hands-on	12
	Total	36

CHAPTER-8: ROAD SAFETY

Module A-07: Road Accident and Traffic Management (11 days) (66 session)

Hybrid module- Indoor (42 sessions), Outdoor (24 sessions)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-07	<p>Road accident and traffic management</p> <p>(Faculty required: Subject expert)</p> <p>((Note: Faculties may refer material from column 6 & 5 for activity wherever it is required))</p>	<p><u>Paper 11(C) (09 session)</u></p> <p><u>Traffic management</u></p> <p>Introduction:</p> <ul style="list-style-type: none"> - Road Safety education - Traffic signs and signals - Traffic control devices and equipment -Regulating Traffic at intersections, Duties during traffic jam - Traffic Drill- Principles of traffic control, manual control by hand drill, thorough road drills -Traffic Laws and Rules/ Circular, Preparation of challan/ e-Challan for traffic offences -Concept and techniques of Traffic management including identification of black spot, traffic 	<ul style="list-style-type: none"> • Group discussion • Sahi/Galat namuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) 	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Field visit to the city for traffic management (see and follow note-3 to comply visit) <ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips • Role play • Practical session (Blood donation camp, road safety awareness, writing of seizure memo and arrest report during vehicle checking, writing of memo under motor vehicle act., media and crowd management, eye Checkup camp of commercial vehicle drivers, coordination with transport department, road 	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Sagimon v. State of Kerala [2014(3) KLT 782] - Manoj Kumar v. State of Kerala 2020 - Dhanesh v. State of Kerala 2021 - Sharafudheen v State of Kerala & Connected Cases 2024 - Benny mon v. State of Kerala 2025 • Movies: <ul style="list-style-type: none"> 1.Jolly LLB 1 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws based on Investigation, quick response, traffic management and traffic diversion • Procedure investigation and court procedure • Collection and Packaging of various evidence 	

	<p>engineering, education and enforcement</p> <p>-Traffic Police organization and functions, coordination with transport department, road authority, municipal authority, Electricity department.</p> <p>-Importance of traffic management (in different scenario like-Mass gathering/ Disaster/ VIP duty/ Crime scene/ City junction)</p> <p>-Guarding the place of accident and rescuing victims</p> <p>-Visit to the congested intersection</p> <p>-Primary knowledge of vehicle maintenance / troubleshooting.</p> <p><u>Paper 2 BNS (02 sessions)</u></p> <p>Sections -105,106,110, 125, 281 to 285</p> <p><u>Paper 3 Minor Acts, Special and Local Laws</u></p> <p><u>(03 sessions)</u></p> <p>Motor Vehicle Act,1988</p> <p>S.3 and 4 r/w 181,177,183,184,185,189,194D,196,207</p>	<p>(See and must follow the below Note-1, 2 & 5)</p> <p>Demo and practice</p>	<p>authority, municipal authority, Electricity department.)</p> <ul style="list-style-type: none"> • Traffic control- Traffic hand sign, lane discipline, • First aid and CPR- First aid and ambulance drill including CPR, should be taught to address all types of typical situations like bleeding, snake bite, accidents, fractures, gun shots/ knife injuries etc. It can also be customized for the situations faced in the states. Evacuation drills for serious injuries such as head and spinal injuries. <p>104</p>	<p>2.Traffic</p> <p>(See and follow note 4 for movies/web series)</p>	<ul style="list-style-type: none"> • Soft skills: stress management, anger management • Ethics <p>compassion towards victims</p> <ul style="list-style-type: none"> • Primary knowledge of vehicle maintenance / troubleshooting. 	
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		<p><u>Paper 5(A) Forensic</u> <u>(04 sessions)</u></p> <p>Forensic Science- Vehicular accident cases Marks of Tools and recovery of erased marks</p> <p><u>Paper 13: Practical</u> <u>(Hands-on) (18 Session)</u></p> <p>blood donation camp, road safety awareness, writing of seizure memo and arrest report during vehicle checking, writing of memo under motor vehicle act., media and crowd management, eye Checkup camp of commercial vehicle drivers</p> <p><u>Outdoor inputs</u> <u>(24 sessions)</u></p> <ul style="list-style-type: none"> • First aid and CPR (20sessions) 					
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		<ul style="list-style-type: none"> • Traffic hand-signs, Lane discipline etc.... (2 sessions) • Field visits to the city for traffic management (2 sessions) 					
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Activities to be done during last Three days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in Eight groups. They should be given task in small group as per column 5
 - **1st Small Group-** Protect the crime scene- Paper 5 (A)
 - **2nd Small group-** Interact with victim and complainant- Paper 2 BNS
 - **3rd Small group-** Drafting of FIR, E Sakshya- Paper 3 Minor Acts
 - **4th Small group -** Interact with witness and write down the statement, E Sakshya- Paper 3 Minor Acts
 - **5th Small group-** To educate awareness and enforcement of traffic law and rules, Paper 11(C)
 - **6th Small group-** Write down the inquest Panchnama if required- Paper 2 BNS
 - **7th Small group-** Write a letter to FSL, Medical Officer and senior officer- Paper 5 (A)
 - **8th Small group-** Drafting of chargesheet (Final Report) - Paper 3 Minor Acts
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of dos and don'ts.
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
 - Divide the whole class in various groups. They should be given task in groups. Every group should be sent to various traffic congested areas of the city along with local traffic police and be given hands-on experience of handling traffic in that area.
- **Note-4:** Movie/Web series should be shown on weekends/public holidays before/after modules as per requirement)
- **Note-5:** Demonstration of imaginary road accident incidence inside class room
 - Group discussion:** first aid, crime scene preservation, law and order/traffic management, instant communication with higher ups.

- **Note-6: Exam: Viva/MCQ test is to be conducted from A-07 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Road Accident and Traffic Management taught in the **“ROAD SAFETY** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-8: ROAD SAFETY		
Paper No.	Paper Name	Sessions
2	Bharatiya Nyaya Sanhita 2023 (BNS)	2
3	Minor acts, Special and Local laws	3
5	Forensics	4
11	Internal Security and Public order	9
13	Practical Hands-on	18
	Total	36

CHAPTER-9: PROPERTY OFFENCES

Module A-08: Crime Against Property (06 days) (36 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-08	<p>Crime against property</p> <p>(Faculty required: subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 10(A) Personal Development</u></p> <p><u>(02-sessions)</u></p> <p><u>-To detect offence:</u></p> <p>-Inter state communication and coordination (soft skill)</p> <p>-Communication and coordination skill- intra state and inter State - control room, use of website search, Map reading,</p> <p><u>Paper 2 BNS</u></p> <p><u>(09 sessions)</u></p> <p>Section - 303 to 334,335,336, 344</p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatnamun a (demonstration of correct and incorrect way): (how to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) <p>*See and must follow the below Note-1 and Note-2.</p>	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - FSL Visit <p>(See and follow note 3 to comply visits)</p> <ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips • Role play • Practical simulation session <p>(Preservation of crime scene, CCTV analysis, dog squad, nakabandi, forensic team for fingerprint, footprint, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological/ digital</p>	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Usha Chakraborty Vs. state of west Bengal AIR-2023 - Deepak Gaba Vs. state of Uttar Pradesh AIR-2023 • Movie: <ol style="list-style-type: none"> 1. Theeran • Web Series <ul style="list-style-type: none"> - Delhi crime season 2 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws critical analysis of various modus operandi of criminals, vigilantism, importance nakabandhi-checkpost • Procedure investigation and court procedure • Collection and packaging of various evidence 	

	<p><u>Paper 4 BSA</u> <u>(03 sessions)</u></p> <p>Section- 10, 11,12,21 ,42,43, 121,122, 123,144</p> <p><u>Paper 5(A) (04 session)</u></p> <p>Fingerprint</p> <p>importance, aim, procedure, classification, finger prints at the crime scene, patterns of latent prints, developing latent prints, recording of developed latent print, collection of developed prints, photography, AFIS</p> <p>Applications: NAFIS</p> <ul style="list-style-type: none"> • Footprint <p>Importance, source, casting, procedure of correction, gait pattern (walking picture)</p> <p><u>Paper 13: Practical (Hands-on) (12 Session)</u></p> <p>preservation of crime scene, CCTV analysis, dog squad, nakabandhi, forensic team for fingerprint, footprint, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological/ digital</p>		<p>evidence, packaging and labeling of evidence, letter to FSL and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)</p> <p>109</p>	<p>*See and follow note 4 for movies/web series</p>	<ul style="list-style-type: none"> • Soft skills- sensitization towards victim of property offence 	
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	evidence, packaging and labeling of evidence, letter to FSL and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet					
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Activities to be done during last Two days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in Eleven groups. They should be given task in small group. Viz.
 - **1st Small group-** Protect the crime scene- Paper 5(A)
 - **2nd Small group-** Interact with victim and complainant- Paper 10(A)
 - **3rd Small group-** Drafting of FIR- **Paper 2 BNS**
 - **4th Small group-** - Write a letter to FSL and senior officer- Paper 5(A)
 - **5th Small group-** Writing a letter to dog squad, check the availability of CCTV footage- Paper 2 BNS
 - **6th Small group** -Arrest of accused, Interrogation of accused- Paper 2 BNS

- **7th Small group** -Interact with witness and write down the statement, E Sakshya- Paper 2 BNS
 - **8th Small group**- Write down the spot Panchnama, E Sakshya- Paper 2 BNS
 - **9th Small group**- Write down the Study of MCR (Modus Crime Record) card- Paper 2 BNS
 - **10th Small group- Paper 4 BSA**
 - **11th Small group**- Drafting of chargesheet (Final Report)- Paper 2 BNS
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of Dos and don'ts.
 - **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
 - **Note-4:** Movie/web series should be shown on weekends/public holidays before/after modules as per requirement
 - **Note-5: Exam: Viva/MCQ test is to be conducted from A-8 during the last session of the practical hands-on sessions.**
 - During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Offences Against Property taught in the “**PROPERTY**” Chapter.
 - Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-9: PROPERTY OFFENCES		
Paper No.	Paper Name	Sessions
2	Bharatiya Nyaya Sanhita 2023 (BNS)	9
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	3
5	Forensics	4
10	Personal Development¹¹¹	2
13	Practical Hands-on	12
	Total	30

CHAPTER-10: ECONOMIC OFFENCES

Module A-09: Economic Offence (04 days) (24 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-09	<p>Economic offence</p> <p>(Faculty required: subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 2 BNS</u> (03 sessions)</p> <p>Section: 178-188, 303 to 326 & 329 to 336 & 340,344,346,350</p> <p><u>Paper 3 Minor Acts, Special and Local Laws</u> (03_sessions)</p> <p>-Prevention of Money Laundering Act 2002</p> <p>-Negotiable Instruments Act 1881</p> <p><u>Paper:5(A)</u> (03 session)</p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatnamuna (demonstration of correct and incorrect way): (how to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) <p>*See and must follow the below Note-1 and Note-2.</p>	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Economic offence wing branch of respective states <p>(See and follow note 3 to comply visits)</p> <ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips • Role play • Practical simulation session <p>(Preservation of crime scene, media management, drafting of FIR, various Panchnama, to assist in collection of documentary and digital evidence, packaging and labeling of evidence, letter</p>	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Vijay malya/ Mehul Chowkis/ Sahara group/ Nirav Modi case study - Ram Ratan Vs. state of Madhya Pradesh AIR-2022 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws based on Investigation of economic offences • Procedure investigation and court Procedure • Collection and packaging of various evidence 	

	<ul style="list-style-type: none"> - Disputed documents, points of dispute, identity, forged documents -Source of Forensic Lights - Identification of Counterfeit Currency - letter to FSI (Handwriting expert & cyber experts) <p><u>Paper 4 BSA</u></p> <p><u>(03 sessions)</u></p> <p>Section -13 to 20 & 28 to 41, 112,113</p> <p><u>Paper 13: Practical (Hands-on) (06 Session)</u></p> <p>preservation of crime scene, media management, drafting of FIR, various Panchnama, to assist in collection of documentary and digital evidence, packaging and labeling of evidence, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet</p>		<p>to FSI, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)</p> <p>113</p>			
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Activities to be done during last One days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in **Eleven groups**. They should be given task in small group. Viz.
 - **1st Small group**- Protect the crime scene- Paper:5(A)
 - **2nd Small group**- Writing letter to JMFC for search warrant- Paper 2 BNS
 - **3rd Small group**- Writing letter to superior officer- Paper 2 BNS
 - **4th Small group**- Writing seizure memo- Paper 2 BNS
 - **5th Small group** -Writing of Panchnama, E Sakshya- Paper 2 BNS
 - **6th Small group**- Drafting of FIR- **Paper 2 BNS**
 - **7th Small group** -Arrest of accused- Paper 2 BNS
 - **8th Small group**- Write a letter to FSL and handwriting expert, writing letters to Bank/Mobile company/e-Wallet company- Paper 5(A)
 - **9th Small group**- Drafting of chargesheet (Final Report) - Paper 2 BNS
 - **10th Small group**- Prevention of Money Laundering Act 2002, Negotiable Instruments Act 1881Paper 3 Minor Acts
 - **11th Small group**- Paper 4 BSA
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of Dos and don'ts
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
- **Note-4: Exam: Viva/MCQ test is to be conducted from A-09 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Economic Offence taught in the "**ECONOMIC OFFENCE**" Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-10: ECONOMIC OFFENCES		
Paper No.	Paper Name	Sessions
2	Bharatiya Nyaya Sanhita 2023 (BNS)	3
3	Minor acts, Special and Local laws	3
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	3
5	Forensics	3
13	Practical Hands-on	6
	Total	18

CHAPTER-11: CYBER CRIME

Module A-10: Cyber Crime Investigation (14 days) (84 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-10	<p>Cybercrime investigation</p> <p>(Faculty required: subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper-6 B (30 session)</u> (18 session)</p> <ul style="list-style-type: none"> - Parts of Computer, Windows Application, MS Word, MS Excel, MS PowerPoint, Working of Internet - CCTNS <p>(12 session)</p> <ul style="list-style-type: none"> - basics of cyber investigation - basic knowledge of cyber tools and digital devices to deal with cyber related offences <p><u>Paper-6 C (17 session)</u></p> <p>-IoT (Internet of things Forensics)</p> <p>Introduction to IoT (Internet of things) devices, SOP for handling IoT devices and handling of digital evidences</p> <p>Mobile communication technologies and surveillance</p>	<ul style="list-style-type: none"> • Expert lectures • Group discussion • Sahi/Galatnam una (demonstration of correct and incorrect way): (how to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) <p>*See and must follow the below Note-1 and Note-2.</p> <ul style="list-style-type: none"> • Hands on practical 	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - cyber control room - 1930 Help line Centre <p>(See and follow note 3 to comply visits)</p> <ul style="list-style-type: none"> • Dos and don'ts • Relevant video clips • Role play • Practical simulation session <p>(Cyber control room call1930, drafting of FIR, various Panchnama, to</p>	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - IT (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 - Shreya Singhal v. Union of India AIR 2015 SC 1523 - CBI v. Arif Azim (Sony Sambandh case) [(2008) 150 DLT 769] • Web Series: <ul style="list-style-type: none"> 1. Jamtara 	<ul style="list-style-type: none"> • Increased awareness about cybercrime frauds • Digital evidence gathering • Working of cybercrime investigation tools 	

	<p>introduction to IP log analysis, CDR/dump data/IPDR analysis, tracing IP address, email investigation</p> <p>Digital payment frauds</p> <p>digital payment systems, terminologies in bank statements, payment banks and usage of digital payment</p> <p>Other frauds</p> <p>salami attacks, lottery frauds, phishing, vishing, impersonation, Identity theft, ATM hacking, OTP frauds, delivery frauds</p> <p>Social media investigation</p> <p>legal aspects of social media, <i>use of social media for police (Personal and professional use)</i> intermediary guidelines, cyber stalking, cyber grooming, child pornography, identity theft, spread of fake news</p> <p>- <i>Using the application (such as CCTNS, HAWKEYE, Facebook, WhatsApp, X, Instagram, Snapchat, mails etc.</i></p> <ul style="list-style-type: none"> • Cyber and Drug related Crimes: Sensitization of Trainees on utilization of Application and Database in Training. <p>- Updating on respective online application</p> <p>- awareness about the latest technology applications on Police aspects.</p>	<p>training on various cyber investigation tools</p> <ul style="list-style-type: none"> • Dos and Don'ts: Use of Social Media for Police 	<p>assist in collection of cyber forensic evidence, packaging and labeling of evidence, letter to FSL victim statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)</p>	<p>(See and follow note 4 for movies/web series)</p>		
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	<p>- supporting crime detection and prevention by using latest technology tools like call data records, locations, various Database.</p> <p>IoT (Internet of things) Forensics</p> <p>Introduction to IoT devices, SOP for handling IoT devices and handling of digital evidences</p> <p><u>Paper 3 Minor Acts, Special and Local Laws (04 Session)</u></p> <p>The Information Technology Act 2000 Section 3,3A,65 to 78</p> <p><u>Paper 5 A Forensics (03 Session)</u></p> <p>Digital evidence</p> <p>cyber-crime, search and seizure, collection, analysis and presentation, CCTV, internet and IP address, social media, mobile device</p>								
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Paper 13: Practical (Hands-on)

(40 Session)

(12 session): Practice:

(Parts of Computer, Windows Application, MS Word, MS Excel, MS PowerPoint, Working of Internet)

(14 session): cyber control room call1930, drafting of FIR, various Panchnama, to assist in collection of cyber forensic evidence, packaging and labeling of evidence, letter to FSL victim statement, procedure for arrest of accused, remand report, writing case diary, chargesheet

Activities to be done during last Four days of the module (practical Hands-on sessions)

- **Note 1:** Divide the whole class in **Ten groups**. They should be given task in small group. Viz.
- **1st Small group**- Protect the crime scene (Data & hardware)- Paper-6 C
- **2nd Small group**- Interact with victim and complainant- Paper 3 Minor Acts
- **3rd Small group**- Drafting of FIR- Paper 3 Minor Acts
- **4th Small group**- Collection and packaging of digital evidence, E Sakshya- Paper 5 A Forensics
- **5th Small group** Arrest of accused, interrogation of accused- Paper 3 Minor Acts
- **6th Small group** -Interact with witness and write down the statement, E Sakshya- Paper 3 Minor Acts
- **7th Small group**- Digital payment frauds, social media investigation, CDR analysis- Paper-6 C
- **8th Small group**- Writing letters/e-mail to Bank/Mobile company/e-Wallet company/Google/Social media service provider- Paper-6 C

- 9th Small group- Write a letter to FSL and senior officer- Paper 5 A Forensics
- 10th Small group- Drafting of chargesheet (final Report)- Paper 3 Minor Acts
- Note-2: At the end of above task of practical simulation group discussion should be done on the basis of Dos and don'ts.
- Note-3: Visits should be done on weekends/public holidays before/after modules as per requirement
- Note-4: Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-5: Exam: Viva/MCQ test is to be conducted from A-10 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Cyber Crime Investigation taught in the “**CYBER**” Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-11: CYBER CRIME		
Paper No.	Paper Name	Sessions
3	Minor acts, Special and Local laws	4
5	Forensics	3
6	ICT and Cyber Investigation	47
13	Practical Hands-on	54
	Total	108

CHAPTER-12: RIOT AND PUBLIC DISORDER

Module A-11: Riot (14 days) (84 session)

Hybrid module- Indoor (36 sessions), outdoor (48 sessions)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-11	Riot (Faculty required: subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper-11 (A) (03 session)</u> -Crowd/Mob management, media management, conflict resolution, tolerance, leadership and team work, stress management, anger management</p> <p><u>Paper 1 BNSS (02 Session)</u> Section – 148 to 151</p> <p><u>Use of Force</u></p> <p><u>Paper 2 BNS (04 Session)</u> Section 189 to 197, 298 - 302)</p> <p><u>Paper 3 Minor Acts, Special and Local Laws (05 Session)</u></p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatna muna (demonstration of correct and incorrect way): (how to handle the riot victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) <p>(See and must follow the below</p>	<ul style="list-style-type: none"> • Dos and don'ts • Relevant video clips • Role play • Practical simulation session <p>-media and crowd management, -Investigation procedure and court procedure: (drafting of FIR, various Panchnama, collection of evidence viz. CCTV footage, round up and arrest procedure of accused, letter to FSL and letter to medical officer, witness statement, procedure for arrest of accused, remand report, writing case diary, charge sheet)</p>	<ul style="list-style-type: none"> • Case Laws: <p>- Ramlila maidan incident vs home secretary, Union of India and ors (2012) - Irfan Khan v. State (NCT of Delhi) 2024 Live Law (SC) 945 - Kuldeep Sharma v. UT of Jammu and Kashmir 2024 - Ranjan Mandal v. State of Bihar 2024</p>	<ul style="list-style-type: none"> • Knowledge and understanding relevant laws • Procedure: Investigation and court procedure • Collection and packaging of various evidence • Soft skills: (Communication skill, crowd negotiation/management skills, conflict resolution, tolerance, leadership and team work, stress 	

		<ul style="list-style-type: none"> • The Prevention of Damages of Public Property Act,1984 Section 1 to 4 • Arms Act -1959 Section 1 to 10 25,27 • Explosives Act-1884 Section 1 to 5 & 9 to 13 • The explosives Substances Act-1908 section- 1 to 3 • The Indian Railway Act, 1989 Section 150, 151, 152, 153, • The Railway Property (Unlawful Possession) Act, 1966 Section 3, 6, 10 <p>Judicial enquiry /enquiry commission (as per state manual/ state laws and guideline)</p> <p><u>Paper 4 BSA (02 Session)</u></p> <p>Section 4,6,7,8,39,54,55,63,142,143</p> <p><u>Paper-5 A (02 session)</u></p> <p>-Explosives: types of explosive and explosions, precaution, IED, series, elements, firing mechanism</p>	<p>Note-1 and Note-2)</p>	<p>Riot control gear</p> <p>(02 sessions)</p> <ul style="list-style-type: none"> • Identification of each item • Capability to protect and to cause injury <p>Wearing of gear - one-minute drills (02 sessions)</p> <p>122</p> <p>Use of lathi with body protector and helmet - Lathi Drill</p>		<p>management, anger management)</p> <p>Riot control and management</p>	
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		<p><u>Paper 13: Practical (Hands-on) (12 Session)</u></p> <p>drafting of FIR, various Panchnama, collection of evidence viz. CCTV footage, round up and arrest procedure of accused, letter to FSL and letter to medical officer, witness statement, procedure for arrest of accused, remand report, writing case diary, charge sheet</p> <p><u>Outdoor inputs</u> <u>(48 sessions)</u></p>	<p>Simulation of riot and its control</p>	<p>(03 sessions)</p> <p>Hitting below the waist</p> <p>Use gunny bags to practice effective lathi hits</p> <p>Use of lathi while also wielding a shield and wearing body protector suit</p> <p>Concept of Small group (02 session)</p> <ul style="list-style-type: none"> • How to operate • Protection from front and above • How to use a lathi • Withdrawal <p>Concept of extended line (02 sessions)</p> <ul style="list-style-type: none"> • How to operate • Protection from front and above • Restrain and push – interlocking of lathis and shields • How to use lathi to disperse 			<p>)</p>
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				<ul style="list-style-type: none"> • Withdrawal <p>Debussing drill (01 session)</p> <p>Formation of extended line</p> <p>Use of barricades and how to push/control crowd (02 sessions)</p> <p>Introduction to TSM, including dye markers (07 sessions)</p> <ul style="list-style-type: none"> • Dry practice in use of shells and grenades • Live practice in use of shells and grenades • Vajra - demo • Experience effectiveness of TSM • Strategic use of TSM based on terrain and wind • Use of respirators • Usage by dominating party • Usage by lathi party <p>124</p> <p>Use of water canon (demo) (01 session)</p>			
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				<ul style="list-style-type: none">• Alternatively, use of fire brigade, Lethal/near lethal use of bullets• Introduction to rubber bullets• Practice use of the same• Introduction to PAG & Deflector• Practice use of the same• Live fire principles for anti-riot• Fire Control Order <p>Practice use of the same</p> <p>Riot drill (02 sessions)</p> <p>Various parties</p> <ul style="list-style-type: none">▪ Importance of reserve party Used for area domination and arrests <p>Formations</p> <p>125</p> <ul style="list-style-type: none">▪ Graded use of force▪ Command and control			
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				<p>Situational riot drills (07 sessions)</p> <ul style="list-style-type: none"> ▪ Open field ▪ Narrow lanes ▪ Broad streets ▪ Simultaneously in few alleys ▪ In the hills ▪ With women and children in the crowd ▪ With rioters using <p>Brick batting from roof</p> <ul style="list-style-type: none"> ▪ Molotov cocktails ▪ Firing <p>Immediate Action Drill, till reinforcement arrives (01 session)</p> <ul style="list-style-type: none"> ▪ Force is outnumbered ▪ Force only has lathis, PAG and live ammunition <p>126 Demonstration by RAF/ Anti-riot police (02 sessions)</p> <p>Simulation of riot and its control (10 sessions)- in full protective gear, the trainees</p>			
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				should initially be pelted with tennis balls and eventually should be exposed to real brick batting with shields. They should also be exposed to the effects of TSM. Simulation exercises will also include observation and negotiation skills			
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Activities to be done during last Two days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in **Nine groups**. They should be given task in small group. Viz.
- **1st Small group**- Protect the crime scene- Paper 5 (A)
- **2nd Small group**- Interact with victim and complainant- Paper 1 BNSS
- **3rd Small group**- Drafting of FIR- **Paper 2 BNS**
- **4th Small group** -Arrest of accused- Paper 2 BNS
- **5th Small group** -Interact with witness and write down the statement e-Sakshya- Paper 2 BNS
- **6th Small group**- Write down the spot Panchnama, e- Sakshya- Paper 1 BNSS
- **7th Small group**- Paper 4 BSA
- **8th Small group**- Write a letter to FSL, medical officer and senior officer- Paper 5 (A)
- **9th Small group**- Drafting of chargesheet (final Report)- Paper 2 BNS
- **Note-2:** At the end of above task of practical simulation, mob drill should be done in outdoor training and group discussion should be done on the basis of Dos and don'ts.
- Hybrid module sr.no 11- Riots; should be carried out after the indoor practical simulation
- **Note-3: Exam: Viva/MCQ test is to be conducted from A-11 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the riot taught in the **"RIOT"** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-12: RIOT AND PUBLIC DISORDER		
Paper No.	Paper Name	Sessions
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	2
2	Bharatiya Nyaya Sanhita 2023 (BNS)	4
3	Minor acts, Special and Local laws	5
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	2
5	Forensics	2
11	Internal Security and Public Order	3
13	Practical Hands-on	12
	Total	30

CHAPTER-13: OFFENCES RELATED TO PUBLIC SERVANTS

Module A-12: Crime Regarding Public Servants (7.7 days) (46 session)

Hybrid module- Indoor (40 sessions), outdoor (06 sessions)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-12	<p>Crime Regarding Public Servants</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 2 BNS (14 sessions)</u></p> <p>Section 147 – 177, 198 to 208 & 220,222,223,236,238,248,249,253 to 259 ,263 to 269</p> <p><u>Paper-3 Minor Acts (07 session)</u></p> <p>-Prevention of Corruption Act, 1988 1,2,7-11</p> <p>-Official Secrets Act, 1923 Sections 2, 3, 4, 5, 6, 7, 10, 13</p> <p>Prevention of Insults to National Honour Act, 1971 section 1-3A</p> <p>-The Representation of People’s Act, 1951 2,29,125-130,135,136</p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatna muna (demonstration of correct and incorrect way): (how to handle the victim and complainant) • Case study <p>(Based on how wrongly handled cases negatively affects police and public)</p> <p>(See and must follow the below Note-1 and Note-2)</p>	<ul style="list-style-type: none"> • Dos and don’t • Relevant video clips • Role play • Practical simulation session <p>(difference between cognizable and non-cognizable offence, media and crowd management, drafting of FIR, various Panchnama, to assist in collection of evidence, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)</p>	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - Adv. M. Baiju Noel v Additional Chief Secretary and Others 2024 Live law (Ker) 738 - Aditya Prasanna Bhattacharya v. UoI and Ors. WP(C) Np. 462/2019 - D.K. Basu guidelines with CRPC sec 43 and 56 - A. Srinivasulu vs State (Supreme court) (2023) • Movie: 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws based on duty of public servant, investigation • dealing with the accused obstructing duty of public servant, self-realization about one’s own duty and obeying law while serving 	

		<p><u>Paper-5 A (01 session)</u></p> <p>ACB Trap case:</p> <p>Sensitization of Police regarding menace of corruption and methods to counter corruption.</p> <p><u>Paper:9(B) Police station duties/function</u></p> <p><u>(02 session)</u></p> <p>Handling of Public and Media who are visiting police station</p> <p><u>Paper 13: Practical (Hands-on) (10 Session)</u></p> <p>difference between cognizable and non-cognizable offence, media and crowd management, drafting of FIR, various Panchnama, to assist in collection of evidence, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet</p>	- Demo and practice	Group Discussion/Debate on Police regarding menace of corruption and methods to counter corruption.	- Shool (See and follow note 3 for movies/web series)	public at large Procedure Investigation and court procedure • Soft skills: stress management, anger management	
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Activities to be done during last 1.7 days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in **Eight groups**. They should be given task in small group as per column 5
 - **1st Small group-** Drafting of FIR- Paper 2 BNS
 - **2nd Small group-** Write down the spot Panchnama, E Sakshya- Paper 2 BNS
 - **3rd Small group -**Arrest of accused- Paper-3 Minor Acts
 - **4th Small group -**Interact with witness and write down the statement, E Sakshya- Paper-3 Minor Acts
 - **5th Small group-** Write a letter to FSL Officer and Senior officer- Paper 5(A)
 - **6th Small group-** Drafting of chargesheet (final Report)- Paper 2 BNS
 - **7th Small group-** Handling of Public and Media who are visiting police station Paper:9(B) Police station duties/function
 - **8th Small group-** **Do's and don'ts during election duty Paper 2 BNS**
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of Dos and don'ts.
- **Note-3:** Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- Hybrid module sr.no 8-Guard and Sentry duty and treasury,9- Police escort with prisoners, 10- Handcuffing and ropes; should be carried out after the indoor practical simulation
- **Note-4:** Exam: Viva/MCQ test is to be conducted from A-12 during the last session of the practical hands-on sessions.
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Offences by or related to Public Servants taught in the **"PUBLIC SERVANTS"** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-13: PUBLIC SERVANTS		
Paper No.	Paper Name	Sessions
2	Bharatiya Nyaya Sanhita 2023 (BNS)	14
3	Minor acts, Special and Local laws	7
5	Forensics	1
9	Police Station Management	2
13	Practical Hands-on	10
	Total	34

CHAPTER-14: OFFENCES RELATED TO PUBLIC SAFETY AND NUISANCE

Module A-13: The Public Health and Safety (05 days) (30 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-13	<p>The Public Health and Safety</p> <p>(Faculty required: Subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 11 (A-4)</u> <u>(03 session)</u></p> <p>-Public Order Duties: -Concepts of Public Order and Public safety -Role of Police in public order -Management and ensuring safety to citizens</p> <p><u>Paper 1 BNSS</u> <u>(02- sessions)</u></p> <p style="text-align: center;">Section -152 to 167</p> <p><u>Paper 2 BNS (03- sessions)</u></p> <p style="text-align: center;">Section- 270 to 297</p>	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) • Case study • Coordination with various organizations like Municipality, health, food and drugs and fire <p>(See and must follow the below Note-1 and Note-2.)</p>	<ul style="list-style-type: none"> • Relevant video clip • Dos and Don'ts 	<ul style="list-style-type: none"> • Case laws: <ul style="list-style-type: none"> - Chakra bahera Vs. state of Orissa (1974) • Movies: <ul style="list-style-type: none"> - The Vaccine War - Out break - 12 Monkey - Contagion - Flag 1978 • Series: <ul style="list-style-type: none"> - Emergency Room - Containment 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws based on Investigation • Public Order Duties: -Concepts of Public Order and Public safety -Role of Police in public order -Management and ensuring safety to citizens 	

		<p><u>Paper:3 Minor Acts</u></p> <p><u>(04 session)</u></p> <p>-Prevention of Cruelty to Animals Act, 1960</p> <p>Sections 2 (C, D, G), 11, 12, 31, 32, 36</p> <p>-Prevention of Food Adulteration Act, 1954</p> <p>Section 2, 5, 6, 7, 10, 16, 16A, 17, 18, 20, 21</p> <p>-Cattle Slaughter and Transport Prohibition Act 2004</p> <p>Section 1, 2, 4, 5, 6, 8, 9, 10, 11, 14</p> <p><u>Paper 13: Practical</u></p> <p><u>(Hands-on) (12 Session)</u></p> <p>Demonstration for public safety (food/hygiene/traffic/explosive/epidemic/water/animal)</p>			(See and follow note 3 for movies/web series)		
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Activities to be done during last Two days of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in **Six groups**. They should be given task in small group as per column 5
- **1st Small group** - Drafting of FIR- **Paper 2 BNS**
- **2nd Small group** - Writing of report to (FSL, Health dept. Food and drugs dept.)- **Paper:3 Minor Acts,**
- **3rd Small group** – Study of concern department’s circulars (Municipality, Health dept. Food and drugs dept.)- **Paper:3 Minor Acts,**
- **4th Small group** -Case study of major incident in the state- **Paper 2 BNS,**
- **5th and 6th Small group**- Public order duty, Do’s and Don’ts- **Paper 11 (A)**
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of dos and don’ts.
- **Note-3;** Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-4: Exam: Viva/MCQ test is to be conducted from A-13 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the public health, safety taught in the **“PUBLIC SAFETY”** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER -14: OFFENCES RELATED TO PUBLIC SAFETY AND NUISANCE		
Paper No.	Paper Name	Sessions
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	2
2	Bharatiya Nyaya Sanhita 2023 (BNS)	3
3	Minor acts, Special and Local laws	4
11	Internal Security and Public order	3
13	Practical Hands-on	12
	Total	24

CHAPTER-15: OFFENCES RELATED TO DRUGS AND PSYCHOTROPIC SUBSTANCES

Module A-14: NDPS (04 days) (24 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-14	NDPS (Faculty required: subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper 3 Minor Acts, Special and Local Laws (11 sessions)</u> The Narcotic Drugs and Psychotropic Substances Act 1985 <ul style="list-style-type: none"> • Identification of places/spots where the drugs is sold - University/Colleges/ School/ etc. and ways to prevent. • Drug related Crimes: Sensitization of Trainees on utilization of various Application and Database. 	<ul style="list-style-type: none"> • Group discussion • Sahi/Galatna muna (demonstration of correct and incorrect way) (how to handle the victim and complainant) • Case study (based on how wrongly handled cases negatively affects police officer and victim) (See and must follow the below Note-1 and Note-2) 	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Deaddiction /Rehabilitation Centre visit (See and follow Note 3 to comply visits) • Dos and don'ts • Relevant video clips • Identification and destruction of illicit cultivation of narcotics crops • Role play • Practical simulation session 136 preservation of crime scene, media and crowd	<ul style="list-style-type: none"> • Case Laws: <ul style="list-style-type: none"> - State of Punjab vs Baldev Singh (Section 37) (1999) - Raju vs State of Bengal (Section 50) (2022) - Toofan Singh Vs. state of Tamil Nadu 2020 • Movies: <ul style="list-style-type: none"> -Ganja Shankar -Force 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws investigation and court procedure Introduction to Malkhana and its safety and security • Procedure: basics of search, seizure, arrest and assistance therein. Sampling in NDPS act and handling. • Soft skills: Intelligence collection and surveillance techniques • Ethics 	

		<p><u>Paper 5 (A) Forensic Science (01 sessions)</u></p> <p>- Alcohol and drugs - collecting of medical/ FSL report / certificate</p> <p><u>Practical-13 (Hands-on) (12 Session)</u></p> <p>preservation of crime scene, media and crowd management, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSI and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet</p>		<p>management, isolation of witness, drafting of FIR, various Panchnama, to assist in collection of biological evidence, packaging and labeling of evidence, letter to FSI and letter to medical officer, medical examination of victim and accused, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet</p>	<p>-a short film-NDPS 1985</p> <ul style="list-style-type: none"> • Series: <ul style="list-style-type: none"> - Dabba Cartel - Narcos <p>(See and follow note 4 for movies/web series)</p>		
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Activities to be done during last Two days of the module (practical Hands-on sessions)

137

- **Note-1:** Divide the whole class in **Seventeen** groups. They should be given task in small group as per column 5

- **1st Small group**- Protect the crime scene- Paper 5 (A) Forensic Science
- **2nd Small group**- Writing letter to gazetted officer- Paper 3 Minor Acts
- **3rd Small group**- Writing letter to superior officer- Paper 5 (A) Forensic Science
- **4th Small group**- Writing resolution of section 42 of NDPS act- Paper 5 (A) Forensic Science
- **5th buddypair/small group**- Writing notice of section 50 of NDPS Act- Paper 5 (A) Forensic Science
- **6th Small group**- Writing letter to FSL- Paper 5 (A) Forensic Science
- **7th Small group**- Writing letter for weights and measures to relevant person
- **8th Small group**- Writing seizure memo- Paper 3 Minor Acts
- **9th Small group**- Writing arrest memo under section 52 (1) of NDPS act- Paper 5 (A) Forensic Science
- **10th Small group**- Writing letter to superior officer under section 57of NDPS act- Paper 5 (A) Forensic Science
- **11th Small group**- Writing letter about seizure report to NCB director general- Paper 3 Minor Acts
- **12th Small group**- Drafting of FIR- Paper 3 Minor Acts
- **13th Small group** -Arrest /handling/guarding of accused- Paper 3 Minor Acts
- **14th and 15th Small group** -Interact with witness and write down the statement- Paper 3 Minor Acts
- **16th Small group**- Write down the spot Panchnama- Paper 3 Minor Acts
- **17th Small group**- Drafting of chargesheet (Final Report)- Paper 3 Minor Acts
- **Note-2:** At the end of above task of practical simulation group discussion should be done on the basis of Dos and don'ts.
- **Note-3:** Visits should be done on weekends/public holidays before/after modules as per requirement
- **Note-4:** Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-4: Exam: Viva/MCQ test is to be conducted from A-14 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the NDPS taught in the **“DRUGS”** Chapter.

Exam of CHAPTER -15: OFFENCES RELATED TO DRUGS AND PSYCHOTROPIC SUBSTANCES		
Paper No.	Paper Name	Sessions
3	Minor acts, Special and Local laws	11
5	Forensics	1
13	Practical Hands-on	12
	Total	24

CHAPTER-16: COORDINATION

Module A-15: Inter/Intra State/Inter Department Coordination (05 days) (Session-30)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-15	Inter/Intra State/Inter Department Coordination (Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper-8(A) Police Organization central-state (10-session)</u></p> <ul style="list-style-type: none"> -Origin, History and Evolution of Police in India -Relation with Neighboring Countries / Border Issues -Central Police organizations -Organizational Structure of State Police -Allied Institutions -Police Welfare -Study of neighboring state police setup (organization) <p><u>Paper 1 BNSS (06-session)</u></p> <ul style="list-style-type: none"> • Inter state Investigation (Arrest/Seizure/Registration) • BNSS- 35,38,45, 64,69,74,80-86,94,105,173,531 • Inter state court proceeding Transfer warrant (Primary) –BNSS- 301, 302, 303 • Inter state check post (Hybrid module) 	<ul style="list-style-type: none"> • Group discussion • Sahi / Galat Namuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) • Case study: (Based on how wrongly handled cases negatively affects police officer and victim) <p>(See and must follow the below Note-1 and Note-2) 140</p>	<ul style="list-style-type: none"> • Visit: -Visit of any CAPF unit -Visit of SP Office, DG Office and any other nearby unit. -Check post – as per state SOP (Do and Don'ts) <p>(See and follow Note 3 to comply visits)</p>	<ul style="list-style-type: none"> • Case Laws: - Prakashsingh Vs. UOI 2006 - Sandeepkumar Vs. The state, SCC Online Del 10159 (2018) - Delhi HC Guidelines for inter state arrest - Gautam Navlakha Vs. sate of Delhi 2001 (ISPC for transit remand) - Prakash Singh v. Union of India 2006 - Sandeep Kumar v. The State, SCC Online 	<ul style="list-style-type: none"> • Communication and coordination skill • Primary information about substantive and procedural law 	

		<ul style="list-style-type: none"> • Execution of summons/E-Summons and warrants <p><u>Paper-9(B) Functioning of police station and Duties</u></p> <p><u>(02-session)</u></p> <p>-Inter state intelligence sharing- Crime/Law & Order (bordering police station)</p> <p><u>Paper 13: Practical (Hands-on)</u></p> <p><u>(06 Session)</u></p> <p>Interstate police communication/police setup/check post/court dealing/intelligence sharing</p>			<p>Del 10159 (2018)</p> <p>- Gautam Navlakha v. State (NCT of Delhi) 2021</p>		
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Activities to be done during last One day of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in Six groups. They should be given task in small group as per column 5
- **1st Small group - Interact with other state police control room/police station in charge/police personnel in Hindi/English language - Paper-8(A) Police Organization**
- **2nd Small group - Writing of report to concern state police - Paper-8(A) Police Organization**
- **3rd Small group – Simulation of intelligence sharing with other state- Paper-9(B) Functioning of police station and Duties**

- **4th Small group** - - Communication and coordination skill- intra state and inter State - control room, use of website search, Map reading- Paper-9(B)
- **5th and 6th Small group** -Check post duty/investigation in other state -dos and don'ts- Paper 1 BNSS
- **Note-2: At the end of above task of practical simulation group discussion should be done on the basis of dos and don'ts.**
- **Note-3: Visits should be done on weekends/public holidays before/after modules as per requirement**
- **Note-4: Exam: Viva/MCQ test is to be conducted from A-15 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Inter/Intra state/inter department coordination module taught in the **“COORDINATION”** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-16: COORDINATION		
Paper No.	Paper Name	Sessions
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	6
8	Police Organization and Administration	10
9	Police Station Management	2
13	Practical Hands-on	6
	Total	24

CHAPTER-17: COURT PROCEDURES

Module A-16: Moot Court (05 days) (30 session)

Sr. No.	Topic	Laws Covered (BNS, BNSS, BSA etc.) and Sections to be taught	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-16	<p>Moot court</p> <p>Faculty required- Hon. Judge, Public Prosecutor/ Advocate</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper 1 BNSS (06 sessions)</u></p> <p>Section -218,222,223,225,226, 230 to 233, 234, 235, 239, 241, 242, 243, 246, 247, 248,249,250,254, 258,301,302,308,326,329,333,335, 336,338,340,341,343,356,359,366, 389,394,399,478,482,485,503,505, 527,528,530,531</p> <p><u>Paper 4 BSA (06 sessions)</u></p> <p>Section -56 to 66 ,104 to 109, 149,151,156,159, 160 to 164</p> <p><u>Paper 13: Practical (Hands-on)</u></p> <p><u>(12 Session)</u></p> <ul style="list-style-type: none"> Management /Maintenance of Original 	<ul style="list-style-type: none"> Group discussion Role Play Queries and briefing by Hon. Judge <p>(See and must follow the below Note-1 to 4)</p>	<ul style="list-style-type: none"> Opening the case for prosecution in the Court Notices Summons/e-Summons and warrants Production of articles and Muddamal Framing of charges Examination of witnesses (Chief, cross and <p style="text-align: right;">143</p>	<ul style="list-style-type: none"> Case Laws; <ul style="list-style-type: none"> Antar Singh VS State of Rajasthan (2004) Movie <ul style="list-style-type: none"> Sirf ek bandaa kaafi hain Neru Web series – criminal justice <p>(See and follow note 5 for movies/web series)</p>	<ul style="list-style-type: none"> General conduct and turnout in a court of law 	

chargesheet case paper on behalf of P.P.

- collection of chargesheet from I. O's and submission before court. (Paper-9 B)
- Opening the case for prosecution in the Court
- Notices Summons/E-Summons and warrants
- Production of articles and Muddamal
- Framing of charges
- Briefing witness before trials in PT Cases
- Examination of witnesses (Chief, cross and reexamination)
- Evidence for prosecution
- Entering upon defense
- Arguments
- Judgement of acquittal or conviction

reexamination)

- **Evidence for prosecution**
- **Entering upon defense**
- **Arguments**
- **Judgement of acquittal or conviction**

Activities to be done during last Two day of the module (practical Hands-on sessions)

- **Note-1:** For role play whole class will be divided in groups where they will act as a victim/complainant, IO, Witness, Experts.
- **Note-2:** Trainees will act as IO, witnesses for the case done in previous human body offence module. Judiciary expert will conduct the mock trial of the same case

investigated by trainees in human body offence module. Introduction of Nyaya shruti portal.

- **Note-3:** At the end of above task of practical simulation group discussion should be done on the basis of dos and don'ts.
- **Note-4:** Last 2 days (12 sessions) allotted to practical simulation including, moot court by Subject expert preferably from judiciary by practically demonstrating court procedure and then by trainees themselves followed by group discussion.
- **Note-5:** Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-6: Exam: Viva/MCQ test is to be conducted from A-16 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Moot Court taught in the “**COURT**” Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-17: COURT PROCEDURES		
Paper No.	Paper Name	Sessions
1	Bharatiya Nagarik Suraksha Sanhita 2023 (BNSS)	6
4	Bharatiya Sakshya Adhinyam 2023 (BSA)	6
13	Practical Hands-on	12
	Total	24

CHAPTER-18: DISASTER MANAGEMENT

Module A-17: Disaster Management (04 days) (24 session)

Hybrid module- Indoor (18 sessions), Outdoor (6 sessions)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-17	<p>Disaster management</p> <p>(Faculty required: subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper-11(B)</u></p> <p><u>(12 sessions)</u></p> <p>-National Disaster Management Act,2005</p> <p>-Role of Police during disasters:</p> <p>- Leadership during Crisis and disasters</p> <p>-Disaster management framework in India,</p> <p>-Overview of Incident response system (IRS) and Emergency operations management center (EOC) in India.</p> <p>-Community based disaster management (CBDM),</p> <p>-Emerging technologies in disaster management</p>	<ul style="list-style-type: none"> • Group discussion • Case study • Tabletop exercise (TTX) <p>(Coordination with various organization like NDRF, SDRF)</p> <p>(See and must follow the below Note-1 to 3)</p>	<ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips <p>(Two-day module designed by NDRF will be conducted. This will be customised for the vulnerabilities of the respective states)</p>	<ul style="list-style-type: none"> • Case laws: <ul style="list-style-type: none"> - MC Maheta Vs. union of India (Oleum gas leak) case- AIR 1987 SC 965 - Charanlal Sahu Vs. Union of India AIR- 1990 SC- 1480 • Movie <ul style="list-style-type: none"> - Railway man (Bhopal gas) - Bheed - Geostorm 	<ul style="list-style-type: none"> • Knowledge and understanding relevant Laws • Role of Police during disasters • Disaster management framework in India • Overview of Search and Rescue (SAR) Operations, • Management of Trauma and medical emergencies during Disasters: 	

		<ul style="list-style-type: none"> -Overview of Search and Rescue (SAR) Operations -Management of Trauma and medical emergencies during Disasters: -DOS and DON'T during various disasters: -Case study/panel discussion on state/district/city specific disaster response: -Tabletop exercise (TTX)/Scenario based mock exercise on disaster response: -The TTX will be focused on vulnerability (Disasters) profile of the area of jurisdiction. <p><u>Practical-13 (Hands-on)</u></p> <p><u>(06 Session)</u></p> <p><u>Outdoor inputs</u></p> <p><u>(6 sessions)</u></p>			<p>(See and follow note 4 for movies/web series)</p>		
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Activities to be done during last One day of the module (practical Hands-on sessions)

- **Note-1:** Divide the whole class in Six groups. They should be given task in small group as per column 5.
- 1st small group: Role of Police during disasters: Leadership during crises and disasters, Paper-11(B)
- 2nd small group: Before Disaster (Prevention and preparedness phase), Paper-11(B)
- 3rd small group: During disaster -Emergency response phase, Paper-11(B)
- 4th small group: After Disaster-Restoration phase, Paper-11(B)
- 5th small group: DOS and DON'T during various disasters:(Earthquake and landslides, Flood, boat capsized, drowning, CBRNE, Fire, Avalanche, Lightning and Heat wave), Paper-11(B)
- 6th small group: Case study/panel discussion on state/district/city specific disaster response, Paper-11(B)
- Note-2: Case study based on any nature of emergency/ disaster encountered by the first responders in the area of jurisdiction
- Note-3: At the end of above task of practical simulation group discussion should be done on the basis of dos and don'ts.
- Note-4: Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-5: Exam: Viva/MCQ test is to be conducted from A-17 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Disaster Management taught in the “**DISASTER MANAGEMENT**” Chapter.

Exam of CHAPTER-18: DISASTER MANAGEMENT		
Paper No.	Paper Name	Sessions
11	Internal Security¹⁴⁸ and Public order	12
13	Practical Hands-on	6
	Total	18

		<p>– Internal Security Schemes</p> <p>-Organized crime</p> <ul style="list-style-type: none"> • Trans- National Border Crimes: Types and methods to combat: <ul style="list-style-type: none"> - Trans- National Terrorism - Intrusion of other nationals like Bangladeshi/Pakistani - Drug trade - Illegal Weapon - Cybercrime like digital arrest - Human trafficking - Handling Urban Terrorism, Hostage situations, Counter Terrorism and Counter terrorism operations - Mechanism to check and prevent anti-national element • Vital Installation Security <p>Gestures – During Patrolling, VVIP Bandobast, Road Bandobast, Traffic duty</p> <ul style="list-style-type: none"> • Rumors and malicious campaigns and its effects on public order and ways to deal with it • Major bandobast arrangement- Mela, Dharna, Religious procession, Unions rally (student, labour, etc.), Political rally, Farmer rally etc. 	150				
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Module A-18: VIP Security (07 days) (42 session)

Hybrid module- Indoor (18 sessions), Outdoor (24 sessions)

Sr. No.	Topic	Details	Training methodology	Activities covered	Case Laws/Case Study Referred	Target skill development	Detail schedule of Session and day
1	2	3	4	5	6	7	8
A-18	<p>VIP security</p> <p>(Faculty required: subject expert)</p> <p>(Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)</p>	<p><u>Paper-11(A)</u> <u>(6 sessions)</u></p> <p>Introduction: Security category (X, Y, Z, Z+, NSG & SPG)</p> <p>VIP Security at place of stay, Place of function and route Categories of Security, importance of contingency route & safe house</p> <ul style="list-style-type: none"> - Access Control and Frisking of a Person - Search of a Vehicle Anti-sabotage Check– Use of HHMD, DFMD, Sniffer dogs, Identifying to suspicious objects and subsequent action - static guard of VIPs & protectee person and government installation 	<ul style="list-style-type: none"> • Group discussion: • Sahi/Galatnamu na (Demonstration of correct and incorrect way): (How to handle the Protectee and security) • Case study: (Based on how wrongly handled cases negatively affects police officer) <p>(See and must follow the below Note-1 and Note-2)</p>	<ul style="list-style-type: none"> • VVIP bandobast scheme • Relevant video clips • Group discussion: (Dos and Don'ts) <p>151</p>	<ul style="list-style-type: none"> • Case laws: <ul style="list-style-type: none"> - Suo moto PIL on security of judges (post Rohini court incident) Delhi high court 2021 • Movies: <ul style="list-style-type: none"> - Olympus Has Fallen - Vantage Point <p>(See and follow note 3 for movies/web series)</p>	<ul style="list-style-type: none"> • Knowledge and understanding of VIP security, procedure, standing order & guideline • Role of Police in VIP security during VVIP Bandobast • Use of various security equipment 	

		<p><u>Practical-13 (Hands-on)</u> <u>(06 Session)</u> <u>Outdoor inputs</u> <u>(24 sessions)</u></p> <ul style="list-style-type: none"> • Anti-sabotage check (2 sessions) • Technology- HHMD, DFMD, X-ray scanners, DSMD, anti-drone measures, jammers (2 sessions) • Convoy movement and protection drill, role of pilot and escorts, escorting VIPs, prisoners and property (4 sessions) • PSO duty- 1 PSO, 2 PSO team (2 sessions) • Simulation exercise to plan security of the VIP (4 sessions) • Day long field visits in an actual VIP visit (10 sessions) 	<p>Lecture demo and exercise</p>				
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- Activities to be done during last day of the module (practical Hands-on sessions)
- **Note-1:** Divide the whole class in **Eight groups**. They should be given task in small group. Viz.
 - **1st Small group-** Introduction: Security category, VIP Security at place of stay, Place of function, Paper-11(A), Module A-18
 - **2nd Small group-** route Categories of Security, importance of contingency route & safe house, Paper-11(A), Module A-18
 - **3rd Small group-** Access Control and Frisking of a Person, Paper-11(A), Module A-18
 - **4th Small group** Static guard of VIPs & protectee person and government installation, Paper-11(A), Module A-18
 - **5th Small group -Search of a Vehicle Anti- sabotage Check– Use of HHMD, DFMD, Sniffer dogs,** Paper-11(A), Module A-18
 - **6th Small group – VIP bandobast scheme,** Paper-11(A), Module A-18
 - **7th Small group- Inter state crime types and methods to combat,** Paper-11(A), Module B-08
 - **8th Small group- Trans- National Border Crimes: Types and methods to combat** Paper-11(A), Module B-08
- **Note-2:** Group discussion should be done on the basis of dos and don'ts.
- **Note-3:** Movie/ web series should be shown on weekends/public holidays before/after modules as per requirement
- **Note-4: Exam: Viva/MCQ test is to be conducted from B-08 and A-18 during the last session of the practical hands-on sessions.**
- During practical simulation, all trainees, being police officers, are expected to utilize knowledge and exposure of the Security Management taught in the **“SECURITY”** Chapter.
- Sessions allotted for state specific inputs can be used for extra sessions for relevant state police manuals and standing orders wherever it is required

Exam of CHAPTER-19: SECURITY – INTERNAL AND NATIONAL (B-08, A-18)		
Paper No.	Paper Name	Sessions
11	Internal Security and Public order	18
13	Practical Hands-on	6
	Total	24

CONSTABLE TRAINING PLAN

The following pages show the plan for the outdoor training of constables, the calculation of training days, periods, allotment of periods across the subjects, the distribution of marks and brief notes about the suggested methodology.

Duration of training: 9 months + 3 weeks*

WORKSHEET

S.N.	DESCRIPTION	DURATION
1.	Duration of course	273 days (39 weeks)
2.	Minus a. Sundays b. 2 nd and 4 th Saturdays# c. Government holidays (Overestimated. If States have less holidays, the extra days can be used for State-specific training)	38 18 18
3.	Total Working Days	199
4.	Zero / Orientation week	06
5.	Mid Term Break	06
6.	Final Examination	13
7.	Training Days	174
8.	Training Week	6 Days per Week except 2 nd and 4 th Saturdays
9.	Periods available per day	1 (morning)+2(AN)+1 games = 4 periods
10.	Total Periods (174 x 4)	696
11.	Total Periods available for outdoor training including one period of games everyday	696+36*+50**+12***=794 *Two morning periods each in all 2 nd and 4 th Saturdays - 18*2= 36 **In the last two months of training, there will be an extra outdoor training period every day and one less period in Indoor training. 50 periods will come from that. ***Disaster Management -12 periods have been allotted in the Indoor training curriculum for this.
12.	Duration of Periods	PT Period - 1 hour Rest of the Periods – 40 Minutes each

Suggested use of Saturdays: It has been suggested that the trainees should get the 2nd and 4th Saturdays off during training to do their personal maintenance work. Saturdays are also the traditionally the days for scheduling endurance activities, in police training, such as long-distance runs. Taking extra training time in the morning of 1st and 3rd Saturdays will not be possible since the Indoor classes would start at the regular time. Therefore, it has been suggested that there would be endurance activities in the morning of 2nd and 4th Saturdays, say a long-distance run, followed by extensive stretching. The rest of the Saturday would normally be left free for the trainees.

*These 3 weeks have been suggested for training in swimming and driving

Training in swimming and driving may be imparted in the following two ways:

a) Ideally, shallow depth swimming pools should be made in each police training institute so that the essential skill of swimming can be imparted during basic training itself. If the training institute has swimming pool facility and swimming training is imparted as a part of basic training, then these 3 extra weeks will not be required. Also, as driving is an essential skill for all uniformed personnel, the police training institutes should strive to teach at least 2-wheeler driving to all trainees during the basic training by engaging a Driving Training Institute.

b) If this is not possible, a special center for teaching swimming and driving is recommended to be set up where all constables would learn these skills for 3 weeks. After Basic Training, constables can be sent to this center where they would learn swimming and even driving, for non-drivers. The rest of the training time can be gainfully used for state-specific inputs. This may not be the best option since pulling constables out of the field once they have joined there may be difficult. We should strive for option (a) above.

**Since constables have to be necessarily hardier than SIs and DySPs, for two months towards the end of training, an extra period would be scheduled in outdoor training, making the outdoor training 4+1 (games) = 5 periods. That is, one Indoor training period would be given for Outdoor training instead. These would total up to 50 periods @ 1 extra period X 25 working days in the month X 2 months. Hence the total availability of periods would be as shown above.

*** Disaster Management has been allotted 20 periods. 12 of these would come from Indoor periods and have been indicated accordingly in the Indoor curriculum. Hence these have been added to the total periods available for planning inputs in Outdoor training.

As per this plan, there would be a one-hour morning period on most days for PT/Yoga.

Endurance events such as long-distance runs should be held on 2nd and 4th Saturdays in the mornings, followed by Yoga / stretching. There would be three periods of Outdoor training in the afternoon, including a period of Games. The institutes may design their own schedules based on climatic conditions and seasons.

Suggested Daily Routine

Total Periods	Time		INDOOR / OUTDOOR	
	From	to	Period	Time
Outdoor Training				
1 st	0600	0700	1 st Outdoor	1 hour PT
Indoor Training				
2 nd	0905	0945	1 st Indoor	40 minutes
3 rd	0950	1030	2 nd Indoor	40 minutes
4 th	1035	1115	3 rd Indoor	40 minutes
5 th	1130	1210	4 th Indoor	40 minutes
6 th	1215	1255	5 th Indoor	40 minutes
7 th	1300	1340	6 th Indoor	40 minutes
Outdoor Training				
8 th	1530	1610	2 nd Outdoor	40 minutes
9 th	1620	1700	3 rd Outdoor	40 minutes
10 th	1720	1800	4 th Outdoor	40 Min (Games)

It is recommended that the Indoor training should finish in the pre-lunch period and the afternoon be devoted to Outdoor training. This is anyway the norm in most police training institutions.

Proposed Outdoor Training Block Syllabus Summary

Sl. No.	Subject	Allotment of Periods	%age of total	Marks allotted
1.	PT	88	11.7	150
2.	Weapon Training and Firing	85	10.7	300
3.	Drill	100	12.6	150
4.	Crowd Control Module	43	5.4	150
5.	Tactics	153	19.3	650
	a. Field Craft and Tactics (FCT)	4	0.5	25
	b. Navigation and Map Reading	4	0.5	75
	c. Jungle Tactics/ Survival/ Camp	30	3.8	150
	d. Route Marches	08	1	50
	e. Explosives & IEDs	8	1	50
	f. Police Tactics	99	12.5	300
6.	Weaponless Defense (Self Defense)	40	5	150
7.	Yoga and Meditation	20	1.9	50
8.	First Aid and Ambulance Drill (2 full days)	20	2.5	75
9.	Disaster Response (2 full days)	20	2.5	75
10.	Resilience, Emotional Intelligence and stress management training	20	2.5	--
11.	Games	110	13.8	--
12.	Annual Sports and Athletics Meet	15	1.9	--
13.	Passing out Parade (2 weeks)	40	5	--
14.	Examinations	40	5	--
15.	Director's Assessment			150
	TOTAL	794	100%	2000

DETAILED SYLLABUS

Subjects (Objectives, Syllabus and Methodology)

1. Physical Training (PT)

88 Periods

1. Inculcating an attitude of 'Fitness for Life'
2. Scientific method for optimal results, including nutrition and rest
3. Prevention of injuries

Learning Outcomes of Physical Training:

By the end of this training module, police officers shall be able to:

1. Understand and appreciate the importance of exercise, nutrition and rest for overall wellness, which is the foundation for performing the job of a police officer. They would also have good understanding of the scientific principles influencing physical and mental wellness.
2. Develop an enduring affinity for physical fitness, be able to design personalised training plans and continue fitness activities life-long, for preventing lifestyle illnesses and prioritizing 'Fitness for Life'.
3. Be familiar with the safety protocols to prevent injuries to self and others during physical training, develop injury resistance, learn basic injury management and basic rehab exercises.
4. Perform modified workout plans that can be implemented during constraints of time and space, for maintaining their fitness levels in the long term.

Goal: Towards the end of training, the trainees should be physically and mentally fit for all kinds of duties they are expected to perform in the field and achieve the fitness benchmarks. An even more important goal is to ingrain in them an affinity for fitness; they should cherish it and preserve in throughout life. That is, give a mantra of 'Fitness for Life'. They should be able to **self-regulate** their fitness, rest and diet regime and tailor it to the life situations they encounter, to ensure they remain fit all their lives.

Departure from the past: To achieve this objective, the suggested training regimen has been planned as per the latest scientific principles, which should also be explained to the trainees. Explaining the 'Why' of every input is a must for motivation and partnership in learning. Many of the state police and CAPF training institutes are

already following such a system. This will also reduce the instances of serious injuries that, at times, put trainees down for long periods of time. The instructors also need to be trained accordingly to ensure they understand the latest scientific principles of fitness; can plan training schedules accordingly and also prevent injuries and help rehabilitate in case they still occur.

It is also recommended to get a medical examination done, in the first week itself, for any supplements that may need to be added to the diet, especially for lady Constables. If possible, this can be done as soon as they are selected and have not yet even joined training, since supplements take time to benefit. Also, the medical examination should be done to diagnose any ailments which might get exaggerated because of the rigorous schedule of training.

For instance, some of following ailments are possible to be diagnosed, which can cause serious issues if left unaddressed:

- H/o/varicose veins
- Disc bulge or prolapse or annular tears in spine
- Severe sprains/ligament injuries
- Hernias and varicoceles
- Cardiac issues like tachycardia, atrioventricular conduction defects
- Chronic anaemia

If it is difficult to conduct such a detailed medical examination, their medical records can be obtained, as checked for recruitment and seen by the doctor in the training establishment for identifying anything which may need special care. They could also be asked to self-report any issues that need care. Lady trainees need better care. They can be made to undergo a medical exam / blood test to decide any supplementation, since it has been observed that they suffer more injuries during training.

Details of activities of physical training and period allotment are shown below. Ideally, PT should be scheduled every morning for the duration of training. But some days, it will get missed out because of field visits, exams etc., hence the number of PT periods is less than the number of training days. Fitness will also get reinforced by Yoga, Route Marches, Drill and Games.

Physical Training : 88 Periods		
(I)	General	06
a)	Introduction to science of physical fitness (classroom period), importance of warm up and cool down.	02
b)	Importance of Nutrition and Rest (classroom period)	01
c)	Injury prevention and rehabilitation (classroom period + demo)	01
d)	Introduction to Stretching, warming up & cooling down exercises (ground)	01
e)	Introduction to running form (ground - demo and practice)	01

(II)	Physical training	70
a)	Orientation Training Including Base Line Evaluation and squad formation, BMI/BCA And Kit Inspection	02
b)	PT- 1 (Cardio, endurance, agility, flexibility & lower body strengthening)	51 periods: These workouts should be done on alternate days for ensuring rest and recuperation.
c)	PT- 2 (Cardio, strengthening of core and upper body) Running would be most common cardio activity, interspersed with cycling, swimming (if feasible) etc., aside from other activities mentioned below.	
d)	Physical training may also include: - <ol style="list-style-type: none"> 1. Circuit training 2. Gym training 3. Fartlek running (PI see link in appendix A for details) 4. Sand running (it is easy to create a small sand pit for this in the institute. It can be 10 meters by 3 meters) 5. Trail running 6. Balancing exercises 7. Skipping rope 8. TRX (PI see link in appendix A for details) 	07 Periods: These activities can be used to break the monotony and add variation for improvement. Also, many of these can be done by the trainees after they exit the training institute.

	<p>9. 5BX training</p> <p>10. Cycling</p> <p>11. PT Obstacles</p> <p>12. OC (Obstacle Course)</p> <p>13. HIIT</p> <p>14. Aerobics</p> <p>15. Zumba etc.</p> <p>16. Log PT</p> <p>17. Deadman's Lift</p> <p>18. Medicine ball exercises</p>	<p>These have been shown in bold.</p> <p>YouTube links for some of the less commonly known exercises are given in Appendix A.</p>
e)	16 km run	<p>8 Periods : Benchmark to be achieved.</p> <p>This activity can also be held on Saturdays.</p>
f)	5 km run in jungle boots/DMS boots and dungarees with weapon (BPET standards of CAPFs)	<p>2 Periods: Benchmark to be achieved.</p> <p>This activity can be held on 1st and 3rd Saturdays.</p>
(III)	Obstacle Course (OC)	12 periods*
a)	With dungarees	06
b)	<p>Real life obstacles like walking on the wall, jumping over roofs, climbing wall with support of window grills, crossing vehicles, etc. should be also a part of OC. Training in Parkour can be organised, if feasible. The details of Parkour can be seen here.</p> <p>https://en.wikipedia.org/wiki/Parkour</p> <p>(A lot of videos are available on the net).</p> <p>State specific training for hill, desert and river area obstacles can be customised for OC</p>	06

* Additional practices can be scheduled during PT and Games periods, as per requirement.

Note: 1. A **Yoga and meditation module** should be conducted in the first few weeks of training (20 periods have been allotted) and Yogasanas should be included in the "Cooling Down" at the end of the PT period. This can be continued all through training to inculcate a deeper understanding and

practice of Yogasanas.

Ideally, this module could be conducted after the first four weeks of training at the rate of 1 morning period every day for 20 days. The morning outdoor training time of PT period could be devoted to this - this could start with light exercise for a warm up, followed by yoga and meditation. During these days, if required, the PT session can be shifted to the evening in place of games, especially if the facilities for games are not adequate for accommodating all trainees at the same time. This has also been explained under the subject of Games. PT can also be scheduled in the evenings sometimes just to make the trainees understand that they can fit in daily exercise at other times of the day, if it is not feasible in the mornings. The other ways of conducting the Yoga module could be about 2 hours in the morning on alternate days for 10 days (20 periods in total). Regular PT/outdoor training could be held on the intervening days. We may also do it in two parts - follow this for 8 days (16 periods) in the first Yoga Module, and then hold a revision Yoga Module for 2 days (4 periods) towards the end of training.

2. Meditation can also be done after PT period for a few minutes on some days.
3. **Injury prone exercises should be removed**, such as Vaulting Horse, Front and back rolls etc.

PT periods have been kept for 60 minutes duration so that it is possible to have adequate time for warm-up and cool-down. These are essential for various reasons, including injury prevention. The benefits of these can be read about here.

<https://www.tricitymed.org/2016/12/warming-cooling-important/>

or a video regarding these can be seen here

https://www.youtube.com/watch?v=ijhVzV3u1R4&ab_channel=Myprotein

Muscles require at least 48 hours to recover with proper nutrition and rest. Therefore, to ensure adequate time for recovery, a muscle group should not be exercised every day but with a gap of a day or two, Hence, two different PT schedules have been suggested for alternate days, as follows.

PT-1

(Cardio, Endurance and Lower Body Strength Training)

In PT-1 - The focus can be on Cardiovascular Endurance and Lower Body Strength.

The workout for a PT period (60 minutes) is suggested to be divided into four parts as shown below:

Warm-up	Workout (Run) (Cardio)	Workout (Lower Body Exercises)	Stretching and Cooling Down
10 Minutes	15 Minutes	25 Minutes	10 Minutes

PT-2

(Core and Upper Body Strength Training)

In PT-2 - Focus is on Core and Upper Body Strength

The total workout for a PT period (60 minutes) is suggested to be divided into four parts as shown below:

Warm – Up	Work Out (Cardio)	Work Out (Core & Upper Body)	Stretching & Cooling Down
05 Minutes	10 Minutes	30 Minutes	15 Minutes

- This schedule can be followed - Upper body on Mondays, Wednesdays, and Fridays and lower body on Tuesdays, Thursdays and Saturdays. As mentioned above, we can alternate between PT-1 (endurance and lower body strength training) and PT-2 (core and upper body strength training).
- Please see NPA website for the exercises and their correct form. The exercises have been categorized under the categories of warm-up, cardio, core, upper body, lower body, stretching and cooling down, though it is recommended that Yogasanas be used in a varying manner for cooling down. This may help ingrain the habit of doing Yoga after they complete their training, for 'Fitness for Life'.
- **A long duration cardio activity can be scheduled for 2nd and 4th Saturday mornings**, such as a long run (slowly building up to the 16 Km run), Obstacle Course, 5 Km run in dungarees, long distance cycling, Zumba etc., followed by extensive stretching and training in flexibility.

Physiotherapy and rehabilitation:

Injuries should be avoided as far as possible by following scientific methods. In spite of this, considering the demanding physical training in police, injuries may still happen. Therefore, physiotherapy support is essential for recovery and rehab. Training institutes should have physiotherapy centers, adequately staffed and equipped for this. This will be more cost effective than loss of training time and resources by ignoring this requirement. The instructors should also be given some basic knowledge of physiotherapy in the ToT, so that they are able to prevent injuries and understand how to rehabilitate them. BPR&D may like to include such facilities in the infrastructure they will be recommending for the training institutes.

- [List of Physiotherapy Equipment](#) recommended for a training institute of training capacity of 1000 trainees:

S.No.	Name of the Equipment	Require Qty
1	Combination therapy	10 nos
2	Short wave Diathermy	04 nos
3	Cryotherapy	05 nos
4	Laser therapy	04 nos
5	Treatment tables	20 nos
6	Hydrocollator unit	05 nos
7	Instrument Trolleys	15 nos

Adequate and qualified manpower should be made available for operationalising such a Physiotherapy center.

Methodology of Physical Training

A. Introduction:

The basic objectives of Physical Training at the Police training institutes are to develop endurance, strength, flexibility, agility and balance in the body thereby enabling the trainees to achieve the physical performance benchmarks and get molded into competent, confident and professional police personnel.

Mahakavi Kalidasa has stated, '*Shariramadhyam khalu dharmasadhanam*' (Sarga 5:33 of Kumarasambhavam) meaning "*the body is surely the foremost instrument of doing [good] deeds*". Physical Training is one of the most important

aspects of police training as it lays the foundation for acquiring most of the other relevant skills and is the basis for field duties.

Traditionally, physical training curricula at the State Police training institutes have been adopted from the practices followed in Armed Forces Training Institutes and from Para Military Forces. Some of these have been continuing for years without incorporating modern techniques and principles. The art and science of fitness has evolved radically over the last couple of decades and we should adopt the modern scientific principles of physical training to get optimal results while minimizing injuries.

B. Scientific Principles:

The modern physical training curriculum should be based on the following scientific principles:

- i. **Readiness:** The effectiveness of training depends upon the physical and psychological readiness of the trainees.
 - a. **Note:** Conducting Blood Test to identify Vitamin/Mineral deficiencies followed by appropriate medical interventions at an early stage and Conditioning Exercises for a period of 8 to 10 weeks prior to the more intense training phase will help in preparing the body for the ensuing physical training activities during the basic course training. In essence, we should start slow, with low intensity exercises to prevent injuries and to establish a foundation of general fitness and increase the load gradually. The idea is to build the trainees up and not break them down.
- ii. **Adaptation:** Training induces subtle changes as the body adapts to the new demands. The increase in the level of difficulty should be slow and gradual to give sufficient time to the body to adapt itself to the new demands.
- iii. **Overload & Progression:** Training must place a demand on the various muscles, beyond their current capacity, to achieve the desired improvement. A system of progressive overloading should be adopted wherein the frequency, intensity and duration of exercises are gradually and progressively increased over a weekly/fortnightly cycle.
 - a. **Note:** Each progressive load should not be more than 10% of the previous load.
- iv. **Warm Up and Cool Down:** Every workout should start with general and specific warm up and mobility exercises and should end with cooling down stretching exercises / Yogasanas.

Note: Yoga and Meditation should be integrated with the cooling down process.

- v. **80:20 Principle:** Not more than 20% of the overall activities should be high intensity activities and the remaining 80% of the activities should be moderate/low intensity activities for optimal training results.
- vi. **Variation:** To avoid boredom and plateauing, and to sustain interest in training activities, variations should be introduced periodically. NPA website can be seen for some of the suggested variations.
- vii. **Regularity and Continuity:** The training adaptations will reverse if training is discontinued; hence the trainees should continue fitness exercises and training, in some form or the other, e v e n when they are in the district practical training. It takes longer to gain fitness than to lose it. Before they pass out, the trainees may be given some workout routines which do not require any equipment, for maintaining their fitness in the field.

Here are some articles about how fast you lose your fitness once you stop exercising:

<https://www.runnersworld.com/uk/training/a40470932/detraining/>

<https://www.verywellfit.com/fitness-use-it-or-lose-it-3120089>

- viii. **Focus on Technique:** It has been observed that the Trainers (Ustaads) sometimes focus on the number of repetitions and on speed rather than on the correct form, posture, and techniques. Bad form can be injurious and less effective. Instructors should be thorough with the correct form of performing the exercises.
- ix. **Hydration, Diet and Nutrition:** Adequate importance should be given to regular hydration and adequate and healthy nutrition. Without proper nutrition we will not be able to achieve the desired training outcomes.
- x. **Rest, Recovery and Sleep:** Rest and recovery need to be given importance for enhancement of performance.

Note: Overindulgence / addiction with mobile devices and social media may result in reduced sleep hours, leading to inadequate recovery. These should be regulated. Also, training institutes should discourage consumption of alcohol and smoking in the trainees as these will reduce the benefit of structured training and give rise to lifestyle illnesses in the long term.

C. Baseline Evaluation:

- i. During the 1st week, i.e. Zero week, the trainees should be made to undergo a baseline evaluation of their physical fitness through a battery of tests. This should invariably include a test for Endurance (VO₂ Max), preferably Yo-Yo Test (<https://www.theyoyotest.com/procedure.htm>) or Beep Test (<https://www.topendsports.com/testing/tests/20mshuttle.htm>), The Battery test may also include test of Strength (Upper Body, Core & Lower Body), Flexibility, Agility and Balance. The tests for strength, flexibility and agility can be as per their performance on the Benchmarks explained hereafter.
- ii. The Battery test may also include, if feasible, Medical Examination (Blood Test & Urine Test) to check for Vitamin and Mineral deficiencies and other abnormalities in the body functioning.
- iii. The Body Mass Index of the trainees can be recorded periodically for monitoring their progress. It is a value obtained by dividing their weight in Kgs divided by the square of their height in meters. The acceptable range is 20-25. A person is definitely obese if the BMI is more than 27, unless he or she is exceptionally muscular and has very little body fat such as a bodybuilder, powerlifter or wrestler.
- iv. As per latest research, Waist-to-Hip Ratio (WHR) is a more accurate indicator of risk of mortality from all causes compared to Body Mass Index (BMI). Waist-to-hip ratio (WHR) can better reflect the accumulation of intra-abdominal fat and is a better predictor than BMI of the risk of type 2 diabetes and hypertension. Hence, instead of BMI, if feasible, WHR could be relied upon to monitor the progress being made by the trainees.
The following video may be seen on how to take the waist and hip measurements.

https://www.youtube.com/watch?v=INIIQPC0WsM&ab_channel=VivoPhy
[s- EvanMatthews](#)

The measurements of male trainees should be taken by males and the measurements of female trainees should be taken by females. The following table shows the acceptable ranges of WHR. It would be acceptable for male trainees to have this ratio less than 0.89 and for female trainees to have this ratio less than 0.79. In addition, the trainees should meet the benchmarks for performance in PT.

Waist-to-Hip Ratio (WHR) Norms				
Gender	Excellent	Good	Average	At Risk
Males	<0.85	0.85–0.89	0.90–0.95	≥0.95
Females	<0.75	0.75–0.79	0.80–0.86	≥0.86

- v. In case feasible, it would be best to have a Body Composition Analysis (BCA) done for each trainee. The machines for doing this are expensive and it may not be possible to do this periodically if the number of trainees is large. But these machines give a more accurate analysis of the body fat and some even give a “fitness score”, which can be compared, for gauging progress.

D. Formation of PT Groups:

The progress of physical fitness in each trainee will depend on the quantum of overloading, the rate of progression and how each trainee’s body adapts to the training overload. There will be individual variations amongst trainees, even with the same routine.

Traditionally, PT classes are conducted in Squad formations as is the practice for other outdoor subjects. In these formations, the trainees are clubbed together into heterogenous groups thereby making it ideal for skill training, developing team spirit and esprit-de-corps and for conducting inter-squad competitions. But when it comes to physical training, the loading is done considering the average physical fitness level of the Squad. In this approach, the middle segment is scientifically loaded whereas the weaker segment is overloaded leading to injuries and the stronger segment is underloaded leading to less improvement.

Hence this system of heterogenous grouping into Squads is not suitable for scheduling PT classes and we need to look for alternatives.

The quantum of overloading for strength and endurance training for each trainee should be based on the current level of fitness of each trainee. The ideal approach will be to have individual training overload for each trainee. But this is not practically possible nor administratively feasible.

Hence a good solution is to initially form PT Groups which are homogenous consisting of trainees with similar levels of fitness. These PT Groups can be created based on the results of the Beep Test or the Yo-Yo Test conducted during the zero week. This will help the Training Administrators to scientifically plan and

implement the PT schedules based on each squad's current levels of fitness.

However, after 6-8 weeks of physical training, when the weaker segment also attains sufficient level of physical fitness so as to be able to undertake stress of a higher overload, then they can be made into heterogeneous and equivalent groups so that they can compete in squad competitions like sports, etc. on an equal basis. This is being implemented in the National Police Academy.

This is easy enough and rather would be better done later, since by that time, the instructors would understand more the sporting and fitness potential of each trainee and the squads so made would be more comparable and competitive.

If this is something that is difficult to do because of any reason, then instead of focusing on the number of repetitions to be performed of each exercise by every trainee, the instructors could ask the trainees to do push-ups or sit ups for a certain length of time. The fitter trainees may do more and the not-so-fit trainees may do less as per their individual capacity, thereby avoiding overloading of the not-so-fit and preventing injuries.

E. Scheduling of PT Classes:

Scheduling of PT classes is a major challenge for the Training Administrators. During the initial weeks, PT classes should be scheduled on a regular basis for at least 1 hour duration during morning hours on all working days. Ideally PT classes should be continued on a regular basis till the end of the course but owing to other commitments (scheduling of other subjects such as Firing, field visits, exams etc.), it will not be practically possible to have PT classes on a daily basis. Hence, a suitable strategy should be devised to cater to the requirements of other subjects without affecting the continuity and regularity of physical training. For instance, sometimes, PT classes can be scheduled in the evening, instead of games.

Scheduling of endurance training and strength training is again an area of concern for the Training Administrators. Considering the scientific fact that a minimum of 48 hours of rest is required between two strength training periods of the same muscle group, it is prudent to have strength training periods of particular muscle groups with a gap of one or two days. Hence the strategy will be to have upper body and lower body strength training on alternate days. For example, upper body on Mondays, Wednesdays, and Fridays and lower body on Tuesdays, Thursdays and Saturdays. As mentioned above, we can alternate between PT-1 (endurance and lower body strength training) and PT-2 (core and upper body strength training).

Extra Classes in lieu of missed classes: Traditionally Not Attended Period (NAP) classes in PT are scheduled after regular training hours on working days or on Saturdays/Sundays/Holidays. This would cause extra physical stress to the trainees, and they would not be getting adequate rest and recovery time, leading to injuries.

Considering the hectic schedule of training, it is not practically possible or scientifically prudent to keep extra PT classes either after the training hours or on Saturdays/Sundays/Holidays. Instead, following options may be considered:

- a) This could be decided on their fitness levels and weak areas. If someone is fit, he/she can do a class in a weak area. If unfit, some extra work can be scheduled during or after games, scientifically designed not to hamper recovery. This extra work could even be in any other subject where the trainee needs improvement. For example, a weapon training class could be organized for an otherwise fit trainee who needs more practice in weapon handling.
- b) The periodic benchmark assessments (PBAs - explained hereafter) should be used for monitoring progress and if because of any injury or long illness, the trainee misses out on achieving the PBAs successively in a row, for 2 or more times, even in re-tests, the training can be deferred and he/she can join with the next batch.
- c) The other alternative would be to extend the training period till benchmarks are achieved, before training further.
- d) **The Training administrators of the state police - the DG/ADG/IG training may like to decide guidelines regarding these and other training related matters and circulate these to all training establishments for fairness, uniformity and transparency.**

F. Running

It has been seen that **improper running style is the cause of a large number of injuries**. Therefore, in the initial weeks, for developing a good running style, more focus can be given to their body posture, soft mid-foot landing, hand movements, breathing rhythm and systematic increase in the cadence (up to 180 bpm), stride length, run time and distance. 160-180 beats per minute music / metronome can be played for guidance to develop the right cadence. Good running instructors can also

be found to associate with initial training for training the instructors and brief the trainees. It is highly recommended that the trainees be provided with good quality running shoes, even if they are required to buy these themselves. Some heavily discounted, good options can be made available in the canteen. This will go a long way for reducing running injuries.

Emphasis should be given on injury free running form. The trainers need to be trained for learning and inculcating an injury free running style in the trainees. For example, *ChiRunning*, introduced by Denny Dreyer in his book of this name, is an energy efficient and injury free running style. There are also trainers in India who coach in this style. SVP NPA can be contacted for references. The trainers available in India in this technique can be roped in for training Master Trainers in police training institutes, who can then train other PT trainers.

PROGRESSIVE BENCHMARK ASSESSMENTS (PBAs)

(as in practice for IPS officers at SVP NPA)

All training institutes have performance benchmarks that the trainees need to attain before passing out. In this system, instead of checking the progress only at the end of training, there are periodical checks to allow mid-course interventions. Also, defining these beforehand gives the trainees a comparison standard for self-evaluation and need for addressing the weak areas, if any. Even otherwise, outdoor instructors do this, but documenting the periodical acceptable performance levels makes it more transparent and trainee-driven. It has been seen that with these, trainees better understand what they need to improve upon and start taking initiative to do it. In brief, these Benchmarks define levels of performance that are expected after say, 6 weeks, 12 weeks, 20 weeks of training and so on. The trainee can then compare his/her performance to these Benchmarks, identify weak areas and take ownership of addressing them, under the guidance of the instructor, if required.

In addition, to ease the stress of exams on the trainees and to test them based on the progress made during a particular training period, it is proposed to have Progressive Benchmark Assessment (PBA) system in tune with the Comprehensive and Continuous Evaluation [CCE] pattern as adopted by CBSE. This system consists of multiple evaluations at regular intervals of time, based on pre-defined benchmarks. The objective is not to evaluate for marks but to check the progress in terms of improvement, thereby giving an opportunity for course corrections at every stage. This also aligns with the objective of “testing for learning” rather than “testing of learning”. This mechanism is very effective, especially for slow learners, as it provides for extra classes and focused attention. Conducting such multiple evaluations will help the trainees to improve their performance, and the Ustaads, an opportunity to check and

correct the trainees at regular intervals.

A sample of Progressive Benchmark Assessment for IPS officers at SVP NPA is shown below. It can be revised by the States based on the data of the actual performance of the trainees. The Benchmarks should not be too easy, nor should these be impossible to achieve. In the beginning, about 10-20% trainees should be able to achieve the “Outstanding” Benchmark, 40-50% the “Very Good” Benchmark, 30-35% the “Good” Benchmark and 10% or so the “Satisfactory” benchmark. The trainees should be encouraged to improve their starting benchmark through the period of training and strive for ‘Outstanding’ or ‘Very Good’ benchmarks.

There should be a limit below which the trainee is supposed to have failed. These can be revised after every few batches, based on the performance data, so that these remain aligned with the performance profile. The benchmarks for SIs and constables should be higher than the DySPs since these two ranks have a physical fitness test as a part of their recruitment.

Physical Training PBAs for Gentlemen Officers at SVP NPA

S. No.	Event	Week-6	Week-12	Week-20	Week-28	Week-36
1.	Half Squats (01 Minute)	10	16	24	32	36
2.	Push Ups (01 Minute)	10	16	24	32	36
3.	Sit Ups (01 Minute)	10	16	24	32	36
4.	Chin Ups	01	02	04	06	08
5.	1 Mile Run (Min. Sec)	08.15	07.45	07.15	06.45	06.20
6.	5m Shuttle Run (01 Minute)	12	14	15	16	17
7.	Plank	1 min	1:30 min	2 min	3 min	4 min
8.	Vertical Rope Climbing (3 rd Class)	-	[Holding and hanging]	06 feet	09 feet	12 feet

9.	110 m PT Obstacle Course	-	[completing the 9 obstacles)	75 sec	60 sec	50 sec
10.	Road Run*	03 km	05 km	08 km	10 km	12 km
11.	OC (OBSTACLE COURSE) Time for completion can also be defined based on the number and types of obstacles and the length of the course	-	10 (obstacles)	18 (obstacles)	18 (obstacles)	18 (obstacles)

Physical Training (PBAs) for Lady Officers

S. No.	Event	Week-6	Week-12	Week-20	Week-28	Week-36
1.	Half Squats (01 Minute)	08	12	18	24	26
2.	Bent Knee Push Ups (01 Minute)	08	12	18	24	26
3.	Sit Ups (01 Minute)	08	12	18	24	26
4.	Hanging from the Bar (of a smaller diameter, suitable for a woman's hand)	45 sec	60 sec	75 sec	90	100 sec
5.	1 Km Run (Min. Sec)	07	06:30	05:45	05:15	04.45
6.	5m Shuttle Run (01 Minute)	10	12	13	14	15
7.	Plank	45 sec	1 min	1:30	2	2:30
8.	Vertical Rope Climbing (3 rd Class)	-	(Holding and hanging)	06 feet	09 feet	10 feet
9.	110 m PT Obstacle Course	-	(completing 8 obstacles)	85 sec	75 sec	60 sec

10.	Road Run*	03 km	05 km	08 km	10 km	12 km
11.	OC (OBSTACLE COURSE) Time for completion can also be defined based on the number & types of obstacles and length of course	-	10 (obstacles)	18 (obstacles)	18 (obstacles)	18 (obstacles)

The SVP NPA website can be seen for the correct form of doing these exercises.

*It is good to make the trainees run longer distances than the benchmark, for improving confidence. Ideally, if there is a half marathon (21.1 Km) happening in the vicinity of the training institute, a few months after the start of training, the trainees could be encouraged to participate and complete the distance, even at a slow pace, as a personal achievement.

These benchmarks may look simple and easy for trainees of Constable rank, who have faced a fitness exam as a part of the recruitment process. These can be amended based on the performance profile of the trainees. Those trainees who find such benchmarks very easy are free to set up higher benchmarks or the Ustaads can do it for them based on the baseline evaluation. The trainees should be encouraged to excel in any of their strong areas.

Shuttle run

Shuttle run tests usually involve continuous running back and forth between two line markers and vary in degrees of intensity, duration, and distance **(5M/10M/20M)**. A shuttle run test can be short and quick or slow and longer. They are designed to evaluate an athlete's speed and agility.

The Shuttle Run prescribed at Sr. No. 6 above is for running between lines drawn 5 meters apart. A video reg this can be seen here:

https://www.youtube.com/watch?v=QfSmA2iwJM0&ab_channel=BURDWANDEFEN
CEACADEMY

Take away exercises

It has been observed that police personnel are at their highest level of physical fitness immediately after completing their basic training at the academy. However, once they begin their professional duties in the field, they often fail to prioritize their fitness and health, leading to a rapid decline in physical conditioning. One of the main reasons for this is the lack of time available for physical exercise.

To address this issue, a 15-30-minute physical fitness program needs to be developed that personnel can easily follow even after leaving the academy. These short-duration workouts can be introduced during the final phase of training (last 4-6 weeks) to help instill a habit of regular exercise and ensure long-term fitness. Few of such programs have been suggested in [Appendix B](#).

2. Weapon Training and Firing

- 85 Periods

1. Benchmarks for safe handling and firing, especially the personal weapons
2. Range discipline and Range Drills for optimal utilisation of time
3. Dry practices, Reflex and combat shooting
4. Understanding mechanism, safety, inspection and maintenance

The credo should be: 'The weapon is safe with me and I ensure safety with my weapon'.

The four major points of effective firing, if the situation warrants it, are - Safety, Accuracy, Speed and Surprise (SASS).

Learning Outcomes of Weapon Training and Firing:

By the end of this training module, police officers shall be able to:

1. Understand and appreciate the legal framework and departmental policies governing the use of force continuum and role of firearms.
2. Understand the safety precautions, mechanism, strength and limitations of each weapon, basic fundamentals and elements of firing.
3. Handle service weapons and accessories, especially personal weapons, with confidence, efficacy and safety, in all situations.
4. Detect & diagnose malfunctioning (*rok*) of the weapon and correct it immediately as per procedure, even under stress.
5. Quickly analyse situations and threat levels to determine appropriate weapon, tactical movements and firing positions while maintaining cover and concealment, and apply effective shooting techniques, if the situation so requires.
6. Integrate verbal and non-verbal commands and de-escalation techniques with appropriate weapon handling procedures.

(A) Weapon training: 40 Periods :

Suggested Sequence of weapons for training from simpler mechanism to the more complex - .303 rifle (if still in use, or any other bolt action rifle/musket), 7.62mm SLR, 5.56mm INSAS rifle, AK series rifles, LMG, Revolver, Pistol, 9mm CMG, H&K MP 5/X-95

Benchmarks for stripping and assembling would have to be achieved in 7.62mm SLR and/or 5.56mm INSAS Rifle, whichever is more in use in the state, as a personal weapon of the constabulary. Depending on the situations the constables face or duties they perform in their State after basic training, benchmarks can also be made for AK series rifles and 9mm pistols (Auto / Glock - whichever is in use in the state). This will ensure adequate competence and confidence in weapon handling.

Benchmarks would also have to be achieved **in firing** in 7.62mm SLR or 5.56mm INSAS and if required, in AK series rifles and 9mm pistols. As far as possible, the trainees should fire with same weapon during training. This will help pinpoint mistakes being made by the trainee that need correction.

The allocation of periods is shown below – this is suggestive. Practice of stripping and assembling can be done in more classes and during firing practices, and dry practices can be a part of many periods, especially trigger operation.

Some classroom periods have been recommended for explaining the ‘Why’, the importance of this training and theory and principles, including safety protocols and firing technique. These periods ideally can be taken by senior officers, for ensuring the basics are conveyed very well.

It is seen that a lot of time is spent on teaching trivial details about names of all components, weight etc. This should be avoided and the majority of time should be spent on tactical and effective handling.

Weapon Training: Allocation of Periods - 40 periods

Sr. No.	Topics	Periods
a)	General Introduction of Weapons (lecture by senior officer)	1
b)	Theory of Small arms (lecture by senior officer)	1
c)	Storage, maintenance, security	1
d)	Principles of good shooting - to be covered at an appropriate time, but certainly before firing practices, which can be generalized to all weapons. (lecture by senior officer)	1

e)	7.62mm SLR (if this is not a weapon in use, these periods can be shifted to AK rifles or for any other weapon(s) to achieve benchmarks)	10
	1. Introduction, Orientation, and Characteristics	
	2. Safety, Stripping, Assembling, and Cleaning	
	3. Load, Unload, and Firing Techniques	
	4. Holding, Aiming, Trigger Operation & Zeroing	
	5. Operating Mechanism and possible Stoppages	
	6. Getting Natural Alignment and Firing from different positions	
	7. Change in Sights, Selection of POA	
(f)	5.56mm INSAS Rifle	07
	1. Introduction, Orientation, and Characteristics	
	2. Safety, Stripping, Assembling, and Cleaning	
	3. Load, Unload, and Firing Techniques	
	4. Holding, Aiming, Trigger Operation & Zeroing	
	5. Operating Mechanism and possible Stoppages	
	6 Change in Sights, Selection of POA & Getting Natural Alignment and Firing from different Positions	
(g)	AK Series Rifle	08
	1. Introduction, Orientation, and Characteristics	
	2. Safety, Stripping, Assembling, and Cleaning	
	3. Loading, Unloading, and Firing Techniques	
	4. Getting Natural Alignment and Fire from different Positions	
	5. Holding, Aiming, Trigger Operation & Zeroing	
	6. Operating Mechanism and possible stoppages	
	7. Change in Sights, Selection of POA	
(h)	7.62mm or INSAS Light Machine Gun (LMG)	3
	1. Introduction, Orientation, and Characteristics	
	2. Stripping, Cleaning & Assembling	

	3. Loading of Magazine & Firing	
(i)	9mm Pistol	4
	1. Introduction, Orientation, and Characteristics	
	2. Safety, Stripping, Assembling, and Cleaning	
	3. Load, Unload and Fire	
	4. Shooting Technique	
	5. Composite Handling Practice	
	6. Immediate action drills for stoppages	
(j)	9mm Carbine Machine Gun (if this is not a weapon in use, these periods can be shifted to AK rifles or for any other weapon(s) to achieve benchmarks)	4
	1. Introduction, Orientation, and Characteristics of 9mm Carbine Machine Gun	
	2. Safety, Stripping, Assembling, and Cleaning	
	3. Load & Unloading, method of Carrying & Firing	
	4. Stoppages & Immediate Action	

*Many states may not be using the .303 Rifle anymore. In that case, the trainees can be trained on any bolt action rifle, if available, to begin with. .22 rifles would be ideal if available in required numbers. This is required in case such weapons are recovered during any police action, the police officers should know how to handle them safely. In case such rifles are not available in adequate numbers, after a brief introduction with a few such weapons, even a demo and presentation, these spare periods can be used for training on other weapons.

Weapon handling and practice for achieving the stripping and assembling benchmarks can be continued during firing training by details which are not on the firing line (reference ABCD Range Drill enumerated later).

(B) Firing: 45 Periods (5 days)

S. No.	Short & Long Range Firing	Periods
1.	Firing Module 1 (Bolt action + 7.62mm SLR)	10
2.	Firing Module 2 (5.56mm INSAS + AKM)	10

3.	Firing Module 3 (Carbine + Pistol)	10
4.	Firing Module 4 (Firing practice + exam)	10
5.	Firing Module 5 (Less than Lethal Weapons)	05

Firing Practice:

- **The 45 periods allotted could be for 5 full day engagements** if the Firing Range is some distance away, or can be split up in case the training institute has an in- house firing range.
- The general principle would be to give them a lecture / demo about the basic principles, followed by a lot of dry practices and an introductory fire with a rifle, preferably a .22 / .303 / SLR / 5.56 INSAS to drive home the basic principles.
- The following **Firearms principles** should be taught to all:
 - a. Principles of Weapon Safety
 - b. Method of handing over and taking over
 - c. Concept of Clearing trap for emptying weapon
 - d. Trigger discipline
 - e. Muzzle discipline
 - f. Target discipline
 - g. Firing Positions
 - h. Firing with both eyes open for revolvers and pistols
 - i. Clearing Stoppages
 - j. Gun Retention (can also be covered in Weaponless Defence classes)
 - k. Introduction to country made weapons
 - l. Firing range procedures
- **More and more practices** and achievement of benchmarks to be done to make trainees comfortable and confident in handling weapons. These would include stripping and assembling, clearing stoppages, dry firing practices, aiming box exercises, simulator firing, if available and preferably only for poor firers, training in safety and care and maintenance. The **major chunk of firing practices** should be devoted to firing with the firearms, they would most often carry and use – **7.62 SLR and/or 5.56mm INSAS rifle and AK series rifles**, if available in the state. Benchmarks of firing must be enforced in these, along with benchmarks of handling – stripping and assembling in a certain number of seconds, with both hands, with one hand and blindfolded as well, as a challenge. This will make them adept for handling the weapon both by day and night.
- Firing modules should also include **firing with less-than-lethal weapons** –

Gas guns, rubber bullets, Pump Action Guns (PAGs) etc.

- The minimum number of rounds to be fired during basic training is shown below. It is left for the States to decide number of rounds to be fired with AKM and revolver/pistol.
- Firing, like other skill inputs, should be conducted in a **modular manner**, and the exam should be a part of the final firing module so that they face the exam when they are in good practice.
- **Cleaning of the weapons** should be made a mandatory part of firing.
- **Slinging of rifle** should allow for 3-point or 2-point sling, whichever is more comfortable and available for quick response. Good quality slings, appropriate for the envisaged use of the firearm should be procured to ensure effective use for the firearm.



- **Holstering of small arms weapon** should be done on the master hand side.
- There should be no collection of *khokhas* (empties) till after the firing is completed.

Normally, detail 'B', standing behind detail 'A' collects khokhas once the firing

is over and the weapons have been made safe.

- Stripping, Assembling and Cleaning will be part of Firing practice. Concept of ABCD(EF) at the Range can be followed.

ABCD(EF) Range Drill

This is done to utilize the time at the firing range as all the firers cannot fire at one go and many firers have to wait for their turn. In this drill, firers are divided into four/six groups – ABCD(EF), and do the activities as given below. The ABCD or ABCDEF drill can be adopted based on how many details are made and what provides for the best usage of time at the Range. For example, if there are 60 shooters and 10 targets, then 6 details/Groups A-B-C-D-E-F each of 10 shooters would be made.

Each trainee should be issued a Range Diary and they should be required to note down their performance in the firing practices in this diary. Instructors should check these periodically to ensure this and also to diagnose the mistakes each firer is making for giving corrective guidance.

A - Actual Firer: This group does firing and notes down the results in their Range Diary.

B- Buddy: They remain standing behind the actual firers and guide the firers and keep an eye on empty cases. They are also safety officers to help maintain discipline on the range. Their functions include: i) Keep eyes on the firer - he shouldn't turn the barrel away from the target ii) hand over bullets on instructions of range officer to the firer iii) pick up the empty cases once the practice is completed, weapons have been made safe and the shooter has proceeded to check the target. After detail 'A' has completed their firing practice, 'B' prepares to advance to the Firing Line.

C- Con Firer: (Con stands for fake) This group does dry firing practices in various positions. It must be noted that weapons and ammunition are kept far apart and only group A - actual firers will have both weapons and ammunition. As a safety measure, the Con firers should point their weapons in a safe direction even for Dry Practices.

D- Dismantling: This group does stripping and assembling practice.

Note: If required, E and F drills can also be added as follows:

E – Emergency Drills: Debussing / Embussing from a jeep / van / truck, packing a haversack, medical emergency drill etc. Other one minute drills like one-minute briefing, safely taking and depositing firearms from armoury, one minute crisis management, weapon removal/retrieval, segregating ammunition and

filling

magazine, filling magazine with one hand, first aid drills and stretcher drills may also be practiced. etc.

F – Freeze Drills: To teach patience. The shooter should be made to wait patiently in all stances for his target to emerge. During this practice he/she will not be actually shooting but feign to shoot when a target appears. He/she should get used to prone, kneeling, crouching positions for indefinite periods of time. This practice of 'silent wait' prepares trainees for patient wait in an ambush or quiet surveillance on a suspect house / spot and much more. We may start with a small time interval and then increase it gradually, to the extent time permits. More of these drills can be taught for state specific duties in advance / commando courses for specialised forces.

Suggested application of ABCDEF Range Drill and beyond as an example

This is a suggested drill for a large number of firers on a range, where additional training activities can be done by the firers, while they wait for their turn to fire. These can be tailored for the number of firers, number of details etc.

- **STRENGTH:** 200 - 250 FIRERS
 - **REQUIREMENT:** PERSONAL WEAPONS & CLEANING KITS
 - **RANGE:** FIRING RANGE (FOR 10 TARGETS AT A TIME)
 - **DRILL:** This drill is called ABCDEF Range Drill. It endeavours to ensure optimal utilization of time at firing range. Firings range is sometimes not available when needed and even when available, hundreds of Firers crowd the range and the practices are rushed through. This drill helps make better use of time. It ensures that trainees are kept purposefully busy to help them in improving their skills in handling of firearms and attain perfection through repetition of tasks.
1. **'A' (Actual Firer):** The firers on the Firing Line will totally focus on the target on which they have to fire. They should not talk or make any noise. They will load/unload the weapon, fire/stop fire and do other activities as per command of the Range Officer.
 2. **'B' (Buddy):** They will act as security persons behind each firer. They will stand 1 meter behind. A (Actual Firer). They will observe the activities of the firer. They will ensure that there is no violation of range discipline, and will collect empty

cases as per command of the firing commander after the fire is complete and act as per the orders of the Range Officer.

3. **'C' (Con Fire):** To make the firers more confident and proficient in firing quickly and effectively as per the situation, firers are required to do a large number of dry practices. These practices lay the foundation of a reflexive action in the trainees and embed the action to be taken in their muscle memory. This detail will be made to do these practices.
4. **'D' (Dismantling):** To reinforce the learning of weapon handling and to make them more proficient in this, these firers/trainees will be given practice in Dismantling and Assembling the weapons several times.
5. **'E' (Emergency Drills):** To enhance physical capacity and confidence and to train in quick response, Emergency Drills like changing of uniform, pitching a tent, packing a haversack, Embussing/debussing and other 1-Minute Drills (1MDs) will be practiced by these trainees.
6. **'F' (Freeze Drills):** These teach patience. The firers should be made to wait without moving, in different positions, patiently for their target to emerge. During this practice they will not be actually firing, but feign to shoot when a target appears. They should get used to prone, kneeling, crouching positions for long periods of time.

Aside from the ABCDEF drills enumerated above, the following tasks can also be assigned to the remaining details (if there are more than 6 details of firers), to keep them gainfully employed.

7. **'G' (Ground Work):** To make the firers/trainees more confident & to develop skills in handling personal weapons, various competitive activities like TEST OF SKILL AT ARMS (TOSAA), Blindfolded Dismantling & Assembling of Weapons/Filling of Magazines etc. are done.
8. **'H' (Helping / Cleaning):** To conduct the firing smoothly & for time management at the firing range, various tasks are given to the firers /trainees like Range All-Round Sentries, to help ammunition point in filling the magazine & collecting empty cases from the firers. They are also detailed for cleaning of firearms rapidly & thoroughly.
9. **'I' (Intelligence):** To improve the communication skills and to enhance mutual understanding and coordination within the group, 1MDs on Operational Briefing

on

cloth model, use of Field Signals and Non-Verbal Communication can be conducted.

10. **'J' (Jungle Operation Drills):** To improve team skills in setting-up of LUP with All Round Defence and stay silent and unmoving for 20 to 30 minutes with full alertness, under stress & in Jungle situations. KVK sir will add specifics.

Weapon Training and Firing - Methodology

Objective: To enable a trainee to engage a target consistently and effectively, in minimum possible time in real-life like situations.

The objective of Weapon Training is also to make a trainee proficient in handling different weapons, presently in use in the police forces. The trainee would be required to undergo extensive practice in handling the weapons correctly, stripping and assembling them and in proper maintenance of weapons. A good grounding in weapon training would also be required for trainees to acquire proficiency in firing these weapons thereafter.

Day by day police is required to deal with increasing incidents of violence in the society, including special problems like Left Wing Extremism (LWE), insurgency and terrorism, etc. Proficiency with weapons may turn out to be the crucial factor in saving life and property in such situations. While imparting instructions in the use of the weapons, particular emphasis will be laid on the following aspects:

- I. Safety
- II. Maintenance
- III. Ease in handling
- IV. Effective Firing

A trainee should be taught the fundamentals of shooting:

- a. The stance and position
- b. Grip and aids to developing a good grip
- c. Sight Alignment: The eye, relationship of sights, points of Focus, concentration

- d. Breath Control
- e. Trigger Control: Factors providing for control, application of trigger pressure, errors in trigger control / operation and means of correcting the same.
- f. Zeroing

The Six basic Firearm Safety Rules

‘Your gun is your greatest friend and can be your deadliest foe’.

1. Treat all weapons as if they are loaded.
2. Keep the weapon pointed in the safest possible direction.
3. Keep your finger off the trigger until you are ready to shoot.
4. Know your target, its surroundings and beyond.
5. Know how to properly operate your weapon.
6. Store your weapon and ammo separately and safely to prevent unauthorized use.

To make the trainee a winner on the First Bullet Approach:

Often, firearm training overwhelms the trainee, and he/she leaves the range as a ‘defeated’ person, having failed to hit the target. Hence, our approach should be - ‘make them succeed early’.

A. For Small arms - Revolvers and Pistols

The shooter should fire from 5 meters on a target of the size of a Newspaper with a one-foot diameter circle marked on it. A hit inside that circle is 10 out of 10, and anywhere else is 8 out of 10. With initial success, the distance can be progressively increased to 7, 10, 12, 15 meters and so on.

B. For Long Range Arms

The trainee should ideally start firing training from 50 meters (provided range is ricochet-proofed) and progress further.

They should be given extensive practice in firing each of the weapons, preceded by large number of dry practices.

The firing period would be progressive, starting from practices where safety is the

major concern, subsequently moving to accurate firing and firing under stress. The last stage of firearms training would be to fire in simulated combat conditions in different scenarios which will include timed fire, identification of target, changing / reloading weapons and engaging targets while on the move / moving targets.

At the end of weapon training, trainees will undergo realistic firing practices which would integrate physical fitness, mental alertness & firing skills.

Range Discipline and Safety are the most essential requirements during any training in Firing. Any casualness in this regard can result in serious consequences.

Firing training can be imparted in 4 levels - Basic, Advanced, Reflex and Combat

This will include:

1. Lectures

- a. Lecture of principles of safety
- b. Lecture on Theory of Small Arms fire and functioning of weapons.
- c. Lecture on Fundamentals of Shooting.

2. **Weapon Training**

Weapon	Topics
1. .303 ^{mm} Rifle	1. Introduction, Inspection and safety
2. 7.62 mm SLR	2. Name of the parts and cleaning
3. .38 Revolver	3. Stripping & Assembling
4. 9 mm Pistol Auto / Browning	4. Magazine filing, emptying
5. 9 mm Pistol Glock	5. Load, ready, make safe and unload
6. 9 mm SAF Carbine	6. Different firing positions
7. 9 mm MP-5	7. Firing mechanism, stoppages and immediate action drills
8. 7.62 mm AKM	8. Holding, aiming, trigger operation (HAT) practices
9. 5.56 mm INSAS	
10. 7.62 mm or INSAS LMG	

Weapons that trainees will fire:

- Intensive firing to be given in INSAS Rifle / SLR for constables (assuming these are their personal weapons in the State).

- Introductory firing with other weapons.

Dry practices:

The trainees should undergo extensive dry firing practices before starting to fire live rounds. To give them enough confidence of immediate action drills in a crisis – opening effective fire in the shortest possible time, they may be required to undergo dry practices of 40 repetitions X 25 times = 1,000 practices as they train to fire well. Some of these practices can be done during firing practices, by details which are not on the firing line.

Considering the shortage of Firing Ranges, 1000 dry practices are the easy-to-follow option to make a trainee a good firer. It is based on an actual experience of a national level shooter, wanting to prepare for upcoming competition at his personal shooting range. Stuck indoors due to heavy snow, and unable to practice actual shooting, he did 2 things; 1. He practiced without ammunition on miniature targets. 2. He did about 10,000 dry practices in those few days. The anecdote ends happily as his performance at the competition was approximately the same as before.

How to do 1000 dry practices:

In 10 cycles of 100 each- each cycle of 100 will have 4 mini-cycles of 25 practices each. First cycle of 100 dry practices being the most important, should be done slowly. Especially the first 25 practices should be done with aiming discs and the instructor closely checking each time the weapon is drawn /raised and aligned to the target. This may take 5-10 minutes per trainee, but it is worth it, being the real foundation, which needs to be built with individual attention. The next 3 mini-cycles 26-50, 51-75 and 76- 100 will progressively take less time. For the subsequent cycles, the trainees themselves, now with the fundamentals of holding-aiming-trigger operation ingrained in them can assist the trainer in watching weapons jerk, lack of alignment between rear sight and foresight etc. The trainee should be convinced of the merits of 1000 Dry Practices.

Some of these practices can be done during firing practices, by details which are not on the firing line.

Infrastructure required for Weapon training:

Squad Post, Camp stools, White Boards and Stand, Weapon Flex Chart, Lecture stand, Table, Cleaning Materials, Weapons, Drill Cartridges, 1x1 Target, Aim corrector, Aiming rest, Aiming box, Instructional Weapons and other essential accessories like Aiming discs @one per trainee.

Infrastructure required for Firing :

Firing Range (Short / Long), Various types of targets, Ear Muffs, Holsters, mechanized movable target system. Ear muffs may be used initially, but eventually, the trainees should be required to fire well without them, as these would not be available in the field.

Note: In lieu of printed targets, less expensive alternatives like candlelight inside a pot, balloons, cheap thin glass, old newspaper etc. can also be used for firing training.

Range Diary

Range Diary should be filled by the individual trainee after every firing practice immediately, to keep a record of the progress and showing to the Ustaad for understanding mistakes and doing correction drills.

Expected Qualification of Trainers

Weapons and Tactics course qualified, Firing skills course qualified, and if possible, some understanding / exposure to Reflex Firing Modules.

Training Methodology

Lecture, Demo and practice, use of aids – drill cartridges, aiming box, aim corrector, firing simulators, and a lot of dry practice before actual fire.

All trainees may not need time on a Firing Simulator but this is especially useful for poor / slow-learning firers (who may eventually turn out to be excellent shooters, once they grasp the concepts), for diagnosing their mistakes and correcting them.

Benchmarks for Stripping and Assembling, as in vogue at SVP NPA, are shown below. All of these need not apply to constable trainees and benchmarks should be made only for the weapons which are either the personal weapon of a constable in the state or an additional weapon or two which they may be required to carry more often. These can be used initially for giving some idea to the trainees about expected level of proficiency. These can be amended as time goes by, based on the actual performance of the trainees.

SN	Weapon	06 th Week (time in seconds)		12 th Week (time in seconds)		24 th Week (time in seconds)		32 nd Week (time in seconds)	
		S*	A**	S*	A**	S*	A**	S*	A**
1	Auto Pistol (9mm)	35	40	25	30	15	20	10	15
2	Glock	25	30	15	20	10	12	8	8
3	SAF Carbine	35	45	25	30	15	20	10	20
4	7.62 mm SLR	-	-	35	40	25	35	15	25
5	INSAS Rifle	-	-	35	40	25	30	20	25
6	AKM Rifle	-	-	35	40	25	30	20	25
7	Glock (Blindfolded)	-	-	25	35	15	25	15	15
8	AKM (Blindfolded)	-	-	-	-	40	60	25	40
9	Glock (on the move)	-	-	20	30	15	20	12	15
Benchmark for Magazine Filling									
1	Auto Pistol (9mm)	10	20	12	20	13	20	13	15
2	Glock	10	20	12	20	15	20	15	15
3	7.62 mm SLR	-	-	10	20	20	25	20	20
4	INSAS Rifle	-	-	10	20	20	25	20	20
5	AKM Rifle			10	20	30	35	30	25

Note: - S* – Stripping, A – Assembling**

MINIMUM NUMBER OF ROUNDS TO BE FIRED BY CONSTABLES IN BASIC TRAINING

SL. NO.	NAME OF WEAPON	DISTANCE (MTR.)	NO. OF RDS.	POSITION	TARGET	TYPE OF FIRE
1)	.303 Rifle	50*	05	Prone	4x4	Grouping
		50*	05	Kneeling	Fig. 11	Application
		50*	05	Standing	Fig. 11	Application
	*Provided Range is ricochet proof and it is safe to fire from this range					
	Total		15			
2)	5.56 mm	100	05	Prone	4x4	Grouping

	INSAS					
		100	05	Kneeling	4x4	Application
		100	05	Standing	4x4	Application
		100	05	Standing	Fig. 11	Application
		100	05	Kneeling	Fig. 11	Application
		100	05	Prone	Fig. 11	Application
	Total		30			
3)	7.62 mm SLR	100	05	Prone	4x4	Grouping
		100	05	Kneeling	4x4	Application
		100	05	Standing	4x4	Application
		100	05	Standing	Fig. 11	Application
		100	05	Kneeling	Fig. 11	Application
		100	05	Prone	Fig. 11	Application
	Total		30			
4)	AKM/AK-47	100	05	Prone	4X4	Grouping
		100	05	Kneeling	Fig. 11	Application
		100	05	Standing	Fig. 11	Application
	Total		15			
5)	SAF	15	05	Standing	Fig 2	Grouping
	Carbine	25	05	Kneeling	Fig. 11	Application
	(single shot)	35	05	Prone	Fig. 11	Application
	Total		15			
6)	Pistol	5	05	Standing	Fig. 2	Grouping
		10	05	Standing	Fig. 11	Application
		15	05	Kneeling/Prone	Fig. 11	Application
	Total		15			
7)	Pump Action Gun (PAG)	25	1	Standing	Fig 11 - Below the waist	Application

8)	Rubber bullet	40	1	Standing	Fig 11 – Below the waist	
9)	LR shell	100	1	Standing	Red flag to indicate crowd	-
10)	SR shell	50	1	Standing		-
11)	TS grenade	20	1	Standing		-

Special Targets: Firing training is normally done on targets where the bull is either in the center of the torso (chest) or firers are trained for headshots. These reflexes may be of use where police personnel are confronting armed militants, terrorists or even armed criminals. But in real life scenarios of crowd management, even in situations requiring use of lethal force, police personnel are required to aim below the waist. Hence, there is a contradiction between what they are trained for and what they are expected to do in the field. Therefore, we should also have targets for some of application fire practices where the bull is in the lower body, below the waist, and firers get trained to aim there. This will ensure that the difference in response and use of lethal force in different situations is made clear during training.

In Sr. no. 9, 10 and 11, the trainees should be taught about the effect of wind and to plan for the same. A demo can also be shown about the Multi Shell Launcher (MSL). Also, the concept of creating an adequate concentration of Tear Smoke should be explained by using adequate number of TSM in quick succession.

During throwing of Tear Smoke Grenades, different types of grenades can be used to show their impact and usage for different situations. Demo can also be shown of chili grenades and their higher irritating capacity.

3. Drill

- 100 Periods

1. Reduction in Drill periods to make time for other important inputs
2. Emphasis on personal performance
3. Use of technology, aids and digital content to enhance learning

Learning outcomes of training in Drill:

By the end of this training module, constables shall be able to:

1. Understand the correct etiquette of preparing and wearing the uniform, proper turnout, the proud carriage of a uniformed person and the correct conduct while wearing the uniform – paying and receiving compliments.
2. Understand the historical significance and purpose of drill movements in police traditions, viz., pride in service, discipline, teamwork, obedience to lawful orders.
3. Execute precise drill movements individually and in formation while maintaining proper timing and coordination with fellow officers. At the end of training, the trainees should have ability to perform the Passing out Parade in an exemplary manner.
4. As an individual, integrate proper bearing, deportment, and turnout with excellent drill movements to uphold dignity and standing as a uniformed officer, throughout his/her careers. This will require an emphasis on individual performance of marching, turning and saluting, which is what they will do most often.
5. The trainees would also have a sense of pride in learning and performing graceful drill movements.

BPRD had taken out a 'Police Drill Manual' in the year 2012 and that should be adhered to as far as possible. This can be downloaded from the BPRD website and trainers prepared according to this Manual for ensuring uniformity in Drill movements of police personnel across the country.

Drill would comprise the following:

- Drill without Arms
- Drill with Arms

- Funeral Drill
- Squad and Ceremonial Drill

S.N.	Topics	Periods
(a)	Drill without Arms	45
1.	Introduction to Drill, Bands and instruments (Demo), Bugle Calls; Pride in Uniform - Turnout and carriage	2
2.	Savdhan, Vishram aur Aram se (Attention, Stand-at Ease & Stand-Easy)	3
3.	Khare – Khare Murna (Static turning (Right, Left & about turn))	3
4.	Khuli Line aur Nikat Line Chalna (Open Order & Close Order March)	2
5.	Aage, Piche Kadam Milana (Paces Forward and to the Rear)	2
6.	Khare-Khare Dahine aur Bae Baju Chalna (The Side paces (Left & Right))	2
7.	Fasla Rakhte Hue Dahine, Bae aur Madhya Saj (Right, Left & Centre Dress)	2
8.	Tej Chaal aur Tham (Quick March & Halt)	4
9.	Chithi ke saath salute (Transactional Drill) (Salute to the Front with a Message)	2
10.	Fasla Rakhte Hue Ek Do aur Teen Line Banana (Forming of one, two & three Ranks by maintaining the distance)	2
11.	Dhire Chaal aur Tham (Slow March & Halt)	4
12.	Dhire Chaal se Murna (Turning on Slow March)	2
13.	Tej Chaal se Murna (Turning on quick march)	2
14.	Line Tor aur Visarjan (Break-up & Dismiss)	1
15.	Khare-Khare Salute Karna (Saluting at the Halt)	1
16.	Tej Chaal se Dahine/Baen Ka Salute (Salute to the Right & Left in Quick March)	2
17.	Tej Chaal se Salute Karna (Salute on the Quick March)	1
18.	Chalte-Chalte Dahine aur Baen Dekhna (Eyes Right & Eyes Front/Eyes Left & Eyes Front)	2
19.	Dhire Chaal se Kadamtal, Aage Badhna aur Tham (Marking Time, Forward & Halt in Slow March)	1
20.	Tej Chal se Kadamtaal, Aage Badhna aur Tham (Marking Time, Forward & Halt in Quick March)	1

21.	Dhire Kadambaal aur Tej Chaal se Kadam Badalna (Slow Marking Time & Step Changes in quick march)	1
22.	Tej Kadambaal aur Tej Chaal se Kadam Badalna (Quick Marking Time & Step Changes in Quick March)	1
23.	Tej Chaal se Dhire Chaal aur Dhire Chaal se Tej Chaal (Quick March to Slow March & Slow March to Quick March)	1
24.	Disha Badalna (Change Direction)	1
(b)	Drill with Arms	38
1.	Rifle Ke Sath Savdhan Vishram aur Aram Se (Attention, Stand-at Ease & Stand-Easy with Arms)	1
2.	Salami Shastra aur Baju Shastra (Present Arms & Order Arms)	4
3.	Bagal Shastra se Baju Shastra aur Baju Shastra se Bagal Shastra (Shoulder Arms to Order Arms & Order Arms to Shoulder Arms)	4
4.	Nirikshan Ke Liye Jaanch Shashtra aur Baju Shashtra (Examine Arms for inspection & Order Arms)	1
5.	Bhumi Shastra aur utha shastra (for award ceremony) (Ground Arms & Take-Up Arms)	1
6.	Ooncha Banye shastra aur baju shastra (Alert Arms & Order Arms)	1
7.	Rifle ke Sath Khare-Khare Salute (Saluting at the Halt with Arms)	2
8.	Rifle ke Sath Tej Chal me Salute Karna (Saluting on the March with Arms)	3
9.	Rifle ke Sath dhire Chaal me dahine aur baayen ka Salute (for peeling off) (Saluting to the Right & Left with Arms in Slow March)	3
10.	Rifle exercise	18
(c)	Funeral Drill	5
1.	Salami shastra se ulta shastra aur ulta shastra se salami shastra, Ulta shastra se bagal shastra (Present Arms to Reverse Arms & Reverse Arms to Present Arms, Reverse Arms to Shoulder Arms)	1
2.	Salami shastra se shok shastra aur shok shastra se salami shastra, shok shastra se ulta shastra aur ulta shastra se shok shastra (Present Arms to Rest on your Arms Reversed & Rest on your Arms Reversed to Present Arms, Rest on your Arms Reversed to Reverse Arms & Reverse Arms to Rest on your Arms Reversed)	2

3.	Ulta shastra se tol shastra aur tol shastra se ulta shastra, Tol shastra se bagal shastra (Reverse Arms to Trail Arms & Trail Arms to Reverse Arms, Trail Arms to Shoulder Arms)	2
(d)	Squad and Ceremonial Drill	12
1.	Sizing	1
2.	Squad Drill	4
3.	Guard Mounting, Functioning of Quarter Guard, including duty at Quarter Guard (they should do at least one guard duty shift for experience and learning towards the end of training)	4
4.	Guard of Honour	2
5.	Prize receiving drill	1

DRILL – IMPORTANCE AND METHODOLOGY

History:

Parade drill, also known as drill or marching, has a rich history rooted in military traditions. Its origins can be traced back to ancient times, where armies used formations and coordinated movements on the battlefield. The practice of drill evolved over centuries, becoming an essential aspect of military and police training and discipline.

Parade drills gained prominence in the 19th century. Military institutions and police training academies incorporated drill into their training programs to instill discipline, enhance unit cohesion, and improve combat readiness.

Police being a uniformed service is similar in outlook to any other uniformed service, like armed forces and paramilitaries. The role of police personnel is multitudinous which include maintenance of law and order, enforcement of law, fighting terrorism and extremism. Hence to execute these tasks professionally, training of police is expected to be of highest order, in which the role of drill cannot be underestimated. The organisation of police flag marches during festivals and also in communally sensitive areas, is regular practice, which is seen as a confidence building measure in the public. Better the drill, more the impact. Drill in police lays down the foundations of discipline, teamwork and teaches the correct way of wearing uniform on and off the parade ground. It also teaches the trainees the virtues of punctuality, obeying the leader's **lawful** orders, tolerating fatigue and moving from one place to another in an orderly manner. It is a dictum of Drill that the personnel under command, (the squad for example), are not supposed to budge an inch if a wrong or unlawful order is given by the person in command. This applies to real-life policing situations as well.

Further, doing drill together in a group will inculcate cohesion amongst trainees and create Esprit-de-Corps in the group or squad.

INFRASTRUCTURE REQUIREMENTS:

The physical requirements for drills are not very demanding, except for sufficient space. Infrastructure required for drill is simply a well cleared and levelled ground. It should be ensured to be free of gravel, stones etc. to avoid any fall, injury or

hurdle to the learning process. The number of squads which can be accommodated depends on the dimensions of the ground. A squad of 24 cadets requires a minimum space of 40 m x 40 m for practicing squad drill. If a number of squads are to be accommodated on the same ground a further margin may be considered to avoid any inconvenience among movement of squads. For example, approximately 12 squads can be accommodated on a ground of 180 m x 120 m size.

Multiple grounds may also be utilised for squad drill training for a larger strength of trainees and may serve the purpose very well in view of lesser acoustic interference and more clear communication of the words of commands and instructions.

During the rainy season, drill training has to be carried out under sheds or covered spaces. Instructors should then choose drill activities involving limited movements in view of space constraints. During such time, a metaled or pucca ground may come handy due to ready availability on cessation of rain.

TYPES OF DRILLS:

A trainee constable should be trained in Drill with and without arms, Funeral Drill, Squad and Ceremonial Drill.

The aim of giving inputs in drill without and with arms is to equip a trainee with the basics of individual drill and squad drill. It is a prerequisite of a smart turnout, posture, marching and ability to do a squad/platoon/parade, besides individual performance of a trainee.

The aim of imparting knowledge and practice of Ceremonial Drill is to equip a trainee with the ability to do the Passing out Parade and parades on ceremonial occasions in the field.

ROLE OF A DRILL INSTRUCTOR:

A cadet trained in drill may be as good or bad at performing drill as his trainer. Therefore, a good and well qualified trainer is a sine qua non for imparting training in drill.

Sometimes due to large recruitment drives, training centers get flooded with cadets beyond their training capacity. In such a scenario, instead of reducing the trainee- trainer ratio, additional trainers should be attached to the training centers for the desired period.

SELECTION OF A DRILL INSTRUCTOR:

A drill instructor should be qualified in the mandatory drill instructor courses prescribed for him with acceptable grading. States are normally dependent on their armed police formations, where such courses are run from time to time. Such a mandatory course may be of 3-month duration. In addition to the mandatory courses, drill instructors should also undergo additional or optional courses to upgrade their other skills. For example, PT course, Commando course, Weapon and Field Craft and Tactics, BDDS, Yoga etc. He/She should be physically and mentally fit and should be of good temperament. A training center should evaluate their potential as a trainer before their induction in the training institute.

Broadly, the training methodology is based on imparting training through:

1. Clear and detailed briefing
2. Perfect demonstration
3. Repetitive practice with monitoring and correction
4. **Drill Nursery:** A scientifically designed drill nursery may not only provide opportunity for self-learning and correction; but may also be made part of curriculum by giving each squad one or two periods per week to practice and to inculcate a habit of self-improvement.

Sample photographs of a Drill Nursery at SVP NPA are attached to this report at [Appendix C](#).

Progressive Benchmark assessment - Though it is not possible to quantify performance in Drill, it is still recommended that mid-course assessment be made to check if the progress is satisfactory and pay greater attention where required; to certain movements or to certain trainees who may be facing difficulty or needing personal attention. This assessment should ideally be done by instructors who are not the regular instructors or by supervisory levels. Those who are weak and need extra attention can be given some extra coaching, during or after games.

One Minute Drills: A regular drill may be broken down into several smaller meaningful parts, involving activities of approximately 1 minute duration. These activities may be used for instant competition among fellow trainees, not only to provide for much-needed break from the routine drill practice, but also to create an enthusiastic and engaging atmosphere.

Content - good quality video tutorials can be created, with commentary on the main points to be taken care of, in drill movements, that the trainees can refer to, in spare time. Websites of BPRD and SVP NPA have a library of such training videos which can be accessed for this.

Videography - The movements of each of the trainees, and if that is not possible for large numbers, at least of the slow learners, can be video recorded, even on mobile phones, and shown to them for correction. This can also be done for the whole batch for POP practice or for improving the Squad Drill.

Role Playing: Some role playing can be done of 'Sahi namuna' and 'Galat namuna' to show how first impressions get made by good or bad personal performance of drill movements; especially marching up to a senior and saluting.

Personal performance of drill, of marching up to a superior and halting and saluting in the proper manner should be taught to perfection, since this is what they would do most often.

Normally, the better performers are appointed as platoon and parade commanders, for parades during training, even though these are in-house and no outside audience would view these. Instead, the slowest of learners and worst performers should be put into these roles so that they get more attention during training and improve.

But for the POP, as is the tradition, the trophy winners and the best performers should have the prestige of commanding platoons and the parade.

Turnout - this must always be emphasized and checked and corrected. The element of 'Pride in Service' should be added to all conversations during Drill. This can even be done mutually by the trainees, in buddy pairs, where they check each other's turnout.

Stomping - The BPR&D Drill Manual specifically prohibits stomping. Even then many old timers insist on it, which should be discouraged. Hard stomping damages the joints, especially if it is done on asphalt or metaled grounds. This can add to the injuries sustained during training and cause loss of training time, lack of progress and be demotivating to the trainees.

4. Crowd Control Drill

- 43 Periods

1. Bringing theory and practice in line, dovetailing indoor and outdoor training – Hybrid Modules designed for this
2. Emphasis on less-than-lethal use of force
3. Simulations of most commonly encountered situations. State-specific situations to be emphasised.

Learning Outcomes of Crowd Control Drill:

By the end of this training module, police officers shall be able to:

1. Understand and appreciate the legal framework governing crowd management and its application in real-life situations in consonance with human rights protocols.
2. Be able to assess the nature & behaviour of a crowd, apply appropriate negotiation and de-escalation techniques and demonstrate proper decision-making in graded application of force as per the use of force continuum SOP right from verbal warning to the use of lethal force.
3. Understand contingency plans for various crowd scenarios, incorporating deployment of different types of formations and containment strategies, medical emergency response, media management, public property protection and evidence collection protocols.
4. Be proficient in the use of riot gear and different less-than-lethal options/weapons.
5. Have confidence in facing an unruly mob and take balanced action while retaining composure for handling the situation.

Allocation of Periods

S. N	Topics	Periods
a)	Riot control gear <ul style="list-style-type: none">▪ Identification of each item▪ Capability to protect and to cause injury	2
b)	Wearing of gear - one-minute drills <i>Note: One minute drill is a concept to symbolize fast & perfect action</i>	1

	<i>and not a chronological unit of time. Drills can be more or less than 60 seconds.</i>	
c)	<p>Use of lathi with body protector and helmet - Lathi Drill*</p> <ul style="list-style-type: none"> ▪ Hitting below the waist ▪ Use gunny bags to practice effective lathi hits ▪ Use of lathi while also wielding a shield and wearing body protector suit 	2
d)	<p>Concept of buddy pair</p> <ul style="list-style-type: none"> ▪ How to operate ▪ Protection from front and above ▪ How to use a lathi ▪ Withdrawal 	2
e)	<p>Concept of extended line</p> <ul style="list-style-type: none"> ▪ How to operate ▪ Protection from front and above ▪ Restrain and push - interlocking of lathis and shields ▪ How to use lathi to disperse ▪ Withdrawal 	2
f)	Embussing and Debussing drill	1
g)	Use of barricades, ropes /whistles and how to push/control crowd	2
h)	<p>Subject Control Drills for Crowd Management</p> <ul style="list-style-type: none"> • How to pick up demonstrators • Arrest drill in crowd situations 	2
i)	<p>Introduction to Tear Smoke Munitions (TSM), including dye marker grenades</p> <ul style="list-style-type: none"> ▪ Dry practice in use of shells and grenades ▪ Live practice in use of shells and grenades ▪ Demo of Vajra 	4
	<ul style="list-style-type: none"> ▪ Experience effectiveness of TSM ▪ Strategic use of TSM based on terrain and wind ▪ Use of respirators 	

j)	<p>Lethal/near lethal use of bullets</p> <ul style="list-style-type: none"> ▪ Introduction to rubber bullets <ul style="list-style-type: none"> ▪ Practice use of the same ▪ Introduction to PAG & Deflector <ul style="list-style-type: none"> ▪ Practice use of the same ▪ Live fire principles for anti-riot <ul style="list-style-type: none"> ▪ Fire Control Order ▪ Practice use of the same <p><i>Note: Target for practice should be of human form with Bullseye below the waist</i></p>	2
k)	<p>Riot drill</p> <ul style="list-style-type: none"> ▪ Various parties ▪ Importance of reserve party Used for area domination and arrests ▪ Formations ▪ Graded use of force ▪ Command and control 	3
l)	<p>Situational riot drills</p> <ul style="list-style-type: none"> ▪ Open field ▪ Narrow lanes ▪ Broad streets ▪ Simultaneously in few alleys ▪ In the hills 	7

	<ul style="list-style-type: none"> ▪ With women and children in the crowd ▪ With rioters doing/using <ul style="list-style-type: none"> ▪ Brick batting from roofs ▪ Molotov cocktails ▪ Firing from private firearms 	
m)	<p>Immediate Action Drill, till reinforcement arrives</p> <ul style="list-style-type: none"> ▪ Force is outnumbered ▪ Force only has lathis, PAG and live ammunition 	1
n)	Demonstration by RAF/ Anti riot police	2
o)	<p>Simulation of riot and its control - in full protective gear with shields, the trainees should initially be pelted with tennis balls and eventually should be exposed to real brick batting. They should also be exposed to the effects of TSM.</p> <p>Simulation exercises will also include observation and negotiation skills</p>	10
	Total Periods	43

***Lathi Drill needs to be revamped** to make it practical. The following should be covered in this:

1. Carrying and saluting
2. Care and maintenance
3. Use in Lathi Charge – (i) Double handed blows, not hitting sensitive parts including the head (ii) Use with shield (iii) Use in formation for pushing crowds back (iv) Using lathi with buddy pair (v) Using lathi in extended line
4. Retention of lathi if a person tries to snatch it away from the police personnel (WD will also cover this)

Note on simulations:

1. Simulations to be done eventually with full body gear and creating a riot like situation with actual stone pelting. It can be started with tennis balls initially.
2. Since real-life situations will not be under ideal conditions, simulations should be mimic what might happen in real life situations, such as, short notice, shortage of manpower or munitions etc.
3. Scenarios to be also simulated wherein the officer in charge should be using

his/her negotiation skills (verbal tactics) to attempt to disperse the crowd, while also positioning the force appropriately for dominating / immediate action.

4. Different scenarios could be enacted – one where the crowd is amenable to negotiations, and the other where it is not, and shows no inclination to disperse.
 - **Coordinate with indoor classes**
 1. Maintenance of public order in indoor training to be coordinated with for sections of law and principles of use of force.
 2. Investigation subject to be coordinated for evidence collection and post-riot investigation.

Goal: The objective of these simulations is to develop the skills, knowledge, and confidence necessary to effectively respond to riot situations while minimizing risks and maintaining public safety.

Advantages of simulations:

1. Decision-making: Enhance trainee's ability to make effective decisions in rapidly changing and high-stress environments. Simulations expose trainees to realistic scenarios and test their decision-making skills in crowd control, effective resource deployment, and applying appropriate tactics.
2. Tactical proficiency: These develop trainee's understanding and proficiency in riot control tactics and techniques. Simulations allow trainees to practice the application of various strategies, including crowd dispersal, formation movements, less-than-lethal weapon deployment, and communication protocols.
3. Communication and teamwork: Simulations encourage coordination and collaboration between team members, emphasizing the importance of clear and concise communication in managing riot situations thereby fostering effective communication and teamwork skills among trainees.
4. Situational awareness: Enhance trainee's situational awareness and the ability to assess and adapt to dynamic situations. This would include caution while dealing with the 5 Ws - Women, Weak (includes the elderly and the young), Wall, Well and Wire. Simulations provide an ideal opportunity for the trainees to recognize potential threats, identify escalation factors and adjust strategies accordingly.

5. De-escalation techniques: Promote the use of de-escalation techniques, including tactical withdrawal, and less-than-lethal approaches in riot control. Simulations also highlight the importance of communication, negotiation, and empathy in diffusing tense situations and minimizing the use of force.

6. Safety protocols and equipment usage: Reinforce the understanding and proper utilization of safety protocols and equipment during riot control operations. Simulations provide a platform for the trainees to have hands-on practice in using protective gear, handling less-than-lethal weapons and implementing safety measures to protect both officers and civilians.

7. Legal and ethical considerations: Raise awareness of the legal and ethical considerations involved in riot control. Simulations can highlight the importance of respecting human rights, avoiding excessive force, and complying with relevant laws and regulations.

The above objectives will be achieved by exposing trainees to riot control simulations. Trainees will act as if they are handling the riots in field-like situations.

Points to be considered while conducting simulations:

It should be ensured that the simulations adhere to the protocols dictated in the State Police Manuals. The following points should also be kept in mind.

1. Briefing: Before the simulation begins, brief all trainees on the objectives, rules of engagement, and communication protocols. Ensure that everyone understands their roles and responsibilities and the procedures to be followed during the simulation.
2. Safety Protocols: Safety should be the top priority during any simulation. Set clear safety protocols for both participants and observers. Ensure that protective gear, such as helmets, shields and body armor is available and properly utilized. Ensure firearms are not loaded and no service ammo is available.
3. Close Supervision: Trainers should closely monitor the actions and responses of trainees - evaluate their decision-making, teamwork, and adherence to protocols of riot control drill and provide feedback and guidance as needed to enhance performance.
4. Realistic Scenarios: Develop realistic and relevant scenarios that reflect potential riot situations. It could be a case study of a recent riot situation. Consider factors such as crowd behavior, communication challenges, and varying levels of aggression. Incorporate elements like barricades, projectiles,

and the presence of hostile individuals. *In particular, scenarios should be planned for presence of women and children in the crowd.*

5. Debriefing and Evaluation: After the simulation, hold a debriefing session to discuss the outcomes and lessons learned. Encourage participants to share their experiences, challenges, and suggestions for improvement. The supervisory team should invariably convey the shortcomings and suggest alternative solutions. The Trainees would also be informed about the command and control of each of the Trainee groups. Use this feedback to refine future riot control strategies and training.
6. The whole exercise should ideally be videographed, even on mobile phones, which are freely available, and played in the debriefing, for analysis and learning.

The simulations should be conducted preferably in 4 Phases, though these can be decided keeping in mind the kind of situations that happen in the State:

1. Simulation-I (Use of Tennis Balls)
2. Simulation-II (Use of actual stones)
3. Simulation-III (Full riot situation with adequate crowd)
4. Simulation-IV (Full riot situation escalated with women and children as part of the crowd)

Simulation-I: On the field, the trainees would be facing a situation wherein the unruly mob would be pelting various kinds of things at the troops. The trainees need to protect themselves first and also control the unruly agitators with appropriate force.

In this situation, the Trainees would be divided into two groups. The first group of trainees - rioters (majority of them), would act as the unruly mob pelting **tennis balls** against the other smaller group (Police personnel on the spot).

The smaller group of trainees would be wearing / having complete riot gear (helmet, full body protector, shield and lathi) and they would be controlling the agitators by following the riot control drill.

Time permitting - After completing one exercise, a small component of the mob of trainees could act as the 'police party' and the previous police party could join the unruly mob of agitators (i.e. change of roles). Normally, the 'rioters' should be in much larger numbers compared to the 'police personnel', as in real-life situations.

- Requirement:**
1. Open Ground
 2. Riot Control Gear and TSM, and other equipment, as required in the narrative
 3. Tennis Balls
 4. Cameraman / Videographers

Narrative and Conduct of Simulation

For each of the simulations there should be a narrative which outlines the incident as it happened, as it evolved and basic information about the resources available for handling it. For example, this could be similar to what would come to a Police Station in real life. The trainees should be briefed about this or even given a copy in writing so that they are aware about the present situation, possible strength of the rioters, their own strength – available manpower, transport, communication, distance from the site of the incident, tear smoke munitions and fire power, time required for reinforcements to arrive, etc. They should also be made aware of the expectations of the senior officers about the handling of the situation.

The narratives mentioned below are only for the purpose of guidance. States may frame their own narratives, depending upon the situations that the trainees may have to face. These should ideally be derived from situations encountered most often and aligned to the role that the trainees would be expected to perform.

A sample narrative of **Simulation No. 1** could be as follows: -

“Information has been received that about 1½ Km away inStreet of ... Police Station jurisdiction, an accident between a car and a two wheeler has taken place, in which the two wheeler driver has sustained serious injuries. The two drivers of these two vehicles are from different religious communities. The accident site is close to places of worship of these two religions and is in an area known for serious communal riots. A large mob of one community has already gathered there and people of another community are also gathering for confronting them. Some of the local leaders are available on the spot but have not intervened to control the situation till now. You are required to reach the location immediately and ensure that peace prevails.”

The Police Station is in a busy place with heavy traffic. The resources available at present in the Police Station are as follows:-

- (i) Manpower – Inspector / Sub Inspector, two ASIs, three Head Constables and 20 Constables.
- (ii) Two Jeeps which can accommodate six to seven people each.
- (iii) Three hand held VHF sets. One mobile VHF set installed in each of the vehicles.

- (iv) 20 numbers INSAS 5.56 mm Rifles, with sufficient ammo, 50 Lathis, 30 helmets with visors, two gas guns, 20 numbers short range shells, 10 three-way tear smoke grenades, ten sets of full body protectors.
- (v) The HQ of district Police is 50 Km away and reinforcements can be sought from there.
- (vi) The neighbouring police station with similar strength and resources is 30 minutes away.
- (vii) The Police Station itself will need to be secured since it has been attacked by angry mobs in the past.
- (viii) The local leaders cannot be fully relied upon to broker peace in such situations.
- (ix) Peace Committee meetings have not been held for a while after a major procession, which was 6 months back.

Conduct of the Simulation:-

- A.** A batch of approx.. 200 trainees can be involved in this exercise. A small number of them as per the manpower shown above can be designated as the 'Police party' with clear appointments as Inspector / SI, ASIs, Head Constables, Constables, etc. These can also be volunteers from amongst the trainees.
- B.** The remaining batch can be designated as possible 'rioters' and divided into two nearly equal groups to represent the groups of two religious communities.

Accident as mentioned above can be simulated in the open ground with these two groups around it, about to resort to violence. Some local leaders attired in identifiable clothing could be mixed with the crowd.
- C.** The 'Police party' composed of trainees can be given 20 minutes time to plan for equipping, tasking and movement. It should be explained that this much time also may not be available in an actual situation.
- D.** The 'Police party' should be provided with the aforesaid Jeeps, weapons and other equipment as mentioned above. The trainees should be left free for use of tear smoke munitions in case the designated 'Inspector/SI' decides so. Care should be taken to ensure the weapons are either DP (drill purpose) or not loaded, and no service ammunition is available with the trainees.

- E.** In case the narrative requires availability of firearms with the Police and the possibility of use of lethal force, care must be taken about issuing only a few blank rounds to the Police party, to signal the use of lethal force. Since these can also cause injury if discharged from very close quarters, the briefing and supervisory staff should ensure that if the rifle party is instructed to resort to lethal force, it does this only from a safe distance and fires in the air, only as an indication of the situation degenerating to this extent.
- F.** The trainees in the crowd can be issued with a few dozen tennis balls in case the situation evolves where they 'decide' to start pelting the Police party with stones (tennis balls).
- G.** The instructors should mix in – some with the mob and at least a couple with the Police party to observe their planning, their actions, good and bad decisions and their consequences, for a detailed debriefing after the event. The instructors must take detailed notes to ensure they record everything and use it for debriefing and subsequent discussions. The head-instructor should remain available on a loud speaker.
- H.** The whole training exercise should be video-graphed, preferably, from two different sides to capture how the situation evolves.
- J.** The situation is likely to become unruly and the instructors within the crowd and the head-instructor with a loud speaker should halt the exercise, if it threatens
- K.** Detailed debriefing should be done about the good and bad decisions / actions, about the learning, gaps in planning and execution, consequences of bad decisions (for example, the police party was too spread out and a Constable with a rifle was pulled away into the crowd). Ideally, this exercise should be supervised and conducted by a civil police officer with adequate experience in facing such situations, so that he can share his own experience during the debriefing.

Such narratives can also be made for more complex simulations such as the ones listed below. This narrative is indicative only since the simulations should mimic what the State Police normally faces. Also, when we simulate a situation where the crowd can now hurl stones at the Police party, every single member of the party should don complete protective gear to prevent any serious injury.

Simulation – II:

Since the Trainees have now had some experience of handling / controlling the unruly mob during pelting of tennis balls, the second stage of simulation would be done by pelting of actual stones. By this time, the trainees are aware of proper use

and wearing the riot control drill equipment, the use of appropriate force, self-protection, command and control etc.

As was done earlier, the Trainees are once again divided into two groups. The first group would act as the stone pelters and other group as the police party.

Note: The stone pelters should be given small stones and should directly throw the stones from the front. The stone pelter should not throw the stones from the flank or from behind. This safety protocol will ensure overall safety. The stone pelters should not throw the stones from a very close distance as this may cause injury to the other team members. The police party should protect themselves by use of riot gear and should not use excessive lathi force on stone pelter group. Safety and Injury prevention is the first priority.

After controlling the mob, there could be a change of roles, as done earlier.

Requirements:

1. Open Ground
2. Riot Control gear (helmets should be with visors), TSM, firearms and blank rounds (if part of the narrative)
3. Small Stones
4. Cameraman / Videographer

Simulation- III:

In this kind of situation, the Trainees would be given the script of the incident that occurred in the recent past and the trainees would decide the various groups of riot control parties for controlling the situation. The trainers / available staff including ladies and rest of the trainees who are not part of the riot control party would act as rioters / agitators. The faculty / Staff would act as the observers of the performance of riot control team.

In this simulation, there should be children and women in the crowd and the trainees would be required to handle this situation sensitively. The strength of lady staff may need to be increased during this simulation. The suggested framework may include the following:

Communication:

1. Officer Trainees can use mobile phones
2. They can also use walkie-talkie sets for communication
3. VHF Sets (Big) can be installed at the Control Room to monitor communication

Other Requirements:

1. Open Ground
2. Riot Control Equipment, TSM etc.
3. Small Stones
4. Cameramen / Videographers, even with a mobile phone
5. Further requirements as per the incident details

Simulation- IV:

Simulations can be added as per the challenges being faced in the state – a farmer's agitation, a communal riot or a student unrest etc. and the distinctive manner in which police officers should handle these situations should be brought about. For example, the police actions will have to be more restrained in a farmer's agitation and student's unrest vis-à-vis a communal riot. Hence the entire spectrum of public order situations prevalent in the state can be represented through such simulations during training, so that the response expected in the field can be trained for during basic training.

1. **Addition of CIVPOL - Civil Police Tactics, that are specific to civil police**
2. **Use of technology for navigation**
3. **Field visits for surveillance, beat patrolling, Protectee security – Hybrid Modules**
4. **Technology as a threat and as a facilitator – Drones, weapon systems**

Learning Outcomes of training in Tactics:

By the end of this training module, police officers shall be able to:

1. Understand and apply basic field craft skills such as appreciation of different types of terrain, judging distance, individual and team movements in various formations, principles of camouflage, concealment & cover etc.
2. Know map reading for navigational and ops planning purposes, including using various navigational aids and applications
3. Execute basic tactical operations, both in rural/jungle and urban/built up area settings, in varying situations
4. Describe the operational capabilities and limitations of technological tools including body cameras, GPS/GIS systems, communication equipment and drones.
5. Understand basics of explosives / IEDs, their characteristics and how to identify and respond to such threats.
6. Understand legal requirements, procedures and precautions for searching persons, vehicles, and premises.
7. Conduct basic protectee security drills along with access control and anti-sabotage checks.
8. Conduct basic civil police (CIVPOL) tactics as per SOPs for routine policing assignments.
9. Be able to implement basic road safety and traffic management protocols.
10. Develop physical and mental toughness to conduct ops of longer duration in difficult terrains.
11. Understand the implications of new technology as an opportunity and as a threat and know the strength and limitations of technologies available in police.

S. No.	Topic	Periods
A. Field craft and Tactics		4 Periods
1.	Why Things are seen - theory + exercise	
2.	Judging distance, use of technology	
3.	Field Signals	
4.	Camouflage and Concealment	
5.	Formations: Section, Platoon; Concept of Small Teams	
6.	Identification and description of targets - - theory + exercise	
7.	Fire control Orders	
B. Map Reading and Navigation		04 Periods
1.	Use of mobile GPS: Sharing locations; Dropping pins; making route; following route; planning operations	02
2.	Introduction to Garmin, GPS, Terra Explorer, Maverick, Google Earth, GPS Track log analysis	02

C. Tactics for rural areas and jungle		30 periods in a 3 day jungle camp
1.	General concepts of jungle warfare	
2.	Tactical Movement	
3.	Principles of Tactical Mindset	
4.	Preparedness of a trainee with uniform, weapon and accoutrements One minute drill* <i>Note: One minute drill is a concept to symbolize fast & perfect action and not a chronological unit of time. Drills can be more or less than 60 seconds.</i>	
5.	Evasive movement	
6.	Laying up position (LUP) and Long Range Patrol (LRP)	

7.	Tactical sentries and observation post; observation by sight, sound and fire; observing in the night	
8.	Rendezvous (R.V.)	
9.	Base camp in jungle and built up area	
10.	Target recce and appreciation of situation	
11.	Planning, briefing and debriefing	
12.	Immediate action drill	
13.	Ambush and counter ambush <i>Note: There is also a need to train for innovative responses to ambushes / situations, rather than only the traditional method</i>	
14.	Patrolling and Combing	
15.	Cordon and Search	
16.	Road block and search of suspected vehicle	
17.	Post protection drill	
18.	Drill to cross river/creek by boat or foot	
19.	Practice use of technology like drones, UAVs, NVD, etc	
20.	Practice navigation and map reading during this camp	
21.	Small Action Teams - composition, weapon and accoutrement	
22.	How to take information, bad effects of loose talk of police personnel	

23.	Discussions on how these tactics can be adopted for rural/ravine/agricultural fields scenario	
	<p><i>Note:</i></p> <p>a. <i>While it may be felt that not all State police formations face such hostile scenarios, it is good to expose all officers and men to these tactics, as the tactical principles of such scenarios can be adopted with slight modification in less hostile criminal scenarios in rural areas.</i></p> <p>b. <i>The State may organize a rural/ravine operations camp, instead of a jungle camp, if it is more suitable to them</i></p>	

*: Police personnel are supposed to respond to emergencies – a call for help, crime incident, information of a criminal, etc. They are expected to get ready and respond immediately. One- minute drills are meant to prepare the trainees for such responses, such as wearing the uniform, getting ready with the weapon after safety checks, vehicle readiness, etc.

In this regard, SVP NPA publication on ‘One Minute Drills’ can be referred.

Since it may not be possible to cover all these topics in a 3-day jungle camp, the States may customize such a camp based on the challenges and situations that the State police faces and incorporate State-specific scenarios in this camp. During this jungle camp, all the learning from jungle tactics can be practiced and tested through a single exercise. A sample of such a Pinnacle exercise is provided in [Appendix D](#).

Route Marches:

D	Route Marches	08 periods
1.	15 Kms	2 periods
2.	25 Kms (twice - one normal and one with navigation)	4 periods
3.	40 Km	2 periods

Note:

- (1) The State may define time limits for completing the 25 km and 40 km route marches to ensure these are done in good time and do not become leisurely walks.
- (2) During **Route Marches**, the trainees should carry SLR/INSAS Rifles and a

back-pack having a set of uniform, ground sheet and sand bag of 6-8 kg weight (in lieu of ration and ammunition) totaling approx. 10 Kgs. The States may customize as per their requirement. Each route march has been allotted 2 periods. It is suggested that these Marches could be started in the afternoon on Fridays and get completed late evening / late night. The next morning (Saturday morning) can be given off.

- (3) Exercises during Route Marches can be simulated and conducted for reinforcing the classroom inputs as well as for continuous evaluation for examinations. These can be customized for the challenges being faced by the State police.
- i. Visual Training, Camouflage, Concealment, Judging Distance, Indication of targets
 - ii. Eye & memory sketching for operational briefing
 - iii. Section formation and field signals
 - iv. Patrolling
 - v. Selection of fire position & cover
 - vi. Section chance encounter
 - vii. Day / night Navigation with Maps, stars, compass and GPS
 - viii. Combing
 - ix. Ambush and counter ambush
 - x. Briefing exercises
 - xi. Lying stealthily for an extended period of time, starting from 15 minutes to 30 to more, as per State's requirement. This will help build endurance and patience.
 - xii. Demo of NVDs, if required.

E. Explosives & IEDs:		08 Periods
S.No.	Topic	Periods
1.	Introduction to Explosives, their Characteristics and Effect Types of Explosives and Identification (Lecture cum Demonstration) Various Types of Fuses, Identification and Uses. Detonator, its Types, and Identification (Lecture cum Demonstration)	2
2.	Introduction to Country-Made Bombs and Improvised Explosive Devices (Lecture cum Demonstration) Command Mechanisms (Wired, Remote Controlled, Timer, Pressure, Light, etc.	2
3.	Basics of anti-sabotage check Do's and Don'ts if a suspected IED / Explosive has been found Immediate Action Drill till BD squad arrives, Simulations of actual situations - action upon finding a suspicious object	2
4.	Demo by Bomb Detection and Disposal Squad, including K9s	2
F. Police Tactics		99 Periods
	Basic Police Tactics	50
1.	Principles of Use of Force - concept of force continuum	1
2.	Subject Control – approaching a suspect: take down drill; restraining techniques <i>Take down drill; restraining techniques and practice periods (will be part of WD)</i>	1
3.	Search of an Individual and frisking a. Types of search b. Aggressive to submissive c. One-to-one; one-to-two; two-to-two, etc d. Possible concealment points e. With different weapons	3
	Practice periods	

4.	Arresting a suspect - use of handcuffs and flexicuffs Demo and Practice	1 + part of WD
5.	Search of a 'supposedly' dead body	1
6.	Search of a Vehicle	2
7.	<p>Police Patrol - foot, motorcycle, 4-wheeler, river</p> <p>a. Beat patrolling</p> <p>b. Positioning of personnel in vehicles</p> <p>c. Positioning of weapons</p> <p>d. Approaching a suspect</p> <p>e. Chasing and restraining a suspect</p> <p>Day-long field visit - demo of speed radar during this visit may be organised</p> <p>Demo and Practice</p>	<p>3</p> <p>10</p>
8.	First Responder Drill - securing scene of crime, domestic violence, mentally ill, high risk, etc	2
9.	<p>Armed confrontation with</p> <p>a. An individual - disarming the individual</p> <p>b. A mob</p>	2
10.	<p>Principles and methods of guard and escort</p> <p>a. Prisoner - scenarios: one prisoner-to-one escort; one-to-two; two-to-many; etc</p> <p>b. Prison van</p> <p>c. Guarding arrested person in lock-up</p> <p>d. Money chest</p>	2
11.	Sentry Duty- Observation methods at night and night sentry duty	2
12.	Physical surveillance - Lecture and Demo	2

	Day-long field visit for practice	10
13.	Sniper - Lecture and Demo	1
14.	Use of drones.	1
15.	<p>Reece of a</p> <ul style="list-style-type: none"> a. Target b. Area c. Physical, technology, documented information, sources <p><i>Note: During the full day field exercise on physical surveillance (point 12 above), they will also be conducting exercises on recce</i></p>	2
16.	<p>Communication Skills</p> <ul style="list-style-type: none"> a. Verbal commands to suspects/people to comply to search, etc b. Necessity of making them aware of their rights c. Use on sign languages for coordination in raids 	2
17.	<p>Police Communication</p> <ul style="list-style-type: none"> a. Radio communication procedure b. Tactical communication c. Use of mobile phones for communication 	2
	CIVPOL Field Operations	22
1.	<p>Operational planning and Briefing - practice and simulation of execution. <u>Experienced field officers may lead this</u>, training constables majorly for execution</p> <ul style="list-style-type: none"> a. Use of sand models, Google Maps, Paper maps b. Tactical Holding Area, Last Cover and Concealment, etc 	2
2.	<p>Encounters in</p> <ul style="list-style-type: none"> a. Urban scenario b. Rural Scenario <p>Lec-Dem and Practice</p>	3
3.	<p>Raid for criminal(s)</p> <ul style="list-style-type: none"> a. Urban scenario b. Rural scenario <p>Lec-Dem and Practice</p>	3

4.	Principles and methods of entry into a house for criminal(s) Practice periods Different scenarios	6
5.	Search of a house for a. Criminal(s) b. Contraband Lec-Dem and Practice	2
6.	Search of an area a. Urban vs. Rural	2
7.	Nakabandi/Roadblock a. Routine vs. to apprehend b. Urban vs. rural scenario c. Mobile check post (MCP)	2
8.	Pursuit of a vehicle	2
	Protectee Security <i>This is to be taught in conjunction with indoor inputs on Protectee security</i>	16
1.	Visual Anti-sabotage check (lec-dem and exercise) Technology: HHMD, DFMD, X-ray scanner, DSMD, etc. (demo) Anti-drone measures (lec-dem) Jammers (demo)	4
2.	Convoy movement and protection drill; role of pilot and escorts (lec-dem and practice)	2
3.	Static point duties - Duties at helipad, meeting place, road arrangement	2
5.	Day-long field visit in an actual Protectee visit	08
	Installation Security	02
	Traffic Management and Road safety	4
1.	Traffic hand signs, lane discipline, etc	2
2.	Field visit to the city for traffic management	2
	Bandobast duties - visit to major L&O arrangement	5

Note: These full day attachments for beat patrolling, bandobast (police arrangement) duties, surveillance and Protectee security, along with other full day attachments in indoor training (such as Police station visits, traffic police attachment) should be scheduled in a way that trainees get out for a day once a fortnight. Scheduling these attachments mid-week will also give them a day to recuperate from the fatigue of a 6-day work week.

1. Amalgamation of most useful skills from different martial arts for common situations faced by police
2. Focus on skilling rather than toughening
3. Emphasis on intensive practice of fewer skills for reflexive muscle memory and application, under controlled conditions
4. Use of training aids for safety and improved learning.

Weaponless Defense Learning outcomes:

By the end of this training module, police officers shall be able to:

1. Appreciate and assess the physically threatening situations which can be handled with weaponless defense skills.
2. Develop confidence to intervene to face such situations with appropriate techniques in order to protect self and others when weapons are either not available or their use is not advisable.
3. Effectively apply these skills in CIVPOL tactics like handcuffing, restraining, escorting, disarming, protectee security, etc.
4. Proper use of safety equipment during training to prevent injuries.
5. Evaluate and modify techniques based on subject size and strength.

S.No	Self Defense Techniques	Periods
a)	Stances	2
b)	Foot Work	2
c)	Hand Strikes	4
d)	Kicks	5
e)	Blocks	3
f)	Reflex Blocking	2
g)	Falls and Rolls	3

h)	Controlled Sparring	3
i)	Locks to immobilize opponent	2
j)	Hand / Neck - Release Techniques	2
k)	Techniques against weapons	2
l)	Retaining your own weapon - Lathi / Rifle / Pistol	2
m)	Pressure Points, subject control drills	2
n)	Controlled Free sparring practice, with protective gear and <u>WITHOUT full contact</u>	6

I. NEED

Weaponless Defense has been a part of the training of uniformed forces for decades and there is good reason for that. There are many advantages:

1. Officer safety: Police personnel often find themselves in situations where they need to physically engage with individuals who pose a threat or are resistant to arrest. Weaponless Defense training equips police personnel with techniques to defend themselves, control suspects, and mitigate the risk of harm to themselves or others without resorting to excessive force.
2. Use-of-force continuum: Police forces follow a use-of-force continuum, which outlines a range of actions and levels of force that police personnel can use based on the situation's severity and the threat level they encounter. Weaponless Defense skills provide Police personnel with intermediate force options between verbal commands and the use of weapons. This allows them to escalate or de-escalate force appropriately, depending on the circumstances.
3. De-escalation and restraint: Weaponless Defense training emphasizes de-escalation techniques and the use of minimal force necessary to subdue suspects. By employing appropriate control and restraint techniques, Police personnel can minimize the risk of injuries to both suspects and themselves. Weaponless Defense skills enable Police personnel to safely restrain individuals without causing unnecessary harm or escalating the situation.
4. Disarming and weapon retention: In encounters where suspects are armed, weaponless Defense skills are essential for police personnel to safely

disarm and control the situation. This training teaches police personnel how to retain control of their own weapons and how to disarm and immobilize armed individuals, reducing the risk of harm to themselves and others.

5. Crowd control and riot situations: During public disturbances, protests, or riots, police personnel may need to engage with individuals who are non-compliant or engaging in violent behaviour. Weaponless Defense skills allow police personnel to maintain control, safely restrain individuals, and manage crowd situations with minimal use of force.
6. Physical fitness and confidence: Weaponless Defense training helps improve the physical fitness and overall conditioning of police personnel. It enhances their strength, endurance, agility, and coordination, enabling them to perform their duties effectively and safely. Additionally, the confidence gained through weaponless defense training can contribute to police personnel's ability to remain calm and make sound decisions in high-pressure situations.
7. Professionalism and public perception: Police personnel are expected to conduct themselves professionally and ethically. Weaponless Defense training instils discipline, self-control, and respect for others, which are essential qualities for maintaining public trust. Demonstrating competence in weaponless defense can also help improve the public's perception of law enforcement's ability to handle potentially volatile situations with appropriate force.

II. **SITUATION SPECIFIC:**

The subject of Weaponless Defense (WD) is a world in itself and needs years of practice for a high level of proficiency. Hence it is not possible to impart this level of proficiency during basic training of police personnel. Therefore, rather than learning a wide range of techniques superficially, they should be trained for handling the kinds of situation that they encounter most often. This would enable them to learn a few skills well that can be most useful in their work. The common situations that uniformed personnel may encounter could be described as follows:-

- i) Handcuffing a person who may be resisting arrest. This person could be stronger, drunk, aggressive, trained in some fighting skill or in a mentally unstable condition.
- ii) Defend themselves in a better manner against attacks, even by a person(s) armed with a stick, knife or firearm.

- iii) Prevent snatching of their weapons without using lethal / excessive force.
- iv) Apply locks/holds to restrain a suspect/accused and take him/her from place A to place B or for affecting arrest.
- v) Use their hands and feet for attacking and defending, if required, if attacked by an unruly and violent person/crowd.
- vi) Use their weapons of issue such as a baton or lathi more effectively and in a controlled manner.

This list can be more comprehensive based on envisaged situations and techniques can be taught to respond to each of these.

The WD techniques applied should also follow the principles of minimum force – these should be commensurate with the anticipated threat.

III. TYPES OF SKILLS

The average no. of periods devoted to training of WD generally vary from 40 to 60. With such allocation of training time, this training should not be expected to make someone a competitive fighter and training time should not be used for teaching techniques which are good for demonstrations but have little practical application, such as breaking techniques. It should be noted that **locks and holds** take more time to perfect and hence these should be kept to a minimum, and only those should be taught, which are effective for common situations and are easy to apply. Also, applying **locks and holds** brings the police personnel in close proximity to the opponent, which could result in grappling and ground fighting and this could be unsafe for the police personnel. It should be kept in mind that locking one opponent engages you and leaves you vulnerable to other attackers – hence not recommended if you're faced with more than one attacker. Hence, a major part of training should be devoted for attacking and defending with various parts of the body, use of lathi/baton, defence against an armed opponent and weapon retention etc. Constables and SIs should also be trained specifically for subject control techniques, since as field officers, they may encounter situations requiring these skills more often.

Lock and holds may also be required more often by personnel deployed for Protectee security. Their use of force in these techniques would be under greater scrutiny since they might have to apply them in full public or media glare. Hence these personnel should be given some special training, also known as Proximate Use of Force (PUF), when tasked with such duties.

Pressure points should also be explained, both as vulnerable areas for

an attack and for defending yourself. Basic falls and rolls should also be taught, so that in case of a fall, serious injury can be avoided.

IV **STYLES**

There are innumerable styles of martial arts and each has its own advantages and disadvantages. We need not try and identify the most suitable style and teach a pure style, but pick out the most suitable techniques from various styles of martial arts, for handling situations police personnel encounter most often.

An effort in this direction was made by SVP NPA and the WD Precis made at NPA can be obtained and used as a resource for training in other institutes ([Appendix E](#)). This will require WD instructors of other institutes to get some orientation training from NPA instructors so that the techniques are taught in the correct manner. States can always build upon the NPA precis to make it more relevant for the state, as required.

V. **METHODOLOGY**

The correct way of executing these techniques should be documented in the form of photographs or preferably in videos, with a voice commentary to explain the salient points. These can be made available in the form of a précis (as done at NPA) or even online content. The instructors should undergo intensive training in these selected techniques so that regardless of their style of earlier training, they should be able to explain, demonstrate and teach the techniques codified in a precis in a uniform manner to the trainees. Master trainers can be prepared at NPA, who can then train other instructors in their own institutes. This style has been introduced in CRPF as well, which can also be requested for preparing master trainers.

Like in all other inputs, it would be good to explain the reason why a particular training is being imparted, the situation sought to be addressed, followed by demonstration in slow motion to make them understand what is being done and then maybe a controlled demonstration on one of the trainees. It has been seen that sometimes a lot of time is spent on strengthening and toughening during WD training; such as push ups, sit ups etc. and hitting the trainees to 'toughen' them up. All this is not necessary and should be avoided. The strengthening can be taken care of during PT and WD time should ideally

be spent on acquiring skills.

Also, getting injured as a part of 'toughening' makes the trainees apprehensive and lose interest in WD. Required toughening will happen anyway during WD practices, especially during blocking and controlled sparring. Injuries should be avoided as far as possible so that trainees do not look upon WD periods with apprehension, with fear of getting injured by the instructors/sparring partners. The progression should be from learning basic attacks, basic blocks, multiple attacks and blocks in a controlled manner. The attacks can be executed with full force on equipment such as punching bags, shields, and in a controlled manner on partners with protective gear – gloves, chest guards, forearm guards, shin guards and helmets. This will help them understand the power and impact of such attacks. This can be followed by controlled sparring against an opponent in a planned manner, for perfecting attacks and blocks and over a period of time, some contact may be permitted with safety gear on. Once confident of skills, some free but semi-contact sparring can be permitted.

The trainees should also be taught how to use their lathis for maximum impact, not just for hitting and defending, but also for locking and restraining. They should be taught how to get their lathi or weapon out of the grasp of another person, maybe a protestor, without using disproportionate or lethal force.

WD training must necessarily be taught in a modular manner so that skills can be learnt better. The 40 periods allotted can be divided into 2 or 3 modules. Also, once some techniques have been taught in a module, these should be practiced for a few minutes during PT or even after games so that these become reflexive and a part of muscle memory.

VI TRAINING OF WOMEN

Women are entering the police ranks in larger numbers and their training in WD is even more essential, for their self-defense. Normally, they would be required to contend with opponents (suspects, accused who are resisting arrest e.g.) who would be bigger, stronger and heavier. Therefore, it is required that they are taught more aggressive techniques for self-defense and for affecting arrest. Also, they should focus less on holds and locks, since that would require getting close to the opponent and would be riskier for them. During training,

they should spar with their male colleagues more often for gaining confidence in doing so.

Special techniques for women have been incorporated in the NPA WD precis accordingly. These can always be built upon, based on local situations.

VII LOCAL CUSTOMISATION

If a state has decided to issue some new equipment to the police personnel, such as retractable batons, then techniques should also be taught for the effective use of such equipment. In a similar manner weapon retention should be taught for the weapon(s) that the personnel carry most often.

VIII INFRASTRUCTRE AND EQUIPMENT

It is advisable that WD classes be held in an enclosed hall rather than outdoors. This improves concentration and also facilitates having all equipment laid out methodically for assisting training. Mirrors can be put on the walls for checking the form and self-correction. The hall / dojo should be well lit and ventilated. Air conditioning would improve the ambience for learning a skill.

It is essential that institutes invest in WD equipment for better training and for preventing injuries. The following equipment is recommended for a batch of 100, which might get trained in classes of 25 each. :

1. Gloves - @1 pair for every trainee. Since this is likely to get sweat soaked, this should be personal to the trainee and the trainee can either buy this or be issued a pair for his/her use alone. (a sample of gloves is shown in the pic below)



2. Helmets – These can be fewer in number since these are not used very often and can be shared. 10 Nos.



3. Punching bags – 10. These can be hung indoors or outdoors and be used for full force attacking. These can also be used for training in double handed lathi blows in a lathi charge.



4. Shields- These are required for practicing kicking etc. 15 nos. should be adequate.



5. Target pads – These are again for common use, for teaching punching and kicking. A set of 10 pairs should be enough.



6. Bean bags – 10. These are excellent for training in punching. These do not cost much and can not only be mounted on the walls of the training hall but also be put on the walls in the rooms / barracks of the trainees for continued practice. These cost about 100-150 Rs and can be stitched in-house, of

canvas fabric. These need to be filled with beans (2-3 kg. of Rajmah / kidney beans). As these get punched, the beans turn to dust and can cause coughing. Enclosing the beans in tough plastic sheets might help. Or a different stuffing material could be explored.



7. Shin Guards and Forearm Guards – These again should be personal equipment as they are likely to get sweaty. Trainees can be encouraged to buy a personal pair and the institute can also have 20-30 pairs available for common use. These can be used both for the shins and the forearms.



8. Chest guards - these are used for protecting the chest of an opponent while practicing punches. Common usage - 10 nos. should be adequate.



9. Judo mats – these can be used for falls and rolls and throws, if being taught. These should be adequate for creating a two-mat thick padded surface of

24"X18". These normally come on 6"X3" sizes, so 48 nos. would be adequate. These can be put edge to edge and a tarpaulin stretched over these and tucked in from all sides. This will require a tarpaulin of 30"X25" at least.

10. Props - Rubber knives (15), DP rifles and pistols for practice – 15 each can be issued from the armoury for practice.



11. Wing Tsun / Wooden dummy – 2 nos. These can be fabricated in-house (preferably) or punch



12. Human torso / Standing punching bag - 2 nos. each for practice.



13. TV and internet – sometimes it helps to show the techniques being applied in videos / movie clips. We can also show demos of these techniques

displayed by previous batches for motivation.

14. Still camera with facility for video – 1. These can be used for videography and review for ironing out mistakes and corrections.

Note: Most of this equipment is available online. NPA can be contacted for details of suppliers from whom they have sourced it.

1. Early and expert coaching in a modular form
2. Continued practice through basic training for making it a habit

Learning Outcomes in Yoga and Meditation:

By the end of this training module, police officers shall be able to:

1. Understand basic Yogasanas and meditation techniques and their therapeutic and other wide-ranging benefits and be able to perform these correctly.
2. Practice basic pranayama techniques
3. Learn to apply these techniques in cooling down during physical training, or in calming oneself in stressful situations and even as a healthy daily habit.
4. Develop affinity for practicing Yoga and meditation life-long and for learning advanced techniques.

Methodology:

1. Yoga should be taught in modular form.
2. A Yoga module of 15 periods can be conducted early in training (maybe the second month) and yogasanas included, by rotation, in the cooling down in PT.
3. Time permitting, another yoga / meditation module of 10 periods can be conducted in later part of training to help inculcate a lifetime habit of yoga and meditation in the trainees.
4. Some yogasanas can also be done after games for cooling down.

Illustrative Aasanas for the Yoga Module

S.No	Aasana
Standing	
1.	Suryanamaskar Asana
2.	Trikonasana
3.	Ardhachakrasana
4.	Padhastasana
5.	Taadasana
6.	Triyaktadasana
Sitting	
7.	Vajrasana
8.	Padmasana

9.	Ardhamatsyendrasana
10.	Vakrasana
11.	Shashankasana
12.	Mandukasana
Prone	
13.	Ardhasalabhasana / Salabhasna
14.	Bhujangasana
15.	Dhanurasana
16.	Makrasana
Lying down on back	
17.	Sarvangasana
18.	Halasana
19.	Markatasana
20.	Chakrasana
21.	Pawanuktasana
22.	Savasana
Pranayam	
23.	Kapalbhati
24.	AnulomaViloma
25.	Bhramari
26.	Ujjayipranayam

1. **Outsource this training to an expert organisation**
2. **Hands-on training and certification**
3. **State specific content - customisation as per prevailing field conditions**

Learning Outcomes of First Aid and Ambulance Drill:

By the end of this training module, police officers shall be able to:

1. Understand the importance of First Aid and Ambulance Drill to save lives.
2. Identify common signs and symptoms of life-threatening conditions and decide the kind of first aid measures to be taken up.
3. Be able to provide basic first aid and emergency care to victims as per correct protocol.
4. Coordinate emergency care with multiple responders along with preservation of evidence.
5. Conduct proper Ambulance Drill in shifting the victims while providing emergency care.
6. Adopt standard first aid procedures along with safe extraction plan in tactical scenarios like rioting and operations in hostile environments (Tactical medical care).

Methodology:

It is important that the uniformed personnel should have a benchmarked training as a medical first responder, trained and certified by an organisation, authorized to do so. This skill cannot be imparted effectively by showing some videos or be taught by any medical practitioner, unless they have the requisite training aids, which ensure hands-on training. Ideally, this training should be conducted as a module, as recommended here, in a 2-day module of 20 periods and comprising practices to respond to the envisaged oft-occurring situations. CPR training is of particular importance in this and must form a part of this module. The following should be kept in mind:

- First Aid and Ambulance Drill, including CPR, should be taught to address all types of typical situations like bleeding, snake bite, accidents, fractures, gunshot/knife injuries, etc. **It can also be customized for the situations faced in the State.** Evacuation drills for serious injuries such a head and spinal injuries should also be covered.

- This should ideally be modular and conducted for 2 full days towards the latter part of training, so that the certification remains valid for their initial period of active duty.
- Class size will have to be necessarily small for hands-on training, hence this should be started early to complete for a large batch, in small groups of 30-40 trainees each.
- A refresher training should be given periodically for recertification to all police personnel, as required, as these are life-saving skills and uniformed police personnel should know these skills.
- It should be outsourced to a reputable organization which can give a certificate on completion of the course and passing the evaluation examination.

1. **Impart First Responder skills and ability to coordinate with expert organisations**
2. **State specific content**
3. **Training by experts; NDRF personnel / Master Trainers prepared by NDRF**

Learning Outcomes of First Responder to Disaster Situations training:

By the end of this training module, police officers should be able to:

1. Understand the role of police as one of the first responders to disasters in coordination with other Govt and Non-Govt. agencies. Also be vigilant about the disaster vulnerability of their area of responsibility.
2. Understand the role of incident command system and chain of command in managing and mitigating disasters.
3. Identify types of natural and man-made disasters, their management cycle (prevention, preparedness, response, recovery) and the response protocols for each, while ensuring personal safety and safety of citizens and animals.
4. Understand the role of police in assisting other responders, including specialised response forces such as NDRF and SDRF.
5. Understand the role of police in ensuring security at relief camps and relief material distribution centers, crowd control, traffic management, VIP visits and media management.
6. Handle evidence preservation and related documentation.

Role of Police in Disaster Management

Disasters are on the increase due to climate change and development. The disaster events are also largely unpredictable and directly or indirectly affect all members of the society. India is the third worst-affected country in the world in terms of natural disasters.

The role of the first responders, including the police, is very crucial in taking various pre-emptive actions and initial response to save precious lives for the simple reason that there are expectations from the public at large from the uniformed personnel and normally police personnel are amongst the first to reach the spot. It would send a wrong message to the society if such personnel are unable to contribute

in saving citizens and property in such situations.

In order to undertake this significant task, it is important that police personnel are well- familiarized with their role in disaster response as first responders, learn some basic rescue skills and techniques and also know the DOs and DON'Ts for various contingencies.

Police may have to play a more proactive role in situations where the specialized agencies are not readily available or likely to take time to reach the incident site. In such situations, trained police personnel can also help to prepare a proper stage for intervention by the Specialized Forces, especially in situations like borewell incidents, building collapse, fire and other unforeseen hazards. This will help save valuable lives.

It is therefore felt that training in Disaster Management to police officials is of paramount importance in saving lives and will serve to enhance their respect in the society.

A 2-day Module, designed by NDRF and conducted by NDRF/SDRF personnel or Master Trainers, trained by NDRF/SDRF, should be conducted. This can be customized for the vulnerabilities of the particular state.

The details are attached as [Appendix F](#).

1. **Building mental strength and resilience**
2. **Adding to confidence and courage**

Learning Outcomes for training in Resilience:

By the end of this training module, police officers should be able to:

1. Face day-to-day challenges of police job with confidence, courage and clarity, thereby improving decision making and response.
2. Understand and manage their own feelings as well as recognise and influence the feelings of others.
3. Develop mental toughness and resilience, improve their ability to face challenges and in the face of adversity and failure, bounce back even stronger.
4. Take care of personal well-being.

The focus till now has been on physical fitness in police training and little or no attention has been paid to the 'instrument of the mind', which probably is a more powerful resource. Some mental toughening would take place in parallel with physical toughening no doubt, but a more targeted and focussed approach is required to ensure police personnel can manage the stress of their job better, be more resilient to depression and PTSD and, if possible, bounce back stronger from any downturn in life. This is a foundation on which behavioural norms for model police personnel can be reliably built, since they will be more self-aware and hence, more in control of their own emotions.

RESILIENCE TRAINING FOR THE LAW ENFORCEMENT

Research suggests that law enforcement is among the most stressful occupations in the world and officers typically suffer a variety of physiological, psychological and behavioural effects and symptoms (Rollin ,2013). Police officers experience mental strain in their daily activities, in part because of hypervigilance about their surroundings and also towards those with whom they interact (Junger, 2018). Repeated hypervigilance over an extended period of time can compromise officer wellness, leading to anxiety, lethargy, depression, and suicidal ideation (Police Executive Research Forum, 2018). Additionally, the emotional residue of exposure to traumatic incidents and the experience of others, leads to vicarious trauma and mostly

one is ignorant of it. These challenges can lead to severe mental health issues and loss of productivity, among officers. Psychiatric assessments of officers in a US police department found that 41% were classified as at high risk of a mental health condition (Collins and Gibbs, 2003) and 15% showed signs of post-traumatic stress disorder (PTSD) (Hartley et al., 2013). These connive to lower the efficiency of the personnel which in turn leads to further deterioration of officers wellness, resulting in a vicious cycle. In fact, a study in the UK concluded that on average 11 working days per officer were lost due to sickness, of which 25% was specifically because of stress (Brown, 1994). This is excluding the below optimal efficiency while on the job.

The situation will not be very different in Indian police, where the working conditions are tougher and there are no counselling services worth the name available for police personnel of any rank. High levels of stress would be impacting our functioning as well, from impatience to anger issues and over reaction to situations.

For police to transform from a 'warrior' force to a 'guardian' force, this vicious cycle has to be broken. Over the years many programs have been empirically researched and implemented in various police departments. Specialised training termed generally as 'officer wellness programs' have evolved to focus on enhancing mindfulness, cognitive behaviour changes, and resiliency (Lum et al., 2016). These types of interventions help officers become more aware of the causes of stress and proactively engage in practices to counter the effects of those factors. Such activities can include *pausing* to become aware of how the body is reacting to stress, using deep breathing and meditation techniques to achieve a state of calmness, and taking mindful moments to acknowledge thoughts and feelings (Christopher et al., 2016). Randomized controlled trial studies have demonstrated the benefits of resiliency and self-regulation training on reduced stress and depression (McCraty and Atkinson, 2012) and improvements in perceived wellness and the ability to cope with stressful situations (Garner, 2008).

EVOLUTION

The Final report of the US President task force on 21st-century policing identified officers' wellness and safety as one of the six basic priorities. With time and research, cultivating 'Resilience' has emerged as the top priority to ensure wellness.

RESILIENCE – THE NEW SUPERPOWER – APPLICABLE TO INDIAN SITUATION AS WELL

Resilience is the ability to navigate adversity and grow and thrive in the face of challenges (the University of Pennsylvania took 25 years to arrive at this definition). Resilience is an available superpower for all (Ed Pallas, 2022). It's like the muscle of the mind. Some are born with these muscles, but some need to develop them.

The good news is that it can be developed. It's a set of behaviours, thoughts and skills anyone can learn and develop to face adversities and emerge stronger. In a meta-analysis incorporating 60 studies and over 60,000 participants, individuals who scored high on resilience had fewer negative mental health indicators and higher satisfaction with life (Hu et al, 2015). This leads to higher productivity which in turn enhances resilience, forming a virtuous cycle.

The VALOR (Violence Against Law Enforcement Officers and Ensuring Officer Resilience and Survivability) Resilience training program

The vast array of empirical research led the US Department of Justice, Bureau of Justice Assistance (BJA) to envision a resilience training program for law enforcement supported by a US government grant in 2019. The program was developed by the Positive Psychology Centre (under the mentorship of Dr. Martin Seligman) of the University of Pennsylvania (an ivy league university specializing in behavioural studies) in association with the International Association of Chiefs of Police (IACP). The role of IACP was to adapt it to the requirements of law enforcement. A pilot study of the program was conducted in three different police departments before it was officially commenced. It is now being conducted in different departments in the US, including the education sector, US Army & Dept of Defence, Healthcare, Professional sports, Corporations and of course law enforcement. As per BJA directives, master trainers are selected and trained from all police departments and they would then train their individual agencies. Till date, VALOR has conducted over 3900 district level trainings and trained over 124,000 law enforcement officials.

This is possible to replicate in the Indian context, with the assistance of University of Pennsylvania or through the Indian academic / research institutions; reputable universities, NIMHANS, DIPR etc.

A brief of the program

Drawing on the foundational research of resilience, a list of protective factors that were critical to resilience was shortlisted. These critical factors were then consolidated into three themes

1. **MIND:** This module teaches skills that target awareness of self-talk, emotions, reactions and physiology, as well as enhanced self-regulation, realistic optimism and flexibility in thinking. The various components include
 - a. Learned Optimism - 100 Minutes
 - b. Avoiding Thinking Traps-115 minutes
 - c. Real-time Resilience- 50 minutes
 - d. Mental Games- 35 minutes

The skills that compromise the mind module are drawn primarily from cognitive-behavioural psychology and are designed to be used for skill building and not as a treatment. These are also empirically supported to reduce anxiety, social phobia, obsessive-compulsive disorder, PTSD, anger issues, depression etc. It produces marked relief in about 65 to 75 per cent of the persons (Beck et al, 1985).

2. **ENERGY:** The Energy Module teaches skills that target self-awareness of signs of physical and emotional depletion, self-regulation of energy levels, and self-efficacy by identifying Character strengths and long-term vitality to strengthen relations. The various components include;
 - a. Gratitude - 90 minutes
 - b. Deliberate Breathing - 20 minutes
 - c. Progressive Muscle relaxation - 40 min
 - d. Signature Character Strengths - 155 minutes
 - e. What keeps you whole? - 40 minutes

The skills in this module are drawn from different research literature. Research on gratitude has shown that it is a critical emotion that drives resilience and well-being (Emmons, 2007). Deliberate breathing is used in Yoga, tactical training, and Clinical Psychology with great effects. The study of signature character strengths is a cornerstone of positive psychology (Peterson and Seligman,2003). Some of the teachings of Yoga and Meditation can be incorporated into this module for improving the relevance for an Indian mindset.

5. **CONNECTION:** The connection module teaches skills that target strong

relationships supported by self-awareness of counterproductive patterns in conversation, self-regulation of emotions, optimism and flexible thinking. The two skills in the Connection module are

a. IDEAL model- 135 minutes

b. Joy Multiplier- 90 Minutes

Healthy relationships are critical to resilience and enhance functioning in a variety of domains including well-being, physical health, and trust at work resulting in optimum individual functioning (Wisdom and Wei, 2017).

The duration of the VALOR resilience training program is four days and adult learning pedagogy (case studies, experience sharing, activities etc) are used. An effective class size of 24 to 30 (in small groups of 7 or 8) has also been suggested.

Expected impacts

The CCJ task force on Policing (2020) reports that the expected impact of officers' wellness and resilience training includes preventing misuse of force, enhancing transparency and accountability, strengthening community trust, reducing racial disparities, and ensuring officer safety. Multiple other studies have also attested to its direct correlation to efficiency and productivity, improved decision making and response. It's as Hugo says, an idea whose time has come.

Recommendation for police training in India

This experiment is worth replicating in India for the overall wellness of police personnel. This could be studied by a body of experts and customised for Indian conditions and ethos. Some officers from IPS have also undergone such training, who can be roped in for organising a pilot project. Sh. Tejinder Singh Luthra, IPS and Sh. Sateesh Bino, IPS have undergone training in positive psychology by the University of Pennsylvania and can be resource persons.

Learning outcomes of Games -:

By the end of this training module, trainees should be able to:

1. Develop the qualities of sportsmanship, team spirit, camaraderie and fair play.
2. Play at least two outdoor sports, confidently enough to participate at the police station or sub divisional level.
3. Maintain physical fitness with regular participation in sports.
4. Contribute to developing a sporting culture in the organisation.

Trainees should be comfortable playing at least two team sports that are most popular in the State amongst policemen and, if possible, should also be made to learn one individual game well, that they can keep playing for fitness. Since the trainees will be busy with field visits, Route Marches and firing practices etc., for many days, hence the number of games periods is less than the number of training days.

As far as possible, the trainees should be allowed to play sports every evening when they are in the training institute. It is great stress buster and also teaches many values including camaraderie, teamwork, sense of fairness and justice and discipline.

Important!

It has been observed that many training institutions currently face limitations in terms of sports facilities, which are often inadequate to accommodate the entire batch of trainees simultaneously. Additionally, the number of qualified sports coaches at these institutions is insufficient to effectively conduct training for large groups. Due to these constraints, the institutions are unable to fully utilize the time allocated for games and sports in the training schedule. Therefore, a large percentage of trainees sit or stand on the side lines and this training time is not effectively utilized for them.

To address this issue, it is suggested that only as many trainees as can be comfortably accommodated and properly trained with the available sports facilities and coaching staff be assigned to the games period at any given time. This can be managed through a roster system, **ensuring that over a set cycle, each trainee receives equal exposure, at least thrice a week, in sports and athletic activities.**

Meanwhile, trainees who are not engaged in sports during a particular period can be productively assigned to other outdoor subjects. Special emphasis should be placed on subjects that require consistent practice to develop and refine operational

skills. These may include Drill, dry firing, weapon handling, CIVPOL tactics, Weaponless Defense (WD), weak areas, Not Attended Parade (NAP) and similar activities.

State training institutions can structure this rotational system based on the specific facilities and resources available at their respective centers.

Since this activity is important to the making of a uniformed officer, all games periods must not be diverted for other subjects. The institute should ensure that even if a roster system is put in place for giving this exposure to the trainees, because of lack of sports facilities, all trainees must enjoy at least 3 periods of games every week.

The following sports and coaching could be thought of:

S. No.	Sports
1)	Outdoor sports (Volleyball, Basketball, Handball, Football, Hockey, Cricket, Kho Kho, Kabbadi, other traditional Indian sports etc.)
2)	Indoor sports, if available (Table Tennis, Badminton)
3)	Coaching in athletic events for preparing for the athletic competition
4)	Swimming training in case the institute has a pool. This training should be given in a modular manner, that is, train a small group for 2-3 weeks continuously till they learn, before starting the second group.

12. Annual Athletic and Sports Meet 15 Periods

Objective: The trainees should be given an opportunity for honing their athletic potential for their personality development and encouraging healthy competition.

Coaching in events of the athletic meet and games should be given early in training, preferably in the first three months, so that the trainees can choose their events and practice. The Meet can be held across 3 days @ 5 periods each day. The Athletic Meet can be scheduled in the last month of training.

13. Passing Out Parade 40 Periods

The last two weeks can be devoted to the PoP practice. These weeks will still have time for indoor periods for revision, mentoring, counselling, attitudinal training, training in 'standards of behaviour' etc., since the trainees would practice parade only in the morning and the afternoon. But the indoor load should be kept low so that they can get adequate rest from long parade practices. Check this with Renuka/Nipuna.

14. Final Exam

40 Periods

As mentioned in the beginning of this document, 13 full days have been left for final examinations, which will mostly be used for Indoor exams. These days can be used for outdoor exams as well, but normally the trainees are left free to study during indoor exam days and not involved in outdoor activities or exams. Therefore, these additional 40 periods have been left for organizing outdoor exams.

Ideally, outdoor exams should be dispersed across the duration of training. Exams can be conducted sometimes with the end of a module, e.g. the final Firing module can have the exam scheduled at the end of it. These mid-term exams would give an opportunity for examining the trainees when they would be in practice and auditing the progress and efficacy of training for making any corrections/intervention for improvement.

15. Swimming and driving:

Objective: Ideally, police personnel of all ranks should have this skill for saving their own lives in water and for crossing water bodies as obstacles. Basic training envisages imparting basic swimming skills and not life-saving skills for drowning persons as that is a higher-level skill and needs more time.

The qualifying standards given below are the ones followed at SVP NPA. States can customize as required as long as they ensure the trainees learn to save themselves from drowning.

S.No.	Qualifying benchmarks
a	The trainee should be able to float for 2 minutes.
b	The trainee should be able to complete 50 meters swimming within 3 minute 30 seconds without any stops.
c	The trainee has to jump feet first from the 3-meter diving board into the pool, to get over fear of water.

- Since many of the trainees may be good swimmers, we may identify such trainees at the beginning of training and impart rescue and life-saving skills to them. These personnel can then be identified and documented so that field formations can use them on occasions requiring these skills. As a rough guide, we may try and train 5% of the trainees in these skills.

No periods have been allotted for swimming in the constable's syllabus. If the infrastructure for swimming is created as a central facility, these recruits should be sent there for 3-4 weeks for learning swimming and driving after the completion of basic training.

If the infrastructure for swimming, of sufficient capacity, can be created in each training institute, then this training can be incorporated in Basic Training during Games, on weekends or in the periods left for State-specific content in Outdoor Training.

Most recruits these days know 2-wheeler or even 4-wheeler driving. Considering the importance of these skills for normal policing duties, constable trainees must know 2-wheeler driving at least. For this, the non-drivers can be identified at the beginning of training and 2-wheeler driving training can be outsourced to an outside agency, preferably, which would be required to get adequate number of trainers and 2 wheelers to the training institute on weekends to organize driving classes. This training again should be given in a modular manner and learner's licenses made for all such non-drivers before they complete their training for going to the field.

16. Feedback system

Regular feedback should be obtained from trainees regarding various aspects of outdoor training activities. The objective is to enable timely corrective measures to address training gaps and to enhance the overall quality of training. This process will also contribute to greater transparency and accountability within the training ecosystem and be of some motivational value to the trainees, who would then have some say in their own training.

Trainees may submit individual feedback on a weekly basis using a standard format developed by the training institutes (Model feedback format is given in [Appendix G](#)). These formats should cover key elements such as content, methodology, and the overall effectiveness of each training input. Feedback may also be collected through digital platforms to streamline the process.

In addition, group feedback sessions can be conducted by the CDI (Chief Drill Instructor) / Assistant Director (Outdoor Training) on a monthly basis. To further encourage open dialogue, interactive sessions may be held by the Director of the institute a few times during the course.

Based on the feedback received, Action Taken Reports (ATRs) should be prepared and reviewed. These reports can also be discussed in faculty meetings chaired by the Director of the Academy/Institute.

17. State Specific Training – 18+161 (highlighted in yellow) = 179 periods (23%)
State Specific Inputs – (highlighted in yellow)

S.No.	Subject	Input	Periods
1.	Physical Training	State specific training for hill, desert and river area obstacles can be customised for OC (OBSTACLE COURSE)	6
2.	Weapon Training	7.62mm or INSAS Light Machine Gun (LMG)+ Other weapons	3
	Drill	Drills with arms (each weapon is state specific)	15
3.		Squad and Ceremonial Drill	12
4.		Situational riot drills	7
5.		Simulation of riot and its control	10
6.		First Aid and Ambulance Drill	20
7.		Tactics	Tactics for rural areas and jungle
8.	Police Patrol		3
	Day-long field visit		10
9.	Day-long field visit for Surveillance		10
10.	CIVPOL Field Ops	Day-long field visit in an actual Protectee visit	08
11.		Bandobast duties – visit to major L&O arrangement	5
12.		Installation security	02
13.	First Responder to Disaster Situation		20
	Total		161

APPENDICES

Appendix A

Less Common PT Exercises

Fartlek Run - <https://youtu.be/6KBBPOlyMWw>

Balancing exercise-

<https://youtu.be/E3j7nJyqLys> TRX exercise -

<https://youtu.be/AbKGAJWAxj0> 5BX-

https://youtu.be/DZrPZ7_-6ww

HIIT exercise programme- <https://youtu.be/8tgNuKZqz7I>

Micro workout- <https://youtu.be/xeQ2i7Gwlvo>

Appendix B

Take away exercises

'Fitness for Life' - Some effective 15–30-minute physical training modules, suitable for both men and women, have been shown below. These routines focus on strength, endurance, flexibility, and overall physical fitness. The programs provided are suggestive only. Individuals are advised to choose and modify them according to their fitness levels and medical conditions. These are for ensuring that the trainees continue to maintain their fitness in spite of lack of time or facilities / equipment by exercising even for 15-20 minutes every day, and striving for 'Fitness for Life'.

A.

1. High-Intensity Interval Training (HIIT) (15–20 min)

Warm-up (3 min): Jumping jacks, arm circles, bodyweight squats

Workout (12–15 min, 30 second work/15 second rest per exercise, repeat 3 rounds)

1. Burpees
2. Push-ups
3. Squats
4. Mountain climbers
5. Plank hold

Cool down (2 min): Stretching

2. Bodyweight Strength Training (15 min)

Workout (3 sets of 10–12 reps each)

1. Push-ups
2. Squats
3. Lunges
4. Plank (30-60 second holds)
5. Triceps dips (on a chair)

3. Tabata (4 min rounds, total 16 min)

Structure: 20 second exercise, 10 second rest (repeat each exercise 4 times before switching)

Round 1: Squat jumps

Round 2: Push-ups

Round 3: Mountain climbers

Round 4: Burpees

4. Functional Fitness (15 min)

Circuit (2 rounds, 45 second per exercise, 15 second rest)

1. Kettlebell swings (choose weight according to strength level)
2. Deadlifts (dumbbells) (choose weight according to strength level)
3. Farmer's walk (choose weight according to strength level)
4. Russian twists
5. Wall sit

5. Core Strength (15 min)

Workout (3 rounds, 40 sec per exercise, 20 sec rest)

1. Plank
2. Bicycle crunches
3. Leg raises
4. Russian twists
5. Dead bug

6. Yoga Flow (15 min)

Poses (Hold each for 30–45 sec, repeat 2 rounds)

1. Downward dog
2. Warrior II
3. Chair pose
4. Cobra
5. Child's pose

Each of these workouts can be done at home or in a gym with minimal equipment.

B. 5BX and XBX plans can be followed by men and women respectively.

The 5BX plan for men can be seen here:

http://fit450.com/HTML/5BX_Intro.html

The XBX plan for women can be seen here:

http://fit450.com/HTML/XBX_Intro.html

C. 15-20 minutes Yoga program:

15 TO 20 MINUTES YOGA FOR FITNESS			
Body Warmup	1. Yogic Jogging	30 seconds	
	2. Side Jump (20 times)	20 seconds	
	3. Clap up (20 times)	25 seconds	
	4. Twisting (10 times each side)	20 seconds	
	5. Rocking & Rolling (Rocking like a ball) – Up & down 5 times	15 seconds	
	6. Side to side (5 times each side)	20 seconds	
Asanas	1. Surya Namaskar – 2 sets (4 Surya Namaskars each)	2 minutes	
	2. Tiryak Taadasan – 3 times (5 seconds holding each side) -	1 minute	
	3. Parivrattra Trikonasan – 3 times (5 seconds holding each side)	1 minute	
Cooling down & Stretching Asanas	1. Kandhrasan – 3 times, 5 sec holding	30 seconds	
	2. Pawan Mukhtasan – 3 times, 5 sec holding	30 seconds	
	3. Markatasan - 3 times	30 seconds	
Pranayama	1. Kapaal Bhati Pranayam	2 minutes	
	2. Anulom Vilom Pranayam	2 minutes	
	3. Bhramari Pranayam - 3 times	1 minute 30-seconds	
Relaxation	1. Shavasan	2 minutes	

Appendix C

Drill Nursery





Appendix D

Pinnacle Exercise

One-Day Tactical Field Training Exercise (FTX) for Police Special Operations

Objective:

To simulate real-world combat-like scenarios enhancing tactical awareness, teamwork, and decision-making under stress, focusing on critical skills such as suspect handling, terrain navigation, IED response, ambush tactics, and operational planning.

When: This should be held towards the end of training, once all the inputs in tactics have been completed.

Phase 1: Pre-Mission Briefing (0600–0730 hrs)

- Location: Tactical Operations Center (TOC)
- Overview of the Mission: A suspected insurgent group is planning an attack on a critical infrastructure. Intelligence indicates their movement through a forested region with undulating terrain and high likelihood of ambushes and IED threats.
- Assignment of Roles: Team Leader, 2IC, Fire Teams, IED Specialist, Medic, Intelligence Collector.
- Briefing on ROE, Comms Plan, and Extraction Route
- Issue of Kit and Specialized Equipment: Stun grenades, trip flares, buzzer alarms, communication devices, and medical kits.

Breakfast: 0730 - 0800 hrs

Phase 2: Movement to Target Area – Enroute Suspect Encounter (0800– 0930 hrs)

- Situation: During tactical movement via jungle terrain, a lone individual is spotted trying to evade detection.
- Drill: Suspect Search and Interrogation
- Troop Reaction: Immediate perimeter set-up. Suspect subdued using manoeuvre drill.
- Search: Pat-down and bag inspection conducted under cover.
- On-Site Interrogation: Conduct tactical questioning—gather information on enemy presence, routes, traps, and planned ambushes.
- Information Gained: Confirms presence of obstacles and enemy deception tactics ahead.

Phase 3: Obstacle Clearing in Defile/Narrow Terrain (0930–1100 hrs)

- Drill: As the team proceeds through a defile/narrow terrain, they encounter man-made obstacles (barbed wire, logs, spike traps etc).
- Obstacle Clearing Drill: Covered clearing, alternating movement, use of shields if available.
- Grenade Use: Use of stun and sound grenades at choke points simulating sudden enemy contact.
- Objective: Test reflexes and combat alertness under disorientation conditions.
- Fire & Move: Leapfrogging movement drill under simulated fire from hidden enemy actors.

Phase 4: IED Detection and Disposal (1100–1200 hrs)

- Scenario: A tripwire is detected by the point man, linked to a simulated IED rig.
- IED Drill:
- Immediate Reaction: Freeze, set up cordon, and confirm threat.
- IED Specialist Action: Simulated disarmament using dummy device.
- Trip Flare and Buzzer System: Trainees encounter and trigger flares and buzzers placed randomly to simulate unexpected enemy traps.
- Purpose: Enhance sensory alertness and stress exposure.

Phase 5: Ambush and Counter-Ambush (1230–1400 hrs)

- Situation: As the team continues patrol, they walk into a pre-planned ambush with simulated blanks.
- Immediate Action Drill: Take cover, return fire, identify flanking positions. Teach Innovative responses to avoid predictability.
- Flanking Team Maneuver: Suppress enemy while second team moves to neutralize. □ Counter-Ambush Training: Observation of terrain, scan for signs of deception.
- Deception Drill: Discovery of misleading signs (fake boot prints, wrong direction arrows, disguised markers). Teams must assess and adapt their movement accordingly.

Phase 6: Harbor and Surveillance (1400–1600 hrs)

- Drill: Establish Harbor Area
- Perimeter Security: Sentry posts, noise/light discipline.
- Camouflage Techniques: Natural foliage, low profile concealment.
- Surveillance Task: Deploy two-man team for covert surveillance on a mock insurgent hideout (Or receive GR/Coordinates of insurgent hideout).
- Use of binoculars, field notebook, and time logs.
- Information Gathered: Enemy strength, shift timing, weapon locations. Team identifies opportunity for raid.

Phase 7: Raid on Objective (1600–1730 hrs)

- Planning Phase (10 min): Quick task allocation based on surveillance input.
- Execution:
- Approach in Silence: Use natural cover, maintain comms blackout.
- Dynamic Entry Drill: Flash/sound grenade at entry, room-clearing, suspect apprehension.
- Evidence Collection: Dummy IEDs, weapons, maps etc.

Phase 8: Debrief and After-Action Review (1800–1900 hrs)

- Location: TOC
- Performance Review: Each squad reports observations, difficulties, and tactical errors.
- Lessons Learned: Emphasis on teamwork, threat detection, controlled aggression.
- Feedback from Instructors: Video playback from body-cam footage if available.
- Documentation: Field reports, map annotations, post-mission summaries.

Appendix E

Weaponless Defense Precs (as followed in SVPNPA)

<https://drive.google.com/file/d/19CLtTha4DOW1G0H4TnAumVuR7eduKTcQ/view?usp=sharing>

Appendix F

NDRF / SDRF Module

Overview –

Police organisations play a pivotal role in disaster management scenarios. In majority of disasters, police personnel will invariably have to step into the first responders role given their proximity to the incident site and expectations of the people. Therefore, considering the disaster profile of the country, it is imperative that disaster management is embedded in the role and tasks of the police as an integral function. State & district level authorities cannot afford to wait for response from specialized forces such as NDRF all the time. Moreover, on many occasions, it might not be feasible to obtain/deploy Armed forces and NDRF. Hence, state police must prepare itself as a first responder and also play a supporting role as and when specialized Forces step in for critical operations.

Men and women in uniform are the most visible and disciplined government representatives, nearest to the people in challenging times. Termed as 'First Responders', their role during the initial phase of an incident becomes critical on account of the following factors:

Local police are generally the first to arrive on the scene. It has the best opportunity for saving lives and property before the disaster and in the Golden Hour after disaster has struck. Hence should have the basic knowledge and skills to perform effectively.

It possesses well integrated communication/ information system. It is familiar with local demography & topography. It has a wide reach and coverage in their area of responsibility.

It has better knowledge of local customs, traditions, feelings, language and mindsets. People recognise & perceive police as a natural first responder.

Purpose-

The training program is designed to prepare the Subordinate Police officers at the cutting-edge level to plan, coordinate and respond promptly and effectively in the disaster scenarios as and when required.

Nomenclature of the Course–

DISASTER MANAGEMENT TRAINING FOR SUBORDINATE POLICE OFFICERS

Aim of the Course–

To acquaint the subordinate police officers with the disaster management aspects.

Objectives of the Training-

The training will be organised to impart the knowledge and skills to the participants and enable the following:

Get familiarised with the general Disaster management framework of the country.

Provide them with an overview of an organised approach to disaster response with knowledge provided primarily in the fields of rapid assessment, surface rescue, and initial medical care.

To create an awareness of the generic hazards and risks specific to the AOR/jurisdiction.

To enable participants to conduct a survey of the affected areas, record, collate and share appropriate information.

To enable participants to perform simple search and rescue techniques and render basic life- saving measures.

To link community-based response with the organized local emergency services.

To enable participants to organize volunteer rescuers on-site, providing leadership and direction to the local community.

To coordinate and collaborate with the NDRF and other stakeholders during the response phase.

Participants-

Designated Police subordinate officers at District/state level.

Curriculum –

The training curriculum for imparting the knowledge to the participants will be based on the key responsibility area.

Methodology-

The learning outcomes will be achieved by way of lectures, demonstration, tabletop/mock exercises.

Time frame –

Duration of the course	02 days
No. of periods in a working day	10 Periods
Total periods available	02x 10 = 20 Periods

Daily schedule-

TIMINGS	NO. OF PERIODS
0830-0910	I Period
0915-0955	II Period
1000-1040	III Period
1045-1125	IV Period
1125-1140	TEA BREAK
1140-1220	V Period
1225-1305	VI Period
1305-1435	Lunch Break
1435-1515	VII Period
1520-1600	VIII Period
1600-1615	Tea Break
1615-1655	IX Period
1700-1740	X Period

Block syllabus-

SL No.	Training Module	Periods to be assigned			
		Theory	Demo	Pract.	Total
	Role & Tasks of Police during disasters – Action as First Responder	01	-	-	01
	Disaster governance in general	01	-	-	01
	Disaster management framework in India	01	-	-	01
	Overview of Incident response system (IRS) and Emergency operations management center (EOC) in India	01	-	-	01
	Community based disaster management (CBDM) – Conduct of Familiarization Exercises (FAMEx), Community Awareness Programmes (CAPs) and School Safety Programs (SSP)	01	-	-	01
	Emerging technologies in disaster management – Familiarization with life saving devices	01	01	-	02
	Overview of Search & Rescue (SAR) Operations-	01	01	-	02
	Management of Trauma & medical emergencies during Disasters	01	01	01	03
	Overview of CBRN Emergencies	01	01	-	02
	DOs and DONTs for various disaster-related emergencies	01	01	-	02
	Effective coordination framework with NDRF & other stakeholders	01	-	-	01
	Case study on state/district/city specific disaster response Preparation for worst-case scenario	01	-	-	01
	Tabletop exercise (TTX)/Scenario based mock exercise on disaster response	01	-	01	02
Total		13	05	02	20

Appendix G

Outdoor Training Feedback Format

Subject	
Topic	
Faculty	
Date of Period	

Presentation, Effective Communication and Sufficient Practice Time Given	Excellent	
	Very Good	
	Good	
	Average	
	Satisfactory	

Absorption of Inputs Given	Excellent	
	Very Good	
	Good	
	Average	
	Satisfactory	

Focus on Individual	No difficulty	
	Some difficulty	
	Great difficulty	

Proper Warm-Up and Cool Down	No difficulty	
	Some difficulty	
	Great difficulty	

Any other Remarks	
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Constable (Recruit)
Final Examination Evaluation Pattern

Paper 1- PT

S.No	Event	Marks (150)
1.	Half Squats in one minute (Male-36, Female-26)	10
2.	Push up in one minute (Male-36) / Knee bent Push ups for (Female-26)	10
3.	Sit ups in one minute (Male-36, Female-26)	10
4.	Chin ups (For Male- 08) / (For Female 100 Sec holding)	10
5.	1 Mile Run for Male - 06:20/ 1 Kms Run for Female – 04:45	10
6.	5 mtr Shuttle run in one minute (Male-17, Female-15)	10
7.	Plank (Male-4 Min., Female - 02.30 Min.)	10
8.	Vertical Rope Climbing 3 rd Class (For Male – 12 feet / For Female 10 feet)	10
9.	5 Kms Road Run	40
10.	Obstacles course (For Male – 15 event/ for Female – 12 events)	30

Criterion of Evaluation of 5 Kilometre Running

A. For Male-

Up to 25 Minutes 40 Marks
Up To 28 Minutes 32 Marks
Up To 30 Minutes 24 Marks.

(Mandatory to get 24 Marks to pass the paper)

B. For Female-

Up To 32 Minutes 40 Marks
Up To 34 Minutes 32 Marks
Up To 36 Minutes 24 Marks.

Paper 2- Weapon Training and Firing

S.No	Weapon	Marks (300)
1.	7.62 mm SLR	20
2.	5.56 mm INSAS Rifle	20
3.	7.62 mm AK Series Rifle	20
4.	7.62 mm LMG or 5.56 mm INSAS LMG	20
5.	9mm Pistol	20
6.	9mm Carbine Machine Gun	20
7.	5.56 mm INSAS Rifle Firing a. 5 Rds Grouping fire, Range 100 Yards, Target – 4x4, Position – Laying supported, Marks - 30 b. 5 Rds Application fire, Range 100 Yards, Target – 4x4, Position – Kneeling, Marks – 30 c. 5 Rds Snap Shooting, Range 100 Yards, Target – 22”, Position – Laying supported, Marks - 30	90
8.	7.62 mm SLRFiring a. 5 Rds Grouping fire, Range 100 Yards, Target – 4x4, Position – Laying supported, Marks - 30 b. 5 Rds Application fire, Range 100 Yards, Target – 4x4, Position – Kneeling, Marks – 30 c. 5 Rds Snap Shooting, Range 100 Yards, Target – 22”, Position – Laying supported, Marks - 30	90

Criterion of Evaluation for firing

S.No	Type of fire	Size/Hit	Marks
1.	Grouping fire	2 Inch	30
		3-4 Inch	27
		5-6 Inch	24
		7-8 Inch	21
		9-10 Inch	18
		11-12 Inch	15
2.	Application fire	Bull	6
		Inner	5
		Magpie	4
		Outer	3
3.	Snap Shooting	Per hit	6

Paper 3- Drill

S.No	Event	Marks (250)
1.	Turn Out	30
2.	Drill without arms	60
3.	Drill with arms	60
4.	Rifle exercise	20
5.	Funeral Drill	20
6.	Guard Mounting	20
7.	Guard of Honour	20
8.	Ceremonial Drill	20

Paper 4- Crowd Control Drill

S.No	Event	Marks (150)
1.	Identification of Riot control gear	10
2.	Wearing of gear in one minute	10
3.	Lathi Drill	10
4.	Concept of buddy pair	10
5.	Extended line formation	10
6.	Embussing and Debussing drill	10
7.	Use of barricades, ropes and whistles and how to push/control crowd	10
8.	Subject Control Drills for Crowd Management	10
9.	Tear Smoke Munition	30
10.	Pump Action Gun	20
11.	Riot Drill	20

Paper 5- Tactics

S.No	Event	Marks (650)
1.	Field Craft and Tactics	25
2.	Navigation and Map Reading	75
3.	Jungle Tactics/Survival Camp (Marks will be given by AD Outdoor after conducting camp)	150
4.	Route Marches (Marks will be given by AD Outdoor after conducting route marches)	50
5.	Explosive and IEDs	50
6.	Police Tactics	300

Paper 6- Weapon less Defence (Self-defence)

S.No	Event	Marks (150)
1.	Stances	20
2.	Foot Work	20
3.	Hand Strikes	20
4.	Kicks	20
5.	Blocks	20
6.	Reflex Blocking	30
7.	Falls and Rolls	20

Paper 7- Yoga and Meditation

S.No	Event	Marks (50)
1.	Standing Aasana	10
2.	Sitting Aasana	10
3.	Prone Aasana	10
4.	Lying down on back Aasana	10
5.	Pranayam	10

Paper 8- First Aid and Ambulance Drill -

75 Marks

Paper 9- Disaster Response

-

75 Marks

District Practical Training

- Total duration of Constable training will be 12 months (9 months - Basic Training includes 60 sessions for domain expertise training and 3 months – District Practical Training,).

A-Outline of District Practical Training

Sr. No.	Duration	Assignment	Details	Marks Based On	Marks
01	One week	Assignment-1	Registry, P.S.O. / CCTNS: Comprehensive understanding of Registers maintained by PSO and registry branch role of PSO at the police station	Report submission	10
02	One week	Assignment -2	Modus Operandi Branch / Finger Print: Maintenance of records, understanding of MCR Card, History sheet etc.	Report submission	05
03	One Week	Assignment -3	- Crime Writer Head Constable - Understanding of duties of crime writer head constable - L.I.B. (Special Branch) - Understanding of confidential records, all schemes related to crisis/disaster/strikes/contingencies. Passport / Job / Character verification certificate, Alert inputs, political HS, Internal vigilance	Report submission	10

04	One Week	Assignment -4	Account Writer Head (4 days): Understanding about accounts, leave records, pay bills, supply from stores etc. Wireless (3 days): Understanding of communication equipment, channels and frequencies according to purpose.	Report submission	05
05	One Week	Assignment -5	Traffic: Understanding problems related to traffic and observational possible solutions for the same. Ideas to facilitate smooth movement of traffic.	Report submission	05
06	One Week	Assignment-6	S.P. / D.C.P. Office: Observing the role and functions of office.	Report submission	05
07	Three Weeks	Assignment -7	Outpost /Chowki Knowing topography of OP/Chowki/ Police station during this session, trainees should assist / accompany enquiry of applications/ crime investigation/ raid by outpost/ Chowki in charge.	Report submission	20
08	One Week	Assignment -8	Understanding the process of issuing notice, summons and warrant, identifying warrantee, collection of intelligence, maintaining secrecy of task, notice checking of HS, MCR, absconder and maintenance of register etc.	Report submission	10
09	One Week	Assignment -9	Assisting duties to maintain law and order in Bandobast at various functions like VIP Bandobast, rallies, religious festivals, mela, night patrolling, red alert, Naka bandhi etc.	Report submission	05
10	One Week	Assignment -10	Attachment with police station in eco sensitive zone/ marine area/ border To understand the specific role and responsibility Understanding the wildlife related crime. Crime related to land, water, air and noise pollution.	Report submission	05
Total					80

B-List of Visits during District Practical Training

Sr. No.	Topic	Details	Marks Based On	Marks
1	Visit to Chemical/ Fertilizer / Pesticides Industries Visit to Dam/Hydro Electricity Plant/ Solar power plant	To Understand the problems pertaining to air, water and noise pollution and its effect on environment To understand the process of power generation and its effect on climate change	Documentation	05
2	Visit to Jail / Sub Jail	To understand roles, responsibilities and Duties.	Documentation	05
3	Visit to NGO related to LGBTQIA+	To understand issues pertaining to the LGBTQIA+ Section	Documentation	05
4	Visit to Eco-tourism / Tourist center	To understand the importance of Ecology and Ecosystem and problems related to tourists –Identifying the problems related to tourists and finding out innovative solutions	Documentation	05
			Total	20

Assessment Scheme of District Practical Training

- As per the prescribed outline of practical training, a trainee constable will have a 12-week attachment session with the police station.
- Note: Assignment **submission** may be in the form of a written Report / **Project** / PPT.

Sr. No.	Details	Marks Based On	Marks
1	Assignments	Submission	80
2	Visits	Submission	20
Total			100

- **Method of evaluation:**

- Minimum of 50% marks is required to qualify for District Practical Training.
- The Police Station In charge Officer will give marks based on the performance of the trainee.
- The Deputy Superintendent of Police (Sub Divisional Police Officer) will review marks based on the submission.
- The Superintendent of Police will finalize the marks and give intimation to Police Training Academy.
