

OFFICE OF THE DIRECTOR GENERAL OF POLICE, RAJASTHAN. JAIPUR

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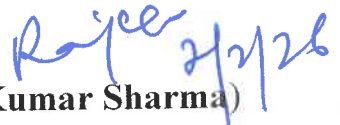
STANDING ORDER 05/2026

In suppression of the Standing Order no 12/2015 dated 07.08.2015 for the Four-month Basic Training and Eight-Month Professional Training course issued for the newly recruited Recruit Constables (Band) of Rajasthan Police the attached new Syllabus for 12 months is hereby issued. The order shall come into effect immediately. The curriculum is divided into two parts:-

First: Basic Training - Four months

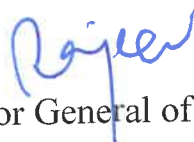
Second: Professional Training - Eight months

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 (Band)

Basic Course

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Annual Plan of Constable Training

Sr. No.	Details	Duration
1	BASIC TRAINING	04 months
2	SPECIALIZED TRAINING FOR CONSTABLE (BAND)	08 months
Total		12 months

Basic Programme for Constable(Band) Training

Sr. No.	Details	Days
1.	Training duration a. Basic course b. Band Specialized Training	12 Months a. 4 Months (120 Days) b. 8 Months
2	Break up for Basic Course a. Sundays b. 2 nd and 4 th Saturdays c. Government Holidays	a. 16 b. 08 c. 08 Total 32 Holidays
3	Working days	88
4	Zero week	03
5	Mid-term break	04
6	Final examination	06
7	Training days	75
8	Total days available for indoor sessions	75
9.	Number of sessions per day	6 sessions in a day 75 x 6 = 450 sessions Total 450 Sessions
10.	Total indoor sessions (75 days)	Total 450 Sessions for basic training A. 14 Sessions for Domain Expertise B. 16 Sessions for Outdoor (Hybrid Training)
11.	Total sessions available for indoor training	420 sessions
12.	Band Specialized Training	08 months

Indoor Teaching Syllabus

Serial No.	Name of Paper
Paper – 1	Criminal Law A. Bharatiya Nyaya Sanhita 2023 B. Central and State Minor acts and Special Laws
Paper – 2	Procedural Law A. Bharatiya Nagarik Suraksha Sanhita 2023 B. Bharatiya Sakshya Adhinyam 2023
Paper – 3	ICT and Basic Knowledge of Cyber Crime
Paper – 4	Personal Development & Ethics and Accountability
Paper – 5	Police Organization and Administration A. Police Organization - Central and State B. Administration and Service Matters
Paper – 6	Internal Security and Public Order

Paper wise Sessions		
Sr. No.	Paper	No. of sessions
1	Criminal Law A. Bharatiya Nyaya Sanhita 2023 B. Central and State Minor acts and Special Laws	80
2	Procedural Law A. Bharatiya Nagarik Suraksha Sanhita 2023 B. Bharatiya Sakshya Adhinyam 2023	80
3	ICT and Basic Knowledge of Cyber Crime	70
4	Personal Development & Ethics and Accountability	60
5	Police Organization and Administration A. Police Organization - Central and State B. Administration and Service Matters	60
6	Internal Security and Public Order	70
Total		420

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

Sr. No.	Place Of Visit	Details
1	Visit to Police Control Room / 112	Understanding the role and functioning of control room
2	Sub Divisional Magistrate/Executive Magistrate office and interaction	Coordination with civil authorities
3	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.
4	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
5	Jail	Concept of crime, recidivism, Inmates living condition and transformational initiatives.
6	Visit to FSL	Understanding of practical aspects related to forensic science
7	Cyber Control Room (1930)	Practical learning about investigation of cyber-crimes, modus operandi etc..
8	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
1	Night patrolling	Relevant rules from respective state police manuals and standing orders
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)
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
9	Guard and Sentry duty and treasury	Relevant rules from respective state police manuals and standing orders
10	Police escort with prisoners	Section 259,260,261,262,263,264,265,266,269 Of BNS 2023 and 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
13	VIP Security	It should be done in coordination with the outdoor during integrated practical module i.e. VIP security

EXAMINATION AND EVALUATION

DISTRIBUTION OF MARKS				
SR. NO.	SUBJECT	EXAM	WEIGHTAGE (%)	MARKS
1	CHAPTER 1 TO 9	MCQ/VIVA/ETC	60 %	600
2	PAPERS 1 TO 6	FINAL EXAM	40 %	450
		TOTAL	100 %	1050

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 9.
- 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	60
2	Preventive Measures	40
3	Police Procedures	40
4	Juvenile offences	30
5	Body Offences	30
6	Gender related Crime	40
7	Road Safety	40
8	Property Offences	20
9	Economic Offences	20
10	Cyber crime	60
11	Riot and Public disorder	40
12	Offences related to Public Servants	40
13	Offences related to Public Safety and Nuisance	30
14	Coordination	30
15	Disaster Management	40
16	Security – Internal and National	40
Total		600

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

DISTRIBUTION OF MARKS: FINAL EXAM			
Sr. No.	Paper	Sessions	Marks
1	Criminal Law A. Bharatiya Nyaya Sanhita 2023 B. Central and State Minor acts and Special Laws	80	100
2	Procedural Law A. Bharatiya Nagarik Suraksha Sanhita 2023 B. Bharatiya Sakshya Adhinyam 2023	80	100
3	ICT and Basic Knowledge of Cyber Crime	70	75
4	Personal Development & Ethics and Accountability	60	50
5	Police Organization and Administration A. Police Organization - Central and State B. Administration and Service Matters	60	75
6	Internal Security and Public Order	70	50
Total		420	450

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

Domain Expertise (Total duration: 14 Sessions) (2 sessions per topic)	
Sr. No.	Topic
1	Community policing
2	Terrorism/Extremism/Coastal security
3	Student Police Cadet programme
4	Intelligence Gathering / Surveillance
5	Gender Sensitization
6	CCTNS/ Various Software/Application/Tools used by states
7	Compassionate policing

Paper– 1: Criminal Law
Part A - Bharatiya Nyaya Sanhita 2023
Total: 45 Sessions

Sr. No.	Chapter/Section	Details	Importance	Method	Nos. of Session
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, PPT, group discussion and group presentation	05
2	Chapter 4 (Section 45 - 62)	Abatement Criminal conspiracy			02
3	Chapter 5 (Section 63 - 99)	Of Offences against woman and child			05

4	Chapter 6 (section 100 - 146)	Of Offences against the human Body			08
5	Chapter 7 (Section 147 - 158)	Of Offences against the State			02
6	Chapter 9 (Section 169 - 177)	Of Offences relating to Elections	Lower Weightage		01
7	Chapter 11 (section 189 – 197)	Of Offences Against the public tranquility			02
8	Chapter 12 (Section 198 - 205)	Of offences By or Relating to Public Servants	Higher Weightage		02
9	Chapter 13 (Section 206 - 226)	Of Contempt of the Lawful authority of public Servants		Modular (Case Study of various crimes)/ Simulation of Crime Scene	02
10	Chapter 14 (236,238,248,249,253 to 259,263 to 269)	Of false evidence and offences against public justice			02
11	Chapter 15 (Section 270 - 297)	Of offenses affecting the public health, safety, convenience, decency and morals			04
12	Chapter 16 (Section 298 - 302)	Of offences relating to religion			02
13	Chapter 17 (Section 303 - 334)	Of offences against property			04
14	Chapter 18 (Section 335 - 350)	Of offences relating to documents and to property marks	Higher Weightage	Session, PPT	02
15	Chapter 19 (Section 351 - 357)	Of Criminal intimidation, insult, annoyance, defamation etc.	Higher Weightage	Module	02
Total					45

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.

Part B- Central and State Minor Acts
Total: 35 Sessions

Sr. No.	Act	Section/Article Higher Weightage	Note	Importance (Rest of sections Lower Weightage)	Method	Nos. of Session
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		01
2	The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013	1 to 10				01
3	The Immoral Traffic (Prevention) Act, 1956	1-9, 14, 15				01
4	The Protection of Children from Sexual Offences Act, 2012	1-12,23,24,25,37				03
5	The Child and adolescent labour (Prohibition and regulation) Act, 1986	1-3,13,14				01
6	Child Marriage Prevention Act, 2006	Sections 2, 9, 10, 11, 13				01

7	Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act,1989	1,2,3,4,15A,22				01
8	Arms Act,1959	1-7,25,27,38,39,45			Case Study	02
9	Right to Information Act, 2005	1-4,8,12,15,20,21			Case Study	01
10	The Motor Vehicles Act, 1988	1-4,177,181,183-187,192,192A,200-202,206,207			Case Study	03
11	Prevention of Corruption Act, 1988	1,2,7-11 (Sensitization of Police regarding menace of corruption and methods to counter corruption.)			Case Study	01
12	The Representation of People's Act, 1951	2,125-130,135,136			Case Study	01
13	Cigarettes and Other Tobacco Products Act, 2003	1,3-6,12,13,21,24,27,28			Case Study	01
14	Information Technology Act, 2000	Section 3, 3A, 65, 66, 66A, 66F				03
15	The Juvenile Justice (Care and Protection of Children) Act, 2015	Section 3, 10, 32, 75, 76, 77, 78, 79, 83, 84, 109		Higher Weightage	Case study	03
16	Prevention of Damage to Public Property Act, 1984	1-4			Session, PPT	01

17	National Security Act, 1980	Sections 3, 4, 5, 7, 8, 9, 14				01
18	Police (Incitement to Disaffection) Act, 1922	Section 1 – 6				01
19	Police Forces (Restriction of Rights) Act, 1966	Section 1 – 6				01
20	Rajasthan Control of Gundas Act 1975	Related sections	IT Rules 2021 for Social Media Intermediaries also to be studied along with	Higher Weightage	Module	01
21	Rajasthan Habitual Offenders Act 1953	Related sections			Case study	01
22	Rajasthan Prevention of Anti- Social Activities Act 2006 (Raj PASA)	Related sections			Module	04
23	Rajasthan Excise Act 1950	Related sections				
24	Rajasthan Public Gambling Ordinance 1949	Related sections			Session, PPT	
25	Rajasthan Noises Control Act 1963	Related sections		Higher Weightage	Session, PPT/Case Study	01

Total	35
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– 2: Procedural Law

Part A - Bharatiya Nagarik Suraksha Sanhita 2023

Total: 60 sessions

Sr. No.	Chapter/Section	Details	Importance	Method	Nos. of Sessions
1	Introduction	Introduction - Important timelines and role of police in New Criminal Laws	Higher Weightage	Module case study, PPT, group discussion and group presentation	02
2	Chapter 1(Section 1-5)	Definitions			03
3	Chapter 4 (Section 30-33)	Powers of superior officers of Police and aid to the magistrates and the police			02
4	Chapter 5(Section 35 - 62)	Arrest of persons			06
5	Chapter 6(A) (Section 63 - 71) Chapter 6(B) (Section 72 - 83)	Summons Warrant of arrest			05
6	Chapter6(C) (Section 84,85,86)	Proclamation and attachment of property other rules regarding processes			03

7	Chapter 7 (Section 94-97,101-104)	Processes to compel production of the things, search warrants and general provisions relating to searches			03
8	Chapter 7D (Section 105-110)	Miscellaneous Electronic recording of search & seizure Applications: e-Sakshya			03
9	Chapter 9 (Section 125-135) Chapter 12 (Section 168 - 172)	Security for keeping the peace and for good behaviour Preventive actions of the police			06
10	Chapter 11(Section 148,151,152,163-167)	Maintenance of public order and tranquility			03
11	Chapter 13 Section (173 - 196)	Information to the police and their powers to investigate	Higher Weightage		14
12	Chapter 35 (Section 478- 482, 485)	Provisions as to bail and bonds -Anticipatory bail			06
13	Chapter 36 (Section 503-505)	Disposal of seizure property			02
14	Schedule-1 Classification of Offences Schedule-2 Classification of Offences against other Laws	Investigation – cognizable and non-cognizable Cases Bailable and non bailable Offences			02
Total					60

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.

Part - B : Bharatiya Sakshya Adhiniyam 2023

Total: 20 Session

Sr. No.	Chapter/Section	Details	Importance	Method	Nos. of Session
1	Introduction	Introduction of Indian Evidence Act	Higher Weightage	Module	02
2	Chapter 1 Section (1 - 2)	Definitions		Case study	02
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)	04
4	Chapter 3 Section (51 – 53)	Facts which need not be Proved		Case study	01
5	Chapter 4 Section (54 – 55) Chapter 5 Section (56-67)	Oral Evidence Documentary Evidence			03
6	Chapter 7 Section (104-113,116,117,118,120)	Of the Burden of Proof			04
7	Chapter 8 Section (121-123)	Estoppel			
8	Chapter 9 Section (124, 125,126,128,131,138)	Of Witnesses	Higher Weightage	02	
9	Chapter 10 Section (142-144,149,151,156,159-164)	Of Examination of Witnesses Of Improper Admission and Rejection of Evidence		02	
Total					20

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– 3: ICT and Cyber Investigation (70 session)

A-New Software/ Applications used by State (10 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 Application

- | | |
|--|---|
| <ul style="list-style-type: none"> • Child Tracking Web Portal • NDSO- Sexual offender database • ITSSO-Sexual-offences investigation • I4C • CriMAC- Alert system between PS • NDOFO- Foreign Offender Database • 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: 45 sessions

Sr. No.	Details	Importance	Method	Nos. of Session
1	Parts of Computer, Windows Application, MS Word, MS Excel, MS PowerPoint, Working of Internet	Higher Weightage	Practical training in computer laboratory	10
2	CCTNS	Higher Weightage	Practical training in computer laboratory	35
Total				45

C: Cyber-crime (15 sessions)

Sr. No.	Chapter	Details	Importance	Method	Nos. of Session
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
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>			03

		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			02
Total					15

Note: All the sessions should be taught by cyber experts with police officer.

Paper– 04: Personal Development, Ethics & Accountability

Total: 60 sessions

A: Personal Development (10 session)

Sr. No.	Details	Importance	Method	Nos. of Session
1	Emotional Intelligence, Positive thinking	Higher Weightage	Case Study Practical, Case Study, Group Discussion	01
2	Management A. Time Management B. Personal financial management (Salary, TA/DA, Investment)			02
3	Team Management at police station, Collective Decision Making, Importance of Team work in police			01
4	Occupational Stress and work life balance , Stress management at police station, Meditation and Yog, Use of Mobile phones on duty			01
5	Conduct with various sections of society, Conduct when not on duty/ not in uniform,			01
6	Responsibilities towards environment and eco system, problems of pollution, Waste management, Reduce- Recycle - Reuse, Swachchha Bharat Mission			01
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			02
8	-To detect offence: Communication and coordination skill- intra state and inter State - control room, use of website search, Map reading,			01
Total				10

B: Soft Skills (10 session)

Sr. No.	Topic	Importance	Method	Nos. of Session
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.	05
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.)	05
Total				10

Note: Sessions will be taken by expert of each specific topic.

Ethics and Accountability

C: Ethics and ethical behavior (10 session)

Sr. No.	Details	Importance	Method	Nos. of Session
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	02
2	Eradicating Corruption in police organization Prevention of Corruption Act 1988 Service Conduct Rules		Role playing, Case study, Group discussion, Debate	01
	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	01
3	Use of technology in Investigation CCTV, body worn camera, spy camera, GPS, Online FIR, role of social media etc.			02

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, Practical, Study	PPT, Case	02
5	Case study on ethical behavior	Higher weightage	Case study and group discussion		01
6	Avoid burking and minimization of crime, helping the accused, curb the corruption.				01
Total					10

D: Accountability

Total: 30 sessions

D1. Constitutional values, rule of law and role of police

Sr. No.	Details	Importance	Method	Nos. of Session
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	04
Total				04

D2: Purpose of life; purpose of profession (police as protector of common citizen)

Sr. No.	Details	Importance	Method	Nos. of Session
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
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

D3: Human rights and rights-based policing

Sr. No.	Details	Importance	Method	Nos. of Session
1	Background, Purpose and Importance of Human Rights in India	Higher Weightage	NGO, Case Study and Group Discussion, Debate,	14
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				14

Paper– 5: Police Organization and Administration
(60 sessions)

A: Police Organization-Central and State (10 sessions)

Sr. No.	Details	Note (For positive attitude and behavior changes)	Importance	Methodology	Nos. of Session
1	Origin, History and Evolution of Police in India, Relation with Neighboring Countries / Border Issues		Higher Weightage	Session, PPT	01
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)	03
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			03
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	29	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					10

B: Administration and Service matters (05 sessions)

Sr. No.	Details	Importance	Method	Nos. of Session
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	02
Total			05

C: Rajasthan Police Rules and Regulations

(45 sessions)

Sr. No.	Details	Importance	Method	Nos. of Session
1	Office Procedures (including Accounts and T.A. Rules) State Civil Service (Leave) Rules	Higher Weightage	Session, Practical	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– 06: Internal Security and Public Order,
(Mob Management-Riot /Rallies / Dharna, VIP / Vital Installation Security, Disaster Management, Traffic Management)

Total: 70 session

A: Security Management (35 session)

Sr. No.	Details	Importance	Method	Nos. of Session
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	09

	<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>			09
3	<p>Vital Installation Security</p> <p>Gestures - During Patrolling, VVIP Bandobast, Road Bandobast, Traffic duty</p>			04
4	<p>Public Order Duties:</p> <p>Concepts of Public Order and Public safety</p> <p>Role of Police in public order</p> <p>Management and ensuring safety to citizens</p>			05
	<p>Rumors and malicious campaigns and its effects on public order and ways to deal with it</p> <p>Major bandobast arrangement- Mela, Dharana, Religious procession, Unions rally (student, labour, etc.), Political rally, Farmer rally etc.</p>			04
5	<p>Crowd/ Mob management</p> <p>Types of crowds, Crowd mentality, Crowd behavior, Handling of peaceful and aggressive crowd,</p> <p>Riot.</p>			04
Total				35

B: Disaster Management- (Hybrid module) (20 session)

Sr. No.	Details	Importance	Method	Nos. of Session
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	20
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	Overview of Search and Rescue (SAR) Operations			
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 capsize, 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				20

C: Traffic Management (15 session)

Sr. No.	Details	Importance	Method	Nos. of Session
1	Introduction: - Road Safety education - Traffic signs and signals - Traffic control devices and equipment	Higher Weightage	Session, Practical	03
2	Regulating Traffic at intersections, Duties during traffic jam - Traffic Drill- Principles of traffic control, manual control by hand drill, thorough road drills		03	
3	Traffic Laws and Rules/ Circular, Preparation of challan/ e-Challan for traffic offences		02	
4	Concept and techniques of Traffic management including identification of black spot, traffic engineering, education and enforcement		07	
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	15

Chapter No.	CHAPTER
1	INTRODUCTION
2	PREVENTIVE MEASURES
3	POLICE PROCEDURES
4	JUVENILE OFFENCES
5	BODY OFFENCES
6	GENDER RELATED CRIME
7	ROAD SAFETY
8	PROPERTY OFFENCES
9	ECONOMIC OFFENCES
10	CYBER CRIME
11	RIOT AND PUBLIC DISORDER
12	OFFENCES RELATED TO PUBLIC SERVANTS
13	OFFENCES RELATED TO PUBLIC SAFETY AND NUISANCE
14	COORDINATION
15	DISASTER MANAGEMENT
16	SECURITY – INTERNAL AND NATIONAL

CHAPTER-1: INTRODUCTION

Constitutional Values							
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
	Constitutional Values (Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:4 (02 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: <ul style="list-style-type: none"> - Kesavananda Bharti Vs. Union of India 1973 - S.R. Bommai Vs. Union of India (1994) • Movie: <ol style="list-style-type: none"> 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 	

Soft Skills – 1							
Sr. No.	Topic	Details	Training methodology	Activities covered	Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
	Soft skills-1 Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:04 (05 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 	

Introduction to Laws							
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
	Introduction to Laws (Faculty required: Subject expert) ((Note: Faculties may refer material from column 6 & 5 for activity wherever it is required))	<u>Paper-04 (12 session)</u> 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 -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+. <u>Paper 2 BNSS (20-sessions)</u>	<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 (See and must follow the below Note-1 and Note-2)	<ul style="list-style-type: none"> • Visit: - 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: - 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 BNS-- Section-1,2,6 ,14 to 20 & 30 to 109</p> <p><u>Paper 1 BNS (10 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-1 Minor Act (05 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>- S. CYRIL ALEXANDER vs. STATE REPRESENTED BY DR. V.K. PALANI 2023</p>		
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	<p><u>Paper 2 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 04) (04 sessions)</u></p> <ul style="list-style-type: none"> - Code of Conduct - Police Motto and tagline - Constitutional duties - Police priorities 					
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Exam of CHAPTER-1: INTRODUCTION		
Paper No.	Paper Name	Used Sessions in Chapter-1
1	Criminal Law	15
2	Procedural Law	24
4	Personal Development, Ethics & Accountability	23
	Total	62

CHAPTER-2: PREVENTIVE MEASURES

Human Rights							
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
	Human Rights (Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper:04 Human rights (14 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: - NGO (See and follow note 3 to comply visit) 	<ul style="list-style-type: none"> • Case Laws: - 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>			<p>- Pooran Mal V/s Director of Inspection (Investigation) (Search and Seizure)</p> <p>- Ramlila Maidan incident V/s Union of India and others (Public Protest)</p> <p>• Movie: - Gangajal</p> <p>(See and follow note 4 of A-2 module for movies/web series.)</p>	
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Preventive Measures							
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
	<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 2 BNSS</u></p> <p><u>(06 sessions)</u></p> <p>Section -125 to 135 & 152,163-166</p> <p>Use of e-sakshya - digital video recording of combing following search & seizure procedure during investigation. (BNSS-105)</p> <p><u>Paper-1 Minor Acts</u></p> <p><u>(01 session)</u></p> <ul style="list-style-type: none"> National Security Act, 1980 Sections 3, 4, 5, 7, 8, 9, 14 	<ul style="list-style-type: none"> Group discussion Sahi/Galatnamuna (Demonstration of correct and incorrect way): (How to handle the victim and complainant) Mechanism to check/prevent the Anti-National Elements: 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"> - 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: <ul style="list-style-type: none"> - Shivkumar Verma VS State of UP (2020) - MANISH RATHORE Vs STATE OF CHHATTISGARH SLP (CrI) 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><u>Paper 1 -Preventive Laws in Rajasthan (04 sessions)</u></p> <ul style="list-style-type: none"> - Rajasthan Control of Gundas Act 1975 - Rajasthan Habitual Offenders Act 1953 - Rajasthan Prevention of Anti-Social Activities Act 2006 (Raj PASA) <p><u>Paper 1-State Specific Laws</u></p> <p>(05 sessions)</p> <ul style="list-style-type: none"> - Rajasthan Excise Act 1950 - Rajasthan Public Gambling Ordinance 1949 - Rajasthan Noises Control Act 1963 	(See and must follow the below Note-1 and Note-2)	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)	- Yusuf Malik v. Union of India and Ors. WP(Crl) No. 16/2023 -	skill, Visible policing	
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Exam of CHAPTER-2: PREVENTIVE MEASURES		
Paper No.	Paper Name	Used Sessions in Chapter-2
1	Criminal Law	10
2	Procedural Law	06
4	Personal Development, Ethics & Accountability	14
	Total	30

CHAPTER-3: POLICE PROCEDURES

Ethics and Ethical Behavior							
Sr. No.	Topic	Details	Training methodology	Activities covered	Case Study Referred	Target skill development	Remarks
1	2	3	4	5	6	7	8
	Ethics and Ethical Behavior Faculty required: Subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper:04</u> <u>(06 session)</u> Integrity and corruption Financial corruption- Collusive and Coercive corruption Moral corruption Effects of corruption on victim/ family/ society/ organization/ nation Demerits of Corruption Use of technology in Eradicating Corruption CCTV, body worn camera, spy camera, GPS, Online FIR, role of social media etc. Eradicating Corruption in police organization Service Conduct Rules Use of technology in Eradicating Corruption Ethical Dilemma in Police Working (Case Studies) (a) Law and Order Situation (b) Transportation of Prisoners	<ul style="list-style-type: none"> • Group discussion • Case study • Role play • Debate 	<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 (See and follow note 4 of A-3 module for movies/web series.) 	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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FIR and Petition							
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
	FIR and Petition (Faculty required: Subject expert) ((Note: Faculties may refer material from column 6 & 5 for activity wherever it is required))	<u>Paper 04 Soft skills (05 sessions)</u> Negotiation Skills, Persuasive and Verbal Communication, Counselling people about their personal & family / property disputes <u>Paper 2 BNSS (13 sessions)</u> Section- 173 to 209 - Important timelines and role of police in New Criminal Laws - BNSS (Section: 35(7), 173 (1-B,3), 183(6-A), 187, 193(3-2) <u>Paper2 BSA (2 sessions)</u> Section- 4 to 8 ,131	<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 (See and must follow the below Note-1 and Note-2)	<ul style="list-style-type: none"> • Visit: <ul style="list-style-type: none"> - Model Police Station Visit (See and follow note 3 to comply visits) • 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 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. 	

Exam of CHAPTER-3		
Paper No.	Paper Name	Used Sessions in Chapter-3
2	Procedural Law	15
4	Personal Development, Ethics & Accountability	11
	Total	26

CHAPTER-4: JUVENILE OFFENCES

Juvenile Delinquency							
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
	Juvenile Delinquency (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper 1: Minor Acts, Special and Local Laws</u> <u>(04 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)	<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 	

Missing Children and Human Trafficking							
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>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 04</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 	<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><u>Paper 1 BNS</u> <u>(06 sessions)</u> Section-93 to 99 & 137 to 146</p> <p><u>Paper 1 Minor Acts, Special and Local Laws</u> <u>(07 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><u>Paper 1 BSA</u> <u>(01- sessions)</u> Section-110-111</p>		report, writing case diary, chargesheet)		<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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Exam of CHAPTER-4		
Paper No.	Paper Name	Used Sessions in Chapter-4
2	Procedural Law	20
4	Personal Development, Ethics & Accountability	04
	Total	24

CHAPTER-5: BODY OFFENCES

Offences Affecting the Human Body & Unnatural Death							
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>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 04 Personal development</u></p> <p><u>(06 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/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>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 1 BNS</u> <u>(11 sessions)</u> Section: 100 to 136,238,351,352,</p> <p><u>Paper 1 Minor Acts</u> <u>(01 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 2 BSA</u> <u>(01 sessions)</u> Section- 3,5,138</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: 1. Forensic Files 2. Jolly LLB 2 <p>(See and follow note 4 for movies/web series)</p>		
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Exam of CHAPTER-5		
Paper No.	Paper Name	Used Sessions
1	Criminal Law	12
2	Procedural Law	01
4	Personal Development, Ethics & Accountability	06
	Total	19

CHAPTER-6: GENDER RELATED CRIME

Crime Against Women							
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>Crime Against Women</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 BNSS (01 sessions)</u> 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 1 BNS (03 sessions)</u> Section-63 to 87,108</p> <p><u>Paper 1 Minor Acts, Special and Local Laws (06 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) <p>• Case study: (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>	<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 <p>-Ethics -Broad mindness</p>	

	<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 Protection of Women from Domestic Violence Act, 2005 <p>Section 1 to 9, 21, 24, 27, 31 to 35</p> <p><u>Paper 2 BSA (02 sessions)</u></p> <p>Section- 9.44,47,48,49,116,117,118, 120,126,128</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> <p>- Pintu v State of UP 2020</p> <p>- Attorney Journal of India v. Satish Ragde and another 2021 INSC 762</p> <ul style="list-style-type: none"> Movie: <ol style="list-style-type: none"> Pink Thappad Bhakshak India's Daughter <p>(Follow note 4 for movies/ web series)</p>		
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Exam of CHAPTER-6		
Paper No.	Paper Name	Used Sessions in
1	Criminal Law	09
2	Procedural Law	03
	Total	12

CHAPTER-7: ROAD SAFETY

Road Accident and Traffic Management							
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>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 06 (15 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 <p>(see and follow note-3 to comply visit)</p> <ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips • Role play • Practical session <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, coordination with transport department, road</p>	<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: <p>1.Jolly LLB 1</p>	<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 1 BNS (02 sessions)</u></p> <p>Sections -105,106,110, 125, 281 to 285</p> <p><u>Paper 1 Minor Acts, Special and Local Laws (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>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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Exam of CHAPTER-7		
Paper No.	Paper Name	Sessions
1	Criminal Law	05
6	Internal Security and Public Order	15
	Total	20

CHAPTER-8: PROPERTY OFFENCES

Crime Against Property							
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>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 04 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 1 BNS</u></p> <p><u>(06 sessions)</u></p> <p>Section - 303 to 334,335,336, 344</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"> - 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: <ul 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 <ul style="list-style-type: none"> • Collection and packaging of various evidence 	

		<p><u>Paper 2 BSA</u> <u>(03 sessions)</u> Section- 10, 11,12,21 ,42,43, 121,122, 123,144</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)	*See and follow note 4 for movies/web series	<ul style="list-style-type: none"> Soft skills- sensitization towards victim of property offence 	
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Exam of CHAPTER-8		
Paper No.	Paper Name	Sessions
1	Criminal Law	06
2	Procedural Law	03
4	Personal Development, Ethics & Accountability	02
	Total	11

CHAPTER-9 : ECONOMIC OFFENCES

Economic Offence							
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>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 1 BNS</u></p> <p><u>(02 sessions)</u></p> <p>Section: 178-188, 303 to 326 & 329 to 336 & 340,344,346,350</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: <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>	<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 	

		<p><u>Paper 2 BSA</u></p> <p><u>(03 sessions)</u></p> <p>Section -13 to 20 & 28 to 41, 112,113</p>		to FSI, witness statement, procedure for arrest of accused, remand report, writing case diary, chargesheet)			
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Exam of CHAPTER-9		
Paper No.	Paper Name	Sessions
1	Criminal Law	02
2	Procedural Law	03
	Total	05

CHAPTER-10: CYBER CRIME

Cyber Crime Investigation							
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>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-03 (15 session)</u> (10 session)</p> <ul style="list-style-type: none"> - Parts of Computer, Windows Application, MS Word, MS Excel, MS PowerPoint, Working of Internet - CCTNS <p>(05 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-03 (10 session)</u></p> <p>-IoT (Internet of things Forensics 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/Galatnama (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: - 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: - 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] <ul style="list-style-type: none"> • Web Series: 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, use of social media for police (Personal and professional use) intermediary guidelines, cyber stalking, cyber grooming, child pornography, identity theft, spread of fake news</p> <p>- Using the application (such as CCTNS, HAWKEYE, Facebook, WhatsApp, X, Instagram, Snapchat, mails etc.</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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Exam of CHAPTER-10 : CYBER CRIME		
Paper No.	Paper Name	Sessions
1	Criminal Law	03
3	ICT and Cyber Investigation	70
	Total	73

CHAPTER-11: RIOT AND PUBLIC DISORDER

Module A-11: Riot							
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
	Riot (Faculty required: subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper-06 (02 session)</u> -Crowd/Mob management, media management, conflict resolution, tolerance, leadership and team work, stress management, anger management</p> <p><u>Paper 2 BNSS (02 Session)</u> Section – 148 to 151</p> <p>Use of Force</p> <p><u>Paper 1 BNS (02 Session)</u> Section 189 to 197, 298 - 302)</p> <p><u>Paper 1 Minor Acts, Special and Local Laws (03 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 <p>Judicial enquiry /enquiry commission (as per state manual/ state laws and guideline)</p> <p><u>Paper 2 BSA (02 Session)</u></p> <p>Section 4,6,7,8,39,54,55,63,142,143</p>	Note-1 and Note-2)			management, anger management)	Riot control and management
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Exam of CHAPTER-11: RIOT AND PUBLIC DISORDER		
Paper No.	Paper Name	Sessions
1	Criminal Law	05
2	Procedural Law	04
6	Internal Security and Public Order	02
	Total	11

CHAPTER-12: OFFENCES RELATED TO PUBLIC SERVANTS

Crime Regarding Public Servants							
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>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 1 BNS (04 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-1 Minor Acts (02 session)</u></p> <p>-Prevention of Corruption Act, 1988 1,2,7-11</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. Uol 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 	

			- 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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Exam of CHAPTER-12		
Paper No.	Paper Name	Sessions
1	Criminal Law	06
	Total	06

CHAPTER-13: 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
1	<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 06 (08 session)</u></p> <p>-Public Order Duties:</p> <p>-Concepts of Public Order and Public safety</p> <p>-Role of Police in public order</p> <p>-Management and ensuring safety to citizens</p> <p><u>Paper 2 BNSS (02- sessions)</u></p> <p style="text-align: center;">Section -152 to 167</p> <p><u>Paper 1 BNS (02- 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 	

Exam of CHAPTER -13: OFFENCES RELATED TO PUBLIC SAFETY AND NUISANCE		
Paper No.	Paper Name	Sessions
1	Criminal Law	02
2	Procedural Law	02
6	Internal Security and Public Order	02
	Total	06

CHAPTER-14: COORDINATION

Inter/Intra State/Inter Department Coordination							
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>Inter/Intra State/Inter Department Coordination</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-05 Police Organization central-state (10-session)</u></p> <p>-Origin, History and Evolution of Police in India</p> <p>-Relation with Neighboring Countries / Border Issues</p> <p>-Central Police organizations</p> <p>-Organizational Structure of State Police</p> <p>-Allied Institutions</p> <p>-Police Welfare</p> <p>-Study of neighboring state police setup (organization)</p> <p><u>Paper 2 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: <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>	<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 		

		<p><u>Paper-05 Police Organization central-state (45-session)</u></p> <p>Office Procedures (including Accounts and T.A. Rules)</p> <p>State Civil Service (Leave) Rules</p> <p>Departmental Proceedings (Service and Conduct Rules)</p>			<p>Del 10159 (2018)</p> <p>- Gautam Navlakha v. State (NCT of Delhi) 2021</p>		
		<p>Rajasthan Civil Services (Classification, Control and Appeal) Rules 1958</p> <p>Rajasthan Civil Services (Conduct) Rules 1971</p> <p>Rajasthan Police Act 2007</p> <p>Rajasthan Police Rules 1948, 1965 and 2008</p>					
		<p><u>Paper-05 Police Organization central-state (05-session)</u></p> <p>Administrative structure of State Government</p> <p>Local Self-Government Institutions (Rural and Urban)</p>					
		<p>- District and Sub Divisional Administrative Structure, Coordination of Police with various Departments (FSL, Civil Hospital, Court, School, Collages)</p> <p>- Land disputes and Redressal, local issues</p> <p>Police, Army, Navy, Air Force's designations and badges, Flags and Star Plates, etc.</p>					

Exam of CHAPTER-14		
Paper No.	Paper Name	Sessions
2	Procedural Law	06
5	Police Organization and Administration	60
	Total	66

CHAPTER-15: DISASTER MANAGEMENT

Disaster Management							
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
	Disaster management (Faculty required: subject expert) (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<u>Paper-06 (20 sessions)</u> -National Disaster Management Act,2005 -Role of Police during disasters: - Leadership during Crisis and disasters -Disaster management framework in India, -Overview of Incident -response system (IRS) and Emergency operations management center (EOC) in India. -Community based disaster management (CBDM), -Emerging technologies in disaster management	<ul style="list-style-type: none"> • Group discussion • Case study • Tabletop exercise (TTX) (Coordination with various organization like NDRF, SDRF) (See and must follow the below Note-1 to 3)	<ul style="list-style-type: none"> • Dos and Don'ts • Relevant video clips (Two-day module designed by NDRF will be conducted. This will be customised for the vulnerabilities of the respective states)	<ul style="list-style-type: none"> • Case laws: - 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 - 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. 			(See and follow note 4 for movies/web series)		
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Exam of CHAPTER-15		
Paper No.	Paper Name	Sessions
06	Internal Security and Public order	20
	Total	20

CHAPTER 16: SECURITY – INTERNAL AND NATIONAL

Security Management							
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
1	Security Management (Note: Faculties may refer material from column 6 & 5 for activity wherever it is required)	<p><u>Paper- 06 (12 session)</u></p> <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>-Internal Terrorism</p> <p>-Counter measures, strategy, and tactics to deal with internal terrorism, insurgency and left-wing extremism, counter insurgency operation</p>	Coordination with other agencies such as CRPF/BSF/Coast Guard/ITBP/CISF	<ul style="list-style-type: none"> • Major bandobast scheme • Relevant video clips • Group discussion : (Dos and Don'ts) 	<ul style="list-style-type: none"> • Case laws: <ul style="list-style-type: none"> - Rajmohan Singh Vs. state of Punjab (Punjab and Haryana high court 2022) • Movie: <ul style="list-style-type: none"> -Article 370 (See and follow note 3 of module A-18 for movies/web series) 	<ul style="list-style-type: none"> • Role of Police in <ul style="list-style-type: none"> -Internal Security -Vital Installation Security -Major bandobast arrangement 	

		<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. 					
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VIP Security

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
	<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-06 (13 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) 	<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 	
			Lecture demo and exercise				

Exam of CHAPTER-16		
Paper No.	Paper Name	Sessions
06	Internal Security and Public order	24
	Total	24

CONSTABLE (BAND) OUTDOOR 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: 4 months

WORKSHEET

S.N.	DESCRIPTION	DURATION
1.	Duration of course	120 days (04 Months)
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)	16 08 08
3.	Total Working Days	88
4.	Zero / Orientation week	03
5.	Mid Term Break	04
6.	Final Examination	06
7.	Training Days	75
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 (75 x 4)	300
11.	Total Periods available for outdoor training including one period of games everyday	300+16*+16**=332 *Two morning periods each in all 2 nd and 4 th Saturdays - 08*2= 16 **Disaster Management -16 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.

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	Marks allotted
1.	PT	50	70
2.	Weapon Training and Firing	50	150
3.	Drill	117	100
4.	Crowd Control Module	32	50
5.	Tactics	13	50
	a. Field Craft and Tactics (FCT)	4	25
	b. Explosive and IED	3	10
	b. Police Tactics	6	15
6.	Weaponless Defense (Self Defense)	20	20
7.	Yoga and Meditation	10	10
8.	Disaster Response (2 full days)	16	
9.	Games	24	--
	TOTAL	332	450

DETAILED SYLLABUS

Subjects (Objectives, Syllabus and Methodology)

1. Physical Training (PT)

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	05
a)	Introduction to science of physical fitness (classroom period), importance of warm up and cool down.	01
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	53
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)	24 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.
	<ol style="list-style-type: none"> 9. 5BX training 10. Cycling 11. PT Obstacles 12. OC (Obstacle Course) 13. HIIT 14. Aerobics 15. Zumba etc. 16. Log PT 17. Deadman’s Lift 18. Medicine ball exercises 	These have been shown in bold. YouTube links for some of the less commonly known exercises are given in Appendix A.

(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 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. Regular PT/outdoor training could be held on the intervening days. We may also do it in two parts - follow this for 8 days in the first Yoga Module, and then hold a revision Yoga Module for 2 days 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=iivVzV3u1R4&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-I – 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, even 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=INIIQPCOWsM&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.

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=BURDWANDEFENCEACADEMY

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 instil 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

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: 30 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 - 30 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)	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. Getting Natural Alignment and Firing from different positions	
	7. Change in Sights, Selection of POA	
(f)	5.56mm INSAS Rifle	06
	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)	7.62mm or INSAS Light Machine Gun (LMG)	3
	1. Introduction, Orientation, and Characteristics	
	2. Stripping, Cleaning & Assembling	
	3. Loading of Magazine & Firing	

(h)	9mm Pistol	4
	1. Introduction, Orientation, and Characteristics Safety, Stripping, Assembling, and Cleaning	
	3. Load, Unload and Fire	
	4. Shooting Technique	
	5. Composite Handling Practice	
	6. Immediate action drills for stoppages	
(i)	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)	3
	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	
(j)	Pump Action Gun	3

(B) Firing: 20 Periods

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

- 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.
- **Slings 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 sm 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.

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)	5.56 mm INSAS	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		
2)	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		

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

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 Kadamtaal, 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 Kadamtaal 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.	Ula shastra se tol shastra aur tol shastra se ula 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
(e)	Cane Drill	10
(f)	Traffic Signals	07

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

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 and not a chronological unit of time. Drills can be more or less than 60 seconds.</i>	1
c)	Use of lathi with body protector and helmet - Lathi Drill* <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)	Concept of buddy pair <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 ▪ Experience effectiveness of TSM ▪ Strategic use of TSM based on terrain and wind ▪ Use of respirators 	4
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)	Riot drill <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)	Situational riot drills <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 doing/using <ul style="list-style-type: none"> ▪ Brick batting from roofs <ul style="list-style-type: none"> ▪ Molotov cocktails ▪ Firing from private firearms 	6
m)	Immediate Action Drill, till reinforcement arrives <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
	Total Periods	32

***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

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.

5- Tactics

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	

E. Explosives & IEDs:		03 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)	1
2.	Introduction to Country-Made Bombs and Improvised Explosive Devices (Lecture cum Demonstration) Command Mechanisms (Wired, Remote Controlled, Timer, Pressure, Light, etc.	1
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	1
F. Police Tactics		06 Periods

	Basic Police Tactics	06
1.	Principles of Use of Force – concept of force continuum	1
2.	Nakabandi/Roadblock <ul style="list-style-type: none"> a. Routine vs. to apprehend b. Urban vs. rural scenario c. Mobile check post (MCP) 	2
3.	Search of an Individual and frisking <ul style="list-style-type: none"> 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

5. Weaponless Defense (WD)

<ol style="list-style-type: none"> 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	1
b)	Foot Work	1
c)	Hand Strikes	1
d)	Kicks	1
e)	Blocks	1
f)	Reflex Blocking	1
g)	Falls and Rolls	1
h)	Controlled Sparring	1
i)	Locks to immobilize opponent	1
j)	Hand / Neck - Release Techniques	1
k)	Techniques against weapons	1
l)	Retaining your own weapon - Lathi / Rifle / Pistol	1
m)	Pressure Points, subject control drills	1
n)	Controlled Free sparring practice, with protective gear and <u>WITHOUT full contact</u>	7

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 précis 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 précis 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.

7. Yoga and Meditation:

10 Periods

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 05 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 05 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.	Ardhasalbhasana / Salbhasna
14.	Bhujangasana
15.	Dhanurasana
16.	Makrasana
Lying down on back	
17.	Sarvangasana
18.	Halasana
19.	Markatasana
20.	Chakrasana
21.	Pawan Muktasana
22.	Savasana
Pranayam	
23.	Kapalbhati
24.	AnulomaViloma
25.	Bhramari
26.	Ujjayipranayam

9. First Responder to Disaster Situations 16 Periods

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](#).

APPENDICES

Appendix A

Less Common PT Exercises

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

Balancing exercise-

<https://youtu.be/E3i7nJyqLys> 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 Muktasana – 3 times, 5 sec holding	30 seconds	
	3. Markatasana - 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 Precis (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

Constable (Band)

Final Examination Evaluation Pattern

Paper 1- PT

S.No	Event	Marks (70)
1.	Half Squats in one minute (Male-36, Female-26)	05
2.	Push up in one minute (Male-36) / Knee bent Push ups for (Female-26)	05
3.	Sit ups in one minute (Male-36, Female-26)	05
4.	Chin ups (For Male- 08) / (For Female 100 Sec holding)	05
5.	1 Mile Run for Male - 06:20/ 1 Kms Run for Female – 04:45	05
6.	5 mtr Shuttle run in one minute (Male-17, Female-15)	05
7.	Plank (Male-4 Min., Female - 02.30 Min.)	05
8.	Vertical Rope Climbing 3 rd Class (For Male – 12 feet / For Female 10 feet)	05
9.	5 Kms Road Run	20
10.	Obstacles course (For Male – 15 event/ for Female – 12 events)	10

Criterion of Evaluation of 5 Kilometre Running

A. For Male-

Up to 25 Minutes 20 Marks

Up To 28 Minutes 16 Marks

Up To 30 Minutes 12 Marks.

(Mandatory to get 12 Marks to pass the paper)

B. For Female-

Up To 32 Minutes 20 Marks

Up To 34 Minutes 16 Marks

Up To 36 Minutes 12 Marks.

Paper 2- Weapon Training and Firing

S.No	Weapon	Marks (150)
1.	7.62 mm SLR	20
2.	5.56 mm INSAS Rifle	10
3.	12 bore pump action gun	10
4.	7.62 mm LMG	10
5.	9mm Pistol	10
6.	9mm Carbine Machine Gun	10
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	40
8.	7.62 mm SLRFiring a. 5 Rds Grouping fire, Range 100 Yards, Target – 4x4, Position – Laying supported, Marks - 30	40

	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	

Paper 3- Drill

S.No	Event	Marks (100)
1.	Turn Out	10
2.	Drill without arms	20
3.	Drill with arms	10
4.	Rifle exercise	10
5.	Funeral Drill	10
6.	Guard Mounting	10
7.	Guard of Honour	10
8.	Ceremonial Drill	10
9.	Cane Drill	10

Paper 5- Tactics

S.No	Event	Marks (50)
1.	Field Craft and Tactics	25
2.	Police Tactics	15
3.	Explosive and IEDs	10

Paper 6- Weapon less Defence (Self-defence)

S.No	Event	Marks (20)
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Paper 7- Yoga and Meditation

S.No	Event	Marks (10)
1.	Standing Aasana	02
2.	Sitting Aasana	02
3.	Prone Aasana	02
4.	Lying down on back Aasana	02
5.	Pranayam	02

Part-II

Syllabus for Specialized Training for Constable (Band)

- 1. Introduction :-** Specialized training for constable (band) is all about giving professional training to young band recruits coming from different districts and RAC units at RPBTS, RPA, Jaipur.
- 2. Aim :-** Aim of the above mentioned training is to prepare trained young bandsmen of district police, RAC unit & others up to the standard of technical proficiency of class I in police department.
- 3. Structure of training plan :-**

S.N	Particular	Days
1.	Total no of days	240
2.	Second Saturdays & Sundays	40
3.	Mid Term Exam.	02
4.	Mid Term Break	04
5.	Final Exam	02
6.	Total Working days	192
7.	Periods per day including PT, Indoor, Practical & Games	09
8.	Total no of Periods (192 x 9)	1728

4. Break up of Periods :-

S.N	Particular	Days
1.	PT	192
2.	Drill without weapon	110
3.	Theory Periods	192
4.	Practical Periods	1042
5.	Games	192
6.	Total	1728

5. Details of Practical (Outdoor) Periods :-

Break of Long Notes :-

S.N	Particular	Periods
1.	Long Notes of Flat side Scales	50
2.	Long Notes of Sharp side Scales	50
3.	Long Notes of Chromatic Scale	30
4.	Total	130

6. Break up of Scales Exercise :-

S.N	Subjects	Periods
1.	Band Flat side Major/Minor/Melodic & Common Chords	76
2.	Band Sharp side Major/Minor & Melodic Common Chords	76
3.	Chromatic Scale exercise	50
4.	Simple music reading and playing	105
5.	Total	307

7. Break up of tutor exercise :-

S.N	Subjects	Periods
1.	Tutor exercise of Flat sides from Otto Langey	75
2.	Tutor Exercise of Sharp side from Otto Langey	75
3.	Simple sight reading from practical tutor books	115
4.	Quick & Slow March for Ceremonial Parade & practice for various other musical tunes for other occasions	340
5.	Total	605

8. Details of Theory (Indoor) Periods :-

S.N	Subjects	Periods
1.	History of Western instruments & some other important tunes	05
2.	Names of Notes	05
3.	Length of notes	05
4.	The name of the five line and four spaces	05
5.	Five line and four spaces of staff	05
6.	Name of Cleff and middle "C"	10
7.	Dot & Note	05
8.	Double Dot & Note	05
9.	Dots, Notes & Tie	05
10.	Notes and their Rests	10
11.	Bar Line, Double Bar Line, Same Bar & Repeat Bar	05
12.	The great staff	05
13.	Ledger Line	05
14.	Enharmonic Change	05
15.	Key Signature	15
16.	Time Signature	15
17.	Division of Bears in Time Signature	05
18.	Major, Minor & Melodic scales	10
19.	Major, Minor & Melodic common Chords	10
20.	Sound of Compass and Tuning Notes	05
21.	Sing & Abbreviations	10
22.	Non-Transposing & Transposing instruments	10
23.	Interval	15
24.	Italian Terms & Tempo	05
25.	Italian Terms & Expressions	10
26.	Other Spared Theory periods	02
Total		192

9. Following instruments will be used for the purpose of training :-

S.N	Instruments
1.	C-Flute
2.	D-Flute
3.	C-Piccolo
4.	D-Piccolo
5.	Oboe
6.	B-Flat Clarinet
7.	B-Flat Cornet
8.	Alto Saxophone
9.	B- Flat tenor saxophone
10.	Horn F/G and E Flat
11.	B- Flat Euphonium
12.	E-Flat Bass
13.	Bassoon
14.	Bag Pipe
15.	Bass Drum
16.	Side Drum
17.	Cymbal
Note :- (A) A Trainee Should be trained on those equipment which has been allotted to him from the district/unit (B) Once allotted band instruments/equipment will be not allowed to be changed during the band training duration.	

10. Details of Test/Examination periods :-

Progress Test	10
Quarterly Test	15
Final Test	25
Total	50

11. Examination Marking System and time :-

Theory (Indoor) (50+50+50)	150 Marks	For written paper-3 Hrs
Practical (Outdoor) (100+50+100)	250 Marks	
Principal Marks	50 Marks	
Total	450 Marks	

Note :-

- An Executive officer may be detailed as Course Director.
- A musical officer may be detailed as technical in charge for the course. he/she may be made responsible for selecting suitable instructors and ensuring proper coverage of course syllabus.
- All band recruits from the districts and units should be put through the basic training syllabus for Band with greater emphasis on practical proficiency. Theory could be revised with fewer periods allotted.

12. Exam Scheme :-

(A) During the course of training there will be a first evaluation test after 50 days for which the board will be ascertained by the Director, RPA, Jaipur. This test will show weaknesses and strong points of the trainees which will lead to better grasping of their training conditions and it will pave way for better training strategies and adaptable technical adjustments which will result in the improvement of the training. Technical adjustments will be monitored by Course Director.

(B) First evaluation test will follow the mid-term exam after duration of 96 days to be taken by a board fixed by the Director RPA, this board shall have following as the members-

1. Superintendent of police/ Deputy Director
2. Additional SP/Assistant Director RPA
3. Technical Member (Band) Police Inspector/Sub Inspector/Platoon Commander of the Band Training School

Note:-

- Marks obtained in the mid-term exam shall have weightage in the aggregate to be made after final exam.
- After completion of entire training programme final exam will be organised by the board appointed by the ADGP (Training), Rajasthan, Jaipur.

Board shall comprise following officers -

- 1. Deputy Inspector General of Police**
- 2. Superintendent of police/Deputy Director**
- 3. Additional SP/Assistant Director RPA**
- 4. Technical Member (Band) Police Inspector/Sub Inspector/Platoon Commander of the Band Training School**

(C) Result of the final exam will be prepared by the board and Then sent for the approval to ADGP (Training), Rajasthan, Jaipur. Result will be declared after being approved.

Note: Failed trainees shall be subject to the application of rules of Standing Order (Initial Training) No. 14/92.

1. If a candidate fails in one or two subjects of either in Indoor or in Outdoor in both, he/she shall be retained at the training institution for a period of one month and a supplementary examination will be conducted by a board constituted by I.G.P. (Training) in those one or two subjects only and his/her final result will be prepared on the basis of the earlier and Supplementary examinations so held and submitted to the IGP (Training) for approval. In case he/she Fails/ passed prescribed supplementary examination he/she shall be sent back to the appointing authority and will be called with other recruits who fail in more than two subjects for being subjected to three months intensive training.

2. If a candidate falls in more than two subjects in the examination conducted at the completion of initial training or has failed in the supplementary examination conducted as per Para 1 above he/she shall be called again for a period of Three months and subjects to intensive of around training. After competition of the training he/she shall be re-examined in all the subjects by the board to be appointed by the I.G.P of Police (Training) and the result shall be submitted to the I. G. P. (Training) for approval. In case the candidate fails to pass the prescribed examination in second attempt he/she shall be referred to the appointing authority for being discharged from service.

3. There may be instances in which the candidates passes in all the subject but fail in the aggregate. In such cases he/she may be allowed by the board to appear in the examination with the next batch. Such candidates will be called

one month before the next examination to the training institution and imparted intensive training. In relevant subjects. It may be left to the option of the candidate whether he/she would like to appear in one or more subjects or all the subjects to make up the aggregate. In case the candidate fails to make up the aggregate in the second attempt he/she shall be referred to the appointing authority for being discharged from service.

(D) Board shall include following question papers in the Examinations:-

S. No.	Examination	Question-Papers	Maximum Marks
1	Mid-Term	Outdoor	100
		Written	50
2	Final Examination	Outdoor (1 & 2nd)	150 (100+150)
		Written (1 & 2nd)	100 (50+50)
3	Director's Evaluation	Director's Evaluation	50
Total			450

(E) Allocation of evaluation marks (i.e. 50) to be given by the Director, RPA, Jaipur shall be based on the performance shown during the course of training and discipline maintained. Weekly and bi-monthly report prepared by In-charge RPBTs, RPA and Assistant Director, Outdoor RPA respectively will form the base of evaluation marks. These reports will be made by taking into account work-disposal and discipline showcased by the trainees. Trainees must obtain 45% marks in every paper and 50% marks out of total and 65% marks including evaluation marks to get passed.

13. Administration: -

(A) Documents to be maintained by the faculty/OIC Course -

(i) Nominal Roll of the students

(ii) Attendance Register

(B) Documents to be maintained by the students -

(i) Fair notes & exercises 12 stave note books

(ii) Otto Lange Tutor books of their instruments

(C) Dress - Normal working dress for both Indoor & Outdoor classes

(D) Turn out will be inspected by Incharge RPBTs, RPA, Jaipur at least once a week

(E) OIC Course-Inspector/Company Commander/Sub Inspector/Platoon Commander

(F) Instructors-Head Constable/Constable

Note: - All instructors must know reading, dividing and playing their respective instruments in their own clefs.

(G) Leave Policy will be same being adopted in Basic Training for all recruits

(H) Suggestions to be followed after completion of the Specialized Training for Constable (Band): Constable (Band) recruits must be in practice-mode in their respective Districts & RAC Units after completing the above training for keeping their newly learned professional ingredients up to the mark & updated. It will be the responsibility of Bandmaster concerned to make sure that their practice ensured regularly so that fundamentals remain stable in their memory & they could do better in refresher & following training in future.

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