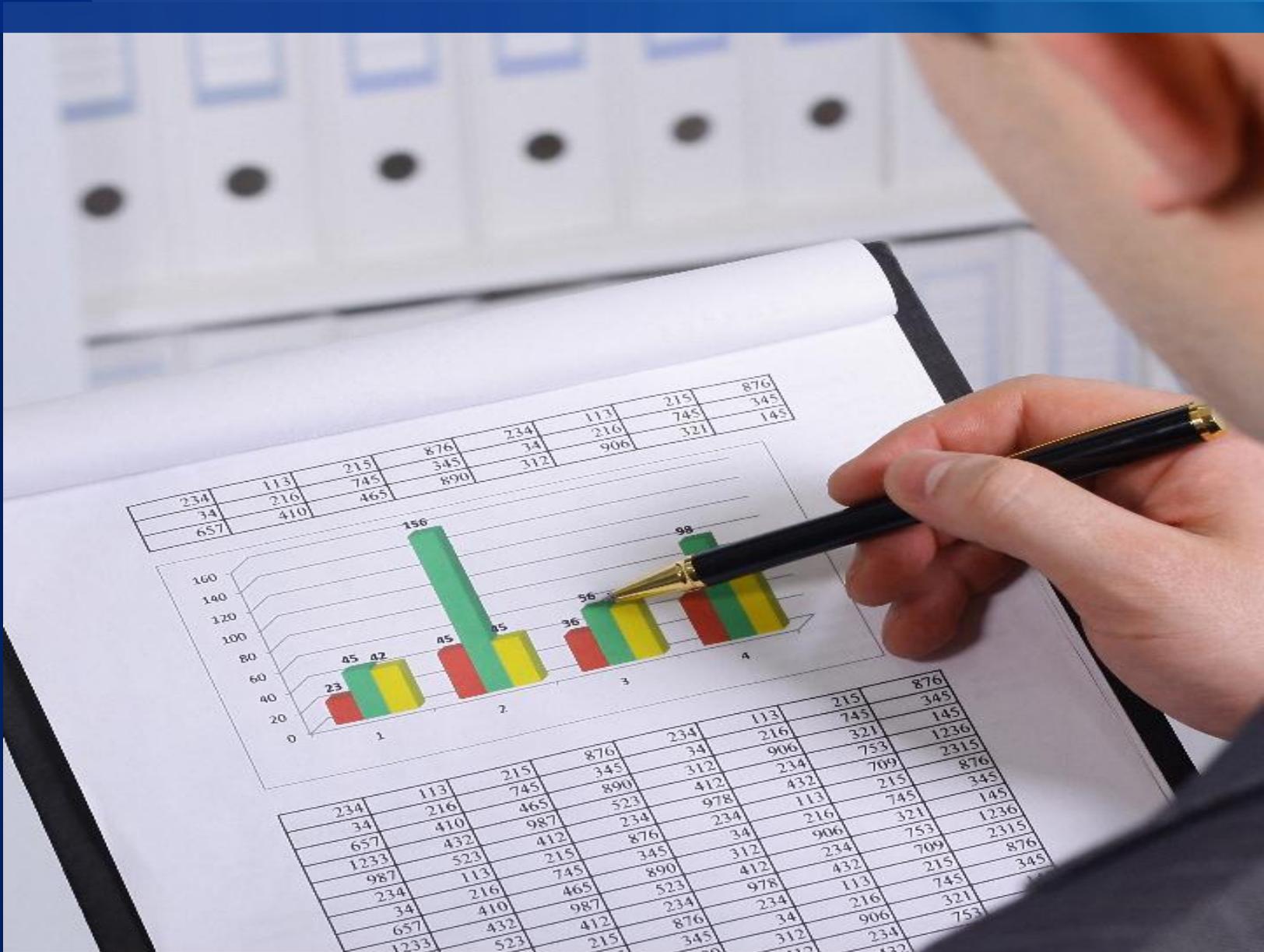


Impact Study of Student Police Cadet Project

Final Report

March 2015



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Transmittal Letter

This review report contains sensitive and confidential information related to the Student Police Cadet Project of Kerala Police.

Our advice in this document is limited to the conclusions specifically set forth herein and is based on the completeness and accuracy of the stated facts, assumptions and representations. If any of the foregoing facts, assumptions or representations is not entirely complete or accurate, it is imperative that we be informed immediately, as the inaccuracy or incompleteness could have a material effect on our conclusions.

We, recommend Kerala Police to treat this report as restricted information, restrict its circulation and control the process of making additional copies, thereof as per the required information security policy adopted by the Kerala Police. The distribution of this report should be limited to concerned and appropriate officials of Kerala Police and need basis only.

Our deliverables for this engagement are provided on the basis that it is solely for internal use by Kerala Police, SPC Secretariat and PHQ.

If this report is received by anyone other than the intended person, the recipient is placed on notice that the report has been prepared solely for this recipient in the above context of conducting an Impact study of SPC Project. The contents of this report may not be shared with or disclosed to anyone by the recipient without the express written consent of KPMG Advisory Services Private Limited (KASPL). KASPL shall have no liability, and shall pursue all available legal and equitable remedies against the recipient, for the unauthorized use or distribution of this report.

1 Introduction

The Student Police Cadet was started in 2006 as a small initiative christened as “Janakeeyam” by Kochi city Police involving high school students. Further such initiatives were started in few more schools in Alapuzha and Ernakulam. Looking at the success of the project and the good will created, a high level committee comprising of the then Home Secretary, Education Secretary and State Police Chief had submitted a proposal to the Government of Kerala. Based on this report, Government of Kerala in 2010 vide Govt. Order No.121/2010 Home dated 29.05.2010 launched the Student Police Cadet Project. The project has the objective to instill Good Citizenship which is one of the basic requirements for the development of the country. The project snapshot is provided below:

<p style="text-align: center;">STUDENT CADET PROJECT</p> <p>The SPC Project is a school-based youth development initiative that trains high school students to evolve as future leaders of a democratic society by inculcating within them respect for the law, discipline, civic sense, empathy for vulnerable sections of society and resistance to social evils.</p>	<h2>Objectives</h2>
	<ul style="list-style-type: none"> • To mould the next generation responsible and capable leaders • To develop social commitment and civic sense in the youth • To enable youth to explore and develop their inner potential in achieving success • To increase knowledge and understanding of effective use of Information and Communications Technology (ICT) among youth, • To motivate youth to develop secular outlook, respect for other’s fundamental rights • To facilitate development of good health, physical and mental fitness, self-control and discipline in youth, thereby enhancing their capacity for hard work and personal achievement.

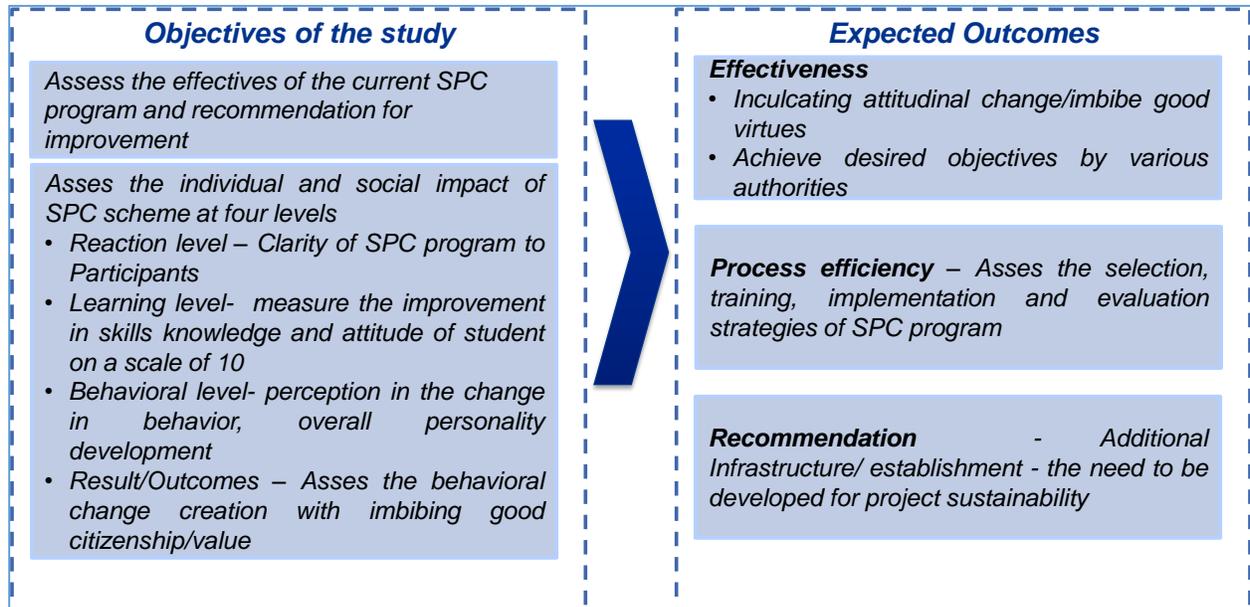
Kerala Police has appointed M/s KPMG Services Private Ltd for a study on the impact of Student police cadet project on citizen development in Kerala vide RFP No. S8/143719/2014/PHQ. This is the final report for this engagement. The main object of the impact study proposed was to assess the effectiveness of the SPC Programme at present and develop tools and methodologies to improve it further through Training need analysis and Gap analysis of infrastructure/material etc. The report covers the following:

- 1 Objective of the study
- 2 Approach and methodology
- 3 Scope of the survey
- 4 Schools covered
- 5 Survey results & analysis
- 6 Conclusions & Recommendations

2 Objectives

The main objective of the impact study are as below:

1. To assess the effectiveness of the SPC Programme at present and develop tools and methodologies to improve it further through Training need analysis and Gap analysis of infrastructure/material etc.
2. The agency conducting the evaluation will also focus on individual/ social impact of the Student Police Cadet Scheme at four levels viz:
 - a. Reaction level (Whether the participants are clear about the SPC Programme Objectives)
 - b. Learning level (Whether the skills, knowledge and attitude of the students changed, if so, how much is the change)
 - c. Behavior level (Whether the students reflected the change in their behavior based on what they have learned in the SPC Programmes. To study their overall personality development perceived by the Community surrounding them consisting of Teachers, Parents, other students and public.)
 - d. Results/Outcomes (Did the change in behavior positively resulted in transforming the individual student to imbibe the values of good citizenship and for delivering goods in the community where he/she lives?)



3 Approach

For the impact assessment of Student Police Cadet Project, we have use proven IRECS methodology. IRECS will be useful in assessing following aspects of the programme and also compare the programme with control area.

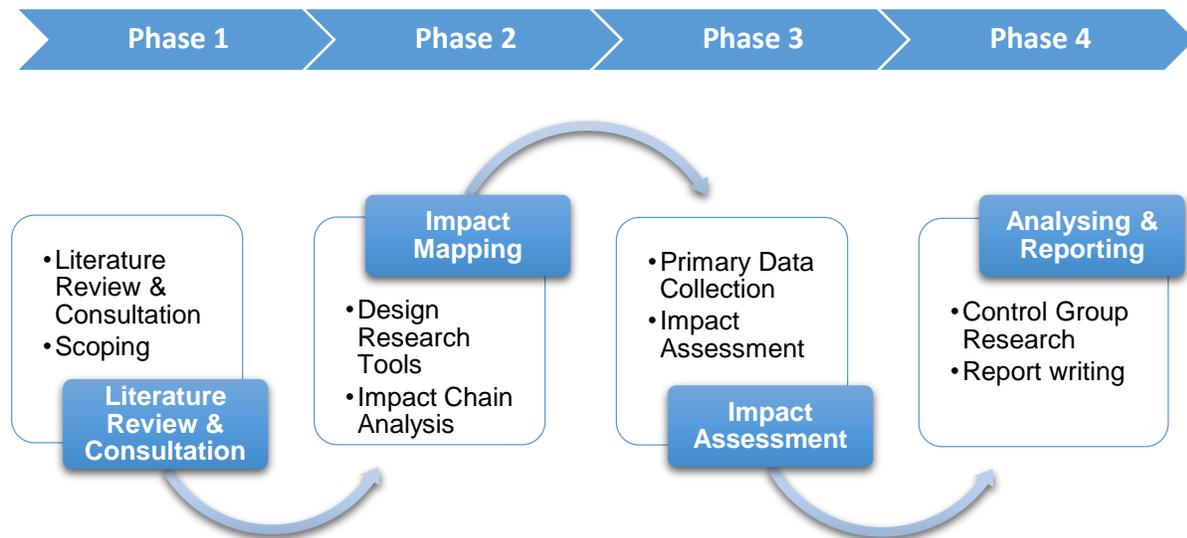
The 'IRECS' framework consists of assessment criteria that provides feedback to the processes followed in the design and implementation of the projects. The five parameters for measuring sustainability under the IRECS framework are defined as:

Inclusiveness	<ul style="list-style-type: none"> Assessing the extent to which communities equitably access the benefits of assets created and services delivered; also the role of different stakeholders in the design and implementation of the project
Relevance	<ul style="list-style-type: none"> Assessing if the project is geared to respond to the 'felt' needs of the communities
Expectations	<ul style="list-style-type: none"> Examining the extent to which the process of project implementation meets the expectations of the communities
Convergence	<ul style="list-style-type: none"> Judging the degree of convergence with government/other partners; the degree of stakeholder buy-in achieved; and the linkages with concurrent government programmes in the field
Service delivery	<ul style="list-style-type: none"> Assessing the state of operations of the programme outputs in terms of delivering the intended services to the beneficiaries

The SPC Project implemented in selected Schools by Government of Kerala was assessed in comparison with the schools where the programme was not implemented.

4 Methodology

We have conducted the impact evaluation and assessment in following four phases:



Phase 1: Literature Review & Consultation

Literature Review & Consultation: The study was initiated with an exhaustive review regarding the implementation model, current state and impact of the SPC Project running in the state for the last 5 years. While this component of the study was relying exclusively on secondary literature, the findings from this review was augmented through interactions with implementation officers in the field. This exercise formed the foundation for the entire study.

The sources of information included;

- Online content from <http://studentpolicecadet.org/>
- Periodic reports from Student Police Cadet Project team
- Independent review articles in local newspapers or online portals, etc.
- Workshops, camps and seminars organized by the SPC at various locations during the study

Scoping & Stakeholder Mapping: Scope of the assignment was defined by identifying and prioritizing indicators from the range of socio-economic-political impacts (sought to be) created by Student Police Cadet Project. During this step we identified direct and indirect stakeholders who are impacted either positively or negatively under the defined scope of intervention.

Direct stakeholders included students, parents and teachers; whereas indirect stakeholders included non SPC students and social activists, etc.

The sample selected for the assignment was as follows:

- Selected 50 schools representing urban, rural, coastal and tribal areas from 19 Police districts as a stratified random sample
- Collected response from 50 Schools where SPC Project is implemented and 10 Schools where SPC Project is NOT implemented. Thus 50 SPC and 10 non-SPC schools were selected.
- Collected response from 50% students from each SPC school. From non-SPC school 25 Students 10 Parents and 10 teachers were collected

Phase 2: Impact Mapping

Impact Mapping: Impact mapping is a logical sequence that maps inputs, outputs, outcomes and impacts for each stakeholder. Kerala Police’s Student Police Cadet Project was mapped along the results chain in consultation with the identified stakeholders. This step highlights the validated positive and negative impacts on each stakeholder.

Identify Impact Indicators: Based on the impact map, indicators will be identified for the desired impact. The indicators considered for the study included both qualitative and quantitative impact of Student Police Cadet Project on the community. A comprehensive map of indicators helped in comparative study for social-economic-political influence.

Designing Research Tools: As part of the study, we designed tools to capture data on the following:

- Impact indicators for Student Police Cadet Project
- Comparative analysis of Kerala Police’s intervention with the Student Police Cadet Project

The following table presents the research tools that was used for this study.

Research	Description	Instrument	Respondent Profile	Validity of use in this exercise
Quantitative	Survey on beneficiaries and non-beneficiaries	<ul style="list-style-type: none"> ▪ Questionnaire (closed ended questions) ▪ KPMG used web based data collection forms by skilled/ experienced social studies professionals/ students. 	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Police officers 	<ul style="list-style-type: none"> ▪ To extract and gather quantitative data on change in the selected outcome and impact indicators ▪ It will provide Experiential inputs from the households
				<ul style="list-style-type: none"> ▪ The responses will be a mix of Perception and Experiential inputs on the project
Qualitative	Focus Group Discussions (FGD)	<ul style="list-style-type: none"> ▪ FGD checklist (key questions) 	<ul style="list-style-type: none"> ▪ Students ▪ Parents ▪ Teachers ▪ Police officers 	<ul style="list-style-type: none"> ▪ Enables flexibility for evaluators to explore unanticipated issues and enquire at depth

	Key Informant Interviews	▪ Interview guide	▪ Students ▪ Parents ▪ Teachers ▪ Police officers	▪ To gather in-depth information regarding project implementation and impact
	Case Studies	▪ Interview guide	▪ Project beneficiaries	▪ Enable deeper understanding and explanations of impacts, processes and behaviours
Ideation workshop	Ideas for project enrichment (to be conducted after preliminary data analysis and comparative study of the project)	▪ Discussion guide	Mixed group of students, parents, teachers etc...	Ideation on various topics including: ▪ Desired and undesired impacts of the project ▪ Comparative analysis of the project ▪ Recommendations for improving the project and next steps

Phase 3: Impact Assessment

Data Collection: This step involves participatory research and field data collection with pre-identified indicators. Data will be collected on the impact and sustainability of SPC Project for comparative analysis and sustainability analysis.

The comparative assessment that is required in this study implies that the assessment take into account, the two following reference periods:

- Comparison between before and after implementation phases of SPC in Kerala (in order to compare short-term impacts and factors affecting students)
- Comparison between the predicted impact-map of SPC Project with the current state (in order to compare long-term impacts and factors affecting students)

Impact Assessment: Data collected will be used for social-economic-political impact assessment. Detailed analysis of impact on the community will include influence on the various identified parameters would be explained through case studies and primary data. The data will be segregated as an **Experiential and Perception inputs from the respondents**. The experiential response contain the actual impact of the project as experienced by the beneficiary while the perception inputs contain the perceived impact and indicators for the project by beneficiaries and non-beneficiaries.

Phase 4: Analyzing and Reporting

Control Group Research: The data collected from both schools where SPC Project has been implemented and the schools where the Project is not yet implemented would be compared on impacts based on the control group analysis.

The research design will be discussed with the SPC team and customized research will be implemented in close association of the Kerala Police.

Report Writing: The final study report will highlight the IRECS analysis of intervention and provide insights into the ways by which social value is created for the identified stakeholders. The report will also provide insights into desired and undesired impacts of the project. The experiential and perceived inputs will also provide directions to the future programme design.

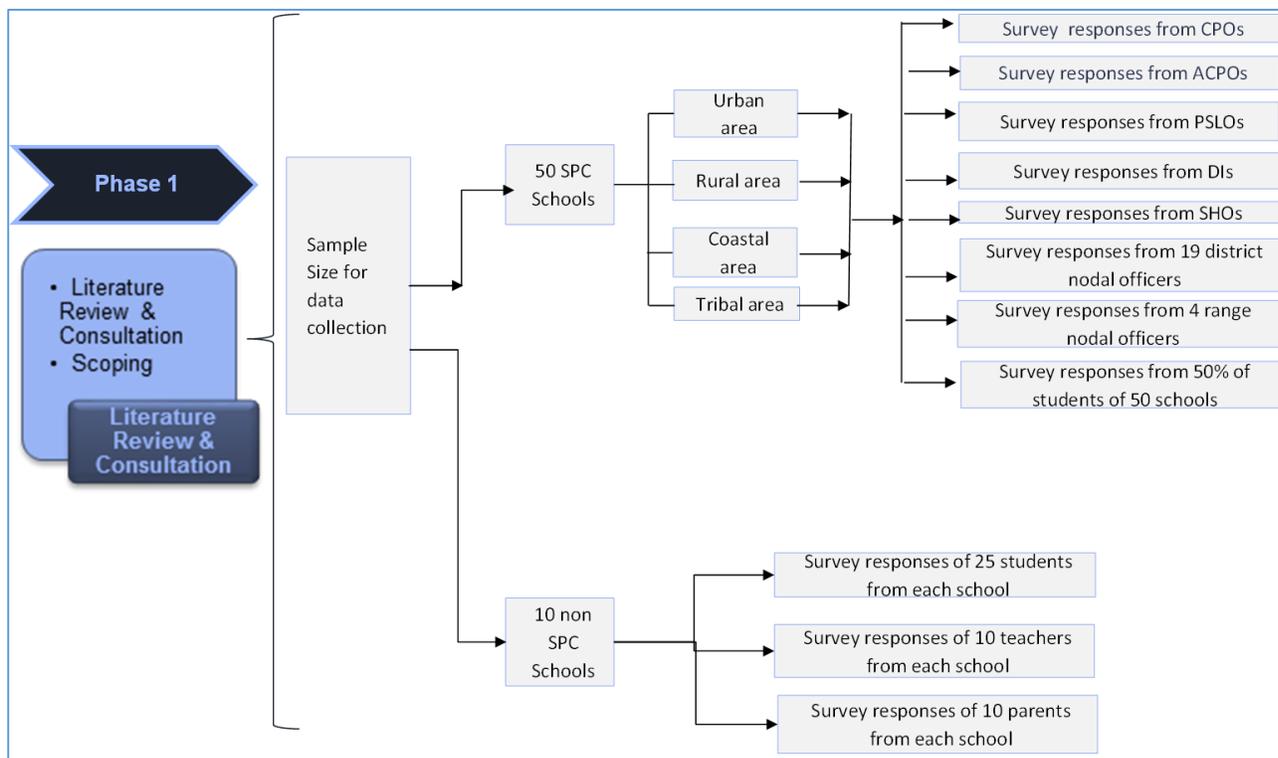
After the preliminary analysis of data, an ideation workshop will be conducted with a mixed group of students, parents and teachers, social security experts, etc. This workshop will provide critical inputs on the findings of the research study and also provide the road map to the next steps for SPC team.

5 Scope of the survey

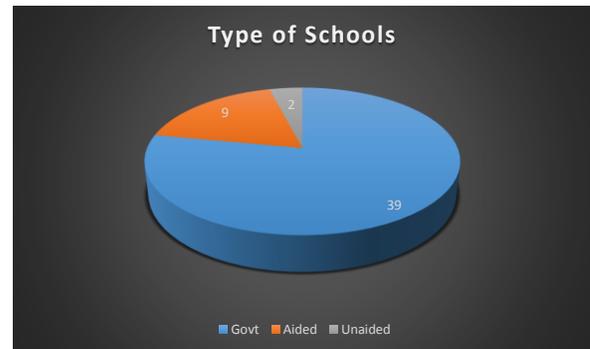
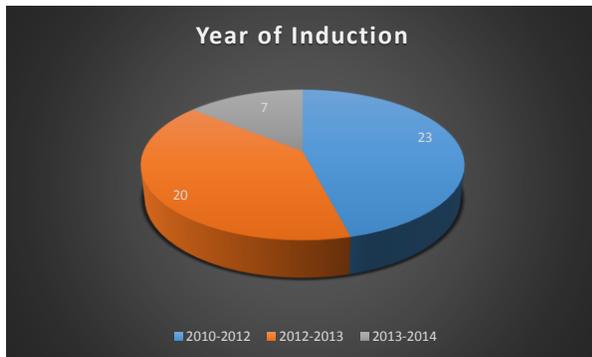
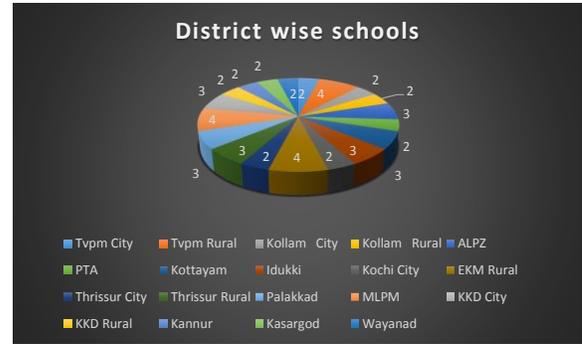
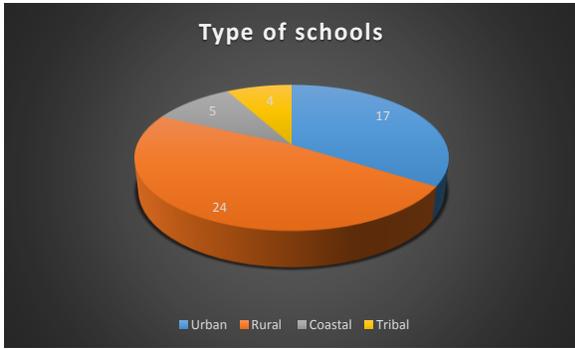
Detailed Scope of Work/Assignment

- The study may examine the SPC activities at School level at 50 out of 418 school including Model Residential Schools under ST Development Department and Development Department.
- The study may assess the effectiveness of SPC functionaries in handling the project and conduct a gap analysis.
- Various activities organized at District level in 19 Police districts and also at State level as part of the SPC Project be examined to critically ascertain the adequacy, relevance.
- The social impact of the project towards Citizen Development, Prevention of Crime through the active involvement of Student Police Cadets as an intervention of Community Policing (Mini projects organized as part of SPC Training).

The survey sampling structure is as below:



KPMG had multiple rounds of discussions with the SPC Secretariat Team and has finalized the list of schools to be visited for the impact study. The survey questionnaire was discussed with the concerned people at the SPC secretariat. The list is provided in Annexure 1. The criteria for selection of schools are as per the above survey sampling structure. The survey sample details is provided below:



6 Schools covered under the survey

6.1 List of schools

List of SPC Schools proposed to be visited. The list was finalized after discussions with SPC Secretariat.

SL NO.	DISTRICT	STARTED PERIOD	NAME OF SCHOOL	TYPE OF SCHOOL	SPC WING	FUND TYPE	JUNIOR	SENIOR	TOTAL	Police Station	Type
1	TVM City	2010-2012	St. Marry's HSS, Pattom	Aided	HS	Govt.	44	44	88	Medical College	Urban
2	TVM City	2012-2013	St. Philomina Girls HSS, Poonthura	Aided	HS	Govt.	44	43	87	Poonthura	Coastal
3	TVM RL	2010-2012	Govt. HSS, Kazhakkuttom	Govt.	HS	Govt.	44	44	88	Kazhakoottam	Rural
4	TVM RL	2012-2013	GBHSS, Bharathannur	Govt.	HS	Govt.	44	44	88	Pangode	rural
5	TVM RL	2013-2014	Govt.HSS, Avanavancherry	Govt.	HS	Govt.	44		44	Attingal	Rural
6	KLM CITY	2010-2012	Govt. BHSS for Boys, Chavara	Govt.	HS	Govt.	44	44	88	Chavara	Coastal
7	KLM CITY	2012-2013	GHSS Poothakkulam	Govt.	HS	Govt.	44	44	88	Paravoor	Rural
8	KLM CITY	2012-2013	GHSS Anchalamoodu	Govt.	HS	Govt.	44	44	88	Kollam West	Urban
9	KLM RL	2010-2012	Govt. HS&VHSS, Kottarakkara	Govt.	HS	Govt.	44	44	88	Kottarakkara	Urban
10	KLM RL	2012-2013	GHSS Anchal West	Govt.	HS	Govt.	44	43	87	Anchal	Rural
11	PTA	2010-2012	Govt. Boys HSS, Adoor.	Govt.	HS	Govt.	44	44	88	Adoor	Urban
12	PTA	2012-2013	Vivekananda HS for Girls, Kadapanadu	Aided	HS	Govt.	44	44	88	Enathu	Rural
13	ALPY	2010-2012	Vayalar Ramavarma MHSS, Cherthala.	Govt.	HSS	Govt.	44	44	88	Cherthala	Urban
14	ALPY	2010-2012	Govt.Model HSS, Ambalapuzha	Govt.	HS	Govt.	44	44	88	Ambalapuzha	Urban
15	ALPY	2012-2013	Mahatma Boys HS, Chennithala	Aided	HS	Govt.	44	44	88	Mannar	Rural
16	IDK	2010-2012	Govt. HSS, Kallar Nedumkandom	Govt.	HS	Govt.	44	44	88	Nedumkandom	Rural
17	IDK	2012-2013	GVHSS Maniyaramkudy	Govt.	HS	Govt.	37	44	81	Maniyaramkudy	Tribal
18	IDK	2012-2013	Model Residential School, Peerumedu	Govt.	HS	SC	39	40	79	Peerumedu	Tribal
19	KTYM	2010-2012	Govt. Boys HSS Puthupally	Govt.	HSS	Govt.	44	44	88	Kottayam East	Urban
20	KTYM	2012-2013	K.T.J.M. High School, Idamattom, Pala	Aided	HS	Govt.	44	44	88	Pala	Rural
21	KTYM	2013-2014	Govt. Model Residential HS , Ettumanoor	Govt.	HS	ST	44		44	Ettumanoor	Tribal
22	KCHI CITY	2010-2012	Govt. Boy's HSS, Thrippunithura.	Govt.	HS	Govt.	44	43	87	Hill Palace	Urban
23	KCHI CITY	2012-2013	Darululoom Vocational HSS, Ernakulam	Aided	HS	Govt.	44	42	86	EKM Central	Urban
24	EKM RL	2010-2012	Govt. Boys HSS, Aluva	Govt.	HSS	Govt.	44	44	88	Aluva	Urban
25	EKM RL	2010-2012	GVHSS, Iringole	Govt.	HS	Govt.	31	30	61	Perumbavoor	Coastal
26	EKM RL	2012-2013	Mar Bazil HSS, Kothamangalam	Aided	HS	Govt.	44	44	88	Kothamangalam	Rural
27	EKM RL	2013-2014	Govt. HS Poika	Govt.	HS	Govt.	44		44	Kuttanpuzha	Rural
28	TCR CITY	2012-2013	GHSS Pattikkad	Govt.	HS	Govt.	43	44	87	Peechi	Rural
29	TCR CITY	2012-2013	Devamatha CMI Public S, Patturaikkal	Un-Aided	HS	SELF	44	44	88	Town East	Urban
30	TCR RL	2010-2012	SMTG HSS Chelakkara	Govt.	HS	Govt.	44	44	88	Chelakkara	Rural
31	TCR RL	2012-2013	Model Residential School. Thiruvilwamala	Govt.	HS	SC	33	33	66	Wadakkancherry	Rural
32	TCR RL	2013-2014	1. Govt. Mappila HSS, Chamakkala	Govt.	HS	Govt.	44		44	Mathilakom	Rural
33	PLKD	2010-2012	GHS, Pottassery	Govt.	HS	Govt.	44	43	87	Mannarkad	Rural
34	PLKD	2010-2012	Govt. HS, Agali	Govt.	HS	Govt.	44	44	88	Agali	Tribal
35	PLKD	2013-2014	Govt.HSS, Pathiripala	Govt.	HS	Govt.	44		44	Mangara	Rural
36	MLPM	2010-2012	Govt. Manavedan HS, Nilambur	Govt.	HS	Govt.	44	44	88	Nilambur	Rural
37	MLPM	2010-2012	Govt. Fisheries HSS,Tanur	Govt.	HSS	Govt.	44	44	88	Tanur	Coastal
38	MLPM	2012-2013	PPM HSS Kottukara	Aided	HS	Govt.	44	44	88	Kodotty	Rural
39	MLPM	2013-2014	Ideal Public School, Kuttippuram	Un-Aided	HS	SELF	44		44	Kuttippuram	Rural
40	KKD CITY	2010-2012	Govt. Ganapath HS, Feroke.	Govt.	HS	Govt.	44	44	88	Feroke	Urban
41	KKD CITY	2010-2012	Savio HS, Kozhikode	Aided	HS	Govt.	44	44	88	Medical College	Urban
42	KKD CITY	2013-2014	Govt HSS , Beypur	Govt.	HS	Govt.	44		44	Beypore	Coastal
43	KKD RL	2010-2012	JNMGHSS, Vatakara	Govt.	HS	Govt.	44	44	88	Vatakara	Urban
44	KKD RL	2010-2012	Nadapuram GHSS, Kallachi	Govt.	HS	Govt.	44	44	88	Nadapuram	Rural
45	WYND	2010-2012	Govt. VHSS, Kalpetta.	Govt.	HS	Govt.	44	44	88	Kalpetta	Urban
46	WYND	2012-2013	Govt. HSS, Thalappuzha	Govt.	HS	Govt.	44	44	88	Thalappuzha	Rural
47	KNR	2012-2013	GHSS, Sreekandapuram	Govt.	HS	Govt.	44	44	88	Sreekandapuram	Rural
48	KNR	2012-2013	GHSS Manathana	Govt.	HS	Govt.	44	44	88	Peravoor	Rural
49	KSGD	2010-2012	Govt. HSS, Kanjangad	Govt.	HS	Govt.	44	44	88	Hosdurg	Urban
50	KSGD	2012-2013	GHSS, Chayoth	Govt.	HS	Govt.	44	44	88	Neeleswaram	Urban

List of non SPC schools:

The list of NON SPC schools are provided below from the SPC Secretariat. These are the new schools that have applied for the SPC project this year. As per the survey requirements, a list of 10 schools from the below list would be selected for the control group study:

LIST OF NON SPC SCHOOLS FOR IMPACT STUDY			
SL NO	DISTRICT	SCHOOL	POLICE STATION
1	TVM CITY	Govt.Girls HSS Cottonhill	Cantonment
2	TVM RRL	Mulamana V&HSS Anakudy Vamanapuram	Venjaramoodu
3	KLM CITY	Govt.HSS Kulasekharapuram	Karunagapally
4	KLM RRL	KRGPM HSS Odanavattom	Pooyapalli
5	PTA	Valiyakulam High School	Ranni
6	ALP	Govt.HSS Kalavoor	Mannanchery
7	IDK	St.Georges HS Udumbannoor	Karimannoor
8	KTYM	St.Shanthal HS Mammood	Trikkodithanam
9	KOCHI CITY	SNDP HSS Udayamperoor	Udayamperoor
10	EKM RRL	Mar Stephan VHSS Valakom	Muvattupuzha
11	TSR CITY	Govt.HSS Peechi	Peechi
12	TSR RRL	St.Georges HS Pariyaram	Chalakkudy
13	MLPM	MIHSS Ponnani	Ponnani
14	PLKD	Paruthoor HS Pallipuram	Trithala
15	KKD CITY	Markaz HSS For Boys Karanthur	Kunnamangalam
16	KKD RRL	Govt.HS kavilumpara	Thottilpalam
17	KNR	Govt.HSS Mathil	Peringom
18	WYND	CMS HS Arapatta	Meppadi
19	KSRGD	Holly Family HSS Rajapuram	Raja Puram

6.2 List of meetings

The list of meetings and key activities conducted for the period 31st January 2015 to 6th February 2015

Sl No.	Name of the person	Date of Visit	Purpose
1	Loknath Behera, IPS ADGP, PHQ	31-January 2015, 02 February 2015	Project approach and methodology discussion
2	K G Babu, ACP, SPC	31-January 2015	Project understanding, literature review
3	Mohanan ASI, Vijayaraj- Training coordinator, Anil Kumar	02-February-2015	Questionnaire discussion and approvals
4	Mohanan ASI, Vijayaraj- Training coordinator	02-February-2015	School List finalisation
5	Multiple Meetings with Vijayan IPS, Nodal Officer	05-February-2015 to 15 March 2015	Understanding the concepts, studying the underlying factors of SPC objectives, deep insight interviews
5	Meeting with Students, CPOs, ACPO, DI, ACPs, District Nodal Officers, Parents	10-February-2015 to 27-February 2015	Conduct the survey, field visits, workshops and interviews
6	SPC annual training meet 2015	09-March-2015	Focussed Group Discussions, NGT, Open forums
7	Dr V Reghu	25-February-2015	Understand the various perspectives of SPC from his vision and views,

7 Our Understanding of Student Police Cadet Programme

7.1 Introduction

The STUDENT POLICE CADET (SPC) Project is a school-based youth development programme, initiated by Government of Kerala in the year 2010. SPC aims to train high school students to evolve as future leaders of a democratic society, by inculcating in them respect for the law, civic sense, and empathy for vulnerable sections of society and resistance to social evils. The project, jointly implemented by Police and Education Departments, enables youth to explore and develop their innate capabilities, thereby empowering them to resist the growth of negative tendencies such as social intolerance, substance abuse, deviant behavior, and anti-establishment violence. Equally, it strengthens within them, commitment towards their family, the community, and the environment. The programme is designed to develop in the youth of the country the social skills and internal values necessary to face the challenges of life in the 21st Century.

As part of the Student Police Cadet project, selected students undergo training imparted by police personnel (Drill Instructors) attached to local Police Units such as Police Stations or Armed Reserve Camps. Further, other police officers of various ranks as well as officials from Excise, Transport, Forest, and Fire & Rescue Services visit schools and interact with the cadets in each school, imparting training in their respective areas of law enforcement. Furthermore, Cadets undertake study trips to government establishments such as Law Courts, Jails, Police and Fire Stations, and places of historical importance. Cadet training also involves participation in residential and non-residential camps, visits to forests and environmentally protected areas, and community-level campaigns such as prevention of substance abuse and promotion of road safety. At the end of each year of training, the cadet undergoes a series of evaluations and, based on the results, is awarded a grade appropriate to the level of achievement and competence.

KPMG has studied the various aspects of the SPC programme with a view to understand the objectives, motives and therefore structure the survey and feedback in a more meaningful manner.

The study focused on areas as below:

- 1 Evolution of SPC
- 2 Relevance of student police cadets in India
- 3 What is unique about the project?

7.1.1 Evolution of SPC:

The Student Police Cadet Project has its roots in Janakeeyam, a community-level initiative by Kochi City police, in 2006. During the event, more than 400 high school students from 30 local schools interacted with police officers, engaging in wide-ranging discussions on community issues and visiting police stations. During these discussions, the students expressed a desire to have an ongoing association with the police.

Accordingly, that same year, a pilot Student-Police project was launched on an experimental basis in certain selected schools in Ernakulam Rural District and later in Alappuzha District. Within a short time,

positive results began to be seen among the student community in these schools, with significant improvement in academic performance by students, tackling of school-level deviant behavior by police with the help of students, empowerment of girl students to resist harassment, etc. Also, at Kozhikode in January 2010, a squad of high school students trained by the police was entrusted with the responsibility of crowd management at Kerala School Kalotsavam, an annual event involving more than 10,000 student participants, Asia’s largest youth-centered cultural festival.

Following the commitment and support by these students at this event, and in light of the success stories from project-implemented schools, a detailed proposal for a school-based training programme was prepared and submitted to the Government of Kerala. On the basis of this report, Government of Kerala issued GO (P) 121/2010/Home dated 29-05-2010, with the stated objective of moulding a generation of law-abiding, socially committed and service-oriented youth. A state-level Advisory Committee was constituted with Sri. Jacob Punnoose IPS (DGP-Kerala) as Chairman, senior Government officials as members, and Sri P Vijayan IPS as State Nodal Officer for the SPC Project. An initial decision was also taken to implement the project in 100 selected schools across Kerala, to commence in August 2010.



- “Started as Janakeeyam 2006”, a community-level initiative by Kochi City Police involving high school students
- Formation of pilot student police groups in few schools in Alappuzha and Ernakulam Districts
- Submission of a proposal constituted by a high-level committee comprising **Home Secretary, Education Secretary, State Police Chief**
- Based on this report, Government of Kerala issued GO (P) 121/2010/Home dated 29-05-2010, thereby launching the Student Police Cadet project

2010	2012	2014
<p>Project Launch Project launched in another 127 HS / Hr. Sec 11176 students</p>	<p>Covered 249 HS, 16,000 SPC, 500 CPO,</p>	<p>Project rolled out in 433 selected HS, 1500 PO & 840 Trained Teachers</p>



7.1.2 Relevance of student police cadets in India

The need for a school-level intervention such as the Student Police Cadet (SPC) project derives from a combination of philosophic, demographic, sociological and economic factors that are expected to influence the future global standing of our nation. The significance of the SPC Project lies in its potential to positively impact the following:

INDIA'S DEMOGRAPHIC DIVIDEND

- Over 50% of Indian population less than 25 years of age
- Proper training will develop self-confidence, willingness and capacity for hard work, effectiveness and risk-taking ability
- This developed human resource will propel India into leadership role on the global stage by 2030

Being a country with a large pool of YOUNG INDIANS, we need to create a society who are law abiding, socially acceptable behaviour, responsible citizens. Therefore, The objectives of the SPC project are synchronous with **Government of India's National Youth Policy**, which aims at motivating youth of today to participate in the exciting and tremendous task of National Development.

Create a Civic Sense

- Civic Sense is Respect for others' rights and Responsibility towards family, community and environment
- Spitting, public dumping of household waste, disregard of rules and regulations, spoilage and destruction of environment, are nothing but poor civic sense
- Practice of civic sense a hallmark of civilization and culture
- Early inculcation will ensure lifelong practice

Children must be trained to practice civic sense and socially responsible behaviour, ideally in school itself

Supporting Policing in democratic set up

- Responsibilities towards society
- Protect life & property of Citizens
- Safeguard Fundamental rights
- Enforce Rule of Law
- Ensure Equality before Law
- Unsatisfactory quality of modern policing a reflection of democratic values as practiced by community members also.

Therefore Youth properly trained today will evolve into ideal Citizen as well as Policeman of tomorrow

<p>Democracy and Respect for law In Democracy:</p> <ul style="list-style-type: none"> • Law belongs to the people & children inherit it by birth • A Child must grow up knowing the law exists for his/her safety and security • S/he must be proud of the law, and not grow up in fear or contempt of Law. • S/he must know that abiding by and enforcing Law is part of general civic responsibility 	<p>Reduce Social Evils Contemporary issues affecting communities in general:</p> <ul style="list-style-type: none"> • Weakening of family structures and social support mechanisms • Declining moral standards and value systems • Widespread and Liberal consumption of alcohol and other intoxicants • Decrease in self-confidence and self-esteem in youngsters ...often lead to criminal tendencies and deviant behaviour in youth and exacerbate social tensions based on caste, class, religion, gender, and ethnicity.
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7.1.3 What is unique about the project?

The uniqueness of the SPC project comes from its objectives and the way it is implemented to achieve the larger goals. The SPC aims at creating a next generation responsible citizen with a Motto “We Learn to Serve”

<p>What is so Unique?</p> <ul style="list-style-type: none"> • An association between the educational and security frameworks of a state, that trains and encourages youth to develop respect for law and abiding by law as a way of life. • Uses existing network, infrastructure and leadership qualities of Police to supplement physical, mental and educational development of youth • Empowers school communities to create safe school environments and confident youth willing to react against social evils • Stimulates parents and community leaders to work with police in creating safer communities 		<p>What it is & what is it not?</p> <ul style="list-style-type: none"> • Cadets are not used to supplement police • Project is only co-curricular and educative • Cadets are encouraged to wear uniforms • Regulate functions during student related programmes only to experience the purpose and difficulty of enforcement of laws
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Survey Assessment

&

Analysis



8 Survey results and analysis:

The study has classified the survey results under the following categories and dimensions of assessment:

Sl No	Objectives	Related Survey Areas
1	To what extent was the SPC Program meaningful for the students	<ul style="list-style-type: none"> • What do your teachers think about your work in school compared to your classmates work? • Has the academic performance has improved after joining the SPC program? • Has SPC program improved Communication Skills? • Has the SPC program improved safety of students in school, public places, during travel as well as at home?
2	Has SPC training been effective in inculcating following attitudes in cadets? <ul style="list-style-type: none"> • Willingly respect and abide by Law • Practice civic sense • Democratic behaviour • Selfless service to society as the natural way of life 	<ul style="list-style-type: none"> • How often you visited an old age home, rehabilitation centre for children or physically/mentally challenged or visited any needy person in their own family or community • If you were in a position of power in the Government, how important would the following issues be for you?
3	Has SPC training been instrumental in achieving the below virtues in cadets? <ul style="list-style-type: none"> • Good health • Physical and mental fitness • Self-control and discipline 	<ul style="list-style-type: none"> • How healthy do you think you are? • Do you ever feel lonely? • How do you feel about yourself? • Has SPC training has been instrumental in improving health & physical fitness?
4	Has SPC training delivered on this desired objective for Authorities like Forest, Transport, and Excise in preventing crime, maintaining law and order, promoting road safety, and improving internal security and disaster management	<ul style="list-style-type: none"> • How often do you use a seat belt when you ride in a car? • SPC training boosted awareness of Environmental issues, especially concerning citizen involvement in protection of public resources such as water, air, forest, etc.
5	To develop social commitment in youth and empower them against deviant behaviour in themselves and others, thereby preventing growth of social evils such as drug and alcohol abuse, intolerance, vandalism, separatism, and terrorism in society.	<ul style="list-style-type: none"> • Have you ever used smoking, liquor, drugs etc? • How do you respond to such situations? • Have you been able to say “No” to such temperaments? • Have you been able to stop yourself and your friends from being addicted to such habits?
6	To enable youth to explore and develop their inner potential in achieving success, by inculcating in them leadership, teamwork skills,	<ul style="list-style-type: none"> • Has SPC ensured the inculcation of personal virtues such as goal setting, regular habits, and responsibility? • Has SPC enhanced my participation in PT & sports, cultural/social activities?

	innovative thinking and problem solving ability.	
7	To increase knowledge and understanding of effective use of Information and Communications Technology (ICT)	<ul style="list-style-type: none"> • Has SPC training was able to promote safe & effective use of ICT?
8	Develop secular outlook, respect for other's fundamental rights and willingness to carry out their fundamental duties as enshrined in the Constitution of India by developing in them qualities of Patriotism, Open-mindedness, Large-heartedness, Inclusiveness, Capability and Effectiveness (POLICE)	<ul style="list-style-type: none"> • Has SPC been effective in promoting development of citizenship qualities? • Was SPC training able contribute positively to image & functioning of police? • Has SPC training enabled in better understanding of functioning of other enforcement agencies? • Has SPC been able to develop personal responsibilities for citizenship in a democratic society?

8.1 Overall Assessment results:

The overall assessment and results are classified according to the categories of respondents – Students, teachers, Parents and Students, covering SPC and NON SPC schools. The detailed assessment is provided in the below sections:

- Quantitative analysis of the Project using structured questions
- Qualitative analysis of the project through the meetings, FGDs, NGT with select group people
- Comparative study of a similar project – Nation Cadet Corps (NCC) with SPC

8.2 Survey results and analysis

8.2.1 SPC school survey

Overall analysis of the survey results for SPC schools are provided below. The survey target groups were the SPC students, SPC teachers and the associated police personnel. The key areas of assessment and the survey results are provided below. The detailed analysis is provided in the Annexure 1. The survey outcome is based on the experience of people who have participated in the SPC programmes and therefore has seen tangible results over a period of time. The schools selected were running SPC for almost more than 2 to 4 years and we have covered the entire platoons in each school selected for the survey.

Key Areas of assessment	Inferences on the feedback	Survey result Students	Survey result Teachers	Survey result Police
<i>SPC Students overall performance at school when compared to that of Peers</i>	SPC Students feel that overall performance levels of the SPC students has consistently improved compared to their non SPC peers. SPC students are more oriented towards personal virtues like goal setting, regular habits, punctuality and responsibility towards life.	87%	98%	98%
<i>Improve Academic Performance of SPC Student</i>	SPC Students feel that their academic performance has improved after joining SPC. This may be attributed to the motivation and discipline being instilled by SPC	97%	97%	95%
<i>Improve Personal hygiene, Safety & Security among SPC students</i>	SPC students perceived an improved safety of students in school, public places, during travel as well as at home due to the orientation provided by the SPC programme. Students are aware of the health issues and values of physical fitness	98%	99%	99%
<i>Instil Sensitivity to Social issues among SPC student</i>	SPC students feel that helping community and people in need is absolutely needed and is a part of citizen responsibility towards building up a democratic society, involve in distress support activities like traffic accident, natural disaster etc.	94%	97%	97%

Instil Civic sense among SPC Students	SPC students feel the programme has been successful in instilling civic sense – citizenship qualities, following traffic rules, voting rights, keeping public places clean, wearing helmets / seat belts, non-disposal of garbage in public areas, etc.	89%	99%	99%
Encouraging overall personality development - sportsmanship and team building, leadership skills	SPC students has exhibited high sportsmanship, leadership skills and work as team – they manage large public shows, crowd management, event managements etc. They are considered to be the preferred volunteers for most of the government functions. They participate in outdoor activities like sports, Yoga, parades etc.	98%	98%	100%
Create awareness on environmental issues and natural resource conservation	SPC students have shown high amount of consideration for environmental issues and judicious use of natural resources like water, electricity, paper etc. In addition, they prefer to conserve the environment and make it a better place to live.	97%	99%	97%

8.2.2 Survey Analysis of Non SPC schools

Overall analysis of the survey results for NON SPC schools are provided below. The survey target groups were the NON SPC students, NON SPC teachers and the parents of those NON SPC schools who have already volunteered to become an SPC School and therefore are aware of the SPC Programmes and also have some interactions and experience of the behavioral changes / impact of the SPC students. The key areas of assessment and the survey results are provided below. The detailed analysis is provided in the Annexure I. It is worth mentioning that the survey was based on perceptions of people about SPC students' vis-à-vis Non SPC students. Kindly note that the below survey results among NON SPC schools reflect the perceptions and experiences of NON SPC students, parents and teachers about SPC programme. The survey result clearly indicates the popularity of SPC programme among the NON SPC Schools and also the related demand of such schools to start the SPC programme.

Key Areas of assessment	Inferences on the feedback	Perception among Students	Perception among Teachers	Perception among Parents
<i>SPC Students overall performance at school when compared to that of Peers</i>	Parents Teachers and students of Non SPC background feel that there is considerable improvement in overall performance of SPC students compared to the Non SPC students. The survey results is a reflection of the perceptions and also ambition of such schools to take part in SPC Programme.	93%	97%	87%
<i>Improve Academic Performance of SPC Student</i>	NON SPC Students feel that the academic performance of SPC students are much better than the NON SPC students after joining SPC. This may be attributed to the motivation and discipline being instilled by SPC programme. The result shows that NON SPC believes SPC programme has been able to improve academic performance.	97%	97%	87%
<i>Improve Personal hygiene, Safety & Security among SPC students</i>	NON SPC parents, students and teachers perceived that SPC student have better self-awareness, improved safety of students in school, public places, during travel as well as at home compared to the NON SPC students. This is due to the orientation provided by the SPC programme. SPC Students are aware of the health issues and values of physical fitness. The results among NON SPC shows that they believe SPC programme can improve the personal hygiene, safety and security among students.	85%	98%	90%

<p>Instil Sensitivity to Social issues among SPC student</p>	<p>NON SPC students did not have any exposure on social issues or compassion to the societal needs. But they perceived that SPC students were more oriented to help the community and people in need. NON SPC parents and teachers agreed that such an orientation among students were brought on by SPC training towards building up a democratic society, involve in distress support activities like traffic accident, natural disaster etc.</p>	<p>82%</p>	<p>97%</p>	<p>87%</p>
<p>Instil Civic sense among SPC Students</p>	<p>NON SPC students did not show much passion towards the civic / social programmes. However SPC programme has been successful in instilling civic sense due to the orientation – citizenship qualities, following traffic rules, voting rights, keeping public places clean, wearing helmets / seat belts, non-disposal of garbage in public areas, etc. the result shows that NON SPC participants believe SPC programme has been able to instil civic sense among students.</p>	<p>80%</p>	<p>90%</p>	<p>92%</p>
<p>Encouraging overall personality development - sportsmanship and team building, leadership skills</p>	<p>NON SPC students has not received any other opportunities like the SPC programme before. They believe SPC programme enable them imbibe high sportsmanship, leadership skills and work as team – they manage large public shows, crowd management, event managements etc. NON SPC participants believe SPC programme has helped students in achieving the overall personality development</p>	<p>87%</p>	<p>98%</p>	<p>95%</p>
<p>Create awareness on environmental issues and natural resource conservation</p>	<p>NON SPC students has not received any exposure on environmental issues and judicious use of natural resources like water, electricity, paper etc. Therefore, they believe SPC programme has been a boon for students to get sensitised in such areas and be aware and support such initiatives.</p>	<p>89%</p>	<p>98%</p>	<p>91%</p>

The Overall impact of the programme at various levels are as follows:

 Overall Impact of SPC on various stakeholders			
<p>The results of a statewide survey of stakeholders shows that the SPC project has brought about a positive impact on various stake holders of the society especially the cadets, teachers, parents and school atmosphere in which the project was implemented. The following are the major outcomes identified as a part of the impact study.</p>			
 Students	 Parents & Teachers	 School	 Police
<ul style="list-style-type: none"> • Improvement in physical fitness, physical and mental endurance. • Increased vigor, confidence, self discipline and more responsible behavior. • Fearless and free interaction with police and better understanding of functions and roles of police. • Positive attitude and readiness to serve others. • Improvement in academic performance and better participation in extra-curricular activities. • Time and goal consciousness • Willingness to abide by law and motivate others to do the same. 	<ul style="list-style-type: none"> • Willingness to change. Being forced to obey law since their children insist upon them to do so. • High appreciation of behavioral changes and responsible behavior among their children. • Increased interest and knowledge in better and effective parenting. • Better and responsible behavior. • Change in impression towards police. • Increased awareness of problems of adolescents 	<ul style="list-style-type: none"> • School premises and its surroundings made free from sales and usage of tobacco and tobacco products, other intoxicating substances and influence of antisocial elements. • Schools are made free from accident and traffic congestion • Improvement in internal discipline. Children with deviant behavior are identified and brought to the attention of teachers. • Neat, clean and plastic free School Campus. Gardens of flowers, medicinal plants are grown in some schools. • Smooth and effective organizing of school level functions. • Improvement in academic performance 	<ul style="list-style-type: none"> • Better and responsible behavior. • Motivation to serve as a role model for community members. • Opportunity to improve the image of Police, by correcting negative impressions created by Films and Media in young minds. • Increased flow of information regarding antisocial activities.
 Overall impact on the community			
<ul style="list-style-type: none"> • Several cadets have been able to correct alcoholism and bad behavior by adults in their family and community • Detection and dissuasion of sale of tobacco products in shops near schools, Arrest of persons selling illicit liquor, visit to police station after road accident, dissuading uncle from suicide, arrest of anti-social eve teaser etc. • Experiences of respondents as part of SPC project include self-development, empowerment of students to solve family and community issues and effective intervention to deter social evils • In general, all respondents agree that SPC project training is effective in raising discipline and self-esteem of cadets, developing them as role models for the student community, and creating hope for the future of families and communities • Empathy with inmates of orphanage, old age homes, pain and palliative care establishments • Project objectives that are valued by respondents include creating national spirit, developing self-esteem, inculcating social commitment, facilitating empathy for fellow human beings, discipline, leadership, environmental awareness • In general, there is positive community response to SPC programme 			

8.3 Qualitative analysis of the project basis NGT, FGD, structured interviews

As a part of the impact analysis, we had conducted couple of focussed group discussions, NGT and structured interviews with select group. The Outcome of the same is produced below as a SWOT matrix. This exercise was conducted primarily to validate the results and correlate the same with the quantitative data collected.

<p>Strengths</p> <ul style="list-style-type: none"> • SPC can create an efficient and punctual generation • SPC could mould a disciplined and docile generation • SPC could build leadership qualities in students • SPC can create lot of opportunities to students 	<p>Weakness</p> <ul style="list-style-type: none"> • The association for the passing out students with the programme is not continued after the course • There is less clarity among students/parents as to what is the significance of joining SPC course • The Platoon strength can be increased • Course duration have to extended. Students will attain the maturity to imbibe the envisaged values of the project, only when they are grown up.
<p>Opportunity</p> <ul style="list-style-type: none"> • SPC enables students to closely interact with the society, to understand the issues and in helping them out, thereby building a better personality. • SPC enables to understand different aspects of life through citizen • SPCs will have the maturity to build a better society by keeping an eye on the offences involved in the society and finding ways to transform it to better one • SPC project is giving opportunity to visit and attend various training programmes thereby ensuring overall development of the student community and create leaders 	<p>Threats</p> <ul style="list-style-type: none"> • Some of the communities in the society are against the uniform style and against the curriculum of the project (especially the physical activities/ exertions training involved in the course for girls) • The idea behind the programme is not properly conveyed to the society • Training for weapon use is not provided in the SPC training classes, which the SPC students find they could attain in NCC • Less respect from other friends about the course (SPC students being actively involving in waste cleaning/other social hygiene activities)

8.4 Comparative study of a similar project – Nation Cadet Corps (NCC) with SPC

We have conducted a comparative study of SPC with NCC to study the models, objectives and uniqueness of both the projects. This was essential because NCC is in existence since 1948 and has evolved over a period of time. The comparison has helped in formulating the recommendations especially on the course structure, training, and recognitions etc that SPC can emulate and be a differentiator.

SI No	Parameters assessed	NCC	SPC
1	Objectives	<ul style="list-style-type: none"> To develop character, commandership, discipline, a secular outlook, ideals of selfless service amongst citizens and the spirit of adventure To create a human resource of organized ,trained and motivated youth to provide leadership in all walks of life and always available for the service of the nation To provide a suitable environment to motivate the youth to take up a career in the Armed Forces. 	<ul style="list-style-type: none"> To mould a generation of youth who willingly respect and abide by Law, To facilitate development of good health, physical and mental fitness, self-control and discipline in youth, thereby enhancing their capacity for hard work and personal achievement. To develop social commitment in youth To enable youth to explore and develop their inner potential in achieving success To increase knowledge and understanding of effective use of Information and Communications Technology (ICT) among youth, To motivate youth to develop secular outlook, respect for other’s fundamental rights
2	Training Pattern	<p>NCC cadets are given basic military training in Army, Navy and Air Force in small arms and parades. Training curriculum is solely for physical fitness and soft skill improvement. This include Parades, weapon use, navigation instruments, adventure training.</p>	<p>The SPC programme is linked with Education, transport, forest, excise, local and self-government departments. Several awareness classes and workshops are conducted by subject experts in various fields in conjunction with direct exposure to ground realities gives the cadets an awareness of existing social conditions. Students are given training for physical fitness, drill, march, etc. Specially trained drill instructors from the police department impart trainings. Once a month, SPCs</p>

			undertake a cross country route march or nature trek under the supervision of respective Drill instructors The training mainly comprises of indoor, outdoor, field visits, mini and summer camps.
3	Course Recognition	<ul style="list-style-type: none"> • Candidate who gets A certificate in the Junior division and wing, will get grace marks which is added to the 10th Standard exam (in certain states) • Candidate who gets B certificate are given free marks in number of government job exams, and weight-age marks are added to university exam marks. • Candidate who gets C certificate can straight apply to attend the interview conducted by Service selection commission. 	<ul style="list-style-type: none"> • Candidates who have cleared SPC programme with 75% attendance in SPC activities such as parade, indoor classes and field visit are eligible for 5% grace marks.
4	Training duration and outcomes	Age limit to join NCC is 13-18.5 years for junior division cadets and up to 24 years for senior division cadets. Hence, the relevance of the programme and respect of becoming an armed officer will be well-understood by the cadets and he will achieve the maturity to imbibe the envisaged qualities of the programme.	SPC programme is focussing on 8 th , 9 th , 11 th and 12 th Grade students. SPC intends to mould a potential young generation who are self-driven, disciplined, capable, responsible, holistic social leaders with global vision guided by humanitarian values
5	Outcomes	More focussed on creating a career oriented and feeder units for armed forces primarily intended for tackling external security	More focussed on creating an enabling environment by building a responsible citizen and intended to reduce internal security.

Prime facie, there exist many similarities between the two projects, viz. NCC & SPC. Both organizations promote among youth self-discipline, community spirit, voluntary adherence to Law and patriotism. They also facilitate physical fitness in youth, provide them with parade training and instill in them pride in wearing a uniform. However, SPC becomes different from NCC in the following ways:

SPC is unique compared to NCC

- SPC aims at providing a training to create better citizens, thereby contributing to internal security
- SPC focusses on empowerment of citizens
- SPC enables students to be more sensitive to social issues and create environmental awareness
- SPC follows a networking and flat organizational structure
- SPC training specifically address contemporary issues of youth or communities
- SPC facilitates exposure to Law and Order, as well as Government functioning
- SPC project has a significant impact on morale of school communities,
- SPC is not meant to be feeder into police or other uniformed services

8.5 Inferences

The impact study was conducted to assess the impact of SPC on various stakeholders and suggest improvements / future course of actions. Basis the various methods of the impact study, the inferences arrived at on the various dimensions of the assessment are provided below:

Dimension	Evaluation Sub question	Conclusions
Relevance of SPC	To what extent was the SPC programme meaningful to the Students, Parents, Teachers and Police	<ol style="list-style-type: none"> 1 SPC programme has been viewed by all sections of the survey categories as very meaningful, and consistent with the goals with which the programme is created. 2 More than 90% of all respondents agree to all the envisaged goals of the SPC programme. 3 SPC has been able to create a social change in a small section of the society, and may work as a catalyst of change in the long run. 4 More than 85% of the respondents have agreed that this has enabled the better image of the police force and has been instrumental in creating a basic understanding of functioning of other agencies. 5 More than 90% of the respondents have claimed that SPC programme has been able to create a disciplined students who are more focussed on academic progress. 6 More than 95% of the students and teachers recommended that SPC programme helped in developing leadership qualities in students 7 More than 85% of respondents have agreed that SPC programme has been able to create a self-awareness, compassion and also grow as a better citizen in society. 8 More than 90% of the respondents have agreed that the programme has contributed to the physical fitness, enhanced participation in PT & sports, cultural/social activities.
Efficiency & Effectiveness	<ul style="list-style-type: none"> • To what extent was the Program cost-effective? • To what extent was the Project approach consistent with achieving the project purpose? 	<ol style="list-style-type: none"> 1 SPC programme has been running on very little funding from the government. Even though the project has been successful as a pilot with little funding, taking into consideration the various activities of SPC, the programme has been cost effective and also able to achieve the objectives with the limited funding. 2 More than 90% of the respondents of all categories have agreed that the facilities provided by SPC are better than what they are currently getting in the schools.

		<ol style="list-style-type: none"> 3 However, a section of the students have mentioned that the quality of infrastructure – food, accommodation, uniforms, arms training etc provided by other programmes are better than SPC. 4 The project has been able to create a vibrant eco system among the parents, teachers, students and police involved in the programme 5 Respondent believe that the current administrative system of the programme implementation is functioning well however would require more support from the government administration as free service is always not sustainable model in the long run 6 There is sufficient amount of participation at the local and central level by eminent government functionaries from various departments, local representatives, prominent personalities etc. More than 97% of the respondents agree that the involvement of these people and their objectives of attending the same has created a sense of pride, opportunity to understand and create a motivation among the students through these interactions. 7 The implementing officers – especially the Drill Inspectors and Police officers (ADNO, PSLC) directly attached to the schools are highly motivated and has full ownership and zeal to support the programme. However, the support extended by their immediate superiors may be little more co-operative and supportive for the programme. Most of the immediate superiors were considering this an additional activity along with the regular policing work 8 The implementing officers are currently taking their personal time for supporting the cause of the programme, sacrificing their leaves, family etc. 9 The programme is focussed on generic issues of the society and wherever specific subject based skills are required, the specific functionaries from the department supplement the knowledge and skills. Hence as on date, the training programmes has provided the required skill sets for the SPC programme 10 The duration and adequacy of the programme were analysed for the quality of contents, training pedagogy, methodologies etc. It may be noted that the contents were generic in nature and more towards awareness creation than skill building.
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		<p>The contents were mostly presented in the form of videos, smart classrooms etc. The contents are currently hired from the line departments and made available for the programme</p> <p>11 The current intake in a class is restricted to 22 students. There has been a comparison among the students in the same class or other divisions as SPC vs Non SPC students, SPC vs NCC, Scouts etc. FDG revealed that this is creating some kind of separation mentality between the students in the same class / division</p>
<p>Sustainability</p>	<ul style="list-style-type: none"> • To what extent is the project sustainable? • How can sustainability be enhanced? 	<ul style="list-style-type: none"> • The demand for introducing SPC in more schools is increasing since inception of the programme. • There has been a demand in the new projects under SPC from the students and schools perspective • However, the police personnel supporting the programme has emphasized on the reduction of the number of courses, focussing on a few and revising / introducing new courses once in every 2 years • There is a standard SPC calendar and SPC schedules for various training programmes. However, currently most of the programmes are run on non-school working hours or weekends. This induces additional work pressure for the CPOs, ACPOs. • In addition, all DI, ANOs from the police also need to work on additional days sacrificing their leaves. • The SPC programme is currently running on volunteerism. All people working for the programme is taking up additional responsibilities, but this may have a greater impact on sustenance in future. • The association of students with the programme is for 2 years. There is a need to have a mechanism either to use their service for SPC at a later stage or track their progress in career within the immediate 5 years after SPC training. • FGD has revealed that there has been cases of some drop out of students from the SPC programme after joining the course. This is primarily due to social issues,

		<p>physical exertion for girls, uniform style for girl cadets, parents not encouraging the children for paying for their uniforms etc.</p> <ul style="list-style-type: none"> • Another revealing impact is that 95% of the students mentioned reason for joining SPC as provision of all facilities free of cost. This has a wider implication in Kerala Society. Anything free may be tried for one year and if not may be discarded. One of the reasons for drop outs in the second year SPC training is because of the fee to be paid for Uniforms. • FGD with parents revealed that, they would like to send students to NCC as well because they are expecting more job opportunities and grace marks in NCC programmes.
<p>Impact</p>	<ul style="list-style-type: none"> • What was the overall impact of the SPC project? 	<ul style="list-style-type: none"> • The SPC programme has been able to create a very high impact among the community. This is evident on the increasing demand by more schools to start SPC in their curriculum. • The student community has also embraced the programme with great enthusiasm. • A word of caution here is on two accounts – <ul style="list-style-type: none"> - During the survey, most of the students wanted to participate in two programmes in parallel- SPC with NCC. This is because of the better facilities provided by NCC and also to compliment for other offers in NCC like job quota, grace marks for exams, arms training etc. - In addition, the programme is implemented in schools that are mostly from the government and aided sector. Since these schools or students did not have any previous exposure of similar initiatives, either they cannot compare SPC with anything similar or they can compare with only NCC like programmes. • The association of students with the programme is for 2 years. There is no mechanism either to use their service for SPC at a later stage or track their progress in career within the immediate 5 years after SPC training.

9 Conclusions and Recommendations

9.1 Detailed recommendations for SPC Programme Operational Success

The impact study was conducted to assess the impact of SPC on various stakeholders and suggest improvements / future course of actions. Basis the various methods of the impact study, the conclusions and recommendations are provided below.

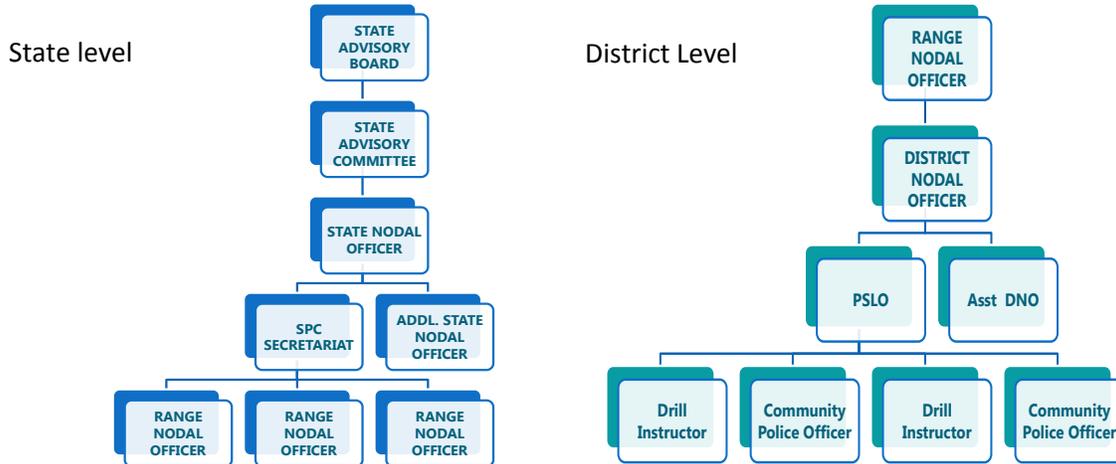
Dimension	Recommendations
Relevance of SPC	<p>Even though the programme has been able to create a very positive impact on the community – students, teachers, parents and police, couple of suggestions that has come up from the respondents for further strengthening of the programme include the following:</p> <ol style="list-style-type: none"> 1 The programme has designed multiple courses from various streams every year. The same may be limited to a few numbers and focus on getting into more depth, with a revision of once in 3 years on the curriculum 2 Other programmes like NCC, Scouts & Guides, and Student Red Cross etc are competing with SPC. Most of these programmes have similar objectives with little difference in the scheme of operations. SPC programme may be differentiated in terms of its packaging, branding with the purpose and also mode of functioning. 3 Even though most of the respondents agree to the social objectives of SPC, currently all students and parents view all programmes like SPC, NCC etc with a career focus on whether they would be able to get grace marks / get a quota in the government jobs at a later stage in career. As such, to make SPC more attractive, appropriate measures for grace marks, quota in professional courses admissions, job reservations etc may be thought of in the long run 4 Today's society is facing a major challenge in terms of internal security of the nation. This is primarily due to the various factors like anti-social elements, higher prevalence of drug abuse, internal security factors etc. These are created as a result of dis orientation of the people at a very young age. SPC programme is one of the key initiative that can address all these issues and also support the development of a stable society. In this regard, SPC has to be a mandated programme to be introduced in all schools in Kerala and also In India at large. Some of the states that have introduced SPC are Gujarat,
Efficiency & Effectiveness	<ol style="list-style-type: none"> 1 The funding for SPC is very low compared to other similar programmes like NCC which is funded by GoI. The Gujarat state government had proposed 100 crores last year for their SPC programme, whereas Kerala had proposed only 6 crores. This year (2015-2016), however the budget has increased to 10 crores. Taking into consideration of the demand for including more schools under the SPC

	<p>programme, government may provide more funding towards the SPC programme.</p> <ol style="list-style-type: none"> 2 The quality of the infrastructure – food, accommodation, and other training paraphernalia’s may be improved with benchmarking against the similar programmes like NCC. 3 Currently, only government departments are given more focus on the training support initiatives. This may be extended to industry linkages, thereby creating a focus on skill development as well 4 The programme is run on voluntary service both within the system and outside. The long term sustainability of the programme would not be achieved on a voluntary service only. 5 A proper institutional mechanism with functions and work allocations as a part of the daily routine policing may be created within the Police force for this programme 6 The officers attached to the programme may be incentivised both on monetary terms or otherwise (good service, duty off, etc) to motivate them providing more voluntary service 7 Dedicated staff (either recruited or on deputation) may be proposed for creating a permanent institutional framework for the long term programme sustenance. 8 Skill based programmes especially for students in class 11 and 12th grade may be thought off as an additional offering 9 The current support from line departments supporting the programme including the education department is limited to provide administrative support, training people and contents etc. However, government may propose to have a small budget from each department or at least education department to contribute for the SPC programme. 10 The programme may be offered to all students in a class who are willing to join and complete the programme
<p>Sustainability</p>	<p>SPC programmes may be extended to more schools taking into account the following, else serious quality issues may happen.</p> <ul style="list-style-type: none"> • Creating a proper institutional mechanism in Police Force with appropriate organisational structure and full time staff (from the Police force / deputation from similar agencies like forest, MVD etc) • Introducing this as a part of the police work force core activity with performance assessment (confidential reports) on SPC as well. (Currently this is seen as a volunteerism). • Education department may be requested to take an active role in creating more CPOs, ACPOs in all schools with separate training under police force and support the SPC programme on full time basis. The GoK initiative to create a pool of Physical Trainers for sports can be emulated here

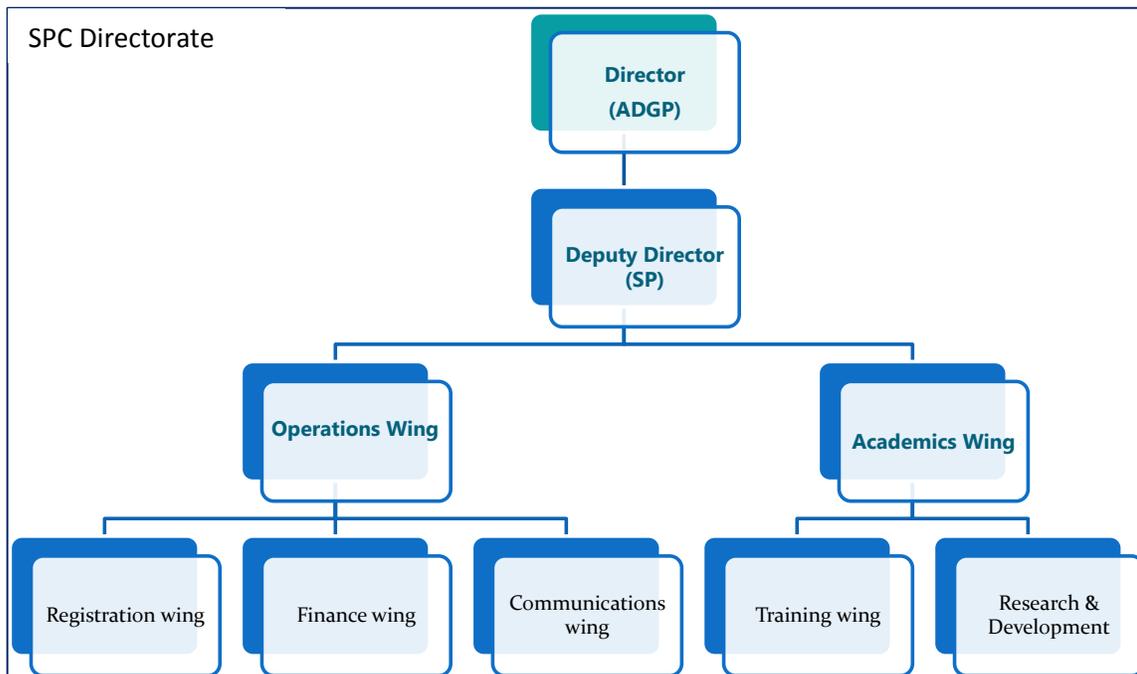
	<ul style="list-style-type: none"> • The initiative having a larger social impact needs more funds for sustainable operations. The current budget allocation is not sufficient for a wider roll out. <p>SPC may think of additional revenue models as below:</p> <ul style="list-style-type: none"> • There has been increasing demand for SPC from the private sector schools like CBSE and ICSE. Such schools may be charged for giving the SPC programme and such funds may be used for implementing the SPC in government schools • As a recent development, Company Affairs Ministry has introduced "Corporate Social Responsibility" as a mandated activity for the corporate who qualify under certain criteria: Turn over, Net worth & Profit. Kerala Police may approach these companies to get the funding as a part of the CSR activities. Currently SPC is associated only with BPCL. • The SPC programme is currently for 2 years, however, this may be revisited and a long term approach of starting the programme at the 8th grade and continuing the same till the 12th grade may be thought off for a long term sustenance of the impact and also career building initiatives like skill developments at an early age of life. • Associating with private players / government institutions like ASAP, KASE, NSDC etc to introduce job oriented skilling at higher secondary levels may be thought of as an initiative for attracting more students in the SPC. Some of the private sectors may sponsor the skills initiative free of cost. • SPC may be introduced in other areas like "ITI", and Polytechnics. This would enhance cross breeding and create a pool of students who are good at skilling and also better citizens.
<p>Impact</p>	<ul style="list-style-type: none"> • Any project of social relevance would require a long gestation period before it can produce the results. SPC is one of such projects that has a long term effect in the life of students, their eco system comprising of the teachers, parents, schools and their immediate community. These students are the citizens of tomorrow as well. In this regard, if the project requires sustained impact, a long terms approach of the SPC programme starting from 8th grade and continuing till 12th grade is a must. Further, the measure of success may be a continuous evaluation process which should be built-in for the processes of SPC. • The current batch of students who get trained and pass out from schools need to be tracked for their career improvement and also linked to the outcome achieved as a result of SPC project. A database of all students undergoing the SPC training has to be mandatorily managed and also tracked for this purpose. • In addition, while we did a comparative study of NCC as a similar project, it is understood that SPC also has to differentiate itself to a great extend for a long term sustainable and impactful project

9.2 Setting up a SPC Directorate:

SPC project has widened the scope and coverage. The current project management structure at the state level and district levels are as below.



However, the project require a dedicated directorate to support the functions of the SPC programme. The SPC Directorate may be envisaged as a central authority for the statewide Student Police Cadet project, headed by senior officials of the major departments responsible for the Project. The purpose of setting up an SPC Directorate is to bring the entire statewide SPC organization under a single executive authority. This is expected to lead to better coordination among SPC functionaries and beneficiary institutions, ensure timely communications and implementation of project activities, and facilitate maximum effectiveness. The suggested SPC directorate may be as below:



The functions of the various wings would be as follows:

- **OPERATIONS WING:** The operations wing would be overall responsible for all operational activities of the SPC. In addition, the other actions include supervision of funds-disbursal and utilization at school-level, Monitoring of school-level SPC activity, Inspection of schools, conduct of SPC annual events (SPC Quiz, SPC Day, etc.)
- **REGISTRATION WING:** This wing would be responsible for the maintenance of statewide records of SPCs (past & current), Issue of Enrollment numbers, Completion Certificates, Issue of Grades, Performance Record, Certification of SPC schools.
- **FINANCE WING:** This wing would be handling of SPC project funds from Govt & other sources, Disbursal for specific project requirements, Inspections and Supervision of bank accounts, Maintenance and monitoring of financial records, Auditing, Generation of annual budgets, Requests for funding of innovative project activities
- **COMMUNICATIONS WING:** This wing would be responsible for the announcements in Gazettes & news media, Conduct of orientation programmes for SPC officials, parents, functionaries and officials, community leaders, press releases to media regarding SPC major events, event reports
- **ACADEMIC WING:** The Academic wing would have overall responsibility of Training and R&D wing, in addition to curriculum development, Formulation of Annual Activity Calendar, Testing, Assessment and Grading of SPCs, Development of training modules, Liaison with senior education officials
- **TRAINING WING:** This wing would be responsible for selection of SPC field-level functionaries, Conduct of training programmes for CPOs, DIs, development of training modules for officials & cadets
- **RESEARCH & DEVELOPMENT WING:** This wing would be responsible for multimedia support for SPC project activities, Field surveys and internal assessment of project implementation, generation of field reports, maintenance of website, development of reports and proposals as per requirements of other Directors.

9.3 SPC Training Academy:

- The training both indoor and outdoor being an integral part of the SPC programme, a specialized training academy may be setup. This would enhance the skills of the trainers and also support the growing needs of the 21st century. This academy should also focus on skill development for students, rather be an enabler to skill identification and orientation of cadets into the right career track. The SPC Training Academy is envisaged as a state-of-the-art Training & Knowledge Hub equipped to:
 - Conduct appropriate training programmes for officials
 - Organize stakeholder orientation workshops
 - Develop training materials & content modules
 - Develop & administer tests of skills & proficiency
 - Develop eLearning based contents
 - Focus on creation of skill based training, entrepreneurial orientation to cadets

The overall recommendations basis the impact study are the following:

- The SPC programme is widely accepted by all stakeholders
- The Programme need further funding to expand to the next level
- The programme needs continuity beyond the school education for more acceptance and sustainability
- The programme needs a strong full time administrative structure and financial support for existence
- The programme can be rolled out to other schools, ITI, Polytechnics etc for wider acceptance and achievement of goals
- The programme may be funded through government, CSR initiatives, charging fees from private schools, consultancy services to other states etc
- The programme has some similarity with NCC and therefore need to differentiate itself in the long run
- The operational issues of the stakeholders may be addressed by creating a permanent administrative structure for the programme.

9.4 Time bound action plan for measurable targets

Sl No.	Actions Proposed	1-2 Years	2-5 years
1	Create an SPC Directorate	✓	
2	Use of ICT tools for SPC students portal and online learning	✓	
3	Create SPC Academy	✓	
4	Provide the necessary infrastructure – Vehicles, modern training systems – smart classrooms, skill based modules etc, SPC building	✓	✓
5	Create a more formal group of teachers / trainers for SPC from protected teachers	✓	
6	Involving officials from all supporting departments	✓	
7	Expand the SPC to other schools like private, CBSE, Kendriya Vidyalayas etc with a fee collection mode for training	✓	
8	Training on ICT use for all trainers	✓	
9	Fund raising from all private companies through the CSR budget	✓	
10	Branding of the Project		✓
11	Provision of grace marks to students in various competitive exams	✓	
12	Provision of quotas for professional degree seats		✓
13	Weightage to SPC cadets in recruitment to uniformed State Government services	✓	✓

10 Appendix I - Quantitative analysis using structured questionnaires:

The survey results obtained from students, teachers, police and public across the sample Schools as per the stratified sampling mentioned in section 5 are analysed based on the identified parameters as follows:

- 1 To assess the effectiveness of the SPC Programme
- 2 To assess the individual/ social impact of the Student Police Cadet Scheme at four levels viz:
 - Reaction level (Whether the participants are clear about the SPC Programme Objectives)
 - Learning level (Whether the skills, knowledge and attitude of the students changed, if so, how much is the change)
 - Behavior level (Whether the students reflected the change in their behavior based on what they have learned in the SPC Programmes. To study their overall personality development perceived by the Community surrounding them consisting of Teachers, Parents, other students and public.)
 - Results/Outcomes (Did the change in behavior positively resulted in transforming the individual student to imbibe the values of good citizenship and for delivering goods in the community where he/she lives?)

The consolidated survey responses received from the respective stakeholders around the limits of SPC schools are as provided below.

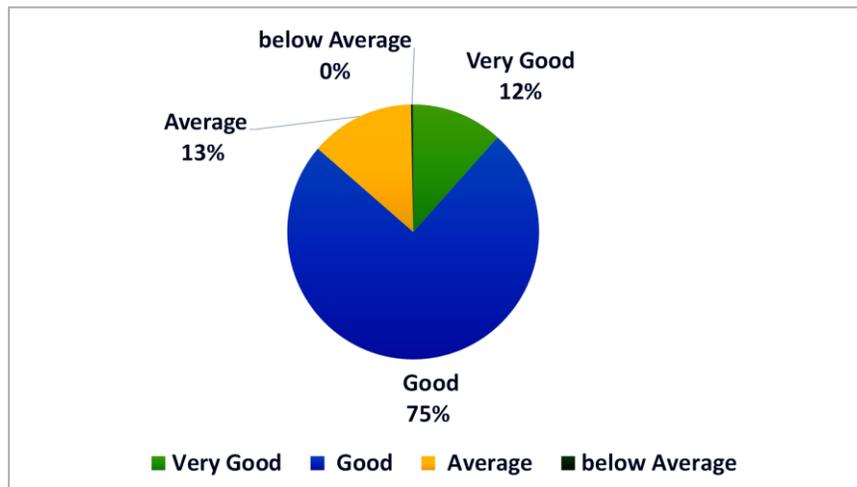
10.1 Quantitative analysis of the project using structure questionnaires:

The consolidated outcomes of the survey is provided below, individual school based assessment has already been provided in the interim reports.

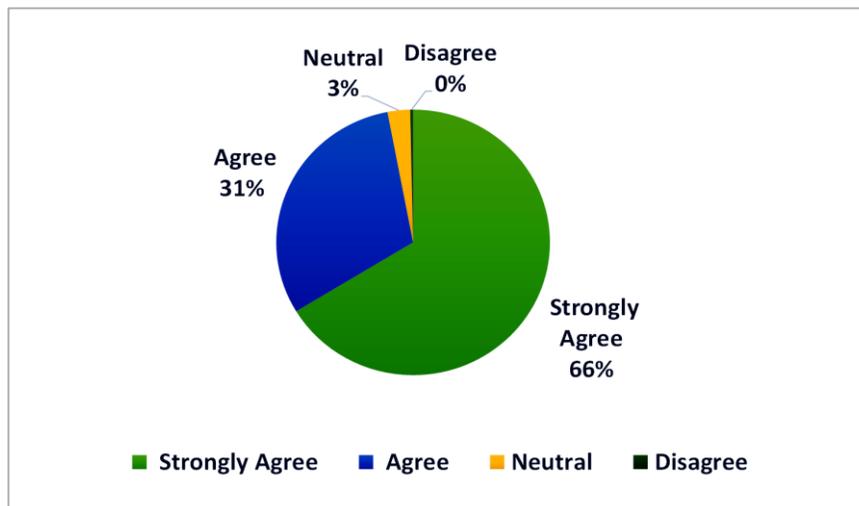
10.1.1 SPC students Survey results

The below section covers the responses of students for assessing impact of SPC program in improving academics among the SPC students compared to Non SPC students.

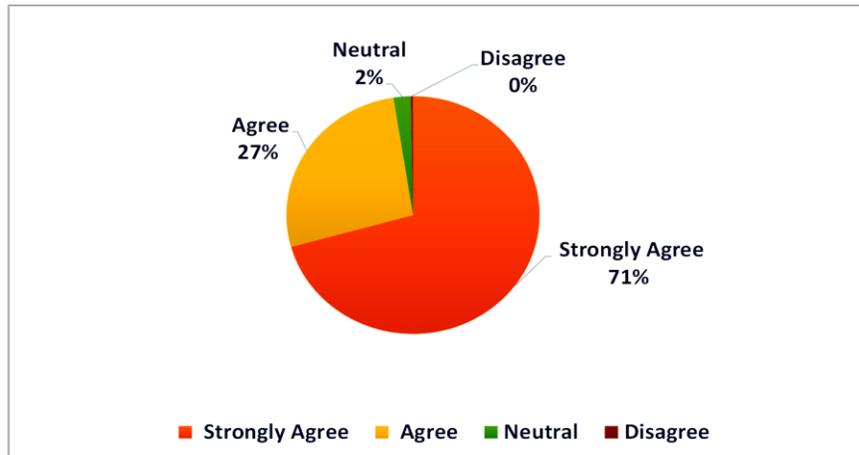
- How do you think your teacher would rate your work at school when compared to that of your friend's work?



- Do you think your Academic Performance has improved after joining the SPC program?



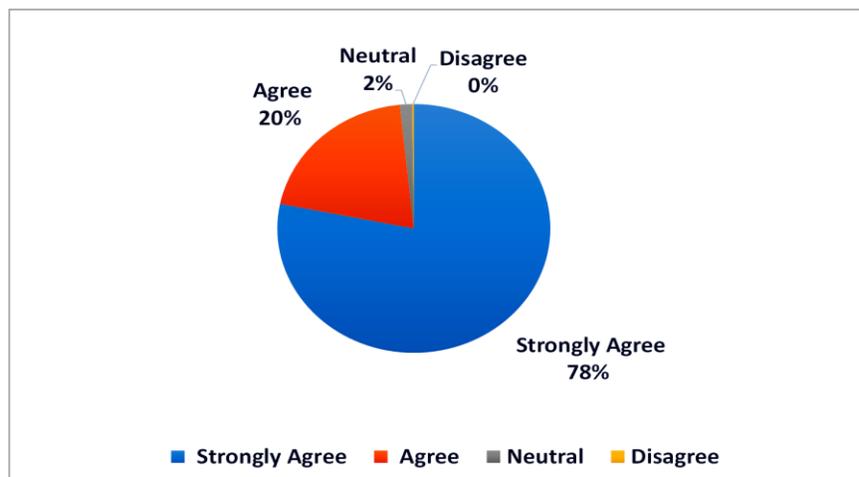
- Do you think your communication skills have improved after joining the SPC programme?



Impact of SPC program in personality development for students

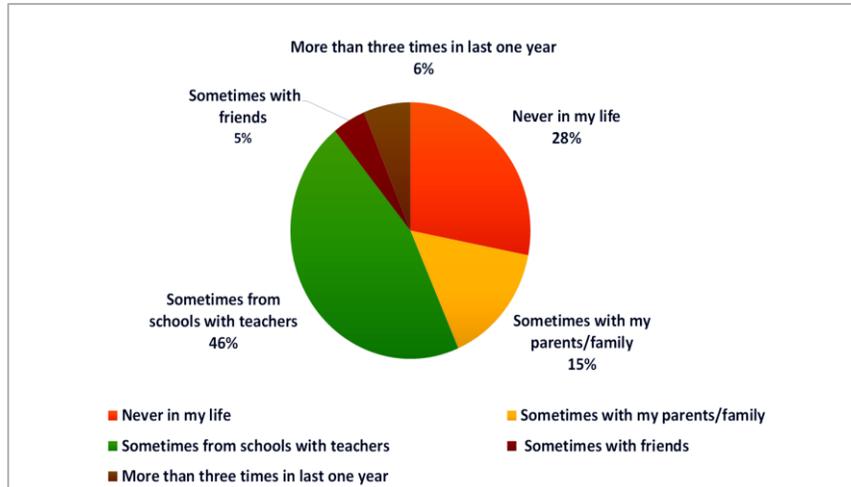
Responses for questions related to Personal Safety and Security

- Do you think the SPC program improved safety of students in school, public places, during travel as well as at home?

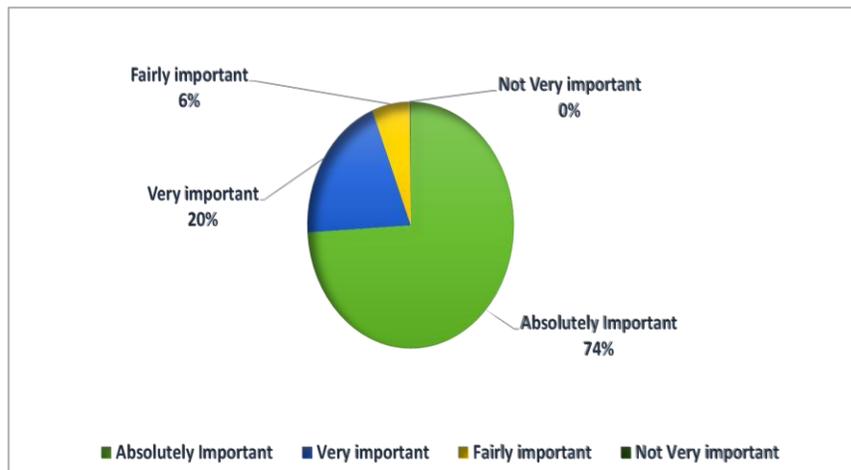


Responses for questions related to Social Sensitivity

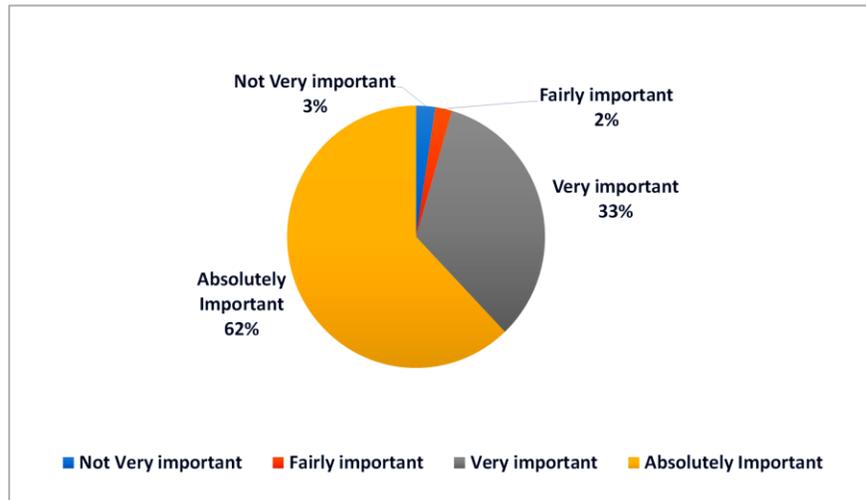
- How often have you visited an old age home, rehabilitation Centre for children or physically/mentally challenged or visited any needy person in their own family or community?



- How do you rate the importance of " Helping the community and people in need"?

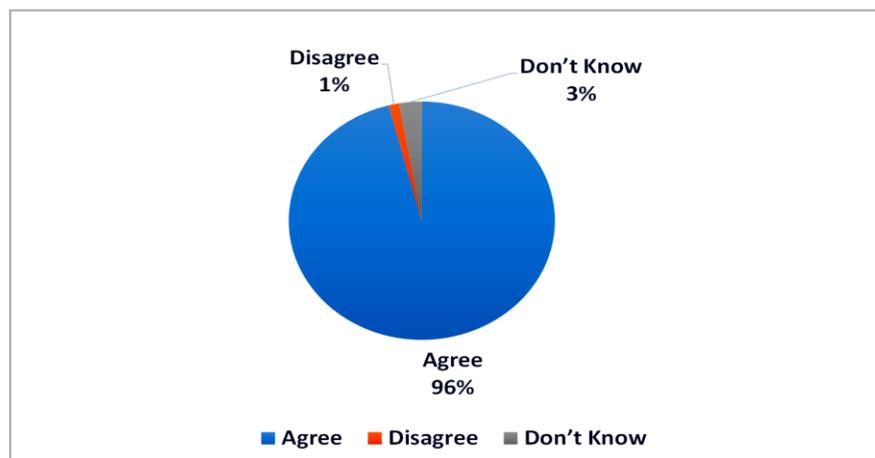


- Do you think supporting the vulnerable sections of the society is a part of citizen responsibility towards building up a democratic society?

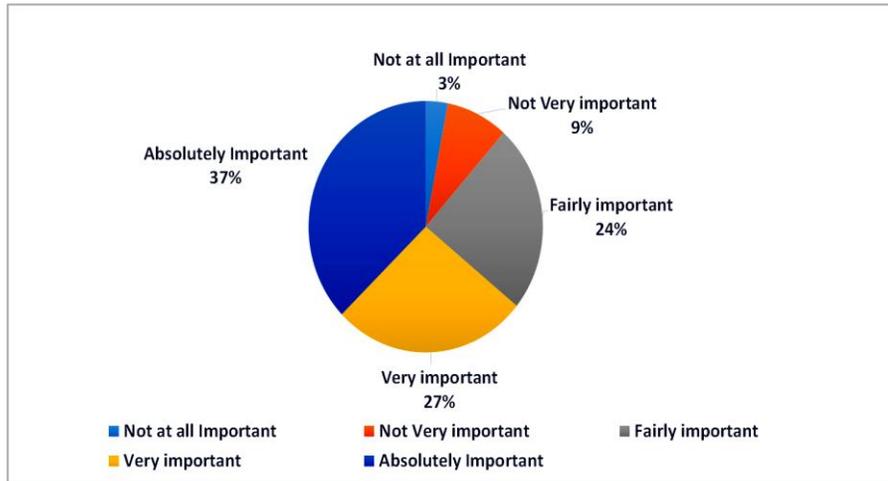


Responses for questions related to civic Sensitivity

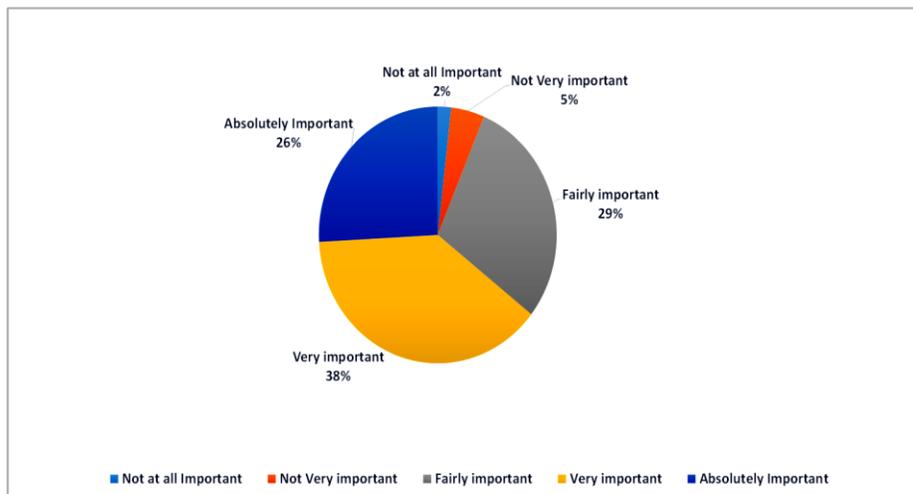
- Do you think SPC is effective in promoting development of citizenship qualities?



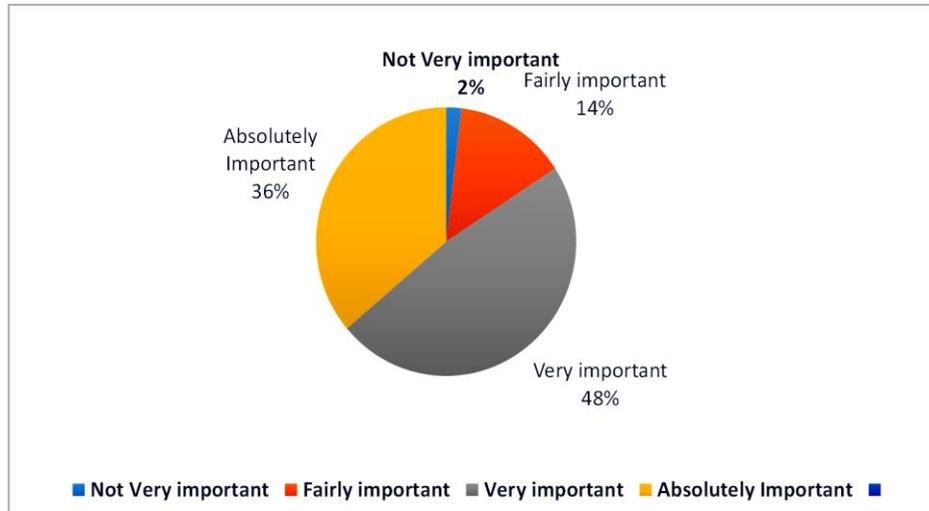
- Do you think it is important to take on civic responsibilities like Voting, etc.?



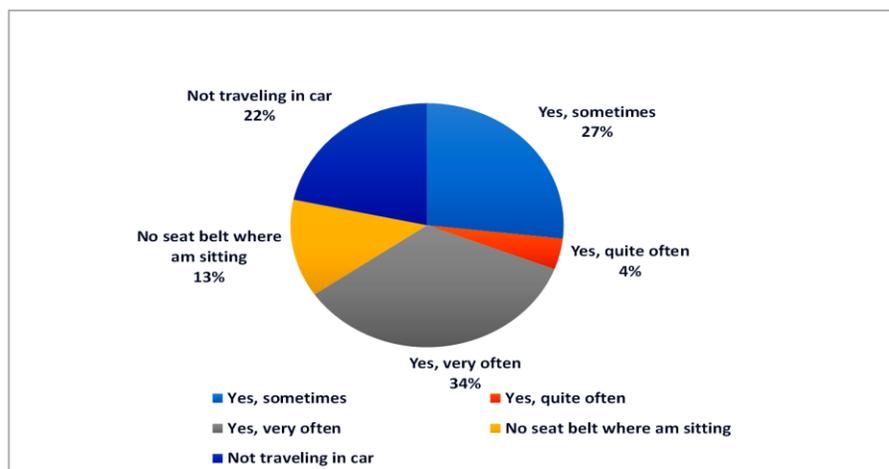
- How important do you think is practicing civic sense for citizen in a democratic society?



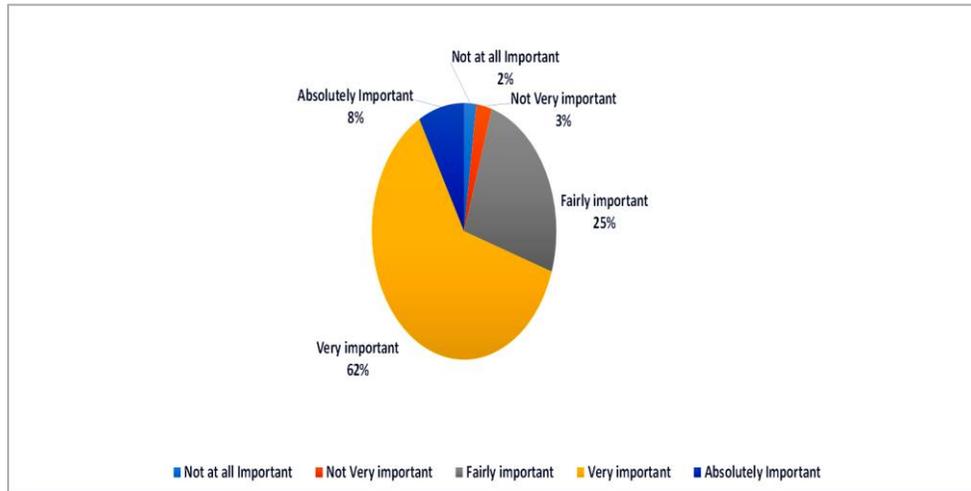
- How important do you think is abiding traffic rules (following rules of road, security awareness etc. for citizenship in a democratic society)?



- When you come across a situation that, you seen someone riding a car without wearing a seat belt. How would you respond?

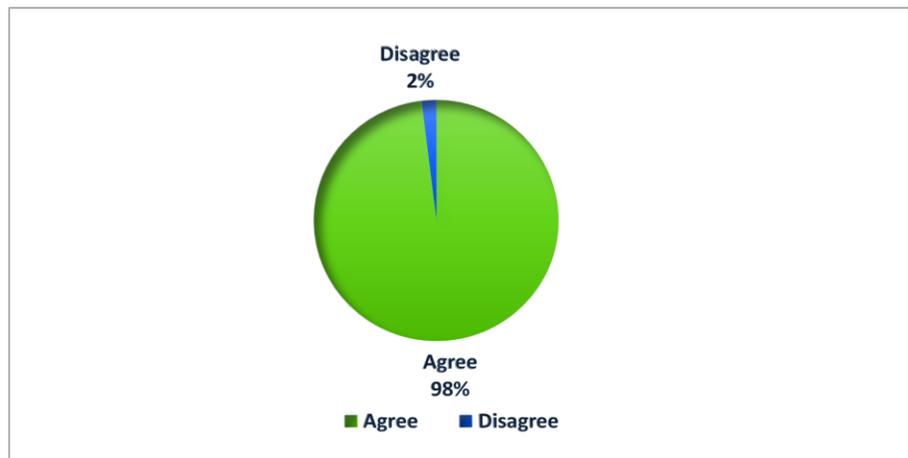


- Do you think behaving properly and courteously with people important for citizenship in a democratic society?



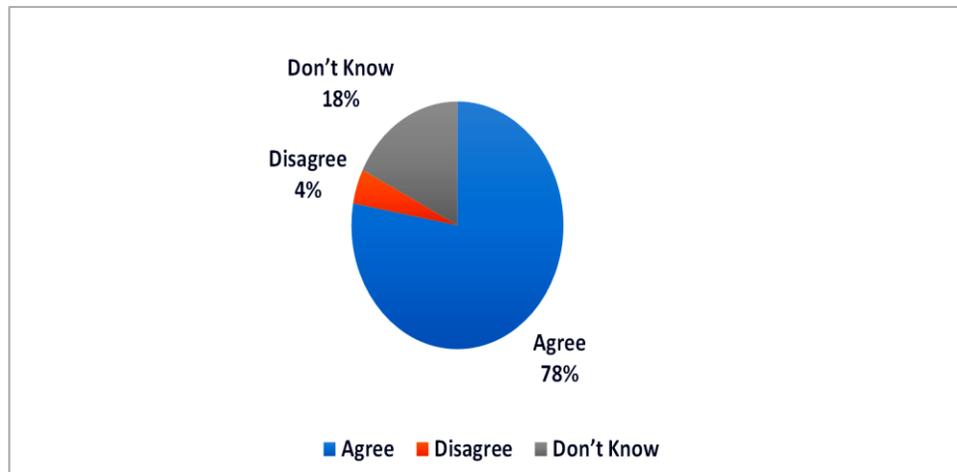
Responses for questions related to Encouraging sportsmanship and team building

- Do you agree that, SPC has significantly contributed in developing skills in sports and development of team spirit and sportsmanship?

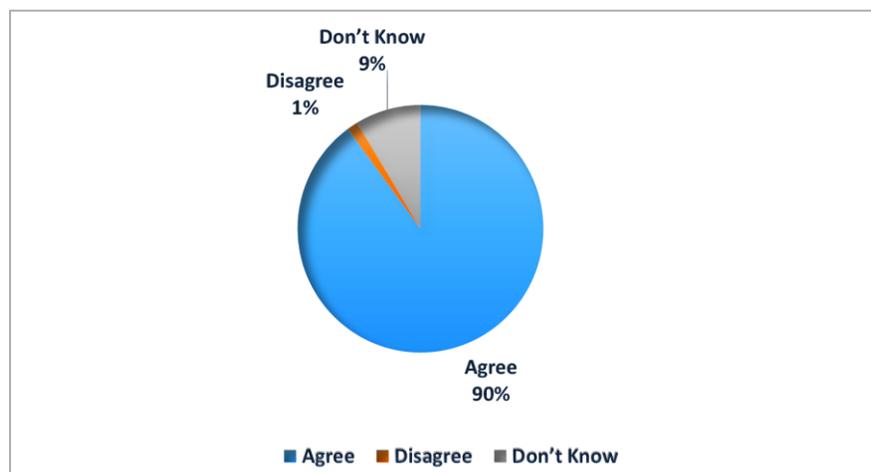


Responses for questions related to Innovative thinking

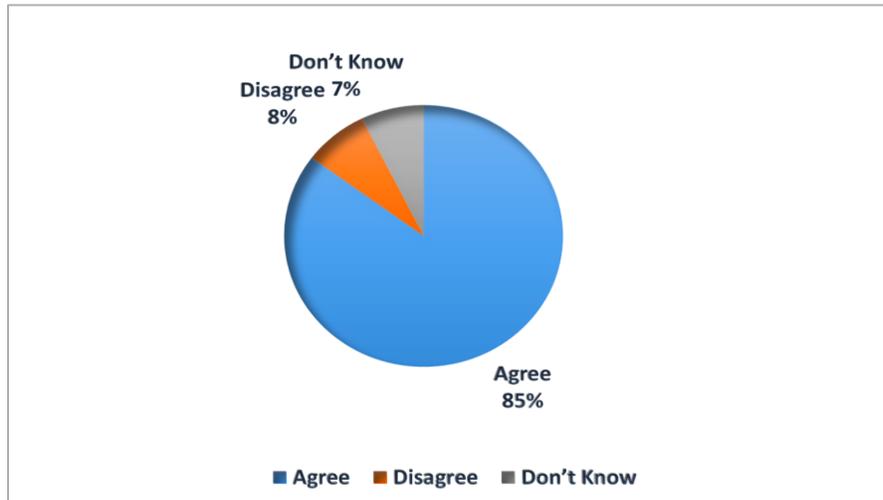
- Do you agree that, SPC training is able to promote safe & effective use of ICT?



- Do you think, SPC has contributed positively to image and functioning of police?

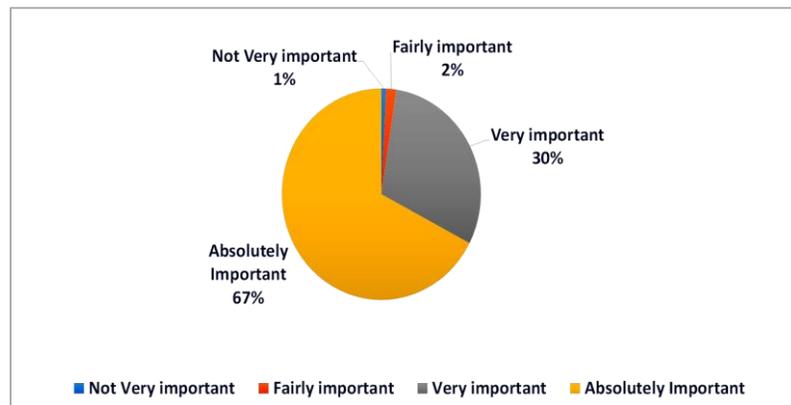


- Are you of the opinion that, SPC has enabled you in better understanding of functioning of other enforcement agencies?



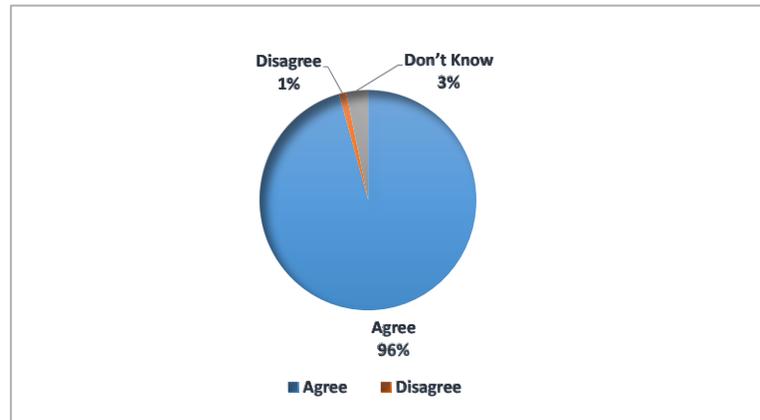
Responses for questions related to Environmental Consciousness

- Do you think it is important to conserve natural resources?



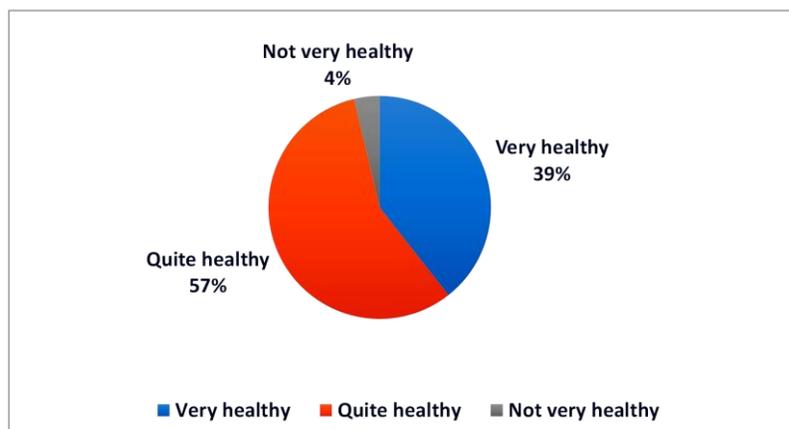
Responses for questions related to Environmental Awareness and Natural Resources conservation

- Do you think SPC training has boosted awareness of environment issues, especially in protection of public resources such as water, air, forest etc.?

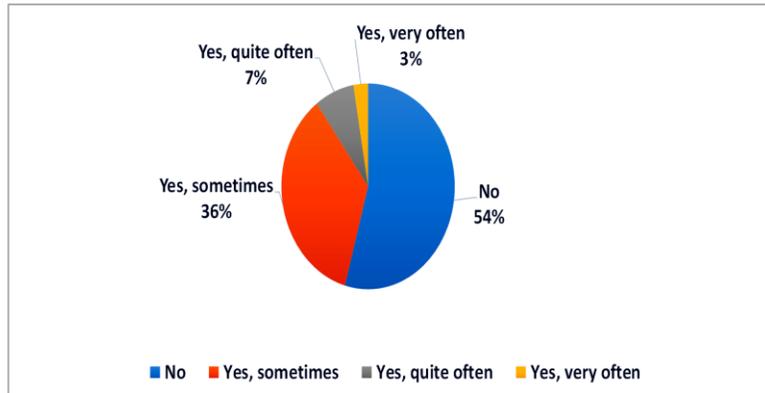


Responses for questions related to Self-Discipline and Physical hygiene

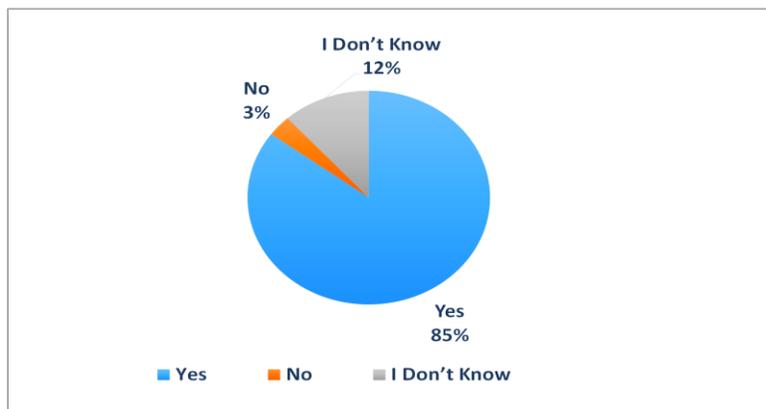
- How do you assess your physical health compared to others of your age?



- Have you ever felt separated or lonely in life?



- Do you think you are happy with your life?



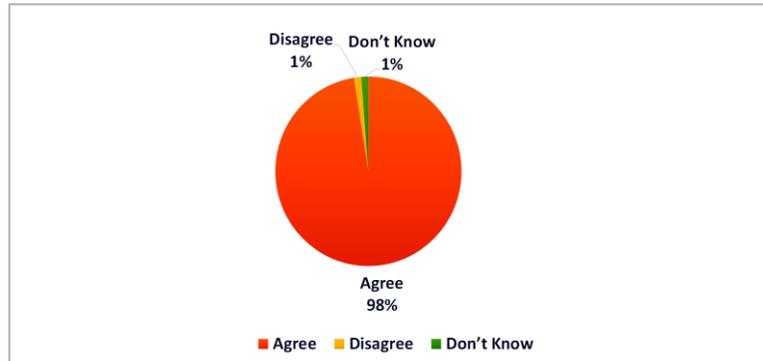
- Have you ever smoked tobacco? (At least one cigarette or beedi)?



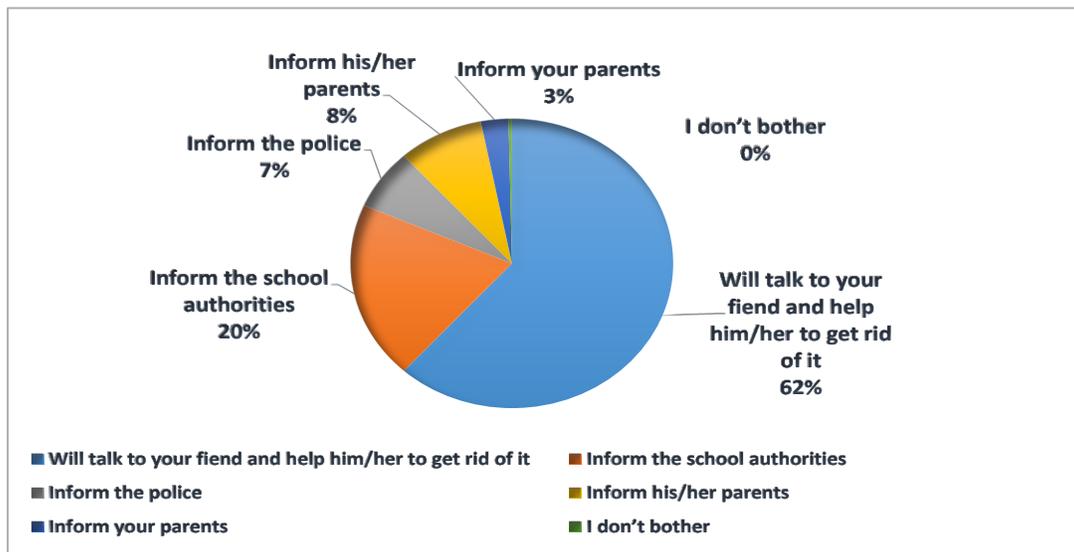
- How often do you smoke tobacco at present?



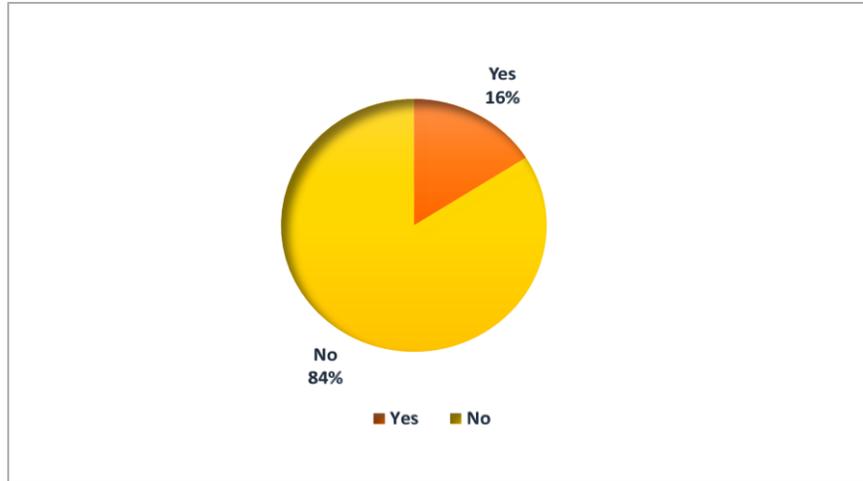
- Do you agree SPC program could create a sense of health awareness and provide you values of physical fitness?



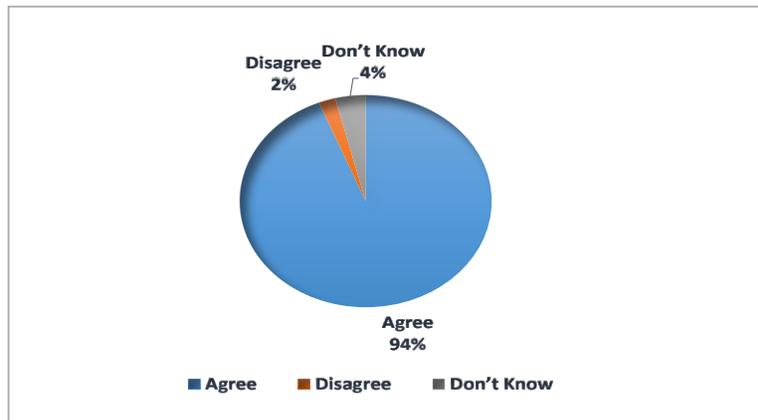
- Consider a situation that your friend is addicted to anti-establishment activities (drug/violence), how would you respond?



- Have you ever tasted an alcoholic drink such as beer, wine or liquor?



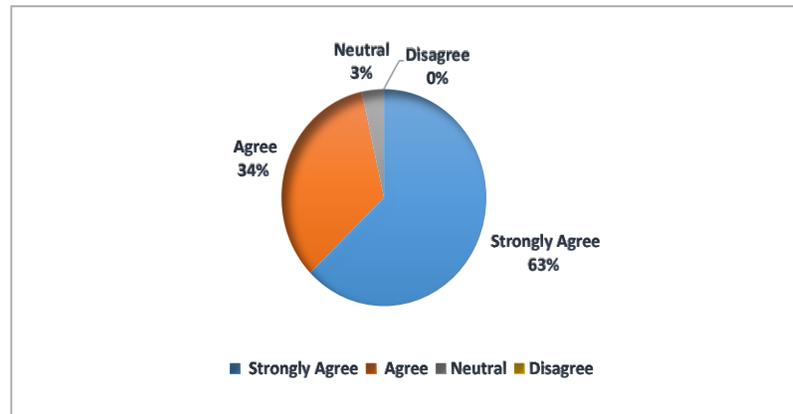
- Do you think SPC ensures the inculcation of personal virtues such as goal setting, regular habits, and responsibility?



10.1.2 SPC Teachers Survey results

Impact of SPC program in improving academics among students

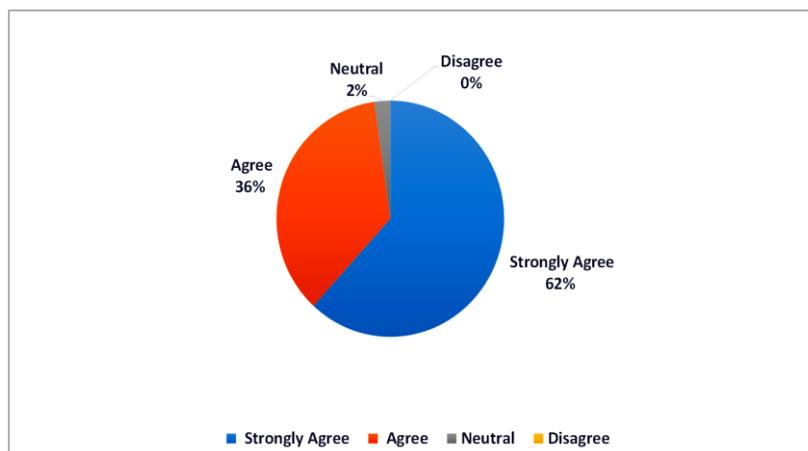
- Has the SPC programme made an impact in improving academic performance of SPC students?



Assessing impact of SPC program in personality development for students

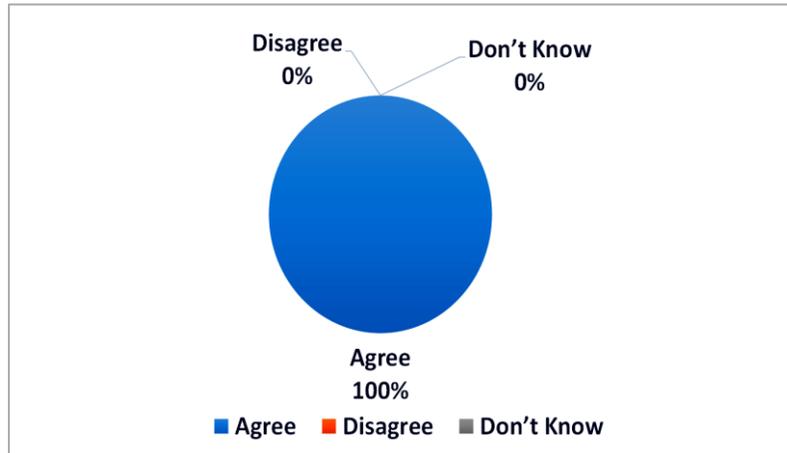
Responses for questions related to Personal Safety and Security

- Do you think the SPC program improved safety of students in school, public places, during travel as well as at home?

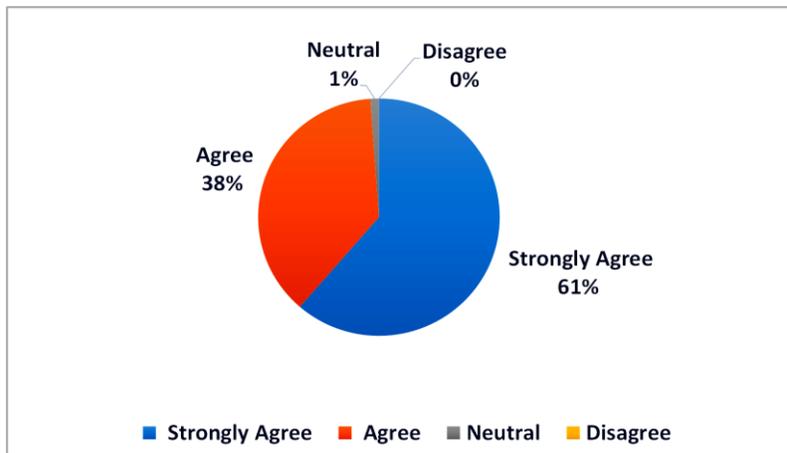


Responses for questions related to Social Sensitivity

- Do you think the programme can bring out the qualities of self-hygiene and social hygiene to students?

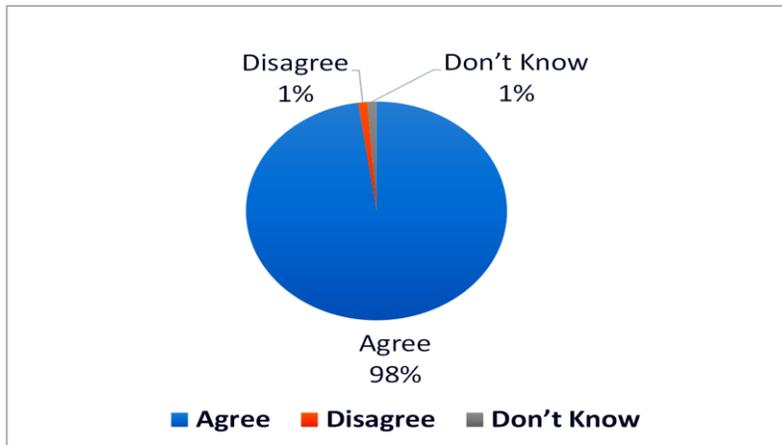


- Do you agree that the SPC training is successful in facilitating development of compassion in students?

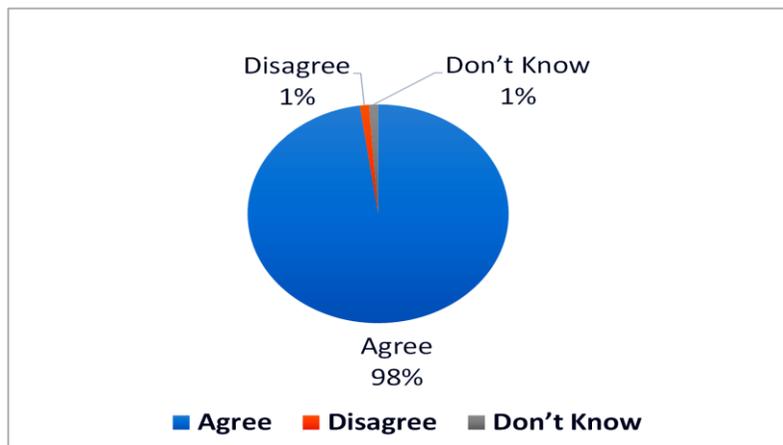


Responses for questions related to civic Sensitivity

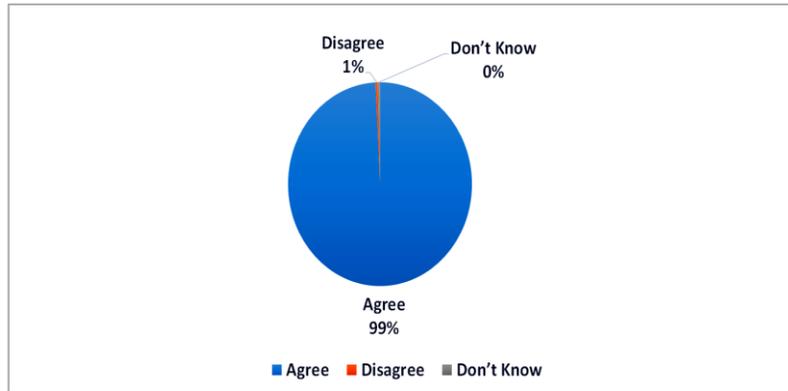
- Do you think SPC program effectively mould students to become a better citizen?



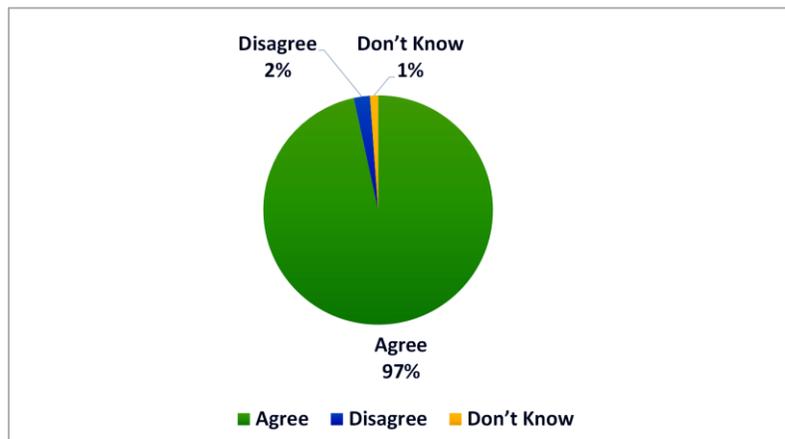
- Do you think SPC training create role models for other students in a school?



- Do you think SPC training enabled students for better understanding and functioning of other enforcement agencies / departments (Motor Vehicles, Legal, Environment, Social Justice etc.)?

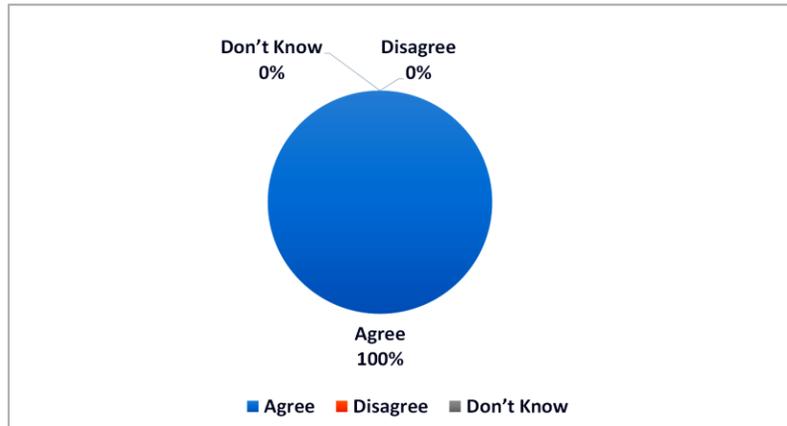


- Do you think SPC is effective in promoting development of citizenship qualities?



Responses for questions related to Encouraging sportsmanship and team building

- Do you think SPC enhances student's participation in PT & sports, cultural/social activities?

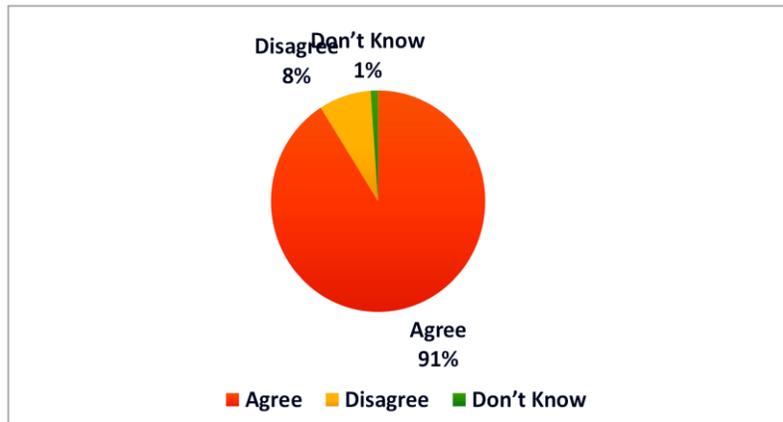


Responses for questions related to Innovative thinking

- Do you think the SPC training contribute positively to image & functioning of police?

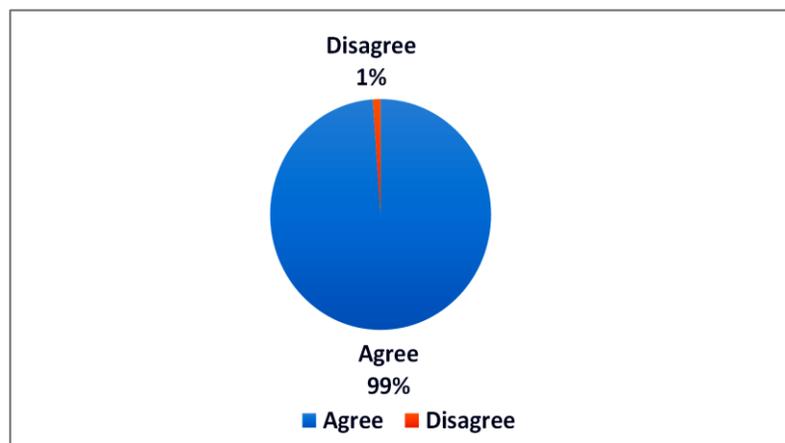


- Do you think SPC training is able to promote safe & effective use of ICT?

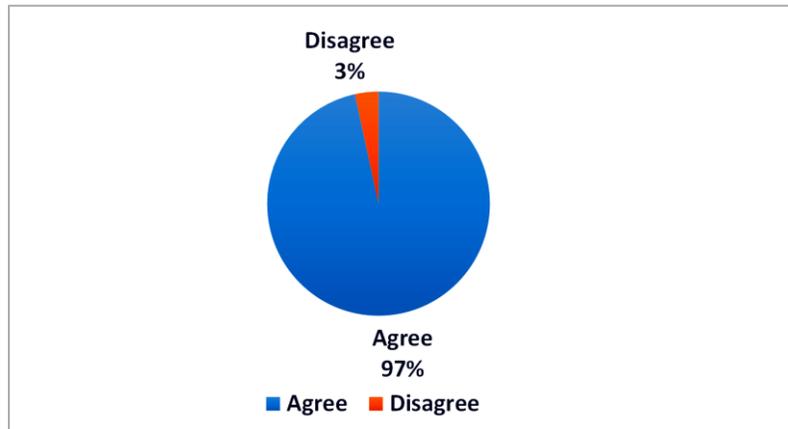


Responses for questions related to Self-Discipline and Physical hygiene

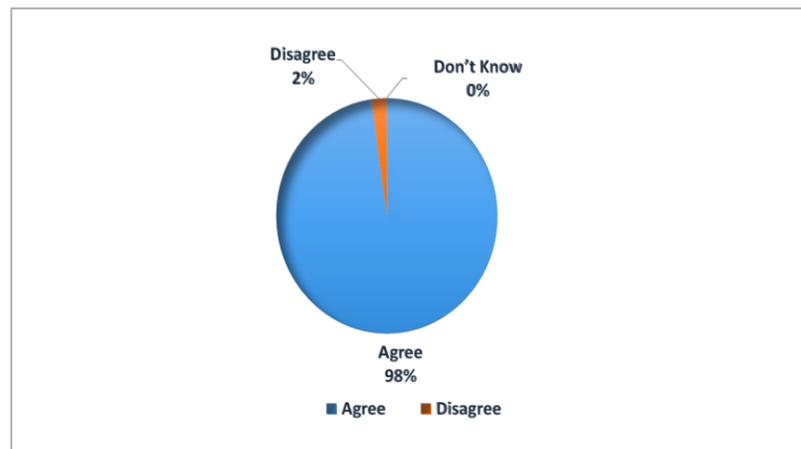
- Do you think SPC training has been instrumental in improving health & physical fitness?



- Do you think SPC programme gives awareness about Lifestyle Diseases such as obesity, depression, substance abuse etc.?

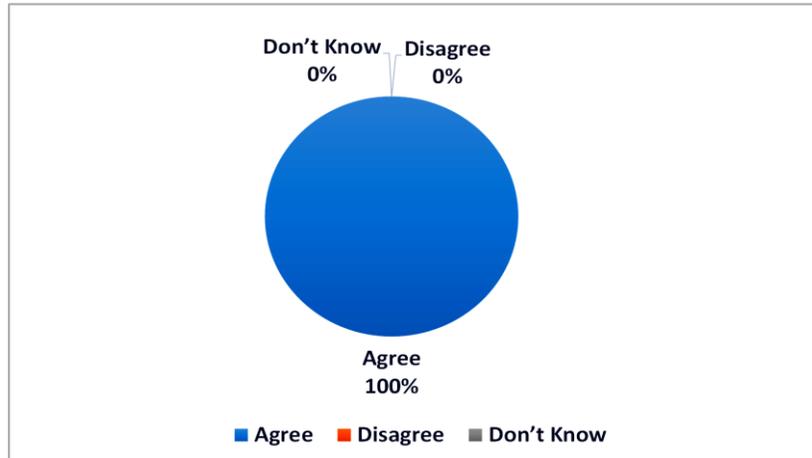


- Do you think SPC ensured the inculcation of personal virtues such as goal setting, regular habits, and responsibility?



Responses for questions related to Environmental Awareness and Natural Resources conservation

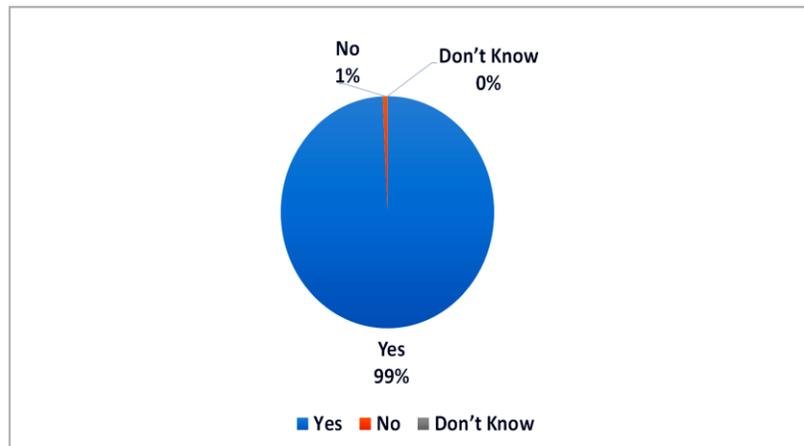
- Do you agree that SPC training boosted awareness of Environmental issues, especially concerning citizen involvement in protection of public resources such as water, air, forest, etc.?



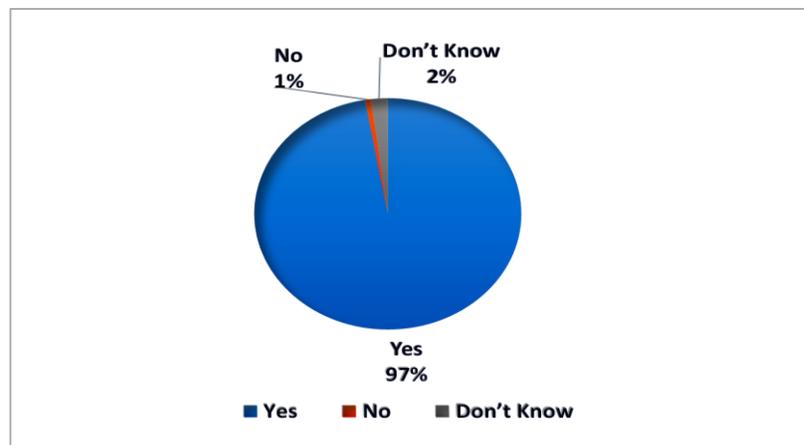
10.1.3 SPC Police Survey results

Responses for questions related to Social Sensitivity

- Do you think the programme can bring out the qualities of self-hygiene and social hygiene in students?

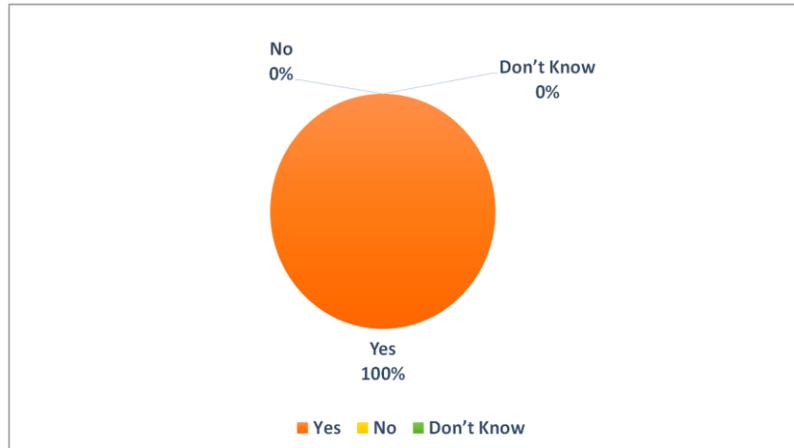


- Do you agree that the SPC training is successful in facilitating development of compassion in students (with inmates, aged people, disabled etc.)?

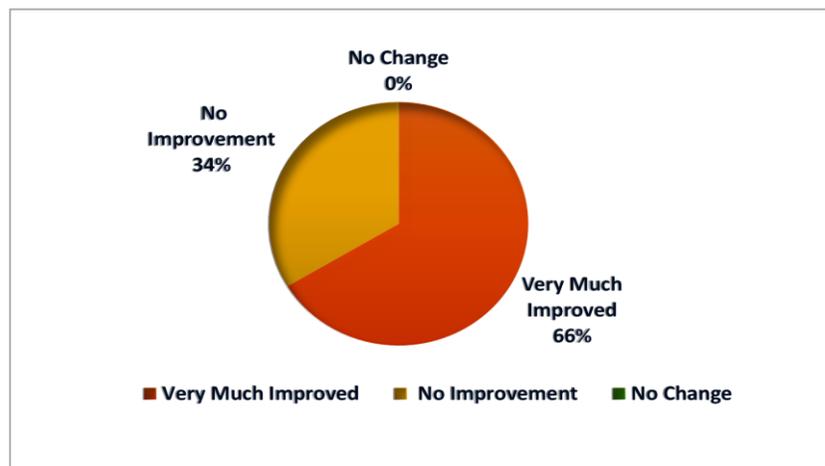


Responses for questions related to civic Sensitivity

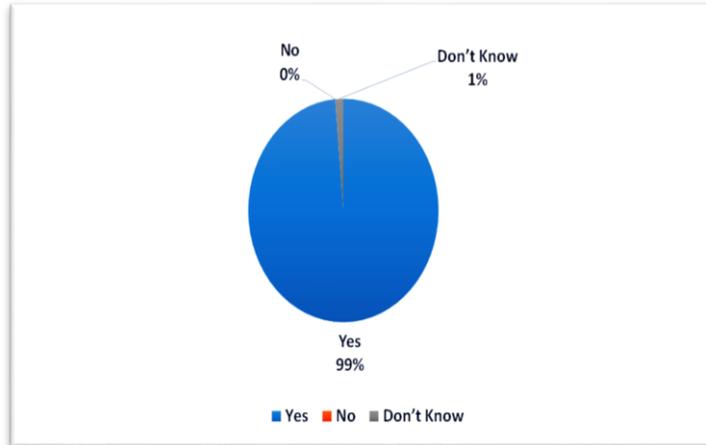
- Do you think SPC training create role models for other students in a school?



- Do you think there is a change in abiding traffic rules after implementing SPC program? (Following rules of road, security awareness etc. for citizenship in a democratic society etc)



- Do you think the SPC students possess a devotion towards the development of a nation? (Qualities of patriotism/selflessness, integrity, honesty, open-mindedness etc.)



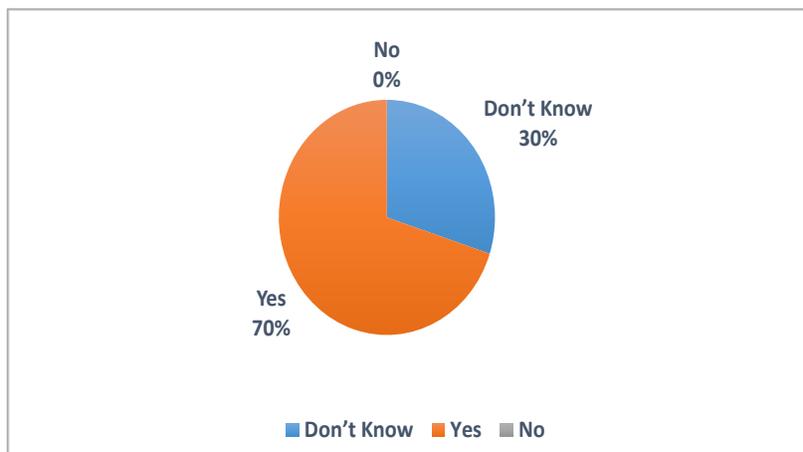
- Does the programme bring in an impact on legal awareness among the SPC students? (Importance in abiding law and order)



- Do the students show active involvement in supporting / contributing to the society during situations like road traffic, accidents, medical emergency incidents etc.)?

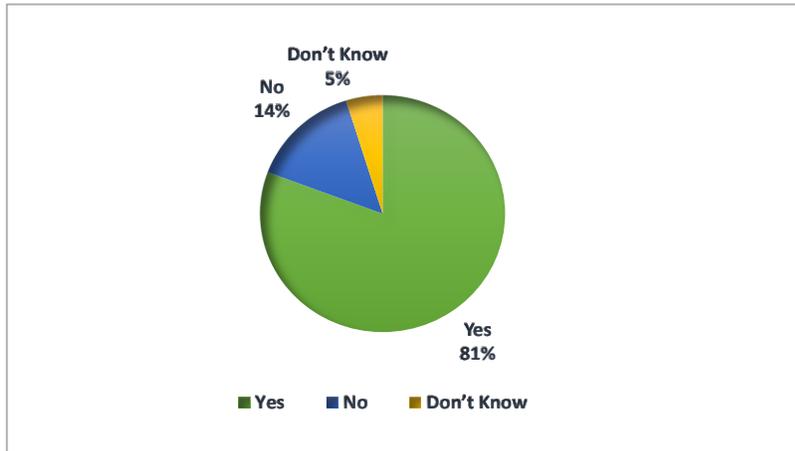


- Do you think SPC programme has made an impact on the courage of students to stand against social misdeeds? (Preventing growth of drug and alcohol abuse, vandalism, terrorism.)



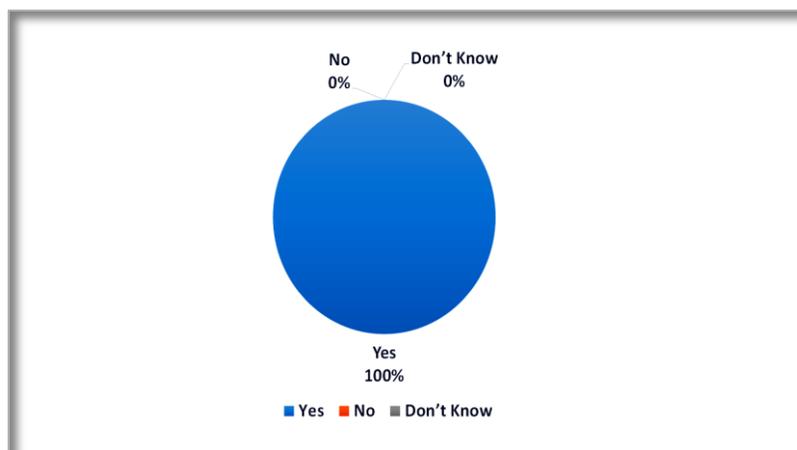
Responses for questions related to Innovative thinking

- Do you think proper orientation is provided to the students in using Information and Communication Technologies in the right sense?

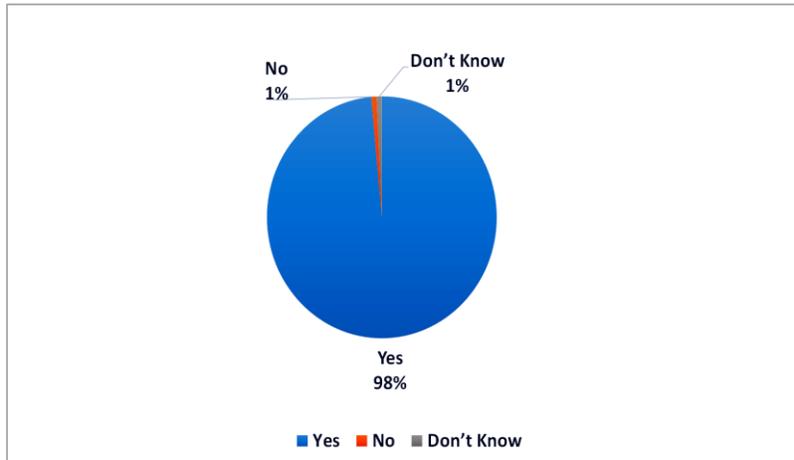


Responses for questions related to Self-Discipline and Physical hygiene

- Do you think SPC training has been instrumental in improving health & physical fitness?



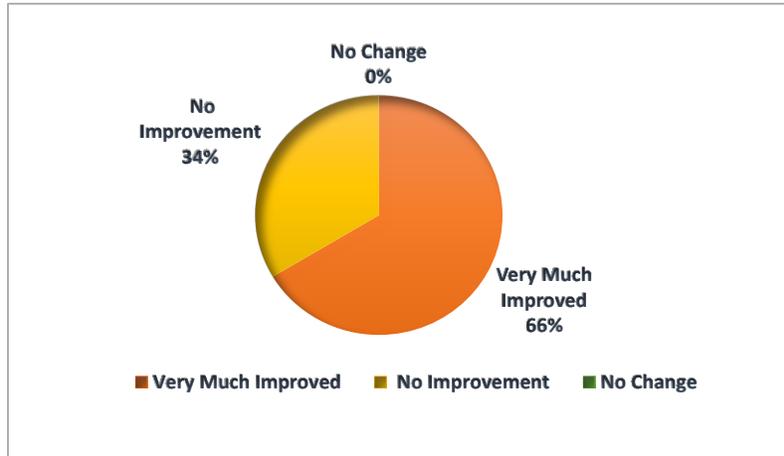
- Do you think the SPC programme can influence to make an impact on behavioral changes of the students?



- Do you think the students imbibe a feel of maturity to understand the good/misdeeds of the society and to accept the good and discard the bad?

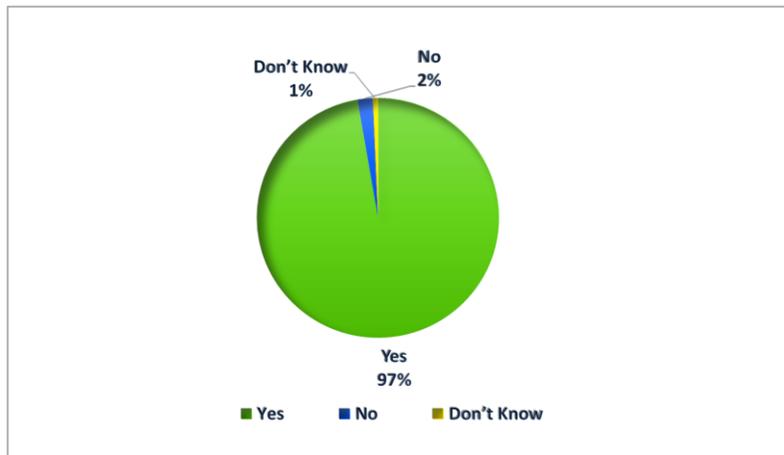


- Do you think the SPC programme could bring about significant impact on personality development/enhancement for the students? (Inculcation of discipline/promptness etc.)



Responses for questions related to Environmental Awareness and Natural Resources conservation

- Has the programme helped in creating awareness for environmental issues?

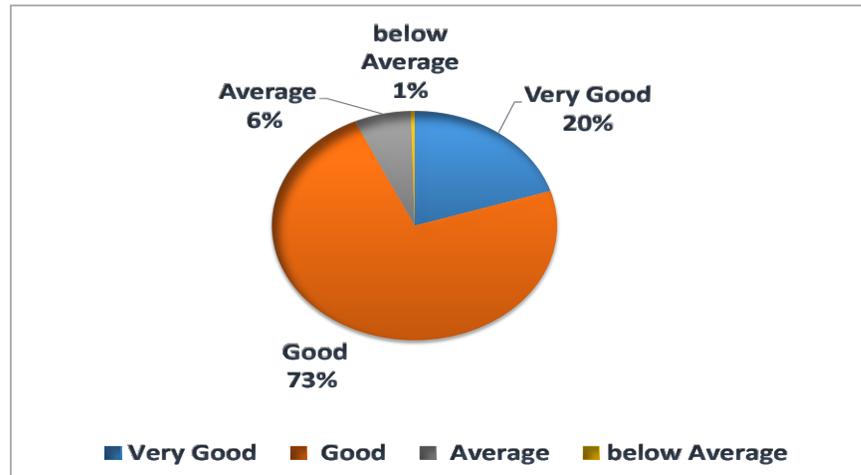


10.1.4 Non SPC Students Survey results

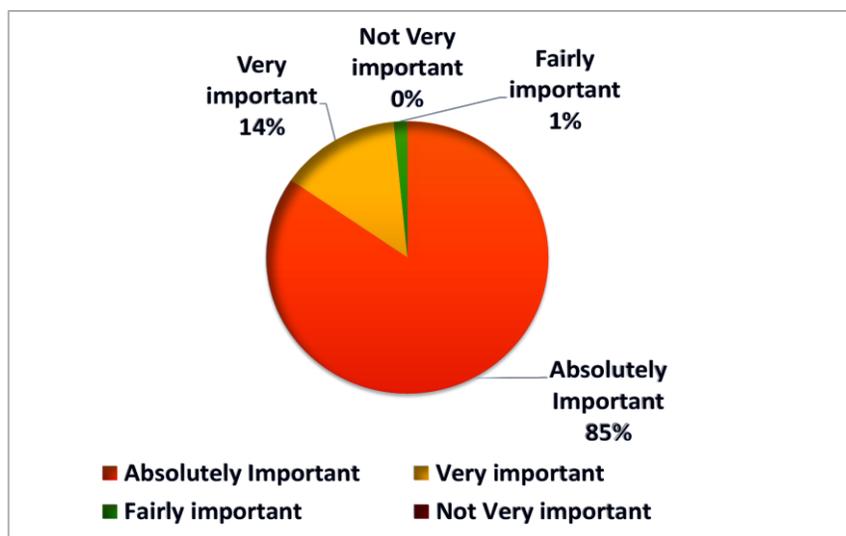
Responses for questions to NON SPC students

Assessing impact of SPC program in improving academics among students

- What do you think of the SPC Students academic levels compared to your (Non SPC students) levels?

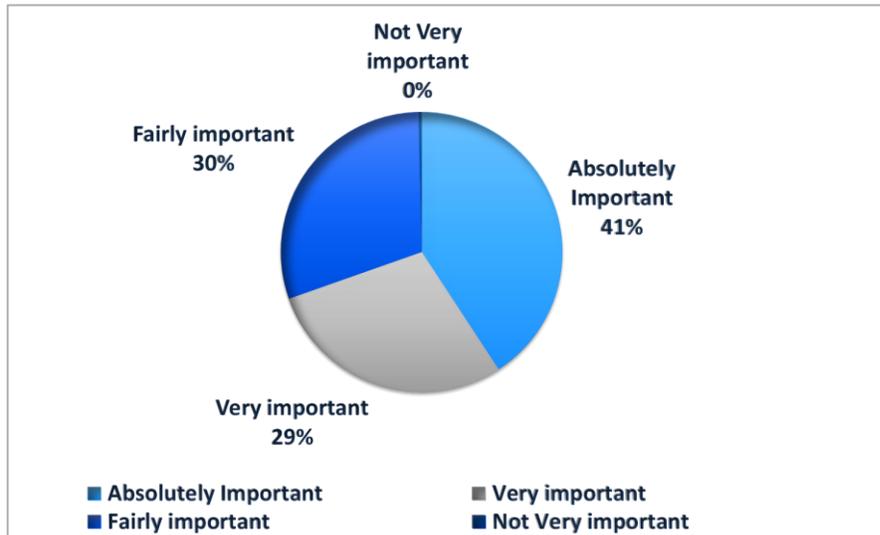


- What do you think? SPC students rate the importance of “Being successful in studies” (vis-à-vis Non SPC)

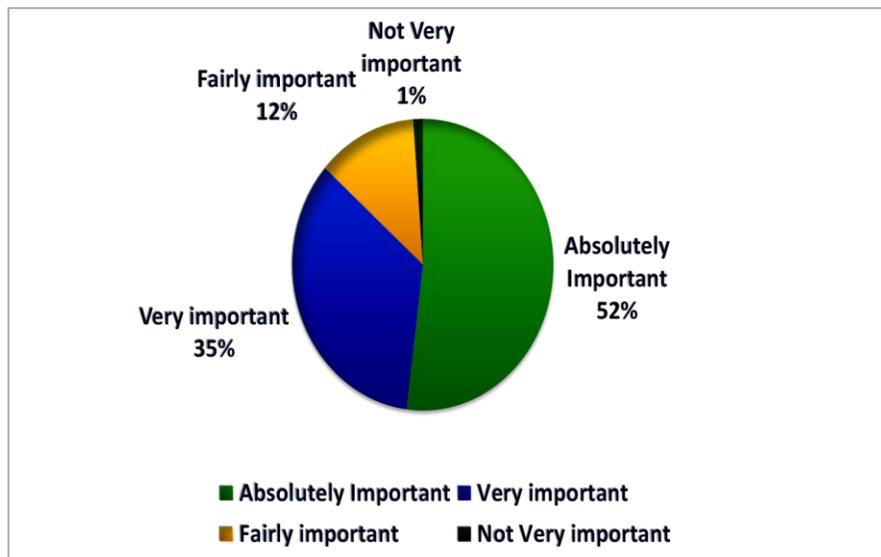


Assessing impact of SPC program in personality development for students
Responses for questions related to Personal Safety and Security

- What do you think? SPC students rate the importance of making the world a better place to live (vis-à-vis Non SPC)?

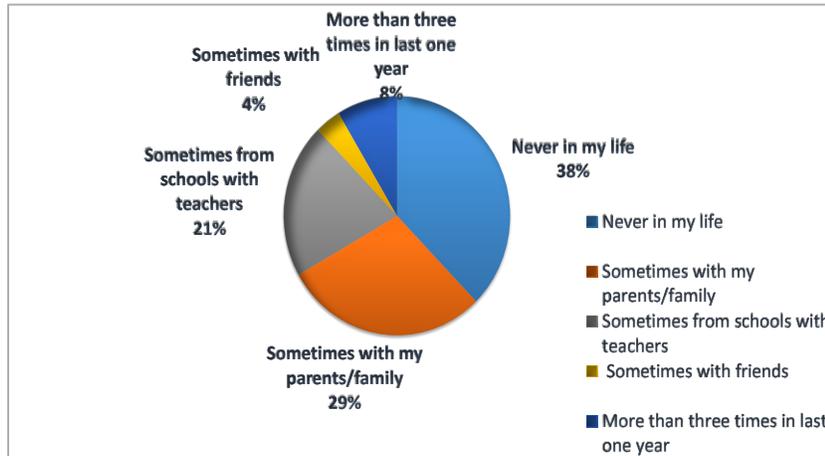


- What do you think? Is it important to build a society where children have the freedom to do what they want?

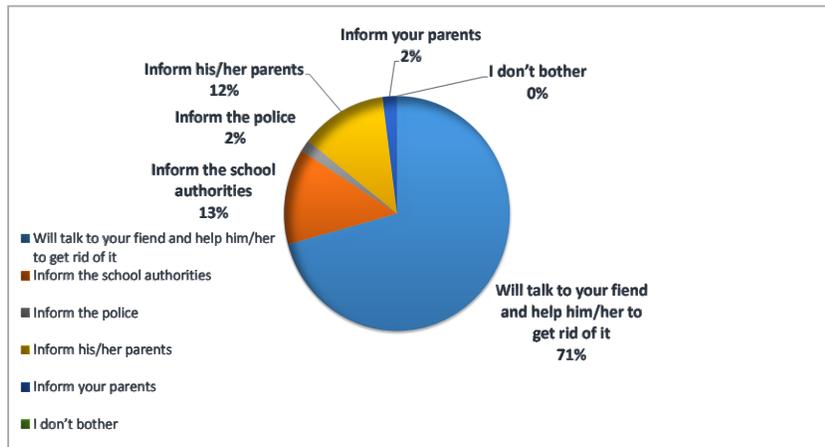


Responses for questions related to Social Sensitivity

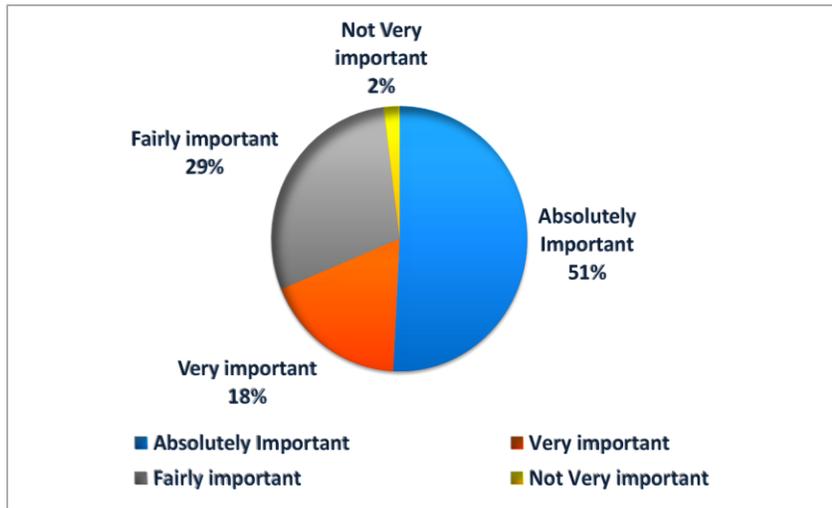
- How often you visited an old age home, rehabilitation Centre for children or physically/mentally challenged or visited any needy person in their own family or community?



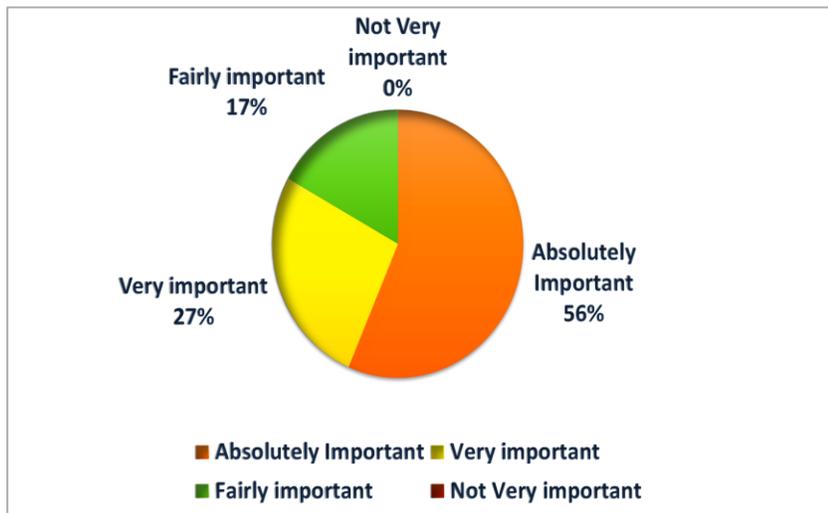
- If you come know that one your friend is involved in a crime or anti-social activity, what will do?



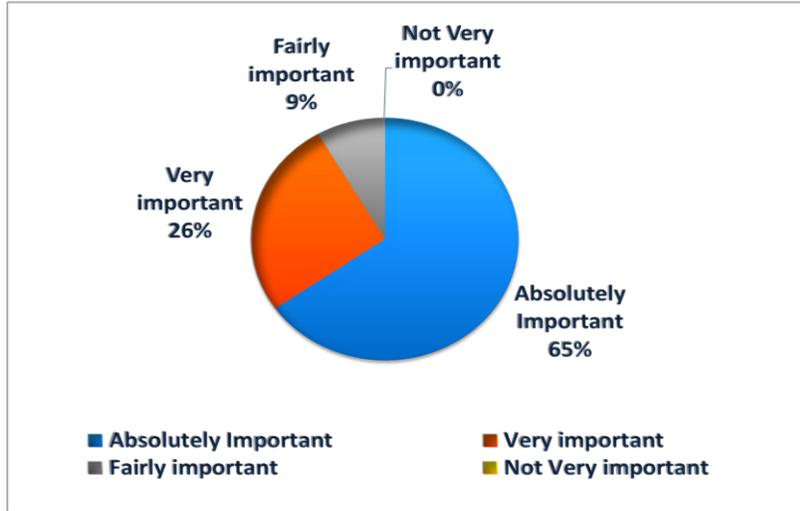
- Do you think it is important to live according to religious faith?



- Do you think it is important to live according to your values?

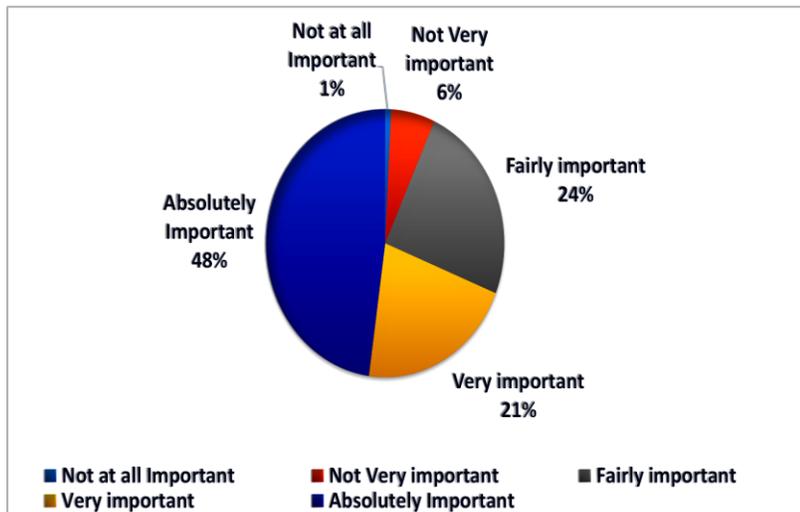


- How do you rate the importance of “Helping the community and people in need”?

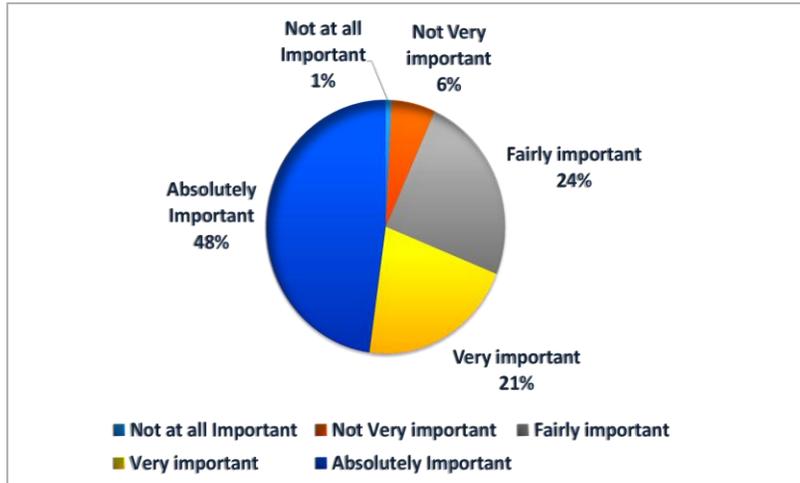


Responses for questions related to civic Sensitivity

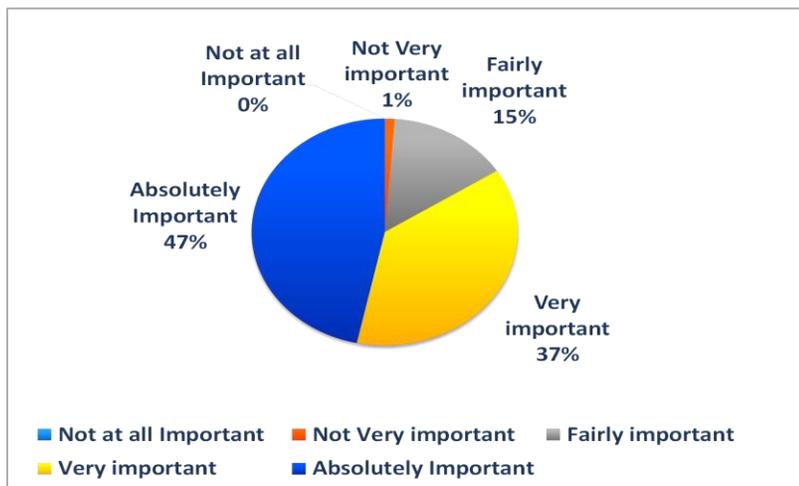
- In your opinion, do you think voting is an important part of civil society?



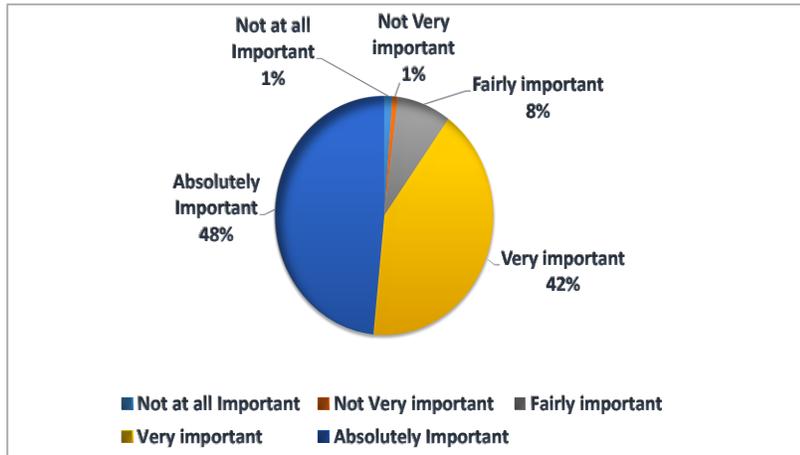
- How important do you think is practicing civic sense in a democratic society?-



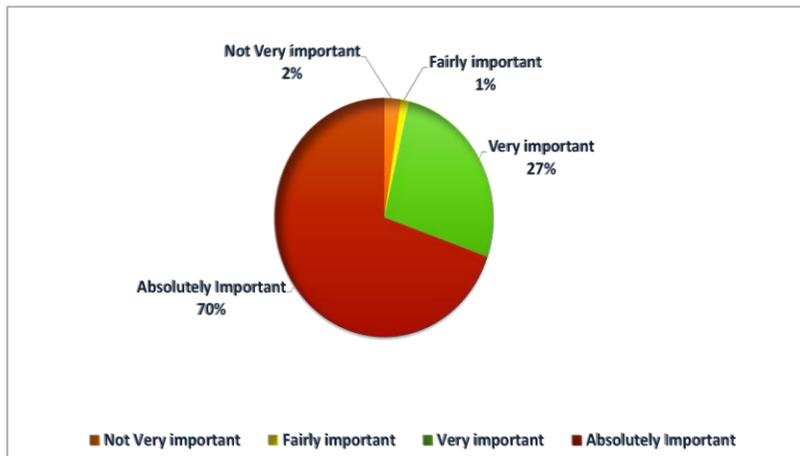
- How important do you think is abiding traffic rules (following rules of the road (traffic rule, security awareness etc)



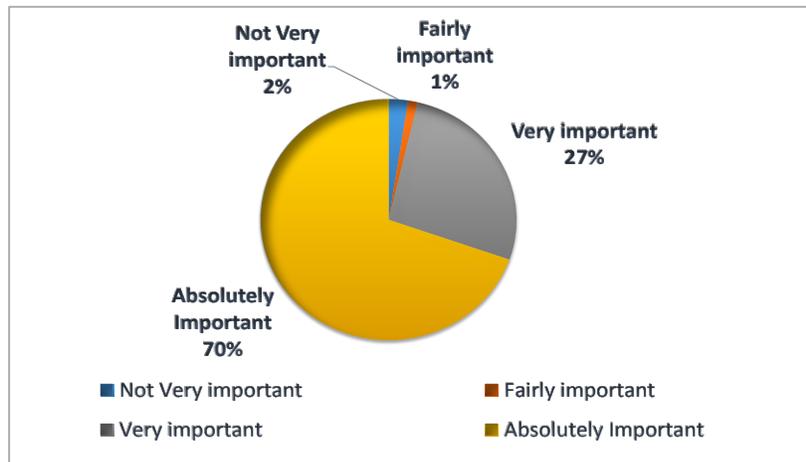
- Do you think behaving properly and courteously with people important in a democratic society?



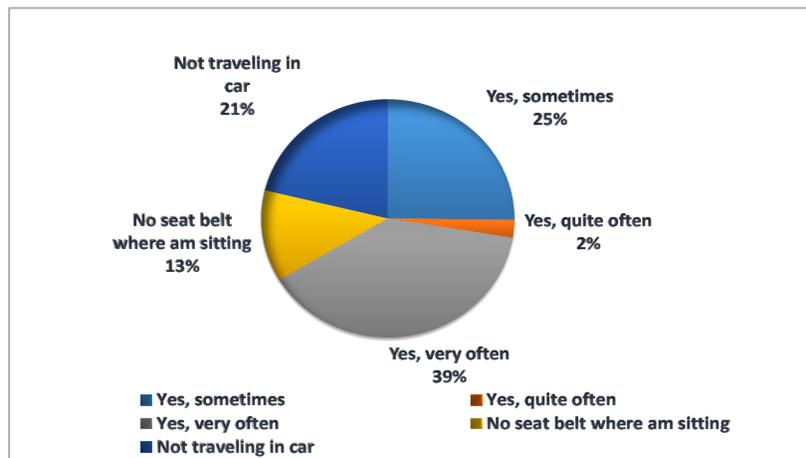
- Do you think supporting the vulnerable sections of the society is a part of citizen responsibility towards building up a democratic society?



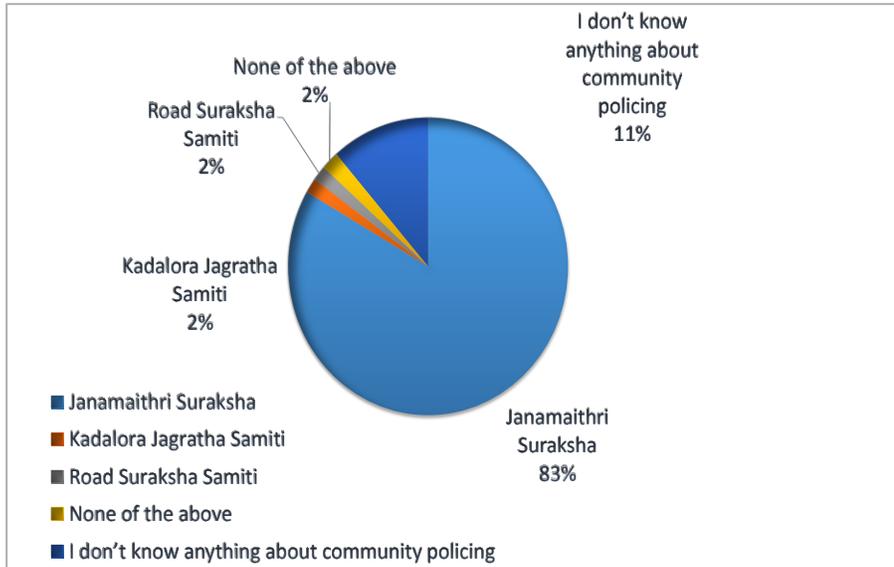
- Do you think it is important to conserve natural resources?



- When you come across a situation that, you seen someone riding a car without wearing a seat belt. How would you respond?



- Which of the following are examples for community policing?



Responses for questions related to Self-Discipline and Physical hygiene

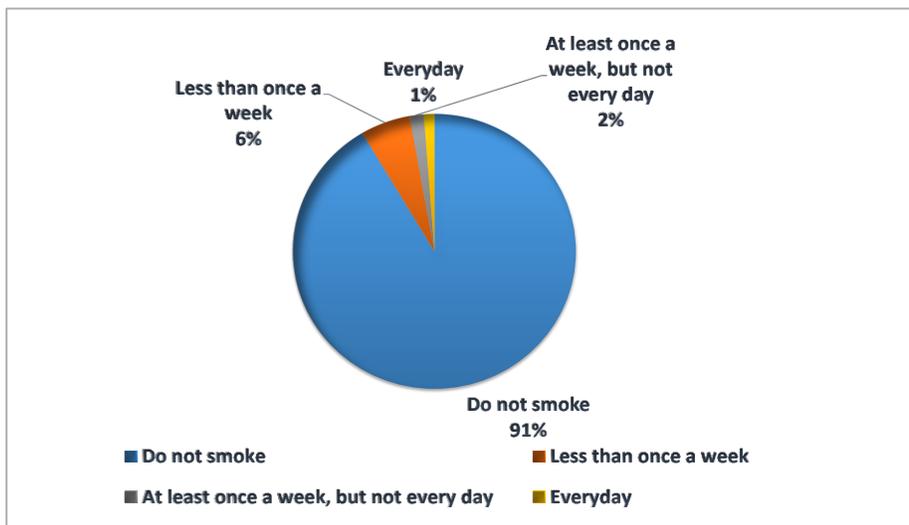
- Have you ever smoked tobacco? (At least one cigarette or beedi)



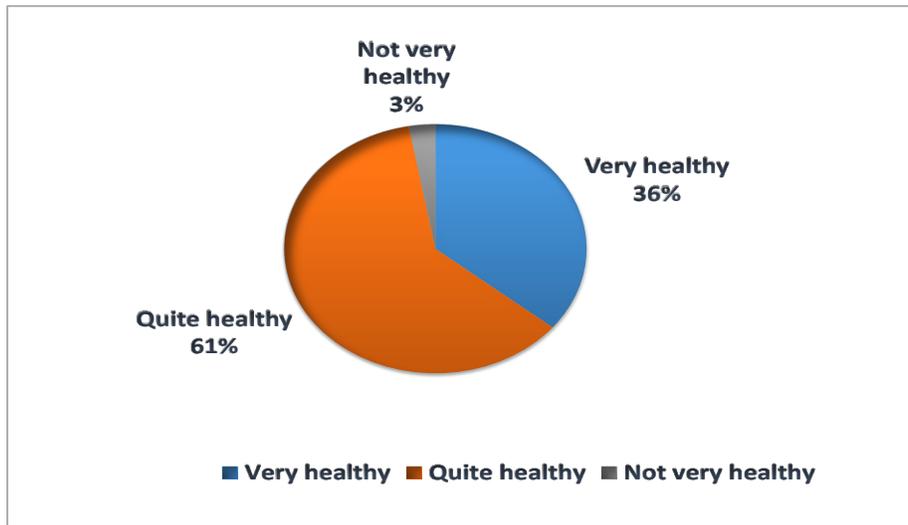
- How often do your friends smoke tobacco at present?



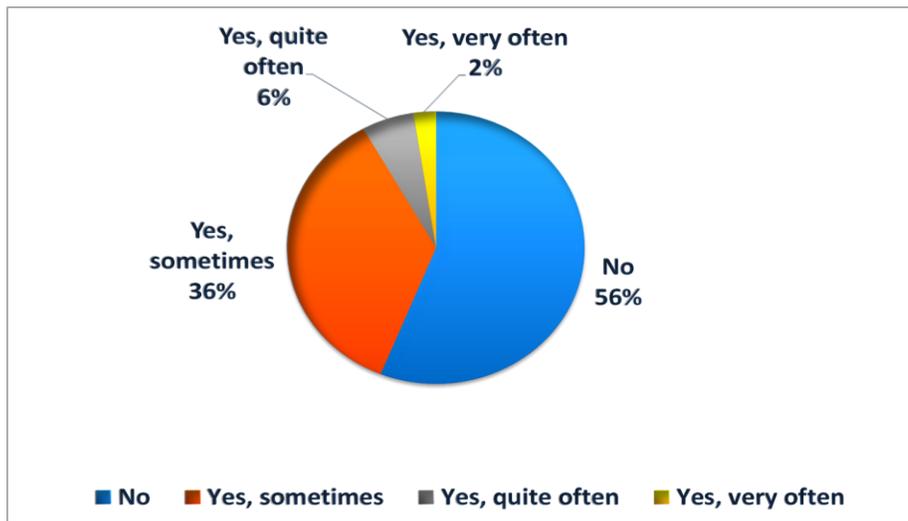
- Have you ever tasted an alcoholic drink such as beer, wine or liquor?



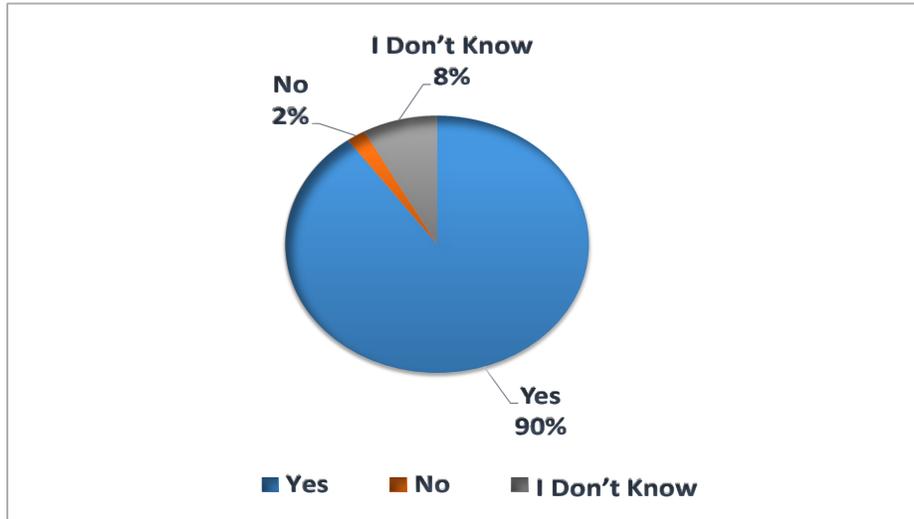
- Do you think you are happy with your life?



- Have you ever felt separated or lonely in life?



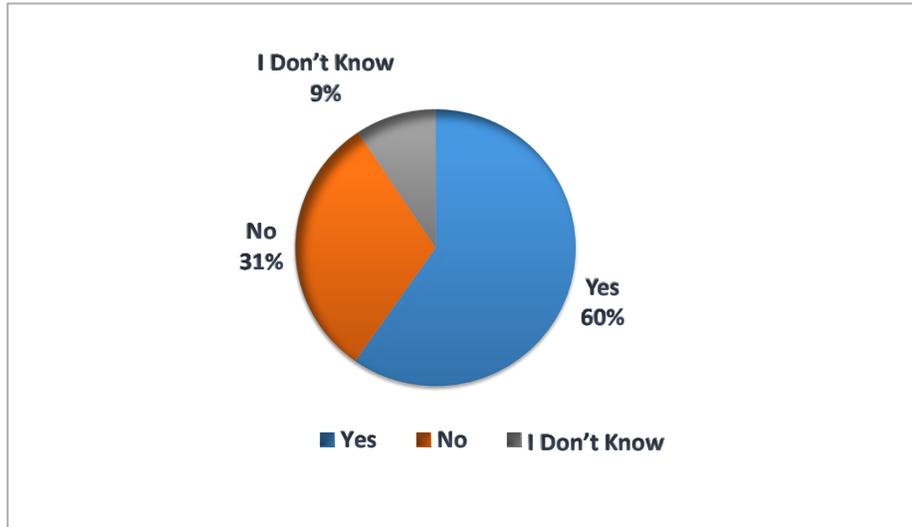
- How do you feel about yourself:-Are you confident about the way you are?



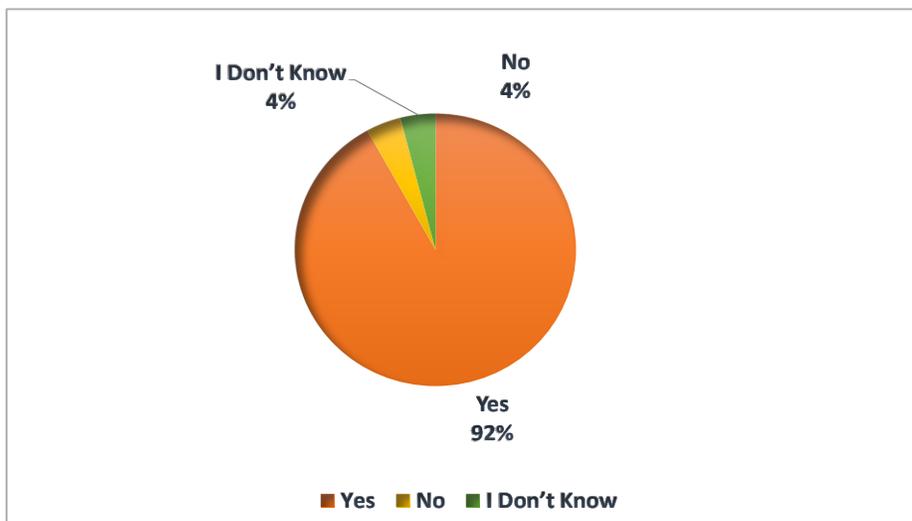
- How do you feel about yourself?-Do you believe your parents support you for anything?



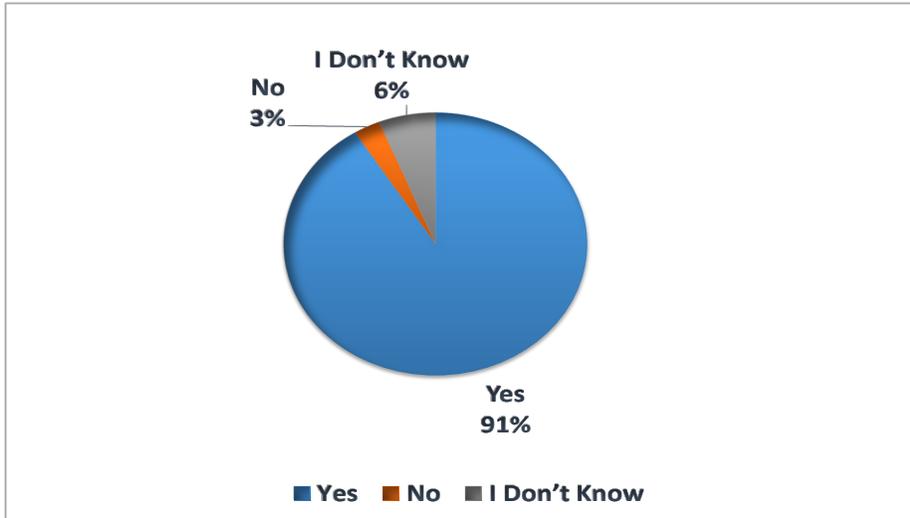
- How do you feel about yourself? – Do you face trouble in making decision?



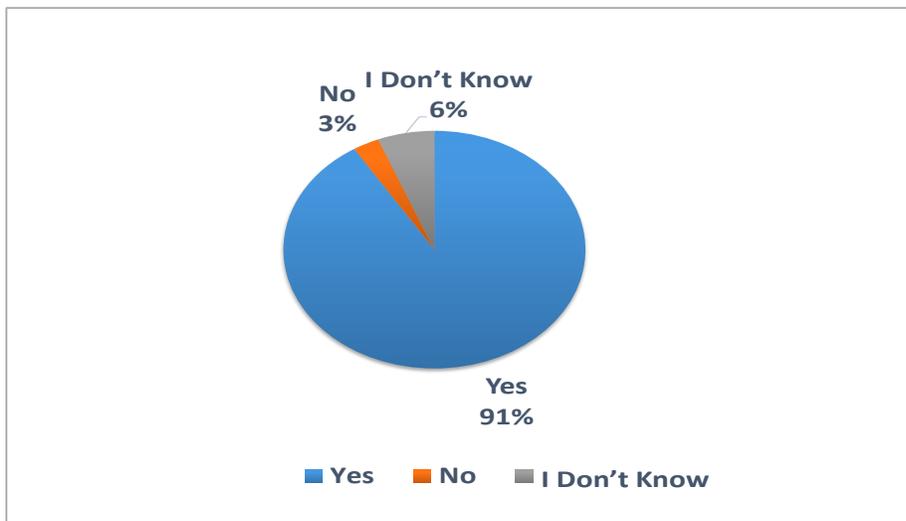
- How do you feel about yourself? - Do you have a happy home life?



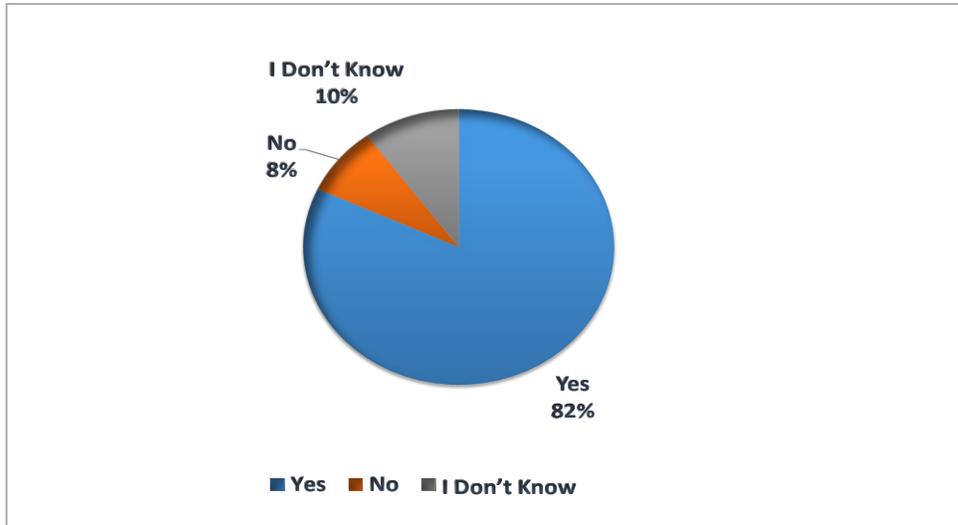
- How do you feel about yourself? – Are you confident about the things you do?



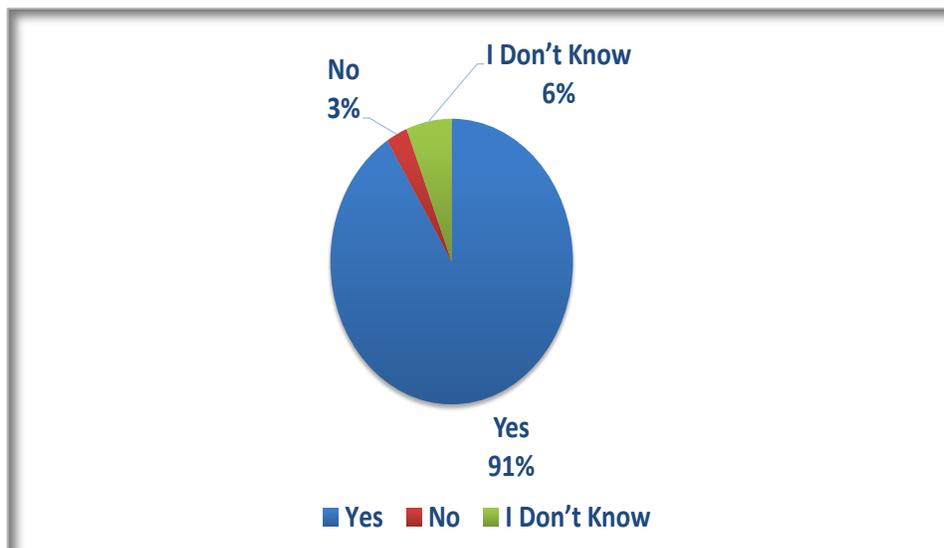
- How do you feel about yourself? Are you confident about yourself?



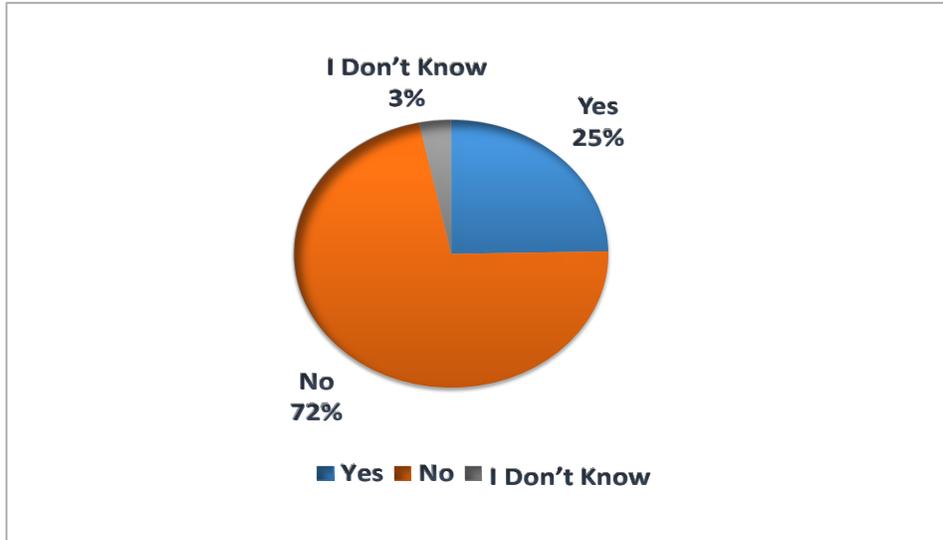
- Do you think your parent(s) expect too much of you?



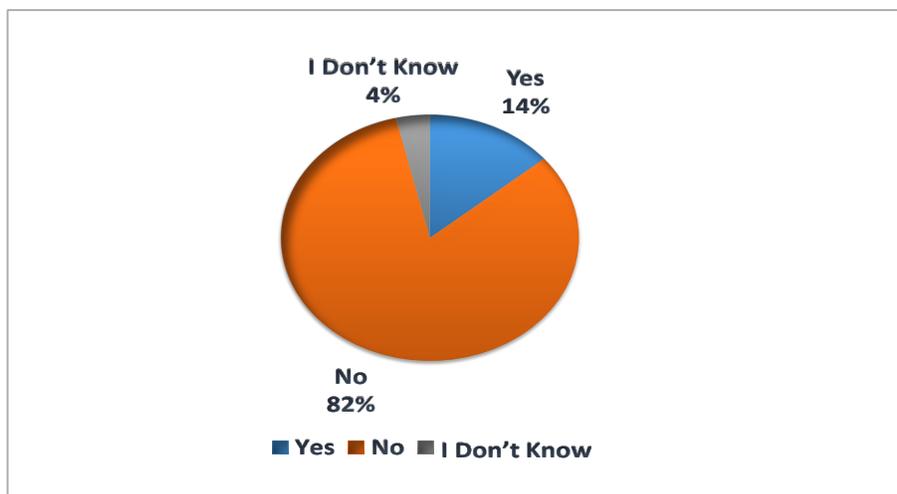
- Do you often wish you had changed your attitude?



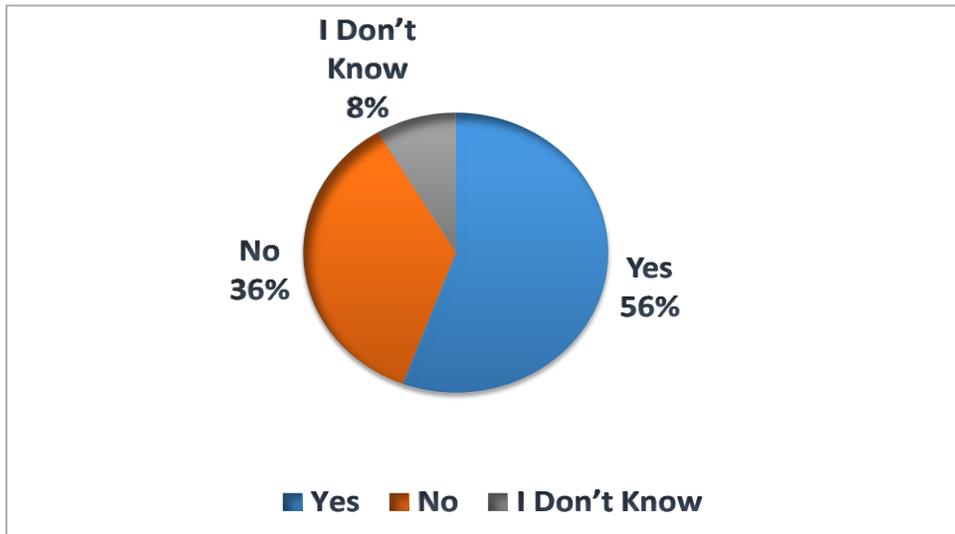
- Do you have regular arguments with your parent(s)?



- Have you across times when you have thought of leaving home?



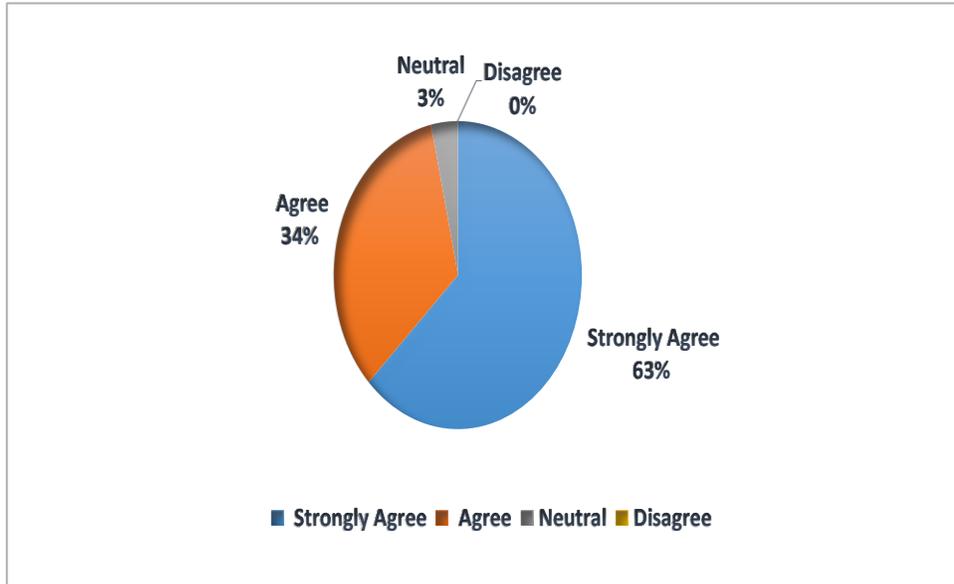
- Do you often have a hard time saying "no" to things you don't like?



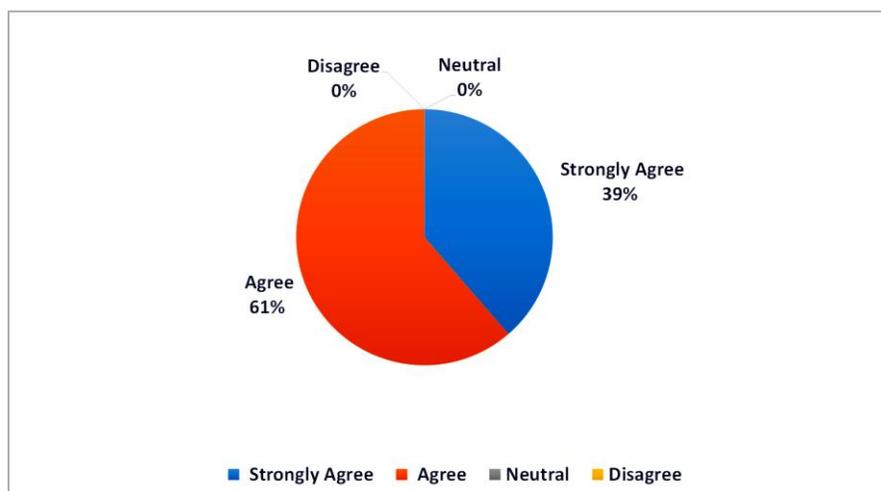
10.1.5 Non SPC Teachers Survey results

Assessing impact of SPC program in improving academics among students

- Have the SPC programme made an impact in improving academic performance of students compared to NON SPC Student?



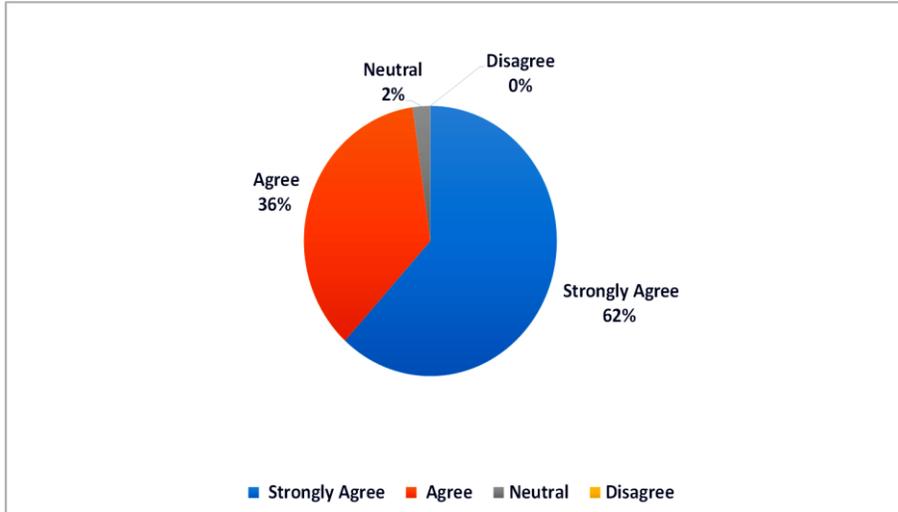
- Does SPC program improve students Communication Skills?



Assessing impact of SPC program in personality development for students

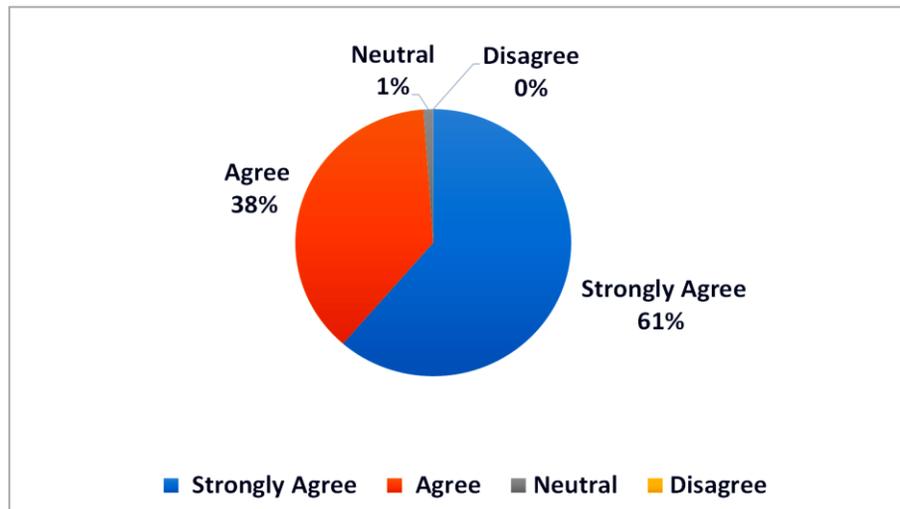
Responses for questions related to Personal Safety and Security

- Do you think the SPC program improved safety of students in school, public places, during travel as well as at home?

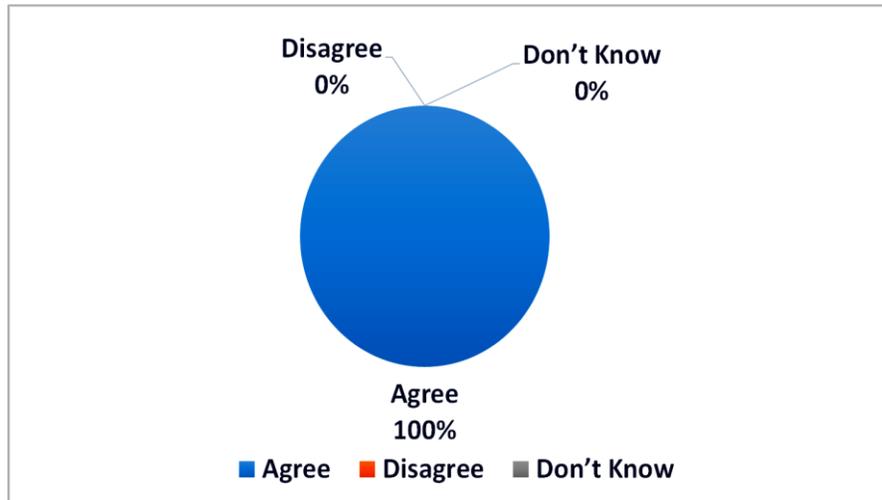


Responses for questions related to Social Sensitivity

- Do you think the programme can bring out the qualities of self-hygiene and social hygiene to students?

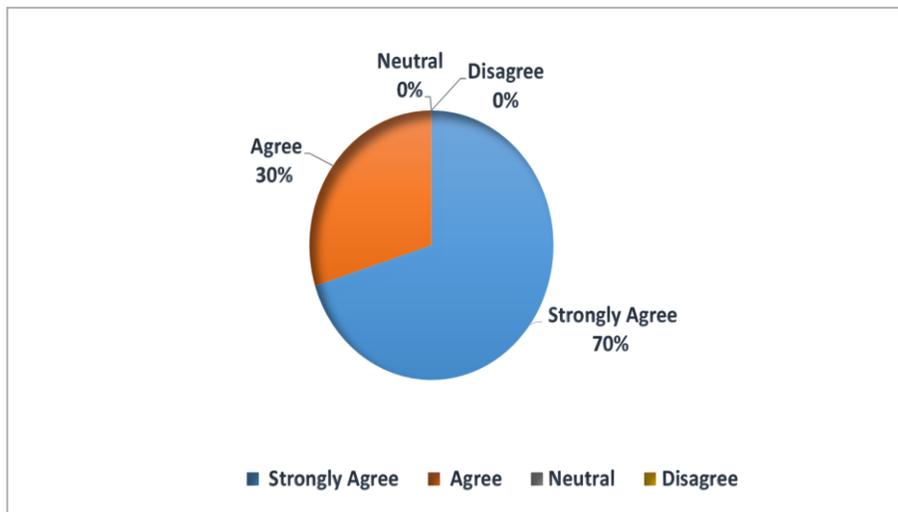


- Do you agree that the SPC training is successful in facilitating development of compassion in students?

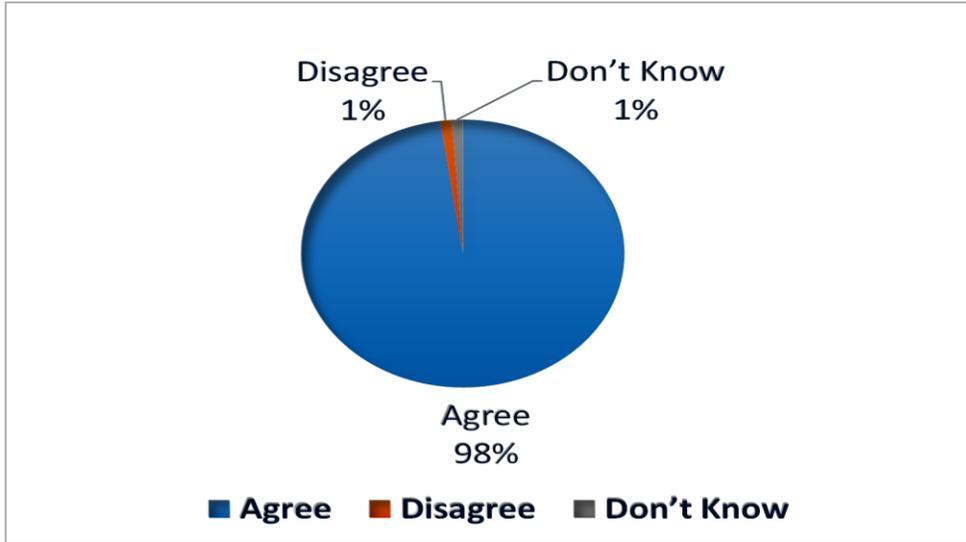


Responses for questions related to civic Sensitivity

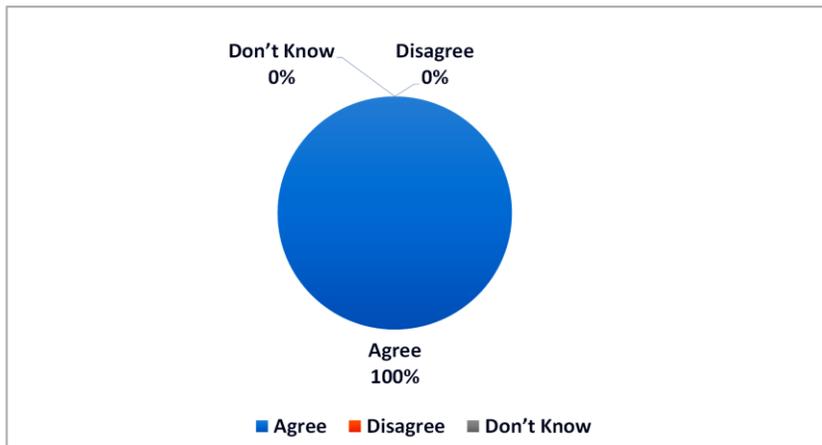
- Has the SPC program contributed to prepare the students towards a better citizen?



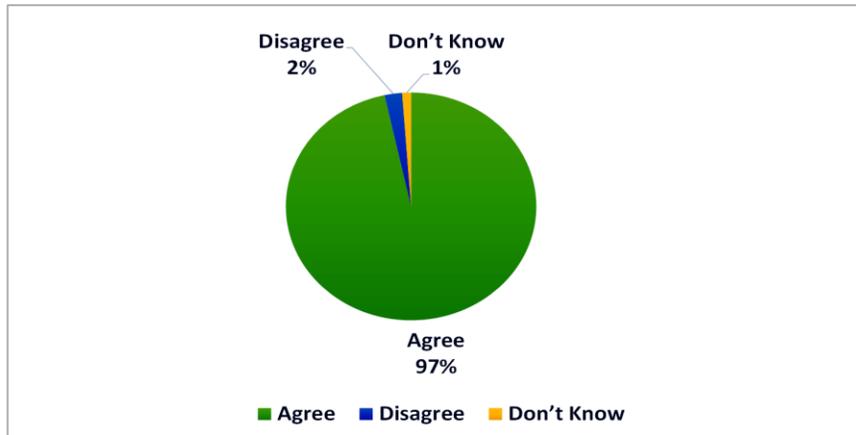
- Do you think SPC training create role models for other students in a school?



- Do you think SPC training enabled students in better understanding of functioning of other enforcement agencies?

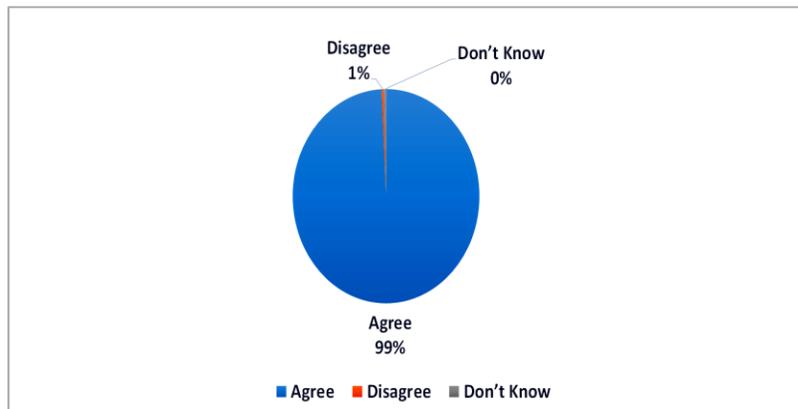


- Do you think SPC is effective in promoting development of citizenship qualities?



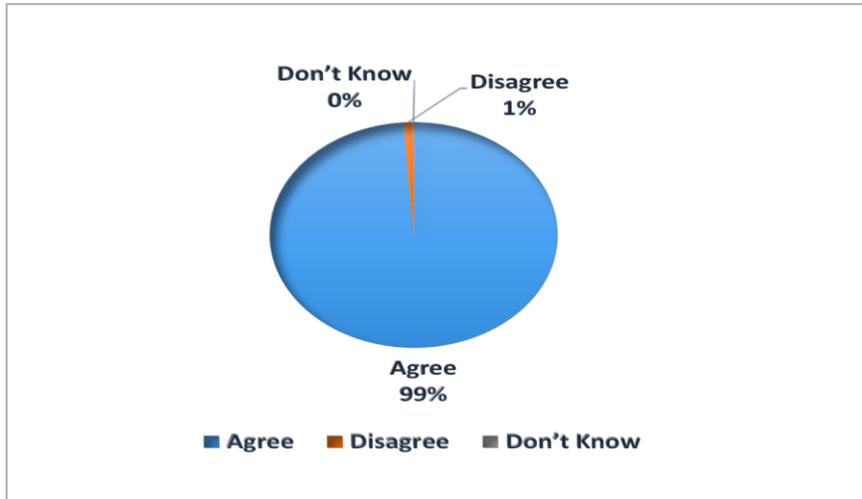
Responses for questions related to Encouraging sportsmanship and team building

- Do you think SPC enhances student's participation in PT & sports, cultural/social activities?

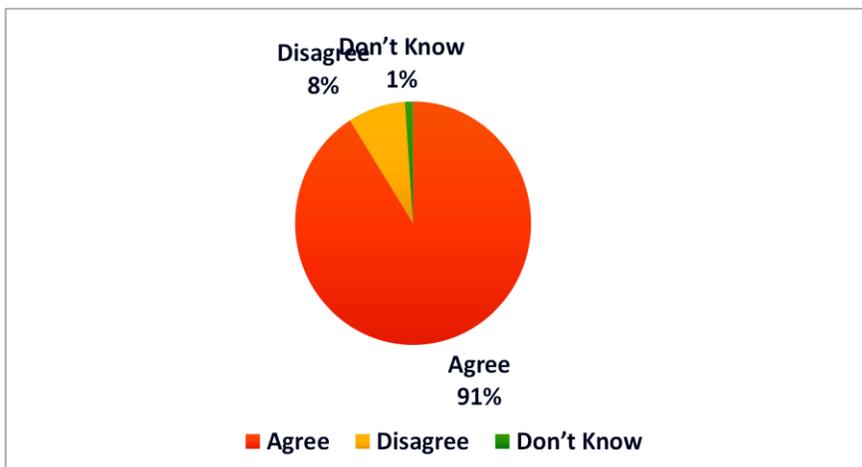


Responses for questions related to Innovative thinking

- Do you think the SPC training contribute positively to image & functioning of police?

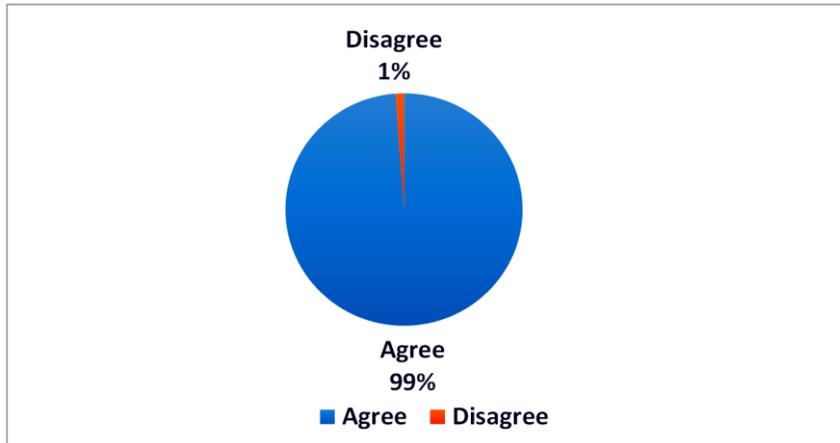


- Do you think SPC training is able to promote safe & effective use of ICT?

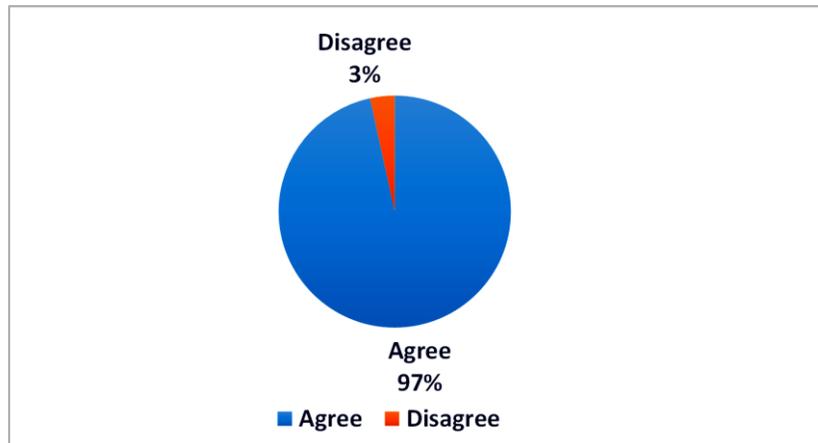


Responses for questions related to Self-Discipline and Physical hygiene

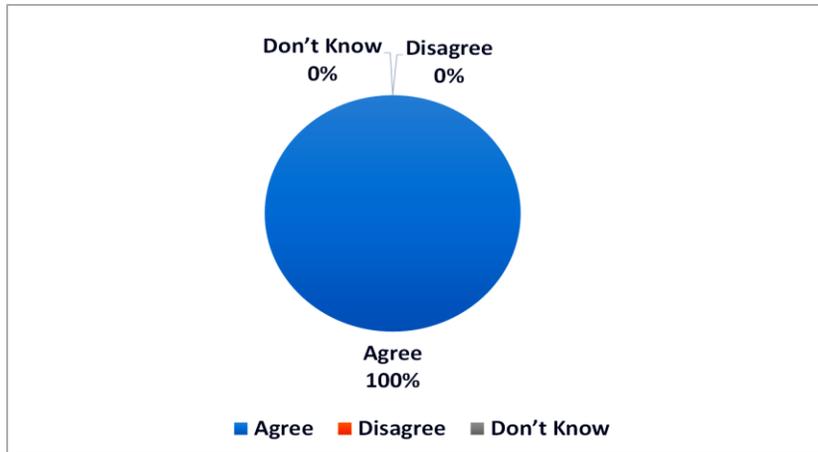
- Do you think SPC training has been instrumental in improving health & physical fitness?



- Do you think SPC programme gives awareness about Lifestyle Diseases such as obesity, depression, substance abuse etc.?

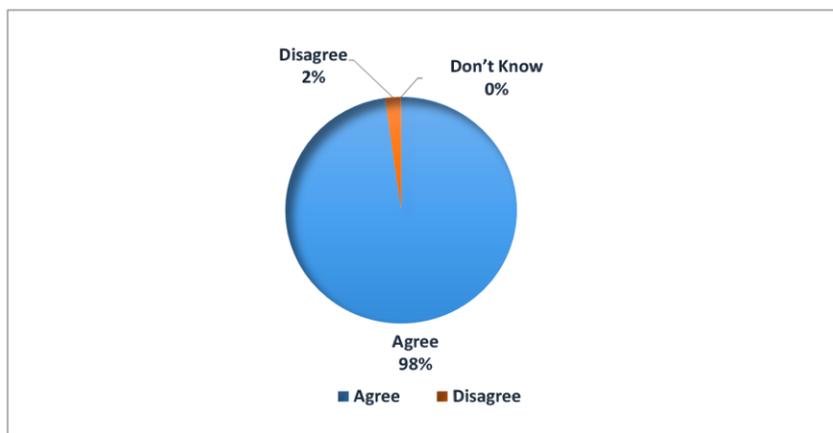


- Do you think SPC Ensured the inculcation of personal virtues such as goal setting, regular habits, and responsibility?



Responses for questions related to Environmental Awareness and Natural Resources conservation

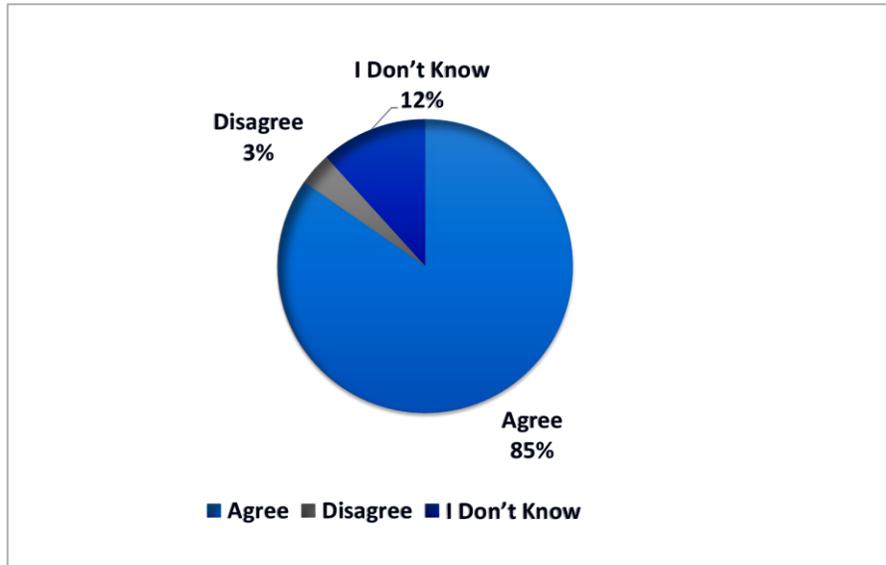
- Do you agree that SPC training boosted awareness of Environmental issues, especially concerning citizen involvement in protection of public resources such as water, air, forest, etc.?



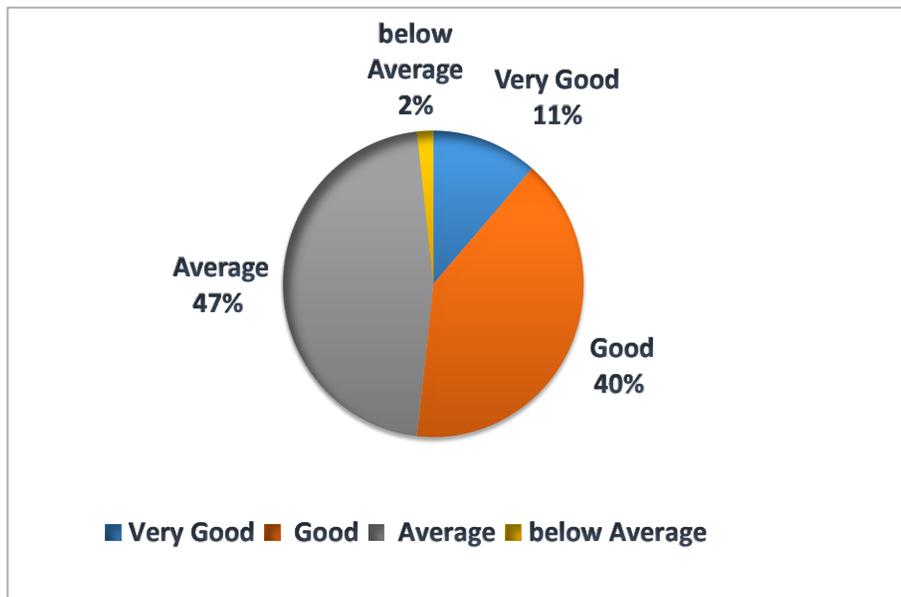
10.1.6 Non SPC Parents Survey results

Responses for questions to asked Teachers in the Survey, for assessing impact of SPC program in improving academics among students

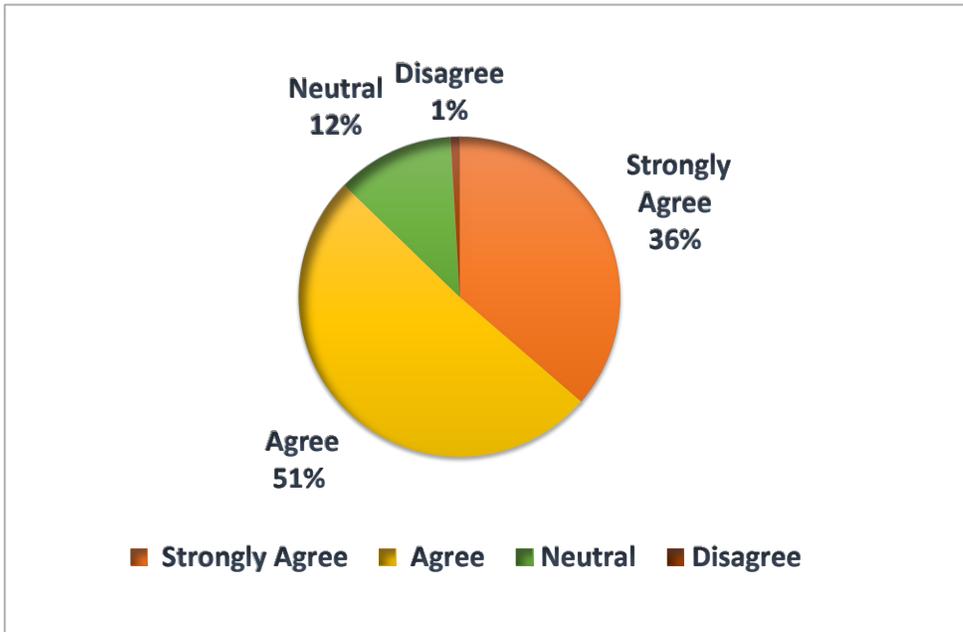
- Do you think SPC training had a positive impact on academic performance?



- In your opinion, what do you think about child's performance in school compared to his/her classmates?



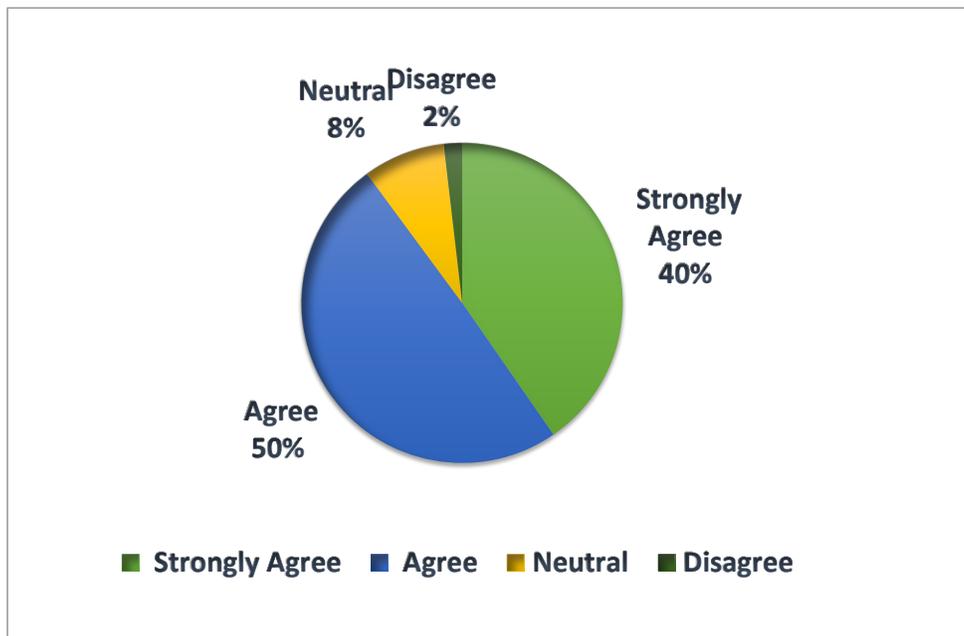
- Have the SPC programme made an impact in improving academic performance of SPC students?



Responses for questions asked in the Survey, for assessing impact of SPC program in personality development for students

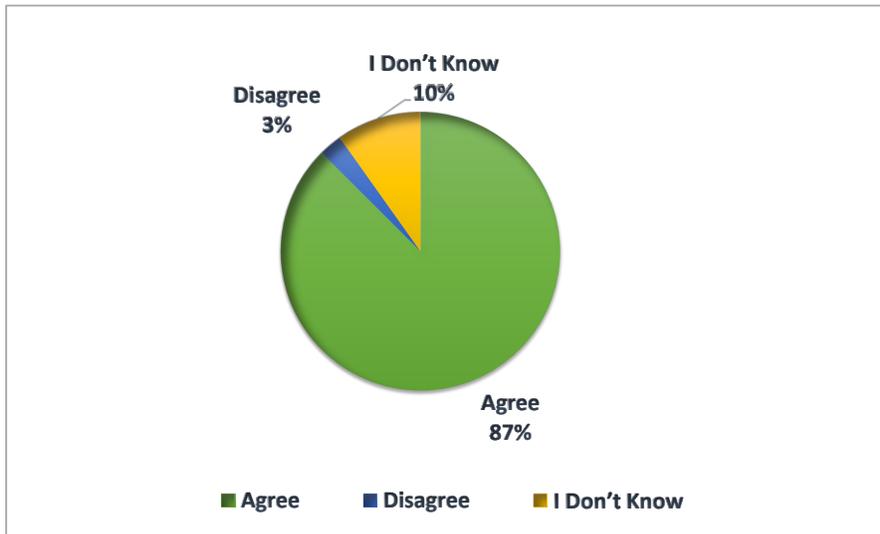
Responses for questions related to Personal Safety and Security

- Do you think The SPC program improved safety of students in school, public places, during travel as well as at home?



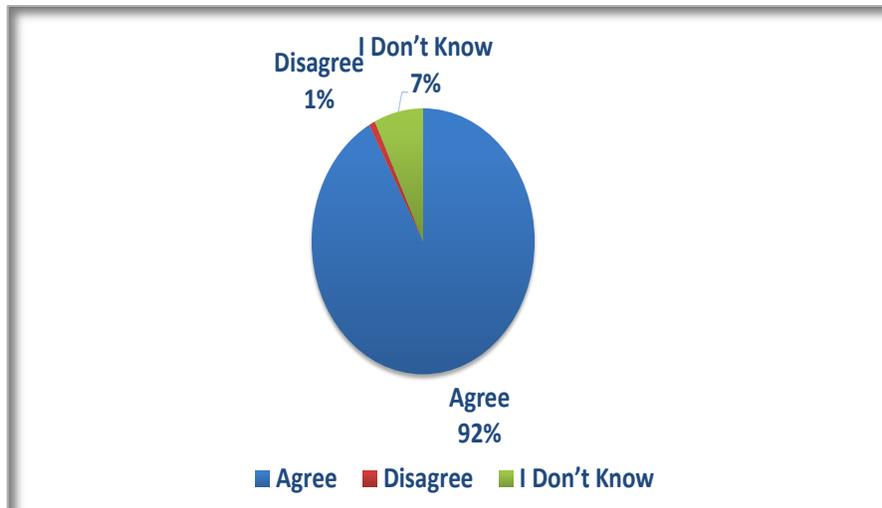
Responses for questions related to Social Sensitivity

- Do you agree that the SPC training is successful in facilitating development of compassion in students?

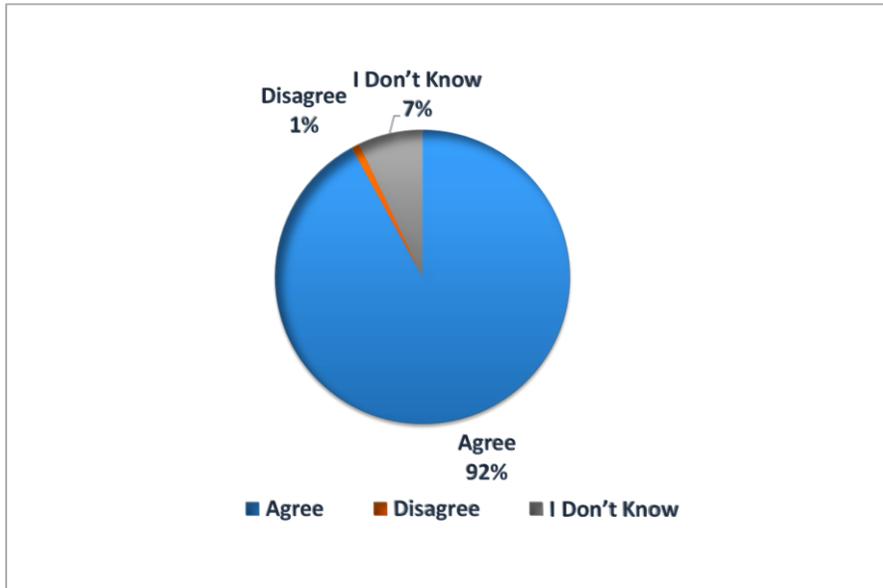


Responses for questions related to civic Sensitivity

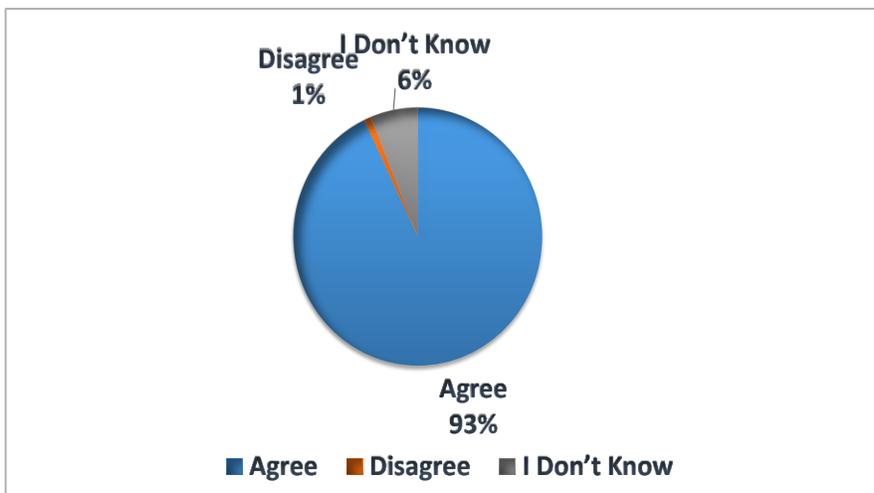
- Do you think SPC training create role models for other students in a school



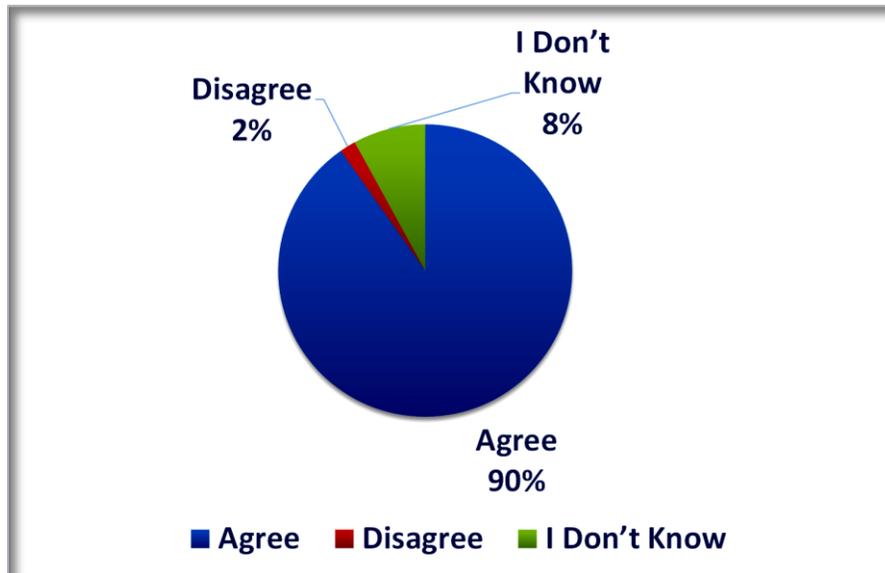
- Do you think SPC enabled the realization of its Motto “We Learn to serve?”



- Do you think SPC is effective in promoting development of citizenship qualities?

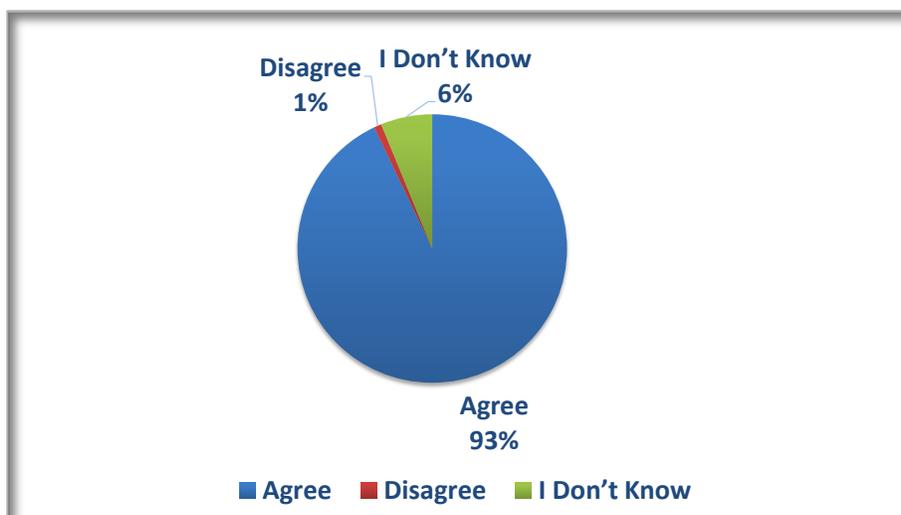


- Do you think SPC training enabled students in better understanding of functioning of other enforcement agencies

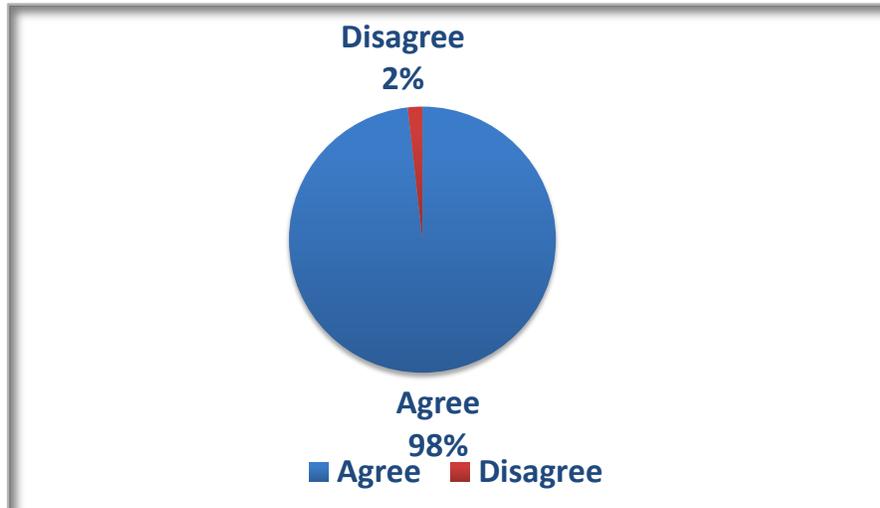


Responses for questions related to Encouraging sportsmanship and team building

- Do you think SPC enhances student's participation in PT & sports, cultural/social activities?

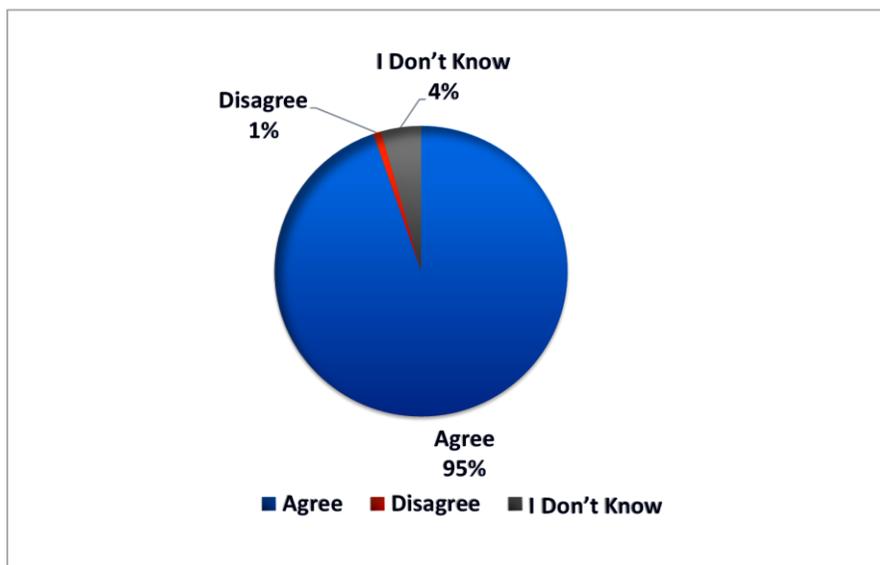


- Do you think “Involvement in sports encourages development of team spirit and spirit of sportsmanship?”

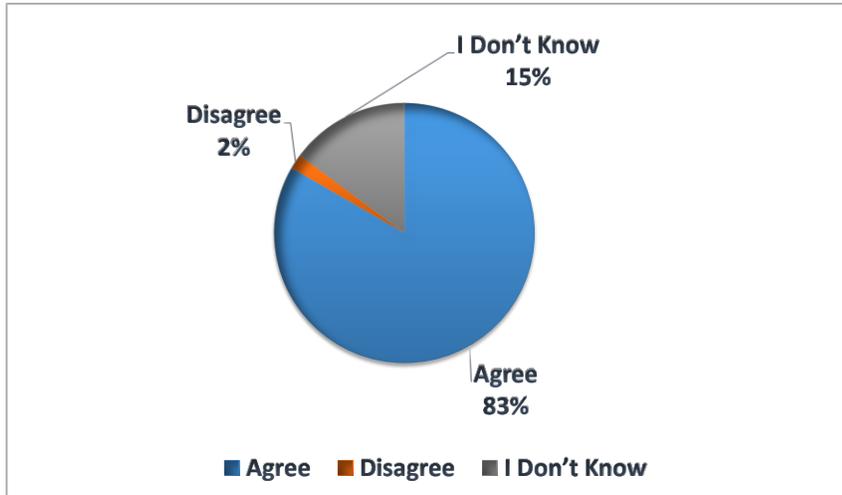


Responses for questions related to Innovative thinking

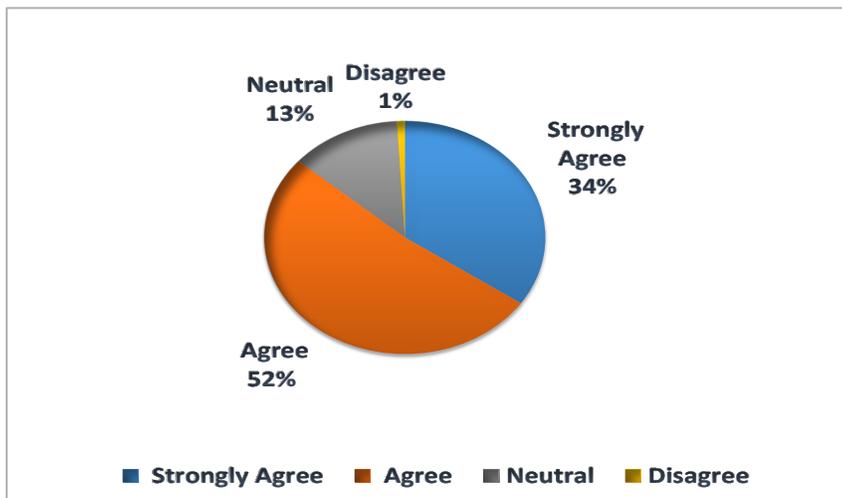
- Do you think the SPC training contribute positively to image & functioning of police?



- Do you think SPC training is able to promote safe & effective use of ICT?

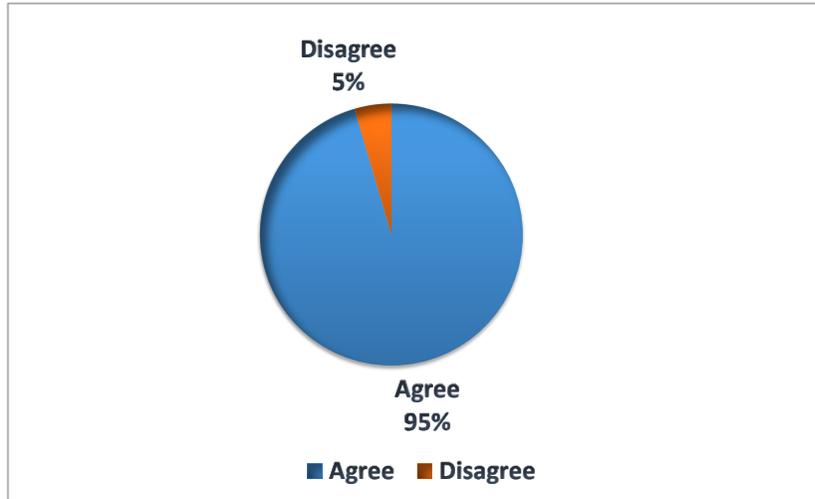


- Do you think Students are using Information and Communication Technologies in the right sense while in computer labs/using smart phones?

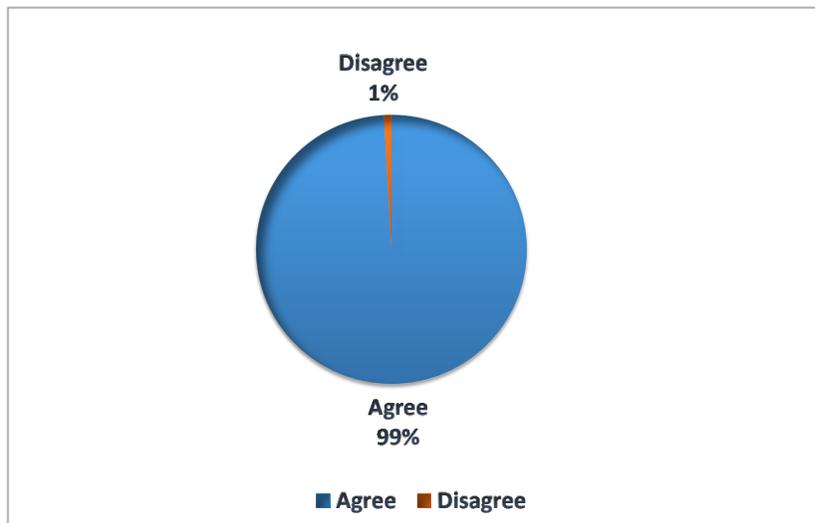


Responses for questions related to Self-Discipline and Physical hygiene

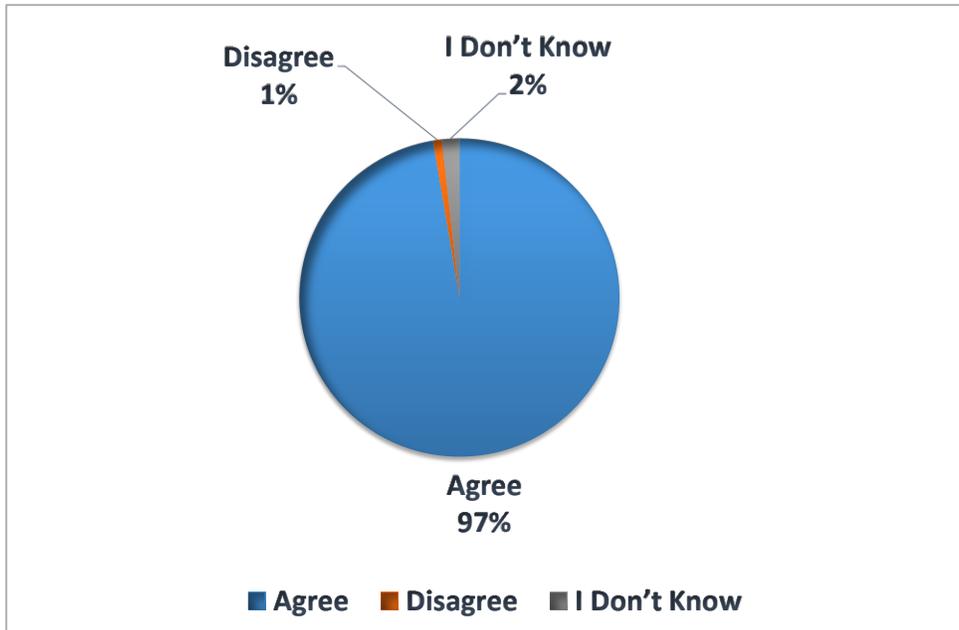
- Do you think SPC programme have made Greater self-awareness and a sense of responsibility prevents unhealthy sexual development of adolescents



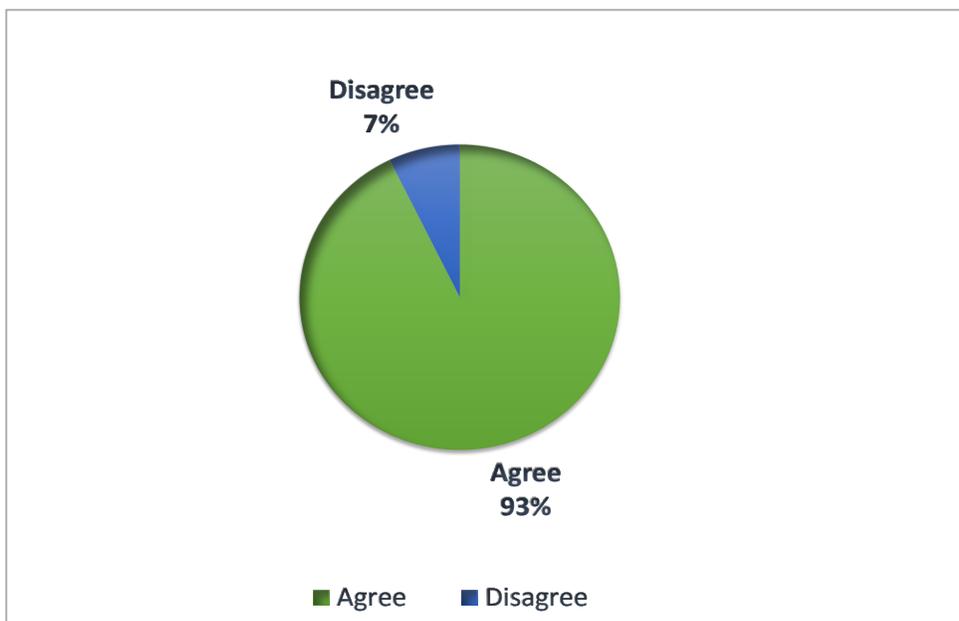
- Do you think "Better physical fitness and discipline leads to increased capability development"



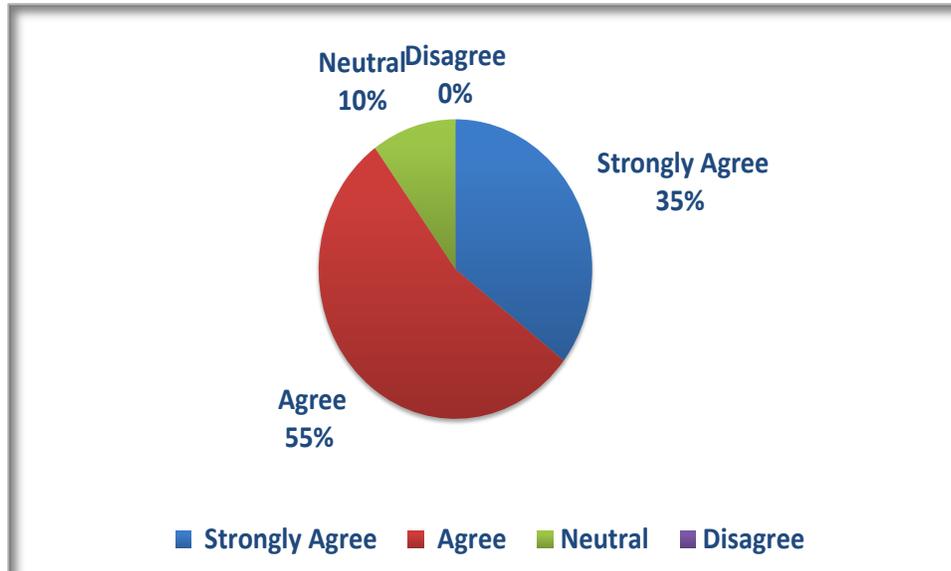
- Do you think SPC training has been instrumental in improving health & physical fitness?



- Do you think SPC programme gives awareness about Lifestyle Diseases such as obesity, depression, substance abuse etc.?

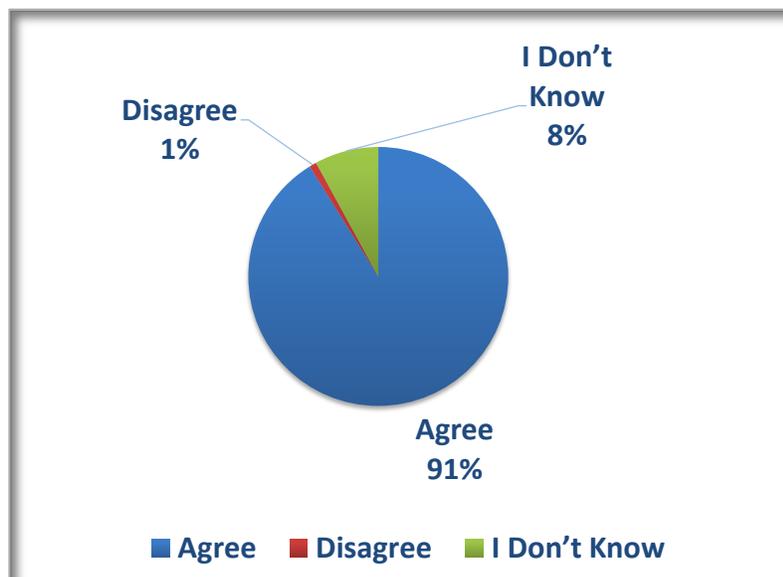


- Do you think SPC ensured the inculcation of personal virtues such as goal setting, regular habits, and responsibility?
- Do you think the programme can bring out the qualities of self-hygiene and social hygiene to students?

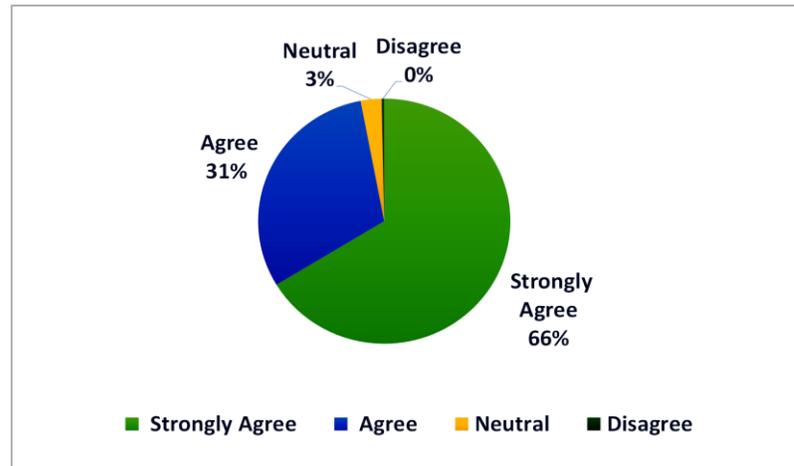


Responses for questions related to Environmental Awareness and Natural Resources conservation

- Do you agree that SPC training boosted awareness of Environmental issues, especially concerning citizen involvement in protection of public resources such as water, air, forest, etc.?



- Do you think your Academic Performance has improved after joining the SPC program



Responses for questions asked in the Survey, for assessing impact of SPC program in personality development for students

Responses for questions related to Personal Safety and Security

- Do you think the SPC program improved safety of students in school, public places, during travel as well as at home

