

**STUDENT POLICE CADET: A CASE STUDY OF  
GOVERNMENT VOCATIONAL AND HIGHER  
SECONDARY SCHOOL, VITHURA,  
THIRUVANANTHAPURAM.**

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## **ABSTRACT**

India is fortunate to have one of the greatest youth populations in the world and favourable demographics. In order to utilise these unique resources, the nation must enhance these individuals' talents. To be prepared to contribute to society, youth must integrate what they learn in school with their personal experiences and apply what they learn to real-world situations. The Student Police Cadet Scheme, which was introduced on August 2, 2010, in partnership with the Department of Public Education, is the most significant school-based project. SPC is a school-based capacity-building initiative that aims to strengthen young people's values, habits, and qualities in order to assist the educational system. The Student Police Cadet (SPC) Project aims to develop high school students into responsible members of a democratic society through a two-year training program. It instils respect for the law, self-discipline, civic sense, empathy, and resistance to social evils. The project aims to reduce youth crime rates and improve police efficiency. This study aims to how the SPC unit of Government Vocational and Higher Secondary School is a model for other SPC units and to get a better understanding of the positive changes in students as undergone through various activities and initiatives taken by the SPC unit. The study is qualitative in nature and a case study design was used. The tools of data collection were Focus Group Discussion was conducted with 10 Student Police Cadet and Key Informant interview with the 4 stakeholders of the SPC unit in the school, the data was collected purposively through the interview guide. The Student Police Cadet Programme has significantly impacted students and society through various initiatives and activities that include environmental conservation, anti-drug activities, and traffic awareness, agriculture initiatives, engagement with tribal community, Academic enhancement, Self-discipline, Community engagement. The program promotes change in students' lives, enabling them to develop their innate capabilities and resist negative tendencies. However, challenges in implementation have been identified, and suggestions for improvement include developing a clear budget plan that prioritizes essential components of the program.

**Key words: Student Police Cadet, school-based programme, youth development, Civic Responsibility, Environment Consciousness**

## **CHAPTER 1: INTRODUCTION**

## 1.1 INTRODUCTION

Youth is the spring of Life. It is the age of discovery and dreams. India is of the largest youth population in the world today. The entire world is eyeing India as a source of technical manpower. They are looking at our youth as a source of talent at low costs for their future super profits. If Indian youth make up their mind and work in close unity with working-class people, they can hold political power in their hands. Indian youth have the power to make our country from a developing nation to a developed nation.

Adolescence is a phase of rapid growth and development in physical and psychological domains. During adolescence, many changes occur simultaneously, including puberty and the transition to high school. At the same time, adolescence is a period of increased stress sensitivity, which contributes to adolescents' increased risk for mental health problems, such as burnout, depression, anxiety, and externalizing problems and which may negatively affect the well-being of adolescents and later developmental outcomes. Stress also hurts academic performance and can result in school absenteeism or dropout. Addressing psychological needs at an early stage, for instance, to deal with stress and stress-inducing factors, is crucial to preventing the development of mental health problems, school dropout, and dysfunction later in life. An environment particularly suitable to help vulnerable adolescents is the school environment. Intervening in the school context may be particularly beneficial to schools as well-being and mental health have been positively associated with academic functioning. (Csikszentmihalyi, 2023)

India is fortunate to have demographic advantages with one of the highest numbers of youth in the world. In order to leverage these valuable assets, the country needs to enhance the competencies of these budding citizens. Youth need to convert their classroom study into practical life and they need to integrate these studies with their personal learning experience with readiness to deliver goods in the social context.

Youth has always been of vital concern to the Government of India. Various youth development programmes undertaken by the Union Government after Independence, like National Cadet Corps (NCC), National Service Scheme (NSS), Nehru Yuva Kendra Sangathan (NYKS) and the schemes for financial assistance to NGOs engaged in youth development bear ample testimony to this fact. It was in the International Year of Youth (1985) that a separate Department of Youth Affairs & Sports was created in the Government of India. This Department took the initiative to formulate a National Youth

Policy. Wide-ranging consultations with all the concerned agencies including the voluntary organizations were held and a Draft National Youth Policy was formulated. This was further discussed in the conference of State Ministers in-charge of Youth Affairs and Sports held at Bangalore in June, 1987 and also by the National Advisory Committee. A comprehensive National Youth Policy was first evolved and laid on the Table of both houses of Parliament in November- December, 1988 and adopted by the Government. While acknowledged as crucial for maintaining public safety in India, policing is nevertheless often seen as aggressive and violent. Student Police Cadet Project (SPC) is a massive experiment in this direction.

### **SCHOOL-BASED PROGRAMMES**

#### **1) NATIONAL CADET CORPS (NCC)**

The National Cadet Corps is the Indian military cadet corps with its Headquarters at New Delhi India. It is open to school and college students on a voluntary basis. National Cadet Corps is a Tri-Services Organization, comprising the Army, Navy and Air Force, engaged in grooming the youth of the country into disciplined and patriotic citizens. The National Cadet Corps in India is a voluntary organization which recruits cadets from high schools, colleges and universities all over India. The Cadets are given basic military training in small arms and parades. The 'Aims' of the NCC laid out in 1988 have stood the test of time and continue to meet the requirements expected of it in the current socio-economic scenario of the country. The NCC aims at developing character, comradeship, discipline, and a secular outlook, the spirit of adventure and ideals of selfless service amongst young citizens. Further, it aims at creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose. Needless to say, the NCC also provides an environment conducive to motivating young Indians to join the armed forces.

#### **2). NATIONAL SERVICE SCHEME (NSS)**

National Service Scheme (NSS) was introduced in 1969 with the primary objective of developing the personality and character of the student youth through voluntary community service. 'Education through Service' is the purpose of the NSS. The ideological orientation of the NSS is inspired by the ideals of Mahatma Gandhi. The precise nature of activities continues to evolve in response to the needs of the



community. Some areas in which NSS volunteers work are education, health, family welfare and sanitation, environment conservation, social service programmes, programmes for improving the status of women, production-oriented programmes, relief and rehabilitation during disasters/calamities, etc.

### 3). SCOUT AND GUIDES

The Scheme of Assistance to Scouting and Guiding Organisations was launched in the early 1980s, to promote the Scouts and Guides movement in the country. This is an international movement aimed at building character, confidence, idealism and a spirit of patriotism and service among young boys and girls. The activities, inter alia, include programmes related to adult literacy, environment conservation, community service, health awareness and promotion of hygiene and sanitation. Under the Scheme, financial assistance is provided to scouting and guiding organisations for various programmes such as the organization of training camps, skill development programmes, holding of jamborees, etc.

### **KERALA POLICE**

The Kerala State Police is the state police for the Indian state of Kerala and is responsible for statewide law enforcement. The Kerala State Police was formed in 1956. History of Kerala Police. O.M. Bensly, the first Superintendent of Travancore Police & Father of Modern Kerala Police. The forces of Malabar, Cochin, and Travancore merged on 1 November 1956 and were renamed the Kerala State Police with its headquarters at Thiruvananthapuram. The main objectives of Kerala Police are to Ensure safety and reduce disorders, reduce crime and the fear of crime, and Contribute to the delivery of justice, which secures and maintains public confidence in the rule of law. (Bare acts live, 2023)The Kerala Police is the state of India's law enforcement organization. In the state capital of Thiruvananthapuram, Kerala Police is headquartered. "Mridhu Bhava Dhrida Kruthye," the force's slogan in Sanskrit, translates to "Soft in Temperament, Firm in Action." The state of Kerala is among the top states for upholding law and order, and Kerala Police has a reputation for being one of the best-managed state police forces in the country. Kerala Police was one of the first to implement community policing through legislation and was one of the first police forces in South Asia to do so. The phrase "Janamaithri" Policing, which translates to

"people-friendly Policing," is used to describe it. (Official Website of kerala police, 2023)

### **COMMUNITY-POLICING**

Forging partnerships between police and people is a concern of all democratic governments. The improvement of policing is part of the development process itself. Indeed, there cannot be any sustained development unless peace and order are guaranteed. The efficacy of policing will be nullified unless the community is taken into confidence. Against the backdrop of growing threats of terrorism and the globalisation of crime, ensuring community participation in the maintenance of public order and crime reduction are major challenges for all societies. Police-community partnership is needed not only to ensure economic and social development but also to achieve global peace. Community policing is the basic core policing of today and tomorrow. In a democratic society, the Police are the public and the public are the police. The benefit of community policing is that the community gets the ownership of policing and the policing becomes more professional and community-centric. Kerala Police is the proud pioneer in this endeavour in this country. Police must take specific steps to increase the capacity of communities to exist under informal social control. (Ramesh, 2015)

### **STUDENT POLICE CADET**

The Student Police Cadet (SPC) program was born out of an understanding of this broad and concrete social outlook and the necessity to engage with society as a whole at large to instil a compassionate and collaborative spirit in the police. Student Police Cadet Project (SPC) is a massive experiment in this direction. Being one of the best police forces in the country, Kerala Police has already contributed many examples to society. Along with crime detection excellence, the Kerala Police has created many schemes for the benefit of the people. The most important of these initiatives is the Student Police Cadet Scheme, which was launched on August 2, 2010, in collaboration with the Department of Public Education. (Student Police Cadet, 2023)

A student police cadet is a voluntary student organization that seeks to prepare students to be responsible citizens and socially committed individuals willing to perform selfless service to their communities. The goal of SPC is to free young minds from narrow-minded interpretations of duty into a wider, free-thinking, understanding of

citizenship, thereby helping to evolve a vigilant but peaceful development-oriented law-abiding society. The SPC Project is a school-based youth development initiative by Kerala Police. The SPC project was launched in August 2010. Implemented jointly by the Departments of Home and Education, and supported by the Departments of Transport, Forest, Excise and Local Self-Government. (Student Police Cadet, 2023)

SPC is a school-based capacity-building effort that seeks to support the educational system by enhancing young values, behaviours, and characteristics. It enables high school students to develop into capable and responsible members of a democratic society through a two-year training and personality development program by instilling in them respect for the law, inner capability, self-discipline, civic sense, empathy for vulnerable members of society, and resistance to social evils. By lowering the price of providing police services to society in the future, it also seeks to increase the effectiveness and efficiency of the police. Community policing, which SPC developed, aids in enhancing the relationship between the school community and the police. The program began with the idea of raising responsible citizens who not only abide by the law but also care for nature and fellow human beings, and fight social evils. One of the main objectives of the program is to prevent youth-related crimes. (Student Police Cadet, 2023).

#### OBJECTIVES OF SPC PROJECT

- To mould a generation of youth who willingly respect and abide by Law, and who practice civic sense, democratic behaviour and selfless service to society as the natural way of life.
- To facilitate the 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 enable youth to work with police and other enforcement authorities including Forest, Transport, and Excise to prevent crime, maintain law and order, promote road safety, and improve internal security and disaster management.
- To develop social commitment in youth and empower them against deviant behaviour in themselves and others, thereby preventing the growth of social

evils such as drug and alcohol abuse, intolerance, vandalism, separatism, and terrorism in society.

- To enable youth to explore and develop their inner potential in achieving success, by inculcating in them leadership, teamwork skills, innovative thinking and problem-solving ability.
- To increase knowledge and understanding of the effective use of Information and Communications Technology (ICT) among youth, preventing its negative influence and enabling them to benefit from the vast potential of ICT.
- To motivate youth to develop a 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 which is abbreviated as POLICE.

The objectives of the Student Police Cadet project are synchronous with the goals of the National Youth Policy which seeks to involve youth in the noble work of nation-building.

The Student Police Cadet is a framework developed by the state's education and security departments to inculcate respect for the legal system in the youth and to make law-abiding a habit of life. Enable the physical, mental and educational development of the youth by leveraging the existing system, infrastructure and leadership qualities of the police. Empower the student community to create a safe school environment and create a confident generation that fights against social evils. Move parents and community leaders to work together with the police to create safer social spaces. (Student Police Cadet, 2023)

## **1.2 BACKGROUND OF THE STUDY**

The program 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 a permanent arrangement for ongoing communication with the police. Accordingly, a pilot Student-Police project was launched on an experimental basis in a few selected schools. Subsequently, at Kozhikode in January 2010, a squad

of specially trained high school students was entrusted with the responsibility of crowd management at Kerala School Youth Festival, Asia's largest youth-focused cultural festival involving more than 10,000 participants. Following the successful execution of this task by the cadets, and in light of the success stories from project-implemented schools, a detailed proposal for a statewide school-based training programme was prepared under the guidance of Sri Jacob Punnoose IPS (DGP-Kerala) and submitted to the Government of Kerala. On the basis of this report, the Government of Kerala issued GO (P)121/2010/Home dated 29 May 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. (Student Police Cadet, 2023)

As part of the "Janamithri Suraksha (People-Friendly Safety) Project," a department-wide reform drive, Kerala Police became the first police force in India to implement community policing. The Student Police Cadet (SPC) project, which was started in 2010, is one aspect of this reform drive. SPC is an optional after-school programme that provides both male and female pupils of the eighth and ninth grades in public, private, and government-aided high schools throughout Kerala. The SPC programme, which goes by the slogan "We Learn to Serve," is referred to as a "youth development initiative that trains high school students to develop into future leaders of a democratic society by instilling in them respect for the law, discipline, civic sense, empathy for vulnerable sections of society, and resistance to social evils". According to the SPC, it empowers children 'to resist the growth of negative tendencies such as social intolerance, substance abuse, deviant behaviour and anti-establishment violence. Equally, it strengthens their commitment towards their family, the community and the environment. (Student Police Cadet, 2022)

A statewide field-level assessment of the SPC project by SIEMAT (State Institute for Educational Management and Training, Kerala) has established the value of SPC training for students, parents, teachers and police personnel. The ever-increasing community demand for the project reveals a deeply-felt need within society for better coordination between citizens and uniformed authorities to ensure a safe and healthy future for the country.

The SPC has grown since it was founded to include 1001 schools in Kerala. In addition, the initiative was approved by the Indian government in 2018 for implementation throughout all states and union territories. The SPC curriculum consists of 1) outdoor classes, such as cross-country running, parade, and drill; 2) indoor classes on a variety of subjects, such as child rights, traffic laws, and cybercrime; 3) community outreach programmes, such as visits to senior living facilities, jails, and government buildings; and 4) camps.

Community Police Officers (CPOs), or teachers in charge of SPC in a school, are supported by a male and a female drill instructor (DI), both of whom are police constables from the nearby police station. The major duty of the DIs is to give the cadets physical training. In each school, two trained teachers act as Community Police Officers and Additional Community Police Officers for facilitating SPC training. Two Drill Instructors (Police Personnel) are detailed from the nearby police station for supporting them in physical training and Parade. The District Nodal Officer (a DySP nominated) and Assistant District Nodal Officer are monitoring the district-level project activities as per the instructions of the State Nodal Officer. (Student Police Cadet, 2023)

In Thiruvananthapuram Rural Police District, DySP Administration is the District Nodal Officer of Student Police Cadets. SPC project is implemented in 35 schools in the district. Students Police Cadet Project implemented Schools in Thiruvananthapuram Rural District GBHSS Attingal, GHSS Avanavanchery ,GHS Azhoor ,SSVGHS Chirayankeezhu ,SSPBHS Kadakkavoor, GVHSS Vakkom ,GHSS Thonakkal Lekshmi Vilasom HS Pothencode, GBHSS Kanniakulangara, GHSS Neduveli ,GGHS kanniakulangara, GHS Venjaramood ,GHSS Bharathanoor, GBHSS Mithirmala, GHSS Kilimanoor ,NSS HSS Madavoor ,GVHSS Vithura, Dr. Ambedkar Vidya Niketan Njaraneeli BRMHS Elavattom ,GVHSS Vellanad ,GOVT. Tribal HS Meenankal, ST.Xaviers HSS Peyad, GHS Plavoor Kattakada, VISWADEEPTHI Kattakada, DVMNNMHSS Maranalloor ,SNVHSS Anad ,PHMKMVHSS Panavoor , GBHSS Neyyattinkara ,DR.G.R.Public School Neyyattinkara ,GHSS Marayamuttom, ST.Helens. H.S. Lourdepuram, GVHSS Parassala, GVHSS Kulathoor Vimalahridaya, HS Virali, ST. Johns HSS Undancode.

### **1.3 STATEMENT OF THE PROBLEM**

India is currently dealing with a number of significant internal security challenges from youth, including rising youth crime rates, involvement in antisocial activities like terrorism, disrespect for the law, a lack of civic responsibility, environmental protection, rising violence against women, drug abuse, and inappropriate use of ICT.

Police organizations represent authority in communities, executing laws and ensuring order through a network of nodes, training personnel, and adhering to clear authority chains. In a democracy, police are duty-bound to function as the protectors of the community, and facilitate the equitable enjoyment of fundamental rights. Students invariably have respect and fascination for uniformed authorities, especially police. And, what is more, the resources and manpower at the command of the police department make them the ideal Government agency to lead the SPC programme. Forging a mutually productive relationship between today's youth and police organizations is a worthwhile investment in our country's future.

Today's communities experience contentious issues such as poor waste management, environmental degradation, disregard of rules and regulations, and lack of respect for others' rights. Youths must come face-to-face with such issues early in their personal development. Only then will they grow as socially responsible citizens with a willingness to empathize with and find solutions to problems of wider humanity. Among other things, the loosening of familial bonds, the lowering of moral norms in society, and the widespread use of intoxicants are all blamed for the rise in intolerance, criminal activity, and deviant behaviour among young people. Students also struggle with low self-esteem, lack of personal goals, and weak physical and mental stamina.

The Student Police Cadet (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. The project also 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 behaviour, and anti-establishment violence. Equally, it strengthens their commitment to their family, the community, and the environment. By instilling principles and ethics in school-age pupils through indoor and outdoor lessons and

activities, the Student Police Cadet Programme aims to create a connection between the Police and the community. (Student Police Cadet, 2023)

There are 35 schools in Thiruvananthapuram, from these SPC units in Thiruvananthapuram Rural District, the Student Police Cadet unit in the Government Vocational and Higher Secondary School has gained significant attention at the state level for its various initiatives and activities and recognition and won the best SPC unit at the district level. The visit of IPS to study Kerala police visited the SPC unit which was the activities that are undertaken by the unit make a positive impact on the family, the community in which the students involve and the local environment. As this Project has been taken as an acceptable model of community policing, it will also aim to lower the alarming rate of youth crime. The study focuses on how the SPC unit is a model for other SPC units. To understand the positive changes in students as undergone through various activities and initiatives taken by the SPC unit. The Student Police cadet programme is for the educational transformation like the NCC, NSS and another school-based programme.

#### **1.4 SIGNIFICANCE OF THE STUDY**

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 Kerala Police designed SPC as a long-term sustainable and constructive solution to major internal security challenges and to create responsible citizens. The SPC by Kerala Police is an Innovative Model of Smart Community-Based Proactive Policing and a More Cost-Effective Strategy for Crime Prevention. The significance of the SPC Project lies in its potential to positively impact in various forms, Democracy is a governance system where people adopt and enact laws, which they voluntarily abide by. Children inherit the law by birth but must be raised with the understanding that law is essential for their safety and civic duty. In a truly democratic state, there must occur a paradigm shift in the policing function from “enforcement” to “facilitation” of law. However, Police today also have to respond to challenges in increasing violent, terrorist and separatist activities from aggrieved sections of society, triggering outbursts of social disharmony and anti-establishment violence. Increasing intolerance, and criminal and deviant behavior among youth have been attributed to the weakening of family ties, declining moral standards in society and liberal use of intoxicants, among others. Other



problems experienced by students include poor physical and mental endurance, lower self-esteem, and lack of personal goals these are the problems of the youth. Also, the rapid developments in the field of Information and Communication Technology (ICT) throw up immense opportunities as well as pose threats to youth. Youngsters heavily exposed to such technology become vulnerable to cybercrime, misuse of social media and mobile phone technology. India's youth, comprising 63% of the world's population, are expected to lead the country in various fields by 2030, with 50% under 25.

Today's communities experience contentious issues such as poor waste management, environmental degradation, disregard of rules and regulations, and lack of respect for others' rights. Youths must come face-to-face with such issues early in their personal development. Only then will they grow as socially responsible citizens with a willingness to empathize with and find solutions to problems of wider humanity. The programme promotes civic sense, social responsibility and inclusiveness.

The SPC program at Government Vocational and Higher Secondary School Vithura focuses on community service activities, outreach programs, and awareness campaigns. It aims to evaluate its effectiveness in fostering positive relationships between police and the community, promoting civic responsibility, and improving safety. The study examines the impact of interactions with law enforcement officials on students' perceptions of law enforcement, attitudes towards justice, and the development of effective policies. The SPC project generates nationwide benefits, such as greater internal security, healthier communities, and responsible citizens. The study's significance lies in the positive influence and role-modelling potential of the Student through the Student Police Cadet program at Government Vocational and Higher Secondary School, Vithura, in Thiruvananthapuram district, which extends beyond the school environment to shape responsible citizens, strengthen police-youth relationships, and inspire other institutions to adopt similar initiatives for the betterment of society and its potential to serve as a role model for other educational institutions and communities.

The study focusing on the "Student Police Cadet" program at a Government Vocational and Higher Secondary School holds great significance as it serves as a shining example for other educational institutions. This program's impact on character development, leadership, community engagement, and positive police-youth relationships makes it a

powerful role model. By instilling values, ethics, and leadership skills, the program cultivates responsible citizens who contribute to safer communities. Its influence extends beyond the school, inspiring a ripple effect of positive change, promoting law enforcement interest, and creating a lasting legacy of well-rounded individuals dedicated to societal betterment.

### **1.5 CHAPTERISATION**

The chaptalisation of the research dissertation is as follows:

Chapter I: Introduction

Chapter II: Review of literature

Chapter III: Research Methodology

Chapter IV: Case Description

Chapter V: Data Analysis and Discussion

Chapter VI: Major findings, suggestions and Conclusions

Bibliography

Annexure

## **CHAPTER II: REVIEW OF LITERATURE**

## **REVIEW OF LITERATURE**

### **2.1 INTRODUCTION**

A literature review is a description of the literature relevant to a particular field or topic. It gives an overview of what has been said, who the key writers are, what are the prevailing theories and hypotheses, what questions are being asked, and what methods and methodologies are appropriate and useful. The conceptual and empirical literature reviews help in establishing the rationale and credibility of the study. The literature review of this chapter includes studies related to school-based programmes, changes after participating in extracurricular activities, studies related to Community Policing and studies related to Student Police Cadet.

### **2.2 STUDIES ON SCHOOL BASED PROGRAMME**

Due to their increased stress sensitivity during adolescence, adolescents are more likely to experience mental health issues like burnout, depression, anxiety, and externalising difficulties. This dysfunctional development may be stopped with early intervention for psychological needs and low-threshold care addressing such requirements. Schools could offer a crucial setting for recognising and addressing psychological issues. The purpose of this protocol is to outline the design of a study that will assess the efficacy of school-based low-threshold skill-training programmes for boosting adolescent mental health and look at moderators of effectiveness. Students must have access to interventions in the classroom to assist them deal with stressors and avoid later developing mental health issues, school dropouts, and dysfunction. (Vo & Csapó, 2022)

The effectiveness of a daily physical activity (DPA) programme consisting of 20 weeks of 20 minutes of teacher-led DPA was investigated using a quantitative evaluative evaluation. A questionnaire that was given out at three different times—baseline, mid-intervention, and post-intervention—was used to track student outcomes. A total of 362 students ( $n = 265$  experimental) from 30 classes ( $N = 19$  experimental) across 7 schools took part in the study. The exploratory analyses revealed significant differences only for self-esteem and subjective happiness, with the control group marginally rising in comparison to the experimental group. There was no significant overall effect of the intervention ( $z = 0.89$ ,  $p = 0.38$ ). Only 21% of teachers reported adhering to the programme, which indicates weak adherence. Overall adherence did not correlate with student-reported outcomes, but there were favourable associations between adherence

and student behaviour as reported by teachers. The psychological well-being of elementary school-aged children was not enhanced more than normal by the DPA programme that was examined here. Although there was poor programme compliance, it had no detrimental effects on the kids. Future research is required to determine how to best support DPA implementation during the school day and how school-based physical activity may have a positive impact on students' well-being. (Graham, Bremer, Fenesi, & Cairney , 2021)

The meta-analysis reviewed 82 school-based, universal social and emotional learning (SEL) interventions involving 97,406 kindergartens to high school students (Mage = 11.09 years; mean percent low socioeconomic status = 41.1; mean percent students of colour = 45.9). Thirty-eight interventions took place outside the United States. Follow-up outcomes (collected 6 months to 18 years postintervention) demonstrate SEL's enhancement of positive youth development. Participants fared significantly better than controls in social-emotional skills, attitudes, and indicators of well-being. Benefits were similar regardless of students' race, socioeconomic background, or school location. Postintervention social-emotional skill development was the strongest predictor of well-being at follow-up. Infrequently assessed but notable outcomes (e.g., graduation and safe sexual behaviours) illustrate SEL's improvement of critical aspects of students' developmental trajectories. ( Rebecca, Eva, Joseph, & Roger, 2017)

The study presents findings from a meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergartens through high school students. Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behaviour, and academic performance that reflected an 11-percentile-point gain in achievement. School teaching staff successfully conducted SEL programs. The use of 4 recommended practices for developing skills and the presence of implementation problems moderated program outcomes. The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policy makers, educators, and the public can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice. (Durlak, Weissberg,, Dymnicki, Taylor, & Schellinger, 2011).

### **2.3 STUDIES ON CHANGE IN PARTICIPATION IN EXTRACURRICULAR ACTIVITIES**

A youngster is more likely to avoid damaging behaviours like dropping out of school, becoming a young mother, engaging in delinquency, abusing drugs or alcohol, or smoking if they participate in 15 extracurricular activities, according to three different routes. They found that goal-oriented activities help kids develop their talents and can foster good character qualities. Individual and group practice will demonstrate to students the importance of vigilance, hard work, attention to detail, planning, patience, and determination in the face of failure. Group interactions that support young people in their education, employment, and personal life as well as inspire them to become responsible and competent adults' foster cooperation and collaboration, personal compromise for group goals, and empathy skills. Low levels of participation in educational programming have also been identified by studies. Studies have also found that low levels of engagement in school programmes are typical of students at risk. (Sujana, Indroasyoko, & Suherman, 2021)

It was found that students participating in co-curricular activities not only perform well academically than students who do not but also improve other parts of their personalities in the process. Only a handful of the cognitive characteristics that are impaired are self-esteem self-confidence, social cooperation, and communication skills. Co-curricular activities encourage students to incorporate elements of their academic learning with personal activities. (Rahman, Islam, Akash, Parvin, & Moon, 2021)

The role of Extracurricular activities in education' is that many pupils are said to continue in school or find personal significance in their middle and high school years because of their co-curricular experiences. Students taking part in co-curricular activities might learn through competitions and realistic simulations. enlarge and improve already obtained academic skills. In the co-curricular setting, they will also acquire and practise creative, psychomotor, communication, and future professional and vocational abilities. (Haensly, 1985-1986)

The study tried to find out the possibility of an intermediate personality pattern which could bridge the gap between authoritarian personality and the effects of three patterns of leader personality, namely, democratic, authoritarian and consultative, on members working under them in general. It also tested the efficacy of consultative personality in particular and it appeared that there was little conscious effort at producing leadership

in secondary schools and that the schools were crowded where the co-curricular activities were misunderstood. ( Karagianni & Montgomery, 2017)

“Effects of National Cadet Corps (NCC) training and Specific physical fitness training on selected physical, physiological and psychological variables among college women students.” The study was done on 60 women students randomly. The studies showed that NCC training programme produced a significant improvement on selected physical variables like muscle strength and endurance. The combination of the NCC training curriculum with a particular physical activity training kit has also been shown to be more successful among NCC cadets. (Kanthashri, 2010)

#### **2.4 COMMUNITY POLICING RELATED STUDIES**

Community Policing has always been premised on a theoretical construct, a number of theories have been advanced by scholars in an attempt to offer an explanation in principle and cover the way for a point of reference in academic discussion as well a point of departure towards implementation initiatives of community policing. The theory which explains the philosophical bases of community-based policing is the Normative Sponsorship Theory by Tiedke,1975. (Yero, 2012)

The theory posits that a significant number of people have goodwill and that cooperation becomes a necessary factor towards building harmonious community. It assumes that the community programme will be supported only if it is “within the limit of established standards” to all people. He simply put; the police officials cannot achieve any positive transformation without the support of the public. ( Trojanowicz & Dixon, 1974)

Another theory advanced specifically to explain community policing by Wilson and Kellings is Broken Windows Theory 1998, on the basis of this theory police officers and social psychologists, tend to agree that if a window in a building is broken and is left unrepaired, all the rest of the windows will soon be broken, the sign of one broken and unrepaired window send an indication that nobody cares so without any deterrence another window can also be broken soon and nothing will happen. (Oliver, 2000)

According to Braton, Kellings and Wilson’s proposition is that the moment deliberate discourtesy such as drunkenness, begging, vandalism, disorderly behaviour, graffiti, and litter are not controlled, an atmosphere is created in which more serious crimes will be committed. Till today, any discussion on community policing always go hand in

hand with the broken window theory. However, this does not signify that the broken windows theory represents the only framework for understanding community policing. (Allender, 2004)

#### International Literatures

Couper adds the term “ambiguous goals.” Suggesting a lack of clarity or even some uncertainty. This in turn suggests what may naturally follow is a general lack of ability to understand or measure needs. It then stands to reason, with these factors in place we set up the ongoing and diminishing adaptability of police for change. Rating the police is further complicated by unrealistic expectations of what the police can do. Each citizen expects the police to meet many goals, according to his or her own value system and understanding of what the police can and should do. For instance, one person may be satisfied only if an officer is sent out to take all crime reports, regardless of the seriousness or likelihood of solving the crime, while another person would be satisfied if some crime reports, such as those for auto theft, were taken over the telephone. Again, some citizens may be satisfied only if police officer walk beat patrols, while others prefer the officers to ride around in cars. These expectations are often unrealistic and contradictory and the police cannot begin to satisfy all of them. ( Couper & Lobitz, 1988).

The objectives of his research are the reasons for doing the survey. A social survey is a method used for obtaining large amounts of data from a large number of people in a relatively short time. This is usually done in a statistical form (McNeill 1992: 19) Surveys are done to describe, compare as well as predict knowledge, attitudes and behaviour (Fink 1995:4). For the purposes of this study the descriptive method was used to describe the phenomenon of community policing in the Vaalrand. This study required a representative sample. The research procedures as stipulated for a descriptive study were followed. After the literature study was done, a questionnaire was drawn up. According to Sharp and Howard (1996: 145), questionnaires have become a common method of gathering information. The questionnaire consists mostly of 'closed' or structured questions and a few 'open' or unstructured questions. (C & Henry, 2001)

The study also looked at its influence on how police conduct their work, crime rate and community cohesion. Despite all these measures that have been established to secure the future of these young people especially from radicalization; there are still elements



that end up getting a way to radicalize the youths into the gang groups and terrorist cells. The study finding in this study is expected to assist the national government through the National Police Service in the administration of the community policing policy in strategy and policy formulation of community policing guidelines. The study established that inadequate funding; police officer's professionalism and information sharing all have significant influence on youth radicalization. The study concludes the community policing is a significant predictor of youth radicalization. The study recommends that the management of the County Policing Authority should review, monitor and track the progress so far made in implementation of the Community Policing Initiative in Mombasa County. (Mwagut. & Minja, 2022)

In the book Veerendra Mishra tried to understand the philosophy and Concept of the Community Policing and said Police, Politician, Press and Public are the active elements of Community Policing. He made an attempt to understand the cause and effect of Community Policing, various variables which are deterrent to an effective participation of the people in police activities have been explored. And examined the recent developments in major policing experiments dubbed as community policing and also found out the management gap in participative policing. And lastly, he also explained some case studies around the world which practiced different models of community policing. (Mishra, 2011).

It is quite appropriate that The Annie E. Casey Foundation and the Police Executive Research Forum (PERF) have come together to produce this book on the past, present, and future of community policing. The mission of The Annie E. Casey Foundation is to improve the lives of disadvantaged youth and their families—particularly those in distressed areas. PERF's mission is to improve policing services to all individuals. These missions intersect at community policing, which brings police and communities together to solve neighbourhood problems and improve the quality of life there. While there are many factors and entities at work that determine the welfare of America's children and families, certainly community policing is a significant one. With this mutual concern for communities plagued by violence, disorder, and fear, we have joined forces to produce this book to demonstrate the importance of community policing and reflect on its development, current status, and prospects for the future. (Fridell & Wycoff, 2004)

From a survey of 501 university students in a western Canadian city, this study examines the perceptions of the police among young adults and factors that contributed to the variation in their evaluations of the police. Results demonstrated that respondents held moderately positive attitudes toward the police. Multiple ordinary least squares regression analysis demonstrated that respondents who identified themselves as Protestant or Catholic, expressed satisfaction with their personal safety, experienced no property crime victimization, reported no violent crime victimization experience, expressed satisfaction with their last contact with the police, and reported not having been harassed by the police were found to be more satisfied with police performance, whereas respondents who were younger, identified themselves as Protestant or Catholic, reported not having been victimized by a violent crime, expressed satisfaction with their last contact with the police, and indicated not having been harassed or mistreated by the police were found to express a significantly higher level of satisfaction with police treatment of minorities. (Chow, 2011)

Support for community policing in India and the US: an exploratory study among college students. While there is a growing body of studies on the people's views of community policing, there have been a very few cross-national studies. In this paper the author compares and contrast students' views on community policing from India and the USA. The data were from a survey from a total of 434 Indian and 484 US college students. In findings it is said that punitive orientation had a significant effect on attitudes toward community policing, but was related to an increase in the support in India and reduction of support in the USA. It is also shown among the Indian respondents, concern for crime and support for aggressive policing had positive associations with support for community policing, and police involvement in the community had a negative association. And among the US respondents, age, educational level, and perceptions of police effectiveness had positive associations with support for community policing, and holding a punitive orientation had a negative association. (Lambert, et al., 2014)

In an evaluation of Community Oriented Policing (COP) in Chicago, Skogan and his associates found that residents in COP neighbourhoods rated the police as more responsive to their concerns, had more contact with police officers, and rated police misconduct as lower relative to areas where more traditional policing was practiced. This increase in the positive evaluation of police services was particularly noticeable

among the most knowledgeable and involved residents. The researchers also found out that residents from COP implemented neighbourhood were more knowledgeable about the new policing strategy and showed greater community involvement. The study revealed that older residents held more positive views of the police. They found that people who perceived many neighbourhood problems were much less positive about police-community relations. Respondents who were crime victims or had a household member who had been victimized also rated police-community relations lower. The results also show that greater police visibility or awareness was significantly associated with better police community relations and partnerships. It further reveals that older residents and homeowners expressed greater sense of community integration than younger and nonhome-owning respondents. ( Adams, Rohe,, & Arcury, 2005)

In this study pointed out that 44 per cent of the police officers had personal contact on a one-to-one basis between officers and citizens and 21 per cent officers cited the existence of trust between officers and citizens. This response reflects the fact that close contact between the police officers and citizens create trust among them and the trust makes the contact worthwhile in terms of shared information. Their findings also show that foot patrol helps them to spend more time on vital problems which is considered as the strength of the community policing programme. 14 per cent of the respondents (police officers) agreed that public relations inherent in foot patrol help them to gain public support and an equal per cent responded that foot patrol officers are better able to know the resident's problem and to identify problem creating people within the community. Nearly one third of the respondents cited lack of mobility and poor response time as the major weakness of foot patrol. Another weakness pointed out was the inadequate or inconsistent supervision, while 10 per cent complained there is too much paperwork. Seven per cent said being assigned to duty away from their beat area detracts from performance. (This reflects special assignments, such as working downtown parades and festivals.) Lack of accountability of foot patrol officers, political influences of (special interest) groups, motivation problems of foot patrol officers, and poor vertical communication between foot officers and upper command levels were also cited as the weaknesses of foot patrol. (Trojanowicz R. C., 1986)

This study is about the Community policing forum of Kwamashu and its strategy of putting the youth at the forefront in the fight against crime. The study was conducted on crime prevention with more emphasis placed on community participation as is the

strategy of the Department of Safety and Security. A sampling technique was used where thirty respondents who reside at Kwamashu were interviewed about community policing and youth involvement in it. Related literature that focuses on community policing and its effect on the youth was reviewed. Various recommendations have been made based on the findings of the study. The findings of the study highlighted the need for the community policing forum to market itself to the community. Community members, especially the youth, need to be motivated so that they can be active participants in the fight against crime. Research findings also indicated that the strategies used were effective but failure to communicate with the community undermined their effectiveness. (Aubrey., 2005)

#### Indian Literatures

Community policing offers an attractive alternative, particularly alluring to Indian society, as the cardinal principles of the new philosophy are consultation, conciliation, participation and consensus which are in congruence with the Indian heritage of Panchayat which was lost due to many reasons, the principal one being colonial intervention. In the days when the village community was the centre of the nation's life, the informal controls of society were operated through this mechanism of consulting but in the course of time were replaced by centralized formal control based on coercion-

In his book "Indian Police" traces the history of Indian police from the days of Manu to its modern day. Ancient literature including, Arthashastra (300BC) talks of spies to keep the ruler informed of criminals. The work of rudimentary policing had subsequently been left to the local, Zamindars who relied on the village kotwal. Thus, it continued to be a highly dispersed activity till the arrival of the British. Despite introducing institutional policing around 1860 and its constant upgradation after independence, the author Shri. R K Raghwan, in a survey conducted in Tamil Nadu, found that citizens do not think of the department as having a good image. 66% of respondents felt that the department was not responsive to the needs of the common man. The author has given various reasons for the same e.g., increase in population and crime, caste and related prejudices that the changing Indian society is facing, prejudiced political class etc. However, the lack of trust that citizens have in the police, is a serious issue and is visible all over the country. (Raghavan, 1999)

“Police in Democratic Societies” by Shri. Shankar Sen is a collection of articles dealing with police by the writer that appeared in different dailies. Being a senior police officer and having had first-hand experience of field realities as well as of top leadership, he strongly recommends community policing in the chapter ‘Re-examination of the Police Role in Crime Prevention’. The author talks of the need to decentralize the authority to field officers and inculcate the attitude of problem-solving. Citing the example of countries abroad successfully taking help of citizens, he states “Mobilization of the community can be one of the practical means of augmenting the crime-focused resources of the police”. He admits that as police in India do not enjoy the faith of people, it will take some time to associate themselves with community policing initiatives. The rest of the book deals with other subjects relating to law enforcement including training where again Shankar Sen mentions “without the support of the community police cannot function properly. For effective crime prevention and order maintenance, support of the community is a sine qua non”. ( Sen, 2000)

In this study found that community policing has a high rate of acceptance among police officers of all ranks in Maharashtra. Police officers of all ranks considered community policing as a very useful tool for various crime and order-related issues. Moreover, police officers stressed the need for community policing particularly in urban areas. They have accepted it as a useful, long-term tool and strategy to address crime and other law and order problems. They further opined that adequate training on the implementation of community policing at basic and in-service levels would help the successful execution of the concept. (Borwankar, 2008).

In the study on the Maithri project in Cyberabad found that 68 per cent of the police personnel showed their dissatisfaction towards the programme. They held the view that the difficulty with the expectations with community policing is that they are frequently beyond the present capacities of most officers and personnel, the traditional roles for which they were selected and trained, and the standard performance indicators on which they are evaluated. All of them argued that police departments with which they are associated cannot achieve effective problem-solving and community partnerships until the beliefs, perceptions, attitudes, and behaviours of individual officers become more compatible with the redefinition and enlargement of their jobs as prescribed by the community policing model. They believed that the community policing model that was introduced in the Commissionerate in 2004 did not last long because the organizational

constraints such as perceived inequity, workload, fear of change, hierarchical structure, lack of collective decision-making, traditional management techniques and training curricula were not dealt with properly. (Prabhu, 2010)

According to the beat officers, Station House Officers (SHOs) give the lowest priority to Janamaithri activities, making the beat officers feel a dearth of interest at the higher levels. Hence most of the beat officers is doing beat duty for namesake. Since SHOs are answerable to higher officers, they used to assign beat duties for namesake and entrust it upon the Beat officers, results in overload of work for the beat officers. This results in the failure of effective beat duty. But responses they made during the interview show that 81 per cent of the respondents said that they got adequate support from the superior officers while delivering beat duty. 67 per cent of the beat officers responded that the training they had received before Janamaithri project implementation was useful and beneficial. 66 per cent of the beat officers responded that the Janamaithri meetings are held regularly. Majority (79%) of the beat officers expressed that Janamaithri Suraksha Project has led to a change in their behaviour towards people and complainants which was a good sign towards people friendly approach of policing. (George & Krishnan, 2013)

## **2.5 STUDIES RELATED TO SPC**

A multi-sited ethnographic study of a police cadet programme in Kerala's public high schools found that, in a liberalising India, programmes to develop future leaders coexist alongside educational strategies for promoting class differentiation. All cadets appreciated the exposure the cadet programme offered, but English-educated cadets were able to emerge as "ready-made leaders," requiring relatively little training, thanks to the program's practical logic of risk reduction and efficiency. This study explains how the students went from private to government English-medium schools and developed into ready-made leaders. Through student participation in the Student Police Cadet (SPC) programme, a voluntary extracurricular citizenship training programme designed to prepare high school students to be law-abiding, disciplined, and service-oriented future leaders, the effects of this movement and the relationship between familial strategies, institutional differentiation, and social inequality were studied. Furthermore, the SPC derived credibility from its criticism of dysfunctional middle-class parenting. On the other hand, the SPC benefited greatly from the results of intense

middle-class parenting, specifically the English-educated child enrolled in a public school. The English-educated pupils, with their command of the language, self-control, and confidence, constitute "ready-made leaders" who make it easier for the school and the cadet programme to skip over the pedagogical work required to develop students' leadership skills. (Chacko M. A., 2020)

The Kerala Police's Student Police Cadets Project is a cutting-edge example of proactive, community-based smart policing that is also regarded as a cost-effective method of crime prevention. The purpose of this study is to comprehend how the SPC Project was carried out and the cadets' experiences in Kerala's capital affected their values, abilities, and behaviours. The SPC Project focuses on offering a variety of possibilities for learning constantly at regular intervals in addition to traditional schooling in this cross-sectional study. The current study demonstrates that the SPC Project also emphasises the urgent needs of the community and trains students to handle human-centred issues. The results show that the majority of the SPC's goals have been accomplished. It can be said that the SPC is a transformative paradigm that, when rigorously executed across all states, has demonstrated enormous promise in reforming youth and producing a generation of disciplined youth for a bright future in India. ( S & X, 2019)

The study conducted an "Impact Study on SPC Project", The objectives of the study are to assess the impact of the SPC project on various stakeholders and the community, its impact towards citizen development and the prevention of crime through the active involvement of SPC cadets. The study found that SPC helps students in improving Physical fitness, Mental endurance, Confidence, and Academic performance. SPC also enable students for the fearless and free interaction with police. SPC made an impact on teachers and parents like Willingness to change (Being forced to obey the law since their children insist upon them to do so), increased interest and knowledge in parenting, change in attitude towards police and increased awareness of problems of adolescents. Schools having SPC were premises and surroundings made free from sales and usage of tobacco and other substances, schools are free from accidents, improvement in internal discipline, Neat Clean and Plastic free campus, smooth organizing of school level functions and improvement in academic performance. For Police SPC made an impact like Police becoming role models for community members, improving the

image of the police, and increasing the flow of information regarding antisocial activities. (Services, 2014).

In the study "Learning to Govern: The Student Police Cadet and the Making of Student-Citizens of a Democratic India." This study looks at how the curriculum and pedagogical relationships of the Cadet Programme develop perceptions of pupils as citizens and how these notions reflect larger concepts of citizenship, democracy, and social change. The study concluded that 1) SPC has changed stakeholders' perceptions of themselves and their place in society, 2) Children are frequently seen as future citizens, but SPC has helped them understand that they are citizens right now, and 3) Police in schools can play a positive role in shaping schools and actively contribute to preventing criminality in schools. (Chacko M. A., 2017)

A study on self-discipline with a focus on gender was carried out among student police cadets and non-student police cadets. The researcher's tool, the Self-Discipline Scale, is used to administer the test and gather information on the study's goals. 150 Standard Nine Student Police Cadets and 150 Non-Student Police Cadets, each with 75 boys and 75 girls, each received the instrument from the investigator. The Test of Significance of the Difference between Means was the appropriate statistical method that the investigator used to analyse the data. The study's findings demonstrated that student police cadets have greater self-control than non-student police cadets, regardless of gender. Self-discipline is one quality that kids need to develop. Considering this, schools could be quite essential. The Student Police Cadet Programme can motivate students to put social ideals like self-discipline into practice. The study's findings demonstrated that student police cadets have greater self-control than non-student police cadets, regardless of gender. In comparison to non-student police cadet boys and girls, student police cadet boys and girls exhibit higher levels of self-control. The Student Police Cadet Programme can be widely used in schools to promote self-discipline. (Ettaniyil, 2018)

To examine a school-police partnership that sought to change the civic culture by teaching kids to be law-abiding and democratic citizens, a multi-sited ethnographic study of the Student Police Cadet (SPC) project, a citizenship training programme implemented in select high schools across the state of Kerala, India, was conducted. SPC is a part of Kerala police's community policing strategies, which they utilise to shift from a centralised, authoritarian system of law enforcement to a decentralised, democratic one. To achieve such transformation, however, it is vital to foster a civic



culture in which people uphold the law voluntarily rather than as a result of coercion or enforcement. SPC sought to support the growth of this civic culture by educating cadets to be accountable, law-abiding citizens. (Chacko M. A., 2017)

How Policing Can Optimise Youth Power that despite India having the world's largest youth population, young people are largely left out of security and policing strategies. In order to contribute to police policies and initiatives, this study suggests youth-police cooperation, a youth advisory group, and a youth coordinator. (Choudhary, 2015)

In this study is to describe, analyse, and discuss how Police Goes to School helps high school students in the Cianjur Police's jurisdiction become more aware of traffic issues. It also identifies the variables that may affect how effective Police Goes to School is at raising traffic awareness among high school students. The author of this study employs a qualitative methodology, where the issues highlighted and the theory employed are still hypothetical and will change once the author is on the ground or in a social setting. The examination of the study's findings reveals that the Police Goes to School programme can help high school students in the jurisdiction become more traffic conscious. Based on the analysis, the study's findings show that the Police Goes to School programme did not effectively increase high school students' traffic awareness in the Cianjur Police's jurisdiction. This is demonstrated by the fact that there were 64 more high school students involved in traffic accidents in the Cianjur Regency between 2018 and 2019. The two supporting factors consist of a positive response (Man), an adequate budget (Money), the material has been prepared in advance (Material), interacting directly / face-to-face (Method), and utilising radio facilities (Machine). These factors affect the role of Police Goes to School in increasing traffic awareness of high school students in the jurisdiction of the Cianjur Police. (Kohar, 2022)

Drawing on data from an ethnography of the school-based Student Police Cadet (SPC) program in Kerala, India, this paper examines the ways in which female high school student-cadets mobilized SPC's uniform in their performance of citizenship education. Unlike their gendered school uniforms, SPC's gender-neutral 'khaki' uniform signified a program that treats girls and boys 'equally.' Further, SPC uniform's resemblance to the Kerala police uniform enabled female cadets to momentarily disrupt gender regimes and lay claim to specific forms of aspirational, spatial, and sartorial freedoms. These freedoms, however, are premised on the masculine authority of the police uniform and

its associated protections. Thus, while the promise of female empowerment is pivotal to SPC curriculum, the conditional nature of freedom in khaki underscores the ambivalent nature of those curricular promises. The paper concludes by examining the implications of freedom bequeathed through masculine forms of protection for girls' participation in society. (Chacko M. A., 2018)

Collaborations between law enforcement agencies and elementary and secondary schools focus on the provision of education to students, the safety and security of school property, and public relations efforts aimed at changing youths' attitudes toward the police both inside and outside of schools. The use of police officers in school settings originally emerged from a focus on addressing youth crime and violence. Current funding trends regarding police-school collaborations support the view that concern regarding youth crime and violence in and around school property is a key reason for establishing and maintaining such collaborations. This study examines the role of police officers in elementary and secondary schools and the similarities between police officers' roles and school social work practice and provides suggestions for school social workers regarding the development and implementation of collaborations with police officers to address youth crime and violence in schools. (Patterson, 2007)

## **2.6 RESEARCH GAP**

Limited studies have been conducted specifically focusing on the Student Police Cadet programme in the schools of Kerala. While there are many existing studies on the border of the Student Police Cadet, school-based programmes for the students, changes in participation in extracurricular activities, and Community Policing, there is a gap in addressing and examining the positive changes that occur in the students of Government Vocational Higher Secondary School Vithura in Thiruvananthapuram. The earlier studies reviews say that the programme made a positive change in the students. This research aims to focus on the positive impacts on the lives of the students and the various initiatives taken by the school for moulding a socially responsible citizen and a law-abiding society through Community policing and addressing the existing gap. By focusing on this study, it intends to contribute new knowledge and insight into the Student Police Cadet programme in Government Vocational and Higher Secondary School, Vithura, Thiruvananthapuram. By filling the research gap, the study aims to generate evidence-based findings that can contribute to the existing literature review related to the Student Police Cadet Programme.

## **CHAPTER III: METHODOLOGY**

### **3.1 INTRODUCTION**

This chapter deals with the methodology adopted for this study, of the student police cadet programme. The chapter gives a detailed explanation of the research design, study location, population, sampling procedures, research instruments, method of data collection and how the data will be analysed and discussed in order to arrive at certain findings, suggestions and conclusions based on the study.

### **3.2 TITLE**

Student Police Cadet: A Case Study of Government Vocational and Higher Secondary School, Vithura, Thiruvananthapuram.

### **3.3 CONCEPTUALIZATION**

The conceptual framework has been derived from the conceptual understanding that has been developed through the literature review and the concepts discussed in the previous chapter.

### **3.4 DEFINITION OF CONCEPTS:**

#### **STUDENT POLICE CADET**

##### **THEORETICAL**

The Student Police Cadet (SPC) Project is a high school-based initiative by Kerala Police, implemented jointly by the Departments of Home and Education, and supported by the Departments of Transport, Forest, Excise and Local Self-Government. Student Police Cadet Project was initiated in 2010, as a joint program of education, health, transport, forest, excise, tribal development and local self-government. This well-designed two-year-long training programme enables high school students to sharpen their physical, emotional, intelligence, social and skills quotients through a wide range of activities such as exercises, parades, route marches, unarmed compact yoga and community projects. (Student Police Cadet, 2023).

##### **OPERATIONAL**

In this study, the student police cadet programme in Government Vocational and Higher Secondary school is a school-based intervention programme which makes positive changes in the life of the students also their interactions with family members

and peer groups and enhances community engagements and moulds a future generation with an aspiration of a law-abiding career and socially responsible citizen.

### **3.5 RESEARCH QUESTIONS**

#### **General research questions**

- What is the journey of the Student Police Cade unit in Vithura Government Vocational Higher Secondary school encompassing its inception, transformative initiatives, impact on student's lives and strategies employed to address challenges?

#### **Specific research questions**

- How was the beginning, growth and development of the SPC unit in Vithura Government Vocational Higher Secondary School?
- What are the various initiatives and programmes that turned out as unique ones?
- How did the programme bring changes in the lives of students?
- What are the challenges faced by and the support mechanism to overcome them?

### **3.6 RESEARCH APPROACH**

A qualitative approach is adopted for the study and a case study design was used to collect data for the purpose of the study. McMillan and Schumacher (1993) defined qualitative research as, "primarily an inductive process of organizing data into categories and identifying patterns (relationships) among categories." This definition implies that data and meaning emerge "organically" from the research context. (McMillan & Schumacher, 1993)

### **3.7 RESEARCH DESIGN**

The research design refers to the overall strategy that is chosen to integrate the different components of the study in a coherent and logical way, thereby, ensuring that the research problem will be addressed effectively. It constitutes the blueprint for the collection, measurement, and analysis of data.

The research design adopted in this study is a case study research design. The case study research design is an in-depth study of a particular situation rather than a sweeping statistical survey. "Case study research involves the study of an issue explored through one or more cases within a bounded system" (Cresswell, 2007)

### **3.8 PILOT STUDY**

A pilot study is a small-scale preliminary study conducted in order to evaluate the feasibility, time, cost, adverse events, and affect size in an attempt to predict an appropriate sample size and improve upon the study design prior to the performance of a full-scale research project. The researcher interacted with the headmistress, community police officers and other officials of the school and also change appropriate changes in the tool after the pilot study.

### **3.9 RESEARCH SITE**

The researcher conducted the research at Government Vocational and Higher Secondary School, Vithura in Thiruvananthapuram district Kerala. The researcher collected the data and needed information for the case study.

### **3.10 UNIVERSE AND UNIT**

The universe of this study is the SPC unit of Government Vocational and Higher Secondary School, Vithura, Thiruvananthapuram.

The unit of the study is the individual Student Police Cadets and the Community Police Officer, assistant Community Police Officer, Drill Instructors and teachers of the school.

### **3.11 SAMPLING**

A non-probability, purposive sampling method was used to select the sample for the study. The participants have been chosen to participate in individual face-to-face semi-structured interviews and focused group discussions.

### **3.12 INCLUSION CRITERIA**

- The Student Police Cadets in the SPC unit at high school those who are actively participating
- The stakeholders of the Student Police Cadet programme
- The Community Police Officer, assistant Community Police Officer, and Drill Instructors.

### **3.13 EXCLUSION CRITERIA**

- The students who are not participating in the SPC programme.
- The non-stakeholders of the SPC programme

### **3.14 SAMPLE SIZE**

For the present study, the sample size is four participants as key informants of interview guide and ten SPC cadets in focus group discussion.

### **3.15 SOURCE OF DATA**

#### **PRIMARY DATA**

The primary data were collected directly from the key informants and from the students.

#### **SECONDARY DATA**

The Secondary data comprises information from Documents, books, and studies, literature pertaining to Student Police Cadet programme and other relevant publications.

### **3.16 TOOL FOR DATA COLLECTION**

A semi-structured interview guide including more than 30 questions was prepared based on the research questions and a focus group discussion. Certain modifications were made to the questions after the pilot study was conducted. In-depth interviews and discussions were conducted as the techniques of data collection to elicit information from the respondents. A semi-structured interview guide was also used to gather information from the key informants and also the focus group discussion.

### **3.17 DATA COLLECTION**

The data collection is done using the tool, the researcher collected the data through the interview guide from the 4 key informants including the Community Police Officer, Assistant Community Police Officer, a Drill instructor and a teacher, also data was collected from the Student Police Cadets through focus group discussion.

### **3.18 DATA ANALYSIS**

The data collected through in-depth interviews and the focus group discussion are subjected to the process of analysis in qualitative research with the primary aim to understand the research concerns from the people's perspective. The analysis of the qualitative case studies was done through thematic analysis. Throughout the process of data analysis, various lines of inquiry were adopted with the aim of creating concepts, discovering patterns from the emerging concepts, seeing how concepts

emerge and explaining why the particular concepts emerge. Data analysis was done based on the research questions. They are:

- How was the beginning, growth and development of the SPC unit in Vithura Government Vocational Higher Secondary School?
- What are the various initiatives and programmes that turned out as unique ones?
- How did the programme bring changes in the lives of students?
- What are the challenges faced by and the support mechanism to overcome them?

### **3.19 ETHICAL CONSIDERATION**

Permission was taken from the Head of the Department of Social Work for approaching the Government Vocational and Higher Secondary School, Vithura in Thiruvananthapuram district. The consent was taken by the school for data collection, the verbal consent was taken from the key informants and the participants of the focus group discussion after communicating with them the purpose of the study and affirming that full confidentiality would be maintained and the data collected would not be used for any other purpose other than this study.

### **3.20 LIMITATIONS OF THE STUDY**

- The major limitation faced by the researcher was that of time. The research needs to be submitted during the limited time that is allowed to a post-graduation student.
- Lack of previous experience in research
- The study is limited to the perspectives of the other stakeholders

### **3.21 SCOPE OF THE STUDY**

The study provides a comprehensive overview of the Student Police Cadet program in the Government Vocational and Higher Secondary school, Vithura and understand how the programme achieve its objectives, mission and goals. This should include details about its establishment, purpose, and the curriculum it follows. Also, it provides the implementation process and highlight the various components of the program, such as classroom instruction, practical training, community engagement, and any special events or activities. The SPC program align with social work principles and practices and the study provides scope of the community social worker and various roles of the



social work within the school environment and the broader community. The study focuses the impact of the SPC program on the student's personal development, social skills, values, attitudes, and behaviours. Assess whether the program is meeting its intended goals in terms of character development, leadership skills, and civic engagement. Identify any challenges faced by the program, such as resource limitations, resistance from stakeholders, or potential ethical concerns. Additionally, highlight the opportunities for improvement, expansion, or adaptation to better align with social work principles.

### **3.22 CONCLUSION**

The methodology provides an overall idea regarding the methods use in the study. The methodology guided the researcher to complete the study in a systematic and scientific manner.

**CHAPTER IV: CASE DESCRIPTION, FOCUS GROUP  
DISCUSSION**

#### 4.1 INTRODUCTION

This chapter deals with the description of collected data, data analysis and interpretation of the collected data for the research. The main objectives of the present study are to understand the various activities of the SPC unit of Government Vocational and Higher Secondary School Vithura in Trivandrum district, to understand the history, growth, development and various activities that are initiated by the SPC unit and how these activities cause changes in the lives of students and the challenges faced and support provides to overcome it, for the study researcher collected data through interview guide from key informants and from the students through focused group discussion.

#### 4.2 INTERVIEW GUIDE WITH THE KEY INFORMANTS

Table number: 1: Profile of the key informants

Sl.no	Participants	Type of key informant
1.	R1	Teacher
2.	G2	Drill instructor
3.	R2	Community Police Officer
4.	R3	Assistant Community Police Officer

#### PARTICIPANT 1

Mrs R1, a high school teacher at Vithura School for the past ten years, shared her experiences and insights regarding the activities of the Student Police Cadet (SPC) unit. During the discussion, she highlighted the remarkable initiatives undertaken by her students and their trainers, particularly during the challenging period of the COVID-19 pandemic.

Mrs R1 began by explaining that the Student Police Cadet program aimed to instil discipline, leadership skills, and civic responsibility among the students. The program had always encouraged active participation in community service, awareness campaigns, and events that promoted safety and well-being. However, Mrs R1 expressed her pride in how the Student Police Cadets adapted to the situation and continued to serve their community in innovative ways. She highlighted “*The students took initiative during the pandemic: creating awareness campaigns. Understanding the importance of spreading accurate information and dispelling myths, the cadets*

*collaborated with local health authorities and created informative posters, videos, and social media content. They emphasized the significance of hand hygiene, mask-wearing, and social distancing to prevent the spread of the virus. These materials were widely shared within the school and the surrounding community, contributing to increased awareness and responsible behaviour”.*

Mrs. R1 also praised the student’s efforts in supporting vulnerable members of the community. Recognizing that many families were facing financial hardships due to the pandemic, the cadets organized donation drives for essential supplies like food, hygiene products, and personal protective equipment. The Student Police Cadets took on the responsibility of collecting, sorting, and delivering the donations, displaying remarkable compassion and empathy.

Also, Mrs. R1 spoke about how the Student Police Cadets helped enforce safety protocols within the school premises. They took turns monitoring the entry points, ensuring students followed the necessary safety measures such as temperature checks, mask-wearing, and maintaining social distancing. Their presence provided reassurance to the entire school community and helped create a safer environment.

Mrs.R1 mentioned the virtual initiatives undertaken by the Student Police Cadets. They organized webinars and online sessions on various topics such as mental health, cyber safety, and online learning. Recognizing the mental and emotional toll the pandemic had on students, the cadets arranged counselling sessions and provided support to their peers, fostering a sense of unity and solidarity during challenging times. Mrs.R1 expressed her admiration for the dedication and resilience displayed by her students and their trainers. Despite the limitations imposed by the pandemic, the Student Police Cadets continued to uphold the values of the program and make a positive impact within the school and the wider community.

Amid the pandemic, the SPC unit engaged in community service by providing food items to those who were unable to leave their homes or secure employment for their daily needs. Additionally, *the students initiated a project called "karanellu," where the students cultivated a paddy field with the support of the Vithura Janamithri police station.* This initiative aimed to promote the agrarian culture of the society, encourage chemical-free food production and involve police officers in promoting land for cultivation.

One of the significant activities of the Vithura Student Police Cadet (SPC) unit, as described by Mrs R1, was the Kuttipallikutams project. *“During the lockdown imposed due to the COVID-19 pandemic, the student police cadets took the initiative to establish these educational centres in four tribal settlements of Vithura, where access to education had been severely disrupted. The Kuttipallikutams served as alternative learning spaces for over 100 students who were unable to attend regular schools during the lockdown. Recognizing the importance of education and the challenges faced by these marginalized communities, the SPC unit, along with their trainers, parents, and other stakeholders, came together to provide much-needed educational support”*. To set up the Kuttipallikutams, the student police cadets and their supporters arranged for essential resources. They procured televisions, dish connections, and whiteboards to facilitate teaching and learning. The makeshift classrooms were constructed using traditional materials such as reeds, bamboo, and jungle poles, creating a conducive environment for education. To ensure uninterrupted studies, temporary teachers were appointed to conduct classes at the Kuttipallikutams. These teachers, who were either volunteers or hired through community collaboration, dedicated their time and expertise to impart knowledge to the students. The involvement of local individuals as teachers helped establish a connection with the community and fostered a sense of ownership among the students and their families. The Kuttipallikutams not only provided academic support but also served as a source of motivation and encouragement for the students. They offered a sense of routine and normalcy during a time of uncertainty, helping the students stay focused on their studies and maintain their enthusiasm for learning.

The initiative received widespread appreciation from various quarters. The efforts of the student police cadets and their supporters were lauded for addressing the educational gaps in the tribal settlements. By establishing the Kuttipallikutams, the SPC unit demonstrated its commitment to inclusive education and its dedication to ensuring that no student was left behind, even in challenging circumstances. Moreover, the project highlighted the importance of community engagement and collaboration. The support from parents and other stakeholders played a crucial role in making the Kuttipallikutams a success. The collective effort to provide educational resources and appoint temporary teachers showcased the power of coming together for a common cause.

Mrs.R1 mentioned that the active participation of the Student Police Cadet (SPC) unit at Vithura School in activities against drug abuse had a profound impact on the students involved and the overall school community. The SPC unit took a proactive approach to address the issue of drug abuse among students. Recognizing the importance of raising awareness, they organized a series of impactful activities. These included awareness campaigns, workshops, and discussions that focused on educating students about the harmful effects and consequences of drug use. By sharing accurate information and real-life stories, the student cadets aimed to create a strong deterrent against drug abuse and promote a drug-free environment. The involvement of the SPC unit in activities against drug abuse went beyond awareness campaigns. They actively participated in identifying potential drug users within their ranks.

The student cadets, through their vigilance and commitment to maintaining discipline, became instrumental in recognizing signs of drug abuse among their peers. By reporting these cases to the appropriate authorities, they contributed to the promotion of discipline within the school and ensured the well-being of their fellow students. The impact of the SPC unit's involvement in these activities extended far beyond the immediate issue of drug abuse. Through their participation, the students gained valuable personal values that positively impacted their lives. They developed a strong sense of responsibility, integrity, and empathy. The experience of actively working against drug abuse helped them understand the importance of making informed and responsible choices, not only for themselves but also for the well-being of others. Furthermore, the SPC unit's dedication to fighting drug abuse and promoting discipline within the school community inspired their peers. *The student cadets became role models, showcasing the power of individual actions and collective efforts in creating positive change. Their involvement encouraged other students to take a stand against drugs and embrace personal values that promote a healthy and safe environment.* The dedication and commitment of the student cadets in fighting drug abuse created a ripple effect, inspiring others to take a stand against drugs and contribute to the promotion of a responsible and drug-free school environment.

The teacher expressed that the school provided full support for all SPC activities, including camp organization. She particularly highlighted the hard work and efficiency of one of the teachers who served as the Community Police Officer (CPO). The student's academic performance remained unaffected as there was no overlap between

SPC activities and the regular academic curriculum. Special time was allocated for SPC training, and the students received training specific to each activity they engaged in. Mrs. R1 noted a noticeable change in the student's behaviour, especially in terms of self-discipline.

One of the initiatives undertaken by the SPC unit was gardening medicinal plants within the school compound. Recognizing the importance of medicinal plants in promoting health and well-being, the student cadets took the responsibility of establishing and maintaining a medicinal plant garden. They researched and selected appropriate plant species known for their medicinal properties, such as aloe vera, neem, Tulasi, and many others. Through their efforts, they created a dedicated space within the school where these plants could thrive, providing both educational and practical benefits. In the past, the SPC unit had also initiated pisciculture, which involved the breeding and rearing of fish. This project aimed to raise awareness about sustainable fish farming practices and the importance of preserving aquatic ecosystems. *The student cadets, under the guidance of the trainers, set up fish ponds and undertook the responsibility of caring for the fish. They monitored water quality, provided appropriate feeding, and ensured the well-being of the fish species they were cultivating.*

Mrs. R1 commended the support provided by teachers and the remarkable involvement of the Parent-Teacher Association (PTA), particularly during camp periods. The activities against substance abuse among students had reduced, and the usage of substances near the school compound had also decreased because the student cadets are taking the initiative to find out the substance users in the school compound and nearby places, also antidrug campaign is done to reduce the prevalence of substance usage among the youth. The teacher also added that the various training sessions from the officers and guidance classes increased the leadership quality of the participants. The visit of the officials (IPS officers) to the SPC unit and interaction with the students, for them it was a memorable moment and it inspire the students. She also added that "*the SPC unit has played a crucial role in uplifting the name of the school to higher levels. She added the activities are taken place in a good way, also the participation in this program increased the student cadet's commitment to society and the environment to which they belong*". Also needed training is provided to the students for interaction with the community members.

## **PARTICIPANT 2**

The next respondent is a DI (drill instructor) who is a retired SI (sub-inspector of police) of Vithura police station, Mr. R2. Mr. R2 says that Vithura SPC is the best SPC in the Thiruvananthapuram rural area. The SPC starts in the year 2012 in the school, One of the reasons for the SPC's success lies in its meticulous selection process for students. They conduct written exams and physical tests to identify individuals with the potential to excel in law enforcement. These selected students undergo rigorous training and are moulded into efficient assets for the future. As a result, they serve as exemplary role models for others within the community. Mr R2 emphasizes that the backbone of their SPC is their Community Police Officer (CPO). The CPO plays a significant role in ensuring the success of the SPC. While anyone can become a CPO, dedication and willingness are crucial qualities required for the position. Their CPO's involvement and unwavering dedication are major factors that have contributed to the recognition and honour of receiving the best unit award. Under the Vithura SPC unit, various impactful activities were conducted to create awareness and engage with the community. One such initiative was to educate the public about the importance of voting and democracy, especially during election times in India. The SPC students actively visited households and conducted mock demonstrations on how to cast votes using electronic voting machines. These activities were aimed at instilling a sense of responsibility and participation in the democratic process, with the cadets receiving training and awareness on the significance of democracy.

Additionally, the SPC organized a bicycle rally to raise awareness about AIDS in the community. This rally served as a platform to disseminate vital information and promote understanding of the disease, its prevention, and the importance of regular testing. Flashmobs were also conducted at various locations to grab people's attention and spread awareness effectively. The SPC went beyond their community outreach efforts by providing lectures, motivational classes, and awareness programs to students. These sessions covered a wide range of topics, including personal development, career guidance, and social issues. By engaging with students, the SPC aimed to inspire and empower the younger generation to become responsible citizens and contribute positively to society.



One notable experience organized by the SPC was called 'oru vayaroottam,' *This initiative involved the SPC students visiting a tribal settlement and distributing food items to the residents. The purpose was not only to provide essential supplies but also to create a sense of camaraderie and solidarity with the marginalized community.* Furthermore, the SPC students spent a day with elderly individuals in their residences, sharing memories, and enjoying meals together. This interaction aimed to bridge the generation gap, offer companionship and create joyful moments for the elderly who may often feel isolated or neglected.

Mr. R2 says that *“One of the attractive and unique initiatives taken by the Vithura SPC unit was the establishment of an honesty shop. This innovative concept aimed to cultivate honesty and truthfulness among the students. In the honesty shop, students were allowed to purchase items and were expected to return the appropriate amount of money based on their own honesty”.* This initiative not only encouraged students to be honest in their transactions but also instilled a sense of social responsibility and integrity in their daily lives. By placing trust in the student’s honesty, the shop created a positive environment where values such as trustworthiness and accountability were highly regarded. Another noteworthy activity undertaken by the SPC students was the eco-brick initiative. In this activity, *“students actively collected plastic waste from the school surroundings. They then transformed this plastic waste into small bricks known as eco-bricks. These eco-bricks were utilized for various purposes such as constructing stone benches, desks, and other cementing projects within the school premises. By repurposing plastic waste in this manner, the initiative effectively reduced the amount of plastic pollution in school compounds. This not only contributed to a cleaner environment but also raised awareness about the importance of environmental consciousness and reducing carbon footprints”.*

Mr. R2 narrates the recognition that the SPC unit gained internationally, agricultural conference in Japan was a proud moment for the unit, for their agriculture-related activities, and it was achieved through the student’s hard work. Mr. R2 mentions the SPC's efforts in promoting traffic awareness in society. The student cadets actively engaged in raising awareness about the importance of wearing helmets, seat belts, and other protective equipment while driving vehicles. Through various awareness campaigns, they aimed to educate the community about road safety and reduce the

number of accidents caused by negligence or lack of knowledge. By emphasizing the significance of these safety measures, the SPC students demonstrated their commitment to protecting lives and ensuring the well-being of the community. Their initiatives likely included conducting awareness sessions, distributing informational materials, and organizing events to engage with the public directly. Through these efforts, they aimed to create a culture of responsible driving and make a positive impact on road safety.

Mr. R2 says that *“the significant behavioural changes observed in the students after participating in the Student Police Cadet (SPC) program. According to feedback received from parents, the students exhibit progressiveness in their thinking and develop an analytical perspective toward various aspects of life. These changes lead to a positive transformation in their overall quality of life. One notable impact of the SPC program is the reduction in drug consumption among the students themselves, as well as their families and communities”*. The program equips students with the knowledge and awareness necessary to understand the dangers associated with drug abuse. As a result, *“the students become actively involved in organizing drug awareness campaigns to educate their peers and community members about the harmful effects of drugs”*. Moreover, the students take on the role of spy agents within their communities and peer groups. They become vigilant in identifying individuals involved in drug use and report their findings to the Community Police Officer (CPO) or Assistant Community Police Officer (ACPO). This collaborative effort ensures that the information reaches the appropriate authorities, such as the police officers and the exercise department, for further investigation and necessary actions. By actively participating in drug awareness campaigns and reporting drug users, the SPC students actively contribute to the prevention and control of drug-related issues within their communities. Their actions help create a safer and healthier environment, making a positive impact on the overall well-being of society. He added that The SPC program not only imparts knowledge about the negative consequences of drug abuse but also instils a sense of responsibility and empowerment within the students. They gain the confidence to address social issues and actively contribute to maintaining law and order. Through their actions, the students demonstrate their commitment to creating a drug-free community and serving as role models for their peers.

Mr. R2 expresses his eagerness to acknowledge and highlight the crucial support provided by the Parents Teachers Association (PTA) and School Management Committee (SMC). He emphasizes that these associations have been extremely active and proud of the activities conducted by the Student Police Cadet (SPC) program, and their assistance during camp time has been remarkable. *The PTA and SMC play integral roles in fostering a conducive environment for the SPC program to thrive. Their active involvement demonstrates their commitment to the holistic development of the students and the betterment of the school community as a whole.* Through their support, they contribute significantly to the success of the SPC program and the achievement of its objectives. During the camp time, the assistance provided by the PTA and SMC proves to be invaluable. Their active participation and involvement in organizing and facilitating various camp activities help create a well-structured and engaging experience for the students. They offer guidance, resources, and logistical support, ensuring that the camp runs smoothly and efficiently. Furthermore, the PTA and SMC take pride in the activities conducted by the SPC program. Their recognition and appreciation of the efforts made by the SPC unit encourage and motivate the students to continue their exceptional work. The support from these associations serves as a driving force behind the success and positive impact of the SPC program within the school and community.

Mr. R2 expresses amazement at *“the remarkable changes observed in the students after becoming a part of the Student Police Cadet (SPC) program. He highlights that the students experience both physical and mental support through the program, leading to significant improvements in their attitudes and overall self-discipline”*. The SPC program plays a pivotal role in instilling a sense of social responsibility among the students. As they engage in various activities, such as creating indoor plants in the classroom or establishing a Miyawaki forest within the school compound, they develop a deep connection with the environment and society. These activities reflect the program's focus on environmental consciousness and community engagement, nurturing students with a strong vision for a better future.

Moreover, *“the SPC program influences the student’s career aspirations, particularly toward civil service and other law-related professions. By providing them with practical exposure and comprehensive knowledge about the functioning of the police force, the*

*program inspires students to consider careers in public service”*. The SPC acts as a catalyst in shaping their career aspirations, encouraging them to contribute to society through their chosen professions. The program's emphasis on self-discipline and social responsibility also contributes to the student's personal growth and character development. They become more accountable for their actions and display a greater commitment towards their fellow beings. The SPC program not only imparts theoretical knowledge but also equips students with the practical skills necessary to navigate real-life situations with integrity and empathy. Mr. R2 recalls a heartwarming incident involving one of the cadets during her birthday. Instead of accepting a birthday party arranged by her parents, she made a selfless decision that reflected the transformation she had undergone through the Student Police Cadet (SPC) program. The cadet collected the birthday amount given by her parents and decided to contribute it towards helping a teacher who was hospitalized.

This incident highlights the profound changes that occur in the student's personal selves as a result of their participation in the SPC program. The program not only imparts knowledge about law enforcement and community service but also instils values such as empathy, compassion, and a sense of responsibility towards others. The cadet's decision to forego her birthday celebration and donate the money to assist a hospitalized teacher demonstrates her heightened awareness of the needs of others. It reflects her understanding that personal happiness and fulfilment can come from making a positive difference in someone else's life. This selfless act of generosity and compassion exemplifies the impact of the SPC program on the student's character development. Through their participation in the SPC program, students undergo a transformation that extends beyond academic or career aspirations. They develop a broader perspective, recognizing the value of empathy and altruism in building a compassionate society. By actively engaging in community service and witnessing the impact of their actions, they begin to prioritize the well-being of others, even over personal celebrations. This incident serves as a powerful reminder of how the SPC program shapes the students' personal values and perspectives. It highlights their willingness to go beyond themselves, prioritize the needs of others, and make selfless contributions for the betterment of society. It is through such acts of kindness and empathy that the students truly embody the principles and values instilled by the SPC program, becoming

compassionate individuals with a genuine desire to serve and uplift their communities. Mr. R2 says that the program brought several changes in the lives of students in SPC.

### **PARTICIPANT 3**

The respondent Mr R3 one of the key informants and the community police officer of the SPC unit, all the activities and the effective working of the unit are based on his work. Mr. R3 he hardworking and dedicated personality for making his unit a prominent one. As the respondent explained the origin and growth of the SPC unit, the program starts in 2010 an initiative of the Kerala police, at the Vithura school the program on June 12, 2012, with 44 students. The initial activities during that time were a physical training parade, also the syllabus that promotes the physical and mental well-being of the students as the instruction of the SPC directorate, then the activities focused on the basis of the distribution of the geographical areas of each school. After making a clear understanding of the details of Vithura and the nature of people in the community students can get into it and find out the problems and customize the activities to make solutions to it, as Vithura school is near a tribal settlement majority of the activities are focused on the tribal people, some of the activities undertaken are the distribution of study materials for the tribal students, during COVID19 times when they lose the access to education the students made 'kuttipallikkutams' in four tribal settlement area where providing supplementary education with the help of teachers and others. Thus, the activities are customised based on the need of people.

*"The selection of candidates for SPC in a batch is 44, where 22 males and 22 females. there will be a written exam for them if the candidates are more than 100 conduct a preliminary exam, that leads to a written exam followed by a physical test which has 8 events, which are the 100m race, 400m race, shot put, standing broad jump, standing high jump, cricket ball throw, shuttle races and pushes, from this each have to clear five events, then a rank list published on the bases of the mark scored in both the written and physical exam thus the students are selected".* The criteria for the selection of the teachers (CPO and ACPO) are their willingness and their attitudes and also their dedication to finding out extra time for this. The community police officer will be in the rank of honorary sub-inspector in Kerala police, one male and one female staff will be in charge. The days of functioning of SPC unit is twice a week, Wednesday for one and a half hour in the evening contains physical training and on Saturday from 7.30 in the morning to 1.30 PM, it includes a physical training parade, yoga, karate or martial

arts and community projects which includes against drug awareness, environmental concerns, social commitment etc. are the activities carried out. Initially after the willingness of the trainers there 10 days of residential training for the teachers from the state police department and education department at the state police college, then they can join the programme, and also yearly three days training programme is organised for them. The support extended by the school, Parent-Teacher Association (PTA), and School Management Committee (SMC) towards the Vithura SPC unit is highly commendable. Their involvement and assistance have played a crucial role in the success and recognition of the unit at national, state, and international levels.

The respondent said that "*The school administration's support is instrumental in facilitating the activities and initiatives of the SPC unit. They provide the necessary resources, infrastructure, and guidance required for the unit to operate effectively. The school's commitment to the SPC program demonstrates its recognition of the importance of holistic development and the value of engaging students in community-oriented endeavours*".

The PTA's involvement signifies the active participation of parents in supporting the SPC unit's activities. Their encouragement and cooperation contribute to creating a conducive environment for the students to thrive and make a positive impact. The PTA's support may include volunteering, providing additional resources, organizing events, and fostering community engagement.

*"The support of my co-workers is also crucial to the SPC unit's growth and recognition."* The staff secretary oversees the administrative aspects and coordination of the SPC program. Their support ensures smooth functioning, effective communication, and efficient organization of activities. The dedication and guidance provided by the teachers contribute to the student's learning, skill development, and motivation to actively participate in the SPC initiatives. Furthermore, the SPC unit's increasing attention and recognition at the international, national, and state levels contribute to the school's overall reputation and enrolment numbers. The unit's achievements and activities draw attention to the school's commitment to holistic education, community engagement, and environmental conservation. This heightened visibility attracts students and their families, who recognize the value and impact of the SPC program, leading to increased enrolment in the school, *the support of the school,*

*PTA, School management council, and teachers is pivotal to the success and recognition of the Vithura SPC unit. Their collaborative efforts create an enabling environment for the unit's activities, fostering student engagement, community participation, and international recognition. The school's enrolment benefits from the positive exposure generated by the SPC unit, as it showcases the school's commitment to holistic development and community service. The SMC comprises representatives from various stakeholders, including teachers, parents, and community members. Also, SPC collaborated with NGOs and other agencies and conducted day observation and other activities according to the activity calendar provided by the SPC directorate.*

The major and recognised activity done by the SPC unit during the COVID time was ‘Kuttipallikkutam’ for the tribal students in four tribal settlement areas, *one of the most important activities of the Vithura unit was the Kuttipallikkutam project, which set up a student police cadet scheme in the Vithura school in four settlements of Vithura where education was disrupted due to the lockdown. The SPC of Vithura School has been able to provide learning support to around 100 children through this method. The unit is done. TV, dish connection, and whiteboard in traditional sheds made of reeds, bamboo, and jungle poles led by parents. Other systems have been set up.* In addition, SPC cadets provide study materials to all the students. Temporary teachers are also present under the leadership of the Scheduled Tribe Department and District Panchayat to ensure that studies can go on without interruption. In the hilly areas where tuition and other services are still not available, SPC's Kuttipallikkutams are standing tall by providing further study support to the students, in Kombrankallu the ‘Kuttipallikutam ’is still working as a tuition centre for the students there. Also, various activities are done to increase the reading level of the students, there is also another initiative called ‘I am the solution’, based on which energy, water and environment conservation-based activities were held.

The Vithura unit is a unique and innovative concept within the Vithura Special Police Cadets (SPC) program. It stands out by offering an amenity centre, an office for students, as well as refreshments and dress-changing facilities. The amenity centre in the Vithura unit serves as a centralized hub where students can relax, socialize, and engage in various recreational activities. It provides a comfortable and conducive environment for students to unwind during their breaks or after their training sessions. The amenity centre may include facilities such as seating areas, indoor games, entertainment options, and possibly even outdoor spaces for leisure activities.

Moreover, the Vithura unit also incorporates an office dedicated to students. This office serves as a designated space where students can seek guidance, support, and resources related to their training and academic pursuits.

*One of the ongoing activities that began during the initial phase of the Vithura SPC unit is the creation of awareness among students regarding plastic waste.* The unit has been actively working to educate students about the detrimental effects of plastic waste on the environment and the importance of waste management. By raising consciousness and promoting awareness, the unit aims to instil a sense of responsibility and environmental stewardship among the students. As part of this initiative, the students are engaged in a unique and scientific method of segregating plastic waste. They collect sweet wraps and other plastic materials and place them inside plastic bottles in an organized manner. This process is carried out with the intention of using these bottles, known as eco-bricks, in the construction process. By repurposing plastic waste in this way, the unit promotes the concept of upcycling and emphasizes the importance of reducing, reusing, and recycling.

Additionally, the students have taken the initiative to create and maintain a medicinal garden within the school premises. This garden serves as a valuable educational resource where students can learn about different medicinal plants and their uses. By actively participating in the cultivation and upkeep of the garden, the students gain practical knowledge about medicinal plants and develop an appreciation for nature and its healing properties. In addition to the activities within the school, the Vithura SPC unit has also taken the initiative to conserve a medicinal garden at the Vithura police station. This endeavour showcases the unit's commitment to extending its environmental and educational efforts beyond the school premises. The medicinal garden at the police station serves as a resource for both the police personnel and the community, promoting awareness of traditional medicinal plants and their benefits.

Furthermore, *“the students have planned and implemented a 'Maduravanam,' which translates to "fragrant forest," consisting of indigenous fruit trees like mangoes. This initiative not only promotes biodiversity but also highlights the significance of preserving and conserving native plant species. The 'Maduravanam' serves as a green space within the school environment, providing shade, fresh air, and opportunities for learning and recreation.”*



Moreover, the Vithura SPC unit has achieved the first position in the district for its 'pravarthanagal' (activities). This recognition at the district level reflects the unit's outstanding efforts and initiatives in executing various programs, projects, and community-oriented activities. The unit's commitment to excellence and its impact on the district's well-being are acknowledged through this achievement. The Vithura Special Police Cadet (SPC) unit has garnered significant recognition and accolades from various agencies, non-governmental organizations (NGOs), and government bodies for its exceptional activities and contributions. The unit's accomplishments have been acknowledged through awards received from several agencies and NGOs. These awards serve as a testament to the unit's outstanding performance and dedication to its duties. The recognition received from these organizations highlights the unit's effectiveness and positive impact on its community.

The future plan of the Vithura SPC unit is to provide bicycles to a financially disadvantaged student. The unit has devised a creative and proactive approach to raise funds for this purpose. To collect funds, the student police cadets have taken the initiative to gather scraps from the school premises and surrounding areas. They recognize the value of recycling and repurposing waste materials, and by selling these scraps, they generate funds towards their goal of purchasing a bicycle. This activity not only contributes to their fundraising efforts but also promotes environmental consciousness and sustainability within the school community. The student police cadets are actively involved in providing tuition classes to fellow students. By leveraging their knowledge and expertise, they offer academic support to their peers in exchange for a fee. The funds generated from these tuition classes are added to the overall fundraising efforts for the bicycle. This activity is called 'I too on a bicycle' which reduces air pollution.

#### **PARTICIPANT 4**

The next respondent is Mrs. G2 the assistant community police officer (ACPO), she describes the activities and the functioning of the unit after she joined as the ACPO of the unit. role and responsibilities revolve around coordinating and overseeing the activities of the community policing program initiated by the Kerala police. To ensure the smooth functioning of the program, they follow an activity calendar provided by the SPC (Student Police Cadet) Directorate. This calendar outlines the various activities to be conducted throughout the year. The initial focus was on physical training for the

students. These activities take place twice a week on working days, specifically on Wednesday evenings for one and a half hours, and on Saturdays from morning to noon (7:30 AM to 1 PM). After the training sessions, provide food items to the students as a means of encouragement and support. On Wednesdays, students are offered snacks, while on Saturdays, they are provided with meals. This provision aims to ensure that the student's nutritional needs are met, fostering their well-being and participation in the program.

She says that when it comes to selecting Community Police Officers (CPOs) and Assistant Community Police Officers (ACPOs), the willingness of the trainers plays a significant role, they are individuals who exhibit a strong desire to serve their community and have a passion for community policing. Selected officers undergo a 10-day residential training program organized by the Kerala police. This training equips them with the necessary knowledge, skills, and understanding of community policing principles, strategies, and best practices.

She says that the students are very active after being part of the community policing program, and the students display a remarkable transformation in their behaviour and engagement. The students become highly active and responsible in various situations, showcasing their newfound sense of duty and commitment. Their active participation extends beyond the program itself and permeates into every event and aspect of their school life. As a result of the programme, she observed a significant improvement in the student's life quality, students become empowered to make a positive choice and increase socially responsible behaviour.

She mentioned a recent initiative where the students rallied together to help a friend purchase a bicycle as a means of transportation to school. To raise funds for this purpose, the Student Police Cadets (SPCs) collected scraps and other waste materials, selling them to generate the necessary funds, for that the students started providing tuition services to other students, utilizing their academic skills to offer assistance and support. Moreover, the students engaged in making and selling pickles and craft materials, showcasing their talents and generating funds through these entrepreneurial endeavours. This particular initiative is called 'I Too on a Bicycle,' and it aims not only to assist their friend but also to contribute to reducing air pollution. The students recognize the importance of sustainable transportation and the environmental impact of

air pollution. By promoting the use of bicycles as a mode of transportation, they actively contribute to creating a greener and healthier environment. Mrs G2 expressed her admiration for the students' dedication and their remarkable change in mindset towards helping others. Their willingness to go above and beyond, utilizing their resources and skills to support their peers, is a testament to their empathy and social consciousness. The initiative they took to raise funds for their friend's bicycle demonstrates their proactive approach and determination to make a positive difference in the lives of others.

Mrs G2, the Assistant Community Police Officer, shares her personal experiences and the positive changes she has witnessed within herself while being a trainer in the community policing program. She mentions that the program involves numerous activities that often take place outside the school compound. This involvement requires her to walk alongside the students, which has resulted in physical changes for her, including a reduction in body fat. As she actively engages in the program and participates in various activities, Mrs G2 expresses that her physical well-being has improved. The regular walking and movement associated with the program have contributed to her fitness levels, leading to a decrease in body fat. This physical transformation is a direct result of her active involvement in the activities conducted with the students. Mrs G2 highlights that her participation in the community policing program has brought about changes in her attitude and mindset. The program's focus on community engagement and social responsibility has positively influenced her perspective. She has developed a heightened sense of willingness, indicating her increased eagerness and enthusiasm to contribute to the program's objectives.

According to Mrs G2, the Assistant Community Police Officer, one of the major activities that the student cadets engage in on a daily basis is writing and sending diaries to the trainers. She explains that there are separate groups for boys and girls, which are closely monitored by the Community Police Officers (CPOs). Over time, this activity has become a habit for the children, and even after graduating from the program, former students continue to participate and provide updates. Mrs G2 emphasizes the significance of diary writing as a means of communication and reflection within the community policing program. The students are encouraged to maintain a diary where they can record their thoughts, experiences, and observations. This practice not only helps in self-expression but also enables the trainers and CPOs to stay connected with

the student's progress and concerns. She mentions that in addition to the regular activities, camps are organized for the student cadets to further enhance their development and capacity as socially responsible citizens. These camps provide a platform where professional trainers conduct various sessions aimed at moulding the students' character and values. One such camp is the Nature Camp, which spans over three days and is designed to provide students with insights into nature conservation and foster environmental consciousness among them. The camp is conducted in collaboration with the forest department, ensuring a comprehensive and educational experience for the students. Mrs G2 recalls that the previous year's nature camp took place in the tribal area of Kottoor, Thiruvananthapuram. She highlights that the students in the community policing program receive training to effectively engage with community members and conduct awareness classes. One of the major topics covered in these classes is the usage of drugs. The students actively observe and identify drug usage among their peer groups and community members. They then report their findings to their trainers, who subsequently pass the information on to the relevant authorities, such as the exercise department. This collaborative effort allows the students to play a vital role in safeguarding society from the harmful effects of drugs. By actively observing and identifying drug usage within their social circles, the student cadets demonstrate their commitment to ensuring the well-being and safety of their peers and the broader community. Their reports provide valuable information to their trainers, who can then take appropriate action and involve the exercise department or other relevant authorities in addressing the issue. Mrs G2 acknowledges the significant role played by the students in saving society from the harmful effects of drugs. Their involvement in raising awareness and reporting drug usage contributes to the overall efforts in combating substance abuse. By actively participating in these activities, the student cadets become advocates for a drug-free environment and help create a safer and healthier community.

The Student Police Cadets (SPCs) of Vithura School have had the opportunity to engage in both online and offline interactions with individuals from different countries and states. These interactions have been instrumental in helping the cadets understand the various activities and initiatives undertaken by the community policing unit. Notably, representatives from countries such as America, Maldives, Tanzania, Canada, Singapore, and England have interacted with the cadets, providing them with insights

into community policing practices on an international scale. The interactions with representatives from different countries have proven to be valuable learning experiences for the cadets. They have had the chance to exchange ideas, share perspectives, and learn about diverse approaches to community policing. This exposure to international practices broadens the student's horizons and allows them to gain a global perspective on community engagement and law enforcement. the visits of the IPS officers, she says how much the students were excited and it enhances the student's leadership quality.

Mrs G2 emphasizes the vital role played by the Parent-Teacher Association (PTA) in supporting the SPC unit. She describes *the PTA as the backbone of the unit, highlighting their invaluable guidance in community-based activities. "The PTA members, being closely connected to the community, possess valuable insights and knowledge that prove instrumental in planning and executing initiatives effectively. During the camps organized by the SPC unit, Mrs G2 acknowledges the exceptional support provided by the PTA. Their active involvement ensures that all necessary support, resources, and logistics are arranged to make the camps successful and impactful. The PTA's dedication and commitment to the cause of community policing greatly enhance the overall effectiveness of the SPC unit. "Also* expresses her appreciation for the tremendous support received from the Vithura police station in the functioning of the SPC unit. She mentions that the unit is provided with three drill instructors who play a crucial role in conducting physical training for the student cadets under their expert guidance. The drill instructors contribute significantly to the overall development and discipline of the cadets.

She says that *the challenge faced by the SPC unit is the lack of government funding. She explains that due to insufficient financial support from the government, the unit relies on alternate means to secure funds for conducting various activities.* To overcome this challenge, Mrs G2 mentions that the SPC unit receives support from multiple sources, including the school, the Parent-Teacher Association (PTA), and the police station. The PTA members and trainers contribute to the fund for each activity, and Mrs G2 mentions that they personally refrain from taking their remuneration, adding it to the fund instead. This collective effort allows the unit to gather the necessary resources to run its activities effectively.

### 4.3 FOCUS GROUP DISCUSSION

A focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are about their perceptions, attitude, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods, it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 people. It is led by a moderator in a loosely structured discussion of various topics of interest.

The researcher conducts a focus group discussion with student cadets of the SPC unit, Vithura school to get an understanding how the Student Police Cadet programme for that the researcher selected 10 participants from the SPC unit through non-probability sampling, those who are studying in standard nine come under the age category of 14-15 and at the second year of SPC training facilitated the group discussion.

#### Research question 3

- **How the programme brought changes in the lives of students?**

Table number :2: Demographic details of the participants

Sl.no	Participants	Age	Gender
1.	A	15	Female
2.	B	14	Male
3.	C	15	Male
4.	D	15	Female
5	E	14	Male
6.	F	15	Female
7.	G	15	Male
8.	H	15	Male
9.	I	15	Female
10.	J	15	Female

The researcher welcomes the participants to the group discussion and introduces the researcher to them and explained the purpose of the study and more about the focused

group discussion then, the participants introduce themselves then asked questions to them and took notes and tape recording on their responses.

The researcher asked the participants, how the programme made changes in student's personal life and changes that occurred in their interaction with the peer groups and family members. each participant shared their viewpoint about the changes that occurred in them being part of this programme.

Participant A said, "Since joining the SPC program, I've noticed a significant increase in my activity level. We engage in regular exercises, drills, and other physical activities, which have helped me become more physically fit and active. Moreover, the program offers opportunities to participate in various events and initiatives, which further encourage an active lifestyle." Participants said that at first does not like too much Parade causes physical tiredness but understood it gave more physical fitness

Participant G replied that "I have personally experienced a significant decrease in stage fear since I joined the SPC program. The program frequently includes activities like public speaking and presentations, where we are required to address an audience. Through consistent participation in these activities, I have gained confidence and managed to overcome my fear of speaking in front of others. This improvement in my communication skills and increased confidence has had a positive impact on various aspects of my life."

Participant C said that "The tendency to participate in more activities was one significant pattern I observed. In my view, may be associated with the knowledge and skills we gained through the SPC programme. As students, we routinely participate in volunteer work, awareness-raising initiatives, and community service initiatives. These experiences have a way of expanding our viewpoints and creating in us a sense of social responsibility, which ultimately leads to a greater readiness to participate in various efforts".

Participant B: says that "I have noticed a change in the development of a mindset and attitude towards social commitment. The SPC program paves the way for me to know about various law enforcement and community policing concepts and more I become self-disciplined."

Participant E shared his viewpoint about the changes that occur in life, "As a student, I found that participating in the SPC program had a significant impact on my life. One thing that I noticed was self-discipline increased within me".

Next participant added that participant F: "I become able to practice assertiveness in some situations, this assertiveness helps them to speak up against negative behaviours or issues that are practised by friends and take corrective measures. (The facilitator asked the participant to share an incident) F shared his experience "I noticed that one of my friends used smoking, as I identify his habit, I may able to correct him and make him aware of the harmful effects of drugs".

Participant H shares that "I have started a new habit in my life diary writing after coming to SPC and now it becomes part of my life and become more self-disciplined".

Also, the participants shared that it is a common thing to become a habit in everyone, some of them say that they agree with what others say. Also, the participants said that there is an increase among them in showing a civic sense, they also make their peer group and community the importance of practising civic responsibility. Promote others the importance of practising rules by the government like traffic awareness and other law enforcement, also the students able to practice traffic duties with the police officers. Another thing said by the participants was an increased level of willingness to doing initiative and take responsibility, also most of the participants said doing volunteering works become a part of them, they take responsibility during the school festival and sports meet in school.

Participant F says that "My attitude towards others was changed and be more helpful to my friends in helping them to study, increase an attitude of collaborative and teamwork".

Participant B added the noticed change with others, "I used to correct my father when he uses alcohol, but now he withdraws from this habit this is only because I gained from SPC and am able to create awareness with others

Participant A "We become a role model for our siblings and our parents are very happy to see the changes occur in us".

Participant G says that "This programme helps to make us ambitious and also it helps to make us think differently, this helps us in various ways when one of our friends in



the class have some financial issues, I collected money from my parents which is supposed to use for my birthday function and I gave to our community police officer then add some more amounts from well-wishers and gave to that friend, this attitude arises in me because after being an SPC cadet”.

Participant C shared a change in the interaction with the peer group, “I respect each one and do any kind of help for my friends and also I try to help my parents in doing household work”.

Also, the participant added an attitude towards law enforcement

Participant H said that “several changes are occurred in ourselves, even the interaction with the people in the society and also we share our viewpoints some situation in our own home so even parents are appreciating that and they value our points, and they are very for what we are doing as student police cadet”.

Participant J replied that “I was able to correct my friend in some situations like when she put plastic waste in the classroom, I may able to say Do not put it here please put the waste in the dustbin, thus small things were doing to the training we get”.

Also, participant A said that “We become more environmental consciousness, for what we are doing is energy saving, we calculate the utilised energy unit every month and try to reduce the unit for next, it was practicing by us and also, we create awareness among our neighbours for reducing the consumption of energy.

Also, the participants share that one of the initiatives did by them was a challenge ‘I too on a bicycle which is to reduce the carbon footprint, additionally, they raise funds to buy a bicycle for the purpose of transportation to a financially struggling friend. They are very proudful when sharing about it.

Participant H said that “We become conscious that we are responsible for our friends, if a student in the classroom is crying or having some issues, suddenly we took the initiative to inform the teachers first we say to our community police officers and with the class teachers, then they will handle the problem and do adequate need for that student”.

Participant E says that “I were able to interact more with my grandmother, she loves to talk to me but I did not give much attention to her, after being as a cadet and getting

various session, I recognised the importance of senior citizens also I become willing to talk to her and respect her, when a programme organised by SPC in school during our camp was a day with grandparents, that day my grandmother shares this then I recognise how she is happy for me”.

The facilitator asked the participants what educational or academic level change occurred in them and their attitude towards law enforcement and career aspiration. the facilitator observed that the participants were very interested and they are participating actively in the group discussion.

Participant C shares that “it is not more about academics but after coming to this programme life become more self-disciplined it also reflected in our academics”.

Participant E said that “According to me by participating and celebrating different days observants become more aware of the importance of each day and its specifications thus increasing a level of general knowledge”.

Participant A says that “We got several sessions from the prominent personalities this increased the knowledge of things more related to law enforcement and policies, this also helps us to gain more knowledge and reflect in academics and related ones”.

Participant H says that he agreed with the point shared by his friend.

Participant, I say “The programme changes the attitude towards law enforcement and related career, we fight for justice and try to promote a justice society”.

Participant B said “After becoming a student police cadet and involving various activities I wish to become a police officer”

Participant E said the visit to various IPS offices to understand the Vithura unit, “We become very proud as student cadets and their visits inspire us to build up a similar career”. Also, participant J says that “the programme often involves the interaction with police officers and they become role models for us, it helps us to gain an insight of different careers within law enforcement”.

The majority of the participants say that their level of career aspiration increased and they want to serve the nation and various exposure to law enforcement inspires them.

Participant G said, “We become more analytical persons when even the teacher asks the questions in the class we can answer it differently, one day the class teacher asked

was Mahatma Gandhiji was born, and all students in the class said they answered that Porbandar, but used to say that from the Pietermaritzburg railway station was satyagraha was born, and said that Porbandar was M.K. Gandhi's birthplace thus our way thinking has changed after being part of this programme".

Participant J shares that "I am an average student in academics, after become as a student police cadet become more active and also, we stand as a role model to everyone, I started to give importance to academics too, thus improving my studies".

Participant B said that "The programme helps me to gain progress in knowledge about various aspects which was unfamiliar for me before, understood the importance of conserving the environment and harmful effects caused by our various activities and try to learn how to reduce it and used it in innovative ways".

Participant E says that through this programme certain skills that are needed in daily life were increased in the students, who become more able shows critical skills and more focused on problem-solving and finding solutions to the problem of the friends and also in the community.

The facilitator asked again, whenever want to make a clear understanding of the responses of the participants, and the facilitator thank them and conclude the focus group discussion.

In the focus group discussion among the members of the student police cadet, there are a lot of changes occurred in the lives of the participants after being a cadet and undergoing several physical training and various session like awareness classes, motivational, law-related, etc. impact the student's personal life and this programme brought a positive change in student cadets and they very proud to express it.

**CHAPTER V: DATA ANALYSIS ( THEMATIC) AND DISCUSSION**

## 5.1 DATA ANALYSIS AND DISCUSSION

Qualitative data analysis is the process in which we move from the raw data that have been collected as part of the research study and use it to provide explanations, understanding and interpretation of the phenomena, nature of people and situations which we are studying. The thematic analysis emphasizes pinpointing, examining and recording patterns or themes within the data available.

## 5.2 THEMATIC ANALYSIS

Table number :3: Thematic Analysis

Research questions	Theme	Sub-themes
How was the beginning, growth and development of the SPC unit in Vithura Government Vocational Higher Secondary School?	History, growth and development of SPC Unit	<ul style="list-style-type: none"> <li>• Selection of school</li> <li>• Selection and training of Community Police Officers</li> <li>• Initial activities:               <ul style="list-style-type: none"> <li>○ Physical training</li> <li>○ Lectures</li> <li>○ Awareness classes</li> </ul> </li> </ul>
What are the various initiatives and programs that turned out as unique ones?	Activities and initiatives	<ul style="list-style-type: none"> <li>• Engagements with tribal communities:               <ul style="list-style-type: none"> <li>○ Kuttipallikutam project</li> <li>○ Oru vayaroottam</li> </ul> </li> <li>• Environment conservation:               <ul style="list-style-type: none"> <li>○ Medicinal garden with QR code</li> <li>○ Maduravanam</li> <li>○ Miyawaki forest</li> <li>○ Eco-brick</li> </ul> </li> <li>• Traffic Awareness</li> <li>• Anti-drug campaigns</li> <li>• Agriculture               <ul style="list-style-type: none"> <li>○ karanellu</li> </ul> </li> <li>• Various initiatives:               <ul style="list-style-type: none"> <li>○ Amenity centre</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ Child right club</li> <li>○ Child rights ambassadors</li> <li>○ Venue for an international campaign</li> <li>○ Skill hub</li> <li>○ Honesty shop</li> <li>○ Visit of IPS officers</li> </ul>
How did the programme bring changes in the lives of students?	Changes occur in students	<ul style="list-style-type: none"> <li>● Academic enhancement</li> <li>● Self-discipline</li> <li>● Community engagement</li> <li>● Change in interaction with family members and peer group</li> <li>● Change in the civic sense</li> <li>● Attitude towards law enforcement and related career</li> <li>● Skill development</li> <li>● Teamwork</li> <li>● Environmental consciousness</li> </ul>
What are the challenges that you faced and the support mechanism to overcome them?	<ul style="list-style-type: none"> <li>● Challenges</li> <li>● Support mechanism</li> </ul>	<ul style="list-style-type: none"> <li>● Government fund</li> <li>● Support from the school</li> <li>● Support by PTA</li> </ul>

**Research question :1**

**❖ How was the growth and development of the SPC unit?**

**Theme: History, growth and development of SPC Unit**

The Student Police Cadet (SPC) program is an initiative aimed at instilling discipline, values, and leadership skills among students in schools. The student police cadet programme was started in 2010, by the government of Kerala and

the Kerala police on realising the long-term advantages to society of a permanent school-level police youth liaison mechanism and with the objective of moulding a generation of law-abiding, socially committed and service-oriented youth. Subsequently, the number of SPC schools and cadets undergoing the training increased and it starts in 2012 June in Government Vocational and Higher Secondary School, Vithura in Thiruvananthapuram district.

- **Sub theme: selection of school**

The criteria for selecting the school for the programme is a District-level Advisory Committee will draw up a priority list of schools, the school have expressed an interest to commence SPC units. These schools must satisfy the criteria laid down for inclusion in the programme, and be willing to support SPC project implementation. DNOs will verify the availability of training facilities in such schools. A final priority list of schools from each District will be submitted to State Advisory Committee, for final screening and approval.

SELECTION CRITERIA FOR SPC SCHOOLS:

- Must be either Government or Government-aided school, with minimum student strength of 500
- Must have an active and supportive Parent Teacher Association
- Must have two willing teachers to serve as Community Police Officers, with at least one must be a lady teacher
- Must have access to a ground and facilities adequate for providing physical training for cadets
- Must be a special office for the SPC project, with separate changing rooms for boy cadets and girl cadets.
- Must provide school facilities for CPOs and ACPOs to organize and participate in SPC-related programmes.

- **Sub-theme: Selection and training of community police officers**

The researcher understood the selection of the community police officer and the assistant community police officer is based on the willingness to serve as community police officers shown by them and one should be a lady teacher and the criteria for the selection that they should be the teacher of that school, and after selecting them they

should undergo a residential training organised by the state police academy and educational department for ten days, through this training they get certain skills and knowledge in understanding the community policing, then they can join the programme. They become in the rank of honorary sub-inspector in Kerala police.

This is a 14-day residential training course for CPOs and ACPOs, comprising an in-depth coverage of the various aspects of the SPC programme. The course includes field-training for teachers in the various outdoor training modules, including parade, physical training, and other activities. Classes and training routines are conducted by senior police officers connected with the SPC programme. CPOs & ACPOs are required to successfully complete training routines in formation marching, understand the basics of physical training, participate in cross-country walks, and unarmed combat as well. One outcome of the training programme is that teachers are facilitated to acquire fitness and develop positive daily habits. It is advisable to conduct such training at a centrally located Police Training Facility for CPOs/ACPOs from all over the state, in batches, as necessary. All CPOs & ACPOs must necessarily complete SPC-Basic Training during their first year after appointment to the post.

Mr R3 *“The criteria for the selection of the teachers (CPO and ACPO) are their willingness and their attitudes and also their dedication to finding out extra time for this. The community police officer will be in the rank of honorary sub-inspector in Kerala police, and one male and one female staff will be in charge”.*

*“Initially, after the willingness of the trainers, there are 10 days of residential training for us from the state police department and education department at the state police college, then we can join the programme, and also yearly three days training programme is organised for us”*

Mr G2 *“the selection of Community Police Officers (CPOs) and Assistant Community Police Officers (ACPOs), the willingness of the trainers plays a significant role, they are individuals who exhibit a strong desire to serve their community and have a passion for community policing. Selected officers undergo a 10-day residential training program organized by the Kerala police”.*

Mr R2 *“Anyone can become a CPO, dedication and willingness are crucial qualities required for the position”.*



**•Sub-theme: Selection of students**

The researcher understood that the selection of students through a written exam and making a rank list based on it further the selected candidates have undergone a physical test of eight even in which five they have to pass and put a final rank list, of them 22 males and 22 females are selected,44 students studying standard eight were selected to the programme. Also, students have to secure a 50% mark in the previous academic year. So that all students get equal opportunity and get a chance to be selected. No recommendations receive from any to include the student in the list. Also, the students must possess a prescribed level of physical and medical fitness and the students should produce a certificate from the Headmaster or the Principal and provide a consent letter from parents or guardians.

One of the key informants Mr R3 says that *“The selection of candidates for SPC in a batch is 44, where 22 males and 22 females, there will be a written exam for them if the candidates are more than 100 conduct a preliminary exam, that leads to a written exam followed by a physical test which has 8 events, from this each has to clear five events, then a rank list published on the bases of the mark scored in both the written and physical exam thus the students are selected”*.

**• Sub-theme: initial activities**

The research understood from the responses of the key informants that the initial activities were physical training provided by the drill instructors, school has three drill instructors from the Vithura police station. The activities are done based on the activity calendar provided by the SPC directorate. The parade is done on the school premises, and also different sessions were taken for the students that enhance their physical and mental health. As the activities are focused on the activity calendar there will be a target for the school to achieve in each year. The outdoor training includes Drills, a parade, yoga etc. it increases the improvement in physical fitness, physical and mental endurance. The indoor training includes lectures, awareness classes, Community Policing etc. Also conducting various activities that stimulate active listening, observation, thinking and public speaking among the students, promote group work, theme-based interaction and presentation skills among students also equip the students to appreciate and critically analyse videos they watch were the major initial activities.

Mr. G2 *“To ensure the smooth functioning of the program, they follow an activity calendar provided by the SPC (Student Police Cadet) Directorate. This calendar outlines the various activities to be conducted throughout the year. The initial focus was on physical training for the students”.*

Mr. R3 *“The initial activities during that time were a physical training parade, also we follow the syllabus that promotes the physical and mental well-being of the students as the instruction of the SPC directorate”.*

## **Research question 2**

- ❖ What are the various initiatives and programs that turned out as unique ones?

### **Theme: Activities and initiatives**

The activities of the SPC unit are based on the activity calendar and gives various outline to conduct the activities. There are mainly two types of activities, namely regular and special Regular activities include eight hours of indoor and outdoor classes for the cadets every week. These activities are based on the syllabus developed by the SPC Directorate and the State Council of Educational Research and Training (SCERT). Special activities were conducted based on the initiatives by schools and specific instructions from the SPC Directorate and initiatives taken by the unit. Outdoor activities include physical training to inculcate discipline in the mind and bodies of cadets to carry out various activities. Indoor classes include police-related topics, community policing, and personality development to raise confidence in students. In order to increase the effectiveness of indoor classes field visits are conducted related fields, CPOs, and Drill instructors coordinate the field visits.

### **•Sub-theme: Engagements with Tribal community**

As the activities were conducted followed by the activity calendar the school itself take initiatives as special activities, it is also based on the geographic nature and community in which the school is included, Vithura school is situated near tribal communities so the various initiatives focus on the tribal areas. The activities are:

- Kuttipallikkutam project: Kuttipallikkutams One of the most important activities of the Vithura unit was the Kuttipallikkutam project, which set up a student police cadet scheme in the Vithura school in four settlements of Vithura where education was disrupted due to the lockdown. The SPC of Vithura School

has been able to provide learning support to around 100 children through this method. The unit is done. TV, dish connection, and whiteboard in traditional sheds made of reeds, bamboo, and jungle poles led by parents. Other systems have been set up. In addition, SPC cadets provide study materials to all the students. Temporary teachers are also present under the leadership of the Scheduled Tribe Department and District Panchayat to ensure that studies can go on without interruption. In the hilly areas where tuition and other services are still not available, SPC's Kuttipallikutams are standing tall by providing further study support to the students. This initiative addresses the educational gap in tribal settlements and it shows the concern of the students towards the marginalised people.

Mr R3 *“During COVID-19 times when the tribal children lose access to education the students made ‘kuttipallikutams’ in four tribal settlement areas were providing supplementary education with the help of teachers and others. Thus, the activities are customised based on the need of people”.*

Mr R1 *“The Kuttipallikutams served as alternative learning spaces for over 100 students who were unable to attend regular schools during the lockdown”*

*“They procured televisions, dish connections, and whiteboards to facilitate teaching and learning. The makeshift classrooms were constructed using traditional materials such as reeds, bamboo, and jungle poles, creating a conducive environment for education”.*

- **Oru vayaroottam:** during the COVID pandemic, this programme aims to reduce the suffering of hunger in people who cannot able to find income for their daily bread, this programme is an initiative of the SPC unit to provide food items for them.

Mr R2 *“oru vayaroottam, this initiative involved the SPC students visiting a tribal settlement and distributing food items to the residents. The purpose was not only to provide essential supplies but also to create a sense of camaraderie and solidarity with the marginalized community”.*

•**Sub-theme: environment conservation**

The SPC unit promotes the importance of conserving nature among students, there are various environmental-related activities that are undertaken by the unit, and even every small action count when it comes to environmental concerns. By actively engaging in these activities, student police cadets can contribute to a greener and more sustainable future for their communities.

- **Medicinal garden:** The medicinal garden where plants can be identified through a QR code for the first time among SPC units in the state. At present visitors to the station spend time observing the various plants in this medicinal garden, it is the state's first QR code medicinal garden.

Mr R1 *“Recognizing the importance of medicinal plants in promoting health and well-being, the student cadets took the responsibility of establishing and maintaining a medicinal plant garden. They researched and selected appropriate plant species known for their medicinal properties, such as aloe vera, neem, Tulsi, and many others.”*

- **Maduravanam:** it is the cultivation of indigenous fruit-bearing trees for conserving the native plants with the support of the Vithura police station.

Mr. R3 *“The students have planned and implemented a 'Maduravanam,' consisting of indigenous fruit trees like mangoes, guava, jack fruit. This initiative not only promotes biodiversity but also highlights the significance of preserving and conserving native plant species”.*

Mr. R3 *“The students have planned and implemented a 'Maduravanam,' which translates to "fragrant forest," consisting of indigenous fruit trees like mangoes. This initiative not only promotes biodiversity but also highlights the significance of preserving and conserving native plant species. The 'Maduravanam' serves as a green space within the school environment, providing shade, fresh air, and opportunities for learning and recreation*

- **Miyawaki:** Miyawaki refers to the creation of a thick forest in a small space. This initiative involves planting a dense and diverse collection of trees within a limited area, within the school premises. The SPC program likely engages students in the process of selecting and planting trees, ensuring their proper care and maintenance. The creation of Miyawaki serves multiple purposes, including

environmental conservation, increasing green cover, enhancing biodiversity, and creating a conducive environment for learning and well-being.

Mr R1 *“Establishing a Miyawaki forest within the school compound, our students develop a deep connection with the environment and society”.*

- **Eco Brick for Environment Conservation:** Another major initiative taken by the SPC program is the promotion of eco-bricks for environmental conservation. Eco bricks are created by compacting plastic waste into plastic bottles, which can then be used as building materials. The program likely educates students about the harmful effects of plastic waste on the environment and encourages them to actively participate in waste management. By promoting eco-bricks, the SPC program not only addresses the issue of plastic waste but also promotes sustainable practices and environmental consciousness among the students.

**•Sub-theme: Anti-drug activities**

**Anti-drug activities:** this activity is based on the workshops and field visits that train SPC cadets in various aspects of substance abuse. The main objectives of this program are to ensure the school premises is free from substance and shops dealing with harmful substances. The cadets also serve as active informants to the police regarding drug use. Cadets also undertook anti-drug rallies and community campaigns. SPC cadets also serve as a part of the Government Programme named ‘Clean Campus and Safe Campus’ aimed to eliminate all harmful substances in and around campus, thus they are creating a drug-free tomorrow.

Mr. R1 *“The involvement of the SPC unit in activities against drug abuse went beyond awareness campaigns. They actively participated in identifying potential drug users within their ranks. The student cadets, through their vigilance and commitment to maintaining discipline, became instrumental in recognizing signs of drug abuse among their peers. By reporting these cases to the appropriate authorities, they contributed to the promotion of discipline within the school and ensured the well-being of their fellow students”.*

Mr G2 *“By actively participating in drug awareness campaigns and reporting drug users, the SPC students actively contribute to the prevention and control of drug-related*

*issues within their communities. Their actions help create a safer and healthier environment, making a positive impact on the overall well-being of society”.*

**•Sub-theme: Traffic Awareness**

Traffic awareness program by student police cadets serves as an effective platform to educate and empower young individuals to become responsible and law-abiding citizens on the road. By targeting students at a young age, these initiatives aim to shape attitudes and behaviours related to road safety, thereby contributing to the reduction of accidents and creating a safer traffic environment. also create awareness among the students themselves and develops responsible behaviour, student police cadets receive training and guidance from law enforcement professionals, enabling them to gain in-depth knowledge about traffic laws, regulations, and enforcement procedures. This knowledge equips them to act as ambassadors for road safety within their schools and communities.

Mr G2 *“The student cadets actively engaged in raising awareness about the importance of wearing helmets, seat belts, and other protective equipment while driving vehicles. Through various awareness campaigns, they aimed to educate the community about road safety and reduce the number of accidents caused by negligence or lack of knowledge. By emphasizing the significance of these safety measures, the SPC students demonstrated their commitment to protecting lives and ensuring the well-being of the community”.*

**•Sub-theme: Agriculture**

To promote the agrarian culture nature among the youth of today, under this programme, the student cadets took the initiative for the cultivation of paddy in collaboration with police officers of Vithura police station, land of cultivation provided by the police station. This initiative aimed to promote the agrarian culture of the society, encourage chemical-free food production and involve police officers in promoting land for cultivation.

**Karanellu**, an initiative aimed to promote the agrarian culture of the society, encourage chemical-free food production and involve police officers in promoting land for cultivation

Mr. R1 *“The students initiated a project called "karanellu," where the students cultivated a paddy field with the support of the Vithura Janamithri police station”. This initiative aimed to promote the agrarian culture of the society, encourage chemical-free food production and involve police officers in promoting land for cultivation*

•**Sub-theme: Various Initiatives**

The researcher finds that there are various initiatives taken by the school which turned into their signature programmes, these initiatives make the unit a role model for other SPC units and the Vithura SPC unit got attention at the district, state and national levels.

- **First SPC Amenity Centre** in the State: an amenity centre for the SPC scheme was started at Vithura School. Amenity Centre has facilities for girls and boys. Currently, amenity centres are being constructed in various places of the state on the model of Vithura Amenity Centre.
- **The first child rights club in the state:** a child rights club was established in schools under the leadership of Vithura AS, PC, Unit. State Child Rights Commission Chairman Mr KV the club was inaugurated by Manoj Kumar.
- **State's first batch of SPC Child Rights Ambassadors:** The first batch of SPC Child Rights Ambassadors in the state who were trained in various laws, departments, psychological support systems, and counselling to create awareness about the rights and responsibilities of children was inaugurated at Vithura School. IGP Vijayan IPS inaugurated the first batch at a function held in Thiruvananthapuram.
- **Visit of IPS officers:** the 59 IPS officers from different parts of the nation to understand the functioning of the SPC unit at Vithura school, the students explained their initiatives and their visit inspires the students.
- **venue for the international campaign:** The SPC unit of our school is the venue for the 2021 scholarship offered by Bridge Institute at the world level. It is with great pride that our school hosted the 3-month Zero Tolerance to Child Marriage campaign in India to prevent violence against girls.
- **State SPC SKILL HUB:** which trained cadets in five skills for the first time in schools

- Honesty shop: honesty shop is an innovative concept aimed to cultivate honesty and truthfulness among the students. Also, it provides a small source of funds for the student cadets to help their friends who are struggling.

Mr R2 *“In the honesty shop, students were allowed to purchase items and were expected to return the appropriate amount of money based on their own honesty. This initiative not only encouraged students to be honest in their transactions but also instilled a sense of social responsibility and integrity in their daily lives”.*

- ❖ **Various camps:** As part of the SPC directorate the school organise various camps like Nature Camp, Forest Camp, State Camp, District Camp, and Community Camps including medical camps etc in collaboration with other NGOs. These camps give more opportunities for cadets to meet and interact with other people and learn from them. In addition to that also conduct camps mini camps, annual district-level summer camps and annual state-level residential camps are organised by the SPC directorate. the annual camps are 7 days of residential camps comprising life skills enhancement workshops, and interactions with renowned personalities, senior government officials etc, these camps provide insights and it opens the world of new knowledge to the students.

Mr. R3 *“In addition to the regular activities, camps are organized for the student cadets to further enhance their development and capacity as socially responsible citizens. These camps provide a platform where professional trainers conduct various sessions aimed at moulding the students' character and values. One such camp is the Nature Camp, which spans over three days and is designed to provide students with insights into nature conservation and foster environmental consciousness among them. The camp is conducted in collaboration with the forest department, ensuring a comprehensive and educational experience for the students. Mrs G2 recalls that the previous year's nature camp took place in the tribal area of Kottoor, Thiruvananthapuram”.*

### **Research question 3**

- ❖ How did the programme bring changes in the lives of students?



**Theme: change in student's life**

The programme promotes a change in the life of students, it enables them to develop and explore their innate capabilities and empowers them to resist the growth of negative tendencies like social intolerance, substance abuse and other deviant behaviour, and strengthen them as socially responsible citizens and shows commitment towards their family, the community and the environment.

**•Sub-theme: Academic Enhancement**

The student after being in this programme shows a change in their life along with academic improvement. When they become physically active it helps to perform well in academics too. Also participating in different day observations gain information regarding the peculiarity and importance of the days, this increases the general knowledge and various sessions handled by the professionals get an insight regarding law enforcement and policies, this helps in the level of improvement in education.

Eight participants of the group discussion said through this programme their level of education also increased. The students feel that their academic performance has improved after joining the SPC. This may be attributed to the motivation and discipline being instilled by SPC.

Participant A says that *“We got several sessions from the prominent personalities this increased the knowledge of things more related to law enforcement and policies, this also helps us to gain more knowledge and reflect in academics and related ones”*.

**•Sub-theme: Self-discipline**

The students become self-disciplined through the training provided as a police cadet and they attain certain values for their life. Also increased new habits like dairy writing as part of self-discipline. the students experience both physical and mental support through the program, leading to significant improvements in their attitudes and overall self-discipline. Increased vigour, confidence, self-discipline and more responsible behaviour.

Mr. R2 *“ the SPC program influences the student's career aspirations, particularly toward civil service and other law-related professions. By providing them with practical exposure and comprehensive knowledge about the functioning of the police force, the program inspires students to consider careers in public service”*.

Participant B: says *“I have noticed a change in the development of a mindset and attitude towards social commitment. The SPC program paves the way for me to know about various law enforcement and community policing concepts and more I become self-disciplined.”*

Participant E, *“As a student, I found that participating in the SPC program had a significant impact on my life. One thing that I noticed was self-discipline increased within me”*.

The findings go congruent with the findings that the Student Police Cadet Programme can motivate students to put social ideals like self-discipline into practice. The study's findings demonstrated that student police cadets have greater self-control than non-student police cadets, regardless of gender. In comparison to non-student police cadet boys and girls, student police cadet boys and girls exhibit higher levels of self-control. The Student Police Cadet Programme can be widely used in schools to promote self-discipline. (Dr. Gilu G. Ettaniyil *etal*2018)

**•Sub-theme: community engagement**

The researcher understood that SPC activities include community service awareness campaigns, volunteering work and outreach programmes this increases a sense of social responsibility and community engagements make students understand various societal issues. A significant change that occurs in the students has increased active response and willingness to do things, volunteerism emerges in each student after being a student police cadet through various activities and taking responsibility and initiative also it increases social responsibility. Also increases a positive attitude and readiness to serve others.

Participant C *“The tendency to participate in more activities was one significant pattern I observed. In my view, may be associated with the knowledge and skills we gained through the SPC programme. As students, we routinely participate in volunteer work, awareness-raising initiatives, and community service initiatives. These experiences have a way of expanding our viewpoints and creating in us a sense of social responsibility, which ultimately leads to a greater readiness to participate in various efforts”*.

**•Sub-theme: Change in interaction with family members and peer group**

The researcher points out that the student's attitudes towards their family members and the peer group changed, they become more socially responsible citizen become role models for everyone and become solution-focused people and adequate responses to a situation that occurs within the family members and even with friends and responsible friends, also increased interaction with the family members. Also, the parents are being forced to change and obey law since their children insist upon them to do so, the students receive high appreciation and behavioural changes occur within them by the responsible behaviour of their children.

Participant B, *"I used to correct my father when he uses alcohol, but now he withdraws from this habit this is only because I gained from SPC and am able to create an awareness with others"*.

Participant A *"We become a role model for our siblings and our parents are very happy to see the changes occur in us"*.

Participant C *"I respect each one and do any kind of help for my friends and also I try to help my parents in doing household work"*.

Participant H said that *"We become conscious that we are responsible for our friends, if a student in the classroom is crying or having some issues, suddenly we took the initiative to inform the teachers first we say to our community police officers and with the class teachers, then they will handle the problem and do adequate need for that student"*.

**•Subtheme: Change in the civic sense**

The student cadets imbibe civic sense and empathy for needy sections of society. The researcher points out the programme promotes the student cadets to grow as socially responsible citizens with a willingness to empathize with the people and find solutions to problems of wider humanity. Also, the students gave different kinds of awareness to the people and enhance their civic senses and become socially responsible citizens and it is idle to practice it from the school itself. This includes being mindful in public spaces and promoting cleanliness. also, it promotes respect for other's rights and responsibilities, towards the community and environment. The practice of civic sense is a hallmark of civilization and culture.

Participant J replied that *“I was able to correct my friend in some situations like when she put plastic waste in the classroom, I may able to say Do not put it here please put the waste in the dustbin, thus small things were doing to the training we get”*.

**•Subtheme: Attitude towards law enforcement and related career**

The researcher noticed that the programme promotes among the student cadets a positive attitude towards law enforcement and they understand the importance of law enforcement and how it promotes a positive impact in the community. the experience of students in law enforcement was significant. Many of the participants have a strong affinity and aspire to become officers. The SPC programme provides the students with firsthand experience of law enforcement and through various sessions and interactions with police officers, students gain a deeper understanding of the responsibility, challenges and opportunities within the field of policing through exposure and this inspires the students to aspire to a career related to law enforcement. Also, positive role models help students to set higher career goals. Willingness to abide by law and motivate others to do the same.

participant J says that *“the programme often involves the interaction with police officers and they become a role model to us, it helps us to gain an insight of different careers within law enforcement”*.

Participant E said about the visit to various IPS offices to understand the Vithura unit, *“We become very proud as student cadets and their visits inspire us to build up a similar career”*.

**•Subtheme: skill development**

The researchers point out that the SPC programme focuses on the holistic development of students, enhancing the skills such as problem-solving, critical thinking and communication through training and field exposure, these skills are very relevant, by acquiring these skills through the SPC programme students become better equipped in their life circumstances.

Participant E says that through this programme certain skills that are needed in daily life were increased in the students, who become more able to show critical skills and more focused on problem-solving and finding solutions to the problem of their friends and also in the community.

**•Sub theme: Teamwork and collaboration**

Organize team-building activities and exercises that promote trust, cooperation, and camaraderie among student police cadets. These activities can improve interpersonal relationships, enhance teamwork, and boost morale

**•Sub-theme: Environmental consciousness**

The researcher points out that the SPC programme increases environmental consciousness among the students, through various sessions and activities related to the environment like waste management, and planting trees this knowledge raises awareness to conserve nature for a sustainable environment, and students also participate in clean-up campaigns this promote environmental consciousness. Student police cadets can initiate projects to create and maintain green spaces within their schools. Neat, clean and plastic-free School Campus. Gardens of flowers, and medicinal plants are grown in some schools. Student police cadets do activities by adopting sustainable practices in their own lives. They also promote energy conservation, water conservation, and eco-friendly transportation methods. By making sustainable choices, thus they inspire their peers too.

**Research question: 4**

- ❖ What are the challenges that you faced and the support mechanism to overcome them?

**Theme: challenges faced and the support mechanism to tackle**

The researcher finds that the challenge faced by the SPC unit was the lack of funding from the government, it is an issue faced by all units in Kerala. Various strategies were taken by the unit to overcome it. Through various support from the stakeholders, the unit overcomes the issues and challenges of the unit.

**•Sub-theme: challenges**

The researcher finds that the major challenge faced by the SPC unit is the lack of insufficient funding from the government authorities this may cause limit the availability of essential resources required to run the program effectively. Inadequate funds also create a uniform shortage and the stitching cost of the uniform is found out by the students themselves.

Usually, the fund for the SPC project will be sourced from the plan funds of Government Departments such as Home, Education, Forest, Excise, Motor Vehicle and Local Self-Government. Also, funds may be sourced from the Road Safety Fund, Rashtreeya Madhyama Shiksha Abhiyan, community policing/modernisation fund, etc. The lack of funds from Government Departments causes facing the challenge.

Mr G2 *“The challenge faced by the SPC unit is the lack of government funding, due to insufficient financial support from the government, the unit relies on alternate means to secure funds for conducting various activities”.*

*“Till last year won’t charge any cost from the students even for camps, but this year we charge them for the stitching cost of the uniforms”*

Mr. R3 *“The lack of funds from the government is the challenge that currently we are facing and overcome this challenge from the support provided by the school management council and the PTA association, now I and the assistant CPO are not taking the honorarium we get and convert into buy food items for students.”*

**•Subtheme: support from PTA and school**

The researcher finds that the support provided by the school, parents teachers association and school management council are appreciable. The school and the parent-teacher association offer various facilities and resources necessary for the SPC programme and the PTA provides financial support for the students while conducting the camp and supports the programme through their active participation, also through the programme the school receives its 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 and identified a deviant behaviour deviant brought to the attention of teachers and support of school and Parents Teachers Association also great.

Mr. R3 *“The involvement of PTA signifies the active participation of parents in supporting the SPC unit's activities. Their encouragement and cooperation contribute to creating a conducive environment for the students to thrive and make a positive impact. The PTA's support may include volunteering, providing additional resources, organizing events, and fostering community engagement”.*

Mr. G2 *“The PTA members, being closely connected to the community, possess valuable insights and knowledge that prove instrumental in planning and executing initiatives effectively. During the camps organized by the SPC unit, Mrs G2 acknowledges the exceptional support provided by the PTA. Their active involvement ensures that all necessary support, resources, and logistics are arranged to make the camps successful and impactful. The PTA's dedication and commitment to the cause of community policing greatly enhance the overall effectiveness of the SPC unit”*.

**CHAPTER VI: FINDINGS, SUGGESTIONS AND CONCLUSION**



## **6.1 INTRODUCTION**

This chapter deals with the findings drawn from the analysis of data collected from the respondents. There have also been attempts to suggest improvements to the Student Police Cadet Project.

## **6.2 FINDINGS**

### **RESEARCH QUESTION 1: History, growth and development of the SPC Unit.**

- SPC starts in 2012 June in Government Vocational and Higher Secondary School, Vithura in the Thiruvananthapuram district. The school for the programme is selected by District-level Advisory Committee through prioritising the schools, and the school have shown their interest to commence SPC units.
- The selection of Community Police Officers is based on the willingness shown by the teachers in the school and one of them should be a lady teacher. The officers undergo residential training by the Kerala police and education department. Through this process, the Community Police Officers receive in-depth knowledge of this related field and they undergo various training including physical training, and indoor and outdoor activities, after completing the training they become in the rank of honorary sub-inspector in Kerala police.
- The selection of students was by conducting a written exam followed by a physical test then a final rank list was published based on both tests and 44 students were selected for the SPC of whom were 22 males and 22 females. This shows that the selection process is transparent and each student gets a chance to participate in the programme. No recommendation is allowed to add students to the list.
- The students possess a prescribed level of mental and physical fitness.
- The initial activities were physical training provided by the Drill Instructor and activities based on the activity calendar from the SPC directorate. The outdoor training includes Drills, a parade, yoga, etc., increases physical fitness, and indoor activities promote various skills among students.

**RESEARCH QUESTION 2: The various initiatives and programs that turned out as unique ones.**

- There are regular and special activities. Regular activities include 8 hours of Indoor and Outdoor classes for the cadets in every week. Those activities are based on the syllabus developed by the SPC Directorate and State Council of Educational Research and Training (SCERT). And also, there is an activity calendar which gives an outline for various activities. Special activities carried out by the school itself turned a unique one and a model for other units to be practised.

Activities are also based on the geographic distribution and nature of the area.

- The Kuttipallikkutam project in Vithura School effectively addressed the educational challenges faced by tribal communities during the lockdown. It highlights the student's concern for marginalized people and their proactive efforts to provide educational support, improve infrastructure, and ensure the continuity of studies in tribal settlements. This activity aimed to bridge the educational gap and facilitate a continuous learning experience for the tribal students.
- The "Oru Vayarottam" program is focused on reducing hunger and providing food support to individuals facing financial hardships during the COVID pandemic. It highlights the importance of community support and empathy in times of crisis.
- SPC unit's environmental conservation initiatives are multi-faceted and impactful. From establishing a medicinal garden with QR codes to cultivating indigenous fruit-bearing trees, creating Miyawaki forests, and promoting eco-bricks, the SPC program demonstrates a comprehensive approach to environmental awareness and action. These initiatives not only contribute to a greener and more sustainable future but also foster a sense of environmental responsibility among the students involved.
- The medicinal garden with a QR code serves as an educational and interactive space where students can observe and learn about various medicinal plants. This initiative highlights the unit's commitment to promoting biodiversity and creating awareness about the importance of medicinal plants.
- The Maduravanam initiative aims to conserve native plants, particularly fruit-bearing trees, which play a crucial role in supporting local ecosystems and

biodiversity, also engagement in these activities showcases their dedication to preserving and protecting the environment.

- Miyawaki forest restores the ecosystems, enhancement of biodiversity and the creation of a conducive environment for learning and creating environmental consciousness among students and they are connected with nature.
- The promotion of eco-bricks by the SPC program highlights their focus on waste management and sustainable practices. Students actively participate in environmental conservation and address the issues of plastic waste.
- The anti-drug activities are focused on education, prevention, and community engagement. By equipping cadets with knowledge, engaging in awareness campaigns, and collaborating with law enforcement and government programs, the SPC unit demonstrates a proactive approach to combatting drug abuse. Their efforts contribute to the creation of a safer and drug-free environment, both within the school premises and the broader community.
- The traffic awareness program by student police cadets focuses on education, empowerment, and the development of responsible behaviour. By providing training and guidance, the program enables the cadets to effectively contribute to road safety initiatives and act as role models within their schools and communities. The aim is to create a safer traffic environment and cultivate a culture of responsible behaviour on the road.
- SPC equipped the cadets to promote traffic rules among others. It enables them to act as a role model in obeying traffic rules.
- The 'karanellu' initiative promotes the practice of agriculture and the program aims to contribute to the preservation of agrarian traditions and promote a more sustainable and food-secure future.
- SPC training provided opportunities to participate in activities to conserve and protect nature and the SPC training inculcated fellow feeling for all living things on earth. So, the majority of the cadets got enough chance to know and work for conserving nature.

- The various initiatives undertaken by the school's SPC unit have gained recognition and appreciation at different levels. The initiatives serve as models for other units, showcase the commitment to child rights, receive visits from dignitaries, provide venues for international campaigns, and promote skill development and ethical values among students.
- Honesty shop is an innovative concept aimed to cultivate honesty and truthfulness among the students.
- The camps organized by the SPC directorate offer valuable learning and networking opportunities for the cadets. Through interactions with diverse individuals, participation in workshops, and exposure to esteemed personalities and government officials, the cadets gain insights, develop life skills, and broaden their horizons. The camps serve as platforms for personal growth, knowledge acquisition, and the development of leadership qualities among the cadets.

**RESEARCH QUESTION 3: programme bring changes in the lives of students**

- The programme promotes a change in the life of students, it enables them to develop and explore their innate capabilities and empowers them to resist the growth of negative tendencies.
- The core objectives of SPC project are to bring positive changes in Values, Skills and behaviour among cadets. As per SPC objectives, Values include Law & Citizenship, Problem Solving, Societal Values, and Traffic Awareness, Skills include Leadership, Personality, Communication and Disaster Management, Behaviour includes Health, Hygiene, Nature Study and Media Literacy.
- The majority of the participants said that the programme improves their academic enhancement and increased their level of general knowledge and knowledge regarding law enforcement and policies through various sessions.
- SPC training helped them to develop critical thinking skills, and positive change in their life.
- Major changes occur in the students they become more self-disciplined, the program helps students acquire values, develop self-control, and adopt responsible behaviour.

- The change occurs in the lives of students as the success of the programme in fostering students a sense of social responsibility, community engagement, and volunteerism. They develop a positive attitude and a readiness to serve others, indicating the transformative effect of the SPC program on their mindset and values.
- Study depicts that most of the cadets experienced betterment in familial and social relationship through SPC training.
- The programme builds strong social interaction with family members and strengthens the bond with others, and the parents instil to change their attitudes towards law enforcement.
- The students increased a sense of civic responsibility and become idly socially responsible citizens.
- The programme promotes a positive attitude towards law enforcement in the students.

**RESEARCH QUESTION 4: Challenges faced by the unit and supporting mechanism to overcome it.**

- The funding is a major source to run the programme effectively.
- The researcher finds that a lack of funds from Government departments decreases the efficiency of the various initiatives and activities.
- As SPC include various outdoor trainings such as parade, drills, karate etc the food supply should be adequate to maintain the health of the cadets. Delay in fund allocation is the main reason for the supply of quality food for the cadets, however, the Community Police Officers tackle the situation.
- As per the SPC project, the dress, food and all other materials are given by Government through SPC. Sometimes the fund gets late due to administrative problems. So, it causes financial constraints and some CPOs and DIs spend money from their own account, which may not reimburse most of the time.
- The support provided by the school highlights the programme and its achievements.

- More students are enrolled in high school which increases the number of students there.

### **6.3 SUGGESTION**

- Diverse activities, continue providing a variety of activities, both indoor and outdoor, to enhance physical fitness and develop various skills among the students. This can include drills, parades, yoga, leadership development programs, teamwork exercises, and community service initiatives. So, make more diverse activities, and thus able to inspire the students and make change within them and the community itself.
- Implement a system to evaluate the effectiveness of the SPC program and gather feedback from all stakeholders, including students, teachers, parents, and the community. This feedback can be used to make necessary improvements and ensure the program's continued success.
- Foster collaboration between the SPC program and local law enforcement agencies, educational institutions, and community organizations. This can provide additional resources, expertise, and opportunities for the students to engage with the wider community. Also, this may help to overcome the funding issues and able to make the programme more successful.
- Establish a system to monitor the progress and impact of the SPC program over time. This can involve tracking the academic performance, behavioural changes, and community engagement of the students to assess the long-term benefits of their participation.
- Actively involve parents and community members in the SPC program. This can include organizing awareness sessions, workshops, and events where parents can learn about the program's objectives, activities, and impact. Engaging the community will foster a sense of ownership and support for the program.
- Encourage other SPC units to replicate the successful initiatives carried out by the Vithura School SPC unit.
- Facilitate platforms for SPC units to collaborate and share their experiences, best practices, and lessons learned. This can be done through conferences,

seminars, online forums, or regional meetings. Creating a network of SPC units will foster mutual learning and promote continuous improvement of the program.

- Highlight the achievements and success stories of the SPC program through various channels, including social media, local media, and government publications. Publicizing success stories will not only inspire others but also attract support and recognition for the program.
- Work towards streamlining administrative processes to ensure the timely allocation of funds for the SPC program. Address any bureaucratic delays or issues that may hinder the efficient utilization of funds.
- Encourage community fundraising efforts to support the SPC program. Organize events, campaigns, or initiatives to raise funds and increase community involvement and ownership of the program.
- Develop a clear and comprehensive budget plan that prioritizes essential components of the SPC program, such as adequate food supply for cadets during outdoor training and provision of necessary materials. Ensure that budget allocations are aligned with the program's objectives and operational requirements.

#### **6.4 IMPLICATION FOR SOCIAL WORK**

The implications of the research in the field of social work can influence social workers approach towards youth development, community engagement, and collaboration with various stakeholders. By learning from the successes and challenges of the SPC program, social workers can enhance their practice and contribute to the holistic well-being of individuals and communities. Social workers can facilitate the program's integration within the local community. They can help establish partnerships with community organizations, NGOs, and local authorities to expand the program's impact beyond the school premises. This can involve organizing community service projects, awareness campaigns, and collaborative initiatives that address community needs. Social workers can advocate for policies that support the integration of programs like SPC into educational systems. They can highlight the importance of character development, youth engagement, and community collaboration in shaping the next generation of responsible citizens. Social workers can contribute to ongoing program evaluation and improvement efforts and design assessment tool for the evaluation of

the programme. Social workers can advocate for policies that support the integration of programs like SPC into educational systems. Social workers can play various roles, ranging from program designers and facilitators to advocates and counsellors, ensuring that the program not only imparts law enforcement knowledge but also fosters responsible citizenship and personal growth.

## **6.5 CONCLUSION**

In conclusion, the Student Police Cadet (SPC) program implemented by the state of Kerala, The Student Police Cadets Project of the Kerala Police is an innovative model of smart community-based proactive policing specifically in the Government Vocational and Higher Secondary School in Vithura, has proven to be a unique and impactful model for the overall development of students. This research has shed light on the various aspects and outcomes of the SPC program, highlighting its significance in fostering discipline, leadership, and civic sense among students. The SPC program has effectively bridged the gap between the police department and educational institutions, providing students with hands-on experience and knowledge about law enforcement, crime prevention, and community service. It has empowered students to become responsible citizens, equipped with the necessary skills to make informed decisions, uphold the law, and contribute positively to society. Through its holistic approach, the SPC program has successfully integrated academic learning with practical training, including physical fitness activities, workshops, and field visits. This comprehensive approach has not only enhanced the students' knowledge but also developed their physical and mental abilities, instilling a sense of self-confidence and determination. Moreover, the SPC program has acted as a catalyst for building positive relationships between the police and the youth. It has fostered mutual trust, understanding, and respect, breaking down stereotypes and promoting empathy. The findings of this study reveals that the Student Police Cadet unit in the Government Vocational and Higher Secondary School has gained significant attention at the state level for its various initiatives and activities Students have been encouraged to see the police force as approachable mentors and role models, leading to increased cooperation and collaboration between the two entities. Furthermore, the SPC program has demonstrated its effectiveness in reducing anti-social behaviours and promoting a safe and secure environment within educational institutions. By creating awareness about cybercrime, drug abuse, and gender sensitization, the program has equipped students



with the knowledge to identify and address such issues, thus fostering a culture of safety and inclusivity. Also, this programme showcases the positive impact it has had on the student's personal growth, their relationship with the police, and the overall safety and well-being of the school community. The SPC program serves as a commendable example for other states and educational institutions to follow, as it effectively prepares students to become responsible citizens, actively contributing to a harmonious and law-abiding society.

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**ANNEXURE**

## ANNEXURES

### TOOL FOR DATA COLLECTION

#### RESEARCH TOOL

As this is qualitative research the researcher decided to conduct semi-structured in-depth interviews using a semi-structured interview guide. Data was collected from four respondents (key informants), through an in-depth interview guide and the focus group discussion was done with the student participants on the basis of the research questions.

Name of the participants:

Age:

Gender:

- How was the growth and development of the SPC unit?
  - When did the programme start at school?
  - What is the history of the programme?
  - What are the activities in the initial phase?
  - What are the criteria for the selection process of students in SPC?
  - What are the criteria for selecting teachers as community police officers?
  - What is the training provided for CPOs?
  - How was the collaboration and support of the school towards the SPC at the initial phase?
  - What are the days for activities?
  - Is there any collaboration with other clubs or faces any overlap?
  
- What are the various initiatives and programs turned out as unique ones?
  - What are the various activities of the SPC unit?
  - What are the initiatives taken by the school, as part of the programme?
  - How do the activities differ from the previous activities and the future plans?
  - What are the activities that are discontinued and what are the reason behind them?
  - Which are the activities that are continuous from the initial phase, what are the values gained from it?

- What are the criteria for winning awards?
- How did the programme bring changes in the lives of students? (Asked to the Student Police Cadet)
  - What are the educational changes that Occur in students as part of the SPC?
  - How does the programme make changes in student's personal life, and interaction with family relationships, peer groups and teachers?
  - How does the programme promote social commitment, civic responsibility, and environmental consciousness?
- What challenges did you face and support mechanism to overcome it?
  - What are the challenges faced by the SPC unit in the initial phase and present?
  - What are the strategies that used as a support mechanism?
  - What is the support offered by the school, Government, Kerala police and others?
  - What are the future plans?
  - How do you evaluate the programme based on your experience?