Manual Preparation Team
Abdunnasar U.K., DIET, Malappuram
Arun Jyothi S, Research Officer, SCERT
Babu Varghese, DIET, Malappuram
Gopakumar G.P., DIET, Kottarakkara
Jayarajan K, Perambra HSS, Kozhikode
Jose D Sujeew, GHSS, Karakulam
Preetha P.V., GVVHSS, Manacaud,
Thiruvananthapuram
Premachandran P, GGHSS, Payyannur
Priya Prasad, GHSS Karakulam
Reghunathan Parali, GHS, Vennakara,
Palakkad
Reshmi Reghunath, GHSS, Karakulam
Sajith E.P, GVVSS Payyoli, Kozhikode
Satheeshan V.P, DCE Kozhikode
Somarajan, DIET, Ernakulam
Sujith S, Pantheerankavu HS, Kozhikode
Dr Thilak P.K., Research Officer, SCERT
Unnikrishnan K.M., DIET, Kannur
Dr Vijayan Chalode, DIET, Kasargode

Experts
Babu K.G.
Assistant State Nodal Officer, SPC
Jayaraj P.K.
Director, State Institute of English,
Thrissur
Dr K. Reghunathan Pillai.
Principal, UIT, Thiruvananthapuram

Type setting
Computer lab
SCERT

Layout and Design
Premachandran P.
GGHSS Payyannur

Academic Coordination
K.T. Dinesh
Research Officer, SCERT, Kerala
Preface

Prof. K.A. HASHIM
DIRECTOR, SCERT, KERALA

The request from the State Nodal Officer of Student Police Cadet Project Kerala to prepare a training manual for their trainers is indeed an honour for SCERT. We consider this a recognition from the academia of the state to our decades-long interventions in pedagogic practices in general and teacher training in particular.

I hope this manual will be highly useful for the trainers to inculcate positive qualities among their cadets.

I expect all the stakeholders of the Student Police Cadet Project will seriously reflect on the ideas put forward in the manual and make the best of it. Suggestions for improvement are always welcome.

Wish you all the best.
P. VIJAYAN IPS
STATE NODAL OFFICER, SPC, KERALA

The Student Police Cadet Project is a farsighted youth development programme that facilitates development of today’s youth into disciplined, capable and leading citizens of tomorrow through a well-planned school-level training regimen. Developing in today’s students fundamental virtues of citizenship such as adherence to Rule of Law, respect for other’s Rights, empathy for needy sections of the society, commitment to all-round community betterment - these are the broad aims of the SPC training programme. Designed by senior officials of Kerala Police and experienced educationists, the two-year training programme comprises various modules meant to facilitate each student police cadet to acquire these capabilities.

All training programmes need a strong framework and clear guidelines for the trainers to achieve the stated aims of such programme. The training manuals developed for the SPC project are designed to enable each student police cadet to develop within the cadet all the qualities and virtues expected. While engaged in this process, it is also anticipated that the innercapabilities of each such student will blossom as a result of the various activities and exposure given to the student. In this journey of self-discovery by the student, each official associated with the SPC project must take a personal interest in mentoring the cadets as necessary. It has been projected that India will have the world’s largest youth population by the year 2030. Hence the future of our nation itself will be determined by the training imparted to this group of future leaders.

I commend all the educationists and police personnel who have helped to develop this original training manual for the SPC project. Special thanks are due to Prof. K.A. Hashim (Director, SCERT, Kerala) Sri Arun Jyothi S. (Research Officer, SCERT), Sri K.T.Dinesh (Research Officer, SCERT), and Sri K. G. Babu (Asst. State Nodal Officer) whose passionate interest in the SPC project have contributed significantly to the creation of this training manual.
How to Use this Manual?

- The activities and the process detailed in the manual are not prescriptive. They are purely suggestive.
- There are ten units in the manual which are to be covered within two years (approximately 36 hours a year) during which the cadets get trained.
- It is for the trainers to choose the topics for transaction and to what level each topic needs to be covered in a year.
- Every topic is presented keeping a definite order.
  - In the opening page of each unit, you can see the different areas dealt with in the unit.
  - Three or four questions are posed in the opening page to highlight the major ideas dealt with. The answers for these questions are given in the ensuing pages of the same unit.
  - In the second page of every unit you can see a general overview of the unit followed by general objectives.

- Activities and their specific objectives follow this. There are three to five activities in every unit. The process of conducting all these activities is suggested in detail.
- Points to be consolidated are given along with each activity.
- At the end of each unit, there are two strategies for assessing the cadets. One is individual reflective questions and the other is group discussion. For individual reflective questions the cadets are not expected to write anything. They need only speak out their reactions.
- For group assessment questions the cadets are expected to engage in group discussions, debates and panel discussions.
- Communication ability and leadership qualities are thus addressed in all units.
- The final component in each unit is the slot for social interventions. This is a useful strategy for testing if the cadets internalised the concepts detailed in the units. The activities suggested here are again suggestive, but keep in mind the fact that social intervention is crucial for organisations like SPC.
Why a new organisation for students?

In the present day world the divide between people enjoying basic human rights and those who are denied of it is alarmingly increasing. This divide is not merely economic but social and political. Not only do we witness conflicts and destruction, but also rising poverty and hunger, the advent of hegemonic practices and the ravaging of our ecosystem.

“Be the Change you wish to see in the world”

Mahatma Gandhi
What can be done?

In critical periods of history we have witnessed student activism working as a force for social change. Around the world students have been in the forefront of revolutionary movements to promote democracy and human rights. Student uprising has always served as the nation’s conscience. It reminds people in times of chaos of the founding ideals of their countries and the aspirations of all people for justice, dignity and equality. Student activism is as much about educating and organising as about engaging in actions for social change. Or more precisely, becoming an activist requires a new understanding of the relationship between educating, organizing and acting. This is different from the traditional notion of education that separates knowing the world and interacting with it. It calls for reframing that is required in the relation between knowing and doing.

Knowing and doing are parts of the same process. In our daily life, we think and act simultaneously. The process of gaining wisdom and maturity is based on developing a habit of reflecting constantly on our actions and carrying out actions based on an understanding of consequences and responsibilities. Becoming an activist helps each person conscious of his / her role as an agent of historical and social change.

It can be said that student activism is about social change and transformation. But, does it mean that social change and transformation is all about changing the institutions of society? Of course, the answer is a big ‘No’! Changing one’s society must be done in tandem with changing oneself. Activism must be aimed at engaging in both social change and personal transformation. We cannot address injustice in the world without confronting and overcoming injustice in our own practices.

Is education to be used to advance oneself economically and socially, even if it means overlooking oppression and destruction in the society and perhaps even helping to propagate such conditions? Or should it be used to confront and eliminate the conditions of oppression and destruction? Student activists are those who have considered these questions seriously and have consciously decided to use their resources, time and talents to confront such social issues.

In today’s world, we need more people — especially the youth — to take up the challenge of becoming the agent of change in our communities. Social change hinges on the ability of individuals to organise collectively. This requires achieving common goals and understanding social issues along with grasping the importance of forging new human relationships based on mutual respect and solidarity. Fighting for social transformation involves both organising grassroots power to change the institutions of society and mobilising one’s own courage to change oneself.
The Student Police Cadet Project

The Student Police Cadet project is a school-based initiative by The Department of Home, Govt. of Kerala, that trains High School students to evolve as future leaders of a democratic society. It aims at inculcating in the students respect for the law, discipline, civic sense, empathy towards vulnerable sections of society and resistance to social evils. The project also enables the 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 within them commitment towards their family, the community and the environment.

Implemented jointly by the Departments of Home and Education and supported by Departments of Transport, Forest, Excise and Local Self-Government, the SPC project was launched in August, 2010 in 127 schools across Kerala, with 11,176 students - both boys and girls enrolled as Cadets (G.O (P) No 121/2010/ Home dtd 29-05-2010). The project has now been expanded to a total of 234 high schools across Kerala with a combined strength of nearly 16,000 SPCs.

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. Children in a democracy must not grow up in dread of or with contempt for law. In a truly democratic state, there must occur a paradigm shift in the policing function from ‘enforcement’ to ‘facilitation’ of law. The SPC project works to strengthen the Indian democratic framework by enabling the youth to evolve from compulsory obedience to voluntary respect for the law. Today, 50% of India’s population is less than 25 years of age. It has been predicted that by the year 2030, India will have the world’s largest population, approximately 153 crore, of which the youth would constitute about 95 crore, i.e. 63%. For the country to benefit from this demographic profile, India’s youth must become capable of leadership in all fields of human activity. The SPC project is a school-level intervention to develop the inner potential of the younger generation and to make them flag-bearers of a prosperous India.