CHAPTER 6: PROFESSIONAL POLICING: SENSITIVITY IN THE INVESTIGATION OF CRIMES AGAINST WOMEN / GIRL CHILDREN

Professional policing is a scientific activity which is the integration of several factors. Within the paradigm of the laws, rules, regulations, and court directives, there is an interplay of the skills and knowledge of the police officials and, above all, when it comes to crimes against women, the attitudinal orientation. The latter includes two aspects: The societal orientation and the individual orientation. The mores, the customs, prejudices, dogmas, etc. come to operate here. The investigative methodology and techniques could, therefore, differ from place to place. However, the undercurrent and the basic features would remain the same, especially with reference to the macro issues. No doubt, crime is a social phenomenon representing the existing socio-cultural milieu. In the Indian context, there is interplay of the structural as well as functional issues in deciding the crime scenario. The field data has shown that illiteracy and lack of economic independence of females, lack of awareness of their basic rights, lack of organization etc. are a few of the reasons that cause and perpetuate crimes against women. In this scenario, professional investigation requires an integration of sensitivity, skills, and knowledge.

6.1. Preparing Oneself: Training on “IASK”

A professional investigator is well prepared and confident in carrying out the investigation in the best possible way. His orientation has the following components:

• Keeping the best interest of the victim as the topmost priority on the agenda.
• Ensuring fairness, objectivity, and neutrality with respect to the allegations till investigation reaches its logical conclusion.
• Transparency in functioning.
• Protection of the human rights of the victim, the witnesses, and the accused.
• Ensuring speedy action so as to expedite justice.
• Facilitating the rehabilitation of the victim.

Preparation means thinking, stock-taking as well as locating and rectifying the shortcomings. This also involves augmenting resources, planning, orienting oneself and the team members. Learning from the earlier experiences, especially the defects and criticisms, and, above all, overcoming the mindset, bias, and prejudice so that the investigator is open, positive, transparent, and sensitive to the specific requirement of the situation. viz. gender-sensitivity, child-sensitivity etc. There is a requirement of involving others, especially other
professional from not only governmental sector but also from the private sector by inviting to positive suggestions, developing networks, finding common cause and strengthening public relations.

Preparation calls for updating of documents. The crime records including intelligence records are to be up-to-date. The intelligence machinery is to be fine-tuned. Legal awareness has to be updated with the latest court rulings, new legislations, circulars, police orders, manuals etc. Awareness sharpens with sharing of experiences and, therefore, facilities for the same will enhance professionalism on all fronts – skills, knowledge and attitudes. This chapter focuses on the issues relating to attitudes, which has not been adequately addressed so far.

In order to ensure professionalism in investigation, it is essential that the police officers are trained in advance in dealing with the issues concerned. Training, by its very nature cannot be an one-time-affair. It is an ongoing process and a good admixture of basic training, refresher training, in-service training and specialised training including attitudinal reorientation courses. The best methodology of training a police officer on professional investigation of crimes against women should include the following:-

- Perspective approach
- Interactive sessions
- Explanatory methods
- Analytical process
- Intrusive orientation
- Experience sharing by victims.

Keeping in view the above-said features, a comprehensive training module should be within the paradigm “I A S K”, where the acronyms stand for Institutional issues, attitudinal issues, Skills and Knowledge.

Institutional issues refer to the structures of the infrastructure and their manifestations. The laws, the enforcement agencies, the staff, the strength, the inputs and the outputs form part of the institutional issues. Attitudinal issues have a special place as an important component with respect to the investigation of crimes against women, especially in view of the patriarchal mind set prevalent in this country which dictates and perpetuates a very low status for the fair sex. The law enforcement agency inevitably reflects the same weaknesses, handicaps and the malfunctioning of the system, perhaps in an aggravated form. Therefore,
training of police officers on attitudinal issues becomes the most important issue in the field of law enforcement on crimes against women.

6.2. Gender Sensitisation of Police.

The rationale and essentiality of sensitising police officers to gender issues needs no emphasis. The common misconception on gender being a synonym of 'sex' has created misconception not only in the thought process, but also the functioning of the various echelons of the police hierarchy. The social components of gender, originating from the patriarchal mind set, cemented by the social learning that the individual undergoes in his early life, which gets strengthened by the various forces in operation, is further accentuated by the very nature of the 'police culture' which has a strong male bias in its functioning. Therefore, the process of unlearning and de-learning all those that constitute the existing mind set, and simultaneously stimulating a new learning process by introspections, role play and empathetic understanding would facilitate fair and transparent approach to the issues of women with emphasis on women's rights. This transformation forms the core of the proceedings involved in gender sensitisation. No doubt the methodology has to be integrated and comprehensive.

6.3. Comprehensive Module for Gender Sensitisation of Police Officers

Here is an exhaustive and comprehensive module, developed based on the inputs from this research that can cater to the sensitisation of different rank and file of the law enforcement agencies. It is flexible enough to be moulded to the special requirement of certain individuals or groups whose sensitisation may require reinforcement with emphasis on certain elements or aspects of the module. Any such module will be effective if only it is dynamic. Therefore the present module also has scope and capacity to amend itself to the specificity and specificity of the occasion.

6.3.1. THE OBJECTIVE

On completion of the training module, an active participant should be able to:

- Understand the concept of gender, distinction from sex, and how gender is socially constructed.
- Identify the ways in which perceptions and presumptions of gender attributes can restrict the expectations and options of men and women.
• Understand and analyze gender as an issue which affects consciously or otherwise the day-to-day functioning.
• Stimulate awareness and understanding of the cult of masculinity prevalent in the department, especially with reference to the attitude of the male police officials towards female counterparts.
• Understand and analyze the stereotypes, prejudices, mind-set and bias on the approach of police towards the crimes against women, the victims of crime as well as the suspects/accused in crimes.
• Unlearn the structured, prejudicial mind-set and relearn women's rights as a non-negotiable issue of Human Rights.
• Facilitate fairness, objectivity and integrity in gender orientation. Though certain acts of many people do not intentionally discriminate against women, yet their actions and behavior betray a context. Sensitization can make them conscious of the unconscious and thereby transform their behavior pattern.
• Improve the response to the inequality and unequal power equations of the gender relations.
• Improve the receptivity to a value system that is gender-fair, and which can ensure gender justice.
• To bridge the gap between theory and practice in the field of gender relations and gender justice.

6.3.2 THE METHODOLOGY

It is advised that the 'experimental approach', which is considered the best methodology to promote transformation, be followed wherein the personal experiences of the participant are discussed, locating these experiences within the socio-cultural structure of the society and thereby reflecting on the type of person one wants to be. The experiences of the participants in the various facets of law enforcement should be analysed from the perception of the victim, the police officer, the well-wisher, the observer, the media reporter, the public at large and the accused. The difference in perception will facilitate identification of the gender issues. The salient operational features of the methodology are as below:

• Focus on learning rather than teaching
• Make it interactive, networked and fully participative
• Promote frankness in sharing of experiences
• Present the individuals and not their status. Effort should be made to discard and forget the rank - command - control structure of the participants, so that unfiltered freedom of thought, speech, expression, comment and criticism is facilitated.
Listen to the victim in full – the spoken and unspoken, the statements and body language, understand the intensity and dimensions of trauma and suffering she has undergone. Psycho-social mapping of the victim would give rise to a comprehensive and detailed picture.

The methodology and its operational requirements can be integrated into paradigm, incorporating a four-step process.

I STEP: Understanding the existing scenario
This is the stage of objectively looking into one's conduct and behaviour in a given situation. Specific behaviour patterns and incidents are cited. Victim's versions of her experience with the law enforcement officials will generate lots of inputs. Each participant is made to offer his view and appreciation of their own behaviour pattern. This is facilitated through the identification of myths, patriarchal mind sets, prejudices, dogmas and precisions in all their manifestations and, afterwards, helps us to analyse them with respect to causes, the sources, the social ecology and the psychological environment. Some of the common myths/stereotypes are listed below:

- Woman entering a police station, to lodge a complaint with the police, cannot be a 'person of character'
- Rape is victim-stimulated and victim precipitated. It is the woman who solicits or invites the same due to her demeanour and conduct.
- Women participate and enjoy the act, but cry aloud only when it is noticed or becomes known by a third person.
- Women are raped only by strangers and unknown persons
- Women police are not willing to take up responsible jobs.
- Women are physically incapable of undertaking professional policing.

This list can be long and include several such myths that affect day-to-day police working. It would be better if all such myths are systematically listed out by the participants. Thereafter, move to the next step.

II STEP: Unlearning and delearning
This step is meant to demystify the myths prevalent among the police officers. Gender issue is to be brought in as a non-negotiable issue of human rights, which should form the basic paradigm of understanding and analysis. Intentional and non-intentional aspects of
discrimination are to be identified, listed out and discussed. Critical appreciation of each event or behaviour has to be undertaken so that the negativities inherent in them are dug out and discussed. This will facilitate each participant to develop hatred and even contempt for such negativities which hitherto formed an integral part of their behaviour patterns and belief systems.

III STEP: The Learning Stage:

At this stage, the gender issues are brought in especially with reference to the following items:

- Conceptual clarity in sex vs gender
- Socio-cultural dimensions in society and gender relations
- "Police culture" and gender
- Gender and rights of women/girl children
- Gender and rights of woman/girl-child victims
- Gender in international instruments
- Gender in Constitutional provisions and Indian laws, administrative instructions etc
- Court rulings on gender issues.

IV STEP: The Critical Evaluation Stage:

Having identified and delineated the bottlenecks that cause gender discrimination, and having learnt the finer principles of Human Rights with a gender perspective, it is essential to have a critical evaluation of what has been in practice for so long. Each participant should be made to embark on a critical appreciation of his and others' conduct vis-à-vis female victims. This analysis should bring out a summary of findings. This report will have two columns - the first indicating what was in practice and the second will show what should have been done. The indicators for assessment of change should be carefully selected, based on the paradigm of SMART where the acronym stands for the indicators which are Simple, Achievable, Realistic and Time-bound. SMART indicators cannot be imported, as it would entail an exercise in futility. The indicators should be indigenous, down-to-earth, and commonplace so that the police man would identify himself with them with ease and comfort, making it user-friendly.
6.3.3 THE COURSE CURRICULUM:

The curriculum, which is suggested below, is comprehensive, all purpose and multi-target oriented. However it could be amended depending on the specific target groups which are to be sensitised.

A. On gender per se

The discussions in this Session should involve the following topics:

- Gender vs. Sex
- Role of gender in everyday life
- Growth and development of gender relations and perceptions
- Development of mind-set and bias
- Various perceptions on gender
- Awareness on gender issues
- Realization of the awareness
- Assimilation of the realization
- Acting upon the assimilation
- Behaviour patterns vis-à-vis gender issues.

B. Gender in police administration

The topics to be covered in this Sessions include a situational analysis of the existing structures and institutions, which include the following:

- Sex ratio in police
- Gender stereotyping in the existing assignment of jobs, duties and roles to police officials.
- Delimitation and restrictions of the services of the female staff, by confining them to ceremonial duties, and thereby depriving them from other main functions and duties.
- Status of female police officials vis-à-vis male counterparts
- Gender based evaluation of performance
- Perception of male bosses, colleagues, subordinates and public at large towards the capability and competence of the female police staff.
- Perception of other female staff, female bosses, female subordinates and female at large towards the female police staff.
- Discipline and morale of female staff.
C. Gender in working place relationships

This sub chapter will find discussion on the following themes:

a) Work place Behaviour: This should include discussion on the behaviour and attitude of seniors, juniors, other colleagues and the public at large towards the female staff. (For example, two female staff on duty talking to each other may be construed as gossiping, whereas two male colleagues in the same situation may be considered 'discussing' their 'official business'.

b) Sexual harassment at workplace: The discussion should focus on the content, import, and implementation of the ruling by the Supreme Court of India in the case of Visakha and other Vs Union of India. The codes of conduct developed by the courts and government departments and other agencies like the National Commission for Women are to be discussed, with respect to their provisions, rationale, and implementation. The recent guidelines by the Department of Personnel in deciding the role of Complaints Committee is relevant in this context.

D. Gender in Professional Police work: Intrapolice Relationship

In order to understand and analyze the complexities of the gender issues involved in the practical functioning of police, it is essential that all issues relating to interpersonal relationships, especially between male and female police personnel are studied, analysed, and understood. The following paradigm, which can be acronymed as ‘APFEDP approach’ will be appropriate for such an analysis. The Contents and processes involved in the analysis are given in the box below.

The APFEDP paradigm would generate the data on subjectivity and gender discrimination in the functioning of police. Column C of the chart represents the extent and intensity. Column D presents an effort to provide a logical and rational explanation for the discrepancy listed out in column C. This research shows that a truthful application of this paradigm can facilitate in a scientific assessment and understanding of the societal and individual mind set, prejudices and all aspects of gender stereotyping involved in the given situation.
<table>
<thead>
<tr>
<th>The inputs in the paradigm</th>
<th>Contents and analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Allocation</td>
<td>The specific tasks and duties assigned to male police officials</td>
</tr>
<tr>
<td>Rationale</td>
<td>The existing rationale for the allocation of certain specific portfolios (or non-allocation of others)</td>
</tr>
<tr>
<td>Facilities</td>
<td>The infrastructural inputs, including knowledge and skill and other provisions extended to male police official</td>
</tr>
<tr>
<td>Expectation</td>
<td>The normative (Perceived) expectations regarding the delivery, in content and quality for male police officials</td>
</tr>
<tr>
<td>Delivery</td>
<td>The performance in real terms for male police officials</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The subjective appraisal of the performance of the male police officials by the male police officials</td>
</tr>
<tr>
<td>Projection</td>
<td>The nature, style and content in the appreciation of the work done (including projection, reporting and publication) by male police officer</td>
</tr>
</tbody>
</table>

E. Gender in Professional Police Work: Police - Public Dealings

Gender perception of the male police personnel about the female public (other than female police staff) who come into contact with the former is the most visible aspect of gender relationships in police working. The different categories of female persons who would come
into contact with police include, the complainant, the victim, the witness, the accused, and other female colleagues like the lawyer, the counsellor, the forensic or medical expert, the public spirited person, the NGO activist etc. The gender relations and approach of male police personnel to each of them could be analysed on the basis of a Reception-Response Model. This Model is a paradigmatic presentation of the inputs and outputs in the response of the police officials. Since the subject of this research is girl child victims of rape, the inputs which emanated from the field work on the subject have been specifically incorporated in the model.

**Reception - Response Model of Police-Public dealings:**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Police reception / response (as reported by Police)</th>
<th>Victims perception of the police reception / response (as reported by victims)</th>
<th>Discrepancy between column A &amp; B and analysis of the same</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td></td>
<td>(B)</td>
<td>(C)</td>
</tr>
</tbody>
</table>

**A. RECEPTION**

1. Look (Visualization) by the duty Constable.
2. Reception at the Police Station by the duty constable.
3. Look by the Police officer, (the investigating Officer, the SHO etc.)
4. Reception by the Police Officer.
5. Greeting / among the Police officials (excluding denominator).
6. Questioning.
7. Listening.
8. Communication.

**B. RESPONSE**

1. Appreciation of the event.
3. Assumptions.
4. Initial response to victim.
5. Truthful recording of FIR.
6. Response time for recording of FIR.
7. Affirmation.
9. Court reaction.

The RR Model has 3 legs (represented by columns A, B, C in the diagram). The first part is the perception of the police to their own behaviour patterns to the various inputs that have been listed. The second leg is the victim's perception of the police response. The last leg is an objective analysis of the discrepancy, if any, with an explanatory note. This leg will
bring out the differences in perceptions and will drive home the issues of sensitivity, attitudes, prejudices, mind-set etc. The inputs suggested in the model are not exhaustive, but are only illustrative.

A word about the inputs incorporated in the RR Model given above. There are two distinct parts, viz., Reception and Response. The reception part includes the various issues relating to the very reception and welcome (or otherwise) that the victim receives at the police station or police office. Herein, the first issue is the very look itself, i.e., how the female entering the Police Station is perceived by the police staff and how they form their opinions. This is separately put for the constable on duty and for the police official who takes cognizance of the case. This could include the SHO (Station House Officer) or the officer in charge of the Police Station and the IO (the investigating officer). The input on ‘hearing’ the visitor should discuss as to how receptive and attentive one is, and whether the victim is genuinely heard. The input on ‘listening’ should cover details of how much of her saying is smothered, appreciated and listened to by the Police Officer, what are the parameters that guide his listening faculty, his attention to her problems and his consequent behaviour. These parameters address the natural and overt expression of the mind-set and prejudices. The discriminatory treatment and the neglect of women’s rights in the entire process of ‘RECEPTION’ should be underlined, flagged and analysed.

In the second part of the RR Model, the discussions would focus on the structured, calculated and cognitive response to the female victim and other female persons who come to the police station. The perceptions of the police staff by way of appreciating and assimilating the problem she has come up with, cognitive understanding of the issues involved and the reactions emanating from the thought process are to be analysed. The differences between the initial response depicted in the first part and the later response in this second part need to be flagged, identified and analysed as this analysis would indicate the level of concern and reaction of the police staff. Discussion should also focus as to how much comfort, consolation and counselling the police is able to give to victim. This is followed by a study of the manifest activities that are attended to by the police officer. These activities will betray the gender bias in the policeman. Finally, the projection of the female victim before other colleagues, before other wings of the law enforcement agencies, before the general public and before the media are crucial aspects which explain the gender.
sensitivity or otherwise of the policeman. For example, a sensitive police officer would not like to make the rape victim wait at the entrance of the police station in the full vicinity of the public and face the sarcasm and trauma of lewd looks and snide comments by public. A sensitised police officer sending the rape victim to a medical practitioner for medical examination would refrain from providing her with such an escort Police man who would cast aspersions on the conduct or the character of the victim. He would bestow maximum empathy to the victim, escort her to the hospital with a sensitive policeman, extend all due attention in the shortest possible time.

The police officer who is attending to the victim may not be aware of the reality of the victim’s perception to his response. Therefore the second column of the model, i.e. ‘the victim’s perception to the police response’ is best filled up by the victim herself or, on her behalf, by another police official, preferably one who has witnessed and observed the events. This will bring in objectivity. The last column addressing the discrepancy between the two perceptions will drive home the issues of gaps in the existing police-public relations and will generate the suggestions and recommendations that are appropriate to address these gaps.

F. **Forging partnership in police functions**

The analysis in the earlier paragraphs drive home the necessity to forge and synthesize a prospective, gender sensitive partnership, as it would be in the best interest of police-public relationships and, above all, in the best interest of victims as well as those who are vulnerable victims. Besides, it has several spin-offs, viz.,

- Improved domestic relationships, with qualitative betterment in the gender equations of the police officials to their spouse and children.
- Improved workplace relationships and work place functioning.
- Improved public relations: Gender sensitivity and human rights perspective, emerging out of the aforesaid paradigm, should be the cardinal principle governing the new scenario. Therefore law enforcement machinery and justice administration can be prospective, responsive and effective.

In this context, an ideal situation would be the best of relations of police officials with all concerned, including the following:
NGOs working in this field of not only protection but also prevention and prosecution aspects, welfare and rehabilitation agencies, medical practitioners, prosecutors and lawyers and all others in the systems of justice delivery, counsellors and psychologists, academicians-thinkers-researchers on the subject, public representatives and public-spirited persons, media personnel, help lines, governmental and non-governmental aftercare homes, victims of earlier crimes and their networks, wards-guardians of earlier victims, vulnerable persons or groups, accused of earlier crimes (with a view to prevent recidivism), other sister law enforcement agencies and intelligence agencies, human rights agencies and activists, UN agencies concerned or their representatives.

6.4 Professional Investigation of Crimes against Women: A Checklist of Duties and Functions

This checklist designed to be a practical handbook for the police officers investigating crimes against women is an amalgamation of the facts which emerged from the analysis of the field data collected in this research. Along with the professional experience of various police officers in the country, many of whom have developed ingenious and innovative methods and mechanisms to deal with the problems and issues that come on their way. The best practices developed by these police officers often go unsung, unhonoured, unrecognized and even unnoticed. A few of such best practices, which have come to be noticed, have been assembled, collated and assimilated with the various provisions and requirements of law, as well as the judicial wisdom reflected in several judicial pronouncements of several courts across the country. Value addition has been made by incorporating the skills that have been put to use in different parts of the globe, which are thought appropriate to deal with the situation at hand.

The caveat that underlines professional investigation of crimes against women is that it cannot be scientifically accomplished without the application of a multidisciplinary approach involving specialists and experts from different fields, like psychological counsellors, legal counsels and health professionals including mental wealth professionals. The multidisciplinary methodology of professional investigation put to practice at several
places in this country and elsewhere, though ad-hocist in nature has proved to be the appropriate technology for professional policing.

A word about the utility of the checklist presented below. It facilitates the investigating officer to organize his thought process and orient his activities in such a way that he does not miss out on important aspects. Secondly, it provides a guide for the supervisory officers to systematically check out and scientifically monitor the activities which have been attended to, and accordingly, prepare future plan of action. The checklist would facilitate perspective planning and effective coordination of the efforts by the police officers and thereby, promote expedited activities, reduce wastage of manpower and resources. It would provide the appropriate substratum on which the entire edifice of justice administration on crimes against women can be built up with an integrated, yet balanced focus on prevention, prosecution and protection.

6.4.1. Reporting of Crimes at the Police Station

- Reception of the victim and the accompanying persons has to be attended to with promptitude, sincerity and humility. The traumatised victim, out of frustration and trauma, may exhibit anger or aggressive behaviour. The police officer should understand the sensitivity involved and facilitate her to relax and allow tempers to cool down. A smile on the face, expression of welcome, offering a seat, allaying the victim with promise to do the best etc. are certain strategies that would put the victim at ease and give mental comfort to her. At the same time one should not be overly protective and overbearing to the extent of becoming uncomfortable to the victim.

- Validation of the violation of the victim’s rights is of utmost importance. This research has brought out a hierarchy of expectations of the girl child victims of rape wherein validation is on top. Therefore proper reception at the police station is the first step in validation. This is followed by empathetic attention and care of the victim. Acceptance of the harm done to the victim and approval of all the violations, from the perspective of the victim, would put her at ease, comfort and also make her cooperative.

- The First Information Report (FIR) has to be lodged by the complainant or anybody on her behalf. If nobody comes forth the police officer himself/herself
should become the complainant. The victims and witnesses version can be recorded in the subsequent case diary. While recording FIR, it has to be kept in mind that a traumatized victim or her close aide may not be in a situation to recall the events of the crime perpetrated on her, in all its entirety and sequence. A sensitized police officer can get the maximum information out of her so that the FIR is logical, self-contained and factually comprehensive. More often the accused seeks bail/anticipatory bail based on the loopholes in the FIR. Therefore, this document needs to be comprehensive and cogent. The case study cited in the box (Box No. 7.1) below will illustrate this point.

The complainant mother lost her only daughter, who was raped and murdered. She had visited the police station to lodge the FIR. Being in severe trauma, she was so disturbed that through she could speak to even the minutest details of the criminal act, she had forgotten to describe the colour of the shirt left behind by the accused at the scene of crime. Police did seize the same, but recorded in the seizure list as a dark shirt. Years after when the trial took place, the victim was unable to recall the colour and when she was grilled by the defence counsel she stated it to be blue in colour. The defence made it an issue to disprove the prosecution story. Had the colour and other details of the shirt, which the victim had noticed and felt at the crime scene, been recorded in detail, this could not have happened.

Several matters, which are important, get left out in the FIR if the officer recording the same is not alert and sensitive. He cannot expect the victim or her ward to speak out everything herself. Much depends on the police officer to facilitate her in recalling the events so as to make the FIR self-contained as far as possible, and to avoid contradictions. It is a fact that FIR cannot be tutored or doctored and, therefore, the Police has no right to intervene at this stage. However considering the lack of public awareness of the rights, laws and procedures and, above all, the victim being in a state of shock and trauma, it would be too much to expect the victim to speak out everything that is required to constitute an FIR. It can be argued that all these things which have been missed out in the FIR can be brought out by the Investigating Officer (IO) while recording her further statement. Legal sanctity of this statement is well known. Being unsigned, it is just what the IO chooses to record. FIR has much more evidentiary weight-age than that of a later
statement under S 161. It is, therefore, essential that the FIR is factually self-contained. The Police Officer recording the FIR has to ensure that all the relevant facts are incorporated in the FIR and at the same does not edit, omit or embellish the same by interpolation with his own words. Since the law is set in motion with the lodging of the FIR, the latter should incorporate the following aspects:

(i) The scene of crime
(ii) The time of occurrence
(iii) The details of the victim - location, the impact of crime, the injury, the loss, the harm etc. No doubt, the psychological harm, including emotional disturbance suffered by the victim, should also form part of the FIR.
(iv) The details of the accused, his identity, how identified, visibility etc.
(v) The act of crime - a chronological narration of events.
(vi) The purpose of crime, the intention/motive
(vii) The approach and exit of the accused, the trail, the left over etc., with as much details as possible, especially regarding to colour, size, smell, other identification details etc.
(viii) The name and description of the witnesses, including their location, how they responded etc.

The complainant is entitled to have a copy of the FIR free of cost. This is a basic right of the victim. She need to acknowledge the receipt of the same and does not owe anything in lieu thereof, to the Police Officer. In some states, police manuals stipulate that an entry be made in the Police Station General Diary that a free copy of the FIR has been given to the complainant.

6.4.2. Attending to the Victims

* The police officer should ensure that the victim should not be traumatized or victimized further. Victim’s rights should not be violated at all. All steps being taken by the police should be viewed from the victim’s perspective so that these steps are in her best interest. Moreover, this calls for expedient action on all fronts as delay leads not only to denial of justice but also exacerbates the harm to the victim.

* In Delhi Domestic Working Women Vs. Union of India, The Supreme Court has directed that the rape victim be provided with the legal counsel at the police station itself. Duty has been cast on the SHO to maintain a register of advocates
who are willing to take up the case of women victims, to provide the list to the
victims and advice her about her rights to have a legal counsel of her choice even
before any question is asked of her. Therefore, going by the text of this
judgement of the Apex Court, the assistance of the legal counsel should even
precede the registration of the FIR so that the victim does have the benefit of the
legal counsel in drafting the FIR.

- Rendering Primary medical help, preparing injury reports, accompanying the
victim to the doctor, facilitating proper medical examination and without delay,
- escorting the victim back to her residence or place of abode, etc are the steps to
- be taken thereafter. It is advisable that these activities are carried out by female
- officials. If they are not available, a female colleague or a female social worker
- be co-opted to witness the proceedings.

- In case the victim is hospitalized, the police officer need to ensure her security.
- Constables need be deputed for the same. These constables should have a fair
- mixture of lady staff too. Night duty with the female victim should necessarily
- be done by lady staff. Both male and female constables being put on duty should
- be briefed about their duties and specifically about gender sensitivity in their
dealings.

- If the victim has no relatives or guardians or known well wishers to look after
her, an additional duty is cast on the police to extend facilities to make
- arrangements for food, medicine etc. either through the hospital administration,
or through the police resources, or through the NGOs.

- An adult victim may be having her children, especially minor or infant who
- needs to be attended to. Nobody except the police officer will be privy to the
- information on such issues and liabilities. Therefore, the police officer has to
- make arrangement for the security, safety as well as welfare of the victim's
- children too. He should either involve official agencies like Welfare Department
- or involve reputed NGO's.

- As regards the girl child victim, the police officer has an additional
- responsibility to provide extra care and attention. The victim's parents or
- guardians or well wishers need to be informed. If there is nobody, social
- activists/NGOs should be involved.
- The victim child who is traumatized may even behave abnormally and therefore, high level of compassion and empathy is called for. Child counselors have to be necessarily involved in handling the victim girl child.
- At no cost the female victim should be detained in the police station beyond the least minimum time or kept confined in any isolated room or place.
- In cases of sexual assault, preservation of material exhibits on the body of the victim, on her apparel and at the crime scene are crucial. Therefore, investigating officer should ensure that the victim does not discard her dress materials, especially the under-garments. They have to be scientifically preserved for being referred to scientific expert for forensic examination to develop clues about crime and the criminal. There should not be any mishandling. The chain of evidence transfer should be properly maintained.
- The female victim of sexual assault should be advised not to wash herself till she is medically examined by the forensic expert/doctor. There is, therefore, an urgency to get her examined by a doctor and forensic expert.

§ 4.3. Developing Plan of Action.

- Drawing up a meticulous plan of action for investigation and its systematic execution constitutes the essence of investigation. It is the primary exercise to be undertaken by the interviewer. This would orient him about the facts-in-issue and the relevant facts. He should know the broad framework of the expectations from the interview, so that the discussions do not go astray. The purpose should not be to delimit or restrict the information available with the victim, or put an embargo on her statement, but should be to facilitate her to speak about all relevant facts concerning the entire issue. Plan of action provides the IO with a time-table and a paradigm to carry out his task, thus expediting the progress and delimiting any possible wanton reflection, distractions and digressions. It would facilitate action of every step with forethought. Therefore, preparing the plan of action requires thinking, appreciation, use of skills and knowledge and sensitivity to the special issues involved. A well thought plan of action will be comprehensive, compact and futuristic. Stereotyped and closed-ended questions are better avoided.
In Special Report cases, as the police manuals prescribe in many states, intimation has to go up the hierarchy and to other agencies like the National Commission for Women/National Human Rights Commission etc. After sending information to all concerned, the IO has to think aloud and list out the activities to be attended to. It is advisable that the plan of action is put to brainstorming with other colleagues and seniors and made fool-proof. Here comes a very important role of supervisory officers and prosecutors.

**Prioritization** of the various steps in the plan of action is a crucial aspect. One has to think aloud as to what is to be done first. One cannot miss the wood for the trees and be lost in the peripheries. The illustration in box 6.2 will bring home this point.

<table>
<thead>
<tr>
<th>Missing the wood for the trees?</th>
<th>Box no. 6.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a case of rape, the child was found in a hotel room. She was profusely weeping and waiting. She was bleeding too. The SHO gets emotionally disturbed and is quite upset seeing the child in tears. He gets exasperated seeing that the victim's clothes were torn by the accused. He is so much involved in sympathy that he presents her with a new set of cloth and asks her to take bath and change. He even asks her to discard her soiled clothes. SHO promptly arrests the accused and also sends the victim for medical examination. The misplaced sympathy made him forget that her undergarments are to be preserved and her body swab is to be taken to look for foreign objects belonging to the accused. But the evidence is already lost. He should have fixed his priority that the victim's bath and change are sequel to medical exam and not vice versa.</td>
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- The plan of action should be victim-centric. It should take into consideration the psychology of the victim, the suffering, trauma, and harassment which she has undergone and the social stigma which can follow.

- Avoiding repeated interviews: It has been noticed that in important crimes like child rape, the supervisory officers also interview the victim, besides the Investigating Officer. At times several ranks are involved in supervision work and all these officers meet the victim one after another. Each one carries out detailed interview trying to fish out further facts and evidence. In this process the victim is made to relive the crime and, consequently, the trauma again and again. This exacerbates her agony. Best course would be for the senior supervisory officers to form a team and carry out their interview together,
ensuring that large numbers of officers and their volley of questions do not intimidate the victim.

Dissecting the law into elements is an essential ingredient of the plan of action. If the FIR speaks about rape, the I.O. should think of the essential ingredients of the offence of rape and then upon segregate each element as explained in box 6.3. Action plan has to be developed keeping in focus all these elements.

<table>
<thead>
<tr>
<th>Box no. 6.3</th>
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<tbody>
<tr>
<td>Dissecting law into elements: Offence of rape of girl below 16 years of age:</td>
</tr>
<tr>
<td>➤ Sexual act of a man with the victim.</td>
</tr>
<tr>
<td>➤ Vaginal penetration, however little, is adequate.</td>
</tr>
<tr>
<td>➤ Injuries on the body of victim and accused are relevant.</td>
</tr>
<tr>
<td>➤ Consent of victim is immaterial.</td>
</tr>
<tr>
<td>➤ The victim could be anybody, even related to the accused.</td>
</tr>
<tr>
<td>➤ The accused could be any age.</td>
</tr>
<tr>
<td>➤ If the act of rape is established, intention or knowledge of the accused has no much relevance.</td>
</tr>
</tbody>
</table>

Transposing the elements of law to the field situation will provide the investigating officer with minute details of the plan of action. For example, in a case of child rape, investigating officer should, in conformity with the elements of the crime borne out of the dissection, investigate to find out the age of the child, the injury on the body, the degree of sexual violence, the method of approach of the accused to the victim and his exit from the scene of crime as also the crucial and relevant issues. The reference to the doctor should specifically state the requirement of assessing child's age. The specific plan of action should include the statements of the eye witnesses, the statement of the victim, the statement of other witnesses, the material exhibits at the scene of crime, the body fluids and other materials of the accused which could be available on the body or the dress of the victim and similar exhibits at the scene of crime or the route of exit / entry to the crime scene.

The plan of action has to be in conformity with the legal requirements and also the scientific requirements of investigation. The I.O. should think ahead as to what are the ingredients and evidence required for proving the offence, if the
allegation is true in a court of law, and as to what would be the evidence required to prove the same.

- The I.O. should keep in mind that investigation does not mean confirming the allegations in the FIR, but on the other hand it is a dispassionate and objective search for truth. It should not compromise on integrity and, therefore, should work with an open and neutral mind that the allegations could be truthful, half truthful or false. The I.O. should therefore, not jump into any conclusion in the beginning. The perceived or alleged trauma and the agony of the victim should not be a ground for the police officer to jump into a conclusion and confirm the allegations levelled against the FIR named accused. The case study in box 6.4 will supplements this hypothesis.

Box no.6.4

**Police gets carried away by the pretensions and demeanor**

The teenaged girl came to police and alleged of being raped. She appeared to be in deep trouble and put up a facade of trauma and hurt, wearing torn dress. The waiting young woman had some injury on her wrist. SHO took all steps without delay and got her medically examined and arrested the accused. The doctor's opinion said that no semen was found on the victim, but there were injuries on her body and, therefore, opinion was reserved. The publicity in the media was so much that the SHO was rather forced by the circumstances to go along with public opinion and accordingly he filled a charge sheet. During trial the accused prayed for impartial investigation by an outside agency. Trial court refused. "Accused" went to the High Court, which directed CBI to investigate the case demote CBI, in their investigation held the case to be false and concocted. The victim child was a façade put up by vested interests similar to the accused, who was a senior bureaucrat. The false case levelled against him led to his suspension from service, his being sent to jail for 2 years and adverse publicity in media. The trauma and agony the man and his family underwent are colossal and indescribable. The High Court, based on CBI report, did discharge him from all charges and set him at liberty. What about the ignominy faced by him? Who can substitute the mental, social and economic loss to him? How can one mitigate the two year incarceration passed out to him? Moral of the story is clear. Investigators cannot rush to conclusions. Investigation has to be fair, neutral and objective.

8.4.4. Interviewing female victims.

One of the most important facets of investigation of crimes against women is the interview of the female victim, which is commonly addressed to as "examination of the victim". It is conversation with a purpose. Interviewing female victims is an art and a science. It is the art of eliciting maximum information by the interviewer from the
Interviewee and the science of using appropriate scientific methods and professional techniques for the same. Interviewing, therefore, is a science of observing, listening and communicating with the person being interviewed. Since the science of interviewing is multidisciplinary and is an integration of skills, knowledge, experience and above all, attitudes, a successful interviewer has to be prepared, oriented and trained in all these aspects. There is an inevitable interplay of the legal requirements as well as the basic principles of human psychology. The psychology of the victim and the police officer, in turn, will be borne out of their mental framework and the social learning which they have been exposed to. Therefore, a sensitive police officer needs to be well adapted to the principles of victim, sociology and social psychology. The following is the checklist of the important aspects to be kept in mind by the investigating officer while interviewing the female victims.

- The interview should be done preferably during day and not after darkness. The room should be well lighted and ventilated. A place without distraction would be ideal. It is better to keep away the telephone, the wireless and other gadgets so that they do not interrupt the conversation. Choice of the venue and time of interview are equally important. It would be appropriate if the interview can be held in private, where the victim is free to confide in the interviewer. However, the legal and practical requirements of having an accompanying person, preferably a female should be ensured. The place should be well ventilated and well-lit. A female witness should be interviewed at the place of her choice. She cannot be compelled to come to the police station.

- When the interviewee is a girl child, especially very young, a child friendly ambience would be the ideal place for interview. The room can be made child friendly with minimum decorations that would suit the occasion.

- The victim should be physically as ease during the interview. Therefore, attention should be given beforehand to prepare her by to providing her food, drinks and extending toilet facilities, and minimum comforts.

- The first and foremost issue which the investigating officer (IO) has to address is the trauma the victim has undergone which prevents her from recalling and revisiting the experience before the stranger in the policeman. The IO should understand her psychology that she may be willing to explain the incident to a family member or to a close friend. Therefore, the police officer has to establish
his credentials as a friend in need. As an alternative, the IO can utilise the services of a mediator who could be any person with whom the victim would be at ease. Trusted workers of NGOs can be of immense help in this situation.

- Child counsellors and psychological counsellors are tremendously useful to help the victim to come out of the trauma. Their services should be utilized.

- Legal representation has been made mandatory by the decision of the Supreme Court in *Delhi Domestic Working Women's Forum vs Union of India and others*, (Civil WP No.362/95), wherein the Apex court has laid down the broad parameters in assisting the victims of rape. Though these are guidelines with respect to rape cases, there can be no doubt that they are relevant with respect to the offences of sexual abuse as well. (Details in box no. 6.5).

<table>
<thead>
<tr>
<th><strong>Rape Victim Assistance: Supreme Court Directives</strong></th>
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<tbody>
<tr>
<td>+ Legal representation should be provided to the complainant of sexual abuse through an advocate who should be well acquainted with the criminal justice system. The role of the advocate would not only be to explain to the victim the nature of the proceedings to prepare her for the case and to assist her in the police station and in court, but also to provide her with guidance as to how she might obtain help of a different nature from other agencies, for example, supportive counselling or medical assistance. The same advocate should continue to represent the case in all fora so as to ensure continuity of assistance.</td>
</tr>
<tr>
<td>+ This judgement makes it mandatory that the legal assistance be provided at the police station itself.</td>
</tr>
<tr>
<td>+ It casts a mandatory duty on the police to inform the victim of her right for legal representation, even before any question was asked of her (victim). Moreover the police report (the case diary) should state that the victim was so informed.</td>
</tr>
<tr>
<td>+ A list of advocates willing to act in such crimes should be kept at the Police Station for the benefit of the victims who do not have a particular lawyer in mind or whose own lawyer was unavailable. Police Station officials are duty bound to make this list available to the victim even without the latter asking for the same.</td>
</tr>
<tr>
<td>+ The advocate to be selected by the victim shall be appointed by the Court to pursue her case.</td>
</tr>
</tbody>
</table>

The assistance of an advocate will not only enable the police officer to utilise this advocate as a link media and get the required information from the child victim, but also will provide the victim with security and immunity from any possible victimisation by investigating officers or anybody else. The victim gets access to basic legal knowledge which would be a safeguard from self-incrimination, undue publicity, and would facilitate maintenance of anonymity, access to justice, compensation etc.

Special techniques on interviewing the female victims

Women victim, especially the one who has suffered sexual violence, need to be assisted by the law enforcement officials to come out of the mental blockade caused by traumatisation.
The very fact of narrating, recounting and revisiting the incident does accentuate traumaticisation. Therefore, the following factors have to be kept in mind while interviewing such victims.

- **Establishing rapport:** Unless the interviewee is comfortable with the interviewer, no information will be forthcoming. This requires that the interviewee is put at ease. The interviewer should make conscious efforts to make her relaxed, to defuse her tension, trauma, stress and to bring down or play down passions and emotions. It is an extremely difficult task which can be accomplished only by an interviewer who understands and follows the principles and postulates of basic human psychology.

- **Developing trust:** The IO should help the victim to develop and reposit trust in the law enforcement officials.

- **Validation:** The harm to the victim needs to be endorsed, appreciated, accepted, legalized and confirmed. Victim should be made known that she is only a victim and is not responsible for the crime perpetuated on her.

- **Assurance:** Help the victim to understand and realize the trauma she has undergone; prepare her to accept the fact that she has to overcome the same herself. Reassure all help to build up trust in herself. Build up her confidence.

- **Recounting:** Help the victim to narrate the events in a systematic manner, so that she could recount the events with all the required details. These details will provide important clues to the investigator, who has to work on them and search for evidence.

- **Listen to the victim carefully, attentively, patiently and without interruption, distraction or warranty comments.**

- **Closely observe the victim and her body movements and during the interview.** "Unspoken words" will give lot of clue about getting full facts of the crime.

- **Analyze the victim's behaviour:** as it would provide adequate clues about (a) genuineness or otherwise of the different allegations in the FIR, (b) missing links in her statement, (c) contradictions, suppressions, falsification etc., if any. (d) Victim’s conduct during, before and after the incident. These clues need to be utilized for further interview/investigation.

- **Statement analysis:** Analysis of the victim’s statement is an essential step in scientific investigation. This could be done by the interviewer or any other
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most intelligible way and in the language which the interviewee understands, appreciates and responds. The interviewer should provide adequate and uninterrupted time to facilitate the interviewee to concentrate on the questions, assimilate the same and speak thereafter.

Cognitive Interviewing

This is an advanced methodology of interviewing victims and witnesses by providing them with an organized and structured approach that would facilitate them to retrieve and restore the details from their memory. The interviewer needs to be attentive and carefully follow up the victim's statement by identifying the gaps, lacunae and contradictions, and thereupon help the victim to restore the gaps and come out with the complete picture. Cogency and relevancy in the victim's statement can be brought out by focusing on the cognitive faculties. The interviewer has to stimulate the same in the most subtle way without the victim being harassed, intimidated or stressed. The person interviewed should never get a feeling that she is being victimized. This methodology prevents the interviewer from falling into the usual trap of anticipating all that the victim has to say even without listening to her. It wards off obtuseness on the part of the interviewer. In this methodology, the interviewer facilitates the victim to remember the events, revisit the incidents and recall the entire facts in the most cohesive and cogent fashion. The cohesiveness facilitates the victim to recollect herself and remember the missing links in her own version and, thereby, helps her to speak out the interviewer the entire story.

Cognitive interviewing techniques have been developed by Ronald P. Fisher and Edward Gilselman, Professors at the Florida International University and the University of California, L.A., respectively. According to them "the cognitive approach to interviewing witnesses increases the quantity of information obtained and at the same time does not jeopardize the witness' credibility in court, as hypnosis does". (Fisher and Gilselman, 1985, page 403). The methodology facilitates the victim to retrieve her memory by the following mechanism:

(i) Reinstating the context of the events.
(ii) Recalling the events in a different sequence.
(iii) Looking at the events from different perspectives.
The psychological principle that human memory would function better in context is well established. This principle has been put to use in the art of cognitive interviewing and is, therefore, distinct from the traditional method of interviewing witnesses and victims. It is known that in the traditional style, the interviewer usually conducts interviews with the following questions:

- State your name and address
- State your parents' names and details
- Tell me what happened
- Explain more about what happened.
- And do you have anything more to say?

In the cognitive interviewing technique, the interviewer makes a conscious effort to build up the appropriate context for the victim to speak. The context is an integration of the environment, the feelings, the experiences, the reactions and the background/setting. The interviewer assimilates the various bits of the incident and assembles a contextual matrix on which the victim can place the facts and develop the story with specific reference to context of the crime. The information stored in the back of the victim's mind is retrieved by facilitating her to recall the same using the references being provided by the interviewer. This calls for utmost concentration by the interviewer on the interviewee and vice versa. Therefore, the faculties of listening, observing and understanding of the interviewee have to be refined, and fine-tuned. This would facilitate him to elicit the best response from the victim.

The second aspect in the art of Cognitive Interviewing, developed by Fisher and Ginochman, is changing the sequence. When the victim speaks in one direction, it is but natural that she may remember a few and forget many events. The interviewer may not stand to gain by dragging her to the beaten path again and again, as this will no way facilitate her to recall the missing links. Moreover, while recalling from memory, the victim tends to edit her statement and focus only on those events which she thinks are important from her perspective. There will be plethora of events which lie in between but are not spoken to by the victim, as they get edited. By changing the sequence of the incident, the victim is facilitated to look at each event independently. The interviewer facilitates the victim to retrace the events in a reverse direction, starting with the last event, and, therefore retrace each major event with its accompanying additional or subsidiary events and finally arriving at the beginning of the story. This would facilitate a natural flow of events and, at the same
most intelligible way and in the language which the interviewee understands, appreciates and responds. The interviewer should provide adequate and uninterrupted time to facilitate the interviewee to concentrate on the questions, assimilate the same and speak thereafter.

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(i) Reinstating the context of the events.
(ii) Recalling the events in a different sequence
(iii) Looking at the events from different perspectives
the interview and by refraining from interrupting witnesses" (Edward Chessman et al., 1987, p.292). Cognitive interview technique "not only enhances witness recall but also addresses another common problem among interviewers - their inability to sustain the interview. The cognitive interview technique allows interviewers to continue discussing event without sounding redundant". Margo Bennett 1991, p.12.

Neurolinguistic Programming.
Interviewing victims and witnesses, no doubt, is an applied science which essentially involves, besides other faculties, principles of psychology, biology, sociology and Bio-Sociology. Therefore, the process and content of interviewing have to take into consideration the spoken and unspoken aspects. Wordsworth once said that words have been given to man to conceal his emotions. The concealed part projects itself in the various verbal and non-verbal changes in the interviewee, which can be studied by careful and intelligent observation and analysis. This calls for orienting the programmes in such a way that the interviewer calibrates his observations to detect the "inner states" of the interviewee, and thereby makes effort to understand the latter better. NLP helps in studying the thinking process and the experience of others. It would be ideal to associate a specialist in child psychology to formulate the NLP Model appropriate to the situation. Though many models of NLP are available, for the purpose of interviewing the victim, a limited approach could be adopted. The interviewer practising the neurolinguistic methodology will have to undertake and exercise in kinesthetics by closely observing the eye movements, body movements, expressions, gestures, responses, feelings and emotions of the victim while interviewing her. The interviewer looks for not only the patterns, but also the deviations with respect to all the above mentioned factors. The deviations are more important as they would betray the hidden agenda the controlled, feelings and suppressed facts. Suppression can be due to two reasons. It may be consciously suppressed as the victim finds difficulties or embarrassment in narrating the scene. Secondly, suppression could be due to ignorance of the victims who would consider certain facts to be irrelevant, insignificant, unimportant or trivial. Neurolinguistic programming, if practiced while interview is in progress, can be an effective tool to help the investigator to locate the missing links, and dig out the hidden facts. This will provide impetus and input for interviewing the victim further.
Knowledge of Child Psychology

A fundamental understanding of child development and child psychology is an essential requirement for interviewing a child victim of sexual abuse. "Adults may remember what it was like to be a child, but childhood memories are not enough to understand child behaviour. It takes a well trained mind to think like a child - Interviewers need to learn as much as possible about how children think and develop" (Golla, p.19) Therefore, it would be appropriate if the investigators develop knowledge about the following aspects before they proceed with the interview:

- The mental growth of the child, i.e. whether the child is able to comprehend the question.
- The cognitive faculty of the child, i.e. what the child means when it speaks something.
- The intelligence level of the child, i.e. what the child understands when it says something.
- The perception of the child about various things and events.
- The physical growth and maturity of the child.
- The mental growth and maturity of the child.
- The emotional growth of the child.
- The emotional situation of the child (scared/worried/traumatized etc.).
- The sociological background of the child. This factor is specially relevant in the Indian context. A child in a Metropolitan City will understand certain things which a child in a village will not and vice versa. Therefore, interviewer needs to have a full understanding of the social system, where the child hails from.

The recording of the statement of a child victim has to be done in its natural sequence. The victim who is being provided with several inputs under the method of cognitive interviewing, may recall several events in different perspective. Even the sequence would be changed. Therefore, the interviewer has to orient himself properly and record the statement with coherence and continuity, without missing on the events, items and contents. It would be most appropriate to record the statement in the same language in which the victim/witness speaks. Translation can be attempted later, if required. Simultaneous recording of the statement in a different language is likely to cause distortion of not only the content but also the emotions conveyed through the statement. Higher Courts of the country
have even deplored the tendency among certain courts and police agencies to record statements in a language different from the one in which it is spoken to by the child victim.

In order to facilitate the child victim to come out of the trauma and speak about the facts, the investigator needs to provide an atmosphere in the form of appropriate mechanisms and ambiance. The case study No-7 in chapter-5 gives an insight into the ingenious methods which are possible.

The P.E.A.C.E. Model of Interviewing and Investigation

This model, brought out by the NFRC, the British Council and the British High Commission, ["Professional Policing", 2002] presents a professional method of interviewing by creating a climate in which those being interviewed will wish to talk freely. The structure of interview has the following aspects:

- **P** - Preparation and Planning
- **E** - Engage and Explain
- **A** - Account, Clarification and Challenge
- **C** - Closeup
- **E** - Evaluation

The interview is always preceded by preparation and planning and followed by an evaluation. The conversational techniques include:-

- Adopting an approachable style.
- Personalizing the interaction.
- Active listening; this includes four stages, viz., concentrate, comprehend, sustain and summarise.
- Taking turns to speak.
- Giving time to the interviewee to formulate and give reply.
- Allowing natural flow of topics of interview.
- Asking open questions.
- Coherent questioning.
- Monitoring and evaluating progress.

The conversational techniques ([Professional Policing, p.139]) help to initiate conversations and facilitate an ongoing dialogue with interviewees. These techniques include:
Adopting an approachable manner and personalizing our interactions help establish a professional working relationship.

Active listening to prevent the loss of important data, identify topics of conversation and demonstrate an interest in the interviewee’s account.

Taking turns to talk and expecting a contribution from the interviewee to assist in obtaining an accurate account from them.

Using questions appropriately to encourage interviewees to provide a full account.

Taking notes to keep track of the information being provided and highlight areas needing clarification and challenge.

All of these are invaluable during all phases of the interview. Closure is not just the end of the process; it involves taking stock of what has been done, summarizing the work done, being ready for new inputs and, above all, leaving the interviewee that they have been treated with respect. The evaluation process is meant to examine whether the aims and objectives of the interview have been achieved, review the investigation in the light of the inputs during interview and developing interviewing skills by evaluating the performance. The PEACE Model envisages a comprehensive approach and integrated functioning of all the various components of the model for the best results from the point of view of the interviewer as well as the interviewee.

Conclusion: The Cognitive interviewing technique and the PEACE Model present two advanced techniques in interviewing. Whereas the former lays more emphasis on the content, the latter stresses on the process. In cognitive interviewing, the interviewer helps the interviewee to retrace the events in its entirety whereas in the PEACE Model, the interviewee is engaged in explanation. The PEACE Model is ideal for a situation where the victim/witness understands the role and relevance of the facts in issue whereas the other model would be relevant to the rural Indian context where there is complete ignorance and lack of awareness in almost all spheres of activity. Moreover cognitive interviewing technique has a definite component of psychosocial inputs, especially emanating from neurolinguistic programming. There is a distinct focus on micro issues and their linkage and relation with macro issues. This linkage is an essential requirement to make the interview meaningful and effective.

* * * * *

187