

**EFFECT OF PROACTIVE POLICING APPROACH ON  
ATTITUDE OF ADOLESCENT STUDENTS IN  
METROPOLITAN CITIES**

**AN INTERIM REPORT**

**GOLDEN JUBILEE RESEARCH FELLOWSHIP, 1998**

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## *Preface*

*The researcher enrolled himself for a part-time Ph.D. programme with the Department of Humanities and Social Sciences of the Indian Institute of Technology, Delhi on 27/12/97. The theme chosen for research is 'Proactive Policing Approach and Adolescent Students.' The programme was taken up, right earnestly, under the supervision of Dr. (Mrs.) Amulya Khurana, Associate Professor and an expert in Student Psychology, IIT, Delhi. While the stipulated course work was being completed, 'Golden Jubilee Research Fellowship' was awarded by the SVP National Police Academy to the researcher in Sep./Oct.'97. The researcher could finally join the Academy on 12th Jan'98, after availing study leave for one year. The researcher located himself in the Academy campus and profitably utilised the time in literature review, preparation of research tools, interaction with IPS probationers and participants of in-service courses and experts from both within and outside the Academy. The Fellowship also made possible to the researcher an extensive touring of 9 mega/metropolitan cities, exchange of views with police functionaries in those cities and gathering data from a wider section of the student population. The data collection process is partially complete and collation of the data on computer in the format of SPSS is continuing. Efforts are being made to get interactive sessions completed in the remaining schools, especially from Patna and Mumbai. The major tasks of analysis and correlation of the data, deciphering the trends and summing up of the findings, and submission of the thesis are expected to be completed by Dec.'99 i.e., by the time the required 3-year period for submission of thesis in the IIT, Delhi is fulfilled.*

*The enclosed report is a compilation of basic work done so far. It is indeed an **INTERIM REPORT** to say what all the researcher could do during the one year period of Fellowship.*

*The current research work on the theme of 'Proactive Policing Approach and the Adolescent Students' is hoped to find ways and means to improve the police image and promote police-public relations. The draft Module for interactive sessions between the police officials and the adolescent students which has been tried out in a total of 46 schools in 6 megapolitan and 3 metropolitan cities is expected to be of important consequences in ultimately forming*

part of the curriculum for adolescent students of Modern India. The move shall not be unprecedented or unusual because such interactions have been in vogue in developed countries.

The researcher is more than convinced that the SVP National Police Academy offers the best possible environment for undertaking any meaningful research in police subjects. The Academy has a rich Library, a wide range of experts, umpteen facilities, invigorating and harmonious atmosphere and ever-continuing flow of talent and knowledge from the participants of the Basic and other in-service courses. Additionally, the Hyderabad city is found housing a galaxy of veteran scholars who all are found extremely forth-coming with their valuable views and guidance. Where else could we get all this together? Further, the researcher enjoyed a special status of being a 'Research Fellow of the National Police Academy,' amongst the police forces all over the country, which position is yet another advantage in an otherwise difficult task of data collection. It is the ardent wish of the researcher that the scheme of Golden Jubilee Fellowships will continue and more police officers would come forward to avail them. Perhaps, it is more a mental block for setting to live in the Academy, away from the place of posting and sometimes members of family. Once the block is set aside, it is an advantage after advantage to be a Research Fellow of the National Police Academy.

### **Acknowledgments**

The researcher is thankful to the SVP National Police Academy, its former Director Shri T.N. Mishra, present Director Shri P.V. Rajgopal, Joint Director Shri P.S.V. Prasad, Deputy Director Shri Subhash Joshi, Reader(TM) Dr. A.K. Saxena, Asstt. Librarian Shri Prakash Walke, each and every member of the Faculty and the staff of the Academy, who all made the task possible and ultimately fructify. The researcher owes a debt of gratitude to Prof. E.Parameswaran, a veteran and renowned Psychologist, Prof. K. Ravichandra of Administrative Staff College, Hyderabad, Prof.Laxmi Narain, Professor Emeritus, Business Management, Osmania University, Prof.(Mrs.) Sudha Rao of NIEPA, Delhi, Dr. S. Subramanian, Retd.DGP, and a numerous other experts who readily came forward to help/assist him at different stages. The numerous Police chiefs, Nodal officers and Facilitators without whose help the programme could not be accomplished are also fondly recalled. Mr.S.Umapathi, DCP(SB), Hyderabad not only remained our local guardian but also got the questionnaire translated and printed in Urdu.

Dr.(Mrs.) Amulya Khurana, the supervisor of the Researcher, showed remarkable degree of understanding and took care of the interests and progress of the researcher, despite the distance and infrequent meetings, for which act of kindness the researcher should remain ever grateful to her. Mrs.Sailaja, the Research assistant, Mrs. Savitri, the DTP operator, Mrs. Krishna Priya, the other Research Assistant, Sri Ram Murthy and Shri Sainath, both computer programming experts, Shri Murali, the official I/c. printing section, and Inspr. Rawataram I/c. M.T. gave technical support. Of course, my wife Chaya not only cheerfully managed with the year-long 'Hostel-life' but also encouraged me, time and again, in this hard pursuit of researching at this 50+ age. Last but not the least are my deep appreciations and thanks to Shri Shankha Brata Bagchi, Shri K.V. Sharat Chandra, Shri Modak Abhin Dinesh, Shri K. Jayaraman - all are officer trainees of IPS 50 RR - who readily came forward and translated the main questionnaire for the study, respectively, into Bengali, Kannada, Marathi and Tamil languages

The researcher should also be gratefully acknowledging in his doctoral thesis tremendous help he received from the SVP National Police Academy and submit a completed version of his work as soon as it is completed.

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# **EFFECT OF PROACTIVE POLICING APPROACH ON ATTITUDE OF ADOLESCENT STUDENTS IN METROPOLITAN CITIES**

## **An Interim Report**

### **1. INTRODUCTION :**

1.1 Police is a long-continuing institution. It is generally accepted that the Society cannot exist without police and that the police is to continue as long as mankind survives. At the same time, police seem to have become a grossly mistaken force and thereby, its efficacy is declining day-by-day. Shri Jagmohan, a seasoned administrator and Union Minister, who served as the Governor of Jammu & Kashmir, mentioned, in one of the seminars, that 'the police are not as bad as they are considered to be.' Such observations do make one to realise that there is some communication gap between the police and the public and a lack of proper public relations network to put out the police in a right perspective. In fact, such a failure is leading police into a vicious circle and causing further degradation in their thoughts and deeds. After all, when a person is repeatedly condemned as ineffective, dishonest and crude, however might he/she be good in reality, is known to start living upto the perceived image of him/her. Repeated condemnations have not done good to any subject, more so in case of police.

1.2 One of the important steps to be taken for a better police-public understanding is ensuring a meaningful interaction between the two segments during normal times rather than struggling at the times of conflict. Generally, police are known to be reactive interacting with the public only when the latter are tense, protesting and/or in distress. In such situations, public are not in a mood to see either the problems or the limitations of the police. In fact, the aggrieved public are keen about their own relief and in the process, tend to mistake the over-burdened and beleaguered policemen and all their actions would seem to the effected public as 'offensive and destructive.'



1.3 In the present scenario of India, regard for the Law of the Land and Law-enforcing agencies, especially the police, is fast diminishing. Worse is the case of the new generation who seems to be considering the Law of the Land has precious little to do with them and that they are to devise their own means and methods to achieve their avowed objectives. Such a situation is most unfortunate and needs to be quickly remedied, in a fast-developing nation like India.

India is not only the most populated democracy but also has a fast-multiplying youth population. It is a well-known fact that India's population more than tripled during the last 50 years, resulting in as many as 200 million adolescents (in the age group of 11 to 20 years) by 1997. These are the adolescents who are the agenda-setters for the future of the nation. But, it is an accepted fact that no country can achieve growth without self-discipline and regard for Law in its population. As such, it is a felt need that appropriate attitudes are developed in adolescent students towards the policing and related systems. The young adults should be got prepared to respond positively to the societal issues and situations demanding their intervention.

1.4 The researcher, having been not only an active police officer with more than 27 years of service but also the Founder-Chairman of a Charitable Trust i.e. Urvi Vikram Charitable Trust which has been working for the welfare of the adolescents, has gained a good insight into the relevance of school education with reference to the national development (Hiremath, 1996). He has been adopting, in his own way, proactive policing techniques and found positive results in shaping the future of adolescents. Moreover, the researcher has widely travelled and seen for himself proactive policing practices in various foreign countries. The researcher, as such, endeavours to evaluate, by adopting the process of research methodology, the applicability of such proactive techniques on Indian adolescent students and thereafter would like to seek to get these efforts institutionalised as part and parcel of the Indian policing system.

## **2.0. A BRIEF REVIEW OF LITERATURE :**

2.1 'The traditional management model of policing underwent considerable changes in the 20th century with inputs from the Scientific, Behavioural and Systems approach. Proactive policing approach is a synthesis of the various approaches with emphasis on forward planning and consultative management techniques (Thibault, 1995). The concepts of policing in ancient India were well-defined and people-oriented (Mishra, 1987) whereas current Indian Police administration is beset with a series of problems (Bayley, 1969 : Chaturvedi & Rao; 1982, Mathur, 1997 and James, 1997). Indian police system remained mostly unchanged despite changing social scenario (Mishra and Mohanty, 1992 and James, 1997).

2.2 Research studies on police concepts are few in India ; those present have dealt with mostly on the criminal manifestations and juvenile delinquency (Phulia, 1992). However, the scenario has been different in the USA, the U.K. and some other countries where publications came out on Research Methods with reference to Criminal Justice System (Hagan, 1989, Taylor, 1994 and Champion , 1997). Of late, an interesting research study was done on application of psychological principles in maintenance of Law and Order (Maria Kumar, 1997) which spoke of the advantages therein vis-a-vis traditional policing. Adolescents remain an important topic of study, mostly in a bid to understand them and evolve strategies to help/assist them (Cogner and Peterson, 1984 ; Rice, 1987; Gupta, 1990; Nair, 1989; White & Alter, 1994 and Shukla, 1979).

2.3 It has been opined that the Indian Police need to adopt a constructive approach to help young people, visit schools and talk to the students on civic and character building, induct students into Road Safety Patrols and take such other steps in a bid to correct the deviant behaviour of young people and thereby, obviate the greater problem of adult crime (Arul, 1997).

### **3.0. ELABORATION OF KEY TERMS:**

#### **3.1 Proactive Policing Approach:**

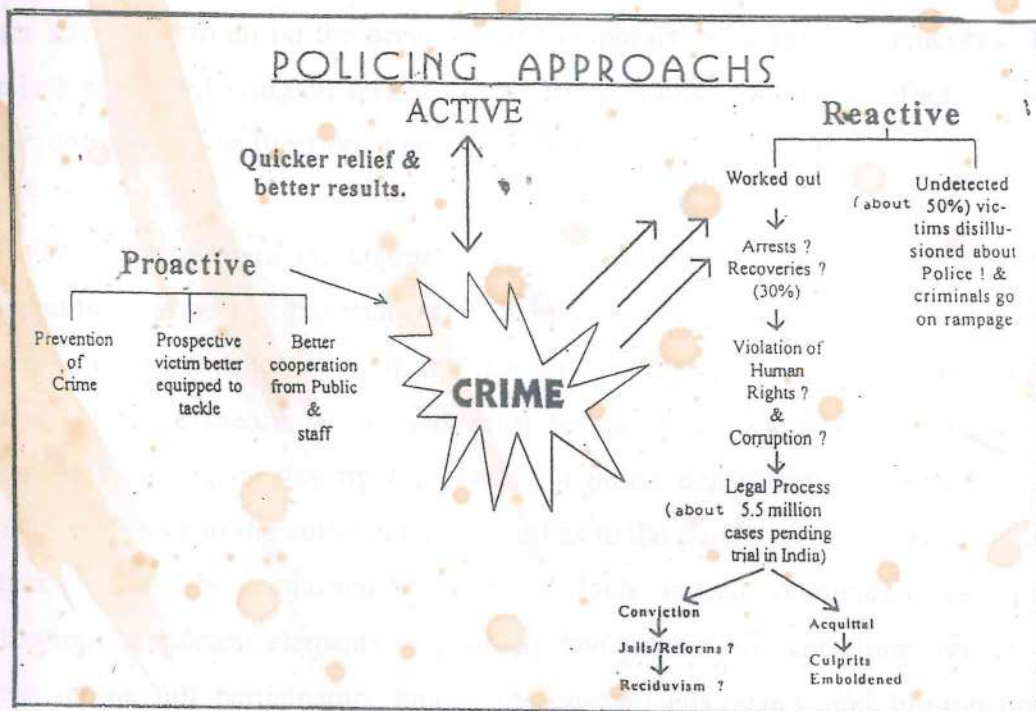
3.1.1. According to 'The New Shorter Oxford English Dictionary' (1993) makes a mention of the word 'proactive' means "creating or controlling a situation by taking the initiative or anticipating events: ready to take initiative, tending to make things happen."

3.1.2. In response to a letter written by the researcher, Prof. Edward A. Thibault of New York State University at Oswego, who authored an authoritative work on 'Proactive Police Management', in association with Lawrence M. Lynch, a retired Police Chief and R. Bruce McBride, Director for Public Safety of New York State University, states that 'proactive' means to 'plan ahead'. He adds 'A reactive police force waits crime to happen and after a citizen is victimised, receives a call from the victimised citizen and then considers it a success to be solving those crimes and apprehending criminals. A proactive police force considers its major criteria of success to be the prevention of crime when citizens are not victimised by criminals. Proactive community policing is when police managements create a dialogue with community leaders and plan ahead with them to prevent and lessen crime in the community.'

3.1.3 In developed countries, policing underwent a series of changes by imbibing new management techniques that evolved from time to time. In these countries, policing was treated on par with any other management system and thus, a wide variety of concepts were used, to make policing more effective and people friendly. In contrast, the Indian Police are long and large directive by archaic laws and piecemeal reforms. It continued to be reactive in its approach and some times active, but rarely proactive. In the reactive approach, action is taken mainly to deal with a particular situation and thereafter move to

face yet another challenge. In other words, it has been a 'fire fighting' approach wherein the priorities are fixed as per urgency and gravity of situation, only to strive bringing in 'normalcy,' without much of follow up action. It is possible that some police managers opt for an 'active' approach, wherein results are accomplished quicker, but still the vicious circle of a 'negative' role of police cannot be averted.

3.1.4 The following diagram is hoped to reflect the concepts of proactive vis-a-vis active and reactive policing approaches, in a simplified manner:



3.1.5. The proactive approach impinges on the 'crime' front, whereas 'crime' compels to pursue to a reactive and/or active policing approaches. In the proactive approach, it is not only planning and preparing to face a situation or avert an adversity but also equipping the prospective victims to face the situation and save from the possible danger. In the proactive approach, priorities for the working of the police are decided by the society or the target group, rather than police managers imposing their views and decisions on the Society.

3.1.6. Community Policing vis-a-vis Proactive Policing: The proactive policing approach is inclusive of community policing approach, particularly in respect of the involvement and participation of the community in the policing effort. Additionally, proactive policing approach adopts modern bureaucracy with a wide range of control and techniques, establishment of a full service department with multi-speciality teams under heads of (i) social control (law enforcement), (ii) social support (arbitrary, mediation and service) and (iii) interstitial (traffic, patrolling, administration and miscellaneous activities), and optimum use of modern technology. Proactive policing also visualises the possibility of increased union activities in the police departments due to a greater stress and strain on the personnel and emphasis on democratic practices. Thus, there is a need for having an inbuilt machinery to resolve all such conflict zones and ensure continuity in the function of police which is an emergency service.

3.1.7. The proactive policing approach presupposes three main considerations namely (a) Sound management is management based upon a combination of theory and practice. It is realised that practice without analysis will cause repetition of the mistakes of History and hence theoretical analysis must be directed towards implementation for dealing with the day-to-day rigors operating a police department; (b) Rejection of a complete adherence to the authoritarian as well as to the purely participatory style of the management. In the authoritarian model, which indeed dominate most police organisations, important elements of planning and interactions are eliminated or lost, whereas in the full participatory model, response to emergency and life-threatening situations will be hampered if too many people are involved; one person often has to be incharge while the subordinates must respond to the leaders; and (c) Rely to a great extent on the consultative style of management: It leaves room for change and keep the 'doors open' throughout for all elements of the police organisation. It can be an efficient and dynamic style of management wherein the consultation includes discussions with both the community and the other members of the policing set-up.

3.1.8. Proactive policing approach vis-a-vis traditional Preventive Action: At the outset, it may seem that the proactive policing approach, with a basic premise of prevention of crime, may not be any way different from what Indian Policing has been taking as 'preventive action.' Such a comparison is grossly unjustified because the traditional preventive action by Indian Police, under provisions of the Local and Special Laws like Arms Act, City Police Acts and the like, and under preventive sections of Criminal Procedure Code, 1973 (Cr.P.C.) namely 107, 108, 109, 110, 150 and 151 adds to the 'negative' role of the police and in reality results in a statistical exercise. Some criminologists opine that the traditional preventive action of the Indian police promotes more criminality in the society and acts as a source for corruption in the police. On the contrary, the proactive policing approach is a positive effort obtained through a better understanding and awareness amongst the public and also the police functionaries.

3.1.9 Applicability of Proactive Policing Approach to Indian Conditions : One may wonder how a western concept like Proactive Policing can fit in Indian police working which suffers a large number of inadequacies and irrational formulations. But in reality, proactive policing approach would be a mere revival of policing patterns that prevailed in India prior to British regime. Ancient texts and Indian historical accounts speak of a King's initiative to prevent possible incidence of crime and a better intelligence network through the King himself trying to find out the underground elements by going around in disguise. Concepts of security and state-crafts were taught to the knowledge seekers and thus the citizenry was equipped with facing any possible adversity or incidence of crime. Even otherwise, Indian police do plan far ahead for major law and order arrangements and prepare themselves to handle all eventualities. Thus, it may be a matter of mind-set to adopt a proactive policing approach rather than remaining content with on-going reactive approach.

## 3.2 Adolescent Students :

3.2.1. Adolescent students are those students who are passing through a stage of human development, Adolescence, that is characterised by 'Identity vs Identity confusion (Erikson, 1950). According to The New Shorter Oxford English Dictionary (1993), Adolescence means 'the period of growing up, the process or condition of growing from childhood to manhood or womanhood'.

3.2.2. The 'era of adolescence' came into being by 1900 AD when Prof.G. Stanley Hall, the first Ph.d. in Psychology in the USA, came out in 1904 with his epochal work on 'Adolescence'. He considered adolescents are those who are still developing and required special nurturance. He espoused 'Theory of recapitulation', an extension of Darwinian concept of 'Evolution', to say that the individual organism during its development passes through stages comparable to those that occurred during the history of mankind. Prof. Hall advocated that adolescents, properly encouraged, constituted the primary source of recruitment for a new elite that would create a collective society in which mankind could be directed towards evolutionary perfectionism (Cogner and Petersen, 1984).

3.2.3. According to Dr.Sigmund Freud, adolescence is a stage of development in which, largely as a result of the psychological changes accompanying puberty, the sexual impulses break through to produce the subordination of all sexual component instincts under the primacy of the genital zone. Cogner and Peterson (1984) summed up that 'adolescence' is a period of rapid change - physical, physiological, psychological and social. Hathaway and Monacheri (1963) considered adolescence as a 'period of extreme storm and stress'. Ackerman (1958) maintained that the fluidity of adolescent's self image, his changing aims and aspirations, his sex drives, his unstable powers of repression, his struggle to readapt his childhood standards of right and wrong to the needs of maturity brings into sharp focus every conflict, past and present, that he failed to solve. The protective coloring of the personality is stripped off, and the deeper emotional currents are laid bare. Bhat and Advani (1970) categorised adolescence as the transition period between childhood

and adulthood, extending generally from 11th or 12th or 13th year to 19th or 20th year of age.

3.2.4 Adolescence has been defined by the World Health Organisation as the period of life spanning the ages between 10 and 19 years, and youth as between 15 and 24 years. Adolescence is also a time when young persons look beyond their relationships with their parents and families and begin to form more intense relationships with their peers and adults in their communities. This exposes them to new influences and new experiences and pressures to experiment with new behaviours. Adolescent behaviour during these years could range from exploring sexual relationships to alcohol, tobacco and other substance abuse. Young people may be tempted to emulate their role model characters on television often with disastrous consequences. Peer pressure may also lead them to drive dangerously, practice unprotected sex, drop out of school or suffer from eating disorders. Inadequate access to community and social services infrastructure or lack of employment opportunities may also affect their health and development, with acute depression sometimes affecting their mental health (World Health Organisation, 1997).

3.2.5. In contemporary terms the period of adolescence is approximately in the age range of 11 to 22 years. Traditionally, adolescence was seen as ranging from 13 to 18 years - primarily indicative only of physiological growth and pubertal changes that occur during this period. The contemporary approach towards defining adolescence not only incorporates the physical growth as part of its definition but also the social and physical pressures on young people that this age brings with it because changing social structures are also considered. During this period the socio-cultural milieu plays an important role in making the teenager subscribed to different values, other than the ones subscribed to by the culture. In fact, this is the time when the adolescent starts questioning the established norms and perceives him/herself somewhat differently from the adults around. Adolescents become increasingly more capable of abstract thinking. They not only introspect but also compare the existing values, norms, attitudes and do not hesitate to challenge the authority and conventionality associated with the existing norms. They start



experimenting with newer ideas and subscribing to them and in so doing they experience pleasure, excitement as well as pain. The adolescent may ask philosophical questions such as "Who am I?" "Why am I here?" "What can I believe in?" and so on. The adolescent seems to be groping for a meaning in life as a whole new world unfolds before him. Adolescence, like other stages of development, is transient, characterised by typical trials in tribulations. Many of the problems tend from the sudden physical and psychological changes that occur in an individual, and the need for the person to gear up to cope effectively with them. This is the time when the adolescent becomes increasingly sensitive to the rich and varied stimuli around him (Veera Raghavan and Singh, 1998).

### **3.3. Metropolitan Cities:**

3.3.1 Metropolitan cities are the Urban Areas which have a population exceeding one million (10 lakhs). As per Sec.8(1) of the Cr.P.C. the State governments have the power to declare, by notification, any area in the state comprising a city or a town whose population exceeds one million as a Metropolitan area. The definition of Urban Areas though remained fairly constant for several decades, It was specified for uniform application only since 1961. Revised during 1961 census, the Urban Areas is defined as follows:

- i) All places with a Municipality Corporation, Contonment Board or Notified town area committee, etc.
- ii) All other places satisfying the following :
  - a) a minimum populatin of 5000;
  - b) atleast 75 per cent of male working population engaged in non-agricultural pursuits and;
  - c) a density of population of atleast 400 per square kilometre.

3.3.2 The 1991 census indicated that as many as 23 cities in the country have a population of more than 1 million or more and thus could be called as Metropolitan Cities. Based on the prescribed standards (population size, male working population engaged in non-agricultural pursuits and density of population), these cities have been categorised as 'A-class' and 'B-class' cities, as per the following table:

A-CLASS			B-CLASS		
Sl. No	CITY	Estimated Mid-year (1995) population (in lakhs)	Sl. No	CITY	Estimated Mid-year (1995) population (in lakhs)
(1)	(2)	(3)	(4)	(5)	(6)
1	Ahmedabad	37.1	1	Bhopal	13.3
2	Bangalore	48.0	2	Coimbatore	11.9
3	Mumbai	151.4	3	Indore	12.6
4	Calcutta	119.2	4	Jaipur	18.1
5	Delhi	99.5	5	Kochi	14.2
6	Hyderabad	54.8	6	Ludhiana	13.2
7	Kanpur	22.3	7	Madurai	11.7
8	Lucknow	20.8	8	Patna	11.9
9	Chennai	60.0	9	Pune	29.6
10	Nagpur	18.5	10	Surat	18.9
			11	Vadodara	13.5
			12	Varanasi	11.5
			13	Visakhapatnam	13.5
	Total	631.6		Total	193.0
Grand Total: Metropolitan Cities : 23      Population : 825.5 lakhs					

3.3.3 The metropolitan cities are generally recognised as breeding grounds for the criminals and prone for higher incidence level of crimes compared to rural areas. Criminals brought up in such an environment are known to indulge in crimes as a way of life. The unchecked and unplanned growth of cities as well as large floating population are major contributing factors for urban crimes. Of the estimated total urban population (2,354.1 lakhs) nearly one-third (825.5 lakhs) constituting 35.06% live in 23 metropolitan cities. The proportion of metropolitan population to the National population is 9.01%. Out of the 23 metropolitan cities, 6 cities namely Delhi (17.2%), Mumbai (16.3%), Bangalore (11.7%), Ahmedabad (6.2%), Jaipur (5.1%) and Calcutta (4.7%) register a total of 61.2% of crime whereas the remaining 17 metropolitan cities register in toto only 38.8% of crime. (crime in India, 1995)

#### 4. RESEARCH DESIGN :

4.1 **Objective of the Study** : The purpose of the present study is to find out the effect of proactive policing approach on the attitude of adolescent students. In order to achieve this, following research statements have been kept in view :

- (a) To ascertain the attitude of adolescent students towards the Law of the land and its main enforcing agency viz. the police force;
- (b) To construct a scale for measuring the attitude of adolescent students, towards the Law of the land and the police force;
- (c) To evolve a module comprising of lectures, group discussions and games/exercises for interaction between the police and the adolescent students by adopting the concepts of proactive policing approach;
- (d) To test the reliability and validity of the module for measuring proactive policing approach ;
- (e) To compare the attitude of adolescent students belonging to English medium elite schools, English medium schools with emphasis on Indian culture and heritage, government-run regional medium schools located in normal localities, government-run regional medium schools located in crime-prone and Central Schools;
- (f) To compare the attitude of students before and after the introduction of proactive policing approach;
- (g) To find out the difference in attitude, if any, between the students of control and experimental groups; and
- (h) To ensure the effect of background factors of students on their attitude towards Law of the land and the police.

4.2. **Hypotheses** : Based on the review of literature and the 'pilot project' conducted by the researcher, the following research hypotheses have been developed :

- (a) There will be a significant effect of proactive policing approach on the attitude of adolescent students;
- (b) There will be a significant difference in the attitude of adolescent students of experimental group with those of control group; and
- (c) Attitude of students belonging to various regions and from different socio-economic backgrounds of the country shall differ from each other.

#### 4.3 **Method of Study** :

4.3.1 Population : Adolescent students in the age group of 14 to 19 years in various schools of the metropolitan cities.

4.3.2 Sampling Procedure : The sample will be selected on the basis of a multi-stage 'stratified random sampling method' (Dwivedi, 1997; Gillford, 1965; Nachmias, 1997 and Hagan, 1989). In the first stage, the top 6 of A-class Megapolitan Cities viz. Delhi, Calcutta, Chennai, Bangalore, Mumbai and Hyderabad and three of the B-class Metropolitan Cities viz. Visakhapatnam, Patna and Indore have been will be selected.

4.3.3 In the second stage, one school each, from the following 5 categories of schools, preferably co-educationa, in each of the 9 cities shall e selected at random :

- (i) Elite schools having English medium of instuction;
- (ii) English medium schools where there is also emphasis on Indian culture and heritage;
- (iii) Government/municipality run schools having local medium of instruction, located in a normal residential areas;
- (iv) Governemnt/municipality run schools, having ocal medium of instruction, but located in crime-prone areas of the city; and
- (v) Kendriya Vidyalayas (Central Schools)

In Delhi, one additional school from rururban belt has also been taken up for the study.

4.3.4 In the third stage, two sections each of 9th and 11th class/First year Intermediate Classes have been included in the study so that one section will be treated as experimental group, while those in the other section serve as control group.

4.3.5 Variables :

(a) Independent Variables : (a) Module for interaction between police and adolescent students (b) Age (c) Sex (d) Type of School (e) City and other

(b) Dependent Variables : (a) Awareness about Police and related systems. (b) Attitude towards Police (c) Resistance to peer group pressure (d) Civic sense (e) Social responsibility and others.

4.3.6 Instruments used :

(a) A module comprising of talks, group discussions, games/exercise, etc has been evolved, in consultation with a number of experts drawn from various sections viz. serving or retired police officers, educationists, psychologists, legal luminaries and social workers. While doing so, the methodology adopted by developed countries, particularly Japan, the USA and Canada, has also been kept in-view. An attempt has also been made to get some feedback from adolescent students themselves as to what they would like to know about the Law of land and police and what other inputs they would like to have to face the ever increasing challenges of the changing times.

(b) A questionnaire/schedule ; covering the important aspects of policing (behaviour,, integrity, constraints, welfare and public cooperation) and personality attributes. (preferences for social evils, general anxieties which have bearing on susptibility to crime, civic sense, etc.)

#### 4.3.7. Experimental Method :

(a) The questionnaires are to be got filled, in the initial round, by the researcher himself alongwith a representative of the school, from a sample measuring 10 to 20 students (including girl students) drawn from both the sections experimental group and control group of class IX and also ClassXI/Inter first year, without allowing them to know about police identity of the researcher, the impending plan to have detailed interaction with one of those sections and that there would be re-assessment. In other words, care is to be taken to obtain free and frank opinions/impressions of the targeted group by assuring them secrecy and annonymity. The contents of the module is to be conveyed to the experimental group through a specially briefed and selected police official, chosen from the same city. Expected time to be taken for completion of the module is 2 to 3 months so that the main course of the students' academic pursuits are not disturbed. One or two sessions a week are to be utilised as part of the time-table of the adolescents for giving these inputs.

(b) Schematic presentation of the pre-test and post-test control group design is as follows:

R	Experimental	<sup>0</sup> 1	X	<sup>0</sup> 2
	Control	<sup>0</sup> 3	--	<sup>0</sup> 4

'R' indicates that subjects are randomly assigned to the experimental and control groups, each 'o' stands for a score (<sup>0</sup>1 and <sup>0</sup>3 are pre-test scores and <sup>0</sup>2 and <sup>0</sup>4 are post-test scores of the two groups, namely experimental and control groups); X indicates the treatment condition of the independent variable; and the blank space under the X indicates the non-treatment control condition.

4.3.8. Scoring and Tabulation of data : The numerous variables included in the questionnaire are to be grouped into categories and the scores are obtained by assigning values to the individual answers. The scores so obtained are to be tabulated city-wise,

scool-wise, class-wise, sex-wise, age-wise, group-wise (experimental vis-a-vis control) and the like.

4.3.9. : Analysis and Interpretation of data : ANOVA for Multivariance followed by 't' test are to be used. Computer programme on Statistical Package for the Social Sciences (SPSS) is also be used. The data is to be interpreted with reference to the objectives/hypothesis.



## **5.0. PROGRESS MADE IN THE RESEARCH TASKS :**

### **5.1. 'Pilot' Project on interaction between students and police :**

5.1.1 A pilot project was conducted in Delhi in order to ascertain whether there would be any improvement in the perceptions of adolescent students if they were met and addressed in an informal manner, particularly during normal timings (instead of hours of conflict and tension), by the police. Two out of the nine police districts of the capital city of Delhi were chosen and nine schools including both government and public category schools were covered. A questionnaire, comprising social data and a few objective type questions, was used to mainly ascertain police behaviour, police integrity, constraints in police working, police public cooperation and police welfare. After the initial round of getting the questionnaire filled up, the researcher held some interactive sessions held between the students and local police officers, including a visit to the local police station. After having the interactive sessions, the students were allowed some time to have their own independent observations about the police. The second round of getting the same questionnaires filled up was taken up almost two and half months after filling up of the initial questionnaires. The study indicated that the adolescent students appeared to be having more positive view (47.5%) than negative view (35.8%) about the police. Of course, they were not certain about the policing in as many as 16.7% instances. A comparison of trends between students from government schools vis-a-vis public schools indicated that the students of government schools have better impressions about police than their counterparts in the public schools. Despite some variations, both categories of students overwhelmingly stated that police were rude and were generally corrupt. Both the set of students also stated that police force needs public cooperation to control crime, policing is a very difficult task, the family of the policeman suffers due to nature of work he has to perform, they shall first approach police for any criminal problem and without police force, the system cannot work smoothly.

5.1.2. A comparison of responses between the first round and the second round, which has been the main object of the study, brought out quite a few interesting findings:

a) A number of govt. school students who participated in the first round avoided to participate the evaluation in the second round;

b) The positive responses that were obtained in the first round (756) have gone up, though marginally, in the second round (783), whereas the negative responses decreased from (538) in the first round to 485 in the second round. The points of uncertainty, however, remained same between the first round (365) and the second round (367). These figures suggest that the interaction which was by way of one or two talks by police officials to these students, helped in reducing their negativity and improving their positivity about police. The interaction was not adequate and as such, the doubts continued to remain in students, which would mean a more systematic and continued interaction shall perhaps clarify their doubts and reduce the grey area about policing.

c) The study also showed that the number of students (58) opted in the first round to join the police have gone down to 39 in the second round, which might be a reflection of the arduous nature of the policing and other difficulties that may have been communicated to them by the police officials.

5.1.3 The pilot study indicated the desirability to have detail studies on the concept of periodical interactions between students and the police force and an evaluation of effects thereby in having such interactions. It was also felt that a structured plan for interactions would perhaps yield a better comparative study about the perceptions of different groups of adolescent students. As such, the current research work is a furtherance of the theme of interactions between adolescent students and the police.

## **5.2 Correspondence with the Police Chiefs of Metropolitan Cities:**

5.2.1 The researcher sent out letters to the Police Chiefs of all the 23 important Metropolitan Cities (Census : 1991) in the country seeking some basic data about a) organisational charts, b) staff strength, c) Head-wise crime figures for the years 1995, 1996 and 1997 alongwith data on persons arrested in those years, specific efforts, any, made in those years for improving - i) police public relations in general and (ii) police student relations in particular.

5.2.2 A questionnaire was also sent out to these police chiefs with a request to get it filled up from atleast twenty police officials of the city - five from senior level, five from DSP/ACP level, five from Inspector/SIs level and five from lower subordinates. The questionnaire comprised of the following open-ended questions aimed at ascertaining policeman's awareness about adolescent concerns and policeman's thoughts for improving better student-police relations

- (a) What do you think are the impressions of the adolescent students about police?
- (b) Have you ever made any specific effort to interact with students and know their impressions? If Yes, what are the efforts made?
- (c) What measures have you taken about student development in the recent past?
- (d) What are your experiences with the student community?
- (e) What do you wish to do to promote better student-police relations?
- (f) Why do you think it necessary to promote better student-police relations?
- (g) Do you think some sort of police-student club, similar to Scouts and Guides or NCC, is needed in the modern days? If yes, please suggest some outline for such a club/group.
- (h) Would it be possible to dedicate one official, say of Head Constable/SI level to each or some High Secondary School located in our jurisdiction so that

the police official could interact better and take classes on topics of police interest to the students (as is being done in many parts of the USA). If yes, please indicate some workable plan.

- (i) What do you mean by a proactive policing approach for student development?

5.2.3. The above questionnaire was aimed at obtaining the existing views of police officials of different ranks from different cities as to how do they relate themselves with adolescent students. Such an effort to obtain advance information about the level of preparedness in the police personnel to interact with students, is again an important element of proactive policing approach. The response obtained from the different city police authorities indicated how far they would be able to ultimately cooperate in the proposed research work. The police authorities required reminders and telephonic requests, but with only partial success in the effort. It also indicated which of the cities were willing to go alongwith in the research study.

Finally, all the six mega cities namely Calcutta, Mumbai, Delhi, Chennai, Hyderabad and Bangalore and three smaller metropolitan cities namely Vishakhapatnam, Patna and Indore were targetted for the proposed research work. Vishakhapatnam was chosen with a view to comparing its findings with those of Hyderabad, both cities being in the same State having similar policing procedures and management order. Patna city was chosen keeping in view the growing political uncertainties and reported incidence, of unrest which were likely to have a bearing on the perceptions of adolescent students about the policing and related systems. Indore city was chosen in view of the fact that the city is known to have been adopting a special programme called "Balamitra Thana" aimed at a better interaction between the students and police officials. It is felt that an evaluation of such an on-going practice by a city police vis-a-vis in cities where such practices are not regular, would yield some perceptible differences.

5.2.5. Once a decision has been taken about the choice of these nine cities, a concerted effort has been made to obtain required data from these nine cities. Additionally, information has also been sought about educational institutions, preferably coeducational falling under the five targeted categories namely -

- 1) Elite schools (English Medium)
- 2) English medium schools with special emphasis on Indian culture;
- 3) Regional medium - Govt./Municipality run schools in normal localities;
- 4) Regional Language medium - Govt./Municipality run schools located in crime prone areas ; and
- 5) Kendriya Vidyalayas

5.2.6 Alongside, information has also been obtained from these nine city police authorities about those educational institutions suggested by them for study in a specially designed research tool namely RT-3 and details of police officers who would take up the proposed interactive sessions with the students as per RT-4.

### **5.3 Empirical Study to Ascertain the Views of Adolescent Students:**

5.3.1. In pursuance of the concepts of proactive policing approach which calls for a consultative approach with the target group about the proposed plan of action, the researcher took up an empirical study on adolescent students of Hyderabad city. The study was meant to ascertain (i) What do adolescent students know of Criminal Justice System (CJS), (ii) What else do they want to know about CJS and (iii) Whether they would like to interact or not with police officials, alongwith reasons for opting either way.

5.3.2 Efforts have been made to cover different sections of adolescent students by adopting 'stratified random sampling method'. An elite school with English medium of instruction (Hyderabad Public School, Begumpet), an exclusive boys school under Missionary control (Little Flowers School, Abids), an English medium school where

there is also emphasis on Indian Culture and Heritage (Vidyaranya School, Basheerbagh), a Kendriya Vidyalaya (Shivrampally), a Government school having Telugu medium of instruction (Govt. Junior College, Malakpet) and another Government school with Urdu medium located in a mixed and crime-prone locality (Govt. Coeducational School, Petlaburj, Charminar area) was chosen. Students from class 9th and 11th (who were mostly in the age group of 13 to 18 years) have been taken as the sampling population. Both boys and girls have been included for study. Written outputs were obtained on the basis of a Questionnaire with undermentioned open-ended questions:

- i) What do you know about Laws and Police?
- ii.a) What you wish to know more about legal courts and jails?
  - b) What you wish to know more about police and policing?
- iii) Would you like to meet and talk to police officials?
  - a) If 'yes', what are the reasons?
  - b) If 'no', what are the reasons?
- iv) What are your worries as a student?

5.3.3 Students answered these questions in many words and in their own hand writing, rather spontaneously, without any prompting. A brief talk was given, by the author to the targeted students, school by school, about the purpose of the study and emphasised on the need for them to be truthful. Qs.No.4 in the questionnaire i.e., What are your worries as a student? May included to obtain additional inputs that are useful in a proactive policing approach.

5.3.4. Findings obtained from the content analysis of the answers given by adolescent students in the emperical study may be summarised as follows:

- (a) They have some general views about the working of the criminal justice system, to say for example, police are there to catch criminals, courts are there to pass judgments and jails are there to punish criminals.

- (b) They wish to know as to how actually police work and how do they catch criminals and prove their guilt, how risky is the police work and in case of courts, how do they actually find out whether a person has committed crime or not, etc. In case of jails, they wish to know the method of punishment and the living conditions in the jails.
- (c) The curiosity of adolescent students about working of this criminal justice system is enormous and as many as 82% of the children wished to meet police and know more about their working. The 18% of students who showed reluctance to meet police gave reasons such as they are too small to know, they have no time to think of anything other than studies and the livelihood of their families, police may be harsh in talking to them and the like.
- (d) The worries expressed by students are mostly about their curriculum, whether they would pass or fail in their examinations, non-availability of their text books and basic facilities like urinals and drinking water in their schools (incase of Government-run schools), prospects of getting employment etc.

5.3.5 The emperical study, thus, reassured the relevance of a detailed plan for interactions and an evaluation of the effects. It also indicated what inputs the adolescent students would like to have.

#### **5.4. Construction of Questionnaire:**

5.4.1 A detailed questionnaire has been constructed to ascertain perceptions of adolescent students about policing and related systems and to guage their susceptibility to crime. It comprised of 110 objective type questions, 26 open-ended questions and 30 short reply questions. The questions may be grouped under the following six categories:

(a) General Awareness About Policing (GAP) :

Not many have had a chance to interact with policemen and knowing their working. But yet, public tends to draw conclusions, generally advise in nature, about

police. As such, an effort is made to ascertain the level of awareness about police strength, rank structure, their financial standing and promotion avenues and whether one has ever met and interacted with them or not.

(b) General Awareness About Legal system and Jails (GALJ) :

Legal system and jails are the other two wings, besides police, in the criminal justice system. All the three wings are inter-dependent and thus call for a closer coordination to dispense justice. The legal statues, their origins and their practical applicability are necessary to be known. Similarly, basic questions about conduct of trial proceedings, punishment pattern and jail system are included in this category.

(c) Attitude towards police (ATP) :

The perceptions of adolescent students about police and their working culture, behaviour, integrity level and public relations are ascertained. Through the questions under this category. Police is part of the society and thus may not be able to function differently. Generally police are found to be at fault for their behaviour and corrupt practices. The perceptions of adolescent students are mostly borne out wat they see in media or hear from others. As such, effort is made to distinguish whether the impressions are based on own experience or otherwise. Questions have also been included to know how adolescents perceive the role of police, whether they like to join police service or not, and for what reseasons.

(d) Understanding about police Constraints (UPC)

Police has been working against a number of odds. At the same time, the public expectations from police are on increase, putting the police in a dilemma about their own working patterns. Their strength may not be commensurating with the growing population and their role is not properly difined, resulting in inadequacy and ineffectiveness. Moreover, police role is basically `negative' and thus can hardly enlist public appreciation for doing either way.

(e) Civic sense and social responsibility (CSSR)

Pr-active policing approach calls for advance planning and promoting preparedness in the general public to deal with any ant-social activity. Police cannot be omni-potent and omni-present and thus the public participation in checking crime is a



must. In India, time spent by police is said to be mostly in enforcing law, which in fact indicates lack of respect in citizens, for law and feeling for their fellow citizens. It is also possible that the criminal justice system is so cumbersome that a common man is growing more self-centered and overlooking his social responsibilities.

#### 6. Susceptibility to commit crime (SCC)

Adolescent students are known to be mostly influenced by their peer-group pressures and nurse anxieties about their careers. They have their own view about social evils and incidence of violence, a close scrutiny of which may help in knowing their criminal tendencies. Criminality may be latent in many but becomes a problem when some of them give a vent to those tendencies. It is also seen that lack of direction in adolescent students is one main reason for them to take to crime.

5.4.2. The questionnaire was initially administered to 40 students of Jubilee Hills Public School, Hyderabad and another 40 students of Ramja's High School, R.K. Puram, New Delhi, in a bid to ascertain how best they could understand the questions and whether there are any ambiguities left therein. A test checking of the answers preceded by the queries raised by the students at the time of answering the questionnaire were taken into considerations and the draft questionnaire was modified suitably to improve its clarity and content. The questionnaire was also shown to three experts namely Prof. E. Parameshwaran, a known Psychologist in Hyderabad, Prof. Ravichandra of Administrative Staff College, Hyderabad and Dr. A.K. Saxena, Reader (TM), SVP NPA, in addition to the Research Supervisor namely Dr. Amulya Khurana, in order to improve the phrasing and content of the questions. Taking into view all their suggestions, the questionnaire was finalised and got printed both in English and Hindi. The questionnaire was also got translated into regional languages namely Kannada, Tamil, Telugu, Urdu, Bengali and Marathi in order to meet the requirements of regional medium schools that are included in the sample for the research study. (Please see RT-1/Eng. for English version of the Questionnaire, RT-1/Urdu for Urdu version and the like in Annexures.)

5.4.3. Most of the questions have been put on Likert scale of Strongly Agree(SA), Agree(A), Cannot Say(CS), Disagree(DA) and Strongly Disagree(SD). In case of basic questions to ascertain the perceptions of adolescent students whether police are sympathetic to police, whether public is afraid to lodge complaints with police, whether police are busy people, whether police work under great pressure, and whether police are corrupt, basis of their impressions is also asked for in order to find out whether the individuals view is based on cinema and/or T.V. and/or Newspapers and/or own experience and/or observed himself/herself and or heard from others and or other sources.

5.4.4. The open ended questions are mainly used in order to check whether the student was answering the objective-type questions mechanically or after giving a proper thought. In other words, through these open-ended questions, the students were prompted to think before answering those crucial questions because they were asked to give reasons to substantiate their answers.

5.4.5 In certain questions where a set number of reasons are cited Reasons for corruption (Question No.20), reasons for bad behaviour (Question No.30) and reasons for opting to join police service (Question No.76), provision is made for the answeree to give any reason other than what was sighted therein. Similarly, in cases of questions 48 to 62, where answerees' response to societal issues and situations demanding their intervention, provision is made for mentioing any other step that they may like to take.

5.4.6. In the questionnaire, at the end, basic data pertaining to name (may or may not be given), sex, class, date of birth, father's/guardian's profession, mother's profession, if any, number of children with details of brothers and sisters, whether the answeree is the first child, second child, third child or any other and the annual income of the family (approximatey). This data is meant to gauge the socio-economic level of the answers.

## **5.5. Preparation of a Draft Module for Interactive Sessions between Police Officials and Adolescent Students:**

5.5.1. The researcher prepared a draft module for holding interactive sessions, by keeping in view, primarily the findings obtained in the empirical study as to what actually the adolescent students would like to know from the police officials. In this regard, the overall experience of the researcher during his twenty seven years of police service at different levels and also his awareness about interactive sessions that are in vogue in developed countries namely the USA, Canada, the UK and Japan have also been considered in formulating the topics and their contents.

The basic objectives set out for the module are as follows:

- (a) To develop appropriate attitude in adolescent students towards the police and policing system by adopting a proactive policing approach.
- (b) To make them aware of the constraints of the police in performing their duties (over all social scenario vis-a-vis role of police).
- (c) To acquaint them with the Law of the land and Jail system.
- (d) To help them appreciate that they should not fall prey to -
  - (i) pressures from peer-group, media and anti-social elements;
  - (ii) damages of social evils like smoking, drinking, gambling, use of drugs, etc. and
  - (iii) undue anxieties over choice of career etc.
- (e) To prepare them to respond positively to the societal issues and situations demanding their intervention.

The module comprised of 20 sessions on 15 topics with brief contents as follows:

### (a) Session I - Ice-breaking session

The session is meant to make known to the students about the purpose of interactions and what would be the topics that shall be covered. During the session, the participants are asked to narrate their both good and bad experiences they may have had about policing and other systems. It is also to make the facilitator get acquainted with the targeted students and their basic perceptions.

(b) Session II & III - Structure of the Policing

It is to explain the basic structure of policing, different rank structure, working of a police station, different branches of the police and functioning of the police control room, etc.

(c) Session IV & V - Complaints to Police and course of action

Different modes for reaching complaints to the police, the follow up action taken by the police, presence of duty officers at police stations, basic information about investigation of cases including collection of evidence and arrest of culprits, distinction between cognizable and non-cognizable offences, action taken by police under special and local laws and disposal of cases registered by the police in the form of sending them to the court for trial or as untraced or for cancellation.

(d) Session VI - Visit to a police station and office of the District Police Chief

It is to meet the targetted students to see for themselves the working of the police station including the Duty officer, Station House Officer, investigating officer and other ranks, the basic documents like Daily diary register, First Information Register, case properties and their record maintenance, police records and functioning of wireless room, lock up and others. It is also aimed to have interaction with the District Police Chief to have an understanding of the senior officers function and monitor the working of the subordinates.

(e) Session VII - Legal System and jails

It is to briefly explain the various types of courts, role of the prosecution wing vis-a-vis defense lawyers, legal frame work and the working of the jails.

(f) Session VIII - Violence in Society

It is to highlight the growing incidence of violence in households and other forms of crime violence like communal, caste, terrorism, organised crime and youth gangs. It is also to kick up a thought process in youngsters as to how damaging is the violence and bring them down to the usual forms of violence wherein students are involved like ragging, eve teasing, child abuse etc.

(g) Session IX & X - Social Evils

It is to highlight the dangers involved in social evils like smoking, drinking, use of drugs, gambling, eve teasing and indulging in premarital sex. It is also to indicate that adolescence inflicted by social evils tend to take to crime path for rising needed money to fulfill those costly habits.

(h) Session XI - Field Visit (Courts/Jail/Police Pickets/Protest Rallies)

The idea was to make the targetted students see for themselves how the trials are conducted in the courts and what the conditions of living in jails. Visits to police pickets and police arrangements including traffic junctions are meant to give the youngsters a feel of the arduous nature of the duties that are required to be performed by the police officials.

(i) Session XII - What influences you?

The targetted students are made to understand about the type of influences they suffer from -

- a) peer group (classmates and of the same age group),
- b) media (cinema, T.V., Newspapers and advertisements)
- c) role models (Cinema Stars, Cricket players, Stylish class mates and the like)

It is also to appraise them the ways to say no to heavy peer pressure and what precautions they should exercise while viewing media and thinking of role models.

(j) Session XIII - Physical and material security

It is to make known the limitations of the police in ensuring the security of one and all without the public themselves are conscious of their own physical and material security. In this regard, mention is made about certain ongoing programmes of the police for improving the public awareness for their own security requirements and how adolescent students should take care of their own security particularly with reference to threats of kidnapping and abduction, sexual abuse, wrongful confinement and intimidation.

(k) Session XIV & XV - Adolescence and crime

It is to make known trends of crime in adolescents by sighting a few real life cases. The session also includes the consequences in rioting and beating up of public servants, ragging and eve teasing. In this context, mention about the dangers that are being suffered by adolescent students in developed countries are also indicated.

(l) Session XVI - Career.. Career.. Oh, Career?

It is to make aware about the various career options available in the modern world, particularly about the new and emerging careers. The idea is to save the youngsters from their anxieties about their future and job opportunities. Some successful case studies wherein youngsters excelled by adopting new and emerging careers are also sighted.

(m) Session XVII - Open Session

It is to thrash out lurking suspicions and unanswered questions if any that existed in the targeted students. The session is attended by one or two police officers in addition to the one who conducted the interactive sessions (facilitator). The Vice Principal and the class teacher are also requested to associate in the session so that the targeted students would be bold enough and encourage to speak out their mind.

(n) Session XVIII - Good Bye to Police!

The session comprises of a debate on the topic "Shall we say good bye to police!" The students were given an option to speak 'for' or 'against' the topic, with an incentive of some prizes so that the children are enthused to talk on both ill and good points of the police.

(o) Session XIX - Shall We Better the Police?

The session is to highlight the basic constraints of the police and lack of reforms that are needed for a healthy working of the system. The idea is to make the young adults think about the needed changes for bettering the policing and related systems.

5.5.4 At the end, the targetted students have a session with the researcher wherein further clarifications of their doubts are given and an evaluation as to how the interactions went on between the students and the facilitator (police official) is taken up. It is in this session, the perceptions of the students are obtained once agoing on the basis of the same questionnaire which was initially used to guage their perceptions.

5.5.5. Rationale for the Topics Chosen: It was generally seen that adolescent students hardly know about the working of the police and other related systems. At the same time, their own curiosity to know something about these important systems is fulfilled by what they could see in media or hear from others. As such some basic inputs about the working of the system is hoped to improve their understanding and give them appropriate attitude towards the policing systems. While giving these inputs, the existing constraints in the working are also subtly pointed out. The field visits to the police station, DCP office, police pickets, courts, jails and others are expected to give them a first hand information as to how these systems are working. Information about violence in society, social evils and the types of influences adolescents suffer that have a bearing on crime path and actual incidence of crime by adolescents are expected to warn them from the dangers involved and how they should avoid those situations. Session on physical and material security (Session XIII) and some idea about the emerging careers are meant to equip the adolescents about their future and save them from the usual anxieties which again may draw them into crime path. Sessions on Good Bye to Police (Session XVIII) and Shall we better the police (Session XIX) are to make the adolescents think about the constraints and how best they would be able to help improve the system once they themselves grow up and constitute the public. Such a thought process is hoped to atleast

make the coming generations to extend a better cooperation to the police in performance of their arduous duties.

5.5.6. Structured Plan for Each Topic: Each topic that is included for the interactive sessions is delimited within a framework and detailed instructions are included by way of a lecture plan as to how that particular topic is to be dealt with. The facilitators (the persons are assigned the task of conducting interactive sessions) are specifically briefed, guided and also given written instructions to confine, as far as possible, to the given lecture plan. They are, however, permitted to sight relevant examples wherever needed out of the local crime situation. Such a specific and structured plan was given to all the designated facilitators mainly to ensure that the inputs given to the targetted students are more or less same so that a meaningful comparison of the effects, if any, could be made.

5.5.7. Guidelines to the Police Officials Assigned for Interaction:

As many as 15 specific guidelines have been given in writing, rather included in the draft module that is made available to all the facilitators, requesting them to meticulously follow. The given guidelines are as follows:

- (a) The sessions are meant to give an objective view on various issues about police and the law of the land, which might be bothering the young adults. As such, the officials' effort should be to speak facts rather than trying to impose any personal views on the young mind.
- (b) Broad outlines of an issue would suffice unless the students ask for more details. Even when students ask for details, care may be taken not to load them with too many details and instead, the curiosity of the child be sustained.
- (c) At the beginning of each session, police official may please briefly recall what was taught in the previous session and whether they have anything more to say or seek clarification.

- (d) After briefly reviewing what was discussed on the previous occasion, police official is to ascertain the extent of awareness of students about the topic-to-be-discussed. There is no point telling the young adults what they already know. We may have to at best correct/clarify wrong impressions, if any, that they carry.
- (e) It is preferable to have interactive sessions rather than monologues from the police officials. Police officials may keep encouraging the students to speak out their experiences - good and bad - about the topic being discussed. Some of the situations and questions mentioned in the questionnaire could be taken up for discussion in the class.
- (f) In case of any prolonged discussions on a topic, the police official may spare extra time in the next session (in any case, not to detain students beyond the class timing).
- (g) The police officials should not give an impression that he/she is there to convert or transform the mind of the student. It is for the student to take a view of his/her own about the issues that are discussed.
- (h) The police officials may add some case studies/examples from local police set-up, which would be of interest to the students.
- (i) Though it is desirable to complete the module within stipulated sessions, extra time/ session may be given where the students show particular interest and seek more clarifications. Police official is requested not to rush through, lest the students may get an impression that it was all a cover-up or a mere formality.
- (j) After each class, a proper note may please be maintained by the police official about what happened in the class, what were the questions raised and how far the students took interest in the topic. This note shall be very useful in ultimately re-shaping the module and including required details about a particular topic.



- (k) The police official may try and maintain a helping attitude not only in communicating the contents of the lectures but also in helping/assisting the young adolescent to sort out his/her other concerns and anxieties.
- (l) Utmost cooperation was enlisted by the instructors from the school authorities, particularly the class teachers. They may informally seek from time to time, feedback about reactions of the students from the class teachers.
- (m) As sessions progress, the police official would be able to categorise the participating students – (i) interested in the sessions, (ii) not interested in the sessions, (iii) having certain concerns of their own (in this regard, UVCT problem identification Questionnaire and resultant suggestions may be helpful) and the like. Police officials could try for individualistic approach, where necessary and possible.
- (n) In case of students with serious problems, police official may first draw the attention of the class teacher/principal and thereafter, if need be, the parents/guardian of the student and,
- (o) The theme of the research is 'proactive policing approach', which means 'planning ahead' and equipping the target population with the needed where withal to face the anti-social elements/situations and to cope with such circumstances which would, otherwise, draw the individual to the paths of crime.

**5.6. First phase of field visits and obtaining perceptions of the adolescent students as they existed :**

After finalising the schedule for visits to the nine targeted cities, the specific dates were conveyed to the respective police chiefs. Accordingly visits were undertaken for 4-7 days at each place as per the programme at Annexure \_\_\_.

5.6.2 At each of the stations, the Commissioner of Police or the IG incharge of the zone (in case of Patna and Indore) had been met and the proposed plan for field work was indicated to them. In consultation with them and other relevant officers, list of schools, Junior Colleges as per the stipulated norms, was finalised. Similarly, the officers who would be ultimately conducting the interactive sessions at each of those schools have also been selected out of the panel of officers made available by the local police authorities. While selecting the officers, the following aspects were kept in view:

- (a) Educational qualifications and whether he/she has any teaching degree;
- (b) Work experience to ascertain the applicant's competence and awareness about the police working;
- (c) Teaching experience, if any;
- (d) Whether he/she would like to take up interactive sessions with students, and if yes, what are the reasons;

5.6.3 The nominated officers were also requested to give their views as per RT-7 that elicits individuals' thoughts about adolescent students and the practicability and advantage in holding interactive sessions. After a careful scrutiny of all these details, officers have been chosen school-wise i.e. who would be conducting interactive sessions at what school/educational institutions. In this regard, it may be mentioned that in governmental schools in Bangalore, Chennai, Patna and Vishakhapatnam, Class XI is actually considered as Inter first year to be taught in Junior Colleges. As such, the researcher had to visit more than five institutions at the above specified cities in order to

cover students from both IX class level and XI class level. Another pertinent issue is that the regional medium schools were generally exclusive boys or girls' schools and thus the stipulated norm of studying coeducational schools could not be fulfilled at all places. As far as possible, every effort had been made to pick up a coeducational school having both IX class and XI/1st Inter in the same premises.

5.6.4. A city-wise list of targeted schools, alongwith names of fecilitators, is as follows:

S.No.	Name of the School	Name of the Officer
<b><u>New Delhi</u></b>		
1.	Delhi Public School, RK Puram	Inspr. Rajesh Kumar Sharma
2.	Hansraj Model High School, Punjabibagh	Inspr. Sardar Singh Rana,
3.	Kendriya Vidyalaya, Andrews Gunj	Inspr. Surindra Kumar
4.	Shaheed Ameer Chand Sarvodaya Vidyalaya, Civil Lines	Inspr. Abhirup Banerjee
5.	Gandhi Harijan Co-Edn., School, Seelampur	Inspr. Rajender Gautam
6.	Sarvodaya Govt. Boys Sr. Secondary School, Poot Kalan	Inspr. Sushil Kumar Tyagi
<b><u>Hyderabad</u></b>		
1.	Hyderabad Public School, Begumpet	ACP J. Brahma Reddy
2.	Bharatiya Vidya Bhawan High School, Jubilee Hills	Shri Md. Iqbal Siddiqui, SI
3.	Kendriya Vidyalaya , Kanchan Bagh	Inspr. P. Umakanth Reddy
4.	Kesav Memorial School, Narayanaguda	Inspr. L. Pandari Rao
5.	a) National High School, Chattabazar b) City College (I Inter only), Puranapul	S.I. K. Sridhar S.I. Somsekhar
<b><u>Bangalore</u></b>		
1.	The Frank Anthony Public School, Contonment	ACP C.B. Poovaiah,
2.	MES Kishore Kendra, Malleshwaram	
3.	Kendriya Vidyalaya, Malleshwaram	P. I. V. Andrew
4.	Govt. Pre. University College, Domlur	P.I. C.M. Ismail
5.	Corporation Composite School , Magadi Road	P.I. G.L.L. Loknathat Rao

### Calcutta

- |    |                                |                         |
|----|--------------------------------|-------------------------|
| 1. | Assembly of God Church         | Sgt. Prahar Ganguly     |
| 2. | South Point                    | Inspr. M.K. Banerjee    |
| 3. | Kendriya Vidyalaya , Baligunj  | Inspr. B.C. Chatopadyay |
| 4. | Path Bhaban                    | Inspr. S.K. Chakraborty |
| 5. | Kalighat High School, Kalighat | Inspr. S.M. Mukherjee,  |

### Chennai

- |    |  |                      |
|----|--|----------------------|
| 1. | SBOA School, Anna Nagar                    | Inspr. Russel Samraj |
| 2. | Asan Memorial School, Egmore               | S.I. Balsubramaniam  |
| 3. | Kendriya Vidyalaya School , Island Grounds | ACP Venugopli        |
| 4. | Corporation Boys H.S. School, Purusavakam  | Inspr. C. Damodaran  |
| 5. | (a) Corporation School, Vyasapadi          | Inspr. Inbaskaran    |
|    | (b) Govt. Hr. Sec. School, Kanikapuram     | S.I. Sundaram        |

### Indore

- |    |   |                            |
|----|---|----------------------------|
| 1. | Shri Satya Sai Vidya Vihar, Vijayanagar | S.I. (Mrs.) Shelija Ashoka |
| 2. | S.I.C.A.S.S. School, Vijay Nagar        | -do-                       |
| 3. | Kendriya Vidyalaya No. I                | S.I. Sunil Gupta           |
| 4. | Govt. Bal Vinay Mandir, Park Road       | DSP. S.N. Shukla           |
| 5. | Bal Public H.S. School                  | S.I. Pradeep Bakshi        |

### Mumbai

- |    |   |                       |
|----|---|-----------------------|
| 1. | Cathedral & John Canon School                       | Inspr. Madhav Pradhan |
| 2. | Swami Vivekananda School/Junior College,<br>Chembur | Insp. S.J. Inamdar    |
| 3. | Kendriya Vidyalaya, IIT, Powai                      | Inspr. S.K. Naik      |
| 4. | KMS Shirodkar High School, Parel                    | API Sanjay Kadam      |
| 5. | Ganesh Vidya Mandir, Dharavi                        | Inspr. Subhash Salvi  |

### Patna

- |    |  |                      |
|----|--|----------------------|
| 1. | St. Michael School, Danapur                        | SDPO Arshad Zaman    |
| 2. | DAV Public School, Khagaul                         | Inspr. Pramod Kumar  |
| 3. | Kendriya Vidyalaya, Kankar Bagh                    | DSP Rajkumar Yadav   |
| 4. | (a) Ram Mohan Rai Seminary High School,<br>Mandiri | Inspr. Mohd. Hussain |
|    | (b) B.N. College (I Inter)                         | -do-                 |

### Visakhapatnam

- |    |  |                 |
|----|--|-----------------|
| 1. | Timpany School                                       | S.I. K.Raghu    |
| 2. | (a) Rama Krishna Mission High School,<br>Maharanipet | C.I. Kanaka Rao |

	(b) B.V.K. College	-do-
3.	Kendriya Vidyalaya	S.I. P.Rammohan Rao
4.	(a) Zilla Parishad High School, Gopalapatnam	C.I. K. Mahedrapatru
	(b) Govt. Degree College	-do-
5.	(a) St. Anthony School	C..I. Koteswara Rao
	(b) A.V. N. College	-do-

5.6.5 Round of Schools for Collection of Basic Perceptions: The relevant principals/heads of institutions were approached in the propose plan of action explained to them, with a request to keep the police identity of the researcher unknown to the students before they actually fill the questionnaire. Thereafter, in the company of the head of the institution or the class teacher, the relevant sections of the IX class and XI/1st Inter class were visited. The children were briefly told that a research work is being taken in different schools 9 cities in the country, in order to ascertain the perceptions of adolescent students like them and that only some of them will be picked up, at random, to answer the questionnaire. Accordingly, the required sample of students were picked up from two different sections of IX - one to serve as experimental group and the other to serve as control group - and similarly from two different sections of XI/1st Inter class.

All the students so picked up were assembled in a larger room and the researcher gave them some more briefing about the questionnaire to be used and the relevance of various options indicated therein i.e. strongly agree(SA), agree(A), cannot say(CS), disagree(DA), and strongly disagree (SD). The students were also clarified the meanings of some of the difficult words like rampant, deterioration, fire fighting approach etc. that were found included in the questionnaire. In case of students from regional medium schools, the researcher took the help of one of the school teachers to explain the contents of the questions to the students. The students were requested in clear and specific terms to use best of their judgment and answer the questions given in the questionnaire as they wish and deem fit. They were assured that it was a nation wide research work and that nobody would find fault with them or harass them for giving any adverse view about police or legal system or other. The students were also allowed to rise and ask in between if meaning of any question was not known to them. In that manner, ample opportunity

was provided to the students to understand the questions and answer them as he/she wish to do. The presence of their own teacher along with the researcher generally assured them about the significance of the effort and made them to respond independently.

5.6.7. General Response Noticed Amongst the Targeted Students : It was generally seen that almost 90% of the students took keen interest and spared ample time to answer the questionnaire without bothering about calls of nature or lunch break. The students were forthcoming to ask if they have not understood any particular question before actually answering it. Though the questionnaire could be answered in a span of 45-60 minutes, there were instances of students, particularly from regional medium schools, taking almost two hours to answer the questionnaire. With due regard to the instructions to answer all the questions without leaving them blank or otherwise, the students were noticed raking up their heads and trying to answer each and every one of the questions included in the questionnaire. When asked on completion of the questionnaire, most of the students expressed their happiness for having got an opportunity to voice their views and stated that they enjoyed answering them. In some schools, particularly English medium schools with Indian Culture emphasis, Kendriya Vidyalayas and regional medium schools in normal localities, students also enquired what action the researcher would be taking to correct the system and whether all their views would find due place in the ultimate findings. The researcher naturally assured them that every single view expressed by them would be critically assessed and ultimately included in the findings. During this session, as indicated earlier, the researcher took every precaution not to allow the targetted students to know that he belongs to police service that too from a senior-level. Such an effort was made mainly to obtain truthful answers from the targeted students. In the ultimate analysis, it was felt that the adolescent students were bold enough to give their views and were both forthcoming and truthful. Of course, there were still some instances, particularly from regional medium schools located in depressed and/or crime prone areas, the students failed to understand the questions and may have given irrelevant answers. The final analysis of this data would clarify such variations, if any.

5.6.8. Ice-breaking Session with Students: Efforts have been made by the researcher to be present himself along with the facilitator to take up the first ice-breaking session between the students and the facilitator. In this session, the identity of the researcher and also the facilitator were made known by the school authorities to the targeted students and the scheme of the whole programme was indicated to them. In this session, the facilitator was made to address the students and convey his views about the whole exercise. Such a session helped the researcher in understanding the communication skills of the facilitator and offering specific guidelines for furthering the interactive sessions.

5.6.9. Formal order designating to conduct interactive sessions: The nominated facilitators are given a thorough briefing about the contents of the Module and how they should go about in communicating those details to the targeted students. Their attention is also brought to the specific guidelines given in the draft module as to how they should conduct their interactive sessions. Their doubts, if any, have also been clarified. Alongside, the Police Commissioner/ Zonal IGPs, as the case may be, were requested in writing to issue formal orders assigning the task to the individual officers for the selected schools. Such orders were found essential to bind down the selected officers perform the assigned task of conducting interactive sessions and also get them due permission and time to do so from their immediate superior officers. It is generally known that a formal and written order in police departments would yield better results in police than otherwise. All the relevant Commissioners of Police/police chiefs were kind enough to issue these formal orders and notifying them to all concerned officials. While issuing these orders, a team leader for the facilitators and an overall incharge to exercise necessary supervision over the conduct of the interactive sessions were also named.

### **5.7 Monitoring the Conduct of Interactive Sessions:**

The researcher kept in close touch with the team leaders/supervisors incharge of the programme located in all the nine cities. The researcher also designed RT-10 and RT-11 and made them available to the team leaders with a request to keep sending weekly progress reports in RT-10 and ensuring that the individual facilitators are maintaining a log of their interactions with the targeted students in RT-11. In this

manner, the researcher could exercise some control, though remote, in the regular conduct of interactive sessions at different places.

5.7.2. In case of schools selected in Delhi and Hyderabad the researcher himself associated as far as possible, with facilitators communicating to the students about the contents of the stipulated interactive sessions.

## **5.8 Second Phase of the Visits to the Targeted Cities to Conduct Post-test Evaluation:**

5.8.1 The researcher went about all the targeted cities, for the second time almost three months after getting the questionnaires first filled up by the students, as per the programme given at Anneuxre \_\_\_\_\_. The relevant team leaders and senior officers incharge of the programme were notified about the scheduled visits and were requested to get the interactive sessions completed by the time the researcher reaches those places. Despite all such pursuits, the percentage of completion of the interactive sessions were only to the extent of 60% of the total targeted schools. In the schools where interactive sessions were completed, the researcher personally conducted post-test evaluation by using the same questionnaire which he used initially. The students from experimental group were found more comfortable in answering the questions while the other set of students from control group wondered why should they be answering the same questionnaire second time. The students from the control group were clarified that it was a requirement of the research methodology and that they should also answer as per their own understanding. At this session, the students were given a longer briefing especially to clear their minds and avoiding any bias on the count that they were answering the questions for a police organisation and that they could suffer a backlash for giving any adverse view. The facilitators who were found having a better rapport, by then, with the students could make the point clearer. The representatives of the school have also generally reassured the students about the purpose of the study and that the students should give their truthful answers.

5.8.2 The researcher after having obtained the questionnaire filled for the second time by the targeted students, also used another specially designed research tool, RT-12 in a



bid to ascertain the views of the students about their facilitator and about the relevance and content of the various topics covered in the interaction. The students were specifically asked about the regularity and clarity of the interactive sessions besides assigning a grading to the usefulness level of each topic. This data is hoped to be used for evaluating the relevant traits of the facilitator in conducting the interactive sessions. This factor will also be suitably applied for obtaining the final outcome of the variations, if any, in the perceptions of the targeted students because of the interactive sessions.

5.8.3. In schools where interactive sessions could not be completed, the senior officers have been requested to get the job completed and were also guided as to how they should conduct post test evaluation. Needed blank questionnaires were left with them with a request to send the data after due completion.

### **5.9. Data Entry and Analysis of the Data :**

The voluminous data that could be obtained through the questionnaire, both in the pre-interaction and post-interaction stages, has been put in computer by using Statistical Package for Social Sciences (SPSS). The process is continuing and post-test evaluation is still to come from 40% of the targeted schools. Once the data is completely fed to the computer, proper analysis shall be undertaken and ultimate findings would be obtained.

## **6.0. TASKS TO BE COMPLETED AND TARGET TIME FOR COMPLETION :**

6.1 Post-test evaluation of the data is still to be obtained from all the targeted schools of Patna and Mumbai. The nodal officers of both these cities have been given a dead line of Jan 31, 1999. In case of other cities, except Chennai and Indore, data from one or two schools each are pending. Scheme to group the variables and plan for scoring is still to be finalised. Data is to be tabulated . City-wise school-wise, age-wise and the like. Once the data is fully tabulated, analysis would be done followed by the final report writing for the Thesis.

6.2. It is hoped that the synopsis would be ready latest by the end of March 1999, the thesis shall be submitted by December '99, when the required 3-year period of research is fulfilled.

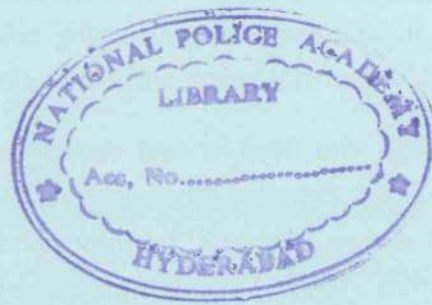
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## ***ANNEXURES***



सरदार वल्लभभाई पटेल  
राष्ट्रीय पुलिस अकादमी  
गृह मंत्रालय, भारत सरकार  
हैदराबाद - ५०० ०५२  
Tel: 040-4015151 to 4015158 Fax: 040-4015179 Grams: 'POLACADEMY'



SARDAR VALLABHBHAI PATEL  
NATIONAL POLICE ACADEMY  
Ministry of Home Affairs,  
Government of India.  
HYDERABAD-500 052

Annex-I



U.N.B. RAO, IPS,  
Golden Jubilee Research Fellow.

DO No. NPA/GRPF/OM/5-30/98  
Dated:- Febraury 09th, 1998.

I am glad to introduce my self as an Additional Commissioner of Police, Delhi (on study leave), presently pursuing, as a Golden Jubilee Research Fellow of the Academy, a Ph.D. programme on a theme of "A proactive policing approach and growth of adolescent students". I request you, at the outset, to kindly peruse the enclosed theme-paper "Need for a better interaction between the police and the adolescent students" for getting an idea of what I am aiming at.

I am seeking your indulgence and kind cooperation in making available some basic data about your Commissionerate/City, as per the enclosed formats. Additionally, I should welcome if you would kindly send any other pamphlets/literature, on the subject, prepared by your organisation. Similar information has been sought from all the 23 metropolitan cities (Crime in India : 1995) and some union territories of India.

In the requested data, you are free to omit any item, if found irrelevant by your organisation. In Annexure-I (No. of persons arrested), blanks are left at item No. 22&23, for you to kindly indicate other prominent Special Laws & Local (SLL) Acts under which bulk of the arrests are being made in your city. (Usually, more than 70% of arrests are shown as under 'other SLL Acts', causing ambiguity about which are those major SLL Acts of that city/state.) Regarding educational institutions (item 9 of the list of data), if co-educational schools are not available, exclusive boys or girls schools may be indicated. Regarding Annexure-III (views of police officers about student community), views of subordinate staff may kindly be got deduced in English to facilitate easier compilation.

I would also like to request you to kindly nominate a 'nodal officer' with whom I could correspond directly without impinging on your precious time. May I request you to kindly make available the requested data, latest by March 1st, 1998.

Yours sincerely,

  
(U.N.B. RAO)



For Research  
RT-1

BATTERY OF TESTS FOR ADOLESCENT STUDENTS

Sl.No.....

This Questionnaire is aimed at ascertaining perceptions of adolescent students about policing and related systems and to gauge their susceptibility to crime.

*General Instructions: Given below are some statements/situations pertaining to policing, Law of the land and adolescent concerns. Please indicate your view(s) by putting tick mark in ✓ the relevant box (where ever necessary). In case of statements where options of SA, A, CS, DA and SD are given, we are interested to know the intensity of your agreement or disagreement with that particular statement. As such, please do tick mark SA if you strongly agree with the statement and SD if you strongly disagree. In cases where you are not sure of your reply, you may tick mark CS. A refers to general agreement and DA refer to general disagreement.*

*Under some other statements, request is made to indicate reasons for your answer. Please do think for a while and sum up your reasons for saying so, which shall be of great value to us.*

*Please remember that there is no time limit. But you are required to sit through and complete the questionnaire without consulting others. We are looking forward for your truthful answers.*

01. I met policemen and talked to them 

Often	Occasionally	Rarely	Never
-------	--------------	--------	-------

02. Some one known to me is working in police 

Yes	No
-----	----

03. My city (Name) \_\_\_\_\_ has a population approx. (in lakhs):  

Less than 20	21 to 40	41 to 60	61 to 80	81 to 100	More than 100
--------------	----------	----------	----------	-----------	---------------

04. My city (Name) \_\_\_\_\_ has a police force approx.:  

2500	5000	10000	20000	30000	50000	can not say
------	------	-------	-------	-------	-------	-------------

**Note:** Y:Yes, N:No, CS: Can not say, SA: Strongly Agree, A: Agree, DA: Disagree, SD: Strongly Disagree



05. Please indicate seniority of the under-mentioned police ranks by writing (1) for the lowest rank, (2) for the rank higher to (1) and like, with (5) for the highest rank.

Sub-Inspector of Police	[SI] .....	<input type="text"/>
Superintendent of Police	[SP] .....	<input type="text"/>
Head Constable of Police	[HC] .....	<input type="text"/>
Dy.Insp.Genl. of Police	[DIG] .....	<input type="text"/>
Inspector	[Inspr.] .....	<input type="text"/>

06. Generally, a police constable performs \_\_\_\_\_ hours of duty in a day.

07. Salary of a police constable is approx. Rs. \_\_\_\_\_ per month.

08. A police constable generally gets promoted to the next rank in \_\_\_\_\_ years.

09. Police constables and Head Constables constitute \_\_\_\_\_ % of the total police force.

10. I am interested in knowing more about police

To a great extent	To a considerable extent	To some extent	Not at all
-------------------	--------------------------	----------------	------------

11. According to you, what is the role of police (Pl.specify in 5 lines)?

.....

.....

.....

.....

.....

12. a) Police are sympathetic to people. 

SA	A	CS	DA	SD
----	---	----	----	----

b) Basis of my impression is (may tick ✓ more than one source, if necessary)

Cinema	TV	News Papers	Own Experience	Observed Myself	Heard from Others	Others Sources
--------	----	-------------	----------------	-----------------	-------------------	----------------

13. a) Public is afraid to lodge complaint(s) with Police. 

SA	A	CS	DA	SD
----	---	----	----	----

b) Basis of my impression is (may tick ✓ more than one source, if necessary)

Cinema	TV	News Papers	Own Experience	Observed Myself	Heard from Others	Others Sources
--------	----	-------------	----------------	-----------------	-------------------	----------------

Note: Y:Yes, N:No, CS: Can not say, SA: Strongly Agree, A: Agree, DA: Disagree, SD: Strongly Disagree

14. a) Police are busy people.

SA	A	CS	DA	SD
----	---	----	----	----

b) Basis of my impression is (may tick  more than one source, if necessary )

Cinema	TV	News Papers	Own Experience	Observed Myself	Heard from Others	Others Sources
--------	----	-------------	----------------	-----------------	-------------------	----------------

15. a) Police work under great pressure.

SA	A	CS	DA	SD
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b) Basis of my impression is (may tick  more than one source, if necessary )

Cinema	TV	News Papers	Own Experience	Observed Myself	Heard from Others	Others Sources
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16. a) Police are corrupt.

SA	A	CS	DA	SD
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b) Basis of my impression is (may tick  more than one source, if necessary )

Cinema	TV	News Papers	Own Experience	Observed Myself	Heard from Others	Others Sources
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17. Corruption is rampant in all departments of the country.

SA	A	CS	DA	SD
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18. Level of corruption in police is not as high as in other departments.

SA	A	CS	DA	SD
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19. Society may be corrupt, but policeman should not be corrupt. Please give reasons for your answer (in brief).

SA	A	CS	DA	SD
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20. In your opinion, reasons for corruption in police are

a) police are paid low salaries

SA	A	CS	DA	SD
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b) police are greedy and wants to exploit all situations.

SA	A	CS	DA	SD
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c) police lost their sense of shame

SA	A	CS	DA	SD
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d) police see bribes as some sort of compensation to their extra duties and risky life.

SA	A	CS	DA	SD
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e) any other reason (pl. specify).....

Note: Y: Yes, N: No, CS: Can not say, SA: Strongly Agree, A: Agree, DA: Disagree, SD: Strongly Disagree

21. Police reach a crime spot in time.

SA	A	CS	DA	SD
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Please give reasons for your answer (in brief)

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22. Police show keenness to investigate cases thoroughly.

SA	A	CS	DA	SD
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23. Police take lot of risk in dealing with criminals.

SA	A	CS	DA	SD
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24. It is better if police go round meeting people rather than sitting in their police stations.

SA	A	CS	DA	SD
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25. Police detect cases well for getting culprits punished.

SA	A	CS	DA	SD
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26. Police do not take care of victims of crime.

SA	A	CS	DA	SD
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27. Police need to remain in uniform while on duty rather than moving around in plain clothes.

SA	A	CS	DA	SD
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Please give reasons for your answer (in brief)

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28. Police may not beatup people including criminals.  
Please give reasons for your answer (in brief).

SA	A	CS	DA	SD
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29. It would be better if police adopt a friendly attitude.

SA	A	CS	DA	SD
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Please give reasons for your answer (in brief)

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<b>Note:</b>	Y:Yes,	N:No	CS: Can not say,	
	SA: Strongly Agree,	A: Agree,	DA: Disagree,	SD: Strongly Disagree

30. In your opinion, reasons for bad behaviour of police are

a) constables whom we mostly come across are less educated.

SA	A	CS	DA	SD
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b) police training makes them tough but not humane.

SA	A	CS	DA	SD
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c) police suspect one and all.

SA	A	CS	DA	SD
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d) police are overburdened with a variety of tasks.

SA	A	CS	DA	SD
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e) Any other reason (pl. specify).....

31. The families of policemen suffer.

SA	A	CS	DA	SD
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Please give reasons for your answer (in brief).

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32. Police performance is affected badly due to...

a) their long hours of duty with no assurance of even a weekly holiday

SA	A	CS	DA	SD
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b) their low salaries and poor living conditions

SA	A	CS	DA	SD
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c) lack of reforms in policing systems.

SA	A	CS	DA	SD
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d) their poor working conditions

SA	A	CS	DA	SD
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e) deterioration in value system of society

SA	A	CS	DA	SD
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f) increasing interference from politicians.

SA	A	CS	DA	SD
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g) lack of appreciation to police from public.

SA	A	CS	DA	SD
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h) widening gap between police and public.

SA	A	CS	DA	SD
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i) corruption in the police system.

SA	A	CS	DA	SD
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j) inadequate training to police officials.

SA	A	CS	DA	SD
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k) their mere fire-fighting approach in sorting out a problem.

SA	A	CS	DA	SD
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l) lack of effort to plan ahead.

SA	A	CS	DA	SD
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Note: Y:Yes, N:No, CS: Can not say, SA: Strongly Agree, A: Agree, DA: Disagree, SD: Strongly Disagree

33. Police role has generally been 'negative' and thus can not be people-friendly.

SA	A	CS	DA	SD
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34. Public expects too much help/assistance from police.

SA	A	CS	DA	SD
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35. Police is known to function frequently outside the law for meeting public expectations.

SA	A	CS	DA	SD
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36. (i) Say you have seen a policeman catch someone who is running away with an article taken from a shop. Please indicate what would happen...

a) the policeman beats the person and puts him or her in prison.

Yes	No	CS
-----	----	----

b) the person is to be tried in a court of law.

Yes	No	CS
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c) the person is to have a lawyer in court who can examine witnesses and plead in his or her defence.

Yes	No	CS
-----	----	----

d) the judge will not decide as to whether the person stole the article until after he/she has heard the case.

Yes	No	CS
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e) the policeman will take a bribe either from the thief or the shop owner.

Yes	No	CS
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(ii) In the incident explained above, what do you think should happen?

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(iii) From your experience, what do you think would really happen if this incident happened near where you live?

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37. Indian legal system is more than 100 years old and thus is far from existing situation.

SA	A	CS	DA	SD
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38. Judges should not pass judgments because of outside pressure.

SA	A	CS	DA	SD
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39. Criminals are becoming bold because of delay in court-trials.

SA	A	CS	DA	SD
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40. Jailers need to be kind in handling prisoners.

SA	A	CS	DA	SD
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Note: Y:Yes, N:No, CS: Can not say, SA: Strongly Agree, A: Agree, DA: Disagree, SD: Strongly Disagree

41. Imprisonment of criminals is meant for ....

- a) Reformation (improve their attitudes)
- b) Punishment (put them into suffering)

SA	A	CS	DA	SD
SA	A	CS	DA	SD
SA	A	CS	DA	SD

42. Criminals repeating crimes are to be dealt with severely. Please give reasons for your answer (in brief)

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43. Those who are committing crime for the first time may be pardoned. Please give reasons for your answer (in brief)

SA	A	CS	DA	SD
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44. Police, Judges and Jail authorities are to cooperate with each other to deal with criminals.

SA	A	CS	DA	SD
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45. Criminals may be hand-cuffed while being taken out/produced before courts. Please give reasons for your answer (in brief).

SA	A	CS	DA	SD
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46. The number of courts is adequate to deal with crimes/criminals.

SA	A	CS	DA	SD
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47. Victims of crime have no option than taking law into their own hands because the existing legal system is ineffective.

SA	A	CS	DA	SD
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**Please indicate what you wish to do in the following conditions [by ticking ✓ the relevant choice (s)]**

48. If I see in a cinema show that a policeman was beaten up by public, I shall

- a) enjoy watching it.....
- b) feel bad for the police.....
- c) try to analyse the reasons.....
- d) consider police is a risky job.....
- e) any other (pl. specify).....

49. If I see people beating a policeman in real life, I shall

- a) intervene and save the policeman.....
- b) join people to beat the policeman.....
- c) enjoy watching it.....
- d) inform police control room.....
- e) any other (pl. specify).....

50. If I see a policeman beating a person, I shall
- a) ask him not to do so.....
  - b) sympathise with th person being beaten.....
  - c) run away frm there.....
  - d) try to save the person.....
  - e) any other (pl. specify).....

51. If I see a policeman taking bribe from a person, I shall
- a) keep mum and watch.....
  - b) tell the policeman not to do so.....
  - c) inform police control room.....
  - d) go away from the spot.....
  - e) any other (pl. specify).....

52. If I find a policeman sitting idle and smoking while there was a fight nearby, I shall..
- a) tell the policeman about the fight and to intervene.....
  - b) help the policeman to intervene in the fight.....
  - c) run away from the spot.....
  - d) intervene in the fight myself.....
  - e) any other (pl. specify).....

53. If I see somebody stealing a bicycle, I shall
- a) raise a hue and cry .....
  - b) try to catch the thief/culprit.....
  - c) promptly inform the police.....
  - d) not bother about the incident.....
  - e) any other (pl. specify).....

54. If I see somebody robbing a person, I shall...
- a) raise a hue and cry.....
  - b) try to catch the thief/culprit.....
  - c) promptly inform the police.....
  - d) not bother about the incident.....
  - e) any other (pl. specify).....

55. If my father drives the car rashly violating traffic signals, I shall....
- a) persuade him not to do so in future .....
  - b) tell my mother later about it.....
  - c) tell my father that he is wrongly driving.....
  - d) keep mum .....
  - e) any other (pl. specify).....

56. When I see some boys are stoning a bus and beating the driver and/or conductor, I shall ....

- a) ask them not to do so .....
- b) join them and do the same.....
- c) run away from there to save myself .....
- d) inform police (control room) .....
- e) any other (pl. specify).....

57. On seeing an injured person on the road, I shall...

- a) try to help the injured .....
- b) approach police for possible help .....
- c) go away to save myself .....
- d) request other people to help the injured.....
- e) any other (pl. specify).....

58. If I see a vehicle causing an accident and speeding away, I shall....

- a) try to note the number of the vehicle to inform police.....
- b) request vehicles coming from behind to chase the culprit.....
- c) take care of the injured first and then inform police.....
- d) avoid and leave the spot .....
- e) any other (pl. specify).....

59. If I see my friends harassing someone else, I shall...

- a) persuade them not to do so .....
- b) blindly follow them and do the same.....
- c) try to help the victim.....
- d) just watch and enjoy.....
- e) any other (pl. specify).....

60. If I see injustice being done to an innocent person, I shall...

- a) intervene and try to stop the injustice .....
- b) report to the police control room.....
- c) run away from the spot.....
- d) join the innocent person to fight back.....
- e) any other (pl. specify).....

61. If my friends smoke, I shall

- a) advise them not to smoke .....
- b) complain to their parents.....



- c) like to smoke along with them.....
- d) avoid their company.....
- e) any other (pl. specify).....

62. If I see somebody selling illicit liquor or drugs (charas etc.,) I shall...

- a) raise a hue and cry .....
- b) try to catch the thief/culprit .....
- c) promptly inform the police .....
- d) not bother about the incident .....
- e) any other (pl. specify).....

**Some more Queries and statement ! Please answer them as well**

63. Some of the social evils are listed below. Please indicate what the attractions and perceived harms are, and whether you would like to enjoy (Ej.) or avoid it (Av.) or Can not say (Cs.), by putting tick mark ✓ under appropriate column.

Social Evil	Attractions	Perceived Harms	Ej.	Av.	Cs.
i) Cigarette smoking	..... ..... .....	..... ..... .....			
ii) Drinking beer/liquor	..... ..... .....	..... ..... .....			
iii) Gambling	..... .....	..... .....			
iv) Eve-teasing	..... .....	..... .....			
v) Use of drugs	..... .....	..... .....			
vi) Indulgence in premarital sex	..... .....	..... .....			

64. All cities face the problem of fights and murders. Even simple fights can result in injuries. Large scale violence and riots are much worse. In your opinion...

i) violence is never necessary because it is always possible to settle an issue peacefully.

SA	A	CS	DA	SD
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ii) people who use weapons or violence of any kind do so because (a) they think they are stronger

SA	A	CS	DA	SD
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(b) they know they could not persuade their opponents without using force

SA	A	CS	DA	SD
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(iii) Police are right to use any force necessary to stop a crowd rioting, or to prevent property from being destroyed.

SA	A	CS	DA	SD
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(iv) Children should not be bullied by other children, by their teachers or by their parents.

SA	A	CS	DA	SD
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65. (i) Does violence of any kind worry you?

Yes	No	CS
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(ii) What do you think should be done to prevent violence? (Please state in brief).

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66. Advertising a product often involves exaggerating or lying about what it can do.

SA	A	CS	DA	SD
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67. I do not mind bunking classes and seeing a good cinema. That too, when friends are doing so.

SA	A	CS	DA	SD
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68. I cannot leave my friends even if they tell me to do wrong things.

SA	A	CS	DA	SD
----	---	----	----	----

69. I am sure I shall achieve my goal.

SA	A	CS	DA	SD
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70. There are very few good jobs like doctor, engineer and like.

SA	A	CS	DA	SD
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71. I do not mind taking up any job.

SA	A	CS	DA	SD
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72. I will be very disappointed if I do not get a job of my choice.

SA	A	CS	DA	SD
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73. Studies are not as important as one thinks of.

SA	A	CS	DA	SD
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74. I should have money and know people for getting any job done.

SA	A	CS	DA	SD
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75. I would like to join the police.

SA	A	CS	DA	SD
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76. If Yes, please indicate 5 reasons, out of the list given below, by assigning the top important reason as (1) and less-important reason as (5) in descending order.

- a) I like the job .....
- b) I can take lot of advantages in life .....
- c) I can do whatever I feel like doing.....
- d) I look smart in uniform.....
- e) I can earn lot of money.....
- f) I can get good name and recognition.....
- g) I can take care of innocent and needy persons.....


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scale

- h) I can do service to the nation .....
- i) I am confident of changing the police image .....
- j) policing is a commendable job.....
- k) I can easily get the job .....
- l) I consider policing to be a big challenge.....
- m) any other (pl. specify).....

77. I am not willing to join police because (please give reasons in brief)

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78.

**Basic Data**

- A. Name (may or may not be given)..... Sex : Male .... Female .....
- B. Class: ..... Section.....
- C. Name of the School.: .....
- D. City: .....
- E. Date of Birth/Age (in completed years) .....
- F. Father/Guardian's profession.....
- G. Mother's Profession, if any :.....
- H. Number of children (including self): ..... Brothers:..... Sisters .....
- I. Are you the first child / second child / third child / (if other, pl. specify).....  
(please tick the appropriate position)
- J. Annual income of the family.....  
(approximately)

K. Religion :

Hindu
  Muslim
  Christian
  Sikh
  Others

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अनुसंधान के लिए

आर.टी -1

5189

किशोर विद्यार्थियों के लिए परख परीक्षा

क्रम सं.-----

यह प्रश्नावली पुलिस कार्य तथा संबंधित प्रणालियों के बारे में किशोर विद्यार्थियों की समझ को परखने तथा अपराध के प्रति उनकी ग्रहणशीलता का विश्लेषण करने के उद्देश्य से तैयार की गई है।

सामान्य अनुदेश : नीचे पुलिस कार्य, भारतीय कानून तथा किशोरों से संबंधित कुछ कथन/स्थितियाँ दी गई हैं। संबंधित खाने में (आवश्यकतानुसार) ✓ का निशान लगाते हुए अपने विचार दीजिए। जिन कथनों में  पस  स  कस  अस  पअ का विकल्प दिया गया है वहाँ हम उस कथन विशेष के संबंध में आपकी सहमति या असहमति की प्रबलता जानना चाहते हैं। इसलिये यदि आप प्रबल रूप से सहमत है तो  पस पर निशान लगाइये और यदि प्रबल रूप से असहमत है तो  पअ पर निशान लगाइये। जहाँ पर आप अपने उत्तर के बारे में आश्वस्त नहीं है वहाँ पर  कस पर ✓ निशान लगाइये।  स का मतलब सहमत है और  अस का अर्थ असहमत है।

कुछ कथनों में आपके उत्तर के संदर्भ में कारण देने का संकेत किया गया है। कृपया उत्तर लिखने से पहले कुछ पल सोचिये और फिर उस उत्तर का कारण लिखिए। हमारे लिये इसका बहुत महत्व होगा।

कृपया याद रखें कि इसमें कोई समय सीमा नहीं है। परंतु यह अपेक्षा की जाती है कि आप एक बैठक में और बिना किसी से परामर्श लिये प्रश्नावली को पूरा करें। हमें आपके यथार्थ उत्तरों की प्रतीक्षा है।

01. मैं पुलिस कर्मचारियों से मिलता /मिलती और बात करता/करती हूँ :

अक्सर	कभी कभी	बहुत कम	कभी नहीं
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02. मेरी पहचान के एक व्यक्ति पुलिस में काम करते हैं :

हाँ	नहीं
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03. मेरे नगर की अनुमानित जनसंख्या है :

20 से कम	21से40	41 से 60	61 से 80	81 से 100	100 से अधिक
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04. मेरे नगर में पुलिस बल की अनुमानित संख्या है:

2500	5000	10000	20000	30000	50000	कहा नहीं जा सकता
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टिप्पणी : ह : हाँ, न : नहीं, कस : कहा नहीं जा सकता, पस : पूरी तरह सहमत, स : सहमत, अ : असहमत, पअ : पूरी तरह असहमत

05. कृपया नीचे दिए पुलिस पदों को इस वरिष्ठता क्रम में लिखिए कि वरिष्ठता में निम्नतम पद के लिए (1) और उच्चतम पद के लिए (5) लिखा जाए :

पुलिस उप निरीक्षक -----

पुलिस अधीक्षक -----

पुलिस प्रधान आरक्षक -----

पुलिस उप महा निरीक्षक -----

पुलिस निरीक्षक -----

06. सामान्यतः एक पुलिस आरक्षक एक दिन में -----घंटे ड्यूटी करता है।

07. एक पुलिस आरक्षक का वेतन लगभग रु. ----- प्रति माह होता है।

08. एक पुलिस आरक्षक -----वर्षों में अगले पद पर पदोन्नति पाता है।

09. कुल पुलिस बल में आरक्षकों और प्रधान आरक्षकों का प्रतिशत ----- होता है।

10. मुझे पुलिस के बारे में अधिक जानकारी प्राप्त करने में रुचि है।
- |                      |               |              |                 |
|----------------------|---------------|--------------|-----------------|
| बहुत ज्यादा<br>हद तक | एक सीमा<br>तक | कुछ<br>हद तक | बिल्कुल<br>नहीं |
|----------------------|---------------|--------------|-----------------|

11. आपके अनुसार पुलिस की क्या भूमिका होती है (कृपया 5 पंक्तियों में लिखिए)
- 
- 
- 
- 
- 

12. (क) पुलिस जनता के प्रति संवेदनशील होती है :
- |    |   |    |    |    |
|----|---|----|----|----|
| पस | स | कस | अस | पअ |
|----|---|----|----|----|

- (ख) मुझ पर इस प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक स्रोतों पर ✓ निशान लगा सकते हैं)

सिनेमा	टी.वी.	समाचारपत्र	अपने अनुभव से	स्व अवधारणा से	दूसरों से सुना	अन्य स्रोतों से
--------	--------	------------	---------------	----------------	----------------	-----------------

13. (क) पुलिस में शिकायत दर्ज करने में लोगों को भय लगता है।
- |    |   |    |    |    |
|----|---|----|----|----|
| पस | स | कस | अस | पअ |
|----|---|----|----|----|

- (ख) मुझ पर इस प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक स्रोतों पर ✓ निशान लगा सकते हैं)

सिनेमा	टी.वी.	समाचारपत्र	अपना अनुभव	स्वयं की परख	दूसरों से सुना	अन्य स्रोतों से
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टिप्पणी : ह : हाँ, न : नहीं, कस : कहा नहीं जा सकता, पस : पूरी तरह सहमत, स : सहमत, अ : असहमत, पअ : पूरी तरह असहमत

14. (क) पुलिस कर्मचारी व्यस्त रहते हैं । 

पस	स	कस	अस	पअ
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(ख) मुझ पर इस प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक स्रोतों पर ✓ निशान लगा सकते हैं)

सिनेमा	टी.वी.	समाचारपत्र	अपना अनुभव	स्वयं की परख	दूसरों से सुना	अन्य स्रोतों से
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15. (क) पुलिस अत्यधिक दबाव के अंतर्गत कार्य करती है 

पस	स	कस	अस	पअ
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(ख) मुझ पर प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक स्रोतों पर ✓ निशान लगा सकते हैं)

सिनेमा	टी.वी.	समाचारपत्र	अपना अनुभव	स्वयं की परख	दूसरों से सुना	अन्य स्रोतों से
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16. (क) पुलिस भ्रष्टाचारी होती है 

पस	स	कस	अस	पअ
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(ख) मुझ पर प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक स्रोतों पर ✓ निशान लगा सकते हैं)

सिनेमा	टी.वी.	समाचारपत्र	अपना अनुभव	स्वयं की परख	दूसरों से सुना	अन्य स्रोतों से
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17. भ्रष्टाचार देश के सभी विभागों में फैला हुआ है । 

पस	स	कस	अस	पअ
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18. पुलिस में भ्रष्टाचार का स्तर उतना ऊँचा नहीं है जितना अन्य विभागों में । 

पस	स	कस	अस	पअ
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19. समाज भ्रष्ट हो सकता है लेकिन पुलिस कर्मचारी को भ्रष्ट नहीं होना चाहिए । 

पस	स	कस	अस	पअ
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उत्तर के अनुकूल कारण लिखिए (संक्षेप में)

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20. आपकी राय में पुलिस में भ्रष्टाचार के कारण हैं :-

(क) पुलिस कर्मचारियों को वेतन कम मिलता है । 

पस	स	कस	अस	पअ
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(ख) पुलिस लालची होती है और सभी परिस्थितियों का अनुचित लाभ उठाना चाहती है 

पस	स	कस	अस	पअ
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(ग) पुलिस को अपनी प्रतिष्ठा का ध्यान नहीं है । 

पस	स	कस	अस	पअ
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(घ) रिश्वत को पुलिस अपने अतिरिक्त कर्तव्यों और खतरे से भरी जिदगी की प्रतिपूर्ति मानती है । 

पस	स	कस	अस	पअ
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(ङ) अन्य कोई कारण (कृपया उल्लेख करें) -----

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21. पुलिस अपराध स्थल पर समय से पहुंच जाती है  
कृपया अपने उत्तर के संदर्भ में कारण लिखिए (संक्षेप में)

पस	स	कस	अस	पअ
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22. पुलिस मामले की विस्तृत जाँच में रुचि दिखाती है

पस	स	कस	अस	पअ
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23. पुलिस अपराधियों से निपटने के लिए बहुत जोखिम उठाती है

पस	स	कस	अस	पअ
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24. अच्छा हो कि पुलिस स्टेशन में बैठने की अपेक्षा पुलिस कर्मचारी बाहर जाकर जनता से मेल मिलाप करें

पस	स	कस	अस	पअ
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25. दोषियों को सजा दिलाने के लिए पुलिस मामले की अच्छी तरह से छानबीन करती है

पस	स	कस	अस	पअ
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26. पुलिस अपराध पीड़ितों की परवाह नहीं करती

पस	स	कस	अस	पअ
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27. इयूटी के समय पुलिस को सादे कपड़ों में घूमने की बजाय वर्दी में रहना आवश्यक है  
अपने उत्तर के संदर्भ में कारण दीजिए (संक्षेप में)

पस	स	कस	अस	पअ
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28. पुलिस को अपराधियों या अन्यो की पिटाई का सहारा नहीं लेना चाहिए।  
अपने उत्तर के संदर्भ में कारण दीजिए (संक्षेप में)

पस	स	कस	अस	पअ
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29. यदि पुलिस मित्रता पूर्वक दृष्टिकोण अपनाये तो लाभप्रद होगा  
अपने उत्तर के संदर्भ में कारण दीजिए (संक्षेप में)

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30. आपकी राय में पुलिस के दुर्व्यवहार के क्या कारण है :

(क) आरक्षक जिनसे हमारा अक्सर वास्ता पड़ता है, कम शिक्षित होते हैं

पस	स	कस	अस	पअ
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(ख) पुलिस प्रशिक्षण उन्हें कठोर बनाता है लेकिन मानवीय नहीं

पस	स	कस	अस	पअ
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(ग) पुलिस सभी को संदेह से देखती है

पस	स	कस	अस	पअ
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(घ) विभिन्न उत्तरदायित्वों के कारण पुलिस पर कार्य का अतिरिक्त भार होता है

पस	स	कस	अस	पअ
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(ङ) अन्य कोई कारण (कृपया उल्लेख करें).....

31. पुलिस की नौकरी के कारण कर्मचारियों के परिवार व्यथित रहते हैं :

अपने उत्तर के संदर्भ में कारण दीजिए (संक्षेप में)

32. पुलिस कर्मचारियों का निष्पादन निम्नलिखित के कारण बुरी तरह प्रभावित होता है :

(क) उनकी इयूटी के लंबे घंटे बिना किसी साप्ताहिक अवकाश के आश्वासन के

पस	स	कस	अस	पअ
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(ख) उनका कम वेतन तथा दयनीय जीवन-यापन परिस्थितियाँ

पस	स	कस	अस	पअ
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(ग) पुलिस कार्य प्रणाली में सुधारों की कमी

पस	स	कस	अस	पअ
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(घ) उनकी दयनीय-कार्य परिस्थितियाँ

पस	स	कस	अस	पअ
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(ङ) समाज की नैतिक मूल्य व्यवस्था में गिरावट

पस	स	कस	अस	पअ
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(च) राजनीतिज्ञों का बढ़ता हुआ हस्ताक्षेप

पस	स	कस	अस	पअ
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(छ) जनता द्वारा पुलिस की कार्य सराहना में कमी

पस	स	कस	अस	पअ
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(ज) पुलिस और जनता में बढ़ता हुआ भेद

पस	स	कस	अस	पअ
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(झ) पुलिस कार्य प्रणाली में भ्रष्टाचार

पस	स	कस	अस	पअ
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(ट) पुलिस कर्मचारियों के लिए अपर्याप्त प्रशिक्षण

पस	स	कस	अस	पअ
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(ठ) किसी समस्या को जैसे तैसे सुलझाने की पुलिस की कार्य प्रणाली

पस	स	कस	अस	पअ
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(ड) भविष्य के लिये नियोजन करने के प्रयत्नों में कमी

पस	स	कस	अस	पअ
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अ : असहमत, पअ : पूरी तरह असहमत



33. पुलिस की भूमिका साधारणतया नकारात्मक रहती है  
इसलिए यह जनता के साथ मित्रवत नहीं हो सकती।

पस	स	कस	अस	पअ
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34. जनता पुलिस से अत्यधिक सहायता की अपेक्षा करती है

पस	स	कस	अस	पअ
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35. पुलिस अक्सर जनता की अपेक्षाओं को पूरा करने के  
लिए गैर कानूनी ढंग से कार्य करने के लिए जानी जाती है

पस	स	कस	अस	पअ
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36. (i) मान लीजिए आपने देखा कि एक पुलिस कर्मचारी ने एक व्यक्ति को दुकान से सामान लेकर भागते  
हुए पकड़ा। कृपया लिखिए कि निम्नलिखित में से आगे क्या घटेगा :

(क) पुलिस कर्मचारी उस व्यक्ति को पिटाई करता है और उसे जेल में बंद कर देता है

हाँ	नहीं	कस
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(ख) पुलिस को कचेहरी में पेश किया जाता है

हाँ	नहीं	कस
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(ग) उस व्यक्ति को न्यायालय में एक वकील उपलब्ध कराया जाता है जो गवाह  
का परीक्षण कर सकता है और संबंधित व्यक्ति के बचाव में मुकद्दमा लड़ सकता है

हाँ	नहीं	कस
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(घ) जज तब तक यह निर्णय नहीं लेगा कि उस व्यक्ति ने वस्तु चुराई है या  
नहीं जब तक वह मामले की सुनवाई नहीं करता

हाँ	नहीं	कस
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(ङ) पुलिस कर्मचारी चोर या दुकानदार से रिश्वत ले लेगा

हाँ	नहीं	कस
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(ii) उपर्युक्त घटना में आपके अनुसार क्या होना चाहिए :

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(iii) आपके अनुभव के अनुसार यदि आपके निवास स्थान के पास ये घटना घटती है तो आपके विचार में  
वास्तव में क्या होगा :

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37. भारतीय विधि प्रणाली सौ साल से भी अधिक पुरानी है  
इसलिए वास्तविकता से कोसों दूर है

पस	स	कस	अस	पअ
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38. न्यायाधीश को बाहरी दबाव में आकर निर्णय देना नहीं चाहिए

पस	स	कस	अस	पअ
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39. न्यायिक मामलों में विलंब के कारण अपराधी निर्भिक हो रहे हैं

पस	स	कस	अस	पअ
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40. कैदियों के साथ बर्ताव करते समय जेलर का दयालु होना आवश्यक है

पस	स	कस	अस	पअ
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41. अपराधियों को जेल की सजा देने का उद्देश्य है  
 (क) सुधार (उनके दृष्टिकोण को सुधारना) 

पस	स	कस	अस	पअ
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 (ख) सजा (उनको पीड़ित करना) 

पस	स	कस	अस	पअ
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42. अपराध को दोहराने वाले अपराधियों के साथ बर्बरता से पेश आना चाहिए अपने उत्तर के संदर्भ में कारण लिखिए (संक्षेप में )  
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43. प्रथम बार अपराध करने वालों को माफ किया जा सकता है अपने उत्तर के संदर्भ में कारण लिखिए (संक्षेप में )  
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44. अपराधियों से निपटने के लिए पुलिस, न्यायाधीशों तथा जेल प्राधिकारियों के बीच समन्वय होना चाहिए 

पस	स	कस	अस	पअ
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45. न्यायालयों से बाहर लाते समय/ पेश करते समय अपराधियों के हाथ में हथकड़ी होनी चाहिए अपने उत्तर के संदर्भ में कारण लिखिए (संक्षेप में )  
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46. अपराधों/ अपराधियों से निपटने के लिए न्यायालयों की संख्या अपर्याप्त है 

पस	स	कस	अस	पअ
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47. अपराध के शिकार व्यक्तियों को कानून अपने हाथ में लेने के सिवाय और कोई विकल्प नहीं है क्योंकि वर्तमान कानून व्यवस्था प्रभावी नहीं है 

पस	स	कस	अस	पअ
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- कृपया लिखें कि निम्नलिखित परिस्थितियों में आप क्या करना चाहेंगे ( संबंधित विकल्प/विकल्पों ) पर चिह्न लगाईये
48. यदि मैं किसी फिल्म में जनता द्वारा किसी पुलिस कर्मचारी को पिटते हुए देखता हूँ तो, मुझे  
 (क) मजा आता है   
 (ख) पुलिस के संदर्भ में बुरा लगता है   
 (ग) कारण जानने की चेष्टा करता हूँ   
 (घ) लगता है कि पुलिस जोखिम भरी नौकरी है   
 (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
49. यदि मैं वास्तविक जीवन में किसी पुलिस कर्मचारी को पिटते हुए देखूँ तो मैं  
 (क) हस्तक्षेप करके पुलिस वाले को बचाऊँगा   
 (ख) पीटने वालों में शामिल हो कर उसकी पिटाई करूँगा   
 (ग) देखने में आनंद आएगा   
 (घ) पुलिस नियंत्रण कक्ष को सूचित करूँगा

- (ग) देखने में आनंद आएगा
- (घ) पुलिस नियंत्रण कक्ष को सूचित करूँगा
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
50. यदि मैं किसी पुलिस कर्मचारी को किसी व्यक्ति को पीटते हुए देखूँ तो मैं
- (क) उसे ऐसा न करने के लिए कहूँगा.....
- (ख) पीटने वाले व्यक्ति के प्रति सहानुभूति दर्शाऊँगा.....
- (ग) वहाँ से भाग जाऊँगा.....
- (घ) उस व्यक्ति को बचाने का प्रयत्न करूँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
51. यदि मैं किसी पुलिस कर्मचारी को किसी व्यक्तिसे रिश्वत लेते हुए देखूँ तो मैं
- (क) चुप रह कर देखूँगा.....
- (ख) पुलिस कर्मचारी से ऐसा न करने के लिए कहूँगा.....
- (ग) पुलिस नियंत्रण कक्ष को सूचित करूँगा.....
- (घ) वहाँ से भाग जाऊँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
52. यदि पास में कोई झगडा चल रहा हो और पुलिस कर्मचारी निष्क्रिय होकर सिगरेट पी रहा हो तो मैं
- (क) पुलिस कर्मचारी को झगडे के बारे में बताकर हस्ताक्षेप करने के लिए कहूँगा
- (ख) पुलिस कर्मचारी को झगडे में हस्ताक्षेप करने में सहायता करूँगा.....
- (ग) वहाँ से भाग जाऊँगा.....
- (घ) स्वयं झगडे में हस्ताक्षेप करूँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
53. यदि मैं किसी को सड़किल चुराते देखूँ तो, मैं
- (क) शोर मचाऊँगा.....
- (ख) चोर/ संदिग्ध को पकड़ने का प्रयत्न करूँगा.....
- (ग) शीघ्र पुलिस को सूचित करूँगा.....
- (घ) घटना की परवाह नहीं करूँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
54. यदि मैं किसी व्यक्ति को किसी को लूटते हुए देखूँ तो, मैं
- (क) शोर मचाऊँगा.....
- (ख) चोर/ संदिग्ध को पकड़ने का प्रयत्न करूँगा.....
- (ग) शीघ्र पुलिस को सूचित करूँगा.....
- (घ) घटना की परवाह नहीं करूँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....
55. यदि मेरे पिताजी कार चलाते समय यातायात सिग्नलों का उल्लंघन करें तो, मैं
- (क) उन्हें ऐसा न करने के लिए प्रेरित करूँगा.....
- (ख) बाद में अपने माताजी को इसके बारे में बताऊँगा.....
- (ग) अपने पिताजी से कहूँगा कि वे कार गलत ढंग से चला रहे हैं.....

- (घ) चुप रहूँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
56. जब मैं कुछ लड़कों को किसी बस पर पत्थर फेंकते हुए और बस के ड्राइवर तथा कंडेक्टर को मारते हुए देखता हूँ तो मैं
- (क) उन्हें ऐसा न करने के लिए कहता हूँ .....
- (ख) उनमें शामिल हो जाता हूँ .....
- (ग) अपने को बचाने के लिए वहां से भाग जाता हूँ.....
- (घ) पुलिस (नियंत्रण कक्ष) को सूचित करता हूँ.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
57. किसी सड़क पर पड़े घायल व्यक्ति को देख कर मैं .....
- (क) घायल की सहायता करने का प्रयत्न करता हूँ .....
- (ख) संभव सहायता के लिए पुलिस को सूचित करता हूँ.....
- (ग) अपने को बचाने के लिए वहां से भाग जाता हूँ.....
- (घ) दूसरे लोगों से घायल की सहायता के लिए अनुरोध करता हूँ.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
58. यदि मैं किसी गाड़ी को दुर्घटना करते हुए और वहां से भाग जाते हुए देखता हूँ तो, मैं
- (क) गाड़ी का नंबर नोट करके पुलिस को सूचित करने का प्रयत्न करता हूँ.....
- (ख) पीछे से आने वाली गाड़ियों को संदिग्ध का पीछा करने का अनुरोध करता हूँ.....
- (ग) पहले घायल की देखभाल करके फिर पुलिस को सूचित करता हूँ.....
- (घ) बचकर घटना स्थल से निकल जाता हूँ .....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
59. यदि मैं अपने मित्रों को किसी को प्रताड़ित करते देखूँ तो, मैं
- (क) उन्हें ऐसा न करने के लिए कहता हूँ .....
- (ख) उनका अनुसरण करके मैं भी वहीं करता हूँ.....
- (ग) पीड़ित की सहायता करने का प्रयत्न करता हूँ .....
- (घ) देखता और आनंदित होता हूँ .....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
60. यदि मैं किसी निरपराध व्यक्ति के साथ अन्याय होता देखता हूँ तो, मैं
- (क) हस्ताक्षेप करके न्याय को रोकने का प्रयत्न करता हूँ.....
- (ख) पुलिस नियंत्रण कक्ष को सूचित करता हूँ.....
- (ग) वहां से भाग जाता हूँ.....
- (घ) अन्याय से लड़ने के लिए निरपराध व्यक्ति का साथ देता हूँ.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
61. यदि मेरे मित्र सिगरेट पीते हैं तो, मैं
- (क) मैं सिगरेट न पीने की सलाह देता हूँ .....
- (ख) उनके माता पिता से शिकायत करता हूँ.....
- (ग) उनके साथ सिगरेट पीना पसंद करता हूँ.....

- (घ) उनसे दूर रहता हूँ .....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें) .....
62. यदि मैं किसी को अवैध शराब या नशीले पदार्थ बेचते हुए देखता हूँ तो मैं
- (क) शोर मचाऊँगा .....
- (ख) चोर/ संदिग्ध को पकड़ने का प्रयत्न करूँगा .....
- (ग) शीघ्र पुलिस को सूचित करूँगा.....
- (घ) घटना की परवाह नहीं करूँगा.....
- (ङ) अन्य कोई कारण (कृपया उल्लेख करें).....

63. नीचे कुछ सामाजिक बुराईयों का उल्लेख हैं कृपया संकेत करें कि उनके आकर्षण या नुकसान क्या हैं और/का निशान लगाते हुए लिखिए कि आप उनका 'आनन्द उठाएंगे', उनसे 'दूर रहेंगे' या 'कहा नहीं जा सकता'

सामाजिक बुराई	आकर्षण	संभावित नुकसान	आनंद आना	दूर रहना	कह नहीं सकते
1. सिगरेट पीना					
2. बियर/शराब सेवन					
3. जुआ					
4. छेड़छाड़					
5. नशीले पदार्थों का सेवन					
6. विवाह पूर्व शारीरिक संबंध बनाना					

64. सभी शहरों में दंगों और हत्याओं की समस्या है। यहाँ तक कि छोटे छोटे झगड़े घाव का कारण बन सकते हैं। बड़े स्तर पर होने वाली हिंसा और दंगों से स्थिति और बिगड़ जाती है। आपकी राय में:-

- (i) हिंसा की आवश्यकता कभी नहीं होती क्योंकि किसी भी मामले को शांतिपूर्वक निपटाना संभव है। 

पस	स	कस	अस	पअ
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- (ii) किसी प्रकार के हथियार या हिंसा का प्रयोग करने वाले सोचते हैं कि
- (क) वे अधिक ताकतवर हैं। 

पस	स	कस	अस	पअ
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- (ख) उन्हें मालूम है कि बिना बल प्रयोग के वे अपने विपक्षियों को मनवा नहीं सकते। 

पस	स	कस	अस	पअ
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- (ग) दंगा करती भीड़ को रोकने के लिए या संपत्ति को नष्ट होने से बचाने के लिए पुलिस द्वारा किसी प्रकार के बल का प्रयोग करना उचित है 

पस	स	कस	अस	पअ
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- (घ) बच्चों को अन्य बच्चों द्वारा, उनके अध्यापकों 

पस	स	कस	अस	पअ
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या माता-पिता द्वारा डराया - धमकाया नहीं जाना चाहिए।

65. (I) क्या आपको किसी प्रकार की हिंसा से चिंता होती है 

हाँ	नहीं	कस
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- (ii) आपके अनुसार हिंसा को रोकने के लिए क्या करना चाहिए  
(कृपया संक्षेप में लिखिए )  
.....  
.....  
.....
66. किसी उत्पाद का विज्ञापन अक्सर उस वस्तु का अतिवर्णन करता है या उस उत्पाद की क्षमता के बारे में झूठा प्रचार करता है। 

पस	स	कस	अस	पअ
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67. कक्षाओं में अनुपस्थित रहकर अच्छा सिनेमा देखने में मुझे कुछ गलत नहीं लगता, वह भी तब, जब अन्य मित्र भी ऐसा ही कर रहे हों। 

पस	स	कस	अस	पअ
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68. मैं अपने मित्रों को नहीं छोड़ सकता चाहे वे मुझे बुरा काम करने के लिए ही क्यों न कहें। 

पस	स	कस	अस	पअ
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69. मुझे विश्वास है कि मैं अपने लक्ष्य को प्राप्त करूंगा। 

पस	स	कस	अस	पअ
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70. अच्छी नौकरियाँ कुछ ही हैं जैसे डॉक्टर, इंजीनियर या इसी प्रकार की अन्य। 

पस	स	कस	अस	पअ
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71. मैं कोई भी नौकरी करने के लिए तैयार हूँ। 

पस	स	कस	अस	पअ
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72. यदि मुझे अपनी पसंद की नौकरी न मिले तो मुझे बहुत निराशा होगी। 

पस	स	कस	अस	पअ
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73. अध्ययन उतना महत्वपूर्ण नहीं है जितना की कोई व्यक्ति सोचता है। मेरे पास पैसा होना चाहिए और उन लोगों की जानकारी होनी चाहिए जिनसे काम करवाया जा सकता है। 

पस	स	कस	अस	पअ
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75. मैं पुलिस की नौकरी करना पसंद करूंगा। 

पस	स	कस	अस	पअ
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76. यदि उपर्युक्त का उत्तर हाँ है तो नीचे दी गयी सूची में से पाँच कारणों पर अवरोह क्रम में निशान लगाइये जिसमें 'अति महत्वपूर्ण कारण' के लिए (1) और 'सब से कम महत्वपूर्ण कारण' के लिए (5) लिखा जाये।
- (क) मुझे यह नौकरी पसंद है .....
- (ख) मैं इससे जिंदगी में बहुत लाभ प्राप्त कर सकता हूँ .....
- (ग) मैं जो करना चाहूँ, कर सकता हूँ .....
- (घ) मैं वर्दी में स्मार्ट दिखता हूँ .....
- (ङ) मैं बहुत सारा धन कमा सकता हूँ .....
- (च) मैं अच्छा नाम और शोहरत कमा सकता हूँ .....
- (छ) मैं निर्दोष और जरूरत मन्द व्यक्तियों की सहायता कर सकता हूँ .....
- (ज) मैं राष्ट्र की सेवा कर सकता हूँ .....

- (झ) मुझे विश्वास है कि मैं पुलिस की छवि बदल सकता हूँ .....
- (ट) पुलिस कार्य प्रशंसनीय कार्य है .....
- (ठ) मैं आसानी से नौकरी प्राप्त कर सकता हूँ .....
- (ड) मैं पुलिस कार्य को एक बड़ी चुनौती मानता हूँ .....
- (ण) अन्य कोई कारण (कृपया उल्लेख करें) .....

77. मैं पुलिस की नौकरी में नहीं जाना चाहता क्योंकि (कृपया संक्षेप में कारण लिखिए )

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78.

### मूल व्यक्तिगत विवरण

- (क) नाम (दिया या न दिया जा सकता है) ..... लिंग : पुरुष ..... स्त्री .....
- (ख) कक्षा ..... अनुभाग .....
- (ग) स्कूल का नाम .....
- (घ) नगर .....
- (ङ) जन्म तिथि / आयु (पूरे किये गये वर्ष ) .....
- (च) पिता/ संरक्षक का व्यवसाय .....
- (छ) माता का व्यवसाय, यदि हो तो .....
- (ज) बच्चों की संख्या (स्वयं को मिलाकर ) : ..... भाई ..... बहन .....
- (झ) क्या आप पहले/ दूसरे/ तीसरे बच्चे हैं (यदि अन्य, कृपया उल्लेख करें).....  
(उचित स्थान पर निशाल लगाएं )
- (ट) परिवार की वार्षिक आमदनी .....  
(लगभग)

পুন্নিম এবং সোম্যক্রম বিজ্ঞান বিভাগ এবং অপরাধের প্রতি আদের দৃষ্টিতে।  
সম্পর্কে জিলার ছাত্রছাত্রীদের প্রতিক্রিয়া জমাই এই প্রশ্নাবলীর উদ্দেশ্য।

**নির্দেশাবলী:** পুন্নিমের কাজ, দেগের নিয়মনীতি এবং জিলারজিলারীদের চিন্তাজনক বিষয় সম্পর্কে নীচে কিছু বাধ্য/পরিষ্কৃতি উল্লিখিত রয়েছে। আপনার মতামত জমানোর জন্য সঠিক জয়গায় ✓ চিহ্ন দিন। যেখানে প্র.স, অ, অনি, বি, প্র.বি, ইত্যাদির মর্য় থেকে আপনাকে পছন্দপ্রই উত্তরের পক্ষে ✓ চিহ্ন দিতে বলা হচ্ছে, সেখানে উল্লিখিত বাধ্য সম্পর্কে আপনি যত প্রবলভাবে সমর্থন বা বিরোধিতার জব পোষণ করেন, তা জমাই আমাদের উদ্দেশ্য। যদি আপনি উল্লিখিত বাধ্য প্রবলভাবে সমর্থন করেন, তবে প্র.স. মতের পক্ষে ✓ চিহ্ন দিন আর যদি তীব্রভাবে বিরোধিতা করেন, তবে প্র.বি. মতের পক্ষে ✓ চিহ্ন দিন। যদি আপনার কোন নির্দিষ্ট মতামত না থাকে, সেক্ষেপে অনি. মতের পক্ষে ✓ চিহ্ন দিন। স. এবং বি. যথাক্রমে সমর্থন এবং বিরোধিতা বোঝাবে।

কিছু ক্ষেত্রে আপনার উত্তরের পিছনে জরুর জমতে দাওয়া হয়েছে। অনুগ্রহ করে কিছুক্ষণ দিতা করে উত্তরের কারণ জমালে আমরা খুব উপকৃত হব। মনে রাখবেন যে একটি প্রশ্নের উত্তর দেবার কোন সনয়সীমা নেই। কিন্তু অন্য কারুর সঙ্গে আলোচনা না করে একা এই প্রশ্নাবলীর উত্তর দিলে আমরা ব্যস্তিত থাকবে। আপনি যা জাবেন, আপনার উত্তরে অবিকল তাই প্রতিক্রিয়া ঘটিবে, আমরা এই প্রত্যাশাই করব।

০১. আমি পুন্নিম কর্মীদের সঙ্গে দেখা করেছি এবং যথা বন্দেছি।

প্রায়ই	মাঝেমধ্যে	কোনোভাবে	কখনো না
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০২. আমার চেনাফানা মোক পুন্নিমে কাজ করে।

হ্যাঁ	না
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০৬. আমার শহরের (নাম) \_\_\_\_\_ আনুমানিক জনসংখ্যা \_\_\_\_\_ লক্ষ

২০ থেকে কম	২০ থেকে ৪০	৪০ থেকে ৬০	৬০ থেকে ৮০	৮০ থেকে ১০০	১০০ রু বেশি
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০৪. আমার শহরে (নাম) কর্মরত পুন্নিমের আনুমানিক সংখ্যা

২৫০০	৫০০০	১০,০০০	২০,০০০	৩০,০০০	৫০,০০০	জানি না
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৩৫. নিম্নে পুন্নিমের বিভিন্ন পদের নাম ভাগ্নাখত রয়েছে। গদ্যবান্দ অনুযায়ী পদগুলি সাজান। অবশ্যে উঁচু পদের নামে (৫), তরুণের (৪), (৩), (২) এবং অবশ্যে নীচু পদের নামে (১) লিখুন।

- পুন্নিম সাব-ইন্সপেক্টর (SI)
- পুন্নিম সুপারিন্টেন্ডেন্ট (SP)
- পুন্নিম হেড - কন্স্টেবল (HC)
- পুন্নিমের ডেপুটি ইন্সপেক্টর-জেনারেল (DIG)
- পুন্নিম ইন্সপেক্টর (Insp.)

৩৬. আকস্মিকতঃ একজন পুন্নিম কন্স্টেবল দিলে \_\_\_\_\_ ঘণ্টা কাজ করেন।
৩৭. একজন পুন্নিম কন্স্টেবল মাসে আনুমানিক \_\_\_\_\_ টাকা মাইনে পান।
৩৮. আকস্মিকতঃ \_\_\_\_\_ বছর কাজ করার পরে একজন পুন্নিম কন্স্টেবলের পদোন্নতি হয়।
৩৯. পুন্নিমের অর্ধমাসিক প্রণ্যার \_\_\_\_\_ % (মাসিক) হচ্ছে পুন্নিম কন্স্টেবল আর হেড-কন্স্টেবল।
৪০. আমি পুন্নিমব্যবস্থা সংস্কারে আরও কতখানি জ্ঞানে ইচ্ছুক?

আরও অনেকখানি	বেশ কিছুটা	খুবই বেশ	একবারেই না
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৪১. আপনার মতে পুন্নিমের পুন্নিম কি? (পাঁচ পংক্তিতে লিখুন)

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৪২. ক) পুন্নিম জনস্বার্থের প্রতি অশাস্ত্রীয়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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- খ) আপনার এই মতামতের জিডি (একাধিক উত্তর অধিক মনে হলে একাধিক ✓ চিহ্ন দিন)

চলচ্চিত্র	দূরদর্শন	অণুবাদন	বিজ্ঞান	বিজ্ঞান ছাখে	অপরের কাছে	অন্যান্য
			আজ্ঞাত	দেখা ঘটনা	সোনা ঘটনা	অন্য

খ) আগনার এই মতামতের ভিত্তি (একাত্মিক উত্তর অটিক মনে রলে একাত্মিক ✓ চিহ্ন দিন)

চলচ্চিত্র	দূরদর্শন	অ্য-বাদনয়	নিজস্ব অভিজ্ঞতা	নিজের চোখে দেখা ঘটনা	অন্যের কাছে শোনা ঘটনা	অন্যান্য সূত্র
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১৪. ক) মুনিমতসীরা জীষর বস্তু থাকেন।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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খ) আগনার এই মতামতের ভিত্তি (একাত্মিক উত্তর অটিক মনে রলে একাত্মিক ✓ চিহ্ন দিন)

চলচ্চিত্র	দূরদর্শন	অ্য-বাদনয়	নিজস্ব অভিজ্ঞতা	নিজের চোখে দেখা ঘটনা	অন্যের কাছে শোনা ঘটনা	অন্যান্য সূত্র
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১৫. ক) মুনিমকে খুব মনোর মর্মে কাজ করতে হয়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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খ) আগনার এই মতামতের ভিত্তি (একাত্মিক উত্তর অটিক মনে রলে একাত্মিক ✓ চিহ্ন দিন)

চলচ্চিত্র	দূরদর্শন	অ্য-বাদনয়	নিজস্ব অভিজ্ঞতা	নিজের চোখে দেখা ঘটনা	অন্যের কাছে শোনা ঘটনা	অন্যান্য সূত্র
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১৬. ক) মুনিম দুর্নীতিময়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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খ) আগনার এই মতামতের ভিত্তি (একাত্মিক উত্তর অটিক মনে রলে একাত্মিক ✓ চিহ্ন দিন)

চলচ্চিত্র	দূরদর্শন	অ্য-বাদনয়	নিজস্ব অভিজ্ঞতা	নিজের চোখে দেখা ঘটনা	অন্যের কাছে শোনা ঘটনা	অন্যান্য সূত্র
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১৭. দুর্নীতি দেগের অর্থা ব্যাকক আকারে ছড়িয়ে পড়েছে।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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১৮. অন্যান্য বিভাগের তুলনায় মুনিম দুর্নীতি কম।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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১৯. সমাজ দুর্নীতিগ্রস্ত রত পারে কিন্তু মুনিমের দুর্নীতিগ্রস্ত রওয়া উচিত নয়। আগনার উত্তর অর্থন করতে অ্য-কালে কিছু কারন নীচে নিখুন।

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২০. আগম্য মতে, পুন্নিমে দুর্নীতির কারণ হইল :

ক) পুন্নিমের সার্শনে খুব কম। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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খ) পুন্নিম ভীষন লোভী এবং অববৃক্ষের গরিষ্ঠিতির সুযোগ নিতে চায়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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গ) পুন্নিমের লজ্জা-মরম আর অবশিষ্ট নাই। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ঘ) পুন্নিম মনে করে যে জীবনের সুঁকি নিয়ে বেশি কাজ করার বিভিন্নধে ঘুষ নেওয়া অন্যায় নয়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৬) অন্য কোন কারণ :

২১. অগরাধিবুধে পুন্নিম অন্নয়নতর্হ লৌছে যায়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২২. অগরাধিবুধে ঘর্ষনার ময়নাতদন্ত করতে পুন্নিম উৎসাহ দেখায়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২৩. অগরাধিবুধে ঘর্ষনার পুন্নিমকে প্রচুর সুঁকি নিতে হয়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২৪. পুন্নিম খানায় বসে না থেকে জন্ননের নামে নিয়ে তাদের অভিযোগ মুনলৈহে জন হয়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২৫. অগরাধিবুধে ঘর্ষনার ময়নাতদন্ত পুন্নিম জলাজবে করতে চায় যাতে অগরাধিবুধা উচ্চি আচ্ছন্ন পায়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২৬. অগরাধিবুধে যারা মিকার হন, পুন্নিম তাদের দেখে না। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২৭. কাজ করার সময় পুন্নিমকে আধিবুধে নাগরিকের পাষাক না পরে পুন্নিমের পাষাক পরে শাকা উচ্চি। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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আগম্য উক্ত অর্থন করে অ্য-কোণ কারণ নিখুন।

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২৮. কার্ডকে সার্বসৌন্দর্য করা পুস্তিকাগুলির উচিত নয়, এমনকি অগব্যাবীকৃতও নয়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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আগমনের উত্তর অর্থনৈতিক করে কার্ড দেখান (অ)ংক্রমণ।

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২৯. পুস্তিকাগুলির গুরুত্ব বৃদ্ধি পূর্ণ আধুনিক করা হয়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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আগমনের উত্তর অর্থনৈতিক করে কার্ড দেখান (অ)ংক্রমণ।

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৩০. আগমনের মতো পুস্তিকাগুলির দুর্ব্যবহারের কারণ হচ্ছে

১) কর্মক্ষেত্রগুলির অর্থাৎ সার্বসৌন্দর্য মানুসেবু বসি দেখা হয় অথচ

কর্মক্ষেত্রের আলাপিত।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২) পুস্তিকা প্রসিদ্ধি পুস্তিকাকে গুরুত্ব দিতে সোচ্চার কিন্তু

মানবিকতার সোচ্চার না।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৩) পুস্তিকা অর্থাৎ অর্থনৈতিক করে।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৪) পুস্তিকা নানা রকম কাজের মাঝে জরাজনান থাকে।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৫) অন্য কোন কারণে (নির্দিষ্ট করে নিখুঁত)

৩১. পুস্তিকাগুলির পরিবার-পরিজন কষ্ট পায়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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আগমনের উত্তর অর্থনৈতিক করে  
কার্ড দেখান (অ)ংক্রমণ।

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পুলিমা চিকনত কাজ কৰতে গাৰে না কাৰন

ক) কোন আন্তাহিক দুটি ছাড়াই পুলিমাৰে ঘনৰ্ণৰ গৰ ঘনৰ্ণ

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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কাজ কৰতে হয়।

খ) পুলিমাৰে চাকৰিতে গাৰনে কৰ এক অযোগ্যপুৰিৰা অপ্রত্ন

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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গ) পুলিমাৰে কাজকৰেৰে গন্ধতিলে কোন মৌমিক গৰিবৰ্তন কৰা হয়নি

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ঘ) পুলিমা কাজেৰে গৰিবেম খাৰাগ।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ঙ) সামাজিক দুৰ্ন্যবোধেৰে অবনতি।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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চ) পুলিমাৰে কাজকৰেৰে বাজমৈতিক মেতাৰে খবৰদাৰি বেছেছে

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ছ) জনতাৰ কাছ থেকে ডাল কাজেৰে জন্মত পুলিমা প্রসংগা গাৰ না।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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জ) পুলিমা ও জনতাৰ গৰ্বে কৰবৰ্ধমান দুৰ্ভয়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ঝ) পুলিমা বিজনে দুৰ্নীতি।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ঞ) পুলিমা অফিসাৰেৰে প্রমিষ্কা যথেষ্ট নয়।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ট) কোন ঘৰনা ঘৰলো তৰেই পুলিমা অক্ৰিয় হয়, তাৰ আগে নয়

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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ঠ) আগে থেকে গৰিকল্পনা কৰাৰ কোন প্রচেষ্টা পুলিমা কৰে না

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৩৩. পুলিমাৰে ভূমিকা অদৰ্থক নয় বলা পুলিমাৰে জনগনেৰে মিত্র বলা যায় না।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৩৪. জনসাধাৰনে পুলিমাৰে কাছ থেকে বড় বেগি আহাৰ্য্য গ্ৰত্যাগা কৰে।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৩৫. জনগনেৰে গ্ৰত্যাগা পূৰ্বতৰ্থে পুলিমা সাজগৰ্বেৰে নিয়ন্ত্ৰীতিৰ উল্লঙ্ঘন কৰে থাকে।

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৩৬. ক) সনে কৰ্ম আগনি দেখনেন যে গাৰকান থেকে জিনিঅ দুৰি কৰে গালানাৰে সন্নয় একজন ব্যক্তিকে পুলিমা কৰে ফেলনা।

এৰ গৰে কি কিধাৰে বলা আগনাৰ মনে হয় . . . . .

১) পুলিমা এ ব্যক্তিকে সাৰ্ব্বৌৰ কৰে জেনো দুকিয়ে দেবে।

হাঁ	না	অনি.
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২) বিচাৰেৰে জন্ম ব্যক্তিকে আদানত নিয়ে যাওয়া হবে।

হাঁ	না	অনি.
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৩) অভ্যুত ব্যক্তিকে নিজেৰ গৰে একজন উকিন পাৰে যে কৰবে একে এ ব্যক্তিৰ হয়ে অওয়ান কৰবে।

আৰ্জীদেৰে জেবা	হাঁ	না	অনি.
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৪) বিচাৰক দুইগৰেৰে অওয়ান-জবাব কোনাৰ আগে কোনে কৰায় দেবেন না।

হাঁ	না	অনি.
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৫) পুলিমা এ অভ্যুত ব্যক্তি কিংবা অংশিষ্ক দোকানদাৰেৰে কৰে গাৰক ঘৰ নেবে।

হাঁ	না
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16/22

ಯಾವ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಪ್ರಶ್ನಾವಳಿ:

ಸಂಶೋಧನಾಂಗಿ ಮಾತ್ರ

ಈ ಪ್ರಶ್ನಾವಳಿಯ ಉದ್ದೇಶ ಪೋಲಿಟ್ ಲೆಬ್ ಮತ್ತು ಅದಕ್ಕೆ ಸಂಬಂಧಪಟ್ಟ ವ್ಯವಸ್ಥೆಗಳ ಬಗ್ಗೆ ಯಾವ ವಿದ್ಯಾರ್ಥಿಗಳ ಅನಿರೀಕ್ಷೆಗಳನ್ನು ಗೊತ್ತುಮಾಡಿಕೊಳ್ಳುವುದು ಹಾಗೂ ಆಸಾಧ್ಯಗಳ ಬಗ್ಗೆ ಅವರ ಅನಿರೀಕ್ಷೆಗಳನ್ನು ಅಳಿಯುವುದು.

ಸಾಮಾನ್ಯ ಸೂಚನೆಗಳು:

ಪೋಲಿಟ್ ವ್ಯವಸ್ಥೆ, ಕಾನೂನು ಮತ್ತು ಯಾವ ಆಶೋತ್ತರಗಳ ಬಗ್ಗೆ ಈ ಠೀಗೆ ಲೆಬ್ ಹೆಚ್ಚೆ/ಸಂಯೋಜನೆಗಳನ್ನು ಕೊಡಲಾಗಿದೆ ನಿಮ್ಮ ಅನಿರೀಕ್ಷೆಗಳನ್ನು ✓ ಮಾಡುವ ಮೂಲಕ ಸೂಚಿಸಿ, ಎಲ್ಲಿ ದೃ ಒ, ಒ, ಹೇ, ಇ, ಖ ಇ ಸುಖಾಶಾಖಾ ಪದಗಳೊಂದಿಗೆ ಅಲ್ಲಿ ನಮ್ಮ ಉದ್ದೇಶ ಒಂದು ಹೆಚ್ಚಿಕೆಯ ಬಗ್ಗೆ ನಿಮ್ಮ ಒಪ್ಪಿಗೆ ಅಥವಾ ಸುರಂದ ಬಗ್ಗೆ ತಿಳಿದುಕೊಳ್ಳುವುದು. ನಿವೃ ಒಂದು ಹೆಚ್ಚಿಕೆಯ ಬಗ್ಗೆ ದೃಡವಾಗಿ ಒಪ್ಪಿದರೆ ದೃ ಒ ಎನ್ನುವುದನ್ನು ✓ ಹಾಕಿ ಸೂಚಿಸಿ. ಹಾಗೆಯೇ ಇನ್ನೊಂದು ಹೆಚ್ಚಿಕೆಯನ್ನು ದೃಡವಾಗಿ ಒಪ್ಪದಿದ್ದರೆ ಖ ಇ ಎನ್ನುವುದನ್ನು ✓ ಹಾಕಿ ಸೂಚಿಸಿ ನಿಮ್ಮ ಪ್ರತಿಕ್ರಿಯೆಯ ಬಗ್ಗೆ ಅನುಮಾನವಿದ್ದಲ್ಲಿ ಹೇ ಎನ್ನುವುದನ್ನು ಗುರುತು ಹಾಕಿರಿ (ಒ ಎನ್ನುವುದು ಸಾಮಾನ್ಯ ಗುರುತು ಹಾಕಿರಿ.) ಒ ಎನ್ನುವುದು ಸಾಮಾನ್ಯವಾದ ಒಪ್ಪಿಗೆಯನ್ನು ಹಾಗೂ ಇ ಎನ್ನುವುದು ಒಪ್ಪಿಗೆಯಿಲ್ಲ ಎನ್ನುವುದನ್ನು ಸೂಚಿಸುತ್ತದೆ.

ಲೆಬ್ ಹೆಚ್ಚಿಕೆಗಳ ಠೀಗೆ ನಿಮ್ಮ ಉತ್ತರಕ್ಕೆ ಕಾರಣಗಳನ್ನು ಕೊಡಲಾಗಿದೆ ದಯಮಿಟ್ಟು ಕೆಲಸಮಯ ಹೋರಾಟ ನಿಮ್ಮ ಉತ್ತರಗಳನ್ನು ಕೊಟ್ಟರೆ ಆಮು ನಮಗಿತುಂದಾ ಸುಖಾಯಕ.

ಈ ಪ್ರಶ್ನಾವಳಿಗೆ ಸಮಂಜಸ ವಿತಿ ಇಲ್ಲ. ಆದರೆ ನಿವೃ ಒಂದೇ ಬಾರಿಗೆ ಠೀ, ಇತರರೊಡನೆ ಸುಖಾಶೋಚಿಸದೆ ಬರೆಂಬಿ ಎಂದು ವಿನಂತಿಸಿಕೊಳ್ಳುತ್ತೇನೆ. ನಾವು ನಿಮ್ಮ ಪ್ರಾಮಾಣಿಕ ಉತ್ತರಗಳಿಗೆ ಕಾಯುತ್ತಿದ್ದೇವೆ

ಸೂಚನೆ

- ಹಾ: ಹಾಡು
- ಹೇ: ಹೆಚ್ಚಲಾಗುವುದಿಲ್ಲ.
- ದೃ ಒ: ದೃಡವಾಗಿ ಒಪ್ಪುತ್ತೇನೆ
- ಒ: ಒಪ್ಪುತ್ತೇನೆ
- ಇ: ಇಲ್ಲ (ಆದರೆ, ಒಪ್ಪುವುದಿಲ್ಲ)
- ಖಇ: ಖಂಡಿತ ಇಲ್ಲ (ಆದರೆ, ದೃಡವಾಗಿ ಒಪ್ಪುವುದಿಲ್ಲ)
- ಇ: ಇಲ್ಲ.

1. ನಾನು ಪ್ರೊಲಿಯರನ್ನು ಭೇಟಿ ಮಾಡಿ ಆಪರೊಡನೆ ಮಾತನಾಡಿದೆ

ಹಲವಾರೂಬಾರಿ	ಕೆಲವೊಮ್ಮೆ	ಆರೂವಾಕೆ	ಎಂದಿಗೂ ಇಲ್ಲ
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2. ನನಗೆ ಪರಿಚಿತನವಿರದವರು ಪ್ರೊಲಿಯರ್ ಇಲಾಖೆಯಲ್ಲಿ ಕೆಲಸದಲ್ಲಿದ್ದಾರೆ

ಹೌದು	ಇಲ್ಲ
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3. ನನ್ನ ಉಲಿಯನ (ಉಲಿಯನ ಹೆಸರು ಬರೆಯಿರಿ) \_\_\_\_\_ ಜನಸಂಖ್ಯೆ ಲಕ್ಷಗಳಲ್ಲಿ.

20 ಕ್ಕಿಂತ ಕಡಿಮೆ	21 ರಿಂದ 40	41 ರಿಂದ 60	61 ರಿಂದ 80	81 ರಿಂದ 100	100 ಕ್ಕಿಂತ ಜಾಸ್ತಿ
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4. ನನ್ನ ಉಲಿಯನಲ್ಲಿರು (ಉಲಿಯನ ಹೆಸರು) \_\_\_\_\_ ಪ್ರೊಲಿಯರ ಸಂಖ್ಯೆ ಅಂದಾಜು:

2500	5000	10,000	20,000	30,000	50,000	ಹೆಚ್ಚಲಾಗುವುದಿಲ್ಲ
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5. ಕೆಕಂಡ ಪ್ರೊಲಿಯರ್ ಅಧಿಕಾರಿಗಳನ್ನು ಆವರ ಹುದ್ದೆಗೆ ತಕ್ಕನಾಗಿ ವರ್ಗೀಕರಿಸಿ ತಿಲ ಕೆಕಿನ ಹುದ್ದೆಗೆ (1) ಎಂದೂ, ಅತ್ಯಂತ ಮೆಲ್ಪುಟ್ಟ ಹುದ್ದೆಗೆ (5) ಎಂದೂ ವರ್ಗೀಕರಿಸಿ.

ಸುನ್ ಇನ್ಸ್ಪೆಕ್ಟರ್ (ಎಸ್.ಐ.)

ಸೂಪರಿಂಟೆಂಡೆಂಟ್ ಆಫ್ ಪ್ರೊಲಿಯರ್ (ಎಸ್.ಪಿ.)

ಹೆಡ್ ಕಾನ್ಸ್ಟೇಬಲ್ (ಹೆಚ್.ಸಿ.)

ಡೆಪ್ಯೂಟಿ ಇನ್ಸ್ಪೆಕ್ಟರ್ ಜನರಲ್ ಆಫ್ ಪ್ರೊಲಿಯರ್ (ಡಿ.ಐ.ಜಿ.)

ಇನ್ಸ್ಪೆಕ್ಟರ್ (ಇನ್ಸ್)

6. ಒಬ್ಬ ಪೆಡೆಯು ದಿನಪ್ರೊಂದಕ್ಕೆ ಸುಮಾರು \_\_\_\_\_ ಗಂಟೆಗಳ ಕೆಲಸ ಮಾಡುತ್ತಾನೆ.

7. ಒಬ್ಬ ಪೆಡೆಯ ಸಂಬಳ ತಿಂಗಳಿಗೆ ಸುಮಾರು \_\_\_\_\_ ರೂಪಾಯಿಗಳು.

8. ಒಬ್ಬ ಪೇದೆಯು ತನ್ನ ಮುಂದಿನ ಹುದ್ದೆಗೆ \_\_\_\_\_ ವರ್ಷಗಳಲ್ಲಿ ಬಡ್ಡಿ ಪಡೆಯುತ್ತಾನೆ.

9. ಇದೇ ಫೋಲಿಯೋ ಇಲಾಖೆಯಲ್ಲಿ \_\_\_\_\_ % ನಷ್ಟು ಜನಪೇದಿಗಳು ಹಾಗೂ ಮುಖ್ಯಪೇದಿಗಳಿಂದ ತುಂಬಿದಿದ್ದಾರೆ.

10. ನನಗೆ ಫೋಲಿಯೋ ಬಗ್ಗೆ ಇನ್ನಷ್ಟು ತಿಳಿಯುವ ಆಸೆ

ಆತ್ಯಂತ ಬಹಳ ಮಟ್ಟಿಗೆ	ಬಹಳ ಮಟ್ಟಿಗೆ	ಸ್ವಲ್ಪ ಮಟ್ಟಿಗೆ	ಇಲ್ಲವೇ ಇಲ್ಲ
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11. ನಿಮ್ಮ ಪ್ರಕಾರ ಫೋಲಿಯೋ ಕೆಲಸವೇನು (ದಯವಿಟ್ಟು 5 ಸಾಲುಗಳಲ್ಲಿ ಬರೆಯಿರಿ:-

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12. (ಎ) ಫೋಲಿಯೋ ಜನರ ಬಗ್ಗೆ ಸುಪಾನುಭೂತಿ ಯೋಂದಿದ್ದಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಿಇ
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(ಬಿ) ನನ್ನ ನಂಬಿಕೆಗೆ ಆಧಾರ (ಒಂದಕ್ಕಿಂತ ಜಾಸ್ತಿ ಮಾಡಬಹುದು, ಬೆಲೆದ್ದಲ್ಲಿ

ಸಿನೆಮಾ	ಟಿ.ವಿ	ವೃತ್ತ ಪತ್ರಿಕೆಗಳು	ಸ್ವಂತ ಅನುಭವ	ಕಣ್ಣಾರೆ ವೀಕ್ಷಿಸಿದ್ದೇನೆ	ಬೇರೆಯವರಿಂದ ಕೇಳಿದ್ದೇನೆ	ಇತರ ಮೂಲಗಳು
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13. (ಎ) ಜನರು ಫೋಲಿಯೋಗೆ ದೂರು ಕೊಡಲು ಹೆದರುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಿಇ
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(ಬಿ) ನನ್ನ ನಂಬಿಕೆಗೆ ಆಧಾರ (ಒಂದಕ್ಕಿಂತ ಜಾಸ್ತಿ ಮಾಡಬಹುದು)

ಸಿನೆಮಾ	ಟಿ.ವಿ	ವೃತ್ತ ಪತ್ರಿಕೆಗಳು	ಸ್ವಂತ ಅನುಭವ	ಕಣ್ಣಾರೆ ವೀಕ್ಷಿಸಿದ್ದೇನೆ	ಬೇರೆಯವರಿಂದ ಕೇಳಿದ್ದೇನೆ	ಇತರ ಮೂಲಗಳು
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14. (ಎ) ಫೋಲಿಯರು ತೀವ್ರ ಚುಚ್ಚುವಿಕೆಗುಳುತ್ತವರು

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಬಿ) ನನ್ನ ನಂಬಿಕೆಗೆ ಆಧಾರ (ಒಂದಕ್ಕಿಂತ ಹೆಚ್ಚು ಮಾಡಬಹುದು)

ಸಿನೆಮಾ	ಟಿ.ವಿ	ವೃತ್ತ ಪತ್ರಿಕೆಗಳು	ಸ್ವಂತ ಅನುಭವ	ಕಣ್ಣಾರೆ ವಿಚ್ಛೇದಿಸಿದ್ದೇನೆ	ಬೇರೆಯವರಿಂದ ಕೇಳಿದ್ದೇನೆ.	ಇತರೆ ಮೂಲಗಳು.
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15. (ಎ) ಫೋಲಿಯರು ಅತ್ಯಂತ ಒತ್ತಡದಲ್ಲಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಬಿ) ನನ್ನ ನಂಬಿಕೆಗೆ ಆಧಾರ (ಒಂದಕ್ಕಿಂತ ಜಾಸ್ತಿ ಮಾಡಬಹುದು)

ಸಿನೆಮಾ	ಟಿ.ವಿ	ವೃತ್ತ	ಸ್ವಂತ	ಕಣ್ಣಾರೆ ವಿಚ್ಛೇದಿಸಿದ್ದೇನೆ	ಬೇರೆಯವರಿಂದ ಕೇಳಿದ್ದೇನೆ.	ಇತರೆ ಮೂಲಗಳು.
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16. (ಎ) ಫೋಲಿಯರು ಭ್ರಷ್ಟರು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಬಿ) ನನ್ನ ನಂಬಿಕೆಗೆ ಆಧಾರ (ಒಂದಕ್ಕಿಂತ ಜಾಸ್ತಿ ಮಾಡಬಹುದು)

ಸಿನೆಮಾ	ಟಿ.ವಿ	ವೃತ್ತ ಪತ್ರಿಕೆಗಳು	ಸ್ವಂತ ಅನುಭವ	ಕಣ್ಣಾರೆ ವಿಚ್ಛೇದಿಸಿದ್ದೇನೆ	ಬೇರೆಯವರಿಂದ ಕೇಳಿದ್ದೇನೆ.	ಇತರೆ ಮೂಲಗಳು.
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17. ಭ್ರಷ್ಟಾಕಾರ ದೇಶದ ಎಲ್ಲಾ ಇಲಾಖೆಗಳಲ್ಲಿ ತಾಂಡವಾಡುತ್ತಿದೆ

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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18. ಪೊಲೀಸ್ ಇಲಾಖೆಯಲ್ಲಿ ಭ್ರಷ್ಟಾಕಾರ ಉಬ್ಬಿದ ಇಲಾಖೆಗಳನ್ನು ದೆಚ್ಚಿಲ್ಲ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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19. ಸಮಾಜ ಭ್ರಷ್ಟವಾಗಿರುವುದು, ಆದರೆ ಪೊಲೀಸರು ಭ್ರಷ್ಟರಾಗುವಾರದು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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ನಮ್ಮ ಉತ್ತರಕ್ಕೆ ಕಾರಣಗಳನ್ನು ಕೊಡಿ (ಚಿಕ್ಕದಾಗಿ):-

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20. ನಮ್ಮ ಆಭಿಪ್ರಾಯದಲ್ಲಿ ಪೊಲೀಸರು ಭ್ರಷ್ಟರಾಗಲು ಕಾರಣ:-

(ಎ) ಪೊಲೀಸರಿಗೆ ಸಂಬಳ ಕಡಿಮೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಬಿ) ಪೊಲೀಸರು ಆಗಲಿರುವುದು ಮತ್ತು ಪ್ರತಿಯೊಂದು ಸನ್ನಿವೇಶವನ್ನು ದುರುಪಯೋಗಿಸಿಕೊಳ್ಳುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಸಿ) ಪೊಲೀಸರು ನಾ ಚಿಕಿತ್ಸೆಯನ್ನು ಬಿಟ್ಟಿರುವರು

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(೧) ಪೊಲೀಸರು ಲಂಚವನ್ನು ತಾವು ಮಾಡುವ ಶೆಟ್ಟಿನ ಕಿರುಸಾಕು ಮತ್ತು ಆಹಾರಕಾರಿ ಜೀವನಕ್ಕೆ ಬದಲಾಗುವ ಬಕ್ಷಿಸು ಎಂದು ಪರಿಗಣಿಸುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಇ) ಇತರೆ ಕಾರಣಗಳು:

21. ಪೊಲೀಸರು ಮರ್ಘಾಚೆ ನಡೆವ ಸ್ಥಳಕ್ಕೆ ಸಂಯೋಜಿಸುವ ಸಮಯಕ್ಕೆ ಬರುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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ನಿಮ್ಮ ಅನಿಸಿಕೆಗೆ ಕಾರಣಗಳು:

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22. ಪೊಲೀಸರು ಘಟನೆಗಳನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ತನಿಖೆ ಮಾಡಲು ಆಸಕ್ತಿ ವಹಿಸುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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23. ಆಪರಾಧಿಗಳೊಡನೆ ವ್ಯಾಮಲಿಸುವಾಗ ಪೊಲೀಸರು ತಾವುನ್ನು ಆಹಾರಕ್ಕೆ ಬಿಡುಗಡೆ ಮಾಡುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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24. ಪೊಲೀಸರು ಠಾಣೆಗಳಲ್ಲಿ ಕುಳಿತುಕೊಂಡಿರುವುದಕ್ಕಿಂತ ಆಚೆ ಹೋಗಿ ಜನರನ್ನು ಭೇಟಿ ಮಾಡುವುದು ಉತ್ತಮ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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25. ಆಸರಾಧಿಗಲಕನ್ನ ಶಿಕ್ಷಣಲು ಪೋಲಿಲರು ಆಸರಾಧಿಗಲಕನ್ನ ಉತ್ತರನುಾಗಿ ಪತ್ತೆಲರುತ್ತಾರೆ

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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26. ಆಸರಾಧಿಗಲಕಂದ ನೂಂದವರನ್ನು ಪೋಲಿಲರು ಸಲಿಯಾಗಿ ನೂಡೂಕೂಲ್ನುದಿಲ್ಲ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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27. ಕೂಗದ ಪೂಲಿಲದ್ದಾಗಿ ಪೋಲಿಲರು ಕುನುಲ್ನುದಿಲ್ಲರೂಕೇ ಂಸುಸುಸು ಒಪ್ಪಿಗಲಿಲ್ಲರೂರೂ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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ನುು ಅನುಲಿಗಲ ಕಾರಣಗಲಕನ್ನು ಕೂಡಿರು:

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28. ಪೂಲಿಲರು ಆಸರಾಧಿಗಲಕನ್ನು ಹೂಡೂಯೂರು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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ನುು ಅನುಲಿಗಲ ಕಾರಣಗಲಕನ್ನು ಕೂಡಿರು.

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29. ಪೂಲಿಲರು ಆಸರಾಧಿಗಲಕೂಡನೆ ಸ್ಕೀಲನಿಲ ನಡೆದುಕೂಂಡಲಿ ಉತ್ತರನು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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ನಮ್ಮ ಅನಿಸಿಕೆಗೆ ಕಾರಣಗಳನ್ನು ಕೊಡಿ:

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30. ನಮ್ಮ ಅಭಿಪ್ರಾಯದಲ್ಲಿ ಪ್ರೇಮಿಯರ ಕೆಟ್ಟ ವರ್ತನೆಗೆ ಕಾರಣ

(ಎ) ಪೆದೇಗಳು ಆಫು ವಿಧ್ಯಾವತರಲ್ಲ:

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಬಿ) ಪ್ರೇಮಿಯ ತರಬೇತಿಯು ಆವರನ್ನು ದೈಹಿಕವಾಗಿ ಗಮನಾರ್ಹವಾಗಿ ಮಾಡುತ್ತದೆ ಯೋಚನೆ ಮಾನವೀಯತೆಯನ್ನು ಕೊಡುವುದಿಲ್ಲ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಸಿ) ಪ್ರೇಮಿಯರು ಎಲ್ಲರನ್ನು ಗುಲಾಮನಿಂದ ನೋಡುತ್ತಾರೆ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಡಿ) ಪ್ರೇಮಿಯರು ಅನೇಕ ಕೆಲಸಗಳ ಒತ್ತಡದಲ್ಲಿ ಒಲವು ಕೊಡುತ್ತಾರೆ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಇ) ಇತರೆ ಕಾರಣಗಳು (ಸ್ವಲ್ಪ ಕಾರಣಗಳನ್ನು ತಿಳಿಸಿ)

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಖ) ಫೋಲಿಡ್ ವ್ಯವಸ್ಥೆಯಲ್ಲಿನ ಭ್ರಷ್ಟಾಚಾರ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಖಾ) ಫೋಲಿಡ್ ಅಧಿಕಾರಿಗಳಿಗೆ ಸಾಲದೇ ಇರುವ ತರಬೇತಿ:

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಎ) ಆವರು ಮಾಡುವ ಕೆಲಸವೆಂದರೆ ಯಾವುದೇ ಸಮಸ್ಯೆ:  
ಉದ್ಯಮವಿಡಾಗಪಾತ್ರ, ಕಾರ್ಯ ಪ್ರವೃತ್ತಿ ರಾಗುತ್ತಾರೆ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಏ) ಮಾರುಕಟ್ಟೆಯಿಂದ ಕೆಲಸ ಮಾಡುವುದಿಲ್ಲ:

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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33. ಫೋಲಿಡರು ಮಾಡುತ್ತಿರುವುದು ನಕಾರಾತ್ಮಕ ಕೆಲಸ, ಅದರಿಂದ ಆವರು ಜನತೆಯ ಮಿತ್ರರಾಗಲು ಸಾಧ್ಯವಿಲ್ಲ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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34. ಜನತೆ ಫೋಲಿಡರಿಂದ ಅತಿಯಾದ ಸಹಾಯ/ಸಹಕಾರ ಆಪ್ಣಿಸುತ್ತದೆ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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35. ಜನತೆಯ ಆಶೀರ್ವರಗಳನ್ನು ಕಂಡೇರಿಸಲು ಫೋಲಿಡರು ಹಲವು ಬಾರಿ ಕಾನೂನಿನ ಚೌಕಟ್ಟನ್ನು ಮೀರುತ್ತಾರೆ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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36. ಅಂಗಡಿಯೊಂದರಿಂದ ವಸ್ತುವೊಂದನ್ನು ಕದ್ದು ಓಡುತ್ತಿರುವ ವ್ಯಕ್ತಿಯನ್ನು ಫೋಲಿಡನವರು ಹಿಡಿದಿದ್ದನ್ನು ನಿಷ್ಠ ನೋಡದಿರಿ, ಎಂದು ಕಲ್ಪಿಸಿಕೊಳ್ಳಿ, ಆವಾಗ ವನಾಗಬಹುದು ಎಂಬುದನ್ನು ಸೂಚಿಸಿರಿ.

(ಅ) ಫೋಲಿಡನು ಆ ವ್ಯಕ್ತಿಯನ್ನು ಹೊಡೆದು ಲಾಕಪ್ಪಿಗೆ ಹಾಕುತ್ತಾನೆ.

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(ಆ) ಆ ವ್ಯಕ್ತಿಯನ್ನು ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಮಿಹಾರಣೆಗೆ ಒಳಪಡಿಸಲಾಗುತ್ತದೆ.

ಹೌ	ಇ	ಹೇ
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(ಇ) ನ್ಯಾಯಾಲಯದಲ್ಲಿ ಅವ್ಯಕ್ತಿಗೆ ವಕೀಲನ ನೆರವು ಸಿಗುತ್ತದೆ. ಆ ವಕೀಲನು ಸಾಕ್ಷಿಗಳ ಮಿಹಾರಣೆ ಮಾಡಿ ಆ ವ್ಯಕ್ತಿಯ ನೆರವಿಗೆ ಬರುತ್ತಾನೆ.

ಹೌ	ಇ	ಹೇ
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ಪೊಲೀಸರು ಕುಟುಂಬಗಳು ದುಃಖಿಗಳು:

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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ನಮ್ಮ ಅನಿರೀಕ್ಷೆಗೆ ಕಾರಣವನ್ನು ಕೊಡಿರಿ:-

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32. ಪೊಲೀಸರ ಸಾಧನೆ ಈ ಕಾರಣಗಳಿಗಾಗಿ ಉತ್ತಮವಾಗುವುದಿಲ್ಲ.

(ಎ) ಅನೇಕ ಗಂಟೆಗಳ, ವಾರದ ರಜೆಯೂ ಸಹ ಇಲ್ಲದ ದುಡಿತ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಬಿ) ಕಡಿಮೆ ಸಂಬಳಕ್ಕಾಗೂ ಕೋರ್ಟಿನಿಂದ ವಾತಾವರಣದಲ್ಲಿ ಬಿಡುಗಡೆ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಸಿ) ಪೊಲೀಸ್ ಕೆಲಸದಲ್ಲಿ ಸುಧಾರಣೆ ಇಲ್ಲದಿರುವುದು.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಡಿ) ಕೋರ್ಟಿನಿಂದ ವಾತಾವರಣ ಕೆಲಸದ ವಾತಾವರಣ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಇ) ಸಮಾಜದಲ್ಲಿ ನೈತಿಕತೆಯ ಪತನ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಈ) ರಾಜಕೀಯ ಹಸ್ತಕ್ಷೇಪ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಉ) ಜನರು ಪೊಲೀಸರ ಕೆಲಸಕ್ಕೆ ಮೆಚ್ಚುಗೆ ಸೂಚಿಸದಿರುವುದು

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಊ) ಜನತೆ ಮತ್ತು ಪೊಲೀಸರು ನಡವಳಿ ಹೆಚ್ಚಿರುವ ಕಂಡಾಟ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಇ
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(ಈ) ನ್ಯಾಯಾಧೀಶರು ಘಟನೆಯ ವಿಚಾರಣೆ ನಡೆಸಿ ಆ ವ್ಯಕ್ತಿಯು ಕೃನೇ ಅಲ್ಲವೇ ಎಂದು ನಿರ್ಧರಿಸುತ್ತಾರೆ.

ಹೌ	ಇ	ಹೇ
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(ಉ) ಪೊಲೀಸರನ್ನು ಅಂಗಡಿಯವನಿಂದ ಅಥವಾ ಕೃನಿಂದ ಲಂಚ ತೆಗೆದುಕೊಳ್ಳುತ್ತಾನೆ.

ಹೌ	ಇ	ಹೇ
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2. ಮೇಲ್ಕಂಡ ಘಟನೆಯಲ್ಲಿ ಏನಾಗಬೇಕೆಂದು ನಿರೀಕ್ಷಿಸುತ್ತೀರಿ?

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3. ನಿಮ್ಮ ಅನುಭವದ ಪ್ರಕಾರ, ನಿಮ್ಮ ಮನೆಯ ಬಳಿ ಈ ಘಟನೆ ನಡೆದರೆ, ಏನಾಗಬಹುದು ಎಂಬುದನ್ನು ತಿಳಿಸಿ.

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37. ಭಾರತದ ನ್ಯಾಯಾಂಗವು 100 ವರ್ಷಗಳಿಗಿಂತ ಹಳೆಯದು ಆದ್ದರಿಂದ ಅದು ಪರ್ತಮಾನದ ಸ್ಥಿತಿಗಳಿಗಿಂತ ಸತ್ಯದೂರದಲ್ಲಿದೆ

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಿಇ
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38. ನ್ಯಾಯಾಧೀಶರು ಬಾಪ್ಪ ಒತ್ತಡಗಳಿಗೆ ಒಳಗಾಗಿ ನ್ಯಾಯ ತೀರ್ಮಾನ ನೀಡಬಾರದು.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಿಇ
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39. ನ್ಯಾಯವಿಚಾರಣೆಯಲ್ಲಿನ ವಿಕಲಬದಿಯಾಗಿ ಆಪರಾಧಿಗಳು ಧೈರ್ಯವಂತರಾಗುತ್ತಿದ್ದಾರೆ.

ದೃಢ	ಹೇ	ಒ	ಇ	ಖಿಇ
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40. ಜೈಲಿನ ಅಧಿಕಾರಿಗಳು ಕೈದಿಗಳನ್ನು ಕರುಣೆಯಿಂದ ನೋಡಬೇಕು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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41. ಕೈದಿಗಳನ್ನು ಜೈಲಿನಲ್ಲಿರುವುದು.

(ಅ) ಅವನ್ನು ಉತ್ತಮ ಪ್ರಜೀಕನ್ನಾಗಿ ಮಾಡುವುದಕ್ಕೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಆ) ಅವನ್ನು ಶಿಕ್ಷಿಸಿ ಹಿಂಸಿಸುವುದಕ್ಕಾಗಿ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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42. ಪುನಃ ಪುನಃ: ಆಪರಾಧಗಳನ್ನು ಮಾಡುವ ಆಪರಾಧಿಗಳಿಗೆ ಉಗ್ರ ಶಿಕ್ಷೆ ಕೊಡಬೇಕು (ನಿಮ್ಮ ಕಾರಣಗಳನ್ನು ಕೊಡಿ).

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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43. ಮೊದಲ ಬಾರಿ ಆಪರಾಧಗಳನ್ನು ಸುಗಮವರನ್ನು ಕ್ಷಮಿಸುವುದು (ನಿಮ್ಮ ಕಾರಣಗಳನ್ನು ಕೊಡಿ ನೀಡಿ)

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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44. ಆಪರಾಧಿಗಳ ಜೊತೆ ವ್ಯವಹರಿಸುವಲ್ಲಿ ಪೊಲೀಸರು, ನ್ಯಾಯಾಧೀಶರು ಮತ್ತು ಜೈಲಿನ ಅಧಿಕಾರಿಗಳು ಪರಸ್ಪರ ಸಹಕರಿಸಬೇಕು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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45. ನ್ಯಾಯಾಲಯಕ್ಕೆ ಹೋಗುವಾಗ/ಆಡಿಯೋಗುವಾಗ ಆಸರಾಧಿಗಳಿಗೆ ಕೈಕೂಡ ತೋಡಬೇಕು.  
(ನಮ್ಮ ಉತ್ತರಕ್ಕೆ ಕಾರಣಗಳನ್ನು ಕೊಡಿ)

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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46. ಆಸರಾಧಿಗಳು/ಆಸರಾಧಿಗಳನ್ನು ನಿರ್ಧಾರಿಸಲು ಈಗಿರುವ ನ್ಯಾಯಾಲಯಗಳ ಸಂಖ್ಯೆ ಸಾಕು

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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47. ಈಗಿರುವ ನ್ಯಾಯ ವ್ಯವಸ್ಥೆ ಪ್ರಯೋಜನಕರಿಯಲ್ಲ. ಅದ್ದರಿಂದ ದುಷ್ಕೃತ್ಯಗಳಿಗೆ ಬಲಪಡುಗಲಾದವರು ಕಾನೂನನ್ನು ತಮ್ಮ ಕೈಗೆ ತೆಗೆದುಕೊಳ್ಳದೇ ವಿಧಿಯಿಲ್ಲ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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ಈ ಕೆಳಗಿನ ಸಂದರ್ಭಗಳಲ್ಲಿ ನಿವೃತ್ತ ವಸು ಮಾವಲು ಬಯಸ್ತರಾದವರು ✓ ಗುರುತು ಹಾಕಿ ಸೂಚಿಸಿ.

48. ಸಿಬ್ಬಂದಿಯಲ್ಲಿ ಜನತೆ ಪೊಲೀಸರನ್ನು ಬಡಿಯುವ ದೃಶ್ಯ ಕಂಡಾಗ ನನಗೆ

- (ಅ) ಅನಂದವಾಗುತ್ತದೆ.
- (ಆ) ಪೊಲೀಸರ ಬಗ್ಗೆ ಮದಕ ಉಂಟಾಗುತ್ತದೆ.
- (ಇ) ಅದಕ್ಕೆ ಕಾರಣ ತಿಳಿಯಬಯಸುತ್ತೇನೆ.
- (ಈ) ಪೊಲೀಸ್ ಕೆಲಸ ಕಷ್ಟಕರ ಎನಿಸುತ್ತದೆ.
- (ಉ) ಇತರೆ ಕಾರಣ (ಕಾರಣ ತಿಳಿಸಿ).

15.

- (ಎ) ಗುರುತಿಸಿದ ಸೂಚನೆಯನ್ನು ನೀಡುತ್ತದೆ
- (ಆ) ಇತರ ಯಾವುದೇ ಸೂಚನೆಯನ್ನು ನೀಡುತ್ತದೆ
- (ಇ) ಆಜ್ಞಾಪಿಸಿದ ಯಾವುದೇ ಸೂಚನೆಯನ್ನು ನೀಡುತ್ತದೆ
- (ಒ) ಪ್ರವೇಶದ ಮೂಲಕ ದಾಖಲೆ ಮಾಡುತ್ತದೆ
- (ಉ) ಇತರ (ಇತರ)

51. ಪ್ರವೇಶಿಸುವ ಸೂಚನೆಯನ್ನು ನೀಡುವುದು ಸಹಜವಾಗಿರುತ್ತದೆ, ಇದು

- (ಎ) ಇತರ (ಇತರ)
- (ಆ) ಇತರ ಸೂಚನೆಯನ್ನು ನೀಡುತ್ತದೆ
- (ಇ) ಅದರ ಮೂಲಕ ನೀಡುತ್ತದೆ
- (ಒ) ಪ್ರವೇಶಿಸುವುದನ್ನು ನೀಡುತ್ತದೆ
- (ಉ) ಇತರ (ಇತರ)

50. ಪ್ರವೇಶಿಸುವ ಸೂಚನೆಯನ್ನು ನೀಡುವುದು ಸಹಜವಾಗಿರುತ್ತದೆ, ಇದು

- (ಎ) ಇತರ (ಇತರ)
- (ಆ) ಇತರ ಸೂಚನೆಯನ್ನು ನೀಡುತ್ತದೆ
- (ಇ) ಅದರ ಮೂಲಕ ನೀಡುತ್ತದೆ
- (ಒ) ಪ್ರವೇಶಿಸುವುದನ್ನು ನೀಡುತ್ತದೆ
- (ಉ) ಇತರ (ಇತರ)

49. ಪ್ರವೇಶಿಸುವ ಸೂಚನೆಯನ್ನು ನೀಡುವುದು ಸಹಜವಾಗಿರುತ್ತದೆ, ಇದು

52. ಎಲ್ಲೋ ಯೋಡೆದಾಟವಾಗುತ್ತಿದೆ ಎಂದಿಟ್ಟುಕೊಳ್ಳೋಣ, ಹತ್ತಿರದಲ್ಲೇ ಇರುವ ವೈದ್ಯಾಲಯವನು ಸುಮ್ಮನೆ ಕೂತು ಸಾಗರೇಟು ಸೇಡುತ್ತಿರುತ್ತಾನೆ.

- (ಅ) ವೈದ್ಯಾಲಯವನಿಗೆ ಯೋಡೆದಾಡುವ ಬಗ್ಗೆ ತಿಳಿಸಿ ಪದ್ಧತಪ್ರವೇಶಿಸಲು ಹೇಳುತ್ತೇನೆ.
- (ಆ) ಯೋಡೆದಾಟದಲ್ಲಿ ಪದ್ಧತಪ್ರವೇಶಿಸಲು ವೈದ್ಯಾಲಯವನಿಗೆ ಸಹಾಯ ಮಾಡುತ್ತೇನೆ.
- (ಇ) ಆ ಚಾಗದಿಂದ ಓಡಾಡೋಗುತ್ತೇನೆ.
- (ಈ) ಯೋಡೆದಾಟದಲ್ಲಿ ನಾನು ಪದ್ಧತಪ್ರವೇಶಿಸುತ್ತೇನೆ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ).

53. ಒಬ್ಬಾತ ಸೈಕಲ್ನಿಂದನ್ನು ಕದಿಯುತ್ತಿದ್ದುದನ್ನು ನಾನು ಕಂಡರೆ, ನಾನು

- (ಅ) ಕೂಗಿಕೊಳ್ಳುತ್ತೇನೆ.
- (ಆ) ಕಳ್ಳನನ್ನು ಹಿಡಿಯಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ.
- (ಇ) ತಕ್ಷಣ ವೈದ್ಯಾಲಯಕ್ಕೆ ತಿಳಿಸುತ್ತೇನೆ.
- (ಈ) ಆ ಘಟನೆಯ ಬಗ್ಗೆ ತಲೆಕೆಡೆಕೊಳ್ಳುವುದಿಲ್ಲ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ).

54. ಒಬ್ಬಾತ ಇನ್ನೊಬ್ಬನಿಂದ ಯಾವುದೇ ಪುಸ್ತಕವನ್ನು ಕದಿಯುವುದನ್ನು ನಾನು ನೋಡಿದರೆ, ನಾನು

- (ಅ) ಕೂಗಿಕೊಳ್ಳುತ್ತೇನೆ.
- (ಆ) ಕಳ್ಳನನ್ನು ಹಿಡಿಯಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ.
- (ಇ) ತಕ್ಷಣ ವೈದ್ಯಾಲಯಕ್ಕೆ ತಿಳಿಸುತ್ತೇನೆ.
- (ಈ) ಆ ಘಟನೆಯ ಬಗ್ಗೆ ತಲೆಕೆಡೆಕೊಳ್ಳುವುದಿಲ್ಲ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ).

55. ನನ್ನ ತಂದೆಯು ಟ್ರಾಫಿಕ್ ಸಿಗ್ನಲ್‌ಗಳನ್ನು ಲೆಕ್ಕಿಸದೆ ಎರ್ರಾಬಿರಿ, ಕಾರನ್ನು ಓಡಾಡಿದಾಗ, ನಾನು...

- (ಅ) ಇನ್ನು ಮುಂದೆ ಹಾಗೆ ಮಾಡಬೇಡಿ ಎಂದು ಮನವೊಲಿಸುವೆ.
- (ಆ) ಮನೆ ತಲುಪಿದ ಮೇಲೆ ನನ್ನ ತಾಯಿಗೆ ತಿಳಿಸುವೆ.
- (ಇ) ನೀನು ತಪ್ಪಾಗಿ ಓಡಾಡುತ್ತಿರುವೆ ಎಂದು ನನ್ನ ತಂದೆಗೆ ತಿಳಿಸುವೆ.
- (ಈ) ಸುಮ್ಮನಿರುತ್ತೇನೆ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ).

56. ಕೆಲ ಹುಡುಗರು ಬಸ್ಸಿಗೆ ಕಲ್ಲು ಹೊಡೆದು ಕಂಡಕ್ಟರ್ ಮತ್ತು ಡ್ರೈವರ್ ಅನ್ನು ಹೊಡೆಯುತ್ತಿ ರುವುದನ್ನು ಕಂಡಾಗ ನಾನು..

- (ಅ) ಹಾಗೆ ಮಾಡಬೇಡೆಂದು ಅವರಿಗೆ ಹೇಳುವೆ
- (ಆ) ಅವರ ಹಾಗೆಯೇ ಮಾಡುವೆ
- (ಇ) ಅಲ್ಲಿಂದ ಓಡಿಹೋಗಿ ನನ್ನನ್ನು ಉಳಿಸಿಕೊಳ್ಳುವೆ
- (ಈ) ಫೋಲಿಡ್ ಕಂಟ್ರೋಲ್ ರೂಂಗೆ ವಿಕರಯ ತಿಳಿಸುವೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

57. ರಸ್ತೆಯಲ್ಲಿ ಗಾಯಾಳುವೊಬ್ಬ ಬಿದ್ದಿದ್ದರೆ, ನಾನು

- (ಅ) ಅವನಿಗೆ ಸಹಾಯ ಮಾಡುವೆ.
- (ಆ) ಸಹಾಯ ಮಾಡದೆಂದು ಹೇಳಲು ಫೋಲಿಡರ್ ಬಳಿ ಹೋಗುವೆ
- (ಇ) ಸಹಾಯ ಮಾಡದೆಂದು ಜನರಲ್ಲಿ ವಿನಂತಿಸಿಕೊಳ್ಳುವೆ
- (ಈ) ಆ ಜಾಗದಿಂದ ಹೊರಟುಹೋಗುವೆ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

58. ಯಾವುದೇ ವಾಹನ ಅಪಘಾತವನ್ನು ಉಂಟುಮಾಡಿ ನಿಲ್ಲಿಸದೆ ವೇಗವಾಗಿ ಹೊರಟುಹೋದ್ದನ್ನು ಕಂಡರೆ ನಾನು....

- (ಅ) ವಾಹನ ಸಂಸ್ಥೆಯನ್ನು ಗುರುತು ಹಾಕಿಕೊಂಡು ಫೋಲಿಡರಿಗೆ ತಿಳಿಸುವೆ
- (ಆ) ನಂತರ ಬರುವ ವಾಹನಗಳಿಗೆ ಅಪಘಾತ ಮಾಡಿದ ವಾಹನವನ್ನು ಹಂಬಾಲಿ ಸುವಂತೆ ಕೋರುವೆ
- (ಇ) ಗಾಯಾಳುವಿನ ಶುಶ್ರೂಷೆ ಮಾಡಿ ನಂತರ ಫೋಲಿಡರಿಗೆ ತಿಳಿಸುವೆ
- (ಈ) ಸುಮ್ಮನೆ ಜಾಗ ತಾಲಿ ಮಾಡುತ್ತೇನೆ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

59. ನನ್ನ ಮಿತ್ರನು ಒಬ್ಬ ವ್ಯಕ್ತಿಯನ್ನು ಖೀಡಿಸುತ್ತಿ ರುವುದನ್ನು ಕಂಡಾಗ, ನಾನು

- (ಅ) ಆ ರೀತಿ ಮಾಡಬೇಡೆಂದು ಮನವೊಲಿಸುವೆ
- (ಆ) ಅವರಂತೆ ನಾನೂ ಅನುಕರಿಸುವೆ
- (ಇ) ನೋಡುವನಿಗೆ ಸಹಾಯ ಮಾಡಲು ಪ್ರಯತ್ನಿಸುವೆ
- (ಈ) ನೋಡಿ ಅನುಮಿಸುವೆ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

56. ಕೆಲವು ಮದ್ದುಗಳಿಗೆ ಕಲ್ಲು ಹೋಡಿಸುವ ಕಂಡಕ್ಟರ್ ಮತ್ತು ಡೈವರ್ ಆಸ್ತು ಹೋಡಿಸುತ್ತಿರುವುದನ್ನು ಕಂಡಾಗ ನಾನು..

- (ಅ) ಹಾಗೆ ಮಾಡಬೇಡಿರೆಂದು ಆವರಿಗೆ ಹೇಳುವೆ
- (ಆ) ಅವರ ಹಾಗೆಯೇ ಮಾಡುವೆ
- (ಇ) ಅಲ್ಲಿಂದ ಓಡಿಹೋಗಿ ನನ್ನನ್ನು ಉಳಿಸಿಕೊಳ್ಳುವೆ
- (ಈ) ಫೋಲಿಯರ್ ಕಂಪ್ಯೂಟರ್ ರೂಂಗೆ ವಿಸಯ ತಿಳಿಸುವೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

57. ರಸ್ತೆಯಲ್ಲಿ ಗಾಯಾಳುಗಳನ್ನು ಬಿದ್ದಿದ್ದರೆ, ನಾನು

- (ಅ) ಆವರಿಗೆ ಸಹಾಯ ಮಾಡುವೆ
- (ಆ) ಸಹಾಯ ಮಾಡಬೇಡಿರೆಂದು ಹೇಳಲು ಫೋಲಿಯರ್ ಬಳಿ ಹೋಗುವೆ
- (ಇ) ಸಹಾಯ ಮಾಡಬೇಡಿರೆಂದು ಜನರಲ್ಲಿ ವಿನಂತಿಸಿಕೊಳ್ಳುವೆ
- (ಈ) ಆ ಜಾಗದಿಂದ ಹೋರಾಟ ಹೋಗುವೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

58. ಯಾವುದೇ ವಾಹನ ಅಪಘಾತವನ್ನು ಉಂಟುಮಾಡಿ ನಿಲ್ಲಿಸದೆ ವೇಗವಾಗಿ ಹೋರಾಟ ಹೋದ್ದನ್ನು ಕಂಡರೆ ನಾನು....

- (ಅ) ವಾಹನ ಸಂಖ್ಯೆಯನ್ನು ಗುರುತು ಹಾಕಿಕೊಂಡು ಫೋಲಿಯರಿಗೆ ತಿಳಿಸುವೆ
- (ಆ) ನಂತರ ಬರುವ ವಾಹನಗಳಿಗೆ ಅಪಘಾತ ಮಾಡಿದ ವಾಹನವನ್ನು ಹಯಾಲಿ ಸುವಂತೆ ಕೋರುವೆ
- (ಇ) ಗಾಯಾಳುವಿನ ಶುಶ್ರೂಷೆ ಮಾಡಿ ನಂತರ ಫೋಲಿಯರಿಗೆ ತಿಳಿಸುವೆ
- (ಈ) ಸುಮ್ಮನೆ ಜಾಗವಿಾಲಿ ಮಾಡುತ್ತೇನೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

59. ನನ್ನ ಮಿತ್ರನು ಒಬ್ಬ ವ್ಯಕ್ತಿಯನ್ನು ಮೀಡಿಸುತ್ತಿರುವುದನ್ನು ಕಂಡಾಗ, ನಾನು

- (ಅ) ಆ ರೀತಿ ಮಾಡಬೇಡಿರೆಂದು ಮನವೊಲಿಸುವೆ
- (ಆ) ಅವರಂತೆ ನಾನೂ ಆಸುಕರಿಸುವೆ
- (ಇ) ನೋಡುವನಿಗೆ ಸಹಾಯ ಮಾಡಲು ಪ್ರಯತ್ನಿಸುವೆ
- (ಈ) ನೋಡಿ ಆನಂದಿಸುವೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

60. ಮುದ್ದ ನೊಬ್ಬನಿಗೆ ಅನ್ಯಾಯವಾಗುತ್ತಿರುವುದನ್ನು ಕಂಡಾಗ ನಾನು

- (ಅ) ಮಧ್ಯಪ್ರವೇಶಿಸಿ ಅನ್ಯಾಯವನ್ನು ನಿಲ್ಲಿಸಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ
- (ಆ) ಪೊಲೀಸ್ ಕಂಟ್ರೋಲ್ ರೂಂಗೆ ತಿಳಿಸುತ್ತೇನೆ
- (ಇ) ಆ ಜಾಗದಿಂದ ಓಡಬಿಡುತ್ತೇನೆ
- (ಈ) ಪೂಗ್ಧವ್ಯಕ್ತಿಯ ಚೊತೆ ಸೆಲಿ ಹೋರಾಡುತ್ತೇನೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

61. ನನ್ನ ಸ್ನೇಹಿತರು ಧೂಮಪಾನ ಮಾಡಿದರೆ, ನಾನು.

- (ಅ) ಹಾಗೆ ಮಾಡಬೇಡಿ ಎಂದು ಬುದ್ಧಿವೇಳುವೆ.
- (ಆ) ಅವರ ತಂದೆ ತಾಯಿಗಳಿಗೆ ದೂರು ಹೇಳುವೆ
- (ಇ) ಅವರ ಜತೆಯಲ್ಲಿ ಧೂಮಪಾನ ಮಾಡುವೆ
- (ಈ) ಅವರ ಸಂಗ ಬಿಡುವೆ
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

62. ಯಾರಾದರೂ ಮಾದಕ ವಸ್ತುಗಳನ್ನು (ಚರ್ಮ ಇತ್ಯಾದಿ) ಮಾರುತ್ತಿರುವುದನ್ನು ಕಂಡರೆ ನಾನು....

- (ಅ) ಕೋಲಾಪುಟ್ಟುತ್ತೇನೆ.
- (ಆ) ಆಕರಾಧಿಯನ್ನು ಹಿಡಿಯಲು ಪ್ರಯತ್ನಿಸುತ್ತೇನೆ.
- (ಇ) ತಕ್ಷಣ ಪೊಲೀಸರಿಗೆ ಸುದ್ದಿ ಮುಟ್ಟಿಸುತ್ತೇನೆ.
- (ಈ) ಘಟನೆಯ ಬಗ್ಗೆ ತಲೆಕೆಡಿಸಿಕೊಳ್ಳುವುದಿಲ್ಲ.
- (ಉ) ಇತರೆ (ತಿಳಿಸಿ)

ಇನ್ನು ಕೆಲವು ಪ್ರಶ್ನೆಗಳು ಮತ್ತು ಹೇಳಿಕೆಗಳು. ಅವುಗಳನ್ನು ಸಹ ದಯವಿಟ್ಟು ಉತ್ತರಿಸಿ.

63. ಕೆಲವು ಸಾಮಾಜಿಕ ವ್ಯಾಧಿಗಳನ್ನು ಈಗ ಕೊಡಲಾಗುವ ಆವುಗಳಲ್ಲಿನ ಅಡರಗಳಿಗು ಮತ್ತು ಆವಾಯಗು ಏನು ಛುಬುದನ್ನು ಬರೆಯಿರಿ. ಹಾಗೂ ನಿಜವು ಆನಂದಿಸುತ್ತಿರೋ, ನಿರ್ಲಕ್ಷಿಸುತ್ತಿರೋ ಅಥವಾ ಈತಲೆ ಬಗ್ಗೆ ಏನೂ ಹೇಳಲಾಗುವುದಿಲ್ಲವೋ ಛುಬುದನ್ನು ( ) ಹಾಕಿ ತಿಳಿಸಿ.

- ಆನಂದಿಸುತ್ತೇನೆ - ಆ
- ನಿರ್ಲಕ್ಷಿಸುತ್ತೇನೆ - ನಿ
- ಹೇಳಲಾಗುವುದಿಲ್ಲ - ಹೇ

ಕ್ರ. ಸಂ. ಸಾಮಾಜಿಕ ಕೆಡುಕು	ಆಕಾರಗಳೆಳು	ಆಚಾರಗಳೆಳು	ಆ	ಬಿ
1. ಧೂಪಕಾನ				
2. ಮಧ್ಯಕಾನ				
3. ಜೂಜಾಟ				
4. ಕುಡುಗಿಯರನ್ನು ಚುಡಾಯಿಸುವುದು.				
5. ಮಾದಕ ವ್ಯತನ				
6. ವಿಕಾರವೃತ್ತಿ ಲೈಂಗಿಕತೆ.				



ಎಲ್ಲಾ ನಗರಗಳಲ್ಲೂ ಹೊಡೆದಾಟ ಮತ್ತು ಕೊಲೆಗಳ ಸಮಯವಿರುತ್ತವೆ. ಅತಿ ಲಘು ಜಗಳಗಳು ಕೂಡ ಗಾಯಗಳಿಗೆ ಕಾರಣವಾಗುವುದು. ಭಾರಿ ಗಾತ್ರದ ಹಿಂಸಾಚಾರ ಮತ್ತು ಗಲಭೆಗಳಲ್ಲಿ ಸಾವು ನೋವು ಅಧಿಕ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯದಲ್ಲಿ.

1. ಹಿಂದೆ ಯಾವತ್ತಿಗೂ ಬೇಕಾಗಿಲ್ಲ ಎಂದರೆ ಯಾವುದೇ ಭಿನ್ನಾಭಿಪ್ರಾಯವನ್ನು ಶಾಂತಿಯುತವಾಗಿ ಪರಿಹರಿಸಿಕೊಳ್ಳಲು ಸಾಧ್ಯ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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2. ಶಸ್ತ್ರಗಳು ಮತ್ತು ಹಿಂಸಾಚಾರವನ್ನು ಕೆಲವರು ಉಪಯೋಗಿಸುತ್ತಾರೆ - ಎಂದರೆ...

(ಅ) ಅವರು ತಮ್ಮನ್ನು ಬಾಳು ಶಕ್ತಿವಂತರೆಂದು ತಿಳಿದಿರುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಆ) ತಮ್ಮ ವೈರಿಗಳ ಮನವೊಲಿಸಲು ತುುಗೆ ಅಸಾಧ್ಯವೆಂದು ತಿಳಿದಿರುತ್ತಾರೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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3. ಸ್ನೇಹಿತರು ಮತ್ತು ನೆರೆಹೊರೆಯವರು ಈ ಕೆಳಗಿನ ಸಂದರ್ಭಗಳಲ್ಲಿ ಏನನ್ನಾದರೂ ಮಾಡಲಿಬೇಕು..

(ಅ) ಗಂಡ ಹೆಂಡತಿಗೆ ಹೊಡೆಯುತ್ತಿರುವ ಸಂದರ್ಭದಲ್ಲಿ. 

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಆ) ಹೆಂಡತಿ ಗಂಡನಿಗೆ ಹೊಡೆಯುತ್ತಿರುವ ಸಂದರ್ಭದಲ್ಲಿ. 

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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4. (ಅ) ಗಲಭೆಯನ್ನು ನಿರಂತರವಾಗಿ, ಅಸ್ತಿ-ಪಾಸ್ತಿಗೆ ಪಾನಿಯಾಗುವುದನ್ನು ತಡೆಯಲು ಪೊಲೀಸರಿಗೆ ಯಾವುದೇ ಕಠಿಣ ಕ್ರಮಗಳನ್ನು ಕೈಗೊಳ್ಳಲು ಅಧಿಕಾರವಿದೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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(ಆ) ಮಕ್ಕಳನ್ನು ಇತರ ಮಕ್ಕಳು, ಶಿಕ್ಷಕರು ಹಾಗೂ ತಂದೆ-ತಾಯಿಯರು ರೇಗಿಡುಕಾರದು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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65. (1) ಯಾವುದೇ ರೀತಿಯ ಓಸೆ ನಿಮ್ಮನ್ನು ಚಿಂತೆಗೀಡು ಮಾಡುತ್ತದೆಯೇ? 

ಹೌ	ಇ	ಹೇ
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(2) ಓಸೆಯನ್ನು ತಡೆಗಟ್ಟಲು ಏನು ಮಾಡಬೇಕು? (ಪುಟ್ಟದಾಗಿ ತಿಳಿಸಿ)

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66. ಜಾಹೀರಾತುಗಳು ಅನೇಕ ಬಾರಿ ಸುಳ್ಳನ್ನು ಹೇಳುತ್ತವೆ. ಹಾಗೂ ತಪ್ಪು ವಸ್ತುವಿನ ಬಗ್ಗೆ ಅತಿಯಾಗಿ ಹೊಗಳುತ್ತವೆ

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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67. ನಾನು ಕ್ಲಾಸ್ ತಪ್ಪಿ ಒಳ್ಳೆಯ ಸಿನಿಮಾ ನೋಡಲು ಹೋಗುತ್ತೇನೆ. ಆದರಲ್ಲೂ ನನ್ನ ಸ್ನೇಹಿತರು ಕೂಡ ಹಾಗೆ ಮಾಡುವಾಗ

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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68. ಕೆಟ್ಟ ಕೆಲಸ ಮಾಡಲು ಸ್ನೇಹಿತರು ನನ್ನನ್ನು ಪ್ರಚೋದಿಸಿದಾಗಲೂ ನಾನು ಅವರನ್ನು ಬಿಡಲು ತಯಾರಿಲ್ಲ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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69. ನಾನು ನನ್ನ ಗುರಿಯನ್ನು ಸಾಧಿಸುತ್ತೇನೆಂಬ ಭರವಸೆಯಿದೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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70. ಡಾಕ್ಟರ್, ಇಂಜಿನಿಯರ್ ಮುಂತಾದ ಕೆಲವೇ ಒಳ್ಳೆಯ ಕೆಲಸಗಳಿವೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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71. ನಾನು ಯಾವುದೇ ಕೆಲಸವನ್ನು ಮಾಡಲು ಸಿದ್ಧ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಇ
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72. ನಾನು ಇಷ್ಟಪಟ್ಟು ಕೆಲಸ ಸಿಗದೇ ಹೋದರೆ ನನಗೆ ಬಹಳ ನಿರಾಸೆಯಾಗುತ್ತದೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಿಇ
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73. ವಿದ್ಯಾಭ್ಯಾಸ ನಾವು ತಿಳಿದಿರುವಂತೆ ಬಹಳ ಮುಖ್ಯವೇನಲ್ಲ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಿಇ
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74. ಯಾವುದೇ ಕಾರ್ಯ ಸಾಧಿಸಲು ಹಣ ಮತ್ತು ಪ್ರಭಾವ ಇರಲೇಬೇಕು.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಿಇ
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75. ನಾನು ಪೊಲೀಸ್ ಇಲಾಖೆಯನ್ನು ಸೇರಲು ಬಯಸುತ್ತೇನೆ.

ದೃಢ	ಒ	ಹೇ	ಇ	ಖಿಇ
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76. ಹೌದೆಂದಾದರೆ, ಅದಕ್ಕೆ 5 ಪ್ರಮುಖ ಕಾರಣಗಳನ್ನು ಕೊಡಿ. ಆತಿ ಪ್ರಮುಖ ಕಾರಣಕ್ಕೆ (1) ಎಂದೂ ಕಡಿಮೆ ಪ್ರಾಮುಖ್ಯತೆ ಇರುವ ಕಾರಣಕ್ಕೆ (5) ಎಂತಲೂ ಬರೆಯಿರಿ.

- (ಅ) ನನಗೆ ಆ ಕೆಲಸ ಇಷ್ಟ. ....
- (ಆ) ನನಗೆ ಜೀವನದಲ್ಲಿ ಅನೇಕ ಸವಲತ್ತುಗಳು ಸಿಗುತ್ತದೆ. ....
- (ಇ) ನಾನು ಬಯಸಿದ್ದನ್ನೆಲ್ಲ ಮಾಡಬಹುದು. ....
- (ಈ) ಯೂನಿಟಿಯಲ್ಲಿ ನಾನು ಸುಂದರವಾಗಿ ಕಾರ್ಯಪ್ರತೀಕ್ಷಿಸುತ್ತೇನೆ. ....
- (ಉ) ನಾನು ಬಹಳ ದುಡ್ಡು ಸಂಪಾದಿಸಬಹುದು. ....
- (ಊ) ನಾನು ಬಹಳ ಪ್ರಸಿದ್ಧಿ ಮತ್ತು ಹೆಸರನ್ನು ಸಂಪಾದಿಸಬಹುದು. ....
- (ಋ) ಮುಗ್ಧರು ಮತ್ತು ಅಸಹಾಯಕರ ಆರೈಕೆ/ಸಹಾಯ ಮಾಡಬಹುದು. ....
- (ೠ) ನಾನು ದೇಶದೇವೆ ಮಾಡಬಹುದು. ....
- (ಋ) ಪೊಲೀಸರ ಬಗ್ಗೆ ಜನರಿಗೆ ಇರುವ ಭಾವನೆಯನ್ನು ಬದಲಾಯಿಸುತ್ತೇನೆ. ....
- (ಃ) ಪೊಲೀಸ್ ಕೆಲಸ ಶ್ಲಾಘನೀಯ. ....
- (ಌ) ನನಗೆ ಪೊಲೀಸ್ ಕೆಲಸ ಸುಲಭವಾಗಿ ಸಿಗುತ್ತದೆ. ....
- (಍) ಪೊಲೀಸ್ ಕೆಲಸ ಒಂದು ದೊಡ್ಡ (ಸವಾಲು) ಫಾರ್ಲೋ. ....
- (ಏ) ಇತರೆ (ತೀಳಿ)

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.....

ವ್ಯಕ್ತಿಯ ಹೆಸರು/ನಾಮ/ಪದವಿ/.....

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ಬೇಸಿಗೆ ಹಾಕಿ.

(ಅ) ಹೆಸರು/

(ಆ) ಕ್ಷೇತ್ರ

ಕ್ಷೇತ್ರ

ವೈಯಕ್ತಿಕ ವಿವರ

(ಅ) ಹೆಸರು (ಕೊಡಲೇ ಬಿಡುಗಡೆ) -----

ಲಿಂಗ: ಗಂಡು: -----

ಹೆಸರು: -----

(ಆ) ಕ್ಷೇತ್ರ: -----

ಪೂರ್ವ (ಕ್ಷೇತ್ರ)

(ಇ) ಶಾಲೆಯ ಹೆಸರು: -----

(ಈ) ನಗರ: -----

(ಉ) ಹೆಚ್ಚಿನ ತಾಂತ್ರಿಕ/ಪದವಿ (ವರ್ಷಗಳಲ್ಲಿ) -----

(ಊ) ತಂದೆ/ಪೋಷಕರ ಪತ್ನಿ: -----

(ಋ) ತಾಯಿಯ ಪತ್ನಿ: -----

(ಋ) ನಿಮ್ಮ ತಂದೆ ತಾಯಿಗೆ ಒಟ್ಟು ಮಕ್ಕಳು -----

ಆಣ್ವಿಕ ತಮ್ಮಂದಿರು: -----

ಆಡಳಿತಗಾರರು: -----

(ಋ) ನಿಜವಾದುದೇ ಮಗು/ಎರಡನೇ ಮಗು/ಪ್ರಾರಂಭಿಕ ಮಗು/(ಬೇರೆಯಾದಾದರೆ ತಿಳಿಸಿ) ( ಗುರುತು ಹಾಕಿ)

.....  
.....  
.....

ಕುಟುಂಬದ ಸದಸ್ಯರನ್ನು ಗುರುತಿಸಿ/

ಇವರ ಹೆಸರು ಮತ್ತು ವಯಸ್ಸನ್ನು ತಿಳಿಸಿ.

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ಬೇಸಿಗೆಯಲ್ಲಿ

(ಅ) ಹೆಸರು/

(ಆ) ವಯಸ್ಸು

ವಯಸ್ಸು

ವೈಯಕ್ತಿಕ ವಿವರ

(ಅ) ಹೆಸರು (ಕೊಡಲೇ ಬೇರಾಗಲು)

ಲಿಂಗ ಗುರುತಿಸಿ.

ವಯಸ್ಸು.

(ಆ) ವಯಸ್ಸು.

ವಯಸ್ಸು (ವಯಸ್ಸು)

(ಇ) ಶಾಲೆಯ ಹೆಸರು.

(ಈ) ನಗರ.

(ಉ) ಹುಟ್ಟಿದ ತಾರೀಖು/ಪಯಾಳು (ವಯಸ್ಸು)

(ಊ) ತಂದೆ/ಪೋಷಕರ ಹೆಸರು.

(ಋ) ತಾಯಿಯ ಹೆಸರು.

(ಋ) ಇತರ ತಂದೆ ತಾಯಿಗೆ ಒಟ್ಟು ಮಕ್ಕಳು

ಆರೋಗ್ಯ ಹಿತೈಷಿಗಳು.

ಆರೋಗ್ಯ ಹಿತೈಷಿಗಳು.

(ಋ) ನಿವೃತ್ತಿ ಪಡೆದ ದಿನದ ಹೆಸರು/ವರದಿ ಹೆಸರು/ಪ್ರಾಥಮಿಕ ಹೆಸರು/(ಬೇರೆಯಾದುದರಿಂದ ತಿಳಿಸಿ) ( ಗುರುತಿಸಿ ಹೆಸರು)

৬৫. ক) যে কোন এককের ফিঙ্গার কি আশ্রয় চিন্তায় ফেলে? 

হ্যাঁ	না	অনি
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 খ) ফিঙ্গার বার্ষিক কয়তে কি করা উচিত বলে আশ্রয় মনে করেন? (অ) ফিঙ্গার মিস্ত্র

৬৬. কোন ফিঙ্গারের বিজ্ঞানের সময় এই ফিঙ্গারের গুন বাড়িয়ে বলা হয়  
 বা এই ফিঙ্গারের কার্যকারিতা অক্ষয়ে রাখা বলা হয়? 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৬৭. ফ্রান্স ফাঁকি দিয়ে কোন জাল দ্বারা দৃষ্টি দেখতে যাওয়ায় আশ্রয় কোন  
 দোষ দেখি না, বিশেষতঃ যদি আমার বন্ধু বাও তাই করে। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৬৮. যদি আমার বন্ধু আমাকে অন্যায় কাজ করতে বলে তবুও আমি  
 তাদের ত্যাগ করতে পারব না। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৬৯. আমি নিশ্চিত যে আমি আমার মস্তিষ্ককে সুরক্ষিত রাখব। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭০. খুব অল্প কিছু চাকরিই আছে যেগুলি জাল চাকরি যেমন  
 জালাবি, ইঞ্জিনিয়ারিং, ইত্যাদি। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭১. কোন চাকরি করতেই আমার আশ্রয় নেই। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭২. আমার গহনমত চাকরি না গেলে আমি  
 জীবন মনঃস্থ হবে। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭৩. মোকে যতখানি জায়ে, গড়াগুনা ততখানি গুরুত্বপূর্ণ নয়। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭৪. আমার ঠিকানাগুলো চাই এবং দরকারমত যে কোন কাজ করে দেবার  
 জন্য চিন্তাচিন্তা মোক জায়েদাত মাকা চাই। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭৫. আমি পুনর্জন্ম যোগ দিতে চাই। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭৬. যদি আপনার উত্তর হ্যাঁ হয়, তাহলে আপনার উত্তর অর্থনৈতিকভাবে  
 নিম্নোক্তিত সূচী থেকে পাঁচটি চাকরি গহন করুন। অর্থাৎ গুরুত্বপূর্ণ  
 চাকরির নামে (২) ও গুরুত্বের ক্রমানুসারে (২), (৩), (৪) ও (৫) বিভিন্ন  
 চাকরির নামে লিখুন।

- ক) আমি এই চাকরি গহন করি।
- খ) আমি জীবনে প্রচুর সুবিধা পাব।
- গ) আমি যা ইচ্ছা তাই করতে পারব।
- ঘ) পুনর্জন্ম মোক আমাকে দারুন অপ্রতিদেখাবে।
- ঙ) আমি প্রচুর পয়সা উপার্জন করতে পারব।
- চ) আমার অনেক নাম ও খ্যাতি হবে।
- ছ) আমার  আশ্রয় চিন্তায় আশ্রয় করতে পারব।

- খ) উন্নয়নের ক্ষেত্রে সুনামের ছবি বদলাতে চিন্তিত্ব আশ্রয় মাধ্যম। . . . . .
- গ) সুনামের কাজে প্রয়োজনীয় দাবি করে। . . . . .
- ঘ) আমি এই কাজটি অর্জিত মাধ্যম। . . . . .
- ঙ) সুনামের কাজে অনেক কিছু করে দেখানোর সুযোগ আছে বলে আমি মনে করি। . . . . .
- চ) অন্য কোন কারণ (নির্দিষ্ট করে লিখুন) . . . . .

৭৭. আমি সুনামে যোগ দিতে অনিচ্ছুক কারণ (অন্য কারণ লিখুন)

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মৌলিক তথ্য

- ক) নাম (জানাতে অনিচ্ছুক হলে লিখবেন না) \_\_\_\_\_
- খ) পুরুষ / স্ত্রী \_\_\_\_\_
- গ) পেশা \_\_\_\_\_ বিভাগ \_\_\_\_\_
- ঘ) বিদ্যালয়ের নাম \_\_\_\_\_
- ঙ) গাছ \_\_\_\_\_
- চ) জন্মতারিখ / বয়স (কত বছর পূর্ণ হয়েছে) \_\_\_\_\_
- ছ) বাবা / অভিভাবকের পেশা \_\_\_\_\_
- জ) মায়ের পেশা (যদি কোন পেশায় নিযুক্ত থাকেন) \_\_\_\_\_
- ঝ) আমার বাবামার \_\_\_\_\_ অফিস। তাঁদের সংখ্যা \_\_\_\_\_ বোনের সংখ্যা \_\_\_\_\_  
(স্মরণে তাঁদের মধ্যে) আমার জন্মক্রম লিখুন যথা প্রথম, দ্বিতীয়, ইত্যাদি)
- ঞ) পরিবারের বাস্তবিক আয় (আনুমানিক) \_\_\_\_\_

৬০. যদি দায়ি কোন নিবন্ধনকার ব্যক্তির সাথে আবিষ্কার করা হচ্ছে, তখন আমি

- ক) সংশ্লিষ্ট করে এই আবিষ্কার বর্ন করার চেষ্টা করা.....
- খ) পুলিশ-গার্ডিয়ানরা ফাইল খবর দেব।.....
- গ) ফর্ডনা ফর্ম থেকে দৌড়ে গান্ধার।.....
- ঘ) নিবন্ধনকার ব্যক্তিটির সঙ্গে যোগ দিয়ে আবিষ্কারের বিবৃতি ফাইল দাঁড়াব।.....
- ঙ) অন্য কোন কার্য (নির্দিষ্ট করে লিখুন).....

৬১. যদি আমার কুর্তুরা বিন্ধান করা, তবে আমি

- ক) তাদের বিন্ধান না করতে উপদেশ দেব।.....
- খ) তাদের কাছাকাছে এ কথা জানিয়ে অভিযোগ করা.....
- গ) তাদের সঙ্গে বিন্ধমান করাই পছন্দ করব।.....
- ঘ) তাদের অস্ত্রসমূহ হাটুয়ে চন্দর।.....
- ঙ) অন্য কোন কার্য (নির্দিষ্ট করে লিখুন).....

৬২. যদি পাতি কেউ অবিবর্তনকার বন্ধু (যথা পুরস ইত্যাদি) বা বৈআইনী মাদ বিক্রি করছে, তখন আমি

- ক) মারগোলার ডুড়ে দেব।.....
- খ) লোকটিকে বন্ধার চেষ্টা করা.....
- গ) অবিবর্তনের পুলিশকে জানাব।.....
- ঘ) ফর্ডনারি উপস্থাপন করা.....
- ঙ) অন্য কোন কার্য (নির্দিষ্ট করে লিখুন).....

**নীচে উল্লিখিত প্রশ্নগুলির উত্তর নির্দেশ অনুসারে করুন।**

৬৩. সব মাহুই মারগির্চ আর খুন-খারাবি হয়। মারগির্চ মারগির্চ থেকে লোকজন জখম হতে পারে বড় বড়দের হিংসা আর দাঙ্গার মারিগাণ আরও হয়তকর। আমার মতে

- ক) হিংসা সর্বদাই অপ্রয়োজনীয় কারণে যে কোন বিবাদ সবসময়েই মারিগুর্চাবে গর্ডনো অটর। 

প্র.অ.	অ.	আর.	বি.	প্র.বি.
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- খ) যখন কেউ অপ্রমাদ বা হিংসার আশ্রয় নেয়, তার কার্য 

প্র.অ.	অ.	আর.	বি.	প্র.বি.
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- গ) তারা জবে তা তারা দৈমি মাজিগান্ধী। 

প্র.অ.	অ.	আর.	বি.	প্র.বি.
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- ঘ) তারা জানে যে হিংসার আশ্রয় না নিয়ে বিগরকে গুরু 

প্র.অ.	অ.	আর.	বি.	প্র.বি.
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- ঙ) অন্য কার্য করে কোন কাজই হবে না। 

প্র.অ.	অ.	আর.	বি.	প্র.বি.
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গ) বন্ধুত্বের প্রকৃতি গাঢ়া প্রভাবের মীমাংসা কিছু করা উচিত যদি তারা জানে

১) জাতি প্রভাব প্রকারে। প্র.অ. অ. অনি. বি. প্র.বি.

২) জাতি জাতিতে প্রকারে। প্র.অ. অ. অনি. বি. প্র.বি.

ঘ) দাওয়া বন্ধ করতে বা প্রসারিত বাঁচাতে মুসলিম যে কোনওরকমের প্রয়োজনীয় বন্দোবস্ত করলে তা সাফল্য। প্র.অ. অ. অনি. বি. প্র.বি.

ঙ) একটি বাসনাকে অন্য বাসনায়, মিসকফেরা বা বাবানারা ওয় দেখালে বা তার উন্নয়ন বন্দোবস্ত করলে তা অসুচি। প্র.অ. অ. অনি. বি. প্র.বি.

৬৪. নীচে কিছু জাতিগত কুসংস্কার উল্লিখিত রয়েছে। অনুগ্রহ করে নিখুঁত করে এনেকি প্রশ্নে উত্তর প্রক্তি আকৃষ্ট হয় একে প্রশ্নে উত্তর প্রক্তি উত্তর দিক কি কি। আলমি যদি এহু উত্তর গছনু বা অগছনু করেন, কিংবা আগনার যদি সিদ্ধি মতামত না থাকে, তাহলে সঠিক জাযনায

✓ নিশ্চয় দিয়ে তা জানান।

জাতিগত কুসংস্কার	আকৃষ্ট হবার কারণ	কৃতিত্ব দিক	গছনু	অগছনু	প্রত্যয়
ক) বৃদ্ধিমান					
খ) মদ্যপান					
গ) জুয়াখেলা					
ঘ) মহিলাদের উত্তর করা					
ঙ) মেয়ে বন্ধু সৈবন					
চ) প্রাক-বিবাহিক দিহিক অধিক উত্তর					

৫০. যদি দোষ কেউ পুনর্নির্মাণ হাতে মার খাচ্ছে, তখন আজি

- ক) পুনর্নির্মাণে মারতে বাবুঁ কব্বা. ....
- খ) যে মার খাচ্ছে, তার জন্য সহানুভূতি প্রকাশ কব্বা. ....
- গ) ঘর্ষণাস্ক্রম থেকে পান্নাবা. ....
- ঘ) জানুশর্টিকে মারের হাত থেকে বাঁধাতে চেষ্টা কব্বা. ....
- ঙ) অন্য কোন কারন (নির্দিষ্ট করে লিখুন) .....

৫১. যদি দেখি কোন পুনর্নির্মাণী কারুঁর কাছ থেকে ধূষ নিতে, তবে আজি

- ক) দুগ কব্বা দেখব। ....
- খ) পুনর্নির্মাণীটিকে ধূষ নিতে বাবুঁ কব্বা. ....
- গ) পুনর্নির্মাণ গবিচানানা কব্বা খব্বা দেব। ....
- ঘ) ঘর্ষণাস্ক্রম থেকে চেন যাব। ....
- ঙ) অন্য কোন কারন (নির্দিষ্ট করে লিখুন) .....

৫২. যদি দেখি যে এক জায়গায় মারুগিট হচ্ছে অথচ কাছের একজন পুনর্নির্মাণী  
অন্যভাবে বঙ্গ বৃগগান কব্বা, তখন আজি

- ক) পুনর্নির্মাণীটিকে মারুগিটের কথা উন্নিয়ে তাকে হুঁচকগ কব্বা. ....
- খ) মারুগিট খাড়াতে পুনর্নির্মাণীটিকে সাহায্য কব্বা. ....
- গ) ঘর্ষণাস্ক্রম থেকে পান্নাবা. ....
- ঘ) নিজেই মারুগিট খাড়াতে চেষ্টা কব্বা. ....
- ঙ) অন্য কোন কারন (নির্দিষ্ট করে লিখুন) .....

৫৩. যদি কাউকে সর্ধকেন দুবি কব্বা দেখি, তখন আজি

- ক) সর্ধকব্বা কব্বা লোক ডাকব। ....
- খ) দোরকে বঁঝা চেষ্টা কব্বা. ....
- গ) অবিলম্বে পুনর্নির্মাণে জ্ঞানাব। ....
- ঘ) কিছুই কব্বা না। ....
- ঙ) অন্য কোন কারন (নির্দিষ্ট করে লিখুন) .....

৫৪. যদি কাউকে অগরের কিছু দুবি কব্বা দেখি, তখন আজি

- ক) সর্ধকব্বা কব্বা লোক ডাকব। ....
- খ) দোরকে বঁঝা চেষ্টা কব্বা. ....
- গ) অবিলম্বে পুনর্নির্মাণে জ্ঞানাব। ....
- ঘ) কিছুই কব্বা না। ....
- ঙ) অন্য কোন কারন (নির্দিষ্ট করে লিখুন) .....

৫০. যদি দোষ কেউ পুনিমেষু হতে পারে থাকে, তখন আমি
- ক) পুনিমেষু হতে বাবু করব।
  - খ) যে পারে থাকে, তার জন্য অসহনুতি প্রকাশ করব।
  - গ) ঘর্ষণাঙ্গুল থেকে পানাব।
  - ঘ) মানুষেরিক আরেব হাত থেকে বাঁধতে দেখা করব।
  - ঙ) অন্য কোন কারণ (নির্দিষ্ট করে নিখুন)

৫১. যদি দোষ কোন পুনিমেষু করবু কাছ থেকে ঘুস নিতে, তবে আমি
- ক) দুগ করে দেখব।
  - খ) পুনিমেষুকে ঘুস নিতে বাবু করব।
  - গ) পুনিমেষু গরিমানা করে খবু দেব।
  - ঘ) ঘর্ষণাঙ্গুল থেকে চলে যাব।
  - ঙ) অন্য কোন কারণ (নির্দিষ্ট করে নিখুন)

৫২. যদি দেখি যে এক জায়গায় সারুগিট হলে অথচ কাছের একজন পুনিমেষু অন্যভাবে বলে বুঝান করছে, তখন আমি

- ক) পুনিমেষুকে সারুগিটের কথা জানিয়ে তাকে হস্তক্ষেপ করতে বলব।
- খ) সারুগিট থাকতে পুনিমেষুকে সাহায্য করব।
- গ) ঘর্ষণাঙ্গুল থেকে পানাব।
- ঘ) নির্ভেঁহ সারুগিট থাকতে দেখা করব।
- ঙ) অন্য কোন কারণ (নির্দিষ্ট করে নিখুন)

৫৩. যদি কাউকে সর্ধকেন দুবি করতে দেখি, তখন আমি
- ক) সর্ধকর করে লোক ডাকব।
  - খ) দোরকে বঁধার দেখা করব।
  - গ) অবিলম্বে পুনিমেষু জানাব।
  - ঘ) কিছুই করব না।
  - ঙ) অন্য কোন কারণ (নির্দিষ্ট করে নিখুন)

৫৪. যদি কাউকে অন্যের কিছু দুবি করতে দেখি, তখন আমি
- ক) সর্ধকর করে লোক ডাকব।
  - খ) দোরকে বঁধার দেখা করব।
  - গ) অবিলম্বে পুনিমেষু জানাব।
  - ঘ) কিছুই করব না।
  - ঙ) অন্য কোন কারণ (নির্দিষ্ট করে নিখুন)

৬) উপর্যুক্ত ধর্মায় কি হওয়া উচিত বলে আগনার মনে হয়? (অনুচ্ছেদে লিখুন)

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৭) এহেন ধর্মায় যদি আগনার বাসস্থানের নিকর্ষে ঘর্ষে, তবে প্রকৃতগর্ষে কি ধর্ষবে বলে আগনি মনে করবে? (আগনার অধিভূতা থেকে অনুচ্ছেদে লিখুন)

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৩৭. ভারতের বিধিব্যবস্থা একমো বছরেরও বেশি পুরনো হওয়ায় দেশের আজকের প্রকৃত পরিস্থিতির সঙ্গে তা একেবারেই খাপ খাওয়াতে পারছে না।

প্র.স.	স.	অনি.	বি.	প্র.বি.
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৩৮. বাইরের দেশের কাছে নতিশ্রীকার করে বিচারকদের রাখ দেওয়া অনুচিত।

প্র.স.	স.	অনি.	বি.	প্র.বি.
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৩৯. আদালতে বিচারের দেরি হওয়ায় অপরাধীরা আহসী হয়ে উঠছে।

প্র.স.	স.	অনি.	বি.	প্র.বি.
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৪০. জেলের কয়েদীদের সঙ্গে জেলা-অধীক্ষকের ব্যবহার সহানুভূতিপূর্ন হওয়া উচিত।

প্র.স.	স.	অনি.	বি.	প্র.বি.
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৪১. অপরাধীদের কারাদন্ডের উদ্দেশ্যঃ

ক) সুস্থিকরনে (তাদের আচরনের উন্নতিসাধনে)

প্র.স.	স.	অনি.	বি.	প্র.বি.
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খ) শাস্তি (অপরাধের পরিতাপার্থে তাদের কর্মপ্রদান)

প্র.স.	স.	অনি.	বি.	প্র.বি.
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৪২. যে অপরাধীরা ব্যবস্থার অপরাধ করে তাদের বর্গে শাস্তি হওয়া উচিত। (আগনার উত্তর অন্তর্ভুক্ত করুন)

প্র.স.	স.	অনি.	বি.	প্র.বি.
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৩. জীবনের প্রথম অগরাধিব জন্ম অগরাধিকে ক্রমা করা যেতে পারে।  
আপনার উত্তর অর্থন করে স্বেচ্ছায় কারণ দেখান। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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পূন্যম, বিচারক এবং জেল কর্তৃক গরুপত্রের সঙ্গে সহযোগিতা করে  
অগরাধীদের মোকাবেলা করা প্রকৃত। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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২. আদালতের সম্মুখে হাজির করানো বা যেখান থেকে ফিরিয়ে আনার  
অর্থ অগরাধীদের হাত ফাঁকি দিয়ে বাঁচা যেতে পারে।  
আপনার উত্তর অর্থন করে স্বেচ্ছায় কারণ দেখান।

৫. অগরাধি এবং অগরাধীদের বিচারের জন্য যথেষ্ট স্বেচ্ছায় আদালত আছে। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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৭. যেহেতু বর্তমান বিচারব্যবস্থা তার উদ্দেশ্যসাহিত্য ব্যয় হয়েছে, অতএব  
যারা অগরাধির মিকার হয়েছে, আইন নিজের হাতে তুলে নেওয়া ছাড়া  
তাদের আর কোন উদ্যম নেই। 

প্র.অ.	অ.	অনি.	বি.	প্র.বি.
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নিম্নোক্তিত পরিষ্কৃতিসমূহে আপনি কি করতে চান, তা বোঝাতে আপনার  
গছন্যে উত্তরের গালা ✓ চিহ্ন দিন।

৬. যদি কোন ছায়াছবিতে দেখি যে একজন পুনিসকর্গী জন্মতার হাতে প্রকৃত হচ্ছ,  
তখন আমি

ক) সে পূন্য দেখতে গছন্য করি।

খ) পুনিসকর্গীটির জন্ম মনে কষ্টে গাই।

গ) জন্মতার হাতে পুনিসের মার খাওয়ার গছনে সঙ্কবগর কারণ  
ডাকার চেষ্টা করি।

ঘ) পুনিসের কাজ প্রচুর স্কৃতিতে ভরা বলে মনে করি।

ঙ) অন্য কোন কারণ (কষ্ট করে লিখুন)

৪৯. যদি দেখি যে একজন পুনিসকর্গী জন্মতার হাতে প্রকৃত হার খাচ্ছে, তখন  
আমি

ক) হস্তক্ষেপ করে পুনিসকর্গীটিকে বাঁচাব।

খ) থাকিদের সঙ্গে হাত মিলিয়ে পুনিসকর্গীটিকে সাহায্য।

গ) পাড়িয়ে থেকে পুনিসের হার খাওয়া দেখব।

ঘ) পুনিস গাভিচালনা করে স্বেচ্ছায় দেখা।

ঙ) অন্য কোন কারণ (কষ্ট করে লিখুন)

तरुण विद्यार्थ्यांकडून घेतलेली प्रश्नावली

या प्रश्नावलीचा उद्देश म्हणजे तरुण विद्यार्थ्यांकडून पोलीस, सम्बन्धित पध्दती आणि अपराध विषयी माहिती घेणे होय.

**नियम:-** खाली दिलेले काही वाक्य/परोक्षेतील पोलीस, जमिनीविषयी कायदा आणि तरुणाविषयी माहिती आहे. कृपया आपले मत बॉक्स मध्ये (✓) मारून दर्शवा (नीचे आवश्यक आहे). काही हकीगत, वाक्यांविषयी आपली परमती - पूर्णतः सहमत - SA सहमत - A असहमत - CS पूर्णतः असहमत - SD आणि सांगू शकत नाही - CS वापरा. दिलेल्या वाक्याकरिता आपली समती या असमती मालूम करणाकरिता आम्ही इच्छुक आहोत. याकरिता कृपया नुम्हे वाक्यापूढे पूर्णतः सहमत करिता - SA आणि पूर्णतः असमती करिता - SD ला (✓) मारून करा. आणि न्यायिकाणी प्रतीउत्तर नाही त्याठिकाणी काही सांगू शकत नाही याकरिता - CS वापरा.

काही वाक्याकरिता तुमच्याकडून विशेष कारणसह माहिती लिहण्याची विनंती आहे. विचारासह पूर्ण करून दिल्यास आम्हाला आपली माहिती अमूल्य वाटेल. कृपया लक्ष ठेवा याकरिता वेडेचं बंधन नाही, परंतु विनंती आहे की जेवढ्यापर्यंत विचार करून कुणालाही न विचारता प्रश्नावली पूर्ण करा. आपल्या योग्य आणि सत्य उत्तराबद्दलच आम्ही वाट पाहत आहोत.

- मी पोलीस कर्मी ला भेटलो आणि त्यांच्यासो बोललो.
 

मुककडदा	कधी कधी	क्वचित	कधीही नाही
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- माझ्या ओडखीचे पोलीसात काम करतात.
 

होय	नाही
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- माझे शहर (नाव) ..... याची लोकसंख्या सरासरी (लक्षांमध्ये - जवळजवळ)

20 पेक्षा कमी	21 ते 40	41 ते 60	61 ते 80	81 ते 900	900 पेक्षा जास्त
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सूचना:- Y-होय, N-नाही, CS-सांगू शकत नाही, SD-पूर्णतः असहमत  
SA-पूर्णतः सहमत, A-सहमत, DA-असहमत

04. माझे शहर (नाव) ..... पोलीस सख्या जवळपास.

२५००	५०००	१००००	२००००	३००००	५६०००	सांगू शकत नाही
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05. खाली दिलेल्या रिकाम्या जागेत पोलीस अधिकार्यांचे उच्चतेप्रमाणे भरावे.

- १ - सर्वात खालच्या पदाचा
- २ - सर्वात वरच्या पदाचा १ नंबरचा
- ५ - सर्वात वरच्या पदाचा

पोलीस सब इन्स्पेक्टर	SI	.....	<input type="checkbox"/>
सुप्रींडेंट पोलीस	SP	.....	<input type="checkbox"/>
हेड कॉन्टेबल	HC	.....	<input type="checkbox"/>
डेप्युटी-इन्सपेक्टर जनरल पोलीस	DIJ	.....	<input type="checkbox"/>
इन्स्पेक्टर	Insp	.....	<input type="checkbox"/>

06. सामान्यतः एक पोलीस हवालदार दिवासानून ..... घंटे नोकरी करतो

07. पोलीस हवालदाराची मासिक पगार रू ..... असते.

08. एक पोलीस हवालदार सामान्यतः वर्षात ..... वरच्या पदावर बढती होतो.

09. पोलीस कॉन्टेबल आणि हेड कॉन्टेबल यांच्यात सामान्यतः पोलीस दलाच्या ..... प्रतिशत हिस्सा आहे.

10. मी पोलीसाबद्दल अधिक माहिती गोळा करण्याकरिता इच्छुक आहे.

ग्रूप प्रमाणापर्यंत	एक सिमें पर्यंत	श्रेण्या प्रमाणात	काहीच नाही
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11. तूमच्यानुसार पोलीसाच काय काम आहे. (आपले मत ५ ओळीत स्पष्ट करा)

12. a - पोलीसानी लोकांसोबत चांगला व्यवहार करायला पाहिजे.

SA	A	CS	DA	SDA
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b - माझ्यावर प्रभावाचे कारण हे आहे. (आवश्यकतेनुसार एकापेक्षा जास्त ठिकाणी मार्क करू शकता.

सिनेमा	टी. व्ही.	समाचार पत्र	अपेक्षे आपल्या अनुभवानुसार	स्वतः पाहून	दूसऱ्यांचे ऐकून	अन्य जाणकारांकडून
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13. a - पोलिसांमध्ये तक्रार अर्ज करवयाकरिता लोकांना भिती वाटते.

SA	A	CS	DA	SDA
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b - माझ्यावर प्रभावाचे कारण हे आहे. (आवश्यकतेनुसार एकापेक्षा जास्त ठिकाणी मार्क करू शकता.

सिनेमा	टी. व्ही.	समाचार पत्र	आपल्या अनुभवानुसार	स्वतःच्या अनुभवाने	दूसऱ्यांचे ऐकून	अन्य माहितीमूढ
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14. a - पोलिसांमध्ये आपल्या कामात व्यस्त राहणारे आहेत.

SA	A	CS	DA	SDA
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b - माझ्यावर प्रभावाचे कारण हे आहे. (आवश्यकतेनुसार एकापेक्षा जास्त ठिकाणी मार्क करू शकता.

सिनेमा	टी. व्ही.	समाचारपत्र	स्वतःच्या अनुभव	स्वतःच्या निरीक्षणाने	दूसऱ्यांचे ऐकून	अन्य माहितीमूढ
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15. a - पोलिसांना खूप दबावाखाली काम करावे लागते.

SA	A	CS	DA	SDA
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b - माझ्यावर प्रभावाचे कारण हे आहे. (आवश्यकतेनुसार एकापेक्षा जास्त ठिकाणी मार्क करू शकता.

सिनेमा	टी. व्ही.	समाचारपत्र	स्वतःच्या अनुभव	स्वतःच्या निरीक्षणाने	दूसऱ्यांचे ऐकून	अन्य माहितीमूढ
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16. a - पोलिसांमध्ये धूसखोर आहेत.

SA	A	CS	DA	SDA
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b - माझ्यावर प्रभावाचे कारण हे आहे. (आवश्यकतेनुसार एकापेक्षा जास्त ठिकाणी मार्क करू शकता.

सिनेमा	टी. व्ही.	समाचारपत्र	स्वतःच्या अनुभव	स्वतःच्या निरीक्षणाने	दूसऱ्यांचे ऐकून	अन्य माहितीमूढ
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17. धूसखोरी देशातल्या प्रत्येक खात्यात प्रचलित आहे.

SA	A	CS	DA	SDA
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18. पुलीस खात्यातली धुसखोरी दुसऱ्या खात्या पेक्षा जास्त नाही आहे.

SA | A | CS | DA | SDA

19. समाज धुसखोर असावा पण पोलीस धुसखोर नसावी.

SA | A | CS | DA | SDA

या उत्तराबाबत थोडक्यात कारणे द्या.

20. तूमच्या मतानुसार, पोलीसात धुसखोरिचे कारण काय आहे.

a - पोलीसाचं मासिक वेतन कमी आहे.

SA | A | CS | DA | SDA

b - पोलीस हावरठ आहेत आणि सर्व परिस्थितीचा चांगलाच फायदा घेण्याचं ठेवतात.

SA | A | CS | DA | SDA

c - पोलीसाना आपल्या इज्जते कडे लक्ष नसते.

SA | A | CS | DA | SDA

d - पोलीसाना लाच (रिश्त), ज्यास्त काम व थोडक्याच्या जीवनाचं फळ मानतात.

SA | A | CS | DA | SDA

e - दूसरं कारण काय (कृपया सांगा).

21. पोलीस गून्हेच्या ठिकाणी वेडेवर पोहचते.

कृपया आपल्या उत्तराची कारणे द्या.

SA | A | CS | DA | SDA

22. पोलीस गून्हेबाबतल विशेष उत्सुकता दाखवतात.

SA | A | CS | DA | SDA

23. पोलीस गून्हेगारांसी व्यक्ती करतानी पुढकड दिका पत्करतात.

SA | A | CS | DA | SDA

24. पोलीस स्टेशन मध्ये बसण्यापेक्षा, पोलीसांनी लोकांना भेटलेल वरं.

SA | A | CS | DA | SDA

25. गून्हेगारांना सजा देण्याकरिता पोलीस गून्हेबाबतल चांगल्या प्रकारे धानबान करतात.

SA | A | CS | DA | SDA

26. पोलीस ज्याच्यावर गून्हा झाला आहे त्याची कसलीही सोय करित नाही.

SA | A | CS | DA | SDA

27. कामावर असताना पोलीसांनी साध्या कपड्यावर फिरव्यापेक्षा थुनीफा  
धालून राहणे आवश्यक आहे. SA | A | CS | DA | SDA  
आपले उत्तर थोडक्यात कारणासह लिहा.

28. पोलीसांनी गुन्हेगारांना या अर्थाने दुसऱ्यांना भारव्याकरिता मदत  
ध्यायला नको. SA | A | CS | DA | SDA  
आपले उत्तर थोडक्यात कारणासह लिहा.

29. पोलीसांनी मित्रतेचा व्यवहार बाह्यगत्यास चांगला राहिल.  
आपले उत्तर थोडक्यात कारणासह लिहा. SA | A | CS | DA | SDA

30. तुमच्या मतानुसार पोलीसांमध्ये वाईट वागणूकीचे कारण काय आहे?  
a - दवाबदार जबाबदाऱ्यांसाठी जास्त संपर्क येतो तो SA | A | CS | DA | SDA  
कमी बिकलेला असतो.  
b - पोलीस ट्रेनिंग त्यांना मजबूत बनवतो SA | A | CS | DA | SDA  
परंतु ते अमानुस बनतात.  
c - पोलीस सर्वांवर संशय वृत्तीने बघतात. SA | A | CS | DA | SDA  
d - पोलीसांवर वेगवेगळ्या कारणांमुळे कामग्या  
भार जास्त पडतो. SA | A | CS | DA | SDA  
e - कुठल्या दुसरे कारण (कृपया लिहा)

31. पोलीसांच्या नोकरी मूळे कुठल्या सतत व्यस्त राहते.  
आपले उत्तर थोडक्यात लिहा.

32. पोलीस कार्य कुशलतेत खराब असर पडतो त्याची कारणे -

- a - मासिक वेतन कमी आणी राहण्याची अव्यवस्था. SA | A | CS | DA | SDA
- b - जास्त वेळ काम आणी त्यामध्ये साप्ताहिक सुटीची खाती नाही. SA | A | CS | DA | SDA
- c - पोलीस संस्थेत सुधार करण्याची कमी. SA | A | CS | DA | SDA
- d - त्यांचे खराब कामाची परिस्थिती. SA | A | CS | DA | SDA
- e - समाजामध्ये नैतिक मूल्य व्यक्तीची कमी. SA | A | CS | DA | SDA
- f - राजनेत्यांचा वाढता हस्तक्षेप. SA | A | CS | DA | SDA
- g - ~~लोकांमध्ये~~ पोलीसांच्या कामाला प्रशंसा नाही. लोकांकडून SA | A | CS | DA | SDA
- h - पोलीस आणी लोकांमध्ये वाढता दुरावा. SA | A | CS | DA | SDA
- i - पोलीस खात्यातली धूसखोरी. SA | A | CS | DA | SDA
- j - पोलीसांकरिता प्रशिक्षण बरोबर नाही. SA | A | CS | DA | SDA
- k - पोलीसाना वेवेवेळी कार्य करण्याची पध्दती. SA | A | CS | DA | SDA
- l - भविष्याचा आराखडा न काढता काम करणे. SA | A | CS | DA | SDA

33. पोलीसांच्या व्यवहार साधारणतः काम न करण्याचा असतो, आणी म्हणून ते लोकांसोबत मित्रवत राहत नाही. SA | A | CS | DA | SDA

34. लोक पोलीसांकडून सर्वात जास्त मदतीची अपेक्षा करतात. SA | A | CS | DA | SDA

35. पोलीस सहसा लोकांच्या अपेक्षा पूर्ण करण्याकरिता कोणत्याही पध्दतीने काम काढून घेण्यात दुशार मानले जातात. SA | A | CS | DA | SDA

36. समजा, पोलीसांनी दस-या माणसाला दुकानातली वस्तू घेऊन मडताना पकडले, तर कृपया खात्री दिल्या पैकी काय होईल.

- a - पोलीस त्याला मारेल आणी जेल मध्ये बंद करेल.
- b - त्या माणसाला कोर्टीत घेऊन जायला हवे. SA | A | CS | DA | SDA
- c - त्या माणसाकरिता कोर्टीत एक वक्तव्य दिल्या जाते, जो साक्ष, तपासणी करून त्याच्या रक्षणार्थ, सोडवण्याकरिता प्रयत्न करतो. SA | A | CS | DA | SDA

d - जज जो पर्यंत निर्णय देत नाही की था माणसाने ती वस्तू चोरली कींवा नाही तो पर्यंत तो कैस बघल माहिती देत नाही.

e - पोलीस त्या माणसाकडून या दूकानदाराकडून रिश्वत घेईल.

ii - वरिल घटने बाबत तूमच्या मतानुसार काय व्हायला पाहिजे. 

SA	A	CS	DA	SDA
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iii. तूमच्या अनुभवानुसार जर तूमच्या धराजवड असी घटना होत त्यावेळेस तूमचा विचार काय राहिल.

37. भारतीय न्याय प्रणाली शंभर वर्ष जुनी असल्यामुळे खऱ्या वस्तुस्थिती पासून दूर आहे. 

SA	A	CS	DA	SDA
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38. जज यांनी बाहेरच्या दबावा खाली येऊन निर्णय द्यायला नको. 

SA	A	CS	DA	SDA
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39. न्याय देण्यात उशिर होत असल्यामुळे गून्हेगार फार निर्भयी होत आहेत. 

SA	A	CS	DA	SDA
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40. कैद्यांसोबत जेलरनी माणूसकी बाबगायला पाहिजे. 

SA	A	CS	DA	SDA
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41. गून्हेगाराना कैदेत टाकून सजा देण्याचा उद्देश आहे;

a - त्यांचा सुधार (त्यांच्या विचारांमध्ये सुधार आणणे) 

SA	A	CS	DA	SDA
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b - शिक्षा देणे (त्यांना त्रास देणे) 

SA	A	CS	DA	SDA
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42. गून्हेगार पुन्हा गून्हा करित असल्यास त्यांच्यासोबत सक्ती ने बाबगायला पाहिजे. 

SA	A	CS	DA	SDA
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आपले उत्तर थोडक्यात कारणासह लिहा.

43. पाहिल्यादा गून्हा करणाऱ्यांना माफ करायला हवं.  
आपले उत्तर थोडक्यात कारणासह स्पष्ट करा.

SA	A	CS	DA	SDA
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44. पोलीस; जज आणि जेलकर्मि यांनी गून्हेगारांशी व्यवहार करताना एक दुसऱ्यांची मदत करायला हवी.

SA	A	CS	DA	SDA
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45. कोर्टातून बाहेर आततांनी / पेश करताना गून्हेगारांच्या हातात हथकडी असावी.  
आपले उत्तर कारणासह थोडक्यात लिहा.

SA	A	CS	DA	SDA
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46. गून्हे / गून्हेगारांना हाताबुधाकरिता काटाची सुख्या पुरेशी आहे.

SA	A	CS	DA	SDA
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47. गून्हेयांचे शिकार झालेल्या लोकांनी आपल्या हातात कानून घेतल्या सिवाय अजून काही पर्याय नाही कारण भविष्याची कानून व्यवस्था प्रभावी नाही.

SA	A	CS	DA	SDA
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कृपया लिहा कि खालिल पुरास्थेती मध्ये तुम्ही काय कराल.  
सम्बाधित सेक्रेट वर (L) माफ करा.

48. जर मी सिनेमात लोकांकडून एका पोलीसाला मारताना पाहतो. तेव्हा.

a - बघून खुश होईल. \_\_\_\_\_

b - पोलीसाबद्दल दुःख वाटेल. \_\_\_\_\_

c - याची कारणे शोधेल. \_\_\_\_\_

d - पर्याय काढेल की पोलीस फार धोकादाई काम आहे. \_\_\_\_\_

e - अजून काही कारण (कृपया लिहा)

49. जर मी वास्तविक जीवनात लोकांकडून कोणी पोलीसाला मारतानी पाहतो तेव्हा मी—

- a. मध्यात जाऊन पोलीसाला वाचवेल. \_\_\_\_\_
- b. मारणेवाल्या लोकांत सामिल होऊन पोलीसाला मारेल. \_\_\_\_\_
- c. बघून मजा घेईल. \_\_\_\_\_
- d. पोलीस कंट्रोल रूम ला कळवेल. \_\_\_\_\_
- e. अनुन काही कारण (कृपया लिहा). \_\_\_\_\_

50. जेव्हा मी पृथ्व्याद्वारा पोलीसाकडून पृथ्व्याद्वारा माणसाला मारताना पाहतो तेव्हा मी—

- a. त्याला न मारण्याकरिता सांगेल. \_\_\_\_\_
- b. त्या माणसावर दया दाखवेल. \_\_\_\_\_
- c. मी तेथून पळून जाईल. \_\_\_\_\_
- d. त्या माणसाला वाचविण्याचा प्रयत्न करेल. \_\_\_\_\_
- e. अनुन काही कारण (कृपया लिहा). \_\_\_\_\_

51. जर मी पोलीसाला रिश्वत घेतानी पाहतो तेव्हा मी—

- a. मूक राहून बघील. \_\_\_\_\_
- b. पोलीसाला अस नाही करण्यास सांगेल. \_\_\_\_\_
- c. पोलीस कंट्रोल रूमला कळवेल. \_\_\_\_\_
- d. तेथून पळून जाईल. \_\_\_\_\_
- e. अनुन काही कारण (कृपया लिहा). \_\_\_\_\_

52. जर नवदपास झगडा होत आहे आणि पोलीस काहीही न करता सिगारेट पीत आहे तेव्हा मी—

- a. पोलीसाला झगड्याविलयी सांगून त्याला थांबविण्याचा प्रयत्न करावला सांगेल. \_\_\_\_\_
- b. पोलीसाला झगडा हाताड्याला मदत करेल. \_\_\_\_\_
- c. तेथून मी पळून जाईल. \_\_\_\_\_
- d. स्वतः झगडा थांबविण्याचा प्रयत्न करेल. \_\_\_\_\_
- e. अनुन काही कारण (कृपया लिहा). \_\_\_\_\_

53. जर मी कुणाला सामकल चोरताना पादिल तर मी -

- a. मी आरडा ओरड करिल. \_\_\_\_\_
- b. मी चोराला पकडण्याचा प्रयत्न करिल. \_\_\_\_\_
- c. मी त्वरित पोलीसाना कळविल. \_\_\_\_\_
- d. मी त्या घटने कडे दुर्लक्ष करिल. \_\_\_\_\_
- e. अजून काही कारण (कृपया लिहा) \_\_\_\_\_

54. जर मी कुणाला लुटतानी बघितलं तर मी -

- a. मी आरडा-ओरड करिल. \_\_\_\_\_
- b. मी चोराला पकडण्याचा प्रयत्न करिल. \_\_\_\_\_
- c. मी त्वरित पोलीसाना कळविल. \_\_\_\_\_
- d. मी त्या घटने कडे दुर्लक्ष करिल. \_\_\_\_\_
- e. दुसर कुठलं कारण (कृपया लिहा) \_\_\_\_\_

55. जर माझे वाडिल कार जोरानी चालवित असतील आणि ट्रॉफिक सिग्नल ला तोडत असतिल तर मी -

- a. मी त्यांना भविष्यात अस करू नका म्हणून समजाविल. \_\_\_\_\_
- b. माझ्या आईला नंतर याविषयी सांगेल. \_\_\_\_\_
- c. माझ्या वाडिलांना सांगेल की नुसदी वाहन चालविताना धुको करित आढान. \_\_\_\_\_
- d. काहीही न सांगता धूप राहिल. \_\_\_\_\_
- e. अजून काही कारण (कृपया लिहा) \_\_\_\_\_

56. जर मी काही मुलांना बसवर देगडफेक करताना आणि बस ड्राइवर व कंडेक्टर ला मारतानी बघितल तर मी -

- a. मी त्यांना अस करू नका म्हणून सांगेल. \_\_\_\_\_
- b. मी त्यांच्यान शामील होईल. \_\_\_\_\_
- c. मी स्वतः पकून जाईल आणि माझी रक्षा करिल. \_\_\_\_\_
- d. पोलीस (कंट्रोल रूम) ला सांगेल. \_\_\_\_\_
- e. दुसर काही कारण (कृपया लिहा) \_\_\_\_\_

57. रस्तावर जखमी माणसाला कडे पडलेलं पाहिलं तर मी \_\_\_\_\_

- a. त्याला मदत करण्याचा प्रयत्न करिल. \_\_\_\_\_
- b. शक्य झाल्यास पोलीसांना मदत करण्यास सांगेल. \_\_\_\_\_
- c. स्वताच्या सुरक्षेसाठी तेथून पळून जाईल. \_\_\_\_\_
- d. दुसऱ्या लोकांना मदत करण्यास प्रार्थना करिल. \_\_\_\_\_
- e. दुसरं काही कारण (कृपया लिहा) \_\_\_\_\_

58. जर मी एखाद्या वाहनाला जोरानी धडक मारून निघून जाताना बघितलं तर मी \_\_\_\_\_

- a. गाडीचा/वाहनाचा न. लिहून पोलीसाला सांगण्याचा प्रयत्न करिल. \_\_\_\_\_
- b. मागून वेगाने वाहनाला त्या वाहनाचा पिछा करून वाहनाला पकडण्यास सांगेल. \_\_\_\_\_
- c. प्रथम जखमी (घायल) ची मदत करून नंतर पोलीसांना सूचित करेल. \_\_\_\_\_
- d. दुर्लक्ष करून निघून जाईल. \_\_\_\_\_
- e. दुसरं काही कारण (कृपया लिहा) \_\_\_\_\_

59. जर मला कडलं की माझा मित्र दुसऱ्याला त्रास देतो आहे तर मी \_\_\_\_\_

- a. त्याला अस करण्यास मनाई करेल. \_\_\_\_\_
- b. त्याच अनुसरण करून मी पण तसाच करिल. \_\_\_\_\_
- c. त्रास देणाऱ्या माणसाची मदत करिल. \_\_\_\_\_
- d. ते पाहून आनंदीत होईल. \_\_\_\_\_
- e. दुसरं काही कारण (कृपया लिहा) \_\_\_\_\_

60. जर मी दुसऱ्या निर्दोष माणसावर अन्याचार होताना पाहतो तेव्हा मी \_\_\_\_\_

- a. मध्ये पडून अन्याचार थांबविण्याचा प्रयत्न करिल. \_\_\_\_\_
- b. पोलीस कंट्रोल रुमला सूचना देईल. \_\_\_\_\_
- c. तेथून पळून जाईल. \_\_\_\_\_
- d. निर्दोष माणसाला साथ देऊन अन्याय विरुद्ध लढेल. \_\_\_\_\_
- e. दुसरं काही कारण (कृपया लिहा) \_\_\_\_\_



61. जर माझे मित्र सिगारेट पीत असले तर मी\_

- a. त्यांना सिगारेट पिऊ नका अशी सला देणार. \_\_\_\_\_
- b. त्यांच्या आई-वडिलांना सांगेल. \_\_\_\_\_
- c. त्यांच्या सोबत सिगारेट पिण्याचे पसंद करेल. \_\_\_\_\_
- d. त्यांच्यापासून दूर राहण्याचा प्रयत्न करेल. \_\_\_\_\_
- e. दुसरं काही कारण (कृपया लिहा). \_\_\_\_\_

62. जर मला कोणी कामध्याच्या विपरित किंवा बेकायदेशीर दारू किंवा नशेच्या वस्तू विकताना आढळला तर मी\_

- a. मी आरडा-ओरडा करेल. \_\_\_\_\_
- b. मी त्यांना पकडण्याचा प्रयत्न करेल. \_\_\_\_\_
- c. त्वरीत पोलीसांना कळवेल. \_\_\_\_\_
- d. मी त्याकडे दुर्लक्ष करेल. \_\_\_\_\_
- e. दुसरं काही कारण (कृपया लिहा). \_\_\_\_\_

63. खाली काही सामाजिक कृकर्म विषयी उल्लेख केला आहे कृपया दाखवा की या विषयी आकर्षण था नुकसान काय आहे, आणि सांगा की नुसतल त्या विषयी "आनंद वाटेल", त्यापासून दूर राहाल, था काही सांगू शकत नाही.

सामाजिक कृकर्म	आकर्षण	संभावित नुकसान	मौज वाटने	दूर राहणे	काही सांगू शकत नाही
1 सिगारेट पीने					
2 बिअर/दारू पीने					
3 गूजा/पत्ते खेळणे					
4 छोडछाड करणे					
5 नशेच्या वस्तूंचा पदार्थांचे सेवन करणे					
6 विवाह/लग्नाअगोदर शारीरिक संबंध ठेवणे.					

तर लहान-सहान झगडे जखमेचं कारण होत असता. माव्या माव्या झालेले दंगे / मारामारी मूखे परिस्थिती अजून वाईट होणे, याकरिता आपले मत काय राहिले.

- i. हिंसाची आवश्यकता होत नाही कारण त्या कारणांला शांतिपूर्वक निपटून घेता येते. 

SA	A	CS	DA	SDA
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- ii. कोणत्याही प्रकारचे हत्यार व हिंसेचा उपयोग करणारा सोचतो की -
- a. ते अधिक बलवान आहेत 

SA	A	CS	DA	SDA
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- b. त्यांना माहित आहे की बलवान बलवानकी दाखविल्याशिवाय विरुद्ध पक्ष मानत नाही. 

SA	A	CS	DA	SD
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- c. दंगा करणा-या गर्दीला थांबविण्याकरिता व संपत्तीला वाचविण्याकरिता पोलीस-ाची मदत घेऊन आपल्या पटलवानकीचा प्रयोग करणे चांगले राहिले. 

SA	A	CS	DA	SD
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- d. मूलांना दुस-या मूलांकडून, त्यांच्या शिक्षकांकडून आणि आई-वडिलांकडून धाक-उर दाखवायला नको. 

SA	A	CS	DA
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65. i. काय तूमहाला कोणत्याही प्रकारची हिंसा होण्याची काही असते. 

होय	नाही	सांगू	सकत	नाही
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- ii - तूमच्या मतानुसार हिंसेला थांबविण्याकरिता काय केले पाहिजे. कृपया थोडक्यात लिहा.

66. काही वस्तूच्या उत्पादकाची जाहिरात करून त्या वस्तूचे अनीवर्णन करतात आणि त्या उत्पादनाविषयी खोटा-खोटा प्रचार करतात. 

SA	A	CS	DA	SD
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67. मी बाहेला दृष्ट न राहता सिनेमा पाहणे मला काही वाईट वाहत नाही, जेव्हा माझे दुसरेही मिन असं करतात. 

SA	A	CS	DA
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68. मी आपल्या मित्रांना सोडू शकत नाही जरी ते मला पुंकीच काम करायलाही का नाही सांगत. 

SA	A	CS	DA	SD
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69. मला विश्वास आहे की मी आपले लक्ष प्राप्त करिल. 

SA	A	CS	DA	SD
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70. चांगल्या थोड्याच नोक-या आहेत, जसे, डॉक्टर, इंजिनियर आहेत. 

SA	A	CS	DA	SD
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71. मी कोणतीही नोकरी करायला तयार आहे. SA | A | CS | DA | SDA

72. जर मला माझ्या पसंतीची नोकरी मिळाली नाही तर मला फार वाईट वाटेल. SA | A | CS | DA | SDA

73. अभ्यास नेवढा महत्वाचा नाही जेवढा की कोणी विचार करित असतो. SA | A | CS | DA | SDA

74. माझे जवळ पैसा आणि ओहवा असायला हवी ज्यामुळे मी माझे काम करू शकेल. SA | A | CS | DA | SDA

75. मला पोलीसची नोकरी करणं आवडेल. SA | A | CS | DA | SDA

76. जर वरिले विचारलेले उत्तर होय असेल तर कृपया खाली दिलेल्या कारणांपैकी पाच (५) कारणावर 'x' मार्क करा. आणि त्यात 1 हे अति महत्त्वपूर्ण आणि 5 हे कम महत्त्वपूर्ण लिहा.

a - मला ही नोकरी आवडते. ....

b - मी ज्यामुळे जेपेनात चांगला लाभ प्राप्त करू शकतो. ....

c - मी माझ्या मर्जी प्रमाणे करू शकतो. ....

d - मी वर्दीत सुरेख दिसतो. ....

e - मी खूप पैसा कमाडू शकतो. ....

f - मला चांगले नाव आणि प्रसिद्धि मिळू शकते. ....

g - मी जरूरतांची / गोरगारिबांची व निर्दोशांची मदत करू शकतो. ....

h - मी देशाची सेवा करू शकतो. ....

i - मला आशा आहे की मी पोलीसांची छबो बदलवू शकतो. ....

j - पोलीसांची नोकरी कौतूकास्पद आहे. ....

k - मला सरद आणि सोप्या रितीने नोकरी मिळू शकते. ....

l - मी पोलीसांच्या नोकरीला एक चांगली नोकरी समजतो. ....

m - दूसरे काही कारण असल्यास (कृपया लिहा). ....

77 - मी पोलीसची नोकरी करायला इच्छुक नाही कारण -  
(कृपया थोडक्यात लिहा)

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## स्वतःची माहिती

- a) - नाव (लिहा किंवा नका लिहू) .....
- b) - वर्ग ..... विभाग .....
- c) - झाडेचे नाव .....
- d) - शहराचे नाव .....
- e) - जन्म तारीख / वय पूर्ण वर्षात .....
- f) - पडिल / घालकाचे नाव .....
- g) - आईचे काम, जर करित असल्यास .....
- h) - एकूण मुलं (स्वतःला पळवून) ..... भाऊ ..... बहिनी .....
- i) - काय तूमही पहलं / दूसरं / तिसरं / या ..... ले लिहा.  
(किंवा (-) मार्क करा)
- j) - कुटुंबाचे वार्षिक उत्पन्न (जवढेचवढे) .....

ஆராய்ச்சிக்காக

RT-1

**இளம்பருவ மாணவர்களுக்கான கருத்து அறியும் வினாத்தாள்**

வரிசை எண். \_\_\_\_\_

இக்கேள்வித்தாள் காவல் துறை தொடர்பாக இளம்பருவத்தினரின் கருத்தை அறியும் நோக்கிலானது.

**குறிப்பு:** கீழே காவல்துறை, சட்டம் பற்றி இளைஞர்கள் தொடர்பான சில கருத்துகள்/தூற்றினைகள் தரப்பட்டுள்ளன. தங்கள் கருத்துகளை உரிய கட்டத்தில் (✓) குறியிடவும். கீழ்க்கொடுக்கப்பட்டுள்ள கருத்துகளை நீங்கள் ஒப்புக்கொள்கிறீர்களா மறுக்கிறீர்களா என்பதை பின்வருமாறு குறியிடவும்.

'உ ஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'ஒ' - ஒப்புக்கொள்கிறேன்

'உ ம' - உறுதியாக மறுக்கிறேன்;

'ம' - மறுக்கிறேன்

'கஇ' - கருத்து கூற இயலாது

மேலும் சில இடங்களில் உங்கள் விருப்பத்துக்கான காரணத்தைக் கேட்டிருக்கிறோம். அவ்விடங்களில் தெளிவாகச் சிந்தித்து உரிய காரணத்தைக் குறிப்பிடுமாறு வேண்டுகிறோம்.

இவ்வினாத்தாளுக்கு விடையளிக்க கால வரையறை கிடையாது. பிறரை கலந்து ஆலோசிக்காமல் நீங்களே பொறுமையுடன் பதில் அளிக்கவும். உங்களது உண்மையான கருத்துகளை அறியும் ஆவலுடன் இருக்கிறோம்.

01. நான் காவல்துறையினரை சந்தித்துப் பேசியிருக்கிறேன்.

ஆடிக்கடி	எப்போதாவது	அரிதாக	எப்போதாவதில்லை
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02. எனக்குத் தெரிந்த ஒருவர் காவல்துறையில் பணிபுரிகிறார் ஆம் / இல்லை

03. எனது ஊரின் (பெயர்) \_\_\_\_\_ மக்கள்தொகை (இலட்சங்களில்):

20 க்கும் குறைவு	21-40	41-60	61-80	81-100	100 க்கும் மேல்
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04. எனது ஊரின் (பெயர்) \_\_\_\_\_ காவல்துறையினரின் எண்ணிக்கை:

2500	5000	10000	20000	30000	50000	தெரியவில்லை
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05. கீழே கொடுக்கப்பட்டுள்ள காவல்துறை பதவிகளில் கீழ்க்கண்ட பதவியிலிருந்து மேல் நிலைப் பதவியை 1,2,3,4,5 என்ற எண்களால் குறிப்பிடவும்.

காவல்துறை உதவி ஆய்வாளர் (SI).....

காவல்துறைக் கண்காணிப்பாளர் (SP).....

தலைமைக் காவலர் (HC).....

காவல்துறை துணைப் பொது ஆய்வாளர் (DIG).....

காவல்துறை ஆய்வாளர் (Inspector).....

06. பொதுவாக ஒரு காவலர் ஒரு நாளில் \_\_\_\_\_ மணி நேரம் பணி புரிகிறார்.

07. ஒரு காவலரின் மாதச்சம்பளம் தோராயமாக ரூ. \_\_\_\_\_.

08. ஒரு காவலர் பொதுவாக \_\_\_\_\_ ஆண்டுகளில் பதவி உயர்வு பெறுகிறார்.

09. மொத்த காவல்படையில் காவலர், தலைமைக்காவலர் \_\_\_\_\_ % உள்ளனர்.

10. நான் காவல்துறையைப் பற்றி அறிந்து கொள்ள ஆவலாக இருக்கிறேன்.

பெருமளவு	குறிப்பிடத்தக்க அளவு	ஒரளவு	ஆர்வமில்லை
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11. உங்கள் கருத்தில் காவல்துறையின் பணி என்ன? (5 வரிகளில் எழுதவும்).

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12. அ) மக்களிடம் காவலர்கள் கருணையுடன் நடந்து கொள்கிறார்கள்.

உஒ	ஒ	கஇ	ம	உம
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ஆ) மேற்கூறிய கருத்துக்கான அடிப்படைக் காரணம்(வேண்டுமெனில் ஒன்றுக்கு மேற்பட்ட காரணங்களைக்(✓) குறிப்பிடவும்).

திரைப்படம்	தொலைக்காட்சி	செய்தித்தாள்	சொந்த அனுபவம்
பார்த்தது	கேட்டது	மற்றவை	

குறிப்பு:

'உஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'ஒ' - ஒப்புக்கொள்கிறேன்

'உம' - உறுதியாக மறுக்கிறேன்;

'ம' - மறுக்கிறேன்

'கஇ' - கருத்து கூற இயலாது

13. அ) பொதுமக்கள் காவல்துறையினரிடம் புகார் தர அஞ்சுகிறார்கள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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ஆ) மேற்கூறிய கருத்துக்கான அடிப்படைக் காரணம்(வேண்டுமெனில் ஒன்றுக்கு மேற்பட்ட காரணங்களைக்(✓) குறிப்பிடவும்).

திரைப்படம்	தொலைக்காட்சி	செய்தித்தாள்	சொந்த அனுபவம்
பார்த்தது	கேட்டது	மற்றவை	

14. அ) காவல்துறையினருக்கு வேலைப்பளு அதிகம்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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ஆ) மேற்கூறிய கருத்துக்கான அடிப்படைக் காரணம்(வேண்டுமெனில் ஒன்றுக்கு மேற்பட்ட காரணங்களைக்(✓) குறிப்பிடவும்).

திரைப்படம்	தொலைக்காட்சி	செய்தித்தாள்	சொந்த அனுபவம்
பார்த்தது	கேட்டது	மற்றவை	

15. அ) காவல்துறையினர் இறுக்கமான சூழலில் பணி புரிகிறார்கள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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ஆ) மேற்கூறிய கருத்துக்கான அடிப்படைக் காரணம்(வேண்டுமெனில் ஒன்றுக்கு மேற்பட்ட காரணங்களைக்(✓) குறிப்பிடவும்).

திரைப்படம்	தொலைக்காட்சி	செய்தித்தாள்	சொந்த அனுபவம்
பார்த்தது	கேட்டது	மற்றவை	

16. அ) காவல்துறையினர் ஊழல் பேர்வழிகள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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ஆ) மேற்கூறிய கருத்துக்கான அடிப்படைக் காரணம்(வேண்டுமெனில் ஒன்றுக்கு மேற்பட்ட காரணங்களைக்(✓) குறிப்பிடவும்).

திரைப்படம்	தொலைக்காட்சி	செய்தித்தாள்	சொந்த அனுபவம்
பார்த்தது	கேட்டது	மற்றவை	

17. ஊழல் அனைத்து துறைகளிலும் மலிந்து காணப்படுகிறது.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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குறிப்பு:

'உ-ஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'உ-ம' - உறுதியாக மறுக்கிறேன்;

'கஇ' - கருத்து கூற இயலாது

'ஒ' - ஒப்புக்கொள்கிறேன்

'ம' - மறுக்கிறேன்

18. மற்ற துறைகளைக் காட்டிலும் காவல்துறையில் ஊழல் குறைவு.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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19. சமுதாயம் ஊழல் மலிந்ததாக இருக்கலாம்; ஆனால் காவலர்கள் அப்படி இருக்கக் கூடாது.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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உங்கள் கருத்துக்கான காரணம்(கருக்கமாக)

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20. உங்கள் கருத்தில் காவலர்கள் இலஞ்சம் வாங்கக் காரணம்

அ) குறைவான சம்பளம்

உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

ஆ) பேராசை & சுரண்டல் குணம்

உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

இ) வெட்கமில்லை

உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

ஈ) ஆபத்தான வாழ்க்கை & கூடுதல் பணிக்கான இழப்பீடு

உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

உ) பிற காரணங்கள் .....

21. காவலர்கள் குற்றம் நிகழ்ந்த இடத்துக்கு உரிய நேரத்தில் சென்று சேர்கிறார்கள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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உங்கள் கருத்துக்கான காரணம்(கருக்கமாக)

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22. குற்றங்களை முழுமையாகப் புலனாய்வு செய்வதில் காவலர்கள் முனைப்புடன் இருக்கிறார்கள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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23. குற்றவாளிகளைக் கையாள்வதில் காவலர்கள் மிகுந்த சிரமத்துடன் செயல்படுகிறார்கள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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குறிப்பு:

'உ-ஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'ஒ' - ஒப்புக்கொள்கிறேன்

'உ-ம' - உறுதியாக மறுக்கிறேன்;

'ம' - மறுக்கிறேன்

'கஇ' - கருத்து கூற இயலாது



24. காவல் நிலையங்களில் அமர்ந்திருப்பதை விட காவலர்கள் சென்று மக்களைச் சந்திப்பது நல்லது.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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25. குற்றவாளிகள் தண்டனை பெறும் வகையில் காவலர்கள் வழக்குகளை தீர விசாரிக்கிறார்கள்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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26. குற்றங்களால் பாதிக்கப்பட்டவர்களைப் பற்றி காவலர்கள் அக்கறைப் படுவதில்லை.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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27. காவலர்கள் பணியில் இருக்கும்போது சாதாரண உடையில் இல்லாமல் சீருடையில் இருக்க வேண்டும்.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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உங்கள் கருத்துக்கான காரணம்(கருக்கமாக)

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28. குற்றவாளியாக இருந்தாலும் கூட காவலர்கள் யாரையும் அடிக்கக் கூடாது.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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உங்கள் கருத்துக்கான காரணம்(கருக்கமாக)

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29. காவலர்கள் நப்பான அணுகுமுறையைக் கடைபிடிப்பது மிகவும் நல்லது.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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உங்கள் கருத்துக்கான காரணம்(கருக்கமாக)

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**குறிப்பு:**

'உ-ஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'உ-ம' - உறுதியாக மறுக்கிறேன்;

'கஇ' - கருத்து கூற இயலாது

'ஒ' - ஒப்புக்கொள்கிறேன்

'ம' - மறுக்கிறேன்

30. உங்கள் கருத்துப்படி, காவலர்களின் தவறான நடத்தைக்குக் காரணம்:

- அ) குறைவான படிப்பு உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஆ) மனிதத்தன்மையை வளர்க்காத கடின பயிற்சி உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- இ) எல்லோரையும் சந்தேகிக்கும் மனப்பான்மை உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஈ) அளவுக்கதிக வேலைப்பளு உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- உ) பிற காரணங்கள்.....

31. காவலர்களின் குடும்பங்கள் துன்பப்படுகின்றன.

உ-ஒ	ஒ	கஇ	ம	உ-ம
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உங்கள் கருத்துக்கான காரணம்(கருக்கமாக)

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32. காவலர்களின் செயல்திறன் கடுமையாக பாதிக்கப்படுவதற்கான காரணங்கள்:

- அ) வாரல்டிமுறை கூட உறுதியில்லாத நீண்ட பணி நேரம் உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஆ) குறைந்த சம்பளம் மற்றும் வாழ்க்கைத் தரம் உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- இ) காவல் செயல்பாட்டில் சீர்திருத்தமின்மை உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஈ) தரமற்ற பணிச்சூழல் உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- உ) சமூக மதிப்பீடுகளின் சீர்கேடு உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஊ) அரசியல்வாதிகளின் தலையீடு அதிகரித்தல் உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- எ) பொதுமக்களிடமிருந்து குறைவான ஊக்குவிப்பு உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஏ) பொதுமக்கள் காவலர் இடையேயான இடைவெளி அதிகரிப்பு உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஐ) காவல்துறையில் ஊழல் உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஒ) காவல் அலுவலர்களுக்கு போதுமான பயிற்சியின்மை உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஓ) பிரச்சனைகளைத் தீர்ப்பதில் தற்காலத் தீர்வு அணுகுமுறை உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம
- ஔ) முன் கூட்டியே திட்டமிடும் முயற்சியின்மை உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

33. காவல் பணி பொதுவாக 'எதிர்மறையானது'; எனவே மக்களிடம் நட்பாக இருக்க முடியாது. உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

34. பொதுமக்கள் காவலரிடமிருந்து அளவுக்கு மீறி உதவியை எதிர்பார்க்கிறார்கள். உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

35. பொதுமக்கள் எதிர்பார்ப்பை திருப்தி செய்ய காவல்துறை அடிக்கடி சட்டத்துக்குப் புறம்பாக செயல்படுகிறது. உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

36. (i) கடைபிடிவருந்து திருடிய பொருளுடன் ஓடும் ஒருவனை காவலர் ஒருவர் துரத்திப் பிடிக்கிறார் என வைத்துக்கொள்வோம். என்ன நடக்கும் என்று எதிர்பார்க்கலாம்?

அ) திருடனைக் காவலர் அடித்து சிறையில் தள்ளுகிறார் ஆம்/ இல்லை/ கஇ

ஆ) திருடியவன் நீதிமன்றத்தில் விசாரிக்கப்பட வேண்டும் ஆம்/ இல்லை/ கஇ

இ) குற்றம் சாட்டப்பட்டவர் நீதிமன்றத்தில் வழக்கறிஞர் உதவியுடன் வழக்காடலாம் ஆம்/ இல்லை/ கஇ

ஈ) வழக்கினை விசாரிக்காமல் நீதிபதி திருட்டு நடந்ததா என முடிவு செய்ய மாட்டார் ஆம்/ இல்லை/ கஇ

உ) காவலர் திருடனிடமிருந்தோ கடை உரிமையாளரிடமிருந்தோ இலஞ்சம் வாங்கிக் கொள்வார் ஆம்/ இல்லை/ கஇ

(ii) மேற்கூறிய நிகழ்ச்சியில், என்ன நடந்திருக்க வேண்டும் என நினைக்கிறீர்கள்?

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(iii) உங்கள் அனுபவத்திலிருந்து, மேற்கூறிய நிகழ்ச்சி உங்கள் பகுதியில் நடந்திருந்தால், உண்மையில் என்ன நடந்திருக்கும் என்று நினைக்கிறீர்கள்?

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37. இந்திய சட்ட முறை 100 ஆண்டுக்கும் முந்தையது; எனவே தற்கால நடைமுறைக்குப் பொருந்தாதது. உ-ஒ/ ஒ/ கஇ/ ம/ உ-ம

குறிப்பு:

'உ-ஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'ஒ' - ஒப்புக்கொள்கிறேன்

'உ-ம' - உறுதியாக மறுக்கிறேன்;

'ம' - மறுக்கிறேன்

'கஇ' - கருத்து கூற இயலாது

38. நீதிபதிகள் வெளிப்புறக் கட்டாயங்களுக்குப் பணிந்து தீர்ப்பு வழங்கக்கூடாது. உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம
39. வழக்கு விசாரணைகள் நீண்டகாலம் பிடிப்பதால் குற்றவாளிகள் தைரியமாக செயல்படுகிறார்கள். உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம
40. சிறை அலுவலர்கள் சிறைக்கைதிகளை பரிசுடன் நடத்த வேண்டும். உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம
41. குற்றவாளிகளை சிறையிலிருந்து நோக்கம்...  
அ) திருத்துவது (எண்ணத்தில் மாற்றத்தை ஏற்படுத்துவது) உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம  
ஆ) தண்டனை (துன்புறச் செய்வது) உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம
42. மீண்டும் மீண்டும் குற்றம் செய்பவர்களைக் கடுமையாக தண்டிக்க வேண்டும். உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம  
உங்கள் பதிலுக்கான காரணம் (கருக்கமாக)  
.....  
.....
43. முதல் முறை தவறு செய்பவர்களை மன்னிக்கலாம். உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம  
உங்கள் பதிலுக்கான காரணம் (கருக்கமாக)  
.....  
.....
44. குற்றவாளிகளைக் கையாள்வதில் காவலர், நீதிபதிகள் மற்றும் சிறை அலுவலர்கள் ஒருவருக்கொருவர் ஒத்துழைக்க வேண்டும். உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம
45. குற்றவாளிகளை நீதிமன்றத்துக்கு அழைத்துச் செல்கையில் கைவிலங்கிடலாம். உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம  
உங்கள் பதிலுக்கான காரணம் (கருக்கமாக)  
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.....
46. குற்றங்கள்/குற்றவாளிகளைக் கையாள போதுமான அளவு நீதிமன்றங்கள் உள்ளன. உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம
47. இப்போதுள்ள சட்டமுறை செயலற்றதாக இருப்பதால் பாதிக்கப்பட்டவர்கள் சட்டத்தை தங்கள் கையில் எடுத்துக் கொள்வதைத் தவிர வேறு வழியில்லை. உ\_ஒ/ ஒ/ கஇ/ ம/ உ\_ம

**குறிப்பு:**  
உ\_ஒ - உறுதியாக ஒப்புக்கொள்கிறேன்; 'ஒ' - ஒப்புக்கொள்கிறேன்  
'உ\_ம' - உறுதியாக மறுக்கிறேன்; 'ம' - மறுக்கிறேன்  
'கஇ' - கருத்து கூற இயலாது

கீழ்க்காணும் சூழ்நிலைகளில் நீங்கள் என்ன செய்ய விரும்புவீர்கள் என்பதை (✓) குறியிட்டுக் காட்டவும்.

48. நிரைப்படத்தில் காவலர் ஒருவரை பொதுமக்கள் அடித்து உதைப்பதாக ஒரு காட்சி வந்தால், நான்

- அ) ரசித்து பார்ப்பேன்.....
- ஆ) காவலருக்காக வருத்தப்படுவேன்.....
- இ) காரணங்களை ஆராய முற்படுவேன்.....
- ஈ) காவல் பணி ஆபத்தானது எனக் கருதுவேன்.....
- உ) பிற (குறிப்பிடவும்).....

49. உண்மையிலேயே காவலர் ஒருவரை பொதுமக்கள் அடிப்பதைக் காண நேரிட்டால், நான்

- அ) தலையிட்டு காவலரை காப்பாற்ற முயல்வேன்.....
- ஆ) மக்களுடன் சேர்ந்து நானும் அடிப்பேன்.....
- இ) பார்த்து ரசிப்பேன்.....
- ஈ) காவல் கட்டுப்பாட்டு அறைக்கு தகவல் தெரிவிப்பேன்.....
- உ) பிற (குறிப்பிடவும்).....

50. காவலர் ஒருவர் ஓர் ஆணை அடிப்பதைக் காண நேரிட்டால், நான்

- அ) அடிக்க வேண்டாம் எனக் கேட்டுக்கொள்வேன்.....
- ஆ) அடி வாங்குவதுவனுக்காக இரக்கப்படுவேன்.....
- இ) அந்த இடத்திலிருந்து ஓடி விடுவேன்.....
- ஈ) அந்த ஆணைக் காப்பற்ற முயல்வேன்.....
- உ) பிற (குறிப்பிடவும்).....

51. காவலர் ஒருவர் இலஞ்சம் வாங்குவதைக் காண நேரிட்டால், நான்

- அ) பேசாமல் கவனிப்பேன்.....
- ஆ) வாங்க வேண்டாம் எனக் காவலரிடம் சொல்வேன்.....
- இ) காவல் கட்டுப்பாட்டு அறைக்கு தகவல் தெரிவிப்பேன்.....
- ஈ) அந்த இடத்திலிருந்து சென்று விடுவேன்.....
- உ) பிற (குறிப்பிடவும்).....

52. அருகில் சண்டை நடக்கும்போது காவலர் ஒருவர் கம்பா உட்கார்ந்துகொண்டு புகைப்பிடிப்பதைக் காண நேரிட்டால், நான்

- அ) காவலரிடம் சண்டை பற்றி சொல்லி தலையிட வேண்டுவேன்.....
- ஆ) காவலர் சண்டையில் தலையிட உதவுவேன்.....
- இ) அந்த இடத்திலிருந்து ஓடி விடுவேன்.....
- ஈ) சண்டையில் நானே தலையிடுவேன்.....
- உ) பிற (குறிப்பிடவும்).....

53. ஓர் ஆள் சைக்கிள் திருடுவதைக் காண நேரிட்டால், நான்

- அ) சத்தம் போடுவேன்.....
- ஆ) திருடனைப் பிடிக்க முயல்வேன்.....
- இ) காவலருக்குத் தெரிவிப்பேன்.....
- ஈ) அதைப் பற்றிக் கவலைப்பட மாட்டேன்.....
- உ) பிற (குறிப்பிடவும்).....

54. ஒருவரிடம் சிலர் கொள்ளையடிப்பதைக் காண நேரிட்டால், நான்

- அ) சத்தம் போடுவேன் .....
- ஆ) கொள்ளையரைப் பிடிக்க முயல்வேன் .....
- இ) காவலருக்குத் தெரிவிப்பேன் .....
- ஈ) அதைப் பற்றிக் கவலைப்பட மாட்டேன் .....
- உ) பிற (குறிப்பிட வும்).....

55. எனது தந்தை சாலை விதிகளை மீறிக் கண்டமுடித்தனமாக கார் ஓட்டினால், நான்

- அ) மீண்டும் அப்படிச் செய்யாதீர்கள் என வற்புறுத்துவேன் .....
- ஆ) அம்மாதிரி பிறகு அதைப் பற்றிக் கூறுவேன் .....
- இ) அப்பாவிடம் நீங்கள் தவறு செய்கிறீர்கள் எனக் கூறுவேன் .....
- ஈ) அமைதியாக இருந்து விடுவேன் .....
- உ) பிற (குறிப்பிட வும்).....

56. சில பையன்கள் பேருந்து மீது கல்லெறிந்து, ஓட்டுநர்/ நடத்துனரைத் தாக்கும்போது, நான்

- அ) அவர்களிடம் அவ்வாறு செய்யாதீர்கள் எனக் கேட்டுக்கொள்வேன் .....
- ஆ) அவர்களுடன் சேர்ந்து நானும் தாக்குவேன் .....
- இ) என்னைக் காப்பாற்றிக் கொள்ள அங்கிருந்து ஓடி விடுவேன் .....
- ஈ) காவலருக்குத் தெரிவிப்பேன் .....
- உ) பிற (குறிப்பிட வும்).....

57. சாலையில் அடிபட்ட ஒருவரைக் காணும்போது, நான்

- அ) அடிபட்டவருக்கு உதவு முயல்வேன் .....
- ஆ) காவலரின் உதவியை நாடுவேன் .....
- இ) அங்கிருந்து சென்று விடுவேன் .....
- ஈ) அருகிலுள்ளவரை உதவிக்கு அழைப்பேன் .....
- உ) பிற (குறிப்பிட வும்).....

58. ஒரு வாகனம் விபத்து ஏற்படுத்தி விட்டு விரையும்போது, நான்

- அ) காவலருக்குத் தெரிவிக்க வாகனத்தின் எண்ணைக் குறித்துக்கொள்ள முயல்வேன் .....
- ஆ) பின்னால் வரும் வாகனத்திடம் அந்த வாகனத்தைத் துரத்திப் பிடிக்க வேண்டுமென்று .....
- இ) முதலில் அடிபட்டவரைக் கவனித்து, பிறகு காவலருக்குத் தகவல் தெரிவிப்பேன் .....
- ஈ) அந்த இடத்தை விட்டு சென்று விடுவேன் .....
- உ) பிற (குறிப்பிட வும்).....

59. என் நண்பர்கள் யாரோ ஒருவரை தொல்லைப்படுத்துவதைக் கண்டால், நான்

- அ) அப்பணம் செய்ய வேண்டாம் எனக் கேட்டுக்கொள்வேன் .....
- ஆ) எதையும் விசாரிக்காமல் நானும் அவர்களுடன் சேர்ந்து கொள்வேன் .....
- இ) பாதிக்கப்பட்டவருக்கு உதவ முயல்வேன் .....
- ஈ) கம்மா வேடிக்கை பார்ப்பேன் .....
- உ) பிற (குறிப்பிட வரம்).....

60. ஓர் அப்பாவிக்கு அநீதி இழைக்கப்படுவதைக் காணும்போது, நான்

- அ) தலையிட்டு அதைத் தடுக்க முயல்வேன் .....
- ஆ) காவல் கட்டுப்பாட்டு அறைக்கு தகவல் தெரிவிப்பேன் .....
- இ) அந்த இடத்திலிருந்து ஓடி விடுவேன் .....
- ஈ) அந்த அப்பாவிடின் சேர்ந்து அநீதியை எதிர்ப்பேன் .....
- உ) பிற (குறிப்பிட வரம்).....

61. என் நண்பர்கள் புகை பிடித்தால், நான்

- அ) புகை பிடிக்க வேண்டாம் என அறிவுரை சொல்வேன் .....
- ஆ) அவர்கள் பெற்றோரிடம் தெரிவிப்பேன் .....
- இ) அவர்களுடன் சேர்ந்து புகைக்க விரும்புவேன் .....
- ஈ) அவர்கள் நட்பைத் தவிர்ப்பேன் .....
- உ) பிற (குறிப்பிட வரம்).....

62. யாராவது கள்ளச்சாராயமோ போதை மருந்தோ விற்பதைக் கண்டால், நான்

- அ) சத்தமிட்டு பிறரை அழைப்பேன் .....
- ஆ) குற்றவாளியைப் பிடிக்க முயல்வேன் .....
- இ) உடனே காவலருக்குத் தெரிவிப்பேன் .....
- ஈ) அதைப் பற்றிக் கவலைப்பட மாட்டேன் .....
- உ) பிற (குறிப்பிட வரம்).....

கீழே மேலும் சில கேள்விகள்/ சூழ்நிலைகள் தரப்பட்டுள்ளன. அவற்றுக்கும் விடையளிக்குமாறு வேண்டுகிறோம்.

63. சில சமூகத் தீமைகள் கீழே தரப்பட்டுள்ளன. அவற்றின் மீதுள்ள கவாச்சிபையும் அவற்றின் தீமைகளையும் குறிப்பிடவும். மேலும் அவற்றை விரும்பி அனுபவிப்பீர்களா (வி.அ), தவிப்பீர்களா (தவி), கருத்து கூற இயலாதா (கஇ) என உரிய கட்டத்தில்(✓) குறிப்பிடவும்.

தீய பழக்கம்	கவாச்சி/விரும்ப காரணம்	தீமை/பின் விளைவு	(வி.அ)	(தவி)	(கஇ)
i)புகை பிடித்தல்					
ii) மது அருந்துதல்					
iii) சீட்டாடுதல்					
iv) பெண்களை கேலி செய்தல்					
போதை மருந்து					
நிருமணத்துக்கு முன்பு உடலுறவு					

64. எல்லா பெருநகர்களிலும் சண்டைகள்/கொலைகள் பெருகி வருகின்றன. சிறு தகராறு கூட காயத்தில் முடியலாம். பெருமளவிலான வன்முறைகள் மற்றும் கல்வரங்கள் மிகவும் மோசமானவை. உங்கள் கருத்துப்படி,

i) வன்முறை எப்போதுமே தேவையில்லை; ஏனெனில், எல்லா பிரச்சினைகளுக்கும் அமைதியான முறையில் தீர்வு காண முடியும். உ-ஒ/ ஒ/ கஇ/ ம/ உம

ii) ஆயுதங்களைப்போ வன்முறையைப்போ சிலர் பயன்படுத்தக் காரணம்

அ) அவர்கள் தாங்கள் வலிமையானவர்கள் என நினைக்கிறார்கள்

உ-ஒ/ ஒ/ கஇ/ ம/ உம

ஆ) அவர்களால் பலத்தைக் காட்டாமல் பிறரை ஒப்புக் கொள்ள வைக்க முடியாது

உ-ஒ/ ஒ/ கஇ/ ம/ உம



iii) அக்கம் பக்கத்தில் உள்ளவர்களும் நண்பர்களும் கீழ்க்காணும் சூழலில் ஏதாவது செய்ய வேண்டும்

அ) கணவன் தன் மனைவியை அடிக்கும்போது உ-ஒ/ ஒ/ கஇ/ ம/ உம

ஆ) மனைவி தன் கணவனை அடிக்கும்போது உ-ஒ/ ஒ/ கஇ/ ம/ உம

iv) கல்வரக் கூட்டத்தை அடக்கவோ சொத்துகளைப் பாதுகாக்கவோ காவல்துறையினர் தேவையான எந்த ஆயுதபலக்கையும் பயன்படுத்துவது தவறில்லை உ-ஒ/ ஒ/ கஇ/ ம/ உம

v) குழந்தைகளை பிற குழந்தைகளோ ஆசிரியர்களோ பெற்றோர்களோ மிரட்டிப் பணிய வைக்கக் கூடாது உ-ஒ/ ஒ/ கஇ/ ம/ உம

65.i) ஏதாவது வன்முறைச் செயல் தங்களுக்கு வருத்தம் தருகிறதா? ஆம்/ இல்லை/ கஇ

ii) வன்முறையைத் தடுக்க என்ன செய்ய வேண்டும் என நினைக்கிறீர்கள்? (கருக்கமாக எழுதவும்).

.....  
.....  
.....  
.....

66. ஒரு பொருளைப் பற்றி அடிக்கடி விளம்பரம் செய்வது அதைப் பற்றி மிகைப்படுத்தி அல்லது பொய் சொல்வதாகும் உ-ஒ/ ஒ/ கஇ/ ம/ உம

67. நண்பர்கள் வகுப்புக்குச் செல்லாமல் படம் பார்க்கச் செல்லும் போது நானும் 'கிளாஸ் கட்' செய்வதை பெரிதாக எடுத்துக் கொள்ள மாட்டேன் உ-ஒ/ ஒ/ கஇ/ ம/ உம

68. என்னைத் தவறு செய்யத் தூண்டினாலும் என் நண்பர்களை விட்டுவிட முடியாது உ-ஒ/ ஒ/ கஇ/ ம/ உம

69. என் குறிக்கோளை அடைவேன் என உறுதியாக இருக்கிறேன் உ-ஒ/ ஒ/ கஇ/ ம/ உம

70. மருத்துவம், பொறியியல் போன்ற மிகச் சிலவே நல்ல வேலைகள் உ-ஒ/ ஒ/ கஇ/ ம/ உம

71. நான் எந்த வேலைப்படும் ஏற்று செய்வேன் உ-ஒ/ ஒ/ கஇ/ ம/ உம

72. நான் விரும்பிய வேலை கிடைக்காவிட்டால், மிகவும் மனத்தளர்ச்சி அடைவேன் உ-ஒ/ ஒ/ கஇ/ ம/ உம

73. நாம் நினைக்கின்றபடி படிப்பு அவ்வளவு முக்கியமானதில்லை உ-ஒ/ ஒ/ கஇ/ ம/ உம

குறிப்பு:

'உ-ஒ' - உறுதியாக ஒப்புக்கொள்கிறேன்;

'ஒ' - ஒப்புக்கொள்கிறேன்

'உம' - உறுதியாக மறுக்கிறேன்;

'ம' - மறுக்கிறேன்

'கஇ' - கருத்து கூற இயலாது



ஊப்படைத் தகவல்கள்

- அ) பெயர்(விரும்பினால் குறிப்பிடவும்) \_\_\_\_\_ ஆண் / பெண்
- ஆ) வகுப்பு \_\_\_\_\_ பிரிவு \_\_\_\_\_
- இ) பள்ளியின் பெயர் \_\_\_\_\_
- ஈ) நகரம்/ஊர் \_\_\_\_\_
- உ) பிறந்த தேதி/ வயது(முடிவடைந்த ஆண்டுகள்) \_\_\_\_\_
- ஊ) தந்தை/பாதுகாவலரின் தொழில் \_\_\_\_\_
- எ) தாயாரின் தொழில் \_\_\_\_\_
- ஏ) பெற்றோருக்கு மொத்த குழந்தைகள் \_\_\_\_\_ சகோதரர்கள் \_\_\_\_\_ சகோதரிகள் \_\_\_\_\_
- ஐ) நீங்கள் முதல் குழந்தைபா/ இரண்டாவதா/ மூன்றாவதா/ பிற எனில் எழுதவும்.  
சரிபாணதை (✓) குறிப்பிடவும்.
- ஒ) குடும்பத்தின் ஆண்டு வருமானம் (தோராடமாக) ரூ. \_\_\_\_\_

**కౌమార విద్యార్థులకి పటిష్టాశ్రేణి**

పరమ సంఖ్య .....

పోలీస్ కార్యనిర్వహణా విధానము మరియు కత్తంబంధిత వ్యవస్థ ఎడల కౌమార విద్యార్థుల అవగాహన మరియు నేరానికి పాల్పడు ప్రవృత్తికి వారు లొంగుతారో లేదో అని తెల్పుకునేందుకు ఉద్దేశించబడినది.

**సాధారణ సూచనలు :** పోలీసు కార్య ప్రరలి మరియు దేశ న్యాయ విధానము మరియు కౌమార వయస్సు (Adolescent) లో ఆత్మత లిగింపే విషయాలకు సంబంధించి కొన్ని స్టేట్‌మెంట్లు పరిస్థితులు దిగువనీయబడ్డాయి. సంబంధిత గడులలో (అవసరమైనచోట) మీ అభిప్రాయాలను ✓ సూక్ష్మవేయుట ద్వారా తెలపండి. ఎస్. ఎ; ఎ; పి. యస్., డి.ఎ. మరియు ఎస్.డి. ఆప్టస్టు యివ్వబడిన స్టేట్‌మెంట్లు క్షయంలో, మీ యొక్క అంగీకారము లేదా అనంగీకారము యొక్క తీవ్రత (Intensity) తెల్పుకోగోరుచున్నాము. మీరు ధృఢముగా తీర్ణవిస్తే ఎస్.ఎ. అని; ఏ మాత్రమూ అంగీకరించని ఎడల ఎస్.డి. గానూ గుర్తించండి. మీరు ..... నిర్దిష్టమైన సమాధానాన్ని ఇవ్వలేకపోతే 'ఎ. యస్' గా గుర్తించండి. 'ఎ' సాధారణ అంగీకారాన్ని మరియు 'డి' సాధారణ అనంగీకారాన్ని తెలియజేస్తాయి.

కొన్ని స్టేట్‌మెంట్ల దిగువ, మీ సమాధానానికి గల కారణాలను సూచించవలసినదగా కోరడమైనది. అందుచేత, మీరు కాసేపు ఆలోచించి, మీ సమాధానాలు సంక్షిప్తము తెలియ జేయండి, అవి మాకు చాలా అమూల్యమైనవి.

మీని కాలవ్యవధి లేదన్న సంగతి జ్ఞాపకముంచుకోండి. నిదానంగా కూర్చుని, ఇతరులను సంప్రదించకుండా, ఈ ప్రశ్నలని పూర్తిచేయండి. సహాయతి కూడిన మీ సమాధానాలకై ఎదురు చూస్తున్నాము.

01. నేను పోలీసులను కల్చుకొని, మాట్లాడాను

తరచుగా	అప్పుడప్పుడూ	అరుదుగా	ఎప్పుడూ లేదు
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02. నాకు తెలిసిన వారొకరు పోలీస్‌శాఖలో పనిచేస్తున్నారు

అవును	కాదు
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03. మా నగరము (పేరు) .....లో జనాభా సుమారు (లక్షల్లో)

20 కంటే తక్కువ	21 నుంచి 40	41 నుంచి 60	61 నుంచి 80	81 నుంచి 100	100 కి పైన
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04. మా నగరము (పేరు) ..... లో ఉన్న పోలీసు బలగము సుమారుగా

2,500	5,000	10,000	20,000	30,000	50,000	చెప్పలేను
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**గమనిక :** అ: అవును      ఎస్: కాదు      సి. యస్.: చెప్పలేను      ఎస్.డి: ఏ. అంగీకరిస్తున్నాను      డి.ఎ. : అంగీకరించను      ఏ మాత్రమూ అంగీకరించను



14. ఎ) పోలీసువారు సదా ఏదో పనిలో నిమగ్నమై ఉంటారు

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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బి) నాకు కలిగిన ఈ అభిప్రాయానికి ఆధారము  
(అవసరమయితే, ఒకటి కంటే ఎక్కువ జవాబులు పై మార్కు పెట్టవచ్చును)

సినిమా	టి.వి	వార్తా పత్రికలు	స్వీయా నుభవము	స్వయంగా గమనించినది	ఇతరుల నుండివిన్నది	ఇతర కారణాలు
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15. ఎ) పోలీసులు ఎన్నో ఒత్తిళ్ళ క్రింద పని చేస్తారు

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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బి) నా ఈ అభిప్రాయానికి ఆధారము  
(అవసరమయితే, ఒకటి కంటే ఎక్కువ జవాబుల పై మార్కు పెట్టవచ్చును)

సినిమా	టి.వి	వార్తా పత్రికలు	స్వీయా నుభవము	స్వయంగా గమనించినది	ఇతరుల నుండివిన్నది	ఇతర కారణాలు
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16. ఎ) పోలీసు అవినీతి పరులు

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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బి) నాకు కలిగిన ఈ అభిప్రాయానికి ఆధారము  
(అవసరమయితే, ఒకటి కంటే ఎక్కువ జవాబులపై మార్కు పెట్టవచ్చును)

సినిమా	టి.వి	వార్తా పత్రికలు	స్వీయా నుభవము	స్వయంగా గమనించినది	ఇతరుల నుండివిన్నది	ఇతర కారణాలు
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17. అవినీతి దేశంలోని అన్ని విభాగాలలోనూ స్వైర విహారము చేస్తోంది.

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18. పోలీసులలోని అవినీతి స్థాయి ఇతరశాఖలలో ఉన్నంత హెచ్చు స్థాయిలో లేదు

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19. సమాజంతా అవినీతి మయమయినగాని పోలీసువారు అవినీతి పరులనరాదు మీసమాధానానికి తగిన కారణాలు తెలపండి

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(క్షుప్తంగా)

20. మీ అభిప్రాయములో, పోలీసులలో అవినీతికి గల కారణాలు :

ఎ) పోలీసుల కిచ్చే జీతాలు తక్కువ

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బి) పోలీసులు దురాశపరులు అన్ని విధాల పరిస్థితులను స్వార్థానికి ఉపయోగించు కుంటారు.

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సి) పోలీసులు తమ లజ్జా భావనల్ని వదిలేశారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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డి) పోలీసులు రాము నహించే అదనపు భాధ్యతలకు ప్రమాధభరితమైన జీవనానికి లంచము ఒక విధమైన పరిహారముగా భావిస్తారు.

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ఇ) మరే ఇతర కారణము (దయచేసి వివరించండి).....

21. పోలీసులు నేరస్థులను సకాలంలో చేరతారు  
మీ సమాధానానికి తగిన కారణాలను తెలపండి  
(క్షుప్తంగా)

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22. పోలీసులు కేసుల్ని క్షుణ్ణంగా పరిశోధించడంలో  
ఆశక్తి ప్రదర్శిస్తారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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23. నేరస్థులలో వ్యవహరించడంలో పోలీసులు  
ఎంతో ప్రమాదంలో కూడిన పనిని చేపడతారు.

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24. పోలీసులు వారి పోలీసు స్టేషనులో కూర్చునే  
కంటే పలుతావులకు తిరిగి, ప్రజలను కల్చుకుంటూ  
ఉంటే బాగుంటుంది.

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25. నేరస్థులకు శిక్షింపజేయడానికి పోలీసులు  
కేసుల్ని ఆచూకీ తీస్తారు

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26. పోలీసులు నేరభాదితుల బాగోగులు పట్టించుకోరు

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27. విధి నిర్వహణలో ఉన్నప్పుడు పోలీసులు సాదా దుస్తులలో  
తిరిగే కంటే యూనిఫా రములో ఉండవలసిన ఆవశ్యకత ఉంది.

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మీ సమాధానానికి తగిన కారణాల్ని తెలపండి  
(క్షుప్తంగా)

28. పోలీసులు నేరస్థులతో సహా ఏ ఒక్కరిని కొట్టరాదు.

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29. పోలీసులూ స్నేహ పూర్వక దృక్పథం అలవరచుకోవటం మంచిది  
మీ సమాధానానికి తగిన కారణాలు తెలపండి (క్షుప్తంగా)

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33. సాధారణంగా పోలీసుల పాత్ర 'నిరుద్దమైనది' అందుచేత ప్రజలు వారితో స్నేహంగా ఉండలేదు.

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34. ప్రజలు పోలీసుల నుండి మరి ఎక్కువగా సహాయాన్ని లోడ్చాటును ఆశిస్తారు

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35. ప్రజలు తమ నుంచి ఆశించినవి వెరవేర్చేందుకు పోలీసులు తరుచు న్యాయ వ్యవస్థ పరిధి బయటే తమ కార్యకలాపాలు చేస్తారన్నది తెలిసిందే

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36. (i) ఒక షాపులో నస్తువును దొంగిలించి సారిపోతున్న వ్యక్తిని ఒక పోలీసు మనిషి పట్టుకున్నాడని అనుకోండి. అప్పుడు ఏమి జరుగుతుంది అన్న విషయాన్ని సూచించండి.

ఎ) పోలీసు వ్యక్తి ఆ మనిషిని కొట్టి, చెఱసాలలో వేస్తాడు.

అవును	కాదు	తెలియదు
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బి) ఆ వ్యక్తి న్యాయ స్థానములో విచారణ చేయబడతాడు.

అవును	కాదు	తెలియదు
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సి) ఆ వ్యక్తి షాక్కులను విచారించడానికి మరియు తన తరపున వాదించడానికి ఒక న్యాయవాదిని నియమించుకోవాలి.

అవును	కాదు	తెలియదు
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డి) న్యాయాధికారి కేసును పూర్తిగా విన్న పిమ్మట వరకు ఆ వ్యక్తి నస్తువును దొంగిలించడా లేదా? అన్న విషయము నిర్ణయించడు.

అవును	కాదు	తెలియదు
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ఇ) పోలీసు మనిషి దొంగ నుండి లేదా షాపు యజమాని నుండిగాని లంచాన్ని స్వీకరిస్తాడు.

అవును	కాదు	తెలియదు
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(ii) సైన విశదీకరించిన సంఘటనలో మీ ఉద్దేశంలో ఏమి జరగాలి?

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(iii) మీ అనుభవరీత్యా, మీరు నివశిస్తున్న ప్రదేశానికి సమీపంలో ఈ సంఘటన జరిగి వుంటే, నిజముగా ఏమి జరుగుతుందనుకుంటున్నారు?

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37. భారత న్యాయ వ్యవస్థ 100 సంవత్సరాలు అందుచేత అది ప్రస్తుతమున్న పరిస్థితులకు బాల వ్యత్యాసంగా ఉన్నది.

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38. బాహ్య ఒత్తిడికి లోబడి న్యాయాధికారులు న్యాయ నిర్ణయము చేయరాదు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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39. న్యాయస్థానాల్లో విచారణలో జాప్యము కారణంగా నేరస్థులు నిర్భయంగా తయారవుతున్నారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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40. జైలర్లు ఖైదీల పట్ల దయతో ప్రవర్తించాలి.

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30. మీ అభిప్రాయములో, పోలీసులలో చెడు ప్రవర్తనకు కారణాలు :

ఎ) ఎక్కువగా మనకు తారసితే పోలీసు కానిస్టేబుల్స్ తక్కువ విద్యార్హతలు కలవారు

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బి) పోలీసు శిక్షణ వారిని రాటు తేలేట్లుగా చేస్తుందిగాని మానవతావాదులుగా చేయదు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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సి) పోలీసు ప్రతి ఒక్కరిని అనుమానిస్తారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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డి) పోలీసులు ఎన్నోరకాల పనులతో మోయలేని భారముతో సరిగిపోతుంటారు

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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ఇ) మరే ఇతర కారణమైనా (నిశచీకరించండి).....

31. పోలీసులు వారి కుటుంబ సభ్యులు కష్టాలకు గురి అవుతున్నారు/ వ్యధ చెందుతున్నారు

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మీ సమాధానానికి గల కారణాలను తెలపండి (క్షుప్తంగా)

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32. పోలీసుల సామర్థ్యం క్రింది కారణాల వల్ల మందగిస్తుంది :

ఎ) వారంతపు సెలవుకు హామీ లేమి ఎక్కువ గంటల పాటు చేసే ఉద్యోగ బాధ్యతలు

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బి) వారి తక్కువ వేతనాలు, అల్పమైన జీవన స్థితిగతులు

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సి) పోలీసు కార్యసరళి వ్యవస్థలలో సంస్కరణలు కొరవడటము

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డి) కష్టమైన పరిస్థితులలో విధి నిర్వహణ

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ఇ) సంఘంలో వైతిక నిలువలు క్షీణించడము

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ఎఫ్) నానాటికీ పెరగుతున్న రాజకీయనాయకుల జోక్యము

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జి) ప్రజల నుండి పోలీసులకు తగిన ప్రశంస కొరవడడము

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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హెచ్) పోలీసులకు, ప్రజలకు మధ్య అంతరము పెరగడము

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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ఐ) పోలీసు వ్యవస్థలో అవినీతి

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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జె) పోలీసు అధికారులకు తగిన శిక్షణ లేకపోవడము

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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కె) సమస్యను తాత్కాలికంగా పరిష్కరించే వైఖరి విధానము

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ఎల్) ముందుగా ప్రణాళిక రూపొందించడంలో సరియైన కృషి లేకపోవడము

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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గమనిక :      అ: అవును                      ఎన్: కాదు                      సి. ఎస్.: చెప్పలేను                      ఎస్. డి: ఏ మాత్రము అంగీకరించను  
                      ఎస్. ఎ. ధృఢంగా                      ఎ. అంగీకరిస్తున్నాను                      డి. ఎ. : అంగీకరించను

33. సాధారణంగా పోలీసుల పాత్ర 'నిరుద్ధమైనది' అందుచేత ప్రజలు వారితో స్నేహంగా ఉండలేదు .

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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34. ప్రజలు పోలీసుల నుండి మరి ఎక్కువగా సహాయాన్ని తోడ్పాటును ఆశిస్తారు

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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35. ప్రజలు తమ నుంచి ఆశించినవి నెరవేర్చేందుకు పోలీసులు తరుచు న్యాయ వ్యవస్థ పరిధి బయటే తమ కార్యకలాపాలు చేస్తారన్నది తెలిసిందే

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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36. (i) ఒక షాపులో వస్తువును దొంగిలించి సారిపోతున్న వ్యక్తిని ఒక పోలీసు మనిషి పట్టుకున్నాడని అనుకోండి. అప్పుడు ఏమి జరుగుతుంది అన్న విషయాన్ని సూచించండి.

ఎ) పోలీసు వ్యక్తి ఆ మనిషిని కొట్టి, చెఱసాలలో నేస్తాడు.

అవును	కాదు	తెలియదు
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బి) ఆ వ్యక్తి న్యాయ స్థానములో విచారణ చేయబడతాడు.

అవును	కాదు	తెలియదు
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సి) ఆ వ్యక్తి షాక్కులను విచారించడానికి మరియు తన తరపున వాదించడానికి ఒక న్యాయవాదిని నియమించుకోవాలి.

అవును	కాదు	తెలియదు
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డి) న్యాయాధికారి కేసును పూర్తిగా విన్న పిమ్మట వరకు ఆ వ్యక్తి వస్తువును దొంగిలించడా లేదా? అన్న విషయము నిర్ణయించడు.

అవును	కాదు	తెలియదు
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ఇ) పోలీసు మనిషి దొంగ నుండి లేదా షాపు యజమాని నుండిగాని లంచాన్ని స్వీకరిస్తాడు.

అవును	కాదు	తెలియదు
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(ii) పైన విశదీకరించిన సంఘటనలో మీ ఉద్దేశంలో ఏమి జరగాలి?

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(iii) మీ అనుభవరీత్యా, మీరు నివశిస్తున్న ప్రదేశానికి సమీపంలో ఈ సంఘటన జరిగి వుంటే, నిజముగా ఏమి జరుగుతుందనుకుంటున్నారు?

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37. భారత న్యాయ వ్యవస్థ 100 సంవత్సరాలు అందుచేత అది ప్రస్తుతమున్న పరిస్థితులకు బాల వ్యత్యాసంగా ఉన్నది.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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38. బాహ్య ఒత్తిడికి లోబడి న్యాయాధికారులు న్యాయ నిర్ణయము చేయరాదు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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39. న్యాయస్థానాల్లో విచారణలో జాప్యము కారణంగా నేరస్థులు నిర్భయంగా తయారవుతున్నారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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40. జైలర్లు ఖైదీల పట్ల దయతో ప్రవర్తించాలి.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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41. నేరస్తులను చెబుసాలలో బంధించడంలో ఉద్దేశ్యము...

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి

- ఎ) సంస్కరించు నిమిత్తము (వారి వైఖరిని మెరుగు పర్చడానికి)
- బి) శిక్షించడము (నేదనకు గురిచేయడము)

42. పదే పదే నేరాలను చేసే నేరస్తులతో వ్యవహరించేటపుడు కఠినంగానే ఉండాలి.

మీ సమాధానానికి గల కారణాలను తెలపండి  
(క్షుప్తంగా)

43. మొదటి సారిగా నేరానికి పాల్పడ్డ వారిని క్షమించాలి  
మీ సమాధానానికి గల కారణాలను తెలపండి  
(క్షుప్తంగా)

44. నేరస్తుల నిషయంలో పోలీసులు, న్యాయాధికారులు, జైలు అధికారులు ఒకరికొకరు సహకరించుకోవాలి.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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45. బయటకు తీసుకెళ్లేటప్పుడు/కోర్టు నుండు హాజరు పరచేటపుడు నేరస్తుల చేతికి సంకెళ్ళు వేయాలి

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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మీ సమాధానానికి గల కారణాలను తెలపండి (క్షుప్తంగా)

46. నేరస్తులను నేరలను విచారించుటకు కావలసిన సంఖ్యలో న్యాయస్థానాలు వున్నాయి

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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47. ప్రస్తుత న్యాయ వ్యవస్థ సమర్థవంతముగా లేదు గాబట్టి నేరబాధితులకు చట్టాన్ని తమ చేతుల్లోకి తీసుకోవడము తప్ప వేరు మార్గము లేదు

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
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ఈ క్రింది పరిస్థితులలో ఏమి చెయ్యాలను కుంటున్నాలో సూచించండి (మీకు సచ్చిన అంశము వద్ద ✓ చూర్చు. నేయుట ద్వారా)

48. ఒక సినిమాలో ప్రజలు ఒక పోలీసు మనిషిని కొడుతున్న సన్నివేశాన్ని చూసిన యెడల, నేను .....

- ఎ) చూస్తూ ఆనందిస్తాను .....
- బి) పోలీసుని చూసి జాలి పడతాను. ....
- సి) కారణాలేమిటా అని విశ్లేషించడానికి ప్రయత్నిస్తాను. ....
- డి) పోలీసు ఉద్యోగము ప్రమాదముతో కూడుకున్నదని తలుస్తాను. ....
- ఇ) వేరే ఏదైనా (తెలపండి) .....


49. నిజ జీవితంలో ప్రజలు పోలీసుని కొడుతున్న సన్నివేశాన్ని చూస్తే, నేను

- ఎ) మధ్యలో కలుగజేసుకొని పోలీసు మనిషిని రక్షిస్తాను .....
- బి) ప్రజలలో చేయి కలిపి పోలీసు మనిషిని కొడతాను. ....
- సి) చూస్తూ ఆనందిస్తాను .....
- డి) పోలీసు కంట్రోల్ రూముకి తెలియజేస్తాను .....
- ఇ) వేరే ఏదైనా (తెలపండి) .....


(వీరింత) ఇక్కడ రేడి (క)

50. పోలీసు మనిషి ఒక వ్యక్తిని కొడుతున్న దృశ్యాన్ని చూస్తే, నేను

- ఎ) అలా చేయవద్దని అతనితో చెప్తాను. ....
- బి) దెబ్బలు తింటున్న వ్యక్తి ఎడల సానుభూతి వ్యక్త పరుస్తాను.....
- సి) అక్కడ నుంచి దూరంగా పారిపోతాను. ....
- డి) ఆ వ్యక్తి కాపాడే ప్రయత్నం చేస్తాను. ....
- ఇ) వేరే ఏదైనా (తెలపండి) .....

51. ఒక పోలీసు మనిషి ఎవరైనా వ్యక్తి నుండి లంచం తీసుకోడాన్ని చూస్తే, నేను ....

- ఎ) మానం వహించి, జరిగేది చూస్తూంటాను .....
- బి) అలా చేయవద్దని పోలీసు మనిషితో చెప్తాను .....
- సి) పోలీసు కంట్రోల్ రూముకి తెలియజేస్తాను .....
- డి) ఆ ప్రదేశాన్నించి దూరంగా పోతాను. ....
- ఇ) వేరే ఏదైనా (తెలపండి) .....

52. దగ్గర్లోనే కొట్లాట జరుగుతుండగా, కూర్చుని తాపీగా పాగత్రాగుతున్న పోలీసు వ్యక్తి చూసినపుడు, నేను

- ఎ) పోలీసు వ్యక్తితో కొట్లాట విషయము తెలిపి, జోక్యము చేసుకోమంటాను.....
- బి) కొట్లాటలో జోక్యము చేసుకోవడంలో పోలీసు వ్యక్తికి సాయపడతాను.....
- సి) ఆ ప్రదేశము నుండి దూరంగా పారిపోతాను. ....
- డి) నేనే వెళ్ళి ఆ కొట్లాటలో జోక్యము చేసుకుంటాను. ....
- ఇ) వేరే ఏదైనా (తెలపండి) .....

53. ఎవరైనా వ్యక్తి ఒక సైకిలును దొంగిలిస్తూండగా చేస్తే, నేను

- ఎ) గట్టిగా కేకలు వేసి ఆరుస్తాను .....
- బి) దొంగ/నేరస్టుని పట్టుకొనే ప్రయత్నము చేస్తాను. ....
- సి) వెంటనే పోలీసులకు తెలియజేస్తాను.....
- డి) ఆ సంఘటన గురించి పట్టించుకోను.....
- ఇ) వేరే ఏదైనా (తెలపండి).....

54. ఎవరైనా ఒక వ్యక్తి దోచుకుండగా చూసినపుడు నేను చేసేది,

- ఎ) గట్టిగా కేకలు వేసి ఆరుస్తాను .....
- బి) దొంగను/నేరస్టుని పట్టుకొనే ప్రయత్నము చేస్తాను.....
- సి) వెంటనే పోలీసులకు తెలియజేస్తాను.....
- డి) ఆ సంఘటన గురించి పట్టించుకోను.....
- ఇ) వేరే ఏదైనా (తెలపండి) .....

55. ట్రాఫిక్ సిగ్నల్స్ ఉల్లంఘించి, మా నాన్నగారు కారును అతివేగంగా నడుపుతుంటే, నేను

- ఎ) భవిష్యత్తులో ఎప్పుడూ అలా చేయవద్దని నచ్చజెపుతాను.....
- బి) ఈ విషయాన్ని మా అమ్మతో తర్వాత చెప్తాను.....
- సి) నారు తప్పగా డ్రైవ్ గా చేస్తున్నారని నాన్నగారితో చెపుతాను.....
- డి) ఏమి మాట్లాడకుండా మిన్నకుండి పోతాను.....

- సి) వారితో పాటుగా నేనూ పాగత్రాగటానికి ఇష్టపడతాను.....
  - డి) వారి సొంగత్యాన్ని వదులుకుంటాను.....
  - ఇ) వేరే ఏదైనా (తెలపండి).....
62. ఎవరైనా అక్రమసారా లేదా మాదకద్రవ్యాలు (చరస్ మొ॥) అమ్ముతుండగా చూస్తే నేను...
- ఎ) గట్టిగా కేకలు వేసి అరుస్తాను.....
  - బి) దొంగను/నేరస్టుని పట్టుకునే ప్రయత్నము చేస్తాను.....
  - సి) వెంటనే పోలీసులకు తెలియజేస్తాను.....
  - డి) ఆ సంఘటన గురించి పట్టించుకోను.....
  - ఇ) వేరే ఏదైనా (తెలపండి).....

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**మరికొన్ని ప్రశ్నలు స్టేట్ మెంట్స్ దయచేసి వీటికి కూడా జవాబులు**

63. కొన్ని సాంఘిక దురాచారాలు ఈ క్రింది నీయబద్ధ జాబితాలో యివ్వబడ్డాయి. వాటిలో ఆకర్షించే అంశాలు మరియు హాని కలిగిస్తాయని మీరు తలచే అంశాలను సూచించండి, మీరు వాటిలో ఆనందంగా గడపాలనుకుంటున్నారా (ఇ.జె.) లేక వాటిని జోలికి పోకుండా ఉండాలనుకుంటున్నారా (ఎ.వి) లేక ఏ సంగతి చెప్పలేరా (సి.ఎస్.) సరియైన కాలమ్ క్రింద ✓ మార్కు పెట్టుటదావరా సూచించండి.

సాంఘిక దురాచారము	ఆకర్షణలు	కలుగజేయునవి	ఇ.జె.	ఎ.వి.	సి.ఎస్.
i) ధూమపానం	.....	.....			
ii) బీరు లిక్కర్ సేవించుట	.....	.....			
iii) జూదము	.....	.....			
iv) అమ్మాయిలని వేధించుట	.....	.....			
v) మాదక ద్రవ్యాలను సేవించుట	.....	.....			
vi) వివాహ పూర్వమే లైంగిక క్రియలో పాల్గొనుట	.....	.....			

64. అన్ని నగరాలూ కొట్లాటలు, హాత్యలులాంటి సమస్యల్ని ఎదుర్కొంటున్నాయి. చిన్న కొట్లాటలు సైతం గాయాలకు కారణమౌతాయి. పెద్దయెత్తున జరిగే హింస, దౌర్జన్యము కలిగించే నష్టము సరేసరికూ మీ అభిప్రాయములో

- i) సమస్యను ఎప్పుడూ శాంతియుతంగా పరిష్కరించడం సాధ్యమే గనుక హింస ఎప్పుడూ అభిలషణీయము కాదు.
- ii) మారణాయుధాలుగాని లేదా ఏ విధమైన హింసాత్మక చర్యలూ గాని ఉపయోగించే వ్యక్తులు ఎందుకలా చేస్తారంటే (ఎ) వారు తాము చాలా శక్తివంతులమని తలుస్తారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి

56. ఎవరైనా కుర్రాళ్ళు బస్ మీదికి రాళ్ళు విసురుతూ, డ్రైవరు మరియు/ లేక కండక్టరుని కొడుతుండటం చూసినపుడు, నేను
- ఎ) వారికి ఆవిధముగా చేయవద్దని చెబుతాను.....
- బి) వారితో కలిసి నేనూ ఆ వసే చేస్తాను.....
- సి) నన్ను నేను రక్షించుకోడానికి అక్కడ నుండి పారిపోతాను.....
- డి) పోలీసుకి తెలియజేస్తాను (కంప్రోలు రూముకి) .....
- ఇ) వేరే ఏదైనా (తెలపండి) .....
57. రోడ్డుపై గాయపడి వున్న వ్యక్తిని చూస్తే, నేను ...
- ఎ) గాయపడిన వ్యక్తికి సహాయపడే ప్రయత్నం చేస్తాను.....
- బి) సాధ్యమైన సహాయము కొరకు పోలీసువారి దగ్గరకు వెళతాను.....
- సి) నన్ను నేన కాపాడుకోడానికి దూరంగా వెళ్ళిపోతాను.....
- డి) గాయపడిన వ్యక్తి సాయపడమని ఇతరులను కోరతాను.....
- ఇ) వేరే ఏదైనా (తెలపండి) .....
58. ఏదైనా ఒక వాహనము ప్రమాదాన్ని కలిగించి, వేగముగా పారి పోవడాన్ని చూస్తే, నేను ...
- ఎ) పోలీసుకి తెలియజేయడానికై ఆ వాహనము వెంబరును గుర్తించే ప్రయత్నము చేస్తాను.....
- బి) వెనుక వస్తున్న వాహన చోదకుల్ని ఆ వాహనాన్ని వెంబడించమని కోరతాను.....
- సి) ముందుగా గాయపడిన వ్యక్తి బాగోగులు చూసి, ఆ తర్వాత పోలీసులకి తెలియజేస్తాను ....
- డి) వేరే ఏదైనా (తెలపండి) .....
59. నా స్నేహితులు మరొకరిని వేధించడం చూస్తే, నేను ...
- ఎ) అలా చేయవద్దని వారికి నచ్చ జెపుతాను.....
- బి) గుడ్డిగా వారిని అనుకరించి, నేనూ ఆవసే చేస్తాను.....
- సి) భాధితునికి సహాయము చేసే ప్రయత్నము చేస్తాను.....
- డి) చూస్తూ వినోదిస్తాను.....
- ఇ) వేరే ఏదైనా (తెలపండి).....
60. ఒక అమాయకుని అన్యాయము జరుగుతుండము చూస్తే, నేను ...
- ఎ) మధ్యలో కలగజేసుకొని, ఆ అన్యాయాన్ని ఆపే ప్రయత్నం చేస్తాను.....
- బి) పోలీసు కంప్రోలు రూముకి రిపోర్టు చేస్తాను.....
- సి) ఆ ప్రదేశము నుండి దూరంగా పారిపోతాను.....
- డి) అన్యాయాన్ని ఎదుర్కొనేందుకు ఆ అమాయకునితో చేయి కలుపుతాను.....
- ఇ) వేరే ఏదైనా (తెలపండి) .....
61. నా స్నేహితులు ధూమపానం చేస్తూంటే, నేను ...
- ఎ) ధూమపానం చేయవద్దని వారిని సలహాయిస్తాను.....
- బి) వారి తలిదండ్రులకు ఫిర్యాదు చేస్తాను.....

- సి) వారితో పాటుగా నేనూ పాగత్రాగలూనికి ఇష్టపడతాను.....
  - డి) వారి సాంగత్యాన్ని వదులుకుంటాను.....
  - ఇ) వేరే ఏదైనా (తెలపండి).....
62. ఎవరైనా అక్రమసారా లేదా మాదకద్రవ్యాలు (చరస్ మొ॥) అమ్ముతుండగా చూస్తే నేను...
- ఎ) గట్టిగా కేకలు వేసి అరుస్తాను.....
  - బి) దొంగను/నేరస్టుని పట్టుకునే ప్రయత్నము చేస్తాను.....
  - సి) వెంటనే పోలీసులకు తెలియజేస్తాను.....
  - డి) ఆ సంఘటన గురించి పట్టించుకోను.....
  - ఇ) వేరే ఏదైనా (తెలపండి).....

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**మరికొన్ని ప్రశ్నలు ఫ్లేట్ మెంట్స్ దయచేసి వీటికి కూడా జవాబులు**

63. కొన్ని సాంఘిక దురాచారాలు ఈ క్రింది నీయబద్ధ జాబితాలో యివ్వబడ్డాయి. వాటిలో ఆకర్షించే అంశాలు మరియు హాని కలిగిస్తాయని మీరు తలచే అంశాలను సూచించండి, మీరు వాటిలో ఆనందంగా గడపాలనుకుంటున్నారా (ఇ.జె.) లేక వాటిని జోలికి పోకుండా ఉండాలనుకుంటున్నారా (ఎ.వి) లేక ఏ సంగతి చెప్పలేరా (సి.ఎస్.) సరియైన కాలమ్ క్రింద ✓ మార్కు పెట్టుటదావరా సూచించండి.

సాంఘిక దురాచారము	ఆకర్షణలు	కలుగజేయునని	ఇ.జె.	ఎ.వి.	సి.ఎస్.
i) ధూమపానం	.....	.....			
ii) బీరు లిక్కర్ సేవించుట	.....	.....			
iii) జూదము	.....	.....			
iv) అమ్మాయిలని వేధించుట	.....	.....			
v) మాదక ద్రవ్యాలను సేవించుట	.....	.....			
vi) వివాహ పూర్వమే లైంగిక క్రియలో పాల్గొనుట	.....	.....			

64. అన్ని నగరాలూ కొట్లాటలు, హాత్యలులాంటి నమస్యల్ని ఎదుర్కొంటున్నాయి. చిన్న కొట్లాటలు సైతం గాయాలకు కారణమౌతాయి. పెద్దయెత్తున జరిగే హింస, దౌర్జన్యము కలిగించే నష్టము సరేసరికూ మీ అభిప్రాయములో

- i) నమస్యను ఎప్పుడూ శాంతియుతంగా పరిష్కరించడం సాధ్యమే గనుక హింస ఎప్పుడూ అభిలషణీయము కాదు.
- ii) మారణాయుధాలుగాని లేదా ఏ విధమైన హింసాత్మక చర్యలూ గాని ఉపయోగించే వ్యక్తులు ఎందుకలా చేస్తారంటే (ఎ) వారు తాము చాలా శక్తివంతులమని తలుస్తారు.

ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి
ఎస్. ఎ	ఎ	సి. ఎస్.	డి. ఎ	ఎస్. డి





- హెచ్) దేశానికి సేవ చేయవచ్చు.....
- బి) పోలీసు ఇమేజ్ ని మార్చవలననే నమ్మకముంది. ....
- జి) పోలీసు ఉద్యోగం ప్రశంసించదగ్గది.....
- కె) నేను సులభంగా ఉద్యోగాన్ని పొందగలను.....
- ఎల్) పోలీసు ఉద్యోగం ఒక పెద్ద సవాలుగా భావిస్తాను.....
- ఎమ్) వేరే ఏదైనా (తెలపండి) .....

77. పోలీసు ఉద్యోగములో చేరడము నాకు యిష్టము లేదు. ఎందుచేత నంటే (క్షుప్తంగా అందులకు గల కారణాలు క్లుప్తంగా వ్రాయండి)

.....

.....

.....

.....

.....

78.

**బేసిక్ డేటా**

- ఎ. పేరు (ఇవ్వచ్చు లేదా ఇవ్వకనూ పోవచ్చు)..... లింగము : పు/స్త్రీ
- బి. తరగతి ..... సెక్షను.....
- సి. స్కూలు పేరు .....
- డి. నగరము .....
- ఇ. పుట్టినతేది / వయస్సు (పూర్తయిన సంవత్సరాలలో).....
- ఎఫ్. తండ్రి / గార్డియన్ యొక్క వృత్తి .....
- జి. తల్లి యొక్క వృత్తి, ఏదైనా ఉంటే .....
- హెచ్. పిల్లల మొత్తము సంఖ్య (మీతో కలిపి) :..... సోదరులు :..... సోదరీలు :.....
- బి. మీరు ప్రథమ సంతానమా / రెండో సంతానమా / మూడో సంతానమా  
(మరేదైనా అయితే, తెలపండి).....  
(నరియైన స్థానముపై టిక్ మార్కు చేయండి)
- జి. కుటుంబము యొక్క వార్షిక ఆదాయము.....  
(సుమారుగా)



- (الف) نام (دیا گیا نہیں دیا گیا) ..... جنس: مرد / عورت
- (ب) جماعت ..... شعبہ
- (ج) اسکول کا نام
- (د) شہر
- (ه) تاریخ پیدائش / عمر (مکمل شدہ سالوں میں)
- (و) والد / سرپرست کا پیشہ
- (ز) والدہ کا پیشہ، اگر کوئی ہو
- (ح) بچوں کی تعداد (خود کو ملا کر)
- (ط) کیا آپ پہلا بچہ ہیں / دوسرا بچہ / تیسرا بچہ /  
(اگر دیگر، براہ کرم صراحت کیجئے)
- (ی) خاندان کی سالانہ آمدنی (اندازاً) (براہ کرم موزوں مقام پر ) (کیجئے۔)

☆☆☆

۷۱۔ کسی کام کو شروع کرنے میں برا نہیں سمجھتا۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۷۲۔ اگر مجھے اپنی پسند کا کام نہ ملے تو میں بہت ہی ناامید ہو جاؤں گا۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۷۳۔ تعلیم اتنی اہم نہیں ہے جتنا کہ ہر کوئی سوچتا ہے

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۷۴۔ میرے پاس دولت ہے اور ایسے لوگوں کو جانتا ہوں جو کوئی بھی کام کر سکتے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۷۵۔ میں پولیس میں بھرتی ہونا پسند کروں گا۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۷۶۔ اگر ہاں، براہ کرم ۵ وجوہات ذیل میں دیئے گئے فہرست میں سے بہت اہم وجوہات اور کم اہم وجوہات کے ذریعہ بطور (۵) نیچے ترتیب دیئے گئے میں سے بتلائیے۔

- (الف) میں کام پسند کرتا ہوں۔  
.....
- (ب) میں زندگی میں بہت سے فائدے لے سکتا ہوں۔  
.....
- (ج) میں جو بھی کرنا محسوس کرتا ہوں، میں کر سکتا ہوں۔  
.....
- (د) میں یونیفارم میں اسٹارٹ نظر آتا ہوں۔  
.....
- (ه) میں بہت سی رقم کما سکتا ہوں۔  
.....
- (و) میں اچھا نام اور پہچان کما سکتا ہوں۔  
.....
- (ز) میں محصوم اور ضرورت مند اشخاص کی دیکھ بھال کر سکتا ہوں  
.....
- (ح) میں قوم کے لئے خدمت کر سکتا ہوں  
.....
- (ط) میں پر امید ہوں کہ پولیس کا میج بدل سکتا ہے۔  
.....
- (ی) پولیس کی نوکری قابل تحسین ہے۔  
.....
- (ک) میں آسانی سے کام (جاب) حاصل کر سکتا ہوں۔  
.....
- (م) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)  
.....
- ۷۔ میرا ارادہ پولیس میں بھرتی ہونے کا نہیں ہے، کیوں کہ  
(براہ کرم مختصر وجوہات دیجئے)

(۳) پولیس کو اختیار ہے کہ بلوے کے مجمع یا جائیداد کو نقصان سے بچانے ضروری جمعیت استعمال کرے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(۴) بچے، دوسرے بچوں کے ساتھ، ان کے اساتذہ کے ساتھ یا والدین کے ساتھ ظلم نہیں کریں گے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(۵) (۱) کیا آپ کو کسی قسم کا تشدد پریشان کرتا ہے۔

ہاں	نہیں	نہیں کہہ سکتے
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(۲) آپ کیا سوچ رہے ہیں؟ تشدد کو روکا جائے گا۔ (براہ کرم مختصر بیان کیجئے)

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۶۶۔ کسی چیز کی اشتہار بازی میں اکثر و بیشتر مبالغہ آمیزی سے کام لیا جاتا ہے۔ اس کے لئے کیا کرنا چاہئے؟

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۶۷۔ ہمارے بچوں کو چھوڑنا اور اچھی سیرنا دیکھنا، میں برا نہیں سمجھتا۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۶۸۔ میں اپنے دوستوں کو نہیں چھوڑ سکتا یہاں تک کہ اگر وہ مجھ سے برے کام کرنے کے لئے کہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۶۹۔ مجھے یقین ہے کہ میں اپنے مقصد میں کامیاب ہو جاؤں گا۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۷۰۔ وہاں بہت کم اچھی ملازمتیں ہیں جیسے ڈاکٹر، انجنئر اور اسی طرح کے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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چند مزید سوالات و بیان! مہربانی کر کے ان کے جواب اچھے دیں۔

۶۳۔ چند سماجی برائیاں ذیل میں دی گئی ہیں۔ براہ کرم اس کی جاذبیت اور ہونے والے نقصانات کی نشاندہی کریں اور آیا آپ لطف لینا چاہیں گے یا بچنا چاہیں گے یا کچھ نہیں کہا جاسکتا کو مناسب خانہ میں ( ) کے ذریعہ نشان لگائیں۔

سماجی برائی	جاذبیت	ہونے والے نقصانات	لطف لینا	بچنا	کچھ نہیں کہا جاسکتا
(1) سگریٹ پینا					
(2) شراب پینا					
(3) جو اٹھینا					
(4) لڑکیوں سے چھیڑ چھاڑ					
(5) ڈرگس کا استعمال					
(6) شادی سے پہلے جنسی اختلاط میں مبتلا ہونا					

۶۳۔ تمام شہر، لڑائیوں اور قتل کی مسئلہ کا سامنا کرتے ہیں۔ معمولی لڑائیوں کا نتیجہ بھی زخموں میں ہو سکتا ہے۔ بڑے پیمانے پر تشدد و بلوے بہت ہی اتر ہے آپ کی رائے میں (i) تشدد ضروری نہیں ہے کیوں کہ اس مسئلہ کو پر امن طریقہ پر حل کرنا ہر وقت ممکن ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(۲) لوگ جو ہتھیار استعمال کرتے ہیں یا کسی قسم کا تشدد کرتے ہیں کیوں کہ

(الف) وہ سوچتے ہیں کہ وہ مضبوط ہیں

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ب) وہ جانتے ہیں کہ وہ اپنے مخالفین کو فورس استعمال کئے بغیر راغب نہیں کر سکتے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ھ) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)

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۶۰۔ اگر میں یہ دیکھا کہ ایک معصوم شخص سے ناانصافی ہو رہی ہے تو میں

(الف) مداخلت کرتے ہوئے ناانصافی کو روکنے کی کوشش کروں گا

(ب) پولیس کنٹرول روم کو رپورٹ کروں گا

(ج) اس جگہ سے بھاگ جاؤں گا

(د) لڑکے کے لئے اس معصوم شخص سے مل جاؤں گا

(ھ) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)

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۶۱۔ اگر میرے دوست سگریٹ پیتے ہیں تو میں

(الف) سگریٹ نہیں پینے کا مشورہ دوں گا

(ب) ان کے والدین سے شکایت کروں گا

(ج) ان کے ساتھ سگریٹ پینا چاہوں گا

(د) ان کا ساتھ چھوڑ دوں گا

(ھ) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)

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۶۲۔ اگر میں دیکھا کچھ لوگ ناجائز شراب یا ڈرگس (چرس) وغیرہ فروخت کر رہے ہیں، میں

(الف) چیخ و پکار شروع کروں گا

(ب) چور / خطاوار کو پکڑنے کی کوشش کروں گا۔

(ج) فوری پولیس کو اطلاع کروں گا

(د) اس واقعہ سے پریشان نہ ہوں گا۔

(ھ) کوئی دیگر وجوہات (مہربانی فرما کر صراحت کیجئے)

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- (الف) ان کو راغب کروں گا کہ آئندہ ایسا نہ کریں  
 (ب) میری ماں سے بعد میں اس تعلق سے کہوں گا  
 (ج) میرے باپ سے کہوں گا کہ وہ گاڑی غلط چلاتے ہیں  
 (د) خاموش رہوں گا  
 (ه) کوئی دیگر وجوہات (مہربانی کر کے صراحت کیجئے)

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۵۶۔ جب میں یہ دیکھا کہ کچھ لڑکے بس پر پتھر اڑا کر رہے ہیں اور ڈرائیور اور کنڈکٹر کو مار رہے ہیں، میں

- (الف) ان سے کہوں گا کہ ایسا نہ کریں  
 (ب) ان میں شریک ہو جاؤں اور وہی کروں  
 (ج) وہاں سے بھاگ جاؤں اور اپنے کو بچالوں  
 (د) پولیس کو اطلاع دوں (کنٹرول روم)  
 (ه) کوئی دیگر وجوہات (مہربانی کر کے صراحت کیجئے)

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- ۵۷۔ کوئی زخمی شخص کو سڑک پر دیکھا تو، میں  
 (الف) زخمی کی مدد کرنے کی کوشش کروں گا۔  
 (ب) مناسب مدد کے لئے پولیس سے رجوع ہوں گا  
 (ج) اپنے آپ کو بچانے وہاں سے چلا جاؤں گا  
 (د) دیگر لوگوں سے زخمی کی مدد کرنے کی درخواست کروں گا  
 (ه) کوئی دیگر وجوہات (مہربانی کر کے صراحت کیجئے)

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- ۵۸۔ اگر میں یہ دیکھا کہ ایک گاڑی حادثہ کر کے تیز رفتاری سے چلی گئی، میں  
 (الف) پولیس کو اطلاع کرنے گاڑی کا نمبر نوٹ کرنے کی کوشش کروں گا۔  
 (ب) پیچھے سے آنے والے گاڑیوں سے درخواست کروں گا کہ اس خطی کا پیچھا کرے  
 (ج) پہلے زخمی کا علاج کروں گا تب پولیس کو اطلاع دوں گا۔  
 (د) احتراز کرتے ہوئے اس جگہ سے ہٹ جاؤں گا  
 (ه) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)

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- ۵۹۔ اگر میں یہ دیکھا کہ میرے دوست کسی کو پریشان کر رہے ہیں تو میں  
 (الف) ان کو راغب کروں گا کہ ایسا نہ کریں  
 (ب) بغیر سوچے سمجھے پیچھا کروں گا اور وہی کروں گا  
 (ج) ظلم کے شکار کی مدد کرنے کی کوشش کروں گا  
 (د) دیکھوں گا اور مزے لوں گا

(ھ) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)


۵۰۔ اگر میں یہ دیکھا کہ ایک پولیس مین ایک شخص کو مار رہا ہے، میں

- (الف) ایسا نہیں کرنے کے لئے کہوں گا۔  
(ب) مار کھانے والے شخص سے ہمدردی کروں گا۔  
(ج) وہاں سے بھاگ جاؤں گا۔  
(د) اس شخص کو بچانے کی کوشش کروں گا۔  
(ھ) کوئی دیگر وجوہات (مہربانی کر کے صراحت کیجئے)


۵۱۔ اگر میں ایک پولیس مین کو ایک شخص سے رشوت لیتے ہوئے دیکھا تو میں

- (الف) خاموش رہوں گا اور دیکھوں گا۔  
(ب) پولیس مین سے کہوں گا کہ ایسا مت کرنا۔  
(ج) پولیس کنٹرول روم کو اطلاع کروں گا۔  
(د) اس جگہ سے بھاگ جاؤں گا۔  
(ھ) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)


۵۲۔ اگر میں یہ معلوم کیا کہ ایک پولیس مین بیکار بیٹھا اور سگریٹ پی رہا ہے جبکہ قریب میں لڑائی ہو رہی ہے، میں

- (الف) میں چیخ و پکار کروں گا۔  
(ب) چور / قصور وار کو پکڑنے کی کوشش کروں گا۔  
(ج) فوری پولیس کو اطلاع کروں گا۔  
(د) اس واقعہ سے پریشان نہیں ہوں گا۔  
(ھ) کوئی دیگر وجوہات (مہربانی کر کے صراحت کیجئے)


۵۳۔ اگر میں یہ دیکھا کہ کوئی شخص، ایک شخص کو لوٹ رہا ہے، میں

- (الف) میں چیخ و پکار کروں گا۔  
(ب) چور / قصور وار کو پکڑنے کی کوشش کروں گا۔  
(ج) فوری پولیس کو اطلاع کروں گا۔  
(د) اس واقعہ سے پریشان نہ ہوں گا۔  
(ھ) کوئی دیگر وجوہات (مہربانی فرما کر صراحت کیجئے)

۵۵۔ اگر میرے والد، ٹریفک سگنل کی خلاف ورزی کرتے ہوئے بے دھڑک کار چلاتے ہیں تو، میں



اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۳۔ وہ جو پہلی دفعہ جرم کر رہے ہیں، معاف کیا جائے؟ براہ کرم مختصر اپنے جواب کی وجوہات بتلائیے؟

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اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۴۔ پولیس، ججس اور جیل کے حکام، مجرموں سے پیش آنے ایک دوسرے کی مدد کریں۔

۳۵۔ مجرموں کو جبکہ عدالت کے سامنے پیش کریں، ہتھکڑی لگائیں۔ براہ کرم آپ کے جواب کی وجوہات بتلائیے۔ (مختصراً)

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۶۔ جرائم / مجرمین سے نمٹنے کے لئے عدالتوں کی تعداد ناکافی ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۷۔ جرم کا شکار ہونے والوں کو قانون کو اپنے ہاتھ میں لینے کے سوا کوئی چارہ نہیں کیوں کہ موجودہ قانونی نظام بے اثر ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۸۔ اگر میں سینما شو میں یہ دیکھا کہ ایک پولیس مین عوام سے مار کھا رہا تھا، میں

(الف) دیکھ کر خوش ہوا

(ب) پولیس کے لئے افسوس کی بات ہے

(ج) وجوہات کے تجزیہ کی کوشش کی

(د) غور کیا کہ پولیس ایک خطرناک نوکری ہے

(ه) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)

۳۹۔ اگر میں یہ دیکھا کہ لوگ حقیقی زندگی میں ایک پولیس مین کو مار رہے ہیں؟ میں

(الف) مداخلت کروں گا اور پولیس مین کو بچاؤں گا

(ب) پولیس مین کو مارنے لوگوں میں مل جاؤں گا

(ج) دیکھ کر خوش ہوا

(د) پولیس کنٹرول روم کو اطلاع کروں گا

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(۳) آپ کے تجربے سے آپ کیا سوچتے ہیں کہ اگر یہ واقعہ آپ کے قریب جہاں آپ رہتے ہیں واقعاً کیا ہوگا۔

۳۷۔ ہندوستان کا قانونی نظام سو سال پرانا ہے اور موجودہ حالات سے بالکل میل نہیں کھاتا۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۸۔ جج، بیرونی دہا کی بنا پر فیصلے صادر نہ کریں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۹۔ عدالتی مقدمات میں تاخیر کی وجہ سے مجرمین نڈر ہوتے جا رہے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۴۰۔ قیدیوں سے نمٹنے وقت جیلروں کو مہربان ہونا چاہئے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۴۱۔ مجرموں کو قید کی سزا کس لئے دی گئی۔

(الف) اصلاح کے لئے یا (ان کے رویہ میں بہتری کے لئے)

(ب) سزا (ان کو تکلیف دینے کے لئے)

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۴۲۔ مجرمین بار بار جرائم کر رہے ہیں ان سے سختی سے پیش آنا۔ براہ کرم آپ کے جواب کی وجوہات بتلائیے؟

(ک) کسی مسئلہ کو حل کرنے کے لئے ان کا بس آگ بھانے جیسا عمل ہوتا ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ل) آگے کی منصوبہ بندی کے لئے کوششوں کی کمی

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۳۔ عام طور پر پولیس کا رول منفی ہوتا ہے۔ اس لئے وہ عوام دوست نہیں ہوتی۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۴۔ عوام، پولیس سے بہت زیادہ مدد/اعانت کی توقع رکھتے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۵۔ عوامی توقعات کو پورا کرنے کے لئے پولیس قانونی دائرے کے باہر اکثر و بیشتر کام کرنے کے لئے پہچانی جاتی ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۶۔ (۱) فرض کیجئے آپ نے ایک پولیس والے کو کسی شخص کو پکڑتے ہوئے دیکھا ہے جو ایک دکانے کوئی چیز لے کر بھاگ رہا ہے۔ براہ کرم بتلائیے کہ کیا کیا جائے گا۔

(الف) پولیس والا اس شخص کو پھینکتا ہے اور اسے جیل میں بند کر دیتا ہے۔

ہاں	نہیں	کچھ کہا نہیں جاسکتا
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(ب) اس شخص پر عدالت میں مقدمہ چلایا جاتا ہے۔

ہاں	نہیں	کچھ کہا نہیں جاسکتا
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(ج) وہ شخص عدالت میں ایک وکیل رکھے گا جو گواہوں پر جرح کرے گا اور اس کی صفائی میں بحث کرے گا۔

ہاں	نہیں	کچھ کہا نہیں جاسکتا
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(د) جج اس بات کا کہ اس شخص نے کوئی چیز چرائی ہے اس وقت فیصلہ نہیں کرے گا جب تک کہ اس کے کیس کی سماعت نہ کرے۔

ہاں	نہیں	کچھ کہا نہیں جاسکتا
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(ه) پولیس والا یا تو چور سے یا مالک دکان سے رشوت لے گا۔

ہاں	نہیں	کچھ کہا نہیں جاسکتا
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(۲) مذکورہ بالا واقعات ہمیں آپ کیا سوچتے ہیں کہ کیا ہونا چاہئے۔

(الف) کئی کئی گھنٹے ڈیوٹی اور انہیں ہفتہ واری تعطیل کاملنا بھی یقینی نہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ب) ان کی کم تنخواہیں اور خراب حالات زندگی۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ج) پولیس کے نظام میں اصلاحات کا نہ ہونا

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(د) ان کے معمولی شرائط کار

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ه) سماجی اقدار میں انحطاط

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(و) سیاست دانوں کی جانب سے روز افزوں بڑھتی ہوئی مداخلت

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ز) عوام کی جانب سے پولیس کی عدم ستائش

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ح) پولیس اور عوام کے درمیان بڑھتی ہوئی تلخ

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ط) پولیس سٹم میں رشوت ستانی

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ی) پولیس عہداروں کو ناکافی ٹریننگ

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۳۰۔ آپ کی رائے میں پولیس کے خراب برتاؤ کی وجوہات کیا ہیں؟  
(الف) کانسٹیبل، جن سے ہمارا زیادہ تر سابقہ رہتا ہے کم، تعلیم یافتہ ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ب) پولیس ٹریننگ سے وہ سخت بن جاتے ہیں مگر انسانیت سے دور ہوتے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ج) پولیس ہر کسی کو شک کی نظر سے دیکھتی ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(د) مختلف کاموں کی وجہ سے پولیس پر زیادہ بار پڑ گیا ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ھ) کوئی دیگر وجوہات (براہ کرم صراحت کیجئے)

۳۱۔ پولیس والوں کے خاندان اذیت جھیلے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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براہ کرم (مختصراً) اپنے جواب کی وجوہات بتائیے۔

۳۲۔ پولیس کی کارکردگی بری طرح متاثر ہوتی ہے، جس کی وجہ ہے

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں۔	شدید اختلاف کرتا ہوں
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۲۵ پولیس خاٹیوں کو سزا دینے کے لئے وارداتوں کا بہتر طور پر سراغ لگاتی ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۲۶ پولیس جرم کے شکار لوگوں کی دیکھ رکھ نہیں کرتی۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق نہیں کرتا	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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۲۷ پولیس کو سادے کپڑوں میں گھومنے کی بجائے ڈیوٹی کے وقت یونیفارم میں رہنے کی ضرورت ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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براہ کرم (مختصراً) اپنے جواب کی وجوہات بتائیے۔

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۲۸ ہو سکتا ہے کہ پولیس عوام بشمول مجرمین کو مارے بیٹے نہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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براہ کرم (مختصراً) اپنے جواب کی وجوہات بتائیے

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۲۹ یہ بہتر ہوگا کہ اگر پولیس دوستانہ رویہ اختیار کرے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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براہ کرم (مختصراً) اپنے جواب کی وجوہات بتائیے۔

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اس سے پر زور طور پر اتفاق کرتا ہوں۔	اتفاق کرتا ہوں۔	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ب) پولیس والے لاپچی ہیں اور تمام موقعوں کا استعمال کرتے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ج) پولیس والوں کا احساس شرم رخصت ہو چکا ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(د) پولیس والے رشوت کو اپنے زائد فرائض اور پر خطر زندگی کا بدل سمجھتے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ه) کوئی دیگر وجہ (براہ کرم صراحت کیجئے)

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پولیس موقع واردات پر وقت پر پہنچتی ہے۔

۲۱

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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براہ کرم (مختصراً) اپنے جواب کی وجوہات بتائیے۔

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پولیس، کیس کی مکمل طور پر چھان بین کے لئے دلچسپی دکھاتی ہے۔

۲۲

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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بحرین سے نمٹنے وقت پولیس کو زبردست خطرہ سے دوچار ہونا پڑتا ہے۔

۲۳

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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پولیس والوں کے لئے بہتر ہے کہ وہ اپنے پولیس اسٹیشنوں میں بیٹھنے کی بجائے گھوم پھر کر لوگوں سے ملاقات کریں۔

۲۴

اس سے پر زور طور پر اتفاق کرتا ہوں۔	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ب) میرے تاثرات کی بنیاد (اگر ضروری ہو تو، ایک سے زائد ذریعے پر) (لگائیے) ہے۔

سینما	ٹی وی	اخبارات	ذاتی تجربہ	ذاتی مشاہدہ	دوسروں سے سنا گیا	دیگر ذرائع
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(الف) پولیس شدید دباؤ میں کام کرتی ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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(ب) میرے تاثرات کی بنیاد (اگر ضروری ہو تو، ایک سے زائد ذریعے پر) (لگائیے) ہے۔

سینما	ٹی وی	اخبارات	ذاتی تجربہ	ذاتی مشاہدہ	دوسروں سے سنا گیا	دیگر ذرائع
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(الف) پولیس رشوت خورد بد عنوان ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں۔	اتفاق کرتا ہوں۔	کچھ کہا نہیں جاسکتا۔	اختلاف کرتا ہوں۔	شدید اختلاف کرتا ہوں
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(ب) میرے تاثرات کی بنیاد (اگر ضروری ہو تو، ایک سے زائد ذریعے پر) (لگائیے) ہے۔

سینما	ٹی وی	اخبارات	ذاتی تجربہ	ذاتی مشاہدہ	دوسروں سے سنا گیا	دیگر ذرائع
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ملک کے تمام محکمہ جات میں رشوت ستانی کا بازار گرم ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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دیگر محکمہ جات کے مقابلے میں پولیس میں رشوت ستانی اتنی نہیں ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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سماج بد عنوان ہو سکتا ہے مگر پولیس والوں کو بد عنوان نہیں ہونا چاہیے۔

اس سے پر زور طور پر اتفاق کرتا ہوں۔	اتفاق کرتا ہوں	کچھ کہا نہیں جاسکتا	اختلاف کرتا ہوں	شدید اختلاف کرتا ہوں
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براہ کرم (مختصراً) اپنے جواب کی وجوہات بتائیے۔

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آپ کی رائے میں پولیس میں رشوت خوری کی وجوہات کیا ہیں۔

(الف) پولیس والوں کو کم تنخواہ دی جاتی ہے۔




سب انسپکٹرز آف پولیس (ایس آئی)

سپرٹنڈنٹ آف پولیس (ایس پی)

ہیڈ کانسٹیبل آف پولیس (ایچ سی)

اپنی انسپکٹرز جنرل آف پولیس (ای آئی جی)

انسپکٹر (انسپکٹر)

۶۔ عام طور پر ایک پولیس کانسٹیبل ایک دن میں کتنے ڈیوٹی انجام دیتا ہے۔

۷۔ ایک پولیس کانسٹیبل کی ماہانہ تنخواہ تقریباً..... روپے ہے۔

۸۔ عام طور پر ایک پولیس کانسٹیبل کو..... سال بعد اگلے عہدے پر ترقی ملے گی۔

۹۔ پولیس کانسٹیبل اور ہیڈ کانسٹیبل، جملہ جمعیت پولیس کا..... فیصد ہوتے ہیں۔

۱۰۔ میں پولیس کے بارے میں مزید معلومات حاصل کرنا چاہتا ہوں۔

بڑی حد تک	قابل لحاظ حد تک	کچھ حد تک	دلچسپی نہیں رکھتا۔
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۱۱۔ آپ کے مطابق، پولیس کا کیا رول ہونا چاہئے۔

(براہ کرم ۵ میں صراحت کی جائے)

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۱۲۔ (الف) پولیس عوام کی امداد ہے۔

اس سے پر زور طور پر اتفاق کرتا ہوں۔	اتفاق کرتا ہوں۔	کچھ کہا نہیں جاسکتا۔	اختلاف کرتا ہوں۔	شدید اختلاف کرتا ہوں۔
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(ب)۔ میرے تاثرات کی بنیاد (اگر ضروری ہو تو) ایک سے زائد ذریعہ پر ( لگائیے) ہے۔

سینا	ٹی وی	اخبارات	ذاتی تجربہ	ذاتی مشاہدہ	دوسروں سے سنا گیا	دیگر ذرائع
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۱۳۔ (الف): عوام، پولیس میں شکایت / شکایات کو درج کرانے سے گھبراتے ہیں۔

اس سے پر زور طور پر اتفاق کرتا ہوں۔	اتفاق کرتا ہوں۔	کچھ کہا نہیں جاسکتا۔	اختلاف کرتا ہوں۔	شدید اختلاف کرتا ہوں۔
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(ب)۔ میرے تاثرات کی بنیاد (اگر ضروری ہو تو)، ایک سے زائد ذریعہ پر ( لگائیے) ہے۔

سینا	ٹی وی	اخبارات	ذاتی تجربہ	ذاتی مشاہدہ	دوسروں سے سنا گیا	دیگر ذرائع
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۱۴۔ (الف) پولیس والے معروف لوگ ہوتے ہیں۔

## نوبالغ طلبہ کے لئے سوال نامہ

نشان سلسلہ.....

اس سوال نامہ کا مقصد پولیس کے ذریعہ نظم و ضبط کے قیام و متعلقہ نظاموں کے تعلق سے نوبالغ طلبہ کے احساسات معلوم کرنا اور جرائم سے ان کے متاثر ہونے کا اندازہ لگانا ہے۔

عام ہدایات: پولیس کے ذریعہ نظم و نسق کے قیام، سر زمین کے قانون اور نوبالغین کے تعلق خاطر کے بارے چند بیانات / صورت حالات ذیل میں دی گئی ہیں۔ براہ کرم متعلقہ خانے (Box) میں جہاں آپ کو ”پر زور طور پر اتفاق کرتا ہوں“، ”اتفاق کرتا ہوں“، ”کچھ کہا نہیں جاسکتا“، ”اختلاف کرتا ہوں“ اور ”شدید اختلاف کرتا ہوں“، استعمال کرنے کا اختیار دیا گیا ہے۔ ہم اس مخصوص بیان کے بارے میں آپ کے اتفاق یا اختلاف کی شدت جاننے میں دلچسپی رکھتے ہیں۔ اس لئے اگر بیان سے آپ پر زور طور پر اتفاق کرتے ہیں تو ”پر زور طور پر اتفاق کرتا ہوں“ پر (✓) نشان لگائیے اور اگر آپ بیان سے شدید اختلاف کرتے ہوں تو ”شدید اختلاف کرتا ہوں“ پر (✓) نشان لگائیے۔ اس صورت میں آپ اپنے جواب کے تعلق سے کوئی قطعی رائے قائم نہیں کر سکتے تو آپ ”کہا نہیں جاسکتا“ پر (✓) نشان لگائیے۔ ”اتفاق“ سے عمومی اتفاق اور ”اختلاف“ سے عمومی اختلاف مراد ہے۔ بعض دوسرے بیانات میں آپ سے درخواست کی جاتی ہے کہ آپ جواب کی وجوہات بیان کریں۔ ایک لمحے کے لئے غور کیجئے اور اس طرح بیان کرنے کی وجوہات کا اختصار کیجئے جو ہمارے لئے بڑی قدر و قیمت کی حامل رہیں گی۔ براہ کرم یاد رکھیے کہ اس کے لئے کسی وقت کا تعین نہیں کیا گیا ہے لیکن آپ سکون سے بیٹھ جائیے اور کسی سے مشورہ کئے بغیر اس سوال نامہ کی تکمیل کیجئے۔ ہم آپ کے حقیقت پر مبنی جوابات کے انتظار میں ہیں۔

۱۔ میں پولیس والوں سے ملتا ہوں اور بات کرتا ہوں۔

اکثر	کبھی کبھی	شاذ و نادر	کبھی نہیں
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۲۔ میرا ایک واقف کار پولیس میں ہے۔

ہاں	نہیں
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۳۔ میرے شہر (نام)..... کی آبادی تقریباً

۲۰ لاکھ سے کم	۲۱ لاکھ تا ۳۰ لاکھ	۳۱ لاکھ تا ۴۰ لاکھ	۴۱ لاکھ تا ۵۰ لاکھ	۵۰ لاکھ سے زائد
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۳۔ میرے شہر (نام)..... میں جمعیت پولیس کی تعداد تقریباً

۲۵۰۰	۵,۰۰۰	۱۰,۰۰۰	۲۰,۰۰۰	۳۰,۰۰۰	۵۰,۰۰۰	کچھ کہا نہیں جاسکتا۔
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۵۔ براہ کرم، مندرجہ ذیل پولیس کے عہدوں (rank) کی سیناریاں بتائیے۔ سب سے چھوٹے عہدے کے لئے (۱) لکھیے۔ اس سے ذرا بڑے عہدے کے لئے (۲) لکھیے اور اس طرح لکھتے ہوئے سب سے بڑے عہدے کے لئے (۵) لکھیے۔

LIST OF SCHOOLS (Preferably Co-Educational) in \_\_\_\_\_ City.

S.n o.	Name of the School & Address	Name of the Principal & Telephone No	Academic Session from to	Name of classes taught eg. Cl I to X or I to XII, and like
a) 01.	<b>ELITE SCHOOLS (English Medium)</b>			
02.				
03.				
b) 01.	<b>English medium schools with special <u>emphasis on Indian Culture</u></b>			
02.				
03.				
c) 01.	<b><u>Regional medium</u> : Government/Municipality run schools <u>in normal localities</u></b>			
02.				
03.				
d) 01.	<b><u>Regional medium</u> : Govt./Munc. run schools located in <u>Crime prone areas.</u></b>			
02.				
03.				
e) 01.	<b><u>Kendriya Vidyalayas</u> :</b>			
02.				
03.				

Date :

(Signature)

Name :

Degn. :

## BASIC DATA OF THE SCHOOL UNDER STUDY

1. Name of the School : .....

2. Postal address &amp; Telephone No, if any : .....

.....

.....

3. Name of the Principal/Head Master : .....

.....Tel.No.....

4. School System :  C.B.S.E.  I.S.C.E.  State Board 5. Type of School :  Government  Local Bodies  
e.g. Municipal  
 Unaided private school  Aided by Government 6.(i) Classes taught in the School :  Cl. I to X  Cl. I to XII (ii) In class IX, 

	Boys	Girls	
No. of students	<input type="text"/>	<input type="text"/>	No. of Sections <input type="text"/>

(iii) In class XI (if exists), 

	Boys	Girls	
No. of students	<input type="text"/>	<input type="text"/>	No. of Sections <input type="text"/>

Science Stream : No. of students   No. of Sections Commerse Stream: No. of students   No. of Sections Humanities Stream: No. of students   No. of Sections Other  No. of students   No. of Sections 7. Medium of Instruction:  English only  English & \_\_\_\_\_  
\_\_\_\_\_  Only \_\_\_\_\_

8. Total sanctioned no. of teachers in the School :
9. Total enrolled no. of students in the School : Boys  Girls
10. School session  to   
 Dusshara/\_\_\_\_\_ break:  to   
 Winter break :  to   
 Summer break :  to

11. Motto or any other information worth mentioning about the institution:  
 .....  
 .....  
 .....

Place :

Date :

( Signature )

**For use by Researcher**

- (i) Name & Designation of the : .....  
 police official assigned  
 .....  
 .....
- (ii) Dates on which sessions : .....  
 were held  
 .....  
 .....
- (iii) Total no. of sessions held : .....
- (iv) Remarks : .....

### BASIC PARTICULARS OF POLICE OFFICIALS WHO ARE TO CONDUCT INTERACTIVE SESSIONS WITH STUDENTS

1. Name : ..... 2. No. (if any) .....

3. Present Designation : .....

4. (i) Educational qualifications : .....

(ii) Languages well conversant : .....

5. Length of service in Police: Present rank.....yrs.

Previous rank .....yrs.

Earlier, if any .....yrs.

6. Work experience, in brief:

.....  
.....  
.....  
.....  
.....

7. Teaching experience, if any : .....

.....

8. Would you like to take up interactive sessions with students  Yes  No  Can not say

9. Please indicate reasons for your answer to Qs.8 above.

.....  
.....  
.....

(Contd.. on next page)

\_\_\_\_\_ city

## NUMBER OF PERSONS ARESTED IN THE YEARS 1995,1996 &amp; 1997

S.No.	Head	Total No. of Persons Arrested			Juveniles (Boys below 16 & girls below 18 years)			Young Adults (Boys : 16 to 21 girls : 18 to 21 yrs.)		
		1995	1996	1997	1995	1996	1997	1995	1996	1997
01.	Murder									
02.	Attempt to murder/C.h. not amounting to murder									
03.	Robbery/Dacoity/Preparation									
04.	Riots									
05.	Assault on Public servant									
06.	Rape									
07.	Molestation/Sexual harassment									
08.	Hunt/Greivous Hunt									
09.	Cruealty by husband/relatives									
10.	Burglary									
11.	Motor Vehicle theft									
12.	Pick Pocketing									
13.	Other thefts									
14.	Other IPC cases									
	<b>Total IPC cases</b>									
15.	N.D.P.S. Act									
16.	Excise Act									
17.	Prohibition Act									
18.	Arms Act									
19.	Gambling Act									
20.	Indian Rly. Act									
21.	Prevention of Imm. Trafficing									
22.	_____									
23.	_____									
24.	Other S.L.L. Acts									
	<b>Total S.L.L. cases</b>									
	<b>Grand Total</b>									

(Signature)

Date :

Name :

Deqn. :

### STUDY ON POLICING & ADOLESCENT STUDENTS

Kindly answer the following questions :

1. What do you think are the impressions of the adolescents students about police ?

.....  
.....  
.....  
.....

2. Have you ever made any specific effort to interact with students and know their impressions? If yes, what are the efforts made?

.....  
.....  
.....  
.....

3. What measures have you taken about student development in the recent past?

.....  
.....  
.....  
.....

4. What are your experiences with the student community?

.....  
.....  
.....  
.....

5. What do you wish to do to promote better student-police relations?

.....  
.....  
.....  
.....



6. Why do you think it is necessary to promote better student-police relations?

.....  
.....  
.....  
.....

7. Do you think some sort of police-student club, similar to Scouts and Guides or NCC, is needed in the modern days? If yes, please suggest some outline for such a club/group.

.....  
.....  
.....  
.....

8. Would it be possible to dedicate one official, say a Head Constable or a S.I. to each or some Higher Secondary Schools located in your jurisdiction so that the police official could interact better and take classes on topics of police interest to the students (as is being done in many parts of the USA)? If yes, please indicate some workable plan.

.....  
.....  
.....  
.....

9. What do you mean by a proactive policing approach for student development?

.....  
.....  
.....  
.....

Name :

Degn. :

Date :

Years of Service  
in Police :

Address for Correspondence :

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Telephone No. \_\_\_\_\_ (O), \_\_\_\_\_ (R)

.....  
.....  
.....  
.....  
.....  
.....  
.....

10. If wishes to take up sessions with students, what facilities would you like to have?

.....  
.....  
.....  
.....

11. Any other information you wish to state?

.....  
.....  
.....  
.....

Place :

Date :

( Signature )

.....

**For use by Researcher**

**Assessment:** .....

.....  
.....

**For Research**  
**RT-9**

**Ph. D. Programme in I.I.T., Delhi.**

**Draft Module for Interactive Sessions**

**between**

**Police Officials and Adolescent Students**  
**(Research Tool)**

Prepared by

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**June, 1998**

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## **MODULE FOR INTERACTIVE SESSIONS BETWEEN POLICE OFFICIALS AND ADOLESCENT STUDENTS**

### **OBJECTIVES**

1. To develop appropriate attitude in adolescent students towards the police and policing system by adopting a proactive policing approach.
2. To make them aware of the constraints of the police in performing their duties (over all social scenario vis-a-vis role of police).
3. To acquaint them with the Law of the land and Jail system.
4. To help them appreciate that they should not fall prey to -
  - (a) pressures from peer-group, media and anti-social elements;
  - (b) damages of social evils like smoking, drinking, gambling, use of drugs, etc. and
  - (c) undue anxieties over choice of career etc.
5. To prepare them to respond positively to the societal issues and situations demanding their intervention.

**DRAFT MODULE  
FOR INTERACTIVE SESSIONS BETWEEN  
POLICE AND ADOLESCENT STUDENTS**

**Guidelines to the police officials assigned for interaction**

1. *The sessions are meant to give an objective view on various issues about police and the law of the land, which might be bothering the young adults. As such, the officials' effort should be to speak facts rather than trying to impose any personal views on the young mind.*
2. *Broad outlines of an issue would suffice unless the students ask for more details. Even when students ask for details, care may be taken not to load them with too many details and instead, the curiosity of the child be sustained.*
3. *At the beginning of each session, police official may please briefly recall what was taught in the previous session and whether they have anything more to say or seek clarification.*
4. *After briefly reviewing what was discussed on the previous occasion, police official is to ascertain the extent of awareness of students about the topic-to-be-discussed. There is no point telling the young adults what they already know. We may have to at best correct/clarify wrong impressions, if any, that they carry.*
5. *It is preferable to have interactive sessions rather than monologues from the police officials. Police officials may keep encouraging the students to speak out their experiences - good and bad - about the topic being discussed. Some of the situations and questions mentioned in the questionnaire could be taken up for discussion in the class.*
6. *In case of any prolonged discussions on a topic, the police official may spare extra time in the next session (in any case, not to detain students beyond the class timing).*
7. *The police officials should not give an impression that he/she is there to convert or transform the mind of the student. It is for the student to take a view of his/her own about the issues that are discussed.*
8. *The police officials may add some case studies/examples from local police set-up, which would be of interest to the students.*

9. *Though it is desirable to complete the module within stipulated sessions, extra time/ session may be given where the students show particular interest and seek more clarifications. Police official is requested not to rush through, lest the students may get an impression that it was all a cover-up or a mere formality.*
10. *After each class, a proper note may please be maintained by the police official about what happened in the class, what were the questions raised and how far the students took interest in the topic. This note shall be very useful in ultimately re-shaping the module and including required details about a particular topic.*
11. *The police official may try and maintain a helping attitude not only in communicating the contents of the lectures but also in helping/assisting the young adolescent to sort out his/her other concerns and anxieties.*
12. *Utmost cooperation may be enlisted by the instructors from the school authorities, particularly the class teachers. They may informally seek from time to time, feedback about reactions of the students from the class teachers.*
13. *As sessions progress, the police official would be able to categorise the participating students - interested in the sessions, not interested in the sessions, having certain concerns of their own (in this regard, UVCT problem identification Questionnaire and resultant suggestions may be helpful) and the like. Police officials may try for individualistic approach, where necessary and possible.*
14. *In case of students with serious problems, police official may first draw the attention of the class teacher/principal and thereafter, if need be, the parents/guardian of the student.*
15. *The theme of the research is 'proactive policing approach', which means 'planning far ahead' and equipping the target population with the needed wherewithal to face the anti-social elements/situations and to cope up with such circumstances which would, otherwise, draw the individual to paths of crime.*

## SESSION - I

### ICE-BREAKING SESSION

#### Brief introduction of the police official by Principal/Class teacher

*Police official to give his opening remarks by saying 'he is glad to be with the students; police greatly value the adolescent students and hope to assist them in building their future.. . Present effort is to give a proper perspective to them about the role of police, legal courts and jails. Also to tell them something more what they would like to know. The students are asked to freely interact and seek clarifications whenever they wish. The students are free to interrupt the lecture and ask their question, if necessary. They are also free to meet the police official outside the class and seek any help/clarification.*

Thereafter, the participants may be asked to narrate their experiences, if any, with police. (Principal/class teacher may be requested to stay on).

Have they done anything by way of follow-up?

A brief analysis of good & bad experiences may be made

*PO to please take notes of all those points rather quickly and in short form to be developed later. Students may not be given an impression that a police official is noting down what all they are narrating.*

*PO to assure the students that in the ensuing classes all those issues shall be addressed to.*

What else do they know of police and other legal system?

What more they wish to know ?

*(PO to hand over Format No.I to students and request them to fill up and bring it to the next session. Students may be asked to record their own view rather than doing so after consulting others) Then PO talks about various other connecting issues which the young adults ought to know for having a realistic view about themselves and the society. PO may indicate what the topics would be of the interactive sessions. He may mention that more topics can be added after perusing their inputs through format I. He may also mention about some possible visits to police station, judicial courts, traffic junctions etc.*

*Po to try and show a suitable film if possible, on Police-Public Relations or Police and children.*



## SESSION - I

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*PO to assure the students that in the ensuing classes all those issues shall be addressed to.*

What else do they know of police and other legal system?

What more they wish to know ?

*(PO to hand over Format No.1 to students and request them to fill up and bring it to the next session. Students may be asked to record their own view rather than doing so after consulting others) Then PO talks about various other connecting issues which the young adults ought to know for having a realistic view about themselves and the society. PO may indicate what the topics would be of the interactive sessions. He may mention that more topics can be added after perusing their inputs through format I. He may also mention about some possible visits to police station, judicial courts, traffic junctions etc.*

*Po to try and show a suitable film if possible, on Police-Public Relations or Police and children.*

## SESSION - II & III

### STRUCTURE OF THE POLICING

P.O. to please pick up 2 or 3 students from those who are present in the class and ask which is their nearest police station and whether they know the name of the police station I/c. Ask the names of the police officers they have known and also ask in what context they have heard about those police officers *PO to make a note of the context. If not those 2 or 3 students, may please check whether anyone in the class know names of any police officers and in what context.*

How about judges and jailors?

Has any one saw a police station or a court or a jail? If yes, what have they seen?

*PO to mak a note of the responses.*

*PO may say 'let us first know what the structure of police force is' and continue to mention.*

- 'Those officials whom you normally see on roads are constables... Head constables... Sub-Inspectors... who really constitute the field staff... Constables and Head Constables constitute 85% of the total police force.'

City is divided into \_\_\_\_\_ police stations. *PO to fill up.*

In each police station. one Inspector of Police is I/c... known as Station House Officer (SHO). A very important position in Police set-up.

The SHO is assisted by SIs/ASIs

----- HCs and

----- Constables

Due to inadequacy of staff and to perform auxillary duties, services of Home Guards are also enlisted.

Police are present in smaller cities and rural areas also.

*PO to clarify the distinction between `a constable' and `a Home Guard'*

Constable

Full time job

- on permanent strength
- fully trained

Badges vary

Eg. D.P. (Delhi Police)

D.H.G. (Delhi Home Guard)

Home Guard

Part-time job; could be doing some other job also.

- / temporary appointments
- / only basic training

Brief introduction to rank structure and badges of rank - Const., HC, ASI, SI, Insp. DSP, SP, DIG, IGP, DGP.

In Metropolitan cities where commissionerate of Police system exists, senior officers are known as ;

Asst. Commissioners of Police/Sub-Divisional Police Officers /Dy. Supdt of Police

Deputy Commissioners of Police/District Superintendents of Police

Addl. Commissioners of Police/Dy. Inspector General of Police

Commissioner of Police/Director General of Police/State I/c

*Hierarchical chart to be shown*

**Working of a Police Station**

Each police station is divided into divisions and beats -

Efforts of police is to extend protection to Life and Property round the clock i.e., all 24 hours in a day.

*Children to be asked whether there is any particular hour that can be free from crime (brief discussion to ensure.)*

Vulnerable timings for crime -

a) Material loss

- night time when people are asleep
- day time when men folk and even women go out for work

b) Injury to person

- when people are awake -
- sudden tensions & fights -
- evening hours - drunken brawls
- day time - heat and dust!

Types of duties for personnel in a police station -

Night patrolling -

Day patrolling -

Picket duty - Staying and checking at fixed places

Point duties at market places and educational institutions -

Record keeping & stock maintenance of case properties

Sentry duty

Daily dairy and Reporting room duty

Escort duty : producing arrested persons in courts

Investigation work

Other Law and Order duties to take care of :

Strikes

Demonstrations

Protest rallies

'Chakkajams' (Road Blocks)

Any problem in any part of the state can become a Rally/Demonstration in the capital? To draw focus of media & political bosses

Total police station strength vis-a-vis population of city, floating population. *PO to encourage a brief discussion in order to subtly indicate how inadequate is police force, particularly when the people lack civic sense and crave for their rights without performing their duties.*

A brief mention may be made of situation in developed countries - **should we make the laws strict and highly punitive?**

eg. traffic challans costing a fine of 50/100 dollars for throwing waste on roads or urinating in public places or wrong parking

**In other words, we should be first of all dutiful, exhibit civic sense and respect law of the land.**

*PO to also name important police personnel of the city - location of police Head Quarters, Dist. Police Chief HQs, PCR, Local Police Station and like.*

- **Other wings of police are**

- i) Traffic Department: No. of policemen vis-a-vis No. of vehicles
- ii) Crime Branch - Important cases to be investigated
- iii) Special Branch - Collection of intelligence
- iv) Security - VVIP security and general security

- v) Armed Police Reserve - for large scale law and order duties
- vi) Police Control Room - To attend calls from public on telephone No. 100

**PO to stress on the advisability of calling the Police Control Room : Advantages**

Seperate set-up with specific job of attending a call

Toll - free telephone; a number of telephone lines functioning at a time ensuring easier accessibility

Availability of wireless net work between control room and police stations and mobile patrol cars.

Better mobility and thus able to rush to the spot at a faster pace

Be careful before making a crank call to Police Control Room. Call-trace-back facility exists!

Eg. Hoax calls about time bombs;  
Kidnapping calls,  
Threat to VVIPs.

Any thing else?

***PO may speak about, in brief, any other special units that exist in that city.***

SESSION - IV & V

COMPLAINTS TO POLICE AND THE COURSE OF ACTION

1. Complaint to Police Control Room by telephone (usually 100)

Control Room Van reaches the spot and tackles, If need be, it waits till local police arrive

Alerts the local police  
Local police proceed to the spot & takes over the case

2. Complaint (oral/written) to police official on move

may be able to give temporary relief, but follow-up action is not definite

3. Information given in Police Station -

Will police record ?

*Why not? PO to indicate the contingencies. Possibly, it could also be due to the reluctance of Police Officers for fear of statistics and need to explain increase in crime! At this stage, problems experienced by public may be discussed and analysed. If not registered, what to do? complain to senior officers?*

Recording the complaint:

- (i) Daily Diary ('Roj namcha'): Time to time logging of important activities of the police station - movement of force, arrest of persons, complaints made in police station, it is maintained continuously for every 24 hours;

- (ii) FIR (First Information Report) Register to record all cognizable offences

What are cognizable offences? : (A brief discussion may be encouraged by P.O.)

What about non-cognizable offences?: NCR (Non-cognizable Reports) register?

- 60% of complaints reaching a police station are of non-cognizable nature!

- Time taken in dealing with non-cognizable complaints : P O to briefly explain

- Difficulty in saying 'no' to non-cognizable complaints.

Copy of DD entry report or FIR to be given to complainant.

Importance of documentation in police - unavoidable times-loss!

Parties seeking compromise to avoid legal battles?

tempers cool down by then?

A) Presence of duty officer at police station

- to attend to complainants and visitors -
- System of sending out officers on call -
- How about too many complaints and too many calls?
- Delay in attending the calls?
- Priorities to different types of calls?

B. Investigation of cases - collection of evidence  
&  
Arrest of culprits

Bailable —> police officers release the culprit on bail.

Non-bailable —> Only a magistrate can give bail; police are to put up the accused before the court

Most difficult part - Collection of evidence -

*PO to briefly enumerate the problems - accused hardly cooperates recovery of stolen material or weapon of offence, tracing the other associates of accused and filling the gaps -)*

Human Rights Violations?

*PO should categorically say that Police wants none to be beaten up - we avoid - we are taking to Scientific investigation - still some failures are unfortunate;*

*PO to also mention of custodial deaths and punishments meted out to the erring police officials - arrest and imprisonment! Loss of job!*

Investigation of cases - inadequate time and facilities to the police officers; in some places, same officers are also to perform law and order duties

Burden of number of cases - Investigation officers generally handle 20 to 30 cases at a time! Efforts are usually made to close petty cases and concentrate on important cases. But, how about unhappiness of complainants of those petty cases - a cycle theft is an important case for a poor cycle owner?

C. Cases registered by police under Special and Local Laws (SLL):

For drinking in public places

gambling

use/sale of drugs

ticketless travelling

protest rallies

violation of prohibitory orders, etc.

under more than 1400 Acts/Sections of SLL

D. After investigation, sending up the case to court

- a) for trial - 50% to 70%
- or
- b) as untraced - 20 to 40%  
(no clue for culprits)
- or
- c) for cancellation - 5% to 10%  
(complaint is false or motivated)

**It is the judiciary to give final verdict.**



## SESSION - VI

# VISIT TO A POLICE STATION & OFFICE OF THE DISTRICT POLICE CHIEF

*PO to arrange a bus (cost shall be paid by the researcher)*

### In police station, to show

*(the Station House Officer to please take them around. PO to accompany and keep noting down the questions that are being asked by the students. Better it is done in 2 batches, each of 20 students. Two officers could conduct them simultaneously - one batch to start from one end while the other from other end; or one behind the other with 10 minutes gap)*

- a) Duty officer's room
- b) SHOs room
- c) Complainant's waiting room
- d) IOs room
- e) Lock-up
- f) Sentry
- g) Daily dairy register
- h) First information register
- i) Record room
- j) Malkhana
- k) Constables' barracks
- l) Women police officers
- m) Wireless room

### In District Police Chief's Office, to show

- a) District wirelsss room, if any
- b) Computers room, if any
- c) Complainants section and general waiting room -
- d) any other place of interest

District Police Chief to give them a brief talk -

how keen is police to improve their performance -

how concerned are they about welfare of adolescents

how much they value public cooperation

how adolescents can help police

- i) they themselves behaving in a dutiful manner, and
- ii) give information about anti-social elements & activities (through an unsigned letter, sent by post, to the Dist. Police Chief by name!)

DCP may conclude by saying

**"the ensuing `interactive sessions are hoped to help them understand policing better and improve their own security consciousness, and that they are welcome to see him any time with or without any problem."**

(SP/DCP may like to give some light refreshments to students.)

## SESSION VII

# LEGAL SYSTEM AND JAILS

*PO to please seek views of participants about their visit to police station and office of Dist. Police Chief (make a careful note of points). Next topic starts :*

### Police investigate the complaints/cases :

- collect evidence
- arrest the culprit
- put up the challan before the court
- dispose of the complaint/case as closed/untraced/concelled.

Trial is to be conducted by the court :

**Role of the Prosecution wing vis-a-vis Defence Lawyers,**

**Various courts : *Seperation of Prosecution from Police : Advantages & disadvantages***

1. Supreme Court : in National Capital
2. High Court : in State - Capital
3. Sessions Judges/Additional sessions judges  
Chief Metropolitan Magistrates ] *Total no. in the city to  
]be indicated by PO*
4. Special Courts - NDPS Act, etc.
5. Courts of Chief Metropolitan Magistrates
6. Civil Courts
  - Property disputes
  - Rent control
  - Land acquisition, etc.
7. Mobile courts - traffic challaning, tickless travel, etc.

Legal Aid Cells - to assist accused who can not engage advocates;

Probation Act - to help reform first timers.

### Legal frame work:

Indian Penal Code, 1860

Indian Criminal Procedure code, 1973 (originated in 1898)

Indian Civil Procedure code, 1902

Indian Evidence Act, 1872.

### Special Laws :

Important-	]	82 (including 22 of pre-independence)
Less important-	]	222 (including 79 of pre-independence)
Total : 304	]	(including 101 of pre-independence)

### Local Laws: Volumes and Volumes!

Ever - increasing number of legal statutes!

Need for periodical reviews and consolidation ?

### Pendency of Cases in Courts :

- 71 lakhs of cases are pending trial in courts by and of 1995 (41 lakhs under IPC & 20 lakhs under SLL)

Annually, police are putting in about 53 lakh cases in courts for trial, whereas courts are able to dispose of only 48 lakhs cases in a year.

That means, an ever-increasing pendency!

Higher courts are devising ways and means to reduce pendency. But Indian legal system is such that delays seem inevitable!

Thinking for having II class Magistrates and Honorary Magistrates to finalise simpler cases.

e.g. Accident cases where compromises are sought.

Minor Thefts,

Traffic Challans, etc.

Setting up of more courts?

Simplification of court procedures!

Indian law provides ample opportunities for the accused to defend himself/herself.

Adjournment of cases - harassment to the witnesses - prolonged Cross-examinations?

" Let 99 guilty-

go unpunished than punishing an innocent' - A dictum of English Law, which is the basis for the Indian Law'. *PO to encourage same discussion about pendency in courts*

### Jails:

Usually, one at each district HQs

Undertrials vis-a-vis convicts : *PO to elaborate the difference.*

Jails are over-crowded?

Delays in trial of the cases in courts?

Various skill training programmes in jails.

Education and meditation programmes

Menace of Hard Core Criminals.

Solitary cells only for a few high-risk prisoners

Otherwise, mostly in groups of 10-20 in barracks,

Rigorous imprisonment and simple imprisonment: *difference to be elaborated by the PO*

## VIOLENCE IN SOCIETY

### Do violence worry you? If yes, what should we do?

Of late, **offences against person** are on increase

8.2 % of total in 1953

14.5 % of total in 1995

**Increase in violent crime** during decade 1985-95 : 31.3%

**Offences against property** - more in the form of cheating, breach of trust, false finance companies and like.

Decline in property offences during decades 1985-95 : 11.0%

Even murders are taking place on minor issues -

*PO to cite a few examples out of his/her own experience.*

Even juveniles and young adults are accused of Murders and serious offences like Robbery, Drug pedalling, Rape and Burglaries

More and more old people are becoming targets, mostly from known people : Greed or hate?

Confidence tricksters - known Servant, Gardener, Plumber,  
Electrician, family friend and the like.

Kill and rob!

Domestic violence - husband/wife/children

Role of children? (*PO encourage brief discussion*)

Communal violence - Hindu/Muslim riots, Hindi/Sikh riots

Caste violence - Upper caste/lower caste killings

Terrorism/Naxalism - Class war?

levelling up the inequalities?

Organised crime - Gangsters offering employment to youth -  
Hired killers!

Youth Gangs - Worst in developed countries - irresponsible use  
of Guns and vehicles!

*Having generally touched upon the various types of violence in society, P.O. may draw the attention of students to the type of violence they might be coming across themselves -*

Violence is not an acceptable way of dealing with conflict'.

Necessary to report to police, rather than

trying to take law into their own hands and

try to settle scores with the help of other friends.

*P.O. to ask students the type of violence they face ...*

*Let students answer ... sum up, thereafter, as follows :*

- a) beating at home by parents/other brothers and sisters?
- b) intimidation & assault by `rowdy' elements in the school or from outside ?
  - e.g. a young student was regularly being harassed and deprived of his pocket money by a bigger boy who used to hang around the school.
- c) Ragging?
  - Purpose to be understood & limits to be known.
- d) teasing and sexual assault?
- e) any other?

Students be asked how do they normally control their anger. Do they try at all? Are they aware of anger management techniques eg. Yoga etc.

**Save from intoxicants?**

**Not to get attracted by gangsters!**

**Let students say how do they control their anger.**

**PO to enquire about the possible effects of Yoga?**

**Prayers?**

**Count-down?**

SESSION - IX & X  
**SOCIAL EVILS**

*P.O. to ask students to say what social evils are?*

Aren't the following some of the common social evils, particularly in case of youngsters?

- Smoking
- Drinking
- Use of Drugs
- Gambling
- Eve Teasing
- Indulging in pre-marital sex
- Any other?

**Smoking, drinking and Use of Drugs :**

**A drug is any substance other than food that can affect the way your mind and body work. Certain drugs, called mind-altering drugs, can change the way a person thinks, feels and acts.**

Drugs that speed up a person are called **STIMULANTS**.

Drugs that slow down a person are called **DEPRESSANTS**.

Drugs that change the ways a person sees, feels and hears are called **HALLUCINOGENS**.

**MIND-ALTERING DRUGS THAT ARE ABUSED BY SOME YOUNG PEOPLE ARE:**

**(i) NICOTINE**, a highly addictive (habit-forming) substance found in cigarettes. Nicotine is a **STIMULANT** which increases the heart rate, causes the blood vessels to narrow, and makes the heart work harder.

In fact cigarette smoking is the most preventable cause of death in the world. A large number of people who die each day from the effects of smoking could be same as if **ten full jumbo jets** were to **crash every day**.

Even breathing some one else's smoke can be dangerous to your health. This is called **PASSIVE** smoke.

**(ii) ALCOHOL** is a **DEPRESSANT** drug. When a person drinks alcohol, it is absorbed directly into the bloodstream from the stomach and intestines.

*PO to ask students what effects they see in a person under influence of liquor. Are there effects as follows ?*

Drunkenness

Loss of coordination (balance)

Increase in violence (destructive acts)

Inability to learn and remember

Changes in personality

Increase in accidents

Trouble with other people

Use of alcohol can lead to drug dependency, or addiction (habit-forming), disease and death. Because of the risks and dangers involved in using alcohol (especially for young people), it is illegal for people under the age of twenty-one to drink in U.S.A. What about India?

#### SOME OTHER DANGEROUS DRUGS:

**(iii) MARIJUANA:** It is also known as "pot", "weed" and "grass". Someone who uses Marijuana has:

Slow reflexes

Poor memory

Short attention span

Inability to think

Changes in sense of time and space

Students who use marijuana may have difficulty remembering what they have learned, are slow, are dull, have little ambition, and may become dependent on the drug.

**(iv) COCAINE** is a highly addictive stimulant. It is usually snorted through the nose but can also be smoked in the form of "crack" or "rock". It can also be injected.

When used on a regular basis, cocaine causes a person to become confused, unable to think clearly, and short-tempered. When snorted, it may also cause damage to the lining of the nose. Cocaine use has even caused breathing problems, heart attacks and death in young people. **When people use drugs over a period of time, they may develop TOLERANCE, which means they need to use more and more of the drug to feel its desired effects.**

When addicted - people can't get their drugs, they experience WITHDRAWAL ILLNESS. These users become very sick.

**(v) An INHALANT** is a chemical, such as glue, gasoline, or about 2000 other dangerous chemicals, which is used for sniffing, or "huffing", to get high. Abusing any chemical as an inhalant can be habit-forming, can cause serious, permanent damage to your liver and other parts of your body, and can even cause death on the first try.

Do you agree that your body is very special. It belongs to you for you to take care of. Let us try a small exercise (*PO to make the students to the exercise given below, step by step, by standing at their own places or coming out into space between rows of the writing desks.*)

1. Find your pulse, feel the beat of you heart
2. Find someone else's pulse
3. Notice how they are breathing.



4. Notice how they look.
5. Now, run in place as hard as you can.
6. Now, jump in place as long as you can.
7. Now, feel your pulse.
8. Look around the room, see how everyone is breathing.
9. Feel your own breathing.
10. Rest

**Drugs make your heart beat harder and faster.**

**Drugs make your body work harder to keep you alive.**

**Drugs destroy your body.**

Smoking, drinking and use of drugs may start as a fun or out of curiosity, but end up in a serious habit. It is not only unhealthy, but also costly in life. Very few can have a control over smoking and consuming liquor. Hence is a common advice **not to get into these habits!**

**Gambling** : With playing cards or other dices; may be alright as long as it is a time-pass game and within friendly circles. Once it is tried as a money-making method, it may prove disastrous. People commit suicides after buying lot of lottery tickets and gambling/betting on horses and the like.

**Eve Teasing** : Eve teasing may seem a fun, but likely to lead to serious turns. Some ugly turns are: brothers of teased girls killing the teaser, teased or raped girl ending up in committing suicide out of shame, and like. *PO may like to give some examples.*

**Indulging in Pre- Marital Sex or Homosexuality** : There is time for everything and it is better for the students to wait for their adulthood rather than taking to sex prematurely. It causes decline in the attention towards studies and may lead to complications like pregnancy, AIDS and such other diseases.

**Those who are inflicted by social evils tend to take to crime path, because they want to have more money to pay for these costly habits. some steal while others rob, more under the influence of these social evils. They may even commit murders/sucides.**

## SESSION XI

### FIELD VISITS COURTS/JAIL/POLICE PICKETS/PROTEST RALLIES

*PO is requested to organise yet another field visit - this time to City Courts and if possible, to the Jail. Enroute, efforts may be made to show the students Police Pickets, Police arrangements for Protest Rallies, if any, Manning of Traffic junctions and like.*

*PO may kindly arrange a bus, the cost of which shall be paid by the Researcher. The visits may take two to three hours and hence a special request may be made to the school authorities for sparing the students for a longer duration. While the students were in transit, the PO may explain to them (with the help of hand held loud speaker) about the impending visit and what they should observe at that place.*

*PO may announce in advance, that all students are required to give a critical assessments about what they have seen and what they liked/disliked. PO is also to mention that prizes shall be given to the best three write-ups.*

#### Visit to Courts:

Once all the 40 students reach the premises of the court, let them be divided into batches of four with one of them to be the team leader and each group to go and sit in one corner of the court for an hour or so, watching the proceedings.

*It is better for the PO keep the District Sessions Judge or the Chief Metropolitan Magistrate informed, in advance, about the visit of the students and purpose thereby.*

#### Visit to Jail:

Permission of the Jail Superintendent may please be obtained, in advance, and the students be taken there, especially to show them adolescent criminals, barracks, worksheds etc. within the premises of the jail.

#### Police Pickets, Police Arrangements for Protest Rallies, Manning of traffic junctions:

The arduous nature of the duties are to be impressed upon the students by showing those locations, population, inadequate facilities, danger of being runover, long hours of duty, waiting like a watch-dog, etc.

While doing so, students may be divided into groups, if necessary.

## WHAT INFLUENCES YOU?

When you make a decision, it depends on a lot of things. It depends on what you want, as well as what is happening to you at the moment. Most of the time, it is what other people may think that really influence what we decide. **Isn't it?**

Many people can influence your decisions.

*PO to ask students to speak out, who are those people that can influence their decisions? PO to ask one of the students to come and list out on the black-board.*

What students said may be brought into the following categories :

Peer group (classmates and of same age group).

Media (cinema, T.V., newspapers and advertisements).

Role Models (cinema stars, cricket players, stylish classmates and like.

Any other.

**It is generally seen that peer group presence is most crucial in the life of an adolescent.** We are aware that declining a suggestion or a request or a challenge of a peer is not so easy. Would you like to try out following ways?

### WAYS TO SAY NO TO HEAVY PEER PRESSURE:

- |   |  |
|---|--|
| a) Saying "No thanks".                                  | "Would you like a drink?"<br>"No thanks".  |
| b) Giving a reason or excuse                            | "Would you like to have a beer?"<br>"No thanks. I don't drink beer".   |
| c) Repeated refusal, or keep saying no (broken record). | "Would you like to hit me" ?<br>"No".<br>"Come on!"<br>"No".<br>"Just try it!"<br>"No".  |
| d) Walking away   | "I have some cigarettes.<br>Do you want one?"<br>Say no and walk away while saying it.   |
| e) Changing the subject                                 | "Let's smoke marijuana".<br>"No. Let's watch my new video instead."  |
| f) Avoiding the situation                               | If you know of places where people often use drugs, stay away from those places. If you have to pass through those places on the way home, go another way. |
| g) Cold shoulder  | "Hey! Do you want to smoke" ?<br>Just ignore the person.   |

**REMEMBER:** *PO may request children to note down these 4 suggestions*

1. **Make up your mind where you stand on drugs, alcohol, stealing and other temptations before anyone asks you.**
2. **Don't be wishy-washy. Say exactly how you feel about things.**
3. **Be brave - some people may make fun of you.**
4. **No one said it would be easy! But remember: No one can ever make you do anything that you really don't want to do.**

**MEDIA PRESSURE:**

*PO to enquire which are the TV programmes the students see. Let them say why their parents do not like them to see TV/Cinemas - wastage of time or wrong focusing in life?.*

TV and cinema are not bad as long as one knows how to choose a right kind of programme. Music video, violence, sexy scenes etc. in films/TV programmes - all have commercial angle for the producers.

**Shall we fall prey to them?**

Aren't there better channels/programmes - Discovery, cartoon programmes, thematic films, 'antakshari', quiz competitions, sports special and like.

Usually, advertisements and display boards fantasize a product in a bid to create impact on the mind of the customer. Isn't it often involves exaggerating or lying about what the product can do?

**Shall we be fooled by those advertisements?**

**ROLE MODELS:**

Heroes/Heroines on celluloids ?

It is good to have some one realistic to help charter your path for life, but some one too far away from you like a film star or a mega-singer seen on a celluloid help you? One may draw some inspiration from their acting or singing or playing, rather than trying to totally identify with them.

After all, you may want to ask the Role Models, the following questions.

1. What activities do you participate in at school?
2. What activities do you participate in outside of school?
3. How do you avoid the "wrong" kids?
4. How did you get interested in your activities?
5. What do you do when you get depressed or feel low?
6. What is the hardest part about school?
7. What do you want to be when you grow up?
8. What positive role models did you have?
9. How do you get help when you need it?
10. How do you help your school, family, and community?
11. What are your future goals and plans?

*Nothing like developing one's own self into an unique personality rather than .....*

## PHYSICAL AND MATERIAL SECURITY

Can a policeman be all over to take care of you and all citizens?

Would that be possible ?

What is the solution?

*PO to ask what the solution can be. (may allow some discussion). PO to guide the discussions towards need for developing a sense of physical and material security by each and every citizen.*

Isn't it better for an individual to take care of himself/herself and then seek help, if need be?

Pay heed to various community policing schemes that are being offered by police authorities.

- eg,
- (i) Balmitra Thana, Indore (M.P.) ( visit to police stations, interacton between students and police )
  - (ii) Neighbourhood watch schemes, New Delhi (one neighbour looking after the safety of other and vice-versa)
  - (iii) Friends of Police, Tamil Nadu. (Police enlisting youth as associates in handling Law and Order, prevention of crime and like)
  - (iv) Crime watch, Delhi (keeping an eye on suspicious activities and report to the control room)
  - (v) Help-line, Mumbai (Youngsters dialing 1098, a free-of-cost telephone number and seeking redressal of a variety of problems.)
  - (vi) Makkala Sahaya Vani Bangalore, (similar to Help-line)

PO to ask students what are the commonly known offences against children. Are they aware of .....

- a) kidnapping & abduction
  - i) for exporting/camel racing, etc
  - ii) for begging
  - iii) to compel for marriage
  - iv) for Ransom (quite prevalent in cities.)
- b) Procuring and selling girls for prostitution.
- c) Rape and unnatural offences.
- d) Prostitution
- e) Child marriage
- f) Child labour

*PO to ascertain views of students - Are we to prevent child labour or improve their working conditions?*

*A side light - PO to please take a tally & record*

More about kidnapping for ransom

What can be the precautions ?

**PO to seek some suggestions from the students and sum up as follows:**

- i) Youngsters should remember that more and more mischievous elements are around in the Society.
- ii) Don't just be carried away by someone unknown.
- iii) Rise a 'hue and cry' when you see someone else is being kidnapped and note down the number of the vehicle and description of the persons, if possible.
- iv) If you yourself is the victim, try to protect yourself and gain time by giving an impression of being friendly and cooperative with the kidnapers. (More the duration of captivity, better are the chances for the investigators to track down the kidnapers and/or victim himself/herself may be able to dodge and escape from their clutch)

**What about a sexual assault on you or some one bullying you?**

Don't hesitate informing the teacher and the parent. After all, you are victimised and hence you will not suffer a 'rebuke'. On the contrary, ***you would get relief and guidance from your elders. No point in keeping to yourself and contemplating a counter attack.***

**The security conscious one develops about his/her person and material, would continue to be a strong point in once own personality and helps him/her to go a long way with confidence and strength.**

## SESSION - XIV & XV

### ADOLESCENCE AND CRIME

**Adolescence:** A transition period between childhood and adulthood. It is a period of rapid change - physical, physiological, psychological and social. Ranges from an age of 11/12 years to 19/20 yrs.

**Between 11 to 13 years :** the youth identifies with group or gang of friends. Peers are most important influence on decisions. Looks to outside adult or older youth as models for behaviour.

**Between 14 to 16 years :** the youth likes to be in groups of boys and girls together. They assert more independence from parents.

**From 17 yrs. onwards, :** Youth tries to stand independently. Very little influence comes from parents and others in decision making. Romantic attachments are formed as teens prepare for adulthood.

#### What are the trends in Adolescent crime?

More youngsters living with parents/guardians are taking to crime than those who are homeless. Is it because the youngsters consider that his/her parents would be there to take care of him/her? If so, at what cost? **Youngsters should know that involvement in crime would bar them from a 'respectable living' and a 'good job'**. Further, one criminal act may lead to many more. *PO may give some examples. He may consider including the following:*

- a) A bunch of four youngsters (13 to 16 yrs age) getting attracted by a sports bicycle found in front of someone's house in the neighbourhood. Two of them asked their parents to buy it for them, but in vain. One of them assures the other two that he would steal the cycle while others to keep a vigil. His argument was that, if caught while stealing, he would be arrested, but not others. They succeeded in stealing the cycle. They continued stealing seven more cycles. Because they were only four, they kept for themselves four cycles and sold off the remaining three through a friend. The matter came out and all four boys were caught. One was son of an Executive Engineer, another son of a Scientist, the third was son of Electronics Dealer and fourth was son of a lecturer. All four children were, from good families and they could have persuaded their parents to buy cycles for them. Instead, they landed themselves in acts of crime.
- b) A public school student, whose father was a Sr. Class I Officer and mother a senior teacher took to stealing in the company of a school drop-out who became his friend. They along with three others ended up committing 9 burglaries, 3 snatchings and 4 car thefts. When they were caught while fleeing after a burglary, the young school students readily admit their guilt and sought pardon. Can they be let off?
- c) Five youngsters (Alwar, Rajasthan) including a school drop-out used to play volleyball in a town in Rajasthan. They wished to go to Bombay for sight-seeing. They pooled up money between them, totalling to Rs.300/- and one of them hoped that he could get more money from his uncle in a nearby town. They engaged a taxi and went there, but the uncle declined to give him money. Then, one other boy from the group hoped to get the money from his uncle in Delhi and hence, asked the taxi driver to take them to Delhi. On the way, they feared that the uncle in Delhi may also not give them money and in the process, they might not be able to pay even the taxi fare of Rs.700/- and that

they would be handed over to Delhi Police. They thought of an escape plan strangulate/stab the taxi driver . They did so while they were passing through a dark lane in Delhi and threw out the dead body in a deserted place, drove away to Meerut and abandoned the taxi near a canal before returning back to their houses. When the case was worked out and all the five youngsters were arrested, it was indeed pathetic. Four of the youngsters were from middle class families while fifth one was a school- drop-out working at a tea shop.

***PO may lead students to analyse these cases and come up with reasons for such criminal activity. Is it peer group pressure or some curiosity or ignorance of law?***

**What about cases of rioting and beating up bus conductor/driver for having not stopped the bus?**

Aren't youngsters know that such beating would amount to `Assault on a Public Servant and is a serious offence?

Ignorance of law is not a bliss. ***PO to insist on children to note.***

What about **ragging** new students?

Can a ban on ragging would serve the purpose?

Do the youngsters know that a punch on nose/face causing fracture of nose bone or a broken tooth would amount to a case of grievous hurt against the assailant?

What about stealing cars and driving around?

Fun ends up in criminality?

What about petty thefts, carrying knives, teasing girls, sexual assaults?

***PO may like to give some examples.***

**Worst is happening in western countries in the context of violence amongst adolescents.**

Haven't we heard in May 1988 of a 15-year old student from Oregon (California) having been debarred from the school for bringing a gun, went home and killed his parents and thereafter indiscriminately fired at his classmates by standing on a table in the school canteen killing one more and injuring 30 people?

Such violent acts amongst youngsters in USA was attributed to **televised violence** and higher degrees of intolerance and impatience in the young adults.

In an industrialised country like Japan, 43.1% of total penal code offenders were juveniles (1995). Among the juvenile offenders, 14 to 16 age group accounted for 66.3% of the total juvenile crime!

Should we Indian youth also follow the same path and become a serious problem to our parents, society and the nation?

Even in India, the gap between parents and the adolescents is said to be on increase. A study conducted by an NGO indicated that as many as 76% of adolescents stated that they could not confide their problems/concerns in their parents.

Why so?

***PO may encourage discussion and evolve a consciousness***, if possible to say that adolescents should feel free talking over to their parents and sorting out their problems/concerns rather than keeping those problems to themselves till they really become unmanageable and punishable.

**Won't it be better for youngsters utilising their energies and spare time in sports and various other extra-curricular activities rather than turning to sensationalism and criminal paths?**



## SESSION - XVI

### CAREER... CAREER... Oh, CAREER ?

*PO is to enquire what are the career aspirations of the participating students?*

How many of them would like to be doctors?

How many of them would like to be engineers?

How many of them would like to be IAS and other civil services?

How many of them would like to be Teachers?

How many of them would like to be Chartered Accounts or Accountants?

What are the others would like to something other than the careers named by them.

*PO should count number in each group/pick on the students who opted for miscellaneous careers, to know.....*

What career each one of them would like to pursue?

Then *the police officer should enquire whether the participating students are aware of some new and emerging careers.* Ask them to name some of them. Ask them whether the following jobs can also be careers:

- i) Acting
- ii) Modelling
- iii) Designing
- iv) Public Relations
- v) TV Editing
- vi) Sales and Marketing and like.

*PO may mention, thereafter, that the earlier dominance of basic careers is surpassed by service-oriented careers.* Students who think of some basic services like Engineers and Doctors, need not get lost or depressed once they could not succeed in the competition. **They should always be prepared for equally good and alternative careers.**

Are you aware that these days doctors ought to be Postgraduates and super specialists? That means one is to study for six years MBBS., plus two years Postgraduation plus two more years of Super Specialisation. How many can get seats in Postgraduation and Super Specialisation?

**Are you aware that a student with 92% aggregate in XII Class opted to become a music-editor for Times F.M. Radio in Delhi with a monthly salary of 10,000 rupees and rose in three years, to get a monthly salary of Rs.40,000/-?** Music was his hobby and thus, he opted and enjoyed his profession as music editor.

There is no point in getting disheartened if one does not get a particular career. Of course one must do his/her best to achieve it. *PO should categorically say that we would like you to be prepared for an equally good alternative rather than distressing over the failure.*

In this regard, a general advice is : both parents and students keep their eyes and ears open - keep following trends in job sector without any bias or dogged - a number of emerging careers are going abegging without suitable candidates to fill those vacancies! There is need for some counselling and guidance. *Police official then ask all the students to identify which alternative career they would like to take up.* An interesting shift in choice of their careers is expected to be seen.

**SESSION XVII**  
**OPEN SESSION**

*PO to organise an open session between police officers and the participating students with a view to thrash out lurking suspicious or unanswered questions, if any, in the precious sessions.*

**Besides the police official who has been conducting interactive sessions, some one senior to him and some one else junior to him i.e. a team of three officials are to lead a panel discussion.**

**The Vice-Principal, if not Principal, and the class teacher may also be requested to join in the session.**

*P.O. to indicated to the faculty, in advance, to make the session more for constructive criticism that would help improve the situation and give right signals to the students.*

During this session, students may be encouraged to raise any issue, particularly pertaining to the lessons which have already been covered and the police panel is to reply.

*Police official (assigned) for interactive sessions is requested to maintain a careful note of the points raised and if possible, audio record all the discussion session (for subsequent perusal by the researcher).*

**While replying to the questions raised by the students, replies from the police official should be balanced and should not lead to any controversial situation. The police team is requested to take adverse criticism, if any, from the participating students and members of faculty with a 'smile' and try to answer those points then and there or in subsequent sessions.**

SESSION XVIII

**GOOD BYE TO POLICE**

The session is meant to discuss thoroughly -

**All Complaints against Policing  
vis-a-vis**

**Good word about Policing.**

*PO promote a debate with six students speaking, 'for' and another six students 'against', alternatively, on topic .*

**"Shall we say good bye to police".**

The effort is to bring out whether society can exist without police and if not, for what reasons.

*A senior member of the faculty and another senior official of police may be requested to be the judges.*

**Two prizes** may be given to each of the groups i.e two prizes to those who 'spoke for the topic' and two prizes for those who spoke 'against the topic.'

*The PO may explore the possibility of involving the whole class or the senior sections of the school i.e. IX, X, XI, XII in the debate. It is possible that students who have not participated in the interactive sessions may also come forward to participate in the debate, while volunteers from other sections can be the audience. Active participation of one and all may be encouraged.*

*PO is requested to make a note of both good and bad points for and against the police.*

## SESSION XIX

### SHALL WE BETTER THE POLICE

*PO is to high-light the undermentioned questions pertaining to policing in the present times.*

1. The working of Indian police is guided by 1861 Police Act, 1860 Indian Penal Code, 1863 Indian Evidence Act and like. Can you consider that these 100 years old acts are still workable in the modern times and should not they be thoroughly revised?
2. Should police be made answerable to the Law of the Land and People of the nation rather than to the ruling party?
3. What about implementing the recommendations of National Police Commission, which submitted its report way back in 1982?
4. What about other reforms and reorganisation of police statutes?
5. Why should we have thousands and thousands of Local and Special laws, without any review or consolidation? Can't these be entrusted to social organisations and allow police to concentrate on their primary duties.
6. Why the role of police is not defined and delimited? In the process, aren't police getting too many tasks to perform and thus, the priorities of police keep changing from officer to officer and political party in power to the next government?
7. What about pay and allowances for the police officials?
8. Why couldn't they be as good as those of other important professions?

9. What about the yawning gap between practical policing and theoretical policing?
10. What about ensuring a coordinated approach to the Criminal Justice System, with interlinking and close cooperation between Police, Judiciary and Prison System?
11. Isn't it the time to improve the lot of the constabulary, who constitute almost 85% of the entire police force? Their status in the society is that of a menial. Can we just have an officer-oriented policing despite our teeming millions?
12. Why are we to fight for getting pay of a constable to be atleast equal to that of a Lower Division Clerk?
13. Why are we not able to restrict hours of duty of policemen, instead of expecting them to toil round the clock?
14. Why public are to continue condemning police officials for anything that they do, instead of appreciating that part of their good work?
15. Why police is made a convenient 'whipping boy' for politicians, civil servants and media?
16. Isn't it, in the process, the police is becoming totally insensitive and a condemned force?

*PO is requested to make students know that the above listed are the most disturbing problems/dilemmas in police working and by sorting them out, police performance can be bettered.*

*PO may add that what is expected of adolescent students is to take a proper view of the situation and work in future, for bettering the police.*

*After all, we need police which has to be good, compassionate, effective and cheerful.*

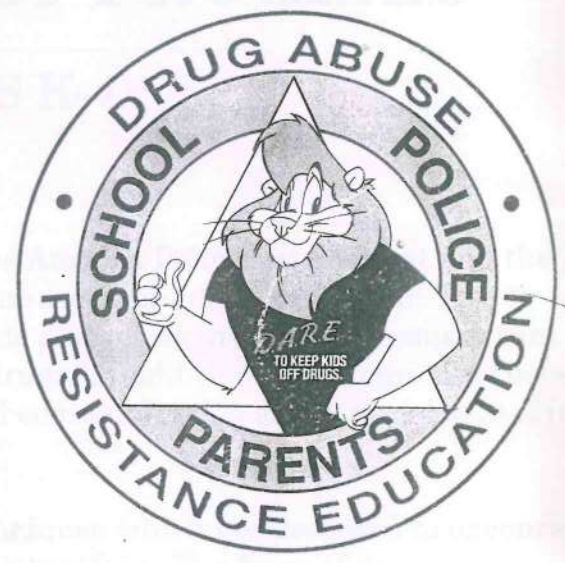


HELPS KIDS RESIST DRUGS AND VIOLENCE

# D.A.R.E.<sup>®</sup>

DESCRIPTION OF PROGRAM  
GRADES 5-6

## TO RESIST DRUGS AND VIOLENCE



D.A.R.E. offers a variety of age-appropriate, fun, and interactive activities that help students learn to resist drugs and violence. The program is designed for the primary and middle grades and is based on the research of the National Institute on Drug Abuse. It is a proven, effective way to help students make better choices about drugs, alcohol, and other substances.

### Organization

The program is organized into four levels of instruction: Level 1 (grades 1-2), Level 2 (grades 3-4), Level 3 (grades 5-6), and Level 4 (grades 7-8). The program is delivered by a specially trained police officer and is reinforced by the regular classroom teacher through approved extended activities.

## Student Workbook Grades 5-6

*Sta Maria, Rd.*

*U. N. B. RAO*

\_\_\_\_\_  
NAME



# DESCRIPTION OF PROGRAM

## GRADES K-4

### Purpose

The D.A.R.E. program is a joint project of the Los Angeles Police Department and the Los Angeles Unified School District to prevent drug abuse in children and youth. The emphasis of D.A.R.E. is to help students recognize and resist the many pressures that influence them to experiment with alcohol and drugs. In addition, the program focuses on feelings related to self-esteem, interpersonal and communication skills, decision making, and positive alternatives to drug abuse behavior.

D.A.R.E. offers a variety of activity-oriented techniques which are designed to encourage student-generated responses to problem-solving situations. The focus of drug abuse prevention for the primary and middle grades is that of drug safety. The particular emphasis of this instruction is on helping students become aware of the potential dangers in the misuse of any drug, medicine, or other substance. Also, there is recognition of the need at this level to help students develop awareness that alcohol and tobacco are drugs.

### Organization

The program content for D.A.R.E. is organized into four lessons for kindergarten and grades 1-2 and five lessons for grades 3-4. The lessons will be conducted by a specially trained police officer and may be reinforced by the regular classroom teacher through suggested extended activities.



# DARE PROGRAM SKILLS GRID K-4

## SECTION I (K-2)

## SECTION II (GRADES 3-4)

Key 0 - Awareness  
X - Emphasis

OBJECTIVE / SKILLS	SECTION I (K-2)				SECTION II (GRADES 3-4)				
	1. BEING SAFE	2. DRUG SAFETY	3. LEARNING TO SAY NO	4. ABOUT FEELINGS	1. RULES TO KEEP SAFE	2. DRUGS MAY HELP OR HARM	3. SAYING NO TO DRUG OFFERS	4. FEELING SPECIAL	5. DARE TO SAY NO
I. COGNITIVE INFORMATION	X	X	X	0	X	X	X	0	X
II. RECOGNIZING PRESSURES	X	0	X	X	X	0	X	X	0
III. REFUSAL SKILLS	X	0	X	0	0	0	X	0	X
IV. CONSEQUENTIAL THINKING AND RISK-TAKING	X	0	X	X	X	0	X	0	0
V. INTERPERSONAL AND COMMUNICATION	X	0	X	X	X	0	X	X	X
VI. CRITICAL THINKING (DECISION MAKING)	X	X	X	0	X	X	X	0	X
VII. POSITIVE ALTERNATIVES	X	0	0	X	X	0	0	X	X



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# DESCRIPTION OF PROGRAM

## GRADES 5-6

### **Purpose**

The D.A.R.E. program was developed as a cooperative effort of the Los Angeles Police Department and the Los Angeles Unified School District to prevent drug abuse in children and youth. Traditional drug abuse programs dwell on the harmful effects of drugs. The program emphasis of D.A.R.E. is to help students recognize and resist the many subtle pressures that influence them to experiment with drugs, gangs and violence. In addition, program strategies are planned to focus on feelings relating to self-esteem, interpersonal and communication skills, decision making, and positive alternatives to drug abuse behavior.

The instructional guide for D.A.R.E. has been developed to assist police officers, school administrators, and teachers in the planning and implementation of a program of drug abuse resistance education for students in grades 5 and 6.

### **Organization**

The program content for D.A.R.E. is organized into seventeen 45 to 60 minute lessons to be conducted by a uniformed police officer and suggested extended activities to be taught by the regular classroom teacher.

The lessons will be conducted by a specially trained uniformed police officer who will be assigned to the school one day a week for one semester. The police officer will conduct the lessons in grades 5 or 6 on a weekly basis.

### **Peer Leadership Participation**

D.A.R.E. offers a variety of activity-oriented techniques which are designed to encourage student-generated responses to problem-solving situations. An important element of D.A.R.E. is the use of student leaders who do not use drugs as positive role models in influencing younger students not to use drugs and to avoid gangs and violence.

### **Culminating Activity**

The last lesson of D.A.R.E. should be designed as a culminating assembly-type activity to which all classes involved in D.A.R.E. will be invited.

## DARE PROGRAM SKILLS GRID GRADES 5-6

Key 0 - Awareness  
X - Emphasis

OBJECTIVE / SKILLS	1. PERSONAL SAFETY	2. DRUG USE	3. CONSEQUENCES	4. RESISTING PRESSURE	5. RESISTANCE TECHNIQUES	6. SELF ESTEEM	7. ASSERTIVENESS	8. MANAG. STRESS	9. MEDIA INFORMATION	10. DECISION MAKING RISK TAKING	11. ALTERNATIVES	12. ROLE MODELING	13. SUPPORT SYSTEMS	14. RESIST GANG PRESSURE	15. DARE SUMMARY	16. TAKING A STAND	17. CULMINATION
I. COGNITIVE INFORMATION	X	X	X	X	0	0	0	0	0	X	0	0	X	X	X	0	0
II. RECOGNIZING PRESSURES	0	0	X	X	X	X	X	X	X	X	0	X	0	X	0	X	0
III. REFUSAL SKILLS	0	X	0	X	X	0	X	0	0	0	0	0	0	X	0	X	0
IV. CONSEQUENTIAL THINKING AND RISK-TAKING	X	0	X	0	X	0	X	0	X	X	0	0	0	X	0	X	0
V. INTERPERSONAL AND COMMUNICATION	0	0	X	X	X	X	X	X	X	X	0	X	X	0	0	X	0
VI. CRITICAL THINKING (DECISION MAKING)	X	X	X	X	0	0	0	X	X	X	X	X	0	X	0	X	0
VII. POSITIVE ALTERNATIVES			0	0	0	0	0	0	0	X	X	X	X	X	0	X	0

## Bangalore



*Frank Anthony School : Principle Brown introducing Researcher and Facilitator*



*Students of Frank Anthony School*



*Students of Kendriya Vidyalaya, Mallechwaram*

# Calcutta



*Students of Assembly of God Church*



*Students of Path Bhavan*



*Students of Kalighat High School*

# Chennai



*Students of Asan Memorial School*



*Students of SBOA School*



*Students of Corporation School*

*Indore*



*Students of Shri Satya Sai Vidya Vihar*



*Students of Bal Public H.S. School*



*Students of Govt. Bal Vinay Mandir*

# Hyderabad



*Students of Hyderabad Public School*



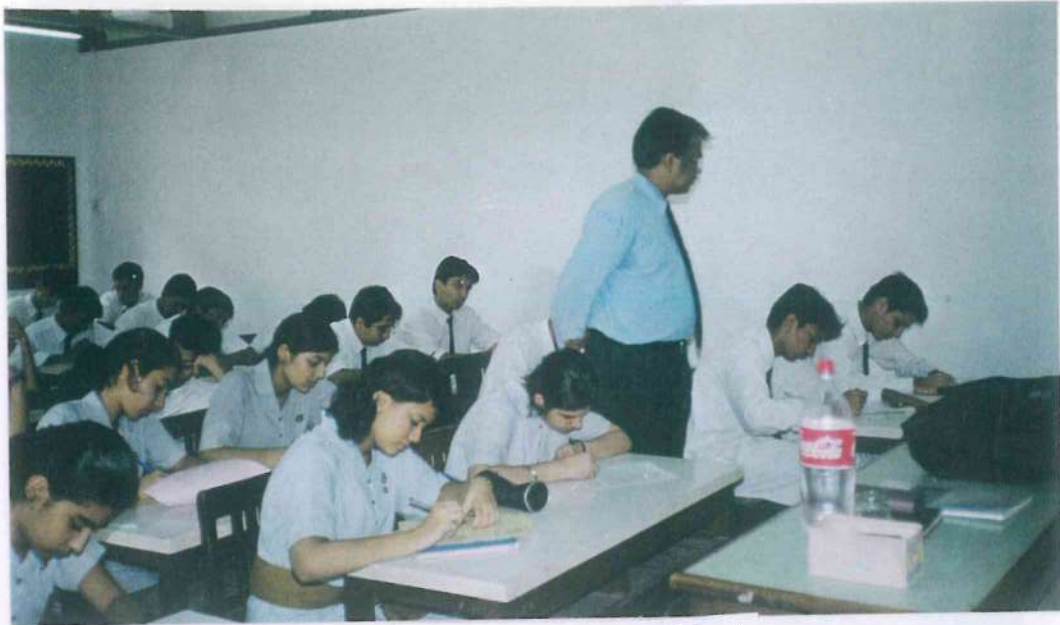
*Students of Bharatiya Vidya Bhawan High School*



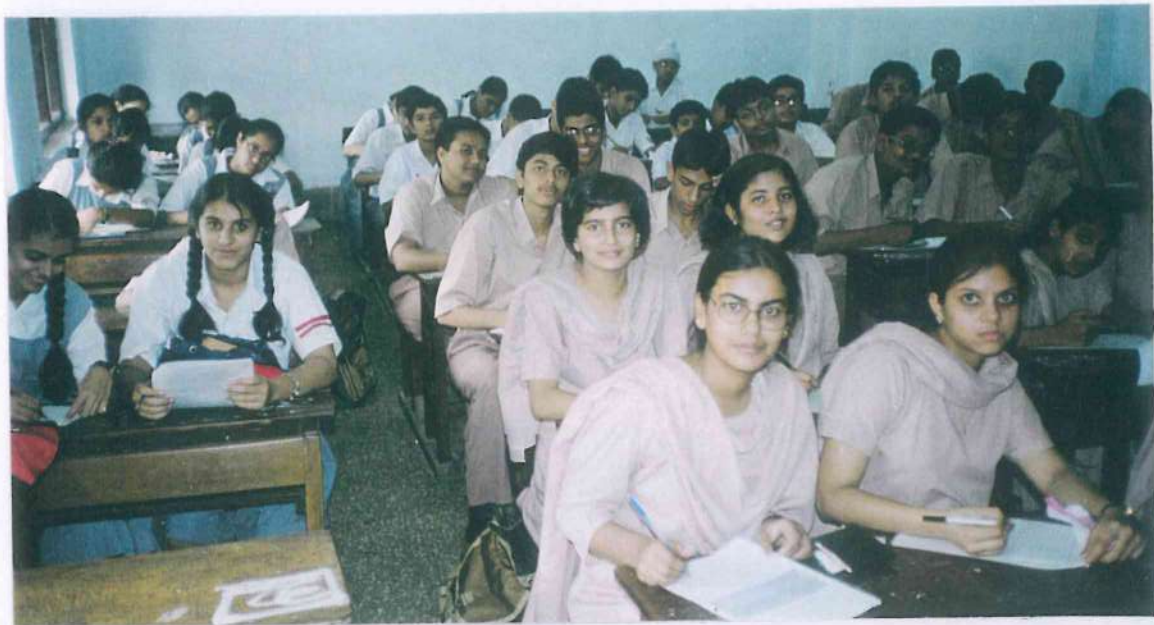
*Students of Kendriya Vidyalaya, Kanchan Bagh*



# Mumbai



*Students of Cathedral & John Canon School*



*Students of Swami Vivekannada Junior College*

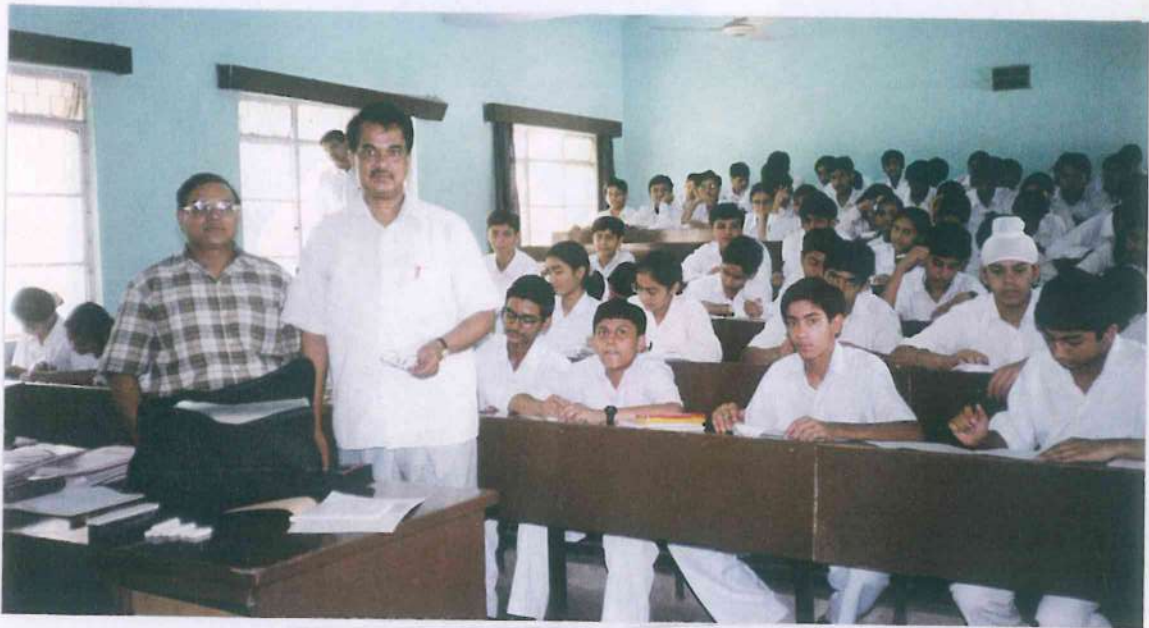


*Students of Kendriya Vidyalay*

*New Delhi*



*Students Delhi Public School*



*Students of Hansraj Model High School*

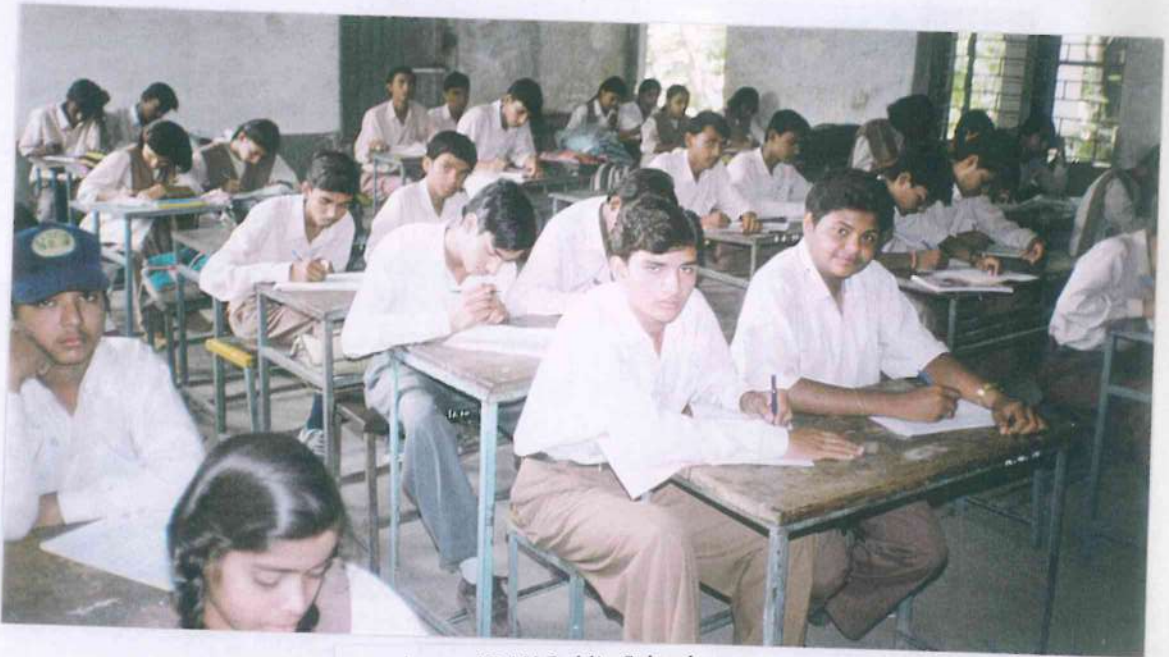


*Saheed Ameerchand Sarvodaya Vidyalaya (Leudlo Castle - II)*

# Patna



*Students of St. Michael School*



*Students of DAV Public School*



*Researcher with Dwarika High School Students*

# Visakhapatnam



*Students of Timpany School*



*Students of Rama Krishna Mission High School*



*Students of St. Anthony School*

For research  
RT-10

SCHEDULE FOR INTERACTIVE SESSIONS IN \_\_\_\_\_ City

Sl. No.	Name of Institution	NAME OF FACILITATORS	WEEKLY PROGRAMME				Remarks
			9th CLASS	11th CLASS	2nd Per-	1st Per-	
		Sec.	Ist Per-iod Day & Time	Sec. Iod Day & Time	iod Day & Time	iod Day & Time	
1							
2							
3							
4							
5							
6							
7							

Signature of Team Leader

Date

City

**PROCESS EVALUATION CHART-I**  
(to be maintained by facilitators)

1. Name and designation of : .....  
the Facilitator

2. Name of the School/ : .....  
College & Address : .....  
: .....

3. TIME-LOG OF SESSIONS:

A. Filing of Questionnaire : Date: ..... Time: .....

B. Conduct of interactive sessions:

Session No.	CLASS 9TH( )			CLASS 11TH( )		
	Date & Time	Absence in Target Group, any	VG/Good/Satisfactory/Not Satisfis	Date & Time	Absence in Target Group, any	VG/Good/Satisfactory/Not satis
(1)	(2)	(3)	(4)	(5)	(6)	(7)
I						
II						
III						
IV						
V						
VI						
VII						
VIII						
IX						
X						

(1)	(2)	(3)	(4)	(5)	(6)	(7)
XJ						
XII						
XIII						
XIV						
XV						
XVI						
XVII						
XVIII						
XIX						
XX						
<b>FINAL SESSION WITH RESEARCHER</b>						

Signature of Facilitator

## PROCESS EVALUATION CHART -II

( to be answered by participant students)

A. Please indicate your views about the sessions by putting ✓ a mark:

Session No.	Topic	Whether attended		Views about the session				Remarks if any
		Yes	No	Most interesting	Intersting	O K	Not intersting	
I	Ice-breaking Session							
II & III	Structure of the Policing							
IV & V	Complaints of Police and Course of Action.							
VI	Visit to a Police Station and office of the District Police Chief.							
VII	Legal System and Jails							
VIII	Violence in Society							
IX & X	Social Evils.							
XI	Field Visit(Courts/Jail/Police Pickets/Protest Rallies).							
XII	What Influences You ?							
XIII	Physical and Material Security.							
XIV	Adolescence and Crime.							
XV	Career..Career..Oh, Career ?							
XVI	Open Session.							
XVII	Good Bye to Police!							
XVIII	Shall We Better the Police ?							
XIX	Concluding Session with the Researcher							



B Impressions about facilitator

Name of the Facilitator :- .....

- |                                    |              |         |           |    |
|------------------------------------|--------------|---------|-----------|----|
| 1. Regularity of Classes :         | Most regular | Regular | Irregular |    |
| 2. Could teach :                   | Very well    | Well    | OK        | NO |
| 3. Friendliness :                  | Very Good    | Good    | OK        | NO |
| 4. Gave interesting examples. :    | Quite often  | Often   | Rarely    | NO |
| 5. Made the sessions Interesting : | Very Well    | Well    | OK        | NO |

C. Given all impression about the programme:

- |                                       |        |    |               |
|---------------------------------------|--------|----|---------------|
| (i) Very Useful                       | Useful | OK | Not Useful    |
| (ii) Like to have more such Sessions. | Yes    | NO | Can't not Say |

D. Name of the Student:

Class :

Section:

School:

**INTERACTIVE SESSIONS IN \_\_\_\_\_ City**

**Interim Progress Report (As on 10th September 98)**

Sl. No	Name of Institution	Name of Facilitators	Progress of Interactive Sessions						Remarks
			9 th Class		11th Class		Likely date of completion of all sessions	Likely date of completion of all sessions	
			Sec- tion	Sessions Comple- ted	Sec- tion	Sessions completed			
1.									
2.									
3.									
4.									
5.									
6.									
7.									

Signature of Team Leader :

Date :

Tour programme of Shri U.N.B. Rao, IPS  
Additional Commissioner of Police, Delhi &  
Golden Jubilee Research Fellow, SVP National Police Academy,

Hyderabad

Journey by AC - 2 Tier

			Train No.	Coach & Berth No.
<u>Dep. Hyderabad :</u>	19-06-1998 (Fri)	17:35 Hrs.	7685 Kachiguda Bangalore Exp.	A1 23 & 24
Arr. Bangalore	20-06-1998 (Sat)	09:10 Hrs.		
<u>Dep. Bangalore :</u>	25-06-1998 (Thus)	23:00 Hrs.	6008 Bangalore Chennai Exp.	A1 38 & 37
Arr. Chennai	26-06-1998 (Fri)	05:30 Hrs.		
<u>Dep. Chennai :</u>	01.07.1998 (Wed)	22:30 Hrs.	6004 Howrah Mail	A2 2 & 4
Arr. Visakhapatnam	:2-7-98 (Thus)	13:45 Hrs.		
<u>Dep. Visakhapatnam :</u>	05-07-98 (Sun)	14:05 Hrs.	6004 Howrah Mail	A2 3 & 4
Arr. Calcutta	06-07-1998 (Mon)	06:55 Hrs.		
<u>Dep. Calcutta :</u>	11-07-1998 (Sat)	23:00 Hrs.	3073 Himagiri Exp.	A1 9 & 10
Arr. Patna	12-07-1998 (Sun)	10:15 Hrs.		
<u>Dep. Patna :</u>	16-07-1998 (Thus)	19:10 Hrs.	2391 Magadh VS Exp.	A1 31 & 32
Arr. Delhi	17-07-1998 (Fri)	10:00 Hrs.		
<u>Dep. Delhi :</u>	26-07-1998 (Sun)	22:15 Hrs.	4006 Nizamuddin Indore Exp.	A1 13 & 15
Arr. Indore	27-07-1998 (Mon)	11:40 Hrs.		
<u>Dep. Indore :</u>	30-07-1998 (Thus)	15:45 Hrs.	2962 Indore Bandra Exp.	A1 25 & 26
Arr. Bandra Terminus (Mumbai)	31-07-1998 (Fri)	06:45 Hrs.		
<u>Dep. Mumbai :</u>	09-08-1998 (Sun)	12:35 Hrs.	7031 Mumbai Exp.	AC II Tier
Arr. Hyderabad	10-08-1998 (Mon)	06:30 Hrs.		

Tour programme of Shri U.N.B. Rao, I.P.S.

Additional Commissioner of Police, Delhi &  
Golden Jubilee Research Fellow, SVP National Police Academy, Hyderabad

Journey by AC - 2 Tier

	Date	Time	Train no.	
Dep. Hyderabad	30/09/98(Wed)	1845 hrs.	2429	Bang.Rajdhani Express
Arr. New Delhi	01/10/98(Thurs)	1530 hrs.		
Dep. New Delhi	24/10/98(Sat.)	1550 hrs.	5206	Delhi-Muzaffarpur Express
Arr. Varanasi	25/10/98(Sun)	0510 hrs.		
Dep. Varanasi	25/10/98(Sun)	1630 hrs.	3006	Amritsar-Howrah Mail
Arr. Patna	25/10/98(Sun)	2130 hrs.		
Dep. Patna	27/10/98(Tues)	2140 hrs.	3006	Amritsar-Howrah Mail
Arr. Howrah	28/10/98(Wed)	0735 hrs.		
Dep. Howrah	30/10/98(Fri)	2015 hrs.	6003	Chennai Mail
Arr. Visakhapatnam	31/10/98(Sat)	1255 hrs.		
Dep. Visakhapatnam	04/11/98(Wed)	1320	6003	Chennai Mail
Arr. Chennai	05/11/98(Thurs)	0515 hrs.		
Dep. Chennai	07/11/98(Sat)	2200 hrs.	6007	Chennai-Bangalore Mail
Arr. Bangalore	08/11/98(Sun)	0515 hrs.		
Dep. Bangalore	10/11/98(Tues)	1705 hrs.	7686	Bangalore-Kachiguda Exp.
Arr. Hyderabad	11/11/98(Wed)	0930 hrs.		
Dep. Hyderabad	14/11/98(Sat)	2020 hrs.	7032	Hyd-Mumbai Express
Arr. Pune	15/11/98(Sun)	0915 hrs.		
Dep. Poone	16/11/98(Mon)	0745 hrs.	1026	Pragati Exp.
Arr. Mumbai	16/11/98(Mon)	11.30 hrs.		
Dep. Mumbai	18/11/98(Wed)	1935 hrs.	2961	Awantika Exp.
Arr. Indore	19/11/98(Thurs)	1000 hrs.		
Dep. Indore	21/11/98(Sat)	1615 hrs.	4005	Indore-Nizamuddin Exp.
Arr. Delhi	22/11/98(Sun)	0600 hrs.		
Dep. Delhi	29/11/98(Sun)	1750 hrs.	2724	Andhra Pradesh Express
Arr. Hyderabad	30/11/98(Mon)	2015 hrs.		