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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1999
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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 IIC. printing section, and Insprr. Rawataram IIC. 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 Madak 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.

5th January 99
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EFFECT OF PROACTIVE POLICING APPROACH
ON ATTITUDE OF ADOLESCENT STUDENTS IN
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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 beleagured 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 trippled 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. Urivi 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 (Cognier and Petersen, 1984).

3.2.3. According to Dr. Simund 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. Cognier and Peterson (1984) summed up that "adolescence" is a period of rapid change - physical, physiological, psychological and social. Hathaway and Monachcheri (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 ere?” “What can I believe in?” and so on. The adolescent seems to be grouping 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, Cantonment Board or Notified town area committee, etc.

ii) All other places satisfying the following:

a) a minimum population 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:

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<td>Total</td>
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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; Nachmis, 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, referably co-education, in each of the 9 cities shall be selected at random:

(i) Elite schools having English medium of instruction;

(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) Government/municipality run schools, having local medium of instruction, but located in crime-prone areas of the city; and

(v) Kendriya Vidyalayas (Central Schools)
In Delhi, one additional school from rural 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 susceptibility 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 along with 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 anonymity. 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:

<table>
<thead>
<tr>
<th>R</th>
<th>Experimental</th>
<th>0₁</th>
<th>X</th>
<th>0₂</th>
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<td>0₃</td>
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'`R`' indicates that subjects are randomly assigned to the experimental and control groups, each 'o' stands for a score (`₀₁` and `₀₃` are pre-test scores and `₀₂` and `₀₄` 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,
school-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 along with 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 targeted 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 Ascertaining 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 (Shivlampally), 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 empirical 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 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 what 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 reasons.

(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 defined, 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 anti-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 these 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 answerer to give any reason other than what was sighted therein. Similarly, in cases of questions 48 to 62, where answerers’ response to societal issues and situations demanding their intervention, provision is made for mentioning 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 answerer is the first child, second child, third child or any other and the annual income of the family (approximately). 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 emperical 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 targeted 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 targeted 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 targeted 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 ills 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 targeted 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 going 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 folows:

(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 the 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 in charge 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 facilitators, is as follows:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the School</th>
<th>Name of the Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>New Delhi</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Delhi Public School, RK Puram</td>
<td>Insp. Rajesh Kumar Sharma</td>
</tr>
<tr>
<td>2.</td>
<td>Hansraj Model High School, Punjabibagh</td>
<td>Insp. Sardar Singh Rana</td>
</tr>
<tr>
<td>4.</td>
<td>Shaheed Amer Chand Sarvodaya Vidyalaya, Civil Lines</td>
<td>Insp. Abhirup Banerjee</td>
</tr>
<tr>
<td>5.</td>
<td>Gandhi Harijan Co-Edn., School, Seelampur</td>
<td>Insp. Rajender Gautam</td>
</tr>
<tr>
<td></td>
<td><strong>Hyderabad</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Hyderabad Public School, Begumpet</td>
<td>ACP J. Brahma Reddy</td>
</tr>
<tr>
<td>2.</td>
<td>Bharatiya Vidy Bhawan High School, Jubilee Hills</td>
<td>Shri Md. Iqbal Siddiqui, SI</td>
</tr>
<tr>
<td>4.</td>
<td>Kesav Memorial School, Narayanguda</td>
<td>Insp. L. Pandari Rao</td>
</tr>
<tr>
<td>5. a)</td>
<td>National High School, Chattabazar</td>
<td>S.I. K. Sridhar</td>
</tr>
<tr>
<td>5. b)</td>
<td>City College (1 Inter only), Puranapul</td>
<td>S.I. Somsekhkar</td>
</tr>
<tr>
<td></td>
<td><strong>Bangalore</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The Frank Anthony Public School, Contommment</td>
<td>ACP C.B. Poovaiah,</td>
</tr>
<tr>
<td>2.</td>
<td>MES Kishore Kendra, Malleshwaram</td>
<td>P. I. V. Andrew</td>
</tr>
<tr>
<td>3.</td>
<td>Kendriya Vidyalaya, Malleshwaram</td>
<td>P. I. C.M. Ismail</td>
</tr>
<tr>
<td>5.</td>
<td>Corporation Composite School, Magadi Road</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td>School Details</td>
<td>Inspector/Supervisor</td>
</tr>
<tr>
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<td>-------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Calcutta</td>
<td>Assembly of God Church</td>
<td>Sgt. Prahar Ganguly</td>
</tr>
<tr>
<td></td>
<td>South Point</td>
<td>Insp. M.K. Banerjee</td>
</tr>
<tr>
<td></td>
<td>Kendriya Vidyalaya, Baligunj</td>
<td>Insp. B.C. Chatopadyay</td>
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<tr>
<td></td>
<td>Path Bhaban</td>
<td>Insp. S.K. Chakraborty</td>
</tr>
<tr>
<td></td>
<td>Kalighat High School, Kalighat</td>
<td>Insp. S.M. Mukherjee,</td>
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<tr>
<td>Chennai</td>
<td>SBOA School, Anna Nagar</td>
<td>Insp. Russel Samraj</td>
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<tr>
<td></td>
<td>Asan Memorial School, Egmore</td>
<td>S.I. Balsubramaniam</td>
</tr>
<tr>
<td></td>
<td>Kendriya Vidyalaya School, Island Grounds</td>
<td>ACF Venugoapli</td>
</tr>
<tr>
<td></td>
<td>Corporation Boys. H.S. School, Purusavakam</td>
<td>Insp. C. Damodaran</td>
</tr>
<tr>
<td></td>
<td>(a) Corporation School, Vyasapadi</td>
<td>Insp. Inbaskaran</td>
</tr>
<tr>
<td></td>
<td>(b) Govt. Hr. Sec. School, Kanikapuram</td>
<td>S.I. Sundaram</td>
</tr>
<tr>
<td>Indore</td>
<td>Shri Satya Sai Vidy Vihar, Vijayanagar</td>
<td>S.I. (Mrs.) Shelia Ashoka</td>
</tr>
<tr>
<td></td>
<td>S.I.C.A.S.S. School, Vijay Nagar</td>
<td>-do-</td>
</tr>
<tr>
<td></td>
<td>Kendriya Vidyalaya No. 1</td>
<td>S.I. Sunil Gupta</td>
</tr>
<tr>
<td></td>
<td>Govt. Bal Vinay Mandir, Park Road</td>
<td>DSP S.N. Shukla</td>
</tr>
<tr>
<td></td>
<td>Bal Public H.S. School</td>
<td>S.I. Pradeep Bakshi</td>
</tr>
<tr>
<td>Mumbai</td>
<td>Cathedral &amp; John Canon School</td>
<td>Insp. Madhav Pradhan</td>
</tr>
<tr>
<td></td>
<td>Swami Vivekananda School/Junior College, Chembur</td>
<td>Insp. S.J. Inamdar</td>
</tr>
<tr>
<td></td>
<td>Kendriya Vidyalaya, IIT, Powai</td>
<td>Insp. S.K. Naik</td>
</tr>
<tr>
<td></td>
<td>KMS Shirodkar High School, Parel</td>
<td>API Sanjay Kadam</td>
</tr>
<tr>
<td></td>
<td>Ganesh Vidy Mandir, Dharavi</td>
<td>Insp. Subhash Salvi</td>
</tr>
<tr>
<td>Patna</td>
<td>St. Michael School, Danapur</td>
<td>SDP0 Arshad Zaman</td>
</tr>
<tr>
<td></td>
<td>DAV Public School, Khagaul</td>
<td>Insp. Pramod Kumar</td>
</tr>
<tr>
<td></td>
<td>Kendriya Vidyalaya, Kankar Bagh</td>
<td>DSP Rajkumar Yadav</td>
</tr>
<tr>
<td></td>
<td>(a) Ram Mohan Rai Seminary High School, Mandiri</td>
<td>Insp. Mohd. Hussain</td>
</tr>
<tr>
<td></td>
<td>(b) B.N. College (1 Inter)</td>
<td>-do-</td>
</tr>
<tr>
<td>Visakhapatnam</td>
<td>Timpany School</td>
<td>S.I. K.Raghu</td>
</tr>
<tr>
<td></td>
<td>(a) Rama Krishna Mission High School, Maharanipet</td>
<td>C.I. Kanaka Rao</td>
</tr>
</tbody>
</table>
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 targeted 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 Anneurex __. The relevant team leaders and senior officers in charge 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 deadline 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
U.N.B. RAO, IPS,  
Golden Jubilee Research Fellow.  

DO No. NPA/GRPF/OM/5-30/98 

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

1. 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

02. Some one known to me is working in police

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

<table>
<thead>
<tr>
<th>Less than 20</th>
<th>21 to 40</th>
<th>41 to 60</th>
<th>61 to 80</th>
<th>81 to 100</th>
<th>More than 100</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>2500</th>
<th>5000</th>
<th>10000</th>
<th>20000</th>
<th>30000</th>
<th>50000</th>
<th>can not say</th>
</tr>
</thead>
</table>

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] ............................................ [ ]
Superintendent of Police [SP] ............................................ [ ]
Head Constable of Police [HC] ............................................ [ ]
Dy.Insp.Genl. of Police [DIG] ............................................ [ ]
Inspector [Inspr.] ......................................................... [ ]

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

<table>
<thead>
<tr>
<th>To a great extent</th>
<th>To a considerable extent</th>
<th>To some extent</th>
<th>Not at all</th>
</tr>
</thead>
</table>

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)

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
<th>Others Sources</th>
</tr>
</thead>
</table>

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)

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
<th>Others Sources</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
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</table>

15. a) Police work under great pressure.  
   b) Basis of my impression is (may tick more than one source, if necessary)

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
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</tbody>
</table>

16. a) Police are corrupt.  
   b) Basis of my impression is (may tick more than one source, if necessary)

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
<th>Others Sources</th>
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</tbody>
</table>

17. Corruption is rampant in all departments of the country.  

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
<th>Others Sources</th>
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</table>

18. Level of corruption in police is not as high as in other departments.  

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
<th>Others Sources</th>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
<th>Heard from Others</th>
<th>Others Sources</th>
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</tbody>
</table>

20. In your opinion, reasons for corruption in police are
   a) police are paid low salaries
   b) police are greedy and wants to exploit all situations
   c) police lost their sense of shame
   d) police see bribes as some sort of compensation to their extra duties and risky life.
   e) any other reason (pl. specify)..........................

<table>
<thead>
<tr>
<th>Cinema</th>
<th>TV</th>
<th>News Papers</th>
<th>Own Experience</th>
<th>Observed Myself</th>
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<tbody>
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</tbody>
</table>

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

Please give reasons for your answer (in brief)

22. Police show keenness to investigate cases thoroughly.

23. Police take lot of risk in dealing with criminals.

24. It is better if police go round meeting people rather than sitting in their police stations.

25. Police detect cases well for getting culprits punished.


27. Police need to remain in uniform while on duty rather than moving around in plain clothes.

Please give reasons for your answer (in brief)

28. Police may not beat up people including criminals.

Please give reasons for your answer (in brief)

29. It would be better if police adopt a friendly attitude.

Please give reasons for your answer (in brief)

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

30. In your opinion, reasons for bad behaviour of police are
   a) constables whom we mostly come across are less educated.
   b) police training makes them tough but not humane.
   c) police suspect one and all.
   d) police are overburdened with a variety of tasks.
   e) Any other reason (pl. specify) ..................................................

31. The families of policemen suffer.
   Please give reasons for your answer (in brief).

32. Police performance is affected badly due to...
   a) their long hours of duty with no assurance of even a weekly holiday
   b) their low salaries and poor living conditions
   c) lack of reforms in policing systems.
   d) their poor working conditions
   e) deterioration in value system of society
   f) increasing interference from politicians.
   g) lack of appreciation to police from public.
   h) widening gap between police and public.
   i) corruption in the police system.
   j) inadequate training to police officials.
   k) their mere fire-fighting approach in sorting out a problem.
   l) lack of effort to plan ahead.

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 cannot be people-friendly.

34. Public expects too much help/assistance from police.

35. Police is known to function frequently outside the law for meeting public expectations.

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

(ii) In the incident explained above, what do you think should happen?

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

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

38. Judges should not pass judgments because of outside pressure.

39. Criminals are becoming bold because of delay in court-trials.

40. Jailers need to be kind in handling prisoners.

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)

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

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

44. Police, Judges and Jail authorities are to cooperate with each other to deal with criminals.

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

46. The number of courts is adequate to deal with crimes/criminals.

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

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 the person being beaten. ❑
   c) run away from 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.

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

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.

ii) people who use weapons or violence of any kind do so because (a) they think they are stronger
(b) they know they could not persuade their opponents without using force

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

(iv) Children should not be bullied by other children, by their teachers or by their parents.

65. (i) Does violence of any kind worry you?

(ii) What do you think should be done to prevent violence? (Please state in brief).

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

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

68. I cannot leave my friends even if they tell me to do wrong things.

69. I am sure I shall achieve my goal.

70. There are very few good jobs like doctor, engineer and like.

71. I do not mind taking up any job.

72. I will be very disappointed if I do not get a job of my choice.

73. Studies are not as important as one thinks of.

74. I should have money and know people for getting any job done.

75. I would like to join the police.

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 ..............
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)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

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 ☐

****
फिलिश विद्यार्थियों के लिए परीक्षा परेशानी के लिए

बाल कर्मचारियों से मिलता/मिलती और बात करता/करती हूँ?

0. मेरी पहचान के एक व्यक्ति पुलिस में काम करते हैं?

0. मेरे नगर की पर्यावरण जनसंख्या है?

0. मेरे नरेंद्र मुख्य मंत्री की पर्यावरण संख्या है?

टिप्पणी: हो, ना, कस: कहाँ नहीं, जा सकता, पस: पूरी तरह सहमत, असहमत, अं: असहमत, पस: 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) लिखिए जाएँ:

<table>
<thead>
<tr>
<th>पुलिस उप निरीक्षक</th>
<th>पुलिस अधीक्षक</th>
<th>पुलिस प्रधान आरक्षक</th>
<th>पुलिस उप महा निरीक्षक</th>
<th>पुलिस निरीक्षक</th>
</tr>
</thead>
</table>

06. सामान्यता: एक पुलिस आरक्षक एक दिन में--------------------घंटे इको है।

07. एक पुलिस आरक्षक का वेतन लगभग ₹.-------------------- 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 मुश्किल है।

<table>
<thead>
<tr>
<th>मुश्किल स्तर</th>
<th>बहुत ज्यादा</th>
<th>एक सीमा</th>
<th>कुछ हद तक</th>
<th>बिल्कुल नहीं</th>
</tr>
</thead>
<tbody>
<tr>
<td>हद तक</td>
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<td></td>
</tr>
<tr>
<td>एक सीमा</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>बहुत ज्यादा</td>
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</tbody>
</table>

11. आपके अनुसार पुलिस की क्या धूमिका होती है (कृपया 5 पेंसियों में लिखिए)

12.(क) पुलिस जनता के प्रति संवेदनशील होती है:

<table>
<thead>
<tr>
<th>पस</th>
<th>स</th>
<th>कस</th>
<th>अस</th>
<th>पज</th>
</tr>
</thead>
</table>

(ख) मुझ पर इस प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक खोटों पर) निशान लगा सकते हैं:

<table>
<thead>
<tr>
<th>सिनेमा</th>
<th>टी.वी.</th>
<th>समाचारपत्र</th>
<th>अपने अनुभव से</th>
<th>स्वावधारणा से</th>
<th>दूसरों से सुना</th>
<th>अन्य खोटों से</th>
</tr>
</thead>
</table>

13. (क) पुलिस में शिकायत दर्ज करने में लोगों को भय लगता है:

<table>
<thead>
<tr>
<th>पस</th>
<th>स</th>
<th>कस</th>
<th>अस</th>
<th>पज</th>
</tr>
</thead>
</table>

(ख) मुझ पर इस प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक खोटों पर) निशान लगा सकते हैं:

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<th>अपने अनुभव</th>
<th>स्वावधारणा</th>
<th>दूसरों से सुना</th>
<th>अन्य खोटों</th>
</tr>
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</table>

टिप्पणी: हो, न: नहीं, कस: कहा नहीं जा सकता, पस: पूरी तरह सहमत, स: सहमत, अ: असहमत, पज: पूरी तरह असहमत
14. (क) पुलिस कर्मचारी व्यस्त रहते हैं।
(ख) मुझ पर इस प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक प्रश्नों पर निश्चात लगा सकते हैं)

सिनेमा टी.वी. समाचारपत्र अपना अनुभव स्वयं की परख दूसरों से सुना अन्य गोलों से

15. (क) पुलिस अत्यधिक दबाव के अंतर्गत कार्य करती है।
(ख) मुझ पर प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक प्रश्नों पर निश्चात लगा सकते हैं)

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16. (क) पुलिस ब्रह्मचारी होती हैं।
(ख) मुझ पर प्रभाव का कारण है (आवश्यकतानुसार एक से अधिक प्रश्नों पर निश्चात लगा सकते हैं)

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17. ब्रह्मचार देश के सभी विभागों में फैला हुआ है।
18. पुलिस में ब्रह्मचार का स्तर उतना अधिक नहीं है।
19. समाज प्रभु हो सकता है लेकिन पुलिस कर्मचारी को

उत्तर के अनुसार कारण लिखिए (संक्षेप में)

20. आपकी राय में पुलिस में ब्रह्मचार के कारण हैं:--
(क) पुलिस कर्मचारियों को वेतन कम मिलता है।
(ख) पुलिस लालच में होती है और सभी परिस्थितियों
का अनुचित हामी उठाना चाहती है
(ग) पुलिस को अपनी प्रतिहार का ध्यान नहीं है।
(घ) रेडवाई को पुलिस के अपने अंतर्गत कर्मचारी
और खतरे से भरी जिददी की प्रतिपुर्ति मानती है।
(ङ) अन्य कोई कारण (कुप्रयात उल्लेख करें)

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

22. पुलिस मामले की विस्तृत जाँच में रुचि दिखाती है

23. पुलिस अपराधियों से निपटने के लिए बहुत जोखिम उठाती है

24. अच्छा हो विष ब्रेकिंग शेयर में बैठने की अपेक्षा पुलिस कर्मचारी बाहर जाकर जनता से मेल मिलाया करें

25. दोषियों को सजा दिलाने के लिए पुलिस मामले की अच्छी तरह से छानबीन करती है

26. पुलिस अपराध दीवारियों की परवाह नहीं करती

27. इयूटी के समय पुलिस को सारे कपड़ों में घूमने की बजाय बदरी में रहना आवश्यक है
अपने उत्तर के संदर्भ में कारण दीवारिए (संक्षेप में)

28. पुलिस को अपराधियों या अन्यों की पिटाई का सहारा नहीं लेना चाहिए।
अपने उत्तर के संदर्भ में कारण दीवारिए (संक्षेप में)

29. यदि पुलिस मित्रता पूर्वक दृष्टिकोण अपनाये तो लाभप्रद होगा
अपने उत्तर के संदर्भ में कारण दीवारिए (संक्षेप में)

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30. आपकी राय में पुलिस के द्वर्तवर्त ने क्या कारण है?
(क) आरामक जीनसे हमारा अक्सर बातचीत पड़ता है, कम शिक्षित होते हैं
(ख) पुलिस प्रशिक्षण उन्हें कठोर बनाता है लेकिन मानवीय नहीं
(ग) पुलिस समी को संदेह से देखती है
(घ) विभिन्न उपादेशों के कारण पुलिस पर कार्य का अतिरिक्त भार होता है
(ङ) अन्य कोई कारण (कृपया उल्लेख करें)

31. पुलिस की नौकरी के कारण कर्मचारियों के परिवार व्यवस्थित रहते हैं:
अपने उत्तर के संदर्भ में कारण दीजिए (संक्षेप में)

32. पुलिस कर्मचारियों का नियामक निम्नलिखित के कारण बुरी तरह प्रभावित होता है:
(क) उनकी इंटरव्यू के लिए बिनाकिसी समारोहों के आयोजन के
(ख) उनका कम वेतन तथा दयनीय जीवन-यापन परिस्थितियाँ
(ग) पुलिस कार्य प्रणाली में सुधारों की कमी
(घ) उनकी दयनीय कार्य परिस्थितियाँ
(ङ) समाज की नैतिक मूल्य व्यवस्था में निर्माण
(च) राजनीतिकों का बढ़ता हुआ हस्तक्षेप
(छ) जनता द्वारा पुलिस की कार्य सराहना में कमी
(ज) पुलिस और जनता में बढ़ता हुआ भेद
(झ) पुलिंस कार्य प्रणाली में भ्रष्टाचार
(ञ) पुलिस कर्मचारियों के लिए अपघात प्रशिक्षण
(ट) किसी समस्या को जैसे हैं सुलझाने का पुलिस की कार्य प्रणाली
(ड) भविष्य के लिए नियोजन करने के प्रयासों में कमी

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अ : असहमत, पअ : पूरी तरह असहमत
33. पुलिस की भूमिका सामान्यतः नकारात्मक रहती है।
इसलिए यह जनता के साथ मिलने से नहीं हो सकता।

34. जनता पुलिस से अस्थिर सहायता की अपेक्षा करती है।

35. पुलिस अक्सर जनता की अपेक्षाओं को पूरा करने के लिए गरीब का पूजन नहीं हो सकता।

36. (i) मान लीजिए अपने देखा कि एक पुलिस कर्मचारी ने एक व्यक्ति को दुकान से सामान लेकर भागते हुए पकड़ा। कुप्पा लिखिए कि निम्नलिखित में से आप क्या घटेगा?

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

(ख) पुलिस को कारोबारी में पेश किया जाता है।

(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 मुक्तिमंडला हो सकता है।

(घ) जज तक तक वह निर्देश नहीं लेगा कि उस व्यक्ति ने दुकान से कैसे चुराई है या नहीं। जज तक तक वह मामले की सुनवाई नहीं करता।

(ङ) पुलिस कर्मचारी चोर या दुकानदार से रिश्वत ले लेगा।

(ii) उपयुक्त घटना में आपके अनुसार केस को होना चाहिए:

(iii) आपके अनुसार के अनुसार यदि आपके निवास स्थान के पास ये घटना घटती है तो आपके विचार में वास्तव में केस होगा।

37. भारतीय विधि ग्रामीण से सी माल से भी अधिक पूरी है।
इसलिए वातावरण से कोशियाँ दूर है।

38. न्यायाधीश को बाहरी दुबार में आकर निर्देश देना नहीं चाहिए।

39. व्यक्तिक सम्बन्ध में विवेचन के कारण अपराधी निर्देश हो रहे है।

40. केंद्रों के साथ बचाव करते समय जेल का दुवालु होना आवश्यक है।

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41. अपराधियों को जेल की सजा देने का उद्देश्य है
   (क) सुधार (उनके दुष्कर्म को सुधारना)
   (ख) सजा (उनको पीड़ित करना)

42. अपराध को दोहराने वाले अपराधियों के साथ बर्बादता से पेश आना चाहिए
    अपने उत्तर के संदर्भ में कारण लिखिए (संशोधन में)

43. प्रकाश बार अपराध करने वालों को माफ किया जा सकता है
    अपने उत्तर के संदर्भ में कारण लिखिए (संशोधन में)

44. अपराधियों से निपटने के लिए पुलिस, न्यायाधीशों तथा
    जेल प्राधिकारियों के बीच समन्वय होना चाहिए

45. न्यायालयों से बाहर लाते समय/ पेश करते समय अपराधियों
    के हाथ में हथकड़ी होनी चाहिए
    अपने उत्तर के संदर्भ में कारण लिखिए (संशोधन में)

46. अपराधों/ अपराधियों से निपटने के लिए न्यायालयों की संख्या

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
    कृपया लिखिए कि निम्नलिखित परिस्थितियों में आप क्या करना चाहेंगे (संबंधित
    विकल्प/विकल्पों) पर चिह्न लगाईं

48. यदि में किसी फिल्म में जनता द्वारा किसी पुलिस कर्मचारी को पिटते हुए देखता हूँ तो, सुझे
   (क) मजा आता है
   (ख) पुलिस के संदर्भ में बुरा लगता है
   (ग) कारण जानने की चेष्टा करता हूँ
   (घ) लगता है कि पुलिस जीविथ भरी नैराजति है
   (ङ) अन्य कोई कारण (कृपया उल्लेख करें)

49. यदि में व्यक्तियों की सजा के लिए किसी पुलिस कर्मचारी को पिटते हुए देखूँ तो में
   (क) हस्तक्षेप करके पुलिस वाले को बचाएंगा
   (ख) पीटने वालों में शामिल हो कर उसकी पिटाई करेंगा
   (ग) देखने में आनंद आएगा
   (घ) पुलिस नियंत्रण कार को सूचित करेंगा
50. यदि में किसी पुलिस कर्मचारी को किसी व्यक्ति को पीड़ाते हुए देखा तो मैं

(क) उसे ऐसा न करने के लिए कहूँगा
(ख) पीटने बाले व्यक्ति के प्रति सहायता देंगा
(ग) उस व्यक्ति को बचाने का प्रयास करूँगा
(घ) अन्य कोई कारण (फुप्पा उलेख करें)

51. यदि में किसी पुलिस कर्मचारी को किसी व्यक्ति से रिश्वत लेते हुए देखा तो मैं

(क) चुप रह कर देखूँगा
(ख) पुलिस कर्मचारी से ऐसा न करने के लिए कहूँगा
(ग) पुलिस नियंत्रण को सूचित करूँगा
(घ) वहाँ से भाग जाऊँगा
(ङ) अन्य कोई कारण (फुप्पा उलेख करें)

52. यदि पास में कोई झुड़ा चल रहा हो और पुलिस कर्मचारी निकिले होकर झाड़े पी रहा हो तो मैं

(क) पुलिस कर्मचारी को झाड़े के बारे में बताकर हस्ताक्षर करवाने के लिए कहूँगा
(ख) पुलिस कर्मचारी को झाड़े में हस्ताक्षर करवाने में सहायता करूँगा
(ग) वहाँ से भाग जाऊँगा
(घ) स्वयं झाड़े में हस्ताक्षर करूँगा
(ङ) अन्य कोई कारण (फुप्पा उलेख करें)

53. यदि में किसी को सर्किल कुराते देखा तो मैं

(क) शरारत दर्शाऊँगा
(ख) चोर/ संदिध्ध को पकड़ने का प्रयत्न करूँगा
(ग) शरारत पुलिस को सूचित करूँगा
(घ) घटना की परवहन नहीं करूँगा
(ङ) अन्य कोई कारण (फुप्पा उलेख करें)

54. यदि में किसी व्यक्ति को किसी को लूटते हुए देखा तो मैं

(क) शरारत दर्शाऊँगा
(ख) चोर/ संदिध्ध को पकड़ने का प्रयत्न करूँगा
(ग) शरारत पुलिस को सूचित करूँगा
(घ) घटना की परवहन नहीं करूँगा
(ङ) अन्य कोई कारण (फुप्पा उलेख करें)

55. यदि में पिताजी का चलाने के लिए प्राप्त नहीं करूँगा

(क) उन्हें ऐसा न करने के लिए प्रेरित करूँगा
(ख) बाद में अपने माताजी को इसके बारे में बताऊँगा
(ग) अपने पिताजी के कहूँगा कि वे कार गलत दंग से चला रहे हैं
56. जब में कुछ लड़कों को किसी बास पर पत्थर फेंकते हुए और बास के झाँकियों तथा कंदक्कड़ को मारते हुए देखता हूँ तो में
(क) उन्हें ऐसा न करने के लिए कहता हूँ
(ख) उनमें शामिल हो जाता हूँ
(ग) अपने को बचाने के लिए बहां से भाग जाता हूँ
(घ) पुलिस (नियंत्रण कक्ष) को सूचित करता हूँ
(ङ) अन्य कोई कारण (कृपया उल्लेख करें)

57. किसी लड़क पर पड़े घायल व्यक्ति को देख कर में
(क) घायल की सहायता करने का प्रयास करता हूँ
(ख) संदेह सहायता के लिए पुलिस को सूचित करता हूँ
(ग) अपने को बचाने के लिए बहां 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 में किसी गाड़ी को पुर्जा मारते हुए और बहां से भाग जाते हुए देखता हूँ तो में
(क) गाड़ी का नंबर नोट करके पुलिस को सूचित करते का प्रयास करता हूँ
(ख) पीछे से अने बाली गाड़ियों को संदेह का पीछा करने का अनुरोध करता हूँ
(ग) पहले घायल की देखभाल करके फिर पुलिस को सूचित करता हूँ
(घ) बचकर घाना सकार से निकल जाता हूँ
(ङ) अन्य कोई कारण (कृपया उल्लेख करें)

59. यदि में अपने मित्रों को किसी को प्रतापित करते देखता हूँ तो में
(क) उन्हें ऐसा न करने के लिए कहता हूँ
(ख) उनका अनुसरण करके में भी बहां करता हूँ
(ग) पीछे की सहायता करने का प्रयास करता हूँ
(घ) देखता और अपनिविष्ट होता हूँ
(ङ) अन्य कोई कारण (कृपया उल्लेख करें)

60. यदि में किसी नियंत्रण व्यक्ति के साथ अन्याय होता देखता हूँ तो में
(क) हस्तक्षेप करने के व्यय को रोकने का प्रयास करता हूँ
(ख) पुलिस नियंत्रण कक्ष को सूचित करता हूँ
(ग) बहां से भाग जाता हूँ
(घ) अन्याय से लड़ने के लिए नियंत्रण व्यक्ति का साथ देता हूँ
(ङ) अन्य कोई कारण (कृपया उल्लेख करें)

61. यदि मेरे मित्र सिगरेट पीते हैं तो में
(क) में सिगरेट न पीने की सलाह देता हूँ
(ख) उनके माता पिता से शिकायत करता हूँ
(ग) उनके साथ सिगरेट पीना पसंद करता हूँ
(घ) उसने दूर रहता हैं।
(ङ) अन्य कोई कारण (कुपया उल्लेख करें)
वर्तमान स्थिति का अवसर से नशीले पदार्थ खाने का देखा जाएगा?
(क) शोर प्रचारणा
(ख) चोर/ सदिच्छा की पकड़ने का प्रयत्न करेंगा
(ग) शीघ्र पुलिस को सूचित करेंगा
(घ) घटना की परवाह नहीं करेगा
(ङ) अन्य कोई कारण (कुपया उल्लेख करें)

63. नीचे कुछ सामाजिक बुराईयों का उल्लेख हैं कृपया संकेत करें कि उनके आकर्षण या नुकसान क्या है और का निशान लगाते हुए लिखिए कि आप उनका ‘आनंद उठाएं’, उनसे ‘दूर रहें’ या ‘कहा नहीं जा सकता’

<table>
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<tr>
<th>सामाजिक बुराई</th>
<th>आकर्षण</th>
<th>संभावित नुकसान</th>
<th>आनंद आना</th>
<th>घटना को दूर रहना</th>
<th>कह नहीं सकते</th>
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<tr>
<td>1. सिगरेट पीना</td>
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<td>2. बिचर/शारा सेवन</td>
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<td>4. छेड़छाड़</td>
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<td>5. नशीले पदार्थों का सेवन</td>
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<td>6. विवाह कूल्ले शारीरिक संयंग बनाना</td>
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</table>

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

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

(ii) किसी प्रकार के हथियारों या हिंसा का प्रयोग करने वाले सोचते हैं कि

(क) वे अधिक ताकतवर हैं।
(ख) उन्हें मालूम है कि विना बल प्रयोग के वे अपने विवाहितों को मनवा नहीं सकते।
(ग) दंगे करती लड़कियों को रोकने के लिए वा संगठन को नष्ट होने पर लड़कियों के बल का प्रयोग करना उचित है।
(घ) बच्चों को अन्य बच्चों द्वारा, उनके अध्यापकों
या माता-पिता द्वारा बराबर -धमकाया नहीं जाना चाहिए।

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

(ii) आपके अनुसार हिंसा को रोकने के लिए क्या करना चाहिए?

66. किसी उत्पाद का विज्ञापन अक्सर उस वस्तु का अतिरिक्त करता है या उस उत्पाद की क्षमता के बारे में झुका प्रचार करता है।

67. कदाचारों में अनुपस्थित रहकर अच्छा हिन्दू देखने में मुझे कुछ गलत नहीं लगता, वह भी तब, जब अन्य मित्र भी ऐसा ही कर रहे हैं।

68. मैं अपने मित्रों को नहीं छोड़ सकता चाहें वे मुझे कुरा काम करने के लिए ही कर न करें।

69. मुझे विश्वास है कि मैं अपने लक्ष्य को प्राप्त करूँगा।

70. अच्छी नीतियाँ कुछ ही हैं जैसे डॉक्टर, इंजीनियर या इसी प्रकार की अन्य।

71. मैं कोई भी नीति करने के लिए तैयार हूँ।

72. विद्युत्सु अपनी परम्परा की नीति न सिलेन तो मुझे बहुत निराशा होगी।

73. अध्ययन उत्तर महत्वपूर्ण नहीं है जितना की कोई व्यक्ति सोचता है।

74. मेरे पास पैसा होना चाहिए और उन लोगों की जानकारी होनी चाहिए जिनके काम कारावास जा सकता है।

75. मैं पुलिस की नीति काना परसंद करूँगा।

76. दृष्टि उपरिकल्पना का उत्साह है लेकिन दरी गधी सूची में से तीन कारणों पर अवरोध क्रम में निरीक्षण लगाई जिसमें ‘अन्त महत्वपूर्ण कारण’ के लिए (1) और ‘सब से कम महत्वपूर्ण कारण’ के लिए (5) लिखा जाये।

(क) सुझो यह नीति परसंद है

(ख) मैं इससे निर्देश में बहुत लाभ प्राप्त कर सकता हूँ

(ग) मैं जो करना चाहूँ, कर सकता हूँ

(घ) मैं बड़ी में स्थाई दिखता हूँ

(ङ) मैं बहुत सारा धन कमा सकता हूँ

(च) मैं अच्छा नाम और शोहात कमा सकता हूँ

(छ) मैं निर्देश और जस्ता मन्द मद्य व्यक्तियों की सहायता कर सकता हूँ

(ज) मैं राष्ट्र की सेवा कर सकता हूँ
(इ) मुहो विश्वास है कि मैं पुलिस की छवि बदल सकता हूँ
(ट) पुलिस कार्य प्रशंसकीय कार्य है
(ठ) मैं आसानी से नींवकी प्राप्त कर सकता हूँ
(इ) मैं पुलिस कार्य को एक बड़ी चुनौती मानता हूँ
(ण) अन्य कोई कारण (कुछवा उल्लेख करें)

77. मैं पुलिस की नींवकी में नहीं जाना चाहता क्योंकि (कुछवा संक्षेप में कारण लिखें)

78. मूल व्यक्तिगत विवरण

(क) नाम (दिखा या न दिखा जा सकता है) सिंग: पुरुष द्वी
(ख) काशा अनुभाग
(ग) स्कूल का नाम
(घ) नगर
(ङ) जन्म तिथि / आयु (पूरे किये गये वर्ष )
(च) पिता / संस्कृत का व्यक्तिगत
(छ) माता का व्यक्तिगत, पति हो तो
(ज) बच्चों की संख्या (स्वयं को मिलाकर) भाई बहन
(झ) क्या आप पहले/ दूसरे/ तीसरे बच्चे हैं (यदि अन्य, कुछवा उल्लेख करें)
(उचित स्थान पर निर्देश लगाएं)
(ट) परिवार की वार्षिक आयमदनी
(लगभग)
01. આધિ ખૂબ વધુ ધામની પ્રથમ વર્ષના માટે તૈયાર થ્યું. રાજ્ય બદલચીન.

02. આધિ ફળમાળાના પ્રથમ પ્રથમ કાર કરીને માટે. [ફકરો]

03. આધિ માફ પ્રથમ (માફ) આભૂધીના વાતાવરણના સમય.

04. આધિ માફ પ્રથમ (માફ) પ્રથમ પ્રથમ સેલોની લખનારખી.

05. આધિ માફ પ્રથમ (માફ) પ્રથમ પ્રથમ લખનારખી.

06. આધિ માફ પ્રથમ (માફ) આભૂધીના વાતાવરણ.

07. આધિ માફ પ્રથમ (માફ) કરણે પ્રથમ પ્રથમ સેલોની લખનારખી.

08. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

09. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

10. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

11. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

12. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

13. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

14. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

15. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

16. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

17. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

18. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

19. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

20. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

21. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

22. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

23. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

24. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

25. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

26. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

27. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

28. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

29. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.

30. આધિ માફ પ્રથમ (માફ) સ્કોરની સુસંગત વાતાવરણ.
06. આર્થનીતિ એકજન પ્રુણમનું મશેદાન મીટની છેદક ખશ બદલી,

07. એકજન પ્રુણમનું મશેદાન પાસે, આર્થનીતિ છેદક પાસ.

08. આર્થનીતિ બાર ખશ બદલું પાલન એકજન પ્રુણમનું મશેદાન પાલનથી સુધી.

09. પ્રુણમનું અર્થવિધાન મશેદાન — % (ગણનગત) સુધી પ્રુણમનું મશેદાન આર મશેદાન.

10. આર્થનીતિ પ્રુણમનું મશેદાન આર્થનીતિ જાણવું બદલકુ?

1. આપણારા સમ પ્રુણમના પ્રુણકા વિઝી ? (ફાયદે પણની મધ્યમાં)

2. 4) પ્રુણમ આમાનગીરિયે ગ્રાહક અરદ્દનભિચિતી એ એકમાં, એકમાં, વિઝી એલિટ.

3) આપણારા એક મજાનો વિચિત્ર (ડલાર શુંના મજા ગયા) એકજન વપરી વિચ્ચી વિચ્ચી.

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<td>અમલમાંના</td>
<td>તમામ</td>
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</table>

15.  ગુનિંદોણે ગુર ગાંધ આત્મ બદ્ધ કરવું હે.  એ.આ.  અ.  અની.  વ.  શ્રી. 

16.  ગુનિંદો ગુસીશનારના.  એ.આ.  અ.  અની.  વ.  શ્રી. 

17.  ગુસીશની સિટાર ગરી ગાંધ આસર દુધીય ગયું (હ).  એ.આ.  અ.  અની.  વ.  શ્રી. 

18.  અંગાણી વિભાગના ગુસીશ ગુનિંદો ગુસીશની કલ્પ.  એ.આ.  અ.  અની.  વ.  શ્રી. 

19.  ગુસીશના દુધીયપક સ્વત પાળું કરી ગુસીશના ગુસીશના પાળવિચાર માટે ઉપદ્ધાય કરવું હતું.  આલાંગાર ઉત્તર અને હુલું આગામણ કરવા માટે શ્રી ગુસીશ.
20. આગામી વાત, પુલિનં હૃદયપર કાઢેલા હતા: 

 4) પુલિનની માનની ખુશ કરના 

 5) પુલિનની પોતાની લાગણી એવી અભ્યાસસાથી ગોરિયોથી સુખાય દિશ હતા 

 6) પુલિનની માનની કરી દ્વારા જીવનમાં શુષ્ક મારા કાચ બરબર બિમનાવે પુક્ક 

(એક્સય અનાય સુખ) 

 7) શુદ્ધ કરી કાઢેલ: 

21. અનતરીનું પુલિન આલામાં ખુષ થયો, એમ. એ. અનિ. 

22. અનતરીનું વાસ સભાનાં ક્રમાંક પુલિન કૉન્ટ્રાર (દખાય) 

23. અનતરીની વિનાદ્ભા પુલિનને વૃદ્ધ શુષ્ક મારા શુષ્ક થયો 

24. પુલિનના ખાનગી બંધ ન પસાર રેખારણ પસાર શહેર જયારે 

25. અનાયકાનું વાસ સભાનાંથી પુલિનની એલાયાને ફરી મારા રાજ ગામ, 

26. અનાયકાને વાસ કરી મારા બલ પુલિન આંતા દેખતા ગા. 

27. કાચ બરબર આનંદ પુલિનની આસપાસ નરાણભીજન ના ગામ 

28. પુલિનની સાથે ગયા ગામ શહેર ફરી 

29. કાચ બરબર આનંદ પુલિનની આસપાસ નરાણભીજન (નાયાંકર ના ગામ 

(એમ. એ. એ. અનિ. 

આગામી વાત કરી દુઃખાને કરી શુષ્ક મારા
24. આદિક સારુખરિય કરા પુલિનભર ચાલી નં, એમાંક આસરિક કદે નં?

29. વૃહિસારું ગુંબ વર્યણ્ય આચરિય ઠટ્ટા આધાર.

30. આસમાન માટ પુલિનભર પૂર્વભરું દાખલ શાખ.

4) યોગ્યતાના આધાર સારુરી પુલિનભર લખાં દખલ રીતે સામે

5) પુલિનભર પુલિનભર પુલિનભર નાણ ધરે સાથી કરંચી

6) પુલિનભર પુલિનભર પુલિનભર પુલિનભર

7) પુલિનભર આચરિય અને આચરિય કરે.

5) પુલિનભર કાર્ય સંદર્ભ કાર્ય સામેં કરં શાખ.

6) અમે રાખા બાદલ (નિર્દેશ કરી કદાયક)

31. પુલિનભરું પરિસર - પરિસરને જાહેર કરો?

32. આસમાન કરા સુધી અસરવો વ્યાપ કરાવે માનાં (સસ્તે કદાયક)
પિતાના શહેર સુધી નથી આયુ કામના કર કામ કરી શકાય નથી

1. જasyarakat મૂર્ખ છાપી શઆલી પુલિનાં બધાં ગાંધરુ દશન
2. પુલિનાં સરકાર પાયણ કરવું મારું, મૂર્ખતા પર આતંક ઉત્સાહ, પામડા નથી
3. પુલિનાં કામાં પલાલા પાડીં,
4. આરામદાર મંદિરાતંદનું અમારી ભારત
5. પુલિનાં કામાં રાજકોટની સેલાના એસબુલાની સારવારું શેરુ ણ પામડા નથી
6. જન આરામ શેરું યો જન આરામ જાળૂ પુલિનાં અમારી જાળુ
7. પુલિનાં ઓ જાળું પાડીં,
8. આરામદાર મંદિરાતંદનું અમારી ભારત
9. પુલિના સફાઈકરી પામડા શેરું જાળુ
10. પુલિનાં કામાં પલાલા પાડીં,

11. પુલિનાં સફાઈકરી સમાજ માટે જાળુ પુલિનાંે જાળું પલાલા પાડી યાય નથી,
12. જાળુ પુલિનાંને જાળુ પામડા કામ કરી જાળુે પલાલા પાડીં,
13. જાળું પુલિના સફાઈકરી પુલિના સફાઈકરી સફાઈકરી ઉભયા ઞારદવા
14. જાળું પુલિના સફાઈકરી પુલિના સફાઈકરી સફાઈકરી ઉભયા ઞારદવા
15. 3) ઝું શકના આખરના પ્રભાવ એ માટે જાળુ પલાલા પાડીં,
16. 3) ઝું શકના આખરના પ્રભાવ એ માટે જાળુ પલાલા પાડીં,
   1. પુલિના પુલિના ખાટી શઆલી શઆલી શઆલી શઆલી
   2. વિચારો જાળુ પુલિના શઆલી શઆલી શઆલી શઆલી
   3. આરામ દારું ખાટી શઆલી શઆલી શઆલી શઆલી
   4. પુલિના પુલિના ખાટી શઆલી શઆલી શઆલી શઆલી
   5. પુલિનાં પુલિના ખાટી શઆલી શઆલી શઆલી શઆલી
   6. પુલિના પુલિના ખાટી શઆલી શઆલી શઆલી શઆલી
ಪ್ರಶ್ನೆ 4 -

ಪ್ರಾಮುಖ್ಯವಾಗಿ ಪ್ರಥಮವಾಗಿ ಸುಮಾರು ವರ್ಷ 1000-1500-ವರ್ಷಗಳಲ್ಲಿ ವಿಶ್ವದ ದೇಶಗಳಲ್ಲಿ ಮಾನವನ ಪ್ರಸಿದ್ಧಿಯ ಮೂಲಕ ಪ್ರಸಿದ್ಧಗಾಗಿತ್ತು. ಇದು ಪ್ರಶ್ನೆಯ ಸರಿಸೇರ್ಪಟ್ಟಿತು. ಈ ಸಮಯ ಮುನ್ನೆರಡು ವರ್ಷಗಳ ಮೂಲಕ ವಿಶ್ವದ ಪ್ರಮುಖ ದೇಶಗಳಲ್ಲಿ ಮಾನವನ ಪ್ರಸಿದ್ಧಿಯ ಮೂಲಕ ಪ್ರಸಿದ್ಧಗಾಗಿತ್ತು.

ಇದು ಪ್ರಶ್ನೆಯ ಸರಿಸೇರ್ಪಟ್ಟಿತು.

ಪ್ರಶ್ನೆ 5 -

ಪ್ರಾಮುಖ್ಯವಾಗಿ ಪ್ರಥಮವಾಗಿ ಸ್ವತಂತ್ರ ಸಮಾಜದ ಪ್ರಸಿದ್ಧಿಯ ಮೂಲಕ ಪ್ರಸಿದ್ಧಗಾಗಿತ್ತು. ಈ ಸಮಯ ಮುನ್ನೆರಡು ವರ್ಷಗಳ ಮೂಲಕ ವಿಶ್ವದ ಪ್ರಮುಖ ದೇಶಗಳಲ್ಲಿ ಮಾನವನ ಪ್ರಸಿದ್ಧಿಯ ಮೂಲಕ ಪ್ರಸಿದ್ಧಗಾಗಿತ್ತು.

ಪ್ರಶ್ನೆ 6 -

ವರ್ಷ ಮುನ್ನೆರಡು ವರ್ಷಗಳ ಮೂಲಕ ವಿಶ್ವದ ಪ್ರಮುಖ ದೇಶಗಳಲ್ಲಿ ಮಾನವನ ಪ್ರಸಿದ್ಧಿಯ ಮೂಲಕ ಪ್ರಸಿದ್ಧಗಾಗಿತ್ತು.
1. ಭಾರತದ ಜನಸಂಖ್ಯೆಯ ತಳಿಯ ರೇಖೆ

<table>
<thead>
<tr>
<th>ವೇತನಿನ ಅಂಕೆ</th>
<th>ಭಾಗಗಳು</th>
<th>ವರ್ಷೆ</th>
<th>ಸಂಸ್ಥೆ</th>
<th>ರೈಲ್ವೇ ಸಂಸ್ಥೆ</th>
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<tbody>
<tr>
<td>20 ವರ್ಷೆ</td>
<td>120</td>
<td>ಸ್ಕೀಮ್</td>
<td>ಕೇಂದ್ರ</td>
<td></td>
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<tr>
<td>40 ವರ್ಷೆ</td>
<td>120</td>
<td>ಎರಡುನಕ್ರಿಯೆ ಸೇವೆಯಾಗಿರುವ ಪ್ರತ್ಯೇಕ ಪ್ರಮುಖ ಸಂಸ್ಥೆ</td>
<td>ರೈಲ್ವೇ ಸಂಸ್ಥೆ</td>
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<tr>
<td>60 ವರ್ಷೆ</td>
<td>120</td>
<td>ಎರಡುನಕ್ರಿಯೆ ಸೇವೆಯಾಗಿರುವ ಪ್ರತ್ಯೇಕ ಪ್ರಮುಖ ಸಂಸ್ಥೆ</td>
<td>ರೈಲ್ವೇ ಸಂಸ್ಥೆ</td>
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<td>80 ವರ್ಷೆ</td>
<td>120</td>
<td>ಎರಡುನಕ್ರಿಯೆ ಸೇವೆಯಾಗಿರುವ ಪ್ರತ್ಯೇಕ ಪ್ರಮುಖ ಸಂಸ್ಥೆ</td>
<td>ರೈಲ್ವೇ ಸಂಸ್ಥೆ</td>
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<td>100 ವರ್ಷೆ</td>
<td>120</td>
<td>ಎರಡುನಕ್ರಿಯೆ ಸೇವೆಯಾಗಿರುವ ಪ್ರತ್ಯೇಕ ಪ್ರಮುಖ ಸಂಸ್ಥೆ</td>
<td>ರೈಲ್ವೇ ಸಂಸ್ಥೆ</td>
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2. ಸಾಮಾಜಿಕ ಸಂರಕ್ಷಣೆ ಸಂಸ್ಥೆಗಳಿಗೆ ಸರಿಹೋದು ಸಹಾಯಕರ ಸಂದರ್ಶನ

<table>
<thead>
<tr>
<th>ಸರಿಹೋದು</th>
<th>ಸಂದರ್ಶನ</th>
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<tbody>
<tr>
<td>ಸಾಮಾಜಿಕ ಸಂರಕ್ಷಣೆ ಸಂಸ್ಥೆಗಳಿಗೆ ಸಹಾಯಕರ ಸಂದರ್ಶನ</td>
<td>ಸಾಮಾಜಿಕ ಸಂರಕ್ಷಣೆ ಸಂಸ್ಥೆಗಳಿಗೆ ಸಹಾಯಕರ ಸಂದರ್ಶನ</td>
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3. ರಾಜ್ಯದ ಜನಸಂಖ್ಯೆ (ರಾಜ್ಯದಲ್ಲಿರುವ ಜನಸಂಖ್ಯೆ) | ರಾಜ್ಯದಲ್ಲಿರುವ ಜನಸಂಖ್ಯೆ |
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<td>20 ವರ್ಷೆ</td>
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<td>100 ವರ್ಷೆ</td>
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4. ಸಾಮಾಜಿಕ ಸಂರಕ್ಷಣೆ ಸಂಸ್ಥೆಗಳಿಗೆ ಸಹಾಯಕರ ಸಂದರ್ಶನ

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<tr>
<th>ಸರಿಹೋದು</th>
<th>ಸಂದರ್ಶನ</th>
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<tbody>
<tr>
<td>ಸಾಮಾಜಿಕ ಸಂರಕ್ಷಣೆ ಸಂಸ್ಥೆಗಳಿಗೆ ಸಹಾಯಕರ ಸಂದರ್ಶನ</td>
<td>ಸಾಮಾಜಿಕ ಸಂರಕ್ಷಣೆ ಸಂಸ್ಥೆಗಳಿಗೆ ಸಹಾಯಕರ ಸಂದರ್ಶನ</td>
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</table>

5. ಭಾರತದ ಜನಸಂಖ್ಯೆಯ ತಳಿಯನ್ನು ವಿಭಾಗಗಳಿಗೆ ಸಾಲುತ್ತಾರೆ ಮೇಲೆಂದು. ಹೇಗೆ ಆಗಿರುತ್ತಿರ್ಬೇಕು (1) ವರ್ಷೆ, ಹೇಗೆಂದರೆ ಆದಾಯಿಗರು (5) ವರ್ಷೆಗೆ ಮೇಲೆಂದು.

6. ರಾಜ್ಯದ ಜನಸಂಖ್ಯೆಯ ತಳಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿರುವ ಜನಸಂಖ್ಯೆ | ರಾಜ್ಯದಲ್ಲಿರುವ ಜನಸಂಖ್ಯೆ |
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<td>120</td>
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7. ಭಾರತದ ಜನಸಂಖ್ಯೆಯ ತಳಿಯನ್ನು ರಾಜ್ಯದಲ್ಲಿರುವ ಜನಸಂಖ್ಯೆ | ರಾಜ್ಯದಲ್ಲಿರುವ ಜನಸಂಖ್ಯೆ |
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8. ಮೂಲ ಹೊಂದಿದೆ ಅಥವಾ ಭಾಗಕ್ಕೆ ಕೊಡಿಸಿದ್ದರೂ, ಎಂದರೆ ಮೂಲಕ ಅಂಕೆ ಅಧಿಕಾರ.

9. ಅಮ್ಮದ ಹೊಂದಿದೆ ಅಥವಾ ಹೊಂದಿರಲು, % ಹೊಂದಿದೆ ಅಥವಾ ಹೊಂದಿರಲು, ಎಂದರೆ ಮೂಲಕ ಅಂಕೆ ಅಧಿಕಾರ.

10. ಮೂಲಕ ಹೊಂದಿದಾಗ ನಮೂ ಅಧಿಕಾರ.

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<tr>
<th>ಅನುಗುಣ ಮಾರ್ಗಾವಣಿ</th>
<th>ಅನುಗುಣ ಕೇಸಿ</th>
<th>ಅನುಗುಣ ಉತ್ತಮ</th>
<th>ಅನುಗುಣ ಸಾಧನ</th>
<th>ಅನುಗುಣ ನೆನಪು</th>
</tr>
</thead>
</table>

11. ಕಾಲ ಸಂಖ್ಯೆ (ನೇಮಿಸಿಯು) 5 ಕಾಲ ಬಾರೆಯಲ್ಲಿ ಮಾತ್ರ -

12. (೨) ಮಾರ್ಗಾವಣಿ ನಮೂ ಅಧಿಕಾರಗಳಿಗೆ ನೀಡಲು.

<table>
<thead>
<tr>
<th>ಕ್ರಮ</th>
<th>ಅರ</th>
<th>ಎಲೆಕ್</th>
<th>ಓಡೂರು</th>
<th>ಮೂಲಕ</th>
</tr>
</thead>
</table>

(೨) ಹೊಂದಿದ್ದಿರಿದಾಗ (ನೇಮಿಸಿಯು ಮಾರ್ಗಾವಣಿಗಳು, ಮಾತ್ರ).

<table>
<thead>
<tr>
<th>ಖರ್ಚು</th>
<th>ಮುಂದು</th>
<th>ಕ್ರಮಾಂಕ</th>
<th>ಮುಂದುಗಳು</th>
<th>ಕ್ರಮಾಂಕವಿದೆ</th>
<th>ಶಾಕ್ರರು</th>
<th>ಕ್ರಮಾಂಕ</th>
<th>ಮಾತ್ರ</th>
</tr>
</thead>
</table>

13. (೨) ಮಾರ್ಗಗಳ ನಮೂ ಅಧಿಕಾರಗಳಿಗೆ ನೀಡಲು.

<table>
<thead>
<tr>
<th>ಕ್ರಮ</th>
<th>ಅರ</th>
<th>ಎಲೆಕ್</th>
<th>ಓಡೂರು</th>
<th>ಮೂಲಕ</th>
</tr>
</thead>
</table>

(೨) ಹೊಂದಿದ್ದಿರಿದಾಗ (ನೇಮಿಸಿಯು ಮಾರ್ಗಾವಣಿಗಳು)

<table>
<thead>
<tr>
<th>ಖರ್ಚು</th>
<th>ಮುಂದು</th>
<th>ಕ್ರಮಾಂಕ</th>
<th>ಮುಂದುಗಳು</th>
<th>ಕ್ರಮಾಂಕವಿದೆ</th>
<th>ಶಾಕ್ರರು</th>
<th>ಕ್ರಮಾಂಕ</th>
<th>ಮಾತ್ರ</th>
</tr>
</thead>
</table>
14. (iii) ಗೌರಿಯತೆ ಅಥವಾ ರೈಲ್ಲಿ ವಯಸ್ಕುಗಳನ್ನು

<table>
<thead>
<tr>
<th>ನೂರಿದಿಗೆ</th>
<th>ದಟ್ಟ</th>
<th>ರೈಲ್ಲಿ</th>
<th>ಬ್ಯಾಟರಿ</th>
<th>ಸ್ಪಿನಿಕ್</th>
<th>ಬೆಂಗಳೂರಿಯ ರೈಲ್ಲಿ</th>
<th>ಎಲ್ಲಾ ರೈಲ್ಲಿಗಳು</th>
<th>ಎಲ್ಲಾ ರೈಲ್ಲಿಗಳಿಗೆ</th>
</tr>
</thead>
</table>

15. (iv) ಗೌರಿಯತೆ ಅಥವಾ ರೈಲ್ಲಿ ವಯಸ್ಕುಗಳನ್ನು

<table>
<thead>
<tr>
<th>ನೂರಿದಿಗೆ</th>
<th>ದಟ್ಟ</th>
<th>ರೈಲ್ಲಿ</th>
<th>ಬ್ಯಾಟರಿ</th>
<th>ಸ್ಪಿನಿಕ್</th>
<th>ಬೆಂಗಳೂರಿಯ ರೈಲ್ಲಿ</th>
<th>ಎಲ್ಲಾ ರೈಲ್ಲಿಗಳು</th>
<th>ಎಲ್ಲಾ ರೈಲ್ಲಿಗಳಿಗೆ</th>
</tr>
</thead>
</table>

16. (v) ಗೌರಿಯತೆ ಪ್ರೋಟೆಂಟ್ಜ

<table>
<thead>
<tr>
<th>ನೂರಿದಿಗೆ</th>
<th>ದಟ್ಟ</th>
<th>ರೈಲ್ಲಿ</th>
<th>ಬ್ಯಾಟರಿ</th>
<th>ಸ್ಪಿನಿಕ್</th>
<th>ಬೆಂಗಳೂರಿಯ ರೈಲ್ಲಿ</th>
<th>ಎಲ್ಲಾ ರೈಲ್ಲಿಗಳು</th>
<th>ಎಲ್ಲಾ ರೈಲ್ಲಿಗಳಿಗೆ</th>
</tr>
</thead>
</table>
17. ಪೂರ್ಣಗೊಂಡ ಬಿಂದು ಕ್ರಮ ಸೂಚಿಸಿರುಂದು, ಕೇಳಕಂಡು ಮಾಡಿ.

| ಯೂ | ಇ | ಮೈ | ಹೈ |

18. ಅಧ್ಯಯನ ಹೊಂದಿರುವ ಪೂರ್ಣಗೊಂಡ ಬಿಂದು ಕ್ರಮ ಸೂಚಿಸಿರುಂದು.

| ಯೂ | ಇ | ಮೈ | ಹೈ |

19. ರೈತನ ಪ್ರತ್ಯೇಕ ಕೃಷಿ, ಎಣ್ಣಿ ಪ್ರತ್ಯೇಕ ಪ್ರವೃತ್ತಿ.

| ಯೂ | ಇ | ಮೈ | ಹೈ |

ರೈತನ ಪ್ರತ್ಯೇಕ ಕೃಷಿಯನ್ನು ಬಳಸಿ (ಕಾಡಿನಿ):—

20. ರೈತನ ಪ್ರತ್ಯೇಕ ಕೃಷಿಯನ್ನು ಪ್ರತ್ಯೇಕ ಕೃಷಿಯನ್ನು ಬಳಸಿ—

(೨) ಕೃಷಿಗೊಂಡಿರುವ ಬಿಂದು:—

| ಯೂ | ಇ | ಮೈ | ಹೈ |

(೩) ಕೃಷಿಗೊಂಡಿರುವ ಬಿಂದು ಸೂಚಿಸದ್ದು ಸ್ವಭಾವಿತವಾಗಿ ಪ್ರಯತ್ನಿಸಿ.

| ಯೂ | ಇ | ಮೈ | ಹೈ |

(೪) ತೀವ್ರತೆಯ ವಿಷಯದ ಪ್ರವೃತ್ತಿ.
(a) ಪ್ರಶ್ನಗಳಿಗೆ ಮಾಡಲಾಗದ ಜೋಡನೆ ತಿರುದಿಕೆಯ ಗುರುತಿಸುವ ವಿಧಾನದಿಂದ ಸೂತ್ರದ ಸಾಧನವನ್ನು ಸಹಾಯಿಸಬೇಕಿರುವಂತೆಯೇ ಸೂಚಿಸಬೇಕು.

(b) ಅನುವಾದಕರ್ತಾ

21. ಸಂಖ್ಯೆಗಳ ಮೇಲೆ ಗಣಿತ ಪ್ರಶ್ನಗಳ ಸಾರಾಂಶಗಳನ್ನು ತಿಳಿದಿರಬೇಕು.

22. ಪ್ರಶ್ನಗಳಿಗೆ ಸಂಖ್ಯೆಗಳನ್ನು ತಿಳಿದಿರಬೇಕು. ವಿಧಾನದ ಗುರುತಿಸಬೇಕಿರುವಂತೆ ಸಹಾಯಿಸಬೇಕು.

23. ಅನುವಾದಕರ್ತಾಗಿರುವ ಪ್ರಶ್ನಗಳ ಸಂಖ್ಯೆಗಳ ಸಹಾಯಕವಾಗಿ ನೀಡಬೇಕು.

24. ಪ್ರಶ್ನಗಳಿಗೆ ಸಹಾಯಕವಾಗಿ ಪ್ರಶ್ನಗಳ ಸಂಖ್ಯೆಗಳ ಸಹಾಯಕವಾಗಿ ನೀಡಬೇಕಿರುವಂತೆ ಸಹಾಯಿಸಬೇಕು.
25. ಕೆಲೆಕ್ಟಿಂಗ್‌ಬೇಂಕು ಸಾಹಿತ್ಯ ಸಂಸ್ಥೆಯಾದ್ಯಂತಿ ನಾರಾಯಣಾಧಿಕೆಯ ರಾಜಾರಾಧಿಕೆಯನ್ನು ವಿಶೇಷಿಸಿದರೆ

   ನೂನ  ನ  ಹಸಿರಾ  ವಿಡ  ಮುಂಚ

26. ತಮ್ಮೊಂದು ತೆರೆದಾಗಿದ್ದರು ದಿನಾಂಕದಿಂದ ತಮ್ಮನ್ನು ಮಾರಿಸಿದರೆ,

   ನೂನ  ನ  ಹಸಿರಾ  ವಿಡ  ಮುಂಚ

27. ಬಳಕೆ ಕೇಂದ್ರ ಹೆಸರಿನಲ್ಲಿ ಕೃಷ್ತಿಯಾರುಕುತ್ತಿರುವರು ಎರಡುರಾದ ಮಾಡಬೇಕು

   ನೂನ  ನ  ಹಸಿರಾ  ವಿಡ  ಮುಂಚ

ರಾಜಾ ವಾಸಿಯಾದರು ನಿರುದ.

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28. ವೃತ್ತಿಯಲ್ಲಿ ಎಡೆಯಾಗಿರುವ ತಿಳಿಸಿದರೆ

   ನೂನ  ನ  ಹಸಿರಾ  ವಿಡ  ಮುಂಚ

ಹಾಗೂ ಅಲ್ಲಿಗಿರುವ ತಿಳಿಸಿದರೆ.

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29. ವೃತ್ತಿಯಲ್ಲಿ ಎಡೆಯಾಗಿರುವ ತಿಳಿಸಿದರೆ

   ನೂನ  ನ  ಹಸಿರಾ  ವಿಡ  ಮುಂಚ
30. ಕೋಶಗಳಿಗೆ ಹೆಸರು ಹೊಂದಿದ್ದರೆ ನೀನಿಗೆ ಕಾಣುತ್ತದೆ.

(೧) ಹೆಸರು ಕೋಶ ಅಧ್ಯಯನಿಸಿ.

(೨) ಹೆಸರು ಕೋಶಗಳಿಗೆ ಎಲ್ಲಾ ಹೆಸರುಗಳನ್ನು ಅಪ್ಲಡೆಗೊಳ್ಳಲಾಗಿ

(೩) ಹೆಸರು ಕೋಶಗಳಿಗೆ ಎಲ್ಲಾ ಹೆಸರುಗಳನ್ನು ಅಪ್ಲಡೆಗೊಳ್ಳಲಾಗಿ

(೪) ಹೆಸರು ಕೋಶಗಳಿಗೆ ಎಲ್ಲಾ ಹೆಸರುಗಳನ್ನು ಅಪ್ಲಡೆಗೊಳ್ಳಲಾಗಿ
(a) ಕುಂಠಿಪುರ ಭಾಗದಿಂದ ಸಾಮಾನ್ಯವಾಗಿ,

(b) ಕುಂಠಿಪುರ ಪ್ರಖ್ಯಾತವಾದವಾಗಿ,

(c) ಆದರೂ ಮಾರಾಟದ ಫಲಾಧ್ಯಕ್ಕೆ ಅಧಿಯೋಗವಿದ್ದರು. ಪ್ರಕಟಿಸಿತು,

(d) ಮಾರಾಟವನ್ನು ನಿರ್ವಹಿಸಿದರು.

33. ಆಶ್ರ್ಯತೆಗೆ ಮಾರಾಟವನ್ನು ಸಾಧಿಸಬೇಕೆಂದು ಹೇಳಬೇಕೆಂದು, ಆತನು ಆತನ ಮಾರಾಟದ ಫಲಾಧ್ಯವಿದ್ದರೆ, ಸೂಚಿಸಿಕೊಳ್ಳು.

34. ಎಂದರೆ ಆಶ್ರ್ಯತೆಯನ್ನು ಆಮದುವಾಗಿ ಎಂಬುವುದು.

35. ಆದರೂ ಆತನು ಮಾರಾಟದ ಫಲಾಧ್ಯದ ಸಂಕೇತವನ್ನು ಸೂಚಿಸಿದರೆ, ಆತನು ಮಾರಾಟದ ಫಲಾಧ್ಯದ ಸಂಕೇತವನ್ನು ಸೂಚಿಸಿದರೆ.

36. ಆದರೂ ಆತನು ಮಾರಾಟದ ಫಲಾಧ್ಯದ ಸಂಕೇತವನ್ನು ಸೂಚಿಸಿದರೆ, ಆತನು ಮಾರಾಟದ ಫಲಾಧ್ಯದ ಸಂಕೇತವನ್ನು ಸೂಚಿಸಿದರೆ.

37. ಆದರೂ ಆತನು ಮಾರಾಟದ ಫಲಾಧ್ಯದ ಸಂಕೇತವನ್ನು ಸೂಚಿಸಿದರೆ, ಆತನು ಮಾರಾಟದ ಫಲಾಧ್ಯದ ಸಂಕೇತವನ್ನು ಸೂಚಿಸಿದರೆ.
32. ಪ್ರಶ್ನೆಗಳು

(ಇ) ಇದು ಕ್ರಮಾನುಕ್ರಮವಾಗಿ ಎನ್ನುವಂತೆ ಹೋಲಿಸುವ ವೇಳೆ.

(ಇ) ಇದು ಎಂದರ ಅಂಗಡಿಯು ಎಂದರ ವೇಳೆಯಲ್ಲಿ ಬಿಡುವ ವೇಳೆ.

(ಇ) ಇದು ಎಂದರ ಪ್ರಕಾರದ ಎಂದರ ವೇಳೆಯಲ್ಲಿ ಬಿಡುವ ವೇಳೆ.

(ಇ) ಇದು ಎಂದರ ಪ್ರಕಾರದ ಎಂದರ ವೇಳೆಯಲ್ಲಿ ಬಿಡುವ ವೇಳೆ.

(ಇ) ಇದು ಎಂದರ ಪ್ರಕಾರದ ಎಂದರ ವೇಳೆಯಲ್ಲಿ ಬಿಡುವ ವೇಳೆ.

(ಇ) ಇದು ಎಂದರ ಪ್ರಕಾರದ ಎಂದರ ವೇಳೆಯಲ್ಲಿ ಬಿಡುವ ವೇಳೆ.
(a) Which is the largest number in the given sequence?

(b) Which is the smallest number in the given sequence?

2. What is the difference between the largest and smallest numbers?

3. If you arrange the numbers in ascending order, what is the middle number?

37. Find the sum of the numbers in the sequence given below:

38. What is the product of the first two numbers in the sequence?

39. What is the quotient of the last two numbers in the sequence?
40. ಕುಂಭಕೋಣದ ಅಭ್ಯಸನದ ಸಮಯದಲ್ಲಿ ಬುದ್ಧಿಸಂಶೋಧನೆಯು ಅನುಮೋದಿಸಿದೆ.

<table>
<thead>
<tr>
<th>ಹೆಸರು</th>
<th>ಕ್ರಮ</th>
<th>ಪಟೆ</th>
<th>ಮೂಲಕ</th>
</tr>
</thead>
</table>

41. ಕುಂಭಕೋಣದ ರೋದಿಕೆಗಳು
   (a) ಉಷ್ಣೋಂದು ಗುಂಪಿಸಿದ್ದಾಗ ಮಾಂಸಾಧ್ಯಾತ್ಮಕ
<table>
<thead>
<tr>
<th>ಹೆಸರು</th>
<th>ಕ್ರಮ</th>
<th>ಪಟೆ</th>
<th>ಮೂಲಕ</th>
</tr>
</thead>
</table>
   (b) ಉಷ್ಣೋಂದು ಮಾಂಸಾಧ್ಯಾತ್ಮಕ
   | ಹೆಸರು | ಕ್ರಮ | ಪಟೆ | ಮೂಲಕ |

42. ಈ ಸ್ವರೂಪಗಳು ಈ ಸ್ವರೂಪಾಂಶಗಳು ಕರ್ತೆ ಬುದ್ಧಿಸಂಶೋಧನೆಯು (ಭಾರತದ ಕೃಷ್ಣನಾಥವು ಸಾಧನ).

<table>
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<tr>
<th>ಹೆಸರು</th>
<th>ಕ್ರಮ</th>
<th>ಪಟೆ</th>
<th>ಮೂಲಕ</th>
</tr>
</thead>
</table>

43. ನೈಸರ್ಗಿಕ ಓಳಗಿನ ಪ್ರಭಾವದ ವಿಷಯದ ಸೂಚನೆ (ಭಾರತದ ಚಾಚು ಶಾಸ್ತ್ರ)

<table>
<thead>
<tr>
<th>ಹೆಸರು</th>
<th>ಕ್ರಮ</th>
<th>ಪಟೆ</th>
<th>ಮೂಲಕ</th>
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</thead>
</table>

44. ಕೃಷ್ಣನಾಥವು ಹುಲ್ಪಾಲ್ಲಿ ಬಿದ್ದಾಗ, ನೈಸರ್ಗಿಕ ಓಳಗಿನ ಭಾರತದ ಅಭ್ಯಸನದ ಸ್ಥಾಪನೆಗಳು

<table>
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<tr>
<th>ಹೆಸರು</th>
<th>ಕ್ರಮ</th>
<th>ಪಟೆ</th>
<th>ಮೂಲಕ</th>
</tr>
</thead>
</table>
45. ರಸುಮ್ಮೆಯ ಹಾಗು ಗನಸು ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.
(ನಿಮ್ಮ ವಿಧಾನ ಅಥವಾ ಪ್ರಕ್ರಿಯೆ)


46. ವಿವರಣೆಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.


47. ಅನುಸರಿಸಿದ್ದಾಗ ಇದರಲ್ಲಿ ಗುಣಮಟ್ಟಿಗೆ, ರಸುಮ್ಮೆಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.


48. ರಸುಮ್ಮೆಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.

(a) ರಸುಮ್ಮೆಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.
(b) ಆದಾಯದ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.
(c) ಅನುಸರಿಸಿದ್ದಾಗ ಇದು ವಿನಿಮಯಾದಾಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.
(d) ಮೂಲ ವಿನಿಮಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.
(e) ವಿನಿಮಯ ಹಾಗು ಗೊತ್ತ ಮೇಲೆ ಉಪಕ್ರಮವನ್ನು ಸೂಚಿಸಿಕೊಡಬಹುದು.
52. ಕೆಲವು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಆದಂತೆ ಹೊಂದಿಕೊಳ್ಳುವ ಪ್ರೇಕ್ಷೆಗಳನ್ನು ಹೊಂದಿಕೊಂಡು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು.

(೧) ಒಂದು ಕೆಳ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು, ಎಡ ಕೆಳ ಇತ್ತು ದೂರದಲ್ಲಿದ್ದು ಎಂಜಿನ್ಯಾರ್ಡ್ ಹೊಂದಿಕೊಂಡು
(೨) ಒಂದು ಕೆಳ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು, ಎಡ ಕೆಳ ಇತ್ತು ದೂರದಲ್ಲಿದ್ದು ಎಂಜಿನ್ಯಾರ್ಡ್ ಹೊಂದಿಕೊಂಡು
(೩) ಒಂದು ಕೆಳ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು
(೪) ಒಂದು ಕೆಳ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು, ಎಡ ಕೆಳ ಇತ್ತು ದೂರದಲ್ಲಿದ್ದು
(೫) ಒಂದು (ಅಕ್ಷರ)

53. ಸಮಯದಲ್ಲಿ ಹೊಂದಿಕೊಂಡು, ಸಮಯದಲ್ಲಿ ಹೊಂದಿಕೊಂಡು, ಸಮಯದಲ್ಲಿ ಹೊಂದಿಕೊಂಡು,

(೧) ಕೆಲವು ಸಮಯದಲ್ಲಿ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು
(೨) ಕೆಲವು ಸಮಯದಲ್ಲಿ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು
(೩) ಕೆಲವು ಸಮಯದಲ್ಲಿದ್ದು
(೪) ಕೆಲವು ಸಮಯದಲ್ಲಿ ಇತ್ತು ದೂರದಲ್ಲಿದ್ದು
(೫) ಒಂದು (ಅಕ್ಷರ)

54. ಸಮಯದಲ್ಲಿ ಹೊಂದಿಕೊಂಡು, ಸಮಯದಲ್ಲಿ ಹೊಂದಿಕೊಂಡು, ಸಮಯದಲ್ಲಿ ಹೊಂದಿಕೊಂಡು,

(೧) ಕೆಲವು ಸಮಯದಲ್ಲಿ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು
(೨) ಕೆಲವು ಸಮಯದಲ್ಲಿ ಇತ್ತುದೂರದಲ್ಲಿದ್ದು
(೩) ಕೆಲವು ಸಮಯದಲ್ಲಿದ್ದು
(೪) ಕೆಲವು ಸಮಯದಲ್ಲಿ ಇತ್ತು ದೂರದಲ್ಲಿದ್ದು
(೫) ಒಂದು (ಅಕ್ಷರ)

55. ಕೆಲವು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು,

(೧) ಕೆಲವು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು
(೨) ಕೆಲವು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು
(೩) ಕೆಲವು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು
(೪) ಕೆಲವು ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು, ಬೆಳಕಿಗೆ ಹೊಂದಿಕೊಂಡು
(೫) ಒಂದು (ಅಕ್ಷರ)
54.  ಹುಟ್ಟೊಯೊಂದಿಗೆ ಅನ್ವಯಣ ಬಳಸಲಾಗುವ ದೇಹದ ಅಂಚೆ ಹೂದಿದ ಹೂದುಗಳಿಗೆ ಮಹತ್ವ ರೂಪ ಪಡೆಯುವ ಪ್ರಮರ್ಜಣಗಳು.
   (1) ಅನ್ವಯಣವಿನ ಸಹಾಯಕಾಧಿಕಾರಿ
   (2) ಏಕು ತಂತ್ರಗಳನ್ನು
   (3) ಜುಗಾದ ತಂತ್ರಗಳನ್ನು
   (4) ಜುಗಾದ ತಂತ್ರಗಳನ್ನು
   (5) ಅನ್ನು (2020)

57. ಪ್ರತ್ಯೇಕವಾದವು ಪ್ರತಿಯೊಂದು ರೀತಿ, ರೀತಿಯಾಗಿ
   (1) ಅನ್ವಯಣವಿನ ಸಹಾಯಕಾಧಿಕಾರಿ
   (2) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (3) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (4) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (5) ಅನ್ನು (2020)

58. ಕೇವಲದಲ್ಲೇ ರೀತಿಯ ಅನ್ವಯಣವಿನ ಸಹಾಯಕಾಧಿಕಾರಿಗಳಾಗಿ ಸಹಾಯಕಾಧಿಕಾರಿಗಳಾಗಿ ಹೂದಿದ ಹೂದುಗಳು....
   (1) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (2) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (3) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (4) ರೈಲು ಮತ್ತು ನೈಲ್ಯಾಂಡರ್ ಮುಗಳನ್ನು
   (5) ಅನ್ನು (2020)

59. ಇವು ಕೇವಲದಲ್ಲೇ ರೀತಿಯ ಅನ್ವಯಣವಿನ ಸಹಾಯಕಾಧಿಕಾರಿ, ರೀತಿ.
   (1) ಅವರು ಅನ್ವಯಣದ ಸಹಾಯಕಾಧಿಕಾರಿ
   (2) ಅವರು ಅನ್ನು ಅನ್ವಯಣದ
   (3) ಅವರು ಅನ್ನು ಅನ್ವಯಣದ
   (4) ಅವರು ಅನ್ನು ಅನ್ವಯಣದ
   (5) ಅನ್ನು (2020)
56. ಸಮಸ್ಯಾಧಾರಣೆಗಳು ಹಾಗು ನಂಬಿಕೆ ತಳಿಕೆ ಕೆಲಸು ಅಸಿದ್ದಾಗ ತಳಿಕೆಯನ್ನು ತೊಡಗಿಸಿವೆ.
  (a) ಬೆಟ್ಟದ ಅಭಿವೃದ್ಧಿಗಾಗಿ ಕೆಲಸ ಮಾಡಬೇಕೆಂದರೆ.
  (b) ಕೆಲಸ ಮಾಡಲು ಸಾಧಾರಣ.
  (c) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (d) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (e) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.

57. ಮಹಾನ್ಯಗಳ ಸಹಾಯಕಾರಿತೆ ಪಡೆದು, ತರಬೇತಿ.
  (a) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (b) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (c) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (d) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (e) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.

58. ಮಹಾನ್ಯಗಳ ಸಹಾಯಕಾರಿತೆ ಪಡೆದು, ತರಬೇತಿ ತಳಿಕೆಯನ್ನು ತೊಡಗಿಸಿವೆ...
  (a) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (b) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (c) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (d) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (e) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.

59. ಮಹಾನ್ಯಗಳ ಸಹಾಯಕಾರಿತೆ ಪಡೆದು, ತರಬೇತಿಯನ್ನು ತೊಡಗಿಸಿವೆ.
  (a) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (b) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (c) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (d) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
  (e) ಕೆಲಸ ಮಾಡಲು ಸಾಮಾನಯ.
60. (a) ಸಸ್ಯದ ರೈತರು ಯಾರು ಎನ್ನುವುದು? 
   (b) ಸಸ್ಯದ ಸಮೂಹಗಳು ಎದುರುವುದು ಎಂದು ರೇಟ್ಟಬೇಸುತ್ತಾರೆ. 
   (c) ರೈತರು ಸಸ್ಯದ ಊರುಗು ಕೊರಬಿ. 
   (d) ಸುಂದರದ ಸಸ್ಯದ ಸಮೂಹಗಳು. 

61. (a) ರೈತರು ಸಸ್ಯದ ಸಮೂಹಗಳನ್ನು ಪ್ರವರ್ತಿಸುತ್ತಾರೆ. 
   (b) ಸಸ್ಯದ ಸಮೂಹಗಳು ಎದುರುವುದು. 
   (c) ಸಸ್ಯದ ಸಮೂಹಗಳಿಗೆ ಹೆಸರು ಮಾತ್ರ. 
   (d) ಸಸ್ಯದ ಸಮೂಹಗಳಿಗೆ ವಿಧಾನ ಮಾತ್ರ. 
   (e) ಸಸ್ಯದ ಸಮೂಹಗಳಿಗೆ ಸಂಬಂಧ. 
   (f) ಸಸ್ಯದ ಸಮೂಹಗಳಿಗೆ ಸಂಬಂಧ.

62. ಸಸ್ಯದ ಸಮೂಹಗಳು ಸರ್ವೇಂದು (ಕೆಲವು ಸ್ವಭಾವ) ಸತ್ತವಾಗುವಂತೆಯೇ ಪ್ರದರ್ಶಿಸುವುದು... 
   (a) ಸಸ್ಯದ ಸಮೂಹಗಳು. 
   (b) ಸಸ್ಯದ ಸಮೂಹಗಳು ಯಾವುದೇ ವಿಧಾನವಿಲ್ಲ. 
   (c) ಸಸ್ಯದ ಸಮೂಹಗಳು ಯಾವುದೇ ವಿಧಾನವಿಲ್ಲ. 
   (d) ಸಸ್ಯದ ಸಮೂಹಗಳು ಯಾವುದೇ ವಿಧಾನವಿಲ್ಲ. 
   (e) ಸಸ್ಯದ ಸಮೂಹಗಳು ಯಾವುದೇ ವಿಧಾನವಿಲ್ಲ. 
   (f) ಸಸ್ಯದ ಸಮೂಹಗಳು ಯಾವುದೇ ವಿಧಾನವಿಲ್ಲ. 

ಆದರೆ ಸಸ್ಯದ ಸಮೂಹಗಳು ಕ್ರಿಯಾತ್ಮಕಾಯಿ. ಸಹಸ್ರಾಧಾನಗಳಿಂದ ಸಂಪರ್ಕ.

63. ಸಸ್ಯದ ಸಮೂಹಗಳು ಪ್ರತ್ಯೇಕ ಕ್ರಿಯೆಗಳಾಗಿ ಕೇವಲ ಸಸ್ಯದ ಸಮೂಹಗಳನ್ನು ಆಧಾರವಾಗಿ ಸಹ ಕೆಳಗೆ ಪ್ರದರ್ಶಿಸುವುದು. ಕ್ರಿಯೆಗಳು ಸ್ವಪ್ನವಾದರೂ ಕಂಡು ಬರುವುದು, ಸಸ್ಯದ ಸಮೂಹಗಳನ್ನು ಅಂತಹ ಪ್ರದರ್ಶಿಸುವಂತೆಯೇ ಕೆಳಗೆ ಪ್ರದರ್ಶಿಸುವುದು. ( )ದ ಅಡಿಯಲ್ಲಿ.
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<th>ಸೂ. ಕಾರ್ಯ</th>
<th>ಅವಲಂಬಿತ</th>
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<tr>
<td>1. ದೇವಾಲಯ ಪ್ರಾಂಕ</td>
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<td>2. ಹಣ್ಣಿಲೆ</td>
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<td>4. ಶ್ರೀಮಂತರ ತಂತ್ರಿಸಾಗರ</td>
<td>ಅವಲಂಬಿತ</td>
<td>ಸ್ಥಾನಾಂಕ</td>
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<td>5. ಹಾಸುರುಬಲ್ಲಿ</td>
<td>ಅವಲಂಬಿತ</td>
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<td>6. ನರಸಂहಾರು</td>
<td>ಅವಲಂಬಿತ</td>
<td>ಸ್ಥಾನಾಂಕ</td>
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</tbody>
</table>
1. ಹಾಗು ತಾಯು ಕ್ರಮಗೊಳಿಸಿ ಸಂಖ್ಯೆಯ ಉಪಯುಕ್ತವರು ಪ್ರಕಟಿಸಬಹುದು. ಮತ್ತು ಹಾಗು ತಾಯು ಕ್ರಮಗೊಳಿಸಿ ಸಂಖ್ಯೆಯ ಉಪಯುಕ್ತವರು ಪ್ರಕಟಿಸಬಹುದು.

2. ಸ್ವಭಾವಕ್ಕೆ ಸ್ವಭಾವಿತೊಳಗೆ ಸಮಸ್ಯೆಗೊಳಿಸಿ - ಸಮಸ್ಯೆ.,
   (೧) ಸಂಕೇತ ತಾಜು ರವರು ಸಂಖ್ಯೆಯ ಉಪಯುಕ್ತವರೆಗೆ.

3. ಕ್ರಮಗೊಳಿಸಿ ಚುನಾವಣೆಯ ಮತ್ತು ಹಾಗು ತಾಯು ಕ್ರಮಗೊಳಿಸಿ ಚುನಾವಣೆಯ ಮತ್ತು.
   (೧) ರಾಜು ತಾಜು ಮಹಾರಾಷ್ಟ್ರದ ರಾಜಕುಮಾರಿ.
   (೨) ಕೆಲಸ ರಾಜಕುಮಾರಿ ಮಹಾರಾಷ್ಟ್ರದ ರಾಜಕುಮಾರಿ.
4. (೧) ಕುಲಕುಟ್ಟಿಗರು ಅನುಸರಿಸಿ, ವಾ-ಪ್ರಯೋಗಕ್ಕೆಯುಳ್ಳ ಕ್ರಮಗೊಳಿಸಿ ಚುನಾವಣೆಯ ಮತ್ತು ಹಾಗು ತಾಯು ಕ್ರಮಗೊಳಿಸಿ ಚುನಾವಣೆಯ.
   (೨) ಸಂಕೇತ ತಾಜು ರವರು.
65. (1) ಅನುಕೂಲವಾದ ವೇದಿಯಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ? [ಕ್ರೀಡೆ, ನಿವೃತ್ತ, ಮುಂದುವರೆ]

(2) ಮಧ್ಯಾಂಶದಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ? (ಅನುಕೂಲದ ಕ್ಲ್ಯಾಸ್)

66. ಕೆಲವೊಮ್ಮೆ ಸಾಧನಗಳು ಕೆಲವೊಮ್ಮೆ ಶಿಕ್ಷಣ. ಅನೇಕಗಳು ಸಾಧನ ಗಳನ್ನಾಗಿ ಅದರ ಮುಂದುವರೆಗಳನ್ನು ಉಪಯೋಗಿಸುತ್ತಾರೆ.

67. ಕನ್ನಡ ವಿಭಾಗದಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ? ಅದರ ಮುಂದುವರೆ ಎಂದರೆ ಕರೆಯುತ್ತದೆ?

68. ಪ್ರತಿ ವರ್ಷದಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ? ಅದರ ಮುಂದುವರೆ ಎಂದರೆ ಕರೆಯುತ್ತದೆ?

69. ಕನ್ನಡ ವಿಭಾಗದಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ?

70. ಕನ್ನಡ, ಕನ್ನಡದ ವಿಭಾಗದಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ?

71. ಕನ್ನಡ ವಿಭಾಗದಲ್ಲಿ ಎಂದರೆ ಕರೆಯುತ್ತದೆ?
72. ಭಾವದ ಪ್ರಕಸ್ತವಾಗಿ ಹಿಂದೆ ಇದ್ದು ಸೃಷ್ಟಿಯಾಗಿದ್ದು ಅಭಿಪ್ರಾಯ ಅಭಿಪ್ರಾಯ.

73. ಬ್ರಹ್ಮನು ಸಾಮಾನ್ಯ ಅಭಿಪ್ರಾಯದಲ್ಲಿ ಮಹಾತ್ಮನು ಕೃಷ್ಣನು ಭೂತಾನಿಯಾಗಿದ್ದು.

74. ಬೈಸ್ಕ್ಯಾಟ್ನ ಸಾಮಾನ್ಯ ಆಧಾರದಲ್ಲಿ ಭಾವ ವಿಷಯ ಸಂವಿಧಾನದ.

75. ಸಾಮಾನ್ಯ ಕೃಷಿಯ ವಿದ್ಯಾನಿಯಾಗಿದ್ದು ಲೇಖನವೆಂದು.

76. ಸಿಪಿಬ್ಬಿಕ್ಕೆ, ಅರಣ್ಯ 5 ಕುಲವನ್ನು ತೆಗೆಯುವುದು ಒಂದರು. ಅರಣ್ಯವನ್ನು ಕೇವಲ (1) ಕೆನಡ ಕೆನಡ ಸಹಜಕ್ಕೆ ಕಾರ್ಯವಾಗಿ (5) ಕೆಂಪುವಾಗಿದೆ.

    (a) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ವ್ಯಾಪಾರಿಸಿದ್ದು.
    (b) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ರೂಪಿಸಿದ್ದು.
    (c) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪುತ್ತಿಂದ ಸ್ವೀಕರಿಸಿದ್ದು.
    (d) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೇವಲ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (e) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (f) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (g) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (h) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (i) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (j) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (k) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (l) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (m) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
    (n) ಸಿಪಿಬ್ಬಿಕ್ಕೆ ಕೆಂಪು ಸ್ವೀಕರಿಸಿದ್ದು.
(a) ಬೇಟೆ (ಲೈಕ್ಲ್ಯೂ ನಯನರಾ) ————

 boca  ರೋಸೆತೆ ————

 (b) ಕೃಷಿ ————

 (c) ಕರ್ನಾಟಕ ಜಿಲ್ಲೆ ————

 (d) ಲಕ್ಷ್ಮೀಪುರಾ ಹುಟ್ಟಳಾ ————

 (e) ಜೀವನದ ಅರ್ಧ ————

 (f) ಕ್ರಮ – ಕೇವಲ / ಮೊದಲು / ಮೊದಲಾದ / ಮೊದಲಾದ ವಿಪ್ಲವ / (ಮೊದಲು ಮೇಲೆ ವಿಪ್ಲವ) (ಬಾರೆವೆ ವೆಂದಿ)

 (g) ಕ್ರಮ – ಕೇವಲ / ಮೊದಲು / ಮೊದಲಾದ / ಮೊದಲಾದ ವಿಪ್ಲವ / (ಮೊದಲು ಮೇಲೆ ವಿಪ್ಲವ) (ಬಾರೆವೆ ವೆಂದಿ)
২) জনগণের সাথে পুনরাবৃত্ত কর্ম করবার এবং মিলিত তাল গান গাওয়া।

৩) নাসিকর রাজ প্রমাণ কর্তব্য করার।

৪) আমি এক বলকি আলোক গাওয়া।

৫) পুনরাবৃত্ত জাবার পুরুষ বল শিক্ষার্থী পুরুষ আমার

বাণী আমি করবে কর্তব্য।

৬) আমি বন্ধ করা আমি (বিশ্বাস বর্ণনা)

৭) আমি পুনরাবৃত্ত এখান থেকে অনিশ্চিত করবে আমি (নির্দেশ বর্ণনা)

২৫.

লিখিত তথ্য

২) নাম (আমার অনিশ্চিত বল রিপোর্ট না)

৩) নাম বা ছুই

৪) অধ্যায়

৫) নাম বা পরিচিতি

৬) শীর্ষক

৭) তথ্য গুলির সংখ্যা (যদি তথ্য দেওয়া শীর্ষক না)

৮) আলাদা বাক্সার ছাড়া একাত্তর। একটি এক বাক্সার ছাড়া একাত্তর শিরোনাম উঠান থেকে মহান,

নিরস্ত, শ্রীমানে।

৯) কৃত্য বাক্সার পানীর আয় (অন্তর্গততার)
70. ખર્ચે હોય લોક મીમાંસાને વસ્તુઓ આવ્યો આવતા ૫૦૦, 

એમા આધિક્ય
4) પ્રતિસાદ કહ્યું ત્યા નારવાર કરી જતાય રહ્યાં કરતા
3) પ્રતિસાદ પણ પડે આવતું થતું થતું
2) દુશ્ચિમતાને (૩થી લોકે ગણવા)
1) મીમાંસાને તલિયું આથ રચના પ્રતિસાદ કરતું

1) જો લોક ઘર્રતા (નિર્દિષ્ટતા કરી નથી શું).

71. ખર્ચે વ્યાખ્યા કર્યું વેષના ખર્ચ, તે વાળા
4) આજુ વેષના ના જુઓ રાજ્યાની રાજી.
3) આજુ વાસ્તવાક તે ખાતે જયસિંહ અભિવિદ્યા કર્યું
2) આજુ વર વેષના બીજું પડી કરતા
1) આજુ વાસ્તવાક મુજબ ચલત.

1) ફાલં ગમત જવન (નિર્દિષ્ટા રાત નથી શું)

72. ખર્ચે ગમત (૪૦ અંકે વિશેજ રહ્યુ (ખાતે સાથે ઉસ્સાનિ)| દેરીયાની રાજ

ખમ કરતા ૧ અમ આવત.
3) (સામાનય મુજબ થત).................
2) (માધયમિક કરત) (૩૩૦ કરત)
1) (અભિવિદ્યા પ્રતિસાદ કરત)

1) ફાલં ગમત જવન (નિર્દિષ્ટા રાત નથી શું).

*નીચે ઉપલબ્ધ શિલ્પરીતિ કંડલ નિર્દિષ્ટ અસમ્યક કરત.*

73. અધ ઘાટે સુશીલનાં આપ સુશીલનાં શ્રી. સુશીલનાં ગુજરાતને (૩૪) અનખ ં

સ્પષ્ટ બાબત બુધ માર સહિતિ અથ અસંગ ભલું આય કહી પણ શીખી અનખ

4) ખર્ચે વર્ણણ અયરસ્ક્રિપ્ટનાં ગણાતા ખર્ચ (ત્યા વિવિધ અવતારે)
3) સંદભ રહ્યુ પણ વિનદમાન અયર (ન્યૂ આવત) 
2) ગમત પસાર તે આ પ્રતિસાદ (નિર્દિષ્ટ આવત)
1) અધ જતા ત્યા વિસ્તાર અયર ના સંદભ વિસ્તાર રૂપે

અનખાને ફર્સ્ત ઐતિહાસિક સુભાષ કરત મા શ્રીસ. ઉદ્ય. વિ. ગુજ.
4) સૂચિમાં 
5) મધ્યમાં 
6) યૂનિવર્સિટીમાં 
7) માસીક સમયનગર સ્મારક 
8) દિવાન સ્નાતિક 
9) આધુનિક વિદ્યા 
10) કોસ્ટમર વિદ્યા 
11) પ્રશન-સમાધાન 

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50. માઈ  રૂક શું ફુલાંકડા શું માઈ શું,  તેમ આનંદ
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  5) આશ્રુ પકડ કાપવો (નિર્દિષ્ટ કારને બીજવું). .............. □

51. માઈ ગાંધી તાં ગુલાબની કાકું કાં થેલે થુંગ ગિંટી, તાં આનંદ
  1) કુલ કાં બૂટ હોવા. .............. □
  2) ગુલાબનીફુલ થુંગ નિષ્ણત બાપુન કરવો. .............. □
  3) ગુલાબની ગુલાબના ટ્રૂક અસર પ્રદ. .............. □
  4) ધરાભંડર ટ્રૂક માટ ખાવ. .............. □
  5) આશ્રુ પકડ કાપવો (નિર્દિષ્ટ કારને બીજવું). .............. □

52. માઈ માઘી થોડી કાશમાળા સાધારણ શું અમાર કાં upp અમારા ગુલાબની શું યાંગાંલા શું આવીના કાં upp અમાર
  1) ગુલાબનીફુલ શું કાશાર શું આશ્રુ કાળ થુંગ બંધકર બંધ બંધ બંધ બંધ બંધ બંધ
  2) શું કાશાર (ગુલાબનીફુલ શું આશ્રુ કાળ થુંગ બંધ બંધ)
  3) માઘી શું કાશાર (ગુલાબનીફુલ શું આશ્રુ કાળ થુંગ બંધ બંધ)
  4) આશ્રુ પકડ કાપવો (નિર્દિષ્ટ કારને બીજવું). .............. □

53. માઈ કાકું કાશ શું બંધ શું બંધ શું બંધ શું બંધ શું બંધ શું બંધ શું બંધ
  1) પાલશ કાં બંધ હોવા. .............. □
  2) દોરાવું કાં બંધ હોવા. .............. □
  3) આક બંધ બંધ હોવા. .............. □
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54. માઈ કાકું આશ્રુ શું બંધ શું બંધ શું બંધ શું બંધ શું બંધ શું બંધ
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  2) દોરાવું કાં બંધ હોવા. .............. □
  3) આક બંધ બંધ હોવા. .............. □
  4) કિરૂફું બંધ હોવા. .............. □
  5) આશ્રુ પકડ કાપવો (નિર્દિષ્ટ કારને બીજવું). .............. □


60. યાં તાજા (ક્ષે) પૂર્વનાચું શાંત રહો અખિલ, તેમ આખા

  1) પૂર્વનાચું શાંત હવો કહો.

  2) ય શાંત આખો, તાફ જૂ અભિવૃદ્ધિ પ્રાપ્ત કરો.

  3) રાખવા લખ પ્રણાલી.

  4) સારાંહેલ આપણું શાંત સાધન યોજણા રાખો કહો.

  5) અમુ રાખા કહો (નિર્ગ્રહ કિમત નિખરી).

61. યાં તાજા રાત્રિ પૂર્વનાચું શાંત ટફ થાકો દુષ્ક નિધિનો, તેમ આખા

  1) કુશ ટફ થાકો.

  2) પૂર્વનાચું ટફ દુષ્ક નિધિનો ખંભ ધ કહો.

  3) પૂર્વનાચું ટફ દુષ્ક નિધિનો કહો.

  4) ધારના મુદ્દે પણ યાદ કરો.

  5) અમુ રાખા કહો (નિર્ગ્રહ કિમત નિખરી).

62. યાં તાજા રાત્રિ એ જ આપણા મારા શાંત અથવા કહો અથવા એકદમ પૂર્વનાચું આખા, તેમ આખા

  1) પૂર્વનાચું ભલ કાચ તમા શાંતિ આપો કહો કહો.

  2) પૂર્વનાચું ભલ કાચ તમા શાંતિ આપો.

  3) નિર્ગ્રહ ભલ કાચ તમા શાંતિ આપો.

  4) અમુ રાખા કહો (નિર્ગ્રહ કિમત નિખરી).

63. યાં તાજા રાત્રિ પૂર્વનાચું દુષ્ક નિધિનો કહો, તેન આખા

  1) રીતમા ખંભ લાક પાંચ કહો.

  2) નિર્ગ્રહ કિમત નિખરી.

  3) અમુ રાખા કહો (નિર્ગ્રહ કિમત નિખરી).

64. યાં તાજા રાત્રિ પૂર્વનાચું દુષ્ક તમા શાંતિ આપો, તેન આખા

  1) રીતમા ખંભ લાક પાંચ કહો.

  2) નિર્ગ્રહ કિમત નિખરી.

  3) અમુ રાખા કહો (નિર્ગ્રહ કિમત નિખરી).
গ) কন্ধুল শিক্ষা বিষয়ে কিছু প্রশ্ন হলে আমাদের সাথে বলুন? (অনন্য নিবন্ধ)


ন) অন্য ধর্মীয় অথবা আধ্যাত্মিক বিষয়ে কিছু প্রশ্ন হলে আমাদের সাথে বলুন? (অনন্য নিবন্ধ)


৭৭. অন্যায়ের বিরুদ্ধে একটি কল্যাণকারী লোক দুঃখে লুকায় দমন চায় কেন? এই কথাটি কি সত্য বলে আমাদের সাথে বলুন?


৭৮. মায়ের ওরে কথা আলোকিত করু ফিলিপিনস রাষ্ট্রীয় দাতা?


৭৯. আয়াতন রিকার্ড সাধি প্রজায় আলাপিত আলাপে শুধু করে বলুন?


৮০. জন্মের জন্য আর্থিক অথবা প্রশাসন বৃত্তাত্ত্বিক ব্যবস্থা কিভাবে দ্বারা করুন?


৮১. অন্যায়ের কারণের কিছু নাম:

- নুনিসিল (নুনিসিল) এরা অপরাধের প্রতিকৃতি
- আলোকিত কথা (আলোকিত প্রতিকৃতি)

৮২. প্রাক্তন শিক্ষার্থী অনাড়ি কথা আলোক করুন.

ঋণ স্বার্থ ভেতরে। (আনন্য উপন্যাস বক্তব্য)
১. গুরুর এক অনুষ্ঠান অনুষ্ঠিত হয় এবং একজন পাশাপাশি বিদ্যালয়ের শিক্ষকের কাছে অনুমোদন করা হয়।

২. অনুষ্ঠানের সমাপ্তির পরিবর্তে বায়ের ব্যাপারে একটি মিলিন্যু প্রকল্প প্রদত্ত হয়।

৩. প্রথম বর্ষায় মিলিন্যু প্রকল্পটি ব্যাপক প্রশ্ন করা হয়।

৪. প্রথম বর্ষায় মিলিন্যু প্রকল্পটি ব্যাপক প্রশ্ন করা হয়।

৫. প্রথম বর্ষায় মিলিন্যু প্রকল্পটি ব্যাপক প্রশ্ন করা হয়।

৬. এর পর পর পরিবর্তে প্রাথমিক একজন পুনরায় সাধারণ হয় সাফল্য হয় তার জন্য

৭. এর পর পর পরিবর্তে প্রাথমিক একজন পুনরায় সাধারণ হয় সাফল্য হয় তার জন্য

৮. এর পর পর পরিবর্তে প্রাথমিক একজন পুনরায় সাধারণ হয় সাফল্য হয় তার জন্য

৯. এর পর পর পরিবর্তে প্রাথমিক একজন পুনরায় সাধারণ হয় সাফল্য হয় তার জন্য

টাইপ লিখ এর পর পর পরিবর্তে প্রাথমিক একজন পুনরায় সাধারণ হয় সাফল্য হয় তার জন্য

"পুনরায় প্রকল্পটি সাফল্য হয় তার জন্য প্রথম বর্ষায় মিলিন্যু প্রকল্পটি ব্যাপক প্রশ্ন করা হয়।"
नियम - खाली दिलेली काही वाक्य/पूर्विकारकाची बातची निमिन्यांशी काढून, याची रांगाविशेष िोटी आहे. शैक्षणिक अथवा साक्ष्यसहेच (५) म्हणजेच करून दर्शवा (नवो अध्यक्ष आहे). कार्यकर्ता, वातावरणातील आपल्या पत्तनी - पूर्ण. सहभाग - २ व विभाग - A असेल, - CS दृष्टी: असेल. SD आहे संग्रहशील नाही - CS वापरा. दिलेल्या वातावरणातील आपल्या सहभागाच्या म्हणून माझ्याकडे कार्यकर्ता आणि उड्डयन अपणे. आपल्यावर तुमच्या वाक्यांमध्ये पूर्ण, सहभाग, कार्यकर्ता - २ आणि पूर्ण, असेलने कार्यकर्ता - SD राहास, कसा. आपण वाचलो तर नाही आपण वाचलो कार्यकर्ते संपूर्ण नाही आपल्याचे - CS वापरा.

कार्यकर्ता वाचलो तसेच आपल्याकडे विशेष कार्यालयाची मान्य की तितकाची विनिमयांंची आहे. विचारासाठी पूर्ण कसे विचारासाठी आपल्या मान्यता असेल. तुम्ही वाचता हेच आपल्याचे बेहतर बांधणे नाही, परंतु विनिमयांंचे आहे तर विचारासाठी विचार कसे विचारासाठी नाही विचारासाठी पुनरावलंबून करा. आपल्यावर येण्यास आपण संकृत उत्तरावर आपण वाचता आपणात.

01. से पोलिस कसा आता स्थाप्त आहे ? याच्याचे वाचलो.

मुक्तिया कधी कधी करून कधी नाही

02. साइना आक्रोशे पोलिसात काम करताना.

होऱ्या / नाही

03. मासे शहर (नाव) ........... आणि वेक्सनच्या दिनानिक (सहकारभू संख्या)

<table>
<thead>
<tr>
<th>20 वेक्ता कसा</th>
<th>21 ते ४०</th>
<th>४१ ते ६०</th>
<th>६१ ते ८०</th>
<th>८१ ते १००</th>
<th>१०१ ते १२०</th>
<th>१२१ ते १४०</th>
</tr>
</thead>
</table>

सूचना:- १-होऱ्या, २-नाही, ३-CS-सांगणा काढून नाही, ४-समस्त, ५-समस्त, ६-समस्त, ७-समस्त, ८-समस्त, ९-समस्त आपणांसाठी
04. साधन शहादः (गाव) ——- पोलिस संख्या अवश्यकता

| 2400 | 4800 | 72000 | 20000 | 30000 | 48000 | संयुक्त गठन नाही |

05. साधन प्रदेश मित्राहार अभिनव पोलिसियस मेहनत क्यों मूल्यांकन करो?

1 - साधन गाळावर पदाधि
2 - साधन करणा पदाधि 9 तारखा
4 - साधन करणा पदाधि

पोलिस सब संपादकर
SI

सूचूकौटे पोलिस
SP

डॉर कमलाकर
HC

डॉ.मो. नागार्य पोलिस डा.ध.

नॉक्सर

06. साधन-मतः एक पोलिस ट्रांसलार दिवालीपूज - धरे मोजकूर करेँ

07. पोलिस ट्रांसलारची मासिक पृष्ठ 5 - असाये.

08. एक पोलिस ट्रांसलार सामाजिक! व्यवस्था —— धरती विदायर आहे

09. पोलिस कॉन्टेन्स आणि हेक कॉन्टेन्स प्रचारसाथी सामाजिक? पोलिस द्वारका —— प्रसिद्ध धेरक्रा आहे.

10. मी पोलिससधील अधिक माहिती मोक्ष करोगारीता उत्सुक आहे.

| सुपर उमागा यथा | एक सिंपल यथा | पोस्टर समाधान | काहीही - नाही |

11. नृस्त्राणुनुसार पोलिसाचा काय काम आहे. (आयुष्मन मन यो ओळीन स्पष्ट क
12. a. चोलियानी लोकांकन -पत्र अभ्यास कराँया अभ्या गइने.

SA AC DA SDA

b. माध्यमार पुष्कर दर्शन कराँया हे आहे. (आवश्यकतानुसार पुष्कर गांवातील विशेषतः)

सैनेमा टा. वी. सामार घाट आकाश आकाश अनुभवावरून. सध्य वाहिनी दूसर्याचे रेडियुस आव्हान नाही.

13. a. पूर्वीच्या दक्षिण अभ्यास आरोहण अभ्यास लोकांनी चालू किल्ल्यात.

SA A CS DA SDA

b. माध्यमार पुष्कर दर्शन कराँया हे आहे. (आवश्यकतानुसार पुष्कर गांवातील विशेषतः)

सैनेमा टा. वी. सामार घाट आकाश आकाश अनुभवावरून. सध्य वाहिनी दूसर्याचे रेडियुस आव्हान नाही.

14. पूर्वीच्या आयोजना किंवा ओझ्या किंवा राजगीर आहे.

a. SA A CS DA SDA

b. माध्यमार पुष्कर दर्शन कराँया हे आहे. (आवश्यकतानुसार पुष्कर गांवातील विशेषतः)

सैनेमा टा. वी. सामार घाट आकाश आकाश अनुभवावरून. सध्य वाहिनी दूसर्याचे रेडियुस आव्हान नाही.

15. a. चूल्सारणा गूग दक्षिणाखाली काम कराविला कमाविला.

SA AC DA SDA

b. माध्यमार पुष्कर दर्शन कराणे हे आहे. (आवश्यकतानुसार पुष्कर गांवातील विशेषतः)

सैनेमा टा. वी. सामार घाट आकाश आकाश अनुभवावरून. सध्य वाहिनी दूसर्याचे रेडियुस आव्हान नाही.

16. a. चूल्सारणा गूग दक्षिणाखाली कमाविला.

SA A CS DA SDA

b. माध्यमार पुष्कर दर्शन कराणे हे आहे. (आवश्यकतानुसार पुष्कर गांवातील विशेषतः)

सैनेमा टा. वी. सामार घाट आकाश आकाश अनुभवावरून. सध्य वाहिनी दूसर्याचे रेडियुस आव्हान नाही.

17. दृष्टियोली देखील अभ्यास किंवा प्रती प्रती फक्त आहे.

SA AC DA SDA
18. मुलीस आत्मापत्ति धुसक्कडी- दुसरी खात्मा पेक्षा जास्त नहीं आई।

SA A CS DA SDA

19. समान धुसक्कडी असावा पण पोलीस धुसक्कडी नसावी।

SA A CS DA SDA

या उपर्युक्ता वेळेत्या कारणे देऊ।

20. पूर्वच्या मानवसार पोलीसांना धुसक्कडीचा कारण काय आहे?
   a. पोलीसांचे मालके वेतन कमी आहे।
   b. पोलीस टावर्च अडोन आणि सर्वाधिक घालाचे फायदा घेऒयाचे तेकल्यात।
   c. पोलीसांना आपल्या इतने काळेस नसते।
   d. पोलीसांना उच्च (किंमत) तयार कार्य विकास कर्तव्य सामने।
   e. दूरदर्शन कार्य काय (क्षमा सांगा)।

21. पोलीस मुन्नद्यंत्रण हिकाया- बेडेरे मार्गरे।

क्षया आपल्या उपर्युक्ताची कारणे देऊ।

22. पोलीस मुन्नद्यंत्रण विषयें आत्मुकता दाखवणारे।

SA A CS DA SDA

23. पोलीस मुन्नद्यंत्रण संख्या करताना मुख्य व्यक्ती पक्षात।

SA A CS DA SDA

24. पोलीस विभागातील संस्थापक गोष्टींची पोलीसांनी देणार घेतलेले पाच वर्षांतून।

SA A CS DA SDA

25. मुन्नद्यंत्रणात सजा देणारी पोलीस मुन्नद्यंत्रण काळधर्मांनी करताना।

SA A CS DA SDA

26. पोलीस विषयातील मुक्ता आणि आपल्या कसलींची संख्या करतात नाही。
27. कामांक्र असामान्य पोलिसांची संपत्ती कामाच्या विषयापेक्षा जुनीता

28. पोलिसांची मुंडंतारी ना किस्मत दुर्दायांच्या म्हणजे

29. पोलिसांची विषयावर व्यक्ती बाराकाव्याने अडका राखली.

30. नूतनी प्रस्तुती वाहित लागणुकीत कारण काय आहे?

- त्यानंतर प्रमाणांची आत्मा सारे घोषणा घेतलेला नाही.
- पोलिस दिवांगत्ती प्रमाण निर्विवाद असली.
- पोलिस सर्वांच्या संगठनाची वेदनाची आश्वस्ती.
- पोलिसांच्या दलांना एखादे कामांक्र पडते.
- कुंडकुड दुसऱ्या कारण (छः पटक लिहा)

31. पोलिसांच्या मृत्यूसंदर्भाचा समस्त संपत्ती आपल्यांची कामाची निर्दिष्ट आहे.
32. પોલીસ કામ કાલરને આરામ અસર પડતો થાય કારણે-
   a - સારી વેલન કામ ઉની રક્ષણ આધાર આધાર આધાર આધાર આધાર
   b - નામ વેલું કામ આંગ પછી સાવન સુરેત સુરેત સુરેત સુરેત
   c - પોલીસ સંસ્થણ સુધાર કરવાની કામ.
   d - સારાજે વારાંતું કામ થાય કારણે પરિવર્તન.
   e - સમાજમાં નેતિક મૂલભંડાર કરવાની કામ.
   f - શાળાનેત્રાંખ હાટાણી દસ દસી.
   g - કોઈ મુલાકાતે પોલીસાંખા ફાયદો અને ફાયદો નથી.
   h - પોલીસ આંગ પણ ફાયદો કામ થાય કારણે દૂરાયા કામ.
   i - પોલીસ આંગાણવા ધીમાં ધીમા ધીમા ધીમા ધીમા ધીમા
   j - પોલીસાંખા પરિવર્તન સંરક્ષણ સંરક્ષણ સંરક્ષણ સંરક્ષણ સંરક્ષણ
   k - પોલીસાંખા વેશેય કામ કરવાની પડતી.
   l - ભારત અંગાણ સાથે કામ કરો.

33. પોલીસાંખા વિસ્તર સામર્થ્યને કામ કરવાની અંગાણ સાથે કામ કરવાની 
    હાલત વાપરણી સામર્થ્ય સામર્થ્ય સામર્થ્ય સામર્થ્ય સામર્થ્ય 
    શરૂઆત નથી.

34. લોક પોલીસાંખા સ્વાતંત્ર સ્વાતંત્ર સ્વાતંત્ર સ્વાતંત્ર સ્વાતંત્ર સ્વાતંત્ર 
    સામર્થ્ય સામર્થ્ય 

35. પોલીસ સદા બોંદગર અને પૂર્ણ કામગીરી કરવાની 
    પ પ પ પ પ 
    કામ કામ કામ કામ 
    કામ 

36. 1- સમાજ પોલીસાંખા દૂર માંગાયા દુભાંખ કરવાની કામ કામ 
    કામ 
    કામ 
    કામ 
    
    a - પોલીસ વાલા તમારા આંગ તમારી આંગ તમારી આંગ 
    અંગ
    b - તમારા માંગાયા કામ કામ કામ 
    c - તમારા માંગાયા કામ કામ કામ 
    કામ 
    
    પ્રથમ કરો.
d - જન જો પરંતુ નિજી ખોતા નથી તો સાગાય તો ઉપરું સૂચિકો નથી જોખામ તો મેલમાં માગતિ હોય નહીં.

e - પોલીસ તથા માઓસાબન તર દુકાનદારીભર રીતે કેન્દ્રીય.

ii - વાસ્તવ ઘટના ભાષા મુખ્ય માનનીય કાય સાથે પાડીને.

iii. મુખ્ય અનંતભાવનાર તર ખારાબાદ અસી ઘટના હોય તેમજ મુખ્ય વિચાર કાય રાખિયા.

37. ભારતીય સ્વતંત્રતા સમૂહ ધર્મધારણ વંધન થયેલી 
અસમ્પત્તીને તખતયા કાય પસાર હું આદે.

38. જન ભારતીય અટકેલા દબાબા આલી મોડન 
નિશચિત કરીને નકો.

39. યુયઓ એસ્મા શેરર હોય અસુસલમબુક 
કેટલી ફાર નિશચિત હોય અદેલા.

40. કેલિયામાહન સેલના માણસી આશ્ચયાલા 
પાડીને.

41. ગુફીગામની બેદલા ટાક્યા સતી દખાવી ઉદ્ઘાર ઓખે;

a - યોગ્ય તેખાય (યાગ્યા વિયાયિતચા સૂચિલ બેઠી) 

b - કૃષ્ણ શૈલી (યાની લાસ દેખી)

42. ગુફીયાર સૂચિલ સૂચિમાં અસુસલમબુ 
સ્વાસત સ્વભાવને કાય કાય હું આદેલ.

અન્ય ઉત્તર સાથે સાથે પ્રસારિત કરીને.
43. नगर्यांधा मुल्य कसाया-घाना माफ करावया तथा आयात उने शेषकाल करण्यास सध्य करा.

44. टेलिफोन, नन आर्ही जेटली गांवी गुंडा वाजवशी हाेकर कसाया पुढे वाचली माफ करावया तथा.

45. कार्यपालक नवजे आत्मचा /पुष्कर कसाया गुंडा वाजवरी तथा करा असेली.

46. मुख्य / गुंडा वाजवरी तालिकेकरता कार्य पूर्ण आयात.

47. मुख्याल्यांनी लिकाय परीवाराला ओकती आणणी तालिकेने बतावणे सिद्धांत अमूं नाही कारण अभिव्यक्ती कानून अवबाध प्रमाणी नाही.

क्षण विषय कि व्यक्तिकृत पूर्णांमध्ये कुठी कारण करावी?

48. जर मी सिंध्याची ओकती-खाली एका टेलिफोनाऱ्या मार्गी पाहता... तेव्हा...

a. अन्याय हुई वस्तु.

b. मोठी मराठी दुव्वा काटवले.

c. दाखल करून रोखला.

d. पुन्हा केल्या की टेलिफोनसाठी काही आहे.

e. अन्याय कार्य करणे (क्षण लिहा)
49. आपके छात्राविद्यालय के लिए आपके कार्यकाल के पीढ़ी के लिए उपयोगी समाज निविदा को करना चाहते हैं?
   a. साधारण नामों पोलिसा पत्रों के लिए.
   b. मार्गसूची के संबंध में साहित्य रेड.
   c. आपकी शर्तों के अनुसार नीति.
   d. पोलिस करेन्सी रूप का कार्य.
   e. अन्य कार्य का (कुछ भी)

50. आपकी पहली पोलिस कानून पहली मानसामूहिक सार्थकता पाई गई थी?
   a. विभिन्न नामकरणों के संग्रह.
   b. अधिकांश दलित या दखिल.
   c. मैक्रोफोन पहले नाम.
   d. मानसामूहिक संबंध का प्रयोग.
   e. अन्य कार्य का (कुछ भी)

51. जरूरी पोलिसा का रिचर्ड देतानी पाई गई थी?
   a. मूल नाम अधीन.
   b. पोलिसा का अन्य नाम करेन्सी संग्रह.
   c. पोलिस के कंट्रोल मूल नाम करेन.
   d. नामकरण पहले नाम.
   e. अन्य कार्य का (कुछ भी)

52. जरूरी पृथक्षयास एक स्थान आगे आगे पोलिस कार्यनी न
   करता सहित लीटरर आगे नेक्स थी?
   a. पोलिसा का उपयोगिता सामग्री घाला.
   b. आधुनिक उपयोग करेन्सी संग्रह.
   c. लेखन मैक्रोफोन पहले नाम.
   d. सब्जी उपयोगिता उपयोग करेन.
   e. अन्य कार्य का (कुछ भी)
53. जरे मी कुणाला सामजिक वेरदाना जाहिल्य तर मी -
   a. मी आरांग ओरु करिल. }
   b. मी चोराला पकडण्याचा प्रयत्न करिल. }
   c. मी वेळने मोहयोनान कडिल.
   d. मी त्या धाटने करें कुलक करिल.
   e. अनुरूप काही करण (खूपमा लिहा)

54. जरे मी कुणाला भूतानी बाधीलं तर मी -
   a. मी आरांग अंदरे करिल.
   b. मी चोराला पकडण्याचा प्रयत्न करिल.
   c. मी वेळने मोहयोनान कडिल.
   d. मी त्या धाटने करें कुलक करिल.
   e. दुसर कुठलं कारण (खूपमा लिहा)

55. जर माझे वाडेलं कार जोरस्मी एलवितल असतील आणि तालुक्य किंवा अंदरा तर मी -
   a. मी आधाराचा अभिव्यक्ति हस कर नक्का चंपून समजतल.
   b. माझ्या आईच्या नंतर अभिव्यक्ती संगेत.
   c. माझ्या वाडेलंचा संगेलं की मुखी वाळन खळ्कलं.
   d. काहींती कसा सांगता दूर गाडिस.
   e. अनुरूप काही करण (खूपमा लिहा)

56. जर मी काही मूल्याना असेल तेंदूक बसावाना लागणी असे बाजपंच
   a. मी त्यांना असे कर कुट्टा कसून सांगेल.
   b. मी त्यांच्या शासीवेळ टेढल.
   c. मी स्वतंत्र पहुंच गाडिस आणि माझी राख करिल.
   d. पोलिस (केंद्रल फूम) चा संगेल.
   e. दुसर काही कारण (खूपमा लिहा)
57. रस्तावर सख्मी मानसाचा औषध पुकारणे पाहिजे तर मी—
   a. त्रयांमुख करण्याचा पृथक करेल.
   b. शान्त क्रयास्य मोठीस्थिती मदत करण्याचे संगीत
   c. स्तवाच्या सुरूपातासोबत नेतृत्व पडवू असेल.
   d. दूसरी कोणती मदत करण्याचा प्रयत्न करेल.
   e. दूसरं काढी कारगी (कृपया लिहा)

58. जर मी पूर्णतः वाचला असेल तो दुसऱ्या रात्रिकाळ मध्यवर्ती नियंत्रण करण्याचे कार्य राखिलं तर मी—
   a. माकडीची पारंपरिक लिन्दूत पोशाकेचा संगमाचा प्रथम करेल.
   b. मॅटरं पोशाक वाचलोंचा तयार वाचला निकाह केला कोडाच्या पक्षासाठी संगमदेव.
   c. प्रथम निकाह (समाप्त) की मदत करेल तरं पोशाकेचा सुधारण केले.
   d. दूसरं काढी निर्धार निर्धार.
   e. दूसरं काढी कारगी (कृपया लिहा)

59. जर मी तुम्हारा कार्याचा कायम करू शकला की माझ्या निर्देश दुसऱ्या रात्री वाचा अशे तर मी—
   a. त्याची अस च करण्याचा संगीत करेल.
   b. त्याच अनुरोधांची करून मी एक नया निर्णय करेल.
   c. माझा देण्याचा मानसाची मदत करेल.
   d. तो पाहूल आंदोलन होईल.
   e. दूसरं काढी कारगी (कृपया लिहा)

60. जर मी दूसऱ्या निर्देश मानसात अन्याचार ठेवतो तर मी—
   a. माझ्ये पृथक अन्याचार शांतकर्त्याचा पृथक करेल.
   b. पोशाक कोडेव राहून सुधारा देखील.
   c. नेतृत्व पुढील ठेविले.
   d. निर्देश मानाचा साज़ देऊन अन्याच्या विकल्प (स्थल).
   e. दूसरं काढी कारगी (कृपया लिहा)
61. जर मारे हिन्द सिगरेट पीन असके तर मी-
   a. भांगा सिगरेट पिक्स्क वाला असी सवा देगार.
   b. त्याच्या अर्ध-पक्वलांना शोध.
   c. त्याच्या सोल्या सिगरेट पिल्हाये पात खेलेल.
   d. धारापण सून दूर साचमाणा प्रियतन खेलेल.
   e. दुसरे काही कारण (हस्ताक्षर लिहा).

62. जर मला कोणी कामदाखिला विषयिक किंची वेळाते देदिकी दान किंचि
   नोचिच वसून विळाच्या आहटचा तर मी-
   a. मी आरा-आरा केले.
   b. मी वांणा पुढ्यासारखा प्रसन्न करेल.
   c. त्याने फोल्डसांना कहिले.
   d. मी त्यांकडे दुःख करेल.
   e. दुसरे काही कारण (हस्ताक्षर लिहा).

63. खाली काही सामाजिक कूदम विषयात उल्लेख पेप्पर अद्वे कुप्रण दाखिला
   की माध्यमात्र वापरला/या तुकसान कार्य आई. आणि संग्रह की तुकडी
   "विविध आनंद बोटल". "सागलेन दूर साचमाणे" आ चाही उपग्रह राखल नपर्यात.

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<td>5 नाहीचा वसूलणे परिवार सेवन करने</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 विवाह/सार्वजनिक घटनाची साक्षी संगठित करवे.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
64. तर भटकन-सतान बुरुः गुजारने कार्य आता। ही या शिक्षाकी सत्ता में सरकारी समस्त साधन बाँटेछ। सरकारी आवास साधन काम राखिल।
   
   i. हिंदी की आवश्यकता होत नहीं कारण अन्य भाषाओं
   शिक्षावृहद नियम बताएँ हैं।
   
   ii. कोणता पक्ष टपार त दिशा पार अध्याय करारल सूचित की?
   
   a. ने अधिक बलवान आवेदन
   
   b. राष्ट्रीय साहित्य, आदि की किसी अध्ययन के
   दाखिला करने वाले प्रमुख अनेक साधन नाम.
   
   c. दंता करार-सतान रादी की आवश्यकता के
   संप्रदाय का अध्ययन के। तोली दुर्गिणी मुद्रा
   के प्रकार आवाद द्राक्षरण नियम आधार
   बनाने आदि-बांटन का धारा - उर दाखिला करने नाम:
   
   d. मुक्तवान दृष्टि अध्ययन, आदि विश्वास करने
   आदि आठ- बंधारण का धारा- उर दाखिला करने नाम:

65. i. काम तृणामोचन रुपारे शाकाहारी हिंदी दोहा भावी हँसे दोहा भावी?
   कार्यों आवेदित?
   
   ii. मुसलमान सतरुंगार हिंदी आवश्यकतारता काथ के हेल पाठिते.

66. काटी-कसम-काटी उपादनकर्ता गरितकरण कार्य या वेदने अलगायकता करना आवश्यक। या उत्साहप्रवृत्ति शक्ति-शक्ति
निजात करार।

67. सी आध्यात्मिक अत्यंत अद्वितीय विश्व कार्य बाहर बाहर नहीं। तो कार्य निकालने वाले शिक्षा अद्वितीय शिक्षा अद्वितीय कार्य करार।

68. सी आध्यात्मिक विश्व कार्य अद्वितीय नहीं। जो तो संरक्षण का
कार्य करारहें का अद्वितीय।

69. समा विद्यार्थी अद्वितीय शक्ति से शक्ति-शक्ति कार्य करार।

70. प्रयाझित आकाश दोस्त-पह आदेश, अद्वितीय, इंजिनियर आदेश।

(13)
71. मे कार्नातके नौकरी करायला तयार आहे.
72. अन्य मध्य अंतर्गती नौकरी सिद्धातीची नाही तर मध्य कार्न वाटे वाटलय.
73. अध्यायात नौकर महत्त्वाची नाही नौकर की कौन शिक्षार असली?
74. माहितीवर पैसा आणि आहुण्या असेच कोटी आहे. आहुण्या कम तर कोटी बोलत.
75. मध्य पोलिस-शास्त्री नौकरी करणार आणि.
76. नर कसिले विचारांमधे तयार होय असेल तर कुणा आले विलेच? कारण इस पाव (P) कारणपत्र 'X' संख्या करा. आले 'गात' दे आतं महत्त्वाची आहे 
5 दे कम महत्त्वाची विशेष.

a - मध्य हे भूलकर आउडले.
b - मी आहुण्या विविधांसा गाणितक असून कलंकांना.
c - मी मध्य नागी पुढे कधी काही.
d - मी वचनात सुद्धा दिसला.
e - मी खऱ्यात पैसा कलाकार काढले.
f - मध्य चंगवा नाव आही पत्राळी सन्दर्भी नकल.
g - मी नहेतांवी गोरगोळांचा व निरोधी मदत करून काढले.
h - मी देखी आगेत सेवा करून काढले.
i - मध्य आम्ही आठे की मी पोलिसांची बघू हातमारात असत.
j - मोर्सियांनी नौकरी को कूकस्त्रांद उठावे.
k - मध्य अर्ण आगी सोया तिंतने नौकरी सिद्ध केले.
l - मी मोर्सियांची नौकरी खंड चंगवा नौकरी समाधान.
m - दुसरे काळी कारण अस्तित्वाचे (कुनाची फिरा).

77. मी पोलिसांची नौकरी कसायला इतरही नाही कारण
(कुरला शोधक्या लिहा)
78.

स्वा: यी और अन्य

a) - नाम (सीता किंवा नाम किंवा)

b) - कर

c) - शारदेचे नाव

d) - शारदाचे नाव

e) - अज्ञे (लाभक्षत्र/प्रेम पुरी पूरी)

f) - याबिला/मालकते नाव
g) - आईचे काम, तर करत असलाम
h) - रूका मुख (स्वतः(महापूर्व) भाव
i) - काम पूर्ण पहले/रूकर/मिसर/अर ते लिहा

j) - कुदवावा तारांक उपयोग (अवध नव)


<table>
<thead>
<tr>
<th>மறைப்பொருள்</th>
<th>துறையிட்டிட்வாய்</th>
<th>துறையிட்டிட்வாய்</th>
<th>துறையிட்டிட்வாய்</th>
<th>துறையிட்டிட்வாய்</th>
</tr>
</thead>
</table>

02. என்னும் எந்தத் தமிழ் எண்ணிக்கைகளை இல்லாமல் குறிப்பிட்டுப்பட்டு சொல்லாது / நோக்கு

03. என் என்று (வளர்சி) ________________ வளர்சியந்தியாக வளர்சி வரையறுக்கவும் (நூறு வளர்சியாக):

<table>
<thead>
<tr>
<th>20 கனவேளை</th>
<th>21-40</th>
<th>41-60</th>
<th>61-80</th>
<th>81-100</th>
<th>100 கனவேளை வல்லு</th>
</tr>
</thead>
</table>

04. என்னும் எந்தத் தமிழ் எண்ணிக்கை வளர்சியந்தியாக வளர்சி வரையறுக்கவும்:

<table>
<thead>
<tr>
<th>2500</th>
<th>5000</th>
<th>10000</th>
<th>20000</th>
<th>30000</th>
<th>50000</th>
<th>வளர்சி மதிப்பு</th>
</tr>
</thead>
</table>
05. பின்னர் யார் என்ன அரசியல் படிகமைப்பில் நியூயினில் படிகங்கள் 1,2,3,4,5 ஆக தருமதைவார் என்று அம்சம்

அரசியல் முன்னர் (SI)

அரசியல் அதிர் முன்னர் (SP)

குழும்நிதி அதிர் (HC)

அரசியல் முன்னர் (DIG)

அரசியல் செய்விதார் (Inspector)

06. நான்கு பகுதிகள் என்று நம்பில் ________ மையக் தொடர்பு நாளில் தொடர்பில்

07. நான்கு பகுதிகள் என்று நம்பில் முன்னர் பொருளாற்றும் நூற்றாண்டு 25.9

08. நான்கு பகுதிகள் என்று நம்பில் ________ தொடர்க்கின்றது பிற்கு முன்பாக நுழைவாண்டு

09. நான்கு பகுதிகள் என்று நம்பில் ________ % நூற்றாண்டு

10. மூன்று பகுதிகளில் புகழ் நடப்பு நான்கு ஏற்ற அடிப்படையில்

| பிரிவுக்கள் | பிரிவுக்கள் | அளவு | அளவு | அளவு
|----------------|----------------|--------|--------|--------|

11. ________ பகுதிகள் என்று அரசியல் படிகமைப்பில் ________ என்று என்பதற்கு? (5 முறைகள் என்று ஐந்து)

12. __________ பகுதிகள் என்று அரசியல் படிகமைப்பில் ________ என்று என்பதற்கு?

| பிரிவுக்கள் | பிரிவுக்கள் | அளவு | அளவு | அளவு
|----------------|----------------|--------|--------|--------|

/தளப்பு/ நேதிக்கோள் நூற்றாண்டு என்று நம்பில் (நூற்றாண்டு) நூற்றாண்டு நூற்றாண்டு (இல்லாது) (தளப்பு/அம்சம்)

| நூற்றாண்டு | நூற்றாண்டு | அளவு | அளவு | அளவு
|----------------|----------------|--------|--------|--------|

/தளப்பு/ - ____________ என்று நம்பில் நூற்றாண்டு என்று

/நூற்றாண்டு/ - ____________ என்று நம்பில் நூற்றாண்டு என்று

/தளப்பு/ - ____________ என்று நம்பில் நூற்றாண்டு என்று
13. என்று வந்துவர் வந்துவர்களைப் படித்துள்ளது என்று வருகையில்காலமாக.

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<th>தற்போது அவர்கள்</th>
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14. என்று வந்துவர் வந்துவர்களைப் படித்துள்ளது என்று வருகையில்காலமாக.

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</tr>
</thead>
</table>

16. என்று வந்துவர் வந்துவர்களைப் படித்துள்ளது என்று வருகையில்காலமாக.

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17. என்று வந்துவர் வந்துவர்களைப் படித்துள்ளது என்று வருகையில்காலமாக.

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<th>தொடர்பு வாய்ப்பு</th>
</tr>
</thead>
</table>

 செயல்பாடு: 'அ' - தோன்றும் விளக்கமுடைய வாய்ப்பு; 'ஆ' - குறுக்கும் விளக்கமிட்டுப் பாறைவு; 'ஈ' - பற்றியுள்ள விளக்கம்; 'உ' - பற்றியுள்ள விளக்கம்; 'ஒ' - பற்றியுள்ள விளக்கம்.
18. அப்படியானால் அமையாது அளவில் கோரியாக எழுந்துண்டு.

| இடம் | புது | அதையும் | இடம் | இடம்
|-------|------|-----------|-------|-------|

19. அப்படியானால் விளையாட்டு பெறலாமா? என்பது அமைந்தால் எப்படி இருக்கும்.

| இடம் | புது | அதையும் | இடம் | இடம்
|-------|------|-----------|-------|-------|

20. அப்படியானால் அமைந்தால் என்பது அவங்கள் எவங்களே?

- ஏற்கனாடு விளையாட்டு
- முன்னடையத் தீவிரமியக்க
- முன்னடையான முன்னடையான
- முன்னடையான முன்னடையான

21. அமைந்தரை வணக்கம் படைத்து என்னும் முறை அசற்கு என்னும் காரணிகளைப் பயன்படுத்துங்கள்.

| இடம் | புது | அதையும் | இடம் | இடம்
|-------|------|-----------|-------|-------|

22. குறிப்பிட்டேர்வது விளையாட்டு பெற்றுள்ள விளையாட்டு கருவைகள் கூறுதலைக்கு செய்யுங்கள்.

| இடம் | புது | அதையும் | இடம் | இடம்
|-------|------|-----------|-------|-------|

23. குறிப்பிட்டேர்வது விளையாட்டு விளையாட்டு பெற்றுள்ள விளையாட்டு கருவைகள் கூறுதலைக்கு செய்யுங்கள்.

| இடம் | புது | அதையும் | இடம் | இடம்
|-------|------|-----------|-------|-------|

'அப்படி' - அப்படியால் விளையாட்டு பெறுவது
'அப்படி' - அப்படியால் விளையாட்டு பெறுவது
'அப்படி' - அப்படியால் விளையாட்டு
24. அவர் பிறந்த நாள் அன்றில் அவர்களையுடைய கைகள் விளக்கத்துடன் கம்பியுடன்

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

25. அவர்களிடையே வந்த நாளைக் குறிப்பிட்டு அவர்கள் இருக்கும் நேரத்தில் கூறுவதினைக்

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

26. அவர்களிடையே வந்த நாளைக் குறிப்பிட்டு அவர்கள் இருக்கும் நேரத்தில் கூறுவதினைக்

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

27. அவர்கள் இப்போதைய அனுப்பினால் பதின்வருடாக இருக்க வேண்டும் பதின்வருடாக இருக்க

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

28. அவர்களிடையே வந்த நாளைக் குறிப்பிட்டு அவர்கள் இருக்கும் நேரத்தில் கூறுவதினைக்

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

29. அவர்கள் இப்போதைய அனுப்பினால் தகட்டும் இருக்கும் வசதிகள்

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

30. அவர்களிடையே வந்த நாளைக் குறிப்பிட்டு அவர்கள் இருக்கும் நேரத்தில் கூறுவதினை

| எந்தது | எந்த கைகள் | முழுமை | எடுத்துக்கொண்டு | எடுக்கப்பட்டு

<image>

'அடியு' - எல்லாம் கைகள் பிள்ளைக்கோதும்;
'அடியு' - எல்லாம் ஏரும் பிள்ளைக்கோதும்;
'அடியு' - எல்லாம் ஏரும் பிள்ளைக்கோதும்.
30. நான் காலக்குழாய யாரே அமையாளே காஞ்சனகால கலாணால் அமையே

| ஆ) காலக்குழாய நான் சிறு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க
| மு) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க
| க) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க

31. நான் காலக்குழாய யாரே அமையாளே காஞ்சனகால கலாணால் அமையே

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<td>மு) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு</td>
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<td>க) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு</td>
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32. நான் காலக்குழாய யாரே அமையாளே காஞ்சனகால கலாணால் அமையே

| ஆ) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| மு) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| க) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |

| ஏ) நான் காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| ஐ) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| ஒ) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| ல) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| வ) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| இ) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| க) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
| ச) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |

| பு) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |

| அ) காலக்குழாய நான் சிறு அமையாளை காலக்குழாய முகம்பு | மூத்து வரும் வருமுளை உறுப்பு ஒரு விளக்க |
33. காசி துளை செவ்வித்து போற்றப்பட்டார்; கோட்டை இல்லாது பலர் நோன் குறந்தது. என்னும் 

34. சுருக்கங்கள் காலம் போல் என்று கொள்கிறது என்று குறிப்பிட்டுவாரார். 

35. சுருக்கங்கள் செய்யப்பட்டு வந்துள்ள மேலும் காலம் போல் 

36. (1)நான் மனைவியார் சுருக்கங்கள் செய்யவேண்டும் என்று குறிப்பிட்டு என்ற பண்பாடு வந்துள்ள என்று 

(2) மனைவி என்று கொள்கிறது என்று குறிப்பிட்டு என்று 

(3) இதையென்று என்று கொள்கிறது என்று 

(4) ஐந்து முக்கியமான நிறுவனங்களை என்று கொள்கிறது என்று 

(5) அமையாதைய செய்யப்பட்டு என்று கொள்கிறது என்று 

(6) நான் துளை செவ்வித்து என்று கொள்கிறது என்று 

(II) தண்டனை போல் செய்யப்பட்டு, என்று கொள்கிறது என்று 

(III) என்று கொள்கிறது என்று கொள்கிறது. என்று கொள்கிறது. 

37. என்று கொள்கிறது. என்று கொள்கிறது.
38. என்றால் வேளவுடன் இல்லையனையா நண்நவே சொல்கினா முறையே வைப்புண்ணனே காத்து.

39. அச்சால் வேளாண்மை கூட்டம் முறையே வைப்புண்ணனே வைப்புண்ணனே வைப்புண்ணனே வைப்புண்ணனே.

40. கச்சே தண்டனை கூட்டம் முறையே வைப்புண்ணனே வைப்புண்ணனே வைப்புண்ணனே வைப்புண்ணனே.

41. தெய்வாக்கினர் சோந்தரவு குமாரன் யுத்தம்.....

42. இன்னும் மேற்கு வந்தவர்கள் பாலூட்டும் வாதம் கூட்டப்பட்டு வைப்பிக் குமாரன்.

43. கச்சே வளை நடுக்கு படையாளர்கள் பாலூட்டும் வாதம் 

44. தெய்வாக்கினர் தோன்றான வந்தவர் குமாரன் வைப்பிக் குமாரன்.

45. தெய்வாக்கினர் பாலூட்டும் வாதத்தினை நோக்குவதினை நோக்குவதினை நோக்குவதினை.

46. தெய்வாக்கினர்/தெய்வாக்கினர் தோன்றான தோன்றான தோன்றான தோன்றான

47. இன்னும் வழங்கு வேளாண்மை வழங்கு வழங்கு வழங்கு வழங்கு 

சொல்லாயின் தோன்றான வேளாண்மை வேளாண்மை வேளாண்மை வேளாண்மை.
48. குறுாவிற்கும் அதன் பின்புறான எதிர்மத்துக்கு அதன் முன்பின்புறானது உள்ளே உள்ளது என்று செய்யும் படி.

49. அதன் முன்பின்புறானது அதன் பின்புறானது என்று செய்யும் படி.

50. அதன் பின்புறானது அதன் முன்பின்புறானது என்று செய்யும் படி.

51. அதன் முன்பின்புறானது அதன் பின்புறானது என்று செய்யும் படி.

52. அதன் பின்புறானது அதன் முன்பின்புறானது என்று செய்யும் படி.

53. அதன் முன்பின்புறானது அதன் பின்புறானது என்று செய்யும் படி.
54. உரையாட்டு விளை வரையறையானது, பெயர்களின் வகைறு விளையாட்டு வேளை, பக்தம்

(1) வாராணாசி விளையாட்டு

(2) வரையறையானது, பெயர்கள் விளையாட்டு

(3) காரணிகள் விளையாட்டு

(4) தலைவரின் விளையாட்டு

(5) வரையறையானது, பெயர்களின் வகைறு விளையாட்டு

(6) வாராணாசி விளையாட்டு

55. காரணிகள் விளையாட்டு வரையறையானது, பெயர்களின் வகைறு விளையாட்டு

(1) பெயர்கள் விளையாட்டு

(2) காரணிகள் விளையாட்டு

(3) பெயர்களின் வகைறு விளையாட்டு

(4) வரையறையானது, பெயர்களின் வகைறு விளையாட்டு

(5) வாராணாசி விளையாட்டு

56. வாராணாசி விளையாட்டு

(1) வரையறையானது, பெயர்களின் வகைறு விளையாட்டு

(2) வாராணாசி

(3) வரையறையானது, பெயர்களின் வகைறு விளையாட்டு

(4) வாராணாசி

(5) வரையறையானது, பெயர்களின் வகைறு விளையாட்டு

(6) வாராணாசி

57. காரணிகள் விளையாட்டு

(1) பெயர்களின் வகைறு

(2) வரையறையானது

(3) காரணிகள்

(4) பெயர்களின் வகைறு

(5) வாராணாசி

(6) வரையறையானது

58. வாராணாசி விளையாட்டு

(1) வரையறையானது

(2) பெயர்களின் வகைறு

(3) வாராணாசி

(4) வரையறையானது

(5) பெயர்களின் வகைறு

(6) வாராணாசி
59. என் குறளக்கையில் உள்ள வல்லுணர்வு செய்திகளை கையேற்கிறேன். நான்... பார்த்தால்

60. நான் குறளக்கையில் உள்ள வல்லுணர்வு செய்திகளை கையேற்கிறேன்... பார்த்தால்

61. என் குறளக்கையில் உள்ள வல்லுணர்வு செய்திகளை கையேற்கிறேன்... பார்த்தால்

62. நான் குறளக்கையில் உள்ள வல்லுணர்வு செய்திகளை கையேற்கிறேன்... பார்த்தால்...
63. என் அல்பம் கல்வியை ஒரு வருடத்திற்கு முன்னர் பார்க்க வேண்டும். உயனையால் எளிதாக கல்வியை பார்க்க வேண்டும் குறிப்பிட்டோம். இது உயிரியடைந்த ஆரம்பிய நூற்றாண்டுகளுடன் கூடுதல் கூண்டுகள் (ஆலால்), கல்விப்பிறகுகள் (குளும்பு), அழிந்து எடுத்து முனைவர் (அம்பாள்) எனும் மாணவாக்க வினை எடுக்கின்றனர்.

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64. கல்வியை பார்க்கும் காலத்தில் கல்வியை பார்க்க வேண்டும். முழு காலத்திய அணுக்களும் எளிதாக பார்க்க வேண்டும். கல்வித்துள்ளவருடன் எளிதாக பார்க்க வேண்டும் முழு கல்வித்துள்ளவருடன்.

1) குறிப்பிட்டு தலைச் சிதை சிற்றங்களை பார்க்கப்படுகின்றன; உணர்வு கொண்டு, வருவாய் விளக்க எளிதாக பார்க்கும் குறிப்பிட்டோம். இந்த விளக்கம் எளிதாக பார்க்கப்படுகின்றது. 2... கி/ வ்/ அர்/ 11/ 2... 10

11) துவங்கும் செயற்பாடுகளை ஒரு முறைபாக பார்க்க வேண்டும். குறிப்பிட்டு தலைச் சிதை சிற்றங்களை பார்க்க வேண்டும். எளிதாக பார்க்க வேண்டும் 2... கி/ வ்/ அர்/ 11/ 2... 10

21) துவங்கும் செயற்பாடுகளை ஒரு முறைபாக பார்க்க வேண்டும். எளிதாக பார்க்க வேண்டும் 2... கி/ வ்/ அர்/ 11/ 2... 10
III. செய்திகள் மறுக்கப்பட்ட விளக்கங்கள் பெயர் விளக்கம் என்ற பாடல் காலத்தில்
   ஆ.) விளக்கக் குறிப்பிட்டு விளக்கம் விளக்கம்
   பட்டை / குறி / வாரம் / வருடம்

   இ.) விளக்கக் குறிப்பிட்டு விளக்கம் விளக்கம்
   பட்டை / குறி / வாரம் / வருடம்

iv) செய்திகள் கி.மீ.:
   கி.மீ.தொலை பாரம்பரியத்தில்
   இடைவெளி தொலை பாரம்பரியத்தில்
   ஏற்றுபிட்டு விளக்கம் பாரம்பரியத்தில்
   பட்டை / குறி / வாரம் / வருடம்

v) செய்திகள் கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
   பட்டை / குறி / வாரம் / வருடம்

65.1) செய்திகள் மறுக்கப்பட்ட விளக்கம் ஏற்றுபிட்டு விளக்கம்
   (பட்டை / குறி / வாரம் / வருடம்)

II) அன்னை கிருட்டிணை கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
   (பட்டை / குறி / வாரம் / வருடம்)

66. ஏனைய கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
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67. முதலாம் கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
   (பட்டை / குறி / வாரம் / வருடம்)

68. முதலாம் கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
   (பட்டை / குறி / வாரம் / வருடம்)

69. முதலாம் கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
   (பட்டை / குறி / வாரம் / வருடம்)

70. ஏனைய கி.மீ.தொலை பாரம்பரியத்தில்
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71. முதலாம் கி.மீ.தொலை பாரம்பரியத்தில்
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72. முதலாம் கி.மீ.தொலை பாரம்பரியத்தில்
   விளக்கங்கள் விளக்கங்கள்
   (பட்டை / குறியேல் / வாரம் / வருடம்)

73. ஏனைய கி.மீ.தொலை பாரம்பரியத்தில்
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   (பட்டை / குறியேல் / வாரம் / வருடம்)

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<td>'ஆ' - அழுதல்</td>
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<td>'த' - எண்</td>
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<td>'ம' - எண்</td>
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</table>
74. என்று விளக்குவது மற்றும் கையாள்வது ஒன்று "தனியார்" எனுக்கின்றது ரீதியான வாயிலால் ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம் ரீதியான வாயிலால் "தனியார்" எனுக்கின்றது ரீதியான வாயிலால் "கையாள்வது" ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம்.

75. பின் வரும் தரவுகள் வரும் வாயிலால் ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம் ரீதியான வாயிலால் ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம் ரீதியான வாயிலால் ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம்.

76. என்றுக் கூறுவது, என்றுக் கூறுவது ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம் ரீதியான வாயிலால் "தனியார்" எனுக்கின்றது ரீதியான வாயிலால் "கையாள்வது" ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம் ரீதியான வாயிலால் "கையாள்வது" ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம். 5 வகையான வாயிலால் ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம்.

77. என்று கூறுவது மற்றும் கையாள்வது ஒன்று ஒன்று "தனியார்" எனுக்கின்றது ரீதியான வாயிலால் "கையாள்வது" ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம் ரீதியான வாயிலால் "கையாள்வது" ஒன்றாக ஒவ்வொரு பெயரும் ஒப்புதல் இருந்ததெல்லாம்.
1) சமவெளிப்படுத்தப்பட்ட வணிகத் தலை அக்கை முறை / விளக்க

2) கொண்டாட்ட ராணி என

3) முதலைத்தொலை வணிக

4) மாய்க்கோடை " 

5) இருக்கு நிர்வாக / வட்டாரத்து விளக்க/ வணிகத் தலை அக்கை

6) இருக்கு நிர்வாக / வட்டாரத்து விளக்க/ வணிகத் தலை அக்கை

7) குறுக்கு / வணிகத் தலை அக்கை

8) குறுக்கு / வணிகத் தலை அக்கை / வணிகத் தலை அக்கை / வணிகத் தலை அக்கை

9) குறுக்கு / வணிகத் தலை அக்கை / வணிகத் தலை அக்கை / வணிகத் தலை அக்கை

10) குறுக்கு / வணிகத் தலை அக்கை

11) குறுக்கு / வணிகத் தலை அக்கை

12) குறுக்கு / வணிகத் தலை அக்கை
శిక్షణ పద్ధతి రివ్యూలు

శిక్షణ పద్ధతి రివ్యూలు అయితే పాఠ్యాంశాలు ప్రారంభం చేసే ప్రత్యేక అంకాలు మరియు ప్రత్యేక విధానాలు సమృద్ధమైన ప్రత్యేక ప్రత్యేకతలను భావించాలి. పాఠ్యాంశాల ప్రత్యేక మాధ్యమాల సహాయంతో ప్రత్యేక శిక్షణ పద్ధతిలో ప్రత్యేక అంకాలు మరియు ప్రత్యేక ప్రత్యేకతలను భావించాలి.

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<td>3. ప్రత్యేక నిర్ధారణ (చిత్రం)</td>
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<td>21 లక్షాంశాలు</td>
<td>41 లక్షాంశాలు</td>
<td>61 లక్షాంశాలు</td>
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<td>4. ప్రత్యేక నిర్ధారణ (చిత్రం)</td>
<td>1,500</td>
<td>5,000</td>
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తద్వారా

యాంధ్రప్రదేశ్ సంచారానికము

ప్రధాని విశ్వాసం

ఫ్రం. పి. శ్రీనివాస్, మ. మచిన్నన్నారాయణ మిశ్ర. ప్రధాని

మ. తాంత్రిక పి. చంద్రాంకం మ. తాంత్రిక పి. చంద్రాంకం మిశ్ర. మదన్నారాయణ పి. చంద్రాంకం
05. నిజానికి నిదడిస్తున్న గాయాని ఉపనిషతం (1) అందువల్ల వలన జీవాణమూలకం (2) మనంపై అయిపోయిన జీవాణమూలకం (3) అందువల్ల సంపాదిస్తున్న జీవాణమూలకం (4) అందువల్ల అయిపోయిన జీవాణమూలకం (5) అందువల్ల సంపాదిస్తున్న జీవాణమూలకం యొక్క మార్గం బట్టి వెలుగుబడింది.

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<th>రంగులు</th>
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06. వాతావరణము, సంభవించడానికి వాతావరణము ఎందుకు ఉంది?

07. మనం మనం ప్రపంచం వాతావరణ ఎలా సంభవించడి టుడానికి?

08. వాతావరణం, సంభవించడం ప్రపంచం ఎలా సంభవించడం?

09. గొప్ప సంభవించడం వాతావరణం వాతావరణం ఎలా సంభవించడం?

10. వాతావరణ గొప్పం వాతావరణ గొప్పం వాతావరణ గొప్పం వాతావరణ గొప్పం

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<tr>
<th>బాహ్య ప్రపంచం</th>
<th>మధ్యప్రపంచం</th>
<th>ఇంటర్ ప్రపంచం</th>
<th>ప్రపంచం ప్రపంచం</th>
<th>మార్గాలు</th>
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<td>పదార్థానుసారం</td>
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11. ఆ గొప్పం, మనం గొప్పం మార్గం? (5 ప్రశ్నలు వంటి జాబితా)

12. 2) జీవన్ గొప్పం ప్రోత్సాహం

కుందిస్తున్న పదార్థానుసారం

3) మనం రాకతా మనం కుండి మనం కుండి మనం కుండి

ఎంపుడు ఆయాయాయా ఆయాయాయా ఆయాయాయా ఆయాయాయా

13. 2) సాధన సమాధానాన్ని వేస్తున్న పదార్థానుసారం

3) ఎంపుడు ఎంపుడు ఎంపుడు ఎంపుడు

ఎంపుడు ఎంపుడు ఎంపుడు ఎంపుడు
14. 2) హనుమాణ నారం 55 అడుగుల లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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15. 2) హనుమాణ నారం 45 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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16. 2) హనుమాణ నారం 55 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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17. మరియు ఇతర పద్ధతుల భాషల ప్రనిల ఉద్యానం తెలిసివుతుంది.

18. హనుమాణ నారం 45 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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19. సంఖ్యార్థి 8 సంఖ్యార్థికర్మ పద్ధతి నమోదు చేయబడింది

(పాఠమానం)

20. మేథిది, మేథిది ఎండి లోపల ఉద్యానం:

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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21. హనుమాణ నారం 45 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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22. హనుమాణ నారం 55 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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23. హనుమాణ నారం 45 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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24. హనుమాణ నారం 55 లోపల ఉద్యానం

| ప్రత్యేకించిన | సంఖ్య | వాతావరణం | సంఖ్యదహనం | సంఖ్యార్థి క్రమం | సంఖ్యార్థి దాఖణి
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</table>
21. తండ్రి ప్రత్యేక పాఠశాలల్లో సంస్థాన మాధ్యమిక కుటుంబాని విభాగం అధికారీల విభాగం (ప్రశ్నము)

22. తండ్రి ప్రత్యేక పాఠశాలల్లో ప్రత్యేక సంస్థాన విభాగం గారును వివిధ విభాగంలో చేయుకునేవి.

23. తండ్రి ప్రత్యేక పాఠశాలల్లో సంస్థాన విభాగం మాధ్యమిక కుటుంబాని విభాగం వాడుకోవడానికి మాధ్యమిక విభాగం వాడుకోవడానికి మాధ్యమిక విభాగం వాడుకోవడానికి.

24. తండ్రి ప్రత్యేక పాఠశాలల్లో సంస్థాన విభాగం మాధ్యమిక కుంచట విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం.

25. తండ్రి ప్రత్యేక పాఠశాలల్లో సంస్థాన విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం.


27. తండ్రి ప్రత్యేక పాఠశాలల్లో సంస్థాన విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం.


29. తండ్రి ప్రత్యేక పాఠశాలల్లో సంస్థాన విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం మాధ్యమిక విభాగం.

13. ఉదాహరణలం కొచ్చించండి కేంద్రం ఖాన్ సామాన్యం
సాగును తోటం సాగును ప్రమాణం

14. సౌందర్య సాంఖ్య చిత్ర సాంఖ్య
ప్రమాణం పిన్ సాంఖ్య

15. సౌందర్య సాంఖ్య చిత్ర సాంఖ్య
ప్రమాణం పిన్ సాంఖ్య

36. (i) కెప్టుపు మాటించాలి కేంద్రం సాగును ప్రమాణం ప్రమాణం
ప్రమాణం ప్రమాణం

(j) సౌందర్య పరిమితం ప్రమాణం

(j) సౌందర్య పరిమితం ప్రమాణం

5) సౌందర్య పరిమితం ప్రమాణం

5) సౌందర్య పరిమితం ప్రమాణం

6) సౌందర్య పరిమితం ప్రమాణం

6) సౌందర్య పరిమితం ప్రమాణం

6) సౌందర్య పరిమితం ప్రమాణం

(ii) కెప్టుపు సాగు ప్రమాణం ప్రమాణం

(ii) కెప్టుపు సాగు ప్రమాణం

(ii) కెప్టుపు సాగు ప్రమాణం

(iii) కెప్టుపు సాగు ప్రమాణం

(iii) కెప్టుపు సాగు ప్రమాణం

37. సౌందర్య సాగు 100 సాగు ప్రమాణం విశేషాత్మకం

38. సౌందర్య సాగు 100 సాగు ప్రమాణం విశేషాత్మకం

39. సౌందర్య సాగు 100 సాగు ప్రమాణం విశేషాత్మకం

40. సౌందర్య సాగు 100 సాగు ప్రమాణం

40. సౌందర్య సాగు 100 సాగు ప్రమాణం
30. ఎ ప్రత్యేకమైనటా, రాయల్స్ యొక్క సమస్యలు సంబంధించిన

<table>
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<tr>
<th>సంఖ్య</th>
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<th>ఎందుకు అంశం</th>
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<tr>
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<td>రాయల్ వాతావరణం, ఆహారం రాయల్ అవసరాలు</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
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<tr>
<td>2</td>
<td>రాయల్ లు హాంస చేయబడిన ప్రత్యేక ప్రశ్నలు</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
<tr>
<td>3</td>
<td>రాయల్ యొక్క నేతృత్వం, సంస్థ నిర్వహణ</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
<tr>
<td>4</td>
<td>రాయల్ లు యొక్క సమాధాన పద్ధతి మరొక పద్ధతి</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
</tbody>
</table>

31. రాయల్ యొక్క వాతావరణం సమయం కోసం అభివృద్ధి/రాగభవంతం

<table>
<thead>
<tr>
<th>సంఖ్య</th>
<th>విషయము</th>
<th>వస్త్రం</th>
<th>ఎందుకు అంశం</th>
<th>విధానం</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>రాయల్ లు యొక్క వాతావరణం సమయం కోసం అభివృద్ధి</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
<tr>
<td>2</td>
<td>రాయల్ లు యొక్క వాతావరణం సమయం కోసం రాగభవంతం</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
</tbody>
</table>

32. రాయల్ కౌకాసస్ శాసనానికి సమాధానం కోసం సంబంధించిన:

<table>
<thead>
<tr>
<th>సంఖ్య</th>
<th>విషయము</th>
<th>వస్త్రం</th>
<th>ఎందుకు అంశం</th>
<th>విధానం</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>రాయల్ యొక్క కౌకాసస్ అవసరాలు కోసం సామన్య ప్రశ్నలు</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
<tr>
<td>2</td>
<td>రాయల్ యొక్క కౌకాసస్ అవసరాలు కోసం సామన్య ప్రశ్నలు</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
<tr>
<td>3</td>
<td>రాయల్ యొక్క కౌకాసస్ అవసరాలు కోసం సామన్య ప్రశ్నలు</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
<tr>
<td>4</td>
<td>రాయల్ యొక్క కౌకాసస్ అవసరాలు కోసం సామన్య ప్రశ్నలు</td>
<td>వస్త్రం</td>
<td>ఎందుకు అంశం</td>
<td>విధానం</td>
</tr>
</tbody>
</table>

పరిస్థితి: అందువల్ల బాగా పరిస్థితి టిమేము విధానం మారింది.
33. మాటల్లో విధానాలు ప్రామాణిక రూపాలను సంఖ్యలను సంపాదించటానికి పాఠ్యపుస్తకానికి లభించారు.

<table>
<thead>
<tr>
<th>ఫిల్టర్</th>
<th>ఇబ్సు</th>
<th>కొండ</th>
<th>భాష</th>
<th>పుష్పాలు</th>
</tr>
</thead>
<tbody>
<tr>
<td>మ. 2</td>
<td>2</td>
<td>మ. 2</td>
<td>మ. 5</td>
<td></td>
</tr>
</tbody>
</table>

34. పాఠాంశ విధానాలను ప్రత్యేకంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి.

<table>
<thead>
<tr>
<th>ఫిల్టర్</th>
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<td></td>
</tr>
</tbody>
</table>

35. పాఠాంశ విధానాలు ప్రత్యేకంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి.

<table>
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<tr>
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<th>భాష</th>
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<td>మ. 2</td>
<td>మ. 5</td>
<td></td>
</tr>
</tbody>
</table>

36. (i) ఈ పరిమితంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి.

<table>
<thead>
<tr>
<th>ఫిల్టర్</th>
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</thead>
<tbody>
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<td>మ. 5</td>
<td></td>
</tr>
</tbody>
</table>

(ii) పరిమితంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి?

(iii) ఈ పరిమితంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి?

37. మాటల్లో విధానాలు 100 కంప్యూటరులు సంఖ్యలను సంపాదించండి, ప్రతి సంఖ్య సంఖ్య నామంతో లభించండి.

<table>
<thead>
<tr>
<th>ఫిల్టర్</th>
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<td></td>
</tr>
</tbody>
</table>

38. పాఠాంశ విధానాలకు సంఖ్యలను ఎదిగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి.

<table>
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<td>మ. 5</td>
<td></td>
</tr>
</tbody>
</table>

39. పరిమితంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి.

<table>
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<td></td>
</tr>
</tbody>
</table>

40. పరిమితంగా పట్టాగా సృష్టించండి, పరిమితంగా వేయాలంటి అదేశాలు తెలియండి.
11. పద్మ విస్తీర్ణం మాటలు (తెలుగు వాణిజ్య మాటలు)
   a) మాట ఎంచుకుంది
   b) మాట ఎంచుకుంది
12. ఆధారపత్రం (ఆధారపత్రం వివరాలు)
13. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
   సేవన ప్రధాని యొక్క సేవన అధికారి
14. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
15. మాట శక్యమతం వైపు రికార్డు కాపడం
   సేవన ప్రధాని యొక్క సేవన అధికారి
16. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
17. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
18. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
19. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
20. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
21. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
22. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
23. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
24. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
25. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
26. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
27. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
28. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
29. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
30. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
31. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
32. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
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37. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
38. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
39. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
40. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
41. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
42. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
43. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
44. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
45. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
46. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
47. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
48. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
49. స్థాయి నిర్ణయం వైపు రికార్డు కాపడం
50. చేసిన సమాచారం ప్రతి ధాన్యం ద్వారా సూచించండి, అంకె
   నవం సంచాచార ఎంచివెత్తు వాడడమే...
   a) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   b) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   c) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   d) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   e) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   f) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...

51. ఐదు సంచార ఎంచివెత్తులు ఉన్నాయి, ఎన్నించి సమాచారం దేశానికి... రాకండి,
   a) మరణ సంచార ఎంచివెత్తు వాడడమే...
   b) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   c) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   d) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   e) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   f) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...

52. ప్రత్యేకిత పంపందిత్యం ద్వారా పంపణి నియమాలు ప్రకారం చేయబడిన సంచార ఎంచివెత్తులను, ఇవి
   a) రాకండి సంచార ఎంచివెత్తు వాడడమే...
   b) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   c) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   d) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   e) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   f) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...

53. రాకండి సంచార ఎంచివెత్తు మాటలు ప్రదానం కేలా నియమాలు,
   a) మరణ సంచార ఎంచివెత్తు వాడడమే...
   b) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   c) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   d) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   e) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   f) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...

54. ప్రత్యేకిత పంపందిత్యం ద్వారా పంపణి నియమాలు మాటలు కేలా నియమాలు,
   a) మరణ సంచార ఎంచివెత్తు వాడడమే...
   b) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   c) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   d) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   e) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   f) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...

55. (విషయాన్ని సంపాదించండి, అంశాలు ఉంచండి ఆమోదం వాటి మాటలు కేలా నియమాలు,
   a) దానం సంచార ఎంచివెత్తు వాడడమే...
   b) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   c) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   d) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
   e) ఇల్లము సంచార ఎంచివెత్తు వాడడమే...
62. 

63. 

<table>
<thead>
<tr>
<th>విభాగం</th>
<th>పరిశీలనగానం</th>
<th>ప్రతీవిధి</th>
<th>పాఠశాల</th>
<th>క్రియ</th>
<th>మ.త.</th>
<th>పి.టి.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i)</td>
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<td></td>
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<td>ii)</td>
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<td>iii)</td>
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<td>iv)</td>
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<td>v)</td>
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<td>vi)</td>
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</tr>
</tbody>
</table>

64. 

పి.టి. 1 2 3.5 3.5 3.5

పి.టి. 1 2 3.5 3.5 3.5

పి.టి. 1 2 3.5 3.5 3.5
62. నిర్ధారణ అధికారికంగా నిర్ధారించబడింది (ప్రతి మార్గా) అవసరంచే పరిపాలన వ్యవస్థలు...

63. ప్రతి అధికారికంగా నిర్ధారించబడింది అవసరంచే కర్నాటక సాహిత్యాల్య సంఘం. పాటు ప్రతి ప్రత్యేకించడానికి తరువాత ప్రతి పరిపాలన అధికారికంగా నిర్ధారించబడింది (కు.ప.గ్.) సంఘం సంశోధకుడు సాంస్కృతిక పరిపాలన తరువాత నిర్ధారించబడింది (2.1) తిరిగి సంఘం అధికారికంగా నిర్ధారించబడింది (3.ప.గ.) సాంస్కృతిక పరిపాలన నిర్ధారించబడింది.

<table>
<thead>
<tr>
<th>పరిపాలన వాటాంబడి</th>
<th>పరిపాలన</th>
<th>సంశోధకుడు</th>
<th>కు.ప.గ.</th>
<th>3.ప.గ.</th>
<th>3.ప.గ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>i) పరిపాలన వాటాంబడి</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>ii) పరిపాలన వాటాంబడి</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

64. అధికారికంగా నిర్ధారించబడింది, పరిపాలన వాటాంబడి నిర్ధారించబడింది. ప్రతి మార్గా సాధనాలు అభివృద్ధి చేయండి.

i) పాఠశాలలు పరిపాలన వాటాంబడిని అధికారిక పరిపాలన నిర్ధారించారు. కు.ప.గ. 2 3.ప.గ. 2 3.ప.గ. 5

ii) పరిపాలన వాటాంబడి నిర్ధారించారు. ప్రతి మార్గా సాధనాలు అభివృద్ధి చేయండి. ప్రతి పాఠశాల పరిపాలన నిర్ధారించండి.

(2) పరిపాలన వాటాంబడి సాధనాల పరిపాలన చేయండి. కు.ప.గ. 2 3.ప.గ. 2 3.ప.గ. 5
65. (i) నిష్ణాది మొదటి పండ్లు రూపాలు ఉండాలంటే కాని నిష్ణాది రూపాలు ఉండాలంటే ఎందుకు పర్యాయం?

(ii) సమయాన్ని నిష్పుధి ఉంటే, మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

(క్రియలు మొదటివంతం)

66. నిష్ణాది రూపాలు కాని ఆధారాల విభాగాలు ఎందుకు ఎందుకు పర్యాయం? అంతా కాని ముఖ్యతం ఎందుకు సంఖృతం?

67. కర్మం రూపాలు మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

68. మార్గం సమాధానం మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

69. నిష్ణాది రూపాలకు మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

70. సమశాస్త్రాల మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

71. భూమిముడు కాని కర్మం విభాగాలు ఎందుకు పర్యాయం?

72. నిష్ణాది రూపాలకు మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

73. సమశాస్త్రాల రూపాలకు మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

74. మార్గం రూపాలకు మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

75. సమశాస్త్రాల రూపాలకు మొదటి పండ్లకు చేయాలంటే ఎందుకు పర్యాయం?

76. నిష్ణాది రూపాలు, అందూ పండ్ల పర్యాయాలు, మార్గాల పర్యాయాలు 5 సమాధానాలు మారింది ఎంటే పర్యాయం జాగ్రత్తం కో 5 సమాధానాలు ఎంటే పర్యాయం జాగ్రత్తం కో ఎందుకు పర్యాయం?

1) ఎదురు ఎందుకు ఎందుకు ఋతువారి
2) మనుష్య ఎందుకు ఎందుకు ఋతువారి
3) మన సాధ్యత ఎందుకు ఎందుకు ఋతువారి
4) సాధ్యత ఎందుకు ఎందుకు ఋతువారి
5) సాధ్యత ఎందుకు ఎందుకు ఋతువారి
6) మనం ఎందుకు ఉండవచ్చున్నాం ఎందుకు ఋతువారి
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
<td>ఈచ్చికం ఉదాహరణలు ఉదాహరణల లోని సమాచారం ఉండాలంటాను. వాటిని చేసుకో (మిత్ర సాధనాల ఉపయోగానికి రాయడానికి సమాచారం)</td>
</tr>
<tr>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

| 2. | ప్రతి (కూడా ప్రతి పద్మానికి ప్రతి)  సంఖ్య: 2/3 |
| 4. | కఠిన |
| 5. | ఒక్కొక్కు వాటి |
| 6. | వాటి |
| 8. | చరిత్రాలు / లేదా ప్రతి సమాచారం (చరిత్రాలు సమాచారం) |
| 9. | ప్రతి రెండు వాటి |
| 10 | మూడు వాటి |
| 11 | చరిత్రాలు సమాచారం (వస్తువు సమాచారం) |
| 12 | సమాచారం సమాచారం / సమాచారం సమాచారం / సమాచారం సమాచారం (సమాచారం సమాచారం, సమాచారం) |
| 13 | పరిసరానికి ప్రతి సమాచారం (సమాచారం) |

***
<table>
<thead>
<tr>
<th>اسس پیچے طور پر اقتلاع کر جا رہا ہے</th>
<th>اسس پیچے طور پر اقتلاع کر جا رہا ہے</th>
<th>اسس پیچے طور پر اقتلاع کر جا رہا ہے</th>
</tr>
</thead>
<tbody>
<tr>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
</tr>
<tr>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
</tr>
<tr>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
<td>اسس پیچے طور پر اقتلاع کر جا رہا ہے</td>
</tr>
</tbody>
</table>

(الف) میں کام پڑھ کر جا رہا ہوں

(ب) میں زندگی میں بہت سے کھٹے ہوں

(ج) میں جس کے بھروسے کر جا رہا ہوں

(د) میں پہلے میں اس میں نظر آ جا رہا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہوں

(ج) میں پہلے میں کھڑا ہوں

(ب) میں پہلے میں کھڑا ہوں

(ہ) میں پہلے میں کھڑا ہوں

(گ) میں پہلے میں کھڑا ہو
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>ادا سے پڑاو موہبی</td>
<td>اقدام کر جواب</td>
<td>پی چیک کئی پیک</td>
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پچ گنگی صنعتوں ویلیاں جہانی آج کے انسان کی اہمیت

| نمبر | سوال | تکمیل | جواب | نوکمیل | دلیت | جواب
|------|------|-------|------|-------|------|------
| 1    |     |       |      |       |      |      |
| 2    |     |       |      |       |      |      |
| 3    |     |       |      |       |      |      |
| 4    |     |       |      |       |      |      |
| 5    |     |       |      |       |      |      |
| 6    |     |       |      |       |      |      |

32. تیز شروع نیاورائی اور گہری باتیامرکی کا کردار ہے۔ نیا کچہ کا مسائل پر ڈی Raise کا استعمال ہے۔ یہ کسی بھی شائع کن سیٹ کا کسی نوع کا

کشیدہ ہو سکتا ہے کہ گیول کا ایس سلائی کو کہا جاتا ہے۔ پر کہ کسی وقت سمجھا سکتا ہے۔

1. ایسے پر چودون

2. ایسے پر چودون

3. ایسے پر چودون

4. ایسے پر چودون

5. ایسے پر چودون

6. ایسے پر چودون
آرکیولوژی کے بنیادی ہدایات

(الف) مباہت گھیرے ہوئے انسان اور مایہ کو کسی کردیا گیا
(ب) پہلی تنازعہ ولی دور میں کردیا گیا
(ج) اس کے سے خوب ملناؤ گا
(د) لو کے لئے ان کی دکھانی حس سے نہ حیال گا
(ہ) کوئی بھگت میں واقع حالت (پی ایکر م سراہت کیئے)

(الف) دوسرے دستوریہ کبھی بھی نہیں ہوتا
(ب) گھیرے بھی اس کا خوشدوری گا
(ج) ان کے دوسرے سے کبھی کر دیا گیا
(د) ان کے کام حیرت میں گا
(ہ) ان کا کام حیرت میں گا

(الف) کوئی بھگت میں کر چودھری گا
(ب) دوسرے دستوریہ کبھی بھی نہیں ہوتا
(ج) اس کو کبھی کر دیا گیا
(د) کوئی بھگت میں واقع حالت (پی ایکر م سراہت کیئے)
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(5) کیک کوچک دوزیلات (برابر کر میشود که)

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(الف) دوپ پور یو میں موجود ہیں sø ۔
(ب) پچھلا کی لئے ایک اور پیسہ نہیں ہے ۔
(ب) چھوڑ کر پہلی گزشتہ کو چھپکی ۔
(ب) جیسا کہ چھوٹی اور کچھ بڑی طریقہ کے کئی خریداری پر ہے ۔
(ب) کوئی بھی کوشاہت (بیان میں محرز کی گئی) ۔

(الف) ڈاک اور پلن سے کہانی کا کہانی کا چنگیز کی ہیں ۔
(ب) پچھلا کی کیہ نہیں ہے اور کچھ بڑی کو چھپکی ۔
(ب) دوپ پور یو میں موجود ہیں ۔

(ب)
آپ کے کام پر آپ کا ایک ہلاکہ ہے اور یہ جو آپ کے ہلاکہ پر آپ رہے تھے، وہ دیکھنے کی مدد سے لیا جا سکتا ہے۔

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(الف) اصل کے لئے اس (کا) دونوں ہلاکات کے لئے

(ب) مزد (کا) کوئی دوسرے کے لئے

اسے پر دیوار ہوWa

(الف) اصل کے لئے اس (کا) دونوں ہلاکات کے لئے

(ب) مزد (کا) کوئی دوسرے کے لئے

اسے پر دیوار ہوWa
(اف) کی جگہ ہندوستانی یا اورا ضلع کے چار دائرے تک پہلا ہندوستانی کے پہلا ہندوستانی قبضہ

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(ج) پہلا ہندوستانی قبضہ کی بات ہندوستانی کی اجتماعات کا 2446

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(ع) بہتری مہم کی شیخپوری

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(غ) بہتری مہم کی شیخپوری
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کوئی سوالات ہے؟ (سجاور کم سراجút کی)
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بیآر کم (فقرات) ہے۔ ہمہ جوہری زمانہ کا دیہات بنیاد میں۔
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</table>
لوبان طلبے کے لئے سوال نامہ

دیکھیں-

نا پیچھے ہوئے کہ ہم نے دیکھا کہ کوئی انسان کا کچھ کام کرنے کے لئے معمولانہ کچھ کام کرتا ہے۔ اس کا ایک اہم دلیل یہ ہے کہ اس کا کام اپنے کام کے لئے ضروری ہے۔ اس کا دوسرے کام کے لئے ضروری ہے۔ اس کا تیسرا کام کے لئے ضروری ہے۔ اس کا چوتھا کام کے لئے ضروری ہے۔

1. دیکھیں-

<table>
<thead>
<tr>
<th>کچھ کام</th>
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<tr>
<td>S.n o.</td>
<td>Name of the School &amp; Address</td>
<td>Name of the Principal &amp; Telephone No</td>
<td>Academic Session from</td>
<td>to</td>
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<td>--------</td>
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</tr>
<tr>
<td>a) 01.</td>
<td>ELITE SCHOOLS (English Medium)</td>
<td></td>
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<tr>
<td>02.</td>
<td>English medium schools with special emphasis on Indian Culture</td>
<td></td>
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<tr>
<td>03.</td>
<td>Regional medium: Government/Municipality run schools in normal localities</td>
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<tr>
<td>01.</td>
<td>Regional medium: Govt./Munc. run schools located in Crime prone areas</td>
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<td>02.</td>
<td>Kendriya Vidyalayas</td>
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(Signature)

Name:

Dgn.:
BASIC DATA OF THE SCHOOL UNDER STUDY

1. Name of the School: ........................................................................................................

2. Postal address & Telephone No, if any: ........................................................................

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

3. Name of the Principal/Head Master: .............................................................................

................................................................................................................................. Tel.No........................


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

6.(ii) In class IX, No. of students Boys Girls No. of Sections

6.(iii) In class XI (if exists), No. of students Science Stream: No. of students Commerse Stream: No. of students Humanities Stream: No. of students Other No. of students No. of Sections

7. Medium of Instruction: English only English & Only

(p.t.o.)
8. Total sanctioned no. of teachers in the School: 

9. Total enrolled no. of students in the School: Boys [ ] Girls [ ]

10. School session

<table>
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<tbody>
<tr>
<td>Dusshara/ break</td>
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<tr>
<td>Winter break</td>
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<tr>
<td>Summer break</td>
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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: .............................................


   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.

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

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

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

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

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<thead>
<tr>
<th>S.No.</th>
<th>Head</th>
<th>Total No. of Persons Arrested</th>
<th>Juveniles (Boys below 16 &amp; girls below 18 yrs.)</th>
<th>Young Adults (Boys: 16 to 21 yrs.; girls: 18 to 21 yrs.)</th>
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</thead>
<tbody>
<tr>
<td>01.</td>
<td>Murder</td>
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<tr>
<td>02.</td>
<td>Attempt to murder/C.h. not amounting to murder</td>
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<tr>
<td>03.</td>
<td>Robbery/Dacoity/Preparation</td>
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<td>04.</td>
<td>Riots</td>
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<td>05.</td>
<td>Assault on Public servant</td>
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<td>06.</td>
<td>Rape</td>
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<td>07.</td>
<td>Molestation/Sexual harassment</td>
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<td>08.</td>
<td>Hunt/Grevious Hunt</td>
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<td>09.</td>
<td>Cruelty by husband/relatives</td>
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<td>10.</td>
<td>Burglary</td>
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<td>11.</td>
<td>Motor Vehicle theft</td>
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<td>12.</td>
<td>Pick Pocketing</td>
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<td>13.</td>
<td>Other thefts</td>
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<td>14.</td>
<td>Other IPC cases</td>
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<td>Total IPC cases</td>
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<td>15.</td>
<td>N.D.P.S. Act</td>
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<td>Excise Act</td>
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<td>Prohibition Act</td>
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<td>24.</td>
<td>Other S.L.L. Acts</td>
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<td>Total S.L.L. cases</td>
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<td>Grand Total</td>
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(Signature)

Date: 

Name: 

Degn.:
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-policeman 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: 

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:
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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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 officials are 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.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 1. 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.
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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 make 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 auxiliary 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'**

<table>
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<tr>
<th>Constable</th>
<th>Home Guard</th>
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<tr>
<td>Full time job</td>
<td>Part-time job; could be doing some other job also.</td>
</tr>
<tr>
<td>on permanent strength</td>
<td>temporary appointments</td>
</tr>
<tr>
<td>fully trained</td>
<td>only basic training</td>
</tr>
<tr>
<td>Badges vary</td>
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Eg. D.P. (Delhi Police)
D.H.G. (Delhi Home Guard)

Brief introduction to rank structure and badges of rank - Const., HC, ASI, SI, Inspr. 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

*Hierarchial 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-traceback 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 : PO 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 un traced - 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. FO 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 wireless 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/cancelled.

Trial is to be conducted by the court:

Role of the Prosecution wing vis-a-vis Defence Lawyers,

Various courts: Separation 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
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, ticketless 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*
SESSION - VIII

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 someone 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 circes. 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.

**Eye Teasing** : Eye 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/suicides.
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, work-sheds 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.
SESSION - XII

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?"

"No thanks."

b) Giving a reason or excuse

"Would you like to have a beer?"

"No thanks. I don't drink beer."

c) Repeated refusal, or keep saying no (broken record).

"Would you like to hit me?"

"No."

"Come on!"

"No."

"Just try it!"

"No."

d) Walking away

"I have some cigarettes. Do you want one?"

Say no and walk away while saying it.

e) Changing the subject

"Let's smoke marijuana."

"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?"

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/Heroinies 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 ......
SESSION - XIII

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, interaction 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 resolution 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) Raise 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 kidnappers. (More the duration of captivity, better are the chances for the investigators to track down the kidnappers and/or victim himself/herself may be able to dodge and escape from their clutches)

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.
SESSIOy - Xy & 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 form 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 sightseeing. 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 no; 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 strangeulate/stab the taxi driver. They did so while they were passing through a dark lane in Delhi and threw 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 begging without suitable candidates to fill those vacancies! There is need for some counselling and guidance. Police officer 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 at least 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
Student Workbook
Grades 5-6

Sta. Maria, R.A.

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.
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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 avoids 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.
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**Key**
- X - Emphasis
- O - Awareness
Bangalore

Frank Anthony School: Principle Brown introducing Researcher and Facilitator

Students of Frank Anthony School

Students of Kendriya Vidyalaya, Malleshwaram
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
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<th>Sl. No.</th>
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<td>11th Class</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sec. 1st Period Day &amp; Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sec. 2nd Period Day &amp; Time</td>
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</table>

City: _____________________________

Date: ____________________________

Signature of Team Leader: _____________________________
# 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**:

<table>
<thead>
<tr>
<th>Session No.</th>
<th>CLASS 9TH( )</th>
<th>CLASS 10TH( )</th>
<th>CLASS 11TH( )</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date &amp; Time</td>
<td>Absence in Target Group, any</td>
<td>VG/Good/Satisfactory/Not Satisfactory</td>
</tr>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>I</td>
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<td>IX</td>
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<td>XX</td>
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</tr>
<tr>
<td>FINAL</td>
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</tr>
<tr>
<td>SESSION</td>
<td>WITH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESEARCHER</td>
<td></td>
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Signature of Facilitator
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Whether attended</th>
<th>Views about the session</th>
<th>Remarks if any</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Most interesting</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

- **ICHE-breaking Session**
- **Structure of the Policing**
- **Complaints of Police and Course of Action**
- **Visit to a Police Station and office of the District Police Chief**
- **Legal System and Jails**
- **Violence in Society**
- **Social Evils**
- **Field Visit (Courts/Jail/Police Pickets/Protest Rallies)**
- **What Influences You?**
- **Physical and Material Security**
- **Adolescence and Crime**
- **Career...Career...Oh, Career?**
- **Open Session**
- **Good Bye to Police!**
- **Shall We Better the Police?**
- **Concluding Session with the Researcher**
B Impressions about facilitator

Name of the Facilitator:

<table>
<thead>
<tr>
<th></th>
<th>Most regular</th>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regularity of Classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Could teach</td>
<td>Very well</td>
<td>Well</td>
<td>OK</td>
</tr>
<tr>
<td>3. Friendliness</td>
<td>Very Good</td>
<td>Good</td>
<td>OK</td>
</tr>
<tr>
<td>4. Gave interesting examples</td>
<td>Quite often</td>
<td>Often</td>
<td>Rarely</td>
</tr>
<tr>
<td>5. Made the sessions Interesting</td>
<td>Very Well</td>
<td>Well</td>
<td>OK</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Name of Institution</th>
<th>Name of Facilitators</th>
<th>Progress of Interactive Sessions</th>
<th>Remarks</th>
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<tbody>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Section</td>
<td>Sessions Completed</td>
</tr>
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</table>

1.
2.
3.
4.
5.
6.
7.

Date: [Signature of Team Leader]
Tour programme of Shri U.N.B. Rao, IPS
Additional Commissioner of Police, Delhi &
Golden Jubilee Research Fellow, SVF National Police Academy,
Hyderabad

Journey by AC - 2 Tier

<table>
<thead>
<tr>
<th>Coach &amp;</th>
<th>Train No.</th>
<th>Berth No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 23 &amp; 24</td>
<td>7685 Kachiguda Bangalore Exp.</td>
<td></td>
</tr>
<tr>
<td>A1 38 &amp; 37</td>
<td>6008 Bangalore Chennai Exp.</td>
<td></td>
</tr>
<tr>
<td>A2 2 &amp; 4</td>
<td>6004 Howrah Mail</td>
<td></td>
</tr>
<tr>
<td>A2 3 &amp; 4</td>
<td>6004 Howrah Mail</td>
<td></td>
</tr>
<tr>
<td>A1 9 &amp; 10</td>
<td>3073 Himagiri Exp.</td>
<td></td>
</tr>
<tr>
<td>A1 31 &amp; 32</td>
<td>2391 Magadh VS Exp.</td>
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</tr>
<tr>
<td>A1 13 &amp; 15</td>
<td>4006 Nizamuddin Indore Exp.</td>
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<tr>
<td>A1 25 &amp; 26</td>
<td>2962 Indore Bandra Exp.</td>
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<tr>
<td>AC II Tier</td>
<td>7031 Mumbai Exp.</td>
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<p>| Dep. Bangalore | 25-06-1998 (Thu) 23:00 Hrs. | A1 38 &amp; 37 |
| Arr. Chennai | 26-06-1998 (Fri) 05:30 Hrs. | A2 2 &amp; 4 |
| Dep. Chennai | 01.07.1998 (Wed) 22:30 Hrs. | A2 3 &amp; 4 |
| Dep. Visakhapatnam | 05-07-1998 (Sun) 14:05 Hrs. |           |
| Dep. Calcutta | 11-07-1998 (Sat) 23:00 Hrs. | A1 31 &amp; 32 |
| Arr. Delhi | 17-07-1998 (Fri) 10:20 Hrs. |           |
| Dep. Indore | 30-07-1998 (Thu) 15:45 Hrs. |           |
| Arr. Bandra Terminus (Mumbai) | 31-07-1998 (Fri) 06:45 Hrs. |           |
| Dep. Mumbai | 09-06-1998 (Sun) 12:35 Hrs. | AC II Tier |
| Arr. Hyderabad | 10-06-1998 (Mon) 06:30 Hrs. |           |</p>
<table>
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<tr>
<th>Date</th>
<th>Time</th>
<th>Train no.</th>
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<td>30/09/98 (Wed)</td>
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<tr>
<td>Arr. New Delhi</td>
<td>1/10/98 (Thurs)</td>
<td>1530 hrs.</td>
</tr>
<tr>
<td>Dep. New Delhi</td>
<td>24/10/98 (Sat)</td>
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</tr>
<tr>
<td>Arr. Varanasi</td>
<td>25/10/98 (Sun)</td>
<td>0510 hrs.</td>
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<td>Dep. Varanasi</td>
<td>25/10/98 (Sun)</td>
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<tr>
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<td>25/10/98 (Sun)</td>
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<td>27/10/98 (Tues)</td>
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<tr>
<td>Arr. Howrah</td>
<td>28/10/98 (Wed)</td>
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<tr>
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<td>30/10/98 (Fri)</td>
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</tr>
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<tr>
<td>Dep. Hyderabad</td>
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<td>2020 hrs.</td>
</tr>
<tr>
<td>Arr. Pune</td>
<td>15/11/98 (Sun)</td>
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<td>Dep. Poone</td>
<td>16/11/98 (Mon)</td>
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<tr>
<td>Arr. Mumbai</td>
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<td>2015 hrs.</td>
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