CHAPTER – I

THE RESEARCH PROBLEM

1.0 INTRODUCTION

Youth is the real asset of every society, the future of the societies, countries and the world at large depends on its youth. Youth indulging in crimes or deviating from the law have high return to themselves, their families, the societies and the world at large. Over the years efforts have been made to identify the causes of the juvenile delinquency. Researchers report core factors that predict juvenile delinquency among youth such as broken homes, absence of close relationships between children and their parents, number of people in the family, Besides nurturance and family background, intelligence, learning disabilities, mental retardation have been of great concern to researchers during the early years of 19th century (Hollin, 1989) with little agreement regarding the role of these factors as a contributory factor to juvenile delinquency.

It is very well maintained in all the human societies that today's children are tomorrow's citizens. Therefore it is the duty of elders to socialize and indoctrinate every best of thing in our society in the children properly. If we do not give good education and inculcate proper cultural values to them it is likely that they deviate in their expected behavior and eventually would become delinquents. There are many reasons to delinquency. Whatever may be the cause, punishment is not a remedial measure. As a society we should avoid the environment of crime. It is very much necessary to the future of our society to have developed such a social environment which is largely free from crime, delinquency etc. which are viewed as the serious problems of all the civilized societies in the world. Social problems are increasing day-by-day with the development of society. Society is changing fast due to economic growth, urbanization and industrialization. With the urbanization and industrialization the problems like slums, poverty, alcoholism, crime, delinquency etc. have also increased. They have become highly conspicuous situations in all the fast emerging societies in the world today.

Due to modernization in the economic arrangements in our society, Women have started finding work outside home and eventually they have achieved independent economic status. Though it may be considered a very good development but it has its own drawbacks in terms of taking care of children. Today the children are neglected. Employed women do not
properly love their children. The neglected children might become hard core culprits and eventually succeed to the situation where they would even become terrorists. Therefore, it is the duty of the society to find out the delinquents and neglected children and socialize them properly so as to live normally like what others do, otherwise they will become perennial problem to society. The government, social workers, sociologists, criminologists and other concerned ones are required to evolve methods and strategies in order to prevent, the incidence of delinquency and crime and maintain a just society which is free from such situations.

It is maintained that men are the product of environment. Social environment has a vital role to play in development of personality of individuals. That is to say that their personality, though heredity has something to contribute in the behaviors of individuals which are social learnt. So heredity, that is learning of culture and passing it on from one generation to other, has a significant contribution to make in the social life of individuals eventually to make up a good society which is largely free from the kind of problems, we discuss here. Hence it is suggested to have developed good institutions which serve a solid social fabric in the context of which the individuals are taken care of their social and biological needs. Institutions regulate the interpersonal relations among people in every situation in which they are obtained. There is an adage that" as is the social environment so are the individuals". Society naturally evolves or changes from one state of its structural- functional arrangement to the other due to changing economy, polity, culture etc. A proto type society emerges into an advanced and a complex social system over the years due to fast changing processes in the institutional fabric of society that underlay the social system.

This arrangement of change for long was so natural, slow and tardy. Changes in the economy are coupled with new developments in the area of science, technology, communication, transportation, globalizing market etc., have all a very significant alterations effected in the social systems all over the world. Such changes occurred fast first in the western societies due to increased emphasis on machine based production system which transformed their economies from traditional and prototype ones to the most modern one. Along with this occurred changes in every way of arrangement in which those societies had been obtained. The changed western societies laid importance to individualism, meritocracy, freedom etc., eventually which brought about total transformation in those societies. Most importantly, the traditional institutions like family, kinship, and neighborhood etc., obtained changes within those changed situations. These changes provided the individuals a total freedom from the
traditional methods of regulating individuals in terms of behavioral patterns and interpersonal relations.

The misbehavior issues like crime, alcoholism, delinquency, prostitution etc., though they have been there since the time of emergence of organized way of living arrangements that man evolved, but they were never a problem nor perceived so in those societies. As these behavioral forms grew out of proportion in modern societies there comes a concern expressed from all quarters to view them in a perspective since they are considered having detrimental effect on the society. The changed institutional arrangements in fast changing society would leave people in which encouraging those who have the tendency to deviate from the normal and expected behavior to follow their way leading to social chaos in every-day- life of community organization.

Social deviance has been the character of every human society as has the social cohesiveness been. However, in a fast changing society which is to develop and find a settled new social order is likely to have more social dispense than social consonance. Perhaps it is in this transitory period when people find a chance to behave the way they think, and hence social deviance becomes a conspicuous feature of any such social situation. Rapid industrialization and urbanization have led to such social order to get developed in which crime and delinquency are recorded in their high incidences. Delinquency is a kind of abnormality. When an individual of less than 18 years aged deviates from the course of normal social life, his behavior, within the ambit is called delinquent behavior. When a juvenile who is below that of the age specified under a statute or law exhibits such behavior which may prove to be dangerous to society and or to him he may be called a 'Juvenile delinquent'. Juvenile delinquency has been the cause of concern of all the modern societies. If a person goes astray at this stage of life it goes very difficult to bring him back on normal track of life. Hence, juvenile delinquency viewed seriously in all the societies and for the purpose of its location the state has evolved conceptual frame works. In India, the Juvenile Justice Act of 1986 maintains a conceptual frame for a Juvenile delinquent is as that offender, who is either a boy or a girl who is normally under 16 or 18 years of age. The Juvenile delinquency may include running away from home without the permission of parents; Habitual truancy beyond the control of parents; spending time idly beyond limits; use of vulgar languages; wandering about railroads, streets, market places; visiting gambling centers; committing sexual offenses; shop lifting and or stealing etc.

Juveniles may do such activities singly or through a gang. This is the legal definition of Juvenile delinquency differs from one country to another country depending on the standards
of bodily as well as mental growths of individuals. Even the basic concept of child and misbehavior or delinquent behavior itself differs considerably. As the delinquent behavior, like criminal behavior, is the defined behavior it is likely to differ in terms of the conceptual framework. However, by and large, the juvenile delinquency is conceptualized as stated above due to the same standards taken into account for measuring the behavioral features among children in most of the human societies in the world.

In India, Juvenile Justice Act of 1986 is treated as a model legislation to provide uniformity in the country in respects of identification of juvenile delinquents. The Act defined Juvenile as a boy who has not attained the age of 16 years, or girl who has not attained the age of 18 years, and 'delinquent' as a 'juvenile' who has committed an offence. The Act refers to certain children as 'neglected juvenile'. Neglected Juvenile is the one who is found begging, without having home, without having ostensible means of subsistent, a destitute, an uncontrollable, and victimized. This kind of a behavior among such children who are noticed doing so is either due to negligence by their parents or a kind of situation in which the family from which such children come has been obtained.

There have been attempts made to define and provide a meaning to the term Juvenile delinquency across the societies. We may look into few of them which provide adequate basis for understanding and locating the phenomenon in its empirical situation.

The Encyclopedia of Crime and Justice (1983) defines Juvenile delinquency as such by children which is either isolative of prohibition of the criminal laws or is otherwise regarded as deviant and inappropriate.

Walter Reckless in his book The Crime Problem (1956) has attempted to define the term 'Juvenile Delinquency as it applies to the violation of criminal code or pursuit of certain patterns of behavior disapproved for children and young adolescents in a given society. In all the civilized societies attempts have been made to have their own law(s) to govern the behavioral aspects of people in different categories at different situations imposing them can help achieve an order by which society has to keep functioning as scheduled.

Ruth Cavan(1975) has attempted to identify the delinquent as a person whose behavior is relatively serious legal offense which is inappropriate to his level by development is not committed as a result of extremely low intellect intracranial organic pathology or severe mental or metabolic dysfunction, whether or not individual is apprehended or legal adjudicated is not crucial. Thus juvenile delinquency has social and legal dimensions. Legally, it is an unlawful behavior of a youth under a special, age as prescribed by law of the land.
Sociologists considered juvenile delinquency as a course of conduct of the child which is socially undesirable and unrecognized so when a child fails to confirm to the social norms and his act connotes a deviation from the established cultural usages. We may call it an act of delinquency.

As viewed above, the problem of Juvenile delinquency is mainly due to the growing complexities in social structure and the breakdown of traditional patterns of social organization. With the advance of industrialization urbanization and modernization our traditional pattern of social organization fails to cope with the pace of time. Hira Singh (1979) has rightly pointed out that the process of rapid industrialization; urbanization and modernization have brought their offshoot an unprecedented erosion of social values making the children more vulnerable to delinquent acts than ever before.

The process of industrialization in a society has in fact brought a multitude of effects on social life. In the wake of industrialization a large number of families migrate from rural areas to industrial urban area in search of gainful employment. Due to cultural differences these people have to struggle hard to secure a place in urban community as they have to face the condition of social deprivation and neglect. They either flat about or cluster around overcrowded location and socially unhealthy environment. In this process, the children of such families suffer more than adults because they face more problems in adjusting and competing with urban children, socially, culturally, psychologically as well as economically. The impact of such a social disruption is worst on the children of lower strata of society as they have also to bear the brunt of the family disintegration. In the absence of the who go out to work parents, the children are ordinarily, left to themselves unsupervised and unguarded ultimately creating favorable condition for the rise of the problem of juvenile delinquency. The other effect of industrialization and urbanization is the increasing partial and superficial relationships between children and parents and others which generate stress, frustration and strain on the children, Due to this it is likely that children develop the tendencies towards male adoptive behavior which might lead to juvenile delinquency in such children.

Taking these things into consideration, Gibbons in his book Delinquent Behavior (1968) has rightly observed that the greater the degree of industrialization, modernization, urbanization and like, the higher rate of delinquency and criminality. So it can be understood that industrialization coupled with urbanization and modernization gives birth to the problem of juvenile delinquency. According to Sheth (1961) the process of industrialization and urbanization lead to social disorganization and maladjustments. The juvenile delinquency is an offshoot of this process. It has been noticed that juvenile delinquency is basically an urban
phenomenon in the sense that the unorganized urbanization and tremendous growth of industries and modernization have facilitated for the scope of such a social milieus in which a kind of problems have been hosted. The problem of delinquency is essentially an urban problem.

The discrimination by the family in the matters of education and socio-cultural opportunities is considered highly demoralizing for the child and it creates frustration and anti-social reactions among them. The unfavorable school conditions like harsh and unsympathetic treatment by teachers often aggravates the problem. The peer group and neighborhood in the context of which the children are obtained to a great extent contributed towards juvenile delinquency. No child is born delinquent but the gambling smoking, vagrancy, truancy, watching of indecent films, looking into pornographic literature are the major acts which the child learns from such habituated peer or neighbors. The increasing population and corresponding economic, social and cultural heterogeneity boost up the disparities, conflict and deviant opportunities and at the same time weakened the enforcement of regulatory measures.

The unexpected population explosion in the recent years has resulted in over-crowding and has given rise to new dimension to juvenile crime, as understood by Guruswamy (1992). A large number of studies also indicate that the individuals from the socially are prone underclass section to delinquency. Cohen and short (1966) have found that the lower class children are more seriously involved in delinquency than the children of more favorable social and economic positions. This amply implies that the problem of delinquency is also associated with poverty overcrowding and same conditions and similar such associated situations. Ma Cords (1959), Hirsch (1969), Andy (1960), Gluck (1962) have considered, in the sociological contexts, that the anti-social tendencies originated at the initial stages of development also contribute to the formation of anti-social behavior pattern of child. That is why the formative period in one's life is very important. Whatever that is learnt during this age stays in the mental framework of person through and given a chance to exhibit it he will certainly do that. In Kannada it is said that "Mooru Varshada Buddi Nooru Varshadavarage", that means things learnt during first three years will stay for hundred years or throughout life. These tendencies appear in the behavior of child due to wrong upbringing neglect, unhappy home, feelings of insecurity and inadequacy, indifferent attitude of parents and deprivation from other basic needs. The child when dissatisfied with basic needs at home it will try to meet or get satisfy these needs from outside world through un-social means.
Mass media has grown beyond our imagination making it possible to anyone who wants to use the mediated contents to use in positive or negative. The considerable importance of mass media in influencing the behavior of the child has also been emphasized by experts. Television and films have the maximum impact on the viewers, particularly on younger population, because at the younger age, the children always try to imitate what they have seen in film either on television or in cinema halls. Most of the films are full of violence and vulgarity which affect the innocent mind of child and that will lure the child to indulge in anti-social activities. The pornographic literature also has a significant influence on the impressionable minds of the youth (Bhattacharya, 1994).

Thus the problem of juvenile delinquency is to a large extent a community problem while that of the problem of family too. Delinquent conduct is involved in the whole social life and organization of the community. It is from the histories of delinquents that the experience and behavior trends of delinquents reflected the culture and spirit of the community in which they have lived. Delinquency subsequently become an established social tradition in certain gangs and was transmitted from the older members to the younger, hence if the delinquent behavior is to be adequately understood we should study the behavior from the point of view of the individual and particular act, situation, environmental conditions and social context in which it occurs. It is this complex situation which needs thorough exploration, examination and explication of the phenomenon.

1.1 Theoretical Background:

Juvenile delinquents are minors, usually defined as being between the ages of 10 and 18, who have committed some act that violates the law. These acts aren’t called “crimes” as they would be for adults. Rather, crimes committed by minors are called “delinquent acts.” Instead of a trial, the juvenile has an “adjudication,” after which she receives a “disposition” and a sentence. However, juvenile proceedings differ from adult proceedings in a number of ways. Delinquent acts generally fall into two categories. The first type of delinquent act is one that would be considered a crime had an adult committed it. For particularly serious crimes, some jurisdictions will even try children as adults. When children are tried as juveniles, on the other hand, parents are often required to pay the court costs for the child.

The second type of delinquent act is one that wouldn’t normally be a crime had an adult performed it. These are typically known as “age-related” or “status” crimes. The most
common examples of age-related crimes are staying out past curfew and “truancy,” which is the continued failure to attend school.

**Juvenile Delinquency: Early Detection and Intervention**

As you can see, juvenile delinquency is more than mischievous pranks such as doorbell ditching or throwing water balloons at your neighbor. Some of these offenses can be quite serious, such as drug-related offenses or even property crimes or crimes against another person. Delinquency prevention and intervention efforts primarily are comprised of identifying the risk factors that contribute to delinquency, addressing those factors early, and building on protective factors to offset the risks.

**HISTORICAL BACKGROUND OF JUVENILE DELINQUENCY.**

The idea of the separate treatment of Juvenile delinquents was brought to India by the British during their rule. The gradual development in India, of ideas concerning the separate treatment of Juvenile Delinquents, and legislation which put these ideas into effect. Since western countries and particularly Britain, had such influence upon thought and practice in India, an outline of development of the treatment of juvenile delinquents in England is also given.

The first juvenile court in the United States was established in Chicago in 1899, 100 years ago. In the long history of law and justice, juvenile justice is a relatively new development. The juvenile justice system has weathered significant modifications in the past 30 years, resulting from Supreme Court decisions, Federal legislation, and changes in State legislation. Perceptions of a juvenile crime epidemic in the early 1990’s fueled public scrutiny of the system’s ability to effectively control violent juvenile offenders. As a result, States have adopted numerous legislative changes in an effort to crack down on juvenile crime. While some differences between the criminal and juvenile justice system have diminished in recent years, the juvenile justice system remains unique, guided by its own philosophy and legislation and implemented by its own sets of agencies. This chapter describes the juvenile justice system, focusing on structure and process features that relate to delinquency and status offense matters. (The chapter on victims discusses the handling of child maltreatment matters.) Sections in this chapter provide an overview of the history of juvenile justice in this country and present the significant Supreme Court decisions that have shaped the modern juvenile justice system. In addition, the chapter describes the juvenile justice system’s case
processing and compares and contrasts the juvenile and adult systems. This chapter also summarizes changes made by States with regard to the system’s jurisdictional authority, sentencing, corrections programming confidentiality of records and court hearings, and victim involvement in court hearings. Much of the information was drawn from National Center for Juvenile Justice analyses of juvenile codes in each State.

**Early in U.S. history, children who broke the law were treated the same as adult criminals**

Throughout the late 18th century, “infants” below the age of reason (traditionally age 7) were presumed to be incapable of criminal intent and were, therefore, exempt from prosecution and punishment. Children as young as 7, however, could stand trial in criminal court for offenses committed and, if found guilty, could be sentenced to prison or even to death. The 19th-century movement that led to the establishment of the juvenile court in the U.S. had its roots in 16th-century European educational reform movements. These earlier reform movements changed the perception of children from one of miniature adults to one of persons with less than fully developed moral and cognitive capacities. As early as 1825, the Society for the Prevention of Juvenile Delinquency was advocating the separation of juvenile and adult offenders. Soon, facilities exclusively for juveniles were established in most major cities. By mid-century, these privately operated youth “prisons” were under criticism for various abuses. Many States then took on the responsibility of operating juvenile facilities.

**The first juvenile court in this country was established in Cook County, Illinois, in 1899**

Illinois passed the Juvenile Court Act of 1899, which established the Nation’s first juvenile court. The British doctrine of *parents patria* (the State as parent) was the rationale for the right of the State to intervene in the lives of children in manner different from the way it intervenes in the lives of adults. The doctrine was interpreted to mean that, because children were not of full legal capacity, the State had the inherent power and responsibility to provide protection for children whose natural parents were not providing appropriate care or supervision. A key element was the focus on the welfare of the child. Thus, the delinquent child was also seen as in need of the court’s benevolent intervention.

**Juvenile courts flourished for the first half of the 20th century**

By 1910, 32 States had established juvenile courts and/or probation services. By 1925, all but two States had followed suit. Rather than merely punishing delinquents from other crimes, juvenile courts sought to turn delinquents into productive citizens—through treatment. The
mission to help children in trouble was stated clearly in the laws that established juvenile courts. This benevolent mission led to procedural and substantive differences between the juvenile and criminal justice systems. During the next 50 years, most juvenile courts had exclusive original jurisdiction over all youth under age 18 who were charged with violating criminal laws. Only if the juvenile court waived its jurisdiction in a case could a child be transferred to criminal court and tried as an adult. Transfer decisions were made on a case-by-case basis using a “best interests of the child and public “standard, and were thus within the realm of individualized justice.

The focus on offenders and not offenses, on rehabilitation and not punishment, had substantial procedural impact

Unlike the criminal justice system, where district attorneys select cases for trial, the juvenile court controlled its own intake. And unlike criminal prosecutors, juvenile court intake considered extra-legal as well as legal factors in deciding how to handle cases. Juvenile court intake also had discretion to handle cases informally, bypassing judicial action.

John Augustus—planting the seeds of juvenile probation (1847)

“I bailed nineteen boys, from 7 to 15 years of age, and in bailing them it was understood, and agreed by the court, that their cases should be continued from term to term for several months, as a season of probation; thus each month at the calling of the docket, I would appear in court, make my report, and thus the cases would pass on for 5 or 6 months. At the expiration of this term, twelve of the boys were brought into court at one time, and the scene formed a striking and highly pleasing contrast with their appearance when first arraigned. The judge expressed much pleasures well as surprise at their appearance, and remarked, that the object of law had been accomplished and expressed his cordial approval of my plan to save and reform.” Juvenile Offenders and Victims: 1999 National Report 87 In the courtroom, juvenile court hearings were much less formal than criminal court proceedings. In this benevolent court—with the express purpose of protecting children—due process protections afforded criminal defendants we redeemed unnecessary. In the early juvenile courts, and even in some to this day, attorneys for the State and the youth are not considered essential to the operation of the system, especially in less serious cases. A range of dispositional options was available to a judge wanting to help rehabilitate a child. Regardless of offense, outcomes ranging from warnings to probation supervision to training school confinement could be part of the treatment plan. Dispositions were tailored to “the best interests of the child.” Treatment lasted until the child was “cured” or became an adult (age 21), whichever came first.
As public confidence in the treatment model waned, due process protections were reintroduced

In the 1950’s and 1960’s, many came to question the ability of the juvenile court to succeed in rehabilitating delinquent youth. The treatment techniques available to juvenile justice professionals never reached the desired levels of effectiveness. Although the goal of rehabilitation through individualized justice—the basic philosophy of the juvenile justice system—was not in question, professionals were concerned about the growing number of juveniles institutionalized indefinitely in the name of treatment. In a series of decisions beginning in the 1960’s, the U.S. Supreme Court required that juvenile courts become more formal—more like criminal courts. Formal hearings were now required in waiver situations, and delinquents facing possible confinement were given protection against self-incrimination and rights to receive notice of the charges against them, to present witnesses, to question witnesses, and to have attorney. Proof “beyond a reasonable doubt” rather than merely “a preponderance of evidence” was now required for an adjudication. The Supreme Court, however, still held that there were enough “differences of substance between the criminal and juvenile courts to hold that a jury is not required in the latter. Meanwhile Congress, in the Juvenile Delinquency Prevention and Control Act of 1968, recommended that children charged with noncriminal (status) offenses be handled outside the court system. A few years later, Con-

Some juvenile codes emphasize prevention and treatment goals, some stress punishment, but most seek a balanced approach

There is much variation in the way State statutes define the purposes of their juvenile courts. Some declare their goals in exhaustive detail, even listing specific programs and sentencing options; others mention only broad aims. Most States seek to protect the interests of the child, the family, the community, or a combination of the three. Nearly all States also include protections of the child’s constitutional and statutory rights. Many States have amended their purpose clauses, reflecting philosophical shifts or changes in emphasis in the overall approach to juvenile delinquency. Several states have purpose clauses that are modeled on the one in the Standard Juvenile Court Act. The Act was originally issued in 1925, but the most influential version was prepared in 1959. The declared purpose was that “each child coming within the jurisdiction of the court shall receive...the care, guidance, and control that will conduce to his welfare and the best interest of the state, and that when he is removed from the control of his parents the court shall secure for him care as nearly as possible
equivalent to that which they should have given him.” In several other States, the purpose clause is based on the language contained in the Legislative Guide for Drafting Family and Juvenile Court Acts, a publication issued in the late 1960’s. The Guide declares four purposes: (a) “to provide for the care, protection, and wholesome mental and physical development of children “involved with the juvenile court; (b) “to remove from children committing delinquent acts the consequences of criminal behavior, and to substitute therefore a program of supervision, care and rehabilitation;”(c) to remove a child from the home “only when necessary for his welfare or in the interests of public safety;” and (d) to assure all parties “their constitutional and other legal rights.” As of the end of the 1997 legislative session, in 17 States, the juvenile court purpose clause incorporates the language of the balanced and restorative justice philosophy, emphasizing offender accountability, public safety, and competency development. Source: Authors’ adaptation of Griffin’s Frequently asked questions: Juvenile court purpose clauses. State Profiles [web site]. Pittsburgh, PA: NCJJ. 88 Juvenile Offenders and Victims: 1999 National Report.

The United States Congress passed the Juvenile Justice and Delinquency Prevention Act of 1974, which as a condition for State participation in the Formula Grants Program required deinstitutionalization of status offenders and no offenders as well as the separation of juvenile delinquents from adult offenders. In the 1980 amendments to the 1974 Act, Congress added requirement that juveniles be removed from adult jail and lockup facilities.) Community-based programs, diversion, and deinstitutionalization became the banners of juvenile justice policy in the 1970’s.

In the 1980’s, the pendulum began to swing toward law and order

During the 1980’s, the public perceived that serious juvenile crime was increasing and that the system was too lenient with offenders. Although there was substantial misperception regarding increases in juvenile crime, many States responded by passing more punitive laws. Some laws removed certain classes of offenders from the juvenile justice system and handled them as adult criminals in criminal court. Others required the juvenile justice system to be more like the criminal justice system and to treat certain classes of juvenile offenders as criminals but in juvenile court. As a result, offenders charged with certain offenses are excluded from juvenile court jurisdiction or face mandatory or automatic waiver to criminal court. In some States, concurrent jurisdiction provisions give prosecutors the discretion to file certain juvenile cases directly in criminal court rather than juvenile court. In some States, some adjudicated juvenile offenders face.
The core requirements of the Juvenile Justice and Delinquency Prevention Act primarily address custody issues

The Juvenile Justice and Delinquency Prevention Act of 1974, as amended, (the Act) establishes four custody related requirements: The “deinstitutionalization of status offenders and non offenders” requirement (1974) specifies that juveniles not charged with acts that would be crimes for adults “shall not be placed in secure detention facilities or secure correctional facilities.” The “sight and sound separation” requirement (1974) specifies that, “juveniles alleged to be or found to be delinquent and [status offenders and no offenders] shall not be detained or confined in any institution in which they have contact with adult persons incarcerated because they have been convicted of a crime or are awaiting trial on criminal charges.” This requires that juvenile and adult inmates cannot see each other and no conversation between them is possible. The “jail and lockup removal” requirement (1980) states that juveniles shall not be detained or confined in adult jails or lockups. There are, however, several exceptions to the jail and lockup removal requirement. Regulations implementing the Act exempt juveniles held in secure adult facilities if the juvenile is being tried as criminal for a felony or has been convicted as a criminal felon. In addition, there is a 6-hour grace period that allows adult jails and lockups to hold delinquents temporarily until other arrangements can be made. Jails and lockups in rural areas may hold delinquents up to 24 hours under certain conditions. Some jurisdictions have obtained approval for separate juvenile detention centers that are collocated with an adult jail or lockup facility.

The “disproportionate confinement of minority youth” requirement (1992) specifies that States determine the existence and extent of the problem in their State and demonstrate efforts to reduce it where it exists. Regulations effective December 10, 1996, modify the Act’s requirements in several ways: Clarify the sight and sound separation requirement—in nonresidential areas brief, accidental contact is not a reportable violation. Permit time-phased use of nonresidential areas for both juveniles and adults in collocated facilities. Expand the 6-hour grace period to include 6 hours both before and after court appearances. Allow adjudicated delinquents to be transferred to adult institutions once they have reached the State’s age of full criminal responsibility, where such transfer is expressly authorized by State law. The revised regulations offer flexibility to States in carrying out the Act’s requirements. States must agree to comply with each requirement to receive Formula Grants funds under the Act’s provisions. States must submit plans outlining their strategy for meeting the requirements and other statutory plan requirements. Noncompliance with core
requirements results in the loss of 25% of the State’s annual Formula Grants Program allocation. As of 1998, 55 of 57 eligible States and territories are participating in the Formula Grants Program. Annual State monitoring reports show that the vast majority are in compliance with the requirements, either reporting no violations or meeting de minimis or other compliance criteria.

THE CONCEPT OF JUVENILE DELINQUENCY

Juvenile delinquency is an outstanding example of childish naughtiness. Among children may be a universal phenomenon. But when naughtiness develops into such a habit that transcends the bounds of the accredited conduct norms of a society the behavior which emerges is characterized, if allowed to go unchecked, may become the "Fore-runner of Adult Crime". Juvenile Delinquency is a part of the social life of a people. As such it cannot be treated lightly nor can it be neglected. It is a living problem which if allowed to develop unchecked today may sap the very vitality of a nation tomorrow. If the future society is to be planned this problem has to be scientifically tackled now. The problem of Juvenile Delinquency is not insoluble. There is no opportunity for any guess work procedure for with the increasing social research scientific handling is entirely within reach. A juvenile delinquency is not a child to be punished but one to be treated carefully so as to render his reformation, correction and rehabilitation possible. The problem, therefore, deserves close attention of administrators, legislators, educationists, and workers in the wider sphere of social welfare. The problem is not so dry and uninteresting as it superficially appears to be. It is a dynamic and a complex problem, which is woven, and inter-woven, in the entire social texture.

There has been a considerable difficulty in the definition of the term juvenile delinquent. In the United States, the National Probation Association defined a "Delinquent Child" as:

a. A child who has violated any law of the State or any ordinance or regulation of a subdivision of the state.

b. Child who by reason of being wayward or habitually disobedient is uncontrolled by his parent, guardian or custodian. Child who is habitually truant from school or home.

c. Child who habitually so deports himself to injure or endanger the morals or health of himself or others."
Mower defines a delinquent as a "person who knowingly, intentionally and self-consciously violates the morals of the society to which lie belongs". According to others, delinquency is one of the expressions of emotion conflict. A specific act of delinquency is often due to a psychological or physiological need. The delinquent behavior is often the compensating substitute for the real feelings. Very few can withstand the over-powering sense of guilt. Mostly a child fears to recognize the real feelings and does not dare to express them for he would thereby expose himself to the dangers of the judgment of the society.

Such and many more such ideas are the result of a fundamental change of outlook on a social problem. The juvenile delinquent is not a social problem. The juvenile delinquent is not a creation of the twentieth century. The criminal child - a symptom of inherent wickedness of yesterday, is juvenile delinquent - a product of his psychophysical environment of today. This change represents a change in the outlook of the society and the attitude of parents towards their children. The change, no doubt, is a product of the twentieth century. It is the result of modern development in education theory, practice and the consciousness of the duties of parents towards their children. The child of today is not a bundle of obligation to follow most humbly and dutifully in the footsteps of his parents, guardians or custodians. The theory and art of the bringing up of children on the part of parents has long past the stage of "the practice of curing his children's souls by curing their hides" to the realization of the fact that children are "tender plats whose successful blooming depends on delicate cultivation". The onus of obligation has now been transferred from children to parents.

The Juvenile Delinquent has for some time been recognized as somewhat different as compared to the adult offender. So far as legal procedure and the meeting out or psychological treatment is concerned. Only over a century back Juvenile Delinquents were, tried and convicted of violation of laws in the same way in which the adult offenders were dealt with.

Who is the Delinquent?

It is difficult to define Juvenile Delinquency in terms of deviance from conduct norms because their norms vary from state to state, city to city, and neighborhood to neighborhood. Moreover, whether or not these norms are applied to a particular child may depend on the class position of his parents and the provisions of the laws in his community. According to
Karnataka Children's Act 1964. The children are delinquent if they are found guilty in court of breaking any of the federal state or local laws designed to control adult behavior.

The Illinois law defines as delinquent a child who is incorrigible or who is growing up in idleness, one who wonders about the streets in the night time without being on any lawful business or one who is guilty of indecent or lascivious conduct.

"New Mexico rests its definitions on the word "habitual", a delinquent child is one view by habitually refusing to obey the reasonable and lawful commands of his parents or other persons of lawful authority, is deemed to be habitually uncontrolled, habitually disobedient, or habitually wayward; or who habitually is a truant from home or school, or who habitually deports himself to injure or endanger the morals, health, or welfare of himself or others. In these laws there is no definition of such words or phrases as encourage able, habitual indecent conduct, or in the night time. How much disobedience constitutes incorrigibility? How often may a child perform an act before it is considered habitual?"

The juvenile delinquency rate is an index of the social, emotional and moral maladjustment of a nation.

The attitudes and actions of parents exercise an important influence on whether or not a child is found to be incorrigible, disobedient, or a runaway. One mother may petition a juvenile court college that her son does not obey her, and have the child declared a juvenile delinquent, regard the same behavior as reflecting and independent spirit.

Therefore various definitions of delinquency such as the one established by the national probation and parole association, which defines a delinquent child as one who has violated any law of the state or any ordinance or regulation of a sub-division of any state, one who by reason of being way ward or habitually disobedient is uncontrolled by the parents, guardian, or custodian, one who habitually depicts himself so as to impair or endanger his morals or health.

A juvenile delinquent is a child who causes in conflicts with law, and juvenile delinquency therefore pattern of law.

Juvenile delinquent is one who is essentially mala adjusted persons who creates difficulty for others and who is himself blocked in his wholesome growth.
Who is Juvenile?

There is a wide range of variations with regard to the age limits of juvenile.

In Philippines a person over nine years age and under fifteen, unless he has acted with discernment is not held to be originally responsible for his acts. The upper age limits for a juvenile offender is 16 years in Burma, Ceylon (Sri Lanka), Philippines and in these areas of India and Pakistan where in the special children are in operation.

As for the definition of Karnataka Children's Act 1964 a boy is juvenile if he is below 16 years of age. A girl is juvenile if she is below 18 years of age.

Juvenile Delinquency: A Global Phenomenon

Juvenile Delinquency has become a cause of social concern all over the world. It is mentioned in the earlier sections that delinquency an universal phenomenon, in the sense that it is found in all human groups. Perhaps there is no society with having a pause as far as misbehavior or crime by individuals, more so among the younger ones that is children. The nature of human behavior is such that violation of standards of behavior or actions are sometimes hardly kept intact, in tune with that of norms, regulations, code of conduct, values etc. of the society. The problem of human misbehavior has been observed and felt throughout human world and at all levels of strata. However, the causation of delinquency, nature and extent of juvenile delinquency, genesis of delinquency, forms of delinquency and patterns of delinquency vary from time to time, place to place and well with in a community, society, region and national society etc. The dynamics of juvenile delinquency is very interesting to be considered for enquiry to understand analytically and to develop accounts about the changing pattern of behavior as well as misbehavior among people, more specifically among children which is a new development which has come about with the changing social, economic, political and cultural arrangements in human groups due to rapid industrialization and urbanization all most over the world.

There are considerable variations in the socio-cultural, economic and psychological bases of causation of juvenile delinquency across the societies in the world. The economic growth trends as well as levels and the changing pattern of human behavior are quite observable. With the changing economic structure, as viewed in Marxian perspective, there would be change in the socio-cultural arrangements leading to inconsistent behavioral pattern among people during such transitional times. Changes in basic constitutional arrangements
like in the family, are quite expected due to economic upheavals. Industrial way of life, that is industrialism, crept into the 20th century society in Europe and Northern America. The changes in their economy lead to changes in every way those societies had been obtained earlier. Though industrialism was not a sudden development, it emerged as a resultant effect of mechanized production system due to scientific and technological innovations that were successfully followed in the western societies. The overall changes in those societies could be seen in the rapid transitional growth of communities into the modern typical industrial-urban ones. To suit the ongoing changes, the regulative institutions like law, police, judicial administration also changed drastically. The laws governing deviant behavior among children as well as adults have also undergone a drastic change. The handling of misbehaving individuals has got developed into a highly civilized one and lot of changes to the existing laws have also been affected in this background. Infact the new conceptualization of "Juvenile in conflict with law" enacted recently in Indian legal system in place of the old concept of "juvenile delinquent" has been one such illustration for the sophistication of labeling misbehaving children which has been borrowed from the west. Misbehavior among Children has changed in its content, tenor, orientation, approach, method as well as in its handling too. A change in the family life has its direct impact on misbehavior among children. Lack of love and carelessness, growing phenomena of individualism at all levels of social life, loose neighborhood relations, association of bad guys increasing incidence of intolerance among children, impact of media like cinema, television etc., and access to arms and ammunitions have all in some permutation combination influence children in their behavioral aspects. What we have learnt from media these days is that the children getting in to easy way of life and for the purpose of which they force themselves to commit economic offences like shop lifting, pick pocketing, stealing goods from wherever and however possible. There is also increasing scale of sex offences among children which is a dangerous development in modern society. The girls getting into these kind of offences are becoming conspicuous. Drug and alcohol have demoralized the children and adults who have been into them. In fact they are often starters in the long criminal career of children and adults. Emotional disturbance has often been manifested in their criminal tendencies. The psychological basis of crime has been very well documented in the context of different socio-cultural situations. Juvenile delinquency is a common problem every where. How societies conceptualize it is the thing which matters most for the fact that delinquent behavior is a defined behavior. Only when a child is defined delinquent he is delinquent, otherwise not.
However, each society has its own standards of measurement of behavior. India is no exception to that.

**Causes of Juvenile Delinquency in India**

As we have already learnt there is no single cause or simple explanation provided for the development of delinquent behavior. According to Healy and Bronner, the causes of juvenile delinquency are quite wide ranging covering from the (1) bad company, (2) adolescent instability and impulses, (3) early sex experience,(4) mental conflicts, (5) extreme social suggestibility, (6) love of adventure, (7) motion picture, (8) school dissatisfaction, (9) poor recreation, (10) street life, (11) vocational dissatisfaction, (12) sudden impulse: and (13) physical condition of all sorts.

The factors of causation of juvenile delinquency could be broadly classified under two major head as (a) Social factors, and (b) Personal factors. The social factors of causation of juvenile delinquency are broken homes, poverty, delinquency area companions and gangs, beggary, school learning dissatisfaction, films and phornographic literature, deep seated inner desires etc. The personal or individual factors of causation of delinquency among children are mental deficiency, emotional problems etc. The details are provided in following paragraphs.

**Broken Homes:** British and American investigations reveal that nearly 50% of the delinquents come from broken homes. In one of the studies conducted by Uday Shankar in India only 13.3% of the 140 delinquents that he studied came from broken homes- (1-34). This shows the cultural differences between Indian and the Western countries. Still it can be said that broken homes and families, lack of parental affection and security, absence of a loving mother in the childhood or an affectionate mother substitute, lack of family ties, parental irresponsibility and a steep rate in divorce, desertion and separation are all contributory factors to delinquency.

The home may be broken up by death of one or both of the parents or by prolonged illness or insanity, desertion or divorce. Interaction in home is a very important means for socializing the child. The mother plays vital role in this regard. If she divorces her husband or deserts him or dies, the growth of the child will be affected. Such a child loses not only mother's love but also parental control and becomes an easy victim to the outside anti-societal influence. It cannot, however, be said that broken home invariably leads to delinquent behavior on the part of children.
Poverty: A very large proportion of delinquent children come from poor homes. It is generally, although not accepted by professional students of juvenile delinquency, the vast majority of delinquents come from the lower class. They commit their offences as member of gangs. Uday Shankar's study has revealed that as many as 83% of the children come from poor families still it cannot be generalized that the children of the poor homes invariably become delinquents.

Poverty compels sometimes both of the parents to be outside the home for a very long period to earn their daily bread. The children will be uncared for. Such children may consciously or unconsciously join hands with gangsters and become delinquents. This mostly happens in slum areas and areas in which mostly working class people live.

Delinquency Areas: It is said that some areas are highly vulnerable to delinquent trends. Several studies have showed that there are certain underclass areas in metropolitan cities from where the majority of delinquent children come. The delinquents mostly come from the areas of poor housing, overcrowding and the areas in which cinema houses, hotels, night clubs, liquor shops are found in a large number. It is true that when a family is living in the central business districts or its adjacent locales in towns a cities the chance is greater for the children of such families to pick up delinquent behavior. It is to be noted here that not all the children living in the so called defined delinquent areas are delinquents.

Companions and Gangs: As the child grows older he or she goes into the neighborhood and becomes a member of the playgroup or peer group. If by chance he joins the group or the gang that fosters delinquent attitudes he is also likely to become a delinquent. In fact much delinquency spring up from the prevalent attitudes in the groups within which the youth has immediate contacts. That is why it is maintained that "delinquency is a product of community forces".

In cities, particularly in slum areas, very peculiar social groups called 'gangs' are found. Generally the gangster is a playgroup. In the absence of playground facilities, the children will start playing in street and finally organize themselves into gangs. The gang has all the qualities of an in group such as loyalty, co-operation, social solidarity and unity. These gangs are found to be associated with crime in all its aspects like delinquency, rioting, corrupt politics, and so on. Children coming from poor families and broken families easily become the victims of gangs.

Due to bad companionship also offences are committed by the adolescents. Studies have shown that delinquent acts are done in company. Several surveys have showed that
there were hundreds and thousands of boys involved in crime. It is largely found that in most such surveys the crime committed was only in group of boys/girls of two or more. In Uday Shankar's study in India about 23% of persons committed delinquent acts due to bad company. It cannot, however, be presumed that more companionship by itself causes delinquency.

**Beggary:** Beggary is often the cause of juvenile delinquency. Child beggars mostly come from either very poor families or broken homes. These children are betrayed of the needed love and affection of the parents. They crave for the satisfaction of their inner impulses, desires and ambitions. They choose to become beggars for the same. As beggars they get annoyed to see others enjoying life. Some of them may even become rebels. They realize that only through deviant practices, they can satisfy their desires and meet their needs. They thus become delinquents.

**School Dissatisfaction.** Some get dissatisfied with school life. Parental irresponsibility, unmanageable students- teacher ratio, lack of entertainment and sports facilities in schools, indifference of the teachers may all contribute to this. Such dissatisfied students become regular absenteees in schools and start wandering in streets. They may even form gangs of their own and become gamblers, eve-teasers, pick-pocketers, drunkards, smokers and drug addicts.

**Films and Pornographic Literature** has also added to the magnitude of delinquency. Cinema, television and obscene literature may often provoke sexual and other impulses in adolescents. Hence they may start their 'adventure' in satisfying them and in the process of which they commit crimes.

**Deep-seated inner desires** coupled with outside pressures, compulsions and temptations also contribute to juvenile delinquency. For example, on hearing the interesting narration of the illicit sex experience or such other criminal experience from one's gang mate, one may tempted to follow the same.

There are also personal factors such as mental deficiency and emotional disturbances which may also contribute to juvenile delinquency. It has been observed that good number of delinquents are mentally deficient have revealed that there is larger proportions of mentally defective in the juvenile delinquent group than among the normal children. The relationship between intelligence and delinquent behavior has been studied carefully. The average intelligence in a normal group of children is 100 (Intelligence Quotient). Some studies from Europe have shown that the average I.Q. of delinquent children is 85 while in an Indian study
Uday Shankar found that it was 83. These and many other studies have revealed that the average intelligence of the juvenile delinquents is certainly lower than the average intelligence of the normal group of children of the same age. Such children are often used by the more intelligent children of the gang or the adults for their criminal purpose.

Mental troubles and emotional maladjustments are strong factors in delinquency. Emotional problems of inferiority, jealous and being thwarted are very common among the delinquent children. Healy and Bronner in the study of 143 delinquents found that 92% of the delinquent studied revealed emotional disturbance. It is reported that in America about two-thirds of juvenile delinquents suffer from emotional, personality and mental deviations. Thus from the psychological point of view "Delinquency is a rebellion and an expression of aggression which is aimed at destroying breaking down or changing the environment". This rebellion is mostly against the social conditions which deny the individual his basic rights and the satisfaction of his fundamental needs. Thus, delinquents are not born so, but they become so due to social circumstances and personal deficiencies. They are mostly maladjusted person. According to psychoanalytic view, the delinquent is an individual who is governed by the "pleasure principle". He wants to get immediate pleasure and immediate satisfaction for his needs. So he becomes a victim to his own impulses. He is neither able to control his impulses nor able to imagine to think the consequence of his action. It is also said that delinquent breakdown is an escape from emotional situation for some particular individuals with peculiar individual and family background. Some emotionally maladjusted children become delinquents to get the attention of their parents or as a protest against their treatment. Thus it may be said that juvenile delinquency is the result of both social or environmental and personal or individual factors of causation of it.

The above mentioned factors of causation of delinquency have become common aspects in crime committed by the children in India. To treat such individuals committing delinquency, there are different methods adopted while the important ones are from preventive purpose. The other is rehabilitative nature. The details of these methods are discussed in brief in this chapter.
Treatment of Juvenile Delinquents Before and at the beginning of the British Rule in India

Before the conquest of India by Britain Hindu and Mohammedan rulers governed different parts of India and Mohammedan laws were in operation. Neither set of laws any reference to juvenile delinquents but there was a certain Hindu ethical code concerning the treatment of children as follows:

A parent should not administer any punishment for any offence to a child who is under five years of age. Children of such age should be nursed and be nursed and educated with love and affection only. After the age of five punishment may be given in some suitable form. Such as physical chastisement or rebuke by the parents. Towards the letter half of childhood, however punishments should be gradually withdrawn and released by advice. From the treated as friendly by the parents.

In the Mogul period the law had essentially a religious and ethical basis. The koranic precepts were mainly followed in treating any kind of crime. Again there was no definite law concerning juvenile delinquency.

When Britain conquered India. It was at first difficult to decide which laws should be an applied to the country. In the beginning, English Law, with certain modifications, was applied in the presidency towns of Bombay, Calcutta and Madras. In all other parts of the country the courts were mainly guided by Mohammedan law, with local modifications. This remained the condition for years.

The first law commission under British rule was appointed in 1837 with Mr. Macaulay (Afterwards Lord Macaulay) as president. The Indian Penal Code was drafted and was submitted to the governor-general of India in Council in the same year, but did not take on the Indian Statute Book until 1860. In the following year 1861, the criminal procedure code was enacted. These were the most important codification of laws made after the establishment of the rule. However they were applied equally to adult and juvenile criminals. There was as yet no attempt to give separate or appropriate treatment to juveniles.

Remedies for Juvenile Delinquency

The problem of juvenile delinquency is one that has drawn the attention of Indian society also. It is known that the delinquent child today may turn out to be a chronic criminal
tomorrow. Discussions, debates and studies have been made at the national as well as international levels by scholars to seek out effective remedy for this problem. Two methods have been suggested to deal with this problem: (A) preventive method, and (B) rehabilitative or curative method. In the former, factors leading to delinquency, delinquent children are to be helped to become normal citizens.

In order to prevent juvenile delinquency from its occurrence the following measures have been suggested:

- Creating and inspiring a team of work of private and public agencies devoted to preventive work.
- Giving proper training to the members and staff of all organizations concerned with delinquency control.
- Establishing child guidance clinics to give appropriate treatment to the disturbed and mal-adjusted children.
- Educating of the family so as to help the parents to realize the importance of giving proper attention to the needs of their young children.
- Establishing wholesome recreational agencies to prevent young children from becoming the victims of illicit or unwholesome recreation.
- Giving proper assistance to under-privileged children to build in them good character and law-abiding attitude.
- Adopting various means of propaganda such as radio, movies, television, newspapers, magazines, etc., to realize the importance of law abidingness and how it is always appreciated and rewarded.
- Improving the social environment -slum areas, busy market places, gambling centers, etc., to prevent children to get polluted.
- Spotting potential delinquents by predictive tests in schools and giving appropriated treatment to such children.
- The problem of beggary and poverty are to be removed or controlled and the general economic standards of the people must be increased to prevent children from becoming delinquent due to economic exigencies.
- The children who become criminal for whatever reason better known and whatever conditions under which they committed crime need to be rehabilitated. Punishment is no measure and legally too it is not allowed. A suitable way (s) in which they could be rehabilitated is thought of in this connection.
The main purpose of the method of rehabilitation is neither to punish nor to take upon the delinquent.

The intention behind this method is to help the delinquent children to get proper guidance and training so that they become normal children and never repeat delinquent acts. The measures taken for the prevention and treatment of juvenile delinquency in India after are briefly examined here:

There are several legal measures that have been thought of and brought to practice in India. Various legislations have been made in India from time to time to deal with juvenile delinquency. Some of them are mentioned here. They are as presented in the following paragraphs.

(a) Apprentices Act of 1850: This Act has been the earliest step in India taken in the direction of preventing delinquency. The Act provides for the binding of children, both boys and girls, between the ages of 10 to 18 as apprentices. Orphans and poor children could take the benefit of this Act. Employers could take such children as apprentices with the intention of training them in some trade, craft or employment by which they gain a livelihood later. The father or guardian may bind a child above 10 and under 18 up to 21 years of age for a period not exceeding 7 years. A female child may be so bound until her marriage. The Act also dealt with children who committed petty offences.

(b) Reformatory Schools Act of 1897: This Act be considered a landmark in the history of treatment of delinquency in India. This Act is in force in almost all the states of India. Under this Act, courts were empowered to send for detention youthful male offenders to Reformatory school for a period of not more than three years. It could be extended to seven years depending each of delinquent case. No person may be detained in it after he attains the 18th year of age. In conformity with this Act the state Governments may establish and maintain Reformatory schools every school to must provide sanitary arrangements, water supply, food, clothing, bedding, industrial training and medical aid to the inmates. These Reformatory Schools are reported to have done useful work.

(c) Provision in the Criminal Procedure Code: Under Section 399 of the Indian Criminal Procedure Code (ICPC) convicted young offender below the age of 15 could be sent to Reformatory Schools established by the State Government. Section 562 of the C.P.C. also permitted discharge of certain convicted offenders on probation. It also permitted their release with advice. Under Section 82 of the Indian Penal Code children under seven
cannot be held responsible for their criminal acts. Section 83 of the Code relaxes this age up to 12 under some conditions.

(d) Children Acts: During colonial rule in India, various provinces of India took interest in making some comprehensive laws in 1920 and afterwards to deal with delinquent children. Of these, children Acts enacted by Madras in 1920 and followed by other States, are more important. The main provisions of children Act are as follows:

(1) No child under 14 years of age can be imprisoned under any circumstances and no young person between 14-16 years of age can be imprisoned unless he is certified to be an unruly person;

(2) Except in the case of grave offences any person arrested on a charge and is below 16, is required to be released or bailed. In any case such person could not be kept in jails;

(3) The child or youthful offender cannot be sentenced to death or imprisonment except under extra-ordinary conditions. Persons below 12 are to be sent to Junior Certified Schools and 12 to 16 Senior Certified Schools; and

(4) The court may discharge the person after due admonition, it may hand him over to his parents or guardians after taking a bond from them that they would be responsible for his good behavior for 12 months.

(5) Juvenile Smoking Acts: Some Acts to deal with the specific pattern of antisocial behavior among children have also been passed. Of these the juvenile Smoking Acts are in force in most of the states. This Act prohibits the sale of tobacco by children of below 16 years of age. Children of below 16 years age are no supposed to smoke in public places according to this Act (But these Acts were never enforced in any of the States)

(6) Suppression of Immoral Traffic Acts (SITA). These Acts are passed in order to protect young girls and to suppress prostitution. The Acts prohibit certain practices connected with prostitution such as soliciting in public places using residential premises for running brothels, forcibly detaining young women in brothels, etc. provisions are also made to protect girls from brothels or from moral danger.

(7) Probation of Offenders Act. Under these Acts Juvenile Courts can place the youthful offenders under the supervision of probation officers.

(8) Borstal Schools Acts for Adolescents: These acts were passed to give a special treatment for adolescent offenders, that is, offenders between 15 and 21 year of age. A Borstal School is a corrective institution and is one in which the offenders are subject to disciplinary and moral influences. These influences would help their reform.
Development of Separate Treatment of Juvenile Delinquents in England in the 18th and 19th Centuries.

Separate Institutional Treatment of Juvenile Delinquents.

The idea of separate treatment of juvenile was new in Europe as well as in America in the 18th and 19th centuries. It was Pope Clement XI who first introduced the idea of "The Correction and Instruction of Profligate Youth". He believed that if such youth remained idle they became a danger to the state. If, on the other hand, they were given corrective treatment they would become useful to the state. For this purpose he opened a center at the Hospital of Saint Michael in Rome, in 1704. This new idea traveled to Germany and many similar institutions were established there. In England during the 18th century, certain philanthropists were interested in the treatment of juvenile delinquents. Sir, Hohn Fielding, a chief magistrate, who dealt with large numbers of juveniles, traced their delinquency to the conditions of life in London.

In 1756, he arranged for thirty juvenile delinquents to be sent to Portsmouth to act as officer's servants. This is the beginning of the "Marine Society" for the "Redemption and Reform of the Young Criminals". Fielding was also concerned in the establishment of the Magdalen Hospital for delinquent girls. This is now an approved school. In 1788, the Philanthropic society was founded for the protection of poor children, and opened the first reformatory school.

In England, in the first half of the 19th Century, the Punishment to children was very severe even for their small offences. There are examples of death sentences passed on children of eight, even for their petty thefts, and thousands of children were sent to prisons for hardened adults, who taught them their evil methods of crime. These circumstances directed the attention of Elizabeth Fry and Mary Carpenter to establish separate institutions for juvenile offenders. Mary Carpenter especially did remarkable work in the field of Reformatory Schools for young offenders, which induced the Government to pass the Reformatory School Acts of
Related Development in India in the Second Half of the 19th Century

India had closely followed the British precedents in connection with Apprentice Act, Penal code, the Criminal Procedure code and the Reformatory School Acts, which had played an important role in shaping of the evolution of special legislations for juvenile offenders in the later part of the 19th century. In India the earliest special law relating directly to the treatment of juvenile delinquents was the "Apprentices Act" (India Act XIX of 1850). The main aim of this Act was to provide regulations for the relation between employers and apprentices. But it was the first legislative attempt to deal with destitute and delinquent children. It authorized Magistrates to bind as apprentices, children between the ages of ten and eighteen, who had committed petty offences or were destitute. In comparison with the Apprentices Act in England and America, the Apprentices Act of India is minor. The next legislation concerning juvenile delinquents was the Reformatory School Act of 1870. This was the second special law directly related to the treatment of juvenile delinquents. In 1892 the Prison conference made some recommendations in connection with the reformatory School Act of 1870. These recommendations were accepted and the Reformatory School Act (India Act VIII of 1897) was passed. Reformatory schools had been established in a few states of India in the second half of the 19th century. In all other states, juvenile delinquents were sent to prisons for adult criminals.

Juvenile Reformatories in the 19th century were "at first, in reality, juvenile prisons, with prison bars, prison cells, prison garb, prison labor, prison punishments, and prison discipline generally". They were institutions to inflict punishment upon the child for his wrong doing, adjusted according to the supposed ill desert of the culprit. Such kind of condition remained in reformatory schools, which were few in number in comparison with the vastness of a country like India, even in the first quarter of the 20th century. The idea that criminals were criminals, whether juvenile or adult, and that they must be sent to prisons, whether the same prisons or separate, was prevalent.

The development of treatment of juvenile offenders in England and America in the 18th and 20th centuries: and its effect upon the development of treatment of juvenile offenders in India, mainly in the 19th and 20th centuries.
Table-1^5: Showing the Evolution of Special legislation relating to Juvenile Delinquents in India up to 1952.

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<th>Previous Legislation</th>
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<th>Proposed Legislation</th>
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<td>1. Apprentice act. (India Act XIX 1850)</td>
<td>1. Reformatory School act of 1897.</td>
<td>1. All IndiaChildren Bill 1950</td>
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<td>2. Indian Penal code of 1860.</td>
<td>2. BombayChildrenAct of 1948</td>
<td>Bombay ChildrenAct 1950</td>
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<td>4. Reformatory Schools Act (Indian Act VII 1897)</td>
<td>4. West Bengal Children Act of 1922</td>
<td>West Bengal Children Act of 1922</td>
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<td>6. Delhi Children Act of 1941.</td>
<td>6. Madhya Bharat is drafting a Children Bill at the present time.</td>
<td>Madhya Bharat is drafting a Children Bill at the present time.</td>
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<td>7. Travancore Children Act of 1945</td>
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<td>8. Cochin ChildrenAct of 1946</td>
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<td>9. Mysore ChildrenAct of 1943</td>
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Institutions to Rehabilitate Juvenile Delinquents

Preventive measure alone is not enough. Rehabilitative or reformative measures are also needed to solve juvenile delinquency. Some of the institutions aimed at rehabilitating the juvenile delinquents are there in India which may be briefly examined here.

**Juvenile Courts:** Juvenile Courts are established in order to treat separately juvenile delinquents from other adult criminals. Juvenile Courts have their own building, judicial bench and other arrangements. Juvenile delinquents cannot be tried in ordinary courts. Whenever the juvenile courts are not there they could however be tried in other courts but on a separate day and at a fixed time so as to keep them separately from other adult criminals. Juvenile offenders cannot be chained and they cannot be produced to the courts by the police in their uniform. No advocates are needed to plead for them. The main intention behind this special treatment is to create positive feelings in the minds of juveniles.

**Remand Homes (Observation Homes):** When a child is arrested under the Act, he is produced before the magistrate within 24 hours and kept in Remand Home till the case is investigated. The child is kept in Remand Home until the final disposal of the case. Sometimes person convicted are sent to Remand Homes for a few days and released later. These homes are mostly managed by private Welfare agencies with the governmental assistance.

**Certified Schools:** Certified Schools are established mainly to give some general education and technical training to the children. Here the children are sent for long-term treatment. They are run by voluntary bodies or local authorities with the financial assistance of the government and the public. There are two types of schools: (i) junior Schools for boys under 12, and (ii) Senior Schools for boys under 16. The children are confined here about 2 to 3 years. They school authorities can also make early discharge. After their release they are put under the charge of a Welfare or probation officer who watches their activities.

**Auxiliary Homes:** These Auxiliary Homes are attached to Certified Schools just like remand homes. Here the convicted delinquents are kept for some time and studied by a social worker. Later on they are sent to certified schools depending upon and attitude of the young offender.

**Foster Homes.** Foster Homes are mostly run by the voluntary agencies and the government gives grants to. They are specially created for delinquent children under 19 who cannot be sent to approved or certified schools.

**Reformatory Schools:**
In states where there are no Children Acts, Reformatory Schools are established. They are meant for the education and vocational training of delinquent children. The young convicted offenders below 15 years are detained here for 3 to 7 years. The delinquents are removed from bad social environments through these schools.

**Borstal Institutions:** Under Borstal system special treatment is provided for adolescent offenders between the ages of 15 to 21 years. Borstal institutions are of two types: (i) open type and (ii) closed type. Open institution is a camp in the open country with no surrounding wall. Closed institution is a converted prison building in which maximum security is given to inmates. Though it is called 'closed' institution most of its activities meant for children are carried on outside the building.

Young offenders are very often sent to Borstal institution for rehabilitation rather than kept under imprisonment. The term of Borstal is 2 to 3 years and in any case it should not exceed 5 years. If the offenders are found to be unruly and incorrigible they are sent to jails. Separate arrangement is there to give training to boys and girls. The training, physical exercises and education that are given here are very tough so as to prevent the inmates from committing offences again.

**Fit Person Institutions and uncared children institutions:** These are the two non-government institutions managed by private bodies and philanthropists. These institutions give refuge and protection to the destitute, neglected children, children in the pre-delinquent stage, and to the delinquent children. Such children and their activities are supervised by the appointed officers.

In the backdrop of this understanding of the general causative factors of juvenile delinquency legal frameworks and methods and approaches for treatment of young offenders in India, we shall move on to know and understand the trends and patterns of juvenile delinquency in India as well as in Karnataka in the following sections.

**Trends of juvenile delinquency in India**

India has been a very traditional society where informal means of control have worked very well in regulating behavior of people of all ages, caste, sex and other typological categories. The customs, traditions, mores, values, norms developed and adhered to locally as well as universally in Indian society by people across groups and places have all had helped maintain low crime and delinquency incidence for generation and centuries. Religion played a vital role as an agent of social control. There were no formal rules and regulations, police, court until the advent of British Rule in India. However, the kind of informal surveillance system
that was developed and sustained served society in a better way for generations and centuries. The community level juridical system contributed its might in regulating human conduct locally and helped maintain order. Industrialization, urbanization, modernization, growth of population, dwindling natural resources, have all lead to a kind of new situation where some sections started getting deprived of basic facilities to settle down and experience better living arrangements. This leads to a kind of expression on their part by deviating the expected informal standards of behavior has got developed in the recent past. The inter-cultural, social, economic, religious and political variation in different areas had never helped in evolving uniform codes of conduct for people to observe in different social situations. As such there were not clear standards of behavior developed by state or society and while they are kept violated by one or the other sections for one or the other reasons.

Juvenile delinquency, like crime, in socially defined, culturally interpreted, economically measured and politically punished. This in the sense that different dimensions of it needs to be taken into account while it being empirically investigated. We are trying to consider at the national level as to what has happened and happening now as far as human conduct is concerned. Particularly with the persons up to the age of 18 years who are in legal as well as social considerations are children or juveniles. As children they are supposed to be under strict control of parents, relatives, neighborhood, community, etc. but where situations encourages and warrants they turned to be violating standards of behavior as fixed by the community's society leading to be called juvenile delinquents within the ambit of legal frameworks. In the present analysis only those children who are defined delinquents in the eyes of legal standards are taken into account. Possibly there could be many whose delinquent behavior may not have been brought under the legal provisions and recorded by the authority or agencies of the state either intentionally or unintentionally. Possibly there could be lot of violations of standards of behavior carried out by children in villages and other unnoticeable areas which goes without being recorded. For this reason, the facts and figures that are made available through the records of the state agencies are limited but in a way provide a basis for our understanding the nature, extent and variations in the context of changing residential and regional and sub regional situations. In the present inquiry, an attempt is made to take in to considerations of the statistical details recorded by the state agencies regarding the crime incidences conducted by children which serve a basis for understanding the trends and patterns of delinquent behavior in our society. In the beginning, we shall take into consideration of the statistical details regarding the various types of crimes
committed by the children in different state areas in India in the beginning of 21\textsuperscript{st} century, i.e. the year 2001 -2002. The details have been culled out from the statistical abstracts 2002 of the Ministry of Statistics and Programme Implementation Government of India. The details for various types of delinquent acts of children as recorded by the agencies of the state, are given in the following table 4.1

**Separate courts and Probation for Juvenile Delinquents.**

**Special court for juveniles was an American idea. In America the first Juvenile** Offenders' Act was passed in 1847. This Act was amended in 1879, and other modifications were made later. Switzerland passed a law in 1862, dealing with official handling of children's cases and other developments occurred elsewhere in Europe. But the systematic development of the Juvenile Court took place in the United States. It is a generally accepted fact that the Juvenile Court of Cook Court (Chicago Juvenile Court), established in 1899 was the first of its kind, not only in the United States, but in the whole world. The law that established this juvenile court was called "An Act to regulate the treatment and control of dependent, neglected and delinquent children with separate treatment, by a specially designed judge. The need of such separate courts was also felt elsewhere and in England the first juvenile court was opened in 1905. Another important development in connection with juvenile delinquents reaches his full stature in all aspects. Deprived of the most basic needs, viz. home and the love of parents, the individual is darted in his infancy and other factors have to substitute or help him achieve the fullness of his personality. It is these factors, which the investigator wished to determine by undertaking this study, which is, but a part of a far-reaching problem.

The juvenile delinquency rate is an index of the social, emotional and moral maladjustment of a nation. Psychologists have insisted that all behavior of the part of an organism is an attempt to adjust by reducing the tensions that cause dissatisfaction. Hence daydreaming on the part of a child, although considered a symptom of maladjustment, is really a tension — reducing mechanism. Likewise, aggressiveness, lying and stealing are attempts to reduce tensions. Thus all behavior can be considered adjective behavior if it succeeds in reducing tension, even temporarily.

Maladjustment is a harmful and great burden to the society, parent and teacher. If this continues society cannot progress. In this industrialized world it is the duty of the parents,
teachers, and educationalists to see that every individual develops a well-adjusted personality.

**Characteristics of Socially Maladjusted Children:**

Studies of the characteristics of socially maladjusted children indicate that there are many factors, which affect their behavior. However, no one or two factors can account for the maladjustment. It is the combination of many factors within and without the child's individual personality, with the interplay and reaction of those factors on the life of the individuals that produce the problem child.

The earliest year of a child’s life is of great significance determining his latter social adjustment. The roots of such of a socially maladjusted child's behavior can be traced back to the days of babyhood, and those concerned with educating socially maladjusted individual must be appreciative of the early childhood experiences of such persons.

Very often the socially mal-adjusted child is one who feels unwanted, discriminated against, unjustly condemned or punished, and unrecognized as an individual having rights and needs. The school therefore may increase or diminish the dissatisfactions that tend to produce maladjustment. The teachers must project themselves into the life situations of maladjusted boys and girls so that they can make a most, sympathetic response to the needs of such children.

**Sociological Characteristics**

Neighborhood patterns play a part in producing socially mal-adjusted school children and are an indication that the school must reach out into the community if it is to adequately care for those who fail to adjust socially some of the conditions that tend to make a child react in an anti-social way are the conditions of poverty, a broken-home, the lack of membership in other socially accepted groups, the presence of vice and crime and other conditions that increase the hazards of a happy childhood and affiliation with a minority of marginal group of anti-socially aims. Kvaraceus' report, "the highest delinquency rates are to be found in the poorest neighborhood. Psychiatrists are pretty well agreed that, while poverty may not be a direct cause for anti-socially behavior, there are conditions which help prevent the well adjusted child from becoming maladjusted.
Physical Characteristics:

Typical truant, incorrigible, or delinquent pupil is usually one of the early adolescent age. The adolescent is more vulnerable than his elder or younger brother and is more easily affected by problems and maladjusted boys and number maladjusted girls something like four to one. More over children problem vary with the age level of individual considered.

Sherman\textsuperscript{14} notes that in young children the types are temper tantrums, negative - behavior, babyish behavior and pugnacious tendencies with adolescents the problems are likely to be feelings of inferiority, truancy, and acts which are anti-social in nature. Physical factors in addition to age, which may characterize the socially maladjusted include glandular in balance, oversize or undersize, or handicaps which prevent the child from taking part in all the activities of normal children of their age or which may make them unacceptable to their fellows or cause them to feel unwanted by the group.

The school, therefore in meeting the problem of educating socially maladjusted children must make more than the usual provision for the physical welfare of those who are problems because of their behavior.

Psychological Characteristics:

While children of all levels of intelligence are found in the ranks of the socially maladjusted studies of behavior causes show the peak of the distribution of intelligence quotients to be about 85, in the dull normal group the dull-normal pupils may be explained by the fact that they are bright enough to know how to make trouble but not intelligent enough to fore see the possible consequences. Their social backgrounds are generally poor. Their homes have less favorable ideals, and even though they are able to do the work of the regular classes, they do it with little satisfaction to themselves. As a result, they become discouraged and seek out-let’s not socially acceptable to school and society. Other psychological characteristics are anxiety, neuroses, greater susceptibility to nervous strain, hysteria, sadism, masochism, narcissism, and Oedipus complex and home sexuality.

LEGAL ASPECTS :

India is a sovereign democratic republic and is governed by a constitution framed by the elected representatives for the people. The preamble of the constitute stating to secure Justice, Liberty, Equality and Fraternity has no meaning without providing education to one and all. The following are the major articles.
i. Article 17 of the constitution declared that "Unsociability is abolished and its practice in any form is forbidden."

ii. Article 20(1) "No citizen shall be denied into any educational institution maintained by the state or receiving and out of state funds on grounds only of religion race caste, language or any of them."

iii. Article 30(i): States "All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice".

iv. Article 41: States that the state shall make provision for right to education.

v. Article 45: The state shall endeavor to provide within a period of 10 years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years.

vi. Article 46: States that "the state the obligation to promote with special cares the educational and economic interests of the weaker sections of the people and in particular of the schedule caste and the schedule tribe and to protect them from social injustice and all forms of exploitation.

Every individual, irrespective of caste, colour and creed has an important place in the state and his right to develop his individual capacitizes, talents etc., and in return has to contribute to national progress. For this purpose we have no stated introduction of diversified courses and multiple purpose schools, are started to give suitable education according to the interest, ability and aptitude of the people.

The country now is providing equal opportunities to all under developed area and people which include tribal people schedule caste, schedule tribe, handicapped children etc for they being members of the state have right to education".

Often the juvenile year have not been recognized as a period of great importance in the development of a child's personality. Neglect of the study of the juvenile year has not been due so much to the lack of realization of the important role these years play in the development of the individual as to the practical difficulties involved in making such a study. It is difficult to approach our goal unless dives se impediments, such as difficult social and economic conditions are tackled or removed.

Advanced studies in psychology have, revealed that children often do wrong not because of inmate defects, but because of poor social and economical conditions.

"Modern psychology investigation stresses the fact that a child needs love, security and opportunity for self - expression. Deprivation of any of these may prevent or divert the flow of energy and cause mental illness, the roof of which neither the child nor the family may know Juvenile problems such as truancy, destitution and exploitation have to be tackled by society."
Educational factors:

Other characteristics of socially maladjusted children\textsuperscript{15}, especially those who manifest aggressive behavior are that their school life stories is filled with accounts of unwholesome, unsatisfactory, unhappy, and frustrating situations. They usually have attended more than the average number of schools has often transferred from public to private or from private to public schools, their retardation is often unusually high, low school achievement and poor school marks pre-dominates. Furthermore there is usually a dislike for school, a dislike for teachers and a tendency to leave school as early as possible. No doubt many truants use truancy as an escape from their conflict with school practices and from their repeated failure in schoolwork. Moreover, socially maladjusted school children have great difficulty in achieving described social relationship in school.

The delinquent is frequently described as "antisocial", both in the sense of antagonism withdrawal from society.

Juvenile Delinquency has become one of the baffling social problems of our country\textsuperscript{16}. Juvenile Delinquent is one who is not finding his home, his neighborhood, and his school comfortable and adequate materials for his own growth. In shorter term we can call the Juvenile Delinquent as frustrated child. was concerned with probation. The state Massachusetts, USA introduced the first probation law concerning juvenile delinquents in 1878. England followed suit in 1887 with the Probation of First Offenders' Act. In 1907 a second Probation Act was passed. The general provision in the Act was to provide special children's probation officers from the point of view of reformation rather than retribution.

\textbf{1.2 Scientific Approach to Juvenile Delinquency.}

In the 19th century the need for child guidance was realized by men like Darwin.Bain and Spencer, which helped the approach to juvenile delinquency from the scientific point of view. Before the end of the 19th century, child psychology had become a recognized branch of scientific research and academic study in the United States and England. In Chicago, the Juvenile Research Department was established at the University. Sigmund Freud attempted to investigate unconscious processes. Before Freud, Kennedy worked on juvenile delinquency with special reference to remand homes. Francis Galton was the first to advocate the scientific study of the individual child. In connection with International health Exhibition, Galton opened an "Anthropometrics Laboratory" in 1884, which was advertised as being
instituted for the measurement of "human form and faculty". Boys and girls were measured, either to learn their powers, or to obtain timely warning of faults in development. For systematically investigating and reporting on difficult and delinquent children, Galton evolved a case-history sheet. Sully extended and enlarged the work of Galton, and opened the first "Laboratory in Great Britain exclusively devoted to psychology. Benet in France must be regarded as the pioneer in the field of mental testing. In 1905 he and Simon formulated scale which with its subsequent revision became a standard method for testing the intelligence of children.

PROBLEMS RAISED IN PRESENT SITUATION

The sudden change of home life to a disciplined residential school life causes many adjustment problems for juvenile delinquents. At the initial stage the students face problems to adjust with kind of strict, disciplined school system. The only stress during the life is no studies. Where during the school education and training at the residential institution the total stress is on total personality development of the juvenile delinquents. The juveniles are to follow the rules and regulations imposed in the institutions. A few general problems faced by the students are methodology, used for instruction, regulations, the peer group, mess life, the training schedule, accommodation structure, curriculum and social activities. Students of juvenile delinquents loose their self concepts due to adjustments problems in turn effects on their academic achievement. Hence the present study intends to the self-concepts, adjustment and intelligence in relation to the academic achievement of the Juvenile Delinquents

Theoretical Considerations

There has been a great deal of attempts made to explain the crime and misconduct of children. May be there was a time, prior to the emergence of scientific explorations started to probe into the causation of crime and delinquency, when it was considered to be demonological or naturalistic to have caused such a behavior of the individuals. The possession of evil spirit was considered to be one of the causative factors which is now viewed to be an outdated and an unscientific explanation for the causation of crime. Crime and Juvenile delinquency are caused not due to one dominant factor rather a manifold of causative factors. It is not in one single theory we find a basis for a multitude of factors as causation of the phenomena explained. Each theorist has his own notion of cause for crime or juvenile delinquency and hence a multitude of theoretical explanations available in the scientific literature. Each theory is developed from out of the failure of earlier theory or
theories in recognizing that particular factor as causative one in particular situation which a
Theorist proposes to develop it afresh. Today we find a large number of scientific theories of
crime and delinquency. The emergences of scientific disciplines like psychology help
develop the explanation for crime and Juvenile delinquency. The earlier explanation based on
demonological angles got shifted to psychological, biological, cultural, social, and
environmental aspects of causation of crime and delinquency. Now to find a rational
explanation of delinquency and crime, a large number of theories have been propounded.
Each theorist attempted to explain crime and delinquency from the perspective of his or her
own discipline. Although each theory has been presented as a new explanation in itself, it
often depends to some extent upon previous theoretical formulations. Most explanations
however have recognized that delinquency and crime cannot be explained based on one
single causal factor. The latest trend is to adopt an eclectic view about the genesis of crime.
The theories of delinquency may be classified into two categories as individualistic and
socio-environmental theories of delinquency. Individualistic theories have laid emphasis on
faulty biology and personality of delinquents as the main reason for juvenile misconduct. It is
urged that behavior is hereditary, that is, inherited. The environmental theories explain the
criminal behavior in terms of the interaction between social structure, process and
environment. The theoretical explanations in these contexts need to be understood a bit
further for which an attempt is made in the following paragraphs.

**Individualistic Theories of Criminal Behavior**

The development of modern criminological thinking is preceded by the classical school
represented by Baccaria and Bentham, who engripped with their query on why certain crimes
are committed by only certain category of people. In this contexts the book 'Essay on crime
and Punishment' written by Bonesane and Baccaria receive extreme attention of experts
working in this area of knowledge.

Jormy Bentham influenced by Baccaria's writings and other classical expositions on the
issues connected to the phenomena, the great English legal philosopher, carried on the work
in the same direction which influenced the legal and social philosophers to take into
cognizance of the causation of crime and delinquency in their thought process.

Lombroso, the father of modern criminology first attempted to understand the personality of
offender in physical terms. He is considered to have been the prominent member of the
Italian positive school, which dealt with the personality of criminals. The other thinkers who
contributed to the development of this school were Enrick Ferri and Raffaele Garefalo and
several others. The followers of this school tried to explain the crime committed by person primarily in terms of factors within the criminals i.e. physical, biological, mental, and therefore, either ignored external or environmental factors altogether, or treated them secondary. Lombroso found that criminals were different in their physical constitution from normal persons. They had physical characteristics of savages and inferior animals like low forehead, receding chin, ears standing out from the head, too many fingers, abundance of wrinkles, a typical size or shape of the head and peculiarities of eyes. He called the criminals with these atavistic qualities as born criminal. So he declared criminality to be an atavistic phenomenon, a biological throw back since the somatological characteristics of criminal resemble those of primitive man. But Lombroso’s theory had been severely criticized by the modern criminologists saying that there was no scientific base of relation of atavism with criminal behaviors. Lombroso failed to appreciate that criminal as well as non-criminal behaviors were the result of the same process operating on the basis of various social and physical factors. However, Lombroso has been praised while he was also criticized for his theory to explain the criminal behavior. Attempts have been made by Goring and Johannes Large (1930) to demonstrate the physical characteristics which being the identifiable marks on the body of individuals with having criminality as the prime behavioral feature among such person. Adolf Lenz contends that family histories and anti-social tendencies or traits of the criminal should be investigated since they may indicate an inheritance of reduced ability to make social adjustment. The presence of mental disease, ailments, hysterical, epilepsy, alcoholism, neurotic traits and suicide in the familial and ancestral backgrounds is an indication of present generation will have difficulty in making adjustment. Such a background often leads to mental disorder, crime, prostitution and drug addiction. A number of studies (Hooton, 1939, Sheldon, 1949, Sheldon and Gluck 1959, Cortes and Gatti, 1972) have attempted to explore the constitutional characteristics of criminals. William H. Sheldon made a study of 200 youth in which he attempted to differentiate the criminal from non-criminal on the basis of three components i.e. endomorph, mesomorph and ectomorph. Endomorph means predominance of vegetative function and they tend to be soft, fat and sociable in nature. Mesomorph represents the predominance of muscle, and they have athletic physique and they are active, assertive vigorous. Ectomorphs are skinny, flat, and fragile people.
Psycho-Analytical Approach
The psycho-analytical school of criminology deals with personality structure which is product of interaction between parents, siblings and child. Sigmund Freud pioneered the psychogenic school of thinking which considers delinquent behavior as a result of weak restraining forces which are unable to curb the pressure of anti-social impulses. The others who toed the same line of argument were Friedlander, Gibbons, Gluck and Gulect, levy Jenkins and Aichorn. While Friedlander (1949) claimed that anti-social character formation is due to faulty character development or weak ego and super ego development. Aichorn (1955) asserted that there is something in the child himself which the environment brings out in the form of delinquency.
Delinquents behave as they do because they are in some way maladjusted persons. It shows that environment may function as precipitating force but never as primary force in causation. A psychiatric explanation of delinquent behavior was developed by Gluck and Gulect (1950) who maintained that physically a delinquent is mesomorphic but in attitude he is hostile, defiant, resentful, suspicious, stubborn, adventurous, unconventional and non-submissive to authority.
The psychologists like Gibbons and Krohan (1986) attempted to revolve around personality problem and emotional disturbance with particular emphasis on the parents-child and other primary group relations. The relationship between delinquency and emotional disturbance cannot be ruled out as psychologists maintain. As levy (1933) pointed out, the defective parent-child relations who cause inner disturbance on the part of child also lead to delinquent behavior in the child. Juvenile aggression is considered to be most commonly encountered pattern of delinquency involving psychologically deviant youngest. Mal-adaptive behavior in child leads to frustration and which further leads to delinquent behavior as maintained by Jenkins (1950). According to him, behavior is of two types, adaptive goal oriented and maladapted which leads to frustration as it is not goal oriented.

The Eyeseniknian Theoretical Approach
The individual behavior is explained by Eyesenik in terms of extraversion neuroticism and psychotics and genetically inherited characteristics of nervous system. The Eyeseniknian theory claims that
i. Criminal behavior is determined by genetic causes;
ii. Criminal behavior is a an expression of one's personality; and
iii. Personality variables themselves are in part determined by genetic causes.

As per Eysenck, for the development of personality previous learning experiences, current situational stimuli and hereditary predisposition are very much necessary. The score of three dimension of personality i.e. extroversion type of offence, true frequency of offending in particular social settings and the child rearing methods are the main variables in the studies concerning the acquiring of criminal behavior. One of the fundamental elements of this theory is that people respond differently to the same bearing experiences according to the position they have on the three dimensions of personality, regarding consistency they expect the same person to behave rather consistently in different situations and at different time.

The Eysenckian theory maintains further that the human behavior is predictable from the knowledge of individual's learning history and of the current situational stimuli which make an impression on the individual. Eysenck pointed that

i. The tendency/propensity to crime universal, but it can be checked in most cases by given person's conscience during childhood/adolescence. The conscience is a conditional response which make an individual to behave in a moral and socially acceptable manner;

ii. This conscience might be expected to be under development either due to failure of family and social conditions to provide proper means of developing it or though innate weakness in the person concern of the mechanism involved in the elaboration of conditioned responses;

iii. Extroverted people tended under certain stated conditions to less well than introverted one. This making them ceterisparibus (other thing being equal) more likely to behave in anti-social fashion; and

iv. Rein forcing the extroverted or introverted tendencies favoring and disfavoring anti-social conduct, particularly crime would be found more frequently in people who placed in high extroversion neuroticism and psychotics regarding environmental factor. Eysenck holds that all human behavior to be phenotypic produced by the interplay of genetic and environmental factors. For him different personality conditions and combinations of psychoticism, neuroticism and type of crime conduct.

To sum up that the psycho-analytical theories hold that criminal behavior is a byproduct of personality factors. Social factor, situation, and or hereditary, all have a part to play in the causation of crime. They are complementary but mutually exclusive.
**Delinquency Approach**

There is a positive correlation between delinquency and mental deficiency which is empirically established. The average intelligence quotient of delinquent boys is considered slightly less than that of non-delinquent boys. But otherwise it is criticized for having regarded I.Q the only measurable instrument of delinquency because intelligence some extent depends on the social environment. However, efforts have been made by the criminologists to establish relationship between hereditary features in a person and his criminal or non-criminal behavior.

**XYY Chromosomal Abnormality Approach**

The X chromosome is of female and the Y of male. Male have XY and female XX chromosomes. The XYY theory is concerned about the male who has an extra Y chromosome, a super male with aggressive tendencies in the possible criminal behavior. It is indicated that the XYY male is more introverted and has more a social attitude than that of the rest of the population. He has tendency towards homosexuality and aggressiveness. But the casual relationship between in the presence of XYY syndrome and criminal behavior among boys is still needs to be experimentally established. The sociologists argue that behavior is not inherited rather it is learned and is conditioned by the environment. All the theories commit the dualistic fallacy assuming that there are two distinct groups of people, criminal and non-criminals and these mutually exclusive groups commit behavior that is distinguishable. One commits criminal acts and the other non-criminal acts but since criminal behavior is like any other behavior in the intrinsic elements or components of behavior, no theory that concentrate on traits that cause behavior can successfully explain crime.

**The Social-Environmental Approach**

Sociologists have studied the problem of juvenile delinquency from the socio-economic and cultural point of view. Delinquency behavior is leaned behavior acquired in the process of socialization and the learning of delinquent pattern is maximized in criminalistic situations. This approach considers delinquency as a product of the interaction between social structure and social processes. The chief proponents of this approach like Gibbon and Krohn (1986), Enrio Ferry (1896) and Bonger (1916) have considered the youth offenders as victims of social disorganization produced by rapid social change, brought about due to new forms of economy which affected traditional living arrangements due to industrialization and
urbanization coupled with slum formation, poverty unemployment, alcoholism, growing economic inequalities and the other related developments in the newly emerging capitalistic societies. Perhaps this kind of a situation is found all over the world today as the traditional societies have also fallen in line with the new economic developments, including the societies which had once adopted socialistic pattern of economy.

Differential Association Approach

Sutherland is the main mover and promoter of the idea of differential association. The basic assumption on which this approach based upon is that criminal behavior is learned in interaction by normal social processes of common to all learning. In other words, criminal behavior is learned from other persons especially within intimate personal groups like friends and associates. Differential association approach can be explained by the following:

a) Criminal behavior is learned with other persons especially in intimate personal Groups;

b) Techniques of committing crimes are learned as well as attitude, rationalization motives and derive. The favorable and unfavorable direction of motives or derives is learned from the importance or unimportance of obeying the legal norms;

c) A person becomes delinquents because of an excess of definition favorable to violation of law over definitions unfavorable to violation of law;

d) Differential association behavior in association is the same as learning any other kind of behavior;

e) Learning criminal behavior in association is the same as learning any other kind of behavior; and

f) Criminal behavior is not explainable by general needs and values because non-criminal behavior is also an expression of the same general needs and values.

The like-mindedness among the individuals having same goals which bring them together to behave the way they do in order to achieve. Unfortunately the innocent young boys become victims of this kind of socio-psychological situations in which they learn the tendencies of remaining outside the normal social situations to indulge themselves in delinquent activities.
Theory of Anomie

The concept of Anomie was first used by Durkheim to refer to a state of normlessness. But Robert K. Merton was the first to develop the Theory of Anomie scientifically. The basic premise on which this theory is based is that the people's aspirations and expectations and unmatching sources to achieve them well within the culturally derived framework of the society creates a situation in which people find reason to break over. The urban-industrial societies emphasize more on material achievement in the form of acquisition of wealth. All the same time society provides a limited institutional means to achieve the goal by legitimate means. The delinquent behavior appears when the individual do not internalizes the institutionalized means of obtaining them. Anomie is a situation where the regulatory principles normally provided by group membership are absent. When they are his own resources of character and strength, he become anomic and eventually criminal or delinquent, as the individual resorts to illegitimate means to achieve the goals.

As an extension of Merlon's work, Cohen (1955) formulated a new theoretical framework for explaining juvenile delinquency called "delinquent subculture". According to Cohen school is the primary institution where children can achieve status but the school has middle class culture. The children of lower class do not have exposure of middle class socialization process. So they are caught up in the game in which others are typically the winner and they are the loser. This cause in lower class boy's status frustration drives the boys back to their own class neighborhood and there they set up their own competitive system called delinquent sub-culture. The contention of Cohen is that the main problem of boys from working class families revolves around status. This problem of status can be effectively solved especially of those who reject middle class society. Opportunities to win the desires are not uniformly available to all and more so the people of lower economic status. In order to achieve the desires the illegitimate means are explored.

As Cloward and Ohlin (1960) have pointed out in their Differential Illegitimate Opportunity theory that delinquency is a solution to problem arising out of thwarted aspirations. The delinquency allows an opportunity illegitimately due to differential access. This theory attempts to fuse together four interrelated components:

i. Two differential opportunity system (Legal and Illegal);

ii. Blocked aspirations within available legitimate means to ends that leads to frustration;

iii. The generation of delinquency subculture as a collective solution of lower class; and
iv. Withdrawal of legitimacy from the conventional and attribution of legitimacy to illegal means to ends.

It is emphasized by these theorists that while low class people lack in the opportunity to engage in legitimate means but they do not have the same opportunity for participating in illegitimate deviant activities. The anomie, and sub cultural theories trace the factors of crime in our social structure. People violate rules and create anomie in the society because they do not have adequate opportunities to meet out their aspirations by legal means.

**Containment Approach**

World famous Criminologist, Walter Reckless proposition of a theoretical approach for explaining deviance is a combination of psycho-social aspects of delinquency. This is also known as control approach. While explaining this Reckless maintained that this approach can be applied only to one-psychotic, non-symptomatic, non-faulty character structure form of behavior which represent a normal range of interaction between the person and his situation and normal transgression of dominant prevailing norms and law. This theorist assumed that there are two types of forces, 'inner' and 'outer' that push a person towards deviant behavior. The 'psychological forces' are inner forces and the 'Sociological forces' are outer forces. This approach assumes that social control ensures conformity while absence of control leads to deviance. The argument of Reckless is that people get trapped in these inner and outer forces which lead to violation of social norms. The forces which bring deviation are contained and it is known as inner and outer containment. The inner containment involves, self control, high sense of responsibility, self image, frustration, tolerance, strong super ego etc, while the outer containment includes persons environment, consistent moral code, norms, expectation, supervision and discipline-when an individual has strong forces, both inner and outer he will then have conforming behavior. But when outer containment is weak but inner containment is strong there is very small chance of committing delinquency and this is so in modern mobile urban society. When inner containment is relatively weak, the likelihood of getting into criminal of delinquent activity is higher than the previous combination of containment.

**Social Learning Approach**

This approach is useful in explaining different pattern of behavior as related to parental behavior in child rearing situation Deprivation of adequate human needs in the early environment of individual has its marked impact on social and personality development. The
pervasive emotional tone of early family environment is considered to have greater consequences for subsequent development of children.

**Economic Factor Approach**

The importance of economic factors in the causation of crimes in general and economic crimes in particular has all the while been maintained by criminologists and established the fact that poverty been contributing to great extent, both directly or indirectly, to the commission of delinquent acts. Almost all the theories connecting to crime causation with economic factors are based on the Marxian understandings of human behavior which is primarily determined by economic factor and not by conscience which itself is influenced by one's economic experience and surroundings.

**Family and Delinquency**

It is always viewed that family is the most important social institution which determines the individual behavior towards society for the simple reason that the formation of basic personality of a child is completed in the first 10 or 12 years of his life and it is pertinent a fact that the family impact in this period is almost exclusive.

Inadequate affection, either actual or as perceived by the child, is regarded as an important contributory factor in developing antisocial attitude. Also it is considered that lack of affection may be due to various reasons like disharmonious relationship between parents and other members of family, so to say the broken homes. In fact in one of the earliest studies followed by Gluck's in 1950 found that incidence of broken homes is more among delinquents rather than non-delinquents and the delinquent boys are deprived of affection by their parents, father, mother and siblings. Sometimes there may be lack of affection of its perception by the child even in families which cannot be termed as broken such as those families where the parents, due to some reasons, have no time for their children either due to too much involvement in occupation or too much preoccupation with so called social activities. Often the size of the family is strongly linked with the poverty and overcrowding. It was found that the size of the families of delinquent was twice in comparison of the families of having no delinquents. It leads to both physical and psychological deprivation among the members.

**Mass Media and Delinquency**

In the modern industrial urban society mass media have assumed much significance. Media serve the various positive purposes. Among the means of mass media, the vision media like television and cinema have the potential for the maximum impact on the viewers because of
audio-visual components in the system. The access to this media has increased all over the world. The young and old, either together or independently watch T.V programmes carrying the message, including modus operandi of delinquent acts a chance the practice in the real social world too. Perhaps the increasing incidents of crime and delinquency are often indicated at being the influence of mass media which exposes every form of behavior of people in a direct or indirect way. The impact of media cannot be obliterated when it comes to the causation of delinquency.

In the foregoing section an attempt has been made to take into cognizance the various approaches the criminologists and other social scientists have followed in their analytical understandings of delinquency which have served as basis for various researchers to probe into the phenomenon. The causation of delinquency is not due to one

**Academic Achievement:**

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In developed societies, academic achievement plays an important role in every person’s life. Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one’s
vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. The strong association between a society’s level of academic achievement and positive socioeconomic development is one reason for conducting international studies on academic achievement, such as PISA (Programme for International Student Assessment), administered by the OECD (Organisation for Economic Co-operation and Development). The results of these studies provide information about different indicators of a nation’s academic achievement; such information is used to analyze the strengths and weaknesses of a nation’s educational system and to guide educational policy decisions. Given the individual and societal importance of academic achievement, it is not surprising that academic achievement is the research focus of many scientists; for example, in psychology or educational disciplines. This article focuses on the explanation, determination, enhancement, and assessment of academic achievement as investigated by educational psychologists.

1.3 Need and Importance/Significance of the Study.

Every human being has to grow, develop and attain the fulfillment of his personality. In a happy home with a healthy environment, the individual grows and develops mentally, physically, emotionally and socially and reaches his full stature in all aspects. Deprived of the most basic needs. Viz. home and the love of parents, the individual is darted in his infancy and other factors have to substitute or help him achieve the fullness of his personality. It is these factors. Which the investigator wished to determine by undertaking this study, which is, but a part of a far-reaching problem.

The juvenile delinquency rate is an index of the social, emotional and moral maladjustment of a nation. Psychologists have insisted that all behavior of the part of an organism is an attempt to adjust by reducing the tensions that cause dissatisfaction. Hence daydreaming on the part of a child, although considered a symptom of maladjustment, is really a tension reducing mechanism. Likewise, aggressiveness, lying and stealing are attempts to reduce tensions. Thus all behavior can be considered adjective behavior if it succeeds in reducing tension, even temporarily.

Juvenile delinquents are those children or students who indulge themselves in criminal or illegal activities. They would engage in smoking taking alcohol drugs being casino or sometimes behave like a bully and even commit murder. These may be due to social surroundings locality influence of peer group poverty or they may be orphans that they could not get guidance from parents. Sometime because of psychological disorder and victim of bullying {in order to take revenge of such bullying they too become bullies.
Self concept refers to the concept individual things who he is an individual and as a member of social group. Juvenile delinquents usually have self concept that only illegal activities or so called activities they could be to recognized in society, it may be get style or fashion of that society.

It is obvious that juvenile delinquents have adjustment difficulties with peer groups, society and family. So they indulge in such activities to do so when they find difficulty to adjust with the family they run off from houses. When they find difficult to adjust with the friends, they use to follow them like smoking, drinking, taking drugs, ragging younger ones or junior ones, eye teasing gambling and casino activities to be called cool dood. It’s quite a fashion in big cities.

Sometime juvenile delinquents were of low I.Q. to overcome with that they adopt delinquent behavior whereas some other juvenile delinquents are of extra ordinary I.Q. the engineering and IIT students who are juvenile delinquents plans technical points for their activities.

Academic achievements of juvenile delinquents are individualized. It is based on individuals interests. They would engage in criminal activities and can lose their performance in school or even they could manage the both.

1.4 Statement of the problem:
“A STUDY ON SELF CONCEPT, ADJUSTMENT AND INTELLIGENCE IN RELATION TO ACADEMIC ACHIEVEMENT OF “JUVENILE DELINQUENTS”

1.5 Objectives of the study:
- To study the deference between Boy and Girl juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference between rural and urban juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference among various parents occupation (Agriculture, Govt, Business) with respect to self concept, adjustment, intelligence and academic achievement.
- To study the deference between nuclear family and joint family of juvenile Delinquents with respect to self concept, adjustment, intelligence and academic Achievement.
To find out the deference between south and north Karnataka region in the conditions of juvenile delinquents.

To study the deference between senior and junior juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.

To study the deference between educated parents and uneducated parents of juvenile delinquents with respect to self concept, adjustment, intelligence and academic achievement.

To study the relationship between academic achievement of Boy and Girl juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of rural and urban juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of various parents occupation( Agriculture, Govt, Business) juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of nuclear family and joint family juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of south and north Karnataka region juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of senior and junior juvenile delinquents with respect to self concept, adjustment, intelligence

To study the relationship between academic achievement of educated parents and uneducated parents of juvenile delinquents with respect to self concept, adjustment, intelligence

To study the direct and indirect effect of self concept, adjustment and intelligence on academic achievement of juvenile delinquents

To survey the available facilities for the improving conditions of juvenile Delinquents.
1.6 Hypotheses of the study:

Following are the hypotheses of the present study

- There is significant difference between boy and girl juvenile delinquents with respect to their academic achievement scores
- There is significant difference between rural and urban juvenile delinquents with respect to their academic achievement scores
- There is significant difference between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their academic achievement scores
- There is significant difference between juvenile delinquents living nuclear and joint family with respect to their academic achievement scores
- There is significant difference between juvenile delinquents of south and north regions with respect to their academic achievement scores
- There is significant difference between senior and junior juvenile delinquents of with respect to their academic achievement scores
- There is significant difference between educated and non-educated parents of juvenile delinquents of with respect to their academic achievement scores
- There is significant difference between boy and girl juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.
- There is significant difference between rural and urban juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.
- There is significant difference between occupations (agriculture, business and government employees) of parents of juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.
- There is significant difference between juvenile delinquents living in nuclear and joint family with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.
There is significant difference between juvenile delinquents of south and north regions with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

There is significant difference between senior and junior juvenile delinquents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

There is significant difference between juvenile delinquents of educated and uneducated parents with respect to self concept scores and its dimensions those are Desirable behavior, Intellect and school status, Dynamic attitude, Popularity, Depression, Benevolent, Spiteful.

There is significant difference between boy and girl juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

There is significant difference between rural and urban juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

There is significant difference between occupations (agriculture, business and government employees) of parents of juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

There is significant difference between juvenile delinquents living in nuclear and joint family with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education Individual.

There is significant difference between juvenile delinquents of south and north regions with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education, Individual.

There is significant difference between senior and junior juvenile delinquents with respect to adjustment scores and its dimensions those are Family, School climate and friends, Society, Education Individual.
21. There is significant difference between educated and uneducated parents of juvenile delinquents with respect to adjustment scores and its dimensions. Those are Family, School climate and friends, Society, Education, Individual.

- There is significant difference between boy and girl juvenile delinquents with respect to their intelligence scores.
- There is significant difference between rural and urban juvenile delinquents with respect to their intelligence scores.
- There is significant difference between occupations of parents of juvenile delinquents (agriculture, business and government employee) with respect to their intelligence scores.
- There is significant difference between juvenile delinquents living nuclear and joint family with respect to their intelligence scores.
- There is significant difference between juvenile delinquents of south and north regions with respect to their intelligence scores.
- There is significant difference between senior and junior juvenile delinquents of with respect to their intelligence scores.
- There is significant difference between educated and non-educated parents of juvenile delinquents with respect to their intelligence scores.

There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of juvenile delinquents.

- There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of boy and girl juvenile delinquents.
- There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of rural and urban juvenile delinquents.
- There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of occupations of parents (agriculture, business) of juvenile delinquents.
There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of occupations of parents (government employee) of juvenile delinquents.

There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of juvenile delinquents living in nuclear and joint family.

There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of south and north region juvenile delinquents.

There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of senior and junior juvenile delinquents.

There is significant relationship between self concept and its dimensions (i.e. desirable behavior, intellect and school status, dynamic attitude, popularity, depression benevolent and spiteful scores) and academic achievement scores of juvenile delinquents of educated and uneducated parents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of juvenile delinquents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of boy and girl juvenile delinquents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of rural and urban juvenile delinquents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of occupations of parents (agriculture, business) of juvenile delinquents.
There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of occupations of parents (government employee) of juvenile delinquents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of juvenile delinquents living in nuclear and joint family.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of south and north region juvenile delinquents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and academic achievement scores of senior and junior juvenile delinquents.

There is significant relationship between adjustment and its dimensions (i.e. family, school climate and friends, society, education) and individual and academic achievement scores of juvenile delinquents of educated and uneducated parents.

There is significant relationship between intelligence and academic achievement scores of juvenile delinquents as a whole and in sub samples like Gender, Location, Parent’s occupations, Nature of family, Regions, Seniority, Education of parents.

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents.

Self concept, adjustment and intelligence are significant predictors of academic achievement of boy juvenile delinquents.

Self concept, adjustment and intelligence are significant predictors of academic achievement of girl juvenile delinquents.

Self concept, adjustment and intelligence are significant predictors of academic achievement of rural juvenile delinquents.

Self concept, adjustment and intelligence are significant predictors of academic achievement of urban juvenile delinquents.

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents with parents with agriculture as an occupation.

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents with parents with business as a occupation.
Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents with parents with government employee as a occupation

56. Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents living in nuclear family

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents living in joint family

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of south region.

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of north region

Self concept, adjustment and intelligence are significant predictors of academic achievement of senior juvenile delinquents

Self concept, adjustment and intelligence are significant predictors of academic achievement of junior juvenile delinquents

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of educated parents

Self concept, adjustment and intelligence are significant predictors of academic achievement of juvenile delinquents of uneducated parents

There is significant direct and indirect effect of self concept, adjustment and intelligence on academic achievement of juvenile delinquents

1.7 Operational Terms Defined:

Juvenile delinquent: (JD)

Any child whose conduct deviates sufficiently from normal social usage that it may be labeled antisocial while state legal codes very considerable, the following common denominators may be noted in regard to the legal definition of the term:

The individual is under the age of 16(male) and 18 (female).

He has violated any law of the state that if committed by a person above this age group would be an offense punishable other than by death or life imprisonment, and
He has violated laws particularly designed for juveniles such as those dealing with truancy, in corrigibility, un governability, and habitual disobedience.

The various state laws have an average of eight or nine such items in addition to the violation of already enacted laws, in addition to the legal definitions. The term juvenile delinquent includes detected antisocial deviants brought to the attention of social agencies.

**Academic Achievement:**

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.

**Intelligence:**

RAVEN’S PROGRESSIVE MATRICES defined The aggregate of global capacity of the individual to act purposefully, to think rationally and to deal effectively with the environment”

Operationally, intelligence seems to indicate the individual’s capacity to profit to from experience, this reinforces the standard concept that intelligence is a measure of person’s ability to make associations.

Intelligence is defined as general cognitive problem-solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly… etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later psychologists maintained that it is more complicated and could not be determined by such a simplistic method.
Self –Concept:

“The self-concept is psychological construct not biological given. Therefore it is subject to change and development. Because the self Concept is psychological in origin and nature. Many contemporary psychologists regard it as the most important influence on a person’s behavior. An individual’s full view and appraisal of him self-his physique abilities, social roles and worth”. The manner in which one perceives oneself. The Self-Concept is derived from several factors including: certain personality traits, how you look, your personal values and life goals, and your place or role in life. The Self-Concept is the way babies and children start to understand the social world in relation to themselves. Relationships with relatives and friends/mentors influence the developmental process heavily.

In childhood the Self-Concept tends to be tied to concrete or physical things like looks, items and skill levels. As the child grows, they learn about things like intrinsic (inner) characteristics and psychological differences due to the fact that they now have a larger network of peers and mentors to compare themselves with. Later in life (teenager-adulthood) the self-concept changes into a more nebulous idea that is organized by what is relevant to the individual.

Self-Concept is an everchanging concept depending on the person because our feelings, personal belief systems and attitude can change when new information is shown to us.

Adjustment:

“This approach regards the student primarily as a member of society one who either fits or does not fit in well with his group and with the larger society. Therefore school guidance concentrates not on pupil self-development but rather on assisting the individual to adjust and conform to the demands and exigencies of both his own group and the larger society”.

“The quality of an individual’s behavior ( its efficiency and satisfying ness) in relation to his environment, especially in this interpersonal relations.

You may have heard someone say that “somebody just doesn’t adjust to situation” or “somebody facing problem in adjustment”. Adjustment is a necessary characteristic to be able to live peacefully in this world.
Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present.

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual.

- **Rural juvenile delinquents (RJD)**
  The juvenile delinquents who is born and brought up and studied at prior to joining the juvenile delinquents school rural place are termed as Rural Juvenile Delinquents

- **Urban juvenile delinquents (UJD)**
  The juvenile delinquents who is born and brought up and studied at prior to joining the juvenile delinquents school urban place are termed as Urban juvenile delinquents

- **Senior juvenile delinquents (SJD)**
  The juvenile delinquents who are studying in 9th and 10th standard classes and their age from 14 years to 16 years old considered as senior juvenile delinquents.

- **Junior juvenile delinquents (JJD)**
  The juvenile delinquents who are studying in 7th and 8th standard classes and their age varies from 12 years to 14 years old. Considered as junior juvenile delinquents.

- **Boy juvenile delinquents (BJD)** The boy who was under age of 16 we called as Boy juvenile delinquents

- **Girl juvenile delinquents (GJD)** The girl who was under age of 18 we called as girl juvenile delinquents

- **Juvenile delinquents of educated parents (JDEP)**
  The juvenile delinquents who is born and brought up from educated family that is parents, who have possessed any education, should be educated or even literate family such kind of juvenile delinquents are called as juvenile delinquents of educated Parents.

- **Juvenile delinquents uneducated parents (JDUEP)**
The juvenile delinquents who is born & brought up from uneducated family that is parents, who have not possessed any education, should be uneducated or completely illiterates such kind of juvenile delinquents are called as juvenile delinquents of Uneducated parents

➢ Parent’s occupation (Agriculture, Business, Government employee)

**Agriculture**- The parents of juvenile delinquents who are working as farmers and farm (Agriculture) labors are considered under Agriculture category.

**Business**- The parents of juvenile delinquents who are having their own entrepreneurship are considered under business category.

**Government employee**- The parents of juvenile delinquents who are employed in government sector are considered under Government employee category.

➢ Regions of Karnataka (South Karnataka and North Karnataka)

**North Karnataka**- the juvenile delinquents schools which falls in the Belagavi and kalaburgai division are categorized as North Karnataka.

**South Karnataka**- the juvenile delinquents schools which falls in the Bengaluru and mangaluru division are categorized as south Karnataka.

➢ Type of family (joint family Nuclear family)

**Joint family**- The family where three and more generations are living together is called joint family. The parents of juvenile delinquents who are living in such family are categorized under joint family.

**Nuclear family**- The family where two generations are living together is called Nuclear family. The parents of juvenile delinquents who are living in such family are categorized under Nuclear family.
1.8 SCOPE OF THE STUDY:

The present study is focusing on juvenile delinquents which are the very necessary aspect in society. Juvenile delinquents the present day’s demand is the education should prepare and individual to meet the entire environment needs as well as social needs so that an individual should have enough dare to handle the situations.

**Juvenile delinquents.**

Juvenile delinquents are those children or students who indulge themselves in criminal or illegal activities. They would engage in smoking taking alcohol drugs being casino or sometimes behave like a bully and even commit murderer. These may be due to social surroundings locality influence of peer group poverty or they may be orphans that they could not get guidance from parents. Sometime because of psychological disorder and victim of bullying in order to take revenge of such bullying they too become bullies.

**Self concept.**

Self concept refers to the concept individual things who he is an individual and as a member of social group. Juvenile delinquents usually have self concept that only illegal activities or so called activities they could be to recognized in society. it may be get style or fashion of that society

**Adjustment.**

It is obvious that juvenile delinquents have adjustment difficulties with peer groups, society and family. So they indulge in such activities to do so when they find difficulty to adjust with the family they run off from houses. When they find difficult to adjust with the friends, they use to follow them like smoking, drinking, taking drugs, ragging younger ones or junior ones, eye teasing gambling and casino activities to be called cool dood. It’s quite a fashion in big cities.

**Intelligence.**

Sometime juvenile delinquents were of low I.Q. to overcome with that they adopt delinquent behavior whereas some other juvenile delinquents are of extra ordinary I.Q. the engineering and IIT students who are juvenile delinquents plans technical points for their activities.

**Academic achievements.**

Academic achievements of juvenile delinquents are individualized. It is based on individuals interests. They would engage in criminal activities and can lose their performance in school or even they could manage the both.
The present study is mainly focusing on the juvenile delinquents and its relation with the some selected variables namely, self concept, intelligence, adjustment and academic achievement, the study is conducted on the juvenile delinquents of Karnataka state.

1.9 Chapterization:

For the present study researcher presents the report in a systematic manner i.e. the researcher in the 1st chapter the introduction to the report / study than covers the theoretical background of the study followed by the statement of the problem, objectives of the study, hypothesis of the study, operational terms defined, scope of the study and chapterisation are covered.

In the second chapter researcher presents the reviews related to the problem/present study i.e., the juvenile Delinquents in relation to self concept, Adjustment, Intelligence and Academic Achievement.

In the IIIrd chapter the researcher present the design of the study/methodology of the study which includes the selection the sample. Tools are used methodology to be followed procedure for data collection, variables of the study and statistical techniques to be used.

In the IVth Chapter the researcher presents the data analysis and interpretation according to objectives and hypothesis of the study on basis of the objectives and hypothesis analysis and interpretation of the data should be taken up.

In the Vth Chapter researcher presents the tentative findings of the study followed by the limitation of the study.