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CHAPTER 1

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CHAPTER I

1.00 CONCEPTUAL FRAMEWORK

1.01 Overview

This chapter deals with the conceptual framework. It has ten sections. The first section is the overview. The second section defines the concept of education. The third section brings out the meaning of psychology. The fourth section deals with educational psychology. The fifth section deals with juvenile delinquency. The sixth section deals with intelligence. The seventh section deals with values. The eighth section deals with adjustment. The ninth section briefly states the background of the study. The tenth section is the documentation.

1.02 Education

The word education has its origin in the Latin word ‘Educatum’ composed of two terms “E” and “Duco”. “E” implies a progress from inward to outward while “Duco” means developing or progressing, in its most literal sense, therefore, education means becoming, developing the inner abilities and powers of an individual.¹ The term is also often connected with the Latin “Educere” meaning propulsion from the internal to the external. This Latin term means to educate through a change brought about by practice or usage. In this manner, education implies some kind of change for the better in a person.
Definitions of education in the west

*Plato* defined education as a lifelong process stating, “From the first years of childhood and lasting to the very end of the life”. He used the term education in a very wide sense, “which makes a man eagerly, proposes the ideal perfection of citizenship and teaches him how slightly to rule and how to obey”.

In *Republic*, *Plato* points out, that “true education, whatever that may be, will have the greatest tendency to civilize and humanize them in their relation to one another and to those who are under their protection”.

*Plato* said, “Now I mean by education that training which is given by suitable habits to the first instincts of virtue in children”.

*Robert R. Rusk* said, “We may accept that the aim of education is the enhancement or enrichment of personality, the differentiating feature of which is the embodiment of universal values”.

*Rousseau* said, “let us obey the call of nature. We shall see that her yoke is easy and that when we give heed to her voice we find the joy in answer to a good conscience”.

Meaning of education in India

“Education has always been regarded in India as a source of illumination and power which transforms and enables our nature by the progressive and
harmonious development of our physical, mental, intellectual and spiritual powers and faculties”².

*Vivekananda* said, “Religion is the innermost core of education”.

*Sri Aurobindo* said, “The child’s education ought to be an outbringing of all that is the best, most powerful, most intimate and living in his nature. The mould into which the man’s action and development ought to run is that of his innate quality and power. He must acquire new things but he must acquire the best, most wholly on the basis of his own developed type and inborn force”.

*M.K.Gandhi* said, “By education I mean an all-round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby men and women can be educated. Literacy in itself is no education”.

1.03 Psychology

In good old days there was no separate subject of psychology. A branch of philosophy was known as mental philosophy. It included the study of mind. Like philosophy it was an empirical study. It was mainly dependant on the mental speculation of the psychologist.³

Gradually the attitude of scholars of psychology changed. They gradually tried to adopt a scientific approach. It took quite some time in accepting this
approach to the subject matter of psychology. This gradual acceptance is responsible for different definitions of psychology.

Different definitions of psychology

i 'Psychology' is the science of the soul- The word psychology is derived from two Greek words ‘psyche’ means soul and ‘logos’ means a rational study. Literally the word psychology means ‘science of soul’. Scholars differ regarding the meaning and concept of soul. It is also difficult to locate in the human body. Hence Kant and other psychologists rejected this definition.

ii Psychology is the science of mind- some Greek philosophers’ defined psychology as the science of mind. As the term ‘mind’ was mysterious and vague like soul, Watson and other psychologists, therefore, rejected this definition.

iii Psychology is the science of consciousness- psychologists like William James and William Wundt defined psychology as the science of consciousness. They advocated that through the process of introspection, we can judge the working of the mind of the individual. In the process of introspection the individual is conscious of the situation, alive to the task which he is going to do and the process of thinking and feeling which
are going on in his mind. The definition was rejected for the following reasons:

1. It was very narrow in outlook. It ignored certain other aspects of the mind which were found out by later psychologists like Sigmund Freud—the unconscious and the subconscious.

2. The process of introspection is subjective in nature.

3. It has a limited approach and is confined to one individual.

Psychology is the science of behavior. In modern day’s psychology which has come to be known as the science of behavior. According to Pillsbury, “psychology may be defined most satisfactorily as the science of behavior”. According to Watson, “psychology is the study of human as well as animal behavior”.

1.04 Educational Psychology

Some definitions of educational psychology

“Educational psychology is that branch of psychology which deals with teaching and learning”. C.E. Skinner

“Educational psychology describes and explains the learning experiences of an individual from birth through old age”. Crow and Crow
“Educational psychology is concerned primarily with the study of human behavior as it is changed or directed under the social process of education”. *Noll and others*

“Educational psychology is the science of education”. *Peel, E. A*

“Educational psychology is the special branch of psychology, concerned with the nature, conditions and evaluation of school learning and retention”. *D.P. Ausubel*

**Nature of educational psychology**

A review of these definitions reveals the following:

i Educational psychology is an applied branch of psychology. It applies various principles of psychology and tries to study the behavior and experiences of children.

ii Educational psychology is the study of children’s behavior as it is influenced by various factors in the school.

iii It also suggests ways and means for the modification of children’s behavior.

iv It is mostly concerned with the problems of the schools and plans for a sound education of the child.
v It acquaints the teacher with classroom situations and equips him to solve the various problems in the best possible manner.

vi It employs a scientific approach to the problems in the school and tries to solve the problems.

vii However it is not a perfect science because it deals with children, who give a will of their own to act in their own way. Hence their behavior is more variable and less reliable.

1.05 Juvenile Delinquency (Socially Exceptional Children)

EXCEPTIONAL CHILDREN

It is very difficult to pinpoint the concept of the term “Exceptional”, as it means different things to different people. Some psychologists use the term when referring to particularly bright children with extra-ordinary talents, others may use the term for any typical and deviant child or backward child who lags behind in academic achievement. The use of ‘Exceptional children’ in Education differs from its use in Biology, Psychology, Medical Science and other disciplines and professions. All children, generally, are exceptional as they are unique in themselves and are different from one another. But it is no longer acceptable as “Exceptional” as it includes both types of children.
> Whose differences make them unable to perform up to the level of the average.

> As well as those whose differences make them able to perform above the average.

According to Cruickshank, “An exceptional child is he who deviates physically, intellectually, emotionally and socially so markedly from normal growth and development that he cannot be benefited from a regular classroom programme and needs special treatment in School”.

S.A.Kirk said, in his book “Educating exceptional children” has stated a comprehensive definition of Exceptional child which is reproduced in the following way:

“An exceptional child is he who deviates from the normal or average child in mental, physical and social characteristics to such an extent that he requires a modification of school practices or special educational services in order to develop his capacity to the maximum or supplementary instruction”.

According to Crow and Crow, “The term typical or exceptional is applied to a trait or to a person possessing the trait if the extent of deviation from normal possession of trait is so great that because of it the individual warrants or receives special attention from his fellows and his behavioral responses and activities are thereby affected”.

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The definition signifies the fact that a typical or exceptional child possesses the traits which deviates him from the normal children to a great extent. Because of this deviation the child warrants special attention.

From the above mentioned definitions it is clear that the exceptional children are the children who remain on one of the extreme sides of the achievement scale. Further clarification of the term ‘Exceptional’ needs the explanation of two statements:

**Exceptional child differs in degree not in kind**

It is to be realized that the difference of exceptional children is only of degree rather than kind. Every child more or less has some kinds of potentialities, but these potentialities are thought in terms of degree. Exceptional children are more like other children than unlike them. It is the difference in degree that makes the child exceptional.

It must be understood that the manner in which an exceptional child thinks, learns and behaves is not a different kind of behavior from that of normal children. The difference in degree needs special educational arrangements. It can be illustrated through an example. All children possess IQ but a child is treated as gifted or backward or mentally handicapped on the basis of difference of IQ in degree. Likewise, many children possess hearing losses; but they are not considered as exceptionally impaired unless the loss or impairment is great


enough to produce a need for special instruction. In this context "Dunn" has offered a suitable definition of exceptional children.

"Exceptional children differ from the average to such a degree in physical and psychological characteristics that school programme designed for the majority of the children does not afford them opportunity for all-round adjustment and optimum progress and they, therefore, need either special instruction or in some cases special ancillary services or both, to achieve at a level commensurate with their respective abilities”.

**Exceptional child differs in quantity not in quality**

If we are to examine the life records of thousands of children we would find a common pattern running through a great majority. According to statistical criteria, exceptionality represents quantitative deviations from the normal or average. All human variation can be expressed as quantitative deviations. Exceptional children and average children fall in the same quantitative scale with regard to Physical and Psychological characteristic.

**Types of exceptional children**

The Exceptional children can be classified in following ways:
It is an essential part of the teacher to have a scientific knowledge about the different categories of the exceptional children in order to deal with them effectively. Let us discuss about the different types of exceptional children one by one.

I. Intellectually exceptional children

In this category exceptional children are understood from intellectual point of view. These children deviate from average or normal.

➢ Psychologically.
There are three categories comprising the intellectually exceptional children.

A. Gifted children

Gifted children are the assets of incalculable value to the society. But they are the forgotten students in the class. The teacher, generally, in regular classroom cannot take care of gifted children along with the average and the dull. Consequently, these children are simply neglected. They have high potentialities to excel in various areas of knowledge, subject to the condition that adequate provision is made for their education. It is an accepted criterion that gifted children have the IQ of 130 and above. *L.M.Terman* has stated IQ 140 as the lower limit of giftedness. “*Witty*” has described “gifted children are those whose performance is consistently remarkable in Music, Art, Social leadership and other forms of expression”. Gifted children are those who fall in the top 2% to 4% of the intelligent.

B. Slow learners

In the last 30 years there has been an increase in the education of very slow-learners in our schools. The problem of dealing with and educating slow learners has bothered the teachers and parents since time immemorial. As a
social problem, the care and education of the slow-learners is of utmost importance and significance. The slow learners differ from the average in academic attainment. They fail to learn what average children learn at a slower than average rate. The educational impoverishment may be shown in one or two specific subjects or in all subjects or in general.

C. Mentally Handicapped

It is only recently that there is greater acceptance and awareness about mentally handicapped among the general public. During the last 50 years, however, interest in psychological and educational research in this area has been revived and the field has been explored from many angles with encouraging results. There are many definitions of mental handicap but the most widely accepted definition describes mental handicap as significantly sub-average intellectual functioning which manifests itself during the developmental period and is characterized by inadequacy in adaptive behavior.

Trainable Mentally Handicapped

Trainable mentally handicapped are so intellectually sub-normal that they are not likely to learn the academic skills. The subjects like Physical Education, Agriculture and Physiology, etc., are appropriate for imparting training to their senses.
II. Physically exceptional children

A. Blind and near blind

Blindness has been regarded as one of the severe and traumatic of the physical handicaps. Visual handicap creates many practical as well as theoretical problems. A visual acuity of 20/200 means the eye can see from a distance of 20 feet what a normal eye can see from 200 feet. In total blind, vision is so defective that they cannot be educated through visual methods and hence, have to be educated through channels other than vision. The near blind children are those who have defective vision even after correction. They require adoption of the visual material and special methods of instructions. One of the important factors that distinguish near blind from blindness is that a partially visually handicapped child can utilize vision as an important channel of learning. The differentiation between normal vision, partial sight and blindness is made, or learnt theoretically, on the basis of visual acuity.

B. Hearing Impairment

The deaf are those in whom the sense of hearing is non-functional for the ordinary purpose of life. This group consists of two distinct classes based entirely on the time of the loss of learning.

(a) The congenitally deaf—those who are born deaf;

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The adventitiously deaf—those who are born with normal hearing but in whom the sense of hearing becomes non-functional later through illness or accident.

C. Speech Impairment

Child’s speech is significantly defective when the amount of distraction is sufficient to make it difficult for him to communicate readily with a normal listener. The amount of distraction and therefore the degree and significance of the defect may vary. Speech impaired child can neither develop into a self-supporting member of society nor become a contributor to his group. Other children attempt to make fun of the defective speech and as a result the child is withdrawn from the social situation and does not get training in social behavior. There can be five types of speech impairment which are as follows:

- Defective Articulation.
- Defective Voice.
- Stuttering.
- Delayed speech.
- Disorders associated with defective palate.

D. Orthopedically handicapped

The children with some physical disabilities have orthopedic handicaps. It refers to the handicaps relating to muscles and joints. These handicaps affect mobility of limbs and extremities. These children may find difficulty in moving around.
E. Cerebral Palsy

Cerebral palsy designates the neuromuscular disabilities which are characterized by disturbances of the motor function which result from damage to the brain and the central nervous system. Symptoms of cerebral palsy are weakness of the muscles or excessive involuntary motion, postural imbalance and plasticity. Some children suffering from cerebral palsy may have speech impairment and mental retardation, though motor coordination may impair the sensory, receptive and integrate functions.

**Juvenile Delinquency (Socially Exceptional Children)**

From legal point of view a juvenile delinquent is a person of a specified age prescribed by law who indulges in certain anti-social activities for which law has prescribed punishment. According to psychological view point every male or female child between the age group of 15 and 18 who indulges in anti-social acts and commits a crime is a juvenile delinquent irrespective of whether he/she is apprehended or not. The psychological definition of the term is wider than the legal definition. A juvenile delinquent indulges in activities and actions that do not benefit him at all; his mischiefs are lacking utility. A delinquent wishes to have so many mouthfuls of momentary pleasures here and now and will not forego them for more abiding values in the near or distant future. Delinquent children have a very poor super-ego, which characterizes them as criminal children or as potential criminals in comparison to normal children.
In helping young delinquents two concepts are mainly taken into consideration. They are ‘Treatment’ and ‘Prevention’. The concept ‘Treatment’ is appropriate to those who have already become delinquents. For them prevention is of no value. But on the other hand, the concept ‘prevention’ is appropriate to those who are not on the way of such offences or anti-social acts.

- They should be provided with proper and special care and sympathetic treatment, good education and guidance and healthy means of recreation, so that they may be able to change their ways and directions and mend themselves to become healthy and normal.

- Through cathartic technique the mind of the delinquent becomes lightened and relieved of its load of many painful thoughts that are tied up with a guilty feeling.

- The psychotherapist may persuade the delinquent not to indulge in delinquency in future.

- Changes in human and material environment of the delinquent can help in removing many of the symptoms of delinquency in him.

- Most of the children become delinquents because of mishandling by parents. Through preventive measures parents and other members of the family can help the child to build good habits, attitudes and sound values in them.
A well adjusted home provides a solid bond of affection between the parents and children. One of the important preventive measures is the improvement of family life.

There is a need for sympathetic and understanding teachers, flexible and broad-based curriculum and large varieties of co-curricular activities.

A co-ordination between home and school should be obtained. The teacher should put the problems of the students before their parents.

**JUVENILE DELINQUENCY**

Social environment or mother, father, siblings and neighbors, teachers, etc., have influenced a child from the moment of his entrance into the world. His behavior is shaped by the expectations of these people. If he confirms to their expectation he is rewarded; if he does not, he is punished. The development of values such as moral, social, religious is directed by the society in which he lives. As long as the child fits into the norms developed by that society, he is accepted and family life is smooth; but if he rebels, the conflict starts and he is labeled as problem child. Problem behavior is a deviant behavior of child, which does not conform to the expectations of the society and is considered detrimental to the welfare of self, family and society. If a particular child starts behaving in a way, which is below the normal social standard and behavior, then he is called delinquent. Thus, delinquency is a special type of problem behavior, which is very harmful for the progress of our society.
The incidences of juvenile anti-social behavior have tremendously increased in intensity and magnitude during past years in our country. From any daily newspaper we will find several incidents involving teen-agers in a variety of delinquent acts. Now in every country efforts and provisions are made to correct and improve the juvenile delinquents rather than to subject them to punishment. Reformatory schools have been opened and other probation measures are taken to convert the deviants into healthy, useful and responsible citizens of the society.

Psychology and education have established a close relationship and juvenile delinquency has become an important subject of study in the field of psychology, especially educational psychology. In educational psychology the study of delinquent children has got a special importance and value.

What is Delinquency?

The term 'Delinquency' is difficult to define. But there is unanimity of opinion with regard to some points, i.e., the term is used to denote certain behavioral patterns which are socially disapproved. All must have to agree that every society prescribes a set of norms, which it expects that all its members should faithfully follow, but those who violate the social norms and behave in an anti-social manner are called delinquents.
In law, a person in the age group of fifteen and seventeen who indulges himself in an anti-social activity is a juvenile delinquent. According to the definition, juvenile delinquent is a person, who is a vagrant, who tries to marry without the consent of his parents, who breaks the law, who persists in disobeying orders and who endangers his own normal life and the moral life of others by his behavior and activity. The ages of the juvenile delinquents have not been determined and prescribed similarly in all countries. Normally, a 17-18 year-old adolescent delinquent is taken to be a juvenile. In Indian laws 16 years is the maximum age limit prescribed for juvenile delinquent. The states of Uttar Pradesh, Madhya Pradesh, Maharashtra, Tamil Nadu, Delhi, Karnataka, West Bengal, Orissa and Punjab have enacted laws relating to juvenile delinquents. The reformatory Act of (1897) is used in the states where special enactment has been passed for juvenile delinquents and in such places 15 years has been determined as the maximum age of a juvenile delinquent. Though there are various definitions of delinquency, they will fall under the following headings:

Legal Definition of juvenile delinquency

Delinquency is a legal term referring to a juvenile who is brought to the attention of the juvenile justice system by virtue of committing a criminal act or displaying a variety of other behaviors specified under criminal law. These “other behaviors” are usually referred to as status offences and include truancy, curfew violations, running away from home and use of alcohol. Such offences
are only violations of the law because of child’s age and state as minor. (White, 1989)

The juvenile justice Act (1986), states that delinquent juvenile means a juvenile who has found to have committed an offence. Section 4 to 12 provide for the constitution of juvenile welfare Boards; juvenile courts; juvenile homes; Special homes; observation homes and after care organization. Section 6 provides for the procedure in relation to powers of juvenile courts. Section 7 specifies the power of the Boards and juvenile courts. Section 8 prescribes the procedure to be followed by a Magistrate not empowered under the proposed legislation.

Delinquency as a status

In addition to the shifting of the age factor, another significant change has developed in the establishment of delinquency as a status distinct from crime dependent in part on age and in part on conduct. According to modern status a criminal charge against an infant must be dismissed on the grounds of age: He is irresponsible by reason of immaturity. Nevertheless such a person may be held as juvenile delinquent and treated for his protection as a ward of the state. The status concept of delinquency has evolved from an appreciation of the danger that the young offender may easily become an adult criminal if no different or rehabilitative influences play upon him. Hence the contemporary effort to curb antisocial trails in their incipience.
According to juvenile justice Act (1986) section 18 to 26 deals with delinquent juvenile in matters related to their bails and custody, information of their arrest to parent or guardian or probation officer; and orders that may or may not be passed against them. Section 26 provides special provisions in respect of pending cases in any court, etc.

The Juvenile justice Act (2006)

The juvenile justice Act (2000) was brought into force on 1st April (2001). The juvenile justice Act was aimed at providing a juvenile justice system for juveniles in conflict with law and children in need of care and protection by adopting a child friendly approach in the adjudication and disposition of matters in the best interests of the children and for their rehabilitation keeping in view the developmental needs of the children. It extended to the whole of India except the State of Jammu and Kashmir. It shall come into force on such date as the central government may, by notification in the official Gazette, appoint.6

“Juvenile” or “child” means a person who has not completed eighteenth year of age. “Juvenile in conflict with law” means a juvenile who is alleged to have committed an offence and has not completed eighteenth year of age as on the date of commission of such offence.
In exercise of the powers conferred by sub-section (1) of Section 68 of the juvenile justice Act (2000) and in supercession of the rules issued in G.O.Ms.No.441, home Department dated the 26th September (1987) and published in Rules supplement to part-I Extraordinary of the Andhra Pradesh Gazette, dated the 2nd October (1987) the Governor of Andhra Pradesh hereby makes the following Rules.


2. Definitions: In these rules, unless the context otherwise requires-


2. ‘Adoption’ means taking the child into the family of the adoptive parent/parents as their child, for all purposes, with all the rights of a natural born child in the adoptive family.

3. ‘Co-management’ means the joint management of the institutions under the Act by the Government and the voluntary sector in all aspects, to achieve the objects of the Act.

4. ‘Commissioner’ means the head of the department of juvenile welfare, correctional services and welfare of street children.

5. ‘Form’ means the form annexed to the rules.
6. 'Home committee', 'Working committee' and 'Executive committee' are the various committees constituted under rule 38 for implementing co-management.

7. 'NGO' means a nongovernmental organization.

8. 'Section' means a Section of the Act.

9. 'Principles' mean the principles shown in schedule I, which are fundamental to the development strategies, interpretation and implementation of the Act and the rules.

Almost everyone has used the term juvenile delinquent on occasion, perhaps in describing someone they know or in discussing the problem of crime in society; but the term has different meanings for different people. One person may refer to youngsters who are chronically truant from school as delinquent; others may employ the term in reference to adolescents who commit homicide, rape or armed robbery; still others may use the term to describe children who break curfew laws or engage in premarital sex.

Given these conflicting viewpoints, it is necessary to consider the legal definitions of juvenile delinquency. Legal definitions of juvenile delinquency are contained in stator laws, which enumerate specific actions that constitute delinquent behavior; children who are found to be engaging in these behaviors are labeled by the juvenile justice court as delinquent acts as they appear in the state laws of New York, Texas and Pennsylvania.
New York: Definitions.

A. "Juvenile delinquent." A person over seven and less than sixteen years of age who commits any act which, if committed by an adult, would constitute a crime.

B. "Person in need of supervision" a male less than sixteen years of age and female less than eighteen years of age, who does not attend school in accord with provision of part one of article sixty five of the education law or who is incorrigible, ungovernable, or habitually disobedient and beyond the lawful control of parent or other lawful authority or who violates the provisions of section 221.05 of the penal law.

Texas, Delinquent conducts; Conduct indication and need for supervision.

A. Delinquent conduct is conduct, other than a traffic offence, that violates:

1. a penal law of this state punishable by imprisonment or by confinement in jail; or

2. a reasonable and lawful orders of a juvenile court entered under section 54.04 or 54.05 of this code.....

B. conduct indicating a need for supervision is:
1. conduct, other than a traffic offence, that on three or more occasions violates either of the following:
   a. the penal laws of this state of the grade of misdemeanor that are punishable by fine only: or
   b. the penal ordinances of any political subdivision of the state;

2. the unexcused voluntary absence of a child on ten or more days or parts of days within a six-month period....

3. the voluntary absence of a child from his home without the consent of his parent or guardian for a substantial length of time or without intent to return;

Cole “The delinquent is then an individual in whom instinctive drives are strong, conscience is weak and the ego is bent upon immediate pleasure without respect to generally accepted norms of behavior”.

“Mowrer” has stated delinquency as a moral deficiency because of weak conscience due to improper teaching to the child. When the IQ impulses are not controlled but admitted to overt action, delinquency is observed.

Thus the concept of delinquency is clarified psychologically, as Bore said “the anti-social behavior of the child is of no concern to the administrator but to the psychiatrist and psychologist; it is a cognizable offence”.
Healy “A child, who deviates from the social norms of behavior, is called delinquent”.

HOME CONDITIONS CAUSING DELINQUENCY

Non-fulfillment of Natural Desires

Natural desires may be grouped into three categories: (1) physical needs, i.e., food and sleep, etc., (2) social, i.e., the desire to be with others in some common activities. These natural desires are intensely connected with many of the motivations of children. Their non-fulfillment or overindulgence will make the child maladjusted.

Healthy development of the child depends upon the due fulfillment of the above needs. It is true that each child in his process of development will have to confront some conflicts and frustrations, as it is impossible to create an environment as he wants, whether he is a son of a very rich man or of a very poor man. But the duration of such conflicts and frustrations must be long. For example, the child must not suffer for long the lack of physical needs. He must not feel neglected and lack of belongingness for long. He must be given opportunities to participate in some activities with others. In short, we must behave with children in the same way as we want behavior for ourselves from others.
The above account indicates that there might be many causes for making a child delinquent. So we have to study all the probable factors that might have led the child to delinquency. Only then conclusions should be inferred. We have to keep in mind that no child is delinquent since birth. It is the above-mentioned conditions that may make him so. The delinquent child is not a problem only of the family concerned but of the society as a whole, as his behavior is likely to affect the society more adversely.

Below we shall understand some other factors that may cause delinquency in children.

**Poverty and Unemployment in the Family**

Due to poverty in the family which arises from unemployment or other adverse circumstances the child may feel unhappy because then many of his legitimate desires remain unfulfilled. When he sees that the other members of the family are going hungry and they have no proper clothes to cover their bodies, he feels dejected and begins to curse the society in general. His dejection deepens further when he notices that his father and other adult members in the family seeking some fruitful occupations are not getting the same. This situation may make him a rebel against the society.
The Mother serving outside

There are certain homes where the member has to work outside for supplementing the income of the family. Under this situation, the children become neglected and at times their behavior may take antisocial turns or their personalities are not well adjusted and they behave impolitely with others—thus developing many undesirable complexes.

The strict Control of the Parents

Certain parents exercise very strict control over their children. They want that their children should become what they could not be. Under this notion they want to control each and every move of the children. The children may not be prepared to stand this situation, and they may seek satisfaction of many of their desires outside.

Quarrels between Parents

In some homes the father and mother generally quarrel with each other on grounds which the children fail to understand. This feature makes the children very unhappy, because they do not get the desired attention from any one of them. So they become maladjusted.
Stepfather or Stepmother

The presence of stepfather or stepmother may be another cause of the maladjustment in children, because in this condition the affairs in the family do not go on smoothly and the children are adversely affected.

Inequitable attention

There are certain homes in which all the children are not treated alike. Each child draws others to himself according to some of his personality traits. If some child is not able to attract the attention of parents to him due to certain reasons, he feels unhappy and develops an unfavorable attitude about many things.

Psychologists' Approach

The psychologists approach delinquency from the point of view that it is deficiency in the formation of super ego. The delinquent child is he who has failed to internalize the primitive taboos and code of conduct set by the family and society. He has failed to identify with the values of his parents and seeks pleasure at the cost of sacrificing the principles of reality and morality. Johnson and Szurek defined delinquency as holes in super ego. When the id impulses are not controlled but admitted to overt action. Functional psychiatric disorders are also viewed as basic causes of delinquency. The fundamental intra psychic pathology is often attributed to faulty interpersonal relation between parents and children in the early years of life. Disturbances in these relations create neurotic,
psychotic or character disorders some of which are antisocial. Mowrer, in (1961), defined delinquency as moral deficiency because of weak conscience due to improper teaching of the child in early years of life.

Delinquency is aggression Bandura and Walters attack the problem of delinquency from different angles. They say that delinquency is the manifestation of frustrated needs of the child which ultimately lead to aggression. Some psychologists hold the view that delinquency is under-activity of the central nervous system. The individuals have genetically-based inability to learn clear responses to secondary situations. These persons cannot associate punishment with the behavior which brought it about.

Herbert Quay, in his book Juvenile Delinquency defines “The delinquent then would be a person whose misbehavior is a relatively serious legal offence, which is inappropriate to his level of development, is not committed as a result of extremely low intellect, and is alien to the culture in which he has been reared”.

According to Travis Hirchi, “delinquency is defined by acts, the detection of which is thought to result in punishment of the person committing them by agents of the larger society”.

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Richard, A. Cloward, “the delinquent act...is behavior that violates norms of the society, and when officially known, it evokes a judgment by agents of criminal justice that such norms have been violated”.

C.Burt, “A child is to be regarded as technically delinquent when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action”.

Religious View

The moral philosophy of a country is related to crime. In the general exercise of free will, man will seek pleasure and avoid pain. Seeking pleasure sometimes leads to delinquent acts.

Biological View

Medicine is the oldest relevant discipline which accounts for antisocial behavior as arising from organic or pathological causes located in the nervous system. Then delinquent fails to adjust to social environment. This approach emphasizes that antisocial behavior is genetically based.

The Legal View

It is said that if there had been no law there would have been no crime. Legal experts usually insist that studies of delinquency like crime should concern themselves only with officially apprehended delinquents. They do not extend the designation of delinquent to those who do not come within the
purview of juvenile court even though their behavior might have been referred to the court. They say unless a young man is brought before the court, he is not a delinquent.

*Neweyer’s* idea is contained in his words -‘A delinquent is a person under age who is guilty of anti-social act and whose misconduct is an infraction of law’.

Sociological approach lays more emphasis on social conditions, which contribute to the occurrence of anti-social behavior in young men and women.

**Psychological Concept**

The Psychological definition and concept of delinquency is more comprehensive and wider than the legal definition of delinquency. Psychologists have laid much stress and emphasis upon the causes of juvenile delinquency in defining the term. From the psychological point of view, all those children, between the ages of fifteen and eighteen, who indulge in anti-social activities, create danger to life of others just for fun or hinder or create distraction in the activation of others, forcibly take away the property of others or cause damage to the property of others, are juvenile delinquents.

**Sociological concept**

From the Social point of view, it is a pattern of adjustment that deviates from the code of conduct society is attempting to enforce. In other words, it amounts to violations of ‘conduct norms’. Delinquency is the result of
unsuccessful efforts to achieve goals of the society legitimately thereby causing the individual to engage in anti-social, non-legal avenues to obtain material wealth and social status, to steal or be a point to anti-social gangs; to retreat from social participation through drug addiction.

**Biological concept**

This concept states that delinquency has biological and organic base. It accounts that anti-social behavior arises from organic or pathological causes located in the nervous system. The delinquent child fails to adjust to social environment. This concept emphasizes that anti-social behavior is genetically based. Some psychologists hold the view that delinquency is under activity of the central nervous system. The individuals have genetically based inability to learn clear responses to secondary situation.

**Moral and Religious concept**

A juvenile delinquent does not indulge only in anti-social activities. He also takes to immoral and irreligious activities, but in the eyes of law such a child is called delinquent who has a misbalanced personality and who does not follow the laws and the rules.

**Legal concept**

The legal experts say, unless a young man is brought before the court, he is not a delinquent. Juvenile delinquency may be defined as a social offence
committed by a young person, below the age of 18, for a number of times, which if committed by an adult, would be considered and punished as a crime. The designation of delinquent is not labeled to him who does not come within the purview of juvenile court even though his behavior might have been referred to the court.

Characteristics of Delinquents

From the above definitions the following characteristics of the delinquents can be summarized.

Maladjusted

The delinquent is essentially a maladjusted man who creates difficulties for others. He is himself blocked in his wholesome growth. He rebels and aggresses against authority and tries to destroy or change the environment. He is hostile and rebellious against parents, teachers and other members of the society.

Sometimes a delinquent commits a crime just for fun with the intent to derive enjoyment for him and satisfy his sense of humor. Examples of this type can be found in cases in which a child throws stones at a car, breaks car glass and runs away, or a juvenile puts boulders on railway tracks or pushes people in a pond of water. A juvenile delinquent indulges in activities and actions that do
not benefit him at all, his mischief is lacking in utility. For example a juvenile who roams on lonely streets late at night without any purpose or cause.

Thus, maladjustment is the chief feature of juvenile delinquency. Whenever a delinquent is faced with any new situation, not only he fails to adjust but also results in some mischievous events.

**Likes Momentary Pleasure**

The essential feature of a delinquent character is that the child lives more at the level of 'Pleasure principle' that is to say; he loves to have momentary pleasure and does not subdue his pleasure seeking impulse for some more abiding gains in future.

**Poor Super-Ego**

Delinquency was very poor super-ego formation, which serves as a check on his impulses. When the child has no fear of being detected by anybody and has no inner check in his inner self, he easily leads himself to commit anti social acts. The formation of the super-ego takes place by interjecting the parent or the guardian. It is noted that the conditions for the formation of a stable super-ego do not exist in their home. The conditions under which they live do not permit a proper identification with the elders. Such a situation in the home is created by either too much of harshness, maltreatment or criticism by the elders or by neglect or rejection. Unless and until the child feels secure and accepted in the
home, the imbibing of qualities of the elders becomes impossible. This is the reason why delinquent children have a very poor super-ego which characterizes them as criminal children or potential criminals in comparison with normal children.

**Delinquency is not inherited**

It is, sometimes, said that delinquents are born and that from the beginning they lack ‘moral sense’. But on the other hand, Burt, Healy and others are now emphatic that there is no evidence of criminal traits of parents being passed on to the offspring. Delinquency, therefore, is not inherited. It is on the other hand the product of social and economic conditions. It is essentially the result of the friction and tussle between the individual and social environment. One relevant study reveals that the correlation between neurotic symptoms and essential immaturity of parents is found to be only 0.30. This low correlation does not support the view that criminal behavior is inherited.

**Emotional disorganizations**

Children of this type are disorganized and apathetic and therefore they are indifferent to all pleasures and pain. They are indifferent not only towards others but also towards themselves, as they do not pay any attention to their diet and health. Being possessed with disorganized emotional reaction, the delinquent may appear sad on a joyous occasion and may look abnormal. The
delinquent sometimes laughs, cries and shouts without there being any specific cause or reason for such reaction and behavior. ‘Bleuloer’ has referred a case in which a woman having such reactions, shed tears while she was laughing.

Neurotic Symptoms

Certain delinquents show the neurotic symptoms arising from the frustration of erotic impulses. Some delinquent adolescents are unstable psychopathic individuals, whose difficulties and delinquent behavior are largely due to unconscious sexual problems. The personality structure is that of the neurotic. Delinquent’s personality undergoes considerable and significant change and thus becomes abnormal and therefore, the child does not realize his own faults and difficulties.

Anti-Social Attitude

The problem of juvenile delinquency is expressed in all kinds of anti-social attitudes or patterns of adjustments that deviate from the code of conduct of the society. These are the children who are guilty of offences such as stealing, violence, vagrancy, gambling, sexual offences and other anti-social behaviors calling for official action and legal procedures. Boys are convicted for crimes such as rape, robbery and vandalism and even for sex-related crimes like prostitution. In “juvenile delinquents”, anti-social tendencies are so grave that they become or ought to become the subject of official action. The attitudes like
hostile, defiant, resentful, suspicious, unconventional and non-submissive to
authority are the common characteristics of delinquents.

Physical Characteristics

Delinquents are xenomorphic in constitution, muscular and bold.

➢ They are Vigorous.
➢ They are self-assertive and ruthless.
➢ They have heavy muscular development and hard body contours.
➢ They always love risk and chance.
➢ They are neither fat nor thin but slim.

Disorganized Thinking

The thinking of the delinquent is disorganized and unsystematic. His
ability to think properly is impaired and therefore his conclusions are wrong and
illegal. He takes decision and acts on the spur of the moment and therefore does
not prepare a well knit pre-plan.

The other types of delinquents are the shy, quiet, vindictive and the selfish,
lacking in feeling of shame or of consideration of thought for others. These
children are of hard nature internally, though they may bear a smiling face. One
of such a type may, for example, sell other boy’s books to buy sweets and still
remain quiet and smiling before the teacher.
Most delinquents belonging to both groups are directed by primitive impulses, which they want to fulfill immediately. They ignore their responsibilities, restriction and duties. They have no stable ambitions. Their life is so much dominated by fleeting desires that they lack far-sighted planning.

The delinquents can be classified on the basis of ‘Delinquent acts’. It is very difficult to list down the types of delinquent acts because of cultural variations and socio-economic conditions of the country. For that no universally accepted list of delinquent acts can be drawn. Some types of delinquent acts are mentioned in following groups.

STEALING

Among the delinquent acts major percentage of acts have the immediate aim of satisfying acquisitive tendency. Stealing is the common type of act, which starts from family and if not detected, is generalized to other situations in neighborhood, schools and shops, etc. Stealing releases tension and particularly sexual tension in adolescent. He steals some objects of sentimental value of his beloved, as handkerchief, pen or ring etc. Sometimes he steals due to jealousy, hatred or aggression. Generally in adolescence period stealing is done by a number of groups who develop cohesion.
FORGERY ACTS

Another type of delinquent act is forgery; delinquents commit forgery of several types. They may forge the signature of their parents and can draw money from the bank. They may also forge signature of head master and principal on certificates. Among the type of delinquent acts this sort is observed frequently in adolescents.

AGGRESSIVE ACTS

Many Juvenile delinquents show the aggressive tendencies during the adolescence period. As aggression is one of the defense mechanism, it gives relief to the offender. They may show the aggression either to animate or inanimate objects of the environment. Their mode of attack may be physical aggression or by less direct method of mental cruelty. Some aggressive acts are like:

- Damaging school property.
- He may cry like a child, wave temper tantrums.
- He attacks his problems like a child in the emotional and primitive manner.
- Infantile behavior in adolescents and youths.
- He commits suicide.
SEX DELINQUENCY

Among all the types of delinquencies sex delinquency is at the peak during adolescence period. The following are some significant types of sexual indulgements.

- Homo-Sexualism.
- Hetro-Sexualism.
- Auto-eroticism.
- Obscene Art and writing in public places and walls.
- Prostitution.
- Rape and abduction.
- Masturbation, etc.

WITHDRAWAL TENDENCY

As soon as the delinquent apprehends that he is going to be criticized, ridiculed or disregarded as a result of some of his past failure of experience, he immediately resorts to the tendency of withdrawal. Truancy from school and running from home are some of the common tendencies of delinquents. The state of withdrawal is to be observed less among youngsters. The withdrawing attitude is maladjustment only when its use interferes with social effectiveness. This tendency indicates the liability of the adolescent to face reality. ‘Hadfield’ has classified delinquency into the following two groups.

BENIGN DELINQUENCY

Delinquency is a crime from the point of view of discipline and law but from the mental health point of view it is normal. On a beautiful rainy day, for
instance, if the students play truant from the class then this behavior of the children is against the rules and discipline of the school. But from the mental point of view it is not abnormal. The children may run away from the class to enjoy the extraordinary act in the city and in such enjoyment there is nothing wrong from mental health point of view. Such type of delinquency can be cured easily. If the children are provided with good social environment and their energy is diverted towards socially useful channels then they will adopt socially approved behavior.

TEMPERAMENTAL DELINQUENCY

This type of delinquency is frequently observed among the adolescent delinquents. Temperamental delinquency develops on account of the malfunctioning of certain psychological activities. Some girls during their M.C. period, for example, commit many crimes. These crimes which may be in the form of stealing, etc., are committed owing to defective psychological activities which make them less balanced. This sort of delinquency can be cured through the treatment of psychological disorders.

SIMPLE DELINQUENCY

Simple delinquency is that type of anti-social behavior which develops as a direct effect of bad social environment. It is the result of the conflict between the need of the child and the situation in the home, school or society. Most of
the delinquent behaviors come under this type. The cure of such delinquency depends upon the development of desirable social and moral behavior among the children. If these types are put in good environment, are inspired by new ideals, then there are many chances that they may be reformed. This type of delinquency, sometimes, can be cured by giving corporal punishment, but the punishment should be given with great caution. It should be given when all other methods have failed and it is expected that the delinquent can be cured if he is punished.

**REACTION DELINQUENCY**

Reaction delinquency, as its name indicates arises from the reaction of the children against the society when the child thinks that he is the victim of the society. This type of delinquency develops when child feels that he has got only sorrow and nothing else. When the child, for example, fails to get love and affection from his parents then he revolts against the society and tries to break the laws and traditions of the society. Reaction delinquency, sometimes, provides an outlet to sexual tendency in an anti-social manner. A delinquent adolescent may masturbate when he is deprived of giving and getting love and affection from the opposite sex. Through this he gets some ratification and compensates for the lack of love and affection.
To treat such delinquent adolescents, the reasons for his anti-social reactions should be discovered and efforts should be made to remove them. By giving punishment, more reactionary attitude may develop in them.

**PSYCHO-NEUROTIC DELINQUENCY**

Psycho-neurotic delinquency is created on account of the expression in an anti-social manner of the repressed tendencies. This repression occurs on account of resentment. A girl, for example, steals because her sex instinct has been repressed and her unconscious forces urge her to steal. The repression of sex urge may lead to develop the tendency of truancy and telling lie. For psycho-neurotic delinquency the teacher and the parents should refer their children to some clinical psychologist.

**DIAGNOSIS**

It is a prerequisite to know the various causes of delinquency through various methods, so that the subject may be studied psychologically and scientifically. The diagnosis of the exact cause of the delinquency is not any easy task. Each individual child is required to go through medical and chemical examination in order to understand the cause of the particular complex malady. The personality pattern of the sound delinquent is understood in the light of data and information derived from various sources by a number of experts in the
field. The following are some methods, usually adopted for discovering the causes of juvenile delinquency.

**MEDICAL EXAMINATION**

To study the causes of delinquency the organic and physical defects, deficiencies or illness should be ascertained by the medical expert. Thus, medical and physical report by a competent physician is an essential information about any offender. Physical condition is an important factor in the formation of an anti-social character. The child with malnutrition and general debility may be backward in his class, may have sense of inadequacy of inferiority, which becomes the background for aggressive and anti-social behavior. So also, defective vision, defective hearing, organ inferiority like snub nose, club foot or short stature and dark complexion may result retaliatory or revengeful behavior patterns. Internal organic disturbances create other developmental difficulties.

**PERSONALITY TEST**

Various personality tests attempt to assess personality by rating the various traits like self-sufficiency, submissiveness, emotional stability, and honesty, etc., ‘Rogers’ test of personality adjustment may be used to assess the degree of adjustment of the individual to his home, school-mates or himself. *Woodworth’s* psychoneurotic inventory *Bernreuter’s* personality inventory reveals the attitude of the delinquent to crimes like stealing. The more useful
and revealing devices like T.A.T., or C.A.T., *Rorschach’s* Ink-Blot Test reveals the private world of the child. The things which a child cannot say and will not say will be expressed through the result of these tests. The unconscious working of the mind is revealed in these projective methods. The *Rorschach’s* Ink-Blot test, however, being a culture free test, can be used with advantage in our country. The chief value of the *Rorschach* test is that it reveals the underlying structure of personality which makes the behavior understandable.

**PLAY TECHNIQUE**

One of the more useful and revealing methods to study the cause of delinquency is the play technique. The child uses freely all materials like toys, dolls, sand, plastic or modeling clay or drawing books for self-expression. Play way in the realm of dramatic play with real people or puppets or dolls reveals many hidden motives, repressed desires and unconscious mental contents.

**CASE HISTORY**

This is an important technique of discovering the causes of delinquency. Particular efforts are to be made in the case history method to collect all useful and relevant information relating to every aspect of the personality of the child under consideration and about most of the circumstances and conditions of his life. The psychiatric social worker should hold the responsibility of handling this method effectively. He collects data about the case history of the offender
by contacting parents and teachers and by visits to their homes and surroundings. This method will not only provide first hand information about the child’s life, but also supply information about socio-economic conditions of the child. The anti social character formation is the primary cause of delinquent behavior which arises in the home mainly due to parental attitudes. Through case history method, a psychiatric social worker’s report can help in understanding the cause of a particular form of anti-social behavior in individual offenders.

Case history method is also a valuable device for enquiring the school progress of young delinquents. As many delinquencies arise due to maladjustment in the school, case history method provides important information about backwardness or failure in particular subjects and a child’s reactions to school situation. Through this, the employment records of the offender are also secured and maintained by the psychiatric social worker.

Besides that a personal interview with the offender by the psychiatrist or psychologist is extremely important. During interview, the gestures, manners of talk and other emotional expressions give enough materials for a trained psychologist to make out where the fault lies. Relevant details are also gathered from nearer relatives and close friends of the subject by means of taking interview of all of them. When all necessary information from all possible sources becomes available a complete case history is prepared by developing the
noted points. The case history method reveals many important factors for consideration and gives a clear idea of the main causes of delinquency.

**PSYCHO ANALYTIC METHOD**

This is yet another important method of finding out the cause of delinquency. In this method an attempt is made to analyze the subconscious mind of the person under consideration. Psycho analysts take recourse to dream analysis, word association and psychological tests. Some main causes that motivate and compel the person to adopt a life of crime, disorder and delinquency remain hidden and submerged in the unconscious of the person’s mind. Through the above named courses the psycho analysts make a probe into the conscious of person’s mind and uncover the main but hidden causes of delinquency.

It is not that psycho analytic method is the only suitable method which can uncover and reveal all the causes responsible for delinquent mentality and behavior. Correctly speaking none of the above methods taken singly can enable to discover all the causes of delinquencies. But by putting into use all the above methods the internal and external conditions and the peculiarities of the personality of the delinquent can be easily and conveniently brought into light.
CAUSES OF DELINQUENCY

It is very true to say, “Delinquency is not caused by any single factor but it is the end product of multiple causation some are hereditary and others are environmental or psychological”. A number of research studies conducted in India and foreign countries suggest that there are two factors responsible for the causes of juvenile delinquency: (a) Primary factors (b) Secondary factors.

CAUSATIVE FACTORS

Primary factors

1. Biological
   (a) Inheritance.
   (b) Constitutional.

Secondary factors

1. Psychological
   (a) Intellectual weakness.
   (b) Weak super Ego.
   (c) Lack of security and affections.
   (d) Mental diseases.
   (e) Emotional instability.
   (d) Characteristic of personality.

2. Social and Environmental.

(i) Family:
   (a) Broken family.
   (b) Poverty.
   (c) Parental attitude.
   (d) Marital relations.
   (e) Lack of moral code.
   (f) Crowded home.
   (g) Influence of brother and sister.
   (h) Presence of step mother or step father.
PRIMARY FACTORS

The primary factors which give rise to Juvenile delinquency can be divided mainly into two headings like: (a) Biological and (2) Psychological.

BIOLOGICAL

Inheritance

In some of the scientific studies, it has been found that the heredity contributes for delinquency. The study of ‘Dugdale’ reveals that heredity does play some part in bringing about certain delinquency tendencies. Certain inherited physical defects may give rise to delinquency, e.g., an ugly boy in physical aspect may wish to destroy whole society because his defect is laughed at and therefore, he may adopt anti-social behavior.

Lombroso, through a study of a number of criminals and their physical characteristics, established a truth that criminals are the product of hereditary social forces, some of them beyond their control. Another revealing study conducted by ‘Smith’ shows the relationship between glandular functioning and
delinquency. He concluded that the thief and murderer suffered from a disturbance of gland cells and nervous system. Thus, it can be said that the child inherits the tendency of delinquency from his heredity.

CONSTITUTIONAL DEFECTS

It has been recognized that constitutional defects like mental deficiency, endocrine imbalances, deafness, blindness, organic-psychosis and brain-injuries result in the loss of control over behavior.

The physical deformities present in the individual give rise to inferiority complex which leads him to behave in an aggressive manner. This aggression becomes a defensive mechanism against the dependent and insecure tendencies. Studies evidence that premature puberty and early arousal of sexual impulses lead to sex offences in the adolescence period. In case the motor and physical development of a child is more rapid and slower than average child at that age, the adjustment difficulties are created.

PSYCHOLOGICAL

Intellectual weakness

Low, intelligence has been found to be one of the causes to delinquency. Delinquents mostly lack understanding, foresight, judgment and ability to see cause and effect relationship. Goring propounded the theory that the cause of
crime is intellectual weakness. **Goddard** has established the notion that the greatest single cause or factor responsible for crime is mental weakness.

But criticism has been labeled against this theory and objection has been raised on this contention on the ground that most of the delinquents have been found to fall within the range of average or just below the average intelligence. In this regard **Merrill** came to the conclusion that low IQ does not approve the free and direct gratification. But when the Super Ego becomes weak, the ‘id’ gets the chance to be manifested. The ‘id’ is manifested with the gratification of blind and animal instincts. When the ‘Super Ego’ becomes weak to check the upsurge of suppressed and repressed impulses, the ‘id’ gets the opportunities for overt expression in a concealed and distorted form of neurotic symptoms. The weakness of the ‘Ego’ is accentuated by the weakness of the ‘Super Ego’. Thus the delinquent finding no check from outside and having none within himself is driven to commit delinquent acts.

**Lack of Security**

Modern researches in educational psychology have evidenced that for a healthy development of a child, the most important requisite is the security and affection of parents. The children, who lack affection and security, ultimately develop inadequate and inconsistent relationship with their parents. This gives rise to anti-social and aggressive behavior. It has been observed that children imitate their parents and take pride in whatever their parents do. Immoralities,
alcoholism and sexual irregularities in parents dispose the child towards the offences automatically. The criminality is thus inherited through experience with parents who are deviants.

Emotional insecurity, feeling of inadequacy and inferiority, undernourishment, extreme submissiveness is the common denominators not only of personal maladjustment but also of behavioral and delinquency. For example, lack of affection and security easily lead to sexual delinquency, to theft and incorrigible behavior in children.

**Mental diseases**

Various studies in clinical psychology reveal that mental diseases, sometimes, contribute to delinquent behavior in adolescents. Some criminologists have emphasized that there is a definite relationship between mental diseases and crime. Among criminals examined in many studies, some such individuals as were, suffering from mental diseases were also found. According to the belief of some neurologists and psychiatrists, the psychopathic children are produced in families where there is almost complete absence of affection, love and control. Psychopathic children are very un-socialized, irritable, quarrelsome, obstinate, cruel and self-centered.
Emotional Instability

Emotional instability is undoubtedly one of the most potent and important causes of delinquent behavior. Burts opines that, the main causative factor responsible for child’s delinquency is innate emotional instability and disturbance. Due to emotional instability, it is not possible for the children to control their intelligence. Due to this instability it is not possible for them to distinguish between good and bad and they are prepared to do anything, whether it is good or bad.

A state of mind which is formed through lack of love and affection, very strict discipline, emotional insecurity, feeling of insufficiency and inferiority, and reaction of revolt, renders a child’s personality imbalanced and inspires him to delinquent behavior. Brunner and Healy have studied a large number of juvenile delinquents and found that 93% of them exhibited symptoms of emotional instability and imbalance.

Characteristics of personality

It has been found that juvenile delinquents possess some characteristic features of personality that throws light on the causes of their delinquency, behavior and tendency. The personality characteristics such as irresponsibility, homicidal tendency, revolt, lack of control, suspicions, some form of sadism, extrovert behavior, emotional and social maladjustment, etc., in juvenile
Delinquents are quite higher than in normal children. In a comparative study, particularly immaturity in sentiment and lack of emotional balance among delinquents were found to be about eight times more than in normal children. Delinquent children used to take much interest in adventurous and dangerous nature of works and in seeing pictures and films, practices like cigarette smoking, gambling, and travelling without tickets. Contrary to this, normal healthy children are found to take interest in games and other healthy and proper methods of recreations.

**Secondary factors**

The secondary factors which give rise to delinquent behavior include all the possible causations under social and environmental factors.

**Social and Environmental**

**Family**

Out of the many and various causes of juvenile delinquency, the influence of distorted family is the most potent. The study of 4000 juvenile delinquents, made by *Healy* and *Brunner*, revealed that about 50% of those juvenile delinquents belonged to broken families. The following are the major situations in the family that cause juvenile delinquency.
Broken family

From the study of delinquency it has been found that majority of or a maximum number of juvenile delinquents come from families which are broken. A broken family is that one in which the existing family has been destroyed and there is no mutual intimate relationship between the members of the family. A family is constituted by the mutual and intimate relationship between all the members of the family.

The family breaks up as a result of the absence of this intimacy and relationship. Juvenile delinquents come from such broken families because in such a family a child is not looked after properly and brought up carefully.

In a broken family there is no healthy relationship between husband and wife, parents and children, brothers and sisters. Therefore, there is nothing unnatural if the children belonging to such families turn to wrong path and thus ruin their lives. The natural consequence of broken families is that the children become neglected and hence they adopt wrong ways and gradually and ultimately become juvenile delinquents.

Poverty

Poverty is the mother of all the evils in the World. Poverty has been considered as another important cause of delinquency. The children, who suffer from this drawback, are not able to fulfill their desires and necessities. In order
to fulfill their desire, children may take the help of immoral and illegal acts. In this regard Dr. Haikerwal has stated hunger and starvation attempt them to tread the easy and devilish path of crime.

Various studies have been conducted by Psychologists to elucidate the relationship between socio-economic conditions and delinquency. Studies revealed that a high percentage of delinquents come from lower strata of socio-economic conditions. Sometimes it happens that children go to school without taking food. In such cases the children may resort to stealing or other immoral acts.

**Parental attitude**

Discriminatory treatment towards children in the home may lead to the development of delinquent character. It is, generally, seen that parents love a child much more than the others. Other children are insulted and rebuked. This results in the children getting deprived of the affection. These children are proved to become delinquents.

It is observed that the elder child becomes the responsible child for the parents, whereas the younger one becomes over-affectionate, but the middle one is neglected. Thus the order of birth also contributes to develop anti social feelings in the children. When disregarded by parents, the children develop
feelings of insecurity as a result of which mental complexes also develop in them.

**Marital relation**

Sometimes there is a severe quarrel between the partners, giving rise to divorce between them. The child is reared up by one of the parents and fails to obtain the love of the other parent. It may so happen that due to frequent quarrel between the parents the child feels insecure and his mental health is lost.

**Lack of moral code**

One of the most potent factors which contribute to delinquency is the moral code of the family. If the moral code of the family is appreciable, then the child even if he comes from lower socio-economic strata, will never commit delinquent acts. The character and morality of the child’s parent influences the child’s personality to a very (good) great extent. It is almost natural that if the mother is already involved in prostitution, the child will follow her example without any hesitation and with worst possible consequences. And if the parents of a child are telling lies, behaving hypocritically and are engaged in sexual immorality and thieving, the child will not be able to mould his behavior according to socially accepted values and conceptions. Exception can be there, but generally and mostly the child’s personality, conduct and character are considerably influenced by the personality, character and conduct of its parents.
Crowded Home

It is observed that in big cities homes are crowded with parents and their children. In a single room parents and children accommodate. In such type of crowded homes, children come to know about sex delinquency at very early stage. This environment at home influences children very much.

Influence of brother and sister

The personality of a child is apt to be influenced by the personalities of his brothers and sisters also. In the case of boys this influence is not very potent because they remain in the home for a considerably less period of time, but in the case of girls this influence is more potent because they remain in home for a quite long period of time and are not exposed to external influences as the boys are. If the senior children in the family display criminal tendencies, the younger ones are bound to be influenced by those tendencies. If the elder sister has indulged herself in immoral behavior, the younger sister will have little hesitation in following suit.

Presence of step-mother and step-father

Sometimes orphans and some other children are reared up by step parents. Such children are very often ill treated. From them children do not get the natural affection. On the other hand, they get rebukes and scolding from the step parents. When these children face adverse situations, they develop feeling
of insecurity. Ultimately this complex motivates them to take the help of anti-social acts.

**Employed mother and father**

*Gluecks* has conducted a study on the problems of working mother and delinquency. The study reveals that if the parents are in service and child is left in the care of servants, the servants, in most cases, are responsible for initiating young children to delinquent acts.

**Lack of recreation at home**

If the home fails to provide recreational activities to the child according to his development and interest the child may use different means to release his pent up emotions.

**School**

Among the social and environmental factors, school comes next to home in shaping the child’s personality. Various experiments conducted inside and outside the country reveal that the chief participating cause of delinquent behavior is the lack of real adjustment in school. School failure is highly correlated with the evidence of delinquent behavior. Having failed in school work the child cuts classes, runs away from the school, joins a gang and indulges in anti-social acts. Factors in school, which lead to delinquency in children, may be stated in the following paragraphs.
Location

If the school is situated amidst the crowded market or near movies or in industrial area then children will be tempted to engage in delinquent acts. Thus, unhealthy and unfavorable physical environment of the school also contribute for developing anti-social tendencies.

Favoritism

A teacher, who is not impartial and justified to all of his students, makes the situations restrained. The child may feel that he is disliked and ridiculed by the teacher because of his poor achievement. He develops a challenging attitude. It is observed that some teachers have their pets and they give them undue advantages. This type of attitude on the part of the teachers creates hatred against the teacher and the pets. This attitude and feelings of the teacher result in permanent grouping among children.

Lack of recreational facilities

The present Educational System is neither recreating nor interesting. It gives more emphasis on open filling up the brain of the students with a variety of information and bookish knowledge. This type of defective education is one of the major causes of growing indiscipline among the students. Due to this the children lose interest in study, try to quit or avoid school and ultimately adopt
the life of crime. The schools which do not have the recreational facilities create more delinquents.

**Defective Examination System**

Bad examinations are, sometimes responsible for maladjustment among school children. Examinations have no more motivational effect; on the other hand, they develop a fear complex in most of the students. Just before the examinations, the students labor very hard to cram the subjects. When they get poor marks in the examination they become desperate and aggressive.

**Society**

Besides home and school environment, social environment also plays an important role in delinquency. The following factors are significant in this regard.

- Defective environment around the home like the presence of prostitute’s house, gambling dens, etc., may contribute for committing sex delinquency and anti-social acts.
- Company of other delinquents and the maladjusted children also results in delinquency.
- Conflicts between classes may generate such tendencies.
- If an adolescent is not properly employed and engaged, he is likely to take to stealing or doing immoral acts.
The Personality of Delinquent

The developmental ideas concerning delinquency emphasize the structure of the personality and the child’s early experiences. Other research on delinquency has explored the types of personality traits found among adolescent offenders.

A common research strategy in psychology involves taking a group of people of special interest, in this case, delinquents, giving them a psychological or behavioral test and then comparing their responses to those of a comparison group, in this case, non delinquents. Psychologists who conduct such research are sometimes guided by a particular psychological theory. Other times they are merely exploring to see whether any differences exist that are worth studying in greater detail. Thus, if one were to review the research on delinquents one would find a complex assortment of research into many different behavioral and personality traits. Because it would be impossible to summarize all this research, we will look at representative sample of some of the more significant studies that have been done on the delinquent personality.

Intelligence and Delinquency

One topic that has been explored in depth is the relationship between intelligence and impulse. Intelligence in delinquent behavior stems from the assumption that intellectual functioning may serve as a form of impulse control. Instead of acting on impulse, one may use intellectual processes to consider
alternative and socially acceptable means of gratification. The impulses to physically strike an antagonist may be controlled and redirected into a more socially appropriate act, such as making a derogatory remark to the person. Intelligent youngsters may have a wider repertoire of alternative behaviors at their disposal, and as a result they may be less prone to engage in destructive, antisocial behavior. One would then expect delinquents to be less intelligent than non delinquents.

Researchers have attempted to compare the intelligence levels of delinquent and non delinquent subjects. In the early 1900s Goddard adapted the newly developed intelligence test of French psychologist Alfred Binet and gave it to a group of incarcerated delinquents. Finding almost half of them to be mentally retarded, Goddard proposed that mental retardation was a major cause of antisocial behavior. He believed that high intelligence was an inherited trait and was not affected by one’s experiences. Goddard’s views have long since been rejected as inaccurate but his work was important in that it stimulated some 450 students on the intelligence of delinquents over the next 50 years.

Early research found that delinquents had intelligence test scores that were 15 to 20 points lower than those of the general population, but more recent research finds a difference of only about 8 IQ points. For example a study of second grade-school children in an area of Chicago in which delinquency was very common indicated that the average IQ was 91. Thus the lower scores of
delinquents may not differentiate them from non-delinquents when children and these differences may account for the variation in intelligence test scores.

Other factors may also contribute to intelligence test scores. Caplan noted that differences in these scores may easily be a result of the already-detected delinquency. That is to say, a boy who becomes delinquent may then neglect his intellectual development, thereby lowering his intelligence-test score. Delinquents will be expected to perform poorly on tests as a result of the generally impoverished environment in such institutions.

Among delinquents themselves there is a wide variation in intelligence scores. One study conducted with children from juvenile court population yielded interesting results. When children who had high scores were compared with those who had average scores, it was found that there was some variation in adjustment and offence patterns across the two groups. Not only were the more intelligent children found to be better adjusted but their delinquent acts appeared to be focused on specific sources of discontent. Other research has indicated that higher intelligence is more frequently found among juveniles who commit assaults.

In the light of these findings, then, we cannot assume that low intelligence is a common trait among all delinquents. If intelligence does play a role in delinquency, it appears to be important in relation to the type of offence committed. Studies of the relationship between intelligence and delinquency
have not provided any conclusive evidence to suggest that high intelligence provides greater impulse control, but it may have some bearing on the type of delinquent acts committed by the youngster.

**TREATMENT AND PREVENTION OF DELINQUENCY**

Juvenile delinquency is essentially a social disease, as cancer is a disease of the individual. It is mainly caused by social and environmental conditions which distort the satisfaction of the basic needs of the individual child. Considerable researches have been made for discovering the methods of treating delinquency and these researches are mostly of psychological nature. In modern time, all progressive nations have laid greater stress and emphasis upon the reform and rehabilitation of delinquencies rather than upon the punishment of a delinquent. In any attempt of understanding the delinquent, the delinquent mind, psychology plays an essential and important part. Particularly in the case of delinquency full intervention, assistance and control of the psychologist is absolutely required to achieve the desired results.

In helping young delinquents two concepts are mainly taken into consideration. They are ‘treatment’ and ‘prevention’. The concept ‘treatment’ is appropriate to those who have already become delinquents. For them prevention is of no value. But on the other hand, the concept ‘prevention’ is appropriate to those who are not in the way of such offences or anti-social acts. Here the children are prevented from becoming delinquents.
Treatment

No effects to treat or to cure delinquents can prove fruitful unless and until he/she is thoroughly studied and his mind and psychology are understood and grasped. Thus the treatment of delinquents is done by applying psychological technique, known as psychotherapy.

In modern psychotherapy the efforts are first made to know the various psychological causes of mental disorders and delinquency to adopt psychological methods and techniques for removing them. In this technique, the affected child is not merely helpless, silent and passive execrators, but he himself takes active part in the analysis and treatment of his tendencies.

The psychotherapist may use any of the following methods as the basis of his observation.

Re-education

It is one of the most scientific approaches to Juvenile delinquency. It is to reform the offender, to re-educate him and to rehabilitate him. The main objective of this treatment is to change the behavior and attitude of the offender, so that he looks upon the world as full potential friends. Re-education of the young offender lies in rectifying the maladjustment which involves social adoption under better conditions.
It is through the conjunction and co-operation of social, individual, family circle, psychological and economic causes that a child becomes juvenile delinquent. In order to make them healthy and normal members of society, it is necessary to probe into the background of the problem of juvenile delinquency and to fully understand all the causes. They should be provided with proper and special care and sympathetic treatment, good education and guidance and healthy means of recreation, so that they may be able to change their ways and direction and mend themselves to become healthy and normal.

**Mental Catharsis**

“Catharsis” means the avoidance of undue repression. Catharsis means providing opportunity to the child to express his pent up and suppressed emotional feelings by means of free expression. Through this technique the mind of the delinquent becomes heightened and relieved of its load of many painful thoughts that are tied up with a guilt feeling. ‘*Page*’ writes “catharsis consists simply in the taking out of troubles, worries and conflicts”. In this method the psychotherapist has to hear the delinquent’s outpouring patiently and without imposing any comments of his own. He encourages the delinquent to realize the cause of his own difficulties. When the young delinquent understands his difficulties and prepares himself to face them, he stops being frightened of them. The following are the important methods of mental catharsis that are used by the psychologists.
Play therapy.
Finger painting and
Psycho-drama.

Persuasion

This is a method or technique of psychotherapy in which the patient’s symptoms, actions and reactions are analyzed, many logical and commonsense facts are suggested to him and he is encouraged to make efforts to improve and get well. The psychotherapist may persuade the delinquent not to indulge in delinquency in future. Persuasion should be logical and appealing to the delinquent child.

Since the persuasion is limited to the conscious level, the delinquents whose problems lie in the unconscious cannot benefit from this technique. This is the main hurdle in this method.

Suggestion

Suggestion is the implantation of an idea. It is a successful appeal to the subliminal self. It is an accepted fact that children are more suggestive than adults. Positive suggestions are given to strengthen the super-ego of the juvenile delinquents.

Suggestion is one of the oldest techniques of mental treatment. It essentially implies the influence of one person upon another and it is a process
of communication from one personality to another. Suggestion as a technique of mental treatment is used as a supplement to other methods of cure.

**Change in Environment**

The young adolescents' environment assumes special importance because for the reason of some peculiar atmosphere or environment, he has turned into a juvenile delinquent. Therefore, changes in human and material environment of the delinquent can help in removing many of the symptoms of the delinquency in him. Almost all psychologists agree that delinquents are not born but rather products of environmental influences. Psychotherapists are of the opinion that delinquents may be shifted to another better environment for temporary period preferably in lodging or foster-home. Delinquent children under ten can be removed from their homes to save them from the bad influence of ill-treatment or neglect by step-parents. It is expected that by placing the delinquent child in foster-home he may give up his delinquent tendencies.

**Prevention of Delinquency**

Delinquency is the product of various socio-economic and environmental factors. Treatment of delinquency is a very limited concept where only a limited number of delinquents are brought into the picture. Whereas prevention is done not only for a limited number rather established for the mass society. A commonly used proverb “prevention is better than cure”, is realized here. The
problem of prevention of delinquency, although very difficult, is one of paramount importance. The following are some important preventive measures for delinquent acts:

**IMPORTANCE OF PREVENTION**

➢ Treatment of already established anti-social behavior is long, tedious, expensive and not always successful because of the complexity of the causative factors. Again, treatment alone cannot materially decrease the incidence of delinquency. Thus, prevention is urgently needed.

➢ As preventive medicine can substantially decrease the frequency of large epidemics, prevention of delinquency can prevent the sporadic incidents of infectious mental handicaps.

➢ As delinquency is an acute social problem, prevention is very much demanded with large-scale charges in our social conditions.

➢ The importance of preventive measures is to develop skills, attitudes and other competencies in the individual so that anti-social behavior may be checked in future.

➢ Most of the children become delinquents because of mishandling by parents. Through preventive measures parents and other members of the family can help the child to build good habits, attitudes and sound value system.
Preventive Measures

For the prevention of delinquency not only the teachers, but the parents, social workers, state Government, etc., have to take up the responsibility. The following are some important preventive measures.

Well adjusted home life

A well adjusted home provides a solid band of affection between the parents and children. One of the most important preventive measures is the improvement of family life. Young parents should be prepared and educated for adequate, motherhood and fatherhood. They should be trained properly for dealing with children of various age groups. The family life seems to suffer if the mother has to go outside and earn. But in the present day economic set-up, some mothers may have to go out to earn. Hence, social conditions will have to be established so as to enable her to remain with her children as long as she can.

Proper atmosphere in the home

The parents should pay special attention to create good atmosphere in their homes. They should not quarrel in the presence of their children and should derive norms of good conduct.

Adopting right attitude

The parents should be impartial and just to all of the children. They should neither be too strict nor too loose to their children. Parents should show
interest and sympathize with the interests of the child. The children should be made to realize that the parents are always there to help them whenever they face any problem.

**Adopting right attitude towards the bad habits of the child**

A child is not born in this World with bad habits. Disobedience, obstinacy and quarrelsome behavior are not inborn, rather learned. A child’s nature, his interest, habits, etc., are dependent on the treatment which he receives from his parents. Thus, it is necessary to see and observe these habits and their reasons. The parents should not lose patience with their children and should try to cure their bad habits through their love, sympathy and affection.

**Parents should have the knowledge of child guidance**

The parents should have complete knowledge about the upbringing of their children. They should receive some training from child guidance centre.

**A large amount of pocket money should not be given to the child**

If the child gets a large amount of pocket money, it is very probable that he may develop bad habits. As a result he may begin to go to the pictures more often or start smoking or develop any other bad habits. But it is to be realized that giving more pocket money is also not always desirable.
Parents should not have attitude of over protectiveness

If the child gets over protectiveness from the parents he never tries to think of himself. He can very easily be led away by the temptations offered by his bad companions.

Parents should also keep a watch on the friends of their child

The parents should call the friends of their child to their homes and should try to get information about their habits, etc. If they find that his friends are not good then they should warn their child to leave the company of such friends.

The attitude of the parents towards the sex element of the children should be psychological and proper. The immoral and improper behavior of other members of the family should be stopped at the earliest.

Those members of the family, who exercise a bad influence on the children, should be kept away from them.

Adequate schooling

The school comes next to home in affecting the personality of the child. Attempts should be made to make the school an extension of the home with the same atmosphere of informality and freedom. There is a need for sympathetic and understanding teachers, flexible and broad-based curriculum and large variety of co-curricular activities. These conditions can certainly help the school
to stem the existing tide of juvenile delinquency. The following are some important measures:

(A) Trained Teachers

There is a great need of good and trained teachers with high moral character. They should treat all of their students with sympathetic attitudes. Teachers should try to solve the problems of their students psychologically.

(B) Child centeredness

Education should be imparted according to child’s interest and abilities, opportunities should be provided to the children to proceed according to their own rate and pace.

(C) Emphasis on manual labor

The school, in order to perform its tasks in the prevention of delinquency or anti-social learning in our boys and girls, should stress, besides the acquisitions of knowledge, the importance and dignity of manual labor, together with the development of proper attitudes towards the higher values of life.

(D) Library facilities

If a school has a good library and reading-room, then the children will not waste their time in other bad activities. As a result the bad habits will not develop in them. Children should be encouraged to read many other good books other than their text-books.
(E) Recreational facilities

The children should be provided healthy recreational facilities by the school. If the school cannot provide such facilities, children try to search for them outside the school.

(F) Methods of teaching

The teacher should adopt good methods of teaching. If the children are not motivated to learn or the teaching is done in very dull manner, then the students develop a sort of hatred towards their lessons.

(G) Parent-teacher relationship

A co-ordination between homes and schools should be obtained. The teacher should put the problems of the students before their parents. The delinquent behavior can be prevented when parents and teachers try jointly.

(1) Role of state and social agencies:

In preventing delinquency the importance of state and social agencies cannot be under-estimated. The following are some preventive methods which can be employed by the state and social agencies.

(a) The state and social agencies should establish good schools where the children can receive proper education.

(b) There should be strict censor board on the films and control on the picture houses, so that such films which depict mean
sexuality cannot be visited by children. Good children films should be produced and for this the state and other social agencies should take the responsibility.

(c) The persons who are responsible for teaching beggary to children should be punished severely. The children who are orphans should be cared for by the State and Social agencies.

(d) Illegitimate children should be facilitated with homely environment. Children should not feel that they are neglected in the world.

(2) Recreational facilities

It is generally seen that the children of poorer classes living in highly congested localities or in slums do not usually have opportunities for any healthy recreation. These children are often found gambling in street corners and visiting cheap picture houses. The state or society should provide opportunities to such children for adventurous, yet socially harmless, physical activities in the form of games, sports, etc. This can help for the diversion of the anti-social expression of instinctual desire. Bal-Bhavans, Youth Clubs, Libraries and hobby classes will provide for their leisure time engagements.
Role of the Teacher

Relevant studies on the role of the teacher in preventing delinquency impress on us the truth that the most important factor in the school is the teacher who is ready to act constructively in the classroom.

(a) Teacher should provide variety of experiences to the children.

(b) He should understand each child’s capacities and help him to recognize and develop his abilities.

(c) The teacher should help each child to acquire skills and knowledge, without unnecessary failure and feeling of inadequacy.

(d) Teacher should help each child in acting along socially constructive lines.

(e) He should provide opportunities to children for their normal emotional responses.

(f) The teacher should not be disturbed when an out-burst of delinquent behavior occurs in the classroom. On the other hand, he should handle it objectively and with understanding.
Juvenile delinquency is a universal phenomenon and generally, in no society can its absence be noticed. While commenting on the nature and extent of juvenile delinquency in India in a theoretical paraphrase, consideration has to be given to the peculiarities of the Indian culture and varying conditions in the Indian social institutions which may account for differential rates of incidence of delinquency and also varying societal responses in tolerating or reacting against it.

There exist some similarities and differences between the occurrence and spread of juvenile delinquency, in India in general and in Rajasthan in particular.

The national institute of social defense identifies that one out of every five imprisoned is below 21 years. According to the bureau of police research and development of the union ministry of home affairs, there is an average increase of 11 per cent in juvenile crimes every year.

According to “Crime in India”, 61,019 crimes, in total, were committed under the Indian penal code by the juvenile and youthful offenders during 1981 against 55,159 in 1980, recording an increase of 10.7 per cent in 1981 over 1980. The juvenile and youthful offenders were responsible for 4.4 per cent during 1980. The volume of juvenile crime per 1,00,000 populations were 8.9 per cent during 1981 against 8.3 percent in 1980, as reported by Bedi.
1.06 Intelligence

Meaning and theories of intelligence

What is Intelligence?

Psychologists do not agree in their definitions of intelligence, when they are asked to give a formal and verbal definition. It is, therefore, necessary to try practical definitions. Intelligence is actually known by what it does. It is required to do well at the school, to become a good and efficient officer or executive. Similarly most of the people would agree that something opposite to intelligence is shown by mental defectives and by those people who could not master even low-level jobs, in spite of present efforts and training. Intelligence is a major factor in success in any field.  

Some definitions of intelligence

A number of definitions have been proposed. They can be divided into several groups. According to one group of definitions, intelligence is the ability to learn. According to another group, it means an individual's capacity for adoption or adjustment to his environment. Another group defines intelligence as the ability to carry on abstract thinking. 

Let us quote some eminent psychologists in the field.

1. *Binet*: Intelligence is, to judge well, to comprehend well, and to reason well’. *Binet* believed that intelligence projects itself in several activities. He
argued that the test should be developed in such a way, that it can measure intelligence in the same sense in which the word intelligence is used.

2. **Spearman:** “Intelligence is relational thinking” which includes (a) apprehension of experience (b) education of relations and (c) education of correlates. He developed a two factor theory of intelligence.

3. **Stern:** Intelligence is the ability to adjust oneself to a new situation.

4. **Burt:** Inborn, all-round mental efficiency, the power of re-adjustment to relatively novel situations.

5. **Terman:** An individual is intelligent in proportion as he is able to carry on abstract thinking.

6. **Freeman:** Intelligence is that which the intelligence test measures.

7. **Oxford Dictionary** emphasizes two things, while defining intelligence (a) grasp and (b) information. Hence, according to **Raven** both these elements are essential for intelligence.

8. **Wechsler:** Intelligence is the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.

9. **Stoddard:** Intelligence is the ability to undertake activities that are characterized by (i) difficulty (ii) complexity (iii) abstractness (iv) economy (v) adoptiveness to a goal (vi) social value and (vii) the emergence of originals
and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional forces.

**Theories of Intelligence**

It is apparent from the definitions of intelligence that psychologists have different ideas about intelligence. Hence, in order to understand the nature of intelligence one has to go through the different theories of intelligence. But the question arises, what is the difference between the nature and theory of intelligence? Theory tells us about the structure of intelligence, while nature tells us about the functions of intelligence. Hence, psychologists started concentrating on two questions: (I) What is the structure of intelligence? (II) What are the elements involved in intelligence? In order to answer these questions, intelligence is defined on the basis of different factors. *Alfred Binet* in France, *Spearman* in Britain, *Thurstone, Thorndike, Thompson* and *Vernon* in America, propounded different theories of intelligence. These theories are:

1. Binet’s uni-factor theory.
2. Spearman’s two-factor theory.
3. Thorndike’s multi-factor theory.
4. Thompson’s group-factor theory.
5. Thurstone’s group-factor theory.
6. Vernon and Burt’s hierarchical theory.
7. Guilford’s three-dimensional theory.
Binet’s uni-factor theory

This theory was originally developed by Binet and supported by Stern, Terman and Ebbinghans. The supporters of this theory considered intelligence as a faculty, which affects all the mental activities. According to this theory if a person is proficient in one area, he should be proficient in other areas as well. Hence, the originator of this theory tried to prove that intelligence can be defined as uni-factor. It is on this basis that intelligence is defined by Binet as ability to reason, by Terman as ability to think and by Stern as ability to adjust to the new circumstances.

Spearman’s two-factor theory

Spearman did not believe in the traditional concept of the faculty of psychology that mental powers are independent of one another. According to him, they are unique. He did his research work at Oxford. He divided students in two groups, and gave them tests in many school subjects and then calculated correlations in every two subjects. The correlation thus obtained was always positive. According to Spearman this is because something is common in all the tests. This he called general ability. Every work requires some specific ability which can be denoted by S1, S2, S3, S4, etc.
Thorndike's multi-factor theory

The most active critic of Spearman's theory was Thorndike. Thorndike attacking the Spearman's theory on the basis of statistics, not only pointed out that the correlation among different factors was very low and hence not very reliable, but also refused the existence of the 'g' factor. According to Thorndike, there is nothing like 'intelligence' but there is several intelligences, which overlap each other. The correlations in different tests are obtained because some characteristics of one are found in another test. Thus, Thorndike, rejecting Spearman's 'g' factor, introduced 'common factor'. According to him this common factor is essentially involved in all activities, in some quantity.

Thompson's group-factor theory

According to Thompson, mind consists of various independent powers. A test measures only a few of these powers. If two tests measure the same power, then some common factor exists between the two. The theory is, therefore, also known as common factor theory.

Thompson disagrees with the universal ability of Spearman's 'g' factor. But he agrees with a kind of group factor, which is neither narrow like Spearman's 'S' factor nor large like 'g' factor.

It is well known that more complex tests are highly correlated, as compared to simple tests. These facts cannot be explained on the basis of Spearman's
theory, but this fact can be explained by Thompson’s theory, which studied the specific abilities. Thompson’s theory provides a solid ground for getting a single score.

Spearman’s revised theory emphasizes the same fact and it is similar to Thompson’s theory, except that Spearman put more emphasis on ‘g’ factor.

Thurstone’s group-factor theory

Thurstone’s multi-factor theory, as a matter of fact is mid way, between Spearman’s two factor theory and Thorndike’s ability theory. Thurstone is famous for his factor analytic approach. According to him intelligence is neither the projection of general ability nor of specific factor. He does not recognize the existence of ‘g’ or ‘S’ factor. He talks about primary abilities in mental activities.

Vernon’s and Burt’s hierarchical theory

This is a new theory in the field of intelligence. Vernon and Burt have given a new plan of factor’s arrangement. In this system a hierarchical importance is given to mental abilities. The shape of this plan is like a tree, which starts from ‘g’ factor of Spearman. On the second stage are two broad factors: (1) Practical ability and (2) Academic ability. Further, division of factors takes place at the next step. Practical ability is divided into, perceptual,
mechanical and spatial ability, while academic abilities are divided into reasoning, numerical and verbal abilities. The theory is depicted in this figure.

Perceptual Mechanical Spatial Reasoning Numerical Verbal

Practical ability Academic ability

General ability

The theory is propounded on the basis of factor analysis approach.

Guilford's three dimensional theory

On the basis of 20 years research work Guilford (1967) gave a cube shaped model of intelligence. This is known as structure of intellect model. This model classifies cognitive traits on three dimensions.

Operations: This includes cognition, memory, divergent production, convergent production and evaluation.

Contents: The information about the nature on which operations are to be done.

Products: The form of information as in the mind of the subject is explained under this dimension.
Facts regarding intelligence

Intelligence is changed or at least affected to some extent by many environmental factors. Many studies have been conducted to find out changes in IQ. We shall discuss some noteworthy determinants, giving suitable experimental findings.

Education and intelligence

Intelligence is regarded as something inborn. Administration of tests has, however, shown that education and training do affect intelligence test scores. *Freeman* and *Holzinger* have given conclusive evidence to show that identical twins reared apart differ in IQ and twins with better education show higher intelligence. Some studies at the University of Iowa also state that IQ is increased up to ten points if better education is provided. Army tests also show that soldiers, who had obtained considerably better education, obtained higher scores on intelligence test. *Terman* and *Merrill*, in their (1937) revision of the test, came to the conclusion that urban children obtained higher IQ scores. This may be due to their higher educational status.

Intelligence and age

It is proved on the basis of the results of intelligence tests that intelligence develops with age. This development stops near the age of 16 years. The actual age at which the development of intelligence stops is not very definite.
According to Binet and Terman it develops up to the age of 15 years and according to Otis and Manroe the limit is 18 years. But most of the psychologists are of the opinion that 16 years of age is the limit at which the development of intelligence stops.

**Occupation and intelligence-quotient**

Many investigations have pointed out a close relationship between occupation and IQ. Army Alpha test has indicated that engineers, lawyers, teachers, business executives and doctors obtained the highest scores. The book-keepers, photographers and skilled persons, printers, shop-keepers and police men come next. In the lowest category are barbers, laborers and firemen, etc.

**Socio-economic and cultural factors**

Persons with low socio-economic background or with backward or primitive culture do not obtain high scores on intelligence tests. Hugh Gordon reported in (1923) that IQ of gypsy children was only 70 because of their isolation from normal social life and poor socio-economic and cultural background. The whole gypsy class could be described as mentally deficient. Mandel Sherman, a Chicago University psychologist, reported that children living in the mountain hallows of Virginia obtained lower IQ scores. They were mentally inferior due to their primitive way of life. The low IQ of primitive
persons is perhaps due to the fact that, persons among these communities, having a higher mental ability migrate to other places.

**Racial differences and intelligence**

Achievement and intelligence test scores obtained by various races have been compared. Difference in those scores can be explained on the basis that these races have different emotional and intellectual development. Cultural environment is also not the same.

**Sex difference and intelligence**

Since intellectual achievement of men and women is different, it has been argued that the two sexes differ in their inherent intellectual abilities. That there are more eminent persons among men than women has also been advanced as an argument in favor of such a view. In a study of British genii by *Havelock Ellis*, out of a number of 1030 eminent persons only 55 were women. In *Cattell’s* study there were only 725 eminent women in a list of 9,785. Rests were men. Why there is such a disparity in the intellectual achievement or eminence of men compared with women? Many reasons may be given. Let us mention them.

**Home environment**

Environment for girls and boys is dissimilar in most homes. Girls are considered to be weaker and so worthy of protection. Their toys, hobbies,
interests, all are different. This affects their intellectual and personality development.

**Occupational opportunities**

Since many occupations are not open to women, they cannot become eminent in them. Social and occupational opportunities not being equal, women remain less developed and are discriminated.

**Dissimilar social expectations**

Society demands different behaviors from boys and girls. Men and women may have different intellectual achievement due to many reasons cited above, but there is actually no significant difference in the scores obtained by them in intellectual tests. Mean or average scores obtained by them on most tests are generally the same. Difference, however, lies in the variability of scores. Variability of intelligence is great among men than among women.

**Home environment and IQ**

There are many investigations which show that children brought up in superior homes have higher intelligence. Studies by *Frank S. Freeman* and *J. Monroe* may be cited in this connection. *Freeman* and his associates found that foster children when placed in superior homes gained 5 to 10 IQ points after 4 years. On the other hand, foster children placed in inferior homes gained nothing. *Monroe* in his developmental study tested children at various intervals,
and also noted the facts about their home environment. He found that quality of home environment was positively correlated with IQ changes. He reports that home environment can change IQ up to 20-25 points.

**Urban Vs Rural environment and IQ**

Urban children have superiority in IQ over rural children. According to Mc Nemar, urban children had a mean IQ of 106.3 at 2-5 ½ years of age, 105.8 at 6-14 and 107.9 in the age range 15-18. IQ of sub urban children for these age ranges was 105.0; 104.5 and 106.9 respectively. The rural children had an IQ of 100.6 in the age range 2-5, 95.4 in the age range 6-14 and 95.7 in 15-18. These results were obtained while standardizing a revision of the Standard-Binet Test. As is evident the difference is upto 10-11 points.

**1.07 Values**

**Concept, nature and classification of values**

Apart from the religious preachers and spiritualists, the economists, educators, humanists, philosophers, political leaders, psychologists, social reformers, sociologists and thinkers have reflected upon the meaning and dimensions of the concept ‘Value’. Although their views differ widely, all of them stress the significance of values at personal, national and global level.⁹
In view of the divergence of opinions on the concept, the noted philosopher A.C. Garnett in “Religion and Moral life” (1955) observed that on account of the ambiguity of the term ‘value’, it should be avoided except where the contextual meaning is clear. In this context, A. Maslow in the further research of Human Nature (1982) said, “Values are defined in many ways and mean different things to different people. As a matter of fact, it is so confusing semantically that I am convinced we will soon give up this catch-all word in favor of more precise and more operational definition”.

Having quoted the above-mentioned views, it is observed that values are so deeply embedded in human thoughts and actions that it is extremely important to understand the essence underlying values. In view of this, views of some thinkers are given here.

1. John Dewey (1948) views values as, “The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amounts of values as compared with something else”.

2. In the words of C.F. Kulckhon (1959), “Value is a conception, implicit or explicit, distinctive of an individual or characteristics of a group of the desirables which influence the selection, from the available means and ends of action”.

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3. The Dictionary of Education (1959) defines values “as the things in which people are interested. Things they want to desire to be or become; feel as obligatory, worship, or enjoy”.

4. T. Pattern Parson (1960) holds, “Value is an element of shared symbolic system which serves a criterion or standard for selection among the alternatives of orientation which are intrinsically open in a situation”.

Origin of the concept “values”

A German philosopher Friedrich Nietzsche (1844-1900) is said to have used the word ‘value’ first in 1800. Till then the word ‘value’ was used as a singular noun, meaning the measure of something, for example, the value of money or labor. It was also used as a verb, meaning to value or esteem something. Nietzsche used the word ‘values’ in plural to denote moral attitude and beliefs that were personal and subjective. It is of interest to note that he along with several other thinkers’ believed that values were not necessarily conducive for building strong personalities. In the modern democratic societies values are considered indispensable. Thus since then, the concept ‘values’ has undergone radical change.
Values, virtues, morality and ethics

Prof. B. Mukhopadhyay in his write-up in “University news” (March 7-13, 2005) has attempted to differentiate value related terms. He has observed, “....values do not mean only virtues. Moral values are known as virtues. Ethics deal with rights and norms. Ethics is a system or code of morals. Once someone knows his values and knows what is important to him, ethics can help him to set goals”.

Values involve individual feelings, ideas and beliefs. An individual operates according to a system of values. Everything he does, every decision he makes, comes from within, based on conscious or unconscious system of values.

The committee on moral education, Uttar Pradesh (1983), considers moral education and value-oriented education as one and the same thing. It, in its report on moral education, has given a wider meaning to it. It has interpreted it to include not only ethical values but also spiritual, scientific, aesthetic and sporting values, indeed all humanistic values.

Education in values: A Source Book, published by NCERT (1992) states, “The phrase ‘value education’ is preferred to other terms in vogue like ‘moral education, moral and spiritual education’, etc., in view of its comprehensiveness. The concern is with the development of values as well, and that covers moral, social, spiritual, aesthetic and other values as well”.

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Nature of values

1. Values are the standards or guidelines for an individual’s life.

2. Values are influenced by an individual’s experiences, desires and specific situations.

3. Values are the standards or guidelines for a nation that guide its policies.

4. Values steer our life’s journey.

5. Values are not static.

6. Values are modes of organising conduct.

7. Values are acquired sub-consciously in many ways.

8. Values possess both cognitive and effective dimensions.

9. Values can be structured and restructured through process of reflective thinking.

10. Values animate an individual. They move him around in his environment as they define its attractive and repelling sectors.

11. Values are organised into value system. The total number of values that constitute an individual’s value system is not very large.

12. Values energise individuals to action.

13. The value of a thing is on account of the fact that the thing has the power to satisfy our desires.

14. Anything which has utility has value.
15. Values are felt sometimes partly and sometimes wholly.
16. Values are helpful for survival.
17. Anything which is helpful in organising society is called value.
18. Values are influenced by emotions.
19. Values are derived from several sources.
20. Anything has a value if it relates to the purpose of an individual which he has in his life.

Philosophy of values

The philosophy of values is described by Swami Vivekananda in these words, “To be happy is the universal urge of all times. One has to be at peace with oneself to be happy. There can be no peace for a turbulent mind. ‘Vasanas’ take away the peace of mind. It is only when we follow a value system that we can have a serene, contemplative mind. When mind is calm, we can turn it within to ‘see’ the treasure of pre-consciousness. No treasure, on earth is equal to a slice to that ‘tatva’ (element)”.

‘Shrimad Bhagavat Gita’ states, “Mind, has to be loosened from ‘durvyapara’ (misdeeds) and engaged in acquiring ‘sadgunas’ (virtues). A mind which has ‘daiva sampathi’ (divine qualities) has ‘shanti’ (peace). These values make us introspective and correct our personality”. About two thousand years ago, Thiruvalluvar a great saint said, “Achievement of a human being is proportionate to how high he or she thinks”.

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Einstein, one of the greatest scientists of the world has observed, “A positive aspiration and effort for an ethical and moral configuration of our common life is of overriding importance. Here, no science can save us. I believe, indeed, solely the practical and factual in our education has led directly to the importance of ethical values”.

In the words of our first prime Minster, Pt Jawaharlal Nehru, “let us pursue our path to industrial progress with all our strength and vigor and at the same time remember that material riches without tolerance and compassion and wisdom may turn to dust and ashes”.

CONFUSION OVER MEANING OF VALUES

➢ Values mean different things to different people.

➢ Value is what an individual desires, likes or prefers.

➢ The range of values of man is indeed wide from mundane and petty desires to lofty ideals.

➢ Values depend upon the stage of development of a society.

➢ Values depend upon religious considerations.

➢ Values depend upon social systems.

➢ Values depend upon political systems.
Classification of Values

Values are classified in a number of ways. However, here we are giving important types of classification.

1. Aesthetic values
2. Cultural values
3. Citizenship values
4. Economic or material values
5. Emotional values
6. Ethical values
7. Humanistic values
8. Intellectual values
9. Moral values
10. National values
11. Physical values
12. Religious values
13. Scientific values
14. Social or sociological values
15. Spiritual values
16. Universal values
17. Positive values and negative values

It may be observed that there is no water tight compartmental classification of values as they overlap.
Classification or Types of Values classification- I

Intrinsic values

Instrumental or Mundane values

Cultural Values

Institutional Values

Personal Values

Social Values

Values which are Pursued for their own sake such as:

1. Truth
2. Goodness
3. Beauty

Classification II

(1) National values

(2) Global Values

Classification III

(1) National values

(2) Individual Values
Classification IV

(1) Individual values

(2) Global Values

Classification V

(1) Cultural values

(2) Essential Values

(3) Personal Values

(4) Social Values

(5) Institutional Values

Classification VI

(1) Cultural values

(2) Disciplinary values

Classification VII

(1) Liberalising values

(2) Sentimental values
Classification XII

- (1) Secular values
- (2) Scientific values

Classification XIII

- (1) Ethical values
- (2) Spiritual values

Classification XIV

- (1) Positive values
- (2) Negative values
Classification XV

Cognitive
Implying the knowledge that realization of the True self (Atma) is the real truth (Satya)

Affective
Conveying that men have Atma (true self) leading to the concept of universal love (prem) and inner peace or serenity (shanti) and equanimity under all situations.

Conative
Doing one's duty calmly and sincerely without any thought of reward and personal gain which can be termed as righteous conduct (Dharma) in a nonviolent manner.

Classification XVI

(1) (2) (3) (4) (5)
Righteous True love Non-violence Peace Truth
Conduct for others

Modern Vs Traditional values

- Modern democratic values and traditional colonial values
- Modern socialist values and traditional capitalist values
- Modern secular values and traditional religious values
- Modern scientific values and traditional spiritual values
- Modern global values and traditional national values
- Modern material values and traditional spiritual values

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Values as Enshrined in Indian Invocation

The following values enshrined in an ancient Indian Invocation are equally relevant even today.

*Sarve bhavantu sukhinah*

May all live happily

*Sarve santu niramayah*

May all enjoy good health

*Sarve bhadranipashyantu*

May all see auspiciousness

*Makaschit dukha bhag bhavet!*

May none experience distress

May peace prevail everywhere!

Value of Values

Instrumental values: A subject is said to have instrumental value when it is pursued, not for its own sake, but for some ends beyond itself. Instrumental values include preparatory or introductory, practical or utilitarian, socializing and conventional values.

A subject is said to have a preparatory value when it prepares the way for other studies. Arithmetic prepares the way for Algebra. When a particular study introduces us to a number of subjects, it has an introductory value. It is identical with the preparatory value. To illustrate we may select Physical Geography
which introduces us to a little of Botany, Zoology, Physics and Chemistry. The practical or utilitarian value lies in a study of the subject whose pursuit is useful in as much as it satisfies many wants and needs. The subject is individual and directly practical when the knowledge of the subject is applied directly by the person himself. A person may use his knowledge of hygiene to escape smallpox. The same knowledge can, however, be used through other agencies, through society.

1.08 Adjustment

"The function of education is considered to be the adjustment of man to his environment to the end that the most enduring satisfaction may accrue to the individual and the society" - Bossing

Fortunate is the individual who is adjusted and considers it so. Every individual, great or small, old or young, is confronted with the problem of adjustment. Life presents a continuous chain of struggle for adjustment.

A good adjustment is one which is both realistic and satisfying. It is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

An adjusted child is one who attacks problems directly, accepts and tolerates normal amount of frustration, acts rationally, makes sincere efforts to
reach his goal, enjoys company of others, is cheerful and energetic and possesses an optimistic view of life and things around him.¹⁰

Human traits distribute themselves among people in such a way that a few individuals are found at the extremes of any distribution curve for one or another of the respective traits of the members of the community. Although most persons resemble the average of the group in many characteristics, there are those who deviate widely from the average in certain traits. These deviations create certain problems of adjustment for those individuals who may be denied participation in activities common to the majority of other persons.

The principal aim of education is to enable the individual to make better adjustment with his environment. Adjustment of an individual plays a vital role in moulding his personality. We must have a better adjustment to lead a better life. The level of adjustment differs from individual to individual. Without having proper adjustment, it is difficult to withstand in this society. A maladjusted individual cannot succeed in the struggle for existence.

Human wants are unlimited, but the means to satisfy them are very limited, so we cannot satisfy all of our wants, we have to make adjustment by choosing the important among them and leaving the remaining so that we can make our life happier.
Adjustment of an individual can be classified into four areas. They are home, social, emotional and educational areas.

In our home, we must have proper adjustment with the other members of the family. We must respect relations with our parents, brothers and sisters. We must respect the elders in the family. If people do not have proper adjustment in their homes we consider them as maladjusted individuals. We must have proper adjustment in the society also. We must have healthy relations with other individuals in the society, because we are social animals as Aristotle stated. We cannot isolate ourselves from the society. As an ideal member of society we should have proper social adjustment.

Similarly we must have good emotional adjustment also. We have to express our emotions in a proper manner. We must have control over the emotions like joy, sorrow, irritation, love, hate, etc. Unless we have control over the emotions we cannot have healthy relations with others.

In the same way we must have good educational adjustment also. Educational adjustment of an individual or a child will determine his adjustment. The child should respect the teachers in the school and obey them. He has to make proper adjustment with his peer group. He has to participate in the co-curricular and extra-curricular activities in the school. Thus he can achieve leadership qualities, which are very important in developing his personality.
Adjustment of an individual will be influenced by several factors like family background of that individual, socio-economic status, society, culture, religious education, environment, etc. Similarly it will have a great influence on the factors like personality, creativity, intelligence, learning, academic achievement, etc.

1.09 Background of the Study

Human civilization has advanced at a rapid speed during the present century. This has produced tremendous changes in the life style of man. It has its sure impact also in the thinking process of man. Human thought has become more scientific than before. Social organizations and social relations have also changed. In short, revolutionary changes are noticeable in every branch of human thought and action. This is due to the tremendous impact of science and technology on human life. Science has directly or indirectly its sure effect on agriculture, industry, social organization, human relations, education and culture. This total process of change is commonly known as modernization. But nothing is an unmixed blessing under the Sun. This is true in respect of modernization. It is a blessing as well as a curse. Men are in a fix to adjust to the rapid changes produced by science and technology. There is restlessness in human life all over the globe. Communalism, casteisim, provincialism, loss of faith, erosion of eternal values, rapport corruption, disrespect for women and
elders, disorders and confusion in every walk of life are some of the signs of Indian life and society today. These are not diseases in themselves but symptoms of other diseases. The cause of these diseases is to be diagnosed for appropriate remedial measures. A proper type of value education can serve as remedy to these diseases. 21st century dawned on us the impact of science and technology on human life. There will be a creation to the storehouse of human knowledge which is dynamic. Alarming expansion of human knowledge will be a blessing as well as a curse. It will create problems in human life and society. The evil effects of science and technology will be tremendous in the future generations. It will badly affect social equilibrium and the cohesive values of human life. Values are rapidly eroding in human life.

Jean Piaget pioneered cognitive development approach and further, Lawrence Kohlberg developed it. According to this theory human learner is a stimulus-seeking entity rather than a creature that learns entirely through conditioning. Human beings have innate capacities of influencing the kind of interactive experiences they have and determining the reciprocal effects of experience upon people and their future development. In fact each person is a self-organizing being.

A value is considered as an endeavor which satisfies need system psychological and physiological. Values help man to self drive and self evaluation. Values give significance to life and meaning to death. Without
values life becomes a series of meaningless events and death a shattering experience.

Indian philosophical tradition derived from Vedas, Jainism, Buddhism and the Darsanas, deals with the value question like “what kind of life is worth living in this universe”. Indian philosophers use “purushartha” to answer practical questions of good life. Purusharthas are values which humans seek either for their own sake or as a means to achievement of a further end.

The purushardhas are arranged in hierarchical order with each value constituting a preparatory stage for the realization of the succeeding one. The graded order purushardhas are artha, kama, dharma and moksha. Artha an economic value is helpful in life. The satisfaction is kama which is both physical and physiological pleasure that satisfies natural impulses of a person. Dharma is moral value and is possessed by human beings which raise man above the level of animals. The spiritual value higher than dharma is moksha or spiritual bliss which is supreme happiness and therefore the ultimate goal of life.

Western philosophical traditions regard truth, beauty and goodness as universal values and higher order values. Western philosophers agree with Indian philosophers in recommending self-realization as the highest ideal. Thus human being’s highest aim of life is to seek the highest values, i.e., self-realization. Social change is a requisite and the only way to bring about progress. Social change is a universal phenomenon, which occurs in all
societies. Value change is a basic way to development and development process itself in turn becomes a process of value development. Thus social change includes change in values.

Due to Westernization, Industrialization, Urbanization, Sanskritization, Secularization, Social mobility, Hinduization, Indianization, Politicization, Modernization, there is a lot of confusion amongst the youth regarding values.

Values in the modern world are changing so rapidly that the young generations find themselves confused, while forming their value perspective or while cherishing or choosing values. *Raths etal* expresses, it seems to us that the pace and complexity of modern life has so exaggerated the problem of deciding what is good and what is right and what is desirable, that large number of children are fringing it increasingly, bewildering, even overwhelming to decide what is worth valuing. What is worth time and energy?

In Indian situation the whole population in general and students in particular are facing the problem of choosing right values. Due to the fact that traditional values are now weakened, new values are emerging rapidly.

The Indian education commission (1964-66) observed the same problem that, the old values which held society together are disappearing and as there is no effective programme to replace them by a new sense of responsibility, innumerable signs of social disorganization are evident everywhere and is
continually on the increase. These include strikes, increasing lawlessness and a
disregard for public property, corruption in public life and communal tension
and troubles. Students’ unrest, of which so much is written, is probably a minor
one of these symptoms. The commission further points out, “man’s knowledge
and mastering of outer space and his own self are out of balance”.

During the Vedic period, Gurukula system was there, in which a student
lived in the house of the “Guru” instead of living with his parents. Along with
his colleagues he led systematic life and obtained education in the house of the
Guru. In olden days we had joint family system. Our grandparents used to teach
about values to their grand children. Even in educational institutions syllabus in
each and every class is increased a lot. It is an over burden to them. Teachers are
busy in completion of their syllabus. There is no time to think of values due to
modernization and industrialization. Nuclear families exist, where parents are
busy with their jobs. There is nobody to teach about values to the children at
home. Most of them are involved in antisocial activities.

Hence there is a need for studying the levels of values present in the school
students and the factors making the children juvenile. The present study aims at
establishing a relationship between intelligence, adjustment and values of
juvenile school students and normal school students in Andhra Pradesh.

What are the factors, which determine adjustment of an individual? Do
differences exist in adjustment of various individuals? Do all the individuals
who are exposed to the same teaching environment and techniques secure the same adjustment scores? Do they differ in acquiring knowledge and skill while learning the subject? What are the factors, which influence academic adjustment of an individual besides getting benefited by new teaching techniques and efficient learning? Do socio economic status, emotional intelligence, personality features, adjustment differences and behavioral patterns of an individual have a role on values? What are the various aspects to be included in studying the adjustment? Is there really a significant relationship between values and adjustment? Do all the aspects of adjustment have equal impact on adjustment of the students?

The answers to the above queries may reveal some kind of interesting conclusions to enable the investigator to understand the significance of adjustment, intelligence and values, various aspects of intelligence, adjustment and values of the individuals. The answers to the above questions help the investigator in establishing the relationship between intelligence, values and adjustment.
1.10 Documentation


02. Altekar, A.S., Education in Ancient India, p.8.(from Ram Nath Sharma)


