CHAPTER – VI

CONCLUSION

This chapter is divided into two parts. The first part discusses the findings of the study while the second part suggests measures for the prevention of juvenile delinquency.

Findings

There are two objectives of this study. The first objective is to identify the causes and conditions for the formation of juvenile delinquency trajectories in a metropolitan city and the second, to identify the role of social work intervention in the prevention of juvenile delinquency. The reason for selecting an urban area for conducting the study is because juvenile delinquency is largely an urban phenomenon. This notion is statistically consistent where young people constitute the most criminally active segment of the population. The most noticeable trends in the region are the rise in the number of violent activities committed by young people, the increase in drug related offences and steep rise in sexual offences by juveniles. Recent Delhi Police data shows that in the last ten months juveniles committed an average of six crimes daily. The data reveals that 1,727 criminal cases including snatching, robbery, dacoity, attempt to murder; murder and rape were committed by juveniles from January 01st 2014 to October 31st 2014. Robbery was the most common crime with 412 cases reported across the city. Dacoity was the second most common (360) followed by 145 cases of burglary. The data accessed by Indi-Asian News Service (IANS), suggests that juveniles were also involved in heinous crimes with 111 cases reported in 10 months. Juveniles were also booked in 70 murders and 74 attempts to murder cases. The data shows that juveniles between 16 to 18 years were involved in more than 60 of the cases (www.newsindianexpress.com/nation/2014/11/30/juveniles-commit-six-crimes-every-day-in-Delhi/article2548484.ece).

Here it is important to understand, why juvenile delinquency is largely an urban phenomena.

In the present study majority of the respondents belonged to economically feeble background. Therefore, poverty becomes a significant variable in relation to juvenile
delinquency. Further, it continues to be a major issue even after decades of India’s Independence. Irrespective of the party in power at the state or central level; poverty alleviation has been in forefront of the national agenda. However, the progress on poverty alleviation program in India has been highly uneven over time and space. The policies and strategies pursued so far have been inadequate to wipe away the scourge of poverty to acceptable levels. While considerable expenditure has been incurred for eradication of the rural poverty, the Plan Allocations for urban poverty has been modest (Asthana & Ali, 2004). Worldwide, poverty is growing faster in urban areas than in rural areas. One billion people now live in urban slums, which are typically overcrowded; lack basic services and make people vulnerable. Poverty makes surviving in the city an everyday challenge. Almost eighty percent of the meager earnings of the urban poor go towards food, leaving very little to meet the cost of living in an increasingly monetized urban society. Since the delivery of urban basic services is extremely poor, the level of individual poverty is much starker in cities, making it much harder for individual to overcome urban poverty. According to the 2011 Census, 17.3 percent of the urban population lives in slums. Urban poverty is not limited to just certain pockets in cities and nowhere is it seen in a more hard-hitting and stark fashion than in slums in India. Children living in slums experience poor sanitary conditions; live in congested spaces with adults, get unsafe water to drink, mostly unhygienic food to eat and lack privacy on daily basis. This situation makes children vulnerable to commit offences. A higher crime rate clearly means that children in the cities are not only particularly vulnerable to crimes and violence but can also become part of organized crime rackets, especially when faced with circumstances such as disruption in schooling, a dysfunctional family, lack of parental care and exposure to physical and substance abuse. The slum culture provides many means for petty thefts to serious offences committed by children. In order to overcome their meager social livings, they offend to get easy money sometimes to feed their family and sometimes for their own enjoyment. Urban poor children are growing in an unstable and difficult environment in the cities. They come across with difficulties of living in slums or on the streets where the crime rate is on the rise. (Save the Children, 2014). Respondents of the present study were also exposed to similar circumstances.
Migration of people from one geographical location to another for various reasons is an inevitable phenomenon. Delhi being the capital of India generates enormous job opportunities for labourers, skilled and unskilled workers. Therefore, people who are not paid well or who do not have enough job opportunities in their native land or the ones who are looking for growth and better job opportunities are attracted towards urban areas. This movement is benefitting migrants in terms of better wages and soothing lifestyle but this mass migration is somewhere inversely impacting the urban localities. Urban localities have more number of slums, unauthorized areas, jhuggis and large numbers of people living on streets. Such unauthorized colonies and slums lack even basic facility of water and drainage. The crime rate and other social issues have increased manifold in such areas. The social control system which is still prevalent in congenial rural settings ceases to remain in the strange atmosphere of slums in cities. In fact, the regulatory functions of the normal social order break down upon migration of people to urban slums where there is extreme weakening of family and neighborhood controls and in such a situation children who have not acquired life-orientation based on habits of conventional behavior, are easily duped by the baneful influences of gangs and other nefarious groups. These kinds of situations give rise to the problems of indiscipline, moral degradation and fertile grounds for antisocial or deviant activities by the confused juveniles. In developing countries like India, the problem of rural-urban drift, poverty and deprivation have adversely affected substantial segments of youth population. It is expected that by 2040-2050, urban India will constitute a 50 percent share in the total population of the country. Though the share of the country’s urban population to its total population is still at 31 percent as per Census 2011, urban India has grown five times since 1961 in terms of population. India is going through a crucial phase of transition, from being a predominantly rural country to one where majority of the people aspire to live in cities. For the first time in history, Census 2011 highlighted that the net decadal addition to the population during 2001-2011 was more in urban than in the rural areas, thus marking the beginning of a demographic shift. This trend will be ongoing process with 600 million people expected to reside in urban areas by 2030 as compared to 377 million in 2011. While the number of people residing in urban India is on the rise, equally alarming is the rise in the number of the urban poor. Today, slums are located across urban areas in the
country, with 63 percent of statutory towns in India being home to these dwellings. Our cities are overcrowded; over 53 million plus cities account for 13 percent of the population but occupy just 0.2 percent of the land. Around half of the urban migrants are among the poorest in terms of consumption expenditure. Of the 377 million urban Indians, 32 percent (120 million) are children below 18 years of age and around 10 percent (36.5 million) are children below six years. These children face a peculiar set of challenges due to the fast growth of population in recent decades. Socio-economic or physical planning in these urban areas continues to be rudimentary in nature. Efforts to undertake any kind of age-sensitive planning or analysis are few and far between, and there has been little effort to focus attention on children and adolescents in developing planning. The neglect of age-specific needs results in the accumulation of underlying risks which reveal their presence during various cycles of stresses and shocks for poor families. In such cases, children emerge as the most vulnerable. Over 55 percent of children in urban areas are not less than 10 years of age, highlighting the high vulnerability of these children (Save Children, 2015). Apart from the basic cause of poverty and deprivation, the rapid industrial growth and rural to urban drift of the poor in search of livelihood appears to be a major factor in the emergence of the problem of street children. Children of such migrant families, clustering in slums, find themselves often in a situation of stark deprivation in close neighborhood of abundance. Denied of an equal sharing of socio-cultural and economic opportunities, they become vulnerable to various forms of abuse and exploitation and tend to slide into a culture of crime. Stresses and strains of urban life especially among the poor and working classes tend to neutralize the family as the primary institution for the care and protection of the child. Bereft of care in the family, many of the children have to struggle for sheer survival. Those without support or earning to sustain are left on the streets, highly exposed to antisocial elements (Thilagaraj, 2000).

Scores of children in India do not attend schools or become drop-out. Education is not only an instrument of enhancing efficiency but also an efficient tool for augmenting and widening democratic participation and upgrading the overall quality of individual and society. Schools can be a turning point in a young person’s life, and education can reduce the potential for criminal behaviour and risk of imprisonment. Education plays an
important role in society. School problems and low academic achievement have been linked to deviant and delinquent behaviour. Students who are not committed to school and not positively involved in school activities are at risk of school failure and antisocial behaviour. Those who do not receive support and encouragement from parents, siblings, and peers are at risk of absenteeism and truancy. School truancy is considered to be the first step to a lifetime problem and is associated with substance abuse, gang involvement and delinquency (Lawrence & Hesse, 2009). The report of Save the Children (2015) consolidates the findings and writes that economic problem is one of the main reasons why children do not attend school. Another report of HAQ: Centre for Child Rights (2011), states that over half of India’s children are either not attending school or dropping out before class eight. Fewer girls are enrolled in schools, both at the primary stage as well as the upper primary level. The great divide in education is also failing the very aim in the education system itself. Education of many children continues to be interrupted by emergencies affecting their communities. India committed to ensuring Right to Education when it adopted its constitution, but had to wait for 55 years for it to become a Fundamental Right. In 2009, India finally got a law on right to education, the Right to Free and Compulsory Education Act, 2009. Unfortunately, although India now has a law on free and compulsory education, several questions remain around it. India tried to provide education to all through many educational programmes but mismanagement and lackadaisical attitude of government and ineffective implementation of these programmes did not provide the desired results. There is no doubt that over the years there has been improvement in the levels of enrolment and retention but children do not always make it to the next stage. When India first committed to ensuring education for all children, very few actually went on to the upper-primary level (with 70 percent dropping out between the primary and upper-primary levels). India since its independence, despite increase in resources, several more commitments in policy and law, have only been able to half the number of children who cannot move on to the next level of education. Proper access to schools for all children remains a challenge. Children drop-out of school, or find themselves squeezed out of the education system because of the situation of the schools, as well as their socio-economic status. Analysis of available data clearly indicates that it is some groups of children who find themselves excluded or pushed-out more than others.
Many others are unable to make in-roads into schools because they are poor (HAQ, 2011). The Millennium Development Goal (MDG-2) is to achieve universal primary education and MDG-3 on promoting gender equality and empowering women are vital for achieving almost all the other MDGs. The inverse relationship that exists between education of girls and infant child mortality is well established in all regions in the developing world. Education of children has an inter-generational impact on poverty. The significant improvement in enrolment ratios in primary education across country (mainly due to schemes like Sarva Shiksha Abhiyan and Mid-Day Meal) is very evident. It is important to note that generally enrolment rates are higher than attendance rates. There are huge numbers of students who enroll in the beginning of the year but do not attend classes and even drop out at a later stage during the course of the year (UNICEF, 2011). There is a close association between the level of education and delinquency. Out of the total juveniles involved in various crimes (2013) 8,392 were illiterate and 13,984 had education upto primary level. These two categories together accounted for 51.9 percent of the total juveniles arrested (http://www.ncrb.nic.in). A similar trend was observed in the present study where majority of the respondents had low educational level.

The strong correlation between lack of access to basic formal and quality education and the prevalence of child labour has been well established. Children who are out of school are at greater risk of being employed than children who are enrolled in school. Those states that are better at enrolment and retention also rank higher in curtailing child labour. India continues to have the highest number of child labourers in the world. The Right to Education (RTE) unfortunately remains silent on child labour. While the RTE guarantees the right to free and compulsory elementary education to every child in the age group of 6-14 years, the Child Labour (Prohibition and Regulation) Act 1986 regulates child labour, making a distinction between hazardous and non-hazardous categories of work for children who have not completed 14 years of age. The very nature of the Child Labour Act, which allows children to work in non-hazardous occupations, becomes a vehicle for excluding from realizing their right to education. It stands as a direct contradiction to the fundamental right to free and compulsory education, as mandated by our constitution as well as the RTE. It only means that any attempt to give them access to education will be second rate, parallel to non-formal education. More disappointing is the
apathy with which these contradictions are accepted by the society at large. It becomes clear that education is the key to ensuring all children are in school and not at work. According to the Ministry of Women and Child Development (MWCD), the factors that generate child labour include parental poverty and illiteracy, social and economic circumstances; lack of awareness, lack of access to basic and meaningful quality education and skills; high rates of adult unemployment and cultural values of family and society. While poverty is the most identified cause for child labour; it must be remembered that child labour and poverty are a vicious circle, because the existence of child labour is as much a cause for poverty as it is a result. It is a matter of serious concern that after several decades of independence child labour in such huge numbers still exists in India. Education and economic empowerment are not enough to ensure children are not forced to work. It also requires something more and that would be change in attitude brought about by the recognition that putting children to work at an early age is a violation of their rights and results in great opportunity cost for their future (HAQ, 2011). A growing concern is using children as domestic workers in urban areas. The conditions in which children work is completely unregulated, and they are often made to work without food, and at very low wages, resembling situation of slavery. There are cases of physical, sexual and emotional abuse of child domestic workers. http://www.childlineindia.org.in/child-labour-india.htm. If a section of children is deprived and abused undoubtedly the outcome will be a highly frustrated and rebellious development in the society that may lead to antisocial activities.

Childhood and adolescence are formative stages of development during which the child is shaped both personally and socially, and acquire the standards of society, which will influence thought process, feelings and actions of children. It is the prime period for the formal inculcation of social values, which are the determinants of virtually all social behaviours and which have far-reaching effects on all human endeavours. Childhood is a period of information-seeking where the focus lies on defining the world, and when multiple transitions occur. With these rapid changes come a heightened potential for both positive and negative outcomes which occurs during this stage of development but often remains fixed later on in entire life. Living in a media-saturated world, media has become an integral part of everyday life and children are spending between 35-55 hours per week
on the different forms of media. When one considers the amount of time children spend in the presence of media, and their capacity to give themselves over completely to the world created by media one cannot ignore the influence that this must be exerting on their development. Media exposes them to a world far beyond their immediate experience, presenting attitudes and values different from those of their family and in quantities far greater than available first hand. Research has shown that excessive time spent in unorganized, unsupervised activities tends to introduce opportunities in which adolescents bond with antisocial values, consequently leading to delinquency. Traditional research has focused on the effects of violent media content on juvenile behaviour and state that media violence facilitates aggression and antisocial behaviour. Society and culture contribute more than any other factor to make us think, feel and behave as legal norm-violators; just as they do in all other roles we may play in life. Socialization is a complex and multi-determined process that teaches and reinforces the social behaviours that are acceptable in a specific society. It is the key determinant of behavior and it is during this process that the norms, standards and values are transformed, as is the social knowledge which individuals draw upon when deciding a course of action to pursue. Socialization is more than the mere transmission of these norms and values. It is the process whereby the child’s distinct self will emerge and an internal system of control develops that result in the ability to distinguish between right and wrong and the ability to act accordingly while upholding the social order. The process is crucial for the well-being of the child and the well-being of the community of which that child is to be a citizen. The norms internalized become the basis of one’s moral system, vital in the development of morality. It has been noted that if the process is incomplete or negatively focused, socialization can produce adolescents who feel little attachment to a law abiding lifestyle. The influence of the mass media is a contentious issue when it comes to juvenile behaviour. The nature and degree of media influence on juvenile behavior has been extensively addressed at some time or other, with the bulk of decades of research focusing on the relationship between the exposure to media violence and violent juvenile behaviour (http://www.uir.unisa.ac.za/xmlui/bitstream/handle/10500..d). A look at the world media landscape for children immediately presents two opposing themes, for example, opportunities and risks. For example, globalization of media brings opportunities to
broaden children’s outlooks and provide more equal access to information, but it also threatens cultural identification and values. Technological advances bring the promise of new skills and greater youth participation in society, but also increases the risk of child exploitation and informational divides. There is urgent need for societies to both protect youth and empower them to shape their own media environments. (http://www.unicef.org/videoaudio/intermedia/revised.pdf).

The amount of violence experienced in the home seems to be crucial in predisposing people towards violent behaviour. Although, not all children who grow up in violent homes become violent, there is great support for the notion that “violence begets violence” especially when it is experienced in childhood probably because abuse in childhood encourages the victims to use aggression as a means of solving problems and prevents them from feeling empathy for others as readily as people who have not been victimized as children. The evidence continues to mount that supportive family relations are essential to the socialization of children. This is especially true in the first three years of life, when appropriate, loving stimulation in the child’s environment and the provision of good health care combine with genetic inheritance to determine how intelligent and capable the child will be. Early supportive family relations are especially crucial for healthy personality and the development of the capacity to bond emotionally with others. Particularly important is the child’s attachment to his or her first caregiver, usually the mother. Attachment is perhaps best understood as an intense bond of affection that is lasting and can survive many difficulties. It empowers a child to become a conscious and sensitive human being by enhancing his motivation, self-reliance, empathy and conscience. On the other hand, the lack of opportunity for such bonding or an early sudden break in the process is devastating and often irreversible for the well being of children. Thus, every child absolutely requires a primary caretaker or significant other with whom attachment can be established. Socially inept and aggressive children, on being rejected by their significant others, are more likely to enter into association with children like themselves, who then get into delinquency. It is generally accepted that one of the most important determining factors of juvenile delinquency is early childhood experience and family environment (Hahn, 1998; Smith, 2008). The family related risk factors with intra-familial violence, poor parental supervision and parents addicted with
bad habits are perhaps the strongest predictive risk-factor for future anti-social behaviour among juveniles. Several researchers have concluded that the positive influence of an individual’s family is a protective factor for some high-risk individuals. Accordingly, the absence of significant family disturbances, establishing a strong attachment between parents and child, increased parental monitoring of children’s behaviour, and providing clear and consistent norms for behaviour can assist in preventing high-risk juveniles and are often cited as a protective factor with respect to the likelihood of engaging in antisocial behavior. Like broken home, family tension and parental rejection can affect the capability of the family structure, methods of parental control or forms of discipline also plays a key role in the development of delinquent behaviour among children. The type of discipline used by parents in rearing children varies in every child’s situation. Too harsh and too lenient attitude do not provide the child with the necessary controls to guide his behavior. Emotional instability and behavioral disturbances in one or both of the parents also lead to a child’s delinquent behaviour (Ahuja, 1997).

In the study majority of the respondents either used alcohol or drug prior to their stay in the Observation/Special Homes. Today there is no part of the world which is free from the curse of drug or alcohol addiction. India too has a long history of drug and alcohol abuse. The Reproductive and Child Health Program in India lays a special emphasis on the health of adolescents since it is a crucial and dynamic period in the life of an individual. Research has also shown that there is strong positive association between drug use and crime in adolescents. Peer group and media were the most important influences for initiation of drug use. All kinds of drugs could easily be procured by children and there was a gradual progression from non-use to tobacco and alcohol use and ultimately to drugs. Knowledge about medical and social mal-effects of consuming alcohol or drugs did not seem to effect either the consumption of drugs or the desire to leave this habit. The problem of drug or alcohol use is not related just to the individual but also the concern of entire family and community. Results of the study demonstrate an urgent need for taking stringent measures to curb alcohol and drug use among adolescents.
**Suggestions**

Social Work emerged as a profession early in the 20th century and now charged with fulfilling the social welfare mandate of promoting well-being and quality of life. Thus, social work encompasses activities directed at ameliorating human and social conditions also alleviating human distress and social problems. Social Workers as caring professionals work with people to augment their competence and functioning, to access social supports and resources, to create humane and responsive social services and to expand the structure of society that provide opportunities for all human beings (DuBois and Miley, 1999). The basic functions of social work are restoration, provision of resources and prevention and they are all interdependent. Restoration of impaired social functioning may be subdivided into curative and rehabilitative aspects. Its curative aspects are to eliminate factors that have caused breakdown of social functioning, and its rehabilitative aspects are to reorganize and rebuild interactional patterns. Illustrations of restoration would include assistance in obtaining a hearing aid for a partially deaf child or helping a rejected lonely child to be placed in a children home. Provision of resources social and individual for more effective social functioning may be subdivided into developmental and educational. The developmental aspects are designed to fasten the effectiveness of existing social resources for more effective social interaction whereas; the educational spectrum is designed to acquaint the public with specific conditions and needs for new or changing social resources. Again, this could be illustrated by public conversations induced by staff members of a family service society (NGO or other community based service unit), in which counseling services are described as a resource in solving familial problems. The third function, prevention of social dysfunction, involves early discovery, control and elimination of conditions and situations that potentially could hamper effective social functioning. The two main divisions are prevention of problems in the area of interaction between individuals and groups, and secondly, prevention of social ills (Skidmore et al., 2003).

Delinquency and crime are major social ills of modern society. They are of concern not only to persons who are involved directly as victims and otherwise, but also to those who consider present and future implications of the increasing amount of antisocial behaviour.
Social workers play significant roles in the entire process of correctional progress. As time passes, social work also provides a variety of services to help reduce or to prevent delinquency. The goal is to utilize the knowledge and skills of the profession in a corrective manner, to rehabilitate people, to help them to help themselves so that they can return to and become part of a mainstream society, and to guide them towards becoming comfortable with themselves and their associates. Social work intervention for the prevention of juvenile delinquency is discussed below under the headings of Social Case Work, Social Group Work, Community Organization and Integrated Generalist Model.

Social Case Work: It is one of the methods of social work which is being practiced by social workers across the globe. It is one of the primary methods that enable the social functioning of individuals. It is a method which is based on one to one relationship. Case Work is one such method that social workers use to help people of all ages and from various sections of society to enhance their social functioning and to cope more effectively with their problems. Social case Work is an ongoing process which includes intake, study, assessment (diagnosis); formulation of goals and treatment planning, intervention (treatment) and evaluation. It is practiced in a variety of agencies and organizations. Chiefly it is practiced with an individual and is being used with inmates in reformatory homes. It is also carried out in primary settings like, a family service agency, the primary or the main function of which is to help people with social problems. It is also practiced in secondary settings i.e., agencies and institutions such as hospitals, schools, correctional institutions etc. that have some primary function but in which service to people and the promotion of human welfare are the key note of work (Skidmore et al, 2003).

In the present study, media influence was found to be one of the prime factors of juvenile delinquency. Media often adds another destructive ingredient with the presentation to an enthralled child audience of the glitz and glamour of a totally unattainable lifestyle. Often, television presents violence that is not wholesome even for children from a stable home background with loving parents and other caring adults who can guide television viewing or interpret negative events when they are presented. Disadvantaged children
again become vulnerable in this regard, having no one to limit their viewing or to give a proper interpretation of the stimuli parading before their eyes. The electronic media contribute to a general climate that tolerates violence, instant gratification and self-indulgence without concern for consequences. In order to protect children from violent content of mass media, *Case Work Practice* can be used. Children can be counseled regarding the difference between real and the fantasy world. Along with the children, case work can also be fruitful in working with the members of family, especially their parents regarding, how they can prevent their children from the influence of virtual content of the mass media. Parents can also be suggested to check the content their children are watching and its duration. They should also encourage their children not to imitate what they have watched on the television. Good parenting however, is the greatest defense against the effects of media violence. It is parents who can monitor their child’s daily use and make their voices heard in the community so that the media industry, public health practitioners, legislators and educators will be proactive in mitigating the media portrayal of violence to protect children from this escalating public health issue. Children need to be taught about exploitation, pornography, hate literature and excessive violence so that they understand how to react. Children should be taught media literacy skills. In this regard parents can help children distinguish between fantasy and reality; teach children that real life violence has consequences. Many parents are unaware of the risk of media violence, therefore, organizations have developed guidelines for parents which include that parents should not make television the focal point of the home, keep television off during meals, limit television use to not more than one to two hours per day and do not use television or internet/video games as an electronic babysitter. Lastly, it is suggested that parents as far as possible watch television with their children and discuss any content viewed as not acceptable and point out the difference between fantasy and real life. Parents ultimately bear the responsibility for the environment in which their children are raised. It is they who have to guide their children away from the polluting environment and the greedy purveyors of violence. Home visits, as one of the methods of social case work can play a significant role in educating family and children about the ill effects of electronic media. The *Parent-Child Integration Training Program* is designed to teach parenting skills to parents of children ages two to seven who exhibit major
behavioral problems. The program places parents and children in interactive situations. A therapist guides the parents, educating them on how best to respond to their child’s behavior, whether positive or negative. The program has been shown to reduce hyperactivity, attention deficit, aggression and anxious behavior in children (http://www.lawyershop.com/practice-areas/criminal-law/juvenile-law/prevention).

The family related risk factors with intra-familial violence, poor parental supervision and parents addicted with bad habits are perhaps the strongest predictive risk-factor for future anti-social behaviour among juveniles. Several researchers have concluded that the positive influence of an individual’s family is a protective factor for some high-risk individuals. Accordingly, the absence of significant family disturbances, establishing a strong attachment between parents and child, increased parental monitoring of children’s behaviour, and providing clear and consistent norms for behaviour can assist in preventing high-risk juveniles and are often cited as a protective factor with respect to the likelihood of engaging in antisocial behavior. Due to quarrelsome home environment children may refuse to cooperate with family routines, use bad language, etc. Through case work parents maybe sensitized to teach appropriate behaviour, desired social rules and boundaries. The goal of discipline is to help a child to develop self-control and a sense of limits, to experience the consequences of his behaviour and to learn from his mistakes. Discipline does not mean to give punishment or having conflict between parent(s) and child. Without knowing about rules and discipline, a child may face struggle in maintaining social life and become ruthless. The goal of caseworkers, counselors, and parents is not to repress or destroy feelings of anger in children but rather to accept the feelings and to help channel and direct them to constructive ends.

In the present study, it was found that in most of the cases, relation among members of the family was not cordial. The most significant reason for such a situation was the fathers’ addiction to alcohol. As a result of their drinking habit, they were unable to earn sufficiently in order to support their family; consequently, women are forced to take up menial jobs which resulted in the neglect of their children. This situation was disliked by majority of the respondents. Alcoholism leads to several other problems for the families in terms of personal misery, financial instability, conflict and anti-social activities.
Alcoholism directly affects not only the members of the family but also significant others. It was found that family members and especially children suffered invariably because of alcohol consumption in the family. Alcoholism also leads to intimate partner violence. Social case work can be used while working with families of alcoholics. Intervention can be in the form of contact with the client who seeks to resolve his/her problems with the assistance of a social case worker. Principles of social work in general and social case work in particular constantly guide the activities of the case worker. Social workers can demonstrate the negative impact of alcoholism through Nukkad-Nataks, Awareness Generation and Sensitization Programs.

Social Work’s history in the field of alcoholism and alcohol abuse ranges from providing food, temporary shelter, and the encouragement to practice “temperance” in the early 20th century, to today’s sophisticated treatment approaches involving medication, consumer-driven supportive treatment, abuse group-specific targeted prevention; inpatient and outpatient treatment of alcoholism along with morbid conditions. The field has broadened from specifically addressing chronic alcoholism to self-medication for other illnesses. In addition, community-awareness prevention efforts have been built upon not only from the experience gained in treatment settings, but also from research into the biological basis and social implications. Increasingly varied treatment approaches have evolved to effectively address alcohol and other substance abuse disorder (SUD) coexisting with behavioural and physical illnesses. Since alcoholic habit of parent(s) directly influence children therefore, children ought to be educated about the psychological and sociological effects of alcohol. Social work is in a unique position to influence the delivery of services to address the acute and chronic needs of this vulnerable population of individuals with SUDs and their families. By developing and applying evidence-based approaches that incorporate established interventions and evolving technology based on emerging research findings, Social Case Workers can impressively improve treatment services for clients and their families. Social case workers have unique, in-depth knowledge about multidimensional problems and services, and, therefore, are essential to the screening and treatment planning of clients with SUDs. These standards are designed to enhance social workers’ awareness, values, knowledge, skills and methods of practice across settings (http://www.socialworkpolicy.org/research/alcoholism-and-alcohol-abuse.html).
Social workers employed as *Supervisors* or *Agency Administrators* are also responsible for employees who come to work with intoxicated population or have other addictive disorders that interfere with their work. Social workers may also see colleagues impaired by these problems. In all these situations, social workers need to be able to identify problems and intervene in order to come out with solutions. Though children are the focus of many efforts to prevent addictive behaviours, and involved in delivering prevention programs but adults also need prevention programs. Social Workers in public health practice and other social service settings help adults to recognize early indicators of alcohol and drug problem before it develop into full-blown problems, encourage them to adopt healthier habits, and instruct them on how to do so. Social workers have become increasingly involved in developing adult prevention programming that is culturally relevant and age appropriate. Brief intervention can take many forms, such as having clients attend one or several short counseling sessions, asking clients to avoid situations that may push them towards alcohol. This can be done by *Behavioural Change Technique* by the social case workers. Clients can be asked to stop using alcohol and drugs. They may be provided marital and family counseling or help clients obtain legal aid and find a job, child care, or other assistance to rebuild their lives due to the destruction that addictions or compulsive behaviours have caused. Monitoring and follow-ups are often the job of social workers employed as case workers. *Motivational Enhancement Therapy* can also be taken as prevention to alcoholism. Research suggests that alcohol and drug therapists’ interpersonal skills are key factors in treatment effectiveness. Among the approaches that stress a supportive, emphatic counseling are motivational interviewing and motivational enhancement therapy. Depending on the stage of the intervention and the individual client, social workers may use education, consciousness-raising, role playing, positive reinforcement such as reward, community involvement and many other techniques to help clients move on in the process of change (http://www.lyceumbooks.com/pdf/SocialWorkIssuesOpps_Chapter_08.pdf).

Finally, when providing the client with the diagnosis regarding alcohol/drug usage, it is important to do so with the utmost respect of the individual particularly when the diagnosis is one of addiction. Clients who are diagnosed as alcoholic and abusing drugs need to be given the diagnosis with a warning of what further abuse of these chemicals
may do to their lives. Such respect in the communication with a client can enhance the client’s motivation to follow treatment recommendations. Even if the client does not want to comply with the recommendations at the time they are made, the client may remember the respectful treatment and return to the counselor at another time for assistance. It is very important that the counselor communicate hope for change to the client. Therefore, each counselor needs to find a way to accept or welcome a client to instill a sense of hope (Miller, 2005). Psychotherapy, environment therapy, behaviour modification therapy can also be used while working with alcoholics. Under psychotherapy, re-socialization is reinforced through counseling and through group therapy. In environment therapy, the alcoholic is made to change the social environment where his behavior can be controlled. In behaviour-modification therapy, his fears and inhibitions are removed to facilitate him to build up self-confidence and self-reliance (Ahuja, 1997).

Social work intervention in the form of case work can also be practiced while working with low income migratory population. Initially these kinds of families start to live in suburbs or in the slums where they do not get basic amenities to lead a normal life. Here, case worker can play a significant role. The migratory population can be linked with the available resource agencies in the community in one case and on the other, resource agencies could be directed to work with newly settled population. It is a documented fact that urban migrants fall in the bottom six consumption deciles (i.e. they are among the poorest) and work mainly as casual wage earners or self employed in the informal sector. In the process of migration, families including children are not only uprooted from their homes abut also fail to have access to State welfare benefits. In this process, the lives of children are adversely affected. They are forced to drop-out or never get enrolled in the schools. This grim situation was found in the present study too. A child out of school is an important indicator of the problem of child labour in the country. When migration takes place as a family unit, each part of the family unit contributes to the family subsistence in one way or another. For children, the work environment means hardship and deprivation. Much juvenile crime is committed to get some money for example, theft, burglary, drug-dealing, snatching, kidnapping etc. Therefore, if prevention and reintegration programs are to be effective, they must address the problems that prevent teenaged from earning money through legitimate means. Juvenile Justice is too often seen
as simply the administration of justice to minors who have violated law and remain unconnected with the larger problems of social justice, such as poverty. Through *advocacy* by the social case workers, measures to reduce the opportunities for children to commit offences can be taken (Save the Children, 2014). Advocacy involves projects and programs aimed to address specific issues and one such project to eliminate the problem of child labour is *The National Child Labour Projects* (NCLP) which achieved the immediate objectives of withdrawal of children from hazardous employment and ensuring their rehabilitation through education in the special schools. Performance of some of the projects is noteworthy and extremely encouraging. There are several governmental programs in the social sector, ministries/departments of women and child development, and health and family welfare, all have relevance to the rehabilitation of child labour and prevention of reoccurrences of the child labour phenomena. The legal action plan seeks to emphasize strict and effective enforcement of the provisions of the child labour (Prohibition and Regulation) Act, 1986, the Factories Act, 1948, the Mines Act, 1952, the Plantation Labour Act 1951, and other legislations containing provisions relating to the employment of children (Bagulia, 2007). Execution of the above mentioned legislations, policies, projects/programs will mitigate the problem of child labour effectively and further prevent children to come in conflict with law.

**Social Group Work:** It is another method of social work practice. It can be defined as a method that helps people to solve personal, group (especially family) and community problems and to attain satisfying individual, group and community relationships through social work practice. The primary focus of this method is to assist people of all ages and sections of society to enhance their social functioning, their ability to interact and relate with others and to cope more effectively with their problems. The group work method is well received by social workers as a foundation method that helps towards improving social functioning of people. It is a method that uses group as a medium of action. In doing so, social workers have become important members of clinical teams attempting to respond to social, emotional and psychological problems. Social workers work in clinical and non-clinical settings in which they work towards social cohesiveness and integration. In these settings, they may work with groups of children, women and other marginalized groups. These groups become instrumental in evolving a community based response in
order to mitigate problems at hand or for community change and development. Thus, group work provides emotional and social support to its members, encourages democratic participation and citizenship; assists them in learning and performing new roles and remedies of their maladjustments. A unique feature of the group work process is its use of program media. The media which are commonly used in group work are play, discussion, outings and programs focused for groups. With the help of social group work, difficult situations of individual, groups and communities can be addressed (DuBois and Miley, 1999).

In the present study, low or no education was found as an important factor of juvenile delinquency. There are good numbers of students who enroll in the beginning of the academic session but do not attend classes and eventually drop-out during the course of the year. In order to address the problem of drop-out and illiteracy, social group work can be fruitful because groups are usually made and used by agencies whose primary purpose is education and recreation. Using education as a tool for empowerment social workers through social group work may establish Alternate Education Schools/Centers for marginalized children based on the concept of joyful learning and flexible education opportunities. From these centers children may be enrolled in government/formal schools or they may continue their education through affiliations with the National Open School System and learn vocational skills so that they can be main streamed into society. Such an attempt has been made by Prayas which can serve as a model. The Alternative Education Center Program may aim to be child friendly and empowering programs which would be flexible and creative. The program may have a provision for mid-day meals, health checks, counseling and vocational and life skills development for a holistic approach towards mitigating the problem of out of school children in order to enable them to earn a livelihood and become productive citizens. Further, Social group work can be useful in sensitizing the disadvantaged for education with the sustained involvement of parents and communities, providing alternative quality education to out of school children and dropouts and main streaming them through formal schools, preparing an easily accessible and flexible system of education in terms of timings and curriculum to allow dropouts or out of school children to learn at their convenience, emphasizing on creative learning through pedagogic interventions, vocational training and capacity...
enhancement through vigorous trainings and reflective practices in order to make education useful, six months bridge courses for children who are either dropouts or have never been to school to facilitate their enrollment in formal schools. Remedial classes may be organized for potential dropouts to improve their performance in certain subjects, Bal Sabhas may be organized regularly to provide a platform for exploring the creativity of children in the fields of music, dance, drama, painting, sports, etc.

Post-graduate and under-graduate students of social work may initiate tutoring program for homeless children who are found near their educational institutions. Besides tutoring, regular students may setup multi-purpose center for teaching and learning, playing, sleeping, counseling, computer education, sports, camps, leadership training, organizational skills and self expression. Such centers can exclusively be created for disadvantaged girls for their holistic development. Apart from protection children may also get an opportunity to interact with more privileged members of society. Group of teachers may conduct preliminary survey in deprived urban areas to meet the disadvantaged families and familiarize themselves with their socio-economic status and cultural beliefs. In depth survey may be conducted to observe and record the existing levels of education of the children in the target areas. Collaboration of residents in terms of providing space for the community school and breaking barriers between the school and the community may be solicited. An integrated and flexible pre-school and primary school program may be setup which allows children to group and regroup according to their level of comprehension.

The most effective way to prevent juvenile delinquency has indisputably been to assist children and their families early on. Numerous state programs may attempt early intervention and allow independent groups to tackle the problem in new ways. Programs may assist families and children by providing them with information. programs may inform parents to raise healthy children; some may teach children about the effects of drugs, gangs, sex, and weapons. Others may aim to express youth the innate worth they and all others have. All of these programs may provide youths with the awareness that their actions have consequences. This is particularly important in an era where youths are barraged with sexual and violent images. Such educational programs with the help of
Social group work have the underlying intent of encouraging hope and opening up opportunities for young people. Educational systems should in addition to their academic and vocational training activities devote particular attention to the teaching of basic values and developing respect for the child’s own cultural identity and patterns, for the social values of the country in which the child is living, for civilizations different from the child’s own and for human rights and fundamental freedoms.

Social group work makes available a relevant, integrated education model from the pre-primary to the upper-primary level. It provides continuity in enrollment, participation, retention and completion of elementary education, as well as a smooth transition between these stages. It brings education to the doorstep of the disadvantaged children and encourages a wider and proactive partnership with the community which includes efforts to facilitate empowerment and qualitative change in their thinking with regard to their rights and their responsibilities.

One of the immediate benefits of recreational activities is that they fill unsupervised after school hours. It is commonly reported that youths are most likely to commit crimes between 2 pm and 8 p.m., with crime rates peaking at 3 pm (http://www.lawyershop.com/practice-areas/criminal-law/juvenile-law/prevention). Social workers through social group work can help in providing recreational facilities to fill unsupervised time and prevent youth from indulging and spending time in anti social activities. Recreation programmes allows youths to connect with other adults and children in the community. Youth programmes are designed to fit the personalities and skills of different children and may include sports, dancing, music, drama, karate, etc. Exposure visits may be organized by social group workers twice a year to provide a platform for fun and learning for the children.

In practice all over the world, social workers concern about poverty has increased because of their long history in working with marginalized, excluded and those lacking resources. Self Help Groups (SHGs) are one of the methods of social group work where social group worker assist group members to recover from their problems, to support each other and to work together to change the disadvantage affecting them. It is a self governed, peer control, small and informal association of the poor usually from socio-
economically homogeneous families who are organized around savings and credit activities. Funds for credit activities may come through regular savings deposited by all of its members on a weekly or fortnightly basis. In the meetings group members discuss problems they come across, share information and make efforts to improve skills. Entrepreneurship may be facilitated through microfinance. Programmes for extending microcredit to families of disadvantaged children may be initiated by various resource centres to bring such families out of the clutches of money lenders and to give them options to earn for themselves so that they can gradually break the vicious cycle of poverty and deprivation which brings their children to deprivation.

**Community Organization:** Community practice includes community organizing, organizational development and social reform activities. Macro-system practice includes models for community organization, neighbourhood development; work in organizational contexts and formulating and administering social policy. Although community practice can trace its roots to the reform efforts of the settlement house and the community coordinating efforts of the charity organization societies in the early twentieth century, it gained prominence as a method of professional Social Work practice in the United States in the 1960s the War on Poverty. Community problem-solving initiatives require the involvement of community leaders, including governmental units; corporation boards; unions; foundations and other funding bodies; ethnic and religious organizations; and professional, consumer and civic groups. These people who participate in community change vary from community to community, depending on the particular problem that the community action addresses. Three models of community level problem solving have been described. *The locality development model* involve citizens in addressing common interests, defining problems and developing solutions by building a sense of community, *Social Planning* utilizes the structure of formal organizations as well as the findings of research to decide rationally upon courses of action to solve substantive community problems. *The social action model* incorporates conflict and confrontational tactics and techniques to advocate social justice and shifts in power structure (DuBois and Miley, 1999)
Community interventions that target risk factors and introduce protective factors to prevent antisocial suggest that comprehensive prevention strategies that involve more than one entity (i.e. police and neighbourhoods), take place in a variety of settings (i.e. home and school), and are maintained for several years and have the potential to positively affect that population. This is especially true for community wide programmes targeting risk and protective factors for alcohol, tobacco and drug use. Programmes that mobilize citizens to prevent crime and violence have the potential to reduce serious juvenile crime because they often address risk factors and offer the protective factors necessary to deter or intervene with serious juvenile offenders. The most common citizen mobilization programmes may be neighbourhood block watch programmes and citizen patrols. Neighbourhood block watch programmes are based on the premise that residents are in the best position to monitor suspicious activities and individuals in their neighbourhoods. Police agencies and communities may attempt to reduce antisocial and criminal behavior by making it more difficult for an offence to occur and easier for an offender to get caught. There can be variety of situational prevention efforts such as steering locks to check car theft, sophisticated computer technology such as electronic personal identification numbers to control and limit access to buildings or other areas, etc. Some of the situational prevention strategies work well in certain conditions and thus there is need to determine which measures work best in which combination, against which kind of crime and under what conditions. Although altering features of the physical environment has been the major focus of situational prevention strategies, it is emphasized that resident dynamics (i.e. individual characteristics and social interaction) is the key mediators of the environment – crime link. Mentoring programs maybe initiated in which adult mentors spend time with and act as role models for individual youth. Mentoring interventions may address several risk factors such as alienation, academic failure, low commitment to school and association with delinquent and violent peers.

Innovative new policies of the police department may also help reduce crime. The first strategy could be intensifying the use of marked police cars in order to prevent certain types of serious crime in high crime areas. Field interrogation can be another technique in which police officers stop persons they believe to be suspicious based on ‘reasonable
cause’, question them about their activities and sometimes search the individuals and their vehicles. Field interrogation can be a potentially promising crime prevention tactic, especially when carried out in a respectful manner. However, it is suggested that increased police presence must be directed judiciously to deter crime. Simply increasing the number of police is not likely to prevent crime. Community policing is a third popular policing strategy. In this approach, police departments, other government agencies and members of the community work together to solve crime issues. In general, community policing programs result in a decrease in residents perceptions of and fear of crime and in many cases, result in more positive evaluations of police by residents.

Another community based prevention strategy that has shown positive effects is the use of *media campaigns* that attempt to change public attitudes and standards, educate community residents, or support other community interventions. One of the media interventions maybe a national advertising campaign against drugs. Such campaign may also be used to present and reduce the use of cigarettes and alcohol. Such interventions also provide a promising direction for future research related to changing community anti-violence norms and behaviors. Mass media should be encouraged to portray the positive contribution of young persons to society, disseminate information on the existence of services, facilities and opportunities for young persons in society, mass media generally, and the television and film media in particular, should be encouraged to minimize the level of pornography, drugs and violence portrayed and to display violence and exploitation disfavourably, as well as to avoid demeaning and degrading presentations, especially of children, women and interpersonal relations and to promote egalitarian principles and roles. Mass media should be aware of its extensive social role and responsibilities as well as its influence, in communications relating to youthful drug and alcohol abuse. It should use its power for drug abuse prevention by relaying consistent messages through a balanced approach.

The utilization of research as a basis for an informed juvenile justice policy is widely acknowledged as an important mechanism for keeping practices abreast of advances in knowledge and the continuing development and improvement of the juvenile justice system. The mutual feedback between research and policy is especially important in
juvenile justice. With rapid and often drastic changes in the lifestyles of the young and in the forms and dimensions of juvenile crime, the societal and justice responses to juvenile crime and delinquency quickly become outmoded and inadequate. The initial phase of prevention work in children’s justice program usually involves setting up a research project to investigate link between youth crime and factors such as poverty. Social workers may engage in making a targeted analysis of young offender’s backgrounds and examining the factors behind their offending behavior which may include lack of education, lack of life opportunities, leading to sense of hopelessness, alienation and so on. Efforts should be made to review and appraise periodically the trends, problems and causes of juvenile delinquency as well as the varying needs of juveniles in custody and regular evaluative research mechanism built into the system of juvenile justice administration and to collect and analyze relevant data and information for appropriate assessment and future improvement and reform of the administration. The delivery of services in juvenile justice administration shall be systematically planned and implemented as an integral part of national development efforts. The exchange of information, experience and expertise gained through projects, programs, practices and initiatives relating to youth crime, delinquency prevention and juvenile justice should be intensified at the regional and national level.

**The Integrated Generalist Model**

A professional desire to unify the three social work methods i.e. case work, group work and community organization precipitated the search for a common base of practice. The multi method or combined practice approach increased in popularity after the publication of the Hollis-Taylor report in 1951. In the decades of the 1950s and 1980s, the generalist approach to practice gained recognition and acceptance. This method integrates the traditional intervention methodologies into a unified framework. The proponents of the generalist approach believe that the unified perspective fosters breath in potential interventions. This approach is oriented towards finding solutions to problems and challenges. Presenting issues, rather than a particular method, direct generalists’ practice activities. Thus this approach involves social work intervention at the individual, family,
group, organizational, community and societal system levels often simultaneously (DuBois and Miley, 1999).

It is suggested that programs to prevent delinquency should be planned and developed on the basis of reliable, scientific research findings, and periodically monitored, evaluated and adjusted accordingly. The institutionalization of young persons should be a measure of last resort and for the minimum necessary period. Criteria authorizing formal intervention of this type should be strictly defined and limited to the situations such as where the child has suffered harm that has been inflicted by the parents or guardians, has been sexually, physically or emotionally abused, neglected, abandoned or exploited, a serious physical or psychological danger has manifested in the child’s behavior, etc. Juveniles and institutions shall receive care, protection and all necessary assistance such as social, educational, vocational, psychological, medical and physical that they may require because of their age, sex, and personality and in the interest of their wholesome development. Young female offenders deserve special attention because of their different personal needs and problems. They shall by no means receive less care, protection, treatment and training than young male offenders. In the interest and well being of the institutionalized juvenile, the parents or guardians shall have a right of access.

Encouraging criminal justice officials to see youth crime prevention as part of their role for example, people involved in the Juvenile Justice System (especially social workers) may be asked to visit slums and schools. Governments should establish policies that are conducive to the bringing up of children in stable and settled family environments. Families in need of assistance in the resolution of condition of instability or conflict should be provided with requisite services. Where a stable and settled family environment is lacking and when community efforts to assist parents in this regard have failed and the extended family cannot fulfill this role, alternative placements, including foster care and adoption, should be considered. Such placements should replicate, as far as possible, a stable and settled family environment, while, at the same time, establishing a sense of permanency for children. Special attention should be given to children of families affected by problems brought about by rapid uneven economic, social and cultural change, in particular the children of indigenous, migrant and refugee families. As
such changes may disrupt the social capacity of the family to secure the traditional rearing and nurturing of children, often as a result of role and culture conflict, innovative and socially constructive modalities for the socialization of children need to be designed. Measures should be taken and programs developed to provide families with the opportunity to learn about parental roles and obligations as regards child development and child care, promoting positive parent-child relationships, sensitizing parents to the problems of children and young persons and encouraging their involvement in family and community based activities. Governments should take measures to promote family cohesion and harmony and to discourage the separation of children from their parents, unless circumstances affecting the welfare and future of the child leave no viable alternative. It is important to emphasize the socialization function of the family and extended family; it is also equally important to recognize the future role, responsibilities, participation and partnership of young persons in society. In ensuring the right of the child to proper socialization, Governments and other agencies should rely on existing social and legal agencies, but, whenever traditional institutions and customs are no longer effective, they should also provide and allow for innovative measures.

Promoting crime prevention work in schools, for example, through play and citizenship classes on life/social skills, the law and children’s rights, and examining causes of offending in schools such as peer presence and substance abuse. This work can be done through adult community facilities and child advocates. Children’s involvement in decision making may be encouraged at family, school, community and national level and children as peer educators. Stop young people committing crime by tackling the causes of their offending such as getting them on to drugs treatment programmes or anger management courses, helping them into training or employment, or getting offenders to offer some form of separation or apology to their victim.

In most countries of the world, the juvenile justice system deals only with children in conflict with law, while other social and state specific laws are used for children in need of care and protection. In both cases however, individual care plans are developed for children. Each child has a social worker attached to her/him, unlike in India where such a system is beyond imagination. In India we have sheer numbers of children involved and
if we were to have a system as that in other countries we would not find enough social workers for the job. Few social workers are found willing to be with children and work in the field of social welfare. Even psycho social care or counseling services are highly inadequate. Unless these children are counseled through their journey to the juvenile justice system and out of it, in order that their self-esteem and confidence remains intact, their future remains bleak. Most of the social workers taken for the Juvenile Justice Boards and Child Welfare Community resign due to poor emoluments and lack of official paraphernalia. In such a situation the rehabilitation of children is suffering. In the case of girls, the most popular option is to get them married, sometimes even before they turn 18, owing to a literal implementation of the concept of restoration to family. Training is vital to bringing about changes to justice system. The settling up of a child friendly justice system requires that personnel working within the justice system be knowledgeable about international and national standards and guidelines about how these are to be applied locally. They need to know their own national policies and how to put these into practice. In this context training of not only social workers but also of Special Juvenile Police Unit is inadequate in India. The Welfare Officers, Probation Officers and the infrastructural needs provided by the government is inadequate and constantly remains at loggerheads with the juvenile justice system. A juvenile justice system will function better if all parties concerned gather together, interact and exchange ideas on the possibilities and constraints (legal or material) of their role in the administration of juvenile justice. Relevant children’s justice personnel should also be trained within each of their roles to better work with children in conflict with law.

Aftercare programme is the key pillar in the delivery of rehabilitative services for children out of homecare and growing up in institutions. The fourth chapter of the Juvenile Justice Act discusses the importance of rehabilitation and social integration. This section discusses certain known institutional solutions such as adoption, foster care and sponsorship. Legislation recognizes the need for aftercare services for institutionalized children to help them to lead an honest, industrious and useful life. Additionally legislation recognizes that a transition period of an additional three years of support and services to young people reaching the age of majority is very much needed. However, despite a progressive agenda, there is an absence of much deliberated Aftercare
programme and also an evaluation of existing programmes to meet the parameters of Aftercare delivery. The objective of the Aftercare programme is to enable children to adapt to the society and to encourage them to move away from an institution based life. Some of the key provisions include community group housing, vocational training, stipend during the course of vocational training, health services, provision for a peer counselor, loans for youths aspiring to set up entrepreneurial activities and linkages with corporate and civil society groups. Despite these provision, there is a near total absence of Aftercare programmes, and existing programmes fail to meet the parameter of proper Aftercare delivery. Therefore, recognizing the importance and need to engage all the stakeholders especially the civil society organizations and government agencies, working on child rights, to address the problems and issues related to Aftercare services in India is essentially required.

The study on the basis of findings suggests measures through which Social Workers can contribute significantly in the prevention of juvenile delinquency. It establishes that social work as a disciple can be helpful in identifying the trajectories of juvenile crime and that Social Workers increased participation at the governmental and non-governmental level would fulfill the existing inadequacy in addressing the problem of juvenile delinquency in the country. The intervention of Social Workers suggested at the level of Social Case Work, Social Group Work, Community Organization, and Integrated Generalist Model (As suggested in the conclusion) for the prevention of juvenile delinquency determines the fruitfulness of Social Work in attending to one of the most challenging problems faced by our nation.