Delinquency is the resultant of conflict between individual and his environment. The conflict arises when the child has to mould his innate behaviour as per the norms of society or he has to regulate according to his ego-satisfaction (Freud, 1917). A child is born with instinctual drives and innate capacities. As soon as he enters the environment he comes in contact with various stimuli and then his responses to the environment are determined by his innate drives, capacities and capabilities. These organised responses constitute the individual's behaviour-patterns. During infancy and early childhood a child is looked after by his parents and other members of the family hence his behaviour is confined to family setting, but during the critical and crucial period of late childhood and early adolescence, he shows drastic changes in his behaviour. These changes may be due to biological, psychological and sociological factors. During the infantile and early childhood period, a child's behaviour is governed by id, which strives for getting pleasure but during adolescence the super ego is developed and the child acts accordingly (Freud, 1917).

Usually children develop normal patterns of behaviour due to normal conditions and acceptable environment, but when adverse conditions arise, such as broken homes, maternal deprivation, improper parental attitude and challengeable social needs, the child's behaviour deviates. This behavioural deviation usually occurs during the juvenile period or early adolescence. This deviation in behaviour, particularly at this period, has been investigated by many biologists, psychologists and sociologists.
Biologists have observed that delinquent behaviour is associated with body structure (Lombrosso, 1911) and body types (Sheldon and Glueck, 1950). While psychologists associate delinquent behaviour to be the result of maladjustment of personality traits. (Anolik, 1983; Bhaumik and Kundu, 1983; Black-burn, 1986; Gupta, 1992; Krishna, 1993; Nakano, 1992). Similarly sociologists believe that delinquent behaviour is the result of the faulty environment to which the child is constantly exposed. Sociological factors such as broken homes, maternal deprivation, parental relationship and their attitude, School and social environment are also found to be associated with delinquent behaviour.

Delinquent behaviour and personality are related to each other. Development of various personality-traits differentiate a delinquent child from non-delinquent child. Freudian theory suggests that an imbalance in personality results due to conflict among id, ego and super ego, as id dominates in delinquent children they may show low ego and low super ego strength.

Delinquent children have been found to be usually from families where parents are illiterate and the conducive environment for the development of general intelligence is also not found. Thus the lack of inherited intelligence and unfavourable environment are likely to make the children prone to the delinquent behaviour.

Maternal deprivation, hardened rejection, family conflict, rejection from peers, inappropriate school, social environment, dysfunctional and disorganized society may make a child delinquent. As a result delinquent children may develop undesirable traits of personality, such as excitability, emotional
instability, aggression, impatience etc. The feeling of guilt-proneness, may also develop due to the offensive behaviour committed by them.

In this way the delinquent children seem to possess different personality traits as compared to the non-delinquent children. In addition to personality, interest-patterns also seem to have a significant role in the development of delinquent behaviour. Eysenck (1964) emphasized that behaviour of an individual is directed by one's interest. According to him, Interest is a tendency, a behaviour oriented towards certain objects or experiences which vary from individual to individual. Interest-patterns are so designed as to assist the individual to fit himself with his biological attributes into some what rigid social structure or institutions (Carter, 1940).

Interest-patterns are not inborn rather they are learned through experiences. The development of interest depends on child's physical and mental capacities; his readiness to learn; experiences and opportunities provided to him; his family conditions and peer's interest and many other factors (Hurlock, 1974).

Crites (1969) mentions that children are not born with ready made interest, instead interests are an outgrowth of learning experiences. Delinquent children, being guilty of their offense, do not want to come in close contact with society, hence they have restricted experiences and only few options are left for them for the selection of their vocation, accordingly, they develop their interest-patterns. Thus it appears that the delinquent and the non-delinquent children may show difference in their interest-patterns.
Chatterjee and Mukherjee (1979) while differentiating several groups on the basis of their interest-patterns, concluded that the interest-patterns of delinquents are markedly different from school going non-delinquents and also emphasized that delinquency-prone children can be identified with high degree of accuracy on the basis of their interest-patterns.

Another important factor which differentiates delinquents from non-delinquents is their personality. It has been observed that interest and personality are closely related to each other (Darley and Hagenah, 1955; Roe, 1956). Development of interest depends on the personality of individual. If an individual chooses a vocation taking into consideration the need of his personality structure, he gets satisfaction out of his vocation otherwise he remains dissatisfied which causes difficulties in his proper personality development.

Carter (1940) has concluded that when identification and the resulting interest-patterns are appropriate, an individual makes good adjustment, but when they are inappropriate, he finds it necessary to discard or modify his interest-patterns.

The delinquent behaviour has been found to be the result of development of inappropriate traits of personality. Since personality has been found to be closely related to interest-patterns, it seems that modification or change in the interest-patterns can minimize the delinquency. This contention is further supported by Leucikova (1984) who suggested to develop the hobbies of the children according to their interest in order to reduce juvenile delinquency.
Various studies have revealed the relationship of delinquency with personality and interest-patterns. For example, delinquent children have been found to be reserved, critical and aloof. They develop this trait due to repression of their libidinal energy (Freud, 1917). Generally the delinquents prefer remaining aloof due to their guilt-feeling. The tendency to remain aloof from the society may prove responsible for the development of a particular type of interest which keep them away from social obligations, such as fine arts, crafts and the like.

Generally delinquent children are born in such families where they have to face parental rejections and deprivation, (Deman, Dolan and Pelletier, 1993; Dodge and Bates, 1992; Dutton and Hart, 1992; Krohn, Stern and Thornberry, 1991; Osuna, Alarcon, and Luna, 1992; Thilagraj, 1983). As a result they develop feeling of inferiority and inadequacy.

Due to poor home conditions, conflicting parental relationship and unfavourable parental attitudes children are not able to fulfil their basic needs and desires. The prolonged dissatisfaction of needs and desires make a child tensed, frustrated and emotionally unstable, which result into various types of offenses such as quarreling, assaulting stealing etc. This way the children become delinquents.

Delinquent children have been rejected by the society so they also become rebellious to society as a result they develop low super ego strength, show no obligations to people and disregard social rules. Due to development of such attitude delinquent children accept such vocations which keep them aloof from social members such as craft, fine arts and the like.
Delinquent children have been found to be products of poor families and low socio-economic status (Badami, 1965; Kulshreshtha, 1981; Rao and Sen, 1979; Sullivan, 1973; and Uttar, 1975). They have been found to be lacking in general intelligence due to poor inheritance of this trait and also absence of conducive environment for the development of intelligence. Various other findings also concluded delinquent child to possess low intelligence (e.g. Carlota, 1982; Lynam, Moffitt, Terrie and Stouthamer loboer, 1993; Quay, 1987; Reily, 1985).

Due to low intelligence and inability to solve abstract problems delinquent children may not develop interest for those vocations which require sharp intelligence. For example, science, medical, literature etc.

Various other findings reveal that delinquent children are emotionally unstable (Mukherjee and Majumdar, 1969; McQuaid, 1970; Rajangam 1959; Sheldon, 1949) impatient, excitable and self-assertive (Carlota, 1982; Lahri, 1983; Sharma, Gunthey and Singh, 1982) dominant and aggressive (Bandura and Walters, 1959; Black-burn, 1986; Huesmann and Eron, 1982; Krishna, 1993) and internally restrained and individualistic (Erickson, 1966; Goldstein, 1990; Padmanabhan, 1973). Since desires of the delinquent children are repressed (Freud, 1917) their style of life also gets changed (Adler, 1945). It has been observed that there is obstruction in the fulfilment of their basic needs (Horney, 1945) and therefore, they develop emotional instability, excitement, aggression and such other traits which prove responsible for causing delinquency.
The Freudian theory emphasizes that the delinquent children also want to be in a state of Euphoria (state of happiness) and homeostasis. Hence they want to get themselves relieved from the state of imbalance. It has been claimed that play and sports activities are good means of discharging tension (Hurlock, 1974) therefore there is a possibility that delinquent children may develop interest towards above areas of interest.

Feeling of high self-sentiment is conducive to technical vocations (Cattell, 1964) but delinquent children have been found to have low self-sentiment. Due to feeling of inadequacy and inferiority (Adler, 1963) and social rejections (Sullivan, 1958) this feeling of low self-sentiment develops. Thus there is a possibility that the delinquent children may not show their interest for technical vocation.

A careful observation of the review of studies related to delinquent behaviour reveals that the delinquent and non-delinquent children may differ in their personality traits and interest-patterns. The study of this aspect of behaviour is very important, as delinquency has become very serious in the modern society. For minimizing the occurrence of delinquent behaviour, the study of personality traits and interest-patterns may provide very useful solution but unfortunately this important aspect has not been given due attention by the researchers so far. Therefore the present study has been designed in order to examine and compare the personality traits and interest-patterns of delinquent and non-delinquent children. Fourteen personality factors as included in Cattell Children Personality Questionnaire (CPQ) are adapted and developed by Kapoor and Rao (1972) in Indian conditions and 10
interest-patterns investigated by CNPR-962 (Chatterjee's Non-language Preferences Record Form-962) have been studied in the present research. The problems and their related hypotheses on the basis of above rationale have been formulated as mentioned below:

PART I

PERSONALITY FACTORS AND DELINQUENT BEHAVIOUR

1. The first problem of the present study is to examine the difference in Factor 'A' of CPQ between delinquent and non-delinquent children. Factor A deals with reserved, versus out-going traits of personality. It is hypothesized that the delinquent children would be reserved, detached and critical whereas the non-delinquent would be warm-hearted, outgoing and easy-going.

2. The second problem of the present study is to investigate the difference in Factor 'B' between delinquent and non-delinquent children. Factor B deals with the general intelligence of the subject. It is hypothesized that the delinquent children would have lower intelligence than the non-delinquent children.

3. The third problem of the present study is to examine the difference in Factor 'C' among delinquent and non-delinquent children. Factor C deals with emotionally less stable, versus emotionally stable trait of personality. It is hypothesized that delinquent children would be emotionally less stable in comparison to non-delinquents, who would be emotionally more stable.
4. The fourth problem of the present study is to examine the difference between delinquent and non-delinquent children in Factor 'D'. Factor D deals with complacent versus excitable trait of personality. It is hypothesized that delinquent children would be more excitable than the non-delinquent children.

5. The fifth problem of the present study is to verify whether or not delinquent children differ with non-delinquent children in personality Factor 'E'. Factor E deals with submissive versus dominant trait of personality. It is hypothesized that delinquent children would be dominant in comparison to non-delinquent children who would be submissive in nature.

6. The sixth problem of the present study is to examine the difference between delinquent and non-delinquent children on Factor 'F'. Factor F deals with the sober versus enthusiastic trait of personality. It is hypothesized that delinquent children would be enthusiastic in their behaviour than the non-delinquent children who would be comparatively sober in nature.

7. The seventh problem of the present study is to examine the difference between delinquent and non-delinquent children on Factor 'G'. Factor G deals with low super-ego strength versus high super-ego strength. It is hypothesized that delinquent children would have low super-ego strength in comparison to non-delinquent children who would have high super-ego strength.
8. The eighth problem of the present study is to verify whether or not delinquent and non-delinquent children differ in Factor 'H'. Factor H deals with shy, nature among low scorers and adventurousness among high scorers. It is hypothesized that delinquent children would be adventurous, while non-delinquents would be shy in their behaviour.

9. The ninth problem of the present study is to investigate the difference between delinquent and non-delinquent children on Factor 'I'. Factor I deals with tough-mindedness versus tender-mindedness. It is hypothesized that delinquent children would be tough-minded while non-delinquent children would be tender-minded.

10. The tenth problem of the present study is to investigate whether or not delinquent and non-delinquent children differ in their personality Factor 'J'. Factor J deals with group action liking versus "individualistic expression of personality. It is hypothesized that delinquents would be individualistic in their action while non-delinquents would prefer group action.

11. The eleventh problem of the present study is to verify the difference between delinquents and non-delinquents on Factor 'N'. Factor N deals with naivete versus shrewd behaviour of individuals. It is hypothesized that delinquent children would be shrewd in nature; but non-delinquents would be naivete in nature.

12. The twelfth problem of the present study is to examine whether there is any difference between delinquent and non-delinquent children in Factor 'O'. The Factor O deals with self-assurance
versus guilt-proneness as trait of personality. It is hypothesized that delinquent children would be guilt-prone and insecure while non-delinquents would be self-assured and secured in nature.

13. The thirteenth problem of the present study is to investigate the difference between delinquent and non-delinquent children on Factor 'Qa'. The Factor Qa deals with low self-sentiments versus high self-sentiments. It is hypothesized that delinquent children would show low self-sentiments but non-delinquents would show high self-sentiments.

14. The fourteenth problem of the present study is to investigate the difference between delinquent and non-delinquent children on Factor 'Q4'. The Factor Q4 deals with relaxed and unfrustrated versus tensed and frustrated traits of personality. It is hypothesized that delinquent children would be more tensed and frustrated in comparison to non-delinquent children.

PART II
INTEREST-PATTERNS AND DELINQUENT BEHAVIOUR

1. The first problem of the present study is to know whether delinquent and non-delinquent differ in fine-arts area of interest. It is hypothesized that the delinquent children would show more interest in fine-arts than the non-delinquent children.

2. The second problem of the present study is to examine the difference between delinquents and non-delinquents in their interest in literature. It is hypothesized that the delinquent
children would show less interest in literary activities than the non-delinquent children.

3. The third problem of the present study is to verify whether delinquents and non-delinquents differ in their interest in science. It is hypothesized that delinquent children would show less interest in science than the non-delinquent children.

4. The fourth problem of the present study is to find out whether or not delinquent and non-delinquent children differ in their interest in medical science. It is hypothesized that delinquent children would show less interest in medical science than the non-delinquent children.

5. The fifth problem of the present study is to investigate the difference between delinquents and non-delinquents in their interest in the area of agriculture. It is hypothesized that delinquent children would show more interest in agriculture than the non-delinquent children.

6. The sixth problem is to find out the difference of interest in the field of technical vocation between delinquent and non-delinquent children. It is hypothesized that delinquent children would show less interest in technical vocation than the non-delinquent children.

7. The seventh problem of this study is to investigate the difference of interest in craft between delinquent and non-delinquent children. It is hypothesized that delinquent children would show more interest in craft than non-delinquent children.
8. The eighth problem of the present study is to know the difference between delinquents and non-delinquents their interest in outdoor activities. It is hypothesized that delinquent children would show more interest towards outdoor activities in comparison to non-delinquent children.

9. The ninth problem of the present study is to investigate whether delinquents and non-delinquents differ in their interest in sports. It is hypothesized that delinquents would show more interest in sports in comparison to non-delinquent children.

10. The tenth and the last problem of the present study is to examine the difference between delinquents and non-delinquents in household activities. It is hypothesized that delinquent children would show less interest in household activities than the non-delinquent children.
CHAPTER FOUR

METHOD

1 SUBJECTS

II MEASURES

III DESIGN

IV PROCEDURE

V ADMINISTRATION OF TESTS