

A STUDY OF JUVENILE DELINQUENCY IN NAGALAND

Thesis submitted to Nagaland University for the
Degree of Doctor of Philosophy in Education



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CANDIDATES DECLARATION

I do hereby declare the thesis entitled “A Study of Juvenile Delinquency in Nagaland” is research work done by me under the supervision of Prof. Imtisungba Ao, Department of Education, Nagaland University, for the award of Degree of Doctor of Philosophy in Education. The thesis has not been submitted by any other university for the award of any other Degree, Diploma or Title.

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CERTIFICATE

This is to certify that Neikhokim Singsit Julie, Regd. No.612/2014 has completed her Thesis entitled," A STUDY OF JUVENILE DELINGQUENCY IN NAGALAND" under my supervision. To the best of my knowledge the data collected and facts reported in this research had been original. The thesis is ready and fit for submission.

Place : Kohima Nagaland

Dated : 30th.June 2019

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This thesis is dedicated
to my loving parents
Late Ngulkam Singsit and Mrs. Tinghoi Singsit
and
to my two brothers
Mr. P. Nelson Singsit and Mr. J. Robert Singsit for
their constant love and support throughout my
research study.

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“Acknowledging the good that you already have in your life is the foundation for all abundance.”
Eckhart Tolle

(NEIKHOKIM SINGSIT JULIE)

A STUDY OF JUVENILE DELINQUENCY IN NAGALAND

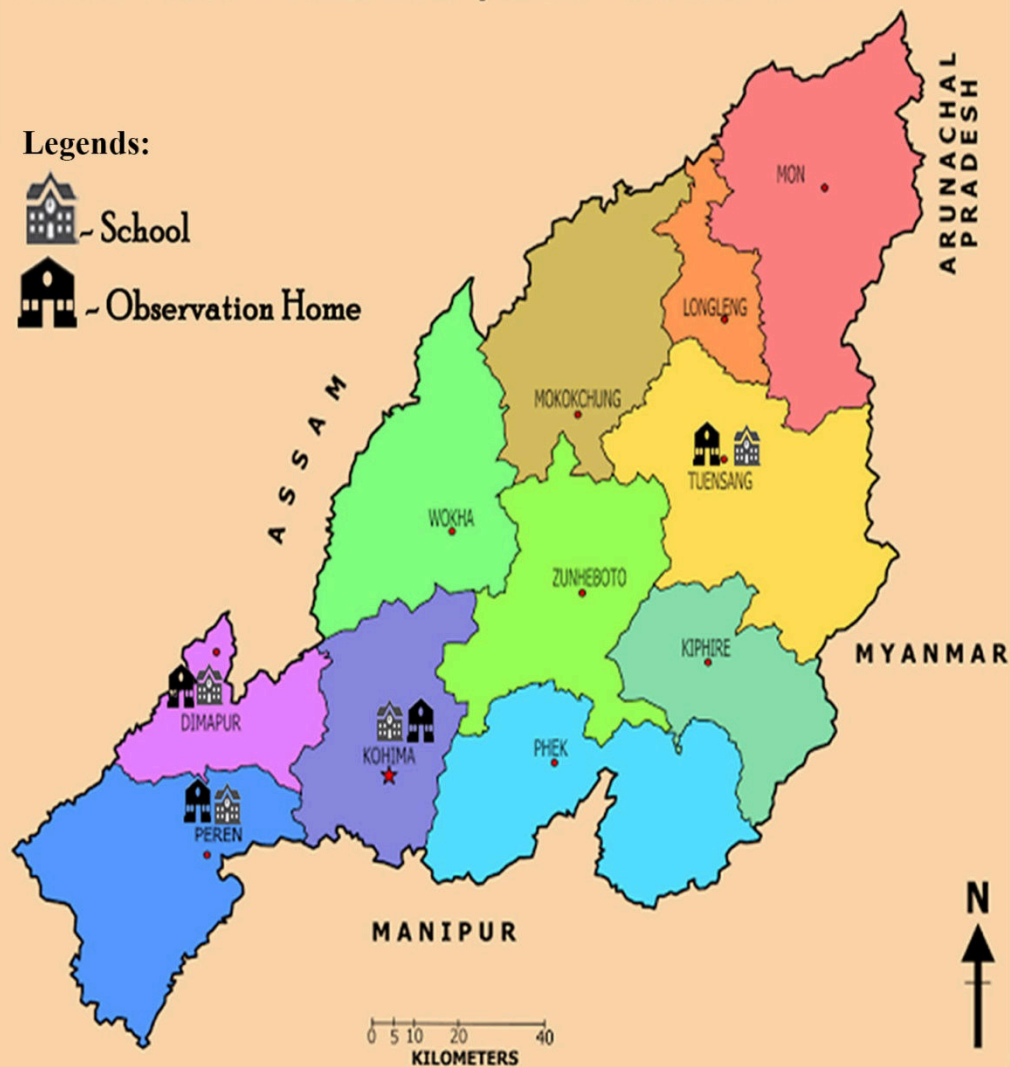
Legends:



~ School



~ Observation Home



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ABBREVIATIONS

Cr. P.C- Code of Criminal Procedure

CPS- Child Protection Service

CRC- Convention of Right of Children

CWC- Child Welfare Committee

DCPU-District Child Protection Unit

DIR- Domestic Incident Report

FIR- First Information Report

GOI-Government of India

ILP- Inner Line Permit

JD- Juvenile Delinquents

JJB- Juvenile Justice Board

NBCC- Nagaland Baptist Churches Council

NCR- Non Criminal Report

NIPCCD- National Institute of Public Co-Operation and Child Development

NSSWB-Nagaland State Social Welfare Department

OH- Observation Home

OSC- One Stop Centre

PPP- Public Private Partnership

PTA- Parents Teacher Association

PO- Probation Officer

SH- Special Home

SJPU-Special Juvenile Police Unit

SRCW- State Resource Centre for Women

UN- United Nation

WHO- World Health Organization

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CHAPTER-1

INTRODUCTORY CHAPTER

1.1 INTRODUCTION

Education is the key to all process of development especially human development. Education is fundamental to all round development of human potentials- material and spiritual. Education develops manpower to different levels of economy and empowers the poor man's to become self reliant enough to participate in the process of national development. Education thus is an instrument for developing an economically prosperous society and for ensuring quality and social justice.

Socrates says, "Education means bringing out of universal validity which is latest in the minds of every man". While Plato states, "education (is) training which is given by suitable habits to fit instincts of virtue in children..... Which leads you always to hate what you hate, and love what you ought to love from the beginning of life to the end.....in my view will be rightly called education.

D.E.Moore, "Modernization is a revolutionary change leading to the transformation of traditional or pre-modern society into the type of technology and associated social organizations that characterized the advanced economically prosperous and relatively potentially stable nation of the western world.

1.2 A BRIEF BACKGROUND OF THE STATE OF NAGALAND

Nagaland the sixteenth state of India was formally inaugurated in Kohima on 1st December 1963, by the then president of India Lt Dr. Radhakrishnan. Presently the state is divided into 12 districts viz; Kohima, Wokha, Phek, Zunheboto, Tuensang, Mon, Kiphire, Peren, Longleng, Dimapur and Mokokchung.

The state is bounded by the state of Assam in the West, Myanmar in the East, Arunachal Pradesh in the North and Manipur in the south. It is situated approximately between 25.06' and

27.04' Latitude North of Equator and between 93.20 and 95.15 East Longitude covering an area 16,579 sq.km situated in the North Eastern part of India.

The state of Nagaland is inhabited by the 16 tribes namely, Angami, Ao, Chakesang, Chang, Kachari, Khiamniungan, Konyak, Kuki, Lotha, Phom, Pochury, Rengma, Sangtam, Sumi, Yimchunger and Zeliang.

According to the census of India 2011, the population of Nagaland is 19,80,602 comprising of 10,25,707 males and 9,54,895 Females. In Nagaland there are 931 females per 1000 males. The density of population in Nagaland is 119 persons per sq.km. At present the proportions of literate is 80.11% in Nagaland which is higher than the national average of 74.05%. The female literacy rate is 76.69% and that of males is 83.29% respectively.

1.3 EDUCATION IN NAGALAND

Earlier there was no formal and systematic way of imparting education in the Naga society. However the existence of the Indigenous 'Morung' fulfils the needs of the youths. Both boys and girls have their own separate Dormitories or Morung where they are being taught informally by the village elders or some elderly people. They are being taught in manners relating to war tactics, ancestral folksongs. Folktales, weaving, carving, diplomacy, religious rites, customary laws, skill of conduct, social ethics, duties, responsibilities etc.

The education of the Nagas boosted up after the arrival of the American missionaries, who were the first one to introduce formal system of education. They were the pioneers in this fields. In 1872, Dr. and Mrs. Clark, with the help of an Assamese teacher open the first school in Ao region. In 1879, Rev. C. D. King opens the first Angami school in the Angami region at Samaguting (Chumukedima). Mr. and Mrs. Witter were commission to work among the Lotha tribe in 1885 and so they not only establish a school but also brought out a grammar book in Lotha dialect. After Nagaland got its statehood in 1963, there was an increased development in the field of education

after the government took initiative to give education to every of its citizens. A number of government institution sprang up which was a giant achievement on the part of the government.

In Nagaland the structure of Education are as follows-

- (i) Pre-Primary stage- Nursery, A and B.
- (ii) Elementary stage- (a) Primary school- Cl I-IV.
(b) Middle school- Cl V-VIII.
- (iii) Secondary stage- Cl IX-X.
- (iv) Higher Secondary- Cl XI-XII
- (v) Degree stage- 3yrs course. Consist of 2 types- honors and general course.
- (vi) Post-Graduate stage- 2yrs course.

1.4 MEANING OF JUVENILE DELINQUENCY

Etymologically the term, 'delinquency' has been derived from the Latin word 'delinquer' which means 'to omit'. The Romans used the term to refer to the failure of a person to perform the assigned task or duty. It was William Coxson who in 1948 used the term 'delinquent' to describe person found guilty of customary offences. The term delinquent has a very extensive meaning and includes rebellious and hostile behavior of children and their attitude of indifference towards society.

Acts such as begging, truancy, vagrancy, obscenity, loitering, pilfering, drinking, gambling etc which a person's commit are also included in the meaning of Juvenile delinquency. Juvenile delinquency is also identified either with adjustment or with form of inadequate laws and regulation than a delinquent inclination. Thus, disobedience, stubbornness, lack of respect, being incorrigible, smoking without permission, collecting cigarettes butts, hawking and the likes are considered juvenile delinquency.

Sociologically, juvenile delinquency is that type of behavior pattern of children which is injurious to society and therefore prohibited.

Delinquency is a kind of abnormality and when an individual deviates from the course of normal social life, his behavior is called “delinquency”. When a juvenile, below an age specified under a statute exhibits behaviors which may prove to be dangerous to society and/or to himself he may be called a “Juvenile delinquent.”

Cyril Burt defines delinquency as occurring in the child “When his anti-social tendencies appear to grave that he becomes or ought to become the subject of official action”.

Albert Cohen observed that the only possible definition of delinquency is one that relates to the behavior in questions to some set of rules. The rules themselves are a heterogeneous collection of regulations; some are common to all communities and others only to be found in one or two.

Delinquency may be defined as law-breaking behavior on the part of those who, by virtue of their youth, are not seen as being fully responsible of their actions. Because of the special position of the children and Adolescents, processing of delinquents is often strongly influenced by considerations of the child’s welfare as well as justice. Legal of juvenile delinquency does not conform to its psychological definition as from legal viewpoint a juvenile delinquent is a person between the ages of 15 and 17 who indulges in anti-social activity. It may well be pointed out that the ages of the so called juvenile delinquents have not been similarly determined in all countries. It varies from country to country but is within the usual limits of 16 and 20.

According to Psychology, any and every child, of either sex, between ages of 15 and 18, who commits a crime, irrespective of the fact that he is apprehended or not is a juvenile delinquent.

1.5 UN and WHO perspective on Juvenile and Adolescents.

The problems faced by children in conflict with the law was one of the priority areas for action set out by Kofi Annan, the then United Nations secretary General in the document “We the children”, End Decade Review of the world summit for children in 2001. He identified the following priority action for the future:

- i) Special effort should be made to prevent Juvenile delinquency through effective educational opportunities, stable family environment and community based program.
- ii) Legislation should be advanced to ensure that the children are only deprived of their liberty as a last resort and for the shortest period possible.
- iii) Alternative structure should be developed to deal with the children's without resorting to judicial proceedings always.
- iv) Existing international standards should be publicized through awareness raising and information campaigns.

Children who come in conflict with the law are often from the most valuable and marginalized segments of the society. The Convention on the Right of the Children (CRC) and UN guidelines encourage good practice that aims to ensure the dignity of the child and processes that promotes reintegration into the society. WHO suggested that building life skills in children and adolescents and providing them with psychosocial support in school and other community settings can help promote good mental health. Program to help strengthen the ties between adolescent and their families are also important.

1.5.1 History of Juvenile Act and Institution in India

The British Government felt the need for enactment of enacting a juvenile legislation in the country in the latter part of the 19th century so they came up with the following Act's:

❖ THE APPRENTICES ACT 1850.

Young offenders were treated by criminal law in India in the same manner as adult offenders. The law governing them sentenced them to institution like prisons where they are dumped together. This situation remained the same even after the British takeover of the country. The first legislation concerning children came in 1850 when the Apprentices Act was passed. This Act in fact was not primarily concerned with the delinquent behavior of children but laid down, as the name of the Act itself implies, the provision relating to the

relationship between employers and young person learning a trade from them as apprentices. The act, however did contain some provisions where it may be discerned some of the principles and practices of the future juvenile courts and instructions. The Act provides that the father or the guardian could bind a child between the ages of 10 and up to 18 years or up to the age of 21 years. Magistrate were authorized to act as guardian in respect of destitute child or any child convicted of vagrancy or the commission of a party offence and could bind him as an apprentice to learn a trade, craft or employment. The Act was repealed by the Apprentices Act, 1961 which does not contain provision relating to destitute or delinquent children. Children Acts, passed in the meantime, have taken care of these problems.

❖ **THE REFORMATORY SCHOOLS ACT 1897.**

This Act is a landmark in juvenile legislation in India. The considerations which lead to separate correctional institutions for young offenders in USA and England had their impact in India as well. In 1887, the Reformatory Schools Act was enacted empowering the State Government to establish reformatory schools. Since the provision of the Act was not operative in the whole country N, 399 of Cr.P.C 1898 made the provision of Reformatory School applicable for those where the Reformatory School Act was not applicable. Reformatory school are meant for youthful offenders. According to section 4 (a) of the Act, a youthful offenders mean any boy convicted of any offence punishable with transportation or imprisonment and ho at the time of such conviction is under the age of fifteen years. Under this Act a beginning was made for incorporating the rehabilitative technique in the penal philosophy for juvenile offender.

❖ **THE WHIPPING ACT 1900.**

The Act made the provision for whipping of young offenders for minor offences. The reason for his provision was that the young offender should be avoided to be imprisoned. The Act has been repealed by the Abolition of Whipping Act 1955.

❖ **BORSTAL SCHOOL SYSTEM.**

The Borstal School System is famous after the name of a village Borstal in England where in 1902 Rochester Prison in the Borstal Village was converted into a reformatory to reform the delinquent boys. In Bristol institution, the offenders in the age group of 15 to 21 who commit the offences punishable with imprisonment are kept for a maximum period of two years although they can be released after six months. These offenders are not generally confined inside the prison walls. The young tough criminals are however kept in confinement in certain Borstals which are not open air institution. After the release of the offender from the Borstal, care is taken to have supervision on him for two years. During the Borstal term, the juveniles are provided with education, industrial training and recreation so that the young offenders may developed themselves mentally fit and live a peaceful and law abiding life after their release. On the recommendation of the jail committee, various states enacted Borstal School Acts.

❖ **THE CHILDRENS ACT 1960.**

The year 1920 onwards saw legislation from juvenile courts and other institutions in various parts of the country in the form of Children's Act. The Children's Act was passed by Madras in 1920 followed by Bengal and Bombay in 1922 and 1924 respectively. Five more provinces had Children Acts by the time the country got its independence and many more states have enacted legislation during the year after Independence.

In the International Year of The Child (1979) all the stats except Nagaland, Orissa, Sikkim and Tripura enacted their Children Acts. However, even by 1984-85, the Children Act, through enacted, were not forced at all in some states and were enforced partially in Assam and Jammu and Kashmir.

❖ **THE JUVENILE JUSTICE ACT 1986.**

Over the years the need was felt for uniform legislation regarding Juvenile justice for the whole country and the Juvenile Justice Act of 1986 fulfills this need. Besides bringing uniformly at the national level, it also takes care of the states where no legislation was forthcoming in the area of juvenile justice. The Juvenile Justice Act, 1986 which repeal the earlier Children Act, 1960 aim at giving effect to the guidelines contained in the standard minimum rules for the Administration of Juvenile Justice adopted by the UN countries in November, 1985.

The Act provided for the care, protection, treatment, development and rehabilitation of neglected delinquent juvenile and for the adjudication of certain matters relating to and disposition of delinquent juveniles. The Act remain operative for nearly thirteen years when it was repealed by the Juvenile Justice (Care and Protection of Children) Act, 2000 which is now the central law operative throughout the country w.e.f December 30, 2000.

❖ **THE JUVENILE JUSTICE (CARE AND PROTECTION OF CHILDREN) ACT 2000.**

The Juvenile Justice (care and protection of children) Act 2000 provides a legal system and frame work for the suitable care, protection and rehabilitation of vulnerable children in India. In this Act the term Delinquent Juvenile Justice Act 1986 has been substituted by the words “Juvenile” in conflict with law. While the Juvenile Justice Act 2000 is central Govt. legislation implementation lies with the state Govt. which have power to make rules, establish Juvenile Justice Board, established institution, set up special juvenile police units and development of rehabilitation and social integration program.

❖ **THE JUVENILE JUSTICE (CARE AND PROTECTION OF CHILDREN) ACT 2015.**

The Juvenile Justice (Care and Protection of Children) Act 2015 received the assent of the President on the 31st December 2015 and came into force from 15 January 2016. It replaced the Indian Juvenile Delinquency Law, Juvenile Justice (Care and Protection of

Children) Act 2000, and allows for Juvenile in conflict with law in the age group of 16-18 years, involved in Heinous Offences, to be tried as adults.

1.5.2 Juvenile Justice System in Nagaland.

With the rest of the country Nagaland also follows the same nature of identifying and rehabilitate the delinquents i.e. children below 18yrs of age committing offences which is against the law. An Act to established Juvenile Home was passed in Nagaland in 1986 and so the first rehabilitation centre for the Juveniles was established in Pherima in 1989 known as Observation Home cum Special Home followed by the establishment of such other Homes in each of the district under the Juvenile Justice Act 2000 and its Amendment Act 2006. Since its inception the Home has been dealing with a number of juveniles both local and non-locals. These Observation Home is being looked after by the Social Security and welfare department of the state.

1. 6 NEEDS AND IMPORTANCE OF THE STUDY

Juvenile delinquency is one of the serious problems of the masses society. It is almost an outcome of rapid urbanization and industrialization of modern times. Social conditions associated with these two processes have affected the family pattern. This resulted in an atmosphere that is favorable to the growth of Juvenile Delinquents. A large number of children moving from rural areas to the cities or living in the cities are found to be highly vulnerable to this process. This has almost become a universal problem in most of the industrial countries including India.

A Delinquent is a minor but with a major problem. If he is not properly handled then he will turn into criminal with the rapid social changes arising out of economic development, industrialization and migration of rural masses to cities or towns.

Our society approximately constitutes of 60% of youths and in every society we find certain Juvenile Delinquents. These offences are anti-social and harmful for the society. The increasing number of delinquent acts has become the concern of parents, teachers, social workers and Psychologist. Children and adolescents are guilty of offences involving in various anti-social

activities such as stealing, burglar, gambling, sexual offences etc. if these acts of the delinquents are not curbed at the earliest than it will create more and more world problems. There will be mass destruction and damages in every nook and corner of the world.

Student's delinquency in particular is the crime committed by the young students inside the educational institutional environment, against its law- norms and outside the institution as well. They are cognizable offences as well as non-cognizable delinquent behavior which are equally dangerous for the normal functioning of the individual and the society.

Delinquent students today everywhere are guilty of offences. They revolt against the social reality and devices to accept the right institutions. There is rebellion against the existing education system, authority etc... Old values which once molded the behavior of the younger generation are gradually disappearing as such it has lead to the increase number of delinquents. Parents those in the working institute and divorced parents who doesn't have sufficient time for their children's welfare, also contribute to the high number of delinquent children. Mass media encouraging, violence and criminal theme through films and cheap magazines add to the causation of delinquency among the youths. Generation gap is also one of the main causes that lead to delinquency among the adolescents.

According to National Crime Record Bureau, in India nearly half of the population is Youth and again nearly half of the Youth's have committed offences in one form or the other. The study also found that majority of them were boys but the offences committed by the girls are also rising. If the increasing number is not stopped then there is a fear that our society or country will turn into a heap of garbage of juveniles and people will be in total chaos and fear without any development. With the advancement of technology, life is moving very fast and .children as young as 1 ½ or 2 are already in the influence of mobiles, laptop, TV remotes etc. If this is not properly checked than there will be a great turmoil in the life of the child and that of his parents as they grow older. For everything there is a time and this time should be well utilized and judiciously implemented. Parents

have a great role to play in the lives of the child as it is clearly written in the Bible that they are authorized to look into the affairs of their ward as being given responsibility by our heavenly father.

As no study has been done so far in this area in Nagaland, the investigator with all the above reasons felt necessary to study the problem to find out the factors that which effects the adolescent boys and girls, leading them into many anti-social activities and at the same time turning them into delinquents.

1.7 STATEMENT OF THE PROBLEM OF STUDY:-

The statement of the study is “**A Study of Juvenile Delinquency in Nagaland.**”

1.8 DEFINITION OF THE TERMS USED IN THE STUDY:-

In order to have a better understanding of the concept, the important terms used are briefly explained as:

- (i) **Study-** a detailed analysis of a subject or situation.
- (ii) **Juvenile Delinquency-** refers to offences carried by young people who are older than the age of criminal responsibility but not liable as adults.

1.9 OBJECTIVES OF THE STUDY:-

The Objective of the study are as follows-

- (i) To identify the types of Delinquents and Delinquencies.
- (ii) To identify the nature of Delinquencies in Secondary schools.
- (iii) To study the causative factors effecting Delinquencies.
- (iv) To identify the various agents, institutions which has taken steps for controlling delinquency problems.
- (v) To examine the role of the Government and NGO's.
- (vi) To recommend remedial measures to reduce delinquents and delinquencies.

1.10 JUSTIFICATION OF THE STUDY

Delinquency is a kind of abnormality where an adolescent deviates from the normal social life. In modern, civilized countries a criminal is not looked upon as a sinner or a bad person, but rather as a mentally diseased individual or one who has been victimized by circumstances. Students are the backbone of the society as such their well growth will lead to the development of the county in general and of the society in particular.

It is important that a grass root study is done in order to have a better understanding of the problems so that corrective measures can be taken for their reformation. A look into the Nagaland profile shows that there is an alarming growth of offences committed by the adolescents in recent times. Most of the delinquents are still regarded/ treated as criminals and are punished without having a proper knowledge about the various psychological traumas they undergo. There is no proper institution for their rehabilitation which worsen their conditions and increase their plight to cope themselves in the society.

The investigator therefore feels that the present study will go a long way in understanding the problems of the delinquents and help them to adjust in the society which will in turn decrease its mushrooming growth.

1.11 DELIMITATION OF THE STUDY:-

The study is delimited in the following areas-

- (i) Present study was limited to adolescent students studying in secondary schools.
- (ii) The study was limited to officially registered youths in the rehabilitation centers, Hospitals, Police Thana.
- (iii) The study covers only the four (4) districts of Nagaland i.e., Kohima, Dimapur, Peren and Tuensang.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Review of related literature is essential aspects of a research project. To take up any research work, related literature and reviewed findings are indispensable. It provides the new researcher the glimpse of the research step and procedures as to how he should proceed towards an inference of his study. It reflects wider concepts and idea to the investigator about his selected problems under study and thereby he becomes more expressive in addressing the problem.

It enables the researcher to update the works done by the previous researchers and to highlight more positive changes. It helps the investigator to study and understand the works of the earliest researchers.

This chapter contains the study of the investigator on the works of the previous researchers which had some resemblance of her study. The investigator has taken up the following categories for her study:-

- (i) Studies done Abroad.
- (ii) Studies done in India.

2.1.1 STUDIES DONE ABROAD

Meyer, Kim Arthur (1996) : *“The functional analysis and treatment of problem behavior exhibited by children in Elementary schools.”*

In this study it was found that the functional analysis revealed four pattern, with three students showing lower rates of on-task behavior during difficult task, one displaying lower rates of on-task behavior during conditions with low attention, on displaying low rate of on-task behavior across all conditions and one participant exhibiting high rates of on-task behavior across all conditions. Results also suggest the importance of analyzing the functions of behavior for students

and then matching treatment to that function. In addition, results indicates that procedures developed for use with individuals with developmental disabilities can be generalized to a normal population.

Murphy, Robert A (1996)- *“High risk adolescent: An investigation of object relations and social functioning.”*

For this study the self and object relations of 19 conduct disturbed adolescents were compared to those of 15 non-disturbed adolescent via the analysis of data from the Thematic Apperception Test. It was found that the conduct disturbed adolescents demonstrated greater levels of impairments of four dimensions of objects relations, measured with the social cognition and object Relations Scale. Complexity of representations of people, Affect tone of Relationship, Paradigm, capacity of Emotional Investment and Moral standards and understanding of Social causality were also found.

Peterson, Catherine Swineford (1996): *“Anger and aggression in adolescent offenders.”*

With the rise in violent juvenile crime, it is important to understand better the causes of aggressive behavior in youth. The purpose of the study was to determine if anger levels could predict aggressive behavior and specifically to analyze the usefulness of the Novaco Anger Scale in predicting juvenile aggression. A sample of 175 male juvenile offender was tested with the Novaco Anger Scale , the Spielberger State-Trait Anger Expression Inventory, the Barratt Motor Impulsivity Scale and the Belief About Aggression measure. a subsample of 65 juvenile was followed over 3-month period to record their aggressive behavior while incarcerated. It was hypothesized that the Novaco Anger Scale would predict juvenile aggressive rule and staff rating of aggression, anger and impulsivity in addition to distinguishing aggressive and non-aggressive juvenile based on their legal offences.

Overall results supported the validity of the Novaco Anger Scale as a measure of trait anger in juvenile. it was useful in predicting verbal and physical aggression by incarcerated juvenile over a 3-month period. The Novaco was able to distinguish physically aggressive from non-aggressive

juvenile with 69% accuracy, compared to a chance rate of 51%. However, their result should be replicated and cross-validated.

Sergeant, Norah Mary (1996)- *“Self esteem, depression, substance usage and locus of control in sexuality abused adolescents.”*

High school students who reported histories of childhood sexual abuse, scored higher on measures of depression and probable substance abuse, lower on self esteem, and indicated a more external locus of control than did their counterparts who did not report such histories. However, history of childhood sexual abuse was associated significantly with depression, self esteem and external locus of control but not probable substance abuse. Only depression, of the four dependent variable, explained a small proportion of the shared variance. These results demonstrate that a brief anonymous survey can detect important data to guide curriculum development and counseling initiatives within a secondary school setting. The broader clinical implications of the results also are discussed along with suggestions for future research.

Brown, Debra Deloris (1997): *“Adolescent externalizing behavior problems and family interaction.”*

This study explored the relationship between adolescent male’s externalizing behaviors and interactions in the mother-father-son triad. Externalizing is a general term used to describe delinquency’, anti-social behavior, acting-out behaviors, and/or aggression.

The majority of family members in the study were Caucasian and born within the United States. All adolescents spoke English as their primary language, and all were screened during intake to ensure that English was the primary language used within the home. One hundred and three family triads recruited through junior high schools, participated in the study. The average age of the adolescent was 13.1 years; He was in the 7th grade and he had 2.1 siblings.

Multiple regression analyses showed that Parent’s role and parenting behaviors together are better prediction of adolescent externalizing than is either alone, accounting for 32 percent of the

variance. The best CIFA(California Inventory for Family Assessment) predictors of adolescent externalizing were: lower closeness/ care giving, lower openness of communication, and higher intrusions than the wife receives from her husband; lower closeness/care giving that the husband receives from his wife; and lower closeness/expressiveness that the son receives from his mother. Results are described in terms of social learning theory and family system theory.

Osonwa, Charles Uma (1997): *Juvenile delinquency among secondary school students in Ohafia local government area, Abia state.*

The findings of the study reveals that the most occurring deviant behavior among the students was cheating in the examination which was 92.5% while emotional disturbance has the least of 42%. The causes and sources of juvenile delinquency were multi-dimensional. Family has the greatest percentage with 90%. Stealing and lying have the highest and least frequency of occurrence respectively.

Schoepp, Gregory Alexander (1999): *“School experiences of anti-social adolescent. Escaping a destructive lifestyle.”*

Schools are challenged to contend with a difficult group of adolescents who develop antisocial behaviors during early adolescent in the absence of prior severe behaviors problem. Research of anti-social youth typically focuses on the outside perspectives of researchers and professionals using samples from delinquent population. This phenomenological study utilized the adolescent perspective the inside-view to investigate the school experiences of adolescent onset conduct disorder. All participants demonstrated improving the school performance following a history of mild to moderate conduct disorder behaviors at school and home.

A review of the literature revealed that adolescent-onset, anti social behavior is viewed as a temporary life phase resulting from personality pre-dispositions and a process of mimicking anti-social peers to gain a sense of maturity. The analyzed theme matched the current conception of the transitory nature in the adolescent-onset trajectory.

The school experience of these youth were embedded in a wider story of a tumultuous entry into an anti-social lifestyle, the destructive effect of worsening behaviors and a painful awakening to wasted time. The themes revealed the emergence of anti-social behavior accompanied by family of origin issue, peer persuasion and personal liabilities. Striving for a better life arouses from growing regret and disappointment over past experiences, hope and anticipation, coping now, and advice for adults emerged from the gradual exit from anti-social ways. Gender differences were apparent in the severity of anti-social behaviors formation of peer network, origin of anger and the level of family discord.

Castle, Carol A (2001): *“Adolescent relatedness and youth violence behavior among selected rural and suburban high school students.”*

The purpose of this study was to determined the extent to which selected students in a rural and suburban high school perceived that they are students.(i)Exhibited relatedness with a friend, a peer group and/or the school and (ii) Exhibited behavior that may be associated with youth violence behavior identified in previous studies.

The study found that (i) Students perceived that they and other students on their high school campuses exhibited relatedness and youth violence behavior. They reported a weak sense of belonging, but perceived that other students exhibited a stronger sense of belong. A moderately strong level of reciprocity but perceived that other students exhibited a weaker level of reciprocity. A weak level of mutuality and perceived that other students also exhibited a weak level of mutuality.(ii) Students surveyed perceived that other students exhibited youth violence behavior and thirty-six students reported that they exhibited their behavior.(iii)This potential for violence among the adolescents is also reported in the literature.

Fourise, Jacob Andries Cornelis (2001): *“ The identification of adolescents who have difficulty in dealing with group pressure.”*

The aim of the study was to develop a measuring instrument to identify adolescents who find it difficult to deal with group pressure. In addition it was also the aim to determine the most important variables which relates to group pressure and the empirical investigation it was found that group pressure shows a decline from Grade 8 to 12: concept, age, popularity, and relationship with friends can be considered the most important variables relating to group pressure.

The implication of the findings in the literature study and empirical investigation were discussed with the aim to provide parents and teachers with guidelines which they can apply to make adolescents less vulnerable to group pressures.

Mesial, Joshua Sager (2001): " *Juvenile Parole and the rehabilitative ideal: A study of the relationship between parole length of stay and recidivism.*

The finding of the study shows that mandatory parole brings more youth under the umbrella of social control for longer period of time which is necessary to fulfill a re-integrative function. The intensity of parole surveillance and service was more strongly related to the race/ethnicity of paroles than their unique risk factors and treatment needs. The more youth spend time on parole, the greater the likelihood that these same youth were charged and convicted of new criminal offences while in parole.

Morganstein, Tamara (2001):"*Peer relation and self perceptions of boys with behavioral problems.*"

The purpose of this study was to examine the intervention on boys peer relationships, self-perceptions and undesirable behavior. In addition, boy's perception were compared to those of parents and teachers. Participants included parents and teachers of 29 students who were exhibiting aggressions, non-compliance or both. Schools were randomly assigned to one of the interventions: conjoint behavioral, consultations, self administered video tape therapy or conjoint behavioral consultation plus video tape therapy. The 3 interventions improved boy's social interactions both directly and indirectly. The intervention affected boys' friendships in an indirect manner by-

- a) Improving parental awareness about the importance of children interacting with same age, same sex and peers.
- b) Made parents more at ease about letting their sons play at friend's houses and
- c) Reduced undesirable parental behavior which in turns modified the children's conduct with peers.

At post intervention, boys perceived themselves more positively and exhibited fewer behavioral difficulties. Moderate correlations were found between boys and parents perceptions of students peer acceptance at pre-interventions and post-interventions. Findings are discussed interns of the implications for school psychologists who work with students with behavioral difficulties.

Seris, Karen (2001): *"Using action research to alleviate bullying and victimization in the classroom."*

The results of the study indicates that when teachers takes time to establish a personal relationship with the child and when they provide opportunities for increased social interaction in the Classroom, highlights the students talent and give them an increased opportunities to make decisions, there are significant changes in the students' school life. Through change in practice incidents of Bullying and Victimization decreased in the teacher's classroom. Results of the study also indicates that Teachers Action Research was an effective tool for helping to solve problems that exists in school as well as essential tool for professional development.

Jackson, Evelyn (2002): *"The impact of parenting styles on Adolescent Academic Achievement and Classroom Behavior."*

The study explores the relationship between parenting styles and adolescent academic achievement, classroom work habits and coping skills. The study surveyed the attitudes of iii ninth grade students towards their own parents' style of parenting. Students fourth identified their classroom behavior and grade point averages through the analyses of the survey questions used to

test each research questions, parenting style was found to be affect academic achievement and work habits but not coping skills.

Nanjala, Sitati Lenah (2008): “ *Analysis of the factor leading to Juvenile Delinquency. The case of Muranga Childrens Remand Home.* ”

According to the study it was concluded that a higher number of males involved in delinquent acts as compare to their female counterparts. Poverty, lack of access to education and breakdown of family structure were some of the leading factors in juvenile delinquency.

Zenzile; Enoch (2008): “ *Juvenile delinquency among secondary school pupils in the Mthatha District of Education: a self report survey.* ”

The study reveals that half of the respondents indicated that both their parents are economically inactive. It also transpires that the majority of the families have three to four and five to six children to care for. Based on the statistic outcome it has been postulated that mothers play a significant role in the socialization process.

Nada Abdo (2011): “ *Academic performance and social/emotional competence in adolescents.* ”

The study investigated the connections among students emotional intelligence, academic affect, academic coping and overall school achievement and it was found that students with higher grade point average (GPA) were more mindful, had higher levels of emotional intelligence, displayed less negative academic affect and were more likely to use primary positive coping and less likely to use disengaged coping than their peers. Overall these variables predicted a modest amount of the variance in student’s academic performance. The study predicated a large portion of adolescent’s negative feeling about school, with disengaged academic coping, mindfulness, emotional intelligence and academic stress all emerging as unique predictors.

Njoroge, Anne N (2011): “ *School related factors that lead to juvenile delinquency: the case of secondary school in Njiru district, Embakasi division Nairobi.* ”

According to the findings more students live with both parents than those who live with single parents or those with guardians. Students who live with mothers only engage more in delinquent behavior than those living with both. It was noted that a good number of students were involved in the formulation of these school rules and this could be the reason why they break them as they do not know them. It was also noted that the location of the school mattered a lot. Students engage in a lot of delinquency from where they see in the school neighborhood. Schools located in crime prone areas have more students engaging in delinquent behavior. Drugs, for example are smuggled into the school compound by outsiders in the school.

Omboto, John Onyango et al (2012): *“Factors effecting youth crime and juvenile delinquency.”*

According to the findings of the study parents must take responsibility over their children up to the time when they would be in the position to stand on their own. Religion has a positive impact as a social control measure and so religious leaders should work extra time to reach out to the youth and involves them in religious activities, a God fearing young adult would not get into criminal activities since it is a sin before God. Parents and guardians must also co-operate by not only directing their children to schools but making preparations to take over their responsibilities. Good times and personal management skills must be inculcated in the youths.

Jones, David L (2014): *“Trends in Juvenile Delinquency”.*

According to his study it was shown that the slight increase in poverty rate between 2007 and 2009 are responsible for the slight rise in juvenile delinquency cases in United States within that period. Juveniles faces lots of challenges due to their age and peer-pressure and so it is advisable that more juveniles become employed and provided with the right educational levels to keep them from becoming involved in criminal acts.

Ntshangase, Margaret Priscilla (2015): *“A study of juvenile delinquency among adolescents in secondary schools in Gauteng.”*

The finding led to two main conclusions, namely: the acquisition of knowledge about juvenile delinquency as both a global and local challenge, as well as the necessary intervention strategies which stakeholders, especially teachers could use to deal with it. The conclusion is based on the assumption that the problem cannot be adequately addressed without the requisite knowledge of its existence. The finding also led to the conclusion that teachers are not experts in addressing the antisocial behavior among their learners. However they have a key role in ensuring that affected the learners in their schools receive the necessary intervention and support to curb their wrong behavior.

Kivathi, Jedidah Nyarwla (2017): *“School Conflicts and Conflict Resolution Strategies (CRS) in Secondary Schools of Nairobi County, Kenya.”*

It was found that in low conflict level there was peaceful confrontation and confliction which promoted team work even though stern relationship, stress and burn-out exist whereas in high conflict level schools conflict lead to long absenteeism of teachers, loss of teaching-learning time, interaction of teacher, lack of transparency, and failure in accomplishment of organizational goals.

2.1.2 STUDIES DONE IN INDIA

Verma, S.C (1959): *“The Social and Economic Background of Juvenile and Adolescent Delinquency in Kanpur and Lucknow.”*

The aim of the study was to investigate the social and economic background of Juvenile and Adolescent.

It was found that the average age of Juvenile Delinquents was twelve years while that of the Adolescent Delinquents was seventeen years. The maximum ages of the juvenile and the adolescent offenders were fourteen and sixteen respectively. The highest proportion of delinquents was of those convicted for offences against property; it was significantly higher in Lucknow. The next were the special acts, the proportion of such case being significantly higher in Kanpur. In the group of offences under Special Acts, vagrancy was the most common offences in Lucknow and violence of the Excise Act in Kanpur. Gambling was significantly higher in Kanpur. The proportion of

delinquents who came from unbroken homes was significantly higher than those of who came from broken home. The proportion of delinquents who were the youngest children was higher than those who were the eldest. In a few cases the delinquents were the only child. In most cases the parents of the delinquents were either illiterate or had read up to primary classes only. A significantly larger proportion of mothers was illiterate and far more father had read up to primary stage or beyond. The relationship between parents and siblings, parents and relatives, among siblings, between siblings and relatives and among relatives are usually of a cordial nature. The delinquents did not receive companionship at home. Their educational standards were poor. Most delinquents were in the habit of using profane language, smoking, loafing about and coming home late at night, disobeying the parents particularly father, stealing in the home and disposing of home belongings, gambling and masturbation.

Kaur, Harjeet (1979): “ *A social Psychological study of truancy among female students.*”

The study aimed at: (i) Studying the attitude of truancies towards examination in comparison to non truants (ii) Comparing the education background of truants and non truants (iii) Studying the effect of frustration, intelligence and age on truancy.

The main conclusions of the study were: (a) Truants shows non-serious attitude towards examination (b) Truants had poor educational background and poor school performance (c) Truants had high failure rate (d) Frustration and truancy were closely related (e) Lack of supervision and control at home and school also accelerated the problem of truancy.

Amate, B.H (1982): “*Delinquent children*”.

From the finding of the study it is clear that the initial experience in offense behavior can be trace to younger ages. Therefore it is observed that a boy who is inclined to commit himself to a career in delinquency would have an effective span of offense behavior extending over 6 years before he could reach a “high” career in delinquency. Thus it can be pointed that the age of the boys and the span of delinquent career are vital factors in a typology of delinquents. Similarly, home

condition and group contexts represent background and situational factors respectively in a typology of this kind. It must be pointed out in this connection that only about 16% of the boys could be identified as having “high” career in delinquency.

Shanker, U (1984): *“Psycho social correlates of the behavioral dynamics of juvenile Delinquency.”*

The findings of the study reveals that an inverse relationship was observed between socio-economic status and incidence of delinquent behavior. The maximum incidence of delinquent behavior was found in the lowest socio-economic status group and lack of proper socialization in the home environment was observed to lead to a faulty development of personality which was found to lead a child to becoming delinquent.

Ao, Imtisungba T (1985): *“An Investigation into the causes of Delinquency among the High School students of Mokokchung District.”*

The objectives of the study were: (i) To investigate the nature of the delinquent students. (ii) To locate the different areas of students delinquency (iii) To find out the environmental factors that influences the life of the delinquent students. (iv) To study the socio-cultural factors which causes delinquency (v) To investigate and analyze the psychology factors of delinquency (vi) To identify various causative Economic factors of delinquency (vii) To investigate the Bio-Physiological factors that affects delinquency (viii) To recommend and suggest remedial measures. (ix) To predict the effect of delinquency on the life of personality and society.

The findings of the researcher states that the socio-cultural factors like broken homes, presence of relatives, maladjustment in school, influences of peer age group and gang, influences of seniors and parents, low social criminals and immoral families were responsible for Childs delinquents. He further stated that poverty and low economic conditions, influence of cinema, and obscene literature, defective ill health, parental deprivation, lack of motivation, laziness, and unconscious motivation were the factors of delinquency.

Baruah (Mahanta), Sagarika: *“A critical study of the problem of Juvenile Delinquency and its preventive measures.”*

According to her reformers believed that rehabilitation of children at an early age could divert them from a life of criminality by exposing them to socially acceptable values and activities. Training schools and reformatories could give children who were delinquent, neglected or abandoned an opportunity to learn useful skills that would prepare them for productive lives.

Some preventive measures were: (i) The role of parents and loco parents (ii) Importance of the school (iii) Television, motion picture and comics (iv) An overall planning agency (v) Statutory control.

Bengjungkumba (1995): *“A study of the causal factors and Remedial measures of juvenile. Delinquency in Nagaland (A Study of rehabilitation centre)”*

The aims and objectives of the study were: (i) To find out the number of juvenile delinquents admitted/registered in government and voluntary organization in Nagaland. (ii) To study number and nature of organization involved in the preventive and rehabilitative activities of juvenile delinquency in Nagaland. (iii) To examine the nature and extent of juvenile delinquency. (iv) To find out causal factors related to juvenile delinquency. (v) To analyze the remedial measures for juvenile delinquency being applied at various centers/organization. (vi) To bring out suggestions for preventive measures and educational strategies to check and control juvenile delinquency in Nagaland.

The findings of the study were (i) There were 78 total numbers of juvenile delinquents admitted or registered in government and voluntary organization in Nagaland during the period 1989-94 (ii) Juvenile Delinquents belong to the age group of 8-16 years (iii) Interestingly delinquents showed juvenile delinquency as early as the age of six years (iv) Juvenile Delinquents prefer to be a member of a group of likeminded children (v) Majority of the Juvenile Delinquents wanted to participate in social activities, games and sports (vi) Majority of Juvenile Delinquents were not

interested in national festivals (vii) Surprisingly Juvenile Delinquents showed cooperative and helping nature towards those who were in need of help like manpower, economic assistance and moral help as well.

Anonymous, Lalthansangi (1997) : *“Juvenile delinquency in Mizoram with special reference to causative factors and curative measures.”*

It was found that the primary cause in the rise of the trending crimes among the youth of Mizoram state is mostly due to broken home and parental neglect. Drug addict among the youth is another factor which promotes crime among the youths. Lack of moral and religious training has also observe to be factor leading the juveniles into criminal tendencies. Another significant was that most of the delinquents were school dropouts and they reported economic hardships as the cause for the termination of their studies.

Jyothi, B Naga (1997): *“Girl delinquent in Andhra Pradesh: A sociological study.”*

In this study over burdening of the mother was frequent cause of unsatisfactory upbringing of the girl. She cannot pay attention to all the children and such neglect children may go scot free in their behavior which may in turn cause delinquents.

Sharma, Kaustabh (1998): *“Juvenile Delinquency and society: An inquiry into Juvenile Delinquents in correctional institutions in Assam.”*

It is seen that majority of the delinquents belong to the 13-16 age group. However there are difference with regard to sex. The majority of the families of the delinquents are nuclear families and majority of the children come from broken homes that is families where at least one parent is present. Majority of the children are also second born and average size of the family is 5-6 members which is quite high.

Kim, Seongeun (1999): *“About Prevention of adolescent substance abuse: An investigation of cross-level interaction effects of self-peer, family and school level risk and protective factors using multilevel modeling.”*

The result indicated that at the student level, internally, positive peer value and parent concern or control worked as protective factors against substance abuse, whereas the number of friends who dropped out of school and parents divorced worked as critical risk factor for adolescent substance use development. At the school level, school program for promoting parental support/ involvement reducing negative impacts of family and promoting extracurricular activities worked as protective factors that guard against students level risk factors through cross-level interactions. Also the connection or interaction between school staff and parents which was measured by the numbers of parents, school staff met with a critical factor that buffed the effects of individual level risk factors. Thus the impact of school programs or policies on adolescent substance use through cross-level interaction was demonstrated in this study

Verma, S and Larson (1999): *“An adolescence is more Emotional- A study of the daily emotion s of middle class Indian adolescents.”*

The objective of the study were to assess whether adolescent experience more emotional wings than their parents and to evaluate the relationship of their emotions to their psychological adjustment.

The finding shows that girls were significantly more positive only on Friendly-to-angry than did boys. Indian middle class adolescents’ average emotions and activation states differed little from their parents; they experienced wider Emotional swing with more negative and positive states. Negative states often stemmed from the stress of school while positive states were more often related to the joys of per association and leisure activities. Family, peer and school variables were primarily related to the balance of positive and negative affect rather than to Emotional Variables.

Borah, Ruprekha (2002): *“A critical study of Juvenile Delinquency.”*

The findings concluded that Delinquency prevention meets the needs of youth by diverting them from the formal system of juvenile justice when possible. Delinquency control will be easier if the community provide for delinquent children in the same way it provides for children who are not

in trouble. Public education and involvement are the first step in any permanent constructive change in our wretchedly inadequate, self destroying, self injury, and crime-encouraging system. Not that the public will straightly rise up and ask for the radical change that ought to be made. But once its known, one is really precious that the present pretentious procedure is falling on its face and endangering us all, once the public becomes informed it will become correspondingly aroused. It will let its demands be known to legislature and officials and the situation will change.

Sarma, Mukunda (2007): *“Indiscipline Behavior among students in Assam, Causes and Remedies.”*

The study was conducted to find out the causes of Indiscipline Behavior among students in Assam. The main findings of the study were: (i) Socio-cultural causes of Indiscipline: broken homes, wide exposure to cinema, T.V and other electronic media and gradual withdrawal of joint family system backed by blind inclination-cum-practices of western culture (ii) Educational causes of indiscipline: poor goal settings, poor infrastructure, ineffective teaching, ineffective educational factors etc (iii) Economic causes of indiscipline: i) college students of affluent families having low academic standard create havoc in colleges. ii) Economic insecurity among college students backed by dark future due to liberal education is the key factor of student’s indiscipline.

Kharshiing, Mrinalini (2012): *“Juvenile justice with special reference to the state of Meghalaya.”*

According to the findings of the study despite tall claims by the central and the state government the evil of child is rampant in the country and Meghalaya especially. Some of the bread earner mostly under the age of 15 years revealed that they had to drop out of school and take to the streets to supplement their family income and others are forced by their parents due to poverty.

More than half of the children interviewed revealed that they are satisfied with the work they do and most of them are also found to be addicted to various banned substances such as sniffing adhesive thinner, dendrite and the like.

The investigator feels that despite a fairly welfare oriented legislation, the stigma of criminality of juvenile still prevails and they are scorned by the society. In the ultimate analysis, a coordinated approach between the state administration and the judiciary and leaders of the civil society, particularly the customary institution in the state of Meghalaya will go a long way in the successful implementation of this benevolent piece of legislation.

Though according to the Act there are provisions to formulate complete separate law and to establish separate courts for delinquent juvenile, it is only in theory, but practically no separate courts in separate building for juvenile are established.

Baligar, M.P (2014): *“Trends and patterns of juvenile delinquency in Karnataka.”*

The study found that individual factors like disinterest in education serves as a factor coupled with peer influence. The parental living style, life income levels, health, and living status and the nature of the family etc., have all their influence on their children delinquency tendency. The most important factor of influence in delinquency is peer relationship which is proved beyond doubt even in the present study.

K. Sathis Kumar and Brogen A.K (2015): *“Depression, Anxiety and Stress among Higher Secondary School Students of Imphal, Manipur.”*

The study reveals that 34.7% of the student had depression, anxiety and stress level and the level of stress is higher in class XII students which is a reflection of the seriousness of academic pressure resulting in some form of delinquent behaviour.

Khan, Asif (2016): *“Problems and Prevention of juvenile delinquency through social work intervention: A study of the inmates of observation homes and special homes in New Delhi.”*

Juvenile delinquency in India, as in most of the countries, has been the result of low socio-economic background in which the children live. Poverty and illiteracy continues to be the major causes of juvenile delinquency. Unlike in the past, where juvenile delinquency was a rural phenomenon, now that has become a major problem in urban area. More than the broken homes, the

parents' indifferent attitude towards their children and their deviant behavior seems to be the major influencing factors in juvenile delinquency; in addition, the influences of deviant friend/friends and bad circles have been the contributing factors of juvenile delinquency. The governmental support in dealing with juvenile delinquency has been confined to only court trials. The observation homes have been the place for retaining delinquents rather than transforming their mind to bring about positive change in their life. In view of this, delinquents are unable to develop favorable attitude towards the institutional support as well as towards parents.

Kirmani, Mustafa Nadeem and Preeti Sharma (2016): *“Aggression among Juvenile and Non-Juvenile Delinquents: An Empirical Analysis.”*

The study shows that juvenile delinquent groups differs significantly from non-delinquent on reactive aggression and Delinquent adolescents have been found to be high on reactive aggression. However they do not differ on the dimension of proactive aggression and total aggression.

Matthew, Vivyn (2017): *“Juvenile Delinquency: Nature, Causes & Intervention.”*

He expressed his view that identifying the deviant behavior and initiating interventions at the earliest will help children and families. Effective psychological evaluation and assessment available to understand the psychological makeup of children will minimize occurrence of serious behavioral problems or criminal acts. Interventions like Medication, Psychotherapy, Play Therapy and task based approaches are used effectively in order to increase friendly interactions between parents and children through promotion of play, using appropriate praise and incentives together with effective limit-setting and using of positive responses can improve situations.

Rani, Kanak (2018): *“A Comparative study of creativity of delinquent and normal girls in Western U.P.”*

The findings of the study were: (1) Significant difference is found between the total creativity scores of delinquent and normal girls (2) Significant difference is found between the fluency of delinquent and normal girls (3) No significant difference is found between the flexibility of

delinquent and normal girls (4) No significant difference is found between the originality of delinquent and normal girls.

Devi, Lairenlakpam Sangeets (2019): *“Healthy Adolescent Development: A strategy.”*

She concluded that, for bringing healthy adolescent development the pedagogy for transacting life skills education has to be interactive and experimental. It must be program especially designed for the adolescents, in general, emphasizing learning by doing to bring about desirable of changes in behavior and also by focusing on reinforcement of positive skills and attitudes.

Devi, Kshetrimayum Sajina (2019): *“Educational and Health Challenges of adolescence.”*

In this study it was concluded that adolescence should be given proper guidance to make them adjustable physically, mentally, emotionally and socially so that they can cope up with the challenges they are facing. Every problem should be understood well. Good parenting style is very much needed to save them. The teacher and school authority should also study and understand about their adolescents students. Health related awareness also should be given to protect them from dreadful diseases. Every behavior and characteristic of adolescence should be studied well in order to protect them from violence, depression and death.

.Das, Pradip Chandra: *“ Juvenile delinquency: a study and identification of causative factors with special reference to Assam. “*

It has been asserted that delinquency is a socially acquired behavior and for the causation the defects lie not only in the individual himself alone but mostly in the whole social structure in which he is born and brought up. So delinquency can be considered social in nature, social in origin and social in treatment.

Gogoi, Menakshi:” *Juvenile Delinquency and correctional measures.”*

The finding of the study reveals that correctional institution shall be use only when the juvenile is not amendable to diversionary programs or probation. Confinement protects the community from the youngster temporarily, equality confinement and protection otherwise known as

warehousing without accompanying service directed towards treatment is short-sighted. A state agency is responsible for operating juvenile with the acceptance and processing of youth received from courts. Its procedural manual emphasizes rehabilitation and treatment although it is likely that the agency is more successful in confining the individual than changing him. Unfortunately, confinement in itself does not protect us from the juvenile offenders after his release. In the institution effective services, rather than excessive leisure time is needed.

Krishnappa, M: *“Role of non-governmental organization in the prevention and rehabilitation of juvenile delinquents in Bangalore city an anthological study.”*

The main conclusion from this inquiry is that there has to be a separate of treatment for first time offenders and chronic offenders. Many times the same rehabilitation methods are used for both groups. This is okay but that the fact is that chronic offenders tend to commit more crimes and more serious crimes. So the duration of treatment and even specific methods used have to be purposeful for chronic offenders.

Rehabilitation and the success rate of the juvenile delinquent is contingent upon everyone involved in the rehabilitation process willing to make the changes and sacrifices necessary to achieve the goal of a rehabilitated juvenile re-entering society as healthy citizen. This plays a major role in the success or failure of juvenile delinquents .

2.2 Summary of Review of Related Literature

The Investigator reviewed a series of Literature related to juvenile delinquents and it was revealed that some of the types, nature and factors of delinquents among students are verbal and physical aggression, emergence of anti social behavior, histories of childhood sexual abuse, depression, disappointment over past experience, violence, cheating and emotional disturbance, stealing and lying, poverty, lack of access to education, breakdown of family structure, parents being economically inactive, emotional intelligence and academic stress, living with single parent (mother) engaged more in delinquent behavior, lack of motivation, laziness, influence of cinema, obscene

literature and picture, defective ill health, gradual withdraw of joint family, economic insecurity, deviant behavior and parental indifferent attitude.

Studies from the literature also revealed that girls seems to commit less offences, dark future due to liberal education, bullying and victimization issues, teachers not expert in dealing with the anti-social behavior of the child, conflict also leads to high absenteeism of teachers, mothers plays a significant role in the upbringing of the child and chronic offenders tends to commit more crimes and more serious crimes are also some of the other factors. It was found from the study that all the causative factors lead to high number of delinquent among students and children. Some remedial measures were also mentioned like improving parental awareness, reduced undesirable parental behavior, provide opportunities for social interaction in classroom, parents need to be friendly, parents and guardians must co-operate directly with the children, religion plays an important role and mandatory parole brings more youth under the umbrella of social control, correctional institution shall be use only when the juveniles is not amendable to diversionary programs or probation.

CHAPTER 3

METHODOLOGY AND PROCEDURES

3.1 INTRODUCTION

Methodology with effective procedure is the basic necessity in any research study. It is rightly said, “Like the tools in a carpenter’s box, each researcher’s tool is appropriate in a given situation to accomplish a particular purpose.” The success of any appraisal depends mainly upon the kind of methodologies and procedures followed in the step wise execution of the study by the researcher.

This chapter is primarily devoted to describe the methodology and procedure followed in the study to obtain the necessary data to the objectives of the study.

3.2 METHOD AND PROCEDURES

This section of the study presents the methodology and procedures adopted to obtain the necessary data. The present study was designed on Descriptive method of research which is widely accepted as scientific. The study was conducted taking into account of factors like age, class, length of time of their involvement in anti-social activities etc of the students.

3.3 POPULATION

A population refers to the collection of specific group of human beings and non-human being entities from which the sample is drawn. The population of the study will covers the total number of the secondary schools in Nagaland. It will include both the Government as well as the Private Schools of Nagaland.

3.4 SAMPLE

A Sample is the process by which a relatively small number of individuals or objects are selected and analyzed to find out something about the entire population from which it was selected.

A total sample of 800 secondary students were selected from the four districts schools viz, Dimapur, Kohima, Peren and Tuensang. Apart from that, samples were also collected from Rehabilitation centers, Hospitals and Police Thana.

3.5 TOOLS USED FOR DATA COLLECTION

The device or instrument used for gathering the facts and information suitable to and understanding of the project is called tools. The following tools were used:-

- i) Point Scale/ Questionnaire were prepared. This was administered to the normal students and the respondents put tick mark (s) only. Questionnaire were also prepared for Heads/Principals, Teachers, Counselors and Director personnel.
- ii) Interviews Schedule was prepared and was administered to the registered delinquents in the Homes.

3.6 PROCEDURE FOR DATA COLLECTION

For collection of data, the investigator used both Primary and Secondary sources. The investigator obtained prior permission from the school authorities and then personally visited the different schools of all the four districts along with the tools and explains to them regarding the purpose and objectives of the study. The investigator personally administers the tools to them explaining the different words and also clearing some of their doubts. Questionnaires were also given to Head of the institutions, teachers and Counselors.

The investigator also administer Questionnaire to the Director personals in their office, questionnaires were also given to both Govt. run hospitals/homes Counselors and private run clinic Counselors. Interview Schedule was also administered to the juveniles in Observation Home after obtaining permission from the concern authorities.

Apart from questionnaire, data's were also collected through Interviews, survey of record books of various institutions, Statistical handbooks, Data books, Census books, Journals etc

3.7 STATISTICAL TECHNIQUE USED

The investigator used percentages to analyze and interpret the data for the present study. Responses received from the different respondents were tabulated from the Questionnaire and Interview Schedules. The data's were calculated and converted into percentages. Data has been collected through Questionnaire and Interview Schedule. The responses collected from the Students, Teachers, Head of the Institutions, Counselors, Director Personals and Juveniles (from observation home) were systematically arranged, calculated and converted into percentages.

3.8 ANALYSIS AND INTERPRETATION OF DATA

Analysis means a detail examination of the structure and contents of something and Interpretation means to explain the meaning of the result. Analysis and interpretation of data were made based on the responses given in the questionnaire and Interview Schedule. Responses were classified, tabulated and counted into percentages.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

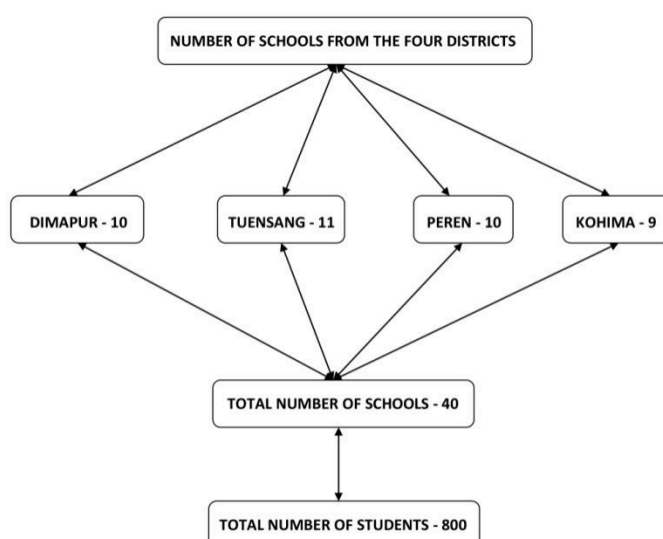
4.1 Introduction

Analysis means a detail examination of the structure and content of something. It is a statement of the result of such an examination. To interpret means to explain the meaning of the result. Thus analysis and interpretation of data means to make a detail examination of the study and to explain the results obtained in the study.

This chapter deals with the analysis and interpretation of the data collected through administration of questionnaires and interview schedules which were analyzed through descriptive method and interpreted accordingly. The responses of the questionnaires and interview schedule were classified, tabulated, calculated and converted into percentages. Interpretation was done according to the objectives and responses of the questionnaire and interview schedule.

4.2 Structure of Schools

Fig. No. 4.2



4.3 Profile of District, Schools and number of Students

Table 4.3

Name of the districts, schools and students

SL. NO	DISTRICTS	SCHOOLS	TOTAL NO. OF STUDENTS
1	DIMAPUR	HOLY CHILD SCHOOL	20
2	DIMAPUR	ST. PAUL HR SEC SCHOOL	30
3	DIMAPUR	ASSAM RIFLE SCHOOL, DIMAPUR	10
4	DIMAPUR	VIDYA BHAVAN SCHOOL	30
5	DIMAPUR	MOUNT MARY HR SEC SCHOOL, CHUMUKEDIMA	20
6	DIMAPUR	GHSS, MEDZEPHEMA	30
7	DIMAPUR	ST. FRANCIS DE SALES HR SEC SCHOOL, MEDZEPHEMA	30
8	DIMAPUR	ASSAM RIFLE SCHOOL, MEDZEPHEMA	10
9	DIMAPUR	CHRISTIAN ENGLISH SCHOOL, MOLVOM	10
10	DIMAPUR	GREAT COMMISSION HR SEC SCHOOL	20
11	KOHIMA	LITTLE FLOWER HR SEC SCHOOL	30
12	KOHIMA	PINEWOOD SCHOOL	20
13	KOHIMA	ST. JOSEPH SCHOOL	10
14	KOHIMA	CHARITY SCHOOL	10
15	KOHIMA	NAGABAZAAR BAPTIST SCHOOL	20
16	KOHIMA	GHSS, TSEMENYU	20
17	KOHIMA	BAPTIST SCHOOL TSEMENYU	10
18	KOHIMA	GHS VISWEMA	10
19	KOHIMA	GHS JOTSOMA	10
20	TUENSANG	GHS, CHUNGTUR	10
21	TUENSANG	GHSS, TUENSANG	30
22	TUENSANG	GHS, CHABA	10
23	TUENSANG	ST. XAVIER SCHOOL	10
24	TUENSANG	LOYEM MEMORIAL SCHOOL	20
25	TUENSANG	BAPTIST THANGYAN SCHOOL	20

26	TUENSANG	ST. JOHN HR SEC SCHOOL	30
27	TUENSANG	GHSS, LONGKHIM	30
28	TUENSANG	BAPTIST HR SEC SCHOOL, LONGKHIM	10
29	TUENSANG	GHS, LIRISE	20
30	TUENSANG	GHS, ANGANBA	10
31	PEREN	GHSS, PEREN	20
32	PEREN	ALL SAINTS HR SEC SCHOOL, PEREN	30
33	PEREN	ST. XAVIER HR SEC SCHOOL, JALUKIE	30
34	PEREN	GHS, AHTHIBUNG	20
35	PEREN	CHRISTAIN ENGLISH SCHOOL, AHTHIBUNG	20
36	PEREN	GHS, NSONG	10
37	PEREN	GHS, BONGKOLONG	20
38	PEREN	CHAWANG SCHOOL, SAMZIURAM	20
39	PEREN	BAPTIST SCHOOL	20
40	PEREN	SAINIK SCHOOL, PUNGLWA	20
	GRAND TOTAL		800

The above Table 4.3 indicates the status of the district wise school and number of students taken for the study. 10 school each from Peren and Dimapur, 9 school from Kohima and 11 school from Tuensang with 800 students in total. Of which 390 were boys and 410 were girls.

4.4 Types of delinquencies among students

Table 4.4

Types of Delinquents (Checklist)

Sl. no	Name of delinquency	Not at all	%	Occasionally	%	Regularly	%	Total	%
1	Aimlessly roaming	270	33.75%	477	59.62%	53	6.62%	800	100%
2	Ragging/bullying	656	82%	128	16%	16	2%		
3	Assaulting	479	59.87%	301	37.62%	20	3.12%		

4	Cheating/dishonesty	266	33.2 5%	517	64.62%	17	2.12%		
5	Drinking liquor	583	72.8 7%	203	25.37%	14	1.75%		
6	Damaging/vandalism	419	52.3 7%	363	45.37%	18	2.25%		
7	Fighting	535	66.3 7%	251	31.37%	14	1.75%		
8	Forgery	600	75%	169	21.12%	12	1.5%		
9	Gambling	211	26.3 7%	195	24.37%	16	2%		
10	Murder	800	100 %						
11	Negligence	618	77.2 5%	157	19.62%	25	3.12%		
12	Pick-pocketing	658	82.2 5%	130	16.25%	12	1.5%		
13	Prostitution	745	93.1 2%	44	5.5%	11	1.37%		
14	Truancy/running away from home	583	72.8 7%	204	25.5%	13	1.62%		
15	Truancy /running away from school	588	73.5 %20 1	201	25.12%	11	1.37%		

From the above Table 4.4 we can come to the following conclusion:

1. It was found that 66.25% of the students were involved in **aimlessly roaming** and of which 59.62% occasionally, 6.62% regularly and 33.75% have not done at all.
2. 18% were involved in **ragging/bullying**, of which 16% occasionally, 2% regularly and the remaining 82% were not involved at all.

3. 40.12% of the students were involved in **assaulting**, of which 37.62% occasionally, while 3.12% regularly and the remaining 59.87% were not involved at all.
4. 66.75% were involved in **cheating and dishonesty**, of which 64.62% occasionally, 2.12% regularly and the remaining 33.25% have not done even ones.
5. It was found that 27.12% of the students were involved in **drinking**, of which 25.37% occasionally, 1.75% regularly and 72.87% have not done at all.
6. 47.62% of the students were involved in **damaging property/vandalism**, 45.37% occasionally, 2.25% regularly and 52.37% have not done at all.
7. 33.12% of the students were involved in **fighting**, of which 31.37% occasionally, 1.75% regularly and the remaining 66.37% have not done at all.
8. 22.62% of the students were involved in **forgery**, of which 21.12% occasionally, 1.5% regularly and the remaining 75% have not done at all.
9. It was found that 26.37% of the students were involved in **gambling**, 24.37% occasionally, 2% regularly and the remaining 26.37% have not done at all.
10. It was found that 100% of the students were not involved in **murder**.
11. It was found that 22.75% of the students were involved in **negligence**, of which 19.62% occasionally, 3.12% regularly and the remaining 77.25% have not done at all.
12. 17.75% of the students were involved in **pick pocketing**, of which 16.25% occasionally, 1.5% regularly and the remaining 82.25% have not done at all.
13. 6.87% of the students were involved in **prostitution**, of which 5.5% occasionally, 1.37% regularly and the remaining 93.12% have not done at all.
14. It was found that 27.12% of the students were involved in **truancy (running away from home)**, of which 25.5% occasionally, 1.62% regularly and the remaining 72.87% have not done at all.

15. 26.5% of the students were involved in **truancy (running away from school)**, of which 25.12% occasionally, 1.37% regularly and the remaining 73.5% have not done at all.

4.5 RESPONSE OF THE STUDENTS

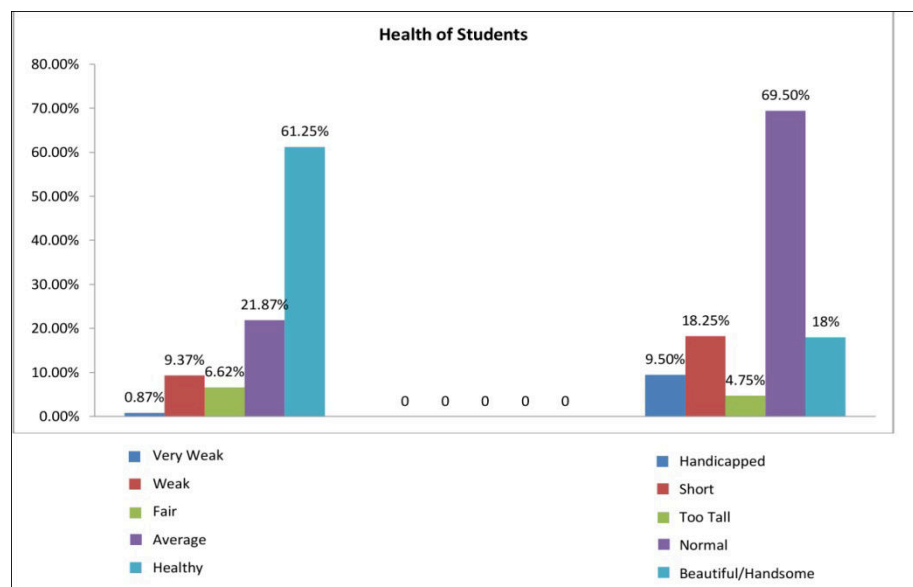
Table 4.5.1

Health of the students

i) Health wise	Very weak	Weak	Fair	Average	Healthy
	7 (0.87%)	75 (9.37%)	53 (6.62%)	175 (21.87%)	490 (61.25%)
ii) Physical health	Handicapped	Short	Too tall	Normal	Beautiful/handsome
	76 (9.5%)	66 (18.25%)	38 (4.75%)	556 (69.5%)	64 (18%)

Fig 4.5.1

Health of students



From the above Table 4.5.1 it is clear that when it comes to (i) health 0.87% considers themselves very weak, 9.37% Poor, 6.62% fair, 21.87% average and 61.25% healthy (ii) Regarding Physical health 9.5% are handicapped, 18.25% Short, 4.75% too tall, 69.5% normal and 18% considers themselves beautiful/handsome.

Table 4.5.2

Family background of the student

i) Social class	Very low	Low	Middle	High	Very high
	19 (2.37%)	78 (9.75%)	612 (76.5%)	69 (8.62%)	22 (2.75%)
ii) Father's Occupation	Farmer	Contractor/ businessman	Govt. servant	Politician	Doing nothing
	248 (31%)	99 (12.37%)	353 (44.12%)	37 (4.62%)	63 (7.87%)
iii) Economic condition	Very poor	Poor	Self sufficient	Rich	Very rich
	45 (5.62%)	110(13.75%)	582 (72.75%)	47 (5.87%)	16 (2%)
iv) Qualification of the father	PhD	Post Graduate	Graduate	Matriculate	Under matriculate
	7 (0.87%)	44 (5.5%)	164 (20.5%)	248 (31%)	337 (42.12%)
v) Number of employed family members	One	Two	Three	Four	None
	353 (44.12%)	116 (14.5%)	44 (5.5%)	73 (9.12%)	214 (26.75%)

It is observed from the above Table 4.5.2 relating to (i) family background i.e social class 2.37% belongs to very low class, 9.75% low class, 76.5% middle class, 8.62% high class and 2.75% very high class (ii) When asked about the occupation of the father 31% are farmers, 12.37% contractor/businessman, 44.12% Govt. servant, 4.62% Politician and 7.87% are doing nothing (iii) As for the family economic condition 5.62% are very poor, 13.75 % poor, 72.75% self sufficient, 5.87% rich and 2% very rich (iv) The educational qualification of the father are as follows 0.87% are PhD holders, 5.5% Post Graduate, 20.5% graduate, 31% matriculate, and 42.12% under matriculate (v) And the numbers of family members being employed are 44.12% said one member, 14.5% two member, 5.5% three member, 9.12% four member and 26.75% said none of the family members are employed.

Table 4.5.3**Number of members present in the family**

i) No. of father wife/wives	One	Two	Three	Four	More than four
	708 (88.5%)	55 (6.87%)	24 (3%)	6 (0.75%)	7 (0.87%)
ii) Extended family members	Grandparents	Stepmom	Stepdad	Other relatives	None
	95 (11.87%)	15 (1.87%)	10 (1.25%)	132 (16.5%)	548 (68.5%)
iii) Reason for mother/father absence	Died	Divorced	Serving in other place	Hospitalized/ imprisoned	Never live together
	120 (15%)	28 (7.25%)	262 (32.75%)	21 (2.62%)	46 (5.75%)

The above Table 4.5.3 reveals that (i) regarding the number of wife/wives that the father has 88.5% has one wife, 6.87% has two, 3% has three, 0.75% has four and 0.87% has more than four wives (ii) With respect to the members staying in the family 11.87% has grandparents, 1.87% stepmom, 1.25% stepdad, 16.5% other relatives and 68.5% said that none of the extended family members stays with them (iii) regarding the reason for Mother/Father being absent in the family 15% said they died, 7.25% got divorced, 32.75% serving in other place, 2.62% are either being hospitalized or are in prison, and 5.75% said their parents never lived together.

Table 4.5.4**Traumatic incidents in the family**

i) Death in the family	Father	Mother	Brother	Sister	Other family member
	88 (11%)	39 (4.87%)	46 (5.75%)	42 (5.25%)	585 (73.12%)
ii) Any family member got arrested	Father	Mother	Brother	Sister	Self
	72 (9%)	14 (1.75%)	147 (18.37%)	14 (1.75%)	46 (5.75%)

iii) Reason for prolonged quarrels in the family	Financial condition	Gambling	Drinking	Extra marital affair	Presence of other family members
	431 (53.87%)	62 (7.75%)	146 (18.25%)	36 (4.5%)	125 (15.62%)
iv) Cause of Unforgettable sorrow	Death of parents	Death of relatives	Departure of friends	Failures	All of the above
	87 (10.87%)	213 (26.62%)	234 (29.25%)	200 (25%)	66 (8.25%)

Table 4.5.4 indicates that when it comes to traumatic (i) incident of death in the family 11% said their father died, 4.87% mother, 5.75% brother, 5.25% sister and 73.12% other family members (ii) on the question of any family members being arrested 9% mention father, 1.75% mother, 18.37% brother, 1.75% sister and 5.75% self (iii) With regard to reasons of quarrel in the family 53.87% said it's due to financial conditions, 7.75% gambling, 18.25% drinking, 4.5% extra marital affairs and 15.62% indicates due to the presence of other family members (iv) as for the causes of unforgettable sorrow 10.87% indicate due to death of parents, 26.62% death of relatives, 29.25% departure of friends, 25% failures and 8.25% indicated all of the above.

Table 4.5.5

Psychological status of the student

i) Self-esteem of the student	Ill complex	Inferiority	Fine complex	Normal	Superiority
	22 (2.75%)	49 (6.12%)	67 (8.37%)	586 (73.25%)	76 (9.5%)
ii) Worst relation	Father	Mother	Brother	Sister	Others
	65 (8.12%)	31 (3.87%)	47 (5.87%)	75 (9.37%)	582 (72.75%)
iii) Most loved in the family	Self	Elder brother	Elder sister	Younger brother	Younger sister
	402 (50.25%)	66 (8.25%)	48 (6%)	161 (20.12%)	123 (15.37%)

It is revealed from Table no. 4.5.5 that when it comes to (i) self-esteem of the student, 2.75% considers themselves as having ill complex, 6.12% inferiority, 8.37% fine complex, 73.25% normal

and 9.5% as superiority complex (ii) as for the worst relation 8.12% said its with their father, 3.87% mother, 5.87% brother, 9.37% sister, 72.75% with others (iii) and for the most loved in the family 50.25% consider themselves as the most loved one, 8.25% elder brother, 6% elder sister, 20.12% younger brother and 15.37% stated younger sister.

Table 4.5.6

Intoxicants consumed by the parents

Intoxicants consumed by:					
i) Father	Drugs	Alcohol	Tobacco	All of the above	None of the above
	18 (2.25%)	99 (12.37%)	180 (22.5%)	23 (2.87%)	480 (60%)
ii) Mother	Tobacco	Alcohol	Smoking	All of the above	None of the above
	152 (19%)	17 (2.12%)	10 (1.25%)	9 (1.12%)	612 (76.5%)

Fig no. 4.5.6

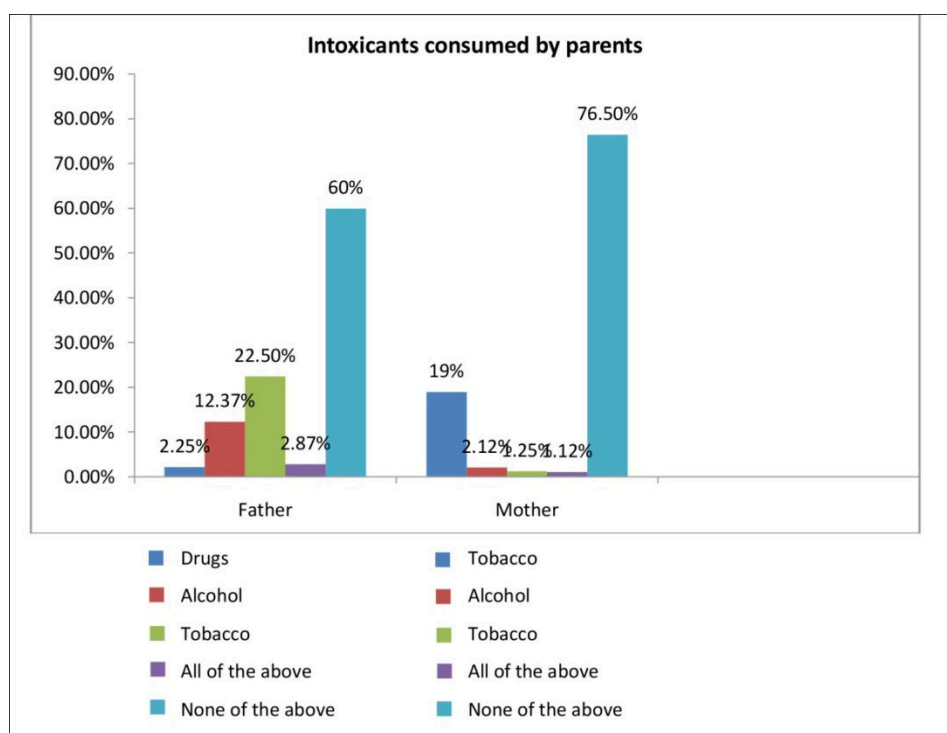


Table 4.5.6 reveals that regarding the intoxicants consumed by parents (i) 2.25% of the father take drugs, 12.37% Alcohol, 22.5% tobacco, 2.87% all of the above and 60% mentioned none of the

above (ii) as for the intoxicants consumed by mother 19% revealed tobacco, 2.12% wine, 1.25% smoking, 1.12% all of the above, 76.5% none of the above.

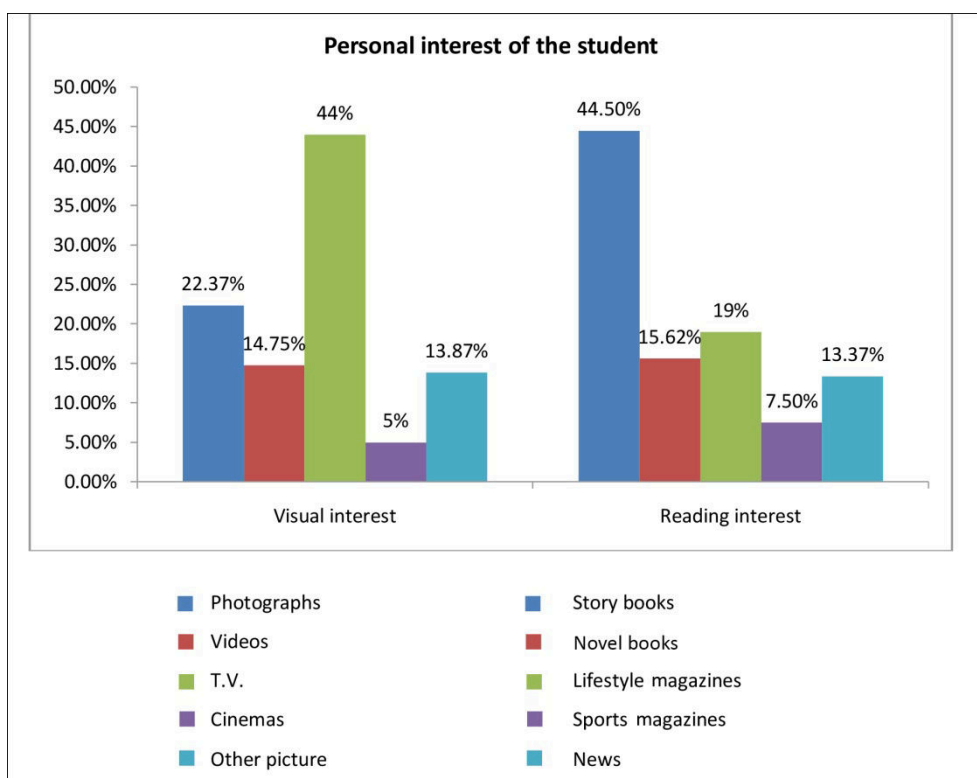
Table 4.5.7

Personal interest of the student

i)Visual interest	Photographs	Videos	T.V	Cinemas	Other pictures
	179 (22.37%)	118 (14.75%)	352 (44%)	40 (5%)	111 (13.87%)
ii)Reading interest	Story books	Novels	Lifestyle magazines	Sports magazines	News
	356 (44.5%)	125 (15.62%)	152 (19%)	60 (7.5%)	107 (13.37%)

Fig no. 4.5.7

Personal interest of the students



It is observed from the above Table 4.5.7 that when it comes to the (i) visual interest of the students 22.37% specified photographs, 14.75% video, 44% T.V, 5% cinema, 13.87% other picture

(ii) as for the reading interest 44.5% of the students indicate story books, 15.62% novel books , 19% lifestyle magazines, 7.5% sports magazine, 13.37% likes reading news.

Table 4.5.8

Emotional display of the student

i)Unpleasant place to stay	Home	School	Hostel	Rented house	Company of friends
	92 (11.25%)	84 (10.5%)	276 (34.5%)	271 (33.87%)	77 (9.62%)
ii) Fear most	Father	Mother	Brother	Sister	Teacher
	386 (48.25%)	133 (16.62%)	89 (11.12%)	44 (5.5%)	148 (18.5%)
iii) Reaction to being unhappy	Quarrel	Take revenge	Runs away	Destroy things	Cry
	154 (19.25%)	98 (12.25%)	80 (10%)	137 (17.12%)	362 (45.25%)

The above table 4.5.8 highlights that when it comes to (i) the most unpleasant place to stay 11.25% point out home, 10.5% school, 34.5% hostel, 33.87% rented house, 9.62% stated company of friends (ii) As for the person they feared most 48.25% mention father, 16.62% mother, 11.12% brother, 11.12% sister and 5.5% teacher (iii) and when it comes to the reaction of the student on being unhappy 19.25% said they quarrel, 12.25% take revenge, 10% runs away, 17.12% destroy things and 45.25% cries..

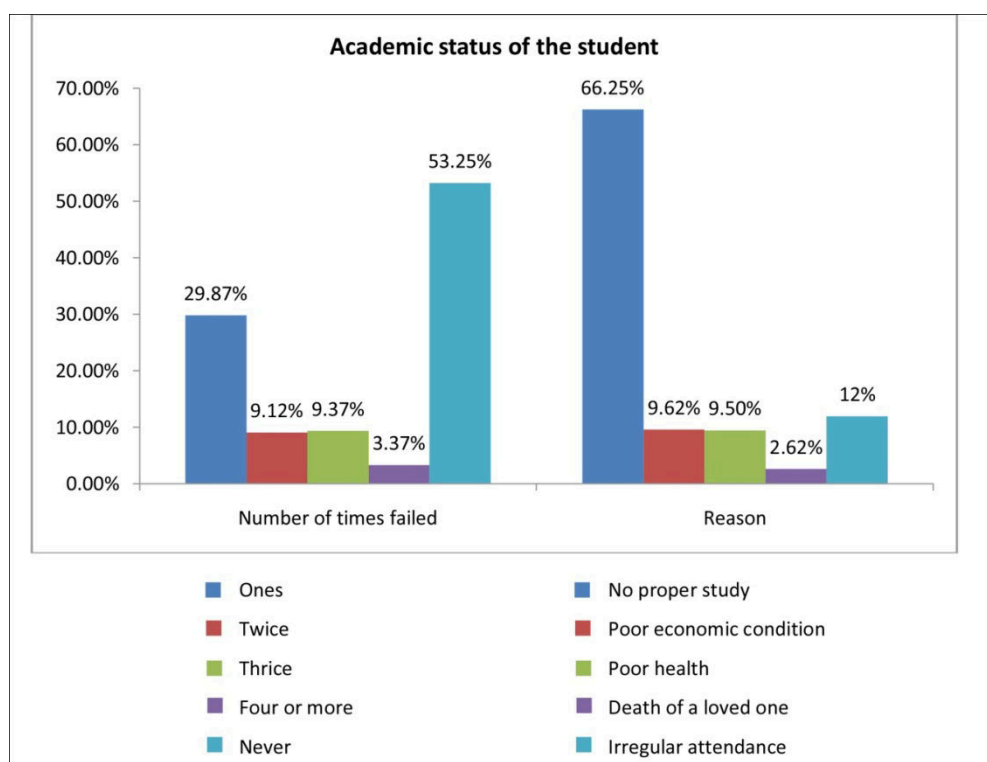
Table 4.5.9

Academic status of the student

i) Number of times failed	Ones	Twice	Thrice	Four or more	Never
	239 (29.87%)	73 (9.12%)	35 (4.37%)	27 (3.37%)	426 (53.25%)
ii) Reason	No proper study	Poor economic condition	Poor health	Death of a loved one	Irregular attendance
	530 (66.25%)	77 (9.62%)	76 (9.50%)	21 (2.62%)	96 (12%)

Fig no. 4.5.9

Academic status of the students



It is observed from Table 4.5.9 that when it comes to the (i) number of times the student has failed in school 29.87% mention ones, 9.12% twice, 4.37% thrice, 3.37% four or more times and 53.25% has never failed. (ii) as for the reason of failure 66.25% specified no proper study, 9.62% poor economic condition, 9.5% poor health, 2.62% death of a loved one and 12% due to irregular attendance.

Table 4.5.10

Personal life of the student

i) Purpose of relationship	Marriage	Summer/temporary friendship	Lifelong but not to marry	Platonic	Fun/time pass
	124 (15.5%)	83 (10.37%)	139 (17.37%)	139 (17.37%)	76 (9.5%)
ii) Number of best friends	None	One	Two	Three	Four or more
	73 (9.12%)	190 (23.75%)	150 (18.75%)	96 (12%)	291 (36.37%)
iii) Present financial condition	Very low	Low	Average	Good	Very good
	87 (10.87%)	369 (46.12%)	149 (18.62%)	118 (14.75%)	77 (9.62%)

Table 4.5.10 shows that when it comes to the personal life of the student (i) the purpose of relationship, 15.5% stated for marriage, 10.37% summer/temporary friendship, 17.37% lifelong but not to marry, 17.37% platonic and 9.5% mentioned fun or time pass (ii) when ask the number of best friends they have 9.12% specified as none, 23.75% one, 18.75% two, 12% three and 36.37% indicated four or more (iii) as for the present financial condition 10.87% mention very low, 46.12% low, 18.62% average, 14.75% good and 9.62% very good.

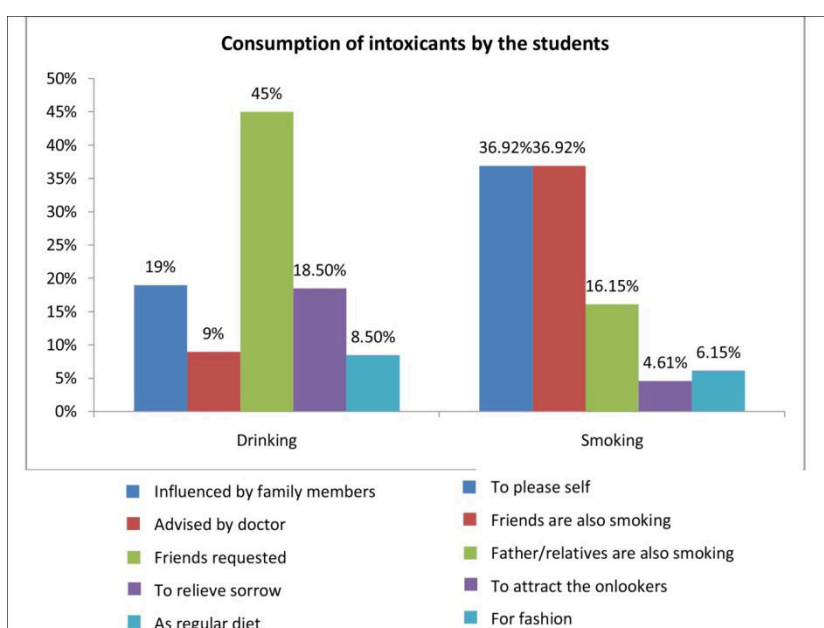
Table 4.5.11

Consumption of intoxicants by the student

Reason for:					
i) Drinking	Influenced by family members	Advised by doctor	Friends requested	To relieve sorrow	As regular diet
	38 (19%)	18 (9%)	90 (45%)	37 (18.5%)	17 (8.5%)
ii) Smoking	To please self	Friends are also smoking	Father/relatives are also smoking	To attract the onlookers	For fashion
	48 (36.92%)	48 (36.92%)	21 (16.15%)	6 (4.61%)	8 (6.15%)

Fig. no.4.5.11

Consumption of intoxicants by the student



The above Table 4.5.11 highlights that when it comes to reason for (i)drinking 19% mentioned as being influenced by family members, 9% advised by doctor, 45% friends requested, 18.5% to relieve sorrow and 8.5% as regular diet and the remaining 75% did not respond (ii) when it comes to smoking 5.37% takes to please self, 5.62% friends are also smoking, 2.62% father/relatives are also smoking, 0.75% to attract the onlookers, 1% for fashion and remaining 84.62% did not respond.

Table 4.5.12

Involvement in anti social activities

Reason for:					
i) Assaulting/beating	Lack of self control	Being in the company of friends	Take revenge	To satisfy self	Elders encourage doing
	253 (46.85%)	110 (20.37%)	90 (16.66%)	59 (10.92%)	28 (5.18%)
ii) Bullying/troubling	Being unhappy with the person	As a revenge	Out of fun	Out of hatred	Someone advised to do
	73 (14.6%)	68 (13.6%)	253 (50.6%)	72 (14.4%)	34 (6.8%)
iii) Involvement in abduction	Force by seniors	Accidentally	Unfortunately joined a group	Intentionally	For fun
	27 (6.92%)	154 (39.48%)	48 (12.30%)	45 (13.23%)	116 (29.74%)

Table 4.5.12 indicates that when it comes to the (i) reason behind assaulting/beating others 46.85% specified as being lack of self control, 20.37% as being in the company of friends, 16.66% taking revenge, 10.92% to satisfy self, 5.18 % as elders encourage doing, while 32.5% did not respond (ii) the reason behind bullying/troubling others 14.6% pointed out as being unhappy with the person, 13.6% as a revenge, 50.6% out of fun, 14.4% out of hatred, 6.8% someone advised to do and the remaining 37.5% did not respond (iii) as for the reason for involvement in abduction 6.92% mentioned being force by seniors, 39.48% accidentally, 12.30% unfortunately join a group, 13.23% intended to do so, 29.74% out of fun while 51.25% did not respond.

Table 4.5.13

Truancy of the student

Reason for:					
i) Running away from school	Teachers not being friendly	Sitting with juniors is unpleasant	Due to boredom	Persuaded by friends	To earn something to support
	69 (20.29%)	22 (6.47%)	127 (37.35%)	86 (25.29%)	36 (10.58%)
ii) Running away from home	Family quarrels	Feel sick and unhappy at home	Presence of extended family members	Parents are unnecessarily strict	Lack of tolerance for discipline at home
	104 (28.07%)	72 (10.81%)	44 (6.60%)	101 (15.16%)	49 (7.35%)
iii) Roaming and wandering	Wanted to be alone	Friends took me out	Being afraid of parents	Being unhappy	Didn't like to stay at home
	187 (28.07%)	236 (35.43%)	28 (4.20%)	115 (17.26%)	100 (15.01%)

It is observed from the above Table 4.5.13 when it comes to truancy (i) running away from school 20.29% stated teachers are not being friendly, 6.47% sitting with juniors is unpleasant, 37.35% due to boredom, 25.29% persuaded by friends, 10.58% to earn something to support family and 57.5% didn't respond. (ii) Running away from home 28.07% indicates due to family quarrels, 10.81% feel sick and unhappy at home, 6.60% presence of extended family members, 15.16% parents are unnecessarily strict, 7.35% lack of tolerance for discipline at home and the remaining 55% did not respond. (iii) And for the reason of roaming and wandering aimlessly 28.07% mentioned as wanted to be alone, 35.43% friends took them out, 4.20% being afraid of parents,

17.26% being unhappy, 15.01% does not like to stay at home and the remaining 16.75% did not respond.

Table 4.5.14

Involvement in anti-social behaviors

Reason behind:					
i) Begging	Hobby	Family facing economic hardships	Source of income	No supporter	To support family
	61 (19.55%)	22 (7.05%)	51 (16.34%)	49 (15.70%)	129 (41.34%)
ii) Stealing	Accompany friends	Low economic condition at home	Due to medical conditions	Forced by elders	For experience
	89 (77.81%)	24 (7.5%)	18 (5.62%)	136 (42.5%)	53 (16.56%)
iii) Cheating	Intentionally	To make the person unhappy	As a revenge	For advantage	Out of hatred
	142 (29.83%)	43 (9.03%)	95 (19.95)	99(20.79%)	97 (20.37%)
iv) Pick-pocketing	Get more money	Parents could not send/give money in time	Purchase foods and goods	Give company to friends	Earn something for family
	59 (19.09)	31 (10.03%)	52 (16.82%)	61(19.74%)	106 (34.30%)

The above Table 4.5.14 points out that when it comes to (i) reason for begging 19.55% point out as hobby, 7.05% family facing economic hardship, 16.34% need to find a source of income, 15.70% having no support, 41.34% to support family and 61% did not respond. (ii) purpose of stealing 77.81% reveal as to company friends, 7.5% low economic condition at home, 5.62% due to medical conditions, 42.5% being forced by elders, 16.56% for experience while 60% did not respond. (iii) when it comes to purpose of cheating others 29.83% point out as intentionally, 9.03% to make the person unhappy, 19.95% as a revenge, 20.79% for an advantage, 20.37% out of hatred, while 40.5% didn't respond. (iv) as for the reason of pick pocketing 19.09% said to get more money, 10.03% parents could not send/give money in time, 16.82% to purchase food and goods, 19.74% to give company to friends, 34.30% earn something for family while 61.37% did not respond.

Table 4.5.15

Reasons of rebellious activities

Reason behind:					
i) Destroying and damaging others property	Make people realize their mistakes	Take revenge	Satisfy self	Gain something their desire	Failure to get something
	247 (53.69%)	38 (8.26%)	70 (15.21%)	29 (6.30%)	76 (16.52%)
ii) Forgery/using signature of parents or authority	Save time	Gain or profit	Deceive	Others are also doing	Take revenge
	161 (34.40%)	43 (9.18%)	41 (8.76%)	198 (42.30%)	25 (5.34%)
iii) Joining riots	Due to socio-political circumstances	Advised by parents	Interested to be a leader	Accompany friends	Forced by Seniors
	152 (36.62%)	18 (3.89%)	69 (16.62%)	157 (37.83%)	19 (4.57%)

Table 4.5.15 indicates that when it comes to (i) destroying and damaging of other properties 53.69% reveals that they did so to make the people realize their mistakes, 8.26% to take revenge, 15.21% to satisfy self, 6.30% to gain something they desire, 16.52% failure to get something while the remaining 42.5% did not respond. (ii) when it comes to forgery/using signature of parents or authority 34.40% point out as to save time, 9.18% to gain or profit, 8.76% to deceive, 42.30% as others are also doing, 5.34% to take revenge and the remaining 41.5% did not respond. (iii) Joining riots or protests 36.62% due to socio-political circumstance, 3.89% parents advised to join, 16.62% personally interested to be a leader, 37.83% to accompany friends, 4.57% senior forces while the remaining 48.12% did not respond.

Table 4.5.16

Root causes of harmful habits of the student

i) Idea (s) of sexual suggestion	lover/friend	Senior/elder	Stranger	Read from books/internet	Heard from Others
	77 (16.66%)	32 (6.92%)	10 (2.16%)	97 (20.99%)	246 (53.24%)
ii) Reason for disobedience	Anger	Laziness	Hatred	Unhappiness at home	As a revenge
	307 (48.88%)	209 (33.28%)	38 (6.05%)	47 (7.48%)	27 (4.29%)
iii) Learnt gambling from	Father	Friends	Hostel	Home	From others
	14 (8.04%)	57 (32.75%)	26 (14.94%)	22 (13.21%)	54 (31.03%)

Table 4.3.16 observes that when it comes to the (i) idea (s) of sexual suggestions 16.66% reveals that it was by lovers/friends, 6.92% by seniors/elders, 2.16% by strangers, 20.99% read from books/internet, 53.24% heard from others and the remaining 42.25% did not respond. (ii)

reason for disobedience 48.88% mention out of anger, 33.28% laziness, 6.05% hatred, 7.48% unhappiness at home, 4.29% s a revenge while the remaining 21.5% did not respond. (iii) Learning of gambling 8.04% from father, 32.75% from friends, 14.95% from the hostel, 13.21% at home, 31.03% from others and the remaining 78.25% did not respond.

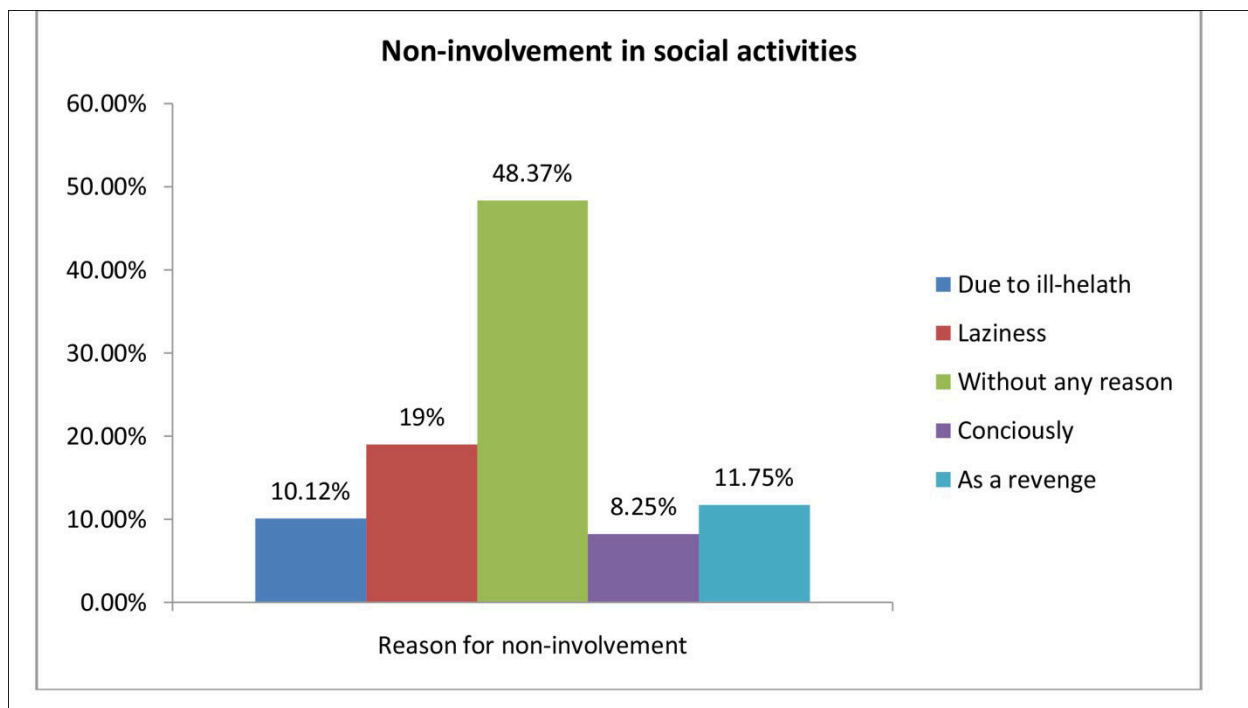
Table 4.5.17

Non-involvement in social activities

Reason for non-involvement	Due to ill health	Laziness	Without any reason	Consciously	As a revenge
	81 (10.12%)	172 (19%)	387 (48.37%)	66 (8.25%)	94 (11.75%)

Fig no. 4.5.17

Non involvement in social activities



With regard to Non-involvement in the social activities, Table 4.5.17 reveals that when it comes to the reason for not supporting the activities 10.12% specified due to ill health, 19% laziness,

27.12% without any reason, 3.75% consciously, 10.5% as a revenge and the remaining 29.5% did not respond.

4.6 Response of Principal/Head of the Institution.

Table 4.6.1

Number of Principal/Head, Male and Female of Govt. and Private institution

	No. of Heads	Male	Female	Govt.	Private
	40	30 (75%)	10 (25%)	14 (35%)	26 (65%)

Table 4.6.1 highlights that 40 Head of the institution were taken for the study and of which 30 (75%) were male, 10 female (25%) from 14 Govt. (35%) and 26 (65%) private schools.

Table 4.6.2

Awareness of the Principal/Head about Juvenile Delinquents

Sl.no	Awareness of the Head	Yes	No
1	Awareness of Juvenile Delinquents	34 (85%)	6 (15%)
2	Test to identify Juvenile Delinquency	5 (12.5%)	35 (87.5%)
3	Counselors for Juvenile Delinquency	5 (12.5%)	35 (87.5%)
4	Involvement in identifying Juvenile Delinquency		40 (100%)
5	Competency of teachers in dealing with Juvenile Delinquency	22 (55%)	18 (45%)
6	Is delinquency a crime	11 (27.5%)	29 (72.5%)
7	Is delinquency an offence	28 (70%)	12 (30%)
8	Is Govt. creating sufficient awareness on Juvenile Delinquency	34 (85%)	6 (15%)

It is observed that when it comes to the awareness about Juvenile Delinquency by the Head, in Table 4.6.2, 1) it is reveal that 85% of the head agreed and 15% disagreed 2) 12.5% agreed and

87.5% disagreed, when ask if they conduct test to identify Juvenile Delinquency, 3) 12.5% agreed and 87.5% disagreed when ask if they have Counselors in the school 4) When it comes to involvement in identifying the Juvenile Delinquency 100% of the Head's does not do so, 5) 55% agreed and 45% disagreed when ask about the competency of the teachers in dealing with juvenile delinquents 6) 27.5% agreed and 72.5% disagreed when ask if Juvenile Delinquency is a crime. 7) 70% agreed and 30% disagreed if Juvenile Delinquency is an offence and 8) 85% agreed and 15% disagreed when ask if Govt. was creating sufficient awareness on Juvenile Delinquency.

Table 4.6.3

Role and responsibilities of the Principal/ Head

i) Call Parent-Teacher meeting	Yes 100%		No
	Very good	3 (7.5%)	
	Good	17 (42.5%)	
	Average	12 (30%)	
	Poor	8 (20%)	
	No, response		
ii) Any adjustment problem from Juvenile Delinquency	Yes 32 (80%)		No 8 (20%)
	Provides facilities like:		
	Counseling, motivational advices,		
	Special treatment, spending extra time,		
	Detention etc		
iii) Any rehabilitation centre in your District	Yes 34 (85%)		No
iv) Any NGO's working for Juvenile Delinquency	Yes 6(25%)		No 34 (85%)

Table 4.6.3 reveals that i) 100% of Heads agreed when ask if they calls for parent-teacher meeting with 7.5% saying very good, 42.5% good, 30% average and 20% poor ii) When asked if

there was any adjustment problem from Juvenile Delinquency 80% agreed and stated they provide facilities like; counseling, motivational advices, special treatment, spending extra time, detention etc
iii) while 85% agreed and 25% did not respond when it comes to awareness of rehabilitation centre in their district iv) 85% disagreed and 25% did not respond when asked if they were aware of any NGO's working for Juvenile Delinquency.

4.6.4 Types of delinquencies mentioned are as follows:

The major type of delinquents found in the schools as mentioned by Principal/Head are-

- Chewing tobacco
- Smoking
- Drinking
- Sniffing dendrites
- Bunking classes
- Cheating during test/exams
- Gang fights/individual fights
- Destroying school property
- Stealing of school materials
- Teasing and bullying classmates or others
- Physical and verbal abusing of teacher(s)
- Bringing cell phones secretly inside the class room.

4.6.5 Reasons for increasing number of delinquents:

The reasons for the increasing number of delinquents in the school as given by the Principal/Head of the institution are as follows-

- Lack of guidance
- Peer pressure
- Anger

- Ignorance
- Substance abuse
- Broken family
- Environment influence
- Lack of rigid administration in the locality
- Electronic media
- Poverty
- Inadequate social support
- Lack of access to education
- Living in crime influence areas
- Psychological issues

4.6.6 Remedial measures from Principal/Head:

Some remedial measures as suggested by the Principal/Head are-

1. Creating awareness about delinquents among parents.
2. Educating the children on ethical values at an early stage.
3. Maintenance of proper guidance and counseling cell in the school.
4. Teaching moral values and its importance in the school.
5. Parental guidance, love, support and protection.
6. Individual acceptance towards the particular children.
7. Social acceptance and guidance is the most effective way.
8. Creating awareness in the community through workshops, seminars and multi-media.
9. Providing safe environment in the house.
10. Creating awareness of social responsibilities to various stakeholders.
11. Establishing more rehab centre in urban and rural areas.
12. Facilities should be provided with trained personals to deal with the issue.

13. Counseling in the church consistently to educate both the parents and the children.
14. Conducting counseling program for youth by renowned resource person frequently.
15. There should be proper interaction between parent and teacher.
16. Teachers should be trained to deal with delinquent students.
17. Families should imbibe positive attitude and nurture the children through moral values and spiritual education.
18. Organizing various activities in the school so as to engage the students and divert their mind from anti social elements.
19. Stern actions against the (student) offender is to be abolished and reprimand them with love.
20. Introducing different clubs and committees in the school so that students can take part.
21. Establishment of strong and effective Parent Teacher Association.

4.7 Response of the Teachers.

Table 4.7.1

Number of teachers, Male and Female

Sex	No. of Teachers	Percentage %
Male	90	60%
Female	60	40%
Total	150	100%

The above Table 4.7.1 indicates that 150 teachers were taken for the study, of which 60% were male and 40% were Female.

Table 4.7.2

Teacher's awareness on Juvenile Delinquency

Sl. no	Awareness of the Teachers	Yes		No
1	Heard about Juvenile Delinquency	125 (83.33%)		25 (16.66%)
2	Any delinquents in your class	Yes	No	
		93 (74.4%)	32 (25.6%)	
3	Are parents aware of delinquency of their children's	15 (12%)	110 (88%)	
4	Do you take special care of the Juvenile Delinquency	93 (74.4%)	32 (25.6%)	
5	Notice any adjustment problem	93 (74.4%)	32 (25.6%)	
6	Is sitting arrangement made for Juvenile Delinquency	88 (70.4%)	37 (29.6%)	
7	Is Juvenile Delinquency a crime	12 (9.6%)	113 (90.4%)	
8	Is Juvenile Delinquency a disease	113 (90.4%)	12 (9.6%)	
9	Do you counsel the Delinquents	93 (74.4%)	32 (25.6%)	
10	Is Govt. creating sufficient awareness	98 (78.4%)	27 (21.6%)	
11	Any rehabilitation for Juvenile Delinquency	125 (100%)		
12	Are you aware of any NGO's working for the Juvenile Delinquency		125 (100%)	

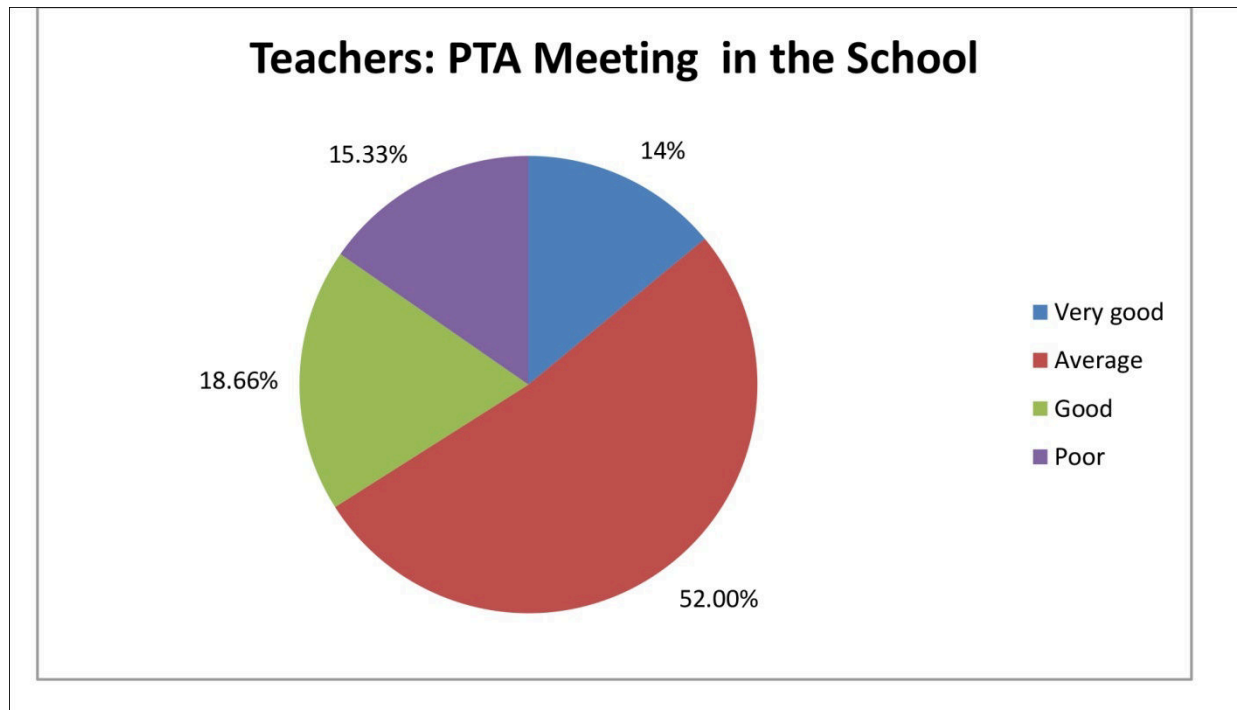
From the Table 4.7.2 when it comes to the 1) awareness of Juvenile Delinquency by the teachers it is reveal that 83.33% of the teachers agreed and 16.66% disagreed 2) when it comes to

delinquents found in the class 74.4% agreed and 25.6% did not 3) when asked if parents are aware of their children's delinquents 12% agreed and 88% were not aware about it 4) when ask if they take special care of the Juvenile Delinquency 74.4% does so while 25.6% does do so 5) when it comes to noticing any adjustment problem 74.4% agreed while 25.6% does not notice 6) When asked about if sitting arrangements were made for Juvenile Delinquency 70.4 % agreed and 29.6% disagreed 7) 9.6% agreed and 90.4% disagreed when ask if Juvenile Delinquency is a crime another 8) 90.4% agreed and 9.6% disagreed when asked if Juvenile Delinquency is a disease. 9) 74.4% agreed on being ask if they give counseling's while 25.6% dos not provide 10) When ask if Govt. was creating sufficient awareness on Juvenile Delinquency 78.4% agreed and 21.6% disagreed 11) 100% agreed when ask about any rehabilitation centre for Juvenile Delinquency and 12) another 100% disagreed in regard to awareness of NGO's working for Juvenile Delinquency.

Table 4.7.3

Parents – Teachers Association meeting in the school

PTA meeting		
Yes		No
150 (100%)		
Very good	21 (14%)	
Average	78 (52%)	
Good	28 (18.66%)	
Poor	23 (15.33%)	
No response		



In the above Table no. 4.4.3, when ask teachers if they conduct parents-teachers meeting 100% agreed with 14% mentioning Very good, 52% Average, 18.66% Good and 15.33% Poor.

4.7.4 Reasons behind Juvenile delinquents:

The main reasons behind Juvenile Delinquents as mentioned by the Teachers are-

- Exposure to violence
- Lack of love and care at home
- Influence of media and society
- Early use of technology
- Lack of family time/worship
- Non-involvement of parents with the children
- Lack of discipline
- Financial problem
- Psychological problem
- Lack of moral values
- Peer and societal influence

- Lack of parental guidance
- Lack of self control
- Lack of information
- Low self esteem
- Illiterate parents
- Hereditary and environmental factors
- Ignorance
- Lack of communication between parents and children's
- Lack of moral and religious training
- Parental negligence

4.7.5 Types of delinquents notice in the class:

The following were the types of delinquents notice in the class by the Teachers-

- Bunking classes
- Using intoxicants
- Indiscipline
- Aggressive behaviors
- Verbal and physical abusive
- Stealing
- Vandalism of school properties
- Cheating during test/exam
- Inattentive
- Bullying
- Quarrelsome
- Anti social behavior
- Unpunctual and improper uniform

- Irregular attendance
- Assaulting
- Non cooperative
- Ill tempered
- Forgery
- Aimlessly roaming
- Disinterest to study
- Manipulation of marks
- Disinterest in co-curricular activities
- Inferiority complex
- Dominating/superiority complex

4.7.6 Remedial measures from Teachers:

Remedial measures suggested by Teachers are as follows-

1. Teachers should be supportive and must developed positive attitude towards the student's whosoever it may be.
2. Understanding the core problems of the child and guiding them in the proper path.
3. There should be a trained Counselor in every school to tackle the problem.
4. Parent's, guardians and teachers needs to work together to deal with delinquent's.
5. Being friendly with them, encouraging and appreciating them of their good works.
6. Spending more time with them, guiding and teaching them good moral values.
7. Discussing about their problems with their parents for a better solution.
8. More youth awareness program should be conducted.
9. Adequate love and ample care must be shown and provided to them.
10. Impart proper education and understanding of the environment or surrounding.
11. Teaching of moral and spiritual values.

12. Counseling the delinquents along with the parents.
13. Preventive efforts must start from the family itself by building and strengthening parent-child relationship.
14. It's important to identify the child's environment in order to remove the risk factor before delinquent behavior.
15. In order to deal with delinquents the following steps should be followed- analysis, synthesis, diagnosis, prognosis and counseling.
16. Delinquents must be treated kindly and equally both at home and in schools so as to do away with their problems.
17. In severe cases medical assistance must be provided.
18. Delinquents should be rehabilitated at the earliest possible and instill in them moral values.
19. Peer group support and counseling should be given.
20. Proper rapport must be build between parents and children.
21. Basic facilities for livelihood should be provided through various social program.
22. Ample opportunities for earning and education must be provided.
23. Providing sympathy and empathy to the student's.

4.8 Response from the Counselors.

Table 4.8.1

Number of Counselors

Number Counselors	Govt.	Private
20	5 (25%)	15 (75%)

From the above Table 4.8.1 a total of 20 Counselors were taken for the study and of which 25% were from the Govt. run homes and hospitals and 75% were from private schools and private clinics.

Table 4.8.2**Cases related to references by Government and Parents**

Government		Parents	
Yes	No	Yes	No
5 (25%)		15 (75%)	

According to Table no 4.8.2 when it comes to cases 25% of the Counselor's cases being referred by the Government and another 75% are Parents referred cases.

4.8.3 Area of counseling and number of cases and the reasons:

Most of the Counselor's areas of counseling were-

- Behavioral and attitudinal change
- Emotional and Psychological counseling
- Mental illness
- Trauma management and behavioral correction.
- Career confusion
- Stress
- Depression
- Domestic conflict

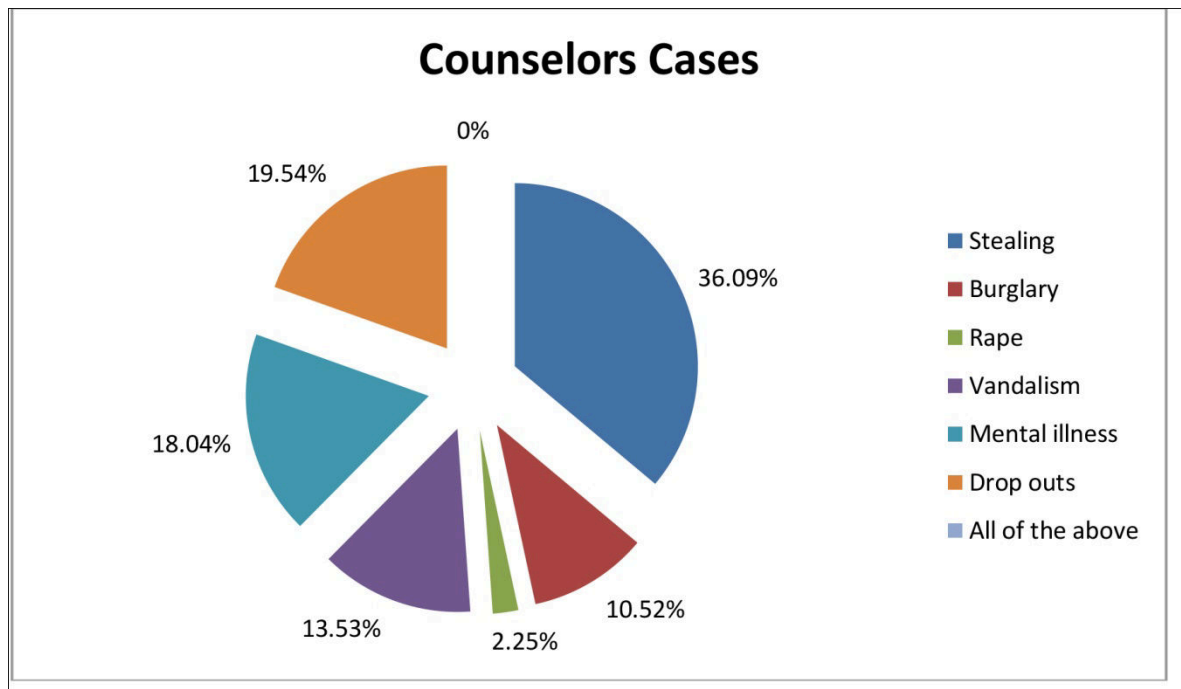
Table 4.8.4**Number of cases and reasons**

Sl. No	Reason	Number of cases	Percentage (%)
1	Stealing	48	36.09%
2	Burglary	14	10.52%
3	Rape	3	2.25%
4	Vandalism	18	13.53%
5	Mental illness	24	18.04%

6	Drug abuser	26	19.54%
7	All of the above	-	-
	Total	133	100%

Fig. No. 4.8.4

Number of cases and reasons



It is observed from Table 4.8.4 that 36.09% of the juveniles were involved in Stealing, 10.52% Burglary, 2.25% rape, 13.53% Vandalism, 18.04% Mental illness, and 19.54% were drug abuser.

4.8.5 Major or different types of cases of juvenile delinquents admitted in the centre:

Some of the major cases that come to the Counselor's in the institution are mentioned as follows-

- Stealing
- Burglary
- Abused children
- Rape

- Murder
- Trafficking
- Mental illness
- Smuggling drugs and arms
- Arson
- Extortion
- Molestation
- Infanticide
- Assault and harassment
- Possession of liquor (transportation)
- Non-possession of ILP

Table 4.8.6

Symptoms of hereditary

Symptoms		
Yes	7 (35%)	Stealing, Assaulting, Abusive behavior, Alcoholic, Gambler, Mental Illness
No	13 (65%)	

In the above Table 4.8.6, 35% of the Counselor agreed when asked if they find any hereditary symptoms and mentioned such as Stealing, Assaulting, Abusive, Alcoholic, Gambler, Mental illness while 65% disagreed.

Table no 4.8.7

Personals details of the institution

Sl. no	Institution		
		Yes	No
1	Co-operation from the children	13 (65%)	7 (35%)
2	Help from the parents	15 (75%)	5 (25%)

3	Co-operation from other professionals	20 (100%)	
4	Provision for regular health check up	20 (100%)	
5	Facilities for children's recreation	15 (75%)	5 (25%)
6	Outings	10 (50%)	10 (50%)
7	Psychologist	15 (75%)	5 (25%)
8	Children's needs of psychologist	20 (100%)	
9	Positive effects on children	20 (100%)	

According to table no 4.8.7 when it comes to 1) co-operation from the children 65% of the Counselors agreed and 35% disagreed 2) when it comes to help from the parents 75% agreed and 25% disagreed 3) co-operation from other professionals 100% agreed 4) When asked about provision for regular health check up 100% agreed 5) another 75% agreed when it comes to provision of facilities for children's recreation and 25% disagreed 6) 50% agreed and 50% disagreed when it comes to outing programs 7) Regarding availability of psychologist 75% agreed and 25% disagreed 8) When asked if children's need Psychologist 100% agreed and another 9) 100% agreed when asked if the Psychologist has the result of positive effect on children.

Table 4.8.8

Management of the institution

Sl. no	Management		
		Yes	No
1	Sufficient budget	7 (35%)	13 (65%)
2	Sufficient facilities from the Govt.	7 (35%)	13 (65%)
3	Further improvement of the centre	20 (100%)	
4	Success in dealing with the delinquents	13 (75%)	7 (25%)
5	Special program for the Counselor/caretakers	18 (90%)	2 (10%)
6	Training of parents	20 (100%)	

Table no 4.8.8 reveals that when it comes to Management of the institution if 1) sufficient budget is allocated 35% agreed and 65% disagreed 2) Sufficient facilities from the Govt. 35% agreed and 65% disagreed 3) Further improvement needed of the centre 100% agreed 4) success in dealing with the delinquents 75% agreed and 25% disagreed 5) special training needed for the Counselors/caretakers 90% agreed and 10% disagreed and 6) when it comes to training of parents 100% agreed.

Table 4.8.9

Types of services under the supervisor.

Sl. no	Services		
		Yes	No
1	Health	20 (100%)	
2	Sanitation	20 (100%)	
3	Developing inter personal relationship	20 (100%)	
4	Economic skills	5 (25%)	15 (75%)
5	Vocational training	5 (25%)	15 (75%)
6	Educational facilities	5 (25%)	15 (75%)
7	Others	7 (35%)	13 (65%)

According to Table 4.8.9 when it comes to types of services under the supervision 1) on health services 100% agreed 2) Sanitation 100% agreed 3) developing interpersonal relationship 100% agreed 4) When it comes to Economic skill 25% agreed and 75% disagreed 5) Vocational training 25% agreed and 75% disagreed 6) educational facilities 25% agreed and 75% disagreed and when it comes to 7) providing other facilities 35% agreed and 65% disagreed.

4.8.10 Remedial measures from the Counselors:

Remedial measures as suggested by the Counselors are as follows-

1. Proper parental and spiritual support.
2. Full time Counselor or psychologist should be available or provided in the school.
3. Building good rapport with the student by getting to know the students background viz interest, talent etc.
4. Mentors and teachers should cooperate with one another in order to help the child's fullest growth and all round development.
5. Proper peer-support group should be built.
6. Involving them in social activities and programs.
7. Giving them responsibilities and making them feel significant in the society
8. Vocational training must be provided in case if the child is a drop out or from other economic background.
9. Encourage and motivate them to build their self-esteem.
10. Community and social program focusing on recreational activities with positive interaction must be provided.
11. Education based programs must be provided to both parents and children in order to make them understand the consequences of delinquent action/behavior.
12. Parents should be watchful on their wards and their activities.
13. Parents should lead an exemplary life for their children

4.9 Response of Director Personnel.**Table 4.9.1****Management of Juvenile Delinquents**

	Yes	No
Availability of special training centre for Juvenile Delinquents		No, however various trainings like driving, computer course, beautification etc are provided through agencies like Kuda Tech, Zynorique Enterprises etc
Special course for Counselors	Yes, Counselors are trained in NIPCCD	
Do you think people are aware of Juvenile Delinquency program in the state	Yes, intensive sensitization program are carried out in all the districts annually	

The above Table 4.9.1 indicates that the Director personnel disagreed when it comes to availability of special training centers for Juvenile Delinquency, however various trainings like driving, computer course, beautification etc are provided through agencies like Kuda Tech, Zynorique Enterprises etc. When ask if special course for Counselor is available the director personnel agreed and states that Counselors are trained in NIPCCD and when asked if people are aware of Juvenile Delinquency programs, the director personnel agreed as intensive sensitization programs are carried out in the districts annually.

Table no 4.9.2

Status of Govt. and NGO Homes, Juvenile Delinquents and number of Staffs of Observation and Shelter Home

Number of registered and funded Govt. and NGO's run homes	Registered	Funded
	68	46
Number of Juvenile Delinquency recorded	182 (from 2013 to 31 st march 2019)	
Number of staffs in OH/SH	130 (10 each in 11 OH and 2 SH)	

Table no.4.9.2 indicates that there are 68 registered and 46 funded Govt. and NGO run homes for the Juvenile Delinquents in the state, the number recorded is as 182 (from 2013 to 31st march) and the number of staffs working in these OH/SH is 130, 10 each in 11 OH and 2 SH.

Table 4.9.3

Problems

Target groups	Children below 18 years who are in conflict with law and contact with law
Categories of children identified by the group	Children in conflict with law and children in need of care and protection
Major problems faced by the Dept.	Finances, shortage of staff, buildings and infrastructure etc, appointment of special JJB magistrate and child welfare officer for district like Kohima and Dimapur

According to Table 4.9.3 the target groups identified are those children who are in conflict with law and contact with law. The categories of children identified by the group are Children in

conflict with law and Children in need of care and protection. The major problems faced by the Dept. are Finances, shortages of staff, buildings and infrastructure etc

4.9.4 Number of staffs in Observation Home and Special Home:

According to the Director Personnel there are 10 staff each in all the Homes comprising of Superintendent, Probation Officer, Counselor, Accountant cum Storekeeper, Housefather, Housemother, Paramedical staff, Housekeeper, Cook and Helper.

4.9.5 Reasons for the increasing number of delinquents in the state:

The main reason highlighted by the director personals were-

- i) Access to all kinds of information from internet.
- ii) Substance abuse and school dropouts.
- iii) Lack of parental supervision
- iv) Social media influences
- v) Independence
- vi) Substance abuse
- vii) Socio-economic status
- viii) Societal pressure
- ix) Peer-pressure
- x) Unemployment
- xi) Poverty
- xii) No cordial relationship between parents and children
- xiii) Orphan are not taken proper care by guardians and other relatives

4.9.6 Suggestions to reduce Delinquents in the state:

Suggestions as highlighted by the Director Personnel were-

- i) Reduce the number of school drop outs and number of substance abuse children.

- ii) More activities to be incorporated into institution like- functional literacy, life skill education, art and craft therapy, vocational trainings, sports, cultural and religious activities.
- iii) Focus on the environmental background of the juveniles and not just the juveniles
- iv) Provisions for family counseling

4.10 Interview Schedule of Juveniles from Observation Home (OH)

Table 4.10.1

Background of the Juveniles

Personal life of the Juvenile	Yes	No
i) Is your father alive	4 (18.18%)	18 (81.81%)
ii) Is your mother alive	10 (45.45%)	12 (54.54%)
iii) Did your parents/guardians ever ask you what you wanted to be	5 (22.72%)	17(77.27%)
iv) Do you have quarrelsome parents/guardian	18(81.81%)	4(18.18%)
v) Does your parents love you less than your siblings	15 (68.18%)	7 (31.81%)

Table 4.10.1 reveals that when asked i) if their father is alive 18.18% agreed and 81.81% disagreed ii) another 45.45% agreed and 54.54% disagreed when it comes to their mother iii) 22.72% agreed and 77.27% disagreed when ask if their parents ever asked them what they wanted to be when they grow up iv) When it comes to quarrelsome parents/guardians 81.81% agreed and 31.81% disagreed and v) 68.18% agreed and 31.81% disagreed when it comes to their parents being partial about their siblings.

Table 4.10.2**Economic status of the family**

	Yes	No	
i) Are you ashamed of your parents/guardian profession	20 (90.90%)	2 (9.09%)	
ii) Does your parents/guardian gives you the things you want	4 (18.18%)	18(81.81%)	
iii) Do you get pocket money	7 (31.81%)	15 (68.18%)	
iv) Are you ashamed of your parents/guardian dresses	22 (100%)		
v) Does your parents/guardian provide enough clothes of your choice	4 (18.18%)	18(81.81%)	
vi) Does your family struggle with finances	22 (100%)		

When it comes to the economic status of the family Table 4.10.2 explains that i) 90.90% are sometimes ashamed of their parents profession, while 9.09% are not ii) 18.18% states that their parents/guardians provide them the things they needed while 81.81% disagreed iii) When it comes to pocket money 31.81% agreed while 68.18% disagreed iv) 100% are ashamed of the dressing of the parents/guardian) 18.18% are satisfied with the provision of clothes of their likes meanwhile 81.81% are not satisfied and vi) 100% said their family always struggle with finances.

Table 4.10.3**Emotional state in the family**

Does your parents/guardians;	Always	Sometimes	Never
i) Spends enough times, talking and playing with you and your siblings		7 (31.81%)	15 (68.18%)
ii) Hugs and praises you when you do good			22 (100%)
iii) Takes interest in the welfare of you and your siblings		4 (18.18%)	18(81.81%)
iv) Unnecessarily imposed themselves on	12(54.54%)		10(45.45%)

you and your siblings			
v) Permits you to stay out late at nights			22(100%)
vi) Acts favoritism in the family		22(100%)	

According to Table 4.10.3 i) 31.81% feels that their parents sometimes spends enough times, talking and playing while 68.18% stated as never ii) when it comes to hugs and praises 100% says never iii) 18.18% mention their parents took interest in their welfare sometimes and 81.81% said their parents never cares about it iv) 54.54% feels their parents always imposed themselves on them and their siblings while 45.45% disagreed v) 100% says their parents never permit them to stay out vi) When it comes to favoritism 100% says their parents guardians sometimes acted as such.

Table 4.10.4

Intoxicants consumed by the family

	Yes	No
i) Drunker in your family	22 (100%)	
ii) Gambler in your family	22 (100%)	

Table 4.10.4 reveals that when it comes to presence of drunker in the family 100% agreed and another 100% agreed on the presence of gambler in the family.

Table no. 4.10.5

Personal life of Juveniles

	Yes	No
i) Do you avoid foul methods while gambling	4 (18.18%)	18(81.81%)
ii) Is religion a means of living a good life	22 (100%)	
iii) Feel insulted if other makes fun	22 (100%)	
iv) Answer backs to justify words	22 (100%)	

In Table no. 4.10.5 shows that when it comes to i) gambling 18.18% said they avoid foul methods while playing and 81.81% said they practice ii) 100% agreed that religion is a means of good living iii) 100% feels insulted when others makes fun of them and iv) another 100% of them answers back to justify themselves.

Table 4.10.6

Family issues

	Always	Sometimes	Never
i) Depends upon parents decisions	18(81.81%)	4 (18.18%)	
ii) Feels whatever parents says is right		7 (31.81%)	15 (68.18%)

It is observed from Table 4.10.6 that i) 81.81% always depend upon parent's decision while 18.18% does sometimes. ii) 31.81% sometimes feels what parents says is right while 68.18% never does so.

Table 4.10.7

Attitudes of the Juveniles towards others

	Always	Sometimes	Never
i) Concerned about the needs of others		22 (100%)	
ii) Participate in any social activities		7 (31.81%)	15 (68.18%)
iii) Considers about others attitudes and feelings		7 (31.81%)	15 (68.18%)
iv) Unbearable to obey superiors	22 (100%)		
v) Organize group activities in the locality			22(100%)

According to Table 4.10.7 when it comes to i) showing concern about the needs of others 100% mention they do so sometimes ii) 31.81% participated and 68.18% never participate in social activities iii) 31.81% sometimes considers about others attitudes and feelings while 68.18% never does iv) 100% of them feel that it's always unbearable to obey superiors and v) as for organizing group activities in the locality 100% of them never do so.

Table 4.10.8**Reasons for which they were kept in the Home**

Sl.no	Cases	Number (%)
1	Stealing	18 (81.81)
2	Smuggling of arms and drugs	2 (9.09%)
3	Infanticide	1 (4.54%)
4	Non-possession of Inner Line Permit	1 (4.54%)
	Total	22 (100%)

The above Table 4.10.8 reveals that 81.81% of the inmates were involved in stealing, 9.09% smuggling of arms an drugs, 4.54% infanticide and another 4.54% for non possession of Inner Line Permit.

4.11 Interview report from Juvenile Justice Board (JJB) Principal Magistrate**4.11.1 Reason for increase of Juvenile-**

Reason for the increase of Juvenile is due to family influence such as broken family, economic instability, child abuse, failure in school/school dropouts, easy access to social media, violence, alcohol and drug abuse.

4.11.2 Some of the suggestions to reduce delinquency-

Some of the suggestions to reduce delinquency are, parents should be well educated in up bringing the children, educational institutions and teachers should also be trained in bringing and handling low graded children, extra- curricular activities to be implement in schools. Activities like law education and exposure to law institution should be made part of their educational system. In order to deal with child in conflict with law, one should not only create environment for protection for all the children but also recognize children who need special attention and support them through every possible means. Free legal aid and right to consul must be provided to the Children in Conflict with

Law. There should be partnership of Government, Community and Parents for the welfare of the children.

4.11.3 Problems-

When it comes to problems faced by the them while executing their responsibilities, problems such as less co-operation from the police was mentioned as the police does not submit the offender report on time and for which cases gets delayed. Secondly no proper JJB members, poor infrastructure, less number of staff therefore more manpower is needed.

CHAPTER-5

SUMMARY, MAJOR FINDINGS, DISCUSSIONS, SUGGESTIONS AND CONCLUSION

5.1 NEEDS AND IMPORTANCE OF THE STUDY:

Juvenile delinquency is one of the serious problems of the masses society. It is almost an outcome of rapid urbanization and industrialization of modern times. Social conditions associated with these two processes have affected the family pattern. This resulted in an atmosphere that is favorable to the growth of Juvenile Delinquents. A large number of children moving from rural areas to the cities or living in the cities are found to be highly vulnerable to this process. This has almost become a universal problem in most of the industrial countries including India.

A Delinquent is a minor but with a major problem. If he is not properly handled then he will turn into criminal with the rapid social changes arising out of economic development, industrialization and migration of rural masses to cities or towns.

Our society approximately constitutes of 60% of youths and in every society we find certain Juvenile Delinquents. These offences are anti-social and harmful for the society. The increasing number of delinquent acts has become the concern of parents, teachers, social workers and Psychologist. Children and adolescents are guilty of offences involving in various anti-social activities such as stealing, burglar, gambling, sexual offences etc. if these acts of the delinquents are not curbed at the earliest than it will create more and more world problems. There will be mass destruction and damages in every nook and corner of the world.

Student's delinquency in particular is the crime committed by the young students inside the educational institutional environment, against its law- norms and outside the institution as well. They are cognizable offences as well as non-cognizable delinquent behavior which are equally dangerous for the normal functioning of the individual and the society.

Delinquent students today everywhere are guilty of offences. They revolt against the social reality and devices to accept the right institutions. There is rebellion against the existing education

system, authority etc... Old values which once molded the behavior of the younger generation are gradually disappearing as such it has lead to the increase number of delinquents. Parents those in the working institute and divorced parents who doesn't have sufficient time for their children's welfare, also contribute to the high number of delinquent children. Mass media encouraging, violence and criminal theme through films and cheap magazines add to the causation of delinquency among the youths. Generation gap is also one of the main causes that lead to delinquency among the adolescents.

According to National Crime Record Bureau, in India nearly half of the population is Youth and again nearly half of the Youth's have committed offences in one form or the other. The study also found that majority of them were boys but the offences committed by the girls are also rising. If the increasing number is not stopped then there is a fear that our society or country will turn into a heap of garbage of juveniles and people will be in total chaos and fear without any development.

With the advancement of technology, life is moving very fast and .children as young as 1 ½ or 2 are already in the influence of mobiles, laptop, TV remotes etc. If this is not properly checked than there will be a great turmoil in the life of the child and that of his parents as they grow older. For everything there is a time and this time should be well utilized and judiciously implemented. Parents have a great role to play in the lives of the child as it is clearly written in the Bible that they are authorized to look into the affairs of their ward as being given responsibility by our heavenly father.

As no study has been done so far in this area in Nagaland, the investigator with all the above reasons felt necessary to study the problem to find out the factors that which effects the adolescent boys and girls, leading them into many anti-social activities and at the same time turning them into delinquents.

5.2 STATEMENT OF THE PROBLEM OF STUDY:

The statement of the study is **“A Study of Juvenile Delinquency in Nagaland.”**

5.3 DEFINITION OF THE TERMS USED IN THE STUDY:

In order to have a better understanding of the concept, the important terms used are briefly explained as:

- (iii) **Study**- a detailed analysis of a subject or situation.
- (iv) **Juvenile Delinquency**- refers to offences carried by young people who are older than the age of criminal responsibility but not liable as adults.

5.4 OBJECTIVES OF THE STUDY:

The Objective of the study are as follows-

- (vii) To identify the types of Delinquents and Delinquencies.
- (viii) To identify the nature of Delinquencies in Secondary schools.
- (ix) To study the causative factors effecting Delinquencies.
- (x) To identify the various agents, institutions which has taken steps for controlling delinquency problems.
- (xi) To examine the role of the Government and NGO's.
- (xii) To recommend remedial measures to reduce delinquents and delinquencies.

5.5 JUSTIFICATION OF THE STUDY:

Delinquency is a kind of abnormality where an adolescent deviates from the normal social life. In modern, civilized countries a criminal is not looked upon as a sinner or a bad person, but rather as a mentally diseased individual or one who has been victimized by circumstances. Students are the backbone of the society as such their well growth will lead to the development of the county in general and of the society in particular.

It is important that a grass root study is done in order to have a better understanding of the problems so that corrective measures can be taken for their reformation. A look into the Nagaland profile shows that there is an alarming growth of offences committed by the adolescents in recent times. Most of the delinquents are still regarded/ treated as criminals and are punished without

having a proper knowledge about the various psychological traumas they undergo. There is no proper institution for their rehabilitation which worsen their conditions and increase their plight to cope themselves in the society.

The investigator therefore feels that the present study will go a long way in understanding the problems of the delinquents and help them to adjust in the society which will in turn decrease its mushrooming growth.

5.6 DELIMITATION OF THE STUDY:

The study is delimited in the following areas-

- (i) Present study was limited to adolescent students studying in secondary schools.
- (ii) The study was limited to officially registered youths in the rehabilitation centers, Hospitals, Police Thana.
- (iii) The study covers only the four (4) districts of Nagaland i.e., Kohima, Dimapur, Peren and Tuensang.

5.7 METHOD AND PROCEDURES:

This section of the study presents the methodology and procedures adopted to obtain the necessary data. The present study was designed on Descriptive method of research which is widely accepted as scientific. The study was conducted taking into account of factors like age, class, length of time of their involvement in anti-social activities etc of the students.

5.8 POPULATION:

A population refers to the collection of specific group of human beings and non-human being entities from which the sample is drawn. The population of the study will covers the total number of the secondary schools in Nagaland. It will include both the Government as well as the Private Schools of Nagaland.

5.9 SAMPLE:

A Sample is the process by which a relatively small number of individuals or objects are selected and analyzed to find out something about the entire population from which it was selected.

A total sample of 800 secondary students were selected from the four districts schools viz, Dimapur, Kohima, Peren and Tuensang. Apart from that, samples were also collected from Rehabilitation centers, Hospitals and Police Thana.

5.10 TOOLS USED FOR DATA COLLECTION:

The device or instrument used for gathering the facts and information suitable to and understanding of the project is called tools. The following tools were used:-

- i) Point Scale/ Questionnaire were prepared. This was administered to the normal students and the respondents put tick mark (s) only. Questionnaire were also prepared for Heads/Principals, Teachers, Counselors and Director personnel.
- ii) Interviews Schedule was prepared and was administered to the registered delinquents in the Homes.

5.11 PROCEDURE FOR DATA COLLECTION:

For collection of data, the investigator used both Primary and Secondary sources. The investigator obtained prior permission from the school authorities and then personally visited the different schools of all the four districts along with the tools and explains to them regarding the purpose and objectives of the study. The investigator personally administers the tools to them explaining the different words and also clearing some of their doubts. Questionnaires were also given to Head of the institutions, teachers and Counselors.

The investigator also administer Questionnaire to the Director personals in their office, questionnaires were also given to both Govt. run hospitals/homes Counselors and private run clinic Counselors. Interview Schedule was also administered to the juveniles in Observation Home after obtaining permission from the concern authorities.

Apart from questionnaire, data's were also collected through Interviews, survey of record books of various institutions, Statistical handbooks, Data books, Census books, Journals etc

5.12 STATISTICAL TECHNIQUE USED:

The investigator used percentages to analyze and interpret the data for the present study. Responses received from the different respondents were tabulated from the Questionnaire and Interview Schedules. The data's were calculated and converted into percentages. Data has been collected through Questionnaire and Interview Schedule. The responses collected from the Students, Teachers, Head of the Institutions, Counselors, Director Personals and Juveniles (from observation home) were systematically arranged, calculated and converted into percentages.

5.13 ANALYSIS AND INTERPRETATION OF DATA:

Analysis means a detail examination of the structure and contents of something and Interpretation means to explain the meaning of the result. Analysis and interpretation of data were made based on the responses given in the questionnaire and Interview Schedule. Responses were classified, tabulated and counted into percentages.

5.14 THE MAJOR FINDINGS:

On the basis of the analysis and interpretation of data, the findings of the study were confirmed according to the objectives of the research **"A study of Juvenile Delinquency in Nagaland."**

Objective I

5.14.1 Finding related to the types of delinquents and delinquencies.

The various types of delinquents and delinquencies prevalent among secondary school students were:-

1. Majority (66.25%) of the students were involved in aimlessly roaming, (66.75%) in cheating and dishonesty, (47.62%) damaging property/vandalism and another (40.12%) were involved in assaulting.

2. Few of the students were found to be involved in ragging/bullying (18%), pick-pocketing (17.75%) and in prostitution (6.87%).
3. When it comes to consumption of intoxicants some (27.12%) of them were found to be indulging in drinking, gambling (26.37%), truancy from home (27.12%) and truancy from school (26.5%).
4. In school some of the students were practicing forgery (22.62%), negligence (22.75%) and fighting (33.12%).
5. Consumption of intoxicants like smoking, drugs, dendrites and other tobacco products.
6. Involvement in anti-social activities of assaulting, bullying and mocking, begging, disobedience, stealing of school materials, public properties, indiscipline, inattentive, ill-tempered, non cooperative, manipulation of marks, bringing cell phones in the school premise.
7. Vandalism/damaging of schools and other properties, stealing school materials and belongings of friends and classmates.
8. Associating in unethical practices of sexual suggestions, verbal and physical abuse of teachers and classmates, molestation, disobedience, begging, bringing cell phones, bunking classes, cheating and manipulation of marks, indiscipline and aggressive behavior.
9. Addiction to mobile games and internet, irregular attendance, non-cooperative, disinterest in co-curricular activities, having superiority complex, teasing.
10. Involvement in criminal acts like arms, liquor and drugs smuggling, Infanticide, pornography, abduction, joining riots, extortion etc

Objective II

5.14.2 Finding the nature of delinquencies in secondary schools.

When it comes to the nature of delinquencies in schools it was found that students were involved in:- Bunking of classes, Indiscipline, Aggressive behaviors, Abusive both in physical and verbal, Stealing, Damaging school properties, Cheating during test/exam, Inattentive, Bullying, Quarrelsome, Anti social behavior, Unpunctual and improper uniform, Irregular attendance,

Assaulting, Non cooperative, Ill tempered, Forgery, Aimlessly roaming, Disinterest to study, Manipulation of marks, Disinterest in co-curricular activities, Inferiority complex, Dominating/superiority complex etc

Objective III

5.14.3 Study the causative factor effecting delinquencies.

Various factors have been found leading to the causes of delinquencies in Nagaland as mentioned by Students, Principals/Heads, Teachers, Counselors and Director personnel were:-

- i) **Personal factors-** Lack of access to education, lack of discipline, lack of moral values and self control, lack of information, low self-esteem, ignorance, aggression and frustration, and company of bad friends. Physical health and body also plays an important part in the development of a child and in this study it was found that some of the students were having inferiority complex and some superiority complex that leads them to committing petty offences.
- ii) **Family or Home based factors-** . Parents having extra marital affair, consumption of intoxicants by both the parents, broken family, poverty, lack of care and love at home, lack of family time or worship time, non-involvement of parents with children, illiterate parents, hereditary and environment factor, lack of communication between parents and children's, lack of parental supervision, lack of proper guardian (orphan). It was found that the presence of extended family members (relatives), additional family members (Stepmom, stepdad) and the absence of one of the parents was a major problem. The number of family members being employed is also less and the absence of family members due to imprisonment or other personal reason was also an unbearable pain for the student/children. It was also found that despite most of the fathers being Govt. employed or were engaged in some kind of earnings still it does not help in refraining the child from indulging in offences.

- iii) **Academic factors-** Such as multiple time of failure, truancy from school , bunking class, disinterest to study, inattentive, non-involvement in classroom activities, poor classroom management, indulgence in early relationship in schools, having large number of friends, substance abuse and dropouts, poor infrastructure, lack of value and moral education, lack of good rapport between teacher and students, existence of punishment in the form of homework's, detention, parents call etc
- iv) **Socio-Cultural factors-** Peer pressure, environmental influence, electronic media, living in crime affected areas, exposure to violence, influence of society and media, early use of technology, peer and societal influences, access to all kinds of information from internet, social media influence and societal pressure,
- v) **Economic factors-** One of the main factors of delinquents is poor financial condition as most of the delinquents come from this category. Wanting to live a comfortable and standard life leads them to commit offences. Poor economic condition, low socio-economic status, unemployment are also some of the other reasons.
- vi) **Psychological factors-** Death of a family member and Departure of friends resulting in unforgettable sorrow was one of factors effecting them, fear to be at home due to the presence of immediate family members, fear psychosis of teachers, mental health problem, issues of hereditary diseases, stress and anxiety, fear of punishments, low self esteem are some of the psychological issues.

Objective IV

5.14.4 Identifying the various agents, institutions which has taken steps for controlling delinquency problems.

To cater to the needs of the children in conflict with law, various institution were established by the Government. An important provision for children in conflict with law in relation to their rehabilitation needs that makes the entire judicial proceedings different from that of an adult is in the

establishment of **Observation Homes** and **Special Homes** for their care and protection with the main focus on reformation and rehabilitation.

- ✓ **Observation Home-** An Observation Home is a temporary reception of a child in conflict with law. When an order has been passed by the JJB, a child is sent to an Observation Home and classification and segregation of juveniles according to their age group preferably 7-11 years, 12-16 years and 16-18 years are done giving due consideration to physical and mental status and the nature of the offence committed.
- ✓ **Special Home-** A special Home is for the reception and rehabilitation of a child in conflict with law. Here separate Special Homes for girls above the age of 10 years and boys in the age group 11-15 and 16-18 years are classification and segregation of juveniles on the basis of age and nature of offences and their mental and physical status is done.

The care and development plan for each child in the institution is executed as per the Childs requirements and most importantly emphasis is laid on reformation. The child is provided with counseling support in order to deal with the past/present history and accordingly plan for the future. Behavior modification is one of the intervention methods for children if this category in order to prevent recidivism and also prepare the child to lead different life with a positive attitude and outlook.

- ✓ **Sakhi one stop centre (OSC)-** One Stop Centre (OSC) supports all women including girls below 18years of age affected by violence due to attempted Sexual harassment, Sexual harassment, Sexual assault, Domestic violence, Trafficking, Honor related crimes, Acid attack, Emotional, Psychological and Economic abuse irrespective of Caste, Class, Religion, Sexual orientation or Marital status.

Apart from the above mentioned Govt. Institutions, various NGO's are also available to cater to the needs of these delinquents (children in need of care and protection and children in conflict with law):-

- ✓ Radiant Educational Society
- ✓ Open Shelter Home
- ✓ Bright Morning Star Children Home
- ✓ Kevi Women Welfare Society
- ✓ Missionaries of Charity
- ✓ Prodigal's Home
- ✓ Mercy Home Orphanage
- ✓ Galilee Home for Children
- ✓ Chanan House of Hope
- ✓ Noah's Ark Ministry Society
- ✓ Radiant Shelter Home
- ✓ Care Home Orphanage (Kikimiye welfare Society)
- ✓ Love Care Home
- ✓ Rev. Longsa Memorial Welfare society
- ✓ Under- Privileged Tribal Children home
- ✓ Orphanage Caring Neighborhood Ministries
- ✓ St. Joseph Children Home under St. Joseph Children Home
- ✓ Ebenezar Orphanage Home(Ebenezar welfare Society)
- ✓ Miqlat Ministry (NBCC Women Department)

Objective V

5.14.5 Examining the role of the Govt. and NGO's

The state Govt. has take various step to control the mushrooming of Juveniles in the state by establishing state run homes in every districts and organizing legal service program from time to time with the various stakeholders and community in order to create awareness and sensitize the public's.

Role of Police:

The Police play a key role in implementing diversion practice and sensitization to explore the situation a child is apprehended and also analyses other contributing factors and accordingly decide the steps to be undertaken. They mobilize local resources both financial and human and bringing stakeholders together to strengthen their collaboration in diversion program so as to go a long way in the success of the diversion program. Police can send a child in conflict with the law for diversion when there is:

- Admission of commission of offence by the child freely.
- The offence committed is minor.
- The child and parents/guardian consent to participate in diversion program.
- The child is a first offender and has a fixed address.
- The law enforcement officer is convinced that the child will benefit from the program.

Role of Restorative Justice:

Its primary focus is to repair the damage cause by the offence, to make compensation to the community and to the victim and to return to the offenders to a productive place in the community. It gives victims of offences more opportunities to regain their personal power by stating their own needs. It involves Juveniles taking personal responsibility for their actions and then, working actively to repair the harm that they have caused to the victim and the community.

Role of Community workers:

Efforts should be made to select and train the community volunteer on issue pertaining to children. The community volunteer actively participates in community base program to help children in conflict with law. The community volunteer can develop a relationship with the child, who at the same time may gain confidence to become an effective peer facilitator within the community. Various program are introduced to monitor the children as a follow-up mechanisms and at the same time introduce offence prevention activities.

Role of Juvenile Justice Board:

A Juvenile Justice Board is the competent authority constituted by the State Government for the purpose of dealing with children in conflict with law. The Board consists of three members one of whom is a Metropolitan Magistrate or a Judicial Magistrate of the first class, who is designated as the Principal Magistrate of the Board. It also consists of two social worker of whom at least one should be a woman thus forming a bench which confers equal powers on all the members. The role of JJB is to adjudicate and dispose cases, take cognizance of crime against children, ensure the legal officer in District Child Protection Unit (DCPU) and State/District Legal Aid services authority extend free legal service, dispose the case by releasing a child, release on probation on execution of a personal bond, send the child to Child Welfare Committee (CWC), detention in Special Home, take cognizance of violation by print electronic media etc.

Role of Probation Officer:

The legal cum Probation Officer coordinate and supervise all the program and activities relating to Juveniles in conflict with law. They provide support to JJB at district level. Their roles and responsibilities include: collect and compile data on dimensions of the juvenile delinquency in the district, support JJB in conducting inquiries, attend proceedings of the JJB regularly, undertake follow up visits of juveniles released under suspension and after release, established linkage with voluntary sector for facilitating rehabilitation and social re-integration of juveniles etc. Probation Officers also conduct an inquiry of the case, put forward necessary suggestion before the board for sending the child for diversion if the offence committed is minor.

Role of Sakhi one stop centre (OSC):

It is an initiative of the Ministry of Women and Child development, Government of India (GOI). The State Resource Centre for Women (SRCW) under the aegis of Nagaland Social Welfare Board and is the nodal agent to implement OSC in the state in every district. They provide services like, emergency response and rescue services, medical assistance, and assistance to women in

lodging First Information Report (FIR), Non Criminal Report (NCR), Domestic Incident Report (DIR), psycho-social counseling, legal aid and counseling, shelter and video conferencing facility. One Stop Centre (OSC) supports all women including girls below 18 years of age affected by violence due to attempted Sexual harassment, Sexual harassment, Sexual assault, Domestic violence, Trafficking, Honor related crimes, Acid attack, Emotional, Psychological and Economic abuse irrespective of Caste, Class, Religion, Sexual orientation or Marital status. They work in collaboration with the Women Cell of the state police department. Their helpline is 181.

Role of Prodigal Home:

Prodigals Homes was established in 1990 and is a Non-Governmental Organization registered under the Registration of Societies act 1860. It is also registered under the Foreign Contribution (Regulation) Act 1976 and section 12A of the Income Tax Act 1961. Prodigals' Home with its head office at Dimapur Nagaland, operates in the North East of India. Their main vision and mission is sustainable and equitable Social order through people's participation. The objectives are to create and disseminate the means for sustainable livelihood, proper management of natural resources and promote health and environment. Their main issues of concern are Drug-abuse prevention. Detoxification and rehabilitation of chemical dependents (Male and female). Rehabilitation and mainstreaming of women and girls in conflict situation. Prevention and reduction of HIV transmission among high risk women and migrant population. Vocational training centers networking and linkage with institution of vocational training for school dropouts and marginalized population. Community based rehabilitation and empowerment of people with disability. Awareness generation issues of aged and providing materials support. CHILDLINE 24x7 toll free emergency child helpline. Rural development through sustainable livelihood initiatives programs. Core activities under rural development. Monitoring grass root NGO's in the district. Training, research documentation and advocacy. They worked together in collaboration with the Women Cell of the state police Department.

Miqlat ministry:

Miqlat ministry is a social and faith based ministry under the umbrella of the Nagaland Baptist Church Council Women's Department. Miqlat is a Hebrew word which means shelter/refuge. Miqlat works with girls and women at risk, those that are victims of sexual exploitation and Human Trafficking. Miqlat ministry builds trusting relationship with the individuals they serve, offering dignified alternatives and Holistic wellness. Miqlat provides medical assistance, psycho-social care, rehabilitation, restoration, life skill course, livelihood trainings, leadership development, education support and also focuses on empowering lives through Business as mission. Their vision is that whosoever they serve will come to the knowledge of God their maker, enjoy a life of dignity, equipped to nurture their families, sustain employment and contribute meaningfully to communities and their mission is to reach out, touch lives, embrace, transform and restore lives in all its fullness through quality holistic healing, community integration and social entrepreneurship.

There is also the initiation of child helpline 1098 by the government which is toll free to cater to Children in need of Care and Protection and Children in conflict with Law.

Objective VI

5.14.6 Recommending remedial measures to reduce delinquents and delinquencies:

i) Remedial measures from Principal/Head:

Some remedial measures as suggested by the Principal/Head are-

1. Creating awareness about delinquents among parents.
2. Educate the children on ethical values at an early stage.
3. Maintenance of proper guidance and counseling in the school.
4. Teaching moral values and its importance in the school.
5. Parental guidance, love, support and protection.
6. Individual acceptance towards the particular children.
7. Social acceptance and guidance is the most effective way.

8. Creating awareness in the community through workshops, seminars and multi-media
9. Provide safe environment in the house.
10. Creating awareness of social responsibilities to various stakeholders.
11. Establishing more rehab centre in urban and rural areas.
12. Facilities should be provided with trained personals to deal with the issue.
13. Counseling in the church consistently to educate both the parents and the children.
14. Conducting counseling program for youth by renowned resource person frequently.
15. There should be proper interaction between parent and teacher.
16. Teachers should be trained to deal with delinquent students.
17. Families should imbibe positive attitude and nurture the children through moral values and spiritual education.
18. Organizing various activities in the school so as to engage the students and divert their mind from anti social elements.
19. Stern actions against the (student) offender are to be abolished and reprimand them with love and care.
20. Introducing different committees so that students can take part.
21. Establishment of strong and effective Parent Teacher Association.

ii) Remedial measures from Teachers:

Remedial measures suggested by Teachers are as follows

1. Teachers should be supportive and must develop positive attitude towards the student's whosoever it may be.
2. Understanding the core problems of the child and guiding them in the proper path.
3. There should be a trained Counselor in every school to tackle the problem.
4. Parent's, guardians and teachers needs to work together to deal with delinquent's.
5. Being friendly with them, encouraging and appreciating them of their good works.

6. Spending more time with them, guiding and teaching them good moral values.
7. Discussing about their problems with their parents for a better solution.
8. More youth awareness program should be conducted.
9. Adequate love and ample care must be shown and provided to them.
10. Impart proper education and understanding of the environment or surrounding.
11. Teaching of moral and spiritual values.
12. Counseling the delinquents along with the parents.
13. Preventive efforts must start from the family itself by building and strengthening parent-child relationship.
14. It's important to identify the child's environment in order to remove the risk factor before delinquent behavior.
15. In order to deal with delinquents the following steps should be followed- analysis, synthesis, diagnosis, prognosis and counseling.
16. Delinquents must be treated kindly and equally both at home and in schools so as to do away with their problems.
17. In severe cases medical assistance must be provided.
18. Delinquents should be rehabilitated at the earliest possible and instill in them moral values.
19. Peer group support and counseling should be given.
20. Proper rapport must be build between parents and children.
21. Basic facilities for livelihood should be provided through various social programs.
22. Ample opportunities for earning and education must be provided.
23. Providing sympathy and empathy to the student's.

iii) Remedial measures from Counselors:

Remedial measures as suggested by the Counselors are as follows-

1. Proper parental and spiritual support.

2. Full time Counselor or psychologist should be available or provided in the school.
3. Building good rapport with the student by getting to know the students background viz interest, talent etc.
4. Mentors and teachers should cooperate with one another in order to help the child's fullest growth and all round development.
5. Proper peer-support group should be built.
6. Involving them in social activities and program.
7. Giving them responsibilities and making them feel significant in the society
8. Vocational training must be provided in case if the child is a drop out or from other economic background.
9. Encourage and motivate them to build their self-esteem.
10. Community and social program focusing on recreational activities with positive interaction must be provided.
11. Education based programs must be provided to both parents and children in order to make them understand the consequences of delinquent action/behavior.
12. Parents should be watchful on their wards and their activities.
13. Parents should lead an exemplary life for their children.

iv) Remedial measures from Director Personnel:

Suggestions as highlighted by the Director Personnel were-

- 1) Reduce the number of school drop outs and number of substance abuse children.
- 2) More activities to be incorporated into institution like- functional literacy, life skill education, art and craft therapy, vocational trainings, sports, cultural and religious activities.
- 3) Focus on the environmental background of the juveniles and not just the juveniles
- 4) Provisions for family counseling

5.15 Suggestion from the Investigator.

In this section the investigator highlights some constructive suggestions based on the findings:-

1. Stress, Anger, Anxiety Management program etc should be introduced in the school through workshops and seminars.
2. Cordial relation should be developed in the schools so as to avoid Student-Teacher conflict.
3. All round development of the child should be a partnership between Parents, School and community.
4. A certified or trained Counselor should be provided in all the institutions.
5. Co-curricular and recreational activities should be introduced in the school to give equal chance to all the students to participate.
6. Government should established more rehabilitation and reformation homes.
7. There should be separate rehabilitation homes for both boys and girls.
8. Rehabilitation homes should be child-friendly so that they don't feel trapped in the homes rather a home to reform them.
9. The Government should also meet the need of shortage of staffs in all the Government run rehabilitation homes.
10. School management should also convene meeting and organized workshop for parents on different trending issues related to Adolescents.
11. Church should also play an active role in the upbringing of a child right from the primary stage.
12. When judiciary law comes in conflict with customary law pertaining to a delinquent, the decision should be the one that benefit the child.
13. The government should appoint one Counselor each in all of the Govt. run hospitals as private Counselors are too expensive for the parents to afford.

14. Various types/forms of anti-social activities happening (secretly) in the institution must be banned immediately by the school authorities.
15. Students should be sensitized on cyber crime in the institution as they get motivation and inspiration through this source.
16. Poster campaign, street plays, audio and visual aids to be utilized while creating awareness among the public masses.
17. Judicial laws should be made aware among the students through seminars and other programs.
18. Teachers should not make the students feel insignificant and can provide them equal opportunities and responsibilities.
19. Parents have the tendency to have a “special child” among the siblings in the family and this has to be eliminated as it breeds negative mind set among the children.
20. Government should come up with more skill based trainings for drop-out youths.
21. Law governing agencies in the state should play a stringent role in curbing the delinquent problem.
22. At this stage peers play an important role in the life of a child therefore peer-support group should be created in the institution.
23. Moral and Ethical values should be inculcated among the students and adolescents.
24. Medical assistance should be provided for more serious delinquent cases.
25. Society also has a greater role to play in the life of a delinquent by treating them equally and giving them opportunities of a dignified life even after their return from reformation homes.
26. Rehabilitation and Reformation Homes should be established away from town in a spacious environment.
27. Exercise and Meditation should also be an integral part of the student life.
28. Constructive form of punishment should be introduced in the school.

29. Social skills should also be taught in the schools.
30. Non-Government Organization and government organization should collaborate with each other to bring positive change in the society.
31. More Psychologist, Criminologist, Psychiatrist and Sociologist to be appointed to deal with the psychological problem of the child.
32. Obscene advertisement and violence in the screen must be put on strict rule by the government.
33. Effective educational program to be develop for self-sufficiency of the students
34. Teacher should keep on updating themselves to meet the ever growing demands and needs of the students i.e Emotional, mental and spiritual.
35. Number of juvenile courts and juvenile Welfare Board should be increased for the speedy justice.
36. Reformation home should also be established even for the welfare of every child who wanted to reform themselves.
37. The state government or the voluntary organization recognized by the government should establish separate Observation homes or Special homes for boys and girls.

5.16 Discussion of the findings:

From the findings of the study it was revealed that a large number of students and youths in Nagaland were found to be involving in various form of delinquent behavior such as truancy from home and school, aimlessly wandering, cheating and dishonesty, assaulting, addiction to different kinds of intoxicants, indiscipline, pick pocketing, prostitution, bullying, mocking, irregular attendance, manipulation of marks, disobedience, cheating during exam, begging, forgery, stealing of school materials and the belongings of classmates, non-cooperation, ill tempered, quarrelsome, vandalism and smuggling of drugs, alcohol and arms, associating in unethical practice verbal and physical abuse of teachers and classmates, bunking classes,

molestation, sexual suggestions, teasing, extortion and disinterest in co-curricular activities are some of the major issues. It was found that addiction to mobile, games and pornography is also another major problem relating to delinquent of the student and youth.

It was also found that various factors are responsible for juvenile delinquents in Nagaland like Personal factors which include lack of discipline, lack of moral values and self-control, lack of information, ignorance, aggression and frustration. Family or Home based factors like parents having extra marital affair, consumption of intoxicants by parents, lack of care and love at home, indiscipline behavior of the parents and lack of family and worship time. Academic factors includes such as multiple time of failure, bunking classes, inattentive, punishment in the form of homework, detention, parent call and poor classroom environment. Socio-cultural factors like peer pressure, influence of social and electronic media, exposure to violence, living in crime affected area, societal and peer pressure, and early use of technology. Economic factors include poor financial condition, unemployment and low socio-economic status turn out to be the main challenges in this factors. Psychological factors such as stress and anxiety fear of punishments, low self-esteem, fear psychosis of teachers, mental health issues, death of loved ones and departures of friends were also found. Therefore it is important that Principal/Head of the institution, Teachers, Counselors, Parents, Community and different stakeholders should come together in reforming and shaping the lives of the delinquents for the betterment of the nation in general and of the society in particular.

From the findings of the study it is also suggested that Parents, Teachers, Principal/Head, Counselors, Community leaders and different stakeholders should cooperate and build strong relation so as to overcome the problem of Juvenile Delinquents in the society. Monitoring of the students and youths should be done by the Teachers and Parents, reformatory period should be given to the delinquents before they are sent to rehabilitation home. There need to be a strong bond between parents and children by involving in family and worship time, counselors should

be appointed in every institution or at least one teacher should be deputed for training in dealing with delinquents in the school level. Parents should also be trained through workshops and seminars, building peer pressure are also important as it plays a vital role in the life of a child. Teaching of moral and spiritual values should be given priority, therefore not only teachers and parents but church should also be engaged in reforming the life of the child.

5.17 Educational Implications:

The following were the educational implication on “**A Study of Juvenile Delinquency in Nagaland**”.

1. The present study reveals that only a handful of the parents are aware of the meaning of Juvenile delinquents and the delinquency of their wards, therefore various activities like seminars, workshops and other sensitization program need to be implemented to make them aware of Juvenile Justice System in the state.
2. The eradication and rehabilitation of juvenile delinquent must be a joint effort of the community and the various law enforcing agents in the state so that justice is not denied to the offenders.
3. The study also found that a large number of teachers in the rural areas are less aware of juvenile delinquents and the rehabilitation centre's or program and so it is important that they are being sensitize through program like workshops and seminars.
4. Parents, Teachers and community need to understand the reason behind the rise of delinquents and the various ways to deal with them through partnership in organizing various events in the society, district or state level.
5. The present study reveals that only a handful of the visited schools have certified Counselors as such it was difficult for the institution to deal with delinquent students who in turn tends to dropped out after attaining certain level of schooling and involving themselves more in anti social activities.

6. The study finds that of the four Observation Home visited only two were functioning in a permanent Government run building in an isolated area far from the busy town life while the other two were located in the heart of the town on a rented building with limited outdoor facilities and space. Therefore the Government needs to seriously look into the matter and find solution for a permanent building.
7. The study also reveals that on certain cases customary law conflicts with judiciary law as such there is the issue of habitual offenders committing offences. In the light of the problem mentioned it is important that the two stakeholders should come together for a permanent solution.
8. In the present research it was found that students tends to regard certain actions like, bullying, begging, white lie, cheating, teasing, involving in drug abuse as cool and harmless so it is important that schools impart and focus more on the ethical and moral values right from the primary level so as not to face the problem of delinquent students in the future.

5.18 Suggestions for further research:

Some of the suggestions for further research are as follows-

- 1) A comparative studies of juvenile boys and girls with respective to their emotional stability in Observation Home in Nagaland.
- 2) A study of personality adjustment in Observation Home in Nagaland.
- 3) A comparative study of Intelligence and Creativity of delinquents and non-delinquents Juvenile's Adolescents.
- 4) A study of the dreams, aspirations and achievements of the Juveniles in Observation Home in Nagaland
- 5) A study of the Role of NGO and other organizations in rehabilitation of Juveniles.
- 6) A study of Observation Homes in Nagaland.
- 7) A study of the facilities provided to the juveniles in Observation Homes of Nagaland.

- 8) Case study of Juveniles in Observation Home of Nagaland.
- 9) A study of Socio Economic status of Juveniles.
- 10) An in-depth study of Children in conflict with law and Children in need of care and protection.

5.19 Conclusion:

From this study the investigator provides an insight into the juvenile delinquency in Nagaland. Keeping in mind all the objectives of the present study, the investigator collected different observations and analysis about juvenile delinquency; types of delinquents and delinquency, nature of delinquencies in secondary schools, causing factors effecting delinquencies, identifying the various agents, institution which has taken steps for controlling delinquency problems, examining the role of the government and NGO's and recommending remedial measures to reduce delinquents and delinquencies.

In the light of the present study we can conclude that delinquents in schools are increasing at a greater phase with the advancement of science and technology but one must not regard the delinquents as criminal rather as an offenders who needs to be accepted with proper love and ample care. With the increasing rate of delinquents in the school, it is not only the responsibilities of teachers or school authority but also that of the parents, society and the different stakeholders both from Govt. as well as the NGOs to handle them diligently and built a better and healthy environment for them. There is need to improve institution-community linkage, sensitization of parents and community for change of attitude. One must be positive and optimist in our approach towards them as they only needs a spark of a chance to prove themselves to the society.

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APPENDIX

QUESTIONNAIRE FOR PRINCIPAL/HEAD OF INSTITUTION

- 1) Name :-.....
- 2) Qualification :-.....
- 3) Designation :-.....
- 4) Name of the school :-.....
- 5) Year of establishment :-.....
- 6) Are you aware of Juvenile Delinquency?
- 7) In your school have you ever done any test to identify the Juvenile Delinquents?
.....
- 8) Is there any Counselor for the Juvenile Delinquents?
- 9) As head of the institution are you involved in identifying the Delinquent students? Yes/No.
- 10) Do you think that teachers are competent in dealing with the Juvenile Delinquents?
.....
- 11) Do you call Parent-Teacher meeting in your school? Yes/No
If Yes, what is the response from parents? Please tick mark.
 - a) Very good
 - b) Good
 - c) Average
 - d) Poor
 - e) No. response.
- 12) Do you notice any adjustment problem from Juvenile Delinquent children?

13) If Yes, do you provide any adjustment facilities to them? How?

.....
.....

14) What are the different types of delinquency which you notice among your students?

i)

ii)

iii)

iv)

v)

15) According to you is delinquency a crime or offence?

16) What are the reasons for the increasing number of delinquency?

i)

ii)

iii)

iv)

v)

17) Do you think the Government is creating sufficient awareness on Juvenile Delinquency? Yes/No

18) Is there any Rehabilitation centre for the Juveniles in your district? Yes/No.

If Yes,

where.....
.....

19) Have you come across any NGO (s) working for the Juvenile Delinquents? Yes/No

If Yes, can you name some

.....

.....

20) What do you suggest to reduce Delinquencies?

.....

.....

QUESTIONNAIRE FOR GENERAL TEACHERS

- 1) Name :-.....
- 2) Qualification :-.....
- 3) Designation :-.....
- 4) Name of the school :-.....
- 5) Have you heard about juvenile delinquency? Yes/no.
- 6) Do you have any delinquents in your class? Yes/no.
- 7) If yes, what is your attitude towards them?
.....
- 8) Do you call parents-teacher's meeting in your school? Yes/no
- 9) If yes, how many times?
.....
- 10) What is their response?
 - a) Very good ()
 - b) Average ()
 - c) Good ()
 - d) Poor ()
 - e) No response ()
- 11) Do you think parents are aware of the delinquents of their children?
.....
- 12) According to you what is the main reason behind?
.....
.....
- 13) Do you take special care for these children or just ignore them?

-
- 14) Do you notice any adjustment problem among the delinquents?
-
- 15) What are the different types of delinquents which you notice in your classroom?
- a)
- b)
- c)
- d)
- e)
- 16) Is sitting arrangement made for the juvenile delinquents in the class?
-
- 17) According to you is Juvenile Delinquency a crime or disease?
-
- 18) Do you counsel the Delinquents? If Yes, how?
-
-
-
- 19) Do you think the Government is creating sufficient awareness on Juvenile Delinquency? Yes/No
- 20) If Yes, how?
-
-
-
-
- 21) Is there any Rehabilitation centre for the Juveniles in your district? Yes/No.

22) If Yes, where?

.....

23) Have you come across any NGO (s) working for the Juvenile Delinquents? Yes/No

24) If Yes, can you name some

.....

.....

.....

25) What is your suggestion to deal with the delinquents?

.....

.....

.....

QUESTIONNAIRE FOR STUDENTS

1. Fill in the following:

- a) Name.....
- b) Sex.....
- c) Age.....
- d) Tribe.....
- e) Fathers name.....
- f) Occupation.....
- g) Village/ town.....
- h) Name of the school.....
- i) Class..... Sec.....

Each question has several readymade answers, please tick mark (✓) against the most appropriate one.

2 What kind of health do you have?

- a) Very weak
- b) Weak
- c) Fair
- d) Average
- e) Healthy

3 What complex do you have?

- a) Ill complex
- b) Inferiority
- c) Fine complex
- d) Normal
- e) Superiority

- 4 What physical health do you have?
- a) Handicapped
 - b) Short
 - c) Too tall
 - d) Normal
 - e) Beautiful/Handsome
- 5 Did the death of any of the members affect you?
- a) Father
 - b) Mother
 - c) Brother
 - d) Sister
 - e) Other family members
- 6 Is any of the following staying with your family?
- a) Grandparents
 - b) Stepmom
 - c) Stepdad
 - d) Other relatives
 - e) None
- 7 With whom do you have the worst relation?
- a) Father
 - b) Mother
 - c) Sister
 - d) Brother
 - e) Other
- 8 Who is the most loved one by your parents?

- a) Self
 - b) Elder brother
 - c) Elder sister
 - d) Younger brother
 - e) Younger sister
- 9 How many of your family members are employed?
- a) One
 - b) Two
 - c) Three
 - d) Four
 - e) None
- 10 How many wife/wives do your father has?
- a) One
 - b) Two
 - c) Three
 - d) Four
 - e) More than Four
- 11 What is your family economic condition?
- a) Very poor
 - b) Poor
 - c) Self sufficient
 - d) Rich
 - e) Very rich
- 12 What is your father occupation or status?
- a) Farmer

- b) Contractor/businessman
- c) Govt. servant
- d) Politician
- e) Doing nothing

13 What educational qualification does your father possessed?

- a) Ph.D
- b) Post graduate
- c) Graduate
- d) Matriculate
- e) Under Matric

14 What is the reason of your Mother/ Fathers absent?

- a) Died
- b) Divorced
- c) Serving in different places
- d) Hospitalized/imprisoned
- e) They never lived together

15 What intoxicants does your father take?

- a) Drugs
- b) Alcohol
- c) Tobacco
- d) All of the above
- e) None of the above

16 What intoxicants does your Mother take?

- a) Tobacco
- b) Alcohol

- c) Smoking
- d) All of the above
- e) None of the above

17 What is the reason behind your families quarrel?

- a) Financial condition
- b) Gambling
- c) Drinking
- d) Extra marital affairs (having other partners)
- e) Presence of other family members

18 What is your present financial condition?

- a) Very low
- b) Low
- c) Average
- d) Good
- e) Very Good

19 Did any of your family member got arrested?

- a) Father
- b) Mother
- c) Brother
- d) Sister
- e) Self

20 Which of the following are you interested?

- a) Photographs
- b) Video
- c) T.V

- d) Cinema
- e) Other pictures

22) Which of the following you do most when you are not happy with someone?

- a) Quarrel
- b) Take revenge
- c) Runs away
- d) Destroy things
- e) Cry

23) Mention the most unpleasant place for you?

- a) Home
- b) School
- c) Hostel
- d) Rented house
- e) Company of friends

24) Whom do you fear most?

- a) Father
- b) Mother
- c) Brother
- d) Sister
- e) Teacher

25) Which is the most unforgettable sorrow in your life?

- a) Death of parents
- b) Death of relatives
- c) Departure of friends
- d) Failures

e) All of the above

26) How much economic problem are you facing?

a) Very little

b) Little

c) Much

d) Very much

e) Not facing any problem

27) How many best friends do you have?

a) None

b) One

c) Two

d) Three

e) Four or more

28) What is the purpose of your Relationship?

a) Marriage

b) Summer/Temporary friendship

c) Lifelong but not to marry

d) Platonic

e) Fun or time-pass

29) Mention the kind of book you like to read?

a) Story books

b) Novel books

c) Lifestyle Magazines

d) Sports Magazines

e) News

30) How many times did you fail in school?

- a) Once
- b) Twice
- c) Thrice
- d) Four or more
- e) Never

31) What is the main reason of your failure in school?

- a) No proper study
- b) Poor economic condition
- c) Poor health
- d) Death of a loved one
- e) Irregular attendance

You are kindly requested to select one or more and put tick mark (✓) against each of the readymade reason provide against for each delinquency.

32) Why do you roam and wander aimlessly?

- a) Wanted to be alone
- b) Friends took me out
- c) Being afraid of parents
- d) Being unhappy
- e) Did not like to stay at home

33) Why do you assaults/beat others?

- a) Lack of self control
- b) Being in the company of friends
- c) Take revenge
- d) To satisfy self

e) Elders encourage doing

34) Do you drink? If Yes, Why?

a) Influenced by Family members

b) Advised by Doctor

c) Friends requested

d) To relive sorrow

e) As regular diet

35) Do you smoke? If Yes, Why?

a) To please self

b) Friends are also smoking

c) Father /relatives are also smoking

d) To attract the onlookers

e) For fashion

36) Do you gamble? If Yes, Where did you learn from?

a) Father

b) Friends

c) Hostel

d) Home

e) From others

37) Where did you learn to abduct others?

a) Force by seniors

b) Accidentally

c) Unfortunately joined a group

d) Intentionally

e) For fun

38) Why did you bully/trouble others?

- a) Being unhappy with the person
- b) As a revenge
- c) Out of fun
- d) Out of hatred
- e) Someone advised to do

39) What is the reason of you involving in begging?

- a) Hobby
- b) Family facing economic hardship
- c) Source of income
- d) No supporter
- e) To support family

40) Why do you steal?

- a) Accompany friends
- b) Low economic condition at home
- c) Due to medical condition
- d) Forced by elders
- e) For experience

41) Point out the reason for your pick pocketing.

- a) Get more money
- b) Parents could not send/give money in time
- c) Purchase food and goods
- d) Give company to friends
- e) Earn something for family

42) What is the reason for your truancy/running away from the school?

- a) Teacher not being friendly
- b) Sitting with juniors is unpleasant
- c) Due to boredom
- d) Persuaded by friends
- e) To earn something to support

43) Why do you always truant/run away from home?

- a) Family quarrels
- b) Feel sick and unhappy at home
- c) Presence of extended family members
- d) Parents are unnecessarily strict
- e) Lack of tolerance for discipline at home

44) Who give you the idea of sexual suggestion?

- a) Lover/friends
- b) Seniors/elders
- c) Strangers
- d) Read from books/internet
- e) Heard from others

45) What is the reason of your disobedience?

- a) Anger
- b) Laziness
- c) Hatred
- d) Unhappiness at home
- e) As a revenge

46) Why do you cheat others?

- a) Intentionally

b) To make the person unhappy

c) As a revenge

d) For advantage

e) Out of hatred

47) Why do you always destroy and damage others property?

a) Make people realize their mistakes

b) Take revenge

c) Satisfy self

d) Gain something

e) Failure to get something

48) Why do you commit the offence of forgery/using signature of your parents or authority?

a) Save time

b) Gain or profit

c) Deceive

d) Others are also doing

e) Take revenge

49) Why do you join riots?

a) Due to socio-political circumstances

b) Advised by parents

c) Interested to be a leader

d) Accompany friends

e) Forced by seniors

50) Why do you neglect and not support others?

a) Due to ill health

b) Laziness

c) Without any reason

d) Consciously

e) As a revenge

Please differentiate your seriousness of offence by putting a tick mark (✓) in the boxes in different columns as given below:-

(Check list)

Name of Delinquency-

Not at all – Occasionally -Regularly.

- 1) Aimlessly roaming.
- 2) Ragging/Bullying.
- 3) Cheating and Dishonesty.
- 4) Assaulting.
- 5) Drinking liquor.
- 6) Damaging/Vandalism
- 7) Fighting.
- 8) Forgery.
- 9) Gambling.
- 10) Murder.
- 11) Negligence.
- 12) Pick pocketing.
- 13) Prostitution.
- 14) Truancy/running away from home.
- 15) Truancy/running away from school.

INTERVIEW SCHEDULE (JUVENILES)

1 .i) Name-

ii) Age-

iii) Sex-

iv) Village/Town-

2. Is your father alive? Yes/ No.

3. Is your Mother alive? Yes/ No.

4. Did your father/guardian, mother ask you what you want to be when you grow up?

Father/guardian- Yes/no.

Mother- Yes/No.

5. Are you ashamed of your Fathers/guardians job?

Always/Sometimes/Not at all.

6. Does your Father/guardian try to get you the things you want?

Most things/ few things/ particularly nothing.

7. Do you get any pocket money?

Often/sometimes/never.

8. Are you ashamed of your Fathers/guardians dress?

Often/sometimes/never.

9. Do you have enough clothes of your liking?

Many/few/none.

10. Does your family have financial (money) problems?

Often/sometimes/largely.

11. Do your Father/guardian, mother spends enough time talking and playing with you as well as your brothers and sisters?

Father/guardians: Always/sometimes/rarely.

Mother: Always/sometimes/rarely.

12. Do your Father/guardian, mother hugs, kiss or praise you when you are good?

Father/guardian: Often/sometimes/rarely.

Mother: Often/sometimes/rarely.

13. Do your father/guardian, mother take interest in you, your brothers and sisters?

Father/guardian- Always/sometimes/never.

Mother- Always/sometimes/never.

14. Are you permitted to stay late at night?

Often/sometimes/never.

15. Is there any drunker in your family? Yes/no

16. Is there any gamblers in your family? Yes/no.

17. Do you have quarrelsome parents/ guardians? Yes/no.

18. Do your parents /guardians often quarrel in front of you?

Often/sometimes/never.

19. Do your father/guardian, mother play favoritism at home?

Father/guardian- Always/sometimes/never.

Mother- Always/sometimes/never.

20. Are you concerned about the needs of others?

Always/sometimes/never.

21. Is religion a means of leading a good life? Yes/no.

22. Do you organize some group activities in your locality?

Often/sometimes/never.

23. Do you feel insulted if others make fun of you? Yes/no.

24. Do you answered back to justify your words? Yes/no.

Often/sometimes/never.

25. Does it become unbearable for you to obey your superiors?

Often/sometimes/never.

26. Do you actively participate in any social welfare work in your locality?

Often/sometimes/never.

27. Are you concerned about the needs of others?

Always/sometimes/never.

28. Do you depend upon your parents/guardians to decide about you?

Often/sometimes/never.

29. Do you feel whatever your parents/guardians say is right?

Always/sometimes/never.

30. Do you often avoid foul methods while playing? Yes/No

31. What offences have you committed?

QUESTIONNAIRE FOR COUNSELORS

1. Name of the Institution/ Centre/ Organization-
.....
2. Year of its establishment-.....
3. Name of the Counselor-
.....
4. Qualification-.....
5. Date of joining the centre-.....
6. Area of counseling-
.....
7. Number of cases under your supervision-
.....
8. For what reason(s) their cases were admitted here-
 - i. Stealing
 - ii. Burglary
 - iii. Rape
 - iv. Destroying properties
 - v. Mental illness
 - vi. School dropouts
 - vii. All of the above
9. Are there Govt. referred cases? Yes/No
10. Are there parent referred cases? Yes/No
11. What are the major cases of juvenile Delinquency admitted in your centre? Please mention,
.....

.....
.....
12. Is there any symptom of hereditary causes? Yes/No

13. If Yes, please specify
.....
.....

14. What are the different categories of cases admitted in your institution?

- i)
- ii)
- iii)
- iv)

15. What is the specific case put under your supervision?
.....

16. What are the different types of services put under your supervision? Please specify nature and kind of services such as:

- i. Health
- ii. Sanitation
- iii. Developing interpersonal relationship
- iv. Economic skills
- v. Providing vocational training
- vi. Providing educational facilities
- vii. Any other

17. Do you get full co-operation from the children? Yes/No

18. Do you seek any help from the parents in remediating children's behavior? Yes/No

19. Do you get co-operation from other professionals in order to perform your job in other way?

Yes/No

20. Is there any other provision for regular health check up? Yes/No

21. Are there any facilities for children's recreation? Yes/No

22. If Yes, please specify

.....

.....

23. Do you take children for outing? Yes/No

24. If Yes, where do you take them? Please mention the place, time and duration.

25. Is there any Psychologist at your institution? Yes/No

26. If yes, do you think that children need Psychologist help or service regularly? Yes/No

27. If Yes, is there any positive affect of Psychologist service on child's behavior? Yes/No

QUESTIONNAIRE FOR DIRECTORATE PERSONNEL:

1) Name :

2) Qualification :

3) Designation :.....

4) Length of service :

5) In which year the first Observation Home was established?

.....

6) Is Observation Homes a separate body or under any organization?

.....

7) Kindly mention the administrative structure of Juvenile Delinquency?

.....

.....

8) How many Government and NGO are there in Nagaland to cater the needs of Juvenile Delinquents?

.....

9) Who are the target group under Juvenile Delinquents?

.....

10) What is the number of Juvenile Delinquents recorded in Nagaland?

.....

11) Is there any special training center for the Juvenile Delinquents?

.....

12) Is there a special course for Counselor to deal with the Juvenile Delinquents?

.....

13) What is the number of staff in one Observation Home or Special Home?

.....

14) What are the different categories of children identified by your department?

.....

.....

.....

15) What are the major problems faced by your department? Please specify-

a) Financial. ()

b) Staff scarcity. ()

c) Building and infrastructure. ()

d) Co-operation from your department. ()

e) Peoples attitude. ()

16) Do you think people are aware about Juvenile Delinquents programrs' in your state? Yes or No.

17) If No, what is your suggestion to launch awareness program? Please specify.

.....
.....

18) Any suggestion you wish to mention for better functioning of Juvenile Delinquents program in your state?

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

19) Have you come across any NGO (s) working for the Juvenile Delinquents? Yes/No

20) If yes, can you name some

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

21) What are the reasons for the increasing number of delinquents?

i.

ii.

iii.

iv.

22) What do you suggest to reduce Delinquents?

.....

.....