



**Masters of Law (Criminal Law Group)**  
**LL.M. (Criminal Law Group) Semester: II**

<b>Course Code</b>	<b>PL02ELCR53</b>	<b>Title of the Course</b>	<b>Juvenile Delinquency</b>
<b>Total Credits of the Course</b>	05	<b>Hours per Week</b>	

<b>Course Objectives:</b>	<ol style="list-style-type: none"><li>1. To increase knowledge of educators, practitioners, and others by conducting research and evaluation relating to psychology and juvenile crime.</li><li>2. To improve knowledge and skills of students in psychology, and criminal/juvenile justice by offering graduate degrees; and continuing education.</li><li>3. To improve dissemination of information relating to the reduction of juvenile delinquency and crime.</li><li>4. To improve dissemination of knowledge pertaining to human behaviour.</li><li>5. To increase knowledge about programs and policies to address juvenile crime.</li><li>6. To enhance skills of personnel by providing training.</li><li>7. To increase knowledge of practitioners by providing assistance through collaboration and partnerships.</li></ol>
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<b>Unit</b>	<b>Description</b>	<b>Weightage* (%)</b>
1.	<b>The Basic Concepts</b> <ul style="list-style-type: none"><li>• The conception of child in Indian Constitution and Penal Code.</li><li>• Delinquent juvenile</li><li>• "Neglected" juvenile</li><li>• The overall situation of children/young persons in India, also with reference to crime statistics (of crimes by and against children)</li></ul>	20%
2.	<b>Determining Factors of Juvenile Delinquency</b> <ul style="list-style-type: none"><li>• Differential association</li><li>• Anomie</li><li>• Economic pressure</li><li>• Peer group influence</li><li>• Gang sub-culture</li><li>• Class differentials</li></ul> <b>Judicial Contribution</b> <ul style="list-style-type: none"><li>• Social action litigation concerning juvenile justice</li><li>• Salient judicial decisions</li><li>• Role of legal profession in juvenile justice system.</li></ul>	20%
3.	<b>Legislative Approaches</b>	20%





	<ul style="list-style-type: none"> <li>• Legislative approaches during the late colonialera.</li> <li>• Children'sAct</li> <li>• Legislative position in variousStates</li> <li>• The Juvenile JusticeAct</li> <li>• Constitutional aspects.</li> <li>• Distinction between "Neglected" and "delinquent"juveniles.</li> <li>• Competent authorities</li> <li>• Processual safeguards forjuveniles</li> <li>• Powers given togovernment</li> <li>• Community participation as envisaged under theAct</li> </ul>	
4.	<p><b>Indian Context of Juvenile Delinquency</b></p> <ul style="list-style-type: none"> <li>• The child population percentage to total sex-ratio, urban/rural/rural-urban</li> <li>• Neglected - below poverty line, physically and mentally disabled, orphans, destitute, vagrants.</li> <li>• Laborers</li> <li>• In organized industries like zari, carpet, bidi, glass In unorganized sector like domestic servant, shops and establishments, rag-pickers family trade.</li> <li>• Delinquent - number, sex-ratio, ratio to adult crime, types of offences committed, recidivism, rate of increase background</li> <li>• Drug addicts</li> <li>• Victims</li> <li>• Of violence - sexual abuse, battered, killed by parents</li> <li>• Of criminal activities like bootlegging, drug pollution as response of protective approach</li> </ul>	20%
5.	<p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• Institutions, bodies, personnel</li> <li>• Recruiting and funding agencies</li> <li>• Recruitment qualifications and salaries or fund</li> <li>• Other responsibilities of each agency/person</li> <li>• Coordination among related agencies</li> <li>• Accountability-annual reports and accessibility of public to juvenile justice institution.</li> </ul> <p><b>Preventive Strategies</b></p> <ul style="list-style-type: none"> <li>• State Welfare programmes health, nutrition, ICWS, grants-in-aid</li> <li>• Compulsory education</li> <li>• Role of community, family, voluntary, bodies, individuals</li> </ul>	20%

**PSDA (Professional Skill Development Activities)**

❖ Statutes and Judgment Analysis
❖ Preparation of One Research Paper/Research Article
❖ Access to Legal Resources: E-Library, E-Books and E-Database
❖ Developing Comparative Analysis Skills





Teaching-Learning Methodology	<ul style="list-style-type: none"><li>• Lecture Method</li><li>• Power Point Presentation(including audio/video)</li><li>• Group Discussion</li><li>• Team Exercise</li><li>• Case study</li></ul>
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination (As per CBCS R.6.8.3)	20%
2.	Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	They can work with NGO'S as well as Government offices who are working in the area relating to the reduction of juvenile delinquency and crime.
2.	They can work as officers who are working with delinquent juvenile.
3.	They can practice on special cases of juveniles.

Suggested References:	
Sr. No.	References





1.

**Reference books:**

1. National institute of Social Defence - Model Rules under the Juvenile Justice Act, 1986
2. K.S. Shukla -Adolescent Offender(1985)
3. United Nations -Beijing Rules on Treatment of Young Offenders(1985)
4. Myron Weiner -The Child and State in India(1990)
5. The United Nations Declaration on the Rights ofChildrenUNICEF periodicmaterials

**On-lineResources:**

1. SWAYAM
2. Coursera
3. Manupatra
4. Hein Online
5. JStor
6. Bloomsbury

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