

**UNIVERSITY OF MADRAS**  
**DEPARTMENT OF CRIMINOLOGY**  
**SHORT TERM CERTIFICATE COURSE IN JUVENILE JUSTICE &**  
**JUVENILE PSYCHOLOGY**

**REGULATIONS**

**(with effect from the year 2018)**

**1. Eligibility for admission**

- i. A Bachelor's degree (under-graduate degree) in any discipline from the University of Madras or any other University or a qualification accepted by the Syndicate of this University as equivalent thereto.
- ii. Preference will be given to practitioners in the criminal justice system and the juvenile justice system and/or those currently working with children and adolescents in need of care and protection and those in conflict with law.
- iii. Reservation of seats and other concessions for the SC, ST, MBC, BC and other special categories of candidates notified by the Government of Tamil Nadu may be provided in accordance with the statutory provisions of the Government of Tamil Nadu in force from time to time.

**2. Medium of instruction**

The Short term Certificate course will be taught in English.

**3. Duration of the course**

- i. The minimum duration of the Short term Certificate course is 10 weeks (full-time) or one semester (part-time).
- ii. The maximum period for completion is two semesters, counting from the first semester.
- iii. The course will be offered in two spells (August – October / February – April).

**4. Course of study**

- i. The Short term Certificate course consists of **3 papers** of 3 credits each (3 papers x 3 credits = **9 credits**)
- ii. Each paper will be assigned **3 credits** (that is, 2 lectures + 1 tutorial per week)
- iii. The duration of the course is **10 weeks** (3 hours per paper x 10 weeks = **30 hours per paper per semester**), includes both lectures and tutorials

**5. Number of seats**

60 seats for each batch of the Short term Certificate course.

**6. Course fee**

The consolidated fee for the Short term Certificate course in Juvenile Justice & Juvenile Psychology per student is Rs.10,000/- to be paid as Demand Draft drawn in favour of "The Registrar, University of Madras".

**7. Examination and evaluation**

The examinations shall be conducted and evaluated by the concerned subject/experienced teachers of the University Departments / Colleges / Institute of Correspondence Education itself that offers

the course. The evaluated answer scripts along with the Mark lists duly certified by the Head of the University Department concerned / Principal of the respective Colleges, Director of the Institute of Correspondence Education shall be forwarded to the Controller of Examinations for scrutiny and declare the results along with issuing the Statement of Marks from the University.

### 8.1. Attendance

- i. A candidate shall be permitted to appear for the examination if he/she secures not less than 75% attendance in each subject/paper or as prescribed by the Syndicate from time to time.
- ii. However, it shall be open to the Dean (Academic) to grant exemption to a candidate who has failed to obtain the prescribed 75% attendance for valid reasons on payment of prescribed fee and such exemptions shall not under any circumstances be granted for attendance below 65%.
- iii. The HOD shall announce the names of all students who will not be eligible to take the End-semester examinations in the various courses and send a copy of the same to Dean's office and CBCS Section. Registrations of such students for those courses shall be treated as cancelled. If the course is a core course, the candidate should register for and repeat the course when it is offered next time.

### 8.2. Scheme of examination

#### 8.2.1. Continuous Internal Assessment (CIA)

- i. Sessional Test I will be conducted during the sixth week of each semester for the syllabus covered till then.
- ii. Sessional Test II will be conducted during the eleventh week of each semester for the syllabus covered between the seventh and eleventh week of that semester.
- iii. Sessional tests (of one to two hours duration) may employ one or more assessment tools such as assignments and seminars suitable to the subject. Students will be informed in advance about the nature of the assessment and shall have to compulsorily attend the two sessional tests, failing which they will not be allowed to appear for the End-semester examination.
- iv. Each sessional test will carry 40% (20%+20%) of total marks for the subject.

#### 8.2.2. End-Semester Examination (ESE)

- i. End-Semester Examinations will be conducted at the end of every semester for each subject covering the entire syllabus prescribed for the course.
- ii. The examinations will be of three hour duration carrying 60% marks.
- iii. A candidate who does not pass an examination in any subject(s) in any semester will be permitted to appear for such failed subject(s) along with the papers of the following semesters.

Paper	Title of paper	End semester marks	Internal marks (Theory)	Internal marks (Tutorial)	Max. marks
I	Principles of Child and Adolescent Development	60	20	20	100
II	Delinquency, Vulnerability and Juvenile Justice System	60	20	20	100
III	Intervention, Treatment and Assessment	60	20	20	100

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**SYLLABUS**  
**(with effect from the academic year 2017–18)**

<b>Paper</b>	<b>Title of paper</b>	<b>Credits</b>
I	Principles of Child and Adolescent Development	3
II	Delinquency, Vulnerability and Juvenile Justice System	3
III	Intervention, Treatment and Assessment	3

## **PAPER 1: PRINCIPLES OF CHILD AND ADOLESCENT DEVELOPMENT**

### **Unit I: Understanding human behaviour**

Individual difference in human functioning – Genes and environment: Nature and nurture, Bronfenbrenner's Ecological Systems Model – Stages of development: Infancy, Early childhood, Pre-adolescence and Adolescence – Pre-natal environmental influences: Teratogens – Other maternal factors - exercise, nutrition, emotional stress – Birth complication - oxygen deprivation, pre-term birth – Other child and adolescent developmental milestones

### **Unit II: Emotional and Moral Development; and Motivation**

Overview of Emotional development: temperament, aggression, attachment – Self-regulation  
Overview of Moral development: Positive relationships and positive development – Effects of punishment, alternative to punishment, moral reasoning and influences – Moral reasoning and behaviour, development of morally relevant – Self-control: strategies for resisting temptation, knowledge of strategies – Motivation: Definition, Maslow's hierarchy of needs, motivational conflicts, nature and concept of conflict, types of conflict, conflict management, goal setting

### **Unit III: Emergence and Development of Self concept**

Elkind's theory on adolescent egocentrism: imaginary audience and personal fable of invincibility – Identity construction: self-image, building self-esteem, self-worth – Gender and sexual identity: gender expression, sexual orientation, sexual fluidity, Dailey's circles of sexuality

### **Unit IV: Socio-cultural and familial context of development**

Direct influences, indirect influences – Parenting styles – Types of Family: single child family, single parent family, adoptive family, divorced family, vulnerable families – Adolescent's perception of others - parents, siblings, peers, teachers, community, media – Other's perception of adolescents: stereotypes – Skills to relate with adolescents: perspective taking - emotional empathy, cognitive empathy, empathic distress, listening skills, reflective skills

### **Unit V: Childhood disorders; and Learning in children and adolescents**

Brief overview of childhood disorders: Conduct disorders – Attention deficit – PTSD – Bipolar disorder – Learning disability  
Learning: Conditioning (classical and operant) – Observational and Cognitive learning methods – Social learning – Social imprinting

**References:**

- Baron, R. (2003). *Psychology* (5<sup>th</sup> ed.). Delhi: Pearson Education.
- Baron, R., & Misra, G. (2015). *Psychology* (5<sup>th</sup> ed.). Noida: Pearson India Education Services Pvt Ltd.
- Baron, R., Branscombe, N., Byrne, D. & Bhardwaj, G. (2008). *Social Psychology*. New Delhi: Pearson.
- Berk, L. E. (2010). *Child Development*. New Delhi: Prentice Hall.
- Feldman, R. S. (2011). *Discovering the Lifespan*. New Delhi: Pearson.
- Misra, G. (2009). *Psychology in India, Vol 1: Basic Psychological Processes and Human Development*. India: Pearson.
- Mitchell, P. & Ziegler, F. (2007). *Fundamentals of Development: The Psychology of Childhood*. New York: Psychology Press.
- National Council for Educational Research and Training. (2006). *Psychology Textbook for Class XI*. National Council for Educational Research and Training.
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- Novak, G., & Peáez, M. B. (2004). *Child and Adolescent Development: A Behavioural Systems Approach*. Thousand Oaks, CA: Sage Publications.
- Papalia, D. E., Olds, S.W. & Feldman, R. D. (2006). *Human Development*. New Delhi: McGraw Hill.
- Santrock, J. W. (2008). *Child Development*. New Delhi: McGraw Hill.
- Srivastava, A. K. (1997). *Child Development: An Indian Perspective*. New Delhi: NCERT.

## **PAPER 2: DELINQUENCY, VULNERABILITY AND JUVENILE JUSTICE SYSTEM**

### **Unit I: Introduction to Deviant and Delinquent Behaviour**

Basic concepts: Deviance, juvenile delinquency, vulnerability – Nature of vulnerability – Nature and extent of deviant and delinquent behaviour in the Indian context – Process of deviance – Trends in deviant and delinquent behaviour – Types of deviance and delinquency – Ecological-cultural context and delinquency: family violence, community violence, nature and effects of child abuse, academic failure, bullying, gang delinquency, gender and delinquency, alcohol and drug abuse, information technology facilitated deviance and delinquency (cyber bullying, social media addiction) – Application of Psychology to deviant and delinquent behaviour

### **Unit II: Psycho-social aspects of vulnerable children**

Girl children – Street children – Missing children – Abandoned children – Runaway children – Children with disabilities – Children of SC/ST families – Children living in poverty – Children as bonded labourers – Trafficked children – Children deprived of health and nutrition – Abused children – Children living with life threatening diseases/AIDS – Children with mental illness – Children in child-headed households – Children affected by substance abuse – Children with suicidal tendencies – Refugee/migrant/displaced children

### **Unit III: Theoretical Understanding of Deviant and Delinquent Behaviour**

Brief overview of theories: Sociological (Conflict theory, Labelling theory, Routine Activity theory) – Biological (Lombroso's theory, Y chromosome theory and Sheldon's body types) – Psychological (Psycho-dynamic perspective, Behavioural perspective and Cognitive perspective) – Developmental theories of delinquency

### **Unit IV: Psycho-social Influencers and Concepts of psychological health**

Psycho-social factors influencing deviant and delinquent behaviour: social structure, socialization, family, school environment, peer group, neighbourhood, community, socio-economic context, media – Basic concepts: Psychological health, Psycho-social well-being, Psychological duress, Psycho-social assistance – Child protection: prevention, intervention and rehabilitation – Need and significance of psycho-social interventions

### **Unit V: Juvenile Justice System: An overview**

Definitions – History of juvenile justice – Juvenile justice system vs. Criminal justice system – Salient features of Juvenile Justice (Care and Protection) Act 2015 – State specific legal provisions (Tamil Nadu Juvenile Justice (Care and Protection) Rules, 2017) – Conceptual clarity on Legal frameworks (POCSO, ITPA, Child Labour Act, Information Technology Act, Child Marriage Act) – Familiarization of various other laws relating to children in India – Best interest of the child – Identifying appropriate practitioners/stakeholders (includes special educators, translators, interpreters, psychologists and psychiatrists)

## References:

- Bartol, C. & Bartol, A. (2016). *Criminal Behaviour* (11<sup>th</sup> ed.). Boston: Pearson.
- Brotherton, G. & Cronin, M. (2013). *Working with vulnerable children, young people and families*. London: Routledge.
- Howell, J. C. (2009). *Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework*. Thousand Oaks, CA: Sage Publications.
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- Kundu, A. (2012). *Sociological Theory*. New Dehli: Dorling Kindersley.
- Loeber, R., & Farrington, D. P. (2001). *Child Delinquents: Development, Intervention, and Service Needs*. Thousand Oaks, CA: Sage Publications.
- McCord, J. (2000). *Education and Delinquency: Summary of a Workshop*. Washington, D.C.: National Academy Press.
- Parritz, R., & Troy, M. (2014). *Disorders of Childhood: Development and Psychopathology* (2<sup>nd</sup> ed.). Belmont: Wadsworth.
- Salekin, R. (2015). *Forensic Evaluation and Treatment of Juveniles: Innovation and Best Practice*. American Psychological Association: Washington DC
- Shoemaker, D. J. (2012). *Theories of Delinquency an Examination of Explanations of Delinquent Behaviour*. Cambridge (Inglaterra): Oxford University Press.

## **PAPER 3: INTERVENTION, TREATMENT AND ASSESSMENT**

### **Unit I: Psycho-social Interventions: Basic Counselling & Interviewing Skills**

Overview of skills: establishing relationship/rapport, listening, empathy, attention, communication, avoid argumentation and confrontation, confidentiality and non-judgemental qualities, assessment, setting goals, intervention, termination and follow up – Supportive interventions, psychological first aid, – Anger control techniques – Basic strategic family counselling – Cognitive problem-solving skills training – Multi-dimensional treatment foster care – Community-based intervention – Social problem skills training – Self-help based treatment – Group counselling – Peer group counselling – Psycho-educational treatment – Supportive listening – Interviewing using mediums like art and play

### **Unit IV: Therapeutic Approach and Treatment Mechanisms**

Overview of behavioural management – Occupational therapy – Psycho-social therapy – Motivational techniques vs. Minimal intervention control, group work with children and adolescents, using mediums with young children – Resilience and coping mechanisms – Care and support of caregivers – Parent training programmes – Social integration – Monitoring of interventions – Evaluation of assessments – Community reinforcement – Provision of psycho-social support (basic necessities, medical aid, education) – Crisis intervention, preventive and promotive interventions (personal safety, life skills, sexuality)

### **Unit III: Risk Assessment**

Assessing risk of future criminality – Structured Assessment of Violence Risk in Youth (SAVRY) – Historical risk factors – Social/contextual risk factors – Individual/clinical risk factors – Protective factors – Focus on practical orientation – understanding theory of assessments for stake holders

### **Unit IV: Planning Interventions and Referral**

Individual care plan – Referral system – Red flag concerns – Networking and coordination

### **Unit V: Assessment Using Instruments**

General assessment: General wellbeing scale – Truancy test – Aptitude/vocational assessment – Personality/temperament: TCI – Moral quotient – Assessment will be used pre and post intervention – Domains covered by the youth level of service/case management inventory



## References:

- Bueren, G. V. (1998). *The International Law on the Rights of the Child*. The Hague: Martinus Nijhoff.
- Champion, D. J. (2001). *The Juvenile Justice System: Delinquency, Processing and the Law*. New Jersey: Prentice Hall.
- Cox, S. M. (2017). *Juvenile Justice: A Guide to Theory, Policy and Practice*. Los Angeles: SAGE.
- International Federation of Red Cross and Red Crescent Societies. *Psycho-social Interventions: A Handbook*.
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- Kumari, V. (2012). *The Juvenile Justice System in India: From Welfare to Rights*. New Delhi: Oxford University Press.
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