

UNIVERSITY OF MADRAS
DEPARTMENT OF CRIMINOLOGY
DIPLOMA IN JUVENILE JUSTICE AND 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 the children 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 Diploma programme will be taught in English.

3. Duration of the course

- i. The minimum duration of the Diploma programme is one semester (full-time) or two semesters (part-time).
- ii. The maximum period for completion is two semesters for the full-time and four semester for part-time, counting from the first semester.

4. Course of study

- i. The Diploma programme consists of **6 papers** of 3 credits each (6 papers x 3 credits = **18 credits**)
- ii. Each paper will be assigned **3 credits** (that is, 2 lectures + 1 tutorial per week)
- iii. The duration of the course is **15 weeks** (3 hours per paper x 15 weeks = **45 hours per paper per semester**), that includes both lectures and tutorials

5. Number of seats

60 seats for each batch of the Diploma programme.

6. Course fee

The consolidated fee for the Diploma programme in Juvenile Justice And Juvenile Psychology per student is Rs.15,000/- 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. 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.

9. Scheme of examination

9.1 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.

9.2 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 (CIA – I)	Internal marks (CIA – II)	Max. marks
I	Principles of human development	60	20	20	100
II	Psycho-social aspects of childhood and adolescence	60	20	20	100
III	Deviance, delinquency and vulnerability in children and adolescents	60	20	20	100
IV	Juvenile justice system	60	20	20	100
V	Assessment, interviewing and referral	60	20	20	100
VI	Psycho-social intervention for the children in need of care & protection and children in conflict with law	60	20	20	100

Marks and Grading

- i. The total performance within a semester will be indicated by a Grade Point Average (GPA), and the performance of the programme by Cumulative Grade Point Average (CGPA). Hence CGPA is the real indicator of student's performance. They are calculated by the formulations given below:

$$CGPA = (\sum Cni Gni) / (\sum Cni)$$

where, Cni - number of credits of the nth course of the ith semester, Gni - grade points of the nth course of the ith semester

- ii. A candidate has to secure a minimum of 40% (Two sessional tests marks + End semester examination marks) to pass in that course. A candidate who has not secured a minimum of 40% marks in a course shall be deemed to have failed in that course.
- iii. Successful candidates should have passed all the examinations for all the subjects/papers, securing marks:
- 60% and above – First class; and
 - 50% and above but below 60% – Second class
- iv. The maximum period for the completion of the Diploma course will be one year (two semesters) for full time and two years (four semesters) for part time.

Conversion of Marks to Grade Points and Letter Grade

<i>(Performance in a Paper/Course)</i> Range of marks	Grade points	Letter grade	Description
90 - 100	9.0-10.0	O	Outstanding
80 - 89	8.0 - 8.9	D+	Excellent
75 - 79	7.5 - 7.9	D	Distinction
70 -74	7.0 - 7.4	A+	Very Good
60 -69	6.0 - 6.9	A	Good
50 -59	5.0- 5.9	B	Average
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for course i in any semester
 G_i = Grade Points obtained for course i any semester
 n refers to the semester in which such courses were credited

For a Semester:

$$\text{Grade Points Average [GPA]} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

Sum of the multiplication of grade points by the credits of the courses

$$\text{GPA} = \frac{\text{-----}}{\text{-----}}$$

Sum of the credits of the courses (Passed) in a semester

For the Entire Programme:

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

Sum of the multiplication of grade points by the credits of the entire Programme

$$\text{CGPA} = \frac{\text{-----}}{\text{-----}}$$

Sum of the credit of the courses of the entire programme

Overall performance CGPA	Grade	Classification of final result
9.5 - 10.0	O+	First Class - Exemplary *
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	

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SYLLABUS
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All subjects/papers are core papers

Paper	Title of paper	Credits
FIRST SEMESTER		
I	Principles of Human Development	3
II	Psycho-Social Aspects of Childhood and Adolscence	3
III	Deviance, Delinquency and Vulnerability in Children and Adolescents	3
SECOND SEMESTER		
IV	Juvenile Justice System	3
V	Assessment, Interviewing and Referral	3
VI	Psycho-Social Intervention for the Children in Need of Care & Protection and Children in Conflict with Law	3

PAPER 1: Principles of Human 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

Unit II: Pre-natal development

Pre-natal environmental influences: Teratogens - prescription and non-prescription drugs, illegal drugs, tobacco, alcohol, radiation, environmental hazards, maternal diseases – Other maternal factors - exercise, nutrition, emotional stress – Birth complication - oxygen deprivation, pre-term birth

Unit – III: Physical development of child and adolescent

Physical and motor development – Hormonal influences of physical growth – Brain Development: Brain plasticity

Unit IV: Developmental milestones

Milestone growth chart: social, language, physical, intellectual, emotional and behavioural – Brain Pubertal development chart: psychological and social implications of pubertal events – Consequences of early and late maturation – Self-regulation

Unit V: Learning in children and adolescents

Learning: Conditioning (classical and operant) – Observational and Cognitive learning methods – Social learning – Social imprinting

References:

Baron, R. (2003). *Psychology* (5th ed.). Delhi: Pearson Education.

Baron, R., & Misra, G. (2015). *Psychology* (5th ed.). Noida: Pearson India Education Services Pvt Ltd.

Baron, R., Branscombe, N., Byrne, D. & Bhardwaj, G. (2008). *Social Psychology*. New Delhi: Pearson.

Berk, L. (2010). *Child Development* (8th ed.). New Delhi: PHI Learning Private Limited.

National Council for Educational Research and Training. (2006). *Psychology Textbook for Class XI*. National Council for Educational Research and Training.

National Council for Educational Research and Training. (2007). *Psychology Textbook for Class XII*. National Council for Educational Research and Training.

Nevid, J. (2007). *Psychology*. Boston: Houghton Mifflin Co.

PAPER 2: Psycho-Social Aspects of Childhood and Adolescence

Unit I: Emotional Development

Emotional development: emotional experience and expression, emotional self-regulation – Temperament and development: structure of temperament, genetic and environmental influences – Aggression: proactive, reactive – Attachment: Bowlby's ethological theory, factors affecting attachment security

Unit II: Moral Development and Motivation

Moral Development: Social learning theory - importance of modelling, effects of punishment, alternative to punishment, positive relationships and positive development, 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: Family as a Social System

Direct influences, indirect influences – Parenting styles – Types of Family: single child family, single parent family, adoptive family, divorced family, vulnerable families

Unit V: Socio-Cultural Context of Development

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

Tutorials:

1. Movie review/ Case review
2. Conduct a group therapy with school children with moral stories
3. Reflective exercises
4. Conduct focus group discussions with parents and children
5. Role plays and Simulation sessions

References:

- 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.
- 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 3: Deviance, Delinquency and Vulnerability in Children and Adolescents

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 – 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: Childhood Disorders

Brief overview of childhood disorders: Conduct disorders – Attention deficit – PTSD – Bipolar disorder – Learning disability

Unit V: Ecological and Psycho-Social Factors in Vulnerability, Deviant and Delinquent Behaviour

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) – Psycho-social factors influencing deviant and delinquent behaviour: social structure, socialization, family, school environment, peer group, neighbourhood, community, socio-economic context, media

Tutorials:

1. Institutional visits – to childcare institutions such as observation home, children's home; All Women Police Stations
2. Case study analysis – through a scrapbook
3. Presentation on any topic covered in the course

References:

Bartol, C. & Bartol, A. (2016). *Criminal Behaviour* (11th ed.). Boston: Pearson.

Brotherton, G. & Cronin, M. (2013). *Working with vulnerable children, young people and families*. London: Routledge.

Kendall, P. (2001). *Childhood Disorders*. Hove: East Sussex, UK.

Kundu, A. (2012). *Sociological Theory*. New Dehli: Dorling Kindersley.

Parritz, R., & Troy, M. (2014). *Disorders of Childhood: Development and Psychopathology* (2nd ed.). Belmont: Wadsworth.

PAPER 4: Juvenile Justice System

UNIT I: Introduction

Definitions – History of juvenile justice – Juvenile justice system vs. Criminal justice system – 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)

UNIT II: Rights of the Child

Basic rights – Child rights as human rights – United Nations Convention on the Rights of the Child (UNCRC) – Legal protection for children – Fundamental rights as defined by the Constitution of India – National Commission for protection of child rights – State Commission for the protection of child rights

UNIT III: Institutions in India for Children in Conflict with Law

Juvenile Justice Board (JJB): Composition of the Board – Powers, functions and responsibility – Procedure in relation to children in conflict with law – Special focus on Section 15 (Preliminary assessment in heinous offences) - Powers of children's court – Observation homes – Special home – Borstal school – Special juvenile police unit – Managing the unrest of children in child care institutions – Managing deviant behaviour in juvenile justice institutions

UNIT IV: Institutions in India for Children in Need of Care and Protection

Child Welfare Committee (CWC): Composition of the Committee – Powers, functions and responsibility – Procedure in relation to children in need of care and protection – Open shelter – Place of safety – Foster care – Children's/Shelter homes – Institutions' roles (public/private) – Adoption and sponsorship of children

UNIT V: Juvenile Justice Process

Pre-trial, trial and sentencing – Probation – Juvenile deterrence practices – Rehabilitation and social re-integration – After care programs – Nature and role of diversion programmes – Disposition process- – Social Investigation and Reporting and its impact on rehabilitation – Individual Care Plan (ICP) – Legal and ethical role, Communication skills and attitudes (move away from apathy to empathy) of Practitioners (Special Juvenile Police Unit) in pre-trial and during trial for timely disposition of cases and forensic investigations/interviewing – Role of families/guardians (support persons) in the trial and post-trial process – Repatriation – Child-friendly atmosphere to be initiated and implemented in courts (JJB and CWC) and police stations – Best practices (Local and International) – Do's and Don'ts

Tutorials:

1. Communication skills: Interviewing/Investigations
2. Include experts (guest faculty) as resource persons to train/teach the paper
3. Role Play/Mock Court/Case Studies
4. Develop SOPs for POCSO management – medical management, school safety etc

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.
- Freeman, M. D. (2014). *The Future of Children's Rights*. Leiden, The Netherlands: Brill Nijhoff.
- Juvenile Justice (Care and Protection of Children) Act, 2015* (Ind.).
- Kumari, V. (2012). *The Juvenile Justice System in India: From Welfare to Rights*. New Delhi: Oxford University Press.
- Kumari, V. (2017). *The Juvenile Justice (Care and Protection of Children) Act 2015: Critical Analyses*. Gurgaon, Haryana, India: Universal Law Publishing, an imprint of LexisNexis.
- Merlo, A. V., Benekos, P. J., & Champion, D. J. (2016). *The Juvenile Justice System: Delinquency, Processing and the Law*. Boston: Pearson.
- Whitehead, J. T., & Lab, S. P. (2013). *Juvenile Justice: An Introduction*. Waltham, MA: Lexis Nexis Matthew Bender.

Paper: 5 Assessment, Interviewing and Referral

Unit I: Introduction of Assessment: General Concerns

Assessment models for general problems – Psycho-social history taking – Individual, family and environment

Unit II: Brief Overview on 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

Unit III: Interviewing Skills

Interviewing skills: children and adolescents – Phases in interviewing skills with confidentiality and non-judgmental qualities – Establishing relationship, assessment, setting goals, interventions and termination and follow up – Skills: establish rapport, listening carefully, remain objective, facilitate communication, maintain control, avoid argumentation and confrontation – Interviewing using mediums like art and play

Unit IV: Planning Interventions and Referral

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

Unit V: Risk Assessment

Assessing risk of future criminality – Adult criminality prevention – A statistical procedure for estimating the probability that a “critical” event will occur at some time in the future – 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

Tutorials:

1. Reality practice (interviewing skills and assessments to be recorded)
2. Visit the children in their real life situation (low socio-economic communities and schools) and assess
3. Group discussion and identifying concerns and referrals request (classroom situation)
4. Focus on practical orientation – understanding theory of assessment and practice in classroom situation – Reality practice (to be recorded)
5. Group discussion of assessments and referral system (classroom situation)

References:

- Henggeler, S. W., Schoenwald, S., Borduin, C. M., Rowland, M. D. & Cunningham, P. (2009). *Multisystemic Therapy for Antisocial Behaviour in Children and Adolescents*. New York: Guilford Publications, Inc.
- Howell, J. C. (2009). *Preventing and Reducing Juvenile Delinquency: A Comprehensive Framework*. Thousand Oaks, CA: Sage Publications.
- 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.
- 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 6: Psycho-Social Intervention for the Children in Need of Care & Protection and Children in Conflict with Law

Unit I: Introduction

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 II: Psycho-social Interventions: Basic Counselling Skills for Children and Adolescents

Counselling process: Rapport building, listening, empathy, attention, communication – 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

Unit III: Therapeutic Approach

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

Unit IV: Use of Mediums and Play with Children

Brief understanding of mediums: Drawing – Story Telling – Theatre – Recreation – Sports – Play – Yoga

Unit V: Management and Treatment Mechanisms

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)

Tutorials:

1. PERMA Theory of Happiness by Seligman
2. Theory basis
3. Practical – history assessment, basic interventions etc – supervised sessions, log books maintaining
4. Awareness programmes in the community – schools, hospitals

References:

Ganga, E. & Chinyoka, K. (2010). Exploring Psychological Disorders Caused by Poverty amongst Orphans and Vulnerable Children Living Within Child-Headed Households. *Journal of Sustainable Development in Africa*. 12:4

International Federation of Red Cross and Red Crescent Societies. *Psycho-social Interventions: A Handbook*.

Nugent, A. & Masuku, Z. (2007). Psycho-social Support for Orphans and Vulnerable Children: An Introduction for Outreach Workers. Bantwana Initiative for Orphans and Vulnerable Children

PubMed Health. *Introduction to Psychological and Psychosocial Interventions*.

Sanders, M. R., Markie-Dadds, C., Tully, L. A. et al. (2000). The Triple Positive Parenting Program: A comparison of enhanced, standard, and self-directed behavioral family intervention for parents of children with early onset conduct problems. *Journal of Consulting and Clinical Psychology*. 68: 624–40.

Webster-Stratton, C., Kolpacoff, M., Hollinsworth, T. (1988). Self-administered videotape therapy for families with conduct-problem children: Comparison with two cost-effective treatments and a control group. *Journal of Consulting and Clinical Psychology*. 56: 558–66.