

Impact of Education on Juvenile Delinquency

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Abstract - Children are our country's future, and it is everyone's responsibility to ensure that they live in a safe environment. However, in a developing country like India, the rate of juvenile crime has increased dramatically over the last decade. Today, juvenile crime is like a disease in our society. Children who are not properly guided and who have a negative influence are turning to a criminal path to lead their lives. This adolescent attitude is the result of a variety of factors. This paper discusses all aspects of youth crime in India, as well as the efforts taken by the justice system and the government to combat juvenile crime in India.

Key Words: juvenile, education, crimes, Covid-19, India, crime, socioeconomic, analysis, delinquency, juvenile delinquency

1. INTRODUCTION

The increasing crime rate in India is a concerning factor. According to the National Crime Records Bureau, the crime rate in India was 383.5 in 2018 which further increased to 385.5 in 2019 and 487.8 in 2020. Crime rate is the crime incidence per 100000 of population. India ranks 65th in the world crime index. A big portion of these crimes are juvenile crimes. Juvenile crimes or Juvenile delinquency are crimes that are committed by people below 18 years of age, people who are also termed as Minors. Juvenile crimes in the country are at an alarming rate. There can be many factors that lead to such acts like illiteracy, domestic violence, poor upbringing, toxic influence and mental pressure.

As per some studies these crimes are generally committed by the youth living in rural and semi-urban areas due to the above factors and out of frustration. Their inaccessibility of better quality of life at a young age and the fact that after moving to urban areas to improve their standard of living they are not able to adjust through the lifestyle hence it leads to heinous crimes. What is more important is how these vulnerable adolescents are treated and nurtured in their childhood and growing stage as that will define what kind of person they become in the future.

Movies, games and TV shows are mediums through which juveniles get influenced and gain ideas to commit crimes. It is a major concern for the government and hence it is bringing regulations and policies to counter such a problem. But more external measures are needed to be taken like introducing value based education, providing basic needs to juveniles to improve their quality of life, these measures

may create a better impact on the distressed adolescents. In this paper we analyze in detail the crimes committed by juveniles in the country and state-wise along with their basic profile and their causes. We also attempt to explain the various education policies and methods in the country with the help of statistics and compare them with juvenile crimes in detail. We also mention the government initiatives taken and suggest changes in existing policies or introduction of better policies to curb and counter juvenile crimes.

The paper begins with a literature review, which includes brief summaries of the papers we consulted as a starting point for our investigation. Next, we discuss the methodology we used to analyse the data at hand, then we compile the results of our analysis, and we conclude with a statement about the same. Finally, we discuss some of the limitations of our study and offer some solutions for improving future research on this topic.

2. LITERATURE REVIEW

The influence of educational reforms on educational achievement and labour market outcomes has been extensively researched. They can, however, have other significant effects, such as improved health and a reduction in crime, as well, as has been proven in the literature. We use a major reform and the large administrative data available to study the intergenerational impact of education on crime. We link three generations of persons. Establishing these longer-term, long-lasting impacts is critical to determining the true advantages of such therapies. In an earlier paper Meghir and Palme (2005) showed that the change we adopt here had a significant impact on educational achievement and wages, particularly for those whose parents were less educated. We discover strong negative and significant effects of the reform on crime using administrative data comparing individuals of the same cohorts but educated under different systems. Thus, the point estimate shows a 1.3 percentage point drop in the risk of being convicted from being allocated to the post-reform school system for the youngest cohorts, born between 1954 and 1955. The effect appears to be slightly larger in the group from homes with low educated fathers, which is consistent with a larger effect on educational attainment. The most surprising outcome of this article, however, is the impact of the reform on the sons of those who were originally affected: paternal assignment to the reform has a considerable effect on the risk of being convicted, equal to a 2.5 percent reduction in crime on

average. (Meghir, Palme, & Schnabel, 2012)

We discuss how India intends to become a knowledge hub, with the goal of transforming millions of young people around the world into educated global citizens, in this article. To achieve this goal, the country's overall education system must become sound and robust through achieving excellence. Individuals can benefit greatly from a strong and creative educational system, but a weak educational system can lead to lower living standards, social marginalisation, and unemployment. Policymakers must face the dual problem of increasing the amount of schooling while also ensuring its high quality in order to gain the full advantages of education. It is widely accepted that high-quality schools can lead to better educational outcomes. Interventions in schools are often considered as more acceptable from a public policy standpoint than, example, direct interventions in the home. Although formal schooling can help build cognitive talents, they can also originate from the family, classmates, culture, and other sources. Successful learning requires enabling environments at schools, at home, at work, and everywhere else. In this sense, quality is not a single procedure, but rather a collection of viewpoints. Given the enormous variances in India's regional and state levels, expectations for quality education may vary depending on the scenario. Despite this, it is acknowledged that in order for growth to be inclusive, all segments of the population must have access to high-quality education in order to benefit from new job opportunities. Initiatives at both the micro and macro levels are required to achieve the goal of providing quality education in India. This necessitates an understanding and examination of the factors influencing the educational system and having an impact on its quality level. With this background in mind, the study demonstrates why there is a need to improve the quality of education in India, particularly secondary school, in terms of its significant links to socioeconomic results at both the national and state levels. (Jain, 2017)

According to (Acharya, 2017), the main objective of the paper was to study the incidence of juvenile delinquency with reference to psychological perspectives. Hence the sample has been considered from the juvenile homes in Delhi city where the juvenile delinquents were kept. A sample of 60 juvenile delinquent boys and girls between the age group of 16 to 18 years are selected on random sampling method. The juveniles who commit serious crimes challenge their future to protest perceived abuses that have been perpetrated against them. This makes them psychologically depressed and in turn reflects to commit more crimes. In this circumstance the study on incidence of juvenile delinquency is very important to analyse the causes with reference to psychological perspectives and annihilate in the society. The paper found that that it would be wrong to characterize the Delhi city as being highly punitive in respect to juvenile delinquency and punishing. In the eyes of the respondents the most important social problem was not seen to be crime, but poverty.

(Singh & Punia, 2018) states that the inception of modern technology and social media has had a negative impact on the whole Indian society as well as the all - round development of the adolescents. In the absence of adequate supervision, the habit of mobiles, television and the internet are enhancing the stress, jealousy, depression and quick response among teenagers. According to National Crime Record Bureau (NCRB) the rate of crime under registered cases against juveniles in conflict with law has been increased to 89.28 per cent from 2005 to 2016. NCRB also reveals that the number of rapes by juveniles has been increased to 143 per cent from 2002 to 2012. The physical development of children is happening, but they do not have the knowledge of their essential rights, values, ethics and humanity. There is a great need to stop or decrease the juveniles' crime in India. The Value based Education and school environment influence the development of the children. In this research article the researchers focused on the implementation of value-based education at school level. The engagement of co-curricular activities and VBE at school level develop the ability of freedom of self-expression, self-confidence, co-operation and universal brotherhood. The researchers also described the factors affecting the juveniles' development such as Media, Peer Influence, Exclusion from Society and Family are crucial and responsible factors of juveniles' mental, social and educational development. Teachers' aptitude regarding VBE is the important factor for changing the behaviour of juveniles.

(Riyaka Surong, 2020) discusses what are the reasons for juvenile delinquency and how can it be prevented. In the paper, they particularly focus on Shillong for their research and analysis. The survey was conducted via online channel with 18 respondents. Pie charts have been created using MS Excel to show the social and demographic structure of the respondents. The survey conducted reveals that juvenile crimes committed were a result of peer pressure, emotional instability, financial instability, "family background", and social media. Peer groups who are indulged in bad and illegal activities can be an aggregator to the person ending up committing the crimes. The child undergoes loneliness, mixed emotions of love, insecurities, and inferiority complex can cause them to commit thefts, blackmailing and murders out of anger, love, or emotional outburst. 92% of the respondents were emotionally disturbed. Children from a poor financial background, greed for luxury or in debt might lead the children to resort to activities such as theft, robberies, and kidnapping. They might end up joining people associated to underworld. A survey mentioned in the paper shows that most of the juveniles in conflict with the law belong to people from low income and status families. Lack of proper advice and care or parent's separation also provokes them towards wrong activities. Not performing well in school discourages children and they become pessimistic towards school and life pushing them towards violent behaviour. The paper tells that education is an integral part of crime prevention. A child must be taught about anti- bullying, moral education and parents must ensure that the environment is suitable for the child's

physical and mental health.

(Rud, 2015) talks about the rise in juvenile crime and the factors influencing it using quantitative methods. The paper shows the descriptive statistics of the juvenile criminals with attributes such as grade they belong, age, gender, born in Netherlands, number of members in the family, work record of parents, type of area they belong, twins or not and whether the siblings are criminally involved as well. It shows that 20.3% of juvenile criminals leave school early than the average time period. The criminals increase till the age 15 and their number reduces after that. They use empirical strategy to estimate the relationship between crimes and ESL. It says that crimes are related to 10.7 % rise in ESL. The difference was just 1%. It proves that there is a positive correlation between siblings involved criminally. Sensitivity analysis is conducted, and it is observed that siblings do not have a significant impact on crimes on ESL.

This paper talks about the various factors associated with juvenile delinquency and what can be done to prevent the same in a country like India. It gives a brief on the juvenile justice law in India. Before the enactment of the Care and Protection of Children act, 2000, the Juvenile Justice Act of 1986 was the governing law, before this was the Children Act of 1960. Amendments to the acts were found essential as it was necessary to introduce a juvenile justice system that would consider all social, cultural, and economic changes in the country. It dives deeper into the factors that influence young people to be inclined towards delinquent activities- individual, family, mental health, and substance abuse. A minor who has a lower intelligence and who does not receive a proper education is more prone to become involved in delinquent conduct (Phogat, 2017). Familial factors involve a lack of parental supervision, parental conflict, abuse, and neglect that can be emotional, psychological, or physical. Delinquency Prevention is the broad term for the efforts aimed at preventing the youth from becoming involved in criminal activities. Prevention services include- substance abuse education and treatment, family counselling, youth mentoring, parenting education, educational support and youth sheltering (Phogat, 2017). The paper also gives various other suggestions for preventative programs. The paper concludes by stating that exploitation of children has been a long-standing practice. The delinquents, instead of being taught to be better are often subjected to abuse that varies in nature. This has a severe effect on the mentality of the child. And although the problem of juvenile delinquency cannot vanish overnight, it is important to keep a control on it. Delinquents should be rehabilitated and integrated into society (keeping in mind the severity of the crime committed). The State should work on protecting the rights of these children and instill values in them that can teach them right from wrong so they may play a constructive role in society (Phogat, 2017).

There is a trend of increase in juvenile crimes world-over, with more and more involvement of the youth in violent crimes. Recent trends show that India has a relatively higher

rate of juvenile crimes which is a serious concern for the country (Dhaka, 2021). This paper talks about how the Indian Judiciary has responded to these trends by bringing about certain necessary amendments to the laws relating to Juvenile Justice. This paper also provides analysis of statistical data from the National Crime Records Bureau to conclude that there is a great increase in youth involvement in heinous crimes. The paper talks briefly about the reasons for juvenile crimes- mostly behavioural changes in adolescents caused by external stimuli like social and familial factors coupled with the sudden hormonal surges and mental and physical changes their bodies go through. The paper contains exact statistics and data about juvenile crimes in India and Delhi (shown separately) during the years 2014-2019. We see that from 2014 to 2019, there is an increasing trend of numbers. From the data of 2019, it was evident that juveniles between the age of 16-18 had the highest involvement in crimes. Keeping this trend in mind, the new Juvenile Justice Act of 2015 took into cognizance the involvement of juveniles in heinous crimes and brought out some amendments (Dhaka, 2021). Post the Nirbhaya case, it became necessary to take stricter action against juveniles of the age 16-18 involved in heinous crimes as the Juvenile Justice act of 2000 was flawed with loopholes. The provision stated that if a child of 16 years or older, commits a heinous crime, a mental and physical maturity assessment will be made by the Juvenile Justice Board. The point of this would be to ascertain if they were fit to be tried as adults. The paper ends with suggestions that include, training the Juvenile Justice Board in child psychology in order to sensitize them in child related matter so they can take the correct steps, along with monitoring of Observation and Shelter homes and Community Participation.

(Agarwal, 2018) in her paper talks about the increasing trend of violent crimes committed by juvenile's world-over and how India is shows a similar with more and more involvement of youth in violent crimes. The paper delves into the causes for juvenile delinquency and the reasons behind these alarming rates. It is usually a combination of social factors such as poverty and low education, psychological factors like the concept of id, ego and super-ego and biological factors such as the hormonal changes in a body that creates the situation of juvenile delinquency. According to Walter B. Miller, some youth (usually from the lower classes) twist the mainstream culture, so whatever is valued and considered positive in general by society is given up by these youth and replaced by just the polar opposite value system. Therefore, if society upholds certain morals, juvenile delinquents give up these values in order to excel at toughness, outwitting others, and indulge in activities that give them excitement. The hormonal changes in the body of the juveniles are responsible for their impulsive and rebellious behaviour. Ecological/environmental and economic parameters also play important trigger points in lives of the juveniles. It mentions the current trends in Juvenile Delinquency in India. The family as a basic unit of human society is specially getting weaker in urban areas, with lesser family control on children. Weakening social ties

at community, peer and family level in India is one of the major reasons responsible for this rising trend of juvenile crimes.

The research by (Bharagava, 2019) gives us the historical background of Juvenile Crimes in the international scenario and the Indian scenario. In the report, history of the Juvenile Justice System from the pre-independence era to the post-independence era has been mentioned and the changes and outcomes have been analysed. There are three major categories of juvenile Delinquency- violent crimes which result in bodily injury, such as assault, rape, murder; property crimes are committed when a juvenile uses force or threat of force to obtain the property of others; and Drug-related crimes involve the possession or sale of illegal narcotics. It has been proven that early-phase intervention is the most method to prevent juvenile delinquency. To prohibit juvenile crime, we must deal not only with mentally disturbed children whose difficulties bring them before the law, but also with those who, while not breaking the law, are disturbing others at school and elsewhere. The paper also discusses the origin and development of the Juvenile Justice System in India. There is policy shift in the new Juvenile Justice legislation. It is very progressive Act, designed in adopting the policy for the reformation and socialization of the young person and punishment is an exception.

3. OBJECTIVES

The Research paper consists of two main objectives which will attempt to understand and analyze Juvenile crimes in India and the impact of education.

1. To research and analyze juvenile crimes in India, various types of crimes committed by juveniles, ranking of India in world crime index, state-wise data on juvenile crimes, gender and age profiles of juveniles, major hotspots of juvenile crimes and various other aspects that will help understand the scenario of such crimes in India.
2. To study various education policies in the country, statistics based on education in the country and state-wise education, impact of education on minors and data on the overall impact of education on juvenile crimes.

The objectives of the paper also include analyzing government regulations for juvenile crimes and policies to curb them. To recommend various education policies and legal regulations in order to curb minors from getting influenced to commit crimes and also help them lead a better and honest life.

4. METHODOLOGY

Extensive secondary research has been conducted to analyse and understand juvenile crimes and role of education.

The introduction gives a general understanding and meaning of the topic, and it consists of facts verified by established institutions. For the first objective to be attained, extensive research has been conducted by

reviewing different research papers, journals and websites. Important statistics based on crimes, their locations and general profile of the criminals have been taken from relevant institutions such as the National Crime Records Bureau.

For the second objective to be attained, we collected data of different years from NCRB and Unified District Information System for Education (UDISE), combined them on Excel and visualised them into graphs using Tableau software. Several research papers, journals and websites were also referred for theoretical data.

Government initiatives based on juvenile crimes and education are researched and taken from relevant government websites and portals. In order to recommend various policies for education and curbing juvenile crimes we brainstormed on unique ideas after thorough research on policies that were already enforced and sought to bring certain changes to existing policies.

The entire research is summarized for the conclusion highlighting important data and factors covered. Also, the final understanding and result of the research is also mentioned.

5. JUVENILE DELINQUENCY IN INDIA

Juvenile crime, also known as juvenile delinquency, is the participation in an illegal act as a minor or individual younger than the statutory age of majority. It refers to the antisocial or criminal activity of the child (below 16 years of age for boys and 18 years for girls) which violates the law. The word "Juvenile" originates in a Latin word "Juvenis" that means young. A "Juvenile" or child means a person who has not completed eighteen years of age. The word 'delinquency' has been derived from 'delinquere' in which 'de' means do away and 'liqueur' meaning to leave and to abandon. Delinquent is typically a young person who tends to commit crime, particularly minor Crime or the one who violates the law The term 'juvenile' has been defined in clause (h) of Section 2 of the Juvenile Justice Act, 1986. The term 'delinquency' has been defined in clause (e) of section 2 of the Juvenile Justice Act, 1986. Juvenile delinquency is a gateway to adult crime, since a large percentage of criminal careers has their roots in childhood causing serious problems all over the world. Today, it has become a topic of great concern and needs to be discussed at a serious note. The complexity grows as we go into the statistical data of developed countries when compared to the still developing ones. It has been noted that theft and robbery add to a major percentage of these crimes. Murder, rape, dacoity, burglary, kidnapping is a few more that add to the rest of it.

Year	Cases Registered		Percentage of cases of Juvenile in conflict with law to total cognizable crimes
	Under total cognizable IPC Crimes (all over India)	Against Juveniles in conflict with law (all over India)	Percentage (all over India)
2014-2019 (6 Years)			
2014	285153	38455	1.0
2015	294900	33433	1.0
2016	297571	35849	1.0
2017	3069579	33606	1.0
2018	213955	31591	1.0
2019	3225701	32235	1.0

Table 1 Source: NCRB

Table 1 shows us the number of cases registered against juveniles that violate the law. The total cognizable IPC crimes all over India have increased to 3225701 in 2019 from 285163 in 2014. In the category against Juveniles in conflict ranged from 38455 to 32235 from 2014 to 2019.

Crime Committed by Juveniles (IPC+SLL) - 2017-2019						
S. No.	State/UT	2017	2018	2019	Percentage State Share to All-India (2019)	Mid-Year Projected Child Population (In Lakh) (2014)
1	2	3	4	5	6	7
STATES:						
1	Andhra Pradesh	1122	966	820	2.5	
2	Arunachal Pradesh	48	31	24	0.1	
3	Assam	192	150	129	0.4	
4	Bihar	1142	671	1560	4.8	
5	Chhattisgarh	1952	1911	1647	5.1	
6	Goa	24	20	27	0.1	
7	Gujarat	2013	2040	2025	6.3	
8	Haryana	1030	1178	1319	4.1	
9	Himachal Pradesh	184	232	181	0.6	
10	Jammu & Kashmir	187	285	299	0.9	
11	Jharkhand	75	79	76	0.2	
12	Karnataka	499	528	453	1.4	
13	Kerala	481	475	451	1.4	
14	Madhya Pradesh	6491	5232	5522	17.1	
15	Maharashtra	6026	5880	5189	16.1	
16	Manipur	12	10	2	0.0	
17	Meghalaya	93	71	75	0.2	
18	Mizoram	21	31	23	0.1	
19	Nagaland	12	10	6	0.0	
20	Odisha	1111	1078	1162	3.6	
21	Punjab	215	236	246	0.8	
22	Rajasthan	2048	2068	2397	7.4	
23	Sikkim	24	9	4	0.0	
24	Tamil Nadu	2376	2304	2686	8.3	
25	Telangana	1365	1408	1352	4.2	
26	Tripura	37	44	39	0.1	
27	Uttar Pradesh	825	1048	976	3.0	
28	Uttarakhand	159	179	94	0.3	
29	West Bengal	577	503	503	1.6	
	TOTAL STATE(S)	30341	28677	29287	90.9	4.1
UNION TERRITORIES:						
30	A & N Islands	16	25	19	0.1	
31	Chandigarh	159	137	117	0.4	
32	D & N Haveli	11	12	15	0.0	
33	Daman & Diu	10	3	13	0.0	
34	Delhi UT	2965	2727	2783	8.6	
35	Lakshadweep	0	0	0	0.0	
36	Puducherry	104	10	1	0.0	
	TOTAL UT(S)	3265	2914	2948	9.1	4.1
	TOTAL ALL INDIA	33606	31591	32235	100.0	4.1

* Estimated Mid-year population of children (Below 18 years of age) of the year 2014 due to non-availability of such figures for the year 2019.

*+ Crime Rate is calculated as Crime Incidence per one lakh of population

Table 2 Source: NCRB

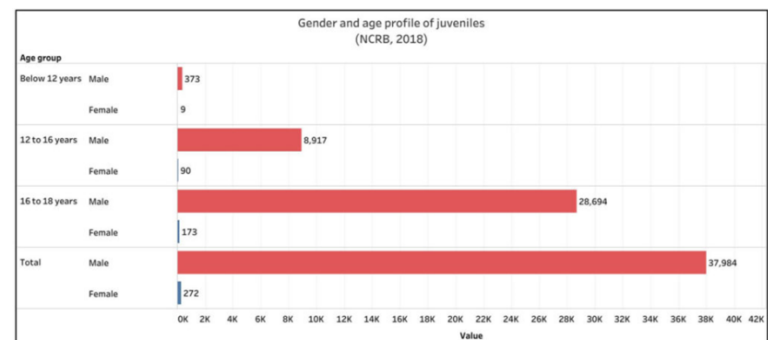
Table 2 shows us the number of crimes committed by Juveniles (IPC+SLL) from all states on India from 2017-2019. A total of 32,235 cases has been registered against Juveniles during 2019, depicting a small increase of 2.0%

over 2018 (31,591 cases). The crime rate also increased from 7.1 in 2018 to 7.2 in 2019. Maharashtra and Madhya Pradesh reported the largest number of cases under this category and in 2018, Maharashtra accounted for 19% of the national total. While Madhya Pradesh accounted for 16.6% of the crimes. The top 10 states together accounted for 81.7% of the cases in 2018.

Sr No.	Types of Crime	Below 12 Years	12-16 years	16-18 years	Total
1	Murder (Section 302 IPC)	23	214	787	1024
2	Attempt to commit murder (Section 307 IPC)	5	272	1028	1305
3	Culpable Homicide not amounting to murder (Section 304 IPC)	0	16	18	34
4	Attempt to commit Culpable Homicide Section (308 IPC)	0	17	86	103
5	Rape (Section 376 IPC)	24	338	1021	1383
6	Kidnapping and Abduction	4	228	794	1026
7	Dacoity	0	32	233	265
8	Robbery (Section 392 To 394, 397 And 398 IPC)	5	182	725	912
9	Criminal Trespass (Section 447 To 452 IPC)	0	35	163	198
10	Burglary (Section 457 To 460 IPC)	65	876	1981	2922

Table 3 Source: NCRB

Table-3 shows the figures for Juveniles Apprehended under IPC and SLL Crimes by Age Groups during 2019 under different age categories. It is evident that majority of juveniles in conflict with the law lie in the age group of 16- 18 years. The National Crime Records Bureau (NCRB) data indicates that there has been an increase in crimes committed by juveniles, especially by those in the 16-18 years' age group. It has been pointed out that the youngsters are not able to control their biological impulses prompted by hormonal changes. This can be seen in the table-4 on various categories of crimes committed by juveniles- a staggering 1383 number of cases of rape charges, the highest in all types of crimes committed by the youth in year 2019.



It can also be seen that 99.3% of the juveniles involved in

these cases were boys and around three-quarters of the juveniles were between 16 to 18 years of age. A total of 382 juveniles or about 1% of all was below 12 years of age.

A child's decision to commit such crimes can be influenced by a variety of factors. Peer pressure, a state of mind, drug abuse, or even exposure to the internet or television, in addition to socioeconomic factors, can all contribute to such a tendency. Parents, teachers, society, and the media all play important roles in shaping children into adults, and it is critical that children receive proper care and attention as they grow.

Overall, in fifteen years, the number of crimes committed by juveniles has increased about 65%. From 2005 to 2015, this number has increased from 18939 to 31396 (in category of Against Juveniles in conflict with law) and from 1822602 to 2949499 (Under total cognizable IPC Crimes). But the number has been decreasing from the year 2014-2019 with an exception for the year 2016. One reason for the decrease in the number of cases in the 16-to-18-year age group could be the Juvenile Justice (Care and Protection) Act passed in 2015, which came into force in 2016. One reason for the decrease in the number of cases in the 16-to-18-year age group could be the Juvenile Justice (Care and Protection) Act passed in 2015, which came into force in 2016. After the December 2012 Gang rape in Delhi (or Nirbhaya case), many debates and discussions pointed to the softer approach of Juvenile Justice System to serious offences. Because of this incident, the existing juvenile law received nationwide criticism for its inability to combat crimes in which juveniles, particularly those aged 16 to 18, are involved in heinous crimes such as rape and murder. One of the accused in this case was a juvenile, a few months shorter than 18 years who was sentenced to 3 years in a reformatory home, which was not adequate with the heinous crime done. This shook the public and they expressed their hostile attitude towards the decision of court.

It has been found that the youngsters can be as brutal as the adults, which forced the people to reanalyze the definition and approach to juvenile delinquents in India. The Juvenile Justice Act of 2016 can be seen as a very progressive step of the Indian government towards keeping pace with changing trends in juvenile crimes. This act contains a provision which permits the court to hold a trial of a child aged above 16 years, as an adult after a preliminary assessment; in cases he has committed a heinous offence. The law describes heinous offences as those offences which have a minimum punishment of seven years' imprisonment under any law. Rape and murder are examples of such crimes. The Act requires all Indian states to establish a Juvenile Justice Board and a Child Welfare Committee in each district, with at least one-woman member on board. It also stated that if a child is caught committing a crime, he will be sent for a preliminary assessment of the child's capacity to commit crime.

6. IMPACT OF EDUCATION ON JUVENILE CRIMES

The Indian Education System has an integral part to play in maintaining balance in the social and economic framework of the nation. The schools are divided into primary (classes 1-5), upper primary (classes 6-8), elementary (classes 1-8), secondary (classes 9-10), and higher secondary (classes 11-12). India spends 4.6 % of the GDP on education which is \$138 billion but they aim to push it to 6%. Education is a crucial factor in juvenile delinquency.

NET ENROLLMENT RATES					
Year	Primary (I-V)	Upper Primary (VI-VIII)	Elementary (I-VIII)	Secondary (IX-X)	Higher Secondary (XI-XII)
2014-15	93.35	70.1	91.03	47.31	28.69
2015-16	91.38	70.66	89.97	49.63	29.68
2016-17	91.72	71.15	90.07	50.5	26.68
2017-18	91.31	71.92	89.88	51.49	29.97
2018-19	89.14	68.99	88.46	48.6	30.78
2019-20	91.4	71.14	90.44	50.23	32.3

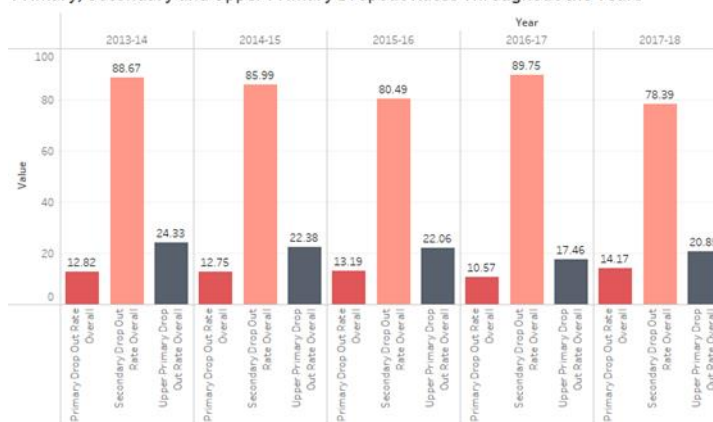
Table 4

Gross Enrolment Ratio is the percentage of the sum of enrolment in schools all over the country of the population of any age group at different levels of education. Net enrolment is calculated as the proportion of the population of specific age groups at the school level of education. Table 3 is represented in a graph below using trend lines for different education levels and years from 2014-15 to 2019-20.



Table 3 and the graph indicates the net enrolment rates in different grades since the year 2014-15. The overall net enrolment rate in primary schools has decreased from 93.35 in 2014-15 to 91.4 in 2019-20. Upper Primary schools saw an approximate 1% increase in net enrolment rate since 2014-15. Secondary and Higher Secondary Schools also saw a 2.92 and 3.61 % rise in the enrolment rates respectively since 2014-15.

Primary, Secondary and Upper Primary Dropout Rates Throughout the Years



Primary Drop Out Rate Overall, Secondary Drop Out Rate Overall and Upper Primary Drop Out Rate Overall for each Year. Color shows details about Out Rate Overall and Upper Primary Drop Out Rate Overall.

The bar plot has been formed using the data on dropout rates collected from the "Unified District Information on School Education Online Database. It represents the dropout rates of students in different grades throughout recent years. In the above bar graph, we observe that the majority of dropouts are in secondary classes. However, the overall dropout rate in secondary education has reduced from 88.67% in 2013-14 to 70.10% in 2019-20. There is a 7.31% dropout rate in Primary Education and 12.47% in Upper Primary. On one hand, where the enrolment rates are around 90% above, net dropout rates are high especially in secondary classes. On one hand, where the enrolment rates are around 90% above, net dropout rates are high especially in secondary classes.

There are various families below the poverty line and cannot afford secondary education as education nowadays is costly in terms of facilities, infrastructure and resources. Various students drop out of school to take up menial jobs and support their families financially. Such kids can potentially fall into the debt trap and are forced to use illegal means for monetary support. They resort to theft, robberies, and chain snatching and other small crimes.

There are other reasons as well forcing the child to drop out of school. Girls are considered as a financial burden and are considered to get married to another family and hence their education is not given equal support. West Bengal is the state with the highest dropout rates throughout the nation. A child might start showing aggressive behaviour or peer pressure might lead him to deviate from studies and move towards the wrong behaviour. This might be a potential cause of such children dropping out at such an early age. Some schools have an insufficient number of teachers which affect the quality of teaching. Hence, some parents decide to withdraw their kids from school.

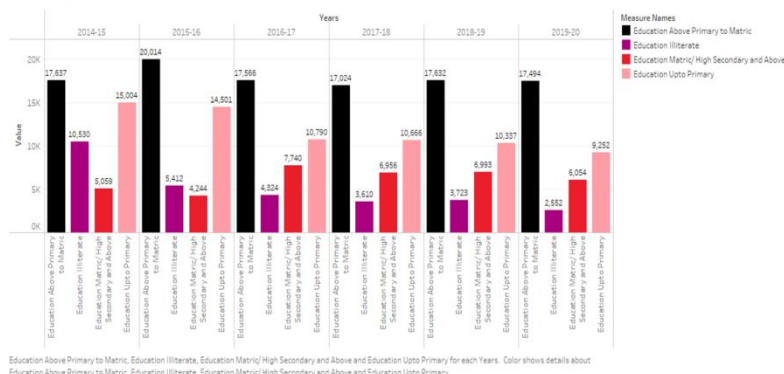
KERALA REMAINS AT THE TOP

Literacy rates for those aged 7 or more (%)				
State/UT	Male	Female	Person	Gender Gap (% pts)
Kerala	97.4	95.2	96.2	2.2
Delhi	93.7	82.4	88.7	11.3
Uttarakhand	94.3	80.7	87.6	13.6
Himachal	92.9	80.5	86.6	12.4
Assam	90.1	81.2	85.9	8.9
Maharashtra	90.7	78.4	84.8	12.3
Punjab	88.5	78.5	83.7	10
Tamil Nadu	87.9	77.9	82.9	10
Gujarat	89.5	74.8	82.4	14.7
West Bengal	84.8	76.1	80.5	8.7
Haryana	88	71.3	80.4	16.7
Chhattisgarh	85.4	68.7	77.3	16.7
J&K	85.7	68	77.3	17.7
Odisha	84	70.3	77.3	13.7
Karnataka	83.4	70.5	77.2	12.9
Jharkhand	83	64.7	74.3	18.3
MP	81.2	65.5	73.7	15.7
Uttar Pradesh	81.8	63.4	73	18.4
Telangana	80.5	65.1	72.8	15.4
Bihar	79.7	60.5	70.9	19.2
Rajasthan	80.8	57.6	69.7	23.2
Andhra	73.4	59.5	66.4	13.9
India	84.7	70.3	77.7	14.4

Source: Times of India

The data released by National Statistics of 2017-18 gives us the literacy rates of different states. Kerala has the highest literacy rate of 96.2% and the gender gap is just 2.2%. On the other hand, the gender difference in literacy in India is 14.4% with male literacy at 84.7 per cent and female literacy at 70.3 per cent. Education has been promoted in Kerala since the times where kings used to rule. Furthermore, The Kerala State Literacy Programme, launched by the state, aims to ensure that each person is not only numerically and alphabetically literate, but also socially literate. A strongly decentralised administration system is in place to ensure the effective implementation of the education programme at the district and local levels.

Education of Juveniles



Education Above Primary to Metric, Education Illiterate, Education Matric/High Secondary and Above and Education Upto Primary for each Year. Color shows details about Education Above Primary to Metric, Education Illiterate, Education Matric/High Secondary and Above and Education Upto Primary.

According to the bar graph above, juveniles who went to school committed more crimes than the uneducated ones. As of 2019-20, the juveniles above primary to matriculation were 17,494 in number. Illiterate juveniles were 3723, people above matriculation were 10,337 and up to primary were 10,666 in number. Despite various laws, juvenile crime is increasing daily. We used to believe that poverty was the primary cause of such acts by children, but after analysing data from 2014 to 2020, we discovered that children are prone to such acts not only due to a lack of income but also due to a lack of education and supervision. Lower middle-class families nowadays are busy making money and when their children grow up, they didn't find themselves attached to anyone and they do what they feel good, ignorant of the consequences of such acts. In middle-class families, parents have high expectations for their children, especially high grades in school, which often leads to depression when they fail to meet those expectations. They try to overcome their fear of failure through various methods, but they sometimes choose the wrong methods to achieve such goals, which lead the child to abuse and then crime. Such children are unable to distinguish between what is wrong and what is right.

7. GOVERNMENT INITIATIVES

To Promote Education and Improve the Teaching Standards in India:

1. Subject-Wise Learning: To increase the focus on quality education, the Central rules to the Right of Children to Free and Compulsory Education (RTE) Act of 2009 have been amended to include class-wise, subject-wise learning outcomes. A set of guidelines with the learning outcomes have been finalized and shared with all states and Union Territories for mathematics, environmental studies, science, and social science up to the elementary stage. This would ensure that all children in India would acquire the appropriate learning level.
2. The NEP 2020: The National Education Policy aims at revamping the Indian education system with a comprehensive framework for education from elementary levels to higher education, vocational training in both rural and urban settings. This system aims to transform India's education system in the next decade.
3. National Achievement Survey: The NCERT which is the National Council of Education and Training conducts periodic surveys of learning capabilities of children in classes 3, 5, 8, and 10. These help in revealing an improvement in learning achievements of students. Four rounds of the National Achievement Survey (NAS) for class 5 and three rounds for classes 3 and 8 had been conducted as of June 2019. This also helps states and union territories identify gaps in the learning outcomes and give them a chance to address the same. These reports show the students' learning level compared to the expected learning outcome and are used to provide feedback for further improvement.
4. Promoting the Education of girls: Women in India face many problems largely owing to the patriarchal nature of

society. To curb the problem of female infanticide and inequality between girls and boys, the government launched several schemes. These schemes also promote the education of girls in India- Balika Samridhi Yojana, Saakshar Bharat Mission, Kasturba Gandhi Balika Vidyalaya Yojana, Beti Bachao Beti Padhao, CBSE Scholarship Scheme, UDAAN, etc. To encourage these schemes, education for women is highly subsidised or free in government aided colleges.

5. Education for Specific Categories of Society: There are various scholarship schemes by the government that are tailor made for the minority communities of India. PM's Scholarship Scheme encourages professional and technical education for the wards of ex-servicemen. Saksham is another scholarship for differently abled students.

6. Minimum Qualifications of Teachers: As per an amendment made to section 23(2) of the Right to Education Act, all untrained in-service teachers working in government, government-aided or private unaided schools had to acquire a minimum qualification by 31st March 2019. The NIOS- the National Institute of Open Schooling was entrusted to conduct this training through Open Distance Learning Mode.

7. Equality in Education: The Central Government of India launched an integrated scheme for school education called- Samagra Shiksha, with effect from 2018-2019 which includes the 3 centrally sponsored education schemes that are: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), and Centrally Sponsored Scheme on Teacher Education (CSSTE). The main purpose of these schemes was to promote equity through the inclusion of disadvantaged groups and weaker sections and to improve the quality of education.

8. International Exposure: The Government of India decided to participate in the Programme for International Students Assessment (PISA) to be conducted in the Organisation for Economic Cooperation and Development (OECD) in 2021. PISA is a competency-based assessment that measures the extent to which students have acquired the important competencies which are essential for full participation in modern societies.

9. Grading System: To allow for an objective evaluation of performance of the school education systems in the states and union territories, MHRD designed a 70 indicators matrix called Performance Grading Index (PGI). The indicators were chosen after detailed consultations and information on these indicators is received from the inputs provided by the respective states and union territories. This grading system will allow for identifications of gaps and design appropriate interventions to bridge them.

10. Innovative Classroom Technology: The government of India launched the Rashtriya Aavishkar Abhiyan (RAA) programme in 2015 to motivate and engage children towards science, maths and technology through experimentation, model building, observation etc. both inside and outside classroom activities. The Government also supports states and union territories about writing, early grade reading, early maths etc programs through a sub programme- "Padhe Bharat Bade Bharat" (PBBB).

11. E-learning Material: To provide extra learning material for students and teachers, MHRD developed a dedicated

Digital Infrastructure for Knowledge Sharing (DIKSHA) platform. Along with a single point repository of e-resources called e-Pathshala containing various learning resources.

Towards Juvenile Delinquency:

1. The Juvenile Justice Act of 2015 replaced the pre-existing Juvenile Delinquency Law- Juvenile Justice Act of 2000. This was done after the Nirbhaya Case, so that juveniles in conflict with the law in the age group of 16-18, if involved in heinous crimes can be tried as adults after going through an evaluation from the Juvenile Justice Board.

2. Over the years, there has been an increase in juvenile crimes in India. The Indian Government seeks to tackle this problem based on 3 fundamental principles:

a. Young offenders not involved in heinous crimes should not be tried; they should be rehabilitated and corrected.
b. They shouldn't be punished, but reformed.

c. Exclusion of delinquents in conflict with the law from the stress of the Court and insist on their non-penal treatment through community-based social control agencies like the Juvenile Justice Board, Observation Homes, Special Homes etc.

3. A separate procedure has been laid down for dealing with the neglected and uncontrollable juveniles who have been termed as "children in need of care and protection" under the Juvenile Justice Act. Unlike countries like the United States of America or England, the courts in India do not have jurisdiction over a child in conflict with the law. The juvenile is tried against the Juvenile Justice Board through a special procedure.

4. There are certain special provisions in the Indian Penal Code and the Code of Criminal Procedure of 1973 with respect to providing special treatment to the young and juvenile offenders:

a. Sections 82 and 83 of the Indian Penal Code give the criminal liability of children of different age groups. A child below the age of 7 is "doli incapax" which means incapable of committing a crime. A child between the age of 7 to 12, has limited criminal liability. This is to justify lenient treatment to young offenders as they cannot comprehend the nature and consequences of their actions due to lack of sufficient maturity.

b. Under section 360 of the Code of Criminal Procedure, 1973, when any person below the age of 21 or a woman is convicted of a crime not punishable by death or life imprisonment, and with no previous convictions, the court may release the offender on probation for a period not exceeding 3 years with respect to the age, character of the person and the circumstances in which the offense was committed. Such "first offenders" are not to be tried in a criminal court. The objective of this is to separate young offenders from hardened criminals so they are not exposed to recidivistic tendencies.

c. Section 27 of the Code of Criminal Procedure, 1973 states that if a person below 16 has committed a crime not punishable by death or life imprisonment, they should be given a lenient sentence depending on their previous history, character, and circumstances under which the crime was committed. Further, these proceedings are not

published to prevent the juvenile offender from shame and embarrassment.

The main reason for such special treatment is that youngsters who haven't committed serious crimes should be treated with generosity and tolerance. Also, the mental attitude of juveniles at the time of committing the crime would surely be different from that of a confirmed adult criminal hence it would be grossly unjust to punish the two alike.

8. POLICY RECOMMENDATIONS

Nearly a quarter of India's population is in school or college, and with such a large population, the topic of quality education is always present. Taking this into account, educational institutions have made a number of steps to improve the quality of education in India. Our current contribution to the education sector is 4.6 percent of GDP, with the government hoping to increase this to roughly 6% of GDP in the future years. However, there are a number of other difficulties that must be addressed. India's literacy rate is only 74.04 percent.

According to the "Annual Status of Education Report 2017," over 25% of pupils in the 14-18-year-old age group could not read basic text fluently in their language, and more than half had difficulty performing basic mathematics. This demonstrates a lack of high-quality education.

Following is the list of measures that need to be taken to improvise the education system in India:

Encourage Research Work- Our educational system frequently fails to recognise and promote those who deserve the highest academic honours. That is why we require a clause that acknowledges the original contribution. This would aid in the improvement of our educational system. More research and development activity will be encouraged as a result of this.

Introduction to Different Opportunities- We continue to live in a world where science is at the top of the stream hierarchy. A student's IQ is determined by the stream he has chosen. They should be exposed to a variety of other career options, rather than being restricted to the science and commerce fields.

Smart Educators- We also requires smart educators in today's fast-changing world. Not salaried people attempting to hold on to their mantle, but leaders, entrepreneurs in teaching positions. In India, schools spend up to 20% of their budget on teacher and administrative education. Teachers have the most crucial function in a school, so they should receive the best training possible.

Technology Trends- For education, there should be a massive technological infrastructure. The outdated models of brick-and-mortar schools and colleges must now be replaced by effective educational delivery mechanisms capable of disseminating the wealth of human knowledge to the masses.

One to One Education- How can we expect each student's absorption power to be the same in such a diverse country as India? We must recognise that one teaching method will not benefit everyone in a class of 30 students. Some people can learn at a faster rate while others can learn at a slower rate.

As a result, personalised learning is required in this area. For this, we can use technologies such as artificial intelligence and chatbots to assist teachers in providing effective education to students.

Eradicate Reservation- In federally funded higher education institutions, 22.5 percent of available seats are reserved for SC and ST students. Education is not universally available in India, and reservation is a major issue. We must make the best education universally available so that reservation loses all meaning if we are to emerge as a country built on a knowledge economy and driven by highly educated people. Because it scales, online education, for example, has no reservations. As a result, this is the most effective method for eliminating the reservation and making it irrelevant.

Co-Curricular Activities- Co-Curricular Activities improve a student's experience as well as their confidence. The child's ability to emphatically confront practical situations will soon be enhanced. They teach leadership, sportsmanship, teamwork, practical solidarity, and productive thinking, among other things.

Allow Private Capital in Education- The federal government spends about 4% of its budget on education, compared to 40% on defence. It's because the government has never had enough money to build new schools and universities across the country. And the private investors are not much into the education sector because profit-making is not allowed here. But if profit-making is allowed then this will encourage serious entrepreneurs, innovators, and investors to take interest in the education sector.

Purpose of Education- People considers that education is just about becoming a famous, rich person. But this is not the reality. Students should be taught about the real purpose of education. Life is much beyond money and the success can't be measured in terms of how much money one has.

Emphasize on Skills rather than Marks- Despite the fact that "marks are just a number," our educational system is still geared toward teaching and testing knowledge at all levels rather than teaching skills. As a result, students are underperforming.

"Give a man a fish, and he will eat for a day; teach him how to catch fish, and he will eat for a lifetime." This means that knowledge is vital, yet it is quickly forgotten once the semester examinations are completed. The emphasis in classrooms should be on conceptual learning rather than rote learning. This will improve the rate at which the education delivered is retained. If we begin to implement these steps, we may be able to improve our current educational system. Change is unavoidable, and we must change in accordance with the passage of time. We have begun to elevate education beyond the substandard level to which we have been accustomed, and we will soon have the best education system in the world. (Sinha, 2020)

According to economic theory, most types of crime have a negative relationship with educational achievement. According to observed evidence, increasing educational attainment reduces subsequent violent and property crime, resulting in significant social benefits. The evidence on the

effects of improved school quality on crime is less conclusive; however, a few studies have found significant crime-reduction effects. School attendance lowers contemporaneous property crime but raises contemporaneous violent crime among juveniles in some cases. Late-adolescent incarceration appears to lower educational attainment. (Lochner, 2020)

In middle-class families parents put forward their expectations to the child especially high grades in school, which often leads to depression when they fail to meet their expectations, they try to overcome their fear of failure by different methods, unknowingly they sometimes opt for wrong methods to achieve such goals and hence such thing lead the child to abuse and then crime and when we come to high- income families they provide their children every possible luxury whether such things are required or not, and such parents often fail to teach their basic principles to their children. Such children fail to differentiate between wrong and right. Recommendations

- Children shall be given proper education, to avoid delinquency among them.
- School dropouts should be given proper guidance regarding anti-social behaviour.
- Proper Rehabilitation centres need to be opened with the motive of transforming the delinquent into a better human.
- The person looking after those delinquents shall provide them healthy atmosphere.
- Parents should look after their children properly and they need to create lovable surroundings at home. (Singh & Bhandari)

For such children, prevention is essential. It is critical to first identify such juveniles and then provide them with the appropriate treatment. If they are not stopped from committing crimes in a timely manner, these adolescents will become habitual offenders. Furthermore, the most effective way to prevent juvenile delinquency has unquestionably been to help children and their families from the start. The state's programmes aim for early intervention, allowing a variety of groups to approach the problem in a variety of ways. Various provisions for the prevention of juvenile delinquency have been proposed by a number of jurists and criminologists.

Some of the provisions that are very useful for the welfare, development and growth of the juveniles have been mentioned below.

Individual Programs- It involves the prevention of delinquency through counselling, psychotherapy and proper education.

Environmental Programs- involves the employment of techniques with a view to change the socio-economic context likely to promote delinquency.

Delinquency Prevention is a broad term that encompasses all efforts aimed at preventing youth from engaging in criminal or antisocial behaviour. Various governments are realising the value of allocating resources to delinquency prevention. Substance addiction education, treatment, family counselling,

youth mentorship, parenting education, educational support, and youth sheltering are all examples of prevention programmes. One of the many evils in our society is the exploitation of children. Abuse like this has a long-term and significant impact on a child's life.

Child abuse is a major problem because it pushes the child to react or behave in ways that are harmful to both society and the child. The adolescent's delinquent behaviour is a result of the mental trauma he has experienced in his early years. Abuse can take many forms, including physical, sexual, psychological, or a combination of these, all of which have a harmful impact on these children. To keep the problem of juvenile delinquency under control, it is critical to abolish this practise from society. It is in the deviant child's best interests to rehabilitate him as soon as possible and reintegrate him into society.

The state has a responsibility to defend these children's rights and to provide reformatory methods to instil ideals in them that will help them socially uplift and gain confidence so that they can continue to play a positive part in society. (Mathur, 2020)

9. CONCLUSION

In the recent years juvenile crimes seem to be on the rise. In India the main reason for these crimes seems to be the growing poverty which indirectly affects the adolescent. It seems to generally originate from rural and semi-urban areas. The data mentioned in paper clearly indicates that juvenile crime has drastically increased in the past decade especially from 2016 to 2020. State-wise Maharashtra and Madhya Pradesh seem to have highest juvenile crimes followed by Delhi, Rajasthan and Haryana. It is also observed that Rape, Murder, attempt to Murder and Theft are the crimes that are highest among ages 16-18 followed by ages 12-16.

We also observe that in education the highest enrolment is the highest in primary classes and decreases with the advancement of grade. Girls have a higher enrolment rate than boys. In fact, juveniles who are illiterate are very less in number. The highest number of juveniles through the years has studied up to matriculation. We conclude that juveniles leave school due to financial reasons or are kicked out due to wrong behaviour. A lot of the juveniles also have studied up to primary school. They mostly belong to financially unstable families and leave school to help their parents for survival and often end up indulging in criminal activities such as theft.

To improve education standards in India the government introduced subject wise learning where students have the liberty to select the subjects that they desire. National Achievement Surveys help in understanding the education scenario and to bring improvements. For the upliftment of girls, the government introduced policies like free education, Balika Samridhi Yojana and slogans like Beti

bachao, Beti padhao. Quality and Value Based Education are introduced in certain prominent boards in order to make students better citizens of the country. The Juvenile Justice Act of 2015 was introduced after the Nirbhaya case so that juveniles between ages 16-18 caught in heinous crimes can be tried as adults.

The government is also introducing policies where juveniles caught in minor crimes can be put into rehabilitation facilities instead of being punished. Certain policies should be introduced where students are recognized and honoured for their achievements this will motivate them to work on the right track. More focus should be shifted towards the rural areas where education should not only be free and compulsory but also should be looked after. More opportunities in jobs and other fields should be introduced so that the youth is always motivated to be focused on their career paths. These policies along with better education will definitely bring down juvenile crimes in India.

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