

**Language Skills of Delinquent and Non- Delinquent Adolescent
a Comparative Study**

*Dissertation submitted to N.V.K.S.D. College of Education (Autonomous)
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by

SNEKHA D

Reg. No. 10121MED0505

Under the Supervision of

Dr. V.P. BINDU GOURI



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TAMIL NADU

MAY - 2023

Snekha D

M.Ed. Student

N.V.K.S.D. College of Education (Autonomous)

Attoor, Kanniyakumari District.

DECLARATION

I declare that the dissertation entitled **Language Skills of Delinquent and Non-Delinquent Adolescents – a Comparative Study**, submitted by me for the degree of Master of Education is the result of original and independent work carried out by me during the academic year 2021- 2023 under the guidance of Dr. V.P. Bindu Gouri, Assistant Professor of Education, N.V.K.S.D College of Education, Attoor. This work has not been submitted for the award of any degree, diploma, associateship or fellowship of any other University or Institution.

Place:

Signature of the Candidate

Date:

Dr. V.P. Bindu Gouri
Assistant Professor of Education
N.V.K.S.D. College of Education (Autonomous)
Attoor, Kanniyakumari District.

CERTIFICATE

This is to certify that the dissertation entitled **Language Skills of Delinquent and Non-Delinquent Adolescents - a Comparative Study**, submitted for the Master of Education degree by SNEKHA D is an original record of research work carried out by her during the academic year 2021 – 2023 under my guidance and supervision. It is further certified that this work is original one free from any duplication. This work has not been submitted for the award of any degree, diploma and associateship, fellowship of any other University or Institution.

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ABBREVIATIONS AND ACRONYMS

ASB	-	Anti-Social Behaviour
BPR&D	-	Bureau of Police Research and Development
CD	-	Conduct Disorders
CELT	-	Common Evaluation of Language Teaching
ECF	-	Executive Cognitive Functioning
IPC-SLL	-	Indian Penal Code – Special and Local Laws
IQ	-	Intelligent Quotient
JJB	-	Juvenile Justice Board
JJMR	-	Juvenile Justice (Care and Protection of Children) Model Rules
LSRW	-	Listening, Speaking, Reading and Writing
NCERT	-	National Council of Educational Research and Training
NEP	-	National Educational Policy
NCRB	-	National Crime Records Bureau
OH	-	Observational Home
SPSS	-	Statistical Package for Social Sciences
SD	-	Standard Deviation
WHO	-	World Health Organization
YOs	-	Young Offenders
&	-	And
et al.	-	And Others

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CHAPTER I

CHAPTER I

INTRODUCTION

- Need and significance of the study
- Statement of the problem
- Operational definition of the key terms
- Objectives of the study
- Hypotheses framed for the study
- Methodology in brief
- Delimitations of the study
- Organization of the report

Chapter 1

Children, who are seen as the world's most valuable human resource, hold the key to the future. Children can either improve or worsen a community's societal harmony. Similar to adults, society and its structure have an impact on children's well-being. A child is a valuable contribution to the household and to society. It is evident that not all children, however, uphold the morals and values of their families and societies or act in a manner that complies with the law. There are some anomalies that could be harmful to both individuals and society at large. (Snekha & Gouri, 2023)

With the advancement of current science and technology, human society has significantly advanced and modernised in our country, and everyone has access to greater facilities, amenities, and possibilities, particularly children and adolescents. However, adolescent antisocial behaviour is also rising quickly in India, particularly in Tamil Nadu. One part of the overall crime problem that poses a major danger to the social order is juvenile delinquency. The aggravated emotional attachment that parents have to their own children make them more concerned about the delinquent behaviour of teenage children. Delinquents frequently blame the social structure for all inappropriate behaviour, such as disobedience, defiance of authority, contempt, incorrigibility, smoking, small-time stealing, so on. Law enforcement and correctional staff have enormous responsibilities, but they still battle to fulfill them effectively

Juvenile Observational Home

A child-care institution is called an observation home, or OH, is "for the temporary reception, care, and rehabilitation of any kid claimed to violate the law, while an inquiry is pending." In accordance with Section 47 of the JJ Act 2015, the

State Government is required to establish and maintain OH in each district or group of districts, either on an

independent basis or in collaboration with non-profit or volunteer organisations (NGOs). According to JJMR, 2016, Rule 29(1) (i), age-based segregation and different OHs for boys and girls shall be used, with consideration for the offender's physical and mental health as well as the gravity of the offence committed (Gupta, Kishita, 2021).

These residences will be built in every district or for a group of districts for the course of any investigation for the temporary reception, treatment, and rehabilitation of any youngster thought to have broken the law. According to Rule 9 of the JJMR 2016, the Child Wellbeing and Protection Officer must hold the child in the OH or another appropriate location and present the child before the JJB within 24 hours of their arrest if they are unable to appear before the Juvenile Justice Board (JJB) or a single member due to odd hours or distance. A child might be kept in an OH if bail is rejected (Mushtaq and Islam,2022).

Language for adolescents

Around the world, a great number of sociologists and criminologists have mostly investigated this issue from a socio-economic perspective. Excellence in language skills is intended to help children achieve their potential and become wholesome personalities. Self-realization and interpersonal relationships are crucial for preventing criminal behaviour. If deeply ingrained, language skills will support the learners' ability to act and communicate in a disciplined manner on their own. In this idea, it's important to understand how much more familiar delinquents are with the fundamentals of the English language than non-delinquents (Spencer,2017).

Behaviour issues are frequently correlated with language difficulty. Speech and language therapy should be offered to those who are discovered to have language and communication challenges in order to improve their language skills. This is especially

important for young offenders and children who are not enrolled in the educational system. There is a proportional possibility that they won't commit another crime if they acquire sufficient understanding in communication skills for a particular purpose together with education and ethical principles (Law & Plunkett, 2009).

Language self-growth is essential for everyone. Without any spoken English instruction, even a street seller has been able to speak in more than two foreign languages. Delinquents should be given the chance as a required to practise in prisons in order to alter their perspective on life. In addition to being a system of rules for communication, language is a phenomenon that greatly shapes our thinking and establishes the power and equality of our social connections. The government ought to offer particular language skills training to young offenders much like it does at other training facilities for learners in formal education (NCERT,2006)

Mastering language Skills is essential to succeed in various life situations. Academic stress, violence, including bullying, sexual permissiveness, easy access to and abuse of drugs, crowding, poor infrastructure, and social divide are some of the major issues that a young person in today's context in countries like India must deal with in this rapidly changing social scene of our nation. These issues are exacerbated by the rapid urbanisation and globalisation that is occurring in our country, as well as the dissolution of joint families and the traditional support systems. Even, in the face of adversity, an empowered child is capable of dealing with life's obstacles utilising the resources at his or her disposal (Nair, 2007).

Some adolescents choose the wrong way for relief because they do not know how to manage their emotional anguish and stress. These problems do not have a universal solution. Whether via trial and error, experience, or the application of specific techniques,

there is a need to build methods for dealing with adolescents. One such program is Life Skill Education, which assists adults in overcoming their psychosocial challenges and becoming empowered to live effectively in this world (Nair 2007).

Between puberty and the age of legal maturity, adolescence is a time of physical and mental development. Adolescence is most frequently linked with the adolescent years however it can start earlier and last longer in terms of its physical, psychological, and cultural expressions. The most important time in a person's growth is adolescence (Nair 2007).

Life skills are characterised as psychosocial traits for adaptable and positive conduct that enable people especially adolescents to successfully manage the demands and challenges of daily life. Practice of life skills fosters qualities like self-worth, friendliness, and tolerance as well as the capacity to make decisions about what to do and who to be. Practicing these life skills make them to adjust with the environmental and mental problems without any fear about their future. These are the top ten life skills according to the WHO:

1. Coping with emotion
2. Coping with stress
3. Interpersonal relationship
4. Effective communication
5. Problem Solving
6. Decision making
7. Creative thinking
8. Critical thinking
9. Empathy
10. Self- Awareness (Nair 2007)

Foundational skills, digital skills, transferable skills, and job-specific skills are necessary for success in school, in life, and in the workplace. These skills enable people to reach their full potential. Due to the fact that skill development occurs at various phases of

life. With the goal of ensuring that all children and young people learn the necessary skills at each stage of life, every 18-year-old is prepared for life and the workforce. Children and adolescents need to participate meaningfully in society in order to develop the skills, knowledge, and outlooks. In an endeavour to guarantee that 3.5 billion children and youth in 190 countries have access to top-notch digital learning solutions by 2030, the Reimagine Education programme is revolutionising learning and skill development for children and adolescents. This applies to both school-age youngsters and adolescents who have chosen to forego their formal education. Therefore, developing their language and skill sets enables them to face the world with confidence. “Without access to education opportunities that help develop skills, adolescents face serious challenges thriving in the twenty-first century – with repercussions for generations to come” (UNICEF).

Importance of Language Skills to Adolescents

Language enables social interaction. Language is the vehicle through which all other content areas can expand in their comprehension of concepts. Understanding our democracy's attitudes, beliefs, practises, and basic tenses is a major purpose of public schools. Because knowledge has been preserved through our language system, youth can pick up where adults leave off. It is a tool for deliberate thought, problem solving, and communication with others. As young people age and advance through their lives, they must learn to describe their problems, acquire information, and study them in order to find a solution (Hoff,2006).

The World-Readiness Standards for Language Learning focused on five "C" goal areas: communities, comparisons, connections, cultures, and communication. The goal is to give students the tools they need to put the skills and information measured by the standards to use in their future experiences and careers. The criteria also included 21st century abilities,

which are mirrored in the current language curriculum. The 2011 report outlined 11 principles that language educators at all levels must uphold in order to accomplish these five aims (Tyson, 2015).

As a result, better language skills, proper execution, and imbibed values can lower juvenile delinquency. The need to educate society about the sickness that exists cannot be overstated. The government and educators ought to be aware that victims of crimes aren't merely the innocent bystanders in a sick society. By giving the necessary care at home and in school, it can be stopped in its early stages. The necessary actions should be done to correct this, and by learning a language, individuals have an opportunity to obtain the confidence that they are on par with formal school pupils in terms of social acceptance. There is no evidence that stricter legislation will reduce crime.

Language Skills can be assessed on adolescents by testing and evaluating through language sounds and vocabulary knowledge. To help people understand audio and visual content, captions include the speech and non-speech audio information. They are displayed and timed to the audio within the media player. This is advantageous for those with learning difficulties and for those who assimilate written information more well than audio or visual information. Through the description they hear, it helps to determine the accuracy of listening capacity. By these four skills language skills can be tested. The direction of communication and other methods of communication are two ways in which these four language skills are connected to one another. In the language arts, "Input" is referred to as reception, and "Output" is referred to as production.

Listening is a crucial skill that is essential to the development of all other skills. Language is essentially made up of "sound." Language learning is the process of acquiring new vocabulary in the intended language. Out of the six skills listed above, two are

primary skills and the other four are secondary skills. An active communication process is listening (Nunan,1991).

Speaking is a productive aural/oral skill, according to Nunan, and it entails creating orderly verbal utterances to transmit ideas. "We express or exchange our thoughts and feelings through language when we speak." Speaking has many distinct characteristics, but two main categories can be distinguished: correctness, which involves using vocabulary, grammar, and pronunciation correctly and is commended through controlled and supervised exercises, and fluency, which is defined as "the ability to keep going when speaking spontaneously." Knowledge of languages and proficiency in their use are seen as two essential components of efficient communication.

Reading is a crucial part of communication, and proficiency in reading is likely the most crucial language ability needed for academic and professional purposes. Decoding, comprehending, text analysis, and reaction are the four aspects of reading that need to be considered. M. Ashraf Rizvi notes that the fundamental goal of reading is to extract information from a variety of sources. This information may be used to: broaden one's understanding of the subject; understand scientific ideas, theories, and principles; obtain specific information; comprehend recent changes and developments in a particular field; broaden one's perspective and understanding; discover the author's points of view; or seek evidence. The purpose of reading is comprehension, and reading is a fluent process in which readers combine information from a text and their own past knowledge to produce meaning (Dash,2013).

One of the four LSRW (listening, speaking, reading, and writing) skills in language acquisition is writing. It is a system of written symbols that represent the syllables, words, and sounds of language using a variety of methods, including

capitalization, spelling, punctuation, and word shape and function. Writing, according to Nunan, "is an incredibly complicated cognitive activity in which the writer is required to exhibit simultaneous control of variables. These include content control, format, sentence structure, vocabulary, spelling, and letter formation at the sentence level. Beyond the sentence, the writer must be able to organise and incorporate material into a paragraph and prose that are cogent and coherent. Communication is transmitted more often through writing than through any other form of media, making writing a particularly vital part of communication (Durga & Rao, 2018).

Language skills of Delinquents and Non-Delinquents

It is the obligation of educators to look for ways to deal with juvenile delinquency prevention as society struggles with the rising frequency of juvenile delinquency. Researchers and educators have worked to understand how the presence of developmental disabilities including language and learning impairments contributes to the issue of juvenile delinquency (Bachara and Zeba,1978). Regarding the precise connection between delinquency and linguistic impairments, there is conflicting information. Numerous academics concur that certain type of adolescents with impairments, such as learning problems, may have a higher likelihood of being judged guilty of committing a crime (Broder et.al, 1981).

Delinquents' nonverbal and troublesome behaviour may be the result of their inability to develop age-appropriate speech and language abilities. (Shery,1985) The best strategy for preventing adolescent delinquency is early-phase intervention. Effective implementation is required, along with complete social knowledge, professional and agency sensitivity, and appropriate orientation and training. To encourage people to participate in society's mainstream activities, the government should place more focus on

long-term beneficial programmes and initiatives. As a result, people reclaim their confidence, which is typically lost as a result of society. If the hands of parents, teachers and local law enforcement teams joined with the hands of delinquents, there arises a reformation among delinquents from the disease called juvenile delinquency. If the competency level in language skills of offenders and non-offenders can be understood by comparison. Considering the seriousness of problem, private and government agencies have to intertwine for the goodness of this unfocussed group.

Effective Communication

High-risk behaviours like delinquency and other such behaviours are typically motivated by psychological push factors such as the inability to cope with emotional pain, disagreements, disappointments, and future concerns. Training in life skills is a successful strategy for motivating teenagers to act morally, take charge of their lives, and take initiative. Effective communication as a life skill necessitates the use of language skills.

Sending and receiving messages between individuals, whether audibly or nonverbally, is referred to as communication. This entails having the capacity to communicate one's wants, anxieties, and aspirations. Self-esteem and interpersonal relationships will improve with effective communication. Poor peer and family interactions can lead to risky behaviours like criminality. Barriers to Effective Communication and verbal mirror can be used to improve communication skills

Samuel Taylor Coleridge famously said, Language is the armoury of the human intellect and at once holds the trophies of its past and weapon of its future triumphs. A necessary prerequisite for human growth and development is language. It aids in a child's socialisation. Getting within the educational doors is crucial for all children. Language has the effect of enhancing purposeful communication as well as direct teaching and

replication (Sharma, 2005). Even if they are unable to describe it, those who are speechless are best able to understand the necessity for language.

In actuality, one rarely recognises dependency on communication and take it for granted. It is difficult to imagine civilization without it. Language appears to have developed along with the human species thus it deserves credit for ensuring humankind's survival. In addition, it has advanced our race by passing on our civilization and culture to succeeding generations.

Each community, according to Bloomfield, is produced via the action of language. Man has been endowed with this unique kind of communication. According to Dechant, Man, like animals, can communicate by taste, touch, smell, grunts, and moans, but he may also learn to do so through language or verbal symbols. He is the only one who can give his notions names. Intercommunication is an issue in a country like India where there are many different languages. This explains why a youngster in India typically knows two or three languages. English has become a significant part of Indian life and society in addition to the languages of Indian heritage. A new culture is created when two civilizations interact. This affects language as well.

Graddol (2010) claimed that there was a remarkable conviction in the transforming capacity of English among practically all castes and classes throughout India, in both rural and urban places. English is viewed as more than simply a practical ability; it also represents a better life and a ticket out of oppression and poverty. Any language, as well as those who are in charge of teaching it, must bear the weight of such aspiration. Providing widespread access to English presents considerable hurdles, and many people are sure to get impatient with the pace of development. However, we cannot overlook how the English language has grown to be a potent force for change in India.

In the modern world, the English language has taken on a very significant role. In all fields, English's significance has been felt powerfully. The entire world has been undergoing a fundamental shift since the onset of globalisation. In actuality, English has developed into a means of communication with the entire global world as well as within India. The world's Lingua Franca, English, has gained recognition on a global scale. Furthermore, English is now widely acknowledged as an international language, and the necessity to develop communication skills in English will always be felt in all contexts. Because of this, everyone appears to have a tremendous desire to study it even if they are aware that mastering it will need a lot of effort. Nowadays, learning English is almost a prerequisite (Wahyuni,2021).

The underprivileged group as well as formal learner development are crucial for the future of our country. Twelve talents that today's students need to succeed in their careers are included in the 21st century skills. If young people choose to reimagining their future, their attitudes might shift as they develop linguistic competency. Language Skills support the exploration of more goals in less time with improved self-growth. Better linguistic abilities drive out the underprivileged, the stagnant, and even the delinquents. By doing this, we can create a generation that is ready and resilient.

The only responsibility of educators, parents, and school administration is to prevent the escalation of criminal activity and foster the future leader developments in order to lessen difficulties of twenty-first century. To display a high level of emotional and spiritual awareness, maturity, new knowledge, and skills are insufficient on their own; instead, it takes the transmission of values, ethics, and leadership qualities to make learners become leaders. In all educational levels, language is used not just for instruction but also for growth. It offers the ability to communicate and preserve intellectual life. It is more feasible to include and collaborate with the instructors in a nation like ours where

resources and skilled experts are scarce and few. One can effectively improve life skills in adolescents with the aid of qualified teachers. It will be simple and effective to tackle the psychosocial issues of adolescents by offering life skill education.

Statement of the problem

Formally, language is a crucial aspect of identity and a very effective means of connecting with others and establishing communication. Consideration must be given to both language acquisition and definition. This is the perfect time to learn new things and establish long-lasting habits. Students who require assistance perform better academically after learning a new language. When it comes to acquiring a language for a particular purpose, criminals have a significant issue. In other words, language skill development in students is a lifelong process. It undoubtedly increases a learner's confidence. There is no evidence of studies that looked at the level and importance of linguistic abilities in teenage antisocial behaviour. This study makes an effort to investigate the requirement for English language abilities in light of the future of offenders as a means of becoming modernised and culturally literate like school-going children. This study also aims to compare the English Language Skills of adolescent delinquents in Tamil Nadu's Observational homes with those of non-offenders of the same age group. The goal of the current study is to highlight the value of Language Skills while utilising the talents and knowledge of adolescents. This study is entitled as “Language Skills of Delinquent and Non – Delinquent Adolescents: A Comparative Study”.

Need and Significance

The study “Language Skills of Delinquent and Non-Delinquent Adolescents – A Comparative Study” aims to gain more knowledge and to advertise the necessity of language skills among delinquent adolescents on comparison with non- delinquent

adolescents. In India, the numbers of delinquent adolescents have been increasing rapidly. There are two groups of adolescents. They are developing group and delinquent group. The former one is accelerating their own life with all supports to uplift their standard of living in the society in all possible ways and they are proficient in language skills. But the latter is wasting their life without any career awareness and even do not aware of how important the language skills are? Serious problem behaviour, physical violence, and juvenile criminality are all substantially correlated with language deficits, reading disabilities, difficulties appropriately interpreting emotions, and social problem-solving challenges. This study gives collaborative findings on adolescent English language skills between the groups of delinquents and non-delinquents to help comprehend the disparities between the groups in their language skills.

All professional communicative skills have their roots in language skills. It is being transferred to pupils as a developmental sequence to enable them to gain adequate proficiency in the language for the present and future purposes in both spoken and written modes. The progress of any one of the four skills depends on and can result in the improvement of the others, which then leads to an improvement in language ability as a whole. This is not only necessary for non – delinquents but it also should be feasible to delinquent adolescents. It is the duty of the government to assign government teachers to provide awareness and knowledge on Language Skills to the delinquents. Developing language skills has been considered one of the critical aspects for job creation and increase in proficiency.

When learning a language, four talents should be developed simultaneously, although occasionally this doesn't happen. The pupils find listening more challenging than reading, and they find production more challenging than understanding. For instance, when listening, they are unable to comprehend the same passage of text, a sentence, or

even a word that they can when reading; they can comprehend an article but are unable to apply it or use it effectively. In order to uncover some useful methods of combining these four language abilities, it is crucial to investigate the tight interaction and impact among them.

Since four language skills are interconnected and support one another in language learning and communication, the English Curriculum Standards for Nine-Year Compulsory Education (2011) mandate that students enhance their overall language ability for practical conversation. As a result, high school students' study of listening, speaking, reading, and writing includes both learning tools and techniques. A bigger number of goals could be accomplished in less time with higher self-growth by exploring linguistic skills. The Government offers Skill Awareness programmes to help people improve personally, communicate better, develop their potential, fewer dropouts, and advance their careers. To make our youth future ready with language skills, elimination of dropouts and increasing number delinquents should be controlled. Thus, intact language skills are necessary for the regulation of behaviour.

More over an attempt is also made to compare how far the non – delinquent students and delinquents have understood and practice the language skills after the Covid-19 pandemic. It must be investigated whether there were significant variations in language proficiency between the two groups on the dependent measures. Because of these reasons the investigator found the need to compare the level of language skills existing among delinquent and non –delinquent adolescents.

If there is a significant difference between the language skills proficiency of non-delinquent and delinquent adolescents, then language teaching and language acquisition are on the correct track, and extra attention should be paid to the latter group. When

compared to delinquent adolescents, if language proficiency is more or less equal and not significantly higher, emphasis should be placed on the language development of non-delinquent students while also looking for ways to improve the lifestyles of delinquent youth.

OPERATIONAL DEFINITIONS

Language Skills – In this study, Language Skills refers to Listening, Speaking, Reading and Writing skills.

Delinquent – Adolescents with age ranges from 13 to 21 who violated the law and committed unacceptable and illegal behaviour and kept in the juvenile correctional centre and discovered to have committed an offence and was under the age of 18 on the day of the offence.

Non – Delinquent – refers to adolescents with age ranges from 13 to 21 who are not a delinquent and studying in school in a formal setup.

Adolescents – In this study adolescents are young boys and girls who are developing into adults – immature young persons from age ranging from 13- 21.

OBJECTIVES OF THE STUDY

1. To construct and validate a language skills tool test for delinquent and non-delinquent adolescents.
2. To study the level of language skills of delinquent adolescents.
3. To study the level of language skills of non-delinquent adolescents.
4. To study whether there is any significant difference in the mean scores of language skills of delinquent and non- delinquent adolescents.

5. To study whether there is any significant difference in the mean scores of language skills of delinquent and non- delinquent adolescents with respect to background variables - Age, Locality, Residing with, Parental qualification, Birth Order, Number of siblings and Monthly Income.
6. To compare the dimensions of language skills of delinquents and non-delinquent adolescents.
7. To study the correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions of the test.

HYPOTHESES FRAMED

1. There exists no significant difference in the mean scores of language skills of Delinquent and Non-Delinquent adolescents.
2. There exists no significant difference in the mean scores of language skills of male delinquents and male non-delinquent adolescents with respect to background variable Age,14-16 and 17-21.
3. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Rural Locality.
4. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Away from Home.
5. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Parental Qualification.

6. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Birth Order.
7. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Number of siblings.
8. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Monthly Income.
9. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Listening Skill.
10. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Speaking Skill.
11. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Reading Skill.
12. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Writing Skill.
13. There exists no significant difference correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Listening Skill.
14. There exists no significant difference correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Speaking Skill.

15. There exists no significant difference correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Reading Skill.
16. There exists no significant difference correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Writing Skill.

METHODOLOGY

Method

The study intends to compare the language skills of delinquent and non-delinquent adolescents and hence there is a need to analyse the existing conditions in language abilities. So normative survey method used in this study. Survey research entails asking a group of individuals questions, then examining the answers to learn more about them. Surveys are a versatile way to gather data and get results.

Sample

The sample of the study includes 55 Delinquent adolescents of Juvenile Correctional Centre of Tirunelveli district and 55 Non-Delinquent adolescents from the government schools of Tirunelveli district.

Tools

The following tools are used for collecting data from the sample.

1. General Data Sheet
2. Language skills Proficiency test constructed and validated by the investigator.

Statistical Techniques

- i. Arithmetic mean
- ii. Standard Deviation
- iii. Percentage analysis
- iv. t –test
- v. Pearson’s Product moment correlation

CONCEPTUAL FRAMEWORK

Juvenile Delinquency

Juvenile delinquency refers to a wide range of behaviours that kids and teenagers engage that society does not condone. The Latin term "Ju", "Venis," which means "thereby young," is the source of the English word "juvenile." A delinquent child is one who not only a child but youth who routinely disobeys the reasonable and legal orders of his parents or other persons in positions of legal responsibility, according to Ruth Caven. (Visanth & Mallesha, 2017)

Juvenile Justice (Care and Protection of Children) Act, 2014

The purpose of the Adolescent Justice (Care and Protection of Children) Act, 2014 is to replace the outdated Adolescent Justice (Care and Protection of Children) Act, 2000, so that juvenile offenders in the age range of 16 to 18 can be tried as adults for serious crimes. All individuals who were under the age of 18 on the alleged offence date will be referred to as "Juveniles in Conflict with Law." It was unanimously approved by the Lok Sabha on May 7, 2015, and is still pending in the Rajya Sabha. Each district must have a Juvenile Justice Board (JJB) to handle issues involving minors in legal conflict, per the Juvenile Justice (Care and Protection of Children) Act, 2015.

Statistics in comparative mode displaying recent development

It shows the recent elevation in crimes and offenders below the age 18 in India, especially in Tamil Nadu. The Statistical Section of the Bureau of Police Research and Development (BPR&D), one of the four entities that were combined into NCRB at the time of NCRB inception, became the Statistical Branch of the National Crime Records Bureau (NCRB). The Branch publishes three publications yearly: Crime, Unintentional Deaths, and Suicide in India and India's Prison Statistics. The main informational resources on these topics are these publications. 36 States/UTs and mega-cities (cities with a population of at least 10 lakhs as of the most recent census), which are considered mega-cities, provide the statistics for; Crime in India and Accidental Deaths and Suicides in India. The report is published once the preparation work for it is finished. On the NCRB website, under the Publications section, all the reports are made public (NCRB, 2020). The data below was gathered from this website to demonstrate the current increase in criminal activity in India.

Figure 1.1

Crime committed by Juveniles in 2018-2020 (IPC-SLL)

Crime Committed by Juveniles (IPC+SLL) - 2018-2020						
Sl	State/UT	2018	2019	2020	Actual Population of Children (in Lakhs) (2011)	Rate of Total Crime by Juveniles (2020)
[1]	[2]	[3]	[4]	[5]	[6]	[7]
STATES:						
1	Andhra Pradesh	966	820	759	151.1	5.0
2	Arunachal Pradesh	31	24	15	5.9	2.5
3	Assam	150	129	247	120.8	2.0
4	Bihar	671	1560	827	475.0	1.7
5	Chhattisgarh	1911	1647	2090	97.5	21.4
6	Goa	20	27	25	3.8	6.5
7	Gujarat	2040	2025	1812	209.2	8.7
8	Haryana	1178	1319	1042	91.2	11.4
9	Himachal Pradesh	232	181	202	21.5	9.4
10	Jharkhand	79	76	59	138.4	0.4
11	Karnataka	528	453	438	193.5	2.3
12	Kerala	475	451	331	94.1	3.5
13	Madhya Pradesh	5232	5522	4819	287.6	16.8
14	Maharashtra	5880	5189	4079	361.1	11.3
15	Manipur	10	2	20	10.3	1.9
16	Meghalaya	71	75	59	13.8	4.3
17	Mizoram	31	23	21	4.2	5.0
18	Nagaland	10	6	3	8.2	0.4
19	Odisha	1078	1162	1095	144.1	7.6
20	Punjab	236	246	267	87.4	3.1
21	Rajasthan	2068	2397	2386	281.4	8.5
22	Sikkim	9	4	12	2.1	5.8
23	Tamil Nadu	2304	2686	3394	206.6	16.4
24	Telangana	1408	1352	1013	113.8	8.9
25	Tripura	44	39	28	12.3	2.3
26	Uttar Pradesh	1048	976	1282	853.3	1.5
27	Uttarakhand	179	94	77	38.0	2.0
28	West Bengal	503	537	586	300.0	2.0
TOTAL STATE(S)		28392	29022	26988	4326.1	6.2
UNION TERRITORIES:						
29	A&N Islands	25	19	20	1.1	17.8
30	Chandigarh	137	117	50	3.2	15.4
31	D&N Haveli and Daman & Diu	15	28	24	1.9	12.5
32	Delhi	2727	2783	2455	55.4	44.3
33	Jammu & Kashmir	285	299	171	49.1	3.5
34	Ladakh	-	-	0	0.8	0.0
35	Lakshadweep	0	0	2	0.2	10.0
36	Puducherry	10	1	58	3.6	16.2
TOTAL UT(S)		3199	3247	2780	115.4	24.1
TOTAL ALL INDIA		31591	32269	29768	4441.5	6.7

Note. The figure shows the crime rate by the juveniles of the year 2020 and emphasis shown to Tamil Nadu juvenile crime rate.

<https://ncrb.gov.in/en/node/3423>

Figure 1.2

Education and family history of youth detained in major cities in 2020

Education & Family Background of Juveniles Apprehended in Metropolitan Cities - 2020

Sl	City	Education						Family Background			
		Illiterate	Upto Primary	Above Primary to Matric	Above Matric to High Secondary	Above Higher Secondary	Total	Living with Parents	Living with Guardians	Homeless	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]
1	Ahmedabad (Gujarat)	3	147	335	37	8	530	530	0	0	530
2	Bengaluru (Karnataka)	6	52	138	16	1	213	204	9	0	213
3	Chennai (Tamil Nadu)	9	372	459	159	21	1020	919	70	31	1020
4	Coimbatore (Tamil Nadu)	3	4	21	5	0	33	33	0	0	33
5	Delhi City	404	956	1264	238	36	2898	2356	287	255	2898
6	Ghaziabad (Uttar Pradesh)	0	0	0	0	0	0	0	0	0	0
7	Hyderabad (Telangana)	22	4	103	89	63	281	255	5	21	281
8	Indore (Madhya Pradesh)	0	194	146	10	4	354	302	52	0	354
9	Jaipur (Rajasthan)	5	71	152	38	0	266	263	3	0	266
10	Kanpur (Uttar Pradesh)	0	0	14	5	0	19	12	0	7	19
11	Kochi (Kerala)	0	5	17	13	0	35	35	0	0	35
12	Kolkata (West Bengal)	19	41	23	17	7	107	57	12	38	107
13	Kozhikode (Kerala)	0	0	13	0	0	13	13	0	0	13
14	Lucknow (Uttar Pradesh)	0	0	69	56	19	144	144	0	0	144
15	Mumbai (Maharashtra)	0	72	231	90	15	408	374	24	10	408
16	Nagpur (Maharashtra)	21	84	179	53	3	340	316	14	10	340
17	Patna (Bihar)	9	11	8	0	0	28	12	6	10	28
18	Pune (Maharashtra)	28	95	205	31	2	361	343	18	0	361
19	Surat (Gujarat)	0	425	0	0	0	425	425	0	0	425
	Total Cities	529	2533	3377	857	179	7475	6593	500	382	7475

Note. This figure shows that the juvenile rates in the Metropolitan cities of Tamil Nadu on the basis of education and family background of the year 2020. <https://ncrb.gov.in/en/node/3423>

Figure 1.3

Education and family background of juveniles apprehended in 2020

Education & Family Background of Juveniles Apprehended - 2020											
SL	State/UT	Education						Family Background			
		Illiterate	Upto Primary	Above Primary to Matric	Above Matric to High Secondary	Above Higher Secondary	Total	Living with Parents	Living with Guardians	Home-less	Total
[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]
STATES:											
1	Andhra Pradesh	122	240	424	105	9	900	722	65	113	900
2	Arunachal Pradesh	0	2	23	8	0	33	25	8	0	33
3	Assam	41	100	98	15	0	254	226	14	14	254
4	Bihar	218	213	311	93	34	869	654	147	68	869
5	Chhattisgarh	159	830	1346	203	15	2553	2157	284	112	2553
6	Goa	0	10	15	3	1	29	27	1	1	29
7	Gujarat	86	933	924	197	31	2171	2099	25	47	2171
8	Haryana	127	322	614	159	49	1271	1013	130	128	1271
9	Himachal Pradesh	2	55	149	39	0	245	242	3	0	245
10	Jharkhand	0	31	13	15	0	59	59	0	0	59
11	Karnataka	12	98	332	86	3	531	497	18	16	531
12	Kerala	0	20	224	166	24	434	402	20	12	434
13	Madhya Pradesh	465	1808	2463	611	150	5497	3520	1166	811	5497
14	Maharashtra	179	1120	2774	936	71	5080	4307	686	87	5080
15	Manipur	5	8	13	2	0	28	26	2	0	28
16	Meghalaya	4	22	46	0	0	72	69	3	0	72
17	Mizoram	7	3	12	0	0	22	22	0	0	22
18	Nagaland	0	2	7	2	0	11	5	3	3	11
19	Odisha	11	262	1009	78	0	1360	1279	53	28	1360
20	Punjab	23	64	193	40	12	332	296	14	22	332
21	Rajasthan	178	666	1261	605	220	2930	2618	252	60	2930
22	Sikkim	0	2	10	1	0	13	13	0	0	13
23	Tamil Nadu	60	712	2339	487	245	3843	3588	170	85	3843
24	Telangana	174	233	422	355	82	1266	1120	56	90	1266
25	Tripura	1	6	18	4	0	29	18	1	10	29
26	Uttar Pradesh	144	293	575	382	64	1458	1081	208	169	1458
27	Uttarakhand	20	13	28	17	7	85	40	36	9	85
28	West Bengal	49	111	401	62	7	630	440	79	111	630
TOTAL STATE(S)		2087	8179	16044	4671	1024	32005	26565	3444	1996	32005
UNION TERRITORIES:											
29	A&N Islands	5	5	12	3	0	25	24	1	0	25
30	Chandigarh	2	12	58	6	0	78	68	6	4	78
31	D&N Haveli and Daman & Diu	0	3	26	0	0	29	27	2	0	29
32	Delhi	406	995	1265	238	36	2940	2396	289	255	2940
33	Jammu & Kashmir	11	45	87	48	24	215	199	0	16	215
34	Ladakh	0	0	0	0	0	0	0	0	0	0
35	Lakshadweep	0	0	2	0	0	2	2	0	0	2
36	Puducherry	41	13	0	0	4	58	4	0	54	58
TOTAL UT(S)		465	1073	1450	295	64	3347	2720	298	329	3347
TOTAL ALL INDIA		2552	9252	17494	4966	1088	35352	29285	3742	2325	35352

Note. The third figure shows the crime rate of juveniles in Tamil Nadu state on the basis of Education and family background of the year 2020. <https://ncrb.gov.in/en/node/3423>

Through this the rise of juveniles has been shown evidence and there is need to lessen this diseased growth. For that education must be a capsule which will function as a game changer in the lives of juveniles.

Specific Court

The juvenile court was first instituted by the Bombay Act of 1924. Generally, it is the court for young criminals. The main idea behind it is that the delinquent is not allowed to mix with other criminals. In this court hearings are not conducted openly. Even the court is presided over by a juvenile judge. Keeping the juvenile in remand homes serves two purposes:

- i) He is segregated from other criminals
- ii) He is available for trial, whenever he is wanted.

Before the hearing is held, some probationary officers are appointed to study the young criminals and their environment. They study the situations before the case comes for hearing. A probationary officer is a counsellor as well as a friend to the young offender who also is placed on probation. Then the young criminal is committed for his hearing of the case in an institution called a certified school. A young criminal has to remain in a certified school till he completes 18 years of age. If he behaves well, he may be let off earlier. (Khan,2007)

Delinquent

Delinquency is a phrase that serves as a catch-all for various forms of antisocial behaviour. Delinquents pose a serious threat to society and to their own future. Juvenile delinquents are children who are delinquents before the age of eighteen. According to the

definition, a youngster who transgresses social expectations and morals is referred to as a delinquent.

“He is a child, who, not finding in his environment, food and opportunities for normal growth and development, reacts to his situation in aggressive ways that irritates as adults. Moreover, he tends to be the adolescent boy who belongs to a minority race, comes from a broken family is poor and is not a church goer or a member of an organization like the scouts.”

- Henry B. Nelson

(Shukla 2007, p. 402).

According to Healy (1915),

“A child who deviates from the social norms of behaviour is called delinquent.”

“A delinquent is one who behaves against social norms, breaks laws, creates indiscipline in school or other institutions disobey the rules. His immoral behaviour is considered not so serious that he should be considered a culprit, juvenile court look into his illegal behaviour.”

- Education Dictionary

Psychologists claim that it is due to a lack of development of the super ego. The juvenile offender cannot relate to the morals of his parents and pursues pleasure at the expense of morality and reality. The ego is as full of holes as the delinquency. Mowrer (1961) American Psychologist defined “delinquency as moral deficiency because of weak conscience due to improper teaching of the child in early age of life.” Often, delinquents are discovered during the adolescent time. In the meantime, delinquency is manifested because of needs which cannot be achieved in life and ultimately leading to aggression. This misbehaviour affects the level of development and results in extreme low intellect. The only way to cure delinquency is by parents and school. They are essential for

maintaining the mental health of kids who are already mentally sound and doing fine (Snekha & Gouri,2023).

Different psychologists have varied opinions regarding the role schools should play in special education. Children who are socially and mentally different from the average and hence require adjustments to customary school procedures receive special education. One school of thought, according to Bloch (1950), is that education in the narrow sense is what schools are for. School is not made of four walls, but of trained staff who are collectively responsible for the behaviour of children.

Reiss (1952). The personalities of young pupils are shaped by their parents and teachers. But self- confidence and resilience cannot be acquired from four walls but it is possible through four language skills. A language teacher can influence and develop the behaviour of children and prevent the rapid increase of juvenile delinquents. Imparting knowledge and self-confidence through language skills, intellectual skills and reasoning skills make them enabled to adjust in the society they live with.

Types

J.A. Had Field, a psychologist classified delinquency in various ways. They are:

- i) Benign Delinquency – crimes from legal point of view
- ii) Temperamental Delinquency – because of physiological activities
- iii) Simple Delinquency – outcome of a conflict between a child's needs and the social, educational, or environmental circumstances
(Anti-social behaviour)

- iv) Reaction Delinquency - reaction of the children against the society
(careful guidance needed)
- v) Psychoneurotic Delinquency - Repressed tendencies can find expression in
antisocial behaviour.
(Needed the help of clinical psychologist)
- vi) Aggressive Delinquency - physical aggression

The delinquents belonging to the category benign, temperamental and simple delinquency can be controlled by imparting knowledge, skills and ethical values to adjust in the society. Their behaviour can be acquired through good communication skills in accordance with social standard. The most frequent causes of lawbreaking are either a lack of knowledge, improper parenting, unmet wants, and unattractive sociocultural conditions brought on by an undesirable socio-cultural milieu. The role of parents is a notable one from childhood itself. If they encourage reading habits, in adolescent stage they will be proficient in English language skills.

Delinquency in India

An example of a developing nation where juvenile delinquency is common is India. All individuals who were under the age of 18 on the alleged offence date will be referred to as "Juveniles in Conflict with Law"

Causes

Delinquency is a phenomenon of multiple causes. It is the result of various factors interacting with each other. "Some are hereditary and others are environmental or psychological." (Khan,2007). The causative factors of juvenile delinquent mainly fall on

two factors. They are Primary (Biological and Psychological) and Secondary factors (family, school and society).

Figure 1.4

Causative factors of Juvenile Delinquent

Causative factors		
Social Factors	Family factors	Factors in the child
a. Low social class	a. Separation	a. Genetic factors
b. Poverty	b. Broken homes	b. Low I.Q. level
c. Poor housing	c. Divorce in the family	c. Physical abnormalities
d. Poor education	d. History of crime in the family	d. Lack of recreational activity
e. War or Post War conditions	e. Large family size	f. Personality characteristics
f. Problem at school such as harsh punishment	f. Child raising tactics such as inconsistent punishment, harsh treatment, or carelessness	g. Emotional Immaturity h. Mental Illness

Reformatory Measures

- 1. Probation:** Juvenile offenders are kept under the supervision of a probation officer, whose responsibility it is to watch over the offenders, assist them in

reintegrating into society, and ensure that they follow the bail- bond's regulations.

2. **Institutions:** Like foster homes, auxiliary homes, reformatory schools, reformatory certified schools, etc.
3. **Play therapy:** Children are given opportunity to participate in different games through which they can express their emotions and feelings.
4. **Finger painting:** The child provides with all painting material to painting his or her own way to express repressed motives in the child.
5. **Psycho drama:** The child is encouraged to participate in different role plays organized by the institutions which will help them to represent repressed motives.
6. **Vocational Training:** Vocational training can be provided to the delinquent children so that they become enable to settle down in trades learnt in schools.
7. **Follow up services:** It refers to systematic evaluation of the effectiveness of the counselling programme of the child after Rehabilitation, Guidance and Counselling and Behavioural techniques.

The Language Domains

The language competency standards are primarily used to direct the development and alignment of curricula as well as training and assessment for language learners. The Language proficiency standards offer a route to academic success for language learners by embracing both the language of the classroom and those of the academic subject areas.

All linguistic domains must be integrated in order to acquire language proficiency. The 4 language domains of language competency are Listening, Speaking, Reading and Writing. Language competency levels and associated model performance indicators further define the communication modality, which is reflected in the language domains. The following are these linguistic domains:

- i. **Listening** - Recognize, comprehend, analyse, and assess spoken languages in a context range
- ii. **Writing** - participate in written communications in a number of formats for many purposes and audiences.
- iii. **Reading** - evaluate, interpret & process written text, symbols & language with fluency and knowledge.
- iv. **Speaking** - Use oral communications in a context range for a variety of audiences and goals.

Speaking and writing are expressive skills that help us improve our command of the language, while reading and listening are receptive skills that help us get a better understanding of the material. The four skills that make up language learning include listening, speaking, reading and writing, Mission Skill Development has been the focus of various initiatives by the Indian government.

Interrelationship among Four Language Skills

The four language abilities of listening, speaking, reading, and writing are divided into speaking and writing, which are interrelated processes, and listening and reading, which are sequential processes. Language comprehension and production, according to system theory, are two aspects of communication in which information transfer and

psychological and cognitive processes are interrelated and inter-conditioned between speakers, listeners, readers, and writers (Nan, 2018).

Relationship between Listening and Reading

Reading and listening share same psychological activity and decoding process, making them not only the essential means of understanding language but also the key ways of learning it. Reading and listening are receptive abilities that require both surface understanding and in-depth comprehension. Readers and listeners actively take in information by relating it to their knowledge, experience, and expectations. First, hearing can improve one's ability to respond to language, which promotes reading more quickly. Reading is a psycholinguistic guessing game that requires prior knowledge that is stored in the brain as a schema in order to succeed (Goodman, 1967). Students' schematic knowledge can be expanded by reading, which is helpful for enhancing listening comprehension. Reading exposes pupils to a wide variety of words, which helps them hone their listening abilities. Reading and listening are both considered to be micro skills. Reading gives pupils more chances to think in English, which will enhance their listening comprehension (Nan, 2018).

Relationship between Speaking and Writing

Writing and speaking are examples of productive abilities. Speaking demonstrates the pupils' language proficiency through the use of vocabulary, grammar rules, rhythm, and tone. Writing involves more complex grammatical patterns and logical reasoning. Speaking and writing are connected and benefit from one another. Effective collaboration with other talents leads to the development of specific language skills. The pupils might become more accustomed to the language subject by speaking more. Writing can be sped up by more speaking. The capacity to talk more appropriately will improve with more

writing. Writing can improve pupils' word choice and grammar skills as well as their ability to explain themselves clearly and compose effectively (Nan, 2018).

Relationship between Listening and Speaking

Speaking as a productive ability is a part of the explicit process, but listening as a comprehensive talent is a part of the implicit process. Thus, they are two closely linked but diametrically opposed psychological activities in oral communication, one from surface structure to deep structure and the other from deep structure to surface structure. In order to speak, one must first listen. Speaking is significant as a signalling tool to negotiate improved listening because one can only express themselves if they grasp what they hear. What a person can speak fluently, he or she can understand readily. The ability to internalise new information is improved by increased speech. The objective of communication cannot be achieved through speaking or listening alone (Nan, 2018).

Relationship between Reading and Writing

Writing and reading are complimentary components of written communication. The same cognitive process underlies both reading and writing in humans. Both rely on understanding of schematics. Writing starts with reading. Students can extend their ideas and improve the writing's content by reading a lot. The best technique to signal and improve reading efficiency is through writing. Reading will become quicker, more accurate, and more efficient when textual information is employed in writing (Nan, 2018).

Both groups, delinquents and non-delinquents, must occasionally interact with society in order to advance their careers. All businesses employ productive, successful employees. For these reasons, the government must use a variety of agencies to target not only formal students but also for youth who are in conflict with law in an effort to alter their outlook on life. This study tries to show how delinquent and non-delinquent

adolescents differ in their levels of proficiency. Since language is a means of communication, mastering language skills is essential to succeeding in a variety of situations. Language serves as the high-level study and fresh thinking medium. Its purpose in education is to transfer knowledge, and in everyday life, it serves as a tool for information gathering. Language is essential for learning, memory retention, and recall. It is the child's fundamental need.

DELIMITATIONS OF THE STUDY

1. The research is delimited to one Observational Home for delinquents and adolescents studying in three schools for non- delinquents only from the schools of Tirunelveli district.
2. The sample size is limited to 55 delinquent and 55 Non –Delinquent adolescents only.
3. For comparison between non- delinquent and delinquent adolescents and to differentiate both groups, the legal term of juvenile delinquents was not mentioned.

ORGANISATION OF RESEARCH REPORT

The thesis of the study is presented in five chapters.

Chapter 1 includes introduction, significance & need of study, important terms and their definitions, objectives of the study, statistical tools and techniques used for the study, conceptual framework of study.

Chapter 2 describes the review of related literature to the present investigation.

Chapter 3 describes the methodology, the sample used for study, the tools used for study, data collection procedure and statistical techniques.

Chapter 4 contains details of analysis of data, their results and also the interpretation for the same.

Chapter 5 contains the findings, conclusions, educational implications, recommendations and suggestions.

Summary

In this chapter, we discussed introduction, significance and need of study, important terms and their definitions, study objectives, statistical tools and techniques used for the study and the conceptual framework of study. The next chapter discusses the literature review of the study.

CHAPTER II

CHAPTER II

REVIEW OF RELATED LITERATURE

- Theoretical overview
- Review of related studies
- Critical review

CHAPTER 2

REVIEW OF RELATED LITERATURE

Theories of Juvenile Delinquency

Traditional delinquency theories are divided into three categories, with constitutional factors, psychological factors, and social factors viewed as the primary causes of delinquency. The issue of juvenile delinquency offers plenty of room for sociological theory development. Three main sociological traditions, including conflict theory, symbolic interactionism, and structural functionalism, all contribute to the understanding of delinquency.

Ellis, Johnathon, & Walsh et al., (2008) According to the most recent criminological study, this is the most frequently supported account of both minor delinquent and major criminal behaviour. Some people learn criminal behaviour in the same way that others learn conformity, according to the social learning hypothesis of crime. People are born with no desire to break the law or conform to social norms, according to the argument. The hypothesis then asks, "Why does a person commit crimes?" The answer to this question emphasises the interaction of the mind or cognition, behaviour, and environment during the learning process. Symbolic interactionism is a social psychological theory that holds that all human behaviour can be understood as the result of a communication process. It argues that humans use symbols to communicate and that their behaviours are influenced by what those symbols mean to them. Symbolic interactionists argue that people learn the meaning of symbols through social interaction, so meaning is social in nature.

Gardner and Shoemaker, 1989 "Social Bonding and Delinquency: A Comparative Analysis, subject the social bonding theory of delinquency to a multivariate study", which

includes a comparison of rural and urban areas. Although a lack of social bonds is equally substantially associated with delinquency committed by urban adolescents, the findings point to bonding scales as a more compelling explanation of misbehaviour among rural youth. Furthermore, peer attachment is positively related to delinquency, whereas peer conformity is negatively related to delinquency. However, it was also noted that the relationship between delinquency and social ties had a significant racial component. Given the sample's characteristics and scale scores, it was unable to draw a firm conclusion that this racial influence operated independently of the type of community.

Social Development Theory

Hawkins and Weis 1985; Weis and Sederstrom 1981; Catalano and Hawkins, The involvement and interaction with prosocial others (e.g., family, peers, teachers) interacts with the presence of sufficient skills to produce perceived rewards, according to the hypothesis. Rewards from prosocial activities lead to attachment to these prosocial people and, eventually, the formation of prosocial beliefs. Prosocial beliefs are thought to reduce the likelihood of delinquency. Academic performance is viewed as a measure of a construct known as "interaction/involvement skills." It is hypothesised that children who excel academically will receive substantial rewards from prosocial others in schools and elsewhere, leading to prosocial attachments and beliefs. Intelligence, for example, is hypothesised to affect delinquency only through its effects on the level of interaction skills, perceived rewards of prosocial interactions, and interaction opportunities.

Primary Socialization theory

Donnermeyer, 2022 The Primary Socialization theory makes an effort to explain why people use and abuse drugs, particularly among adolescents. It is one of three hypotheses that make an effort to account for criminal behaviour that has deep rural roots. The other

two are Walter DeKeseredy and colleagues' male peer support for violence against women and Matt Lee and colleagues' civic community theory. Eugene Oetting and colleagues at Colorado State University at the Tri-Ethnic Centre for Prevention Research in the U.S. created the primary socialization theory in the 1990s. Despite the fact that the sociological concept of community later inspired their work, their academic backgrounds were in psychology and social psychology, despite the fact that the sociological concept of community later influenced their work. The term "Tri-Ethnic" refers to a concentration on three significant ethnic and cultural groups that inhabit rural areas in the western part of the United States. Hispanic, Native, and White Americans make up these rural communities; main socialization has rural roots, while it also applies to substance use and abuse in metropolitan settings.

Peer cluster theory

It is created by **Oetting** and colleagues at Colorado State University, served as the forerunner to primary socialization theory. This idea is on the basis of social learning theory, which proposed that interactions with close friends rather than just participation in a generalized peer culture are the main explanatory element in determining whether or not adolescents use substances. The people closest to teenagers, particularly peers they know well, serve as a reference group for their decisions. Attitudes and behaviours must be learned.

Interactional theory

Thornberry et al. (1991), Thornberry (1987), Attachment to others, such as parents, peers, or teachers, is hypothesised to lead to a commitment to socially sanctioned modes of behaviour and the development of beliefs that prevent participation in delinquent behaviour. Furthermore, according to interactional theory, current delinquent behaviour

affects attachment and commitment. Academic performance is regarded as a component item of the "school commitment" construct. This construct also includes how well students like school and how hard they work in school (Thornberry et al. 1991). Thus, poor academic performance is interpreted as a lack of commitment to school, which influences delinquency via beliefs. Individual attachment and commitment are influenced by structural factors such as socioeconomic status. Finally, this theory acknowledges the importance of individual factors such as intelligence or attention issues.

Crime Pattern Theory

Ceccato, 2022 studied the issues that affect people in rural regions, an increasing number of scholars in rural criminology use a rational choice perspective. Other situational theoretical frameworks utilized in rural criminology, such as routine activity, situational crime prevention, and other similar techniques, are supported by rational choice (such as crime prevention through environmental design & crime pattern theory). Crime is thought to be the outcome of individual decision-making processes under the rational choice theory. As Cornish and Clarke noted, the decision of a person to commit a crime is based on the expected rewards compared to the likelihood of being caught. The rational choice approach presupposes that people attempt to select the best option available, even if it involves risk, in order to achieve these goals.

According to this theoretical perspective, criminal behaviour develops through a series of stages and choices, and criminal decision-making is crime-specific since incentives and dangers vary from situation to situation. This leads to the conclusion that crime prevention should also be crime-specific because the elements that criminals take into account before committing an offence vary depending on the type of offence. The rational choice perspective expects criminal decisions to be divided into two major

categories: "involvement decisions" and "event decisions." In contrast to involvement decisions, which deal with an offender's criminal career as well as initiation, habituation, and desistance, event decisions are crime-centered and focus on the commission of crime. They involve choices and decisions made when preparing for, carrying out, and concluding the commission of a specific type of crime.

Self-Control Theory

The broad theory of crime is the most recent **Gottfredson and Hirschi (1990)** theory. Their theory places a strong emphasis on the distinctive, individual trait of (poor) self-control, or the predisposition to pursue short-term pleasure at the expense of considering long-term consequences. The higher order construct of self-control, according to Gottfredson and Hirschi, consists of six characteristics that are all present in people who have (low) self-control: impulsivity, preference for simple tasks, risk-taking, preference for physical over mental activities, self-centeredness, and an explosive or short temper. The general theory of crime states that when (poor) self-control is joined with the abundance of opportunity for crime, the probability of all forms of antisocial and criminal action will rise in a typically linear manner. In addition to the majority of other traditional correlates of crime, which theorists contend are merely expressions or selective effects related to self-control, this interaction ought to be a primary component of crime.

Gene-Based Evolutionary Theory

From an evolutionary standpoint, a number of hypotheses of criminal (and antisocial) conduct have been put forth, some of which clearly state that people differ in their genetic propensities to commit crimes. Those hypotheses are referred to as "gene-based evolutionary theories". Gene-based evolutionary theories come in two varieties. There is a section devoted to particular crimes, such as rape, marital abuse/murder, and

child abuse and neglect. The second category includes two general explanations of criminal and antisocial behaviour: the r/K theory & the cheater (or cad vs. dad) hypothesis. In addition to the presumption that genes contribute to the variability in criminal (and antisocial) behaviour, all five of these hypotheses assume that natural selection has acted on human populations to create reproductive niches for individuals and organisations that victimise others.

Structural Functionalism and delinquency

According to structural functional theories, social process stresses and failures are what lead to delinquent behaviour. These theories centre on the institutions that train people to conform to the behaviours that are prized and despised in society, like the family and the school. Why do many people behave in ways that defy this consensus during adolescence is the question structural functional theories seek to explain. In other words, why do so many teenagers defy the social norms that it is obvious we all share?

Review of Related Literature

The investigator has attempted to review significant research that can adequately shed light on the many study-related concerns as a precursor to the study. The following headings have been used to present the review.

- a) Studies related to Delinquents
- b) Studies related to Language Skills of Delinquents
- c) Studies related to Language Skills of Non – Delinquents
- d) Studies related to Comparative study of delinquents and non-delinquents

- e) Studies related to the differences between delinquent and non-delinquent adolescents

Studies related to Delinquents

According to **Matza & Sykes (1957)**, there are now two main categories of explanations for juvenile delinquency: On the one hand, juvenile delinquency is seen to result from emotional problems or personality disorders within the individual. Contrarily, delinquency is thought to be the outcome of relatively normal personalities being exposed to a disrupted social environment, notably in the form of a deviant subculture where some people learn to be delinquents and others learn to follow the law. Unfortunately, the theoretical tension between these two viewpoints has been heightened by the fact that professional arrogance occasionally has disastrous consequences.

Through a meta-analysis of naturalistic studies of the relationship between academic performance and delinquency as well as intervention studies aimed at both enhancing academic performance and lowering delinquency, **Maguin and Loeber (1996)** examined the relationship between academic performance and delinquency. They discovered that children with lower academic performance committed offences more frequently, more seriously and violently, and persisted in their offences. Males were more strongly associated than females, and whites were more strongly associated than African Americans. Delinquency was predicted by academic performance regardless of socioeconomic position. Some intervention and prevention programmes have been found to significantly improve academic performance when they include law-related or moral education components for adolescent children and self-control, social skills, and parent training components for young school-age children.

Sue E. Eaton, 1986 Many studies have been conducted on the prevalence of learning disabilities in the population of juvenile delinquents. One investigation conducted by the United States Government, found that juvenile delinquents have severe learning problems. Learning disabilities appear in eight to 10 percent of all school age children and adolescents. Of that group, 39 to 63 percent show a language disorder syndrome which may negatively affect school learning over a broad range of the curriculum area. The prevalence of learning disabilities in the juvenile delinquent population is significantly higher.

Academic performance and delinquency may be related in one of three ways, according to **Rutter, Tizard, and Whitmore (1970)** either low academic performance precedes delinquency, or delinquency precedes low academic performance, or both are related via a common antecedent variable. Which of these hypotheses is true will have a significant impact on criminology, both theoretical and applied, as well as on education. The overall goal of this essay is to answer this question. The research on educational success and delinquency yields four key conclusions. First off, while better academic performance is linked to reluctance to commit crimes, poor academic performance is linked to the prevalence and onset of delinquency. Second, male delinquency and poor academic performance are both frequently caused by attention and intelligence issues. Third, intervention studies demonstrate a correlation between improvements in academic performance and declines in the prevalence of delinquency. Fourth, studies on successful interventions varied for kids of largely various ages. The more effective intervention programmes included legal or moral education components when the participants were teenagers.

In a study on the causes of juvenile delinquency and community efforts to avoid it, **Surong and Lyngdoh (2020)** made these claims. One of the major issues that practically

all societies in the globe are dealing with is juvenile delinquency, and Shillong, Meghalaya, is no exception. The current study, conducted in Shillong, Meghalaya, aims to examine the factors that influence juvenile offences and how communities might take preventive action to assist slow their growth. The study's research methodology was exploratory. The study's samples were scheduled to consist of 26 respondents, including teachers, headmasters, police officers, officers from juvenile observation homes, social workers, and teachers, but only 18 of them answered. Among the 18 respondents, 7 were teachers and 11 were members of the police force. Data collection and analysis were done using a semi-structured questionnaire and thematic analysis. After the study was completed, it was discovered that peer pressure, the adolescent stage (emotional instability and personality), financial instability, environmental factors (family background, parental skills, and surroundings), and social media are the main factors that cause children to commit crimes. It was also discovered that schools and communities can develop awareness campaigns, role plays, and counselling to teach young people how to engage in positive self-appraisal, handle conflict, and deal with aggression. Education also plays a significant role in forming a person's belief system and moral values.

A pilot study was carried out by **Blondet and Guiraud (2017)** among juvenile offenders in France. To provide desperately needed information on language issues among a small group of young offenders transiting the French prison system and to increase awareness of their communication challenges, an assessment of spoken language impairment in connection to advancement through the prison system was conducted. An evaluation of 19 individuals' formal and functional oral language was done. The two facets of language faculty were investigated using productive and receptive activities. The markers for linguistic issues were six core tasks. A sentence repetition test, a sentence completion task, and a discourse task utilising a reminder of an oral account were used to

measure morphology and syntax. Some subjects didn't follow the protocol to the end. However, the following are the key findings: 19 of the individuals scored less than 1.65 SD in 15 of them. This investigation verified that the population under examination had significant oral language impairments. The possibility that these challenges might affect how quickly young offenders go through the jail system was also partially validated.

Studies related to Language Skills of Delinquents

Sanger (1999) The findings of earlier studies on the widespread prevalence of communication issues among young offenders are acknowledged in this study. For this study, a sample of 28 female offenders and 28 non-offenders was selected. In order to assist professionals working in correctional education in understanding the communication styles of offenders and facilitating the development of programmes for adjudicated juveniles, three research questions are examined. The three questions are as follows: (a) How do female offenders' structural and pragmatic language skills compare to those of non-offenders on a formal and casual language sample? (a) Are female juvenile offenders aware of the rules guiding polite conversation? (c) What communication patterns are revealed by extended observations of female delinquent youth in order to aid professionals working in the field of correctional education in understanding the communication tendencies of female delinquents and helping them to develop programmes for adjudicated youth. Research on the frequency of communication issues among female delinquent juveniles is summarised for professionals, together with information on what delinquents already know about communication and how young people interact in a correctional institution. Delinquents' communication issues have implications that experts should take into account as they provide assistance for violent children. Both instructors in school settings and specialists in the field of correctional education are given recommendations.

Cundiff (2013) conducted a study on Ordered Delinquency: The “Effects” of Birth Order On Delinquency that Juvenile delinquency has long been associated with birth order in popular culture. While images of the middle child acting out for attention or the rebellious youngest child readily spring to mind, little research has attempted to explain why. Drawing from Adlerian birth order theory and Sulloway born to rebel hypothesis I examine the relationship between birth order and a variety of delinquent outcomes during adolescence. Following some recent research on birth order and intelligence, used new methods that allowed for the examination of both between-individual and within-family differences to better address the potential spurious relationship. The findings suggested that contrary to popular belief the relationship between birth order and delinquency is spurious. Specifically, the finding was birth order effects on delinquency are spurious and largely products of the analytic methods used in previous tests of the relationship.

Begue & Roche (2003) examined a study on “Birth order and youth delinquent behaviour testing the differential parental control hypothesis in a French representative sample studies on delinquent behaviour have frequently shown that firstborn children are less involved in delinquency than middle-born children. We suggest that differential parental control of the children depending on their ordinal position might account for this phenomenon. The study, carried out with a French representative sample (n=1129), and age ranges from 12-19. This indicated that firstborns were more supervised than middle-borns. First borns reported less minor offences and serious offences than middle-born children. However, when sibship size and parental supervision were controlled in a subsequent analysis of covariance, the effect of ordinal position on serious offences disappeared, whereas the birth-order effect on minor offences declined but remained significant. It is concluded that ordinal position plays a moderate role in delinquent behaviour and that this effect is partly induced by differential parental control.

Stackhouse, Clegg, and Hopkins (2016) opinions of juvenile offenders on their communication and literacy abilities, This study explores how young offenders perceive and interact with literacy and interpersonal communication. It answers the ensuing queries. How satisfied are young adults with their own literacy and communication abilities? How significant are these skills in their eyes? How much do young people (YOs) think they comprehend other people in communication? How satisfied are young people with their interpersonal communication and how does this affect conflict at home, at school, and in the juvenile justice system? A local juvenile offending service recruited 31 YOs on court orders as part of an opportunity sample. A framework analysis method was used to analyse 26 qualitative individual semi-structured interviews, two focus group interviews, and other data. The results showed that YOs and the personnel that work with them need more help and training in language, literacy, and communication.

Mezzich and Giancola (2000) Linguistic proficiency and antisocial behaviour in conduct-disordered adolescent females are mediated by executive cognitive function, Their research sought to ascertain two things: (1) whether adolescent females with conduct disorders (CD) exhibit poorer language abilities and lower executive cognitive functioning (ECF) in comparison to controls, and (2) whether ECF mediates the relationships between language abilities and various types of antisocial behaviour (ASB). The Test of Linguistic Competence was used to gauge language proficiency. Additionally, ASB was evaluated using several self-report and psychiatric interview indices depicting minor delinquency to serious violence, and ECF was examined using multiple neuropsychological tests. 223 teenage females with CDs and 97 healthy controls, all between the ages of 14 and 18, made up the subjects (N = 320). Comparing the CD group to the controls, they showed noticeably worse verbal abilities and lower ECF. According to the study's findings, the CD group demonstrated considerably worse linguistic abilities and lower ECF when compared

to the control group. These results are consistent with a substantial body of research showing that the two most dependable neuropsychological issues in antisocial young people are language and ECF deficiencies.

Cathy Qi, Almut Zieher, M. Lee Van Horn, Rebecca Bulotsky Shearer, and Judith Carta (2020), The goal of this study, Language Skills, Behaviour Problems, and Classroom Emotional Support among Preschool Children from Low-income Families, was to investigate the relationship between language skills and behavioural problems, as well as the potential moderating role of classroom emotional support quality in this relationship, in 242 preschool children from low-income families. Each kid was given the Preschool Language Scale-5 individually. The Emotional Support domain of the Classroom Assessment Scoring System for Pre-Kindergarten was used to assess the quality of classroom emotional support. The findings revealed that the inverse association between linguistic ability and behavioural issues varied by the level of emotional support supplied by instructors in the classroom. Children with lesser language skills, in particular, displayed higher levels of behaviour problems in classrooms where teachers provided less emotional support. This study's findings have crucial implications for improving teachers' emotional support for children with limited language skills, as well as for future research.

The Incidence of Reading and Spelling Problems Among Inmates of Facilities for Forced Care of Juvenile Delinquents was a study by **Svensson, Lundberg, (2001)**. Estimating the incidence of reading and writing difficulties in juvenile facilities was the major goal of this inquiry. The study examines discrepancies between immigrant students and Swedish students as well as gender differences. The study included word identification, spelling, and reading comprehension assessments on 163 students from 22 different institutions. More than 70% of respondents revealed some reading and spelling issues. Just 11%, however, experienced severe difficulty. In addition, while having the same degree of word

reading proficiency as Swedish boys, immigrant boys' comprehension abilities were poorer. Instead of being caused by innate dyslexia issues, the high frequency of reading and writing challenges appears to be more closely linked to social and cultural variables, family backgrounds, irregular school attendance, and low self-esteem. This conclusion may have substantial implications for the intervention procedure.

Relative studies on the importance of language skills

A study on the specific links between various types of language impairment and particular behavioural issues in children was attempted by **Daal and et.al (2007)**. An extensive battery of language test was used to evaluate the language impairment. The behaviour profile of the kids was assessed using the Child Behaviour Checklist. In the results of the factor analysis, speech, syntax, semantics, and phonology were identified as four language factors. Of the children, 40% had very substantial behavioural problems. The four behavioural problem categories that arose most commonly were: violent conduct, somatic complaints, withdrawn behaviour, and thought problems. Behavioural problems were associated with three out of the four linguistic traits, although not as strongly with speech problems. Forty percent of the kids showed severe, major behavioural issues in semantics and phonology. The four types of behavioural issues that sprang up most frequently were: withdrawn behaviour, somatic complaints, thought issues and violent behaviour. Three of the four language characteristics were linked to behaviour issues, but not as strongly to speech issues. In particular, internalizing behavioural issues like aggressive and delinquent behaviour were linked to semantic language impairments. The finding suggests there is a need for tailored therapies for various behavioural as well as language-related issues.

Gregory and Bryan (2011) evaluated how a speech-language intervention affected the juvenile offenders' linguistic abilities. Investigating the literacy and communication

experiences and views of young offenders between the ages of 12 and 18 was the aim of the study. Reading and writing are referred to as literacy in this context. The key research questions are around how satisfied young offenders are with their own literacy and communication skills, as well as how important they think these abilities are for young juveniles. How well do young offenders believe they can understand others through communication? How satisfied with their linguistic interactions with others are juvenile offenders? How does this impact conflict between young people, at home, and at school? A score on the Word Association test that was either 1 SD or lower than the age-equivalent normative mean for any of the two subtests of the Clinical Assessment of Language Fundamentals was necessary for speech and language intervention (i.e., Formulated Sentences, Understanding Paragraphs, Word Association & Communication Observation Schedule.). 72 members of the sample met the criteria to receive the communication intervention. According to the study, juvenile offenders may have quite severe receptive and expressive language disorders.

Malmgren and Leone (2000) titled "*Effects of a Short-Term Auxiliary Reading Program on the Reading Skills of Incarcerated Youth*", Young people who are detained frequently have subpar reading abilities. Even if poor academic performance does not directly lead to delinquent behaviour, it is strongly connected with high rates of recidivism and reoffending. 103 minors were selected at random and judged in the detention. This study looked at the academic performance of 45 juvenile offenders who participated in a rigorous, 6-week summer reading programme. The intervention included daily whole language reading tasks and about three hours of direct instruction. Reading proficiency was assessed before and after the test using the third version of the Gray Oral Reading Tests (GORT-3). Three of the four reading sub-tests showed a substantial improvement in

paired t-tests of pre- and post-test standardised scores. However, participant reading skills as a whole remained low, indicating the need for more long-term interventions.

Kulichenko (2017) studied current linguistic and didactic trends and came to the conclusion that the country's recent social and economic transformations have created new demands for economists and other academic disciplines. A significant part of developing the professional traits of future economists is the study of the English language. The study came to the conclusion that instructional strategies involving interaction, such as role-playing, brainstorming, case studies, and discussion, encourage active participation from all parties in the communication process.

Through these reviews it is clear that encouraging the learners and make them realize how important English language is apart from their mother tongue have a chance of being cultured and reach their full potential by educating in a responsible and principled manner. The core vision of empowering our future generation is to be morally, ethically and intellectually strong with a learner- centric approach for both delinquents and non – delinquents. The recommendations of NEP 2020 are solely aimed to making quality education accessible and equitable not only for school going students but also for the juveniles too.

Studies related to Language Skills of Non – Delinquents

Chengyu Nan (2018) did a study on how the four language skills of listening, speaking, reading, and writing interact in real communication. The study was titled Implications of Interrelationship Among Four Language Skills for High School English Teaching. The system approach contends that interaction and coordination between the four abilities, rather than a simple sum of the four skills, are what lead to improvements in whole language competence. This study examines the interaction among four language skills and

discovers that they have a close and significant impact upon one another. It does this by using some ideas of physiology and psychology as well as concepts of system theory. The paper then investigates the necessity and viability of enhancing high school students' total English language proficiency by combining four language abilities in a more practical and efficient manner.

According to the Bullock Committee Report, a student's degree of accomplishment is significantly influenced by their proficiency in language. The paper also makes the case that if teachers wish to raise their pupils' level of learning, they should focus more on raising student language proficiency. The relationship between listening and intelligence that has been shown in several research has been critically analysed by **Vineyard and Bailey** in 1960. According to the review, the relationships are fictitious and should be understood in light of a common element seen in reading, listening, and comprehension assessments.

Comparative studies of delinquents and non-delinquents

Reitzel (2006) investigated race differences in persistence/desistance: A trajectory analysis of major juvenile offenders tracked into adulthood explained the genesis of the criminal career model, establishing a significant touchstone for academic criminology and reigniting the long-running age/crime controversy within criminology. Because some offenders persist in offending well past the aggregate peak age, while others Desist in a more normative manner as they move through their individual lives, it suggests that there are different types of offenders with potentially different etiological underpinnings. However, the literature on persistence and desistance in the context of the life-course or developmental perspective is thin, and it becomes even thinner when race or ethnic differences are considered. Using a semi-parametric group trajectory modelling design to

examine adult violent and non-violent offending differences of a radically mixed sample of former juvenile offenders released from the California Youth Authority, this study seeks to contribute to the criminological literature on persistence and desistence within a developmental and life-course context. This study's findings revealed significant race and ethnic differences in persistent violent offending, as well as psychological and intellectual differences in nonviolent offending.

Tomita (2013) undertook a study on the "Comparative Analysis of Juvenile Delinquency and Non-Delinquency". Two identical samples of 30 patients, each assigned a level of juvenile delinquency or non-delinquency, were compared using comparative analysis. The purpose of the study is to characterise and examine the differences between juvenile offenders and nonoffenders utilising psychological measures to show disparities between them in terms of sadness, anxiety, aggression and maladaptive personality characteristics. The most difficult period of a child's growth as they approach maturity is adolescence. Because to the frequent physiologic and emotional disruptions, character aberrations, and behavioural disorders that frequently accompany children as they mature, this time appears to present the biggest challenges in the educational process. According to the study's findings, there are significant differences between the two groups of kids in terms of the factors examined. A large portion of these kids are intellectually below average and are unable to read or write.

Pandey & Kumari (2018) studied research based on 200 male adolescents, evenly distributed across the delinquent and non-delinquent groups, made up the sample for the study *Intellect of Juvenile Delinquents: An Empirical Investigation*. The 100 delinquents were persons who had broken the law and were being held in the observation homes. The equivalents who had not been delinquent (N=100) were individuals who were not criminals. The individuals chosen for the two samples were contrasted against one another

based on their intellect scores. The level of verbal intelligence of the study respondents was evaluated using the General Intelligence Test (GIT) created by S.M. Mohsin (1990). According to a statistical analysis comparing various groups of offenders and non-offenders with one another in terms of their level of intelligence, none of the offender groups were found to differ significantly from one another in terms of intelligence scores, but they did differ significantly from their non-delinquent counterparts. Nonetheless, it was discovered that the IQ levels of delinquents and non-delinquents were significantly different, showing that the former group possessed weaker intellectual prowess than the latter.

Critical Overview

In this chapter, the investigator has studied the reviews of juvenile delinquency theories and a total of 27 studies related to delinquent and non-delinquent related to language skills and the comparative studies also reviewed. The main reasons of delinquency are typically attributed to constitutional, psychological, or social elements in each of the three categories of delinquency theories. The issue of juvenile delinquency offers plenty of room for sociological theory development. Three main sociological traditions, including conflict theory, symbolic interactionism, and structural functionalism, all contribute to the understanding of delinquency and studies related to delinquents, Studies related to Language Skills of Delinquents, Studies related to Language Skills of Non – Delinquents, Studies related to Comparative study of delinquents and non-delinquents, Studies related to the differences between delinquent and non- delinquent adolescents are offered in this chapter. The next chapter discusses the methodology of our research.

CHAPTER III

CHAPTER III

METHODOLOGY

- Method used in the present study
- Administration of the tool
- Statistical techniques used

CHAPTER 3

METHODOLOGY

The research technique and methods used for data collection are covered in this chapter. It begins with a discussion of the research concept, then moves on to the research methodology, and concludes with a summary of the statistical approaches employed to address concerns about the validity and dependability of the instruments used to gather the data.

Methodology adopted for the present study

The process the researcher uses to carry out research is known as a methodology. It consists of tools, techniques, and procedures. Research methodology is the sequential approach used to investigate a problem with predetermined goals. The current study compares the English language proficiency of delinquent and non-delinquent adolescents. The investigator has chosen the Normative Survey method because the study's chosen problem has to do with survey type.

Sampling Population

The population is the entire group of people from which the selection is drawn. In accordance with the state board curriculum, the current study was performed on a group of non-delinquent adolescents enrolled in different higher secondary schools in the Tirunelveli district during the academic year 2022–2023. The second group of delinquent adolescents were housed for observation and rehabilitation in the Tirunelveli Juvenile Observational home in the year 2022–2023.

Sample for present investigation

The present investigation has sample consisting of 55 delinquent and 55 Non – Delinquent adolescents of Tirunelveli district. The investigator adopted Stratified Sampling technique.

Table 3.1

Details on the List of Schools visited

S.No.	Name of the institutions	Sample
1.	Mary Seargeant Girls Higher Secondary School, Tirunelveli	45
2.	St. Xavier's Higher Secondary School, Palayamkottai, Tirunelveli	40
3.	St. John's Higher Secondary School, Palayamkottai, Tirunelveli	40

Tools

The following instruments are utilized in the current study to gather data while keeping the study objectives in mind:

1. **General Data Sheet**
2. **Language Skills Proficiency Test** (prepared by the investigator and Bindu Gouri V.P.)

1. Planning of the Test

Language Skills Proficiency Test prepared by the investigator and Bindu Gouri V.P. aimed at measuring the language skills proficiency of non-delinquent students of Kanniyakumari district. The language skill test was planned to prepare by comparing State Board syllabus. The test is related to Listening, Speaking, Reading and Writing. It is ultimately planned to construct the tool based on the level of students who were selected as sample. After reviewing many language skills tools, a simple format was outlined.

2. Item Writing

The most important step is the construction of research tool and writing suitable item for the test. After a study of literature available on various language skills proficiency test, the investigator collected materials on different aspects of language skills proficiency and constructed 90 number of questions in different forms for the test preparation. It mainly followed the general pattern and the items were framed as - **Listening:** Phoneme discrimination, Audio listening, Visual listening, Match the following, Stress and Intonation, following directions, **Speaking:** Talk on topic, manipulation, reproduction, look and speak, translation, **Reading:** reading aloud, reading comprehension, **Writing:** Jumbled sentence, punctuation, homophones. Each item was given equal priority. The respondent must answer according to the instructions given. The prepared items are given for Item editing.

3. Item editing

Checking and examining items is the process of item editing. It needs much care and knowledge of the subject. The items were referred to three experts who were proficient in the field of education as well as English for modification. The

unclear elements were rewritten in simple and meaningful languages using the suggestions given. Out of that 60 questions were selected.

4. Item Arrangement

All items are grouped, arranged in a coherent order to increase the interest of the respondents and maintain the attention for responding.

5. Preliminary Try out

To determine the items' strengths and limitations, a preliminary test was organised. The challenges with timing and an approximate time limit for replying to the items were noted. This stage assisted the investigator in revising certain ambiguous and shaky items. Certain unclear elements were changed based on the results of the preliminary testing, and a draught scale was created.

6. Draft Form

The objects with the markings provided were printed to create the first draft. It consisted of 50 questions printed in English. Necessary instructions for the respondent were also printed in the draft scale. A separate response sheet was also constructed and printed along with the tool. The draft sample is provided in the Appendix C.

7. Final Try out

The tool was distributed to a sample of 100 students in classes from nine to twelve from various schools in the Kanniyakumari district. They were chosen at random from the population by choosing register numbers with an even number of digits. Both an individual and a group mode of the test were used. Listening, Reading and Writing assessments were given in groups under the instructor's guidance. Spoken and audio materials were used to administer the listening skill.

Speaking Skill test was given to each person separately. As a result, the test takes almost an hour to complete.

8. Scoring

With the aid of a scoring key that the investigator had created, the response sheet that had been gathered was graded. The language skills proficiency test was an objective type questions with one mark for correct response in which speaking skill was consisted of open-ended questions. After completion of scoring, the data were organized and tabulated for analysis and interpretation.

9. Item Analysis and Item Selection

The investigator used Anastasi method for Item Analysis. The validity and reliability of test depends upon the characteristics of their items, Item Analysis makes it possible to increase the validity and reliability of a test (Anastasi,2013). Item analysis help to improve tests through the selection, substitution and revision of items. The procedure is listed below:

The total score for each sixty for all the items were found out first. All 50 were divided into three arbitrary defined groups. The response sheets were arranged in ascending order on the basis of total score of the variable. The top twenty response sheet were taken as Upper Group (U), Middle twenty as Middle Group (M), and bottom twenty as Lower Group(L).

Items with average difficulty index and high discriminative power were selected for the final test. The final test consisted of 40 items.

Table 3.2 shows a detailed presentation of item analysis

Selected Items in the Language Skills Proficiency Test

S. No.	Upper(U)	Middle(M)	Lower(L)	U-L	U+M+L
1*	18	11	6	12	35
2*	15	14	6	9	35
3*	17	12	8	9	37
4*	19	15	9	10	43
5*	16	10	3	13	29
6	20	14	14	6	48
7	12	10	8	4	30
8*	18	11	10	8	39
9*	19	10	7	12	36
10	17	12	14	3	43
11	12	14	6	6	32

12	12	2	6	9	17
13	18	4	4	12	26
14*	20	11	18	2	38
15	12	5	4	8	21
16*	16	10	3	13	29
17	14	6	9	5	29
18	14	7	12	2	33
19	19	3	14	5	36
20*	20	11	18	16	35
21	12	5	4	12	17
22*	20	12	5	15	37
23	12	2	6	9	17
24*	19	16	6	13	41

25	9	6	4	5	19
26*	20	10	8	12	38
27	14	3	4	11	21
28*	18	13	8	10	39
29*	18	18	12	6	48
30*	20	12	4	16	36
31*	19	4	7	12	30
32*	18	13	8	10	39
33	6	1	5	1	12
34	9	6	4	5	19
35	14	3	3	11	20
36*	18	10	7	11	35

37*	20	12	8	12	40
38	12	7	4	8	23
39	6	1	5	1	12
40*	20	9	4	16	33
41*	13	7	7	8	39
42	12	5	0	12	17
43	4	7	3	1	14
44	19	7	1	18	27
45*	19	14	3	16	36
46*	16	10	8	8	34
47	12	7	3	9	22
48	18	6	3	15	27
49	6	3	5	1	14
50	12	5	4	8	21

Note. * represented the selected items.

Final format of the test

Out of 50 questions in the final try out, 40 items were selected for the final test. The final format of the test includes all the selected items arranged in order with necessary instruction. The response sheet was also given along with the tool. A copy of the final tool of Language skill proficiency test is given in Appendix D.

Establishing Reliability and Validity

Reliability and Validity are the two essential criteria to measure the effectiveness of the tool and data gathering procedure. Reliability signified the issues of consistency of measures. A reliable test is a trust worthy test. It is the accuracy of precision of measuring instrument. To Best (1978) Reliability is, “A test is reliable to the extend that if measures accurately consistency from one another”. In the present study the reliability co-efficient was found out by split-half method. It measures the degree of homogeneity of the items.

Validity refers to the success of tool in measuring what is meant to be measured. In the opinion of the experts, the language skills proficiency test possessed adequate content and face validity. Hence the tool was reliable and valid one.

Table 3.3*Details of the results of Reliability*

Contents	Percentage
Number of Sample	100
Number of Items	40
Correlation between odd half and even half	0.6012
Reliability Coefficient	0.7509

The calculated value was found to be 0.7. It showed that the test was reasonably reliable one.

Personal Data Sheet

The Personal Data Sheet was framed to collect the necessary details related to the students. Based on the background variables, selected for the study, the information sheet was constructed. It was constructed separately and collected along with the tool. The present study collected details regarding Gender, Age, Locality, Residing with, Parental qualification, Birth Order, Number of siblings and Monthly Income. Appendix E shows the Personal Data Sheet copy.

Administration of Tool

The administration of the test was done by visiting different schools of Tirunelveli district. The investigator explained the study purpose before- hand. Respondents were

students of classes 9 to 12. In Juvenile Observational Home, the tool was used after getting permission from the Juvenile Justice Board. The investigator provided proper instruction to the respondents with the help of a teacher from the Observational Home.

Listening, Reading, and Writing tests were given in groups under the supervision of an instructor. The Listening Skill was assessed using both spoken and audio sources. The Speaking Skill test was given to each student individually. As a result, the test takes about an hour to complete.

Statistical Techniques

In the present study, the investigator used the given statistical techniques

- i. t -test
- ii. Standard Deviation
- iii. Arithmetic mean
- iv. Percentage analysis
- v. Pearson's Product moment correlation

Summary

The research technique and methods used for data collection are covered in this chapter. It begins with a discussion of the research concept, then moves on to the research methodology, and concludes with a summary of the statistical approaches employed to address concerns about the validity and dependability of the instruments used to gather the data. The next chapter contains details of analysis of data, their results and also the interpretation for the same.

CHAPTER IV

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

- Analysis of data
- Interpretation of results
- Differential Analysis
- Inferential Analysis

CHAPTER IV

Data Analysis and Interpretation

Analysing data involves looking at the organised information to find underlying truths. To discover new facts, the material is examined from a variety of angles. Data analysis serves a specific purpose in and of itself. It is employed to give sense to the study's raw data and yield important findings (Sharma, 2007). In order to aid the researcher in gaining a grasp of statistical methods, he also mentioned that the analysis is conducted in two regions, namely descriptive analysis and inferential analysis. These two approaches each play a different part in comprehending the data gathered and determining the body's outcome.

Interpretation of Results

After the data has been analysed, it is the responsibility of the researcher to interpret the findings. According to Koul, (1988) crucial questions to ask when interpreting data is, what does the result show? What do they mean and what does it all signify? What is the answer to the initial issue? The purpose of interpretation is to carefully, logically, and critically examine the findings of the analysis while keeping in mind the sample size limitations. Without the influence of the researcher's opinion, the analysis should be properly conducted. It ought to be defensible in light of data analysis.

The t-test and Karl Pearson's Product Moment Correlation statistical methods were used in this study's investigation. The SPSS software was used to compute the results of the data analysis. On the basis of the predetermined hypothesis, the result is carefully interpreted. The following is a presentation of the data analysis and result interpretation.

Language Skills of Delinquent Adolescents and Non-Delinquent Adolescents

Table 4.1

Percentage Distribution of Different Levels of Language Skills of Delinquent Adolescents

Language Skills Proficiency	Count	Percent
Low	9	16.36
Medium	37	67.27
High	9	16.37
Total	55	100.00

From the **Table 4.1** it is clear that among the total sample of 55 delinquent adolescents, 16.36% of delinquent adolescents have low level of proficiency in language skills. 67.27% of delinquent adolescents have medium level of proficiency in language skills and 16.37% of delinquent adolescents have low level of proficiency in language skills. This indicates that majority of delinquent adolescents have medium level of proficiency in language skills.

Table 4.2

Percentage Distribution of Different Levels of Language Skills of Non-Delinquent Adolescents

Language Skills Proficiency	Count	Percent
Low	7	12.73
Medium	41	74.54
High	7	12.73
Total	55	100.00

From the **Table 4.2** it is clear that among total sample of 55 Non-Delinquent adolescents, 12.73% of Non-Delinquent adolescents have low level of proficiency in language skills. 74.54% of Non-Delinquent adolescents have medium level of proficiency in language skills and 12.73% of Non-Delinquent adolescents have low level of proficiency in language skills. This indicates that majority of Non-Delinquent adolescents have medium level of proficiency in language skills.

Differential Analysis

Comparison of Language Skills of total sample of Delinquent and Non-Delinquent

Adolescents

Table 4.3

Comparison of Language Skills for Total Sample of Delinquent and Non-Delinquent Adolescents

Language Skills		SD	N	t	p	Level
Mean						
Delinquent	26.95	6.45	55	4.73	0.000	0.01
Non-Delinquent	32.02	4.66	55			

From the **Table 4.3** it is clear that $p < 0.01$ and is significant at 0.01 level. Hence the null hypothesis is rejected. Therefore, delinquent and Non-Delinquent adolescents differ significantly in their proficiency in Language Skills. From the Mean scores, it can be said that the Non-Delinquent adolescents are found to have more proficiency in Language Skills than Delinquent adolescents.

Comparison of Language Skills of total sample of Delinquent and Non-Delinquent

Adolescents based on background variables

Comparison of Language Skills Proficiency of Delinquent and Non-Delinquent Male

Adolescents

Table 4.4

Mean, Standard Deviation and t value of Language Skills Proficiency of Male delinquent and Non-Delinquent adolescents

Male	Mean	SD	N	t	p	Sig. level
Delinquent	26.95	6.45	55	4.73	0.000	0.01
Non-Delinquent	32.02	4.66	55			

From the **Table 4.4** it is clear that $p < 0.01$ and is significant at 0.01 level. Hence the null hypothesis "There exists no significant difference in the mean scores of language skills of Male delinquents and Male non-delinquent adolescents" is rejected. Therefore, delinquent and Non-Delinquent Male adolescents differ significantly in their proficiency in Language Skills. From the Mean scores, it can be said that the Non-Delinquent Male adolescents are found to have more proficiency in Language Skills than Delinquent Male adolescents.

Comparison of Language Skills Proficiency of Delinquent and Non-Delinquent Adolescents based on Age

Table 4.5

Mean, Standard Deviation and t value of Language Skills Proficiency of delinquent and Non-Delinquent adolescents based on Age levels

14-17	Mean	SD	N	t	P	Sig. level
Delinquent	26.05	6.53	43			
				4.87	0.000	0.01
Non-Delinquent	31.83	4.65	52			

Note. N=55

From the **Table 4.5** it is clear that $p < 0.01$ and is significant at 0.01 level. Hence the null hypothesis “There exists no significant difference in the mean scores of language skills of male delinquents and male non-delinquent adolescents with respect to background variable Age,14-17” is rejected. Therefore, delinquent and Non-Delinquent adolescents differ significantly in their proficiency in Language Skills based on Age. From the Mean scores, it can be said that the Non-Delinquent adolescents of Age group 14 - 17 are found to have more proficiency in Language Skills than Delinquent adolescents of Age group 14-17.

Comparison of mean scores of Delinquent and Non-Delinquent Adolescents' Language Skills Proficiency based on Place of residence.

Table 4.6

Mean, Standard Deviation and t value of Language Skills Proficiency of delinquent and Non-Delinquent adolescents based on Rural Locality

Rural	Mean	SD	N	t	p	Sig. level
Delinquent	25.82	6.52	33			
				3.84	0.000	0.01
Non-Delinquent	31.13	4.95	39			

From **Table 4.6** it is evident that the t value is 3.84, $p > 0.01$, therefore it is significant at 0.01 level. Also from the mean it is clear that there is significant difference in Language Skills Proficiency of Non-Delinquent adolescents belonging to Rural Locale and Delinquent Adolescents Rural Locale. Therefore, Null Hypothesis "There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Rural Locality" is rejected. Hence Non-Delinquent Adolescents belonging to Rural Locality have more Language Skills Proficiency than Delinquent Adolescents belonging to Rural Locality.

**Comparison of mean scores of Delinquent and Non-Delinquent Adolescents
Language Skills Proficiency based on Staying away from home**

Table 4.7

Mean, Standard Deviation and t value of Language Skills Proficiency of delinquent and Non-Delinquent adolescents based on Staying away from home.

Staying Away from home	Mean	SD	N	t	P	Sig. level
Delinquent	26.95	6.45	55	2.24	0.027	0.05
Non-Delinquent	30.5	4.20	10			

Note. N=55, n=10 for non-delinquents due to rare sample condition based on the background variable away from home.

From **Table 4.7** it is evident that the t value is 2.24, $p < 0.05$, therefore it is significant at 0.05 level. Also from the mean it is clear that there is significant difference in Language Skills Proficiency of Non-Delinquent adolescents staying away from home and Delinquent Adolescents staying away from home. Therefore Null Hypothesis “There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable staying away from Home” is rejected. Hence Non-Delinquents who are staying away from home have more Language Skills Proficiency than Delinquent Adolescents staying away from home.

Comparison of mean scores of Delinquent and Non-Delinquent Adolescents Language Skills Proficiency based on Parental Qualification.

Table 4.8

Mean, Standard Deviation and t value of Language Skills Proficiency of delinquent and Non-Delinquent adolescents based Parental Qualification Below 10th std.

Below 10th std	Mean	SD	n	T	P	Sig. level
Delinquent	28.49	5.80	40			
				1.75	0.131	NS
Non-Delinquent	31.56	5.02	41			

NS-Not Significant

From **Table 4.8** it is evident that the t value is 1.75, $p > 0.01$, therefore it is not significant at any level. Also from the mean it is clear that there is no significant difference in Language Skills Proficiency of Non Delinquent adolescents whose parents studied Below class 10th and Delinquent Adolescents' parents who studied Below 10th. Therefore, Null Hypothesis "There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Parental Qualification" is accepted. Hence Non-Delinquent adolescents' parents who studied Below 10th have no influence or impact on the Language Skills Proficiency of Non- Delinquent adolescents and Delinquent Adolescents whose parents studied Below 10th also have no impact or influence on the language skills of Delinquent adolescents.

**Comparison of mean scores of Delinquent and Non-Delinquent Adolescents
Language**

Skills Proficiency based on Birth Order.

Table 4.9

Mean, Standard Deviation and t value of Comparison of Language Skills

Proficiency of delinquent and Non-Delinquent adolescents based Birth Order One &Two.

One & Two	Mean	SD	n	t	p	Sig. level
Delinquent	27.51	5.95	39			
				3.72	0.000	0.01
Non- Delinquent	31.96	4.86	45			

From the **Table 4.9** it is clear that $p < 0.01$ and is significant at 0.01 level. Hence the null hypothesis “There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Birth Order” is rejected. Therefore, delinquent and Non-Delinquent adolescents differ in their proficiency in Language Skills based on Birth Order One and Two. From the Mean scores, it can be said that the Non-Delinquent adolescents found to have more proficiency in Language Skills than Delinquent adolescents whose Birth Order is One and Two.

Comparison of mean scores of Delinquent and Non-Delinquent Adolescents

Language

Skills Proficiency based on Number of Siblings

Table 4.10

Mean, Standard Deviation and t value of Comparison of Language Skills

Proficiency of delinquent and Non-Delinquent adolescents based on Number of siblings above Two

Above Two	Mean	SD	N	t	p	Sig. level
Delinquent	27.15	6.67	34			
				2.71	0.008	0.01
Non-	31.13	4.5	24			
Delinquent						

From the **Table 4.10** it is clear that $p < 0.01$ and is significant at 0.01 level. Hence the null hypothesis “There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Number of siblings” is rejected. Therefore, delinquent and Non-Delinquent adolescents differ in their proficiency in Language Skills based on Number of Siblings above Two. From the Mean scores, it can be said that the Non-Delinquent adolescents who have above two siblings found to have more proficiency in Language Skills than Delinquent adolescents who have siblings above Two.

Comparison of mean scores of Delinquent and Non-Delinquent Adolescents

Language

Skills Proficiency based on Monthly Income

Table 4.11

Mean, Standard Deviation and t value of Comparison of Language Skills

Proficiency of delinquent and Non-Delinquent adolescents based on Medium Monthly Income

Medium	Mean	SD	N	T	p	Sig. level
Monthly Income						
Delinquent	28.5	5.52	30	3.81	0.000	0.010
Non-Delinquent	33.35	4.32	31			

From the **Table 4.11** it is clear that $p < 0.01$ and is significant at 0.01 level. Hence the null hypothesis “There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Monthly Income” is rejected. Therefore, delinquent and Non-Delinquent adolescents differ in their proficiency in Language Skills based on Medium Monthly Income. From the Mean scores, it can be said that the Non-Delinquent adolescents who have Medium Monthly Income found to have more proficiency in Language Skills than Delinquent adolescents who have Medium Monthly Income.

Comparison of mean scores of Delinquent and Non-Delinquent Adolescents

Language Skills Proficiency based on the Dimension Listening

Table 4.12

Mean, Standard Deviation and t value of Comparison of Language Skills Proficiency of delinquent and Non-Delinquent adolescents based on the dimension Listening

Listening	Mean	SD	N	T	p	Sig. level
Delinquent	12.78	2.69	55	6.47	0.000	0.01
Non-Delinquent	15.33	1.14	55			

From **Table 4.12** it is evident that the t value is 6.47, $p < 0.01$, therefore it is significant at 0.01 level. Also from the mean it is clear that the Listening Skill of Non-Delinquent Adolescents is higher than that of the Listening Skill of Delinquent Adolescents. Hence the null hypothesis “There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Listening Skill” is rejected. Therefore, it is concluded that Non-Delinquent Adolescents have high Listening Skill compared to Delinquent Adolescents.

Comparison of Language Skills of Delinquent and Non-Delinquent Adolescents based on the dimension Speaking

Table 4.13

Mean, Standard Deviation and t value of Comparison of Language Skills Proficiency of delinquent and Non-Delinquent adolescents based on the dimension Speaking.

Speaking	Mean	SD	N	T	P	Sig. level
Delinquent	1.16	1.45	55			
				2.89	0.005	0.01
Non-Delinquent	2.05	1.76	55			

From **Table 4.13** it is evident that the t value is 2.89 $p < 0.01$, therefore it is significant at 0.01 level. Also from the mean it is clear that the Speaking Skill of Non-Delinquent Adolescents is higher than that of the Speaking Skill of Delinquent Adolescents. Hence the null hypothesis "There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Speaking Skill" is rejected. Therefore, it is concluded that Non-Delinquent Adolescents have high Speaking Skill compared to Delinquent Adolescents

**Comparison of Language Skills of Delinquent and Non-Delinquent Adolescents
based on the dimension Reading**

Table 4.14

Mean, Standard Deviation and t value of Comparison of Language Skills

*Proficiency of delinquent and Non-Delinquent adolescents based on the dimension
Reading*

Reading	Mean	SD	N	T	P	Sig. level
Delinquent	6.93	2.32	55			
				2.22	0.028	0.05
Non-Delinquent	7.85	2.01	55			

From **Table 4.14** it is evident that the t value is 2.22 $p < 0.05$, therefore it is significant at 0.05 level. Also, from the mean it is clear that the Reading Skill of Non-Delinquent Adolescents is higher than that of the Reading Skill of Delinquent Adolescents. Hence the null hypothesis “There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Reading Skill” is rejected. Therefore, it is concluded that Non-Delinquent Adolescents have high Reading Skill compared to Delinquent Adolescents.

**Comparison of Language Skills of Delinquent and Non-Delinquent Adolescents
based on the dimension Writing**

Table 4.15

Mean, Standard Deviation and t value of Comparison of Language Skills

*Proficiency of delinquent and Non-Delinquent adolescents based on the dimension
Writing*

Writing	Mean	SD	N	t	p	Sig. level
Delinquent	6.07	2.05	55			
				4.88	0.000	0.01
Non- Delinquent	8.00	2.10	55			

From **Table 4.15** it is evident that the t value is 4.88 $p < 0.01$, therefore it is significant at 0.01 level. Also from the mean it is clear that the Writing Skill of Non-Delinquent Adolescents is higher than that of the Writing Skill of Delinquent Adolescents. Hence the null hypothesis “There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Writing Skill” is rejected. Therefore, it is concluded that Non-Delinquent Adolescents have high Writing Skill compared to Delinquent Adolescents.

Inter Correlation among the dimensions of Language Skills of Delinquent and Non-delinquent Adolescents

Table 4.16

Results of Inter-correlation among the dimensions of Language Skills

Inter Correlations Results					
		Listening (Delinquents)	Speaking (Delinquents)	Reading (Delinquents)	Writing (Delinquents)
Listening (Non-Delinquents)	r p	-.158 .250	-.358** .007	-.250 .065	-.295* .029
Speaking (Non-Delinquents)	r p	-.131 .341	0.360** .007	-.172 .210	-.104 .451
Reading (Non-Delinquents)	r p	-.122 .373	-.195 .154	-.197 .150	-.145 .290
Writing (Non-Delinquents)	r p	-.013 .924	-.164 .231	-.217 .111	-.086 .533

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Inter Correlation among the dimensions of Language Skills of Delinquent and Non-delinquent Adolescents

Table 4.17

Correlation between Listening Skill of Delinquent and Non-Delinquent Adolescents

		Listening (Delinquents)	Speaking (Delinquents)	Reading (Delinquents)	Writing (Delinquents)
Listening	r	-.158	-.358**	-.250	-.295*
(Non-Delinquent)	p	.250	.007	.065	.029

Table 4.17 indicates that there is low correlation in Speaking Skill of Delinquent adolescents with the Listening Skill of Delinquent adolescents. Therefore the correlation is significant at the 0.01 level (2-tailed). This correlation coefficient indicated that the relationship is low. There is low correlation in Writing Skill of Delinquent adolescents with the Listening skill of Non-Delinquent adolescents. The correlation is significant at the 0.05 level(2tailed). This correlation coefficient indicated that the relationship is low.

Table 4.18

Correlation between Speaking Skill of Delinquent and Non-Delinquent Adolescents

		Listening (Delinquents)	Speaking (Delinquents)	Reading (Delinquents)	Writing (Delinquents)
Speaking	r	-.131	0.360**	-.172	-.104
(Non- Delinquent)	p	.341	.007	.210	.451

Table 4.18 indicates that there is low correlation in Speaking Skill of Delinquent adolescents with the Speaking Skill of Non-Delinquent adolescents. Therefore the correlation is significant at the 0.01 level (2-tailed). This correlation coefficient indicated that the relationship is low.

Table 4.19

Correlation between Reading Skill of Delinquent and Non-Delinquent Adolescents

		Listening (Delinquents)	Speaking (Delinquents)	Reading (Delinquents)	Writing (Delinquents)
Reading	r	-.122	-.195	-.197	-.145
(Non-Delinquent)	p	.373	.154	.150	.290

Table 4.19 indicates that there is low correlation in Reading Skill of Delinquent adolescents with the Reading Skill of Non-Delinquent adolescents. Therefore the correlation is significant at the 0.05 level (2-tailed). This correlation coefficient indicated that the relationship is low.

Table 4.20

Correlation between Writing Skill of Delinquent and Non-Delinquent Adolescents

		Listening (Delinquents)	Speaking (Delinquents)	Reading (Delinquents)	Writing (Delinquents)
Writing	r	-0.013	-.164	-.217	-.086
(Non-Delinquent)	p	.924	.231	.111	.335

Table 4.20 indicates that there is low correlation in Writing Skill of Delinquent adolescents with the Writing Skill of Non-Delinquent adolescents. Therefore the correlation is significant at the 0.05 level (2-tailed). This correlation coefficient indicated that the relationship is low.

CHAPTER V

CHAPTER V

FINDINGS, CONCLUSIONS, DISCUSSIONS & SUGGESTIONS

- Study of retrospect
- Major findings
- Discussion for Findings
- Educational implications of the study
- Conclusion
- Suggestions for further study

CHAPTER V

Study in Retrospect

The study “Language Skills of Delinquent and Non-Delinquent Adolescents: A Comparative Study” aims to learn more and to raise awareness of the importance of language skills among delinquent and non-delinquent adolescents. The proportion of juvenile delinquents is rising quickly in India. Serious problem in behaviour, physical violence, and juvenile criminality are all substantially correlated with language deficits, reading disabilities, difficulties appropriately interpreting emotions, and social problem-solving challenges. All professional communicative skills have their roots in language skills. Building language proficiency has been regarded as one of the essential elements for employment creation. In order to uncover some useful methods of combining these four language abilities, it is crucial to investigate the tight interaction and impact among them.

A bigger number of goals could be accomplished in less time with higher self-growth by exploring language skills. Eliminating dropouts and reducing the rising number of delinquents are two important steps to take in ensuring that our youth are literate and future-ready. Therefore, maintaining one's language skills is essential for behaviour control. The researcher presents a summary of all the research findings and inferences in this chapter. The researcher also discussed the study's educational implications and made recommendations for future research.

Objectives of the Study

1. To construct and validate a language skills tool test for delinquent and non-delinquent adolescents.
2. To study the level of language skills of delinquent adolescents.
3. To study the level of language skills of non-delinquent adolescents.
4. To study whether there is any significant difference in the mean scores of language skills of delinquent and non- delinquent adolescents
5. To study whether there is any significant difference in the mean scores of language skills of delinquent and non- delinquent adolescents with respect to background variables –Age, Locality, Residing away from home, Parental qualification, Birth Order, Number of siblings and Monthly Income.
6. To compare the delinquent and non-delinquent adolescents based on different dimensions of the language skills test.
7. To study the correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions of the test.

Hypotheses Framed

1. There exists no significant difference in the mean scores of language skills of Delinquent and Non-Delinquent adolescents.
2. There exists no significant difference in the mean scores of language skills of male delinquents and male non-delinquent adolescents with respect to background variable Age,14-16 and 17-21.
3. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Rural Locality.

4. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Staying away from Home.
5. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Parental Qualification.
6. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Birth Order.
7. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Number of siblings.
8. There exists no significant difference in the mean scores of language skills of delinquent and non-delinquent adolescents with respect to background variable Monthly Income.
9. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Listening Skill.
10. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Speaking Skill.
11. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Reading Skill.

12. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimension Writing Skill.
13. There exists no significant difference between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Listening Skill.
14. There exists no significant correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Speaking Skill.
15. There exists no significant correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Reading Skill.
16. There exists no significant correlation between language skills of delinquent and non-delinquent adolescents with respect to the dimensions Writing Skill.

Methodology in Brief

Normative survey method was used in this study and the sample of the study includes 55 Delinquents of Juvenile Correctional Centre of Tirunelveli district and 55 Non-delinquent adolescents from the government schools of Tirunelveli district. The tools used in the present study were General Data Sheet and Language skills Proficiency test constructed and validated by the investigator. The Statistical Techniques used in the study were Percentage analysis, Arithmetic mean, Standard Deviation, t -test, Pearson's Product moment correlation

Findings and discussions of the present study

1. The majority of delinquent adolescents (67.27%) have medium level of proficiency in Language Skills.
2. The majority of (74.54%) of Non-Delinquent adolescents have medium level of proficiency in Language Skills.
3. The delinquent and non-delinquent adolescents differ significantly in their Language Skills Proficiency ($t=4.73, p<0.01$). This may be due to the fact that delinquents may have inferior receptive and expressive language skills needed to understand the language than non-delinquents. Delinquents with lower levels of language may become frustrated and struggle to interact with classmates. Early identification and remediation of language problems would help to solve such factors.
4. The Non-delinquent adolescents of Age group 14 - 17 found to have more proficiency in Language Skills than Delinquent adolescents of Age group 14-17. ($4.87, p<0.01$). It can be inferred that peer influences, family and school contexts play a role in delinquent behaviour leading to poor language skills.
5. The Non-Delinquent Adolescents belonging to Rural Locality have more Language Skills Proficiency than Delinquent Adolescents belongs to Rural Locality ($t=3.84, p>0.01$). Rural students may have many challenges in learning English, like inadequate home and school setting, lack of parental direction, finances, medium of education and poor classroom teaching approaches.
6. The Non-Delinquents who are Away from home have more Language Skills Proficiency than Delinquent Adolescents Staying away from home ($t=2.24, p<0.05$). Living with families has a favourable influence on children as the

company of peers and being away from home environment puts them in conflict with the law.

7. The mean scores of delinquent and non-delinquent adolescents did not differ with respect to the background variable 'Parental Qualification, below 10th (t=1.75,p>0.014). Thus the variable did not make any influence on their language skills.
8. The Non-Delinquents with Birth Order One and Two have more Language Skills Proficiency than Delinquent Adolescents with Birth Order One and Two (t=3.72,p<0.01). Birth orders greater than two can influence the monthly income among the middle-income class, leading to financial problems.
9. The Non-Delinquents with two siblings have more Language Skills Proficiency than Delinquent Adolescents with more than two siblings (t=2.71, p<0.01). Siblings may influence behavioral adjustments positively or negatively. A delinquent sibling may strengthen such behaviours among their siblings.
10. The Non-Delinquents with medium Monthly income have proficiency in Language Skills more than Delinquent Adolescents with medium Monthly income (t=3.81,p<0.01). Inequalities in societies can lead to frustration and emotional problems and associated problems in learning language. The values, attitudes, parental authority and activities of this income class may differ from other income groups.
11. Non-Delinquent Adolescents have high Listening Skill compared to Delinquent Adolescents (t=6.47, p<0.01)
12. Speaking Skill of Non-Delinquent Adolescents is higher than that of the Speaking Skill of Delinquent Adolescents (t=2.89, p<0.01).

13. Reading Skill of Non-Delinquent Adolescents is higher than that of the Reading Skill of Delinquent Adolescents ($t=2.22$ $p<0.05$).
14. Non-Delinquent Adolescents have high Writing Skill compared to Delinquent Adolescents ($t=4.88$, $p<0.01$).
15. Listening Skills of Non delinquents is having low, negative and significant correlation with speaking ($p<0.01$) and writing skills ($p<0.05$) of delinquents.
16. There is low, positive correlation ($r=0.36$) between Speaking Skill of Delinquent adolescents and Speaking Skill of Non-Delinquent adolescents. The correlation is significant at 0.01 level ($p<0.01$).
17. The correlation between reading Skills of non-delinquent adolescents with listening, speaking, reading and writing of delinquent adolescents is found to be negligible, negative and non-significant.
18. The correlation between writing Skills of Non-Delinquent adolescents with listening, speaking and writing skills of delinquent adolescents is found to be negligible, negative and non-significant. The interrelationship among four language skills reveals that they have close and strong an impact upon one another.

Discussion for Findings

In this study, there are linkages between language skills and behavioural consequences in juvenile delinquents and have significantly inferior receptive and expressive language skills than non-delinquents. These data imply that peer influence

effects the family and school contexts, as well as playing a role in delinquent behaviour. And living with other families has a favourable influence on children since the company of peers and being away from home environment puts them in conflict with the law. Rural students may have many challenges in learning English, like inadequate home and school setting, lack of parental direction, finances, medium of education and poor classroom teaching approaches. Birth orders greater than two have a strong influence on delinquency, and this results in several causal factors among the middle-income class. As a result, parental authority and ordinal position can both play a role in delinquent behaviour. Siblings may influence behavioral adjustments positively or negatively. A delinquent sibling may strengthen such behaviours among their siblings.

Furthermore, the findings suggest that, having identified a link between language skills problems and juvenile delinquency, it may be important to investigate the effectiveness of early identification and remediation of language skills problems in an effort to eliminate one of the factors that may contribute to the socially inappropriate behaviours of juvenile delinquency. Delinquents differ from non-delinquents that delinquents with lower levels of language may become frustrated when they struggle to initiate interactions with classmates owing to language limitations. Delinquents cannot express their knowledge in English language like their counterparts and may have problems in understanding the language.

Educational Implications of the study

Based on the findings of this study,

- i. The majority of delinquent adolescents scored lower on linguistic skills than non-delinquent adolescents.

- ii. It should be assumed that delinquents could benefit from early examination for probable linguistic deficiencies.
- iii. Children who are at risk of incarceration should be screened in a variety of ways.
- iv. Adolescents face a variety of challenges. In order for delinquent teenagers' language abilities to improve, timely motivation, reinforcement, and feedback should be provided.
- v. To protect the physical and mental health of the next generation, quick intervention techniques are essential. They should also be provided equitable access to tactics such as drama, workshops, and language laboratories to improve their linguistic skills and minimise the rate of delinquency. Exposure to English news will benefit both their language skills and their understanding of the consequences of illegal living.
- vi. In this study, the four basic skills for learning a second language are well connected. In genuine communication, speaking, listening, reading, and writing are all interconnected and interdependent.
- vii. As a result, adequate opportunities for reading and writing should be provided in order for students to self-reflect, and reciprocal peer tutoring can improve listening and speaking skills in order to boost self-esteem.
- viii. Different language abilities should be included into English instruction to equip students for real-world communication. English teaching should be made more comprehensive through economical teaching and presentation in order to achieve effective education in less time and with greater efficiency.
- ix. Delinquents should be fostered to instil essential values in them. Even though many experts and policymakers advocated for effective education and

intervention programs, the rate of delinquents must be decreased yet it has reached a pinnacle.

- x. Counsellors can help clients identify their English language learning needs.
- xi. The shortage of professionally educated instructors for inclusive education must be addressed.
- xii. Life skills and soft skill training could assist individuals improve their character and social competency.
- xiii. Responsible citizenship training would allow them to move forward from their tragic history.

Duty of the government

- i. Youth offenders should be encouraged to pursue vocational training as it offers chance to divert their attention from crime.
- ii. If focus is given on developing language skills, delinquents can be moulded into potential candidates to succeed in job interviews and become tremendous resource for our nation.
- iii. To adopt preventive techniques to stop delinquent behaviour among young people by improving their social and communicative skills through trained professionals.
- iv. A schedule of activities and awareness on the need of language skills should be encouraged through successful leaders of the society.
- v. If appropriate action is not taken to deal with the issue, deadly outcomes could develop. So proper educational setups have to arranged by the government and ensure it through Juvenile Justice Board.

- vi. The juvenile home should arrange individual counselling session weekly twice with the assistance of a qualified and competent counsellor.
- vii. To promote social intelligence and teamwork among peers and in society, the juvenile homes should offer training sessions on teamwork and leadership that can be created through communication skills.
- viii. There are alternative approaches to schooling that can be used to reduce the delinquency rate. For the benefit of juvenile offenders, steps should be taken to help them grow in co-curricular pursuits and civic involvement.

Duty of the School

- i. The school's top priority is to educate the children from class 1 to Class 8 about the value of being fluent in the target language, which includes Tamil and English.
- ii. NEP 2020 provides a three-language formula, whereas Tamil Nadu supports a two- language formula consisting of Tamil and English. English is used as a second language in addition to mother tongue and is a well-known language of empowerment and knowledge. The school's responsibility is to condition the pupils for future improvement in all respects, not just in terms of grades.
- iii. The students should be encouraged to engage in remote learning as this is the era of hybrid and all forms of digital learning. So, the educational institution should make additional arrangements to help non delinquent students acquire language skills.
- iv. From the investigator's suggestion Quality Assessment should be done for the betterment of Government School students by conducting Class Eligibility Language Test of NCERT at the National Level.

- v. Recreational activities should be offered by the school, and weekly counselling sessions with a qualified therapist or counsellor should be scheduled. This will enable the rebellious adolescent to learn how to fit in with society, despite its opposition to his preferences.
- vi. The school should emphasize spiritual, moral, and value development in order to curb delinquency and to deter criminal behaviour.
- vii. Delinquents should be readmitted to school under the direct supervision of the headmaster or school administration. The offenders will benefit from this as they develop good character.
- viii. As a location where kids can develop their social selves, education serves more purposes than just helping pupils earn good grades. He or she should learn social skills in school. This is a wonderful opportunity for the school to lower the delinquency rate.
- ix. The school administration should provide training sessions to develop their social selves by teamwork and leadership through communication skills to enhance social intelligence and foster collaboration among peers and society.
- x. The school should make students to practise their interactive English language skills in order to advance their communication abilities in their target language.

Duty of Parents

- i. The parent's main responsibility is to love their child and raise them in a disciplined way. Parents have the duty to comprehend their children's emotions since children's feelings are very important. "Train up a child in the

way he should go, and when he is old he will not depart from it” (Proverbs 22:6).

- ii. Parents should appreciate their own child as a person and urge them to go to school and counsel their kids to follow moral laws of the society.
- iii. They should not provoke the minors to commit crimes.
- iv. From the findings of the study, the parental qualification, below 10th standard did not affect the language abilities of the students. Parents with higher educational qualification should help their children to develop language and associated moral principles and spiritual views as they grow up.
- v. According to the Brihadaranyaka Upanishad (1.5.17), parents have a responsibility to educate their children and assist them in coming to terms with their SvaDharma (life’s tasks). Parents should act as a mentor, facilitator, and source of light for their children’s future.

Conclusion

Results have implications for early identification and intervention programs to improve language skills of populations at risk for delinquency. Educational deficiencies in English language may play an integral role in the process of delinquency and, therefore pose policy implications in relation to the prevention and treatment of delinquency. Deficiencies in language skills vocabulary and communication may contribute to antisocial and aggressive behaviour. This study concluded that the level of proficiency in Language Skills of delinquent and Non-delinquent adolescents is moderate. The delinquent and non-delinquent adolescents differ significantly in their Language Skills Proficiency. Non-delinquent adolescents of age group 14 - 17 were found to have more proficiency in Language Skills than

Delinquent adolescents of Age group. Non-Delinquent Adolescents belonging to Rural Locality have more Language Skills Proficiency than Delinquent Adolescents belonging to Rural Locality. The Non-Delinquents who are residing away from home have more language skills proficiency than delinquent adolescents residing away from home. Parents who studied Below 10th have no influence on the Language Skills Proficiency of Non- Delinquent adolescents and Delinquent Adolescents Non-delinquent Adolescents have high LSRW Skills when compared to Non-Delinquent Adolescents.

The four aptitudes, listening, speaking, reading and writing enable a person to understand and produce spoken language for proper and effective interpersonal communication. They are helpful in making friends, building relationships and being confident about oneself. These four basic skills to acquire a second language are well correlated among them in this study. All professional communicative skills have their roots in language skills. Building language proficiency has been regarded as one of the essential elements for employment creation. In order to uncover some useful methods of combining these four language abilities, it is crucial to investigate the tight interaction and impact among them. More goals could be accomplished in less time with higher self-growth by exploring language skills. Eliminating dropouts and reducing the rising number of delinquents are two important steps to take in ensuring that our youth are literate and future-ready.

Therefore, maintaining one's language skills is essential for effective living, as language proficiency improves both a person's life and their ability to establish an honourable future. One can anticipate that the findings of this research together with suggestions for future research will lead to a better understanding of Language Skills

among Delinquent and Non-Delinquent adolescents. The findings of this study suggest that further investigation may be needed to establish a link between language disabilities and delinquent behaviour among adolescents. Interdisciplinary team functioning and early identification and intervention programs for populations at risk for delinquency should consider the role of language and communication.

Suggestions for Further Study

The suggestions for further research are as follows

1. A Study on the Linguistic abilities and Behavioural Issues of Delinquents and Non-Delinquents can be conducted.
2. Research can be conducted on the effect of the English language on the Decline in Delinquency.
3. The effect of violent movies on delinquents and non-delinquents can be studied
4. A Study on the therapies to deal with delinquents, including the workability of cognitive behavioural therapy can be conducted.
5. The delimitations of the study are also explored to consider a further study on a larger sample.
6. Assessment and treatment of “at-risk” populations need to be investigated.

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APPENDICES

RoughDraft

APPENDIX A

Language Proficiency Test for Adolescents

(Sneha D. & Dr. V.P.Bindu Gouri)

LISTENING SKILL

1. Phoneme Discrimination Test

This test consists of picture accompanied by 4 spoken words by the examiner in person or tape. Write the words with the help of picture and what you listen to.



a.

Pain, Pin, Pen, Pair



b.

Cart, Car, Calf, Card



c.

Shark, Sock, Sack, Shock

d.



Ten, Den, Pen, Ben

2. Test of Stress and Intonation:


This item is designed to test the ability to recognise word stress or sentence stress. The testee listens to the sentence and is required to indicate the syllable which carries the main stress.

Write the word which is stressed: _____.

3. Testing Listening through Visual Materials:

Listen and write the number



Answer the questions below with the help of  and write the number correctly.

1. Which boy is Tom?
 2. Which boy is Mark?
 3. Which girl is Jill?
 4. Which girl is Alice?
 5. Which girl is Grace?
4. Check your understanding from the clues shown in the video.

Porcupine Vs Lion

Tick whether the sentences true or false with the help of the video:

- a. The adult lions and lion cubs both tried to attack the porcupine
True/False
- b. The porcupine's sharp needles are actually hairs
True/False
- c. Porcupine's needle can pierce a lion's skin
True/False
- d. Porcupines don't taste very good
True/False
- e. The best way to attack a porcupine is to flip it over
True/False

5. The student listens to a story on a tape. He attempts to fathom out what is going on. When the story finish he or his group is given a pile of separate pictures which must be put in the correct sequence according to the story.

6. Following Directions:-

Name : _____

Directions: Before starting this assignment, listen everything carefully.

Write your name at the top of this paper.

Underline all Capital letters found on this sheet.

Stand up and clap your hands 3 times.

On the bottom of this page list two favorite role models.

Sing an English Rhyme.

Give the answer for assignment no.1 only. When you're done give it to me.

7. Six photographs of famous people are cut from magazines. An audio is played which contains the descriptions of their lives. The pupils must indicate which description relates to which person.



8. The pictures illustrating specific ideas are displayed to the pupil. Each picture is numbered. The pupil writes down the relevant numbers:



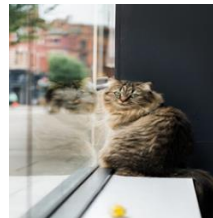
1



2



3



4



5

SPEAKING SKILL

1. Topic card:

2. Reproduction

A picture sequence is given to the pupil to guide him and remind him of what to say. In this case the pictures are printed on a card which the pupil can hold while he narrates a story.

3. Manipulation:

The testee listen to a story from the teacher and the story stopped with revealing the climax. The teacher asks questions using a past tense. “What happened next?” and “Why?” “The Lottery” by Shirley Jackson

Every year, a small town holds an event known as “the lottery” that everyone attends. During this event, someone from the community is randomly chosen...but for what reason?".....(continue)

4. LOOK AND SPEAK:

The testee listens to the picture and say the action in it:



5. Translation : either Tamil to English Or English to Tamil.

a. Words:

Way _____

He _____

Again _____
 Listen _____
 Goodness _____

b. Sentence:

Don't make noise. _____
 Believe yourself. _____
 What is the date today? _____
 Do you know English? _____

READING SKILL

1. Reading Aloud: Word Test : Repetition

Creep	Jump	Doctor
Sure	Fluency	Friend
Surplus	Farmer	Merchant
Proud	Knock	Rang
Boat	Coat	Mother









Read this. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

A monkey



I live in the trees with my family and friends. I play with them a lot.
 In the morning I eat a (1) _____ s my favourite food.
 I am small and I have a long (2) _____. I can run and I can jump, but I can't use a (3) _____.
 I can't read a (4) _____ and I don't go to (5) _____.
 What am I? I am a monkey.

example

 trees	 computer	 bike	 banana
 tail	 school	 egg	 book

2.

3. Read the poem as I read:

“They Flee From Me” - BY SIR THOMAS WYATT

They flee from me that sometime did me seek

*With naked foot, stalking in my chamber.
 I have seen them gentle, tame, and meek,
 That now are wild and do not remember
 That sometime they put themself in danger
 To take bread at my hand; and now they range,
 Busily seeking with a continual change.*

4. Reading Comprehension:

MY PETS ARE AT THE VET

My name is Tommy. I have two pets. Sam is a cat and Ted is a dog. Sam is one and Ted is three years old. They are happy and cute. Ted likes to play and run. Sam likes to sleep because she is a baby cat. Now Sam and Ted are at the vet. I love my pets very much.

Answer the questions:

- | | |
|--------------------------------|-------------------------|
| 1. Who has two pets? | 4. How old is Sam? |
| a. Ted | a. One |
| b. Tommy | b. Two |
| c. Sam | c. Three |
| 2. Why does Sam like to sleep? | 5. What does Ted like? |
| Because he is a? | a. jump |
| a. baby cat | b. sleep |
| b. happy | c. run |
| c. Three | |
| 3. Where are Sam and Ted? | 6. How are Ted and Sam? |
| a. At the garden | a. big |
| b. At the house | b. small |
| c. At the vet | c. cute |

WRITING SKILL

- Write the English Alphabets A to Z with two words each.
- The teacher shows you a word. Find out the meaning of the word from the dictionary and write it. (separate word for each student)
- What are the four seasons?
- Write two proverbs which you love the most.

5. Look at the pictures and write it in sentence what it is?



_____.

6. Write the jumbled sentence correctly:

a. Bakes / a baker / bread _____

b. Cup/ tea/ drink/ Mary / a/ of _____

7. Put the correct Punctuation mark in each circle.

a. What do you want ○

b. I took my pen ○

c. Be Careful ○

d. I○ll give it back to you.

e. i○ am walking in the green grass.

8. Write the homophone for the given words.

a. Witch _____

b. Buy _____

c. Break _____

d. Write _____

e. Cellar _____



Final Draft

APPENDIX B

**Language Proficiency Test for Adolescents
(Snekha D. & Dr. V.P.Bindu Gouri)**

LISTENING SKILL

A. Phoneme Discrimination Test:

This test consists of picture accompanied by 3 spoken words used by the examiner. Write the words with the help of picture and what you listen to.

1.



Pain, Pin, Pen

2.



Shark, Shock, Sack

3.



Cart, Car, Calf

4.



Nut, Cut, Hut

5.



Den, Ten, Hen

6.



Sun, Run, Bun

Testing Listening through Visual Materials: Listen and write.

(Audio will be played)

Answer the questions below with the help of audio and put a tick mark correctly.

7 a.



7 b.



OR

Six photographs of famous people are cut from magazines. An audio is played which contains their speech with their voice . The pupils must indicate which speech relates to which person.

8.



9.



10.















11.



OR



The pictures illustrating specific ideas are displayed to the pupil. Match each picture with the help of the teacher.

12		Nose	
13		Thumb	
14		Eyes	
15		Ears	
16		Legs	
17		Hands	
18		Lips	

SPEAKING SKILL

Topic card: Any topics from the cards – free to choose by the students

19. a

**TELL ME ABOUT
YOURSELF**

b.

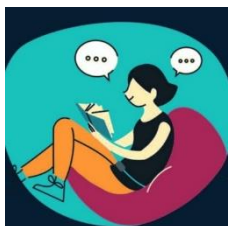
**Do you like to go to school?
WHY? / WHY NOT?**

**c. What do you want to be when you
grow up?**

LOOK AND SPEAK:

The testee listens to the picture and say the action in it: Also write down what he says.

20.



21.



22.



Note:(marks will be awarded for meaningful sentences related to the picture)*****

READING SKILL

23. Reading Aloud: Word Test

Try	Run	True	Clean
Fall	Today	Hero	Own

Reading Comprehension:

MY PETS ARE AT THE VET

My name is Tommy. I have two pets. Sam is a cat and Ted is a dog. Sam is one and Ted is three years old. They are happy and cute. Ted likes to play and run. Sam likes to sleep because she is a baby cat. Now Sam and Ted are at the vet. I love my pets very much.

Answer the questions:

- | | |
|--|----------------------------|
| 24. Who has two pets? | 25. How old is Sam? |
| d. Ted | a. One |
| e. Tommy | b. Two |
| f. Sam | c. Three |
| 26. Why does Sam like to sleep? Because he is a? | 27. Where are Sam and Ted? |

- d. a. baby cat
- e. b. happy
- f. c. Three
- a. At the garden
- b. At the house
- c. At the vet

28.









Read this. Choose a word from the box. Write the correct word next to the numbers 1-5. There is one example.

A monkey



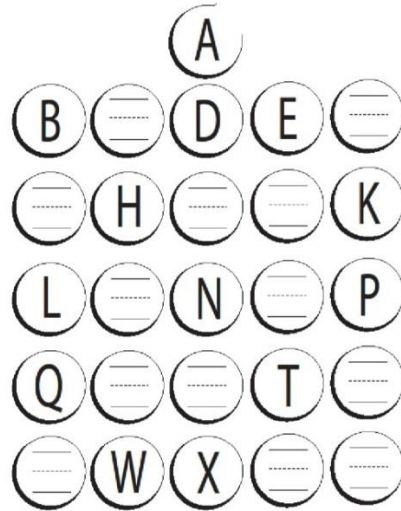
I live in the trees with my family and friends. I play with them a lot.
 In the morning I eat a (1) _____ s my favourite food.
 I am small and I have a long (2) _____. I can run and I can jump, but I can't use a (3) _____.
 I can't read a (4) _____ and I don't go to (5) _____ .
 What am I? I am a monkey.

example

 trees	 computer	 bike	 banana
 tail	 school	 egg	 book

WRITING SKILL

29. Write the English Alphabets A to Z.



Look at the picture and write it.





Translation : English to Tamil.

34. Way _____

35. He _____

Dictation

36. F a t h _ _ r

37. L i _ _ e

38. E n g _ i s h.

APPENDIX C**N.V.K.S.D. COLLEGE OF EDUCATION(AUTONOMOUS)**

RE - ACCREDITED BY NAAC WITH 'A' GRADE
(Affiliated to Tamil Nadu Teachers Education University)
ATTOOR, KANNIYAKUMARI DISTRICT.

GENERAL DATA SHEET

2021 – 2023

Instruction:

Certain personal data regarding you are required for my research purpose. The information given by you will be kept confidential and will be used for research purpose only.

Name of the person :

* Sex : Male / Female

* Age : Early Adolescent (10-13)
Middle Adolescent (14-17)
Late Adolescent (18-21)

*Place of residence : Rural / Urban

Name of the Institution :
_____.

*Educational Level :

12 th	11 th	10 th	9 th	Illiterate

* Residing with : Parents/ Mother/ Father/ Away from home

* No. of children : 1 / 2 / 3 or more

*Parental qualification : Illiterate/ below SSLC / UG

* Birth order : 1 / 2 / 3 or more

*Monthly Family Income : Low / Medium/ High

APPENDIX D

PROCEEDINGS OF THE DIRECTOR OF SOCIAL DEFENCE, CHENNAI-10.
Present:Tmt. S.Valarmathi, IAS.,
Director of Social Defence.

K.DIS. No.1150/E2/2023

Dated:31.01.2023

Sub: Permission - Department of Social Defence - Permission for Mrs.Snekha.D M.Ed. Scholar(10121Med0505) student of N.V.K.S.D. College of Education, Kanniyakumari for Data Collection in the Government Observation Home for Boys and Girls, Tirunelveli – order Issued – Reg.

Ref: Letter received from the Principal N.V.K.S.D. College of Education, Kanniyakumari, dated:13.01.2023.

In response to the reference cited, the Director of Social Defence, Chennai-10, hereby permits Mrs.Snekha.D M.Ed Scholar (10121Med0505) student of N.V.K.S.D college for Data Collection for her research work on the topic "Language skills of Delinquent and Non-Delinquent Adolescents. A Comparative study", and to visit Government Observation Home for Boys and Girls, Tirunelveli.

- 1 The visit and Data Collection should be in the presence of the Superintendent/Officer in charge of the Home or any Staff deputed by the Superintendent/Officer in charge of the Home.
- 2 The student should not disclose any of the name or the other identities of the Children of the institutions.
- 3 The Children should not be photographed or published any matter regarding them.
- 4 No part of the outcome of the work should be published in any electronic or public/press media without the permission of the Department.
- 5 The Data Collected from the Children and CCI should be kept confidential.
- 6 As there is a prohibition on disclosure of identity of children as per section 74 of Juvenile Justice (Care and Protection of Children) Act , 2015 and disclosure which may lead to the identification of a child will be in violation of this provision.
- 7 The student of college should bring the college Identity Card issued by the competent authority as proof of their identity.
- 8 Covid-19 Precautionary measures have to be strictly adhered
- 9 The student should have taken two dose of vaccination for COVID-19 in order to avoid any spread of virus to the Children.
- 10 One project report should be submitted to the Department of Social Defence.

Sd/-S.Valarmathi
Director of Social Defence

To
Dr.Sreelatha Ph.D,
Principal,
N.V.K.S.D. College of Education,
Kanniyakumari.

Copy
The Superintendent, Government Observation Home for Boys and Girls,
Tirunelveli.

//Forward by Order//

15.03.2023
Superintendent


1/2/23

சீக்கிரநாயகி

திருவருங்கோட்டை, அரங்கம் தலைநகரில் உள்ள கண்காணிப்பாளர்

கண்காணிப்பாளர்

பெயர்:- பி. நாகேசுவரன்
கண்காணிப்பாளர்

தேதி:- 037/21/2023

நாள்:- 17-02-2023

பயிற்சி:- அறுமாத - அரங்கம் தலைநகரில் உள்ள -
திருவருங்கோட்டை - தலைநகர் - D. சீக்கிரன், M. Ed.
Scholar (10121 Med 0505) கண்காணிப்பாளர்
N.V.K.S.D. கண்காணிப்பாளர்
Data collection பற்றியும் அறிவுறுத்து
செய்து கொடுக்க - சீக்கிரன்.

பரிந்துரை:- 1. தலைநகர் அறிவுறுத்தும் கண்காணிப்பாளர்
- 1150/E2/2023 நாள்:- 31-01-2023

செய்து

பரிந்துரை செய்து கொடுக்க அறிவுறுத்தும்
கண்காணிப்பாளர் தலைநகரில் உள்ள தலைநகர்
M. Ed, Scholar (10121) Med 0505) கண்காணிப்பாளர்
N.V.K.S.D. கண்காணிப்பாளர் அறிவுறுத்தும்
Data collection பற்றியும் அறிவுறுத்து
செய்து கொடுக்க - சீக்கிரன்.

பயிற்சி:-

- 1. தலைநகர், D. சீக்கிரன், M. Ed,
- N.V.K.S.D. கண்காணிப்பாளர்
- கண்காணிப்பாளர்.

கண்காணிப்பாளர்
அரங்கம் கார் நோக்கு இல்லம்
திருவருங்கோட்டை - 627 005.

17/2/23

நாள்:- நாளை தலைநகரில் அறிவுறுத்து.

- 1. கண்காணிப்பாளர், தலைநகரில் உள்ள அறிவுறுத்து
- 2. தலைநகரில் உள்ள, தலைநகரில் உள்ள, கண்காணிப்பாளர்
உள்ளது.